TO THE TEACHER  These worksheets are the same ones found in the Chapter Resource Masters for California Mathematics, Grade 1. The answers to these worksheets are available at the end of each Chapter Resource Masters booklet.
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Extend a Pattern

The circled part of the pattern is the pattern unit, or the part that repeats.

The next two beads on the bracelet should be □ and ○.

Circle the pattern unit. Draw the next two shapes that could come in the pattern.

1. 

2. 

3. 

4. 

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Skills Practice

Extend a Pattern

Circle the pattern unit. Draw the next two shapes in the pattern.

1. 

2. 

3. 

Draw a picture to solve.

4. Jess makes this pattern: circle, square, rectangle. She repeats the pattern 3 times. What does the pattern look like?

5. Nate makes this pattern: triangle, circle. He repeats the pattern 4 times. What does the pattern look like?
Reteach

Create a Pattern

Melanie makes a pattern from cards. She chooses an order and then repeats the order.

Make another pattern. Trace the cards and then color

1. Draw here.

2. Draw here.

3. Draw here.
Skills Practice

Create a Pattern

**Preparation:** Pattern blocks are needed for this activity.

**Use pattern blocks to help make a pattern.**

**Draw your pattern. Then color.**

1. \[ \text{Draw here.} \]

2. \[ \text{Draw here.} \]

3. \[ \text{Draw here.} \]

**Draw a picture to solve.**

4. **Amy has 3 blocks: a circle, a triangle, and a square. What is one kind of pattern she could make with the blocks? Draw it.**

**Draw here.**
Marsha put her cards in a row. She turned over one of the cards. Which card is turned over?

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Understand</th>
<th>What do I know?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Marsha put her cards in a row.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One card was turned over.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>What do I need to find out?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Which card is turned over?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2</th>
<th>Plan</th>
<th>How will I find the turned over card?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I will find a ______.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 3</th>
<th>Solve</th>
<th>Make a pattern.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>![Pattern Image]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Which card is turned over? ______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 4</th>
<th>Check</th>
<th>Look back.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Does my card fit in the pattern? ______</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Does my pattern show which card is turned over? ______</td>
</tr>
</tbody>
</table>
Problem-Solving Strategy: Make a Pattern

Solve.

1. Hal makes a row of cards. He turns one over. Which card is it?

   \[\text{CGKCKC}\]

   The turned over card is a _____.

2. Seth makes a row of cards. He takes one away. Which card is missing?

   \[\text{○△△△△△△△△}\]

   The missing card is a _____.

3. Ellen makes a row of cards. She turns two over. Which cards are they?

   \[\text{XYZXYXX}\]

   The turned over cards are ____ and _____.

4. Rick makes a row of cards. He takes two away. Which cards are missing?

   \[\text{○△△△△△△}\]

   The turned over cards are ____ and _____.

IMR1.0, ISDAP2.1
Skills Practice
Problem-Solving Strategy: Make a Pattern

Make a pattern to solve.

1. Morgan makes a pattern with blocks. Which block is missing?

2. Flora makes a pattern with cards. Which card is missing?

3. Van makes a pattern with blocks. Which blocks are missing?

4. Kai makes a pattern with cards. Which cards are missing?

Draw your pattern here.
Count. Write the number. Write the word name.

1. ____________
   ____________
   ____________
   ____________

2. ____________
   ____________

3. ____________
   ____________
   ____________
   ____________
   ____________

4. ____________
   ____________

Grade 1
Name ____________________________

Skills Practice
Numbers to 10

Count. Write the number. Write the word name.

1. __   ___   ___   ___

2. __   ___

3. __   ___   ___   ___   ___

4. __   ___

5. __   ___   ___   ___   ___   ___   ___

6. __   ___

Solve.

7. Stacy writes the numbers 1 and 10. Then, she changes the words into numbers. What did she write?
   __   ___   ___

8. Julio is thinking of a number. The number is between six and eight. What number is Julio thinking of? Write the number and the word name.
   ___   ___
Reteach

Numbers 11 to 15

Circle 10. Then count the rest.
Circle the number that tells how many.

1. □□□□□
   1 ten _______ ones
   14 15

2. □□□□□□
   1 ten _______ ones
   12 13

3. □□□□□
   1 ten _______ one
   10 11

4. □□□□□□
   1 ten _______ ones
   14 15

5. □□□□□
   1 ten _______ ones
   12 13

6. □□□□□
   1 ten _______ ones
   10 11
Skills Practice
Numbers 11 to 15

Count. Write the number. Write the word name.

1. [Counting image]

2. [Counting image]

3. [Counting image]

4. [Counting image]

Solve.
5. Harry has eleven trading cards. Draw a line to his group of cards.

6. Luis has fifteen trading cards. Draw a line to his group of cards.
Reteach

Numbers 16 to 20

Circle 10. Then count the others.
Circle the number that tells how many.

1. 1 ten ___ ones
   19  20

2. 1 ten ___ ones
   17  18

3. 1 ten ___ ones
   18  19

4. 1 ten ___ ones
   18  19
Name __________________________

Skills Practice

Numbers 16 to 20

Count. Write the number and word name.

1. [Counting blocks with sixteen dots]
   __________

2. [Counting blocks with eight dots]
   __________

3. [Counting blocks with nine dots]
   __________

4. [Counting blocks with two dots]
   __________

Solve.

5. Tanya writes the following numbers in order; sixteen, seventeen, eighteen, nineteen, twenty. Then, she changes the words into numbers. What did she write?
Problem-Solving Investigation: Choose a Strategy

Greta has a row of 6 cards with shapes on them. There are 2 of each shape: circle, square, and triangle. She has 1 square in the front and 1 circle in the back. She has 1 square and 1 circle in the middle. Where are the triangle cards?

YOUR MISSION: Find where the triangle cards are.

**Step 1**
Understand
What do I know?
Greta has 6 cards: 2 circles, 2 squares, 2 triangles. 1 square is in front and 1 square is in the middle. 1 circle is in back and 1 circle is in the middle.

What do I need to find out?
Where are the triangle cards?

**Step 2**
Plan
How will I find where the cards are?
I can draw a picture.

**Step 3**
Solve
Draw a picture.

**Step 4**
Check
Look back.
Does my answer show where the 2 triangle cards are? _______
Reteach (2)  
IMR2.1, IMR2.2

Problem-Solving Investigation: Choose a Strategy

Solve.

Problem Solving Strategies

• Draw a Picture
• Make a Pattern
• Act it Out

1. Jesse is twelve years old. How old was she last year?

   ______

2. Mel picks 2 apples. He picks 3 more. How many did he pick in all?

   ______

3. Lars has the marbles shown below. How many does he have?

   ○○○○○
   ○○○○○

   ______
Name __________

Skills Practice

Problem-Solving Investigation: Choose a Strategy

Solve.

1. I have a row of 4 blocks. There are 2 of each shape: square and triangle. I have squares on both ends. Where are the triangles?

2. May writes a pattern using letters. She writes A and B four times. What is the 6th letter?

3. Bill draws a pattern ○ □ △. He repeats his pattern three times. How many shapes does he draw?
Reteach

Compare Numbers

Write how many tens. Then tell which number is greater.

1. 11 has more tens than 4. So, 11 is greater.
   0 tens 4 ones 1 ten 1 one

2. 16 has more tens than 8. So, 16 is greater.
   1 ten 6 ones 1 ten 1 one

3. 14 has more tens than 20. So, 14 is greater.
   1 ten 4 ones 2 tens 0 ones

4. 17 has more ones than 11. So, 17 is greater.
   1 ten 7 ones 1 ten 1 ones

Grade 1

19
Skills Practice

Compare Numbers

Preparation: Base-10 cubes are needed for this activity.
Use to show each number.

Compare. Circle the words.

1. 20 is _______ 15.
   greater less equal
   than than to

2. 18 is _______ 19.
   greater less equal
   than than to

3. 22 is _______ 22.
   greater less equal
   than than to

4. 10 is _______ 1.
   greater less equal
   than than to

5. 8 is _______ 18.
   greater less equal
   than than to

6. 16 is _______ 12.
   greater less equal
   than than to

Solve.

7. Mary has 17 marbles. Luis has 14 marbles.
   Who has the greater number of marbles?

8. Val has 10 post cards. Jerry has 12 post cards.
   Who has the greater number of post cards?
Reteach
Order Numbers

Count on to find the number that comes just after.

3 is just after 2. 20 is just after 19.

1, 2, 3 18, 19, 20

Count back to find the number that comes just before.

8 is just before 9. 17 is just before 18.

10, 9, 8 19, 18, 17

Read the directions. Write the answer.

Count on. Write the number that comes just after.

1. 9, 10, _____ 15, 16, _____

Count back. Write the number that comes just before.

2. 17, 16, _____ 6, 5, _____

Grade 1 21
Skills Practice
Order Numbers

Write the missing numbers.

1. 18 __ 20
   18  ___  20

2. ___ 17 18
   ___  17  18

3. 15 16 __
   15  16  ___

4. 10 __ 12
   10  ___  12

5. __ 7 8
   ___  7  8

6. 9 __ 11
   9  ___  11

Count backward. Use the number line.
Write the missing numbers.

7. 20 18 15
   20  ___  18  ___  ___  15  ___
Tell a number story to your partner. 
Use  to add. Write how many in all.

You can use cubes to add.
There are 2 gray bunnies. Another bunny came.
Now there are 3 bunnies.

1. 🍔

How many apples in all? _____ 🍏

2. 🍌

How many bananas altogether? _____ 🍌

3. 🍓

How many strawberries total? _____ 🍓
Skills Practice

Addition Stories

Tell a number story to your partner. Use ☐ ☐ to add. Write how many in all.

1. How many watermelons total? 8

2. How many grapes in all? 4

3. How many oranges altogether? 6

Write how many in all.

4. Neil has 2 peaches. Neil’s dad buys 3 more. How many peaches are there now? 5 peaches

5. Sandra has 1 apple for lunch. Her friend also has an apple. How many apples are there in all? 2 apples
Reteach
Modeling Addition

Use WorkMat 1 and □ □ to add.
Use cubes to show parts.
Add parts to find the whole.

<table>
<thead>
<tr>
<th>Part</th>
<th>Part</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□</td>
</tr>
<tr>
<td>Whole</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□□□ □</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part</th>
<th>Part</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Whole</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

1. | Part | Part |
   | □□□ □ | □□□ □ |
   | Whole |

2. | Part | Part |
   | □□□ □ | □□□□□□ |
   | Whole |

3. | Part | Part |
   | □□□□ | □□□□ |
   | Whole |

4. | Part | Part |
   | □□□□ □ | □□□□□□ |
   | Whole |

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Skills Practice
Modeling Addition

Use WorkMat 1 and ○ ○ to add.

1. Part | Part
--- | ---
○○○○ | ○
Whole | 5

2. Part | Part
--- | ---
○○○○○ | ○○○
Whole |

3. Part | Part
--- | ---
○○ | ○○○○
Whole |

4. Part | Part
--- | ---
○○○○ | ○○○○○
Whole |

Write how many. Use ○ ○.

5. Show 2.
   Add 3 more.
   How many in all?
   ____

   Add 4 more.
   How many altogether?
   ____

7. Show 5.
   Add 2 more.
   How many total?
   ____

8. Show 3.
   Add 1 more.
   How many in all?
   ____
Reteach
Addition Sentences

You use numbers and symbols to write addition sentences.

1 + 3 = 4 is an addition sentence.
+ means plus.
= means equals.

Write an addition sentence for each.

1. 5 plus 1 equals 6.
2. 2 plus 4 equals 6.
3. 2 plus 3 equals 5.
4. 3 plus 4 equals 7.

Name

Grade 1
Skills Practice
Addition Sentences

Write the addition sentence.

1. There are 4 bears at the lake.
   2 more come.
   How many bears now?

2. There are 3 fish in the creek.
   3 more swim by.
   How many in all?

3. 

4. 

5. There are 4 bears at the lake.
   2 more come.
   How many bears now?

6. There are 3 fish in the creek.
   3 more swim by.
   How many in all?
Reteach

Adding Zero

When you add 0, you add nothing. So the sum is the other number.

Find the sum.

4 + 0 = ___

1. 3 + 0 = ___
2. 5 + 0 = ___
3. 6 + 0 = ___
4. 2 + 0 = ___
5. 0 + 4 = ___
6. 0 + 7 = ___
Skills Practice
Adding Zero

Find each sum.

1. \[ 2 + 0 = \_
\]

2. \[ 0 + 6 = \_
\]

3. \[ \begin{array}{c}
0 \\
+ 3
\end{array} \]

4. \[ \begin{array}{c}
1 \\
+ 0
\end{array} \]

5. \[ 4 + 0 = \_
\]

6. \[ 8 + 0 = \_
\]

7. \[ 7 + 0 = \_
\]

8. There are 4 carrots in one bag. There are zero carrots in the other bag. How many total carrots?

\[ \_
\]

9. There are 6 tomatoes in a bowl. There are none in the other bowl. How many tomatoes in all?

\[ \_
\]

Name ___________________________

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Reteach (1)

Problem-Solving Strategy: Write a Number Sentence

You can add by writing a number sentence.
Use cubes to show the number story.

The monkey has 2 bananas. He sees 3 more bananas. How many bananas in all?

Step 1 What do I know?
Understand
- The monkey has _____ bananas.
- He sees _____ more bananas.

What do I need to find out?
I need to find ________________.

Step 2 What can I do?
Plan
- I can _____ the number of bananas.

Step 3 Write a number sentence.
Solve
- _____ + _____ = _____ bananas

Step 4 Look back.
Check
- Count the cubes. Do they match the number of bananas in the picture?
**Problem-Solving Strategy: Write a Number Sentence**

Use **+** to write a number sentence.

Find how many in all.

1. 2 dogs bark.
   1 more dog joins them.
   How many dogs are barking?
   ____ dogs

2. 4 lions roar.
   2 more lions roar.
   How many lions are roaring?
   ____ lions

3. 3 ducks swim.
   2 more ducks join them.
   How many ducks are swimming?
   ____ ducks

4. 3 bees buzz.
   1 more bee buzzes.
   How many bees are buzzing?
   ____ bees
Skills Practice

Problem-Solving Strategy: Write a Number Sentence

Write a number sentence. Find how many in all.

1. 2 cars honk.
   4 more cars honk.
   How many total cars are honking?

   \[
   \_
   + \_
   = \_ \text{ cars}
   \]

2. 6 train cars pass.
   Then 5 more pass.
   How many total train cars pass?

   \[
   \_ \_ \_ \_
   + \_ \_ \_
   = \_ \_ \_ \_ \_ \text{ train cars}
   \]

3. 4 school buses are parked.
   3 more drive up.
   How many buses are there?

   \[
   \_
   + \_
   = \_ \_ \_ \_ \_ \text{ buses}
   \]

4. 2 planes fly by.
   Then 1 more plane flies by.
   How many planes in all?

   \[
   \_
   + \_
   = \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \text{ planes}
   \]
Here are two ways to make 5.

1. \[ \_ + \_ = 5 \]
2. \[ 4 + 1 = 5 \]

Write an addition sentence to match.

1. \[ \_ + \_ = \_ \]
2. \[ \_ + \_ = \_ \]
3. \[ \_ + \_ = \_ \]
4. \[ \_ + \_ = \_ \]
5. \[ \_ + \_ = \_ \]
6. \[ \_ + \_ = \_ \]
7. \[ \_ + \_ = \_ \]
8. \[ \_ + \_ = \_ \]
Skills Practice
Ways to Make 4, 5, and 6

Use ○ to make 4, 5, and 6. Color the ○.
Write the numbers.

<table>
<thead>
<tr>
<th></th>
<th>○</th>
<th>plus</th>
<th>○</th>
<th>equals</th>
<th>sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
<td></td>
<td>+</td>
<td>3</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>○</td>
<td></td>
<td>+</td>
<td>4</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>○</td>
<td></td>
<td>+</td>
<td>5</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>○</td>
<td></td>
<td>+</td>
<td>5</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>○</td>
<td></td>
<td>+</td>
<td>5</td>
<td></td>
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<td>○</td>
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<td>+</td>
<td>5</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>○</td>
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<td>+</td>
<td>6</td>
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<td>6</td>
</tr>
<tr>
<td>○</td>
<td></td>
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<td>6</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>○</td>
<td></td>
<td>+</td>
<td>6</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

Write the numbers.

1. Jose has 3 green apples and 1 red apple. How many apples in all?
   ___ + ___ = ___ apples

2. Sally has 4 storybooks and 2 math books. How many books in all?
   ___ + ___ = ___ books
Reteach

Ways to Make 7, 8, and 9

Here are two ways to make 7.

\[
\begin{align*}
4 + 3 &= 7 \\
3 + 4 &= 7
\end{align*}
\]

Write an addition sentence to match.

1. \[
\begin{align*}
\_ + \_ &= \_
\end{align*}
\]

2. \[
\begin{align*}
\_ + \_ &= \_
\end{align*}
\]

3. \[
\begin{align*}
\_ + \_ &= \_
\end{align*}
\]

4. \[
\begin{align*}
\_ + \_ &= \_
\end{align*}
\]

5. \[
\begin{align*}
\_ + \_ &= \_
\end{align*}
\]

6. \[
\begin{align*}
\_ + \_ &= \_
\end{align*}
\]

7. \[
\begin{align*}
\_ + \_ &= \_
\end{align*}
\]

8. \[
\begin{align*}
\_ + \_ &= \_
\end{align*}
\]
Skills Practice
Ways to Make 7, 8, and 9

Put ○ in two groups to make 7, 8, and 9.
Write the numbers.

<table>
<thead>
<tr>
<th></th>
<th>plus</th>
<th>equals</th>
<th>sum</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>+</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>+</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>+</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>+</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>+</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>+</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>+</td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

Write an addition sentence to solve.

1. Sandra blows up 4 balloons.
   Mike blows up 3.
   How many balloons do they blow up together?
   
   ____ + ____ = ____ balloons

2. Cho has 3 party hats.
   She buys 5 more.
   How many party hats does she have in all?
   
   ____ + ____ = ____ hats
Write the number sentence to match.

1. ___ + ___ = ___
2. ___ + ___ = ___
3. ___ + ___ = ___
4. ___ + ___ = ___

Use □ to show ways to make 10, 11, and 12.
Write the number sentence.

5. ___ + ___ = ___
6. ___ + ___ = ___
7. ___ + ___ = ___
8. ___ + ___ = ___
9. ___ + ___ = ___
10. ___ + ___ = ___
Skills Practice

Ways to Make 10, 11, and 12

Write the missing numbers.

1. \[
\begin{array}{cccccc}
\bullet & \bullet & \bullet & \bullet & \bullet & \bullet \\
\bullet & \bullet & \bullet & \bullet & \bullet & \bullet \\
\end{array}
\]
\[
____ + ____ = 10
\]

2. \[
\begin{array}{cccccc}
\bullet & \bullet & \bullet & \bullet & \bullet \\
\bullet & \bullet & \bullet & \bullet & \bullet \\
\end{array}
\]
\[
____ + ____ = 10
\]

Draw \(\bigcirc\ \bigcirc\) on \[
\begin{array}{cccc}
\bigcirc & \bigcirc & \bigcirc & \bigcirc \\
\bigcirc & \bigcirc & \bigcirc & \bigcirc \\
\end{array}
\]. Write the numbers.

3. \[
\begin{array}{cccc}
\bigcirc & \bigcirc & \bigcirc & \bigcirc \\
\bigcirc & \bigcirc & \bigcirc & \bigcirc \\
\end{array}
\]
\[
____ + ____ = 12
\]

4. \[
\begin{array}{cccc}
\bigcirc & \bigcirc & \bigcirc & \bigcirc \\
\bigcirc & \bigcirc & \bigcirc & \bigcirc \\
\end{array}
\]
\[
____ + ____ = 11
\]

5. \[
\begin{array}{cccc}
\bigcirc & \bigcirc & \bigcirc & \bigcirc \\
\bigcirc & \bigcirc & \bigcirc & \bigcirc \\
\end{array}
\]
\[
____ + ____ = 10
\]

6. \[
\begin{array}{cccc}
\bigcirc & \bigcirc & \bigcirc & \bigcirc \\
\bigcirc & \bigcirc & \bigcirc & \bigcirc \\
\end{array}
\]
\[
____ + ____ = 12
\]

Write number sentences to solve.

7. Ling’s book has 3 dots on the front. It has 7 dots on the back. How many dots in all?
\[
____ + ____ = ____ dots
\]

8. David’s book has 7 blue stripes. It has 11 stripes in all. How many red stripes are there?
\[
7 + ____ = 11 stripes
\]
Reteach (1)  
**Problem-Solving Investigation: Choose a Strategy**

You can draw a picture to help you solve problems.

4 children are drawing.  
2 more children join them.  
How many children in all?

<table>
<thead>
<tr>
<th>Step 1</th>
<th>What do I know?</th>
</tr>
</thead>
</table>
| Understand | • _____ children are drawing.  
• _____ children join them.  
• I need to find ___________________. |

<table>
<thead>
<tr>
<th>Step 2</th>
<th>Choose a strategy</th>
</tr>
</thead>
</table>
| Plan | • I can use a picture to solve the problem.  
• Drawing a picture helps me count the number of items. |

<table>
<thead>
<tr>
<th>Step 3</th>
<th>Carry out your plan.</th>
</tr>
</thead>
</table>
| Solve | • I draw a picture and use it to solve the problem.  
• My picture shows how many children in all.  
There are _____ children in all. |

<table>
<thead>
<tr>
<th>Step 4</th>
<th>Look Back.</th>
</tr>
</thead>
</table>
| Check | • Does my answer make sense? Yes No  
• How do I know? ________________ |
Choose a strategy. Show your work. Solve.

1. Ellie brings 3 books to school.  
   5 more students bring a book.  
   How many books in all?  
   _____ books

2. 6 students are playing tag.  
   3 more students join them.  
   How many students are playing tag now?  
   _____ students

3. 2 students park their bikes in a rack.  
   3 more students park their bikes beside them.  
   How many total bikes are parked?  
   _____ bikes
Skills Practice

Problem-Solving Investigation: Choose a Strategy

Choose a strategy. Show your work. Solve.

Problem Solving Strategies

- Act it out
- Draw a picture
- Write a number sentence

1. Betsy makes 2 kites. Luis makes 1 kite. How many kites are made in all?

2. Chen has 5 spools of thread. He buys 2 more. How many total spools of thread are there?

3. Blake finds 4 crayons on the floor. Kim finds 7 more. How many crayons do they have now?

Name _____________________

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Chapter Resources
Reaching
Vertical Addition

Draw the dots to show the numbers. Then write the sum.

You can add across or down.

1. 3 + 1 = __________

2. 4 + 2 = __________

3. 3 + 2 = __________
Skills Practice
Vertical Addition

Write the numbers. Add across and down.

1. \[ \begin{array}{c}
\begin{array}{c}
\text{5} \\
\text{1}
\end{array}
\end{array} + \begin{array}{c}
\text{5} \\
\end{array} = \begin{array}{c}
\text{6} \\
\end{array} \]

2. \[ \begin{array}{c}
\begin{array}{c}
\text{5} \\
\text{1}
\end{array} + \begin{array}{c}
\text{5} \\
\end{array} = \begin{array}{c}
\text{6} \\
\end{array} \]

3. \[ \begin{array}{c}
\begin{array}{c}
\text{5} \\
\text{1}
\end{array} + \begin{array}{c}
\text{5} \\
\end{array} = \begin{array}{c}
\text{6} \\
\end{array} \]

Write two addition sentences. Add.

4. There are 3 birds in the nest.
   2 more fly to the nest.
   How many birds are in the nest altogether?

   \[ \begin{array}{c}
   \begin{array}{c}
   \text{3} \\
   \text{2}
   \end{array} + \begin{array}{c}
   \end{array} = \begin{array}{c}
   \end{array} \]
### Reteach

**Subtraction Stories**

**Preparation:** Connecting cubes are needed for this activity. You can use \(\square\) to show number stories.

<table>
<thead>
<tr>
<th>Read the number story.</th>
<th>Use (\square). Solve.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 3 dogs bark.</td>
<td>Show ___.</td>
</tr>
<tr>
<td>1 dog stops barking.</td>
<td>Take ___ away.</td>
</tr>
<tr>
<td>How many dogs are</td>
<td>There are ___ left.</td>
</tr>
<tr>
<td>still barking?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[Illustration]</td>
</tr>
<tr>
<td>2. 4 dogs bark.</td>
<td>Show ___.</td>
</tr>
<tr>
<td>2 dogs stop barking.</td>
<td>Take ___ away.</td>
</tr>
<tr>
<td>How many dogs are</td>
<td>There are ___ left.</td>
</tr>
<tr>
<td>still barking?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[Illustration]</td>
</tr>
<tr>
<td>3. 5 dogs bark.</td>
<td>Show ___.</td>
</tr>
<tr>
<td>2 dogs stop barking.</td>
<td>Take ___ away.</td>
</tr>
<tr>
<td>How many dogs are</td>
<td>There are ___ left.</td>
</tr>
<tr>
<td>still barking?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[Illustration]</td>
</tr>
</tbody>
</table>
1. Show 5.
   Take 1 away.
   How many are left?
   ____

   Put 4 away.
   How many are still there?
   ____

5. Show 4.
   Take 1 away.
   How many are left?
   ____

2. Show 4.
   Take 4 away.
   How many now?
   ____

   Take 4 away.
   How many are left?
   ____

   Take 2 away.
   How many now?
   ____

Preparation: Counters are needed for this activity.
Tell a number story. Use ● ○.
Write how many are left.

Skills Practice
Subtraction Stories
Name ______________________

3-2

Reteach

Modeling Subtraction

Preparation: Counters are needed for this activity.

8 take away 3 is _____.

There are 8 counters in all.
Take away 3 of them.
How many counters are left?

Use ◯. Put an X on the ones you take away.
Write how many are left.

1. 9 take away 4 is _____.

2. 6 take away 5 is _____.

3. 8 take away 6 is _____.

4. 7 take away 3 is _____.

5. 10 take away 7 is _____.

6. 5 take away 4 is _____.

There are 8 counters in all.
Take away 3 of them.
How many counters are left?

Use ◯. Put an X on the ones you take away.
Write how many are left.

1. 9 take away 4 is ______.

2. 6 take away 5 is ______.

3. 8 take away 6 is ______.

4. 7 take away 3 is ______.

5. 10 take away 7 is ______.

6. 5 take away 4 is ______.
# Skills Practice

## Modeling Subtraction

Use WorkMat 3 and ◉ ○ to subtract.

<table>
<thead>
<tr>
<th></th>
<th>Part</th>
<th>Part</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>7</td>
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<td></td>
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<td>8</td>
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<tr>
<td>2.</td>
<td>1</td>
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<td>5</td>
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<tr>
<td>3.</td>
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<td></td>
<td>10</td>
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<tr>
<td>4.</td>
<td>1</td>
<td></td>
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<td></td>
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<td>6</td>
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<td>5.</td>
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<td>9</td>
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<tr>
<td>6.</td>
<td>9</td>
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<td>10</td>
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<tr>
<td>7.</td>
<td>4</td>
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<td></td>
<td>10</td>
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<td>8.</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>
3-3

Reteach

Subtraction Sentences

- means minus or take away.
= means equals.

3 take away 1 equals 2.
3 \(-\) 1 \(=\) 2

Write the subtraction sentence.

1. \(\bigcirc \bigcirc\)
   2 take away 1 equals 1.
   \(\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc\)

2. \(\bigcirc \bigcirc \bigcirc\)
   3 take away 2 equals __.
   \(\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc\)

3. \(\bigcirc \bigcirc \bigcirc \bigcirc\)
   ___ take away ___ equals ___.
   \(\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc\)

4. \(\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc\)
   ___ take away ___ equals ___.
   \(\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc\)

5. \(\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc\)
   ___ ___ ___ ___

6. \(\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc\)
   ___ ___ ___ ___

7. \(\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc\)
   ___ ___ ___ ___

8. \(\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc\)
   ___ ___ ___ ___
Skills Practice

Subtraction Sentences

Write the subtraction sentence.

1. 3 take away 1 equals __.

2. ___ take away ___ equals ___.

3. ___ take away ___ equals ___.

4. ___ take away ___ equals ___.

5. ___ take away ___ equals ___.

6. ___ take away ___ equals ___.

7. There are 6 cats in a tree. I cat runs away. How many cats are left?

8. There are 6 cats playing. 3 cats run away. How many cats are left?
Reteach

Subtract Zero and All

When you subtract 0 from a number, the answer is the number you started with.

\[
\begin{align*}
6 - 0 &= 6 \\
&\text{6 muffins.} \\
&\text{You don't eat any.} \\
&\text{You have 6 muffins left.}
\end{align*}
\]

When you subtract a number from itself, the answer is 0.

\[
\begin{align*}
6 - 6 &= 0 \\
&\text{6 muffins.} \\
&\text{You eat all 6.} \\
&\text{You have 0 muffins left.}
\end{align*}
\]

Cross out to subtract.

1. \[
\begin{align*}
\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \\
5 - 5 &= \_\_\_\_\_\_
\end{align*}
\]

2. \[
\begin{align*}
\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \\
8 - 0 &= \_\_\_\_\_\_
\end{align*}
\]

3. \[
\begin{align*}
\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \\
7 - 7 &= \_\_\_\_\_\_
\end{align*}
\]

4. \[
\begin{align*}
\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \\
6 - 0 &= \_\_\_\_\_\_
\end{align*}
\]
Name ________________________________

Skills Practice

Subtract Zero and All

Find the difference. Use ● ○ if needed.

1. 8 - 0 = ___
2. 9 - 9 = ___
3. 7 - 0 = ___

4. 5 - 5 = ___
5. 6 - 0 = ___
6. 4 - 4 = ___

7. 3 - 3 = ___
8. 9 - 0 = ___
9. 7 - 7 = ___

10. 4 - 0 = ___
11. 6 - 6 = ___
12. 8 - 8 = ___
13. 3 - 0 = ___
14. 5 - 0 = ___

15. 2 - 2 = ___
16. 9 - 9 = ___
17. 6 - 0 = ___
18. 2 - 0 = ___
19. 5 - 5 = ___

Solve.

20. Dan has 4 leaves.
   All 4 leaves get stuck in a tree.
   How many leaves does Dan have left?
   ______ leaves

21. Jeri has 8 balls.
   She puts 8 balls in a basket and gives them to her dad.
   How many balls does Jeri have?
   ______ balls
Reteach (1)

Problem-Solving Strategy: Draw a Picture

Andrea has 8 stamps.
She gives Lee 1.
How many stamps does Andrea have now?

Step 1  What do I know?
Understand
Andrea has 8 stamps.
She gives 1 away.

What do I need to find out?
How many stamps Andrea has now.

Step 2  How will I find how many are left?
Plan
I can draw a __________.

Step 3  Solve
Solve

How many are left? ______ stamps

Step 4  Look back.
Check
Does my picture fit the problem? _____
Does my picture show how many are left? _____
Use a picture to solve.

1. Jim has 7 kittens. He gives 5 away. How many are left?

Jim has ____ kittens left.

2. Tim has 4 peas on his plate. He eats 2 peas. How many peas does he have left to eat?

Tim has ____ peas left.

Draw a picture to solve.

3. There were 9 snakes in the pet store. 7 were sold. How many snakes are left to be sold?

There are _____ snakes left to be sold.

4. Niko buys 3 pears at the store. He eats 1. How many does he have left?

Niko has ____ pears left.
Skills Practice

Problem-Solving Strategy: Draw a Picture

1. Bob had 8 bananas. He ate 2. How many does he have left?  
   _______ bananas

2. Jill had 10 apples. She ate 0. How many does she have now?  
   _______ apples

3. Sue had 5 carrots. She gave 4 away. How many does she still have?  
   _______ carrot

4. Tom had 9 cherries. He ate 6. How many does he have left to eat?  
   _______ cherries

5. 9 toys are in a box. David takes 4 toys out of the box. How many toys are left in the box?  
   _______ toys

6. There are 6 birds in a tree. Two of the birds fly away. How many birds are still in the tree?  
   _______ birds
Reteach

Subtract From 4, 5, and 6

Use ● ○ to subtract from 4.

How many ○ to start? __

Cross out __.

How many are left? __

Use the numbers to write a subtraction sentence.

____ – ____ = ____

   Write the numbers.
   How many to start? ____
   Cross out ____.
   How many are left? ____
   Use the numbers to write a subtraction sentence.
   ____ – ____ = ____

2. Start with 5 ○. Cross out some.
   Write the numbers.
   How many to start? ____
   Cross out ____.
   How many are left? ____
   Use the numbers to write a subtraction sentence.
   ____ – ____ = ____
Skills Practice

Subtract From 4, 5, and 6

**Preparation:** Cubes are needed for this activity.

Use 🎲. Write the numbers.

<table>
<thead>
<tr>
<th></th>
<th>minus</th>
<th>equals</th>
<th>difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>4</td>
<td>−</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>4</td>
<td>−</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
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<td>1</td>
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<tr>
<td>4.</td>
<td>5</td>
<td>−</td>
<td>4</td>
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<td>5.</td>
<td>5</td>
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<td>6.</td>
<td>5</td>
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<td>2</td>
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<tr>
<td>7.</td>
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<td>8.</td>
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<td>9.</td>
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<td>10.</td>
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<td>3</td>
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<tr>
<td>11.</td>
<td>6</td>
<td>−</td>
<td>2</td>
</tr>
<tr>
<td>12.</td>
<td>6</td>
<td>−</td>
<td>1</td>
</tr>
</tbody>
</table>
Reteach
Subtract From 7, 8, and 9

Use ● ○ to subtract from 7.

How many ○ to start? 7
Cross out ____.
How many are left? 6

Use the numbers to write a subtraction sentence.
7 - 1 = 6

   Write the numbers.
   How many to start? ____
   Cross out ____.
   How many are left? ____
   Use the numbers to write a subtraction sentence.
   ____ - ____ = ____

   Write the numbers.
   How many to start? ____
   Cross out ____.
   How many are left? ____
   Use the numbers to write a subtraction sentence.
   ____ - ____ = ____
Skills Practice

Subtract From 7, 8, and 9

Preparation: Cubes are needed for this activity.
Use 🎲. Write the numbers.

Subtract from 4, 5, and 6

<table>
<thead>
<tr>
<th></th>
<th>minus</th>
<th>equals</th>
<th>difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>7</td>
<td>6</td>
<td>=</td>
</tr>
<tr>
<td>2.</td>
<td>7</td>
<td>5</td>
<td>=</td>
</tr>
<tr>
<td>3.</td>
<td>7</td>
<td>4</td>
<td>=</td>
</tr>
<tr>
<td>4.</td>
<td>7</td>
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<td>9</td>
<td>7</td>
<td>=</td>
</tr>
<tr>
<td>11.</td>
<td>9</td>
<td>6</td>
<td>=</td>
</tr>
<tr>
<td>12.</td>
<td>9</td>
<td>5</td>
<td>=</td>
</tr>
</tbody>
</table>
Rich has some marbles. He lets Anna play with 3 of them. He now has 5 marbles. How many marbles did Rich have at the start?

**Step 1** What do I know?

Rich gives Anna 3 marbles. He now has 5 marbles.

**What do I need to find out?**

How many marbles did Rich have at the start?

**Step 2** How will I find how many marbles there were?

I can ____________________.

**Step 3** Solve

Anna _____ Rich _____

Count the number of marbles in all.

Rich had _____ marbles at the start.

**Step 4** Look back.

Did I use a model for the marbles? _____

Does my model show how many marbles there were at the start? _____
Reteach (2)  
Problem-Solving Investigation: Choose a Strategy

Problem Solving Strategies
• Act it out
• Draw a picture

Solve.

1. Jack has 10 apples. He gives 5 apples to friends. How many does he have now?
   _____ apples

2. Beth takes 12 photos with her camera. She deletes 7 of them. How many photos are left on the camera?
   _____ photos

3. Holly has some markers. She gives 4 to her brother. Now she has 3. How many markers did she have to start with?
   _____ markers
Choose a strategy. Solve.

1. Ted has 9 cars. Dick has 4 cars. How many more cars does Ted have?
   \[ \square \bigcirc \square = \square \text{ cars} \]

2. Heidi has 10 toy trucks. Mark has 7 toy trucks. How many more toy trucks does Heidi have?
   \[ \square \bigcirc \square = \square \text{ toy trucks} \]

3. Sue and Beth jump rope. Sue jumps 10 times. Beth jumps 8 times. How many more times does Sue jump?
   \[ \square \bigcirc \square = \square \text{ jumps} \]

4. Grandma and Evan bake muffins. They make 9 blueberry muffins. They make 6 banana muffins. How many more blueberry muffins did they make?
   \[ \square \bigcirc \square = \square \text{ muffins} \]

5. Allison had 10 crayons. Now she has 7 crayons. How many crayons did she give away?
   \[ \square \square = \square \text{ crayons} \]

6. Paul got 9 new markers. Now he has 10. How many markers did he already have?
   \[ \square \square = \square \text{ marker} \]
Reteach
Subtract from 10, 11, and 12

Preparation: Cubes are needed for this activity.

Use $\square$ to subtract.

1. \[ \begin{array}{c}
X \\
X \\
= \\
\hline
\end{array} \]
Count 10 cubes. Take away 2.
\[ 10 - 2 = \_ \_ \_ \_ \_ \]

Count 11 cubes. Take away 4.

2. \[ \begin{array}{c}
X \\
X \\
X \\
X \\
X \\
= \\
\hline
\end{array} \]
\[ 11 - 4 = \_ \_ \_ \_ \_ \]

Use $\square$. Write a number sentence to solve.
Possible answers given.

3. \[ \begin{array}{c}
X \\
X \\
X \\
X \\
X \\
X \\
X \\
X \\
X \\
= \\
\hline
\end{array} \]
\[ \_ \_ \_ \_ \_ \_ \_ - \_ \_ \_ \_ \_ \_ = \_ \_ \_ \_ \_ \_ \_ \_ \]

4. \[ \begin{array}{c}
X \\
= \\
\hline
\end{array} \]
\[ \_ \_ \_ \_ \_ \_ - \_ \_ \_ \_ \_ \_ = \_ \_ \_ \_ \_ \_ \_ \_ \]

5. \[ \begin{array}{c}
X \\
X \\
X \\
X \\
X \\
X \\
X \\
X \\
X \\
X \\
X \\
= \\
\hline
\end{array} \]
\[ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ - \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ = \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \]

Grade 1

67
Use ♦♦♦ to subtract.

1. 

![Ten frame](image1)

10 – 3 = _____
10 – 7 = _____

2. 

![Ten frame](image2)

11 – 2 = _____
11 – 9 = _____

3. 

![Ten frame](image3)

12 – 4 = _____
12 – 8 = _____

4. 

![Ten frame](image4)

11 – 5 = _____
11 – 6 = _____

Fill in the ten frame and solve.

5. 

![Ten frame](image5)

Lisa had 10 ice cubes in a glass. 9 of the ice cubes melted.
How many cubes are left? _____ ice cubes

6. 

![Ten frame](image6)

Carol had 12 pennies. She spent 3 pennies.
How many pennies does Carol have now? _____ pennies
Reteach

Vertical Subtraction

You can write the same subtraction sentence two ways. The difference is the same.

\[
\begin{align*}
8 - 2 &= 6 \\
\hline
\end{align*}
\]

Cross out to subtract.

1. \[
\begin{align*}
7 - 2 &= \phantom{00}\phantom{00}\phantom{00}\phantom{00} \\
\hline
\end{align*}
\]

2. \[
\begin{align*}
8 - 6 &= \phantom{00}\phantom{00}\phantom{00}\phantom{00} \\
\hline
\end{align*}
\]

3. \[
\begin{align*}
8 - 3 &= \phantom{00}\phantom{00}\phantom{00}\phantom{00} \\
\hline
\end{align*}
\]

4. \[
\begin{align*}
7 - 6 &= \phantom{00}\phantom{00}\phantom{00}\phantom{00} \\
\hline
\end{align*}
\]

5. \[
\begin{align*}
6 - 3 &= \phantom{00}\phantom{00}\phantom{00}\phantom{00} \\
\hline
\end{align*}
\]

6. \[
\begin{align*}
8 - 4 &= \phantom{00}\phantom{00}\phantom{00}\phantom{00} \\
\hline
\end{align*}
\]
Cross out to subtract.

1. \[ 9 - 3 = \_ \]
   \[ 6 - 2 = \_ \]

3. \[ 6 - 1 = \_ \]

Write two subtraction sentences. One across ↔ and one down ↑.

5. Rory’s mom buys 7 apples. Alfonso eats some of them. There are 5 left. How many did Rory eat?

6. Mia had 9 marbles. She lost 7 of them. How many does she have now?
A Venn diagram is used to sort things. You can sort cubes by both number and color.

The circles overlap.
The two shaded cubes belong in either group. They go in the center.

Use 5, 1, and 2. Draw the cubes on the Venn diagram. Which set of cubes belong in both groups?
Sort the counters. Draw them on the Venn diagram.

1. Use 5, 2, 1

2. Use 1, 5, 2

3. Use 0, 7, 1

4. Use 8, 8, 7
Reteach

Picture Graphs

Each picture shows 1 toy in the .

<table>
<thead>
<tr>
<th>Toys in my Toy Chest</th>
</tr>
</thead>
<tbody>
<tr>
<td>ball</td>
</tr>
<tr>
<td>jump rope</td>
</tr>
<tr>
<td>jack-in-the-box</td>
</tr>
<tr>
<td>car</td>
</tr>
</tbody>
</table>

1. How many are in the ?
   Count to find out. 5

2. How many are in the ?
   Count to find out.

3. How many are in the ?
   Count to find out.
Skills Practice

Picture Graphs

Use the graph to answer the questions.

<table>
<thead>
<tr>
<th>Favorite Fruit</th>
<th>Apple</th>
<th>Banana</th>
<th>Strawberry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image" alt="Apple" /></td>
<td><img src="image" alt="Banana" /></td>
<td><img src="image" alt="Strawberry" /></td>
</tr>
</tbody>
</table>

1. Do more people like 🍌 or 🍎?
   Draw it. _____________

2. Which fruit has 3 votes?
   Draw it. _____________

3. How many people like 🍎?
   _____________

4. Which fruit has more than 5 votes?
   Draw it. _____________

5. There are how many more votes for 🍎 than 🍎?
   _____________

6. There are how many more votes for 🍎 than 🍌?
   _____________
Laura wants to buy a poster. She wants it to have a picture of a book and 4 words. She wants a border in the poster.

**Step 1** What do I know?
- Laura wants a picture of a book on it.
- She wants 4 words on it.
- She wants a border on it.

What do I need to find?
Which poster she wants to buy.

**Step 2** How will I find which poster?
I will _______.

**Step 3** Solve

<table>
<thead>
<tr>
<th>Poster</th>
<th>Picture</th>
<th>Number of Words</th>
<th>Border</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>yes</td>
<td>4</td>
<td>no</td>
</tr>
<tr>
<td>2nd</td>
<td>no</td>
<td>3</td>
<td>yes</td>
</tr>
<tr>
<td>3rd</td>
<td>yes</td>
<td>4</td>
<td>yes</td>
</tr>
</tbody>
</table>

Laura wants to buy the _____ poster.

**Step 4** Check
Does my table tell which poster Laura wants to buy? _____
Reteach (2)  IMR2.2, ISADP1.0

Problem-Solving Strategy: Make a Table

Make a table to solve.

1. Mark’s closet has 6 , 3 , and 4 .

<table>
<thead>
<tr>
<th>Objects in Mark’s closet</th>
<th>How many?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Shoes" /></td>
<td>6</td>
</tr>
<tr>
<td><img src="image" alt="Apparel" /></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Pants" /></td>
<td></td>
</tr>
</tbody>
</table>

How many more than ? _____
How many more than ? _____

2. Jill sees 6 , 4 , 2 and 1 in her yard.

<table>
<thead>
<tr>
<th>Objects in Jill’s yard</th>
<th>How many?</th>
<th>Does it have wings?</th>
<th>Is it alive?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Objects" /></td>
<td>6</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td><img src="image" alt="Objects" /></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Objects" /></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Object" /></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How many objects have wings? _____
Are there any living objects that do not have wings? _____

Grade 1  76  Chapter 4
Skills Practice

Problem-Solving Strategy: Make a Table

Make a table to solve.

1. Jose sees 3 , 5 , and 2 at the beach.

<table>
<thead>
<tr>
<th>Objects on the beach</th>
<th>How many?</th>
<th>Does it have wings?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How many more than are on the beach? _____

How many objects have wings? _____

2. Ann went to the zoo. She saw , , , and .

<table>
<thead>
<tr>
<th>Objects at the zoo</th>
<th>Is it tall?</th>
<th>Does it have wings?</th>
<th>Is it alive?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Are there any tall objects that are alive? _____

Are there any tall objects that have wings? _____

Grade 1
Name

4-4

Reteach

Tally Charts

Tally marks tell how many.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>3 dogs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>III</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5 cars</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>HHH</td>
</tr>
</tbody>
</table>

Circle the tally marks that tell how many.

1. 

2. 

3. 

Circle the objects that match the tally marks.

4. 

5. 

6. 

79
Skills Practice  
*Tally Charts*

Count the tally marks. Write each total.

<table>
<thead>
<tr>
<th>My Favorite Season</th>
<th>Tally</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>summer</td>
<td>🌞</td>
<td>6</td>
</tr>
<tr>
<td>fall</td>
<td>🌼</td>
<td>3</td>
</tr>
<tr>
<td>winter</td>
<td>🧊</td>
<td>4</td>
</tr>
<tr>
<td>spring</td>
<td>🌺</td>
<td>1</td>
</tr>
</tbody>
</table>

1. Which season got the **most** votes? _____
2. Which season got the **fewest** votes? _____
3. How many chose 🌼? _____
4. How many chose 🧊? _____
5. Which got **more** votes, 🧊 or 🌼? _____
6. Which got 4 votes, 🧊 or 🌼? _____
7. How many more votes did 🌞 get than 🧊? _____
8. How many total votes did 🧊 and 🌼 get? _____
9. How many people were surveyed? _____
Reteach
Read a Bar Graph

You can read a bar graph to find how many.
The end of the bar tells how many.

Use the graph. Answer the questions.

1. How many circle? 2

2. How many square? _____

3. How many triangle? _____

4. How many ? _____

5. Which shape has the most votes? Draw it. _____

6. Are there more triangle or circle? _____

7. Which shape has the fewest votes? Draw it. _____
Skills Practice
Read a Bar Graph

Use the bar graph. Answer the questions.

<table>
<thead>
<tr>
<th>Fruit</th>
<th>Number of Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>orange</td>
<td>6</td>
</tr>
<tr>
<td>banana</td>
<td>7</td>
</tr>
<tr>
<td>apple</td>
<td>5</td>
</tr>
<tr>
<td>cherry</td>
<td>1</td>
</tr>
</tbody>
</table>

1. Which fruit has fewer votes, banana or cherry? cherry

2. Which fruit got the most votes? banana

3. Which fruit has the least votes? cherry

4. Which fruit has more votes, orange or banana? banana

5. Count the votes for apple and orange. How many votes in all? 10

6. How many more votes for banana than for apple? 2

7. How many people were surveyed? 10
Reteach

Make a Bar Graph

You can use tally marks to show how many.
You can use tally marks to make your own bar graph.

Color a box for each tally mark.

<table>
<thead>
<tr>
<th>Sport</th>
<th>Favorite Sports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bat</td>
<td></td>
</tr>
<tr>
<td>Soccer ball</td>
<td></td>
</tr>
<tr>
<td>Tennis racket</td>
<td></td>
</tr>
</tbody>
</table>

Number of Votes

Write how many.

Grade 1

___  ___  ___

83  ___  ___
Skills Practice
Make a Bar Graph

Write each total. Make a bar graph.
Answer the questions.

<table>
<thead>
<tr>
<th>What We Like to Do</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play games</td>
<td>3</td>
</tr>
<tr>
<td>Read a book</td>
<td></td>
</tr>
<tr>
<td>Draw</td>
<td></td>
</tr>
</tbody>
</table>

1. Which do more students like to do, play games or draw? __________________________

2. Which activity got the most votes? ________________

3. Which activity got the fewest votes? ________________

4. Which activity got fewer votes than playing games? ______

5. Which 2 activities got 8 votes in all? __________________________

6. How many more votes did read a book get than draw? ______

7. How many students voted? ________________
The 1st grade class collected 12 cans.
The 2nd grade class collected 9 cans.

How many more cans did 1st grade collect than 2nd grade?

Step 1

What do I know?
1st grade collected 12 cans.
2nd grade collected 9 cans.

What do I need to find?
How many more cans 1st grade collected than 2nd grade.

Step 2

How will I find how many more cans?
I can write a number sentence.

Step 3

Write a number sentence.

\[ 12 - 9 = 3 \]

The 1st grade class had ____ more cans.

Step 4

Did I write a number sentence?

yes

Does my answer make sense?

yes
Problem-Solving Investigation: Choose a Strategy

Problem-Solving Strategies

• Guess and check
• Draw a picture
• Write a number sentence

Solve.

1. Jen’s cat has 6 kittens. If she gives 5 kittens away, how many kittens does she have left? _____ kitten

2. Joey read 9 pages on Monday. He read 5 pages on Tuesday. He read 8 pages on Wednesday. How many total pages did he read on Monday and Wednesday? _____ pages

3. There are 9 mice in the barn. Our cat chases 7 of the mice away. How many mice are in the barn now? _____ mice
Name ____________________________

4-7

Skills Practice

Problem-Solving Investigation: Choose a Strategy

Problem-Solving Strategies
• Guess and check
• Draw a picture
• Write a number sentence

Favorite Breakfasts

<table>
<thead>
<tr>
<th>Food</th>
<th>Number of Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>eggs</td>
<td>1</td>
</tr>
<tr>
<td>pancakes</td>
<td>6</td>
</tr>
<tr>
<td>cereal</td>
<td>4</td>
</tr>
<tr>
<td>French toast</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose a strategy to solve.

1. How many more students like pancakes than eggs?

2. How many students like pancakes and eggs?

3. Four more students said they like cereal. Add the votes to the chart.

4. How many students voted for favorite breakfast foods?

5. Which two breakfast foods received the same number of votes?

6. Add one more vote for pancakes on the chart. Now how many more students like pancakes than eggs?
Reteach

**Add in Any Order**

Turn the domino around.

It still has 7 dots.

The addends are the same.

---

Find the sum. Turn the domino around.

Write the addends. Add.

1. 
   
   3 + 2 = 5
   
   ____ + ____ = ____

2. 
   
   1 + 4 = ____
   
   ____ + ____ = ____

3. 
   
   5 + 4 = ____
   
   ____ + ____ = ____

4. 
   
   5 + 2 = ____
   
   ____ + ____ = ____
Skills Practice
Add in Any Order

Preparation: Counters are needed for this activity.
Write the addends. Add. You can use ☐ ☐.

1. ☐☐☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐
   ➔ + ➔ =

2. ☐☐☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐
   ➔ + ➔ =

3. ☐☐☐☐☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐☐☐
   ☐☐☐☐☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐☐☐
   + +

4. 6 + 3 = _____
   3 + 6 = _____

5. 1 + 5
   5 + 1

6. There are 4 lions in the zoo. 5 more come.
   How many lions are in the zoo?
   ➔ + ➔ = _____
   ➔ + ➔ = _____

7. There are 2 bunnies in the field. 5 more come.
   How many bunnies are in the field now?
   ☐☐☐☐☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐☐☐
   + +

Grade 1
Chapter 5
Name __________________________

Reteach

**Count On 1, 2, or 3**

Start with the greater number. Count on to add.

Find $3 + 7$.

Start at 7. Count on 3: ______, ______, ______

![Number Line](image)

$3 + 7 = ____$

**Use the number line to add. Count on.**

1. $8 + 3 = ____$

![Number Line](image)

2. $2 + 9 = ____$

![Number Line](image)

3. $2 + 8 = ____$

![Number Line](image)

4. $6 + 3 = ____$

![Number Line](image)
**Skills Practice**

*Count On 1, 2, or 3*

**Preparation:** Connecting cubes are needed for this activity.

**Use** 🧵. Start with the greater number. Count on to add.

1. \(7 + 3 = \) _____  
2. \(6 + 2 = \) _____  
3. \(1 + 8 = \) _____  
4. \(4 + 3 = \) _____  
5. \(3 + 1 = \) _____  
6. \(2 + 5 = \) _____  
7. \(3 + 5 = \) _____  
8. \(3 + 2 = \) _____  
9. \[
\begin{array}{cc}
\text{1} & \text{9} \\
+ 3 & + 3
\end{array}
\]
10. \[
\begin{array}{cc}
\text{4} & \text{2} \\
+ 7 & + 7
\end{array}
\]
11. \[
\begin{array}{cc}
\text{7} & \text{1} \\
+ 1 & + 5
\end{array}
\]
12. \[
\begin{array}{cc}
\text{4} & \text{2} \\
+ 1 & + 2
\end{array}
\]
13. \[
\begin{array}{cc}
\text{6} & \text{9} \\
+ 3 & + 2
\end{array}
\]
14. \[
\begin{array}{cc}
\text{8} & \text{3} \\
+ 2 & + 3
\end{array}
\]

**Count on to add. Write the number sentence.**

15. **Mary sees 2 buses. Then she sees 3 more. How many buses does she see in all?**

\[\text{___ + ___ = ___ buses}\]

16. **Dave sees 4 bikes. His Dad sees 3 bikes. How many bikes do they see?**

\[\text{___ + ___ = ___ bikes}\]
Name __________________________

5-3

Reteach (1)  IMR2.2, INS2.5

Problem-Solving Strategy: Act It Out

Peter packed 5 shirts for camp. Karen packed 2 more than Peter. How many shirts did Karen pack?

Use a model to act it out.

<table>
<thead>
<tr>
<th>Step 1 Understand</th>
<th>What do I know?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peter packed _____ shirts.</td>
<td></td>
</tr>
<tr>
<td>Karen packed _____ more shirts than Peter.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2 Plan</th>
<th>What can I do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can ____________ .</td>
<td></td>
</tr>
<tr>
<td>I can use counters.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 3 Solve</th>
<th>Use counters as shirts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peter</td>
<td>Karen</td>
</tr>
<tr>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
</tbody>
</table>

Karen packed _____ shirts.

<table>
<thead>
<tr>
<th>Step 4 Check</th>
<th>Does my answer make sense? _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does my model show how many shirts Karen packed? _____</td>
<td></td>
</tr>
</tbody>
</table>

Grade 1

93

Chapter 5
Problem-Solving Strategy: Act it Out

1. Kim eats 5 beans. Then she eats 4 more. How many beans does she eat?
   _____ beans

2. Mom boils 6 eggs. Then she boils 3 more. How many does she boil?
   _____ eggs

3. Ray washes 3 peaches. Then he washes 2 more. How many does he wash?
   _____ peaches

4. Sarah has 4 strawberries. She gets 4 more from a friend. How many does she have now?
   _____ strawberries
Skills Practice

Problem-Solving Strategy: Act it Out

Act it out to solve.

1. John sees 6 boats. 2 more pass by. How many boats does he see in all?
   _____ boats

2. Ben catches a ball 3 times. Then he catches the ball 4 more times. How many times does he catch the ball?
   _____ times

3. Sam sees 4 ducks in a pond. 1 more duck comes. How many ducks does Sam see?
   _____ ducks

4. Eric sees 4 flowers in the garden. He sees 2 flowers in the yard. How many flowers does he see?
   _____ flowers
Reteach
Add 1, 2, or 3

Preparation: Counters are needed for this activity. You can add by counting on. Circle and start with the greater number.

\[ \color{red}{3} + \color{blue}{5} = \color{green}{8} \]

Use \(\color{red}{\bigcirc}\) \(\bigcirc\). Circle the greater number. Then count on to add.

1. \(9 + 3 = \)_____
2. \(5 + 2 = \)_____
3. \(1 + 4 = \)_____
4. \(8 + 3 = \)_____
5. \(2 + 7 = \)_____
6. \(3 + 5 = \)_____
7. \(1 \bigcirc\) + 5 = ______
8. \(8\) + 2 \(\bigcirc\) = ______
9. \(6\) + 1 \(\bigcirc\) = ______
10. \(3 \bigcirc\bigcirc\) + 7 = ______
11. \(2 \bigcirc\) + 9 = ______
12. \(6\) + 3 \(\bigcirc\bigcirc\) = ______
5-4

Skills Practice

Add 1, 2, or 3

Circle the greater number. Then count on to add.

1. \(2 + 3 = \) _____ 
2. \(5 + 2 = \) _____ 
3. \(4 + 9 = \) _____ 
4. \(6 + 3 = \) _____ 
5. \(5 + 1 = \) _____ 
6. \(3 + 5 = \) _____ 
7. \(3 + 8 = \) _____ 
8. \(1 + 3 = \) _____ 
9. \(4 + 3 = \) _____ 
10. \(3 + 6 = \) _____ 
11. \(9 + 2 = \) _____ 
12. \(8 + 2 = \) _____ 
13. \(2 + 6 = \) _____ 
14. \(5 + 1 = \) _____ 

Start with the greater number. Count on to find each sum. Write the number sentence.

15. Jose kicked the ball 2 times. Then he kicked the ball 5 more times. How many times did he kick the ball?
   \(\) + \(\) = \(\) times

16. Lara runs 3 laps. She takes a break. Then she runs 2 more laps. How many laps does she run?
   \(\) + \(\) = \(\) laps
Use a Number Line to Add

Start at 6. Count on 3.
Write the numbers on the lines.

\[ 6 + 3 = \_\_\_\_\_ \]

Remember to start with the greater number.

Use a number line to add. Count on.
Fill in the missing numbers.

1. \[ \begin{array}{c}
0 \\
1 \\
2 \\
3 \\
4 \\
5 \_ \_ \_ \\
6 \\
7 \\
8 \\
9 \\
10 \\
11 \\
12
\end{array} \]

\[ 2 + 5 = \_\_\_ \]

2. \[ \begin{array}{c}
0 \\
1 \\
2 \\
3 \_ \_ \_ \_ \_ \\
4 \\
5 \\
6 \\
7 \\
8 \\
9 \\
10 \\
11 \\
12
\end{array} \]

\[ 3 + 3 = \_\_\_ \]

3. \[ \begin{array}{c}
0 \\
1 \\
2 \\
3 \\
4 \\
5 \_ \_ \_ \_ \_ \\
6 \\
7 \\
8 \\
9 \\
10 \\
11 \\
12
\end{array} \]

\[ 6 + 2 = \_\_\_ \]

4. \[ \begin{array}{c}
0 \\
1 \\
2 \\
3 \\
4 \\
5 \\
6 \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \\
7 \\
8 \\
9 \\
10 \\
11 \\
12
\end{array} \]

\[ 3 + 8 = \_\_\_ \]
5-5

Skills Practice
Use a Number Line to Add

Use the number line. Add.

1. \(5 + 3 = \)__
   \(6 + 1 = \)__
   \(2 + 2 = \)__

2. \(9 + 2 = \)__
   \(8 + 2 = \)__
   \(7 + 3 = \)__

3. \(6 + 2 = \)__
   \(9 + 3 = \)__
   \(7 + 2 = \)__

4. \(8 + 1\)
   \(6 + 3\)
   \(7 + 2\)
   \(9 + 1\)
   \(8 + 2\)
   \(8 + 3\)

5. \(1 + 7\)
   \(5 + 2\)
   \(3 + 4\)
   \(3 + 9\)
   \(2 + 4\)
   \(3 + 3\)

6. Mark ate 3 peas.
   Then he ate 7 more. How many peas did he eat?
   \(____ \) peas

7. Lori drank 2 cups of milk.
   Bill and Julia each drank 1 cup. How many cups did they drink in all?
   \(____ \) cups
Reteach

Doubles

The addends are the same in a doubles fact.

\[ 2 + 2 = 4 \]

Think of a related fact to help you subtract doubles.

\[ 4 - 2 = 2 \]

Add the doubles fact. Then subtract the related fact.

1. \[ \begin{array}{c}
3 + 3 = \underline{} \\
6 - 3 = \underline{} 
\end{array} \]

2. \[ \begin{array}{c}
6 + 6 = \underline{} \\
12 - 6 = \underline{} 
\end{array} \]

3. \[ \begin{array}{c}
4 + 4 = \underline{} \\
\underline{} - 4 = 4 
\end{array} \]

4. \[ \begin{array}{c}
5 + 5 = \underline{} \\
\underline{} - 5 = 5 
\end{array} \]

5. \[ \begin{array}{c}
2 + 2 = 4 \\
4 + 4 = 5 \\
5 + 5 = 6 \\
6 + 6 = 3 \\
+ 2 + 4 + 5 + 6 + 3 
\end{array} \]
Skills Practice

Preparation: Connecting cubes are needed for this activity.

Write the sum.

1. \[ \begin{array}{cc}
\text{_____} & \text{_____} \\
\text{_____} & \text{_____}
\end{array} \] = _____

2. \[ \begin{array}{cc}
\text{_____} & \text{_____} \\
\text{_____} & \text{_____}
\end{array} \] = _____

3. \[ \begin{array}{cc}
\text{_____} & \text{_____} \\
\text{_____} & \text{_____}
\end{array} \] = _____

4. \[ \begin{array}{cc}
\text{_____} & \text{_____} \\
\text{_____} & \text{_____}
\end{array} \] = _____

5. 6 + 6 = _____  
6. 3 + 3 = _____  
7. 1 + 1 = _____

8. 5 + 5 = _____  
9. 2 + 2 = _____  
10. 4 + 4 = _____

11. 3 + 3 = _____  
12. 5 + 5 = _____  
13. 2 + 2 = _____  
14. 4 + 4 = _____  
15. 6 + 6 = _____

16. 4 bears are in a cave.  
    4 bears are at the lake.  
    How many bears are there?  
    _____ + _____ = _____ bears

17. 2 rabbits hop. 2 rabbits run. How many rabbits are there?  
    _____ + _____ = _____ rabbits
Reteach
Doubles Plus 1

You can use doubles to find other sums.

Find the sum for the doubles fact. Then add 1 to the sum.

- \(3 + 3 = 6\)  \(3 + 4 = 7\)

Circle the doubles. Add.

1. \(2 + 2 = \_\)  \(2 + 3 = \_\)
2. \(5 + 5 = \_\)  \(5 + 6 = \_\)
3. \(4 + 4 = \_\)  \(4 + 5 = \_\)
4. \(3 + 3 = \_\)  \(3 + 4 = \_\)
5. \(6 + 6 = \_\)  \(6 + 7 = \_\)
6. \(1 + 1 = \_\)  \(1 + 2 = \_\)
Skills Practice

Preparation: Connecting cubes are needed for this activity.

Find each sum. Use 2.

1. \(3 + 3 = \) _____
2. \(4 + 3 = \) _____
3. \(2 + 2 = \) _____
4. \(3 + 2 = \) _____
5. \(4 + 4 = \) _____
6. \(4 + 5 = \) _____
7. \(1 + 1 = \) _____
8. \(1 + 2 = \) _____
9. \(6 + 6 = \) 6
10. \(7 + 6 = \) 7
11. \(1 + 1 = \) 2
12. \(1 + 2 = \) 3
13. \(5 + 5 = \) 7
14. \(5 + 6 = \) 8

Use a doubles plus 1 fact to solve.

15. Nathan has 3 sticks. Jack has 4 sticks. How many total sticks do they have?
   \(3 + 3 = \) will help
   \(3 + 4 = \) sticks
   \(5 + 6 = \) triangles
Mom made 2 sandwiches for Kim. She made 3 sandwiches for Lu. How many sandwiches did mom make in all?

**Step 1** What do I know?

Mom made ____ sandwiches for Kim.

Mom made ____ sandwiches for Lu.

What do I need to find?

**Step 2** What can you do?

I can ____ act it out ____.

**Step 3** Use counters to act it out.

Kim    Lu

Mom made ____ sandwiches.

**Step 4** Look back.

Does my answer make sense? ______

Did I act out how many sandwiches mom made? ______
Choose a strategy.
Solve.

1. 4 girls and 5 boys are on the playground. How many children are there?
   _____ children

2. Tom drank 2 cups of water. Lucy drank 2 cups of milk. How many cups did they drink in all?
   _____ cups

3. Clare made 4 goals. Leo made 3 more. How many goals did they make?
   _____ goals

Choose a strategy.

Problem-Solving Strategies
• Draw a Picture
• Guess and Check
• Act It Out
Choose a strategy. Solve.

1. Dan eats 2 peaches. Patty eats 1 peach. How many do they eat?
   ______ peaches

2. There are 5 cows in the barn. There are 7 cows in the field. How many cows are there?
   ______ cows

3. Mike has 4 books. Kyle has 5 books. How many books do they have in all?
   ______ books

Problem-Solving Strategies
- Draw a Picture
- Guess and Check
- Act It Out

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Name ____________________________

Skills Practice

Problem-Solving Investigation: Choose a Strategy

Chapter Resources
Reteach

Count Back 1, 2, or 3

Counting back is one way to subtract.
Start with the first number.
Count back the second number.
Find 7 – 2.
Start at 7. Count back 2.

7, __, __
7 – 2 = __

Count back to subtract. Use ⬤ to help you.

1. ⬤
5, __, __
Start at ____ .
Count back ____ .
5 – 2 = ____

2. ⬤
8, __, __, __
Start at ____ .
Count back ____ .
8 – 3 = ____

3. ⬤
6, __, __, __, __
Start at ____ .
Count back _____ .
6 – 4 = ____

4. ⬤
9, __, __
Start at ____ .
Count back _____ .
9 – 2 = ____
Skills Practice
Count Back 1, 2, or 3

Preparation: connecting cubes are needed for this activity.

Count back to subtract. Use ☐ to help.

1. ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

5, ____, ____

5 – 2 = ____

2. ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

7, ____, ____

7 – 3 = ____

3. 4 – 3 = ____

4. 5 – 1 = ____

5. 9 – 2 = ____

6. 10 – 3 = ____

Write the number sentence. Count back to solve. Use ☐. 

7. There are 12 cars on the bridge. 3 drive away. How many cars are left?

_______________ cars

8. 7 apples are in the tree. 3 fall off. How many apples are in the tree now?

_______________ apples
Reteach (1)

Problem-Solving Strategy: Write a Number Sentence

You can write a number sentence to help you solve problems.

Toby has 7 🐚. He broke 3 🐚.
How many 🐚 does Toby have now?

Step 1
What do I know?
• Toby finds ______ 🐚.
• He broke ______ 🐚.

What do I need to find?

Step 2
How will I find how many he has?
• I can subtract to find out how many 🐚 Toby has left.
• I can ____________________________.

Step 3
Write a number sentence.

_____ – _____ = _____ 🐚

Toby has _____ 🐚 left.

Step 4
Does my answer make sense? _____
How do I know? ____________________

Name _______________________

Grade 1

111

Chapter 6

IAF1.1, IMR2.2

Chapter Resources
Write a number sentence to solve.

1. Justin has 7 pennies. He spends 3. How many pennies does he have left?  
   ___ ___ ___ ___ pennies

2. 10 children are playing tag. 3 of them go home. How many children are still playing?  
   ___ ___ ___ ___ children

3. The Gomez family has 6 kittens. They give 4 to friends. How many kittens does the family keep?  
   ___ ___ ___ ___ kittens

4. Ida buys 9 books at a book fair. She reads 2 of them. Then she reads 4 more. How many books does she have left to read?  
   ___ ___ ___ ___ ___ books
Skills Practice

Write a number sentence to solve.

1. 12 girls play kickball.
   4 of them go home.
   How many are still playing kickball?

   ___ ⃝ ___ ⃝ ___ ⃝ ___ girls

2. There are 10 computers in the classroom.
   2 are not working.
   How many computers are still working?

   ___ ⃝ ___ ⃝ ___ ___ computers

3. 12 people are at the cook out.
   6 of them eat hot dogs.
   How many of them do not eat hot dogs?

   ___ ⃝ ___ ⃝ ___ ___ people

4. There are 8 penguins at the zoo.
   4 of them are sent to another zoo.
   How many penguins are left?

   ___ ⃝ ___ ⃝ ___ ___ penguins
**Reteach**

*Use a Number Line to Subtract*

You can count back on a number line to subtract. Find $9 - 3$.


$9 - 3 = ____$

Use a number line to subtract. Start at the greater number. Count back.

1. $5 - 3 = ____$
2. $7 - 2 = ____$
3. $10 - 3 = ____$
4. $6 - 2 = ____$
5. $12 - 3 = ____$
6-3

Skills Practice

Use a Number Line to Subtract

Use the number line to subtract.

1. 7 − 3 = ____

2. 6 − 1 = ____

3. 12 − 2 = ____

4. 5 − 3 = ____

Solve. Use the number line to help.

5. 8 cars start in the race.
   2 cars cannot finish.
   How many cars finish the race?

   ____ − ____ = ____ cars

6. Jess and her mom go to the post office.
   They buy 10 stamps. Jess puts a stamp on
   three letters. How many stamps are left?

   ____ − ____ = ____ stamps
There are 12 apples hanging on a tree.
Justin picks three of the apples and takes them home.
How many apples are still hanging on the tree?

Step 1
Understand
What do I know?
There are _____ apples hanging on the tree.
Justin picks _____ of them.

What do I need to find?
I need to find _________________________.

Step 2
Plan
How will I find how many apples?
I can __________ draw a picture ____________.

Step 3
Solve
Draw a picture.
My picture shows how many apples are left after I cross the three out.
There are _____ apples still on the tree.

Step 4
Check
Is the answer reasonable?
Does it show the numbers in the problem?
Yes   No
Does my answer make sense?  Yes   No
Choose a strategy.
Solve.

### Problem-Solving Strategies
- Draw a Picture
- Write a Number Sentence
- Guess and Check

1. The toy store is selling playground balls.
   The store has 11 balls. On the first day, they sell 5.
   How many do they have left?
   _____ balls

2. On Luis’ farm, they have 12 rabbits.
   Luis gives 3 rabbits away.
   How many does he have now?
   _____ rabbits

3. There are bananas and apples in a bowl.
   There are a total of 10 pieces. 4 are bananas.
   How many apples are in the bowl?
   _____ apples

4. The lunchroom has pizza and hot dogs.
   8 students choose hot dogs.
   Only three hot dogs are ready.
   How many have to wait for a hot dog?
   _____ students
Choose a strategy. Solve.

Problem Solving Strategies
• Draw a Picture
• Write a Number Sentence
• Guess and Check

1. The baseball team has 6 bats.
   2 of the bats are lost.
   How many bats are left?
   _____ bats

2. Bob catches 9 fish.
   Sam catches 6.
   How many more does Bob catch?
   _____ fish

3. The art teacher has 15 brushes.
   She breaks 2.
   How many brushes does she have now?
   _____ paintbrushes

4. 12 players are on the basketball team.
   5 of them are playing.
   How many are not playing?
   _____ players
Addition and subtraction are related to each other. You learned how to use doubles to add.

\[ 2 + 2 = \_\_\_ \]

You can also use doubles to subtract.

\[ 4 - 2 = \_\_\_ \]

Use the cubes to solve the problems.

1. \[ \square \square \square \square \quad \square \square \square \square \]

\[ 4 + 4 = \_\_\_ \quad 8 - 4 = \_\_\_ \]

2. \[ \square \square \square \square \quad \square \square \square \square \quad \square \square \square \square \quad \square \square \square \square \]

\[ 6 + 6 = \_\_\_ \quad 12 - 6 = \_\_\_ \]

3. \[ \square \square \quad \square \square \]

\[ 2 + 1 = \_\_\_ \quad 3 - 1 = \_\_\_ \]

4. \[ \square \square \square \square \quad \square \square \square \square \quad \square \square \square \square \]

\[ 5 + 5 = \_\_\_ \quad 10 - 5 = \_\_\_ \]
Skills Practice

Use Doubles to Subtract

Add the doubles. Then subtract.

1.  
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3 + 3 =</td>
<td>6</td>
<td>7 + 7 =</td>
</tr>
<tr>
<td>6 - 3 =</td>
<td>3</td>
<td>14 - 7 =</td>
</tr>
</tbody>
</table>

2.  
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6 + 6 =</td>
<td>12</td>
<td>5 + 5 =</td>
</tr>
<tr>
<td>12 - 6 =</td>
<td>6</td>
<td>10 - 5 =</td>
</tr>
</tbody>
</table>

3.  
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8 + 8 =</td>
<td>16</td>
<td>9 + 9 =</td>
</tr>
<tr>
<td>16 - 8 =</td>
<td>8</td>
<td>18 - 9 =</td>
</tr>
</tbody>
</table>

Write a number sentence.

Use doubles to solve.

4. Ken has 8 puppets. He and his friends use 4 of them for a puppet show. How many puppets are left?

5. Justin reads 10 pages from his book. He reads 5 pages in the morning. He reads the rest at night. How many pages does he read at night?
Reteach
Relate Addition to Subtraction

Related facts use the same numbers. These related addition facts use the numbers 3, 7, and 10.

\[
3 + 7 = 10 \quad 7 + 3 = 10
\]

These subtraction facts also use 3, 7, and 10. They are related to the addition facts.

\[
10 - 3 = 7 \quad 10 - 7 = 3
\]

Complete the related subtraction facts.

1. 
\[
\begin{align*}
6 + 3 &= 9 \\
3 + 6 &= _____ \\
9 - 6 &= _____ \\
9 - 3 &= _____ \\
\end{align*}
\]

2. 
\[
\begin{align*}
4 + 7 &= 11 \\
7 + 4 &= _____ \\
11 - 4 &= _____ \\
11 - 7 &= _____ \\
\end{align*}
\]

3. 
\[
\begin{align*}
5 + 3 &= 8 \\
3 + 5 &= _____ \\
8 - _____ &= 3 \\
8 - 3 &= _____ \\
\end{align*}
\]

4. 
\[
\begin{align*}
2 + 4 &= 6 \\
4 + 2 &= _____ \\
6 - _____ &= _____ \\
6 - _____ &= _____ \\
\end{align*}
\]
Skills Practice
Relate Addition to Subtraction

Use the related fact to write the related subtraction sentences.

1. \[ 7 + 3 = \underline{10} \]
   \[ \underline{10} - 3 = 7 \]
   \[ \underline{10} - 7 = 3 \]

2. \[ 2 + 6 = \underline{\phantom{10}} \]

3. \[ 9 + 2 = \underline{\phantom{10}} \]

4. \[ 3 + 9 = \underline{\phantom{10}} \]

5. \[ 6 + 5 = \underline{\phantom{10}} \]

6. \[ 5 + 4 = \underline{\phantom{10}} \]

Solve. Write the related addition fact.

7. This month, we picked 10 flowers. Last month, we picked 7. How many more flowers did we pick this month?
   \[ 10 - 7 = \underline{\phantom{10}} \text{ flowers} \]
   \[ \underline{\phantom{10}} + \underline{\phantom{10}} = 10 \]

8. Mrs. Jones’ class has 8 goldfish. Mr. Kim’s class has 4 goldfish. How many more goldfish does Mrs. Jones’ class have?
   \[ 8 - 4 = \underline{\phantom{10}} \text{ goldfish} \]
   \[ \underline{\phantom{10}} + \underline{\phantom{10}} = 8 \]
A fact family has 2 related addition facts and 2 related subtraction facts.
5, 3, and 8 make up this fact family.

\[
\begin{align*}
5 + 3 &= 8 & 8 - 3 &= 5 \\
3 + 5 &= 8 & 8 - 5 &= 3 \\
\end{align*}
\]

Use ● ○.
Add. Then subtract.
Write the numbers in the fact families.

1. ●●○○○○○
   Fact family
   \[
   \begin{align*}
   2 + 4 &= \_\_\_ & 6 - 4 &= \_\_\_ \\
   4 + 2 &= \_\_\_ & 6 - 2 &= \_\_\_ \\
   \end{align*}
   \]

2. ●●●○○○○○○○
   Fact family
   \[
   \begin{align*}
   3 + 6 &= \_\_\_ & 9 - 6 &= \_\_\_ \\
   6 + 3 &= \_\_\_ & 9 - 3 &= \_\_\_ \\
   \end{align*}
   \]

3. ●●○○○○○○○○○
   Fact family
   \[
   \begin{align*}
   2 + 8 &= \_\_\_ & 10 - 8 &= \_\_\_ \\
   8 + 2 &= \_\_\_ & 10 - 2 &= \_\_\_ \\
   \end{align*}
   \]
Write the numbers in the fact families.

1. \(8 + 3 = \_\) \(3 + 8 = \_\)
   \(11 - 8 = \_\) \(11 - 3 = \_\)

2. \(6 + 5 = \_\) \(5 + 6 = \_\)
   \(11 - 6 = \_\) \(11 - 5 = \_\)

3. \(7 + 5 = \_\) \(5 + 7 = \_\)
   \(12 - 7 = \_\) \(12 - 5 = \_\)

4. \(4 + 5 = \_\) \(5 + 4 = \_\)
   \(9 - 4 = \_\) \(9 - 5 = \_\)

Solve.

5. Ben reads that the numbers 4, 7, and 11 make up a fact family. Help him write the number sentences.
Reteach

Ordering Events

Events can happen before and after other events. Draw a line to match a before picture with an event that comes after.

**Before**
- before drinking the milk
- before washing the dog
- before eating dinner
- before cleaning the room
- before putting on shoes

**After**
- after eating dinner
- after cleaning the room
- after drinking the milk
- after putting on shoes
- after washing the dog
Write the correct time of day.

1. Tina gets ready for bed when it is \_

2. Connor comes home from school during the \_

Draw what would come before and after.

2. Planting a seed.
   before \_ after \_

3. Raking the leaves.
   before \_ after \_

Write the correct time of day.

4. Tina gets ready for bed when it is \_

5. Connor comes home from school during the \_

Name ____________________________

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Reteach

Time to the Hour

The minute hand points to _____.
The hour hand points to _____.
The time is 9 o’clock.

Use a ☐ to complete each sentence.

1. The minute hand points to _____.
The hour hand points to _____.
The time is _____ o’clock.

2. The minute hand points to _____.
The hour hand points to _____.
The time is _____ o’clock.

3. The minute hand points to _____.
The hour hand points to _____.
The time is _____ o’clock.

4. The minute hand points to _____.
The hour hand points to _____.
The time is _____ o’clock.
Skills Practice

Time to the Hour

Use 🕝. Write the time.

1. 

   □□□ o’clock
   
   □□□ o’clock
   
   □□□ o’clock

2. 

   □□□ o’clock
   
   □□□ o’clock
   
   □□□ o’clock

3. 

   □□□ o’clock
   
   □□□ o’clock
   
   □□□ o’clock

Use 🕝 to solve.

4. Mr. Roth’s class starts at this time.
   When does Mr. Roth’s class start?
   □□□ o’clock

5. Chris has a soccer game at this time.
   When does the soccer game start?
   □□□ o’clock
Reteach

Time to the Half Hour

The hour hand is between 1 and 2. It is half past the hour. It is half past 1.
The minute hand is at 6.

Read the time. Draw the hands on the clock.

1. half past 4
2. half past 7
3. half past 5
4. half past 11
5. half past 9
6. half past 12
7. half past 8
8. half past 10
9. half past 1
Skills Practice

Time to the Half Hour

Use 🕒. Write the time.

1. [Clock Image]
   half past ____

2. [Clock Image]
   half past ____

3. [Clock Image]
   half past ____

4. [Clock Image]
   half past ____

5. [Clock Image]
   half past ____

6. [Clock Image]
   half past ____

Look at the clock. Write the time.

7. Sami starts breakfast at 7 o’clock.
   What time does she finish?
   half past ____

8. Sami starts lunch at 12 o’clock.
   What time does she finish?
   half past ____

9. Sami starts dinner at half past 5.
   What time does she finish?
   half past ____
Problem-Solving Strategy: Make a Table

Art Center Fall Class Schedule

<table>
<thead>
<tr>
<th>Class</th>
<th>Time Class Begins</th>
<th>Time Class Ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photography</td>
<td>9:30</td>
<td>11:30</td>
</tr>
<tr>
<td>Drawing</td>
<td>10:30</td>
<td>12:00</td>
</tr>
<tr>
<td>Jewelry Making</td>
<td>11:00</td>
<td>12:30</td>
</tr>
</tbody>
</table>

What time does drawing class begin?

Step 1 Understand
What do I know?
When the classes begin
When the classes end.

What do I need to find out?
The time _________ class begins.

Step 2 Plan
How will I find when the drawing class begins?
I will make a _________.
The _________ shows the information I need.

Step 3 Solve
Use the table.
Look at the table. What time does drawing class begin? _________

Step 4 Check
Look back.
Does my answer tell what time drawing class begins? _________
Use the table to answer the questions. Circle or write your answer.

**Bus Schedule**

<table>
<thead>
<tr>
<th>Bus</th>
<th>Town Bus Travels To</th>
<th>Time Bus Leaves</th>
<th>Time Bus Arrives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mapleton</td>
<td>9:00</td>
<td>10:30</td>
</tr>
<tr>
<td>2</td>
<td>Juniper Bay</td>
<td>9:30</td>
<td>10:30</td>
</tr>
<tr>
<td>3</td>
<td>Mapleton</td>
<td>10:00</td>
<td>11:30</td>
</tr>
<tr>
<td>4</td>
<td>Camden Cove</td>
<td>10:30</td>
<td>12:00</td>
</tr>
<tr>
<td>5</td>
<td>Juniper Bay</td>
<td>11:00</td>
<td>12:00</td>
</tr>
</tbody>
</table>

1. Ami missed the 9:00 bus to Mapleton. What other bus can she take? 
Bus 2  Bus 3  Bus 4  Bus 5

2. Matt needs to be in Juniper Bay by 11:00. What bus should he take? 
Bus 1  Bus 2  Bus 3  Bus 4

3. What time does Bus 4 arrive in Camden Cove? ______

4. Bus 4 to Camden Cove arrives at the same time as Bus _____ to _____________.

5. Bus 2 to Juniper Bay arrives at the same time as Bus _____ to _____________.

Problem-Solving Strategy: Make a Table
Skills Practice

Problem-Solving Strategy: Make a Table

Use the table to answer the questions. Circle or write your answer.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Time Subject Begins</th>
<th>Time Subject Ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>9:00</td>
<td>10:00</td>
</tr>
<tr>
<td>Writing</td>
<td>10:00</td>
<td>11:00</td>
</tr>
<tr>
<td>Art/Music</td>
<td>11:00</td>
<td>12:00</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:00</td>
<td>12:30</td>
</tr>
<tr>
<td>Recess</td>
<td>12:30</td>
<td>1:00</td>
</tr>
<tr>
<td>Math</td>
<td>1:00</td>
<td>2:00</td>
</tr>
<tr>
<td>Science</td>
<td>2:00</td>
<td>2:30</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>2:30</td>
<td>3:30</td>
</tr>
</tbody>
</table>

1. Sean has to visit the dentist. He will leave at the same time that science begins. What time will Sean leave school?
   9:00  10:00  2:00  2:30

2. Lucy’s favorite subject begins at 10:00. What is Lucy’s favorite subject?
   Math    Writing    Art/Music    Social Studies

3. What is the first subject taught after recess?
   ________

4. ________ ends at 10:00.
Both clocks show the same time.
It is 30 minutes after 8 o’clock. It is 8:30.

Draw a line between the clocks that show the same time.

1.  

2.  

3.  

4.  

5.  

Grade 1

137  

Chapter 7
Draw the hands.

1. [Clock with hands at 3 and 30]
2. [Clock with hands at 9 and 30]
3. [Clock with hands at 6 and 00]
4. [Clock with hands at 2 and 00]
5. [Clock with hands at 5 and 30]
6. [Clock with hands at 12 and 00]

Solve. Use 🕒 to help.

7. Brian starts with the time on the clock. He moves the minute hand 60 minutes. What time is it now? _______

8. Dina starts with the time on the clock. She moves the minute hand 30 minutes. What time is it now? _______
Relate Time to Events

Preparation: Crayons are needed for this activity. Color the pair of clocks that show how long the activity takes.

1. 

2. 

3. 

4. 

Grade 1
Circle the activity that takes a shorter amount of time.

1. 

2. 

Circle the activity that takes a longer amount of time.

3. 

4.
Alma has a swimming lesson at 4:00.
She must wait 30 minutes after eating before she can swim.
When is the latest time Alma can have a snack?

**Step 1** What do I know.
Alma has to swim at 4:00.
Alma must wait 30 minutes after eating before she can swim.

**What do I need to find out?**
The latest time that Alma can eat.

**Step 2** How will I find the time?
I can draw a picture.
A picture can help me count back.

**Step 3** Draw a picture.
Alma can eat as late as ______.

**Step 4** Look back.
Does my answer show the latest time Alma can eat? ______
Solve.

1. Joy plays guitar for 1 hour. She is done playing at 5:00. What time did Joy begin playing? ______

2. Rita eats dinner at 6:30. It is 3:30 now. How much longer does she have until dinner time? _____ hours

3. Rick plays soccer at 4:30. Dinner is at 5:30. How long does Rick have to play soccer? _____ hour

4. Jerome put muffins in the oven at 9:00. Mom set the timer for 1 hour. What time will the muffins be done? ______

Problem Solving Strategies

- Make a table
- Use a model
- Draw a picture
Skills Practice

Problem-Solving Investigation: Choose a Strategy

Solve.

1. Emilio spent 30 minutes cleaning his room. He started at 10:30. What time did he finish? _____

2. Randy and Caleb ride horses for 2 hours. They finish their ride at 2:30. When did they start? _____

3. Cora studies for 1 hour. Then, she reads from 8:30 to 9:00. Does Cora spend more time studying or reading? ______

4. Gwen and Dad go to the library at 12:00. Mom picks them up at 2:30. How long are they at the library? _____ hours and _____ minutes
Chapter 8

Reteach

Counting to 20

Numbers from 11 to 19 can be made with one group of 10 and some ones.

16 can be made with one group of 10 and 6 ones.

Write each number as 10 and some ones left over.

1. 13 is \[ \underline{10} \] and \[ \underline{3} \] ones.

2. 14 is \[ \underline{14} \] and \[ \underline{4} \] ones.

3. 15 is \[ \underline{15} \] and \[ \underline{5} \] ones.

4. 17 is \[ \underline{17} \] and \[ \underline{7} \] ones.

5. 18 is \[ \underline{18} \] and \[ \underline{8} \] ones.

6. 19 is \[ \underline{19} \] and \[ \underline{9} \] ones.
Skills Practice
Counting to 20

Write each number as 10 and some ones left over.

1. 

11 is _____ and _____ ones.

eleven

2. 

20 is _____ and_____ .

twenty

3. 

16 is _____ and _____ ones.

sixteen

Answer the questions.

4. If you have 10 apples, how many more do you need to have 15?_____

5. If you have 2 carrots, how many more do you need to have 12?_____
Counting by Tens

You can count things by ones. You can also put things into groups of ten to count.

20 ones = 2 tens = 20

Count by tens. Write the number.

1. 

____ tens = _____

2. 

____ tens = _____

3. 

____ tens = _____
Skills Practice

Counting by Tens

Count by tens. Write the number.

1. __________ tens

2. _______ tens

   _______ tens

   fifty

   _______ tens

   sixty

Solve.

4. Rose counts pennies by tens. She has 8 sets of ten pennies. How many pennies does she have? ______

5. Allison has ten peanuts. There are ten more peanuts left in a jar. How many peanuts are there in all? ______
Kevin has ____ schoolbooks.

6 or 23?

**Step 1**
What do I know?

What do I need to find out?

**Step 2**
How will I find a reasonable answer?

I will ________________.

**Step 3**
Find a reasonable answer.

Think about your schoolbooks.

Decide which answer makes the most sense.

Kevin has ____ schoolbooks.

**Step 4**
Does my answer make sense?

Does my answer tell how many schoolbooks Kevin has?
Think about your house or school. Write the number that makes sense.

1. There are _____ beds in Jason’s house. 4 or 14

2. There are _____ classrooms in Harry’s school. 2 or 28

3. Tracey’s mom is _____ years old. 75 or 35

4. Lewis counted _____ chairs in the classroom. 3 or 24

5. Helen had _____ pennies in her pocket. 11 or 83

6. Grace is in second grade. She is _____ years old. 8 or 18

7. Chris has _____ students in her class. 2 or 25

8. Hannah has _____ shoe(s). 1 or 8
Think about your house or school. Write the number that makes sense.

1. There are _____ windows in Hank’s house. 12 or 72

2. Teri counted _____ doors in the classroom. 2 or 12

3. Matt’s dad is _____ years old. 38 or 83

4. There are _____ desks in Haru’s classroom. 108 or 26

5. Dana had _____ quarters in her pocket. 3 or 43

Use logical reasoning to solve.

6. Mike thinks there are 90 students in his grade. Rich thinks there are 9. Which student’s answer is more reasonable? ____________
Reteach

Hundred Chart

Find number patterns on a hundred chart.

Look at 23 on the chart.

10 less than 23
Go ↑ to 13.
I less 13 I more
Go ← 22 23 24 Go →
to 22. to 24.
10 more
Go ↓ to 33.

Write each number. Use the hundred chart.

1. 48 I more Go →. 49 10 more Go ↓. 58
   I less Go ←. 47 10 less Go ↑. 38

2. 73 I more Go →. 74 10 more Go ↓. ______
   I less Go ←. ______ 10 less Go ↑. ______

3. 67 I more Go →. 68 10 more Go ↓. ______
   I less Go ←. ______ 10 less Go ↑. ______
Use the hundred chart. Find each number below on the chart. Find 1 less. Find 1 more.

1. 25  
   1 less is _____  1 more is _____

2. 46  
   1 less is _____  1 more is _____

3. 90  
   1 less is _____  1 more is _____

Write the numbers in order.

4. There are 10 kids in Mary’s class. There are 8 kids in Mark’s class. There are 6 kids in David’s class. Write the numbers in order. _____ _____ _____
Reteach

Estimating with Groups of Tens

Look for groups of ten to estimate.

about 10  about 20  about 30  about 40

Circle your estimate.

1. about 30
   about 50

2. about 50
   about 70

3. about 60
   about 80

4. about 80
   about 100
Skills Practice
Estimating with Groups of Tens

Circle a group of 10. Estimate. Then count.

1. Estimate _____
   Count _____

2. Estimate _____
   Count _____

3. Estimate _____
   Count _____

4. Jack has 12 pennies. Neil has 10 more. About how many pennies does Neil have? _____

5. Sue has 53 pencils. Ray has 10 less. About how many pencils does Ray have? _____
Lara has a lot of marbles. She put them in groups of 10. She has 4 groups. How many marbles does Lara have?

**Step 1** What do I know?

**Step 2** Find the missing information.

You can use a model to find how many in all.

**Step 3** Use a model.

Count the 4 groups by 10. Lara has _____ marbles.

**Step 4** Look back.

**Check**

Did I use a model to count Lara’s marbles? _____

Does my model show how many marbles in all? _____
Name _______________________

8-6

Reteach (2)  INS1.0, IMR1.0

Problem-Solving Investigation: Choose a Strategy

Solve. Underline the facts.
Circle what you need to find.

Problem-Solving Strategies
• Write a number sentence
• Use a model
• Logical Reasoning

1. Marsha counted by 10s.
   She said 30, 50, 60. Which number did she forget? _____

2. Hal has 7 groups of 10 cubes. He takes 2 groups away. How many cubes did he have then? _____ cubes

3. Tony has 3 boxes of books.
   Each box has 10 books.
   He gives away 6 books.
   How many does he have left? _____ books

4. Cats have 2 ears. There are 7 cats at the vet’s office. How many cat ears are there in all? _____ ears
Name

Skills Practice

Problem-Solving Investigation: Choose a Strategy

Solve.

1. Rick counts by 2s. He says 8, 10, 12, 16, 18. Which number did he forget? _____

2. Amy has 8 groups of 10 cubes. She takes 4 groups away. How many cubes does she have now? _____ cubes

3. Matt has 5 boxes of toy cars. Each box has 10 cars. He gives away 9 toy cars. How many does he have now? _____ toy cars

4. Birds have 2 wings. There are 6 birds in a tree. How many total bird wings are there? _____ wings
Reteach

Skip Counting by 2s, 5s, and 10s

Skip counting by 2s.
2, 4, 6, 8, 10, 12, 14, 16, 18, 20

Skip counting by 5s.
5, 10, 15, 20, 25, 30, 35, 40, 45, 50

Skip counting by 10s.
10, 20, 30, 40, 50, 60, 70, 80, 90, 100

1. Skip count by 2s. Count 2 at a time.

   2, 4, 6, 8, 12, 16, ___________

2. Skip count by 5s. Count 5 at a time.

   5, 10, 15, 20, ___________

3. Skip count by 10s. Count 10 at a time.

   __________, 20, __________, 50
Solve.

4. Lucy has 4 apples.
   Molly has 2 more apples than Lucy.
   Sara has two more apples than Molly.
   How many apples does Molly have? _____
   How many apples does Sara have? _____
Reteach

Skip Counting on a Hundred Chart

Follow the directions below.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
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<td>97</td>
<td>98</td>
<td>99</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

1. Skip count by 2s. Circle those numbers.
2. Skip count by 5s. Put an X over those numbers.
3. Skip count by 10s. Color the boxes with those numbers red.
Skills Practice

Skip Counting on a Hundred Chart

1. Count by 2s to 20. Color the boxes with those numbers red.

2. Count by 5s to 50. Circle those numbers.

3. Count by 10s. Put a box around those numbers.
Name _______________________

Reteach
Explore Length

Preparation: Scissors are needed for this activity. You can compare length by lining up the left edges of two things. Look at the right edges. Which is longer?

The _______ are longer than the _______.

On a separate sheet of paper, trace the objects. Cut them out and compare.

1. The rake is _______ than the shovel.
   shorter longer

2. The house key is _______ than the enter key.
   shorter longer

3. The ribbon is _______ than the comb.
   shorter longer
Skills Practice

Explore Length

Compare.

1. 🐛

The caterpillar is ________ than the quarter.
shorter longer

2. 🍴

The fork is ________ than the knife.
shorter longer

3. 🍴

The salt shaker is ________ than the spoon.
shorter longer

Solve.

4. What words could you use to compare these objects?
Reteach

Nonstandard Units of Length

**Preparation:** Connecting cubes are needed for this activity.

**Use** 🖋️ to measure.

Line up the object to be measured with the end of the cubes. Look at the other end. Count the cubes to the end of the object.

Estimate about how many 🖋️ long.

Then use 🖋️ to measure.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td><img src="image1" alt="Shell" /></td>
<td><img src="image2" alt="Shell" /></td>
<td></td>
</tr>
<tr>
<td>Estimate: about _____ 🖋️</td>
<td>Estimate: about _____ 🖋️</td>
<td></td>
</tr>
<tr>
<td>Measure: about _____ 🖋️</td>
<td>Measure: about _____ 🖋️</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>3.</td>
<td>4.</td>
</tr>
<tr>
<td><img src="image3" alt="Sea Snail" /></td>
<td><img src="image4" alt="Shell" /></td>
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<tr>
<td>Estimate: about _____ 🖋️</td>
<td>Estimate: about _____ 🖋️</td>
</tr>
<tr>
<td>Measure: about _____ 🖋️</td>
<td>Measure: about _____ 🖋️</td>
</tr>
</tbody>
</table>
Name __________________________

9-2

Skills Practice

Nonstandard Units of Length

Preparation: Connecting cubes are needed for this activity.

Estimate how many 🛠️ long.

Then use 🛠️ to measure.

1. Estimate: about _____ 🛠️ long
   Measure: about _____ 🛠️ long

2. Estimate: about _____ 🛠️ long
   Measure: about _____ 🛠️ long

3. Estimate:
   about _____ 🛠️ long
   Measure:
   about _____ 🛠️ long

Solve.

4. Which problem had the longest comb? ____

5. Which problem had the shortest comb? ____
Ruben needs to find a picture of a school bus for his art class. The picture can’t be longer than 4 cubes. Look at Ruben’s picture. How long is it?

Preparation: Connecting cubes are needed for this activity.

**Step 1** What do I know?
Ruben needs a picture of a school bus. It has to be shorter than 4 cubes.

**What do I need to find out?**

**Step 2** How will I solve the problem?

**Step 3** Guess and Check
The bus is about _____ cubes long.

**Step 4** Look back.
Was my guess close to the answer?
Preparation: Connecting cubes are needed for this activity.

About how many 3\frac{1}{4} long is each item? Guess and then measure.

1. [Diagram of carrot]
   - Guess: about _____ cubes
   - Measure: about _____ cubes

2. [Diagram of smaller carrot]
   - Guess: about _____ cubes
   - Measure: about _____ cubes

3. [Diagram of another carrot]
   - Guess: about _____ cubes
   - Measure: about _____ cubes
Skills Practice

Problem-Solving Strategy: Guess and Check

Preparation: Paper clips are needed for this activity.
About how many long is each item?
Guess and then measure.

1. 

Guess: about _____ paper clips
Measure: about _____ paper clips

2. 

Guess: about _____ paper clips
Measure: about _____ paper clips

3. 

Guess: about _____ paper clips
Measure: about _____ paper clips
Reteach

Explore Weight

Preparation: A balance scale and various classroom objects are needed for this activity.
You can use a balance to find which objects are heavier and which are lighter.

Think about a marble and a book.

The _____ is *lighter* than the _____.

Find the objects in your classroom.
Use a balance to compare.

1. 
   The book is _______ than the pencil.
   lighter  heavier

2. 
   The box of chalk is _______ than the eraser.
   lighter  heavier

3. 
   The hat is _______ than the shoe.
   lighter  heavier
Skills Practice

Explore Weight

Compare. Circle the object.

1. Which is heavier?

![Objects](image1)

2. Which is lighter?

![Objects](image2)

3. Which is lightest?

![Objects](image3)

4. Which is heaviest?

![Objects](image4)
Jeremy’s book is 3 cards long. Jessie’s and Jeremy’s books are 6 cards long. Li’s book is as long as Jeremy’s. How long are the books altogether?

**YOUR MISSION:** Find the length of the books.

**Step 1** What you know.
- Jeremy’s book is ____ cards long.
- Jeremy’s and Jessie’s books are ____ cards long.
- Li’s book is as long as Jeremy’s book.

**What you need to find out.**
How many cards long are 3 books?

**Step 2** How will you find how long?
You can make a table.

**Step 3** Make a table.

<table>
<thead>
<tr>
<th>Number of Books</th>
<th>Number of Cards Long</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<td>3</td>
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</tbody>
</table>

3 books are ____ cards long.

**Step 4** Look back.
Does my table show how long 3 books are?  yes
Solve.

**Problem Solving Strategies**
- Guess and Check
- Use a Model
- Make a Table

1. Mavis has a pack of cards. Mike and Victor have packs of cards, too. Every pack has 5 cards. How many cards do all three have?

   _____ cards

2. Jackie lines up 10 marbles. They are as long as her hand. She adds 10 more marbles. How long is her line of marbles now?

   _____ hands

3. Julio says he is the tallest. Laura says she is. Chin measures them. Julio is 7 rulers, and Laura is 8 rulers. Who is taller?

   _____
Skills Practice

Problem-Solving Investigation: Choose a Strategy

Solve.

Problem Solving Strategies
• Guess and Check
• Use a Model
• Make a Table

1. Les has a box of mints. Each box has 10 mints. Cal, Bessie, and Ray each have a box. How many mints in all?

_____ mints

2. Amy lines up some beans. 10 beans are as long as a pencil. She adds 20 more beans. How long is the line now?

_____ pencils

3. Mel, Chris, and Shen have bikes. Mel’s bike is 12 pounds. Chris’s bike is 14 pounds. Shen’s is 11 pounds. Who has the lightest bike?

_____ has the lightest bicycle.
Reteach

Nonstandard Units of Weight

Preparation: A scale, a notebook, a lunch box, a shoe box, a pencil, paper clips, a pen, crayons, and a book are needed for this activity.

You can use a scale to see which objects are heavier and which objects are lighter.

Hold each real object in your hand.
Circle the one that is heavier. Use a scale to check.

1. [Notebook] [Lunch box]
2. [Shoe box] [Pencil]
3. [Paper clip] [Pen]
4. [Crayons] [Book]

The object that goes down is heavier. The ____ is heavier than the ____.

The ____ is heavier than the ____.
Name ____________________________

9-6

Skills Practice

Nonstandard Units of Weight

Preparation: A balance scale, a connecting cube, a marker, paper clips, and a calculator are needed for this activity.

Compare each object to a [balance scale]. Circle your estimate. Then use a [connecting cube] to measure. Circle your answer.

<table>
<thead>
<tr>
<th>Object</th>
<th>Estimate</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Solve.

4. Which is heavier, the stapler or the pencil? Circle your answer.

5. Which is heavier, the lunch box or the watch? Circle your answer.
Reteach

Explore Volume

**Preparation:** Connecting cubes, a lunch box, a self-closing plastic bag, a measuring cup, and a bowl are needed for this activity.

Containers can hold different amounts.

Circle the object that holds more.

1.

2.

3.
Skills Practice

Explore Volume

Circle the object that holds the most.

1. 

2. 

Circle the object that holds the least.

3. 

Solve.

5. Laurel has a small purse. Clay has a large backpack. Which container holds more?

6. Kay’s mother has a car with no backseat. Tim’s mother has a van. Which one can hold more?
Reteach

Nonstandard Units of Volume

Preparation: Connecting cubes, a bowl, a lunch box, a cup, and a measuring cup are needed for this activity.

Different containers can hold different amounts.

You can use a bowl to help measure the volume of a container.

Find similar objects in the classroom. Fill with connecting cubes. Count the cubes to find the volume of each.

1.  

2.  

3.  

4.  

Grade 1
**Skills Practice**

*Nonstandard Units of Volume*

**Preparation:** Measuring cups, a pail, a bowl, an empty yogurt cup, and water are needed for this activity.

**Circle what you will use to measure. Then measure.**

<table>
<thead>
<tr>
<th>Container</th>
<th>I Measured with:</th>
<th>It holds:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>about _____</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>about _____</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>about _____</td>
</tr>
</tbody>
</table>

**Solve.**

4. Rachel has a juice box. Steve has a bucket. Which container holds more? ______________________

5. Jill has a mug. Matt has a barrel. Which one holds less? ______________________
**Reteach**

**Doubles**

**Preparation:** Counters are needed for this activity. The two addends in doubles are the same.

\[
\begin{align*}
7 + 7 &= 14 \\
7 + 7 &= 14
\end{align*}
\]

Find each sum. You can use \( \_ \).

1. \( 5 + 5 = \) \( \text{sum} \)  
2. \( 3 + 3 = \) \( \text{sum} \)  
3. \( 9 + 9 = \) \( \text{sum} \)  
4. \( 4 + 4 = \) \( \text{sum} \)

Find each sum. Circle the doubles.

5. \( 6 + 6 = \)  
6. \( 4 + 5 = \)  
7. \( 2 + 2 = \)  
8. \( 5 + 2 = \)  
9. \( 8 + 8 = \)  
10. \( 1 + 1 = \)  
11. \( 7 + 5 = \)  
12. \( 7 + 7 = \)  
13. \( 6 + 8 = \)
**Skills Practice**

*Doubles*

Draw marbles to show the doubles. Write the addends and the sums.

1. 
   ![Marble Bag]
   \[ \underline{\_} + \underline{\_} = \underline{\_} \]  

2. 
   ![Marble Bag]
   \[ \underline{\_} + \underline{\_} = \underline{\_} \]  

3. 
   ![Marble Bag]
   \[ \underline{\_} + \underline{\_} = \underline{\_} \]  

4. 
   ![Marble Bag]
   \[ \underline{\_} + \underline{\_} = \underline{\_} \]  

Add.

5. \[ 6 + 6 \]
6. \[ 5 + 5 \]
7. \[ 8 + 8 \]
8. \[ 3 + 3 \]
9. \[ 2 + 2 \]

Solve. Show your work.

10. Bill has 9 marbles. Wally has same number. How many marbles do they have in all?
    \[ \underline{\_} + \underline{\_} = \underline{\_} \text{ marbles} \]
Reteach
Doubles Plus 1

You can use doubles to find the sum for doubles plus one.

Find the sum for the double. Add one to the sum of the double.

1. 4 + 4 = 5 + 4 =

2. 3 + 3 = 3 + 4 =

3. 8 + 8 = 8 + 9 =

Add.

1. 4 + 4 = ______ sum
   4 + 5 = ______ sum

2. 2 + 2 = ______ sum
   2 + 3 = ______ sum

3. 3 + 3 = ______ sum
   3 + 4 = ______ sum

4. 8 + 8 = ______ sum
   8 + 9 = ______ sum
Skills Practice

Doubles Plus 1

Preparation: Unit cubes are needed for this activity.

Use ☐ to find the sums. Circle the doubles.

1. 2 + 2 = ☐  5 + 5 = ☐  2 + 3 = ☐

2. 5 + 4 = ☐  4 + 4 = ☐  3 + 3 = ☐

3. 6 + 7 = ☐  7 + 7 = ☐  6 + 6 = ☐

4. 4 + 5 = ☐  7 + 6 = ☐  3 + 2 = ☐

5. 8 + 8 + 7 + 8  6. 9 + 9 + 8 + 9

Solve. Show your work.

Write a doubles plus 1 fact to solve. What doubles fact can help you?

7. Ann has 6 rubber bands. Geri has 7. How many rubber bands do they have in all?

6 + 7 = ☐ rubber bands  ☐ + ☐ = 12
Reteach

Make 10 to Add

Preparation: Counters and WorkMat 1 are needed for this activity.

There are 7 ▪. 7 and 3 make 10. How many more make 10?

Use □□□□□□□ and ▪. Draw the missing ▪ to make 10. Then write how many you used.

1. 8 and ____ make 10.

2. 5 and ____ make 10.

3. 9 and ____ make 10.

4. 7 and ____ make 10.

5. 6 and ____ make 10.

6. 4 and ____ make 10.
Skills Practice

Make 10 to Add

Preparation: Counters and WorkMat 1 are needed for this activity.

Use WorkMat 1 and ○ ○. Then add.

1. $9 + 4 = \underline{13}$

2. $7 + 5 = \underline{\phantom{10}}$
3. $9 + 7 = \underline{\phantom{10}}$
4. $8 + 4 = \underline{\phantom{10}}$

5. $6 + 7 = \underline{\phantom{10}}$
6. $8 + 6 = \underline{\phantom{10}}$
7. $7 + 8 = \underline{\phantom{10}}$

8. $\begin{array}{ccc}
7 & 9 & 9 \\
+4 & +6 & \end{array}$
9. $\begin{array}{ccc}
9 & 8 & 11 \\
+5 & +6 & \end{array}$
10. $\begin{array}{ccc}
8 & 11 & 12 \\
+7 & +6 & +9 \end{array}$

Solve. Use ○ and □ □ □.

14. $9 + 8$ is the same as $10 + \underline{\phantom{10}}$.
15. $7 + 7$ is the same as $10 + \underline{\phantom{10}}$.
16. $8 + 5$ is the same as $10 + \underline{\phantom{10}}$.
17. $9 + 9$ is the same as $10 + \underline{\phantom{10}}$. 
You can write a number sentence to solve a problem.

Pat finds 16 beetles. Tim finds 9 beetles.
How many more beetles does Pat find?

Step 1  What do I know?
Understand
• Pat finds _____ beetles.
• Tim finds _____ beetles.

What do I need to find?
How many more beetles Pat found than Tim.

Step 2  How will I find how many more?
Plan
I can write a number sentence.

Step 3  Write a number sentence.
Solve
• I need to subtract to find how many more.
• I write a number sentence.
  _____ − _____ = _____
• The number sentence shows how many more.
  Pat finds _____ more beetles than Tim.

Step 4  Did I write a number sentence? yes
Check
• How do I know? ____________________
Write a number sentence. Solve.

1. John has 4 toy cars. Lane has 8 toy cars. How many cars do they have total?

   _____ ○ _____ = _____ toy cars

2. Using the same information, find out how many more cars Lane has than John.

   _____ ○ _____ = _____ cars

3. Christy and Dave jump rope. Christy jumps 15 times. Dave jumps 11 times. How many more times does Christy jump than Dave?

   _____ ○ _____ = _____ jumps

4. Grant and Jen bake cookies. They make 10 sugar cookies and 8 peanut cookies. How many cookies do they make in all?

   _____ ○ _____ = _____ cookies

5. Ray got 3 new books. Now Ray has a total of 12 books. How many books did he have before?

   _____ ○ _____ = _____ books
Name

10-4

Skills Practice

Problem-Solving Strategy: Write a Number Sentence

Circle \textit{add} or \textit{subtract}.

Write a number sentence to solve.

1. 13 moths fly by the light. Then 8 fly away. How many moths are left?
   \[ + \text{ add} \quad - \text{ subtract} \]

2. 6 butterflies are in the garden. 5 more butterflies join them. How many butterflies are there now?
   \[ + \text{ add} \quad - \text{ subtract} \]

3. Matt counts 7 inchworms on the leaves. He counts 4 more on the flowers. How many total inchworms did Matt count?
   \[ + \text{ add} \quad - \text{ subtract} \]

4. 15 crickets chirp at night. 8 crickets stop chirping. How many crickets keep chirping?
   \[ + \text{ add} \quad - \text{ subtract} \]
Add Three Numbers

You can use different strategies when you add three numbers.

One way is to look for doubles. Add 3 and 3 first. Then add 6 and 7.

Another way is to look for sums of 10. Add 8 and 2 first. Then add 10 and 4.

First add the doubles or make a ten. Circle the numbers you add first. Then add again and find the sum.

1. \[ \begin{align*} 7 & + 3 \\ 5 & + 7 \\ + & 3 \\ 15 & \end{align*} \]

2. \[ \begin{align*} 4 & + 3 \\ 3 & + 5 \\ + & 4 \\ 15 & \end{align*} \]

3. \[ \begin{align*} 4 & + 6 \\ 2 & + \square \\ + & \square \end{align*} \]

4. \[ \begin{align*} 2 & + 8 \\ 8 & + 2 \\ + & \square \end{align*} \]
Skills Practice

Add Three Numbers

Circle the numbers you add first.
Then write the sum.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>+7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>+3</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>+5</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>+7</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>+1</td>
<td></td>
</tr>
</tbody>
</table>

| 6. | 5 |   |
|    | 5 |   |
|    | +4 |   |
| 7. | 8 |   |
|    | 2 |   |
|    | +6 |   |
| 8. | 7 |   |
|    | 7 |   |
|    | +1 |   |
| 9. | 6 |   |
|    | 5 |   |
|    | +4 |   |
| 10. | 3 |   |
|     | 6 |   |
|     | +3 |   |

| 11. | 2 |   |
|     | 3 |   |
|     | +8 |   |
| 12. | 6 |   |
|     | 6 |   |
|     | +1 |   |
| 13. | 9 |   |
|     | 6 |   |
|     | +1 |   |
| 14. | 8 |   |
|     | 8 |   |
|     | +3 |   |
| 15. | 5 |   |
|     | 7 |   |
|     | +3 |   |

Choose the best strategy. Circle it. Then solve.

16. 7 + 3 + 8 = _____   make a ten   doubles
17. 6 + 6 + 3 = _____   make a ten   doubles
18. 2 + 9 + 2 = _____   make a ten   doubles
Reteach

Use Doubles to Subtract

Use doubles to help you subtract.

There are 8 gray counters and 8 white counters.

Use the same double fact to subtract.

Cross out 8 counters to subtract.

\[ 8 + 8 = \quad \quad \quad 16 - 8 = \quad \quad \]

Add the double. Then subtract.

1. \[ \begin{array}{c}
\text{ } \\
\text{ } \\
\text{ } \\
\text{ } \\
\text{ } \\
\text{ } \\
\text{ } \\
\text{ } \\
\end{array} \quad \quad 4 + 4 = \quad \quad 8 - 4 = \quad \quad \]

2. \[ \begin{array}{c}
\text{ } \\
\text{ } \\
\text{ } \\
\text{ } \\
\text{ } \\
\text{ } \\
\text{ } \\
\text{ } \\
\end{array} \quad \quad 7 + 7 = \quad \quad 14 - 7 = \quad \quad \]

3. \[ \begin{array}{c}
\text{ } \\
\text{ } \\
\text{ } \\
\text{ } \\
\text{ } \\
\text{ } \\
\text{ } \\
\text{ } \\
\end{array} \quad \quad 9 + 9 = \quad \quad 18 - 9 = \quad \quad \]

4. \[ \begin{array}{c}
\text{ } \\
\text{ } \\
\text{ } \\
\text{ } \\
\text{ } \\
\text{ } \\
\text{ } \\
\text{ } \\
\end{array} \quad \quad 6 + 6 = \quad \quad 12 - 6 = \quad \quad \]
Skills Practice
Use Doubles to Subtract

Add or subtract. Then draw a line to match the related facts.

1. $4 + 4 = \underline{8}$
   $2 - 1 = \underline{1}$

2. $7 + 7 = \underline{14}$
   $14 - 7 = \underline{7}$

3. $2 + 2 = \underline{4}$
   $8 - 4 = \underline{4}$

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

5. $5 + 5 = \underline{10}$
   $6 - 3 = \underline{3}$

6. $9 + 9 = \underline{18}$
   $16 - 8 = \underline{8}$

7. $3 + 3 = \underline{6}$
   $12 - 6 = \underline{6}$

8. $8 + 8 = \underline{16}$
   $10 - 5 = \underline{5}$

9. $6 + 6 = \underline{12}$
   $18 - 9 = \underline{9}$
Reteach
Relate Addition and Subtraction

Related facts use the same numbers.

Count 5 dots on the left. Count 8 dots on the right.
Make an addition fact: \(5 + 8 = \) ____

Start with 13 to write subtraction facts.
\(13 - 8 = \) ____ \(13 - 5 = \) ____

Add. Then subtract.
Write the related subtraction facts.

1. \(6 + 8 = \) ____ Subtract 8 \(14 - \) ____ = ____
   Subtract 6 \(14 - \) ____ = ____

2. \(9 + 4 = \) ____ Subtract 4 ____ – ____ = ____
   Subtract 9 ____ – ____ = ____

3. \(5 + 9 = \) ____ Subtract 9 ____ circle ____ circle ____
   Subtract 5 ____ circle ____ circle ____

4. \(9 + 7 = \) ____ Subtract 7 ____ circle ____ circle ____
   Subtract 9 ____ circle ____ circle ____
### Skills Practice

#### Relate Addition and Subtraction

**Preparation:** Connecting cubes are needed for this activity.

Use a set of connecting cubes. Add. Then write the related subtraction facts.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. $9 + 6 = 15$</td>
<td>2. $4 + 8 = ____$</td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image1" alt="15 Connecting Cubes" /></td>
<td><img src="image2" alt="9 Connecting Cubes Added to 15" /></td>
<td><img src="image3" alt="6 Connecting Cubes Remaining" /></td>
<td><img src="image4" alt="15 Connecting Cubes" /></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. $7 + 9 = ____$</td>
<td>4. $8 + 5 = ____$</td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image5" alt="7 Connecting Cubes Added to 15" /></td>
<td><img src="image6" alt="8 Connecting Cubes Added to 15" /></td>
<td><img src="image7" alt="9 Connecting Cubes Remaining" /></td>
<td><img src="image8" alt="5 Connecting Cubes Remaining" /></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. $8 + 3 = ____$</td>
<td>6. $9 + 5 = ____$</td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image9" alt="8 Connecting Cubes Added to 15" /></td>
<td><img src="image10" alt="9 Connecting Cubes Added to 15" /></td>
<td><img src="image11" alt="3 Connecting Cubes Remaining" /></td>
<td><img src="image12" alt="5 Connecting Cubes Remaining" /></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. $9 + 4 = ____$</td>
<td>8. $8 + 6 = ____$</td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image13" alt="9 Connecting Cubes Added to 15" /></td>
<td><img src="image14" alt="8 Connecting Cubes Added to 15" /></td>
<td><img src="image15" alt="4 Connecting Cubes Remaining" /></td>
<td><img src="image16" alt="6 Connecting Cubes Remaining" /></td>
</tr>
</tbody>
</table>
Reteach (1)  

Problem-Solving Investigation: Choose a Strategy

The lunchroom has 14 juice boxes. 19 students ask for juice boxes. How many more juice boxes does the lunchroom need?

**Step 1** What do I know?  
There are 14 juice boxes. 19 students want juice.

**What do I need to find out?**  
How many more juice boxes are needed.

**Step 2** How will I find how many juice boxes are needed?  
I can ____ write a number sentence ____.

**Step 3** Write a number sentence.  
_____ 00 = _____  
The lunchroom needs _____ more juice boxes.

**Step 4** Look back.  
Did I write a number sentence? ____  
Does my answer tell me how many more juice boxes are needed? ____
Reteach (2)

Problem-Solving Investigation: Choose a Strategy

Problem Solving Strategies
• Choose the operation
• Draw a picture
• Write a number sentence

Solve.

1. 20 people in Mrs. Ann’s class buy lunch.
   16 people in Mr. Will’s class buy lunch.
   How many more students from Mrs. Ann’s class buy lunch?
   _____ students

2. Josh drew 9 squares.
   Janet drew 5 squares.
   Larry drew 5 squares.
   How many squares did they draw in all?
   _____ squares

3. 18 oranges were hanging from the tree. 7 fell off. 3 were picked by children. How many oranges are still on the tree?
   _____ oranges
Skills Practice

Problem Solving Investigation: Choose a Strategy

Solve.

1. 13 students are on the basketball team. 4 fewer students are on the volleyball team. How many students are on the volleyball team?
   ______ students

2. Stef has 8 pencils. Rich has 4 pencils. Todd has 2 pencils. How many total pencils do they have? ______ pencils

3. 20 students signed up for the Clean Up program. 6 students cleaned from 8:00 to 10:00. 4 students cleaned from 10:00 to 12:00. How many students cleaned?
   ______ students

Problem Solving Strategies

- Choose the operation
- Draw a picture
- Write a number sentence
Fact Families

A fact family uses the same numbers.

A fact family has two addition problems.

\[ 8 + 4 = \underline{\quad} \quad 4 + 8 = \underline{\quad} \]

The 8 and 4 trade places.

A fact family also has two subtraction problems.

\[ 12 - 4 = \underline{\quad} \quad 12 - 8 = \underline{\quad} \]

Subtraction starts with the greater number.

Add and subtract.
Then write the numbers that make a fact family.

1. \[ 6 + 9 = \underline{\quad} \quad 15 - 9 = \underline{\quad} \]
   \[ 9 + 6 = \underline{\quad} \quad 15 - 6 = \underline{\quad} \]
   \[ \underline{\quad}, \underline{\quad}, \text{and} \underline{\quad} \text{make a fact family}. \]

2. \[ 8 + 5 = \underline{\quad} \quad 13 - 5 = \underline{\quad} \]
   \[ 5 + 8 = \underline{\quad} \quad 13 - 8 = \underline{\quad} \]
   \[ \underline{\quad}, \underline{\quad}, \text{and} \underline{\quad} \text{make a fact family}. \]
Add and subtract. Complete each fact family.

1. \[
\begin{align*}
15 & = 6 + 9 \\
& = 9 + 6 \\
\end{align*}
\]
\[
\begin{align*}
15 & = 15 - 6 \\
& = 15 - 9 \\
\end{align*}
\]

2. \[
\begin{align*}
12 & = 7 + 5 \\
& = 5 + 7 \\
\end{align*}
\]
\[
\begin{align*}
12 & = 12 - 5 \\
& = 12 - 7 \\
\end{align*}
\]

3. \[
\begin{align*}
14 & = 9 + 5 \\
& = 5 + 9 \\
\end{align*}
\]
\[
\begin{align*}
14 & = 14 - 5 \\
& = 14 - 9 \\
\end{align*}
\]

4. \[
\begin{align*}
11 & = 7 + 4 \\
& = 4 + 7 \\
\end{align*}
\]
\[
\begin{align*}
11 & = 11 - 4 \\
& = 11 - 7 \\
\end{align*}
\]

5. \[
\begin{align*}
13 & = 6 + 7 \\
& = 7 + 6 \\
\end{align*}
\]
\[
\begin{align*}
13 & = 13 - 7 \\
& = 13 - 6 \\
\end{align*}
\]

6. \[
\begin{align*}
10 & = 8 + 2 \\
& = 2 + 8 \\
\end{align*}
\]
\[
\begin{align*}
10 & = 10 - 2 \\
& = 10 - 8 \\
\end{align*}
\]

A fact family uses the same 3 numbers.
Reteach
Ways to Name Numbers

Preparation: Unit cubes are needed for this activity.
You can *add* to make a number.

Make a train of 3 cubes and 5 cubes. Your train has 8 cubes.
$3 + 5$ is a way to make 8.

You can *subtract* to make a number.

Make a train of 11 cubes. Take away 3 cubes. Your train has 8 cubes.
$11 - 3$ is another way to make 8.

Use ♦. Circle the ways to make that number.

1. 5
   
   $4 + 1$  
   $8 - 3$  
   $5 + 5$  
   $9 - 4$

2. 4
   
   $2 + 2$  
   $7 - 4$  
   $9 - 5$  
   $4 + 0$

3. 8
   
   $2 + 6$  
   $11 - 3$  
   $9 - 2$  
   $5 + 3$

4. 9
   
   $4 + 5$  
   $12 - 4$  
   $10 - 1$  
   $7 + 2$
Skills Practice

Ways to Name Numbers

Circle the ways to make that number.

1. 11
   \[9 + 2\]  \[7 + 4\]
   \[10 - 1\]  \[6 + 5\]

2. 5
   \[4 + 2\]  \[7 - 2\]
   \[10 - 5\]  \[9 - 4\]

3. 10
   \[7 + 3\]  \[12 - 3\]
   \[4 + 6\]  \[1 + 9\]

4. 7
   \[10 - 2\]  \[9 - 2\]
   \[2 + 5\]  \[0 + 7\]

5. 9
   \[16 - 7\]  \[15 - 6\]
   \[13 - 4\]  \[15 - 8\]

6. 8
   \[13 - 4\]  \[15 - 7\]
   \[16 - 8\]  \[14 - 6\]

7. 12
   \[4 + 8\]  \[9 + 3\]
   \[7 + 5\]  \[4 + 7\]

8. 6
   \[12 - 6\]  \[11 - 5\]
   \[10 - 5\]  \[13 - 7\]
Reteach

Pennies and Nickels

Five pennies equal 5¢.

\[ \begin{array}{c}
\text{Five pennies} \\
\text{equal} \\
5\text{¢} = 5\text{¢}
\end{array} \]

Count by ones. Count by fives.

3¢ 1, 2, 3 15¢ 5, 10, 15

Circle coins to match the amount.

1. 3¢

2. 9¢

3. 18¢
Name ________________________

11-1

Skills

Pennies and Nickels

You can use ¢ and ¢. Count the coins. Write the total on the tag.

1.  

_____¢ _____¢ _____¢ _____¢ _____¢

2.  

_____¢ _____¢ _____¢ _____¢ _____¢

3.  

_____¢ _____¢ _____¢ _____¢ _____¢

Solve.

4. Mike buys a toy boat. He spends 3 nickels and 4 pennies. How much does the boat cost? _____¢

5. Mrs. Pratt buys a clock. She spends 4 nickels and 5 pennies. How much does the clock cost? _____¢
Ten pennies equal 10¢.
One dime equals 10¢.

You can trade 10 pennies for 1 dime. They are the same amount of money.

Use ¢ and ¢ to trade.

1. 20

2. 30

3. 50

4. 40
**Skills Practice**  
*Pennies and Dimes*

**Preparation:** Play money is needed for this activity.

**Trade pennies for as many dimes as you can.** Draw dimes and pennies. Use ₢ and ₪ to help.

<table>
<thead>
<tr>
<th>Pennies You Start With</th>
<th>Trade for Dimes</th>
<th>Leftover Pennies</th>
<th>Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>36 ₢</td>
<td></td>
<td></td>
<td>36 ₢</td>
</tr>
<tr>
<td>44 ₢</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>51 ₢</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Solve.**

1. Tina has 40 pennies. The machine only takes dimes. What trade should she make? __________
Reteach

Pennies, Nickels, and Dimes

Preparation: Scissors and glue are needed for this activity.

One **penny** equals 1¢.  
Count pennies by ones.

One **nickel** equals 5¢.  
Count nickels by fives.

One **dime** equals 10¢.  
Count dimes by tens.

Cut out the squares. Glue them to match the amount.

1. 27¢

2. 35¢
Skills Practice
Pennies, Nickels, and Dimes

Draw the coins you have. Count them.

<table>
<thead>
<tr>
<th>Coins You Have</th>
<th>Draw Your Coins</th>
<th>How Much Money Do You Have?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 🥊</td>
<td>🥊 🥊 🥊 🥊</td>
<td>26</td>
</tr>
<tr>
<td>3 🥊</td>
<td>🥊 🥊 🥊</td>
<td></td>
</tr>
<tr>
<td>1 🥊</td>
<td>🥊</td>
<td></td>
</tr>
<tr>
<td>2 🥊</td>
<td>🥊 🥊 🥊 🥊</td>
<td></td>
</tr>
<tr>
<td>3 🥊</td>
<td>🥊 🥊 🥊</td>
<td></td>
</tr>
<tr>
<td>0 🥊</td>
<td>🥊</td>
<td></td>
</tr>
<tr>
<td>3 🥊</td>
<td>🥊 🥊 🥊</td>
<td></td>
</tr>
<tr>
<td>1 🥊</td>
<td>🥊</td>
<td></td>
</tr>
<tr>
<td>1 🥊</td>
<td>🥊</td>
<td></td>
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<td>1 🥊</td>
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<td></td>
</tr>
<tr>
<td>1 🥊</td>
<td>🥊</td>
<td></td>
</tr>
</tbody>
</table>

Solve.

1. Jeff has 5 nickels. Emily has 3 dimes. Who has more money? ________
Counting coins is easier if you start with the coin that has the greatest value first.

How much is there? Start by putting the coins in order from greatest to least. Then count.

10¢ 20¢ 25¢ 30¢ 31¢ 32¢ 33¢

Total = 33¢

Draw the coins from greatest to least value. Then count. Write the amount.

1. □ □ □ □ □ □ □
   Total = ______ ¢

2. □ □ □ □ □ □
   Total = ______ ¢
Skills Practice
Counting Money

Preparation: Play money is needed for this activity.

You can use coins. Circle the coins to match each price.

1. 

2. 

3. 

Solve. Use coins to help.

4. Marc has 5 coins in his pocket. They add up to 36¢.
   How many dimes, nickels, and pennies does he have?
   _____ dimes _____ nickels _____ pennies
Bob the Clown goes to the store. He buys a for 5¢. He buys a for 13¢. How much money does he spend?

**Step 1** What do I know?
Bob spent 5¢.
Bob spent 13¢.

What do I need to find out?
How much money Bob spends.

**Step 2** How will I find out how much he spent?
I can act it out.

**Step 3** Act it out.
Draw coins.
Draw the coins for the .
Draw the coins for the .
Count the coins. Bob spends ______ ¢.

**Step 4** Does my answer make sense?
Reteach (2)

Problem-Solving Strategy: Act It Out

Preparation: Play money is needed for this activity.

Use coins to solve.

1. Darin buys a green ball for $\text{25c}$. He buys a red ball for $\text{15c}$. How much does he spend?

   $\text{____ c}$

2. Manny buys a blue car for $\text{30c}$. He buys a yellow car for $\text{15c}$. How much does he spend in all?

   $\text{____ c}$

3. Paul buys a toy dog for $\text{11c}$. He buys a toy cat for $\text{7c}$. How much money does he spend in all?

   $\text{____ c}$

4. Carol buys a small doll for $\text{25c}$. She buys a big doll for $\text{27c}$. How much does she spend?

   $\text{____ c}$

5. Mia buys a red pen for $\text{15c}$. She buys a blue pen for $\text{27c}$. How much does she spend in all?

   $\text{____ c}$

6. A toy rabbit costs $\text{52c}$. A toy bird costs $\text{30c}$. How much do they cost together?

   $\text{____ c}$
Skills Practice

Problem-Solving Strategy: Act It Out

Preparation: Play money is needed for this activity.

Use coins to act out the problem. Solve.

1. Evan buys a 🍎 for 17¢.
   He buys a 🍏 for 10¢.
   How much money does Evan spend in all?  
   Evan spends 27 ¢.

2. Jane buys a 🍴 for 15¢.
   She buys a 🍒 for 20¢.
   How much money does Jane spend in all?  
   Jane spends ____ ¢.

3. Frank buys a toy car for 32¢.
   Then he buys a ball for 20¢.
   How much money does he spend in all?  
   He spends ____ ¢.

Preparation: Play money is needed for this activity.
You can show equal amounts in different ways.

20¢ =

20¢ =

20¢ =

20¢ =

20¢ =

Use or draw coins. Show the coin amount. Then have a partner show it a different way. Take turns.

<table>
<thead>
<tr>
<th>Amount</th>
<th>First Way</th>
<th>Second Way</th>
</tr>
</thead>
<tbody>
<tr>
<td>15¢</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10¢</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17¢</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Skills Practice

Equal Amounts

Draw the same amount of money a different way.

1.

2.

3.

4.

Solve.

5. Jason has 2 dimes and a nickel. Luisa has one dime, a nickel, and five pennies. Do they have the same amount? _____
A quarter is 25 cents.

25 cents = 25¢

Draw the coins you have. Count them.

<table>
<thead>
<tr>
<th>Coins you have</th>
<th>Draw your coins</th>
<th>How much money do you have?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grade 1  223  Chapter II
Name ________________________

**Skills Practice**

*Quarters*

**Count the coins. Write the price.**

1. [Image of coins] 53¢

2. [Image of coins] _____¢

3. [Image of coins] _____¢

4. [Image of coins] _____¢

**Solve.**

5. Tani has two quarters, a dime, and two pennies. He says he has 67¢. Is he right? _____

   
   She has [Image of coins].
   
   Does she have enough? _____

   What coin does she need to buy the hammer? _____
Dave is confused. He has all nickels. They add up to 35¢. How many nickels does he have?

**Step 1** What do I know?
- He has all nickels.
- They add up to 35¢.

**Step 2** How will I find out?
- I can guess and check. But I may not guess the answer right away.
- Using coins would be faster.
- I can use coins. I will **use a model**.

**Step 3** Use a model.
- There are _____ nickels.

**Step 4** Does my model show how many nickels there are? **yes**
- Did I choose the right strategy? **Answers will vary.**
Choose a strategy and solve.

Problem-Solving Strategies

- Act It Out
- Use a Model
- Guess and Check

1. Phil's mom gives a dime for each lost tooth. She gave 60¢ to Phil. How many dimes did Mom give? ____ dimes

2. Mr. Sun found 2 quarters in his car. He found a nickel in his pocket. He found 3 pennies in his couch. How much money did he find? ____¢

3. Scott had 65¢. Julie took 2 coins. Scott now has 50¢. What 2 coins did Julie take? _______________

<table>
<thead>
<tr>
<th>Item</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>baseball</td>
<td>37¢</td>
</tr>
<tr>
<td>flower</td>
<td>23¢</td>
</tr>
<tr>
<td>shoes</td>
<td>70¢</td>
</tr>
</tbody>
</table>

Minnie goes to the store. She has ★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★
Name _____________________________

11-8

Skills Practice

Problem-Solving Investigation: Choose a Strategy

Choose a strategy and solve.

Problem-Solving Strategies

• Act It Out
• Use a Model
• Guess and Check

1. Roy has 9 dimes. He spends 60¢. How many dimes does he have left? _____ dimes

2. Lisa has 14 pennies. She finds 25 pennies in the yard. She finds 8 pennies at school. How much money does she have? _____ ¢

3. Emil has 95¢. He gives three coins to his mom. Now he has 20¢. What three coins did he give?

4. Shelly goes to the store. She wants to buy a present. She has 3 quarters.

   How much money does Shelly have? _____ ¢

5. Can Shelly buy the horse? _____
Reteach

Money Amounts

You can count coins to see if you have enough to buy something.

Start counting with the coin that has the greatest value.

25¢  50¢  60¢  70¢  75¢

75¢ is more than 61¢

You can buy the dog.

Count the coins. Circle the animals you can buy.

1. 

Name ________

Grade 1
Skills Practice
Money Amounts

Count the coins. Write the amount.

1. You have _____ ¢
Can you buy the object? _____

2. You have _____ ¢
Can you buy the object? _____

3. You have _____ ¢
Can you buy the object? _____

Solve.

4. Matt has two quarters, a dime, three nickels, and two pennies. Mittens cost 75¢. Does he have enough to buy the mittens? _____
Reteach

Solid Shapes

Draw lines from the solid shapes to the matching objects.

- Cereal (cube)
- Orange Juice (rectangular prism)
- Party Hat (cylinder)
- Basketball (sphere)
- Pyramid (cone)
- Box (pyramid)
Skills Practice
Solid Shapes

Preparation: Crayons are needed for this activity.
Color the shapes.

- cube
- sphere
- cone
- pyramid
- cylinder
- rectangular prism

red
blue
yellow
green
purple
orange

Solve.
Sort the objects into two groups. Circle each object in one group. Underline each object in the other group.

Cereal
Bread
Food
Soda
Tennis balls

Grade 1
232
Chapter 12
Reteach

Faces and Corners

Solid shapes have *faces* or sides. This prism has 6 faces.

Solid shapes also have *corners*. This prism has 8 corners.

Use blocks or objects in the classroom. Find the number of faces and corners.

1. A pyramid has _____ faces and _____ corners.  
2. A sphere has _____ faces and _____ corners.

3. A cube has _____ faces and _____ corners.  
4. A cone has _____ face and _____ corner.

Name ___
Skills Practice
Faces and Corners

Use solid shapes to help. Write how many.

1. □
   _____ corners
   _____ faces

2. □
   _____ corners
   _____ faces

3. □
   _____ corners
   _____ faces

4. □
   _____ corners
   _____ faces

5. □
   _____ corners
   _____ faces

6. □
   _____ corner
   _____ face

Draw a picture to solve.

7. Jeff made a shape with 6 faces. The shape has 8 corners. All of the faces are the same size and shape. What shape did Jeff make?
   ____________________

Grade 1 234 Chapter 12
Some solids have flat faces. You can trace them to make a shape.

What shape face is being traced?
Write your answer.

1. circle

2. __________

3. __________

4. __________
Skills Practice
Relate Solid Shapes to Plane Shapes

**Preparation:** Crayons are needed for this activity.
Use blocks or objects in your classroom. Trace all the flat faces you can. Write how many plane shapes you traced.
Write how many flat faces.

<table>
<thead>
<tr>
<th>SHAPE</th>
<th>square</th>
<th>circle</th>
<th>triangle</th>
<th>rectangle</th>
<th>flat faces</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
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<tr>
<td>4.</td>
<td></td>
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<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Color 2-dimensional objects** (red).

**Color 3-dimensional objects** (blue).

---

[Image of 2D and 3D shapes]
Reteach
Plane Shapes

Plane shapes are shapes that are flat.

circle  triangle  square  rectangle

Name as many objects that are shaped like each plane shape as you can.

1. circle
   plate, clock, coins

2. triangle

3. square

4. rectangle
Skills Practice

Plane Shapes

Preparation: Crayons are needed for this activity.

1. Draw a robot. Use at least one □, one ○, one △, and one □.

2. Color all □ orange.

3. Color all ○ blue.

4. Color all △ red.

5. Color all □ brown.

Solve.

6. Jay is drawing the faces of a cube. Will he draw more than one kind of shape? Explain. ____________________________
Ira sees a street sign. The sign is not round. The sign has 3 corners. What shape is the sign Ira sees?

**Step 1** What do I know?
- The sign is not round.
- The sign has 3 corners.

**What do I need to find out?**
I need to find out the shape of the sign.

**Step 2** How will I find the shape of the sign?
I will use logical reasoning.

**Step 3** Find a logical answer.
- I will draw a circle, square, triangle, and rectangle.
- The sign is not round.
- I will cross out the circle.
- The sign has 3 corners.
- I will cross out the square and rectangle.
- The sign is a triangle.

**Step 4** Look back
Does my answer make sense? yes
Reteach (2)
Problem-Solving Strategy: Logical Reasoning

Draw the shape. Write the name of the shape.

1. Bill’s clock does not have any sides.
The clock does not have any corners.
What shape is Bill’s clock?
Bill’s clock is a ________________.

2. Jose has a gift with 4 corners.
The gift’s sides are not the same length.
What shape is Jose’s gift?
Jose’s gift is a ________________.

3. Libby’s hat has 1 face.
Libby’s hat is curved.
What shape is Libby’s hat?
Libby’s hat is a ________________.

4. Trina’s picture has sides that are the same length.
Trina’s picture has 3 sides.
What shape is Trina’s picture?
Trina’s picture is a ________________.
Skills Practice

Problem-Solving Strategy: Logical Reasoning

Draw the shape. Write the name of the shape.

1. Kay’s book has 4 corners.
   The sides are the same length.
   What shape is Kay’s book?
   Kay’s book is a ________________.

2. Ron’s toy has 3 corners.
   The sides of the toy are the same length.
   What shape is Ron’s toy?
   Ron’s toy is a ________________.

3. Ann’s drum has 2 faces.
   Her drum is curved.
   What shape is Ann’s drum?
   Ann’s drum is a ________________.

4. Toby’s puzzle has 6 faces.
   The sides of the puzzle are the same length.
   What shape is Toby’s puzzle?
   Toby’s puzzle is a ________________.
Position words tell you where something is.

Look at the picture. Use position words to fill in the blanks.

1. The small rock is _______ the plant.
2. The little fish are _______ the plant.
3. The big fish is _______ the little fish.
4. The big rock is _______ the plant.
5. The toy diver is _______ the big rock.
6. The toy diver is _______ the plant.
7. The plant is _______ the big fish.
8. The plant is _______ the small rock.
Skills Practice

Position

Position words tell where objects are.

Draw here or on another sheet of paper.

1. going up
2. going down
3. below
4. near
5. left of
6. right of

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Reteach

Give and Follow Directions

You can use a grid to help you find places on a map. You can also use a grid to create maps. Follow the directions to draw a map.

Start at 0.
Go right 3.
Go up 2.
Draw a star.

Follow the directions to create a map.

1. Start at 0.
   Go up 3.
   Go right 3.
   Draw a star.

2. Start at 0.
   Go right 3.
   Go up 1.
   Draw a triangle.

3. Start at 0.
   Go right 1.
   Go up 1.
   Draw a circle.
Start at 0. Follow the directions. Draw the object.

1. Go right 3, then up 1. Draw a dog.
2. Go right 5, then up 4. Draw a car.
3. Go right 1, then up 3. Draw a cat.
4. Go right 4, then up 5. Draw a house.
Mark has a can of peas. It has 2 faces. 
1 face is the shape of a circle. 
What is the other face?

**Step 1** What do I know? 
Mark has a can of peas. 
It has 2 faces. 
1 face is a circle. 

**What do I need to find out?** 
What the other face is.

**Step 2** How will I find what the face is? 
I can **draw a picture**.

**Step 3** Draw a picture. 
The faces are a circle and a **circle**.

**Step 4** Look back 
Did I draw a picture of a can? **yes** 
Does my answer show what shape the other face is? **yes**
Problem-Solving Investigation: Choose a Strategy

Solve.

Problem-Solving Strategies
- Making patterns
- Logical reasoning
- Draw a picture

1. Julia’s jack-in-the-box is like a cube. How many corners does it have?
   _____ corners

2. Colin is buying a mirror. The mirror has 4 corners. All the sides are same length. What shape is Colin’s mirror?
   ________________

3. Terrell is drawing patterns. He draws a square, a triangle, a square, and a triangle. Will the 6th shape be a square or a triangle?
   ________________
Name ____________________________

**Skills Practice**

*Problem-Solving Investigation: Choose a Strategy*

**Solve.**

**Problem-Solving Strategies**
- Making patterns
- Logical reasoning
- Draw a picture

1. Sofia is looking at a postcard. The postcard has 4 corners. Its sides are not the same length. She says her postcard is a rectangle. Is she right? 

   ____________________________

2. Dave is drawing patterns. He draws a cube, a square, a rectangle, a cube, and a square. What will the 8th shape be? 

   ____________________________

3. Earl is camping. His tent has 4 faces that are triangles. He says the floor of his tent is a circle. Is he right? 

   ____________________________

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Count groups of tens.
Circle the number.

1. ______ groups of ten  
   40  70  80

2. ______ groups of ten  
   60  70  80

3. ______ groups of ten  
   80  90  100

4. ______ groups of ten  
   50  60  70
Skills Practice
Tens

Count groups of ten. Write the number.

1. _____ tens

2. _____ tens

3. _____ tens

Write your answers.

4. Gwen has 5 vases with 10 flowers in each vase.
   How many groups of ten does she have? _____
   How many flowers are there in all? _____ flowers

5. Mark, Sean, May, and Ben each have 10 marbles.
   How many groups of ten are there? _____
   How many marbles do they have in all? _____
   May goes home and takes her marbles with her.
   How many marbles are there now? _____ marbles
**13-2**

**Reteach**

*Tens and Ones*

| 43 | 32 = 32 ones | 32 ones = 3 tens 2 ones | 3 tens 2 ones |

Write how many ones. Count the groups of ten. Write how many tens and ones.

1. 43 = _____ ones _____ tens _____ ones

2. 31 = _____ ones _____ tens _____ one

3. 16 = _____ ones _____ ten _____ ones

4. 25 = _____ ones _____ ten _____ ones
Skills Practice
Tens and Ones

Preparation: Connecting cubes are needed for this activity.

Use 📊. Make groups of tens and ones.
Write how many.

1. 26 twenty-six
   ____ ones
   ____ tens ____ ones

2. 31 thirty-one
   ____ ones
   ____ tens ____ one

3. 22 twenty-two
   ____ ones
   ____ tens ____ ones

4. 13 thirteen
   ____ ones
   ____ ten ____ ones

Write your answer.

5. How can you use tens and ones to show that 23 is different than 32?
   ____________________________

6. Pat is thinking of a number. It has 5 tens and 4 ones.
   What is the number? _____
Reteach (1)  
Problem-Solving Strategy: Guess and Check

Preparation: Connecting cubes are needed for this activity.
Beth has 21 shirts to put in 3 drawers.
She wants the same number of shirts in each drawer.
How many shirts go in each drawer?

Step 1 What do I know?

Understand
Beth has 21 shirts.
There are 3 drawers.
She wants the same number of shirts in each drawer.

Step 3 Guess and check.

Solve
Guess the number. Use cubes to check.
Guess 7 shirts in each drawer.
Put 7 cubes in 3 groups.
Count the cubes. How many? 21

Step 4 Does my answer make sense? yes

Check
How did I check my guess? I used cubes.
Use guess and check to solve.

1. Sam has 4 bags of grapes. There are 10 grapes in each bag. How many grapes are there?

_____ grapes

2. Mick has 18 quarters and three brothers. He wants to give the same number of quarters to each brother. How many quarters should each brother get?

_____ quarters

3. There are six rows of flowers in a garden. Each row has four flowers. How many flowers are there in all?

_____ flowers

4. Mary has 12 cans of corn to put on 3 shelves. She wants to put the same number of cans on each shelf. How many cans go on each shelf?

_____ cans
Skills Practice

Problem-Solving Strategy: Guess and Check

Use guess and check to solve.

1. Greg has 13 cents. He says he can give the same amount of money to 3 friends. Is he right? Show how you know.

_____

2. Sue Ellen is planning a trip. She wants to visit 8 places in 16 days. She wants to spend the same number of days at each place. How many days can she visit each place?

____ days

3. Ron is at a parade. He sees 30 people in each band. He sees 3 bands. How many people does Ron see?

____ people

4. Ms. White has 4 shelves. She has 9 plates on each shelf. How many total plates does Ms. White have?

____ plates
### Reteach

#### Numbers to 50

<table>
<thead>
<tr>
<th>tens</th>
<th>ones</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>tens</th>
<th>ones</th>
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<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 tens 3 ones  
43 forty-three

2 tens 5 ones  
25 twenty-five

---

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

1.  

<table>
<thead>
<tr>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

_____ tens  _____ ones  
_____ thirty-four

2.  

<table>
<thead>
<tr>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

_____ tens  _____ ones  
_____ twenty-seven

---
### Skills Practice

#### Numbers to 50

**Write the numbers.**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1</td>
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<tr>
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<tr>
<td>4</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

1. 2 tens 2 ones
2. 5 tens 0 ones
3. 4 tens 6 ones
4. 3 tens 4 ones
5. 1 tens 7 ones
6. 6 tens 9 ones

---

**Grade 1**

**Chapter 13**
### Reteach

**Numbers to 100**

<table>
<thead>
<tr>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

6 tens 4 ones
64 sixty-four

Write how many tens and ones. Write the number.

1. _____ tens _____ ones
   _______ eighty-two

2. _____ tens _____ ones
   _______ fifty-three

<table>
<thead>
<tr>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>7</td>
</tr>
</tbody>
</table>

7 tens 5 ones
75 seventy-five
### Skills Practice

**Numbers to 100**

Write the number two different ways.

<table>
<thead>
<tr>
<th></th>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

1. 50 4
   5 4 ones
   5 tens 4 ones

   80 6
   8 tens 6 ones

2. 90 3
   9 tens 3 ones

   60 7
   6 tens 7 ones

3. 70
   7 tens 0 ones

   45
   4 tens 5 ones
Estimate Numbers

You can count groups of tens to help estimate.

4 tens
Estimate: 40
Count: 41

Count groups of tens. Estimate. Then count.

1. Estimate: _____
   Count: _____

2. Estimate: _____
   Count: _____

3. Estimate: _____
   Count: _____
Estimate Numbers

Count groups of ten. Estimate. Then count.

1. Estimate: _____
   Count: _____

2. Estimate: _____
   Count: _____

3. Estimate: _____
   Count: _____

Solve.

4. Chet has 10 baseball cards. Marisa has 10 baseball cards. Max has 8 baseball cards. Estimate how many baseball cards they have. _________ Write the exact number. _________
Curtis has 34 pencils. He puts them in groups of 10.
How many groups of 10 does he have?
How many are left over?

**Step 1**
What do I know?
Curtis has 34 pencils.
He puts them in groups of 10.

**What do I need to find out?**
How many are left.

**Step 2**
How will I find how many groups of 10?
I will **act it out** to find how many.

**Step 3**
Use a model to act it out.
Count 34 and put them in groups of 10.

Curtis has ____ groups of 10. He has
____ cubes left.

**Step 4**
Did I act it out? **yes**
Did I show how many groups? **yes**
Did I show how many cubes are left? **yes**
Choose a strategy to solve.

Problem-Solving Strategies
• Act It Out
• Guess and Check
• Make a Table

1. Jesse gets 2 carrots in a bag for lunch every day. How many carrots does he get in 5 days?

   ____ carrots

2. At Mike’s Market, there are 3 packs of crackers. Dan wants to buy all of them. Each costs 10 cents. How much money does he need?

   ____ cents

3. Ms. Lopez is putting apples into bags to sell at the market. She needs 20 bags with 5 apples in each. How many apples does she need in all?

   ____ apples
Name ____________________________

13-7

Skills Practice

Problem-Solving Investigation: Choose a Strategy

Choose a strategy.

Solve.

Problem-Solving Strategies

• Act It Out
• Guess and Check
• Make a Table

1. Lee and Joelle each have 10 books. Ryan has 4 books. How many books do they have together?

_____ books

2. Trey has 40 crayons. He shares them with 3 friends. How many crayons will Trey and his friends get?

_____ crayons

3. Hope has 4 bowls with 2 fish in each bowl. How many fish does she have?

_____ fish
Reteach

Compare Numbers to 100

Compare 25 and 22.
The tens are the same. Compare the ones.

<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>2</td>
</tr>
<tr>
<td>22</td>
<td>2</td>
</tr>
</tbody>
</table>

5 is greater than 2.
So, 25 is greater than 22.
25 > 22

You can also use a number line to compare numbers.

[Number line showing 22 is less than 25]

22 < 25

Compare the numbers. Circle is greater than or is less than. Then write > or <.

1. 49 is greater than 47
   49 [ ] 47

2. 53 is greater than 55
   53 [ ] 55
Skills Practice

Compare Numbers to 100

Preparation: Base-10 blocks are needed for this activity.

Write >, <, or =.

1. 72 〇 72
2. 63 〇 76
3. 39 〇 40
4. 43 〇 34
5. 86 〇 88
6. 17 〇 18
7. 54 〇 45
8. 82 〇 82
9. 100 〇 98
10. 74 〇 94

Circle your answer.

11. Which is true about 6 tens and 5 ones?
   The amount is greater than 68.
   The amount is equal to 56.
   The amount is less than 66.

12. Which is true about 3 tens and 7 ones?
   The amount is greater than 35.
   The amount is equal to 39.
   The amount is less than 28.
13-9

Reteach

Order Numbers to 100

44 is just before 45
45 is between 44 and 46
46 is just after 45

Write the number that is just before.

<table>
<thead>
<tr>
<th>30</th>
<th>31</th>
<th>32</th>
<th>33</th>
<th>34</th>
<th>35</th>
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<tbody>
<tr>
<td>32</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

1. _____, 32

<table>
<thead>
<tr>
<th>80</th>
<th>81</th>
<th>82</th>
<th>83</th>
<th>84</th>
<th>85</th>
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<td>83</td>
<td></td>
<td></td>
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</table>

2. _____, 83

Write the number that is just after.

<table>
<thead>
<tr>
<th>40</th>
<th>41</th>
<th>42</th>
<th>43</th>
<th>44</th>
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<tr>
<td>42</td>
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</table>

3. 42, _____

<table>
<thead>
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<th>76</th>
<th>77</th>
<th>78</th>
<th>79</th>
<th>80</th>
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<tbody>
<tr>
<td>76</td>
<td></td>
<td></td>
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</tbody>
</table>

4. 76, _____

Write the number that is between.

<table>
<thead>
<tr>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
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<tbody>
<tr>
<td>18</td>
<td></td>
<td></td>
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</table>

5. 18, _____, 20

<table>
<thead>
<tr>
<th>90</th>
<th>91</th>
<th>92</th>
<th>93</th>
<th>94</th>
<th>95</th>
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<tbody>
<tr>
<td>92</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

6. 16, _____, 18

7. 15, _____, 17

8. 92, _____, 94

9. 90, _____, 92

10. 92, _____, 94
Skills Practice
Order Numbers to 100

Write the number that comes just before.
1. ____, 38
2. ____, 46
3. ____, 40
4. ____, 64
5. ____, 69
6. ____, 76
7. ____, 71
8. ____, 27
9. ____, 53
10. ____, 67
11. ____, 90
12. ____, 33

Write the number that is between.
13. 19, ____, 21
14. 59, ____, 61
15. 80, ____, 82
16. 48, ____, 50

Solve.
17. Jim wants the number after 29 on his shirt. Write the number on Jim’s shirt.
Name

Reteach
Add and Subtract Tens

Preparation: Scissors and glue are needed for this activity.

\[
\begin{align*}
2 + 4 & = 6 \\
20 + 40 & = 60 \\
\end{align*}
\]

\[2 + 4 = 6\] helps you know that \[20 + 40 = 60\]

Cut out the crayons. Glue them to match the problems.

1. \[2 + 2 = ?\] + =

2. \[20 + 20 = ?\] + =

3. \[3 - 2 = ?\] − =

4. \[30 - 20 = ?\] − =
Skills Practice
Add and Subtract Tens

Preparation: Base-10 blocks are needed for this activity.

Add or subtract. Use \( \underline{\text{underline}} \) to help.

1. 7 tens \(-\) 3 tens = _____ tens
   \[ 70 - 30 = ____ \]

2. 6 tens \(-\) 1 ten = _____ tens
   \[ 60 - 10 = ____ \]

3. 4 tens + 2 tens = _____ tens
   \[ 40 + 20 = ____ \]

4. 4 tens + 3 tens = _____ tens
   \[ 40 + 30 = ____ \]

5. 9 tens \(-\) 3 tens = _____ tens
   \[ 90 - 30 = ____ \]

6. 7 tens + 1 ten = _____ tens
   \[ 70 + 10 = ____ \]

Solve.

7. What is 4 tens from 7 tens? _____ \(-\) _____ = ____

8. What is 3 tens and 5 tens? _____ + _____ = ____

9. What is 2 tens and 2 tens? _____ + _____ = ____

10. What is 1 ten from 7 tens? _____ \(-\) _____ = ____

11. What is 4 tens from 6 tens? _____ \(-\) _____ = ____

12. What is 4 tens and 3 tens? _____ + _____ = ____
Reteach
Add with Two-Digit Numbers

You can count on a number line to add with two-digit numbers.

Mary buys 32 eggs.
Jen buys 5 more eggs than Mary.
How many eggs did Jen buy?

32 + 5 = ?

32 + 5 = 37 eggs

Use the number line to add.

1. 14 + 3 = _____ 18 + 2 = _____

2. 21 + 4 = _____ 24 + 3 = _____

3. 36 + 3 = _____ 31 + 5 = _____

4. 63 + 5 = _____ 65 + 3 = _____
# Skills Practice

Add with Two-Digit Numbers

**Preparation:** WorkMat 7 and base-10 blocks are needed for this activity.

**Use WorkMat 7 and □ and □□□□□□□□□. Add.**

<table>
<thead>
<tr>
<th></th>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
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<tr>
<td></td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td>+</td>
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</tr>
<tr>
<td>3.</td>
<td>6</td>
<td>1</td>
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<tr>
<td></td>
<td>1</td>
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<td>5</td>
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<tr>
<td>4.</td>
<td>5</td>
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<td></td>
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<td>5.</td>
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<td>6.</td>
<td>2</td>
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<td></td>
<td>1</td>
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</tr>
<tr>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>+</td>
<td></td>
</tr>
</tbody>
</table>

**Solve.**

7. Bob has 33 stamps. He finds 2 more. How many stamps are there?

8. Start at 26. Count on 2. What is the number?

______ stamps

---

Name ________________________

INS2.6

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Reteach (1)  

Problem-Solving Strategy: Guess and Check

Mr. Gil went to the store. He spent a total of 34 cents. Which two products did he buy?

Step 1  What do I know?

Mr. Gil bought:

- The **costs 10 cents.**
- The **costs 14 cents.**
- The **costs 20 cents.**

Mr. Gil spent 34 cents.

What do I need to find out?

Which two products did Mr. Gil buy?

Step 2  How will I find out what he bought?

I can guess and check until I find which two products add up to 34 cents.

Step 3  Guess and Check

I will guess that Mr. Gil bought the **Hand Soap** and the **Toothpaste**.  

Check: **14** cents + **20** cents = **34** cents

The sum is 34. Mr. Gil bought the **Hand Soap** and the **Toothpaste**.

Step 4  Does my answer make sense? ____

How do I know? ________________
Guess and check. Solve.

1. Lucy has two bags of marbles. She has 18 in all. About how many marbles are in each bag? Circle your guess. Then check.

   About: 10  15  20

   Check: ___________ . Was your guess close? ___

2. Gina has 50 pieces of fruit. Which two kinds of fruit does she have? Circle your guess. Then check.

   Check: ___________ . Was your guess right? ___

3. Cars in the race are two different colors. There are 36 cars. What color are the cars? Circle your guess. Then check.

   Check: ___________ . Was your guess right? ___
Guess and check to solve.

1. Mike has 2 toy boxes. He has 29 toys. About how many toys are in each box? Circle your guess. Then check.

   About: 5
   10
   15

   Check: ______________. Was your guess close? ___

2. Todd sees 2 kinds of things outside. He sees 15 things in all. Which two things does he see? Circle your guess. Then check.

   Check: ______________. Was your guess right? ___

3. Ella did two chores for her mom. She worked for 35 minutes. Which two chores did she do? Circle your guess. Then check.

   Check: ______________. Was your guess right? ___

4. Make this number sentence correct. Put in the signs.

   32  25  7 = 0
Reteach
Add Two-Digit Numbers

You can use a number line to add ones or tens.
Lu plants 23 flowers. Meg plants 35 flowers. How many flowers are there now?

\[ 23 + 35 = ? \]

Count on by ones to add one.
Start with the greater number.

\[ \begin{array}{c}
0 \quad 1 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad 8 \quad 9 \quad 10 \\
\hline
5 \quad 6 \quad 7 \quad 8 \\
\end{array} \]

\[ 5 + 3 = 8 \text{ ones} \]

Count on by tens to add ten.
Start with the greater number.

\[ \begin{array}{c}
0 \quad 10 \quad 20 \quad 30 \quad 40 \quad 50 \quad 60 \quad 70 \quad 80 \quad 90 \quad 100 \\
\hline
30 \quad 40 \quad 50 \quad 60 \\
\end{array} \]

\[ 30 + 20 = 50 \]

50 tens and 8 ones = 58 flowers

Use the number lines to add ones and tens.

\[ \begin{array}{c}
0 \quad 1 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad 8 \quad 9 \quad 10 \\
\hline
\end{array} \]

\[ \begin{array}{c}
0 \quad 10 \quad 20 \quad 30 \quad 40 \quad 50 \quad 60 \quad 70 \quad 80 \quad 90 \quad 100 \\
\hline
\end{array} \]

1. \[ 42 + 24 = \] _____

2. \[ 78 + 11 = \] _____

3. \[ 31 + 52 = \] _____

4. \[ 15 + 14 = \] _____
Skills Practice
Add Two-Digit Numbers

Preparation: WorkMat 7 and base-10 blocks are needed for this activity.

Use WorkMat 7 and □ and □□□□□□□□□. Add.

1. \[
\begin{array}{c|c}
\text{tens} & \text{ones} \\
\hline
3 & 7 \\
1 & 2 \\
\end{array}
\]

2. \[
\begin{array}{c|c}
\text{tens} & \text{ones} \\
\hline
5 & 0 \\
3 & 3 \\
\end{array}
\]

3. \[
\begin{array}{c|c}
\text{tens} & \text{ones} \\
\hline
1 & 7 \\
6 & 2 \\
\end{array}
\]

4. \[
\begin{array}{c|c}
\text{tens} & \text{ones} \\
\hline
3 & 5 \\
2 & 3 \\
\end{array}
\]

5. \[
\begin{array}{c|c}
\text{tens} & \text{ones} \\
\hline
7 & 7 \\
2 & 2 \\
\end{array}
\]

6. \[
\begin{array}{c|c}
\text{tens} & \text{ones} \\
\hline
3 & 4 \\
1 & 5 \\
\end{array}
\]

Solve.

7. Lu counts 51 cents in her pocket. She finds 26 more. How many cents does she have now?

8. The letter carrier brings mail to 13 houses each day. How many houses does he visit in two days?
Estimate Sums

If you do not need an exact sum, you can estimate.
If a number ends in 0, 1, 2, 3, or 4, you can round down.
If a number ends in 5, 6, 7, 8, or 9, you can round up.

What is 33 + 19?

33 is about the same as 30.
19 is about the same as 20.

30 + 20 = 50, so the exact sum of 33 + 19 will be about 50.

Round each number to the nearest ten. Then add.

1. 59 rounds to ____  32 rounds to ____
   59 + 32 is about ____  ____ + ____ = ____

2. 44 rounds to ____  13 rounds to ____
   44 + 13 is about ____  ____ + ____ = ____

3. 38 rounds to ____  21 rounds to ____
   38 + 21 is about ____  ____ + ____ = ____

4. 41 rounds to ____  43 rounds to ____
   41 + 43 is about ____  ____ + ____ = ____
Round to the nearest ten. Then add. Use the number lines to help.

1. 47 + 29
   47 rounds to _____
   29 rounds to _____
   _____ + _____ = _____

2. 22 + 13
   22 rounds to _____
   13 rounds to _____
   _____ + _____ = _____

3. 24 + 28
   _____ + _____ = _____

4. 39 + 17
   _____ + _____ = _____

5. 33 + 11
   _____ + _____ = _____

6. 31 + 42
   _____ + _____ = _____

Solve.

7. Lee had 21 stickers. She gets 11 more. About how many does she have now?
   _____ + _____ = _____ She has about _____ stickers.

8. Tom had 62 marbles. His sister gives him 25 more. About how many marbles does he have now?
   _____ + _____ = _____ He has about _____ marbles.
Reteach

Subtract with Two-Digit Numbers

You can count back on a number line to subtract from two-digit numbers.
Larry has 28 stamps. He uses 5 of them. How many stamps are left?

\[ 28 - 5 = ? \]

Start at the greater number and count back.

\[ \begin{array}{c}
\text{20} \\
\text{21} \\
\text{22} \\
\text{23} \\
\text{24} \\
\text{25} \\
\text{26} \\
\text{27} \\
\text{28} \\
\text{29} \\
\text{30} \\
\end{array} \]

\[ 28 - 5 = 23 \text{ stamps} \]

Use the number line to subtract.

1. \[ \begin{array}{c}
15 \\
- 4 \\
\end{array} \]

2. \[ \begin{array}{c}
29 \\
- 2 \\
\end{array} \]

3. \[ \begin{array}{c}
38 \\
- 6 \\
\end{array} \]

4. \[ \begin{array}{c}
57 \\
- 7 \\
\end{array} \]
Name______

14-6

Skills Practice

Subtract with Two-Digit Numbers

Preparation: WorkMat 7 and base-10 blocks are needed for this activity.

Use WorkMat 7 and □ and □□□□□□□□. Subtract.

1. tens ones
   2 6
   -
   __

2. tens ones
   4 9
   -
   __

3. tens ones
   1 8
   -
   __

4. tens ones
   4 2
   -
   __

5. tens ones
   7 7
   -
   __

6. tens ones
   3 5
   -
   __

Solve.

7. Ann has 28 paper dolls. She gives 6 to her friends. How many does she have now? ______ paper dolls

**Reteach**

*Subtract Two-Digit Numbers*

68 birds are in a tree. 47 fly away. How many birds stay in the tree?

68 − 47 = ?

**Count back by ones to subtract one.**

\[8 - 7 = 1\]

**Count back by tens to subtract ten.**

\[60 - 40 = 20\]

20 and 1 = 21 birds

**Use the number lines to subtract tens and ones.**

1. 78 − 17 = _____
2. 38 − 15 = _____
3. 49 − 19 = _____
4. 76 − 33 = _____
5. 57 − 22 = _____
6. 65 − 21 = _____
Skills Practice

Subtract Two-Digit Numbers

Preparation: WorkMat 7 and base-10 blocks are needed for this activity.

Use WorkMat 7 and □ and □. Subtract.

1. \[
\begin{array}{c|c|c|c}
| & tens & ones \\
\hline
5 & 7 & 1 & 5 \\
\hline
\end{array}
\]

2. \[
\begin{array}{c|c|c|c}
| & tens & ones \\
\hline
3 & 9 & 2 & 3 \\
\hline
\end{array}
\]

3. \[
\begin{array}{c|c|c|c}
| & tens & ones \\
\hline
4 & 7 & 3 & 4 \\
\hline
\end{array}
\]

4. \[
\begin{array}{c|c|c|c}
| & tens & ones \\
\hline
6 & 4 & 3 & 1 \\
\hline
\end{array}
\]

5. \[
\begin{array}{c|c|c|c}
| & tens & ones \\
\hline
8 & 3 & 1 & 1 \\
\hline
\end{array}
\]

6. \[
\begin{array}{c|c|c|c}
| & tens & ones \\
\hline
9 & 5 & 1 & 3 \\
\hline
\end{array}
\]

Solve.

7. Jeff bought 38 cherries. He gave 23 to his dad. How many cherries are left? □ cherries

8. Marge counted 59 leaves on a tree. She counts 31 the next day. How many leaves fell off the tree? □ leaves
There are 54 dogs and 32 cats at the pet store. How many more dogs are in the store than cats?

Step 1
Understand
What do I know?
There are 54 dogs.
There are 32 cats.

What do I need to find out?
How many more dogs are there than cats?

Step 2
Plan
How will I find out?
I can guess and check. But I may not guess the answer right away.
Making a table might be easier.
I will make a table.

Step 3
Solve
Make a table.

<table>
<thead>
<tr>
<th></th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dogs</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>Cats</td>
<td>30</td>
<td>2</td>
</tr>
</tbody>
</table>

There are _____ more dogs than cats.

Step 4
Check
Does my table show how many more dogs there are? _____
Did I choose a good strategy? _____
Choose a strategy and solve.

Problem-Solving Strategies

- Guess and Check
- Choose the Operation
- Make a Table

1. Frank rakes 10 yards. Mike rakes 5. How many yards do they rake in all?
   _____ yards

2. Stan rides his bike for 32 yards. Lee rides her bike for 56 yards. How many more yards does Lee ride than Stan?
   _____ yards

3. James sees two kinds of flowers in his yard. He sees 40 in all. Which two flowers does he see? Circle your answer.

4. Meg gives 20 cents to her brother. She gives 34 cents to her sister. She has 11 cents left. How much money does she start with?
   _____ cents
Problem-Solving Investigation: Choose a Strategy

Choose a strategy and solve.

**Problem-Solving Strategies**
- Guess and Check
- Choose the Operation
- Make a Table

1. Lin plants 12 seeds. Dee plants 34 seeds. How many seeds do they plant?
   _____ seeds

2. Raul has 10 toy cars. He gets a set of 30 cars for his birthday. How many cars does he have now?
   _____ cars

3. Lita sees two kinds of objects on her trip. She sees 39 in all. Which two objects does she see? Circle your answer.
   15 18 21

4. The letter carrier brings mail to 20 homes on Lee Street. He brings mail to 10 homes on Main Street. How many homes is that?
   _____ homes

5. Jen’s block has 48 trees. Sam’s block has 23 trees. How many more trees are on Jen’s block?
   _____ trees

6. Lou has 16 shirts. Greg has 11 shirts. About how many shirts do they have? Round to the nearest ten.
   About _____ shirts
Estimate Differences

If you do not need an exact difference, you can estimate.
If a number ends in 5, 6, 7, 8, or 9, you can round up.
If a number ends in 0, 1, 2, 3, or 4, you can round down.

What is $26 - 13$?

26 is about the same as 30.
13 is about the same as 10.

$30 - 10 = 20$, so the exact difference of $26 - 13$ will be about 20.

Round each number to the nearest ten. Then subtract.

1. 59 rounds to _____
   12 rounds to _____
   59 - 12 is about _____
   _____ - _____ = _____

2. 28 rounds to _____
   19 rounds to _____
   28 - 19 is about _____
   _____ - _____ = _____

3. 42 rounds to _____
   21 rounds to _____
   42 - 21 is about _____
   _____ - _____ = _____

4. 67 rounds to _____
   33 rounds to _____
   67 - 33 is about _____
   _____ - _____ = _____
Name ____________________________

14-9
Skills Practice
Estimate Differences

Round to the nearest ten. Then subtract. Use the number lines to help.

1. 39 – 32
   39 rounds to _____
   32 rounds to _____
   _____ – _____ = _____

2. 48 – 24
   48 rounds to _____
   24 rounds to _____
   _____ – _____ = _____

3. 47 – 28
   _____ – _____ = _____

4. 49 – 17
   _____ – _____ = _____

5. 38 – 21
   _____ – _____ = _____

6. 43 – 14
   _____ – _____ = _____

Solve.

7. Lily has 57 marbles. Her brother has 22 marbles. About how many more marbles does Lily have?
   _____ – _____ = _____
   She has about _____ more marbles.