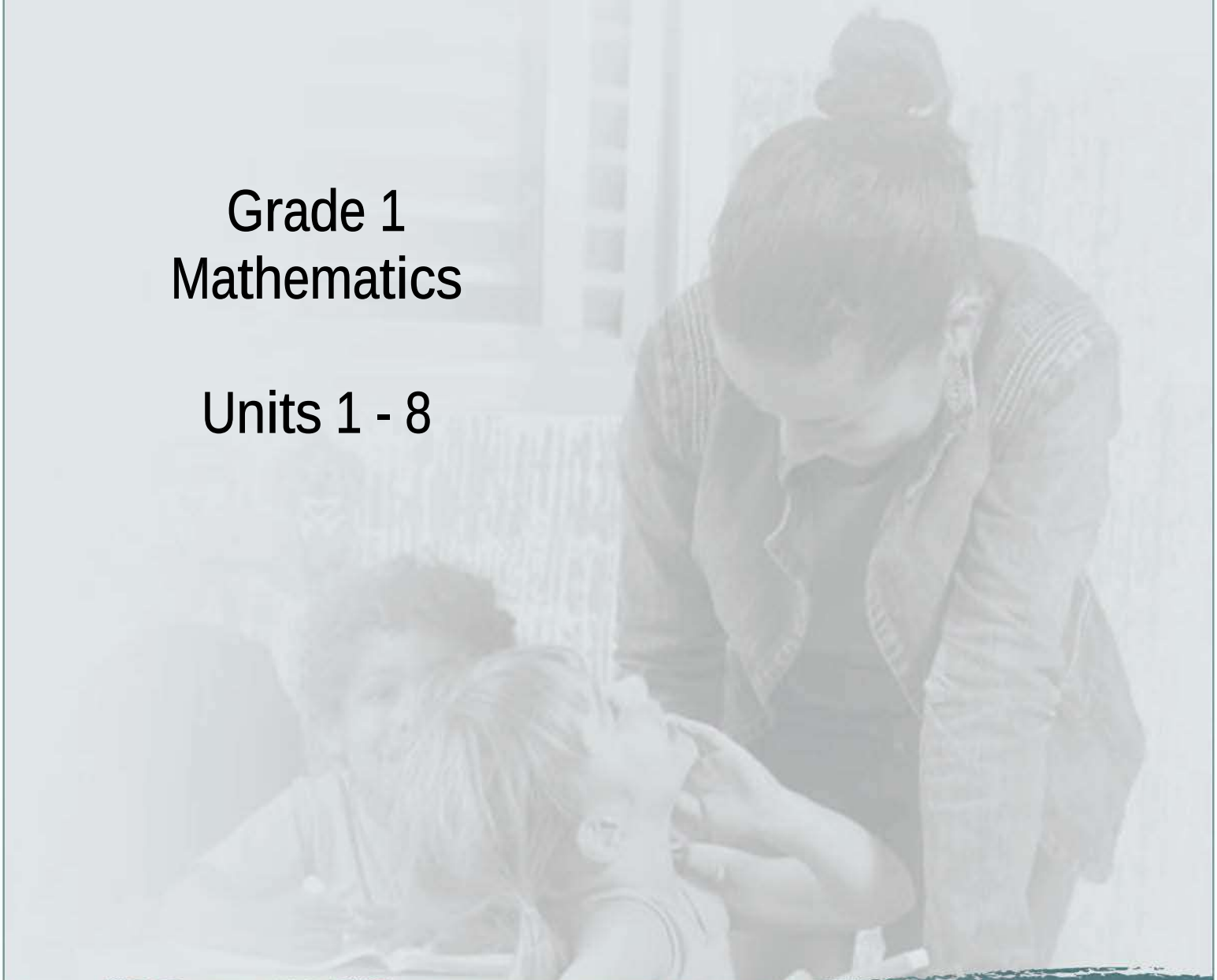
Louisiana Believes.

COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER



Grade 1
Mathematics

Units 1 - 8

Comprehensive Curriculum
REVISED 2012

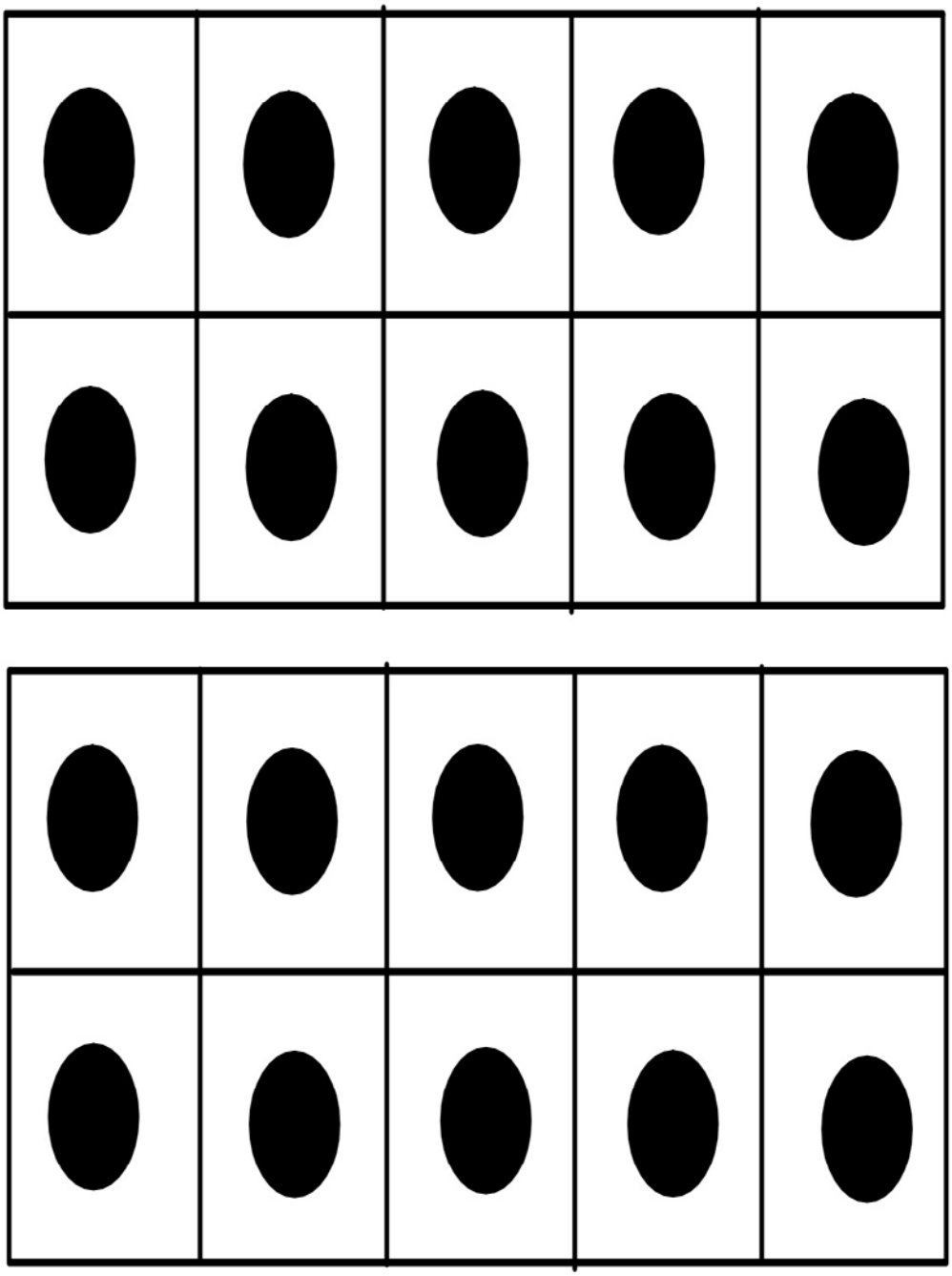
BLACKLINE MASTERS

LOUISIANA DEPARTMENT OF EDUCATION

Unit 1, Activity 4, Blank 100s Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Unit 1, Activities 5 and 6, Blank 10 Frame



On the way to school this morning, I saw

_____.

I would love to have

_____.

I collected

_____.

Mom gave me

_____.

I ate

_____.

Name: _____

Making Tens Process Guide

1. Take the pennies out of your bag.
2. Can you make a group of 10 pennies? _____
3. Make your group of 10 pennies.
4. Can you make another group of 10 pennies? _____
5. Make as many groups of 10 pennies as you can.
6. How many groups of 10 pennies did you make? _____
7. How many pennies are left over? _____
8. Count your pennies.
9. How many pennies did you have in your bag? _____
10. Draw a picture of your pennies showing your groups of 10 and left over pennies.

Name:_____

Item to count	Number


SEND
END
1
2
3
4
5
6
7
8
9
*
0
#

I have 32. Who has the number 48?	I have 48. Who has the number 73?
I have 73. Who has the number 64?	I have 64. Who has the number 41?
I have 41. Who has the number 93?	I have 93. Who has the number 15?
I have 15. Who has the number 27?	I have 27. Who has the number 52?
I have 52. Who has the number 86?	I have 86. Who has the number 17?
I have 17. Who has the number 43?	I have 43. Who has the number 71?

I have 71. Who has the number 35?	I have 35. Who has the number 77?
I have 77. Who has the number 57?	I have 57. Who has the number 22?
I have 22. Who has the number 98?	I have 98. Who has the number 82?
I have 82. Who has the number 10?	I have 10. Who has the number 63?
I have 63. Who has the number 42?	I have 42. Who has the number 20?
I have 20. Who has the number 79?	I have 79. Who has the number 32?

Unit 1, General Asssessments, Personal Interview

(To be completed in the first few weeks of school.)

The teacher will read each prompt and then record the student's response.
As needed, the teacher should repeat the interview after instruction has taken place.

Rote Counting:

Say, "Start counting at 1 and I will tell you when to stop."
Then say, "Can you start at 34 and count to ____?"

Counts from 1 to 31 ___
Counts from 74 to 100 ___
Counts from 100 to 120___

Backwards Counting:

Say, "Please count from 5 down. Make sure the student understands the directions."

Counts from 10 to 1 ___
Counts from 21 to 14 ___
Counts from 100 to 89 ___

Numeral Recognition:

Flash numeral cards 1 to 10 in random order. Have the student tell you what numeral is on the card. Flash 5 or 6 cards in each of the other categories.

Recognizes numerals 1 to 10. ___
Recognizes numerals 11 to 20. ___
Recognizes numerals 38 to 100 ___
Recognizes numerals above 100. ___

Writing Numerals:

Have student start with the number 1 and write numerals as far as they are able.

Unit 1, General Assessments, Rubric for Scoring Personal Interview

(Use at the beginning of First Grade and again when teacher thinks mastery has occurred.)

Rote Counting

0 Student is unable to count to 10.
1 Student is able to count to 10.
2 Student is able to count to 100.
3 Student is able to count to 120.

Backwards Counting

0 Student is unable to count backwards from 5.
1 Student is able to count backwards from 10 to 1.
2 Student is able to count backwards from 21 to 14.
3 Student is able to count backwards from 100.

Numeral Recognition

0 Student is unable to recognize numbers 1 to 10.
1 Student is able to recognize numbers 1 to 10.
2 Student is able to recognize numbers 11 to 20
3 Student unable to recognize numbers above 100.

Writing Numerals

0 Student is unable to write numbers to 10.
1 Student is able to write numbers 1 to 10.
2 Student is able to write numbers 1 to 50.
3 Student is able to write numbers 1 to 120

Above Level Math Student	10 to 12
On Level Math Student	5 to 9
Below Level Math Student	4 and below

Unit 1, General Assessments, Understanding/Misunderstanding Recording Sheet

The teacher will place this sheet on a clipboard to use when observing students working independently. Students whose names are written on the Misunderstandings side of the sheet will be targeted for additional instruction.

Understandings	Misunderstandings

Unit 2, Activities 1, 2, 3, 4, and 5, Part/Part/Whole Mat

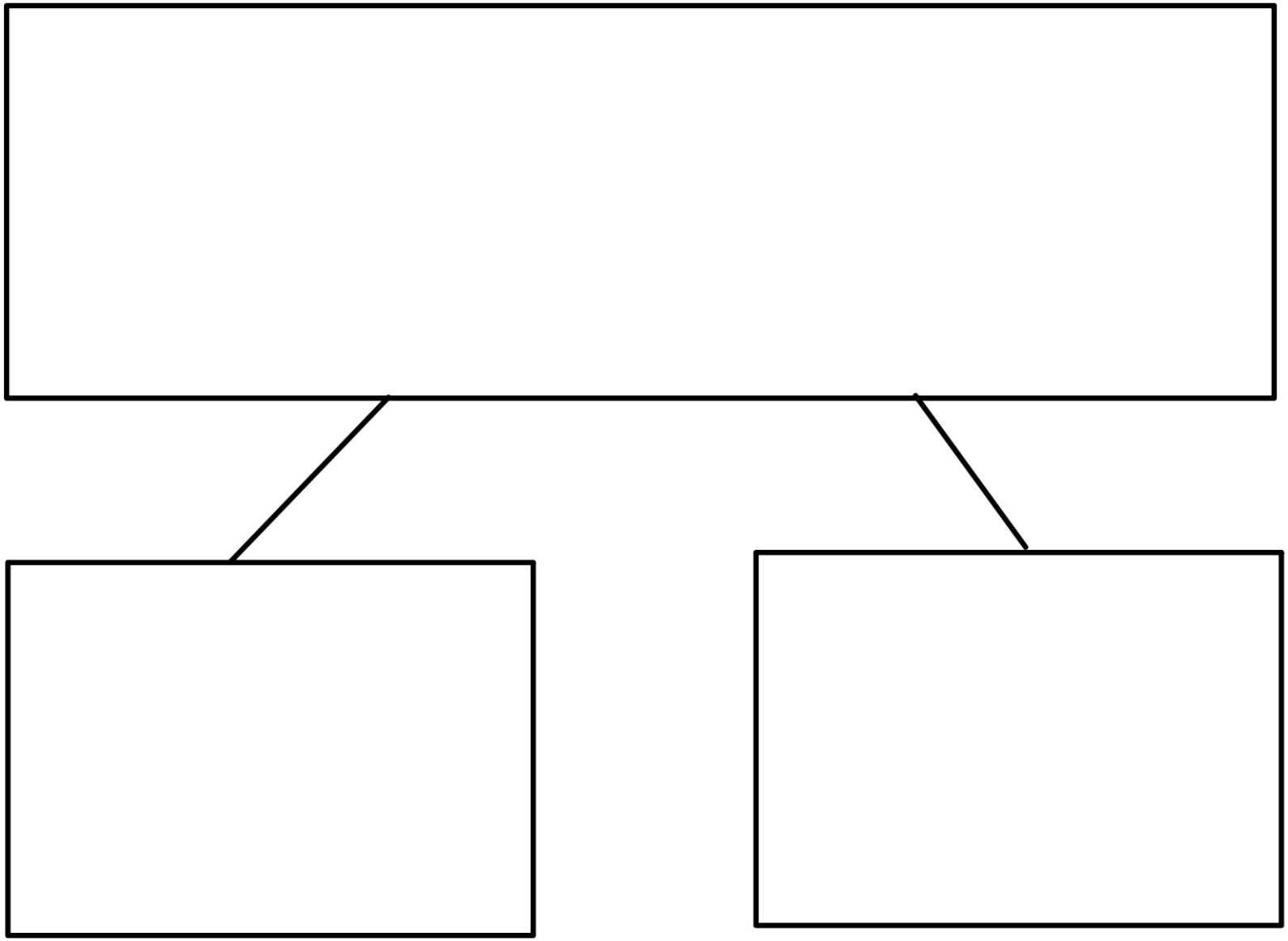
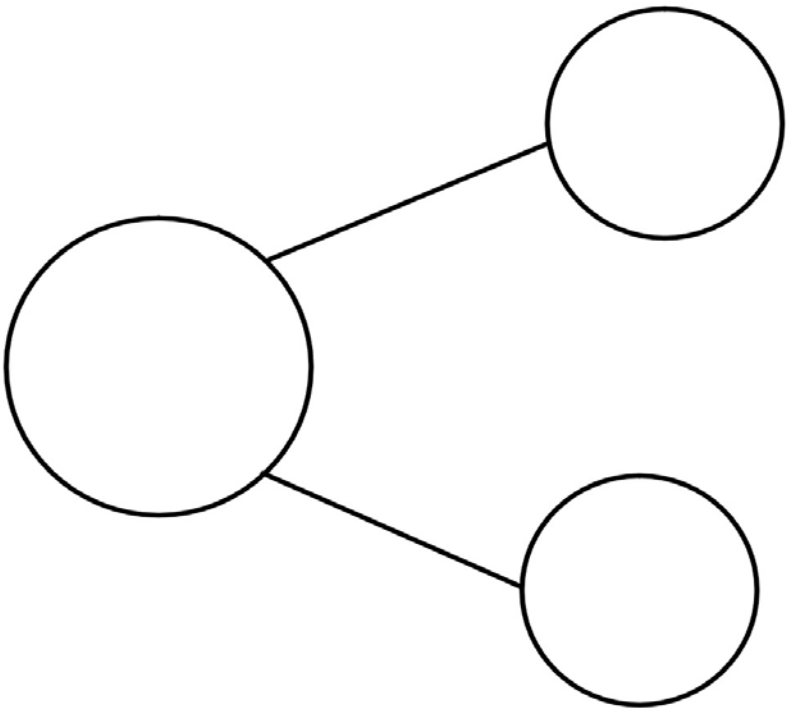


Table 1. Common addition and subtraction situations.[6]

	Result Unknown	Change Unknown	Start Unknown
Add to	Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now? 2 + 3 = ?	Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two? 2 + ? = 5	Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before? ? + 3 = 5
Take from	Five apples were on the table. I ate two apples. How many apples are on the table now? 5 – 2 = ?	Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat? 5 – ? = 3	Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? ? – 2 = 3
	Total Unknown	**Addend Unknown**	**Both Addends Unknown[1]**
Put Together/ Take Apart[2]	Three red apples and two green apples are on the table. How many apples are on the table? 3 + 2 = ?	Five apples are on the table. Three are red and the rest are green. How many apples are green? 3 + ? = 5, 5 – 3 = ?	Grandma has five flowers. How many can she put in her red vase and how many in her blue vase? 5 = 0 + 5, 5 = 5 + 0 5 = 1 + 4, 5 = 4 + 1 5 = 2 + 3, 5 = 3 + 2
	Difference Unknown	**Bigger Unknown**	**Smaller Unknown**
Compare[3]	("How many more?" version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy? ("How many fewer?" version): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie? 2 + ? = 5, 5 – 2 = ?	(Version with "more"): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have? (Version with "fewer"): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have? 2 + 3 = ?, 3 + 2 = ?	(Version with "more"): Julie has three more apples than Lucy. Julie has five apples. How many apples does Lucy have? (Version with "fewer"): Lucy has 3 fewer apples than Julie. Julie has five apples. How many apples does Lucy have? 5 – 3 = ?, ? + 3 = 5

[1]These take apart situations can be used to show all the decompositions of a given number. The associated equations, which have the total on the left of the equal sign, help children understand that the = sign does not always mean makes or results in but always does mean is the same number as.
[2]Either addend can be unknown, so there are three variations of these problem situations. Both Addends Unknown is a productive extension of this basic situation, especially for small numbers less than or equal to 10.
[3]For the Bigger Unknown or Smaller Unknown situations, one version directs the correct operation (the version using more for the bigger unknown and using less for the smaller unknown). The other versions are more difficult.

[6]Adapted from Box 2-4 of Mathematics Learning in Early Childhood, National Research Council (2009, pp. 32, 33).



This can be enlarged and printed landscape style to create a larger model to accommodate manipulatives and drawings.

There are 5 books on a table. I put 3 more books on a table. How many books are on the table? *8 books*	The teacher has 6 students line up. Then 3 more students line up. How many students have lined up? *9 students*
In class, 2 students raise their hands. Then 4 more students raise their hands. How many students have raised their hands altogether? *6 students*	I have 3 apples and 5 oranges. How many pieces of fruit do I have altogether? *8 pieces of fruit*
At a shop, Bob saw 4 guppies and 2 angelfish. How many fish did he see altogether? *6 fish*	At a farm, 5 goats and 4 cows are eating grass. How many animals are eating grass? *9 animals*
There are 3 cookies in a box. Sam puts in 7 more cookies. How many cookies are there in the box altogether? *10 cookies*	Joe has 5 whistles. His brother gives him 3 more. How many whistles does Joe have now? *8 whistles*
There are 5 parrots resting on a branch and 5 owls resting on another branch. How many birds are resting altogether? *10 birds*	Jill has filled up 7 pails with water. She has 2 more pails to fill up. How many pails does Jill have altogether? *9 pails*

Answers are written in italics.

Sal has 7 rabbits. 3 of them are black and the rest are white. How many white rabbits does he have? *4 rabbits*	Mary bought 9 apples, 3 of them were green. How many apples were not green? *6 apples*
A fish tank contains 9 fish. 5 of them are goldfish. How many fish are not goldfish? *4 fish*	Lynn has 8 balloons. 3 of them ☐ popped. How many balloons does she have left? *5 balloons*
I wrote 7 math facts on the board. A student erased 3 of them. How many math facts are still on the board? *4 math facts*	There are 8 students lined up for the swings. 5 of them leave to play on the slide. How many students are left waiting for the swings? *3 students*
Grace has 7 rings. Eve borrows 2 of them. How many rings does Grace have left? *5 rings*	Anna has 10 hair clips. 6 of them are blue. How many are not blue? *4 hair clips*
There are 8 writing tools on the table. 2 of them are markers. How many are not markers? *6 writing tools*	There are 4 students at a table. 3 of the students do not wear glasses. How many of the students wear glasses? *1 student*

Answers are written in italics.

2. There are

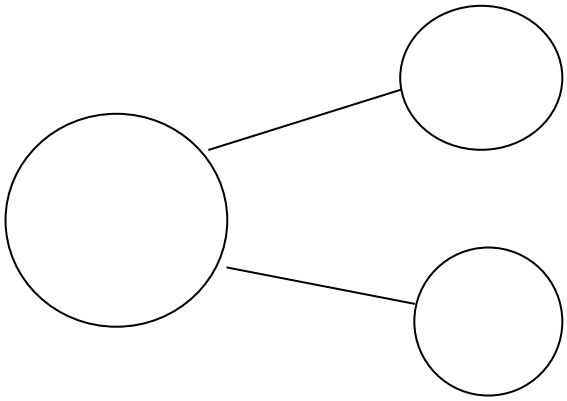
_____

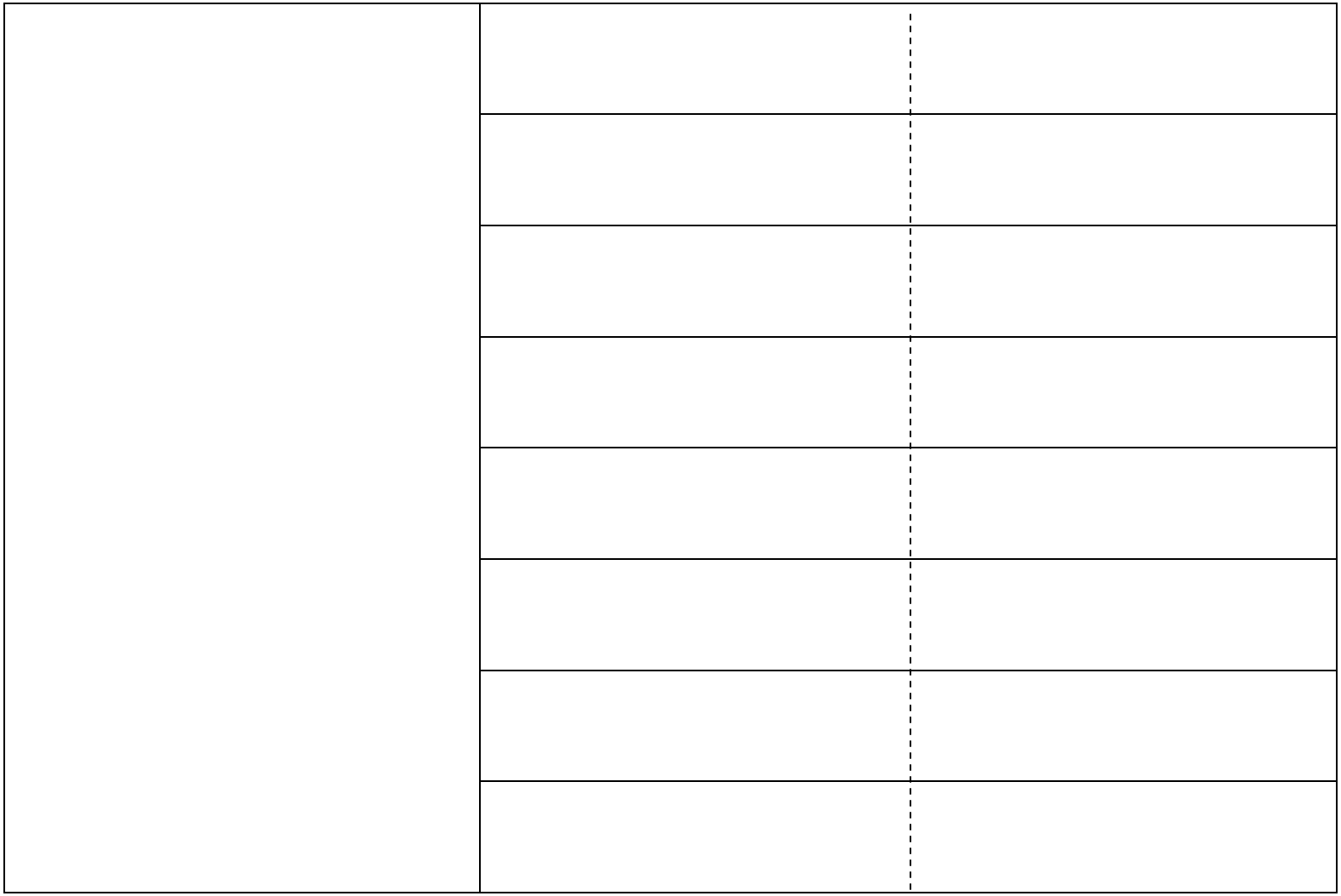
3. There are

_____

4. How many

_____

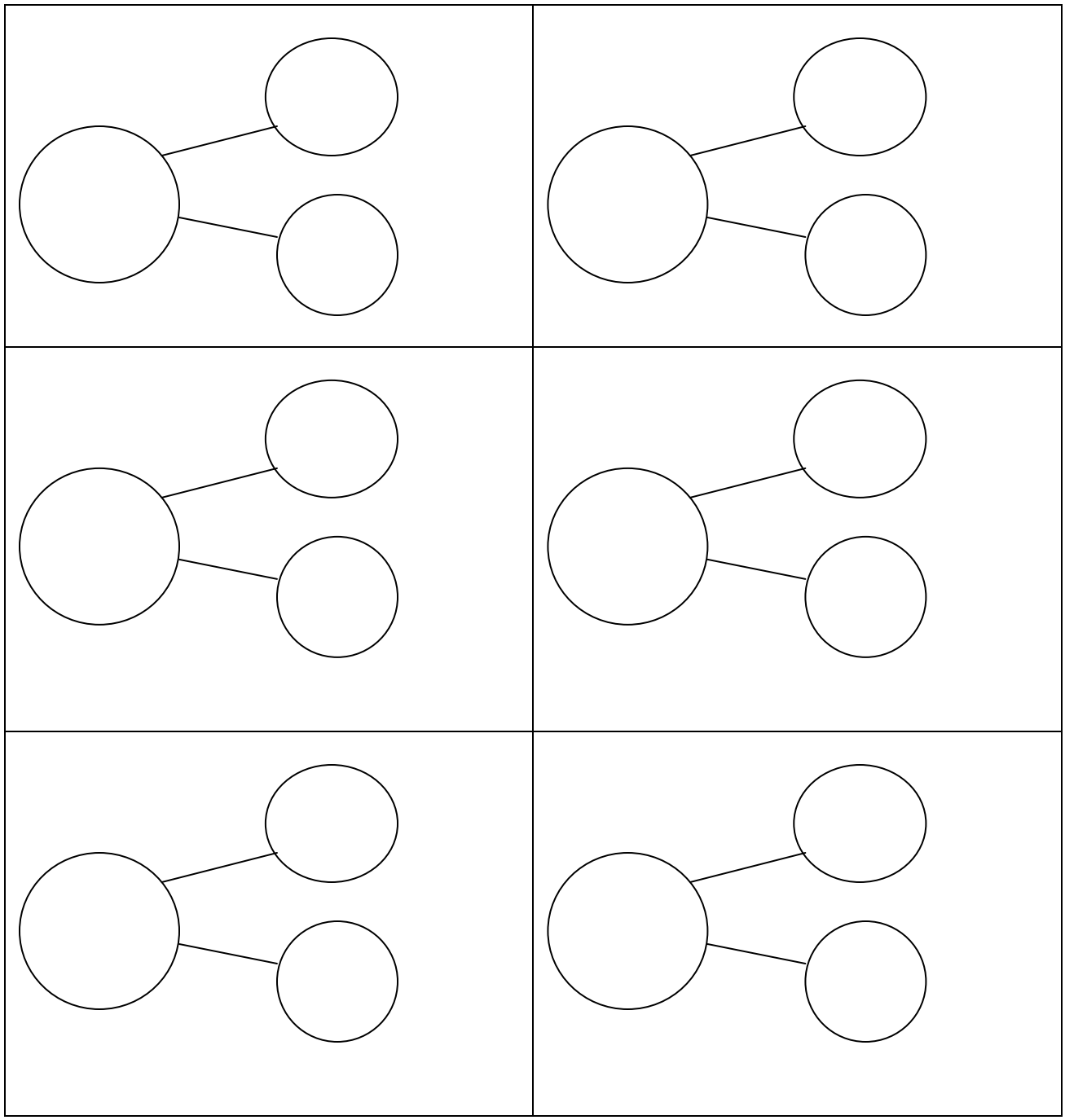
5. 

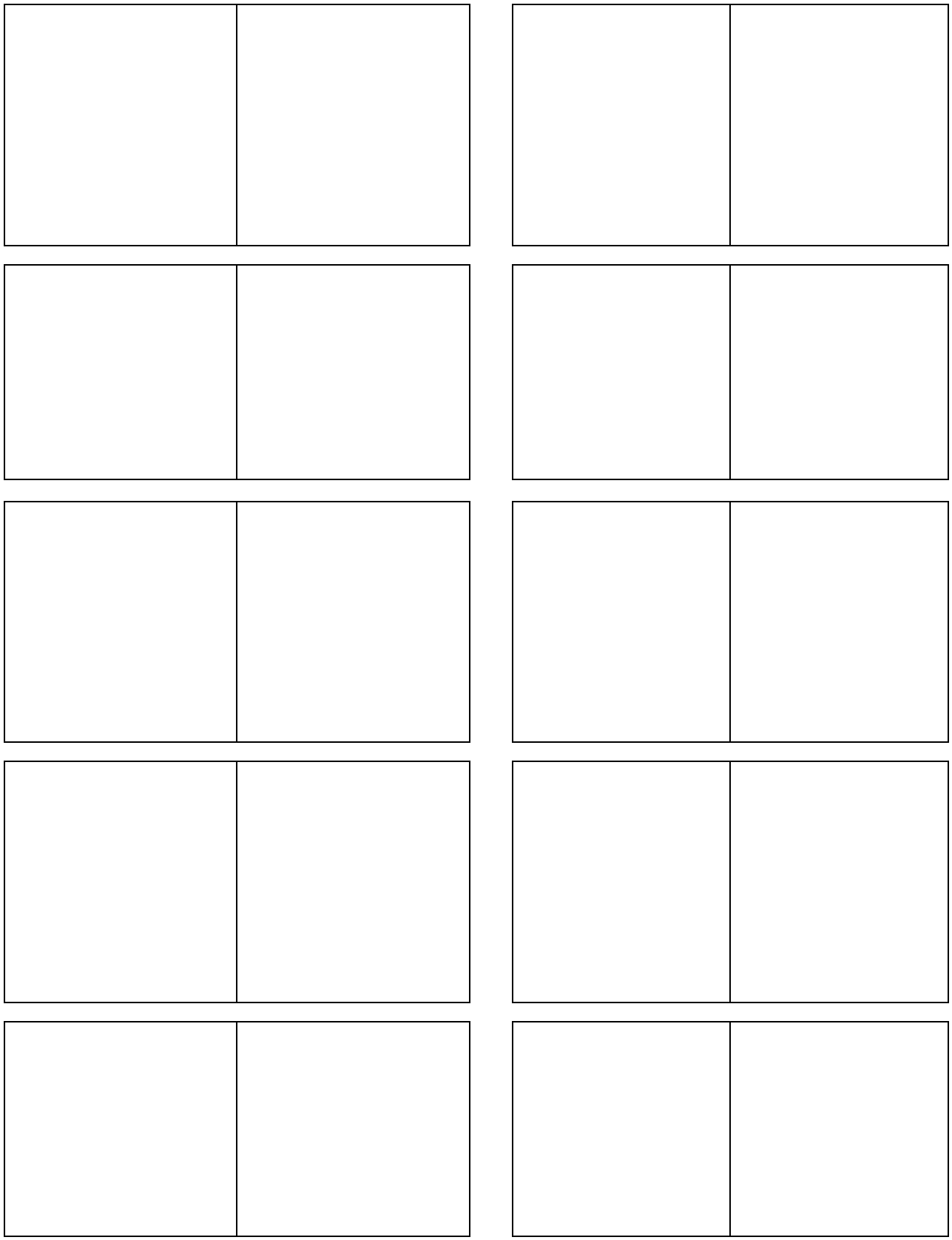


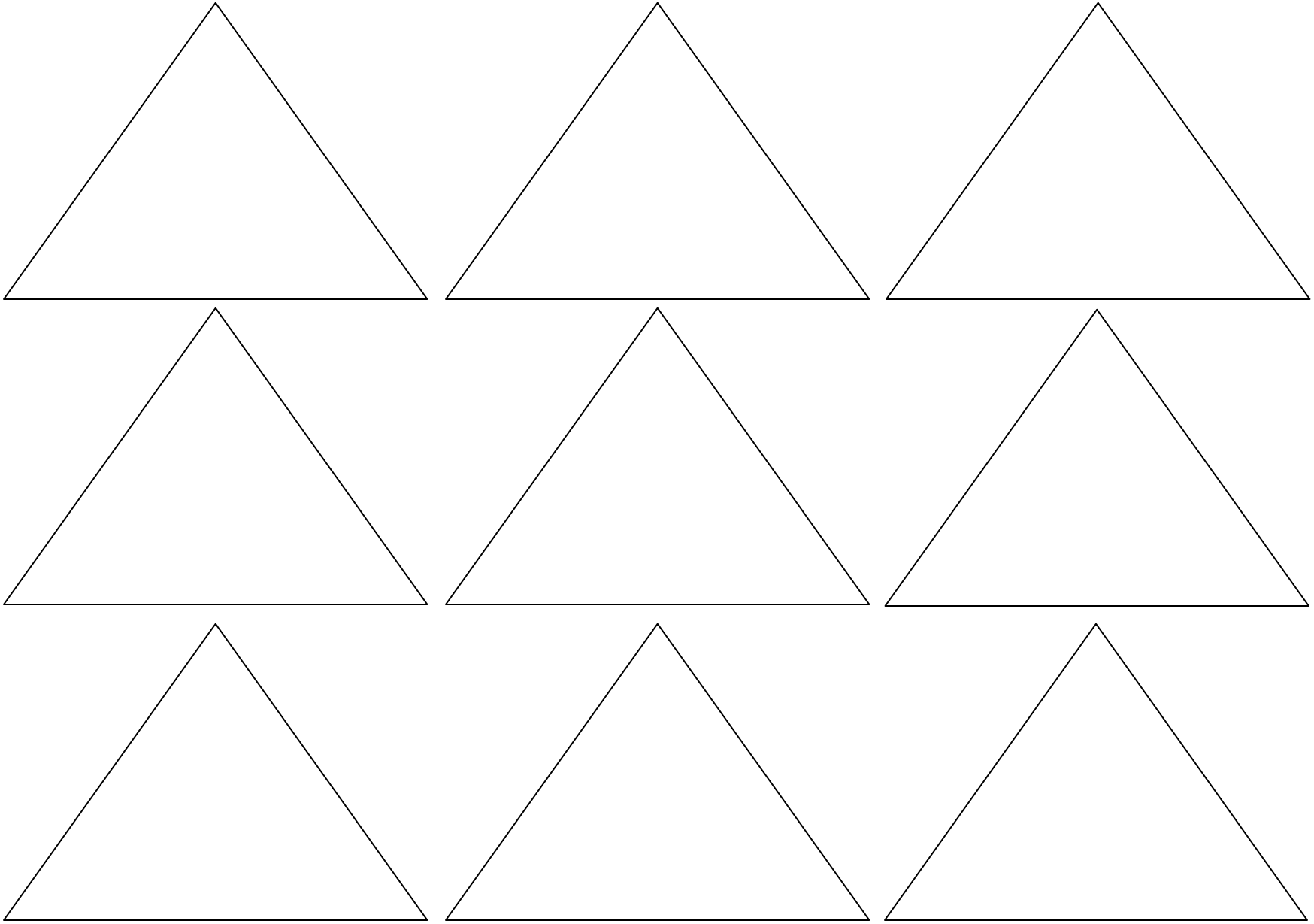
Unit 2, Activity 8, Coin Flip

Name:_____

Toss your pennies. Show the total number of pennies in the large circle. Fill in how many heads and tails there are in the smaller circles.

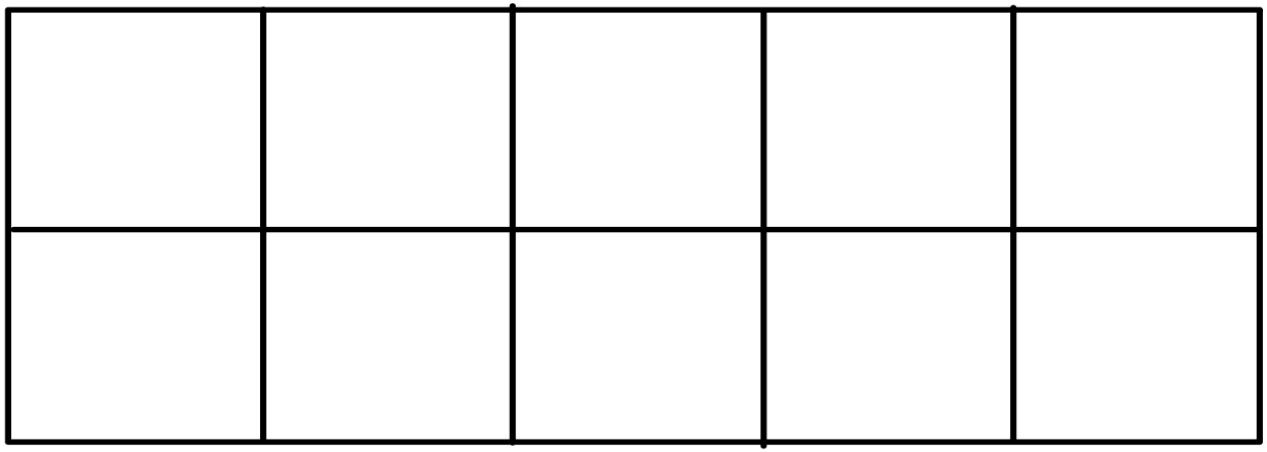


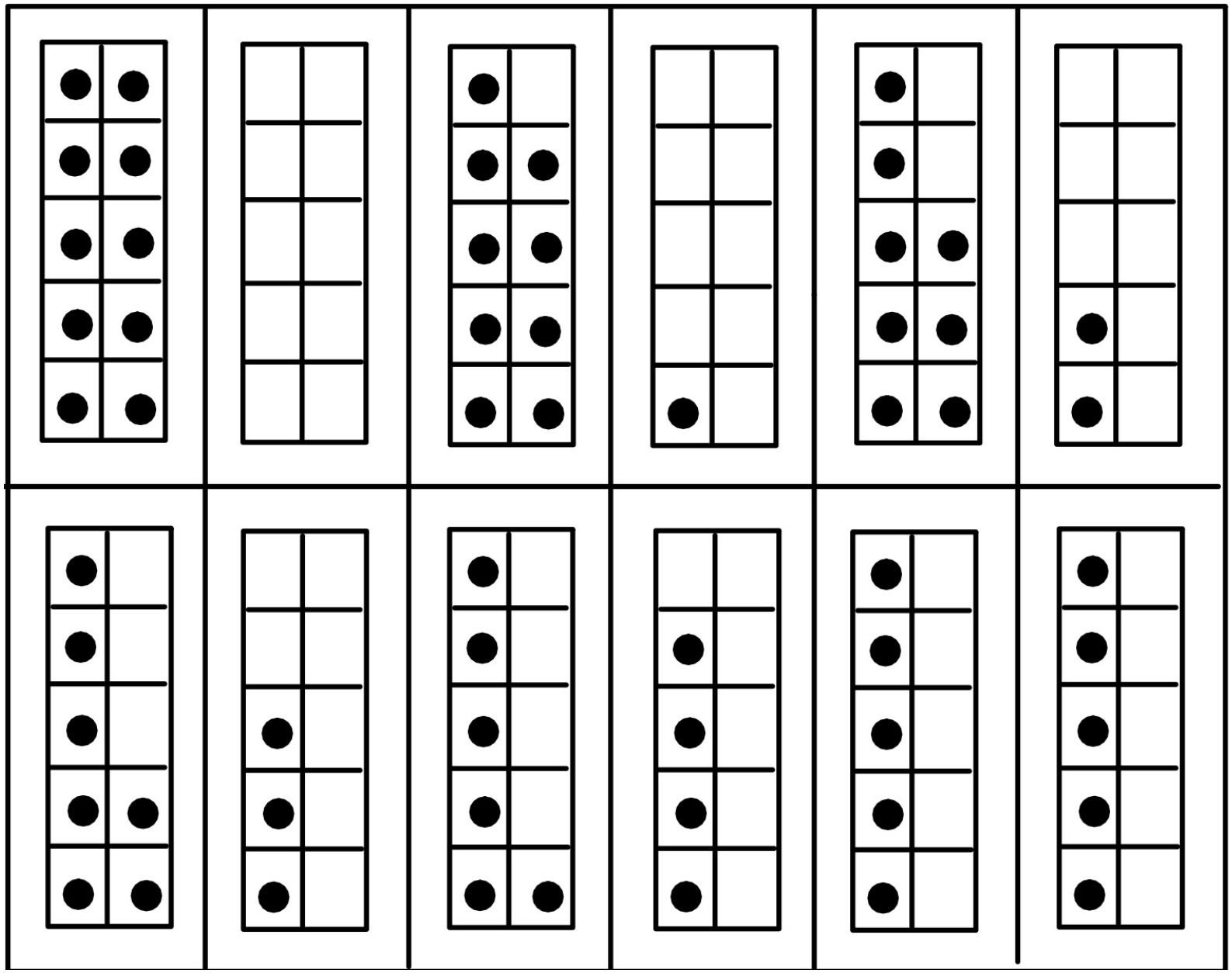


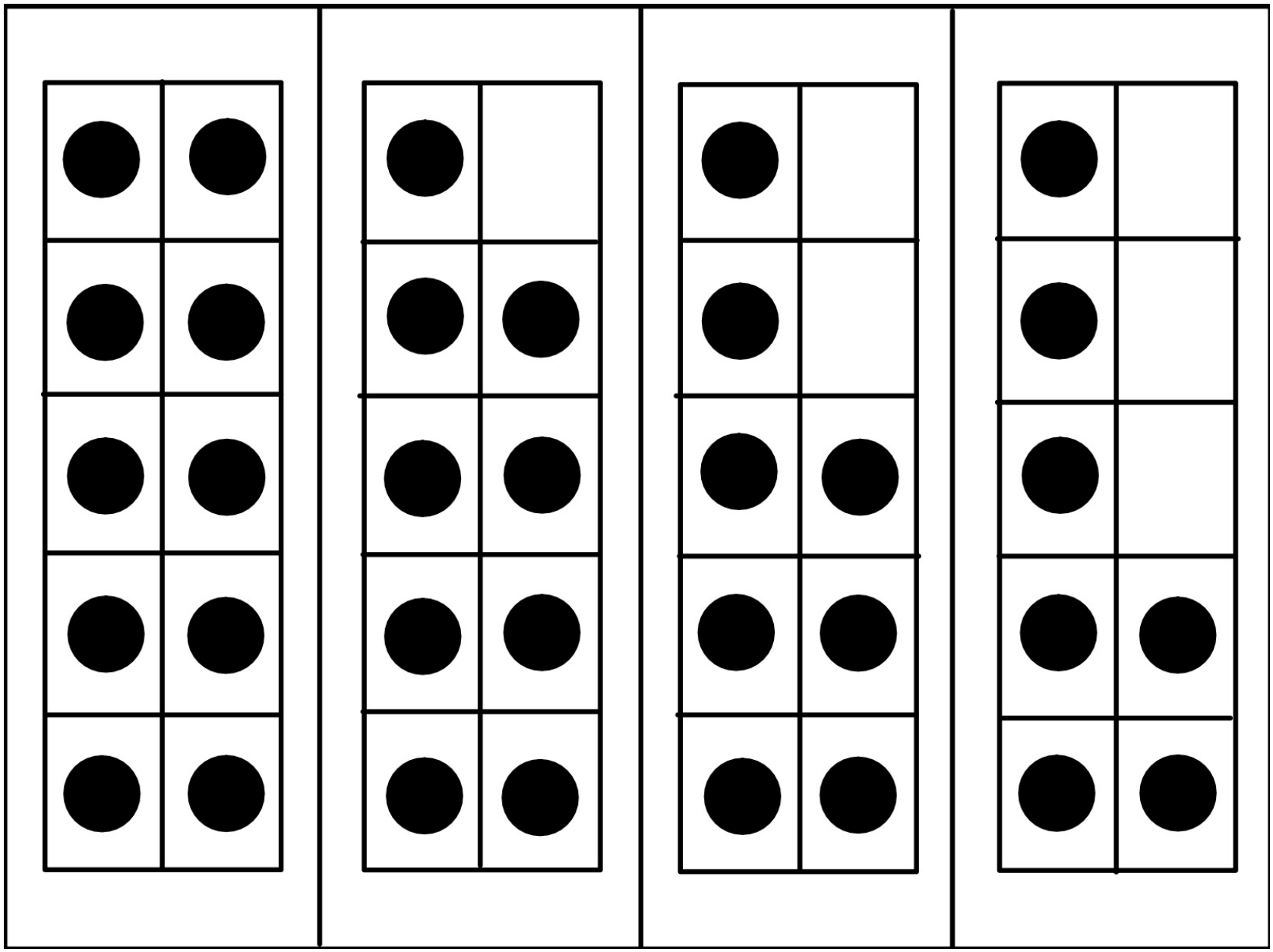


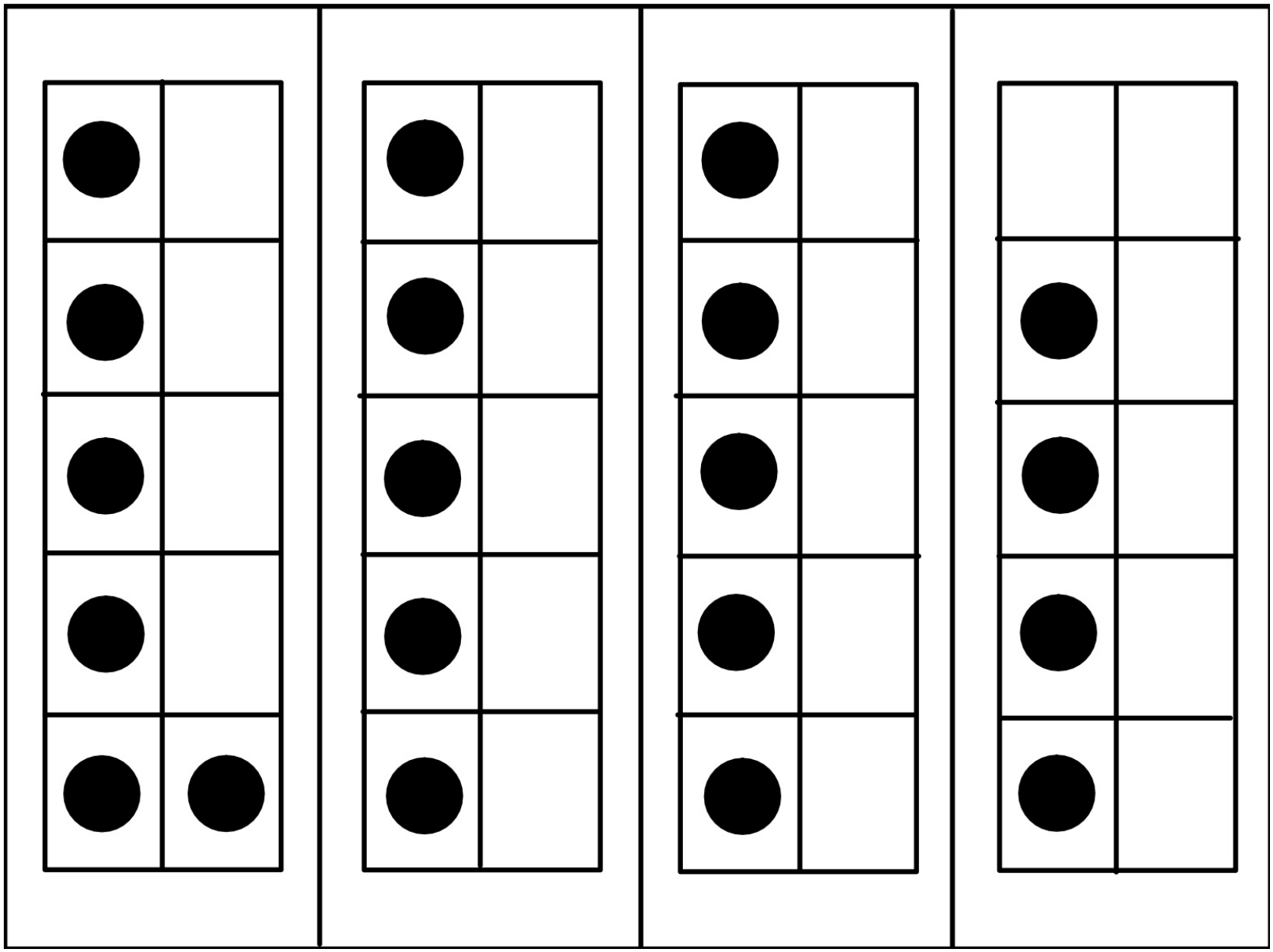
I have _____ pets. Some of them are cats and some of them are dogs. Draw the number of cats and dogs that you think I have.

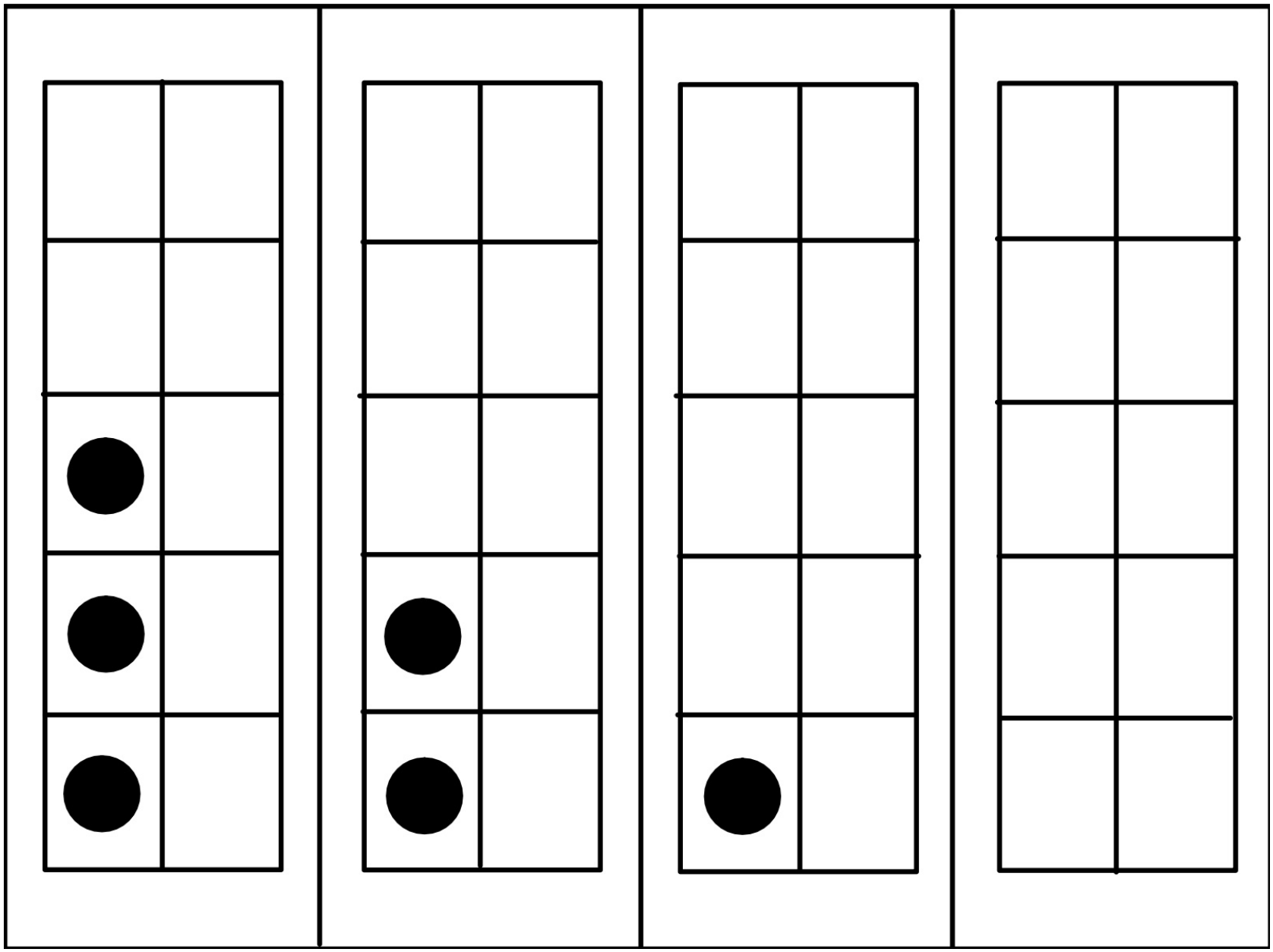
Show a number sentence that matches your picture.

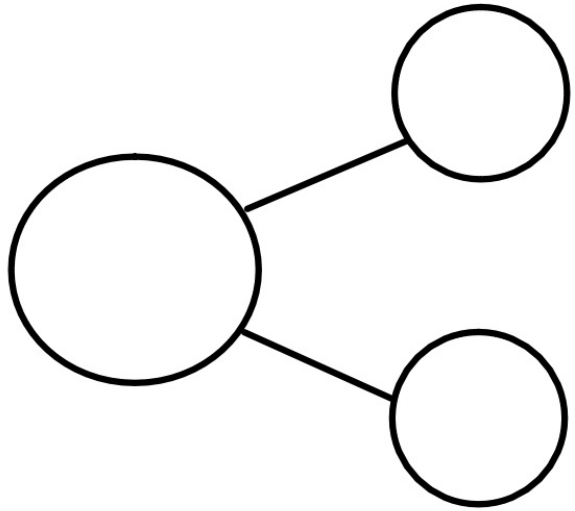








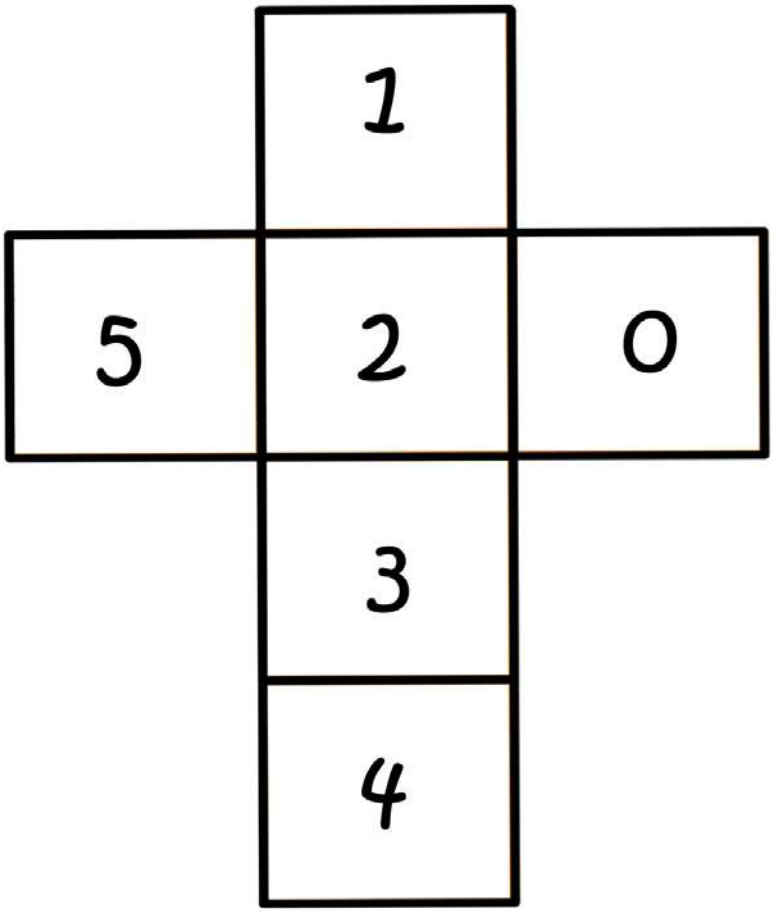


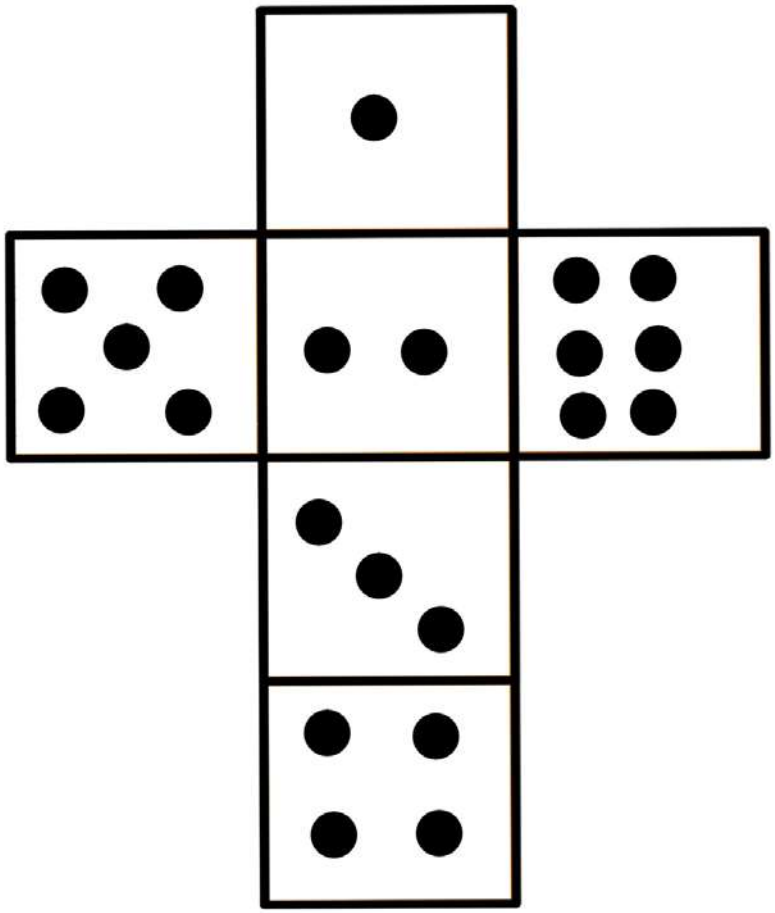


__ + __ = __ __ - __ = __

__ + __ = __ __ - __ = __

6 + 2 =	2 + 6 =	8 – 2 =	8 – 6 =
3 + 4 =	4 + 3 =	7 – 3 =	7 – 4 =
2 + 7 =	7 + 2 =	9 – 2 =	9 – 7 =
5 + 1 =	1 + 5 =	6 – 5 =	6 – 1 =
2 + 3 =	3 + 2 =	5 – 3 =	5 – 2 =


1
5
2
0
3
4



3 +1	8 +1	4 +1	6 +1
7 +1	1 +8	1 +4	5 +1
4 +1	1 +5	1 +2	1 +7
2 +1	6 +1	3 +1	1 +2

4	9	5	7
8	9	5	6
5	6	3	8
3	7	4	3

3 +2	8 +2	4 +2	6 +2
7 +2	2 +8	2 +4	5 +2
4 +2	2 +5	2 +2	2 +7
3 +2	6 +2	3 +2	2 +2

5	10	6	8
9	10	6	7
6	7	4	9
5	8	5	4

3 − 1	8 − 1	4 − 1	6 − 1
7 − 1	8 − 1	4 − 1	5 − 1
4 − 1	5 − 1	2 − 1	7 − 1
9 − 1	6 − 1	3 − 1	1 − 1

Unit 2, Activity 17, Subtracting One Answer Sheet

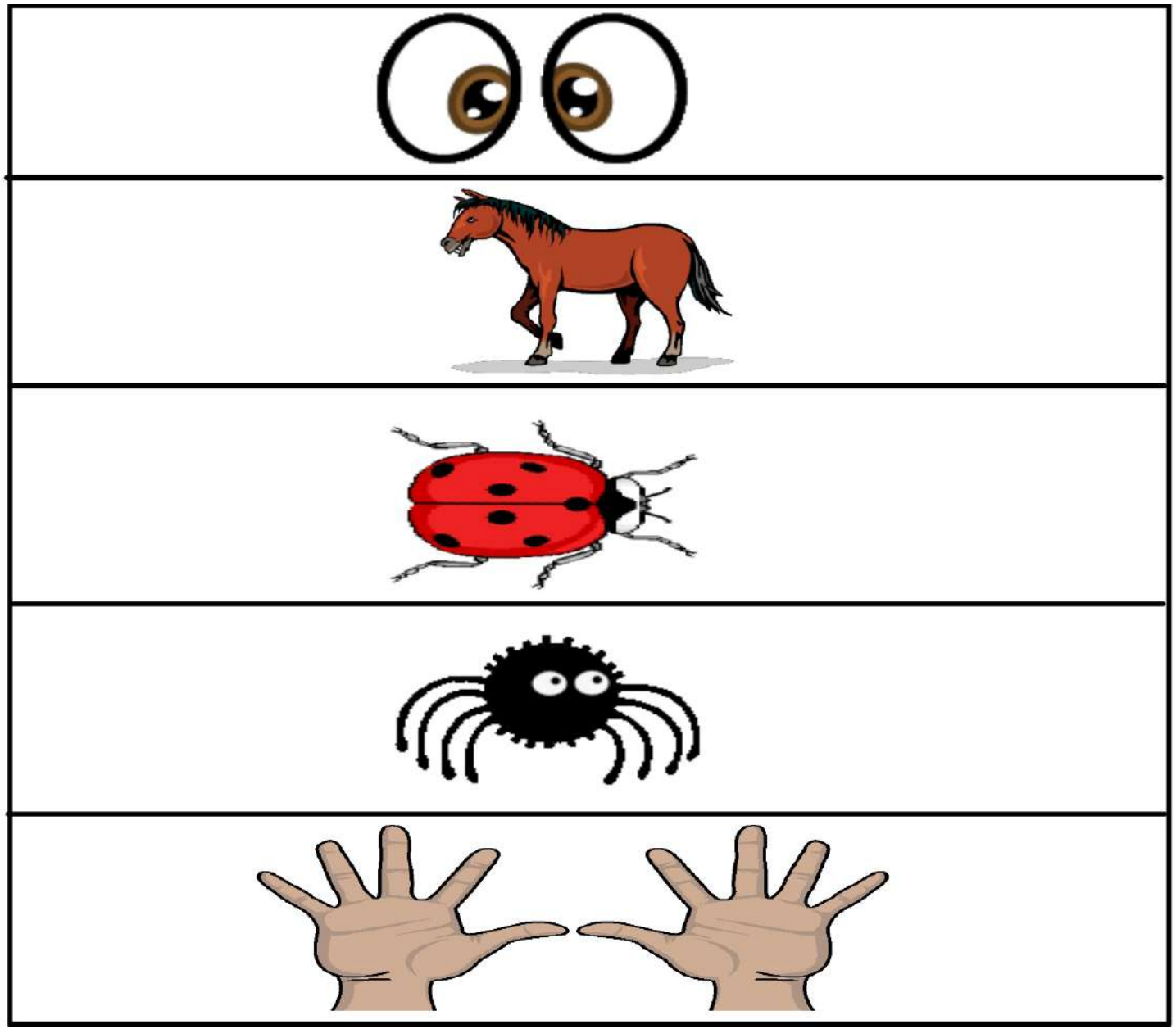
2	7	3	5
6	7	3	4
3	4	1	6
8	5	2	0

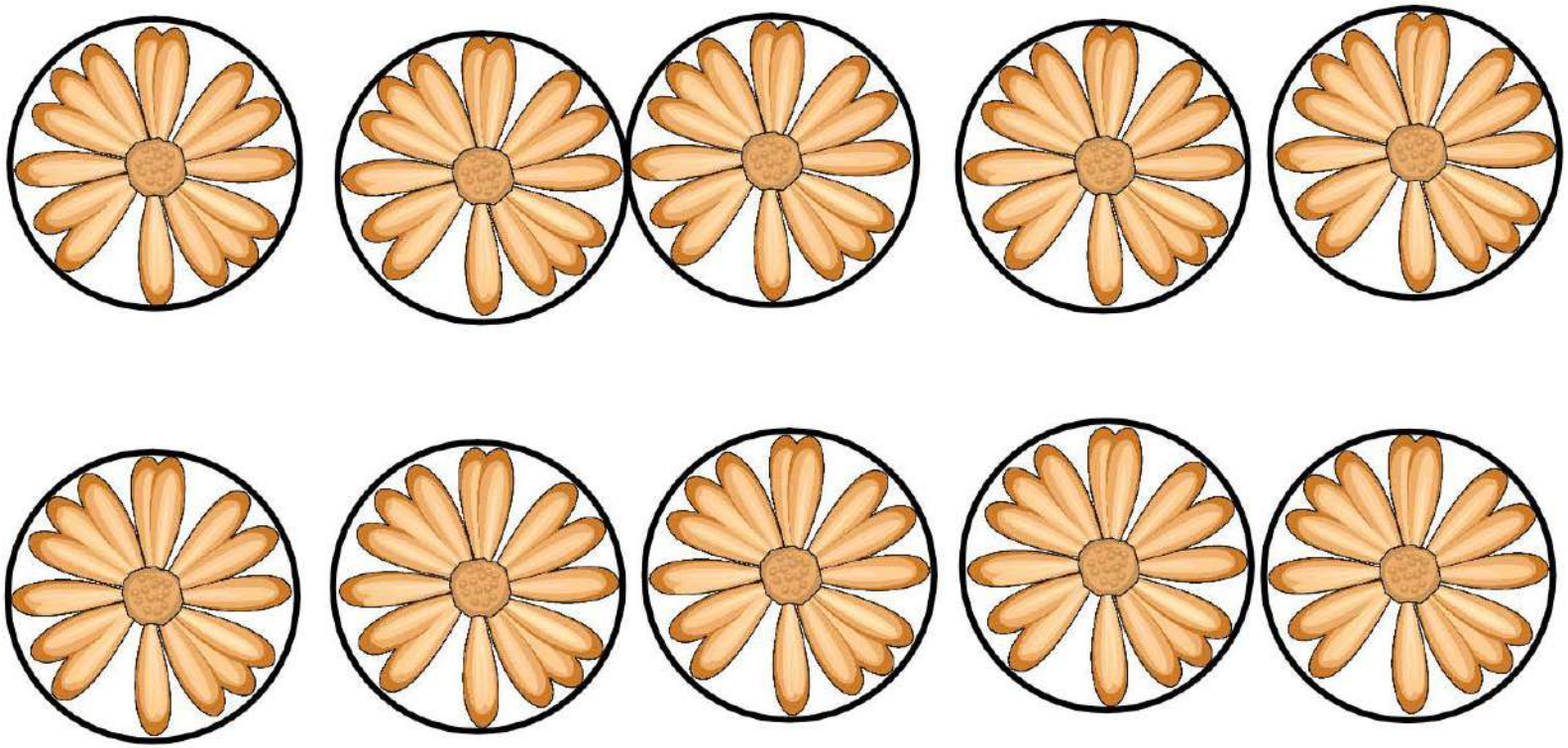
Unit 2, Activity 17, Subtracting Two Answer Sheet

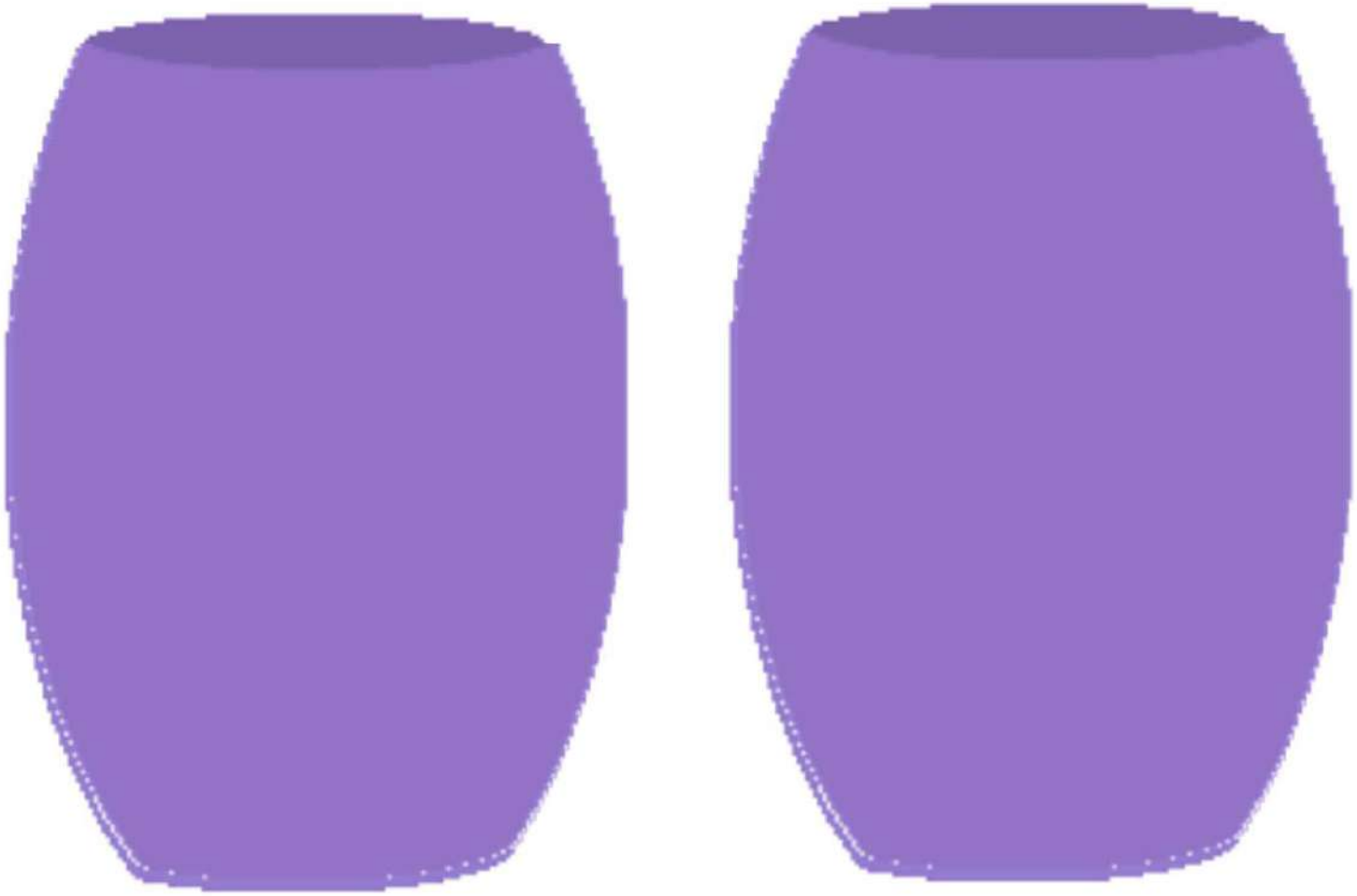
3 −2	8 −2	4 −2	6 −2
7 −2	8 −2	4 −2	5 −2
4 −2	5 −2	2 −2	7 −2
9 − 2	6 −2	3 −2	10 −2

Unit 2, Activity 17, Subtracting Two Answer Sheet

1	6	2	4
5	6	2	3
2	3	0	5
7	4	1	8







This page is for teacher reference.

Mom has 10 flowers. She put some in one vase. She had 3 left to put in the other vase. How many did she put in the first vase?

10 – □ = 3 or 10 = □ + 3

Mom has some flowers in one vase. She put 6 flowers in the second vase. Now she has 10 flowers. How many flowers did mom have in the first vase?

□ + 6 = 10

Mom has some flowers. She put 2 in the first vase. Now she has 8 flowers left to put in the second vase. How many flowers did mom start with?

□ – 2 = 8 or □ = 2 + 8

Mom put 1 flower in the first vase. How many flowers does she need to put into the second vase to have 10 flowers altogether?

1 + □ = 10

Name:_____

3 +1	2 +2	3 +2	5 +0	5 +4
3 +5	0 +7	9 +1	3 +7	3 +6
8 +1	2 +7	4 +2	2 +5	2 +6
8 +2	5 +5	7 +1	4 +4	3 +4

Time Taken: _____ Score: _____

Name:_____

5 -2	8 -2	10 -9	6 -2	8 -6
7 -5	10 -4	7 -1	8 -4	6 -6
5 -2	7 -6	9 -4	4 -0	5 -4
6 -3	10 -3	7 -1	6 -4	9 -5

Time Taken: _____ Score: _____

Name: _____

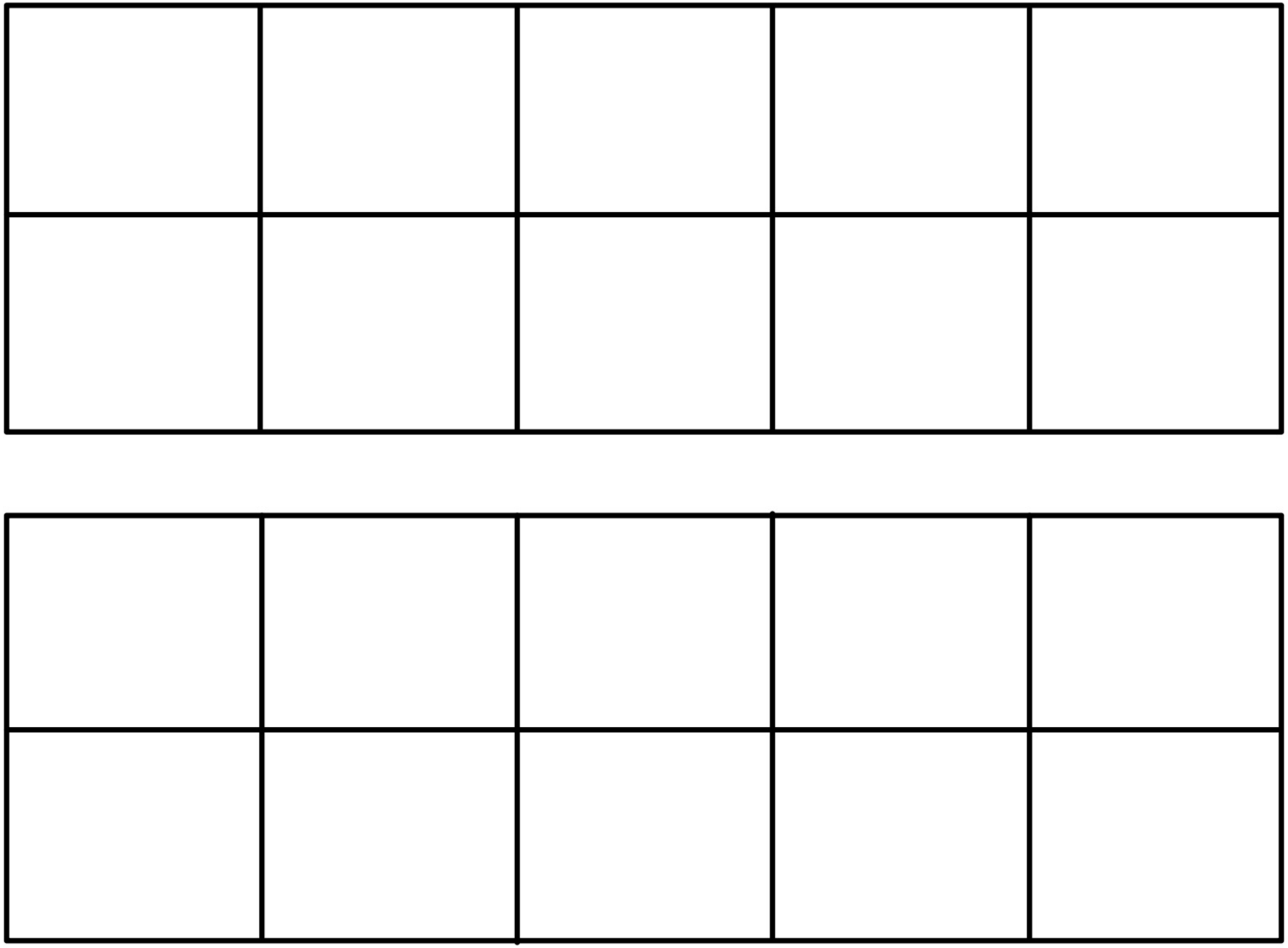
Circle "yes" or "no" for each statement.

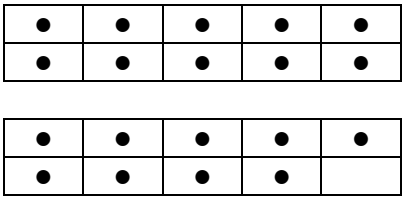
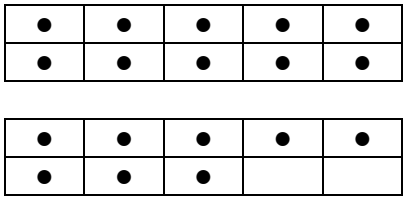
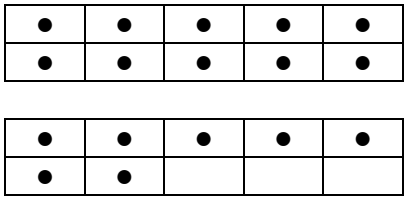
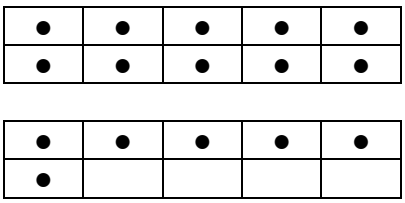
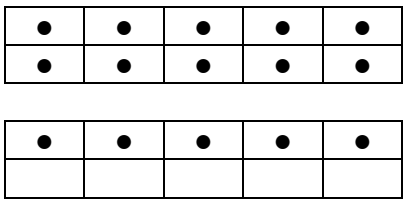
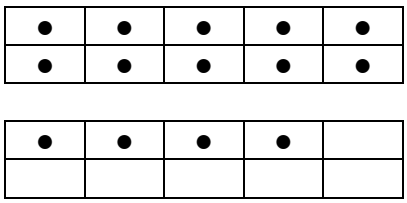
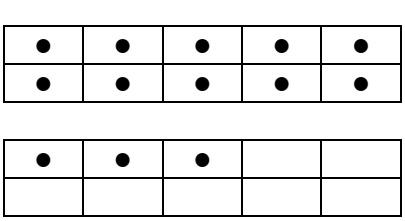
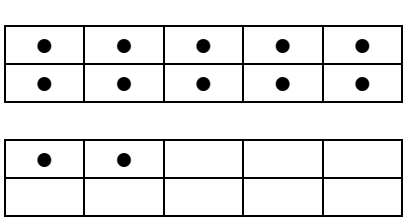
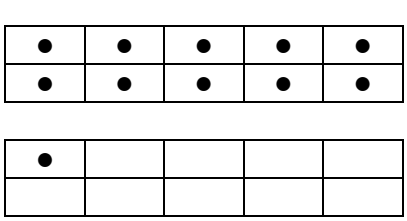
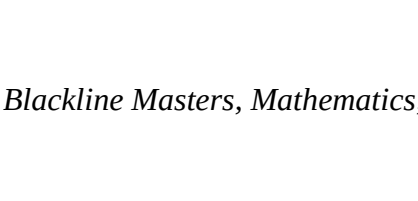
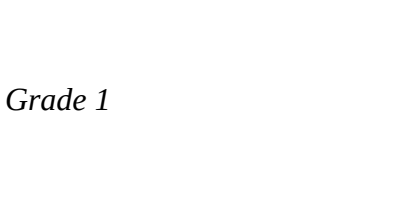
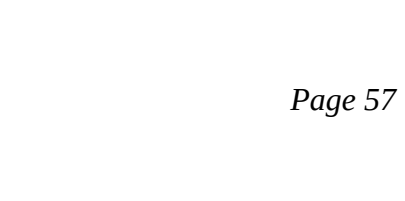
7 = 7	Yes	No
4 = 5	Yes	No
3 = 2	Yes	No
9 = 9	Yes	No
2 + 3 = 5	Yes	No
7 + 1 = 8	Yes	No
5 + 2 = 9	Yes	No
2 + 2 = 3 + 1	Yes	No
4 + 2 = 3 + 2	Yes	No
5 + 4 = 3 + 6	Yes	No

True	False

4 + 2	5 + 1	7 + 3	5 + 5
3 + 6	2 + 7	7 + 1	6 + 2
8 − 1	5 + 2	3 + 4	10 − 3

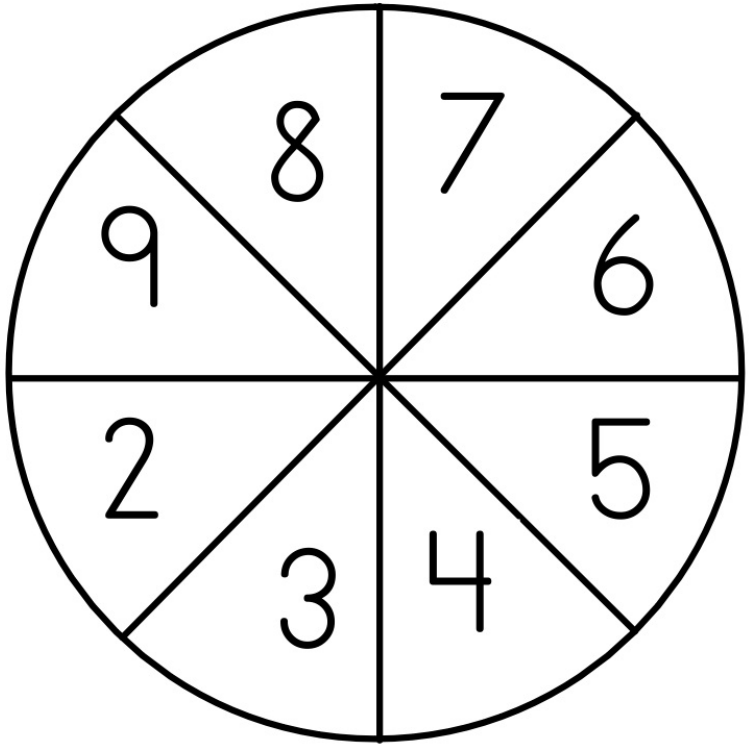
9 – 1	3 + 2	4 + 1	7 – 2
7 – 3	4 + 4	6 – 3	7 + 2



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

5 + 6	6 + 5	5 + 7	7 + 5
9 + 4	4 + 9	9 + 3	3 + 9
8 + 8	8 + 9	9 + 8	9 + 9
5 + 8	8 + 5	5 + 9	9 + 5

6 + 6	6 + 7	7 + 6	6 + 8
8 + 6	6 + 9	9 + 6	7 + 7
7 + 8	8 + 7	7 + 9	9 + 7


8
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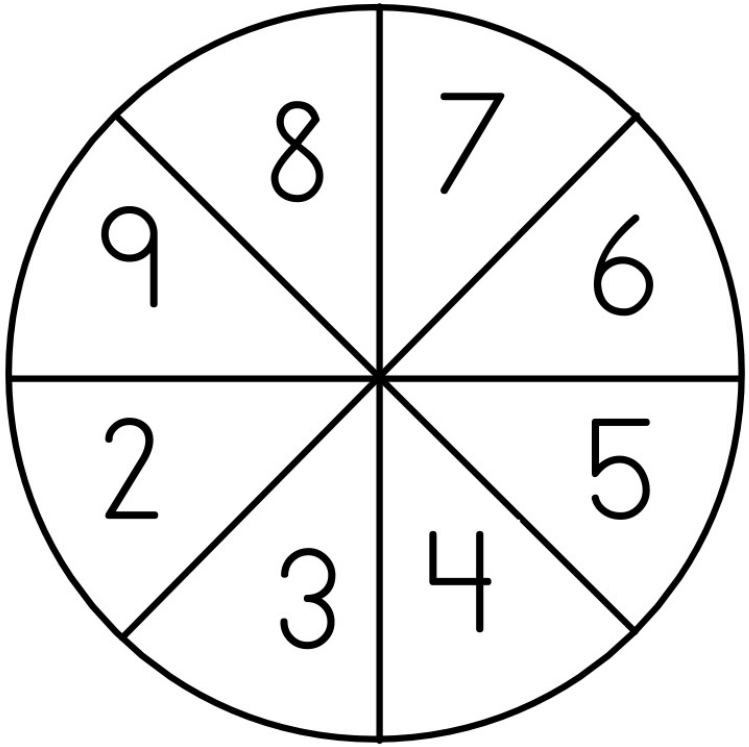
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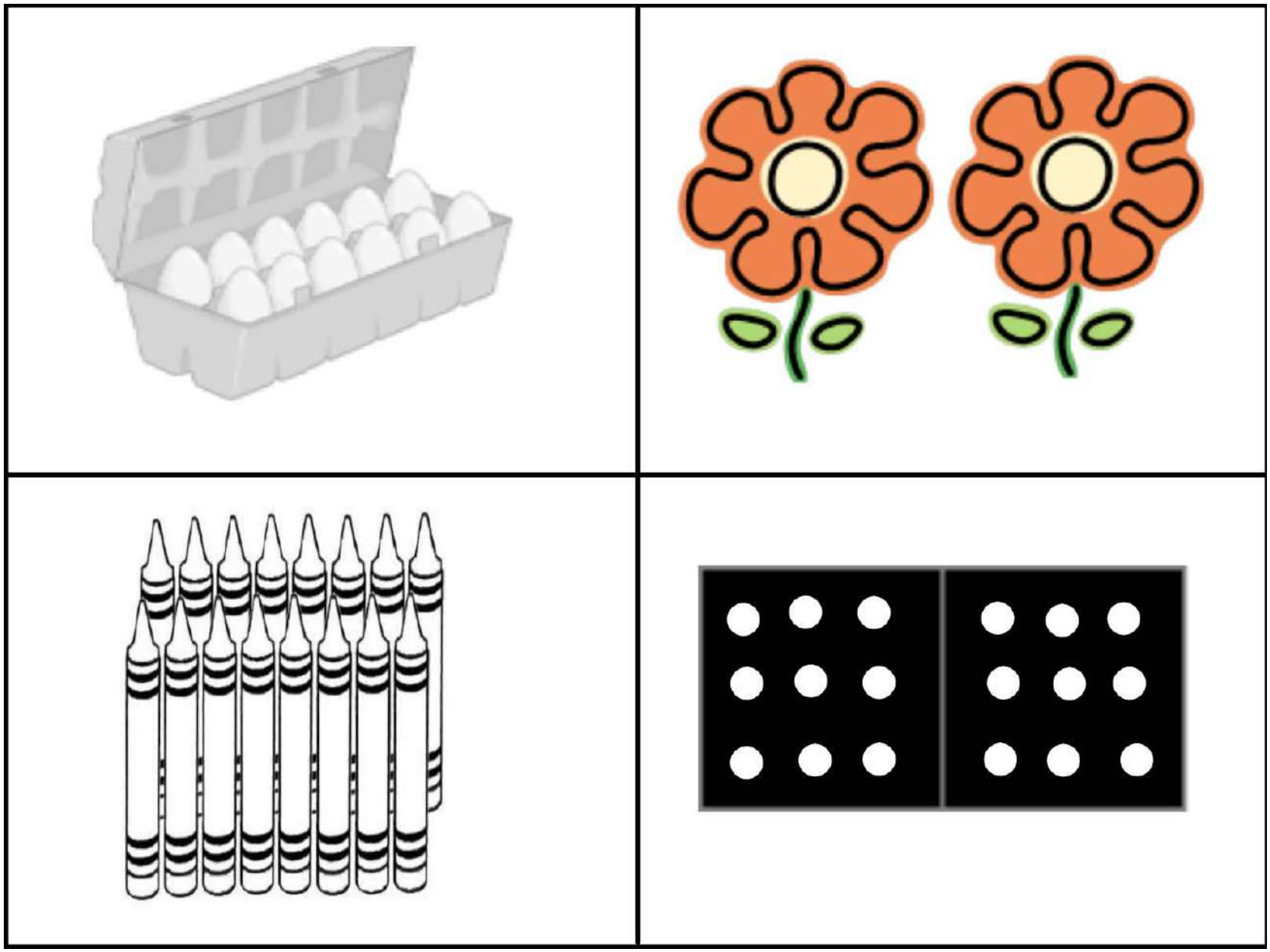
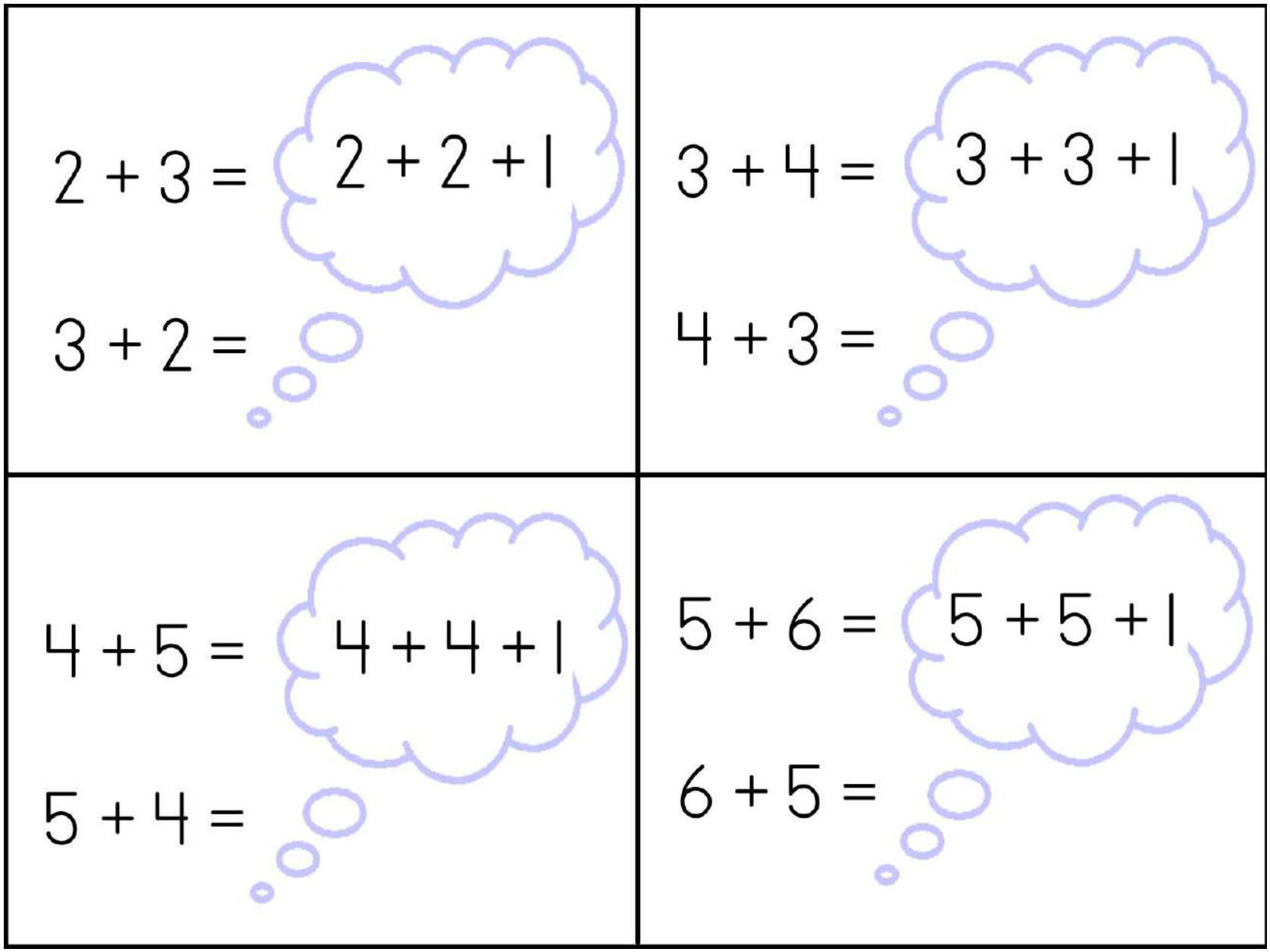


9 + 9	4 + 4	7 + 7	5 + 5
3 + 3	1 + 1	6 + 6	6 + 6
2 + 2	8 + 8	2 + 2	8 + 8
5 + 5	1 + 1	4 + 4	9 + 9
7 + 7	0 + 0	9 + 9	3 + 3

18	8	14	10
6	2	12	12
4	16	4	16
10	2	8	18
14	0	18	6

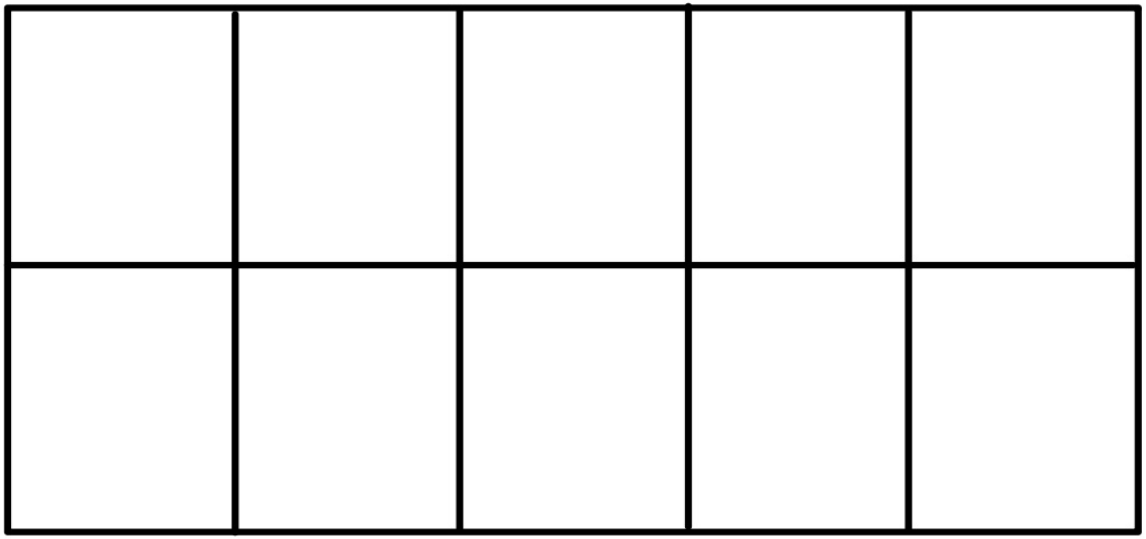

2 + 3 =
2 + 2 + 1
3 + 2 =
3 + 4 =
3 + 3 + 1
4 + 3 =
4 + 5 =
4 + 4 + 1
5 + 4 =
5 + 6 =
5 + 5 + 1
6 + 5 =

$6 + 7 =$ $6 + 6 + 1$ $7 + 6 =$	$7 + 8 =$ $7 + 7 + 1$ $8 + 7 =$
$8 + 9 =$ $8 + 8 + 1$ $9 + 8 =$	

10 – 9	10 – 3	10 – 5	10 – 8
10 – 5	10 – 6	10 – 7	10 – 8
10 – 4	10 – 2	10 – 3	10 – 1

10 – 1	10 – 6	10 – 7	10 – 8
10 – 6	10 – 3	10 – 4	10 – 2

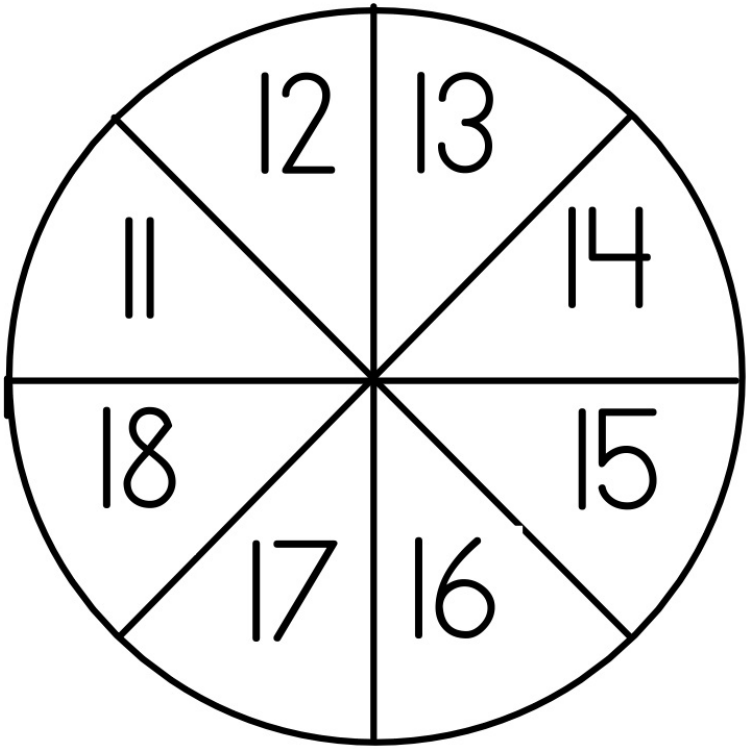
1	7	5	2
5	4	3	1
6	8	7	9
9	4	3	2
4	7	6	8



Take Away

18 – 9	17 – 9	17 – 8	16 – 9
16 – 8	16 – 7	15 – 9	15 – 8
15 – 7	15 – 6	14 – 9	14 – 8
14 – 7	14 – 6	14 – 5	13 – 9

13 – 8	13 – 7	13 – 6	13 – 5
13 – 4	12 – 9	12 – 8	12 – 7
12 – 6	12 – 5	12 – 4	12 – 3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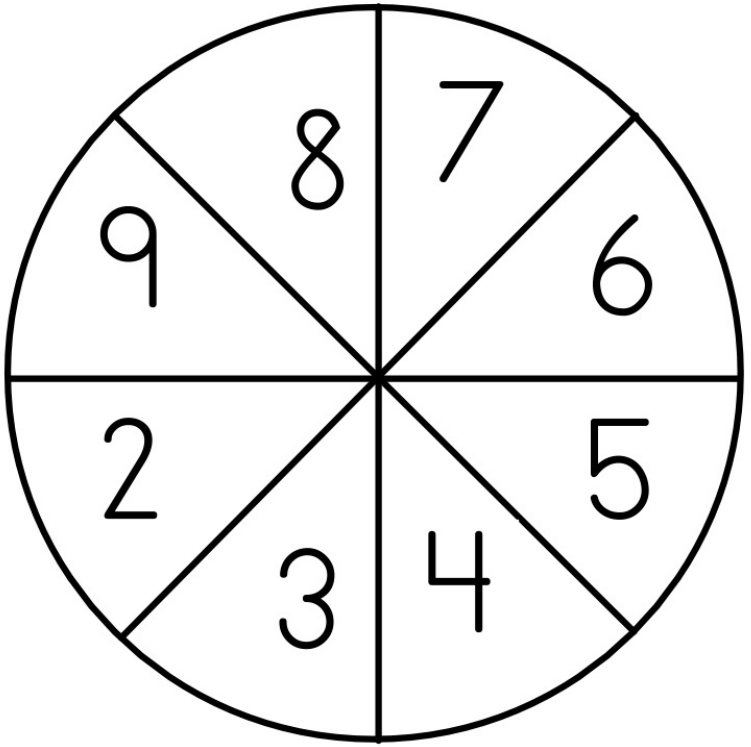
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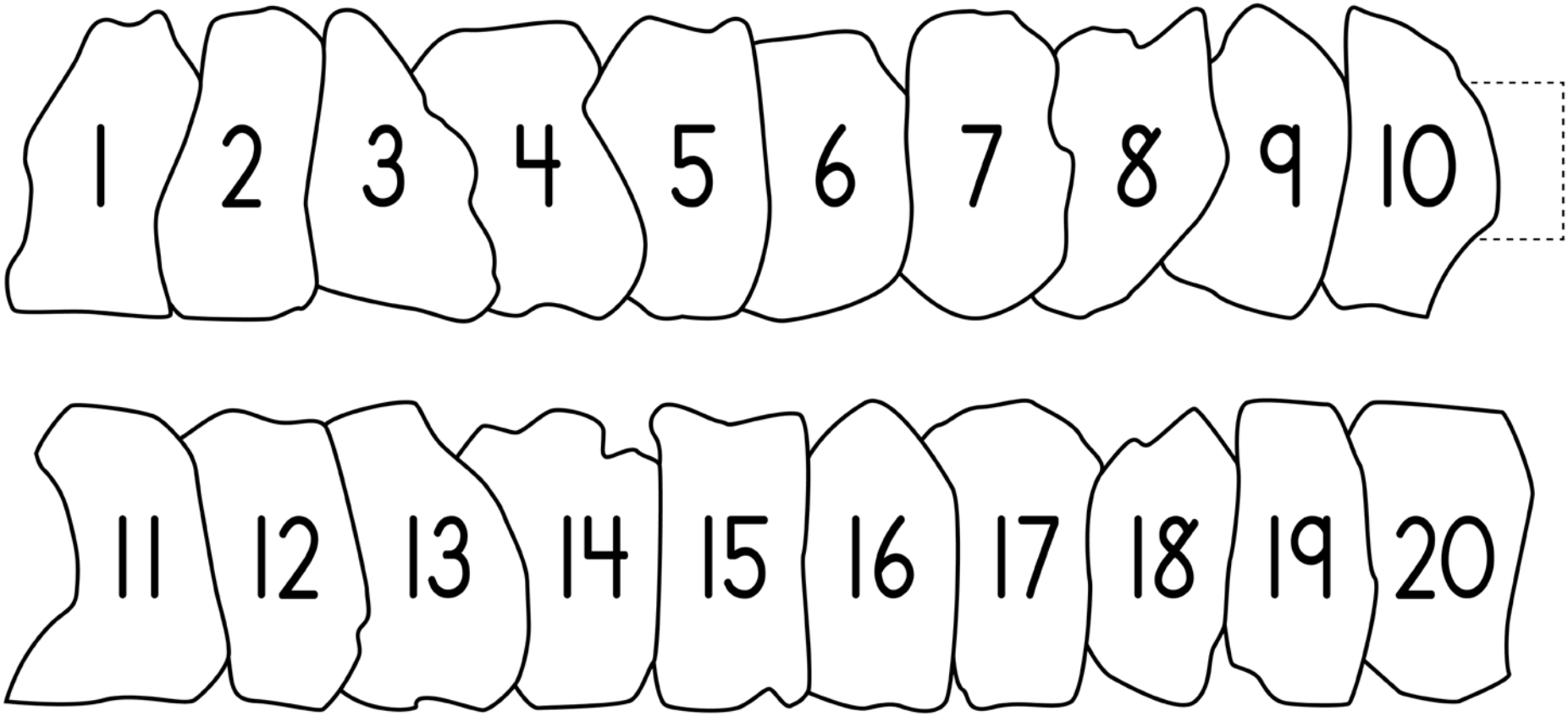
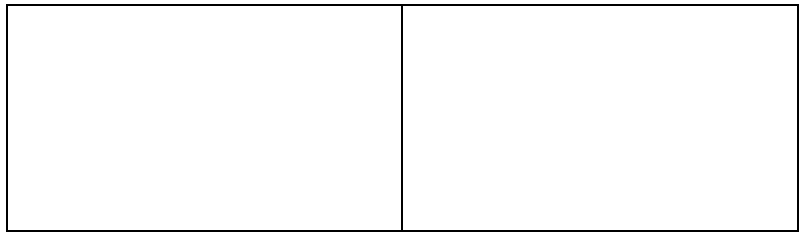

1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20

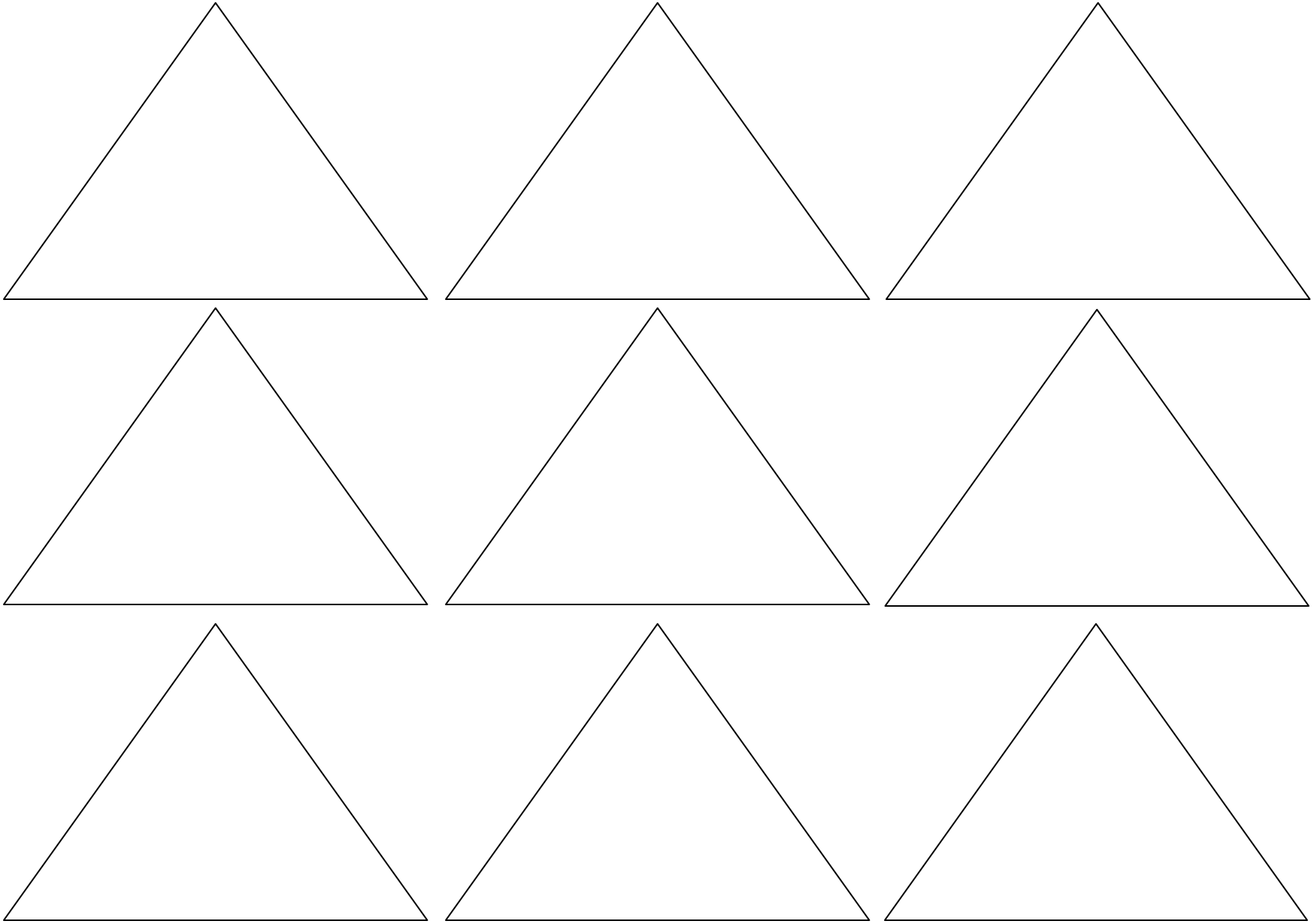


_____ + _____ = _____

_____ + _____ = _____

_____ - _____ = _____

_____ - _____ = _____



Unit 3, Activity 13, Fact Strategies Word Grid

Fact Strategies

Are the strategies listed useful in solving the math facts.

Facts	Friendly 10	Doubles	Near Doubles	Number Path
6 + 5				
8 + 5				
7 + 7				
9 + 2				
8 + 4				
8 + 8				
7 + 8				
5 + 7				
6 + 8				

A	B	C	D

Unit 3, Activity 14, Drawing Story Problem Work Page

John had some marbles. His mom gave him 4 more marbles. Now he has 13 marbles. How many marbles did John have to start with?

A	B	C	D
△	○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○	△ + 4 = 13 △ = 9

My teacher had 9 stickers. She gave some to students being good. Now she has 3 stickers left. How many stickers did she give away?

A	B	C	D
○ ○ ○ ○ ○ ○ ○ ○ ○	— △	○ ○ ○	9 - △ = 3 △ = 6

My sister has 6 goldfish. My brother has 7 turtles. How many pets do they have together?

A	B	C	D
○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○	6 + 7 = △ △ = 13

Rob has some toy cars. His parents give him 3 more cars for his birthday. He now has 11 toy cars. How many cars did he have before his birthday?

A	B	C	D
△	○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○	△ + 3 = 11 △ = 8

TABLE 1. Common addition and subtraction situations.[6]

	Result Unknown	Change Unknown	Start Unknown
Add to	Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now? 2 + 3 = ?	Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two? 2 + ? = 5	Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before? ? + 3 = 5
Take from	Five apples were on the table. I ate two apples. How many apples are on the table now? 5 – 2 = ?	Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat? 5 – ? = 3	Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? ? – 2 = 3
	Total Unknown	**Addend Unknown**	**Both Addends Unknown[1]**
Put Together/ Take Apart[2]	Three red apples and two green apples are on the table. How many apples are on the table? 3 + 2 = ?	Five apples are on the table. Three are red and the rest are green. How many apples are green? 3 + ? = 5, 5 – 3 = ?	Grandma has five flowers. How many can she put in her red vase and how many in her blue vase? 5 = 0 + 5, 5 = 5 + 0 5 = 1 + 4, 5 = 4 + 1 5 = 2 + 3, 5 = 3 + 2
	Difference Unknown	**Bigger Unknown**	**Smaller Unknown**
Compare[3]	("How many more?" version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy? ("How many fewer?" version): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie? 2 + ? = 5, 5 – 2 = ?	(Version with "more"): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have? (Version with "fewer"): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have? 2 + 3 = ?, 3 + 2 = ?	(Version with "more"): Julie has three more apples than Lucy. Julie has five apples. How many apples does Lucy have? (Version with "fewer"): Lucy has 3 fewer apples than Julie. Julie has five apples. How many apples does Lucy have? 5 – 3 = ?, ? + 3 = 5

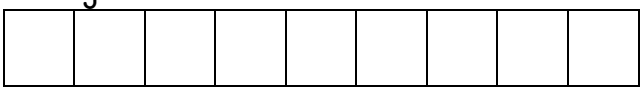
[1]These take apart situations can be used to show all the decompositions of a given number. The associated equations, which have the total on the left of the equal sign, help children understand that the = sign does not always mean makes or results in but always does mean is the same number as.
[2]Either addend can be unknown, so there are three variations of these problem situations. Both Addends Unknown is a productive extension of this basic situation, especially for small numbers less than or equal to 10.
[3]For the Bigger Unknown or Smaller Unknown situations, one version directs the correct operation (the version using more for the bigger unknown and using less for the smaller unknown). The other versions are more difficult.

Ruth has 7 teddy bears. Liza has 12 teddy bears. How many more bears does Liza have than Ruth?
Mom gave me 9 stickers. She gave my brother 14 stickers. How many fewer stickers did mom give me?
There are 11 goldfish and 5 frogs in a pond. How many more goldfish than frogs are in the pond?
I made a necklace using red and blue beads. I used 6 red beads and 15 blue beads. How many fewer red beads did I use?

Ruth has 7 teddy bears. Liza has 12 teddy bears. How many more bears does Liza have than Ruth?

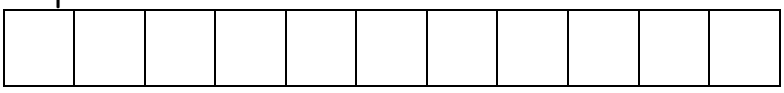
12 – 7 = 5

Mom gave me 9 stickers. She gave my brother 14 stickers. How many fewer stickers did mom give me?



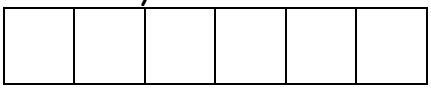
14 – 9 = 5

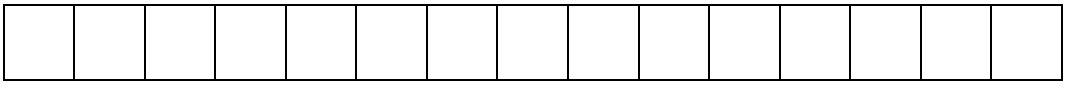
There are 11 goldfish and 5 frogs in a pond. How many more goldfish than frogs are in the pond?



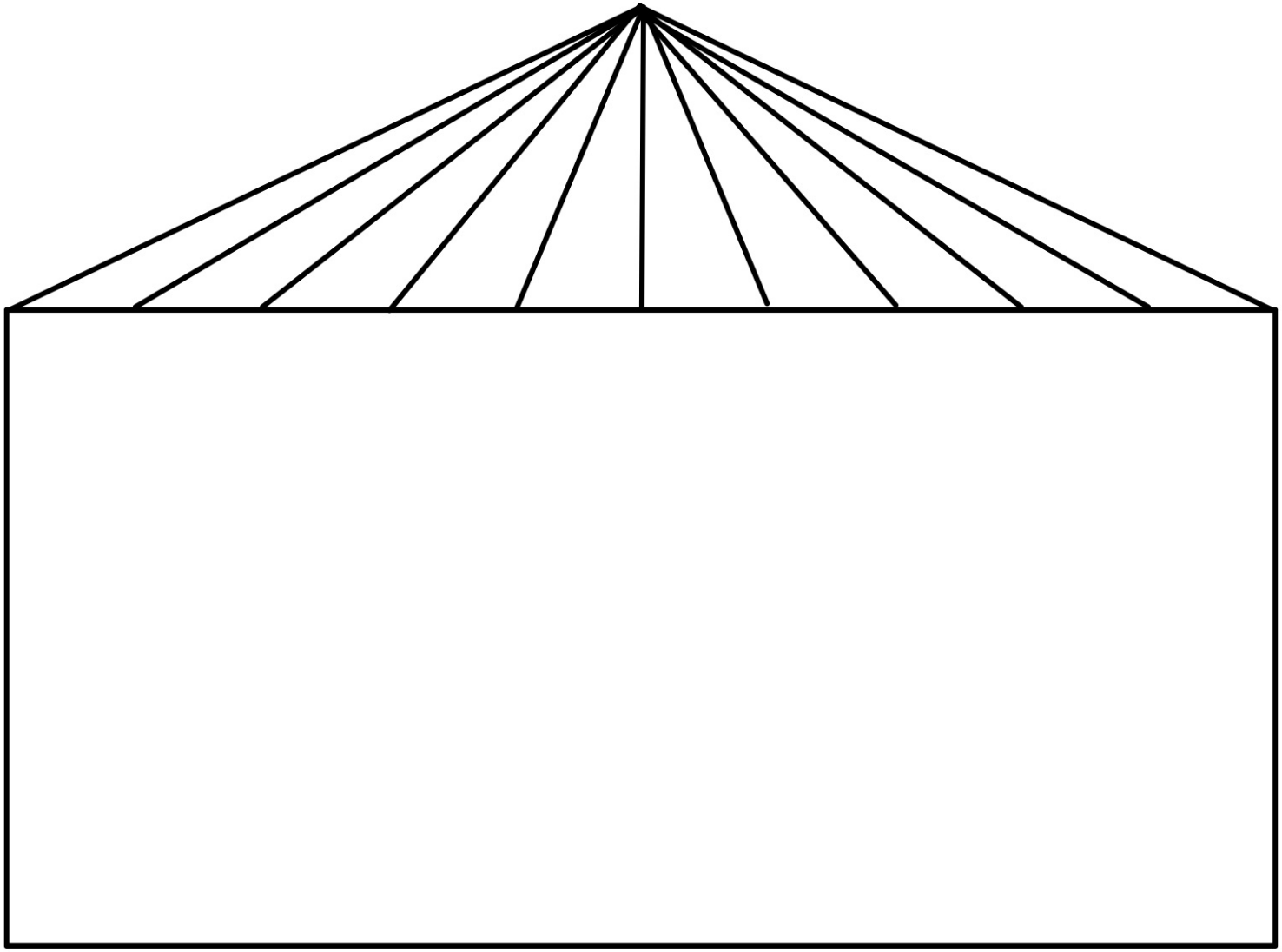
11 – 5 = 6

I made a necklace using red and blue beads. I used 6 red beads and 15 blue beads. How many fewer red beads did I use?





15 – 6= 9



I went to the circus. I saw 7 lions, 6 horses, and 4 monkeys. How many animals did I see at the circus?
At the circus, I saw some animals perform. First, I saw 5 elephants walking in a line. I saw 8 dogs playing on a balance beam. I saw 3 horses jumping. How many animals did I see?
My favorite part of the circus was the big cats. I saw 9 tigers, 2 lions, and 1 panther. How many big cats did I see?
The monkeys did a lot of tricks. I saw 6 monkeys jumping rope, 8 monkeys juggling, and 4 monkeys riding bikes. How many monkeys did I see?
The circus has a lot of animals. In one tent, there were 3 bears, 7 horses, and 5 elephants. How many animals were in that tent?

1	2	3
4	5	6
7	8	9

Unit 3, Addition Fact Fluency Assessment

Name:_____

3 +1	2 +2	3 +2	5 +0	5 +4
3 +5	0 +7	9 +1	3 +7	3 +6
8 +1	2 +7	4 +2	2 +5	2 +6
8 +2	5 +5	7 +1	4 +4	3 +4

Time Taken: _____ Score: _____

Unit 3, Subtraction Fact Fluency Assessment

Name:_____

5 - 2	8 - 2	10 - 9	6 - 2	8 - 6
7 -5	10 - 4	7 - 1	8 - 4	6 - 6
5 - 2	7 - 6	9 - 4	4 - 0	5 - 4
6 - 3	10 - 3	7 -1	6 -4	9 - 5

Time Taken: _____ Score: _____

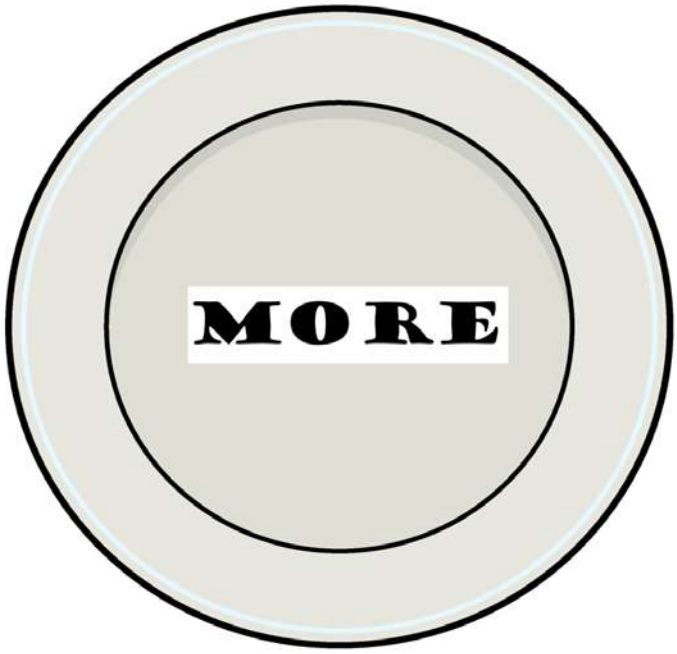
10	20
30	40
50	60
70	80
90	

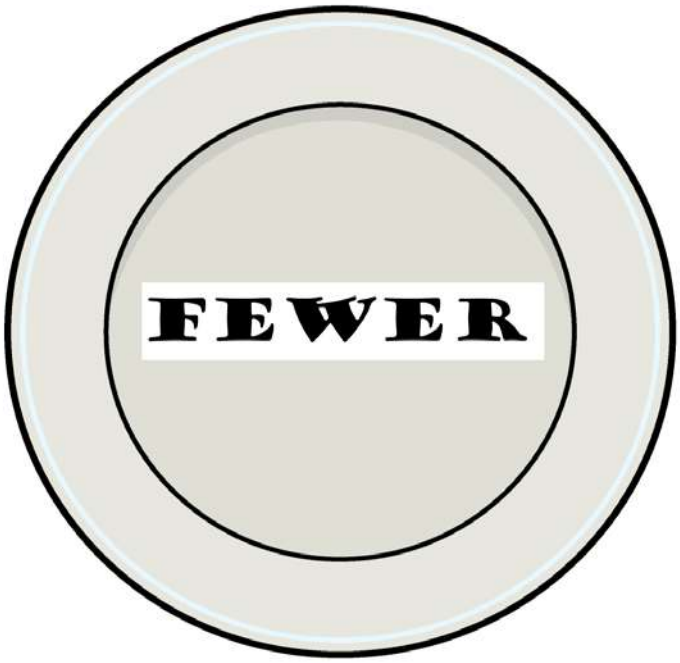
1	2	3	4
5	6	7	8
9			

Tens	Ones

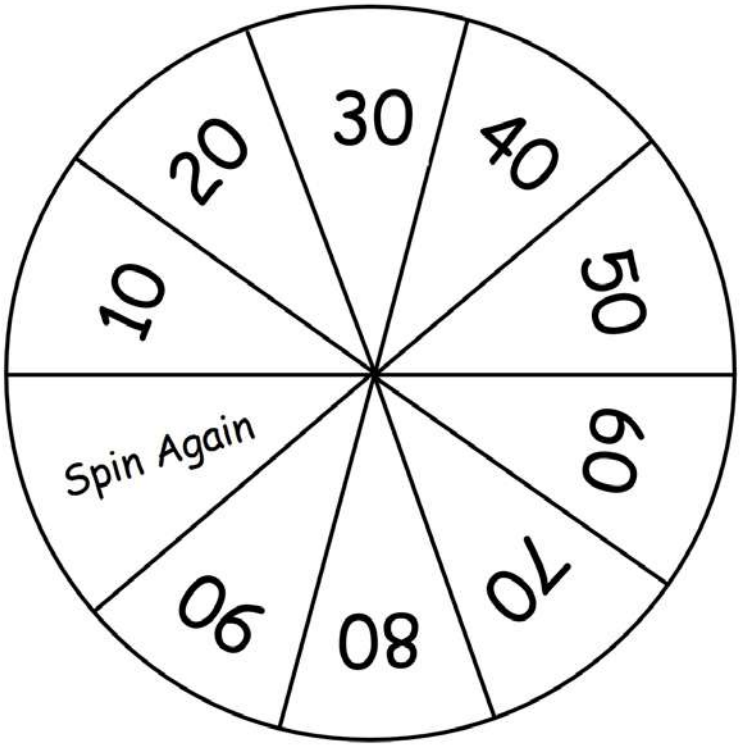
96	68	75	83	41
47	29	25	57	87
64	71	32	13	92
36	61	53	43	11

90 + 6	60 + 8	70 + 5	80 + 3	40 + 1
40 + 7	20 + 9	20 + 5	50 + 7	80 + 7
60 + 4	70 + 1	30 + 2	10 + 3	90 + 2
30 + 6	60 + 1	50 + 3	40 + 3	10 + 1

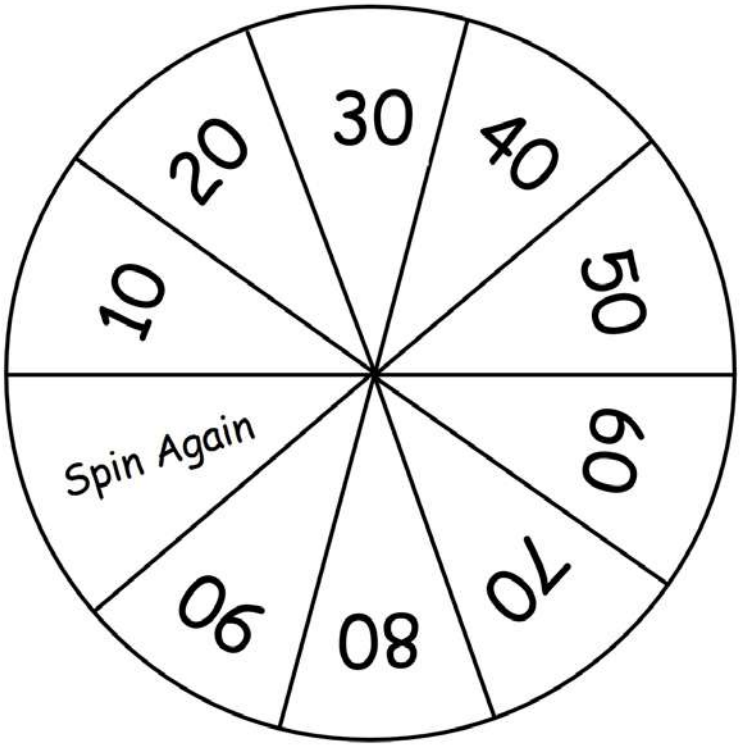

MORE


FEWER

Player 1



Player 2



Name: _____

Circle "yes" or "no" for each statement.

37 is greater than 25.	Yes	No
25 is greater than 64.	Yes	No
17 is less than 98.	Yes	No
48 is less than 13.	Yes	No
57 is equal to 57.	Yes	No
78 is greater than 45.	Yes	No
64 is greater than 38.	Yes	No
38 is greater than 48.	Yes	No
97 is less than 28.	Yes	No

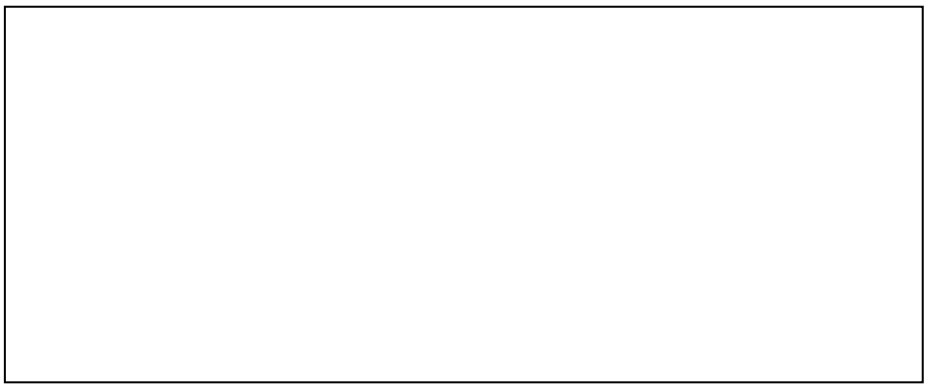
I have 7 tens and 4 ones.	I have 6 tens and 5 ones.	I have 8 tens and 3 ones.	I have 9 tens and 9 ones.
I have 5 tens and 2 ones.	I have 4 tens and 8 ones.	I have 3 tens and 7 ones.	I have 2 tens and 1 one.
I have 1 ten and 6 ones.	I have 9 tens and 2 ones.	I have 8 tens and 7 ones.	I have 7 tens and 9 ones.
I have 6 tens and 3 ones.	I have 5 tens and 5 ones.	I have 4 tens and 2 ones.	I have 3 tens and 1 ones.

74	65	83	99
52	48	37	21
16	92	87	79
63	55	42	31

Name_____ Date_____

I used _____ to cover the shape.
Shape _____ ____ tens ____ ones Number _____
Shape _____ ____ tens ____ ones Number _____
Shape _____ ____ tens ____ ones Number _____
Shape _____ ____ tens ____ ones Number _____
Shape _____ ____ tens ____ ones Number _____
Shape _____ ____ tens ____ ones Number _____
Shape _____ ____ tens ____ ones Number _____
Shape _____ ____ tens ____ ones Number _____

A



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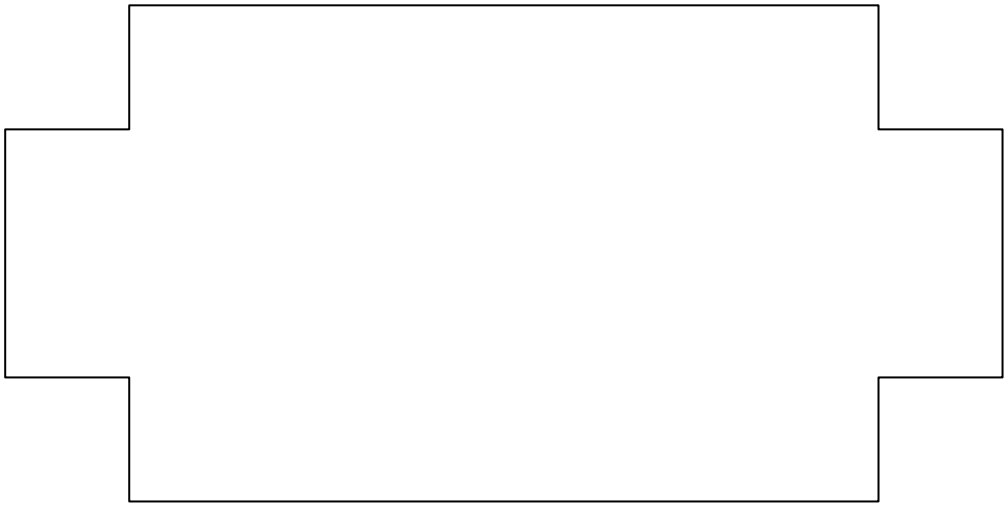

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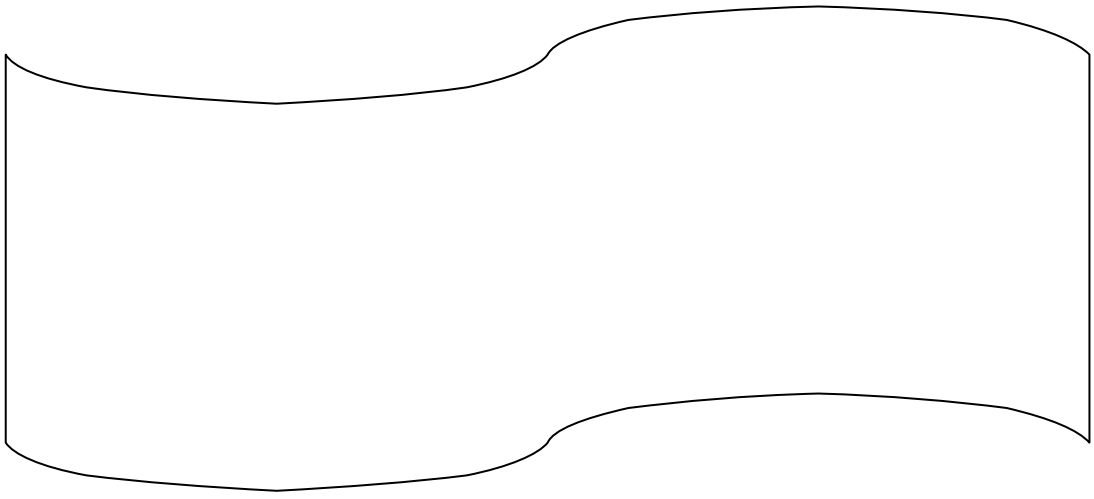

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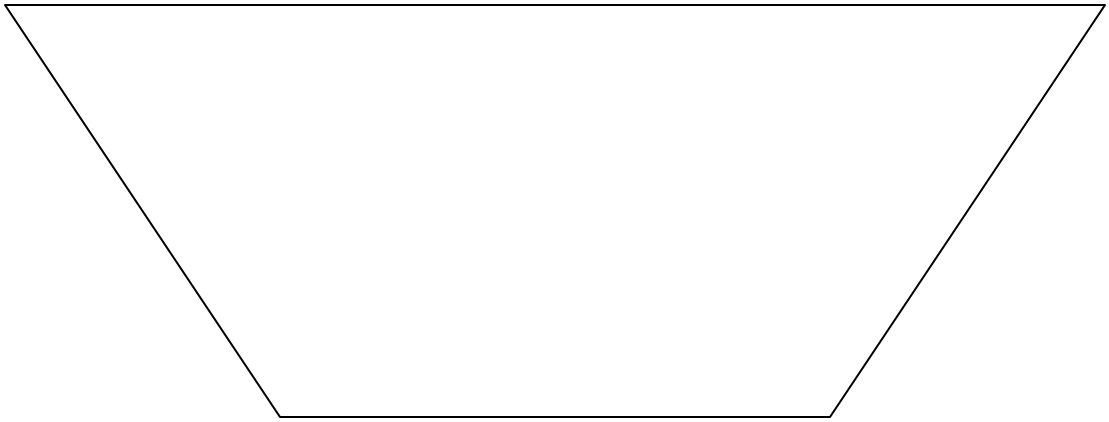

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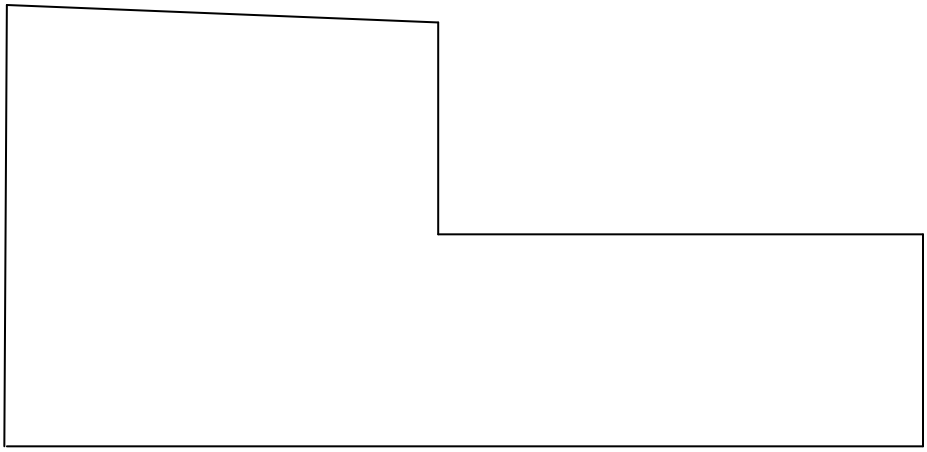

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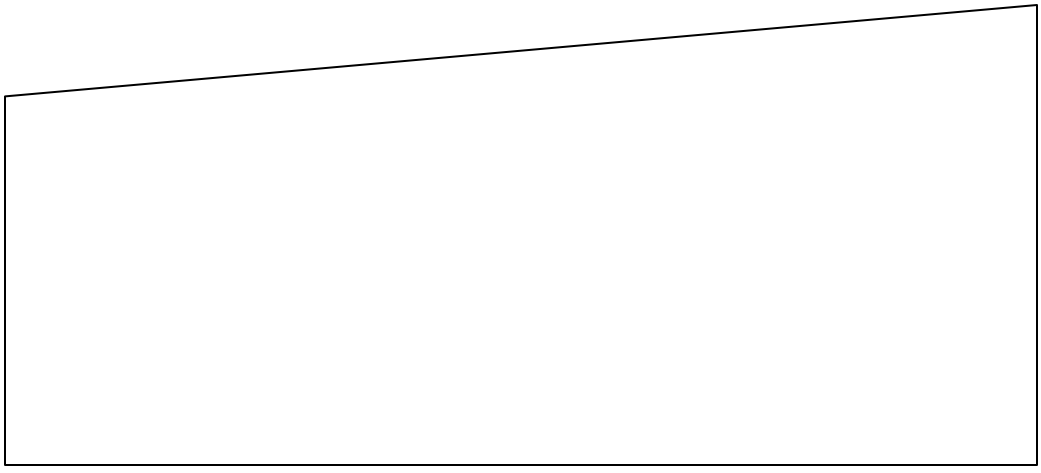

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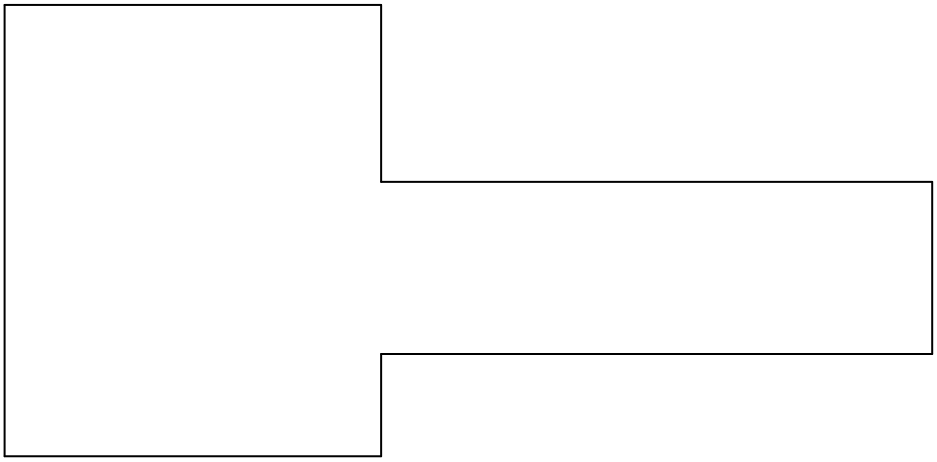

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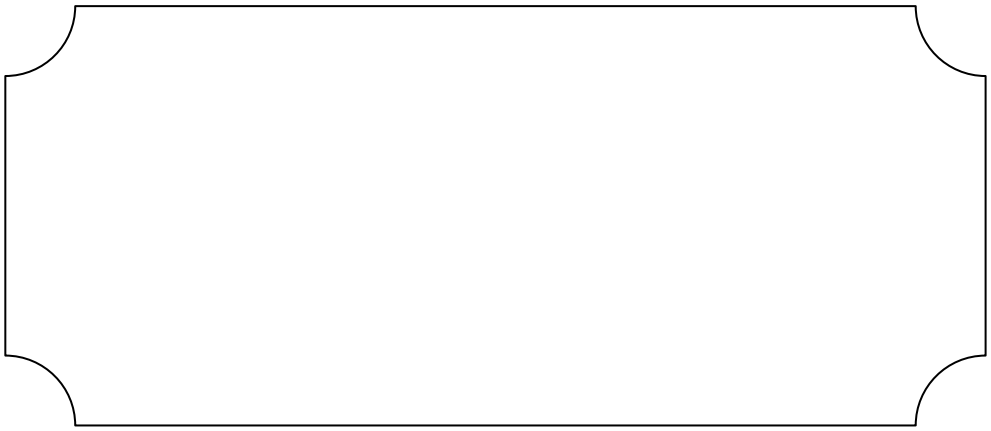
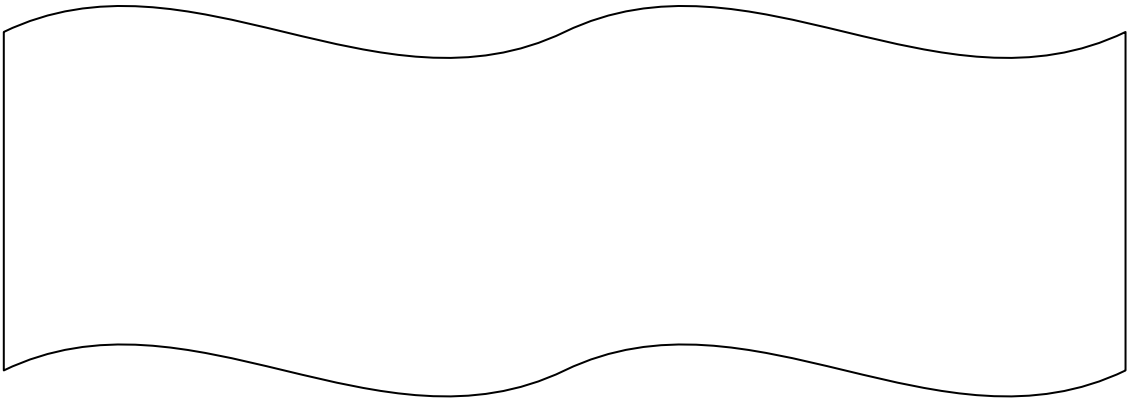
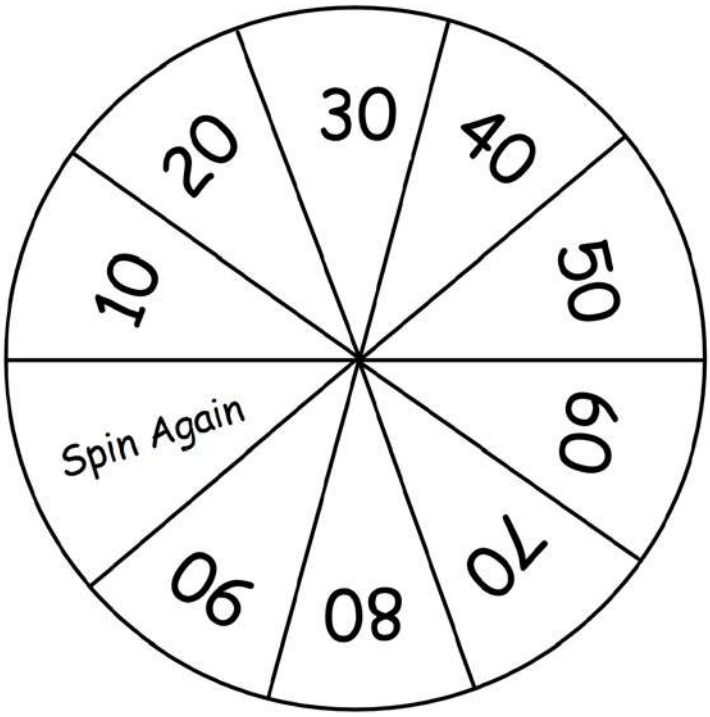


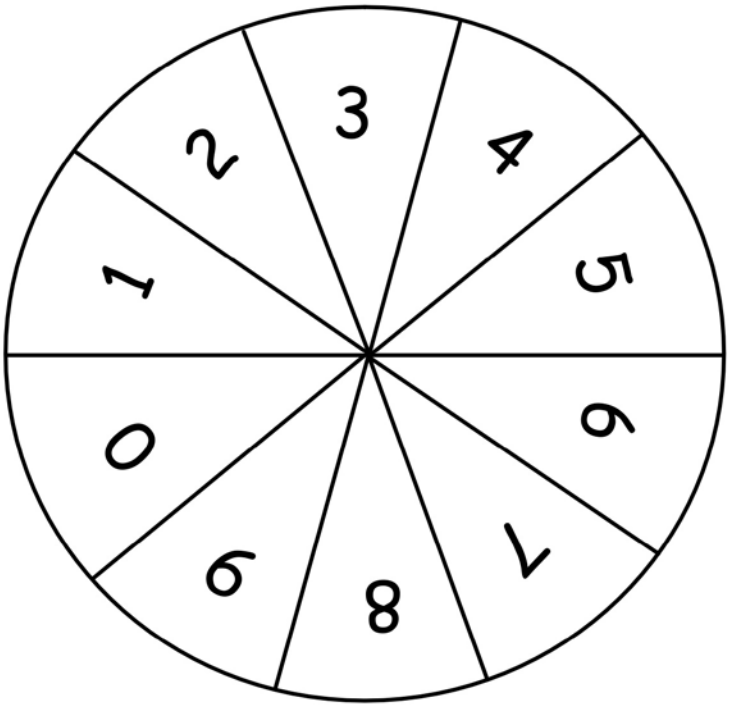
I



Spinner 1



Spinner 2

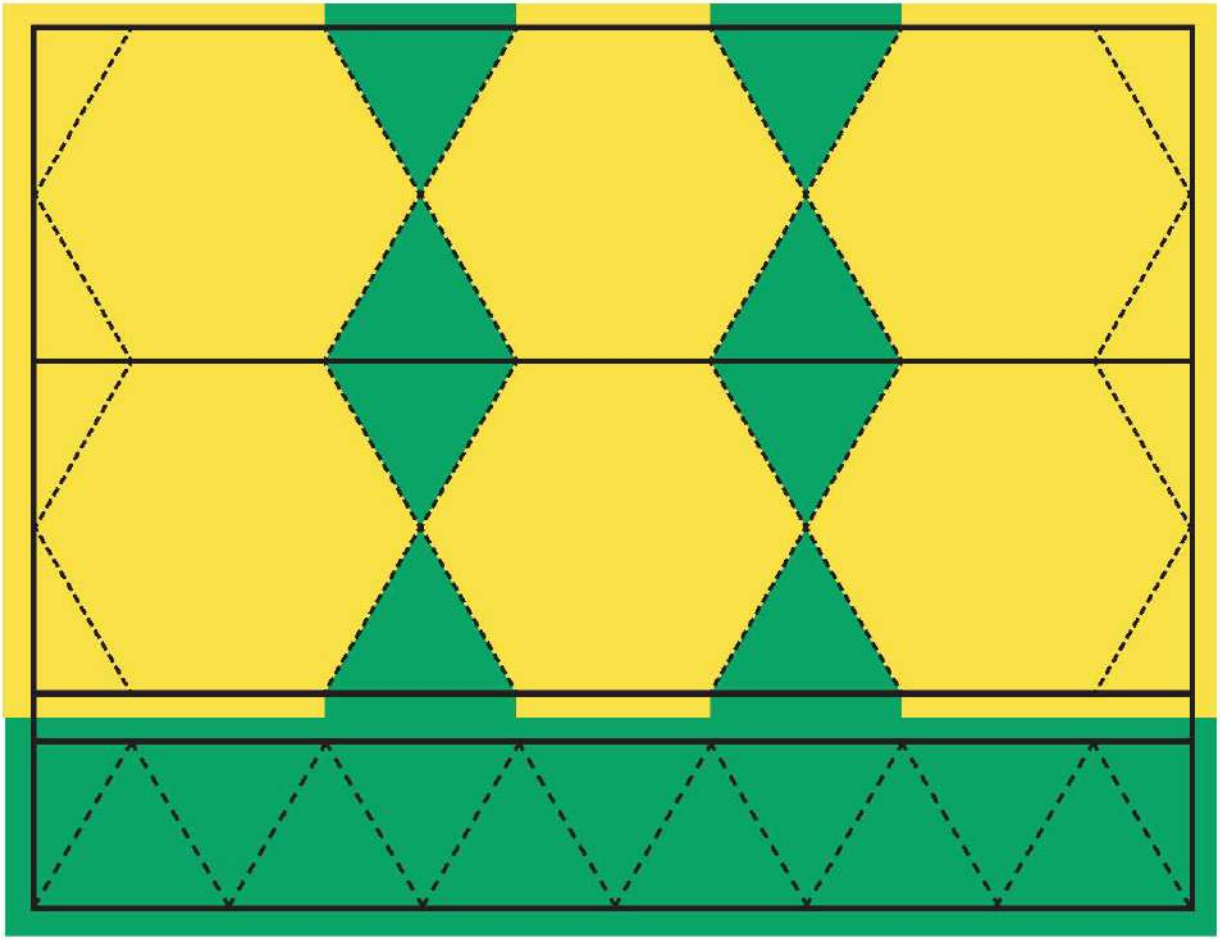


3 +1	2 +2	3 +2	5 +0	5 +4
3 +5	0 +7	9 +1	3 +7	3 +6
8 +1	2 +7	4 +2	2 +5	2 +6
8 +2	5 +5	7 +1	4 +4	3 +4

5 -2	8 -2	10 - 9	6 -2	8 -6
7 -5	10 - 4	7 -1	8 -4	6 -6
5 -2	7 -6	9 -4	4 -0	5 -4
6 -3	10 - 3	7 -1	6 -4	9 - 5

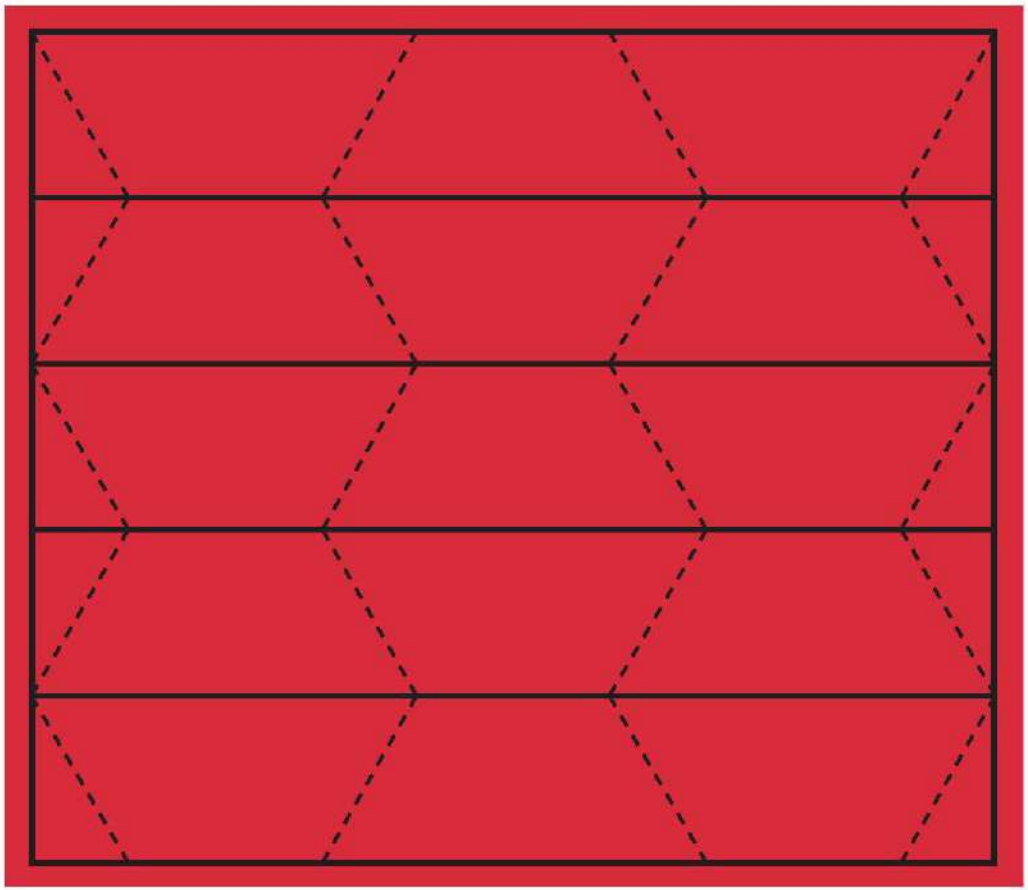
PATTERN BLOCKS — SHEET 1

To download copies of these paper Color Manipulatives, go to www.pearsonhighered.com/dolan



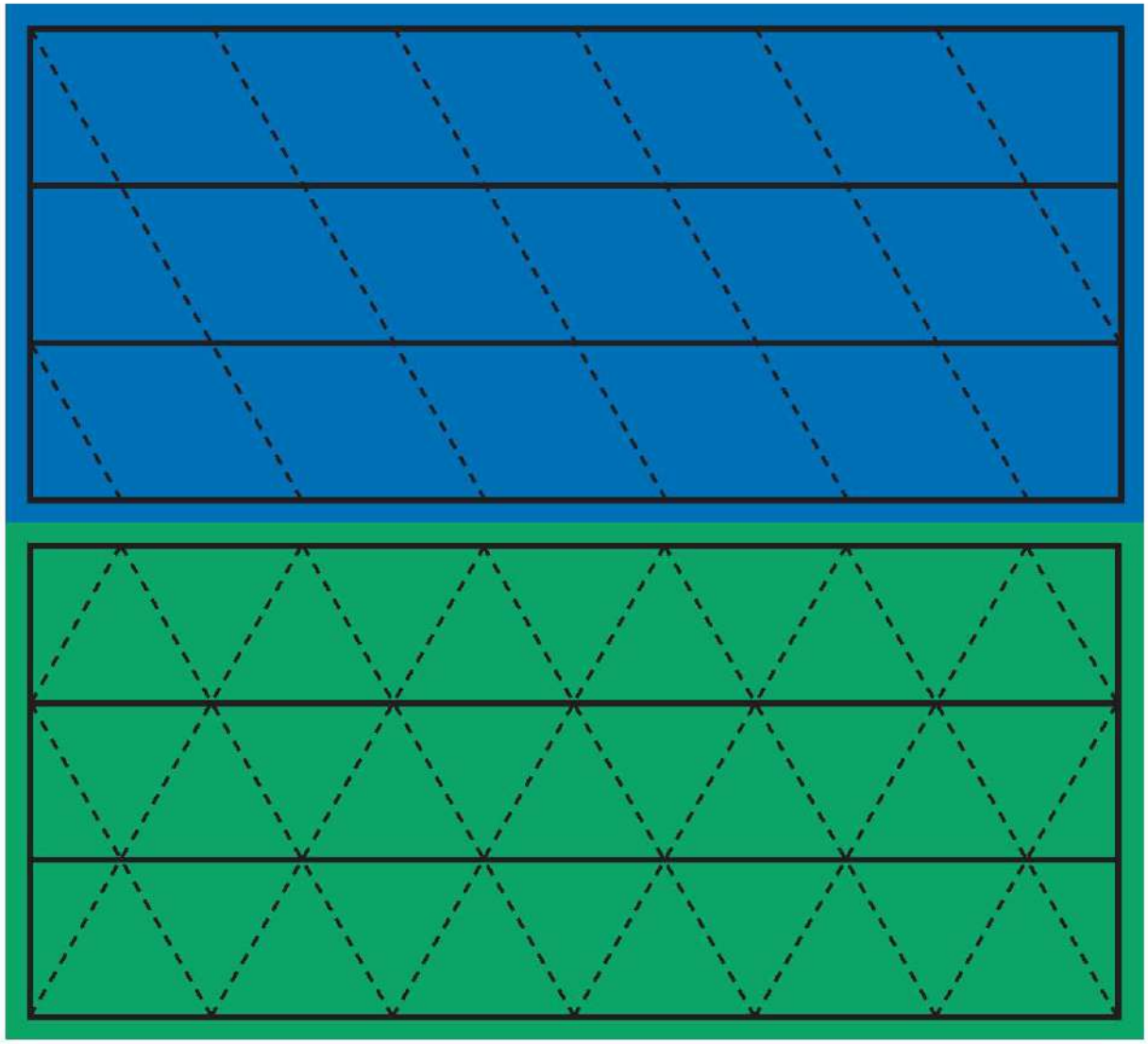
Punch out perforations and cut along the dotted lines to create your print manipulatives.

PATTERN BLOCKS — SHEET 2



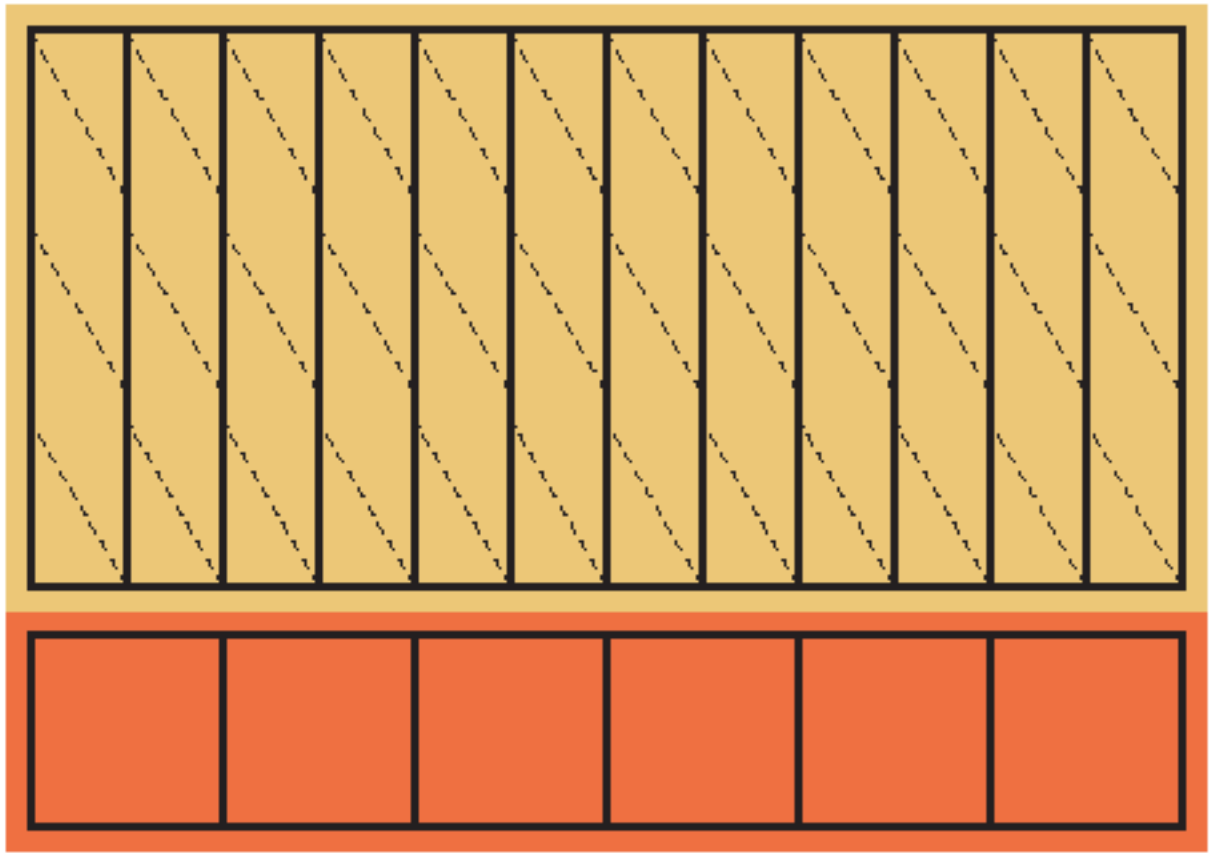
Punch out perforations and cut along the dotted lines to create your print manipulatives.

PATTERN BLOCKS — SHEET 3



Punch out perforations and cut along the dotted lines to create your print manipulatives.

PATTERN BLOCKS — SHEET 4



Punch out perforations and cut along the dotted lines to create your print manipulatives.

Unit 5, Family Letter

Dear Family,

In this unit in math class, your child will be learning and practicing the proper mathematical vocabulary for 3-dimensional (solid) shapes. They will play a game called "Mystery Objects." In this game, the students will try to guess what an object is without being able to see the label. They will predict what they think the object is or they will predict what came in the package before we pull off the wrapping. As they play this game, they will be learning and practicing the geometric vocabulary.

A ball is a sphere.
A box is a rectangular prism. Some boxes are cubes.
A can is a cylinder.
A cone looks like an ice-cream cone.

In order to play this game we need your help.

- With the help of your child, choose some 3-dimensional objects that he/she can bring to school.

- Wrap the object(s) in plain paper (old brown paper bags, newspaper, construction paper, or plain white paper).

- Send the object(s) to school with your child. Be sure to discuss with him/her the fun and importance of keeping the true identity of the container or the object a secret.

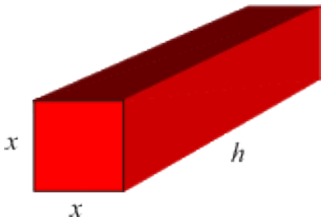
It is easy to find rectangular prisms (empty cereal or cracker boxes). Try to find unusual objects, particularly cylinders such as oatmeal, canned goods and spheres such as balls. Cones and pyramids are particularly hard to find.

Your Partner in Education,

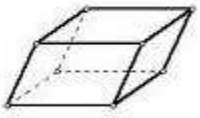
Unit 5, Teacher Reference

The information on this sheet is for teacher background knowledge only.

Right Rectangular Prism

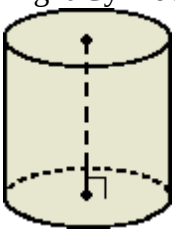


Oblique Prism

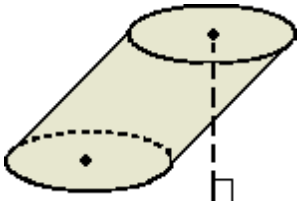


The right rectangular prism is composed of faces that are all some type of rectangle. The oblique rectangular prism has all faces that are non-rectangular parallelograms.

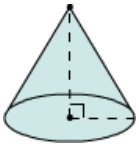
Right Cylinder



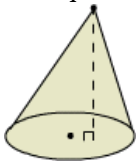
Oblique Cylinder



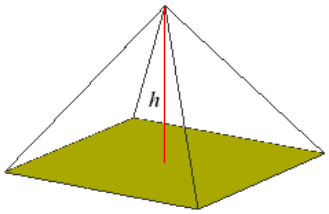
Right Cone



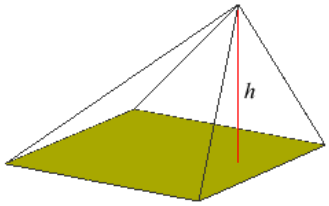
Oblique Cone



Right Pyramid



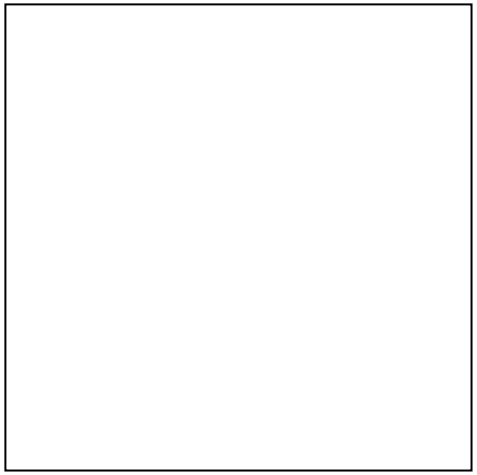
Oblique Pyramid

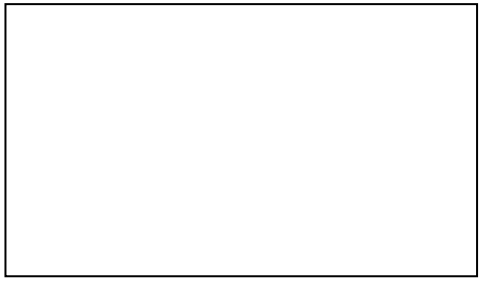


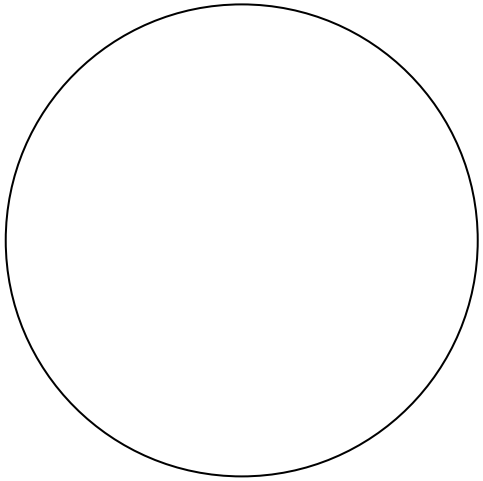
A right pyramid has its apex directly above the center of the base. All sides are isosceles triangles. An 0oblique is tilted so that the apex is not directly above center of the base, and the sides are scalene triangles

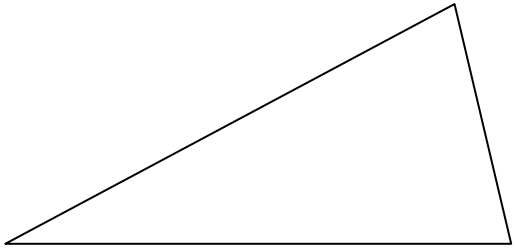
A H M U

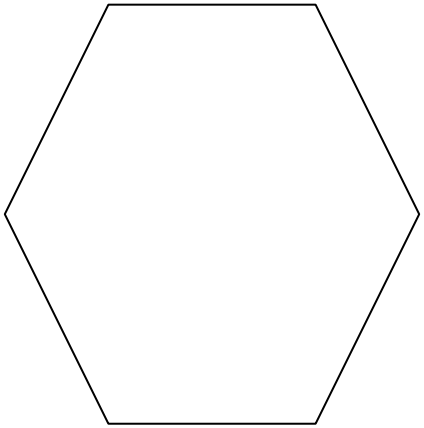
P G F S

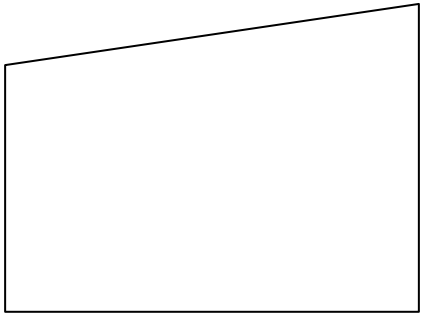




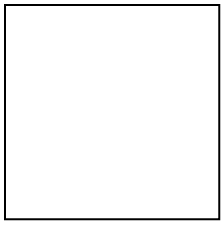


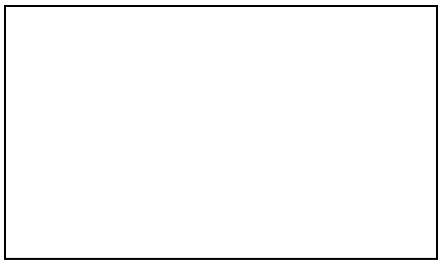


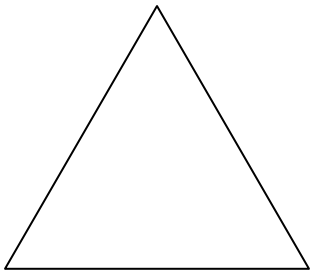


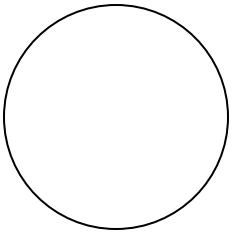


Color shapes on this page red.
Cut out shapes.

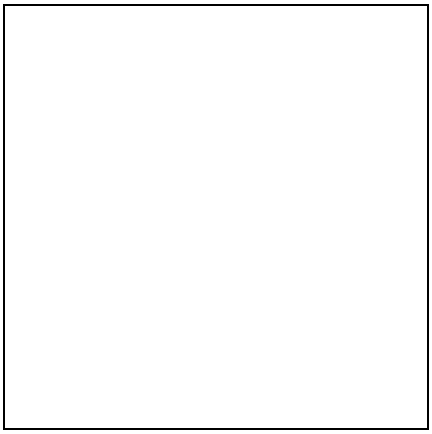


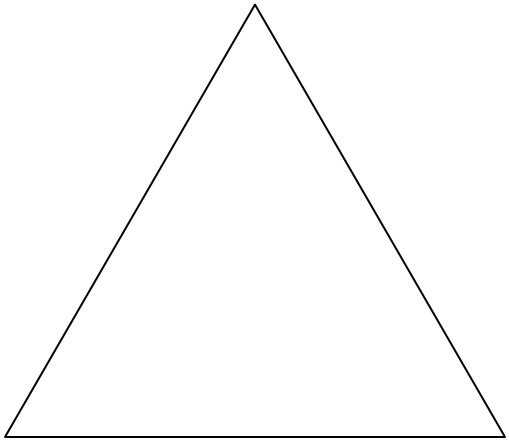


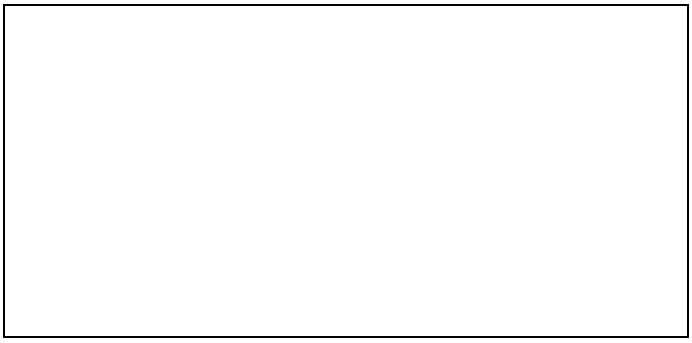


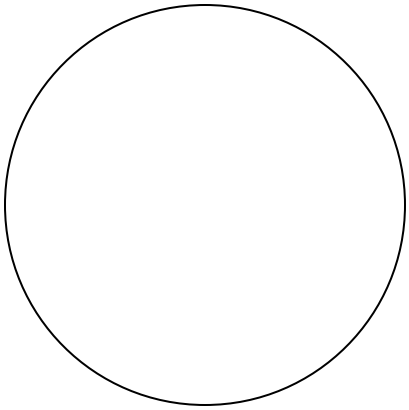


Color shapes on this page blue.
Cut out shapes.









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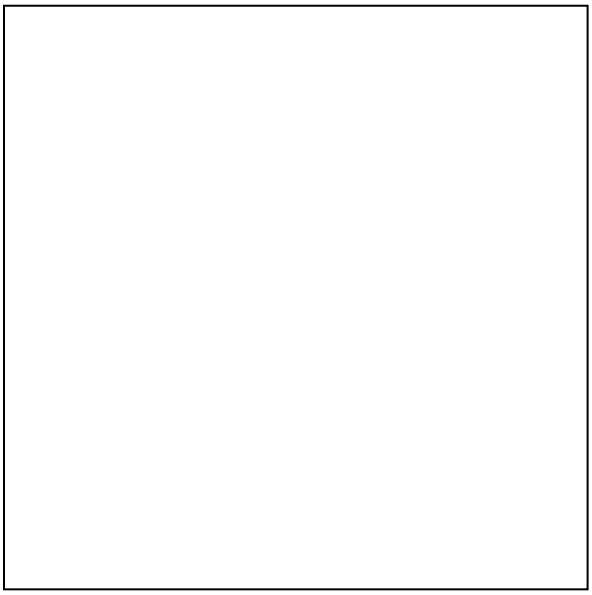
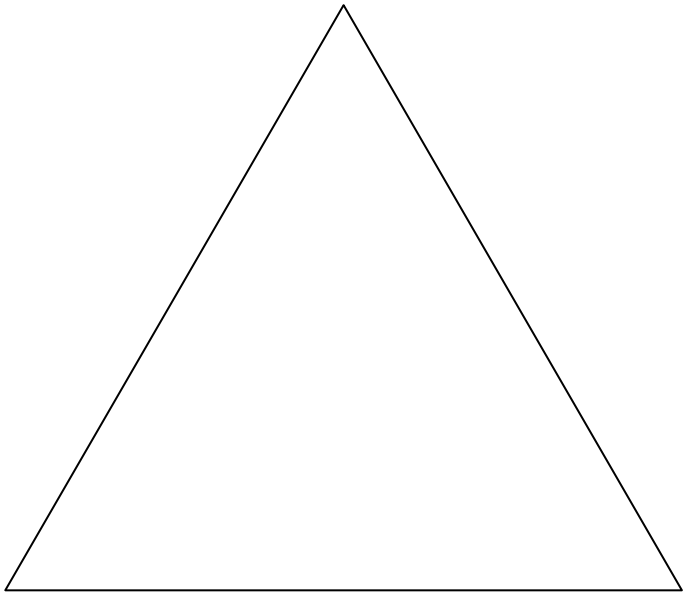
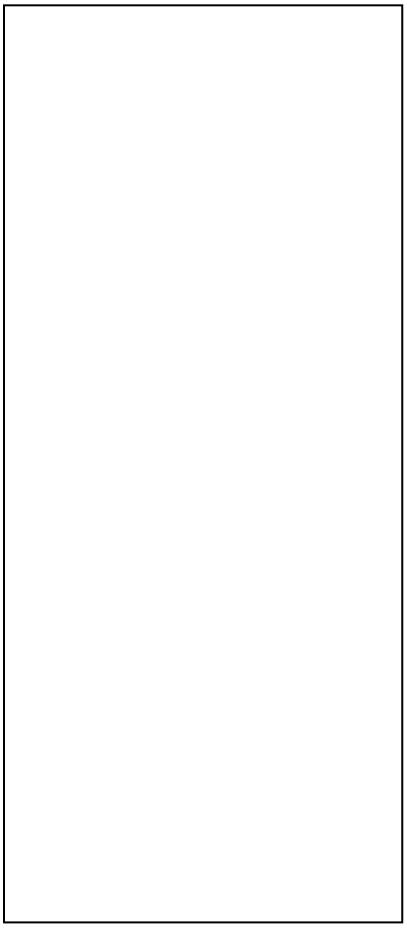
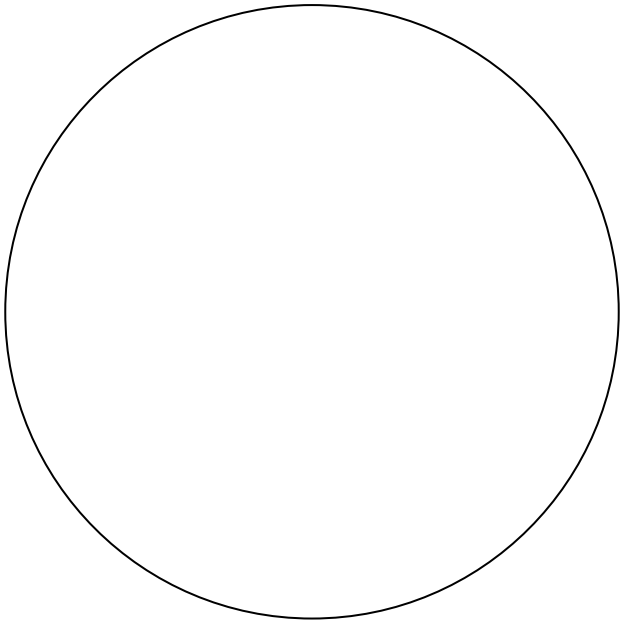
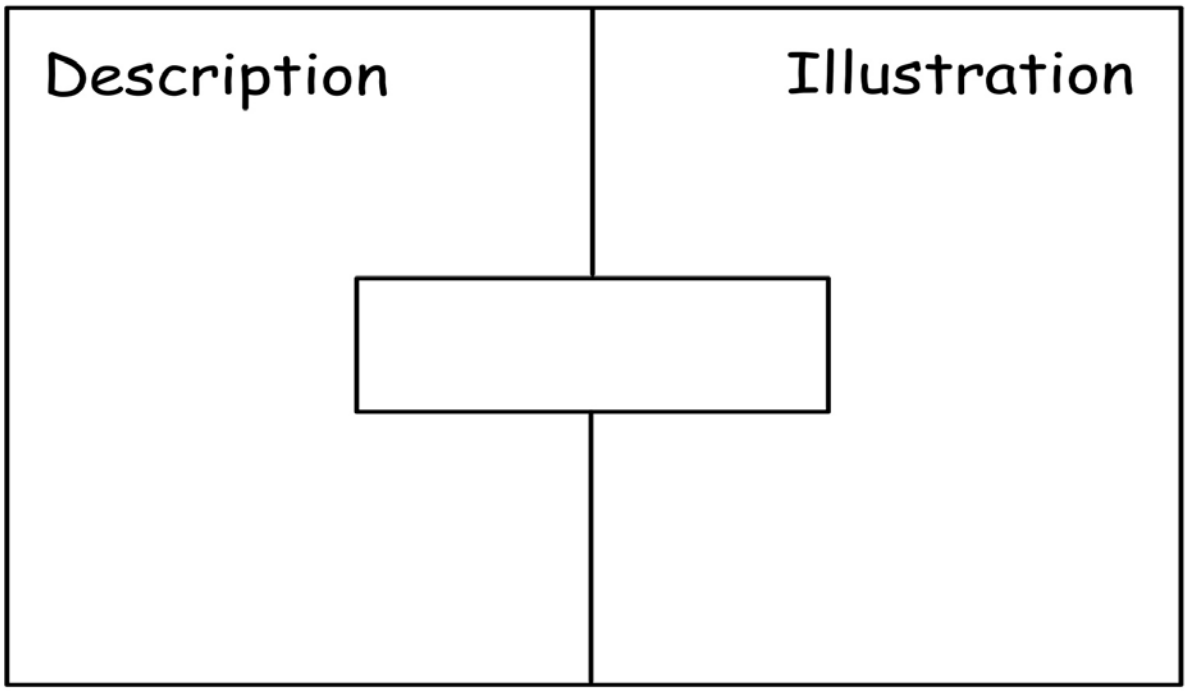
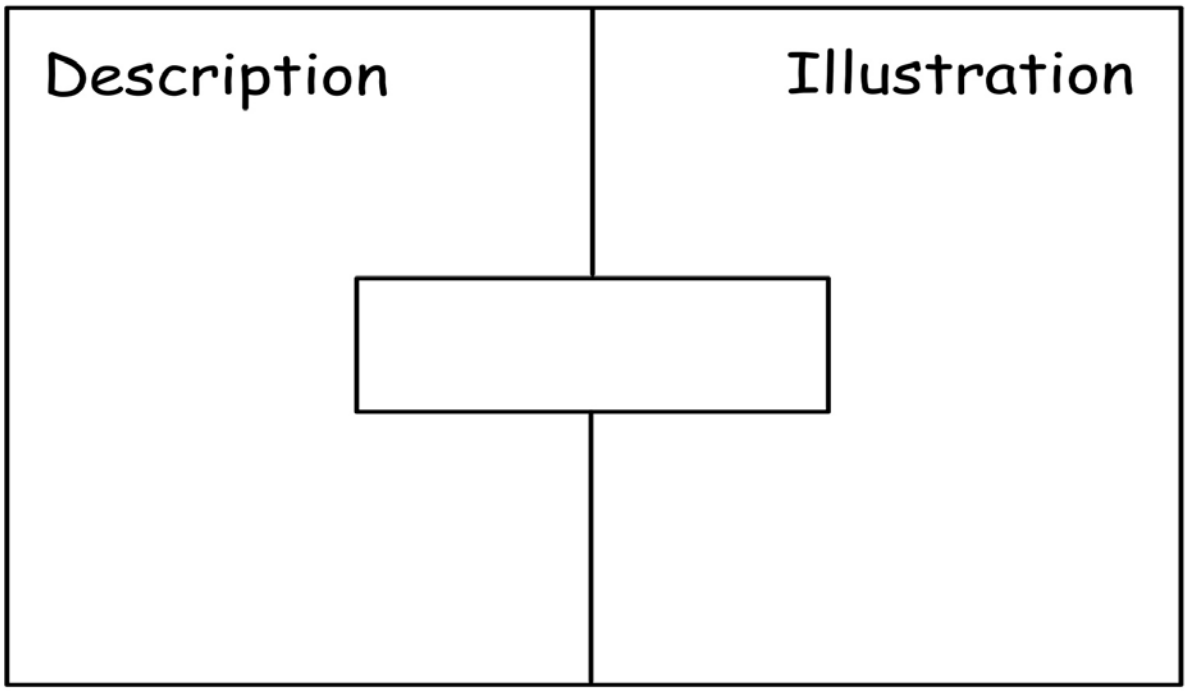




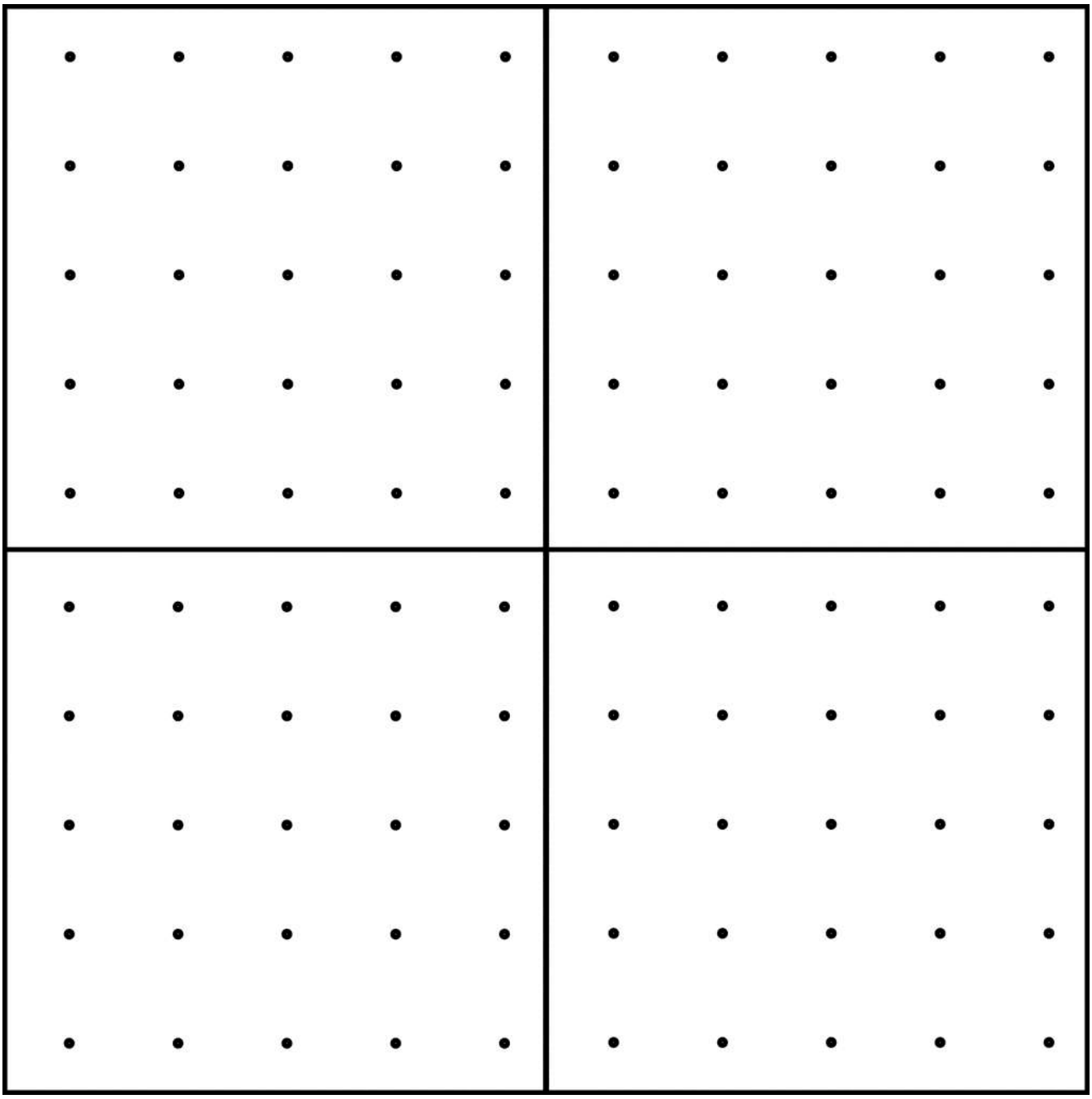


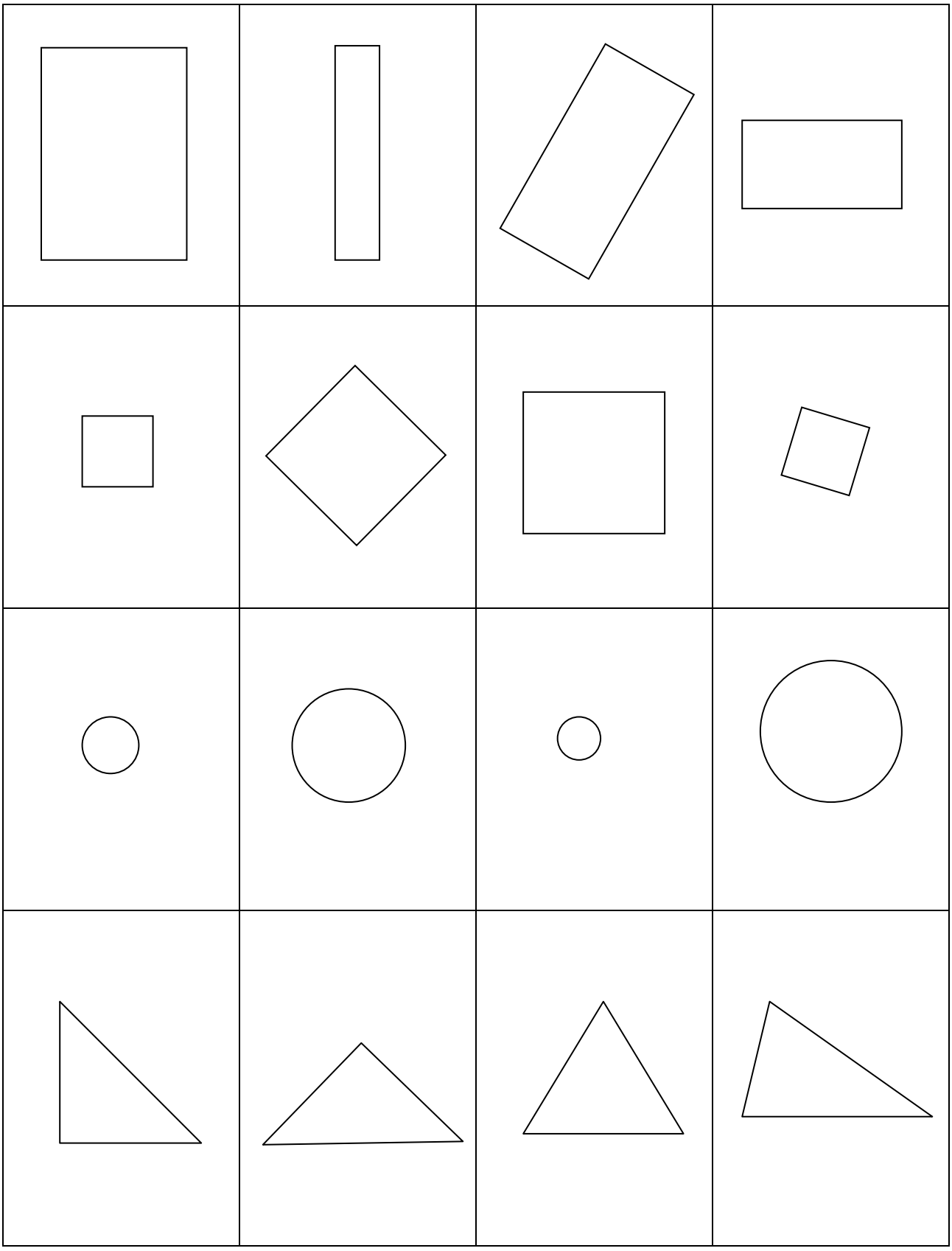


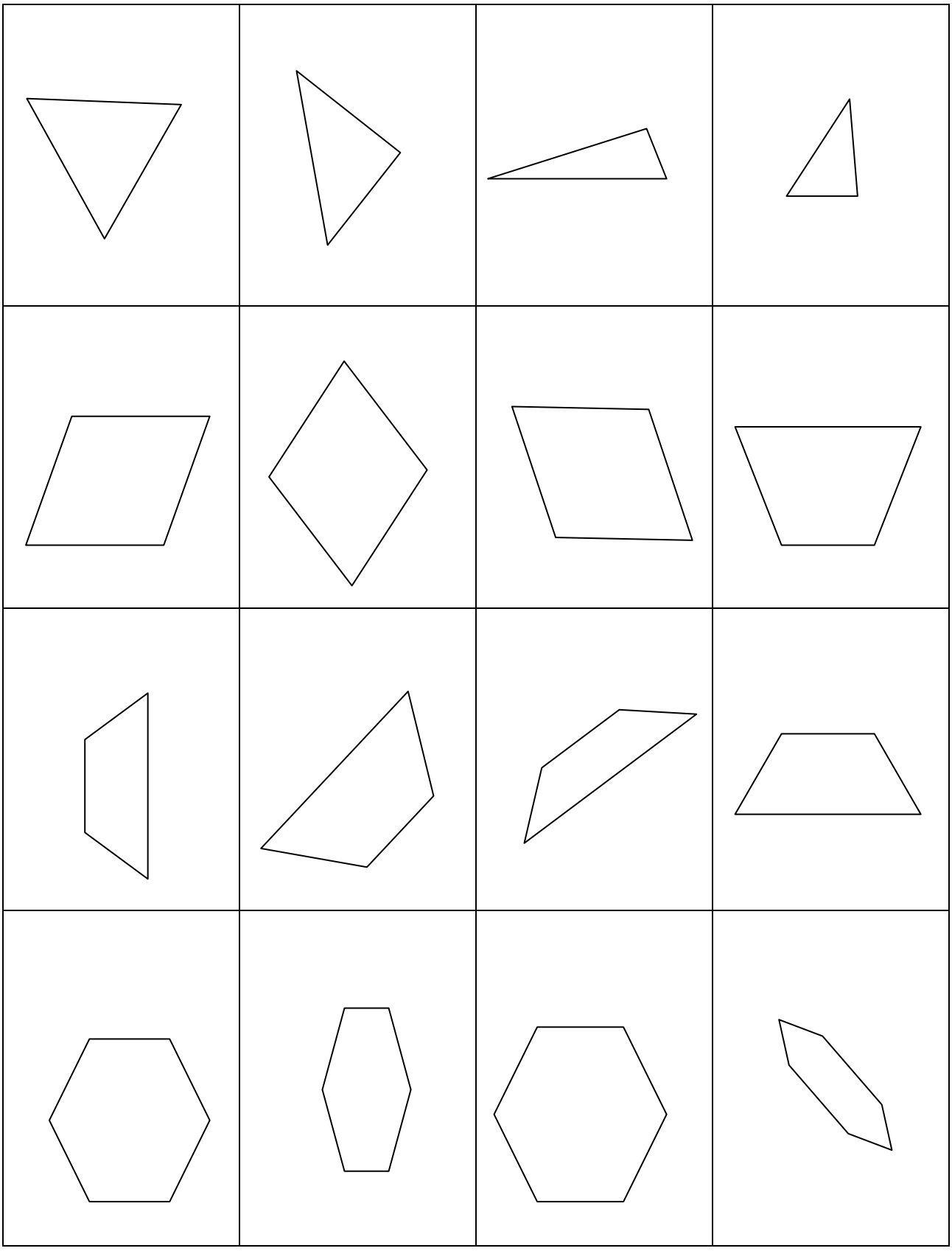

Description
Illustration


Description
Illustration

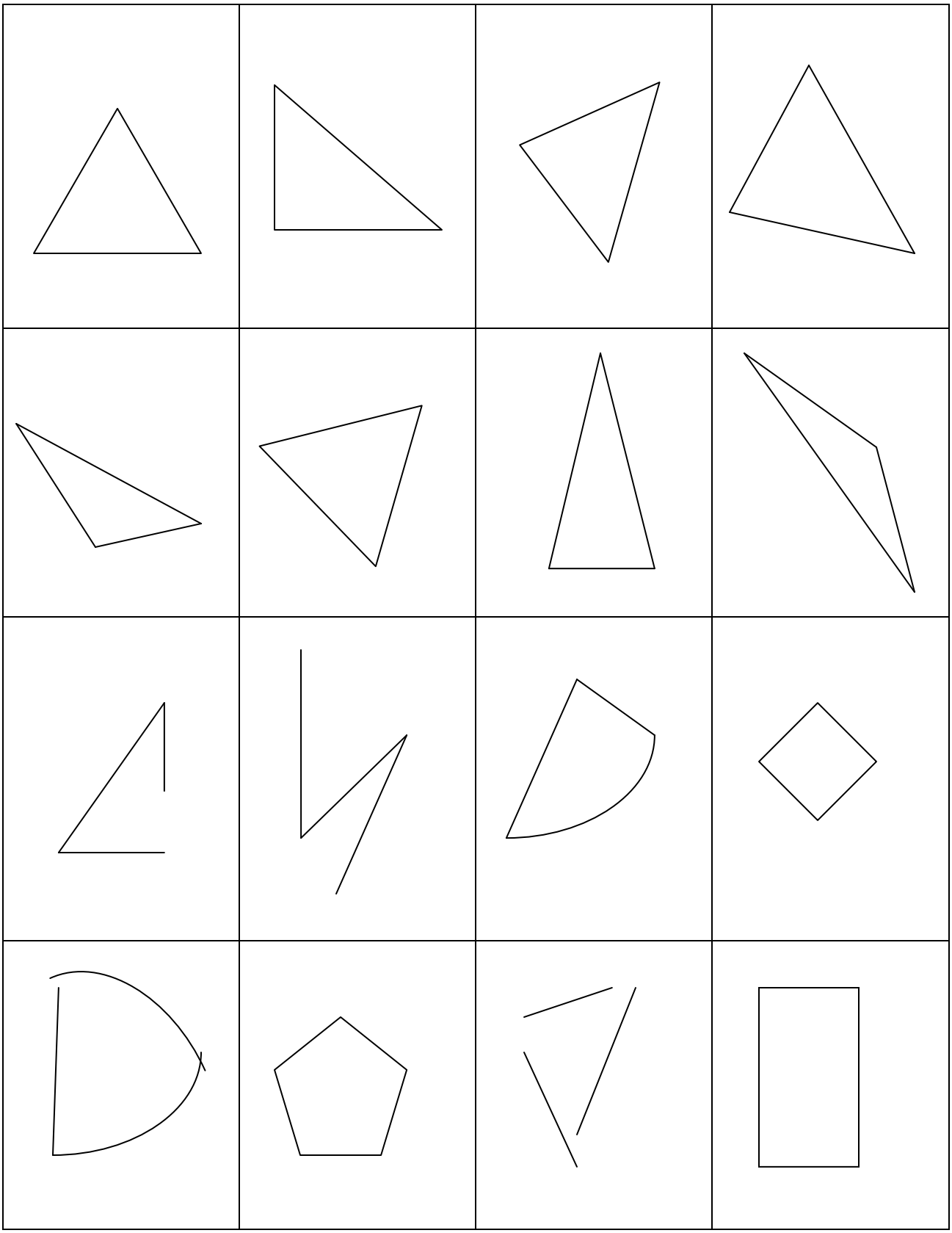
Unit 5, Activities 4, 6, and 11, Dot Paper



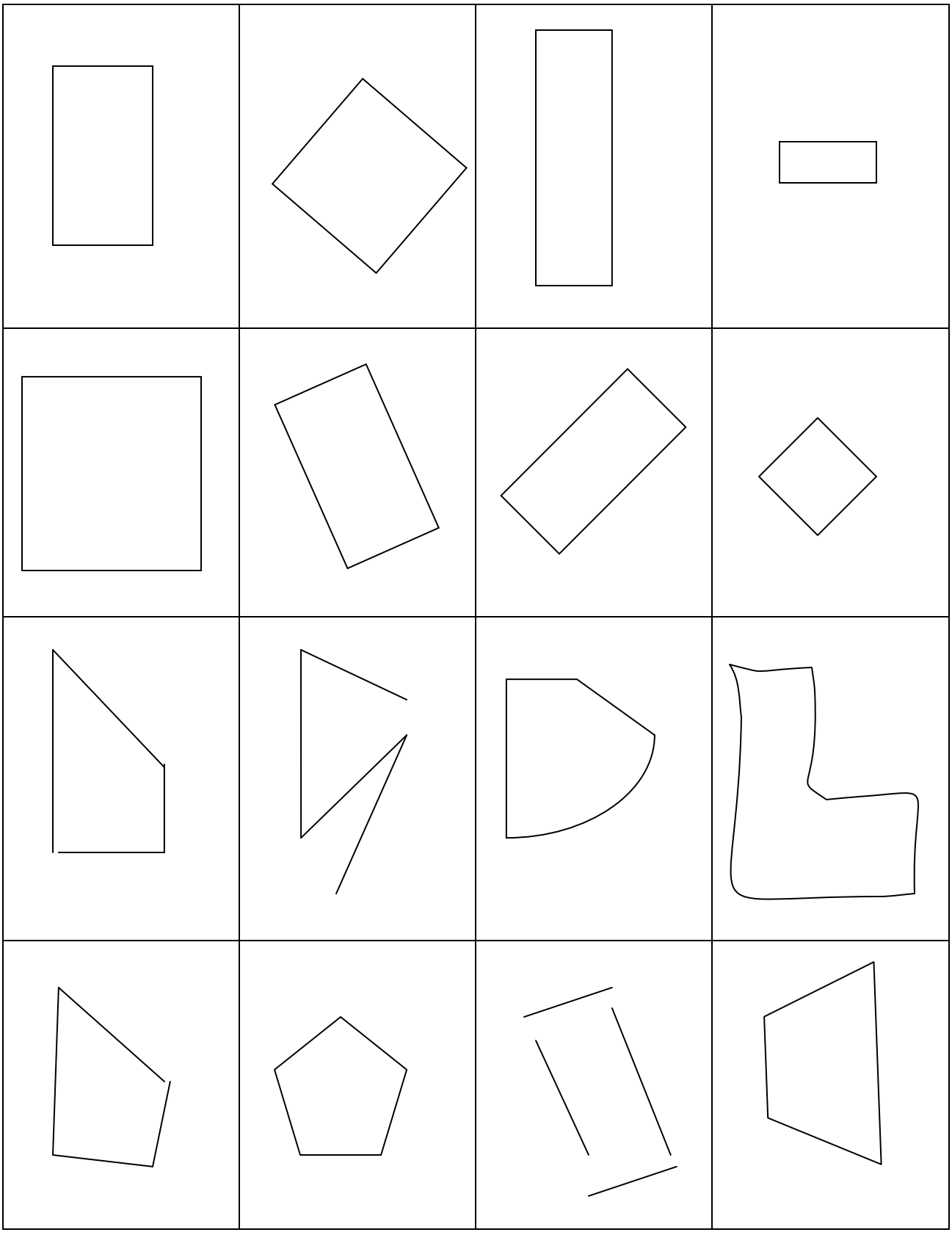




Unit 5, Activity 8, Are These Triangles?



Unit 5, Activity 8, Are These Rectangles?

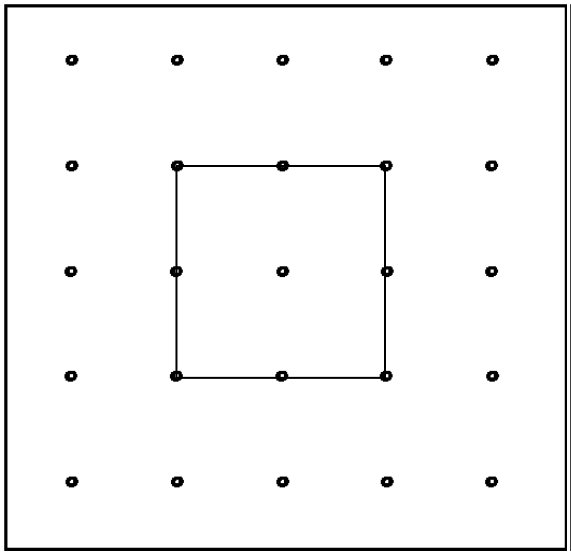


These are _____	These are not _____

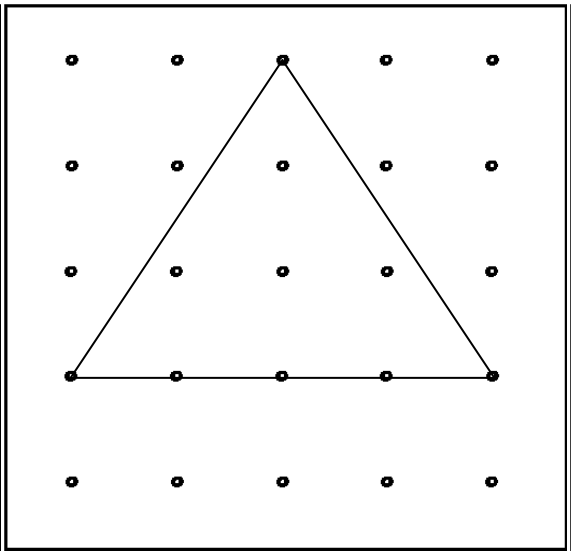
Shapes Word Grid

	How many sides?	How many corners?	Curves?	Open or closed?
triangle				
rectangle				
square				
trapezoid				
circle				
rhombus				
hexagon				

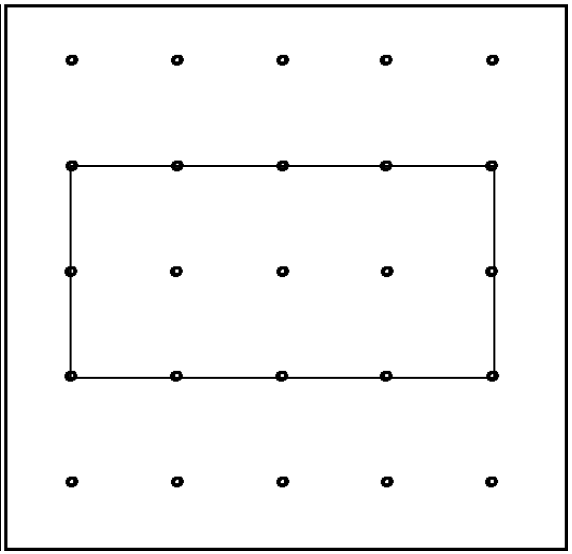
5 x 5 Large Geoboard Dot Paper



5 x 5 Large Geoboard Dot Paper



5 x 5 Large Geoboard Dot Paper



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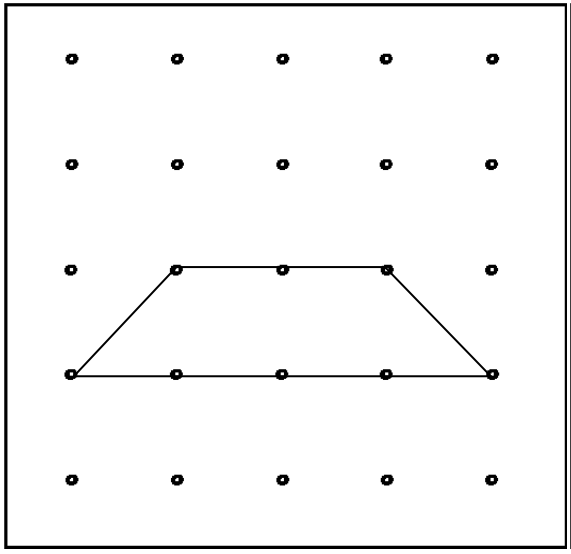

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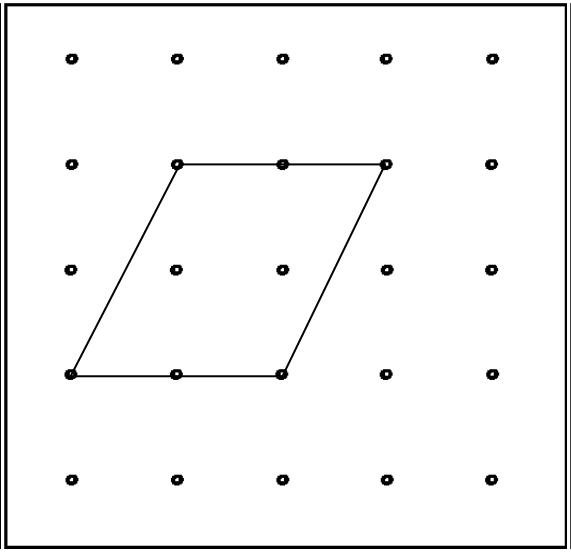

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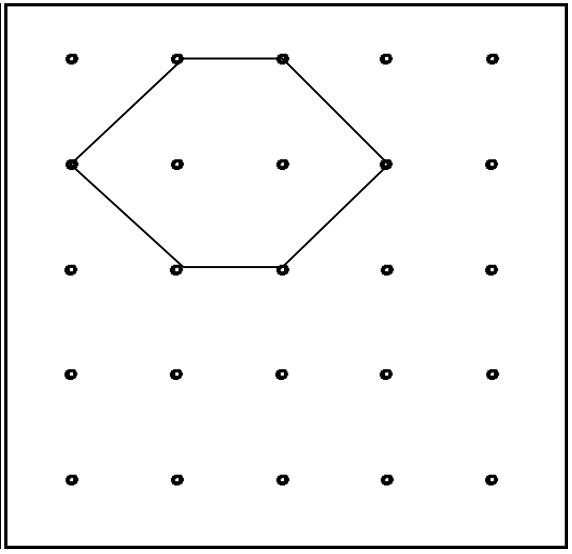

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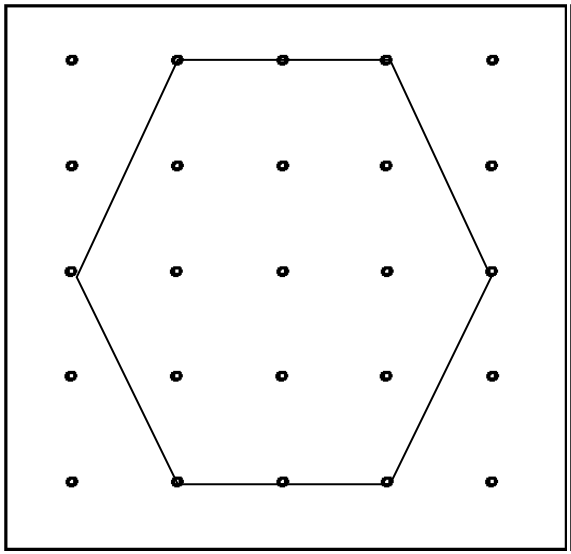
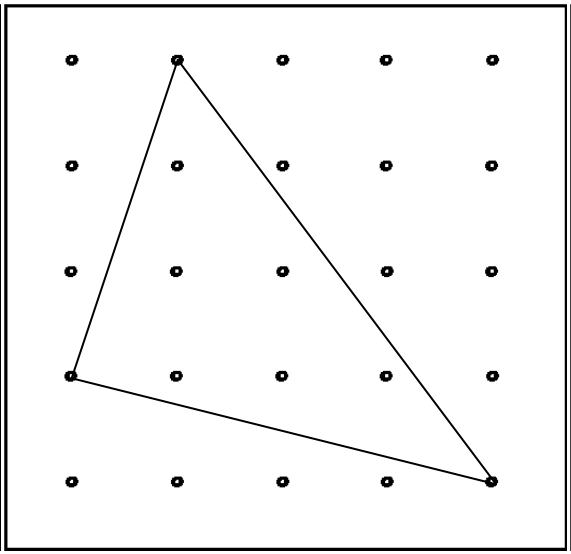


5 x 5 Large Geoboard Dot Paper



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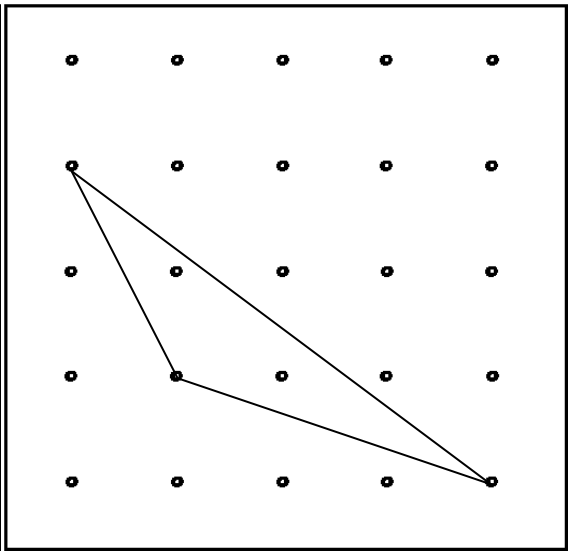

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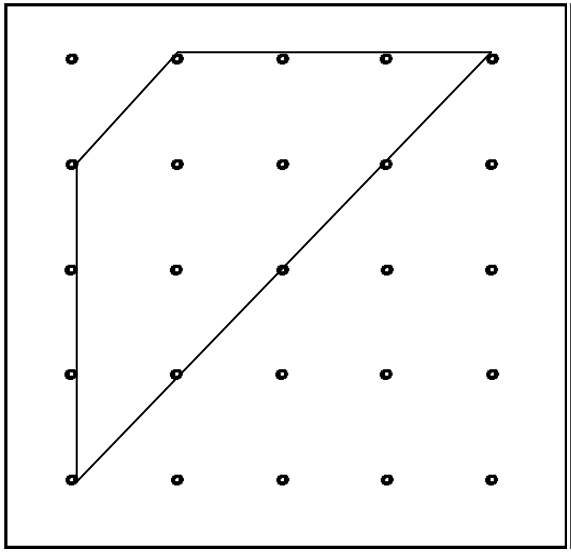

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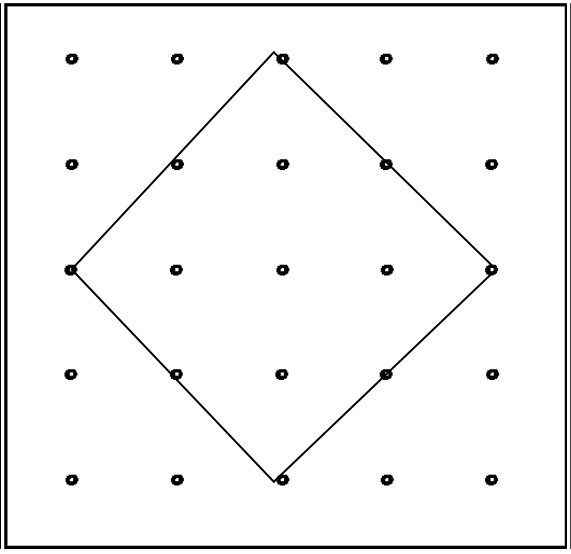
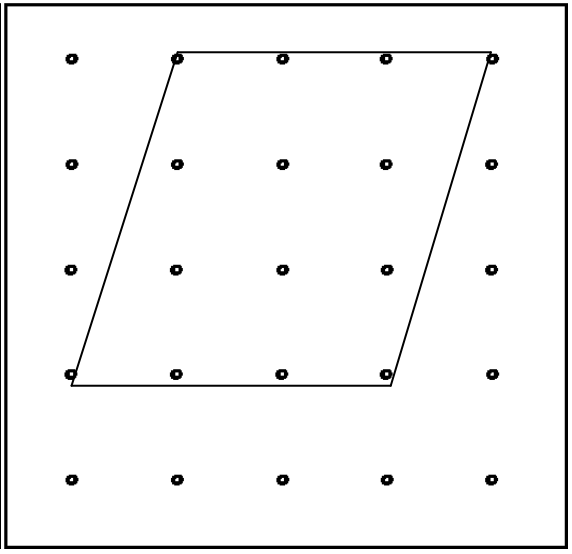
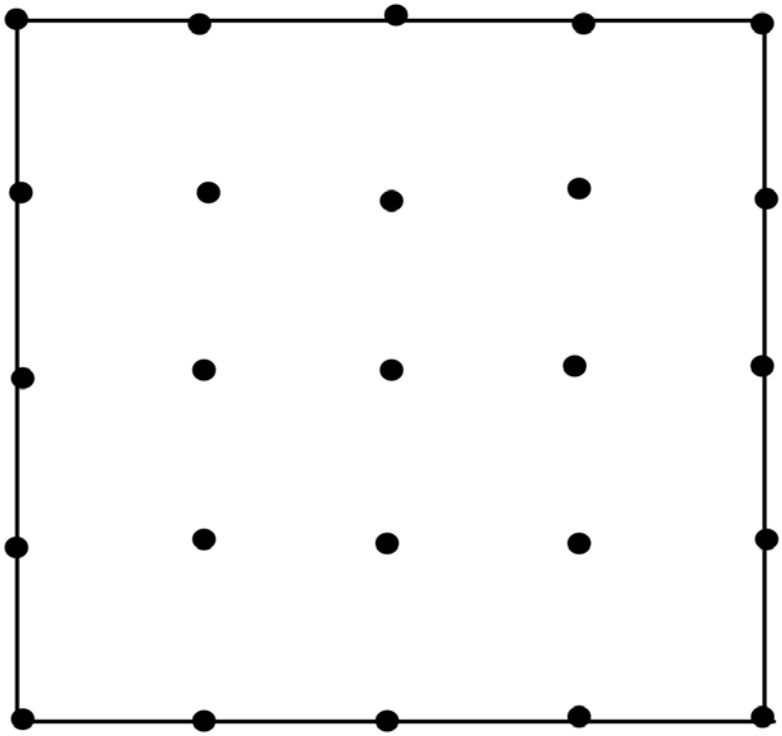


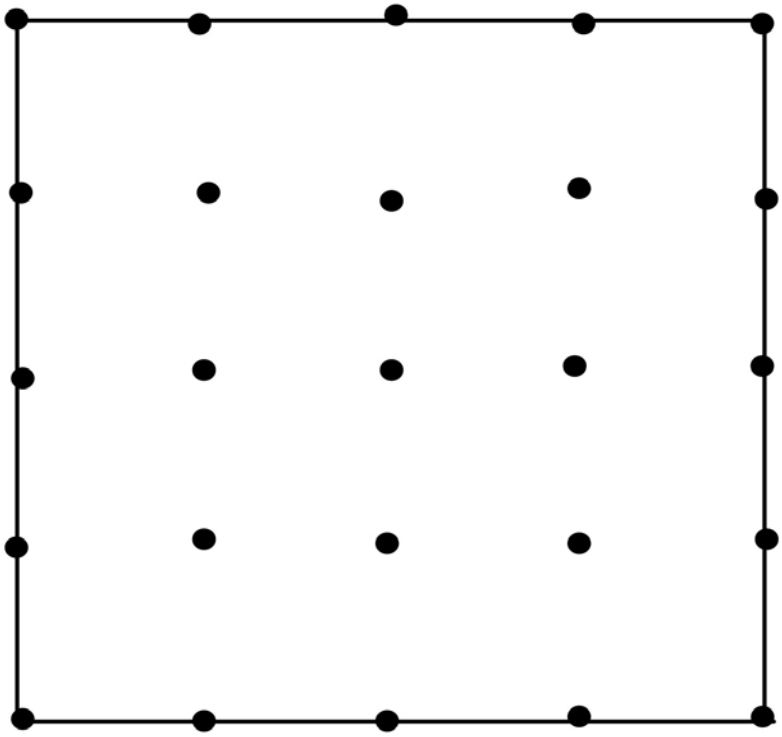
5 x 5 Large Geoboard Dot Paper



Draw a line showing a fair share among 2 people.



Draw lines showing a fair share among 4 people.

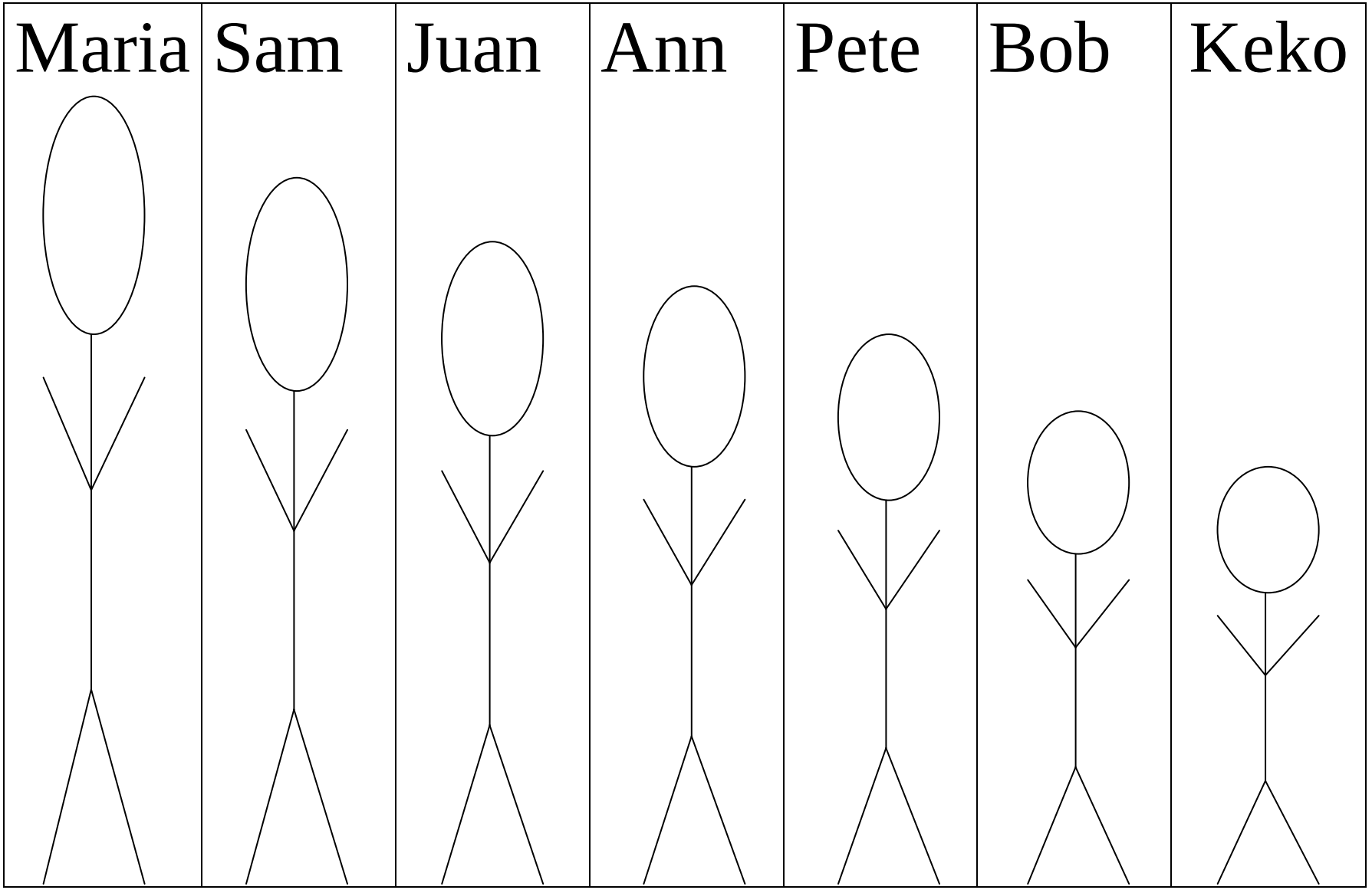


Where can you find these shapes?

rectangular prism	
cone	
cylinder	
cube	
pyramid	
sphere	

3 +1	2 +2	3 +2	5 +0	5 +4
3 +5	0 +7	9 +1	3 +7	3 +6
8 +1	2 +7	4 +2	2 +5	2 +6
8 +2	5 +5	7 +1	4 +4	3 +4

5 - 2	8 - 2	10 - 9	6 - 2	8 - 6
7 - 5	10 - 4	7 - 1	8 - 4	6 - 6
5 - 2	7 - 6	9 - 4	4 - 0	5 - 4
6 - 3	10 - 3	7 - 1	6 - 4	9 - 5


Maria
Sam
Juan
Ann
Pete
Bob
Keko

A

B

C

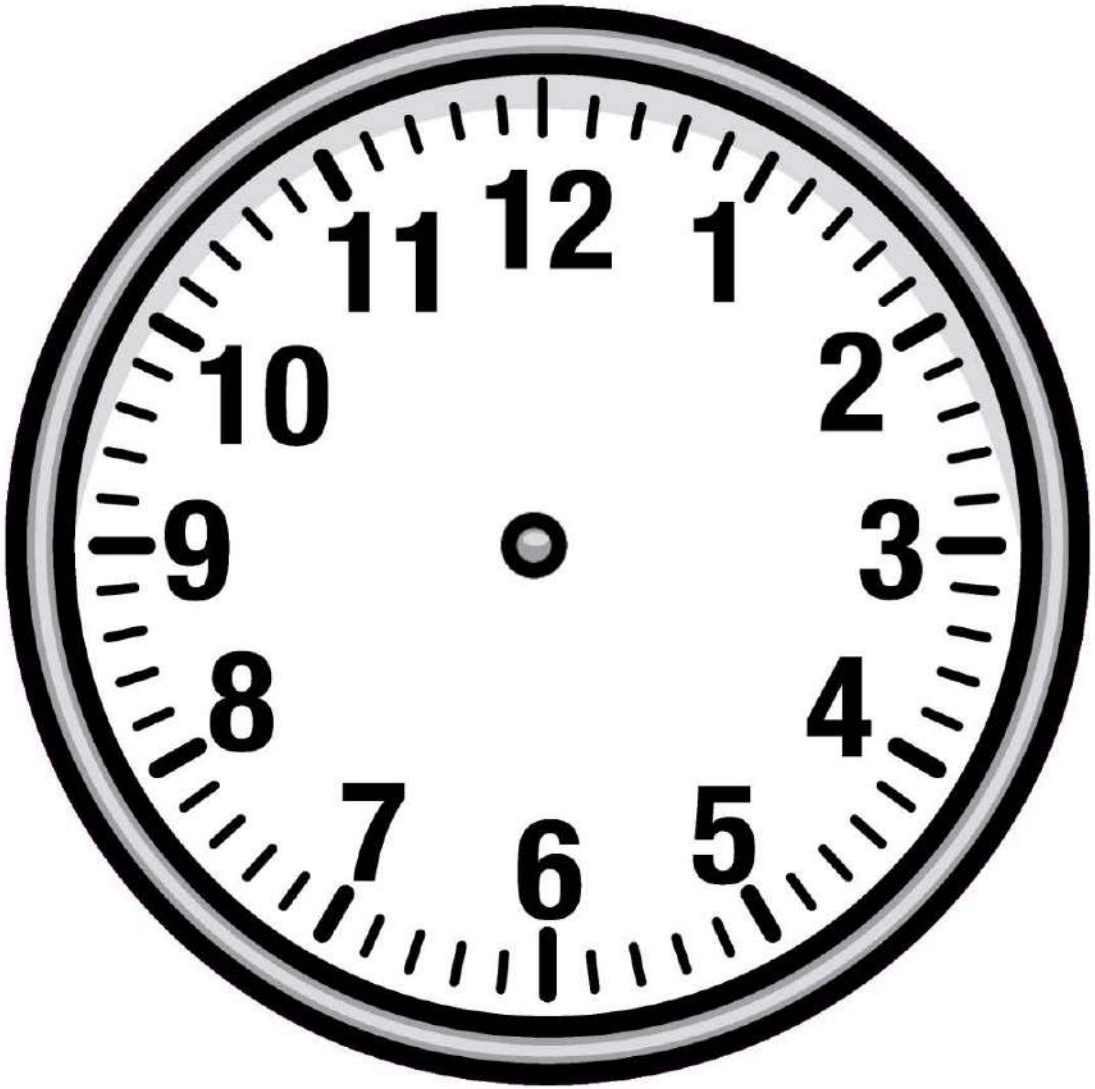
D

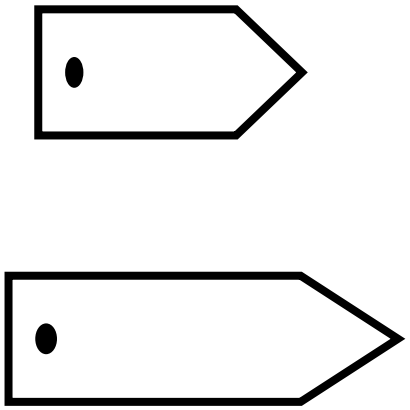
E

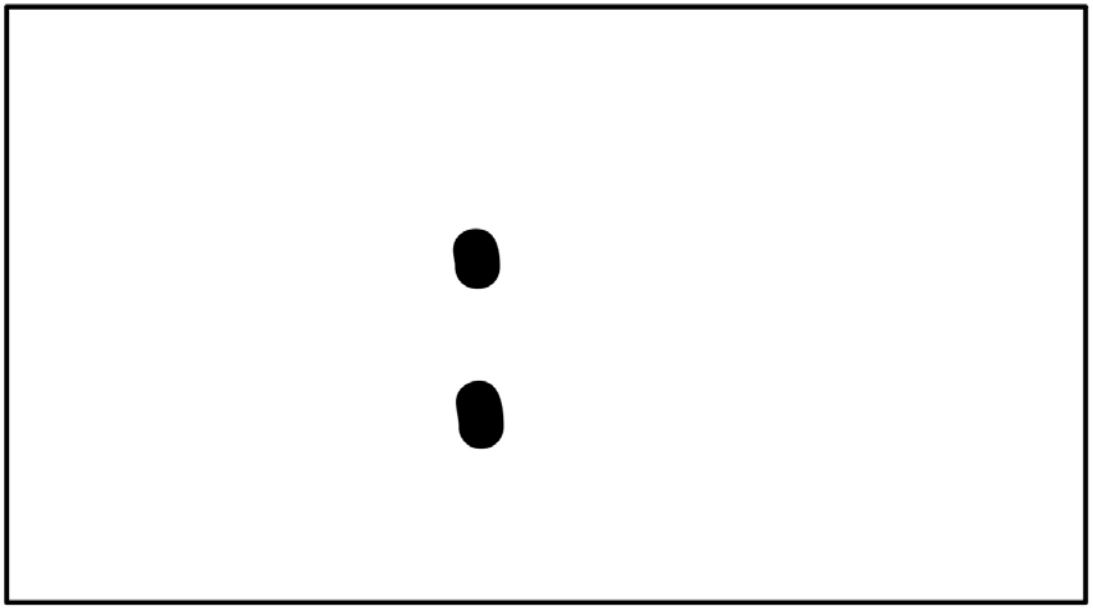
F

G

Object	Length


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





1:00	2:00	3:00
4:00	5:00	6:00
7:00	8:00	9:00
10:00	11:00	12:00

1:30	2:30	3:30
4:30	5:30	6:30
7:30	8:30	9:30
10:30	11:30	12:30

Mom		
Dad		
Grandma		
Charlie		
Me		

	warm	cool
Alyssa	x	
Da'Nasia	x	
Beth		x
Mark	x	
Scotty		x
Jalen		x
Sue	x	

Unit 6, Activity 12, Vertical Picture Graph Mat

Unit 6, Activity 12, Horizontal Picture Graph Mat

How many people chose _____?	Which category did the most people choose? _____	Which category did the fewest people choose? _____
How many more people chose _____ than _____?	How many fewer people chose _____ than _____?	How many people chose _____ and _____ together?
How many more people would have to choose _____ to be equal with _____?	How many fewer _____ than _____ are there?	How many more _____ than _____ are there?

3 +1	2 +2	3 +2	5 +0	5 +4
3 +5	0 +7	9 +1	3 +7	3 +6
8 +1	2 +7	4 +2	2 +5	2 +6
8 +2	5 +5	7 +1	4 +4	3 +4

5 - 2	8 -2	10 - 9	6 -2	8 -6
7 - 5	10 - 4	7 -1	8 -4	6 -6
5 -2	7 -6	9 - 4	4 - 0	5 -4
6 -3	10 - 3	7 -1	6 -4	9 - 5

I have two cards. The first card is worth 7 points. Together the cards are worth 9 points. How many points is the second card worth?

The second card is worth _____.

I have two cards. The second card is worth 4 points. Together the cards are worth 11 points. What is the first card worth?

The first card is worth _____.

I have two cards. Together the cards are worth 8 points. The first card is worth 2 points. How much is the second card worth?

The second card is worth _____.

I have two cards. Together the cards are worth 12 points. One of the cards is worth 8 points. What is the other card worth?

The other card is worth _____.

I have two cards. The first card is worth 7 points. Together the cards are worth 9 points. What is the second card worth?

$7 + \square = 9$ $9 - 7 = \square$

The second card is worth 2 points.

I have two cards. The second card is worth 4 points. Together the cards are worth 11 points. What is the first card worth?

$\square + 4 = 11$ $11 - 4 = \square$

The first card is worth 7 points.

I have two cards. Together the cards are worth 8 points. The first card is worth 2 points. How much is the second card worth?

$8 = 2 + \square$ $8 - 2 = \square$

The second card is worth 6 points.

I have two cards. Together the cards are worth 12 points. One of the cards is worth 8 points. What is the other card worth?

$12 = 8 + \square$ $12 - 8 = \square$

The other card is worth 4 points.

I Spy an Addition Equation	I Spy a Subtraction Equation	☐ =

TABLE 1. Common addition and subtraction situations. [1]

TABLE 1. Common addition and subtraction situations.[6]

	Result Unknown	Change Unknown	Start Unknown
Add to	Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now? 2 + 3 = ?	Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two? 2 + ? = 5	Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before? ? + 3 = 5
Take from	Five apples were on the table. I ate two apples. How many apples are on the table now? 5 – 2 = ?	Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat? 5 – ? = 3	Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? ? – 2 = 3

	Total Unknown	Addend Unknown	Both Addends Unknown[1]
Put Together/ Take Apart[2]	Three red apples and two green apples are on the table. How many apples are on the table? 3 + 2 = ?	Five apples are on the table. Three are red and the rest are green. How many apples are green? 3 + ? = 5, 5 – 3 = ?	Grandma has five flowers. How many can she put in her red vase and how many in her blue vase? 5 = 0 + 5, 5 = 5 + 0 5 = 1 + 4, 5 = 4 + 1 5 = 2 + 3, 5 = 3 + 2

	Difference Unknown	Bigger Unknown	Smaller Unknown
Compare[3]	("How many more?" version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy? ("How many fewer?" version): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie? 2 + ? = 5, 5 – 2 = ?	(Version with "more"): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have? (Version with "fewer"): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have? 2 + 3 = ?, 3 + 2 = ?	(Version with "more"): Julie has three more apples than Lucy. Julie has five apples. How many apples does Lucy have? (Version with "fewer"): Lucy has 3 fewer apples than Julie. Julie has five apples. How many apples does Lucy have? 5 – 3 = ?, ? + 3 = 5

[1]These take apart situations can be used to show all the decompositions of a given number. The associated equations, which have the total on the left of the equal sign, help children understand that the = sign does not always mean makes or results in but always does mean is the same number as.
[2]Either addend can be unknown, so there are three variations of these problem situations. Both Addends Unknown is a productive extension of this basic situation, especially for small numbers less than or equal to 10.
[3]For the Bigger Unknown or Smaller Unknown situations, one version directs the correct operation (the version using more for the bigger unknown and using less for the smaller unknown). The other versions are more difficult.

[6]Adapted from Box 2-4 of Mathematics Learning in Early Childhood, National Research Council (2009, pp. 32, 33).

[1] Adapted from Box 2-4 of Mathematics Learning in Early Childhood, National Research Council (2009, pp. 32, 33).

A Oscar had some oranges. He gave 7 to his cousin. Now he has 7 oranges left. How many oranges did Oscar have before he gave some away?	**B** Mike read 6 pages of his book on Monday. He read 3 pages on Tuesday. He read 4 pages on Wednesday. How many pages of his book has he read?
C I caught 3 red bugs, 7 green bugs, and 8 blue bugs. How many bugs did I catch altogether?	**D** A mother duck laid 9 eggs. 5 of the eggs hatched. How many eggs still need to hatch?
E Farmer Joe has 10 sheep. He has 7 fewer goats than sheep. How many goats does he have?	**F** After giving 5 stickers to Ruth, Norman had 8 stickers left. How many stickers did Norman have at the beginning?

G Penny has 4 marbles. Evan has 5 marbles and Ann has 2 marbles. How many marbles do they have altogether?	**H** There are 17 stools in a room. 8 of them are black and the rest are brown. How many brown stools are there?
I Eva has 4 red pens, 3 blue pens, and 7 black pens. How many pens does Eva have in all?	**J** After selling 7 candy bars, Luke has 2 more candy bars to sell. With how many candy bars did he start?
K Dennis caught 9 worms. Arthur caught 5 more worms than Dennis. How many worms did Arthur catch?	**L** Andy bought 9 pencils. Sally bought 6 more pencils than Andy. How many pencils did Sally buy?

M Mrs. Brown gave away 5 cups and had 6 cups left. How many cups did she have at the start?	**N** Nia had some cupcakes. Then Allie gave her 5 cupcakes. Now Nia has 13 cupcakes. How many cupcakes did Nia have at the start?
O Zack has some stickers. He gave 1 to Mike. Now he has 7 stickers left. How many stickers did Zack start with?	**P** Seven cupcakes were on the table. I ate some of them. Then there were 2 cupcakes. How many cupcakes did I eat?
Q Farmer Joe has 17 hens and ducks. He has 8 ducks. How many hens does he have?	**R** There are 12 children standing in line. 6 of them are boys. How many are girls?

A Oscar had some oranges. He gave 7 to his cousin. Now he has 7 oranges left. How many oranges did Oscar have before he gave some away? □ – 7 = 7 7 + 7 = □ Oscar had 14 oranges.	**B** Mike read 6 pages of his book on Monday. He read 3 pages on Tuesday. He read 4 pages on Wednesday. How many pages of his book has he read? 6 + 3 + 4 = □ Mike has read 13 pages.
C I caught 3 red bugs, 7 green bugs, and 8 blue bugs. How many bugs did I catch? 3 + 7 + 8 = □ I caught 18 bugs.	**D** A mother duck laid 9 eggs. 5 of the eggs hatched. How many eggs still need to hatch? 9 – 5 = □ 9 - □ = 5 Four eggs still need to hatch.
E Farmer Joe has 10 sheep. He has 7 fewer goats than sheep. How many goats does he have? 10 – 7 = □ Farmer Joe has 3 goats.	**F** After giving away 5 stickers to Ruth, Norman had 8 stickers left. How many stickers did Norman have at first? □ – 5 = 8 8 + 5 = □ Norman had 13 stickers at first.

G Penny has 4 marbles. Evan has 5 marbles and Ann has 2 marbles. How many marbles do they have altogether? 4 + 5 + 2 = □ They have 11 marbles.	**H** There are 17 stools in a room. 8 of them are black and the rest are brown. How many brown stools are there? 17 – 8 = □ 17 – □ = 9 8 + □ = 17 There are 9 brown stools.
I Eva has 4 red pens, 3 blue pens, and 7 black pens. How many pens does Eva have in all? 4 + 3 +7 = □ Eva has 14 pens.	**J** After selling 7 candy bars, Luke has 2 more candy bars to sell. With how many candy bars did he start? □ – 7 = 2 7 + 2 = □ □ – 2 = 7 Luke had 9 candy bars at first.
K Dennis caught 9 worms. Arthur caught 5 more worms than Dennis. How many worms did Arthur catch? 9 + 5 = □ Arthur caught 14 worms.	**L** Andy bought 9 pencils. Sally bought 6 more pencils than Andy. How many pencils did Sally buy? 9 + 6 = □ Sally bought 15 pencils.

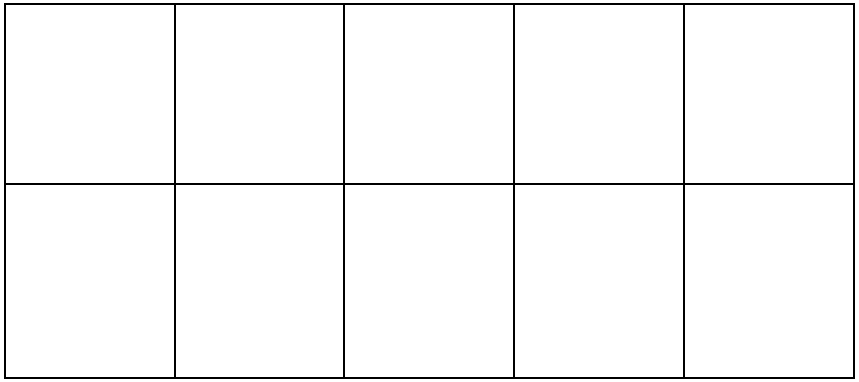
M Mrs. Brown gave away 5 cups and had 6 cups left. How many cups did she have at the start? □ – 5 = 6 □ – 6 = 5 6 + 5 = □ Mrs. Brown had 11 cups at first.	**N** Nia had some cupcakes. Then Allie gave her 5 cupcakes. Now Nia has 13 cupcakes. How many cupcakes did Nia have at the start? □ + 5 = 13 5 + □ = 13 13 – 5 = □ Nia had 8 cupcakes at first.
O Zack has some stickers. He gave 1 to Mike. Now he has 7 stickers left. How many stickers did Zack start with? □ – 1 = 7 Zack started with 8 stickers.	**P** Seven cupcakes were on the table. I ate some of them. Then there were 2 cupcakes. How many cupcakes did I eat? 7 – □ = 2 I ate 5 cupcakes.
Q Farmer Joe has 17 hens and ducks. He has 8 ducks. How many hens does he have? 17 – 8 = □ 8 + □ = 17 Farmer Joe has 9 hens.	**R** There are 12 children standing in line. 6 of them are boys. How many are girls? 12 – 6 = □ 6 + □ = 12 There are 6 girls in line.

$8 + \square = 11$	$9 - \square = 7$
$\square + 6 = 14$	$\square - 8 = 10$
$7 + \square = 10$	$16 - \square = 8$
$\square + 5 = 14$	$\square - 4 = 5$

Round 1
Round 2
Round 3
Round 4
Round 5

Tens	Ones

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Tens	Ones
	

19	28	37
46	55	64
73	82	91
17	26	35
44	53	62

71	88	97
15	24	33
42	51	67
86	95	31
22	43	58

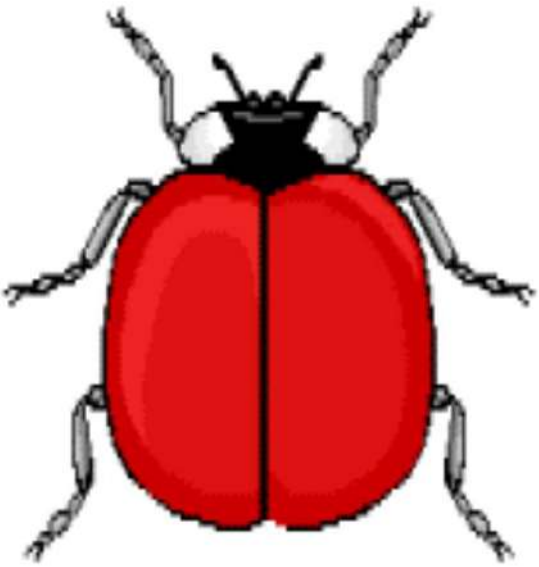
10	20
30	40
50	60
70	80
90	

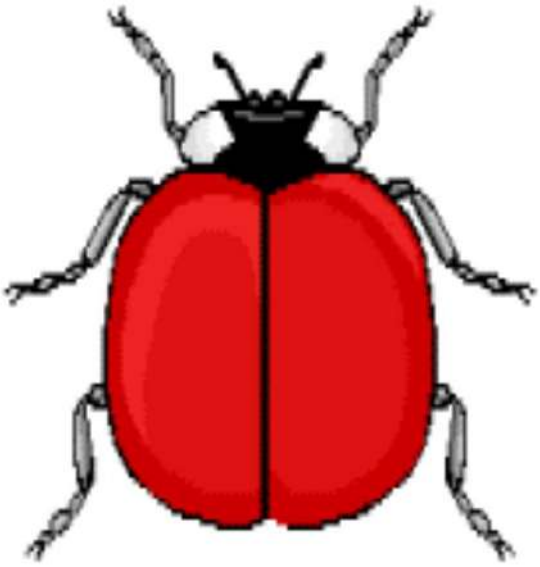
1	2	3	4
5	6	7	8
9			

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

Unit 7, Activity 12, Adding to Total 99 Equation Sheet

1st Number	2nd Number	Addition Equation





3 +1	2 +2	3 +2	5 +0	5 +4
3 +5	0 +7	9 +1	3 +7	3 +6
8 +1	2 +7	4 +2	2 +5	2 +6
8 +2	5 +5	7 +1	4 +4	3 +4

5 − 2	8 − 2	10 − 9	6 − 2	8 − 6
7 − 5	10 − 4	7 − 1	8 − 4	6 − 6
5 − 2	7 − 6	9 − 4	4 − 0	5 − 4
6 − 3	10 − 3	7 − 1	6 − 4	9 − 5

Balloon Pop Points

Each color is worth the given number of points.

red – 0	orange – 5
yellow – 1	green – 6
blue – 2	purple – 7
black – 3	white – 8
pink – 4	brown – 9

A group of students went to a fair. They all took turns playing Balloon Pop. For each balloon the students popped, they earned points. Each student popped three balloons. Use the Balloon Pop Points Chart to solve the word problems to find out which student earned the most points. You can arrange your numbers in any order to make it easier to add.

John threw three darts. He popped a purple balloon, a pink balloon, and a green balloon. How many points did John earn?
Marla popped three balloons. First, she popped an orange balloon. Then, she popped a brown balloon. Last, she popped another orange balloon. How many points did Marla earn?
Brian threw three darts. He popped a red balloon, a white balloon, and another white balloon. How many points did Brian earn?
Amy popped a brown balloon, a blue balloon, and a yellow balloon. How many points did Amy earn?
Marco popped three balloons. First, he popped a purple balloon. Then, he popped a black balloon. Last, he popped a white balloon. How many points did Marco earn?

A group of students went to a fair. They all took turns playing Balloon Pop. For each balloon the students popped they earned points. Each student popped three balloons. Use the Balloon Pop Points Chart to solve the word problems to find out which student earned the most points. You can rearrange your numbers to make it easier to add.

John threw three darts. He popped a purple balloon, a pink balloon, and a green balloon. How many points did John earn? 7 + 4 + 6 = 17 John earned 17 points.
Marla popped three balloons. First, she popped an orange balloon. Then, she popped a brown balloon. Last, she popped another orange balloon. How many points did Marla earn? 5 + 9 + 5 = 19 Marla earned 19 points.
Brian threw three darts. He popped a red balloon, a white balloon, and another white balloon. How many points did Brian earn? 0 + 8 + 8 = 16 Brian earned 12 points.
Amy popped a brown balloon, a blue balloon, and a yellow balloon. How many points did Amy earn? 9 + 2 + 1 = 12 Amy earned 12 points.
Marco popped three balloons. First, he popped a purple balloon. Then, he popped a black balloon. Last, he popped a white balloon. How many points did Marco earn? 7 + 3 + 8 = 18 Marco earned 18 points

Results for Vote on First Grade Mascot	
Dinosaurs – 7	Dogs – _____
Alligators – _____	Bees – 6
Cats – _____	Tigers – _____
Jaguars – 8	Mustangs – _____
Sharks – _____	Lions – 4

The mascot with the most votes is the _____.

Results for Vote on First Grade Mascot	
Dinosaurs – 7	Dogs – 5
Alligators – 7	Bees – 6
Cats – 4	Tigers – 9
Jaguars – 8	Mustangs – 8
Sharks – 6	Lions – 4

The mascot with the most votes is the Tigers.

The first graders at Blue Lake Elementary were asked to choose a mascot for their grade. They were asked to vote for one of the animals on the chart to be the mascot. Solve the word problems to find out how many votes each animal received and complete the chart to find out which mascot had the most votes.

There were 4 votes for lions. Sharks got 2 more votes than lions. How many people voted for sharks?
Dogs got 3 fewer votes than Jaguars. Jaguars got 8 votes. How many votes did dogs get?
There were 6 votes for bees. Bees got 3 fewer votes than tigers. How many people voted for tigers?
Dinosaurs and mustangs got 15 votes together. Dinosaurs got 7 votes. How many votes did mustangs get?
Alligators got 3 more votes than lions. Lions got 4 votes. How many votes did alligators get?
Together bees and cats got 10 votes. Bees got 6 votes. How many people voted for cats?

The first graders at Blue Lake Elementary were asked to choose a mascot for their grade. They were asked to vote for one of the animals on the chart to be the mascot. Solve the word problems to find out how many votes each animal received and complete the chart to find out which mascot had the most votes.

There were 4 votes for lions. Sharks got 2 more votes than lions. How many people voted for sharks? 4 + 2 = 6 6 people voted for sharks.
Dogs got 3 fewer votes than Jaguars. Jaguars got 8 votes. How many votes did dogs get? 8 – 3 = 5 Dogs got 5 votes.
There were 6 votes for bees. Bees got 3 fewer votes than tigers. How many people voted for tigers? 6 + 3 = 9 9 people voted for tigers.
Dinosaurs and mustangs got 15 votes together. Dinosaurs got 7 votes. How many votes did mustangs get? 15 – 7 = 8 or 7 + 8 = 15 Mustangs got 8 votes.
Alligators got 3 more votes than lions. Lions got 4 votes. How many votes did alligators get? 3 + 4 = 7 Alligators got 7 votes.
Together bees and cats got 10 votes. Bees got 6 votes. How many people voted for cats? 10 – 6 = 4 or 6 + 4 = 10 4 people voted for cats.

Tens	Ones

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

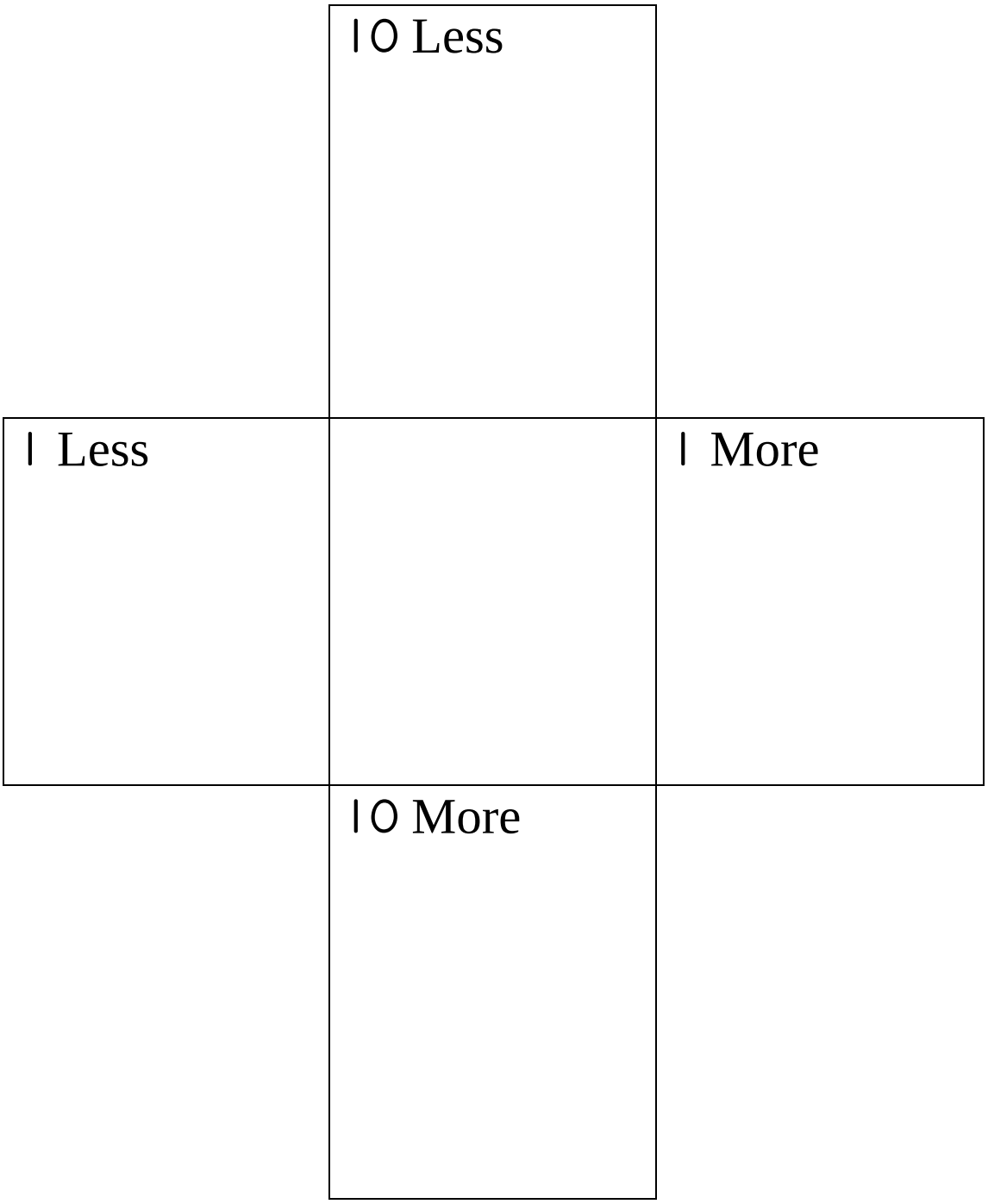
89	75	63	54
43	33	29	18
85	77	64	57
46	31	29	13

Unit 8, Activity 4, 10 More Chart

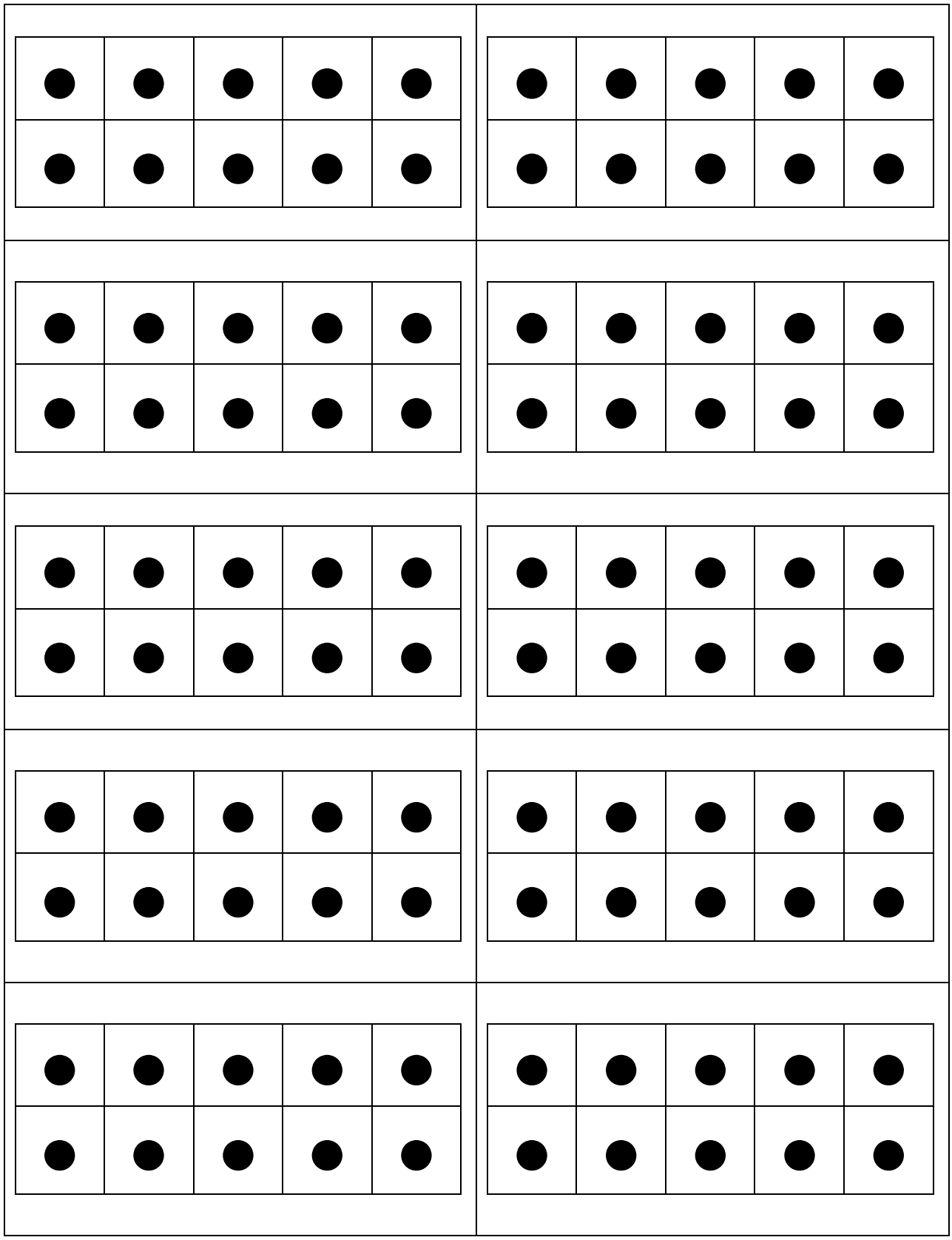
10 More	
Number Card	10 More Than Number Card

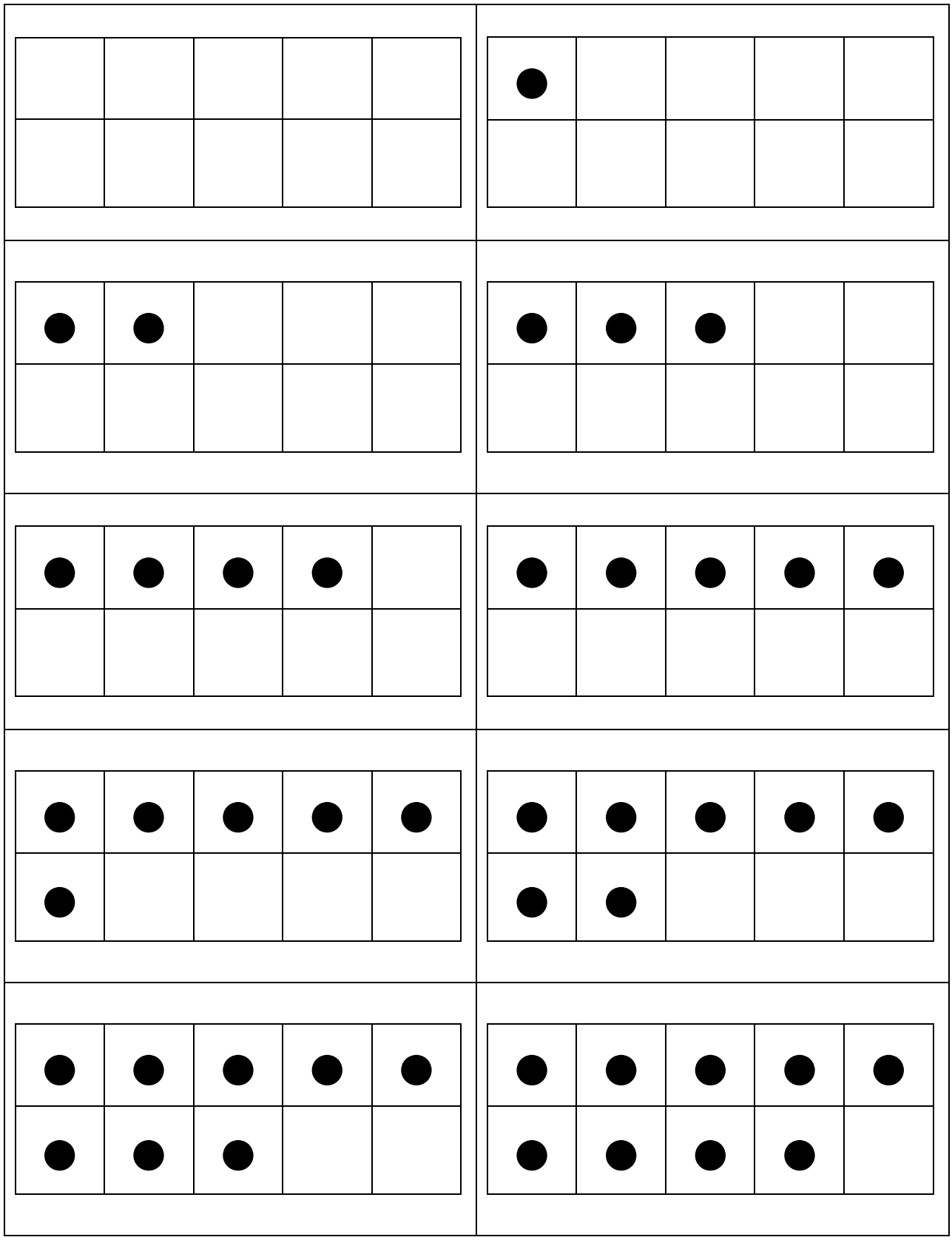
Unit 8, Activity 5, 10 Less/Fewer Chart

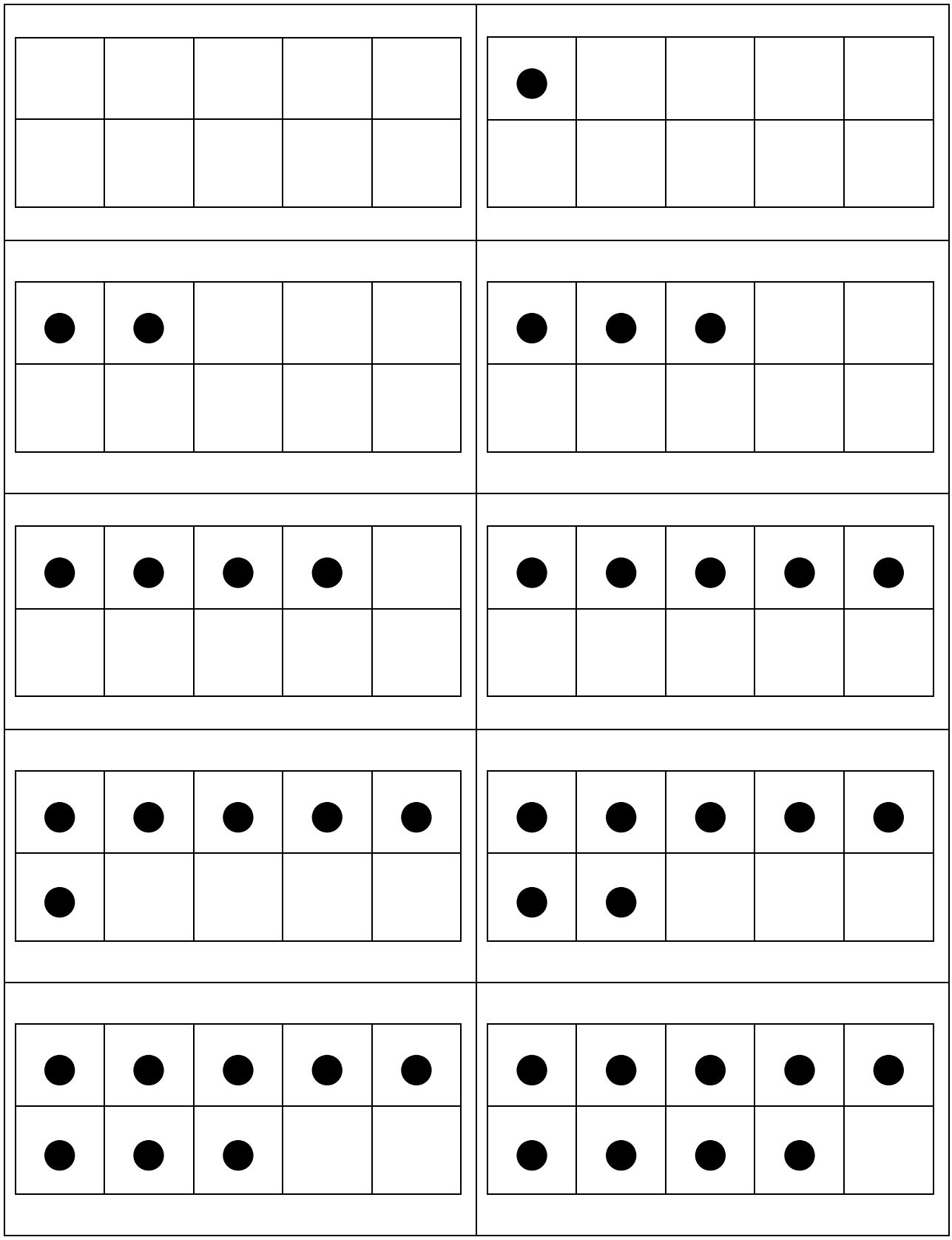
10 Less/Fewer	
Number Card	10 Less/Fewer Than Number Card


10 Less
1 Less
1 More
10 More

1	2	3
4	5	6
7	8	9
0		







I have 70 cents. I buy a candy for 40 cents. How much money do I still have?
Mom gave me 90 cents. I lost 50 cents. How much money do I have left?
John has 80 cents. He gives 30 cents to his sister. How much money does John have now?
Sally has 60 cents. She spent 50 cents. How much money does Sally have left?

I have 40 cents. The tooth fairy left some money under my pillow. I now have 70 cents. How much did the tooth fairy leave under my pillow?
Mom gave me the change in her wallet. I spent 50 cents. I have 40 cents left. How much money did Mom give me?
John gives 30 cents to his sister. He now has 60 cents. How much money did John have before giving money to his sister?
Sally has 20 cents. Her Dad paid her to water the plants. She has 50 cents to spend at the store. How much did her Dad pay her?

10	20
30	40
50	60
70	80
90	

1	2	3	4
5	6	7	8
9			

23 + 46	38 + 51	37 + 22
48 + 30	16 + 63	35 + 42
82 + 13	72 + 13	11 + 47

29 + 30	56 + 33	15 + 62
34 + 25	18 + 50	12 + 76
57 + 22	83 + 13	13 + 44

22 + 17	26 + 52	37 + 20
48 + 31	22 + 67	45 + 42
82 + 16	73 + 14	16 + 50

Start on the number 5. Find the number that is 13 more. Find the number that is 16 more. Find the number that is 11 more. Stop. Where Am I? _____	Start on the number 8. Find the number that is 25 more. Find the number that is 19 more. Find the number that is 33 more. Stop. Where Am I? _____
Start on the number 12. Find the number that is 17 more. Find the number that is 24 more. Find the number that is 18 more. Stop. Where Am I? _____	Start on the number 19. Find the number that is 11 more. Find the number that is 34 more. Find the number that is 23 more. Stop. Where Am I? _____
Start on the number 22. Find the number that is 15 more. Find the number that is 24 more. Find the number that is 34 more. Stop. Where Am I? _____	Start on the number 26. Find the number that is 20 more. Find the number that is 18 more. Find the number that is 28 more. Stop. Where Am I? _____

Name: _____

Adding Large Numbers

1. Read the word problem.

2. What is the first addend of the addition problem?
   _____

3. Show this amount on the Place-Value Board using place-value blocks.

4. What is the second addend of the addition problem?
   _____

5. Show this amount on the Place-Value Board.

6. Count the blocks. How many tens do you have? _____
   How many ones do you have?_____

Make the groups of ten and move them to the tens place.

7. Do you have enough ones to make a ten? _____
   If yes, how many tens can you make? _____

8. How many tens do you have now? _____
   How many ones do you have now? _____

9. Write the answer and label the answer to the word problem.
_____

Unit 8, Activity 16, Grab and Compare Game Board

Player 1	Symbol	Player 2

Unit 8, Activity 16, Grab and Compare Symbols

Each pair of students will need one of each symbol.

>	=	<
>	=	<
>	=	<
>	=	<
>	=	<

Unit 8, Activity 16, Grab and Compare Recording Sheet

Round	Player 1 Number of Beans	Symbol >, =, <	Player 2 Number of Beans	Addition Equation

3 +1	2 +2	3 +2	5 +0	5 +4
3 +5	0 +7	9 +1	3 +7	3 +6
8 +1	2 +7	4 +2	2 +5	2 +6
8 +2	5 +5	7 +1	4 +4	3 +4

5 -2	8 -2	10 - 9	6 -2	8 -6
7 -5	10 - 4	7 -1	8 -4	6 -6
5 -2	7 -6	9 -4	4 -0	5 -4
6 - 3	10 - 3	7 - 1	6 - 4	9 - 5