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<td>36</td>
<td>SR36</td>
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</table>
Understand Addition

Write the number sentence. Solve.

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1. Six bees are flying. Then 6 more bees join them. How many bees are there now?</td>
<td>6 + 6 = 12</td>
<td>bees</td>
</tr>
<tr>
<td>2. Jeff finds 8 ladybugs. Sally finds 3 ladybugs. How many ladybugs do they find in all?</td>
<td></td>
<td>ladybugs</td>
</tr>
<tr>
<td>3. There are 4 moths on a tree. Then 5 more moths come. How many moths are on the tree now?</td>
<td></td>
<td>moths</td>
</tr>
<tr>
<td>4. There are 7 crickets jumping. There are 8 crickets chirping. How many crickets are there in all?</td>
<td></td>
<td>crickets</td>
</tr>
</tbody>
</table>

Problem Solving

5. Carol sees 3 ants. Jim sees 5 ants. How many ants do they see in all? Circle the type of addition this shows. Add to join groups. Add two parts.
## Count On

Circle the greater number. Count on to find the sum.

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<td><img src="6" alt="Circle" /></td>
<td>6</td>
<td>+ 3</td>
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<td>2.</td>
<td></td>
<td>9</td>
<td>+ 2</td>
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<td>3.</td>
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<td>5</td>
<td>+ 1</td>
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<td>4.</td>
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<td>3</td>
<td>+ 4</td>
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<td>5.</td>
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<td>9</td>
<td>+ 3</td>
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<td>6.</td>
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<td>2</td>
<td>+ 5</td>
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<td>7.</td>
<td></td>
<td>6</td>
<td>+ 1</td>
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<td>8.</td>
<td></td>
<td>5</td>
<td>+ 3</td>
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<td>9.</td>
<td></td>
<td>2</td>
<td>+ 8</td>
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<td>10.</td>
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<td>1</td>
<td>+ 7</td>
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<td>11.</td>
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<td>1</td>
<td>+ 10</td>
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<td>12.</td>
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<td>4</td>
<td>+ 2</td>
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<td>13.</td>
<td></td>
<td>3</td>
<td>+ 7</td>
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<tr>
<td>14.</td>
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<td>8</td>
<td>+ 1</td>
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<td>15.</td>
<td></td>
<td>8</td>
<td>+ 3</td>
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</tbody>
</table>

## Problem Solving

16. What are three ways you can count on to make a sum of 9?

   ____ + ____ = 9
   ____ + ____ = 9
   ____ + ____ = 9
## Doubles and Near Doubles

Write a double. Then write both doubles-plus-one facts.

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<td>7 + 7 = 14</td>
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<td>+  = 10</td>
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</tr>
<tr>
<td>3.</td>
<td>+  = 18</td>
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<tr>
<td>4.</td>
<td>+  = 8</td>
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<tr>
<td>5.</td>
<td>+  = 12</td>
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<tr>
<td>6.</td>
<td>+  = 16</td>
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</table>

### Problem Solving

Solve. Use doubles or doubles plus one.

7. Six crickets are chirping. Then 6 more crickets join in. How many crickets are chirping now?

8. Nora counts 8 flies inside and 9 flies outside. How many flies does she count in all?
## Make a Ten

Use a ten frame and ⬤ to make a ten. Find the sum.

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<td>+7</td>
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<td>5</td>
<td>+8</td>
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<td>3.</td>
<td>9</td>
<td>+2</td>
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<td>+7</td>
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<td>5.</td>
<td>9</td>
<td>+9</td>
<td></td>
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<tr>
<td>6.</td>
<td>4</td>
<td>+8</td>
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<tr>
<td>7.</td>
<td>8</td>
<td>+9</td>
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<td>8.</td>
<td>6</td>
<td>+6</td>
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<td>18.</td>
<td>6</td>
<td>+8</td>
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## Problem Solving

19. There are 13 children in a class. Some are boys. Some are girls. Write addition sentences to show how many boys and girls there may be in a class of 13 children.
**Lesson 1.5**

**Algebra: Practice the Facts**

Find the sums.

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<td><strong>2.</strong> $0 + 6 = \underline{\hspace{2cm}}$</td>
<td><strong>3.</strong> $\underline{\hspace{2cm}} = 7 + 4$</td>
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<td>$6 + 7 = \boxed{13}$</td>
<td>$0 + 9 = \underline{\hspace{2cm}}$</td>
<td>$\underline{\hspace{2cm}} = 4 + 7$</td>
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<tr>
<td><strong>4.</strong> $\underline{\hspace{2cm}} = 7 + 7$</td>
<td><strong>5.</strong> $2 + 9 = \underline{\hspace{2cm}}$</td>
<td><strong>6.</strong> $5 + 0 = \underline{\hspace{2cm}}$</td>
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<td>$\underline{\hspace{2cm}} = 8 + 7$</td>
<td>$9 + 2 = \underline{\hspace{2cm}}$</td>
<td>$1 + 0 = \underline{\hspace{2cm}}$</td>
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<td><strong>7.</strong> $5 + 9 = \underline{\hspace{2cm}}$</td>
<td><strong>8.</strong> $\underline{\hspace{2cm}} = 0 + 3$</td>
<td><strong>9.</strong> $\underline{\hspace{2cm}} = 5 + 5$</td>
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<td>$9 + 5 = \underline{\hspace{2cm}}$</td>
<td>$\underline{\hspace{2cm}} = 3 + 0$</td>
<td>$\underline{\hspace{2cm}} = 5 + 6$</td>
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<td><strong>10.</strong> $2 + 0 = \underline{\hspace{2cm}}$</td>
<td><strong>11.</strong> $\underline{\hspace{2cm}} = 8 + 8$</td>
<td><strong>12.</strong> $6 + 9 = \underline{\hspace{2cm}}$</td>
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<tr>
<td>$7 + 0 = \underline{\hspace{2cm}}$</td>
<td>$\underline{\hspace{2cm}} = 8 + 9$</td>
<td>$9 + 6 = \underline{\hspace{2cm}}$</td>
</tr>
<tr>
<td><strong>13.</strong> $\underline{\hspace{2cm}} = 6 + 0$</td>
<td><strong>14.</strong> $3 + 8 = \underline{\hspace{2cm}}$</td>
<td><strong>15.</strong> $7 + 9 = \underline{\hspace{2cm}}$</td>
</tr>
<tr>
<td>$\underline{\hspace{2cm}} = 4 + 0$</td>
<td>$9 + 3 = \underline{\hspace{2cm}}$</td>
<td>$9 + 7 = \underline{\hspace{2cm}}$</td>
</tr>
</tbody>
</table>

**Problem Solving**

Solve. Use doubles or doubles plus one.

16. Fred thinks of an addition fact. The sum is 14. One addend is 8. What is a fact Fred could be thinking of?

17. Fred thinks of a new addition fact. This time, the sum is 15, but one addend is still 8. What is a fact Fred could be thinking of?
Algebra: Follow the Rule

Follow the rule. Complete the table.

1. Rule: Add 5.

<table>
<thead>
<tr>
<th>In</th>
<th>Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td></td>
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<tr>
<td>4</td>
<td></td>
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<tr>
<td>5</td>
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</table>

2. Rule: Add 3.

<table>
<thead>
<tr>
<th>In</th>
<th>Out</th>
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<tbody>
<tr>
<td>3</td>
<td>5</td>
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<tr>
<td></td>
<td>7</td>
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<td></td>
<td>9</td>
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</tbody>
</table>


<table>
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<th>In</th>
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<tbody>
<tr>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>8</td>
</tr>
</tbody>
</table>

Find a rule. Complete the table.

4. Rule: Add $\frac{4}{4}$.

<table>
<thead>
<tr>
<th>In</th>
<th>Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

5. Rule: Add ____.

<table>
<thead>
<tr>
<th>In</th>
<th>Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

6. Rule: Add ____.

<table>
<thead>
<tr>
<th>In</th>
<th>Out</th>
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</thead>
<tbody>
<tr>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>

Problem Solving

7. Find the missing numbers in the puzzle.

**HINT:** Which two numbers can you add to find the sum for the center of the circle?
# Algebra: Add 3 Numbers

Write the sum.

1. \[
\begin{align*}
3 & \\
4 & \\
+2 & \\
\hline
9 & 
\end{align*}
\]

2. \[
\begin{align*}
4 & \\
6 & \\
+3 & \\
\hline
13 & 
\end{align*}
\]

3. \[
\begin{align*}
3 & \\
3 & \\
+7 & \\
\hline
16 & 
\end{align*}
\]

4. \[
\begin{align*}
4 & \\
2 & \\
+4 & \\
\hline
10 & 
\end{align*}
\]

5. \[
\begin{align*}
7 & \\
3 & \\
+2 & \\
\hline
10 & 
\end{align*}
\]

6. \[
\begin{align*}
4 & \\
2 & \\
+5 & \\
\hline
11 & 
\end{align*}
\]

7. \[
\begin{align*}
4 & \\
6 & \\
+1 & \\
\hline
11 & 
\end{align*}
\]

8. \[
\begin{align*}
9 & \\
1 & \\
+7 & \\
\hline
17 & 
\end{align*}
\]

9. \[
\begin{align*}
3 & \\
5 & \\
+7 & \\
\hline
15 & 
\end{align*}
\]

10. \[
\begin{align*}
5 & \\
1 & \\
+5 & \\
\hline
12 & 
\end{align*}
\]

11. \[
\begin{align*}
6 & \\
4 & \\
+4 & \\
\hline
14 & 
\end{align*}
\]

12. \[
\begin{align*}
4 & \\
5 & \\
+3 & \\
\hline
12 & 
\end{align*}
\]

13. \[
\begin{align*}
1 & \\
3 & \\
+7 & \\
\hline
11 & 
\end{align*}
\]

14. \[
\begin{align*}
5 & \\
5 & \\
+5 & \\
\hline
15 & 
\end{align*}
\]

15. \[
\begin{align*}
8 & \\
1 & \\
+2 & \\
\hline
10 & 
\end{align*}
\]

16. \[
\begin{align*}
2 & \\
3 & \\
+6 & \\
\hline
11 & 
\end{align*}
\]

17. \[
\begin{align*}
5 & \\
5 & \\
+3 & \\
\hline
13 & 
\end{align*}
\]

18. \[
\begin{align*}
7 & \\
2 & \\
+2 & \\
\hline
11 & 
\end{align*}
\]

## Problem Solving

Use the picture to solve.

19. If Ali buys all the red beads, and Kim buys all the blue and green beads, how many beads do they buy in all? _____ beads

20. If Kim buys all the green beads, and Ali buys 1 blue bead and 2 red beads, how many beads do they buy in all? _____ beads
Problem Solving Workshop
Strategy • Draw a Picture

Draw a picture to solve.
Write the number sentence.

1. A cricket hops 7 times. Then it hops 3 more times. How many times does it hop in all?

   cricket

   _____ hops

2. 6 worms are digging in the dirt. Then 9 more worms join them. How many worms are digging now?

   worm

   _____ worms

Mixed Strategy Practice

Choose a strategy to solve.
Write or draw to explain.

3. There are 2 ladybugs on a leaf. Each ladybug has 8 spots. How many spots are there on both ladybugs?

   ladybug

   _____ spots

4. Marisol has 6 red pens, 4 blue pens, and 2 green pens. How many pens does she have in all?

   pen

   _____ pens
### Understand Subtraction

Draw a picture of the problem. Write the number sentence. Solve.

1. There are 8 kites in the air. Then 3 kites fall to the ground. How many kites are still in the air?

   ![Kite](kite.png)

   \[
   8 - 3 = 5
   \]

   5 kites

2. Tammy eats 5 nuts. Jon eats 7 nuts. How many fewer nuts does Tammy eat than Jon?

   ![Nut](nut.png)

   ___ ○ ___ ○ ___

   ___ fewer nuts

3. LaBron sees 8 birds. Bret sees 2 birds. How many more birds does LaBron see than Bret?

   ![Bird](bird.png)

   ___ ○ ___ ○ ___

   ___ more birds

4. There are 9 towels at the pool. Bella takes 1 towel. How many towels are left?

   ![Towel](towel.png)

   ___ ○ ___ ○ ___

   ___ towels

### Problem Solving

Use the picture to complete the sentence.

5. There are ____ more flowers than bells.
# Count Back

Count back to find the difference.

1. \[8 - 3 = 5\]  
   7, 6, 5

2. \[5 - 2 = \_\]  

3. \[7 - 3 = \_\]  

4. \[3 - 1 = \_\]  

5. \[6 - 2 = \_\]  

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

7. \[12 - 3 = \_\]  

8. \[5 - 1 = \_\]  

9. \[8 - 2 = \_\]  

10. \[11 - 3 = \_\]  

11. \[7 - 2 = \_\]  

12. \[9 - 3 = \_\]  

13. \[10 - 1 = \_\]  

14. \[4 - 3 = \_\]  

15. \[3 - 2 = \_\]  

16. \[4 - 2 = \_\]  

17. \[11 - 2 = \_\]  

18. \[10 - 3 = \_\]  

19. \[6 - 3 = \_\]  

## Problem Solving

Subtract. Look for a pattern.

20. \[6 - 1 = \_\]  
   \[6 - 2 = \_\]  
   \[6 - 3 = \_\]

21. \[8 - 1 = \_\]  
   \[8 - 2 = \_\]  
   \[8 - 3 = \_\]

22. \[9 - 1 = \_\]  
   \[9 - 2 = \_\]  
   \[9 - 3 = \_]
## Algebra: Fact Families

Complete the fact families.

1. \[
\begin{array}{ccc}
5 & 6 & 11 \\
6 & 5 & 11 \\
11 & 11 & 5 \\
6 & 5 & 11 \\
\end{array}
\]

2. \[
\begin{array}{ccc}
17 & 8 & 9 \\
8 & 9 & 9 \\
9 & 9 & 9 \\
8 & 9 & 9 \\
\end{array}
\]

3. \[
\begin{array}{ccc}
13 & 9 & 4 \\
9 & 4 & 9 \\
4 & 9 & 4 \\
9 & 4 & 9 \\
\end{array}
\]

4. \[
\begin{array}{ccc}
7 & 5 & 12 \\
5 & 12 & 5 \\
12 & 5 & 12 \\
5 & 12 & 5 \\
\end{array}
\]

5. \[
\begin{array}{ccc}
8 & 3 & 11 \\
3 & 11 & 3 \\
11 & 3 & 11 \\
3 & 11 & 3 \\
\end{array}
\]

6. \[
\begin{array}{ccc}
14 & 6 & 10 \\
6 & 10 & 6 \\
10 & 6 & 10 \\
6 & 10 & 6 \\
\end{array}
\]

### Problem Solving

Cross out the fact that does not belong in the fact family. Then write the missing fact.

7. \[
\begin{array}{ccc}
7 & 2 & 16 \\
9 & 7 & 9 \\
16 & 9 & 7 \\
16 & 9 & 7 \\
\end{array}
\]

8. \[
\begin{array}{ccc}
8 & 5 & 13 \\
5 & 5 & 13 \\
13 & 13 & 8 \\
3 & 3 & 8 \\
\end{array}
\]
Algebra: Think Addition to Subtract

Find the difference. Complete the addition fact that can help.

1. \(13 - 8 = \boxed{5}\)  
   THINK: \(8 + \boxed{5} = 13\)

2. \(16 - 7 = \boxed{}\)  
   THINK: \(7 + \boxed{} = 16\)

3. \(11 - 9 = \boxed{}\)  
   THINK: \(9 + \boxed{} = 11\)

4. \(12 - 4 = \boxed{}\)  
   THINK: \(4 + \boxed{} = 12\)

Problem Solving

Write a number sentence to solve.

5. There are 11 children on the school bus. Then 3 children get off. How many children are left on the bus?  
   \(\boxed{} - \boxed{} = \boxed{}\)  
   ____ children

6. Tyrell has 14 socks. Eight of his socks are black. The rest are white. How many white socks does he have?  
   \(\boxed{} - \boxed{} = \boxed{}\)  
   ____ white socks
**Algebra: Missing Addends**

Use addition and a related fact to find the missing addend. Use a ten frame and counters if you need to.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. $4 + ? = 12$</td>
<td>$4 + 8 = 12$</td>
<td>The missing addend is $8$.</td>
</tr>
<tr>
<td></td>
<td>$12 - 4 = 8$</td>
<td></td>
</tr>
<tr>
<td>2. $? + 7 = 16$</td>
<td>$_ + 7 = 16$</td>
<td>The missing addend is $_$.</td>
</tr>
<tr>
<td></td>
<td>$16 - 7 = _ $</td>
<td></td>
</tr>
<tr>
<td>3. $? + 8 = 13$</td>
<td>$_ + 8 = 13$</td>
<td>The missing addend is $_$.</td>
</tr>
<tr>
<td></td>
<td>$13 - 8 = _ $</td>
<td></td>
</tr>
<tr>
<td>4. $9 + ? = 15$</td>
<td>$9 + _ = 15$</td>
<td>The missing addend is $_$.</td>
</tr>
<tr>
<td></td>
<td>$15 - 9 = _ $</td>
<td></td>
</tr>
<tr>
<td>5. $? + 7 = 11$</td>
<td>$_ + 7 = 11$</td>
<td>The missing addend is $_$.</td>
</tr>
<tr>
<td></td>
<td>$11 - 7 = _ $</td>
<td></td>
</tr>
</tbody>
</table>

**Problem Solving**

6. What number does the $\triangle$ stand for?

$$13 = 6 + \triangle$$  
$$13 - \triangle = 6$$  
$$13 = \triangle + 6$$  
$$13 - 6 = \triangle$$  

$\triangle = \_ $
Problem Solving Workshop
Skill • Choose the Operation

Decide which operation to use.
Write the number sentence. Solve.

1. There are 17 children at Ian’s party. Eight of them are girls. How many are boys?
   \[17 - 8 = \boxed{9}\]
   \[9\text{ boys}\]

2. There are 5 big dogs and 7 little dogs in the park. How many dogs are in the park in all?
   \[\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc\]
   \[\boxed{12}\text{ dogs}\]

3. Mandy has 8 beads. Her mom gives her 6 more beads. How many beads does she have now?
   \[\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc\]
   \[\boxed{14}\text{ beads}\]

4. Hal has 11 books. He gives 3 books away. How many books does Hal have left?
   \[\Box \Box \Box \Box \Box \Box \Box \Box \Box \Box \Box \Box\]
   \[\boxed{8}\text{ books}\]

5. Yin has 7 red pens and 10 black pens. How many more black pens than red pens does Yin have?
   \[\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \\
   \boxed{3}\text{ more black pens}\]
Tens

Write how many ones. Then circle groups of ten. Write how many tens.

1. 

50 ones = 5 tens

2. 

ones = tens

3. 

ones = tens

Problem Solving

4. Circle the two groups that show the same amount. Cross out the group that shows a different amount.
Tens and Ones

Use Workmat 3 and 📚.
Write how many tens and ones. Make groups of ten.
Write the number.

1. 

2. 

3. 

4. 

Problem Solving

5. Ricky has 5 bags of small marbles and 3 big marbles. Inside each bag are 10 marbles. How many marbles does Ricky have? 🎲 ⬇️ marbles

6. Tad has 27 cookies. How many boxes of 10 cookies can he make? 🍪 boxes
How many cookies will Tad have left over? 🍪 cookies
Understand Place Value

Circle what the underlined digit means.

1. \(36\)
   - 3 or 30

2. \(52\)
   - 20 or 2

3. \(60\)
   - 6 or 60

4. \(15\)
   - 1 or 10

5. \(86\)
   - 80 or 8

6. \(53\)
   - 3 or 30

7. \(72\)
   - 2 or 20

8. \(75\)
   - 70 or 7

9. \(24\)
   - 2 or 20

10. \(18\)
    - 8 or 80

11. \(19\)
    - 10 or 1

12. \(93\)
    - 9 or 90

13. \(85\)
    - 5 or 50

14. \(38\)
    - 30 or 3

15. \(67\)
    - 7 or 70

Problem Solving

16. I have 4 ones and 3 tens. What number am I?

17. I have 8 ones and 1 ten. What number am I?
Expanded Form

Write two ways to describe the meaning of the number.

1. 

\[
79 = \_\_\_ \text{tens} \_\_\_ \text{ones}
\]

\[
79 = 70 + 9
\]

2. 

\[
35 = \_\_\_ \text{tens} \_\_\_ \text{ones}
\]

\[
35 = \_\_\_ + \_\_\_
\]

3. 

\[
40 = \_\_\_ \text{tens} \_\_\_ \text{ones}
\]

\[
40 = \_\_\_ + \_\_\_
\]

4. 

\[
68 = \_\_\_ \text{tens} \_\_\_ \text{ones}
\]

\[
68 = \_\_\_ + \_\_\_
\]

Problem Solving

5. Tyler used these blocks to model a number. Circle the correct ways to write the number.

\[
\begin{align*}
9 \text{ tens} & \quad 2 \text{ ones} \\
29 & \quad 20 + 9 \\
2 \text{ tens} & \quad 9 \text{ ones} \\
90 + 2 & \quad 92
\end{align*}
\]
Lesson 3.5

Read and Write Numbers to 100

Write the number another way.

1. 50 + 4

54

2. 17

3. 3 tens 0 ones

4. sixty-two

___ tens ___ ones

5. 80 + 1

6. ninety-nine

7. 20 + 3

8. 1 ten 8 ones

9. eighty

10. 30 + 9

11. 14

12. 5 tens 7 ones

13. thirty-six

14. seventy-one

15. 60 + 5

___ tens ___ one

Problem Solving

Circle the best answer for the riddle.

16. I am a number with the digit 8 in the ones place. Which of these numbers could I be?
eighteen  eighty  eighty-six

17. I am a number with the digit 3 in the tens place. Which of these numbers could I be?
three  thirty  thirteen
Different Ways to Show Numbers

Write how many tens and ones. Use □□ if you need to.

1. 26

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

___ ten ___ ones  
___ tens ___ ones  
___ tens ___ ones

2. 34

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
</tbody>
</table>

___ tens ___ ones  
___ tens ___ ones  
___ tens ___ ones

3. 42

<p>| | | |</p>
<table>
<thead>
<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

___ tens ___ ones  
___ tens ___ ones  
___ tens ___ ones

Problem Solving

4. Use □□. Draw two ways to show 37.

Write how many tens and ones for each model.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

___ tens ___ ones  
___ tens ___ ones
### Problem Solving Workshop

**Skill • Make Reasonable Estimates**

Circle the better estimate.

1. Will has a box filled with paper clips. About how many paper clips might be in the box?
   - about 10 paper clips
   - about 100 paper clips

2. Ms. Tapp eats eggs for breakfast. About how many eggs might she eat?
   - about 2 eggs
   - about 20 eggs

3. Kathy fills a jar with marbles. About how many marbles might be in the jar?
   - about 5 marbles
   - about 50 marbles

4. Ty counts the chairs in his classroom. About how many chairs might there be?
   - about 2 chairs
   - about 20 chairs

5. Emma and her father take some dogs for a walk. About how many dogs might they take for a walk?
   - about 3 dogs
   - about 30 dogs
Ordinal Numbers

Use the letters of the alphabet to answer the questions.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

1. Which letter is fourth?  
   __________

2. Which letter is just after the tenth position?  
   __________

3. Which letter is in the eighteenth position?  
   __________

4. Which letter is just before the fifteenth position?  
   __________

5. Which letter is twenty-third?  
   __________

6. Which letter is just before the thirteenth position?  
   __________

7. Which letter is in the ninth position?  
   __________

Problem Solving

8. Tony is sixth in line. How many children are in front of him?  
   ________ children

9. Tammy is ninth in line. Cara is twelfth in line. How many children are between them?  
   ________ children
Algebra: Compare Numbers: >, <, or =

Write **is greater than**, **is less than**, or **is equal to**. Then write >, <, or =.

1. 23 ________ 21.
   23 > 21

2. 16 ________ 17.
   16 < 17

Write **is greater than**, **is less than**, or **is equal to**. Then write >, <, or =.

3. 38 ________ 38.
   38 = 38

4. 27 ________ 41.
   27 < 41

5. 76 ________ 67.
   76 > 67

6. 57 ________ 55.
   57 = 55

**Problem Solving**

7. Circle the number in the box that will make this statement true.
   Write the missing number.

   61 > ____
Algebra: Order Numbers

Compare the numbers. Write them in the correct order. Then write > or <.

1. 42 38 35
   - greatest
   - 38
   - 35
   - least

2. [Diagram]
   - least
   - greatest

Write the numbers in the correct order. Then write > or <.

3. 45 33 61
   - least
   - greatest

4. 56 55 64
   - greatest
   - least

5. 18 37 46
   - greatest
   - least

6. 60 59 63
   - least
   - greatest

Problem Solving

7. Write a number in the box that will make this true.
   41 < [ ] < 44

8. Write a number in the box that will make this true.
   61 > [ ] > 57
Round to the Nearest 10

Draw and compare the jumps.
Round the number to the nearest ten.

1. 87 rounds to [90].

2. 31 rounds to [____].

3. 23 rounds to [____].

4. 66 rounds to [____].

Problem Solving

5. Corey wrote a number that rounds to 40.
The number has 3 tens and more than 6 ones.
What numbers might he have written?

________________________________________
Even and Odd Numbers

Use cubes to show the number as tens and ones. Draw what you built. Write even or odd.

1. 24
   - **even**
2. 17
3. 35
4. 21
5. 36
6. 19

**Problem Solving**

7. Choose two numbers in the box that you can add together to get an odd sum.
   - _____ and _____

8. Choose two numbers in the box that you can add together to get an even sum.
   - _____ and _____
Algebra: Patterns on a Hundred Chart

Skip-count. Use the hundred chart to continue the pattern. Write the missing numbers.

1. Count by fives.
   
   **5, 10, 15, 20, 25, 30**

   11, 12, 13, 14, 15, 16, 17, 18, 19, 20
   21, 22, 23, 24, 25, 26, 27, 28, 29, 30
   31, 32, 33, 34, 35, 36, 37, 38, 39, 40
   41, 42, 43, 44, 45, 46, 47, 48, 49, 50
   51, 52, 53, 54, 55, 56, 57, 58, 59, 60
   61, 62, 63, 64, 65, 66, 67, 68, 69, 70
   71, 72, 73, 74, 75, 76, 77, 78, 79, 80
   81, 82, 83, 84, 85, 86, 87, 88, 89, 90
   91, 92, 93, 94, 95, 96, 97, 98, 99, 100

   40, 45, 50, ____ , ____ , ____

2. Count by twos.
   
   22, 24, 26, ____ , ____ , ____

   60, 62, 64, ____ , ____ , ____ , ____ , ____

3. Count by threes.
   
   27, 30, 33, ____ , ____ , ____ , ____ , ____

   78, 81, 84, ____ , ____ , ____ , ____ , ____

Problem Solving

Use the hundred chart.

4. Jared is writing a number pattern by skip-counting backward by tens.
   What should the first number in Jared’s pattern be? ____

   Complete the pattern. ____ , ____ , ____ , ____ , 4
Problem Solving Workshop

Strategy • Find a Pattern

Find the pattern. Complete the table to solve.

1. How many wings are on 6 airplanes?

<table>
<thead>
<tr>
<th>number of airplanes</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>number of wings</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There are ____ wings on each airplane.

There are ____ wings on 6 airplanes.

2. How many wheels are on 5 wagons?

<table>
<thead>
<tr>
<th>number of wagons</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>number of wheels</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There are ____ wheels on each wagon.

There are ____ wheels on 5 wagons.

Mixed Strategy Practice

Choose a strategy to solve.

3. Matt has 6 black socks. He has 4 white socks. How many socks does he have in all?

sock

_____ socks

4. Tasha has 15 grapes. Seven are purple. The rest are green. How many grapes are green?

grape

_____ green grapes
Algebra: Number Patterns

Use the hundred chart. Extend the pattern.

1. Skip-count by fives.
   4, 9, 14, __, __, __, __, __

2. Skip-count by tens.
   8, 18, 28, __, __, __, __, __

3. Skip-count by twos.
   9, 11, 13, __, __, __, __, __

4. Skip-count by fives.
   31, 36, 41, __, __, __, __, __

5. Skip-count by tens.
   15, 25, 35, __, __, __, __, __

Problem Solving

6. Gene is skip-counting by tens. He starts the pattern with 26. Will he say 86 in his pattern? Circle yes or no.
   yes no

7. Write the first five numbers in Gene’s pattern.
   __, __, __, __, __
Mental Math: Add On Multiples of 10

Count on to add.

1. $36 + 40 = \underline{76}$
2. $50 + 20 = \underline{\hspace{2cm}}$
3. $27 + 30 = \underline{\hspace{2cm}}$
4. $78 + 20 = \underline{\hspace{2cm}}$
5. $14 + 50 = \underline{\hspace{2cm}}$
6. $35 + 30 = \underline{\hspace{2cm}}$
7. $80 + 10 = \underline{\hspace{2cm}}$
8. $43 + 40 = \underline{\hspace{2cm}}$
9. $21 + 40 = \underline{\hspace{2cm}}$
10. $46 + 50 = \underline{\hspace{2cm}}$

Problem Solving

11. Ben had 22 owl stickers. His friend gave him some more. Now he has 62 owl stickers. How many owl stickers did Ben’s friend give him?

   \[\underline{\hspace{4cm}}\text{owl stickers}\]

12. Carla had 16 markers. She buys some more. Now she has 46 markers. How many markers did Carla buy?

   \[\underline{\hspace{4cm}}\text{markers}\]
# Regrouping for Addition

Use Workmat 11 and _______ to _______.
If you can make a ten, regroup.
Write how many tens and ones. Write the sum.

## 1. Add 23 and 9.

<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

3 tens 2 ones

32

## 2. Add 54 and 6.

<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

____ tens ____ ones

## 3. Add 37 and 7.

<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>7</td>
</tr>
</tbody>
</table>

____ tens ____ ones

## 4. Add 65 and 3.

<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

____ tens ____ ones

## 5. Add 18 and 6.

<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>

____ tens ____ ones

## 6. Add 42 and 5.

<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

____ tens ____ ones

## Problem Solving

Use Workmat 11 and _______ to _______.

7. Shelby sees 34 owls at the zoo. Then she sees 9 more owls on a nature walk. How many owls does Shelby see in all?

_____ owls
Model 2-Digit Addition

Use Workmat 11 and ___________.
If you can make a ten, regroup.
Write how many tens and ones. Write the sum.

1. Add 33 and 19.

   Workmat
<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>

   ______ tens ______ ones
   ______

2. Add 46 and 37.

   Workmat
<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
   | ______ tens ______ ones

3. Add 51 and 28.

   Workmat
<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
   | ______ tens ______ ones

4. Add 24 and 49.

   Workmat
<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
   | ____ tens ____ ones

5. Add 12 and 77.

   Workmat
<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
   | ____ tens ____ ones

6. Add 68 and 29.

   Workmat
<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
   | ____ tens ____ ones

Problem Solving

Draw __________ to solve.

7. Clara has 25 marbles. Keith has 18 marbles. How many marbles do Clara and Keith have in all?

   _____ marbles
Problem Solving Workshop
Strategy • Make a Model

Use Workmat 11 and to make a model. Write how many.

1. Eric counts 35 bats sleeping at the zoo. He counts 17 bats eating. How many bats does he count in all?
   bat
   _____ bats

2. Sophie draws 29 worms. Alex draws 14 worms. How many worms do they draw in all?
   worm
   _____ worms

Mixed Strategy Practice
Choose a strategy to solve.

3. Casey has 24 strawberries. Evan has 20 more strawberries than Casey. How many strawberries does Evan have?
   strawberry
   _____ strawberries

4. There are 7 owl books in Tim’s classroom. There are 9 owl books in the library. How many owl books are there altogether?
   owl book
   _____ owl books

Choose a Strategy
• Make a Model
• Write a Number Sentence
• Draw a Picture
Model and Record 2-Digit Addition

Use Workmat 3 and  if you need to. Draw the regrouping if you need to. Write the sum.

1. Workmat

<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
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<tbody>
<tr>
<td></td>
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   +

<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
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<tbody>
<tr>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>1</td>
<td>6</td>
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<tr>
<td>5</td>
<td>2</td>
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2. Workmat

<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
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   +

<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
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</table>

3. Workmat

<table>
<thead>
<tr>
<th>Tens</th>
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<tr>
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<tr>
<td>5</td>
<td>1</td>
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<tr>
<td>3</td>
<td>9</td>
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4. Workmat

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<td>3</td>
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<td>6</td>
<td>8</td>
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Problem Solving

Use Workmat 3 and  if you need to.

5. Caroline has 28 bug stickers. Her brother has 17 bug stickers. How many bug stickers do they have in all?

<table>
<thead>
<tr>
<th>Tens</th>
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bug sticker _____ bug stickers
## 2-Digit Addition

Use Workmat 3 and if there are 10 ones, regroup. Write the sum.

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<td>Workmat</td>
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<td>3.</td>
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<td>Ones</td>
<td>Tens</td>
<td>Ones</td>
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<td>4.</td>
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<td>Tens</td>
<td>Ones</td>
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<tbody>
<tr>
<td>5.</td>
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<tbody>
<tr>
<td>6.</td>
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<td>Tens</td>
<td>Ones</td>
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</tbody>
</table>

## Problem Solving

Use Workmat 3 and if you need to. Solve.

7. Ryan has 17 crayons. Colin has 9 crayons. How many crayons do they have altogether?

   _____ crayons

8. There are 22 bees near the garden. There are 12 bees near the pond. How many bees are there in all?

   _____ bees
Add 2-Digit Numbers

Add. Regroup if you need to.

1. \[
\begin{array}{c|c}
\text{Tens} & \text{Ones} \\
\hline
1 & \text{ } \\
3 & 5 \\
+ & 2 8 \\
\hline
& 6 \ 3
\end{array}
\]

2. \[
\begin{array}{c|c}
\text{Tens} & \text{Ones} \\
\hline
\text{ } & 5 \\
5 & 2 \\
+ & 4 6 \\
\hline
\text{ } & \text{ }
\end{array}
\]

3. \[
\begin{array}{c|c}
\text{Tens} & \text{Ones} \\
\hline
1 & 7 \\
1 & 7 \\
+ & 3 7 \\
\hline
\text{ } & \text{ }
\end{array}
\]

4. \[
\begin{array}{c|c}
\text{Tens} & \text{Ones} \\
\hline
4 & 4 \\
4 & 4 \\
+ & 2 9 \\
\hline
\text{ } & \text{ }
\end{array}
\]

5. \[
\begin{array}{c|c}
\text{Tens} & \text{Ones} \\
\hline
\text{ } & 3 \\
6 & 3 \\
+ & 2 7 \\
\hline
\text{ } & \text{ }
\end{array}
\]

6. \[
\begin{array}{c|c}
\text{Tens} & \text{Ones} \\
\hline
\text{ } & 8 \\
4 & 8 \\
+ & 3 1 \\
\hline
\text{ } & \text{ }
\end{array}
\]

7. \[
\begin{array}{c|c}
\text{Tens} & \text{Ones} \\
\hline
2 & 2 \\
2 & 2 \\
+ & 5 8 \\
\hline
\text{ } & \text{ }
\end{array}
\]

8. \[
\begin{array}{c|c}
\text{Tens} & \text{Ones} \\
\hline
2 & 4 \\
2 & 4 \\
+ & 1 7 \\
\hline
\text{ } & \text{ }
\end{array}
\]

Problem Solving

Circle the problem that helps answer the question. Solve.

9. Sidney has 17 stickers. Charlie has 2 more stickers than Sidney. How many stickers do they have in all?

\[
\begin{array}{c|c}
\text{Tens} & \text{Ones} \\
\hline
1 & 7 \\
+ & 2 \\
\hline
\text{ } & \text{ }
\end{array}
\]

\[
\begin{array}{c|c}
\text{Tens} & \text{Ones} \\
\hline
1 & 7 \\
+ & 5 \\
\hline
\text{ } & \text{ }
\end{array}
\]

\[
\begin{array}{c|c}
\text{Tens} & \text{Ones} \\
\hline
1 & 7 \\
+ & 9 \\
\hline
\text{ } & \text{ }
\end{array}
\]

____ stickers
Practice 2-Digit Addition

Add. Regroup if you need to.

1.  \[\begin{array}{c|c}
    \text{Tens} & \text{Ones} \\
    2 & 8 \\
    + & 4 6 \\
    \hline
    7 & 4 \\
  \end{array} \]

2.  \[\begin{array}{c|c}
    \text{Tens} & \text{Ones} \\
    4 & 1 \\
    + & 8  \\
    \hline
    \text{ } & \text{ } \\
  \end{array} \]

3.  \[\begin{array}{c|c}
    \text{Tens} & \text{Ones} \\
    5 & 3  \\
    + & 2 7 \\
    \hline
    \text{ } & \text{ } \\
  \end{array} \]

4.  \[\begin{array}{c|c}
    \text{Tens} & \text{Ones} \\
    1 & 9 \\
    + & 8  \\
    \hline
    \text{ } & \text{ } \\
  \end{array} \]

5.  \[\begin{array}{c|c}
    \text{Tens} & \text{Ones} \\
    5 & 7  \\
    + & 2 6 \\
    \hline
    \text{ } & \text{ } \\
  \end{array} \]

6.  \[\begin{array}{c|c}
    \text{Tens} & \text{Ones} \\
    2 & 4  \\
    + & 4 6 \\
    \hline
    \text{ } & \text{ } \\
  \end{array} \]

7.  \[\begin{array}{c|c}
    \text{Tens} & \text{Ones} \\
    7 & 2  \\
    + & 5  \\
    \hline
    \text{ } & \text{ } \\
  \end{array} \]

8.  \[\begin{array}{c|c}
    \text{Tens} & \text{Ones} \\
    3 & 7  \\
    + & 4 4 \\
    \hline
    \text{ } & \text{ } \\
  \end{array} \]

Problem Solving

9. There are 42 swimmers on the team. Some are in first grade. Some are in second grade. Which of these could show the number of first and second graders on the swim team? Circle it.

\[\begin{array}{c|c}
    \text{Tens} & \text{Ones} \\
    1 & 5  \\
    + & 7  \\
    \hline
    \text{ } & \text{ } \\
  \end{array} \]

\[\begin{array}{c|c}
    \text{Tens} & \text{Ones} \\
    3 & 1  \\
    + & 4  \\
    \hline
    \text{ } & \text{ } \\
  \end{array} \]

\[\begin{array}{c|c}
    \text{Tens} & \text{Ones} \\
    2 & 7  \\
    + & 5  \\
    \hline
    \text{ } & \text{ } \\
  \end{array} \]
## Rewrite 2-Digit Addition

Rewrite the numbers. Then add.

<table>
<thead>
<tr>
<th></th>
<th>35 + 57</th>
<th>22 + 19</th>
<th>43 + 6</th>
<th>16 + 56</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tens</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Ones</td>
<td>5</td>
<td>9</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

```
35 + 57
+ 5 7
---
9 2
```

<table>
<thead>
<tr>
<th></th>
<th>21 + 24</th>
<th>52 + 38</th>
<th>34 + 48</th>
<th>29 + 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tens</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Ones</td>
<td>1</td>
<td>8</td>
<td>4</td>
<td>9</td>
</tr>
</tbody>
</table>

```
21 + 24
+ 2 4
---
---
```

<table>
<thead>
<tr>
<th></th>
<th>33 + 27</th>
<th>19 + 26</th>
<th>44 + 15</th>
<th>12 + 29</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tens</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Ones</td>
<td>3</td>
<td>9</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

```
33 + 27
+ 2 7
---
---
```

**Problem Solving**

13. Erik hit 36 tennis balls in the morning and 47 tennis balls in the afternoon. His father hit 82 tennis balls in all. Who hit more tennis balls?

______________________________
Estimate Sums

Round each addend to the nearest ten. Find the estimated sum.

1. $22 \rightarrow \underline{20} + 48 \rightarrow \underline{50} = \underline{70}$
2. $33 \rightarrow \underline{40} + 43 \rightarrow \underline{80} = \underline{120}$
3. $39 \rightarrow \underline{40} + 41 \rightarrow \underline{80} = \underline{120}$
4. $27 \rightarrow \underline{30} + 46 \rightarrow \underline{80} = \underline{116}$
5. $46 \rightarrow \underline{50} + 23 \rightarrow \underline{40} = \underline{93}$
6. $21 \rightarrow \underline{20} + 27 \rightarrow \underline{40} = \underline{48}$
7. $48 \rightarrow \underline{50} + 44 \rightarrow \underline{80} = \underline{134}$
8. $49 \rightarrow \underline{50} + 38 \rightarrow \underline{70} = \underline{127}$
9. $31 \rightarrow \underline{30} + 23 \rightarrow \underline{40} = \underline{54}$

Problem Solving

Circle the best answer.

10. Sherry scores about 20 points in Game 1. She scores about 30 points in Game 2. Which of these could be her scores in each game?

<table>
<thead>
<tr>
<th>Game 1</th>
<th>22</th>
<th>Game 1</th>
<th>27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game 2</td>
<td>36</td>
<td>Game 2</td>
<td>34</td>
</tr>
<tr>
<td>Game 1</td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Game 2</td>
<td>32</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
More 2-Digit Addition

Add. Regroup if you need to.

1. \[ \begin{array}{c}
    \phantom{+} 28 \\
    + \phantom{+} 35 \\
    \hline
    \phantom{+} 63 \\
\end{array} \]

2. \[ \begin{array}{c}
    \phantom{+} 47 \\
    + \phantom{+} 24 \\
    \hline
    \phantom{+} 71 \\
\end{array} \]

3. \[ \begin{array}{c}
    \phantom{+} 62 \\
    + \phantom{+} 31 \\
    \hline
    \phantom{+} 93 \\
\end{array} \]

4. \[ \begin{array}{c}
    \phantom{+} 53 \\
    + \phantom{+} 19 \\
    \hline
    \phantom{+} 72 \\
\end{array} \]

5. \[ \begin{array}{c}
    \phantom{+} 16 \\
    + \phantom{+} 51 \\
    \hline
    \phantom{+} 67 \\
\end{array} \]

6. \[ \begin{array}{c}
    \phantom{+} 78 \\
    + \phantom{+} 12 \\
    \hline
    \phantom{+} 90 \\
\end{array} \]

7. \[ \begin{array}{c}
    \phantom{+} 34 \\
    + \phantom{+} 52 \\
    \hline
    \phantom{+} 86 \\
\end{array} \]

8. \[ \begin{array}{c}
    \phantom{+} 27 \\
    + \phantom{+} 37 \\
    \hline
    \phantom{+} 64 \\
\end{array} \]

9. \[ \begin{array}{c}
    \phantom{+} 59 \\
    + \phantom{+} 31 \\
    \hline
    \phantom{+} 90 \\
\end{array} \]

10. \[ \begin{array}{c}
    \phantom{+} 22 \\
    + \phantom{+} 56 \\
    \hline
    \phantom{+} 78 \\
\end{array} \]

11. \[ \begin{array}{c}
    \phantom{+} 23 \\
    + \phantom{+} 45 \\
    \hline
    \phantom{+} 68 \\
\end{array} \]

12. \[ \begin{array}{c}
    \phantom{+} 44 \\
    + \phantom{+} 17 \\
    \hline
    \phantom{+} 61 \\
\end{array} \]

13. \[ \begin{array}{c}
    \phantom{+} 67 \\
    + \phantom{+} 29 \\
    \hline
    \phantom{+} 96 \\
\end{array} \]

14. \[ \begin{array}{c}
    \phantom{+} 18 \\
    + \phantom{+} 34 \\
    \hline
    \phantom{+} 52 \\
\end{array} \]

15. \[ \begin{array}{c}
    \phantom{+} 35 \\
    + \phantom{+} 16 \\
    \hline
    \phantom{+} 51 \\
\end{array} \]

16. \[ \begin{array}{c}
    \phantom{+} 78 \\
    + \phantom{+} 11 \\
    \hline
    \phantom{+} 89 \\
\end{array} \]

Problem Solving

17. The boys’ softball team has 34 softballs and 28 mitts. The girls’ softball team has 27 softballs and 33 mitts. How many mitts do the two teams have in all?

\[ \text{____ mitts} \]

\[ \text{mitt} \]
Problem Solving Workshop
Skill • Use a Table

Use the table to solve.

<table>
<thead>
<tr>
<th>Goals Scored This Season</th>
</tr>
</thead>
<tbody>
<tr>
<td>Player</td>
</tr>
<tr>
<td>-------------------------</td>
</tr>
<tr>
<td>Terry</td>
</tr>
<tr>
<td>José</td>
</tr>
<tr>
<td>Darcy</td>
</tr>
<tr>
<td>Otto</td>
</tr>
</tbody>
</table>

1. How many goals did José and Darcy score in all?

   \[ 24 \quad + \quad 27 \quad = \quad 51 \]

   ____ goals

2. How many goals did Terry and Otto score in all?

   ____ goals

3. Which two players scored 45 points in all?

   _____________ and _____________

4. Which two players scored 40 goals in all?
   Add to check your answer.

   _____________ and _____________
Algebra: Break Apart Numbers to Add

Break apart the addends. Find the sum.

1. \[ 15 \quad + \quad 47 = ? \]
   Add the tens. \( \quad + \quad = \quad \)
   Add the ones. \( \quad + \quad = \quad \)
   How many in all? \( \quad + \quad = \quad \)
   So, \( 15 + 47 = \quad \).

2. \[ 23 \quad + \quad 58 = ? \]
   Add the tens. \( \quad + \quad = \quad \)
   Add the ones. \( \quad + \quad = \quad \)
   How many in all? \( \quad + \quad = \quad \)
   So, \( 23 + 58 = \quad \).

3. \[ 35 \quad + \quad 19 = ? \]
   Add the tens. \( \quad + \quad = \quad \)
   Add the ones. \( \quad + \quad = \quad \)
   How many in all? \( \quad + \quad = \quad \)
   So, \( 35 + 19 = \quad \).

Problem Solving

4. Eric has 23 soccer stamps and some football stamps. He has 60 stamps in all. How many football stamps does he have?
   \[ \quad \quad \text{football stamps} \]
# Mental Math: Subtract Multiples of 10

Count back tens to subtract.  

**THINK:** How many tens are you subtracting?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. $45 - 20 = \underline{25}$</td>
<td>2. $63 - 30 = \underline{33}$</td>
<td></td>
</tr>
<tr>
<td>3. $58 - 10 = \underline{48}$</td>
<td>4. $42 - 30 = \underline{12}$</td>
<td></td>
</tr>
<tr>
<td>5. $37 - 30 = \underline{7}$</td>
<td>6. $75 - 40 = \underline{35}$</td>
<td></td>
</tr>
<tr>
<td>7. $86 - 50 = \underline{36}$</td>
<td>8. $49 - 10 = \underline{39}$</td>
<td></td>
</tr>
<tr>
<td>9. $81 - 40 = \underline{41}$</td>
<td>10. $80 - 50 = \underline{30}$</td>
<td></td>
</tr>
<tr>
<td>11. $53 - 40 = \underline{13}$</td>
<td>12. $93 - 20 = \underline{73}$</td>
<td></td>
</tr>
</tbody>
</table>

### Problem Solving

13. Julia has 55 beads.  
Chandra has 37 beads.  
Julia gives 30 beads to Chandra.  
How many beads does each child have now?

Julia: \underline{25} beads  
Chandra: \underline{17} beads
Regrouping for Subtraction

Use Workmat 11 and 🔄 to regroup if you need to. Write how many tens and ones. Write the difference.

1. Subtract 6 from 22.

<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

1 ten 6 ones

16

2. Subtract 4 from 15.

<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

____ ten ____ one

3. Subtract 7 from 36.

<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

____ tens ____ ones

4. Subtract 8 from 45.

<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

____ tens ____ ones

5. Subtract 5 from 52.

<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>

____ tens ____ ones


<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

____ tens ____ ones

Problem Solving

Use Workmat 11 and 🔄 to solve.

7. Jason has 25 rubber stamps. Trisha has 7 fewer rubber stamps than Jason. How many rubber stamps does Trisha have?

_____ rubber stamps

rubber stamp
Model 2-Digit Subtraction

Use Workmat 11 and ☐. Regroup if you need to. Write how many tens and ones. Write the difference.

1. Subtract 24 from 43.
   
   Workmat
   
   Tens | Ones
   ________ | ________
   ________ | ________
   ____ ten ___ ones
   ________ | ________
   19

2. Subtract 17 from 65.
   
   Workmat
   
   Tens | Ones
   ________ | ________
   ________ | ________
   ____ tens ___ ones
   ________ | ________

3. Subtract 27 from 56.
   
   Workmat
   
   Tens | Ones
   ________ | ________
   ________ | ________
   ____ tens ___ ones
   ________ | ________

4. Subtract 15 from 33.
   
   Workmat
   
   Tens | Ones
   ________ | ________
   ________ | ________
   ____ ten ___ ones
   ________ | ________

5. Subtract 46 from 68.
   
   Workmat
   
   Tens | Ones
   ________ | ________
   ________ | ________
   ____ tens ___ ones
   ________ | ________

6. Subtract 19 from 47.
   
   Workmat
   
   Tens | Ones
   ________ | ________
   ________ | ________
   ____ tens ___ ones
   ________ | ________

Problem Solving

Draw ☐ to solve.

7. Ava has 42 sequins. She gives 14 sequins to Beth. How many sequins does Ava have left?
   
   _____ sequins sequin
### Problem Solving Workshop

**Strategy • Make a Model**

Use Workmat 11 and to make a model. Write how many.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Juan has 52 squares. He has 38 triangles. How many more squares than triangles does he have?</td>
<td>square</td>
</tr>
<tr>
<td></td>
<td>more squares</td>
</tr>
<tr>
<td>2. There are 45 paintbrushes in a cup. Dennis takes 28 paintbrushes out. How many paintbrushes are left in the cup?</td>
<td>paintbrush</td>
</tr>
<tr>
<td></td>
<td>paintbrushes</td>
</tr>
<tr>
<td>3. Laura has 47 stickers. Chad has 9 fewer stickers than Laura. How many stickers does Chad have?</td>
<td>sticker</td>
</tr>
<tr>
<td></td>
<td>stickers</td>
</tr>
<tr>
<td>4. There are 37 pieces of red yarn and some pieces of blue yarn in a box. There are 61 pieces of yarn altogether. How many pieces of blue yarn are in the box?</td>
<td>piece of yarn</td>
</tr>
<tr>
<td></td>
<td>pieces of blue yarn</td>
</tr>
</tbody>
</table>

**HINT:** You can subtract to compare two groups.
## Model and Record 2-Digit Subtraction

Use Workmat 3 and __________ if you need to. Draw the regrouping if you need to. Write the difference.

1. 

<table>
<thead>
<tr>
<th>Workmat</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tens</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ones</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 

2. 

<table>
<thead>
<tr>
<th>Workmat</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tens</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ones</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 

3. 

<table>
<thead>
<tr>
<th>Workmat</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tens</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ones</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 

4. 

<table>
<thead>
<tr>
<th>Workmat</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tens</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ones</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 

## Problem Solving

Use Workmat 3 and __________ if you need to.

5. Mr. Blake has 24 paintbrushes. He gives 3 paintbrushes to one group of children and 5 paintbrushes to another group. How many paintbrushes does he have now?

- paintbrushes

<table>
<thead>
<tr>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
</table>
## Subtract 2-Digit Numbers

Use Workmat 3 and if you need to. Regroup if you need to. Write the difference.

<table>
<thead>
<tr>
<th></th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>45</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>35</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

### Problem Solving

Use Workmat 3 and if you need to.

   He starts with 5 ones and 6 tens.
   He has 2 tens and 7 ones left.
   What problem did he solve?
2-Digit Subtraction

Use Workmat 3 and □□□□□□□□□. Subtract.

1. Tens Ones
   7 12
   8 2
   - 3 7
   4 5

2. Tens Ones
   6 4
   3 5
   - 1 5
   - 2 2

3. Tens Ones
   3 8
   1 5
   - 2 2
   - 2 2

4. Tens Ones
   7 1
   2 2
   - 2 2
   - 2 2

5. Tens Ones
   6 7
   4 8
   - 4 8
   - 4 8

6. Tens Ones
   2 8
   1 7
   - 1 7
   - 1 7

7. Tens Ones
   4 2
   1 7
   - 1 7
   - 1 7

8. Tens Ones
   9 3
   4 7
   - 4 7
   - 4 7

9. Tens Ones
   8 0
   3 3
   - 3 3
   - 3 3

10. Tens Ones
    4 6
    2 8
    - 2 8
    - 2 8

11. Tens Ones
    5 1
    1 4
    - 1 4
    - 1 4

12. Tens Ones
    3 4
    1 5
    - 1 5
    - 1 5

Problem Solving

Use Workmat 3 and □□□□□□□□□ to solve.

13. Jodie and Sean each put 12 rubber balls into a bag. Then Tyler takes 18 rubber balls out of the bag. How many rubber balls are in the bag now?

   ______ rubber balls
Practice 2-Digit Subtraction

Subtract. Regroup if you need to.

1. \[
\begin{array}{c|c}
\text{Tens} & \text{Ones} \\
\hline
4 & 17 \\
\hline
5 & 7 \\
\hline
- & 2 \\
\hline
2 & 8 \\
\end{array}
\]

2. \[
\begin{array}{c|c}
\text{Tens} & \text{Ones} \\
\hline
8 & 3 \\
\hline
4 & 5 \\
\hline
- & 2 \\
\hline
2 & 7 \\
\end{array}
\]

3. \[
\begin{array}{c|c}
\text{Tens} & \text{Ones} \\
\hline
9 & 2 \\
\hline
6 & 4 \\
\hline
- & 6 \\
\hline
4 & 4 \\
\end{array}
\]

4. \[
\begin{array}{c|c}
\text{Tens} & \text{Ones} \\
\hline
3 & 3 \\
\hline
6 & 4 \\
\hline
- & 2 \\
\hline
1 & 8 \\
\end{array}
\]

5. \[
\begin{array}{c|c}
\text{Tens} & \text{Ones} \\
\hline
5 & 7 \\
\hline
1 & 7 \\
\hline
- & 1 \\
\hline
7 & 6 \\
\end{array}
\]

6. \[
\begin{array}{c|c}
\text{Tens} & \text{Ones} \\
\hline
3 & 4 \\
\hline
1 & 7 \\
\hline
- & 2 \\
\hline
1 & 8 \\
\end{array}
\]

Problem Solving

Circle the problem that will help you answer the question. Then solve.

9. Joe has 34 buttons.
   Paul has 2 more buttons than Joe.
   Andy has 17 fewer buttons than Paul.
   How many buttons does Andy have?

   \[
   \begin{array}{c|c}
   \text{Tens} & \text{Ones} \\
   \hline
   3 & 6 \\
   \hline
   3 & 4 \\
   \hline
   1 & 7 \\
   \end{array}
   \]

   \[
   \begin{array}{c|c}
   \text{Tens} & \text{Ones} \\
   \hline
   - & 1 \\
   \hline
   - & 1 \\
   \hline
   - & 2 \\
   \end{array}
   \]
# Rewrite 2-Digit Subtraction

Rewrite the numbers. Then subtract.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>45 – 27</td>
<td>2.</td>
<td>84 – 56</td>
<td>3.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tens</td>
<td>Ones</td>
<td>Tens</td>
<td>Ones</td>
<td>Tens</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>8</td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>5.</th>
<th>91 – 43</th>
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<thead>
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<th>6.</th>
<th>75 – 38</th>
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<thead>
<tr>
<th>7.</th>
<th>48 – 15</th>
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<thead>
<tr>
<th>8.</th>
<th>63 – 36</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>9.</th>
<th>82 – 43</th>
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<tr>
<th>10.</th>
<th>55 – 17</th>
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<tr>
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</tbody>
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<table>
<thead>
<tr>
<th>11.</th>
<th>38 – 19</th>
</tr>
</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>12.</th>
<th>40 – 21</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

## Problem Solving

Write the missing numbers.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13.</td>
<td>4515</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14.</th>
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</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>15.</th>
<th>7717</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### More 2-Digit Subtraction

Subtract. Regroup if you need to.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>3.</td>
<td>4.</td>
</tr>
<tr>
<td>416</td>
<td>72</td>
<td>47</td>
<td>63</td>
</tr>
<tr>
<td>56</td>
<td>79</td>
<td>35</td>
<td>28</td>
</tr>
<tr>
<td>39</td>
<td>57</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5.</th>
<th>6.</th>
<th>7.</th>
<th>8.</th>
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</thead>
<tbody>
<tr>
<td>92</td>
<td>36</td>
<td>52</td>
<td>85</td>
</tr>
<tr>
<td>25</td>
<td>17</td>
<td>23</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>9.</th>
<th>10.</th>
<th>11.</th>
<th>12.</th>
</tr>
</thead>
<tbody>
<tr>
<td>53</td>
<td>44</td>
<td>76</td>
<td>60</td>
</tr>
<tr>
<td>15</td>
<td>22</td>
<td>38</td>
<td>33</td>
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<table>
<thead>
<tr>
<th>13.</th>
<th>14.</th>
<th>15.</th>
<th>16.</th>
</tr>
</thead>
<tbody>
<tr>
<td>74</td>
<td>68</td>
<td>90</td>
<td>81</td>
</tr>
<tr>
<td>46</td>
<td>29</td>
<td>24</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Problem Solving

17. Derek has 24 toy cars. Mandy has 6 more toy cars than Derek. Abby has 13 fewer toy cars than Mandy. How many toy cars does Abby have?

_______ toy cars
Use Addition to Check Subtraction

Subtract. Add to check.

1. \[ \begin{array}{c}
612 \\
72 \\
- 26 \\
\hline
46
\end{array} \] 
2. \[ \begin{array}{c}
44 \\
-15 \\
\hline
29
\end{array} \] 
3. \[ \begin{array}{c}
63 \\
-38 \\
\hline
25
\end{array} \] 
4. \[ \begin{array}{c}
35 \\
-18 \\
\hline
17
\end{array} \] 
5. \[ \begin{array}{c}
21 \\
- 7 \\
\hline
14
\end{array} \] 
6. \[ \begin{array}{c}
86 \\
-48 \\
\hline
38
\end{array} \] 
7. \[ \begin{array}{c}
75 \\
-39 \\
\hline
36
\end{array} \] 
8. \[ \begin{array}{c}
40 \\
-3 \\
\hline
37
\end{array} \] 
9. \[ \begin{array}{c}
43 \\
-24 \\
\hline
19
\end{array} \]

Problem Solving

Solve. Then use addition to check your answer.

10. Taylor had 42 train track pieces. She built a train track. She has 24 pieces left. How many pieces did Taylor use to build the track?

\[ \begin{array}{c}
42 \\
\hline
\hline
- \\
\hline
\hline
24
\end{array} \] 

\[ \boxed{18} \] pieces
Estimate Differences

Round each number to the nearest ten.
Find the estimated difference.

1. \[47 \rightarrow 50\]
   \[-28 \rightarrow 30\]

2. \[42 \rightarrow \]
   \[-32 \rightarrow \]

3. \[33 \rightarrow \]
   \[-21 \rightarrow \]

4. \[49 \rightarrow \]
   \[-27 \rightarrow \]

5. \[36 \rightarrow \]
   \[-22 \rightarrow \]

6. \[48 \rightarrow \]
   \[-46 \rightarrow \]

Problem Solving

Circle the best answer.

7. Shelby bought a pencil for about 70¢. She bought an eraser for about 40¢. Which of these could show the prices of the pencil and eraser?

   - 76¢
   - 74¢
   - 73¢
   - 42¢
   - 47¢
   - 38¢
Problem Solving Workshop
Skill • Choose a Method

Choose a method and solve.

<table>
<thead>
<tr>
<th>Use mental math.</th>
<th>Use paper and pencil.</th>
<th>Use a calculator.</th>
</tr>
</thead>
</table>
| \[ \begin{array}{c}
43 \\
-30 \\
\end{array} \] Say 43. Count back by tens. 33, 23, 13 | \[ \begin{array}{c}
\frac{37}{19} \\
\frac{28}{28} \\
\end{array} \] | \[ \begin{array}{c}
\quad \\
\quad \\
\end{array} \] |

1. There are 36 books on a shelf. There are 19 books in a box. How many more books are on the shelf than in the box? ________ more books

2. Anna has 22 crayons. Jordan has 41 crayons. Maria has 19 crayons. How many crayons do they have in all? ________ crayons

3. Kirstin stacks 35 blocks. Mike stacks 19 blocks. How many more blocks does Kirstin stack than Mike? ________ more blocks

4. Owen has 37 rocks. His brother gives him 19 rocks. Then his sister gives him 22 more rocks. How many rocks does he have now? ________ rocks
Mental Math: Find Differences

1. \(64 - 36 = ?\)
   
   Add the same number to both numbers.
   
   \[\begin{array}{c}
   64 \quad 4 \\
   36 \quad 4 \\
   \hline
   68 \quad 40
   \end{array}\]
   
   Subtract.
   
   \[\begin{array}{c}
   68 \quad 40 = 28
   \end{array}\]
   
   So,
   
   \[\begin{array}{c}
   64 \quad 36 = 28
   \end{array}\]

2. \(85 - 48 = ?\)
   
   Add the same number to both numbers.
   
   \[\begin{array}{c}
   85 \quad \_
   \end{array}\]
   
   Subtract.
   
   \[\begin{array}{c}
   \_
   \_ = \_
   \end{array}\]
   
   So,
   
   \[\begin{array}{c}
   85 \quad 48 = \_
   \end{array}\]

3. \(51 - 17 = ?\)
   
   Add the same number to both numbers.
   
   \[\begin{array}{c}
   51 \quad \_
   \end{array}\]
   
   Subtract.
   
   \[\begin{array}{c}
   \_
   \_ = \_
   \end{array}\]
   
   So,
   
   \[\begin{array}{c}
   51 \quad 17 = \_
   \end{array}\]

Problem Solving

Use mental math to solve.

4. Isak has 28 trading cards. He needs 42 trading cards to make a set.
   How many more trading cards does he need to make a set?
   
   _____ more trading cards
Name___________________________________________

Mixed Practice

Find the sum or difference.

1. \[33 + 12 = 45\]
2. \[64 - 47 = 17\]
3. \[25 + 57 = 82\]
4. \[83 - 36 = 47\]
5. \[46 + 34 = 80\]

6. \[81 - 17 = 64\]
7. \[42 - 21 = 21\]
8. \[12 + 67 = 79\]
9. \[61 + 29 = 90\]
10. \[72 - 28 = 44\]

11. \[29 + 41 = 70\]
12. \[52 - 39 = 13\]
13. \[31 - 12 = 19\]
14. \[64 - 18 = 46\]
15. \[49 + 22 = 71\]

16. \[75 - 48 = 27\]
17. \[43 + 19 = 62\]
18. \[22 + 35 = 57\]
19. \[32 - 9 = 23\]
20. \[67 + 15 = 82\]

Problem Solving

21. Kinzy and Ezra each put 22 crayons in a box. Then they take a total of 9 crayons out of this box and put them into a bucket. How many crayons are left in the box?

\[\text{_________ crayons} \]

\[\text{crayon}\]
Take a Survey

1. Take a survey.
   Ask 10 classmates which animal is their favorite. Use tally marks to show their answers.

2. Use your tally table.
   Write the results of your survey using numbers.

3. Which animal did the most classmates choose?

4. Did more classmates choose lion or monkey?

5. How many classmates choose an animal other than lion?

Problem Solving

6. Corey wants to ask 12 classmates which coin is their favorite. These are the results he has recorded so far. How many more classmates does he need to ask?
   __________ more classmates
Problem Solving Workshop
Skill • Use a Table

Use the table.

<table>
<thead>
<tr>
<th>Snowfall in Linda’s Town</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Month</strong></td>
</tr>
<tr>
<td>November</td>
</tr>
<tr>
<td>December</td>
</tr>
<tr>
<td>January</td>
</tr>
<tr>
<td>February</td>
</tr>
</tbody>
</table>

1. How many inches of snow fell in February? ___7___ inches

2. How many more inches of snow fell in January than in November? _____ more inches

3. How many inches of snow fell during the four months? _____ inches

4. What is the difference between the amount of snowfall in December and in February? _____ inches

5. In which month did the least snow fall? _______________________

6. How did the amount of snowfall change from November to February? Explain. _______________________

Name _______________________

Lesson 9.2
Read a Bar Graph

Use the bar graph.

<table>
<thead>
<tr>
<th>Children</th>
<th>Numbers of Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luke</td>
<td>3</td>
</tr>
<tr>
<td>Maggie</td>
<td>6</td>
</tr>
<tr>
<td>Max</td>
<td>7</td>
</tr>
<tr>
<td>Olivia</td>
<td>8</td>
</tr>
</tbody>
</table>

1. Who read the most pages? _______ Olivia _______

2. Who read the fewest pages? _______________________

3. How many more pages did Olivia read than Maggie? _______ more pages

4. How many pages did the children read in all? _______ pages

Problem Solving

Use the bar graph. Write true or false.

5. Olivia read 2 fewer pages than Max. _______

6. Maggie read the same number of pages as Luke. _______

7. Luke read 1 more page than Max. _______
Make a Bar Graph

1. Use the picture to complete the table. Then shade bars in the graph to show the data.

<table>
<thead>
<tr>
<th>Figures</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>square</td>
<td>3</td>
</tr>
<tr>
<td>triangle</td>
<td></td>
</tr>
<tr>
<td>circle</td>
<td></td>
</tr>
</tbody>
</table>

Use the bar graph.

2. How many triangles are there? _____ triangles

3. How many circles are there? _____ circles

4. How many figures are not squares? _____ figures

5. How many more triangles than squares are there? _____ more triangles

Problem Solving

6. This bar graph shows the fruit at a fruit stand. If 40 more plums are added, how many plums will there be in all?

_____ plums
Pictographs

Use the pictograph.

<table>
<thead>
<tr>
<th>Our Favorite Months</th>
<th>January</th>
<th>April</th>
<th>August</th>
<th>November</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>😊😊😊</td>
<td>😊😊😊😊😊😊😊😊😊😊😊</td>
<td>😊😊😊😊😊😊😊😊😊😊😊</td>
<td>😊😊</td>
</tr>
</tbody>
</table>

Key: Each 😊 stands for 2 children.

1. How many children chose April? __10__ children

2. Which month did the fewest children choose? __November__

3. How many children chose August? __20__ children

4. How many more children chose August than January? __10__ more children

Problem Solving

5. Jamie surveyed his friends to find their favorite juice. Complete his pictograph to show this information.

   - 10 chose apple.
   - 20 chose grape.
   - 25 chose orange.

   **Favorite Juice**
   
<table>
<thead>
<tr>
<th></th>
<th>apple</th>
<th>grape</th>
<th>orange</th>
</tr>
</thead>
<tbody>
<tr>
<td>😊</td>
<td>😊😊</td>
<td>😊😊😊</td>
<td>😊😊</td>
</tr>
</tbody>
</table>

   Key: Each 😊 stands for 5 children.
Line Plots

Use the line plot.

Each X on the line plot stands for one child.

1. How many children have 3 markers?
   - 3 children

2. How many children have 5 markers?
   - ______ children

3. Write a number sentence to find the range of the data.
   - ______

4. What is the mode of the data?
   - The mode of the data is ______.

Problem Solving

5. Karen’s class made a line plot of the number of pets each classmate has. How many classmates have more than 1 pet?
   - ______ classmates
Locate Points on a Grid

Use the grid. Follow the directions. Circle which place you find.

1. Start at 0. Go right 4. Go up 1. Where are you?
   - School
   - Post Office
   - Library
   - Park

2. Start at 0. Go right 1. Go up 2. Where are you?
   - Bus Stop
   - School
   - Library
   - Post Office

3. Start at 0. Go right 3. Go up 5. Where are you?
   - Library
   - Park
   - Bus Stop
   - Post Office

4. Start at 0. Go right 5. Go up 4. Where are you?
   - Park
   - School
   - Bus Stop
   - Post Office

Problem Solving

Give the directions.

5. Start at 0. Go right ______. Go up ______. You are at the post office.

6. Start at 0. Go right ______. Go up ______. You are at the fire station.
Certain or Impossible

Circle certain or impossible to predict each event.

1. The outcome will be A.  
   - certain
   - impossible

2. The outcome will be F.  
   - certain
   - impossible

3. The outcome will be X.  
   - certain
   - impossible

4. The outcome will be K.  
   - certain
   - impossible

5. The outcome will be P.  
   - certain
   - impossible

6. The outcome will be S.  
   - certain
   - impossible

Problem Solving

7. Color the spinner so that blue is a certain outcome.

8. Color the spinner so that blue is an impossible outcome.
More Likely or Less Likely

Circle the better choice.

1. Pulling a gray cube is more likely than pulling a white cube.

2. Pulling a white cube is more likely than pulling a black cube.

3. Pulling a black cube is less likely than pulling a gray cube.

4. Pulling a gray cube is less likely than pulling a white cube.

5. Pulling a black cube is more likely than pulling a gray cube.

Problem Solving

6. Color the cubes to show that yellow is less likely to be pulled than green.
Outcomes

Use a pencil and a paper clip with this spinner. Spin the paper clip 10 times. Record the outcomes on the tally table.

1. What are the possible outcomes for this spinner?

2. How many times was B the outcome? ________ times

3. How many times was A the outcome? ________ times

4. Which section has the most outcomes?

Problem Solving

5. Brad spins the pointer 12 times. It lands on X 3 times. It lands on Y 4 times. How many times does it land on Z?

_______ times
**Equally Likely**
Draw and color cubes. Show which colors are equally likely to be pulled from the bag.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

**Problem Solving**
5. Put an X on the spinners that show outcomes that are not equally likely.

- [ ]
- [ ]
- [ ]
- [ ]
Problem Solving Workshop
Skill • Make a Prediction

Use the data to make a prediction.

1. The table shows the marbles in a bag. Which color is Ann most likely to pull?

```
<table>
<thead>
<tr>
<th>Color</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>red</td>
<td>4</td>
</tr>
<tr>
<td>green</td>
<td>7</td>
</tr>
<tr>
<td>yellow</td>
<td>3</td>
</tr>
</tbody>
</table>
```

2. Jack makes a pictograph of marbles in a bag. Which color marble is he least likely to pull?

```
<table>
<thead>
<tr>
<th>Color</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>green</td>
<td>⃝ ⃝ ⃝ ⃝</td>
</tr>
<tr>
<td>red</td>
<td>⃝ ⃝</td>
</tr>
<tr>
<td>blue</td>
<td>⃝ ⃝ ⃝ ⃝ ⃝ ⃝</td>
</tr>
</tbody>
</table>
```

Key: Each ⃝ stands for 2 marbles.

3. The bar graph shows the number of cubes in a bag. Which colors are equally likely to be pulled?

```
<table>
<thead>
<tr>
<th>Color</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>green</td>
<td></td>
</tr>
<tr>
<td>blue</td>
<td></td>
</tr>
<tr>
<td>yellow</td>
<td></td>
</tr>
</tbody>
</table>
```

4. The table shows the tiles in a bag. Which color is Grace most likely to pull?

```
<table>
<thead>
<tr>
<th>Color</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>red</td>
<td>12</td>
</tr>
<tr>
<td>green</td>
<td>4</td>
</tr>
<tr>
<td>yellow</td>
<td>7</td>
</tr>
</tbody>
</table>
```

Dimes, Nickels, and Pennies

Find the total value.

1. 

2. 

3. 

4. 

Problem Solving

5. Draw two ways to make 15¢.
Half Dollars and Quarters

Find the total value.

1. 

2. 

3. 

4. 

Problem Solving

5. Sarah has some coins with a total value of 70¢. One coin is a half dollar. Draw the coins she may have.
Count Collections

Draw and label the coins from greatest to least value. Find the total value.

1. 

2. 

3. 

Problem Solving

4. Circle the money amounts that are written correctly. Then write the other amounts correctly.

- $2.04$
- $81¢$
- $5¢$
- $15¢$
- $47¢$
Name ________________________________

Lesson 11.4

Make the Same Amounts

Use coins. Show the value in two ways. Draw and label each coin.

1. 

   ![Image of 36¢ coin]

2. 

   ![Image of 65¢ coin]

3. 

   ![Image of 78¢ coin]

4. 

   ![Image of 40¢ coin]

Problem Solving

5. Mariel has three coins with a total value of 60¢. What coins could she have? Draw and label the coins.

PW73
Lesson 11.5

Problem Solving Workshop
Strategy • Make a List

Make a list to solve.

1. Annie has 57¢. What are some different ways to show how much money she has using dimes, nickels, and pennies?

<table>
<thead>
<tr>
<th>Dimes</th>
<th>Nickels</th>
<th>Pennies</th>
<th>Total Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1</td>
<td>2</td>
<td>57¢</td>
</tr>
</tbody>
</table>

Mixed Strategy Practice

Choose a strategy to solve.

2. Kendra is trading nickels for pennies. She trades 1 nickel for 5 pennies. She has 5 nickels. How many pennies should she get for 5 nickels?

<table>
<thead>
<tr>
<th>number of nickels</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>number of pennies</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Choose a Strategy
- Make a List
- Find a Pattern
- Draw a Picture

3. Dean has 10 marbles. He gets 5 more. How many marbles does he have now?

__________ marbles
Algebra: Compare Amounts

Write the total value of each group. Then write $>$, $<$, or $\,=$.

1. 
   
   [Image of coins]
   
   $42\,\text{¢} \, > \, 32\,\text{¢}$

2. 
   
   [Image of coins]
   
   [Circle the correct comparison symbol]

3. 
   
   [Image of coins]
   
   [Circle the correct comparison symbol]

Problem Solving

4. Sandra buys a rose for 1 half dollar and 1 dime. She buys a daisy for 2 quarters and 1 nickel. Circle the flower that costs more money.

   [Images of a rose and a daisy]
   
   rose  daisy
Problem Solving Workshop
Strategy • Act It Out

Use coins to act out the problem. Draw the coins. Write the total value. Then answer the question.

1. Donna has 1 quarter, 2 dimes, and 3 nickels. Does she have enough to buy the pen?

   \[ \text{pen} \]

   \[ 45\text{¢} \]

   \[ \boxed{\text{No}} \]

2. Jay has 1 half dollar and 2 nickels. Does he have enough to buy the toy duck?

   \[ \text{toy duck} \]

   \[ 75\text{¢} \]

   \[ \boxed{\text{Yes}} \]

Mixed Strategy Practice

Choose a strategy to solve.

3. Jill has 2 quarters, 2 dimes, and 2 nickels. She gets 3 more nickels. How much money does she have?

   \[ \boxed{\text{50¢}} \]

4. Nate has 1 quarter and 1 dime. He wants to trade his coins for nickels. How many nickels should he get?

   \[ \boxed{\text{26 nickels}} \]
## Add and Subtract Money

Add or subtract to solve.

1. Teri has 42¢. Her mom gives her 19¢.

   Now Teri has ________.

2. Noah has 75¢. He gives his brother 25¢.

   Now Noah has ________.

3. Jen has 38¢. She finds 15¢ in her desk.

   Now Jen has ________.

4. Juan has 87¢. He spends 39¢.

   Now Juan has ________.

   Then Juan buys a snack for 35¢.

   Now Juan has ________.

### Problem Solving

5. Marie takes 22¢ from her coin bank. Now she has 49¢ left. How much money did she start with?

   ________
Problem Solving Workshop
Strategy • Predict and Test

Make a prediction and test it to solve.

1. Dee has 68¢. Which two toys can she buy?

2. Terry has 91¢. Which two toys can he buy for exactly that amount?

3. Diego has 7 nickels and 15 dimes. How many coins does Diego have in all?

4. Elsa has 32 pennies. Paul has 29 pennies. How many pennies do they have in all?

Choose a Strategy
• Predict and Test
• Make a Model
• Draw a Picture
One Dollar

Circle coins to make $1.00.
Cross out the coins you do not use.

1.

2.

3.

Problem Solving

4. Keisha has $1.00 in coins.
   She has 2 of one kind of coin.
   She has 1 of another kind of coin.
   Draw the coins she has.
Make Change to $1.00

Use coins. Count on from the price to make the change.

1. You have: [Quarter and Dime]  
   You buy: [Pencil]  
   Count on: [Penny, Nickel, Dime]  
   The change is ________.

2. You have: [Five Dimes]  
   You buy: [Notebook]  
   Count on: [Three Nickels]  
   The change is ________.

3. You have: [One Dollar Bill]  
   You buy: [Ruler]  
   Count on: [Five Dimes]  
   The change is ________.

Problem Solving

4. Meg buys a pencil for 60¢. She pays with 3 coins and gets 15¢ change. Draw the 3 coins Meg used to buy the pencil.
Explore Minutes and Hours

About how long will it take? Circle the better choice.

1. snap your fingers
   - more than 1 minute
   - less than 1 minute

2. be at school for a day
   - more than 1 hour
   - less than 1 hour

3. make your bed
   - more than 1 hour
   - less than 1 hour

4. make a sandwich
   - more than 1 minute
   - less than 1 minute

Problem Solving

Sam is playing songs on the piano.
Sam can play 1 song in 5 minutes.

5. How long will it take Sam to play 4 songs?

6. Will it take more than an hour or less than an hour for Sam to play 4 songs?

______ minutes

______
Time to 15 Minutes

Write the time in two ways.

1. ______ minutes after _____ o’clock

2. ______ minutes after _____ o’clock

3. ______ minutes after _____ o’clock

4. ______ minutes after _____ o’clock

Problem Solving

Look at where the hour hand is pointing. About what time is it?

5. ______

6. ______

7. ______
Time to 5 Minutes

Use a 🕒 to show the time. Then draw the minute hand.

1. 3:25
2. 10:10
3. 12:55

4. 8:40
5. 11:05
6. 9:35

Problem Solving

7. My hour hand points between the 2 and the 3. My minute hand points to the 4. What time do I show?
Time Before the Hour

Write the time in two ways.

1. 45 minutes after 6
   
   _____ minutes before _____

2. 50 minutes after 2
   
   _____ minutes before _____

3. 35 minutes after 9
   
   _____ minutes before _____

4. 55 minutes after 5
   
   _____ minutes before _____

Problem Solving

5. Deb gets home from school at 45 minutes after 3. Jack gets home from school at 10 minutes before 4. Which classmate gets home from school first?

   Draw hands on the clocks to show the times.

   Deb gets home from school.  
   Jack gets home from school.

   ________________
Problem Solving Workshop
Skill • Make Reasonable Estimates

About how long will it take? Write minutes or hours.

1. play a board game
   about 2 hours

2. eat breakfast
   about 30 minutes

3. put on boots
   about 6 minutes

4. visit with family
   about 2 minutes

5. play a game of basketball
   about 2 minutes

6. do a dance
   about 5 minutes

7. visit the aquarium
   about 3 minutes

8. wash the dishes
   about 20 minutes
A.M. and P.M.

Write the time. Then circle A.M. or P.M.

1. make breakfast
   [Clock Image: 9:00]
   A.M.  P.M.
2. do homework
   [Clock Image: 3:45]
   A.M.  P.M.
3. play soccer
   [Clock Image: 3:00]
   A.M.  P.M.
4. get ready for school
   [Clock Image: 7:30]
   A.M.  P.M.

Problem Solving

Look at Jeffrey’s camp schedule. For each time, write A.M. or P.M.

5. Jeffrey’s Camp Schedule

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>breakfast</td>
<td>7:30</td>
</tr>
<tr>
<td>lunch</td>
<td>1:00</td>
</tr>
<tr>
<td>art</td>
<td>9:15</td>
</tr>
<tr>
<td>hiking</td>
<td>1:45</td>
</tr>
<tr>
<td>swimming</td>
<td>11:00</td>
</tr>
<tr>
<td>music</td>
<td>3:30</td>
</tr>
</tbody>
</table>
Elapsed Time

Use a ⌚️. Write how much time has passed.

1. Start 2:15 p.m.  
   Finish 3:00 p.m.  
   ____________

2. Start 12:45 p.m.  
   Finish 1:45 p.m.  
   ____________

3. Start 9:30 a.m.  
   Finish 10:00 a.m.  
   ____________

Problem Solving

Write the time. Then circle A.M. or P.M.

4. Erin’s art class begins at 3:15 p.m. It lasts for 30 minutes. 
   At what time does her class end?  
   A.M.    P.M.  
   ________  
   ________
Days, Weeks, Months, and Years

Write more than, less than, or the same as to complete the sentence.

<table>
<thead>
<tr>
<th>Days, Weeks, Months, and Years</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time Relationships</strong></td>
</tr>
<tr>
<td>There are 24 hours in 1 day.</td>
</tr>
<tr>
<td>There are 7 days in 1 week.</td>
</tr>
<tr>
<td>There are about 4 weeks in 1 month.</td>
</tr>
<tr>
<td>There are 12 months in 1 year.</td>
</tr>
<tr>
<td>There are about 52 weeks in 1 year.</td>
</tr>
</tbody>
</table>

1. Paige’s grandmother visited for 9 days.
   This is _____________ 1 week.

2. Alberto went to camp for 3 weeks.
   This is _____________ 1 month.

3. Ali lived on Oak Street for 12 months.
   This is _____________ 1 year.

4. Peter’s family stayed at the beach for 5 weeks.
   This is _____________ 1 month.

5. Janice went to visit her grandmother for 1 week and 5 days. For how many days did Janice visit her grandmother?
   _____ days

6. Kip collected baseball cards for 1 year and 3 months. For how many months did Kip collect baseball cards?
   _____ months
Identify Solid Figures

Circle the objects that have the same shape. Cross out the object that does not belong. Name the solid figures you circled.

1. [Images of sphere, rectangular prism, pyramid, cylinder, cube, cone]
   - [Circle for cube]

2. [Images of cylinder, sphere, planet, ball]
   - [Circle for ball]

3. [Images of paper towel roll, party hat, can, graffiti]
   - [Circle for graffiti]

4. [Images of cone, ice cream cone, train, ice cream cone]
   - [Circle for ice cream cone]

Problem Solving

5. Jane drew a solid figure object. It is not a cube. It is not a cylinder. Circle the object Jane drew.
   - [Circle for ice cream cone]
Algebra: Sort Solid Figures

Write **yes** or **no** to tell about the surfaces of each object.

<table>
<thead>
<tr>
<th>Object</th>
<th>Does it slide?</th>
<th>Does it roll?</th>
<th>Does it slide and roll?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>no</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Problem Solving

Write the name of the figure.

7. I have a curved surface. I do not slide. Circle me. Which figure am I?

______

8. I have a flat surface. I do not roll. Draw an X through me. Which figure am I?

______
Attributes of Solid Figures

Use solid figures. Complete the table. Write how many.

<table>
<thead>
<tr>
<th></th>
<th>rectangular prism</th>
<th>cube</th>
<th>pyramid</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. faces</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. edges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. vertices</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Problem Solving

4. Ken has two different solid figures. Each solid figure has the same number of edges. Which solids does Ken have?

5. Clark has 2 solid figures. His figures have 10 faces in all. Which solids does Clark have?

Name ___________________________
Compare and Contrast Solid Figures

Use solid figures. Circle the better choice.

1. I am a solid figure that can slide and roll. Which solid figure am I?

2. I am a solid figure that has a curved surface. Which solid figure am I?

3. I am a solid figure that has the same number of faces as vertices. Which solid figure am I?

4. I am a solid figure that has 8 vertices. All of my faces are squares. Which solid figure am I?

5. I am a solid figure that slides and rolls. Which solid figure am I?

6. I am a solid figure that has 12 edges. I do not roll. Which solid figure am I?

Problem Solving

Circle the answer.

7. I can slide and roll. Which object am I?
Make Plane Figures from Solid Figures

Use solid figures. Circle the solid figure that has these faces.

1. pyramid  cube  cylinder

2. rectangular prism  cone  cube

3. rectangular prism  sphere  cube

4. rectangular prism  pyramid  cube

Problem Solving

Circle the solid figure that this figure will make if you fold it and tape it together.

5. 

 PW93

Practice
Complete the table to solve.

1. Tasha is making three pyramids. How many triangles does she need to make these three figures?

<table>
<thead>
<tr>
<th>number of pyramids</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tasha needs ______ triangles.

2. Andy is making three rectangular prisms. How many squares does he need to make these three figures?

<table>
<thead>
<tr>
<th>number of rectangular prisms</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Andy needs ______ squares.

**Mixed Strategy Practice**

Choose a strategy to solve.

3. Juanita wants to make five cylinders. How many circles will she need to make these five solid figures?

Juanita will need ______ circles.
Identify Plane Figures

Color the figures.

1. Color the rectangles gray.
2. Color the triangles red.
3. Color the trapezoids green.
4. Color the squares yellow.
5. Color the hexagons purple.

**REMEMBER:** The size and position of a figure do not change its name.

6. Color the rectangles orange.
7. Color the pentagons pink.
8. Color the circles purple.
9. Color the rhombuses brown.

Problem Solving

Trace the figures. Write how many.

10. ______ triangles

11. ______ rectangles
Algebra: Sort Plane Figures

Write a title to describe each group of plane figures.

1. ___________________________  2. ___________________________
   ___________________________  ___________________________

3. ___________________________  4. ___________________________
   ___________________________  ___________________________

Problem Solving

Write true or false for each sentence.

5. A rectangle has fewer than 4 vertices.  _________

6. A square has 4 sides and 4 vertices.  _________

7. A trapezoid has more than 2 vertices.  _________

8. A rhombus has 3 sides and 4 vertices.  _________
Combine Plane Figures

triangle square hexagon trapezoid pentagon circle rectangle rhombus

Use pattern blocks. Combine sides of figures to make a new figure. Trace the new figure.

1. [Diagram of combined figures]
2. [Diagram of another combined figure]
3. [Diagram of combined figures]
4. [Diagram of combined figures]

Problem Solving

5. Circle a figure you can make using 2 \(\square\), and 2 \(\triangle\).
Separate Plane Figures

Use paper figures. Fold to make three new figures. Cut along the folds. Trace the new figures.

1. 

2. 

3. 

Problem Solving

4. Jeff wants to make a trapezoid. He uses 2 colors of pattern blocks. Draw and color a trapezoid that Jeff could make.
Problem Solving Workshop
Strategy • Use Logical Reasoning

Use logical reasoning to solve.
Cross out the figures that do not fit the information.
Circle the figure that answers the question.

1. I am a plane figure. I have fewer than 4 sides. I have 3 vertices. Which figure am I?
   - [ ] Pentagon
   - [ ] Hexagon
   - [ ] Triangle
   - [ ] Rectangle

2. I am a plane figure. I have fewer than 5 vertices. I have more than 3 sides. Which figure am I?
   - [ ] Triangle
   - [ ] Square
   - [ ] Hexagon
   - [ ] Pentagon

Mixed Strategy Practice
Choose a strategy to solve.

3. Sheila has 2 quarters and 1 dime. Her sister gives her 3 nickels and a penny. How much money does Sheila have now?
   - [ ] 60 cents
   - [ ] 51 cents
   - [ ] 50 cents
   - [ ] 41 cents

4. Doris has 3 pennies and 5 nickels. Her sister gives her some quarters. Now she has 12 coins in all. How many quarters did her sister give her?
   - [ ] 3 quarters
   - [ ] 2 quarters
   - [ ] 1 quarter
   - [ ] 0 quarters

Choose a Strategy
- Use Logical Reasoning
- Draw a Picture
- Act It Out
Slides, Flips, and Turns

Describe how the figure has moved. Write slide, flip, or turn. Use plane figures to check.

1.

2.

3.

4.

5.

6.

7.

8.

9.

Problem Solving

10. Circle the picture that shows a slide.
Congruent Figures

Draw a figure congruent to the figure shown.

1. 

2. 

3. 

4. 

Problem Solving

5. Cross out the figures that are not congruent to the gray figure.
Symmetry

Draw the matching part along the line of symmetry.

1.  
   \[
   \begin{array}{c}
   \cdot \cdot \cdot \\
   \cdot \cdot \cdot \\
   \cdot \cdot \cdot \\
   \end{array}
   \]

2.  
   \[
   \begin{array}{c}
   \cdot \cdot \cdot \\
   \cdot \cdot \cdot \\
   \cdot \cdot \cdot \\
   \end{array}
   \]

3.  
   \[
   \begin{array}{c}
   \cdot \cdot \cdot \\
   \cdot \cdot \cdot \\
   \cdot \cdot \cdot \\
   \end{array}
   \]

4.  
   \[
   \begin{array}{c}
   \cdot \cdot \cdot \\
   \cdot \cdot \cdot \\
   \cdot \cdot \cdot \\
   \end{array}
   \]

5.  
   \[
   \begin{array}{c}
   \cdot \cdot \cdot \\
   \cdot \cdot \cdot \\
   \cdot \cdot \cdot \\
   \end{array}
   \]

6.  
   \[
   \begin{array}{c}
   \cdot \cdot \cdot \\
   \cdot \cdot \cdot \\
   \cdot \cdot \cdot \\
   \end{array}
   \]

Problem Solving

7. Which pictures show a line of symmetry for the gray figure and the black figure? Circle them.

\[
\begin{array}{c}
\includegraphics{gray-figure}
\includegraphics{black-figure}
\end{array}
\]
### Algebra: Identify and Describe Patterns

Circle the pattern unit. Describe the pattern.

1. [Image of pattern with banana, apple, apple]

2. [Image of pattern with triangles and circles]

3. [Image of pattern with cars, sailboats, cars, sailboats]

4. [Image of number sequence 55955595559]

### Problem Solving

Circle the shirt with a repeating pattern.

5. [Images of two shirts, one with a repeating pattern]
Algebra: Predict and Extend Patterns

Use the pattern unit to predict what comes next. Continue the pattern.

1. 

2. 

3. 

Problem Solving

4. Maddie is building a pattern. She has a square, a triangle, and a circle. Draw a pattern unit Maddie can make with these figures. Then repeat the pattern unit 3 times.
Algebra: Create a Pattern

Draw your pattern. Write A, B, or C, to describe your pattern.

1. Use for your pattern unit.

2. Use for your pattern unit.

3. Use for your pattern unit.

Problem Solving

4. Use pattern blocks to make an AAB pattern. Draw and label your pattern.
Find the Missing Piece

Circle the pattern unit. Then draw the missing pieces.

1. 
2. 
3. 
4. 
5. 

Problem Solving

6. Circle the pattern unit. Cross out the pictures that do not belong in the pattern.
Algebra: A Growing Pattern

Use cubes to build the pattern. Describe how the pattern grows.

1. Each step has ___ cubes than the last step.
The cubes are added ____ to the top ____.

2. Each step has _______ cubes than the last step.
The cubes are added ____________.

3. Each step has __________ cubes than the last step.
The cubes are added ____________________.

Problem Solving

4. Use the figure. Draw a growing pattern of your own.
Algebra: Predict and Extend a Growing Pattern

Draw what might come next in the pattern.

1.

2.

3.

Problem Solving

4. Cassie is stacking books in a growing pattern. She makes a stack with 1 book. She makes a stack with 4 books, and then a stack with 7 books.

How many books will Cassie have in the 6th stack?

_____ books
### Problem Solving Workshop

**Strategy • Find a Pattern**

Look for a pattern. Complete the table.

1. Jeremy draws 2 pictures every day. He starts drawing on Monday. How many pictures will he have on Friday?

<table>
<thead>
<tr>
<th>day</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>number of pictures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   Jeremy will have _______ pictures on Friday.

2. Sabrina collects stickers. Each week she adds 3 stickers to her collection. How many stickers does Sabrina have by the 6th week?

<table>
<thead>
<tr>
<th>week</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
</tr>
</thead>
<tbody>
<tr>
<td>number of stickers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   Sabrina has _______ stickers by the 6th week.

3. Harrison writes 4 poems every month. How many poems will he have in 7 months?

<table>
<thead>
<tr>
<th>number of months</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>number of poems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   Harrison will have _______ poems in 7 months.
Measure Length with Nonstandard Units

Use 🟩. Measure the real object.

<table>
<thead>
<tr>
<th>Find the object.</th>
<th>Measure.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>pencil</strong></td>
<td>about _____ cubes</td>
</tr>
<tr>
<td><strong>folder</strong></td>
<td>about _____ cubes</td>
</tr>
<tr>
<td><strong>tape</strong></td>
<td>about _____ cubes</td>
</tr>
<tr>
<td><strong>glue</strong></td>
<td>about _____ cubes</td>
</tr>
</tbody>
</table>

Problem Solving

Choose two objects. Estimate the length of each by comparing them to the objects measured above.

5. Object: ________________  
   Estimate: about _____ cubes  
   Measure: about _____ cubes

6. Object: ________________  
   Estimate: about _____ cubes  
   Measure: about _____ cubes
Measure to the Nearest Inch

Measure the length to the nearest inch.

1. Measure: about ______ inches

2. Measure: about ______ inches

3. Measure: about ______ inches

4. Measure: about ______ inches

Problem Solving

5. Use the 1-inch mark. Estimate the length of each ribbon.

Estimates:
- black ribbon: about ______ inches
- white ribbon: about ______ inches
Problem Solving Workshop
Skill • Make Reasonable Estimates

1. The toy train is about 6 inches long. Circle the best estimate for the length of the toy car.

   ![Toy Train Image]

   1 inch  3 inches  4 inches

2. The leaf is about 4 inches long. Circle the best estimate for the length of the bug.

   ![Leaf Image]

   1 inch  2 inches  4 inches

3. The string is about 3 inches long. Circle the best estimate for the length of the chain.

   ![String Image]

   3 inches  5 inches  7 inches

4. The yarn is about 2 inches long. Circle the best estimate for the length of the craft stick.

   ![Yarn Image]

   3 inches  4 inches  6 inches
## Inch, Foot, and Yard

<table>
<thead>
<tr>
<th>Find the object.</th>
<th>Choose the unit.</th>
<th>Measure.</th>
</tr>
</thead>
<tbody>
<tr>
<td>crayon</td>
<td>inch</td>
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<td></td>
<td>foot</td>
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<tr>
<td></td>
<td>yard</td>
<td>about ___ ___</td>
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<tr>
<td>bulletin board</td>
<td>inch</td>
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<td>foot</td>
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<td>about ___ ___</td>
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<td>rug</td>
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<td>yard</td>
<td>about ___ ___</td>
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<td>stapler</td>
<td>inch</td>
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<td></td>
<td>foot</td>
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<tr>
<td></td>
<td>yard</td>
<td>about ___ ___</td>
</tr>
</tbody>
</table>

### Problem Solving

5. Estimate the length of your desk top in inches. Then estimate the length in feet.

Estimates:

- about ________ inches
- about ________ feet
Measure to the Nearest Centimeter

Measure the length to the nearest centimeter.

1. 

Measure: about ________ centimeters

2. 

Measure: about ________ centimeters

3. 

Measure: about ________ centimeters

4. 

Measure: about ________ centimeters

Problem Solving

Use your measurements above to solve.

5. About how much longer is the pencil than the craft stick?  about _____ centimeters longer

6. If you put the marker and the eraser end to end, about how many centimeters long would they be together? about _____ centimeters
## Centimeter and Meter

Find the object. Choose the unit. Measure.

<table>
<thead>
<tr>
<th>Find the object</th>
<th>Choose the unit</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>building block</td>
<td>centimeter</td>
<td>about __ __________</td>
</tr>
<tr>
<td></td>
<td>meter</td>
<td></td>
</tr>
<tr>
<td>door</td>
<td>centimeter</td>
<td>about __ __________</td>
</tr>
<tr>
<td></td>
<td>meter</td>
<td></td>
</tr>
<tr>
<td>desk</td>
<td>centimeter</td>
<td>about __ __________</td>
</tr>
<tr>
<td></td>
<td>meter</td>
<td></td>
</tr>
<tr>
<td>chalk</td>
<td>centimeter</td>
<td>about __ __________</td>
</tr>
<tr>
<td></td>
<td>meter</td>
<td></td>
</tr>
</tbody>
</table>

### Problem Solving

5. Estimate the length of a bookshelf in centimeters. Then estimate the length of the bookshelf in meters.

Estimates:
- about _______ centimeters
- about _______ meters
Perimeter

Measure each side. Add to find the perimeter.

1. 
   \[ \begin{array}{ccc}
   \text{cm} \\
   \text{cm} \\
   \text{cm} \\
   \text{cm}
   \end{array} \]
   \[ \text{Perimeter: } \text{cm} \]

2. 
   \[ \text{cm} \]
   \[ \text{cm} \]
   \[ \text{cm} \]
   \[ \text{cm} \]
   \[ \text{Perimeter: } \text{cm} \]

3. 
   \[ \text{cm} \]
   \[ \text{cm} \]
   \[ \text{cm} \]
   \[ \text{cm} \]
   \[ \text{Perimeter: } \text{cm} \]

Problem Solving

4. Use a ruler. Draw a square with a perimeter of 12 centimeters.

REMEMBER: cm is another way to write centimeter.
Area

Use tiles. Find the area of the figure.

1. 
   Area: ________ square units

2. 
   Area: ________ square units

3. 
   Area: ________ square units

Problem Solving

4. Alice is coloring the grid to make a figure. She wants the figure to have an area of 7 square units. How many more square units should she color?
   ________ more square units
### Ounces and Pounds

<table>
<thead>
<tr>
<th>Find the object.</th>
<th>Choose the unit.</th>
<th>Measure.</th>
</tr>
</thead>
<tbody>
<tr>
<td>pencil</td>
<td>ounce</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pound</td>
<td>about ____  ____</td>
</tr>
</tbody>
</table>

| dictionary       | ounce            |          |
|                  | pound            | about ____  ____ |

| backpack         | ounce            |          |
|                  | pound            | about ____  ____ |

| eraser           | ounce            |          |
|                  | pound            | about ____  ____ |

### Problem Solving

5. Find a pair of shoes. Measure the weight of the shoes in ounces and in pounds.
   - ____ ounces
   - ____ pounds

6. Find a set of story books. Measure the weight of the set of story books in ounces and in pounds.
   - ____ ounces
   - ____ pounds
Problem Solving

5. One nickel has a mass of about 5 grams. Marshall has some nickels in his pocket that equal 20¢. Which is the better estimate of the mass of his coins? Circle it.

   about 10 grams        about 20 grams
### Cups, Pints, Quarts, and Gallons

Circle the better unit of measure for the capacity of the container.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>juice glass</td>
<td>cup</td>
</tr>
<tr>
<td>2.</td>
<td>bathtub</td>
<td>gallon</td>
</tr>
<tr>
<td>3.</td>
<td>milk carton</td>
<td>gallon</td>
</tr>
<tr>
<td>4.</td>
<td>pitcher</td>
<td>cup</td>
</tr>
<tr>
<td>5.</td>
<td>thermos</td>
<td>cup</td>
</tr>
<tr>
<td>6.</td>
<td>swimming pool</td>
<td>gallon</td>
</tr>
</tbody>
</table>

### Problem Solving

Circle the better answer.

7. Abby is using a 1 cup container to fill the vase with water. The vase holds 8 cups. About how much water is in the vase now?

- about 1 pint
- about 1 quart
## Liters

Estimate how much the container can hold. Circle **more than 1 liter** or **less than 1 liter**.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. spoon</td>
<td>2. bucket</td>
<td>3. measuring cup</td>
</tr>
<tr>
<td>![Spoon]</td>
<td>![Bucket]</td>
<td>![Measuring cup]</td>
</tr>
<tr>
<td>more than 1 liter</td>
<td>more than 1 liter</td>
<td>more than 1 liter</td>
</tr>
<tr>
<td>less than 1 liter</td>
<td>less than 1 liter</td>
<td>less than 1 liter</td>
</tr>
</tbody>
</table>

| 4. soap bottle | 5. soup can | 6. sink |
|   |   |   |
| ![Soap bottle] | ![Soup can] | ![Sink] |
| more than 1 liter | more than 1 liter | more than 1 liter |
| less than 1 liter | less than 1 liter | less than 1 liter |

## Problem Solving

7. Think about some containers in your classroom. Which container might hold more than 1 liter? Draw and label the container.
Measure Temperature

Use a Fahrenheit thermometer.

1. Measure the temperature of a glass of water.

    ______ °F

2. Put the glass of water in the sunshine. Wait a few minutes. Then measure the temperature of the water.

    ______ °F


   ____________________________________________________
   ____________________________________________________
   ____________________________________________________

Problem Solving

4. Use a Fahrenheit thermometer. Measure the temperature outside.

    ______ °F

5. Use a Celsius thermometer. Measure the temperature outside.

    ______ °C
Choose the best measuring tool.

<table>
<thead>
<tr>
<th>inch ruler</th>
<th>scale</th>
<th>centimeter ruler</th>
<th>measuring cup</th>
<th>thermometer</th>
</tr>
</thead>
</table>

1. Brooke wants to know how heavy her shoe is. Which tool should she use?
   - shoe
   - scale

2. Alex wants to find out how many inches long his watch is. Which tool should he use?
   - watch
   - scale

3. Spencer wants to know how much water his fish bowl holds. Which tool should he use?
   - fish bowl
   - scale

4. Jocelyn wants to know how cold the water in the pool is. Which tool should she use?
   - pool
   - thermometer

5. Adrian wants to measure a notebook in two different ways. Write the tools. Then explain how she could do this.
   - Tools: _______________ and _______________
   - Adrian could ________________________________
Unit Fractions

Write how many equal parts there are. Write the fraction that names the shaded part.

1. \[
\begin{array}{c|c|c}
\hline
& & \\
\hline
& & \\
\hline
& & \\
\hline
\end{array}
\]

____ equal parts

\[ \frac{\Box}{\Box} \] of the whole is shaded.

2. \[
\begin{array}{c|c|c}
\hline
& & \\
\hline
& & \\
\hline
& & \\
\hline
\end{array}
\]

____ equal parts

\[ \frac{\Box}{\Box} \] of the whole is shaded.

Color one part green. Write the fraction that names the green part.

3. \[ \frac{1}{4} \]

4.

5.

6.

7.

8.

Problem Solving

9. Cassie is making a quilt. She colors \( \frac{1}{4} \) of the quilt gray. Circle the picture that could be her quilt.
## Compare Unit Fractions

Color the fraction strips to show the fractions. Compare. Circle the greater fraction.

1. \(\frac{1}{6}\) [\(\frac{1}{3}\)]

2. \(\frac{1}{10}\) [\(\frac{1}{2}\)]

3. \(\frac{1}{4}\) [\(\frac{1}{12}\)]

4. \(\frac{1}{8}\) [\(\frac{1}{3}\)]

### Problem Solving

5. Maria has a slice of pizza that is \(\frac{1}{6}\) of the pizza. Ben has a slice of pizza that is \(\frac{1}{3}\) of the pizza. Maria’s slice is bigger. Draw pizzas to show how this is possible.
**Problem Solving Workshop**

**Strategy • Make a Model**

Shade to make a model. Then solve.

1. Two banners are the same size. Mae paints $\frac{1}{4}$ of one banner. Sally paints $\frac{1}{6}$ of the other. Who paints more banner?

   ![Banner Model](image1)

   ____________

   **banner**

2. Two apples are the same size. Pauline eats $\frac{1}{4}$ of one apple. Margie eats $\frac{1}{3}$ of the other. Who eats more apple?

   ![Apple Model](image2)

   ____________

   **apple**

3. Two sandwiches are the same size. Bo eats $\frac{1}{4}$ of one sandwich. Kate eats $\frac{1}{2}$ of the other. Who eats more sandwich?

   ![Sandwich Model](image3)

   ____________

   **sandwich**

4. Two hot dogs are the same size. Amy eats $\frac{1}{3}$ of one hot dog. Jane eats $\frac{1}{6}$ of the other. Who eats more hot dog?

   ![Hot Dog Model](image4)

   ____________

   **hot dog**

---

**PW126**
Other Fractions

Write the fraction for the shaded part of the whole.

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Color to show the fraction.

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Problem Solving

Color the pictures to solve.

10. Jack colored $\frac{2}{3}$ of his poster. Marie wants to color the same amount of her poster. How many parts of her poster should Marie color?

_____ parts

Jack’s poster

Marie’s poster
Fractions Equal to 1

Count the equal parts. Write a fraction for the whole.

1.  \[\frac{\square}{\square} = 1 \text{ whole}\]

2.  \[\frac{\square}{\square} = 1 \text{ whole}\]

Write a fraction for the shaded part.

3.  \[\frac{\square}{\square}\]

4.  \[\frac{\square}{\square}\]

5.  \[\frac{\square}{\square}\]

6.  \[\frac{\square}{\square}\]

Problem Solving

7. Trent made two pizzas that are the same size. He cut one pizza into 3 equal parts. He cut the other pizza into 6 equal parts. Write a fraction for each whole pizza.

\[\frac{\square}{\square}\]  \[\frac{\square}{\square}\]
Fractions of a Group

Use red and blue tiles. Make a group to match the sentence. Color to show what you did. Write a fraction for the red part.

1. One fourth of the group is red.

2. Three fifths of the group are red.

3. Five eighths of the group are red.

4. Eight twelfths of the group are red.

Problem Solving

Draw a picture to solve.

5. Diane has 1 blue button, 3 yellow buttons, and 4 green buttons. What fraction of her buttons are yellow?
Hundreds

Write how many hundreds. Then write how many tens. Write the number.

1. 

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______ hundreds = _______ tens

400

2. 

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______ hundreds = _______ tens

3. 

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______ hundreds = _______ tens

4. 

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______ hundreds = _______ tens

5. 

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</table>

______ hundreds = _______ tens

Problem Solving

6. Luis has 600 cubes. He wants to make sticks of 10 cubes. How many can he make?

______ sticks of 10 cubes

7. Nina has 30 sticks of 10 cubes. How many cubes does she have in all?

______ cubes
Hundreds, Tens, and Ones

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

1. 

2.

3.

4.

Problem Solving

5. I have 8 ones, 3 tens, and 1 hundred. What number am I?

6. I have 6 ones, 1 ten, and 4 hundreds. What number am I?
Understand Place Value

Circle the value of the underlined digit.

1. 426
   - 400
   - 40
   - 4

2. 617
   - 1
   - 10
   - 100

Circle the value of the gray digit.

3. 256
   - 2
   - 20
   - 200

4. 795
   - 900
   - 90
   - 9

5. 518
   - 8
   - 80
   - 800

6. 536
   - 300
   - 30
   - 3

7. 417
   - 4
   - 40
   - 400

8. 120
   - 200
   - 20
   - 2

9. 803
   - 800
   - 80
   - 8

10. 689
    - 9
    - 90
    - 900

11. 380
    - 300
    - 30
    - 3

Problem Solving

12. Dinah is making a Venn diagram. Where should she write the other numbers in the diagram?

   Numbers with a 3 in the Ones Place
   - 153
   - 649
   - 673
   - 783
   - 613
   - 602

   Numbers with a 6 in the Hundreds Place
   - 617
   - 602
Read and Write 3-Digit Numbers

Read the number. Write the number in different ways.

1. three hundred fifty-six
   \[
   \begin{align*}
   &3 \text{ hundreds} \quad 5 \text{ tens} \quad 6 \text{ ones} \\
   &= 300 + 50 + 6 \\
   &= 356
   \end{align*}
   \]

2. five hundred twenty-nine
   \[
   \begin{align*}
   &\quad \text{hundreds} \quad \text{tens} \quad \text{ones} \\
   &= \quad + \quad + \\
   &= 529
   \end{align*}
   \]

Write the number another way.

3. nine hundred sixty-one
   \[
   \begin{align*}
   &= 900 + 60 + 1
   \end{align*}
   \]

4. 581
   \[
   \begin{align*}
   &= 500 + 80 + 1
   \end{align*}
   \]

5. 600 + 70 + 5
   \[
   \begin{align*}
   &= 675
   \end{align*}
   \]

6. 4 hundreds 9 tens 0 ones
   \[
   \begin{align*}
   &= 400 + 90 + 0
   \end{align*}
   \]

Problem Solving

7. Chloe has all of these blocks. Circle blocks that she could use to show four hundred seventeen.
Different Ways to Show Numbers

Use □ □ □ □ □ □ .
Write how many hundreds, tens, and ones.

1. 325
   3 hundreds   1 ten  15 ones
   ___ hundreds ___ tens ___ ones

2. 413
   ___ hundreds ___ tens ___ ones
   ___ hundreds ___ tens ___ ones

3. 562
   ___ hundreds ___ tens ___ ones
   ___ hundreds ___ tens ___ ones

Problem Solving

4. How many tens are needed to show 160? Circle them.
   _______ tens
Problem Solving Workshop
Strategy • Make a Model

Use bills and coins. Count on.
Write the total value.

1. Rod has two dollar bills, two
dimes, one nickel, and one penny.
How much money does he have?

   THINK: $1.00, $2.00, $2.10,
   $2.20, $2.25, $2.26

   $2.26

2. LeAnn has four dollar bills,
one quarter, two nickels,
and one penny.
How much money does she have?

3. Jason has one dollar bill, three quarters,
one dime, and four pennies.
How much money does he have?

4. Diana has two dollar bills, five quarters,
and three nickels. How much
money does she have?

5. Kiran has one dollar bill, six quarters,
ten dimes, and five pennies.
How much money does she have?
Algebra: Compare Numbers: >, <, or =

Write is greater than, is less than, or is equal to. Then write >, <, or =.

1. 222 is less than 321.

2. 143 is equal to 143.

3. 331 is greater than 131.

4. 205 is less than 210.

5. 216 is equal to 216.

6. 140 is greater than 137.

Problem Solving

7. There are 700 red flowers and 600 yellow flowers in the garden. Show how to compare the number of red and yellow flowers.
# Use Place Value to Compare Numbers

Compare. Write $>$, $<$, or $=$.

<p>| | | |</p>
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<tbody>
<tr>
<td>1.</td>
<td>873 $&lt;$ 875</td>
<td>2.</td>
</tr>
<tr>
<td>4.</td>
<td>298 $&lt;$ 298</td>
<td>5.</td>
</tr>
<tr>
<td>7.</td>
<td>319 $&lt;$ 991</td>
<td>8.</td>
</tr>
<tr>
<td>10.</td>
<td>793 $&gt;$ 739</td>
<td>11.</td>
</tr>
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</table>

## Problem Solving

Look at the pattern of shaded numbers. Use place value to describe how the numbers change.

<table>
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<tbody>
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</table>
Algebra: Order Numbers

Compare the numbers. Write them in the correct order. Then write > or <.

1. [Diagram]
   least  [Circle]  greatest

2. [Diagram]
   least  [Circle]  greatest

Write the numbers in the correct order. Then write > or <.

3. 166  351  407
   greatest  [Circle]  least

4. 740  760  750
   least  [Circle]  greatest

5. 873  972  274
   greatest  [Circle]  least

6. 552  255  525
   least  [Circle]  greatest

Problem Solving

7. Write a number in the box that will make this true.
   \[ 146 > \underline{\quad} > 141 \]

8. Write a number in the box that will make this true.
   \[ 879 < \underline{\quad} < 901 \]
Problem Solving Workshop
Skill • Use a Table

Use the table.

1. Compare. Are there more tulips or sunflowers in the garden?

[ ] [ ]

There are more ______ in the garden.

2. Compare. Are there fewer daisies or roses in the garden?

[ ] [ ]

There are fewer ______ in the garden.

3. Of which flower is there the fewest in the garden?

4. Of which flower is there the most in the garden?

5. Look at the number of lilies, tulips, and daisies. Write these numbers in order from greatest to least.

[ ] [ ] [ ]
Algebra: Skip-Counting Patterns

Skip-count. Write a rule for the pattern. Then extend the pattern.

1. Rule: Count by ________.
   430, 440, 450, 460, 470, ______, ______

2. Rule: Count by ________.
   325, 330, 335, 340, 345, ______, ______

3. Rule: Count by ________.
   855, 865, 875, 885, 895, ______, ______

4. Rule: Count by ________.
   565, 570, 575, 580, 585, ______, ______

Problem Solving

5. Nora’s pattern begins with 264.
   A rule for her pattern is count by hundreds.
   What are the first 6 numbers in her pattern?
   ______, ______, ______, ______, ______, ______
Mental Math: Add On Multiples of 100

Count on hundreds to add.

1. 432 + 300 = 732
2. 345 + 200 = _______
3. 218 + 500 = _______
4. 159 + 300 = _______
5. 439 + 200 = _______
6. 298 + 400 = _______
7. 371 + 300 = _______
8. 534 + 100 = _______
9. 659 + 200 = _______
10. 240 + 400 = _______
11. 175 + 300 = _______
12. 499 + 500 = _______

Problem Solving

13. There are 162 books about cats in the library. There are 462 books about dogs in the library. How many more books about dogs than books about cats are in the library?

_______ more books about dogs
Model 3-Digit Addition: Regroup Ones

Use Workmat 5 and Practice

Problem Solving

10. Circle the pairs of addends for which you would regroup ones to add.

119  485  348
236  326  133
332  751
526  284
Model 3-Digit Addition: Regroup Tens

Use Workmat 5 and . Add.

1. \[
\begin{array}{ccc}
\text{Hundreds} & \text{Tens} & \text{Ones} \\
4 & 9 & 3 \\
2 & 7 & 6 \\
\hline
7 & 6 & 9 \\
\end{array}
\]

2. \[
\begin{array}{ccc}
\text{Hundreds} & \text{Tens} & \text{Ones} \\
1 & 6 & 5 \\
5 & 4 & 3 \\
\hline
6 & 5 & 9 \\
\end{array}
\]

3. \[
\begin{array}{ccc}
\text{Hundreds} & \text{Tens} & \text{Ones} \\
5 & 8 & 4 \\
3 & 5 & 2 \\
\hline
6 & 3 & 8 \\
\end{array}
\]

4. \[
\begin{array}{ccc}
\text{Hundreds} & \text{Tens} & \text{Ones} \\
1 & 6 & 7 \\
3 & 7 & 4 \\
\hline
4 & 1 & 2 \\
\end{array}
\]

5. \[
\begin{array}{ccc}
\text{Hundreds} & \text{Tens} & \text{Ones} \\
5 & 7 & 2 \\
2 & 6 & 3 \\
\hline
7 & 3 & 8 \\
\end{array}
\]

6. \[
\begin{array}{ccc}
\text{Hundreds} & \text{Tens} & \text{Ones} \\
6 & 3 & 1 \\
1 & 7 & 5 \\
\hline
8 & 1 & 6 \\
\end{array}
\]

7. \[
\begin{array}{ccc}
\text{Hundreds} & \text{Tens} & \text{Ones} \\
3 & 3 & 5 \\
4 & 9 & 6 \\
\hline
7 & 2 & 1 \\
\end{array}
\]

8. \[
\begin{array}{ccc}
\text{Hundreds} & \text{Tens} & \text{Ones} \\
1 & 2 & 4 \\
2 & 8 & 1 \\
\hline
3 & 7 & 6 \\
\end{array}
\]

9. \[
\begin{array}{ccc}
\text{Hundreds} & \text{Tens} & \text{Ones} \\
2 & 6 & 3 \\
4 & 9 & 5 \\
\hline
6 & 2 & 4 \\
\end{array}
\]

Problem Solving

10. Circle the problem that was solved correctly.

\[
\begin{array}{ccc}
\text{Hundreds} & \text{Tens} & \text{Ones} \\
1 & 5 & 8 \\
3 & 7 & 1 \\
\hline
5 & 3 & 9 \\
\end{array}
\]

\[
\begin{array}{ccc}
\text{Hundreds} & \text{Tens} & \text{Ones} \\
4 & 5 & 2 \\
2 & 9 & 6 \\
\hline
7 & 4 & 8 \\
\end{array}
\]

\[
\begin{array}{ccc}
\text{Hundreds} & \text{Tens} & \text{Ones} \\
2 & 8 & 9 \\
3 & 5 & 3 \\
\hline
5 & 4 & 2 \\
\end{array}
\]
### Estimate Sums

Round each number to estimate the sum. Then add.

<p>| | | | | | | | | | | |</p>
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### Problem Solving

10. Betsy chose two of these numbers to add together. She estimated the sum to be about 500. Write two numbers that she might have chosen.

   _______ and _______
Problem Solving Workshop
Skill • Too Much Information

Draw a line through the information you do not need. Then solve.

1. There are 54 snow monkeys in the zoo. There are 38 lions and 79 gibbon monkeys in the zoo. How many monkeys are in the zoo?

   snow monkey

   _______ monkeys

2. There are 129 small dolphin toys and 145 large dolphin toys in a toy store. There are 112 small tiger toys. How many dolphin toys are in the store?

   dolphin toy

   _______ dolphin toys

3. There are 156 sheep sleeping in the meadow. There are 118 sheep playing and 135 sheep eating. How many sheep are sleeping or eating?

   sheep

   _______ sheep

4. A zoo worker feeds 92 seals on Monday. She feeds 85 sea lions and 38 otters on Tuesday. How many animals does she feed on Tuesday?

   sea lion

   otter

   _______ animals
## Mental Math: Subtract Multiples of 100

Count back to subtract. **THINK:** How many hundreds should you count back?

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</thead>
<tbody>
<tr>
<td>1. $583 - 300 = \underline{283}$</td>
<td>2. $821 - 400 = \underline{\hspace{2cm}}$</td>
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<td>3. $719 - 200 = \underline{\hspace{2cm}}$</td>
<td>4. $394 - 200 = \underline{\hspace{2cm}}$</td>
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<tr>
<td>5. $528 - 400 = \underline{\hspace{2cm}}$</td>
<td>6. $672 - 300 = \underline{\hspace{2cm}}$</td>
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<tr>
<td>7. $460 - 200 = \underline{\hspace{2cm}}$</td>
<td>8. $809 - 500 = \underline{\hspace{2cm}}$</td>
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<tr>
<td>9. $932 - 200 = \underline{\hspace{2cm}}$</td>
<td>10. $629 - 200 = \underline{\hspace{2cm}}$</td>
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<tr>
<td>11. $583 - 300 = \underline{\hspace{2cm}}$</td>
<td>12. $744 - 100 = \underline{\hspace{2cm}}$</td>
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<tr>
<td>13. $309 - 200 = \underline{\hspace{2cm}}$</td>
<td>14. $486 - 400 = \underline{\hspace{2cm}}$</td>
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### Problem Solving

15. Sari has 441 photographs. She gives some of the photographs to her sister. Now she has 141 photographs. How many photographs does Sari give to her sister? **\underline{\hspace{2cm}}** photographs
Model 3-Digit Subtraction: Regroup Tens

Use Workmat 5 and ⌂. Subtract.

1. 

<table>
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<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
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</tbody>
</table>

Problem Solving

7. Jill has some blue marbles and some red marbles. She has 139 red marbles. She has 284 marbles in all. How many blue marbles does she have?

_______ blue marbles
Model 3-Digit Subtraction: Regroup Hundreds

Use Workmat 5 and _____ . Subtract.

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<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
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<tbody>
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<td>2</td>
<td>6</td>
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</tbody>
</table>

Problem Solving

7. There are 118 fish in a tank at the pet store. Someone buys 5 of the fish. Then the clerk puts 32 of the fish in a different tank. How many fish are left in the first tank?

_______ fish
Add and Subtract Money

Add or subtract to solve.

1. Maria has 3 dollar bills and 1 quarter. She spends $1.35.
   Now Maria has __________.

2. Jana has $5.37. Her sister gives her 3 quarters.
   Now Jana has __________.

3. Brett has 2 dollar bills, one quarter, and 2 dimes. He borrows 55¢ from Tim.
   Now Brett has __________.

4. Darla has 4 dollars and 3 dimes. She spends $1.12.
   Now Darla has __________.

Problem Solving

5. Tara buys an apple and a peach. She gives the clerk 2 dollar bills. How much change does Tara get?

   _________________

<table>
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<th>Price List</th>
</tr>
</thead>
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<tr>
<td><strong>Name</strong></td>
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<td>orange</td>
</tr>
<tr>
<td>apple</td>
</tr>
<tr>
<td>peach</td>
</tr>
</tbody>
</table>
Problem Solving Workshop
Skill • Solve Multistep Problems
Do one step at a time. Add or subtract.

<table>
<thead>
<tr>
<th>STEP 1</th>
<th>STEP 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Cleo has $4.50. She buys a bracelet that costs $1.25 and a necklace that costs $2.45. How much money does she have left?</td>
<td></td>
</tr>
<tr>
<td>$1.25</td>
<td></td>
</tr>
<tr>
<td>+ $2.45</td>
<td>$3.70</td>
</tr>
<tr>
<td><strong>bracelet</strong></td>
<td></td>
</tr>
</tbody>
</table>

| **2.** Kendra buys 2 cups of tea. Each cup costs $2.25. She also buys a snack that costs $1.75. How much does she spend in all? |
| **tea**              |        |

| **3.** Darin and Jack each have $1.85. They buy a sandwich to share for $2.50. Now how much money do they have altogether? |
| **sandwich**         |        |

| **4.** Colby has $6.55. She buys a hat that costs $4.70. How much more does she need to buy a scarf that costs $3.65? |
| **hat**              |        |
Estimate Differences

Round each number to estimate the difference. Then subtract.

<p>| | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 517</td>
<td>678</td>
<td>700</td>
<td>-</td>
<td>582</td>
<td>96</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. 687</td>
<td></td>
<td></td>
<td></td>
<td>-</td>
<td>515</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. 592</td>
<td></td>
<td></td>
<td></td>
<td>-</td>
<td>507</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. 697</td>
<td></td>
<td></td>
<td></td>
<td>-</td>
<td>618</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. 691</td>
<td></td>
<td></td>
<td></td>
<td>-</td>
<td>520</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. 685</td>
<td></td>
<td></td>
<td></td>
<td>-</td>
<td>568</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. 694</td>
<td></td>
<td></td>
<td></td>
<td>-</td>
<td>512</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. 597</td>
<td></td>
<td></td>
<td></td>
<td>-</td>
<td>509</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. 686</td>
<td></td>
<td></td>
<td></td>
<td>-</td>
<td>502</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Problem Solving

10. Alan made a subtraction problem with two of these numbers. He estimated the difference to be about 200. Which two numbers might he have used?

_____ and _____
Skip-Count Equal Groups

Draw equal groups. Skip-count to find how many in all.

1. 4 groups of 3 circles.
   \[ \text{in all} \]
   \[
   \begin{array}{cccc}
   & \bigcirc & \bigcirc & \bigcirc \\
   & \bigcirc & \bigcirc & \bigcirc \\
   & \bigcirc & \bigcirc & \bigcirc \\
   & \bigcirc & \bigcirc & \bigcirc \\
   \hline
   3, & 6, & 9, & 12
   \end{array}
   \]

2. 3 groups of 2 circles.
   \[ \text{in all} \]
   \[
   ___ , ___ , ___
   \]

3. 5 groups of 3 circles.
   \[ \text{in all} \]
   \[
   ___ , ___ , ___ , ___ , ___
   \]

4. 3 groups of 6 circles.
   \[ \text{in all} \]
   \[
   ___ , ___ , ___
   \]

Problem Solving

Draw equal groups to solve.

5. Lyn has 3 boxes with 6 bean bags in each box. How many bean bags are there in all?
   _____ bean bags
Connect Addition to Multiplication

Use ⊗. Draw equal groups.

Write a multiplication sentence.

1. 7 groups of 3

\[ 3 + 3 + 3 + 3 + 3 + 3 + 3 = 21 \]

\[ 7 \times 3 = 21 \]

2. 2 groups of 5

\[ 5 + 5 = \underline{10} \]

3. 6 groups of 2

\[ 2 + 2 + 2 + 2 + 2 + 2 = \underline{12} \]

Problem Solving

Write a multiplication sentence to go with each picture.

4.

\[ \underline{4} \times \underline{4} = \underline{16} \]

5.

\[ \underline{3} \times \underline{2} = \underline{6} \]
Algebra: Model with Arrays

Use □. Color the array. Complete the multiplication sentence.

1. 5 rows of 3
2. 2 rows of 6
3. 3 rows of 6
4. 6 rows of 4
5. 3 rows of 3
6. 5 rows of 5

__ × __ = __

Problem Solving

7. Make an array that shows a rectangle. Write a multiplication sentence.

8. Make an array that shows a product of 21. Complete the multiplication sentence.

__ × __ = __

__ × __ = __
Name


Lesson 24.4

Algebra: Multiply in Any Order

Write how many. Write the multiplication sentence.

1. 

__ rows of __

___ ☐ ___ ☐ ___

___ ☐ ___ ☐ ___

2. 

___ rows of ___

___ ☐ ___ ☐ ___

___ ☐ ___ ☐ ___

Problem Solving

3. Make some different arrays with 12 □.
   Color the grids to show your work.

___ × ___ = ___

___ × ___ = ___

___ × ___ = ___

___ × ___ = ___
Multiply with 1 and 0

Write a multiplication sentence. Solve.

1. Nate has 7 bags. He puts 1 carrot in each bag. How many carrots are there in all?
   
   [Diagram of carrot]
   ____  ____  ____  ____
   _____ carrots

2. Mia gets 4 baskets. There are 0 tomatoes in each basket. How many tomatoes are there in all?
   
   [Diagram of tomato]
   ____  ____  ____  ____
   _____ tomatoes

3. Jack sees 10 boxes with 1 potato in each box. How many potatoes are there in all?
   
   [Diagram of potato]
   ____  ____  ____  ____
   _____ potatoes

Problem Solving

Write a multiplication sentence. Solve.

4. What if there were 6 plates and each plate had 1 pickle on it. How many pickles would there be in all?
   
   [Diagram of pickles]
   ____  ____  ____  ____  ____
   _____ pickles
Problem Solving Workshop
Strategy • Write a Number Sentence

Draw a picture to solve.
Write a number sentence.

1. Mario has 7 boxes. He puts 2 erasers in each box. How many erasers are there in all?

   eraser
   _____ erasers
   ____  ____  ____

2. There are 9 girls on the playground. There are 8 boys on the playground. How many children are on the playground?

   _____ children
   ____  ____  ____

Mixed Strategy Practice

Choose a strategy to solve.

3. Jenna has 3 quarters, 2 nickels and 4 pennies. She buys some juice for 63¢. How much money does she have left?

4. Benson is thinking of a number. The number is even. It is greater than 16 and less than 20. What number is Benson thinking of?

Choose a Strategy
• Write a Number Sentence
• Draw a Picture
• Use Logical Reasoning
Size of Shares

Use Workmat 6 and ●. Draw to show your work.
Write how many in each group.

1. Divide 12 ● into 3 equal groups.
   _______ in each group

2. Divide 8 ● into 4 equal groups.
   _______ in each group

3. Divide 10 ● into 2 equal groups.
   _______ in each group

4. Divide 14 ● into 2 equal groups.
   _______ in each group

5. Divide 18 ● into 3 equal groups.
   _______ in each group

6. Divide 15 ● into 5 equal groups.
   _______ in each group

Problem Solving

7. Mr. Carr wants to put some cherries into 3 bowls. He wants each bowl to have 3 cherries. How many cherries does he need?
   _______ cherries
Number of Equal Shares

Use Workmat 6 and ●. Draw to show your work.
Write a division sentence.

1. Divide 8 ● into groups of 2.
   __○__ ○ ○ ○ ○
   ___ groups

2. Divide 15 ● into groups of 5.
   __○__ ○ ○ ○ ○
   ___ groups

3. Divide 14 ● into groups of 2.
   __○__ ○ ○ ○ ○
   ___ groups

4. Divide 20 ● into groups of 4.
   __○__ ○ ○ ○ ○
   ___ groups

Problem Solving

Use ●. Draw to show your work.

5. Mrs. Rodriguez takes 5 children to the fair. She has $10.00. She wants to give each child an equal amount of money for rides. How much money might she give each child?
   ________________________
Connect Subtraction to Division

Use a number line to write a division sentence.

1. Divide 10 into equal groups of 2. \[ 10 \div 2 = 5 \]

2. Divide 14 into equal groups of 7.

3. Divide 18 into equal groups of 6.

4. Divide 12 into equal groups of 3.

Problem Solving

Write a number sentence to solve.

5. A ribbon is 15 feet long.
   Mr. Yates cuts pieces that are 3 feet long to give to some children. How many children can get pieces of the ribbon?
   \[ \_ \_ \_ \_ \_ \_ \_ \] children
SPIRAL REVIEW
Spiral Review

Add. Then subtract.

1. \[5 + 7 - 7\]  
   \[12\]
2. \[8 + 8 - 8\]  
   \[16\]
3. \[9 + 6 - 6\]  
   \[15\]

Circle the figure that belongs in the group.

4. \[\text{circle the figure that belongs in the group.}\]
5. \[\text{circle the figure that belongs in the group.}\]

Use a \(\text{circle}\) to show the time. Write the time.

6. \[\text{circle the time.}\]
7. \[\text{circle the time.}\]

Trace each straight side. Circle each corner. Write the number of sides and corners.

8. \[\text{trace each straight side. circle each corner. write the number of sides and corners.}\]
9. \[\text{trace each straight side. circle each corner. write the number of sides and corners.}\]
Spiral Review

Use a ten frame and ● to make a ten.
Find the sum.

1. \[ 7 + 6 \]
2. \[ 6 + 5 \]
3. \[ 9 + 3 \]
4. \[ 8 + 9 \]
5. \[ 7 + 8 \]

Read the bar graph.

6. How many more children chose 🍊 than 🍏?

_____ more children

Use tiles. Measure each flower.

7. about ____
8. about ____

Find the sums.

9. \[ 4 + 7 = ____ \]
10. ____ = 0 + 4
11. \[ 8 + 5 = ____ \]

\[ 7 + 4 = ____ \]
\[ ____ = 7 + 0 \]
\[ 8 + 6 = ____ \]
Spiral Review

Complete the fact families.

1. \[
\begin{array}{c}
6 \\
+ 7 \\
\hline
\end{array}
\]

\[
\begin{array}{c}
\hline
\end{array}
\]

Write a double. Then write both doubles-plus-one facts.

6. \[____ + _____ = 14\]

\[____ + _____ = 15\]

7. \[____ + _____ = 18\]

\[____ + _____ = 19\]

Color the cubes to make each sentence true.

2. It is impossible to pull a blue cube.

3. It is possible to pull a yellow cube.

Use an inch ruler to measure. Circle the shortest object. Underline the longest object.

4. \[\text{about _____ inches}\]

5. \[\text{about _____ inches}\]

Write a double. Then write both doubles-plus-one facts.
Spiral Review

Use addition and a related fact to find the missing addend. Use a ten frame and counters if you need to.

1. \( ? + 7 = 16 \)  
   \( \underline{\text{___}} + 7 = 16 \) 
   The missing addend is \( \underline{\text{____}} \).

2. How many children chose football?
   
   \( \underline{\text{______}} \) children

3. Which sport did the fewest children choose?
   
   \( \underline{\text{_____}} \)

4. Read the time. Draw the hour hand and the minute hand to show the time.
   
   10:00

5. Find a rule. Complete the table.
   
   Rule: Add \( \underline{\text{____}} \).

<table>
<thead>
<tr>
<th>In</th>
<th>Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>13</td>
</tr>
</tbody>
</table>
Spiral Review

Write the number another way.

1. forty-seven
2. 7 tens 6 ones
3. 10 + 9

4. Make a picture graph of the plane figures.

<table>
<thead>
<tr>
<th>Plane Figures</th>
</tr>
</thead>
<tbody>
<tr>
<td>△ triangle</td>
</tr>
<tr>
<td>□ square</td>
</tr>
<tr>
<td>○ circle</td>
</tr>
</tbody>
</table>

5. Read the thermometer. Write the temperature.

5. _____ °F

6. _____ °F

7. Circle the in the eighth position.

7. first
Spiral Review

Write two ways to describe the meaning of the number.

1. \[ 56 = \Box \text{ tens } \Box \text{ ones} \]
   \[ 56 = \Box + \Box \]

Write A, B, or C to show which group each figure belongs.

2. \[ \Box \]
3. \[ \Box \]
4. \[ \Box \]

How many more cups do you need to fill the container to the top? Circle your prediction. Write your test.

5. This vase has 2 cups of water in it.

   \[ \text{Predict:} \]
   1 cup
   2 cups
   3 cups

   \[ \text{Test:} \Box \text{ cups} \]

Circle the better estimate.

6. Mrs. Green brings apples for her class. About how many apples might she bring?

   \[ \text{about 3 apples} \]
   \[ \text{about 30 apples} \]
Spiral Review

Write how many ones. Then circle groups of ten. Write how many tens.

1.  

2.  

_____ ones = _____ tens

3. Mark an X to tell if pulling the ● from the bag is more likely or less likely.

<table>
<thead>
<tr>
<th>Pull</th>
<th>From</th>
<th>More Likely</th>
<th>Less Likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>●</td>
<td>⊙</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use a ⊙ to show each time. Write the time.

4. 

5. 

6. 

Draw and compare the jumps. Round the number to the nearest ten.

7. 

77 rounds to _______.

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Spiral Review

Circle what the underlined digit means.

1. 79
   - 7 or 70
2. 23
   - 30 or 3
3. 56
   - 6 or 60
4. 11
   - 1 or 10

Use the bar graph.

Animals We Like

- monkey
- bear
- lion

5. Circle the animal that the most children chose.

Number of Children

0 1 2 3 4 5 6

Read the time.
Draw the hour hand and the minute hand to match.

6. 3:30

Write the sum.

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

SR8
Spiral Review

Use Workmat 3 and . Draw the regrouping if you need to. Write the sum.

1. Workmat

<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>+</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9</td>
</tr>
</tbody>
</table>

2. Workmat

<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>+</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

Use the picture graph to answer the questions.

Drinks We Like

<table>
<thead>
<tr>
<th>Drinks</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>water</td>
<td></td>
</tr>
<tr>
<td>juice</td>
<td></td>
</tr>
<tr>
<td>milk</td>
<td></td>
</tr>
</tbody>
</table>

3. How many more children chose than ?

____ more children

Read the thermometer. Write the temperature.

4. Celsius

Write the numbers in the correct order. Then write > or <.

5. 34 44 41

____ least ____ greatest
Spiral Review

Use Workmat 11 and to make a model. Write how many.

1. Alexa has 18 purple beads. Amy has 19 blue beads. How many beads do they have in all?

\[
\text{beads}
\]

Predict the color you are more likely to pull. Circle to show your answer.

2. Predict

3. Predict

Use a to show each time. Write the time.

4. 

5. 

Find the pattern. Complete the table to solve.

6. How many wheels are on 5 cars?

<table>
<thead>
<tr>
<th>number of cars</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>number of wheels</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There are ______ wheels on each car.

There are _____ wheels on 5 cars.
Spiral Review

Use Workmat 11 and Regroup if you need to. Write how many tens and ones. Write the difference.

1. Subtract 7 from 32.

<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Circle the better choice.

2. Pulling a gray cube is less likely than pulling a white cube.

Order 3 crayons from **shortest** to **longest**. Draw them.

3. **shortest**
4. __________
5. **longest**

Use the letters of the alphabet to answer the questions.

**A B C D E F G H I J K L M N O P Q R S T U V W X Y Z**

6. Which letter is just after the twentieth position?

____________

7. Which letter is seventeenth?

____________
Spiral Review

Find the total value.

1.

[Image of coins]

Color the cubes to make each sentence true.

2. It is possible to pull a green cube.

3. It is impossible to pull a red cube.

Write the time.

4.

[Image of a clock showing 9:00]

Find the difference. Complete the addition fact that can help.

5. \(14 - 9 = \) [ ]

THINK:

\[9 + \_\_\_ = 14\]
Spiral Review

Use coins. Show the total value in two ways. Draw and label each coin.

1. Use the tally table.

Colors We Like

<table>
<thead>
<tr>
<th>Color</th>
<th>Tally</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>green</td>
<td></td>
<td></td>
</tr>
<tr>
<td>orange</td>
<td></td>
<td></td>
</tr>
<tr>
<td>blue</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. How many children chose green?

3. How many more children chose orange than blue?

Use a ☐ to show the time. Then draw the minute hand.

4. 2:25

5. 8:10

Draw and compare the jumps. Round the number to the nearest ten.

6. 63 rounds to _____.
Spiral Review

Write how many tens and ones.
Use ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐.website_placeholder
Spiral Review

Write the number another way.

1. thirty-six
2. 6 tens 7 ones
3. 10 + 7

Use the data to make a prediction.

4. Gabby made a bar graph to show the marbles in a bag. Which colors in the bag are equally likely to be pulled?

Use a and the table to answer the questions.

5. Which activity lasts a half hour? 
6. Which activity lasts longer? 

7. Write a number in the box that will make this true.

8. Write a number in the box that will make this true.
**Spiral Review**

**Use the table.**

1. **Points Scored in the Game**

<table>
<thead>
<tr>
<th>Player</th>
<th>Number of Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kim</td>
<td>16</td>
</tr>
<tr>
<td>Terence</td>
<td>15</td>
</tr>
<tr>
<td>Joe</td>
<td>12</td>
</tr>
</tbody>
</table>

   1. How many points did Kim and Terence score in all?

   _____ points

**Use the table.**

2. **Weight of Apples Picked**

<table>
<thead>
<tr>
<th>Date</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 4</td>
<td>8 pounds</td>
</tr>
<tr>
<td>March 9</td>
<td>11 pounds</td>
</tr>
<tr>
<td>March 14</td>
<td>19 pounds</td>
</tr>
</tbody>
</table>

   2. How many pounds of apples were picked on March 9th?

   ________ pounds

3. **Circle the unit which would be better to measure the length of a crayon.**

   - inch
   - pound

**Complete the fact family.**

4. 4 + 8 = ____

   ____ + ____ = ____

   ____ − ____ = ____

   ____ − ____ = ____
Spiral Review

Use Workmat 3 and 📚. Draw the regrouping if you need to. Write the difference.

1. Workmat
<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

2. Workmat
<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

3. Use the tally table to complete the pictograph.
   Draw a 🍃 for every 2 children.

<table>
<thead>
<tr>
<th>Weather</th>
<th>Tally</th>
</tr>
</thead>
<tbody>
<tr>
<td>sun</td>
<td>🍃🍃🍃</td>
</tr>
<tr>
<td>rain</td>
<td>🍃🍃🍃</td>
</tr>
<tr>
<td>wind</td>
<td>🍃🍃🍃</td>
</tr>
</tbody>
</table>

Key: Each 🍃 stands for 2 children.

Write the time shown on the clock.

4. 

Use solids.

5. This rectangular prism has ____ faces.
6. This rectangular prism has ____ vertices.
Spiral Review

1. Find the total value.

\[
\begin{array}{cccccc}
\text{Coin} & \text{Value} \\
\text{Dime} & 10 \\
\text{Nickel} & 5 \\
\text{Quarter} & 25 \\
\text{Dollar} & 100 \\
\text{Half Dollar} & 50 \\
\end{array}
\]

______, ______, ______, ______, ______, ______

2. How many books did the children read in all last month?

______ books

3. Use real objects.
   Measure with \[\text{Object 1}\].
   Then measure with \[\text{Object 2}\].
   Did you use more \[\text{Object 1}\] or \[\text{Object 2}\]?
   Circle your answer.

4. I am a number with the digit 7 in the ones place. Which of these numbers could I be?
   - seventy-six
   - seventeen
   - seventy
   Circle the answer for the riddle.
Spiral Review

Add. Regroup if you need to.

1. \[ 48 + 23 \]

2. \[ 29 + 17 \]

Use the data to make a prediction.

3. Herbie made a table that shows cubes in a bag. Which color is he more likely to pull?

<table>
<thead>
<tr>
<th>Color</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>orange</td>
<td>3</td>
</tr>
<tr>
<td>purple</td>
<td>8</td>
</tr>
</tbody>
</table>

Choose the best measuring tool.

4. Jack wants to know how warm his hot chocolate is.

5. Color each circle. Color each square. Color each rectangle.
Spiral Review

Write how many equal parts there are. Write the fraction that names the shaded part.

1. ______ equal parts __________ of the whole is shaded.

2. Use the picture to complete the table. Then shade bars in the graph to show the data.

   | Birds |
   | Color | Number |
   |       |        |
   | white |        |
   | gray  |        |
   | black |        |

<table>
<thead>
<tr>
<th>Birds</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>white</td>
</tr>
<tr>
<td>gray</td>
</tr>
<tr>
<td>black</td>
</tr>
</tbody>
</table>

3. Use an inch ruler to measure. About ______ inches

Continue the pattern.

   10, 20, 30, ______, ______, ______.

5. Count by fives.
   25, 30, ______, 40, ______, ______.
Spiral Review

Add or subtract to solve.

1. Lily has 92¢. She gives 25¢ to her sister.

Now Lily has ________.

Use the pictograph.

**Favorite Instruments**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>violin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>drums</td>
<td></td>
<td></td>
</tr>
<tr>
<td>guitar</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key: Each ● stands for 2 children.

2. How many more children chose guitar than violin?

_____ more children

Use ☐ to show the time.
Then draw the minute hand.

3. 4.

Use solid figures. Color the figure that matches the number of faces or edges.

5. 12 edges

6. 5 faces
Spiral Review

Circle coins to make $1.00. Cross out the coins you do not use.

1.

<table>
<thead>
<tr>
<th>Color</th>
<th>Tally</th>
</tr>
</thead>
<tbody>
<tr>
<td>white</td>
<td></td>
</tr>
<tr>
<td>gray</td>
<td></td>
</tr>
<tr>
<td>black</td>
<td></td>
</tr>
</tbody>
</table>

2. How many times was gray the outcome? _____ times

Write the time in two ways.
3. 40 minutes after 3

Subtract. Add to check.
4. $42 - 8$
Spiral Review

Write the numbers in the correct order. Then write > or <.

1. 984  202  155
   least  greatest
2. 238  149  792
   greatest  least

3. Take a survey.
   Ask 10 classmates which vegetable is their favorite. Use tally marks to show their answers.

   Our Favorite Vegetables
<table>
<thead>
<tr>
<th>Vegetable</th>
<th>Tally</th>
</tr>
</thead>
<tbody>
<tr>
<td>corn</td>
<td></td>
</tr>
<tr>
<td>peas</td>
<td></td>
</tr>
<tr>
<td>carrots</td>
<td></td>
</tr>
</tbody>
</table>

Write the time in two ways.

4. _____ minutes after _____ o’clock

Use solid figures.
Circle the solid figure which has these faces.

5. rectangular prism
   cone
   pyramid

6. cylinder
   cube
   sphere
Name ________________________________

Week 24

Spiral Review

Color one part blue. Write the fraction that names the blue part.

1. [Diagram of a circle divided into 4 parts, with one part colored blue]

2. [Diagram of a rectangle divided into 8 parts, with 6 parts colored blue]

3. [Diagram of a triangle divided into 3 parts, with 2 parts colored blue]

Use the bar graph.

<table>
<thead>
<tr>
<th>Fish in the Pet Store</th>
<th>guppies</th>
<th>angel fish</th>
<th>goldfish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fish</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Number of Fish</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

4. How many more guppies than goldfish are in the pet store?

______ more guppies

Use a clock. Write how much time has passed.

5. Start 4:45 P.M. Finish 5:30 P.M.

6. Write what comes next in this pattern.

6 2 1 6 2 1 6 2 ______ ______ ______
Spiral Review

Count on from the price to find the change.

1. You have: ___, ___, ___
   You buy: ___, ___, ___
   The change is ___.

Circle certain or impossible to predict each event.

2. The spin will be C.

Circle the better unit of measure for the capacity of the container.

3. ___ quart, cup

Use logical reasoning to solve.
Cross out the figures that do not fit the information.
Circle the figure that answers the question.

4. I am a plane figure.
   I have more than 3 vertices.
   I have fewer than 6 sides.
   Which figure am I?
Spiral Review

Rewrite the numbers. Then add.

1. $78 + 19$

Use the line plot.

2. How many cookies have 7 raisins?

______ cookies

About how long will it take? Circle the better choice.

3. take a nap

about 1 minute  about 1 hour

Use solid figures. Color the figure that has the correct number of faces, edges, and vertices.

4. 5 faces, 8 edges, 5 vertices
Spiral Review

Write the fraction for the shaded part of the whole.

1. [Diagram of a circle divided into four equal parts, with three parts shaded]

2. [Diagram of a rectangle divided into four equal parts, with three parts shaded]

3. [Diagram of a rectangle divided into two equal parts, with one part shaded]

Use the pictograph.

Where Children Do Homework

<table>
<thead>
<tr>
<th></th>
<th>Kitchen</th>
<th>Family Room</th>
<th>Bedroom</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image1" alt="" /></td>
<td><img src="image2" alt="" /></td>
<td><img src="image3" alt="" /></td>
</tr>
<tr>
<td></td>
<td><img src="image4" alt="" /></td>
<td><img src="image5" alt="" /></td>
<td><img src="image6" alt="" /></td>
</tr>
<tr>
<td></td>
<td><img src="image7" alt="" /></td>
<td><img src="image8" alt="" /></td>
<td><img src="image9" alt="" /></td>
</tr>
</tbody>
</table>

4. How many children do homework in the kitchen?
   _____ children

Measure the length to the nearest centimeter.

5. [A measurement line]

   Measure: about _____ centimeters

Write **yes** or **no** to tell about the surface of each object.

6. | Object | Does it slide? | Does it roll? | Does it slide and roll? |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image of a cube]</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>
Spiral Review

Find the total value.

1. 

Circle the better choice.

2. Pulling a white cube is less likely than pulling a black cube.

3. Find the object. Choose the unit. Measure.

<table>
<thead>
<tr>
<th>Find the object.</th>
<th>Choose the unit.</th>
<th>Measure.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crayon</td>
<td>ounce</td>
<td></td>
</tr>
<tr>
<td>crayon</td>
<td>pound</td>
<td>about</td>
</tr>
<tr>
<td></td>
<td></td>
<td>____</td>
</tr>
</tbody>
</table>

Circle the pattern unit.

Then draw the missing pieces.

4. 

5. Which figure is in the 9th position? ____________________
Spiral Review

Color to show the fraction.

1. \( \frac{4}{5} \)

2. \( \frac{1}{3} \)

3. \( \frac{9}{10} \)

Use the bar graph.

4. How many pictures did Ali and Gabe draw last week altogether?

Number of Pictures

- Jon
- Ali
- Liza
- Gabe

Perimeter: _____ centimeters

Use pattern blocks. Combine sides of figures to make a new figure. Trace and name the new figure.

6. ___________
Spiral Review

Color the fraction strips to show the fractions. Compare. Circle the greater fraction.

1. \( \frac{3}{4} \)  
   \( \frac{1}{2} \)

Use a two-color counter. Toss the counter 10 times. Record each outcome in the tally table.

<table>
<thead>
<tr>
<th>Counter Tosses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome</strong></td>
</tr>
<tr>
<td>red</td>
</tr>
<tr>
<td>yellow</td>
</tr>
</tbody>
</table>

2. What are the possible outcomes for the counter toss?

Measure the length to the nearest inch.

3. Measure: about _____ inches

Circle the pattern unit. Describe the pattern.

4. □ □ □ □ □ □ □ □ □ □
Spiral Review

Read the number. Write the number in different ways.

1. six hundred thirty-six
   _____ hundreds _____ tens _____ ones
   _____ + _____ + _____

Use the table.

<table>
<thead>
<tr>
<th>Date</th>
<th>Height</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 15</td>
<td>7 inches</td>
</tr>
<tr>
<td>April 20</td>
<td>12 inches</td>
</tr>
<tr>
<td>April 25</td>
<td>14 inches</td>
</tr>
</tbody>
</table>

2. How many inches taller was Ali’s plant on April 25th than on April 15th?
   _____ inches taller

Find the object. Choose the unit. Measure.

<table>
<thead>
<tr>
<th>Find the object</th>
<th>Choose the unit</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>book</td>
<td>ounce</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pound</td>
<td>about ___ __________</td>
</tr>
</tbody>
</table>

Circle the objects that are like the solid figure. Cross out the objects that are not like the solid figure.

4. cylinder
Spiral Review

Use 12. Write how many hundreds, tens, and ones.

1.  

2.  

Circle the better choice.

3. Pulling a white cube is more likely than pulling a gray cube.

Use a scale to measure.

<table>
<thead>
<tr>
<th>Find the object.</th>
<th>Choose the unit.</th>
<th>Measure.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. scissors</td>
<td>gram</td>
<td>about ____ _______</td>
</tr>
<tr>
<td></td>
<td>kilogram</td>
<td></td>
</tr>
</tbody>
</table>

Compare. Write >, <, or =.

5. 491 507
6. 912 912
7. 356 343
Spiral Review

Use coins. Write the total value.

1. Drew has 3 quarters, 1 dime, 2 nickels, and 2 pennies. How much money does he have?

Use the pictograph.

<table>
<thead>
<tr>
<th>Favorite Sport</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>soccer</td>
<td>🔴 🔴 🔴 🔴</td>
</tr>
<tr>
<td>football</td>
<td>🔴 🔴</td>
</tr>
<tr>
<td>hockey</td>
<td>🔴 🔴 🔴</td>
</tr>
</tbody>
</table>

Key: Each 🔴 stands for 2 children.

2. How many children chose soccer and football in all?

3. The rope is about 2 inches long. Circle the best estimate for the length of the pencil.

3 inches 5 inches 6 inches

Use solid figures. Color the figure that has the correct number of faces, edges, and vertices.

4. 6 faces, 12 edges, 8 vertices
Spiral Review

Count back to subtract.
1. \(481 - 300 = \) 
2. \(593 - 100 = \)
3. \(756 - 400 = \)
4. \(364 - 300 = \)

Use the picture to complete the table. Then shade bars in the graph to show the data.

5. 

<table>
<thead>
<tr>
<th>Shirt Colors</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>black</td>
<td></td>
</tr>
<tr>
<td>gray</td>
<td></td>
</tr>
<tr>
<td>white</td>
<td></td>
</tr>
</tbody>
</table>

Circle the better unit of measure for the capacity of the container.

6. bucket
7. soda can
cup quart
cup gallon

Skip-count. Write a rule for the pattern. Extend the pattern.

8. Rule: count by ________.
   
   525, 535, 545, 555, 565, ________, ________
Spiral Review

Use Workmat 6 and ●. Draw to show your work. Write how many in each group.

1. Divide 18 ● into 3 equal groups.

______ in each group

Circle certain or impossible to tell about each outcome.

2. The outcome will be Y.

3. The outcome will be Q.

4. Use a Celsius thermometer. Measure the temperature in your classroom.

______ °C

5. Use a Fahrenheit thermometer. Measure the temperature in your classroom.

______ °F

Draw a figure congruent to the figure shown.

6.
Spiral Review

Use a number line. Count back by equal groups. Write how many times you subtracted.

1. Divide 16 into equal groups of 2. \[16 \div 2 = \text{___}\]

2. The table shows the tiles in Dylan’s bag. Which color is he less likely to pull?

<table>
<thead>
<tr>
<th>Color</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>yellow</td>
<td>4</td>
</tr>
<tr>
<td>blue</td>
<td>7</td>
</tr>
</tbody>
</table>

Use tiles. Find the area of the figure.

3. Area: _____ square units

Complete the table to solve.

4. Paul is making three rectangular prisms. How many squares does he need to make these three figures?

Paul needs _____ squares.