

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Arranging 10 Objects

You will need 10 small objects such as pennies or buttons. Arrange the objects in different ways.

Example:



$$4 + 3 + 2 + 1 = 10$$

**1** Show how you grouped your objects.  
Write an equation that describes your arrangement.

**2** Show how you grouped your objects.  
Write an equation that describes your arrangement.

## NOTE

Students find combinations of numbers that equal 10. There are many possible solutions.

**MWI** Adding Within 20



NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Today's Number: 15

Today's Number is 15.

$$10 + 5$$

$$10 + 4 + 1$$

$$20 - 5$$



1 Show different ways to make Today's Number.



2 Write the number word for 15. \_\_\_\_\_

### NOTE

Students write expressions that are equal to Today's Number, and write Today's Number in words.

**MWI** Equations and Equivalent Expressions



NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Number Strings at Home

Use combinations you know to solve these problems. Show your work.

**1**

$$6 + 7 + 5 + 6 + 3 =$$

**2**

$$8 + 3 + 4 + 6 + 2 =$$

## NOTE

Students solve two problems with several addends. Encourage your child to use combinations he or she knows and to record all work.

**MWI** Number Strings

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# How Much Money?

How much money is in each box? Write an equation.

1



2



3



4



**NOTE**

Students practice counting money.

**MWI** Money



NAME

DATE

# Pockets at Home

Tell your family about Pocket Day.

Find out how many pockets each person is wearing. Then, figure out how many pockets your family is wearing altogether. You can guess first.

If you need more space, use the back of this page.

Person	Number of Pockets

My family is wearing \_\_\_\_\_ pockets altogether. Here is how I figured it out.

### NOTE

Students collect and record data about how many pockets people are wearing. They combine several numbers to find the total number of pockets.

**MWI** Ways to Count



NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Birds in the Tree

Solve the problem. Show your work.  
Write an equation.

There are 7 birds in the tree.  
13 more birds fly to the tree.  
How many birds are there in all?



### NOTE

Students solve a story problem about combining two quantities.

**MWI** An Addition Story Problem about Stickers



NAME \_\_\_\_\_

DATE \_\_\_\_\_

## How Many Ducks?

Solve the problem. Show your work.  
Write an equation.

Yesterday, Sally went to the park.  
She saw 19 ducks in the air and  
14 ducks in the pond.  
How many ducks did she see?



### NOTE

Students solve a story problem about combining two quantities.

**MWI** An Addition Story Problem about Children



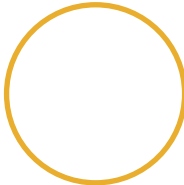
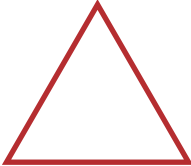


NAME \_\_\_\_\_

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## The Shape of a Face

Find three-dimensional (3-D) objects in your home that have these shapes as one of their faces. Draw a picture of the object and show the matching face. For the last object, draw in your own shape.

Face	3-D Object
	
	
	
	

### NOTE

Students have been identifying the 2-D faces of 3-D shapes. Students find 3-D shapes at home that have certain 2-D faces.

**MWI** Geometry and Shapes in the World





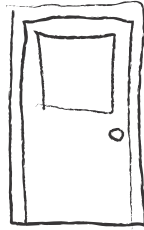
NAME

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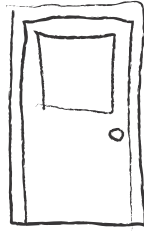
# Shapes at Home

Draw pictures of at least 5 shapes that you find at home. Write the name of each object and what shape it is.

Example:



A door is shaped like a rectangle.

<p>Example:</p>  <p>A door is shaped like a rectangle.</p>	

## NOTE

Students have been identifying and working with different types of 2-D and 3-D shapes. Students identify shapes at home, draw them, and record their names.

**MWI** Geometry and Shapes in the World

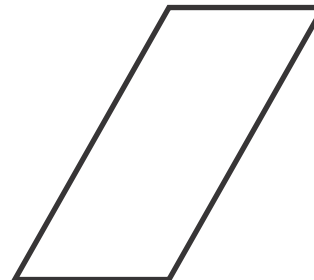
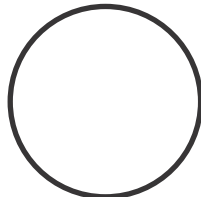
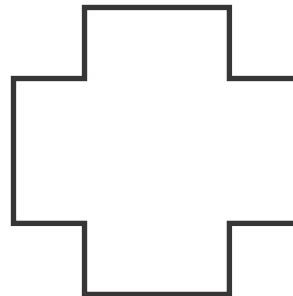
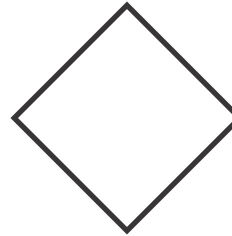
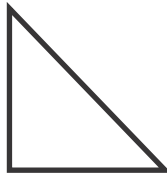
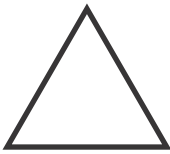
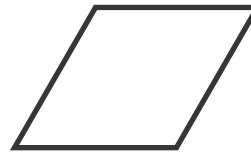
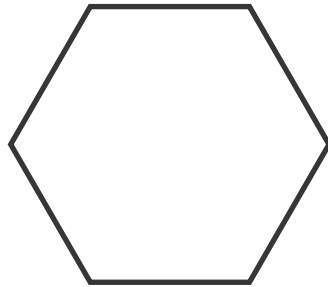
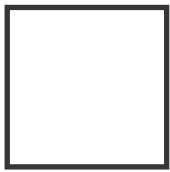


NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Identifying Different Types of Quadrilaterals

Color the shapes that have 4 sides and 4 right angles **blue**. Color the shapes that have 4 sides, but not 4 right angles, **red**.



## NOTE

Students sort shapes into two categories: “4 Sides and 4 Right Angles” and “4 Sides, but Not 4 Right Angles.” Students identify these groups of shapes and color them either blue or red.

**MWI** Quadrilaterals: Shapes With 4 Sides



NAME \_\_\_\_\_

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(PAGE 1 OF 3)

## Building Rectangles

Cut out the square tiles on Building Rectangles (S27).

Use the tiles to make rectangles.

For each problem, draw all of the rectangles you make with that number of tiles.

Use 2 tiles.

Use 3 tiles.

Use 4 tiles.

Use 5 tiles.

### NOTE

Today in class, students used square tiles to make different-sized rectangles. Tonight, students will work on a similar activity.

**MWI** Rectangles and Squares



NAME \_\_\_\_\_

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(PAGE 2 OF 3)

## Building Rectangles

Use the tiles you already cut to make rectangles.  
For each problem, draw all of the rectangles you  
make with that number of tiles.

Use 6 tiles.

Use 7 tiles.

Use 8 tiles.

Use 9 tiles.



NAME \_\_\_\_\_

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(PAGE 3 OF 3)

## Building Rectangles

Use the tiles you already cut to make rectangles. For each problem, draw all of the rectangles you make with that number of tiles.

Use **10** tiles.

Use **11** tiles.

Use **12** tiles.

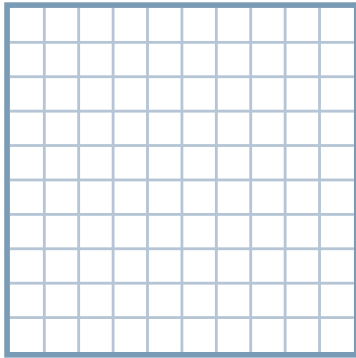


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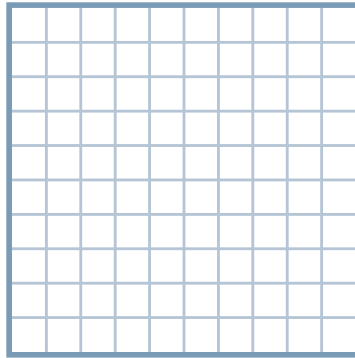
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## Different Shapes: Halves and Fourths

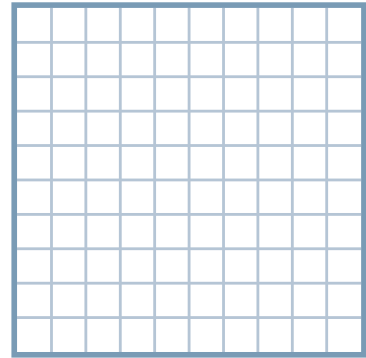
- 1 Find three different ways to divide these squares into fourths.



1



2



3

- 2 In Square 1, color one half red.

What fraction of the square is **not** colored? \_\_\_\_\_

- 3 In Square 2, color one half green and one fourth blue.

What fraction of the square is **not** colored? \_\_\_\_\_

- 4 In Square 3, color the whole square yellow.

How many fourths are colored? \_\_\_\_\_

### NOTE

Students divide shapes into equal parts.

**MWI** One Fourth; More Than One Fourth



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DATE \_\_\_\_\_

# Pizza Fractions

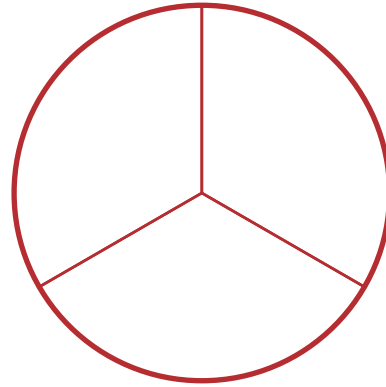
1

Use a fraction word to label each part of the pizza.

Color one part red.

Color one part blue.

Color one part green.



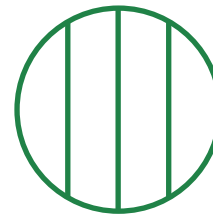
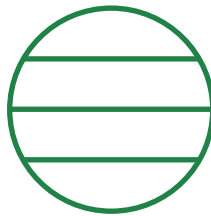
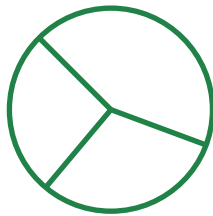
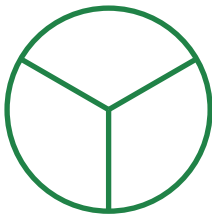
a. What fraction of the pizza is red? \_\_\_\_\_

b. What fraction of the pizza is blue? \_\_\_\_\_

c. What fraction of the pizza is green? \_\_\_\_\_

2

Circle the pizza that is cut into thirds.



Explain why you think this pizza is cut into thirds.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### NOTE

Students use what they know about fractions to answer questions.

**MWI** One Third



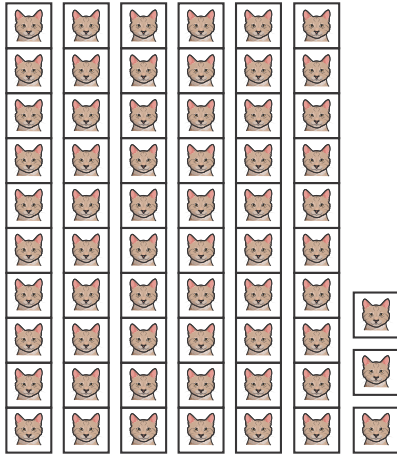
NAME \_\_\_\_\_

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(PAGE 1 OF 2)

# How Many Stickers? 2

1



How many stickers? \_\_\_\_\_

2



How many stickers? \_\_\_\_\_

3

Stickers come in strips of 10 or singles.  
How many ways can you find to make  
45 stickers?

## NOTE

Students use place value (tens and ones) to identify and represent numbers.

**MWI** Sticker Station: Tens and Ones





NAME \_\_\_\_\_

DATE \_\_\_\_\_

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## How Many Stickers? 2

4

Stickers come in strips of 10 or singles.  
Show one way to make 78 stickers.



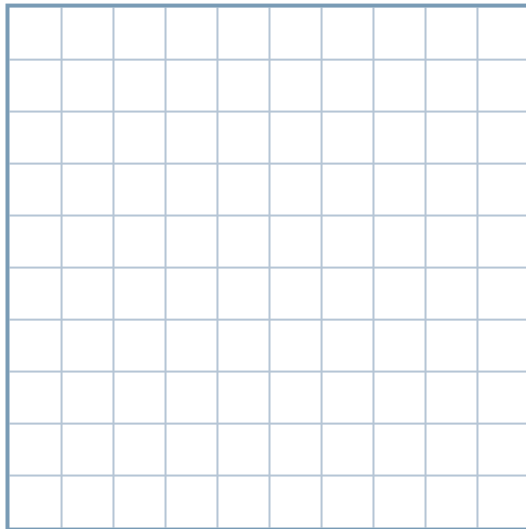
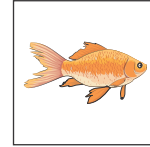
NAME \_\_\_\_\_

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# How Many More?

1

Jake has 53 fish stickers. Color in the grid and write an equation to show how many fish stickers Jake has.



Equation:

\_\_\_\_\_

2

How many more fish stickers does Jake need to have 90 fish stickers?

## NOTE

Students solve problems that involve finding a missing part.

**MWI** Story Problems with One Addend Unknown



NAME \_\_\_\_\_

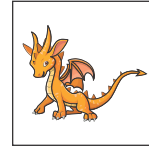
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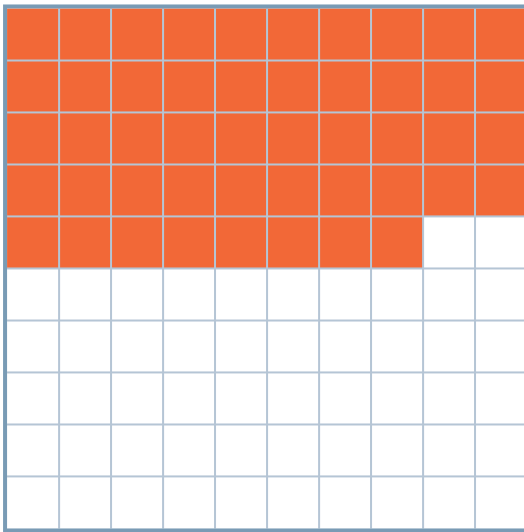
## How Many More?

3

Sally is collecting dragon stickers.  
How many dragon stickers does  
Sally have?



\_\_\_\_\_

Equation:  
\_\_\_\_\_

4

How many more stickers does she need  
to have 80 dragon stickers?



NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Close to 20 Recording Sheet

Game		+		=	Total	Score
Round 1:	_____	+	_____	=	_____	_____
Round 2:	_____	+	_____	=	_____	_____
Round 3:	_____	+	_____	=	_____	_____
Round 4:	_____	+	_____	=	_____	_____
Round 5:	_____	+	_____	=	_____	_____
TOTAL SCORE _____						_____



### NOTE

Students play the game *Close to 20*.  
**MW1** Adding Within 20



NAME \_\_\_\_\_

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# Close to 20 Recording Sheet

Game		+		=	Total	Score
Round 1:	_____	+	_____	=	_____	_____
Round 2:	_____	+	_____	=	_____	_____
Round 3:	_____	+	_____	=	_____	_____
Round 4:	_____	+	_____	=	_____	_____
Round 5:	_____	+	_____	=	_____	_____
TOTAL SCORE _____						_____





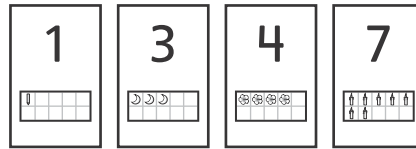
NAME \_\_\_\_\_

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# Close to 20 Directions

## You need

- deck of Primary Number Cards (without Wild Cards)



- Close to 20 Recording Sheet (1 per player)



- connecting cubes (or pennies)

## Play with a partner.

- 1 Deal 5 cards to each player.
- 2 Take turns. On each turn:
  - Choose 3 cards that make a total as close to 20 as possible.
  - Record the total of the 3 cards, and your score. Your score is the difference between your total and 20.
  - Take that many cubes.
  - Put those cards aside and take 3 new cards.
- 3 After each player has taken 5 turns, total your score.
- 4 Count your cubes. You should have the same number of cubes as your total score.
- 5 The player with the lowest total score is the winner.

## More Ways to Play

- Play with the Wild Cards. A Wild Card can be any number.

**Close to 20 Recording Sheet**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

Game	Round 1:	Round 2:	Round 3:	Round 4:	Round 5:	TOTAL SCORE
Score	_____	_____	_____	_____	_____	_____
Total	_____	_____	_____	_____	_____	_____

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

NOTE: Students play the game Close to 20. © Pearson Education 2



NAME \_\_\_\_\_

DATE \_\_\_\_\_

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## Did They Get To 100?

Sally and Jake were playing *Get To 100*. Add the numbers for each game to see whether they really did get to 100.

### Game 1:

$$20 + 15 + 10 + 10 + 20 + 5 + 10$$

Did they get to 100? \_\_\_\_\_

If not, how much more do they need to get to 100? \_\_\_\_\_

### Game 2:

$$15 + 10 + 15 + 15 + 10 + 5 + 10 + 15 + 5$$

Did they get to 100? \_\_\_\_\_

If not, how much more do they need to get to 100? \_\_\_\_\_

### NOTE

Students show how they would solve a problem with several addends to prove that they equal at least 100.

**MWI** Number Strings



NAME \_\_\_\_\_

DATE \_\_\_\_\_

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## Did They Get To 100?

**Game 3:**

$$10 + 15 + 20 + 10 + 20 + 5 + 10 + 5 + 5$$

Did they get to 100? \_\_\_\_\_

If not, how much more do they need to get to 100? \_\_\_\_\_

**Game 4:**

$$15 + 10 + 15 + 15 + 10 + 5 + 10 + 5$$

Did they get to 100? \_\_\_\_\_

If not, how much more do they need to get to 100? \_\_\_\_\_





NAME \_\_\_\_\_

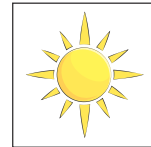
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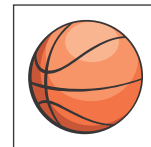
## Sticker Problems at Home

Write an equation. Then solve the problem and show your work.

- 1** Franco went to Sticker Station. He bought 1 strip of ten sun stickers and 5 single sun stickers. He also bought 2 strips of ten moon stickers and 1 single moon sticker. How many stickers did Franco buy?



- 2** Sally collects sports stickers. At Sticker Station she bought 1 strip of ten soccer stickers and 2 single soccer stickers. She also bought 3 strips of ten basketball stickers and 2 single basketball stickers. How many stickers did Sally buy?



### NOTE

Students solve problems about Sticker Station, a store that sells stickers in strips of 10 and individually as singles. These problems focus on place value and adding 10s and 1s.

**MWI** Sticker Station: Tens and Ones



NAME \_\_\_\_\_

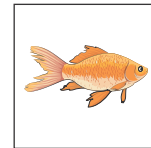
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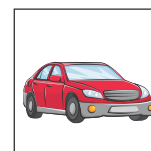
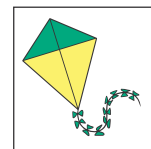
## Sticker Problems at Home

**3**

Jake collects animal stickers. At Sticker Station he bought 2 strips of ten bird stickers and 3 single bird stickers. He also bought 1 strip of ten fish stickers and 4 single fish stickers. How many stickers did Jake buy?

**4**

Kira went to Sticker Station. She bought 3 strips of ten kite stickers and 1 single kite sticker. She also bought 1 strip of ten car stickers and 7 single car stickers. How many stickers did Kira buy?





NAME \_\_\_\_\_

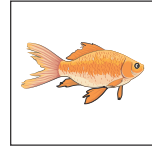
DATE \_\_\_\_\_

## Fish Stickers

Solve the problem. Show your work.  
Write an equation.

**1**

Sally has 22 fish stickers. She goes to Sticker Station and buys some more fish stickers. She now has 35 fish stickers. How many fish stickers did Sally buy?

**NOTE**

Students solve a story problem with an unknown change about stickers.  
**MWI** A Story Problem About an Unknown Change: Combining



NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Star Stickers

Solve the problem. Show your work.

Franco had some star stickers. He went to Sticker Station and bought 1 strip of ten star stickers and 4 single star stickers. Now he has 19 star stickers. How many star stickers did Franco start with?



### NOTE

Students solve a story problem with start unknown about stickers.

**MWI** A Story Problem About an Unknown Start: Combining



NAME \_\_\_\_\_

DATE \_\_\_\_\_

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## Guess My Rule at Home

Play several games with a family member or a friend.

- 1 Collect 20 small objects, for example, a pencil, a paper clip, a stone, a button, or a penny.
- 2 Choose a rule that fits some of the objects.
- 3 Put two objects that fit your rule in the circle. Put two objects that do **not** fit your rule outside the circle.
- 4 Your partner does not guess your rule yet. Your partner puts another object where he or she thinks it belongs.
- 5 Tell your partner whether he or she is correct. Put any misplaced objects where they belong.
- 6 Repeat Steps 4 and 5 until almost all the objects are placed in the circle or outside the circle.
- 7 Then your partner guesses your rule.
- 8 Now your partner chooses a rule and you play again.

What rules did you use when you played?

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

### NOTE

Students have been playing the game “Guess My Rule” with their class. For homework, students play “Guess My Rule” with a family member or a friend. You can play with one rule using the circle or with two rules using the Venn diagram.

**MWI** Venn Diagrams

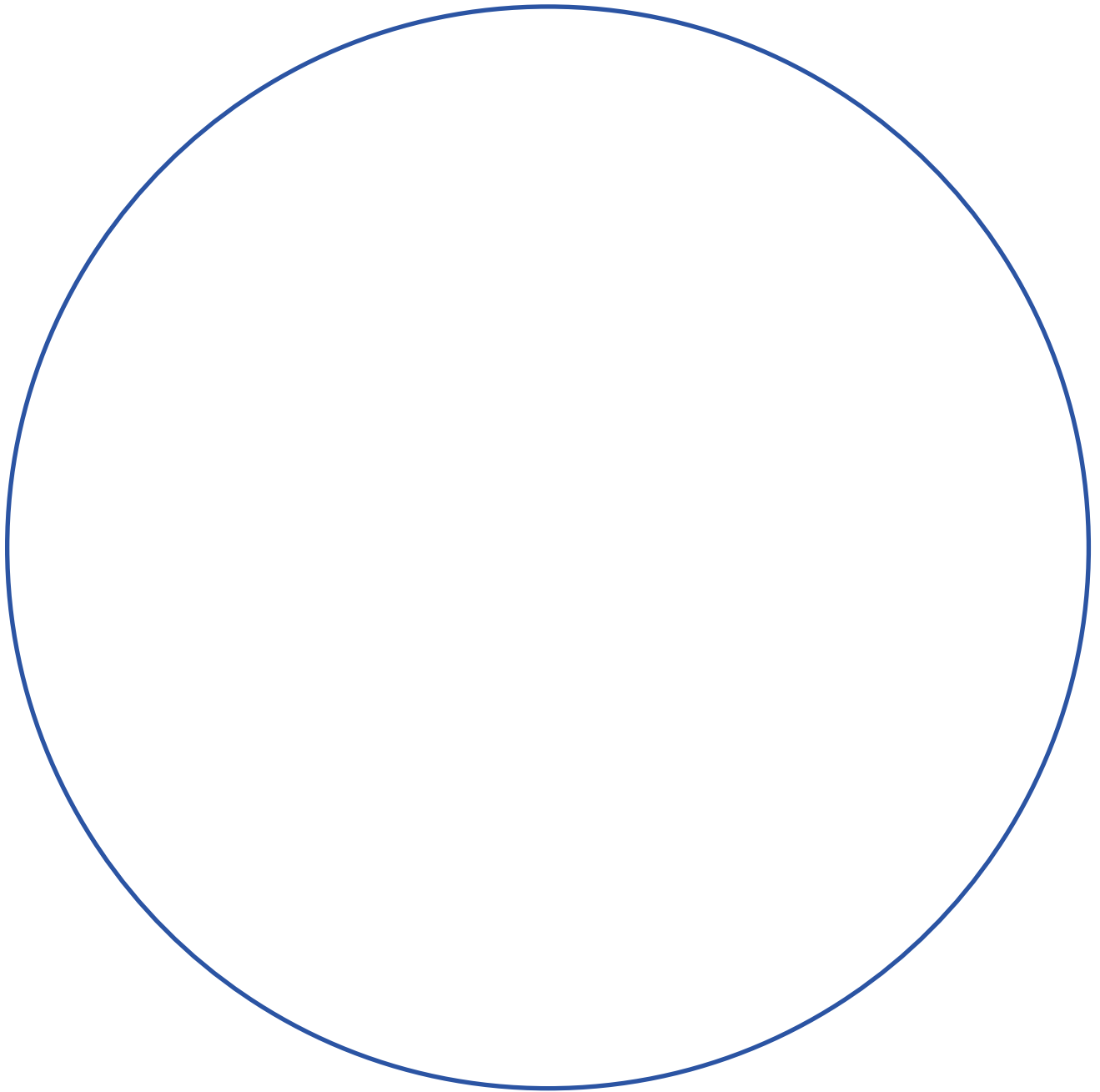


NAME

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# Circle for *Guess My Rule*



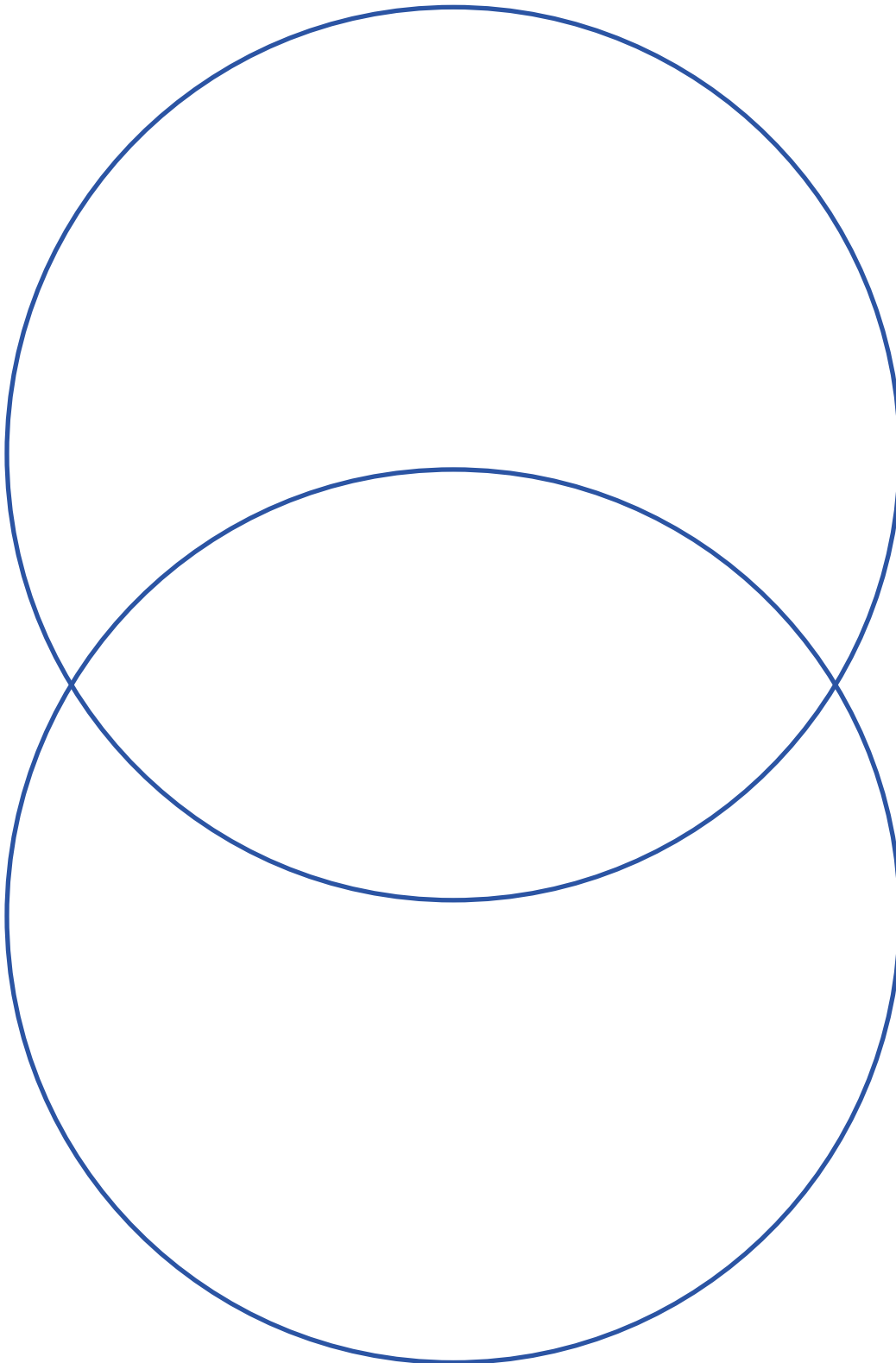


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# Venn Diagram for *Guess My Rule*



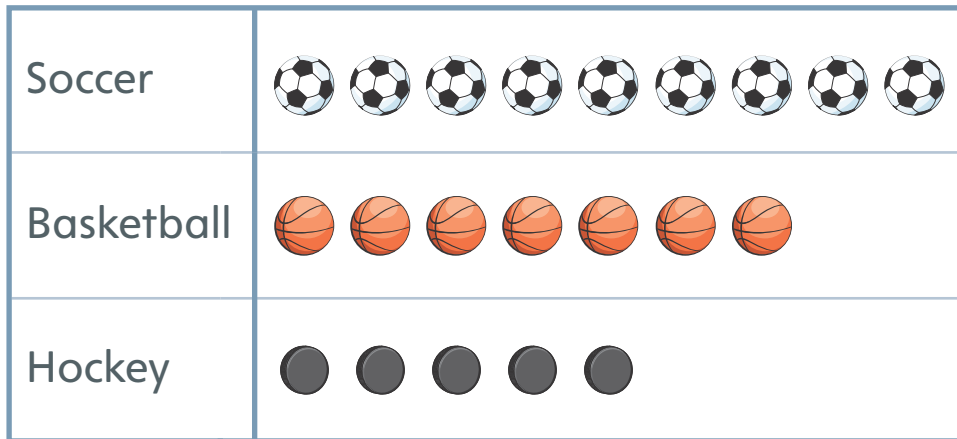


NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Favorite Sports

Sally took a survey of her classmates' favorite sport. The picture graph shows her data.



- 1 How many students like hockey best? \_\_\_\_\_
- 2 How many students like soccer best? \_\_\_\_\_
- 3 Do more students like basketball or hockey? \_\_\_\_\_  
How many more? \_\_\_\_\_
- 4 How many fewer students like hockey than like soccer? \_\_\_\_\_
- 5 More students like \_\_\_\_\_ than any other sport.
- 6 How many students answered the survey? \_\_\_\_\_

## NOTE

Students interpret data presented in a picture graph.

**MWI** Data on a Picture Graph





NAME \_\_\_\_\_

DATE \_\_\_\_\_

## How Many Pockets in All?

- 1 Fill in a class list with the number of pockets each person is wearing.
- 2 Figure out the total number of pockets in class today.

Show your work. Write an equation.

Total number of pockets in the class: \_\_\_\_\_

### NOTE

Students have been collecting data about the number of pockets their classmates are wearing. For homework, students will figure out the total number of pockets worn by their classmates using the data they have collected.

**MWI** Equations and Equivalent Expressions



NAME

DATE

# How Many Teeth?

Survey 2 or 3 of your brothers, sisters, cousins, or friends who are in elementary school to find out how many teeth they have lost. We will use this information during math time.

Name	Grade	Number of Teeth Lost

### NOTE

Students have been collecting data in class about the total number of teeth students have lost. For homework, students will continue with this type of data collection by asking 2 to 3 other children who are in elementary school how many teeth they have lost.

**MWI** Making Categories



NAME \_\_\_\_\_

DATE \_\_\_\_\_

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## Plus 9 or Minus 9 Bingo Gameboard

7	21	2	8	4	16
3	10	19	14	25	9
1	12	20	11	6	29
9	13	11	28	22	10
0	9	27	23	15	11
17	5	10	18	24	26



NAME \_\_\_\_\_

DATE \_\_\_\_\_

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# Plus 9 or Minus 9 Bingo

## Directions

### You need

- Plus 9 or Minus 9 Bingo Gameboard (SAB p. 303)
- Counters 
- 0–20 Cards (without Wild Cards) 

10	15	2
----	----	---

### Play with a partner. Work together.

- Turn over one 0–20 card. 

11
----
- Find the results of adding and subtracting 9 to/from that number.  
 $11 + 9 = 20$        $11 - 9 = 2$
- Cover one of the answers on your gameboard. (If both are already covered, discard the card, and turn over a new card.)
- Place the number card in the discard pile.
- Continue playing until all numbers in one row are covered. The numbers can go across 

□	□	□	□	□	□
---	---	---	---	---	---

, down 


□	□	□	□
---	---	---	---

, or corner to corner 

□	□	□	□	□
---	---	---	---	---

.



7	21	2	8	4	16
3	10	19	14	25	9
1	12		11	6	29

## More Ways to Play

- Play with Wild Cards. A Wild Card can be any number.
- Play against your partner. Each player uses a different color counter.



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## Writing Equations for Capture 5

**1**

Sally's game piece was on 58.  
She used these cards to capture a chip:

+2	+30	+2
----	-----	----

Where did she land?  
Write an equation to show her moves.

Equation: \_\_\_\_\_

**2**

Franco's game piece was on 19.  
He used these cards to capture a chip:

+30	-10	-2
-----	-----	----

Where did he land?  
Write an equation to show his moves.

Equation: \_\_\_\_\_

### NOTE

This homework is based on a math game that students have been playing in which they practice adding and subtracting tens and ones and writing equations.

**MWI** Equations and Equivalent Expressions



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## Problems for *Close to 100*

Suppose that you are dealt these hands in the game *Close to 100*.

Make two 2-digit numbers that you could use to get a sum as close to 100 as possible.

1

5	8	1	3	6	9
---	---	---	---	---	---

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

2

6	1	5	3	2	4
---	---	---	---	---	---

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

### NOTE

Students practice finding pairs of 2-digit numbers that add as close to 100 as they can. Ask your child to explain how he or she chose which cards to use.

**MWI** Ways to Make 100



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## 3-Digit Numbers

**1**

Find the total number of stickers.  
Write an equation that shows the  
number of hundreds, tens, and ones.

Sticker notation:



Total number of stickers: \_\_\_\_\_

Equation: \_\_\_\_\_

**2**

Use sticker notation to show 725.  
Write an equation that shows the  
number of hundreds, tens, and ones.

Sticker notation:

Equation: \_\_\_\_\_

### NOTE

Students show numbers using sticker notation, equations, and numerals.

**MWI** Representing Place Value: Hundreds, Tens, and Ones



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## Addition at Home

Write an equation. Solve the problem.  
Show your work.

1

Jake had 39 pennies. His mother gave him 22 more pennies. How many pennies does he have now?



2

Sally had 24 stamps. Jake gave her 67 more stamps. How many stamps does she have now?



### NOTE

Students solve story problems and then write and solve their own story problem to match a given equation.

**MWI** Story Problems About Comparing: Bigger Unknown





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## Addition at Home

**3**

Write a story that matches the equation below.

$$38 + 42 = \underline{\hspace{2cm}}$$

---

---

---

---

---

**4**

Solve the problem. Show your work.



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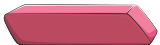
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# Prize Tickets

At the spring fair, Kira wins 200 prize tickets.



**1** Which prizes could she get with 100 tickets?

 Car: 20 tickets	Bear: 20 tickets 
 Hat: 45 tickets	Ball: 20 tickets 
 Frog: 10 tickets	Eraser: 5 tickets 

Show your work. Write an equation.

### NOTE

Students solve real-world problems involving the math content of this unit.

**MWI** Ways to Make 100



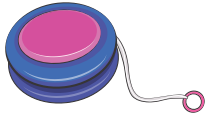

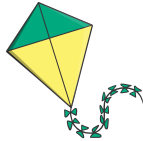
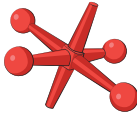


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## Prize Tickets

- 2** Which of these prizes could Kira get with the other 100 tickets?

 Yo-yo: 25 tickets	Pinwheel: 15 tickets 
 Kite: 10 tickets	Jacks: 20 tickets 
 Pencil: 5 tickets	Ring: 30 tickets 

Show your work. Write an equation.



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## How Much Longer?

Use the information from your class to fill in the blanks.

- 1** The longest jump in the class was \_\_\_\_\_ cubes.
- 2** The shortest jump in the class was \_\_\_\_\_ cubes.
- 3** How much longer was the longest jump than the shortest jump?  
Write an equation that shows the problem.  
Solve the problem and show your work.

### NOTE

Students compare measurements to find the shortest and longest jumps, and then find the difference between them.



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# Measuring with Inch-Bricks at Home

Use your inch-bricks to measure things at home.  
If you want, cut out the measuring tool below.  
Then glue the inch-bricks onto the measuring tool.

**1** Find something that is 6 inch-bricks long.  
What is it? \_\_\_\_\_

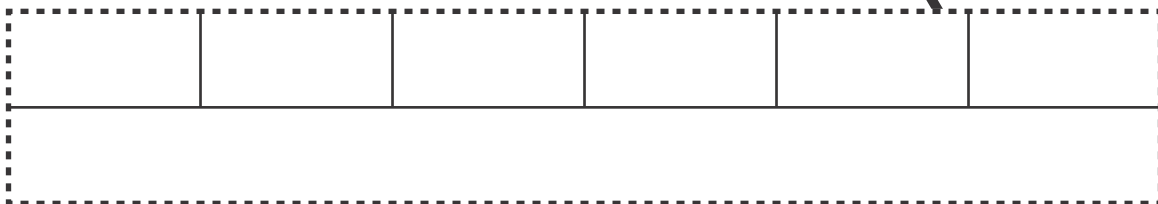
**2** Find something that is 3 inch-bricks long.  
What is it? \_\_\_\_\_

**3** How long is your toothpaste tube?  
\_\_\_\_\_ inch-bricks

**4** How long is a bar of soap?  
\_\_\_\_\_ inch-bricks

**5** How long is a spoon?  
\_\_\_\_\_ inch-bricks

Measuring Tool:



## NOTE

Students use inch-bricks to measure objects at home.

**MWI** Using a Common Unit; Different Ways to Measure Length



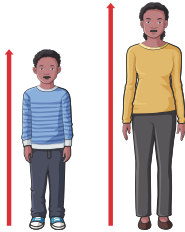
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# Comparing Measurements

Circle the taller person and answer the questions. Show your work.

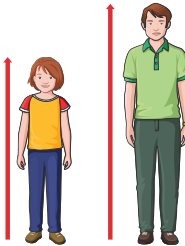
1



Jake's height: 51 inches  
Jake's mom's height: 65 inches

How much taller? \_\_\_\_\_ inches

2



Kira's height: 52 inches  
Kira's dad's height: 69 inches

How much taller? \_\_\_\_\_ inches

Think about all of the heights listed above.

3

What is the difference in height between the tallest and the shortest person?  
Show your work.

\_\_\_\_\_ inches

## NOTE

Students compare two measurements and determine the difference between them.

**MWI** Strategies for Subtracting 2-Digit Numbers



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## Length and Width

Choose four rectangular objects at home. Use body benchmarks to estimate the length and the width of each object. Then use a ruler to measure the length and width in inches.

### First Object

Name of the object: \_\_\_\_\_

Estimated Length: \_\_\_\_\_ Measured Length: \_\_\_\_\_

Estimated Width: \_\_\_\_\_ Measured Width: \_\_\_\_\_

Explain how you used body benchmarks to estimate.

\_\_\_\_\_  
\_\_\_\_\_

### Second Object

Name of the object: \_\_\_\_\_

Estimated Length: \_\_\_\_\_ Measured Length: \_\_\_\_\_

Estimated Width: \_\_\_\_\_ Measured Width: \_\_\_\_\_

Explain how you used body benchmarks to estimate.

\_\_\_\_\_  
\_\_\_\_\_

#### NOTE

Students use body benchmarks to estimate and then a ruler to measure the length and width of four different objects.

**MWI** Measurement Tools: Rulers



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# Length and Width

## Third Object

Name of the object: \_\_\_\_\_

Estimated Length: \_\_\_\_\_ Measured Length: \_\_\_\_\_

Estimated Width: \_\_\_\_\_ Measured Width: \_\_\_\_\_

Explain how you used body benchmarks to estimate.

\_\_\_\_\_  
\_\_\_\_\_

## Fourth Object

Name of the object: \_\_\_\_\_

Estimated Length: \_\_\_\_\_ Measured Length: \_\_\_\_\_

Estimated Width: \_\_\_\_\_ Measured Width: \_\_\_\_\_

Explain how you used body benchmarks to estimate.

\_\_\_\_\_  
\_\_\_\_\_





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## Metric Scavenger Hunt at Home

Use your paper meter strip or a meterstick.  
Find things around your house that are 1 meter long and 1 centimeter long.

- 1** Things I found that are about 1 meter long:

- 2** Things I found that are about 1 centimeter long:

\*\*\*Don't forget to bring your homework and your paper meter strip back to school!

### NOTE

Students measure objects that are 1 meter long and 1 centimeter long. They should bring this page and their paper meter strip back to school.

**MWI** Metric System



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## Problems about Partners and Teams

Solve each problem. Show your work.

**1**

13 children are taking an art class. If they pair off, will everyone have a partner?

**2**

There are 14 children on the playground. Can they make two equal teams to play kickball?

### NOTE

Students are thinking about numbers that can and cannot make groups of two, or two equal teams, as they investigate even and odd numbers.

**MWI** Even and Odd Numbers



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## Pairs of Socks

Solve each problem. Write an equation that shows the equal groups.

**1**

Jake has 3 pairs of socks.

How many socks does he have? \_\_\_\_\_

**2**

Kira has 5 pairs of socks.

How many socks does she have? \_\_\_\_\_

### NOTE

Students solve problems involving equal groups and write an equation that shows equal groups.

**MWI** Equal Groups



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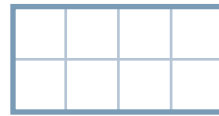
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# Practice with Arrays

Write the equations that describe each array.  
Some arrays have more than one equation.

Example:  $2 + 2 + 2 + 2 = 8$

$4 + 4 = 8$

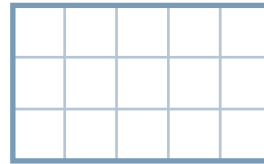


1



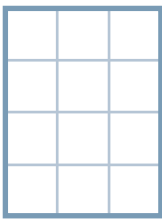
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2



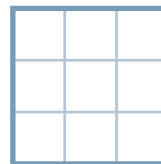
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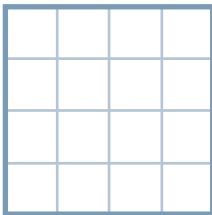
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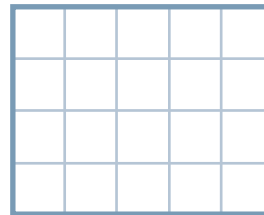
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5



\_\_\_\_\_  
\_\_\_\_\_

6



\_\_\_\_\_  
\_\_\_\_\_

## NOTE

Students identify addition equations to represent arrays.

**MWI** Rectangular Arrays



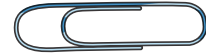
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## Paper Clips

Write an equation. Solve the problem.  
Show your work.

Sally and Kira have some paper clips. Sally has 36 paper clips. Kira has 20 fewer than Sally. How many paper clips does Kira have?



### NOTE

Students solve a comparison problem.

**MWI** Story Problems About Comparing: Smaller Unknown



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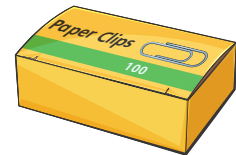
## Pennies and Paper Clips

Write an equation. Solve the problem.  
Show your work.

- 1** Franco had 100 pennies. He used 67 of them to buy a baseball card.  
How many pennies does he have left?



- 2** There were 100 paper clips in the box.  
Kira pinched 52 of them.  
How many paper clips are left in the box?



### NOTE

Students practice subtracting amounts from 100.

**MWI** Ways to Make 100; Story Problems About Comparing: Smaller Unknown



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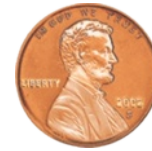
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## Pennies and Paper Clips

Write an equation. Solve the problem.  
Show your work.

**3**

Sally had 100 pennies.  
She gave 26 of them to her brother.  
How many pennies does Sally have now?

**4**

There were 100 paper clips in the box.  
Jake pinched 19 of them.  
How many paper clips are left in the box?





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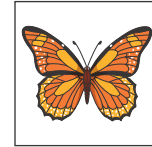
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## Stickers to Share

Write an equation. Solve the problem.  
Show your work.

**1**

Jake had 82 butterfly stickers. He gave 46 of them to Sally. How many butterfly stickers does he have left?

**2**

Sally had 71 baseball stickers. She gave 33 of them to Kira. How many baseball stickers does she have left?



### NOTE

Students solve subtraction story problems.

**MWI** Strategies for Subtracting 2-Digit Numbers





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# Combining Sets of Stickers

## Problem 1

Kira has 218 stickers.  
Show them:

Equation:

Franco has 360 stickers.  
Show them:

Equation:

If Kira and Franco combine their sets,  
how many stickers will they have in all?  
Use equations to show your work.

### NOTE

Students combine two numbers to determine the total number of stickers.

**MWI** Strategies for Adding 3-Digit Numbers



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## Cover Up at Home

Play *Cover Up* with someone at home.

- 1 Choose a number between 11 and 19, and count out that many counters (pennies, paper clips).
- 2 Player 1 hides *some* of the counters under a piece of paper, while Player 2 hides his/her eyes.
- 3 Player 2 opens his/her eyes. They use the information about how many counters are showing to figure out how many are hidden. They explain how they know.
- 4 Player 2 hides *some* of the counters and Player 1 figures out how many are hidden.
- 5 Keep taking turns. Use an equation to record each round.

I played *Cover Up* with \_\_\_\_\_.

We played with \_\_\_\_\_ counters.

Round 1:

Round 2:

Round 3:

Round 4:

Round 5:

Round 6:

### NOTE

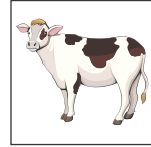
This game provides practice with addition and subtraction facts.



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# How Many Stickers?



Kira has 458 cow stickers.

1 Show Kira's stickers.

2 She gives 132 of her stickers to Franco.  
Write an equation that represents the problem.

3 How many does she have left?  
Solve the problem. You can use your  
sticker drawing to help you. Use equations  
to show your work.

## NOTE

Students solve a problem involving subtraction of 3-digit numbers.

**MWI** Strategies for Subtracting 3-Digit Numbers