

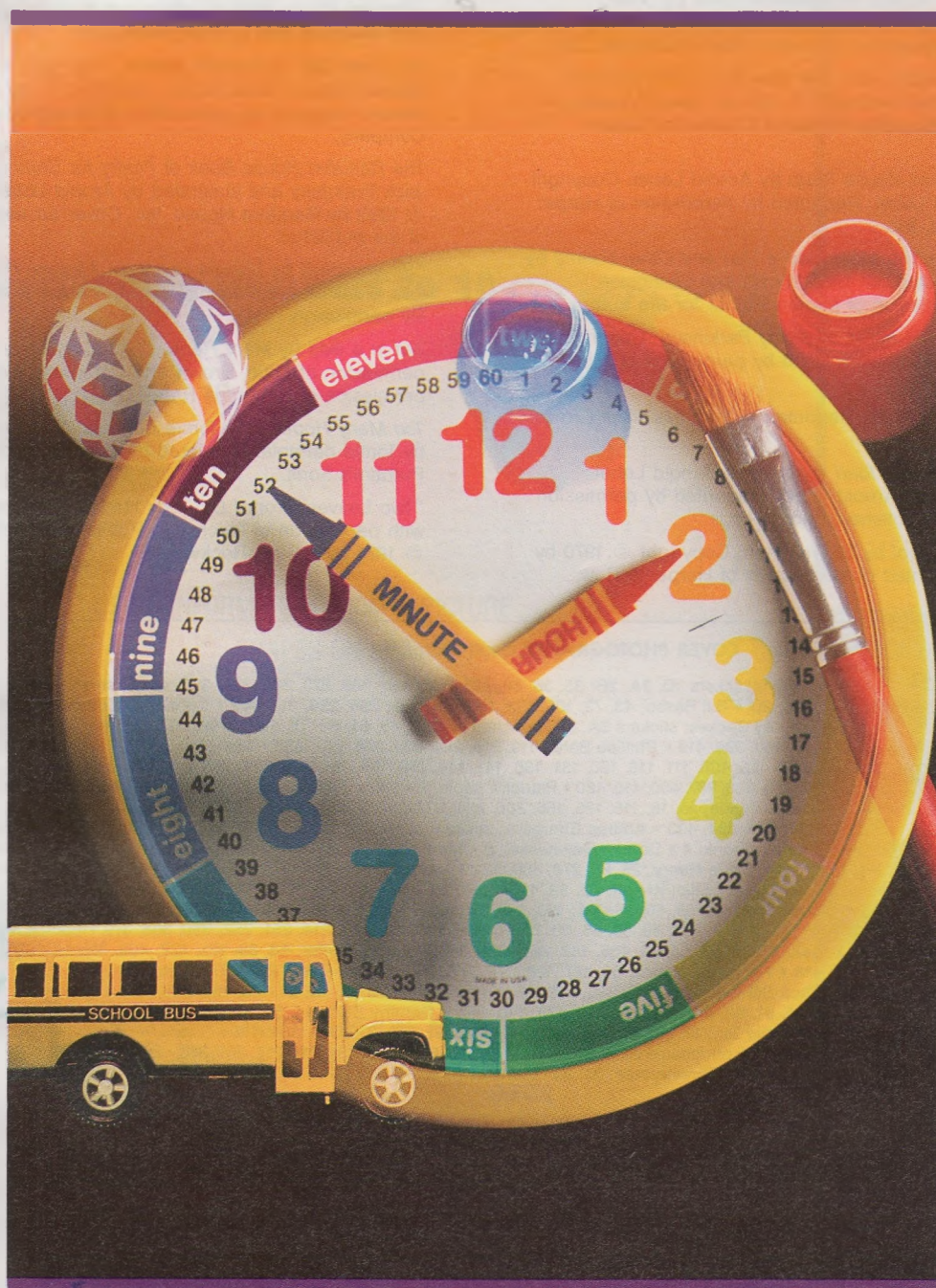
MATHEMATICS IN ACTION



M A C M I L L A N / M C G R A W - H I L L

MATHEMATICS IN ACTION

М 33



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за підтримки
"Фонду сприяння демократії"
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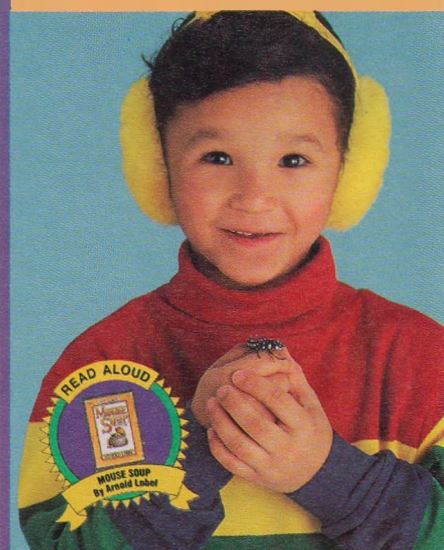
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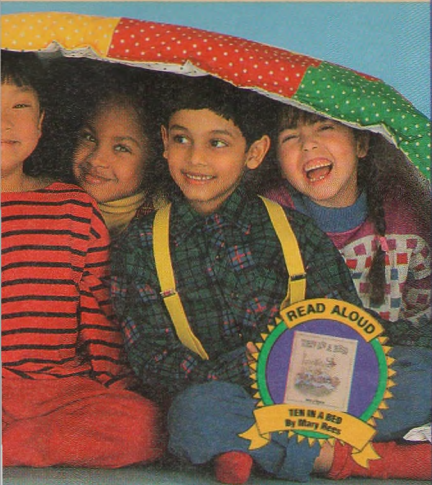
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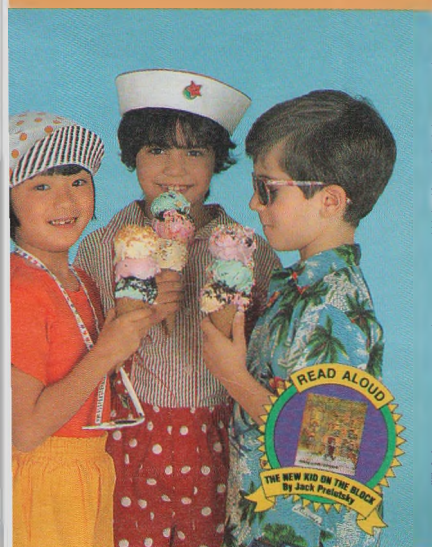
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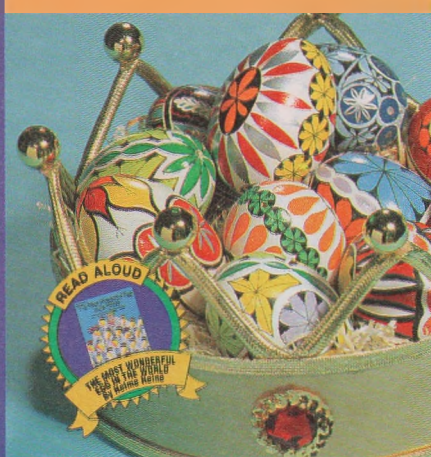
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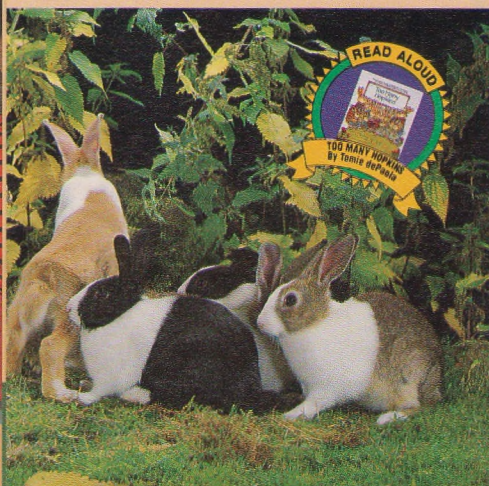
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Thinking MATHEMATICALLY

Look around you. Name some things that are taller than you. Name things that are shorter than you.

What shape is the clock? Name other things with the same shape.

How many children are in your class? Are there more children or desks in your classroom?

This book has games, puzzles, and activities. You can do them alone or with a partner. The stories and poems at the beginning of each chapter will help you to think mathematically.

Have fun!

Alan Haffer

Richard Lodholz

Martin Johnson

Gary J. Musser

Steve Leinwand

Tina Thoburn

A "Beary"
Special Occasion

Leigh
Saturday M

2 P.M. - 4 P.M.

Place My house



Pocket Puzzle




Use 6 stickers.
Paste one sticker
on each pocket.



Name _____

Paint Party

Thinking
MATHEMATICALLY

Ann put red things in her red pocket.
What could she put in her other pockets?
Use some   .
Sort the cubes for Ann's pockets.



Talk about other things you can sort by color.



Use some  and .

You make a pattern.

Your partner continues the pattern.

Take turns.

Now use some , , and .

You and your partner make patterns with these shapes.



Talk about the patterns you made.



Name _____

Thinking
MATHEMATICALLY

Shape up!

Use , , , , and .

Cover each shape with the blocks.
Then color the shapes
to match the blocks.






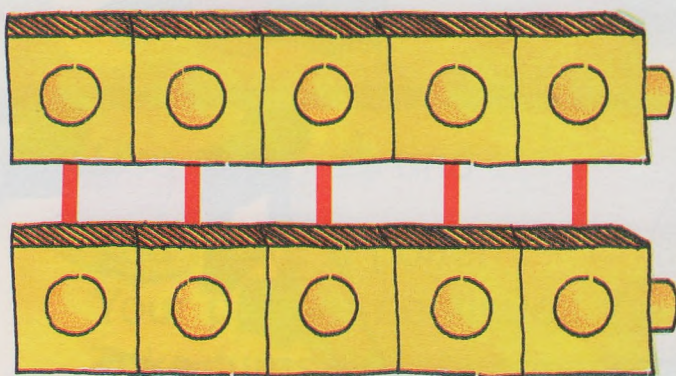
Working Together

You make a pattern.
Your partner makes the same pattern.
Take turns.

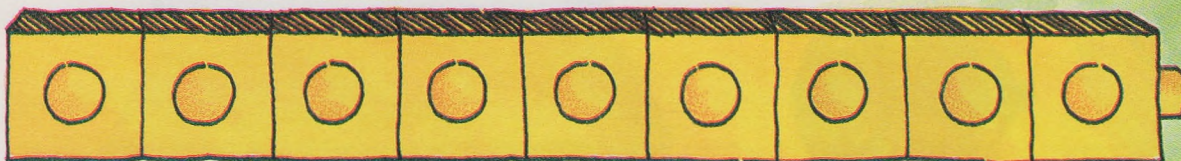
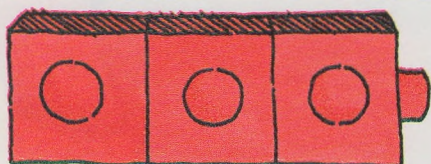
Snappy Cubes



Use some    .
Kim made these trains.
The cubes match.
The trains have the
same number of cubes.

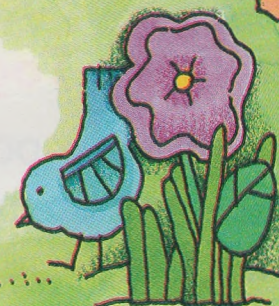


Make a train with the same
number of cubes.



Working Together

You make a train.
Your partner makes a train.
Do you have the same number of cubes?



TRICKY TRAINS

Thinking
MATHEMATICALLY

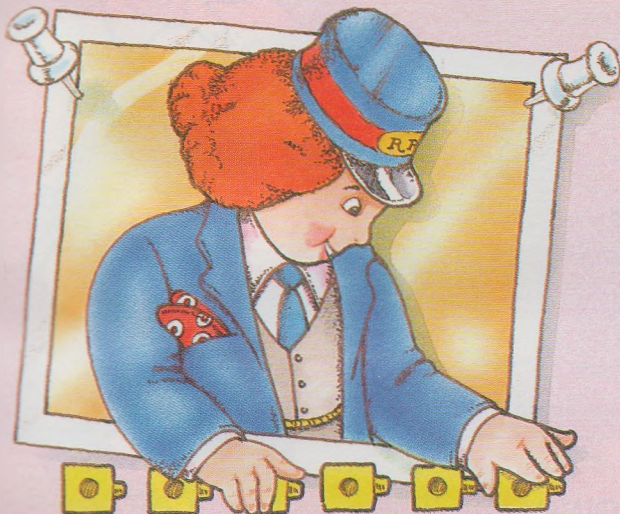
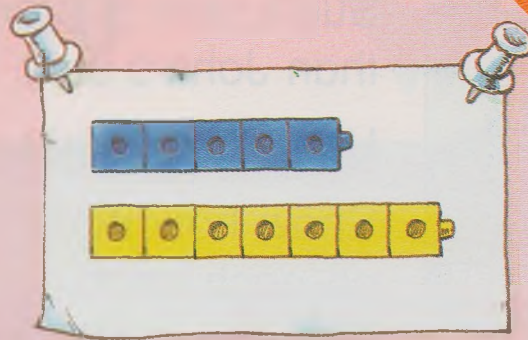
Which train has more cubes?
How can you tell?

Working Together

Use  and .

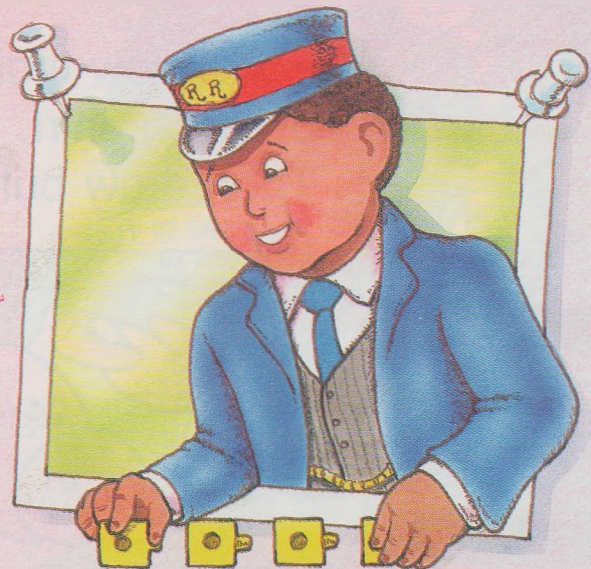
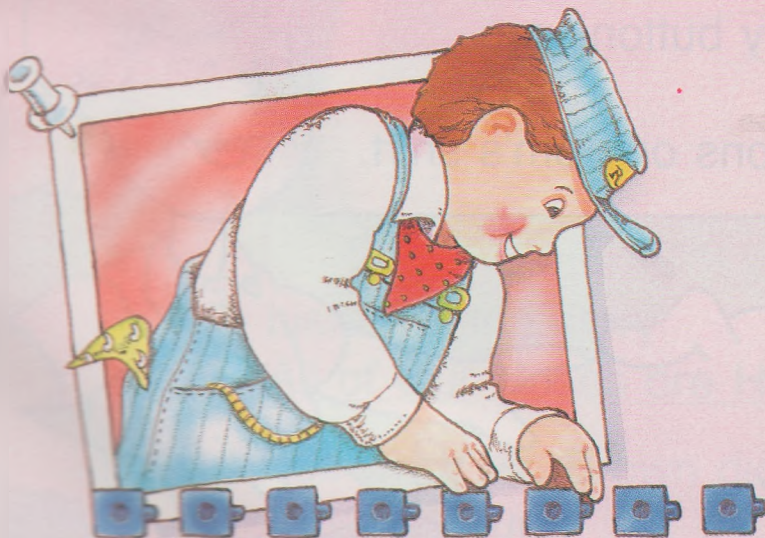
You make a train.

Your partner makes a train
with more cubes.



You make a train.

Your partner makes a train with fewer cubes.



Take turns.

Button Farm

Sue's shirt has one more button than John's shirt.

Use .

Show how many buttons are on each shirt.

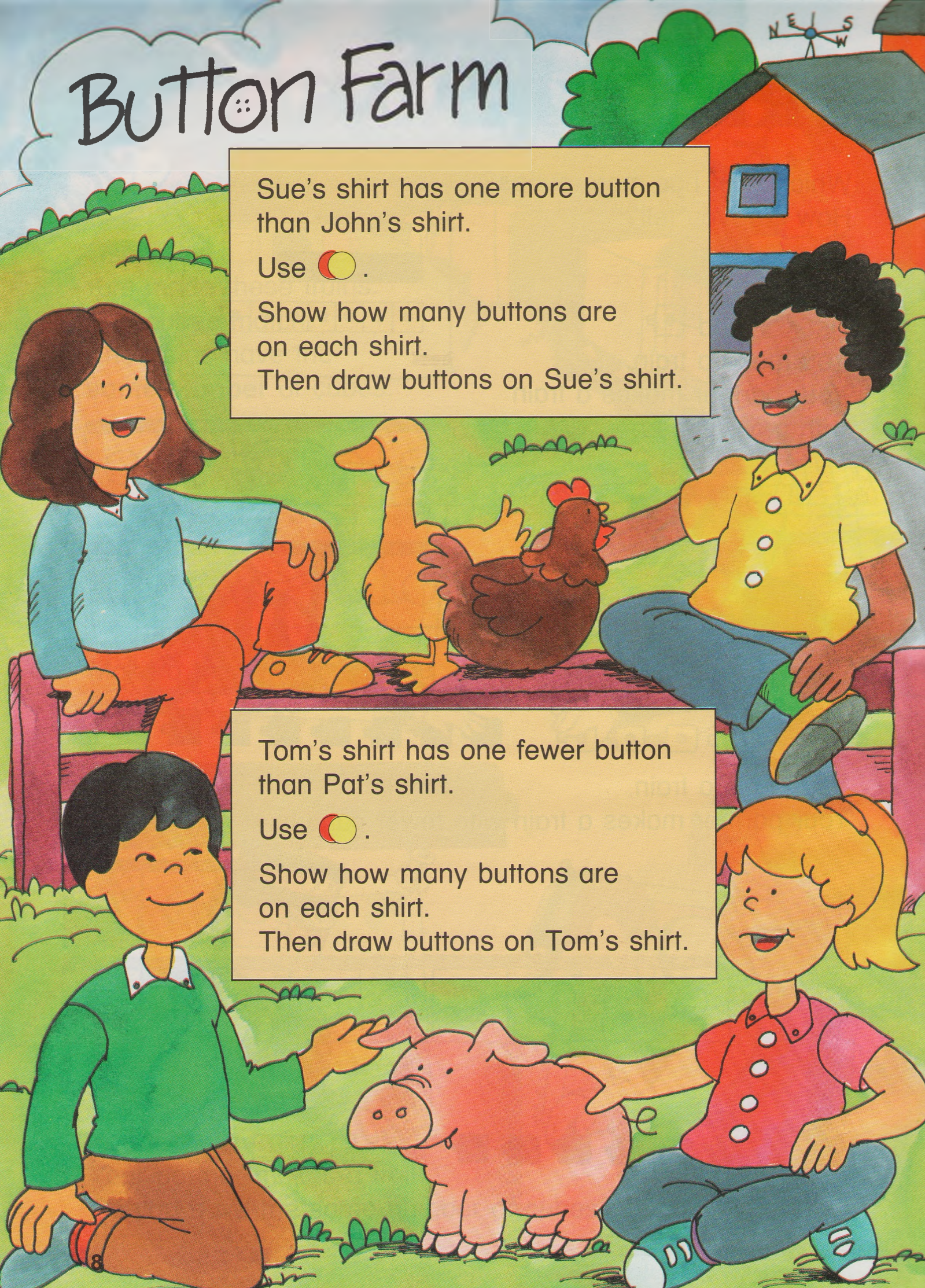
Then draw buttons on Sue's shirt.

Tom's shirt has one fewer button than Pat's shirt.

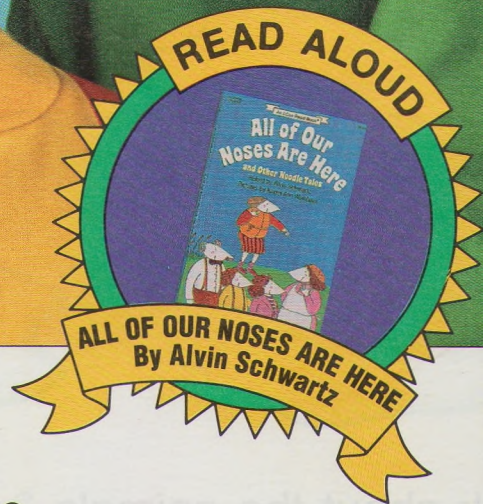
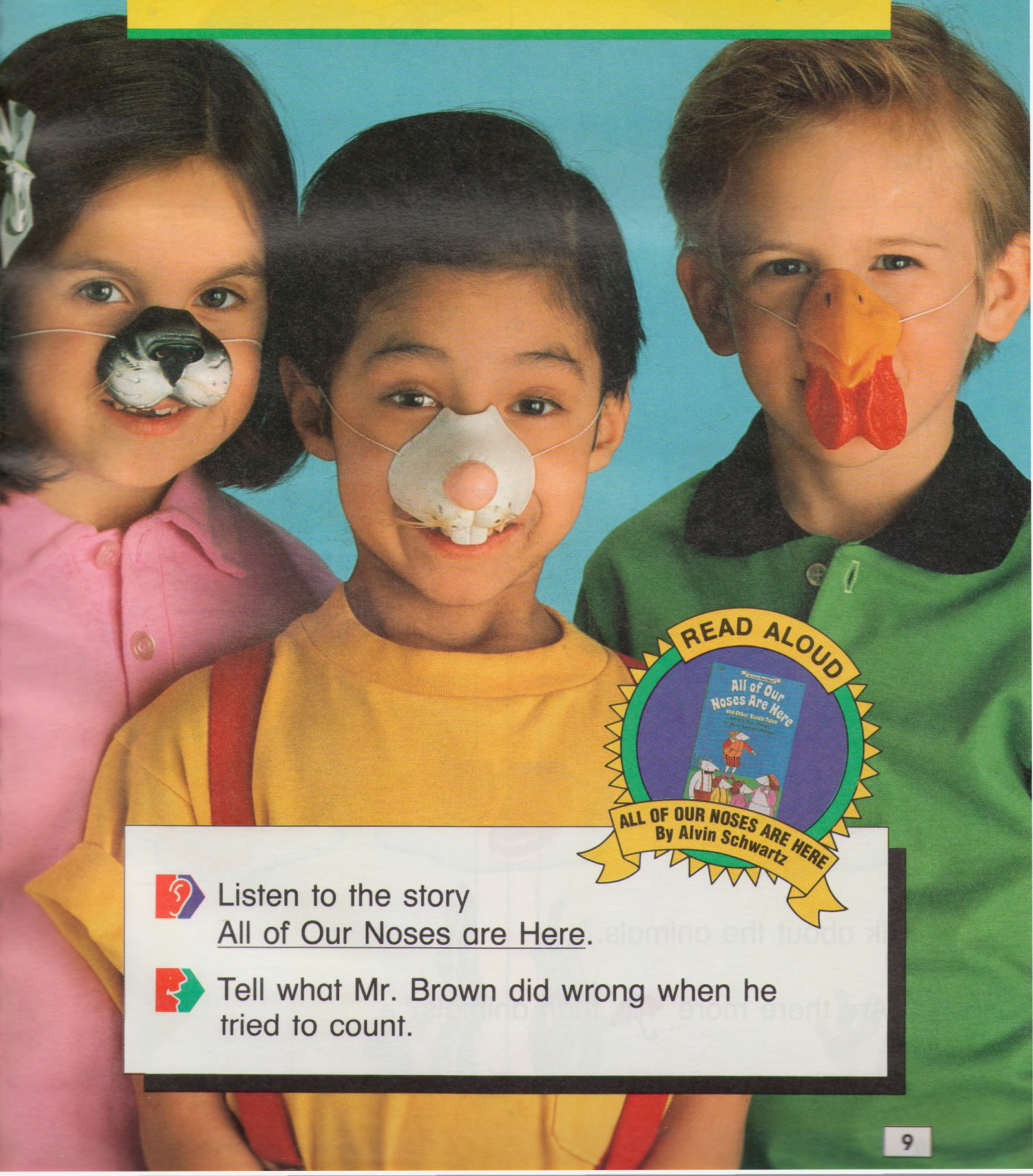
Use .

Show how many buttons are on each shirt.

Then draw buttons on Tom's shirt.



Understanding Numbers to 10



Listen to the story
All of Our Noses are Here.



Tell what Mr. Brown did wrong when he
tried to count.




EXPLORING A CONCEPT

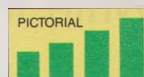
Understanding Numbers to 10

Draw 1  for each animal.



Talk about the animals.

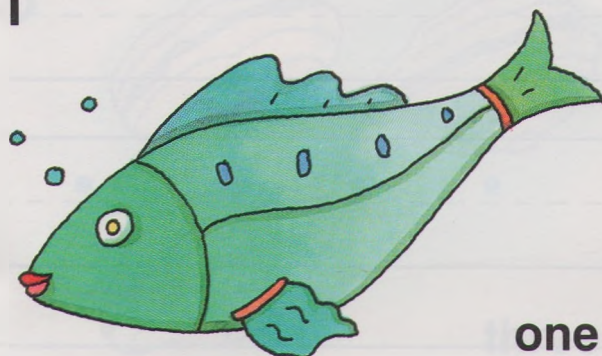
1. Are there more  than animals?
2. Are there more  than  ?



DEVELOPING / UNDERSTANDING

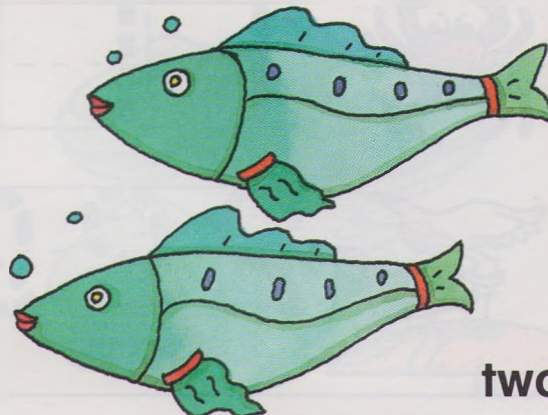
One and Two

1



one

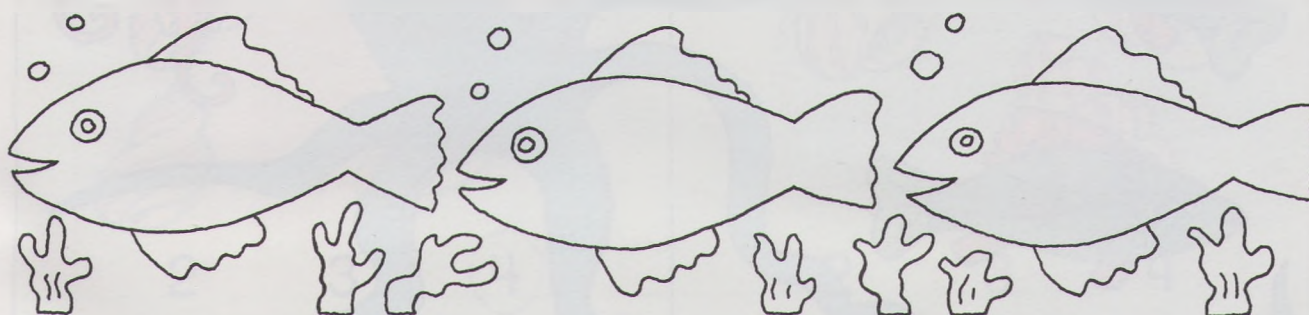
2



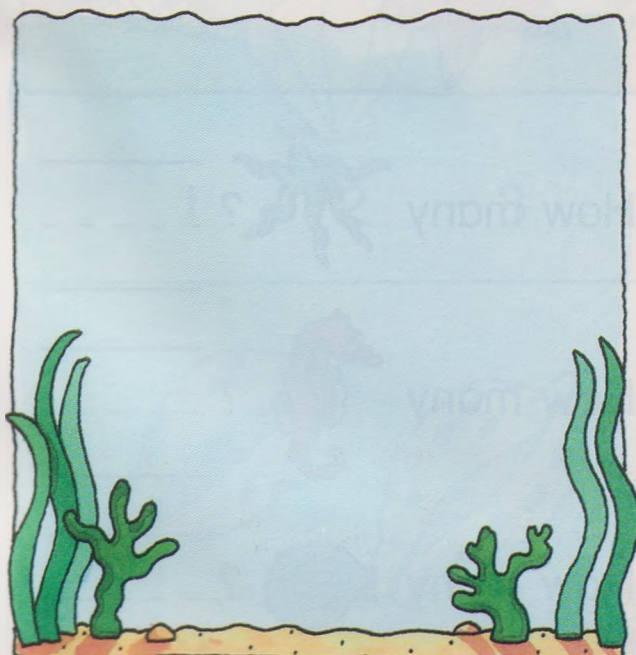
two

Color 1  green

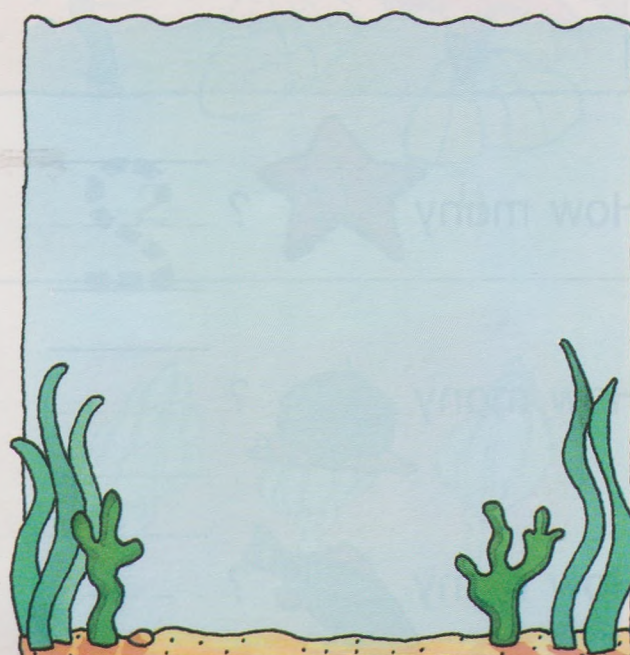
Color 2  blue



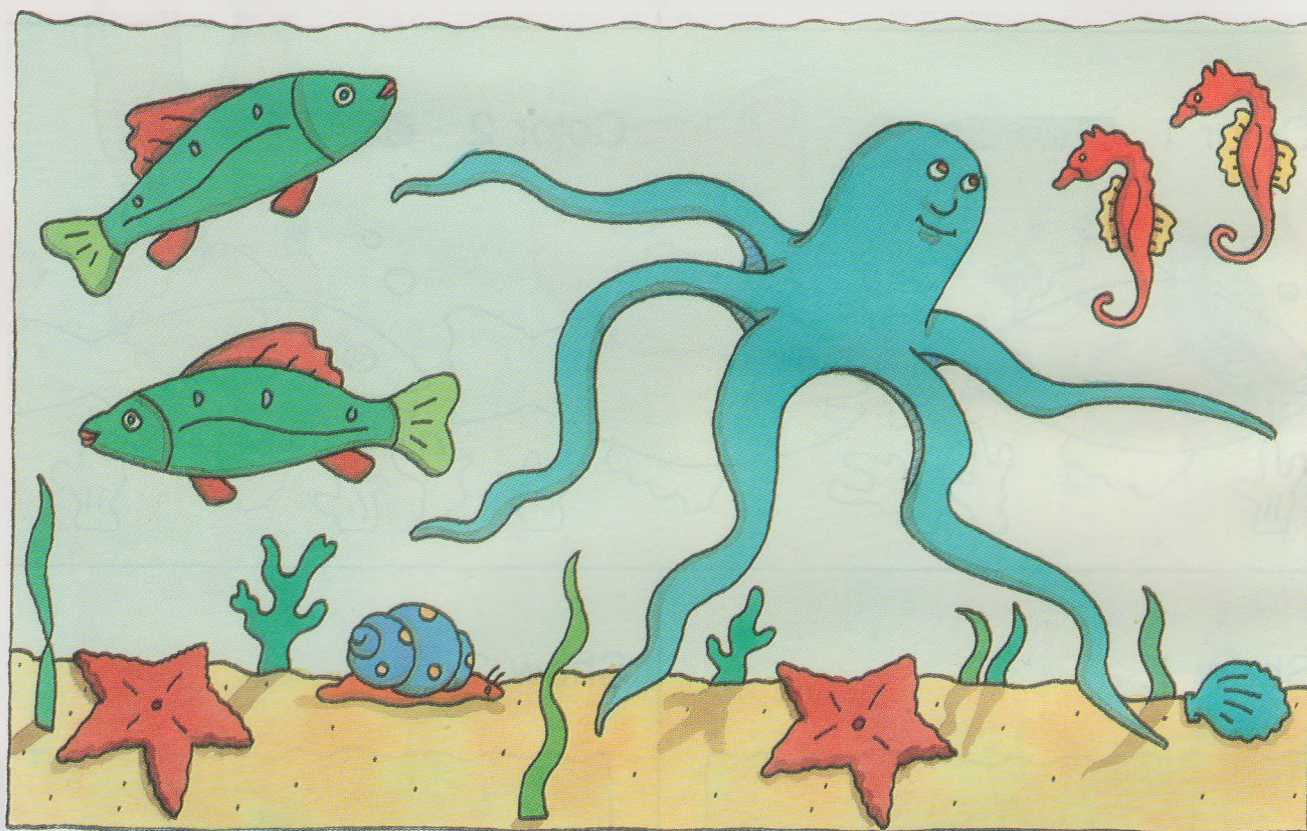
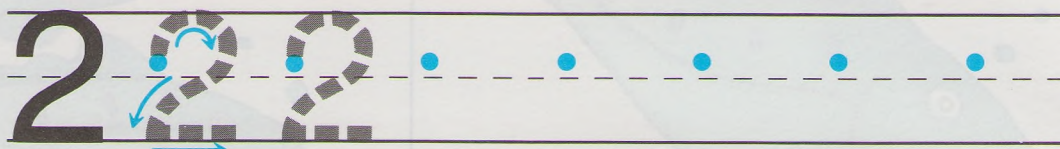
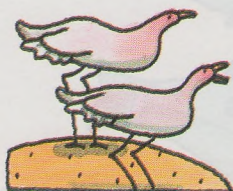
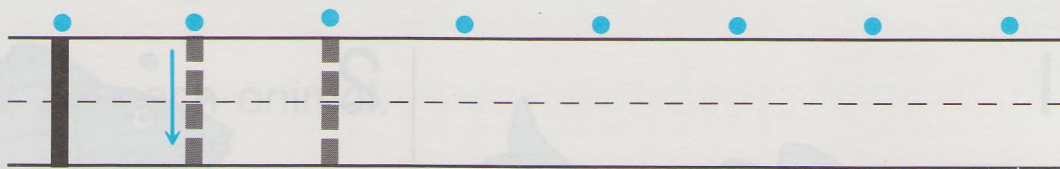
Show 1.



Show 2.



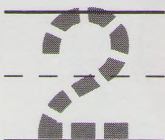
Write the number.



How many



?

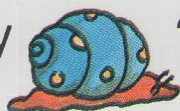


How many



?

How many



?

How many



?

How many



?

How many

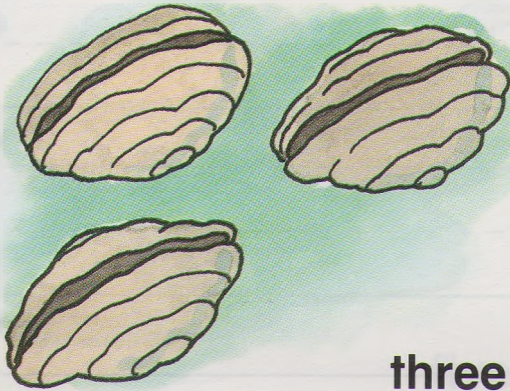


?

DEVELOPING / UNDERSTANDING

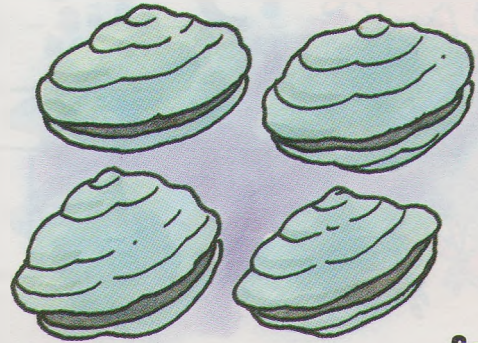
Three and Four

3



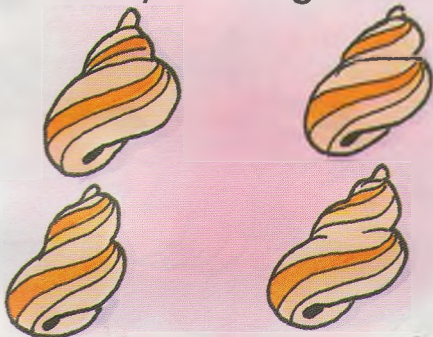
three

4



four

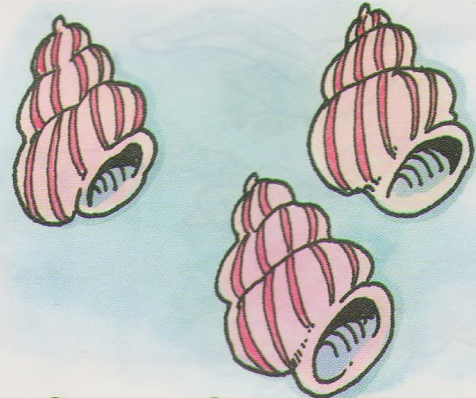
How many? Ring the number.



2

3

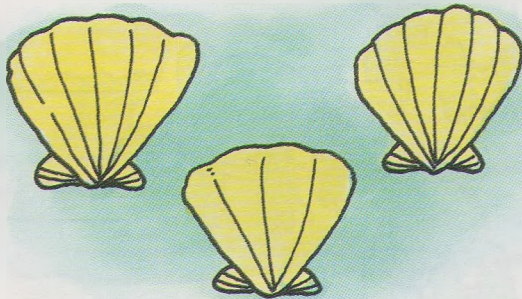
4



2

3

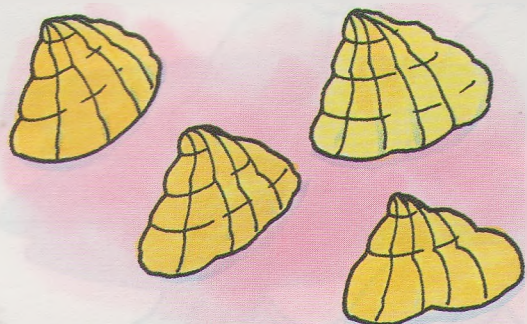
4



1

2

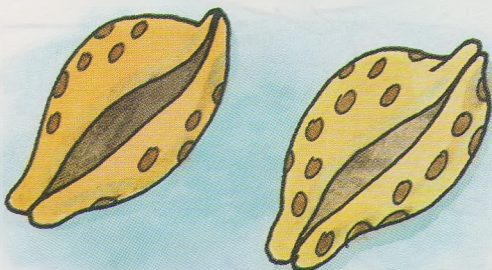
3



2

3

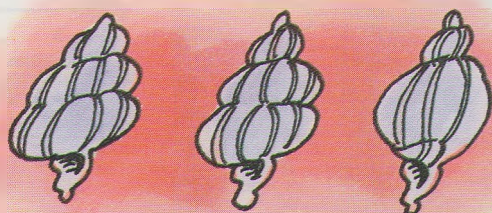
4



2

3

4



1

2

3

Write the number.



3

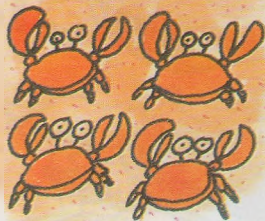


.

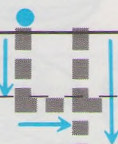
.

.

.



4



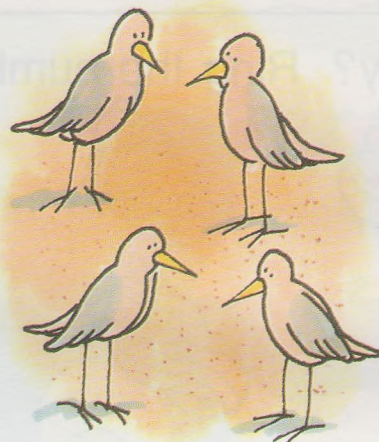
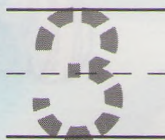
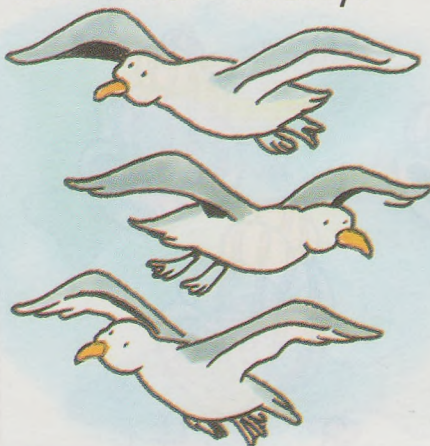
.

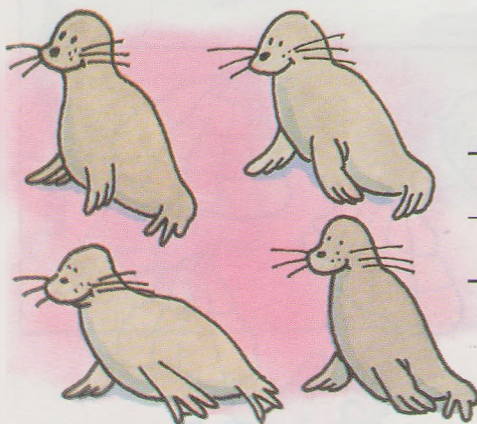
.

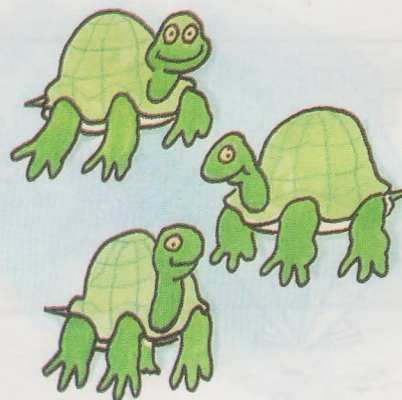
.

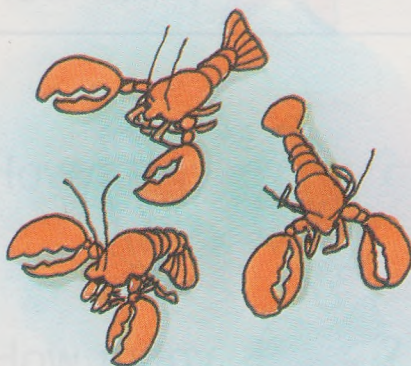
.

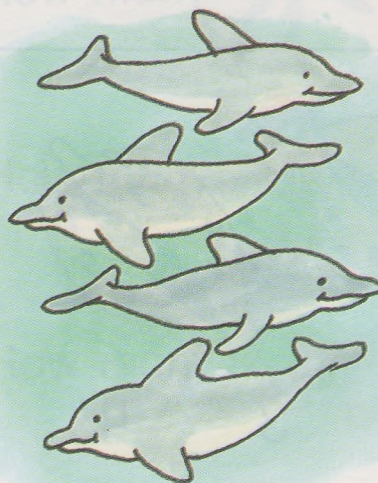
Write how many.







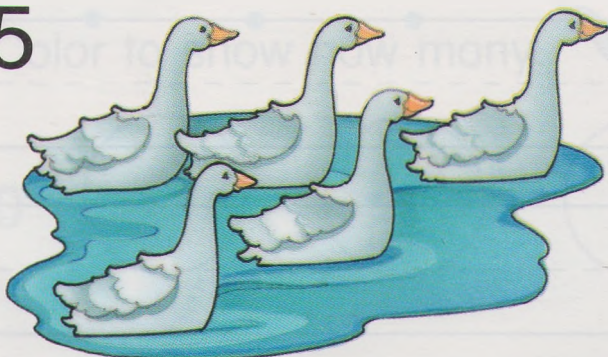




DEVELOPING / UNDERSTANDING

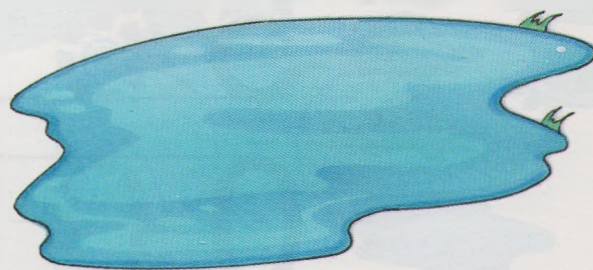
Five and Zero

5



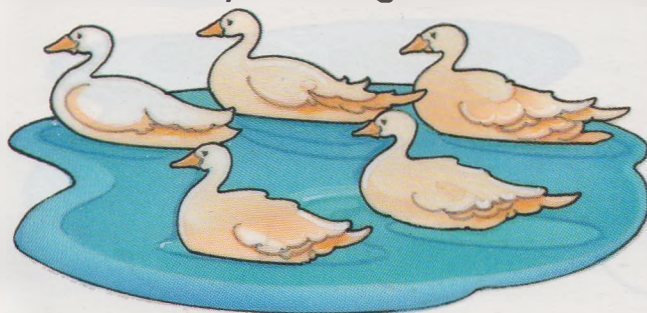
five

0



zero

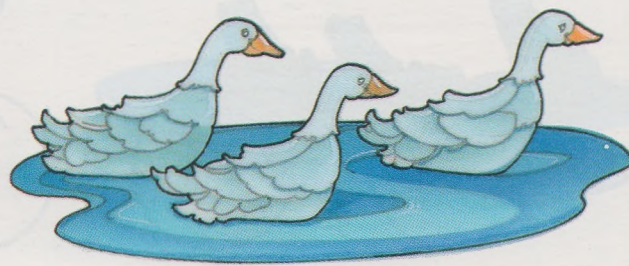
How many? Ring the number.



3

4

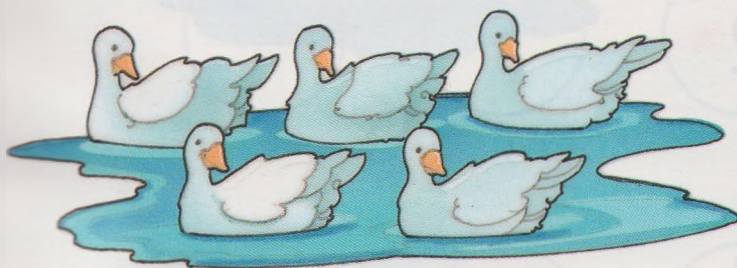
(5)



3

4

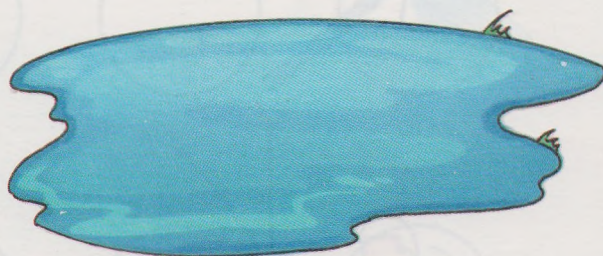
5



3

4

5



0

1

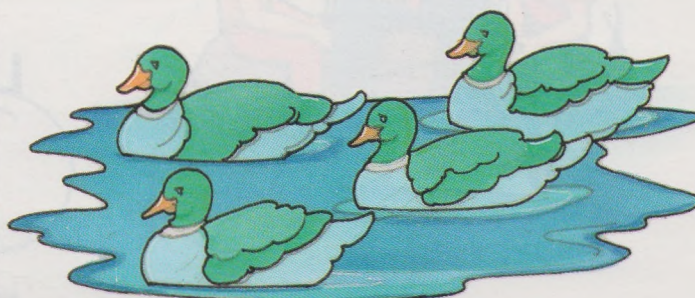
2



0

1

2

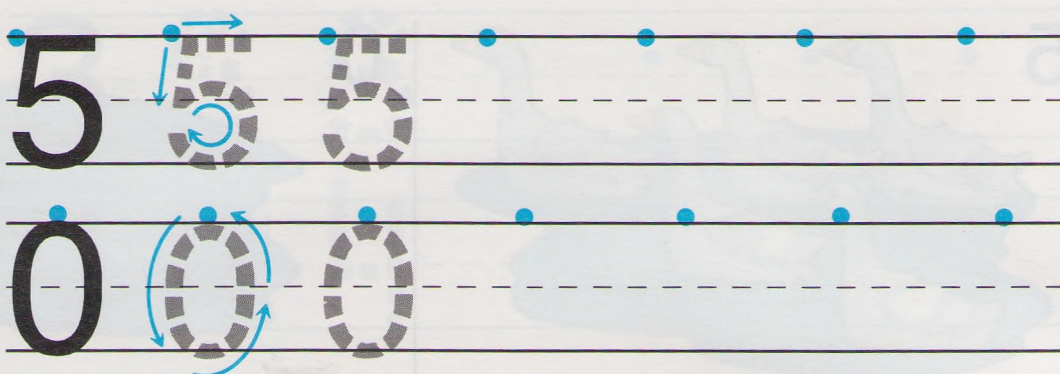
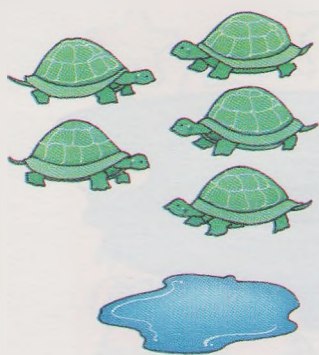


3

4

5

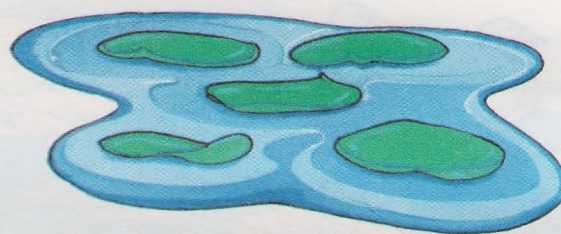
Write the number.



Match.



0



1



2



3



4

5



Name _____

DEVELOPING / UNDERSTANDING



Order 0-5

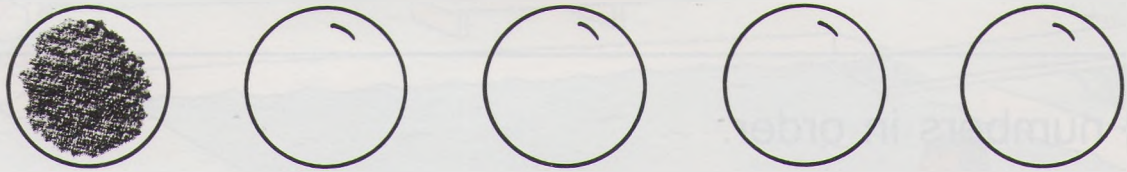


Color to show how many.

0



1



2



3



4

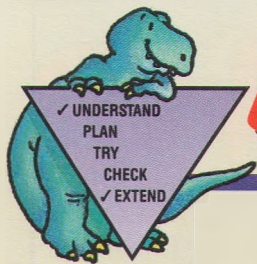


5



Talk about the patterns you see.

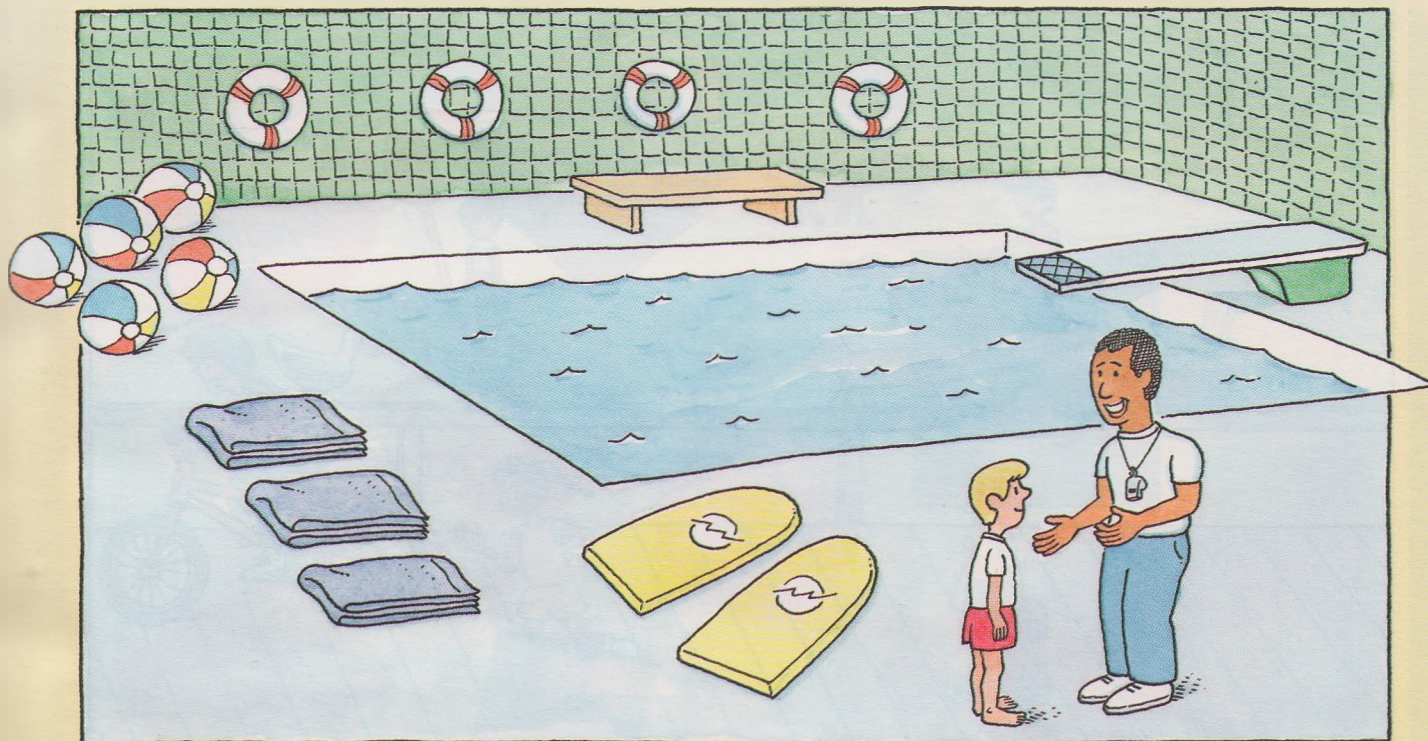




Problem Solving

Using Information from a Picture

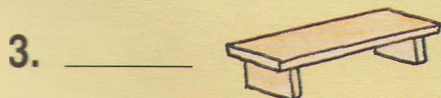
How many of each?



The swimming teacher is helping John to count. Write how many.



2.



4.

5.

6. Tell a story about things you need at a pool or a lake or an ocean. Use numbers in your story.



Write how many.

1.  _____



2. _____



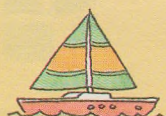
3. _____



4. _____



5. _____



6. _____



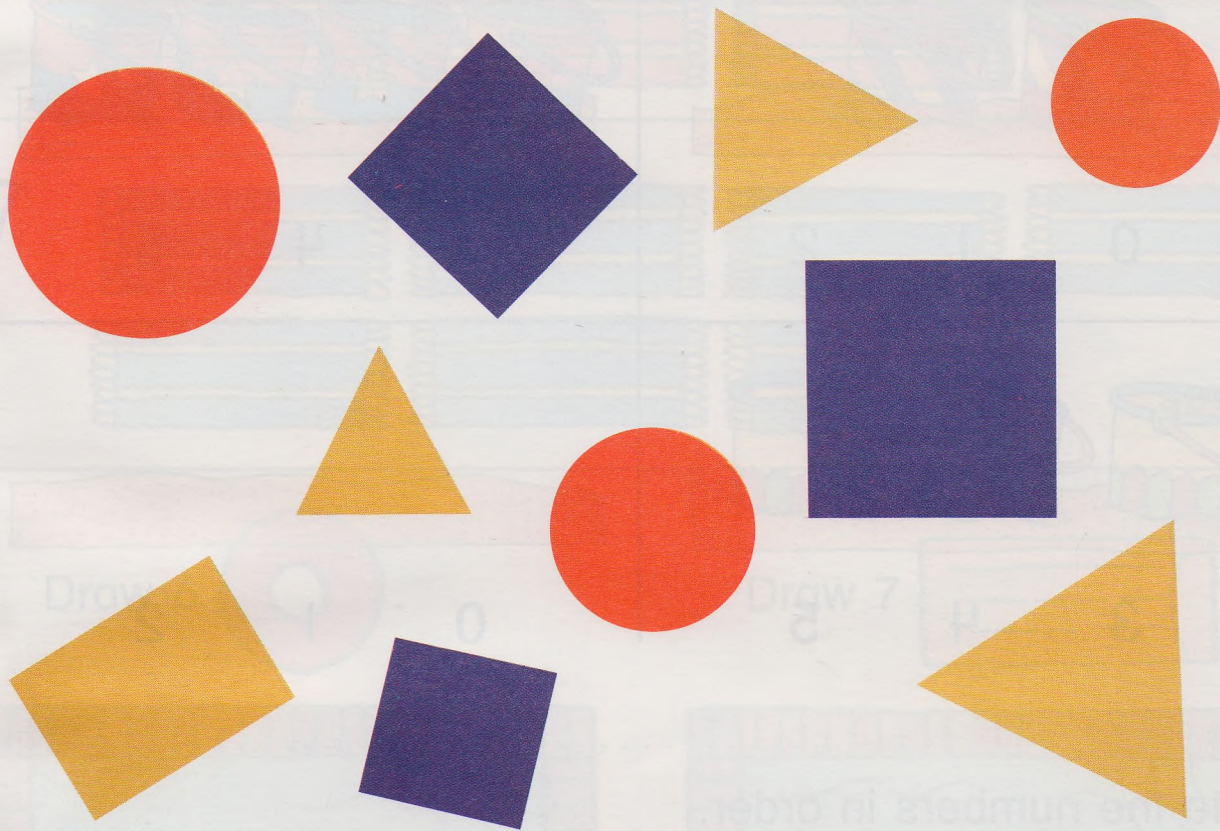
7. How many  are on your bike?

Use numbers to tell about your wheels.

Name _____

SHAPES ON LINE

Thinking
MATHEMATICALLY



Use some , , , and .

Find shapes that are the same in one way. Put them in a line.



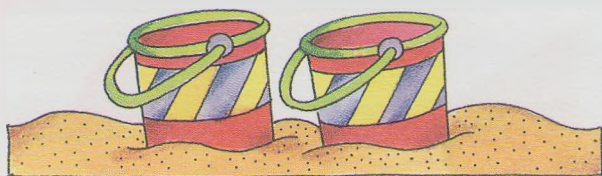
Talk about how they are the same. Talk about how they are different. In what other ways can you group the shapes?



Extra Practice

Five and Zero, pages 15–16

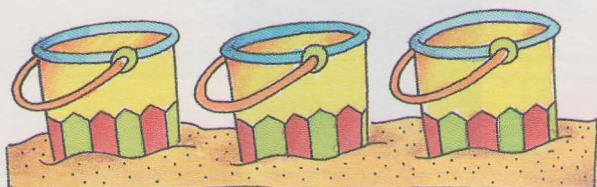
How many buckets? Ring the number.



0 1 2



3 4 5



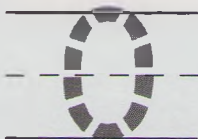
3 4 5



0 1 2

Order 0–5, pages 17–18

Write the numbers in order.



Problem Solving: Using Information from a Picture, pages 19–20

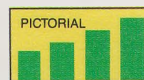
How many?



How many  ? _____

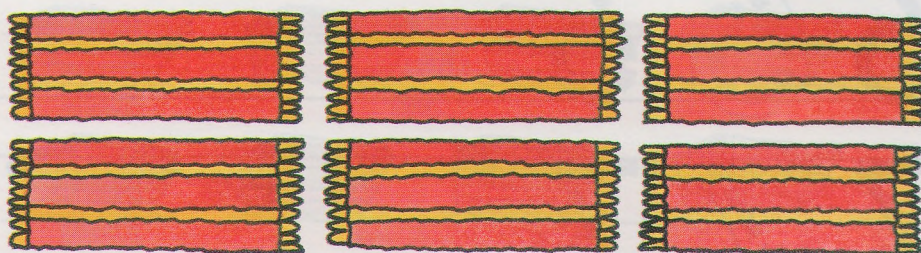
How many  ? _____

How many  ? _____



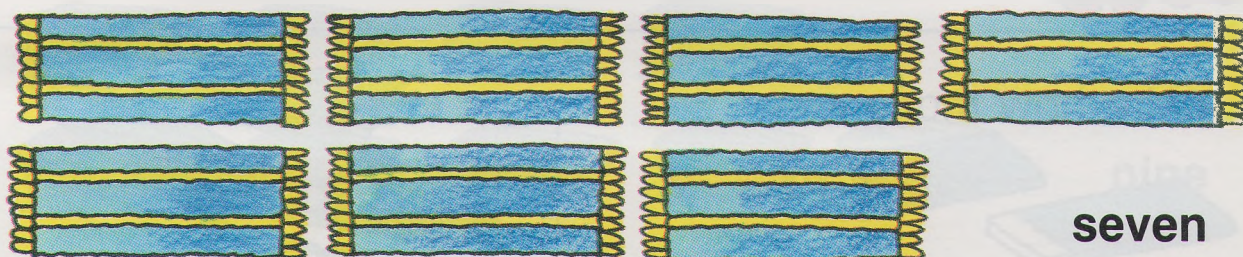
Six and Seven

6



six

7

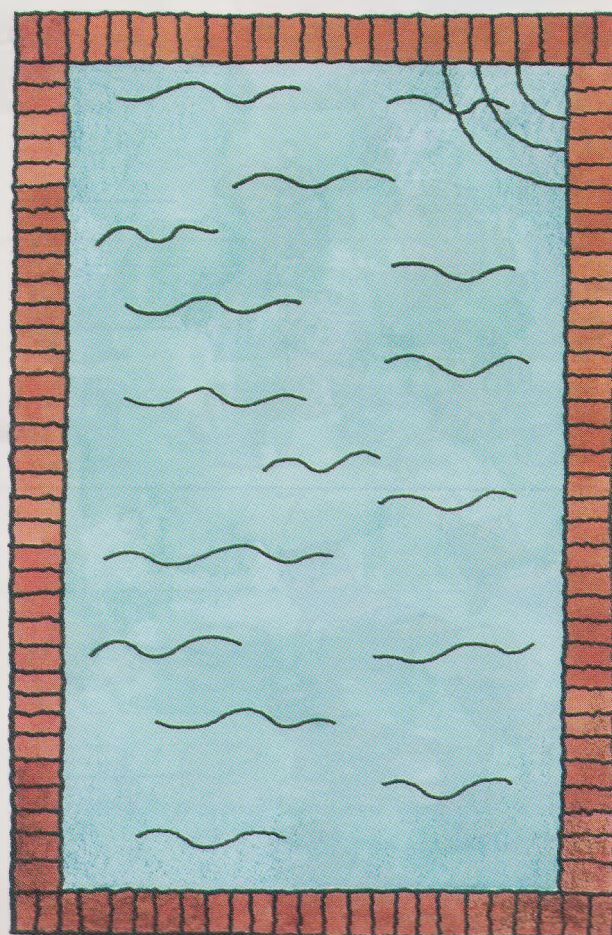
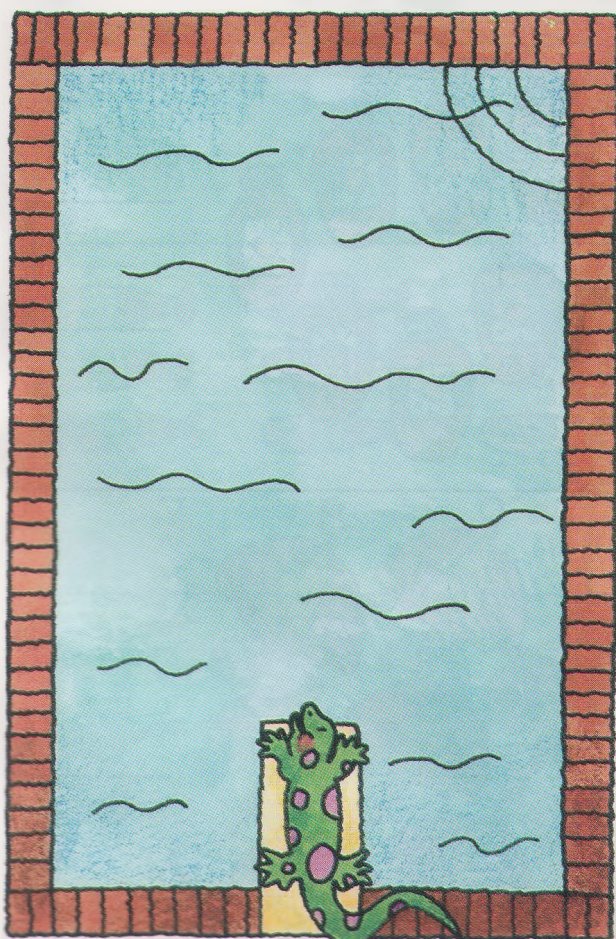
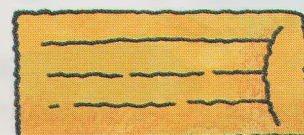


seven

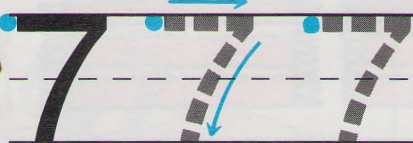
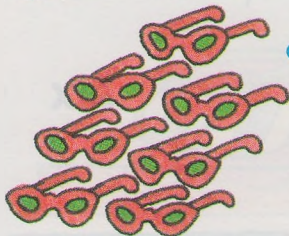
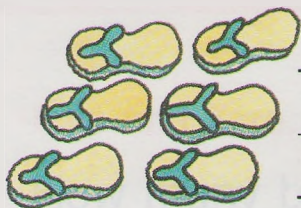
Draw 6



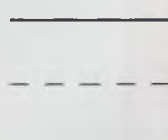
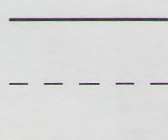
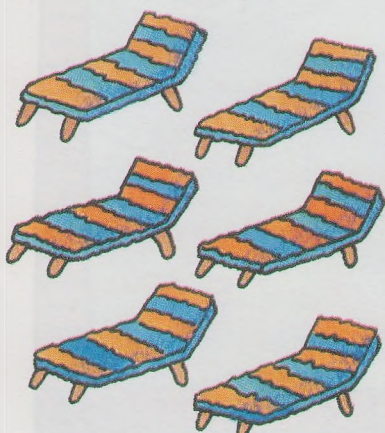
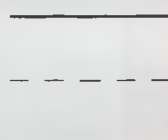
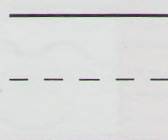
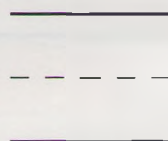
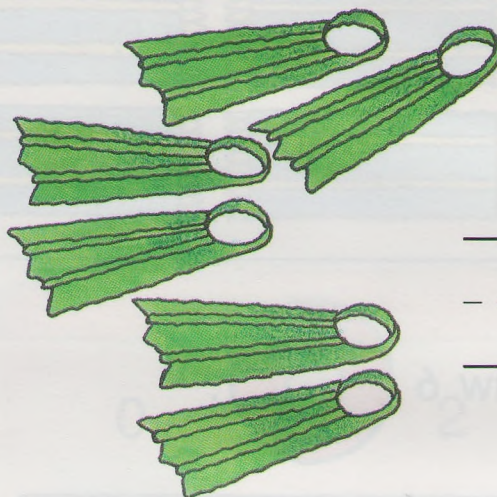
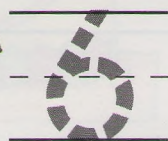
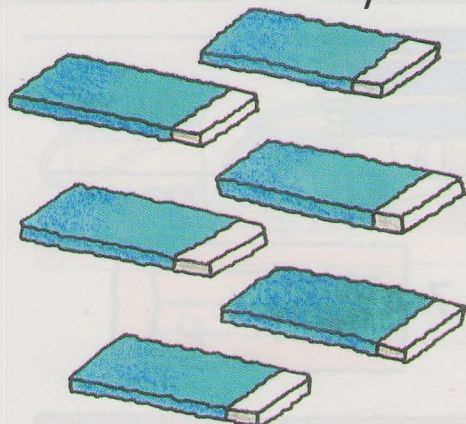
Draw 7



Write the number.



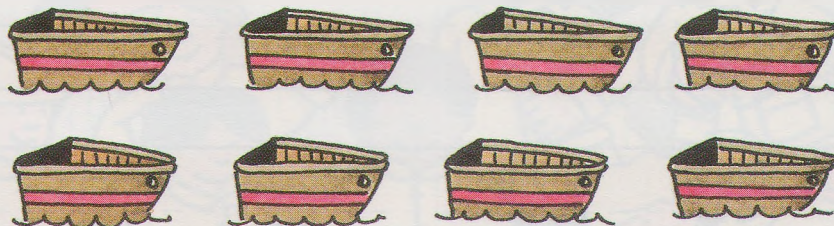
Write how many.



DEVELOPING / UNDERSTANDING

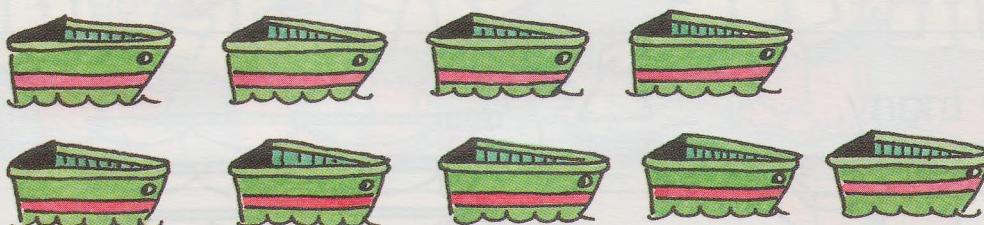
Eight and Nine

8



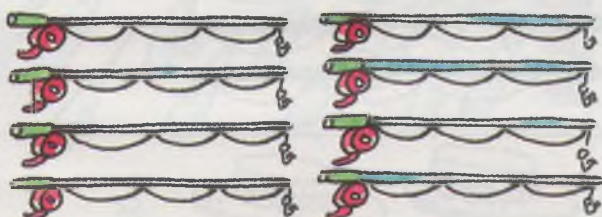
eight

9



nine

How many? Ring the number.



7

8

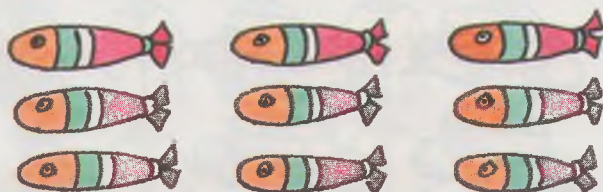
9



7

8

9



7

8

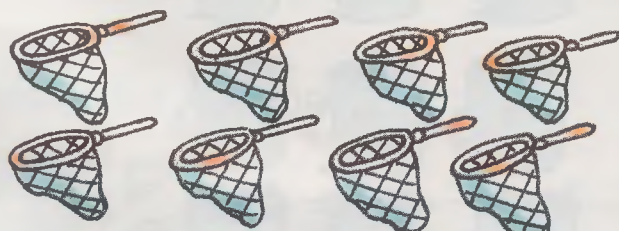
9



6

7

8



6

7

8



7

8

9

Write the number.



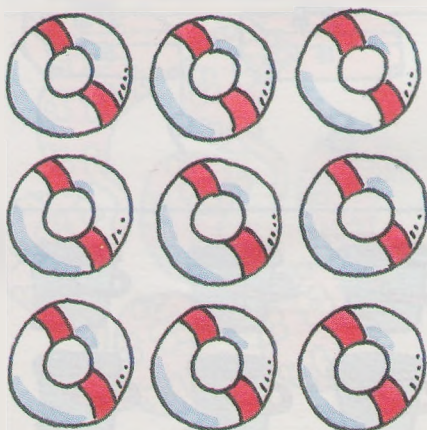
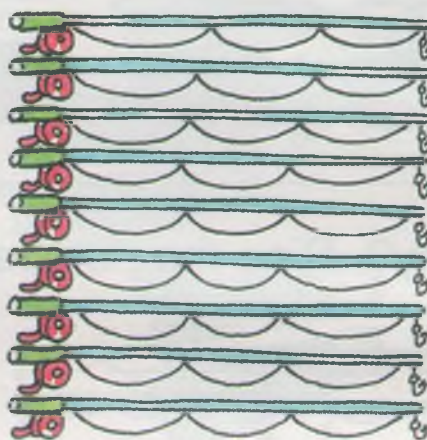
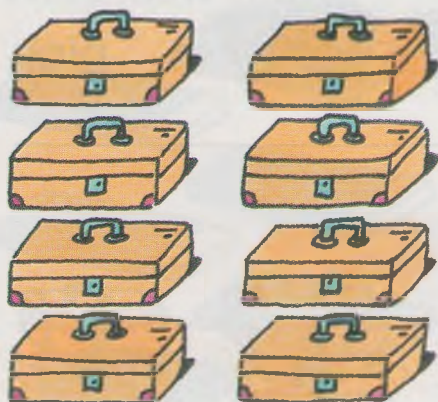
8



9



Write how many.



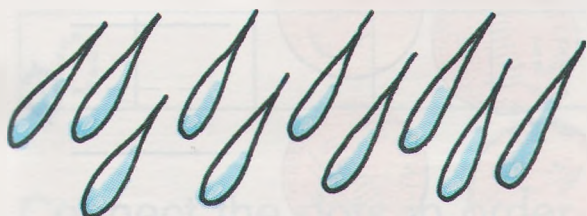
DEVELOPING / UNDERSTANDING

Ten

10



How many? Ring the number.



8

9

(10)



8

9

10



8

9

10

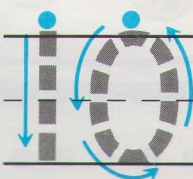
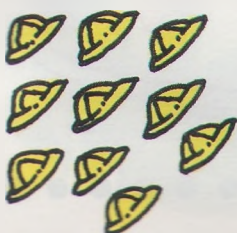


8

9

10

Write the number.



.

.

.

.

.

.

.

.



1¢



10¢

Use 10 .

Write how many cents.



3 ¢



5 ¢



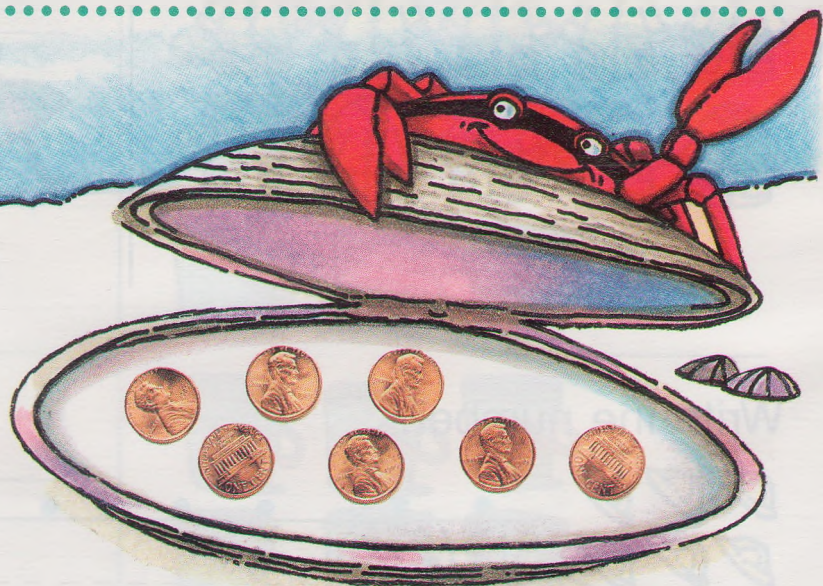
7 ¢



8 ¢

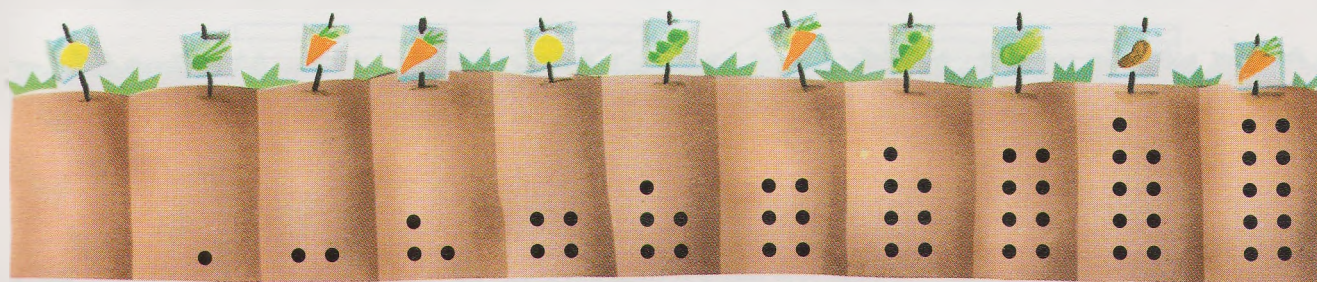
Reasoning

Show 10¢ in all.

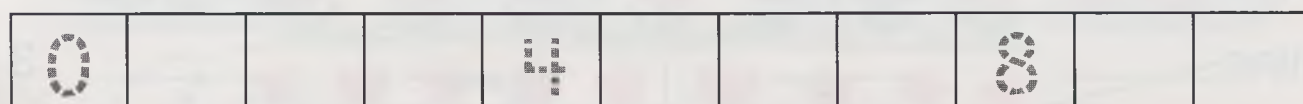
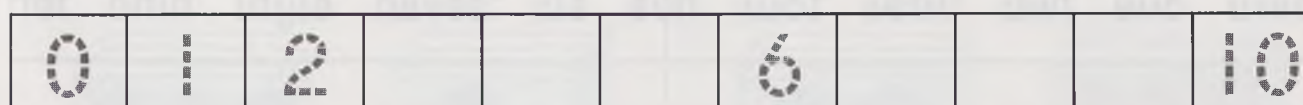


DEVELOPING / UNDERSTANDING

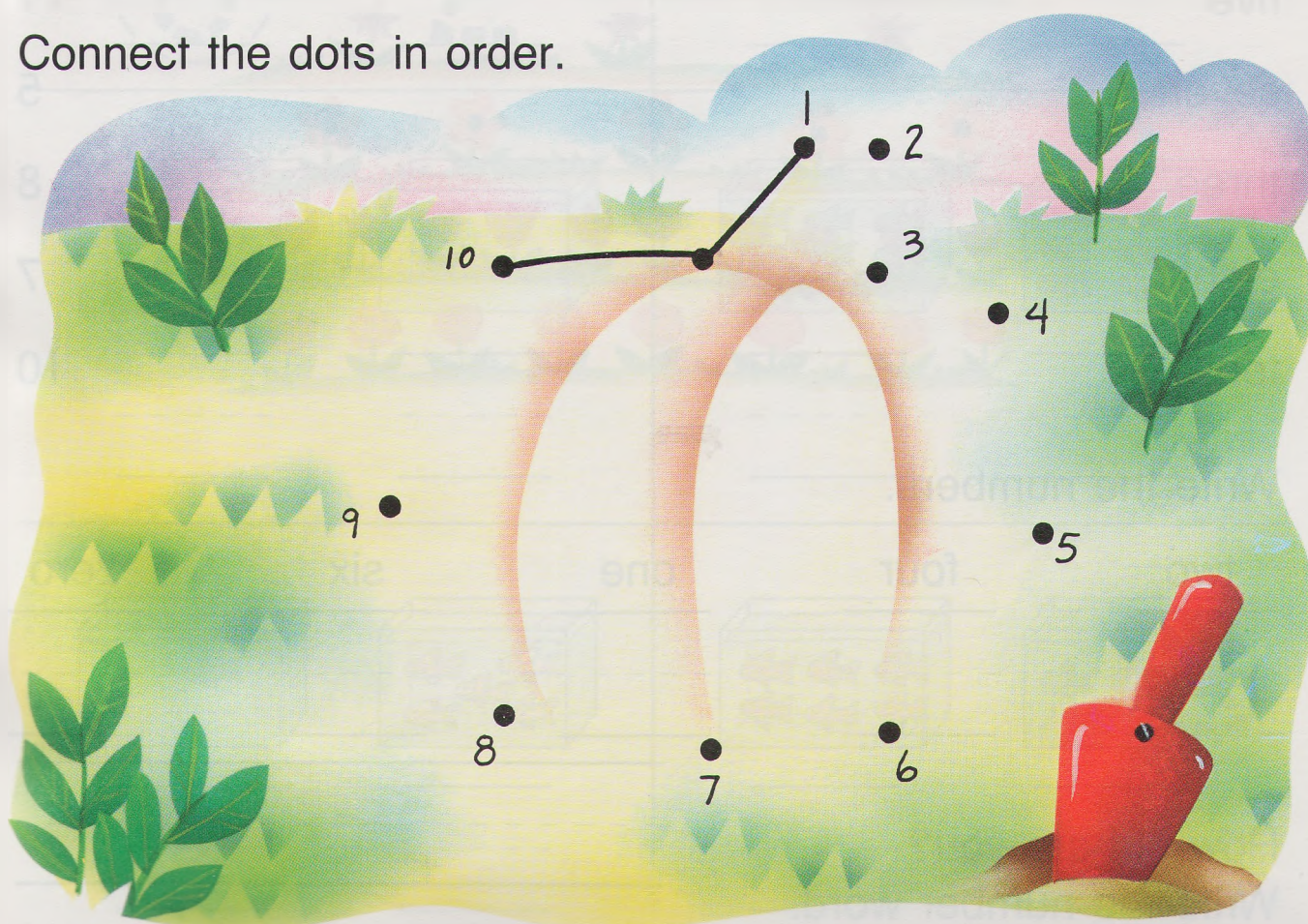
Order 0–10



Write the numbers in order.

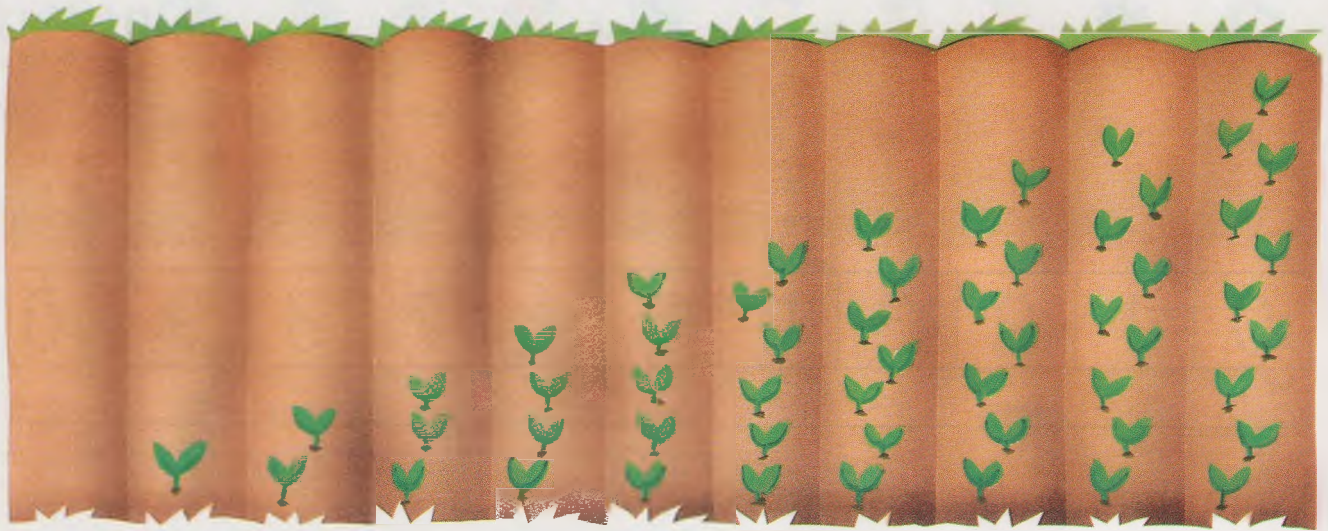


Connect the dots in order.





Number Words to Ten



zero one two three four five six seven eight nine ten

Match.

nine

five

seven

three

eight

ten



3

9

5

8

7

10

Write the numbers.

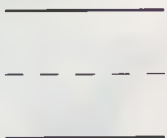
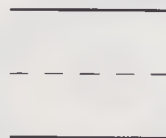
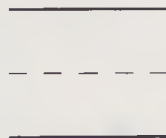
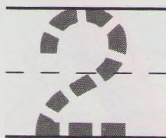
two

four

one

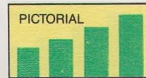
six

zero



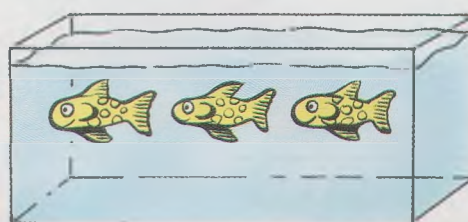
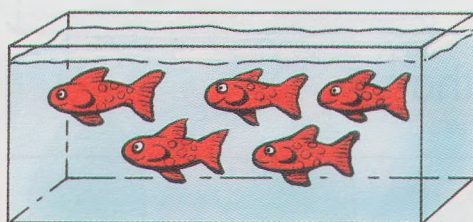
How old are you?

Write the number word.



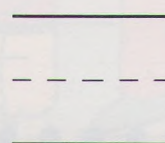
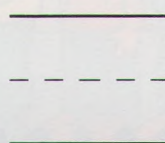
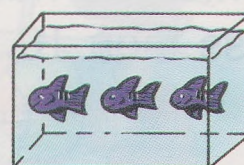
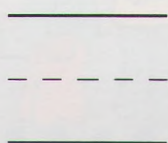
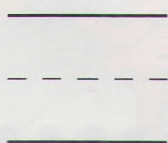
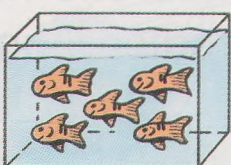
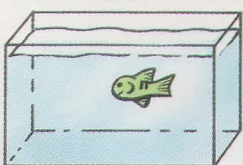
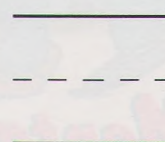
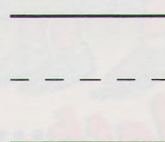
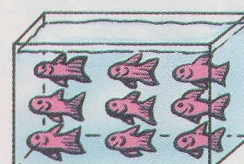
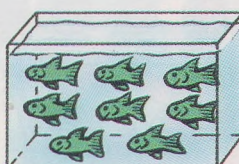
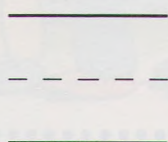
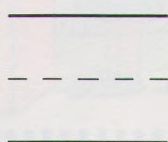
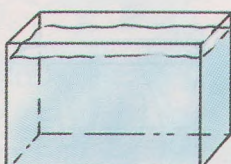
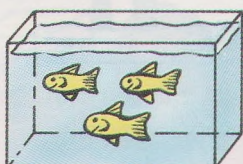
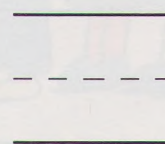
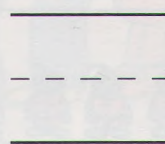
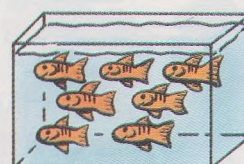
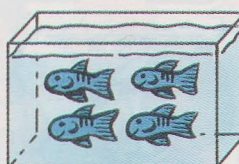
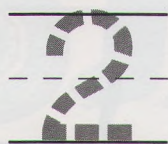
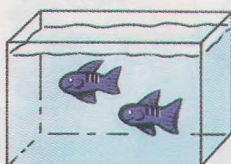
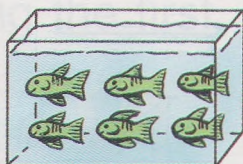
DEVELOPING / UNDERSTANDING

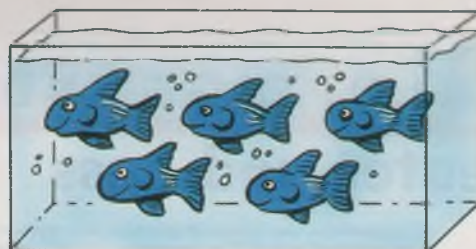
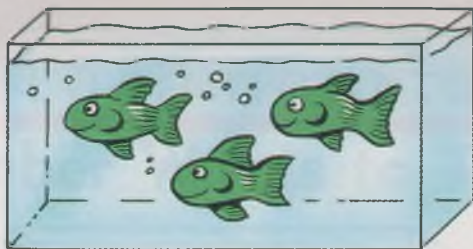
Greater and Less



5 is greater than 3.

Write how many fish.
Ring the number that is greater.

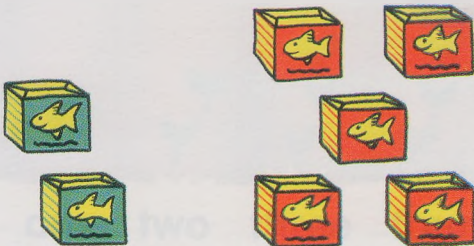


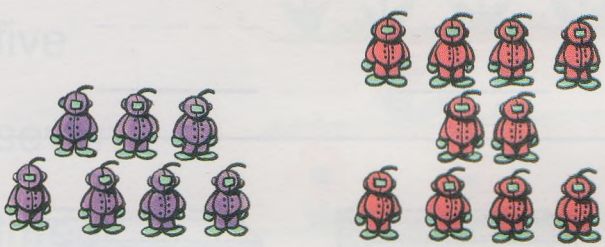





3 is less than 5.

Write how many.

Ring the number that is less.

 <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  <p>_____</p> <p>-----</p> <p>_____</p> </div> <div style="text-align: center;">  <p>_____</p> <p>-----</p> <p>_____</p> </div> </div>	 <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p>_____</p> <p>-----</p> <p>_____</p> </div> <div style="text-align: center;"> <p>_____</p> <p>-----</p> <p>_____</p> </div> </div>
 <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p>_____</p> <p>-----</p> <p>_____</p> </div> <div style="text-align: center;"> <p>_____</p> <p>-----</p> <p>_____</p> </div> </div>	 <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p>_____</p> <p>-----</p> <p>_____</p> </div> <div style="text-align: center;"> <p>_____</p> <p>-----</p> <p>_____</p> </div> </div>

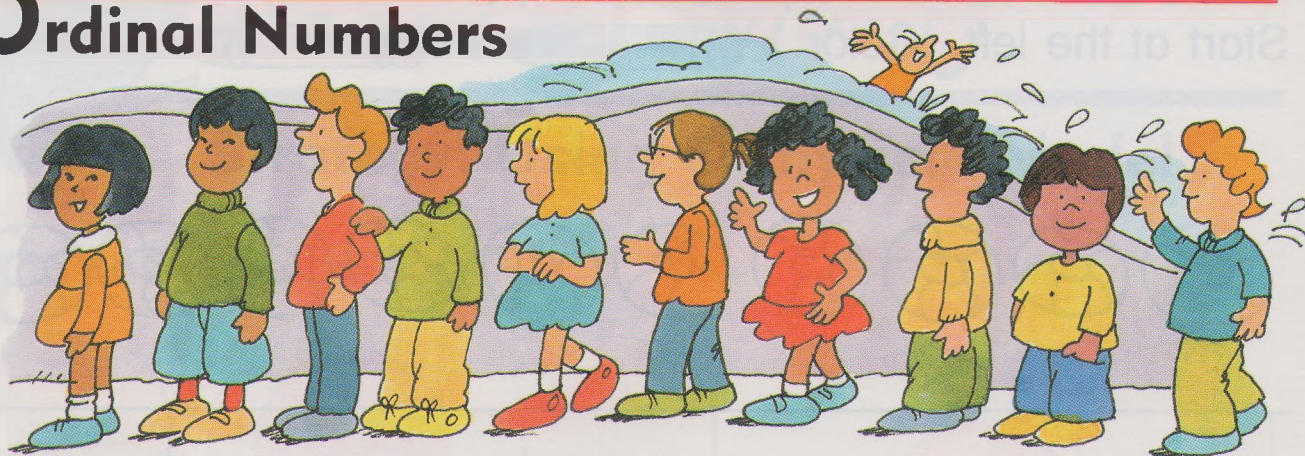
....Mental Math.....

Write one number that is less than 10.

Write one number that is greater than 0.

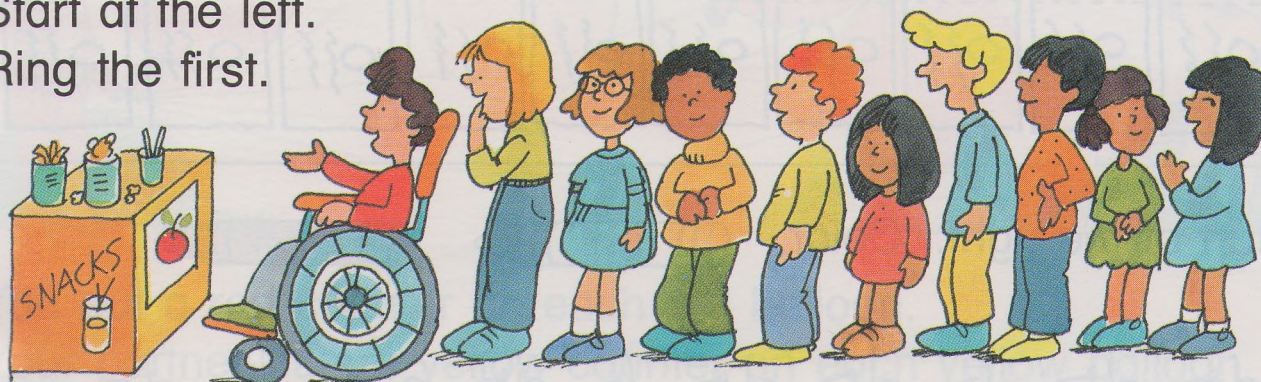
DEVELOPING / UNDERSTANDING

Ordinal Numbers

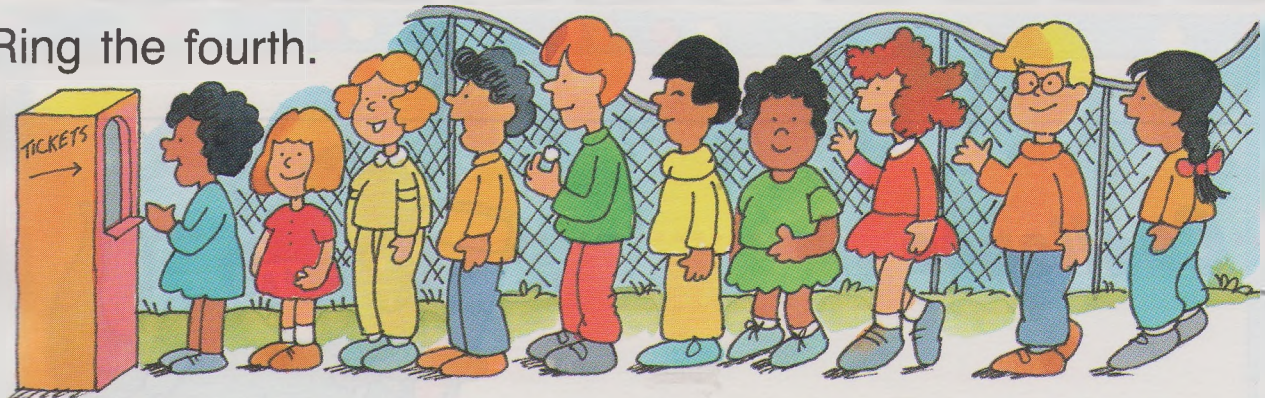


first second third fourth fifth sixth seventh eighth ninth tenth
1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th

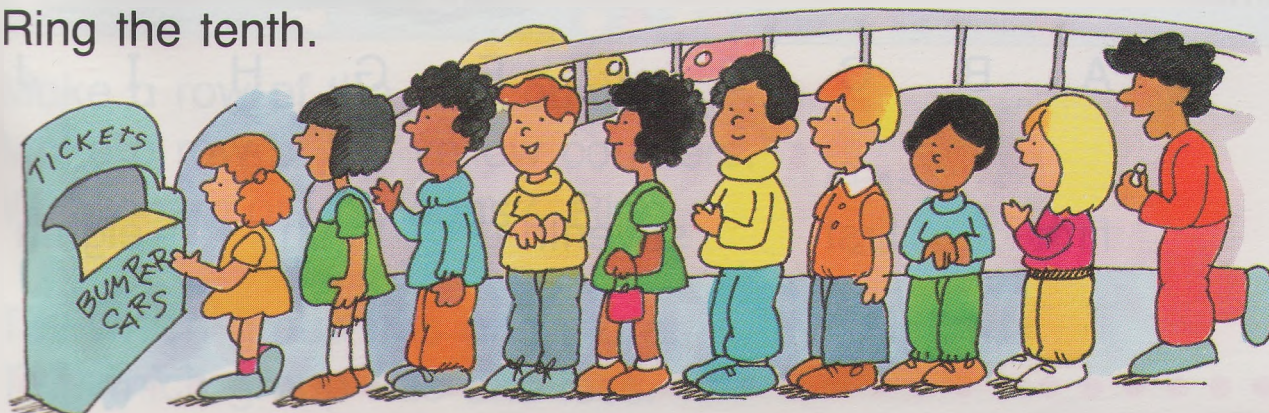
Start at the left.
Ring the first.



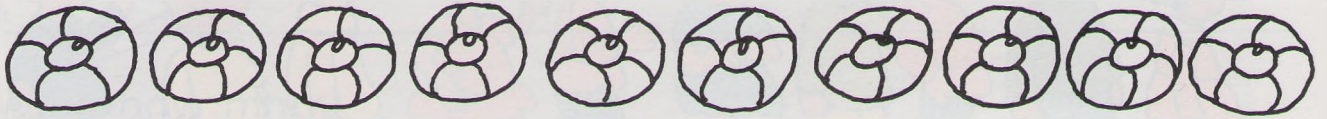
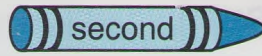
Ring the fourth.



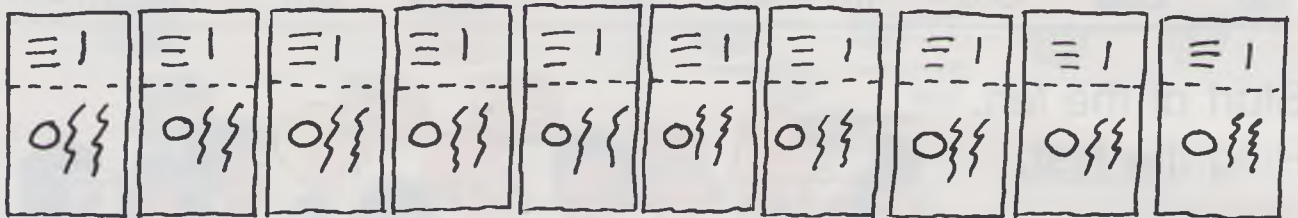
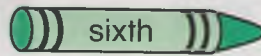
Ring the tenth.



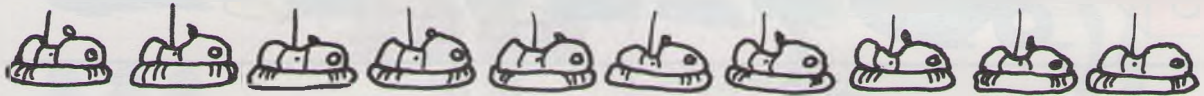
Start at the left. Color.



Start at the left. Color.



Start at the right. Color.



Challenge

Match.

A B C D E F G H I J

fifth first seventh tenth eighth

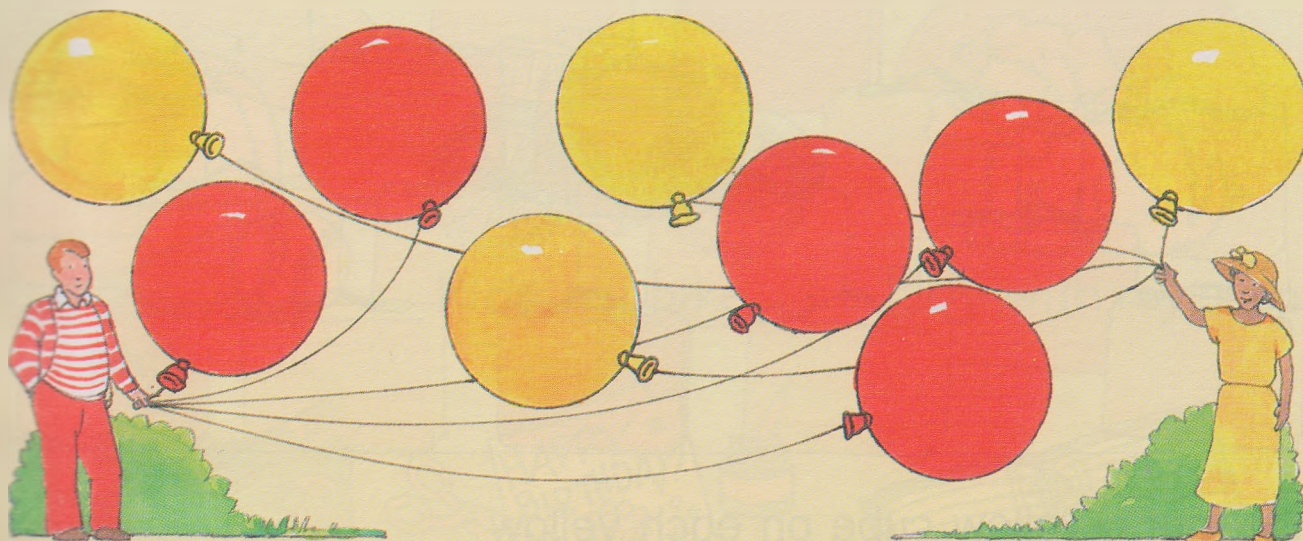




Problem Solving

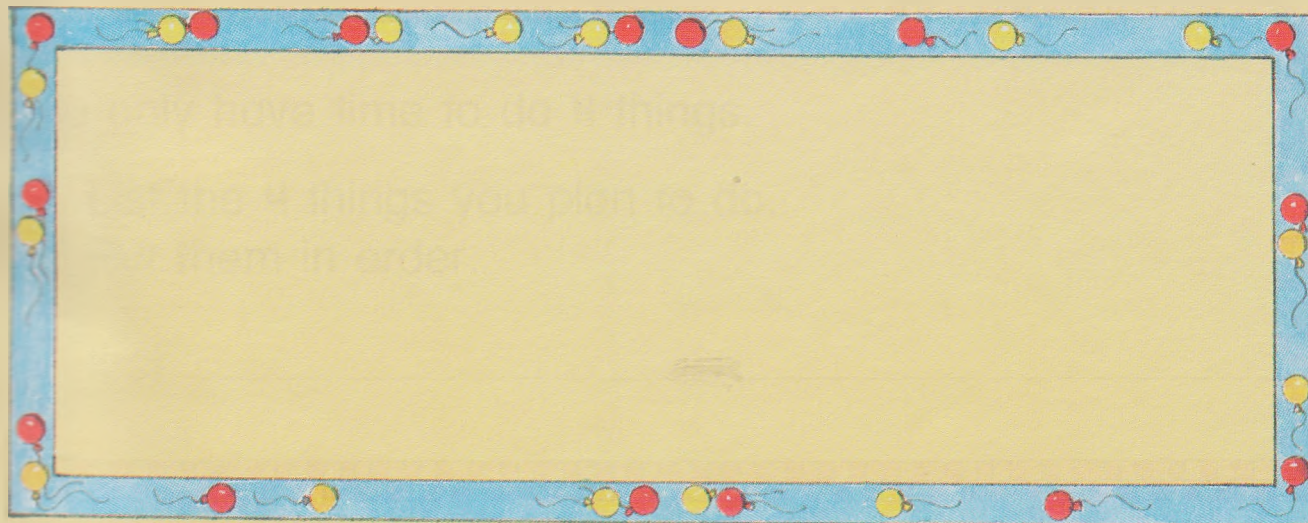
Strategy: Using a Physical Model

Who has more balloons?



You put a red counter on each red balloon.

Your partner puts a yellow counter on each yellow balloon.



Make a row of the red counters.

Make a row of the yellow counters.

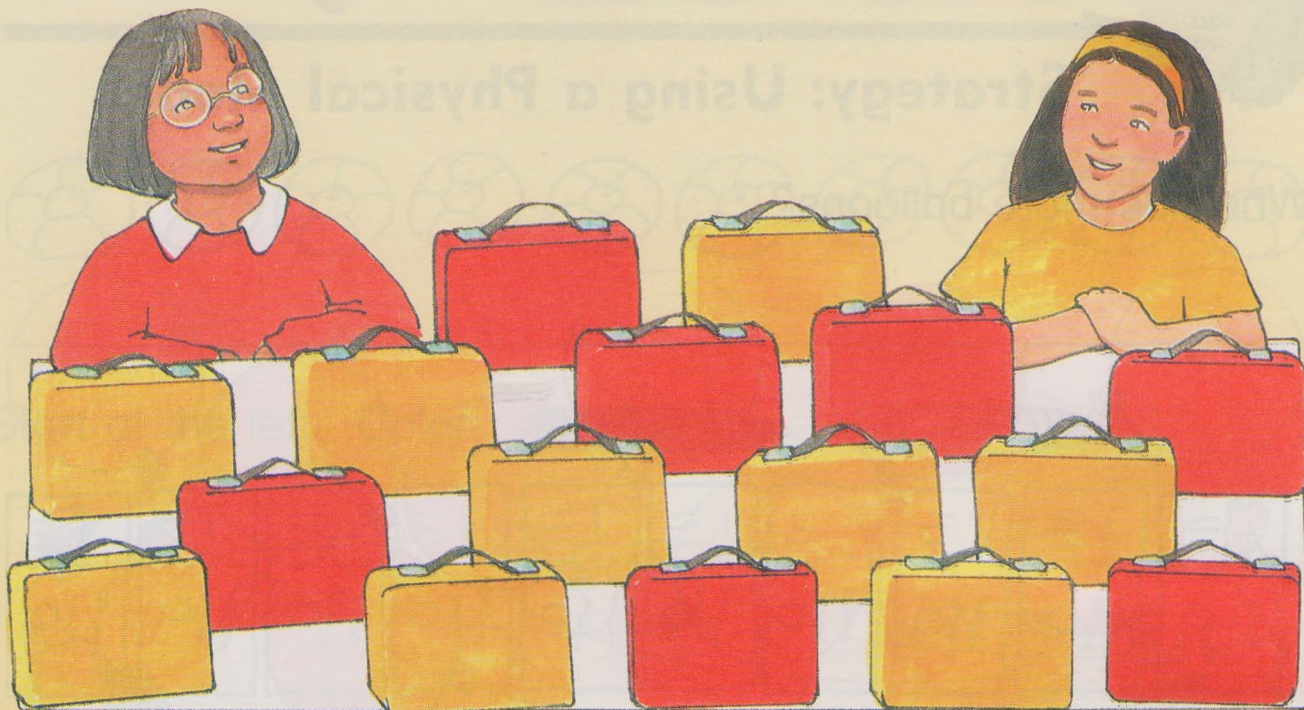
Who has more balloons? Ring.



Tell which group has one more.

Tell which group has one less.

Who has more lunch boxes?



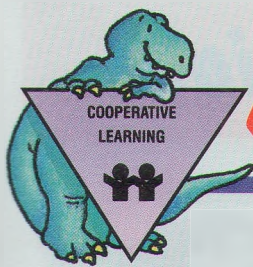
You put a yellow cube on each yellow lunch box. Your partner puts a red cube on each red lunch box.



Make a row of the yellow cubes.
Make a row of the red cubes.
Who has more? Ring.

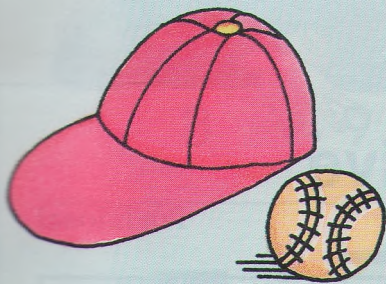


Tell which group has two more.
Tell which group has two less.

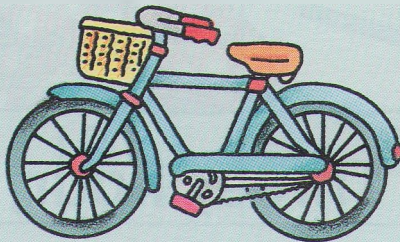


Decision Making

Problem Solving: Planning What to Do



Play ball.



Ride my bike.



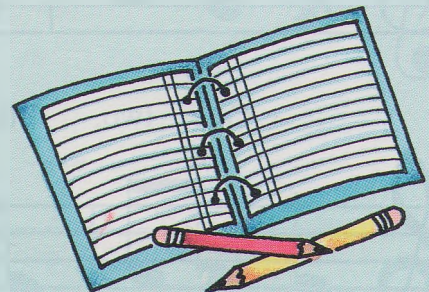
Play with my puppy.



Help rake leaves.



Make Grandma
a birthday card.



Do my homework.

You only have time to do 4 things.

1. List the 4 things you plan to do.
Put them in order.

first _____

second _____

third _____

fourth _____



2. Compare your list with a partner's list.
Talk about how you made your decisions.

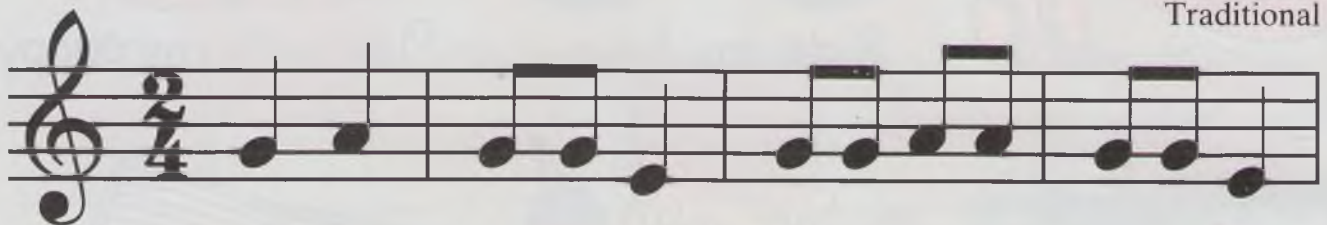


Math and Music



One, Two, Three, Four, Five

Traditional



One, two, three, four, five. Once I caught a fish a - live.

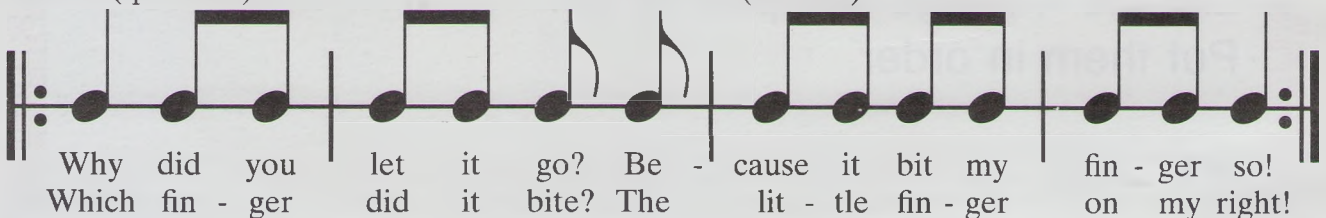


Six, sev - en, eight, nine, ten. Then I let him go a - gain.

(spoken)

Solo I (question)

Solo II (answer)



Why did you let it go? Be - cause it bit my fin - ger so!
Which fin - ger did it bite? The lit - tle fin - ger on my right!

Sing the song with the class.

Which words are number words?

Working Together

Find another counting song.

Sing it to your class.

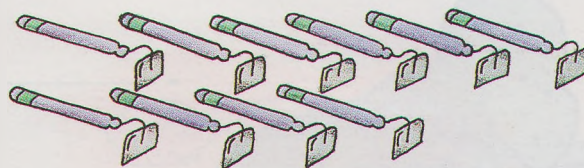
Extra Practice

Ten, pages 27–28

How many? Ring the number.



8 9 10



8 9 10

Order 0–10, page 29

Write the numbers in order.

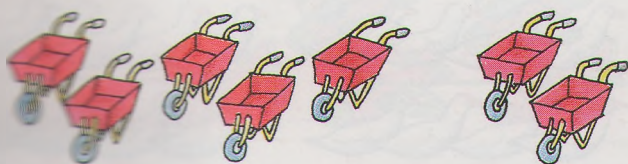
0

3

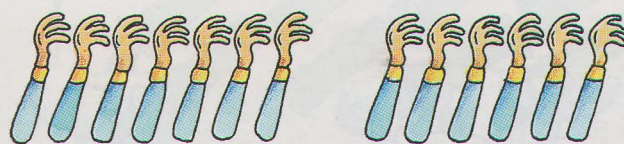
7

Greater and Less, pages 31–32

Ring the number that is greater. Ring the number that is less.



5 2



7 6

Ordinal Numbers, pages 33–34

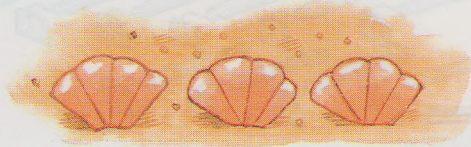
Start at the left. Ring the fifth and ninth.



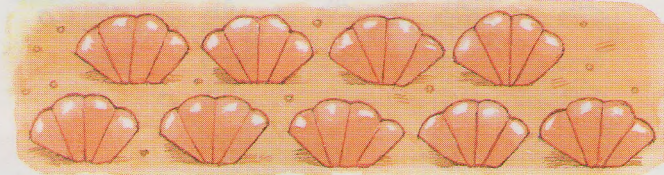
Practice Plus

Key Skill: Numbers to 10, page 28

Ring how many.



3 4 5



8 9 10

Write how many cents.



----- ¢



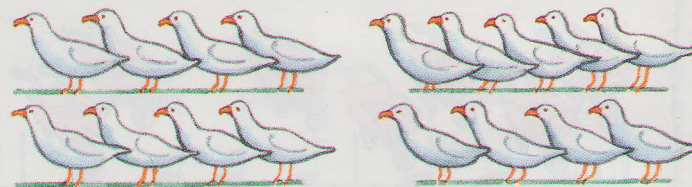
----- ¢

Key Skill: Greater and Less, page 32

Ring the number that is greater.



3 1



8 9

Ring the number that is less.



1 2



6 5

Chapter Review

Language and Mathematics

Choose the correct word from the box.

1. The word for 6 is _____.

2. The word for 8 is _____.



Concepts and Skills

Write how many.

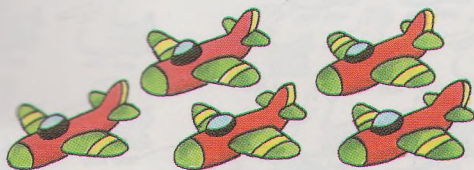
3.



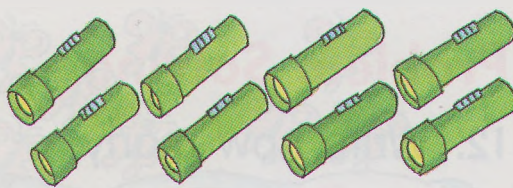
4.



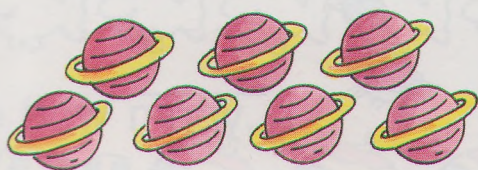
5.



6.



7.



8.



Write the missing numbers.

9.

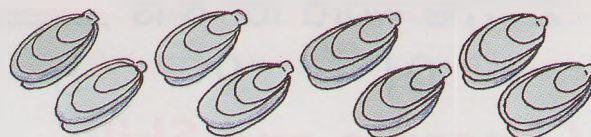
4 7

Write how many.

Ring the number that is greater.

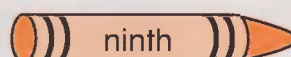
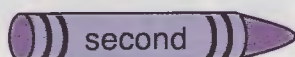
10.





Start at the left.

Color.

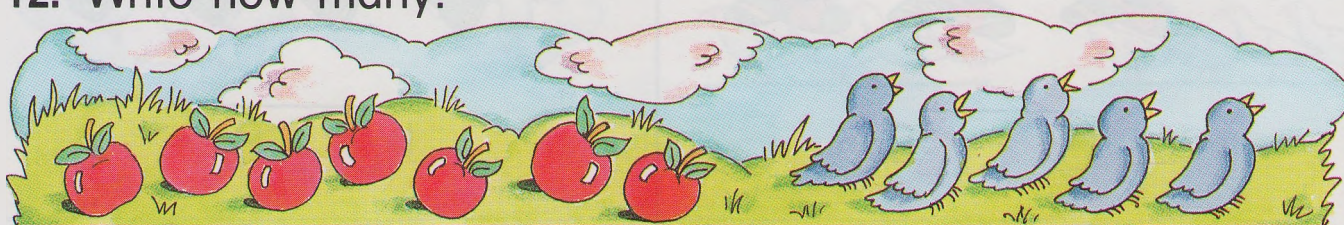


11.



Problem Solving

12. Write how many.







13. Use counters to show each number.

Tell how you know which number is greatest.

4 8 6

Chapter Test

Ring the number.

1.



3 4 5

7 8 9

8 9 10

Write the number.

2.



Write the numbers in order.

3. 5, _____, _____, _____, _____, 10

Ring the number that is greater.

4.



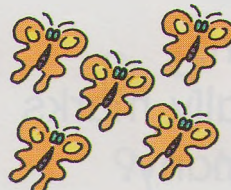
4



7

Ring the number that is less.

5.

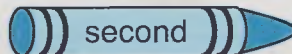


5

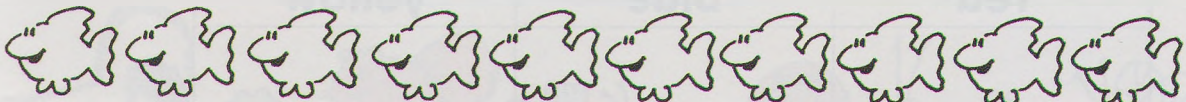


3

Start at the left. Color.



6.



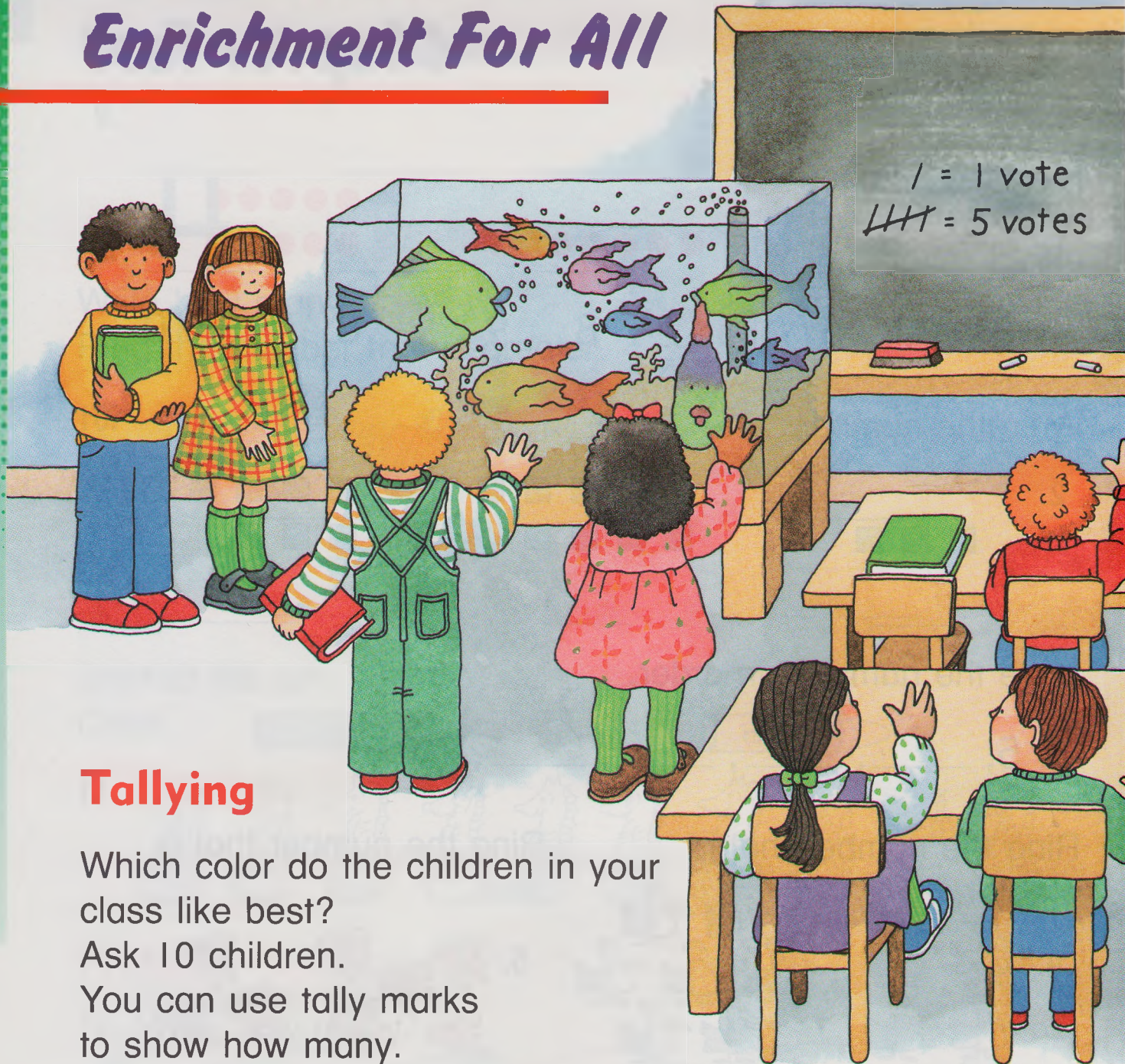
Write how many.

7.





Enrichment For All



Tallying

Which color do the children in your class like best?

Ask 10 children.

You can use tally marks to show how many.

1. Show your tallies in this chart.

red	blue	yellow

2. How many children like each color?

red _____ blue _____ yellow _____

Cumulative Review

Fill in the ☐ to answer each question.

Which shows the number?

1. 

4 6 8 10

☐ ☐ ☐ ☐

2. 

1 5 7 9

☐ ☐ ☐ ☐

What is the number?

3. four

3 4 5 6

☐ ☐ ☐ ☐

4. nine

7 8 9 10

☐ ☐ ☐ ☐

What number is missing?

5. 7, ?, 9, 10

2 4 6 8

☐ ☐ ☐ ☐

6. 3, 4, ?, 6

9 6 5 2

☐ ☐ ☐ ☐

Which animal is sixth in line?

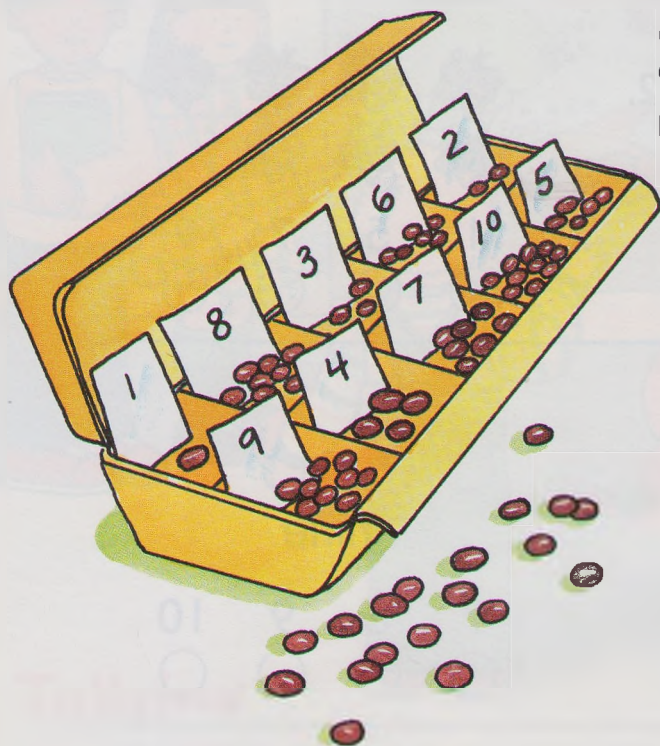
7. 



☐ ☐ ☐ ☐

Home Activity

Your child has been learning all about numbers to 10. Here is an activity you can use with your child to reinforce understanding.

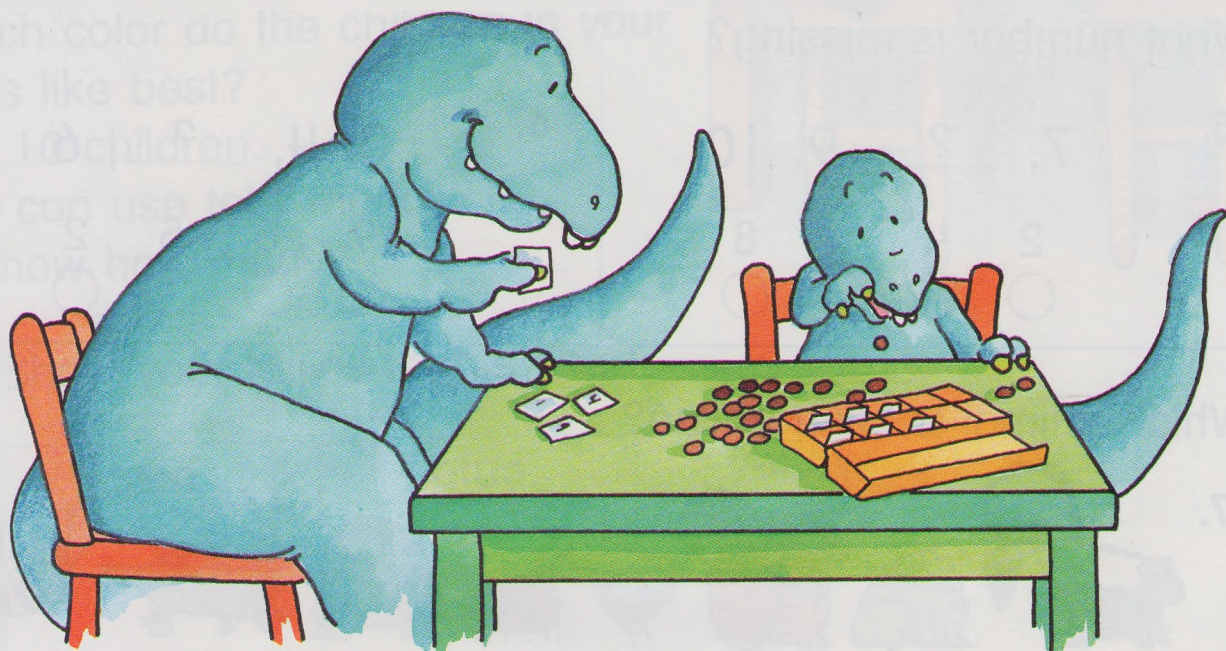


Materials:

egg carton, 55 beans or other counters, small number cards 1–10

Directions:

1. Shorten an egg carton so it has ten cups.
2. Place one number card in each cup. They may be arranged in order or placed randomly.
3. Have your child read each number card and count the correct number of beans into that section.
4. Ask questions about the display. For example:
 - Which cup has the most beans? the least?
 - Which cups have more than 5 beans?
 - Which cups have fewer than 5 beans?

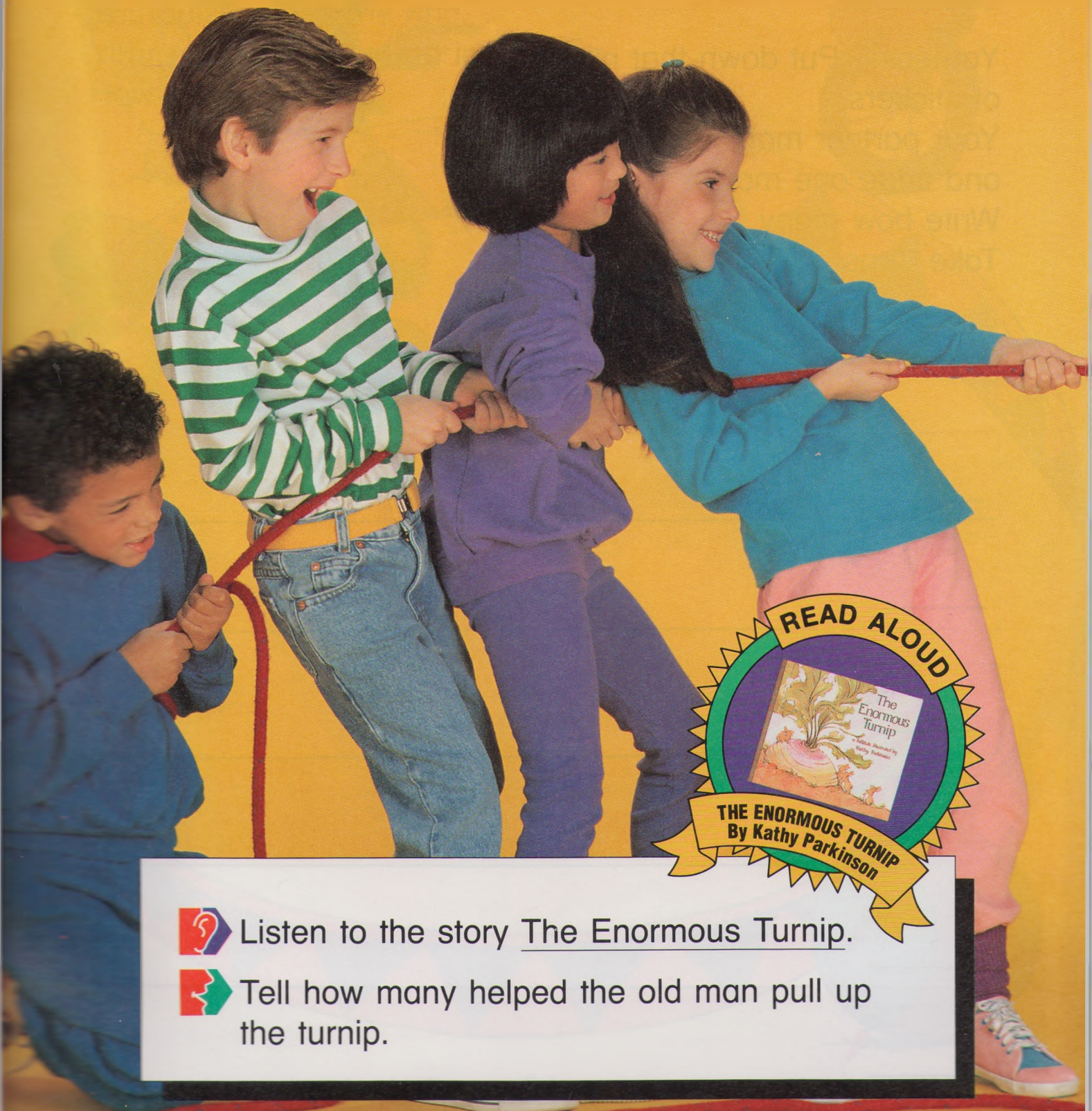


Variation:

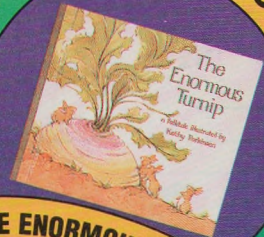
You place 1–10 beans in each cup.

Have your child count the beans and label them with the correct number card.

Adding Facts to 5



READ ALOUD

THE ENORMOUS TURNIP
By Kathy ParkinsonListen to the story The Enormous Turnip.


Tell how many helped the old man pull up the turnip.



Adding Facts to 5

Working Together

Make a garden.

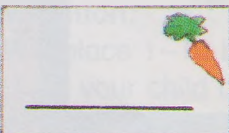
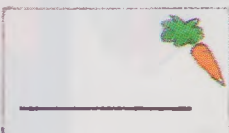
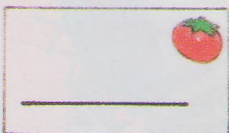
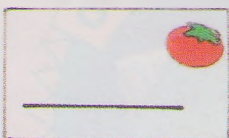
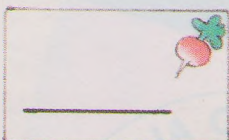
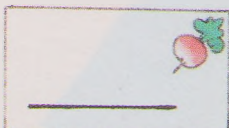
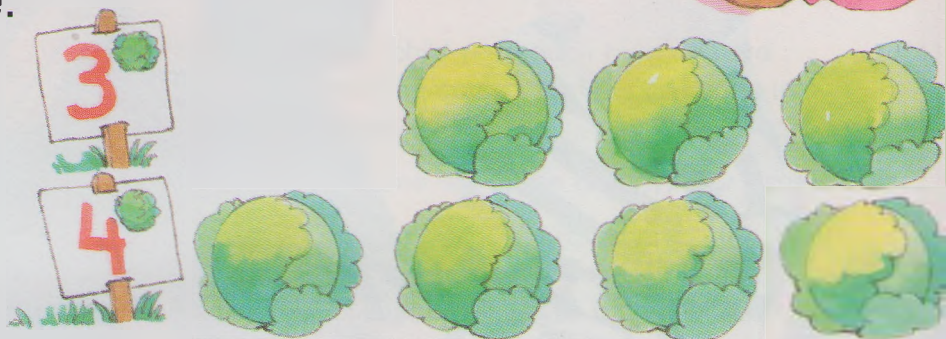
Use a  .

You spin. Put down that number of stickers.


Your partner matches that number and adds one more.

Write how many.

Take turns.



EXPLORING A CONCEPT

Addition**Working Together**Use 5 .

You put some in the ring.

Your partner puts some in the ring.


How many in all?



Tell a story about what you did.

Addition Readiness

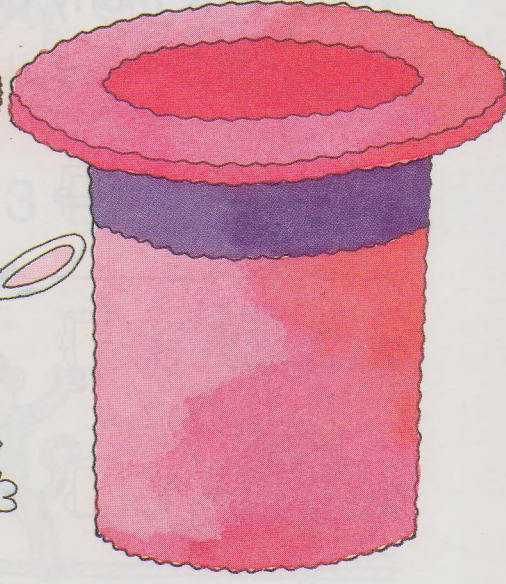
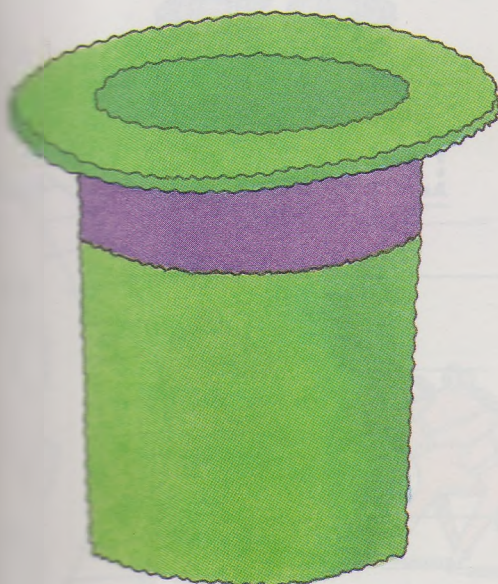


Use 5 

Put in 3.

Put in 2.

How many in all?



1. Put in 4.

Put in 1.

How many in all? 5

2. Put in 1.

Put in 3.

How many in all? _____

3. Put in 2.

Put in 3.

How many in all? _____

4. Put in 1.

Put in 2.

How many in all? _____

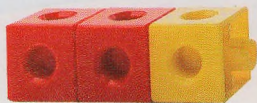
5. Put in 2.

Put in 2.

How many in all? _____

Beginning Addition

$$2 \text{ (red cubes)} + 1 \text{ (yellow cube)}$$



How many cubes in all?

$$2 + 1 = 3$$



Take some  and some .

Build the train.

Write how many cubes in all.

In all

$$1. \ 3 \text{ (red cubes)} + 1 \text{ (yellow cube)}$$

4

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

$$2. \ 2 \text{ (red cubes)} + 3 \text{ (yellow cubes)}$$

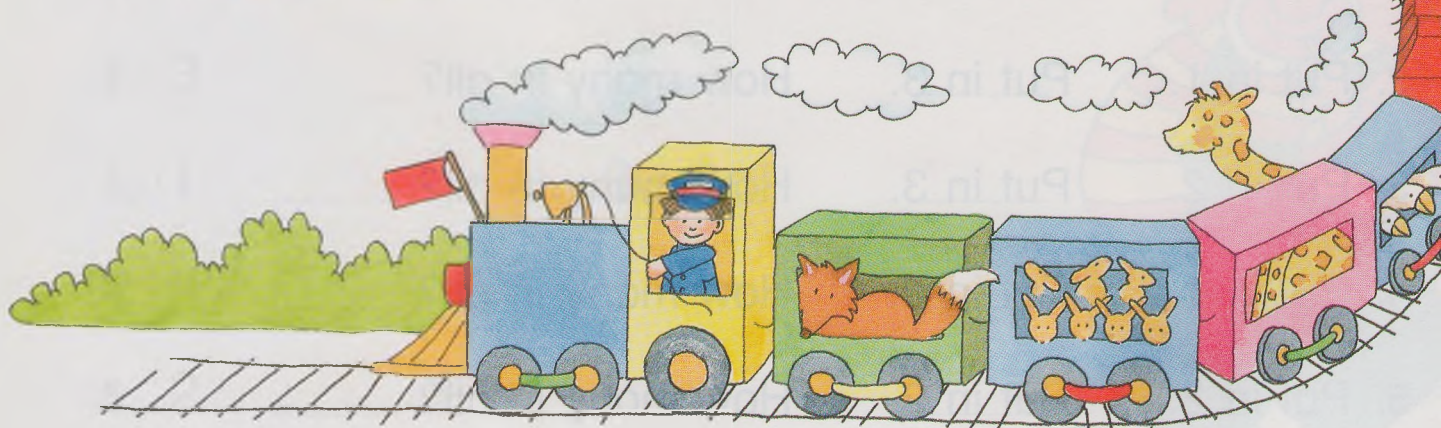
$$2 + 3 = \underline{\hspace{2cm}}$$

$$3. \ 1 \text{ (red cube)} + 1 \text{ (yellow cube)}$$

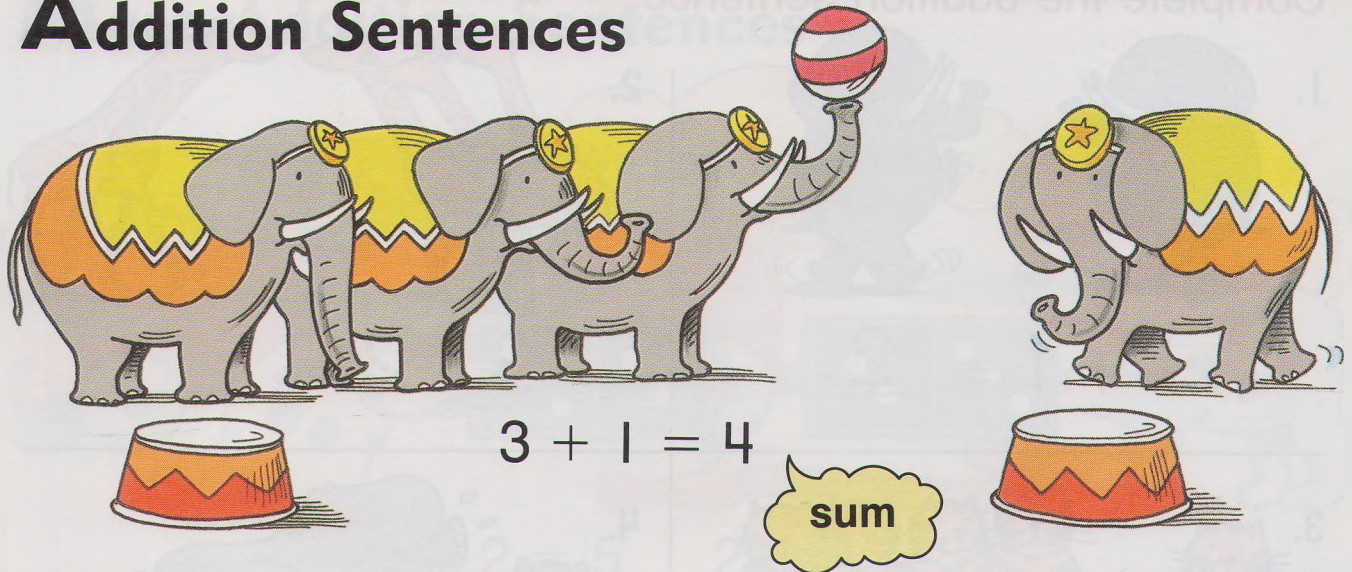
$$1 + 1 = \underline{\hspace{2cm}}$$

$$4. \ 4 \text{ (red cubes)} + 1 \text{ (yellow cube)}$$

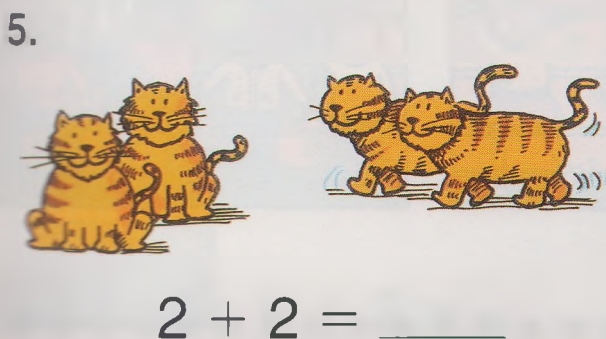
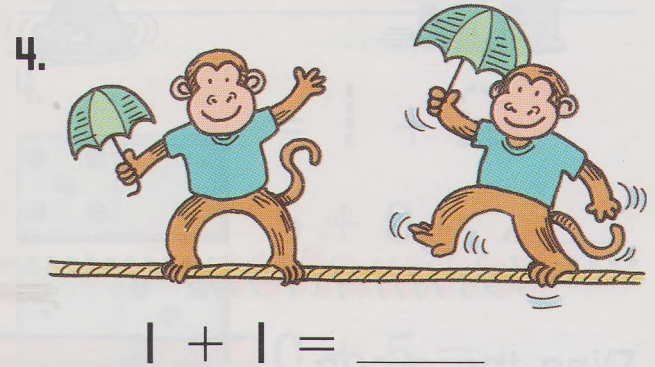
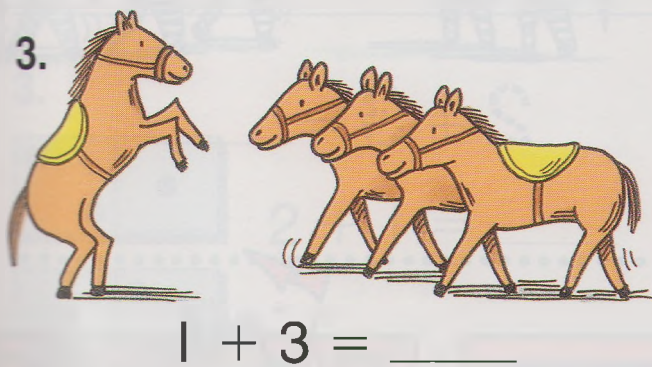
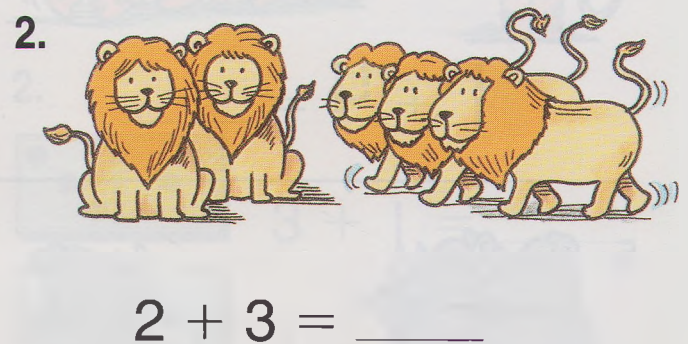
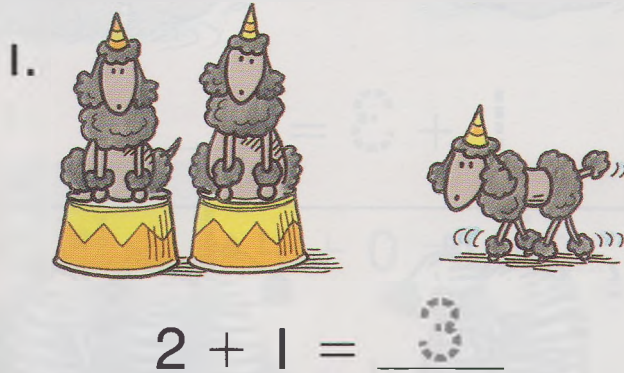
$$4 + 1 = \underline{\hspace{2cm}}$$



Addition Sentences

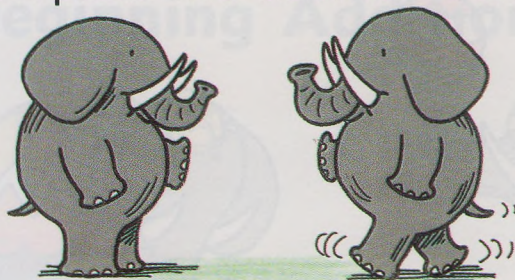


Write how many in all.



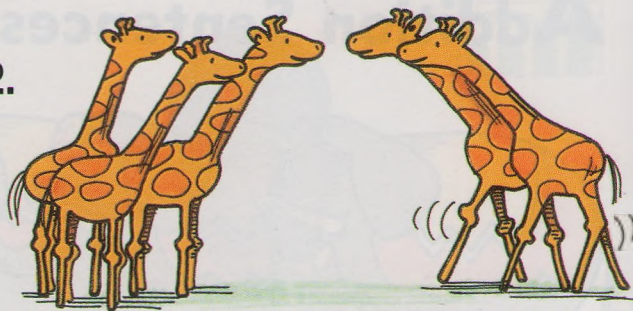
Complete the addition sentence.

1.



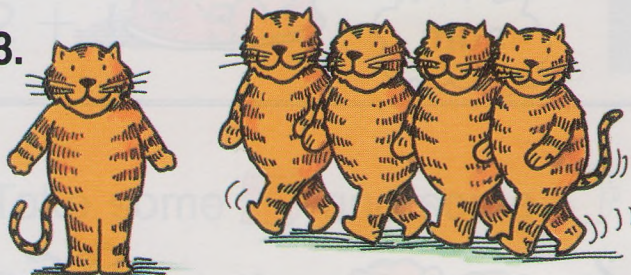
$$1 + 1 = 2$$

2.



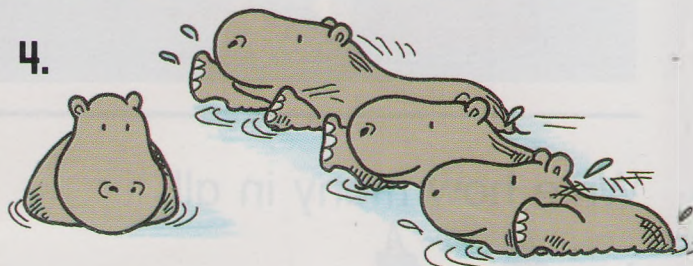
$$3 + 2 = \underline{\quad}$$

3.



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

4.



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

5.



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

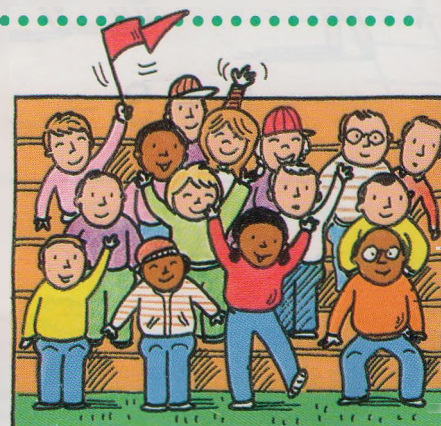
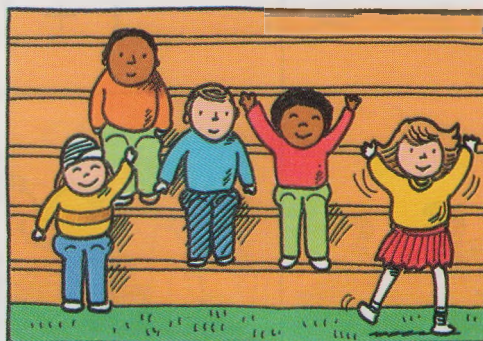
6.



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

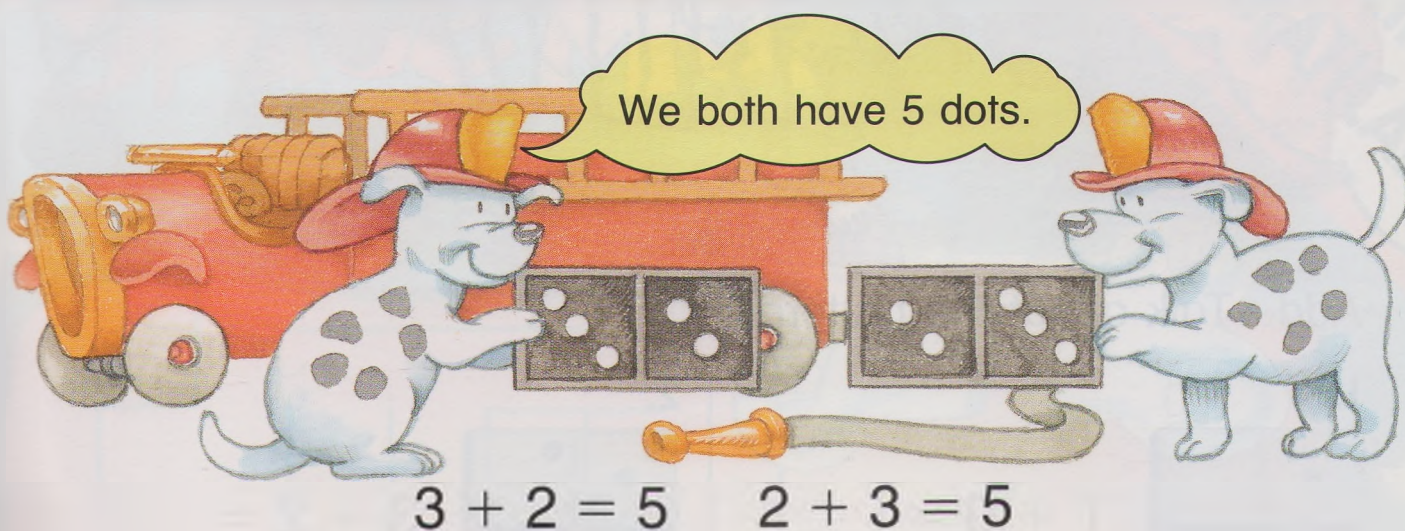
Estimation

Ring the group that has more.



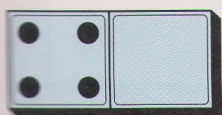
DEVELOPING / UNDERSTANDING

More Addition Sentences



Add.

1.



$4 + 0 = \underline{\quad 4 \quad}$

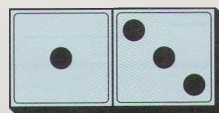


$0 + 4 = \underline{\quad 4 \quad}$

2.

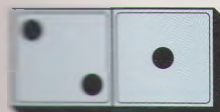


$3 + 1 = \underline{\quad}$

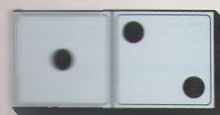


$1 + 3 = \underline{\quad}$

3.

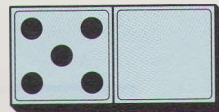


$2 + 1 = \underline{\quad}$

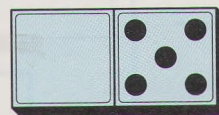


$1 + 2 = \underline{\quad}$

4.



$5 + 0 = \underline{\quad}$



$0 + 5 = \underline{\quad}$

5.

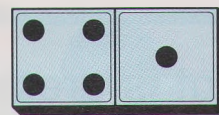


$2 + 0 = \underline{\quad}$

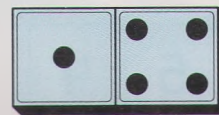


$0 + 2 = \underline{\quad}$

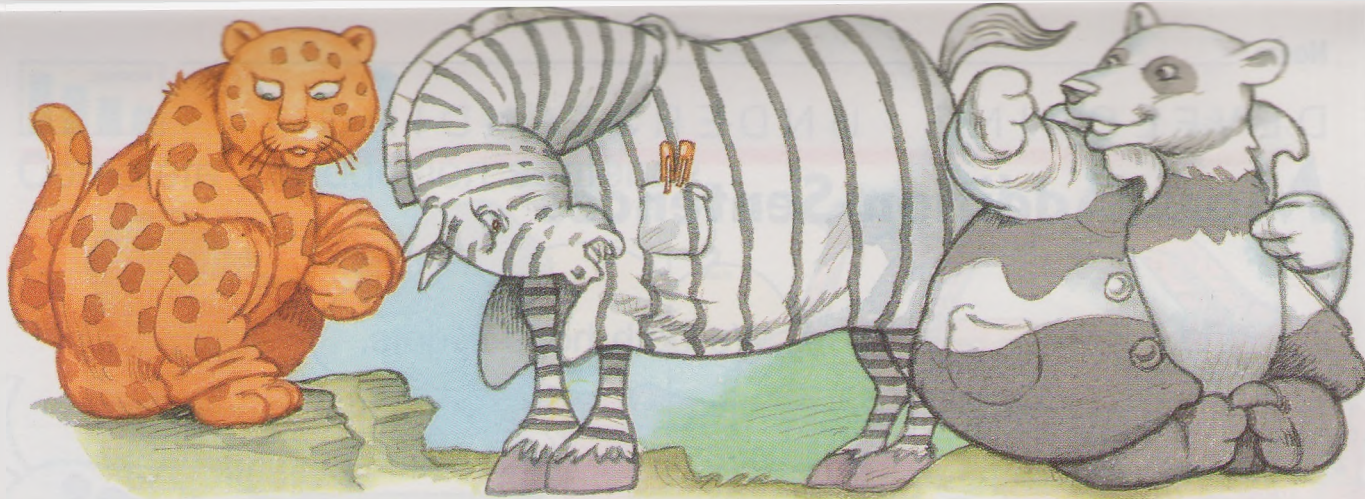
6.



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

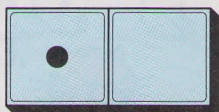


$1 + 4 = \underline{\quad}$

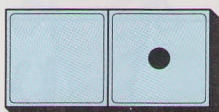


Add. Talk about the patterns.

1.

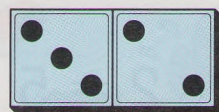


$1 + 0 = \underline{\quad}$

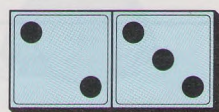


$0 + 1 = \underline{\quad}$

2.

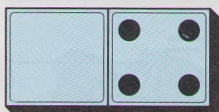


$3 + 2 = \underline{\quad}$

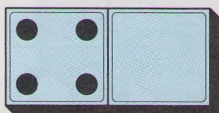


$2 + 3 = \underline{\quad}$

3.

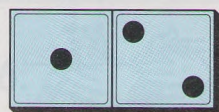


$0 + 4 = \underline{\quad}$

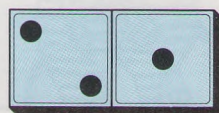


$4 + 0 = \underline{\quad}$

4.

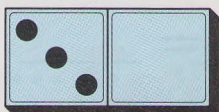


$1 + 2 = \underline{\quad}$

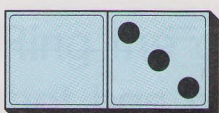


$2 + 1 = \underline{\quad}$

5.

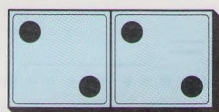


$3 + 0 = \underline{\quad}$



$0 + 3 = \underline{\quad}$

6.

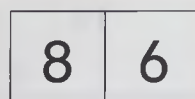
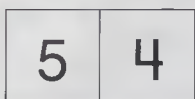
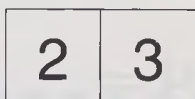


$2 + 2 = \underline{\quad}$

Mixed Review

Ring the number that is greater.

7.



Name _____

Space Maze

Thinking
MATHEMATICALLY

Show Sam's path to his home.



Extra Practice

Addition Sentences, pages 53–54

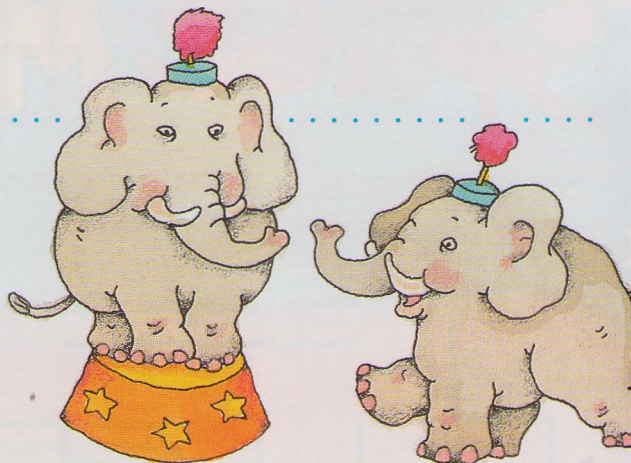
Write how many in all.

1.



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

2.

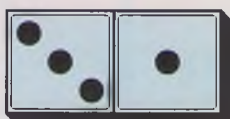


$$1 + 1 = \underline{\quad}$$

More Addition Sentences, pages 55–56

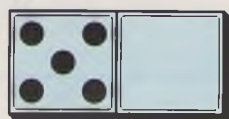
Add.

1.



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

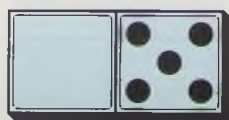
2.



$$5 + 0 = \underline{\quad}$$

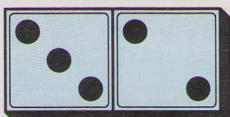


$$1 + 3 = \underline{\quad}$$



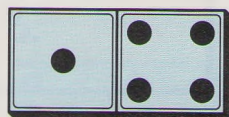
$$0 + 5 = \underline{\quad}$$

3.

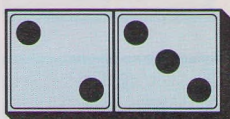


$$3 + 2 = \underline{\quad}$$

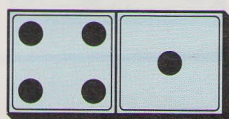
4.



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

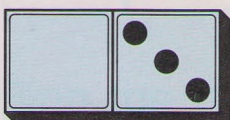


$$2 + 3 = \underline{\quad}$$



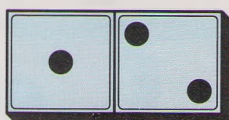
$$4 + 1 = \underline{\quad}$$

5.

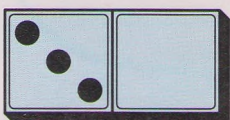


$$0 + 3 = \underline{\quad}$$

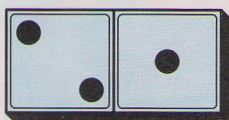
6.



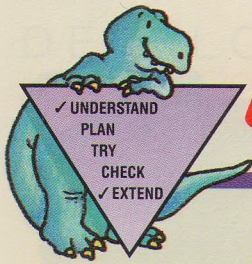
$$1 + 2 = \underline{\quad}$$



$$3 + 0 = \underline{\quad}$$



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






Problem Solving

Using Information from a Picture




Write how many.

1. 2 

3  

5 in all.

2. 

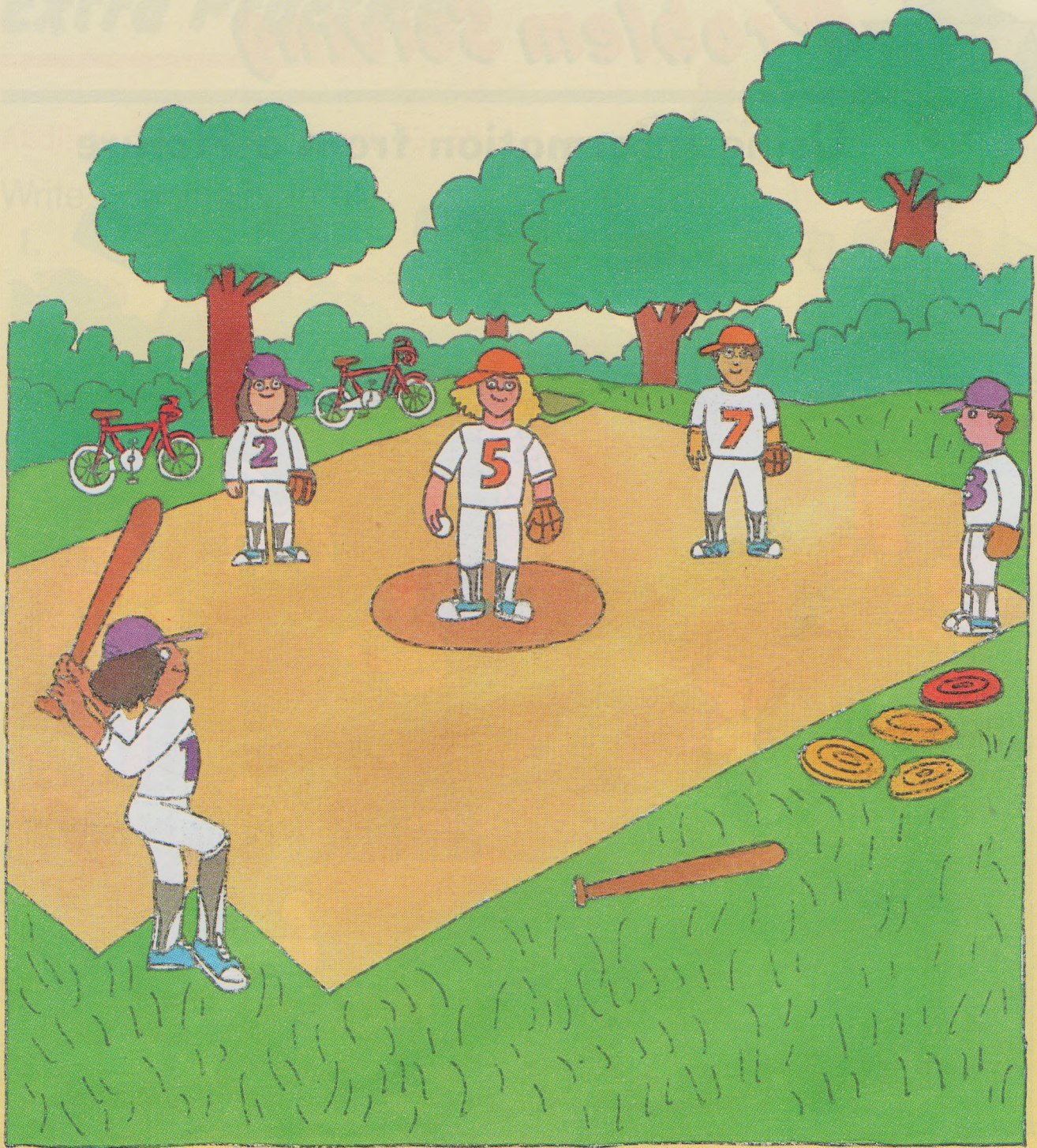
 

 in all.

3. 

 in all.



Write how many.

1. _____





_____ in all.

2. _____





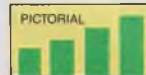
_____ in all.

3. _____





_____ in all.



DEVELOPING / UNDERSTANDING

Counting On to Add



Start with 3. Count on to add 1.

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

Count on to add.

1.



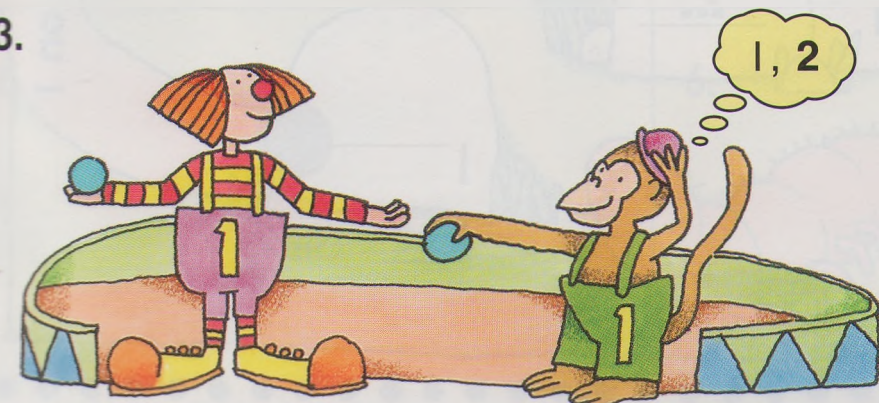
$$2 + 1 = \underline{\quad}$$

2.

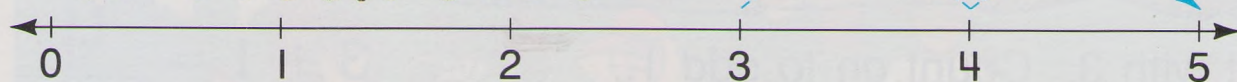
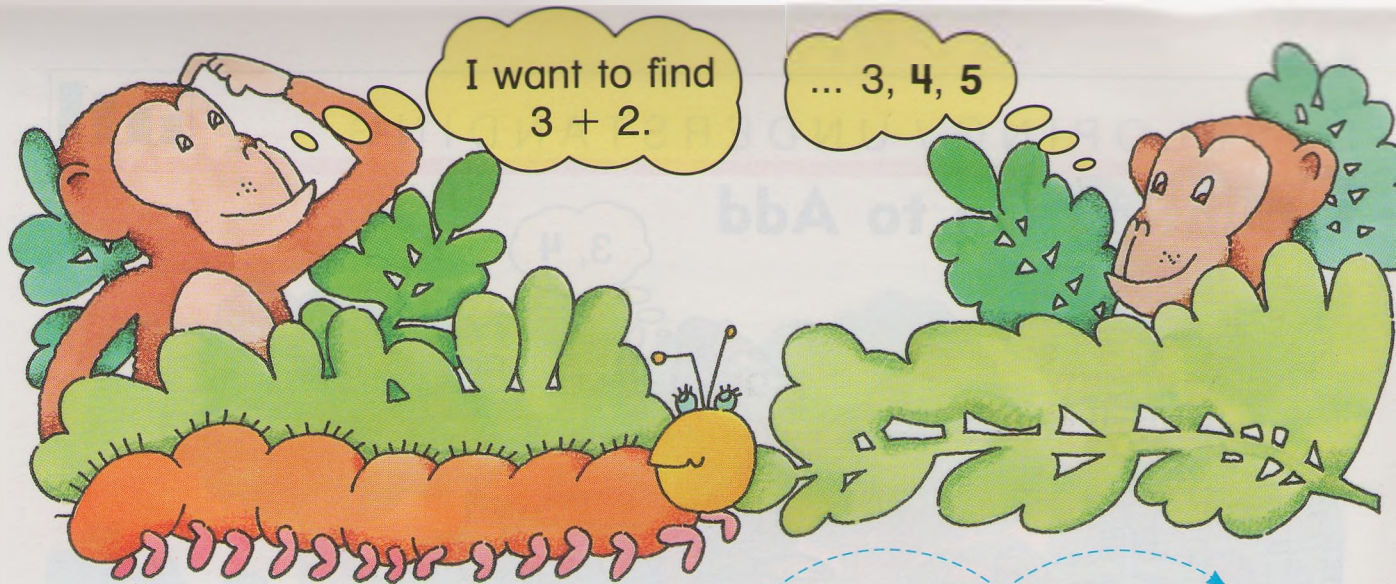


$$4 + 1 = \underline{\quad}$$

3.



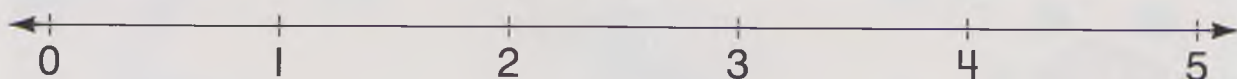
$$1 + 1 = \underline{\quad}$$



It moves forward 2 more.

What number does it stop on?

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



Count on to add.

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

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

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

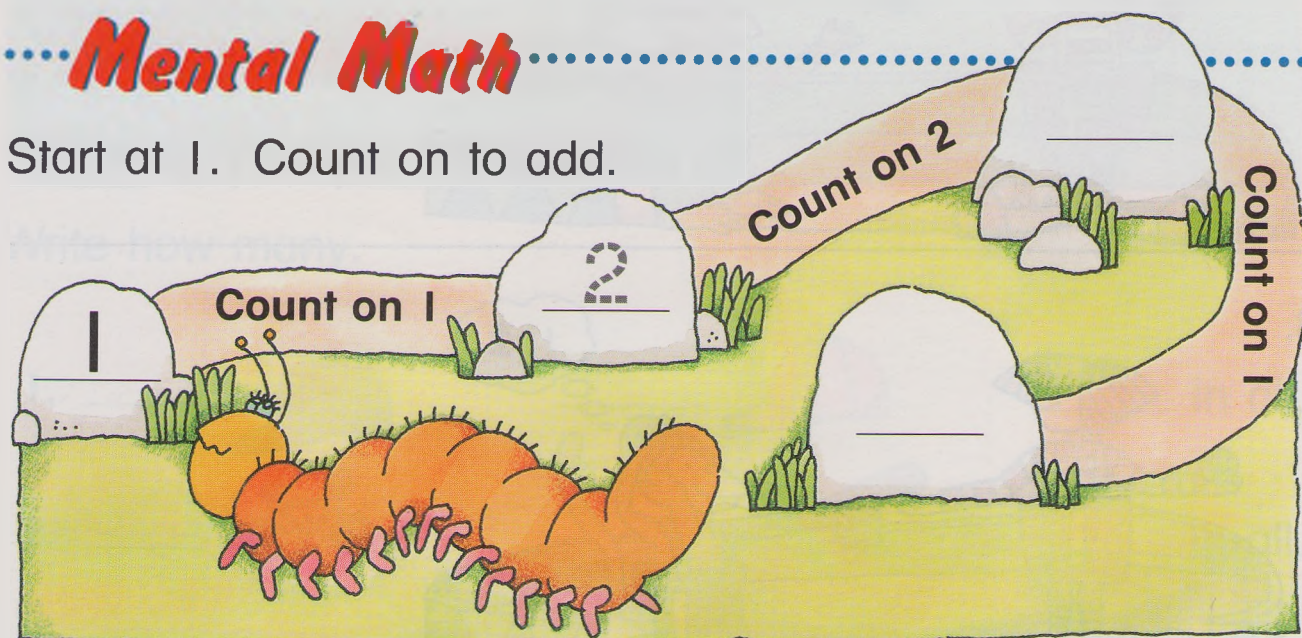
4. $3 + 1 = \underline{\quad}$

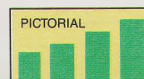
5. $4 + 1 = \underline{\quad}$

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

.... **Mental Math**

Start at 1. Count on to add.





Vertical Addition



$$3 + 2 = 5$$

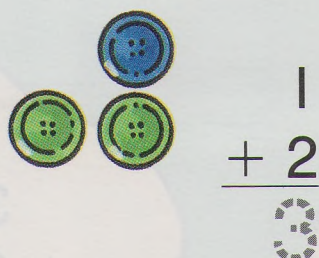


$$\begin{array}{r} 3 \\ + 2 \\ \hline 5 \end{array}$$



Find the sum.

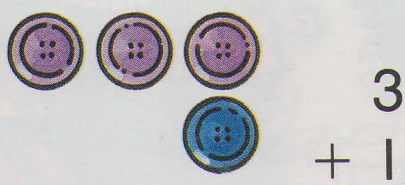
1.



2.



3.



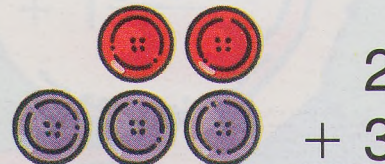
4.



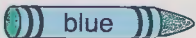
5.

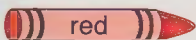


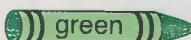
6.

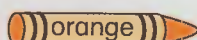


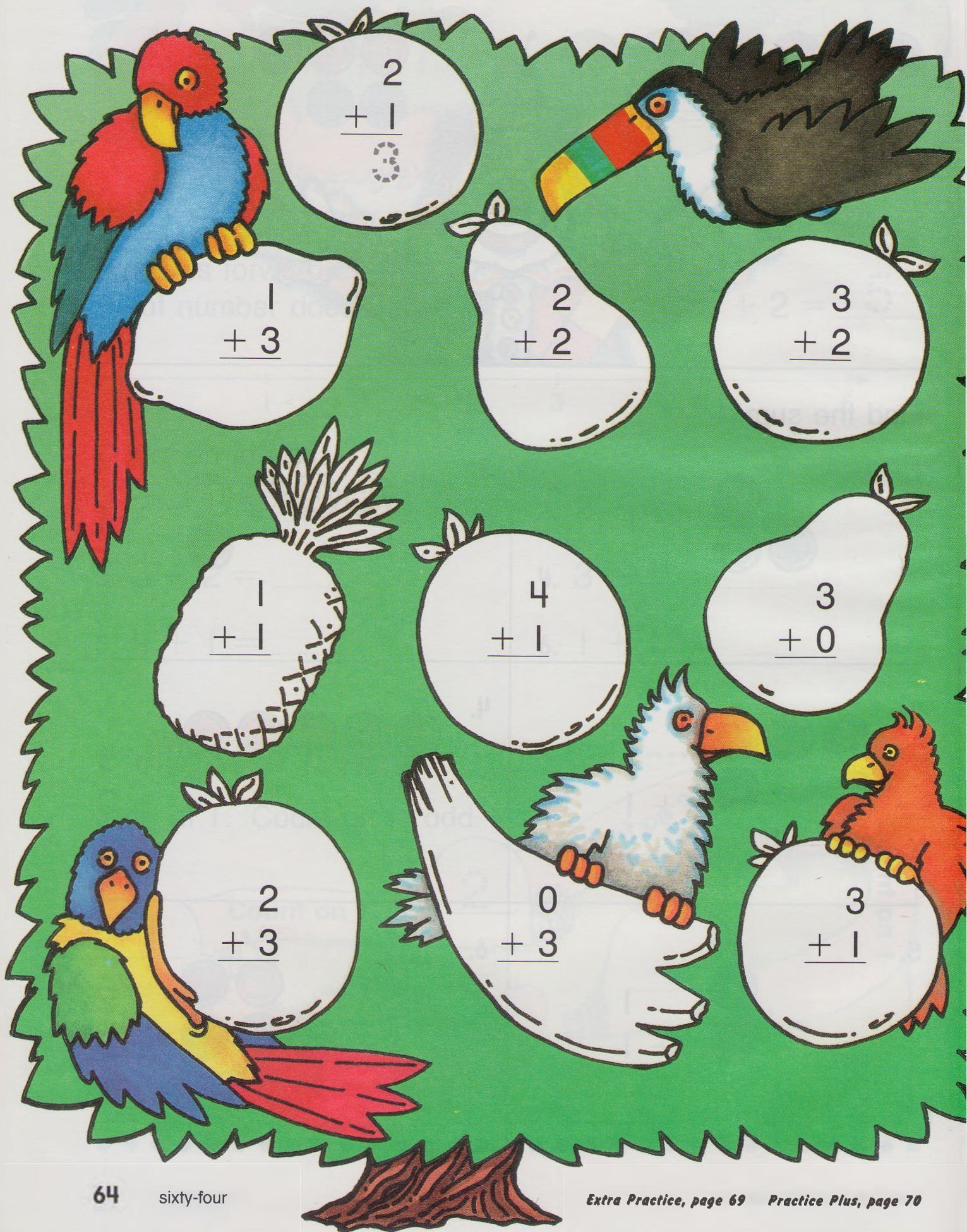
Add. Then color the picture.

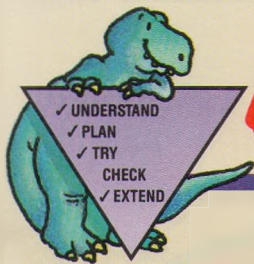
2  blue

3  red

4  green

5  orange

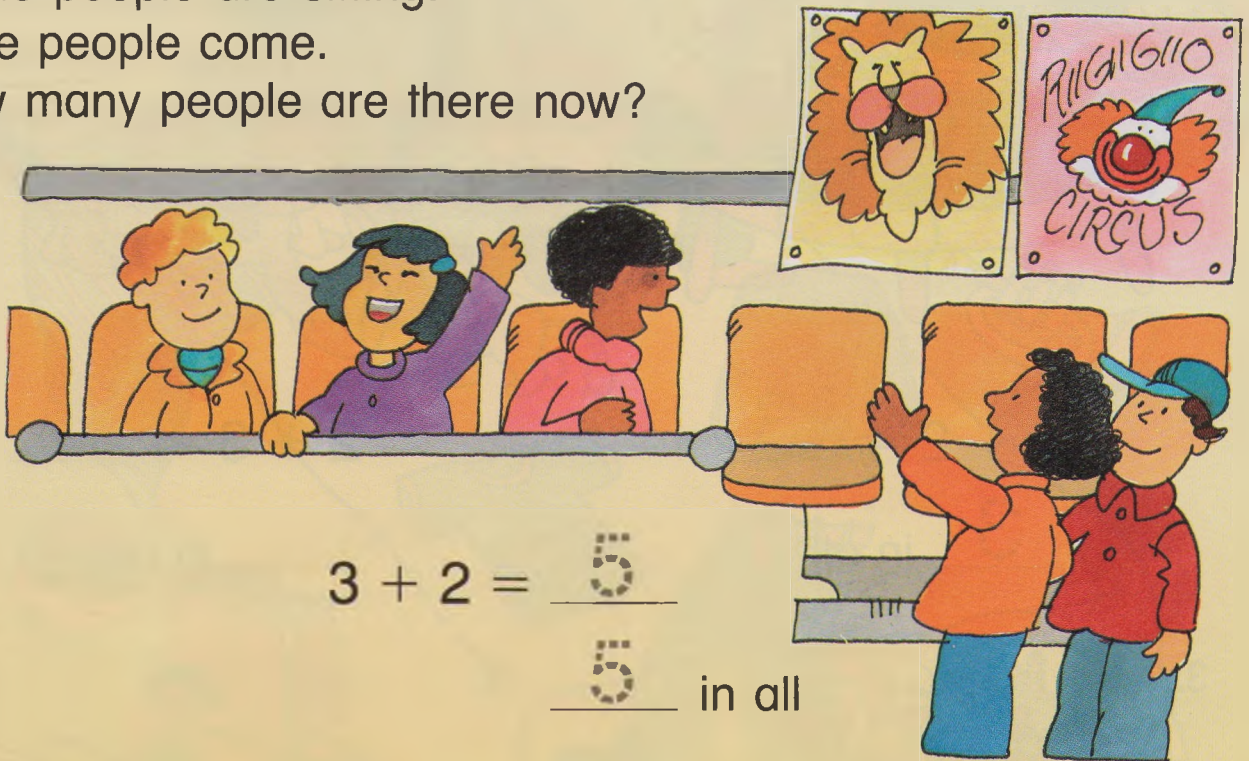




Problem Solving

Strategy: Completing an Addition Sentence

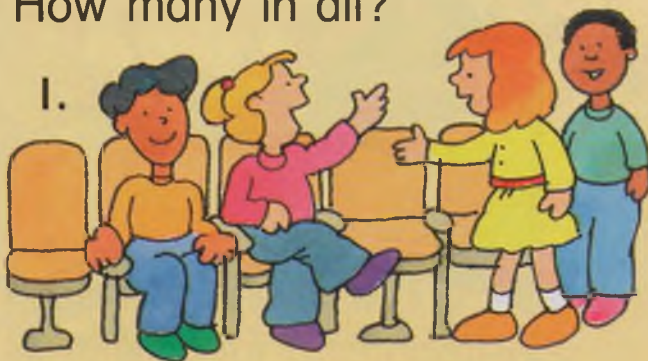
Some people are sitting.
More people come.
How many people are there now?



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

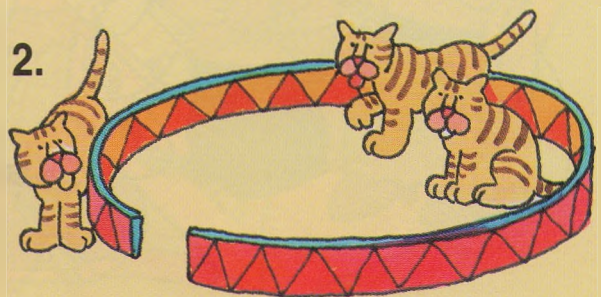
5 in all

Complete the addition sentence.
How many in all?



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

 in all



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

 in all



3. Tell a story about one of the pictures.
Use numbers in your story.

Complete each addition sentence.
How many in all?

1.



$$1 + 2 = \underline{3}$$

3 in all

2.



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

 in all

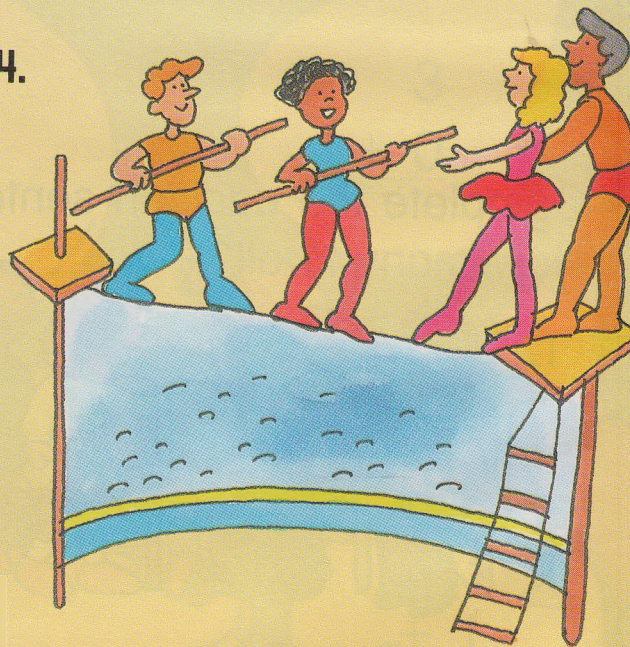
3.



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

 in all

4.

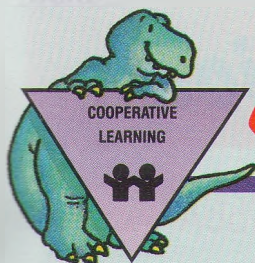


$$2 + 2 = \underline{\quad}$$

 in all

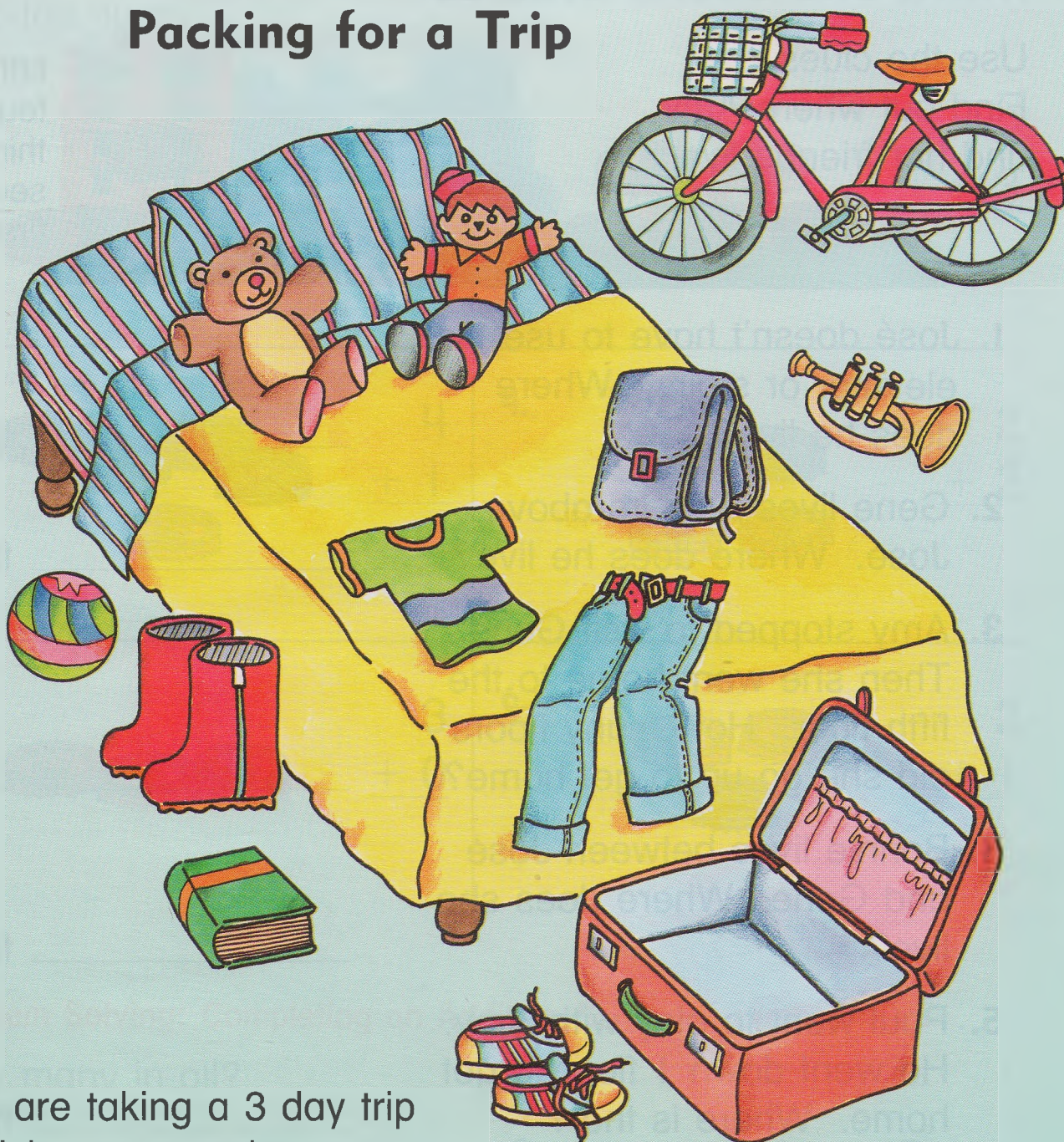


5. Tell what happened in one of the pictures.



Decision Making

Problem Solving: Packing for a Trip



You are taking a 3 day trip
to visit your grandparents.
You can only fit 5 things
in your suitcase.

1. Ring the 5 things you will take.



2. Compare your answers with a friend.
Talk about how you made your decisions.



Math and Social Studies

Use the clues.

Find out where Amy
and her friends live.



fifth
fourth
third
second
first

1. José doesn't have to use the elevator or stairs. Where does he live? _____ floor
2. Gene lives 2 floors above José. Where does he live? _____ floor
3. Amy stopped to visit Gene. Then she went home to the fifth floor. How many floors did she go up to get home? _____
4. Bonnie lives between José and Gene. Where does she live? _____ floor
5. Paul went to play with Amy. He went down 1 floor to get home. Where is that? _____ floor
6. José wants to visit Paul. How many floors must he go up? _____

Working Together

Talk about the floors in the building where you live.

Extra Practice

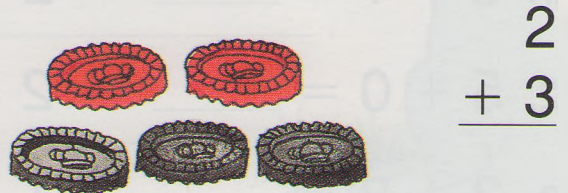
Vertical Addition, pages 63–64

Find the sums.

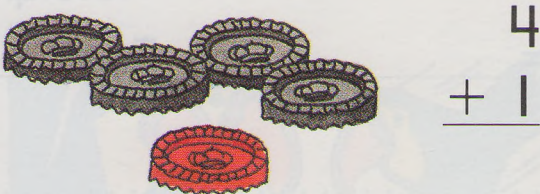
1.



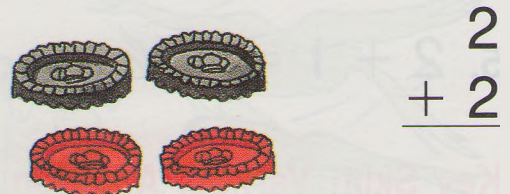
2.



3.



4.



5.



6.



Problem Solving: Completing an Addition Sentence, pages 65–66

How many in all?

1.



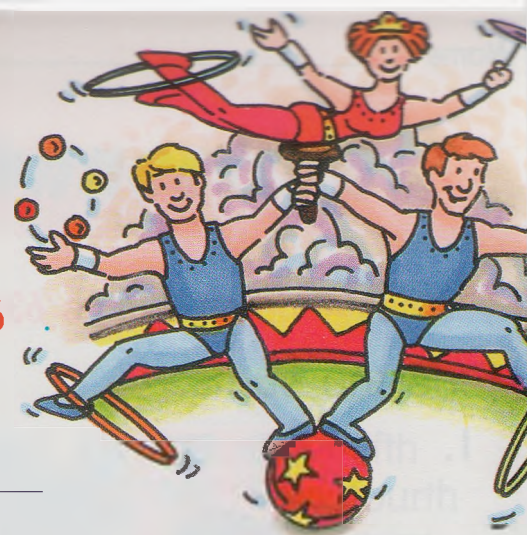
$$2 + 2 = \underline{\quad}$$

2.



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

Practice Plus



Key Skill: More Addition Sentences, page 56

Add.

1. $3 + 1 = \underline{\quad}$ $2 + 0 = \underline{\quad}$
2. $5 + 0 = \underline{\quad}$ $2 + 2 = \underline{\quad}$ $3 + 0 = \underline{\quad}$
3. $3 + 2 = \underline{\quad}$ $1 + 0 = \underline{\quad}$ $4 + 0 = \underline{\quad}$
4. $1 + 1 = \underline{\quad}$ $1 + 4 = \underline{\quad}$ $2 + 3 = \underline{\quad}$
5. $2 + 1 = \underline{\quad}$ $1 + 3 = \underline{\quad}$ $0 + 5 = \underline{\quad}$

Key Skill: Vertical Addition, page 64

Add.

1.
$$\begin{array}{r} 2 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$$
2.
$$\begin{array}{r} 1 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$$
3.
$$\begin{array}{r} 0 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$$

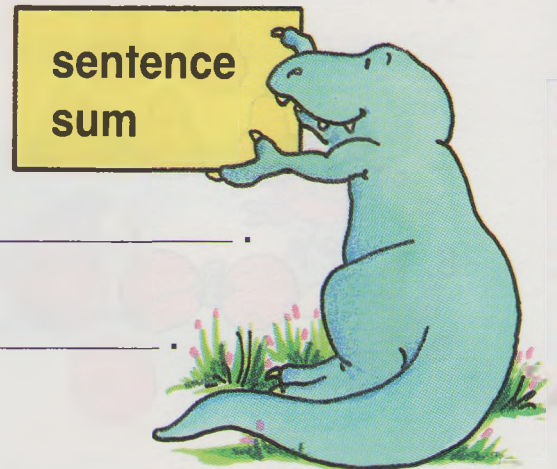
$$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$$

Chapter Review

Language and Mathematics

Choose the correct word.

1. When you add you find the _____.
2. $4 + 1 = 5$ is an addition _____.



Concepts and Skills

Complete.



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



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

Add.

5. $3 + 0 = \underline{\quad}$

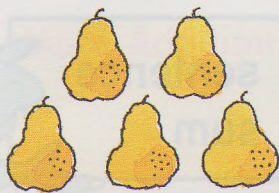
$0 + 3 = \underline{\quad}$

6. $1 + 4 = \underline{\quad}$

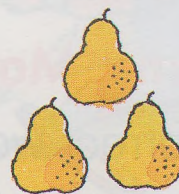
$4 + 1 = \underline{\quad}$

Find the sums.

7.

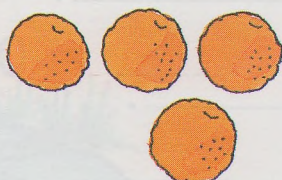


$$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$$

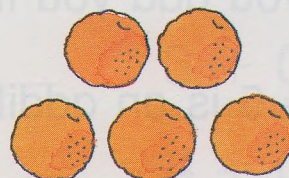


$$\begin{array}{r} 1 \\ + 2 \\ \hline \end{array}$$

8.



$$\begin{array}{r} 3 \\ + 1 \\ \hline \end{array}$$



$$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$$

9.



$$\begin{array}{r} 4 \\ + 0 \\ \hline \end{array}$$

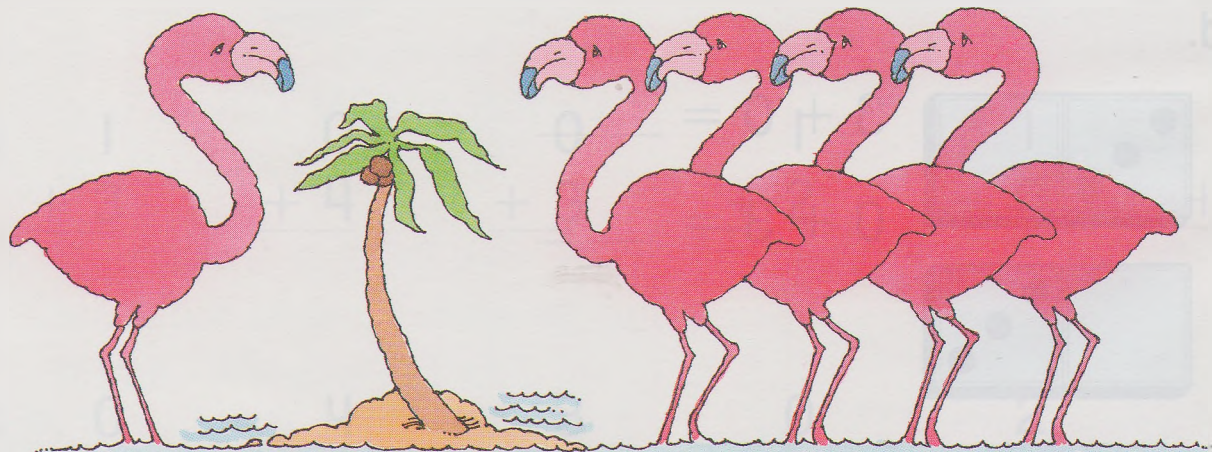


$$\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$$

Problem Solving

Complete the addition sentence.
Write how many in all.

10.



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

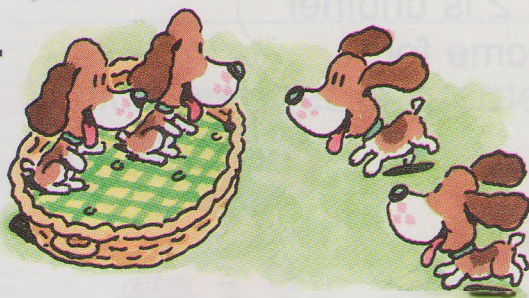
 in all

11. Use counters to make different addition facts for 5.

Chapter Test

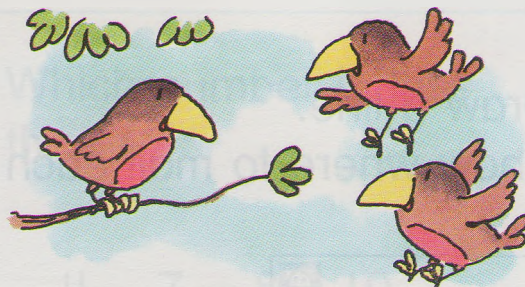
Add.

1.



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

2.



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

$$3. \quad 3 + 0 = \underline{\quad}$$

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

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

$$0 + 3 = \underline{\quad}$$

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

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

$$4. \quad \begin{array}{r} 3 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$$

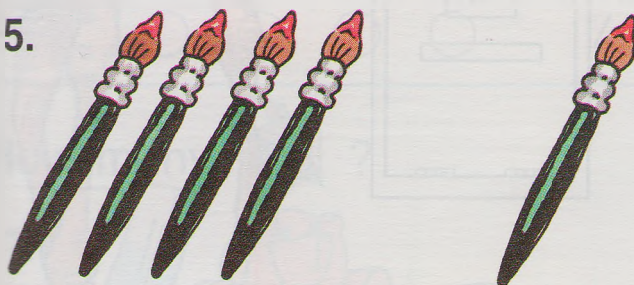
$$\begin{array}{r} 5 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 3 \\ \hline \end{array}$$

Write how many in all.

5.



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

 in all

6.



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

 in all

Enrichment For All

Names for Numbers

2 + 2 is another
name for 4.

Draw a line.

Show where to mail each letter.

$$2 + 2$$

$$1 + 1$$

$$3 + 1$$

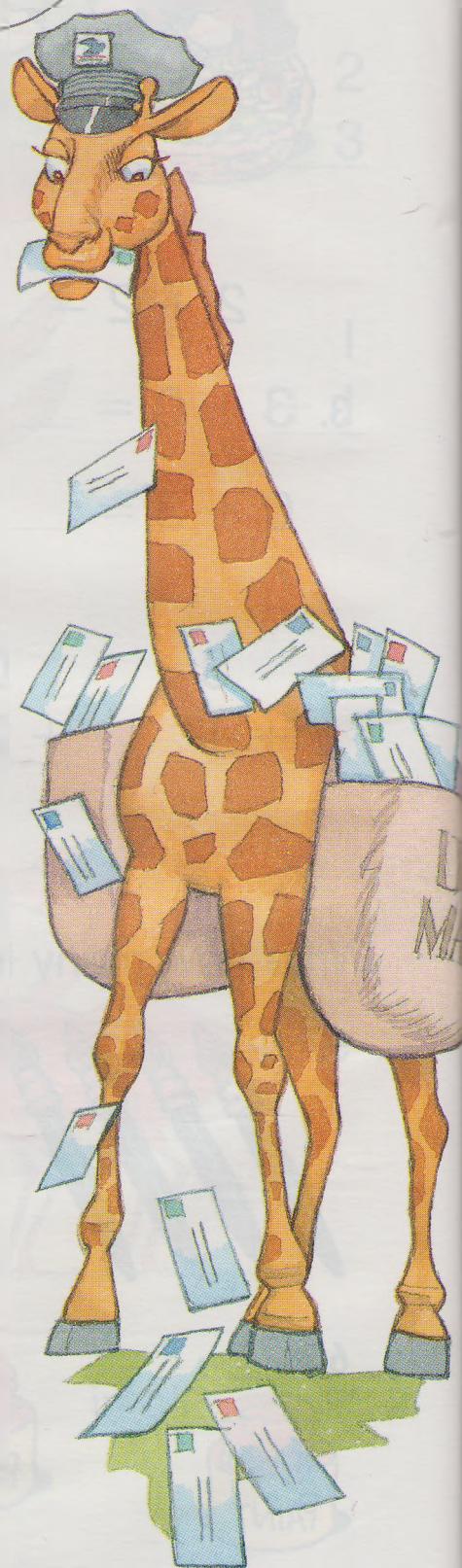
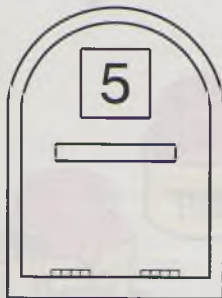
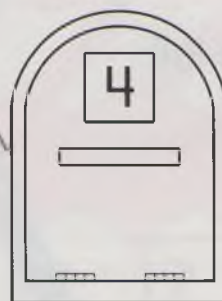
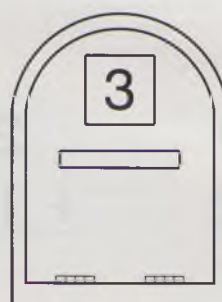
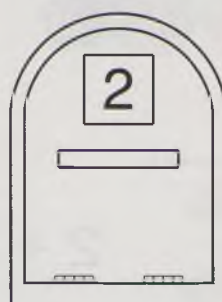
$$2 + 0$$

$$1 + 4$$

$$2 + 1$$

$$1 + 2$$

$$2 + 3$$



Cumulative Review

Fill in the ○ to answer each question.


1. Which number is greater than 5?


2 3 4 9
○ ○ ○ ○

2. Which number is less than 6?

4 7 8 10
○ ○ ○ ○

How many?

3. 
10 8 9 7
○ ○ ○ ○

4. 
3 4 5 6
○ ○ ○ ○

Add.

5. $3 + 1$

5 4 3 2
○ ○ ○ ○

6.
$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

2 3 4 5
○ ○ ○ ○

How many  ?

7.



1 2 3 4
○ ○ ○ ○

Home Activity

Your child has been learning the addition facts to 5. Here is a game you can play to practice this skill.

Players:

2

Materials:

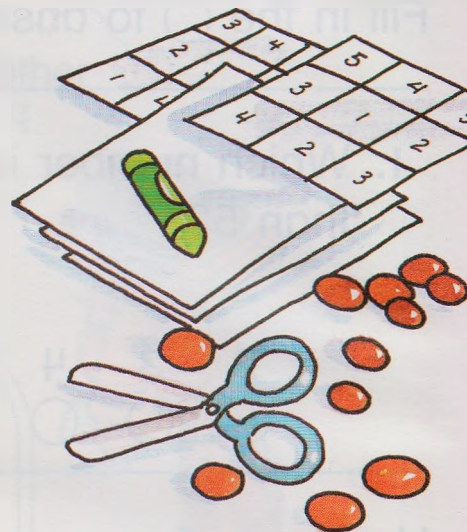
Stiff paper, scissors, pen or crayon, gameboards, counters

Make 20 playing cards out of stiff paper. On each card write one of the following addition sentences:

$0 + 1 =$ $1 + 0 =$ $1 + 1 =$ $1 + 2 =$ $1 + 3 =$ $1 + 4 =$
 $0 + 2 =$ $2 + 0 =$ $2 + 1 =$ $2 + 2 =$ $2 + 3 =$
 $0 + 3 =$ $3 + 0 =$ $3 + 1 =$ $3 + 2 =$
 $0 + 4 =$ $4 + 0 =$ $4 + 1 =$
 $0 + 5 =$ $5 + 0 =$

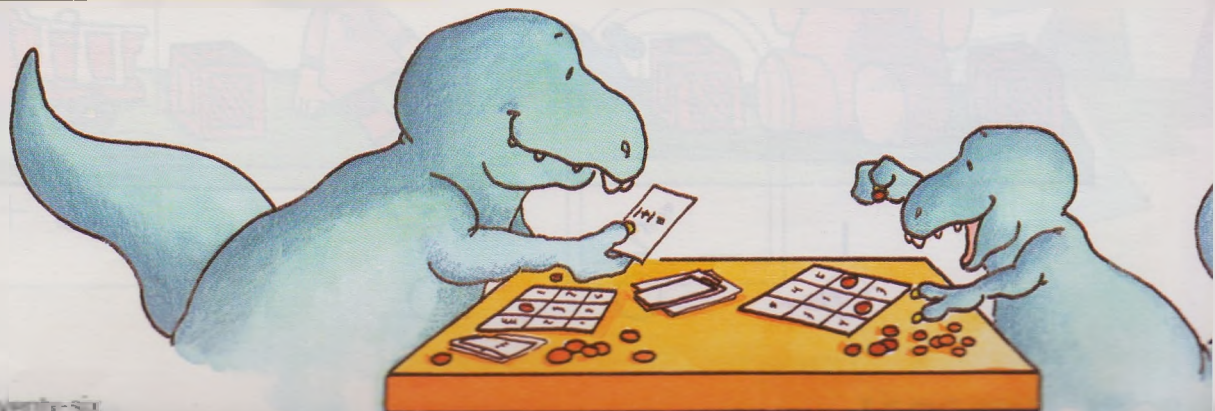
Directions:

Take turns drawing a card. Place it face up. Each player finds a number on her or his gameboard that completes the addition sentence. Cover the number with a counter. The first player to cover 3 numbers in a row—across, down, or diagonally—scores 1 point. Mix up the cards and play again. The first person to get 5 points wins.

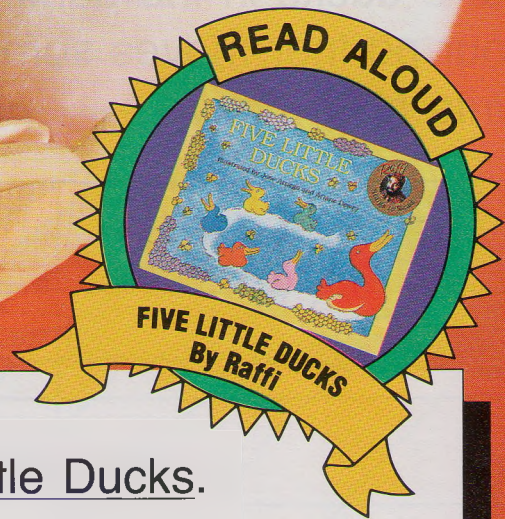


3	4	1
2	5	2
1	4	3

5	4	5
3	1	2
4	2	3



Subtracting Facts to 5



Listen to the story Five Little Ducks.



Tell how many ducks were missing each time.



Subtracting Facts to 5

Working Together



Use 5

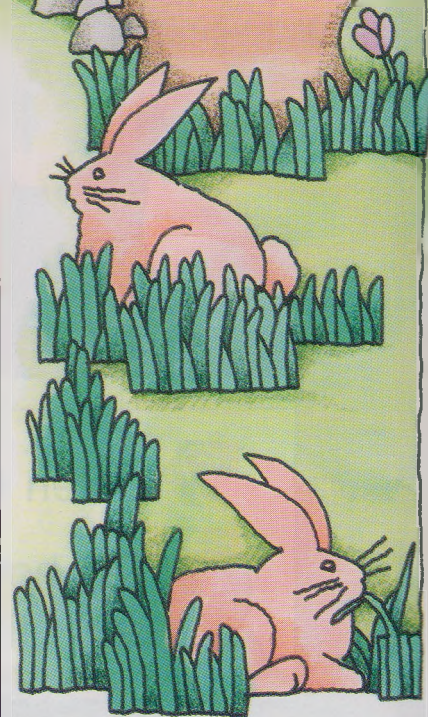


Put 5 ducks in the pond.

Your partner moves some ducks far away.

Write how many.

 In the Pond	 Far Away



EXPLORING A CONCEPT

Subtraction

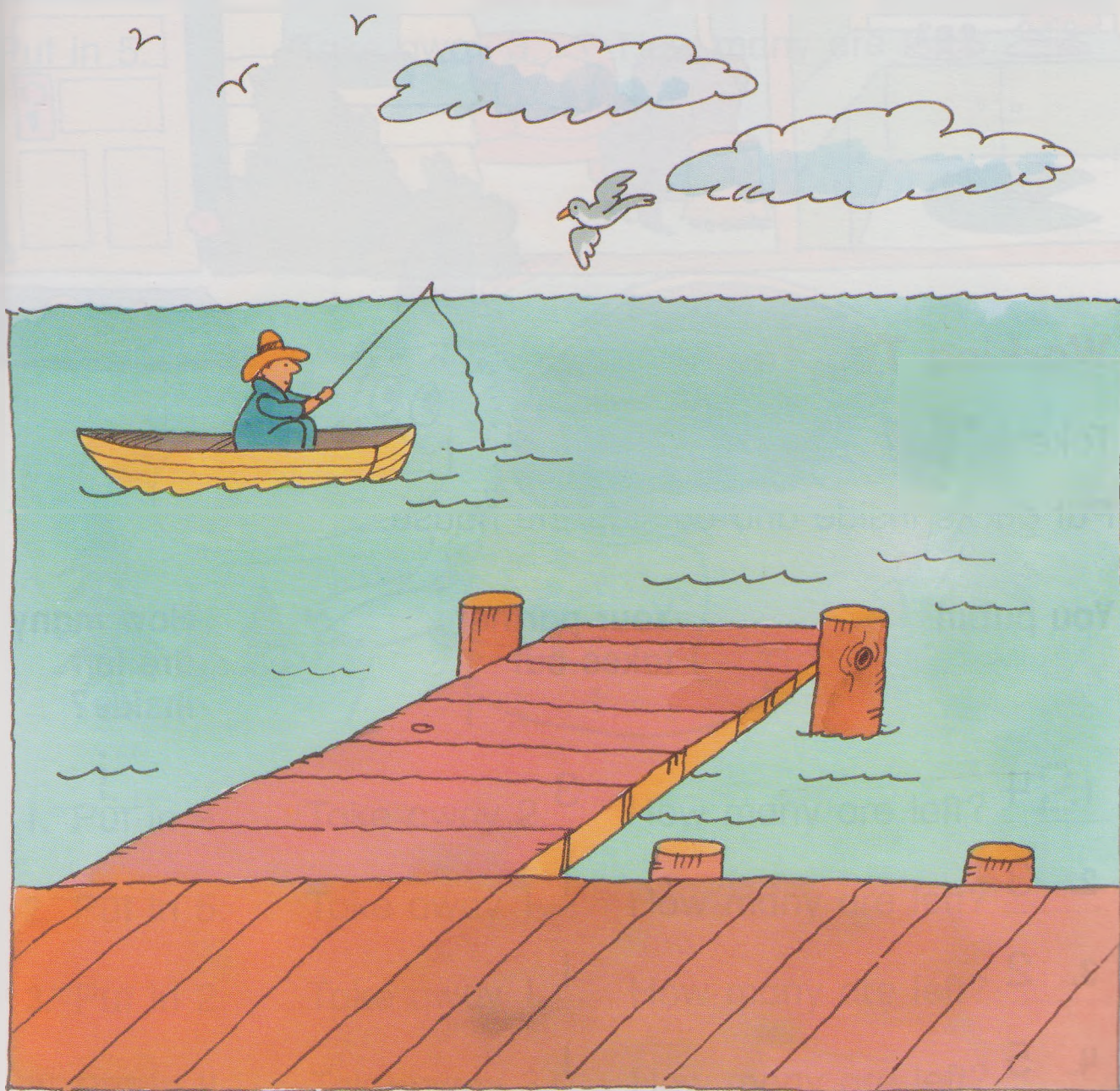
Working Together

Use 5 .

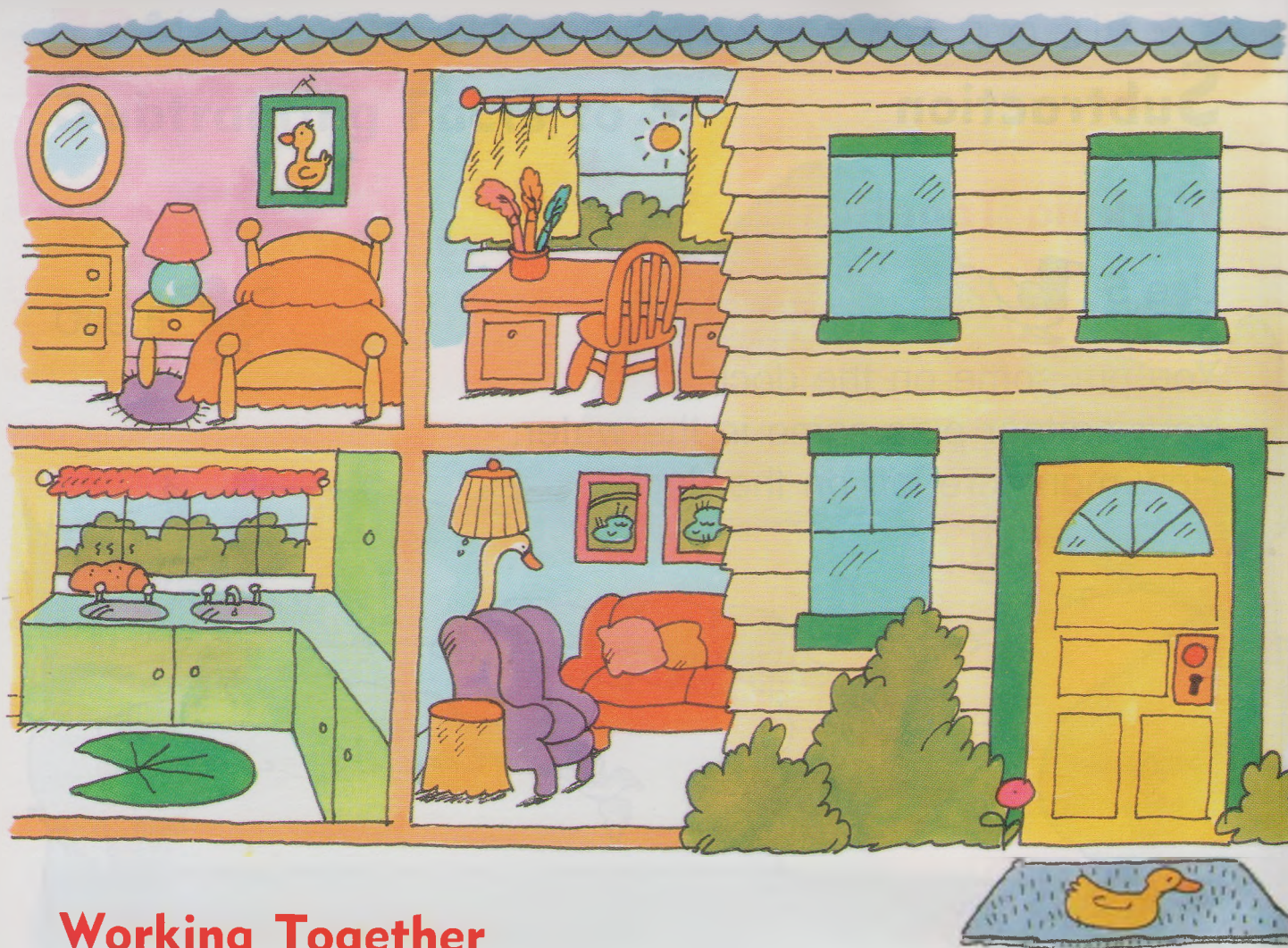
You put some on the dock.

Your partner puts some in the water.

How many are left on the dock?



Tell a story about what you did.



Working Together

Take 5 

Put ducks inside and outside the house.

You put in

Your partner
takes out

How many
are left
inside?

1. 4

3

—

2. 3

1

—

3. 2

1

—

4. 5

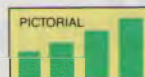
1

—

5. 5

3

—



Subtraction Readiness

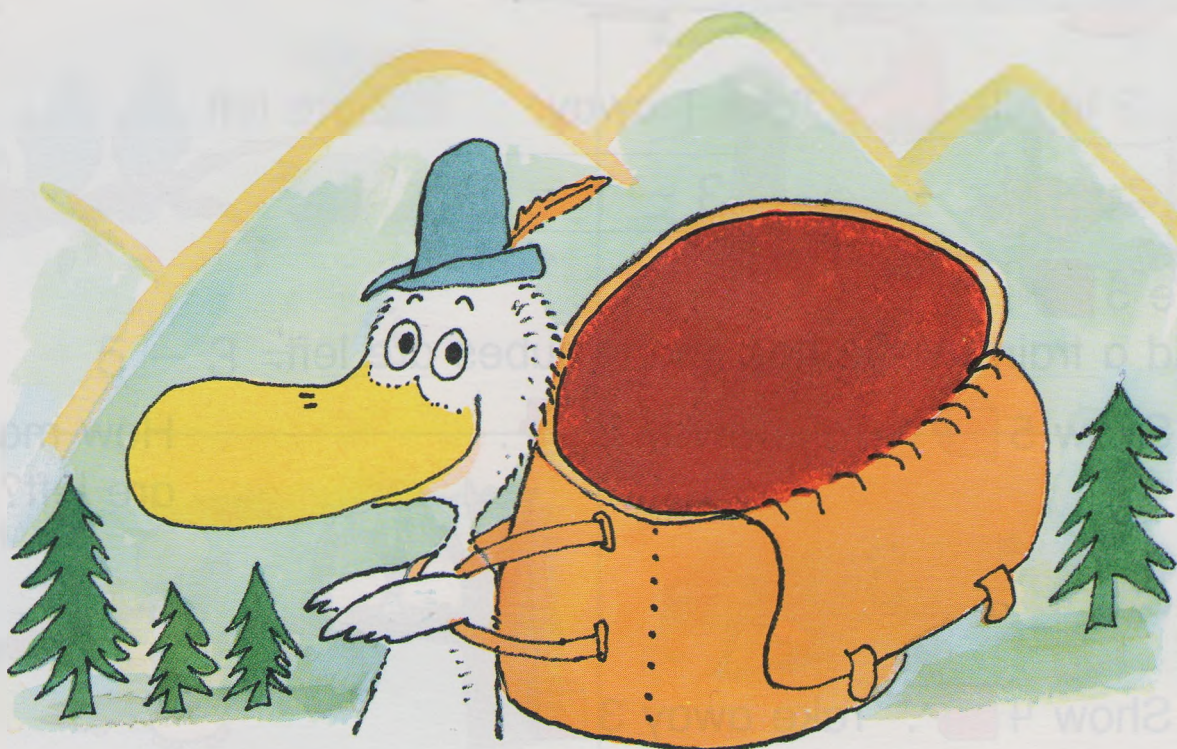


Use 5 

Put in 5.

Take away 3.

How many are left? 2



1. Put in 4.

Take away 2.

How many are left? 2

2. Put in 5.

Take away 1.

How many are left? _____

3. Put in 2.

Take away 1.

How many are left? _____

4. Put in 4.

Take away 3.

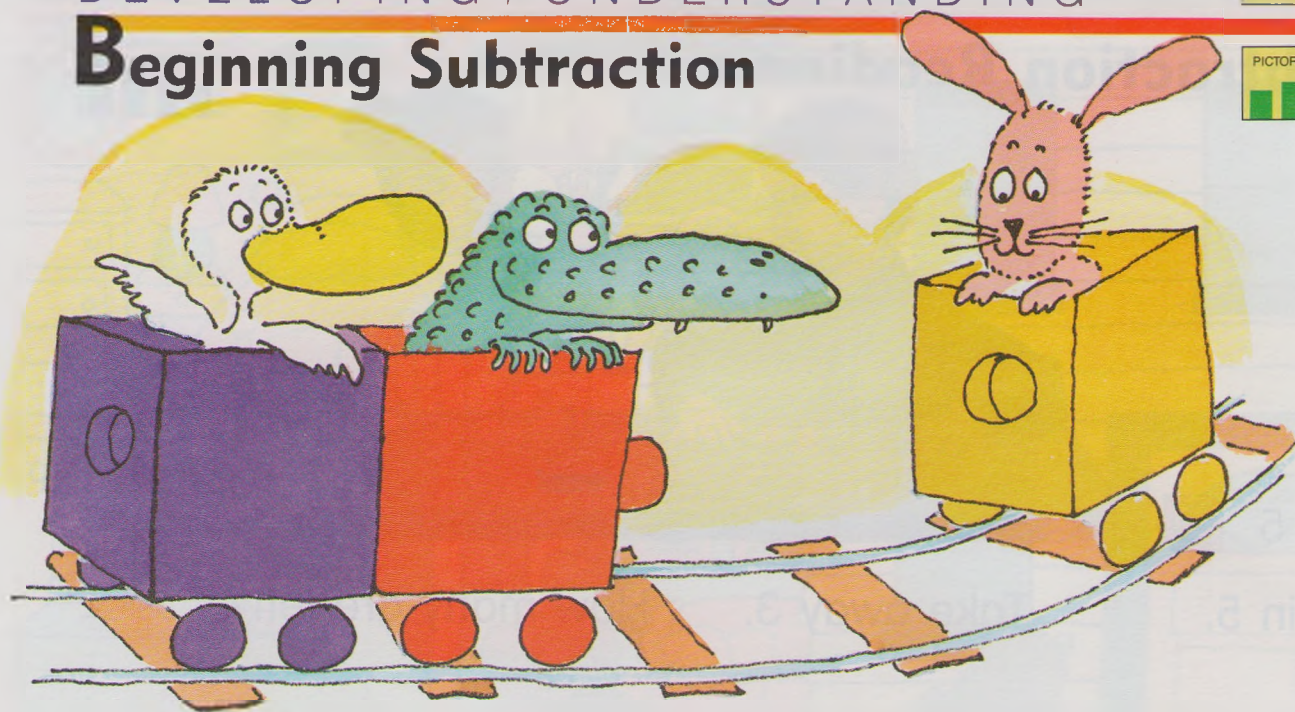
How many are left? _____

5. Put in 3.

Take away 1.

How many are left? _____

Beginning Subtraction



3 in all.


Take 1 away.

2 are left.

$$3 - 1 = 2$$



Take 5 .

Build a train. Write how many cubes are left.

1. Show 5 . Take away 2 .How many
are left?

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

$$\underline{3}$$

2. Show 4 . Take away 3 .



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

$$\underline{\quad}$$

3. Show 3 . Take away 2 .

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

$$\underline{\quad}$$

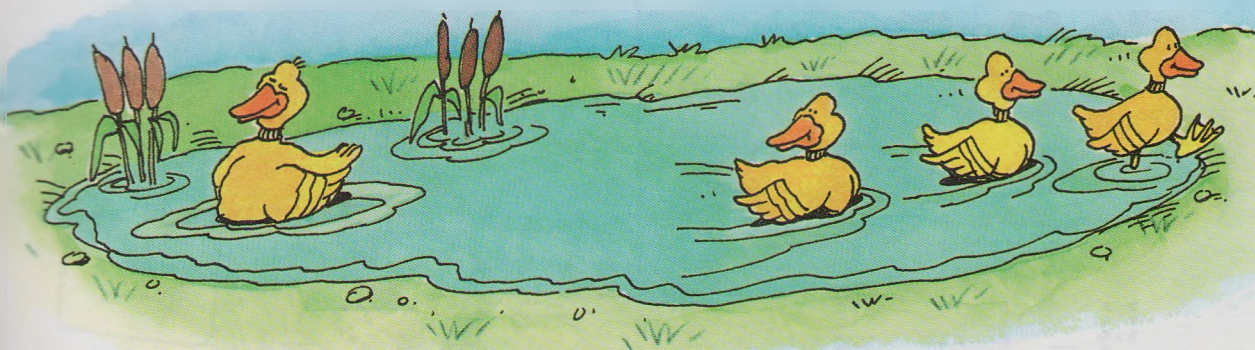
4. Show 4 . Take away 2 .

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

$$\underline{\quad}$$

DEVELOPING / UNDERSTANDING

Subtraction Sentences

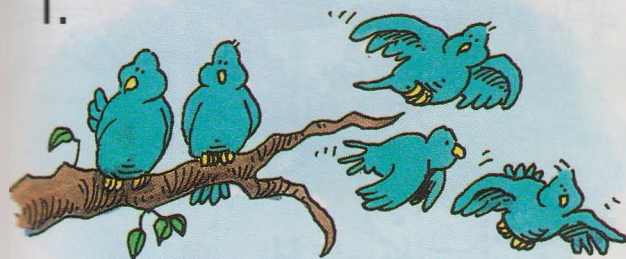


$$4 - 3 = 1$$

Write how many are left.

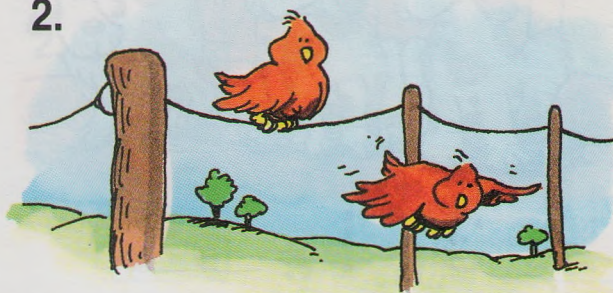
difference

1.



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

2.



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

3.



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

4.



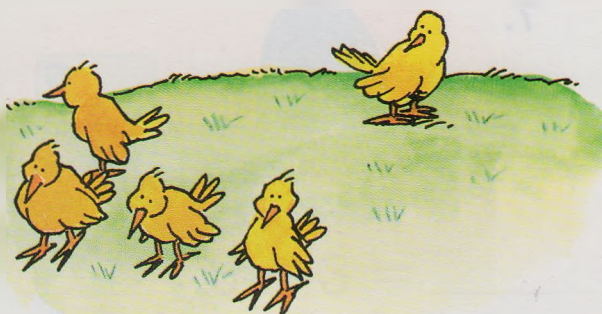
$$3 - 2 = \underline{\quad}$$

5.



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

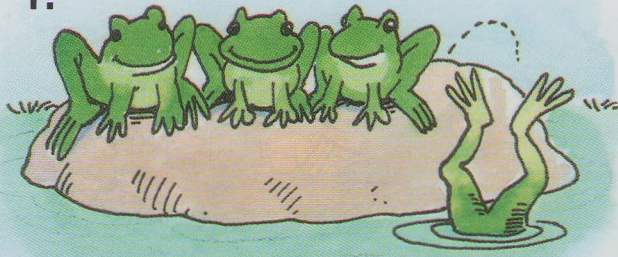
6.



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

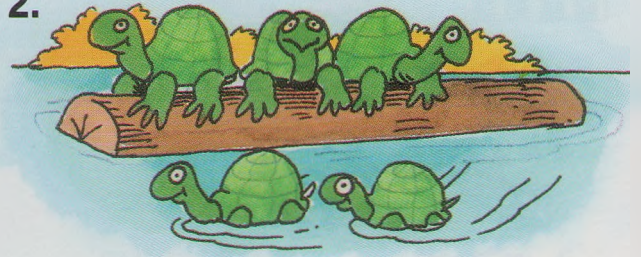
Complete the subtraction sentence.

1.



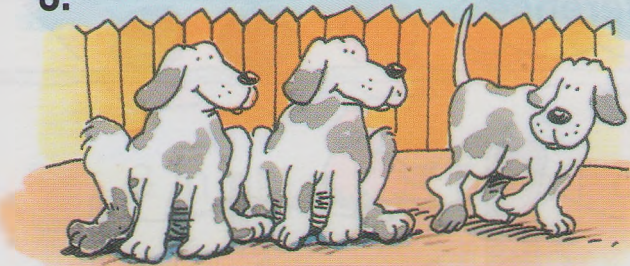
$$4 - 1 = 3$$

2.



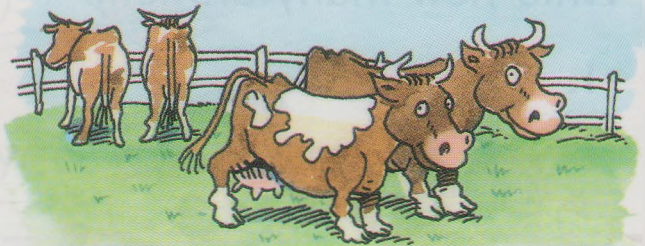
$$5 - 2 = \underline{\quad}$$

3.



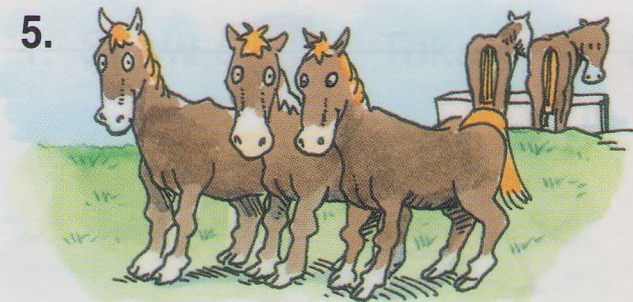
$$3 - 1 = \underline{\quad}$$

4.



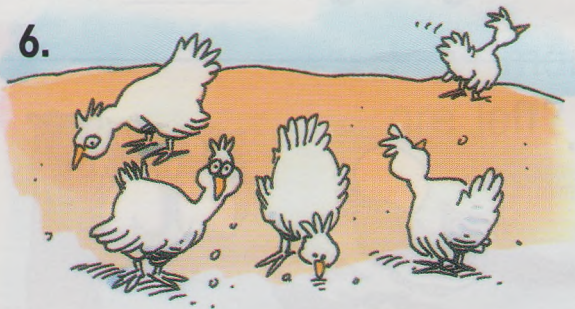
$$4 - 2 = \underline{\quad}$$

5.



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

6.



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

7.



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

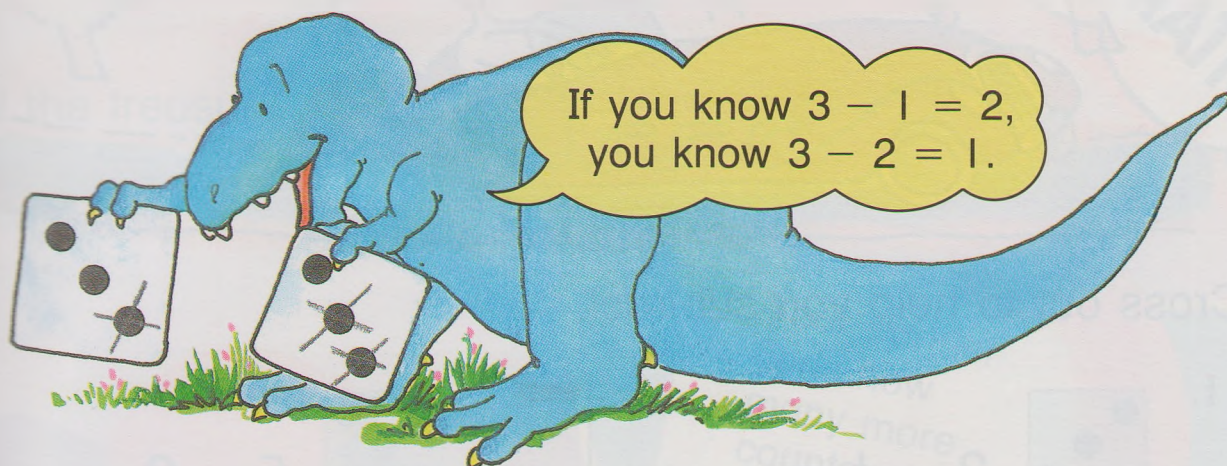
8.





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

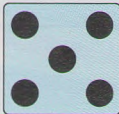



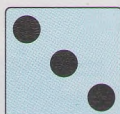
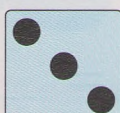
More Subtraction Sentences


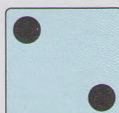



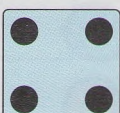
Cross out to help you subtract.

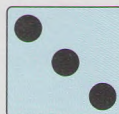
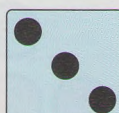
1.  $4 - 0 = \underline{4}$
 $4 - 4 = \underline{0}$

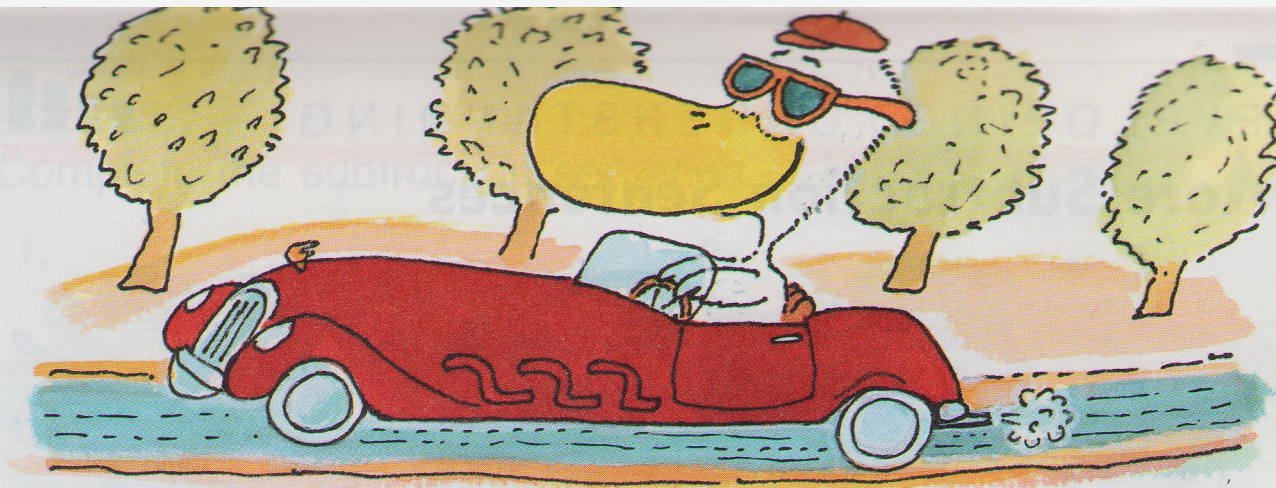
2.  $5 - 2 = \underline{\quad}$
 $5 - 3 = \underline{\quad}$

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



4.  $2 - 0 = \underline{\quad}$
 $2 - 2 = \underline{\quad}$



5.  $4 - 1 = \underline{\quad}$
 $4 - 3 = \underline{\quad}$



6.  $3 - 0 = \underline{\quad}$
 $3 - 3 = \underline{\quad}$

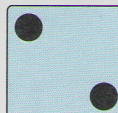
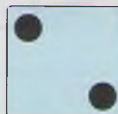




Cross out to help you subtract.



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

2.  $5 - 0 = \underline{\quad}$
 $5 - 5 = \underline{\quad}$

3.  $1 - 0 = \underline{\quad}$
 $1 - 1 = \underline{\quad}$

4.  $2 - 2 = \underline{\quad}$
 $2 - 0 = \underline{\quad}$

5.  $4 - 3 = \underline{\quad}$
 $4 - 1 = \underline{\quad}$

6.  $4 - 4 = \underline{\quad}$
 $4 - 0 = \underline{\quad}$

Mixed Review

Write the number.

7.



$\underline{\quad}$



$\underline{\quad}$



$\underline{\quad}$



$\underline{\quad}$

Name _____

Tricky Treasure

Fill the treasure chest.

Use 5  and a .

Thinking
MATHEMATICALLY

Your partner
finds how
many more
counters will
fill the chest.

You spin.
Put in that
number of
counters.

You put in:

3

Your partner
puts in:

2

How many in all?

5

Extra Practice

Subtraction Sentences, pages 83-84

Write how many are left.



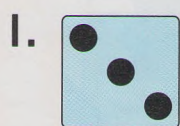
$$3 - 1 = \underline{\quad}$$



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

More Subtraction Sentences, pages 85-86

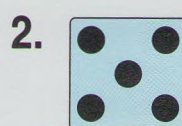
Cross out to help you subtract.



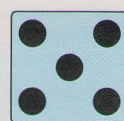
$$3 - 2 = \underline{\quad}$$



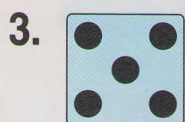
$$3 - 1 = \underline{\quad}$$



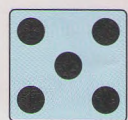
$$5 - 3 = \underline{\quad}$$



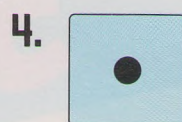
$$5 - 1 = \underline{\quad}$$



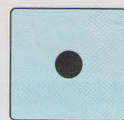
$$5 - 4 = \underline{\quad}$$



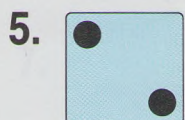
$$5 - 2 = \underline{\quad}$$



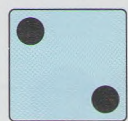
$$1 - 0 = \underline{\quad}$$



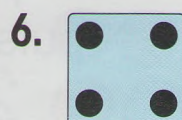
$$1 - 1 = \underline{\quad}$$



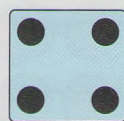
$$2 - 2 = \underline{\quad}$$



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



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



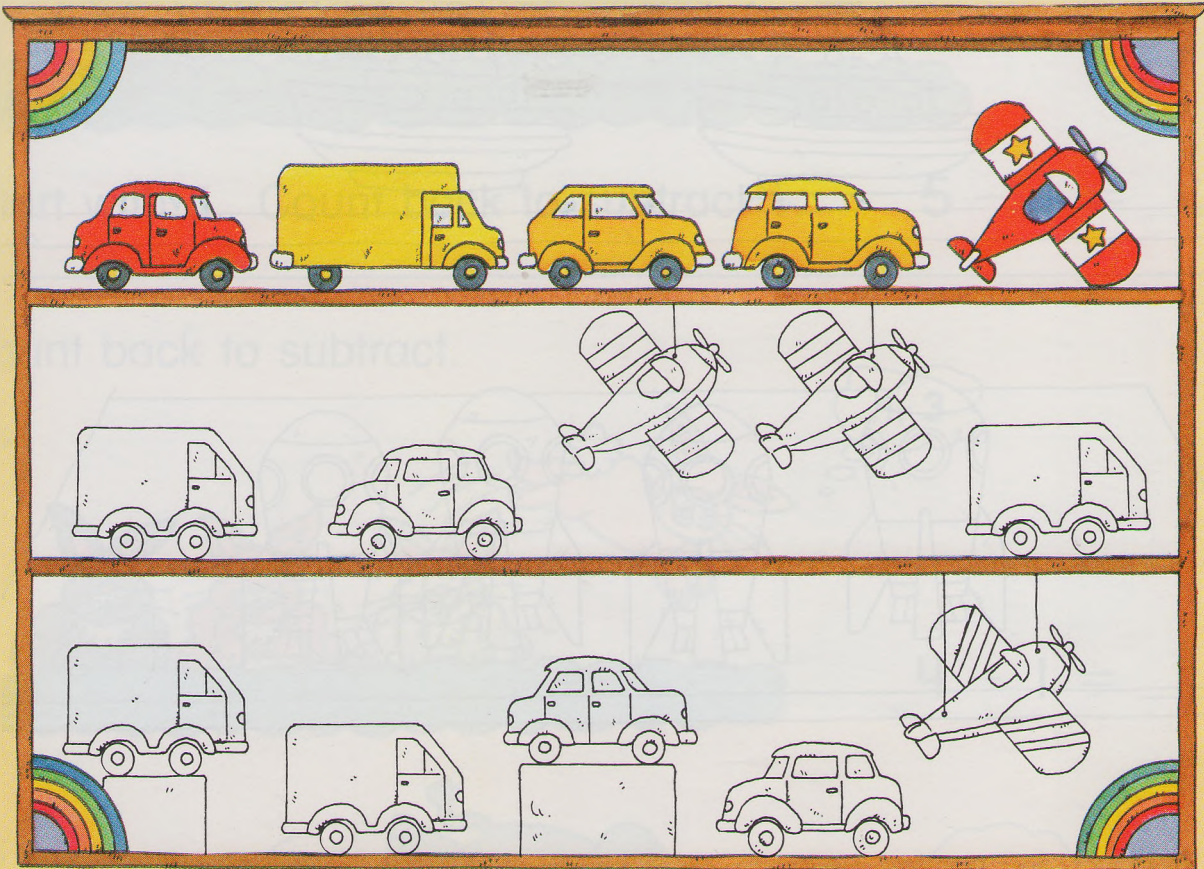
$$4 - 0 = \underline{\quad}$$



Problem Solving

Strategy: Using Number Sense

Look at the top shelf in the picture.
Are there more yellow toys or red toys?



Color 2 yellow .

Color 2 red .

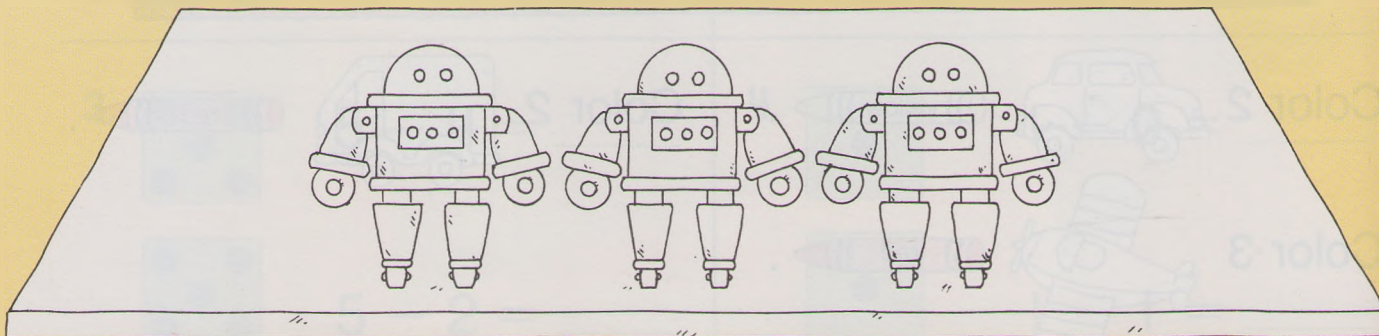
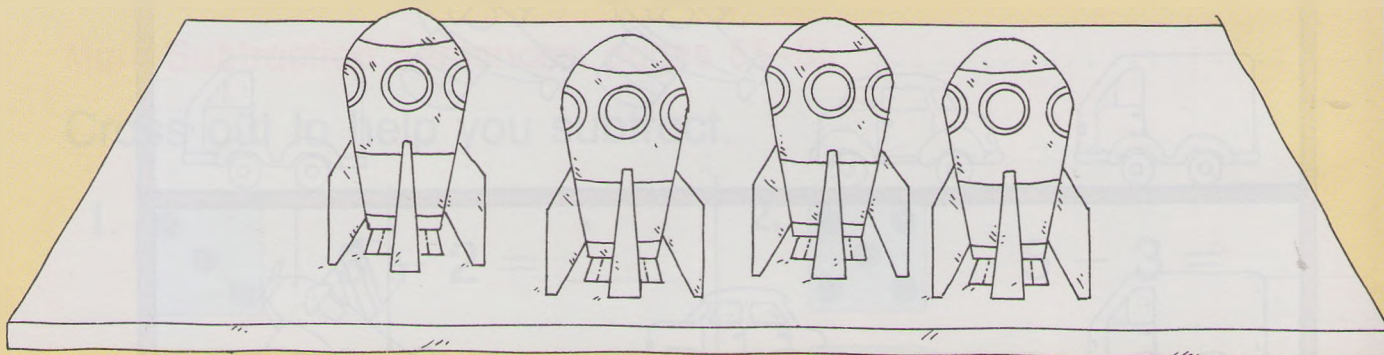
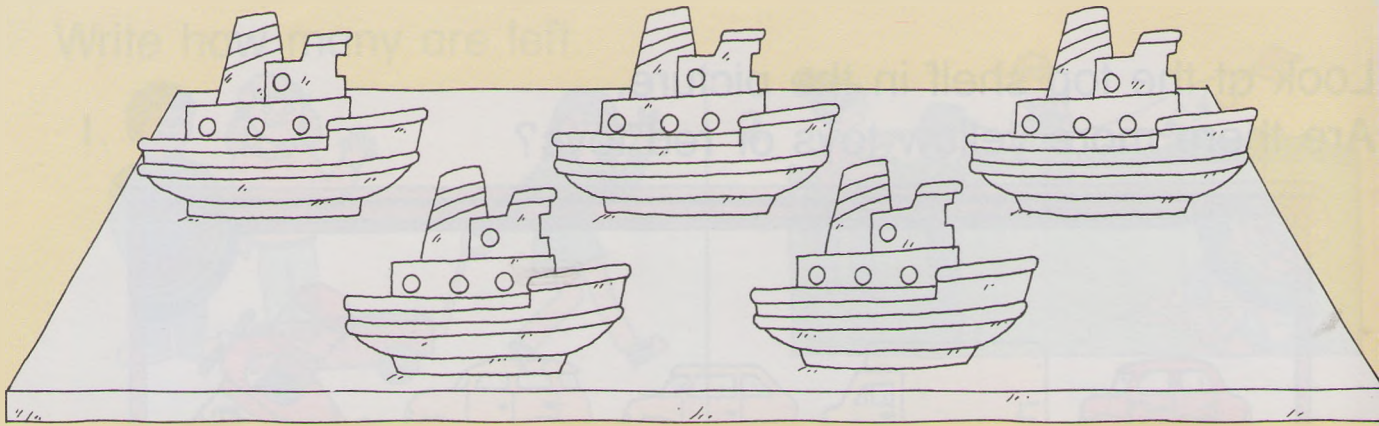
Color 3 red .

Color the rest of the toys yellow .

1. Are there more red toys
or yellow toys?

2. Are there more cars,
trucks or airplanes?

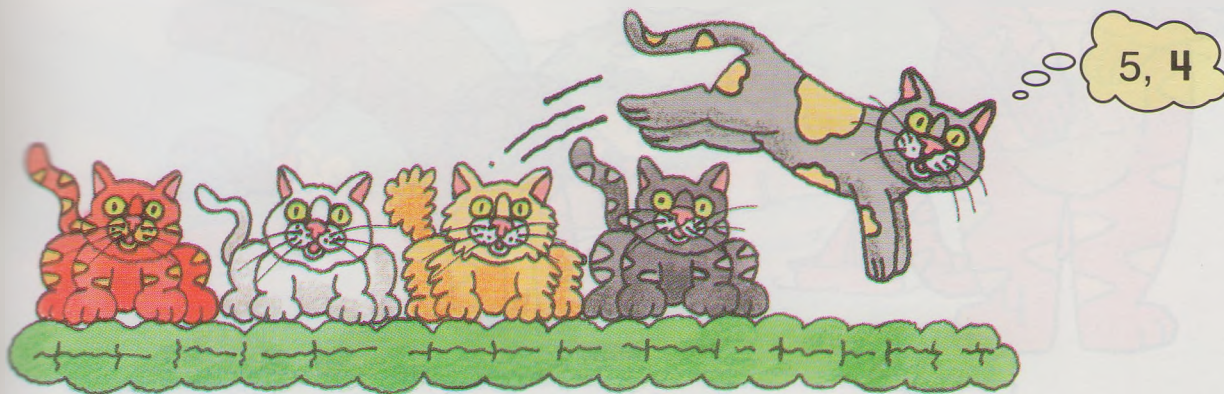
Color some toys red and
some blue on each table.



1. Are there more ships, rockets or robots? _____
2. Are there more red ships or blue ships? _____
3. Are there more red toys or blue toys? _____

DEVELOPING / UNDERSTANDING

Counting Back to Subtract

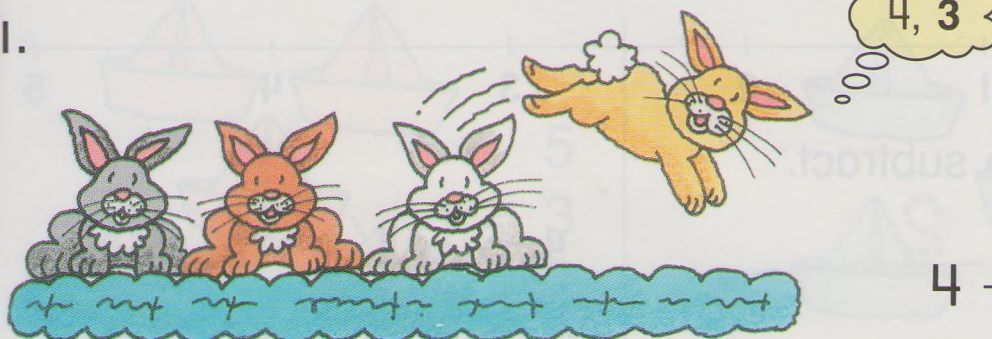


Start with 5. Count back to subtract 1.

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

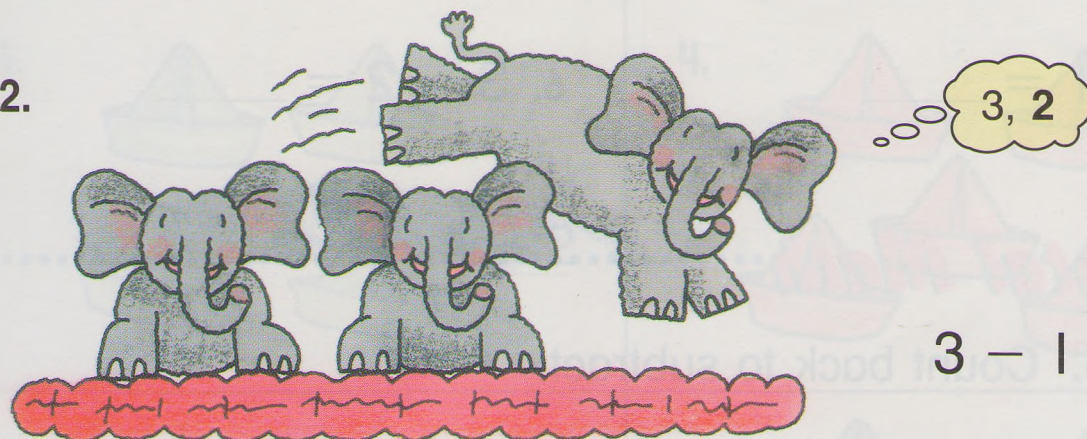
Count back to subtract.

1.



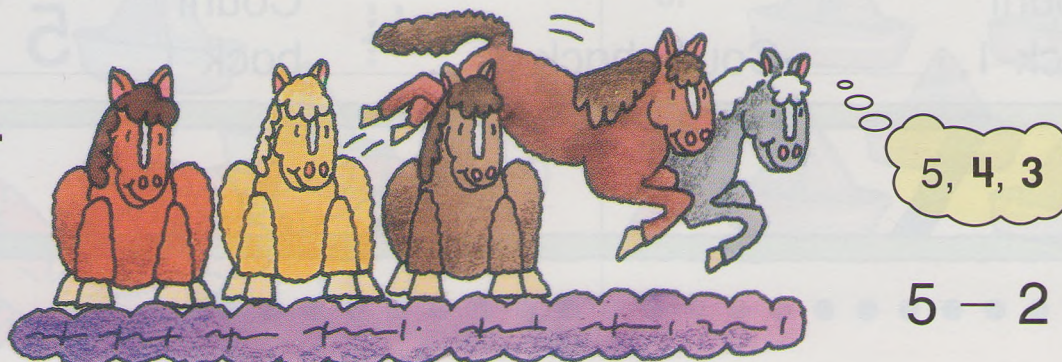
$$4 - 1 = \underline{\quad}$$

2.



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

3.



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



I want to find $5 - 2$.

5, 4, 3



The cat jumps back 2.

What number does it stop on?

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



Count back to subtract.

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

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

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

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

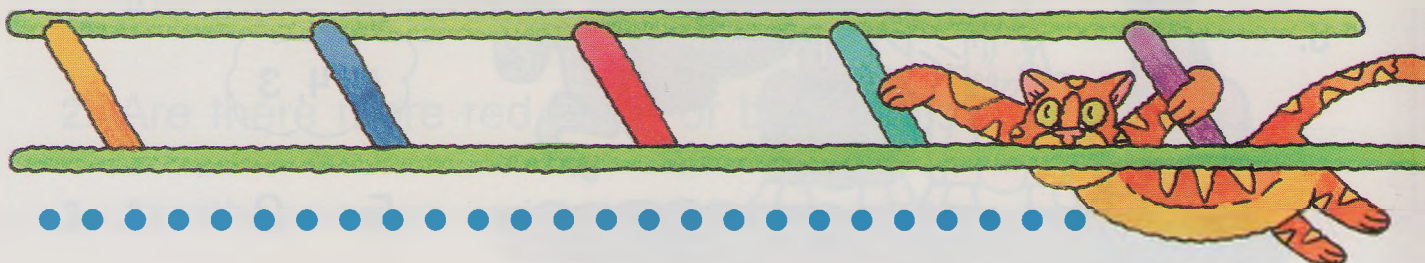
3. $1 - 1 = \underline{\quad}$

6. $3 - 2 = \underline{\quad}$

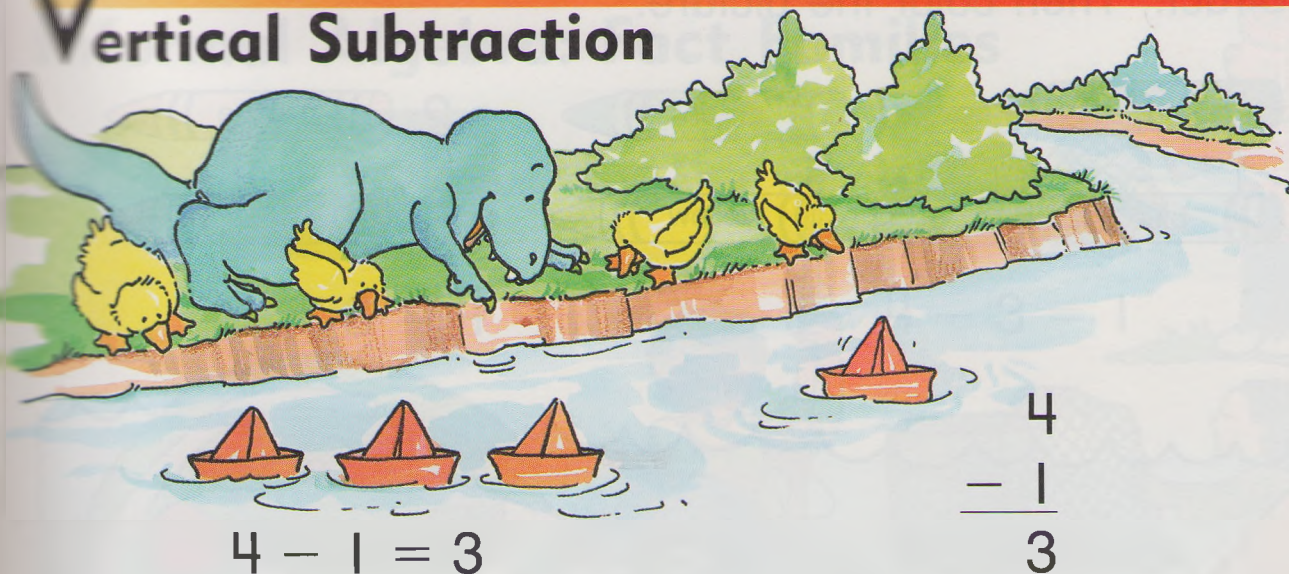
....Mental Math.....

Start at 5. Count back to subtract.

Count back 1. Count back 2. 4 Count back 1. start 5

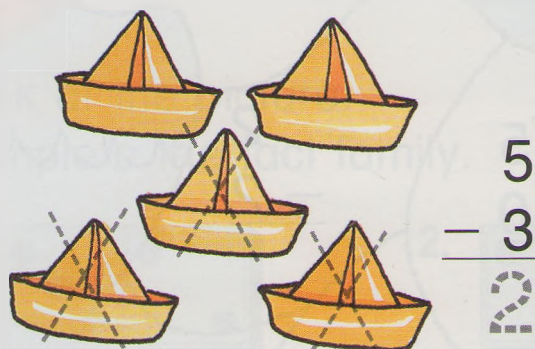


Vertical Subtraction

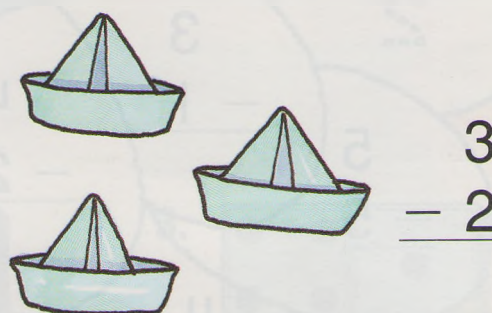


Cross out to help you subtract.

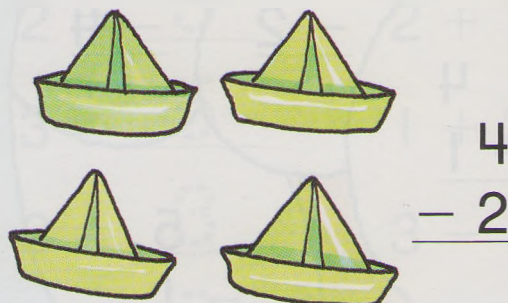
1.



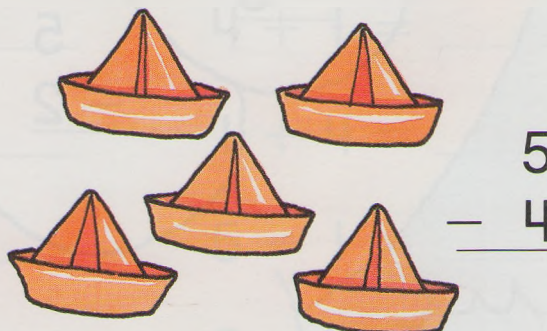
2.



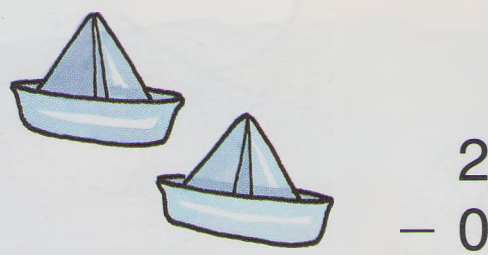
3.



4.



5.




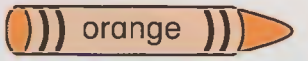
6.

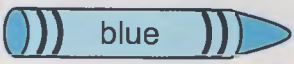


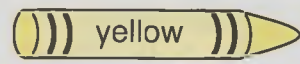
Subtract. Then color the picture.

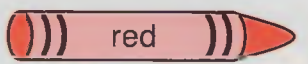
0  purple

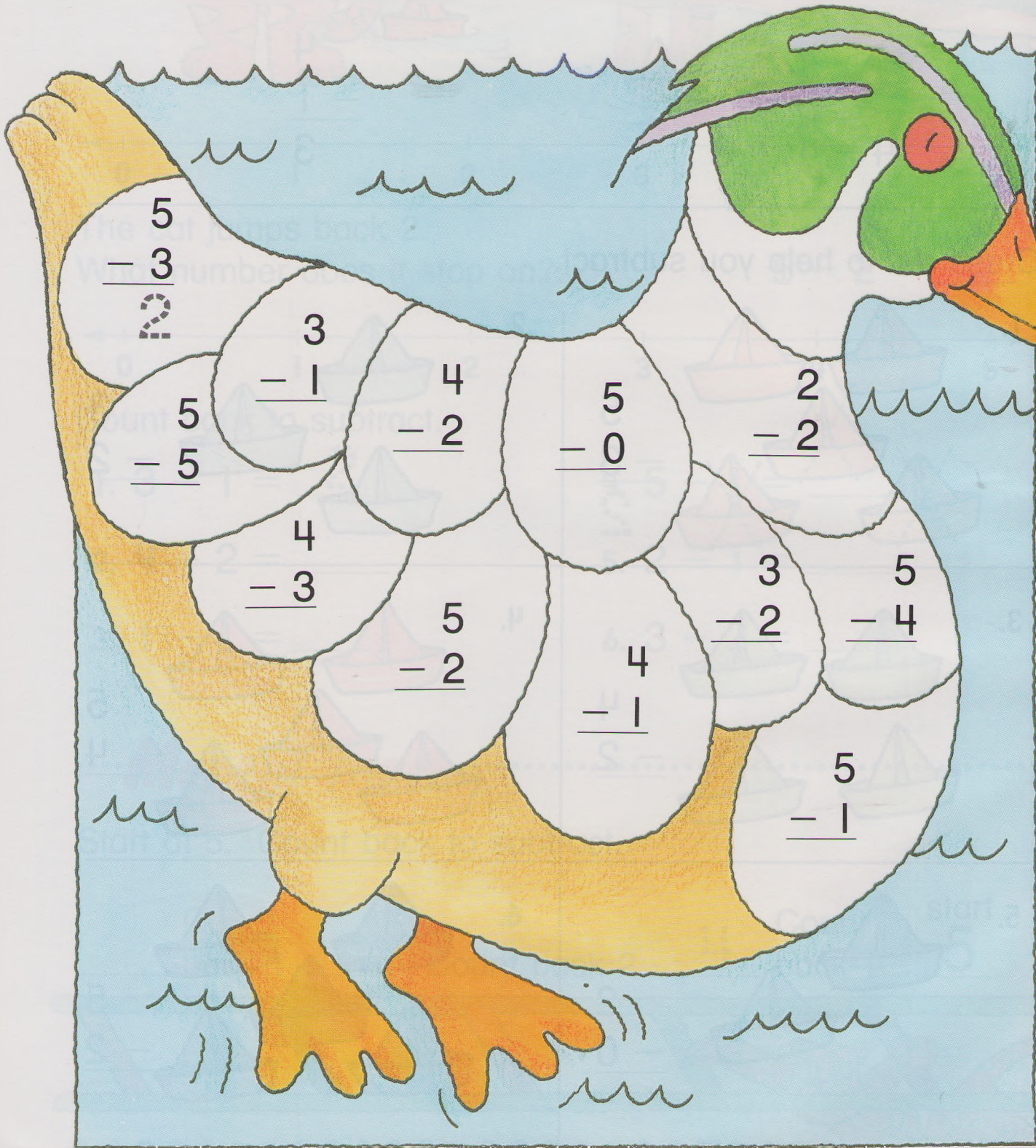
1  green

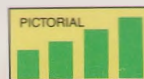
2  orange

3  blue

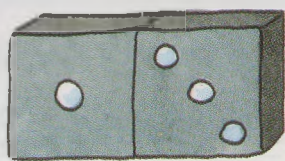
4  yellow

5  red

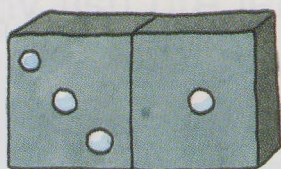




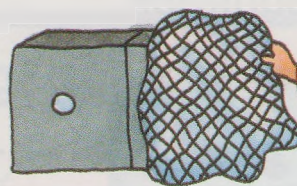
Informal Algebra: Fact Families



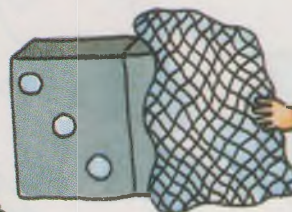
$$1 + 3 = 4$$



$$3 + 1 = 4$$



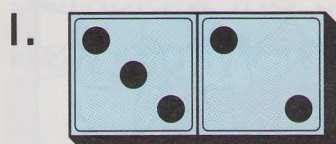
$$4 - 3 = 1$$



$$4 - 1 = 3$$



Look at the picture.
Complete the fact family.

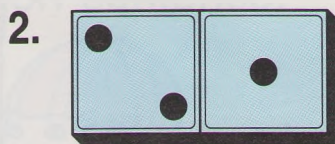


$$3 + 2 = \underline{5}$$

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

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

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

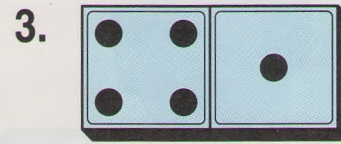


$$2 + 1 = \underline{\quad}$$

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

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

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

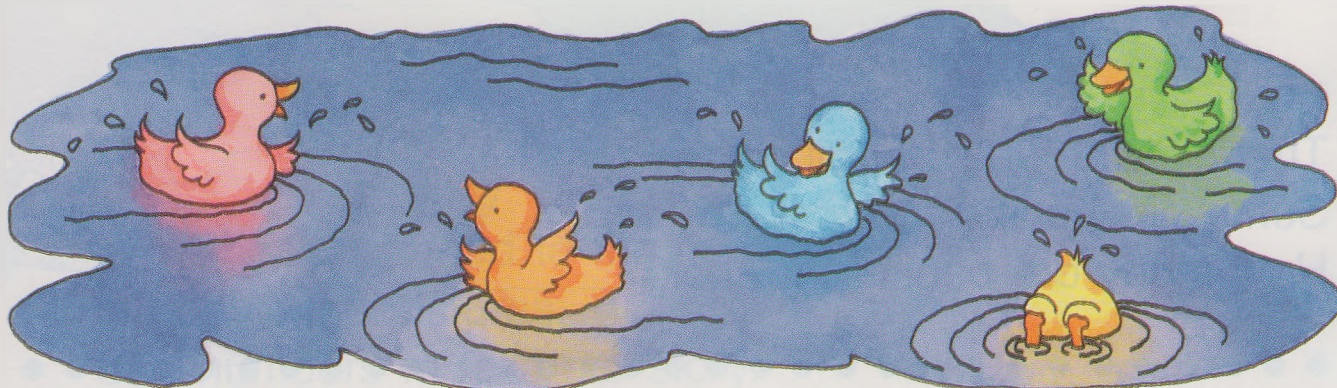


$$4 + 1 = \underline{\quad}$$

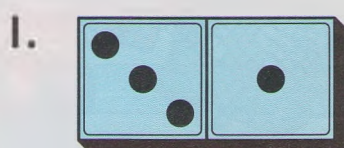
$$1 + 4 = \underline{\quad}$$

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

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



Complete each fact family.
Add or subtract.

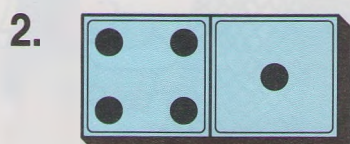


$$\begin{array}{r} 3 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$$



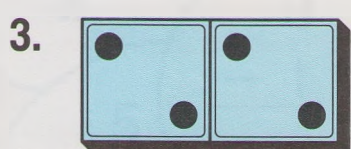
$$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$$

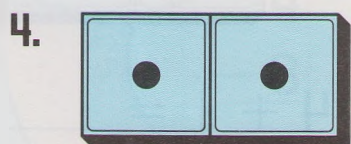
$$\begin{array}{r} 5 \\ - 4 \\ \hline \end{array}$$

These families have only 2 facts.
Add or subtract.



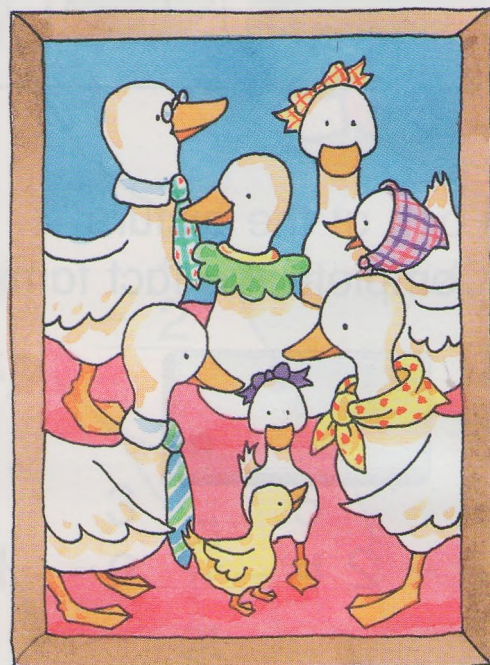
$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$$



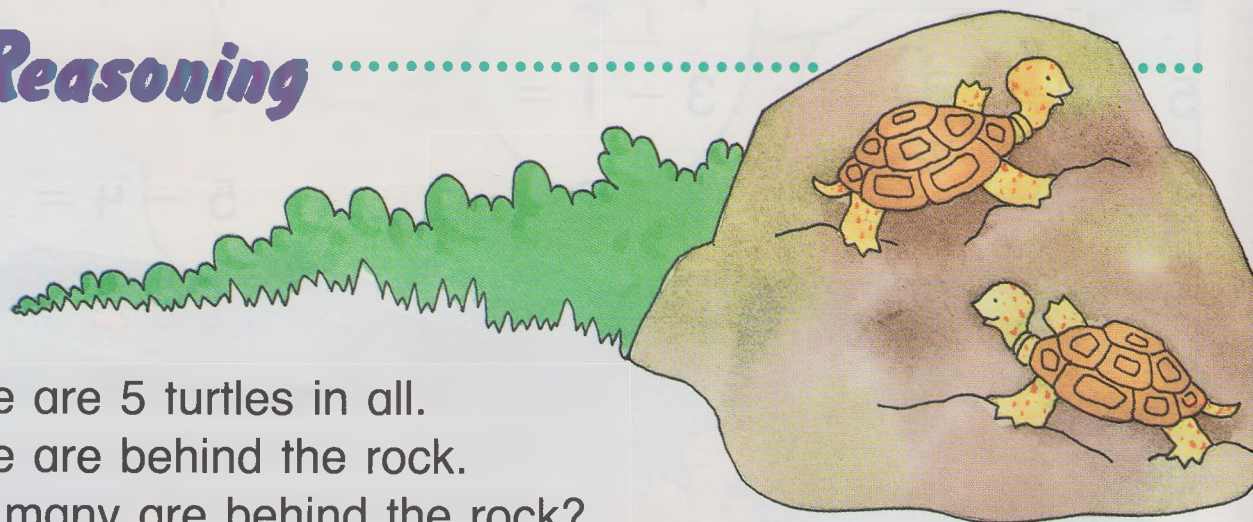
$$\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$$



Reasoning

There are 5 turtles in all.
Some are behind the rock.
How many are behind the rock? _____

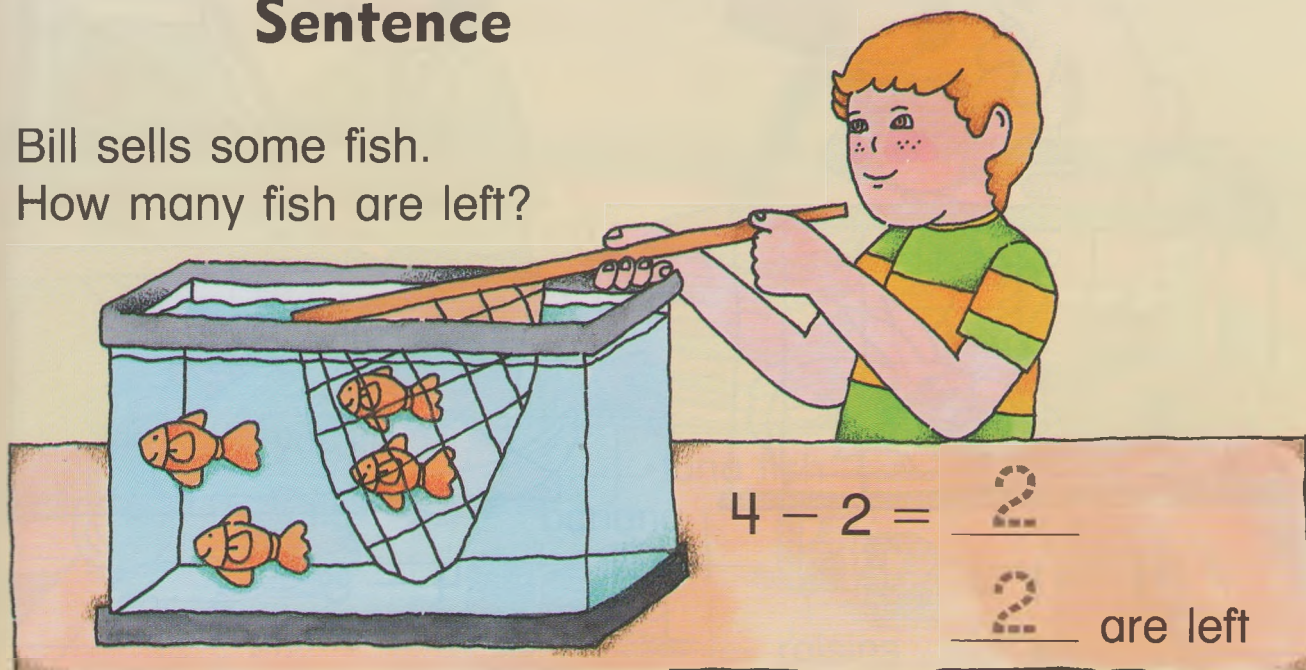




Problem Solving

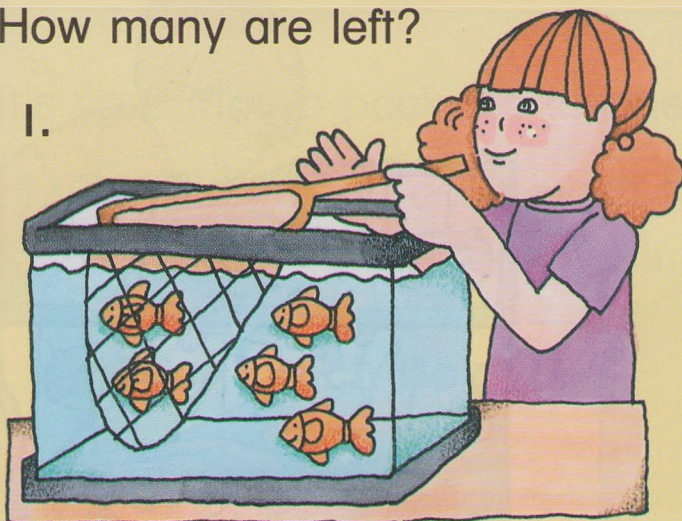
Strategy: Completing a Subtraction Sentence

Bill sells some fish.
How many fish are left?



Complete the subtraction sentence.
How many are left?

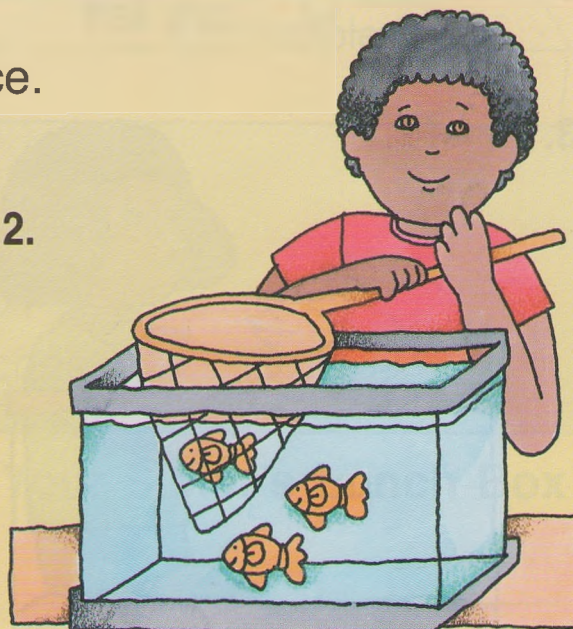
1.



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

 are left

2.



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

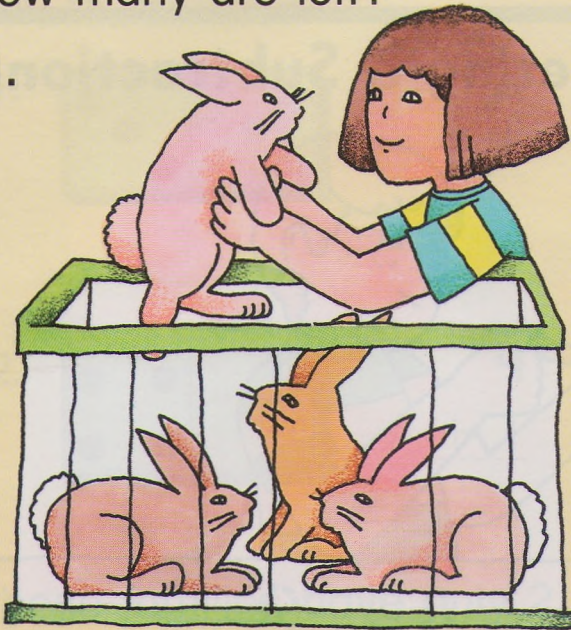
 are left



3. Tell what happened to the fish
in one of the pictures.
Use numbers to tell your story.

Complete the subtraction sentence.
How many are left?

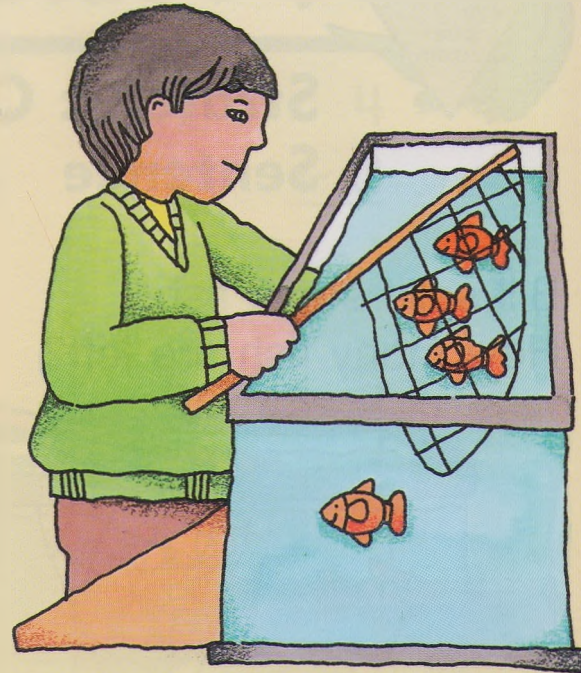
1.



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

3 are left

2.



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

1 is left

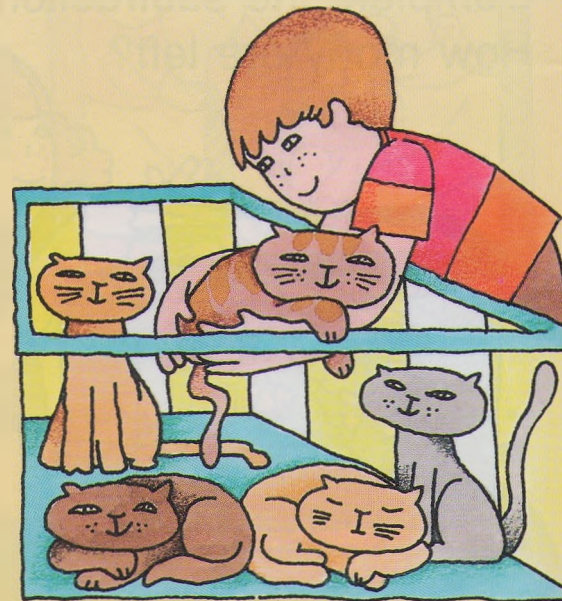
3.



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

1 is left

4.



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

4 are left

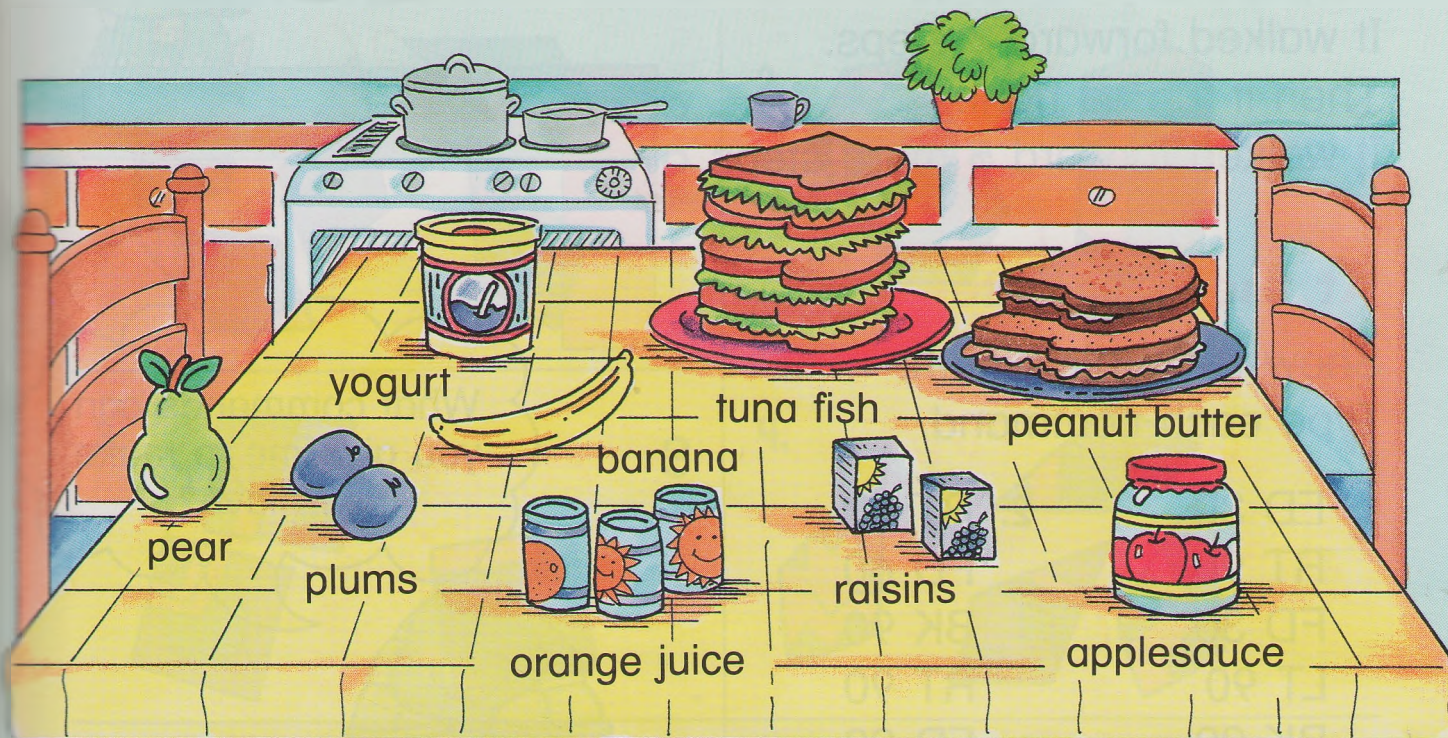


5. Pretend you bought one of these pets.
Tell a story about what happened.



Decision Making

Problem Solving: Packing Lunches



It's your turn to pack the lunches.

1. Put 5 things in each lunch box.

Be sure to pack healthful lunches.

Your Lunch Box

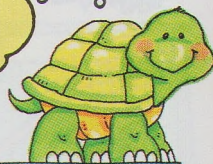
Your Sister's Lunch Box

Technology

Computer: Turtle Walk

The turtle took a walk.
It walked forward 3 steps.
Then it turned right.
It walked forward 5 more steps.

FD 3
RT 90
FD 5



At the Computer

Show the turtle's path.
Type each command.

- | | |
|----------|----------|
| 1. FD 30 | 2. RT 90 |
| RT 90 | FD 60 |
| FD 30 | BK 90 |
| LT 90 | RT 90 |
| BK 20 | FD 20 |

3. Guess where the turtle will be if you type these commands.

LT 90
FD 80
RT 90
FD 70

4. Draw a path on the computer.
You give a command to your partner.
Your partner moves the turtle.
Take turns.

What commands can you give me to make me move?



5. Talk about what you need to know to draw paths on a computer.

Extra Practice

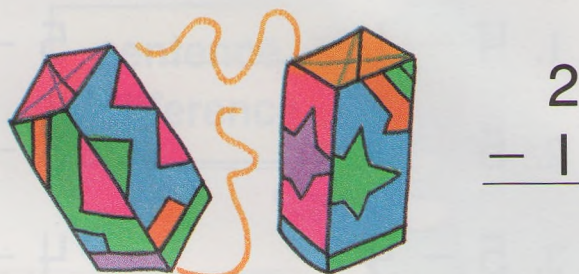
Vertical Subtraction, pages 93–94

Cross out to help you subtract.

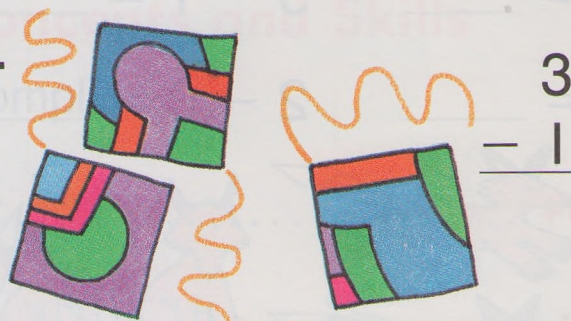
1.



2.



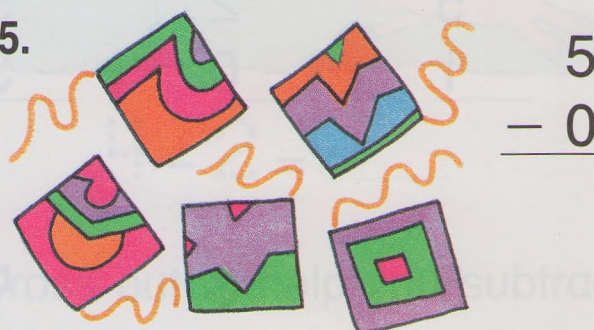
3.



4.



5.



6.



Problem Solving: Completing a Subtraction Sentence, pages 97–98

How many are left?

1.



$$5 - 2 = \underline{\quad\quad} \text{ are left.}$$

2.



$$4 - 1 = \underline{\quad\quad} \text{ are left.}$$

Practice Plus



Key Skill: Subtraction Sentences, page 86

Subtract.

1. $4 - 1 =$ _____ $5 - 2 =$ _____ $2 - 1 =$ _____

2. $5 - 0 =$ _____ $3 - 2 =$ _____ $4 - 2 =$ _____

3. $5 - 4 =$ _____ $4 - 4 =$ _____ $3 - 0 =$ _____

4. $3 - 1 =$ _____ $1 - 0 =$ _____ $5 - 1 =$ _____

5. $5 - 3 =$ _____ $3 - 3 =$ _____ $2 - 0 =$ _____

Key Skill: Vertical Subtraction, page 94

Subtract.

1.
$$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 1 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 4 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 4 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 0 \\ \hline \end{array}$$

Chapter Review

Language and Mathematics

Choose the correct word.

1. When you subtract you find
the _____.

sentence
difference

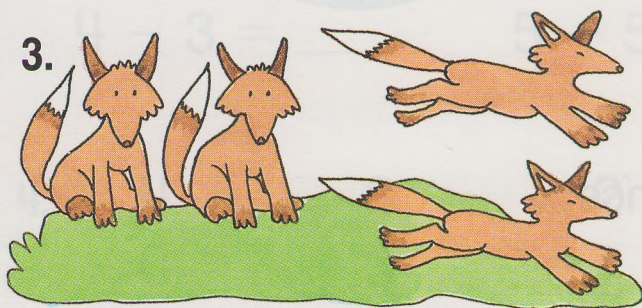
2. $5 - 2 = 3$ is a subtraction _____.



Concepts and Skills

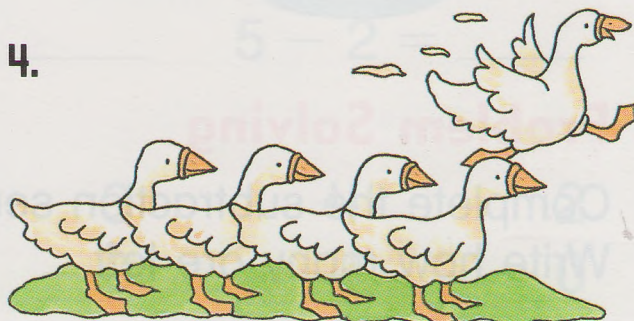
Complete.

3.



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

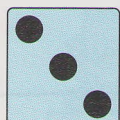
4.



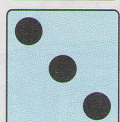
$$5 - 1 = \underline{\quad}$$

Cross out to help you subtract.

5.



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



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

6.



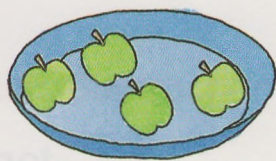
$$5 - 2 = \underline{\quad}$$



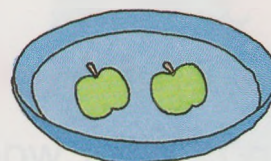
$$5 - 3 = \underline{\quad}$$

Cross out to help you subtract.

7.

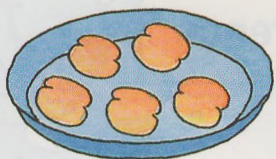


$$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$$

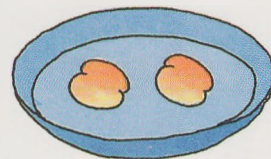


$$\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$$

8.

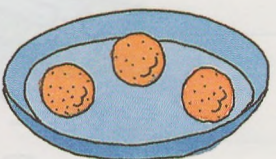


$$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$$

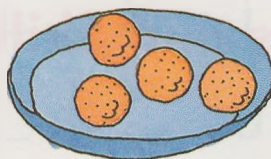


$$\begin{array}{r} 2 \\ - 0 \\ \hline \end{array}$$

9.



$$\begin{array}{r} 3 \\ - 0 \\ \hline \end{array}$$

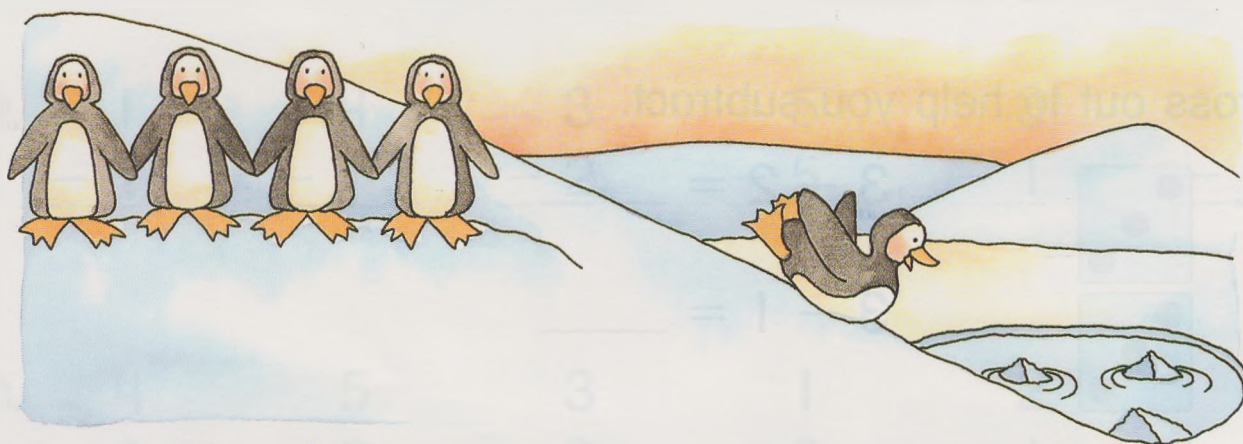


$$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$$

Problem Solving

Complete the subtraction sentence.
Write how many are left.

10.



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

 are left

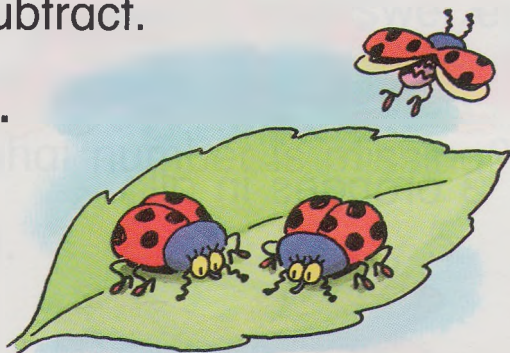


11. Use counters to make different subtraction facts for 5.
Talk about any addition facts you can make using the same group of counters.

Chapter Test

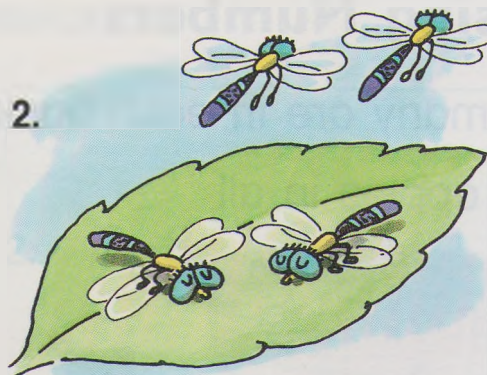
Subtract.

1.



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

2.



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

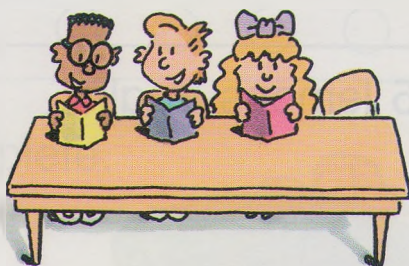
$$3. \quad 4 - 1 = \underline{\quad} \quad 5 - 0 = \underline{\quad} \quad 5 - 3 = \underline{\quad}$$

$$4 - 3 = \underline{\quad} \quad 5 - 5 = \underline{\quad} \quad 5 - 2 = \underline{\quad}$$

$$4. \quad \begin{array}{r} 4 \\ - 0 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ - 3 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ - 1 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ - 0 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ - 4 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ - 0 \\ \hline \end{array}$$

Write how many are left.

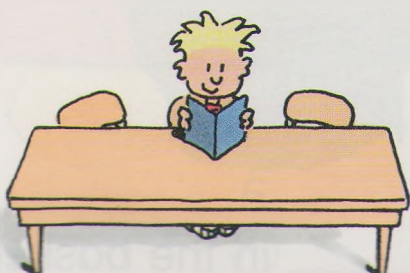
5.



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

 are left

6.



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

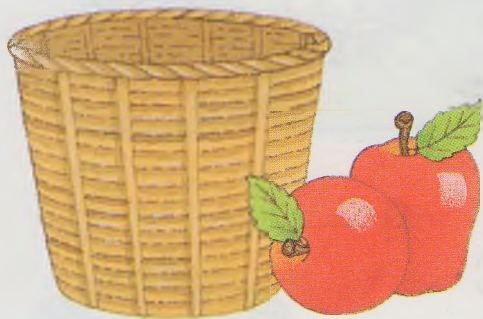
 is left

Enrichment For All

Missing Numbers

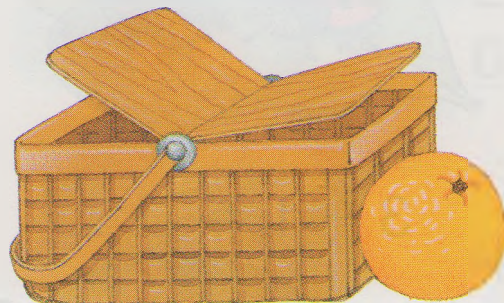
How many are in each basket?

1. 4 apples in all



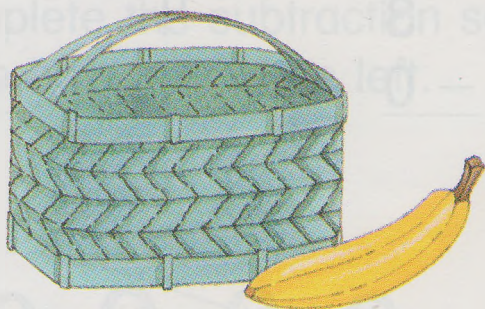
2 in the basket

2. 3 oranges in all



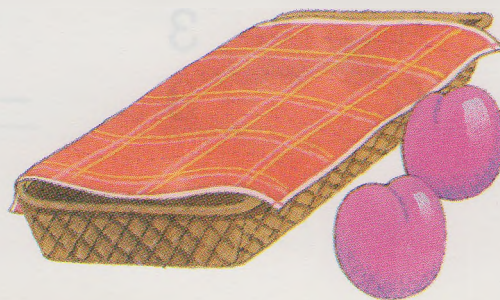
_____ in the basket

3. 5 bananas in all



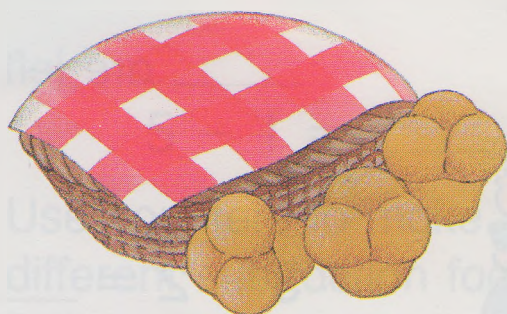
_____ in the basket

4. 2 plums in all



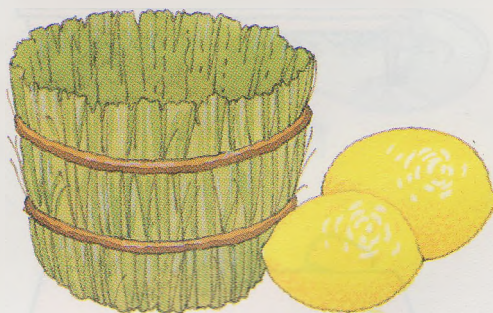
_____ in the basket

5. 4 rolls in all



_____ in the basket

6. 5 lemons in all



_____ in the basket



Cumulative Review

Fill in the ○ to answer each question.

What number is missing?

1. 2, 3, ?, 5

4 5 6 7
○ ○ ○ ○

2. 7, 8, ?, 10

6 7 8 9
○ ○ ○ ○

Add.

3. 2 + 0

3 2 1 0
○ ○ ○ ○

4.

$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$$

5 4 3 2
○ ○ ○ ○

Subtract.

5. 4 - 2

4 3 2 1
○ ○ ○ ○

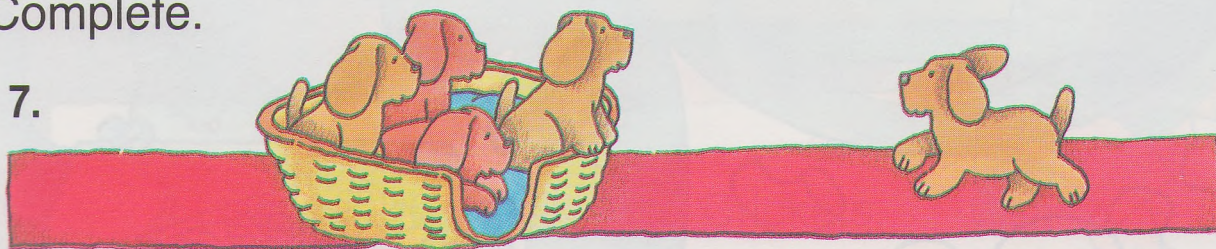
6.

$$\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$$

3 2 1 0
○ ○ ○ ○

Complete.

7.



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

5 4 3 2
○ ○ ○ ○

Home Activity

Your child has been learning the subtraction facts to five. Here is an activity you can do with your child to practice this skill.

Materials:

egg carton
small objects (macaroni, paper clips, pennies, dried beans) for counters

Directions:

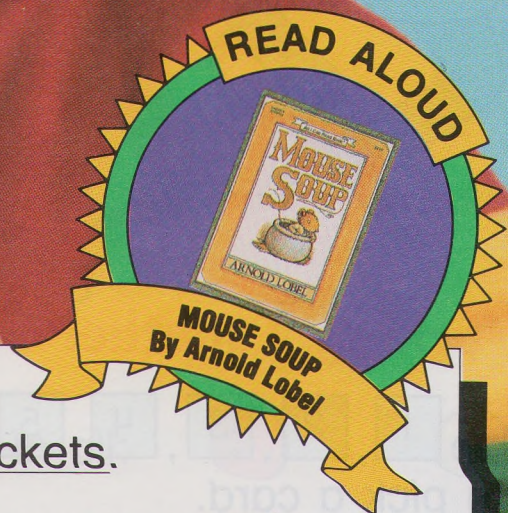
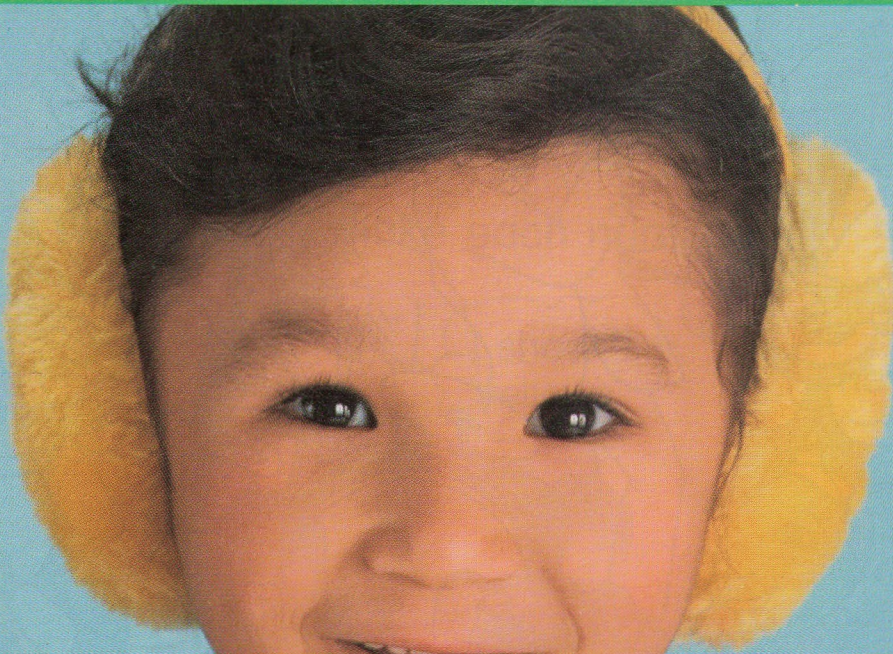
1. Have your child help you place 5 counters in each cup.
2. Tell your child that you will take some counters out of each cup, and he or she can solve the mystery of how many are missing. Secretly remove from 0 to 5 counters from each cup.
3. Ask your child to count the remaining counters and tell you how many are missing.



Adding Facts to 10

CHAPTER

4



Listen to the story The Crickets.



Tell how many crickets there were at the end of the story.



Adding Facts to 10

Buzz Bug is the leader of the crickets!
Give the other crickets colorful jackets, too.



Working Together

Use 1, 2, 3, 4, 5, and crayons.


You pick a card.

Your partner colors in that number of jackets.

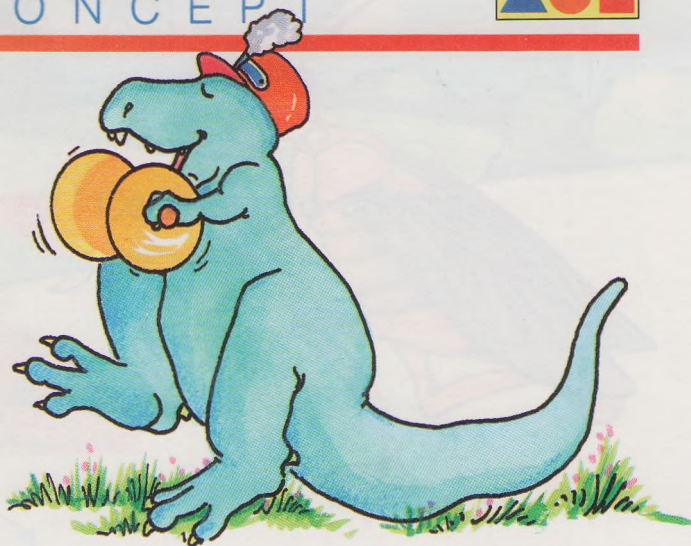
Take turns.

How many jackets did you color in all? _____

EXPLORING A CONCEPT

Sums to 10**Working Together**Use 10 .You use .Your partner uses .

Show two ways to make each number.



I show 3 reds.

I show 4 yellows.

They show 7 in all.



In all:



1. 7

3

4

7

4

3

In all:



2. 8

8

In all:



3. 9

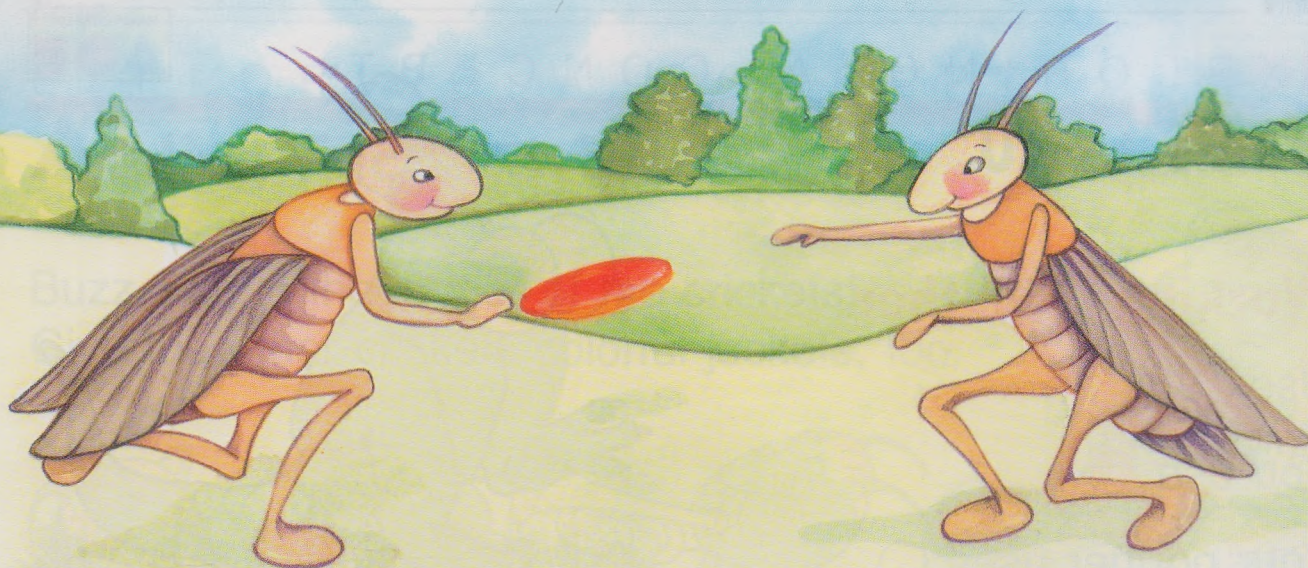
9

In all:



4. 10

10



Think of as many ways as you can to make 10.

Use 10 .

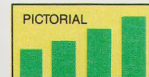
Write the numbers.

In all:



Write the addition sentence.

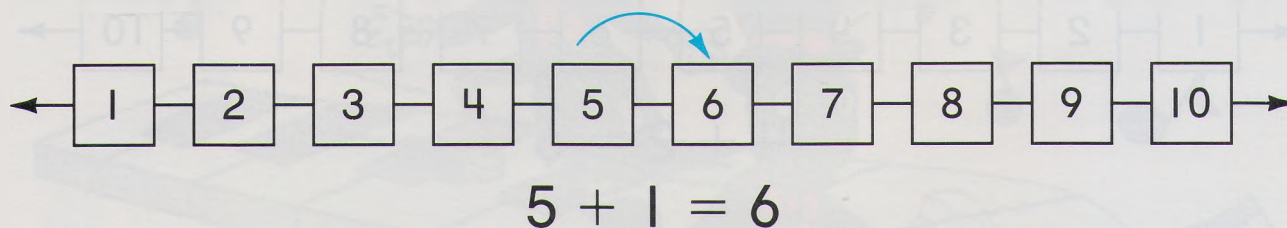
- | | | | |
|--------|---------------|---------------|---|
| 1. 10 | <u>1</u> | <u>9</u> | <u>1</u> + <u>9</u> = <u>10</u> |
| 2. 10 | <u> </u> | <u> </u> | <u> </u> + <u> </u> = <u> </u> |
| 3. 10 | <u> </u> | <u> </u> | <u> </u> + <u> </u> = <u> </u> |
| 4. 10 | <u> </u> | <u> </u> | <u> </u> + <u> </u> = <u> </u> |
| 5. 10 | <u> </u> | <u> </u> | <u> </u> + <u> </u> = <u> </u> |
| 6. 10 | <u> </u> | <u> </u> | <u> </u> + <u> </u> = <u> </u> |
| 7. 10 | <u> </u> | <u> </u> | <u> </u> + <u> </u> = <u> </u> |
| 8. 10 | <u> </u> | <u> </u> | <u> </u> + <u> </u> = <u> </u> |
| 9. 10 | <u> </u> | <u> </u> | <u> </u> + <u> </u> = <u> </u> |
| 10. 10 | <u> </u> | <u> </u> | <u> </u> + <u> </u> = <u> </u> |



Counting On



Count on to add.
5, 6



Working Together

Use 1, 2, 3, 4, 5, 6, 7, 8, 9.

Put the cards in a bag.

Choose a number.

Your partner counts on 1 to add.

Write the numbers.

Pick:

Add:

In all:

1. _____ + 1 = _____

2. _____ + 1 = _____

3. _____ + 1 = _____




Count on to add.

4. $4 + 1 = 5$ $2 + 1 =$ _____ $5 + 1 =$ _____


5. $1 + 1 =$ _____ $8 + 1 =$ _____ $6 + 1 =$ _____

Tim found 4 .

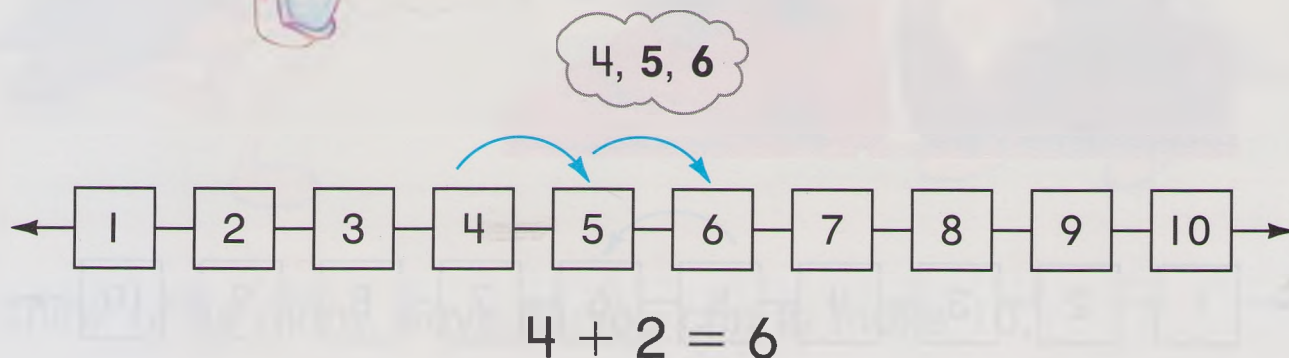
► Add.

Sid found 2 .

► Start with 4.

How many  did they find in all?

► Count on 2.



They found 6  in all.

Count on to add.

1. $3 + 2 = \underline{5}$ $6 + 2 = \underline{\quad}$ $2 + 2 = \underline{\quad}$

2. $7 + 2 = \underline{\quad}$ $5 + 2 = \underline{\quad}$ $8 + 2 = \underline{\quad}$

3. $4 + 3 = \underline{\quad}$ $5 + 3 = \underline{\quad}$ $7 + 3 = \underline{\quad}$

4. $9 + 1 = \underline{\quad}$ $6 + 3 = \underline{\quad}$ $3 + 3 = \underline{\quad}$

.... Estimation

Joe and Connie collected shells.

Ring the box that shows more shells.



DEVELOPING / UNDERSTANDING

Using the Larger Number First

I want to find $2 + 7$.
Should I begin with 2
and count on?

It's easier to find $7 + 2$.
Begin with 7 and count on.
7, 8, 9



Count on to add.
Begin with the larger number.

1. $1 + 8 =$ 9 $2 + 6 =$ _____ $1 + 7 =$ _____

2. $1 + 4 =$ _____ $1 + 9 =$ _____ $2 + 7 =$ _____

3. $2 + 4 =$ _____ $7 + 2 =$ _____ $1 + 6 =$ _____

4. $1 + 5 =$ _____ $2 + 8 =$ _____ $3 + 7 =$ _____

5. $3 + 6 =$ _____ $8 + 2 =$ _____ $3 + 5 =$ _____



6. Draw a picture to match the sentence.
Tell a story.

$6 + 3 = 9$

Patterns

You can use a calculator to look for a **pattern**.

Press **ON/C**. Press 4 **+** 1 **=**.
What is in the display? _____

Press **ON/C** to begin each time.

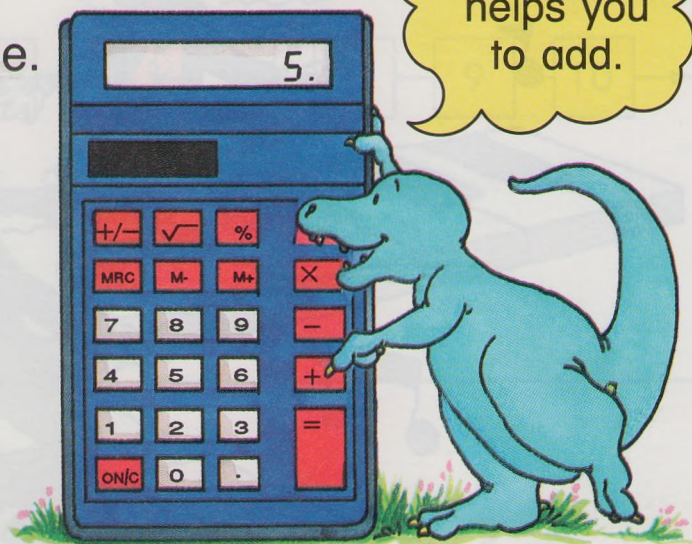
Press 4 **+** 2 **=** _____.


Press 4 **+** 3 **=** _____.


Press 4 **+** 4 **=** _____.

Press 4 **+** 5 **=** _____.

Press 4 **+** 6 **=** _____.



 Talk about the patterns you see.

Use mental math, a , or paper and pencil to add.
Look for patterns.

1.	3	3	3	3	3	3
	+ 2	+ 3	+ 4	+ 5	+ 6	+ 7
	5					

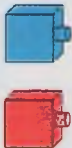
2.	4	5	6	7	8	9
	+ 1	+ 1	+ 1	+ 1	+ 1	+ 1

3.	5	5	5	5	5	5
	+ 0	+ 1	+ 2	+ 3	+ 4	+ 5

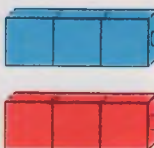


Using Doubles

These are **doubles** facts.
Which facts do you know?

$$\begin{array}{r} 1 \\ + 1 \\ \hline 2 \end{array}$$


$$\begin{array}{r} 2 \\ + 2 \\ \hline 4 \end{array}$$

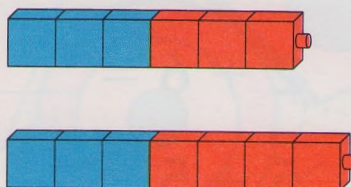

$$\begin{array}{r} 3 \\ + 3 \\ \hline 6 \end{array}$$


You can use doubles facts to find other sums.

What
is
 $3 + 4$?



$3 + 3 = 6$
 $3 + 4$ is 1 more.
So $3 + 4 = 7$.



Add.

$$\begin{array}{r} 1 \\ + 1 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 4 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$$

Find the sum.

Count on.

Use doubles.

Use .



1. $1 + 5 = \underline{6}$ $0 + 7 = \underline{\quad}$ $3 + 4 = \underline{\quad}$

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

3. $8 + 0 = \underline{\quad}$ $4 + 5 = \underline{\quad}$ $1 + 9 = \underline{\quad}$

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

5. $9 + 0 = \underline{\quad}$ $5 + 5 = \underline{\quad}$ $6 + 4 = \underline{\quad}$

6. $1 + 8 = \underline{\quad}$ $4 + 6 = \underline{\quad}$ $2 + 5 = \underline{\quad}$

Mixed Review

7. Write the missing numbers.

10	9	8	7			4			
----	---	---	---	--	--	---	--	--	--

8. Subtract.

$3 - 1 = \underline{\quad}$ $4 - 2 = \underline{\quad}$ $5 - 5 = \underline{\quad}$

ROCK and ROLL

Start



Start

Start

Extra Practice

Using the Larger Number First, page 115

Count on to add.

Begin with the larger number.

1. $2 + 5 = \underline{\quad}$ $6 + 3 = \underline{\quad}$ $8 + 1 = \underline{\quad}$

2. $4 + 3 = \underline{\quad}$ $1 + 9 = \underline{\quad}$ $5 + 2 = \underline{\quad}$

3. $7 + 1 = \underline{\quad}$ $2 + 8 = \underline{\quad}$ $3 + 5 = \underline{\quad}$

Patterns, page 116

Add. Look for patterns.

1.
$$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$$

Using Doubles, pages 117–118

Add.

1.
$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$$

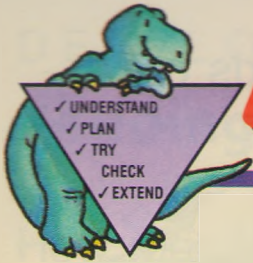
$$\begin{array}{r} 1 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$$

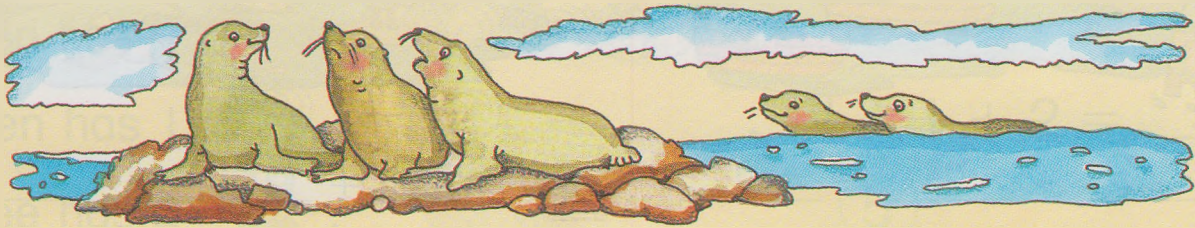
$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$



Problem Solving

Strategy: Writing an Addition Sentence



Some seals are on a rock.
More seals swim to the rock.
How many seals are there?

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

Write an addition sentence.

1. How many in all?



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

7 in all

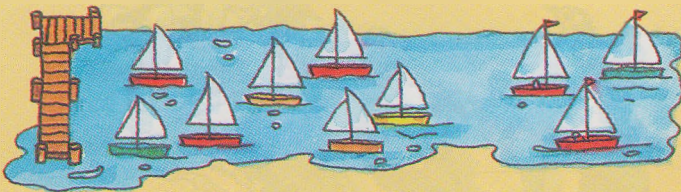
2. How many altogether?



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

 altogether

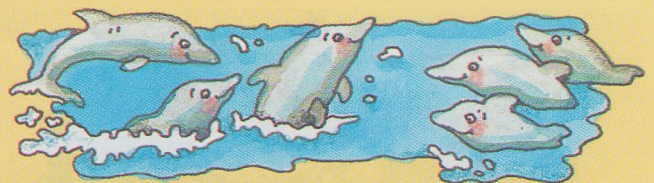
3. How many boats are there?



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

 boats

4. How many in all?



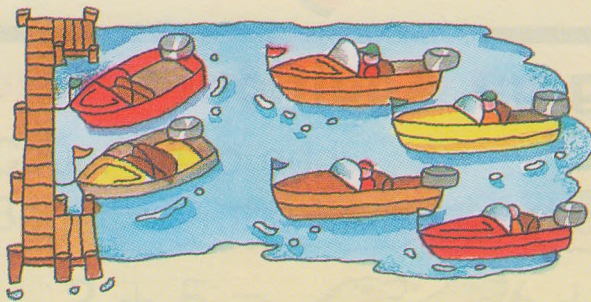
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

 in all



5. Tell a story about some of the animals in the sea. Use numbers in the story.

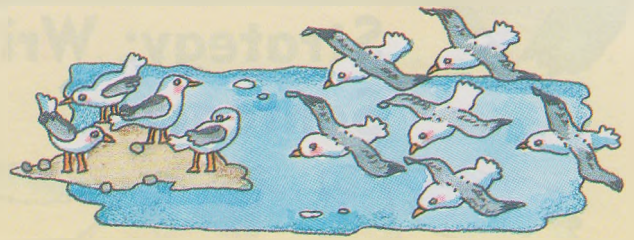
1. How many in all?



$$2 + 4 = 6$$

6 in all

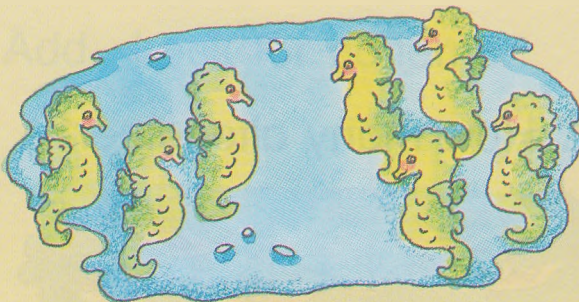
2. How many birds are there?



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

_____ birds

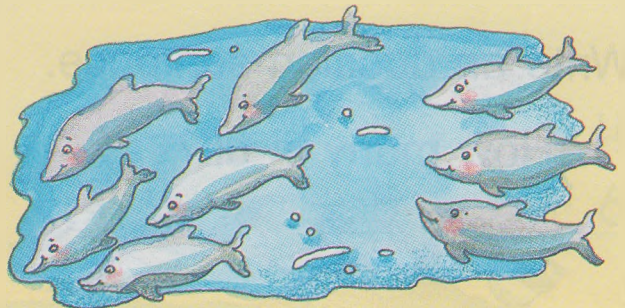
3. How many altogether?



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

_____ altogether

4. How many in all?



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

_____ in all

5. How many are there?



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

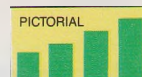
_____ in all

6. How many altogether?



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

_____ altogether



Adding Three Numbers

How many cats in all?

Teri has 4  .    

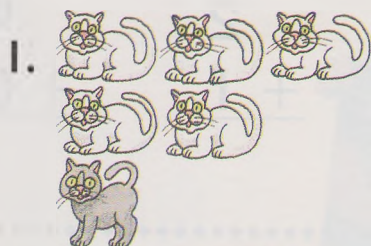
Ben has 1  . 

Lee has 2  .  

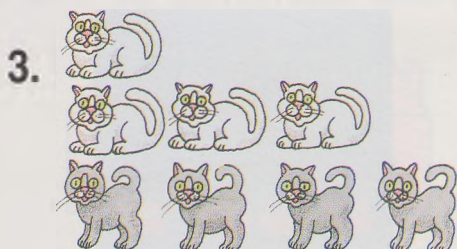
$$4 + 1 + 2 = \underline{7}$$

5

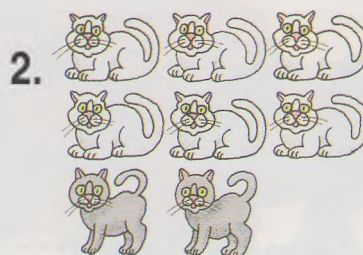
How many cats in all? Add.



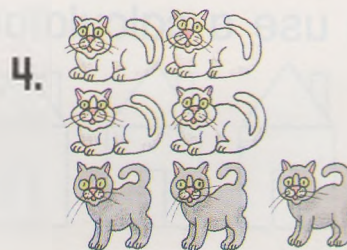
$$3 + 2 + 1 = \underline{6}$$



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



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



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

Add. Use  if you need help.

$$5. 1 + 1 + 2 = \underline{\quad}$$

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

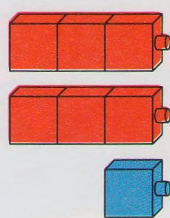
$$7. 3 + 1 + 3 = \underline{\quad}$$

$$8. 4 + 1 + 5 = \underline{\quad}$$

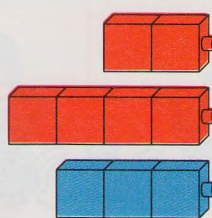


Add.

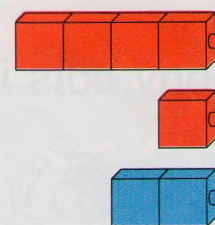
1.



$$\begin{array}{r} 33 \\ + 1 \\ \hline 7 \end{array}$$



$$\begin{array}{r} 24 \\ + 3 \\ \hline \end{array}$$



$$\begin{array}{r} 41 \\ + 2 \\ \hline \end{array}$$

Add. Use  and  if you need help.

2.

$$\begin{array}{r} 1 \\ 1 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ 2 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ 1 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ 1 \\ + 2 \\ \hline \end{array}$$





$$\begin{array}{r} 6 \\ 2 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ 4 \\ + 0 \\ \hline \end{array}$$


..... Calculator

You can use a calculator to add.

$$\begin{array}{r} 3 \\ 3 \\ + 3 \\ \hline \end{array}$$

Press . Press 3  3  3 .

What number do you see? _____

Use mental math, a , or paper and pencil to add.



$$\begin{array}{r} 1 \\ 2 \\ + 4 \\ \hline \end{array}$$

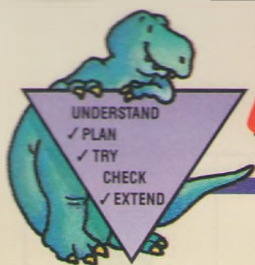
$$\begin{array}{r} 2 \\ 4 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ 0 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ 2 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ 1 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ 3 \\ + 2 \\ \hline \end{array}$$



Problem Solving

Strategy: Finding a Pattern

What pattern do you see?

I see red and blue.

I see red and blue again.



Color to continue the pattern.

1.



2.



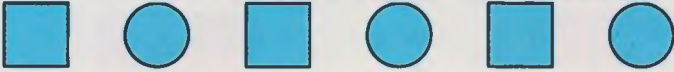


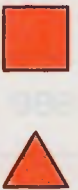

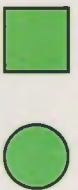

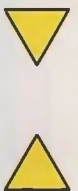
3.



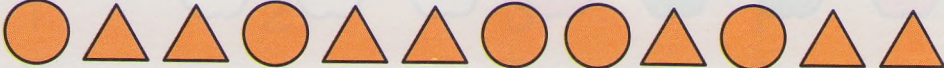
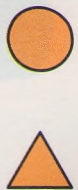
4.



Ring the one that comes next.

<p>1.</p> 	
<p>2.</p> 	
<p>3.</p> 	
<p>4.</p> 	

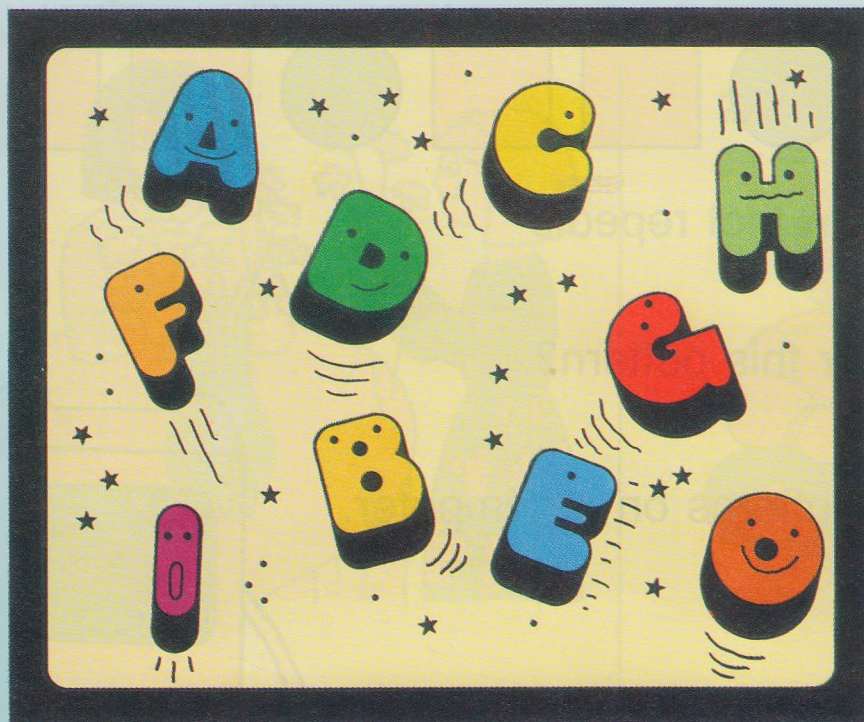
Cross out the shape that does not belong.
Ring the correct shape.

<p>5.</p> 	
--	---



Decision Making

Problem Solving: Winning a Game



SCORING KEY			
	1		2
	3		4
	5		6
	7		8
	9		0

You are playing a game.

You capture Alphys to score points.

You need exactly 10 points to win.

1. List ways you can win by capturing 2 Alphys.

B + H

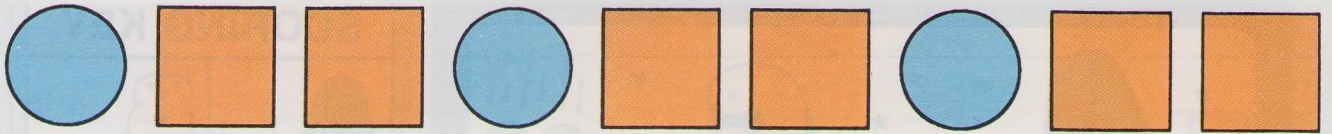
2. List other ways to win.



3. Compare your list with a partner's list.
Tell why you chose the way you like best.

Computer: Patterns

You know how to make patterns using shapes.



The part of the pattern that repeats is called the **rule**.

1. What is the rule for this pattern?

You can also make patterns on a computer.

At the Computer

Run the program PATTERNS 1.

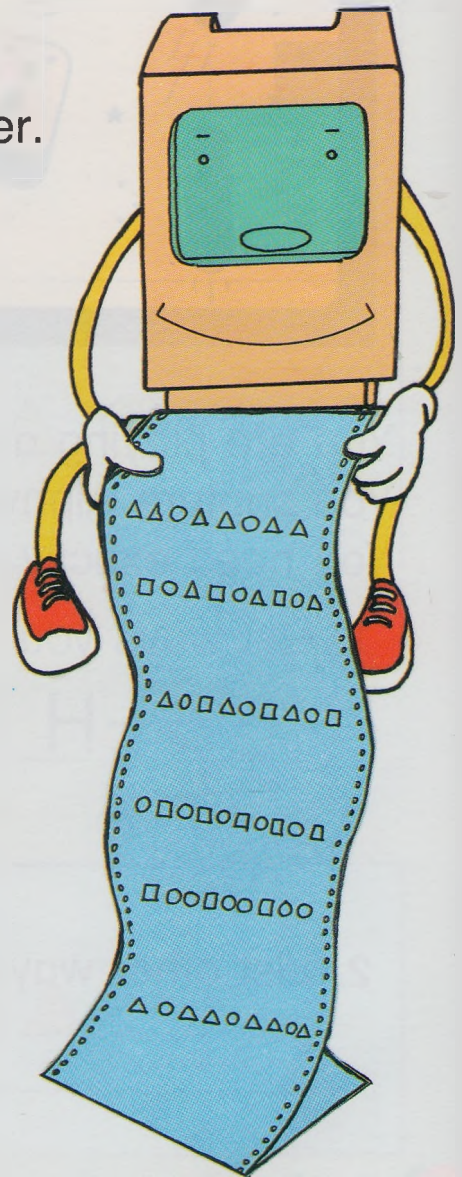
You can complete patterns.

2. Tell which shape will complete the pattern.
3. Tell the rule for the pattern.

You can make your own patterns.

4. Take turns.
You pick the shapes for the pattern.
Your partner shows which shape completes the pattern.

5. Talk about why a computer is helpful in making patterns.



Extra Practice

Problem Solving: Writing an Addition Sentence, pages 121–122

How many flowers in all?
Write the addition sentence.

1.



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

2.



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

Adding Three Numbers, pages 123–124

1. $5 + 2 + 0 = \underline{\quad}$

2. $3 + 2 + 4 = \underline{\quad}$

3. $2 + 4 + 2 = \underline{\quad}$

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

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

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

$$\begin{array}{r} 7. \quad 3 \\ 0 \\ + 6 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ 3 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ 1 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ 1 \\ + 1 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ 1 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ 4 \\ + 1 \\ \hline \end{array}$$

Practice Plus



Key Skill: Using Doubles, page 118

Add.

1.	$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$
----	---	---	---	---	---	---

2.	$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$
----	---	---	---	---	---	---

Key Skill: Adding Three Numbers, page 124

Add.

1.	$\begin{array}{r} 2 \\ 5 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ 1 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ 3 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ 3 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ 1 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ 1 \\ + 4 \\ \hline \end{array}$
----	--	--	--	--	--	--

2.	$\begin{array}{r} 7 \\ 2 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ 4 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ 6 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ 4 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ 0 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ 3 \\ + 5 \\ \hline \end{array}$
----	--	--	--	--	--	--

Chapter Review

Language and Mathematics

Choose the correct word.

1. $3 + 3 = 6$ and $4 + 4 = 8$ are

_____ facts.

2. To add $1 + 8$, begin with

the _____ number and
count on.

larger
doubles



Concepts and Skills

Count on to add. Begin with the larger number.

3. $3 + 7 =$ _____ 4. $8 + 1 =$ _____ 5. $6 + 3 =$ _____

Add. Look for a pattern.

6.	5	5	5	5	5	5
	<u>+ 0</u>	<u>+ 1</u>	<u>+ 2</u>	<u>+ 3</u>	<u>+ 4</u>	<u>+ 5</u>

Find the sum. You can use doubles.

7.	2	3	8.	3	3	9.	4	4
	<u>+ 2</u>	<u>+ 2</u>		<u>+ 3</u>	<u>+ 4</u>		<u>+ 4</u>	<u>+ 5</u>

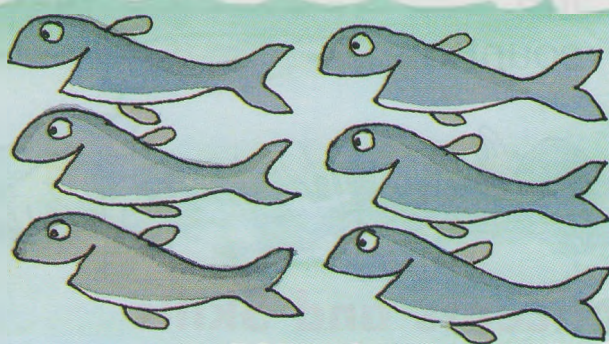
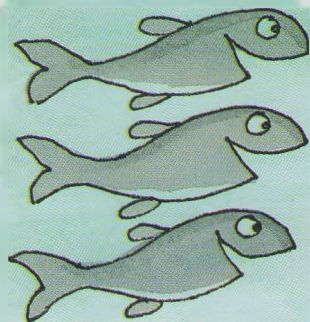
Add.

10.	3	4	1	5	6	3
	2	1	3	2	2	3
	<u>+ 2</u>	<u>+ 3</u>	<u>+ 2</u>	<u>+ 1</u>	<u>+ 2</u>	<u>+ 3</u>

Problem Solving

Write an addition sentence.

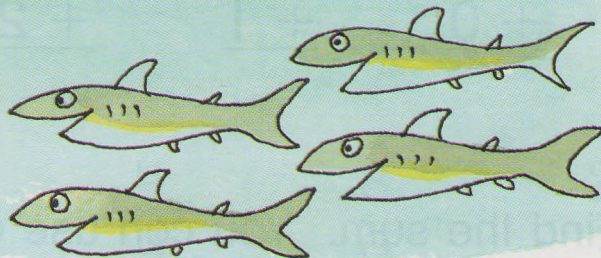
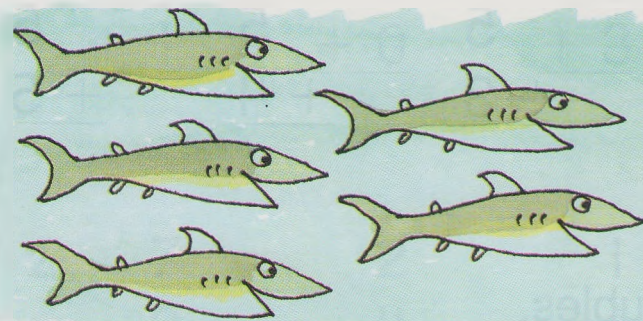
11. How many in all?



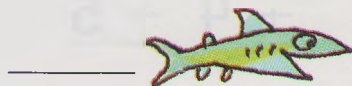
_____ + _____ = _____

_____ in all

12. How many  are there?



_____ + _____ = _____



13. Talk about how you can use doubles to add.

Chapter Test

Add.

1. $4 + 6 = \underline{\quad}$ $2 + 5 = \underline{\quad}$ $5 + 4 = \underline{\quad}$

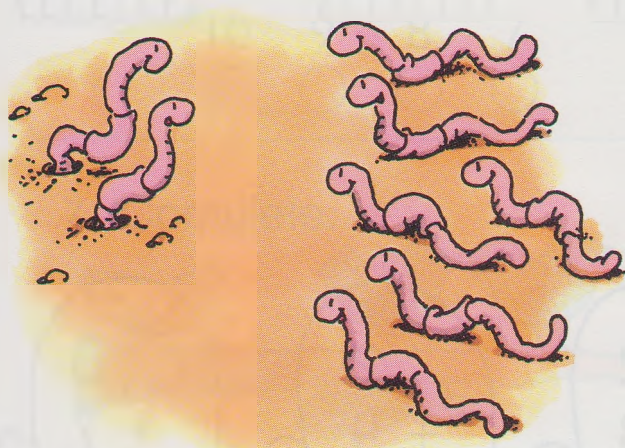
2. $3 + 4 = \underline{\quad}$ $0 + 6 = \underline{\quad}$ $5 + 3 = \underline{\quad}$

3. $\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$ $\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$ $\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$ $\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$ $\begin{array}{r} 0 \\ + 8 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ + 0 \\ \hline \end{array}$

4. $\begin{array}{r} 4 \\ 1 \\ + 2 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ 5 \\ + 0 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ 3 \\ + 3 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ 2 \\ + 5 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ 2 \\ + 1 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ 4 \\ + 3 \\ \hline \end{array}$

Write an addition sentence.

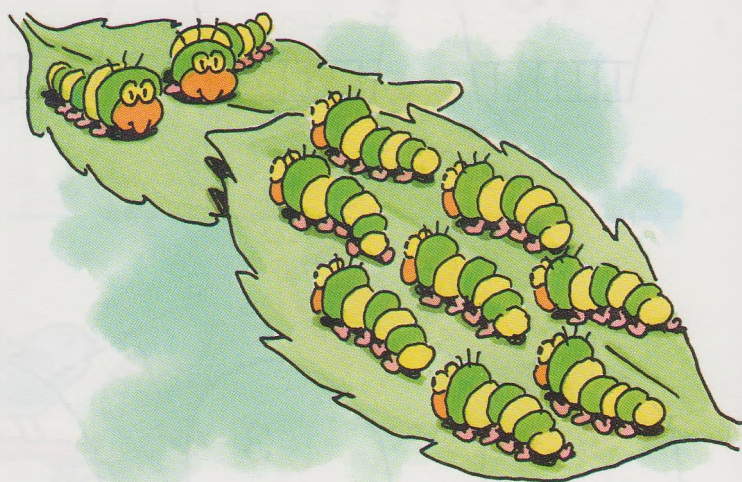
5. How many in all?



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

$\underline{\quad}$ in all

6. How many altogether?



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

$\underline{\quad}$ altogether

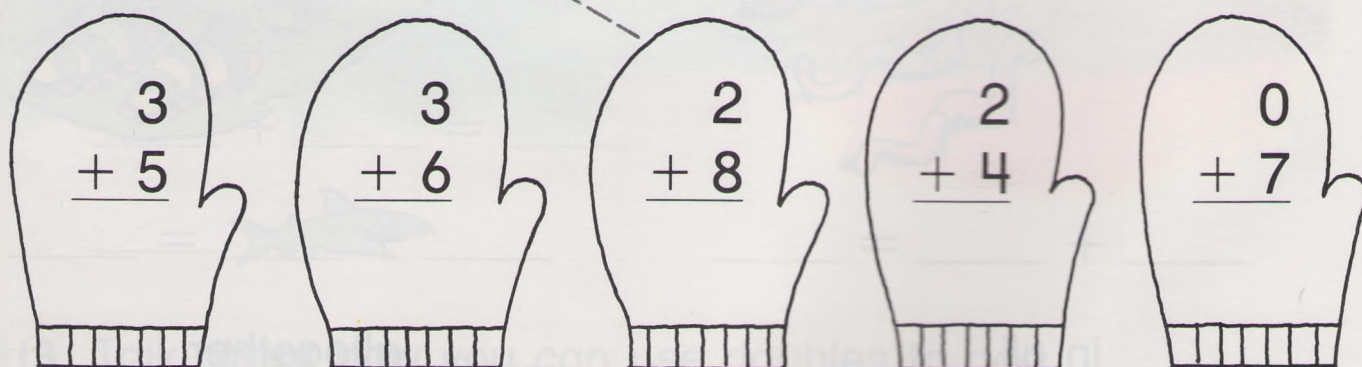
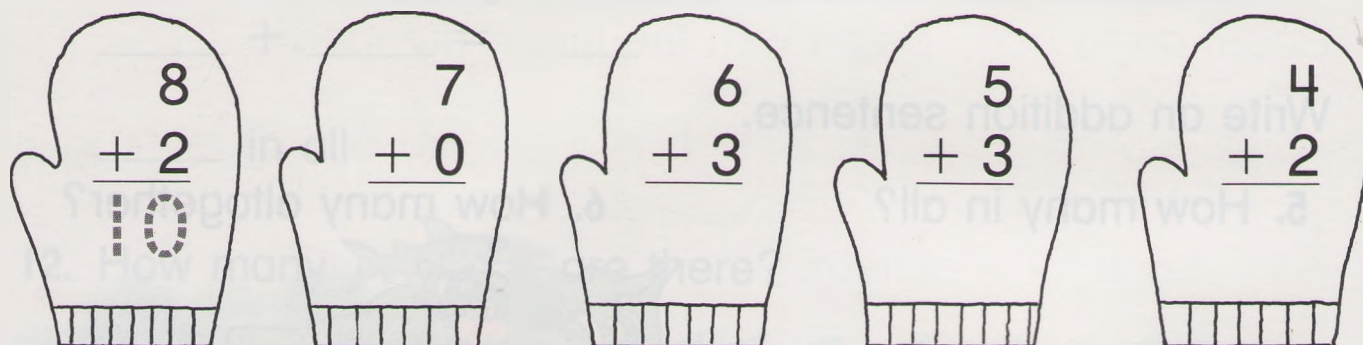
Enrichment For All

Addition Properties

Add.

Draw lines to make pairs of mittens.

Color each pair a different color.



Cumulative Review

Fill in the ○ to answer each question.

Subtract.

1. $3 - 0$

3 2 1 0
○ ○ ○ ○

2.
$$\begin{array}{r} 5 \\ - 4 \\ \hline \end{array}$$

1 2 3 4
○ ○ ○ ○

Add.

3. $1 + 2$

5 4 3 2
○ ○ ○ ○

4.
$$\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$$

0 1 2 3
○ ○ ○ ○

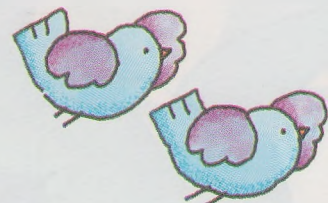
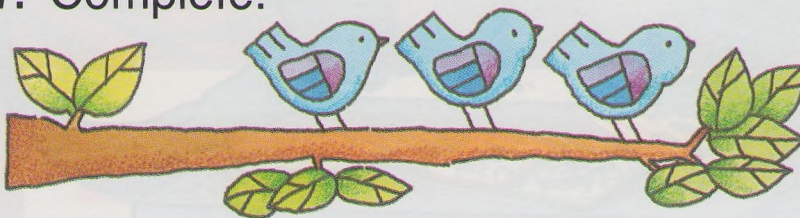
5. $5 + 3$

10 9 8 7
○ ○ ○ ○

6.
$$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$$

6 7 8 9
○ ○ ○ ○

7. Complete.



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

4 3 2 1
○ ○ ○ ○

Home Activity

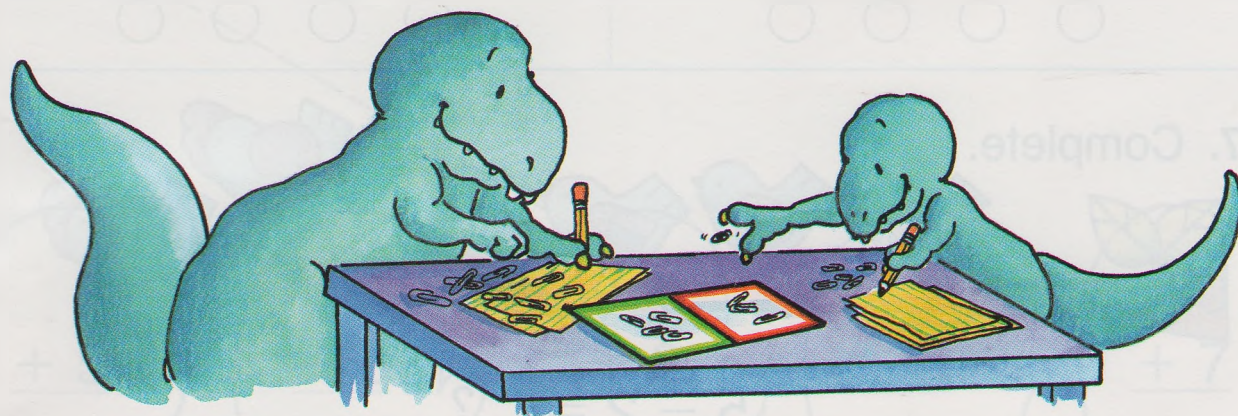
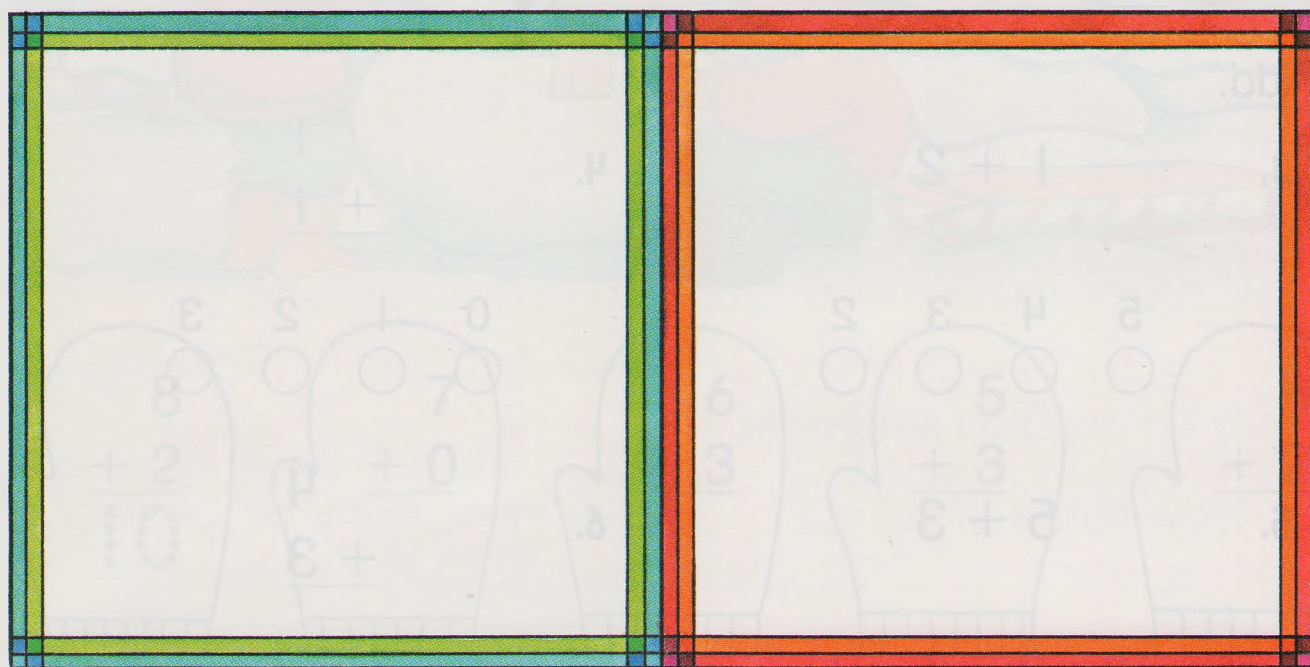
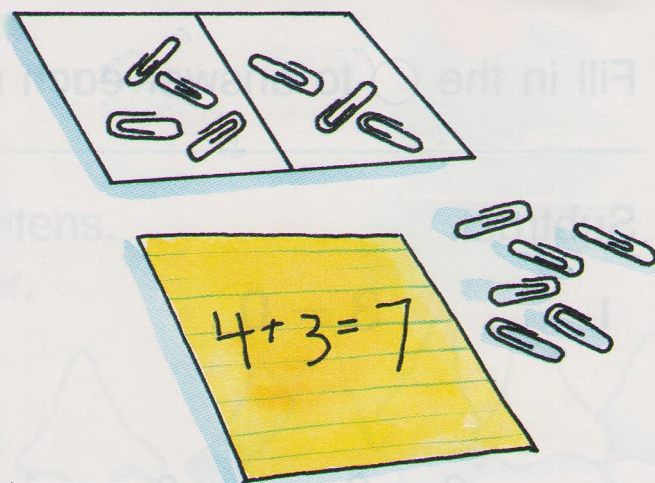
Your child has been learning the basic addition facts to 10. Here is an activity you can do with your child to practice this skill.

Materials:

small objects (paper clips, macaroni, dried beans, or pennies) to use as counters, paper and pencil

Directions:

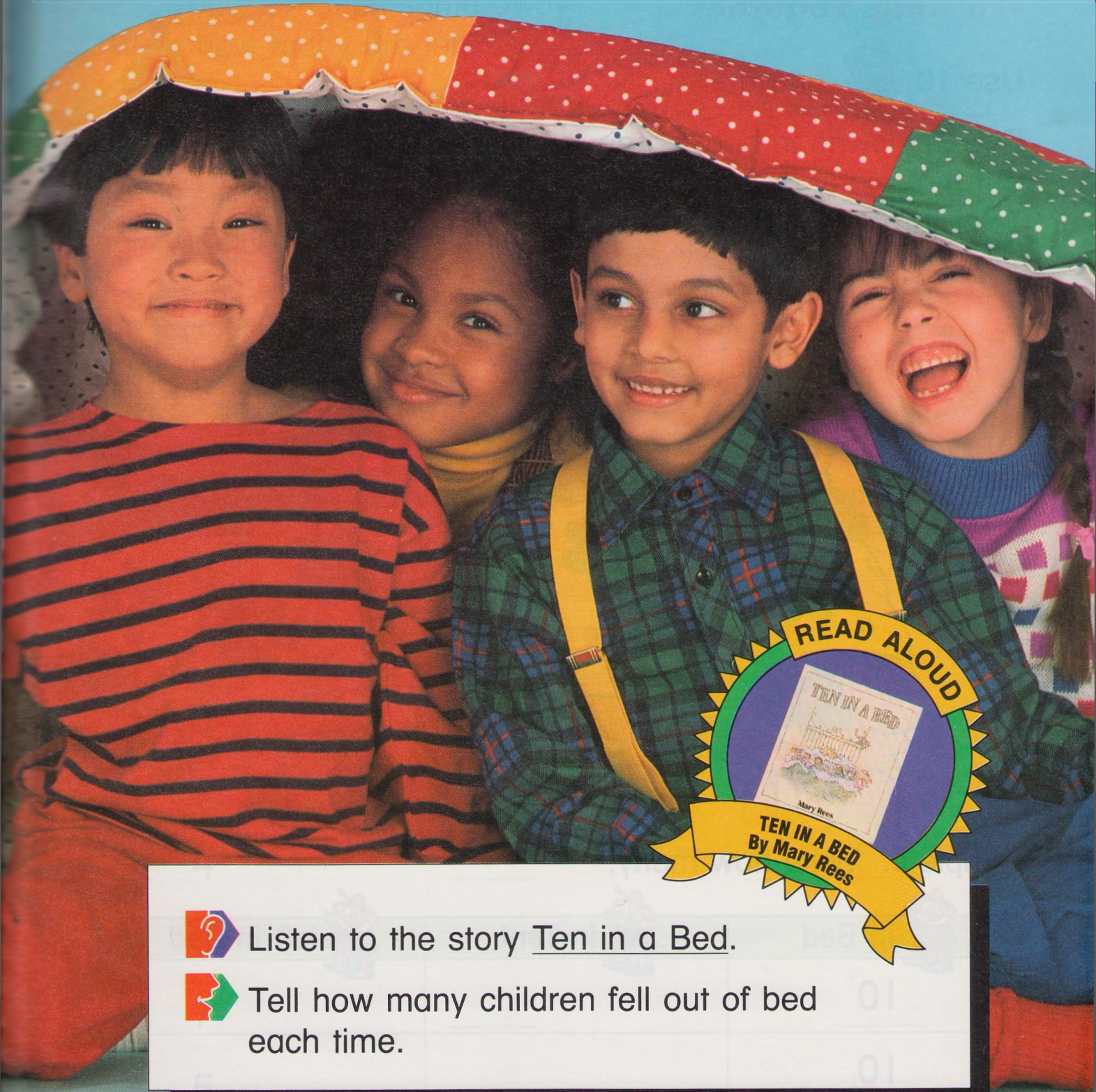
Pick a sum from 1 to 10. Ask your child to put that number of counters in the two spaces below to show different sums of 10. Have the child write an addition fact for each one. Repeat the activity for all numbers 1 through 10.



Variation:

After you pick a sum from 1 to 10, put some counters in the first box. Your child should choose the correct number of counters to put in the second box and write the addition fact.

Subtracting Facts to 10



READ ALOUD

TEN IN A BED
By Mary Rees

Listen to the story Ten in a Bed.





Tell how many children fell out of bed each time.

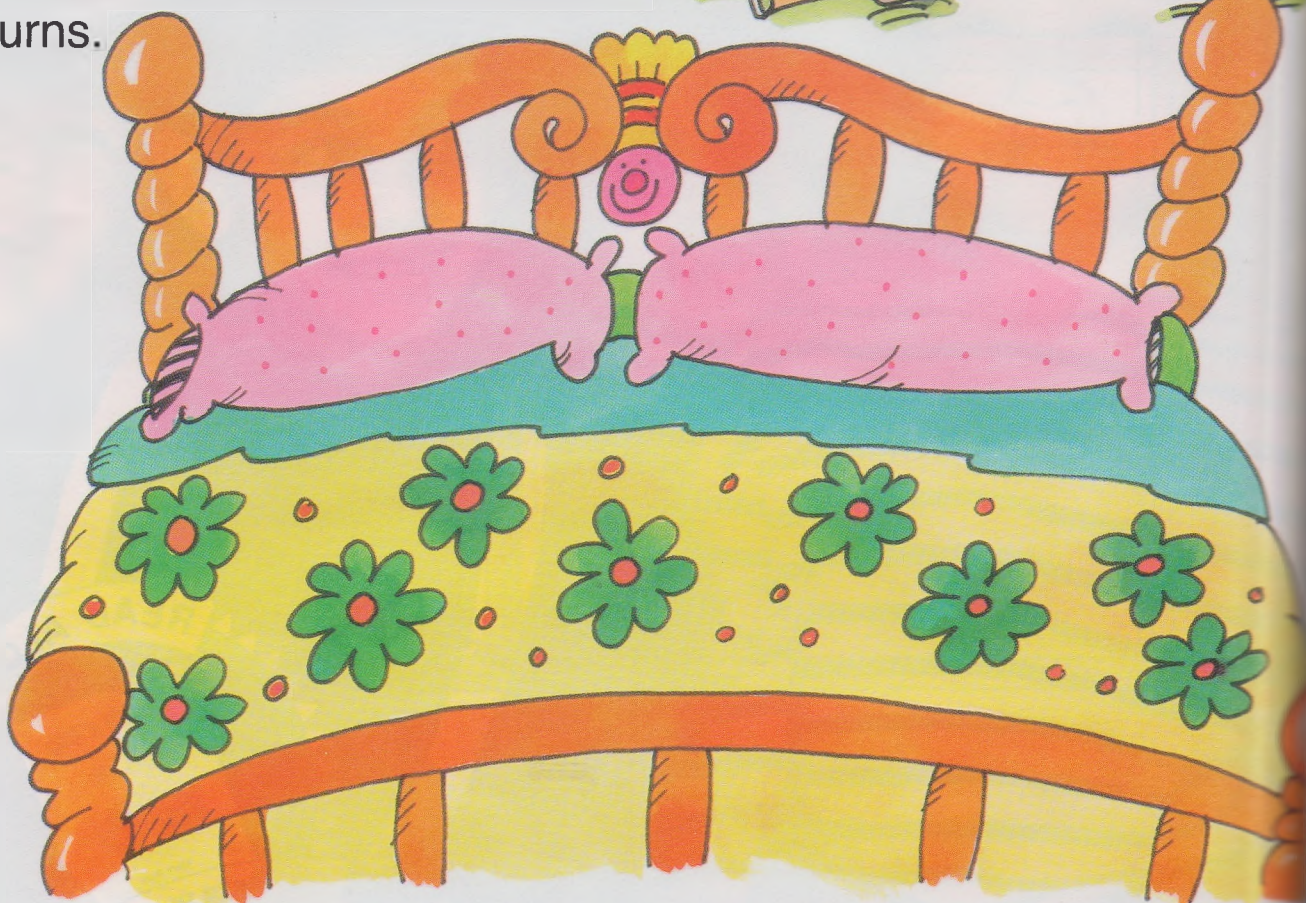
Subtracting Facts to 10

Circus time! The clowns are still in bed.
Put them in the Big Top.




Working Together

Use 10  and a .

Put 10 clowns in bed. Then spin.
Put that many clowns in the tent.
Take turns.



Complete. Write how many.

 in Bed	 in Tent	 left in Bed
10		
10		

Differences to 10

Working Together

Use 10 .

You use cubes to show the number.

Your partner takes some away.

Write how many are left.



You show: Your partner takes away: How many are left?

1. 10 2 8

2. 6 _____

3. 3 _____

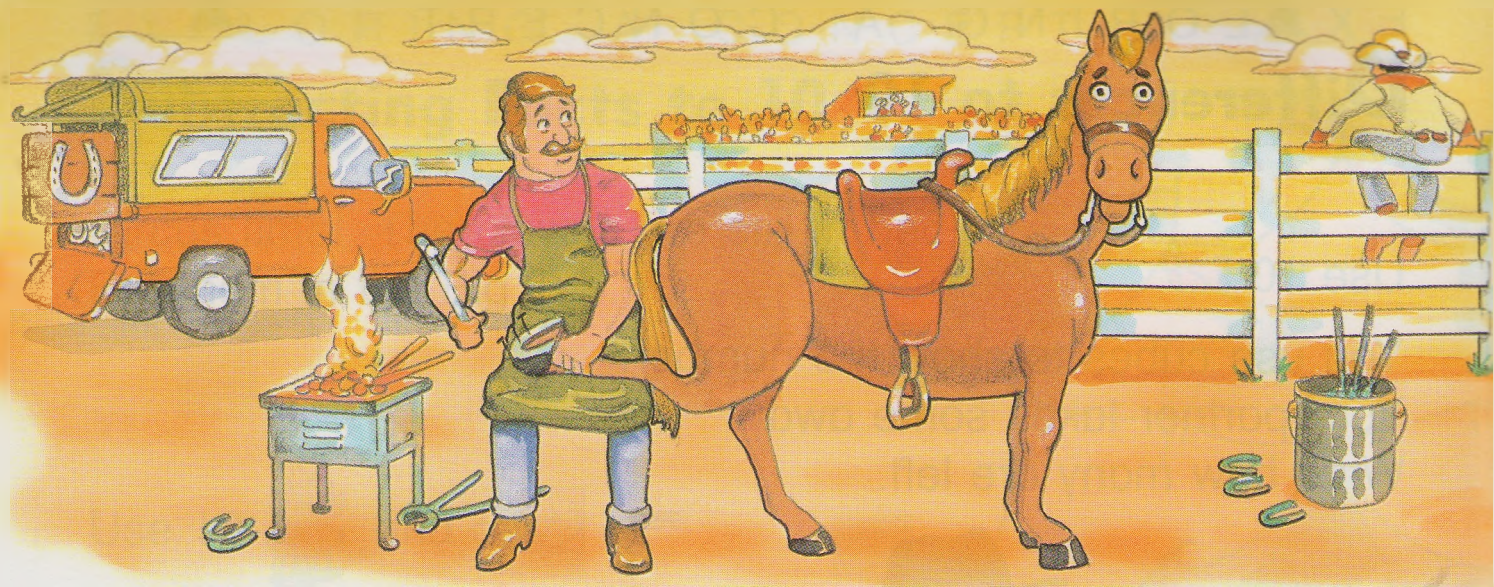
4. 9 _____

5. 4 _____

6. 10 _____

7. 7 _____

8. 5 _____



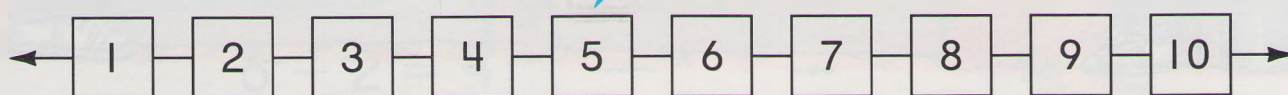
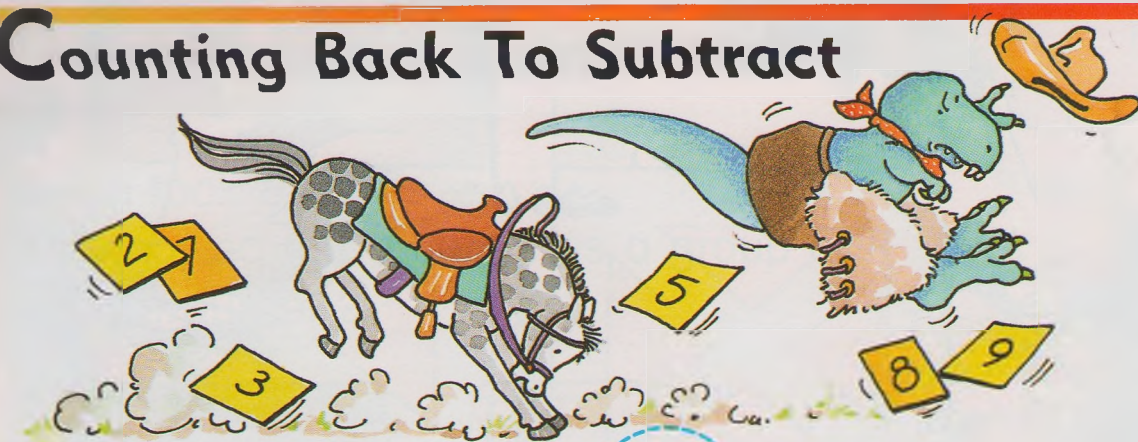
How many ways can you subtract from 10?

Use 10 .

Write the numbers.

	In all:	Take away:	Write the subtraction sentence.
1.	10	<u>1</u>	<u>10</u> - <u>1</u> = <u>9</u>
2.	10	<u> </u>	<u> </u> - <u> </u> = <u> </u>
3.	10	<u> </u>	<u> </u> - <u> </u> = <u> </u>
4.	10	<u> </u>	<u> </u> - <u> </u> = <u> </u>
5.	10	<u> </u>	<u> </u> - <u> </u> = <u> </u>
6.	10	<u> </u>	<u> </u> - <u> </u> = <u> </u>
7.	10	<u> </u>	<u> </u> - <u> </u> = <u> </u>
8.	10	<u> </u>	<u> </u> - <u> </u> = <u> </u>
9.	10	<u> </u>	<u> </u> - <u> </u> = <u> </u>
10.	10	<u> </u>	<u> </u> - <u> </u> = <u> </u>

Counting Back To Subtract



$$6 - 1 = 5$$

Working Together

Use 1, 2, 3, 4, 5, 6, 7, 8, 9.

Put number cards in a bag.

Choose a number.

Your partner counts back 1 to subtract.

Write the numbers.

Pick: Subtract:

1. _____ - 1 = _____

2. _____ - 1 = _____

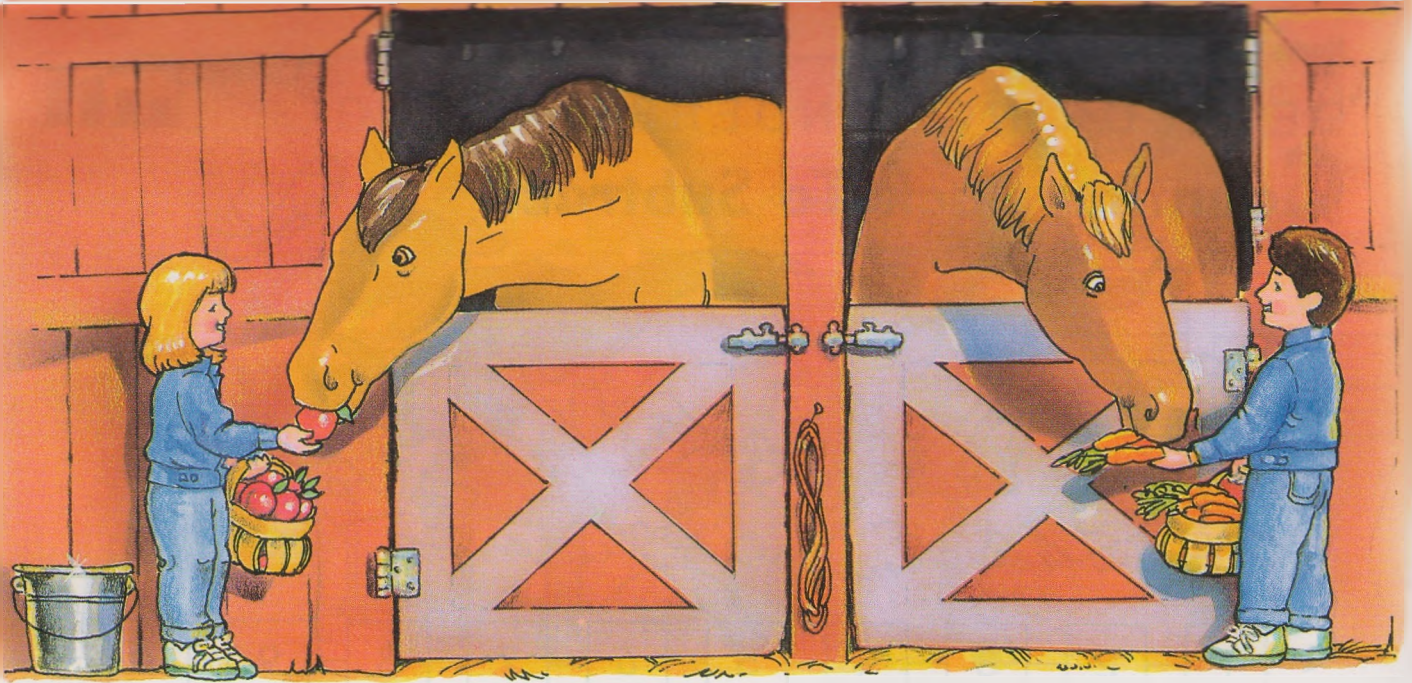
3. _____ - 1 = _____


4. _____ - 1 = _____

Subtract.

5. $6 - 1 =$ 5 $3 - 1 =$ _____ $7 - 1 =$ _____

6. $4 - 1 =$ _____ $9 - 1 =$ _____ $8 - 1 =$ _____




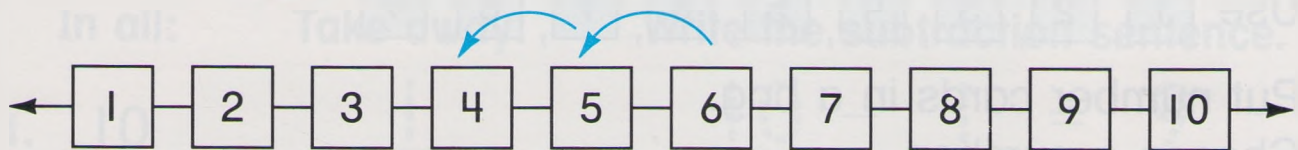
Donna picked 6 .

► Start with 6.


She gave 2  to her horse.

► Count back 2.


How many  did Donna have left?



$$6 - 2 = 4$$


Donna had 4  left.

Count back to subtract.


1. $5 - 2 =$  $8 - 2 =$ $4 - 2 =$

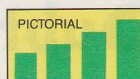
2. $3 - 2 =$ $7 - 2 =$ $9 - 2 =$

3. $10 - 2 =$ $7 - 3 =$ $6 - 3 =$

4. Max had 8 .

He gave 2  to his horse.

How many  did Max have left?



Using Related Subtraction Facts

Susan took 6 cubes.

She showed the 6 cubes as a group of 4 and a group of 2.



$$6 - 2 = 4$$



$$6 - 4 = 2$$

These 2 subtraction sentences use the same 3 numbers.



Complete each pair of facts.

Use cubes to help.

1. $5 - 3 =$ 2

$7 - 2 =$ _____

$4 - 1 =$ _____

$5 - 2 =$ 3

$7 - 5 =$ _____

$4 - 3 =$ _____

2. $6 - 1 =$ _____

$9 - 3 =$ _____

$10 - 4 =$ _____

$6 - 5 =$ _____

$9 - 6 =$ _____

$10 - 6 =$ _____

3. $9 - 5 =$ _____

$8 - 3 =$ _____

$10 - 2 =$ _____

$9 - 4 =$ _____

$8 - 5 =$ _____

$10 - 8 =$ _____

4. $8 - 2 =$ _____

$10 - 3 =$ _____

$9 - 2 =$ _____

$8 - 6 =$ _____

$10 - 7 =$ _____

$9 - 7 =$ _____

Subtraction Patterns

You can use a calculator to look for **subtraction patterns**.

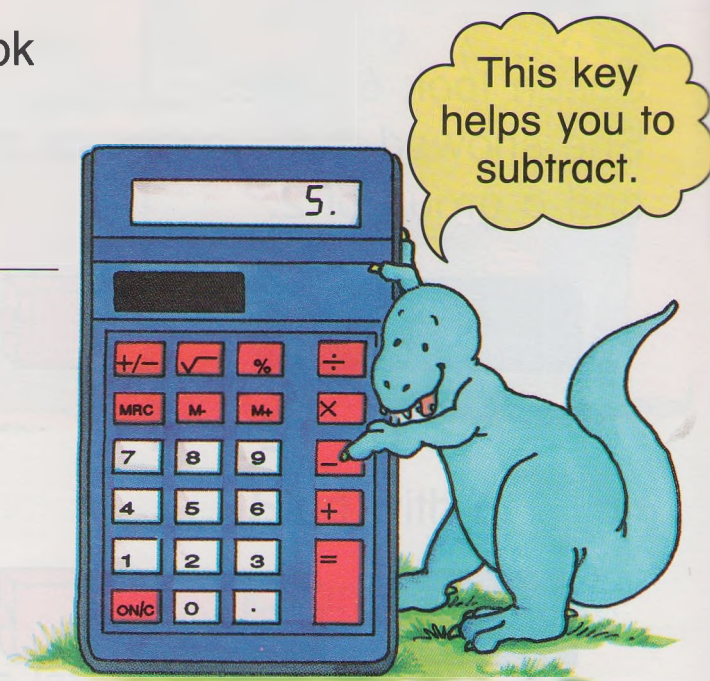
Press **ON/C**. Press 6 **-** 1 **=**.
What number do you see? _____

Press **ON/C** 6 **-** 2 **=** _____.


6 **-** 3 **=** _____.

6 **-** 4 **=** _____.

6 **-** 5 **=** _____.



What do you notice about each difference?
Tell about the patterns you see.

Use mental math, a , or paper and pencil to subtract.
Look for patterns.

1. $\begin{array}{r} 7 \\ - 1 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ - 2 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ - 3 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ - 4 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ - 5 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ - 6 \\ \hline \end{array}$

2. $\begin{array}{r} 8 \\ - 8 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ - 7 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ - 6 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ - 5 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ - 4 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ - 3 \\ \hline \end{array}$

3. $\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ - 5 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ - 7 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ - 8 \\ \hline \end{array}$



Problem Solving

Strategy: Writing a Subtraction Sentence



Some planes are on the ground.

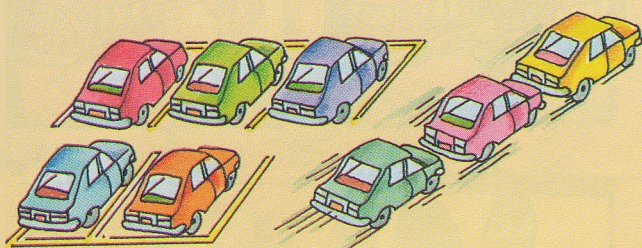
Some of the planes take off.

How many planes are left?

$$8 - 2 = 6$$

6 are left.

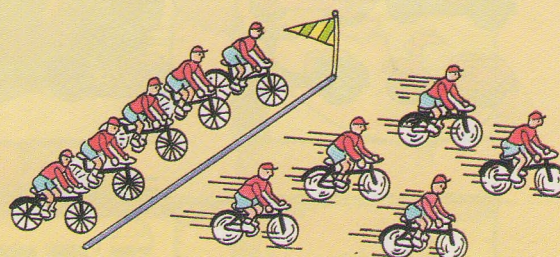
1. How many are left?



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

are left.

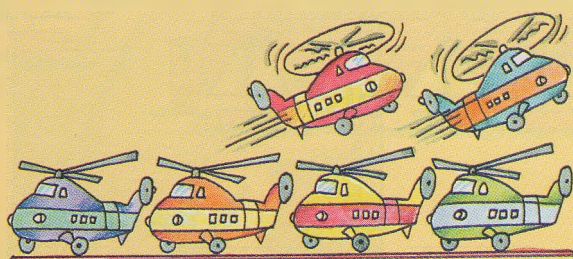
2. How many are left?



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

are left.

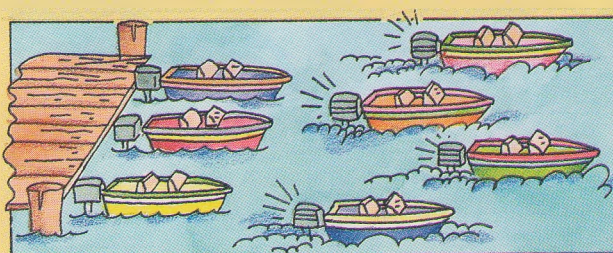
3. How many are left?



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

are left.

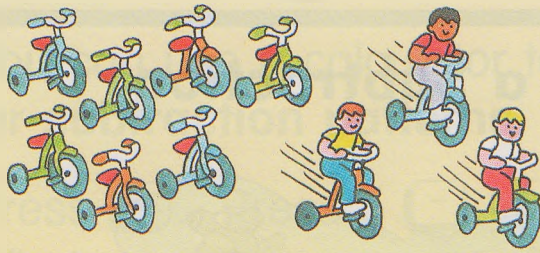
4. How many are left?



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

are left.

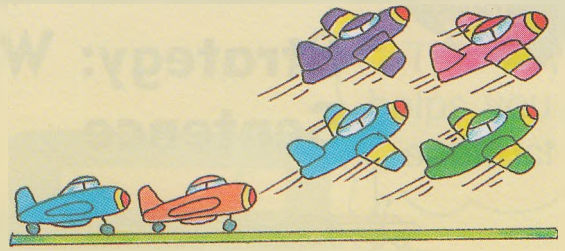
1. How many are left?



$$10 - 3 = 7$$

7 are left.

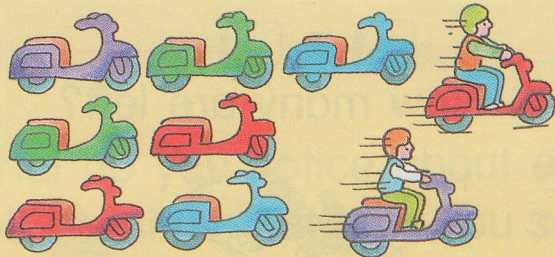
2. How many are left?



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

_____ are left.

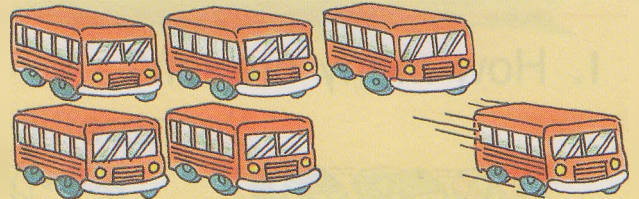
3. How many are left?



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

_____ are left.

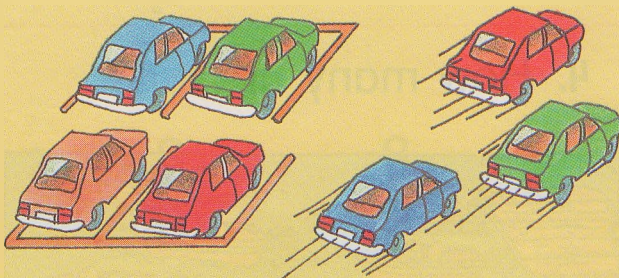
4. How many are left?



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

_____ are left.

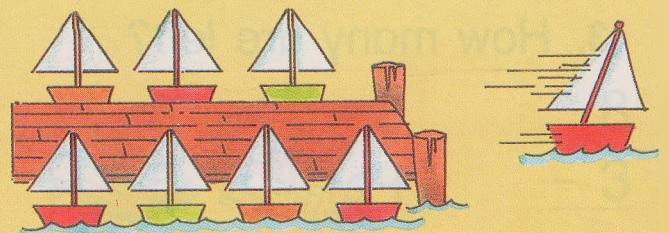
5. How many are left?



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

_____ are left.

6. How many boats are left?



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

_____ boats



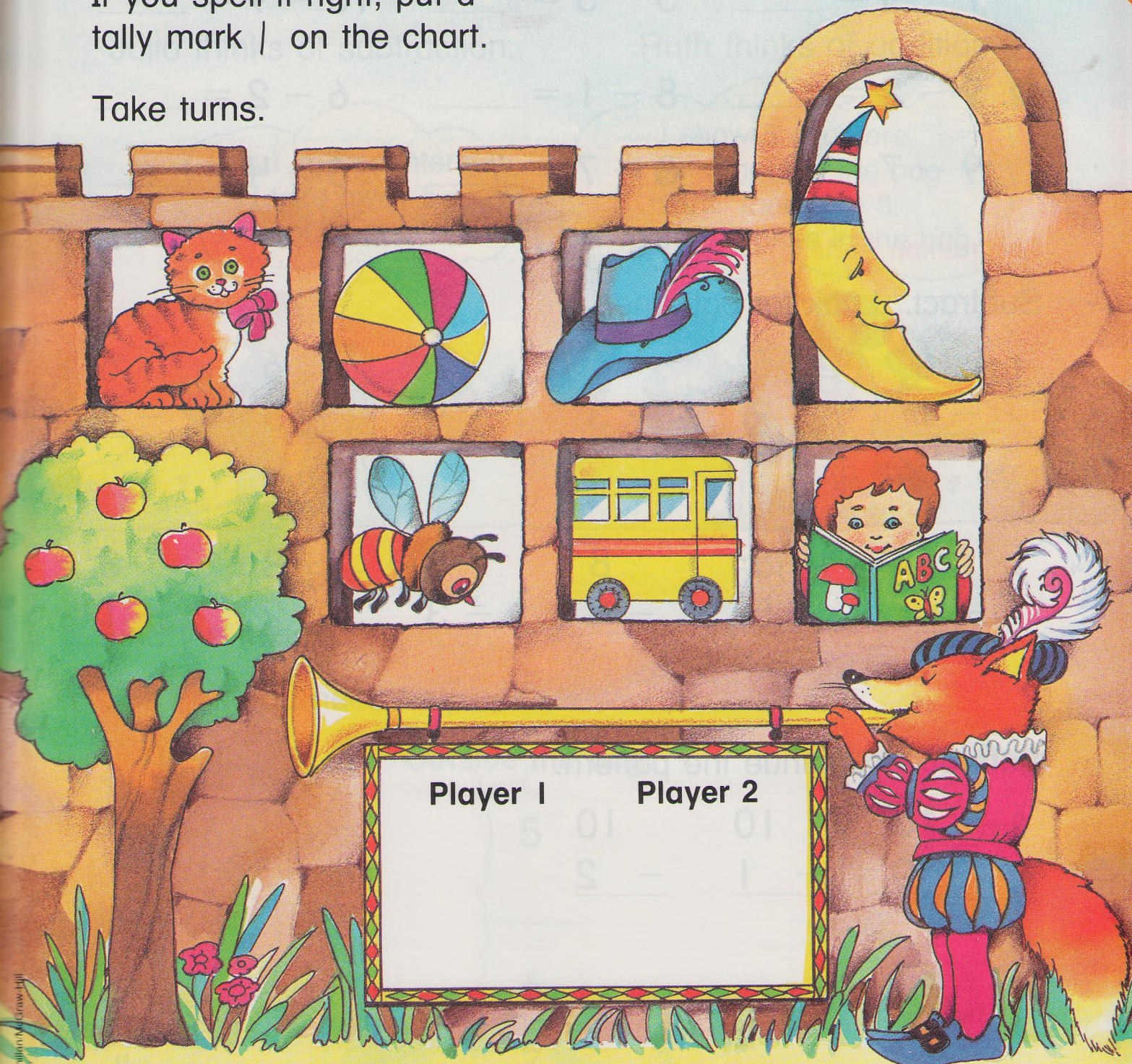
7. Tell a subtraction story.

Tally Ho!

Choose a picture. Spell the word.
Write it on a sheet of paper.
If you spell it right, put a
tally mark / on the chart.

Take turns.

TALLY MARKS	
	= 1
	= 5



Extra Practice

Using Related Subtraction Facts, page 143

Complete each pair of facts.

1. $7 - 3 = \underline{\quad}$ $5 - 2 = \underline{\quad}$ $10 - 1 = \underline{\quad}$

$7 - 4 = \underline{\quad}$ $5 - 3 = \underline{\quad}$ $10 - 9 = \underline{\quad}$

2. $9 - 2 = \underline{\quad}$ $8 - 1 = \underline{\quad}$ $6 - 2 = \underline{\quad}$

$9 - 7 = \underline{\quad}$ $8 - 7 = \underline{\quad}$ $6 - 4 = \underline{\quad}$

Subtraction Patterns, page 144

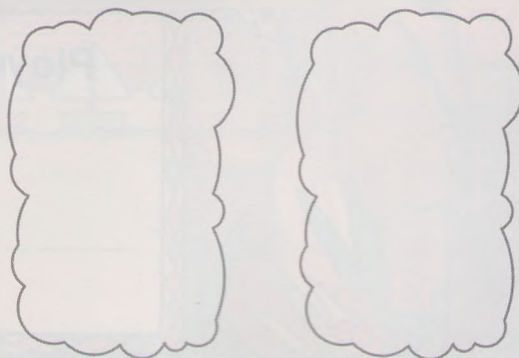
Subtract. Look for patterns.

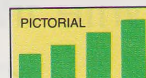
1. $\begin{array}{r} 6 \\ - 1 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ - 4 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ - 5 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ - 6 \\ \hline \end{array}$

2. $\begin{array}{r} 8 \\ - 6 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ - 5 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ - 4 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ - 3 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ - 2 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$

Subtract. Continue the pattern.

3. $\begin{array}{r} 10 \\ - 0 \\ \hline \end{array}$ $\begin{array}{r} 10 \\ - 1 \\ \hline \end{array}$ $\begin{array}{r} 10 \\ - 2 \\ \hline \end{array}$





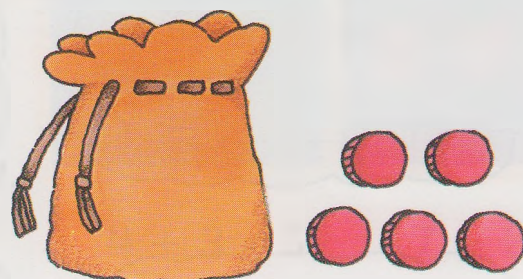
Informal Algebra:

Subtraction and Addition

There are 8 ●.

5 are outside the bag.

How many are inside the bag?

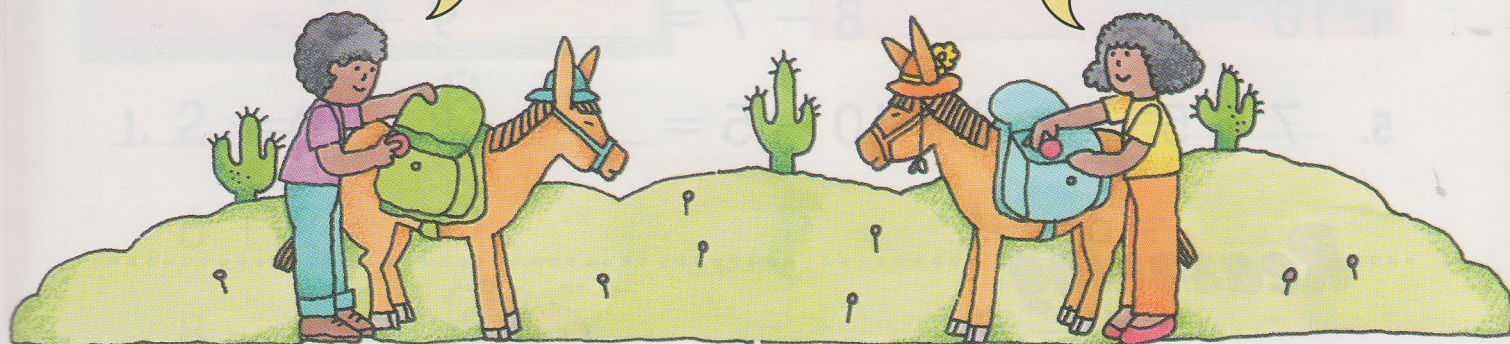


Julio thinks of subtraction.

Ruth thinks of addition.

I put in 8 counters.
I take away 5.
I count what is left.

I show 5 counters.
I put others in the bag
until there are 8.
I count the ones in the bag.



$$8 - 5 = 3$$

$$5 + 3 = 8$$

Find the missing number.

Use ● if you need help.

In all:

Outside the Bag:

Inside the Bag:

1. 6

5

2. 10

7

3. _____

6

4

4. _____

7

2

Write the missing numbers.

1.

$$7 - 1 = \underline{6}$$

$$1 + \underline{\quad} = 7$$

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

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

2.

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

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

$$10 - 1 = \underline{\quad}$$


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

3. $8 - 5 = \underline{3}$ $9 - 4 = \underline{\quad}$ $7 - 7 = \underline{\quad}$

4. $10 - 8 = \underline{\quad}$ $8 - 7 = \underline{\quad}$ $9 - 7 = \underline{\quad}$

5. $7 - 5 = \underline{\quad}$ $10 - 5 = \underline{\quad}$ $8 - 4 = \underline{\quad}$


Reasoning

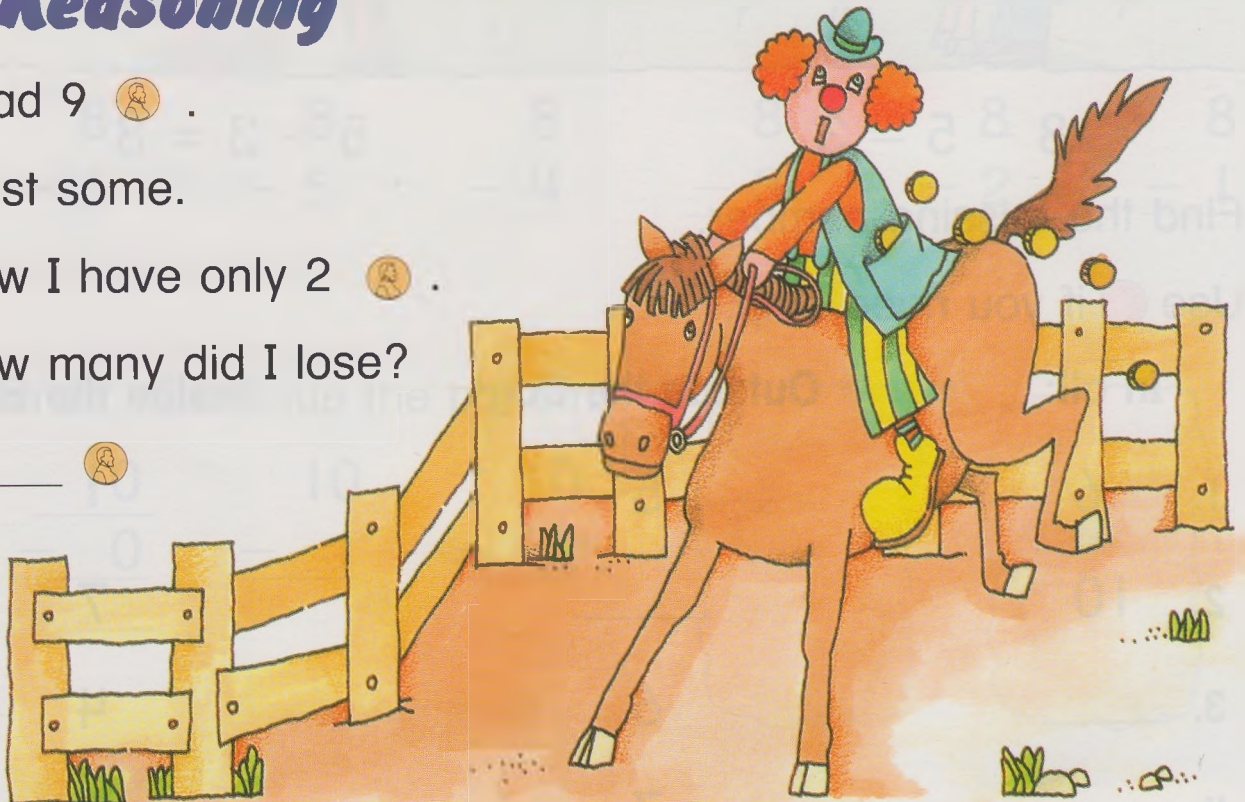
I had 9 .

I lost some.

Now I have only 2 .

How many did I lose?



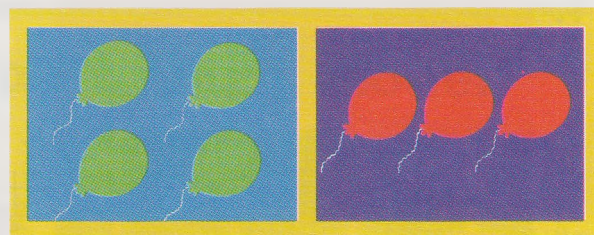


DEVELOPING / UNDERSTANDING

Informal Algebra: Fact Families

Look at the group
of number sentences.

Tell why it is called a fact family.



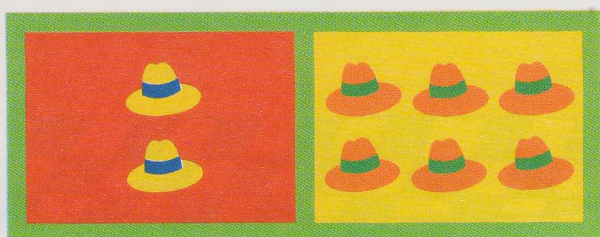
$4 + 3 = 7$

$7 - 3 = 4$

$3 + 4 = 7$

$7 - 4 = 3$

Complete each fact family.

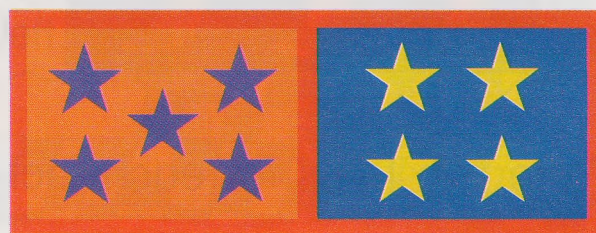


1. $2 + 6 = \underline{8}$

$6 + 2 = \underline{8}$

$8 - 6 = \underline{2}$

$8 - 2 = \underline{6}$

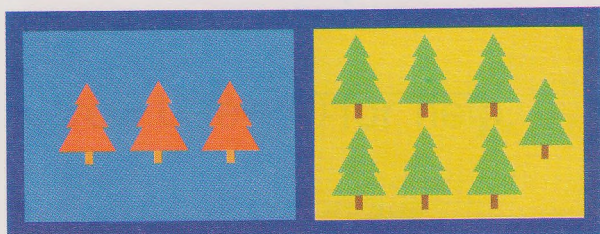


2. $5 + 4 = \underline{\quad}$

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

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

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

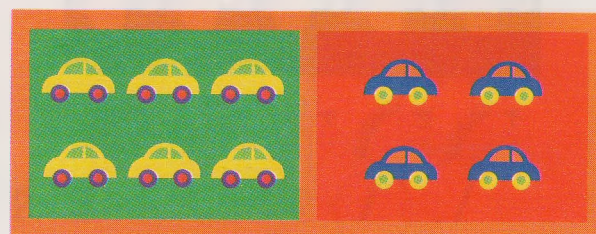


3. $3 + 7 = \underline{\quad}$

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

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

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



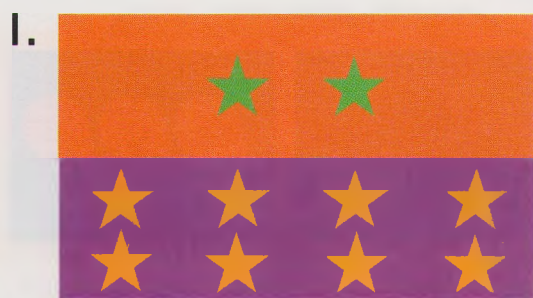
4. $6 + 4 = \underline{\quad}$

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

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

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

Complete each fact family.



$$\begin{array}{r} 2 \\ + 8 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 10 \\ - 8 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 10 \\ - 2 \\ \hline 8 \end{array}$$



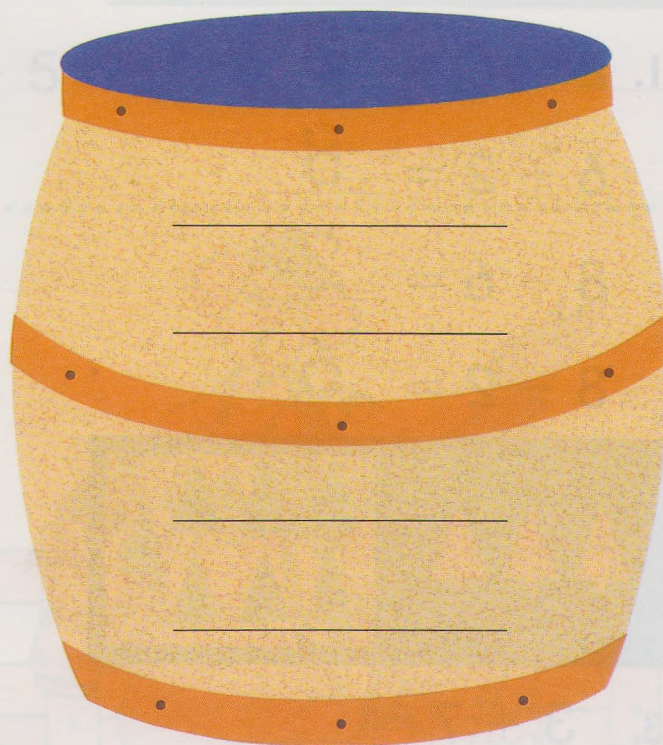
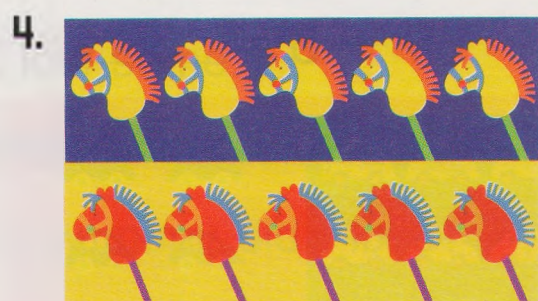
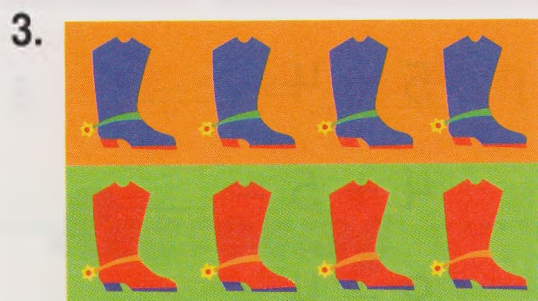
$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$$


$$\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$$

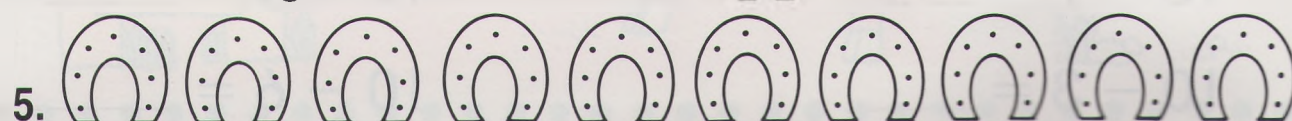
$$\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$$

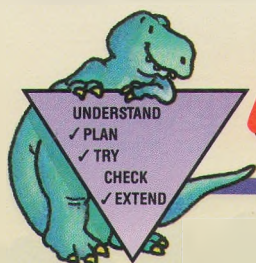
Write two facts for each fact family.



Mixed Review


Start at the right. Color the ninth  red.






Problem Solving

Strategy: Using a Physical Model

Ben had 8 .

He ate 2 .

How many were left?

What do I need to do?



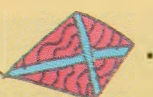
Use a counter to show each sandwich.

I have 8 .

I take 2 away. $\underline{8} - \underline{2} = \underline{6}$

I have 6 . $\underline{6}$ are left.

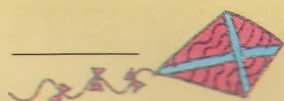
Solve. Use  for help.


1. Jeb had 7 .

2 floated away.

How many does he have now?

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



2. Sally had 9 .

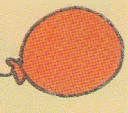
She gave 3 away.

How many does she have now?

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

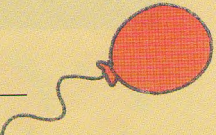


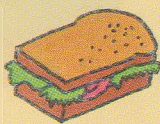


1. Mary had 6 .

3 floated away.
How many does
she have now?

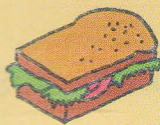
$$\begin{array}{r} 6 \\ \hline \end{array} - \begin{array}{r} 3 \\ \hline \end{array} = \begin{array}{r} 3 \\ \hline \end{array}$$




2. There were 10 .

We ate 4.
How many do we
have now?


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

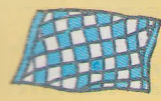


3. Joe brought 9 .

He gave 4 away.
How many were left?


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



4. There were 6 .

Kim took 2 home.
How many were left?

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





Decision Making

Problem Solving: Planning a Sale

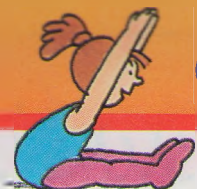


Your mother is planning a yard sale.
You can keep 10 toys.

1. Ring the toys you will keep.



2. Compare your toys with a partner's toys.
Talk about how you made your decisions.



Math and Physical Education

In gym meets, each person starts with 10 points. Points are subtracted for mistakes.

Find the score.

Name	Points at start	Mistakes	Final Score
Sonja	10	2	
Rudy	10	1	
Ian	10	3	
Pam	10	6	
Vicky	10	4	



- Who had the lowest score? _____
- Who had the highest score? _____
- What is the difference between Rudy's score and Vicky's score? _____ points
- What is the difference between Ian's score and Pam's score? _____ points

Working Together

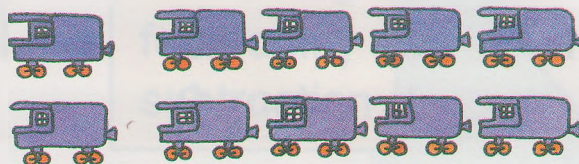
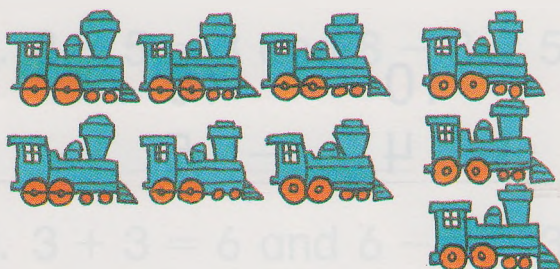
Find a book about sports.
Share the book with your partner.

Extra Practice

Fact Families, pages 151–152

Complete each fact family.

1.



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

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

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

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

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

$10 - 2 = \underline{\quad}$

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

$10 - 8 = \underline{\quad}$

2.



$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 3 \\ \hline \end{array}$
---	---	---	---

Problem Solving: Using a Physical Model, pages 153–154

1. Solve.

Amy had 8 train cars.

She gave away 3 cars.

How many train cars are left?

$$\underline{\quad} - \underline{\quad} = \underline{\quad} \text{ train cars.}$$

Practice Plus



Key Skill: Subtraction Patterns, page 144



Subtract. Look for patterns.



1. $\begin{array}{r} 10 \\ - 1 \\ \hline \end{array}$ $\begin{array}{r} 10 \\ - 2 \\ \hline \end{array}$ $\begin{array}{r} 10 \\ - 3 \\ \hline \end{array}$ $\begin{array}{r} 10 \\ - 4 \\ \hline \end{array}$ $\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$ $\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$



2. $\begin{array}{r} 7 \\ - 7 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ - 6 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ - 5 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ - 4 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ - 3 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ - 2 \\ \hline \end{array}$

Key Skill: Fact Families, page 152

Complete each fact family.

1.   $3 + 4 = \underline{\quad}$ $7 - 3 = \underline{\quad}$
 $4 + 3 = \underline{\quad}$ $7 - 4 = \underline{\quad}$

2.   $7 + 3 = \underline{\quad}$ $10 - 7 = \underline{\quad}$
 $3 + 7 = \underline{\quad}$ $10 - 3 = \underline{\quad}$

3.   $5 + 4 = \underline{\quad}$ $9 - 5 = \underline{\quad}$
 $4 + 5 = \underline{\quad}$ $9 - 4 = \underline{\quad}$

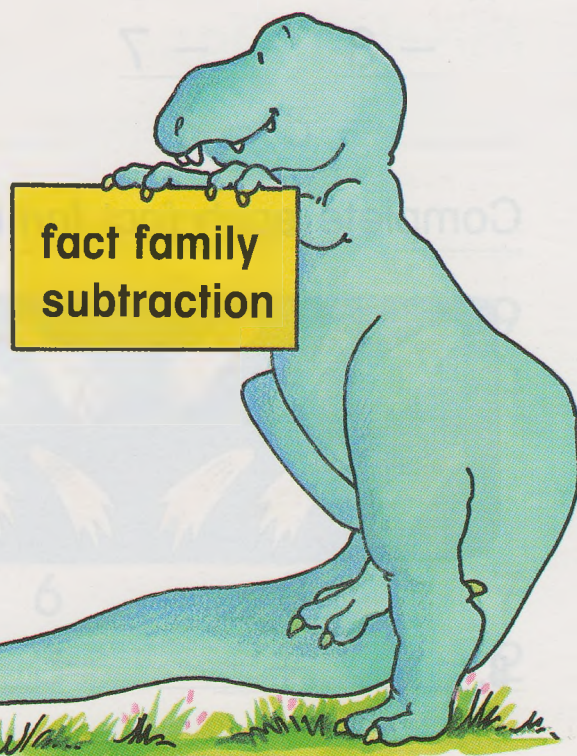
Chapter Review

Language and Mathematics

Choose the correct word.

1. $8 - 5 = 3$ and $8 - 3 = 5$ are
_____ facts.

2. $3 + 3 = 6$ and $6 - 3 = 3$ is
called a _____.



Concepts and Skills

Complete each pair of facts.

3. $7 - 4 =$ _____

$7 - 3 =$ _____

4. $9 - 2 =$ _____

$9 - 7 =$ _____

5. $10 - 6 =$ _____

$10 - 4 =$ _____

6. $8 - 5 =$ _____

$8 - 3 =$ _____

$8 - 2 =$ _____

$8 - 6 =$ _____

$10 - 3 =$ _____

$10 - 7 =$ _____

$9 - 5 =$ _____

$9 - 4 =$ _____

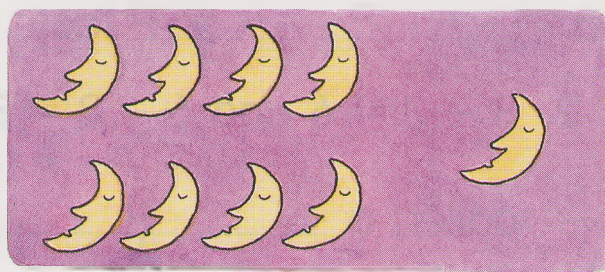
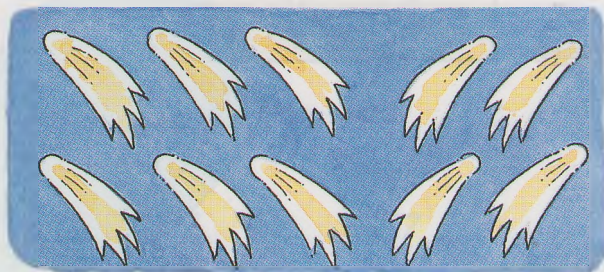
$6 - 2 =$ _____

$6 - 4 =$ _____

Subtract. Look for patterns.

7.	9	9	9	9	9	9
	$- 8$	$- 7$	$- 6$	$- 5$	$- 4$	$- 3$

Complete each fact family.



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

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

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

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

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

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

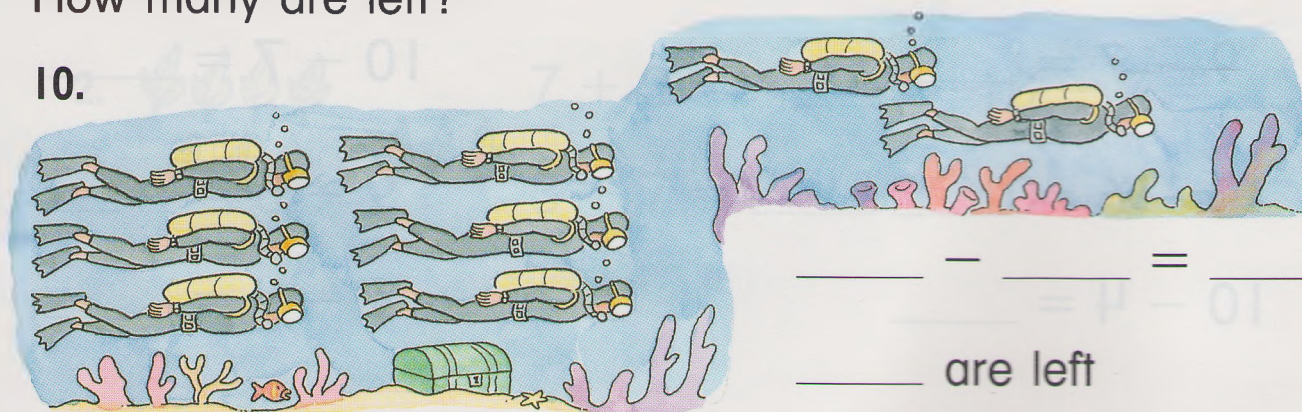
$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$

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

Problem Solving

Write a subtraction sentence.
How many are left?

10.



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

$\underline{\quad\quad}$ are left

11. Talk about the difference between fact families for doubles and other fact families.

Chapter Test

Subtract.

1. $7 - 6 =$ _____ $8 - 2 =$ _____ $6 - 5 =$ _____

2. $9 - 3 =$ _____ $8 - 5 =$ _____ $10 - 4 =$ _____

3.
$$\begin{array}{r} 7 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 8 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 2 \\ \hline \end{array}$$

Write a subtraction sentence.

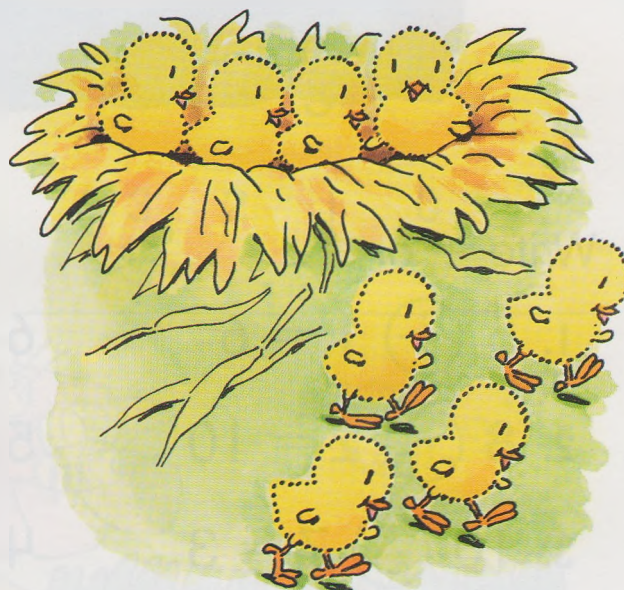
5. How many are left?



_____ - _____ = _____

_____ are left

6. How many are left?



_____ - _____ = _____

_____ are left

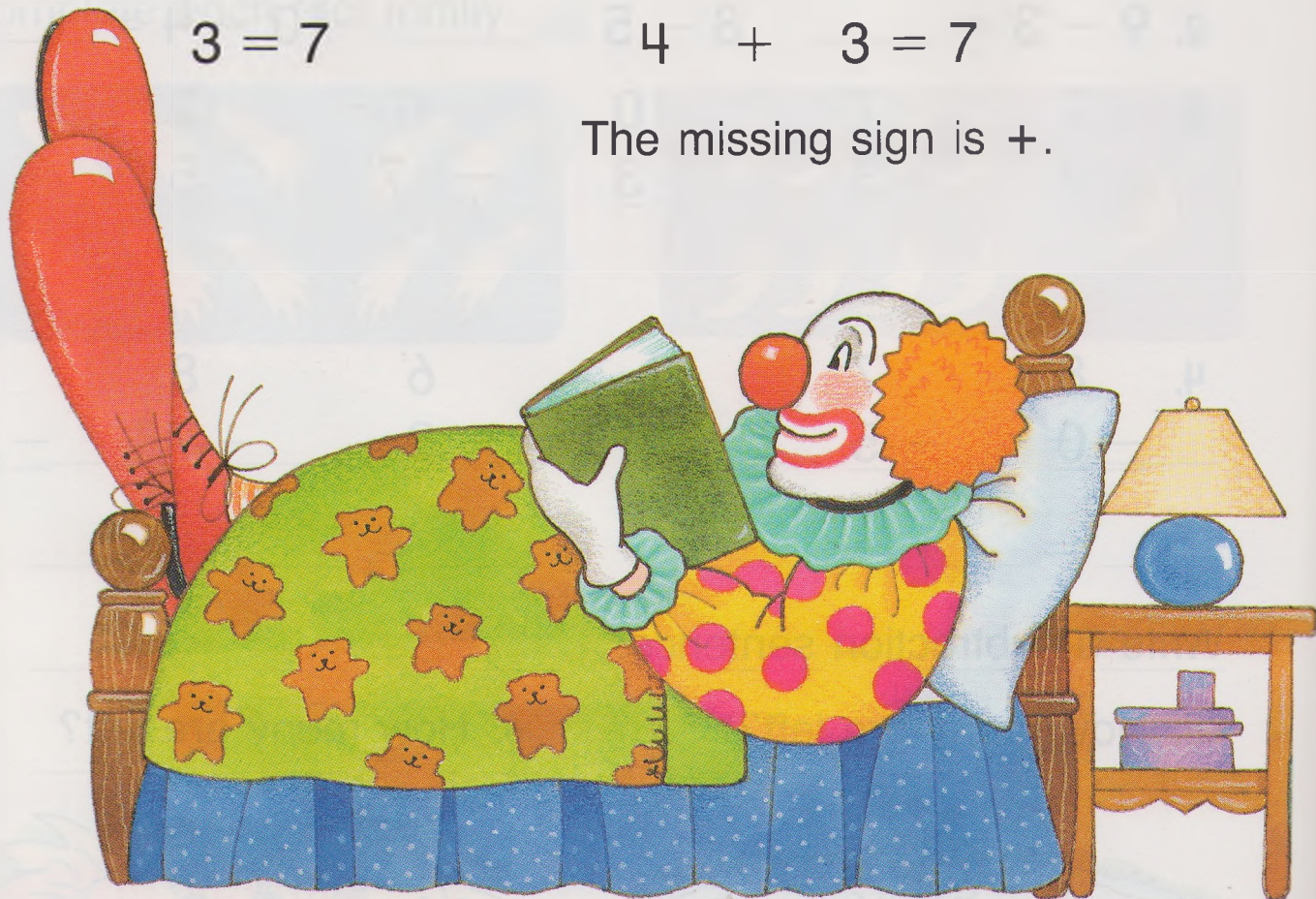
Enrichment For All

Missing Signs

What sign is missing?

$$4 \quad 3 = 7 \qquad 4 \quad + \quad 3 = 7$$

The missing sign is +.



Write + or -.

1. $5 \bigoplus 1 = 6$

6 \bigcirc 2 = 4

9 \bigcirc 0 = 9

2. $8 \bigcirc 2 = 10$

5 \bigcirc 1 = 6

7 \bigcirc 2 = 9

3. $10 \bigcirc 7 = 3$

4 \bigcirc 5 = 9

3 \bigcirc 3 = 6

4. $9 \bigcirc 5 = 4$

6 \bigcirc 2 = 8

9 \bigcirc 1 = 8

5. $7 \bigcirc 6 = 1$

9 \bigcirc 6 = 3

2 \bigcirc 2 = 4

Cumulative Review

Fill in the ○ to answer each question.

Add.

1. $6 + 3$

7 8 9 10
○ ○ ○ ○

2.

$$\begin{array}{r} 4 \\ 1 \\ + 2 \\ \hline \end{array}$$

6 7 8 9
○ ○ ○ ○

Subtract.

3. $3 - 2$

3 2 1 0
○ ○ ○ ○

4.

$$\begin{array}{r} 5 \\ - 5 \\ \hline \end{array}$$

0 1 2 3
○ ○ ○ ○

5. $9 - 4$

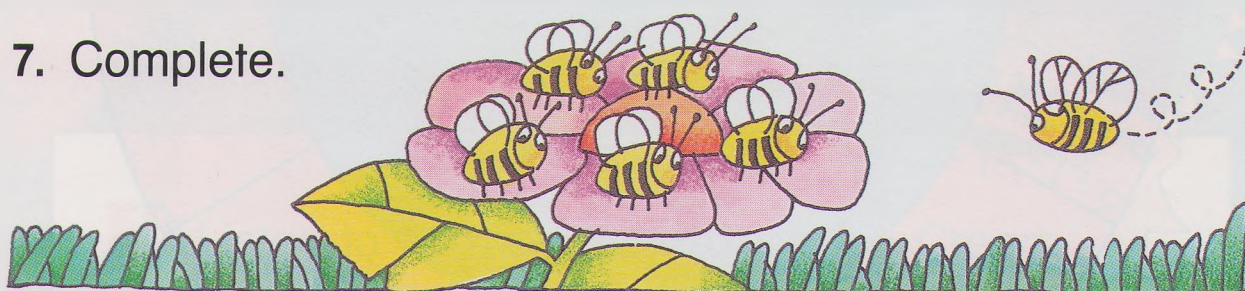
5 4 3 2
○ ○ ○ ○

6.

$$\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$$

3 2 1 0
○ ○ ○ ○

7. Complete.



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

5 6 7 8
○ ○ ○ ○

Home Activity

Your child has been learning to subtract to 10.
This is a game you can play to practice this skill.

Players:

2 or more

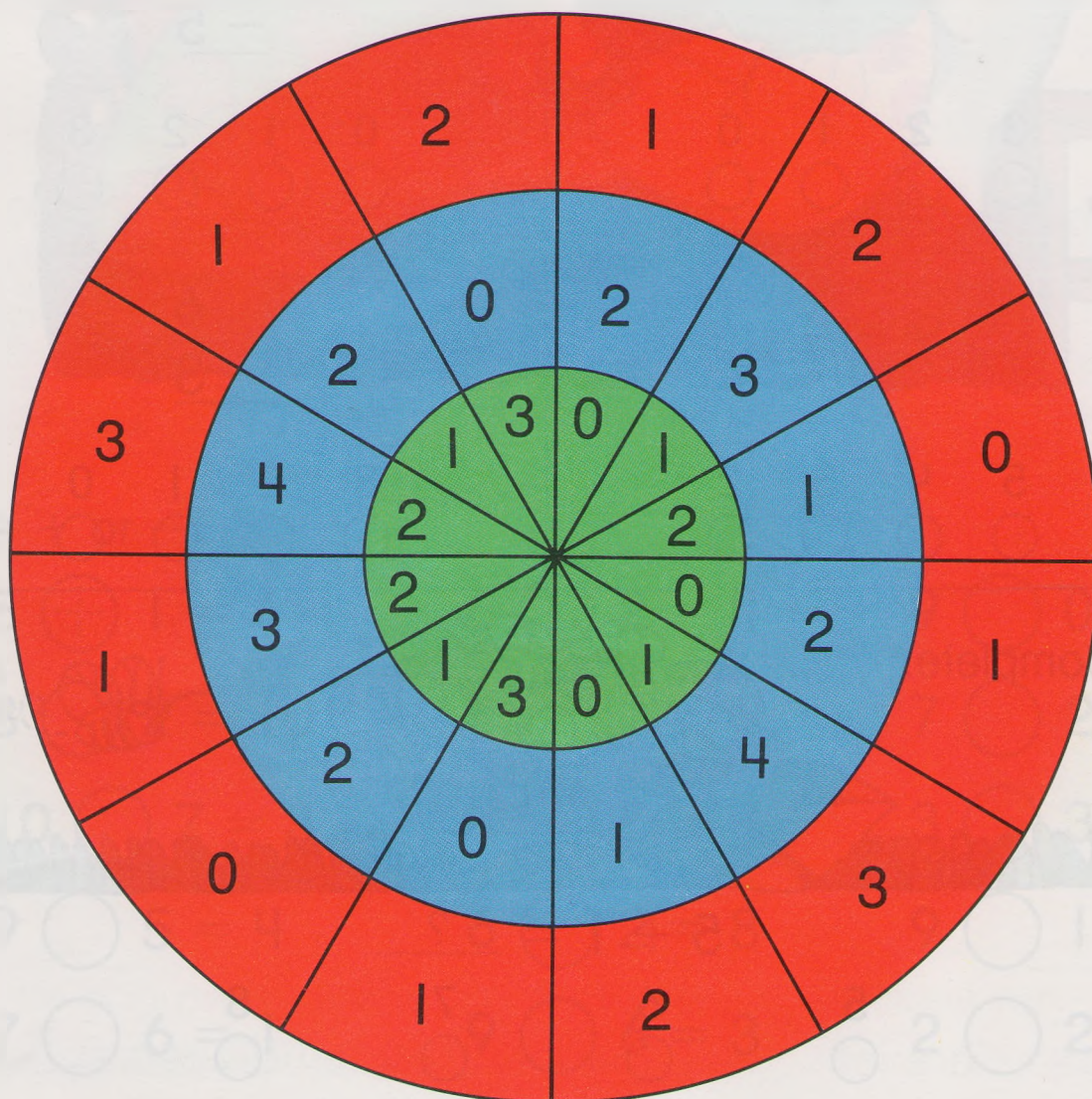
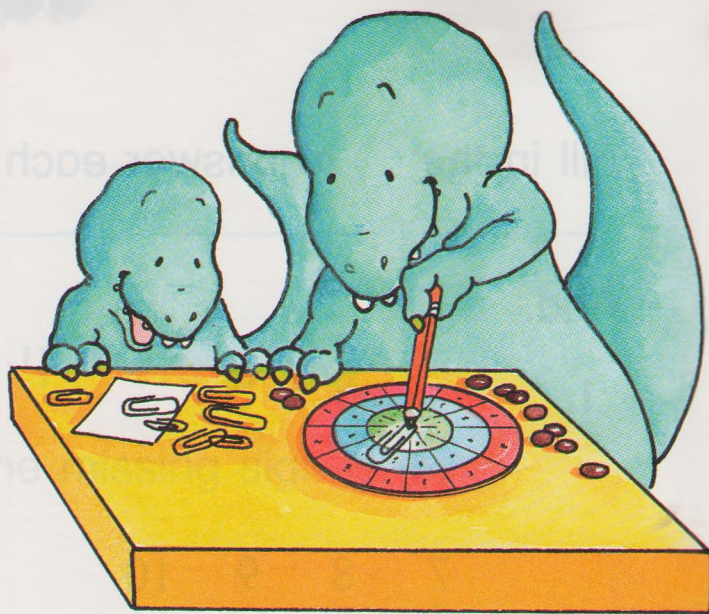
Materials:

pen or pencil, paper clip
(to make spinner as shown)
tokens: dried beans, pennies,
paper clips, etc.
counting wheel (below)

Directions:

Give each player 10 tokens. Take turns spinning.

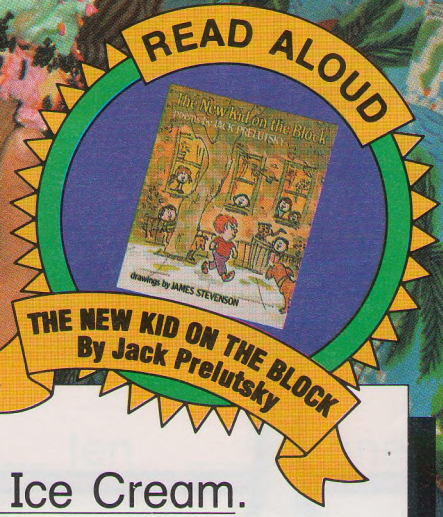
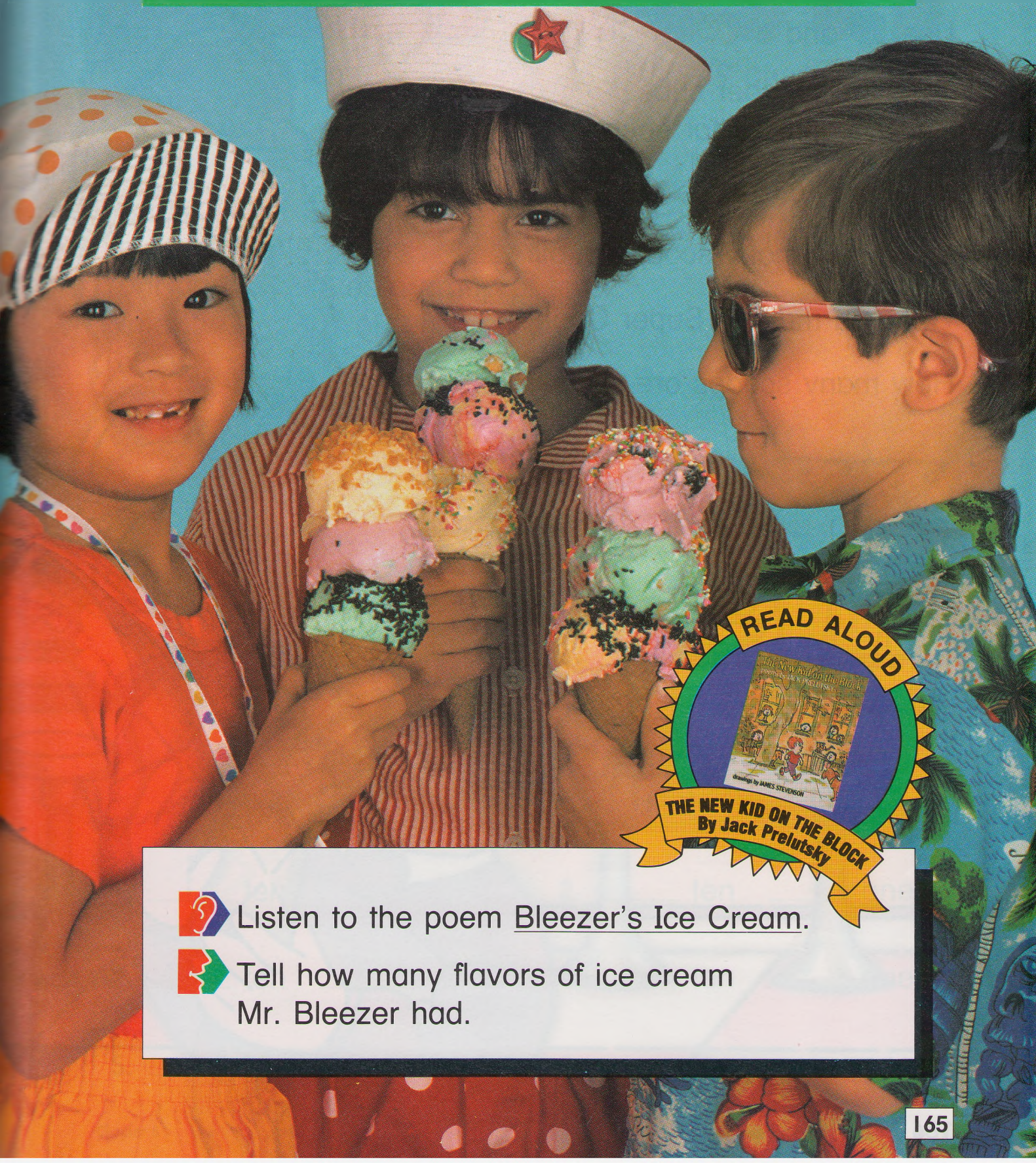
Subtract as many tokens from your pile as the number shown in the red ring. On your next turn, subtract the number shown in the blue ring. On your third turn, subtract the number shown in the green ring. Take turns until someone runs out of tokens. If no one runs out by the green ring, start again at the red ring.



Understanding Numbers to 99

CHAPTER

6



Listen to the poem Bleezer's Ice Cream.





Tell how many flavors of ice cream
Mr. Bleezer had.

Understanding Numbers to 99

Working Together

Super Cones have 10 scoops!

Use  and 6 .

Toss the number cube.

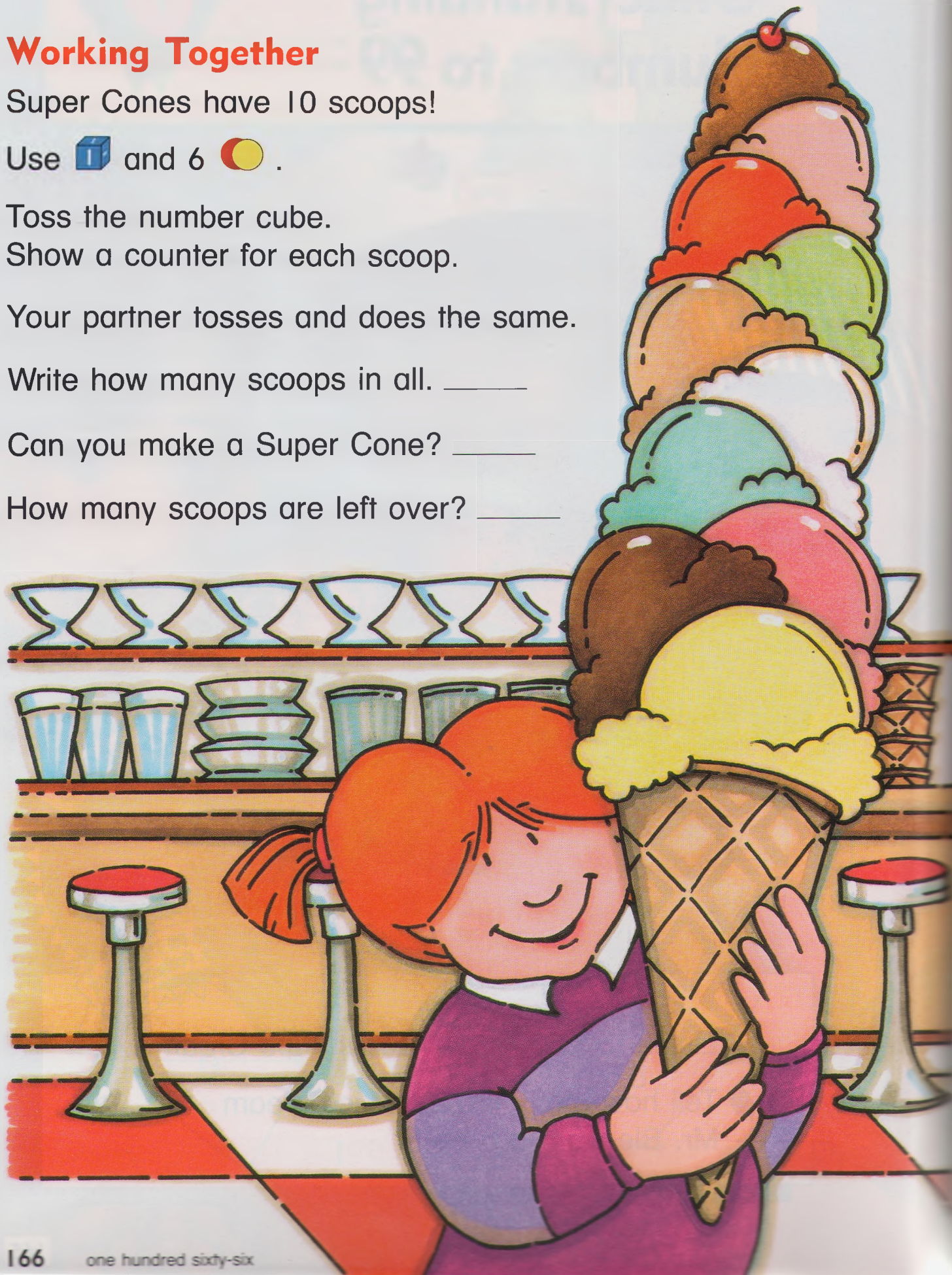
Show a counter for each scoop.

Your partner tosses and does the same.

Write how many scoops in all. _____

Can you make a Super Cone? _____

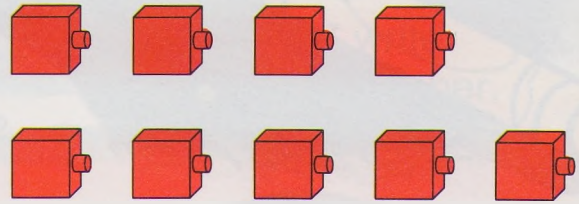
How many scoops are left over? _____



EXPLORING A CONCEPT

Tens and Ones

1 ten



9 ones

Working Together

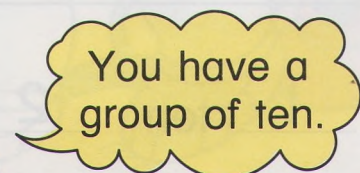
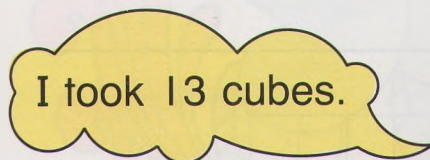
Use Workmat 3. Use 19 .

You take some cubes.

Your partner makes a group of ten.

Write the number of tens and ones.

Take turns.

1. 1 ten 3 ones

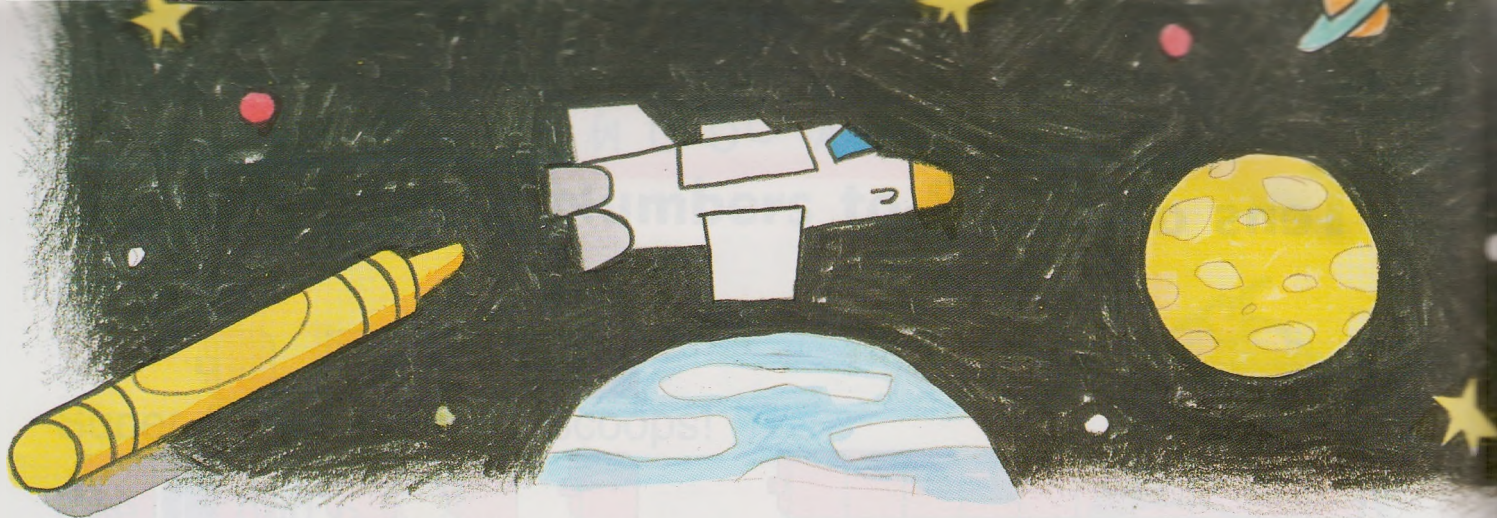
2. _____ ten _____ ones

3. _____ ten _____ ones

4. _____ ten _____ ones

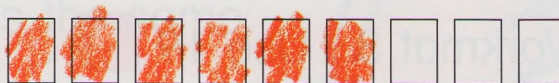
5. _____ ten _____ ones

6. _____ ten _____ ones



Color to show how many.

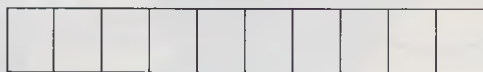
1. 1 ten 6 ones



2. 1 ten 9 ones



3. 1 ten 2 ones

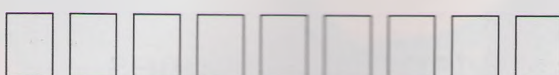


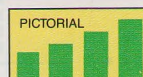
Choose your own numbers. Color to show them.

4. _____ ten _____ ones

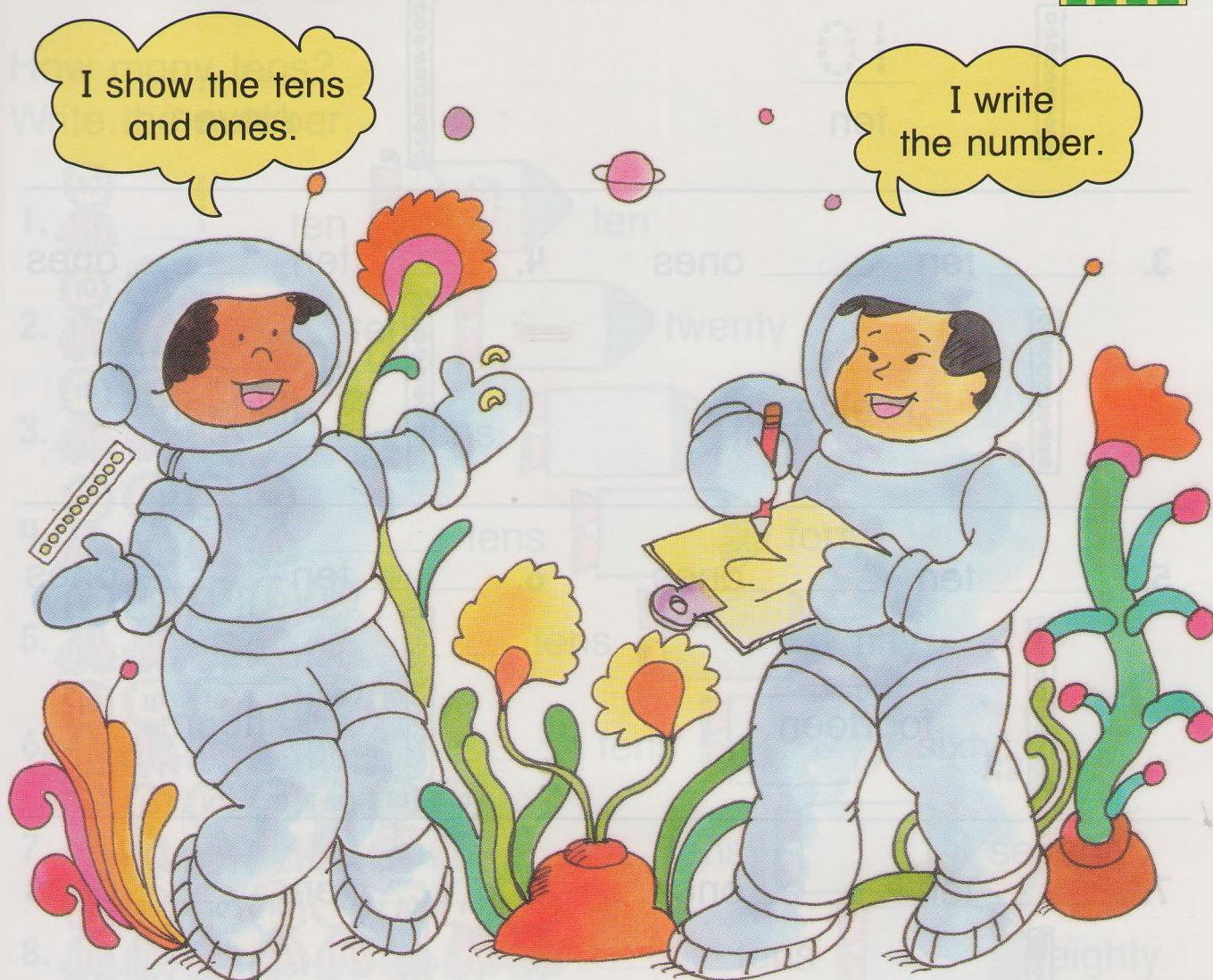


5. _____ ten _____ ones





Numbers to 19



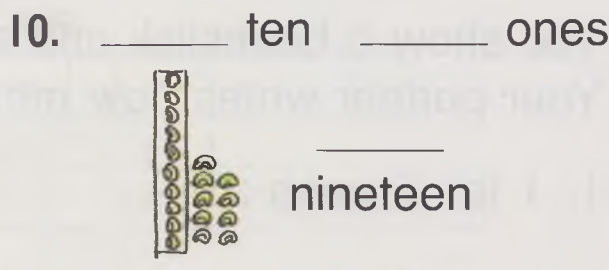
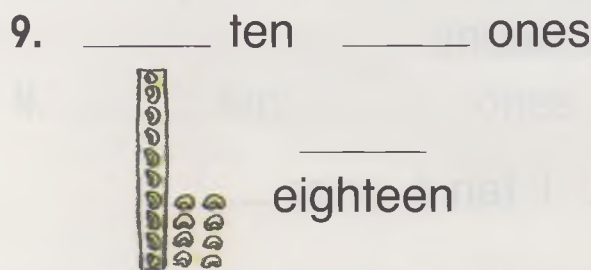
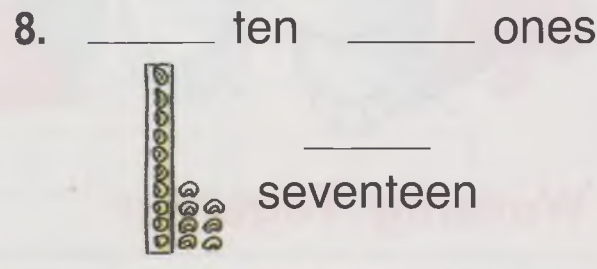
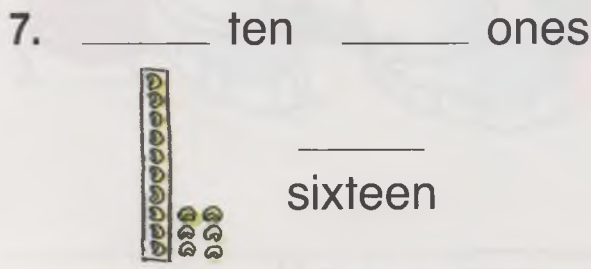
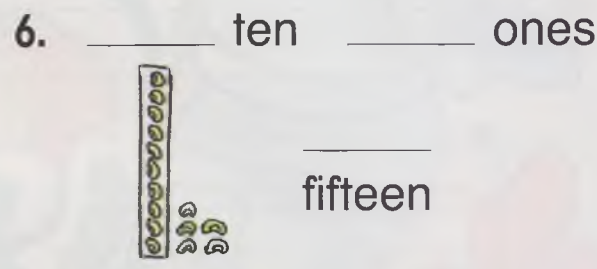
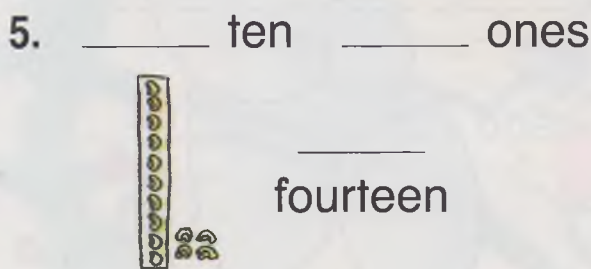
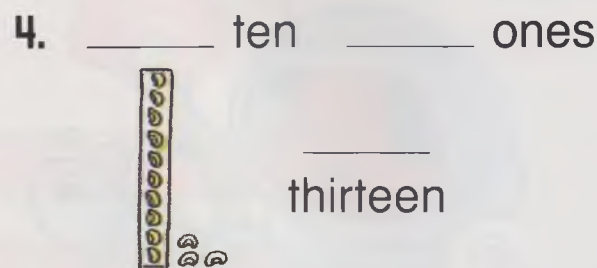
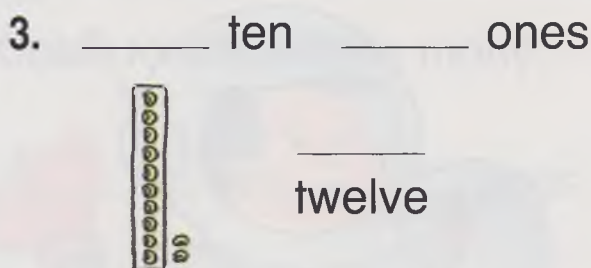
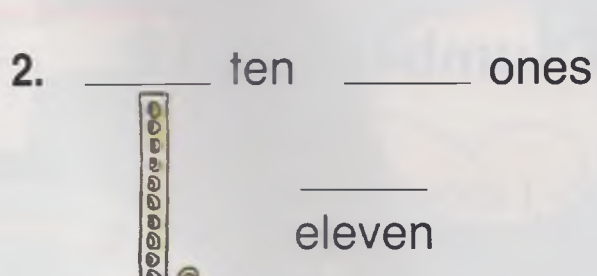
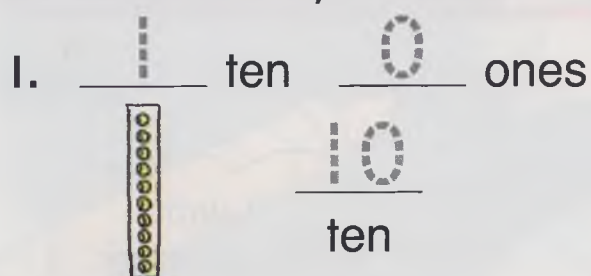
Working Together

Use Workmat 3. Use  and 9 .

You show a beanstick and some beans.
Your partner writes how many.

- | | |
|---------------------------|-----------------------|
| 1. 1 ten 2 ones <u>12</u> | 2. 1 ten 6 ones _____ |
| 3. 1 ten 8 ones _____ | 4. 1 ten 3 ones _____ |
| 5. 1 ten 1 one _____ | 6. 1 ten 9 ones _____ |
| 7. 1 ten 7 ones _____ | 8. 1 ten 4 ones _____ |

Write how many. Write the number.



11. Write the missing numbers.


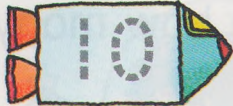









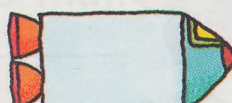

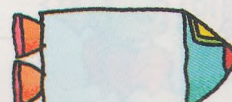

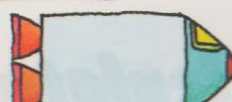

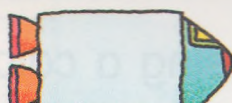
10, 11, _____, _____, _____, _____, _____, _____, 17

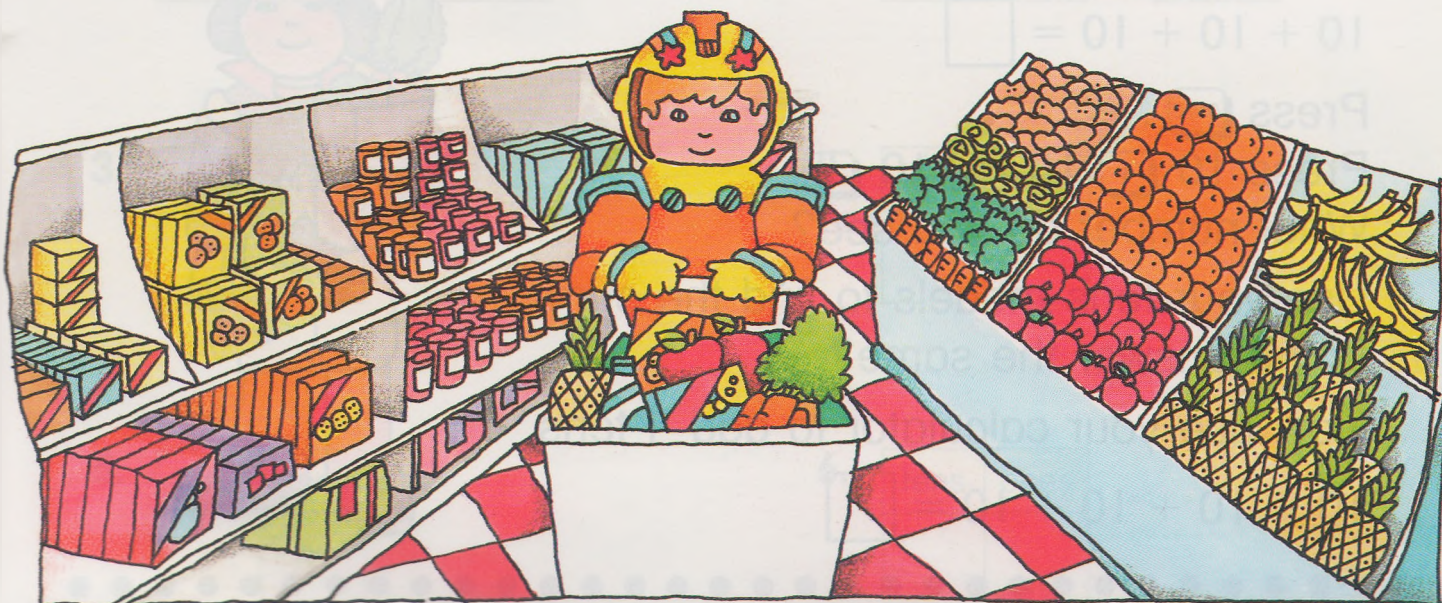
 Talk about the pattern.

Counting by Tens

How many tens?

Write the number.

1.  _____ ten  ten
2.  _____ tens  twenty
3.  _____ tens  thirty
4.  _____ tens  forty
5.  _____ tens  fifty
6.  _____ tens  sixty
7.  _____ tens  seventy
8.  _____ tens  eighty
9.  _____ tens  ninety

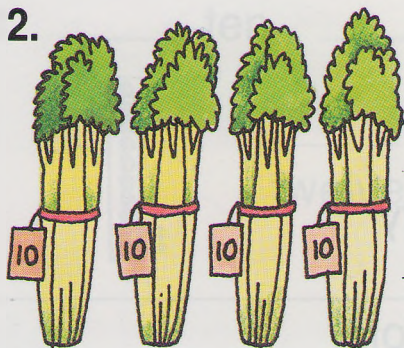


Count by tens.

1.

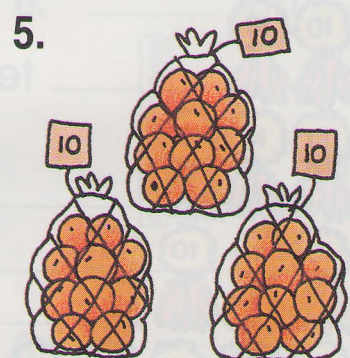
10	20							90
----	----	--	--	--	--	--	--	----

Write the number of tens. Write how many.

2.  _____ tens

3.  _____ tens


4.  _____ tens

5.  _____ tens

.....Calculator.....

Try using a calculator to add 3 tens.

$$10 + 10 + 10 = \square$$

Press .

Press 10  10  10 .

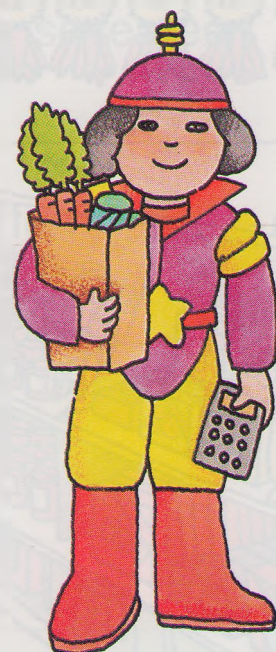
What number do you see?

Use your tens models to find the sum.

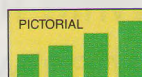
Is the answer the same?

Now use your calculator to add 4 tens.

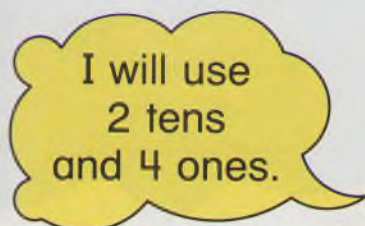
$$10 + 10 + 10 + 10 = \square$$




Numbers to 39



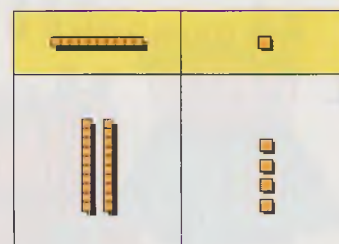
Working Together



Use Workmat 3.

Use 3  and 9 .

You put some tens and ones on the mat.
Your partner writes how many tens and ones.



Then write the number.

Take turns.

1.

tens	ones
2	4

24

2.

tens	ones

3.

tens	ones

4.

tens	ones

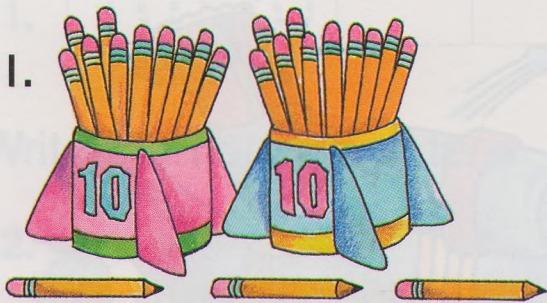
5.

tens	ones

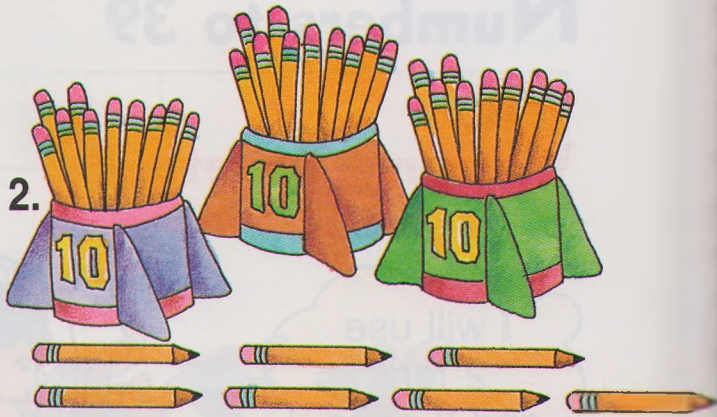
6.

tens	ones

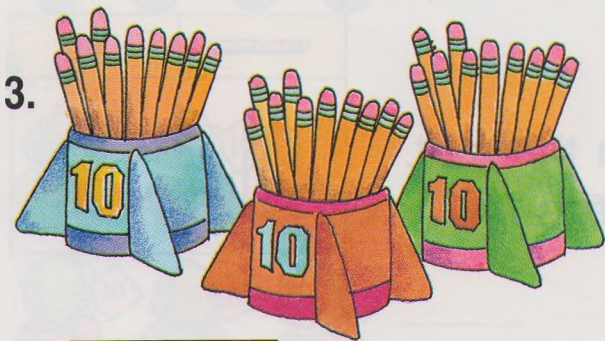
Write how many tens and ones.
Then write the number.



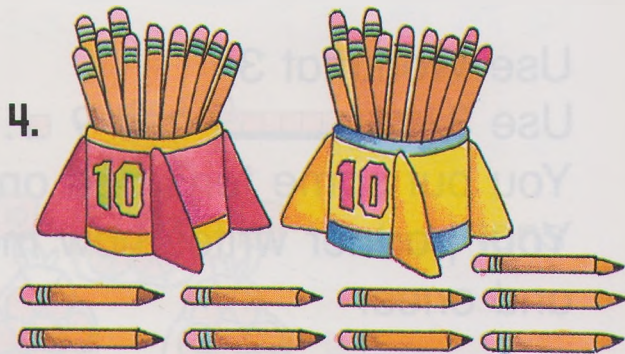
tens	ones



tens	ones



tens	ones



tens	ones

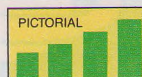
5. Count by ones.



1		3					8		
11									
								29	
				35					

6. Which number belongs in the ? _____

Numbers to 59



ate 4




and 3



How many  did he eat?



Use Workmat 3. Use 5  and 9 .

Use models to show the tens and ones.

Write the numbers.

1.



ate 4

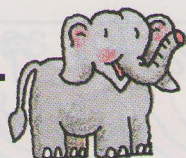


and 5



15

2.



ate 5



and 2



3.



ate 4



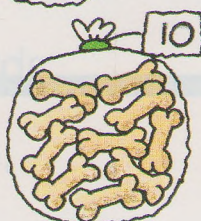
and 6



4.



has 4

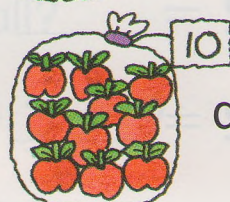


.

5.



ate 2



and 9



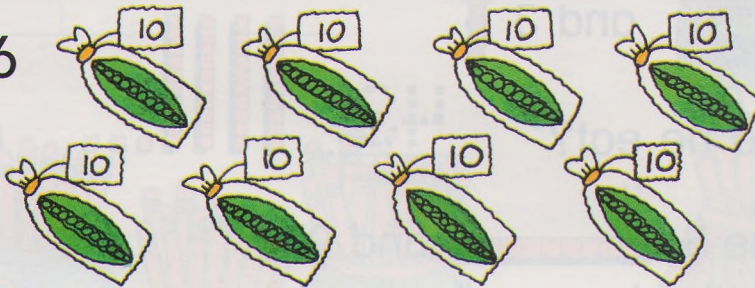


Ring the correct number.

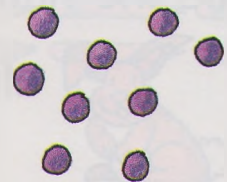
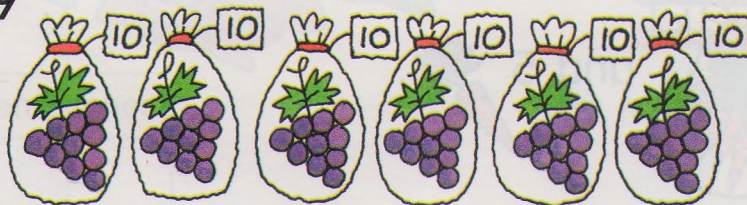
1. 43



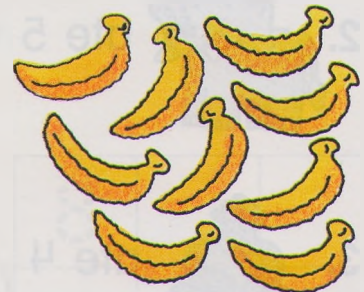
2. 56



3. 39



4. 58



Mixed Review

Add or subtract.

5. $5 - 2 =$ _____

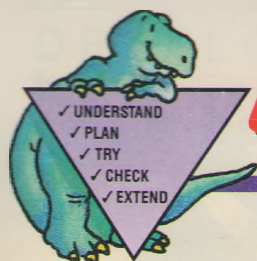
$3 + 2 =$ _____

$4 + 1 =$ _____

6. $4 - 2 =$ _____

$1 + 2 =$ _____

$5 - 4 =$ _____



Problem Solving

Strategy: Choosing the Correct Number Sentence

You can use a plan to solve problems.

There were 5 puppies.

2 more puppies came in.

How many puppies in all?

Understand

What do you know?

What do you need to find out?

Plan

What can you do?

Try

Try the plan.

Check

Does your answer make sense?

Extend

What have you learned?

Ring the number sentence that solves the problem.

Mr. Trent had 6 birds.

3 more birds came.

How many birds in all?

$$6 - 3 = 3 \quad 6 + 3 = 9$$

There were 5 puppies.
2 more came.
How many in all?

Add to find
how many in all.

$5 + 2 = 7$
7 puppies in all.

Yes. Join the groups
to make 7.

Join the groups.
Add.



There were 8 frogs.

2 frogs went away.

How many frogs were left?

Understand

What do you know?

What do you need to find out?

Plan

What can you do?

Try

Try the plan.

$$8 - 2 = 6$$

6 frogs were left.

Check

Does your answer make sense?

Yes. Take away some from the group to find 6.

Extend

What have you learned?

Subtract to find how many were left.

Ring the number sentence that solves the problem.

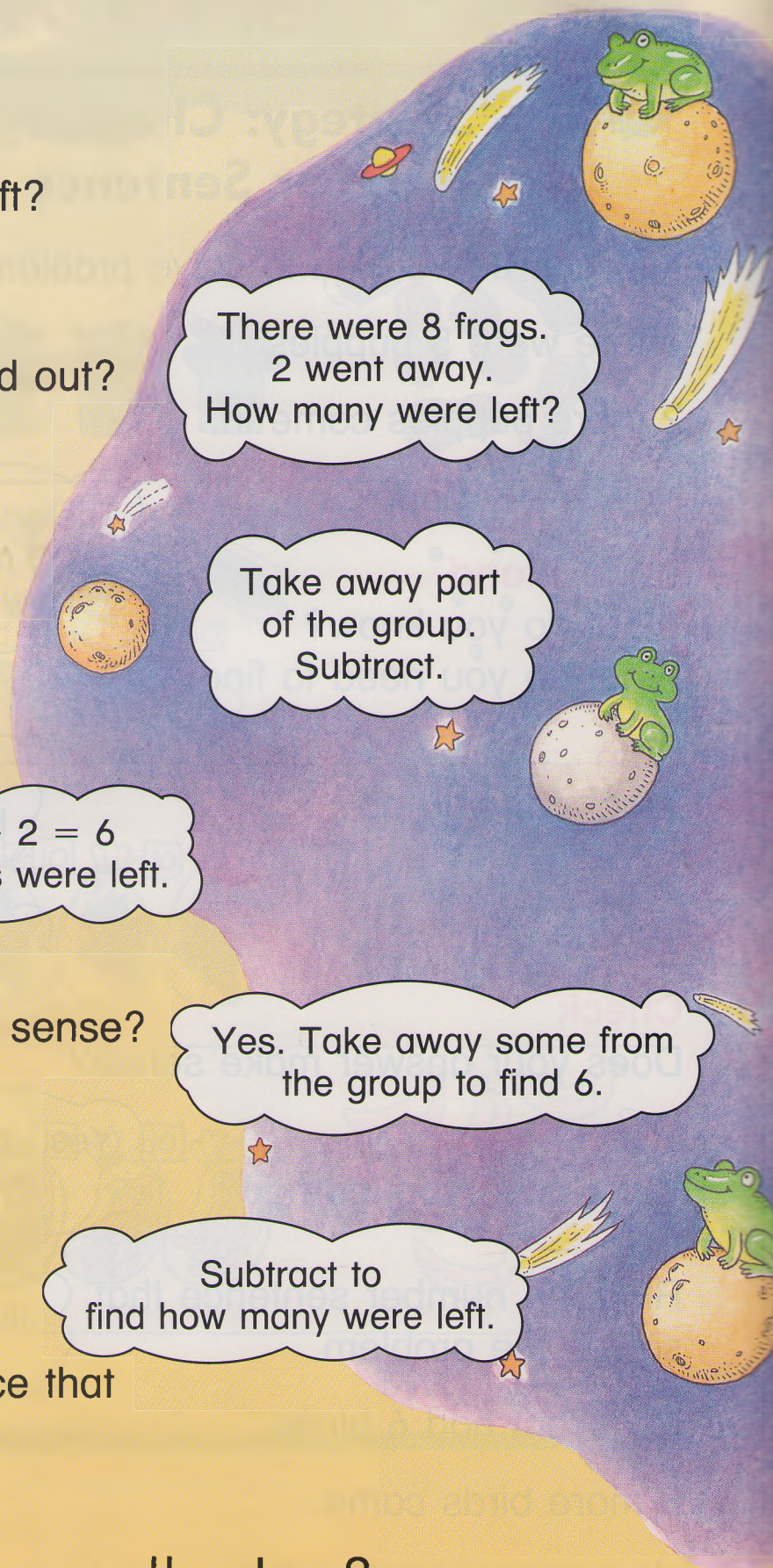
Mr. Trent had 4 bunnies.

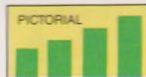
$$4 - 1 = 3$$

1 bunny went away.

How many bunnies were left?

$$4 + 1 = 5$$





Numbers to 79

63

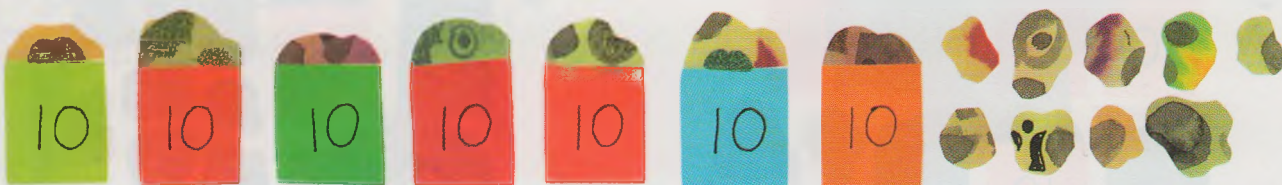


Ring the correct number of tens and ones.

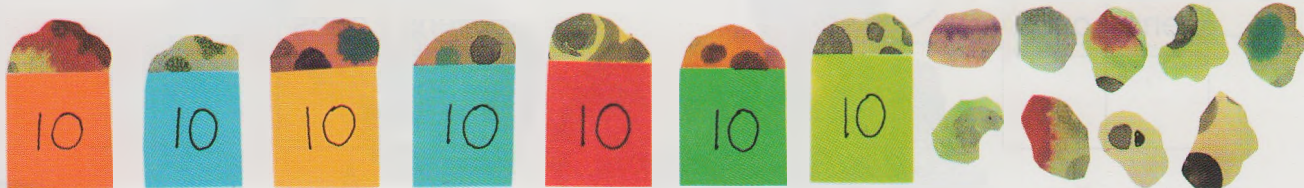
1. 74



2. 66



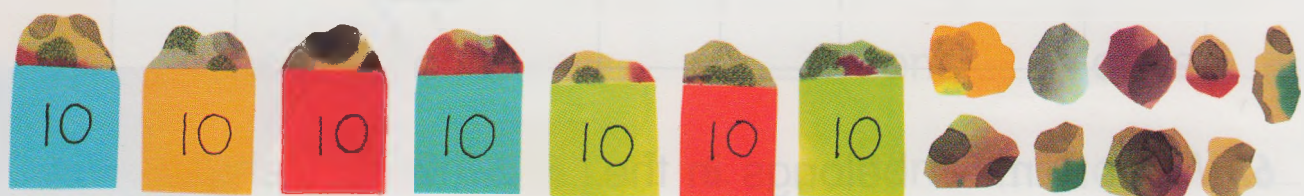
3. 79



4. 61

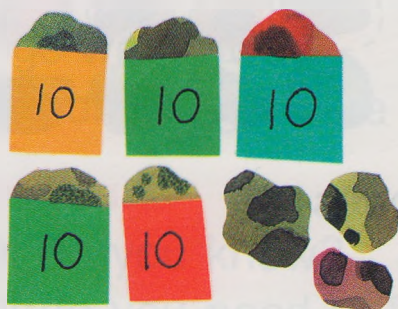


5. 70



Write how many tens and ones.
Then write the number.

1.



tens	ones
5	3

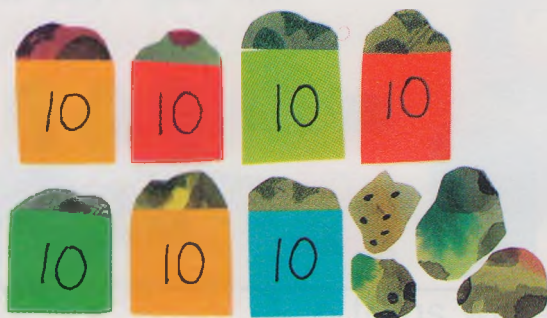
53

2.



tens	ones

3.



tens	ones

4.



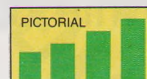
tens	ones

5. Count by ones.

41		43						49	
	52								
				65					
						77			

6. What number belongs in the ? _____

Numbers to 100



Working Together

Use Workmat 3, number cards, 9  and 9 .



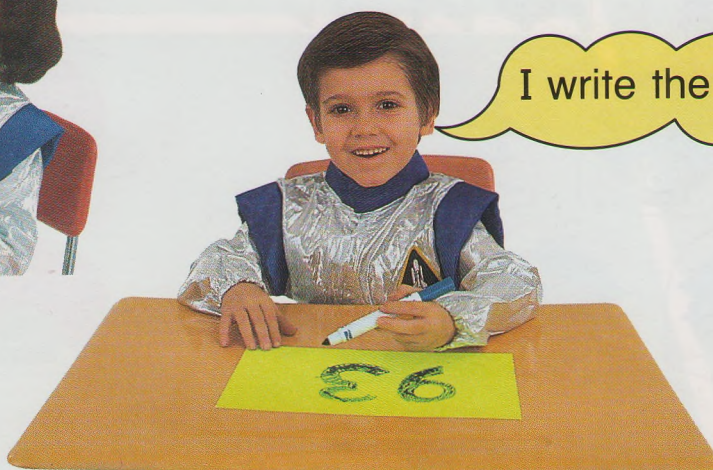
I pick a number for ones.



I pick a number for tens.



I write the number.



I write the tens and ones.

Pick your own numbers and show them.
Write the numbers.

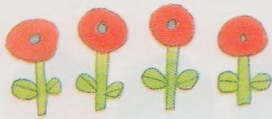
1. 9 tens 3 ones 93 2. _____ tens _____ ones _____

3. _____ tens _____ ones _____ 4. _____ tens _____ ones _____

5. _____ tens _____ ones _____ 6. _____ tens _____ ones _____

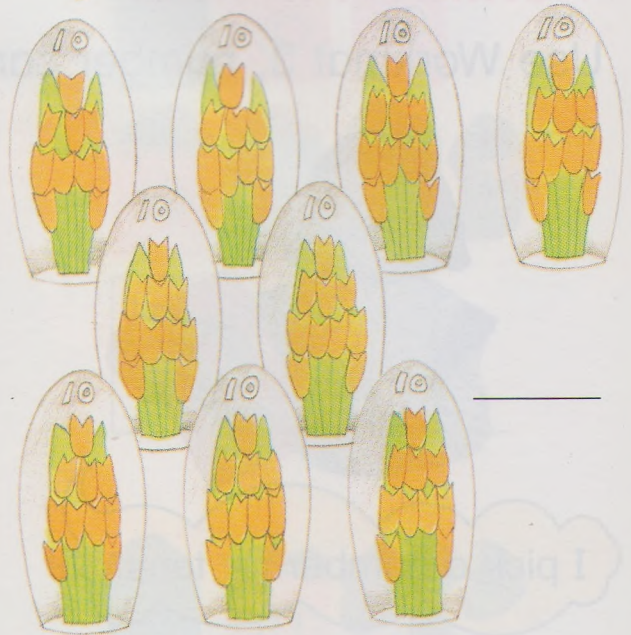
Write how many.

1.

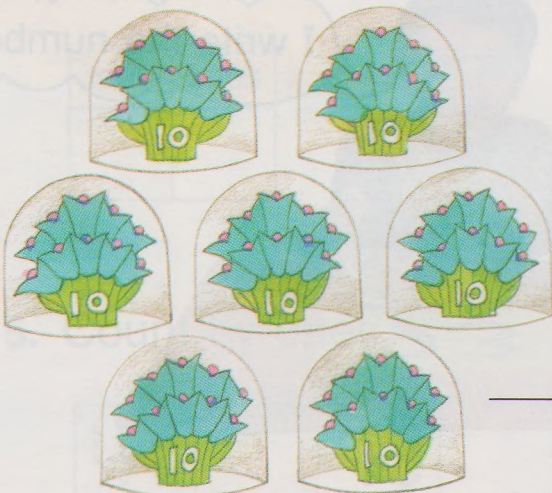


84

2.



3.



4.



Mixed Review

Add or subtract.

5. $4 + 1 =$ _____

$3 + 2 =$ _____

$2 + 2 =$ _____

6. $5 - 3 =$ _____

$4 - 2 =$ _____

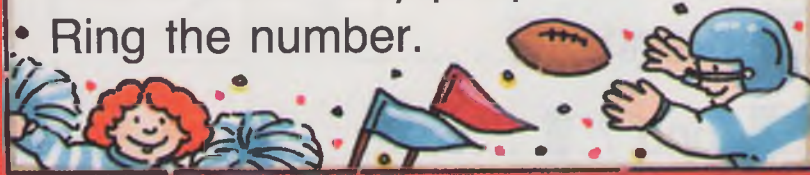
$5 - 0 =$ _____

Name _____

In the Ballpark

Thinking
MATHEMATICALLY

Estimate.
About how many people?
• Ring the number.

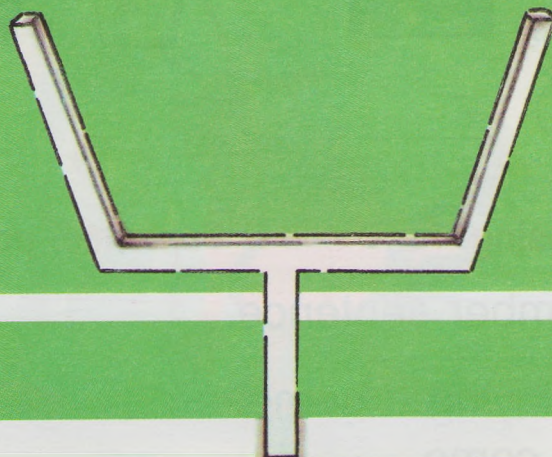


30 80

10 30



20 40




Extra Practice

Numbers to 59, pages 175–176

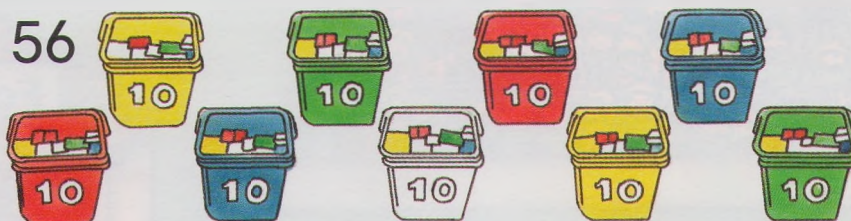
Write the numbers.

1. Sally has 3  and 8  . _____

2. Jim has 4  and 7  . _____

Ring the correct number.

1. 56



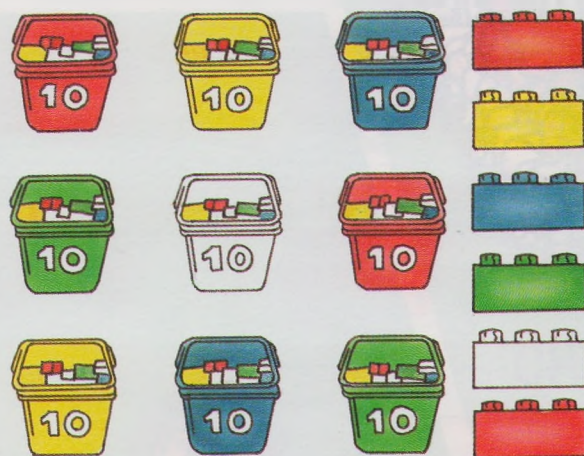
Numbers to 100, pages 181–182

Write how many.

1.



2.



Problem Solving: Choosing the Number Sentence, pages 177–178

Ring the correct number sentence.

1. 4 children are playing a game.
2 more children come.

$$6 - 2 = 4$$

How many children are playing altogether? $4 + 2 = 6$

DEVELOPING / UNDERSTANDING

Order

Count by ones. Write the numbers.

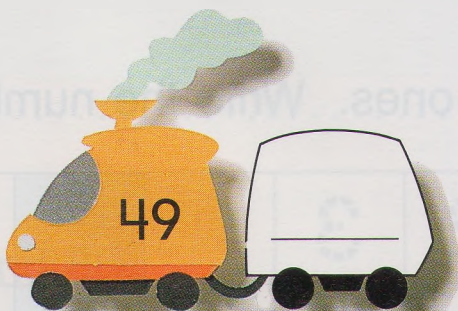
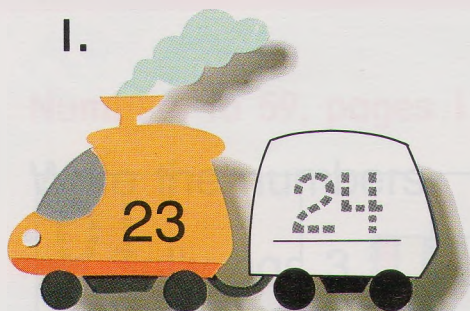
1	2	3							10
11									
					26				
			34						
									50
		53							
						67			
								79	
	82								
									100



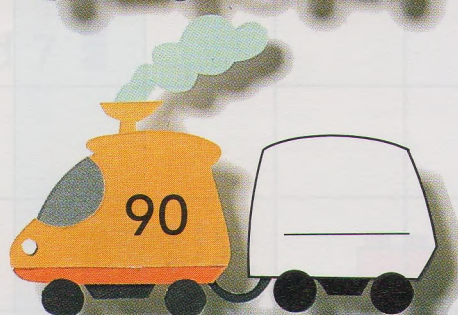
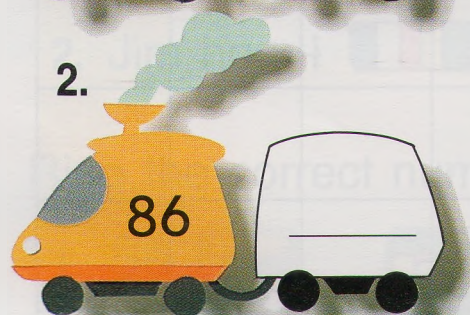
Talk about the patterns that you see.

Which number comes just after? Count on by ones.

1.

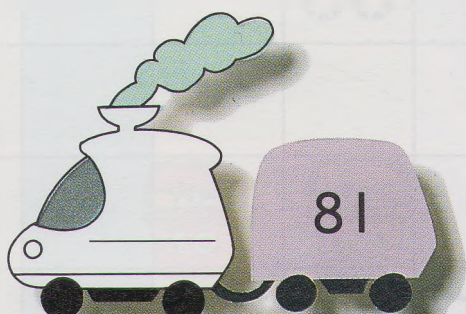
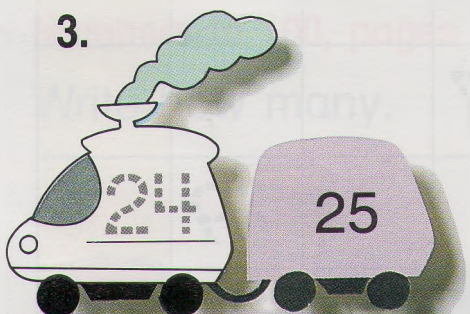


2.

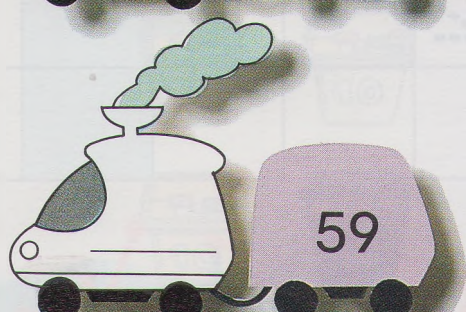
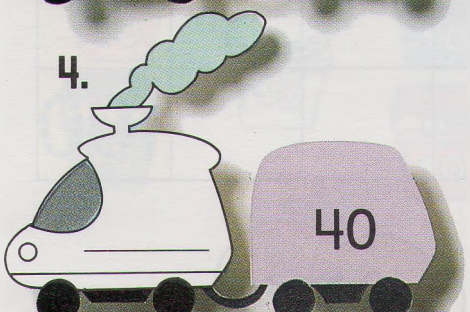


Which number comes just before? Count back by ones.

3.

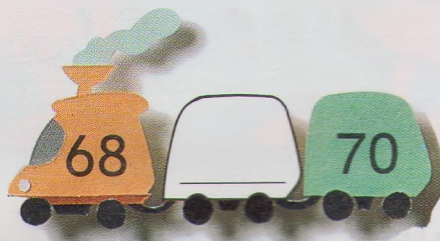
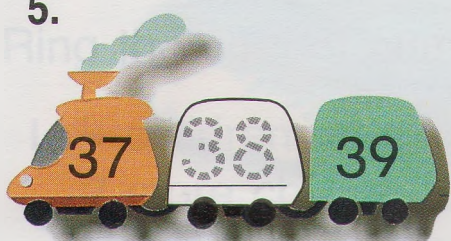


4.



Which number comes between?

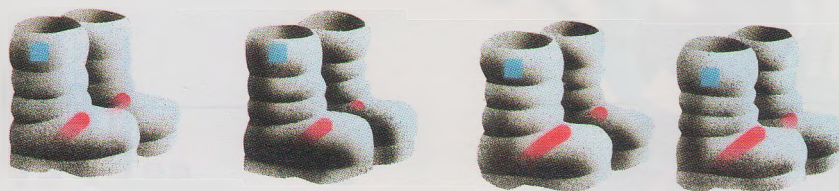
5.





Skip-Counting

How many? Count by twos. Write how many.



2

4

6

8

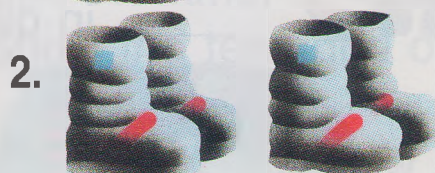
8

in all

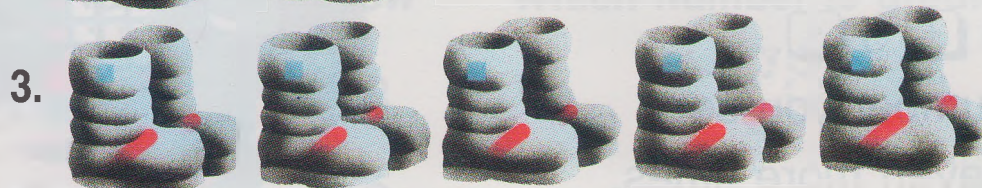
How many? Count by twos. Write how many.



_____ in all



_____ in all



_____ in all

4. Count by twos. Color these boxes blue .

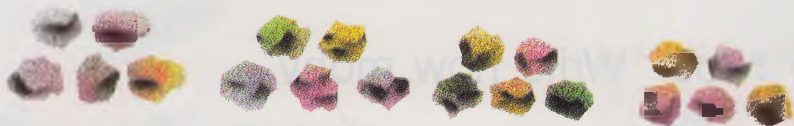
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

Count by twos.

5. 2, 4, _____, _____, 10, _____, _____, _____

6. 24, 26, _____, _____, _____, 34, _____, _____

Count by fives. Write how many.



5

10

_____ in all

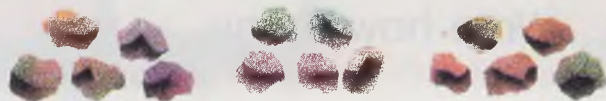
How many? Count by fives.

1.



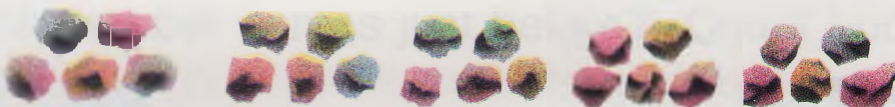
_____ in all

2.







_____ in all

3.



_____ in all

4. Use a  to count by fives.

Press  0  5 .

Write the number you see.

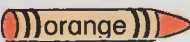
Press  seven more times.

Each time write the number you see.

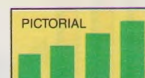
5

, _____, _____, _____, _____, _____, _____, _____



5. Count by fives. Color these boxes .

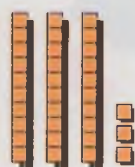
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80



DEVELOPING / UNDERSTANDING

Greater and Less

42





33



42 is greater
than 33.

Working Together

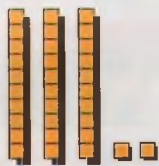
Use Workmat 3. Use 5  and 8  .
Show the tens and ones on your mat.

	Show	Show	Which number is greater?
1.	23	28	<u>28</u>
2.	42	52	_____
3.	34	18	_____

Use models
for help.

Ring the number that is greater.

4. 15 19 27 24 56 58
5. 36 46 80 70 95 75
6. 54 61 75 68 93 84



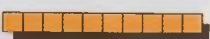

32



29



Working Together

Use Workmat 3. Use 8  and 8  .
Show the tens and ones on your mat.

	Show	Show	Which number is less?
1.	13	17	<u>13</u>

2.	38	36	_____
----	----	----	-------

3.	67	72	_____
----	----	----	-------

4. Show 86. Show the number that is 1 less.

Which number did you show? _____

Use models for help.

Ring the number that is less.

5. 22 26

37 35

15 18

6. 19 29

43 63

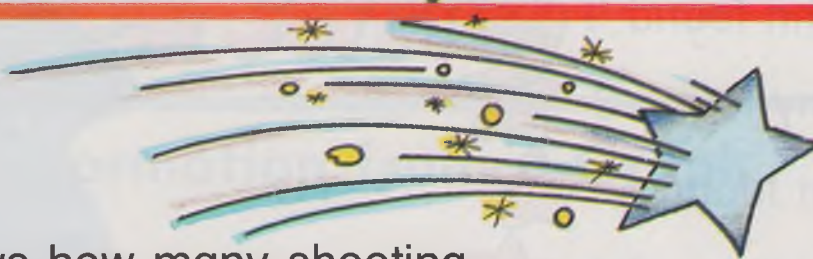
70 60

7. 58 61

65 82

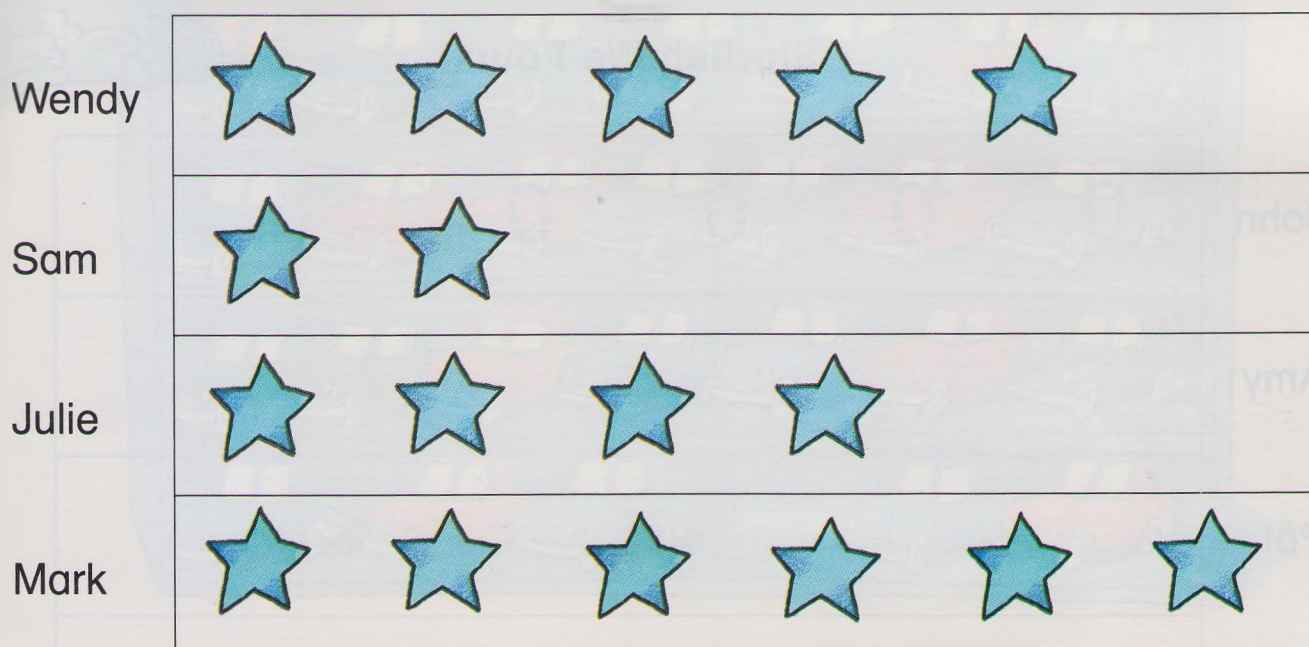
90 89

Graphing





The pictograph shows how many shooting stars each child saw.


Stars We Saw




1. How many  did Sam see? 2

2. How many  did Julie see? 4

3. How many  did Wendy see? 5





4. Who saw the most  ? Mark

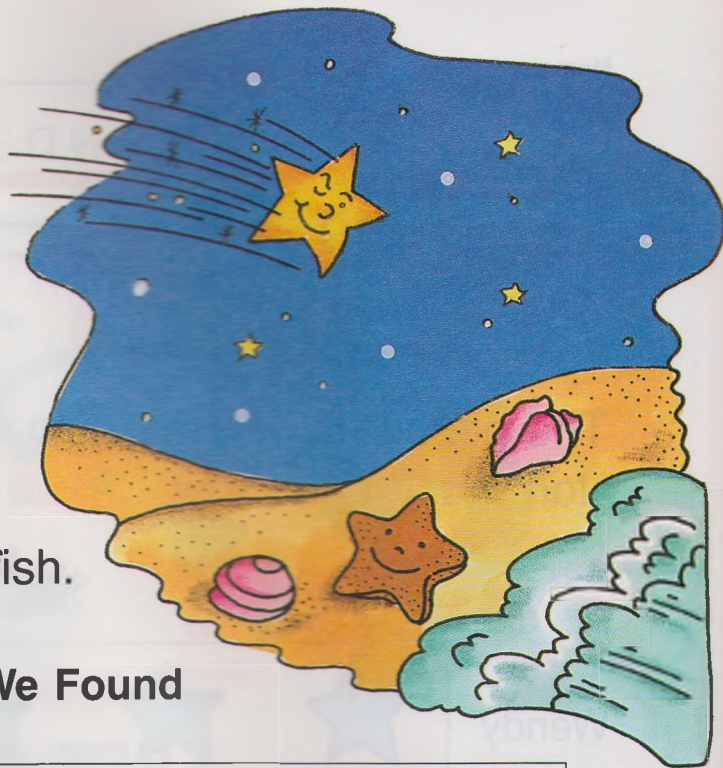
Ring.

5. Who saw more  ?

Sam Wendy







John found 4 
 Amy found 3 
 Pat found 5 
 José found 6 




Draw a circle to show each starfish.

Starfish We Found


John				
Amy				
Pat				
José				


1. How many  did Pat find? _____

2. How many  did John find? _____

3. Who found the most  ? _____

Ring.

4. Who found more  ?
 Amy Pat

 5. Write your own question.

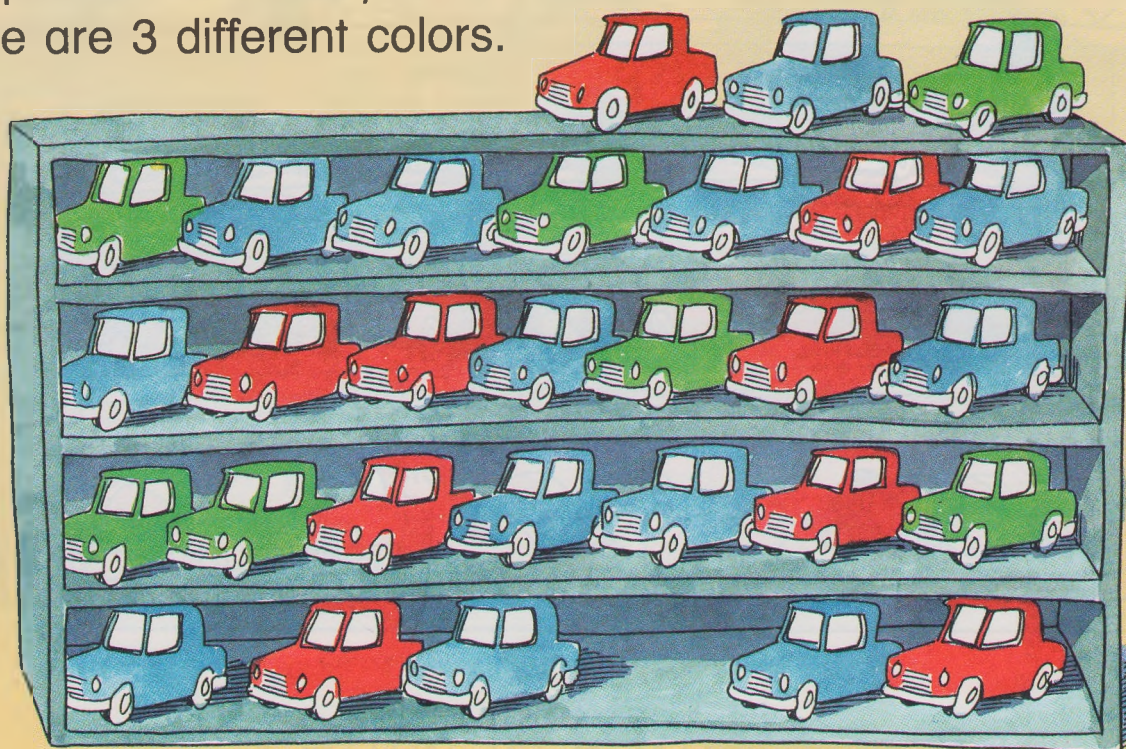
Use your own paper.



Problem Solving


Using Information from a Graph

The picture shows toy cars.
There are 3 different colors.

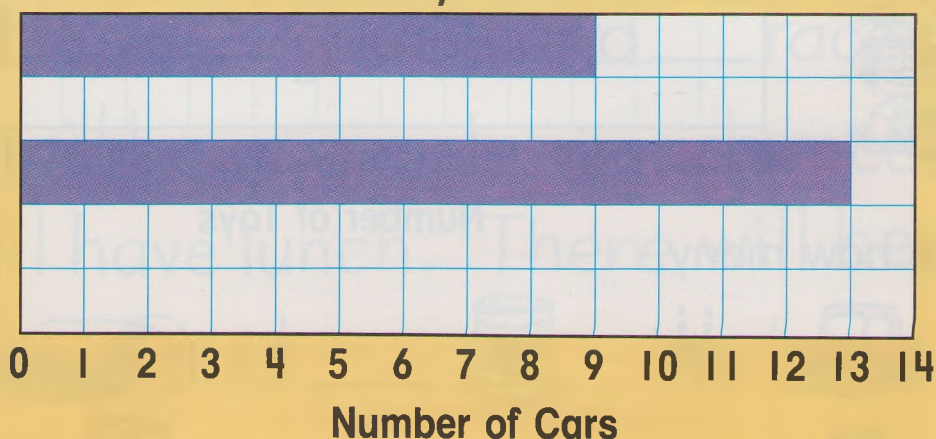
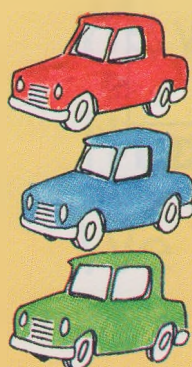


This is a **bar graph**.

Each box stands for 1 car.

Color to show how many .

Toy Cars



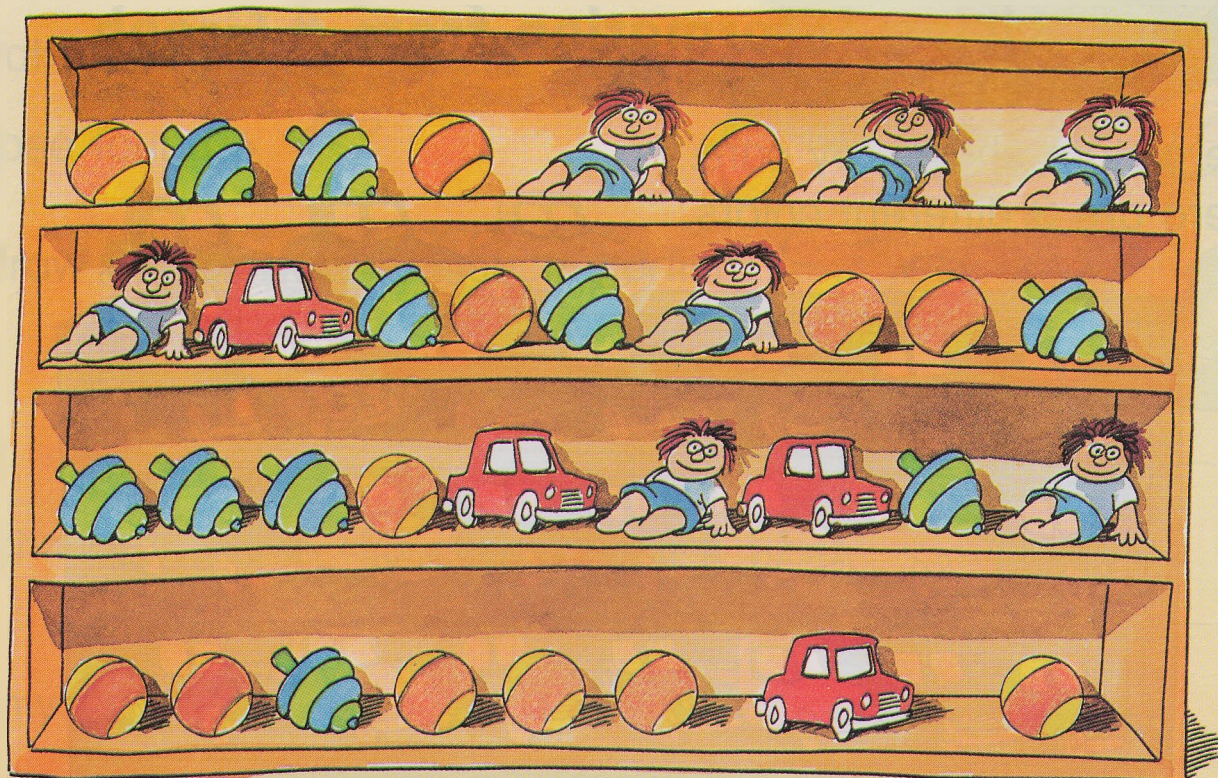
Write how many.

1.  _____

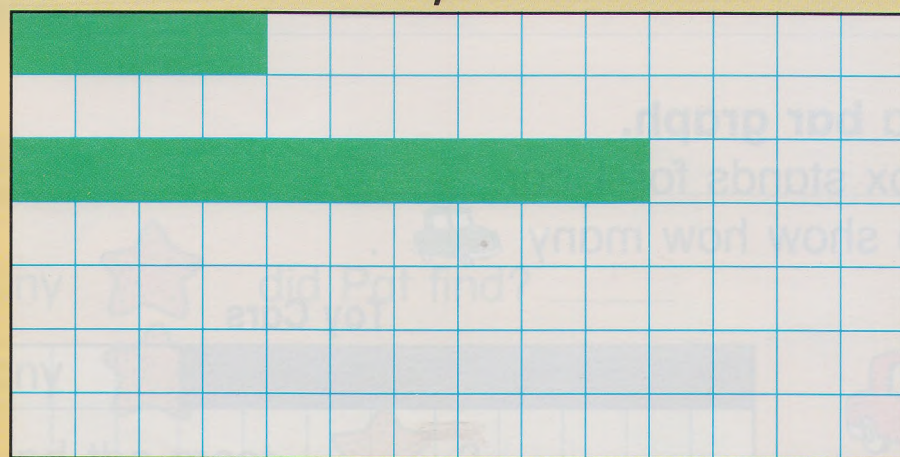
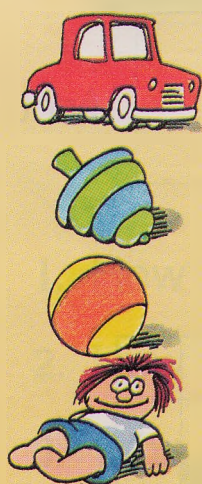
2.  _____

3.  _____

Complete the graph.
Then use it to solve each problem.



Toys



0 1 2 3 4 5 6 7 8 9 10 11 12 13 14

Number of Toys

Write how many.

1. _____

2. _____

3. _____

4. _____

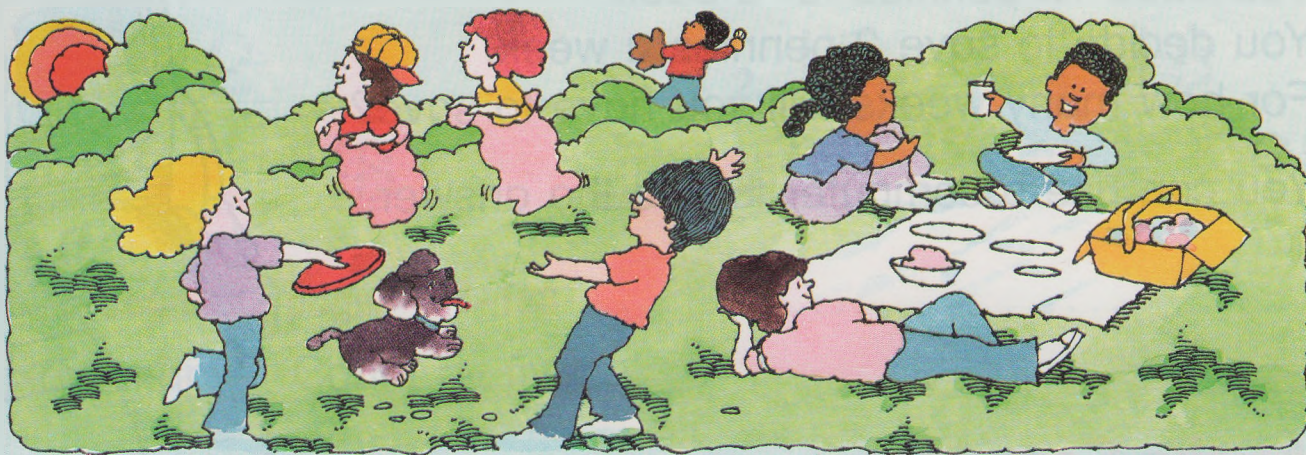


5. Tell a story about the toys.



Decision Making




Problem Solving: Planning a Picnic



Plan a picnic for your class.

I. Write the numbers.

Letter to Parents

Our class is having a . It will last ____ hours. There will be ____ people. We will have ____ games and ____ races. There will be ____ people in each race. We will have lunch. There will be ____  and ____ . We hope you can come.

Technology

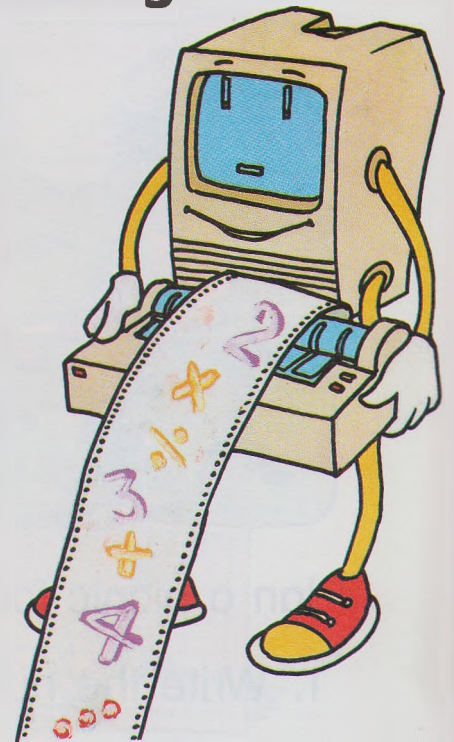
Computer Spreadsheet: Skip-Counting

You need 12 pennies for a book.

You decide to save 2 pennies a week.

For how many weeks will you have to save?

You can use a computer to find the answer.



At the Computer

Run the program SKIP-COUNTING.

You can save 12 pennies in _____ weeks.

1. What if you save 3 pennies a week? _____ weeks
2. What if you save 4 pennies a week? _____ weeks
3. You need 16 pennies for a pen.
You save 4 pennies a week.
For how many weeks will you have to save? _____ weeks
4. You need 15 pennies for a ball.
You save 3 pennies a week.
For how many weeks will you have to save? _____ weeks
5. Take turns.
Tell how many pennies are needed.
Tell how many pennies are saved each week.
Have your partner find for how many weeks
you will have to save.

6. Tell how a computer can help you solve problems.

Extra Practice

Order, pages 185–186

Count by ones. Write the numbers.

1. 1 2 _____

2. 15 _____ 18 _____

3. 46 _____ 48 _____

4. 94 _____ 98 _____

Skip-Counting, pages 187–188

How many? Count by fives.



1. 5 10 _____ in all

Count by twos.

2. 70 , 72 , _____ , _____ , _____ , 80 , _____ , _____

Greater and Less, pages 189–190

Ring the number that is greater.

1. 16 19 38 48 72 67

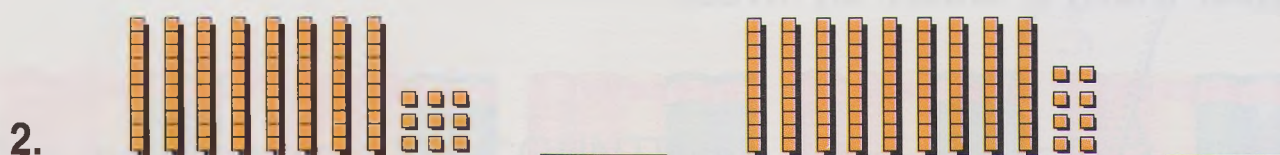
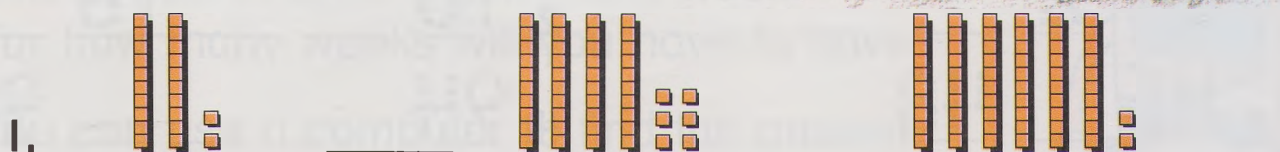
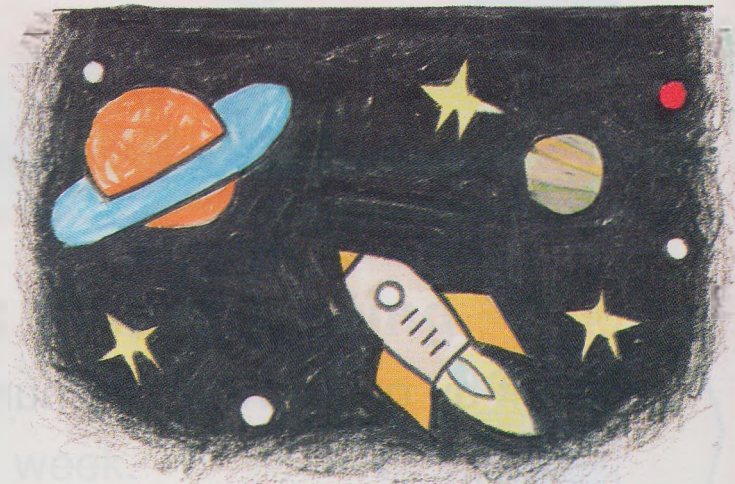
Ring the number that is less.

2. 22 32 49 51 60 50

Practice Plus

Key Skill: Numbers to 100, page 182

Write the numbers.



Key Skill: Order, page 186

Which number comes just after? Count on by ones.

1. 21, 22 36, _____ 78, _____
2. 69, _____ 55, _____ 80, _____

Which number comes just before? Count back by ones.

3. 27, 28 _____, 62 _____, 80
4. _____, 74 _____, 91 _____, 39

Which number comes between?

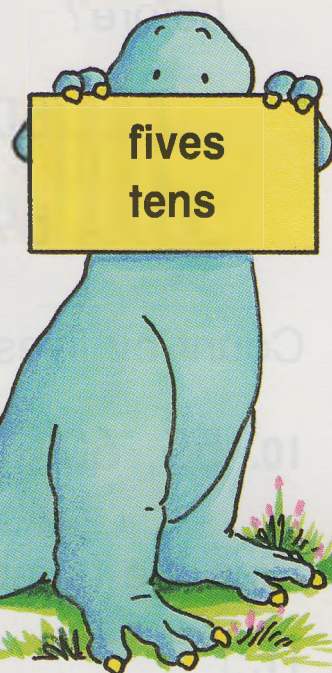
5. 33, 34, 35 47, _____, 49
6. 68, _____, 70 89, _____, 91

Chapter Review

Language and Mathematics

Choose the correct word.

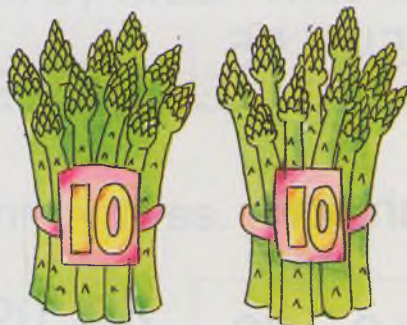
1. In 25 the 2 means 2 _____.
2. 5, 10, 15, 20 shows
counting by _____.



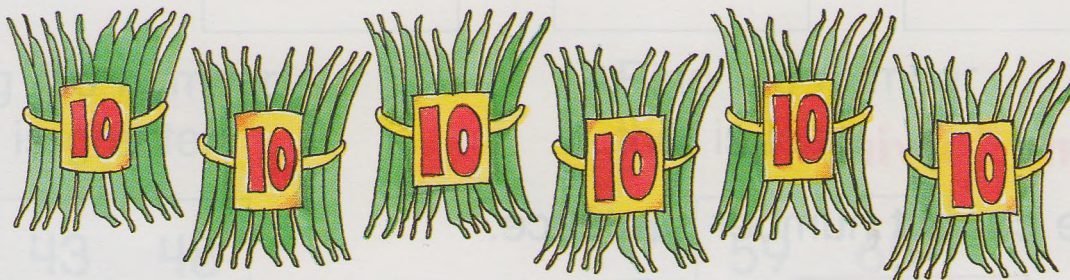
Concepts and Skills

Write the number.

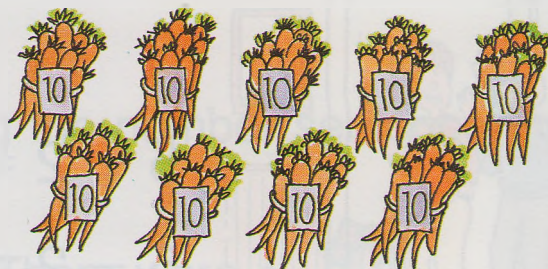
3.



4.



5.



Write the missing numbers.

6. 59, _____, _____, 62, 63, _____, _____, _____

7. Which number comes just before?

____, 50

____, 89

8. Which number comes just after?

97, ____

64, ____

9. Which number comes in between?

79, ____, 81

58, ____, 60

Count by fives.

10. 55, 60, ____, ____, ____, ____, ____, ____

Ring the number that is less in each box.

11.

48 32

73 80

54 55

Ring the number that is greater in each box.

12.

36 16

91 79

63 73

Problem Solving

Ring the correct number sentence.

13.



$$5 + 2 = 7$$

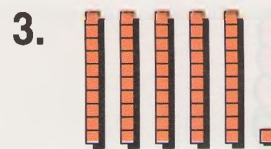
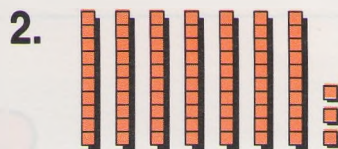
$$5 - 2 = 3$$



14. Start with 5. Skip count by tens.
Talk about the pattern.

Chapter Test

Write the number.



Count by ones. Write the numbers.

4. 66, 67, _____, _____, 70, _____, _____, _____

Count by twos. Write the number.

5. 2, 4, _____, _____, _____, 12, _____, _____

Count by fives. Write the number.

6. 20, 25, _____, _____, _____, 45, _____, _____

Ring the number
that is greater.

7.


43	48
----	----


Ring the number
that is less.

8.

59	65
----	----

Ring the number sentence that solves the problem.

9. There were 6 .

Jean opened 2 .

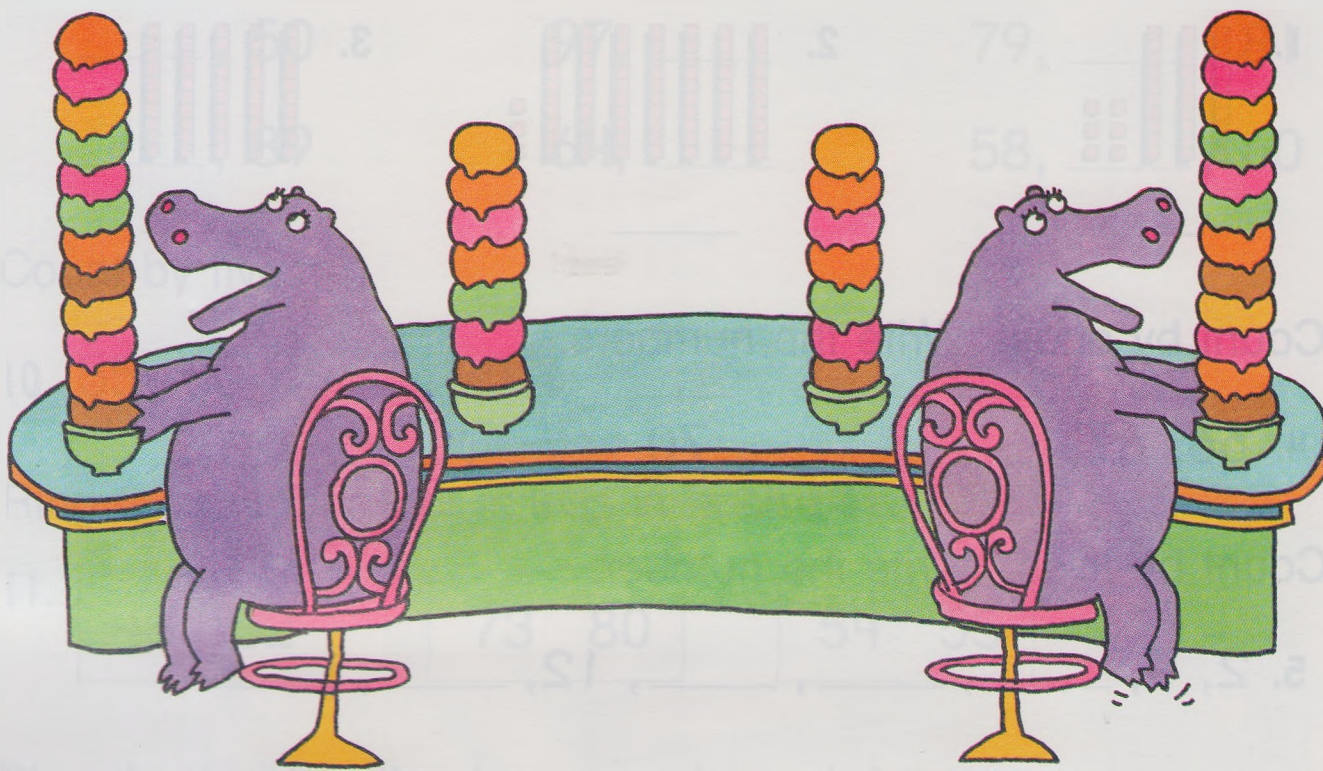
How many were left?

$$6 - 2 = 4$$

$$6 + 2 = 8$$

Enrichment For All

Greater Than and Less Than



$$12 > 7$$

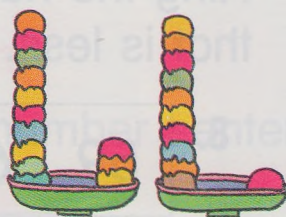
12 is greater than 7.

$$7 < 12$$

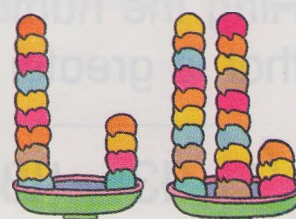
7 is less than 12.

Write $>$ or $<$.

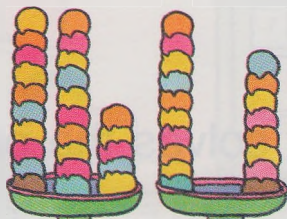
1. $13 \bigcirc 11$



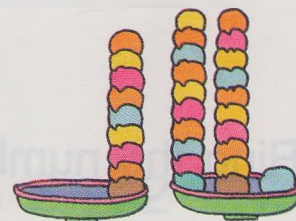
2. $14 \bigcirc 23$



3. $25 \bigcirc 18$



4. $9 \bigcirc 21$



5. $9 \bigcirc 4$

6. $15 \bigcirc 31$

7. $20 \bigcirc 32$

8. $25 \bigcirc 52$

9. $81 \bigcirc 39$

10. $41 \bigcirc 67$

Cumulative Review

Fill in the ☐ to answer each question.

What is the number?

1. eight

7 8 9 10
☐ ☐ ☐ ☐

2. three

1 2 3 4
☐ ☐ ☐ ☐

Add.

3.
$$\begin{array}{r} 1 \\ 2 \\ + 3 \\ \hline \end{array}$$

6 7 8 9
☐ ☐ ☐ ☐

4. $5 + 4$

7 8 9 10
☐ ☐ ☐ ☐

Subtract.

5. $7 - 2$

7 6 5 4
☐ ☐ ☐ ☐

6. $8 - 5$

3 4 5 6
☐ ☐ ☐ ☐

7. Complete.

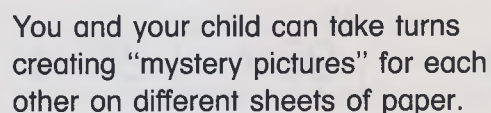


$$6 - 4 = \underline{\quad ? \quad}$$

1 2 3 4
☐ ☐ ☐ ☐

HOME ACTIVITIES

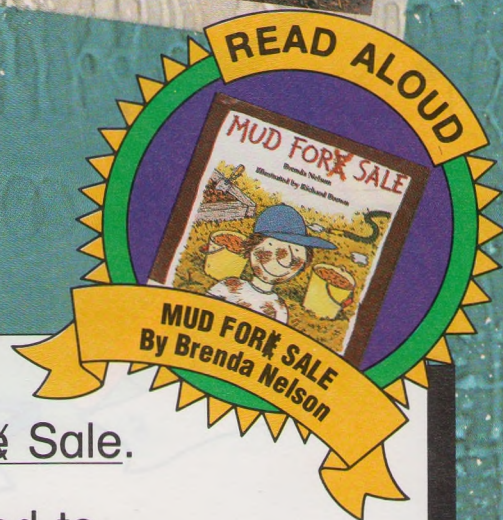
A horizontal illustration of a landscape. On the left, there are green bushes and small pink flowers. A blue stream flows from the left towards the center. To the right of the stream is a large, dark green bush. Further right is a grey rock with three small black marks on it. The background is a light blue sky with a few small white clouds.



Money

CHAPTER

7



Listen to the story Mud For Sale.




Tell what coins the boys used to buy the mud. much money.

EXPLORING A CONCEPT

Money

Working Together

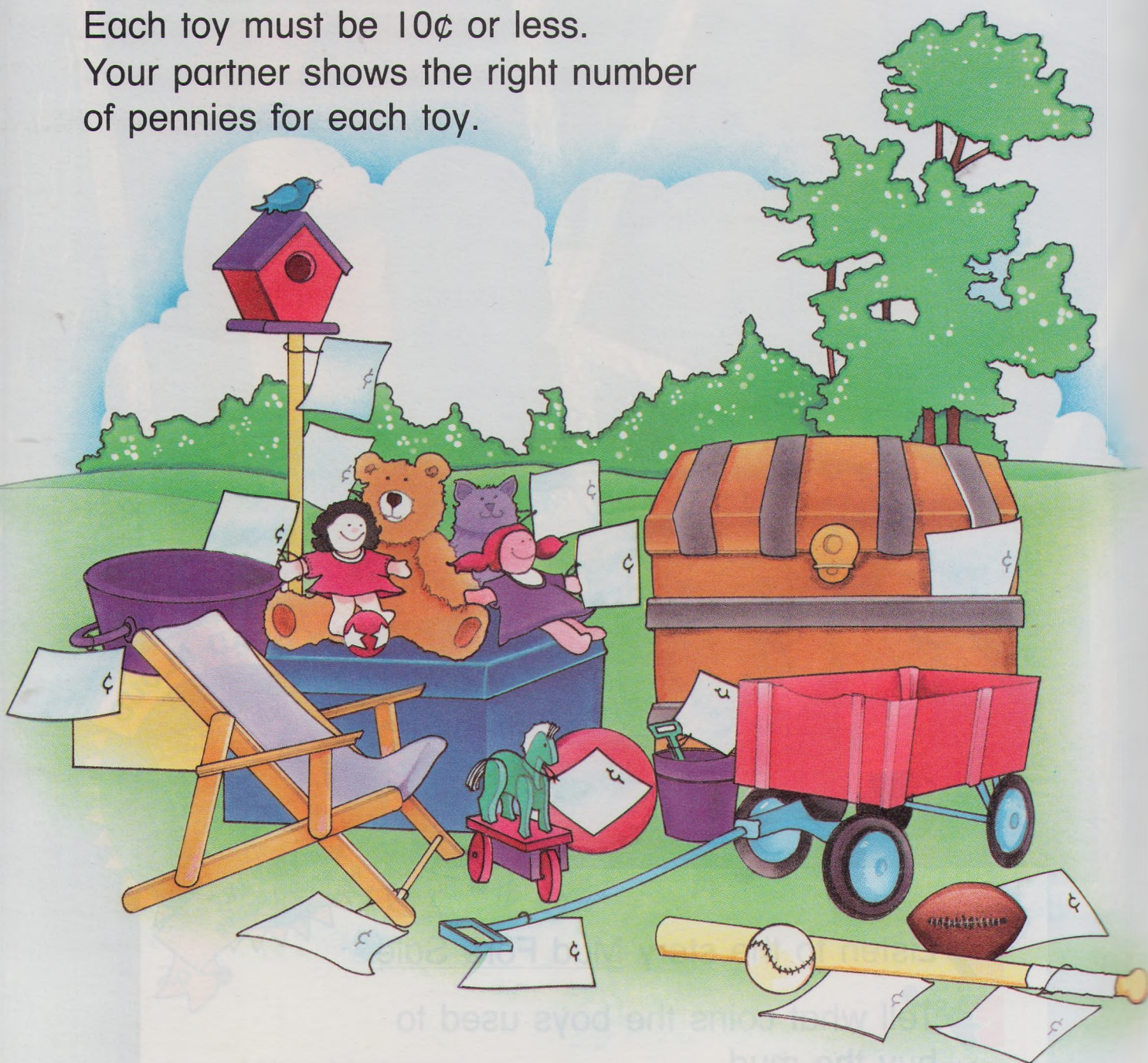
Pretend you are having a sale.


Use 10  .

Write a price on each tag.

Each toy must be 10¢ or less.

Your partner shows the right number of pennies for each toy.



 Talk about the toys you would like to buy.



Pennies and Nickels



1 penny
1 cent
1¢

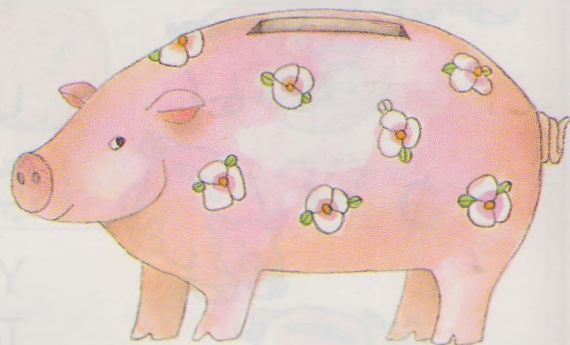


5 pennies
5 cents
5¢



1 nickel
5 cents
5¢

I count on to find how much.



5 ¢, 6 ¢, 7 ¢, 8 ¢

How much money? 8 ¢

Working Together

Use 1  and 10 .

Choose one  and some .

Your partner tells how much money.
Take turns.



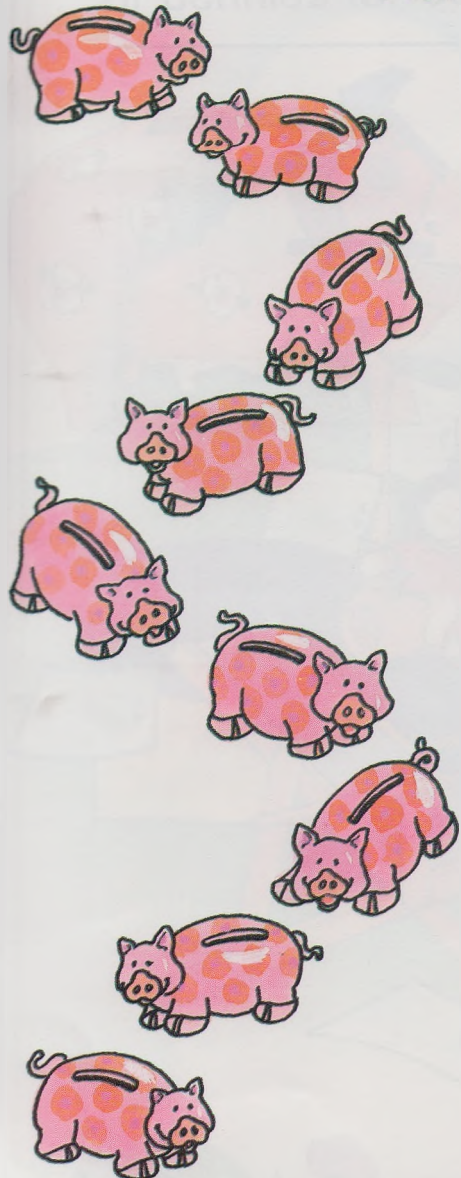


I count by fives. Then I count on to find how much.



5 ¢, 10 ¢, 15 ¢, 16 ¢, 17 ¢

How much money? 17 ¢



Working Together

Use 4  and 4 .

Choose some  and some .

Your partner counts to find how much.
Take turns.

Write how many of each. Write how much.

1.	<u>3</u> 	<u>4</u> 	<u>19</u> ¢
2.			_____ ¢
3.			_____ ¢
4.			_____ ¢



Pennies, Nickels, and Dimes



10¢



10¢



1 dime
10 cents
10¢

Count by tens. Then count on.



10 ¢ , 20 ¢ , 30 ¢ , 31 ¢ , 32 ¢

How much money? 32 ¢

Working Together





Use 5  , 5  , and 2  .

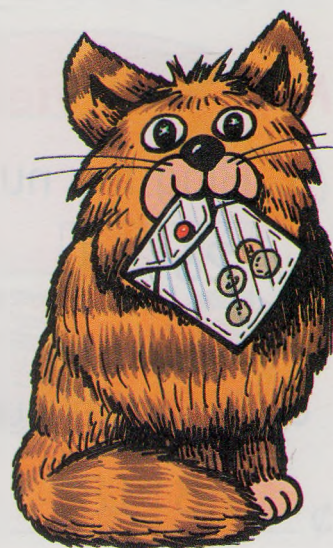
You spin for dimes.

Your partner spins for pennies.

Take turns.

Write how many of each. Write how much.

1. _____		_____		_____ ¢
2. _____		_____		_____ ¢





I count by tens and fives.



10 ¢, 20 ¢, 30 ¢, 35 ¢, 40 ¢

How much money? 40 ¢

Use 3 , 4 , and 5 .

Show the coins.

Count to find how much.

How much?

1. Dan has 1  and 3 .

25 ¢

2. Kate has 3  and 2 .

 ¢

3. Ana has 1  and 3 .

 ¢

4. José has 2  and 4 .

 ¢

Mixed Review

5. Ring the number that is greater.

26 14

18 16

13 15

41 39

6. Ring the number that is less.

28 18

13 11

14 19

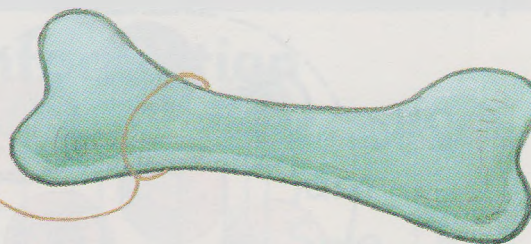
32 41



DEVELOPING / UNDERSTANDING

Counting Sets of Coins

Count by tens, fives, and ones.

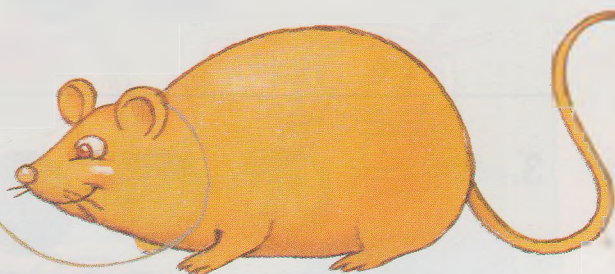


10 ¢, 20 ¢, 25 ¢, 26 ¢, 27 ¢

Count the money.

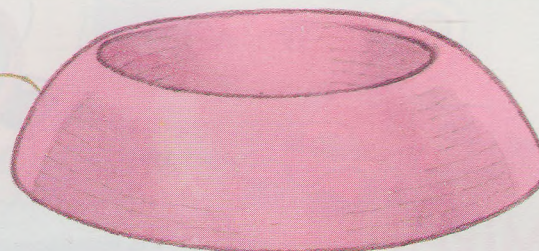
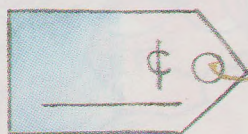
Write the amount in the price tag.

1.



_____ ¢, _____ ¢, _____ ¢, _____ ¢, _____ ¢, _____ ¢

2.



_____ ¢, _____ ¢, _____ ¢, _____ ¢, _____ ¢, _____ ¢

Ring the coins that show the amount.

1.



2.

36¢



3.

48¢



Mixed Review

Write the missing number.

4.

16		18
----	--	----

43		45
----	--	----

19		21
----	--	----





Problem Solving

Identifying Extra Information

At the yard sale, a top costs 4¢.

A ball costs 5¢.

A toy car costs 3¢.

Jodi bought a ball and a top.

How much did she spend?

What do you know?

A top costs 4¢.

A ball costs 5¢.

What do you need to find out?

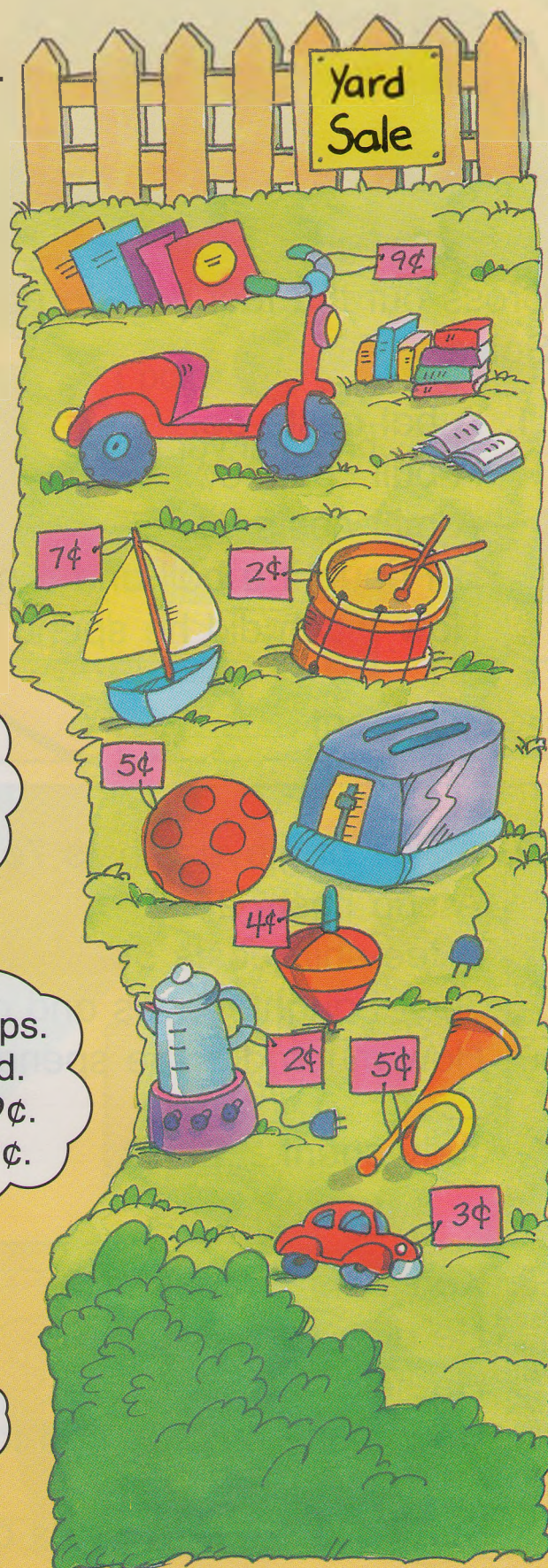
How much Jodi spent for a ball and a top.

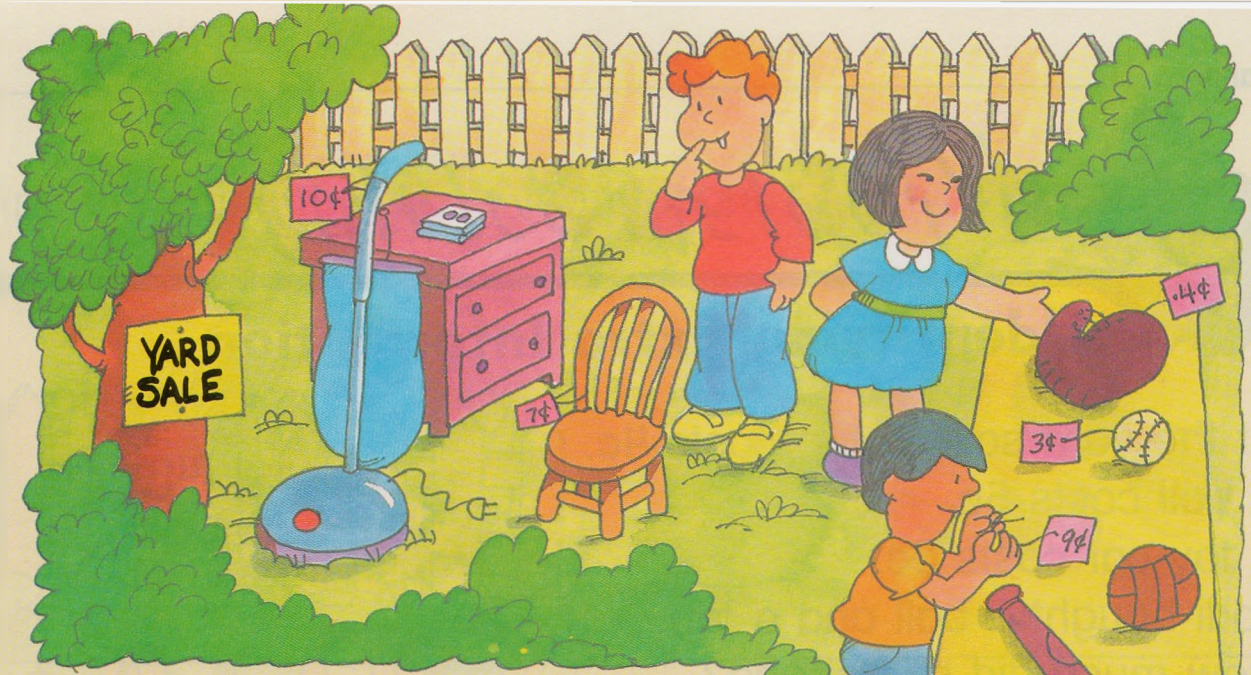
What can you do?

Join the groups.
You can add.
 $4¢ + 5¢ = 9¢$.
Jodi spent 9¢.

What fact don't you need?

A toy car costs 3¢.





Cross out the fact you do not need.
Solve.

1. A bat costs ~~6¢~~.
A ball costs 3¢.
A mitt costs 4¢.
Bill bought a ball and a mitt.
How much did he spend?

Bill spent 7 ¢.

2. A pair of gloves costs 7¢.
A cap costs 2¢.
A tee-shirt costs 5¢.
Judy bought gloves and a cap.
How much did she spend?

Judy spent _____ ¢.

3. Ken sells 6 records.
He also sells 2 tapes.
He sells 3 books.
How many records and tapes does he sell?

Ken sells _____ records and tapes.

Toy Hunt

Use the clues.
Ring the correct toy.



I paid

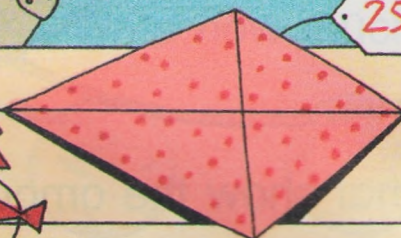
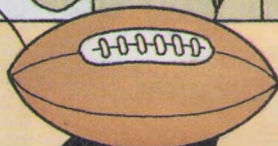


My toy is round.

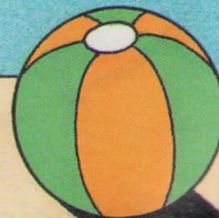


25¢

30¢



25¢

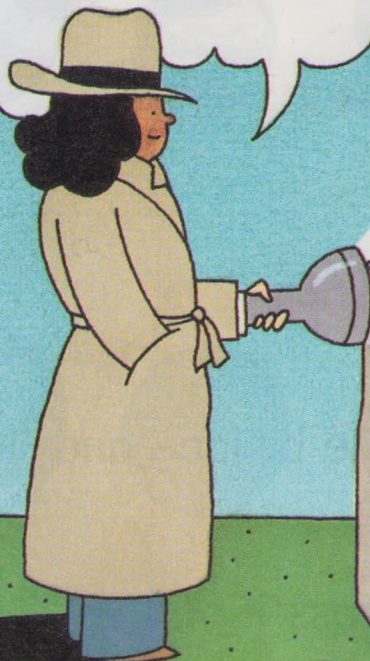


30¢

I paid



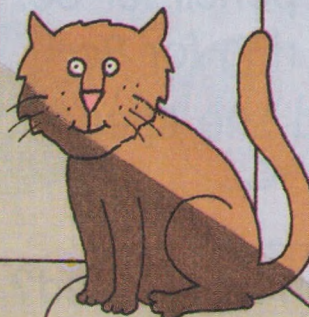
My toy is brown.



23¢



23¢



13¢



13¢

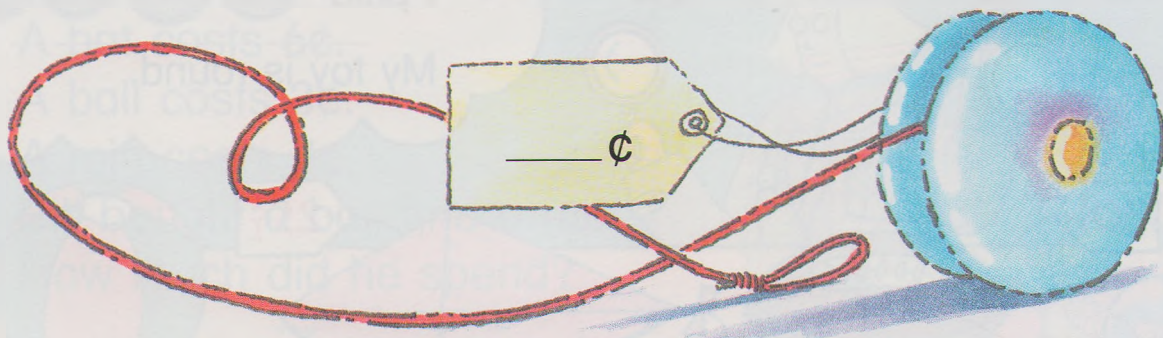
Extra Practice

Counting Sets of Coins, pages 211–212

Count the money.

Write the amount in the price tag.

1.



Ring the coins that show the amount.

2. 29¢



Problem Solving: Extra Information, pages 213–214

Solve.

1. Ann bought a balloon for 3¢.

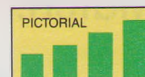
She bought a pencil for 6¢.

She bought a ring for 8¢.

How much did she spend for the balloon and

the pencil? _____ ¢

Which fact don't you need? Cross it out.



DEVELOPING / UNDERSTANDING

Quarters



25¢



25¢



1 quarter
25 cents
25¢

Talk about other ways to show 25¢.

Use 1  , 1  , 3  , 4  .

Count on to find how much. Write how much.

1.



25 ¢, 26 ¢, 27 ¢, 28 ¢ 28 ¢

2.



_____ ¢, _____ ¢, _____ ¢, _____ ¢ _____ ¢

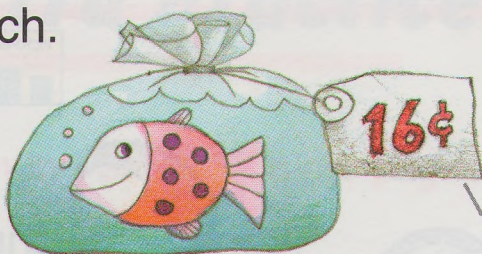
3.



_____ ¢, _____ ¢, _____ ¢, _____ ¢ _____ ¢

Match.

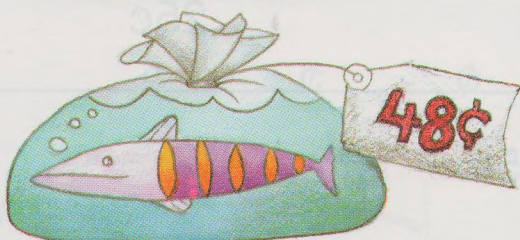
1.



2.



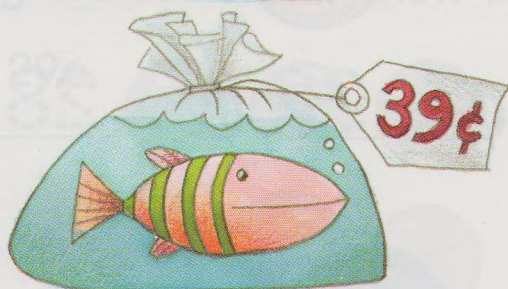
3.



4.




5.



Reasoning

Use , , and .

Make the same amount as a .

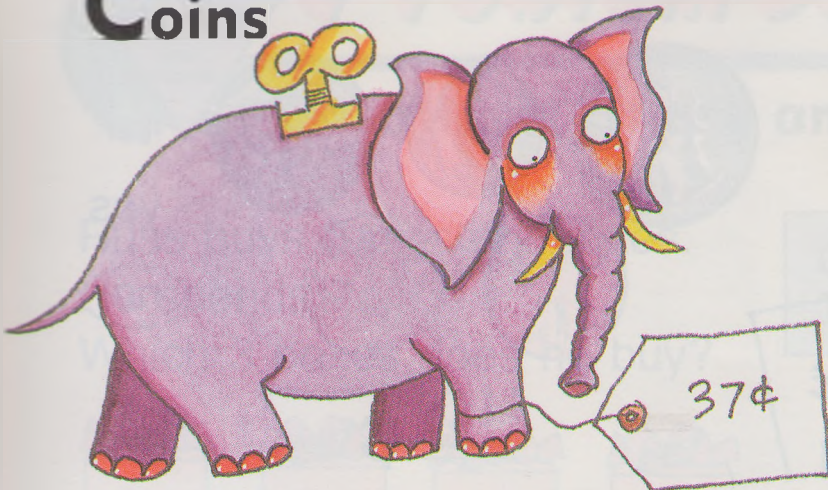
Think of as many ways as you can.



half dollar
50 cents
50¢

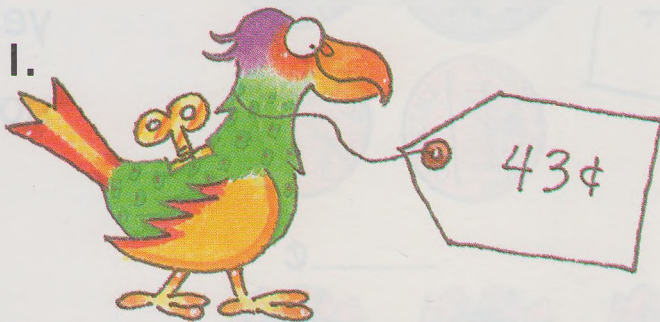
DEVELOPING / UNDERSTANDING

Coins

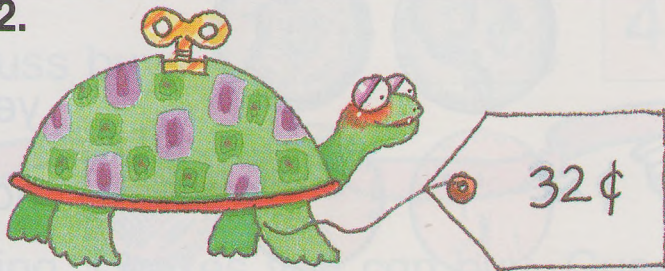


Mark the coins that show the price.

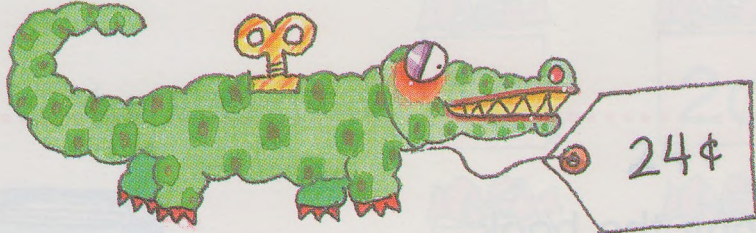
1.



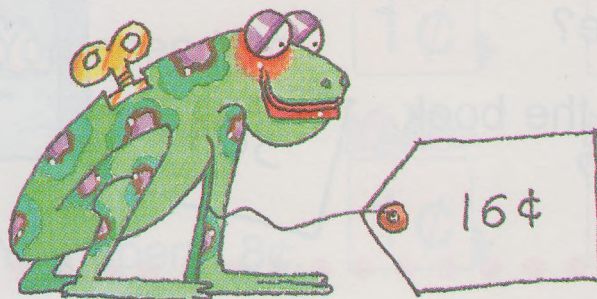
2.



3.

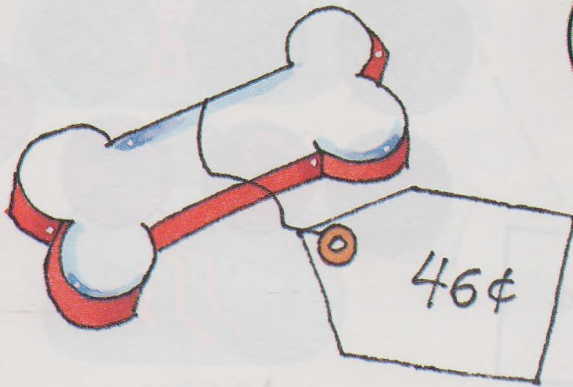


4.



Write how much money you have.
Ring if you have enough.

1.

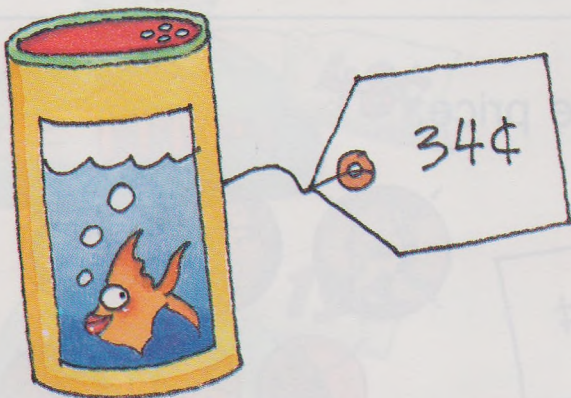


yes

no

42 ¢

2.



yes

no

_____ ¢

3.



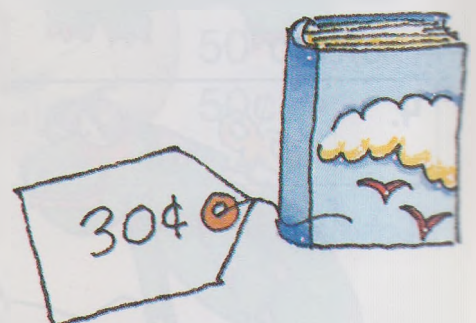
yes

no

_____ ¢

....Challenge

- Jane uses 2 coins to buy the book.
Which coins does she use?
- Sam uses 6 coins to buy the book.
Which coins does he use?





Problem Solving

Strategy: Guess and Test

Russ buys 3 mystery boxes.
He spends 7¢.
Which 3 boxes does he buy?

Guess any 3 boxes.
Test your guess.



$$1¢ + 2¢ + 3¢ = 6¢ \quad \text{no}$$

$$2¢ + 3¢ + 4¢ = 9¢ \quad \text{no}$$

$$1¢ + 2¢ + 4¢ = 7¢ \quad \text{yes}$$

Russ buys



Ring 3 boxes you can buy. Guess and test.

1. You spend 6¢.



2. You spend 9¢.



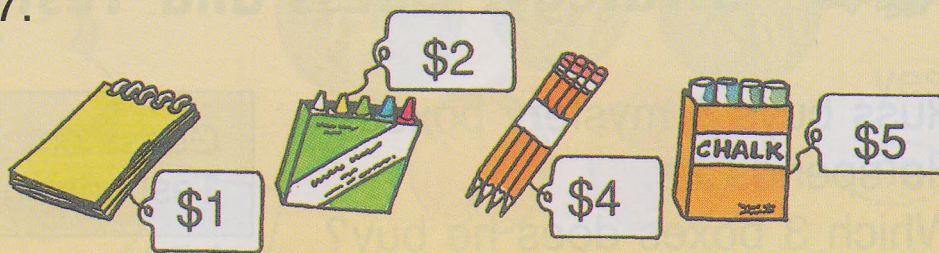
3. You spend 8¢.



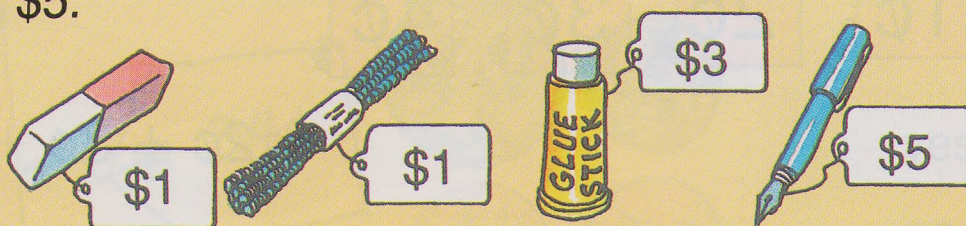
Ring 3 presents each child can buy.
Guess and test.

\$ means
dollars.

1. Ty spends \$7.



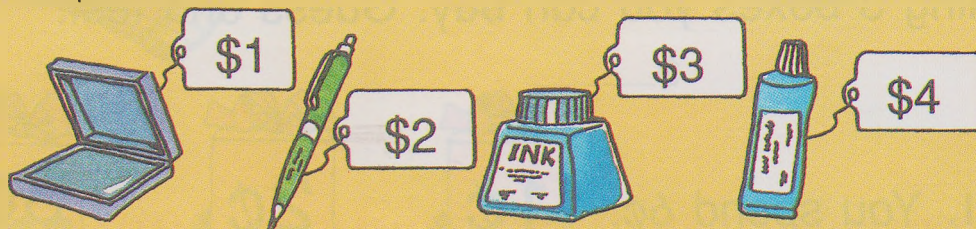
2. Joe spends \$5.



3. Jill spends \$8.



4. Hank spends \$6.



5. Kim spends \$9.





Decision Making

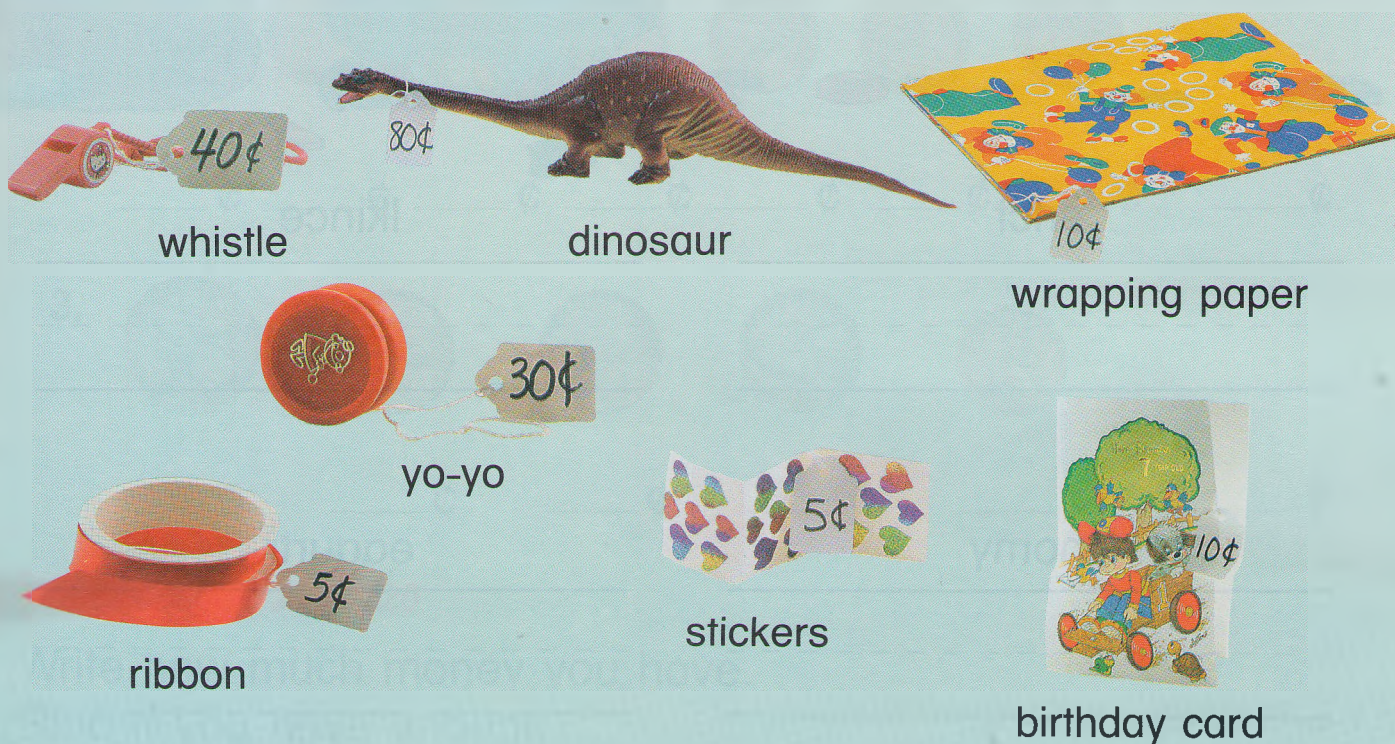
Problem Solving: Buying a Gift

You want to buy a gift for a friend.

Here is the money you have.



Here are some gifts you can buy.



1. List the gifts you plan to buy.

2. How much money will you spend? _____ ¢



3. Compare your list with a partner's list.

Tell how you made your decisions.



Math and Spelling

These money words have their letters all mixed up.

Unscramble the letters.

Write the words.



enct

lkince

enomy

eaqrtr

idem

nnepy

Working Together

Scramble some other math words.

Give them to a friend to unscramble.

Extra Practice

Quarters, pages 217–218

Count on to find how much. Write how much.

1.



_____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢

2.



_____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢

3.



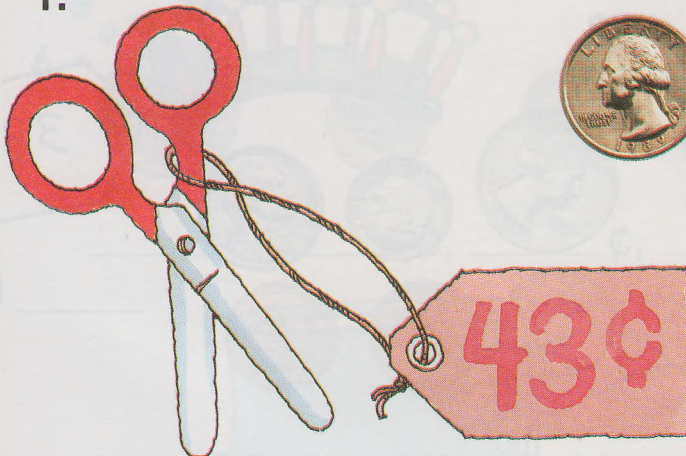
_____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢

Coins, pages 219–220

Write how much money you have.

Ring if you have enough.

1.



yes
no

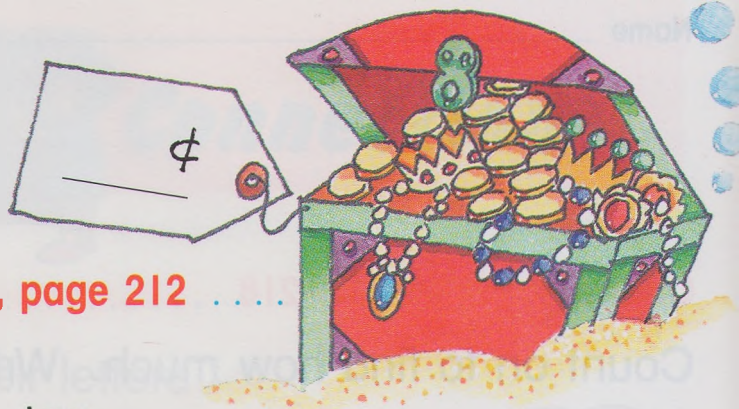
_____ ¢

Practice Plus

Key Skill: Counting Sets of Coins, page 212

Count the money.

Write the amount in the price tag.



1.



____ ¢, ____ ¢, ____ ¢, ____ ¢, ____ ¢, ____ ¢

Ring the coins that show the amount.

2.

37¢



Key Skill: Coins, page 220

Mark the coins that show the price.

1.



Write how much money.

Ring if you have enough.

2.



____ ¢

yes

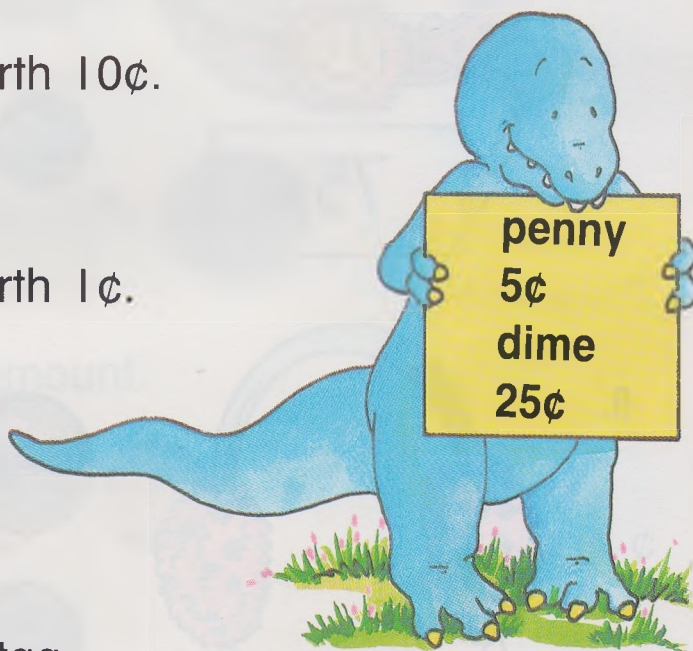
no

Chapter Review

Language and Mathematics

Choose the correct word.


1. A _____ is worth 10¢.
2. A quarter is worth _____.
3. A _____ is worth 1¢.
4. A nickel is worth _____.

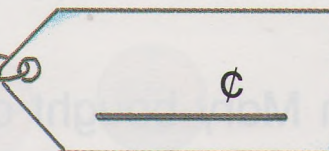
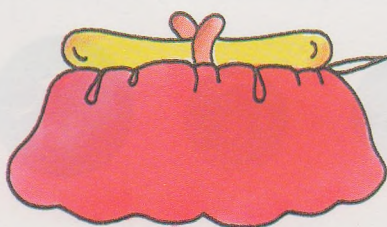



Concepts and Skills

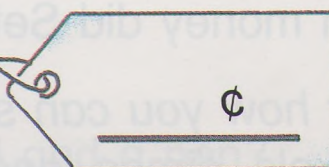
Count on to find how much.

Write the amount in the price tag.

5. 
- _____ ¢, _____ ¢, _____ ¢, _____ ¢, _____ ¢, _____ ¢

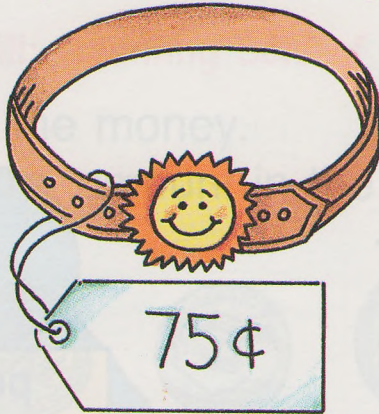


6. 
- _____ ¢, _____ ¢, _____ ¢, _____ ¢, _____ ¢, _____ ¢



Write how much money you have.
Ring if you have enough.

7.



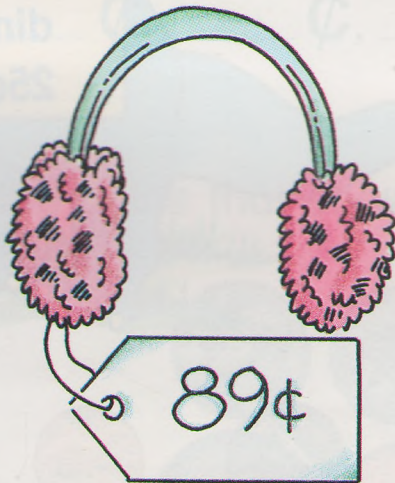
_____ ¢



yes

no

8.



_____ ¢



yes

no

Problem Solving

Cross out the information you do not need.
Then solve.

9. The ribbon Mary bought costs 6¢.

She had 4¢ left over.

She bought a green ribbon.

How much money did Mary have to start? _____ ¢

10. Seth gave his sister 2¢.

She already had 5¢.

She has a red piggy bank.

How much money did Seth's sister have? _____ ¢



11. Talk about how you can skip count by fives
to add nickels, dimes, and quarters.

Chapter Test

Write the amount.



Count the money. Write the amount.



_____ ¢, _____ ¢, _____ ¢, _____ ¢, _____ ¢



_____ ¢, _____ ¢, _____ ¢, _____ ¢, _____ ¢



_____ ¢, _____ ¢, _____ ¢, _____ ¢, _____ ¢

Cross out what you do not need.
Solve.

8. A pencil costs 5¢.

A pen costs 5¢.

The pencil is blue.

What is the cost of a pencil and a pen? _____ ¢

Enrichment For All

Making Change


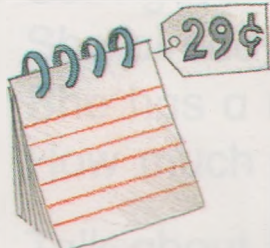

Mary bought a sticker that cost 17¢.
She gave the clerk 25¢.
How much did she get back?

Start with 17¢ and count on to 25¢.

Cost						Paid
		<u>18¢</u>	<u>19¢</u>	<u>20¢</u>	<u>25¢</u>	25¢

Mary's change was 8¢.

Count on to make change.

Cost					Paid
1.		_____	_____	_____	10¢
Cost					Paid
2.		_____	_____	_____	20¢
Cost					Paid
3.		_____	_____	_____	50¢

4. Talk about different ways you could give the change.



Cumulative Review

Fill in the ☐ to answer each question.

What number is missing?

1. 5, 10, ? , 20

11 15 25 30
☐ ☐ ☐ ☐

2. 10, 20, ? , 40

21 25 30 45
☐ ☐ ☐ ☐

Subtract.

3.
$$\begin{array}{r} 10 \\ - 3 \\ \hline \end{array}$$

6 7 8 9
☐ ☐ ☐ ☐

4.
$$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$$

7 8 9 10
☐ ☐ ☐ ☐

Add.


5.
$$\begin{array}{r} 7 \\ + 0 \\ \hline \end{array}$$

10 9 8 7
☐ ☐ ☐ ☐

6.
$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

10 9 8 7
☐ ☐ ☐ ☐

Choose the correct number sentence.

7. 6  are swimming.

☐ $6 + 2 = 8$

2 more  come.

☐ $6 - 2 = 4$

How many  are there in all?

Home Activity

Your child has been learning how to count amounts of money up to one dollar. Here is an activity you can do with your child to practice this skill.

Materials:

10 pennies, 10 nickels, 10 dimes and 4 quarters
slips of paper

Directions:

1. Use slips of paper to make "price tags" for food in the house. Prices should be under \$1.00.
2. Give your child the coins. Let the child "buy" the items by showing you the exact amount of money written on each price tag.



Variation:

Ask the child to show you several ways to make the same amount.

Measurement



READ ALOUD




I DID IT
By Harlow Rockwell

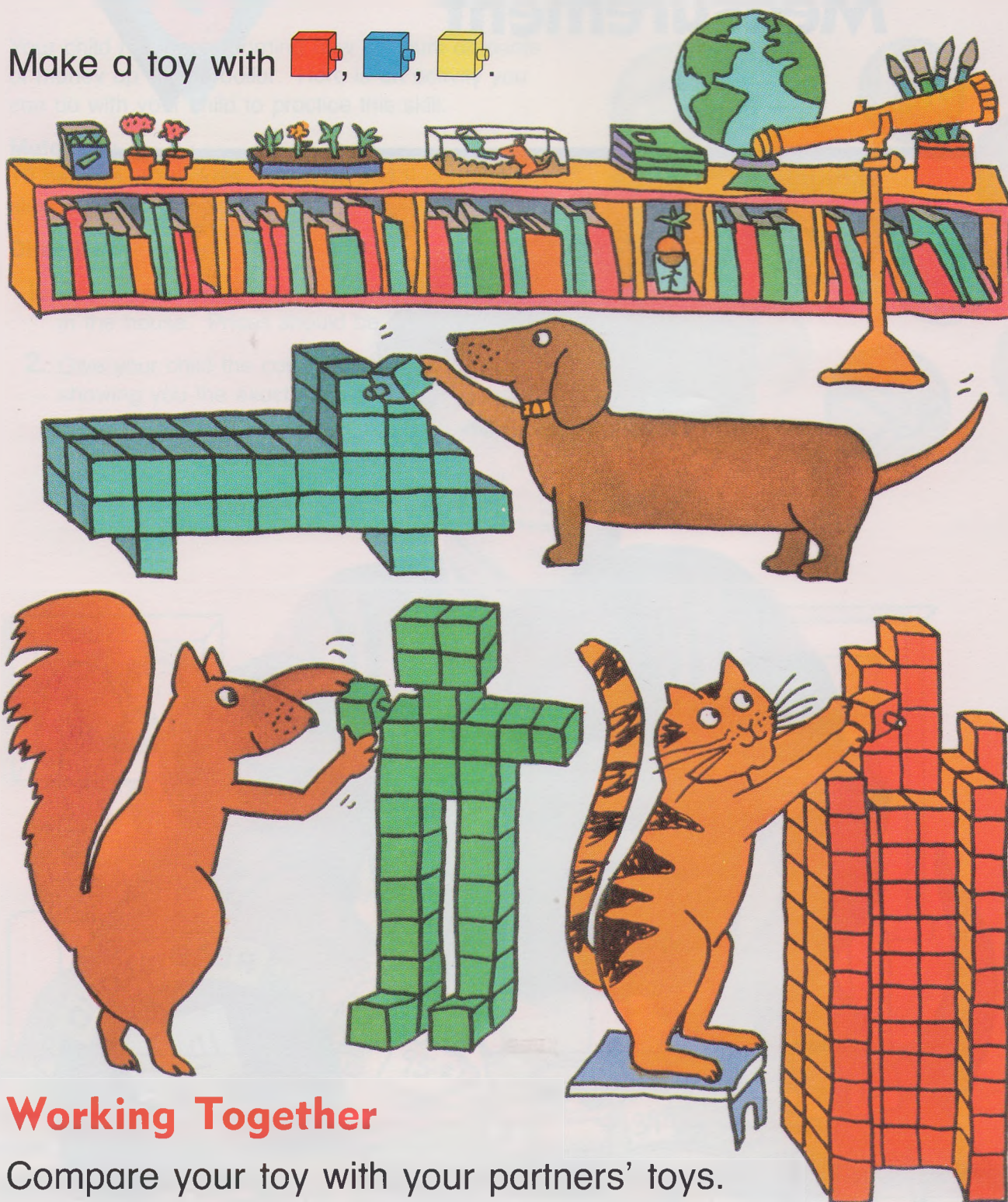
Listen to the story Two Loaves.



Tell what the boy measured.

Measurement

Make a toy with , , .



Working Together

Compare your toy with your partners' toys.

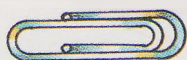
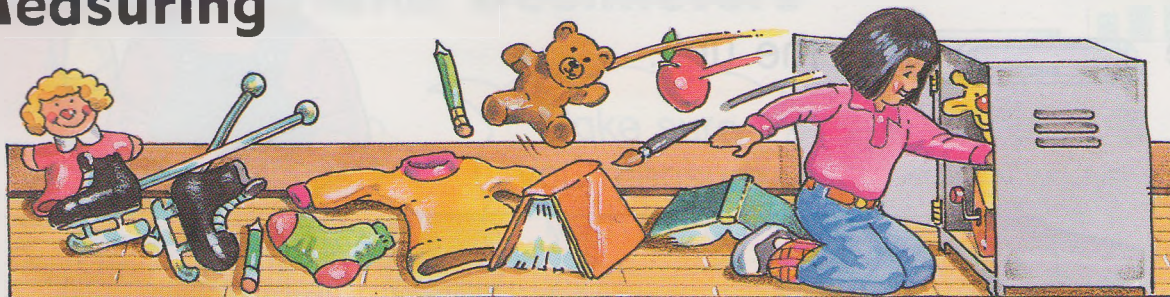
Which toy is tallest? _____

Which toy is shortest? _____



Talk about another way you can order the toys.

Measuring



1 unit



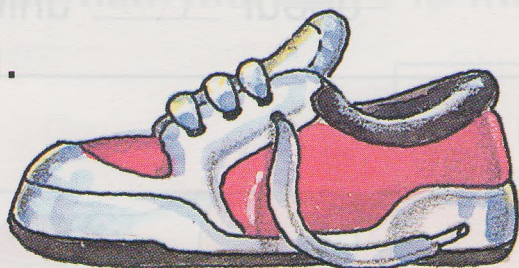
The ribbon is about 2 units long.

Working Together

Use  .

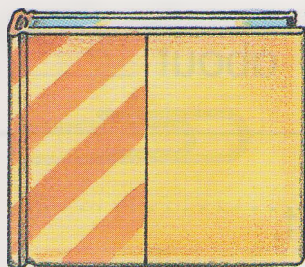
Find the real object. You measure.
Your partner writes how long.
Take turns.

1.



about _____ units

2.



about _____ units

3.



about _____ units

How long is each picture?

Use  as the unit.



1.



about _____ units

2.



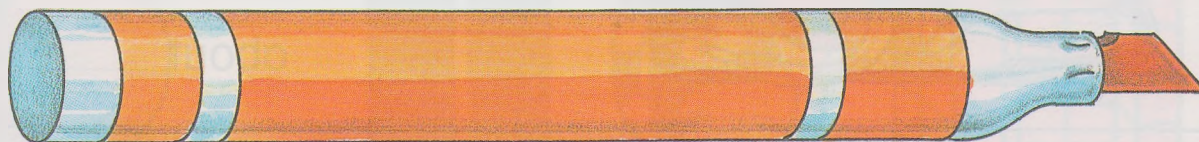
about _____ units

3.




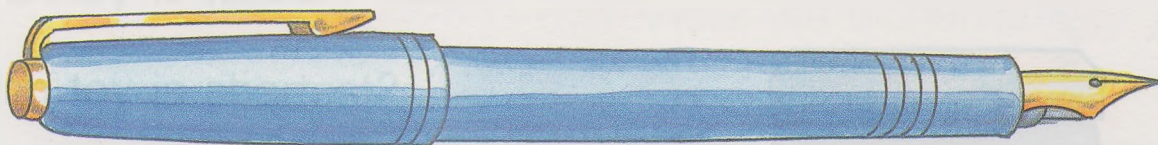
about _____ units

4.



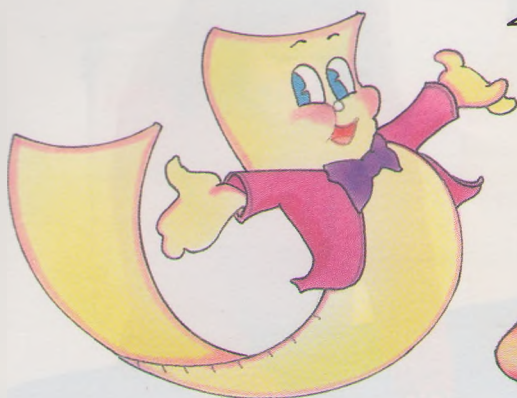
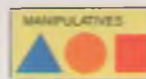
about _____ units

5. Now use  as the unit.
Measure the picture.

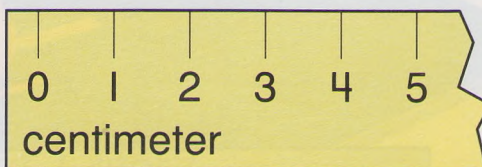


about _____ units

Centimeters and Decimeters



Make sure
you measure
from zero.


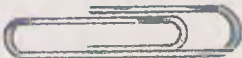
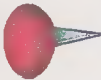
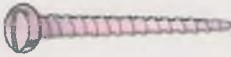


1 **centimeter**
1 **cm**

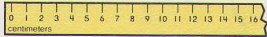
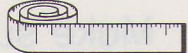
The eraser is about 4 centimeters long.
about 4 cm

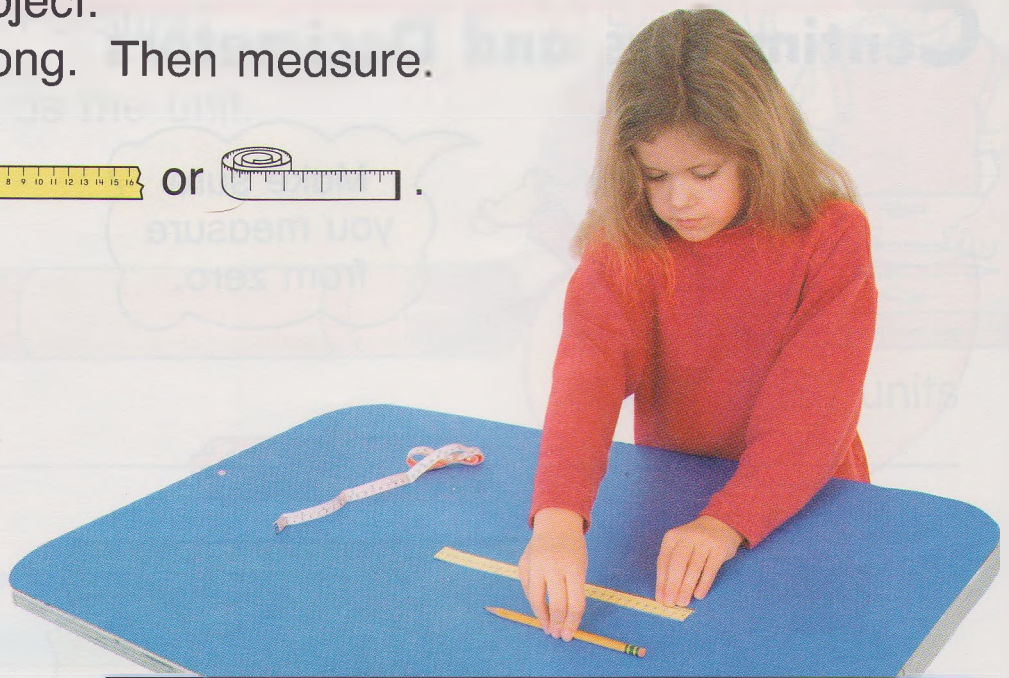
Estimate how long.




Then use your  to measure.

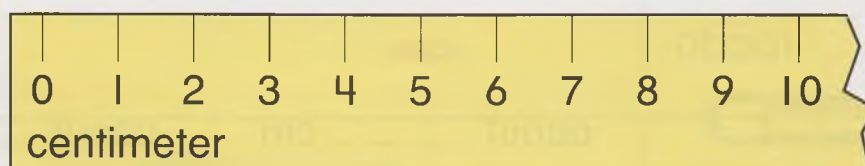
	My Estimate	What It Measures
1. 	about _____ cm	about _____ cm
2. 	about _____ cm	about _____ cm
3. 	about _____ cm	about _____ cm
4. 	about _____ cm	about _____ cm

Find the real object.
Estimate how long. Then measure.

Use your  or .



	My Estimate	What It Measures
1. 	about _____ cm	about _____ cm
2. 	about _____ cm	about _____ cm
3. 	about _____ cm	about _____ cm

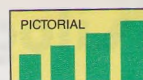


10 centimeters equal 1 **decimeter**.



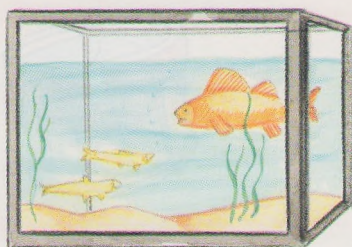
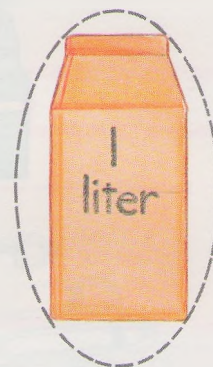
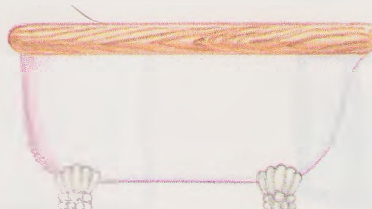
4. Talk about some things that are longer than 1 decimeter.

5. Talk about some things that are shorter than 1 decimeter.

Liter**1 liter****more than 1 liter****less than 1 liter**

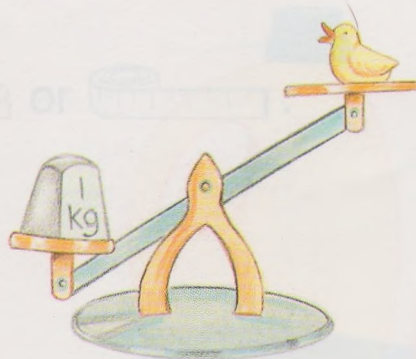
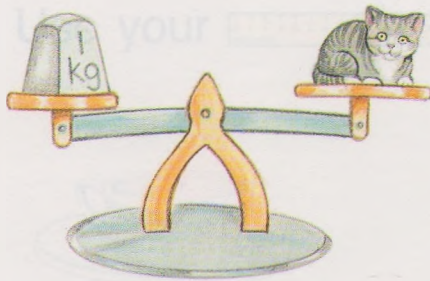
Find containers in the classroom.
 Which can hold about 1 liter?
 Which can hold less than 1 liter?
 Which can hold more than 1 liter?

Ring the containers that hold about 1 liter.

1.**2.****3.****4.****5.****6.****7.****8.****9.**



Kilogram



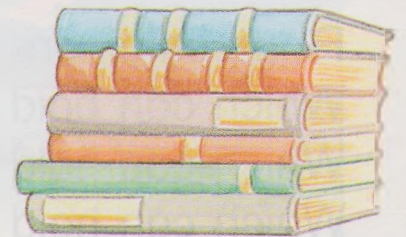
1 kilogram less than 1 kilogram more than 1 kilogram
1 kg

1. Hold the objects. Then ring your guess.



more than 1 kilogram

(less than 1 kilogram)

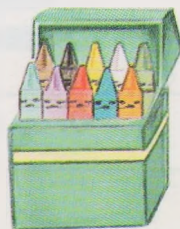


more than 1 kilogram

less than 1 kilogram

Look at the picture.
Think of the real object.
Ring the better estimate.

2.



more than 1 kilogram

less than 1 kilogram

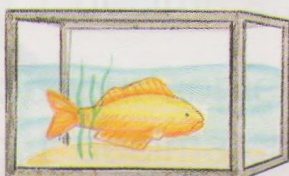
3.



more than 1 kilogram

less than 1 kilogram

4.



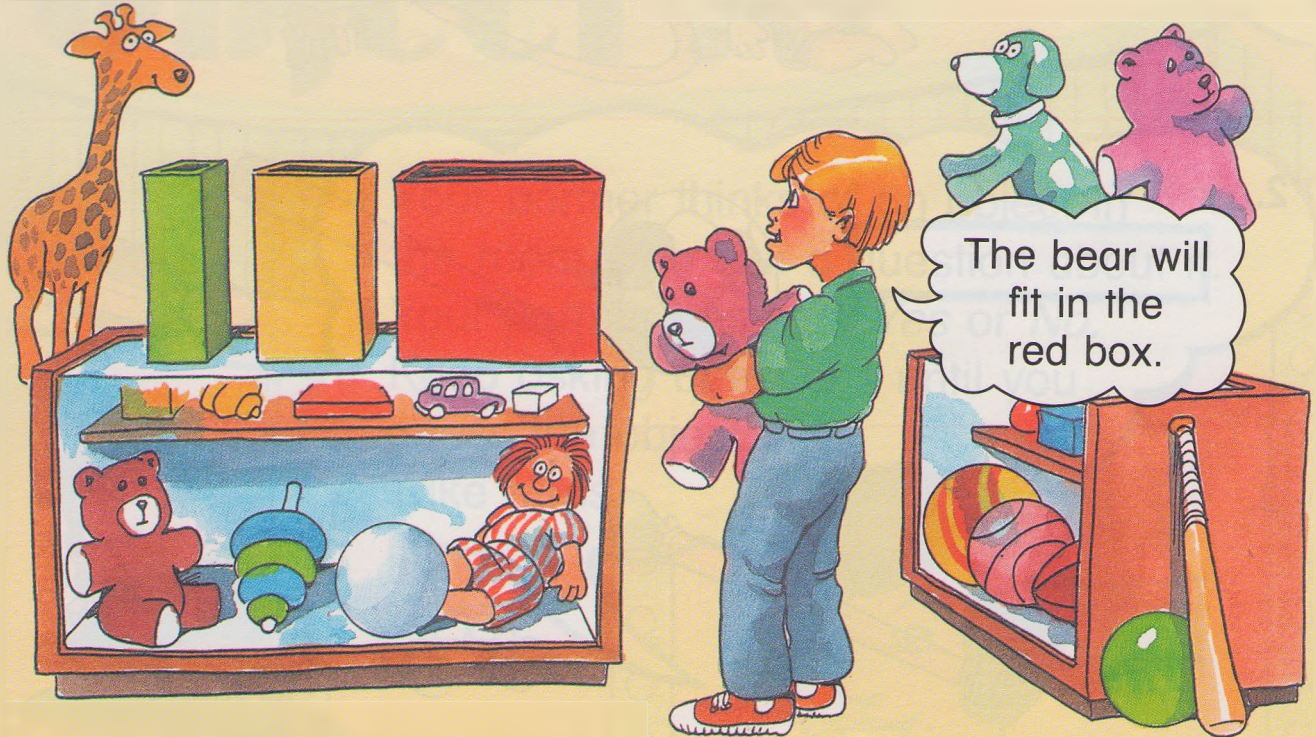
more than 1 kilogram

less than 1 kilogram



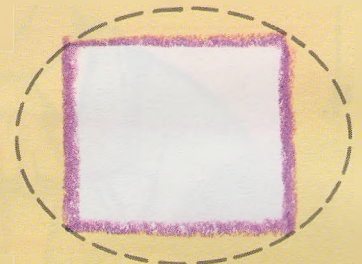
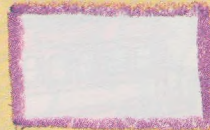
Problem Solving

Strategy: Using Estimation



Ring the box that best fits the toy.

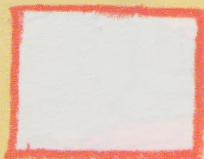
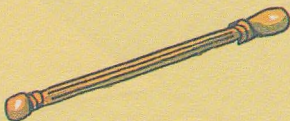
1.



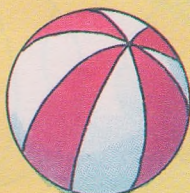
2.



3.

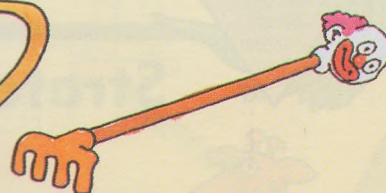
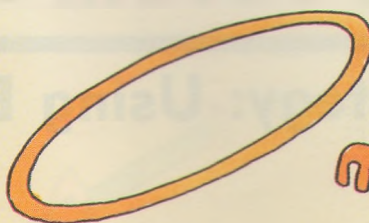


4.

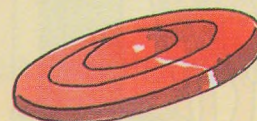
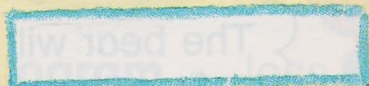


Ring the toy that best fits into the box.

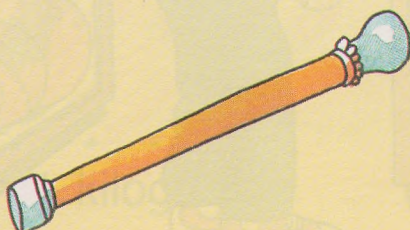
1.



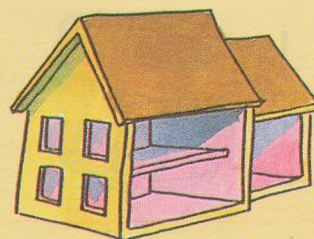
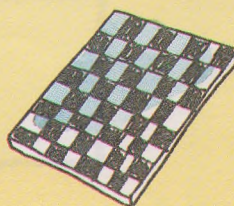
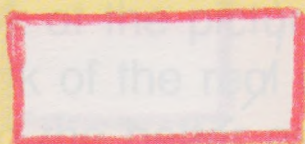
2.



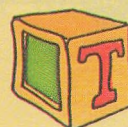
3.



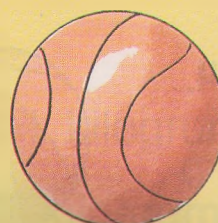
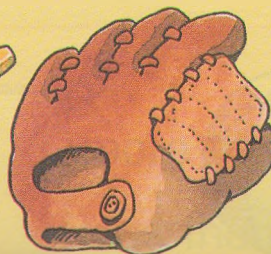
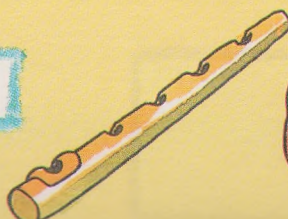
4.



5.



6.



W H A T ' S M Y

Object?

Thinking
MATHEMATICALLY


Your partner thinks of an object in the room. You ask a question about it. Your partner answers *Yes* or *No*. Keep asking questions until you guess the object. Take turns.



Extra Practice

Centimeters and Decimeters, pages 237–238

Estimate how long.

Then use your  to measure.



My estimate

What it measures

about _____ cm

about _____ cm

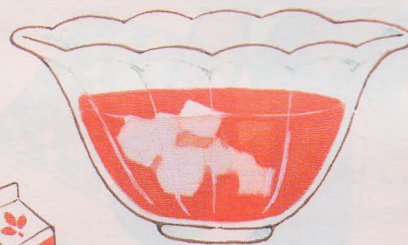


about _____ cm

about _____ cm

Liter, page 239

Ring the containers that hold more than 1 liter.



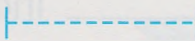
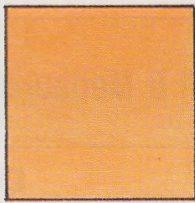
Kilogram, page 240

Ring the objects that weigh less than 1 kilogram.

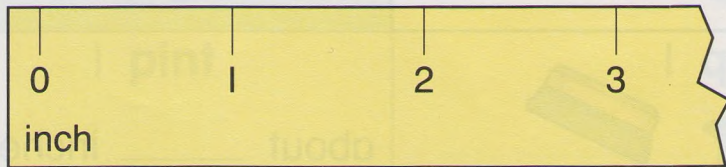




Inch and Foot




1 inch



The paper clip is about 2 inches long.

Estimate how long.

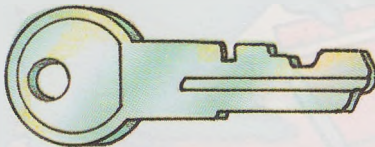
Then use your  to measure.

1.



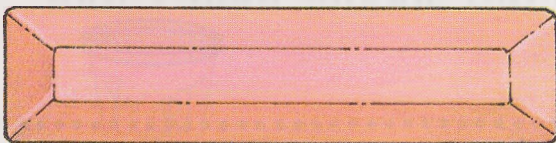
Estimate: about _____ inches **Measure:** about _____ inches

2.



Estimate: about _____ inches **Measure:** about _____ inches

3.

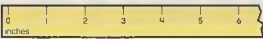
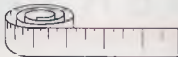





Estimate: about _____ inches **Measure:** about _____ inches

4.



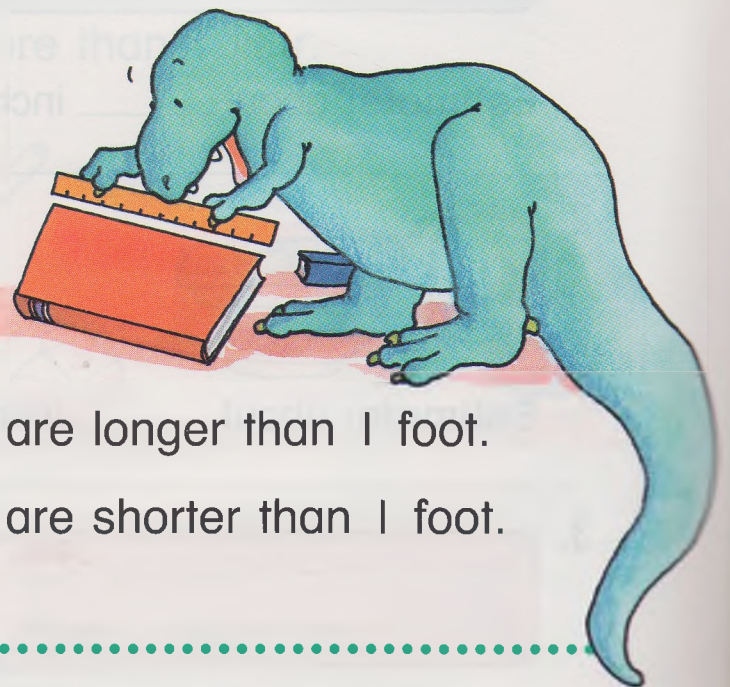
Estimate: about _____ inches **Measure:** about _____ inches


Use your  or  .
Find the real object.
Estimate how long. Then measure.

	My Estimate	What It Measures
1. 	about _____ inches	about _____ inches
2. 	about _____ inches	about _____ inches
3. 	about _____ inches	about _____ inches



12 inches equal 1 **foot**.
Your book is 1 foot long.



-  4. Talk about some things that are longer than 1 foot.
5. Talk about some things that are shorter than 1 foot.

.....*Estimation*.....

Think of something in your classroom that
is about 1 foot long.

Now find the object and measure it.
Was your estimate close?





Cup, Pint, and Quart



1 cup



1 pint



1 quart



2 cups fill 1 pint.



2 pints fill 1 quart.

Look at each picture.
Think of the real object.
Ring how much it can hold.

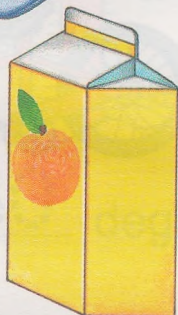
1.



more than 1 cup

less than 1 cup

2.



more than 1 pint

less than 1 pint

3.



more than 1 quart

less than 1 quart

Mixed Review

How much money in all?

4.

_____ ¢



_____ ¢

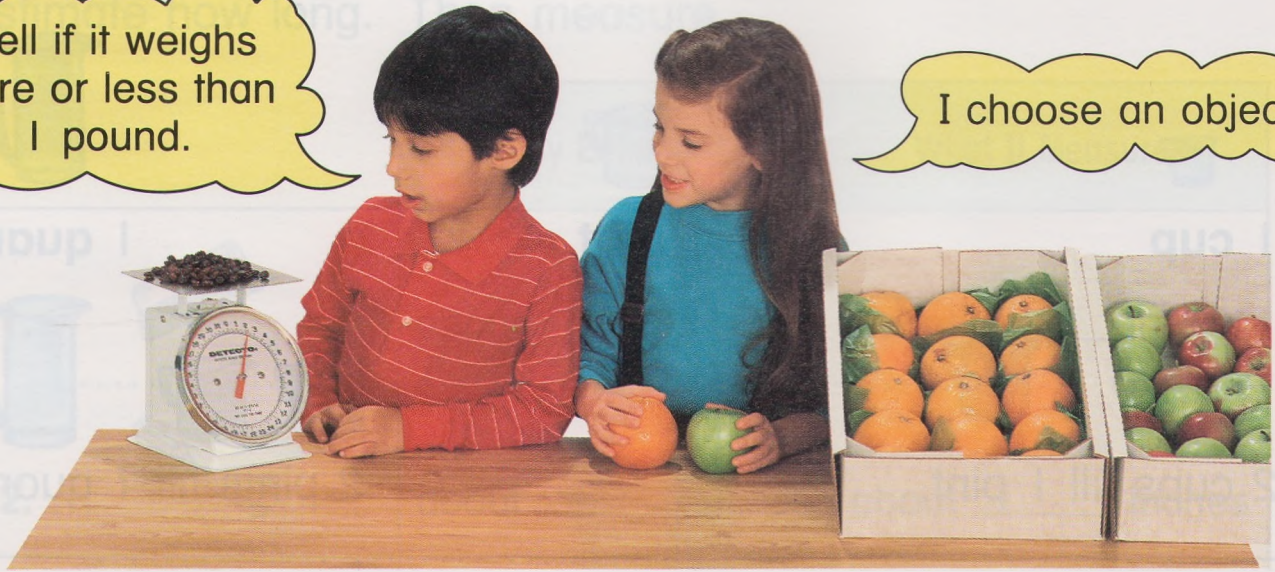




Pound

I tell if it weighs more or less than 1 pound.

I choose an object.

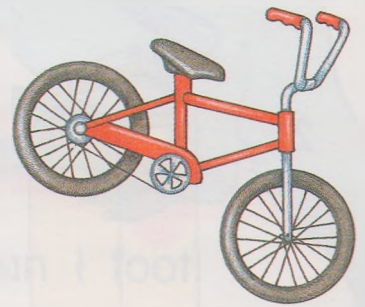


1 pound

Look at the pictures.

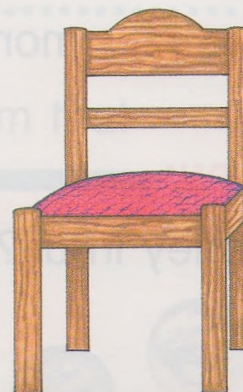
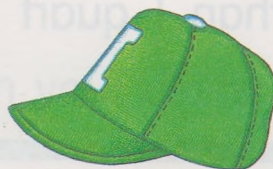
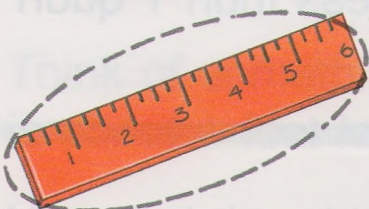
Ring each object that weighs *more* than 1 pound.

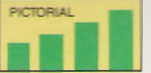
1.



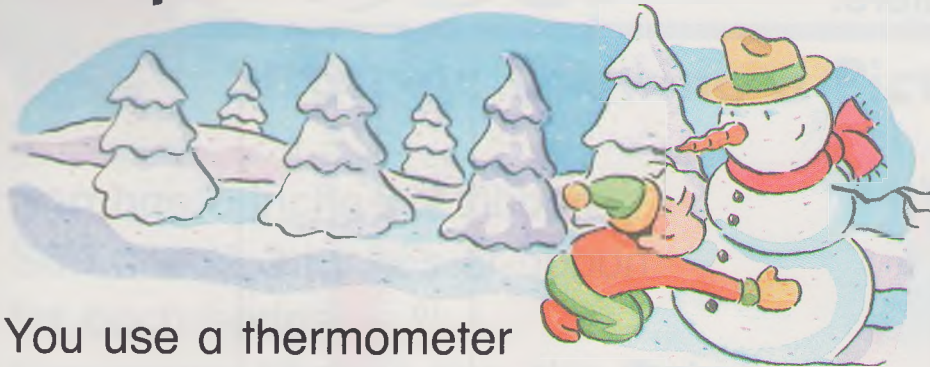
Ring each object that weighs *less* than 1 pound.

2.



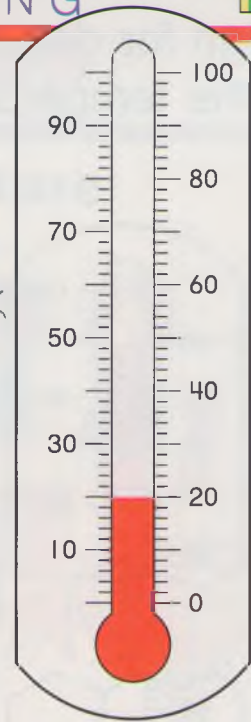


Temperature



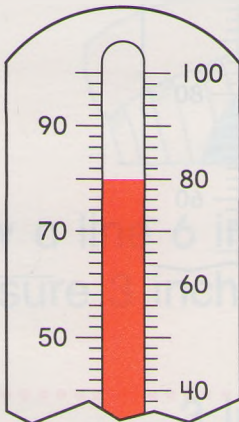
You use a thermometer to measure temperature.
Temperature is measured in **degrees**.

20 degrees



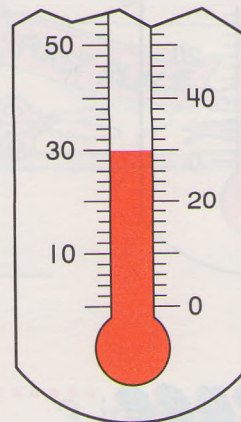
Write the temperature.

1.



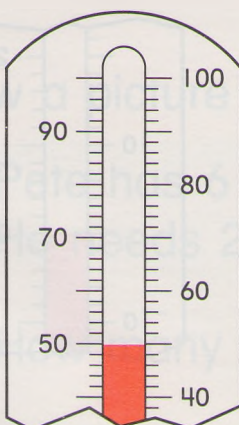
80 degrees

2.



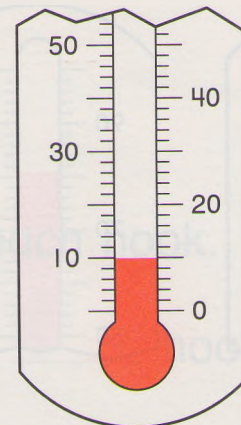
30 degrees

3.



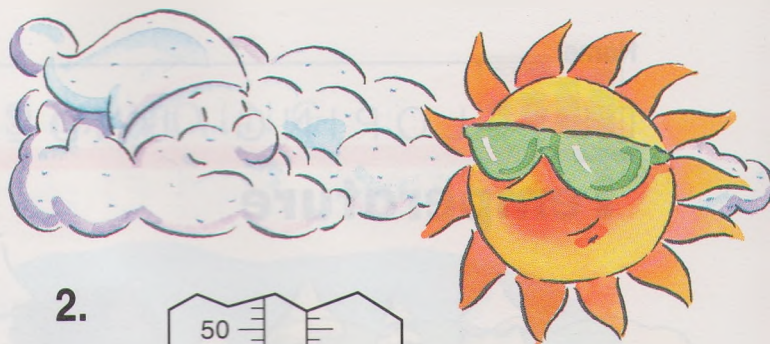
50 degrees

4.

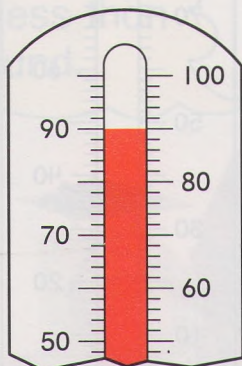


10 degrees

The sign for degree is $^{\circ}$.
Write the temperature.

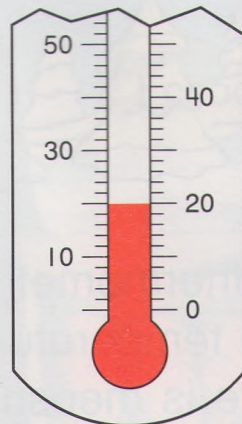


1.



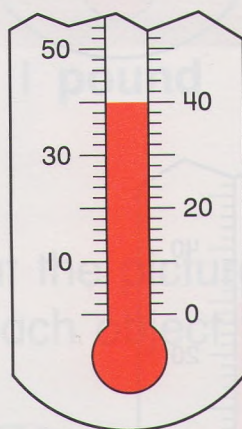
_____ $^{\circ}$

2.



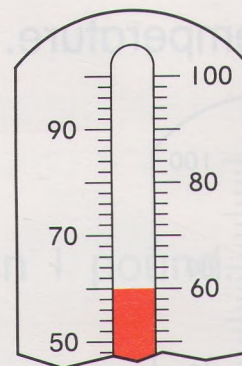
_____ $^{\circ}$

3.



_____ $^{\circ}$

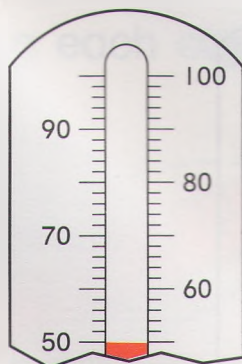
4.



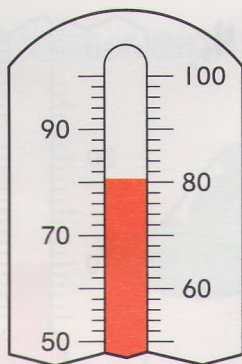
_____ $^{\circ}$

.....Challenge.....

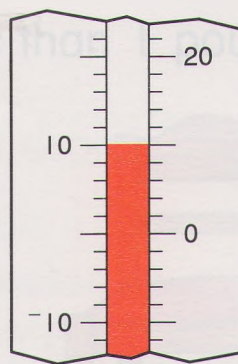
Temperature can be measured in two ways.
Write the temperature.



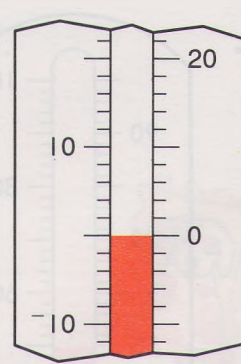
50 $^{\circ}$ F



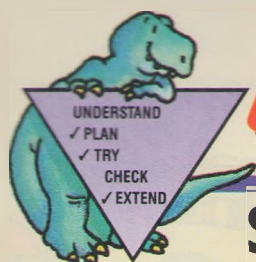
_____ $^{\circ}$ F



10 $^{\circ}$ C



_____ $^{\circ}$ C



Problem Solving

Strategy: Drawing a Picture

Ann has 6 inches of ribbon.
She needs 3 inches of ribbon
for each badge.
How many badges can she make?



Draw a line 6 inches long.
Measure 3 inch pieces.



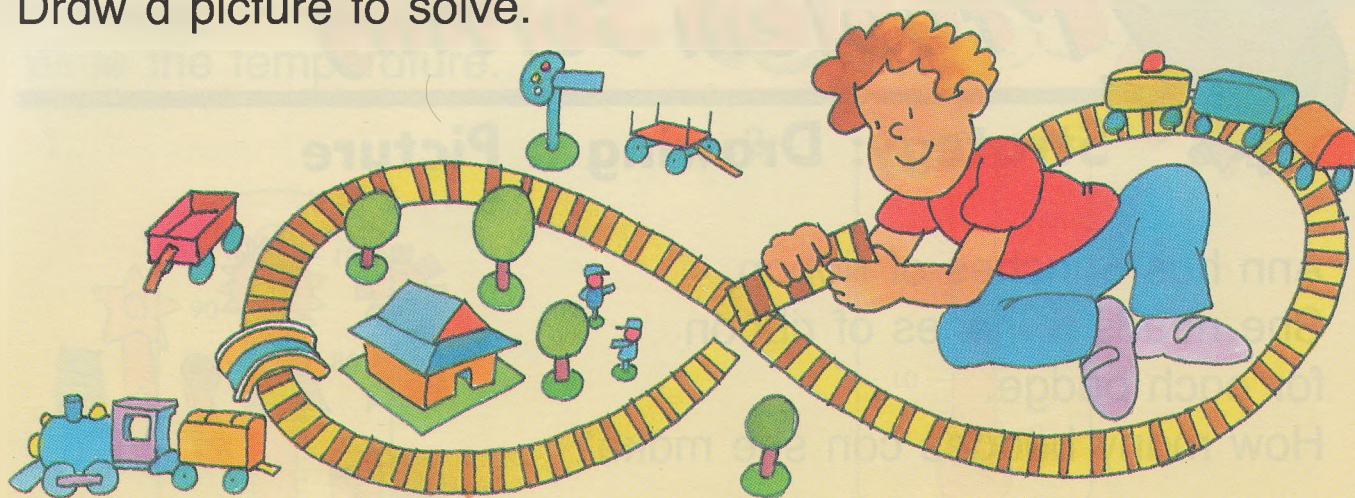
Ann can make 2 badges.

Draw a picture to solve.

- Pete has 6 inches of string.
He needs 2 inches of string for each hook.

How many hooks can he make? _____ hooks

Draw a picture to solve.



1. Robert has small train tracks that are 2 inches long.
He puts 3 of them in a row.

How much track is there in all? _____ inches

2. Roy has 6 inches of tape.
He needs 3 inches for each sticker.

How many stickers can he make? _____ stickers

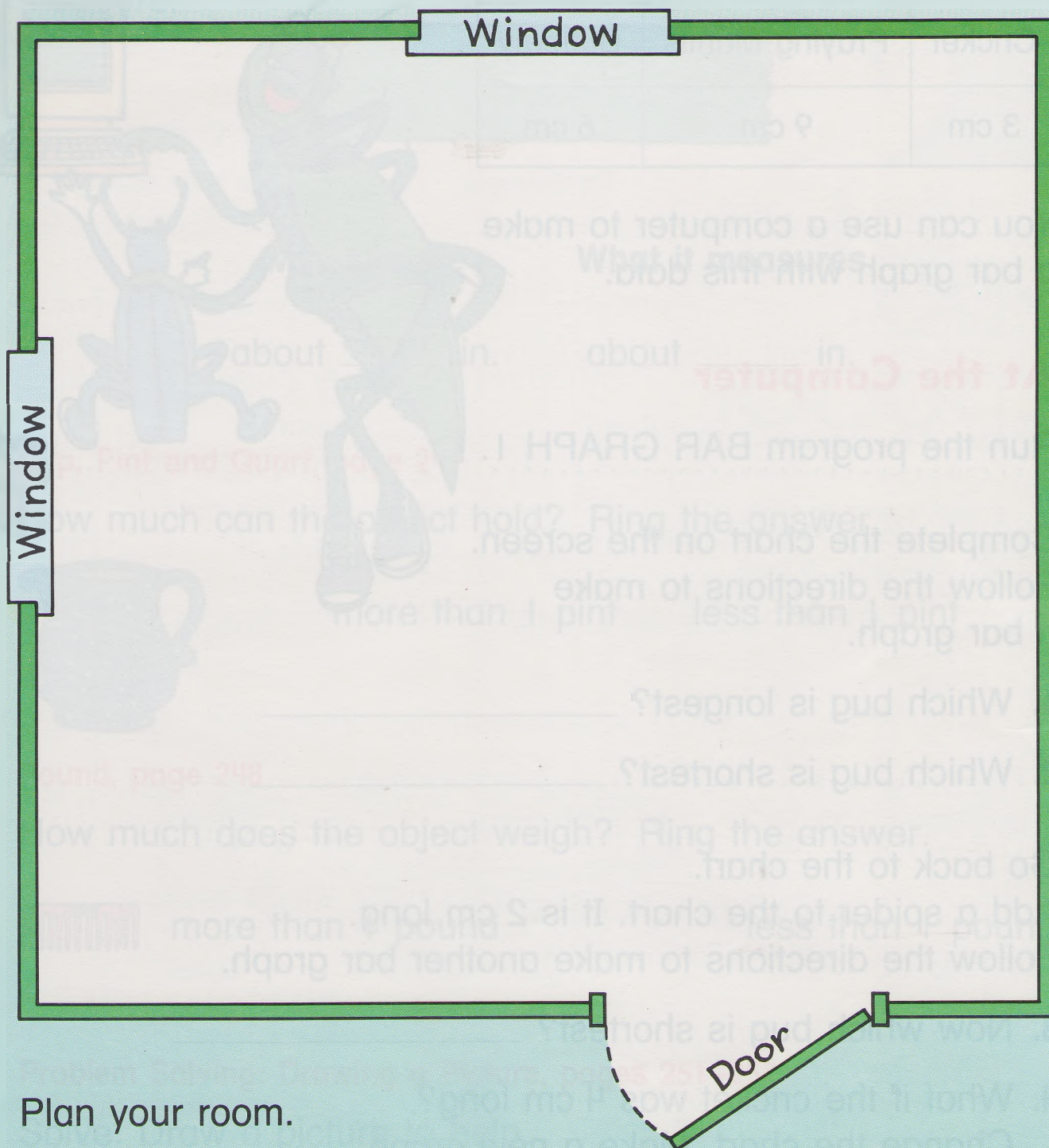
3. Monica has 7 inches of ribbon.
She needs 1 inch of ribbon for each bow.

How many bows can she make? _____ bows



Decision Making

Problem Solving: Planning Your Room



Plan your room.

Put each sticker in the room.

Compare your room with a partner's room.

Talk about how you made your decisions.



Computer Graphing: Bar Graphs

Lengths of Some Bugs		
Cricket	Praying Mantis	Butterfly
3 cm	9 cm	6 cm

You can use a computer to make a bar graph with this data.

At the Computer

Run the program BAR GRAPH 1.

Complete the chart on the screen.
Follow the directions to make a bar graph.

1. Which bug is longest? _____
2. Which bug is shortest? _____

Go back to the chart.

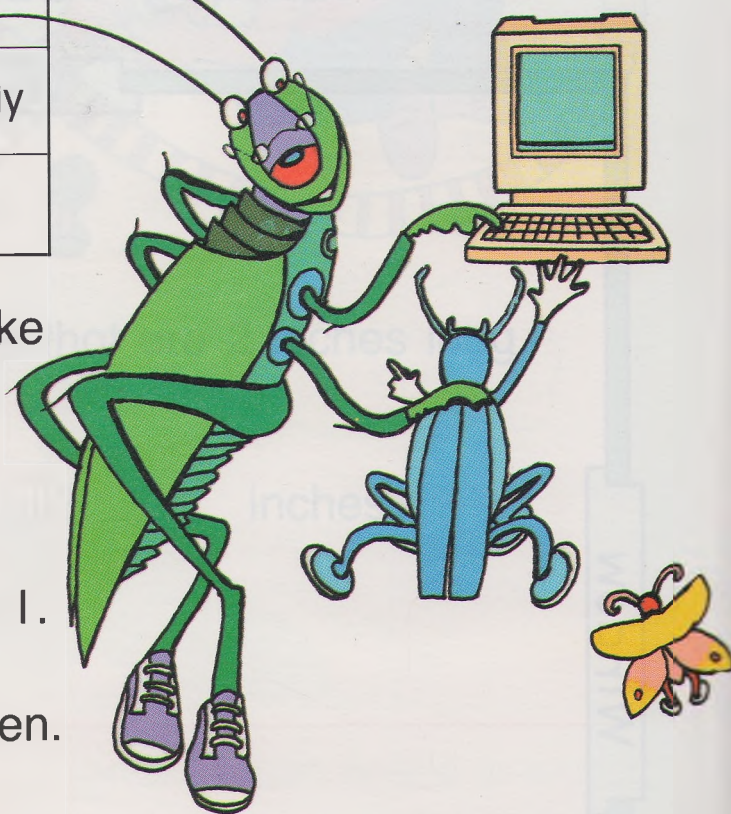
Add a spider to the chart. It is 2 cm long.

Follow the directions to make another bar graph.

3. Now which bug is shortest? _____
4. What if the cricket was 4 cm long?
Change the chart. Make a new graph.
How are the graphs different?

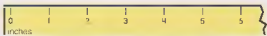


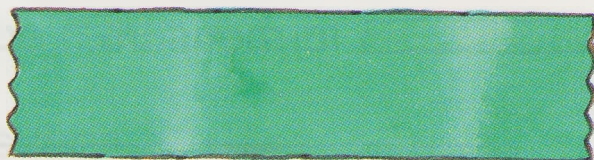
5. Talk about why it is useful to draw graphs on a computer.



Extra Practice

Inch and Foot, pages 245–246

Estimate how long. Then use your  to measure.



My estimate

What it measures

about _____ in.

about _____ in.

Cup, Pint and Quart, page 247

How much can the object hold? Ring the answer.



more than 1 pint

less than 1 pint

Pound, page 248

How much does the object weigh? Ring the answer.



more than 1 pound

less than 1 pound

Problem Solving: Drawing a Picture, pages 251–252

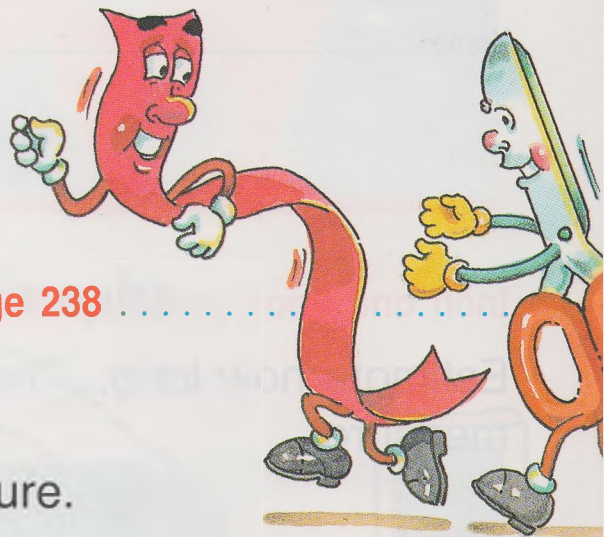
Solve. Draw a picture to help.

Al has 6 inches of tape.

He needs 2 inches for each picture.

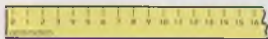
How many pictures can he put up? _____ pictures




Practice Plus



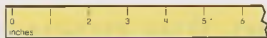
Key Skill: Centimeters and Decimeters, page 238

Estimate how long.

Then use your  to measure.

	My Estimate	What It Measures
1. 	about _____ cm	about _____ cm
2. 	about _____ cm	about _____ cm
3. 	about _____ cm	about _____ cm

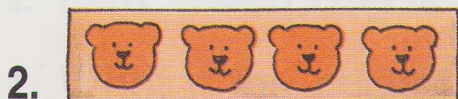
Key Skill: Inch and Foot, page 246

Use your  to measure.



What It Measures

about _____ inches



about _____ inches



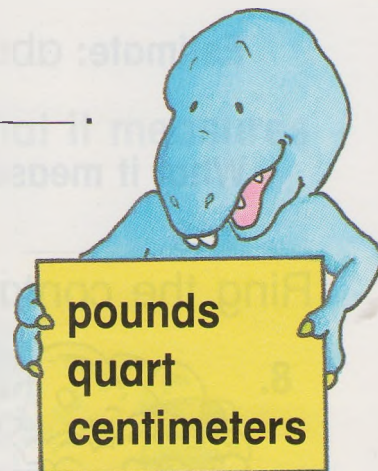
about _____ inches

Chapter Review

Language and Mathematics

Choose the correct word.

1. Weight can be measured in _____.
2. A cup is less than a _____.
3. A pencil can be 8 _____ long.



Concepts and Skills

Estimate how long. Then measure.

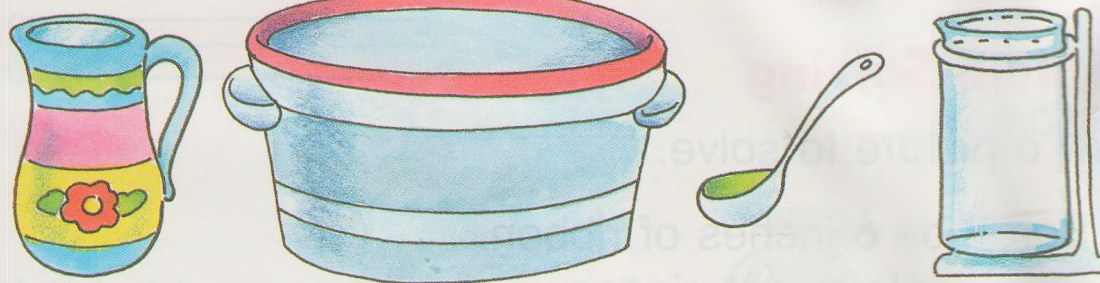
4.



Estimate: about _____ cm What it measures: about _____ cm

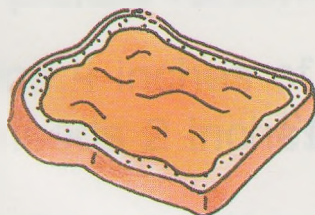
Ring the containers that hold about 1 liter.

5.



Ring the best estimate.

6.

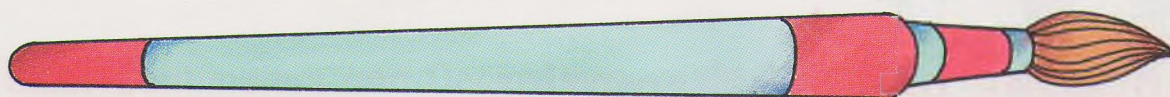


more than 1 kilogram

less than 1 kilogram

Estimate how long. Then measure.

7.

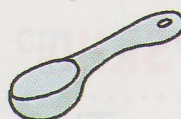
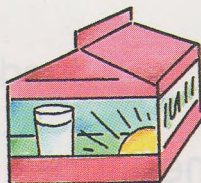


Estimate: about _____ inches

What it measures: about _____ inches

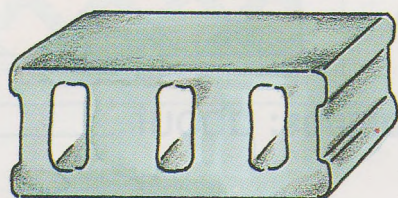
Ring the containers that hold about 1 pint.

8.



Ring the better estimate.

9.



more than 1 pound

less than 1 pound

Problem Solving

Draw a picture to solve.

10. Sara has 6 inches of ribbon.

She wants to cut pieces
that are 2 inches long.

How many pieces can she cut? _____ pieces



11. Choose 3 objects in the room.

Which one do you think is heaviest?

Which do you think is lightest?

Talk about how you can tell the difference.

Chapter Test

Estimate how long.

Then use your  to measure.

My estimate

What it measures

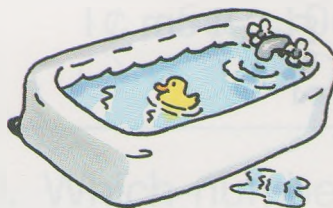
1.



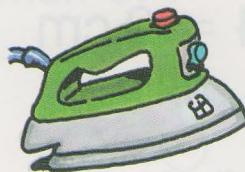
_____ cm

Ring .

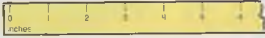
2. Which holds about 1 liter?



3. Which is about 1 kilogram?



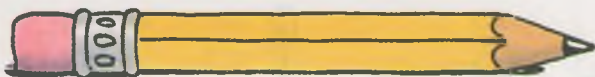
Estimate how long.

Then use your  to measure.

My estimate

What it measures

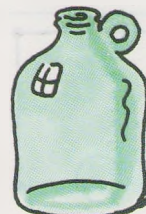
4.



_____ inches

Ring .

5. Which holds more than a quart?



Draw a picture to solve.

6. Al has 4 inches of string.

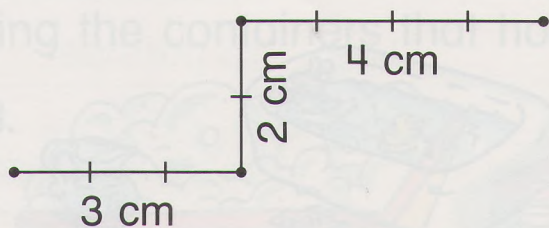
He needs 2 inches for each picture.

How many pictures can he hang? _____ pictures

Enrichment For All

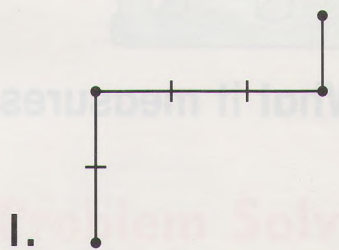
Length of Paths

Measure each path.
Then add the lengths.

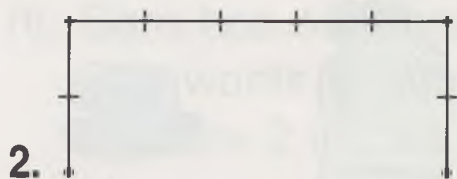


$$3 + 2 + 4 = 9 \text{ cm}$$

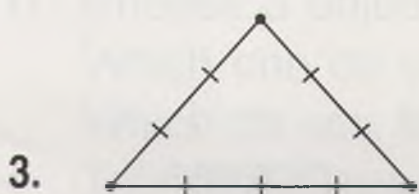
Use a ruler to find
the length of the path.



$$\underline{2} + \underline{3} + \underline{1} = \underline{6} \text{ cm}$$



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



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

Cumulative Review

Fill in the ☐ to answer each question.

Choose the amount.

1.



1¢ 5¢ 10¢ 25¢
☐ ☐ ☐ ☐

2.



1¢ 5¢ 10¢ 25¢
☐ ☐ ☐ ☐

3. Which number is greater than 52?

25 32 46 60
☐ ☐ ☐ ☐

4. Which number is less than 37?

30 40 53 73
☐ ☐ ☐ ☐

Add.

5.

$$\begin{array}{r} 6 \\ 2 \\ + 0 \\ \hline \end{array}$$

7 8 9 10
☐ ☐ ☐ ☐

6.

$$\begin{array}{r} 4 \\ 1 \\ + 4 \\ \hline \end{array}$$

10 9 8 7
☐ ☐ ☐ ☐

Choose the correct number sentence.

7. Alex has 7 .

☐ $7 + 3 = 10$

He gives 3  to his sister.

☐ $7 - 3 = 4$

How many does he have left?

Home Activity

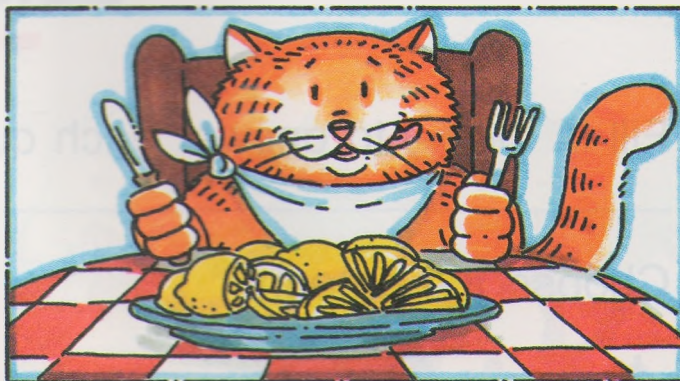
Your child has been learning to measure length using metric units. Here is an activity your child can do to practice this skill.

Materials:

pencil, scissors

Directions:

Use a centimeter ruler. Tell your child that by measuring the pictures and using a code, the two of you will be able to solve the riddle: "What do you call a cat who eats lemons?"



Do the first measurement yourself and discuss what you are doing. Then have the child work with you to measure and solve the riddle.



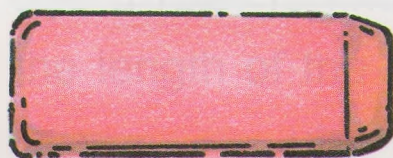
_____ cm
A



_____ cm
P



_____ cm
S



_____ cm
U



_____ cm
R



_____ cm
O

Write the letter that matches each measurement.

A

2 cm

1 cm

4 cm

5 cm

3 cm

6 cm

5 cm

1 cm

1 cm

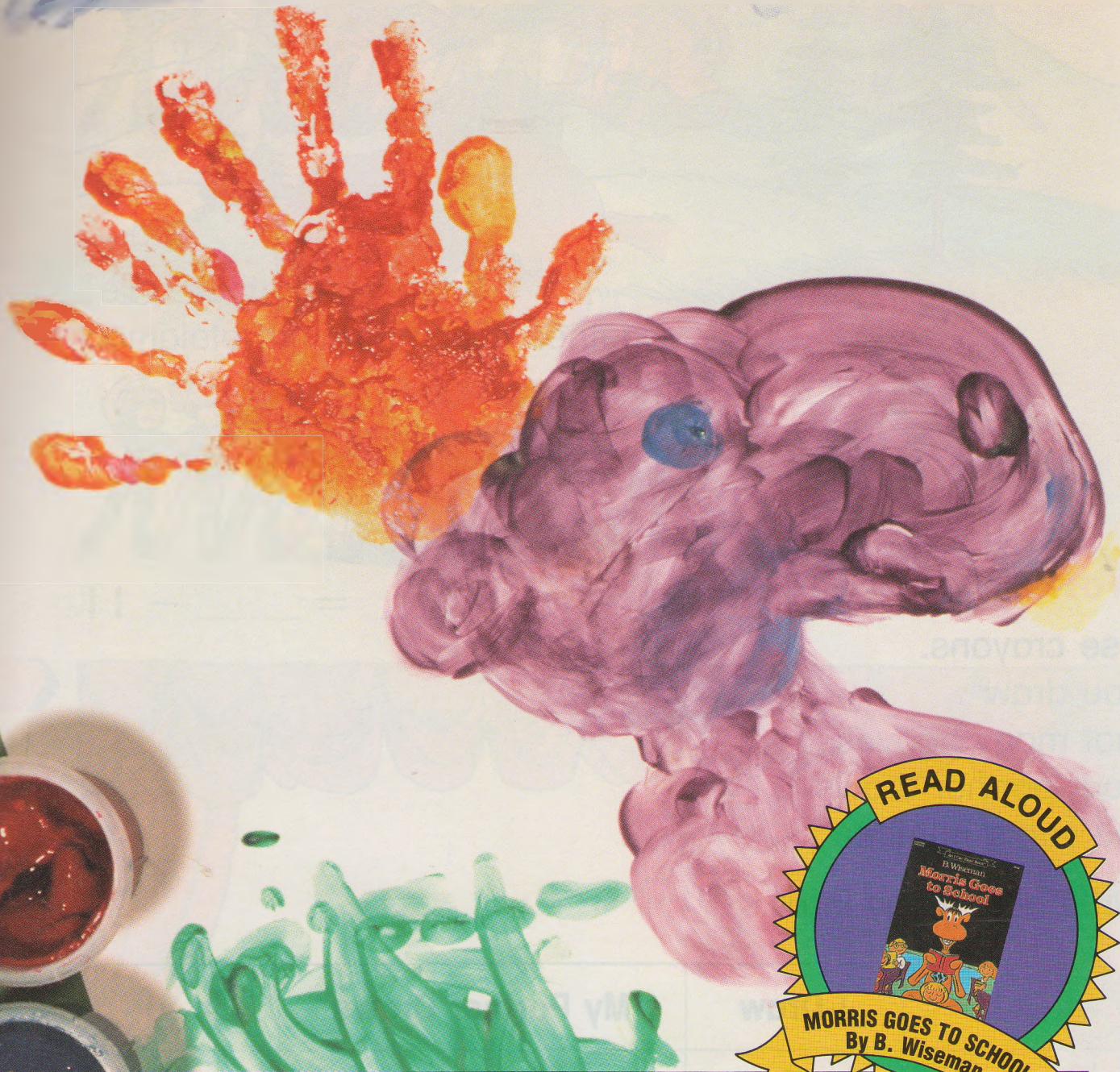
Find some other things in the house that measure 5 cm.



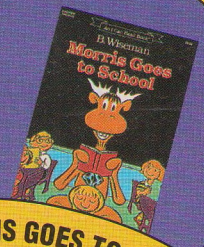
Adding and Subtracting Facts to 12

CHAPTER

9



READ ALOUD



MORRIS GOES TO SCHOOL
By B. Wiseman

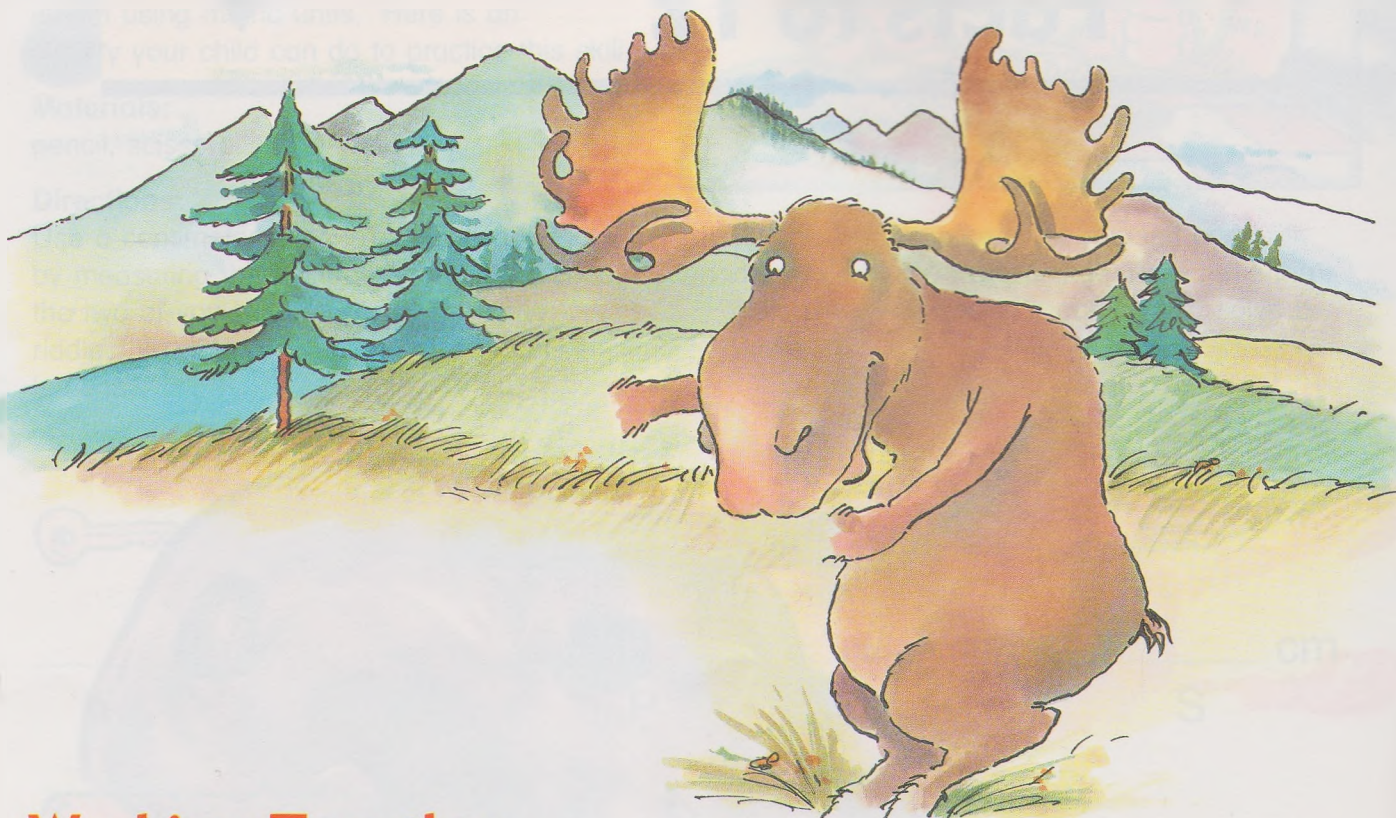


Listen to the story Morris Goes to School.



Tell why Morris could only count up to four.

Adding and Subtracting Facts to 12



Working Together

Use crayons.

You draw

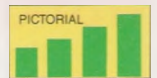
that many hooves.

Your partner draws

the same number.

Write how many in all.

	I Draw	My Partner Draws	In All
Hooves 2	2	2	4
Teeth 5			
Ears 1			



Sums and Differences to 11

Tell an addition story.

Complete the addition sentence.



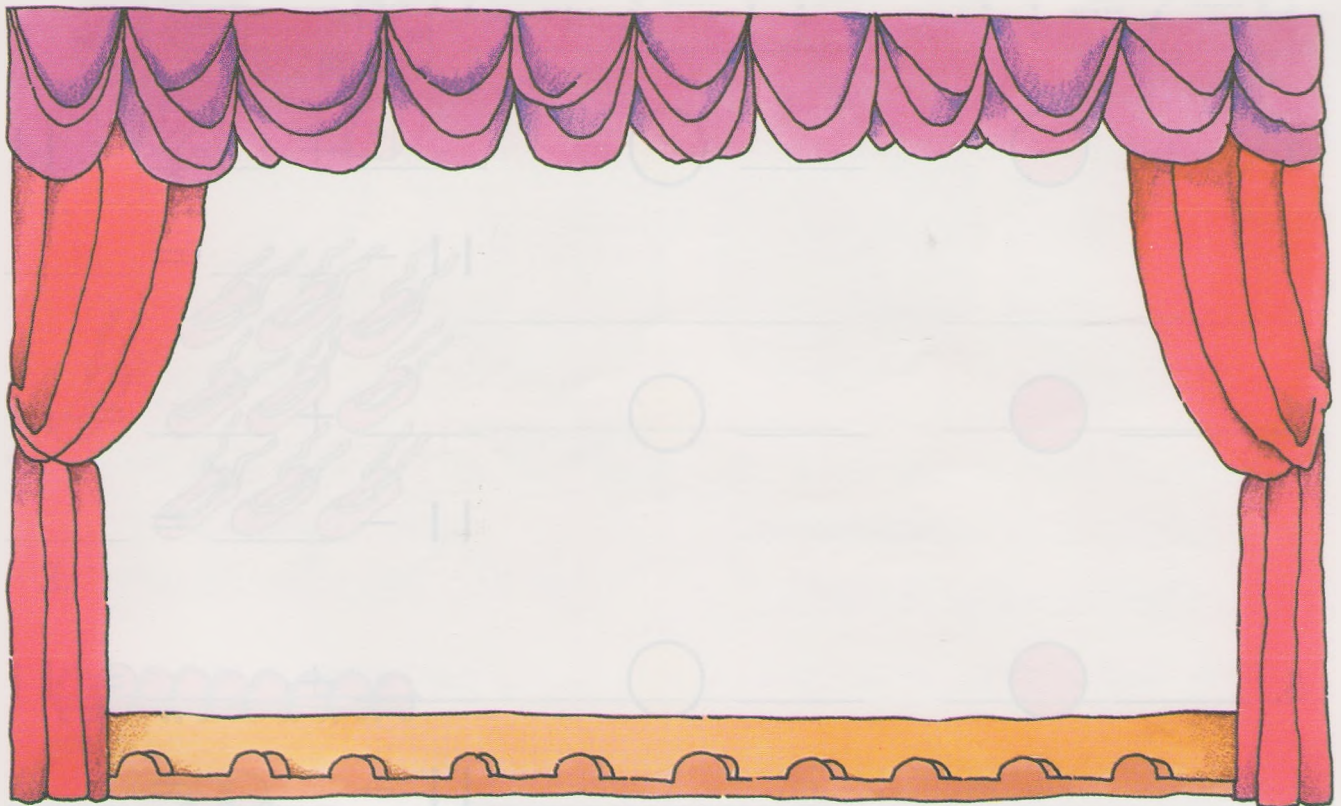
$$\underline{\quad\quad} + \underline{\quad\quad} = 11$$

Tell a subtraction story.

Complete the subtraction sentence.



$$11 - \underline{\quad\quad} = \underline{\quad\quad}$$



Working Together

Use 18 ●●.

You show from 2 to 9 ●.

Your partner shows enough ● to make 11.

Write an addition fact and a subtraction fact.

Show a different number of ● each time.



You show: Your partner shows:

1. 3 ●

8 ●

$$3 + 8 = 11$$

$$11 - 8 = 3$$

2. _____ ●

_____ ●

$$_____ + _____ = 11$$

$$11 - _____ = _____$$

3. _____ ●

_____ ●

$$_____ + _____ = 11$$

$$11 - _____ = _____$$

4. _____ ●

_____ ●

$$_____ + _____ = 11$$

$$11 - _____ = _____$$

5. _____ ●

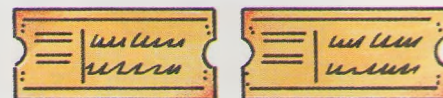
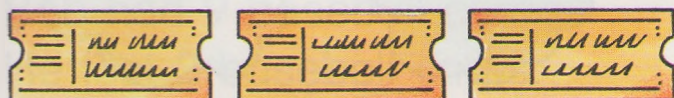
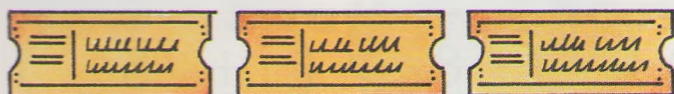
_____ ●

$$_____ + _____ = 11$$

$$11 - _____ = _____$$

DEVELOPING / UNDERSTANDING

More Sums and Differences to 11



$$6 + 4 = 10 \quad 10 - 4 = 6$$

$$4 + 6 = 10 \quad 10 - 6 = 4$$

Tell how the four addition and subtraction facts are alike.

Write the fact family.

1.



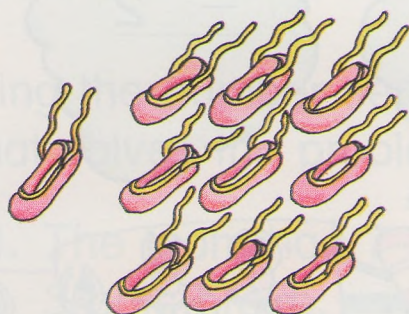
$$7 + 4 = 11$$

$$11 - 4 = 7$$

$$4 + 7 = 11$$

$$11 - 7 = 4$$

2.



3.





Add or subtract. Use  for help.

1.

$$\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 4 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 11 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 4 \\ \hline \end{array}$$

4.

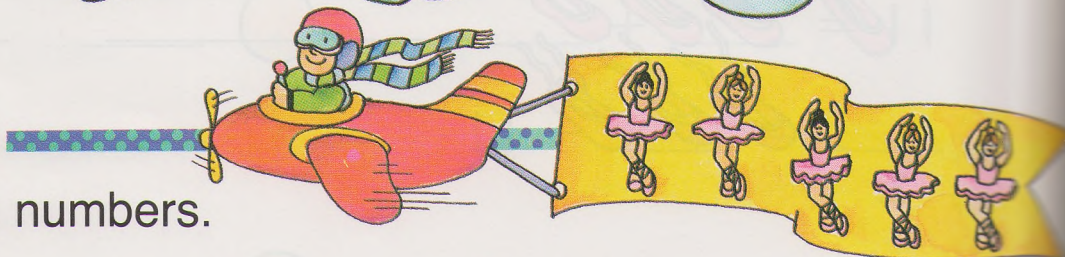
$$\begin{array}{r} 11 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 2 \\ \hline \end{array}$$

Mixed Review



Write the missing numbers.

5. 14, 15, _____, _____

28, 29, _____, _____

6. 63, _____, _____, 66

78, _____, _____, 81

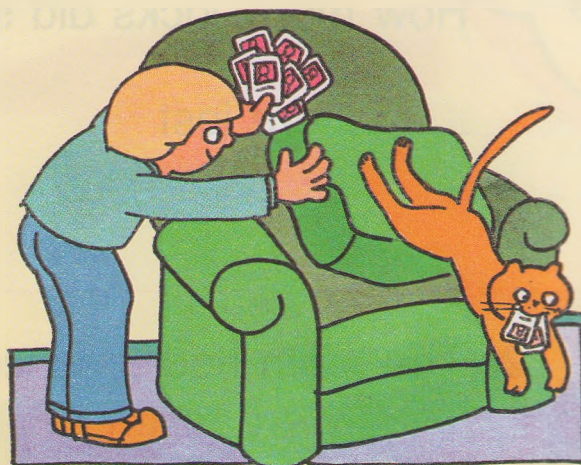


Problem Solving

Strategy: Choosing the Operation

Bob had 9 baseball cards.
He lost 2 baseball cards.
How many does he have left?

Part of the group
is taken away.
I subtract.



$$9 - 2 = 7$$

Bob has 7 baseball cards left.

Robin has 6 baseball cards.
She finds 4 more.
How many does she have now?

Two groups are joined
together. I add.



$$6 + 4 = 10$$

Robin has 10 baseball cards.

Ring the number sentence
that solves the problem.

1. The team had 7 bats.
3 bats broke.
How many bats are left?

$$7 + 3 = 10$$

$$7 - 3 = 4$$

2. The team had 5 mitts.
They found 2 more.
How many mitts in all?

$$5 + 2 = 7$$

$$5 - 2 = 3$$

Solve.

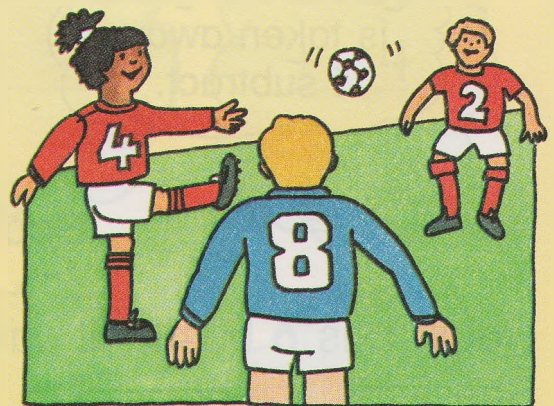
1. Yesterday Jill had 11 jacks.
Today only 6 are left.
How many jacks did she lose?

_____ are lost



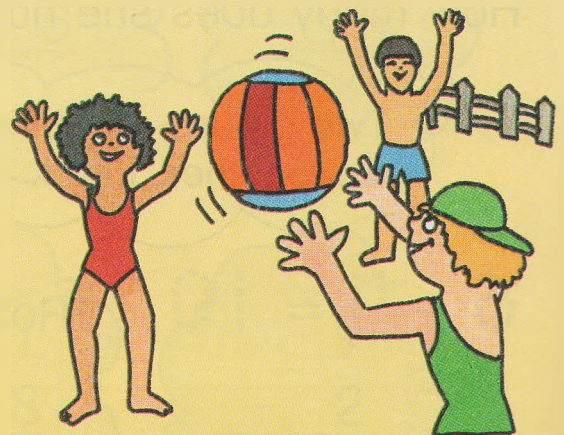
2. The team had 8 soccer balls.
They were given 2 more.
How many soccer balls
does the team have altogether?

_____ altogether



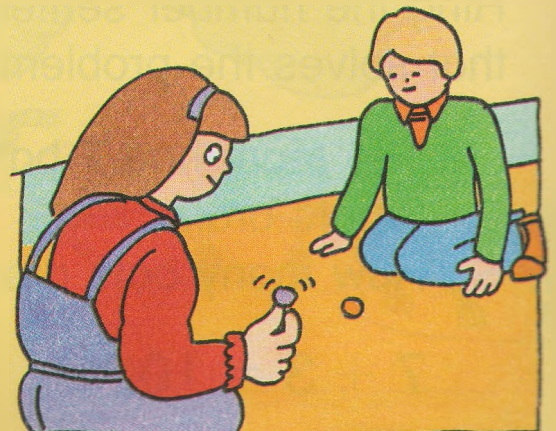
3. We brought 7 beach balls.
We lost 4.
How many beach balls are left?

_____ are left



4. Randy had 9 marbles.
Jolene gave her 2 more marbles.
How many marbles does Randy
have now?

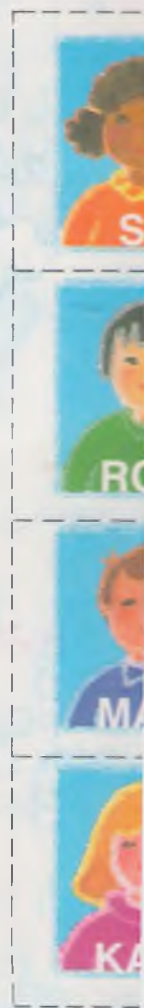
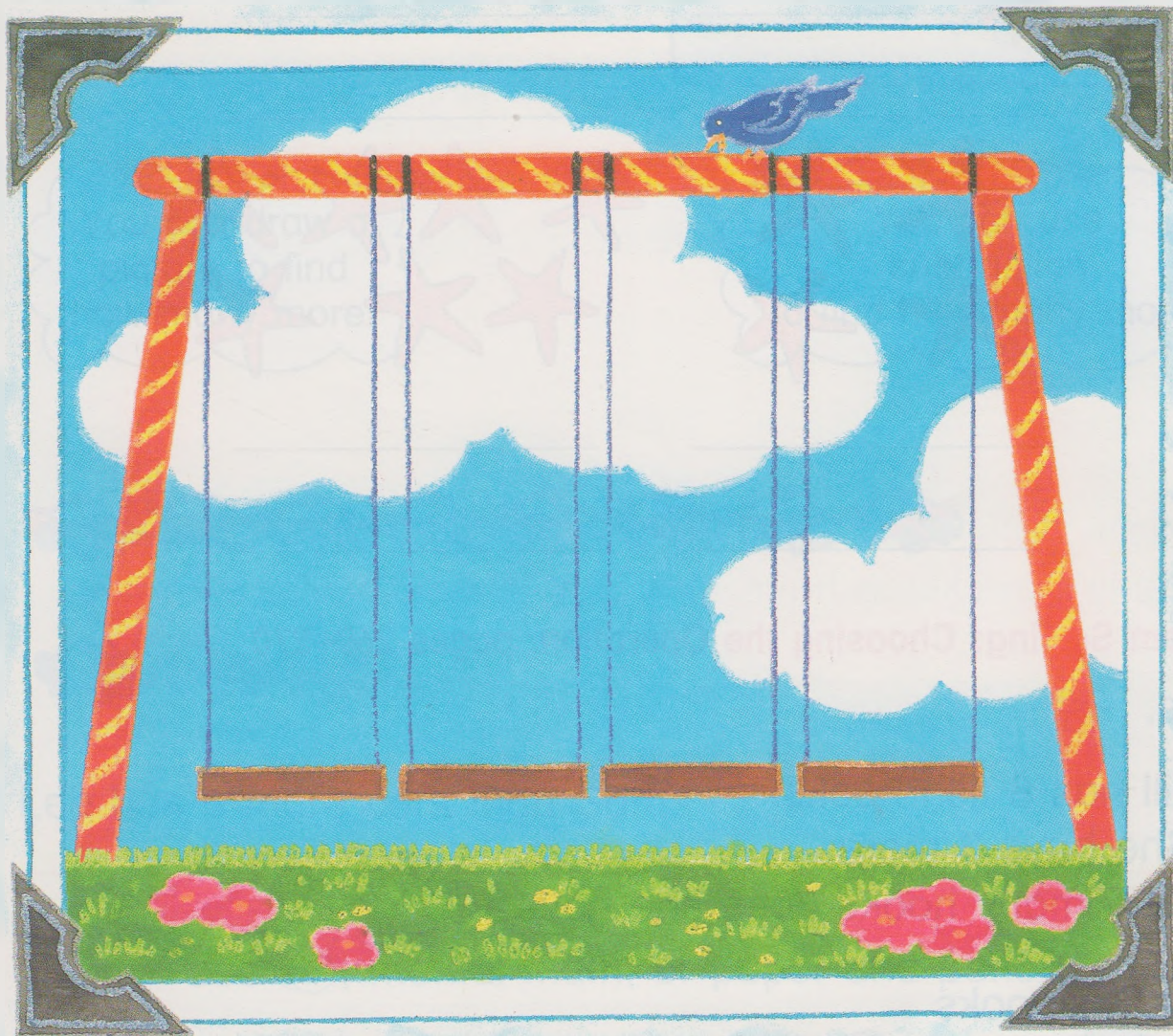
_____ marbles



Playground Pals

Thinking
MATHEMATICALLY

Who goes in each place?
Cut out the pictures.
Put each child in place.



Clues:

1. Max is next to Su.
He is not at an end.
2. Su is to the right of Max.
She is not at an end.
3. Kay is at one end.
She is not next to Su.
4. Rob is at one end.
He is not next to Max.

Extra Practice

More Sums and Differences to 11, pages 265–266

Write the fact family.

1.



2.



Problem Solving: Choosing the Operation, pages 269–270

Solve.

1. Jill has 8 fish hooks.

She buys 3 more.

How many hooks does she have?

_____ hooks

2. Barry has 9 worms.

He gives 6 to Rita.

How many worms does he have left?

_____ worms



Problem Solving

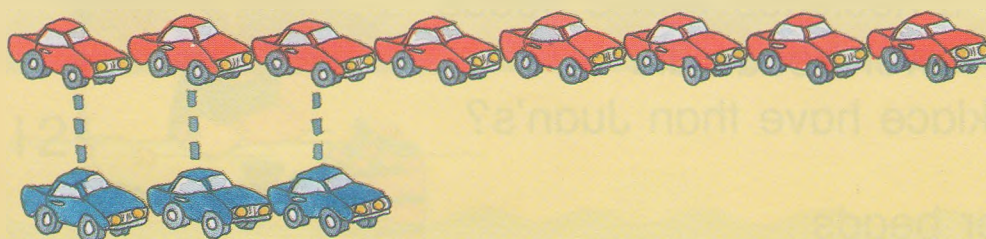
Strategy: Using Subtraction to Compare

Lee has 8 cars.
Sam has 3 cars.
How many more cars
does Lee have than Sam?




You can draw a
picture to find
how many more.

You can use
subtraction
to find how many more.



$$\begin{array}{r} 8 \\ - 3 \\ \hline 5 \end{array}$$


Lee has 5 more cars than Sam.

Solve. Use , mental math, or paper and pencil.

- Jenny has 7 stuffed bears.
Frank has 5 stuffed bears.
How many more stuffed bears
does Jenny have than Frank?

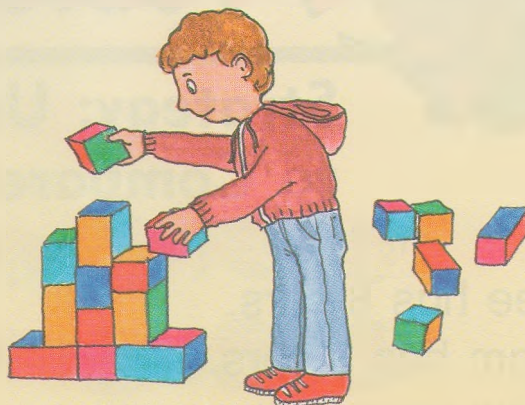
_____ more bears



Solve. Use , mental math, or paper and pencil.

1. Len played with 10 blocks.
Joey played with 4 blocks.
How many fewer blocks did
Joey play with than Len?

_____ fewer blocks



2. Jan's toy train had 11 cars.
Rose's toy train had 4 cars.
How many more cars did
Jan's train have than Rose's?

_____ more cars



3. Juan made a necklace with 10 beads.
Kelly made a necklace with 8 beads.
How many fewer beads did
Kelly's necklace have than Juan's?

_____ fewer beads



4. Willy painted 9 boats.
Lisa painted 11 boats.
How many more boats did
Lisa paint than Willy?

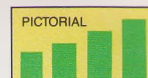
_____ more boats



5. Did you draw pictures to help you?
Tell about what you did.

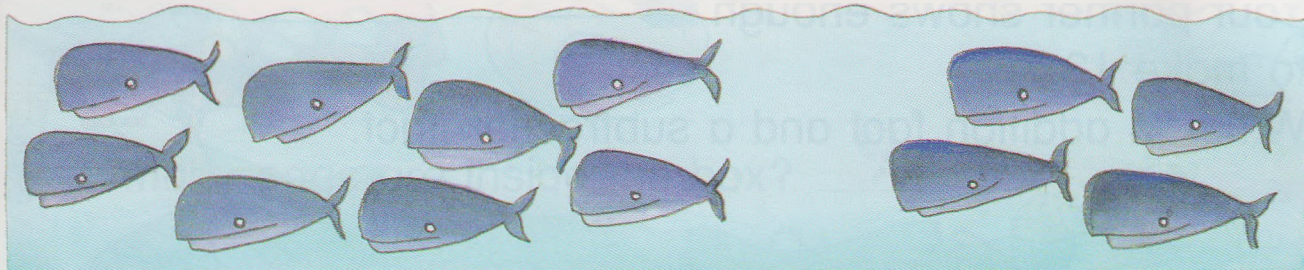


Sums and Differences to 12



Tell an addition story.

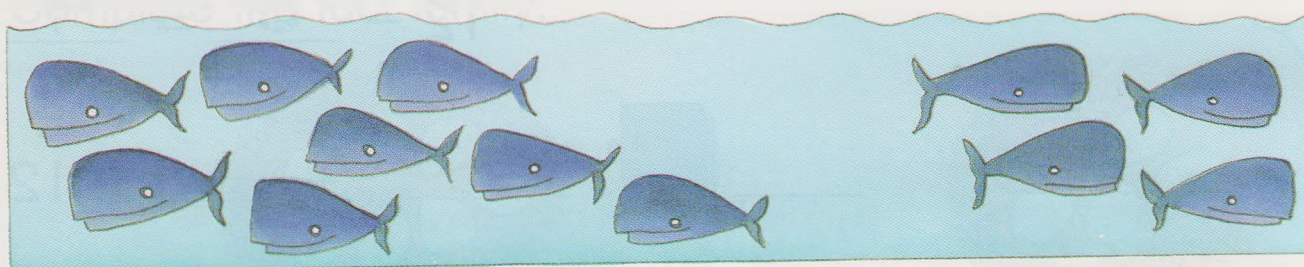
Complete the addition sentence.



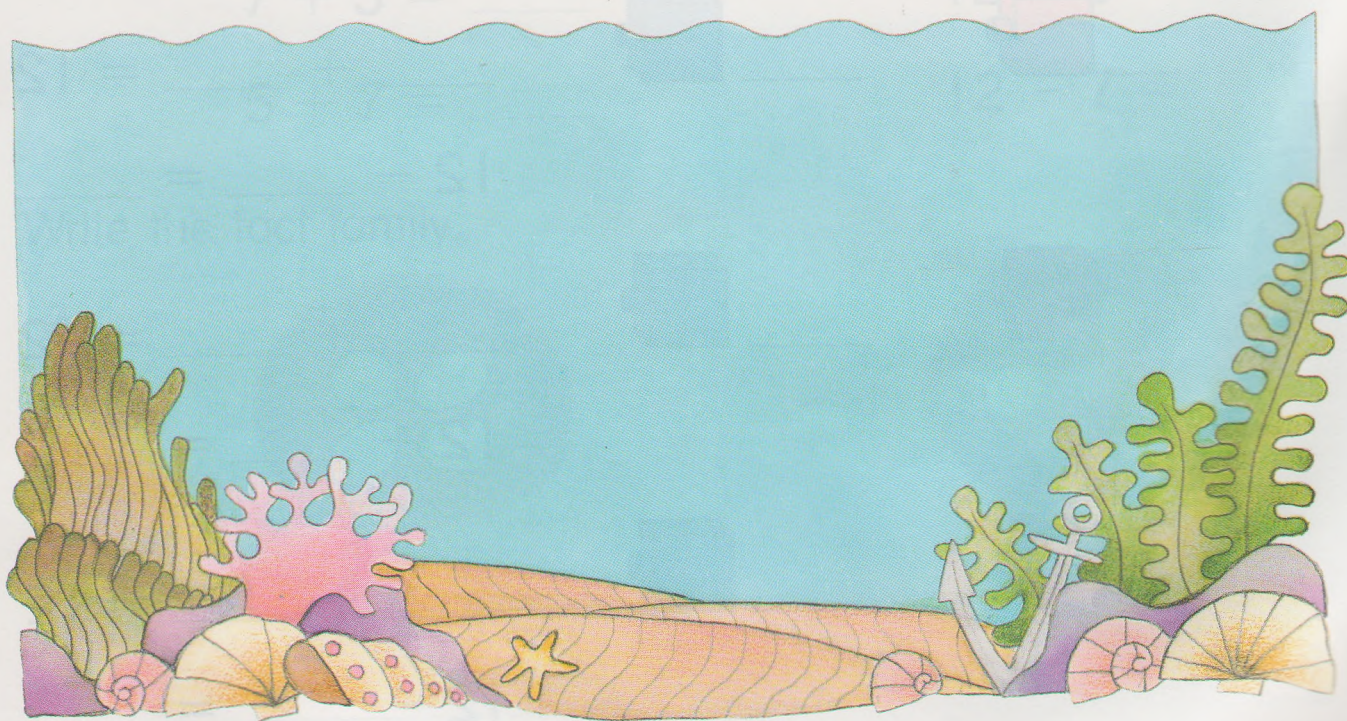
$$\underline{\quad\quad} + \underline{\quad\quad} = 12$$

Tell a subtraction story.

Complete the subtraction sentence.





$$12 - \underline{\quad\quad} = \underline{\quad\quad}$$




Working Together

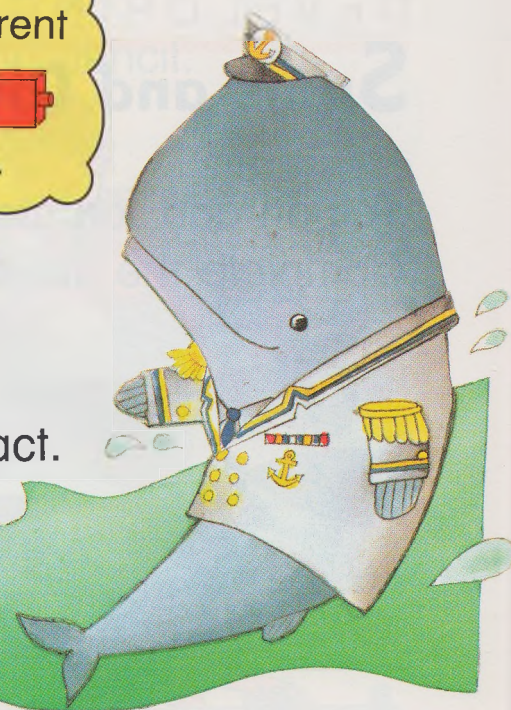
Use 9  and 9 .

You show from 3 to 9 .

Your partner shows enough  to make 12.

Write an addition fact and a subtraction fact.

Show a different number of  each time.



You show: Your partner shows:

1. 4  8 

$$\underline{4} + \underline{8} = 12$$

$$12 - \underline{8} = \underline{4}$$

2.  

$$\underline{\quad} + \underline{\quad} = 12$$

$$12 - \underline{\quad} = \underline{\quad}$$

3.  

$$\underline{\quad} + \underline{\quad} = 12$$

$$12 - \underline{\quad} = \underline{\quad}$$

4.  

$$\underline{\quad} + \underline{\quad} = 12$$

$$12 - \underline{\quad} = \underline{\quad}$$

5.  

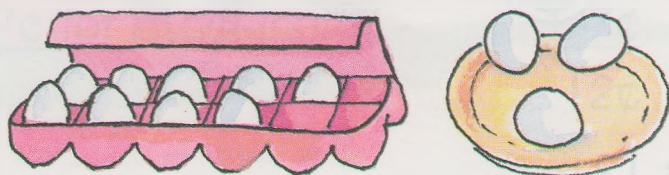
$$\underline{\quad} + \underline{\quad} = 12$$

$$12 - \underline{\quad} = \underline{\quad}$$

DEVELOPING / UNDERSTANDING

More Sums and Differences to 12

A set of 12 is a **dozen**.



How many eggs are inside the box? 9

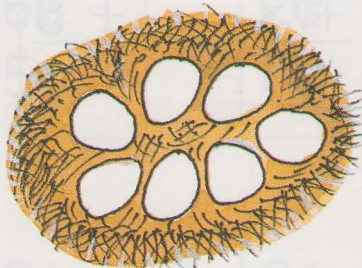
How many are outside the box? 3

How many in all? 12



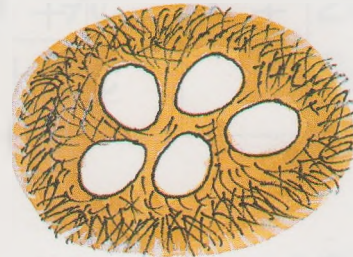
Complete the fact family.

1.



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

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

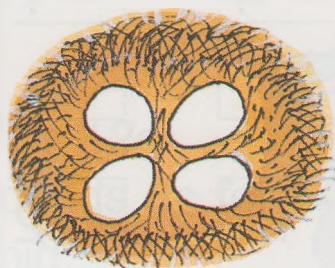


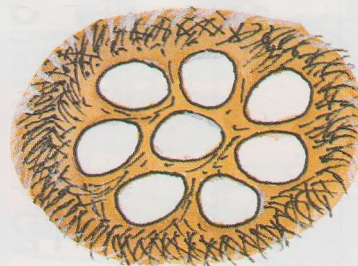
$$12 - 5 = \underline{\quad}$$

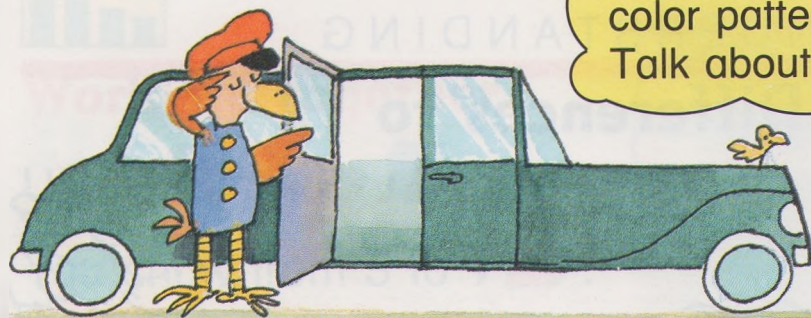
$$12 - 7 = \underline{\quad}$$

Write the fact family.

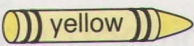
2.







Add.

Color  yellow if the sum is 12.

1.

$$\begin{array}{r} 7 \\ + 5 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 4 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$$

Subtract.

Color  red if the difference is more than 5.

3.

$$\begin{array}{r} 12 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 2 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 11 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$$

DEVELOPING / UNDERSTANDING

Adding and Subtracting Money

5¢ for a balloon.

5¢

7¢ for a postcard.

+ 7¢

12¢



How much money in all? _____

Add or subtract.

1.
$$\begin{array}{r} 5¢ \\ + 6¢ \\ \hline \end{array}$$

$$\begin{array}{r} 5¢ \\ + 6¢ \\ \hline \end{array}$$

11¢

$$\begin{array}{r} 6¢ \\ + 4¢ \\ \hline \end{array}$$

$$\begin{array}{r} 6¢ \\ + 4¢ \\ \hline \end{array}$$

$$\begin{array}{r} 8¢ \\ + 3¢ \\ \hline \end{array}$$

$$\begin{array}{r} 8¢ \\ + 3¢ \\ \hline \end{array}$$

$$\begin{array}{r} 2¢ \\ + 7¢ \\ \hline \end{array}$$

$$\begin{array}{r} 2¢ \\ + 7¢ \\ \hline \end{array}$$

$$\begin{array}{r} 4¢ \\ + 4¢ \\ \hline \end{array}$$

$$\begin{array}{r} 4¢ \\ + 4¢ \\ \hline \end{array}$$

2.
$$\begin{array}{r} 6¢ \\ + 5¢ \\ \hline \end{array}$$

$$\begin{array}{r} 6¢ \\ + 5¢ \\ \hline \end{array}$$

$$\begin{array}{r} 2¢ \\ + 8¢ \\ \hline \end{array}$$

$$\begin{array}{r} 2¢ \\ + 8¢ \\ \hline \end{array}$$

$$\begin{array}{r} 5¢ \\ + 5¢ \\ \hline \end{array}$$

$$\begin{array}{r} 5¢ \\ + 5¢ \\ \hline \end{array}$$

$$\begin{array}{r} 9¢ \\ + 3¢ \\ \hline \end{array}$$

$$\begin{array}{r} 9¢ \\ + 3¢ \\ \hline \end{array}$$

$$\begin{array}{r} 2¢ \\ + 8¢ \\ \hline \end{array}$$

$$\begin{array}{r} 2¢ \\ + 8¢ \\ \hline \end{array}$$

3.
$$\begin{array}{r} 12¢ \\ - 7¢ \\ \hline \end{array}$$

$$\begin{array}{r} 12¢ \\ - 7¢ \\ \hline \end{array}$$

$$\begin{array}{r} 12¢ \\ - 3¢ \\ \hline \end{array}$$

$$\begin{array}{r} 12¢ \\ - 3¢ \\ \hline \end{array}$$

$$\begin{array}{r} 11¢ \\ - 4¢ \\ \hline \end{array}$$

$$\begin{array}{r} 11¢ \\ - 4¢ \\ \hline \end{array}$$

$$\begin{array}{r} 11¢ \\ - 5¢ \\ \hline \end{array}$$

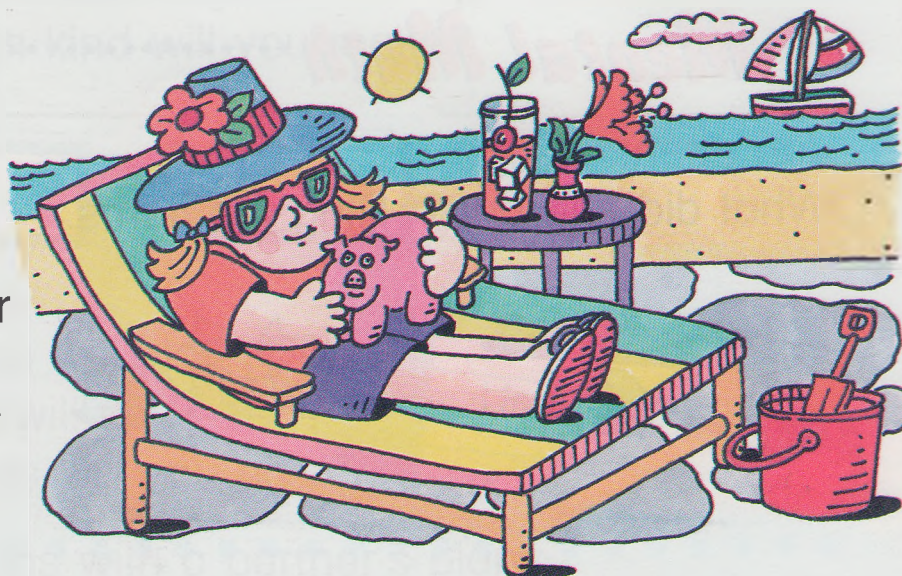
$$\begin{array}{r} 11¢ \\ - 5¢ \\ \hline \end{array}$$

$$\begin{array}{r} 10¢ \\ - 2¢ \\ \hline \end{array}$$

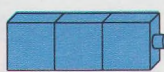
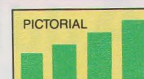
$$\begin{array}{r} 10¢ \\ - 2¢ \\ \hline \end{array}$$

Solve.

4. Kate has 12¢.
She spends 8¢ for
a toy pig.
How much money
is left?



Three Addends





$$\begin{array}{r} 5 \\ 4 \\ \hline 9 \end{array}$$

$$5 + 4 + 3 = 12$$

$$\begin{array}{r} 5 \\ 4 \\ + 3 \\ \hline 12 \end{array}$$

Talk about how you can add the numbers in a different way.

Add. Use  and  to help.

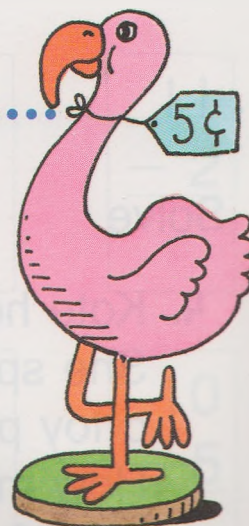
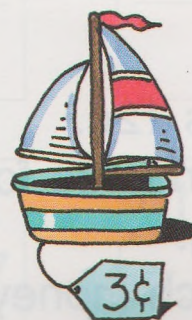
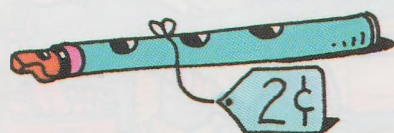
1.	6	2	7	5	4	3
	2	3	2	3	4	3
	<u>+ 4</u>	<u>+ 6</u>	<u>+ 3</u>	<u>+ 4</u>	<u>+ 3</u>	<u>+ 5</u>

2.	8	7	6	8	4	3
	1	1	3	1	3	2
	<u>+ 2</u>	<u>+ 4</u>	<u>+ 3</u>	<u>+ 3</u>	<u>+ 5</u>	<u>+ 4</u>

Mental Math

Jan spent 11¢.

What did she buy? Ring the items.

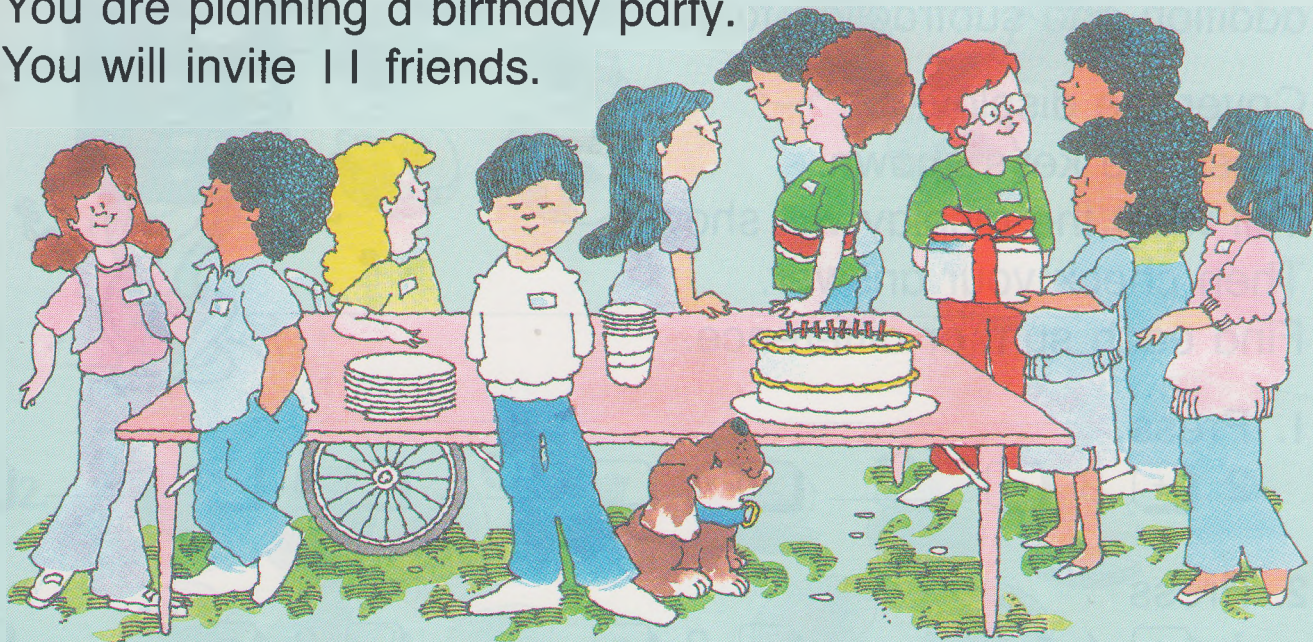




Decision Making

Problem Solving: Planning a Party

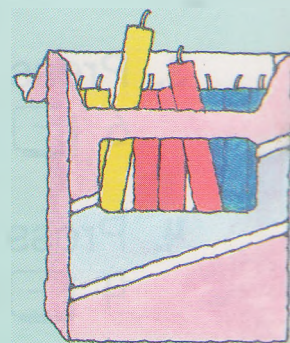
You are planning a birthday party.
You will invite 11 friends.



1. Mother will bake the cake.

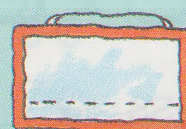
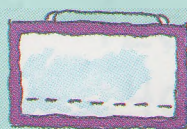
How many candles will you put on it? _____
What colors will you use?

_____ yellow _____ pink _____ blue



2. You want to make name tags.

How many of each kind will you make?



3. List the games you will play.

How many prizes will you need?
What kind of prizes will you give?

Use your own paper.

4. Compare your plans with a partner's plans.



Technology

Calculator: Adding and Subtracting

You can use a calculator to practice your addition and subtraction facts.

Cover the display.

Press the keys shown.

Tell what the display will show.

Then check your answer.

Find each sum or difference.



1. Press

$$2 \text{ [+] } 3 \text{ [=] } \underline{\quad 5 \quad} \text{ [+] } 1 \text{ [=] } \underline{\quad 6 \quad} \text{ [-] } 3 \text{ [=] } \underline{\quad 3 \quad} \text{ [C]}$$

2. Press

$$1 \text{ [+] } 6 \text{ [=] } \underline{\quad \quad} \text{ [-] } 2 \text{ [=] } \underline{\quad \quad} \text{ [+] } 3 \text{ [=] } \underline{\quad \quad} \text{ [C]}$$

3. Press

$$6 \text{ [-] } 4 \text{ [=] } \underline{\quad \quad} \text{ [+] } 6 \text{ [=] } \underline{\quad \quad} \text{ [-] } 2 \text{ [=] } \underline{\quad \quad} \text{ [C]}$$

4. Press

$$4 \text{ [-] } 1 \text{ [=] } \underline{\quad \quad} \text{ [+] } 3 \text{ [=] } \underline{\quad \quad} \text{ [+] } 6 \text{ [=] } \underline{\quad \quad} \text{ [C]}$$

5. Press

$$7 \text{ [+] } 2 \text{ [=] } \underline{\quad \quad} \text{ [-] } 5 \text{ [=] } \underline{\quad \quad} \text{ [-] } 0 \text{ [=] } \underline{\quad \quad} \text{ [C]}$$

6. Press

$$3 \text{ [-] } 2 \text{ [=] } \underline{\quad \quad} \text{ [+] } 2 \text{ [=] } \underline{\quad \quad} \text{ [+] } 9 \text{ [=] } \underline{\quad \quad} \text{ [C]}$$

7. Make up your own chain. Share it with others.

Extra Practice

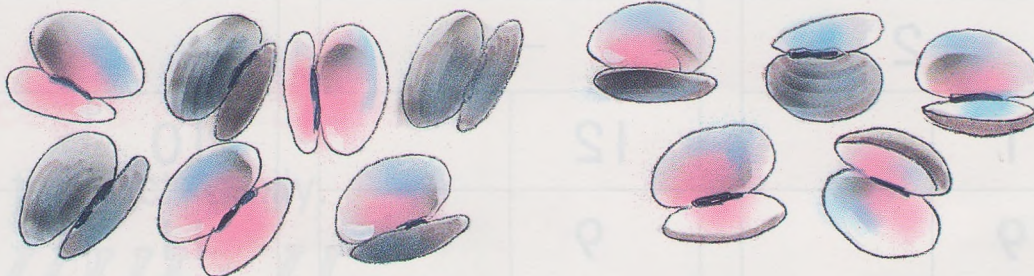
More Sums and Differences to 12, pages 277–278

Write the fact family.

1.



2.



Adding and Subtracting Money, page 279

Add or subtract.

1.	6¢	11¢	7¢	12¢	5¢	10¢
	+ 6¢	– 3¢	+ 2¢	– 4¢	+ 7¢	– 3¢

Practice Plus



Key Skill: Sums and Differences to 12, page 278

Complete each chart.

1.

+5	
4	
7	
5	

+2	
9	
7	
8	

+7	
4	
5	
3	

2.

-2	
11	
9	
10	

-8	
12	
9	
11	

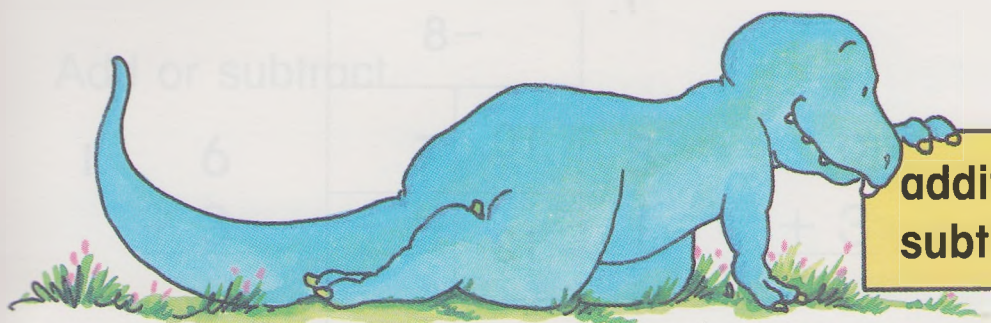
-6	
10	
11	
12	

Key Skill: Three Addends, page 280

Add.

1.	3	2	5	3	7	1
	2	6	2	3	2	8
	+ 5	+ 3	+ 5	+ 4	+ 3	+ 2

Chapter Review



addition sentence
subtraction sentence

Language and Mathematics

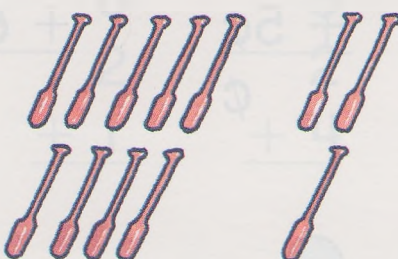
Choose the correct word.

1. $3 + 6 = 9$ is an _____.

2. $11 - 8 = 3$ is a _____.

Concepts and Skills

Write the fact family.

3.  _____

Add or subtract.

4.
$$\begin{array}{r} 3 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 12 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 5 \\ \hline \end{array}$$

Complete each chart.

6.

-4	
12	
9	
11	

7.

-8	
10	
12	
11	

Add or subtract.

8.

10¢	12¢	9¢	11¢	11¢
$- 4\text{¢}$	$- 6\text{¢}$	$- 2\text{¢}$	$- 3\text{¢}$	$- 4\text{¢}$
¢	¢	¢	¢	¢

9.

4¢	5¢	7¢	6¢	4¢
$+ 8\text{¢}$	$+ 7\text{¢}$	$+ 3\text{¢}$	$+ 5\text{¢}$	$+ 6\text{¢}$
¢	¢	¢	¢	¢


Problem Solving

Solve.

10. Roy had 8 marbles.
He bought 3 more.
How many marbles did Roy have?



_____ marbles

-  II. Talk about some things that come in twelves.
Some might be things you eat.
Some might be things you measure, like time and distance.

Chapter Test

Add or subtract.

1. $\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ + 4 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ + 1 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$ $\begin{array}{r} 6\text{¢} \\ + 6\text{¢} \\ \hline \end{array}$ $\begin{array}{r} 7\text{¢} \\ + 5\text{¢} \\ \hline \end{array}$

2. $\begin{array}{r} 11 \\ - 5 \\ \hline \end{array}$ $\begin{array}{r} 12 \\ - 8 \\ \hline \end{array}$ $\begin{array}{r} 10 \\ - 2 \\ \hline \end{array}$ $\begin{array}{r} 12 \\ - 3 \\ \hline \end{array}$ $\begin{array}{r} 9\text{¢} \\ - 6\text{¢} \\ \hline \end{array}$ $\begin{array}{r} 11\text{¢} \\ - 8\text{¢} \\ \hline \end{array}$

3. $5 + 7 = \underline{\quad}$ $11 - 9 = \underline{\quad}$ $6 + 5 = \underline{\quad}$

Add.

4. $\begin{array}{r} 6 \\ 2 \\ + 1 \\ \hline \end{array}$ $\begin{array}{r} 5 \\ 2 \\ + 4 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ 1 \\ + 2 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ 2 \\ + 4 \\ \hline \end{array}$ $\begin{array}{r} 1 \\ 5 \\ + 6 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ 1 \\ + 9 \\ \hline \end{array}$

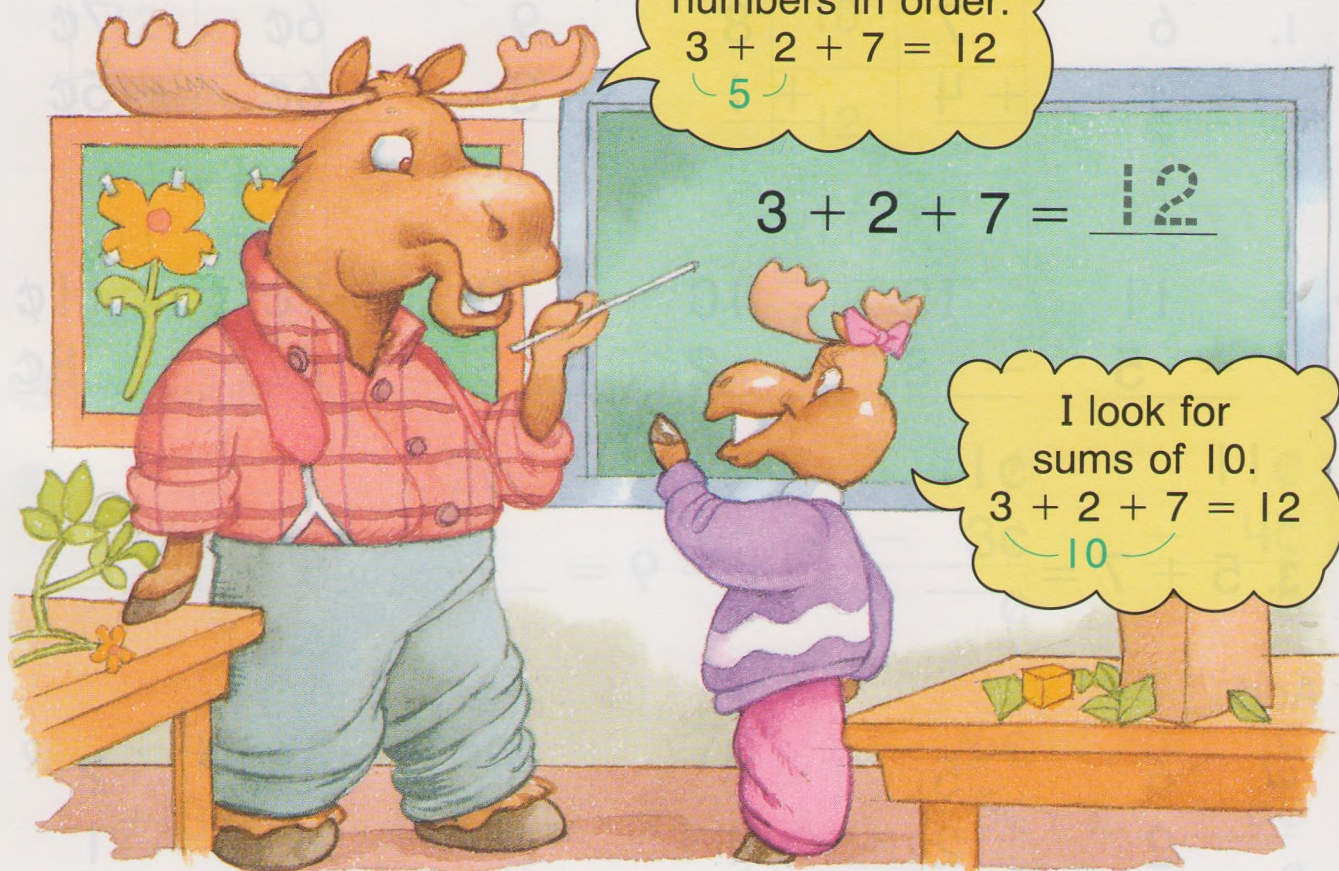
Solve.

5. David has 12¢.
He gives 8¢ to Sara.
How much money is left?
_____ ¢ is left

6. Jeff has 6 books.
He gets 5 books from
the library.
How many books does
he have altogether?
_____ books

Enrichment For All

Addition Strategies



Add.

1.	3	1	3	9	4	5
	1	5	3	2	2	3
	+ 7	+ 5	+ 3	+ 1	+ 4	+ 4

2.	2	1	6	4	6	8
	2	1	4	4	2	1
	+ 8	+ 9	+ 2	+ 3	+ 2	+ 2

Cumulative Review


Fill in the ☐ to answer each question.

Choose the correct amount.

1. 

35¢ 37¢ 41¢ 47¢


☐ ☐ ☐ ☐

2. 

21¢ 31¢ 36¢ 41¢


☐ ☐ ☐ ☐

Which shows the number?

3. 

21 22 31 32

☐ ☐ ☐ ☐

4. 

14 15 24 25

☐ ☐ ☐ ☐

Subtract.

5.
$$\begin{array}{r} 8 \\ - 4 \\ \hline \end{array}$$

2 3 4 5

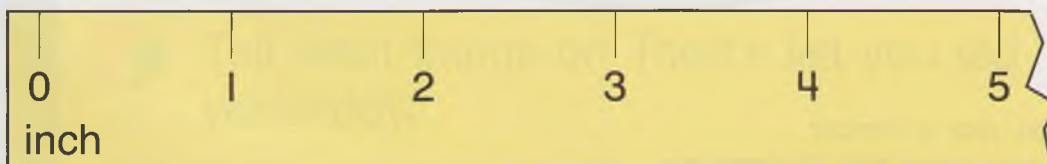
☐ ☐ ☐ ☐

6.
$$\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$$

5 4 3 2

☐ ☐ ☐ ☐

7. How long is the candle?



☐ 1 inch

☐ 2 inches

☐ 3 inches

☐ 4 inches

Home Activity

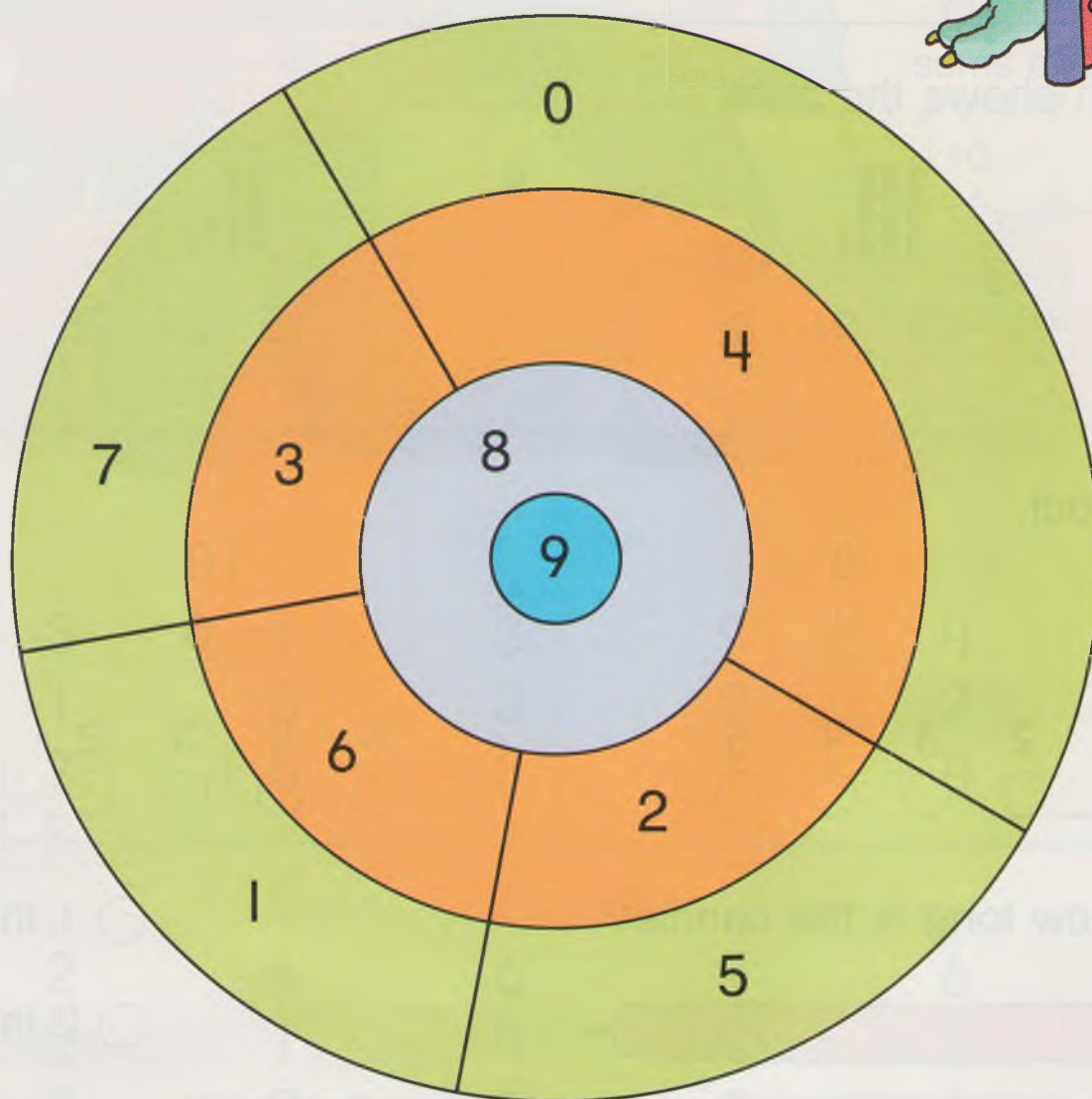
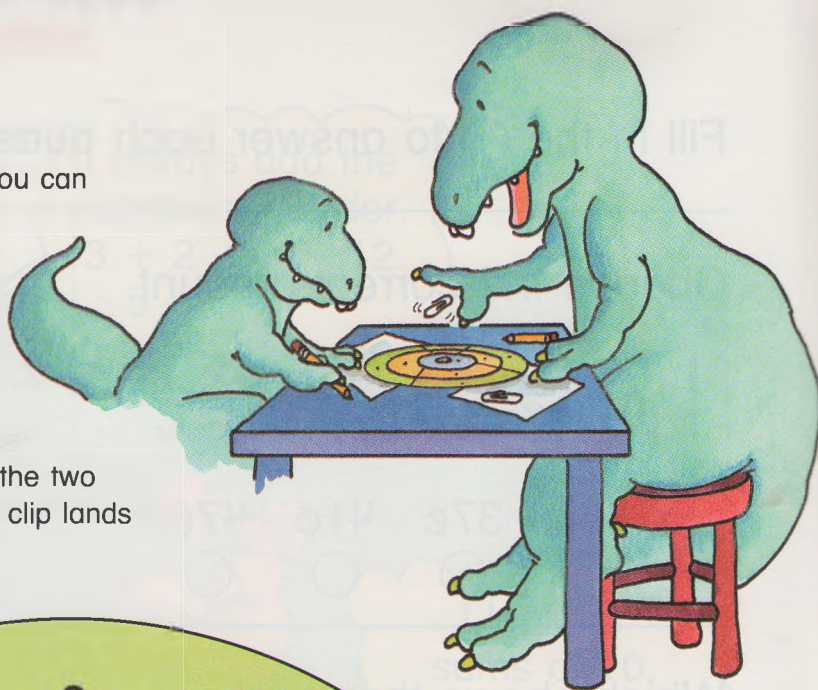
Your child has been learning addition and subtraction facts to 12. Here is an activity you can do with your child to practice these skills.

Materials:

2 paper clips,
paper and pencil

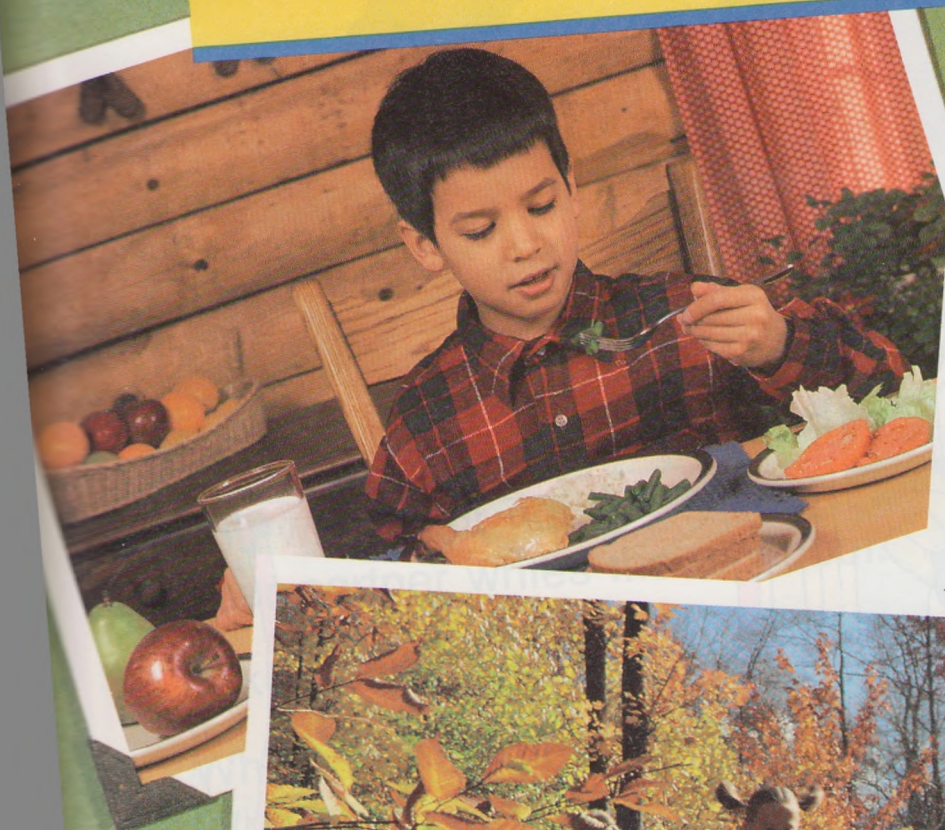
Directions:

To practice addition take turns dropping 2 paper clips on the target. Tell the sum of the two numbers the paper clips land on. If a paper clip lands on a line, use the smaller number.

**Variation:**

To practice subtraction, pick a number from 10 to 12. Drop one paper clip. Subtract the paper clip number from the chosen number.

Time



Things to do today
 Wake up
 Eat breakfast
 Get dressed
 Take a walk
 Eat lunch
 Take a nap
 games
 Supper



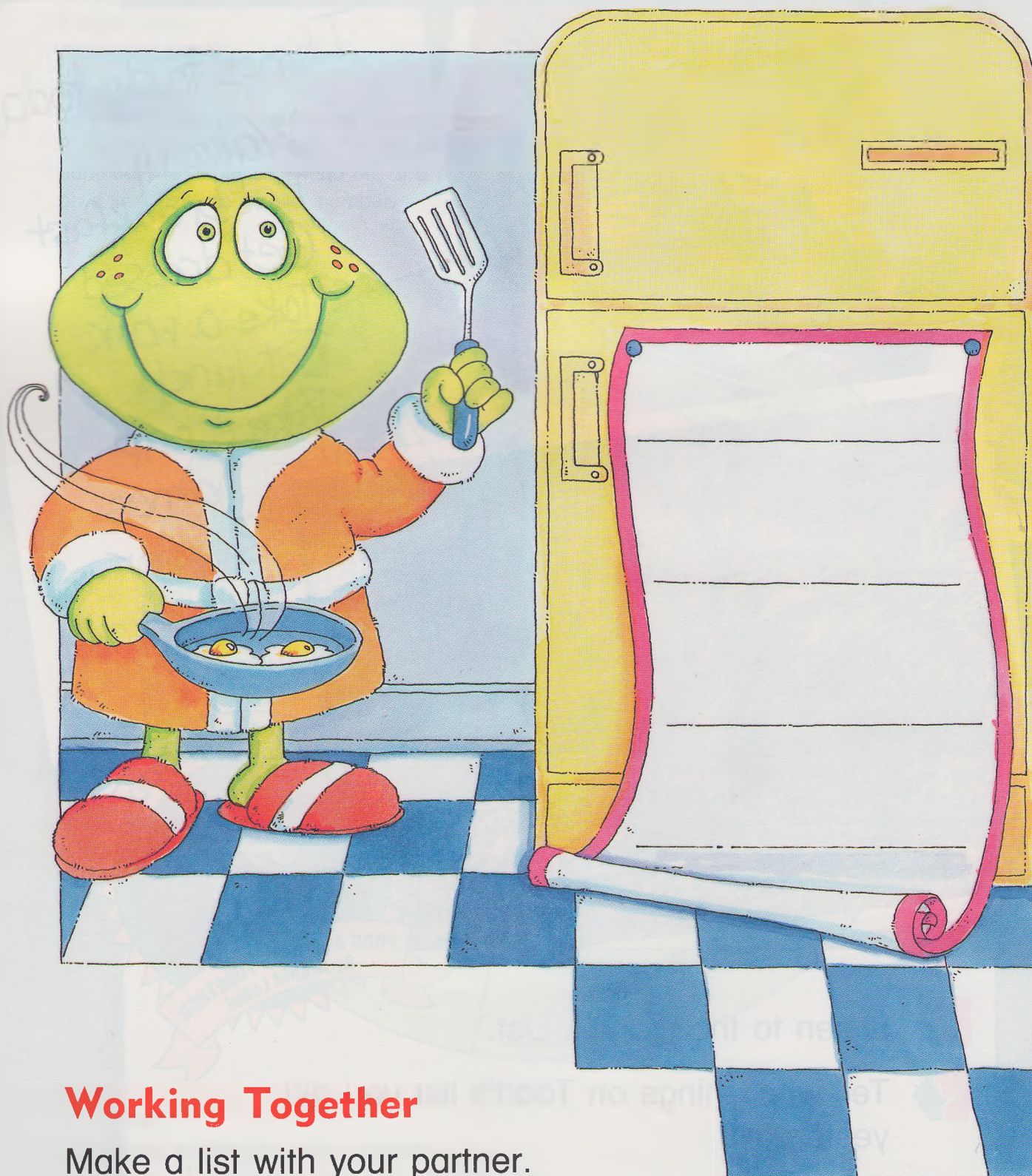
READ ALOUD

FROG AND TOAD TOGETHER
By Arnold LobelListen to the story A List.

Tell what things on Toad's list you did yesterday.

Time

Make a list or draw 4 things you do before you come to school.

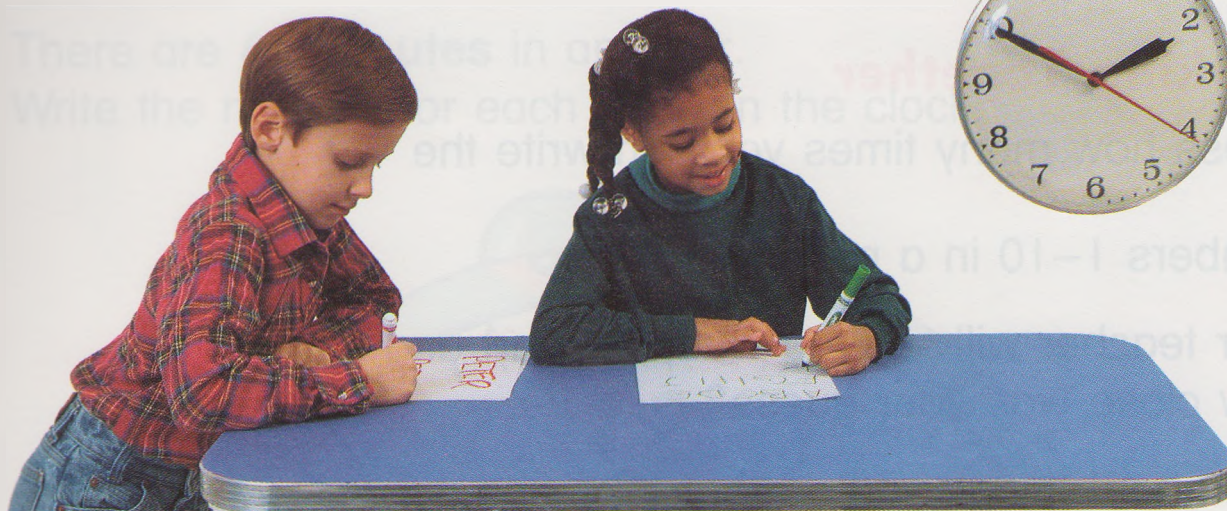


Working Together

Make a list with your partner.
List things to do in school tomorrow.



Comparing Time



Working Together

You write your name.

Your partner writes the alphabet.

Take turns.

Which takes more time?

Why?

Ring which takes more time.

1.



Ring the one that takes less time.

2.



Minutes

Working Together

Guess how many times you can write the numbers 1–10 in a minute. _____



Your teacher will tell you when to start and stop. How close was your guess?



Talk about things you do that take about a minute.

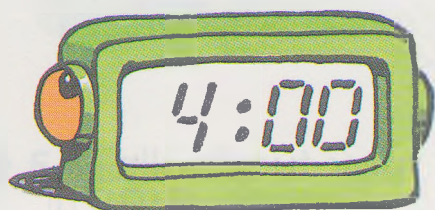
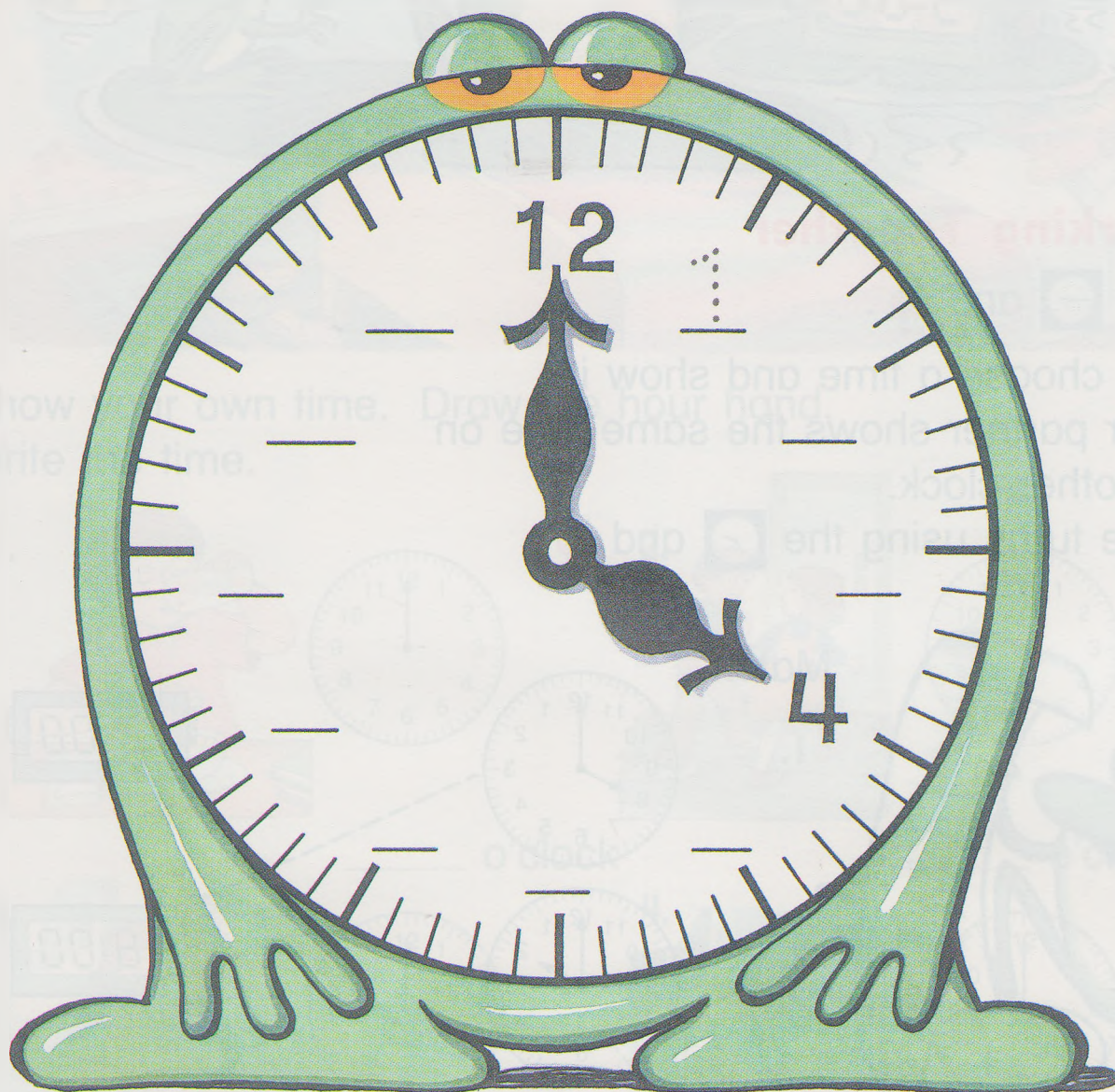
Can it be done in a minute? Ring it.



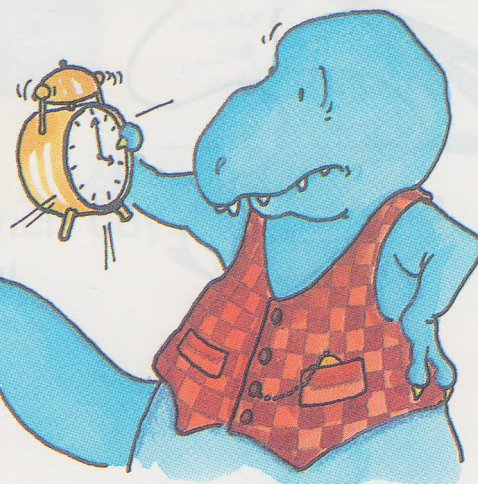
Hour

There are 60 **minutes** in an hour.

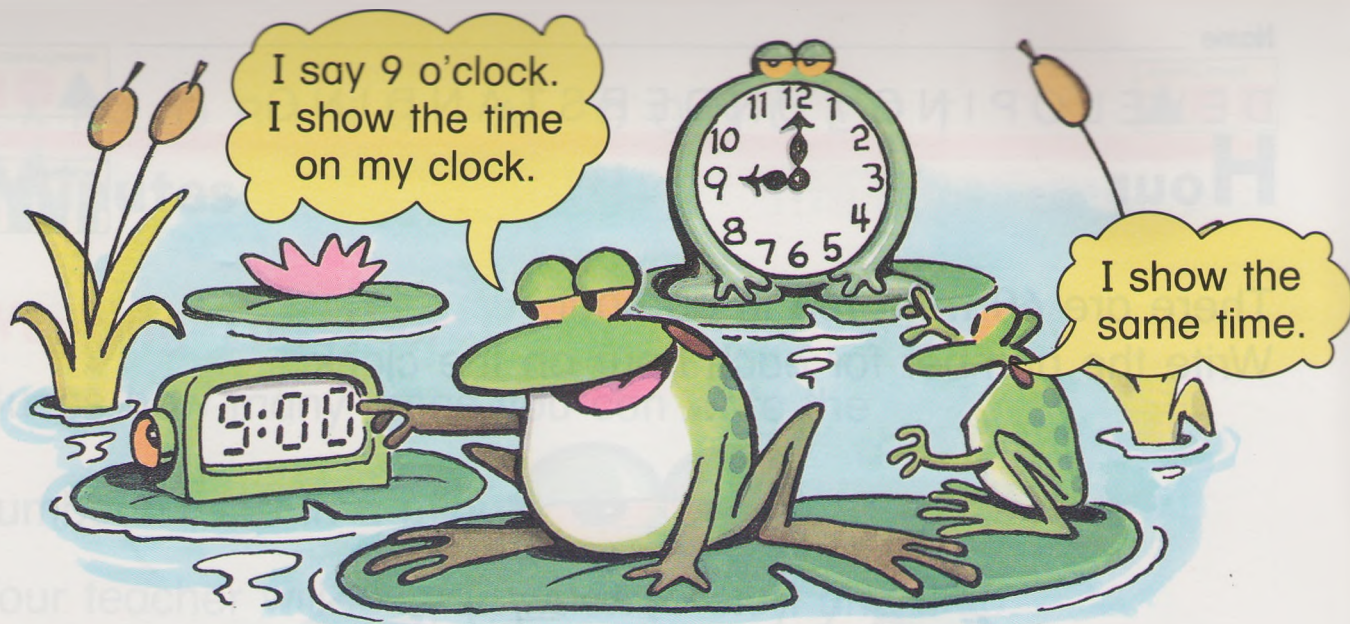
Write the number for each hour on the clock.



Both clocks
show 4 o'clock.



Talk about the hands and numbers on the clock. How do they show it is 4:00?





Working Together

Use  and .

You choose a time and show it.

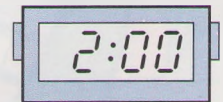
Your partner shows the same time on the other clock.

Take turns using the  and .

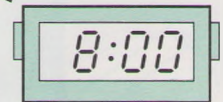


Match.

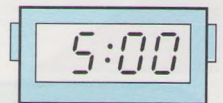
1.



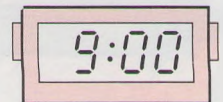
2.



3.



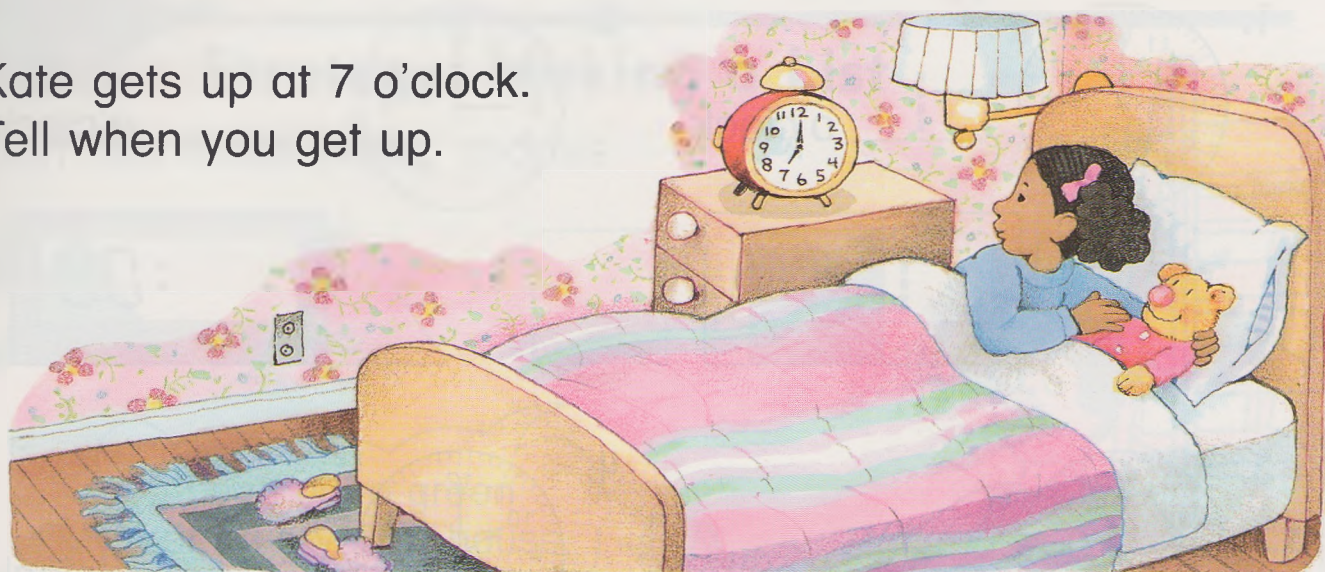
4.



DEVELOPING / UNDERSTANDING

More About Time to the Hour

Kate gets up at 7 o'clock.
Tell when you get up.



Show your own time. Draw the hour hand.
Write the time.

1.



_____ o'clock

2.



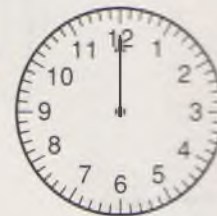
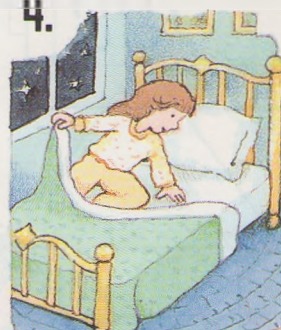
_____ o'clock

3.



_____ o'clock

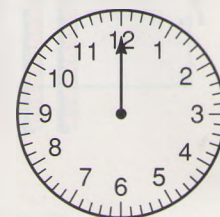
4.



_____ o'clock



5. Talk about your favorite thing to do each day.
Show when you do it on the clock.

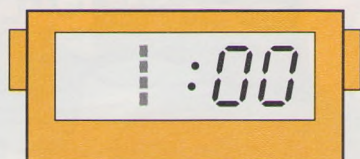


Write the time.

1.



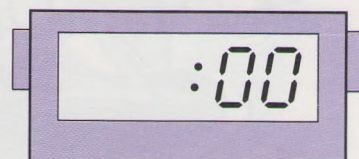
1 o'clock



2.



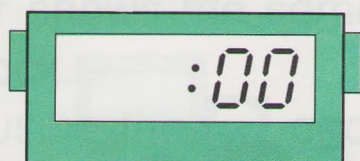
9 o'clock



3.



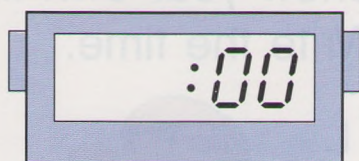
3 o'clock



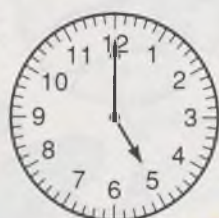
4.



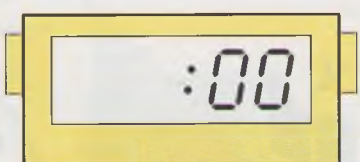
10 o'clock



5.



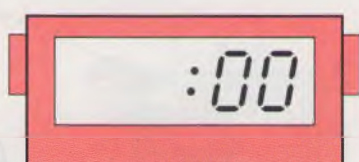
4 o'clock



6.



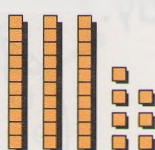
7 o'clock



Mixed Review

Write the number.

7.

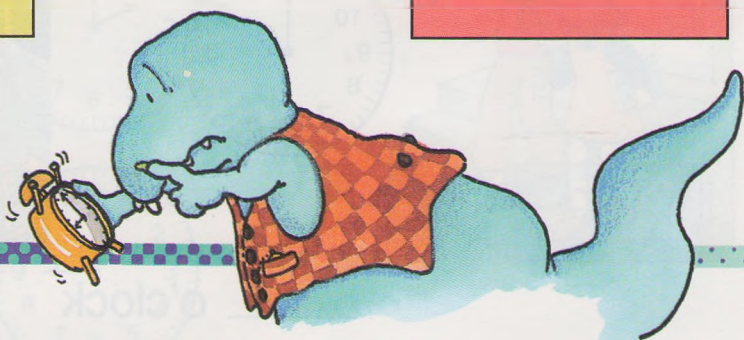


8.



9.



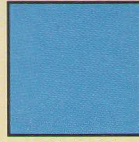
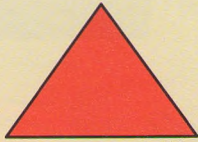




Problem Solving

Strategy: Making a List

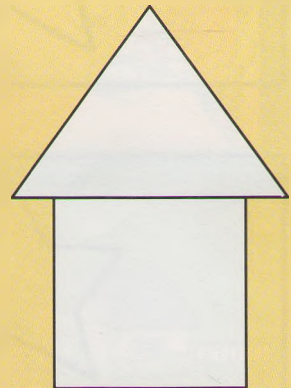
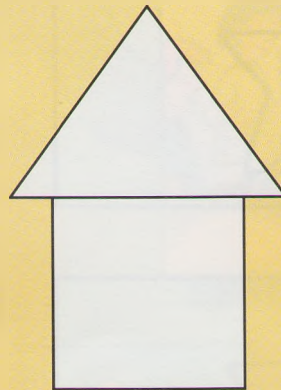
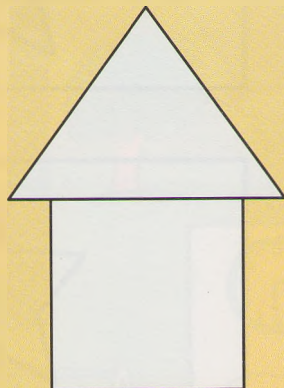
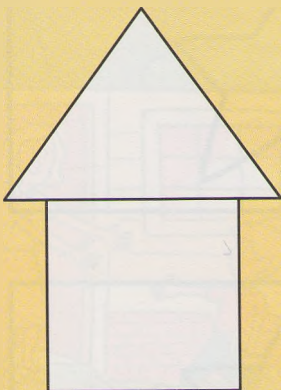
Bert has these paper shapes.



I can put a green roof on a yellow house.

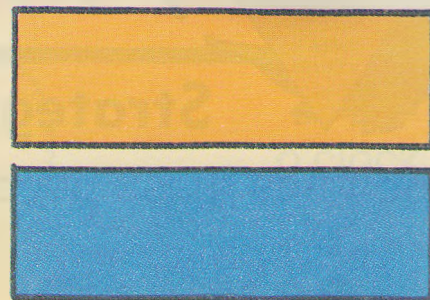


How many different houses can he make?
Color to show the different houses.

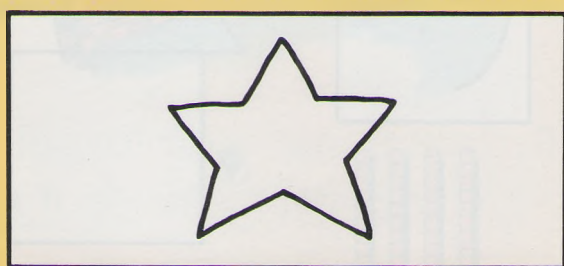
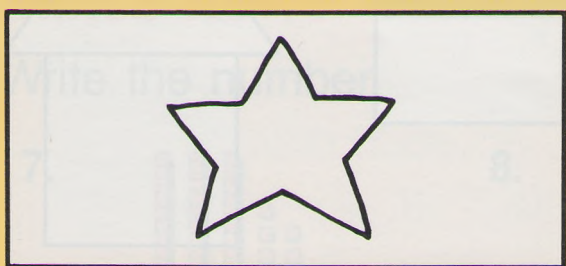
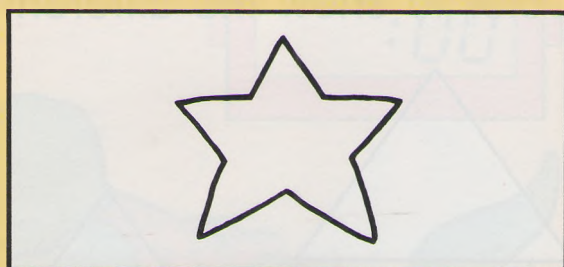
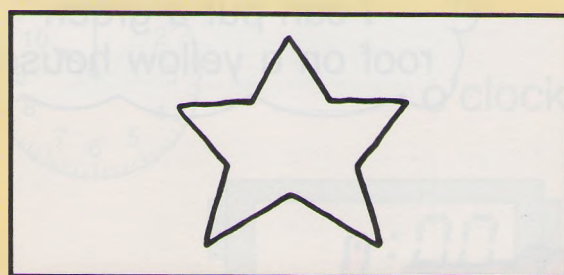
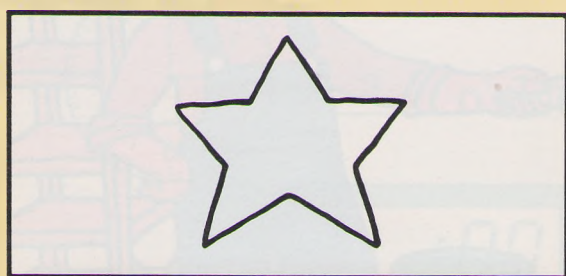


Bert can make 4 different houses.

Suzy has these paper shapes.



How many different flags can she make?
Color to show the different flags.



Suzy can make _____ different flags.

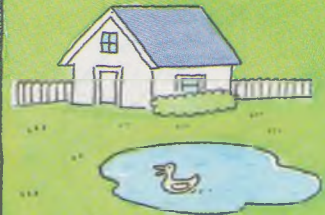
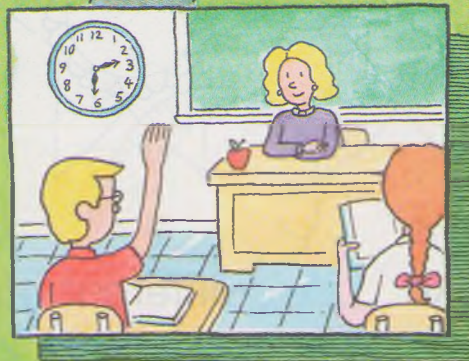
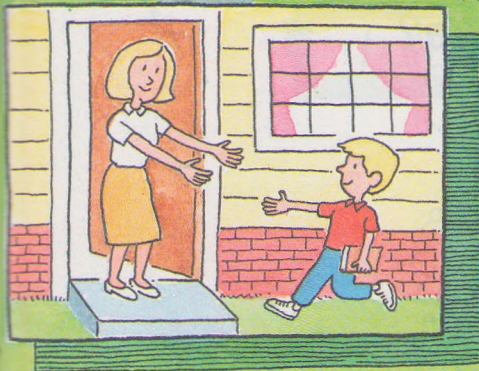
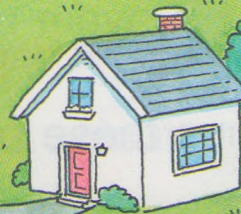
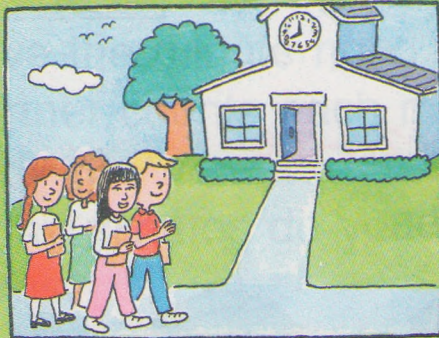
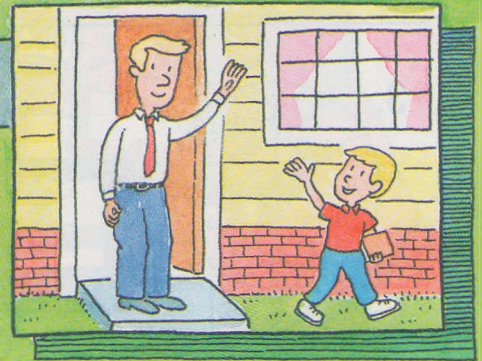
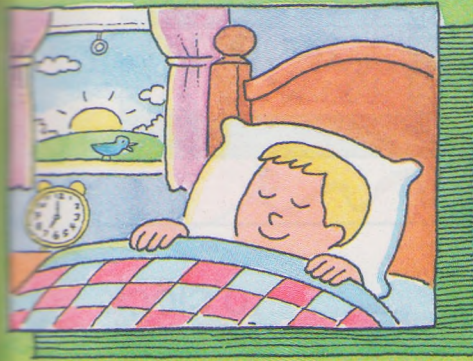
Name _____

Thinking
MATHEMATICALLY

Day Planner

Draw a path that shows what will happen next.

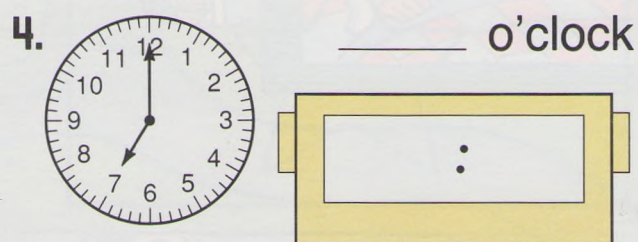
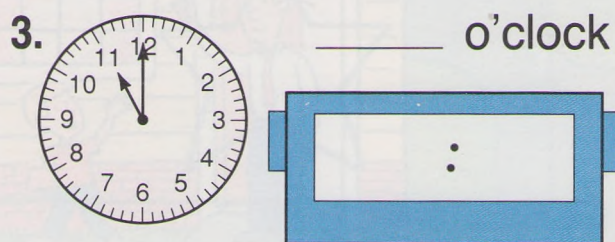
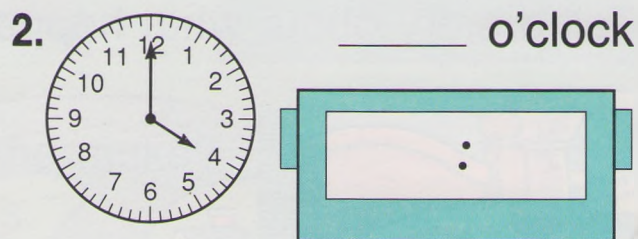
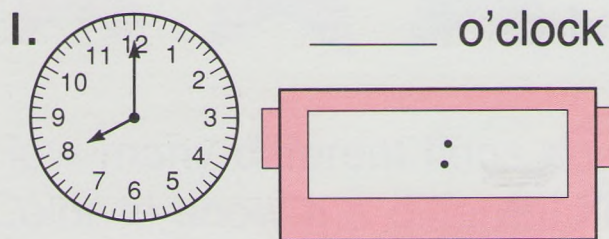
Tell a story about what happened.



Extra Practice

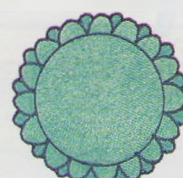
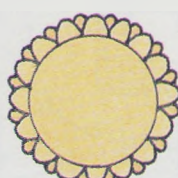
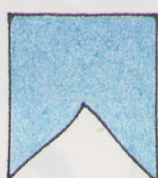
Time to the Hour, pages 297–298

Write the time.

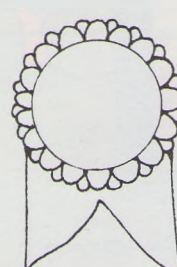
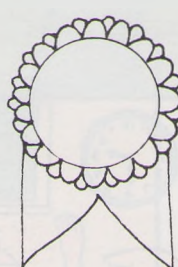
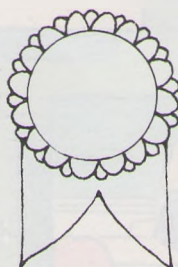
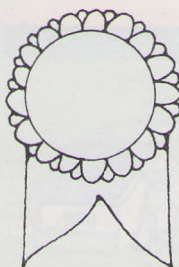


Problem Solving: Making a List, pages 299–300

1. Julie has these paper shapes.



How many different badges can she make?
Color to show the different badges.



Julie can make _____ different badges.



Half Hour



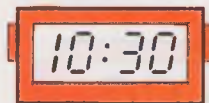
10:00

ten o'clock

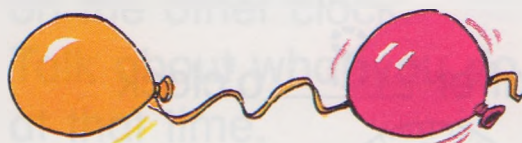


10:30

30 minutes after ten o'clock



An hour
has 60
minutes.
A half
hour has
30 minutes.



Working Together

Use .

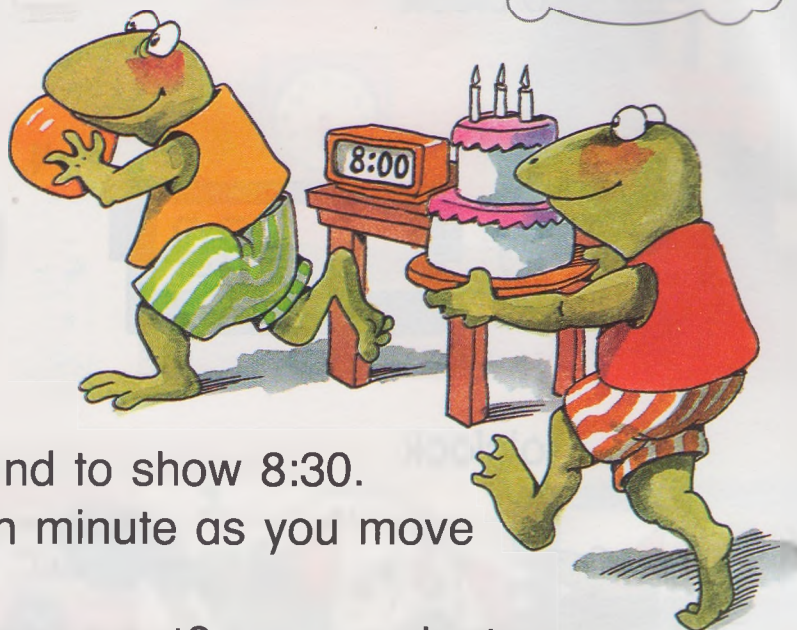
Show 8:00.

You move the minute hand to show 8:30.

Your partner counts each minute as you move the hand.

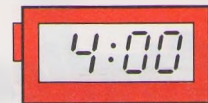
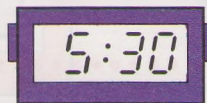
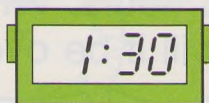
How many minutes do you count? _____ minutes

Take turns.



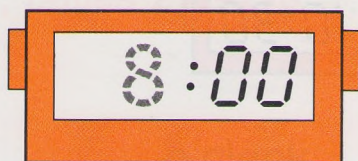
Match.

1.



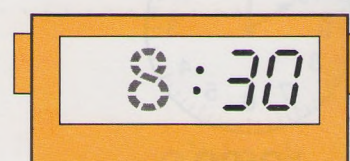
Write the times.

1.



8 o'clock

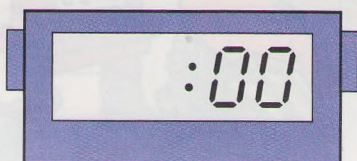
2.



30 minutes

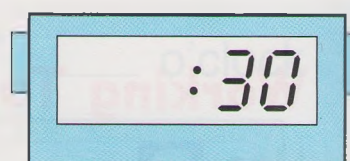
after 8 o'clock

3.



 o'clock

4.



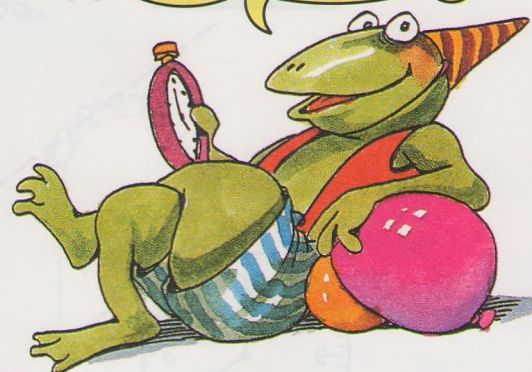
 minutes



after o'clock

.....Challenge.....

This is the time the party started.





More About Time to the Half Hour

Working Together

Use  and .

Show a time to the half hour.

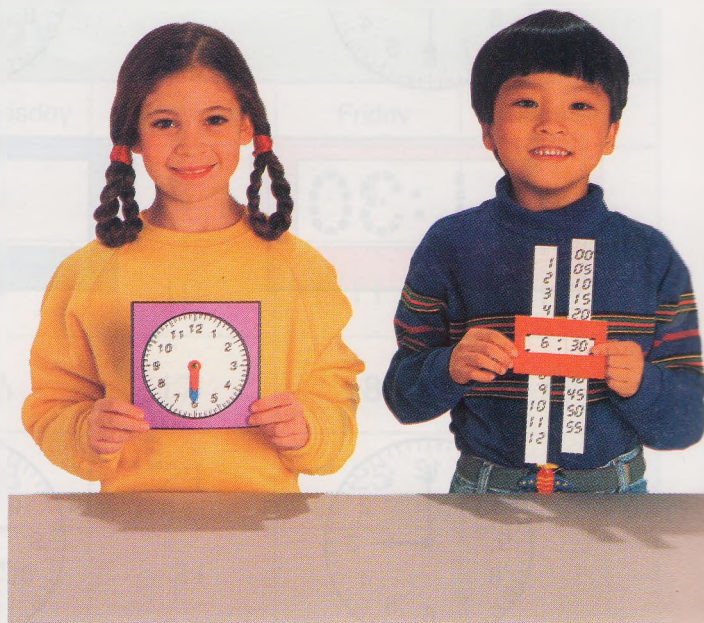
Your partner shows the time on the other clock.

Talk about what you do at that time.

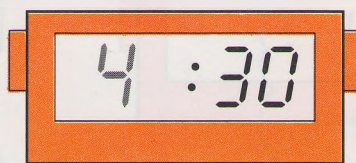
Take turns.

Draw the minute hand.

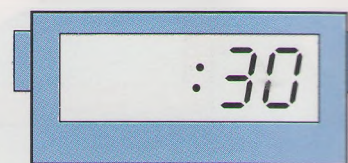
Write the times.



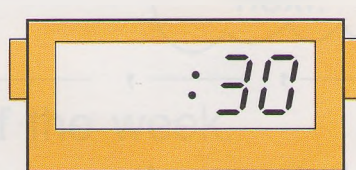
1.



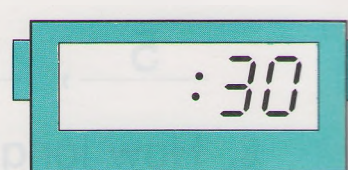
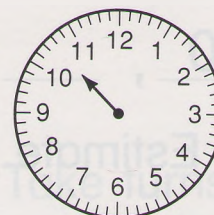
2.



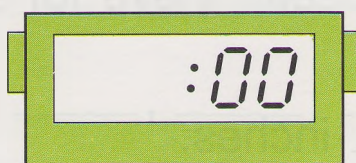
3.



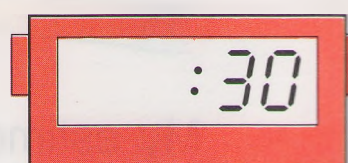
4.



5.

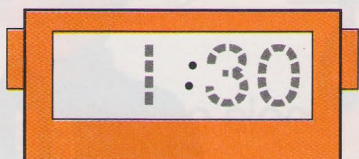


6.

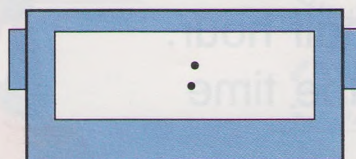


Write the time.

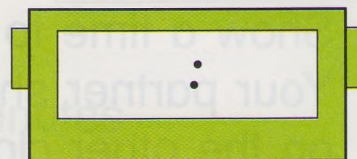
1.



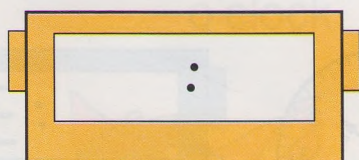
2.



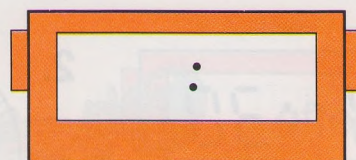
3.



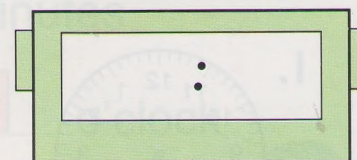
4.



5.



6.

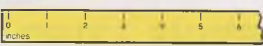


Mixed Review

7. Count by fives.

5 , 10 , _____ , _____ , _____ , _____ , _____ , _____

8. How long? Estimate.

Then use your .



My estimate: about _____ inches.

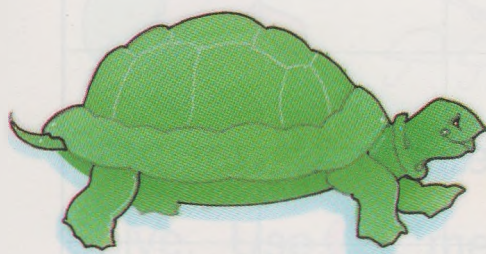
What it measures: about _____ inches.



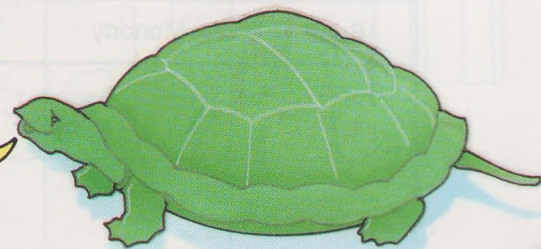
Calendar: Days of the Week

May						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Working Together



I name
a day
of the week.



I name
the one that
comes
next.

Name a day of the week.

Your partner names the next day. Take turns.

How many days are in a week? _____ days

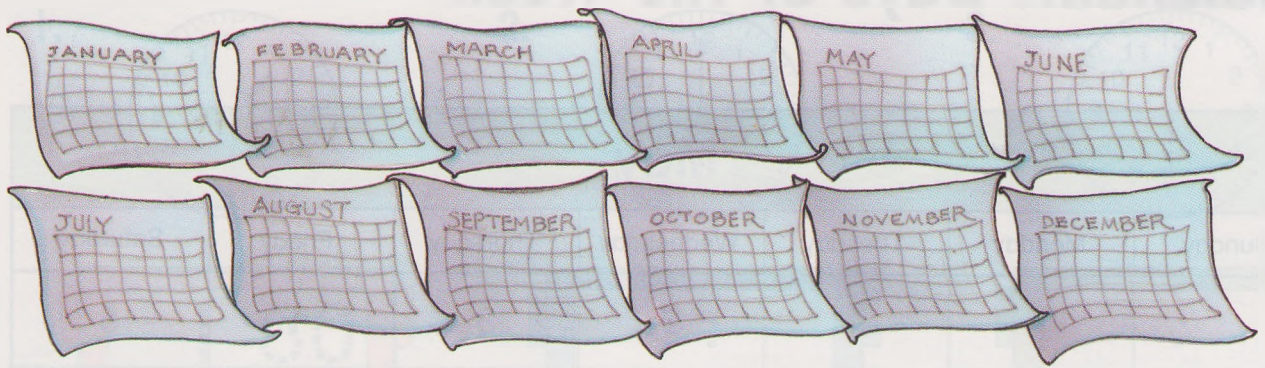
Write the dates for every Tuesday in May.

_____, _____, _____, _____, _____



Talk about any patterns in the dates
you see with your partner.

There are 12 months in a year.



What month is it now? _____

What month comes next? _____

Make a calendar for this month.

Month _____						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

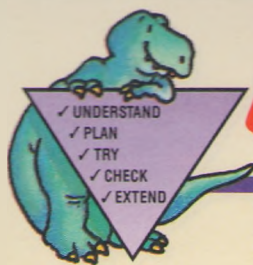
1. What is today's date? _____

2. What day of the week is today? _____

3. What is tomorrow's date? _____

4. What is the date a week from today? _____

5. How many days are in this month? _____



Problem Solving

Strategies Review


Sam counted 9 beach umbrellas.
He saw 3 more beach umbrellas.
How many beach umbrellas
did Sam see?

I draw a
picture. I
have 12
in all.

I add.
 $9 + 3 = 12$



Sam saw 12 umbrellas.

Solve. Use , mental math, or paper and pencil.

- Ivan found 10 shells.
He gave 2 shells to Bonnie.
How many shells does Ivan have?

_____ shells

- Dave saw 8 blue boats.
Jan saw 4 yellow boats.
How many boats did they see?

_____ boats



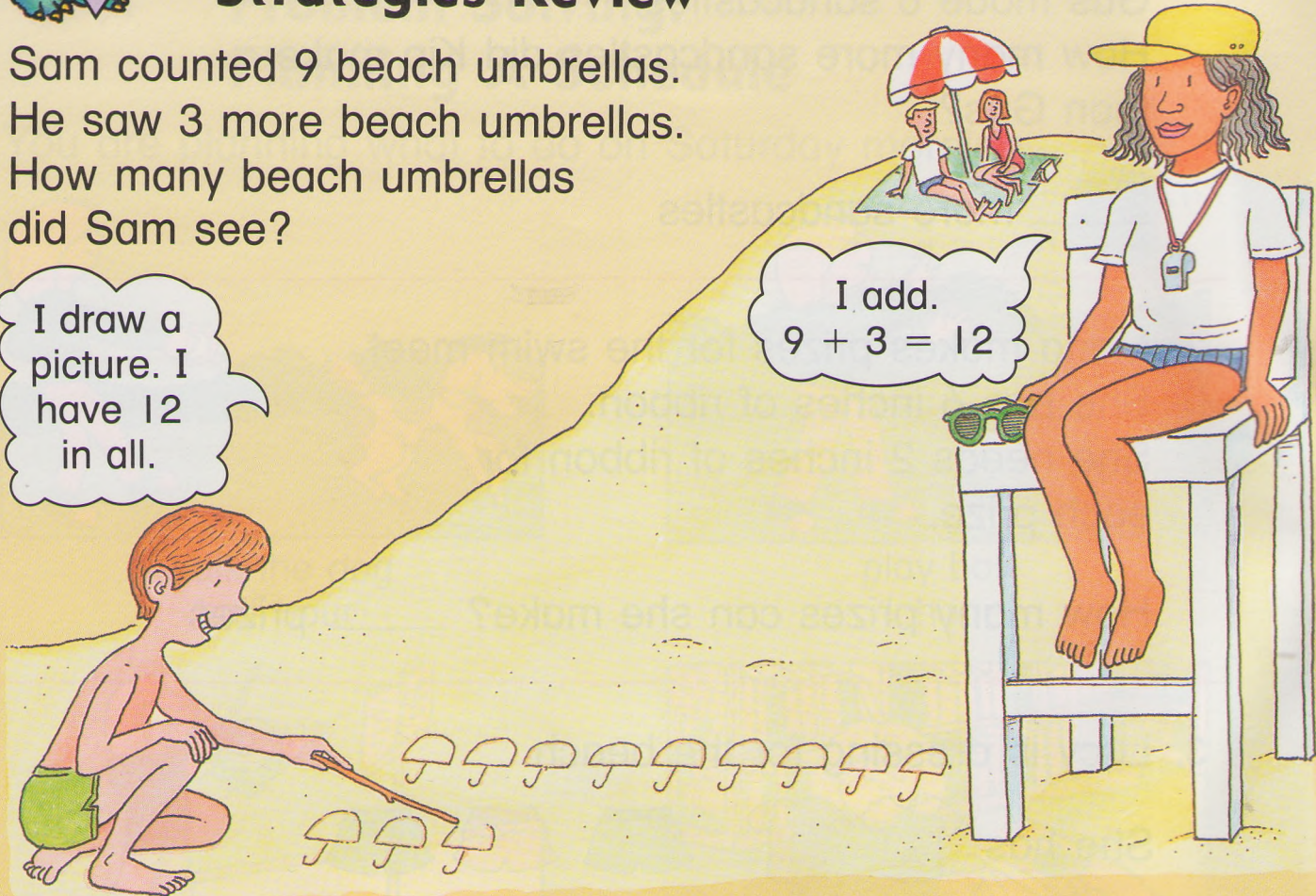
Problem Solving

Strategies Review


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 $9 + 3 = 12$



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He gave 2 shells to Bonnie.
How many shells does Ivan have?

_____ shells

- Dave saw 8 blue boats.
Jan saw 4 yellow boats.
How many boats did they see?

_____ boats

Solve. Use , mental math, or paper and pencil.

1. Kip made 10 sandcastles.
Gus made 6 sandcastles.
How many more sandcastles did Kip make than Gus?

_____ more sandcastles

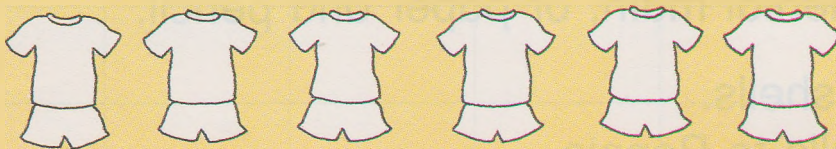
2. Mona makes prizes for the swim meet.
She has 6 inches of ribbon.
She needs 2 inches of ribbon for each prize.

How many prizes can she make? _____ prizes

3. Lucy is dressing for the beach.

She has     

How many ways can Lucy dress?
Color to show the different ways.



Lucy can dress in _____ ways.

4. Frank saw 7 seagulls.
Lou saw 5 seagulls.
How many seagulls did they see in all?

_____ seagulls



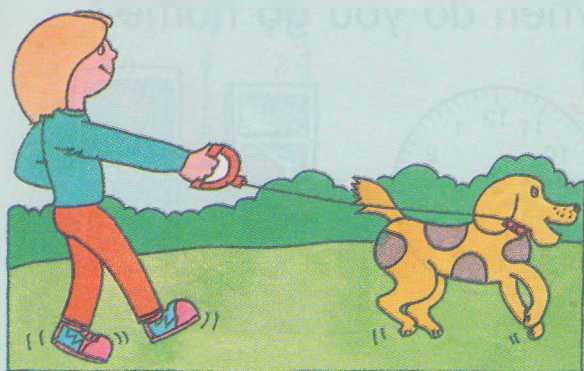
5. Talk about the ways you solved each problem.



Decision Making

Problem Solving: Planning A Schedule

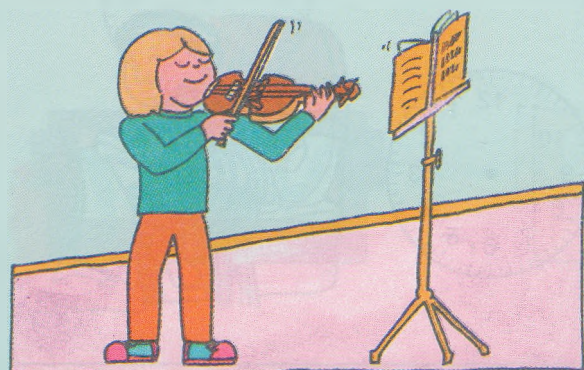
You are planning what to do on Saturday morning.



walk the dog
half hour



play ball
1 hour



practice music
half hour



go to the library
1 hour

1. Make a schedule of things you plan to do. Show the starting times.

2. Compare schedules with a partner. Tell how you decided which things to do.

Activity	Time to Start
	9:00

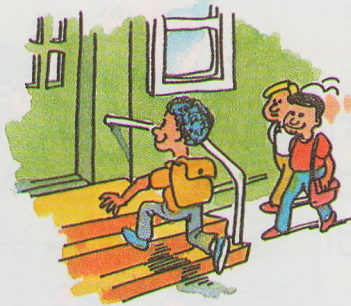
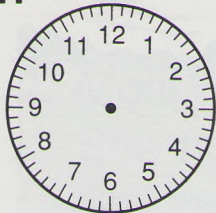


Math and Language Arts

Draw hands on the clock to show each time.

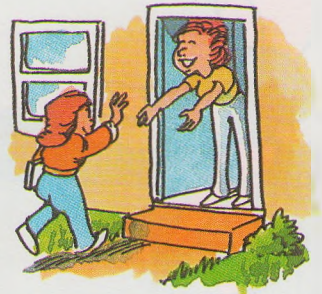
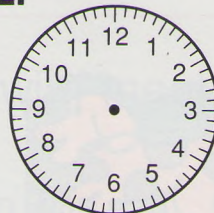
When do you get to school?

1.



When do you go home?

2.



What time do you like to take a bath?

3.



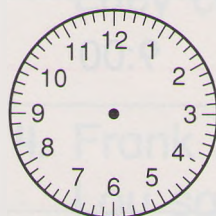
When do you go to bed?

4.



When do you eat lunch?

5.



What time do you get up in the morning?

6.



Working Together

Write other things you do for one day.

Write the times.

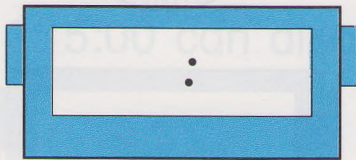
Share your schedule with a friend.

Extra Practice

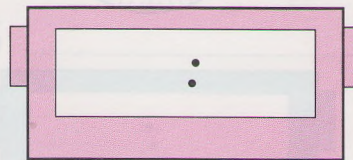
More About Time to the Half Hour, pages 305–306

Write the time.

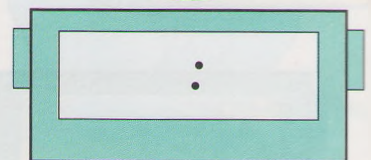
1.



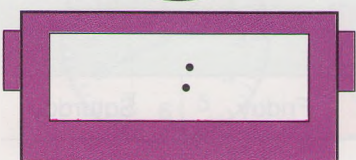
2.



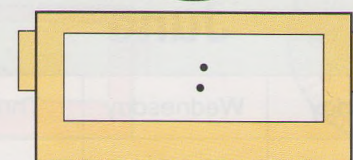
3.



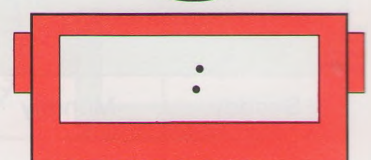
4.



5.



6.



Days of the Week, pages 307–308

October						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



1. What day is Halloween?

2. How many Saturdays

are there in October? _____



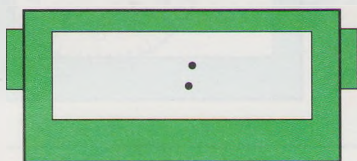
Practice Plus



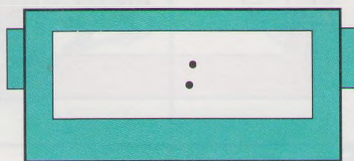
Key Skill: Time to the Half Hour, page 306

Write the time.

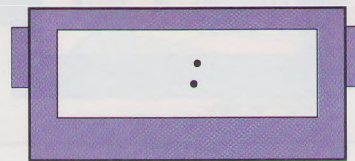
1.



2.



3.



Key Skill: Calendar, page 308

June						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

1. How many days are in June? _____

2. What day is June 21, the first

day of Summer? _____

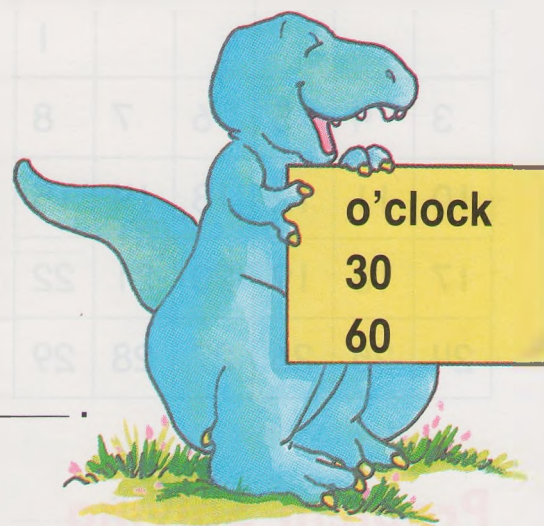
3. How many Wednesdays are in June? _____

Chapter Review

Language and Mathematics

Choose the correct word.

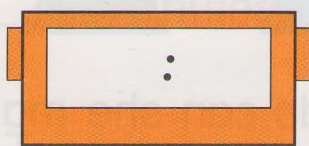
1. An hour has _____ minutes.
2. A half hour has _____ minutes.
3. 5:00 can also be 5 _____.



Concepts and Skills

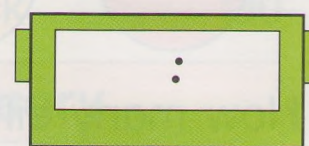
Write the time.

4.



_____ o'clock

5.

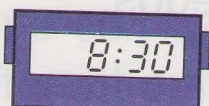


_____ minutes

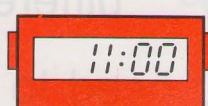
after _____ o'clock

Draw the minute hand.

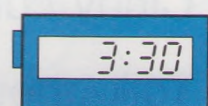
6.



7.



8.



September						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Answer the questions.

9. How many days are in this month?

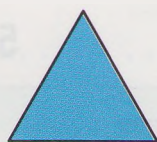
_____ days

10. How many Fridays?

_____ Fridays

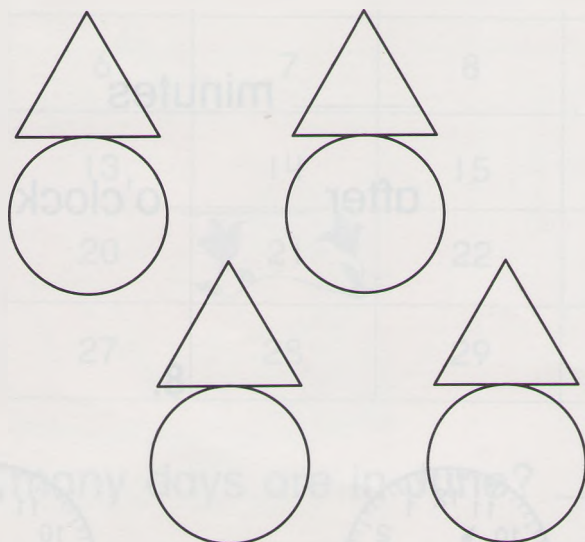
Problem Solving

Cindy has these paper shapes.



How many different clown heads can she make?
Color to show the different clown heads.

11.



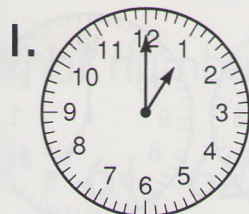
Cindy can make _____ different clown heads.



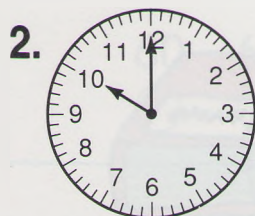
12. Talk about when you need to know the time.

Chapter Test

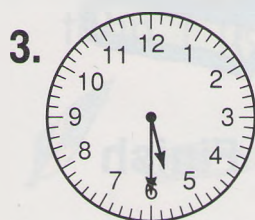
Write the time.



_____ o'clock _____ :00



_____ o'clock _____ :00



_____ minutes after _____ o'clock _____ :30

4. How many Tuesdays are in the month? _____

5. How many days are in this month? _____

January						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

6. Jane has these shirts and shorts.
Color to show how many different outfits she can wear.

Jane can wear _____ different outfits.



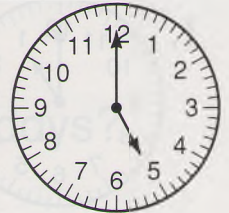
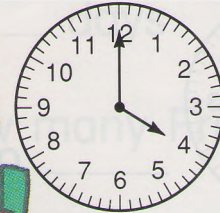
Enrichment For All


Elapsed Time

It takes 1 hour to do my homework. I start at 4:00 and finish at 5:00.

Start

Finish



Use a .

Draw the hour hand to show the finish time.

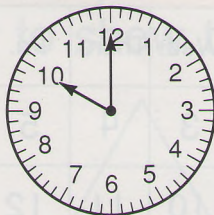


Start

Time It Takes

Finish

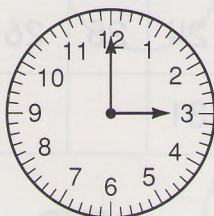
1.



1 hour



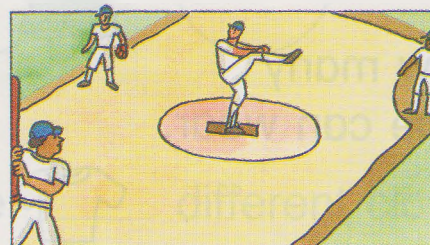
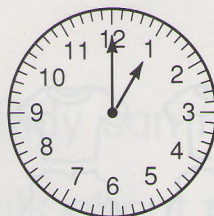
2.



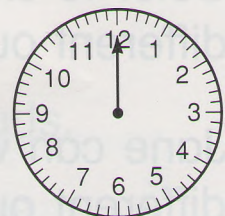
2 hours



3.



3 hours



Cumulative Review

Fill in the ☐ to answer the question.

What number is missing?

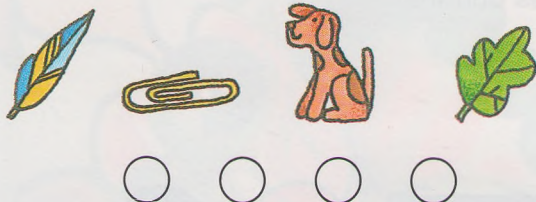
1. 61, 62, ? , 64

60 63 65 73
☐ ☐ ☐ ☐

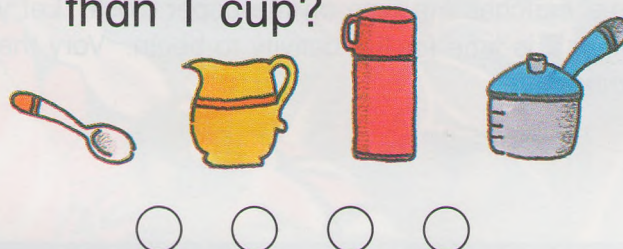
2. 87, 88, ? , 90

99 91 89 79
☐ ☐ ☐ ☐

3. Which weighs more than 1 pound?



4. Which holds less than 1 cup?



Add.

5.
$$\begin{array}{r} 8 \\ + 3 \\ \hline \end{array}$$

12 11 10 9
☐ ☐ ☐ ☐

6.
$$\begin{array}{r} 7\text{¢} \\ + 5\text{¢} \\ \hline \end{array}$$

12¢ 11¢ 10¢ 9¢
☐ ☐ ☐ ☐

Solve.

7. Marie has 6 flowers.

She puts 5 more flowers in the vase.

How many flowers are there in all?

- ☐ 1 flower
☐ 9 flowers
☐ 11 flowers
☐ 12 flowers

Home Activity

Your child has been learning to tell time to the hour and half hour. Here is an activity you can do at home with your child to practice this skill.

Materials:

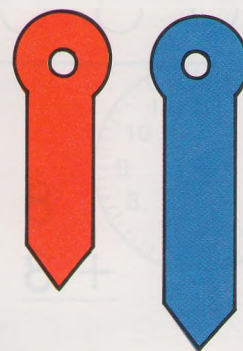
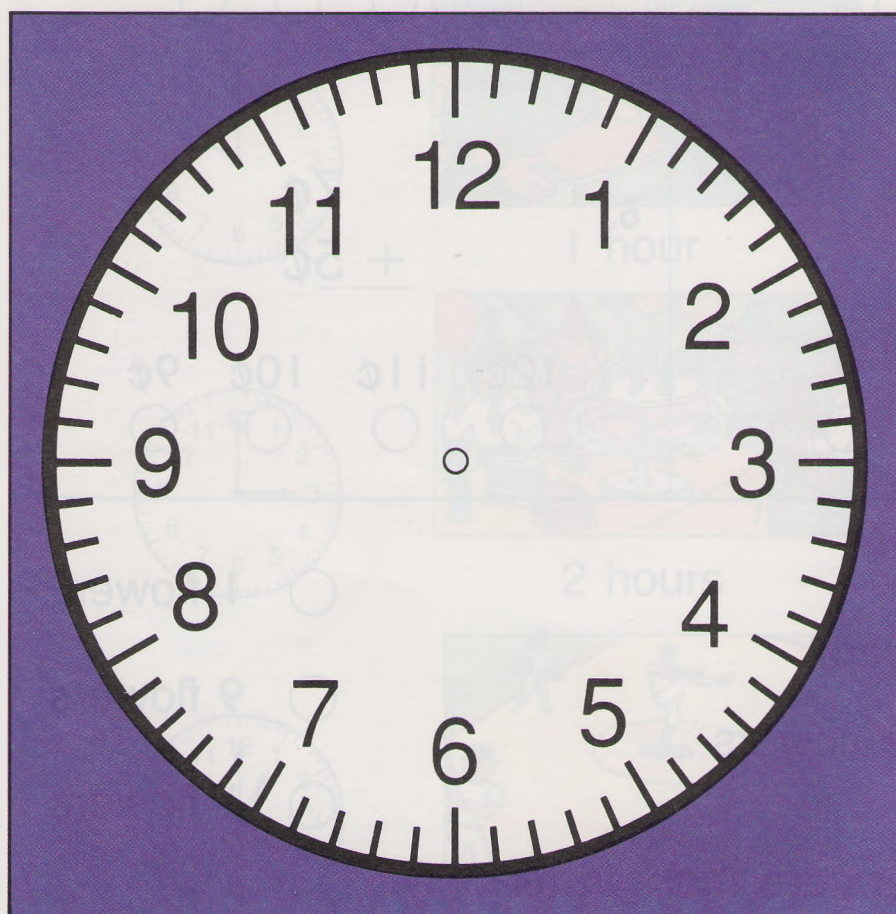
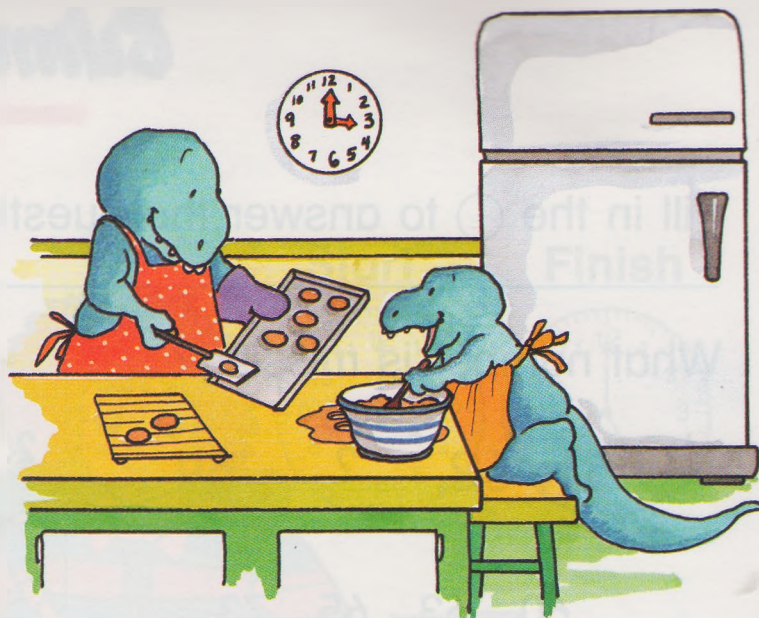
scissors, paper fastener

Directions:

Cut out the clock

and clock hands. Attach the hands to the clock using the paper fastener.

Hang the clock in a visible place. Plan a special activity for you and your child to do together. Tell the time that the activity will begin. Have your child show on the paper clock the time that the activity will begin. Your child can then refer to a real clock until the time matches the time on the paper clock. Let your child tell you when it is time for the activity to begin. Vary the activities and the times.



Geometry and Fractions

CHAPTER

11



READ ALOUD



THE MOST WONDERFUL
EGG IN THE WORLD
By Helme Heine



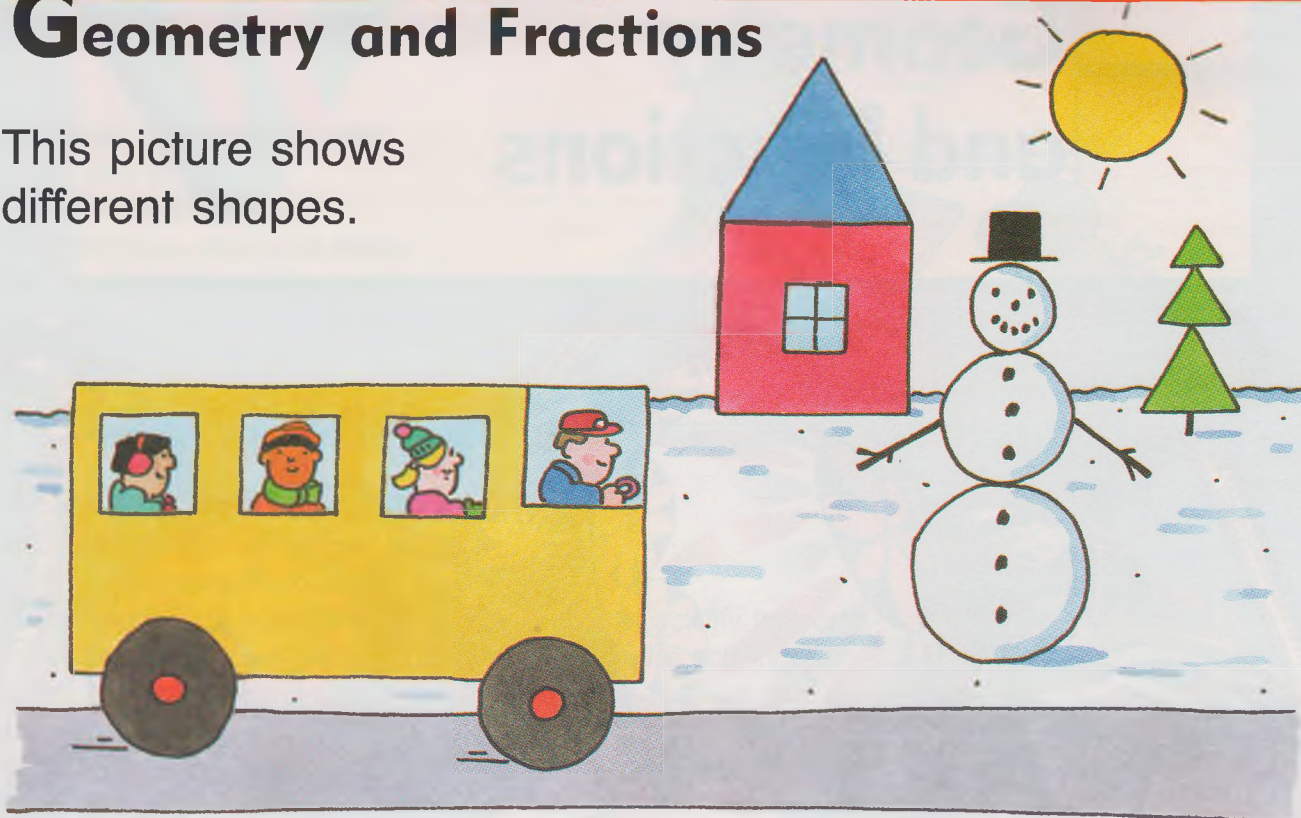
Listen to the story The Most Wonderful Egg
in the World.




Tell how Plumy's egg was different.

Geometry and Fractions

This picture shows different shapes.






Working Together

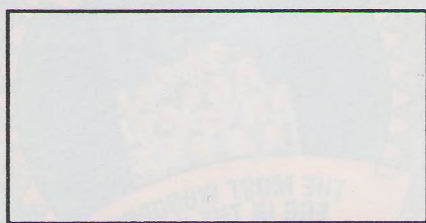
Use . Build shapes like those shown in the picture.



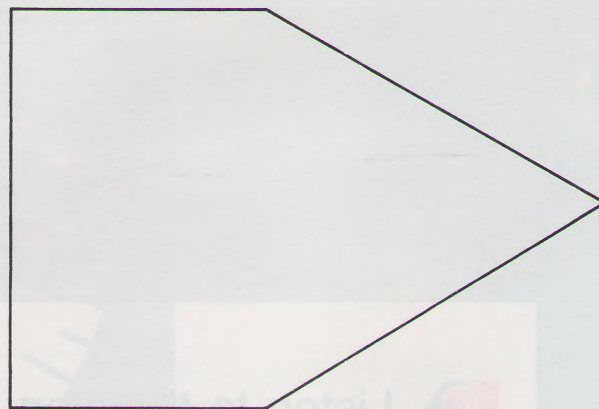
1. Talk about the shapes you made.

Use , , and . Cover each shape below.

2.



3.

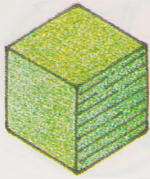


4.



5. Talk about how you covered the shapes.

Three-Dimensional Figures



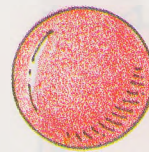
cube



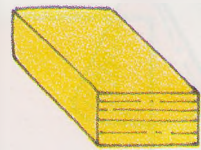
cone



cylinder



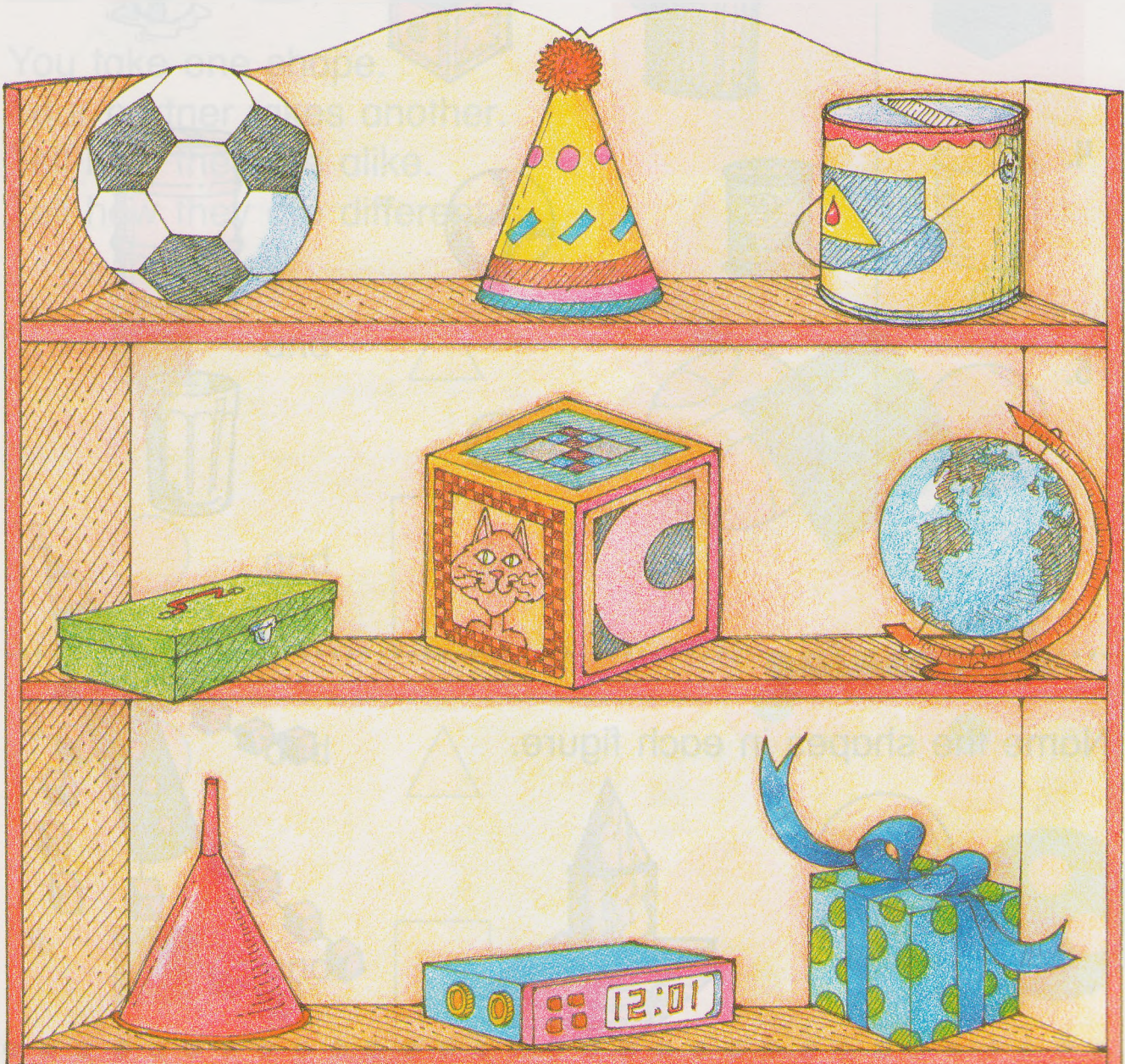
sphere



box

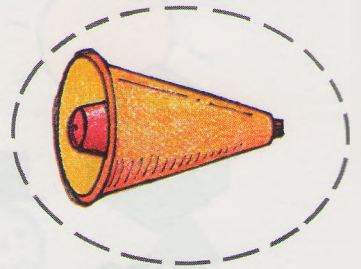
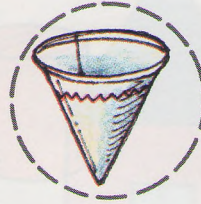
Working Together

Talk about an object on the shelf.
Your partner tells which shape it is.

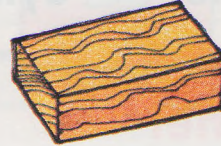
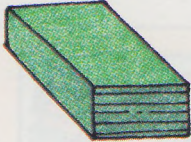


Ring the objects that have the same shape.

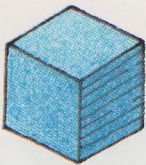
1.



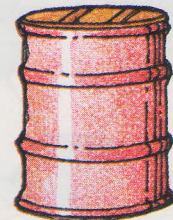
2.



3.



4.

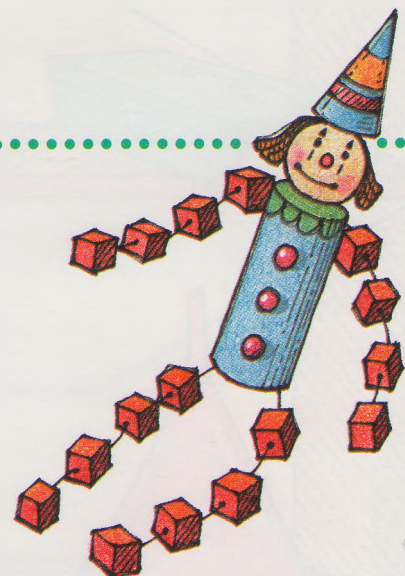
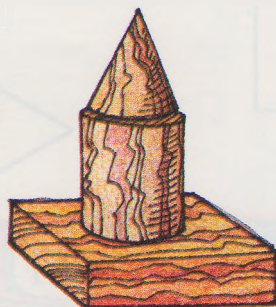
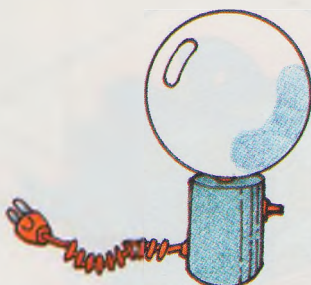


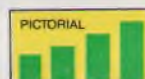
5.



Reasoning

Name the shapes in each figure.

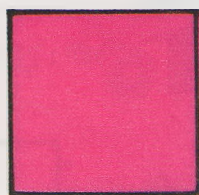




Two-Dimensional Figures



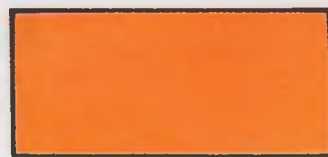
circle



square



triangle



rectangle

Talk about each shape.

Working Together

Use , , , 

You take one shape.
Your partner takes another.
Tell how they are alike.
Tell how they are different.

1.



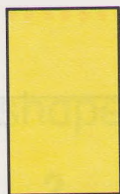
and



2.



and



3.



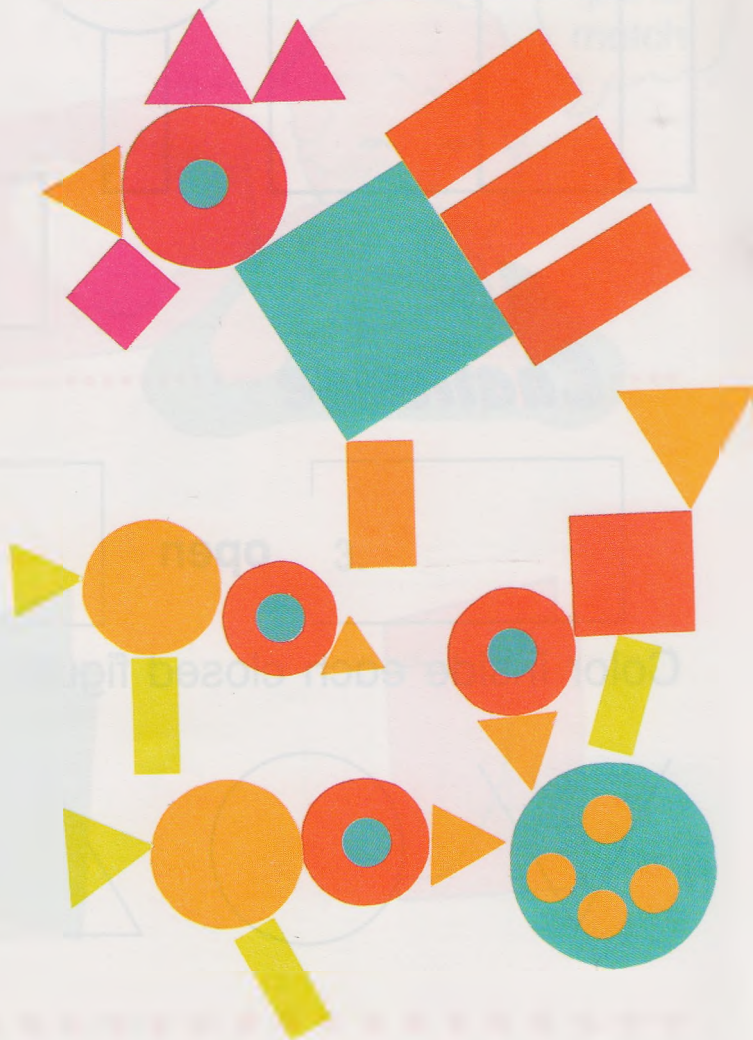
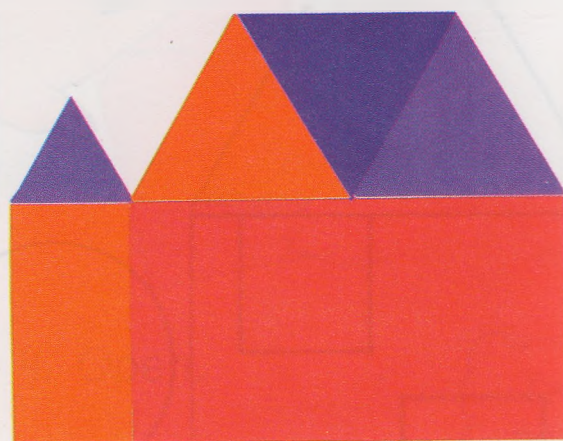
and



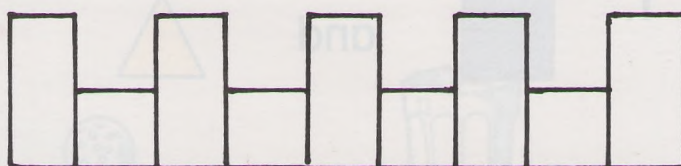
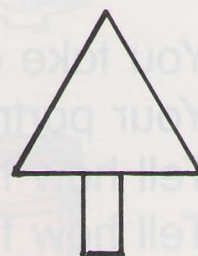
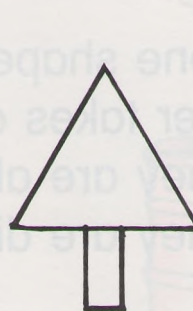
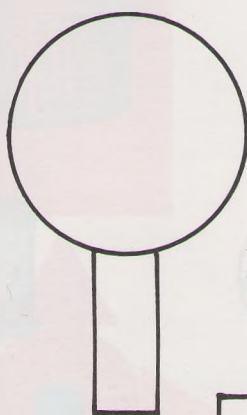
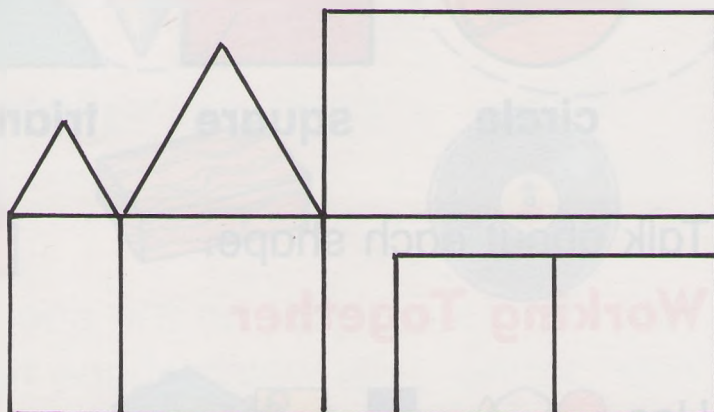
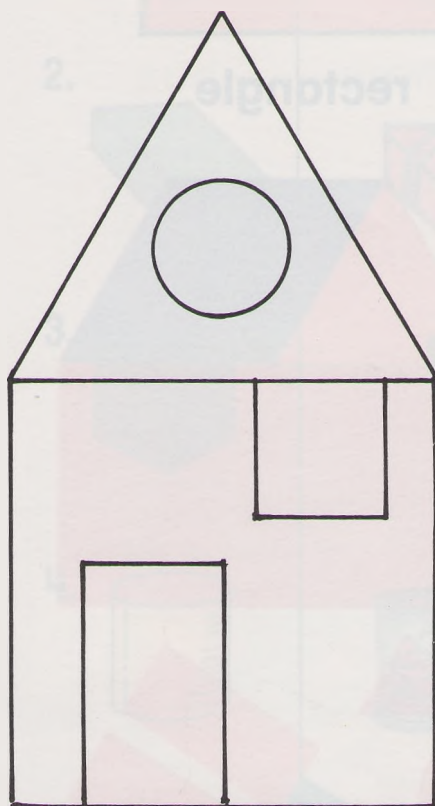
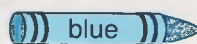
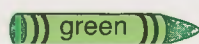
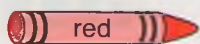
4.



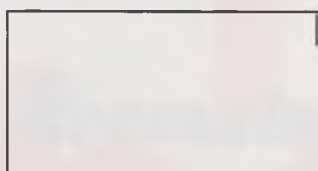
and



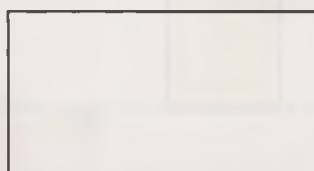
Color inside the shapes.



.....Challenge.....



open

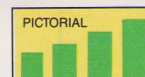


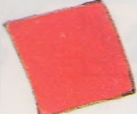

closed

Color inside each closed figure.



Symmetry

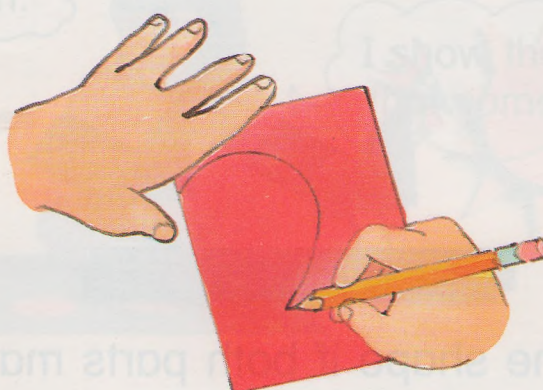


Use a  and .

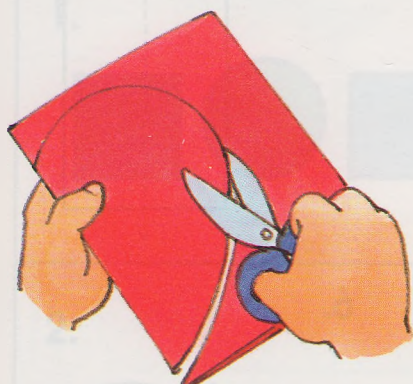
1. Fold.



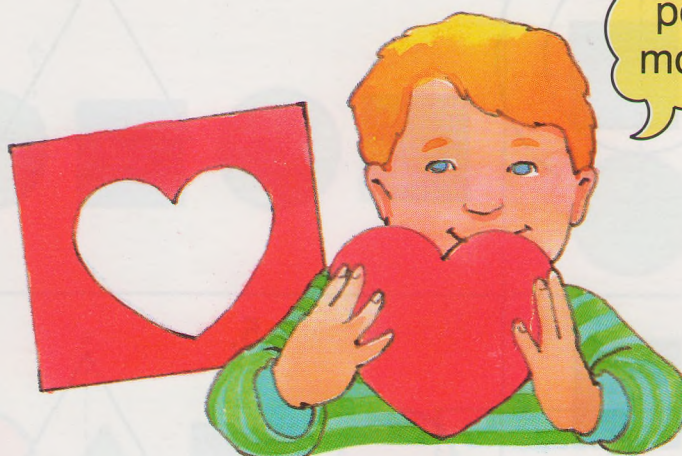
2. Draw.



3. Cut.



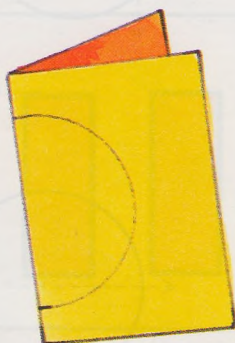
4. Open.



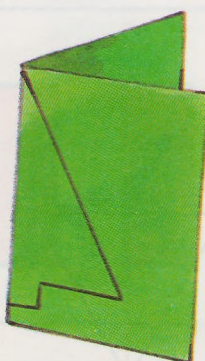
Two parts match.

Draw and cut these shapes.

1.




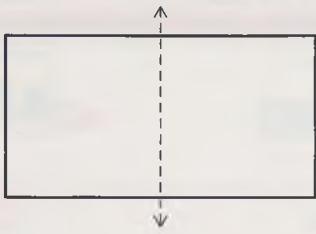
2.



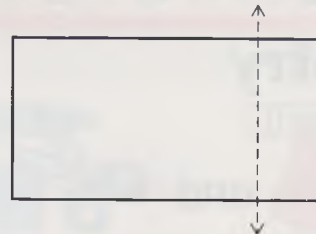
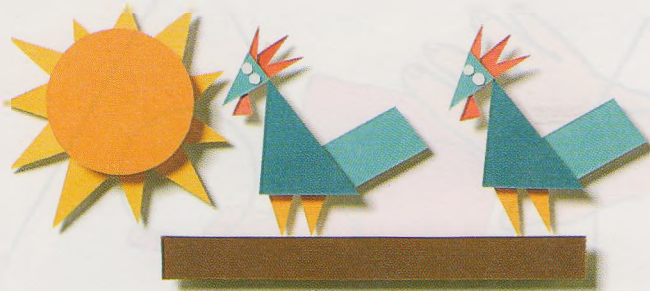
3.



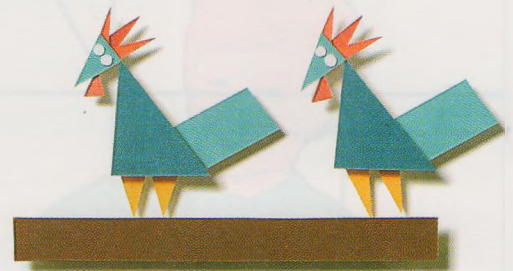
 4. Tell about the shapes.



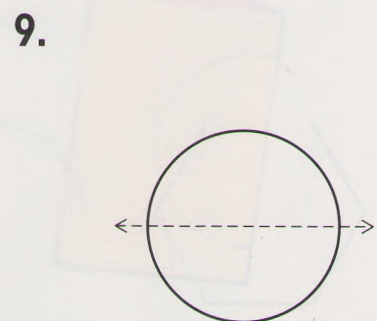
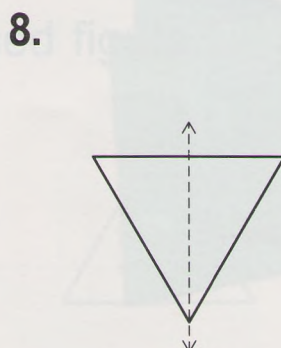
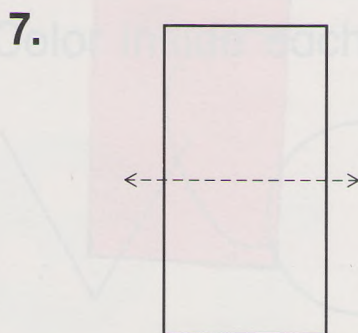
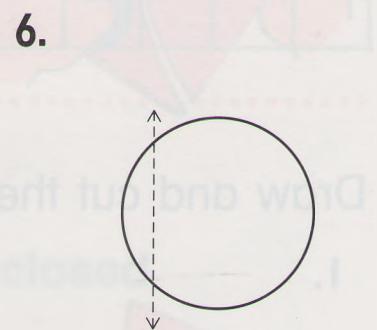
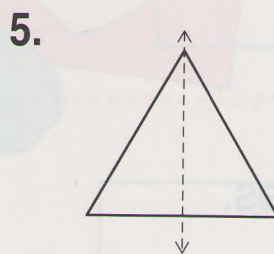
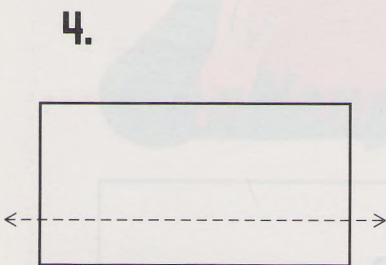
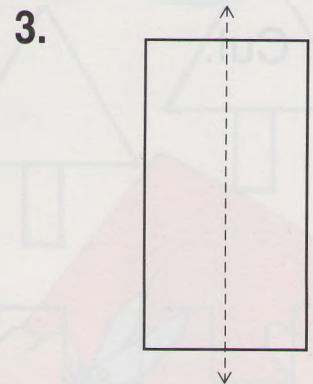
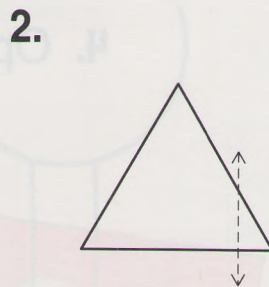
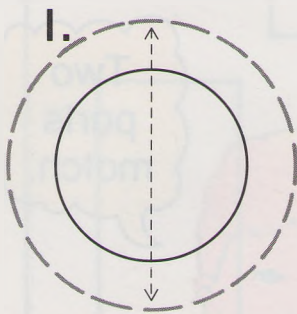
The parts match.

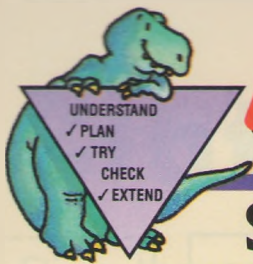


The parts do not match.



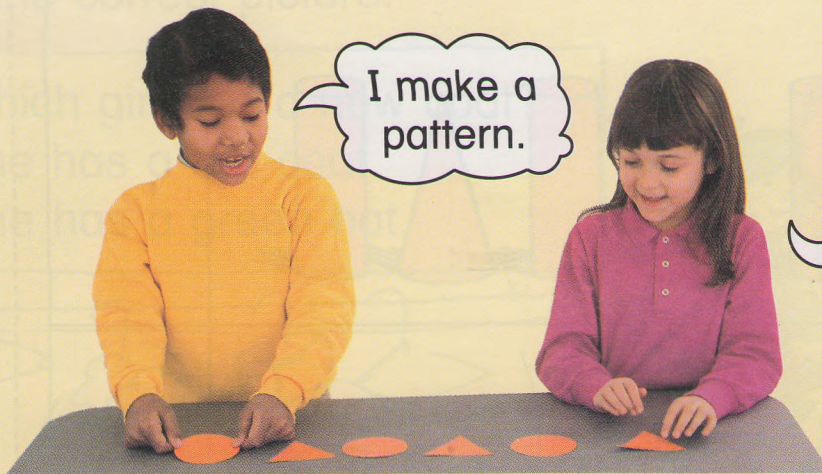
Ring the shape if both parts match.





Problem Solving

Strategy: Finding a Pattern



I make a pattern.

I show the shape that comes next.

Look for a pattern.

Ring the shape to continue the pattern.

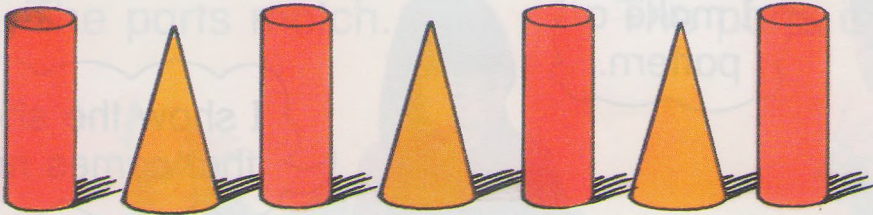
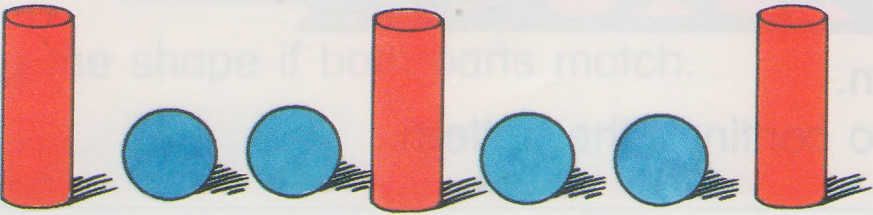
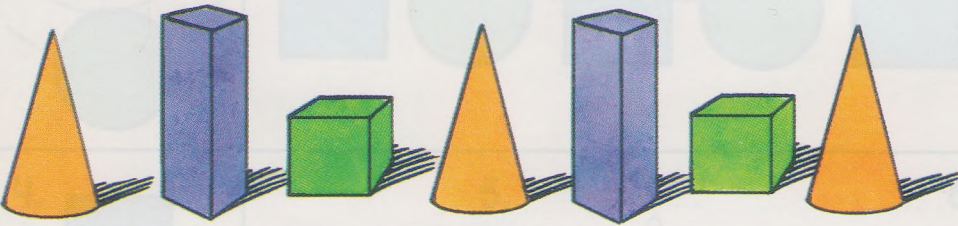
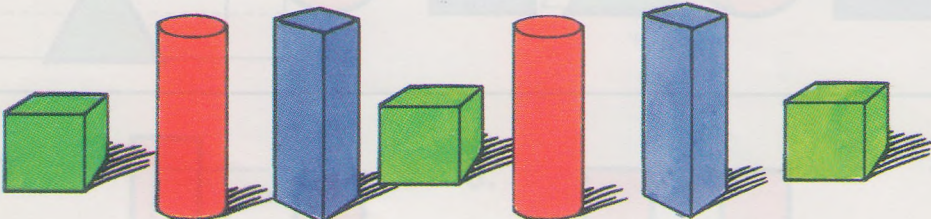
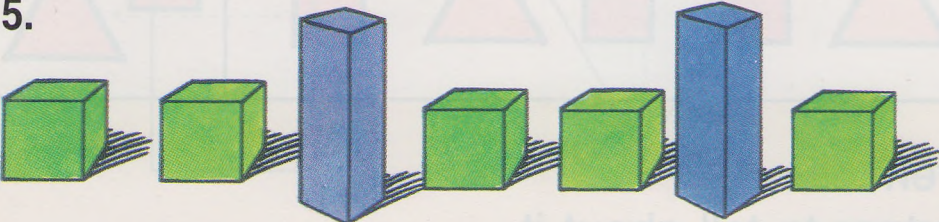
<p>1.</p>	
<p>2.</p>	
<p>3.</p>	

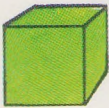






4. Make a pattern.
Ask your partner to tell about it.

Look for a pattern.

Cut and paste a shape to continue the pattern.

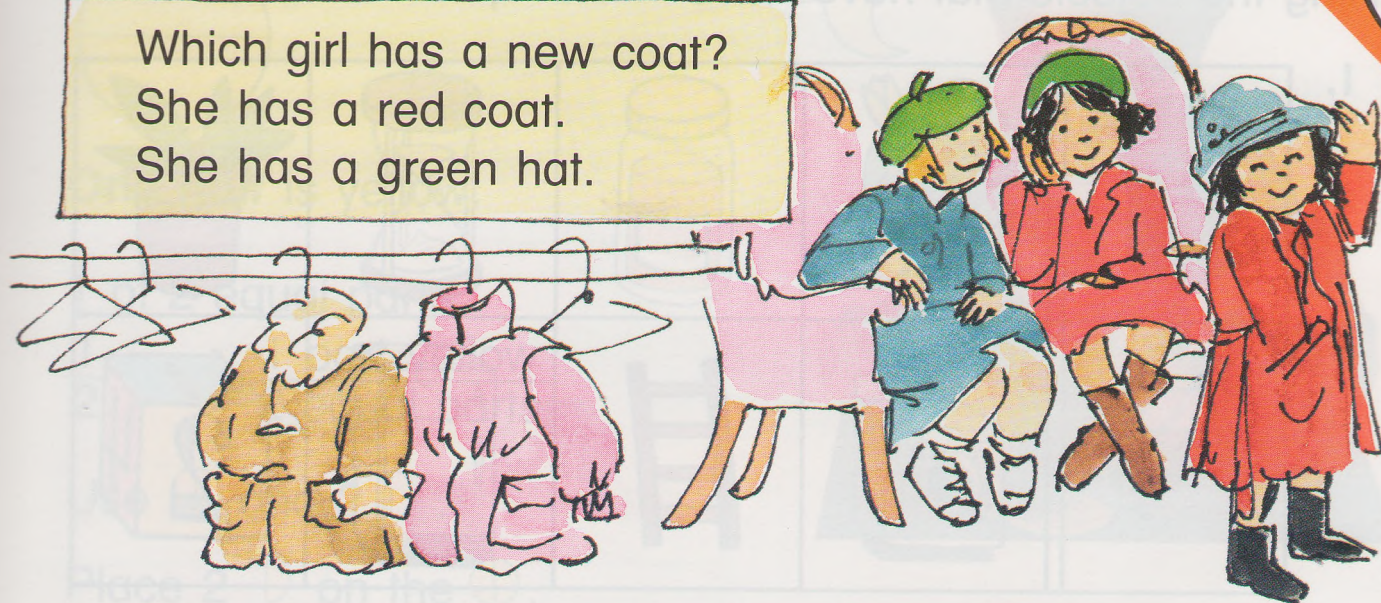
<p>1.</p> 	
<p>2.</p> 	
<p>3.</p> 	
<p>4.</p> 	
<p>5.</p> 	

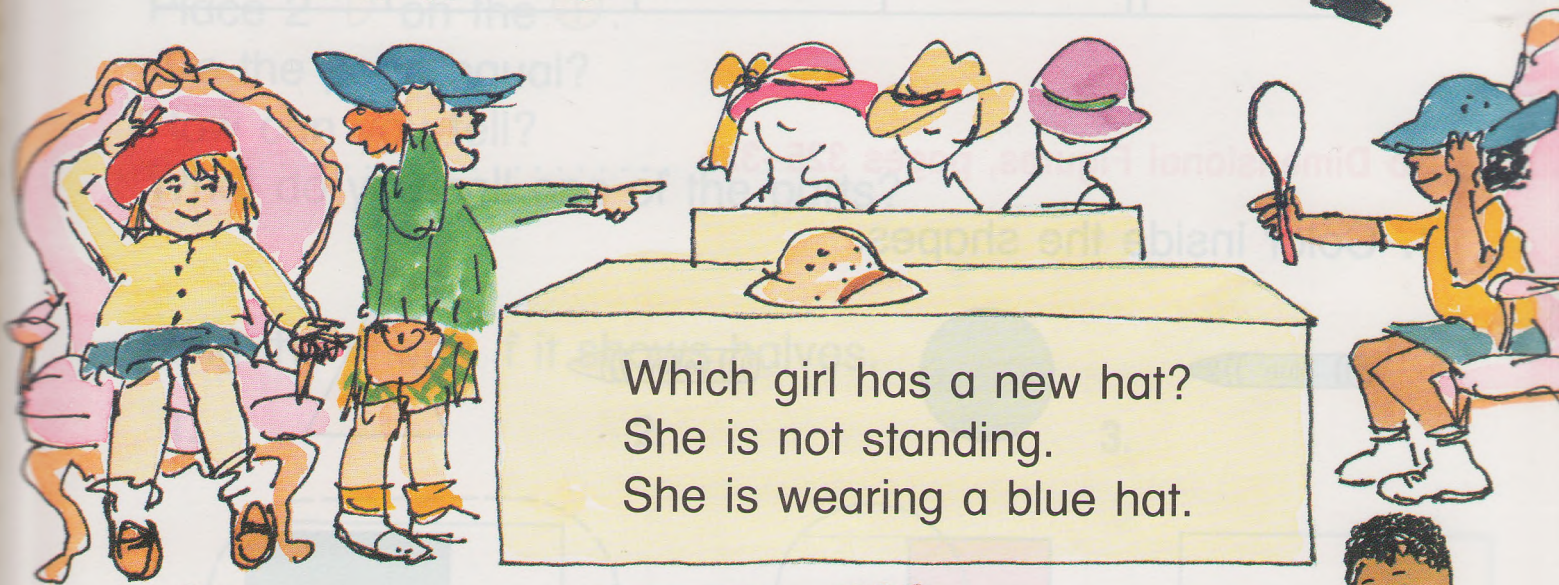
Clothing Clues

Ring the correct picture.

Which girl has a new coat?
She has a red coat.
She has a green hat.



Which girl has a new hat?
She is not standing.
She is wearing a blue hat.



Which boy bought sneakers?
He has a bag.
He is wearing a red shirt.

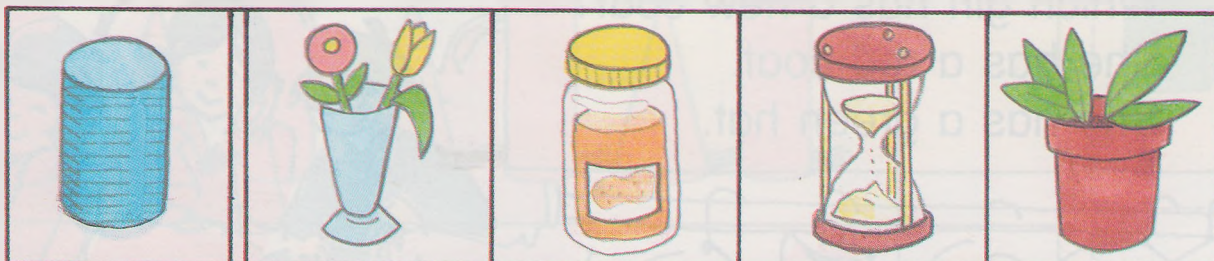


Extra Practice

Three Dimensional Figures, pages 323–324

Ring the objects that have the same shape.

1.

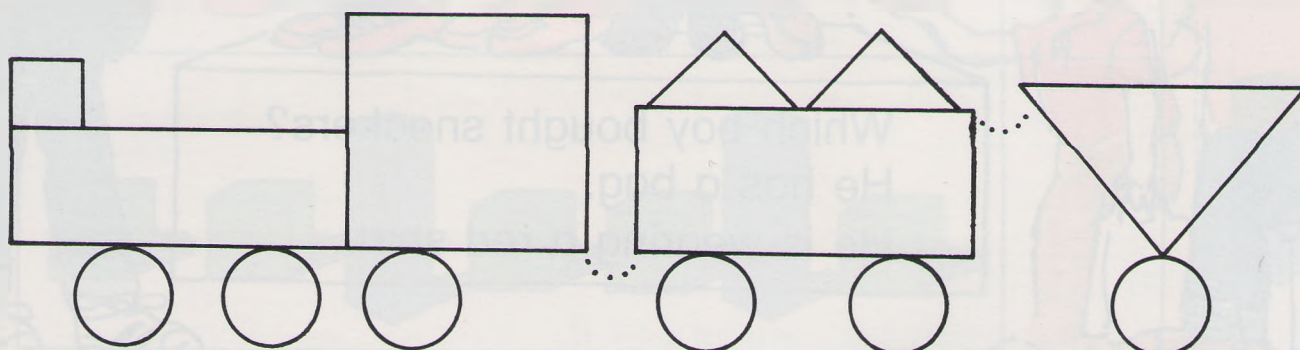
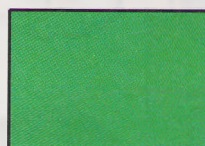
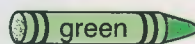
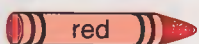
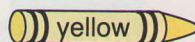
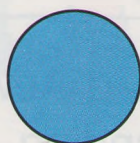
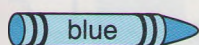


2.



Two Dimensional Figures, pages 325–326

1. Color inside the shapes.





Halves



The circle has 2 equal parts.
The parts are called **halves**.



One **half** is yellow.

1 of 2 equal parts

$\frac{1}{2}$ \longrightarrow 1 part yellow
 $\frac{1}{2}$ \longrightarrow 2 equal parts

Use  and 2 .

Place 2  on the .

Are the parts equal?

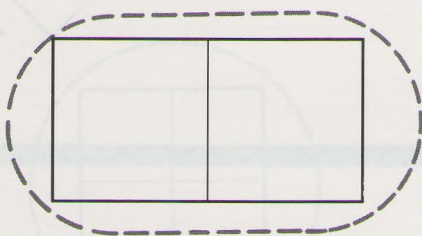
How can you tell?

What do you call one of the parts?



Ring the shape if it shows halves.

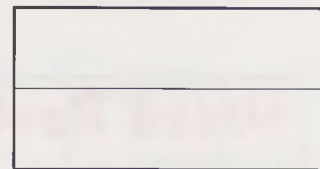
1.



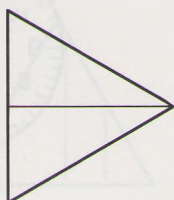
2.



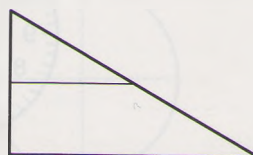
3.



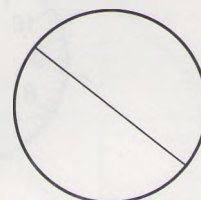
4.



5.



6.

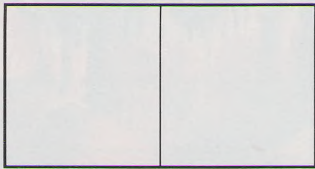


Do not color
if the shape
does not show halves.



Color $\frac{1}{2}$.

1.



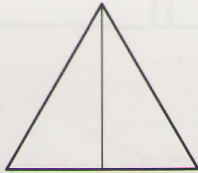
2.



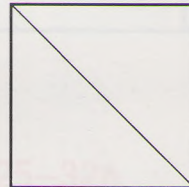
3.



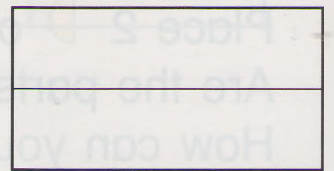
4.



5.



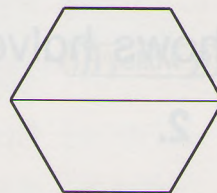
6.



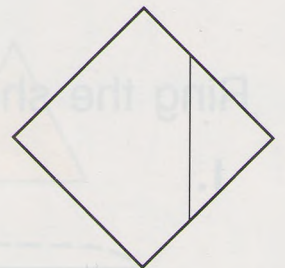
7.



8.



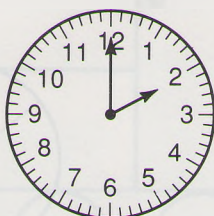
9.



Mixed Review

Write the time.

10.



:



:



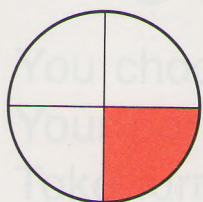
:



Fourths

I have four equal parts.



Each part is one fourth.



1 of 4 equal parts

$\frac{1}{4} \longrightarrow \frac{1 \text{ part red}}{4 \text{ equal parts}}$

Working Together

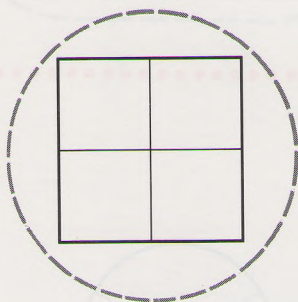
Use  and .

You choose a shape.

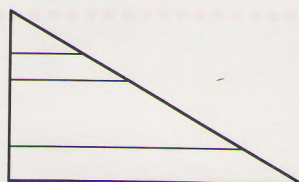
Your partner tells if the shape shows fourths.

Take turns.

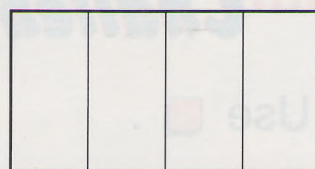
1.



2.



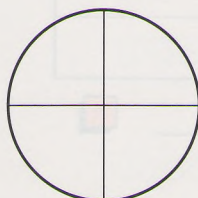
3.



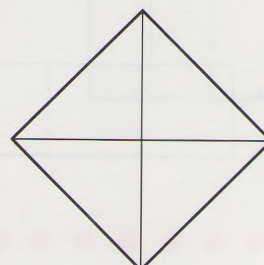
4.



5.



6.

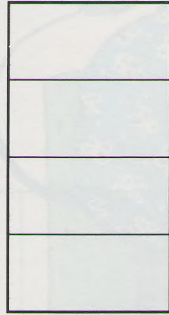




Do not color
if the shape
does not show fourths.

Color $\frac{1}{4}$.

1.



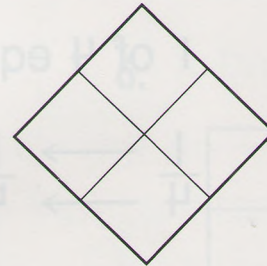
2.



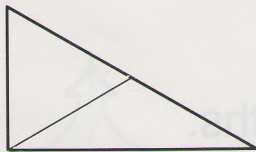
3.



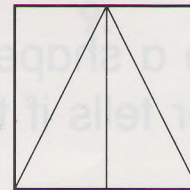
4.




5.



6.




.....Challenge.....

Use  .

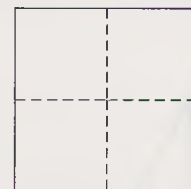
How many  will cover the figure?


1.



_____ 

2.



_____ 



Thirds



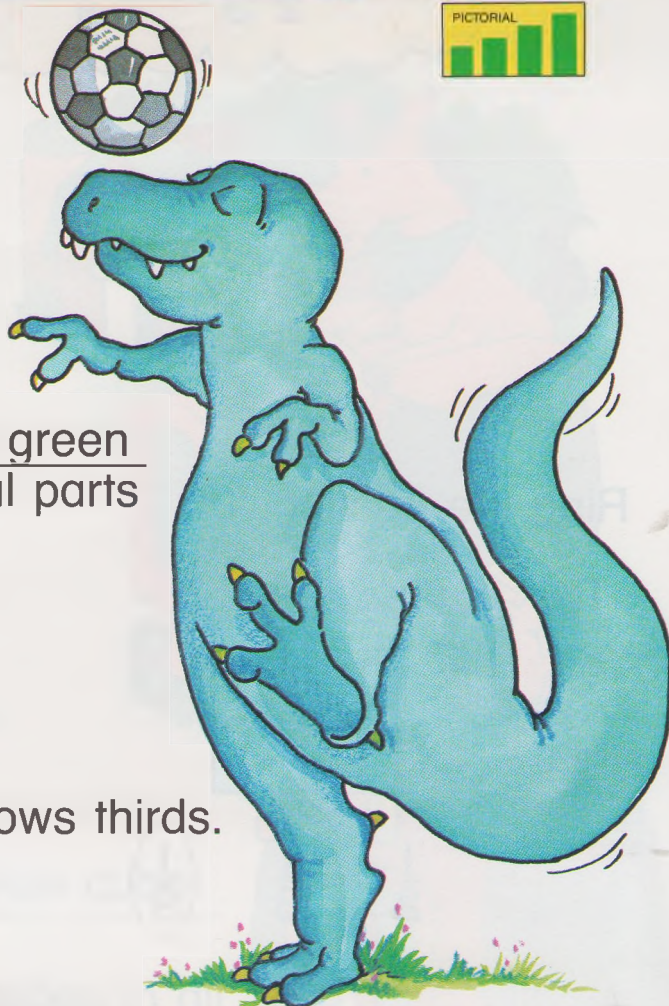
thirds

1 of 3
equal parts



one third

$\frac{1}{3} \longrightarrow \frac{1 \text{ part green}}{3 \text{ equal parts}}$



Working Together

Use , , and .

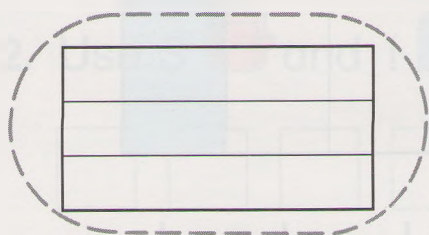
You choose a shape.

Your partner tells if the shape shows thirds.

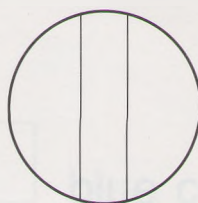
Take turns.

Ring the shape if it shows thirds.

1.



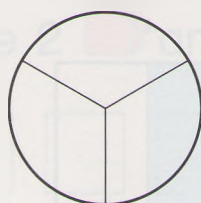
2.



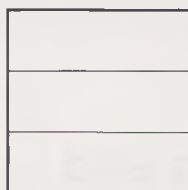
3.



4.



5.



6.

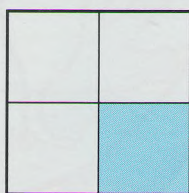


We call $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$ fractions.



Ring the fraction.

1.

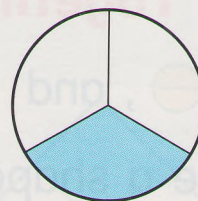


$\frac{1}{2}$

$\frac{1}{3}$

$\frac{1}{4}$

2.

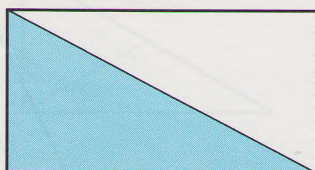


$\frac{1}{2}$

$\frac{1}{3}$

$\frac{1}{4}$

3.

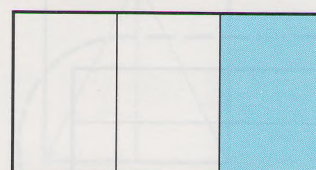


$\frac{1}{2}$

$\frac{1}{3}$

$\frac{1}{4}$

4.

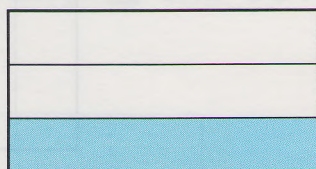


$\frac{1}{2}$

$\frac{1}{3}$

$\frac{1}{4}$

5.

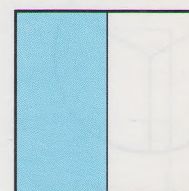


$\frac{1}{2}$

$\frac{1}{3}$

$\frac{1}{4}$

6.



$\frac{1}{2}$

$\frac{1}{3}$

$\frac{1}{4}$



EXPLORING A CONCEPT

Parts of Sets

Use 1  and 2 .

How many cubes are red? 1

How many cubes in all? 3

$\frac{1}{3}$ of the set is red.

Use 1  and 1 .

Make a train.

Color to show the cubes you use.

1.

☐ ☐
☐

blue cube

☐

cubes in all

2. Use 3  and 1 .

☐ ☐ ☐ ☐
☐

blue cube

☐

cubes in all

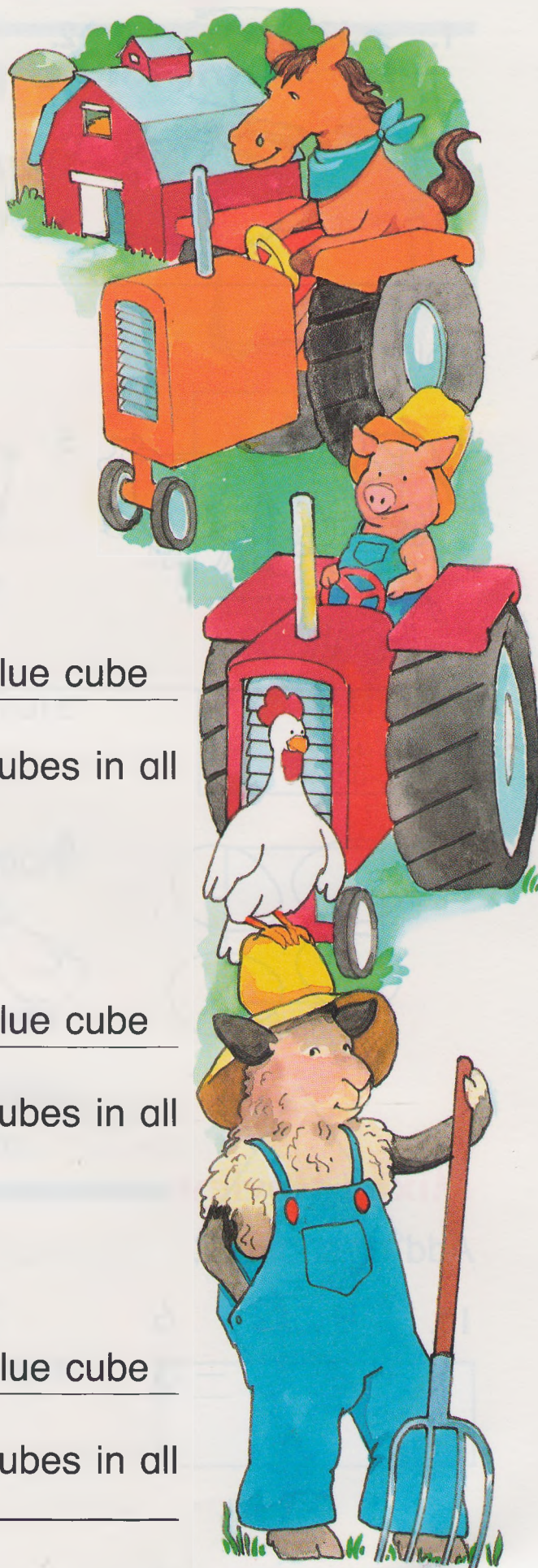
3. Use 2  and 1 .

☐ ☐ ☐
☐

blue cube

☐

cubes in all

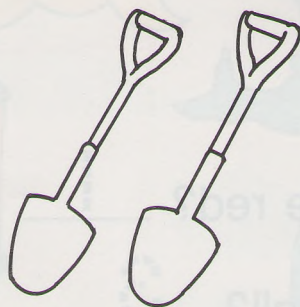


Color $\frac{1}{2}$.

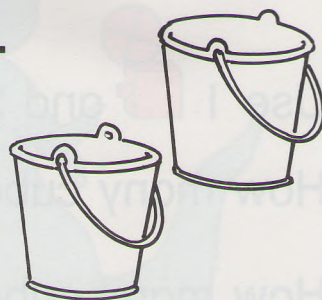
1.



2.



3.

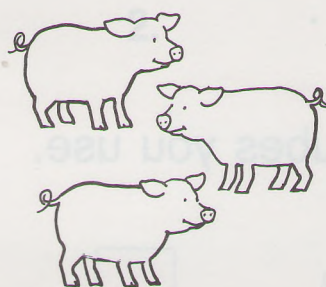


Color $\frac{1}{3}$.

4.



5.

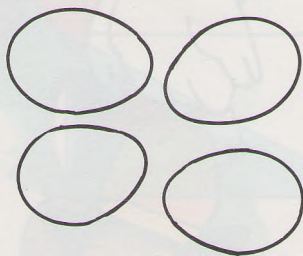


6.

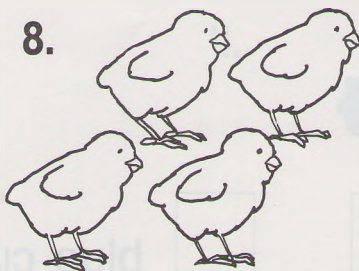


Color $\frac{1}{4}$.

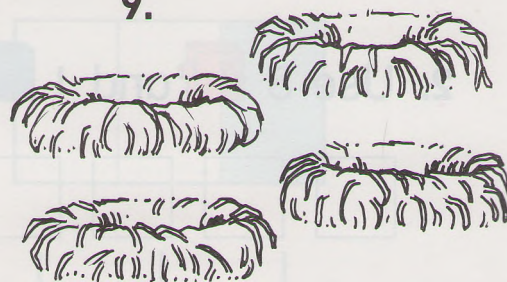
7.



8.



9.



Mixed Review

Add or subtract.

10.

9

6

7

11

3

9

$$\begin{array}{r} + 2 \\ \hline \end{array}$$

$$\begin{array}{r} - 3 \\ \hline \end{array}$$

$$\begin{array}{r} + 4 \\ \hline \end{array}$$

$$\begin{array}{r} - 8 \\ \hline \end{array}$$

$$\begin{array}{r} + 2 \\ \hline \end{array}$$

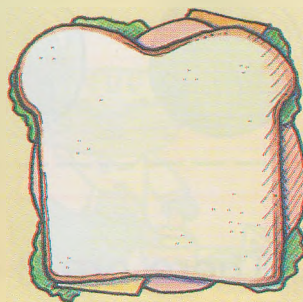
$$\begin{array}{r} - 0 \\ \hline \end{array}$$



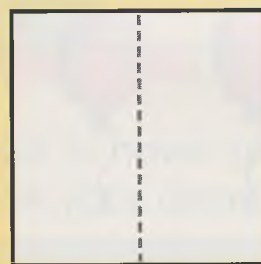
Problem Solving

Strategy: Drawing a Picture

Marty and Jon have a sandwich.
How can they divide the sandwich
into equal pieces?

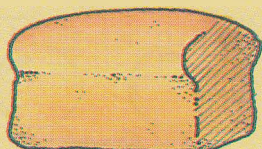


You can draw a picture to show
how they share.

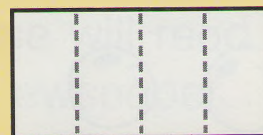


Draw a picture to show how
the children share.

1.



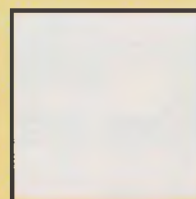
The 4 children share
the bread.



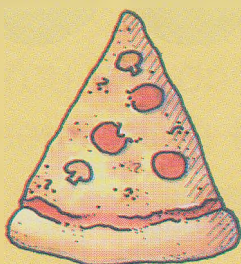
2.



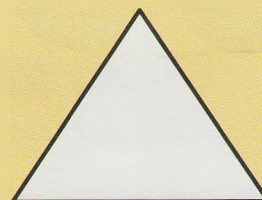
The 3 children share
the piece of corn
bread.



3.



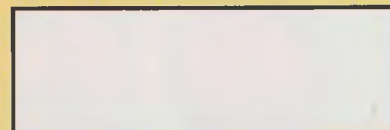
The 2 children share
the piece of pizza.



4.

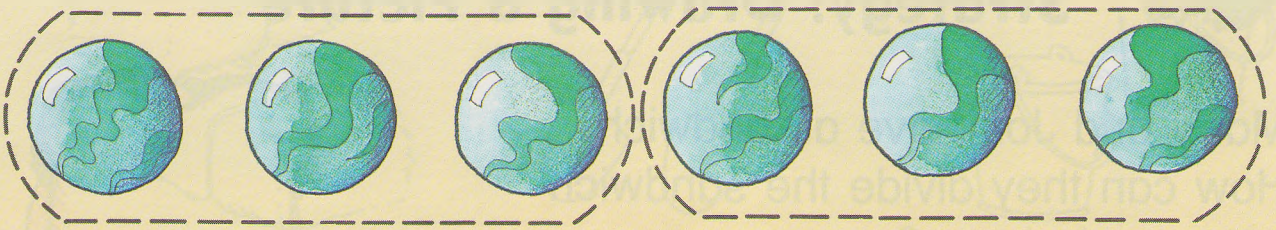


The 3 children share
the sandwich.

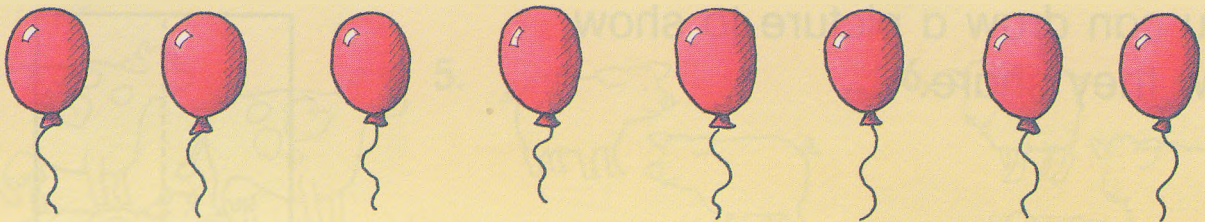


Ring the pictures to show how the children share.

1. There are 6 marbles. 2 children share.



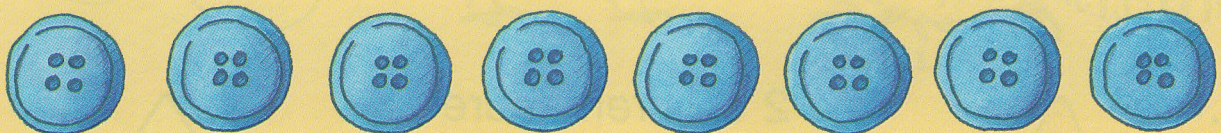
2. There are 8 balloons. 2 children share.



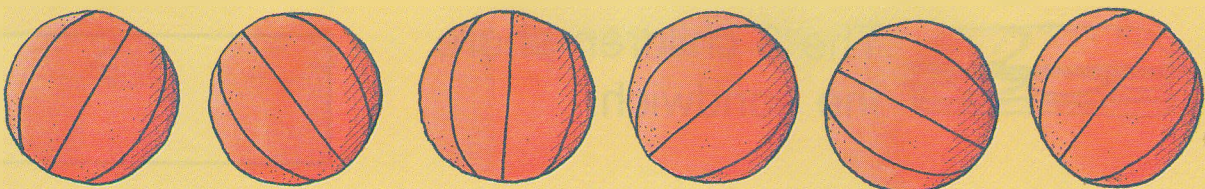
3. There are 9 beads. 3 children share.



4. There are 8 buttons. 4 children share.



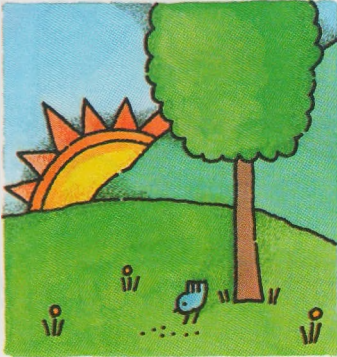
5. There are 6 balls. 3 children share.



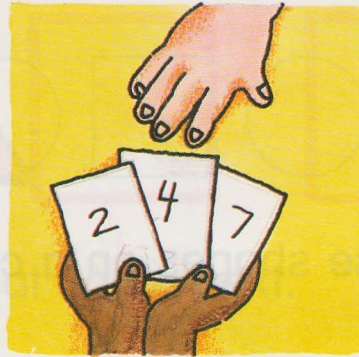


Decision Making

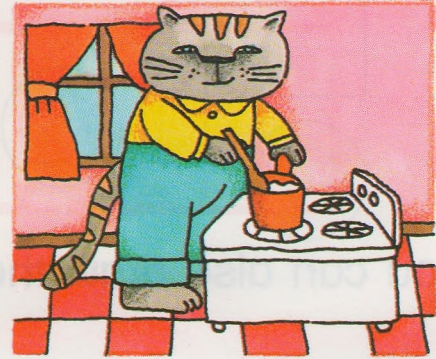
Problem Solving: Will It Happen?



The sun is sure to rise.



A number 7 card may be picked.



The cat is never going to cook your dinner.

Tell if it is sure to happen. Ring *yes*, *no*, or *maybe*.

1. The ball will fall.



yes no maybe

2. The mouse will read you the newspaper.



yes no maybe

3. You will drink something today.



yes no maybe

4. If you flip a coin, it will land on heads.

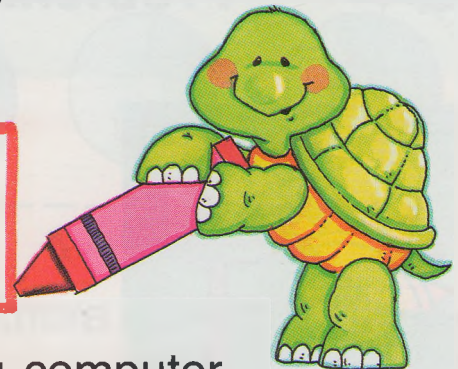
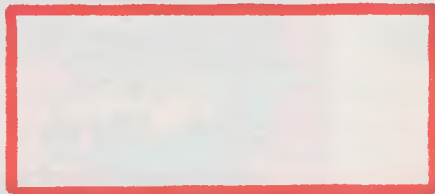


yes no maybe

Technology

Computer: Drawing Shapes

You know how to draw these shapes.



You can also draw these shapes on a computer.

At the Computer

Type the commands.

Clear the screen after each shape is drawn.

1. FD 30

RT 90

FD 60

RT 90

FD 30

RT 90

FD 60

2. FD 60

RT 90

FD 60

RT 90

FD 60

RT 90

FD 60

What shape did you make?

Try again.

Make the shape smaller.

What shape did you make?

Try again.

Make the shape larger.



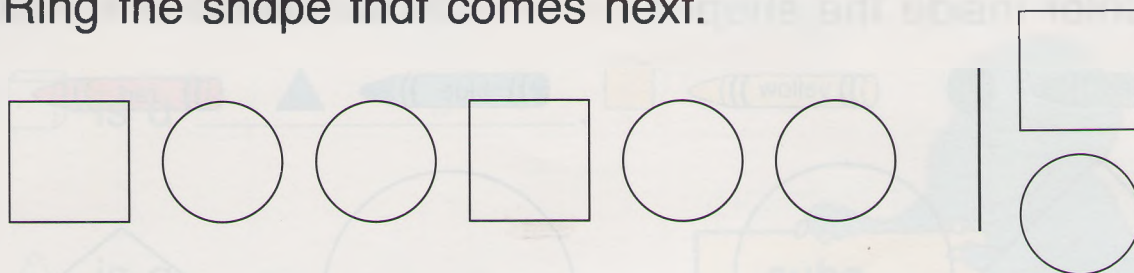
3. Talk about how the turtle moved to draw the shapes.

4. Talk about how you can use a computer program to draw shapes.

Extra Practice

Problem Solving: Finding a Pattern, pages 329–330

1. Ring the shape that comes next.

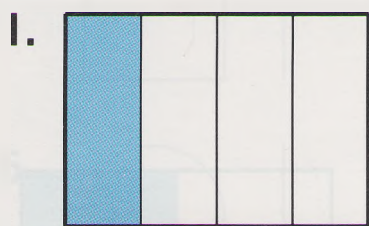


2. Color the ones that come next.

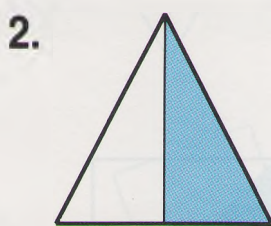


Thirds, pages 337–338

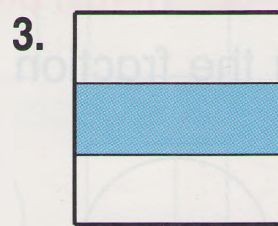
Ring the correct fraction.



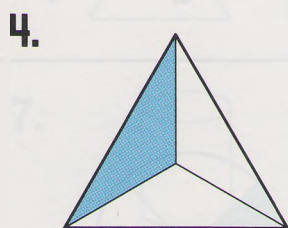
$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$



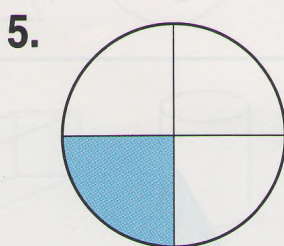
$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$



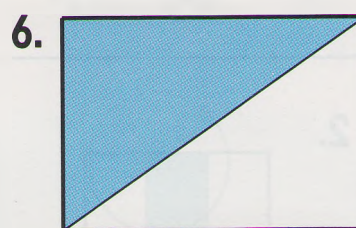
$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$



$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$



$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$

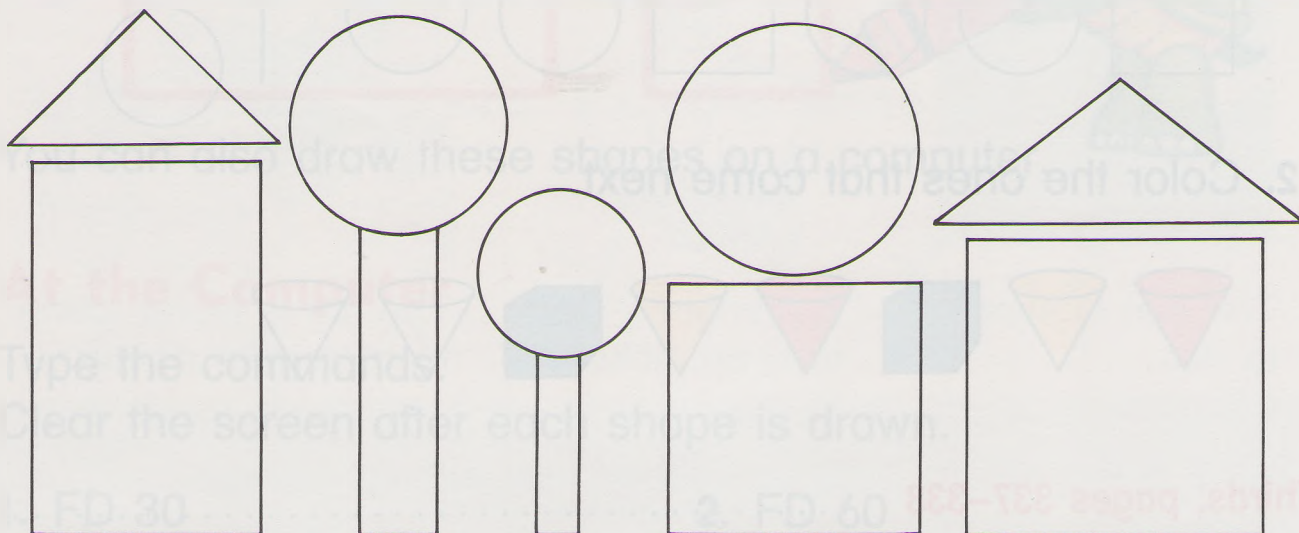
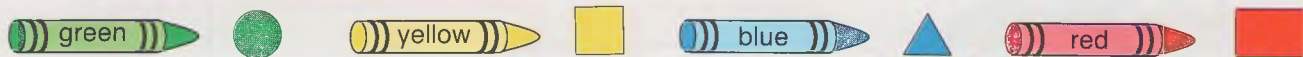


$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$

Practice Plus

Key Skill: Two Dimensional Figures, page 326

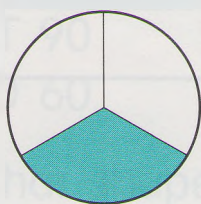
1. Color inside the shapes.



Key Skill: Thirds, page 338

Ring the fraction.

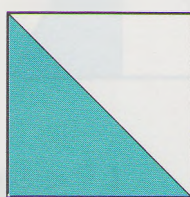
1.



$\frac{1}{2}$

$\frac{1}{3}$

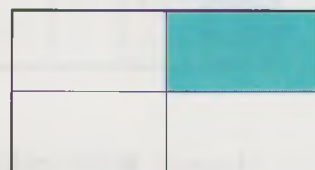
$\frac{1}{4}$



$\frac{1}{2}$

$\frac{1}{3}$

$\frac{1}{4}$

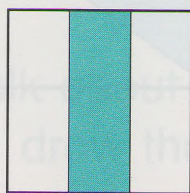


$\frac{1}{2}$

$\frac{1}{3}$

$\frac{1}{4}$

2.



$\frac{1}{2}$

$\frac{1}{3}$

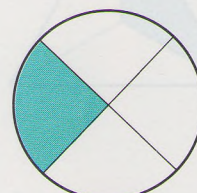
$\frac{1}{4}$



$\frac{1}{2}$

$\frac{1}{3}$

$\frac{1}{4}$



$\frac{1}{2}$


$\frac{1}{3}$


$\frac{1}{4}$

Chapter Review

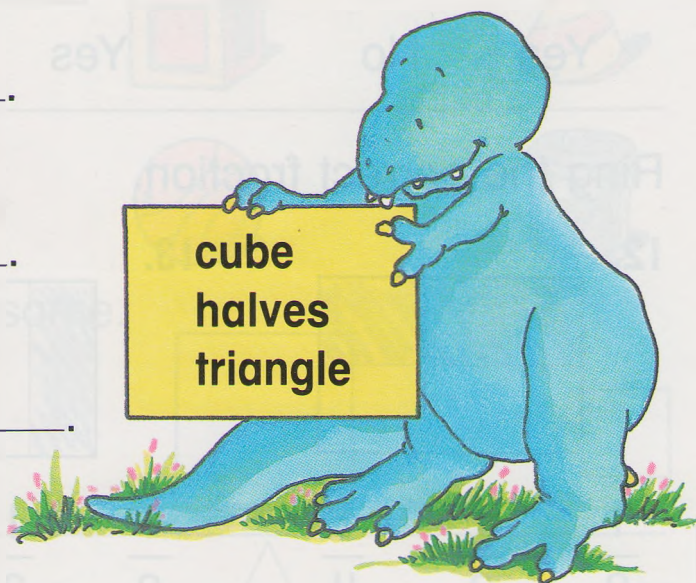
Language and Mathematics

Choose the correct word.

1.  is a _____.

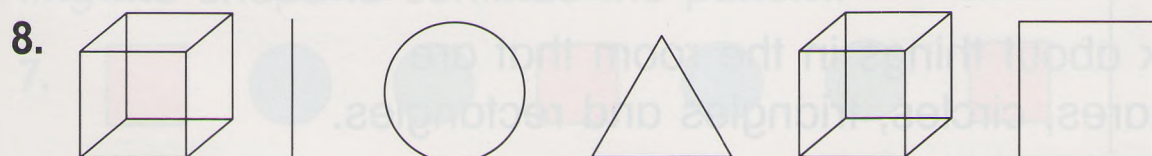
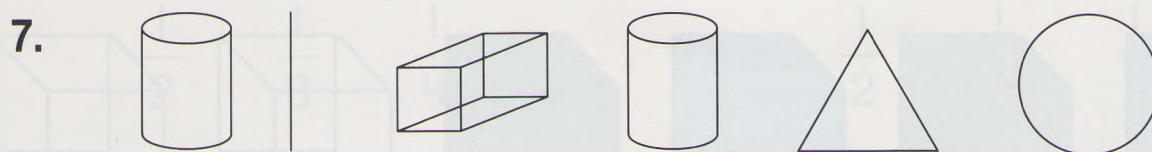
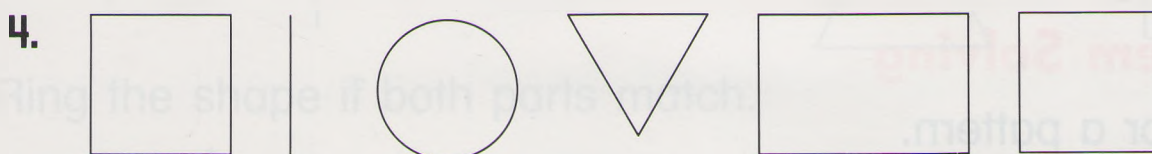
2.  is a _____.

3.  shows _____.



Concepts and Skills

Color the shapes that are the same.



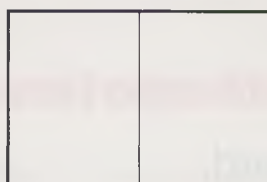
Do the parts match? Ring.

9.



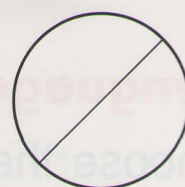
Yes No

10.



Yes No

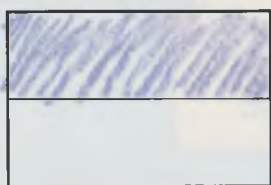
11.



Yes No

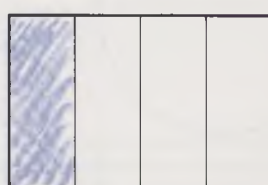
Ring the correct fraction.

12.



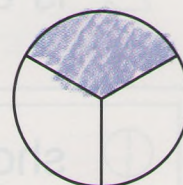
$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$

13.



$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$

14.



$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$

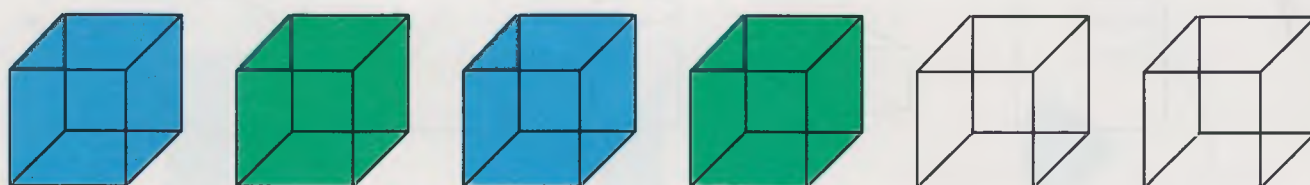
Problem Solving

Look for a pattern.
Color the shapes.

15.



16.

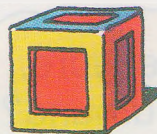


17. Talk about things in the room that are squares, circles, triangles and rectangles.

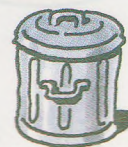
Chapter Test

Ring the objects that have the same shape.

1.

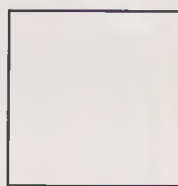
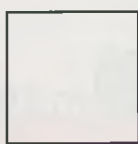


2.

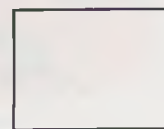
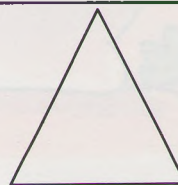


Ring the shapes that are the same.

3.

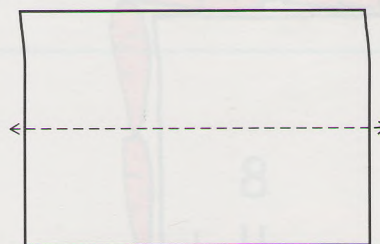
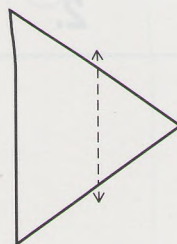
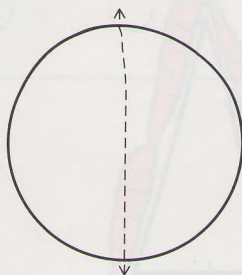


4.



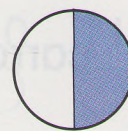
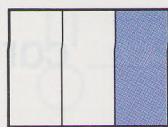
Ring the shape if both parts match.

5.



Ring the fraction.

6.



$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$

$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$

Ring the shape to continue the pattern.

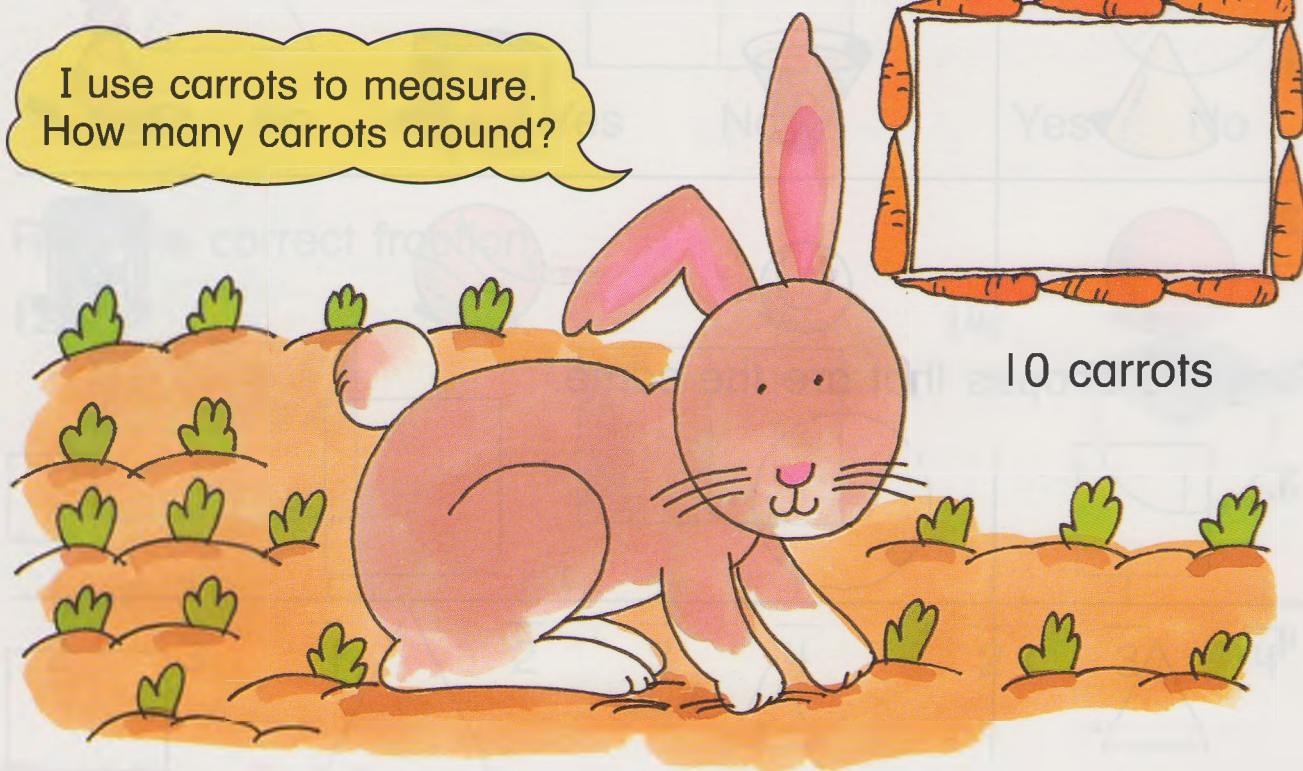
7.



Enrichment For All

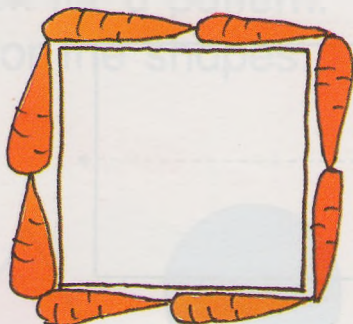
Perimeter Readiness

I use carrots to measure.
How many carrots around?



How many carrots around each figure?

1.



8

carrots

2.



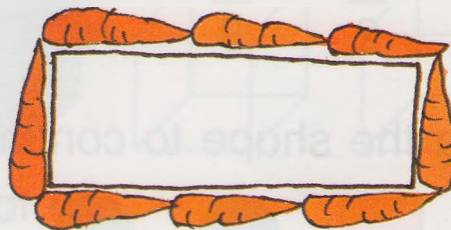
carrots

3.



carrots

4.



carrots

Cumulative Review

Fill in the ☐ to answer each question.

Subtract.

1.
$$\begin{array}{r} 11 \\ - 6 \\ \hline \end{array}$$

5 ☐ 4 ☐ 3 ☐ 2 ☐

2.
$$\begin{array}{r} 12\text{¢} \\ - 4\text{¢} \\ \hline \end{array}$$

6¢ ☐ 7¢ ☐ 8¢ ☐ 9¢ ☐

What time is it?

3.



3:00 ☐ 5:30 ☐ 10:30 ☐ 11:00 ☐

4.



8:00 ☐ 8:30 ☐ 7:00 ☐ 2:00 ☐

Add.

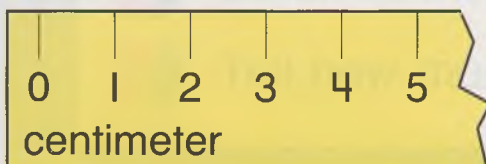
5.
$$\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$$

12 ☐ 11 ☐ 10 ☐ 9 ☐

6.
$$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$$

9 ☐ 10 ☐ 11 ☐ 12 ☐

7. How long is the crayon?



- ☐ 2 centimeters
☐ 3 centimeters
☐ 4 centimeters
☐ 5 centimeters

Home Activity

Your child has been learning about shapes, symmetry, and fractions. This activity will practice these skills.

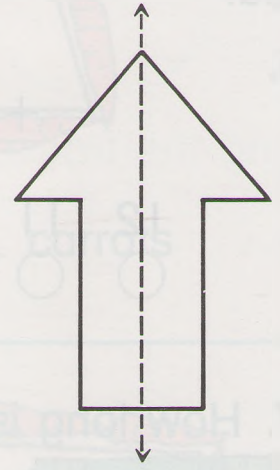
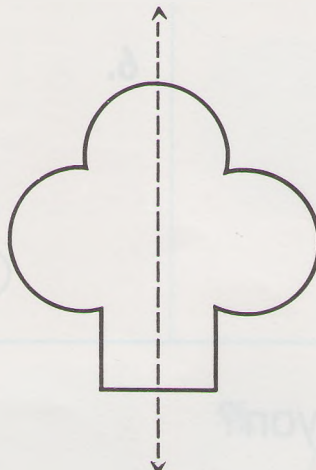
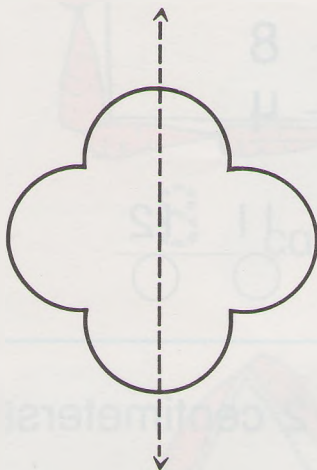
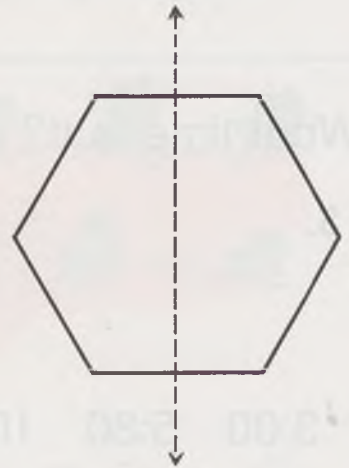
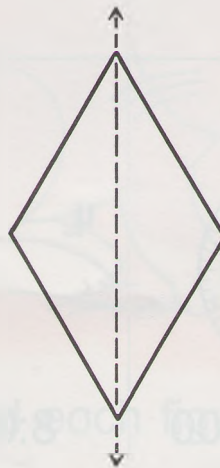
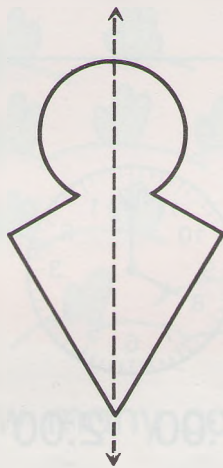
Materials:

scissors, crayons

Directions:

Help your child cut apart the shapes below.

Mix them up and spread them out on the table. Take turns trying to find two parts that match. Have your child color both halves of the completed shapes.

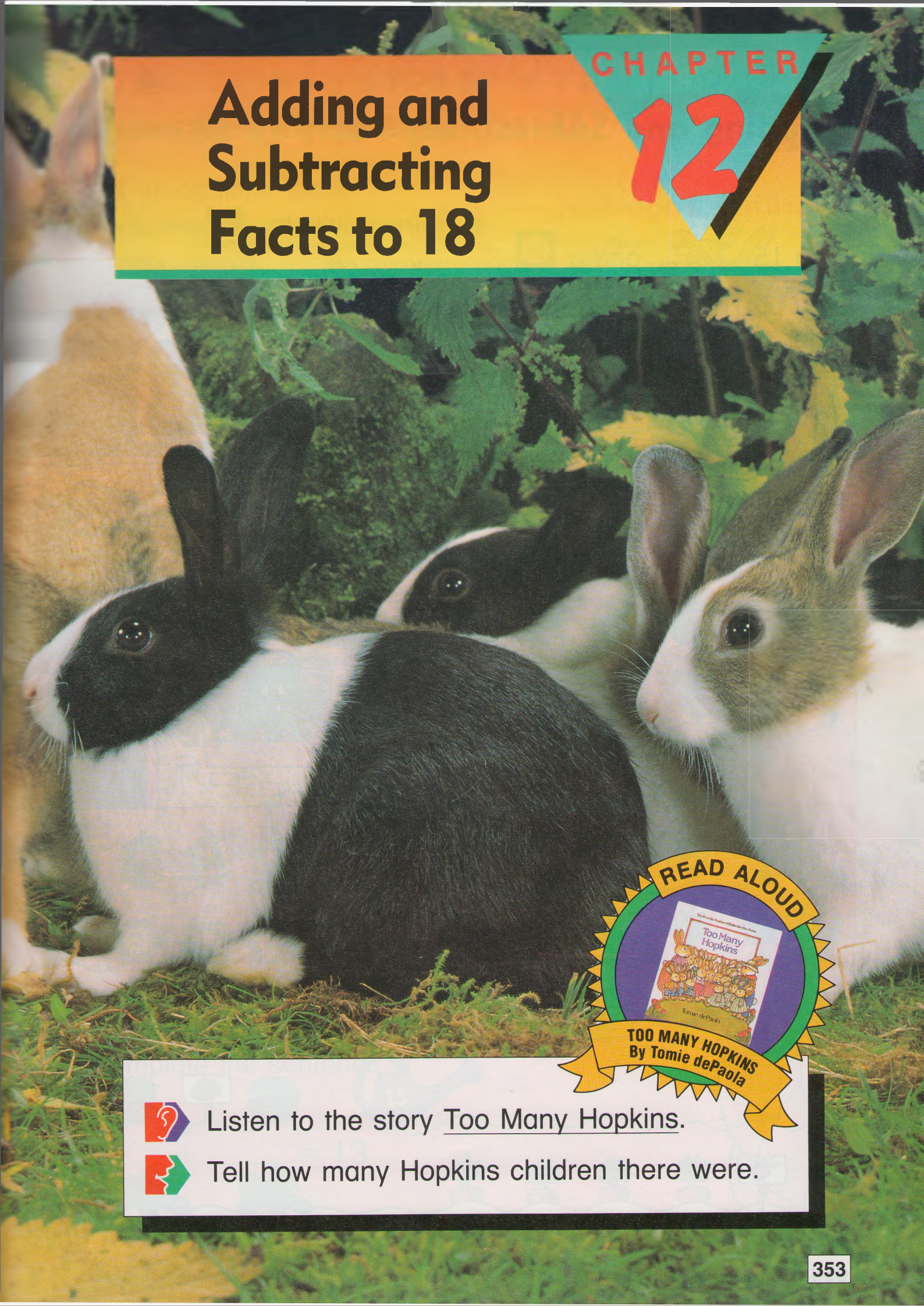
**Variation:**

Add more shapes to the game. Help your child draw other symmetrical shapes and cut them in half.

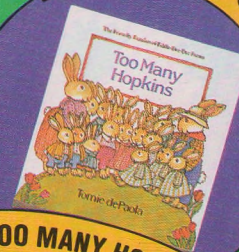
Adding and Subtracting Facts to 18

CHAPTER

12



READ ALOUD



TOO MANY HOPKINS
By Tomie dePaola



Listen to the story Too Many Hopkins.



Tell how many Hopkins children there were.



Adding and Subtracting Facts to 18

Working Together

Use 15  and a .

You put 15 rabbits in the garden.

Your partner spins and puts that many rabbits in the house.

Take turns.



Talk about how many rabbits are left in the garden.

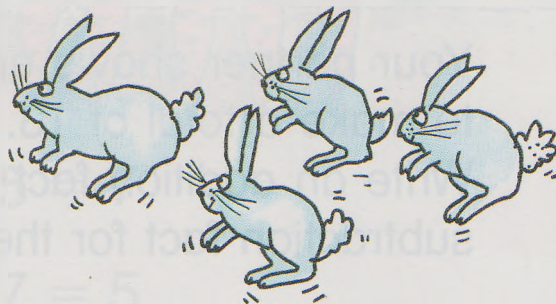
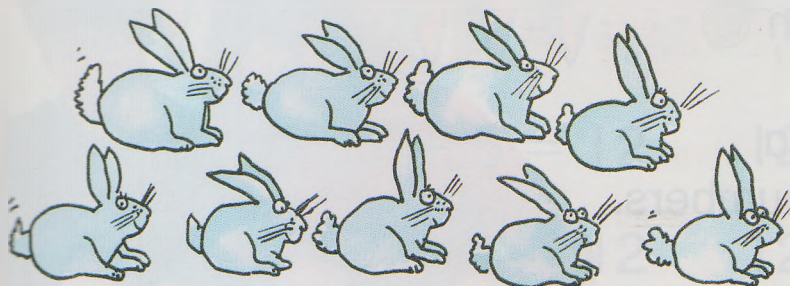




Sums and Differences to 13

Tell an addition story.

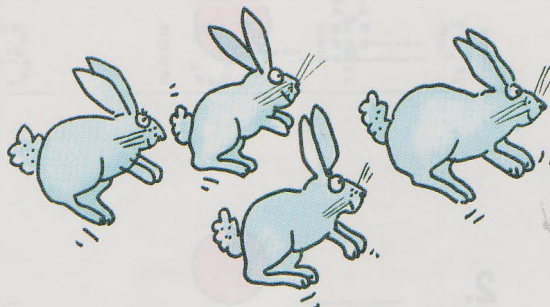
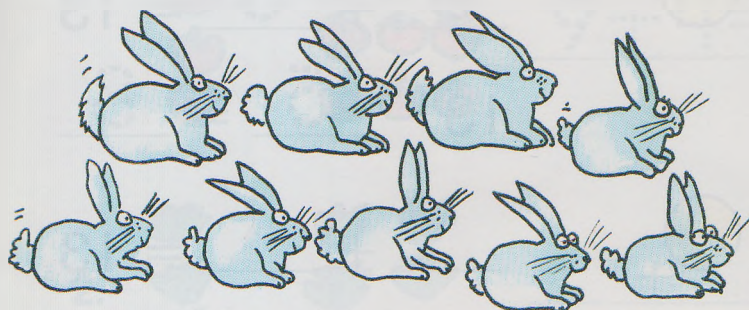
Complete the addition sentence.



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

Tell a subtraction story.

Complete the subtraction sentence.



$$13 - \underline{\quad} = \underline{\quad}$$

Working Together

Use .

You show 6 red counters.

Your partner shows enough yellow counters to make a total of 13.

Complete the sentence.

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


$$13 - \underline{\quad} = \underline{\quad}$$



Working Together

Use .

You show from 4 to 9 .

Your partner shows enough 
to make a total of 13.


Write an addition fact and a
subtraction fact for these numbers.

Show a different
number each time.



You show

Your partner shows

1. 8 

5 

8 + 5 = 13


13 - 5 = 8

2. 

 + = 13

13 - =


3. 

 + = 13


13 - =

4. 

 + = 13

13 - =

5. 

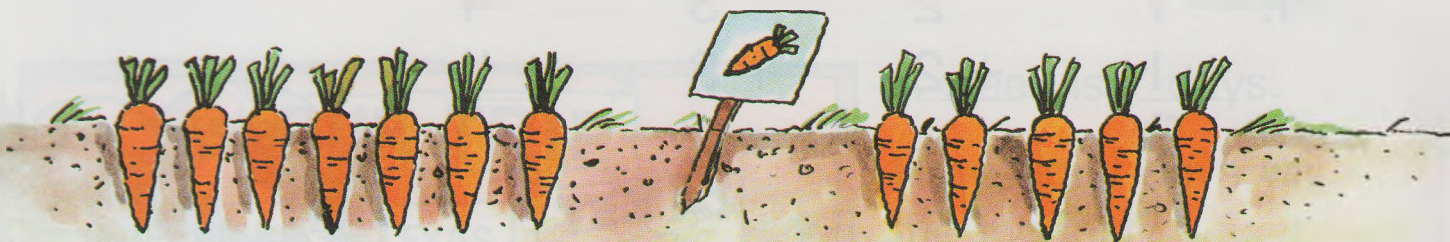
 

 + = 13

13 - =

DEVELOPING / UNDERSTANDING

More Sums and Differences to 13

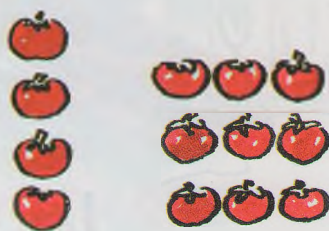


$$7 + 5 = 12 \quad 12 - 5 = 7$$

$$5 + 7 = 12 \quad 12 - 7 = 5$$

Write the fact family.

1.



$$4 + 9 = 13$$

$$13 - 9 = 4$$

$$9 + 4 = 13$$

$$13 - 4 = 9$$

2.



$$+ =$$

$$- =$$

$$+ =$$

$$- =$$

3.



$$+ =$$

$$- =$$

$$+ =$$

$$- =$$

4.



$$+ =$$

$$- =$$

$$+ =$$

$$- =$$

Add or subtract. Use cubes to help you.

$$\begin{array}{r} 1. \quad 1 \\ + 1 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 4 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 13 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$$



4. Talk about the pattern in each row.

Add.

5. Joni finds 8 sticks.
She finds 5 more.
How many sticks does she have?

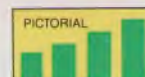
_____ sticks

Subtract.

6. The tree has 13 branches.
Kim takes 6 branches.
How many branches are left?

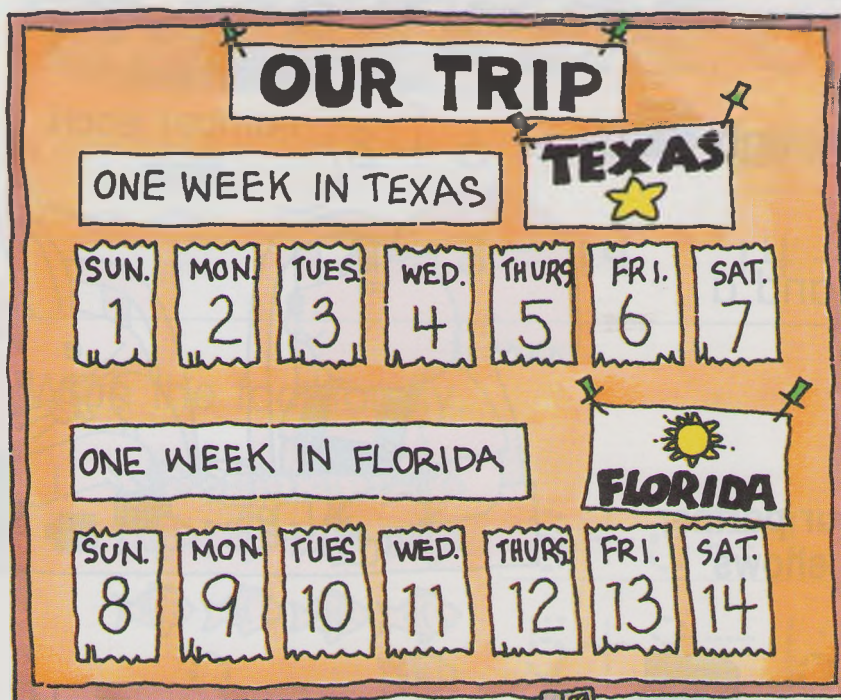
_____ branches





DEVELOPING / UNDERSTANDING

Sums and Differences to 14



A week is 7 days.

How many days will the trip last?



$$7 + 7 = 14$$

After the time in Texas, how many days will be left?

$$14 - 7 = 7$$



Working Together

Use 9  and 6 .

1. You show 8 . Your partner shows enough  to make 14.

Write an addition fact and a subtraction fact.

$$\underline{\quad} + \underline{\quad} = 14 \quad 14 - \underline{\quad} = \underline{\quad}$$


2. You show 9 . Your partner shows enough  to make 14.


Write an addition fact and a subtraction fact.

$$\underline{\quad} + \underline{\quad} = 14 \quad 14 - \underline{\quad} = \underline{\quad}$$

Working Together

Use 9  and 9 .

You show from 5 to 9 .

Your partner shows enough  to make 14.

Write an addition fact and a subtraction fact.

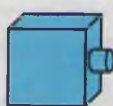
Show a different number each time.



You show

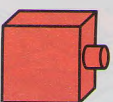
Your partner shows

1. 5 

9 

5 + 9 = 14

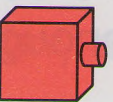
14 - 9 = 5

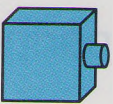
2. 

 + = 14

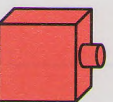
14 - =

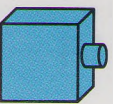
3. 

 + = 14

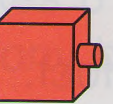
14 - =

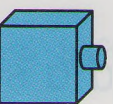
4. 

 + = 14

14 - =

5. 

 + = 14

14 - =



More Sums and Differences to 14



$$8 + 6 = 14 \quad 14 - 6 = 8$$

$$6 + 8 = 14 \quad 14 - 8 = 6$$

Write the fact family.

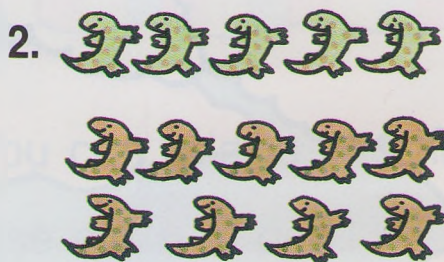


$$8 + 5 = 13$$

$$13 - 5 = 8$$

$$5 + 8 = 13$$

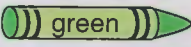
$$13 - 8 = 5$$



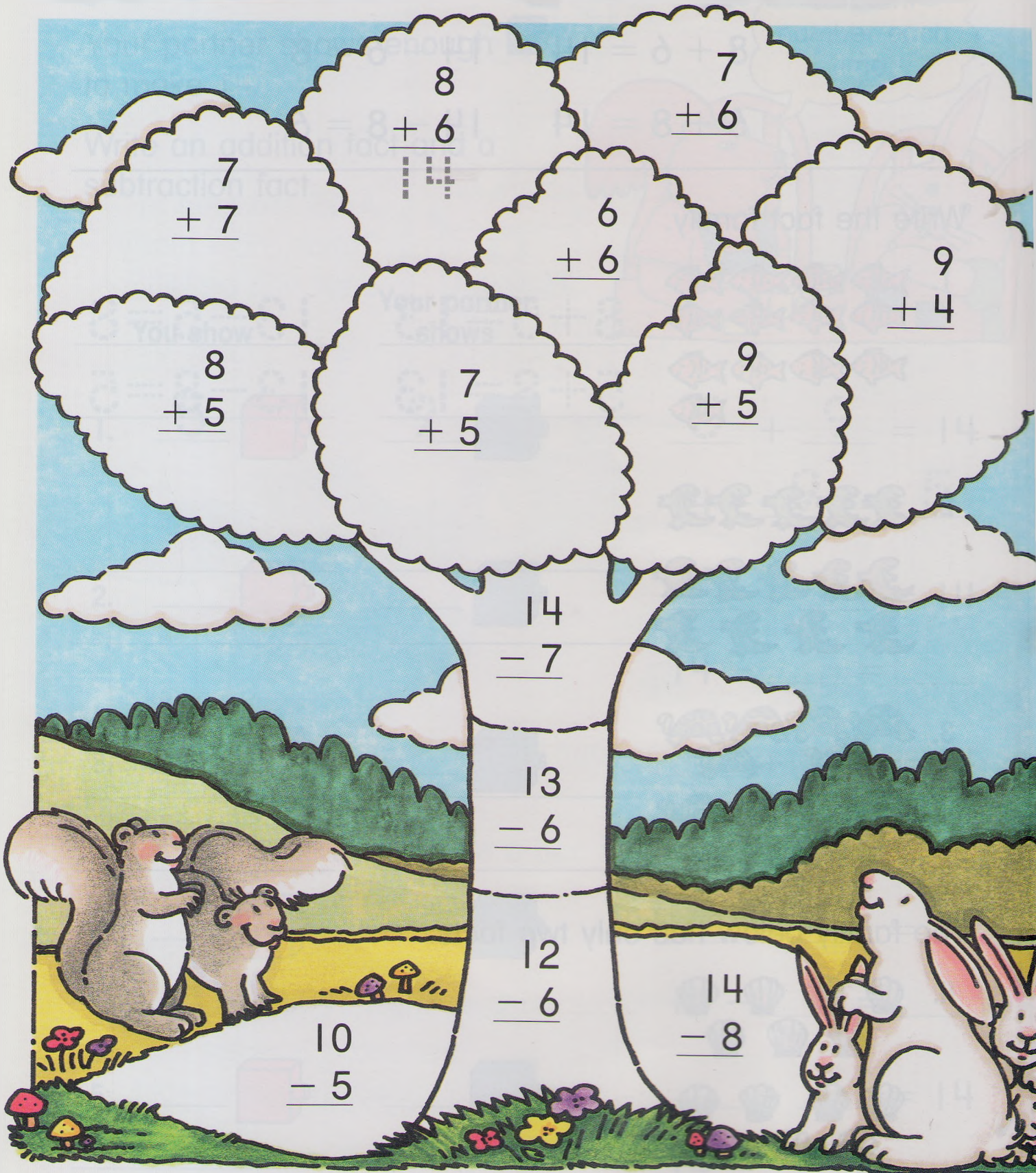
The family below has only two facts.



Add or subtract.

Color  the sums of 12 or more.

Color  the differences of 7 or less.

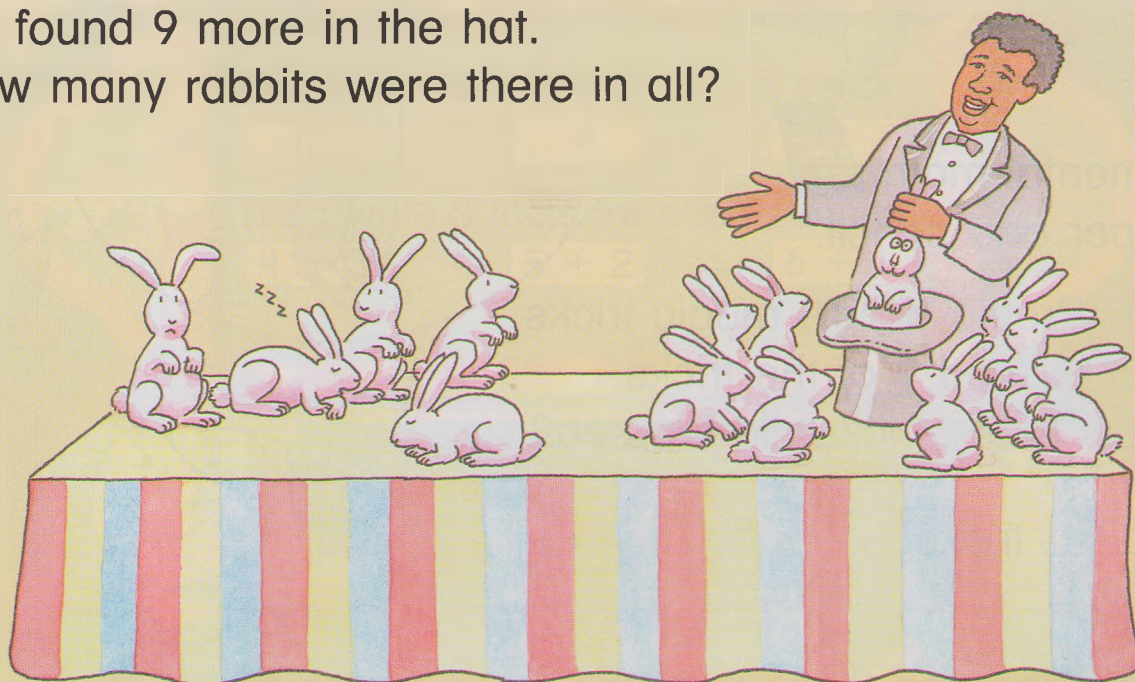




Problem Solving




Strategy: Choosing the Operation

Mr. Presto had 5 rabbits.
He found 9 more in the hat.
How many rabbits were there in all?




You can add to find how many in all.

Use a  to add.

Press  5  9 .

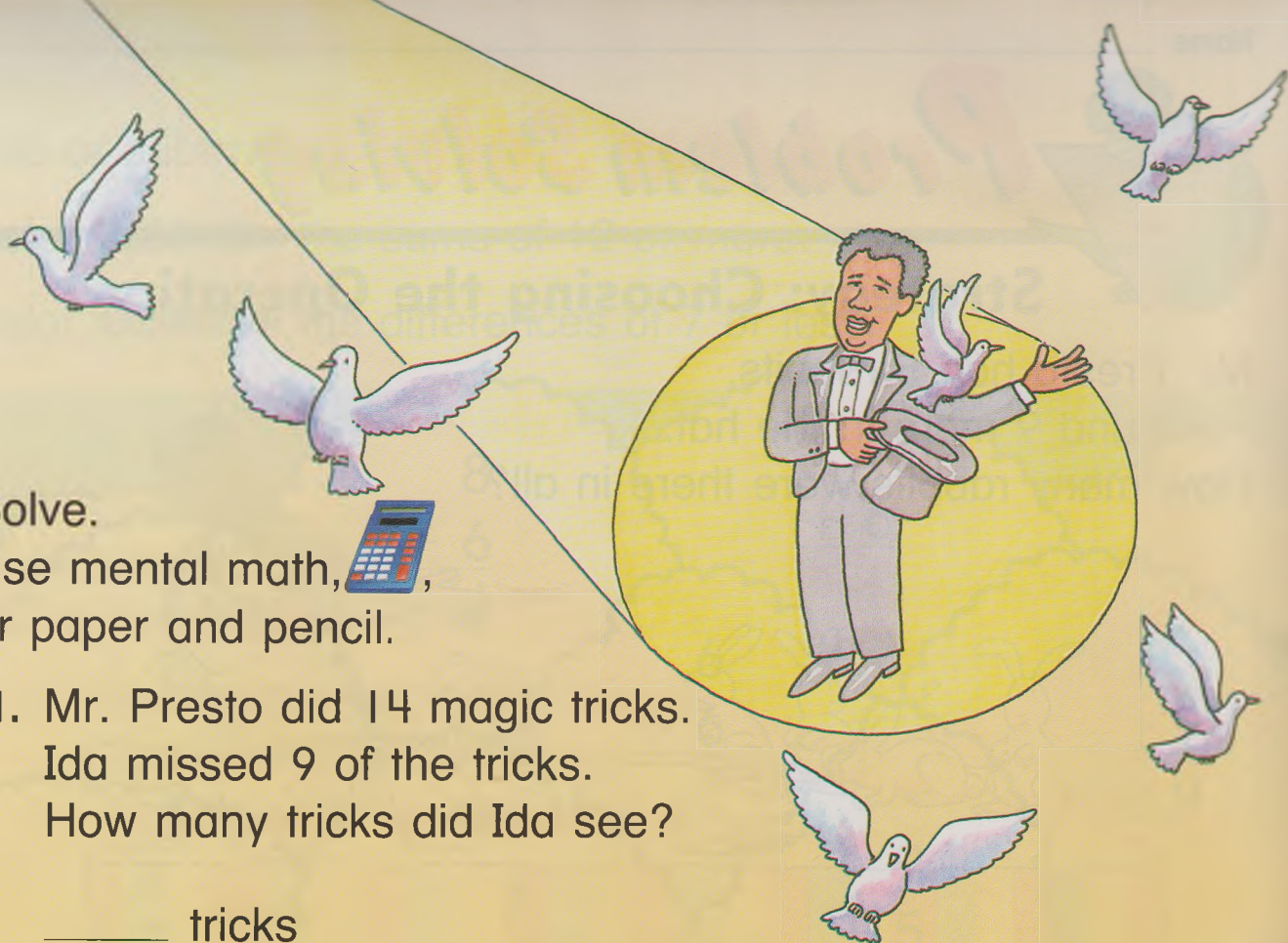
Write the sum.

There were _____ rabbits in all.


Solve. Use mental math, a , or paper and pencil.

- I. Jerry saw 7 doves.
6 more popped out of a hat.
How many doves did Jerry see?

_____ doves



Solve.

Use mental math, ,
or paper and pencil.

1. Mr. Presto did 14 magic tricks.
Ida missed 9 of the tricks.
How many tricks did Ida see?

_____ tricks

2. José learned 9 magic tricks.
He learned 4 more magic tricks.
How many magic tricks did he learn in all?

_____ tricks

3. 8 children went on stage.
Mr. Presto asked 6 more children to go
on stage.
How many children were on stage now?

_____ children

4. 13 glasses were on the table.
7 glasses floated away.
How many glasses did not float away?

_____ glasses

Lucky Deal

Thinking
MATHEMATICALLY

Write numbers like these on cards.

7

7

7

Then write 3 facts for each number.

$4 + 3$

$5 + 2$

$6 + 1$

Mix and deal the cards.

Match a fact card $4 + 3$

with a number card 7 .

Put pairs face down
in a pile.

Your partner takes a turn.

The one with the most pairs
wins the game.

Extra Practice

More Sums and Differences to 14, pages 361–362

Write the fact family.

1.



2.



Problem Solving: Choosing the Operation, pages 363–364

Solve.

1. Cleo has 8 cat stickers.

She buys 5 more.

How many stickers does she have?

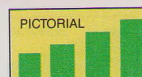
_____ stickers

2. Mike has 13 airplane stickers.

He gives 6 to Jeff.

How many stickers does Mike have left?

_____ stickers



Sums and Differences to 15



How many counters are red? 8

How many counters are yellow? 7

Write an addition sentence and a subtraction sentence that tell about the counters.

$$8 + 7 = 15$$

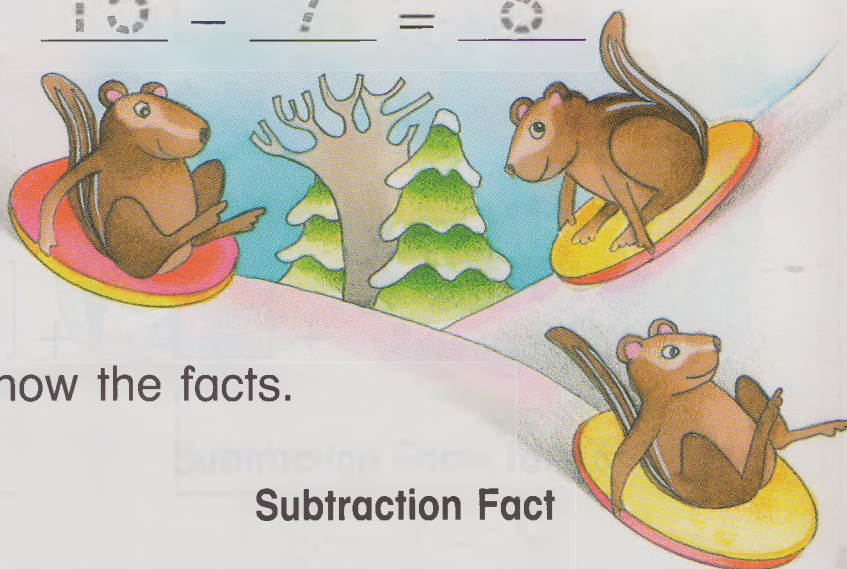
$$15 - 7 = 8$$

Working Together

Use 15 .

Show all the red counters.

Turn over the counters to show the facts.



Addition Fact

1. $6 + 9 =$ _____

2. $7 + 8 =$ _____

3. $8 + 7 =$ _____

4. $9 + 6 =$ _____

Subtraction Fact

$15 - 9 =$ _____

$15 - 8 =$ _____

$15 - 7 =$ _____

$15 - 6 =$ _____

Write more addition sentences about 15.

Use the counters to help you.

5. _____

Write the fact family.

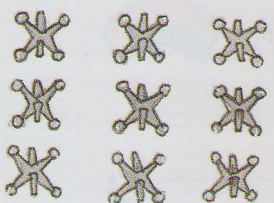
$$\begin{array}{r} 8 \\ + 6 \\ \hline 14 \end{array}$$

$$\begin{array}{r} 6 \\ + 8 \\ \hline 14 \end{array}$$

$$\begin{array}{r} 14 \\ - 6 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 14 \\ - 8 \\ \hline 6 \end{array}$$



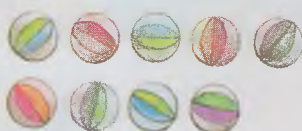


$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$

$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$

$$\begin{array}{r} \square \\ - \square \\ \hline \square \end{array}$$

$$\begin{array}{r} \square \\ - \square \\ \hline \square \end{array}$$

$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$

$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$

$$\begin{array}{r} \square \\ - \square \\ \hline \square \end{array}$$

$$\begin{array}{r} \square \\ - \square \\ \hline \square \end{array}$$

Add or subtract.

3.
$$\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 8 \\ \hline \end{array}$$

Calculator



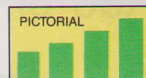
What number is missing?

Guess.

Then check with your .

$$\underline{\quad\quad} + 6 = 14$$

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



Sums and Differences to 16, 17, and 18

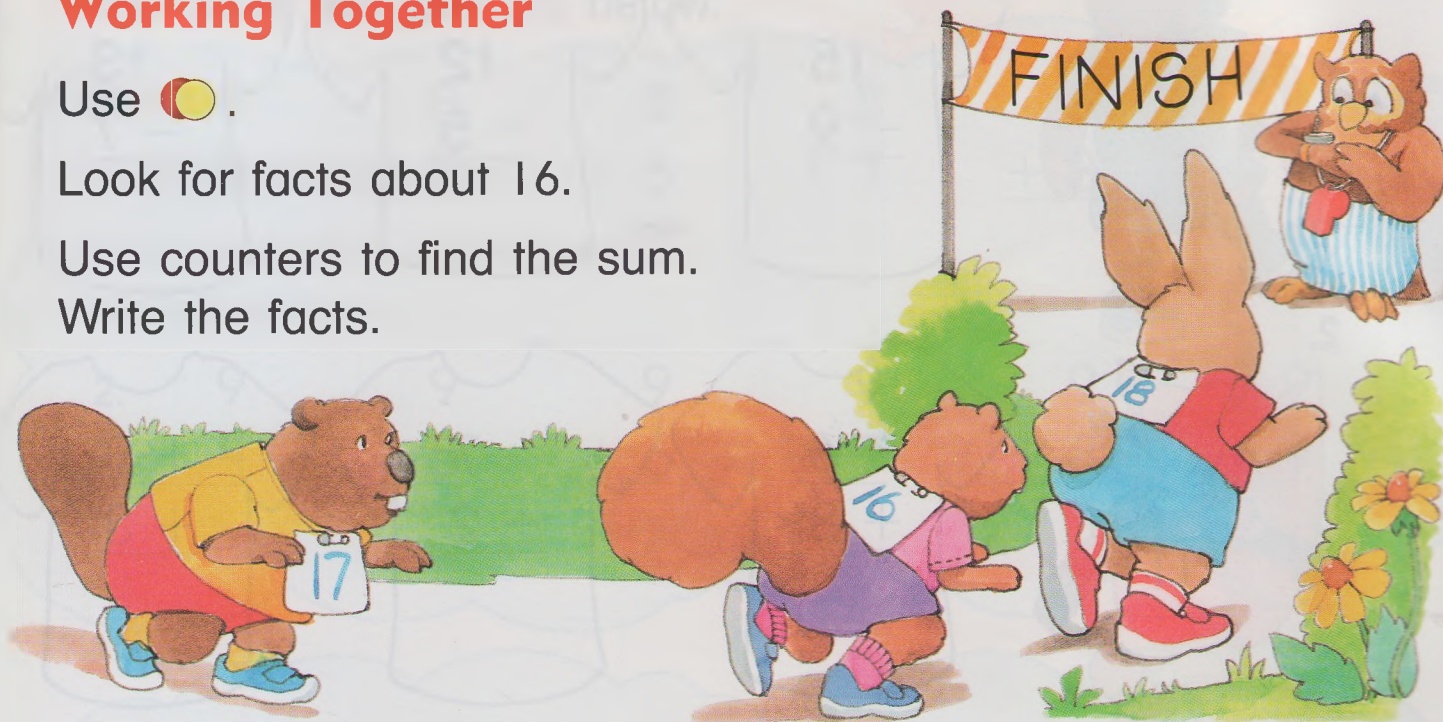
Working Together

Use .

Look for facts about 16.

Use counters to find the sum.

Write the facts.



Addition Facts for 16

1. $9 + 7 = 16$
2. _____
3. _____

Subtraction Facts for 16

- $16 - 7 = 9$
- _____
- _____

Find facts for 17 and 18.

Addition Facts for 17

4. _____
5. _____

Subtraction Facts for 17

- _____
- _____

Addition Fact for 18

6. _____

Subtraction Fact for 18

- _____

Add or subtract.

Color  the facts for the number.



1.



$$\begin{array}{r} 15 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$$

2.

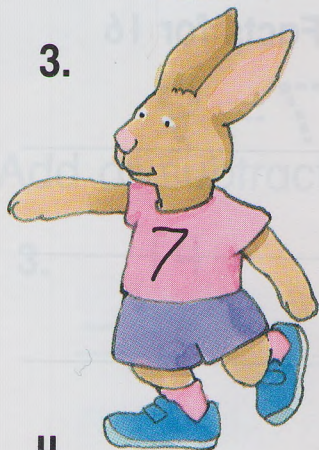


$$\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 3 \\ \hline \end{array}$$

3.



$$\begin{array}{r} 15 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 4 \\ \hline \end{array}$$

4.



$$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$$



Addition and Subtraction Patterns

Add.

Talk about the patterns below.



1.	$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$
----	---	---	---	---	---	---

2.	$\begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 9 \\ \hline \end{array}$
----	---	---	---	---	---	---

3.	$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$
----	---	---	---	---	---	---

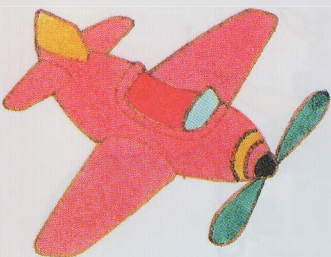
4.	$\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 7 \\ \hline \end{array}$
----	---	---	---	---	---	---

If you know $6 + 6$, how can it help you know $6 + 7$?
Use doubles to help you add.

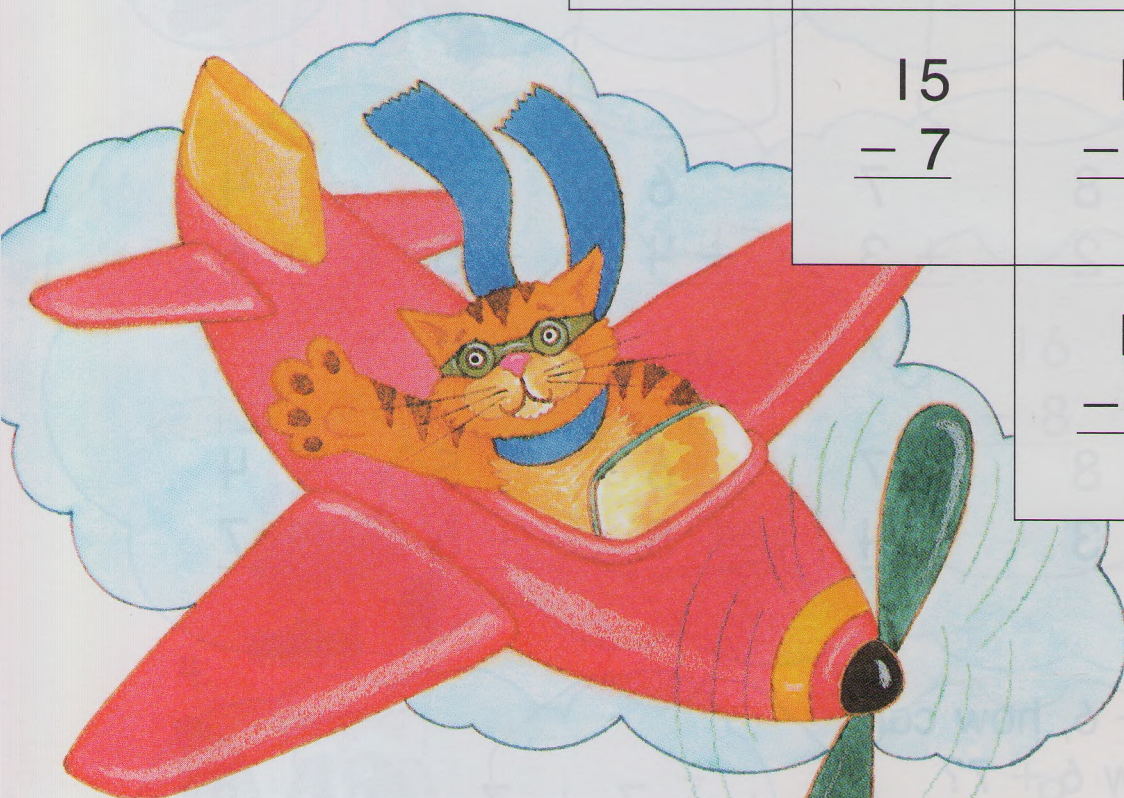
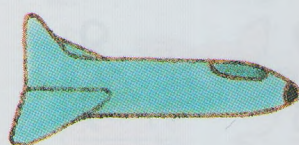
$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$
---	---



$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$
---	---	---	---



Find each difference.
Talk about the patterns below.





$\begin{array}{r} 13 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 9 \\ \hline \end{array}$
	$\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 9 \\ \hline \end{array}$
		$\begin{array}{r} 15 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ - 9 \\ \hline \end{array}$
			$\begin{array}{r} 16 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ - 9 \\ \hline \end{array}$
				$\begin{array}{r} 17 \\ - 9 \\ \hline \end{array}$



1. Begin at the 
Travel this way: 

2. Begin at the 
Travel this way: 

3. Begin at the 
Travel this way: 

DEVELOPING / UNDERSTANDING

Money

6¢ for a toy skunk.

7¢ for a toy bird.

How much money in all? _____ ¢

$$\begin{array}{r}
 6\text{¢} \\
 + 7\text{¢} \\
 \hline
 13\text{¢}
 \end{array}$$

Add or subtract.

$$\begin{array}{r}
 1. \quad \begin{array}{r} 7\text{¢} \\ + 7\text{¢} \\ \hline 14\text{¢} \end{array} \quad \begin{array}{r} 9\text{¢} \\ + 4\text{¢} \\ \hline \end{array} \quad \begin{array}{r} 8\text{¢} \\ + 9\text{¢} \\ \hline \end{array} \quad \begin{array}{r} 8\text{¢} \\ + 7\text{¢} \\ \hline \end{array} \quad \begin{array}{r} 7\text{¢} \\ + 6\text{¢} \\ \hline \end{array}
 \end{array}$$

$$\begin{array}{r}
 2. \quad \begin{array}{r} 14\text{¢} \\ - 7\text{¢} \\ \hline \end{array} \quad \begin{array}{r} 13\text{¢} \\ - 5\text{¢} \\ \hline \end{array} \quad \begin{array}{r} 18\text{¢} \\ - 9\text{¢} \\ \hline \end{array} \quad \begin{array}{r} 16\text{¢} \\ - 7\text{¢} \\ \hline \end{array} \quad \begin{array}{r} 15\text{¢} \\ - 8\text{¢} \\ \hline \end{array}
 \end{array}$$

$$\begin{array}{r}
 3. \quad \begin{array}{r} 9\text{¢} \\ + 7\text{¢} \\ \hline \end{array} \quad \begin{array}{r} 7\text{¢} \\ + 8\text{¢} \\ \hline \end{array} \quad \begin{array}{r} 9\text{¢} \\ + 9\text{¢} \\ \hline \end{array} \quad \begin{array}{r} 5\text{¢} \\ + 8\text{¢} \\ \hline \end{array} \quad \begin{array}{r} 9\text{¢} \\ + 6\text{¢} \\ \hline \end{array}
 \end{array}$$

$$\begin{array}{r}
 4. \quad \begin{array}{r} 16\text{¢} \\ - 8\text{¢} \\ \hline \end{array} \quad \begin{array}{r} 15\text{¢} \\ - 6\text{¢} \\ \hline \end{array} \quad \begin{array}{r} 17\text{¢} \\ - 9\text{¢} \\ \hline \end{array} \quad \begin{array}{r} 14\text{¢} \\ - 6\text{¢} \\ \hline \end{array} \quad \begin{array}{r} 13\text{¢} \\ - 7\text{¢} \\ \hline \end{array}
 \end{array}$$

Mixed Review

Write the number that comes just after.

5. 15, _____ 23, _____ 28, _____

6. 39, _____ 56, _____ 89, _____



Adding Three Numbers

When you add three numbers, look for facts you know.

I use a double.

$$\begin{array}{r} 3 \\ 3 \\ + 2 \\ \hline 8 \end{array}$$

I add 1 first.

$$\begin{array}{r} 3 \\ 5 \\ + 1 \\ \hline 9 \end{array}$$

I find a "10".
I count on 2 more.

$$\begin{array}{r} 2 \\ 2 \\ + 8 \\ \hline 12 \end{array}$$

Add.

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

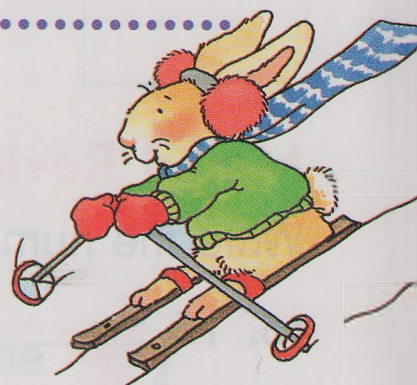
2.	6¢	4¢	3¢	7¢	2¢	3¢
	2¢	5¢	6¢	2¢	4¢	3¢
	+ 5¢	+ 9¢	+ 1¢	+ 8¢	+ 6¢	+ 5¢

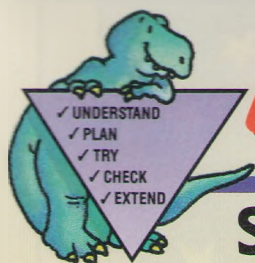
Calculator

Find four numbers that have a sum of 18.

Use your .

_____ + _____ + _____ + _____ = 18



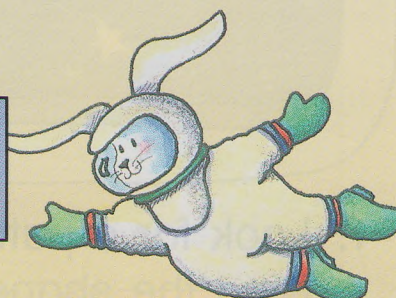


Problem Solving

Strategies Review



Make a plan to solve the problem.



Solve.

1. 16 rockets are at the base. 9 take off.
How many rockets are still at the base?

_____ rockets

2. Jan sees 7 moons.
Robert sees 8 other moons.
How many moons do they see?

_____ moons

3. Rocket parts come in these shapes.
How many different rockets can you make?

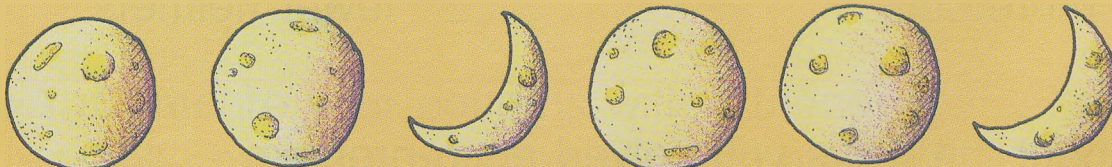


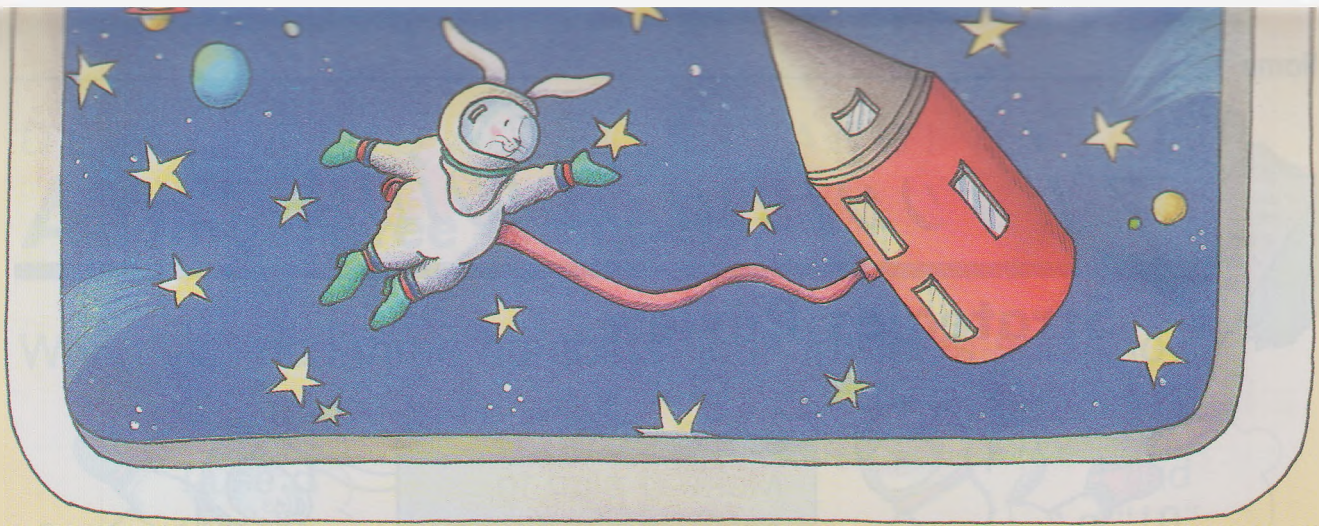
Color to show the different rockets.



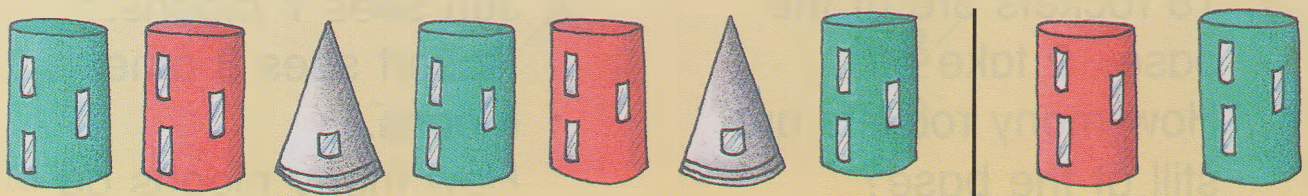
You can make _____ different rockets.

4. Look for a pattern.
Ring the shape to continue the pattern.





1. Look for a pattern.
Ring the shape to continue the pattern.



2. 8 ships are at the base.
9 more ships come.
How many ships are there?

_____ ships

3. Jan saw 9 stars.
Later, she saw 6 more stars.
How many stars did Jan see?

_____ stars

4. The space base has 14 cats.
The base has 6 dogs.
How many more cats than dogs are there?

_____ more cats

5. There are 13 space suits.
There are 9 space helmets.
How many fewer helmets than suits are there?

_____ fewer helmets



6. Talk about the ways you solved each problem.

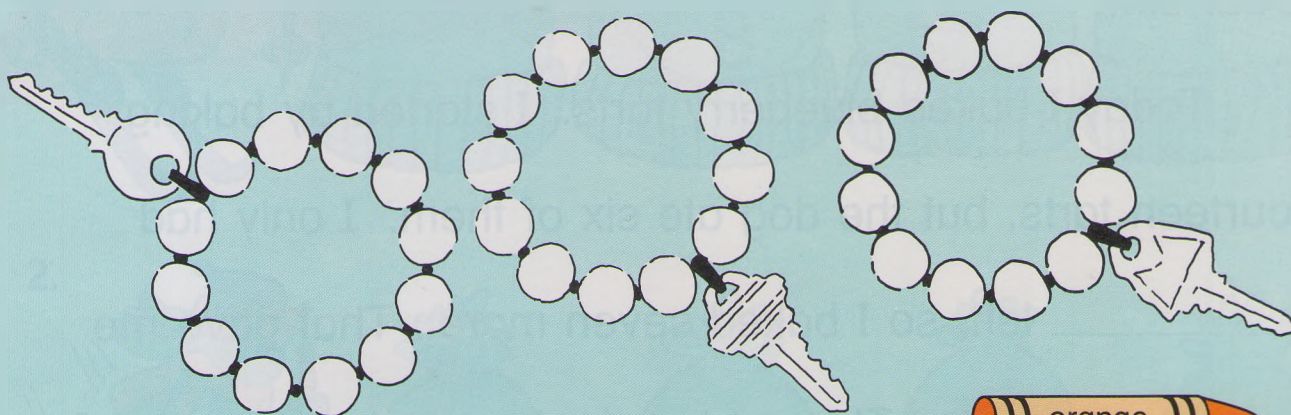


Decision Making

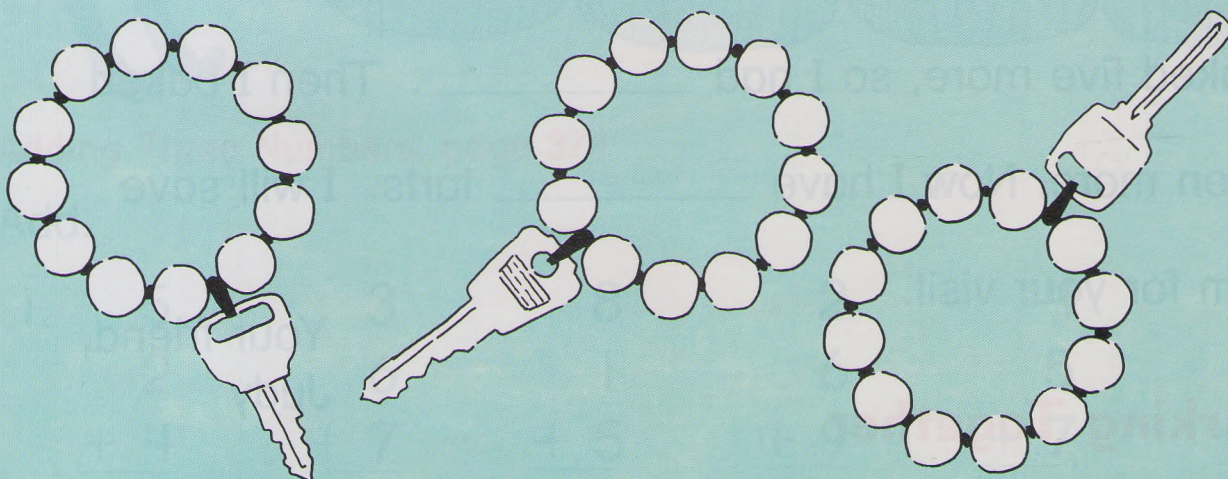
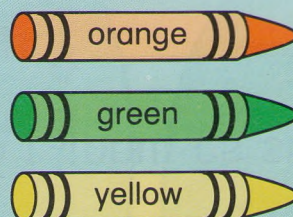
Problem Solving: Planning a Pattern

You are making a key chain.
You use different colors of beads.

1. Use 12 beads. Show some 2-color patterns you might use.



2. Show some 3-color patterns.



3. Compare your patterns with a friend's patterns.
Tell about the patterns you like best. Why?



Math and Writing: A Letter

Use the words in the box.
Help Judy finish her letter.

four	six	eight
nine	fifteen	sixteen



Dear Jim,

Today I baked blueberry tarts. I started by baking
fourteen tarts, but the dog ate six of them. I only had
_____ left, so I baked seven more. That gave me
_____ tarts. The cat knocked over nine of them. I
was so mad! I only had _____ left. Then my brother
ate two, so I only had _____. I had to start all over.
I baked five more, so I had _____. Then I baked
seven more. Now I have _____ tarts. I will save
them for your visit.

Your friend,
Judy

Working Together

Write a letter to a friend.
Use number words in your letter.
Have your partner ring the number words.

Extra Practice

Sums and Differences to 16, 17, and 18, pages 369–370

Add or subtract.

Ring the facts that match.

1.



$$\begin{array}{r} 17 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ - 9 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 16 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 9 \\ \hline \end{array}$$

2.



$$\begin{array}{r} 9 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 9 \\ \hline \end{array}$$

Adding Three Numbers, page 374

Add.

1.	$\begin{array}{r} 5 \\ 2 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ 6 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ 1 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ 6 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ 5 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ 6 \\ + 7 \\ \hline \end{array}$
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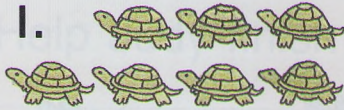
Practice Plus



Key Skill: Sums and Differences to 16, 17, and 18, page 370

Write the fact family.

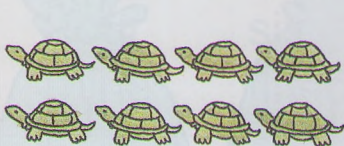
1.



$$\begin{array}{|c|} \hline \square \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \square \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \square \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \square \\ \hline \end{array}$$


$$\begin{array}{|c|} \hline \square \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \square \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \square \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \square \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \square \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \square \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \square \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \square \\ \hline \end{array}$$

2.



$$\begin{array}{|c|} \hline \square \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \square \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \square \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \square \\ \hline \end{array}$$


$$\begin{array}{|c|} \hline \square \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \square \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \square \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \square \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \square \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \square \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \square \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \square \\ \hline \end{array}$$

Key Skill: Adding Three Numbers, page 374

Add.

1.

4

2

3

4

6

3

5

7

4

4

3

5

+ 6

+ 3

+ 2

+ 9

+ 5

+ 8

2.

3¢

6¢

5¢

4¢

6¢

2¢

6¢

1¢

1¢

4¢

3¢

7¢

+ 9¢

+ 7¢

+ 7¢

+ 8¢

+ 8¢

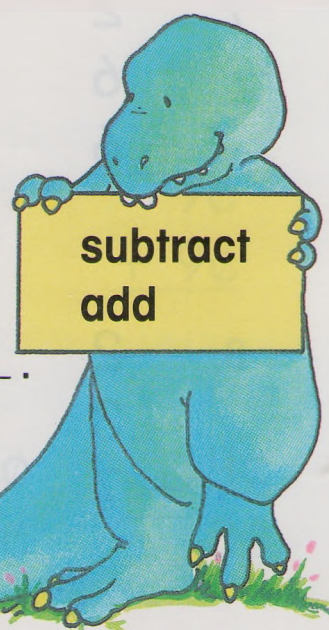
+ 9¢

Chapter Review

Language and Mathematics

Choose the correct word.

1. To find the sum, you _____.
2. To find the difference, you _____.



Concepts and Skills

Add.

3.	$\begin{array}{r} 7 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 6 \\ \hline \end{array}$
----	---	---	---	---	---	---

4.	$\begin{array}{r} 3 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$
----	---	---	---	---	---	---

Subtract.

5.	$\begin{array}{r} 18 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 17 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ - 8 \\ \hline \end{array}$
----	--	--	--	--	--	--

6.	$\begin{array}{r} 13 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 17 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ - 9 \\ \hline \end{array}$
----	--	--	--	--	--	--

Add.

7.	2	6	5	8	9	8
	6	3	2	1	0	1
	<u>+ 6</u>	<u>+ 8</u>	<u>+ 9</u>	<u>+ 6</u>	<u>+ 4</u>	<u>+ 3</u>

8.	2	3	7	6	6	7
	3	5	2	3	9	1
	<u>+ 7</u>	<u>+ 8</u>	<u>+ 9</u>	<u>+ 7</u>	<u>+ 0</u>	<u>+ 7</u>

Problem Solving

Solve.

9. Kate had 7 crackers in her lunch box.
She gave 3 crackers to Bill.
How many crackers did Kate have left?

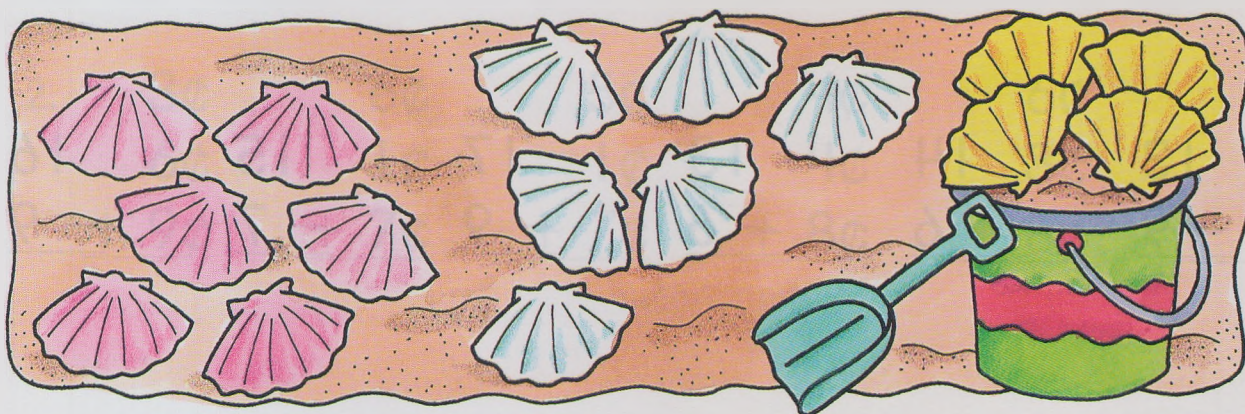
_____ crackers

10. Nancy found 8 seashells on the beach.
She had 3 more at home.
How many seashells did she have in all?

_____ seashells



11. Talk about different ways to add $6 + 6 + 4$.



Chapter Test

Add or subtract.

1. $\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ + 9 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ + 7 \\ \hline \end{array}$ $\begin{array}{r} 8\text{¢} \\ + 6\text{¢} \\ \hline \end{array}$ $\begin{array}{r} 9\text{¢} \\ + 9\text{¢} \\ \hline \end{array}$

2. $\begin{array}{r} 16 \\ - 7 \\ \hline \end{array}$ $\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$ $\begin{array}{r} 13 \\ - 5 \\ \hline \end{array}$ $\begin{array}{r} 17 \\ - 9 \\ \hline \end{array}$ $\begin{array}{r} 15\text{¢} \\ - 8\text{¢} \\ \hline \end{array}$ $\begin{array}{r} 14\text{¢} \\ - 8\text{¢} \\ \hline \end{array}$

3. $18 - 9 = \underline{\hspace{2cm}}$ $8 + 7 = \underline{\hspace{2cm}}$ $15 - 9 = \underline{\hspace{2cm}}$

Add.

4. $\begin{array}{r} 2 \\ 2 \\ + 9 \\ \hline \end{array}$ $\begin{array}{r} 4 \\ 1 \\ + 8 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ 4 \\ + 5 \\ \hline \end{array}$ $\begin{array}{r} 1 \\ 6 \\ + 8 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ 3 \\ + 9 \\ \hline \end{array}$ $\begin{array}{r} 1 \\ 9 \\ + 6 \\ \hline \end{array}$

Solve.

5. Juan has 16 marbles.
He gave away 9 marbles.

How many marbles does he have left? marbles

6. Maria has 7 shells in her collection.
She finds 8 more.

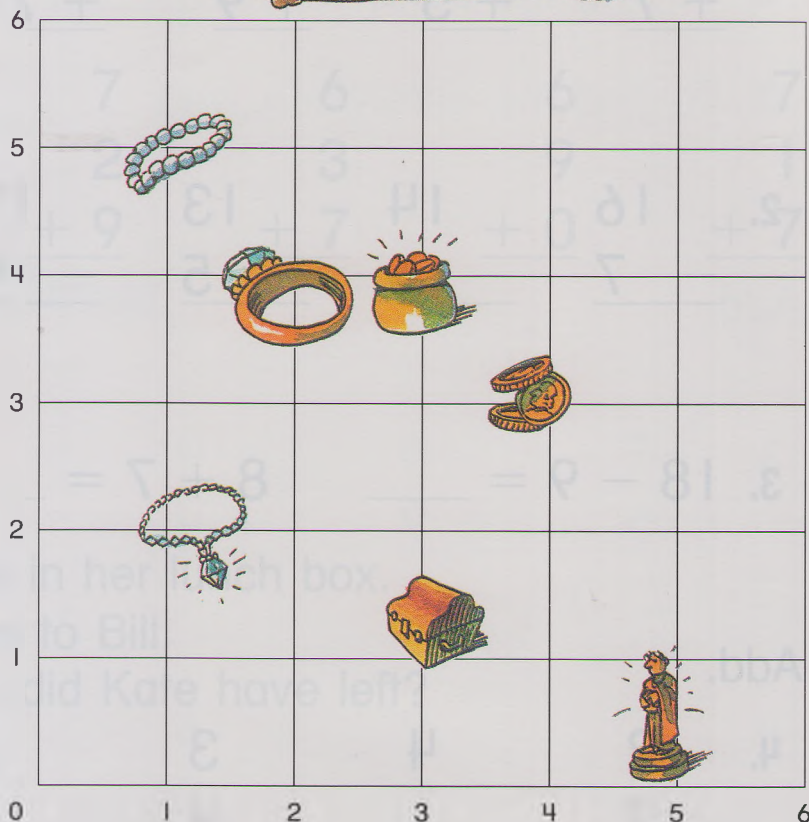
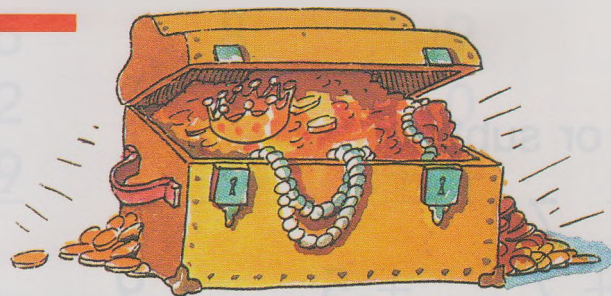
How many does she have now? shells


Enrichment For All

Informal Algebra: Using a Grid







Go on a treasure hunt.
Always start at 0.







Go across 2.
Go up 4.



The  is across 2
and up 4.

Ring what you find.


1.	across	up	
	3	1	 
	3	4	 
	4	3	 

2.	across	up	
	1	2	 
	1	5	 
	5	0	 

3. Go across 5.
Go up 5.

Draw a .

4. Go across 2.
Go up 5.

Draw a .

Cumulative Review

Fill in the ☐ to answer the question.

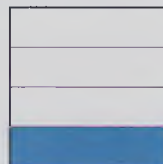
Choose the correct fraction.

1.



- ☐ $\frac{1}{1}$
 ☐ $\frac{1}{2}$
 ☐ $\frac{1}{3}$
 ☐ $\frac{1}{4}$

2.



- ☐ $\frac{1}{1}$
 ☐ $\frac{1}{2}$
 ☐ $\frac{1}{3}$
 ☐ $\frac{1}{4}$

Add.

3.

$$\begin{array}{r} 7 \\ + 9 \\ \hline \end{array}$$

- ☐ 13
 ☐ 14
 ☐ 15
 ☐ 16

4.

$$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$$

- ☐ 16
 ☐ 15
 ☐ 14
 ☐ 13

Subtract.

5.

$$\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$$

- ☐ 5
 ☐ 6
 ☐ 7
 ☐ 8

6.

$$\begin{array}{r} 15 \\ - 8 \\ \hline \end{array}$$

- ☐ 6
 ☐ 7
 ☐ 8
 ☐ 9

Continue the pattern.

7.



- ☐
☐
☐

Home Activity

Your child has been learning addition and subtraction facts to 18. Here is a game you can play with your child to practice these skills.

Players:

2

Materials:

20 pieces of paper

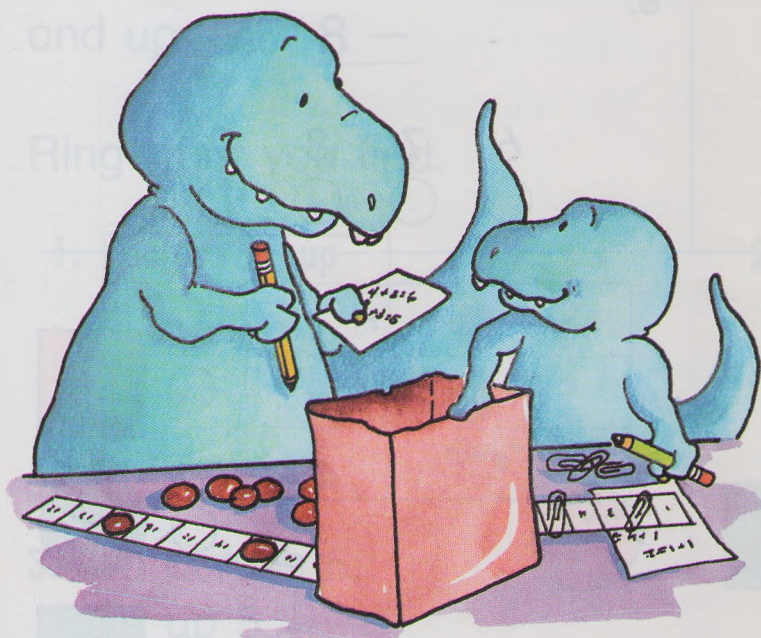
paper bag

sum strips

small objects (macaroni, pennies, paper clips) to use as markers

Directions:

Make two sum strips like the one at the right. Write the numbers 0 through 9 twice on pieces of paper. Place the numbers in the bag and mix them up. One player picks two numbers from the bag and finds the sum. This player covers the matching sum on the sum strip with a marker. The numbers are put back in the bag for the other player. If a player picks a sum that is already covered, there is no play. Any player selecting a doubles fact ($4 + 4$, $7 + 7$) may have another turn. The first player to cover all the sums wins the game.

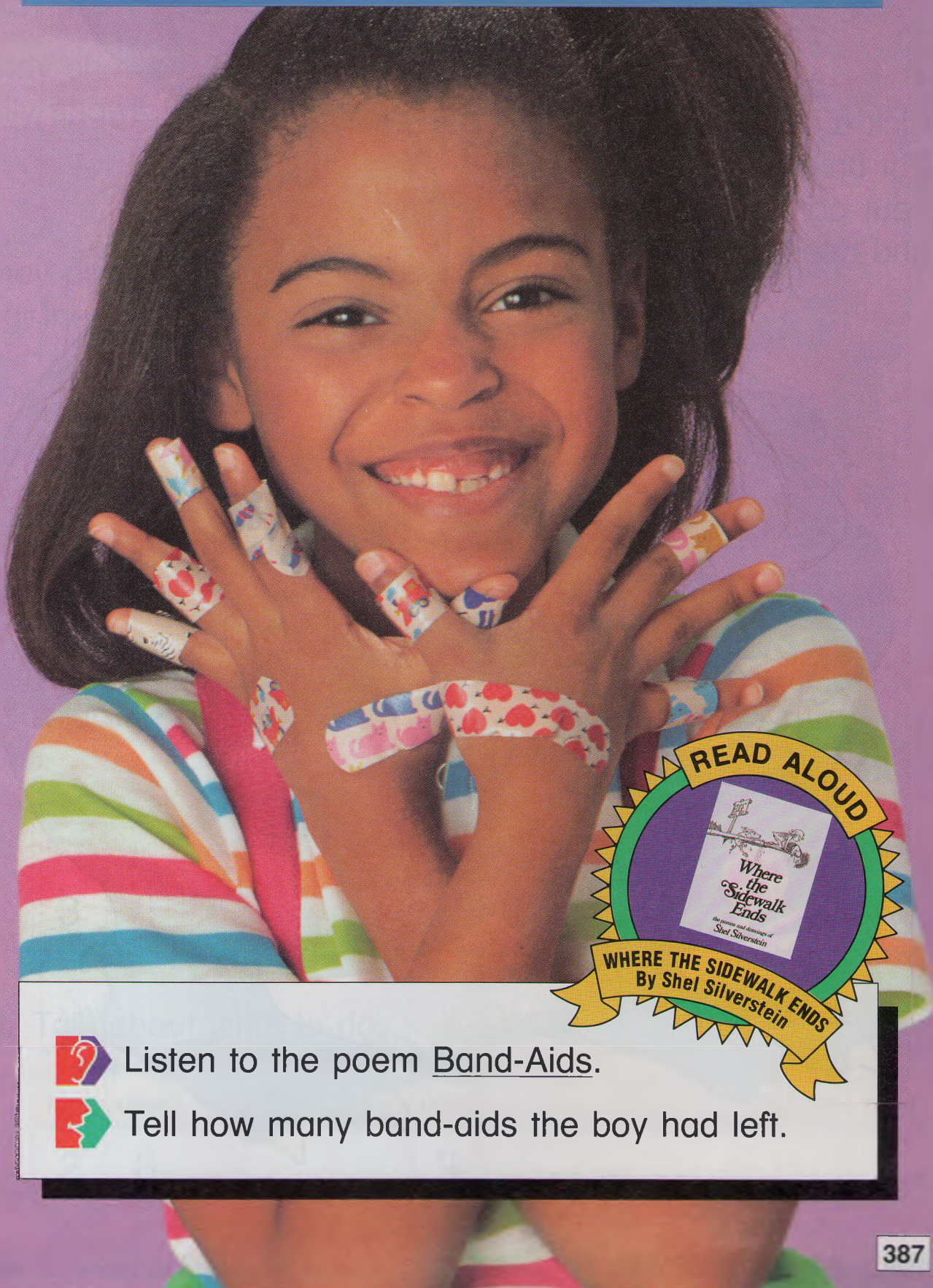


0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
---	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----

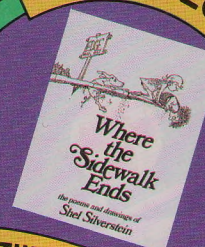
Adding and Subtracting 2-Digit Numbers

CHAPTER

13



READ ALOUD



WHERE THE SIDEWALK ENDS
By Shel Silverstein



Listen to the poem Band-Aids.




Tell how many band-aids the boy had left.

EXPLORING A CONCEPT

Add and Subtract 2-Digit Numbers

Put on more band-aids.

Use 20  and

5	6	7	8	9	10
---	---	---	---	---	----

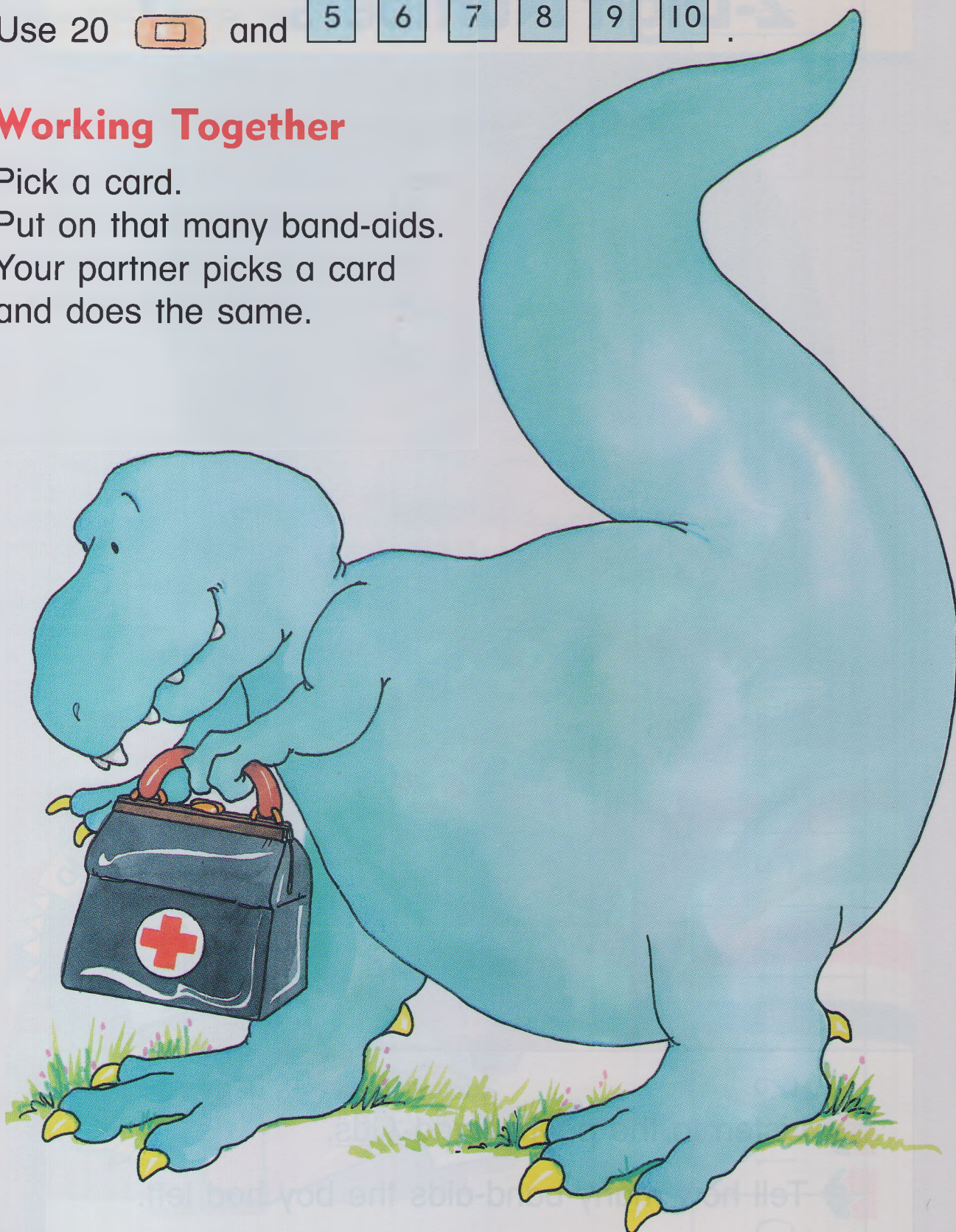
.

Working Together

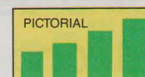
Pick a card.

Put on that many band-aids.

Your partner picks a card
and does the same.



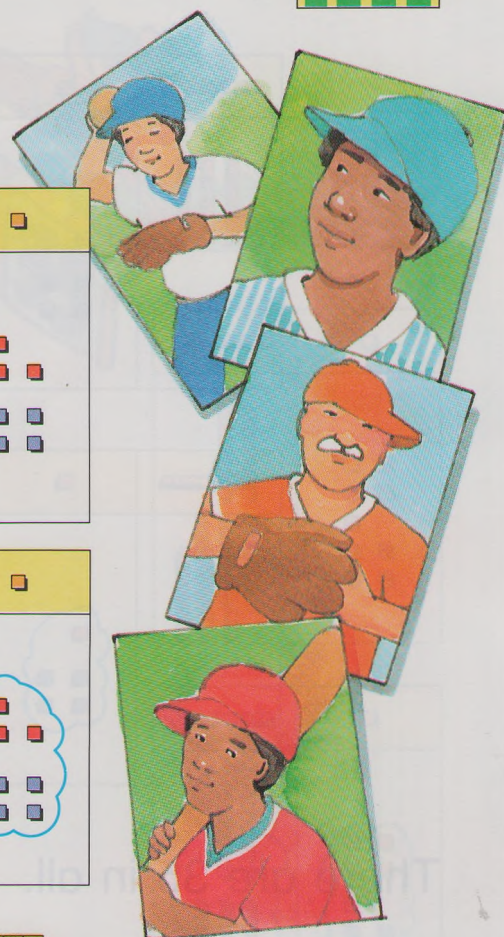
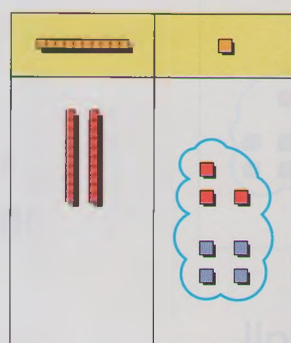
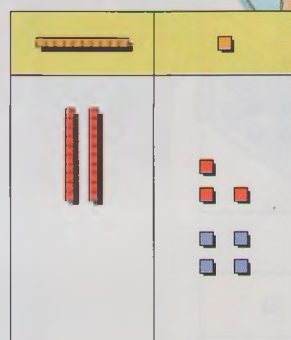
Tell how many band-aids in all.



Adding Ones and Tens

Andy has 23 baseball cards.
Billy gives Andy 4 baseball cards.
How many cards in all?

Andy shows 2 tens 3 ones.
Billy shows 4 ones.



They put the groups of ones together.

How many cards in all? _____

Working Together

Use Workmat 3. Use 9 and 3 .

You show both numbers.

Your partner puts the 2 groups of ones together.

Write how many in all.

Take turns.

In all

1.

tens	ones
3	4

and

tens	ones
	5

tens	ones



2. Talk about what to do.

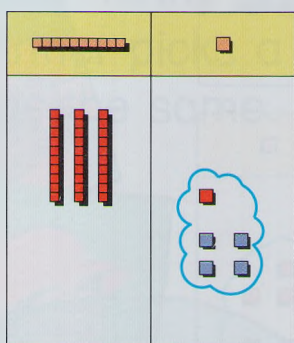
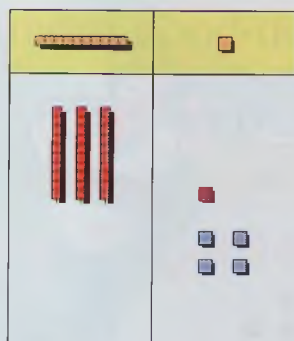
tens	ones
2	8

and

tens	ones
	4

tens	ones

Dino uses models to add 31 and 4.



Anna adds another way.

tens	ones
3	1
+	4



tens	ones
3	1
+	4
3	5



Add the ones.
 $1 + 4 = 5$.

There are 35 in all.

31 plus 4 equals 35.

Use Workmat 3. Use 8  and 4 . Find the sum.

1.

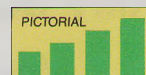
tens	ones
2	6
+	2

tens	ones
1	1
+	7

tens	ones
3	2
+	3

tens	ones
4	1
+	4



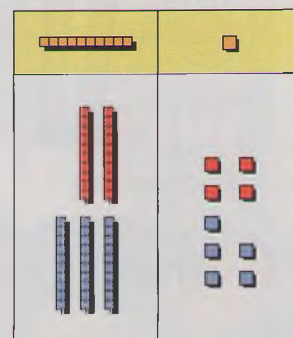


DEVELOPING / UNDERSTANDING

More Adding Ones and Tens

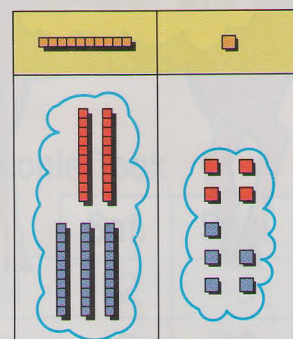


How many points in all?
Show tens and ones.



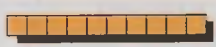


Put the groups of tens together
and the groups of ones together.

How many in all? _____



Working Together

Use Workmat 3, a , 9 , and 9 .

You show tens and ones.
Your partner spins for tens and ones.
How many in all? Take turns.

You show

Your partner spins

In all

1.

tens	ones
4	4

tens	ones

tens	ones

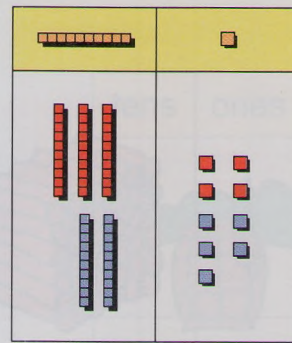
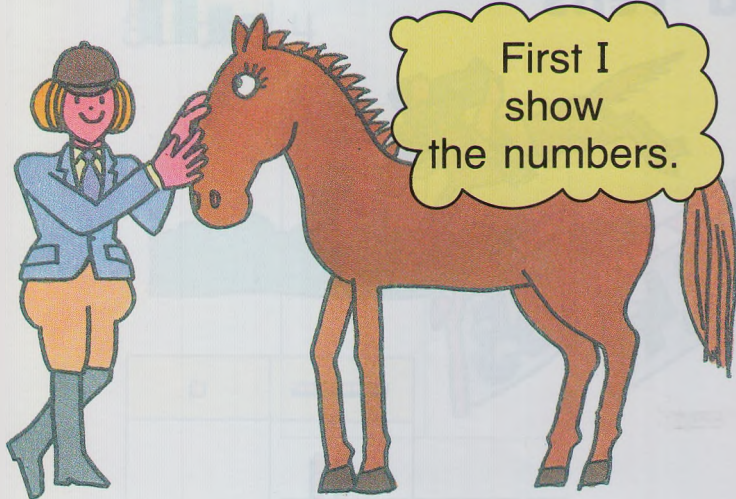
2.

tens	ones
1	3

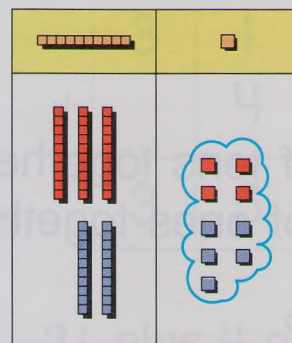
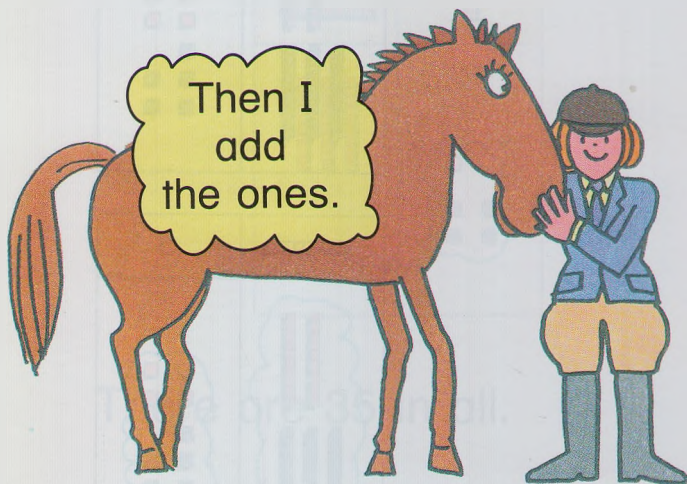
tens	ones

tens	ones

Kitty added 34 and 25.

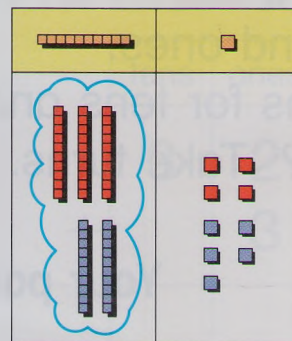
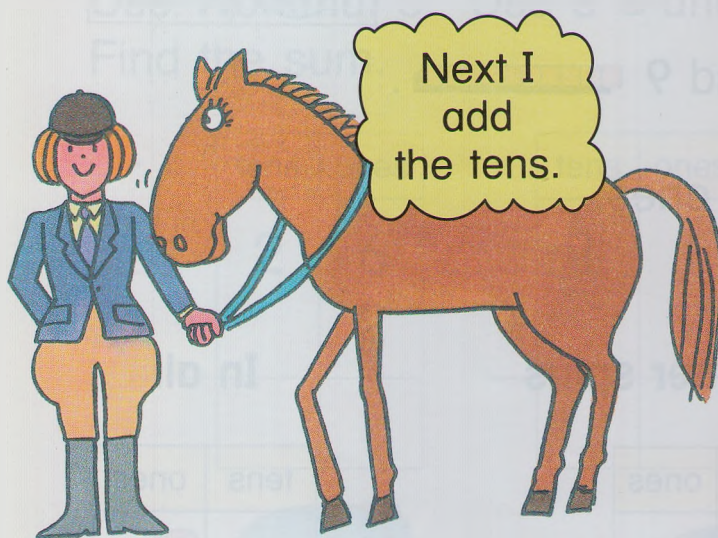


tens	ones
3	4
2	5
<hr/>	



tens	ones
3	4
2	5
<hr/>	
	9

9 ones

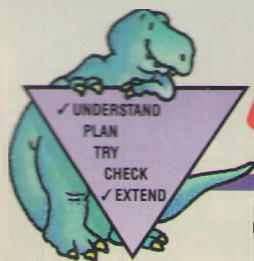


tens	ones
3	4
2	5
<hr/>	
5	9

5 tens

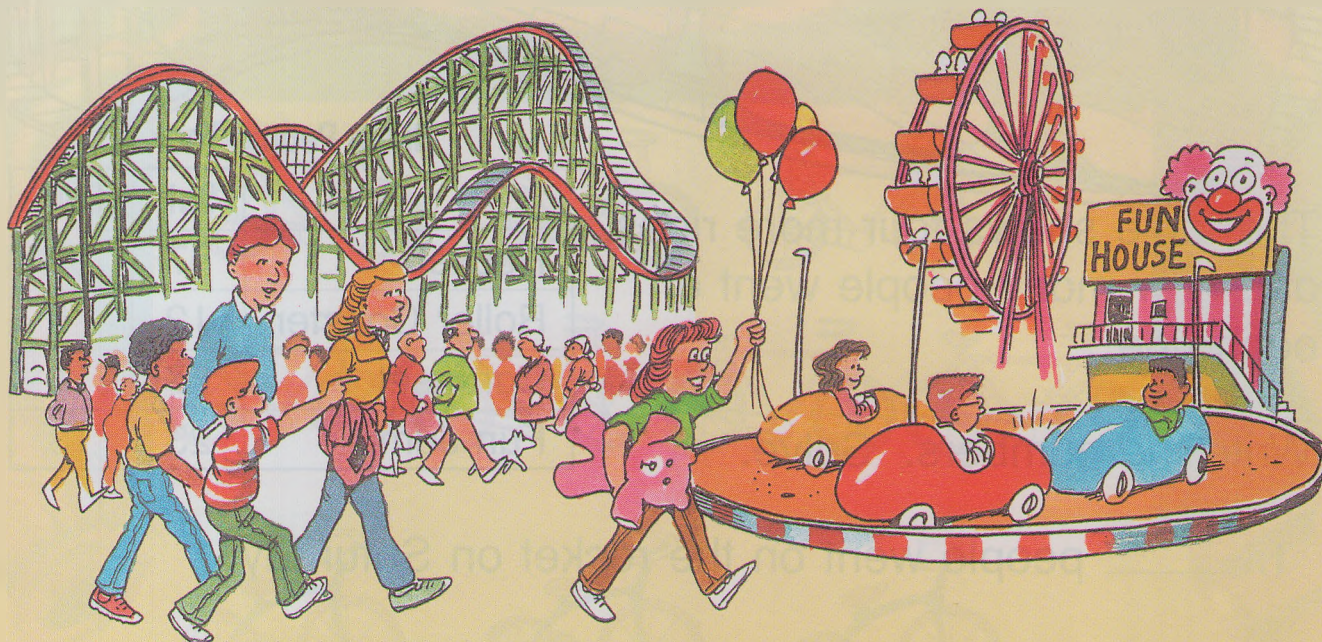
Add.

1.	55	41	20	32	56	44
	+ 12	+ 57	+ 42	+ 57	+ 42	+ 31



Problem Solving



Using Information from a Table



The park was open on Saturday and Sunday. The table shows four rides and how many people went on each ride on each day.

Rides People Took

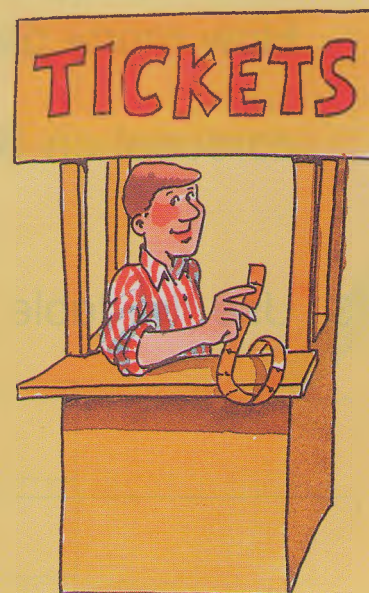
	Sat.	Sun.
Ferris Wheel	12	6
Bumper Cars	8	40
Water Slide	41	35
Fun House	26	32

Write the numbers. Solve using , mental math, , or paper and pencil.

1. On Saturday, 12 went on the ferris wheel.

On Sunday, 6 people went on the ferris wheel.

How many people went on the ferris wheel on both days? _____





Rides People Took

The table shows four more rides, and how many people went on each ride.

	Sat.	Sun.
Rocket	47	32
Roller Coaster	12	5
Carousel	7	16
Fun Jump	23	13

Write the numbers. Solve.

1. _____ people went on the rocket on Saturday.

_____ people went on the rocket on Sunday.

How many people went on the rocket on both

days? _____ people

2. _____ people went on the roller coaster on Saturday.

_____ people went on the carousel on Saturday.

How many people went on the roller coaster and the

carousel on Saturday? _____ people



3. Use the table. Write a problem of your own.


Name _____

I Wheel Deal

Thinking
MATHEMATICALLY




Complete the table below.
Solve the problem.
How many wheels are there?

	1	2	3	4			
wheels	2	4	6				

There are _____ wheels.

How many wheels are there?

	1	2	3			
wheels	3	6				

There are _____ wheels.

Extra Practice

Adding Ones and Tens, pages 389–390

Add.

1. $\begin{array}{r} 12 \\ + 24 \\ \hline \end{array}$ $\begin{array}{r} 35 \\ + 13 \\ \hline \end{array}$ $\begin{array}{r} 44 \\ + 34 \\ \hline \end{array}$ $\begin{array}{r} 17 \\ + 50 \\ \hline \end{array}$ $\begin{array}{r} 23 \\ + 64 \\ \hline \end{array}$ $\begin{array}{r} 81 \\ + 18 \\ \hline \end{array}$

2. $\begin{array}{r} 24 \\ + 45 \\ \hline \end{array}$ $\begin{array}{r} 46 \\ + 21 \\ \hline \end{array}$ $\begin{array}{r} 32 \\ + 53 \\ \hline \end{array}$ $\begin{array}{r} 61 \\ + 23 \\ \hline \end{array}$ $\begin{array}{r} 84 \\ + 12 \\ \hline \end{array}$ $\begin{array}{r} 15 \\ + 71 \\ \hline \end{array}$

Problem Solving: Using Information From a Table, pages 393–394

Use the table. Solve.

1. Ted has _____ rings.

Sue has _____ rings.

How many rings do they

have? _____ rings

2. Sue has _____ treasures
in all.

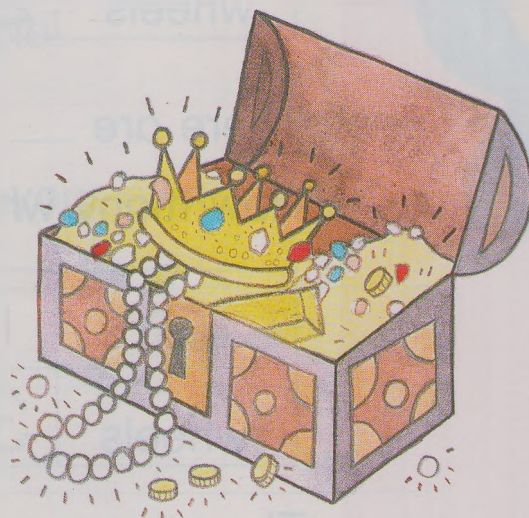
Ted has _____ treasures
in all.

Who has more treasures? _____

How many more? _____ more

Treasures We Found

	Ted	Sue
Beads	42	31
Rings	14	25
Earrings	23	12

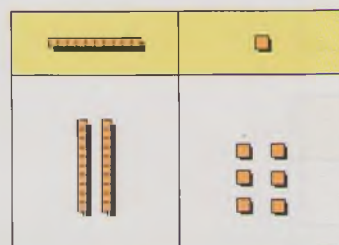




Subtracting Ones and Tens

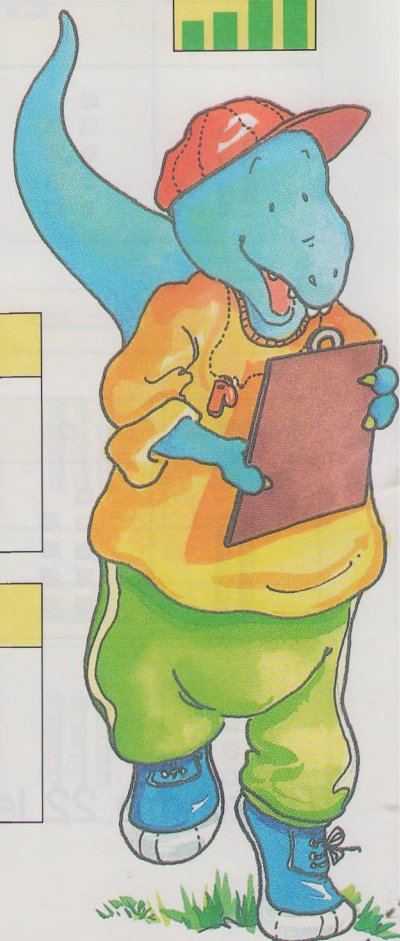
The teacher had 26 kickballs.
She gave away 5 balls.
How many balls were left?

Show 2 tens 6 ones.





Take away 5 ones.

How many are left? _____



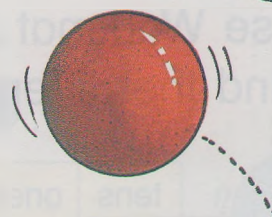
Working Together

Use Workmat 3. Use 8  and 4 .

You show tens and ones.

Your partner takes away some ones.

Find how many are left.



Start with

Take away

Number left

1.

tens	ones
3	8

tens	ones
	5

tens	ones



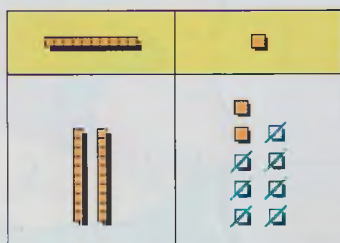
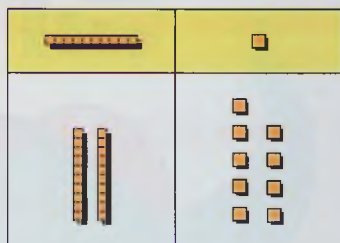
2. Talk about what to do.

tens	ones
4	3

tens	ones
	6

tens	ones

Sara uses models to subtract $29 - 7$.



There are 22 left.



David uses another way to subtract.

tens	ones
2	9
—	7

tens	ones
2	9
—	7
2	2



29 minus 7 equals 22.

Use Workmat 3. Use 8  and 9 .

1.

tens	ones
3	8
—	3

tens	ones
4	9
—	7

tens	ones
3	2
—	2

tens	ones
6	6
—	5

2.

tens	ones
8	8
—	6

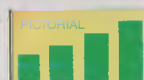
tens	ones
5	9
—	5

tens	ones
3	5
—	4

tens	ones
4	3
—	2



More Subtracting Ones and Tens

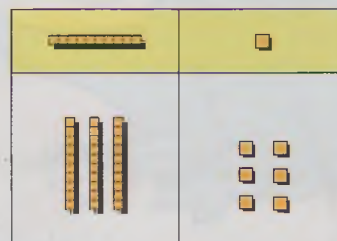


Ted had 36 baseballs.

Sam took 21 baseballs away.

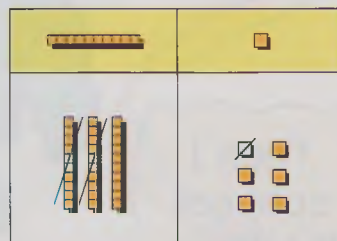
How many baseballs did Ted have left?

Show tens and ones.






Take away 2 tens 1 one.

How many were left? _____



Working Together

Use Workmat 3. Use 6 , 8 , and a .

You show tens and ones.

Your partner rolls for tens and ones.

Take that number of tens and ones away.

Find how many are left.

Start with

Take away

Number left

1.

tens	ones
3	6

tens	ones
2	1

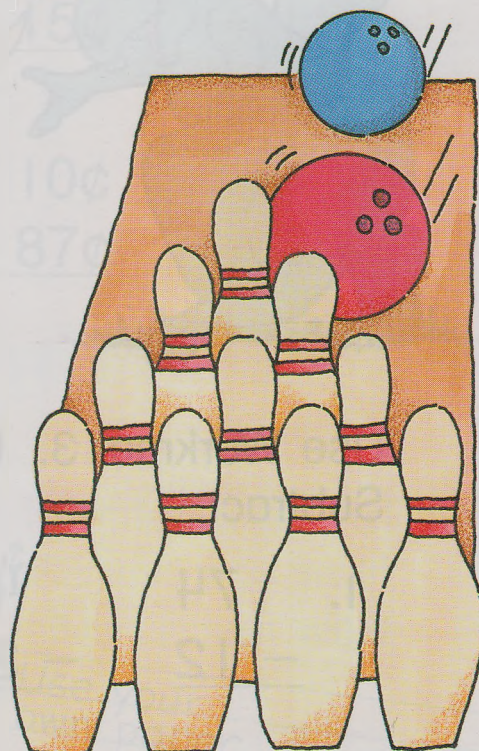
tens	ones
2	2

2.

tens	ones
6	8

tens	ones

tens	ones

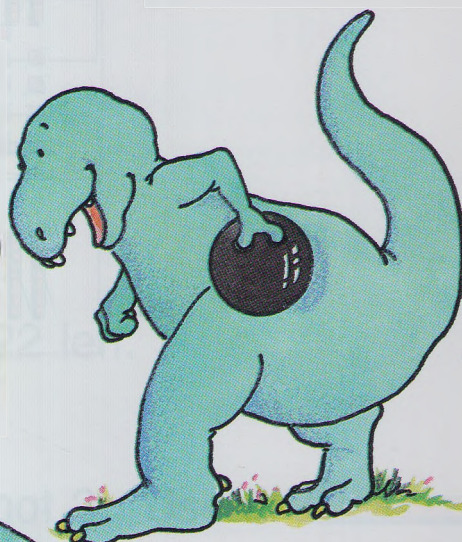


Ted subtracted 23 from 64.



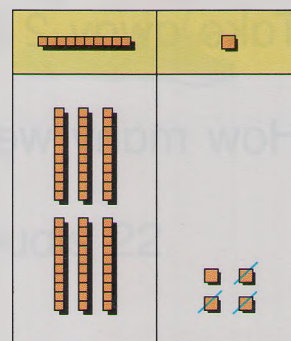
First I show the number.

tens	ones
6	4
2	3



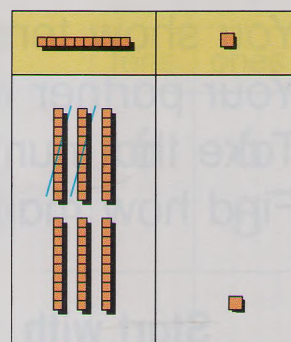
Then I subtract the ones.



tens	ones
6	4
2	3
	1



Next, I subtract the tens.

tens	ones
6	4
2	3
4	1



Use Workmat 3. Use 8  and 9 .

1.
$$\begin{array}{r} 74 \\ - 12 \\ \hline \end{array}$$

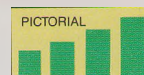
$$\begin{array}{r} 45 \\ - 30 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ - 13 \\ \hline \end{array}$$

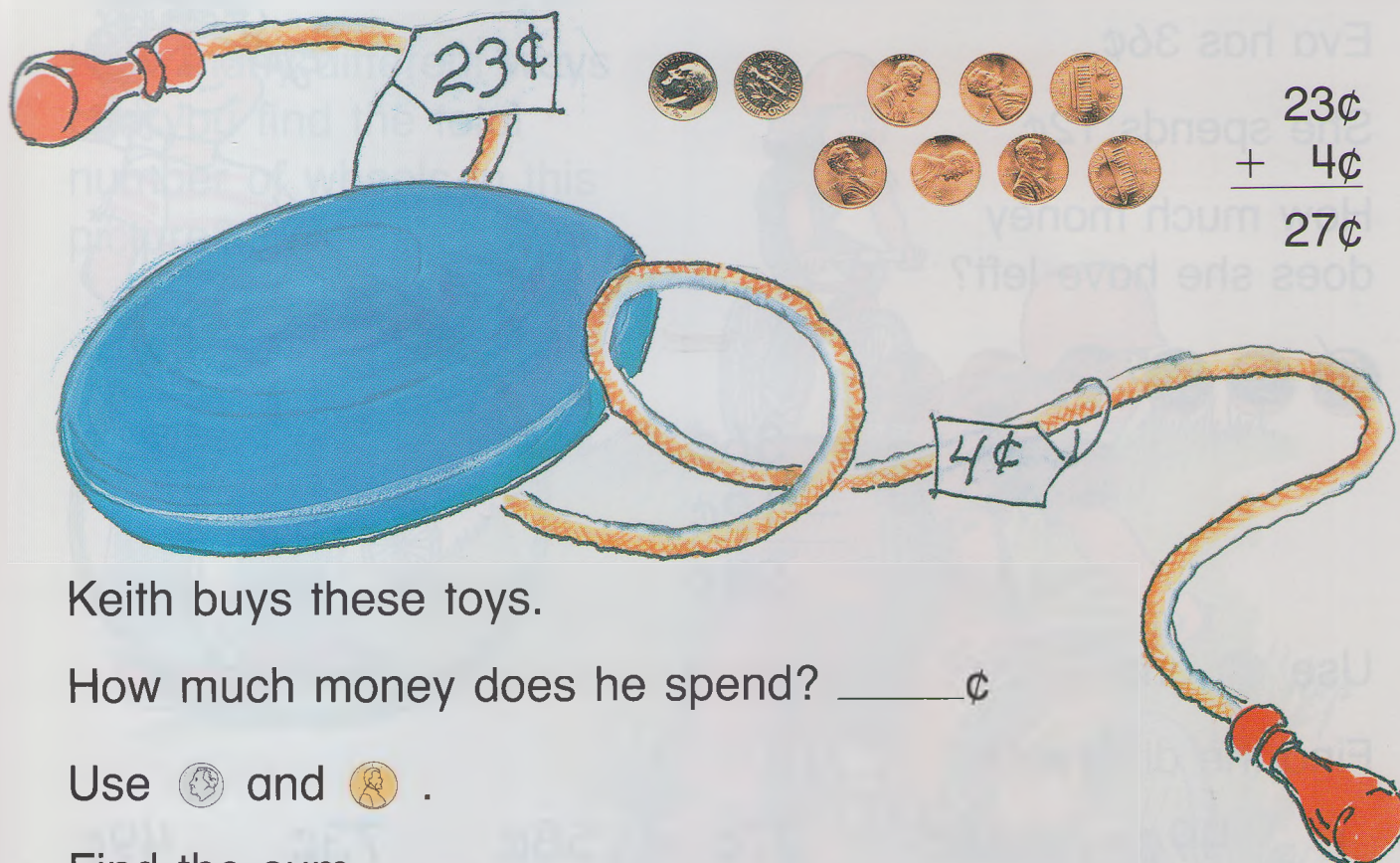
$$\begin{array}{r} 76 \\ - 53 \\ \hline \end{array}$$

$$\begin{array}{r} 89 \\ - 47 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ - 24 \\ \hline \end{array}$$



Adding and Subtracting Money



$$\begin{array}{r} 23¢ \\ + 4¢ \\ \hline 27¢ \end{array}$$

Keith buys these toys.

How much money does he spend? _____ ¢

Use  and .

Find the sum.

$$\begin{array}{r} 1. \quad 12¢ \quad 23¢ \quad 56¢ \quad 34¢ \quad 37¢ \\ + 2¢ \quad + 5¢ \quad + 22¢ \quad + 15¢ \quad + 2¢ \end{array}$$

$$\begin{array}{r} 2. \quad 50¢ \quad 7¢ \quad 64¢ \quad 10¢ \quad 12¢ \\ + 25¢ \quad + 41¢ \quad + 30¢ \quad + 87¢ \quad + 35¢ \end{array}$$

3. Sula buys a shell for 14¢.

Renato buys a boat for 5¢.

How much do they spend in all? _____ ¢

4. Make up a problem.

Ask a friend to solve it.

Use your
own paper.

Eva has 36¢.



She spends 12¢.

How much money
does she have left?



24¢ left

$$\begin{array}{r} 36¢ \\ - 12¢ \\ \hline 24¢ \end{array}$$

Use  and .

Find the difference.

1. $\begin{array}{r} 49¢ \\ - 7¢ \\ \hline \end{array}$ $\begin{array}{r} 36¢ \\ - 5¢ \\ \hline \end{array}$ $\begin{array}{r} 27¢ \\ - 14¢ \\ \hline \end{array}$ $\begin{array}{r} 58¢ \\ - 23¢ \\ \hline \end{array}$ $\begin{array}{r} 73¢ \\ - 22¢ \\ \hline \end{array}$ $\begin{array}{r} 49¢ \\ - 34¢ \\ \hline \end{array}$

2. $\begin{array}{r} 62¢ \\ - 10¢ \\ \hline \end{array}$ $\begin{array}{r} 76¢ \\ - 16¢ \\ \hline \end{array}$ $\begin{array}{r} 88¢ \\ - 30¢ \\ \hline \end{array}$ $\begin{array}{r} 94¢ \\ - 84¢ \\ \hline \end{array}$ $\begin{array}{r} 82¢ \\ - 11¢ \\ \hline \end{array}$ $\begin{array}{r} 76¢ \\ - 62¢ \\ \hline \end{array}$

Reasoning

Tara had 68¢.

She lost some of her money.

Now she has 53¢.

How much money

did she lose? _____¢



EXPLORING A CONCEPT

Multiplication


How many different ways can you find the total number of wheels in this picture?



Working Together

Use  and .

Spin for groups of 2.
Take turns.

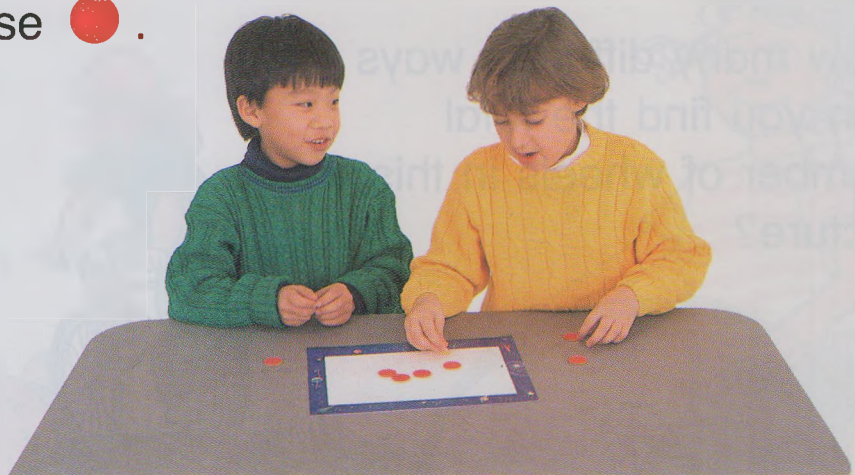
Spin	Use counters to show	Your partner tells
1. <u>3</u>	 groups of 2	<u>6</u> in all
2. _____	_____ groups of 2	_____ in all
3. _____	_____ groups of 2	_____ in all
4. _____	_____ groups of 2	_____ in all
5. _____	_____ groups of 2	_____ in all

Working Together

Use Workmat 4. Use ●.

Show counters.

Then complete.

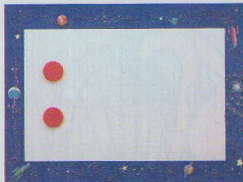


Show.

How many
groups of two?

How many in all?

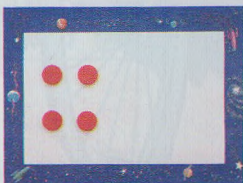
1.



1 two

2

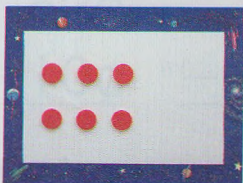
2.



2 twos

4

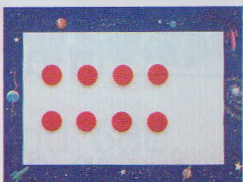
3.



3 twos

6

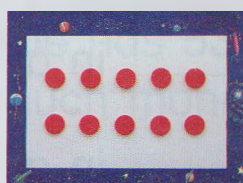
4.



4 twos

8

5.



5 twos

10



6. Talk about the patterns you see.

EXPLORING A CONCEPT

More Multiplication

How many groups of 5 fingers do you see?

How many fingers in all?

Joseph counts by ones.

Ann counts by fives.

Can you think of another way?

Working Together

Work with two partners.

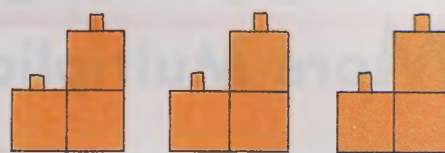
Use fingers to show groups of five.

Show	How many groups of five?	How many in all?
1. <u>1</u> group of 5	<u>1</u> five	<u>5</u>
2. <u> </u> groups of 5	<u>2</u> fives	<u> </u>
3. <u>3</u> groups of 5	<u> </u> fives	<u> </u>
4. <u>4</u> groups of 5	<u> </u> fives	<u> </u>
5. <u> </u> groups of 5	<u>5</u> fives	<u> </u>

6. Talk about the patterns you see.

The picture shows groups of 3.






How many groups are there? _____



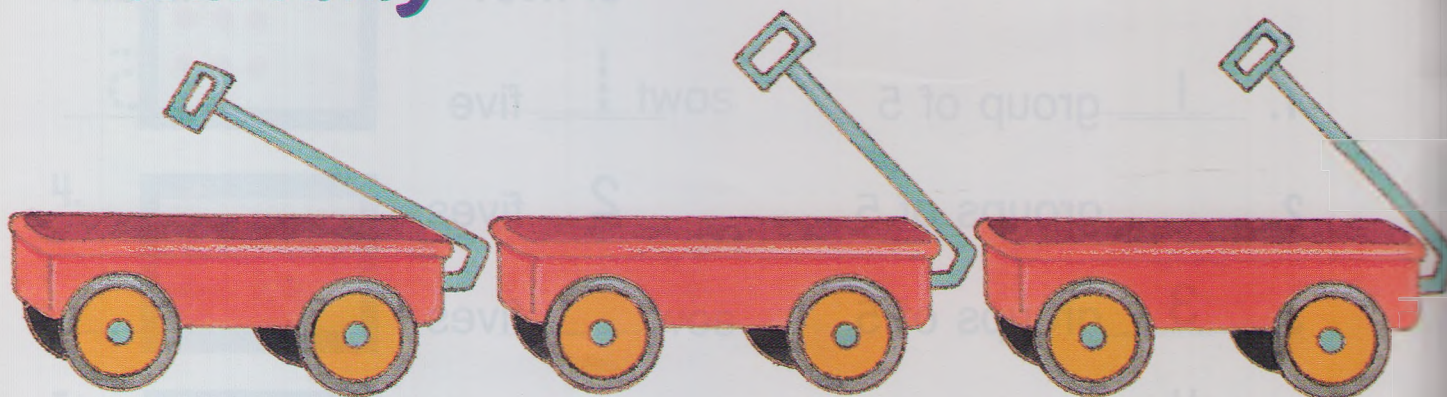
How many cubes in all? _____

Use Workmat 4. Use 16 .

Show groups of cubes on the workmat.
Complete.

	Show.	How many groups?	How many in all?
1.		_____ groups of 4	_____
2.		_____ groups of 3	_____
3.		_____ groups of 5	_____
4.		_____ groups of 2	_____
5.		_____ groups of 4	_____

..... Reasoning



How many wheels are on the wagons?

_____ + _____ + _____ = _____ wheels in all.



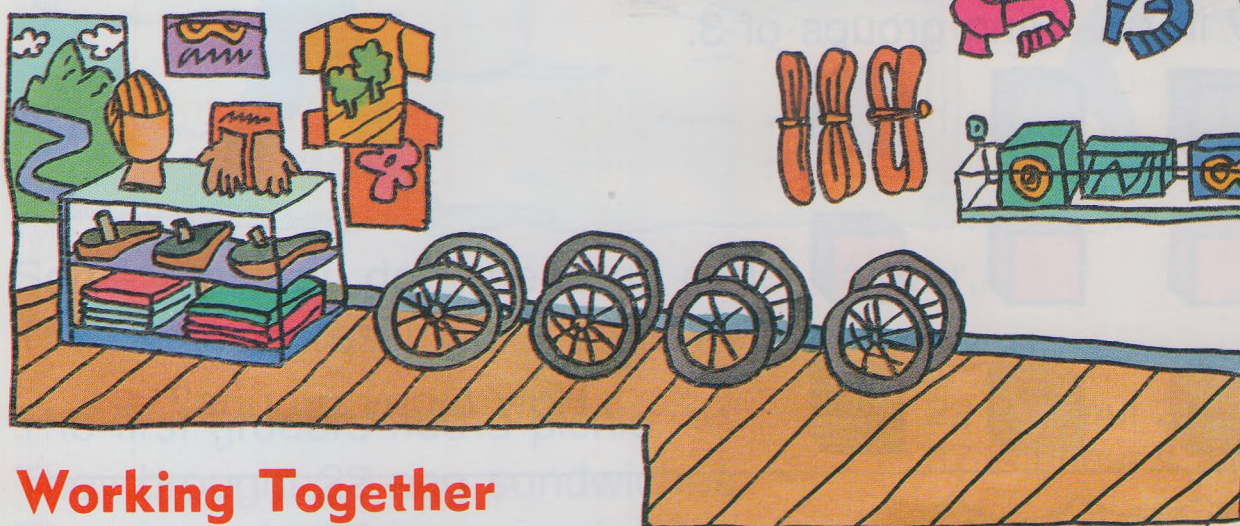
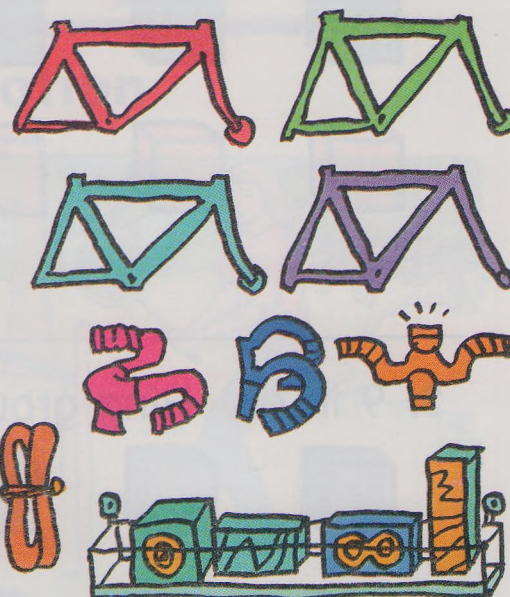
Division

There are 8 wheels.

Each bike needs a group of 2 wheels.

How many groups of 2?

How many bikes will have wheels?



Working Together


Use ● to stand for wheels.

Show how many
in all.

Put them in
groups of 2.

How many groups?

1. 6

 groups

 _____

2. 8

_____ groups

3. 4

_____ groups

4. 10

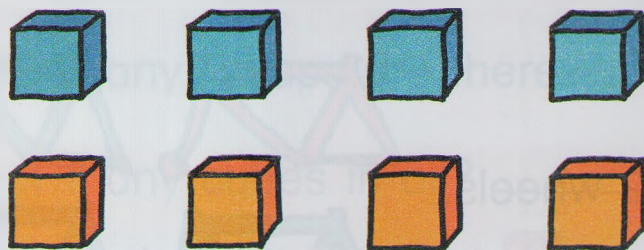
_____ groups

5. There are 12 wheels.

How many bikes can have wheels?

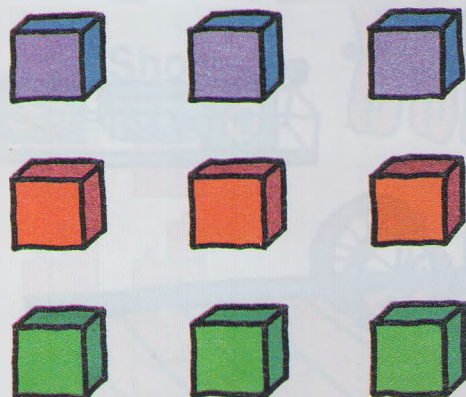
_____ bikes

1. 8 in all. Ring groups of 2.



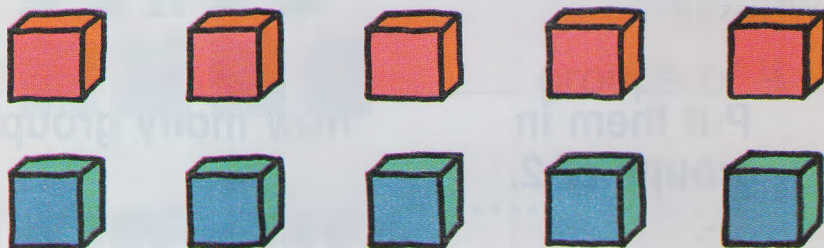
How many groups? 4

2. 9 in all. Ring groups of 3.



How many groups? 3

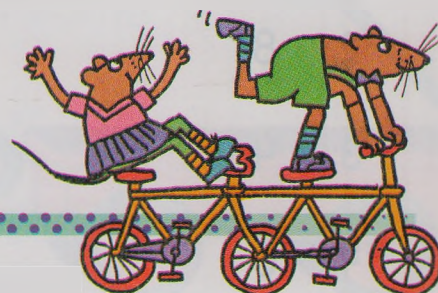
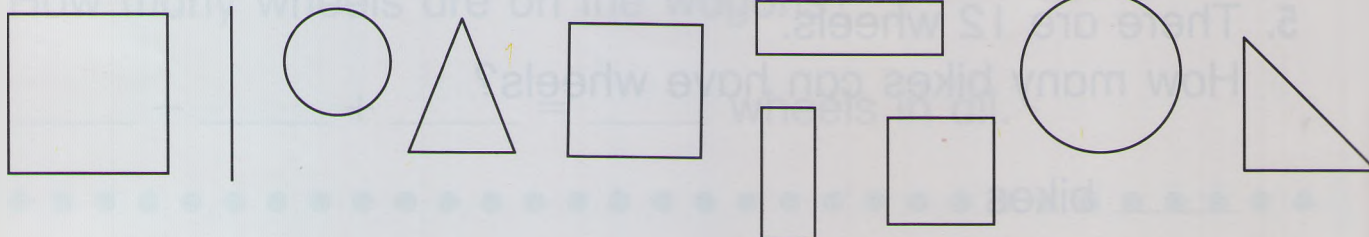
3. 10 in all. Ring groups of 2.

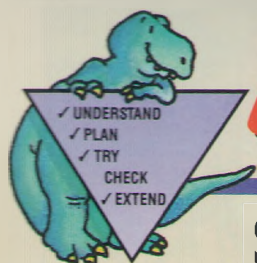


How many groups? 5

Mixed Review

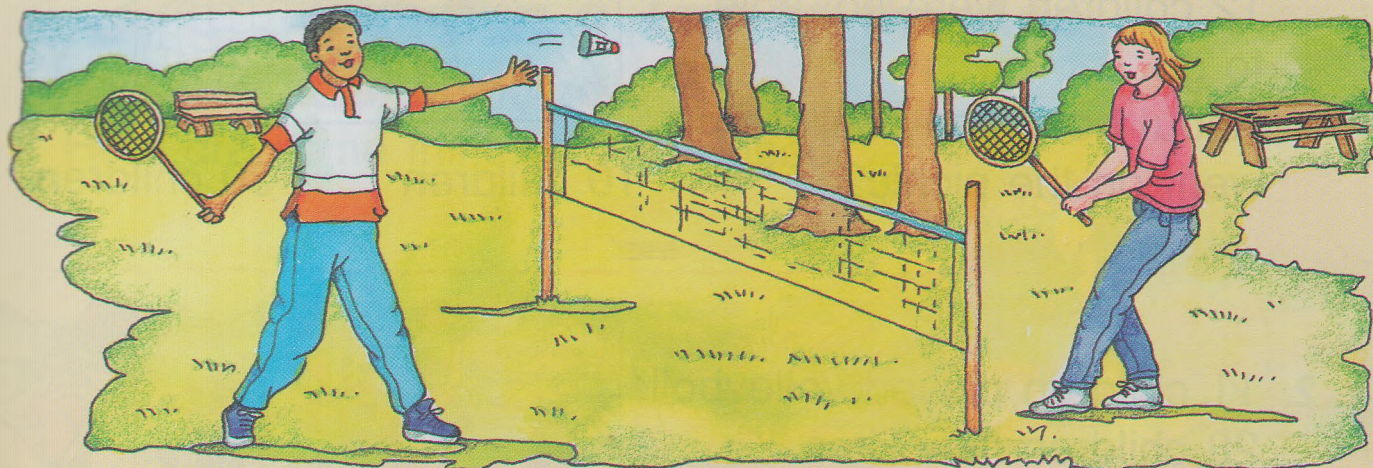
4. Color the shapes that are the same.





Problem Solving

Strategy: Using Estimation



Sometimes you don't need an exact answer.
Then you can estimate the answer.

The first graders had a picnic.
They brought 22 egg sandwiches.
They brought 37 tuna sandwiches.
About how many sandwiches did they bring?
They brought about $20 + 40$, or 60 sandwiches.

22 is about 2 tens.
37 is about 4 tens.

Ring the closer estimate.

1. 8 girls were playing ball.
13 boys were playing ball.
About how many children
were playing ball?

20 children

40 children

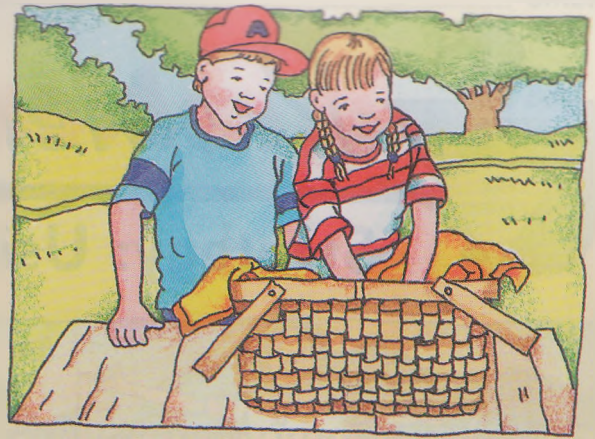
2. The children saw 28 white
ducks.
They saw 49 brown ducks.
About how many ducks did
they see?

60 ducks

80 ducks

Ring the closer estimate.

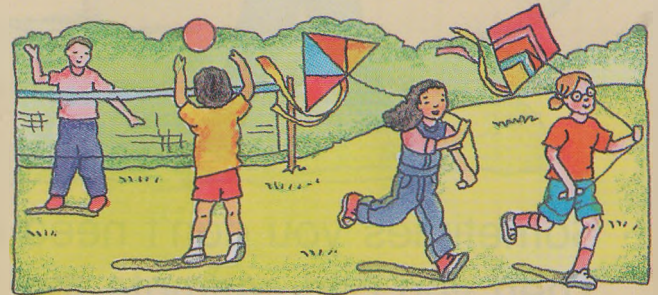
1. 41 children were going to go on the picnic.
12 children were not able to go.
About how many children went on the picnic?



10 children

30 children

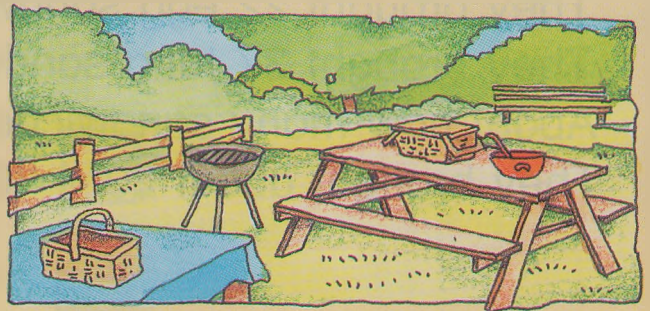
2. 11 children played volleyball.
28 children flew kites.
About how many children played volleyball and flew kites?



40 children

60 children

3. Ben counted 29 trees in the picnic area.
Judy counted 19 trees in the play area.
About how many trees did Ben and Judy count?



30 trees

50 trees

4. The children ate 31 apples.
They also ate 9 pears.
About how many more apples did the children eat than pears?

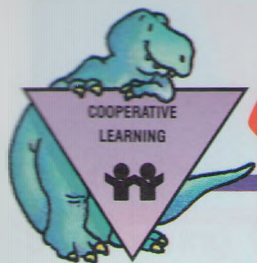


20 more

10 more



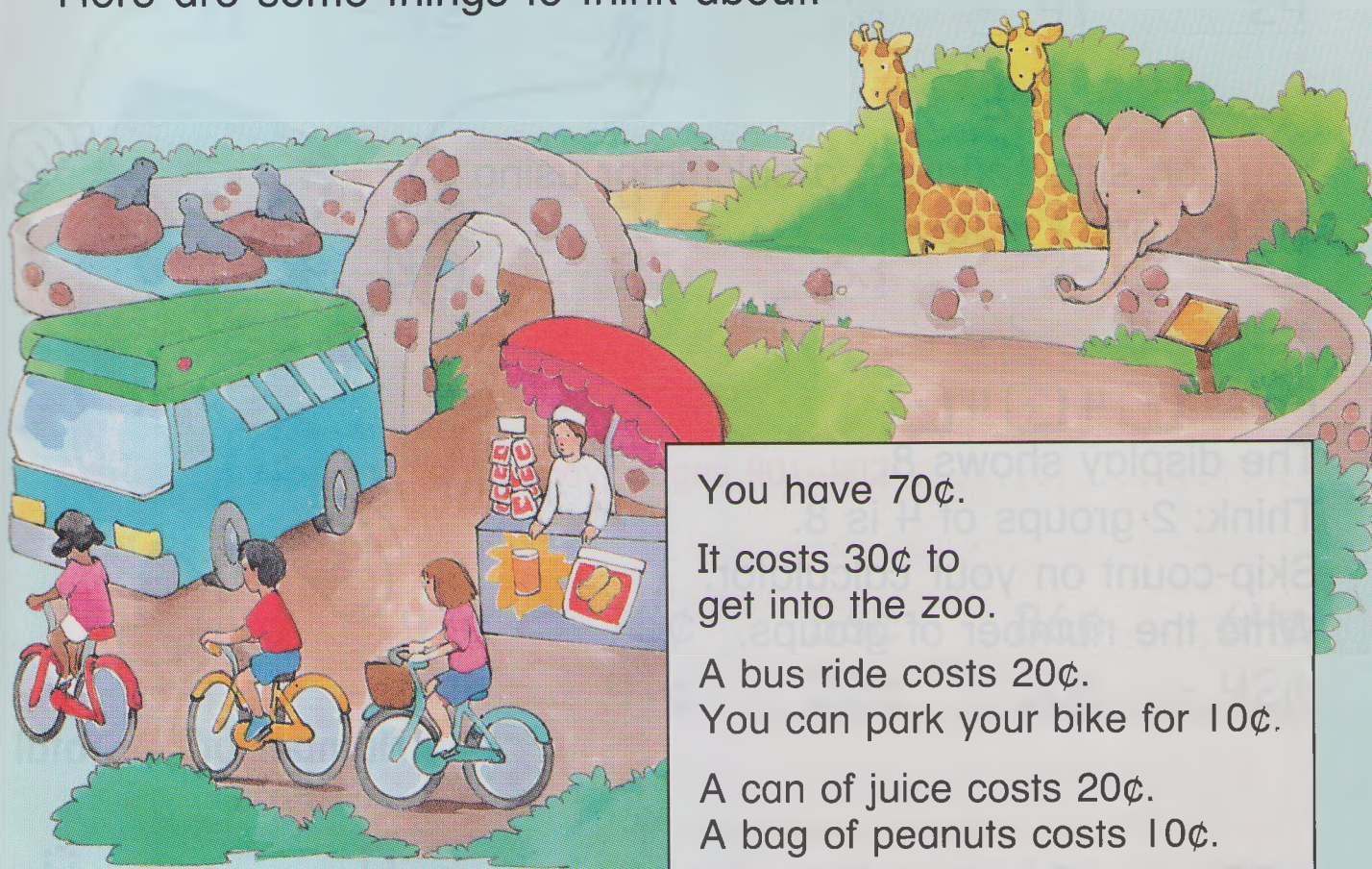
5. When do you need an exact answer?
When can you estimate?
Tell about your ideas.



Decision Making

Problem Solving: Planning a Trip to the Zoo

You want to go to the zoo.
Here are some things to think about.



You have 70¢.

It costs 30¢ to
get into the zoo.

A bus ride costs 20¢.
You can park your bike for 10¢.

A can of juice costs 20¢.
A bag of peanuts costs 10¢.

1. How will you get to the zoo?

2. How will you spend your money?

 3. Compare your decisions with a partner's decisions.



Calculator: Repeated Addition

You can skip-count on a calculator using the $+$ and $=$ keys.

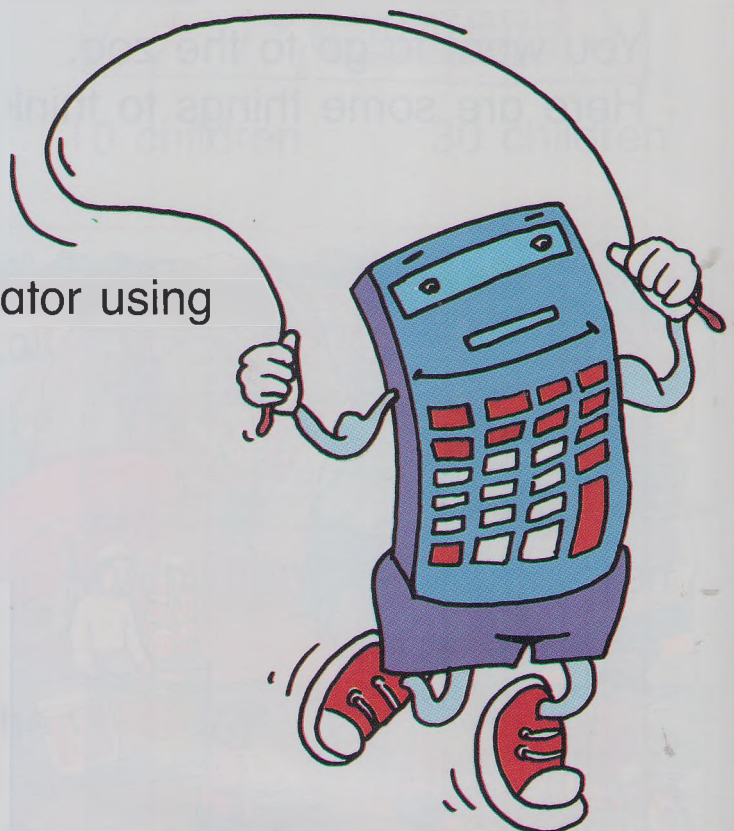
Press $\overset{1}{+}$ 4 $\overset{2}{+}$ 4 $=$

The display shows 8.

Think: 2 groups of 4 is 8.

Skip-count on your calculator.

Write the number of groups.



1. Press $+$ 2 $+$ 2 $+$ 2 $+$ 2 $=$

2. Press $+$ 5 $+$ 5 $+$ 5 $=$

3. Press $+$ 3 $+$ 3 $+$ 3 $+$ 3 $+$ 3 $=$

4. Press $+$ 4 $+$ 4 $+$ 4 $+$ 4 $=$

5. Press $+$ 2 $+$ 2 $+$ 2 $+$ 2 $+$ 2 $=$

6. Press $+$ 5 $+$ 5 $=$

Number of
Groups

Total

$\begin{array}{|c|c|c|c|} \hline 4 & 4 & 4 & 4 \\ \hline \end{array}$ twos 8

_____ fives _____

_____ threes _____

_____ fours _____

_____ twos _____

_____ fives _____



7. Talk about the patterns you see.

Extra Practice

Subtracting Ones and Tens, pages 399–400

Subtract.

1.	24	37	59	86	68	55
	$\begin{array}{r} 24 \\ - 11 \\ \hline \end{array}$	$\begin{array}{r} 37 \\ - 12 \\ \hline \end{array}$	$\begin{array}{r} 59 \\ - 24 \\ \hline \end{array}$	$\begin{array}{r} 86 \\ - 23 \\ \hline \end{array}$	$\begin{array}{r} 68 \\ - 41 \\ \hline \end{array}$	$\begin{array}{r} 55 \\ - 24 \\ \hline \end{array}$

2.	76	62	47	94	89	65
	$\begin{array}{r} 76 \\ - 31 \\ \hline \end{array}$	$\begin{array}{r} 62 \\ - 40 \\ \hline \end{array}$	$\begin{array}{r} 47 \\ - 25 \\ \hline \end{array}$	$\begin{array}{r} 94 \\ - 63 \\ \hline \end{array}$	$\begin{array}{r} 89 \\ - 28 \\ \hline \end{array}$	$\begin{array}{r} 65 \\ - 52 \\ \hline \end{array}$

Adding and Subtracting Money, pages 401–402

Add or subtract.

1.	29¢	47¢	75¢	56¢	86¢	64¢
	$\begin{array}{r} 29¢ \\ - 12¢ \\ \hline \end{array}$	$\begin{array}{r} 47¢ \\ - 34¢ \\ \hline \end{array}$	$\begin{array}{r} 75¢ \\ - 41¢ \\ \hline \end{array}$	$\begin{array}{r} 56¢ \\ - 22¢ \\ \hline \end{array}$	$\begin{array}{r} 86¢ \\ - 50¢ \\ \hline \end{array}$	$\begin{array}{r} 64¢ \\ - 42¢ \\ \hline \end{array}$

2.	35¢	23¢	24¢	47¢	63¢	77¢
	$\begin{array}{r} 35¢ \\ + 43¢ \\ \hline \end{array}$	$\begin{array}{r} 23¢ \\ + 30¢ \\ \hline \end{array}$	$\begin{array}{r} 24¢ \\ + 23¢ \\ \hline \end{array}$	$\begin{array}{r} 47¢ \\ + 52¢ \\ \hline \end{array}$	$\begin{array}{r} 63¢ \\ + 22¢ \\ \hline \end{array}$	$\begin{array}{r} 77¢ \\ + 11¢ \\ \hline \end{array}$

3.	45¢	98¢	56¢	87¢	69¢	74¢
	$\begin{array}{r} 45¢ \\ - 12¢ \\ \hline \end{array}$	$\begin{array}{r} 98¢ \\ - 40¢ \\ \hline \end{array}$	$\begin{array}{r} 56¢ \\ - 35¢ \\ \hline \end{array}$	$\begin{array}{r} 87¢ \\ - 33¢ \\ \hline \end{array}$	$\begin{array}{r} 69¢ \\ - 21¢ \\ \hline \end{array}$	$\begin{array}{r} 74¢ \\ - 44¢ \\ \hline \end{array}$

Practice Plus



Key Skill: Adding Ones and Tens, page 392

Add.

$$\begin{array}{r} 1. \quad 17 \\ + 32 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ + 25 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ + 42 \\ \hline \end{array}$$

$$\begin{array}{r} 61 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 38 \\ + 51 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ + 36 \\ \hline \end{array}$$

$$\begin{array}{r} 70 \\ + 25 \\ \hline \end{array}$$

$$\begin{array}{r} 26 \\ + 53 \\ \hline \end{array}$$

Key Skill: Adding and Subtracting Money, page 402

Add or subtract.

$$\begin{array}{r} 1. \quad 24\text{¢} \\ + 13\text{¢} \\ \hline \end{array}$$

$$\begin{array}{r} 33\text{¢} \\ + 53\text{¢} \\ \hline \end{array}$$

$$\begin{array}{r} 56\text{¢} \\ + 22\text{¢} \\ \hline \end{array}$$

$$\begin{array}{r} 80\text{¢} \\ + 17\text{¢} \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 59\text{¢} \\ - 26\text{¢} \\ \hline \end{array}$$

$$\begin{array}{r} 35\text{¢} \\ - 13\text{¢} \\ \hline \end{array}$$

$$\begin{array}{r} 47\text{¢} \\ - 16\text{¢} \\ \hline \end{array}$$

$$\begin{array}{r} 68\text{¢} \\ - 22\text{¢} \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 52\text{¢} \\ + 25\text{¢} \\ \hline \end{array}$$

$$\begin{array}{r} 28\text{¢} \\ + 40\text{¢} \\ \hline \end{array}$$

$$\begin{array}{r} 14\text{¢} \\ + 41\text{¢} \\ \hline \end{array}$$

$$\begin{array}{r} 22\text{¢} \\ + 57\text{¢} \\ \hline \end{array}$$

Chapter Review

Language and Mathematics

Choose the correct word.

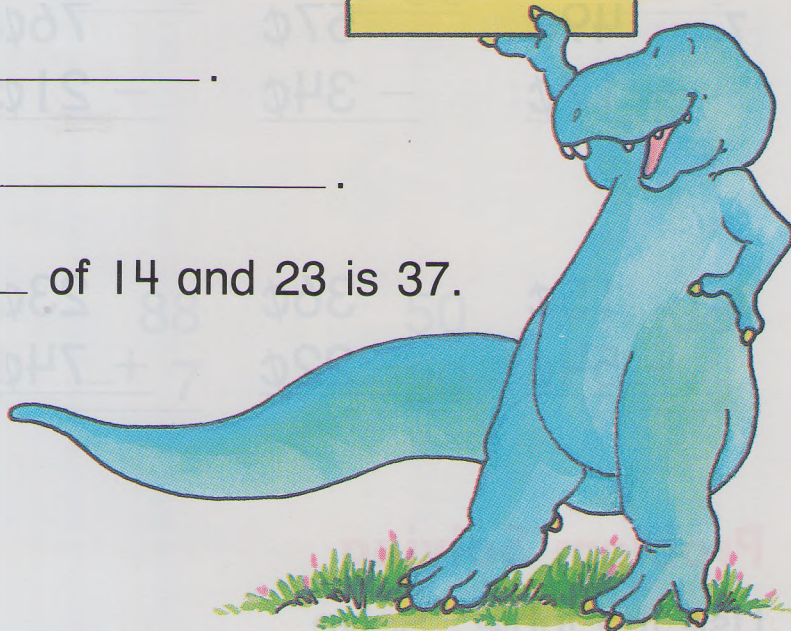
1. To subtract $45-23$, first

subtract the _____.

Then subtract the _____.

2. The _____ of 14 and 23 is 37.

tens
sum
ones



Concepts and Skills

Find the sum.

3.
$$\begin{array}{r} 21 \\ + 38 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ + 30 \\ \hline \end{array}$$

$$\begin{array}{r} 60 \\ + 20 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ + 3 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 33 \\ + 25 \\ \hline \end{array}$$

$$\begin{array}{r} 61 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ + 55 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ + 40 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ + 34 \\ \hline \end{array}$$

Find the difference.

5.
$$\begin{array}{r} 45 \\ - 14 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ - 26 \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ - 71 \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ - 20 \\ \hline \end{array}$$

$$\begin{array}{r} 74 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 39 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 86 \\ - 26 \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ - 47 \\ \hline \end{array}$$

$$\begin{array}{r} 92 \\ - 70 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ - 45 \\ \hline \end{array}$$

Add or subtract.

$$\begin{array}{r} 7. \quad 49¢ \\ - 17¢ \\ \hline \end{array}$$

$$\begin{array}{r} 57¢ \\ - 34¢ \\ \hline \end{array}$$

$$\begin{array}{r} 76¢ \\ - 21¢ \\ \hline \end{array}$$

$$\begin{array}{r} 99¢ \\ - 45¢ \\ \hline \end{array}$$

$$\begin{array}{r} 88¢ \\ - 75¢ \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 15¢ \\ + 54¢ \\ \hline \end{array}$$

$$\begin{array}{r} 36¢ \\ + 22¢ \\ \hline \end{array}$$

$$\begin{array}{r} 23¢ \\ + 74¢ \\ \hline \end{array}$$

$$\begin{array}{r} 41¢ \\ + 47¢ \\ \hline \end{array}$$

$$\begin{array}{r} 56¢ \\ + 11¢ \\ \hline \end{array}$$

Problem Solving

Use the table. Solve.

9. Moe had _____ bridges.

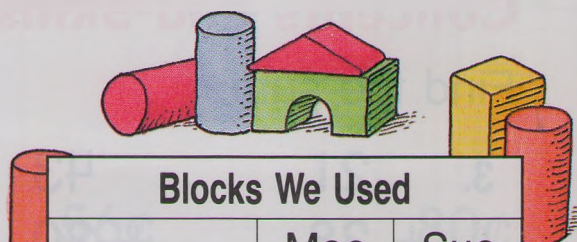
Sue had _____ bridges.

They had _____ bridges in all.

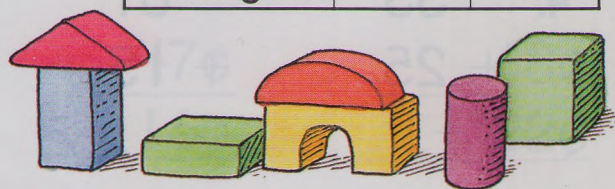
10. Sue had _____ cubes.

She had _____ columns.

She had _____ cubes and columns.



Blocks We Used		
	Moe	Sue
cubes	24	33
columns	25	26
bridges	11	15



11. Use the table. Write your own problem.

Chapter Test

Add.

$$\begin{array}{r} 1. \quad 36 \\ + 51 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ + 40 \\ \hline \end{array}$$

$$\begin{array}{r} 83 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 60 \\ + 30 \\ \hline \end{array}$$

$$\begin{array}{r} 41 \\ + 8 \\ \hline \end{array}$$

Subtract.

$$\begin{array}{r} 2. \quad 81 \\ - 30 \\ \hline \end{array}$$

$$\begin{array}{r} 79 \\ - 18 \\ \hline \end{array}$$

$$\begin{array}{r} 88 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 50 \\ - 20 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ - 3 \\ \hline \end{array}$$

Add or subtract.

$$\begin{array}{r} 3. \quad 53¢ \\ + 25¢ \\ \hline \end{array}$$

$$\begin{array}{r} 34¢ \\ + 34¢ \\ \hline \end{array}$$

$$\begin{array}{r} 67¢ \\ - 14¢ \\ \hline \end{array}$$

$$\begin{array}{r} 92¢ \\ - 41¢ \\ \hline \end{array}$$

$$\begin{array}{r} 36¢ \\ + 3¢ \\ \hline \end{array}$$

Solve.

4. How many balls does Sara have? _____

5. How many bats does Russell have? _____

6. Who has more cards? _____

7. Who has fewer animals? _____

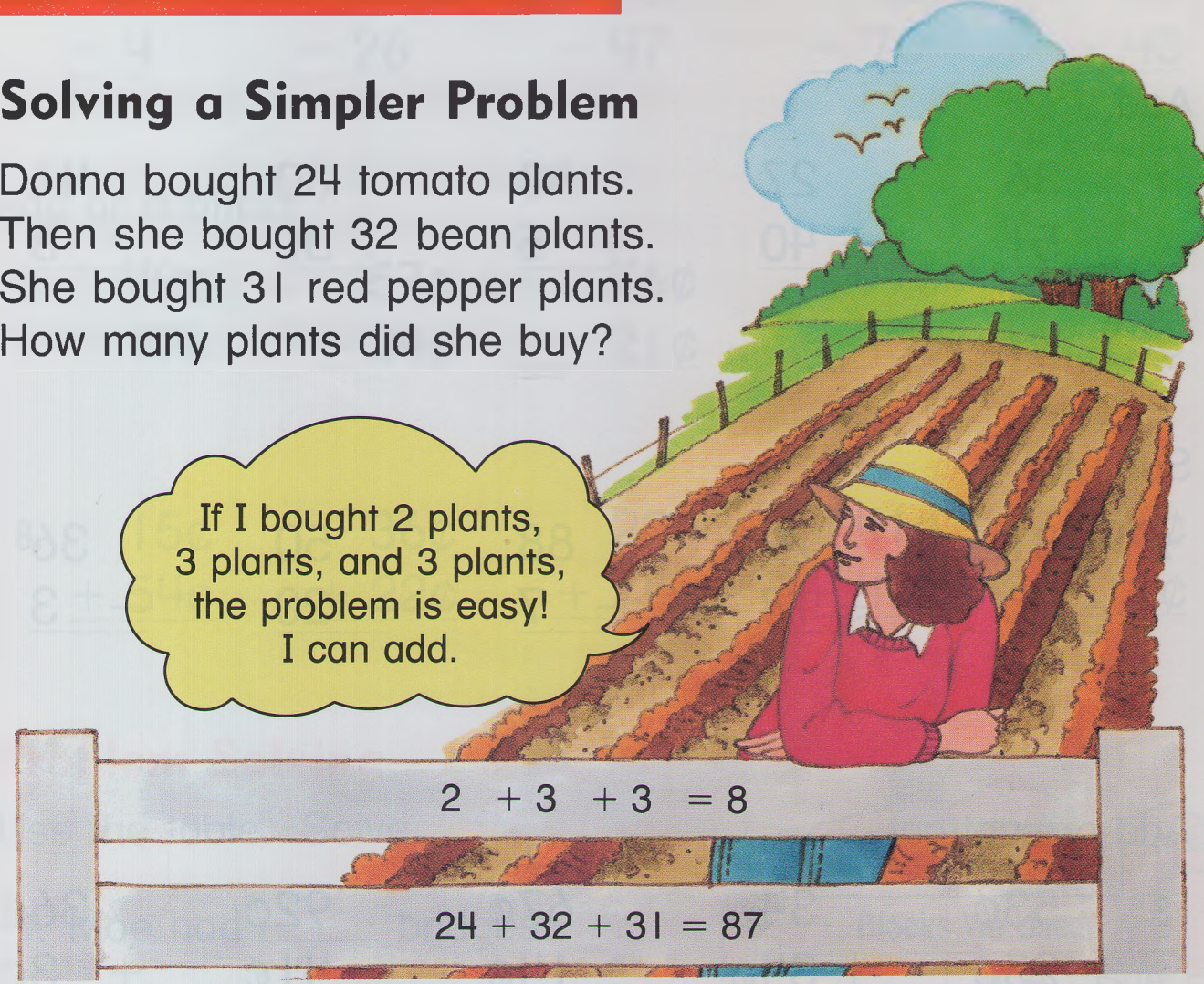
Toys We Have

	Sara	Russell
Animals	3	4
Bats	2	5
Cards	12	15
Balls	10	13

Enrichment For All

Solving a Simpler Problem

Donna bought 24 tomato plants.
Then she bought 32 bean plants.
She bought 31 red pepper plants.
How many plants did she buy?



If I bought 2 plants,
3 plants, and 3 plants,
the problem is easy!
I can add.

$$2 + 3 + 3 = 8$$

$$24 + 32 + 31 = 87$$

Donna bought 87 plants.

Ring the number sentence that would help you solve the problem.

1. Donna has 45 sheep.
She buys 32 more sheep.
How many sheep does she have now?

$$4 + 3 = 7$$

$$4 - 3 = 1$$

2. Donna cans 62 jars of beans.
She cans 33 jars of tomatoes.
How many more jars of beans than tomatoes does she can?

$$6 + 3 = 9$$

$$6 - 3 = 3$$

Cumulative Review

Fill in the ☐ to answer each question.

Add.

1.
$$\begin{array}{r} 34 \\ + 52 \\ \hline \end{array}$$

74 ☐ 76 ☐ 86 ☐ 87 ☐

2.
$$\begin{array}{r} 26\text{¢} \\ + 43\text{¢} \\ \hline \end{array}$$

59¢ ☐ 68¢ ☐ 69¢ ☐ 79¢ ☐

Subtract.

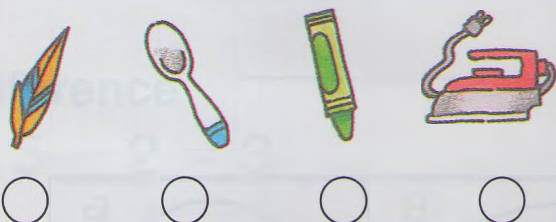
3.
$$\begin{array}{r} 58 \\ - 23 \\ \hline \end{array}$$

34 ☐ 35 ☐ 43 ☐ 45 ☐

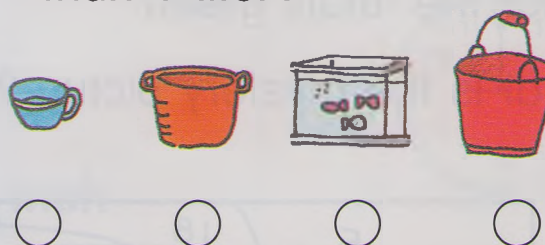
4.
$$\begin{array}{r} 68\text{¢} \\ - 30\text{¢} \\ \hline \end{array}$$

30¢ ☐ 38¢ ☐ 40¢ ☐ 48¢ ☐

5. Which weighs more than 1 kilogram?



6. Which holds less than 1 liter?



Solve.

7. Sandy has 9 carrots.

He gives his horse 6 carrots.

How many carrots does he have left?

- ☐ 15 carrots
- ☐ 12 carrots
- ☐ 5 carrots
- ☐ 3 carrots

Home Activity

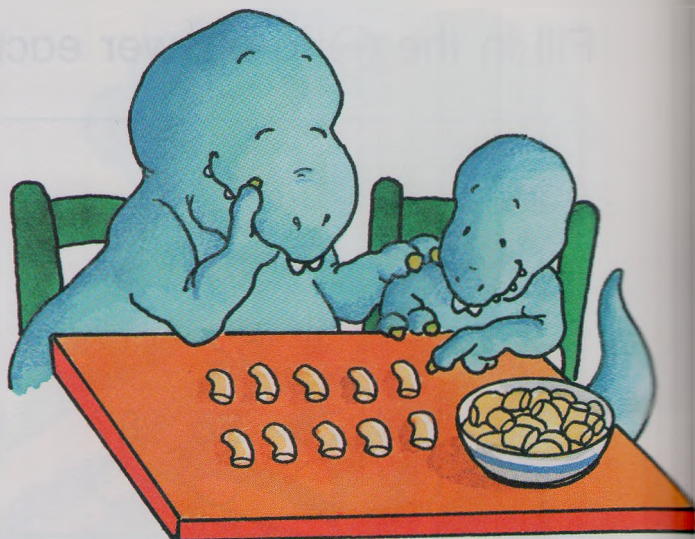
Your child has been learning to group objects to get ready for multiplication. Here is an activity you can do at home to help your child practice grouping.

Materials:

20 counters such as macaroni, dried beans, pennies, buttons, or paper clips.

Directions:

Help your child arrange the counters to show the groups below. Then have him or her write how many in all. Work together to color the mystery picture.



Write how many counters in all.

5 groups of 2

2 groups of 2

3 groups of 4

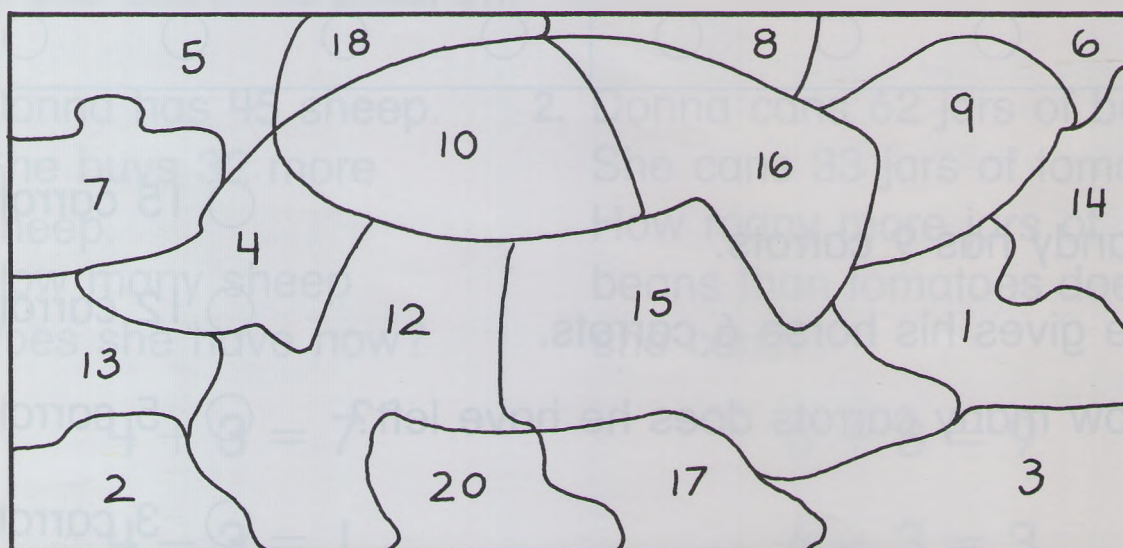
3 groups of 5

3 groups of 3

4 groups of 4

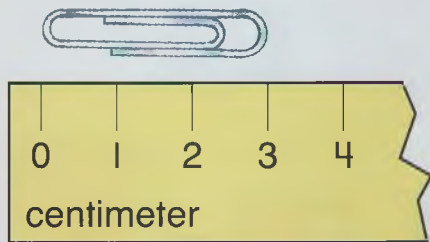
Color the totals green.

What is the mystery picture? _____



Picture Glossary

centimeter



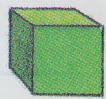
circle



cone



cube



cup



cylinder



difference

$$5 - 2 = 3$$

↑
difference

dime



10¢

estimate



about 10

fact family

$$3 + 2 = 5$$

$$5 - 2 = 3$$

$$2 + 3 = 5$$

$$5 - 3 = 2$$

fraction



$\frac{1}{2}$



$\frac{1}{3}$



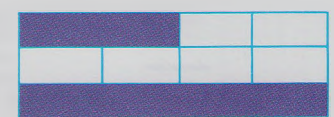
$\frac{1}{4}$

graph

Clothes We Counted

Hats

Shoes



0 1 2 3 4

greater than

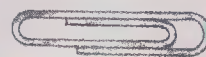
$$44 > 39$$

hour hand

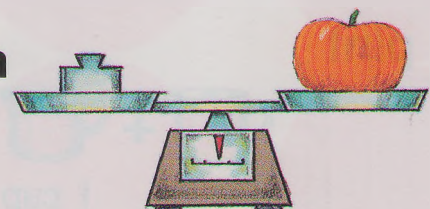
hour hand



inch

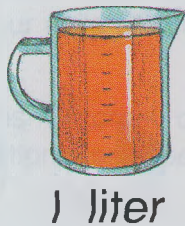


kilogram

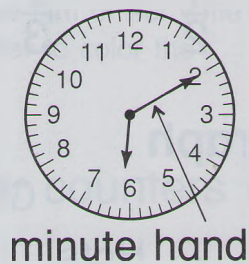


less than
 $29 < 34$

liter



minute hand



minute hand

nickel



5¢

number sentence

$$1 + 2 = 3, 4 - 3 = 1$$

pattern

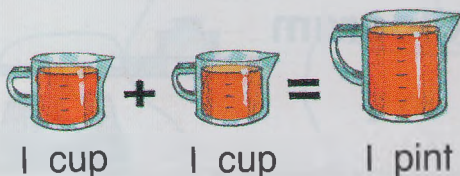


penny

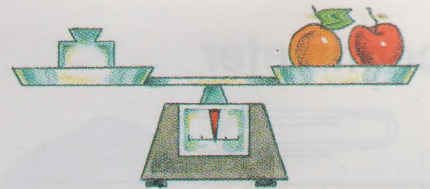


1¢

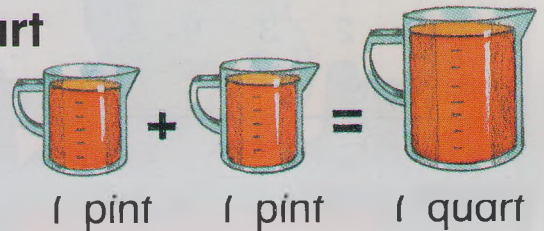
pint



pound



quart

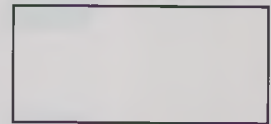


quarter

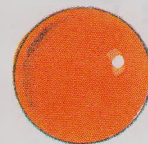


25¢

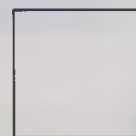
rectangle



sphere



square

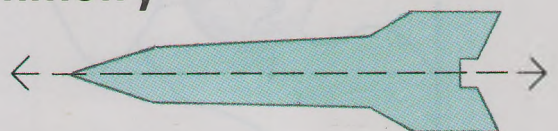


sum

$$2 + 2 = 4$$

↑
sum

symmetry



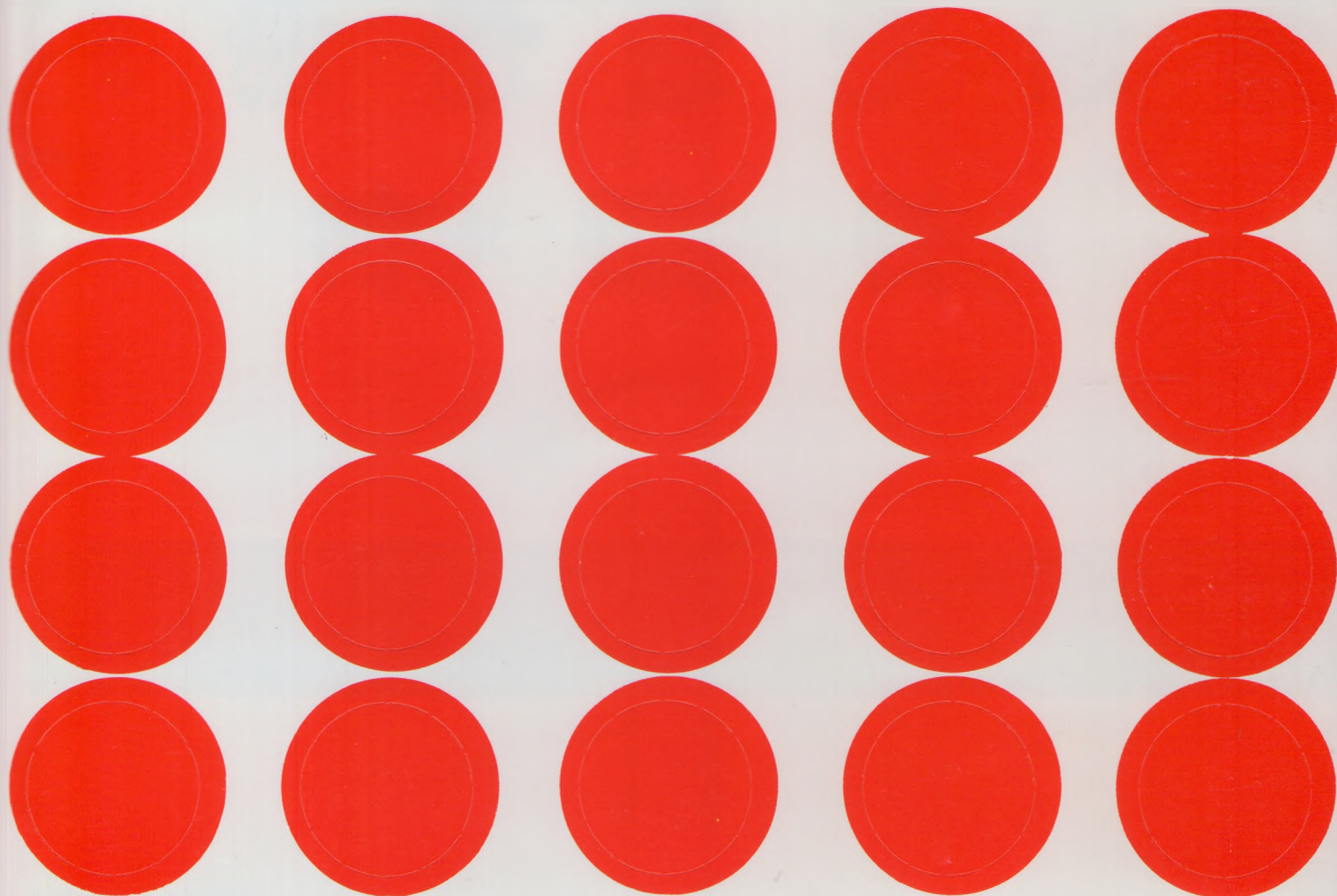
triangle



0 0 1 1 2 2 3 3
4 4 5 5 6 6 7 7
8 8 9 9 10 10 11 12
13 14 15 16 17 18 + +

number/dot cards

= = - -



counters

three



two



one



zero

seven



six



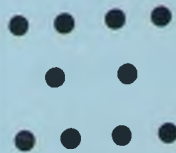
five



four



ten



nine



eight





ones models

tens models



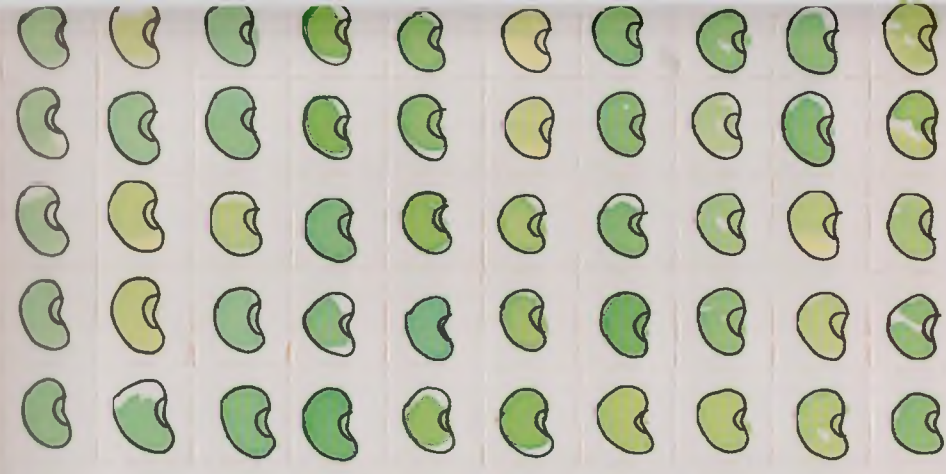
clowns



square counters



beansticks



beans



tigers





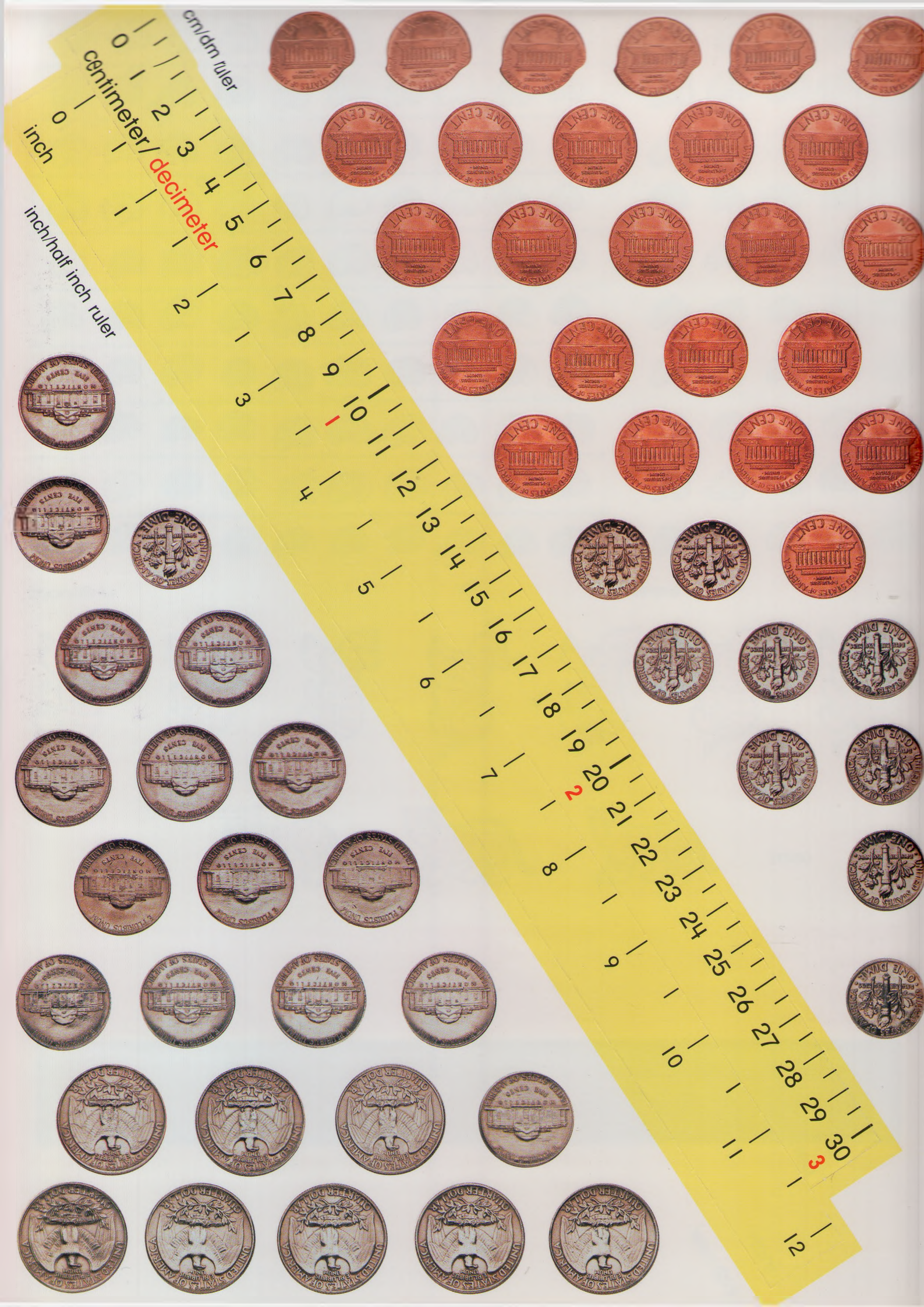
coins

cm ruler

centimeter

inch

inch ruler



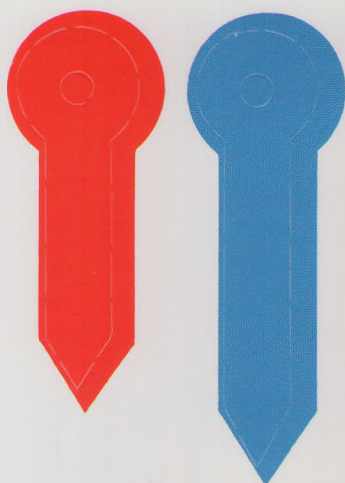
1 00
2 05
3 10
4 15
5 20
6 25
7 30
8 35
9 40
10 45
11 50
12 55



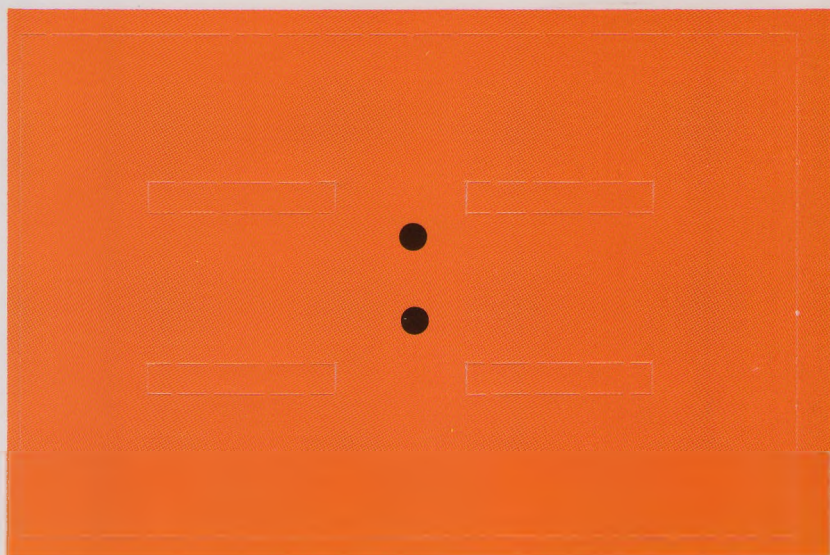
analog clock



spinner dials

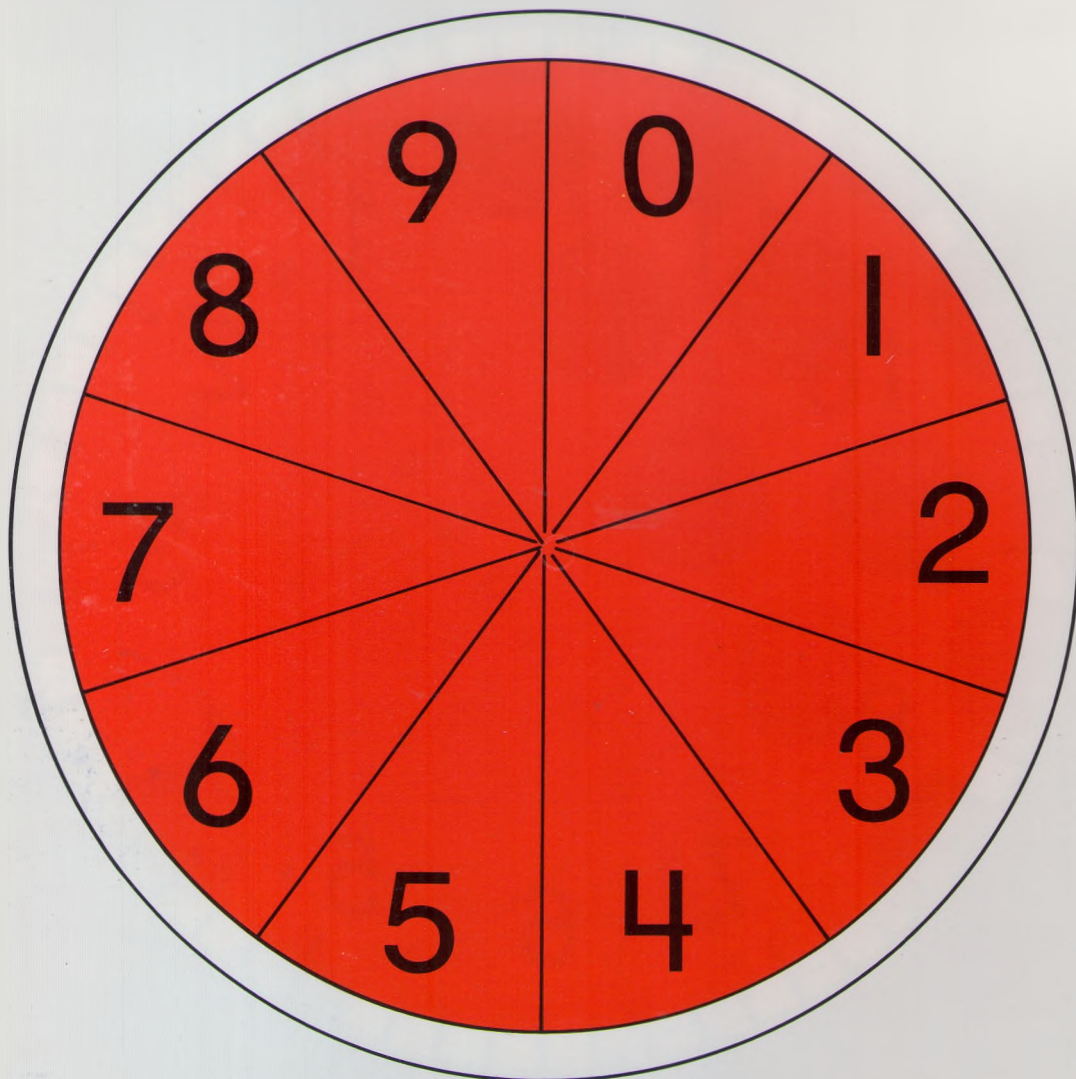


clock hands

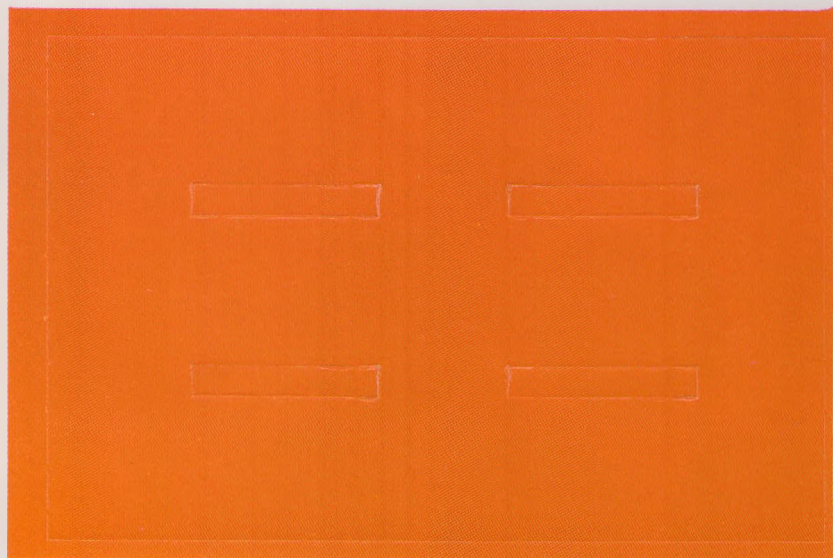
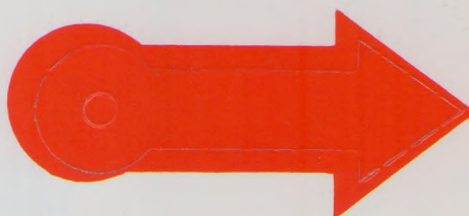
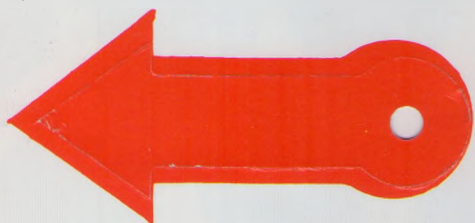


digital clock

digital clock strips



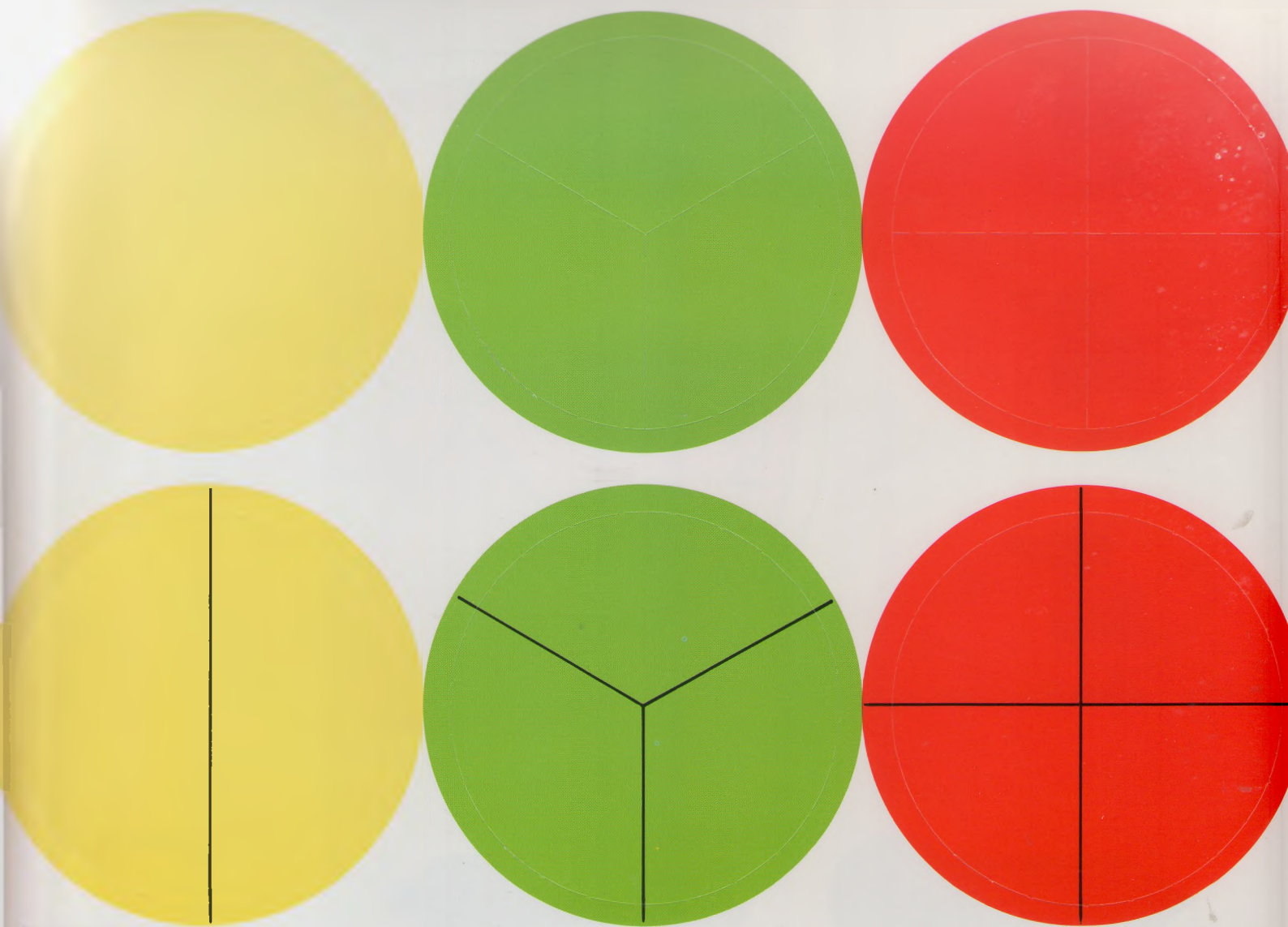
0-9 spinner



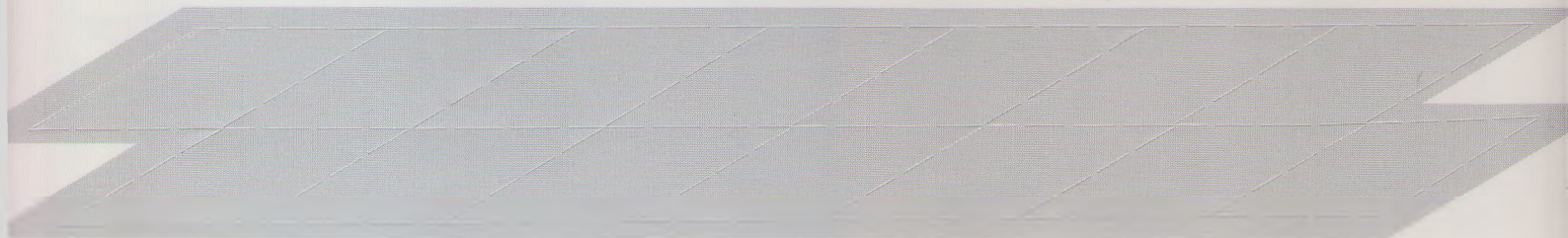


pattern blocks

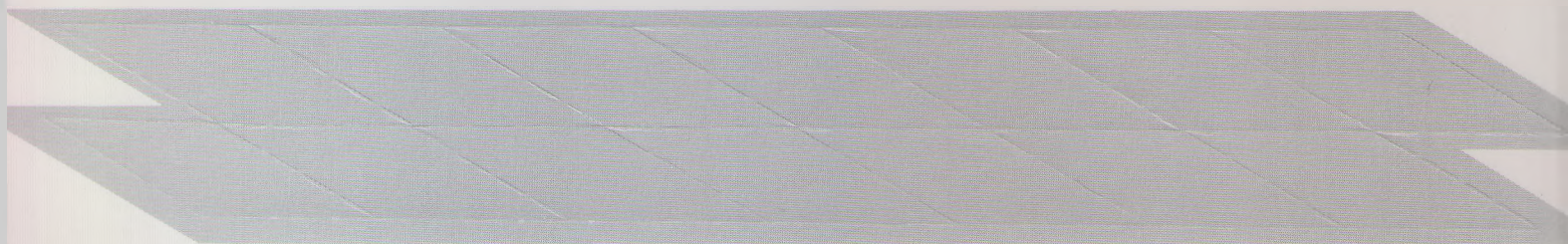
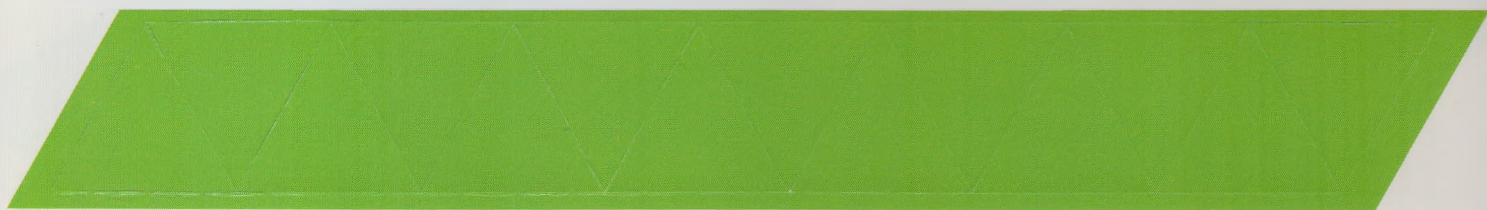
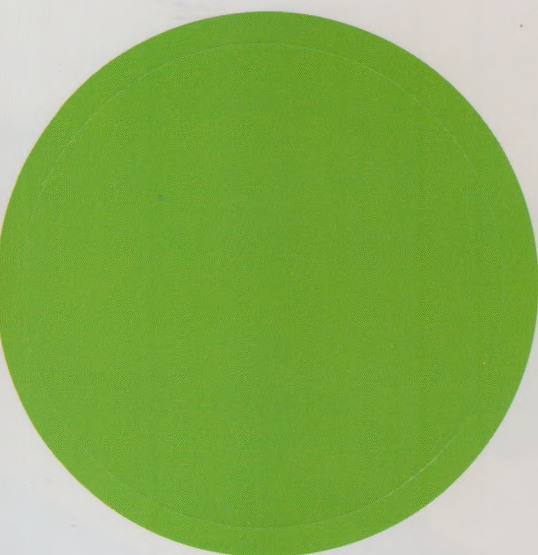
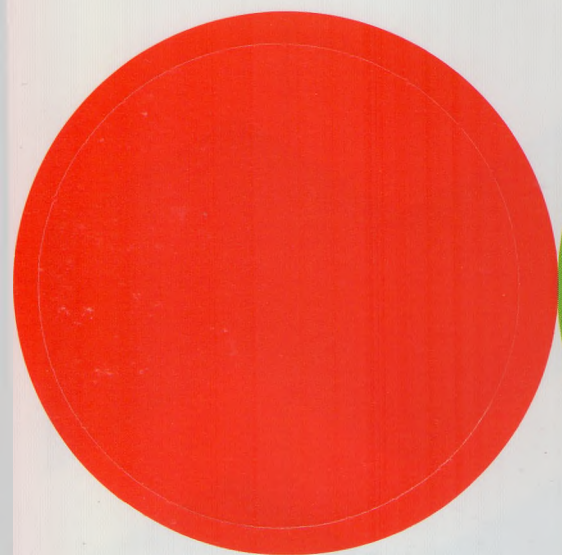
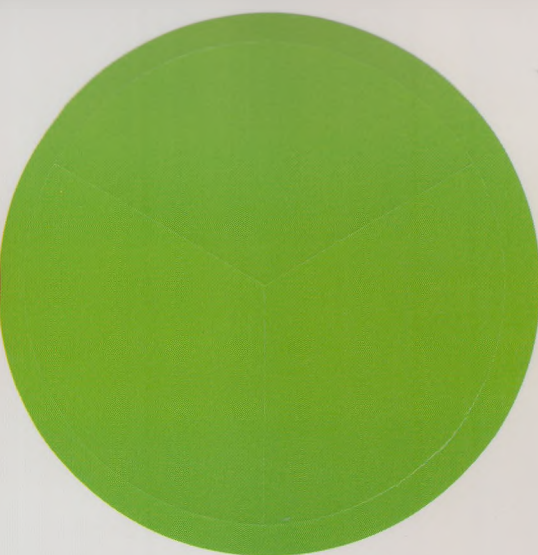


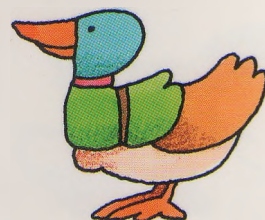
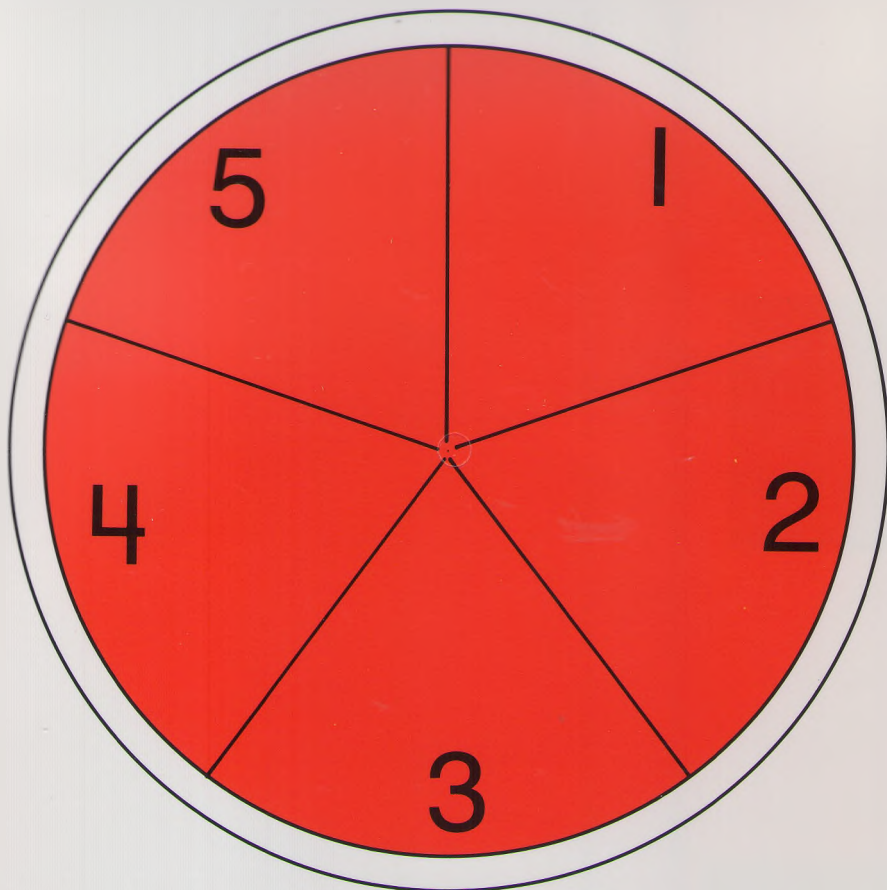


fraction models

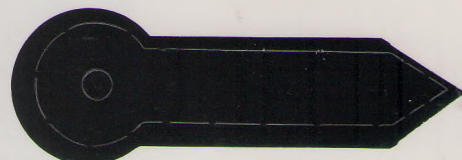


pattern blocks

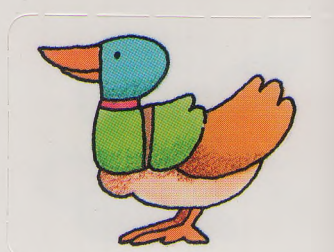
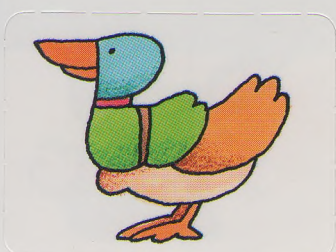
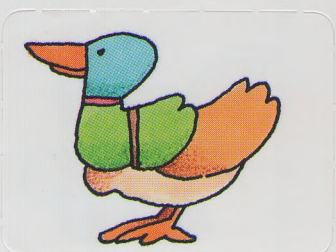
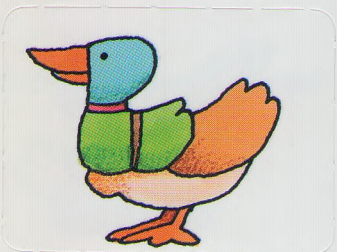
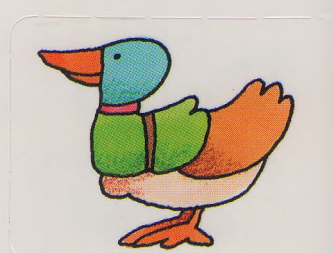
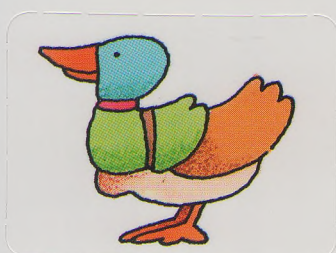
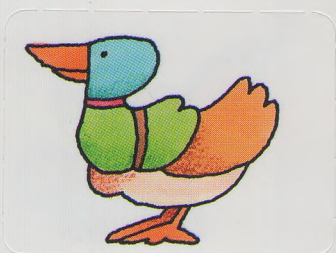
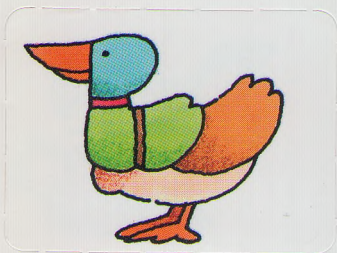
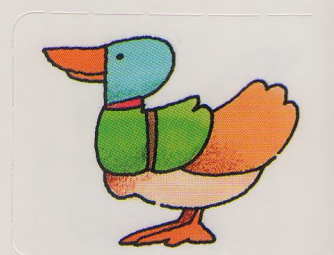
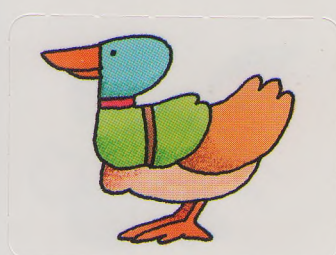
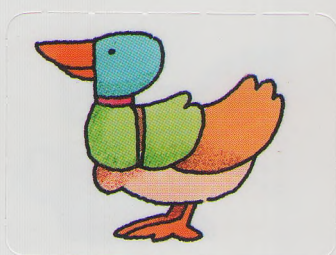
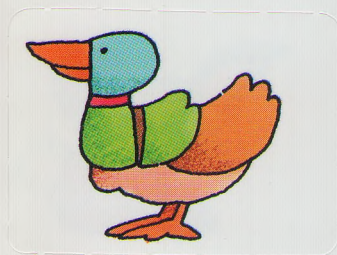




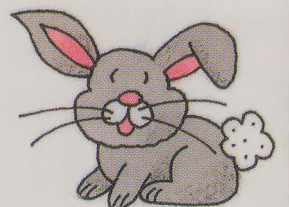
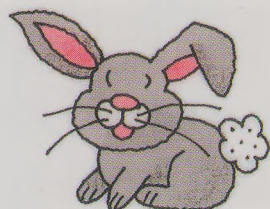
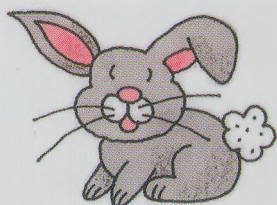
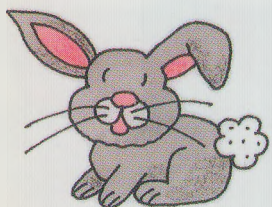
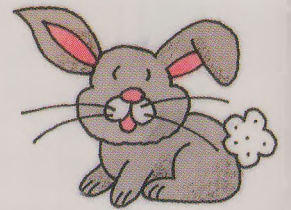
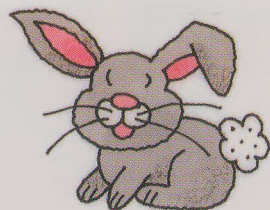
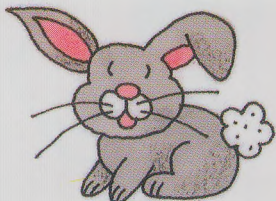
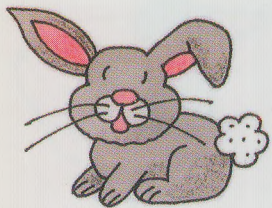
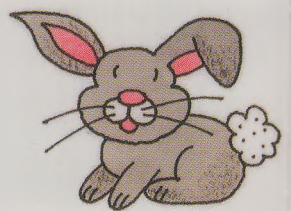
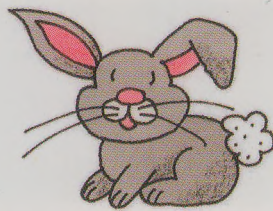
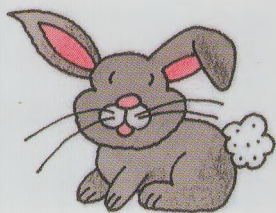
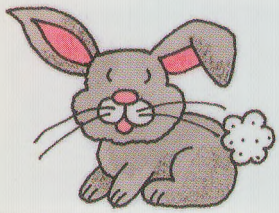
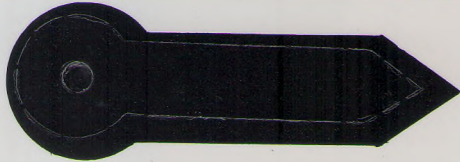
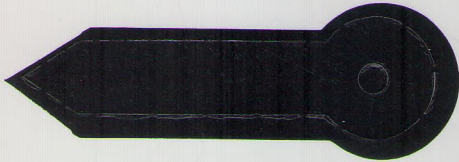
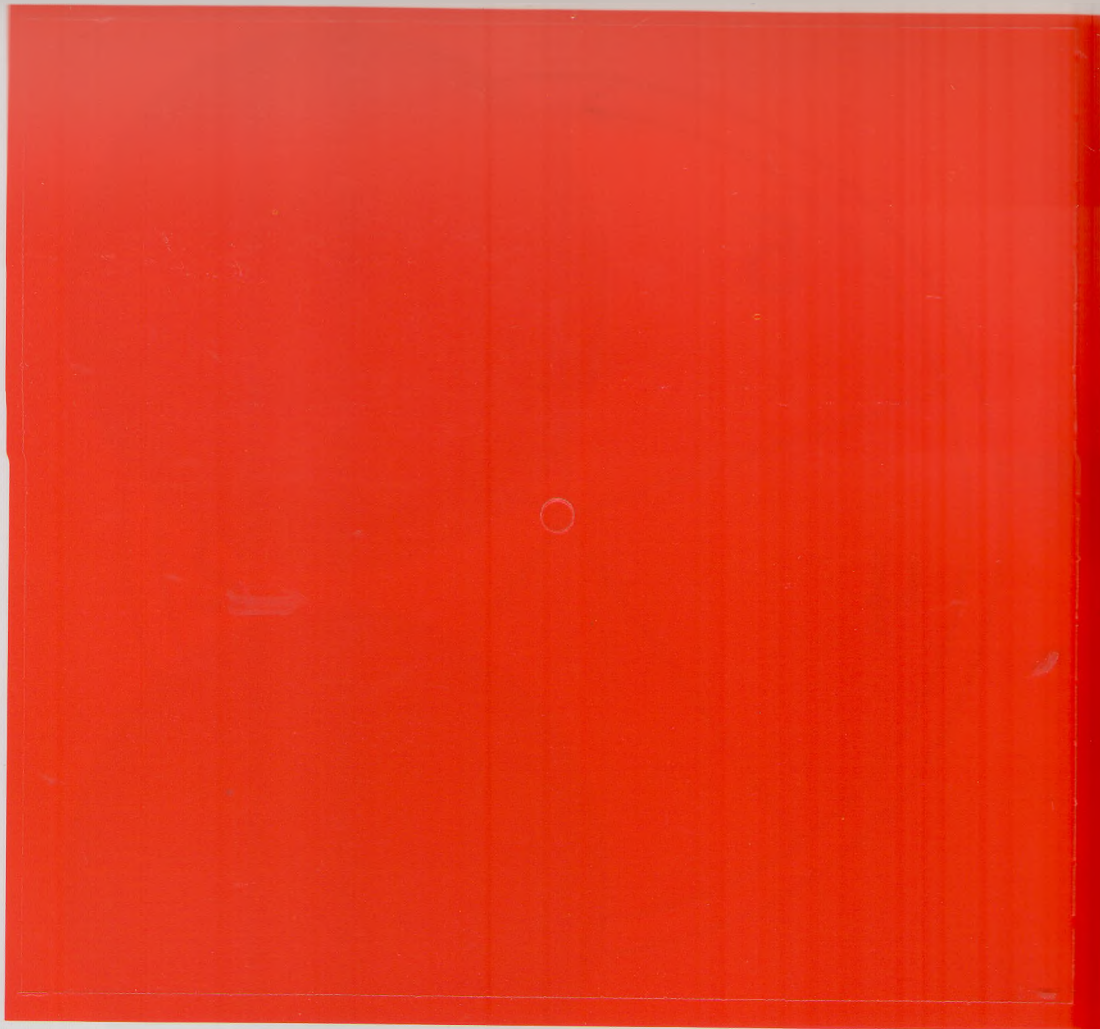
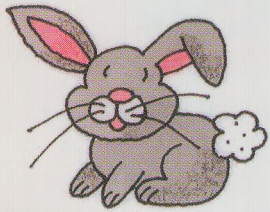
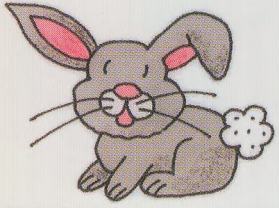
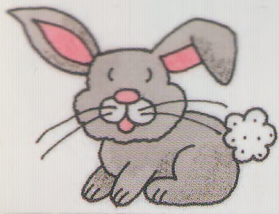
1-5 spinner



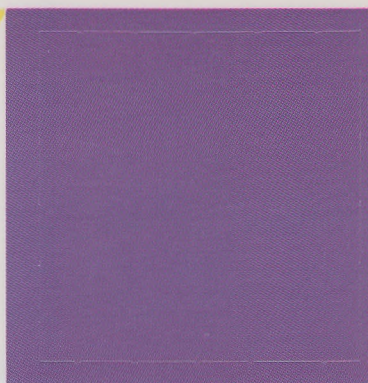
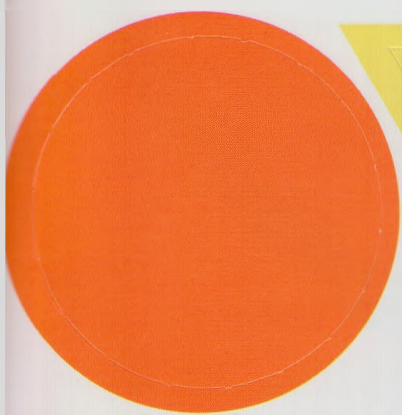
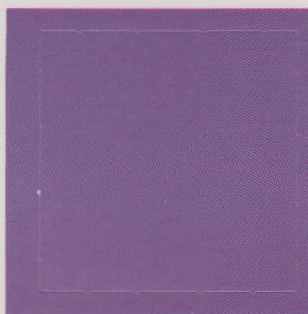
spinner dials



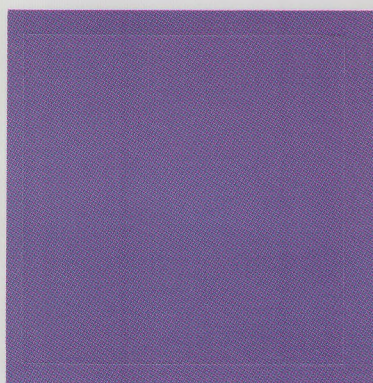
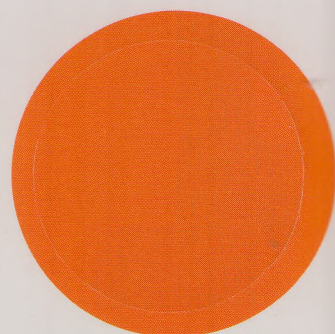
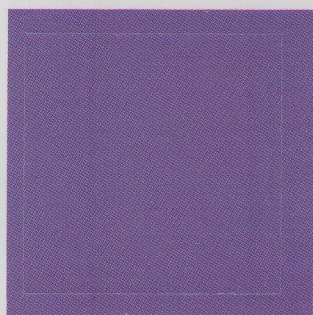
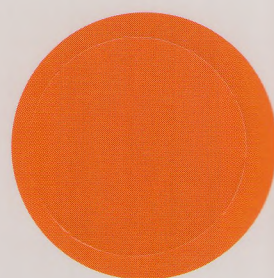
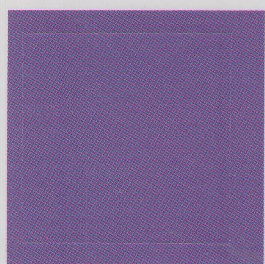
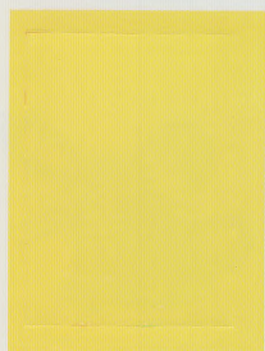
ducks



rabbits



two-dimensional shapes



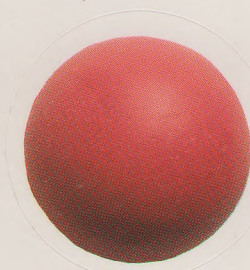
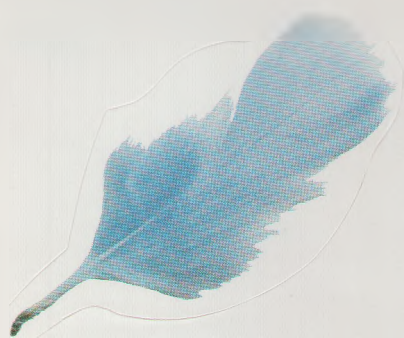








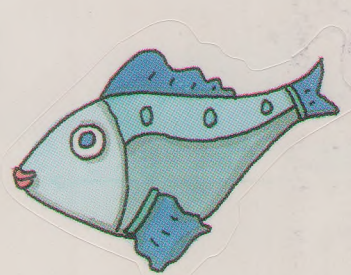
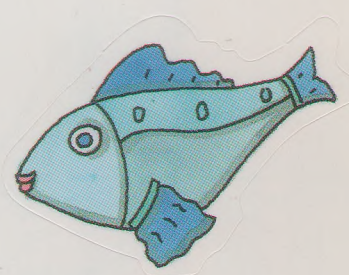
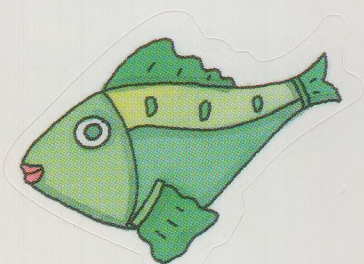
Use with page 2.



Use with page 2.



Use with Chapter 1, page 11.



Use with Chapter 2, page 48.



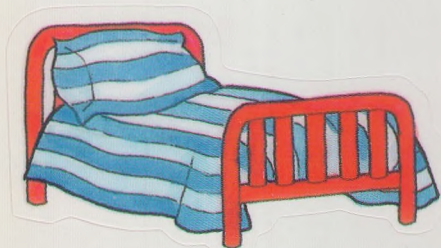
Use with Chapter 2, page 48.



Use with Chapter 2, page 48.



Use with Chapter 8, page 253.



Use with Chapter 8, page 253.



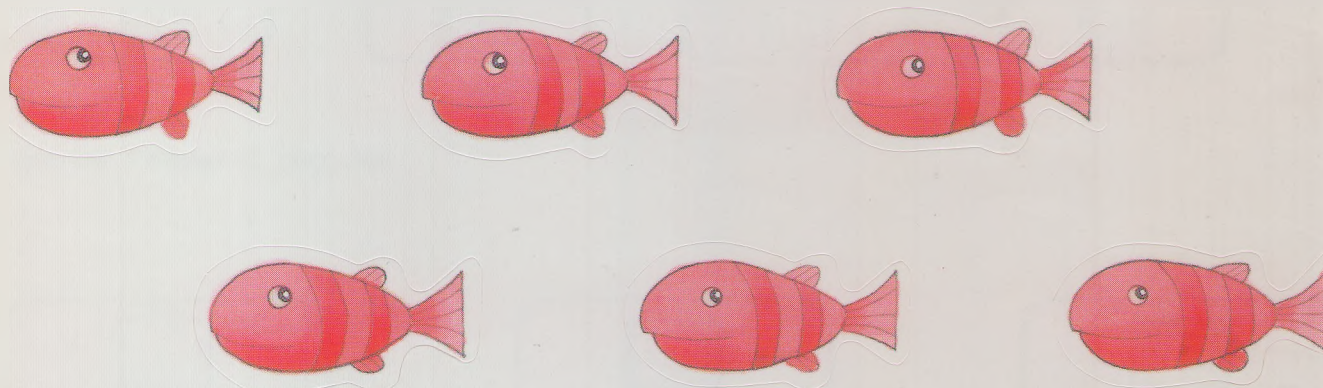
Use with Chapter 9, page 265.



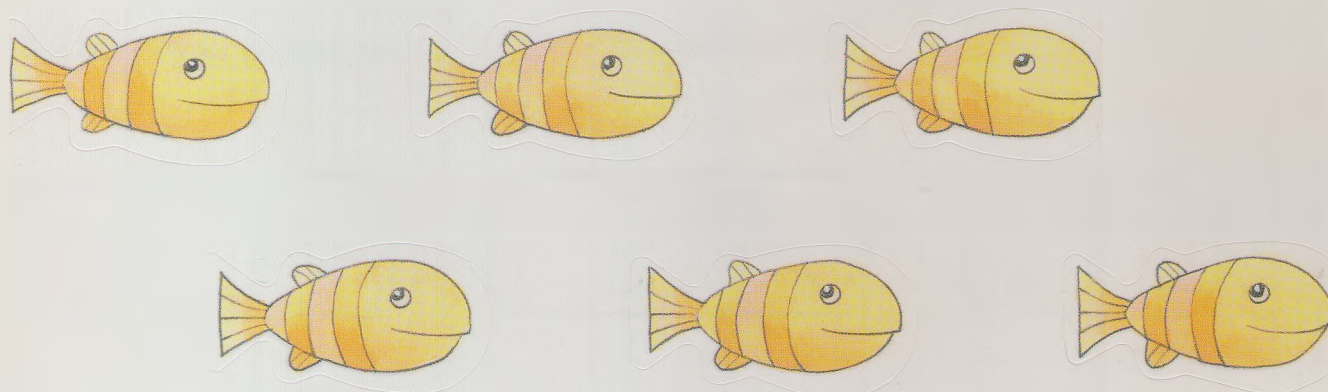
Use with Chapter 9, page 265.



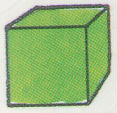
Use with Chapter 9, page 275.



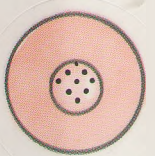
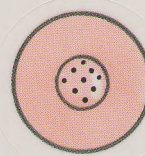
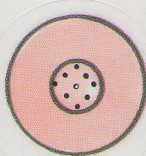
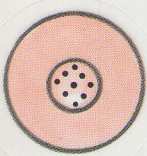
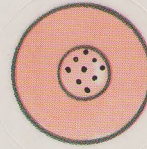
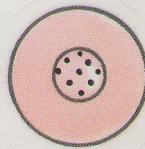
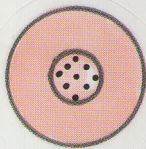
Use with Chapter 9, page 275.



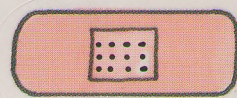
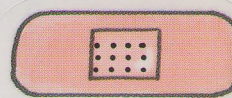
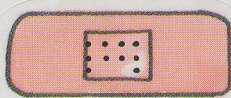
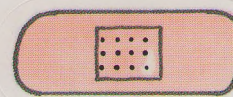
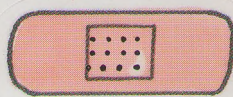
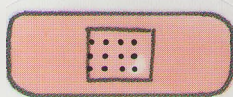
Use with Chapter 11, page 330.



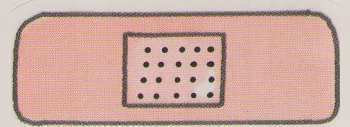
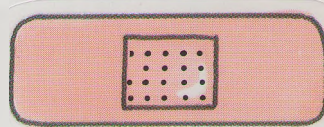
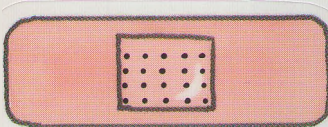
Use with Chapter 13, page 388.



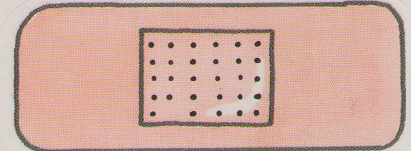
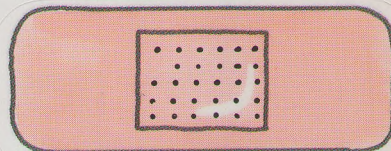
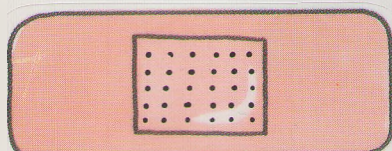
Use with Chapter 13, page 388.



Use with Chapter 13, page 388.



Use with Chapter 13, page 388.



MATHEMATICS IN ACTION



M A C M I L L A N
M C G R A W - H I L L