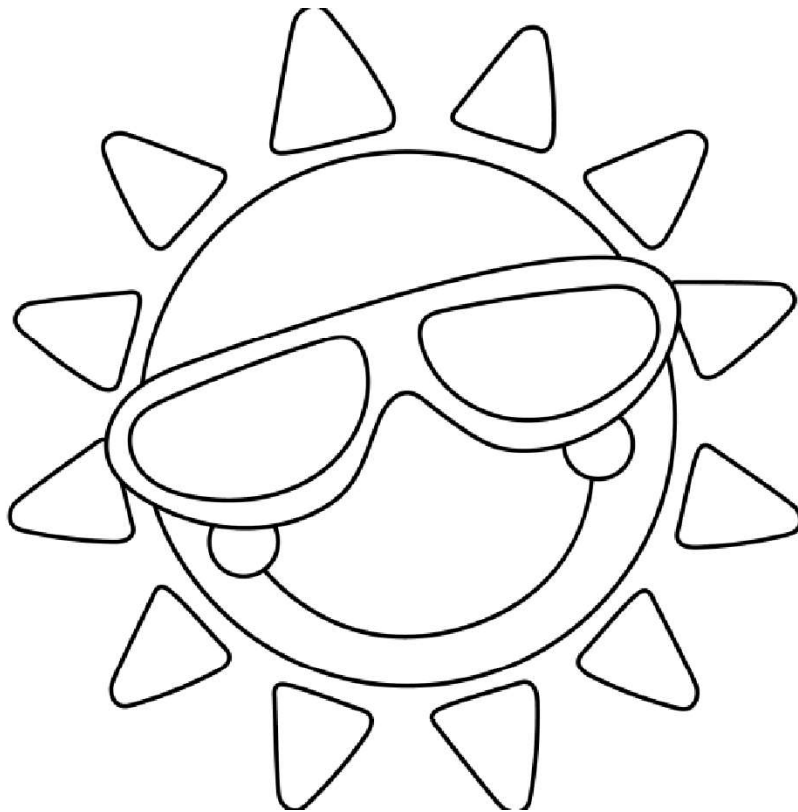
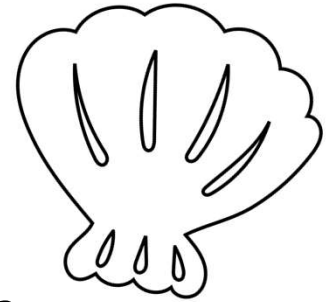
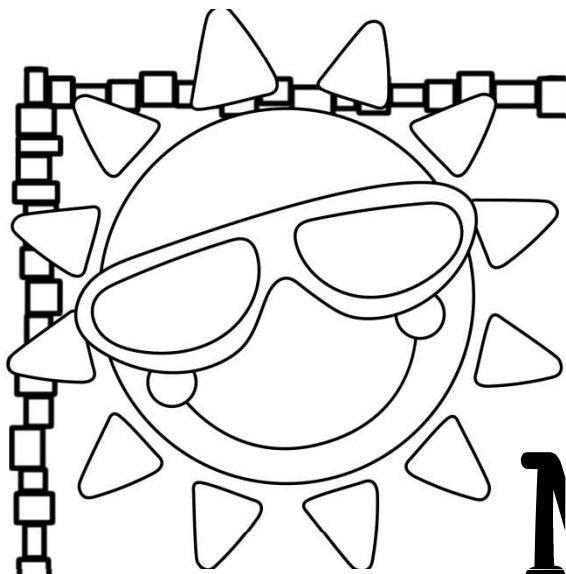


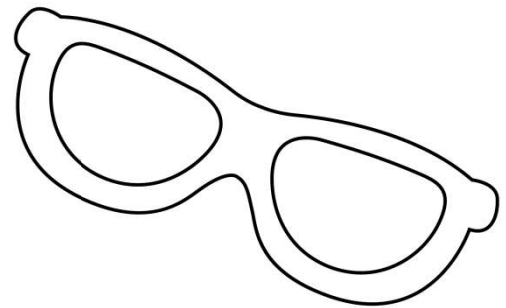
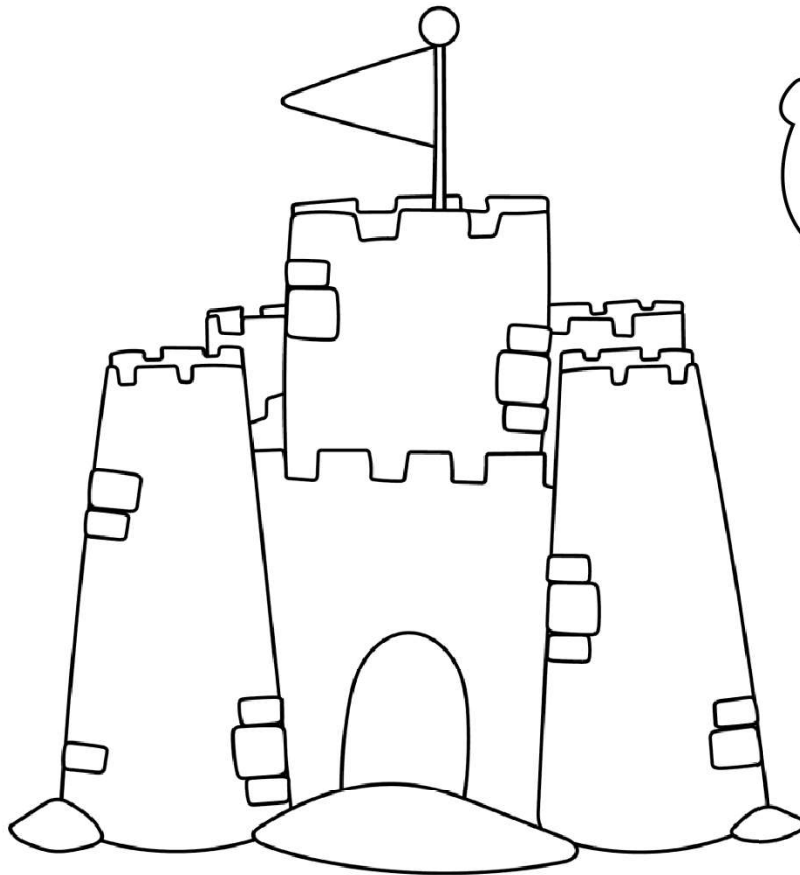
Summer Math Practice



The Curriculum Corner

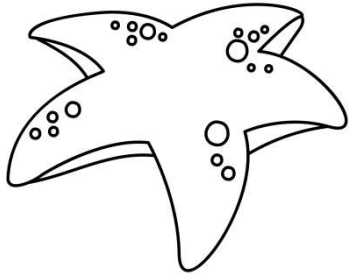


My Math Practice Book



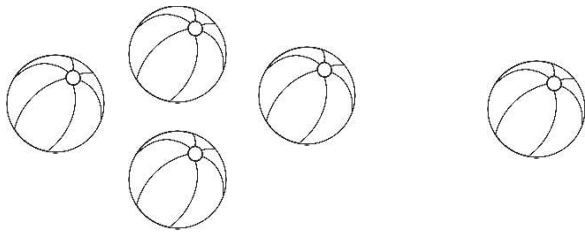
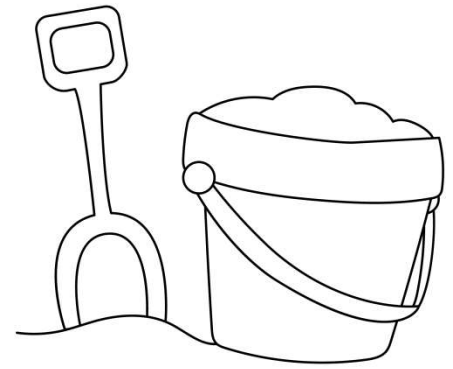
Name: _____

Name: _____

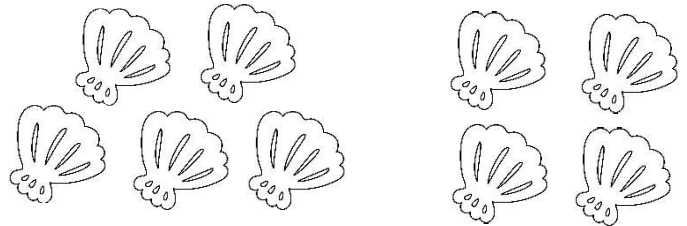


Write a Problem

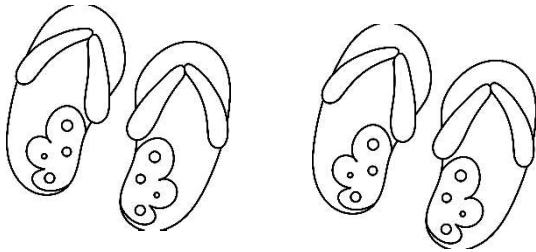
Write a math problem
for each group of objects.



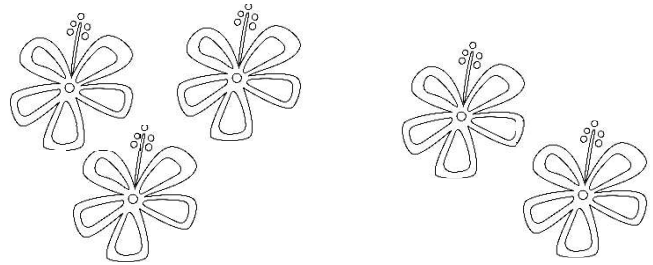
_____ + _____ = _____



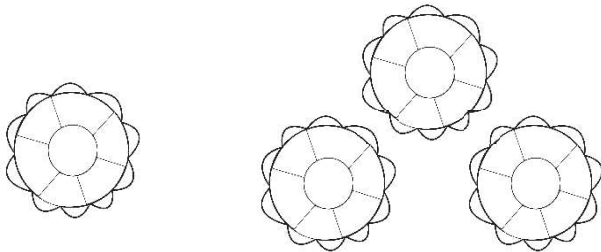
_____ + _____ = _____



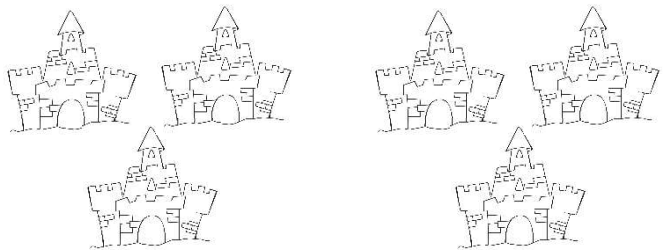
_____ + _____ = _____



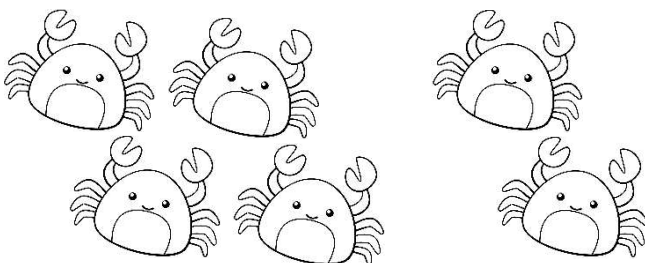
_____ + _____ = _____



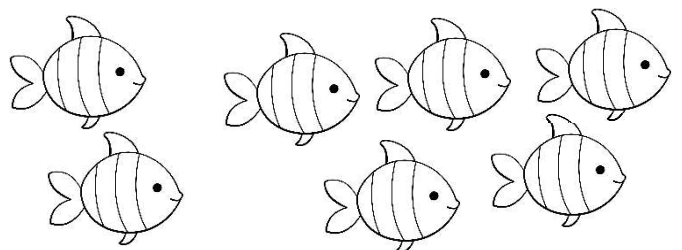
_____ + _____ = _____



_____ + _____ = _____

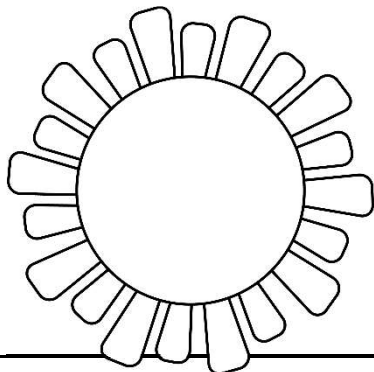


_____ + _____ = _____



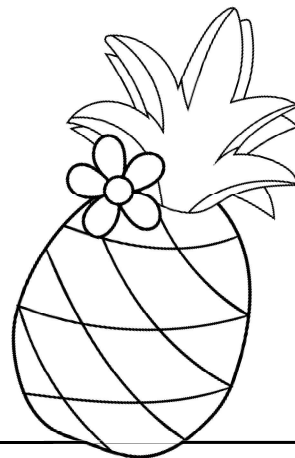
_____ + _____ = _____

Name: _____



Color and Solve

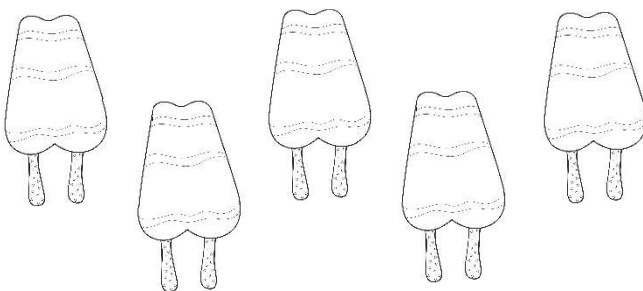
Color the pictures. Solve the addition problem.



Color 4 popsicles yellow.

Color 1 popsicle purple.

How many in all?

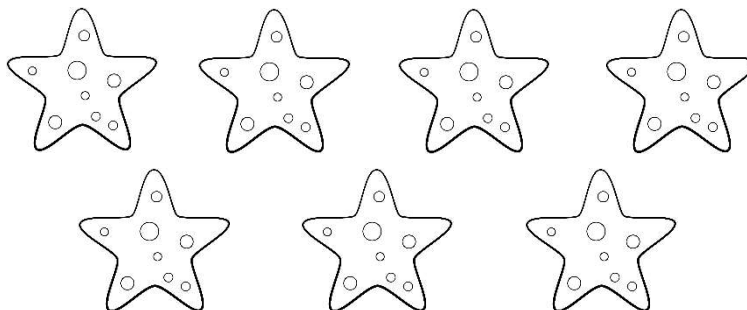


$$\begin{array}{r} 4 \\ +1 \\ \hline \end{array}$$

Color 2 starfish blue.

Color 5 starfish green.

How many in all?

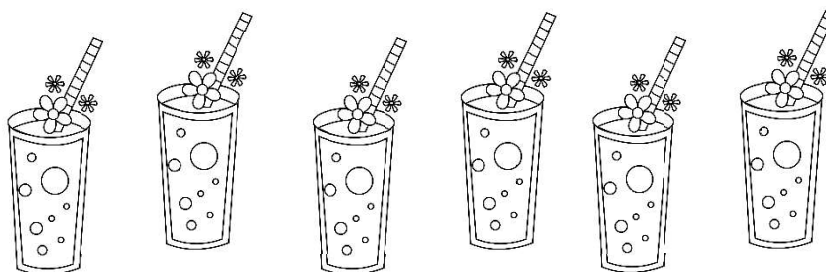


$$\begin{array}{r} 2 \\ +5 \\ \hline \end{array}$$

Color 3 drinks red.

Color 3 drinks orange.

How many in all?

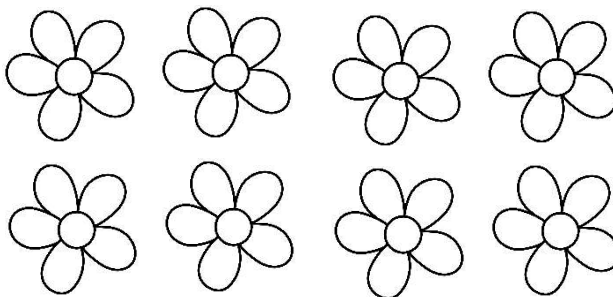


$$\begin{array}{r} 3 \\ +3 \\ \hline \end{array}$$

Color 6 flowers pink.

Color 2 flowers yellow.

How many in all?

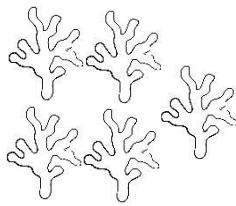
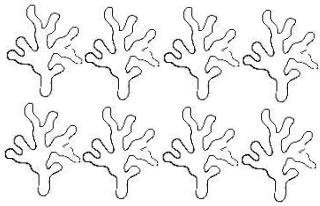


$$\begin{array}{r} 6 \\ +2 \\ \hline \end{array}$$

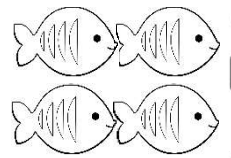
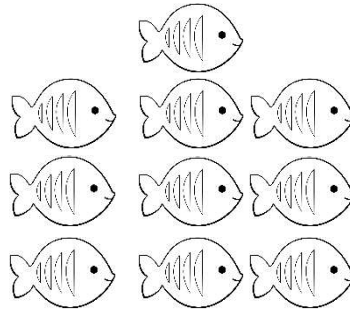
Name: _____

Addition Strategy: Count On

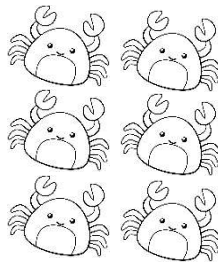
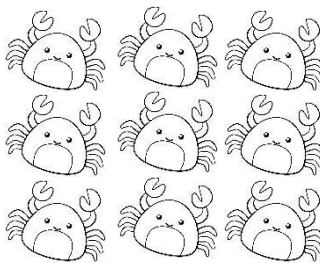
Use the shapes. Count on to add.



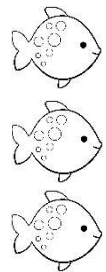
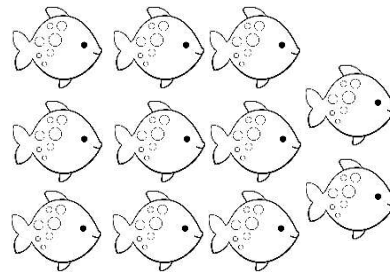
$$8 + \underline{\quad} = \underline{\quad}$$



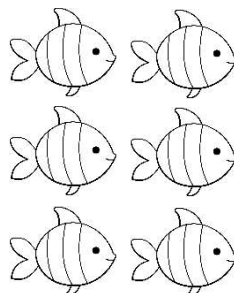
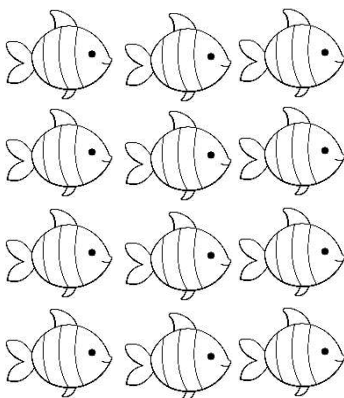
$$10 + \underline{\quad} = \underline{\quad}$$



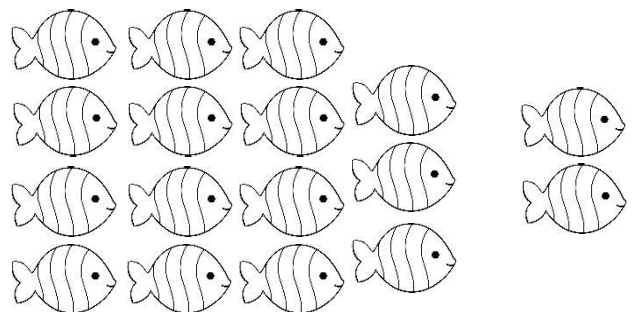
$$9 + \underline{\quad} = \underline{\quad}$$



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



$$12 + \underline{\quad} = \underline{\quad}$$

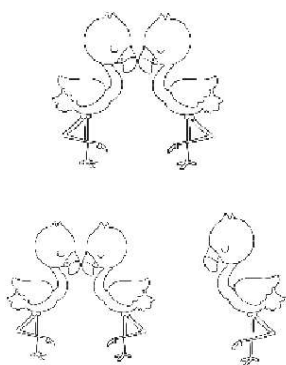
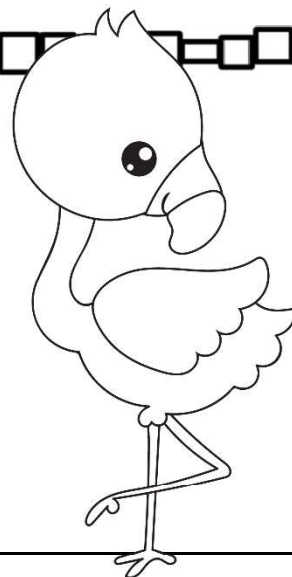


$$15 + \underline{\quad} = \underline{\quad}$$

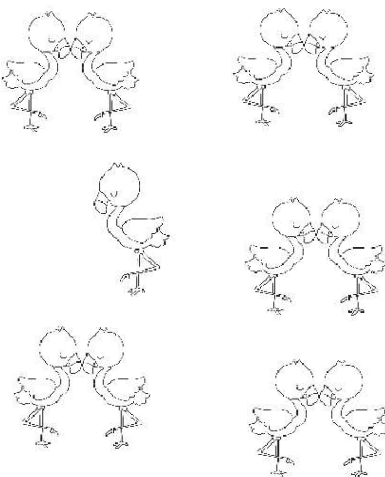
Name: _____

Addition Strategy: Use Doubles

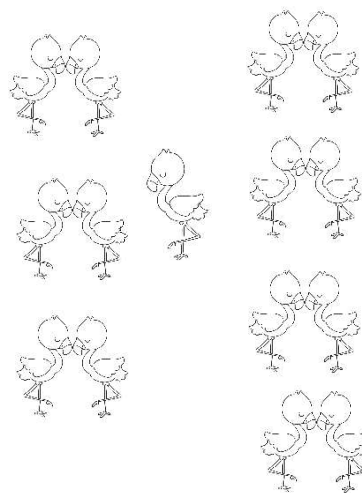
Use the doubles to count by twos and
help you add the numbers.



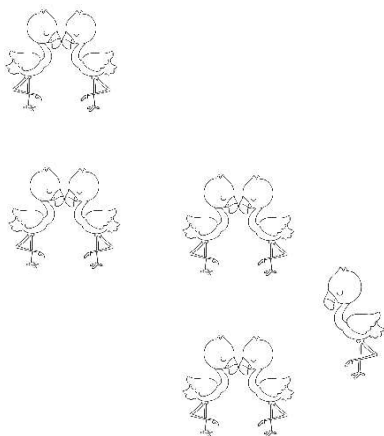
$2 + 3 = \underline{\quad}$



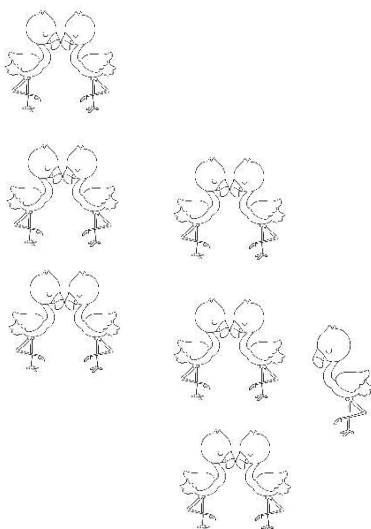
$5 + 6 = \underline{\quad}$



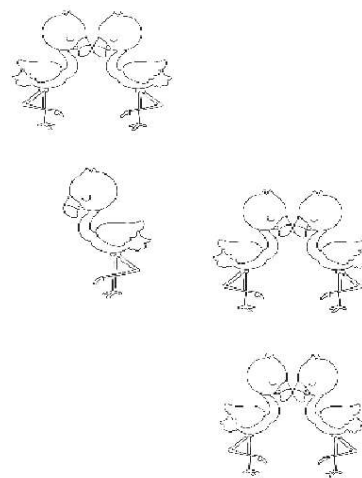
$7 + 8 = \underline{\quad}$



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



$6 + 7 = \underline{\quad}$

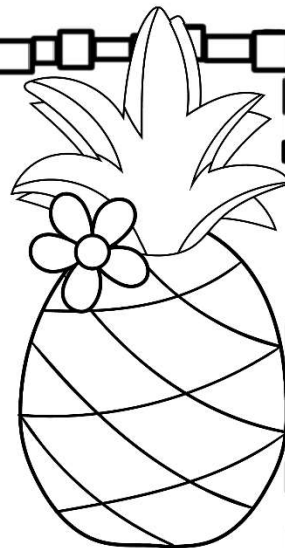


$3 + 4 = \underline{\quad}$

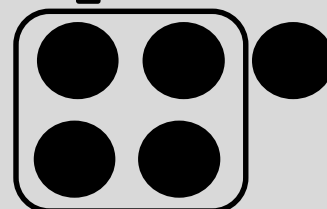
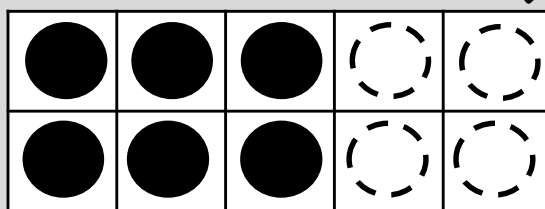
Name: _____

Addition Strategy: Use a Ten Frame

Use the ten frames to think about and rewrite each problem using a ten. Then add to solve the problem.



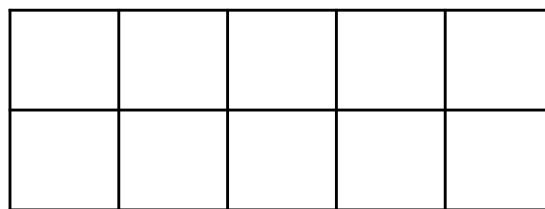
$$6 + 5 = 10 + \underline{1} = \underline{11}$$



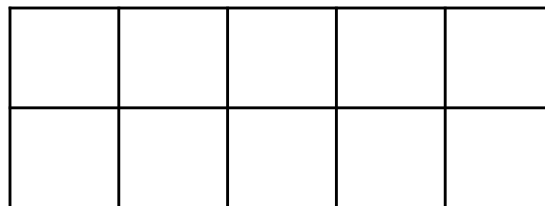
$$7 + 4 = 10 + \underline{\quad} = \underline{\quad}$$



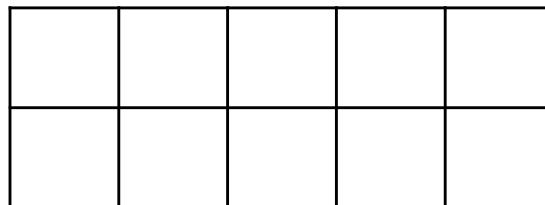
$$8 + 6 = 10 + \underline{\quad} = \underline{\quad}$$



$$9 + 7 = 10 + \underline{\quad} = \underline{\quad}$$



$$6 + 7 = 10 + \underline{\quad} = \underline{\quad}$$



Name: _____

Column Addition Strategy: Use What You Know

To add the three numbers, look for a math fact you already know and add those numbers first. Then count on to add the third number.



$$\begin{array}{r} 6 \\ 2 \\ + 5 \\ \hline \end{array} \begin{array}{l} > \\ \\ \end{array} \begin{array}{r} 8 \\ + 5 \\ \hline 13 \end{array}$$

Add $6 + 2$ in your mind.

The answer is 8.

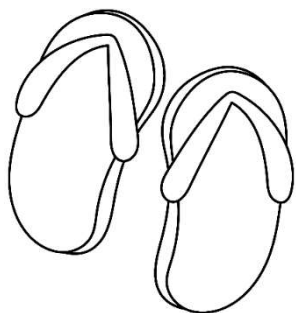
Now count on 5 more.

The answer is 13.

(You could also have started with $5 + 2$ and then added 6.)

| | | | |
|--|--|--|--|
| $\begin{array}{r} 5 \\ 4 \\ + 6 \\ \hline \end{array}$ | $\begin{array}{r} 2 \\ 8 \\ + 6 \\ \hline \end{array}$ | $\begin{array}{r} 7 \\ 3 \\ + 4 \\ \hline \end{array}$ | $\begin{array}{r} 9 \\ 9 \\ + 1 \\ \hline \end{array}$ |
| $\begin{array}{r} 4 \\ 4 \\ + 8 \\ \hline \end{array}$ | $\begin{array}{r} 6 \\ 8 \\ + 3 \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ 2 \\ + 5 \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ 6 \\ + 9 \\ \hline \end{array}$ |

Name: _____

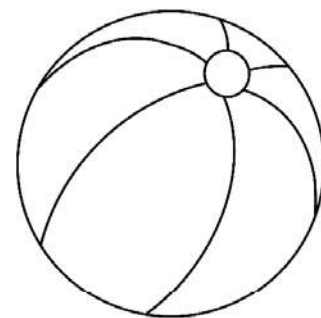


Addition Clue Words

In word problems, look for some of these words that tell you to add:

in all
combined

total
all together



Circle the clue words. Then write an addition problem and solve it.
Be sure to label your answers.

1. Bailey has 7 purple beach balls and 4 pink beach balls. How many beach balls does she have in all?

2. Agnes counted 5 striped fish and 3 solid color in the ocean. How many total fish did she see?

3. Dylan has four pairs of sunglasses. Cam has two pairs. How many pairs do the boys have combined?

4. Jack had 3 surfboards and then he bought 2 more. How many does he have all together?

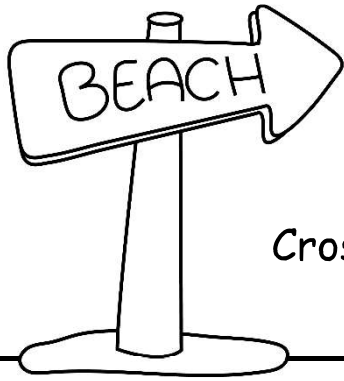
5. Amanda picked six orange flowers and five yellow flowers. How many flowers in all will be in her bouquet?

6. Joel put 6 scoops of ice cream on his cone. Carly put 4 scoops on hers. How many scoops all together did they use?

7. Kyla made 8 shell necklaces on Monday. On Tuesday she made 7 more. How many total necklaces did Kyla make?

8. Raul counted 8 starfish on the beach, and then found 8 sand dollars. How many combined sea creatures did Raul find?

Name: _____

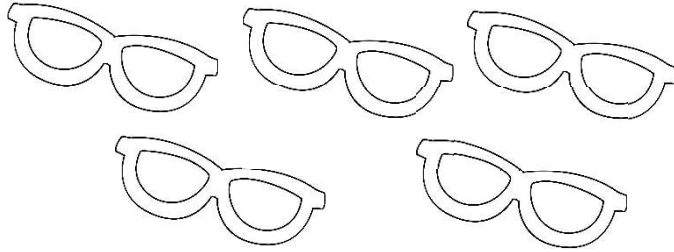


Color and Solve

Cross out the objects. Then count and solve each subtraction problem.

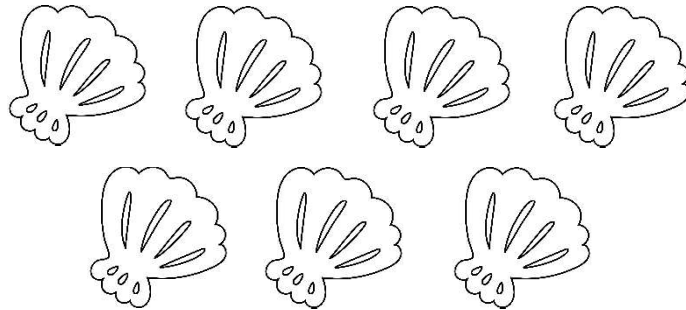


There were 5 pairs of sunglasses. Take away 3 pairs. How many pairs of sunglasses were left?



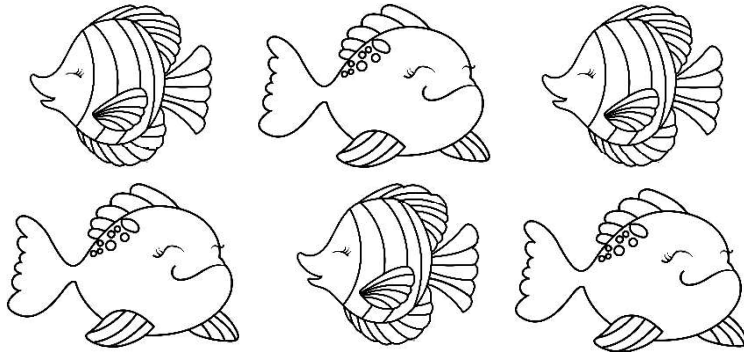
$$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$$

There were 7 shells. Take away 4 shells. How many shells were left?



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

There were 6 fish. Take away 2 fish. How many fish were left?



$$\begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$$

There were 4 ice cream cones. Take away 1 ice cream cone. How many ice cream cones were left?

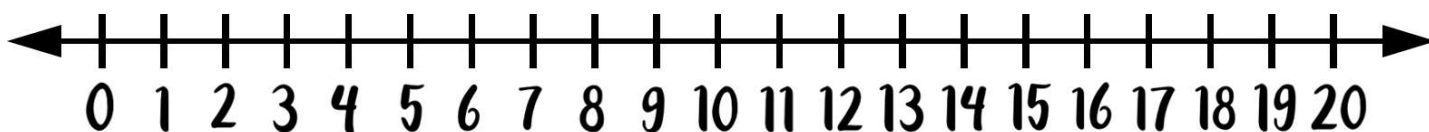


$$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$$

Name: _____

Subtraction Strategy: Use a Number Line

Count back on the number line
to help you subtract.



$$\begin{array}{r} 15 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ - 9 \\ \hline \end{array}$$

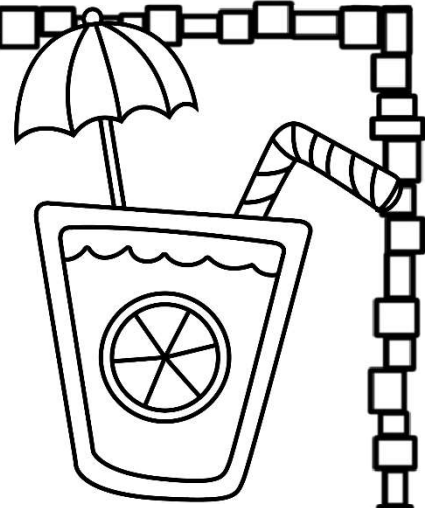
$$\begin{array}{r} 16 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 6 \\ \hline \end{array}$$

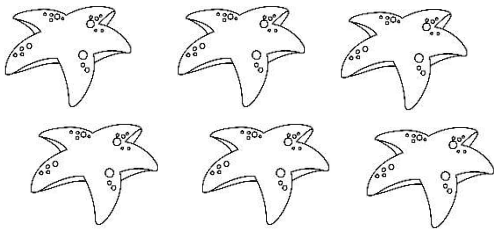
$$\begin{array}{r} 17 \\ - 8 \\ \hline \end{array}$$

Name: _____

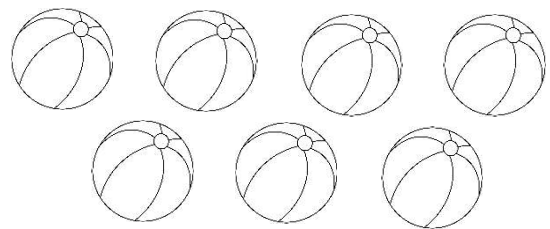


Subtraction Strategy: Cross it Off

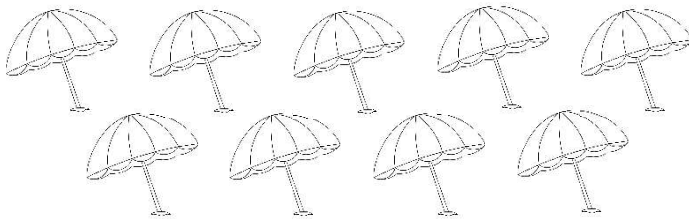
Use the shapes to help you subtract.



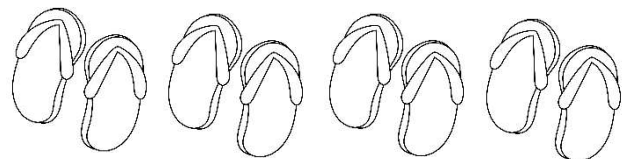
$$6 - 2 = \underline{\hspace{2cm}}$$



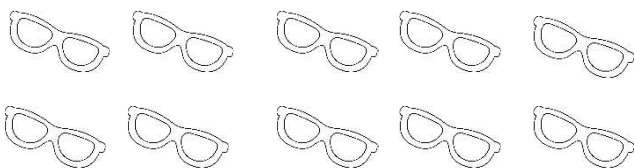
$$7 - 5 = \underline{\hspace{2cm}}$$



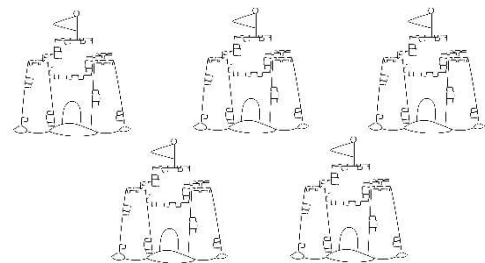
$$9 - 4 = \underline{\hspace{2cm}}$$



$$8 - 3 = \underline{\hspace{2cm}}$$

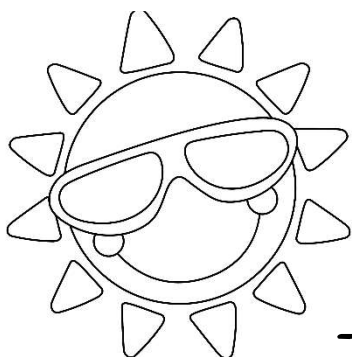


$$10 - 6 = \underline{\hspace{2cm}}$$



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

Name: _____



Subtraction Clue Words

In word problems, look for some of these words that tell you to subtract:

left over take away difference
how many/less remain(ing)
-er words (longer, shorter, larger, smaller)



Circle the clue words. Then write a subtraction problem and solve it.
Be sure to label your answers.

1. Dawn counted 8 red umbrellas and 4 blue umbrellas on the beach. How many more red umbrellas were there?

2. Martin made 7 sandwiches for his picnic with friends. They ate 3 of them. How many were left over?

3. Claire measured 2 starfish. One was 4 inches long and the other was 3 inches long. How much longer was the first one?

4. KyRee saw 11 sharks and 6 dolphins from his boat. How many more sharks than dolphin did he see?

5. Ian picked up 10 conch shells from the beach. He gave 7 of them away to friends. How many were remaining?

6. Meg caught 2 fish. One was 13 pounds and the other was 8 pounds. How much larger was the first fish?

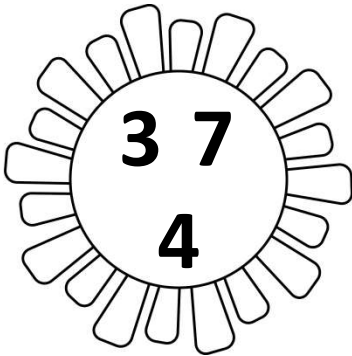
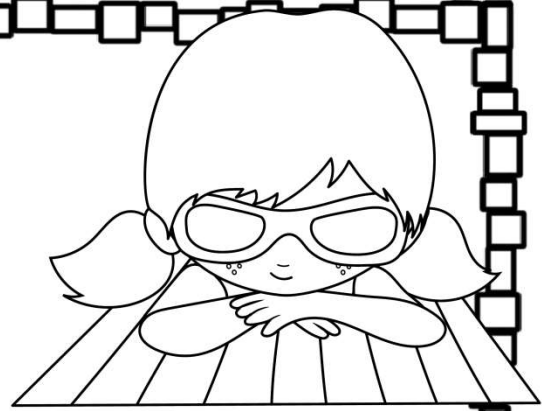
7. Nate carried 12 shovels to the beach to build sand castles. He lost 4 of them. How many did he bring home?

8. Chloe's mom bought her 6 new diving toys for the pool. She gave 1 to her friend Ann. How many did she have left?

Name: _____

Number Families

Look at the three numbers in the sun.
Write the number sentences for each
number family.

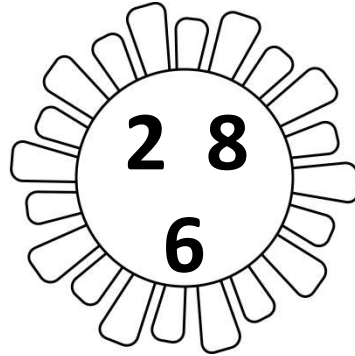


$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

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

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

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

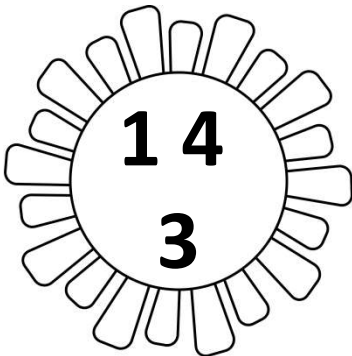


$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

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

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

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

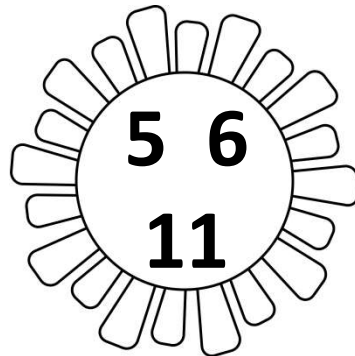


$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

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

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

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



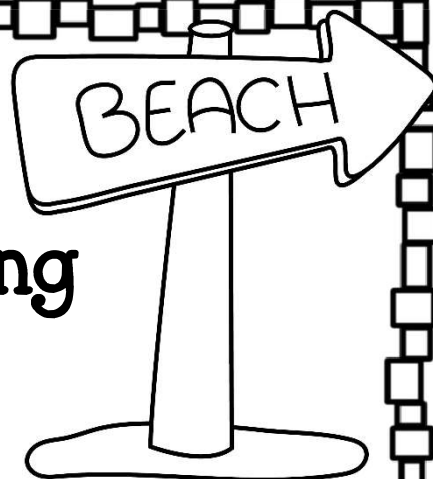
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

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

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

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

Name: _____



Practice Adding & Subtracting

Look at the rule for each box. Follow the rule to add or subtract to the numbers on the left. Write your answer in the box on the right.

1.

Rule: +2

| IN | OUT |
|----|-----|
| 2 | 4 |
| 5 | 7 |
| 3 | 5 |
| 8 | |
| 4 | |
| 6 | |

2.

Rule: -3

| IN | OUT |
|----|-----|
| 4 | |
| 5 | |
| 8 | |
| 10 | |
| 6 | |
| 7 | |

3.

Rule: +5

| IN | OUT |
|----|-----|
| 5 | |
| 8 | |
| 2 | |
| 9 | |
| 6 | |
| 3 | |

4.

Rule: -4

| IN | OUT |
|----|-----|
| 7 | |
| 4 | |
| 8 | |
| 10 | |
| 12 | |
| 6 | |

5.

Rule: +7

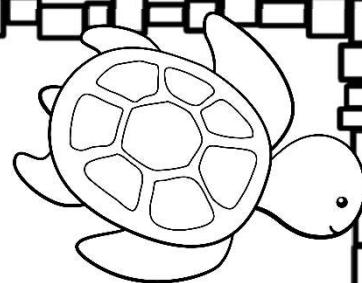
| IN | OUT |
|----|-----|
| 3 | |
| 8 | |
| 1 | |
| 5 | |
| 2 | |
| 4 | |

6.

Rule: -1

| IN | OUT |
|----|-----|
| 6 | |
| 3 | |
| 9 | |
| 5 | |
| 1 | |
| 8 | |

Name: _____



What is an Equation?

Think of an **equation** like a balance scale. One side has to be the same as the other for the sides to be balanced. We can say that the sides are equal. To make an equation balanced you need to add to or subtract from one of the sides. In the problem below $8 + 4 = 12$. What can you add to 5 to equal 12? The answer is 7.

$$\begin{array}{c} 8 + 4 = 5 + ? \\ \hline \blacktriangle \end{array} \quad ? = \underline{7}$$

1.
$$\begin{array}{c} 2 + 3 = 7 - ? \\ \hline \blacktriangle \end{array}$$
$$? = \underline{\quad}$$

2.
$$\begin{array}{c} 6 + 3 = 1 + ? \\ \hline \blacktriangle \end{array}$$
$$? = \underline{\quad}$$

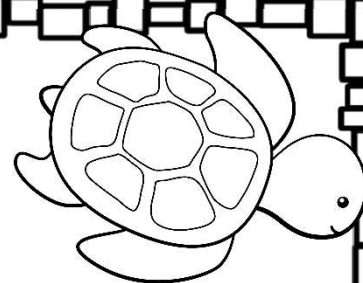
3.
$$\begin{array}{c} ? + 7 = 5 + 9 \\ \hline \blacktriangle \end{array}$$
$$? = \underline{\quad}$$

4.
$$\begin{array}{c} 9 - ? = 0 + 4 \\ \hline \blacktriangle \end{array}$$
$$? = \underline{\quad}$$

5.
$$\begin{array}{c} 1 + 2 = ? - 7 \\ \hline \blacktriangle \end{array}$$
$$? = \underline{\quad}$$

6.
$$\begin{array}{c} 12 - 2 = 6 + ? \\ \hline \blacktriangle \end{array}$$
$$? = \underline{\quad}$$

Name: _____

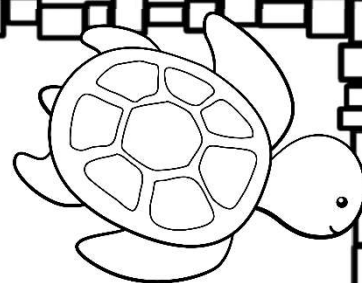


Equations

Look at each problem. Decide if the equation is **true** or **false** and write your answer on the line.

| Equation | True or False? | Equation | True or False? |
|--------------|----------------|---------------|----------------|
| $8 + 5 = 12$ | _____ | $17 - 9 = 6$ | _____ |
| $3 + 7 = 10$ | _____ | $18 - 9 = 9$ | _____ |
| $2 + 9 = 8$ | _____ | $10 - 8 = 2$ | _____ |
| $6 + 8 = 14$ | _____ | $11 - 7 = 4$ | _____ |
| $1 + 4 = 5$ | _____ | $7 - 4 = 2$ | _____ |
| $9 + 6 = 16$ | _____ | $15 - 6 = 8$ | _____ |
| $7 + 7 = 12$ | _____ | $20 - 15 = 4$ | _____ |
| $4 + 9 = 13$ | _____ | $20 - 8 = 12$ | _____ |

Name: _____



Equations

Look at each problem. Decide if the equation is **true** or **false** and write your answer on the line.

Equation

**True or
False?**

$8 + 5 = 6 + 7$

$4 + 7 = 9 + 3$

$2 + 3 = 1 + 5$

$6 + 6 = 7 + 5$

$1 + 2 = 0 + 3$

$8 + 8 = 10 + 4$

$7 + 6 = 5 + 9$

$10 + 9 = 13 + 6$

Equation

**True or
False?**

$17 - 9 = 14 - 6$

$11 - 4 = 9 - 3$

$14 - 4 = 18 - 9$

$6 - 2 = 4 - 0$

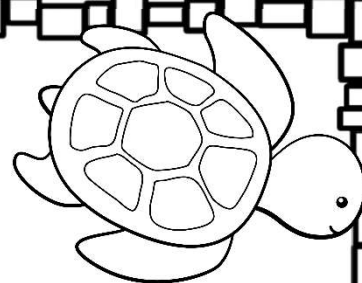
$9 - 3 = 12 - 7$

$15 - 6 = 12 - 3$

$12 - 7 = 10 - 5$

$7 - 6 = 12 - 10$

Name: _____



Equations

Look at each problem. Decide if the equation is **true** or **false** and write your answer on the line.

Equation

True or False?

$$4 + 5 = 12 - 3$$

$$6 - 2 = 1 + 3$$

$$8 + 3 = 10 - 5$$

$$2 + 6 = 17 - 9$$

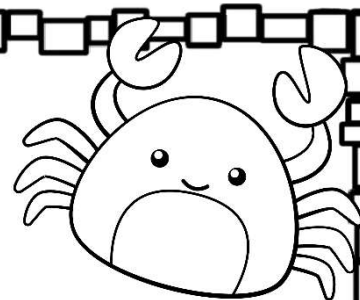
$$16 - 6 = 5 + 6$$

$$12 - 8 = 3 + 1$$

$$6 + 6 = 4 + 9$$

$$10 - 9 = 1 + 9$$

Name: _____



Find the Missing Number

Read the problem. Look at the equation used to solve the problem. Fill in the missing number.

1. Eight friends are making sand castles on the beach. 3 are using shovels and the rest are using their hands. How many are using their hands?

$$3 + \boxed{} = 8$$

2. Tara's family brought a basket of 8 snacks to the beach. Their friend Larra brought more to add to the basket. There are now a total of 17 snacks for everyone. How many did Larra bring?

$$8 + \boxed{} = 17$$

3. There were some crabs on the beach. Six more crabs came out of the sand to join them. Now there are 14 crabs on the beach. How many crabs were on the beach to start with?

$$\boxed{} + 6 = 14$$

4. Mark's beach towel has seven shells sitting on it. Lisa's beach towel also has some shells on it. There are 13 shells in all. How many shells does Lisa's towel have on it?

$$7 + \boxed{} = 13$$

5. Some angelfish and ten clownfish were swimming around the divers. There were 19 tropical fish altogether. How many angelfish were there?

$$\boxed{} + 10 = 19$$

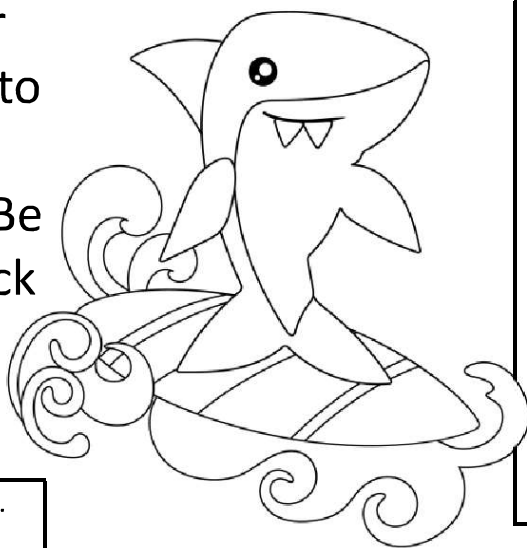
6. Cam brought four floats to the ocean. His friends brought lots more. Together they have a total of eleven floats to play on in the ocean. How many floats did Cam's friend's bring?

$$4 + \boxed{} = 11$$

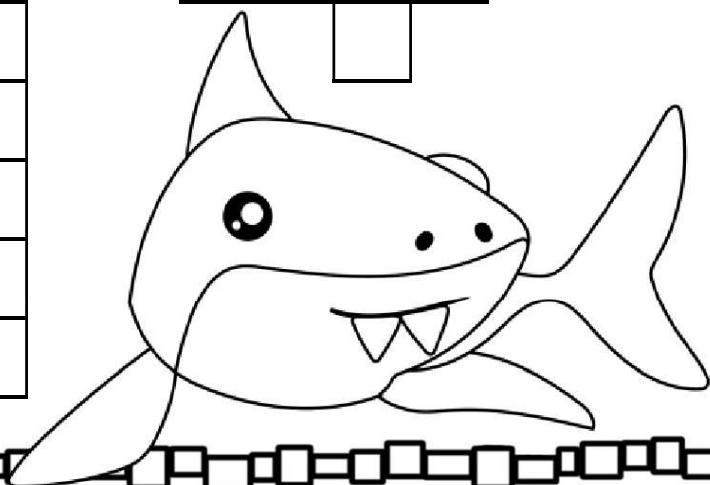
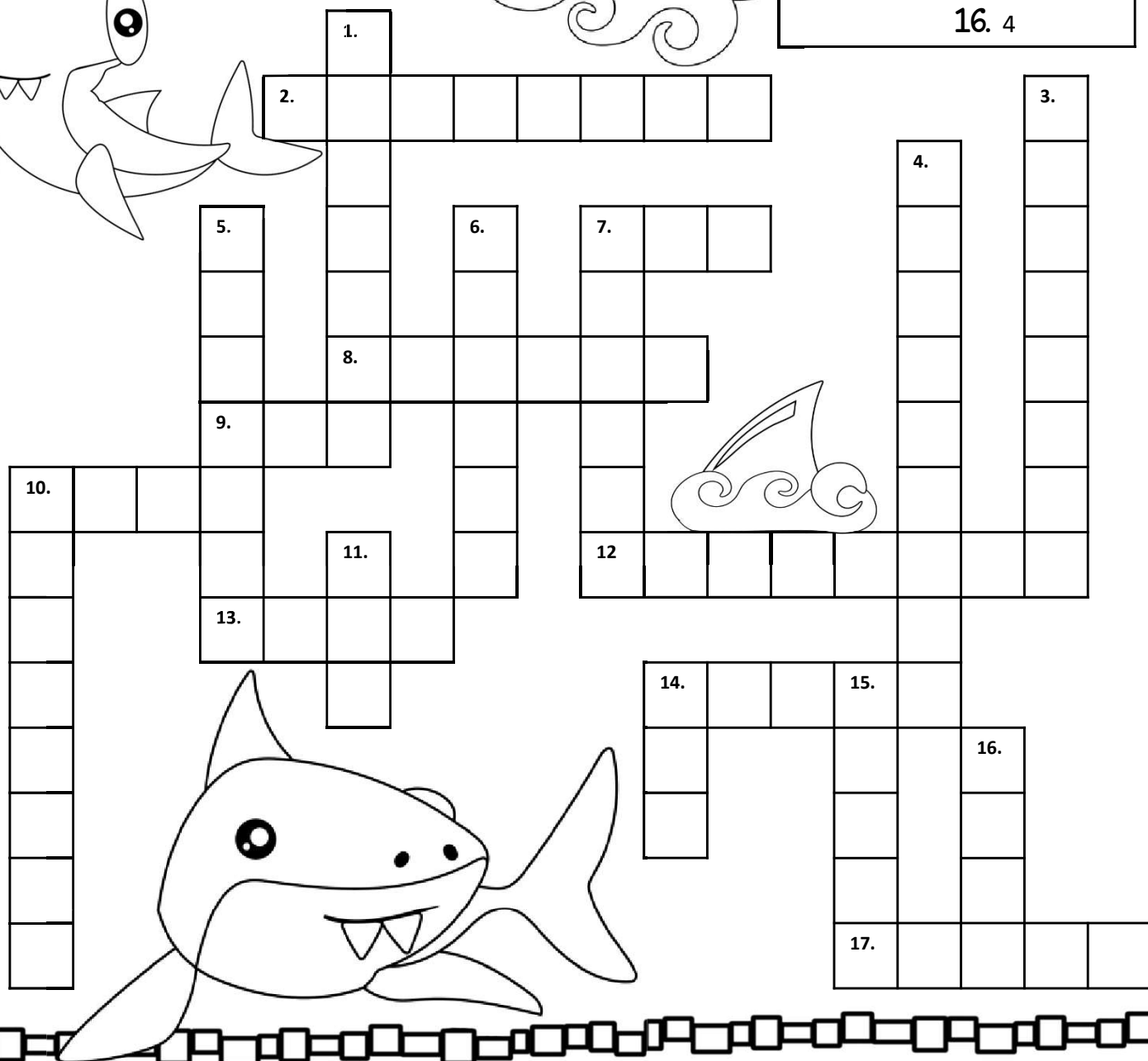
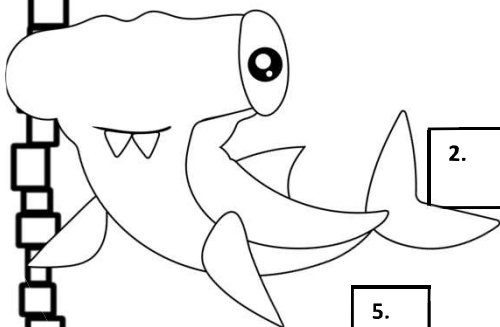
Name: _____

Clues:

Write the number word for each clue to complete the crossword puzzle. Be sure to double check your spelling!

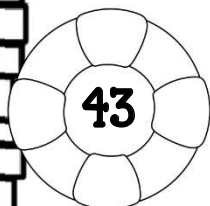
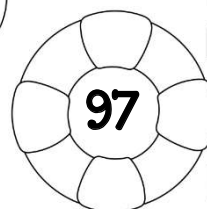
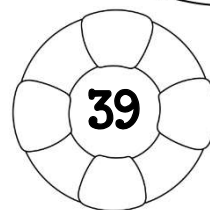
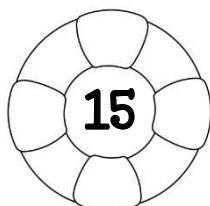
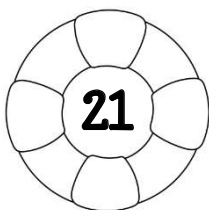
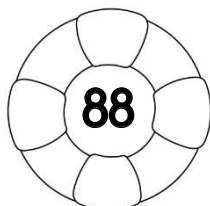
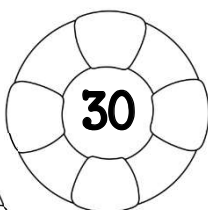
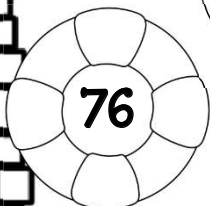
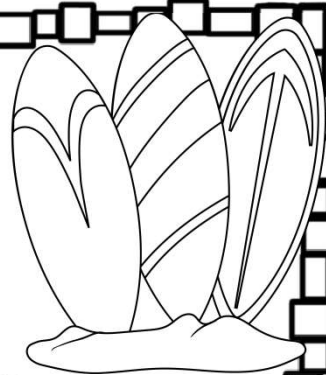


| Across | Down |
|--------|--------|
| 2. 19 | 1. 15 |
| 7. 2 | 3. 13 |
| 8. 11 | 4. 17 |
| 9. 10 | 5. 16 |
| 10. 5 | 6. 20 |
| 12. 18 | 7. 12 |
| 13. 9 | 10. 14 |
| 14. 7 | 11. 1 |
| 17. 3 | 14. 6 |
| | 15. 8 |
| | 16. 4 |



Name: _____

Write the number for each number you read below.
Cross out the life savers as you use each number.



1. forty-two _____

11. twenty-one _____

2. ninety-five _____

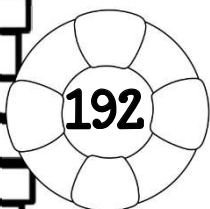
12. fifty-three _____

3. eighty _____

13. seventy-six _____

4. thirty-nine _____

14. sixty-eight _____

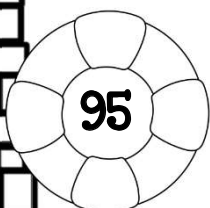


5. fifty-four _____

15. nineteen _____

6. twenty-seven _____

16. forty-three _____



7. seventy-two _____

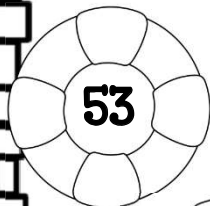
17. thirty _____

8. sixty _____

18. ninety-seven _____

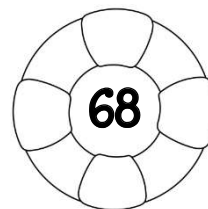
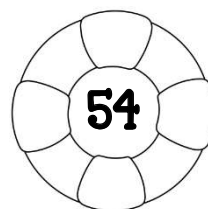
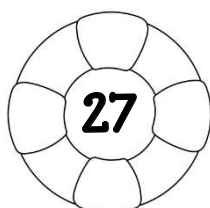
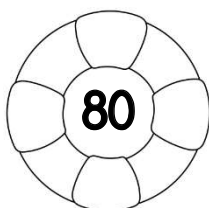
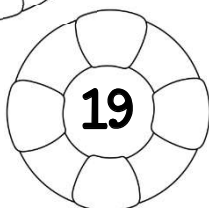
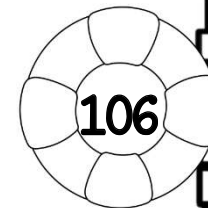
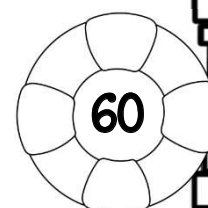
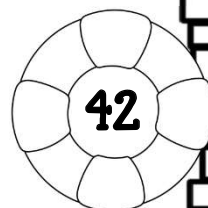
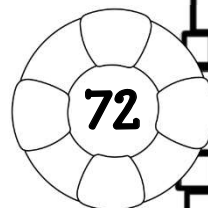
9. eighty-eight _____

19. fifteen _____

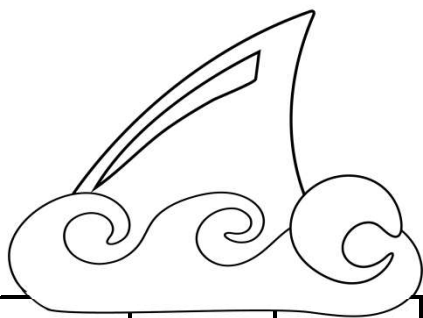


10. one hundred six

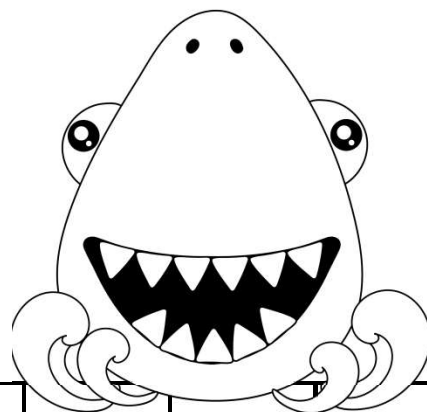
20. one hundred ninety-two



Name: _____

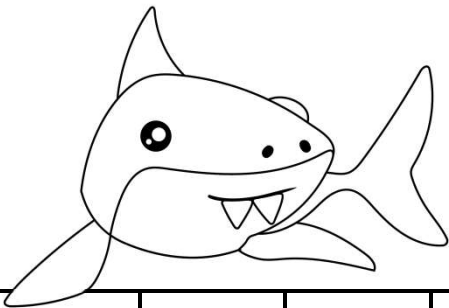


Count to 100

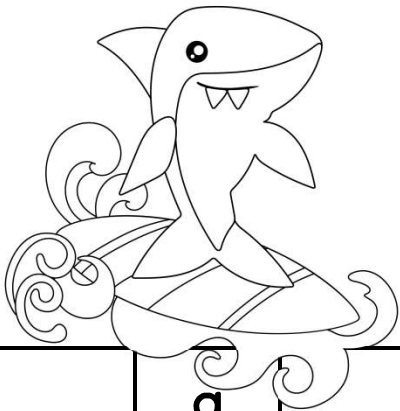


| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1 | | | 4 | | | | 8 | | |
| | 12 | | | | 16 | | | 19 | |
| | | 23 | | 25 | | | | | 30 |
| 31 | | | 34 | | | 37 | | | |
| | 42 | | | | 46 | | | 49 | |
| | | 53 | | 55 | | | 58 | | |
| 61 | | | | | | 67 | | | 70 |
| | 72 | | | | 76 | | | 79 | |
| | | 83 | 84 | | | 87 | | | |
| | | | | 95 | | | 98 | | 100 |

Name: _____

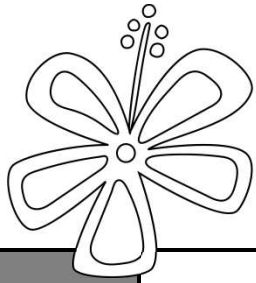


Count to 120

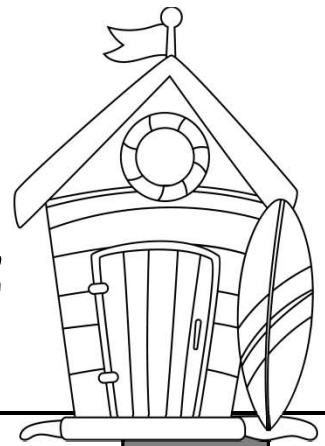


| | | | | | | | | | |
|-----|----|----|----|-----|-----|----|-----|-----|----|
| 1 | | | | 5 | | | | 9 | |
| | 12 | | | | 16 | | 18 | | |
| | | 23 | | 25 | | | | | 30 |
| | | | 34 | | | 37 | | 39 | |
| 41 | | | | | 46 | | 48 | | |
| | 52 | | 54 | | | 57 | | | |
| | | 63 | | | 66 | | | | 70 |
| 71 | | | | 75 | | | 78 | | |
| | | 83 | | | | 87 | | | 90 |
| | 92 | | 94 | | | | | 99 | |
| | | | | 105 | | | 108 | | |
| 111 | | | | | 116 | | | 119 | |

Name: _____



Count to 100 by 2s

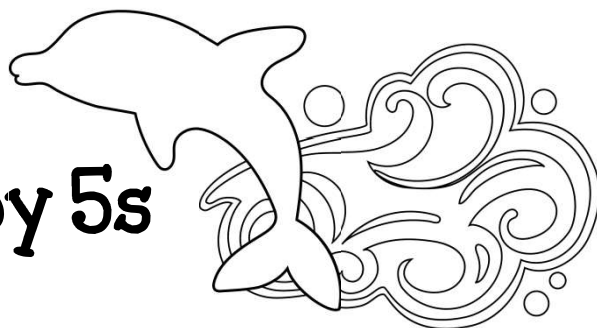


| | | | | | | | | |
|--|----|--|----|--|----|--|----|----|
| | | | 4 | | | | | 10 |
| | 12 | | | | | | 18 | |
| | | | | | 26 | | | |
| | 32 | | | | | | 38 | |
| | | | 44 | | | | | 50 |
| | | | | | 56 | | | |
| | 62 | | | | | | | 70 |
| | | | | | 76 | | | |
| | | | | | | | 88 | |
| | | | 94 | | | | | |

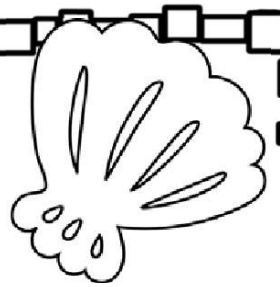
Name: _____



Count to 100 by 5s



| | | | | | | | | | |
|--|--|--|--|----|--|--|--|--|-----|
| | | | | 5 | | | | | 10 |
| | | | | | | | | | |
| | | | | | | | | | 30 |
| | | | | | | | | | |
| | | | | 45 | | | | | |
| | | | | | | | | | 60 |
| | | | | 65 | | | | | |
| | | | | | | | | | |
| | | | | 85 | | | | | |
| | | | | | | | | | 100 |



Name: _____

Counting Within 120

Decide which numbers are missing and write them in the boxes.

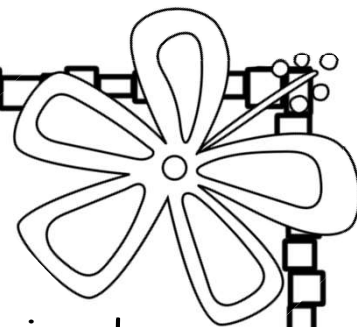
| | | | | | | | | | |
|----|----|----|----|--|----|----|--|----|----|
| 21 | 22 | 23 | | | | 27 | | | 30 |
| | | 33 | 34 | | 36 | | | 39 | |

| | | | | | | | | | |
|----|--|----|----|----|----|--|----|----|----|
| 61 | | | 64 | | 66 | | | 69 | |
| | | 73 | | 75 | | | 78 | | 80 |

| | | | | | | | | | |
|----|--|----|----|--|----|----|----|--|----|
| | | 83 | | | 86 | 87 | | | 90 |
| 91 | | | 94 | | 96 | | 98 | | |

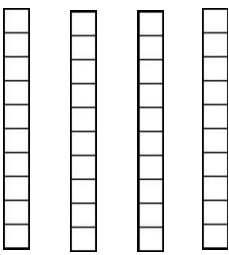


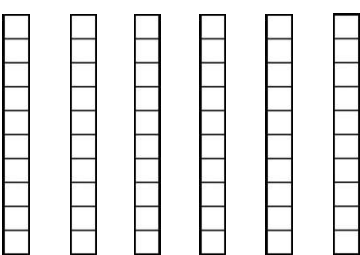


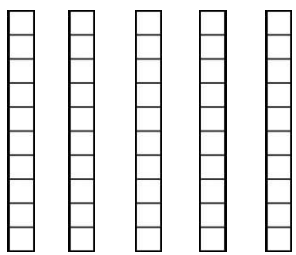



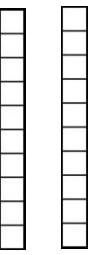


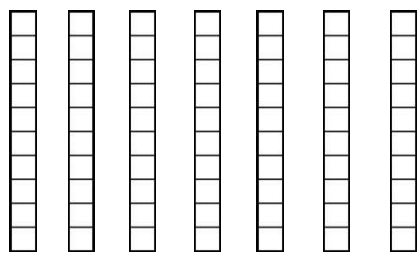
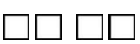




| | | | | | | | | | |
|-----|-----|-----|--|-----|--|-----|-----|-----|--|
| 101 | | 103 | | | | 107 | | | |
| | 112 | | | 115 | | | 118 | 119 | |

Name: _____



Place Value: Ones & Tens

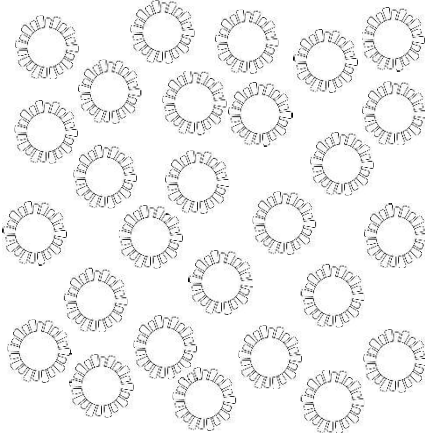
Directions: Count the base ten blocks. Write their value in the box.

| | |
|---|---|
|    |    |
|     |    |
|    |    |

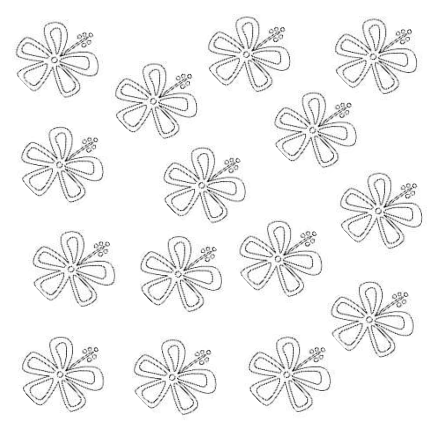
Name: _____

Place Value: Ones & Tens

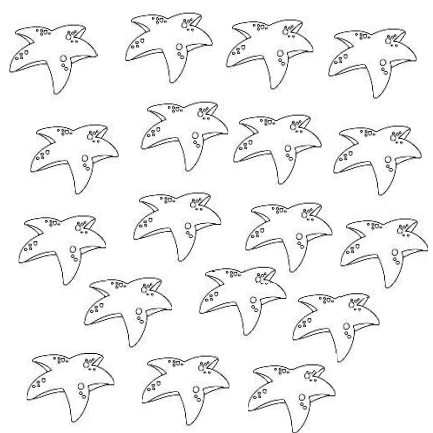
Directions: Circle groups of ten to help you count the larger numbers.



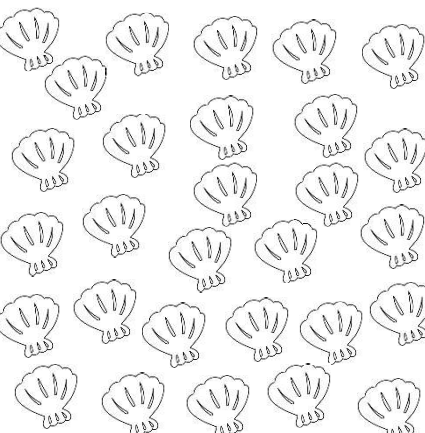
| Tens | Ones |
|------|------|
| | |



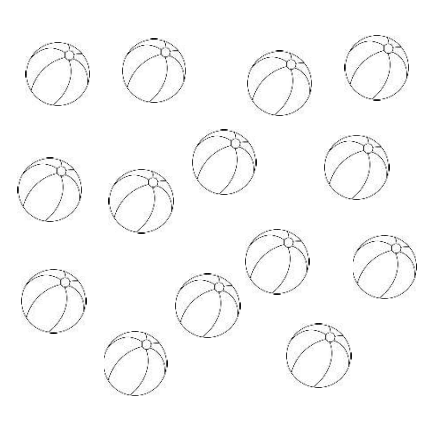
| Tens | Ones |
|------|------|
| | |



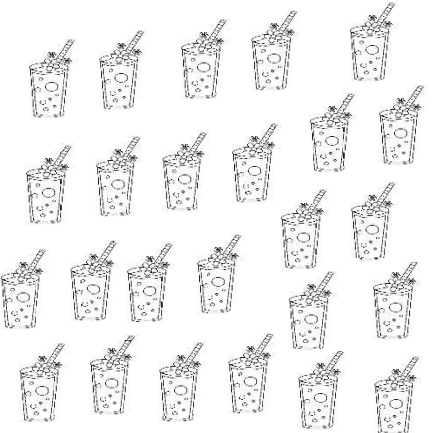
| Tens | Ones |
|------|------|
| | |



| Tens | Ones |
|------|------|
| | |

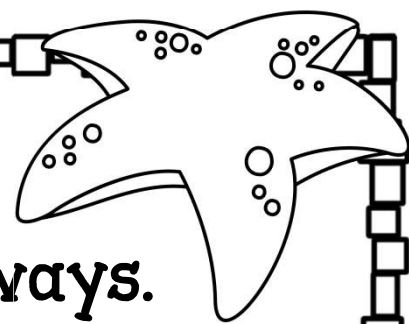


| Tens | Ones |
|------|------|
| | |



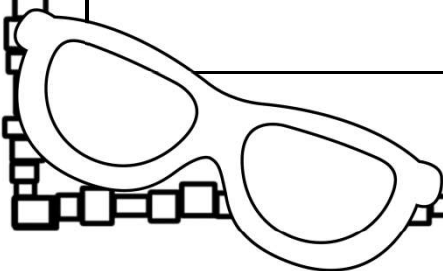
| Tens | Ones |
|------|------|
| | |

Name: _____



Write the number in different ways.

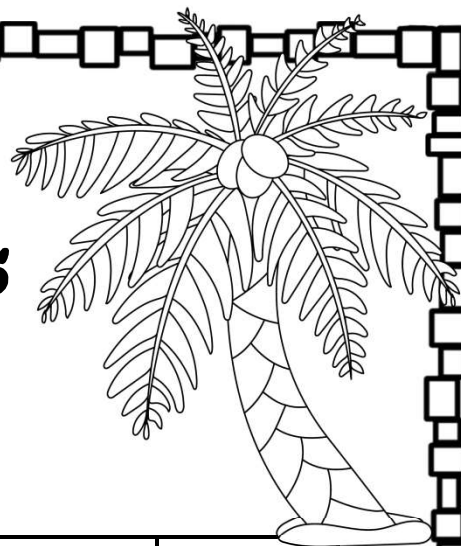
| number form | word form | tally marks |
|-------------|-----------|-------------|
| 11 | | |
| | fourteen | |
| | | |
| | six | |
| 23 | | |
| | | |
| | eight | |



Name: _____

Comparing Numbers

Directions: Compare the numbers by using the correct sign. Use $>$, $<$ or $=$.



| | | |
|----|--|----|
| 24 | | 36 |
|----|--|----|

| | | |
|----|--|----|
| 45 | | 45 |
|----|--|----|

| | | |
|----|--|----|
| 75 | | 74 |
|----|--|----|

| | | |
|----|--|----|
| 63 | | 62 |
|----|--|----|

| | | |
|----|--|---|
| 30 | | 3 |
|----|--|---|

| | | |
|----|--|----|
| 49 | | 50 |
|----|--|----|

| | | |
|----|--|----|
| 16 | | 16 |
|----|--|----|

| | | |
|---|--|----|
| 6 | | 66 |
|---|--|----|

| | | |
|----|--|----|
| 99 | | 52 |
|----|--|----|

| | | |
|----|--|----|
| 50 | | 15 |
|----|--|----|

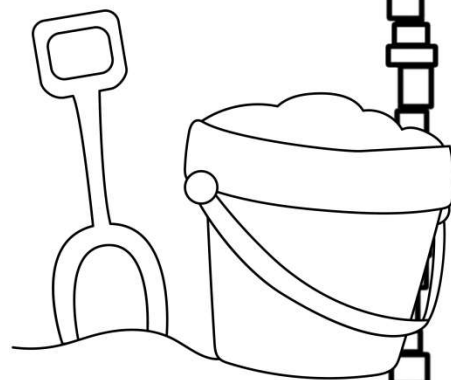
| | | |
|----|--|----|
| 18 | | 81 |
|----|--|----|

| | | |
|----|--|----|
| 27 | | 26 |
|----|--|----|

Name: _____

Comparing Numbers

Directions: Compare the numbers by using the correct sign. Use $>$, $<$ or $=$.



| | | |
|----|--|----|
| 13 | | 31 |
|----|--|----|

| | | |
|----|--|----|
| 37 | | 72 |
|----|--|----|

| | | |
|----|--|----|
| 11 | | 17 |
|----|--|----|

| | | |
|----|--|----|
| 80 | | 60 |
|----|--|----|

| | | |
|----|--|----|
| 29 | | 28 |
|----|--|----|

| | | |
|----|--|----|
| 38 | | 39 |
|----|--|----|

| | | |
|----|--|----|
| 72 | | 52 |
|----|--|----|

| | | |
|----|--|---|
| 99 | | 9 |
|----|--|---|

| | | |
|----|--|----|
| 44 | | 64 |
|----|--|----|

| | | |
|----|--|----|
| 13 | | 33 |
|----|--|----|

| | | |
|----|--|----|
| 96 | | 92 |
|----|--|----|

| | | |
|----|--|----|
| 75 | | 55 |
|----|--|----|

Name: _____

Add 2-Digit Numbers

$$\begin{array}{r} 24 \\ +11 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ +32 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ +72 \\ \hline \end{array}$$

$$\begin{array}{r} 70 \\ +29 \\ \hline \end{array}$$

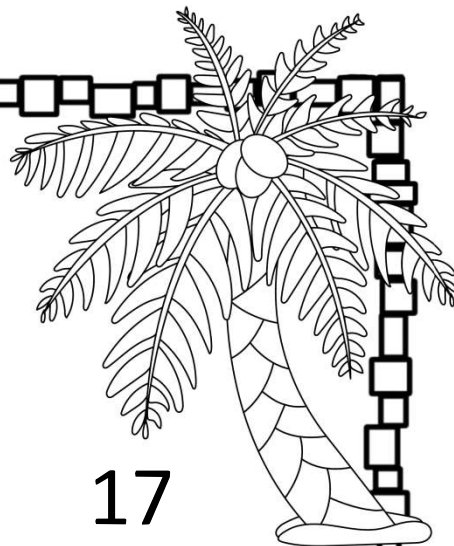
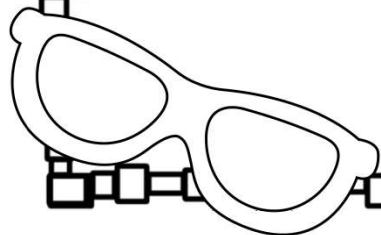
$$\begin{array}{r} 83 \\ +14 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ +33 \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ +23 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ +40 \\ \hline \end{array}$$

$$\begin{array}{r} 31 \\ +45 \\ \hline \end{array}$$



Name: _____

Add 2-Digit Numbers



$$\begin{array}{r} 47 \\ +50 \\ \hline \end{array}$$

$$\begin{array}{r} 83 \\ +10 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ +60 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ +40 \\ \hline \end{array}$$

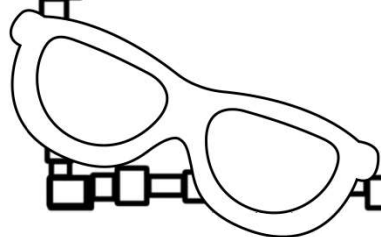
$$\begin{array}{r} 19 \\ +70 \\ \hline \end{array}$$

$$\begin{array}{r} 75 \\ +30 \\ \hline \end{array}$$

$$\begin{array}{r} 61 \\ +40 \\ \hline \end{array}$$

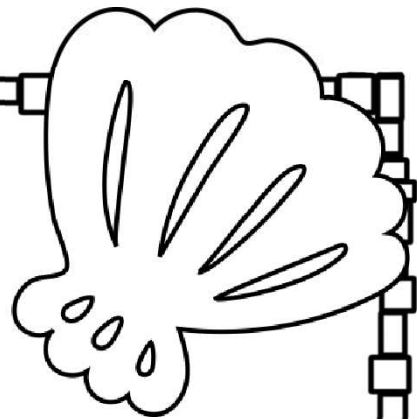
$$\begin{array}{r} 57 \\ +50 \\ \hline \end{array}$$

$$\begin{array}{r} 93 \\ +10 \\ \hline \end{array}$$



Name: _____

Add 2-Digit Numbers



$$\begin{array}{r} 26 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 38 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ + 6 \\ \hline \end{array}$$

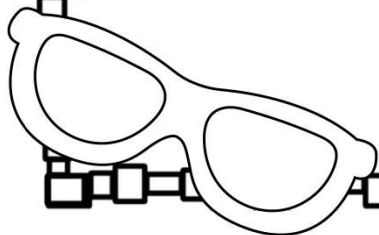
$$\begin{array}{r} 55 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 83 \\ + 7 \\ \hline \end{array}$$

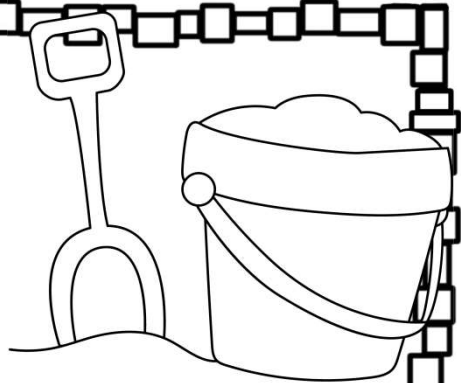
$$\begin{array}{r} 17 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 92 \\ + 9 \\ \hline \end{array}$$



Name: _____

Add 2-Digit Numbers



$$\begin{array}{r} 24 \\ +36 \\ \hline \end{array}$$

$$\begin{array}{r} 28 \\ +37 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ +29 \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ +95 \\ \hline \end{array}$$

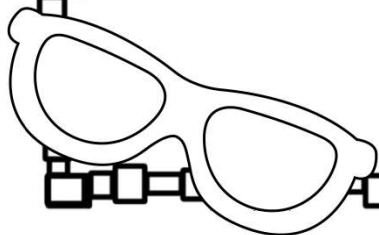
$$\begin{array}{r} 98 \\ +62 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ +47 \\ \hline \end{array}$$

$$\begin{array}{r} 88 \\ +93 \\ \hline \end{array}$$

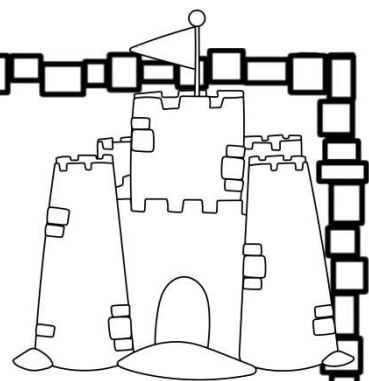
$$\begin{array}{r} 19 \\ +89 \\ \hline \end{array}$$

$$\begin{array}{r} 33 \\ +49 \\ \hline \end{array}$$



Name: _____

Subtract 2-Digit Numbers



$$\begin{array}{r} 40 \\ -30 \\ \hline \end{array}$$

$$\begin{array}{r} 50 \\ -10 \\ \hline \end{array}$$

$$\begin{array}{r} 70 \\ -60 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ -10 \\ \hline \end{array}$$

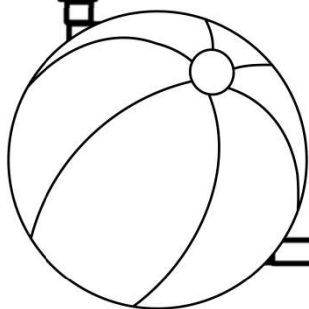
$$\begin{array}{r} 90 \\ -40 \\ \hline \end{array}$$

$$\begin{array}{r} 60 \\ -20 \\ \hline \end{array}$$

$$\begin{array}{r} 80 \\ -50 \\ \hline \end{array}$$

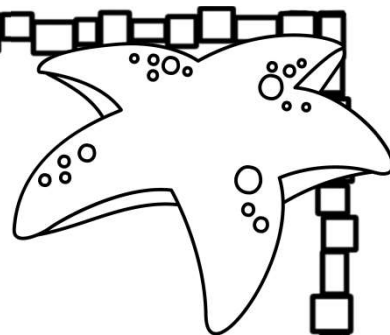
$$\begin{array}{r} 30 \\ -30 \\ \hline \end{array}$$

$$\begin{array}{r} 90 \\ -60 \\ \hline \end{array}$$



Name: _____

Subtract 2-Digit Numbers



$$\begin{array}{r} 47 \\ -36 \\ \hline \end{array}$$

$$\begin{array}{r} 59 \\ -14 \\ \hline \end{array}$$

$$\begin{array}{r} 75 \\ -62 \\ \hline \end{array}$$

$$\begin{array}{r} 26 \\ -16 \\ \hline \end{array}$$

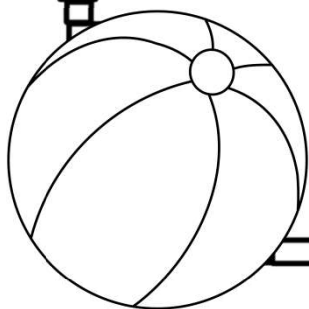
$$\begin{array}{r} 98 \\ -47 \\ \hline \end{array}$$

$$\begin{array}{r} 66 \\ -34 \\ \hline \end{array}$$

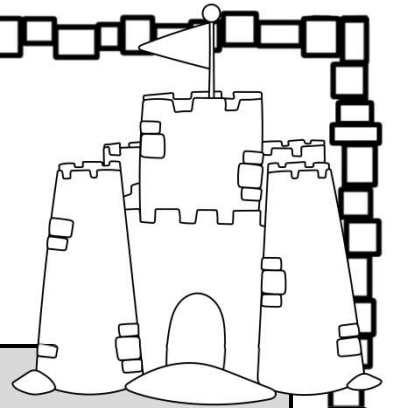
$$\begin{array}{r} 87 \\ -51 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ -22 \\ \hline \end{array}$$

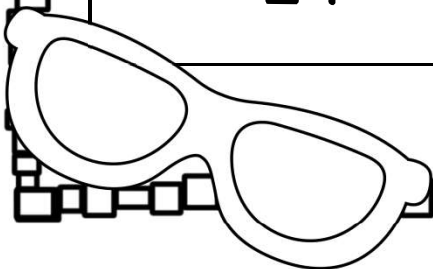
$$\begin{array}{r} 14 \\ -12 \\ \hline \end{array}$$



Name: _____

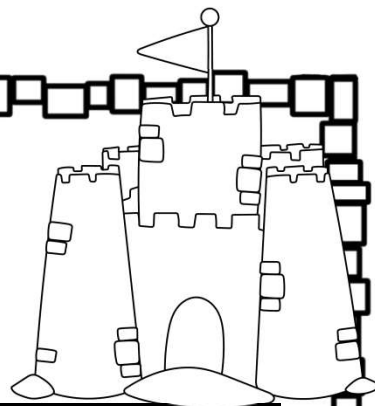


| | What number is between? | |
|----|----------------------------|----|
| 16 | | 18 |
| 78 | | 80 |
| 43 | | 45 |
| 94 | | 96 |
| 9 | | 11 |
| 62 | | 64 |
| 29 | | 31 |

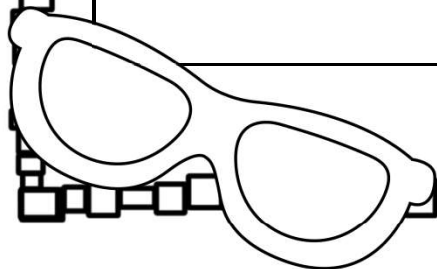


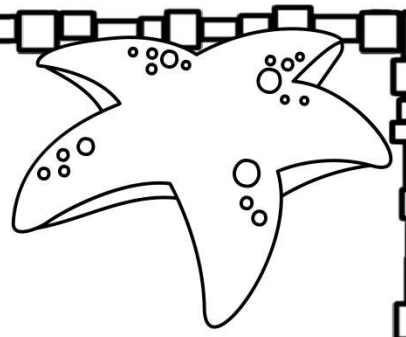
Name: _____

Before & After



| What number comes before? | The number is... | What number comes after? |
|---------------------------|------------------|--------------------------|
| | 34 | |
| | 41 | |
| | 78 | |
| | 90 | |
| | 25 | |
| | 66 | |
| | 17 | |





Name: _____

Missing Addends

$$6 + \underline{\quad} = 12$$

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

$$\underline{\quad} + 5 = 14$$

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

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

$$10 + \underline{\quad} = 15$$

$$7 + \underline{\quad} = 13$$

$$\underline{\quad} + 8 = 17$$

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

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

$$8 + \underline{\quad} = 16$$

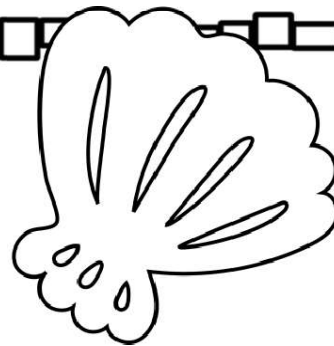
$$\underline{\quad} + 7 = 11$$

$$\underline{\quad} + 8 = 9$$

$$\underline{\quad} + 9 = 18$$

Name: _____

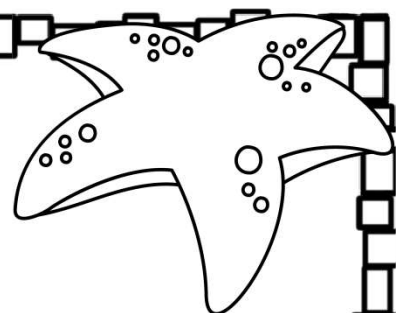
Measuring ME!



Directions: Have an adult help you cut a piece of yarn or string that is as tall as you. Find eight objects in your house and tell whether they are taller or shorter than you.

| Objects I Chose... | Longer or Shorter Than Me? |
|--------------------|----------------------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Name: _____

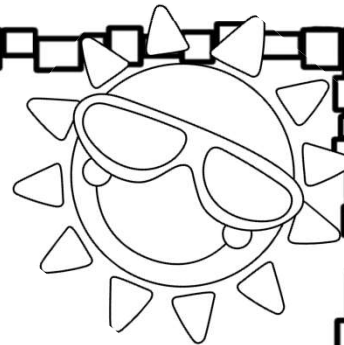


Hands-On Measurement

Directions: You will need a ruler for this activity. Choose eight things from your house. Write the names of the things you chose (or draw pictures.) Next tell whether the objects are longer or shorter than a ruler.

| Things I Chose... | Longer or Shorter than a Ruler? |
|-------------------|---------------------------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

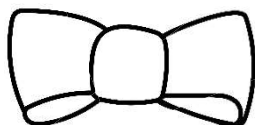
Name: _____

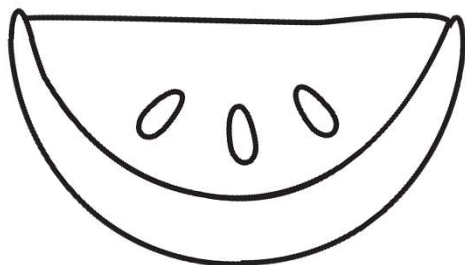


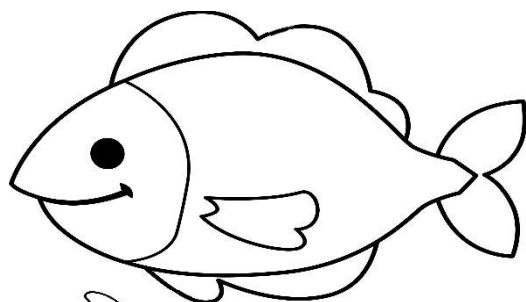
Compare the Lengths

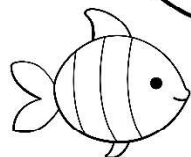
Directions: Number the objects in order from shortest to longest using the numbers 1, 2 & 3.

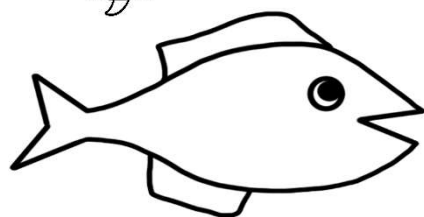








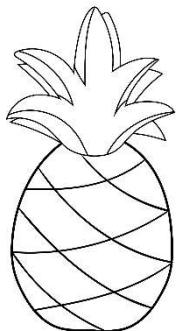
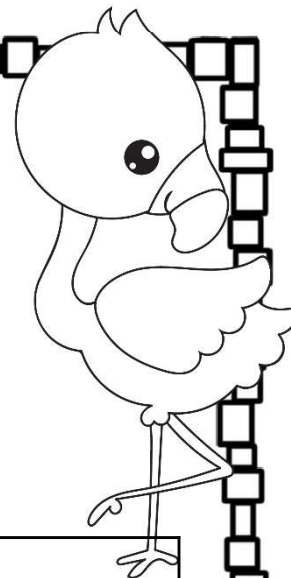




Name: _____

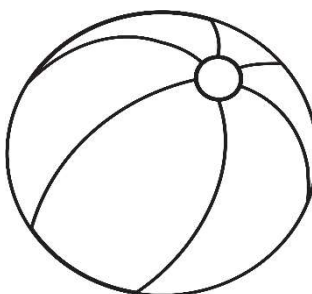
Unit Measurement

Directions: Look at each picture and tell about how many units long each object is.



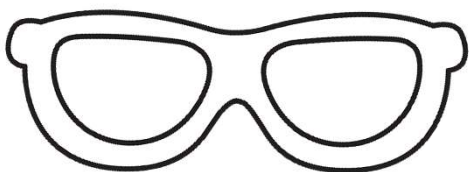
_____ units

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|



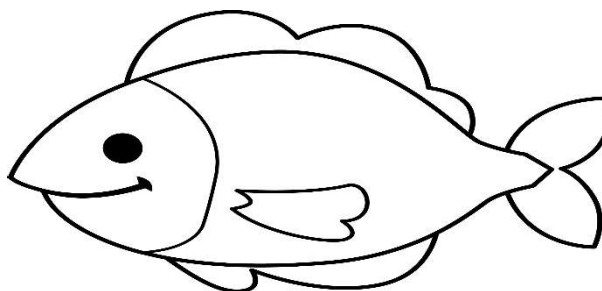
_____ units

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|



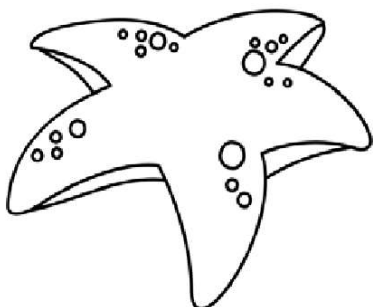
_____ units

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|



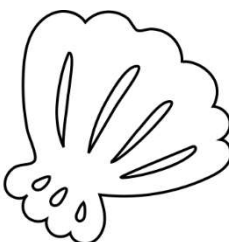
_____ units

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|



_____ units

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

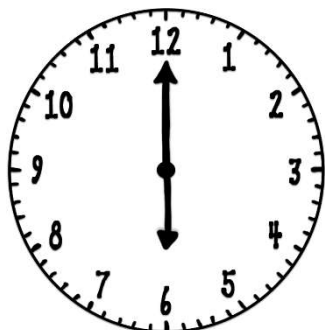
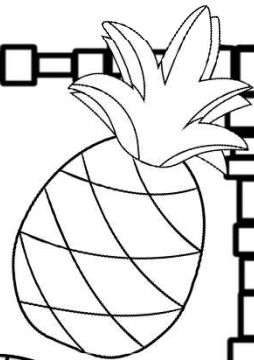


_____ units

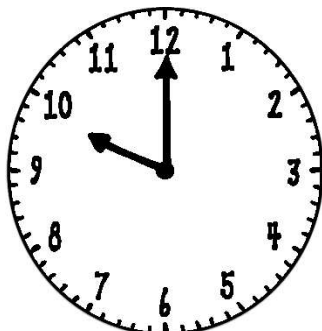
| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

Name: _____

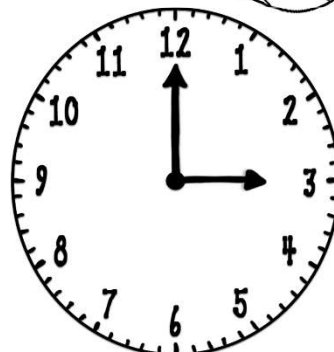
Telling Time to the Hour



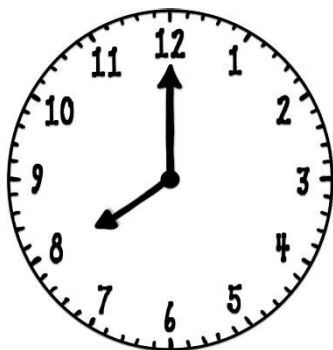
____ : ____



____ : ____



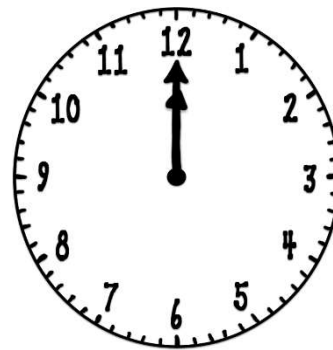
____ : ____



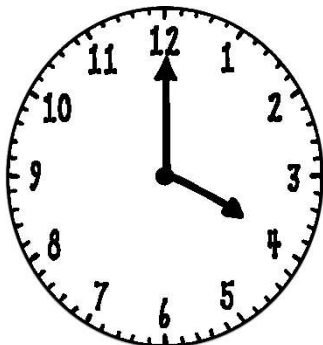
____ : ____



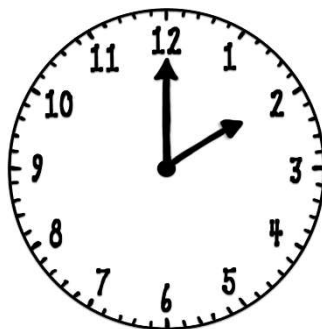
____ : ____



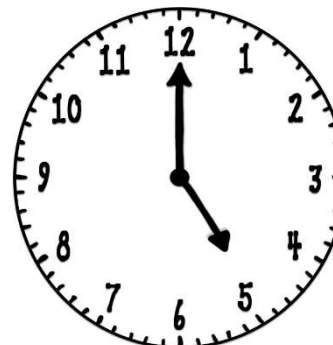
____ : ____



____ : ____

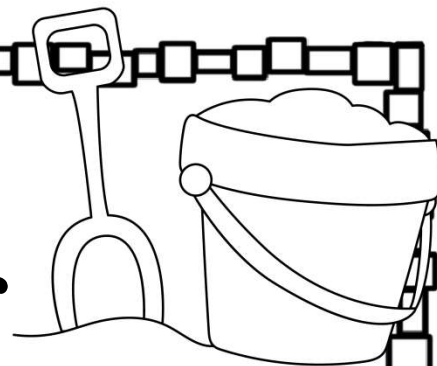


____ : ____

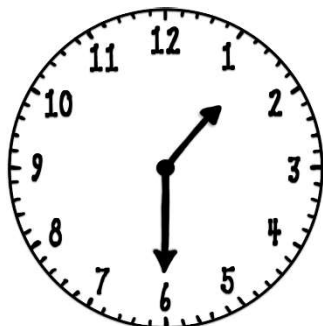


____ : ____

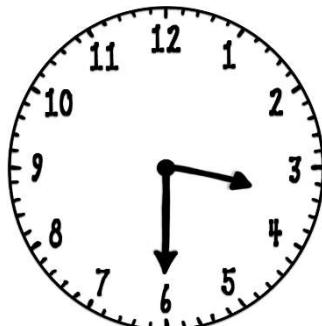
Name: _____



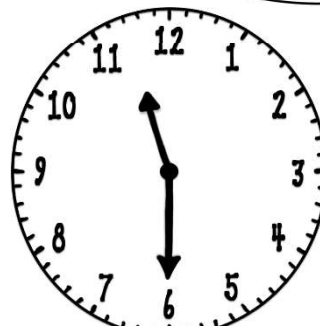
Telling Time to the Half Hour



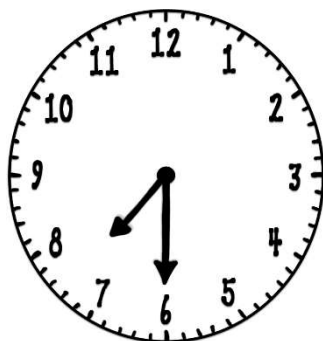
____ : ____



____ : ____



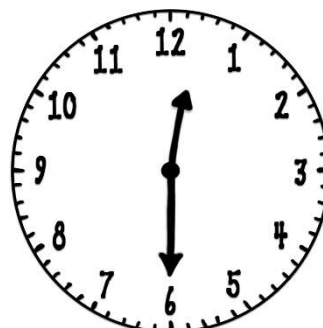
____ : ____



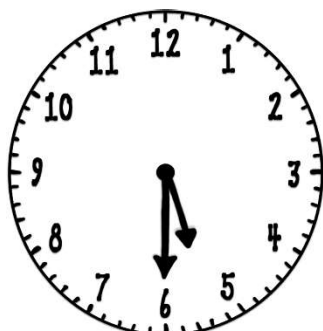
____ : ____



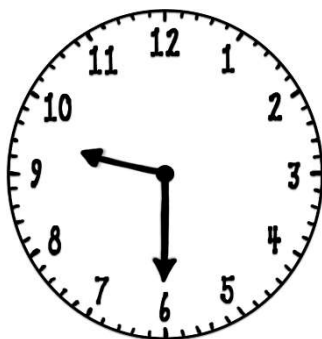
____ : ____



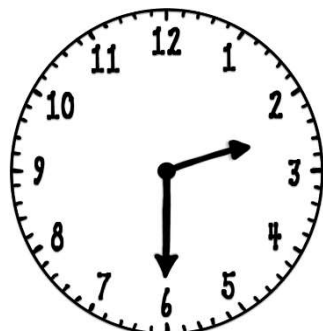
____ : ____



____ : ____



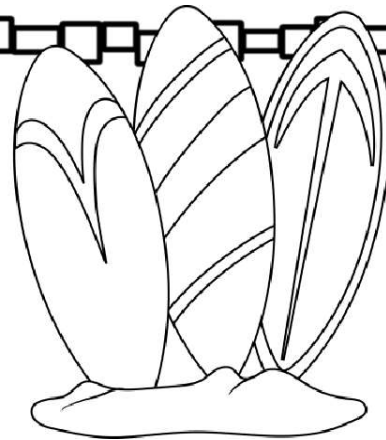
____ : ____



____ : ____

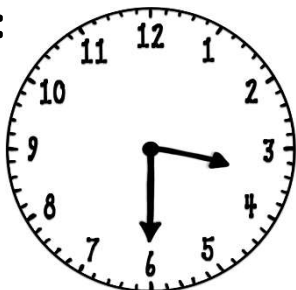
Name: _____

Telling Time with Different Words



There are different ways we can name time to the half hour.

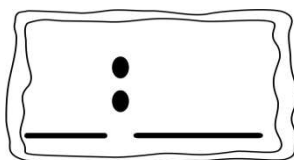
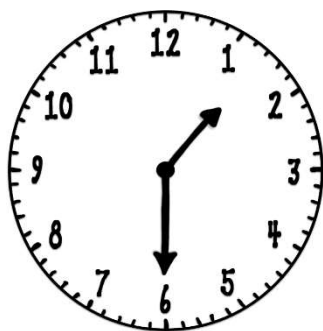
For this clock:

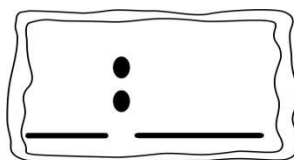


We can say:

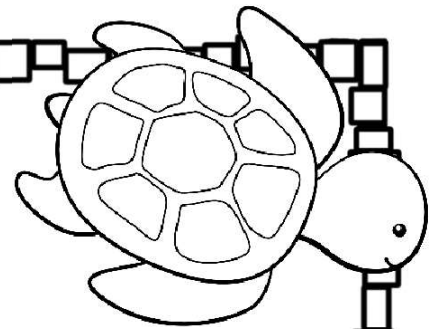
- **3:30**
- **Half past 3:00**
- **30 minutes past 3:00**

Directions: Write the time the clock shows and then name the time two other ways.





Name: _____



I Can Name Coins

Directions: Use the word bank to write the names of the coins. Then tell how much each coin is worth.

WORD BANK

penny nickel
 dime quarter



This coin is a _____.

This coin is worth _____.



This coin is a _____.

This coin is worth _____.



This coin is a _____.

This coin is worth _____.

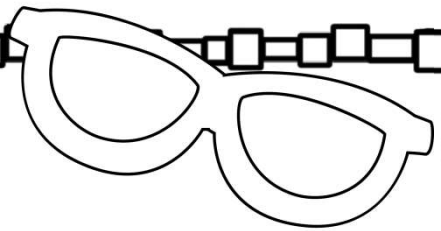


This coin is a _____.

This coin is worth _____.


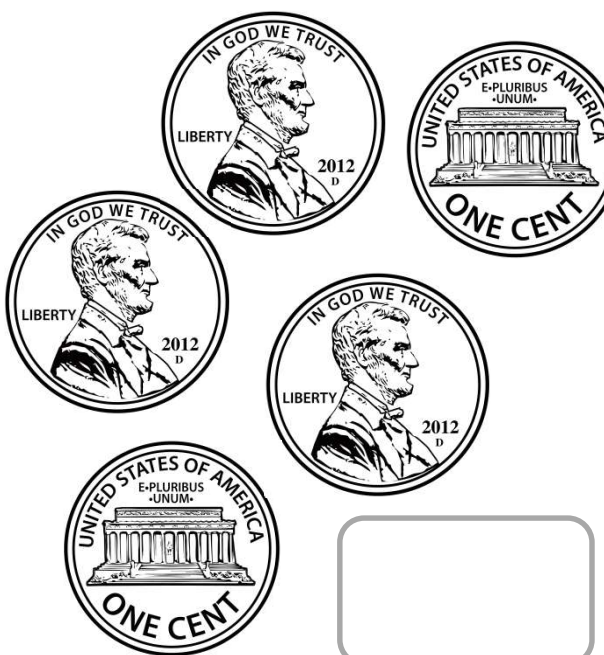


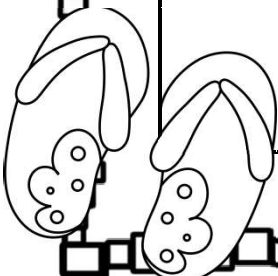
Name: _____



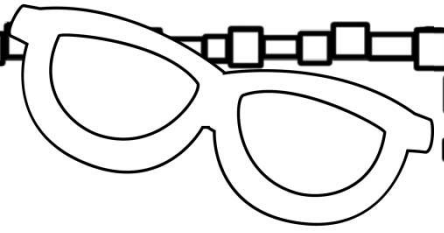
Counting Coins

Directions: Count the coins. Write the value in the box.

| | |
|---|--|
|  <input type="text"/> |  <input type="text"/> |
|  <input type="text"/> |  <input type="text"/> |



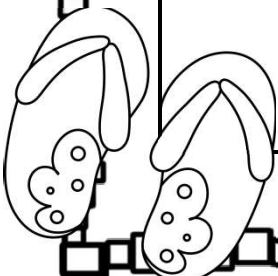
Name: _____



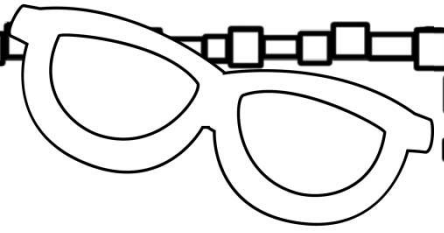
Counting Coins

Directions: Count the coins. Write the value in the box.

| | |
|---|---|
|    <input data-bbox="535 1039 787 1197" type="text"/> |      <input data-bbox="1144 1039 1404 1197" type="text"/> |
|     <input data-bbox="535 1732 787 1890" type="text"/> |    <input data-bbox="1144 1732 1404 1890" type="text"/> |



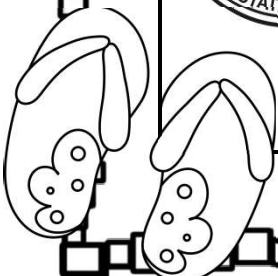
Name: _____



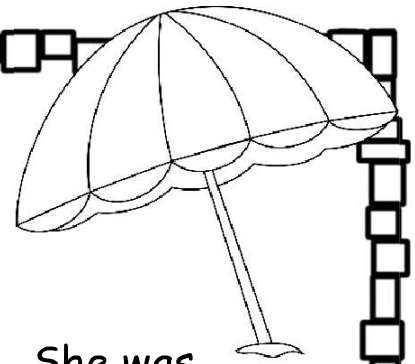
Counting Coins

Directions: Count the coins. Write the value in the box.

| | |
|---|--|
|  <div data-bbox="535 1039 787 1186"></div> |  <div data-bbox="1144 1039 1396 1186"></div> |
|  <div data-bbox="535 1722 787 1869"></div> |  <div data-bbox="1144 1722 1396 1869"></div> |






Name: _____



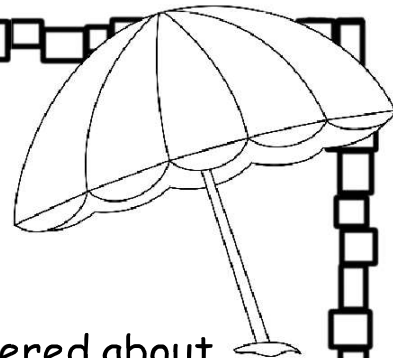
Looking at Data

Arianna counted the flowers in the garden. She was growing tulips, daisies and roses. As she counted each flower she put tally marks next to the flower name. Look at her data and then answer the questions.

| Tulips | Daisies | Roses |
|---|---|---|
|  |  |  |

1. How many roses did she count? _____
roses
2. How many daisies were in the garden?
_____ daisies.
3. How many more tulips are there than daisies in the garden? _____ more tulips
4. How many fewer daisies are there than roses in the garden? _____ fewer daisies
5. How many flowers did Arianna count in the garden all together? _____ flowers
6. Which kind of flower is there the most of in the garden? _____
7. Which kind of flower is there the least of in the garden? _____

Name: _____

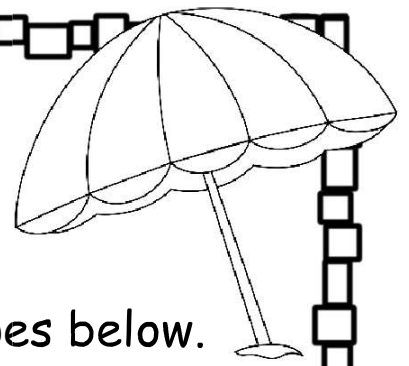


Make a Bar Graph

Directions: Look at the data that Arianna gathered about the flowers in her garden. Make a bar graph to show the information.

| | | | |
|----|-------|-------|-------|
| 10 | | | |
| 9 | | | |
| 8 | | | |
| 7 | | | |
| 6 | | | |
| 5 | | | |
| 4 | | | |
| 3 | | | |
| 2 | | | |
| 1 | | | |
| | _____ | _____ | _____ |

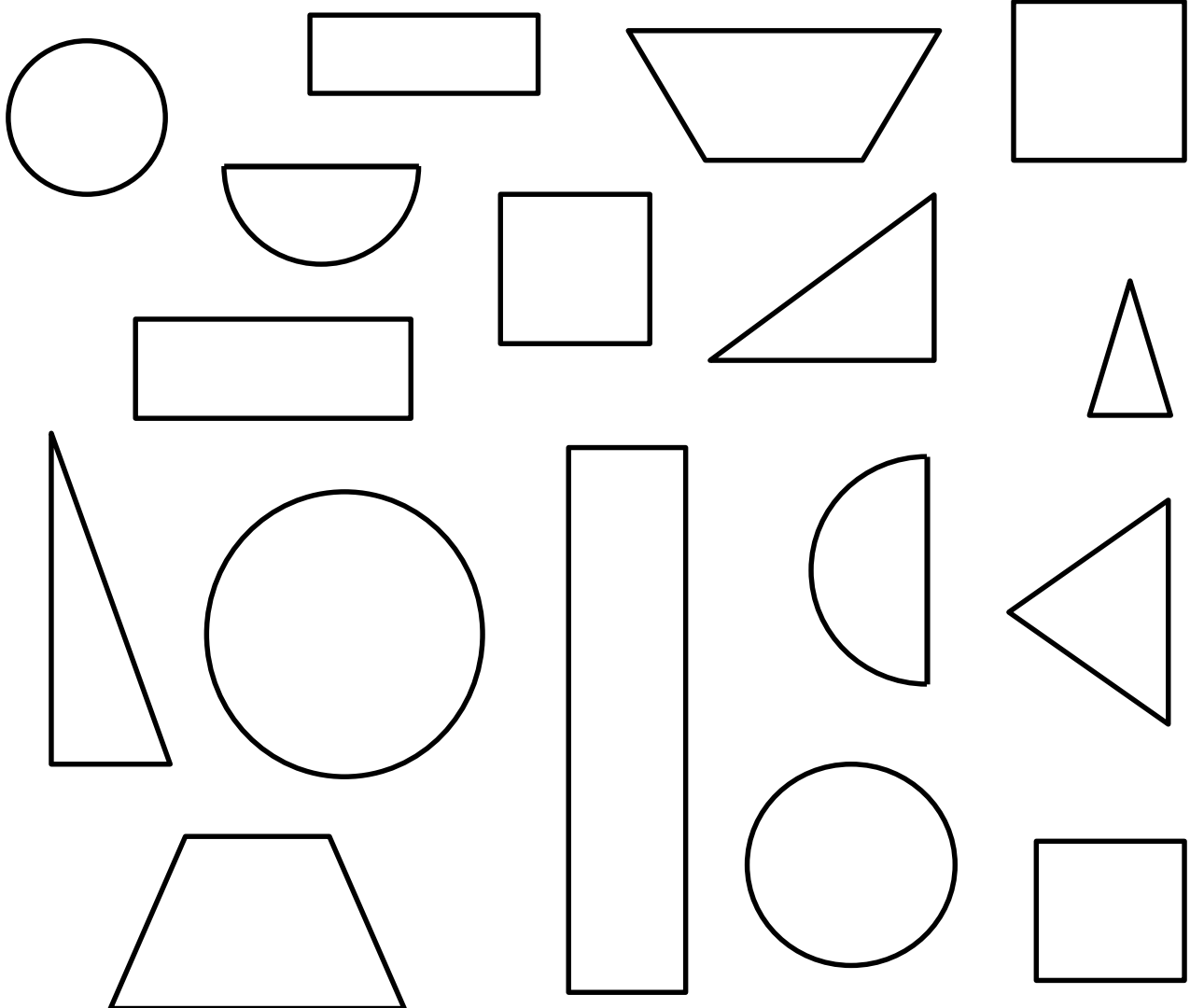
Name: _____



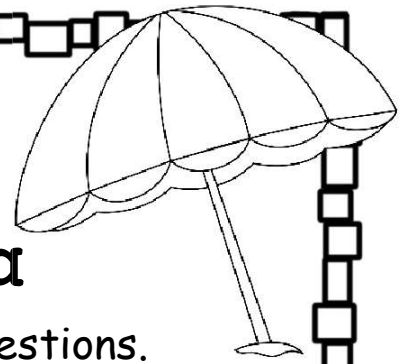
Looking at Data

Follow the directions for coloring the shapes below.
Then answer the questions on the next page.

- Color the circles red.
- Color the squares blue.
- Color the rectangles yellow.
- Color the triangles green.
- Color the trapezoids purple.
- Color the half circles orange.



Name: _____



Looking at Shapes & Data

Use the shapes you colored to answer the questions.

1. Use tally marks to show how many of each shape you colored?

_____ circles _____ squares
_____ rectangles _____ triangles
_____ trapezoids _____ half circles

2. How many shapes were there in all? _____ shapes
3. How many more triangles were there than half circles?

_____ more triangles

4. How many rectangles AND circles did you color in all?

_____ rectangles and circles

5. Explain how a square is different than rectangle.

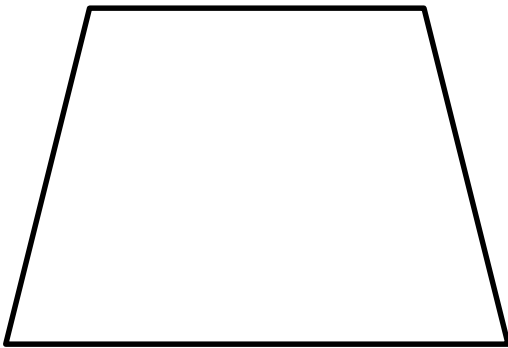
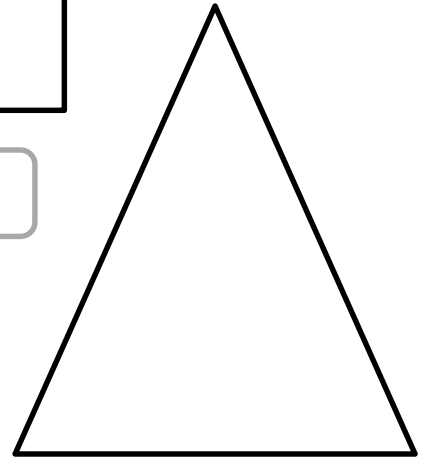
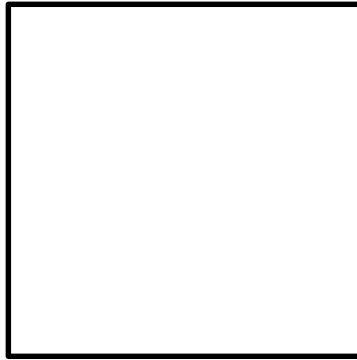
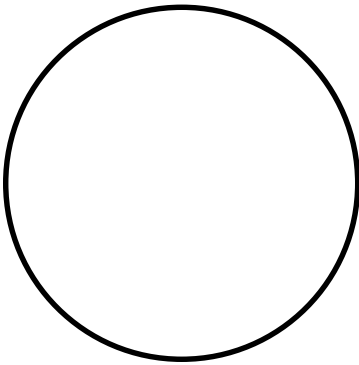
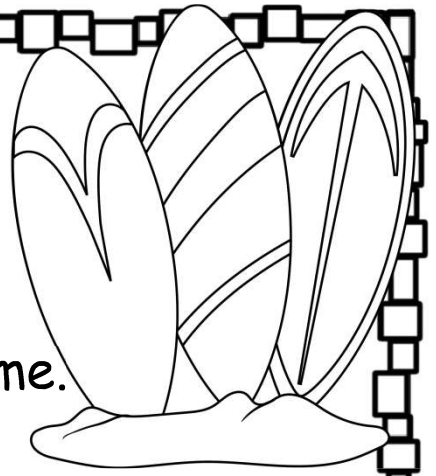
6. Explain how a trapezoid is different than a rectangle.

7. Write a question about the shapes you colored.

Name: _____

What are the Shapes?

Directions: Label each shape with its name.



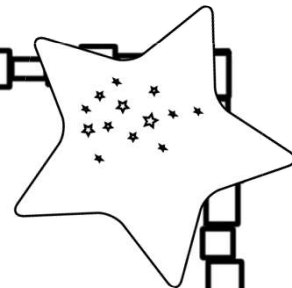
triangle

trapezoid

rectangle

circle

square

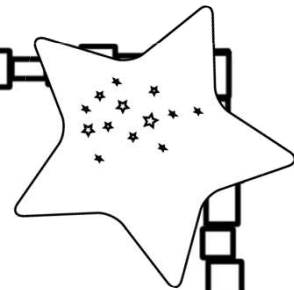


Name: _____

Drawing Shapes

Directions: Draw each shape listed below. Then tell how many corners, sides and angles each one has.

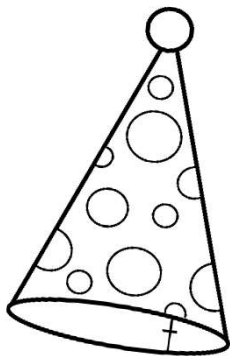
| | |
|------------------|--|
| square | _____ corners _____ sides _____ angles |
| circle | _____ corners _____ sides _____ angles |
| triangle | _____ corners _____ sides _____ angles |
| rectangle | _____ corners _____ sides _____ angles |
| trapezoid | _____ corners _____ sides _____ angles |



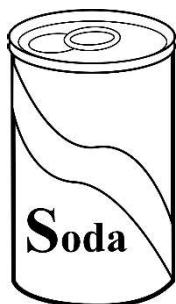
Name: _____

3-Dimensional Shapes

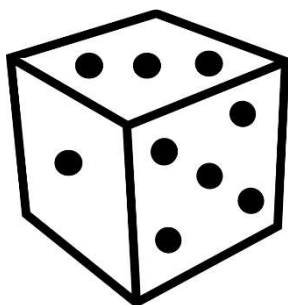
Directions: Draw a line from each 3-dimensional shape to its correct name.



sphere



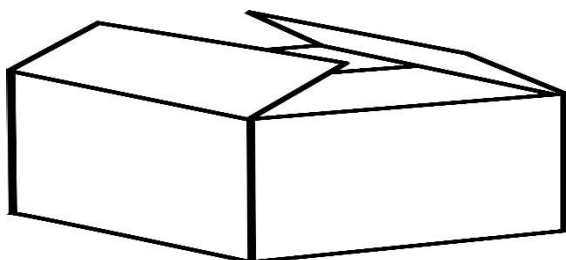
cone



rectangular
prism



cylinder



cube



Name: _____

Looking at Composite Shapes

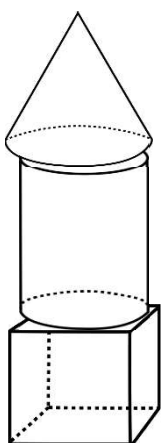
Directions: Use the word bank. Write the names of the shapes that are used to make each figure.

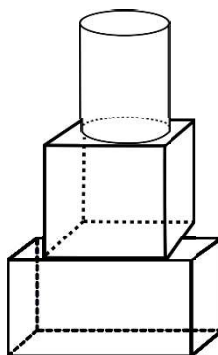
cone

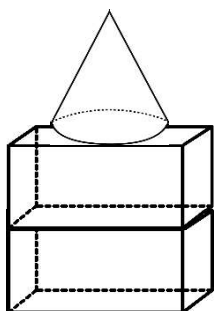
cylinder

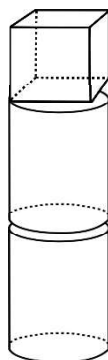
rectangular prism

cube







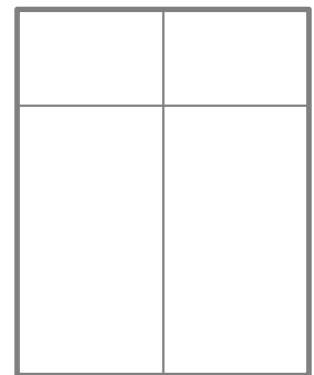
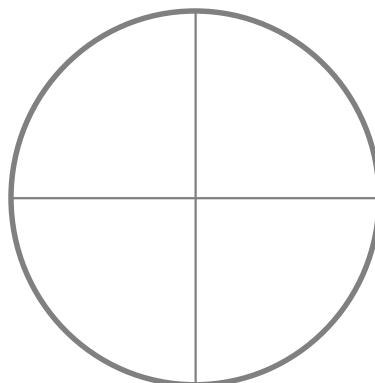
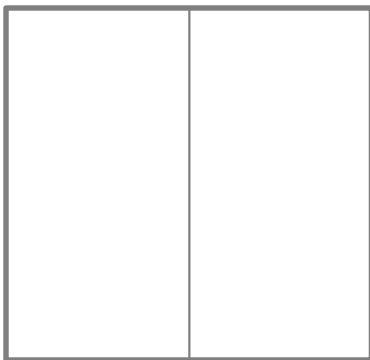
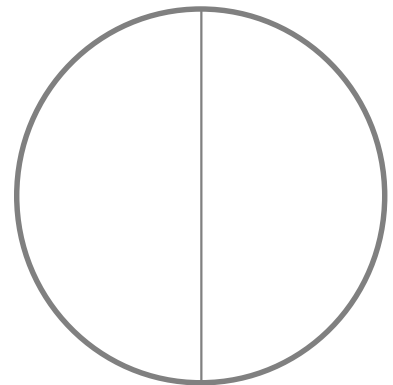
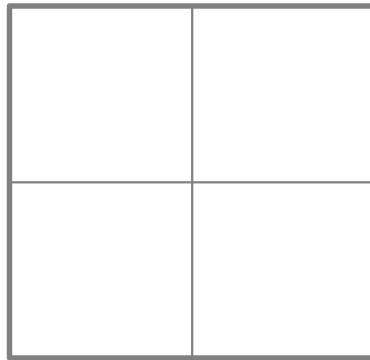
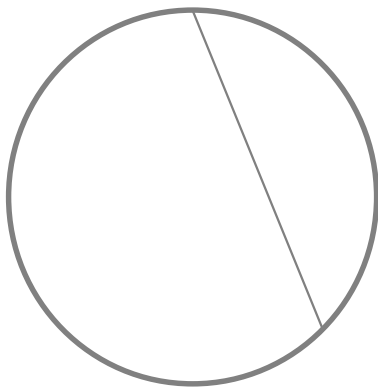


Name: _____



Understanding Equal Parts

Directions: Color the shapes that are divided into equal parts.



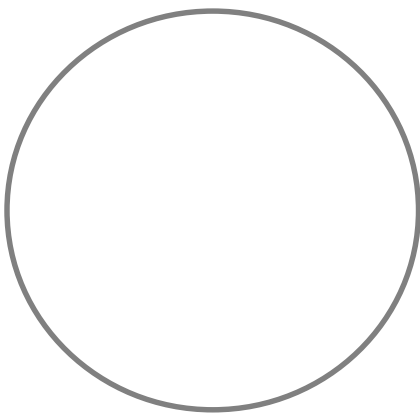
BEACH

Name: _____

Partition Circles & Rectangles

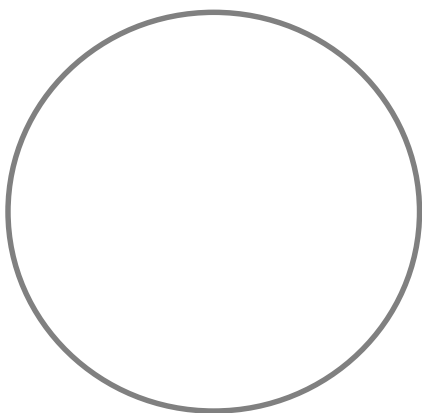
Divide each shape below into 2 equal parts.
Two equal parts of a shape are called

_____.



Divide each shape below into 4 equal parts. Four
equal parts of a shape are called

_____ or _____.

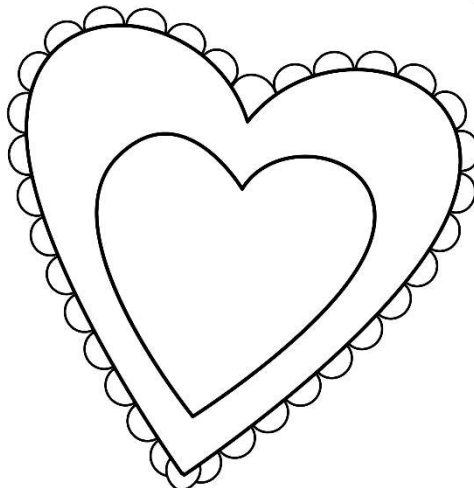
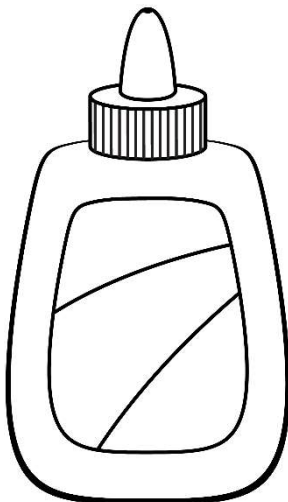
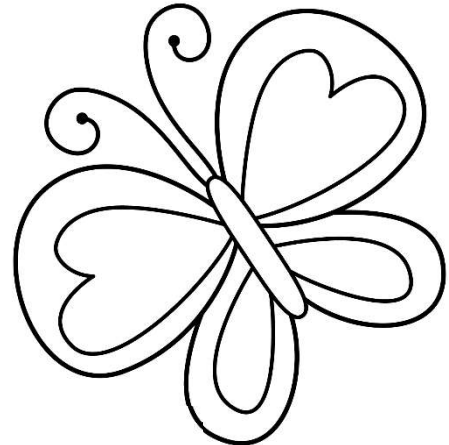
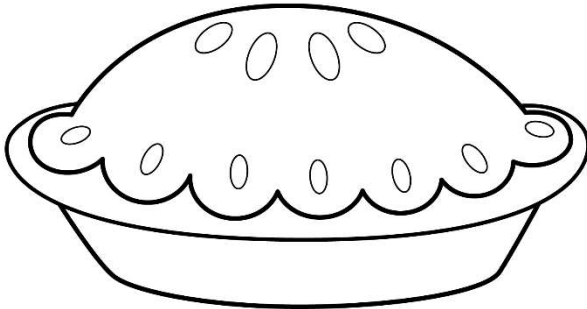
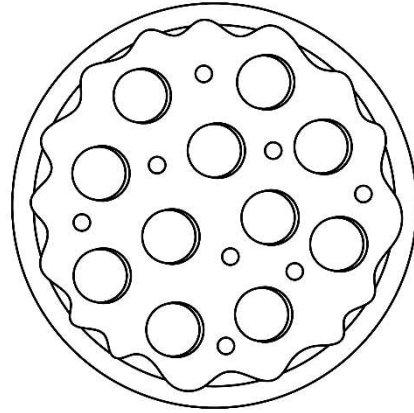
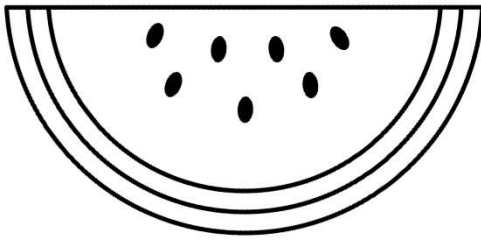


BEACH

Name: _____

Understanding Halves

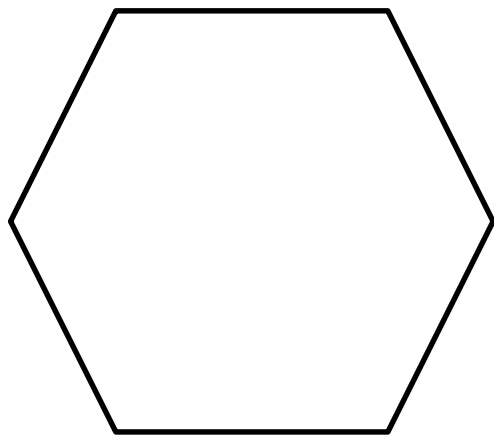
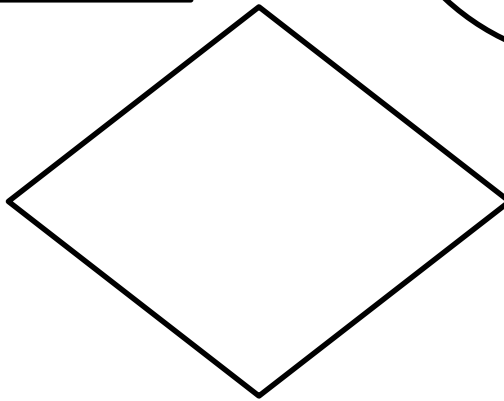
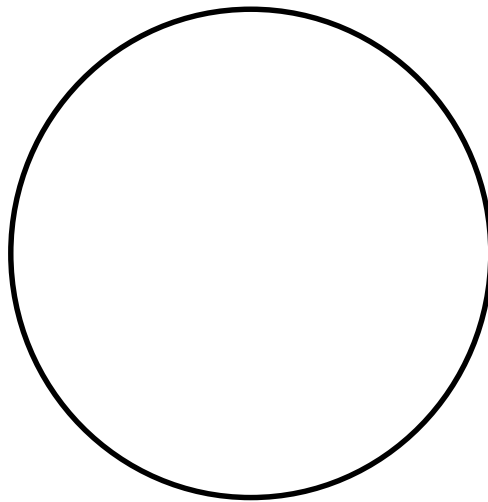
Draw a line on each object to show how you would divide it into two equal halves.



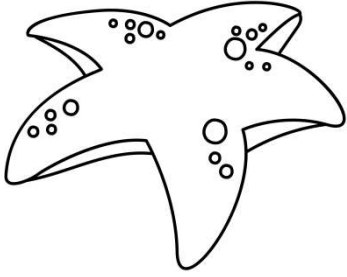
ANSWER KEY

Understanding Fourths

Draw a line on each shape to show how you would divide it into fourths or quarters.

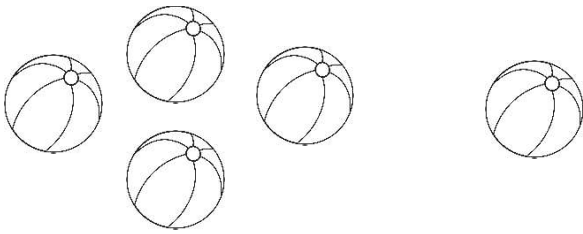
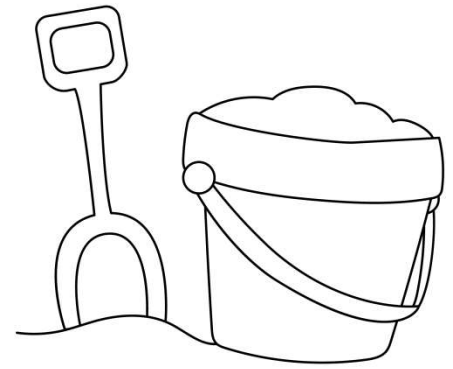


ANSWER KEY

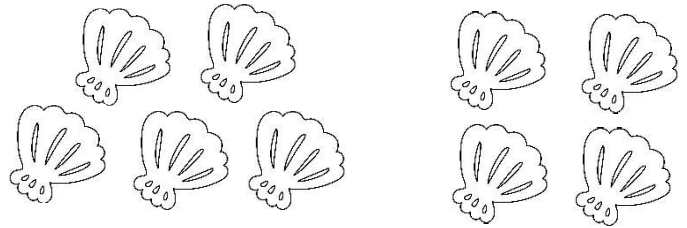


Write a Problem

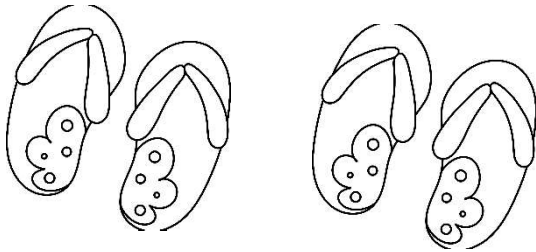
Write a math problem
for each group of objects.



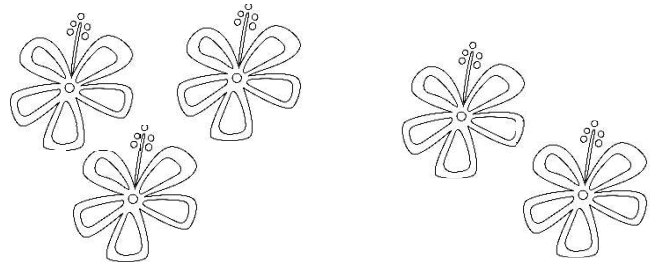
$$\underline{4} + \underline{1} = \underline{5}$$



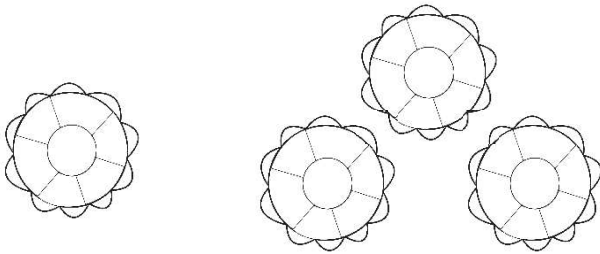
$$\underline{5} + \underline{4} = \underline{9}$$



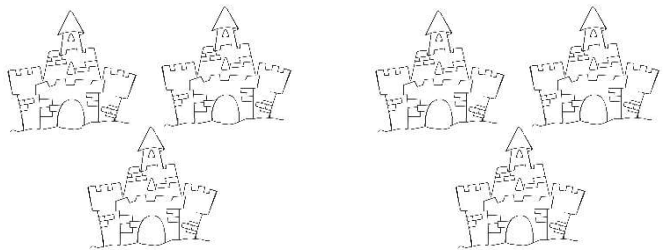
$$\underline{2} + \underline{2} = \underline{4}$$



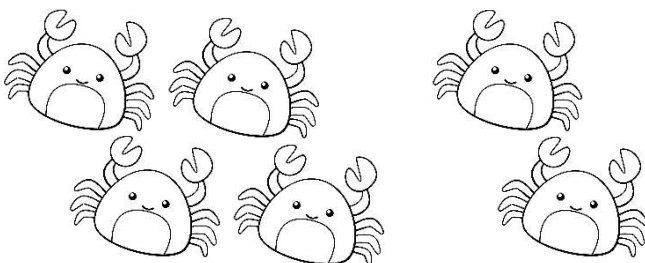
$$\underline{3} + \underline{2} = \underline{5}$$



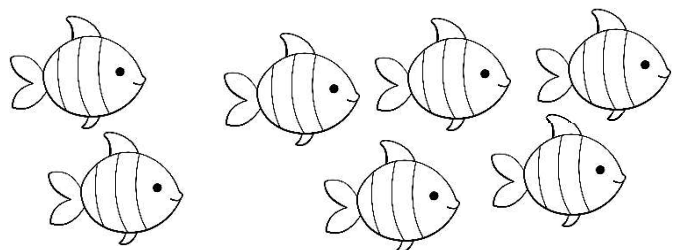
$$\underline{1} + \underline{3} = \underline{4}$$



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

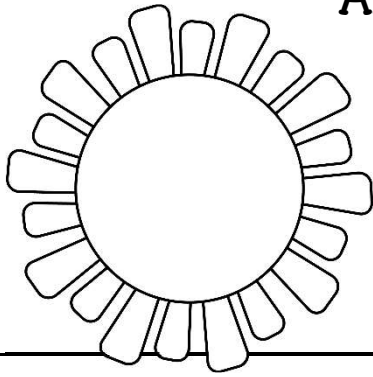


$$\underline{4} + \underline{2} = \underline{6}$$



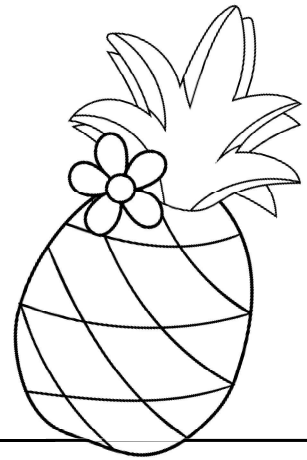
$$\underline{2} + \underline{5} = \underline{7}$$

ANSWER KEY



Color and Solve

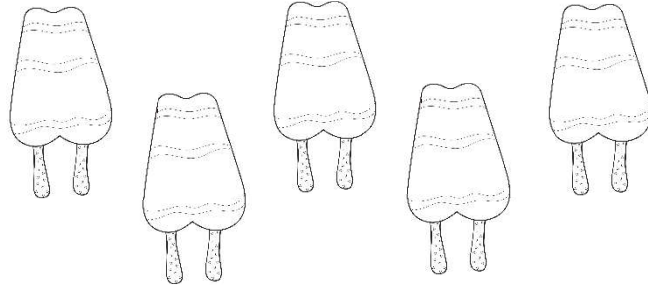
Color the pictures. Solve the addition problem.



Color 4 popsicles yellow.

Color 1 popsicle purple.

How many in all?

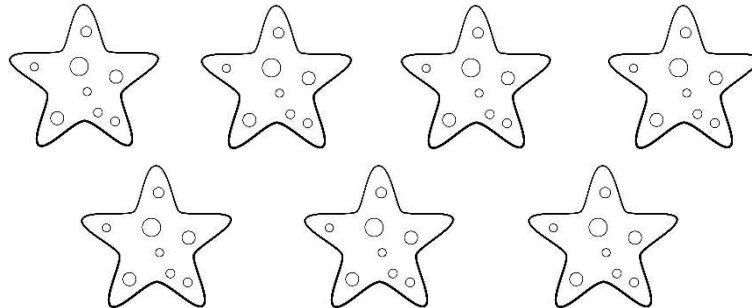


$$\begin{array}{r} 4 \\ +1 \\ \hline 5 \end{array}$$

Color 2 starfish blue.

Color 5 starfish green.

How many in all?

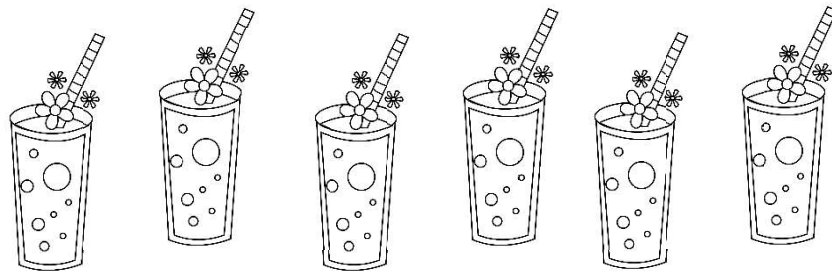


$$\begin{array}{r} 2 \\ +5 \\ \hline 7 \end{array}$$

Color 3 drinks red.

Color 3 drinks orange.

How many in all?

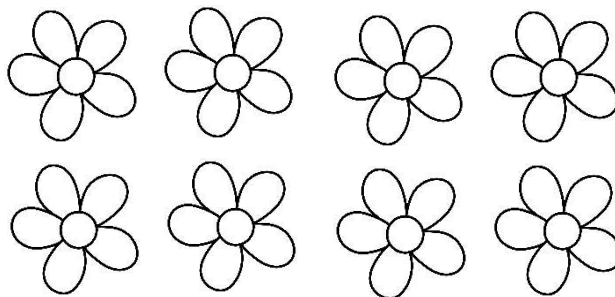


$$\begin{array}{r} 3 \\ +3 \\ \hline 6 \end{array}$$

Color 6 flowers pink.

Color 2 flowers yellow.

How many in all?

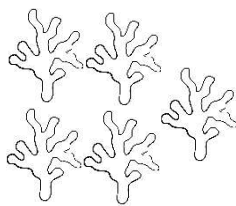
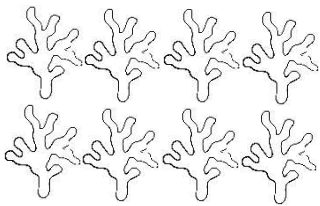
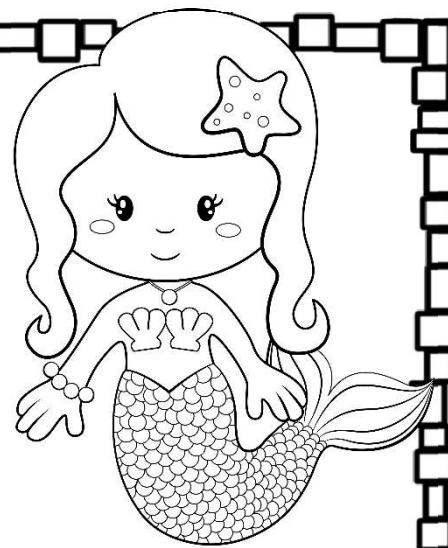


$$\begin{array}{r} 6 \\ +2 \\ \hline 8 \end{array}$$

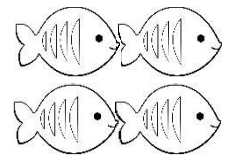
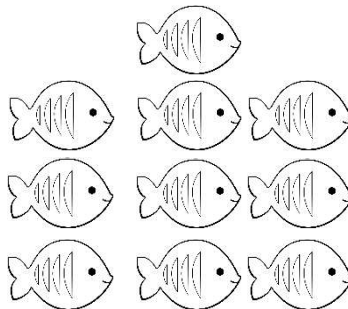
ANSWER KEY

Addition Strategy: Count On

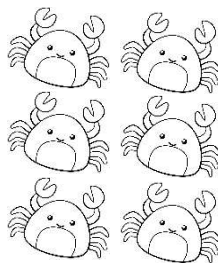
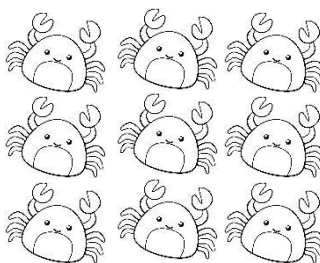
Use the shapes. Count on to add.



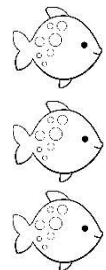
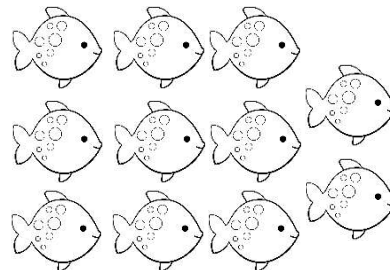
$$8 + \underline{5} = \underline{13}$$



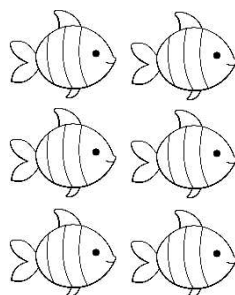
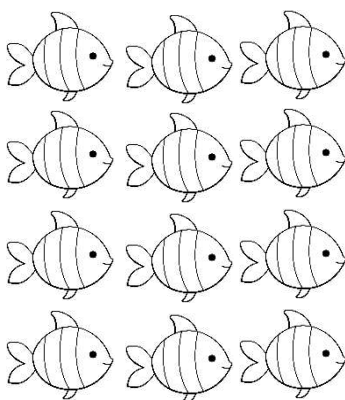
$$10 + \underline{4} = \underline{14}$$



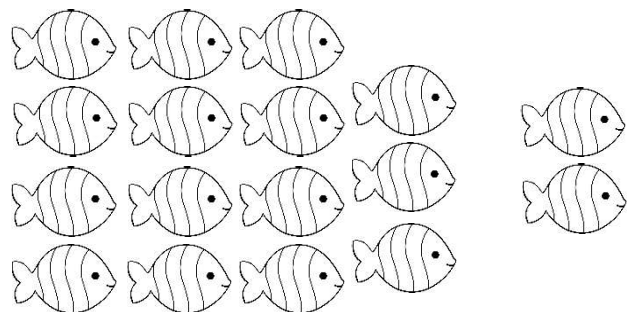
$$9 + \underline{6} = \underline{15}$$



$$11 + \underline{3} = \underline{14}$$



$$12 + \underline{6} = \underline{18}$$

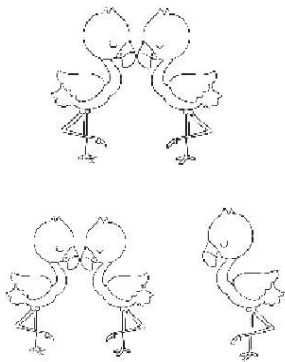
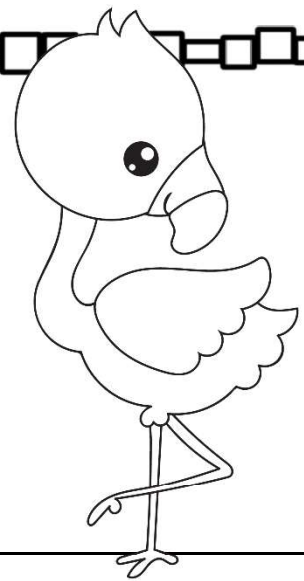


$$15 + \underline{2} = \underline{17}$$

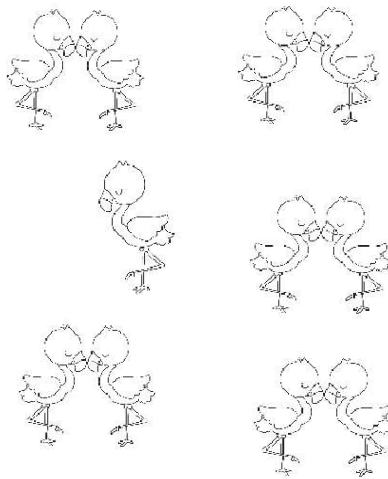
ANSWER KEY

Addition Strategy: Use Doubles

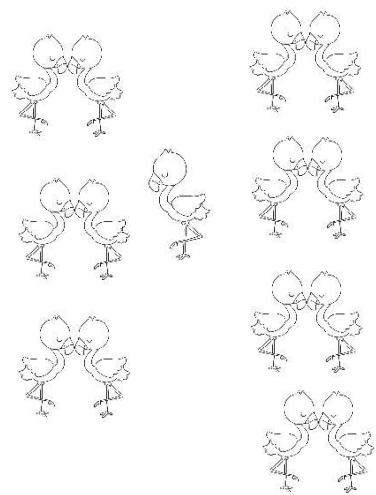
Use the doubles to count by twos and
help you add the numbers.



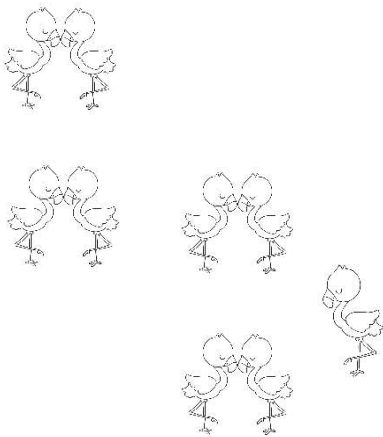
$$2 + 3 = \underline{5}$$



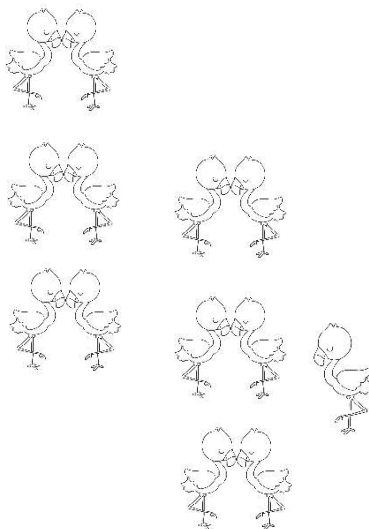
$$5 + 6 = \underline{11}$$



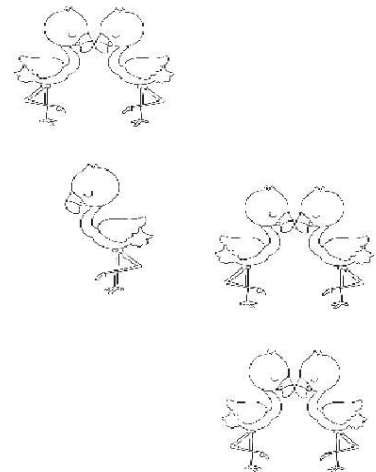
$$7 + 8 = \underline{15}$$



$$4 + 5 = \underline{9}$$



$$6 + 7 = \underline{13}$$

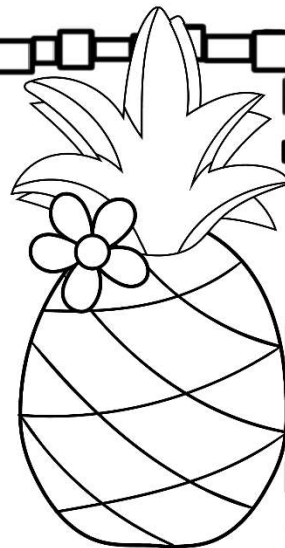


$$3 + 4 = \underline{7}$$

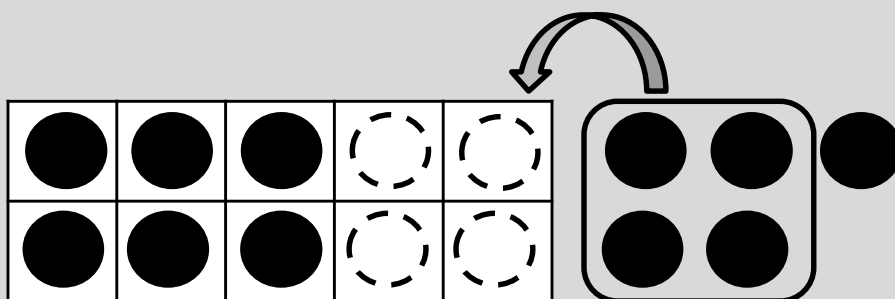
ANSWER KEY

Addition Strategy: Use a Ten Frame

Use the ten frames to think about and rewrite each problem using a ten. Then add to solve the problem.



$$6 + 5 = 10 + \underline{1} = \underline{11}$$



$$7 + 4 = 10 + 1 = 11$$

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |

$$8 + 6 = 10 + 4 = 14$$

| | | | | |
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| | | | | |
| | | | | |

$$9 + 7 = 10 + 6 = 16$$

| | | | | |
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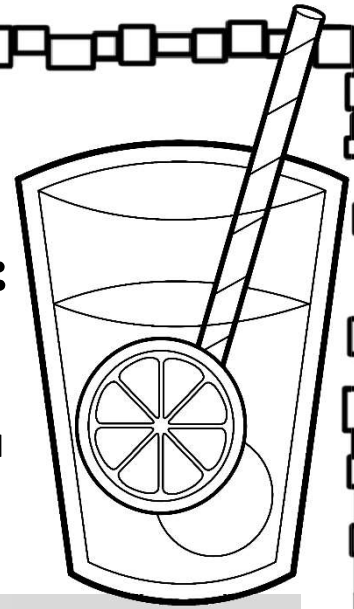
$$6 + 7 = 10 + 3 = 13$$

| | | | | |
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| | | | | |
| | | | | |

ANSWER KEY

Column Addition Strategy: Use What You Know

To add the three numbers, look for a math fact you already know and add those numbers first. Then count on to add the third number.



$$\begin{array}{r} 6 \\ 2 \\ + 5 \\ \hline \end{array} \begin{array}{c} > \\ \\ \end{array} \begin{array}{r} 8 \\ + 5 \\ \hline 13 \end{array}$$

Add $6 + 2$ in your mind.

The answer is 8.

Now count on 5 more.

The answer is 13.

(You could also have started with $5 + 2$ and then added 6.)

| | | | |
|---|---|---|---|
| $\begin{array}{r} 5 \\ 4 \\ + 6 \\ \hline 15 \end{array}$ | $\begin{array}{r} 2 \\ 8 \\ + 6 \\ \hline 16 \end{array}$ | $\begin{array}{r} 7 \\ 3 \\ + 4 \\ \hline 14 \end{array}$ | $\begin{array}{r} 9 \\ 9 \\ + 1 \\ \hline 19 \end{array}$ |
| $\begin{array}{r} 4 \\ 4 \\ + 8 \\ \hline 16 \end{array}$ | $\begin{array}{r} 6 \\ 8 \\ + 3 \\ \hline 17 \end{array}$ | $\begin{array}{r} 5 \\ 2 \\ + 5 \\ \hline 12 \end{array}$ | $\begin{array}{r} 3 \\ 6 \\ + 9 \\ \hline 18 \end{array}$ |

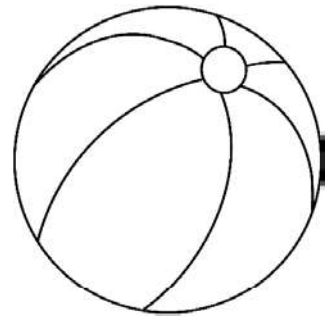


ANSWER KEY Addition Clue Words

In word problems, look for some of these words that tell you to add:

in all
combined

total
all together



Circle the clue words. Then write an addition problem and solve it.
Be sure to label your answers.

1. Bailey has 7 purple beach balls and 4 pink beach balls. How many beach balls does she have in all? $7 + 4 = 11$
-

2. Agnes counted 5 striped fish and 3 solid color in the ocean. How many total fish did she see? $5 + 3 = 8$
-

3. Dylan has four pairs of sunglasses. Cam has two pairs. How many pairs do the boys have combined? $4 + 2 = 6$
-

4. Jack had 3 surfboards and then he bought 2 more. How many does he have all together? $3 + 2 = 5$
-

5. Amanda picked six orange flowers and five yellow flowers. How many flowers in all will be in her bouquet? $6 + 5 = 11$
-

6. Joel put 6 scoops of ice cream on his cone. Carly put 4 scoops on hers. How many scoops all together did they use? $6 + 4 = 10$
-

7. Kyla made 8 shell necklaces on Monday. On Tuesday she made 7 more. How many total necklaces did Kyla make? $8 + 7 = 15$
-

8. Raul counted 8 starfish on the beach, and then found 8 sand dollars. How many combined sea creatures did Raul find? $8 + 8 = 16$
-

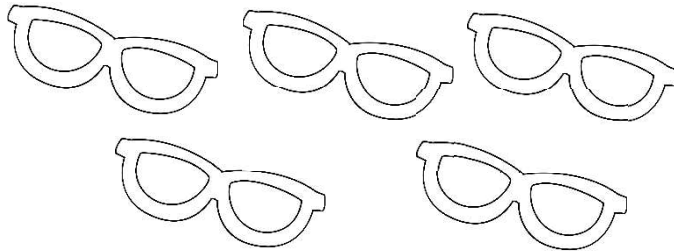


Color and Solve

Cross out the objects. Then count and solve each subtraction problem.

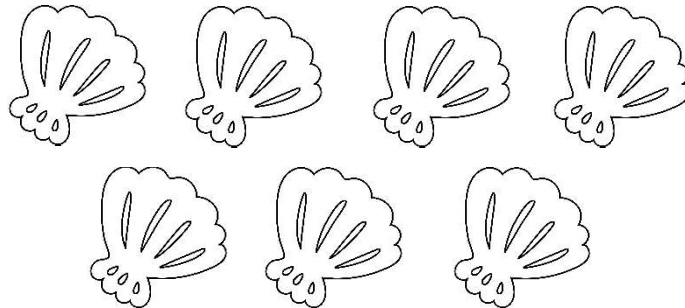


There were 5 pairs of sunglasses. Take away 3 pairs. How many pairs of sunglasses were left?



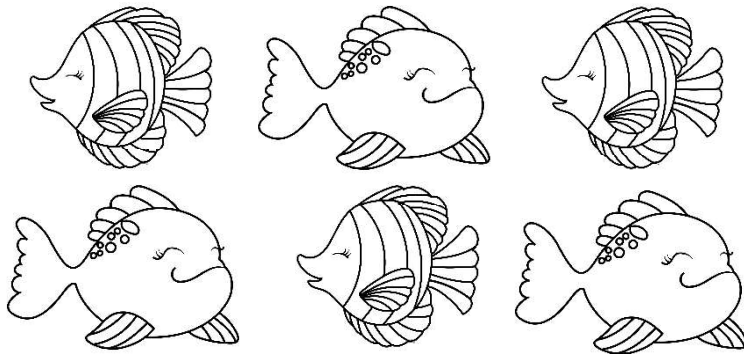
$$\begin{array}{r} 5 \\ - 3 \\ \hline 2 \end{array}$$

There were 7 shells. Take away 4 shells. How many shells were left?



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

There were 6 fish. Take away 2 fish. How many fish were left?



$$\begin{array}{r} 6 \\ - 2 \\ \hline 4 \end{array}$$

There were 4 ice cream cones. Take away 1 ice cream cone. How many ice cream cones were left?

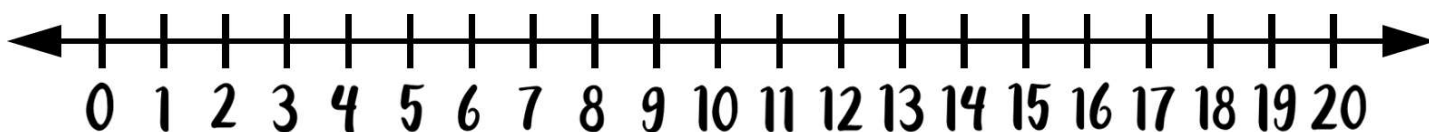


$$\begin{array}{r} 4 \\ - 1 \\ \hline 3 \end{array}$$

ANSWER KEY

Subtraction Strategy: Use a Number Line

Count back on the number line
to help you subtract.



$$\begin{array}{r} 15 \\ - 6 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 13 \\ - 7 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 16 \\ - 8 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 14 \\ - 9 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 17 \\ - 9 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 19 \\ - 8 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 15 \\ - 7 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 18 \\ - 9 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 16 \\ - 7 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 14 \\ - 8 \\ \hline 6 \end{array}$$

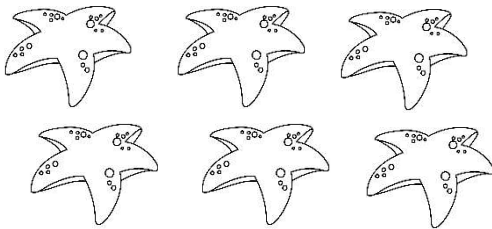
$$\begin{array}{r} 13 \\ - 6 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 17 \\ - 8 \\ \hline 9 \end{array}$$

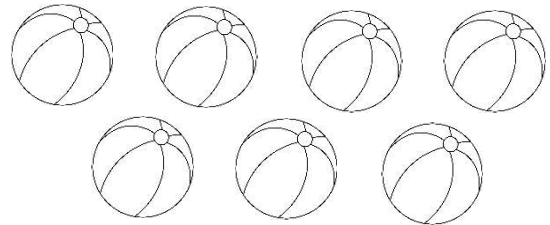
ANSWER KEY

Subtraction Strategy: Cross it Off

Use the shapes to help you subtract.



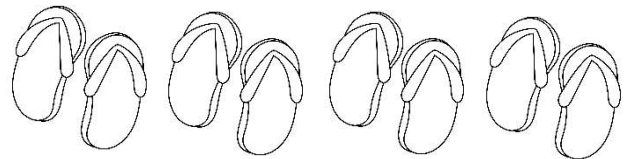
$$6 - 2 = \underline{4}$$



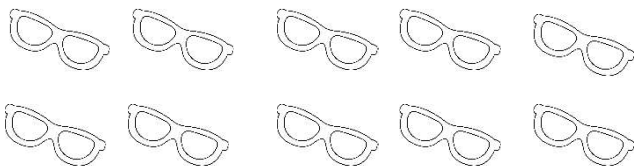
$$7 - 5 = \underline{2}$$



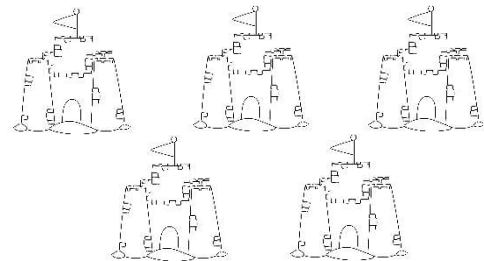
$$9 - 4 = \underline{5}$$



$$8 - 3 = \underline{5}$$

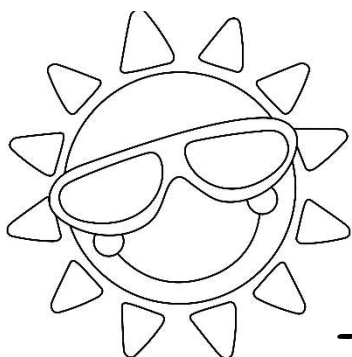


$$10 - 6 = \underline{4}$$



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

ANSWER KEY



Subtraction Clue Words

In word problems, look for some of these words that tell you to subtract:

left over take away difference

how many/less remain(ing)

-er words (longer, shorter, larger, smaller)



Circle the clue words. Then write a subtraction problem and solve it.

Be sure to label your answers.

1. Dawn counted 8 red umbrellas and 4 blue umbrellas on the beach. How many more red umbrellas were there?

$$8 - 4 = 4$$

2. Martin made 7 sandwiches for his picnic with friends. They ate 3 of them. How many were left over?

$$7 - 3 = 4$$

3. Claire measured 2 starfish. One was 4 inches long and the other was 3 inches long. How much longer was the first one?

$$4 - 3 = 1$$

4. KyRee saw 11 sharks and 6 dolphins from his boat. How many more sharks than dolphin did he see?

$$11 - 6 = 5$$

5. Ian picked up 10 conch shells from the beach. He gave 7 of them away to friends. How many were remaining?

$$10 - 7 = 3$$

6. Meg caught 2 fish. One was 13 pounds and the other was 8 pounds. How much larger was the first fish?

$$13 - 8 = 5$$

7. Nate carried 12 shovels to the beach to build sand castles. He lost 1 of them. How many did he bring home?

$$12 - 1 = 11$$

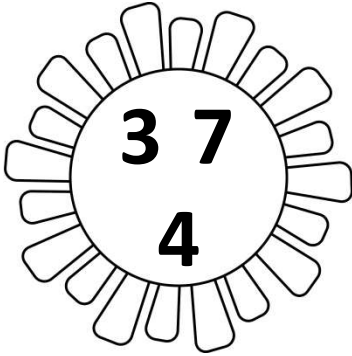
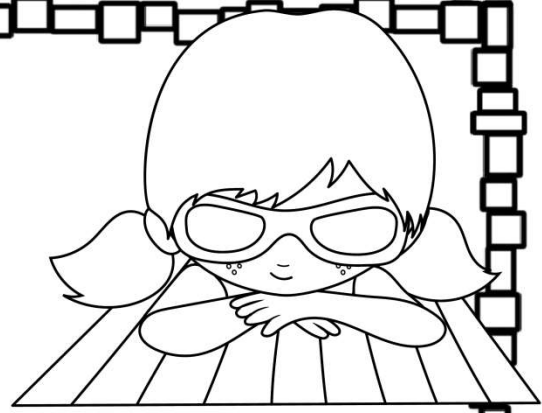
8. Chloe's mom bought her 6 new diving toys for the pool. She gave 1 to her friend Ann. How many did she have left?

$$6 - 1 = 5$$

ANSWER KEY

Number Families

Look at the three numbers in the sun.
Write the number sentences for each
number family.

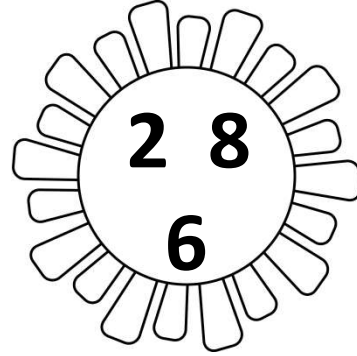


$$3 + 4 = 7$$

$$4 + 3 = 7$$

$$7 - 4 = 3$$

$$7 - 3 = 4$$

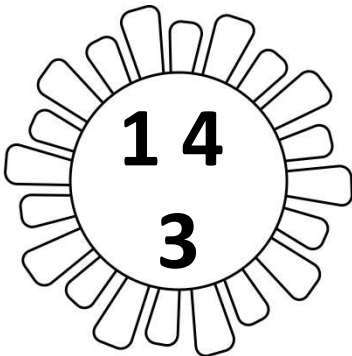


$$2 + 6 = 8$$

$$6 + 2 = 8$$

$$8 - 6 = 2$$

$$8 - 2 = 6$$

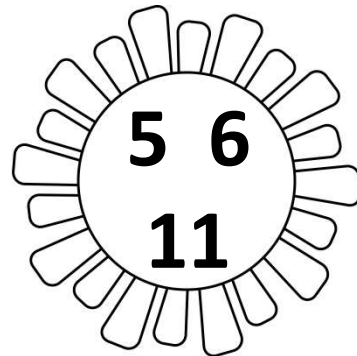


$$1 + 3 = 4$$

$$3 + 1 = 4$$

$$4 - 3 = 1$$

$$4 - 1 = 3$$



$$5 + 6 = 11$$

$$6 + 5 = 11$$

$$11 - 6 = 5$$

$$11 - 5 = 6$$

ANSWER KEY



Practice Adding & Subtracting

Look at the rule for each box. Follow the rule to add or subtract to the numbers on the left. Write your answer in the box on the right.

1.

Rule: +2

| IN | OUT |
|----|-----|
| 2 | 4 |
| 5 | 7 |
| 3 | 5 |
| 8 | 10 |
| 4 | 6 |
| 6 | 8 |

2.

Rule: -3

| IN | OUT |
|----|-----|
| 4 | 1 |
| 5 | 2 |
| 8 | 5 |
| 10 | 7 |
| 6 | 3 |
| 7 | 4 |

3.

Rule: +5

| IN | OUT |
|----|-----|
| 5 | 10 |
| 8 | 13 |
| 2 | 7 |
| 9 | 14 |
| 6 | 11 |
| 3 | 8 |

4.

Rule: -4

| IN | OUT |
|----|-----|
| 7 | 3 |
| 4 | 0 |
| 8 | 4 |
| 10 | 6 |
| 12 | 8 |
| 6 | 2 |

5.

Rule: +7

| IN | OUT |
|----|-----|
| 3 | 10 |
| 8 | 15 |
| 1 | 8 |
| 5 | 12 |
| 2 | 9 |
| 4 | 11 |

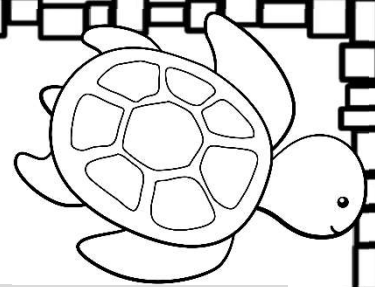
6.

Rule: -1

| IN | OUT |
|----|-----|
| 6 | 5 |
| 3 | 2 |
| 9 | 8 |
| 5 | 4 |
| 1 | 0 |
| 8 | 7 |

ANSWER KEY

What is an Equation?



Think of an **equation** like a balance scale. One side has to be the same as the other for the sides to be balanced. We can say that the sides are equal. To make an equation balanced you need to add to or subtract from one of the sides. In the problem below $8 + 4 = 12$. What can you add to 5 to equal 12? The answer is 7.

$$\begin{array}{c} 8 + 4 = 5 + ? \\ \hline \blacktriangle \end{array} \quad ? = \underline{7}$$

1.
$$\begin{array}{c} 2 + 3 = 7 - ? \\ \hline \blacktriangle \end{array} \quad ? = 0$$

2.
$$\begin{array}{c} 6 + 3 = 1 + ? \\ \hline \blacktriangle \end{array} \quad ? = 8$$

3.
$$\begin{array}{c} ? + 7 = 5 + 9 \\ \hline \blacktriangle \end{array} \quad ? = 7$$

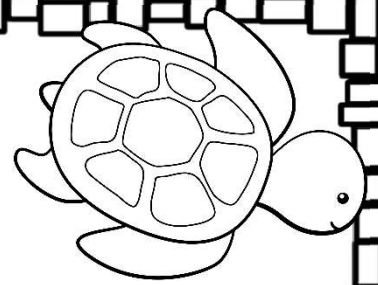
4.
$$\begin{array}{c} 9 - ? = 0 + 4 \\ \hline \blacktriangle \end{array} \quad ? = 5$$

5.
$$\begin{array}{c} 1 + 2 = ? - 7 \\ \hline \blacktriangle \end{array} \quad ? = 10$$

6.
$$\begin{array}{c} 12 - 2 = 6 + ? \\ \hline \blacktriangle \end{array} \quad ? = 4$$

ANSWER KEY

Equations

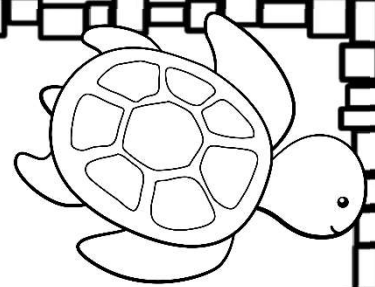


Look at each problem. Decide if the equation is **true** or **false** and write your answer on the line.

| Equation | True or False? | Equation | True or False? |
|--------------|----------------|---------------|----------------|
| $8 + 5 = 12$ | <u>F</u> | $17 - 9 = 6$ | <u>F</u> |
| $3 + 7 = 10$ | <u>T</u> | $18 - 9 = 9$ | <u>T</u> |
| $2 + 9 = 8$ | <u>F</u> | $10 - 8 = 2$ | <u>T</u> |
| $6 + 8 = 14$ | <u>T</u> | $11 - 7 = 4$ | <u>T</u> |
| $1 + 4 = 5$ | <u>T</u> | $7 - 4 = 2$ | <u>F</u> |
| $9 + 6 = 16$ | <u>F</u> | $15 - 6 = 8$ | <u>T</u> |
| $7 + 7 = 12$ | <u>F</u> | $20 - 15 = 4$ | <u>F</u> |
| $4 + 9 = 13$ | <u>T</u> | $20 - 8 = 12$ | <u>T</u> |

ANSWER KEY

Equations

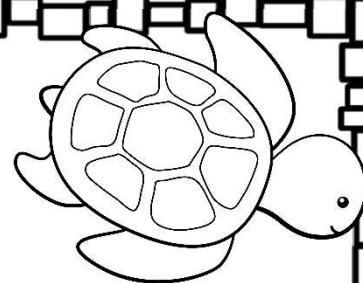


Look at each problem. Decide if the equation is **true** or **false** and write your answer on the line.

| Equation | True or False? | Equation | True or False? |
|-------------------|----------------|-------------------|----------------|
| $8 + 5 = 6 + 7$ | <u>T</u> | $17 - 9 = 14 - 6$ | <u>T</u> |
| $4 + 7 = 9 + 3$ | <u>F</u> | $11 - 4 = 9 - 3$ | <u>F</u> |
| $2 + 3 = 1 + 5$ | <u>F</u> | $14 - 4 = 18 - 9$ | <u>F</u> |
| $6 + 6 = 7 + 5$ | <u>T</u> | $6 - 2 = 4 - 0$ | <u>T</u> |
| $1 + 2 = 0 + 3$ | <u>T</u> | $9 - 3 = 12 - 7$ | <u>F</u> |
| $8 + 8 = 10 + 4$ | <u>F</u> | $15 - 6 = 12 - 3$ | <u>T</u> |
| $7 + 6 = 5 + 9$ | <u>F</u> | $12 - 7 = 10 - 5$ | <u>T</u> |
| $10 + 9 = 13 + 6$ | <u>F</u> | $7 - 6 = 12 - 10$ | <u>F</u> |

ANSWER KEY

Equations



Look at each problem. Decide if the equation is **true** or **false** and write your answer on the line.

Equation

True or False?

$$4 + 5 = 12 - 3$$

T

$$6 - 2 = 1 + 3$$

T

$$8 + 3 = 10 - 5$$

F

$$2 + 6 = 17 - 9$$

F

$$16 - 6 = 5 + 6$$

F

$$12 - 8 = 3 + 1$$

T

$$6 + 6 = 4 + 9$$

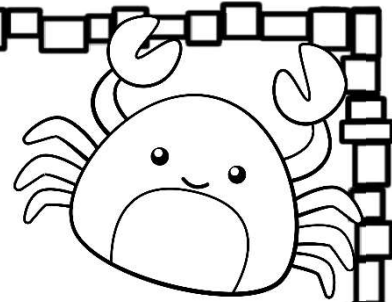
F

$$10 - 9 = 1 + 9$$

F

ANSWER KEY

Find the Missing Number



Read the problem. Look at the equation used to solve the problem. Fill in the missing number.

1. Eight friends are making sand castles on the beach. 3 are using shovels and the rest are using their hands. How many are using their hands?

$$3 + \boxed{5} = 8$$

2. Tara's family brought a basket of 8 snacks to the beach. Their friend Larra brought more to add to the basket. There are now a total of 17 snacks for everyone. How many did Larra bring?

$$8 + \boxed{9} = 17$$

3. There were some crabs on the beach. Six more crabs came out of the sand to join them. Now there are 14 crabs on the beach. How many crabs were on the beach to start with?

$$\boxed{8} + 6 = 14$$

4. Mark's beach towel has seven shells sitting on it. Lisa's beach towel also has some shells on it. There are 13 shells in all. How many shells does Lisa's towel have on it?

$$7 + \boxed{6} = 13$$

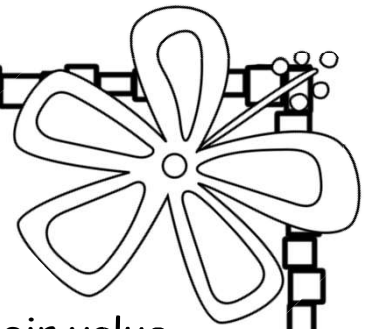
5. Some angelfish and ten clownfish were swimming around the divers. There were 19 tropical fish altogether. How many angelfish were there?

$$\boxed{9} + 10 = 19$$

6. Cam brought four floats to the ocean. His friends brought lots more. Together they have a total of eleven floats to play on in the ocean. How many floats did Cam's friend's bring?

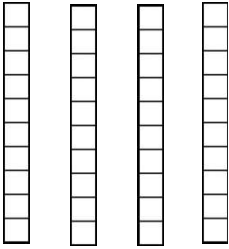
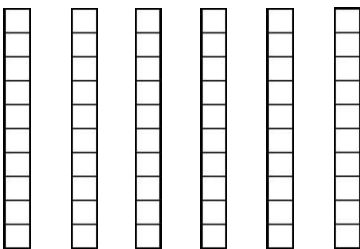
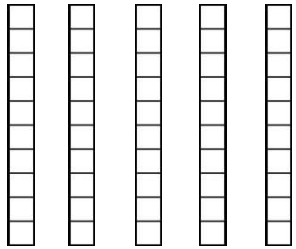
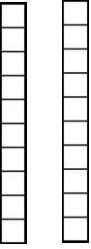
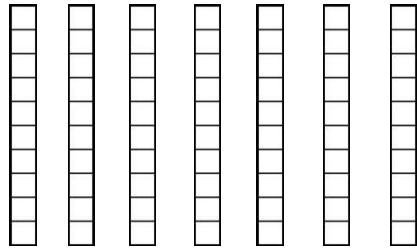

$$4 + \boxed{7} = 11$$

ANSWER KEY



Place Value: Ones & Tens

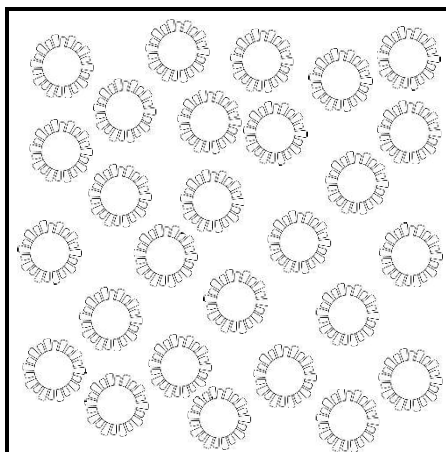
Directions: Count the base ten blocks. Write their value in the box.

| | |
|--|---|
|  <input type="text"/> <input type="text"/> <input type="text"/> <div>43</div> |  <input type="text"/> <input type="text"/> <div>62</div> |
|  <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <div>58</div> |  <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <div>26</div> |
|  <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <div>74</div> |  <input type="text"/> <div>11</div> |

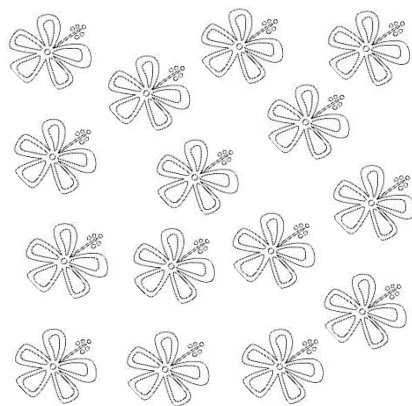
ANSWER KEY

Place Value: Ones & Tens

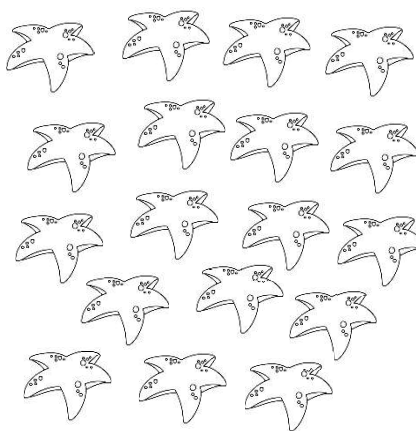
Directions: Circle groups of ten to help you count the larger numbers.



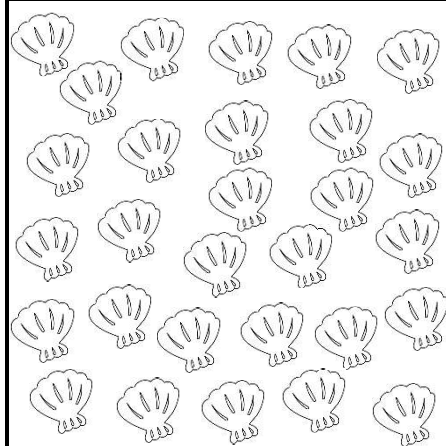
| Tens | Ones |
|------|------|
| 2 | 7 |



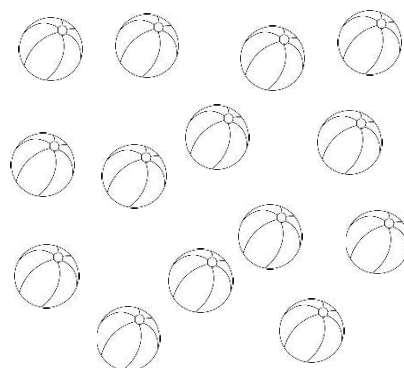
| Tens | Ones |
|------|------|
| 1 | 5 |



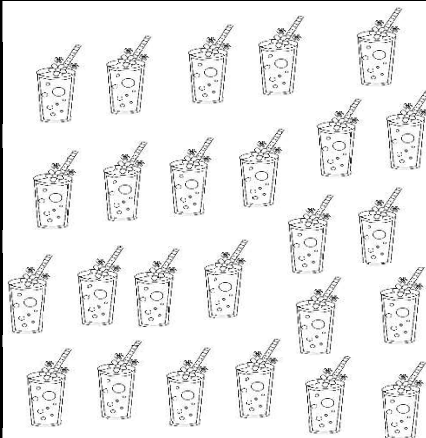
| Tens | Ones |
|------|------|
| 1 | 8 |



| Tens | Ones |
|------|------|
| 2 | 9 |



| Tens | Ones |
|------|------|
| 1 | 4 |

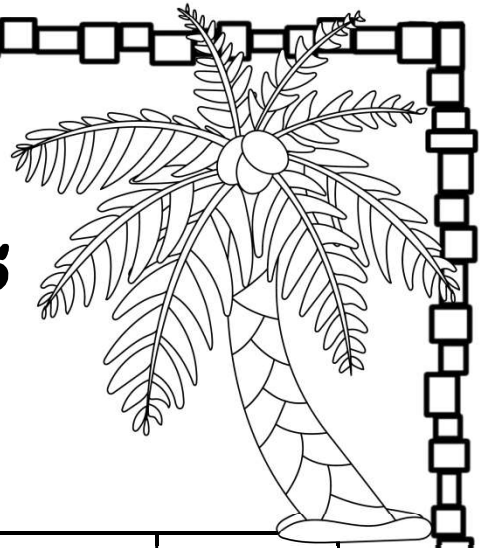


| Tens | Ones |
|------|------|
| 2 | 5 |

ANSWER KEY

Comparing Numbers

Directions: Compare the numbers by using the correct sign. Use $>$, $<$ or $=$.



| | | |
|----|-----|----|
| 24 | $<$ | 36 |
|----|-----|----|

| | | |
|----|-----|----|
| 45 | $=$ | 45 |
|----|-----|----|

| | | |
|----|-----|----|
| 75 | $>$ | 74 |
|----|-----|----|

| | | |
|----|-----|----|
| 63 | $>$ | 62 |
|----|-----|----|

| | | |
|----|-----|---|
| 30 | $>$ | 3 |
|----|-----|---|

| | | |
|----|-----|----|
| 49 | $<$ | 50 |
|----|-----|----|

| | | |
|----|-----|----|
| 16 | $=$ | 16 |
|----|-----|----|

| | | |
|---|-----|----|
| 6 | $<$ | 66 |
|---|-----|----|

| | | |
|----|-----|----|
| 99 | $>$ | 52 |
|----|-----|----|

| | | |
|----|-----|----|
| 50 | $>$ | 15 |
|----|-----|----|

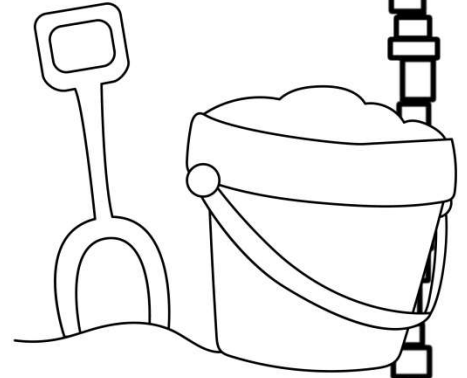
| | | |
|----|-----|----|
| 18 | $<$ | 81 |
|----|-----|----|

| | | |
|----|-----|----|
| 27 | $>$ | 26 |
|----|-----|----|

ANSWER KEY

Comparing Numbers

Directions: Compare the numbers by using the correct sign. Use $>$, $<$ or $=$.



| | | |
|----|-----|----|
| 13 | $<$ | 31 |
|----|-----|----|

| | | |
|----|-----|----|
| 37 | $<$ | 72 |
|----|-----|----|

| | | |
|----|-----|----|
| 11 | $<$ | 17 |
|----|-----|----|

| | | |
|----|-----|----|
| 80 | $>$ | 60 |
|----|-----|----|

| | | |
|----|-----|----|
| 29 | $>$ | 28 |
|----|-----|----|

| | | |
|----|-----|----|
| 38 | $<$ | 39 |
|----|-----|----|

| | | |
|----|-----|----|
| 72 | $>$ | 52 |
|----|-----|----|

| | | |
|----|-----|---|
| 99 | $>$ | 9 |
|----|-----|---|

| | | |
|----|-----|----|
| 44 | $<$ | 64 |
|----|-----|----|

| | | |
|----|-----|----|
| 13 | $<$ | 33 |
|----|-----|----|

| | | |
|----|-----|----|
| 96 | $>$ | 92 |
|----|-----|----|

| | | |
|----|-----|----|
| 75 | $>$ | 55 |
|----|-----|----|

ANSWER KEY

Add 2-Digit Numbers

$$\begin{array}{r} 24 \\ +11 \\ \hline 35 \end{array}$$

$$\begin{array}{r} 65 \\ +32 \\ \hline 97 \end{array}$$

$$\begin{array}{r} 17 \\ +72 \\ \hline 89 \end{array}$$

$$\begin{array}{r} 70 \\ +29 \\ \hline 99 \end{array}$$

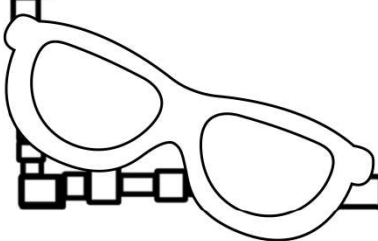
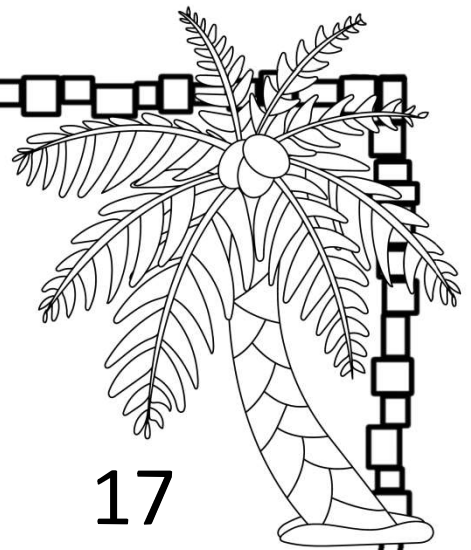
$$\begin{array}{r} 83 \\ +14 \\ \hline 97 \end{array}$$

$$\begin{array}{r} 15 \\ +33 \\ \hline 48 \end{array}$$

$$\begin{array}{r} 63 \\ +23 \\ \hline 86 \end{array}$$

$$\begin{array}{r} 16 \\ +40 \\ \hline 56 \end{array}$$

$$\begin{array}{r} 31 \\ +45 \\ \hline 76 \end{array}$$



ANSWER KEY

Add 2-Digit Numbers



$$\begin{array}{r} 47 \\ +50 \\ \hline 97 \end{array}$$

$$\begin{array}{r} 83 \\ +10 \\ \hline 93 \end{array}$$

$$\begin{array}{r} 24 \\ +60 \\ \hline 84 \end{array}$$

$$\begin{array}{r} 36 \\ +40 \\ \hline 76 \end{array}$$

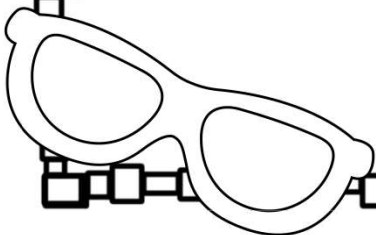
$$\begin{array}{r} 19 \\ +70 \\ \hline 89 \end{array}$$

$$\begin{array}{r} 75 \\ +30 \\ \hline 105 \end{array}$$

$$\begin{array}{r} 61 \\ +40 \\ \hline 101 \end{array}$$

$$\begin{array}{r} 57 \\ +50 \\ \hline 107 \end{array}$$

$$\begin{array}{r} 93 \\ +10 \\ \hline 103 \end{array}$$



ANSWER KEY

Add 2-Digit Numbers

$$\begin{array}{r} 26 \\ + 5 \\ \hline 31 \end{array}$$

$$\begin{array}{r} 38 \\ + 7 \\ \hline 45 \end{array}$$

$$\begin{array}{r} 72 \\ + 9 \\ \hline 81 \end{array}$$

$$\begin{array}{r} 64 \\ + 6 \\ \hline 70 \end{array}$$

$$\begin{array}{r} 55 \\ + 5 \\ \hline 60 \end{array}$$

$$\begin{array}{r} 49 \\ + 8 \\ \hline 57 \end{array}$$

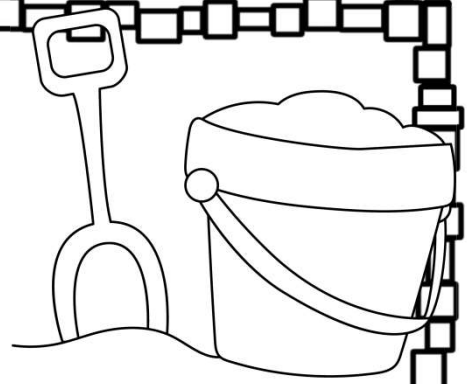
$$\begin{array}{r} 83 \\ + 7 \\ \hline 90 \end{array}$$

$$\begin{array}{r} 17 \\ + 4 \\ \hline 21 \end{array}$$

$$\begin{array}{r} 92 \\ + 9 \\ \hline 101 \end{array}$$

ANSWER KEY

Add 2-Digit Numbers



$$\begin{array}{r} 24 \\ +36 \\ \hline 60 \end{array}$$

$$\begin{array}{r} 28 \\ +37 \\ \hline 65 \end{array}$$

$$\begin{array}{r} 14 \\ +29 \\ \hline 43 \end{array}$$

$$\begin{array}{r} 78 \\ +95 \\ \hline 73 \end{array}$$

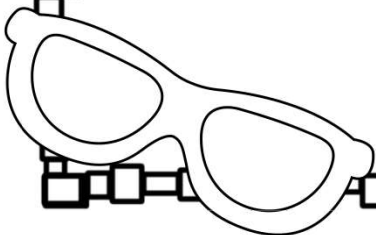
$$\begin{array}{r} 98 \\ +62 \\ \hline 160 \end{array}$$

$$\begin{array}{r} 55 \\ +47 \\ \hline 102 \end{array}$$

$$\begin{array}{r} 88 \\ +93 \\ \hline 181 \end{array}$$

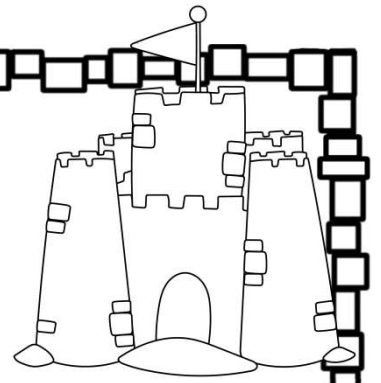
$$\begin{array}{r} 19 \\ +89 \\ \hline 108 \end{array}$$

$$\begin{array}{r} 33 \\ +49 \\ \hline 92 \end{array}$$



ANSWER KEY

Subtract 2-Digit Numbers



$$\begin{array}{r} 40 \\ -30 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 50 \\ -10 \\ \hline 40 \end{array}$$

$$\begin{array}{r} 70 \\ -60 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 20 \\ -10 \\ \hline 10 \end{array}$$

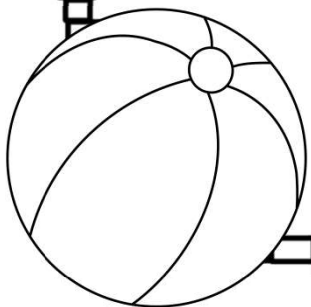
$$\begin{array}{r} 90 \\ -40 \\ \hline 50 \end{array}$$

$$\begin{array}{r} 60 \\ -20 \\ \hline 40 \end{array}$$

$$\begin{array}{r} 80 \\ -50 \\ \hline 30 \end{array}$$

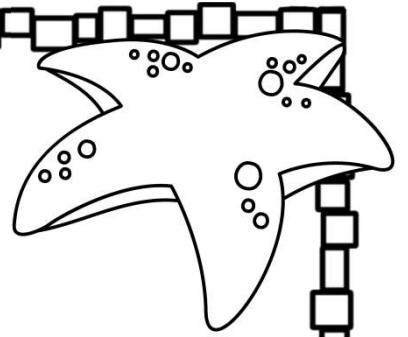
$$\begin{array}{r} 30 \\ -30 \\ \hline 0 \end{array}$$

$$\begin{array}{r} 90 \\ -60 \\ \hline 30 \end{array}$$



ANSWER KEY

Subtract 2-Digit Numbers



$$\begin{array}{r} 47 \\ -36 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 59 \\ -14 \\ \hline 45 \end{array}$$

$$\begin{array}{r} 75 \\ -62 \\ \hline 13 \end{array}$$

$$\begin{array}{r} 26 \\ -16 \\ \hline 10 \end{array}$$

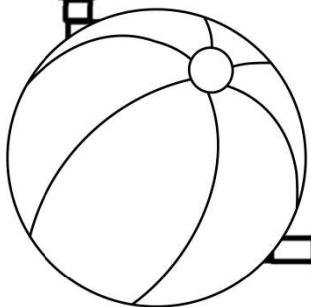
$$\begin{array}{r} 98 \\ -47 \\ \hline 51 \end{array}$$

$$\begin{array}{r} 66 \\ -34 \\ \hline 32 \end{array}$$

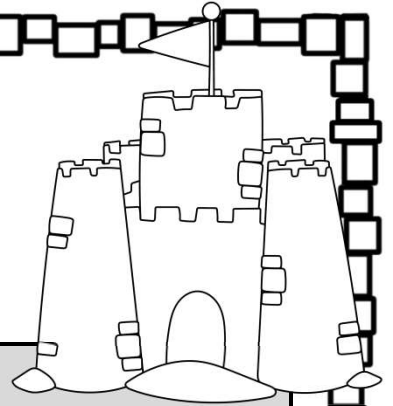
$$\begin{array}{r} 87 \\ -51 \\ \hline 36 \end{array}$$

$$\begin{array}{r} 32 \\ -22 \\ \hline 10 \end{array}$$

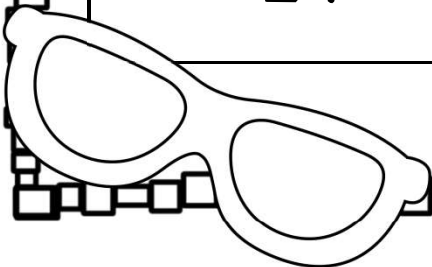
$$\begin{array}{r} 14 \\ -12 \\ \hline 2 \end{array}$$



ANSWER KEY

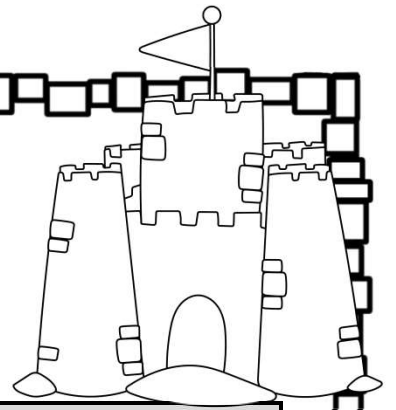


| | What number is between? | |
|----|-------------------------|----|
| 16 | 17 | 18 |
| 78 | 79 | 80 |
| 43 | 44 | 45 |
| 94 | 95 | 96 |
| 9 | 10 | 11 |
| 62 | 63 | 64 |
| 29 | 30 | 31 |

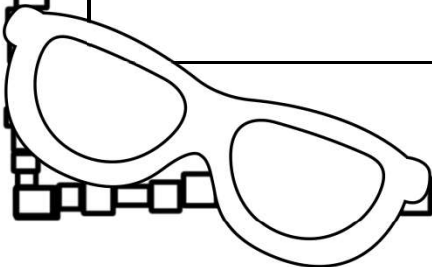


ANSWER KEY

Before & After

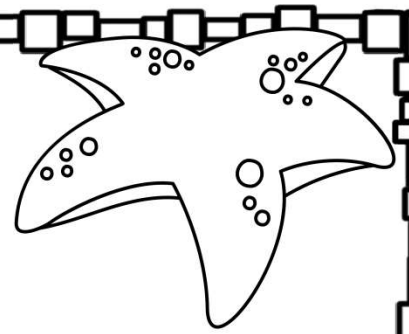


| What number comes before? | The number is... | What number comes after? |
|---------------------------|------------------|--------------------------|
| 33 | 34 | 35 |
| 40 | 41 | 42 |
| 77 | 78 | 79 |
| 89 | 90 | 91 |
| 24 | 25 | 26 |
| 65 | 66 | 67 |
| 16 | 17 | 18 |



ANSWER KEY

Missing Addends



$$6 + 6 = 12$$

$$9 + 0 = 9$$

$$9 + 5 = 14$$

$$3 + 7 = 10$$

$$4 + 2 = 6$$

$$10 + 5 = 15$$

$$7 + 6 = 13$$

$$9 + 8 = 17$$

$$6 + 4 = 10$$

$$1 + 3 = 4$$

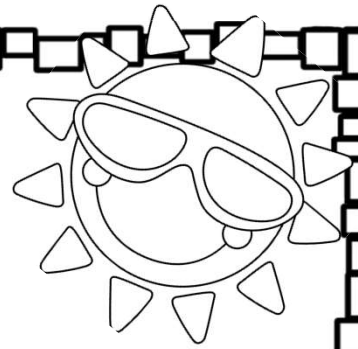
$$8 + 8 = 16$$

$$4 + 7 = 11$$

$$1 + 8 = 9$$

$$9 + 9 = 18$$

ANSWER KEY

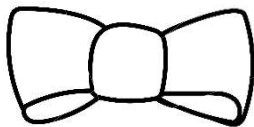


Compare the Lengths

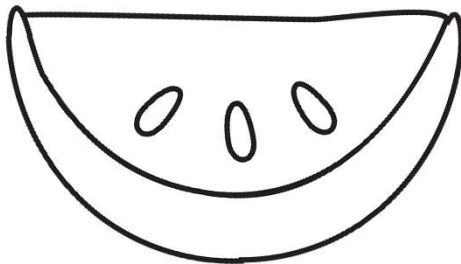
Directions: Number the objects in order from shortest to longest using the numbers 1, 2 & 3.



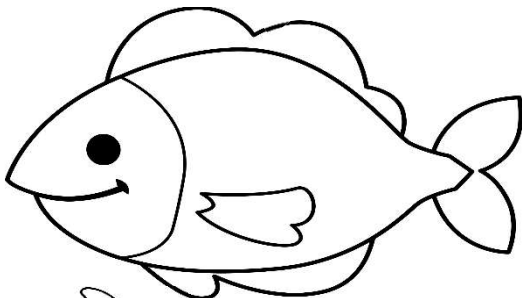
2



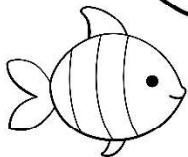
1



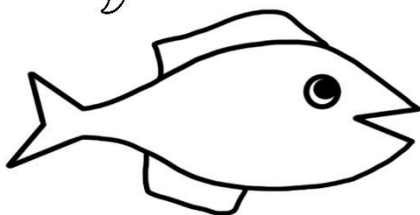
3



3



1

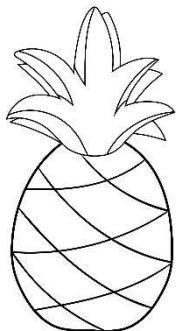
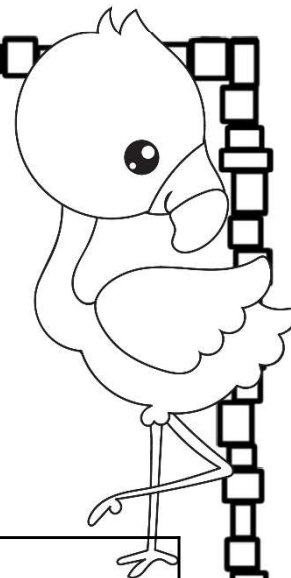


2

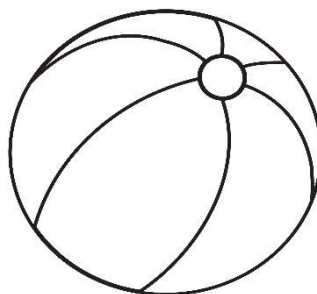
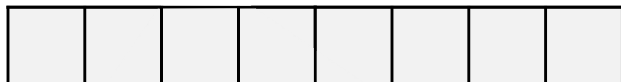
ANSWER KEY

Unit Measurement

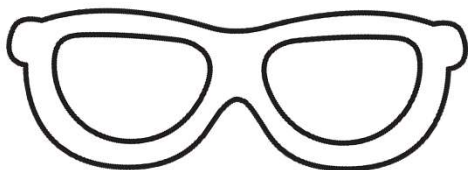
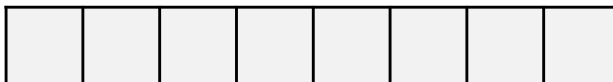
Directions: Look at each picture and tell about how many units long each object is.



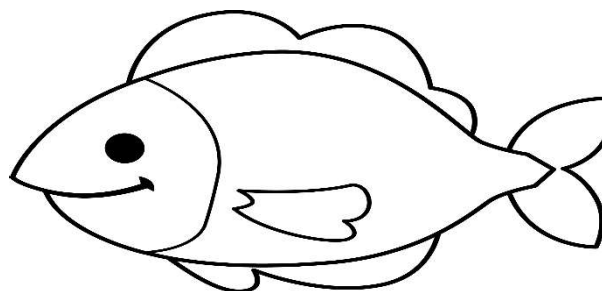
2 units



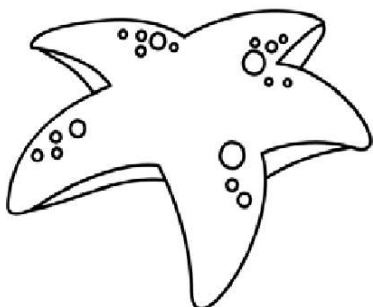
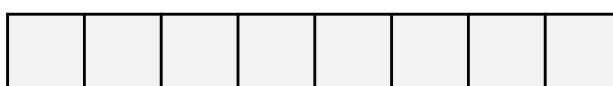
4 units



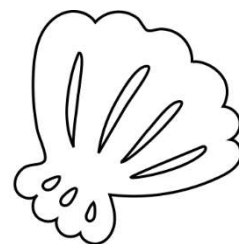
6 units



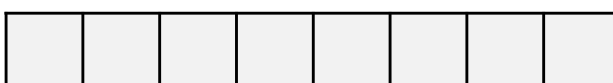
8 units



5 units

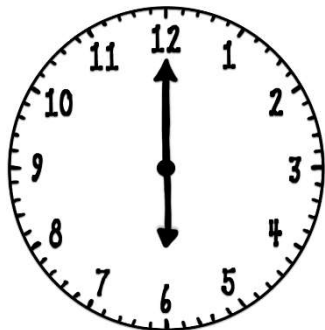
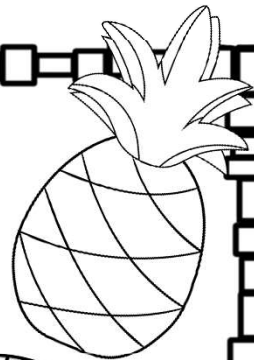


3 units

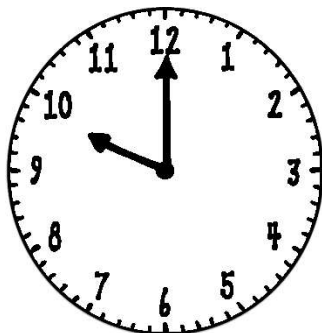


ANSWER KEY

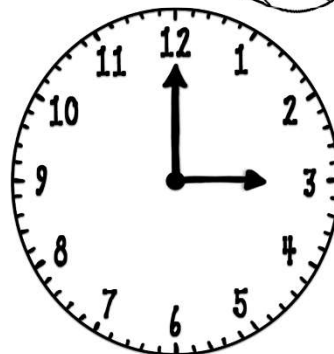
Telling Time to the Hour



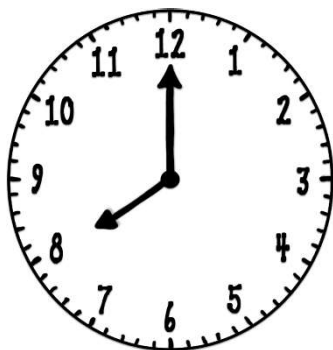
6 : 00



10 : 00



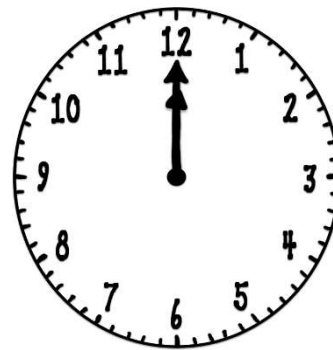
3 : 00



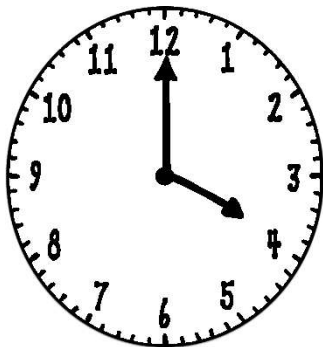
8 : 00



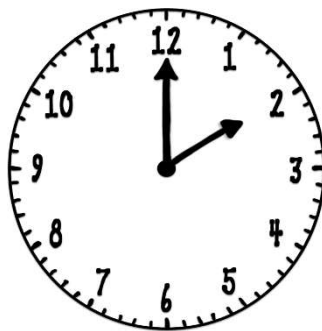
1 : 00



12 : 00



4 : 00



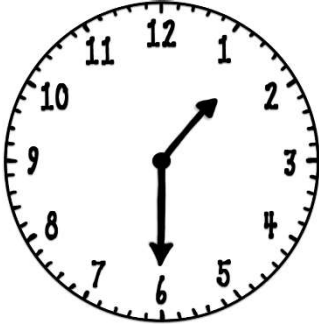
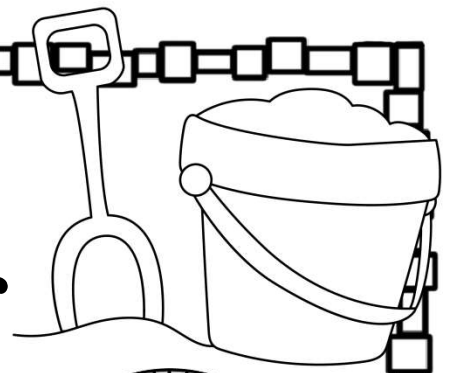
2 : 00



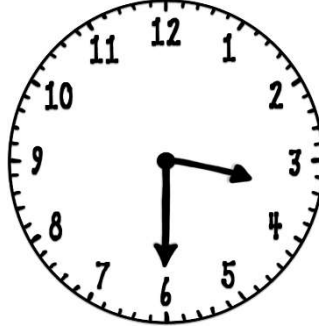
5 : 00

ANSWER KEY

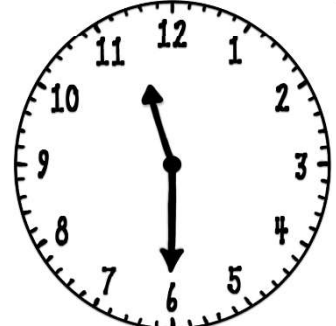
Telling Time to the Half Hour



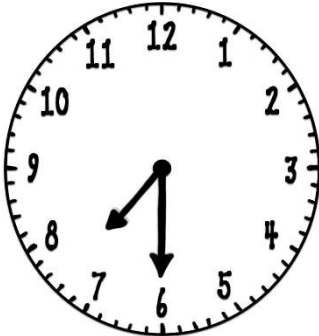
6 : 00



10 : 00



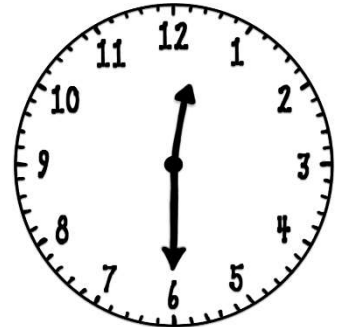
3 : 00



7 : 30



6 : 30



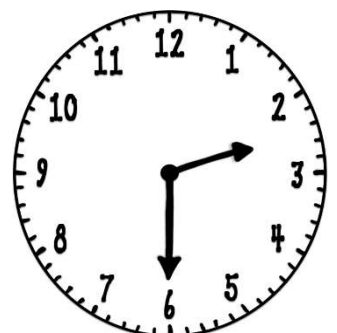
12 : 30



5 : 30



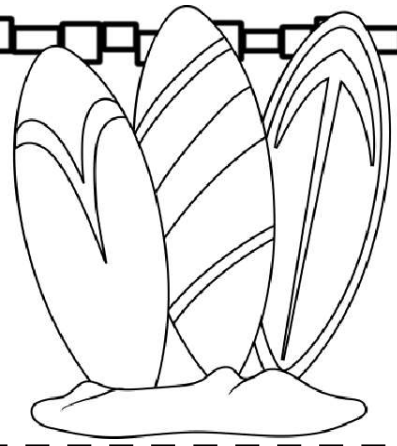
9 : 30



2 : 30

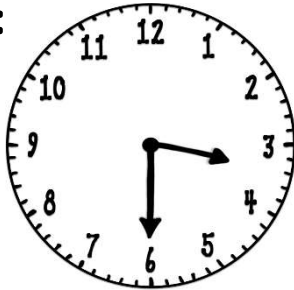
ANSWER KEY

Telling Time with Different Words



There are different ways we can name time to the half hour.

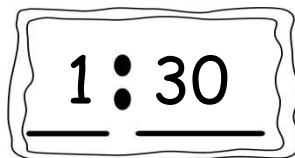
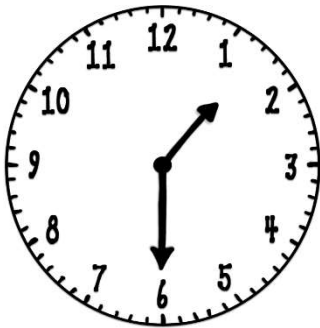
For this clock:



We can say:

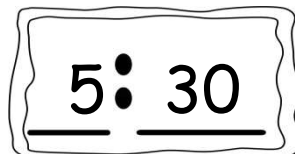
- **3:30**
- **Half past 3:00**
- **30 minutes past 3:00**

Directions: Write the time the clock shows and then name the time two other ways.



half past 1:00

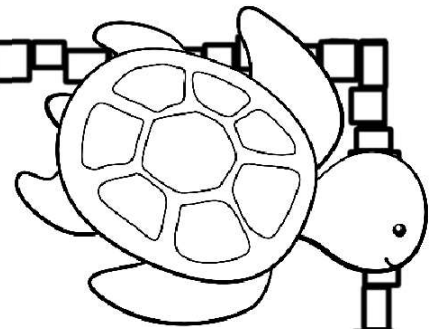
30 minutes past 1:00



half past 5:00

30 minutes past 5:00

ANSWER KEY



I Can Name Coins

Directions: Use the word bank to write the names of the coins. Then tell how much each coin is worth.

WORD BANK

penny nickel
dime quarter



This coin is a quarter.

This coin is worth 25¢.



This coin is a penny.

This coin is worth 1¢.



This coin is a dime.

This coin is worth 10¢.



This coin is a nickel.

This coin is worth 5¢.

ANSWER KEY

Counting Coins

Directions: Count the coins. Write the value in the box.



50¢



30¢



20¢



5¢

ANSWER KEY

Counting Coins

Directions: Count the coins. Write the value in the box.



60¢



36¢



37¢







40¢

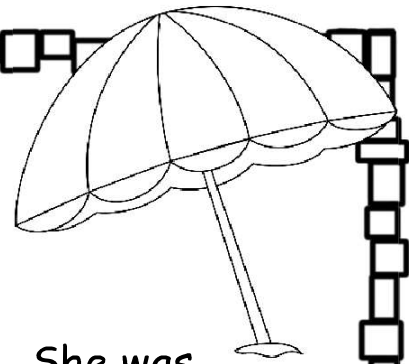
ANSWER KEY

Counting Coins

Directions: Count the coins. Write the value in the box.




| | |
|--|---|
|  <p>81¢</p> |  <p>87¢</p> |
|  <p>90¢</p> |  <p>76¢</p> |

ANSWER KEY



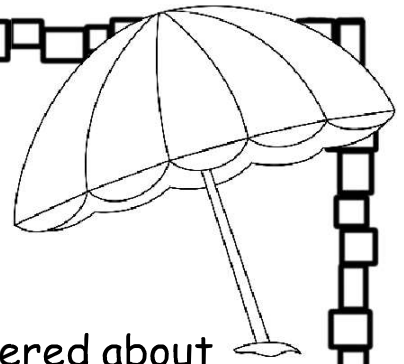
Looking at Data

Arianna counted the flowers in the garden. She was growing tulips, daisies and roses. As she counted each flower she put tally marks next to the flower name. Look at her data and then answer the questions.

| Tulips | Daisies | Roses |
|---|---|---|
|  |  |  |

1. How many roses did she count? 7 roses
2. How many daisies were in the garden? 5 daisies.
3. How many more tulips are there than daisies in the garden? 9 more tulips
4. How many fewer daisies are there than roses in the garden? 2 fewer daisies
5. How many flowers did Arianna count in the garden all together? 21 flowers
6. Which kind of flower is there the most of in the garden? tulips
7. Which kind of flower is there the least of in the garden? daisies

ANSWER KEY



Make a Bar Graph

Directions: Look at the data that Arianna gathered about the flowers in her garden. Make a bar graph to show the information.

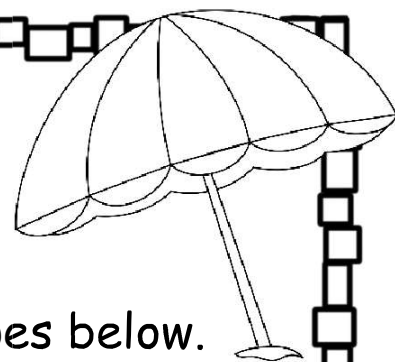
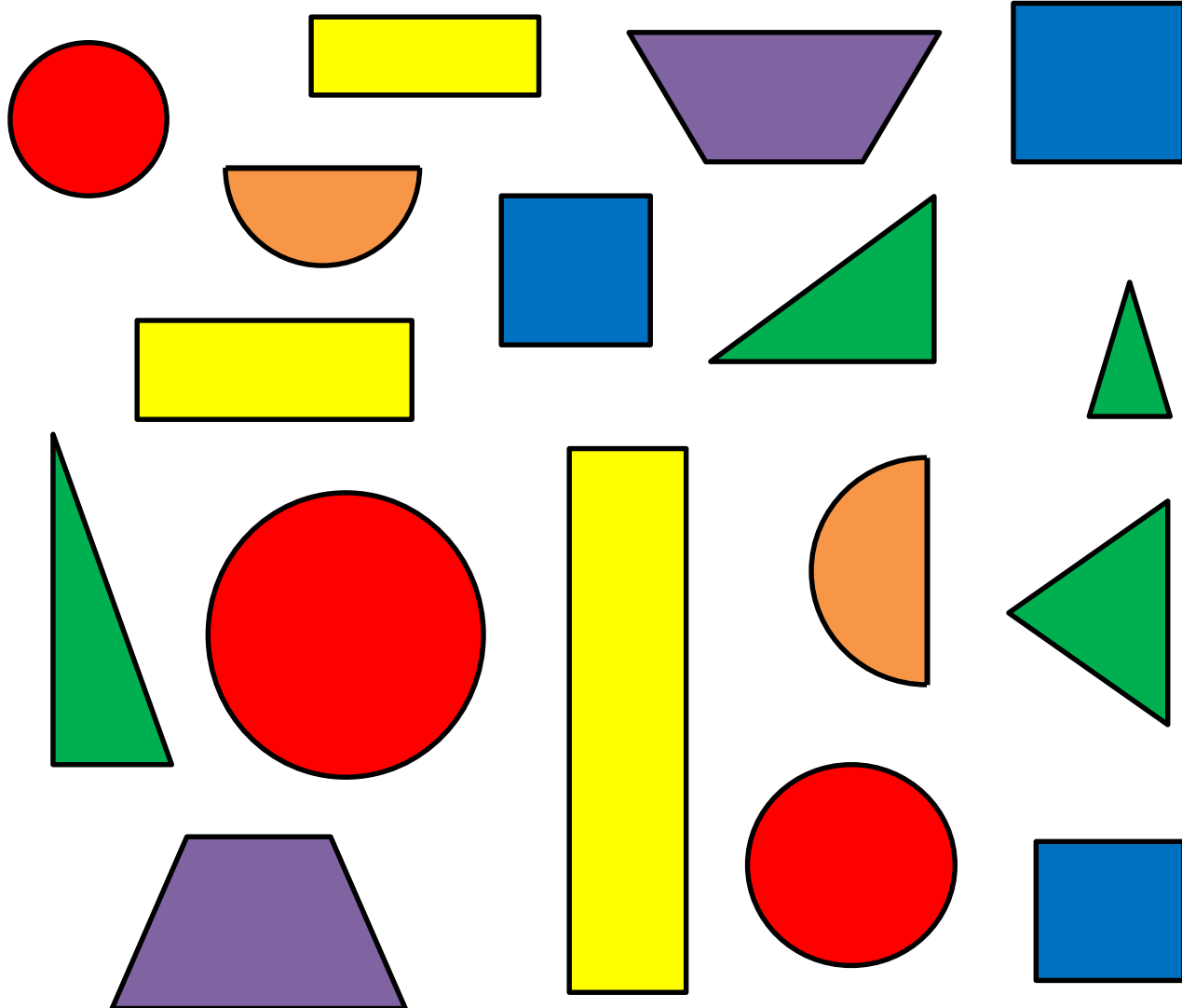
| | | | |
|----|--------|---------|-------|
| 10 | | | |
| 9 | | | |
| 8 | | | |
| 7 | | | |
| 6 | | | |
| 5 | | | |
| 4 | | | |
| 3 | | | |
| 2 | | | |
| 1 | | | |
| | tulips | daisies | roses |

ANSWER KEY

Looking at Data

Follow the directions for coloring the shapes below.
Then answer the questions on the next page.

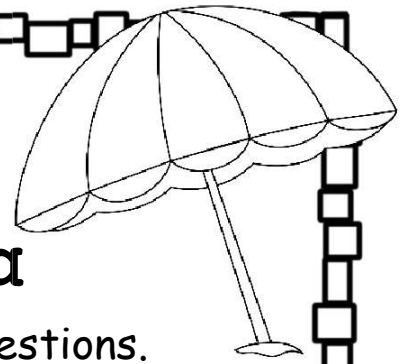
- Color the circles red.
- Color the squares blue.
- Color the rectangles yellow.
- Color the triangles green.
- Color the trapezoids purple.
- Color the half circles orange.



ANSWER KEY

Looking at Shapes & Data

Use the shapes you colored to answer the questions.



1. Use tally marks to show how many of each shape you colored?

| | |
|-----------------------|------------------------|
| <u> </u> circles | <u> </u> squares |
| <u> </u> rectangles | <u> </u> triangles |
| <u> </u> trapezoids | <u> </u> half circles |

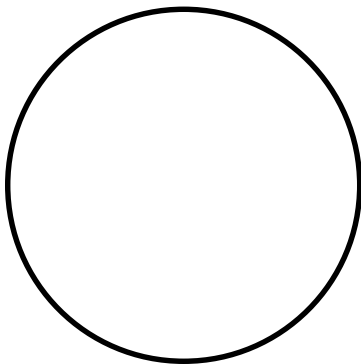
2. How many shapes were there in all? 17 shapes
3. How many more triangles were there than half circles? 2 more triangles
4. How many rectangles AND circles did you color in all? 6 rectangles and circles
5. Explain how a square is different than rectangle.
6. The sides of a square must all be the same length.
7. Explain how a trapezoid is different than a rectangle. A rectangle must have four right angles. A rectangle also has two pairs of parallel sides. A trapezoid only has one pair of parallel sides.
8. Write a question about the shapes you colored.

ANSWER KEY

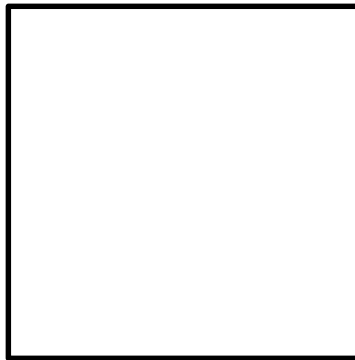
What are the Shapes?



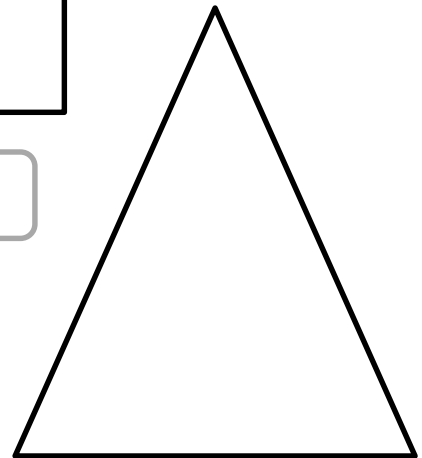
Directions: Label each shape with its name.



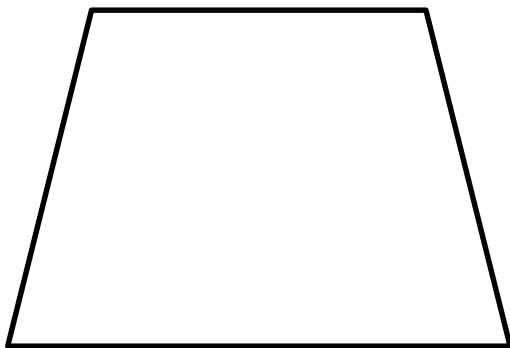
circle



square



triangle



trapezoid



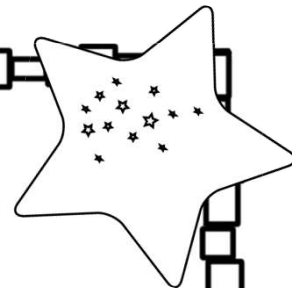
rectangle

triangle

trapezoid
circle

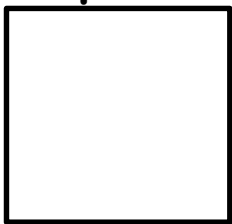
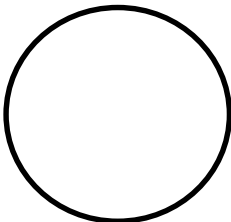
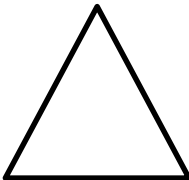

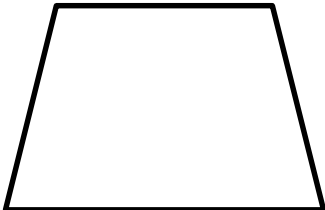
rectangle
square

ANSWER KEY



Drawing Shapes

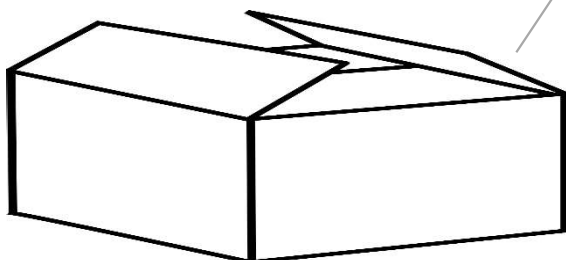
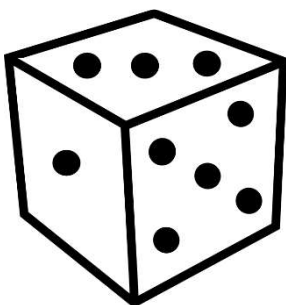
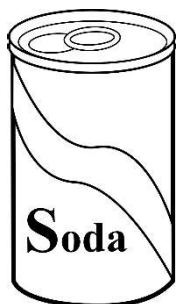
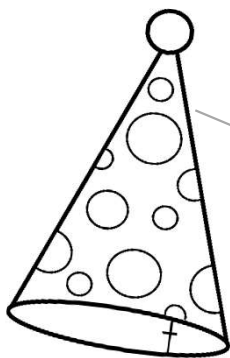
Directions: Draw each shape listed below. Then tell how many corners, sides and angles each one has.

| | |
|---|--|
| <p>square</p>  | <p>4 corners</p> <p>4 sides</p> <p>4 angles</p> |
| <p>circle</p>  | <p>0 corners</p> <p>0 sides</p> <p>0 angles</p> |
| <p>triangle</p>  | <p>3 corners</p> <p>3 sides</p> <p>3 angles</p> |
| <p>rectangle</p>  | <p>4 corners</p> <p>4 sides</p> <p>4 angles</p> |
| <p>trapezoid</p>  | <p>4 corners</p> <p>4 sides</p> <p>4 angles</p> |

ANSWER KEY

3-Dimensional Shapes

Directions: Draw a line from each 3-dimensional shape to its correct name.



sphere

cone

rectangular
prism

cylinder

cube

ANSWER KEY

Looking at Composite Shapes

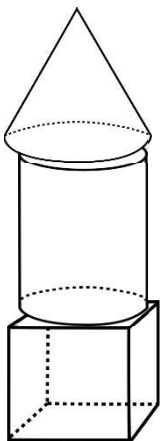
Directions: Use the word bank. Write the names of the shapes that are used to make each figure.

cone

cylinder

rectangular prism

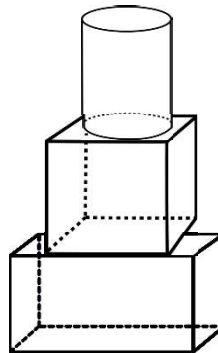
cube



cone

cylinder

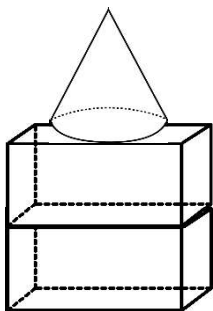
cube



cylinder

cube

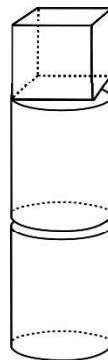
rectangular prism



cone

rectangular prism

rectangular prism



cube

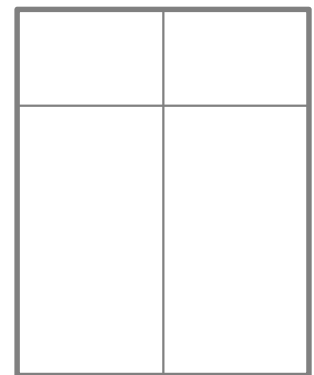
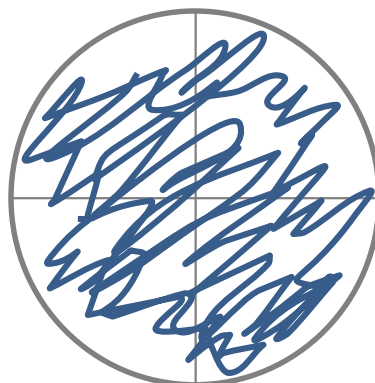
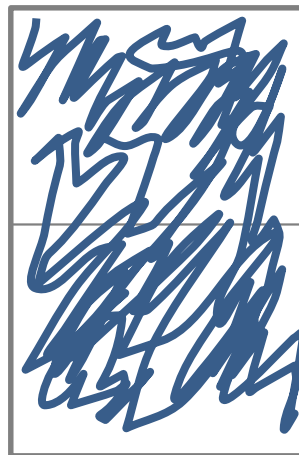
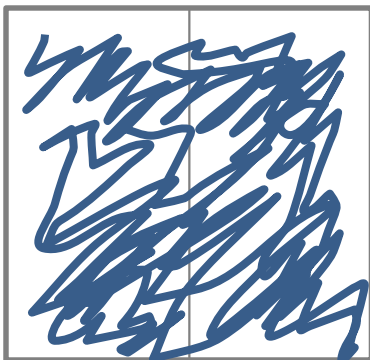
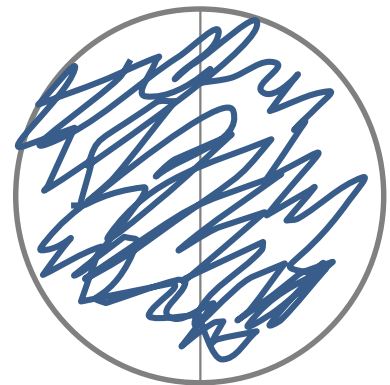
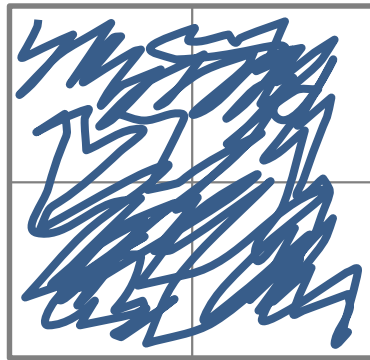
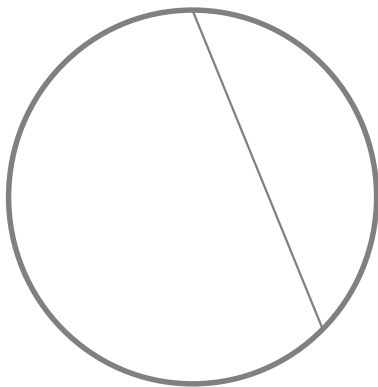
cylinder

cylinder

ANSWER KEY

Understanding Equal Parts

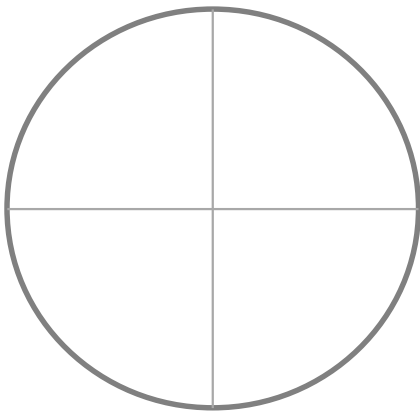
Directions: Color the shapes that are divided into equal parts.



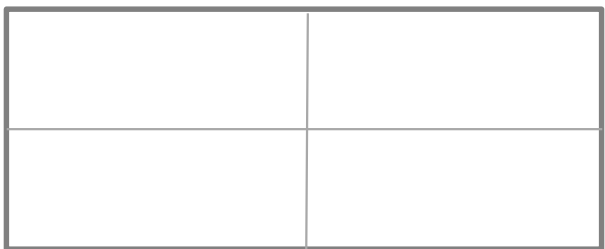
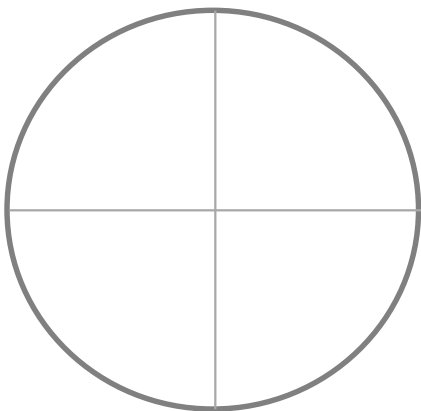
ANSWER KEY

Partition Circles & Rectangles

Divide each shape below into 2 equal parts.
Two equal parts of a shape are called halves.



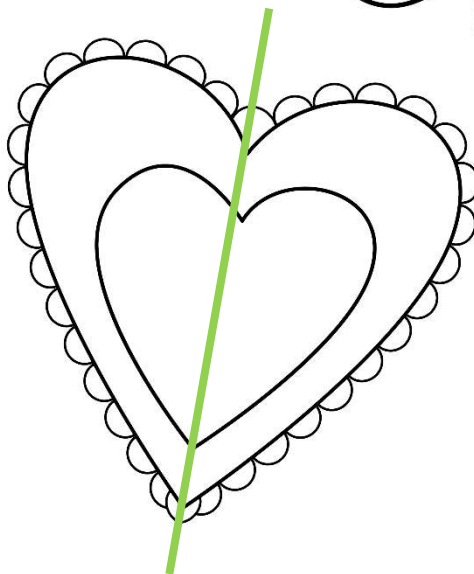
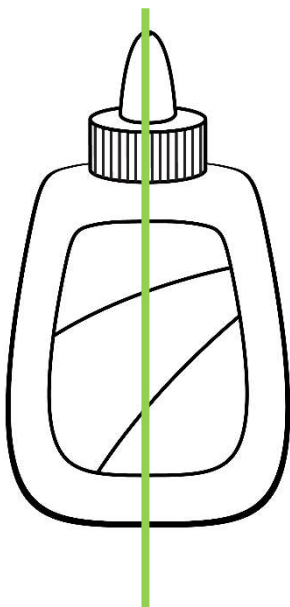
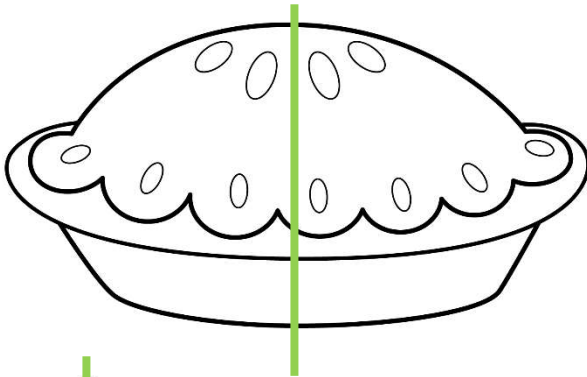
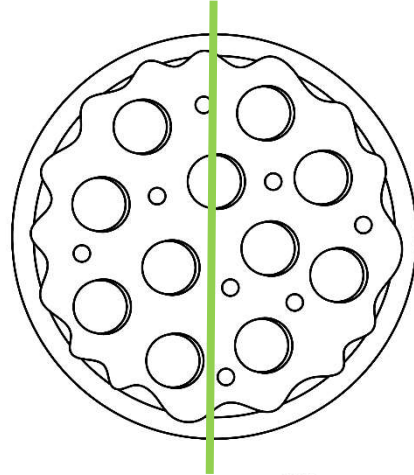
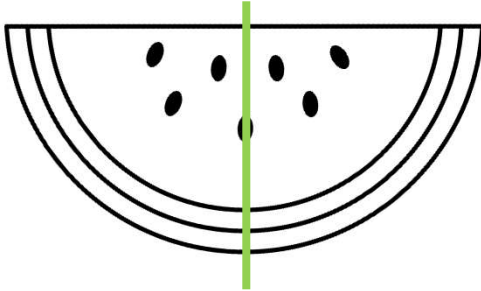
Divide each shape below into 4 equal parts. Four
equal parts of a shape are called fourths or
quarters.



ANSWER KEY

Understanding Halves

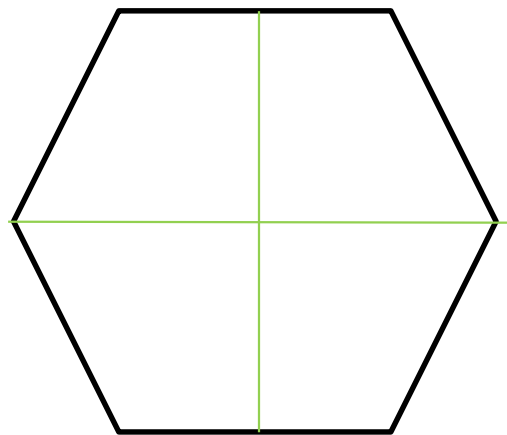
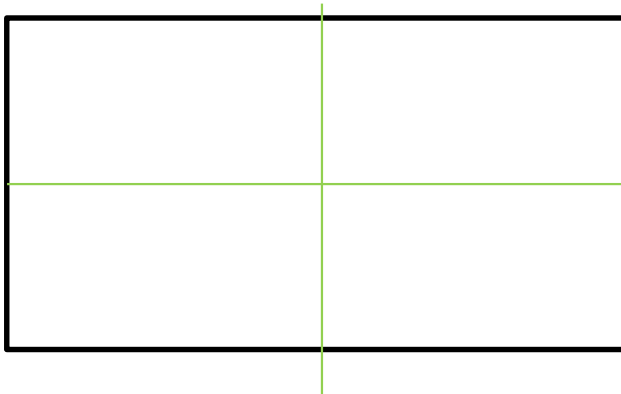
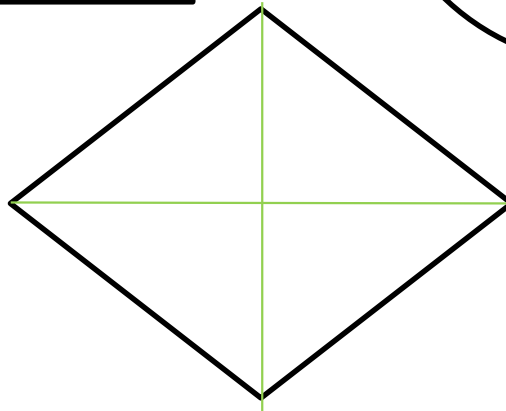
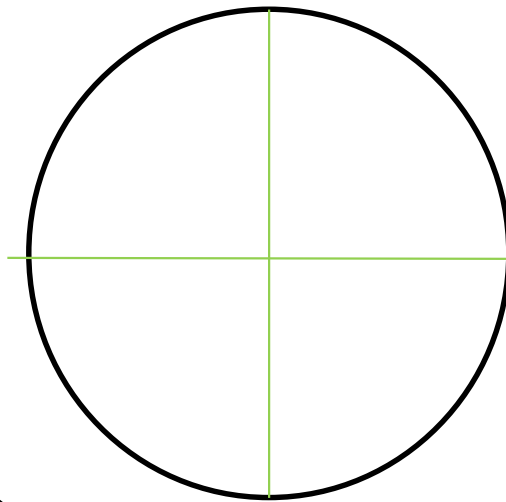
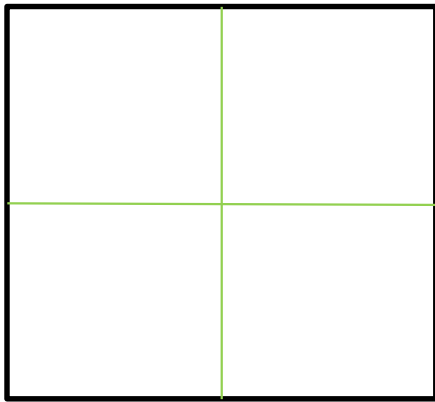
Draw a line on each object to show how you would divide it into two equal halves.



ANSWER KEY

Understanding Fourths

Draw two lines on each shape to show how you would divide it into fourths or quarters.



Cumulative Review 1

Section A

- ① C
- ② B
- ③ D
- ④ D
- ⑤ C
- ⑥ B
- ⑦ B
- ⑧ B
- ⑨ B
- ⑩ D

Section B

- ⑪ cylinder
- ⑫ a circle
b rectangle or triangle

| 13 | Score | Rubric |
|----|-------|---|
| | | <p>Student response includes each of the following 2 elements:</p> <p>Reasoning component: The student correctly identifies the mistakes in Luna's work.</p> <p>Modeling component: The student shows the correct fact family.</p> <p>Example:</p> <p>There are 5 triangles and 4 squares.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> $5 + 4 = 9$ $6 + 3 = 9$ $9 - 5 = 4$ $9 - 6 = 3$ </div> <p>2</p> <p>$4 + 5 = 9$ $9 - 4 = 5$</p> <p>Note:</p> <p>Also accept:</p> <p>There are 6 gray shapes and 3 white shapes.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> $5 + 4 = 9$ $6 + 3 = 9$ $9 - 5 = 4$ $9 - 6 = 3$ </div> <p>$3 + 6 = 9$ $9 - 3 = 6$</p> |
| | 1 | Student response includes 1 of the 2 elements. |
| | 0 | Student response is incorrect or irrelevant. |

Section C

| 14 | Score | Rubric |
|----|-------|---|
| | 4 | <p>Student response includes each of the following 4 elements:</p> <p>Computation component: $\triangle = 5$</p> <p>Computation component: $\bigcirc = 2$</p> <p>Computation component: $\square = 6$</p> <p>Modeling component: The student shows correct use of addition and subtraction.</p> <p>Example:</p> <p>Using addition facts, I know $5 + 5 = 10$. So, $\triangle = 5$.</p> <p>$5 - \bigcirc = 3$</p> <p>Using addition facts, I know $2 + 3 = 5$. So, $\bigcirc = 2$.</p> <p>$\square + 2 = 8$</p> <p>Using addition facts, I know $6 + 2 = 8$. So, $\square = 6$.</p> |
| | 3 | Student response includes 3 of the 4 elements. Or, the student has a computation error, but provides a valid strategy. |
| | 2 | Student response includes 2 of the 4 elements. |
| | 1 | Student response includes 1 of the 4 elements. |
| | 0 | Student response is incorrect or irrelevant. |

Cumulative Review 2

Section A

- ① C
- ② D
- ③ B
- ④ C
- ⑤ C
- ⑥ A
- ⑦ C
- ⑧ C
- ⑨ B
- ⑩ B

Section B

- ⑪ a nineteen
b fifteen

| 12 | Score | Rubric |
|----|-------|--|
| | 2 | <p>Student response includes each of the following 2 elements:</p> <p>Reasoning component: The student correctly identifies Aki's mistake.</p> <p>Modeling component: The student shows correct use of addition and subtraction.</p> <p>Example:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> $8 + 9 = 17$ $\text{So, } 17 - 3 = 14$ <p>The missing number is 14.</p> </div> <p> $8 + 9 = 17$ $17 = \underline{\quad} - 3$ $17 + 3 = 20$ $\text{So, } 17 = 20 - 3.$ $\text{So, } 8 + 9 = 20 - 3.$ </p> |
| | 1 | Student response includes 1 of the 2 elements. Or, the student has a computation error, but provides a valid strategy. |
| | 0 | Student response is incorrect or irrelevant. |

13

| Score | Rubric |
|-------|--|
| 2 | <p>Student response includes each of the following 2 elements:</p> <p>Modeling component: The student shows correct use of addition.</p> <p>Reasoning component: The student correctly identifies that the two children did not manage to bake 16 pies.</p> <p>Example:</p> $9 + 6 = 15$ <p>15 is less than 16.</p> <p>They managed / <u>did not manage</u> to bake 16 pies.</p> |
| 1 | Student response includes 1 of the 2 elements. Or, the student has a computation error, but provides a valid strategy. |
| 0 | Student response is incorrect or irrelevant. |

Section C

14

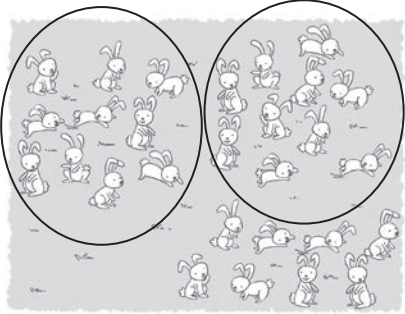
| Score | Rubric | | | | | | | | | | | | | | | | |
|-------------|--|---------------|-------------|-----|-------|----|--------------|---------------|---|---|-------------|--------------|---|----|--------------|---------------|---|
| 4 | <p>Student response includes each of the following 4 elements: Computation component: 10 years old Computation component: 8 years old Modeling component: The student correctly makes a systematic list to arrive at the answer. Modeling component: The student shows correct use of addition and subtraction.</p> <p>Example:</p> <table><tr><th>Emily's age</th><th>Henry's age</th><th>Add</th><th>Check</th></tr><tr><td>11</td><td>$11 - 2 = 9$</td><td>$11 + 9 = 20$</td><td>✗</td></tr><tr><td>9</td><td>$9 - 2 = 7$</td><td>$9 + 7 = 16$</td><td>✗</td></tr><tr><td>10</td><td>$10 - 2 = 8$</td><td>$10 + 8 = 18$</td><td>✓</td></tr></table> <p>Emily is 10 years old. Henry is 8 years old.</p> | Emily's age | Henry's age | Add | Check | 11 | $11 - 2 = 9$ | $11 + 9 = 20$ | ✗ | 9 | $9 - 2 = 7$ | $9 + 7 = 16$ | ✗ | 10 | $10 - 2 = 8$ | $10 + 8 = 18$ | ✓ |
| Emily's age | Henry's age | Add | Check | | | | | | | | | | | | | | |
| 11 | $11 - 2 = 9$ | $11 + 9 = 20$ | ✗ | | | | | | | | | | | | | | |
| 9 | $9 - 2 = 7$ | $9 + 7 = 16$ | ✗ | | | | | | | | | | | | | | |
| 10 | $10 - 2 = 8$ | $10 + 8 = 18$ | ✓ | | | | | | | | | | | | | | |
| 3 | Student response includes 3 of the 4 elements. Or, the student has a computation error, but provides a valid strategy. | | | | | | | | | | | | | | | | |
| 2 | Student response includes 2 of the 4 elements. | | | | | | | | | | | | | | | | |
| 1 | Student response includes 1 of the 4 elements. | | | | | | | | | | | | | | | | |
| 0 | Student response is incorrect or irrelevant. | | | | | | | | | | | | | | | | |

Cumulative Review 3

Section A

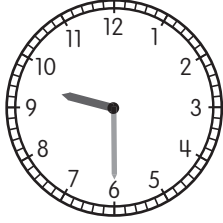
- ① C
- ② C
- ③ B
- ④ A
- ⑤ D
- ⑥ D
- ⑦ C
- ⑧ A
- ⑨ B
- ⑩ D

Section B

| Score | Rubric | | | | |
|-------|--|------|------|---|---|
| 2 | <p>Student response includes each of the following 2 elements: Modeling component: The student shows correct groupings of 10. Modeling component: The student shows the correct number of tens and ones.</p> <p>Example:</p>  <table border="1"> <thead> <tr> <th>Tens</th><th>Ones</th></tr> </thead> <tbody> <tr> <td>2</td><td>8</td></tr> </tbody> </table> | Tens | Ones | 2 | 8 |
| Tens | Ones | | | | |
| 2 | 8 | | | | |
| 1 | Student response includes 1 of the 2 elements. | | | | |
| 0 | Student response is incorrect or irrelevant. | | | | |

12 19, 23, 25 or 23, 25, 33

13

| Score | Rubric |
|-------|--|
| 2 | <p>Student response includes each of the following 2 elements: Modeling component: The student correctly draws the clock hands to show half past 9. Reasoning component: The student correctly identifies that Wyatt is correct.</p> <p>Example:</p>  <p>Miranda / Wyatt is correct.</p> |
| 1 | Student response includes 1 of the 2 elements. |
| 0 | Student response is incorrect or irrelevant. |

Section C

14 a

| Score | Rubric | | | | | | | | | | |
|-----------|--|---------|--------|-----------|--------|----------|--------|--------|--------|----------|--------|
| 2 | <p>Student response includes each of the following 2 elements: Computation component: May 21 Modeling component: The student correctly makes a systematic list to arrive at the answer.</p> <p>Example: The date of the third Tuesday is May 17.</p> <table border="1"> <tbody> <tr> <td>Tuesday</td><td>May 17</td></tr> <tr> <td>Wednesday</td><td>May 18</td></tr> <tr> <td>Thursday</td><td>May 19</td></tr> <tr> <td>Friday</td><td>May 20</td></tr> <tr> <td>Saturday</td><td>May 21</td></tr> </tbody> </table> <p>The date is May 21.</p> | Tuesday | May 17 | Wednesday | May 18 | Thursday | May 19 | Friday | May 20 | Saturday | May 21 |
| Tuesday | May 17 | | | | | | | | | | |
| Wednesday | May 18 | | | | | | | | | | |
| Thursday | May 19 | | | | | | | | | | |
| Friday | May 20 | | | | | | | | | | |
| Saturday | May 21 | | | | | | | | | | |
| 1 | Student response includes 1 of the 2 elements | | | | | | | | | | |
| 0 | Student response is incorrect or irrelevant. | | | | | | | | | | |

b

| Score | Rubric | | | | | | | | | | | | | | |
|-----------|---|--------|--------|--------|--------|---------|--------|-----------|--------|----------|--------|--------|--------|----------|--------|
| 2 | <p>Student response includes each of the following 2 elements: Computation component: June 4 Modeling component: The student correctly makes a systematic list to arrive at the answer.</p> <p>Example: Two weeks after the third Saturday of May is the first Saturday of June.</p> <table border="1"> <tr><td>Sunday</td><td>May 29</td></tr> <tr><td>Monday</td><td>May 30</td></tr> <tr><td>Tuesday</td><td>May 31</td></tr> <tr><td>Wednesday</td><td>June 1</td></tr> <tr><td>Thursday</td><td>June 2</td></tr> <tr><td>Friday</td><td>June 3</td></tr> <tr><td>Saturday</td><td>June 4</td></tr> </table> <p>The date is June 4.</p> | Sunday | May 29 | Monday | May 30 | Tuesday | May 31 | Wednesday | June 1 | Thursday | June 2 | Friday | June 3 | Saturday | June 4 |
| Sunday | May 29 | | | | | | | | | | | | | | |
| Monday | May 30 | | | | | | | | | | | | | | |
| Tuesday | May 31 | | | | | | | | | | | | | | |
| Wednesday | June 1 | | | | | | | | | | | | | | |
| Thursday | June 2 | | | | | | | | | | | | | | |
| Friday | June 3 | | | | | | | | | | | | | | |
| Saturday | June 4 | | | | | | | | | | | | | | |
| 1 | Student response includes 1 of the 2 elements. | | | | | | | | | | | | | | |
| 0 | Student response is incorrect or irrelevant. | | | | | | | | | | | | | | |

Cumulative Review 4

Section A

- ① C
- ② B
- ③ B
- ④ A
- ⑤ C
- ⑥ B
- ⑦ B
- ⑧ B
- ⑨ C
- ⑩ D

Section B

| 11 | Score | Rubric |
|----|-------|--|
| | 2 | <p>Student response includes each of the following 2 elements: Modeling component: The student shows correct use of subtraction. Reasoning component: The student correctly identifies Dylan's mistake and corrects it.</p> <p>Example: Weight of the robot = 8 units Weight of the ball = 7 units $8 - 7 = 1$ The robot is 1 unit heavier than the ball.</p> |
| | 1 | Student response includes 1 of the 2 elements. Or, the student has a computation error, but provides a valid strategy. |
| | 0 | Student response is incorrect or irrelevant. |

| 12 | Score | Rubric |
|----|-------|---|
| | 2 | <p>Student response includes each of the following 2 elements: Reasoning component: The student correctly explains why both ways are correct. Modeling component: The student shows correct use of addition.</p> <p>Example: Juan's way: There are 2 rows of 6. $6 + 6 = 12$ Alexa's way: There are 6 groups of 2. $2 + 2 + 2 + 2 + 2 + 2 = 12$</p> |
| | 1 | Student response includes 1 of the 2 elements. Or, the student has a computation error, but provides a valid strategy. |
| | 0 | Student response is incorrect or irrelevant. |

| 13 | Score | Rubric |
|----|-------|--|
| | 2 | <p>Student response includes each of the following 2 elements: Computation component: 23 Modeling component: The student shows correct use of addition.</p> <p>Example: $19 + 4 = 23$ Constance solves 23 questions.</p> |
| | 1 | Student response includes 1 of the 2 elements. Or, the student has a computation error, but provides a valid strategy. |
| | 0 | Student response is incorrect or irrelevant. |

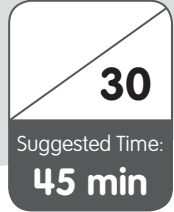
Section C

| 14 | Score | Rubric |
|----|-------|--|
| | 4 | <p>Student response includes each of the following 4 elements: Computation component: Weight of Box A = 10 units Computation component: Weight of Box B = 12 units Computation component: Weight of Box C = 21 units Modeling component: The student shows correct use of addition and subtraction.</p> <p>Example: Weight of Box A = $9 + 1 = 10$ units Weight of Box B = $10 + 2 = 12$ units Weight of Boxes A and B = $10 + 12$ = 22 units Weight of Box C = $22 - 1 = 21$ units</p> |
| | 3 | Student response includes 3 of the 4 elements. Or, the student has a computation error, but provides a valid strategy. |
| | 2 | Student response includes 2 of the 4 elements. |
| | 1 | Student response includes 1 of the 4 elements. |
| | 0 | Student response is incorrect or irrelevant. |



Assessment Guide

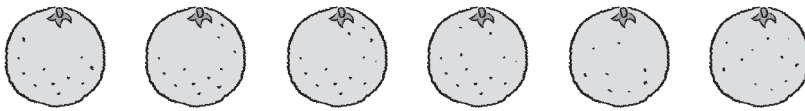
Cumulative Review 1



Section A Multiple-Choice Questions

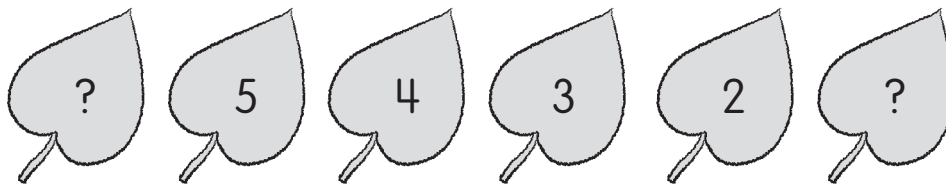
(10 × 2 = 20 points)

- 1 How many  are there?



- A** 4
- B** 5
- C** 6
- D** 7

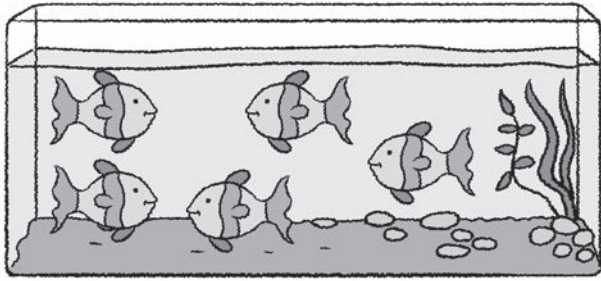
- 2 Look at the number pattern.
What are the missing numbers?



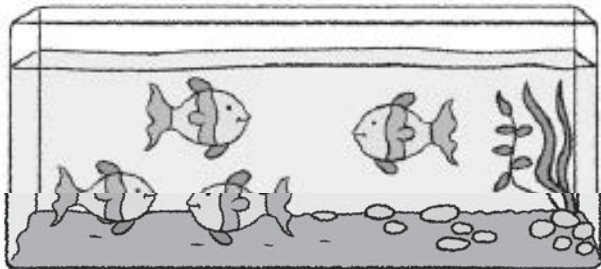
- A** 6, 0
- B** 6, 1
- C** 7, 0
- D** 7, 1

3 Which tank has 2 fish?

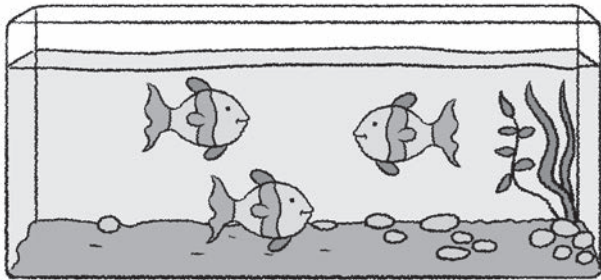
A



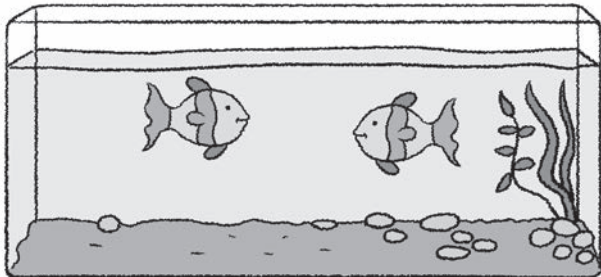
B



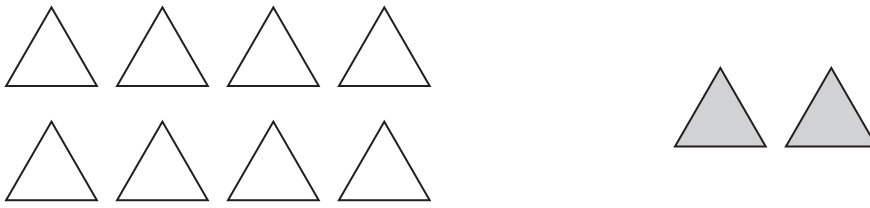
C



D

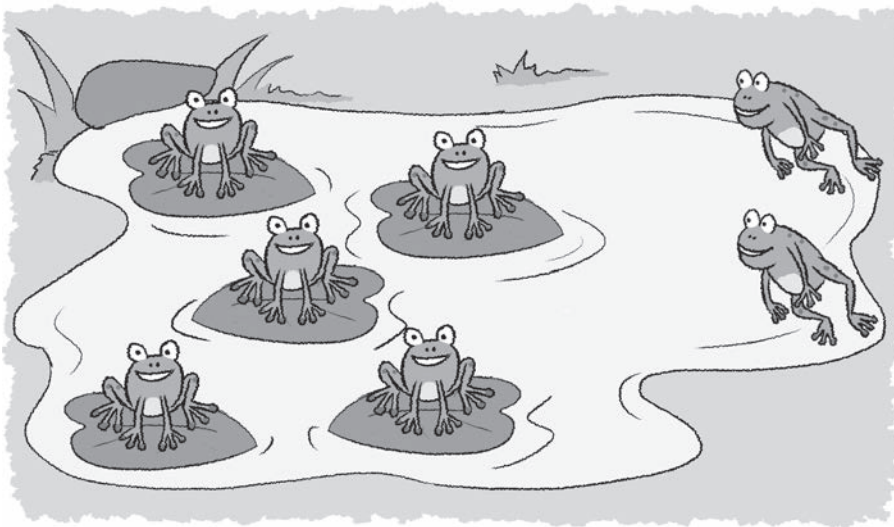


- 4 How many triangles are there in all?



- (A) 2
- (B) 6
- (C) 8
- (D) 10

- 5 Look at the picture.
How many frogs are there in all?



- (A) $5 - 2 = 3$
- (B) $7 - 2 = 5$
- (C) $5 + 2 = 7$
- (D) $5 + 3 = 8$

6 Which of these is false?

(A) $4 + 5 = 9$

(B) $5 - 4 = 9$

(C) $9 - 4 = 5$

(D) $9 - 5 = 4$

7 $\star + 3 = 2 + 5$

What is the value of \star ?

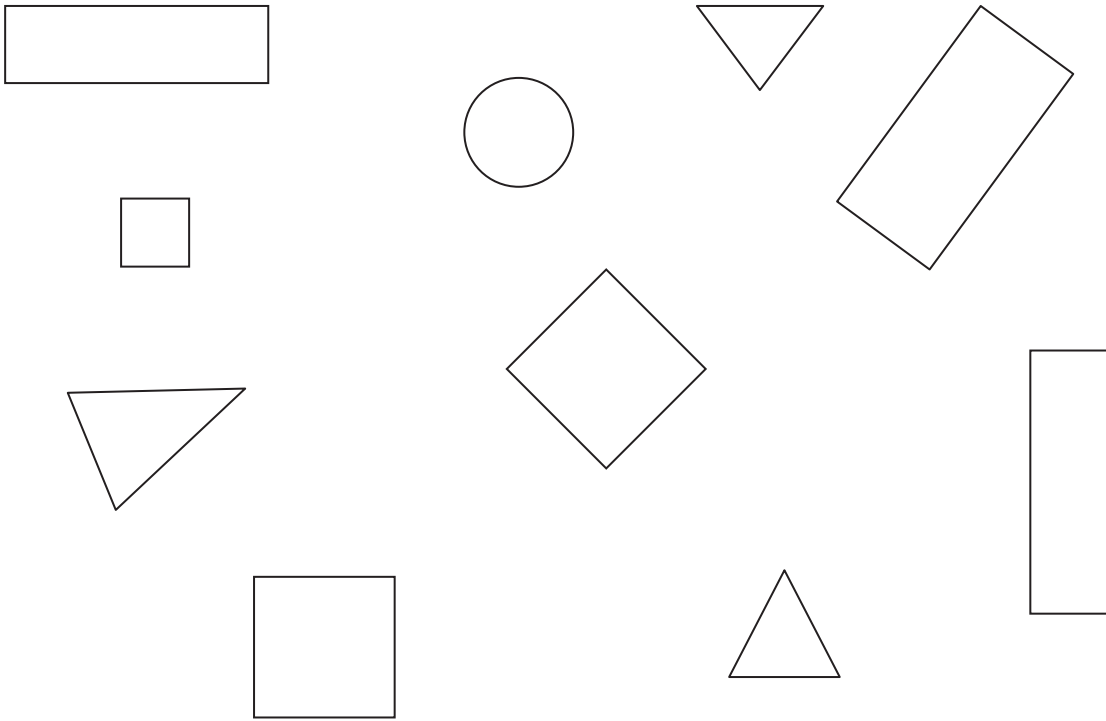
(A) 2

(B) 4

(C) 7

(D) 10









8 How many different types of shapes do you see?



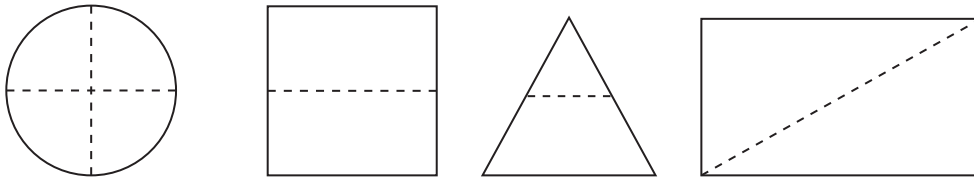
- A** 3
- B** 4
- C** 5
- D** 6

- 9 What flat shapes come next in the pattern?



- A  
- B  
- C  
- D  

- 10 Which flat shapes are divided into halves?





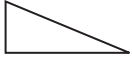

- A circle and triangle
- B circle and rectangle
- C square and triangle
- D square and rectangle

Section B Short Answer Questions

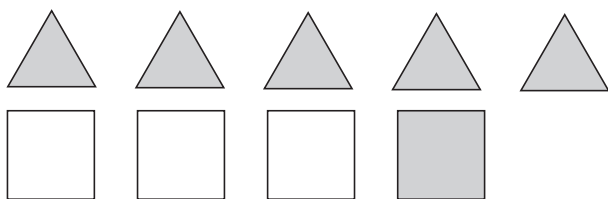
(3 × 2 = 6 points)

- 11 What solid shape can stack, roll, and slide?

- 12 a What flat shape can you make with  and ?

- b What flat shape can you make with  and ?

- 13 Look at the picture below.



Luna writes a fact family on the picture above.

| | |
|-------------|-------------|
| $5 + 4 = 9$ | $6 + 3 = 9$ |
| $9 - 5 = 4$ | $9 - 6 = 3$ |

Luna makes two mistakes in her work.
Circle them.

Then, write the correct number sentences below.

_____  _____ = _____

_____  _____ = _____

Section C Constructed Response




(1 × 4 = 4 points)

14 , , and  each stands for a number.

$$\triangle + \triangle = 10$$

$$\square + \bigcirc = 8$$

$$\triangle - \bigcirc = 3$$

Find the value of , , and .

Show your work and write your answers in the blanks below.

$$\triangle = \underline{\hspace{2cm}}$$

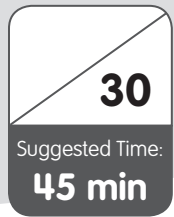
$$\bigcirc = \underline{\hspace{2cm}}$$

$$\square = \underline{\hspace{2cm}}$$



Assessment Guide

Cumulative Review 2



Section A Multiple-Choice Questions

(10 × 2 = 20 points)

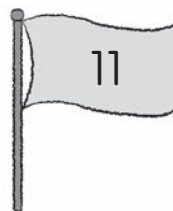
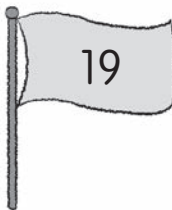
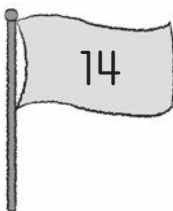
1 What are the missing numbers?



_____ = _____ ten _____ ones

- (A) 15, 1, 5
- (B) 15, 5, 1
- (C) 16, 1, 6
- (D) 16, 6, 1

2 What are the numbers from least to greatest?

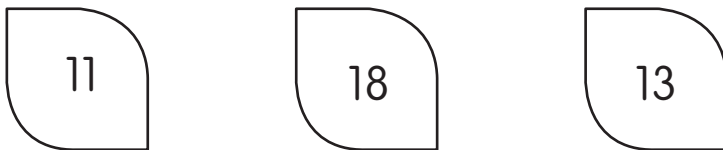


- (A) 19, 14, 11
- (B) 14, 11, 19
- (C) 11, 19, 14
- (D) 11, 14, 19

- 3 Look at the number pattern.
What are the missing numbers?

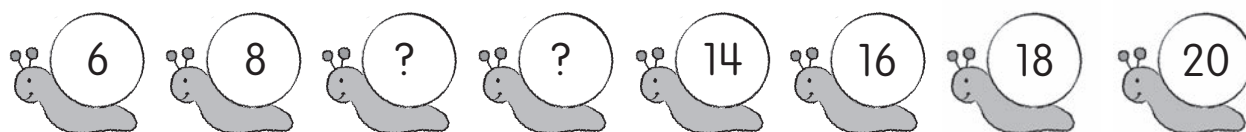


- 4 Compare the numbers.
Which of these is true?



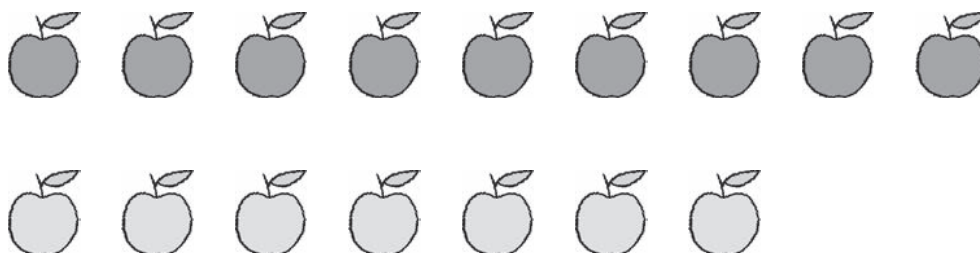
- (A) 11 is greater than 13.
(B) 13 is the greatest number.
(C) 18 is greater than 11.
(D) 18 is the least number.

- 5 Look at the number pattern.
What are the missing numbers?



- A 9, 10
- B 10, 11
- C 10, 12
- D 11, 12

- 6 Andrea has 16 apples.
9 apples are red.
The rest are green.
How many apples are green?



- A 7
- B 8
- C 9
- D 16

- 7 Find the missing number.
Use the counting tape to help you.


$$12 + \underline{\hspace{2cm}} = 16$$

| | | | | | | |
|----|----|----|----|----|----|----|
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
|----|----|----|----|----|----|----|

- (A) 2
(B) 3
(C) 4
(D) 5
- 8 Joseph has 9 roses.
Michelle gives him 8 more roses.
How many roses does Joseph have in all?



- (A) 8
(B) 9
(C) 17
(D) 18

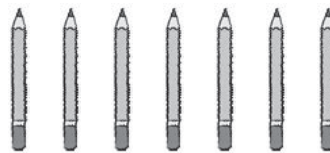
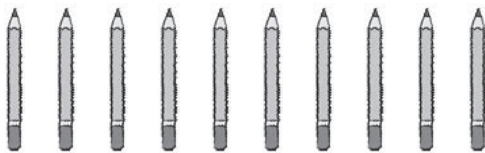
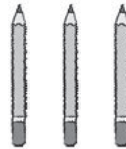
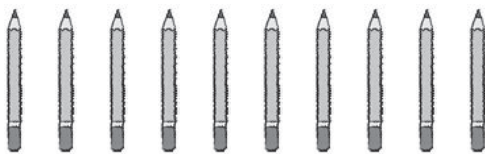
- 9  and  each stands for a number.

$$\triangle + \triangle = 12$$

$$\triangle + \hexagon = 14$$

Find the value of .

- (A) 6
(B) 8
(C) 12
(D) 20
- 10 Alan has 13 pencils.
Mia has 17 pencils.
Which of these is true?



- (A) Mia has 3 more pencils than Alan.
(B) Mia has 4 more pencils than Alan.
(C) Alan has 3 more pencils than Mia.
(D) Alan has 4 more pencils than Mia.

Section B Short Answer Questions

(3 × 2 = 6 points)

11 Write each number in word.

a 19 _____

b 15 _____

12 Aki is solving the following problem:

Find the number that makes the number sentence true.

$$8 + 9 = \underline{\hspace{2cm}} - 3$$

He writes:

$$8 + 9 = 17$$

$$\text{So, } 17 - 3 = 14$$

The missing number is 14.

Circle Aki's mistake.

Then, show how you would find the missing number.

$$\text{So, } 8 + 9 = \underline{\hspace{2cm}} - 3.$$

- 13 Andrew and Faith need to bake 16 pies in all for charity.
Andrew bakes 9 pies.
Faith bakes 6 pies.
Did they manage to bake 16 pies in all?
Write a number sentence to show your work.
Then, circle the correct answer.

$$\underline{\hspace{2cm}} \bigcirc \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

They managed / did not manage to bake 16 pies.

Section C Constructed Response

(1 × 4 = 4 points)

- 14 Emily is 2 years older than Henry.
Both their ages add up to 18 years.
How old are Emily and Henry?

Show your work and write your answers in the blanks below.

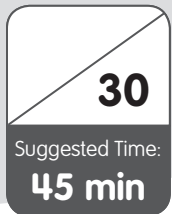
Emily is _____ years old.

Henry is _____ years old.



Assessment Guide

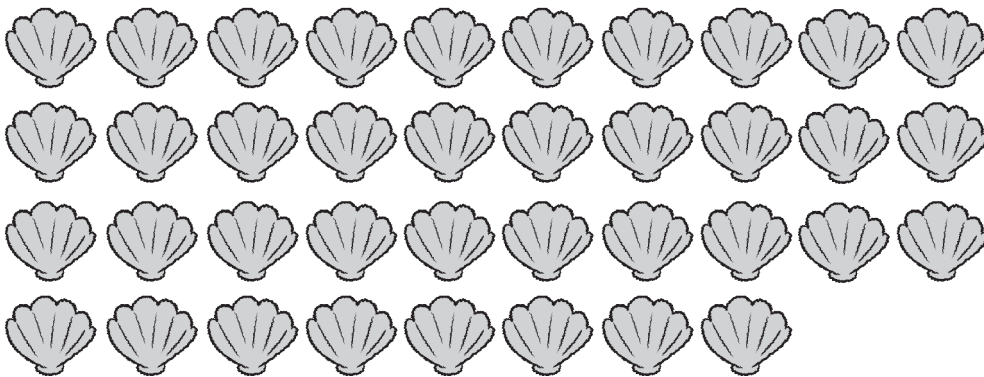
Cumulative Review 3



Section A Multiple-Choice Questions

(10 × 2 = 20 points)

1 How many  are there?



- ☐ A 28
- ☐ B 36
- ☐ C 38
- ☐ D 40

2 Compare the numbers.

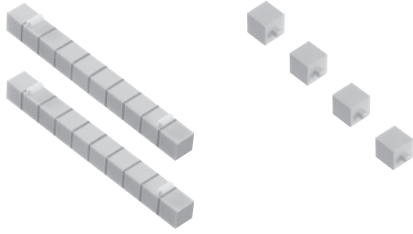
23

32

Which of these is false?

- ☐ A $23 < 32$
- ☐ B 23 is less than 32.
- ☐ C $32 < 23$
- ☐ D 32 is greater than 23.

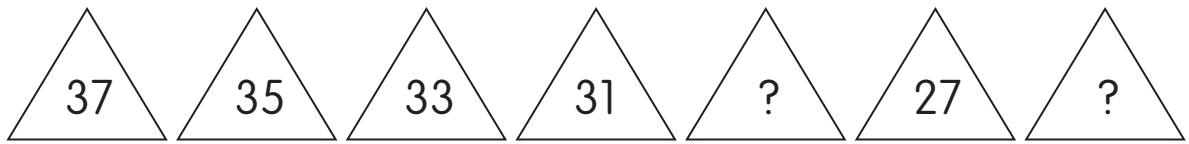
- 3 Count on by tens and ones.
What are the missing numbers?



_____ = _____ tens _____ ones

- (A) 20, 2, 0
(B) 24, 2, 4
(C) 24, 4, 2
(D) 34, 3, 4
- 4 Parker has 27 beads.
Emma has 32 beads.
Shanti has 34 beads.
Which of the following is true?
- (A) Emma has more beads than Parker.
(B) Emma has the most beads.
(C) Shanti has the fewest beads.
(D) Parker has more beads than Shanti.

- 5 Look at the number pattern.
What are the missing numbers?



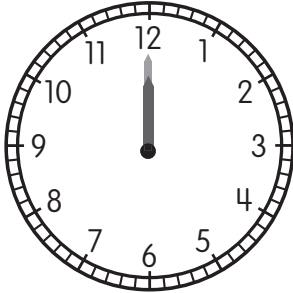
- Ⓐ 30, 29
 - Ⓑ 30, 28
 - Ⓒ 29, 28
 - Ⓓ 29, 25
- 6 What day is three days before Wednesday?
- Ⓐ Tuesday
 - Ⓑ Thursday
 - Ⓒ Saturday
 - Ⓓ Sunday
- 7 What date is it three weeks from August 17?
- Ⓐ August 20
 - Ⓑ August 31
 - Ⓒ September 7
 - Ⓓ September 17

- 8 Look at the digital clock.

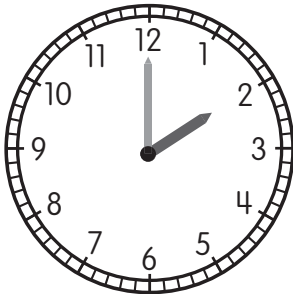


Which clock shows the same time?

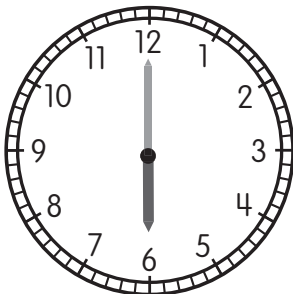
A



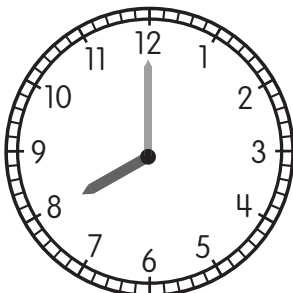
B



C

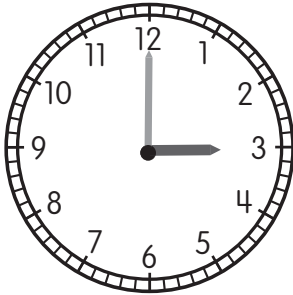


D



- 9 The minute hand of a clock points at 12.
The hour hand points at 6.
What is the time shown?
- (A) 12 o'clock
 - (B) 6 o'clock
 - (C) half past 12
 - (D) half past 6

- 10 What is an hour after the time shown?

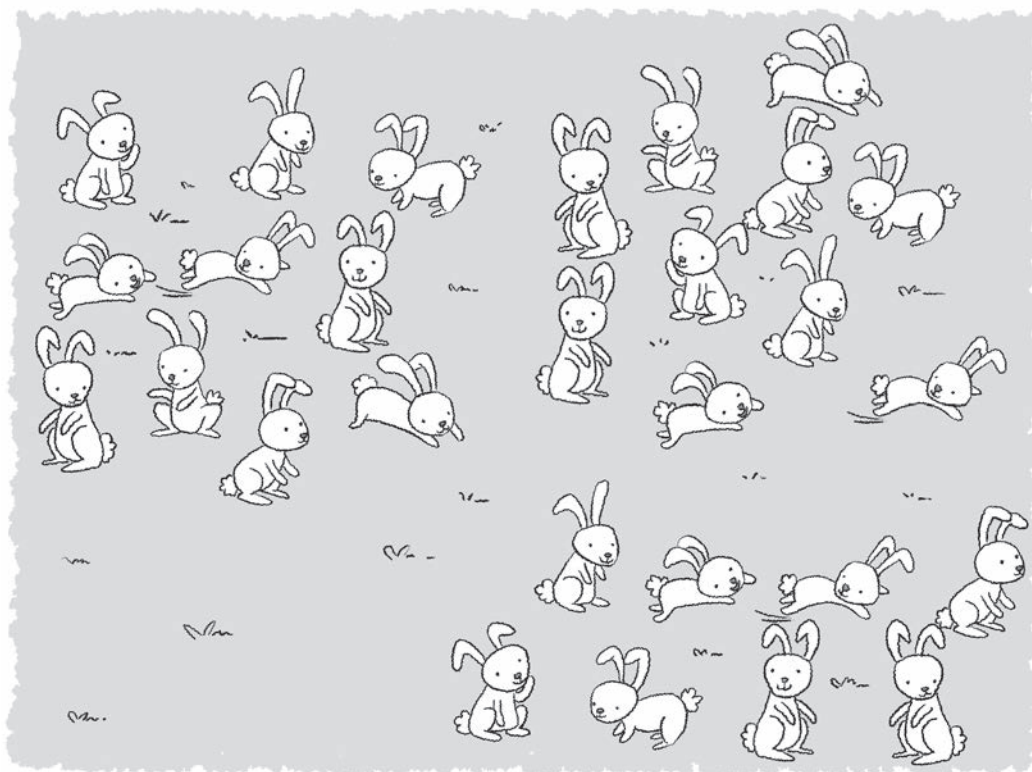


- (A) 2 o'clock
- (B) half past 2
- (C) half past 3
- (D) 4 o'clock

Section B Short Answer Questions

(3 × 2 = 6 points)

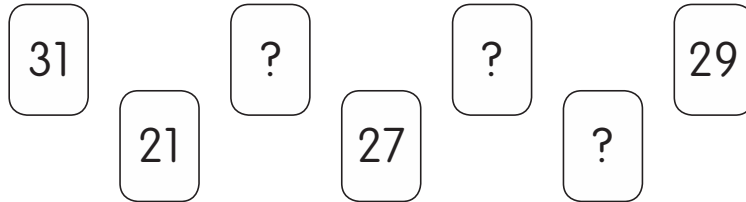
- 11 Look at the picture below.



How many rabbits are there?
Make groups of 10.
Then, count on and fill in each blank.

| Tens | Ones |
|------|------|
| | |

- 12 These number cards make a number pattern.
Find the missing numbers.
Write the answer in each blank.



The missing numbers are _____, _____, and _____.

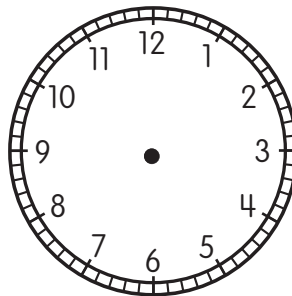
- 13 Miranda and Wyatt describe the positions of the clock hands at half past 9.

The minute hand points at 6.
The hour hand points
between 8 and 9.

The minute hand points at 6.
The hour hand points
between 9 and 10.



Draw clock hands to show who is correct.
Then, circle the name.



Miranda / Wyatt is correct.

Section C Constructed Response

(1 × 4 = 4 points)

- 14 Look at the torn calendar below.

| May | | | | | | |
|------|------|------|------|------|------|------|
| Sun. | Mon. | Tue. | Wed. | Thu. | Fri. | Sat. |
| 1 | 2 | 3 | 4 | 5 | 6 | |
| 8 | 9 | 10 | 11 | 12 | | |
| 15 | 16 | 17 | | | | |
| 22 | 23 | | | | | |
| 29 | | | | | | |

- a What is the date of the third Saturday of May?

Show your work and write your answer in the blank below.

The date is _____.

- b What is the date two weeks after the third Saturday of May?

Show your work and write your answers in the blanks below.

The date is _____.



Assessment Guide

Cumulative Review 4

30

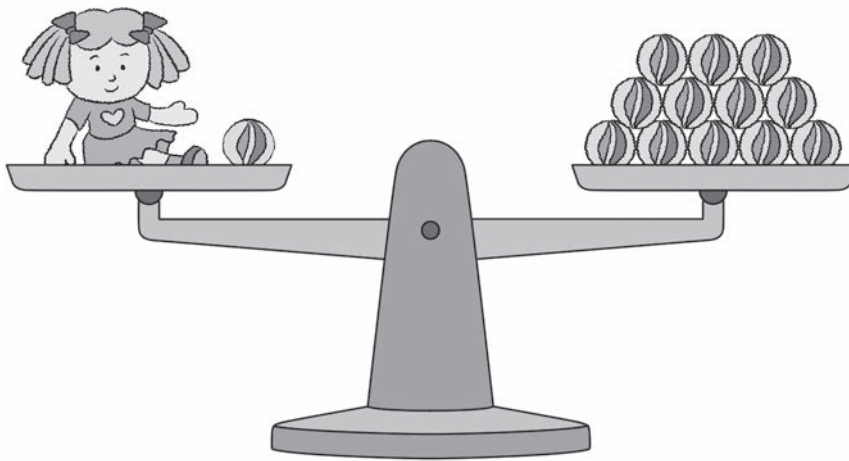
Suggested Time:


45 min

Section A Multiple-Choice Questions

(10 × 2 = 20 points)

- 1 What is the weight of the doll?



- A** about 12 
- B** about 10 
- C** about 11 
- D** about 9 





2 Which of these is true?



- Ⓐ Flower A is longer than Flower B.
- Ⓑ Flower B is longer than Flower A.
- Ⓒ Flower C is longer than Flower A.
- Ⓓ Flower C is longer than Flower B.

3 How long is the ribbon?



- (A) about 5  long
- (B) about 6  long
- (C) about 7  long
- (D) about 8  long

4 What are the numbers from least to greatest?

{ 95 }

{ 85 }

{ 87 }

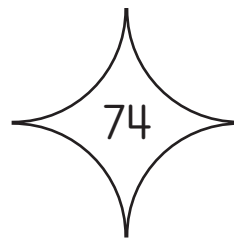
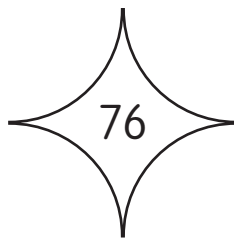
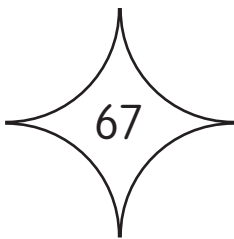
- (A) 85, 87, 95
- (B) 85, 95, 87
- (C) 87, 95, 85
- (D) 95, 87, 85

5 What is the missing number?

93 = _____ tens 23 ones

- Ⓐ 9
- Ⓑ 8
- Ⓒ 7
- Ⓓ 6

6 Compare the numbers.
Which of these is true?

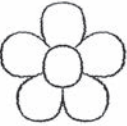



- Ⓐ 67 is greater than 76.
- Ⓑ 67 is less than 74.
- Ⓒ 67 is the greatest.
- Ⓓ 67 is the same as 76.

- 7 Subtract.
What is the missing number?


| Tens | | Ones | |
|--|---|-------------|---|
| | 3 | | 4 |
| – | ? | | |
| <div style="display: flex; justify-content: space-around; width: 100px;"> 2 8 </div> | | | |

- (A) 4
 (B) 6
 (C) 14
 (D) 16

- 8  and  each stands for a number.

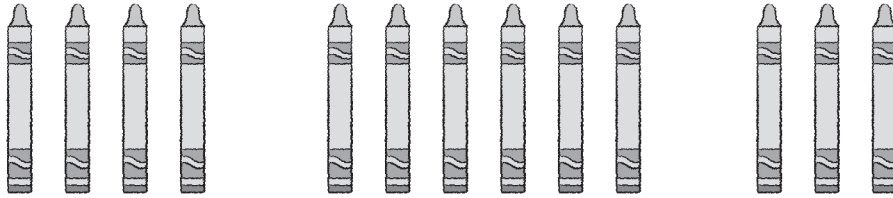
$$\text{flower} + \text{flower} + \text{flower} = 18$$

$$\text{flower} + \text{leaf} = 25$$

What is the value of  ?

- (A) 7
 (B) 19
 (C) 22
 (D) 31

- 9 Luis has 4 crayons at first.
His sister gives him 6 crayons.
His brother gives him 3 crayons.
How many crayons does Luis have in all?



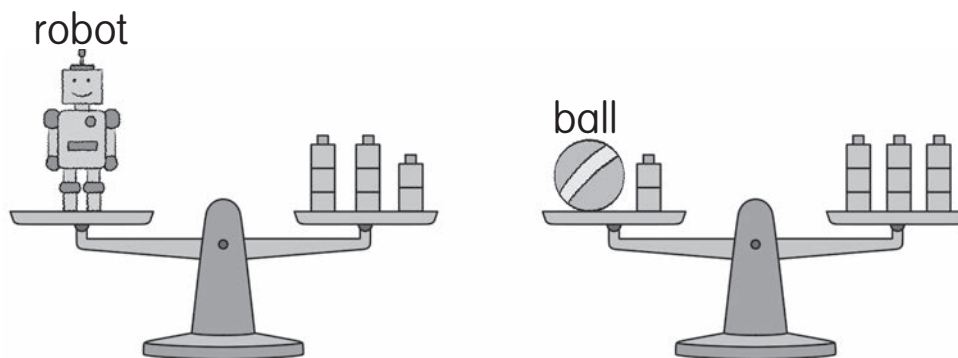
- (A) 10
(B) 12
(C) 13
(D) 14
- 10 Kayla saw 32 animals at a zoo.
Dae saw 6 more animals than Kayla.
How many animals did Dae see?

- (A) 26
(B) 28
(C) 36
(D) 38

Section B Short Answer Questions

(3 × 2 = 6 points)

- 11 Each  stands for 1 unit.



The robot is 1 unit lighter than the ball.



What is Dylan's mistake?
Fill in each blank to find out.
Then, help Dylan correct his sentence.

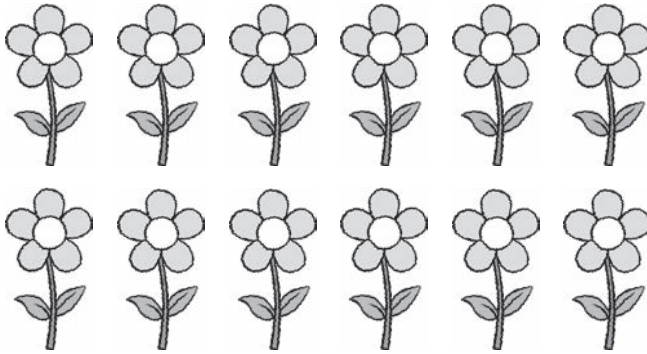
Weight of the robot = _____ units

Weight of the ball = _____ units

_____ ○ _____ = _____

Correct sentence: _____

- 12 Look at the picture below.



Juan and Alexa use different ways to describe the number of flowers.

Juan writes:

Doubles 6

Alexa writes:

6 twos

Show that both of their ways are correct.
Use the picture to help you.

Juan's way:

There are _____ rows of 6.

$$\underline{\hspace{2cm}} \bigcirc \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Alexa's way:

There are _____ groups of 2.

$$\underline{\hspace{2cm}} \bigcirc \underline{\hspace{2cm}} \bigcirc \underline{\hspace{2cm}} \bigcirc \underline{\hspace{2cm}}$$

$$\bigcirc \underline{\hspace{2cm}} \bigcirc \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

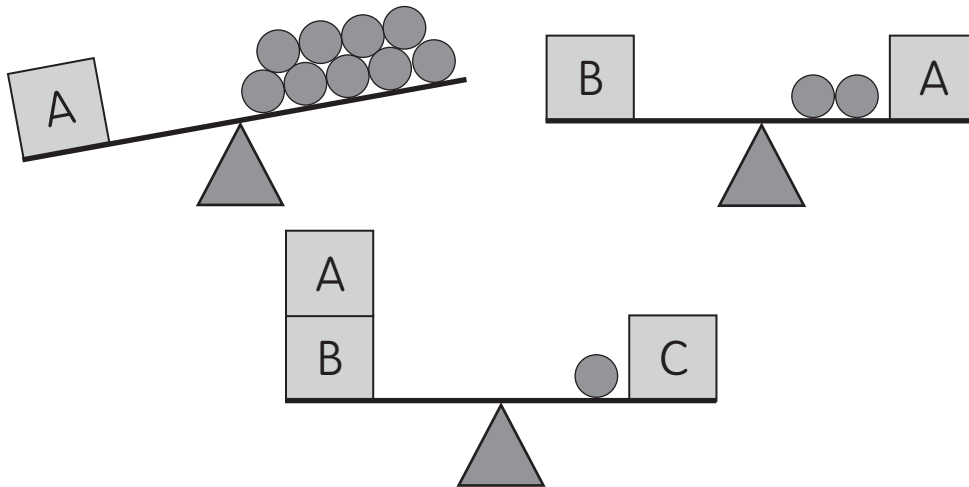
- 13 Thomas solves 19 math questions.
He solves 4 fewer questions than Constance.
How many questions does Constance solve?

Constance solves _____ questions.

Section C Constructed Response

(1 × 4 = 4 points)

- 14 Look at the picture below.
Each ● stands for 1 unit.



One more ● is needed to balance Box A.
What are the weights of Boxes A, B, and C?

Show your work and write your answers in the blanks below.

Box A = _____ units

Box B = _____ units

Box C = _____ units



Assessment Guide

Cumulative Review 5

30

Suggested Time:

45 min

Section A Multiple-Choice Questions

(10 × 2 = 20 points)

- 1 Add.
What is the missing number?

$$78 + 7 = \underline{\hspace{2cm}}$$

- (A) 83
(B) 84
(C) 85
(D) 87

- 2 Add.
What is the missing number?

| | Tens | Ones |
|-------|---|------|
| | 4 | 3 |
| + | <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">?</div> | |
| <hr/> | | |
| | 6 | 8 |

- (A) 5
(B) 20
(C) 25
(D) 52

- 3 Subtract.
What is the missing number?

$$81 - 50 = \underline{\hspace{2cm}}$$

- Ⓐ 41
- Ⓑ 30
- Ⓒ 31
- Ⓓ 21

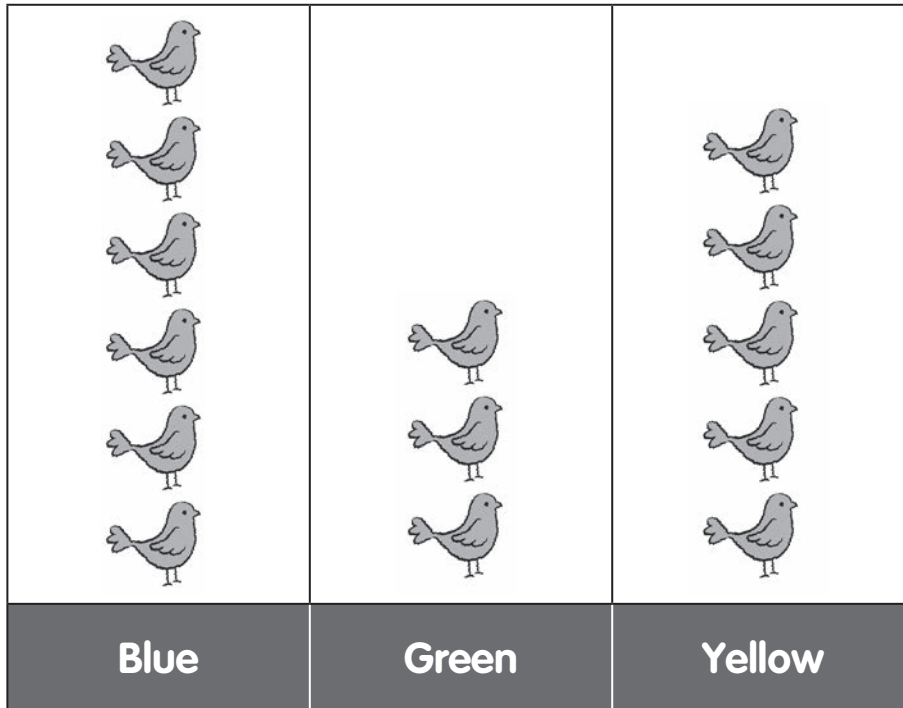
- 4 Subtract.
What is the missing number?

| | Tens | Ones |
|---|------|------|
| | 9 | 2 |
| – | ? | |
| | | |
| | 6 | 9 |

- Ⓐ 23
- Ⓑ 27
- Ⓒ 33
- Ⓓ 37

- 5 Look at the picture graph.
The graph shows the number of birds Mr. Lopez saw in a park.

Birds Mr. Lopez Saw



How many birds did Mr. Lopez see in all?

- A** 15
- B** 14
- C** 11
- D** 8

- 6 Look at the tally chart.
The chart shows the favorite books of some children.

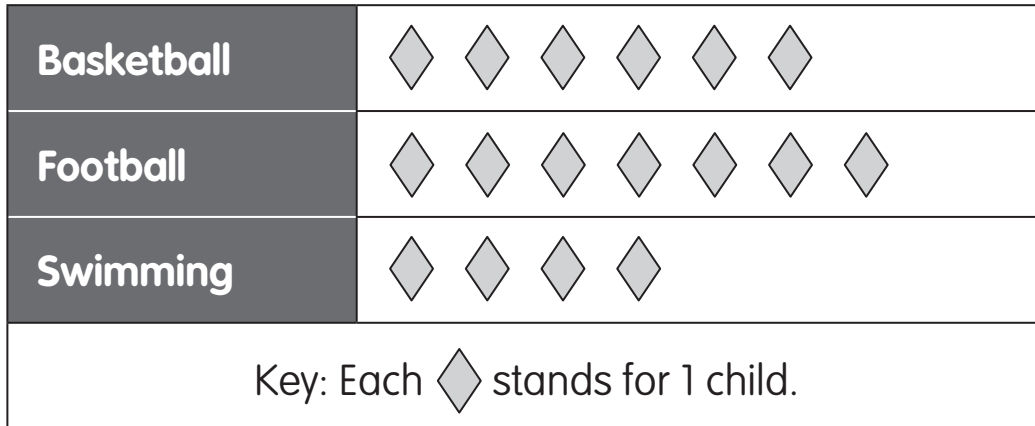
| Type of Books | Tally |
|---------------|-------|
| History | |
| Math | |
| Science | |

How many children like Math or Science books?

- A 6
- B 8
- C 9
- D 10

- 7 Look at the picture graph.
The graph shows the favorite sport of some children.

Our Favorite Sports



How many children like swimming or football?

- (A) 4
- (B) 6
- (C) 10
- (D) 11

- 8 Henry buys a bookmark for 35¢ and gets change.
How much does he have at first?



- (A) 55¢
- (B) 50¢
- (C) 45¢
- (D) 20¢

9 Which set can you exchange for a quarter?



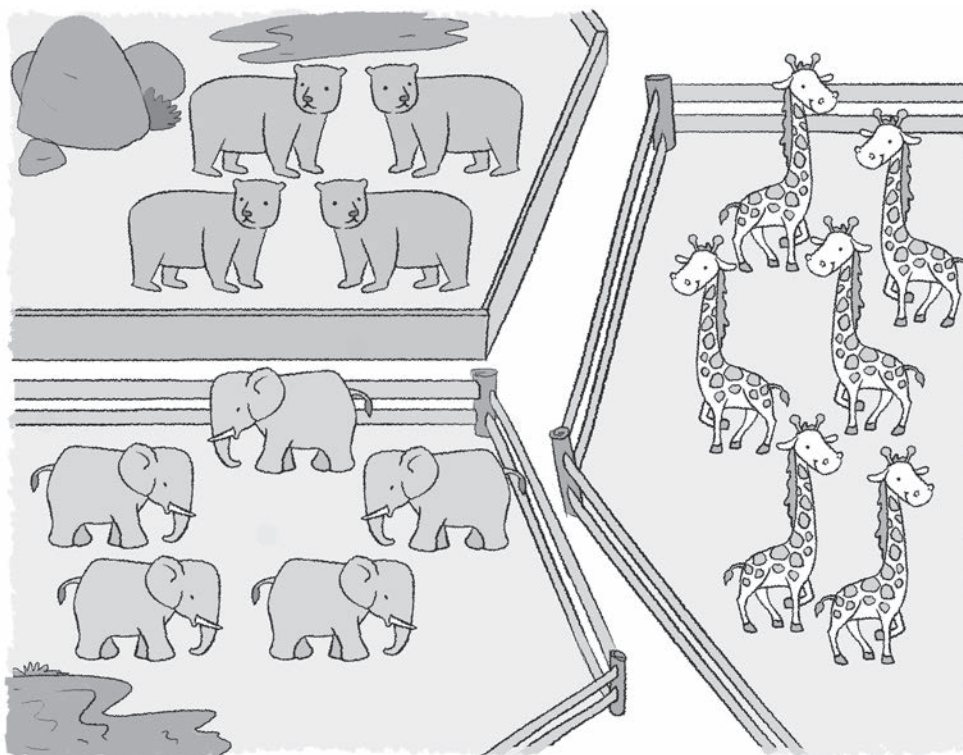
10 How many nickels can you exchange for 2 quarters?

- A** 2
- B** 5
- C** 10
- D** 50




Section B Short Answer Questions

(3 × 2 = 6 points)

- 11 Eva saw some animals at the zoo.







- a Complete the tally chart.


| Type of Animals | Tally | Number |
|--|-------|--------|
|  Bear | | |
|  Elephant | | |
|  Giraffe | | |

- b Eva saw _____ animals in all.

- 12 Ryan is solving the following problem:

 and  each stands for a number.


 $\xrightarrow{+17}$  $\xrightarrow{-23}$ 58

Find the value of .

He writes:

$$\begin{array}{l} 58 - 23 = 35 \\ 35 + 17 = 52 \end{array}$$

Circle Ryan's mistakes.

Then, fill in each blank to show how you find the value of .

 = _____  _____ = _____

 = _____  _____ = _____

- 13 Grace buys a bottle of water.
 The bottle of water costs 58¢.
 She gives the cashier 3 quarters.
 The cashier returns her 1 dime, 1 nickel, and 1 penny.
 Grace says the cashier returns her 1 penny less.
 Do you agree with Grace?
 Fill in each blank to find out.

3 quarters = _____¢



How much change
should I receive?

Grace

_____¢ ○ _____¢ = _____¢

How much change
did I receive?



1 dime, 1 nickel, 1 penny = _____¢

_____¢ ○ _____¢ = _____¢

The cashier gives Grace _____.

Section C Constructed Response

(1 × 4 = 4 points)

- 14 Lucas has 100¢.
He spends all his money on 7 pencils and erasers.
A pencil costs 20¢.
An eraser costs 10¢.
How many pencils and how many erasers does
Lucas buy?

Show your work and write your answers in the blanks
below.

Lucas buys _____ pencils and _____ erasers.