PRACTICE
Workbook

HSP Math

Grade 1

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1 2 3 4 5 6 7 8 9 10 073 16 15 14 13 12 11 10 09 08 07

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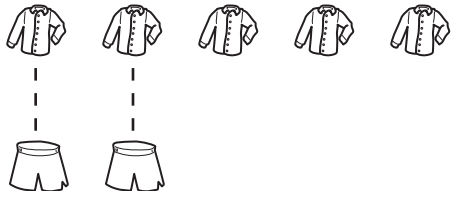
Spiral Review

Name _____

Lesson 1.1

One to One Correspondence

Draw lines to match. Write how many more or fewer.

1. 

3 more 

2. 

_____ fewer 

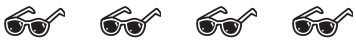
3. 

_____ more 

4. 

_____ fewer 

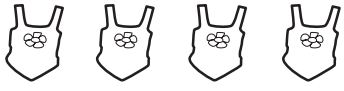
5. 



_____ more 

Problem Solving

6. Show the same number of  as  .

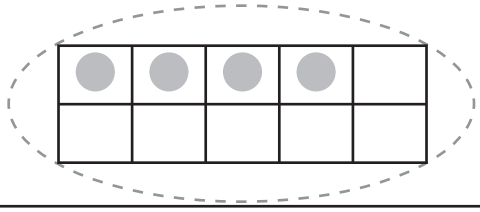


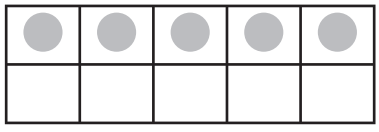
Name _____

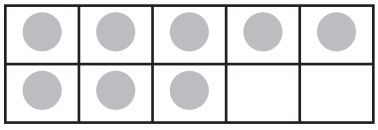
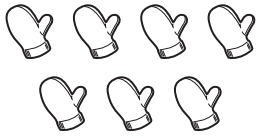
Lesson 1.2

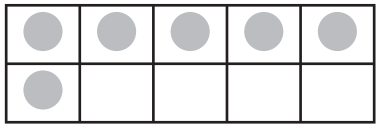
Numbers to 10

Circle the ways that show the same number.
Write the number.

1. four   4

2.   six _____

3.  eight  _____

4.  five  _____

5. nine  ten _____

Problem Solving

6. Count the pennies. Circle the amount.

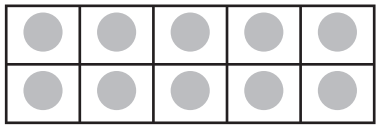
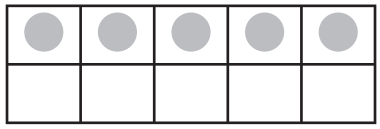
2¢ 3¢ 4¢

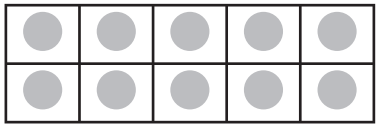
Name _____

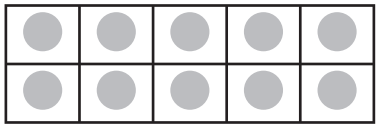
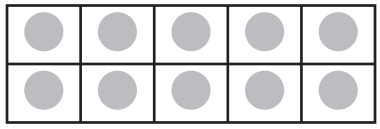
Lesson 1.3

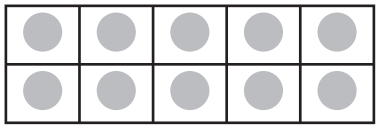
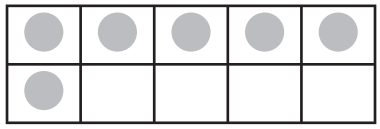
Numbers to 20

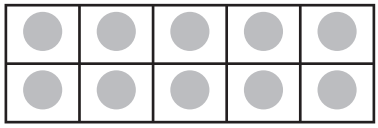
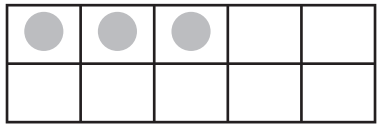
Circle the number word that tells how many.
Write the number.

1.   fourteen **fifteen** 15

2.   eleven twelve _____

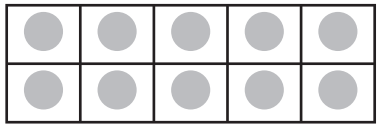
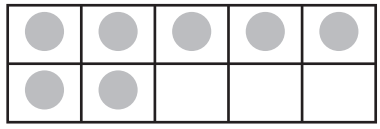
3.   twenty eighteen _____

4.   ten sixteen _____

5.   thirteen nineteen _____

Problem Solving

6. Complete each sentence.

17 is 3 less than _____. 17 is 7 more than _____.

Name _____

Lesson 1.4

Compare Numbers to 20

Use  if you need to.
Circle **is greater than** or **is less than**.

1. 6 (is greater than / is less than) 2.

2. 8 (is greater than / is less than) 10.

3. 9 (is greater than / is less than) 5.

4. 13 (is greater than / is less than) 14.

5. 12 (is greater than / is less than) 16.

6. 19 (is greater than / is less than) 11.

7. 18 (is greater than / is less than) 15.

8. 17 (is greater than / is less than) 20.

9. 10 (is greater than / is less than) 11.

10. 14 (is greater than / is less than) 12.

Problem Solving

11. Circle the numbers that are less than 16.

11 8 19 5 20 17 3

Name _____

Lesson 1.5

Order Numbers to 20

Use  to show each number.

Write the numbers in order from least to greatest.

1. 10 5 7

5 7 10

_____ _____ _____

least greatest

2. 14 16 11

_____ _____ _____

3. 2 13 12

_____ _____ _____

4. 19 8 17

_____ _____ _____

5. 6 14 15

_____ _____ _____

6. 20 3 6

_____ _____ _____

7. 18 4 17

_____ _____ _____

8. 5 13 16

_____ _____ _____

9. 11 8 20

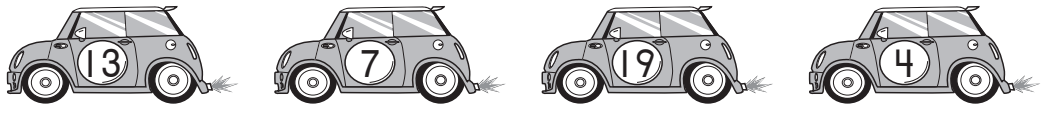
_____ _____ _____

10. 6 18 12

_____ _____ _____

Problem Solving

11. Write the numbers in order from least to greatest.



_____ _____ _____ _____

Name _____

Lesson 1.6

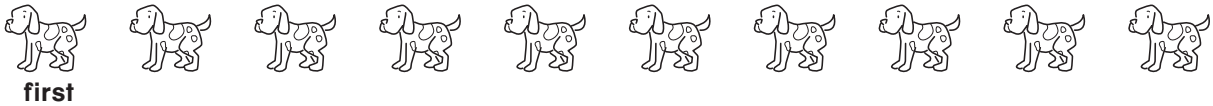
Ordinal Numbers

Color to show position.

1. 

fourth Red eighth yellow tenth Blue

---

2. 

second Green sixth Orange ninth Purple

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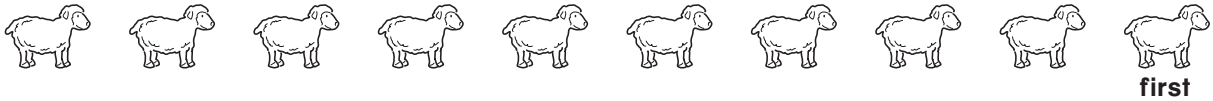
3. 

third Blue fifth Purple seventh Orange

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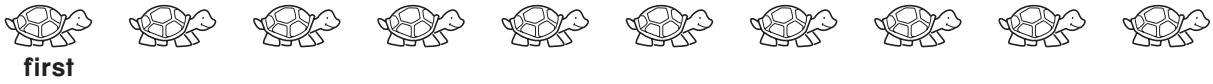
4. 

first yellow second Red eighth Green

Problem Solving

5. Draw five triangles in order by size.

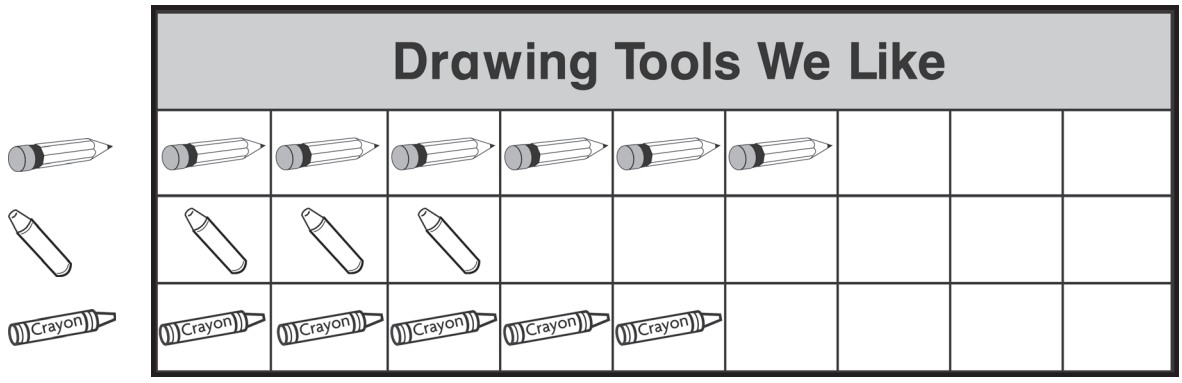
fifth fourth third second first

Name _____

Lesson 1.7

Problem Solving Workshop
Skill • Use Data From a Graph

Use the picture graphs.

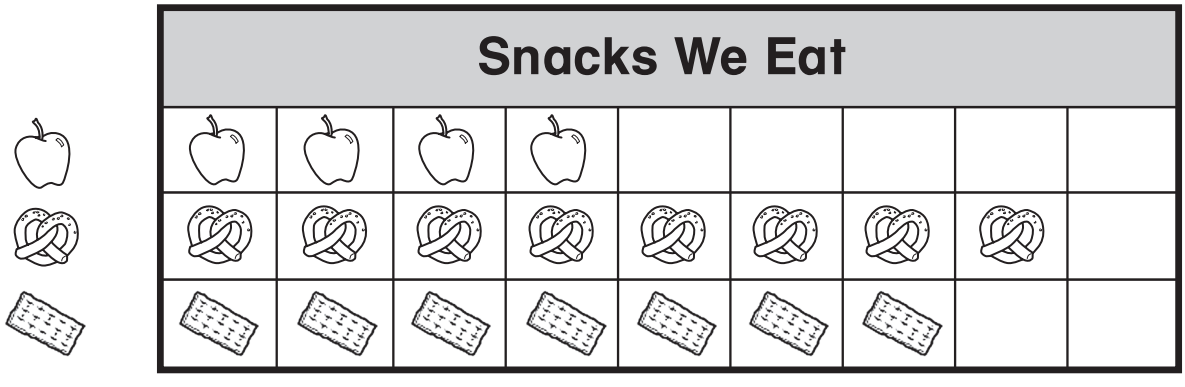


Write how many.

1. 6 _____

2. _____

3. _____



4. Circle the snack that has the least number.

5. Circle the snack that has the greatest number.

Name _____

Lesson 2.1

Model Joining

Use ◯ to show the addition story.
Draw the ◯. Write how many in all.

1.

1 frog

2 more frogs

3 frogs in all

2.

1 skunk

3 more skunks

_____ skunks in all

3.

3 dogs

2 more dogs

_____ dogs in all

Problem Solving

Try Your Own. Choose two numbers.

4. Draw the ◯. Write how many in all.

_____ sheep

_____ more sheep

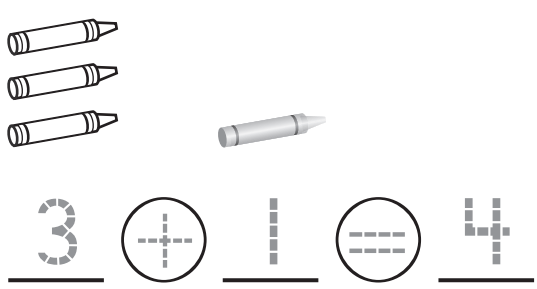
_____ sheep in all

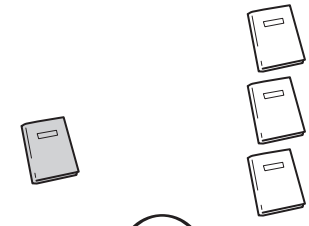
Name _____

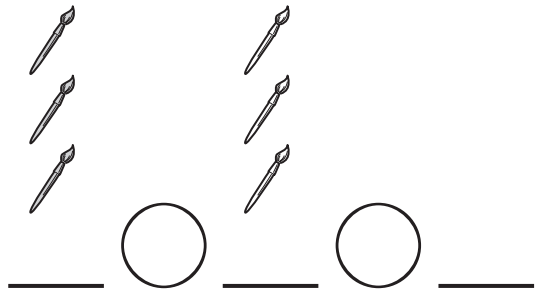
Lesson 2.2

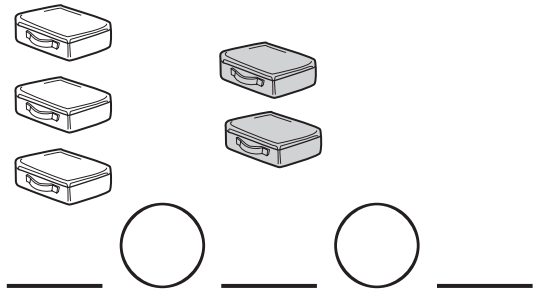
Use Symbols to Add

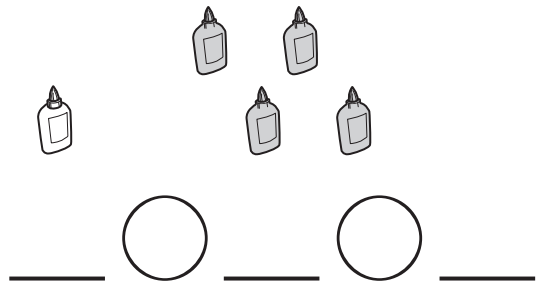
Use the picture. Write the addition sentence.

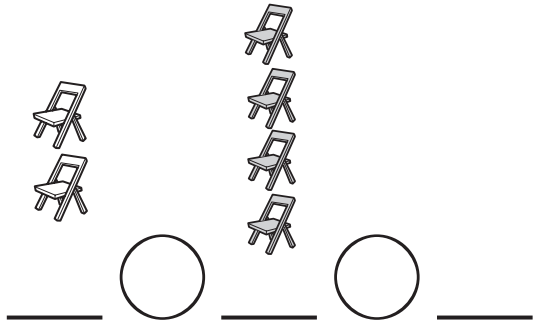
1. 

2. 

3. 

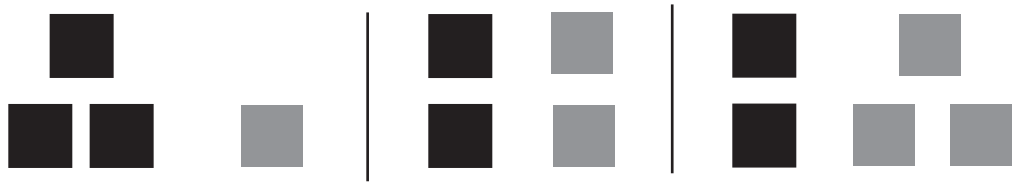
4. 

5. 

6. 

Problem Solving

7. Circle the picture that shows $2 + 3 = 5$.



Name _____

Lesson 2.3

Model Part-Part-Whole

Make up an addition story. Use Workmat 9 and ●.
Write the addition sentence.
Write how many in all.

1. 1  3 

1	+	3	=	4
part		part		whole

4 ____ in all

---

2. 2  2 

	+		=	
part		part		whole

____ altogether

---

3. 4  1 

	+		=	
part		part		whole

____ in all

---

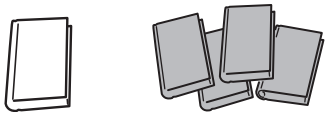
4. 2  3 

	+		=	
part		part		whole

____ altogether

Problem Solving

5. Use the picture to tell a story. Write how many in all.



____ in all

Name _____

Lesson 2.4

Algebra: Add 0

Draw circles to show each number.
Write the sum.

1.  $1 + 0 = \underline{1}$	2.  $0 + 2 = \underline{2}$	3.  $2 + 1 = \underline{3}$
4. $3 + 0 = \_\_\_\_$	5. $4 + 1 = \_\_\_\_$	6. $5 + 0 = \_\_\_\_$
7. $2 + 3 = \_\_\_\_$	8. $0 + 4 = \_\_\_\_$	9. $1 + 5 = \_\_\_\_$

Problem Solving

10. Solve.

Jess and Tasha have 5 pencils in all.
Jess has 0 pencils.
How many pencils does Tasha have?

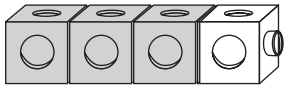
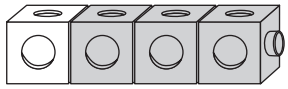
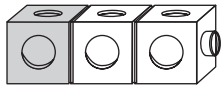
_____ pencils

Name _____

Lesson 2.5

Algebra: Add in Any Order

Use  and  to add.
Write the sum. Circle the addition sentences in each row that use the same addends.

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

4. 5 + 0 = ____
5. 0 + 2 = ____
6. 0 + 5 = ____

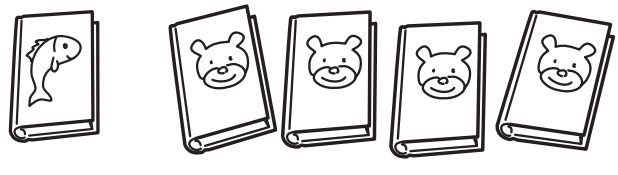
7. 4 + 1 = ____
8. 1 + 4 = ____
9. 2 + 1 = ____

10. 3 + 3 = ____
11. 3 + 2 = ____
12. 2 + 3 = ____

13. 6 + 0 = ____
14. 0 + 6 = ____
15. 1 + 0 = ____

Problem Solving

16. Write two addition sentences that tell about the picture.



____ + ____ = ____

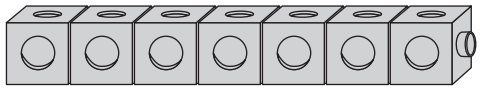
____ + ____ = ____

Name _____

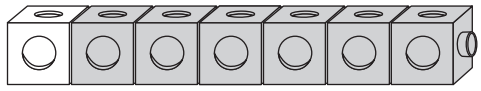
Lesson 2.6

Algebra: Ways to Make Numbers to 8

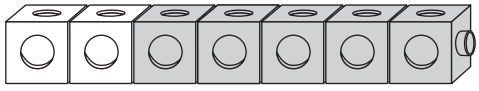
Use  and  to show all the ways to make 7. Follow the pattern. Color. Complete the addition sentence.

1. 

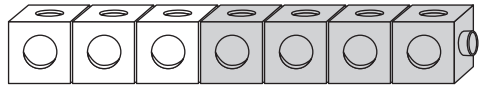
$7 = 0 + 7$

2. 

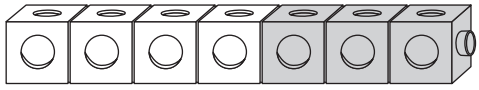
$7 = 1 + 6$

3. 

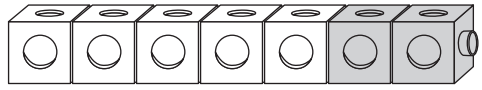
$7 = 2 + \_\_\_\_$

4. 

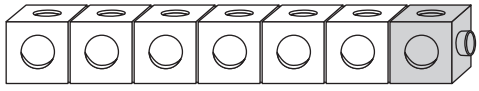
$7 = \_\_\_\_ + \_\_\_\_$

5. 

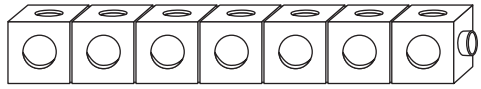
$7 = \_\_\_\_ + \_\_\_\_$

6. 

$7 = \_\_\_\_ + \_\_\_\_$

7. 

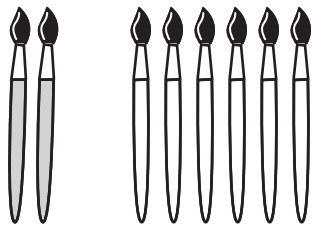
$7 = \_\_\_\_ + \_\_\_\_$

8. 

$7 = \_\_\_\_ + \_\_\_\_$

Problem Solving

9. Use the picture. Write an addition sentence.

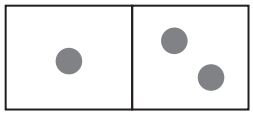


$\_\_\_\_ + \_\_\_\_ = \_\_\_\_$

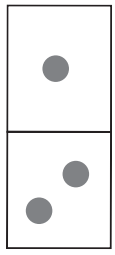
Name _____ Lesson 2.7

Vertical Addition Sentences

Write the numbers to match the dots.
Write the sum.

1. 

$1 + 2 = 3$

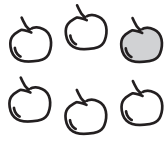


$$\begin{array}{r} 1 \\ +\ 2 \\ \hline 3 \end{array}$$

2. $\begin{array}{r} 1 \\ +\ 1 \\ \hline \end{array}$	3. $\begin{array}{r} 0 \\ +\ 4 \\ \hline \end{array}$	4. $\begin{array}{r} 2 \\ +\ 3 \\ \hline \end{array}$	5. $\begin{array}{r} 4 \\ +\ 1 \\ \hline \end{array}$	6. $\begin{array}{r} 3 \\ +\ 3 \\ \hline \end{array}$	7. $\begin{array}{r} 1 \\ +\ 5 \\ \hline \end{array}$
8. $\begin{array}{r} 0 \\ +\ 3 \\ \hline \end{array}$	9. $\begin{array}{r} 3 \\ +\ 1 \\ \hline \end{array}$	10. $\begin{array}{r} 2 \\ +\ 2 \\ \hline \end{array}$	11. $\begin{array}{r} 3 \\ +\ 5 \\ \hline \end{array}$	12. $\begin{array}{r} 0 \\ +\ 0 \\ \hline \end{array}$	13. $\begin{array}{r} 1 \\ +\ 4 \\ \hline \end{array}$
14. $\begin{array}{r} 4 \\ +\ 3 \\ \hline \end{array}$	15. $\begin{array}{r} 6 \\ +\ 0 \\ \hline \end{array}$	16. $\begin{array}{r} 2 \\ +\ 5 \\ \hline \end{array}$	17. $\begin{array}{r} 1 \\ +\ 2 \\ \hline \end{array}$	18. $\begin{array}{r} 8 \\ +\ 0 \\ \hline \end{array}$	19. $\begin{array}{r} 6 \\ +\ 2 \\ \hline \end{array}$

Problem Solving

20. Use the picture. Write an addition sentence both ways.



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

Practice

Name _____

Lesson 2.8

Problem Solving Workshop Strategy • Make a Model

Use ● to make a model.
Write the number sentence.

1. Sue has 3 apples. Then she buys 1 more. How many apples does she have in all?	_____ + _____ = _____ _____ apples
2. Joe has 4 gifts. Leah gives him 2 more gifts. How many gifts are there in all?	_____ + _____ = _____ _____ gifts

Mixed Strategy Practice

Choose a way to solve each problem.
Show your work.

Choose a Strategy

- Act It Out
- Draw a Picture
- Make a Model

3. Mindy and Mike each have 2 notebooks. How many do they have in all?	_____ notebooks
4. Andy has 3 pens. Then he gets 2 more. How many pens does he have in all?	_____ pens

Name _____

Lesson 3.1

Model Separating

Use ◯ to show the subtraction story. Draw the ◯. Cross out the ones you take away. Write how many are left.

1.

3 bubbles 2 bubbles float away ____ bubble is left

2.

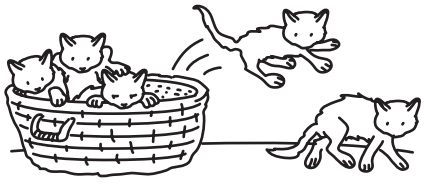
6 cows 3 cows walk away ____ cows are left

3.

4 balloons 3 balloons fly away ____ balloon is left

Problem Solving

4. Complete the subtraction story. Cross out the ones you take away. Write how many are left.



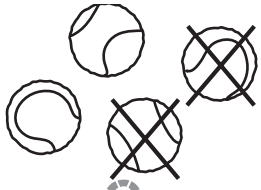
5 kittens ____ kittens run away ____ kittens are left

Name _____

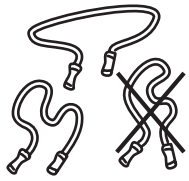
Lesson 3.2

Use Symbols to Subtract

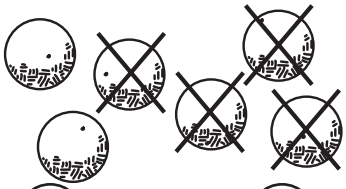
Use the picture. Write the subtraction sentence.

1. 

4 − 2 = 2

2. 

_____ ◯ _____ ◯ _____

3. 

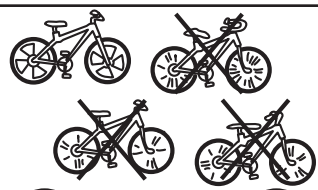
_____ ◯ _____ ◯ _____

4. 

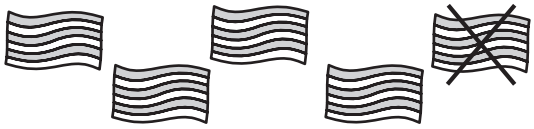
_____ ◯ _____ ◯ _____

5. 

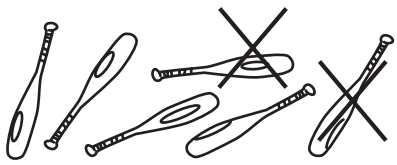
_____ ◯ _____ ◯ _____

6. 

_____ ◯ _____ ◯ _____

7. 

_____ ◯ _____ ◯ _____

8. 

_____ ◯ _____ ◯ _____

Problem Solving

9. Draw a picture for the subtraction sentence. Write the difference.

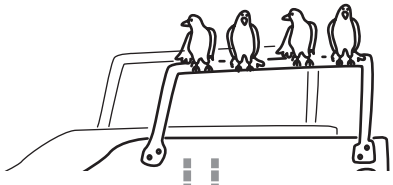
5 − 2 = _____

Name _____

Lesson 3.3

Algebra: Subtract All or 0

Write the difference.

1. 

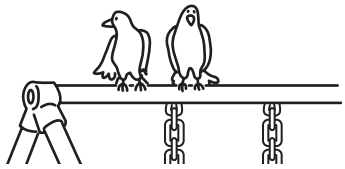
$4 - 0 = \underline{4}$

2. 

$3 - 3 = \_\_\_\_\_$

3. 

$5 - 5 = \_\_\_\_\_$

4. 

$2 - 0 = \_\_\_\_\_$

5. $0 - 0 = \_\_\_\_\_$

6. $1 - 1 = \_\_\_\_\_$

7. $4 - 4 = \_\_\_\_\_$

8. $3 - 0 = \_\_\_\_\_$

9. $6 - 0 = \_\_\_\_\_$

10. $5 - 0 = \_\_\_\_\_$

11. $1 - 0 = \_\_\_\_\_$

12. $2 - 2 = \_\_\_\_\_$

Problem Solving

13. Draw a picture. Write the subtraction sentence.

Mia blew 5 bubbles.
All 5 of them popped.
How many bubbles
does Mia have left?

_____ ◯ _____ ◯ _____

Name _____

Lesson 3.4

Algebra: Take Apart Numbers from 8 or Less

Use  to show all the numbers to subtract from 7 and 8. Make a pattern. Complete the subtraction sentences.

1. $7 - \underline{0} = \underline{7}$
2. $7 - \_\_\_\_ = \_\_\_\_$
3. $7 - \_\_\_\_ = \_\_\_\_$
4. $7 - \_\_\_\_ = \_\_\_\_$
5. $7 - \_\_\_\_ = \_\_\_\_$
6. $7 - \_\_\_\_ = \_\_\_\_$
7. $7 - \_\_\_\_ = \_\_\_\_$
8. $7 - \_\_\_\_ = \_\_\_\_$

---

9. $8 - \_\_\_\_ = \_\_\_\_$
10. $8 - \_\_\_\_ = \_\_\_\_$
11. $8 - \_\_\_\_ = \_\_\_\_$
12. $8 - \_\_\_\_ = \_\_\_\_$
13. $8 - \_\_\_\_ = \_\_\_\_$
14. $8 - \_\_\_\_ = \_\_\_\_$
15. $8 - \_\_\_\_ = \_\_\_\_$
16. $8 - \_\_\_\_ = \_\_\_\_$

Problem Solving

17. Solve.

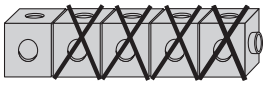
Pat has 6 toy trains.
2 trains are short.
The rest are long.
How many long trains does Pat have? _____ long trains

Name _____

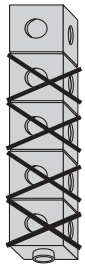
Lesson 3.5

Vertical Subtraction Sentences

Write the difference.

1. 

$5 - 4 = \_\_\_\_$

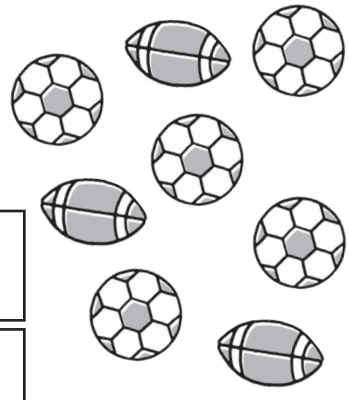
2. 

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

3. $\begin{array}{r} 4 \\ -\ 2 \\ \hline \end{array}$	4. $\begin{array}{r} 3 \\ -\ 1 \\ \hline \end{array}$	5. $\begin{array}{r} 6 \\ -\ 2 \\ \hline \end{array}$	6. $\begin{array}{r} 5 \\ -\ 5 \\ \hline \end{array}$	7. $\begin{array}{r} 6 \\ -\ 3 \\ \hline \end{array}$	8. $\begin{array}{r} 7 \\ -\ 1 \\ \hline \end{array}$
9. $\begin{array}{r} 8 \\ -\ 0 \\ \hline \end{array}$	10. $\begin{array}{r} 6 \\ -\ 5 \\ \hline \end{array}$	11. $\begin{array}{r} 7 \\ -\ 5 \\ \hline \end{array}$	12. $\begin{array}{r} 1 \\ -\ 1 \\ \hline \end{array}$	13. $\begin{array}{r} 8 \\ -\ 6 \\ \hline \end{array}$	14. $\begin{array}{r} 7 \\ -\ 7 \\ \hline \end{array}$
15. $\begin{array}{r} 2 \\ -\ 1 \\ \hline \end{array}$	16. $\begin{array}{r} 3 \\ -\ 3 \\ \hline \end{array}$	17. $\begin{array}{r} 8 \\ -\ 2 \\ \hline \end{array}$	18. $\begin{array}{r} 7 \\ -\ 6 \\ \hline \end{array}$	19. $\begin{array}{r} 7 \\ -\ 4 \\ \hline \end{array}$	20. $\begin{array}{r} 8 \\ -\ 1 \\ \hline \end{array}$

Problem Solving

21. Use the picture. Write a subtraction sentence both ways.



There are 8 balls.
3 of the balls are footballs.
Write a subtraction sentence to find the number of soccer balls.

$\_\_\_\_ - \_\_\_\_ = \_\_\_\_$

$\_\_\_\_$ soccer balls

Name _____

Lesson 3.6

Model Part-Part-Whole

Use Workmat 10 and ◯.
Complete the subtraction sentence.

1. **Workmat**

Whole	
7	
Part	**Part**
2	5

7 − 2 = 5
whole part part

2. 6 − 4 = ☐
whole part part

3. 7 − 7 = ☐
whole part part

4. 5 − 1 = ☐
whole part part

5. 8 − 3 = ☐
whole part part

Problem Solving

6. Complete the sentence.
Cam has 7 toy cars. 4 are blue.
The rest are red. How many cars are red?

☐ − ☐ = ☐
whole part part

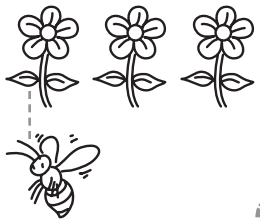
_____ red cars

Name _____

Lesson 3.7

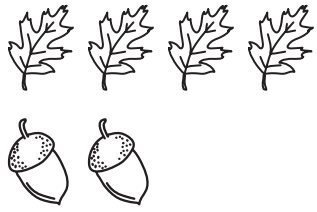
Subtract to Compare

Draw lines to match.
Subtract to compare.

1. 

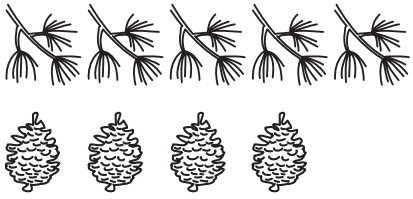
$3 - 1 = 2$

2 _____ more 

2. 

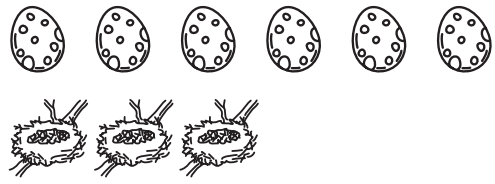
$4 - 2 =$ _____

_____ fewer 

3. 

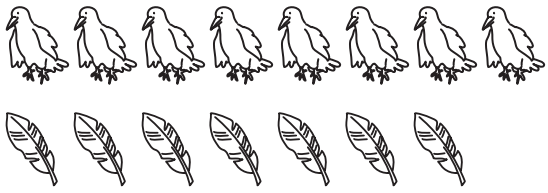
$5 - 4 =$ _____

_____ more 

4. 

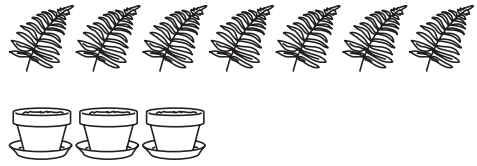
$6 - 3 =$ _____

_____ more 

5. 

$8 - 7 =$ _____

_____ fewer 

6. 

$7 - 3 =$ _____

_____ more 

Problem Solving

Solve. Write the number.

7. I am 3 less than 4. What number am I?

_____

8. I am 5 less than 7. What number am I?

_____

9. I am 4 less than 8. What number am I?

_____

Name _____

Lesson 3.8

Problem Solving Workshop Strategy • Make a Model

Make a model to solve.
Draw the  .
Match or cross out to subtract.

1. 3 boys are on the field. 1 boy leaves. How many boys are left?	_____ boys
2. Mrs. Jones has 6 pens. 4 are new. The other pens are old. How many are old?	_____ pens
3. The playground has 7 red basketball hoops. 5 hoops are orange. How many more red hoops are there than orange hoops?	_____ hoops
4. 6 bees buzz around their hive. 6 bees fly away. How many bees are left?	_____ bees

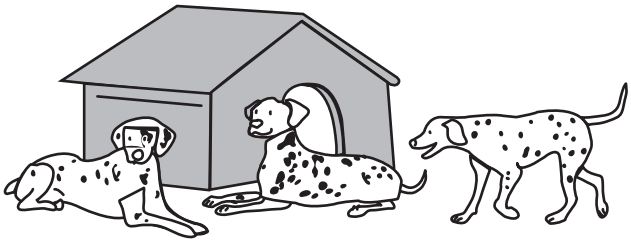
Name _____

Lesson 4.1

Create Addition and Subtraction Problems

Use ● and Workmat 2 to show each story.
Write how many.

1.



How many dogs are there in all? _____

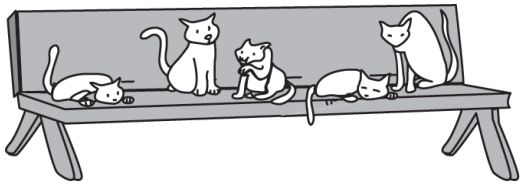
How many dogs have spots? _____

2.

How many birds are there in all? _____

How many birds fly away? _____

3.



How many cats are there in all? _____

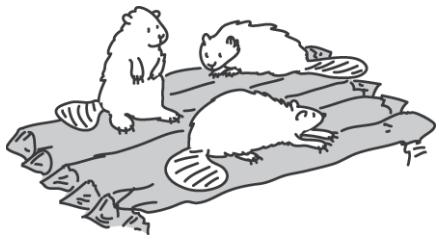
How many cats are white? _____

Problem Solving

4. Solve.

There are 7 beavers on a raft.
Some beavers swim away.
3 beavers are left.
How many swim away?

_____ beavers

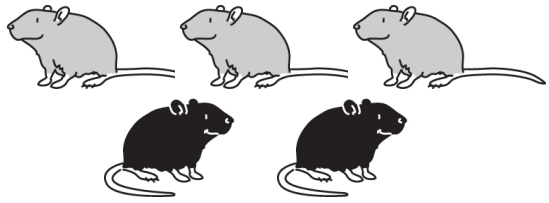


Name _____

Lesson 4.2

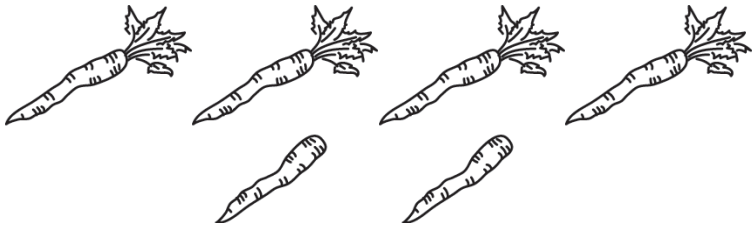
Model Addition and Subtraction

Add. Then subtract.

1. 

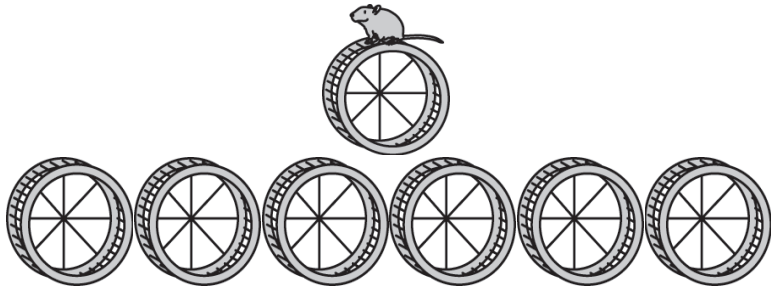
$3 + 2 = \underline{5}$

$5 - 2 = \underline{3}$

2. 

$4 + 2 = \_\_\_\_$

$6 - 2 = \_\_\_\_$

3. 

$1 + 6 = \_\_\_\_$

$7 - 6 = \_\_\_\_$

4. 

$3 + 5 = \_\_\_\_$

$8 - 5 = \_\_\_\_$

Problem Solving

Solve. Write the addition or subtraction sentence.

5. A class has 2 gerbils. It gets 4 more gerbils. How many gerbils are there now?

___ ◯ ___ ◯ ___

6. A class has 6 gerbils. It gives away 4 gerbils. How many gerbils are there now?

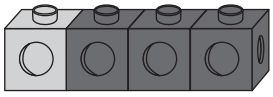
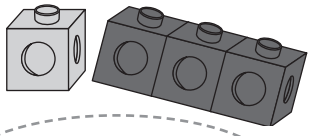
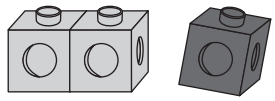
___ ◯ ___ ◯ ___

Name _____

Lesson 4.3

Related Facts

Write each sum or difference.
Circle the related facts in each row.

1. $1 + 3 = \underline{4}$ $\quad 4 - 3 = \underline{1}$ $\quad 3 - 1 = \underline{2}$

2. $0 + 2 = \_\_\_\_$ $\quad 2 - 2 = \_\_\_\_$ $\quad 3 - 2 = \_\_\_\_$

3. $6 - 1 = \_\_\_\_$ $\quad 3 + 2 = \_\_\_\_$ $\quad 5 + 1 = \_\_\_\_$

4. $5 + 2 = \_\_\_\_$ $\quad 7 - 3 = \_\_\_\_$ $\quad 4 + 3 = \_\_\_\_$

5. $8 - 4 = \_\_\_\_$ $\quad 8 - 1 = \_\_\_\_$ $\quad 4 + 4 = \_\_\_\_$

6. $0 + 8 = \_\_\_\_$ $\quad 3 + 5 = \_\_\_\_$ $\quad 8 - 5 = \_\_\_\_$

Problem Solving

7. Solve.
Circle three numbers you can use to write a pair of related facts. Write the number sentences.

0 **4** ___ ◯ ___ ◯ ___

6 **2** ___ ◯ ___ ◯ ___

Name _____

Lesson 4.4

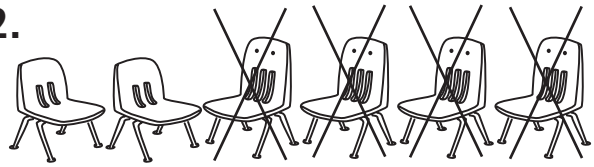
Write Addition and Subtraction Sentences

Write a number sentence to match.
Use ▣ and ■ if you need to.

1.

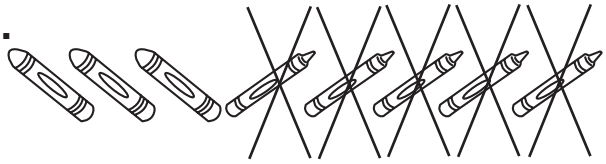
2 + 4 = 6

2.

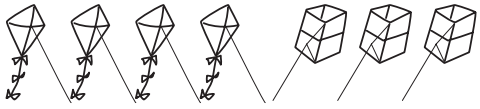


3.

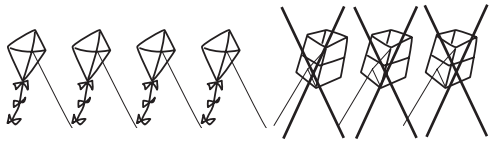
4.



5.



6.



Problem Solving

Draw ▣ and ■ to show the story.
Then write the number sentence.

7. Show an addition story.

8. Show a related subtraction story.

Name _____

Lesson 4.5

Problem Solving Workshop Skill • Choose the Operation

Circle **add** or **subtract**.

Write the number sentence.

1. There are 4 jump ropes.
   Ann takes 1 away.
   How many are there now? add subtract

   3 jump ropes 4 − 1 = 3

---

2. There are 4 books.
   The teacher brings 3 more.
   How many books are there now? add subtract

   ____ books ____ ◯ ____ ◯ ____

---

3. There are 6 tables.
   The librarian brings 2 more.
   How many tables are there now? add subtract

   ____ tables ____ ◯ ____ ◯ ____

---

4. There are 5 pens.
   Jeff takes 3 away.
   How many pens are there now? add subtract

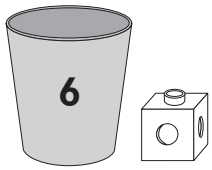
   ____ pens ____ ◯ ____ ◯ ____

Name _____

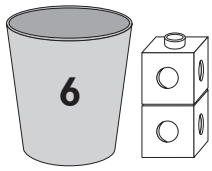
Lesson 5.1

Count On 1 or 2

Count on to find each sum.

1. 

$6 + 1 = \underline{7}$

2. 

$6 + 2 = \_\_\_\_$

3. $4 + 2 = \_\_\_\_$	4. $2 + 1 = \_\_\_\_$	5. $3 + 2 = \_\_\_\_$
6. $3 + 1 = \_\_\_\_$	7. $5 + 2 = \_\_\_\_$	8. $4 + 1 = \_\_\_\_$
9. $5 + 1 = \_\_\_\_$	10. $7 + 1 = \_\_\_\_$	11. $6 + 2 = \_\_\_\_$
12. $7 + 2 = \_\_\_\_$	13. $6 + 1 = \_\_\_\_$	14. $8 + 1 = \_\_\_\_$
15. $9 + 1 = \_\_\_\_$	16. $8 + 2 = \_\_\_\_$	17. $9 + 2 = \_\_\_\_$

Problem Solving

Count on from the amount in each. Write each sum.

18. 

$5¢ + 2¢ = \_\_\_\_ ¢$

19. 

$6¢ + 1¢ = \_\_\_\_ ¢$

Name _____

Lesson 5.2

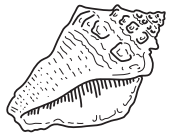
Use a Number Line to Count On

Write each sum.

1. 5 + 1 = 6	2. 6 + 2 =	3. 7 + 3 =	4. 4 + 3 =	5. 5 + 2 =	6. 4 + 2 =
7. 6 + 1 =	8. 5 + 3 =	9. 4 + 1 =	10. 6 + 3 =	11. 4 + 3 =	12. 7 + 1 =
13. 8 + 1 =	14. 7 + 2 =	15. 5 + 2 =	16. 9 + 1 =	17. 7 + 3 =	18. 8 + 2 =
19. 9 + 2 =	20. 6 + 3 =	21. 8 + 3 =	22. 7 + 1 =	23. 5 + 3 =	24. 9 + 3 =

Problem Solving

25. Annie had 7 seashells in the jar.
Rose put 2 seashells in the jar.
How many seashells are there in all?



_____ seashells

Name _____

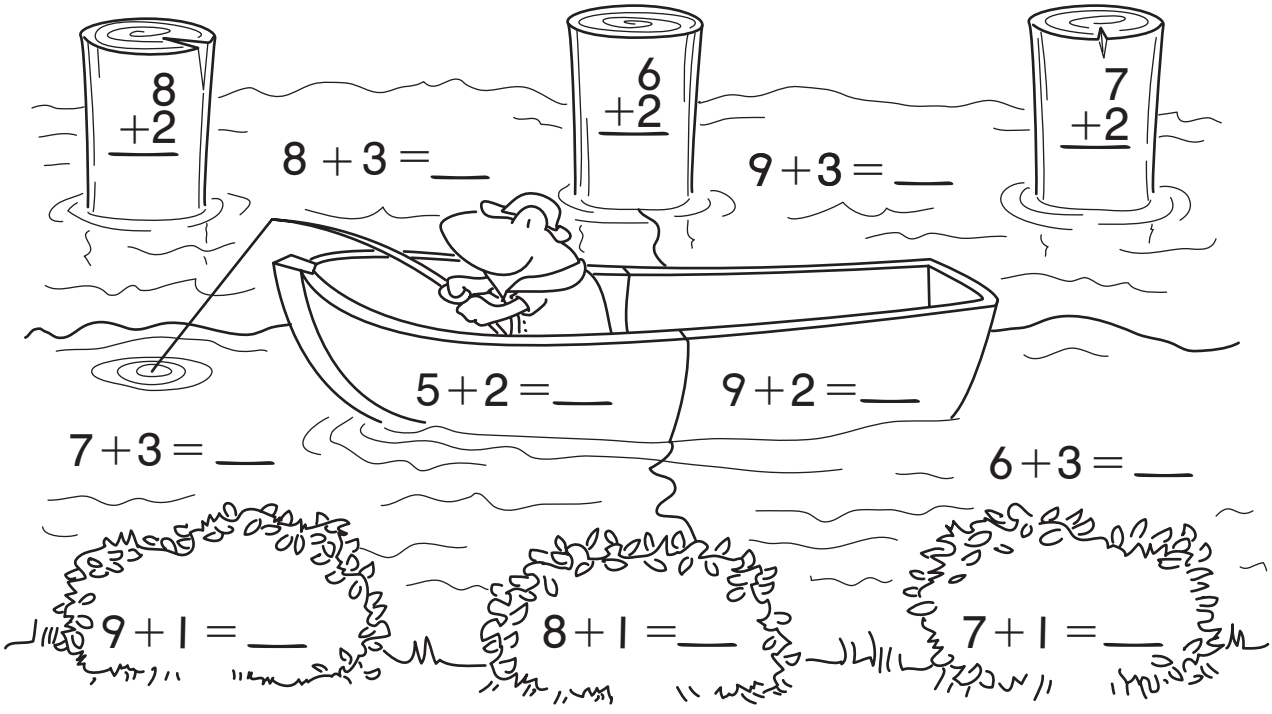
Lesson 5.3

Count On Practice

Key

Count on 1, 2, or 3.
Use the key to color.

Count On 1 GREEN
Count On 2 BROWN
Count On 3 BLUE



Problem Solving

Count on to solve.

There are 5 friends fishing in the pond.
Two more friends join them.
How many friends are fishing
in the pond in all?

_____ friends

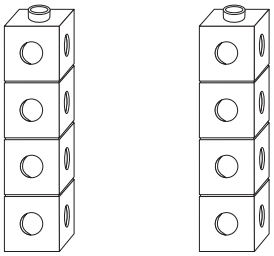
Name _____

Lesson 5.4

Add Doubles

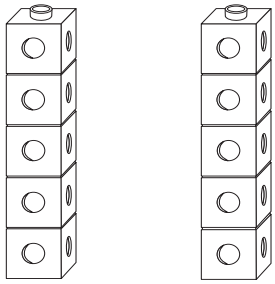
Write the doubles fact.

1.



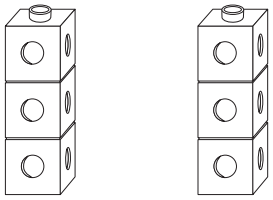
_____ ○ _____ ○ _____

2.



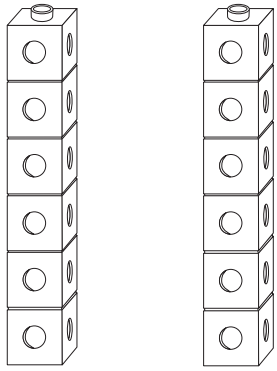
_____ ○ _____ ○ _____

3.



_____ ○ _____ ○ _____

4.

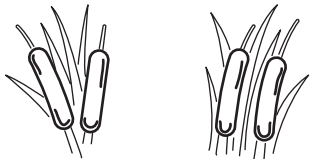


_____ ○ _____ ○ _____

Problem Solving

Write a doubles fact for each picture.

5.



_____ ○ _____ ○ _____

6.

_____ ○ _____ ○ _____

Name _____

Lesson 5.5

Doubles and Near Doubles

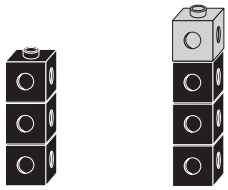
Use  and  .
Write the addition sentences.

1.

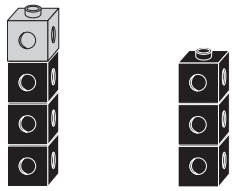
_____ ◯ _____ ◯ _____

_____ ◯ _____ ◯ _____

2.

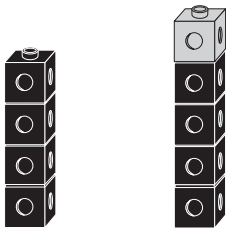


_____ ◯ _____ ◯ _____

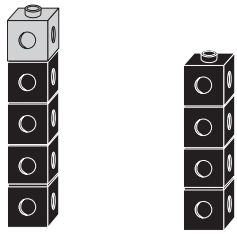


_____ ◯ _____ ◯ _____

3.



_____ ◯ _____ ◯ _____



_____ ◯ _____ ◯ _____

Problem Solving

Use  . Complete each near doubles fact.

4. $3 + \_\_\_\_ = 5$ | $\_\_\_\_ + 3 = 5$

5. $\_\_\_\_ + 6 = 11$ | $6 + \_\_\_\_ = 11$

Name _____

Lesson 5.6

Use the Strategies

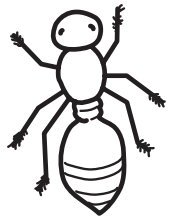
Add.

1. $2 + 2 =$ 4	2. $4 + 1 =$ ____	3. $3 + 4 =$ ____
4. $5 + 1 =$ ____	5. $2 + 3 =$ ____	6. $6 + 2 =$ ____
7. $1 + 1 =$ ____	8. $4 + 5 =$ ____	9. $3 + 3 =$ ____
10. $6 + 1 =$ ____	11. $7 + 2 =$ ____	12. $6 + 3 =$ ____
13. $5 + 6 =$ ____	14. $4 + 4 =$ ____	15. $8 + 2 =$ ____
16. $8 + 3 =$ ____	17. $7 + 1 =$ ____	18. $9 + 3 =$ ____

Problem Solving

Solve.

19. Look at how many legs one ant has. How many legs would 2 ants have?



____ legs

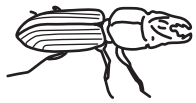
Name _____

Lesson 5.7

Problem Solving Workshop
Strategy • Draw a Picture

Draw a picture to solve.

1. There are 10 beetles in all. 2 beetles are brown. The other beetles are striped. How many beetles are striped?



_____ striped beetles

2. There are 9 ducks in all. 3 ducks are large. The other ducks are babies. How many ducks are babies?

_____ baby ducks

Mixed Strategy Practice

Choose a way to solve each problem. Show your work.

Choose a Strategy

- Act It Out
- Draw a Picture
- Make a Model

3. Eve and Joe saw the same number of butterflies. The sum of the two numbers is 6. How many butterflies did they each see?

_____ butterflies

4. Pedro has 7 worms. He gives 3 to his friend. How many worms does Pedro have left?

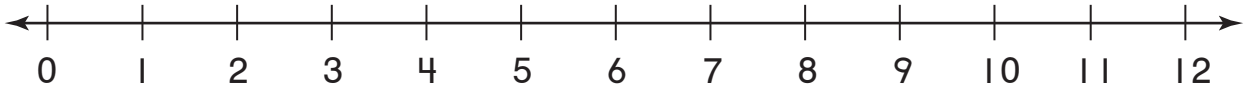
_____ worms

Name _____

Lesson 6.1

Use a Number Line to Count Back 1 and 2

Use the number line to subtract.
Write each difference.

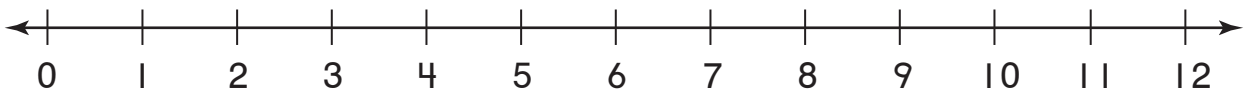


1. 6 − 1 = 5	2. 3 − 1 =	3. 6 − 2 =	4. 1 − 1 =	5. 2 − 2 =	6. 5 − 1 =
7. 8 − 2 =	8. 9 − 1 =	9. 2 − 1 =	10. 5 − 2 =	11. 3 − 2 =	12. 10 − 1 =
13. 7 − 1 =	14. 9 − 2 =	15. 10 − 2 =	16. 10 − 1 =	17. 8 − 1 =	18. 11 − 2 =

Problem Solving

Solve.

19. There are 7 starfish.
2 starfish float away.
How many starfish are left?



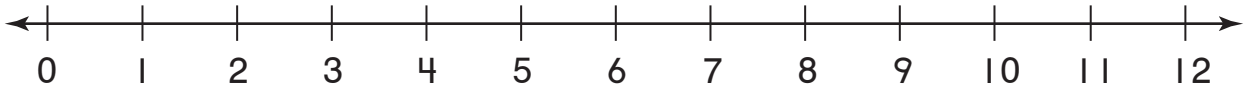
____ starfish

Name _____

Lesson 6.2

Use a Number Line to Count Back 3

Use the number line to subtract.
Write each difference.



1. $8 - 3 = \underline{5}$	2. $6 - 1 = \_\_\_\_$	3. $2 - 2 = \_\_\_\_$
4. $9 - 1 = \_\_\_\_$	5. $4 - 3 = \_\_\_\_$	6. $6 - 2 = \_\_\_\_$
7. $3 - 3 = \_\_\_\_$	8. $8 - 1 = \_\_\_\_$	9. $5 - 3 = \_\_\_\_$
10. $4 - 2 = \_\_\_\_$	11. $6 - 3 = \_\_\_\_$	12. $4 - 1 = \_\_\_\_$
13. $5 - 1 = \_\_\_\_$	14. $9 - 2 = \_\_\_\_$	15. $7 - 3 = \_\_\_\_$
16. $5 - 2 = \_\_\_\_$	17. $9 - 3 = \_\_\_\_$	18. $3 - 2 = \_\_\_\_$
19. $10 - 2 = \_\_\_\_$	20. $10 - 3 = \_\_\_\_$	21. $10 - 1 = \_\_\_\_$
22. $11 - 3 = \_\_\_\_$	23. $11 - 2 = \_\_\_\_$	24. $12 - 3 = \_\_\_\_$

Problem Solving

Write the missing number.

25. $7 - \square = 5$	26. $8 - \square = 6$
27. $11 - \square = 8$	28. $12 - \square = 9$

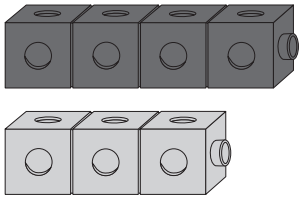
Practice

Name _____

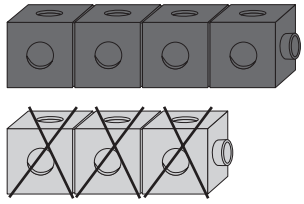
Lesson 6.3

Think Addition to Subtract

Use  and  to add and to subtract.

1. 

$$4 + 3 = 7$$



$$7 - 3 = 4$$

2. $4 + 4$ $\quad$ $8 - 4$

3. $3 + 1$ $\quad$ $4 - 1$

4. $6 + 2$ $\quad$ $8 - 2$

5. $5 + 3$ $\quad$ $8 - 3$

6. $9 + 2$ $\quad$ $11 - 2$

7. $6 + 6$ $\quad$ $12 - 6$

Problem Solving

Solve.

8. Tim has some pennies. He gives 5 away. He has 6 left. How many pennies did he start with?

   ____ pennies

9. Jen has some bears. She gives 3 away. She has 5 left. How many bears did she start with?

   ____ bears

Name _____

Lesson 6.4

Practice the Strategies

Write the difference.

1. $5 - 3 = 2$	2. $7 - 1$	3. $3 - 3$	4. $4 - 2$
5. $8 - 1$	6. $2 - 1$	7. $8 - 4$	8. $6 - 3$
9. $7 - 2$	10. $10 - 1$	11. $9 - 3$	12. $11 - 3$
13. $11 - 2$	14. $12 - 6$	15. $10 - 3$	16. $12 - 3$

Problem Solving

Solve.

17. There are 5 seagulls by the boat. How many seagulls are behind the boat?

_____ seagulls

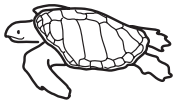
Name _____

Lesson 6.5

Problem Solving Workshop
Strategy • Write a Number Sentence

Draw a picture. Use the picture to write a number sentence.

1. There are 6 turtles.
   2 turtles swim away.
   How many are left?



6 ◯ 2 = 4

4 turtles

2. There are 8 crabs.
   5 crabs are small.
   The other crabs are big.
   How many crabs are big?

___ ◯ ___ ◯ ___

___ crabs

Mixed Strategy Practice

Choose a way to solve each problem. Show your work.

Choose a Strategy

- Act It Out
- Draw a Picture
- Make a Model

3. 6 sea lions sit in the sun.
   1 more joins them.
   How many sea lions are there in all?

___ sea lions

4. There are 7 sailboats.
   2 sailboats sail away.
   How many sailboats are left?

___ sailboats

Name _____

Lesson 7.1

Related Addition Facts

Write the sum.
Write the related addition fact.

1.
$$\begin{array}{r} 3 \\ +\ 7 \\ \hline 10 \end{array} \qquad + \boxed{7} \quad + \boxed{3} \quad = \boxed{10}$$

2.
$$\begin{array}{r} 6 \\ +\ 3 \\ \hline \square \end{array} \qquad + \square \quad + \square \quad = \square$$

3.
$$\begin{array}{r} 5 \\ +\ 6 \\ \hline \square \end{array} \qquad + \square \quad + \square \quad = \square$$

Write the missing number.
Write the related addition fact.

4.
$$\begin{array}{r} 4 \\ +\ \square \\ \hline 9 \end{array} \qquad + \square \quad + \square \quad = \square$$

5.
$$\begin{array}{r} \square \\ +\ 8 \\ \hline 10 \end{array} \qquad + \square \quad + \square \quad = \square$$

6.
$$\begin{array}{r} 3 \\ +\ \square \\ \hline 8 \end{array} \qquad + \square \quad + \square \quad = \square$$

Problem Solving

Write a number to make each sentence true.

7. $8 + 4 = 4 + \_\_\_\_$

8. $5 + 7 = \_\_\_\_ + 5$

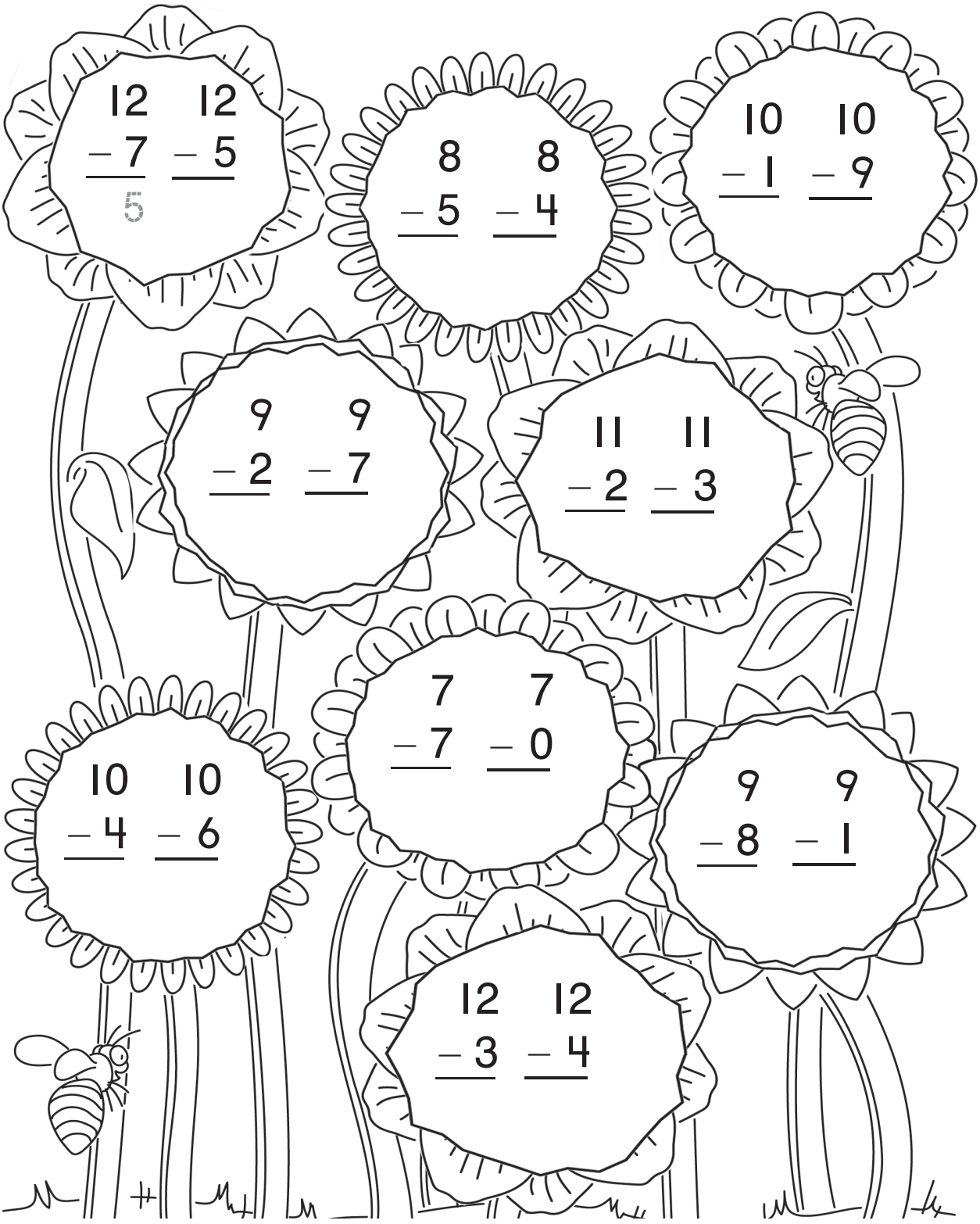
9. $3 + \_\_\_\_ = 9 + 3$

Name _____

Lesson 7.2

Related Subtraction Facts

Subtract. Color the flowers yellow that have pairs of related subtraction facts.



Practice

Name _____

Lesson 7.3

Build Fact Families

Add or subtract. Write the numbers in the fact family.
Use  and  if you need to.

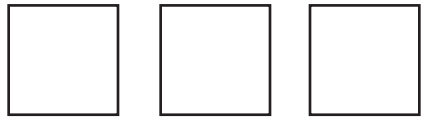
1. $5 + 6 = \underline{11}$ $\quad 11 - 6 = \underline{5}$

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

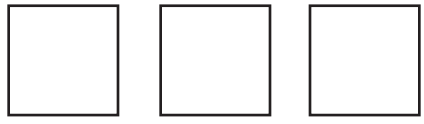
2. $8 + 2 = \_\_\_\_$ $\quad 10 - 2 = \_\_\_\_$

   $2 + 8 = \_\_\_\_$ $\quad 10 - 8 = \_\_\_\_$

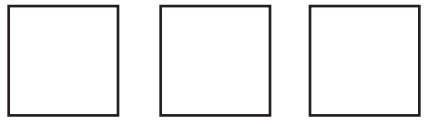
3. $6 + 3 = \_\_\_\_$ $\quad 9 - 3 = \_\_\_\_$

   $3 + 6 = \_\_\_\_$ $\quad 9 - 6 = \_\_\_\_$

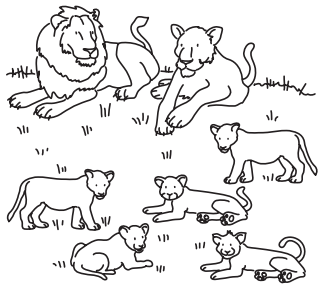
4. $9 + 1 = \_\_\_\_$ $\quad 10 - 1 = \_\_\_\_$

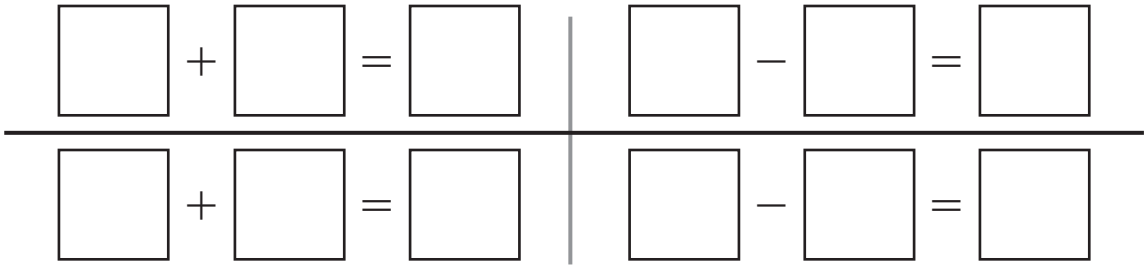
   $1 + 9 = \_\_\_\_$ $\quad 10 - 9 = \_\_\_\_$

Problem Solving

5. Use the picture to write a fact family.





Name _____

Lesson 7.4

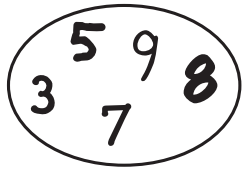
Record Fact Families

Complete the fact family.

1. $\square + 2 = 7$	$7 - \square = 5$
$2 + 5 = \square$	$\square - 5 = \square$
2. $8 + \square = 11$	$11 - 3 = \square$
$3 + 8 = \square$	$\square - \square = \square$
3. $\square + 3 = 9$	$9 - \square = 6$
$3 + 6 = \square$	$\square - \square = \square$
4. $7 + \square = 8$	$\square - 1 = 7$
$1 + \square = 8$	$\square - \square = \square$

Problem Solving

Choose three numbers to make a fact family. Write the number sentences.



5. $\square + \square = \square$	$\square - \square = \square$
$\square + \square = \square$	$\square - \square = \square$

Practice

Name _____ Lesson 7.5

Algebra: Follow the Rule

Follow a rule to complete each table.

1.

Add 1	
3	4
4	5
5	6

2.

Add 4	
1	
4	
5	

3.

Subtract 1	
7	
8	
9	

4.

Add 2	
4	
6	
8	

5.

Subtract 2	
5	
10	
11	

6.

Subtract 3	
3	
7	
10	

Problem Solving

Write a rule for this table.

7.

?	
6	4
7	5
8	6

Rule: _____

Name _____

Lesson 7.6

Algebra: Make Sums and Differences to 12

Circle the ways that make the number.

1. 4	$5 - 1$	$3 + 2$	$4 + 0$	$8 - 3$
2. 6	$3 + 3$	$7 - 1$	$2 + 4$	$7 - 2$
3. 5	$10 - 6$	$8 - 3$	$0 + 5$	$3 + 1$
4. 8	$6 + 2$	$1 + 7$	$9 - 1$	$10 - 3$
5. 7	$9 - 2$	$3 + 4$	$8 - 1$	$2 + 6$
6. 10	$5 + 5$	$11 - 3$	$7 + 4$	$10 - 0$
7. 12	$12 - 0$	$10 + 2$	$8 + 3$	$3 + 9$
8. 11	$9 + 2$	$6 + 4$	$4 + 7$	$11 - 0$

Problem Solving

9. Circle the ways that make the same number.

10 − 2 **9 − 1**

6 + 3

7 + 1 **0 + 8**

11 − 4

2 + 6

What is the number? ____

Name _____

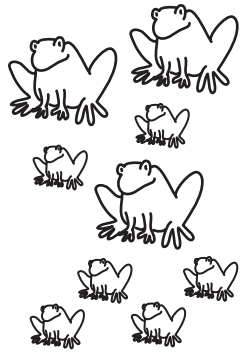
Lesson 7.7

Create Addition and Subtraction Problems

Use the picture to write the numbers.
Write the number sentence.

1. 3 big frogs

6 little frogs



_____ frogs altogether

_____ little frogs

How many frogs are there in all?

3 + 6 = 9

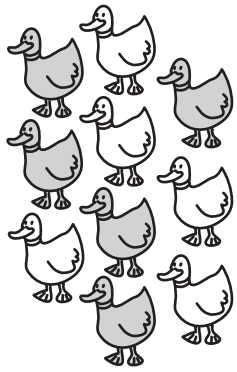
How many frogs are big?

_____ ◯ _____ ◯ _____

---

2. _____ gray ducks

_____ white ducks



_____ ducks altogether

_____ gray ducks

How many ducks are there in all?

_____ ◯ _____ ◯ _____

How many ducks are white?

_____ ◯ _____ ◯ _____

Problem Solving

3. Choose your own numbers. Draw your story.
Write the number sentence.

_____ orange fish

_____ green fish

_____ fish altogether

_____ ◯ _____ ◯ _____

fish

Name _____

Lesson 7.8

Problem Solving Workshop Strategy • Draw a Picture

Draw a picture to solve.

1. There are 6 chipmunks. Some chipmunks run away. There are 4 chipmunks left. How many chipmunks ran away?	_____ chipmunks
2. There are 9 frogs. Some frogs hop away. There are 5 frogs left. How many frogs hopped away?	_____ frogs
3. There are 10 ducks. Some ducks swim away. There are 3 ducks left. How many ducks swam away?	_____ ducks
4. Write your own problem. There are _____ deer. Some deer walk away. There are _____ deer left. How many deer walked away?	_____ deer

Name _____

Lesson 8.1

Algebra: Sort and Classify

Circle the  that belongs in each group.

1. 

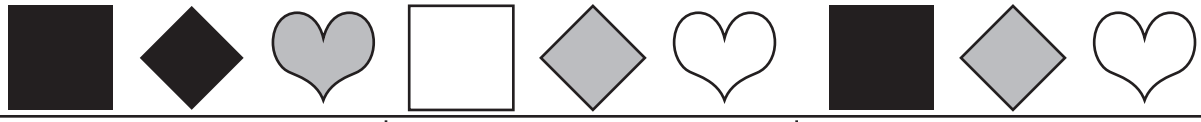
2. 

3. 

4. 

Problem Solving

5. Sort the figures into 3 groups. Draw each group. Write how you sorted.

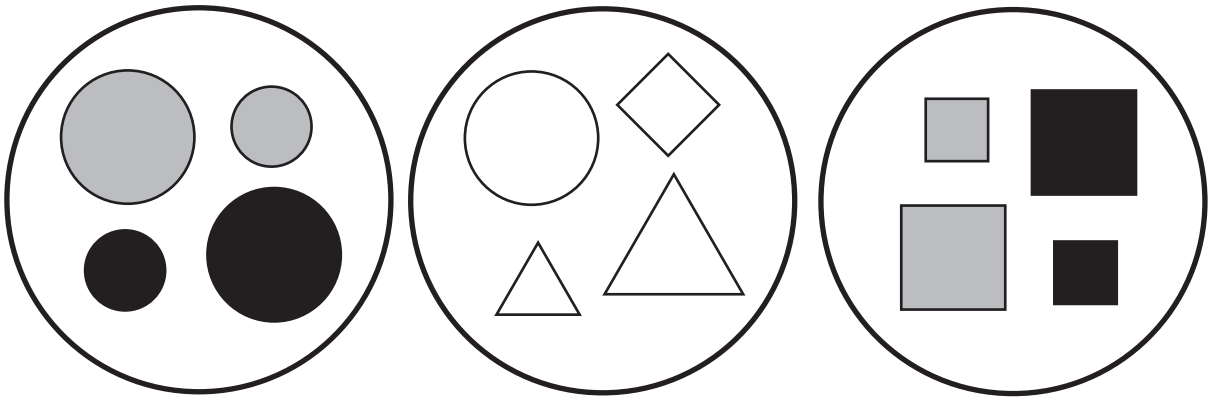


Name _____

Lesson 8.2

Algebra: More Sorting and Classifying

Write A, B, or C to show which group each figure belongs.

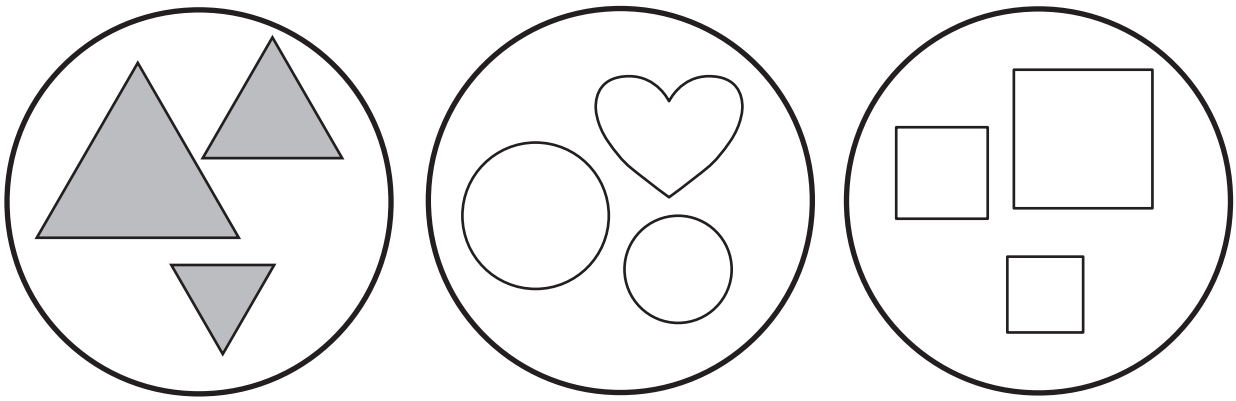


A B C

1.	2.	3.	4.
C			

Problem Solving

5. Jill sorted the stickers. One sticker does not belong. Circle the sticker Jill should take out.

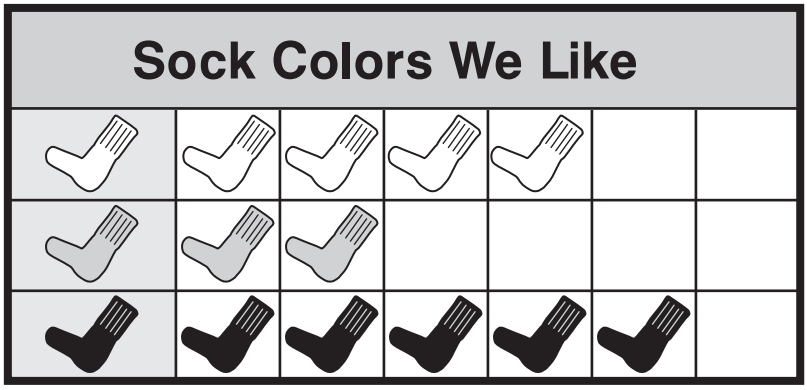


Name _____

Lesson 8.3

Concrete Graphs

Use the graph to answer the questions.



1. How many children chose black? 5 ____ children

2. Which color did fewer children choose? Circle.

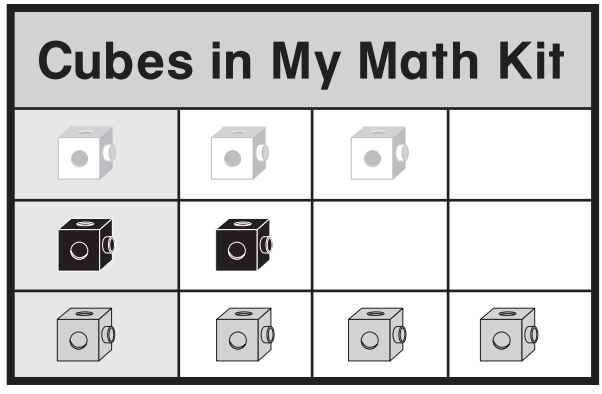
3. How many children chose white? ____ children

4. How many children in all chose a sock color? ____ children

Problem Solving

Use the graph.
Circle the true statements.

5. There is 1 black cube.
6. There are more gray cubes than white cubes.
7. There are 5 cubes in all.



Name _____

Lesson 8.4

Picture Graphs

Vegetables We Like								
potato								
squash								
corn								

Each picture stands for 1.

Use the picture graph to answer the questions.

1. Which vegetable do the most children choose? Circle.

2. How many children choose  ? _____ children

3. How many more children choose  than  ? _____ more children

4. How many more choose  than either  or  ? _____ more

5. How many fewer children choose  than  ? _____ fewer children

Problem Solving

6. Solve. Draw a picture graph if you need to.
Lori made a picture graph to show the favorite foods of 10 children.
6 children choose pizza.
2 children choose pasta.
How many children choose tacos? _____ children

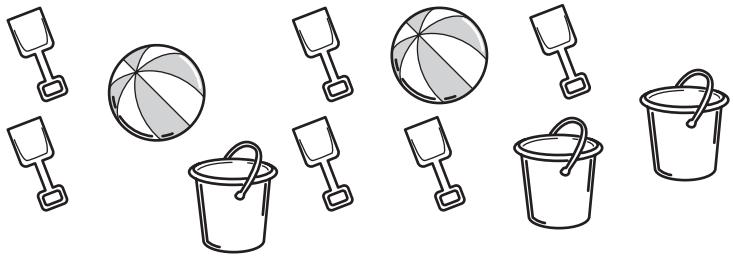
Name _____

Lesson 8.5

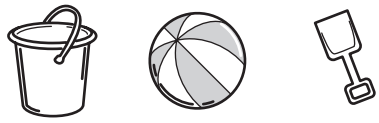
Problem Solving Workshop
Skill • Make and Use a Graph

Make a picture graph of the beach toys.
Use the graph to answer the questions.

Draw one picture for each toy.



Beach Toys											
pail											
shovel											
beach ball											

1. How many beach balls are there?	2 _____ beach balls
2. Which group has the fewest toys? Circle your answer.	
3. How many more shovels are there than beach balls?	_____ shovels
4. How many more shovels are there than pails and beach balls?	_____ shovel
5. How many fewer pails are there than shovels?	_____ pails

Name _____

Lesson 9.1

Tally Charts

Which season do you like best?

Seasons We Like		Total
fall	𝍸	4
summer	𝍸 𝍸	
spring	𝍸 𝍸	

Complete the tally chart and answer the questions.

1. How many children chose spring? 7 children

2. How many children chose fall? _____ children

3. Did more children choose fall or summer? Circle. fall or summer

4. Which season did the most children choose? _____

Problem Solving

5. Use the tally chart to solve.

Drinks We Like		Total
milk	𝍸 𝍸 III	8
fruit juice	𝍸 𝍸 I	6

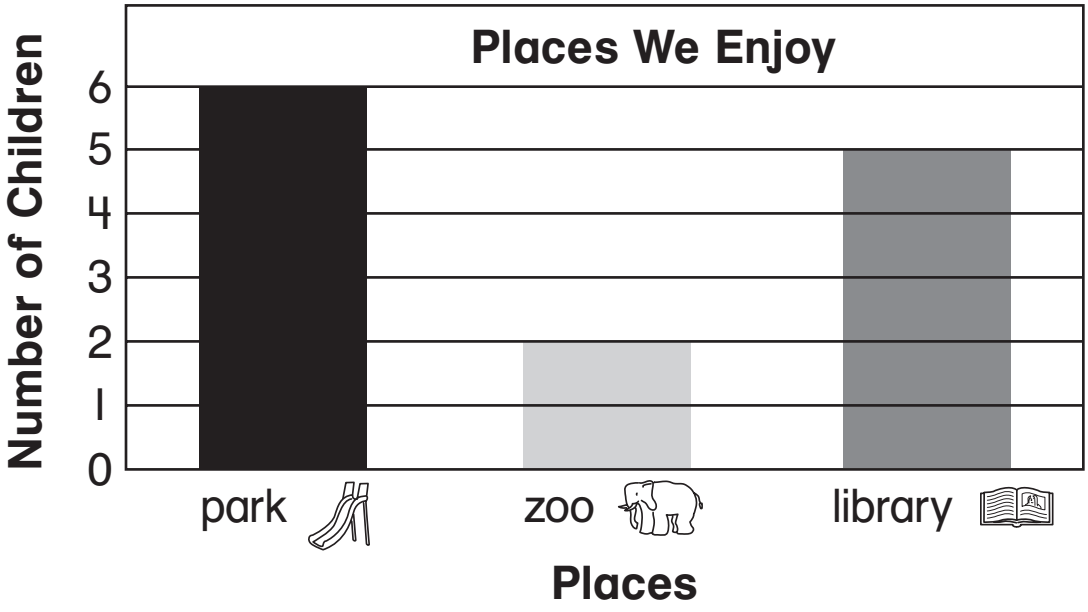
How many more children would have to vote for fruit juice to have the same number of votes as milk? _____ more children

Name _____

Lesson 9.2

Bar Graphs

Read the bar graph to answer the questions.



1. How many children chose  ?

2 children

2. How many children chose ?

_____ children

3. Which place do the most children like? Circle.

4. How many more children chose  than  ?

_____ children

Problem Solving

5. Order **park**, **zoo**, and **library** from the least number of children to the greatest.

_____ _____ _____

least greatest

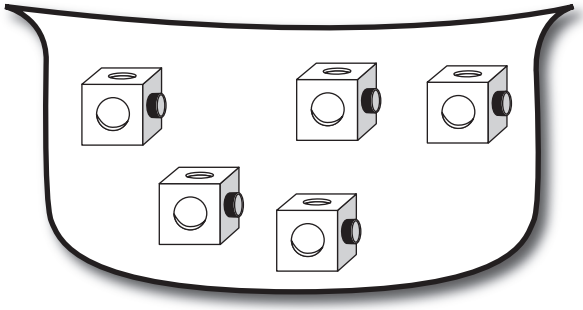
Name _____

Lesson 9.3

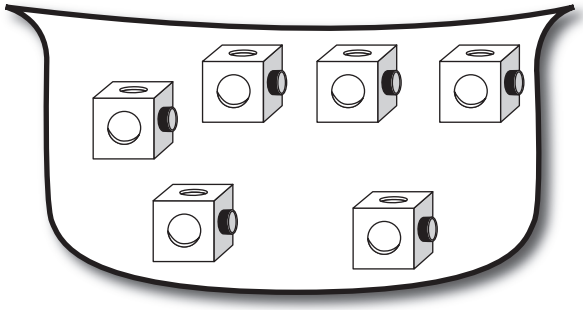
Possible or Impossible

Color the cubes to make each sentence true.

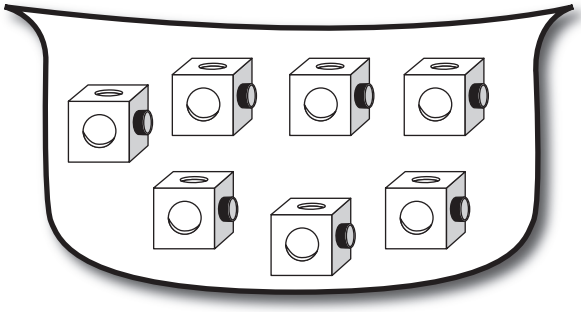
1. It is **possible** to pull a blue cube.



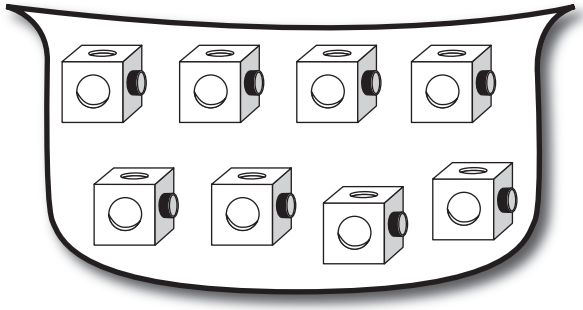
2. It is **impossible** to pull a red cube.



3. It is **possible** to pull a yellow cube.

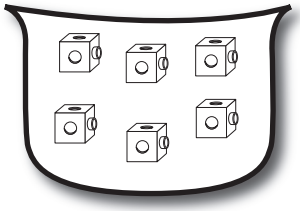


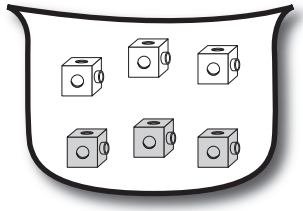
4. It is **impossible** to pull a blue cube or a green cube.

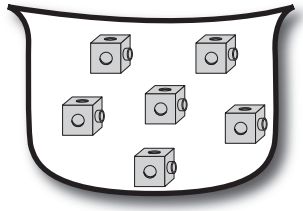


Problem Solving

5. Circle the bowl where pulling a  is **impossible.** Draw an X on bowl where pulling a  is **certain**.





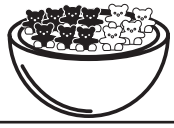


Name _____

Lesson 9.4

More Likely, Less Likely

Mark an X to tell if pulling the  from the  is **more likely** or **less likely.**

	Pull	From	More Likely	Less Likely
1.				
2.				
3.				
4.				
5.				

Problem Solving

6. Circle the bear that is **most likely** to be pulled. Cross out the bear that is **least likely** to be pulled.

Name _____

Lesson 9.5

Problem Solving Workshop Strategy • Predict and Test

Predict the color that you are more likely to pull. Circle your prediction. Use cubes and a bowl to test. Pull five cubes. Record your test using tally marks.

		Predict	Test	Tally
1.	5 			
	9 			
2.	2 			
	8 			
3.	6 			
	3 			

Mixed Strategy Practice

Choose a way to solve each problem. Show your work.

Choose a Strategy

- Draw a Picture
- Make a Graph
- Make a Model
- Write a Number Sentence

4. Marie has 8 flowers. The flowers are red or blue. 3 of the flowers are red. How many flowers are blue?	_____ blue flowers
5. There are 4 big dogs. There are 5 little dogs. How many dogs are there in all?	_____ dogs

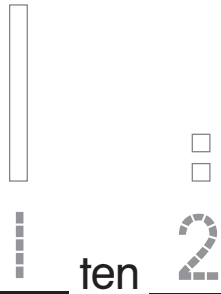
Name _____

Lesson 10.1

Make Ten and More

Use Workmat 3 and  .
Make groups of ten and ones.
Draw your work. Write how many.

1. 12
twelve



1 ten 2 ones

2. 14
fourteen

____ ten ____ ones

3. 13
thirteen

____ ten ____ ones

4. 10
ten

____ ten ____ ones

5. 11
eleven

____ ten ____ one

6. 19
nineteen

____ ten ____ ones

Problem Solving

Write each number.

7. 5 ones 1 ten = ____

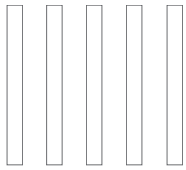
8. 1 ten 6 ones = ____

Name _____

Lesson 10.2

Tens

Use  . Make groups of ten. Draw the tens.
Count by tens. Write the number.

1. 5 tens 

50

fifty

2. 4 tens

____

forty

3. 3 tens

____

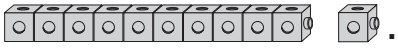
thirty

4. 2 tens

____

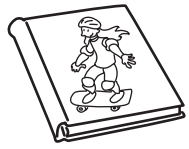
twenty

Problem Solving

Act out the story with  .
Write the answer.

5. Sue takes books from 2 shelves.
She takes 10 books from each shelf.
How many books does she take in all?

____ books

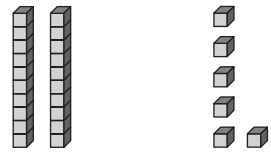
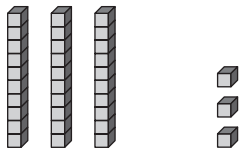
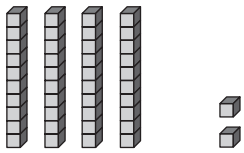
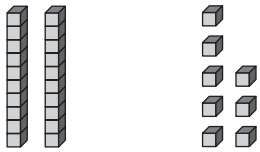
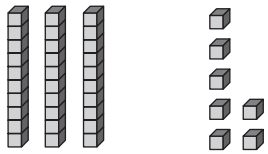


Name _____

Lesson 10.3

Tens and Ones to 50

Write how many tens and ones. Write the number.

1.  2 tens 6 ones = 26	2.  ___ tens ___ ones = ___
3.  ___ tens ___ ones = ___	4.  ___ tens ___ ones = ___
5.  ___ tens ___ ones = ___	6.  ___ tens ___ ones = ___

Problem Solving

Write the answers to each riddle

7. I am a number less than 44. I have 4 tens and some ones. What numbers could I be?

_____

8. I am a number less than 30. I have 6 ones and some tens. What numbers could I be?

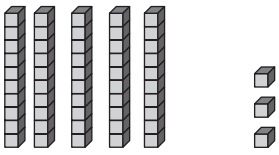
_____

Name _____

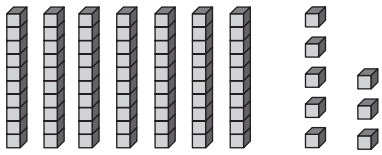
Lesson 10.4

Tens and Ones to 100

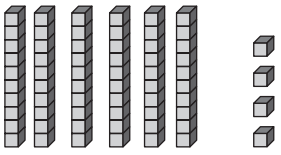
Write how many tens and ones. Write the number.

1. 

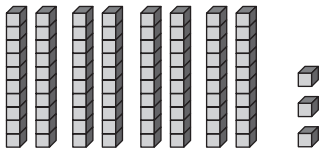
5 tens 3 ones = 53

2. 

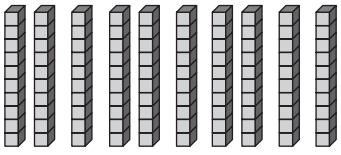
___ tens ___ ones = ___

3. 

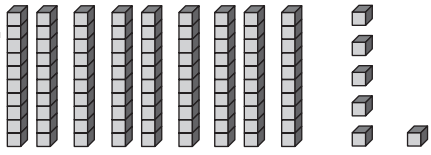
___ tens ___ ones = ___

4. 

___ tens ___ ones = ___

5. 

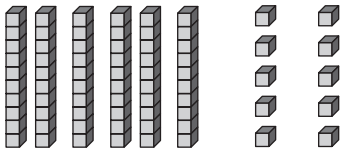
___ tens ___ ones = ___

6. 

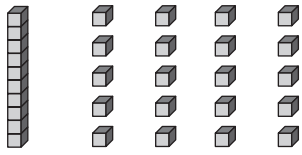
___ tens ___ ones = ___

Problem Solving

Write how many tens and ones.
Write the number.

7. 

___ tens ___ ones = ___

8. 

___ tens ___ ones = ___

Name _____

Lesson 10.5

Algebra: Ways to Expand Numbers

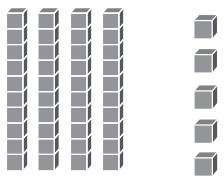
Write how many tens and ones. Write the number in two different ways.

1. 

3 tens 2 ones

30 + 2

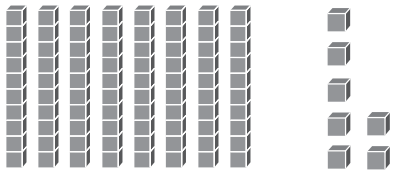
32

2. 

____ tens ____ ones

____ + ____

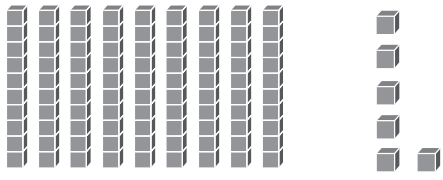
____

3. 

____ tens ____ ones

____ + ____

____

4. 

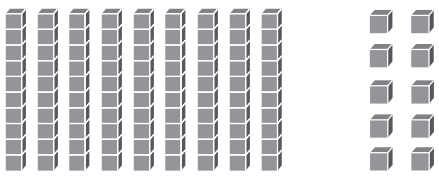
____ tens ____ ones

____ + ____

____

Problem Solving

5. Draw the same number using only tens. Write how many tens and ones. Write the number in two different ways.



____ tens ____ ones

____ + ____

____

____ tens____ ones

____ + ____

____

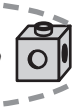
Name _____

Lesson 10.6

Problem Solving Workshop Skill • Make Reasonable Estimates

Circle the closest estimate.

1. About how many  can you hold in both hands?

about 9 

about 90 

about 900 

2. About how many  would fill one cup?

about 7 

about 70 

about 700 

3. About how many  are in your classroom?

about 3 

about 30 

about 300 

4. About how many  would fill 2 cups?

about 2 

about 20 

about 200 

5. About how many  would fill one lunchbox?

about 4 

about 40 

about 400 

6. About how many  can you hold in 2 hands?

about 8 

about 80 

about 800 

Name _____

Lesson 11.1

Algebra: Greater Than

Circle the greater number. Write the numbers.

1. (52) and 37

52 is greater than 37

52 > 37

2. 21 and 29

____ is greater than ____

____ > ____

3. 68 and 49

____ is greater than ____

____ > ____

4. 50 and 73

____ is greater than ____

____ > ____

5. 84 and 96

____ is greater than ____

____ > ____

6. 33 and 44

____ is greater than ____

____ > ____

7. 69 and 75

____ is greater than ____

____ > ____

8. 92 and 80

____ is greater than ____

____ > ____

Problem Solving

Circle the numbers that are greater than 64.

9. 55 67 76 43 85 98

Name _____

Lesson 11.2

Algebra: Less Than

Circle the number that is less. Write the numbers.

1. (54) and 70

54 is less than 70

54 < 70

2. 43 and 62

_____ is less than _____

_____ < _____

3. 78 and 88

_____ is less than _____

_____ < _____

4. 67 and 54

_____ is less than _____

_____ < _____

5. 89 and 81

_____ is less than _____

_____ < _____

6. 75 and 69

_____ is less than _____

_____ < _____

7. 94 and 98

_____ is less than _____

_____ < _____

8. 83 and 71

_____ is less than _____

_____ < _____

Problem Solving

Circle the numbers that are less than 77

9. 75 63 86 92 57 80

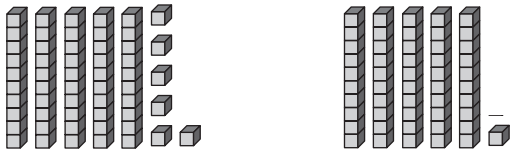
Name _____

Lesson 11.3

Algebra: Use Symbols to Compare

Write <, >, or =. Use  if you need to.

1.



56 ◯ 51

2.

33 ◯ 40

3. 65 ◯ 65	**4.** 83 ◯ 79	**5.** 52 ◯ 58
6. 85 ◯ 90	**7.** 58 ◯ 58	**8.** 71 ◯ 64
9. 93 ◯ 83	**10.** 46 ◯ 55	**11.** 87 ◯ 82

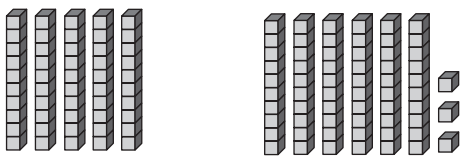
Problem Solving

Write each number. Compare. Write <, >, or =.

12.

___ ◯ ___

13.



___ ◯ ___

Name _____

Lesson 11.4

One More, One Less

Use  . Complete the chart.

	One Less		One More
1.	27	28	29
2.	____	41	____
3.	53	____	55
4.	____	86	____
5.	32	____	34
6.	____	67	____
7.	____	95	____
8.	58	____	60

Problem Solving

Solve in your head.

9. Joe has 75 pennies. Nick has 1 less penny than Joe. How many pennies does Nick have?

____ pennies

10. Noel has 29 stickers. Jan has 1 more sticker than Noel. How many stickers does Jan have?

____ stickers

Name _____

Lesson 11.5

Ten More, Ten Less

Use  . Complete the chart.

	Ten Less		Ten More
1.	24	34	44
2.	____	58	____
3.	19	____	39
4.	____	62	____
5.	70	____	90
6.	____	41	____
7.	____	83	____
8.	65	____	85

Problem Solving

Solve each riddle.

9. I am ten less than 90. I am ten more than 70. What number am I?

____

10. 79 is ten more than I am. 59 is ten less than I am. What number am I?

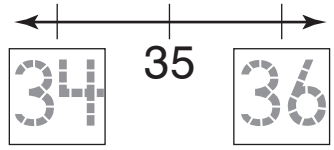
____

Name _____

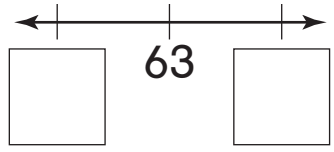
Lesson 11.6

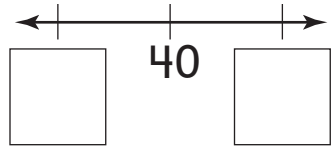
Order on a Number Line

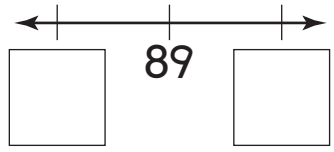
Write the number that is just before, between, or just after.

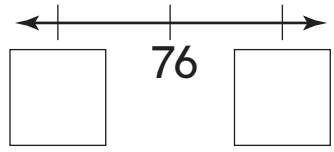
1. 

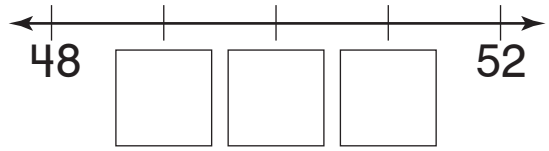
34 is just before 35.
36 is just after 35.

2. 

3. 

4. 

5. 

6. 

Problem Solving

Write the numbers that are just before, just after, or between.

7. ☐ 60

8. 98 ☐

9. 28 ☐ ☐ 31

Name _____

Lesson 11.7

Order 3 Numbers

Write the numbers in order.

	Least to Greatest	Greatest to Least
66 58 81	1. 58 66 81	2. 81 66 58
39 30 37	3. ____ ____ ____	4. ____ ____ ____
91 78 62	5. ____ ____ ____	6. ____ ____ ____
56 69 70	7. ____ ____ ____	8. ____ ____ ____
45 41 57	9. ____ ____ ____	10. ____ ____ ____
95 97 88	11. ____ ____ ____	12. ____ ____ ____
82 94 87	13. ____ ____ ____	14. ____ ____ ____

Problem Solving

15. Write the numbers in order from least to greatest.

17 29 33 20 13

____ ____ ____ ____ ____

Name _____ Lesson 11.8

Problem Solving Workshop
Skill • Use a Table

This table tells the number of games each team played in April.

Team	April Games
Cubs	25
Bears	52
Tigers	47
Dolphins	58

Use the table to answer the questions.

Write each number. Compare. Circle to show your answer.

1. Did the Cubs or Bears play in more April games?

   Cubs (Bears)

   25 < 52
   Cubs Bears

2. Did the Bears or Tigers play in more games?

   Bears Tigers

   ____ ◯ ____
   Bears Tigers

3. Did the Dolphins or Bears play in more games?

   Dolphins Bears

   ____ ◯ ____
   Dolphins Bears

4. Which team played in the greatest number of games?

   Bears Tigers Dolphins

   ____ ____ ____
   greatest least

5. Which team played in the least number of games?

   Tigers Bears Cubs

   ____ ____ ____
   least greatest

Name _____

Lesson 12.1

Count Forward and Backward

Count forward or backward. Write the numbers.

1. 20, 19, 18, 17, 16, 15, 14, 13, 12, 11

2. 32, 33, ____, ____, ____, ____, ____, ____, ____, ____

3. 57, 56, ____, ____, ____, ____, ____, ____, ____, ____

4. 75, 74, ____, ____, ____, ____, ____, ____, ____, ____

5. 80, 81, ____, ____, ____, ____, ____, ____, ____, ____

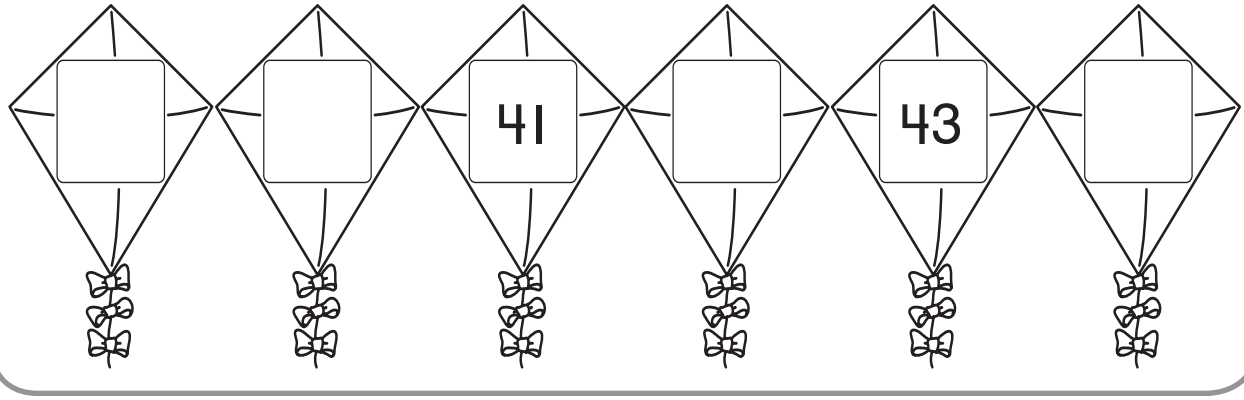
6. 24, 25, ____, ____, ____, ____, ____, ____, ____, ____

7. 11, 12, ____, ____, ____, ____, ____, ____, ____, ____

8. 98, 97, ____, ____, ____, ____, ____, ____, ____, ____

Problem Solving

9. Find the missing numbers.
Write the number on each kite.



Name _____

Lesson 12.2

Skip Count by Twos, Fives, and Tens

Skip count to find how many.

1. 

2 ____ ____ ____ ____ ____ ____ flowers

2. 

5 ____ ____ ____ ____ ____ ____ balloons

3. 

10 ____ ____ ____ ____ ____ ____ toes

Skip count. Write the missing numbers.

4. 2, ____, ____, ____, 10, 12, ____, 16

5. 5, ____, 15, 20, ____, ____, 35, ____

6. ____, 20, ____, ____, 50, 60, ____, ____, 90

Problem Solving

Solve.

7. Each bird has 2 wings. How many wings do 7 birds have in all?

____ wings

Name _____

Lesson 12.3

Algebra: Skip Count on a Hundred Chart

1. Write the missing numbers. Start on 10. Count by tens. Use 

to color the numbers you say.

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

Problem Solving

2. Write the missing numbers.

2			8		12	

Practice

Name _____

Lesson 12.4

Algebra: Counting Patterns

Count by tens. Write the numbers.
Use a hundred chart if you need to.

1. 4, 14, 24, 34, 44, 54, 64, 74, 84, 94

2. 1, 11, _____, _____, _____, _____, _____, _____, _____, _____

3. 5, 15, _____, _____, _____, _____, _____, _____, _____, _____

4. 7, 17, _____, _____, _____, _____, _____, _____, _____, _____

5. 3, _____, _____, _____, _____, _____, _____, _____, _____, _____

6. 9, _____, _____, _____, _____, _____, _____, _____, _____, _____

Problem Solving

7. Use what you know about a hundred chart to write the missing numbers.

72	73	
	95	96

Name _____

Lesson 12.5

Algebra: Identify Number Patterns

Find the pattern. Write the missing numbers.

1. 15, 20, 25, 30, 35, 40, 45, 50, 55

2. 58, ____, 62, 64, ____, ____, 70, 72, ____

3. 10, 20, ____, 40, 50, ____, ____, 80, ____

4. 36, ____, ____, 42, 44, ____, 48, ____, 52

5. 5, ____, 15, 20, 25, ____, 35, ____, ____

6. 20, 22, 24, ____, ____, 30, 32, ____, ____

7. 20, 30, ____, ____, 60, ____, ____, 90, 100

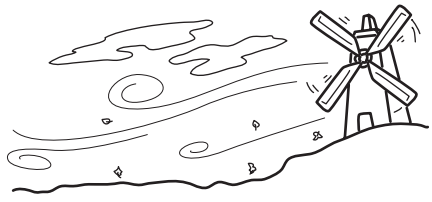
8. ____, 45, 50, ____, ____, 65, 70, 75, ____

9. 82, ____, 86, 88, ____, 92, 94, ____, ____

10. ____, ____, 60, ____, 70, 75, ____, 85, 90

Problem Solving

11. Write the missing numbers.



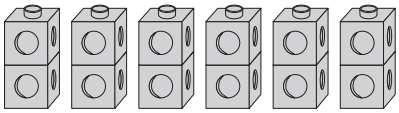
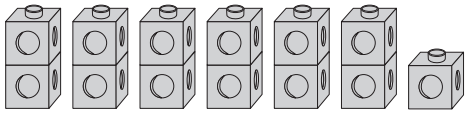
40, ____, 30, ____, ____, 15, 10, ____

Name _____

Lesson 12.6

Even and Odd

Circle **even** or **odd**. Use  if you need to.

1.  12 (even) odd	**2.**  13 even odd
3. 9 even odd	**4.** 10 even odd
5. 6 even odd	**6.** 7 even odd
7. 18 even odd	**8.** 19 even odd
9. 15 even odd	**10.** 16 even odd

Problem Solving

11. Color even numbers 

.
Color odd numbers 

.

41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60

Name _____

Lesson 12.7

Problem Solving Workshop
Strategy • Find a Pattern

Find the pattern. Complete the chart to solve.

1. Each butterfly has 2 wings.
How many wings are on 7 butterflies?

number of butterflies	1	2	3	4	5	6	7
number of wings	2	4	6	8			

7 butterflies have _____ wings.

2. Each vase has 5 flowers.
How many flowers are in 8 vases?

number of vases	1	2	3	4	5	6	7	8
number of flowers	5	10						

8 vases have _____ flowers.

Mixed Strategy Practice

Choose a way to solve each problem.

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

3. 8 blue flags are blowing.
5 green flags are blowing.
How many more blue flags than green flags are blowing?

_____ more blue flags

4. Al puts 10 dimes in each bank.
How many dimes does he need for 3 banks?

_____ dimes

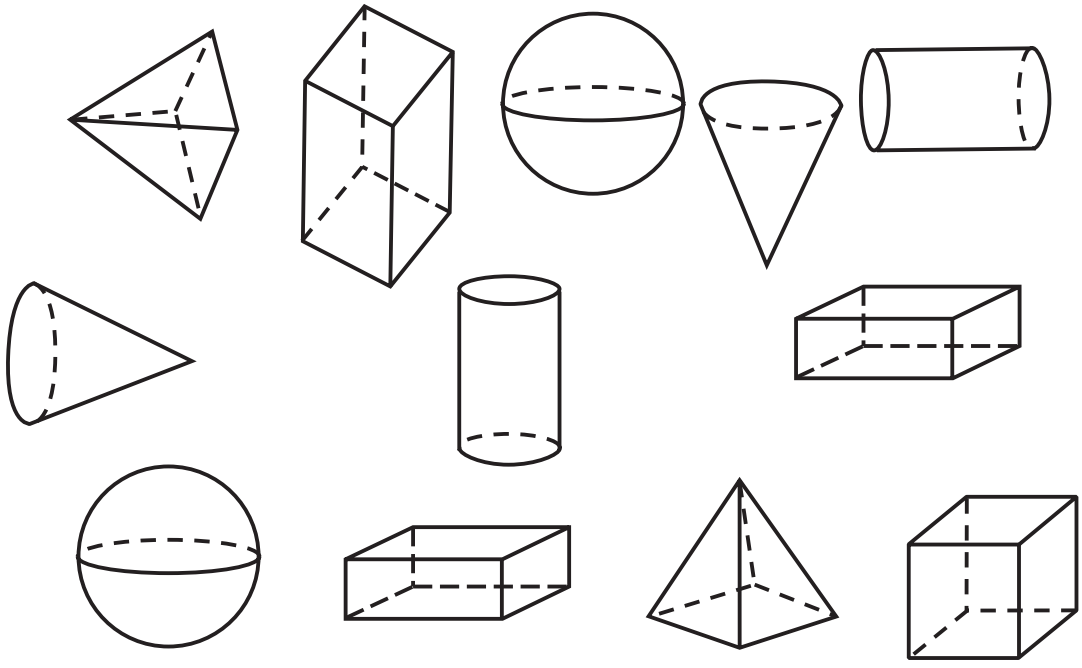
Name _____

Lesson 13.1

Sort Solid Figures

Color the pictures.
Use solids if you need to.

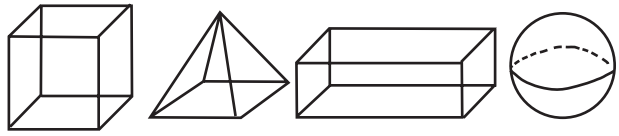
1. I have only flat surfaces. Green
2. I have only a curved surface. Red
3. I have both curved and flat surfaces. Blue



Problem Solving

Sort. Cross out the solid that does not belong.
Circle the sentence that tells the sorting rule.

4.



They all have a curved surface.

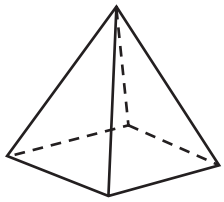
They all have a flat surface.

Name _____

Lesson 13.2

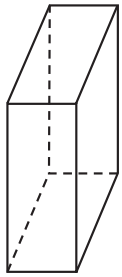
Classify Solids

Use solids. Write the number of flat surfaces and corners.



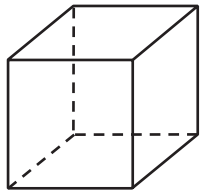
1. This pyramid has 5 flat surfaces.

2. This pyramid has _____ corners.



3. This rectangular prism has _____ flat surfaces.

4. This rectangular prism has _____ corners.



5. This cube has _____ flat surfaces.

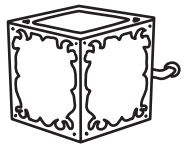
6. This cube has _____ corners.

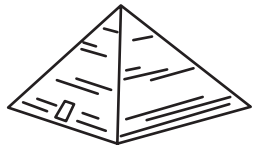
Problem Solving

Circle two objects that have the same number of flat surfaces.

7.

8.



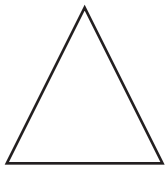


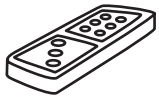
Name _____

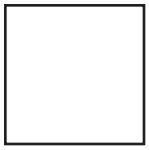
Lesson 13.3

Plane Figures on Solids

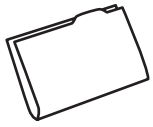
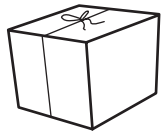
Circle the objects you could trace to make the figure.

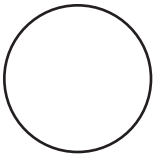
1. 


2. 

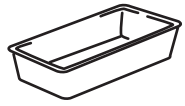


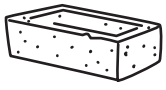
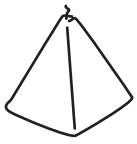
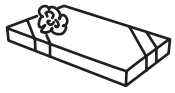

3. 

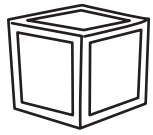






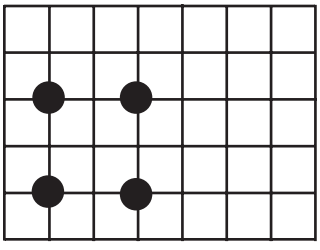
4. 

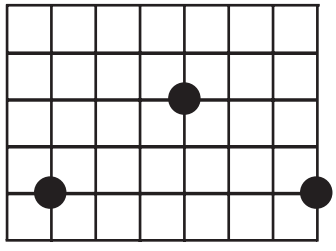




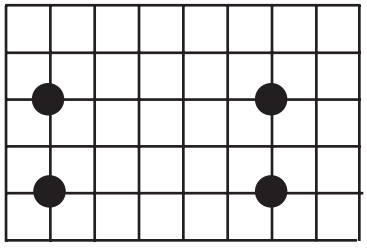


Problem Solving

Connect the dots to draw each figure.
Color the square Orange. Color the triangle yellow.
Color the rectangle Purple.

5. 

6. 

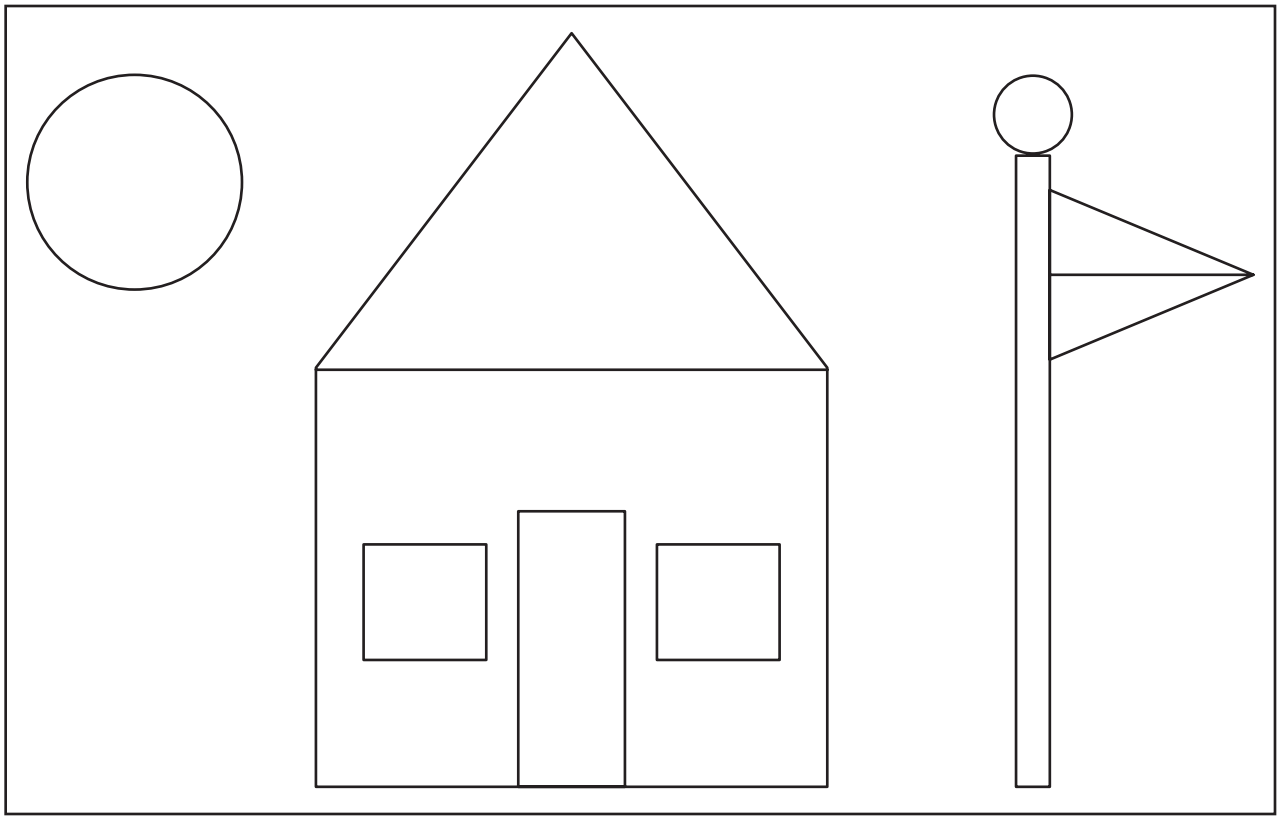
7. 

Name _____

Lesson 13.4

Sort Plane Figures

1. Color ▭ Blue.
2. Color ○ yellow.
3. Color △ Green.



Problem Solving

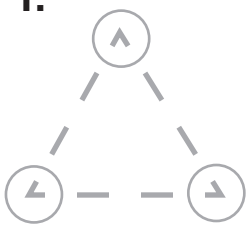
4. Draw your favorite animal. Use at least four different figures.

Name _____

Lesson 13.5

Classify Plane Figures

Trace each side. Circle each corner.
Write the number of sides and corners.

1. 
3 sides
3 corners

2. 
_____ sides
_____ corners

3. 
_____ sides
_____ corners

4. 
_____ sides
_____ corners

5. 
_____ sides
_____ corners

6. 
_____ sides
_____ corners

Problem Solving

Draw a picture to solve.

7. Draw a figure with 5 straight sides and 5 corners.

8. Draw a figure with 6 straight sides and 6 corners.

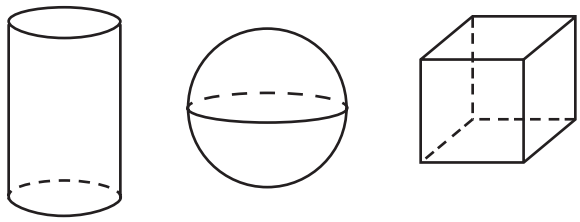
Name _____

Lesson 13.6

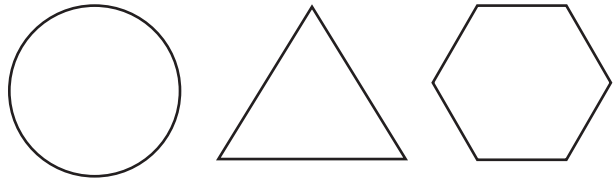
Problem Solving Workshop
Strategy • Use Logical Reasoning

Cross off figures that do not match the clues.
Circle the figure that is left.

1. I have flat surfaces. I have corners. I have no curved surface. Which figure am I?



2. I have straight sides. I have fewer than 5 sides. I have 3 corners. Which figure am I?



Mixed Strategy Practice

Choose a way to solve each problem.

Choose a Strategy

- Draw a Picture
- Find a Pattern
- Write a Number Sentence

3. There are 2 fins on each fish. How many fins are there are 5 fish?

_____ fins

4. There are 12 shells on the shore. 8 shells wash away. How many shells are left on the shore?

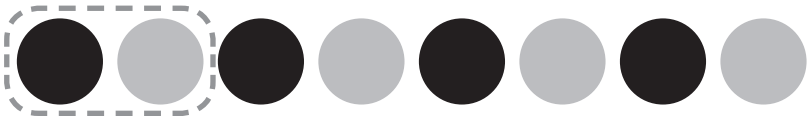
_____ shells

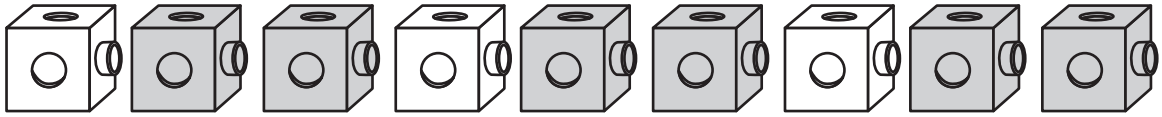
Name _____

Lesson 14.1

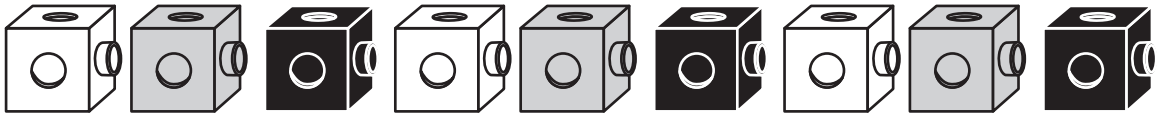
Algebra: Describe Patterns

Circle the first pattern unit.

1. 

2. 

3. 

4. 

5. 

Problem Solving

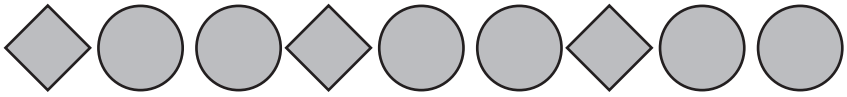
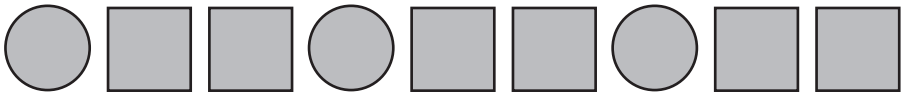
6. Draw 4 ▲ and 4 ▲ to show a repeating pattern.
The pattern unit should repeat 4 times.
Circle the first pattern unit.

Name _____

Lesson 14.2

Algebra: Extend Patterns

Draw what comes next.

1. 	
2. 	
3. 	
4. 	
5. 	
6. 	

Problem Solving

Draw what is missing.

7. 

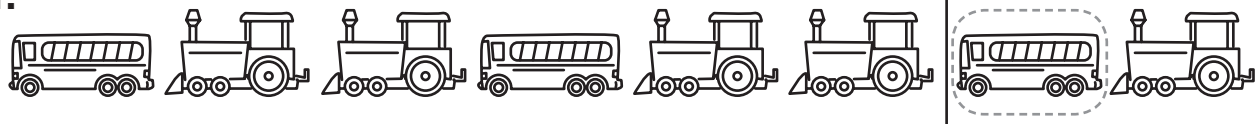
8. 

Name _____

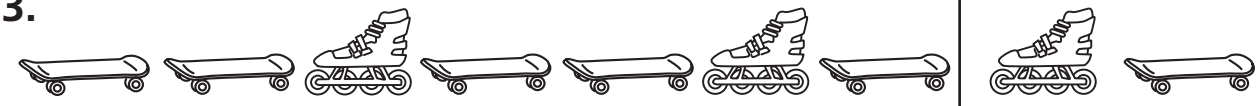
Lesson 14.3

Algebra: Pictorial Patterns

Predict what comes next.
Circle your answer.

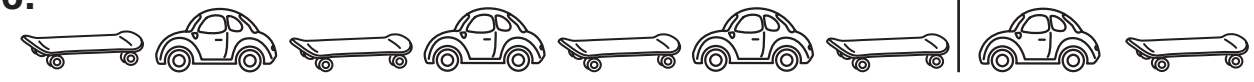
1. 

2. 

3. 

4. 

5. 

6. 

Problem Solving

7. Color the sock to continue the pattern.

Name _____

Lesson 14.4

Algebra: Identify Patterns

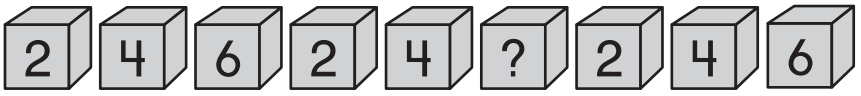
Find a pattern unit.
Circle what is missing.

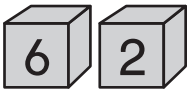
1. 

2. 1 5 7 1 5 ___ 1 5 7

7 5

3. 

4. 



5. 7 8 9 7 ___ 9 7 8 9

7 8

6. 

Problem Solving

7. Circle what comes next.

5 3 1 5 3 1 5 3

1 5 3
1 3 5
5 3 1

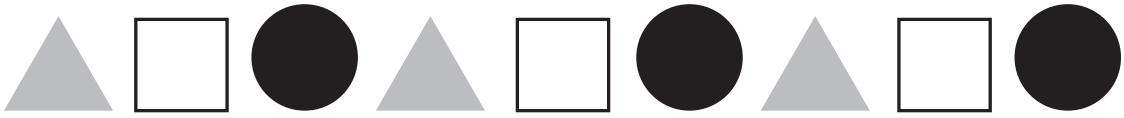
Name _____

Lesson 14.5

Algebra: Create New Patterns

Use the same figures to make a new repeating pattern.
Draw your new pattern.

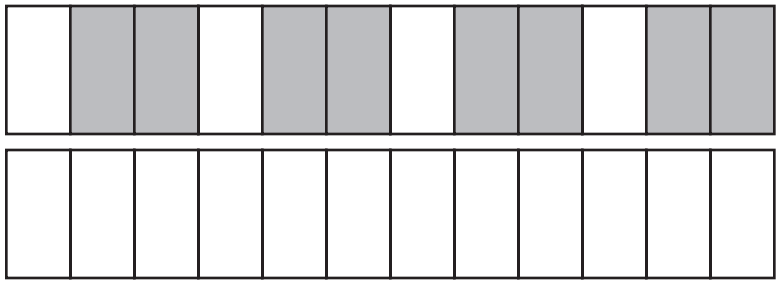
1. 

2. 

3. 

Problem Solving

4. Use the same colors to make a different pattern.
Color your pattern.



Name _____

Lesson 14.6

Algebra: Transfer a Pattern

Use figures to show the same type of pattern unit.
Draw the figures.

1. 

2. 

3. 

Problem Solving

Circle the letters that show the same type of pattern unit.

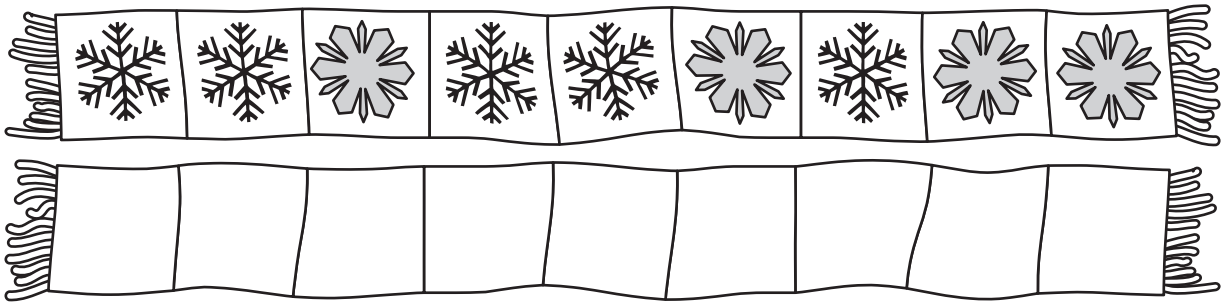
4. 	AB AAB ABB ABC
5. 	AB AAB ABB ABC
6. 1 2 3 1 2 3 1 2 3	AB AAB ABB ABC
7. 	AB AAB ABB ABC

Name _____

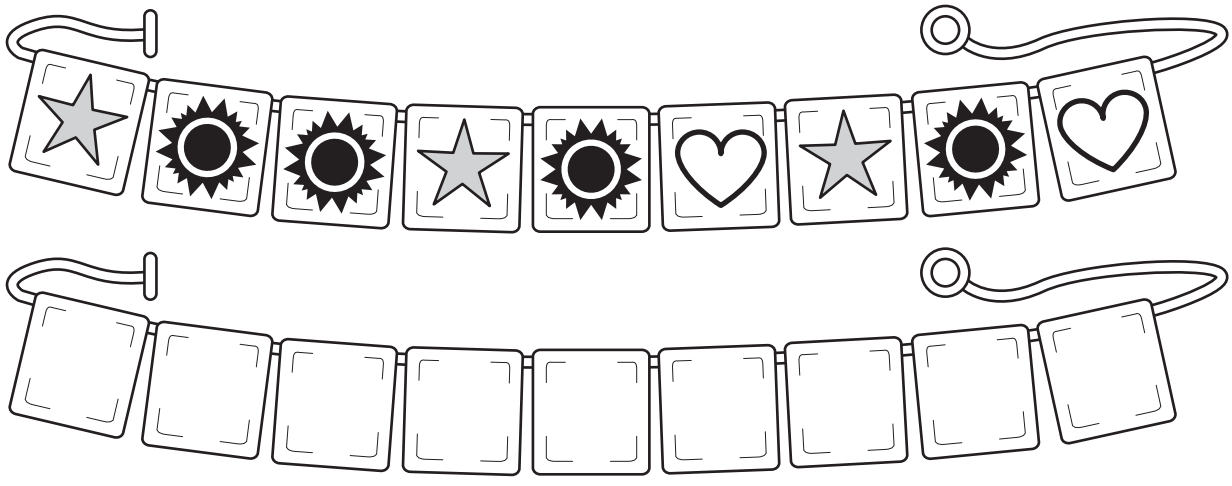
Lesson 14.7

Problem Solving Workshop
Strategy • Find a Pattern

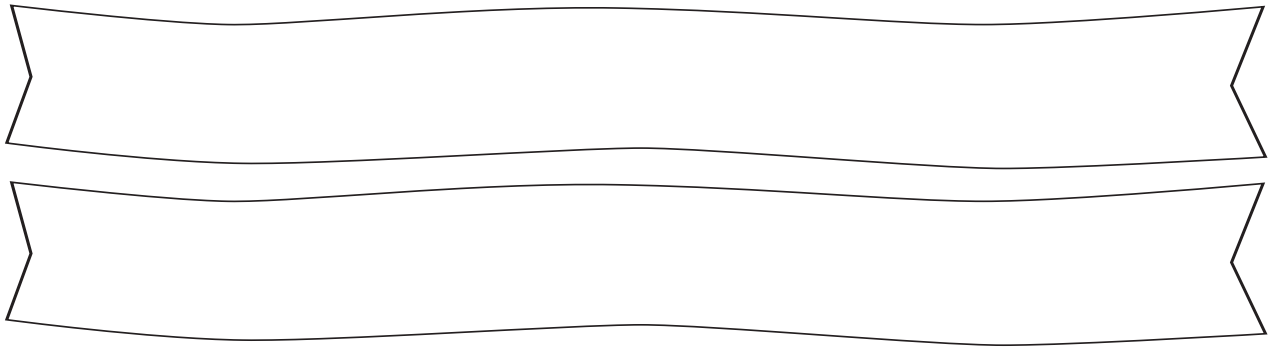
1. Circle the mistake in the pattern. Draw the correct pattern.



2. Circle the mistake in the pattern. Draw the correct pattern.



3. **Try Your Own Problem**
Use △ and ▭ to draw a repeating pattern with a mistake.
Circle the mistake in the pattern. Draw the correct pattern.



Name _____

Lesson 15.1

Position Words

Use the picture to solve. Circle the answer.

1. The  is **inside** the  . Which animal is **inside** the  ?

2. The  is **behind** the  . Which toy is **behind** the  ?

3. Look at the flags. The  is **above**. Which animal is **above** the  ?

4. Look at the flags. The  is **below**. Which animal is **below** the  ?

5. The  is **in front of** the  . Which toy is **in front of** the  ?

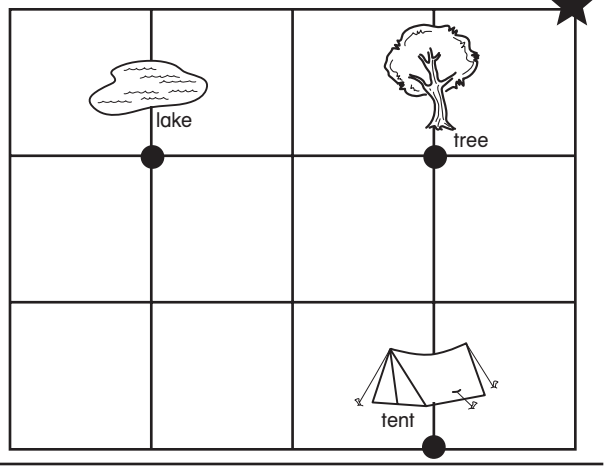
Name _____

Lesson 15.2

Give and Follow Directions

Follow the directions. Draw the path. Write the place.

1. From **Start**, go down 2. Go left 3. Go up 1. Where are you?

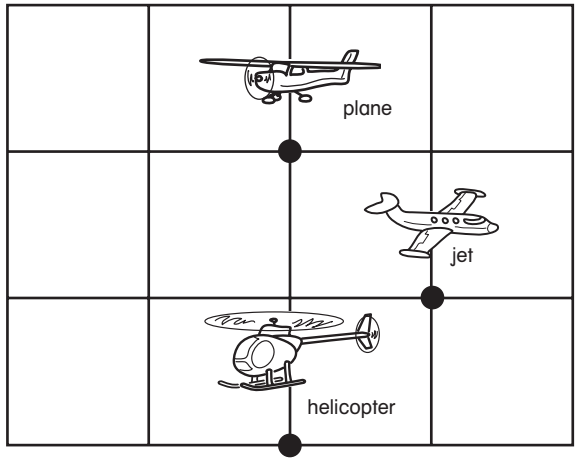


_____

_____

_____

2. From the helicopter, go up 2. Go right 1. Go down 1. Where are you?



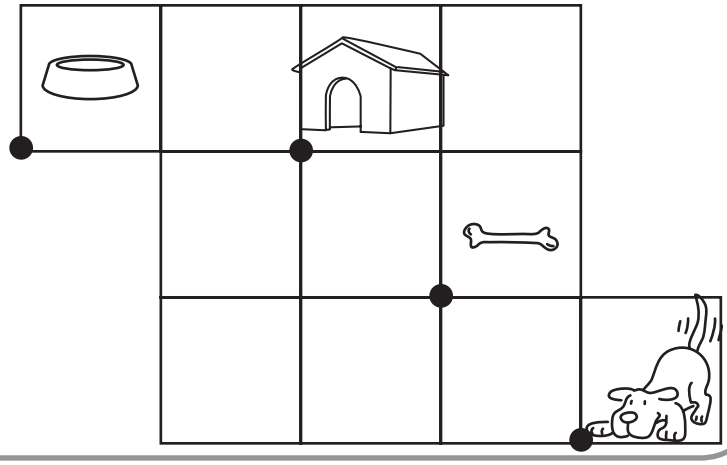
_____

_____

_____

Problem Solving

3. Help the dog find the doghouse. Write **right**, **left**, **up**, or **down**.



Go _____ 1.
Go _____ 2.
Go _____ 1.

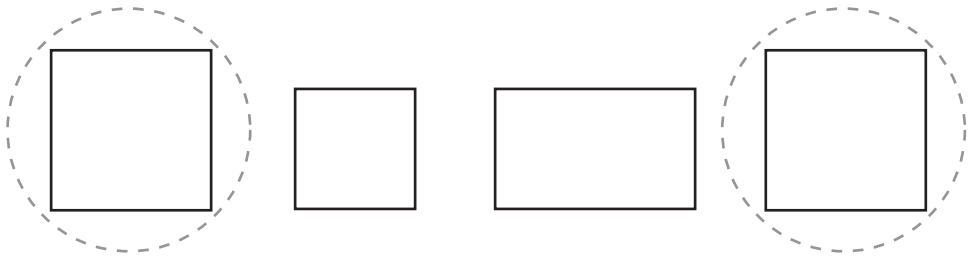
Name_____

Lesson 15.3

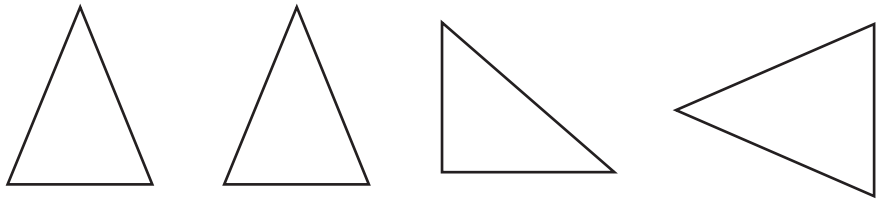
Congruent Figures

Circle the figures that are congruent.

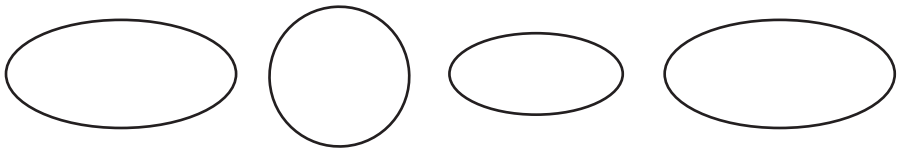
1.



2.

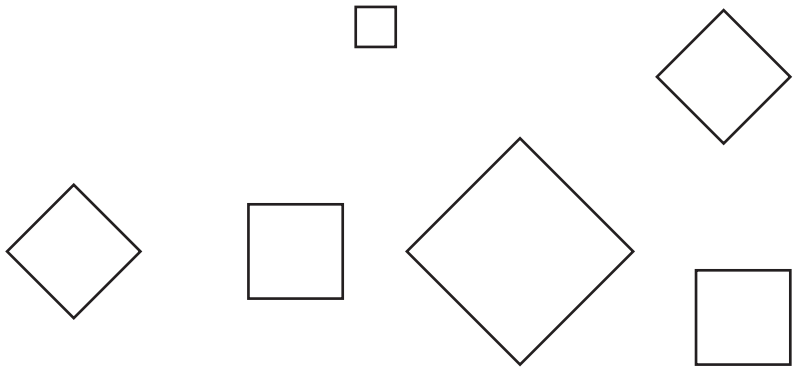


3.



Problem Solving

4. Color the figures that are congruent.

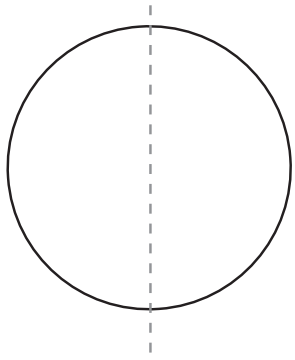


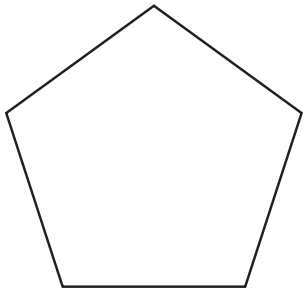
Name _____

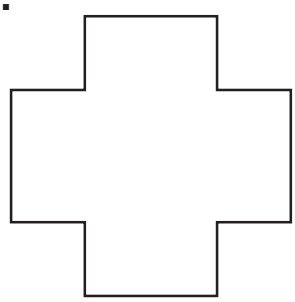
Lesson 15.4

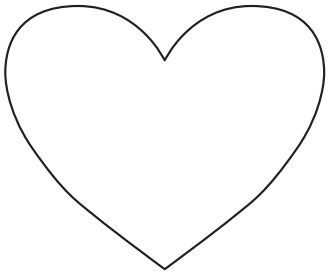
Symmetry

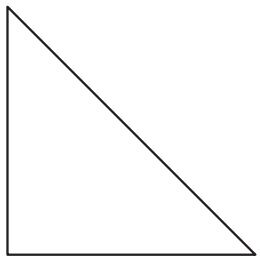
Draw a line of symmetry to make two parts that match.

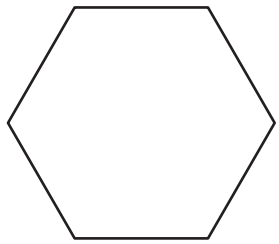
1. 

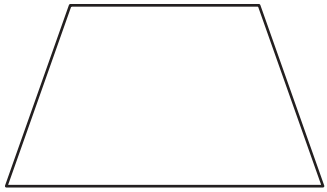
2. 

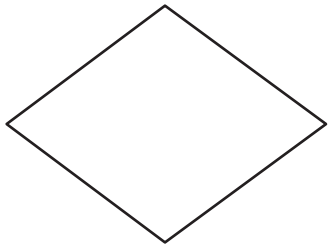
3. 

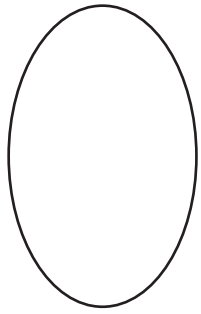
4. 

5. 

6. 

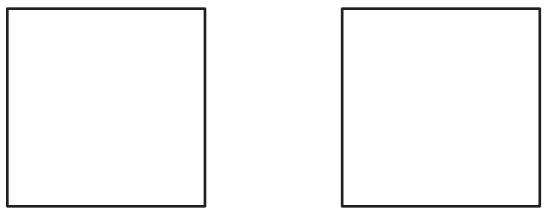
7. 

8. 

9. 

Problem Solving

10. Draw a different line of symmetry on each square.



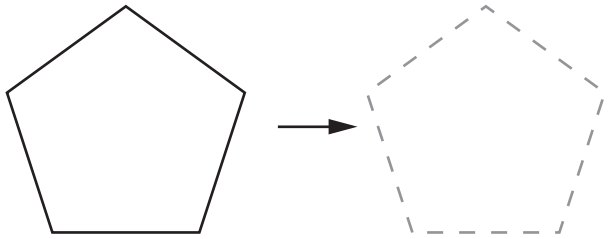
Name _____

Lesson 15.5

Slides, Flips, and Turns

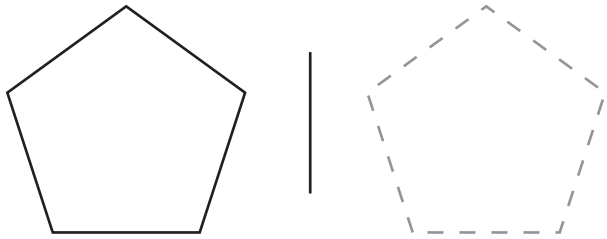
Circle **slide**, **flip**, or **turn** to name the move.

1.



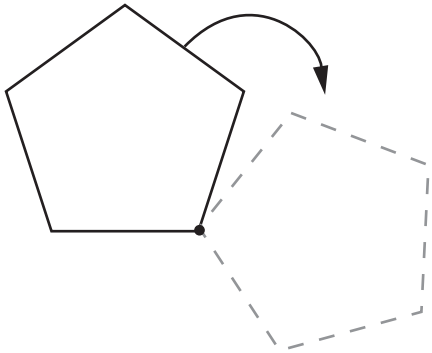
slide flip turn

2.



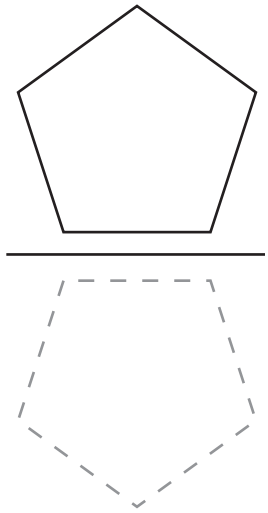
slide flip turn

3.



slide flip turn

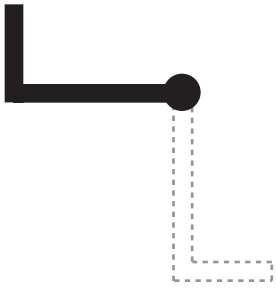
4.



slide flip turn

Problem Solving

5. Circle to show your answer.
Which two moves did Julie use to move the letter L?



slide

flip

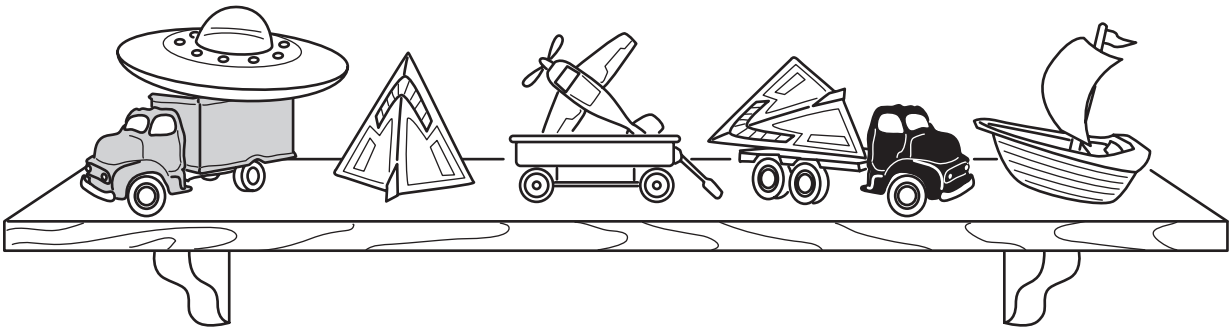
turn

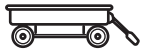
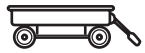
Name _____

Lesson 15.6

Problem Solving Workshop
Strategy • Use Logical Reasoning

Use this picture for Exercises 1–4. Use logical reasoning to solve. Circle to show the answer.

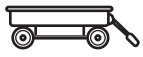


1. I am left of the  . I am above the  . Which toy am I?	 
2. I am right of a  . I am right of the  . Which toy am I?	 
3. I am near a  . I am below the  . Which toy am I?	 

Problem Solving

4. Try Your Own Problem

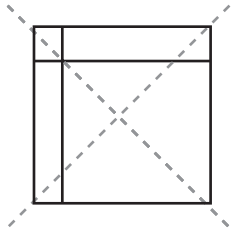
I am _____ the  .

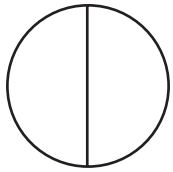
I am _____ the  .

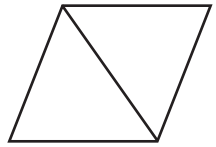
Draw an X on the toy.

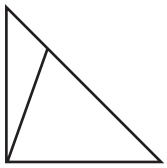
Equal Parts

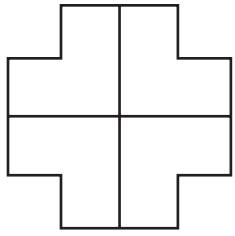
Circle the figures with equal parts.
Cross out the figures with unequal parts.

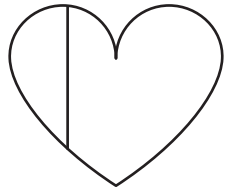
1. 

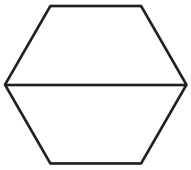
2. 

3. 

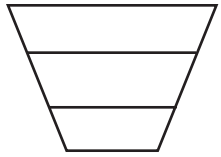
4. 

5. 

6. 

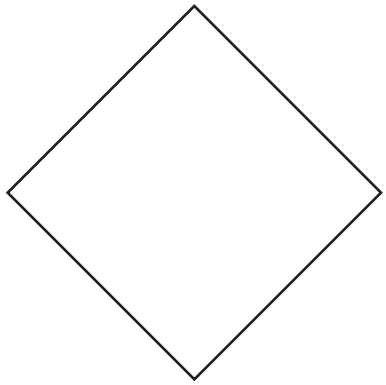
7. 

8. 

9. 

Problem Solving

10. Draw lines to make this square show 4 equal parts.

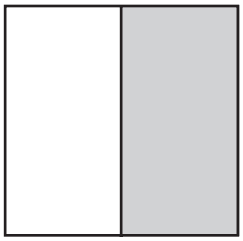


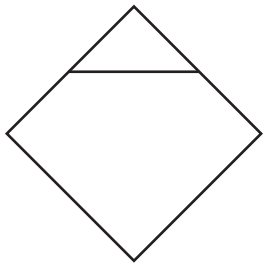
Name _____

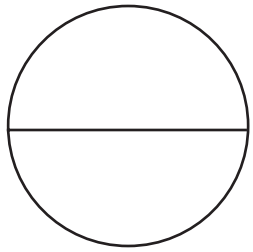
Lesson 16.2

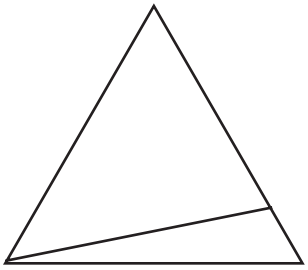
Halves

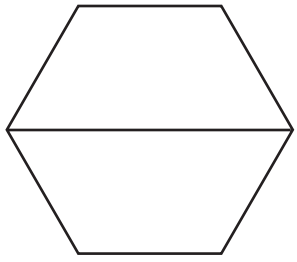
Find the figures that are divided into two equal parts.
Color $\frac{1}{2}$ of each figure.

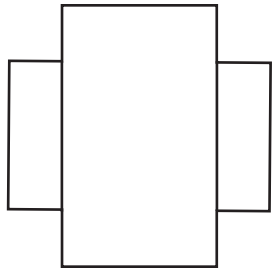
1. 

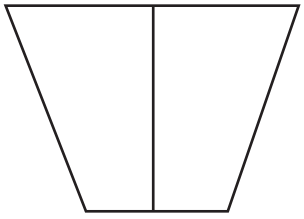
2. 

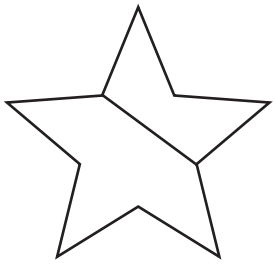
3. 

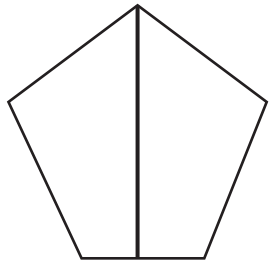
4. 

5. 

6. 

7. 

8. 

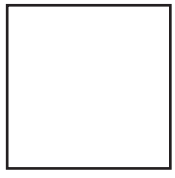
9. 

Problem Solving

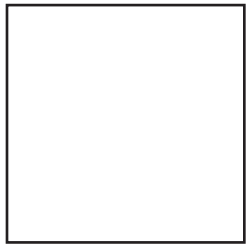
10. Solve.

Lynn colored one half of a small square of paper. Ted colored one half of a big square of paper. Who colored more paper? Circle the name.

Lynn Ted



Lynn's paper



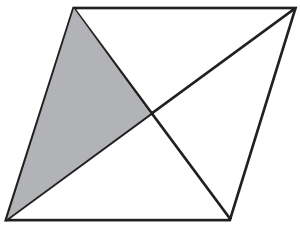
Ted's paper

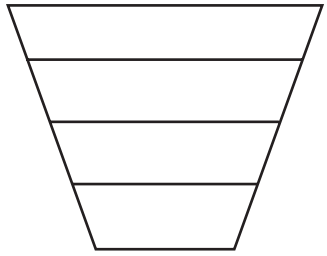
Name _____

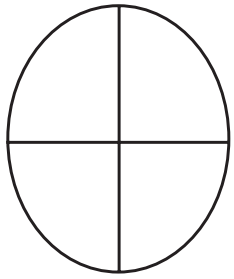
Lesson 16.3

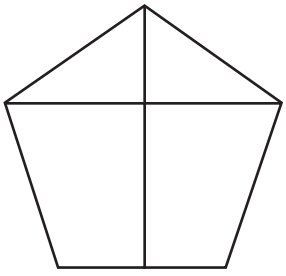
Fourths

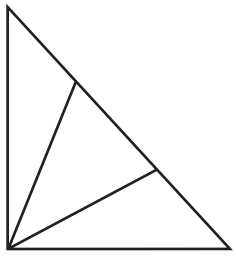
Find the figures that are divided into four equal parts.
Color $\frac{1}{4}$ of each figure.

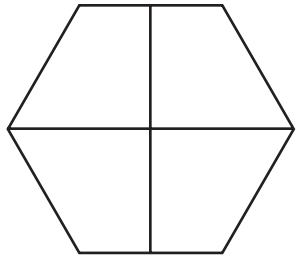
1. 

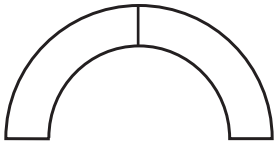
2. 

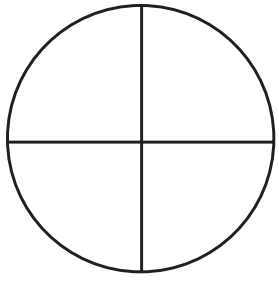
3. 

4. 

5. 

6. 

7. 

8. 

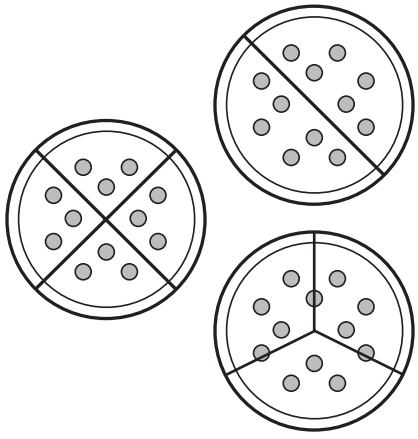
9. 

Problem Solving

10. Solve. Circle to show your answer.

Sally wants to share her pizza with 3 friends.

Choose the pizza that will give Sally and her friends equal shares.

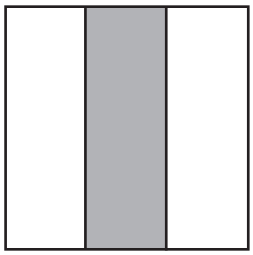


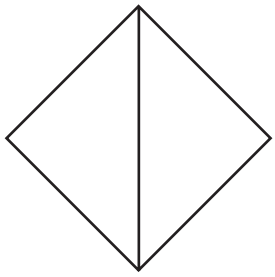
Name _____

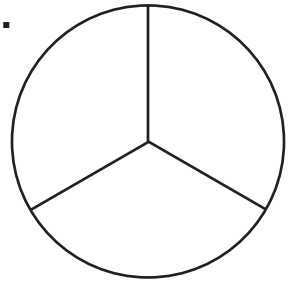
Lesson 16.4

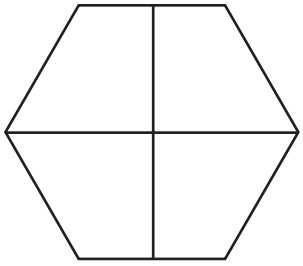
Thirds

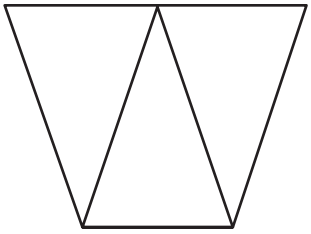
Find the figures that are divided into three equal parts.
Color $\frac{1}{3}$ of each figure.

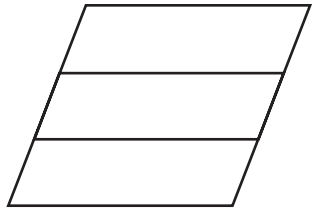
1. 

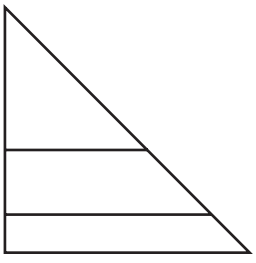
2. 

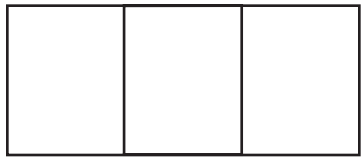
3. 

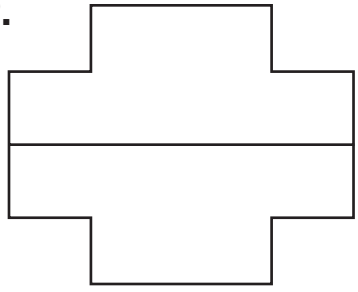
4. 

5. 

6. 

7. 

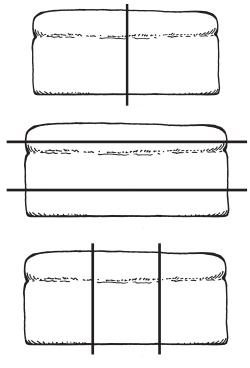
8. 

9. 

Problem Solving

10. Circle to show your answer.

Sue cut a loaf of bread to show equal parts. She cut the loaf into thirds. Which loaf did Sue cut?



Name _____

Lesson 16.5

Parts of a Group

1 out of the 3  is gray. 

Use 

. Color to show each fraction. Complete the sentence.

1. $\frac{1}{3}$

___ out of the ___  is red.

2. $\frac{1}{2}$ 

___ out of the ___  is red.

3. $\frac{1}{2}$ 

___ out of the ___  is red.

4. $\frac{1}{4}$ 

___ out of the ___  is red.

Problem Solving

5. Complete the sentence.
Circle the fraction that names the black part.

___ out of the ___ cars is black.

$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$ 

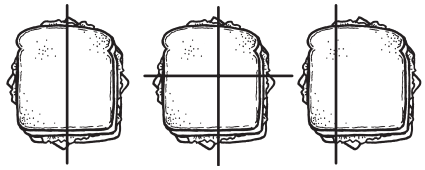
Name _____

Lesson 16.6

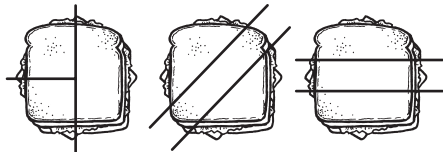
Problem Solving Workshop
Strategy • Use Logical Reasoning

Cross out the 2 that do not match the clues. Circle the answer.

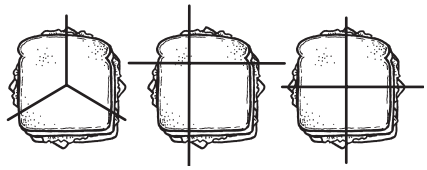
1. Rob and Mel share a ▢.
Each gets an equal share.
How would you cut the ▢?



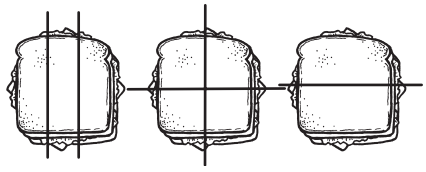
2. Ty, Jen, and Matt share a ▢.
Each gets an equal share.
How would you cut the ▢?



3. 4 friends share a ▢.
Each gets an equal share.
How would you cut the ▢?

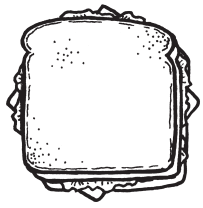


4. Ray and 2 friends share a ▢.
Each gets an equal share.
How would you cut the ▢?



5. **Try Your Own Problem**

____ friends share a ▢.
Each gets an equal share.
Draw to show how to cut the ▢.



Name _____

Lesson 17.1

Doubles and Near Doubles

Circle the doubles fact. Write the three sums.
Use  if you need to.

1. $\begin{array}{r} 0 \\ +\ 0 \\ \hline \end{array}$ $\begin{array}{r} 1 \\ +\ 0 \\ \hline \end{array}$ $\begin{array}{r} 0 \\ +\ 1 \\ \hline \end{array}$

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

3. $\begin{array}{r} 6 \\ +\ 7 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ +\ 6 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ +\ 6 \\ \hline \end{array}$

4. $\begin{array}{r} 3 \\ +\ 3 \\ \hline \end{array}$ $\begin{array}{r} 4 \\ +\ 3 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ +\ 4 \\ \hline \end{array}$

5. $\begin{array}{r} 8 \\ +\ 8 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ +\ 8 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ +\ 9 \\ \hline \end{array}$

6. $\begin{array}{r} 9 \\ +\ 10 \\ \hline \end{array}$ $\begin{array}{r} 10 \\ +\ 9 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ +\ 9 \\ \hline \end{array}$

Problem Solving

Solve. Use  if you need to.

7. A teacher reads to 6 children one day. She reads to double that many the next day.

   How many children does she read to the next day?

   _____ children

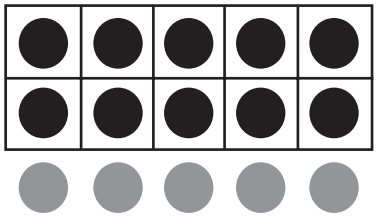
Name _____

Lesson 17.2

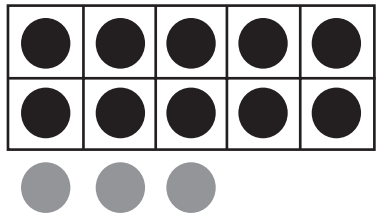
Add 10 and More

Write the sum.

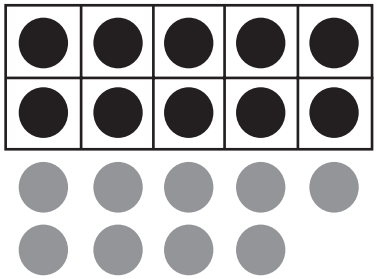
1. $10 + 5 = 15$



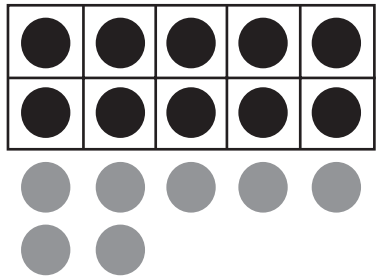
2. $10 + 3 =$



3. $10 + 9 =$



4. $10 + 7 =$



5. $10 + 2 =$

6. $0 + 10 =$

7. $10 + 4 =$

8. $1 + 10 =$

9. $10 + 8 =$

10. $6 + 10 =$

Problem Solving

11. Write the missing number.
Draw a picture to check.

$$10 + \square = 16$$

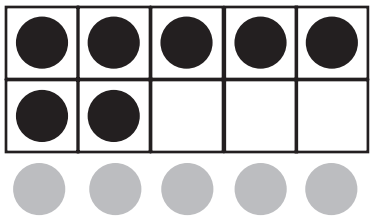
Name _____

Lesson 17.3

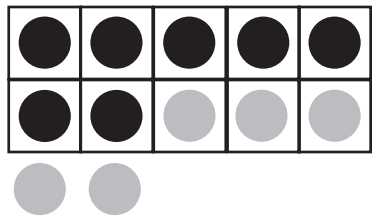
Make a 10 to Add

Use ● and Workmat 7. Show both addends
Add. Then make a ten and add.

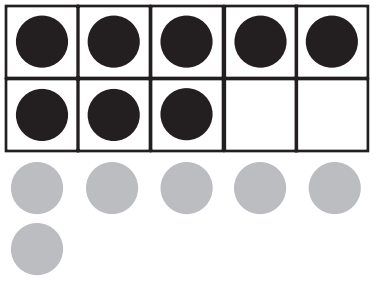
1. $\begin{array}{r} 7 \\ +\ 5 \\ \hline 12 \end{array}$



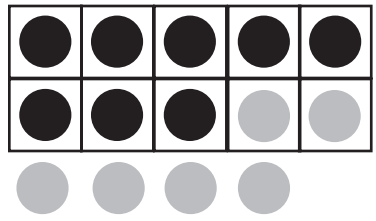
$\begin{array}{r} 10 \\ +\ 2 \\ \hline \end{array}$



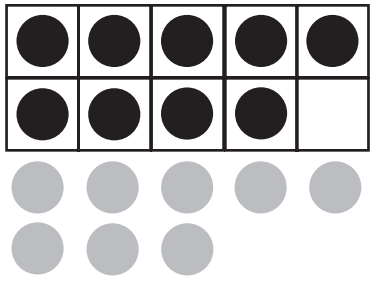
2. $\begin{array}{r} 8 \\ +\ 6 \\ \hline \end{array}$



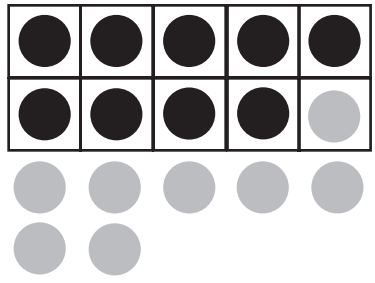
$\begin{array}{r} 10 \\ +\ 4 \\ \hline \end{array}$



3. $\begin{array}{r} 8 \\ +\ 9 \\ \hline \end{array}$



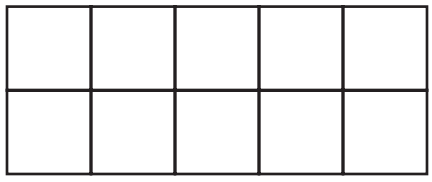
$\begin{array}{r} 10 \\ +\ 7 \\ \hline \end{array}$



Problem Solving

4. Solve. Draw a picture to check.

8 fire fighters are at the station.
7 more fire fighters join them.
How many fire fighters are there in all?



_____ fire fighters

Name _____

Lesson 17.4

Algebra: Add 3 Numbers

Circle the two addends that you add first.
Write the sum.

1. (9) (1) + 2 = 12	2. 5 + 5 + 5 =	3. 2 + 4 + 4 =	4. 2 + 8 + 1 =	5. 5 + 5 + 2 =
6. 6 + 3 + 3 =	7. 4 + 6 + 4 =	8. 7 + 2 + 3 =	9. 3 + 7 + 1 =	10. 0 + 10 + 0 =
11. 2 + 8 + 2 =	12. 2 + 7 + 2 =	13. 7 + 3 + 2 =	14. 8 + 2 + 2 =	15. 1 + 9 + 1 =

Problem Solving

16. Solve. Show your work.

Lu gets 7 toys from a toy box,
3 toys from a friend,
and 3 toys from his sister.
How many toys does he have in all?

_____ toys

Name _____

Lesson 17.5

Practice Sums to 20

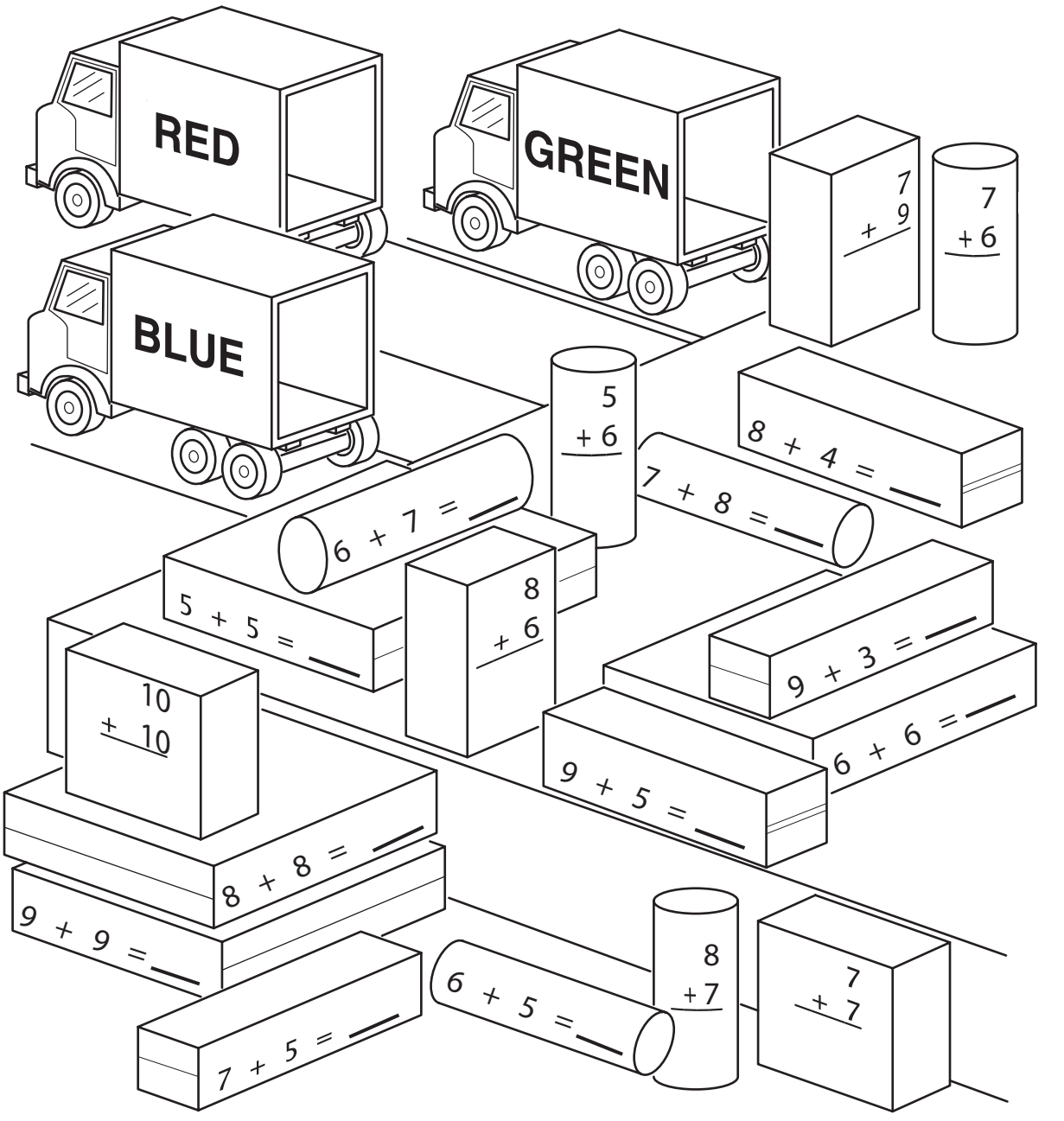
Add.
Use the key to color.

Key

Doubles Blue

Near Doubles Red

Make a Ten Green



Practice

Name _____

Lesson 17.6

Problem Solving Workshop
Strategy • Write a Number Sentence

Write a number sentence to solve.

1. A nurse feeds 6 babies. Then she feeds 7 more babies. How many babies does she feed altogether?

6 + 7 = 13

13 babies

2. 9 people work at the gym. 3 other people work there. How many people work at the gym?

_____ ◯ _____ ◯ _____

_____ people

3. Sam changes 8 tires. Then he changes 8 more tires. How many tires does Sam change in all?

_____ ◯ _____ ◯ _____

_____ tires

4. 9 doctors are in the hospital. 9 more doctors join them. How many doctors are in the hospital altogether?

_____ ◯ _____ ◯ _____

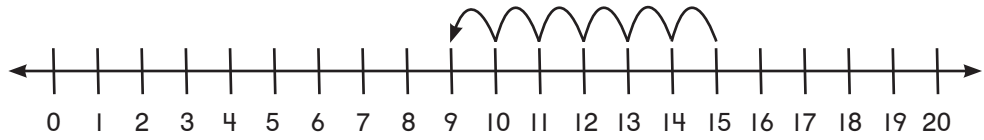
_____ doctors

Name _____

Lesson 18.1

Use a Number Line to Subtract

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



Use the number line to subtract.
Write the difference.

1. $\begin{array}{r} 12 \\ -\ 5 \\ \hline \end{array}$	2. $\begin{array}{r} 14 \\ -\ 7 \\ \hline \end{array}$	3. $\begin{array}{r} 13 \\ -\ 6 \\ \hline \end{array}$	4. $\begin{array}{r} 15 \\ -\ 9 \\ \hline \end{array}$	5. $\begin{array}{r} 16 \\ -\ 7 \\ \hline \end{array}$
6. $\begin{array}{r} 14 \\ -\ 9 \\ \hline \end{array}$	7. $\begin{array}{r} 13 \\ -\ 8 \\ \hline \end{array}$	8. $\begin{array}{r} 15 \\ -\ 7 \\ \hline \end{array}$	9. $\begin{array}{r} 16 \\ -\ 8 \\ \hline \end{array}$	10. $\begin{array}{r} 17 \\ -\ 9 \\ \hline \end{array}$
11. $\begin{array}{r} 11 \\ -\ 9 \\ \hline \end{array}$	12. $\begin{array}{r} 12 \\ -\ 7 \\ \hline \end{array}$	13. $\begin{array}{r} 16 \\ -\ 9 \\ \hline \end{array}$	14. $\begin{array}{r} 14 \\ -\ 5 \\ \hline \end{array}$	15. $\begin{array}{r} 15 \\ -\ 8 \\ \hline \end{array}$

Problem Solving

16. Draw jumps on the number line to show the number sentence.

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

Name _____

Lesson 18.2

Subtract to Compare

Draw lines to match. Subtract to compare.
Write the difference.

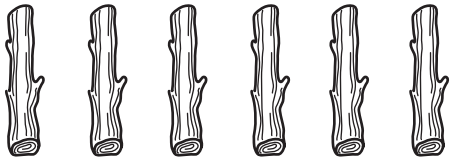
1. How many more pine cones are there than flowers?

$$\begin{array}{r} 12 \\ -\ 8 \\ \hline \end{array}$$

____ more pine cones

---

2. How many fewer logs are there than bugs?



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

____ fewer logs

Problem Solving

Write a number sentence to solve.

3. There are 16 blue birds.
There are 7 red birds.
How many more blue birds
are there than red birds?

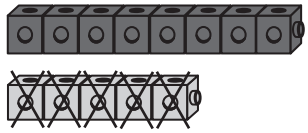
____ ◯ ____ ◯ ____

____ more blue birds

Name _____ Lesson 18.3

Think Addition to Subtract

$8 + 5 = 13$ 

$13 - 5 = 8$ 

Add. Then subtract.

1. $9 + 6$ $15 - 6$	2. $8 + 3$ $11 - 3$	3. $7 + 6$ $13 - 6$
4. $8 + 8$ $16 - 8$	5. $9 + 5$ $14 - 5$	6. $9 + 8$ $17 - 8$
7. $5 + 5$ $10 - 5$	8. $7 + 5$ $12 - 5$	9. $9 + 9$ $18 - 9$

Problem Solving

Write the missing numbers.

10. $5 + \square = 13$ $\square - 8 = 5$

11. $\square + 8 = 15$ $15 - \square = 7$

Name _____

Lesson 18.4

Practice Differences from 20

Subtract.
Use the key to color.

Key
Difference = 3, 4, or 5 — Red
Difference = 6 or 7 — Blue
Difference = 8 or 9 — Green

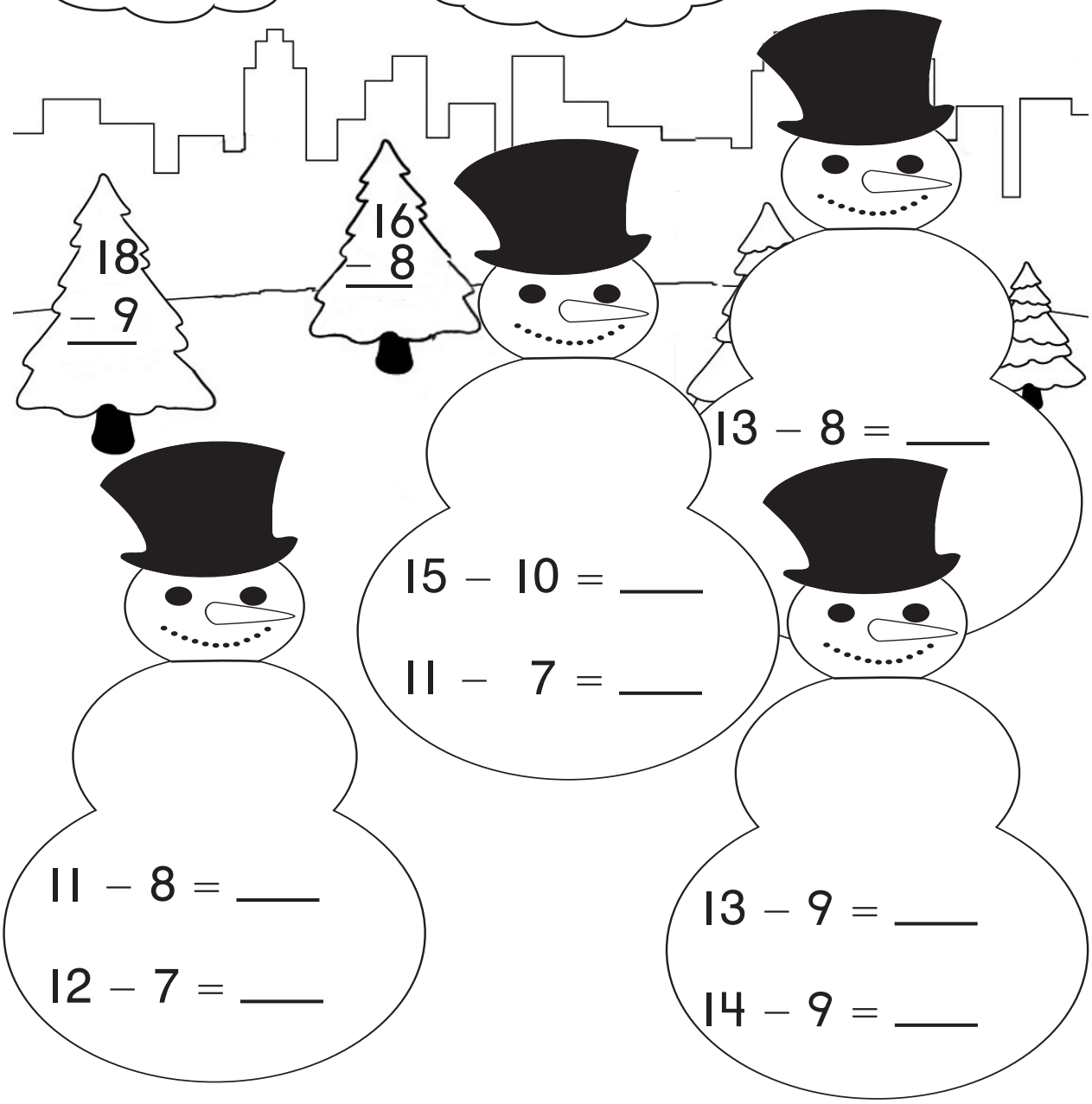
13 − 7 = ____

12 − 5 = ____

15 − 9 = ____

11 − 5 = ____

14 − 7 = ____



Name _____ Lesson 18.5

Problem Solving Workshop
Skill • Choose a Method

Circle **mental math, calculator,** or **counters.**
Solve. Write the answer.

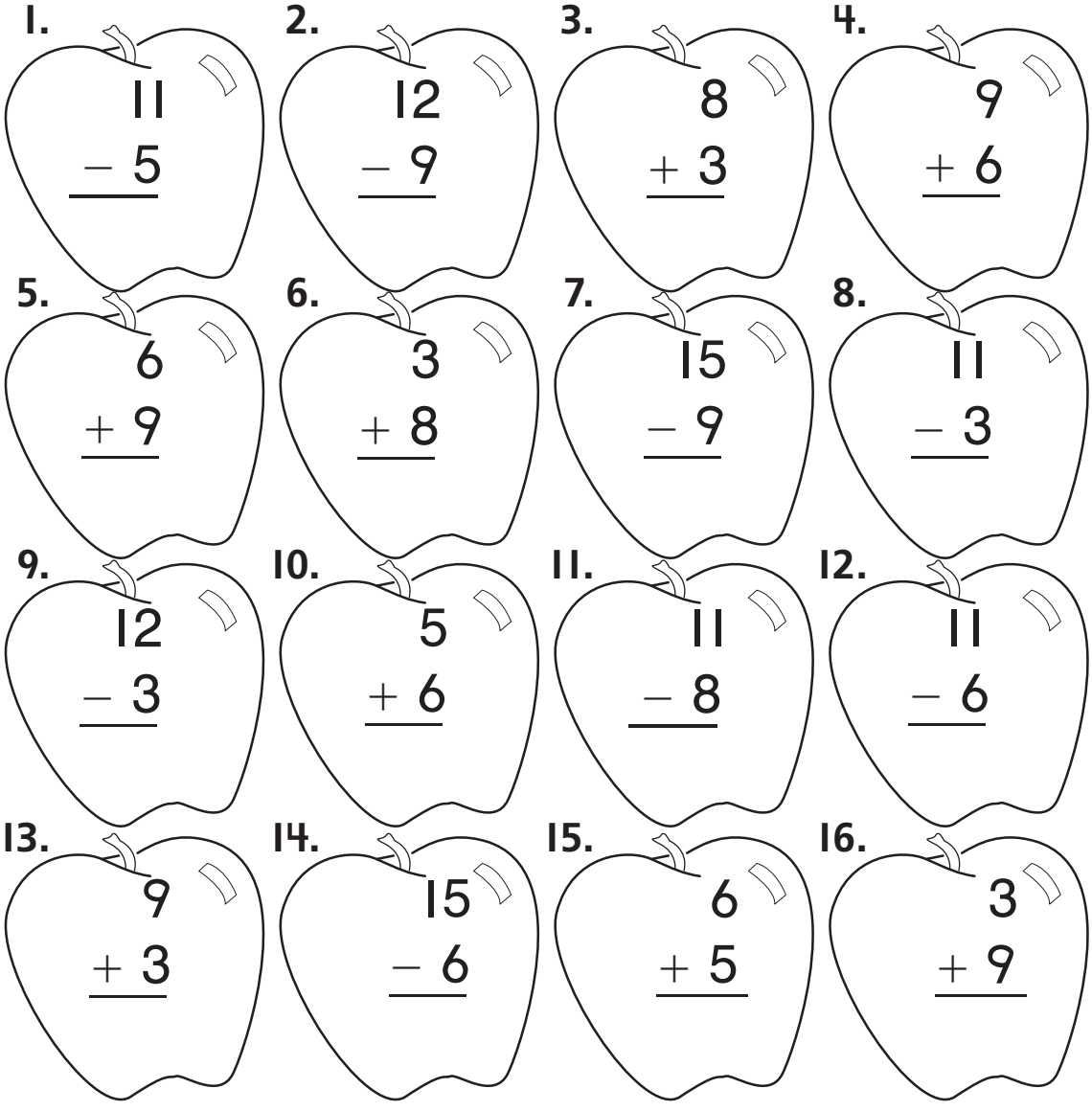
1. There are 10 frogs on a log. 5 more join them. How many frogs are on the log now? 15 frogs	mental math calculator counters
2. Les saw 5 butterflies, 4 bees, 2 ladybugs, and 6 beetles in the park. How many bugs did Les see in all? _____ bugs	mental math calculator counters
3. There are 17 short and tall trees. 9 trees are tall. How many trees are short? _____ trees	mental math calculator counters
4. 12 children are playing. 5 children go home. How many children are left? _____ children	mental math calculator counters

Name _____

Lesson 19.1

Fact Families to 20

Write each sum or difference. Color all the facts in the same fact family to match.



Problem Solving

17. Circle three numbers that make a fact family.
Write the number sentences.

7 13 14 6 9

_____ + _____ = _____ | _____ − _____ = _____

_____ + _____ = _____ | _____ − _____ = _____

Name _____

Lesson 19.2

Algebra: Missing Numbers

Write the missing numbers.
Use  and  if you need to.

1. $9 + \boxed{7} = 16$; $16 - 9 = \boxed{7}$

2. $8 + \boxed{} = 14$; $14 - 8 = \boxed{}$

3. $9 + \boxed{} = 17$; $17 - 9 = \boxed{}$

4. $3 + \boxed{} = 11$; $11 - 3 = \boxed{}$

5. $4 + \boxed{} = 13$; $13 - 4 = \boxed{}$

6. $7 + \boxed{} = 12$; $12 - 7 = \boxed{}$

7. $8 + \boxed{} = 13$; $13 - 8 = \boxed{}$

8. $7 + \boxed{} = 16$; $16 - 7 = \boxed{}$

9. $8 + \boxed{} = 15$; $15 - 8 = \boxed{}$

Problem Solving

Solve. Use  and  if you need to.

10. Jess has 9 sandwiches.
She needs 14 sandwiches
for her party.
How many more sandwiches
does she need?

____ sandwiches

Name _____ Lesson 19.3

Algebra: Ways to Make Numbers to 20

Use  .

Circle all the ways to make the number at the top.

1.

15
10 + 5
18 − 9
7 + 6
6 + 9
5 + 5 + 5

2.

8
15 − 7
9 + 6
12 − 4
18 − 9
2 + 4 + 2

3.

6
3 + 3
8 − 1
1 + 3 + 1
14 − 8
17 − 9

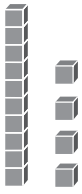
4.

19
1 + 9
19 − 0
9 + 5 + 5
20 − 1
1 + 1 + 8

Problem Solving

5. Circle the ways that show 14.

fourteen



10 − 6

Name _____

Lesson 19.4

Algebra: Follow the Rule

Follow a rule to complete each table.

1.

Subtract 5	
10	5
12	7
13	8

2.

Add 7	
9	
8	
5	

3.

Add 4	
7	
6	
8	

4.

Subtract 8	
14	
15	
16	

5.

Add 2	
3	
8	
9	

6.

Subtract 6	
11	
10	
7	

Problem Solving

Solve. Write your answers in the table.

7. Kim is 15 years old.
Tom is 13 years old.
Rob is 12 years old.

How old was each child 6 years ago?

	?	
Kim	15	
Tom	13	
Rob	12	

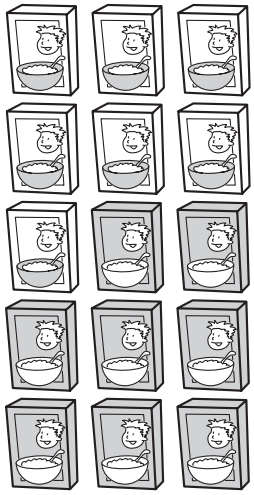
Name _____

Lesson 19.5

Create Addition and Subtraction Problems

Use the picture to write the numbers.
Write the number sentences.

1.



7 white boxes

8 gray boxes

How many boxes are there?

7 ⊕ 8 ⊜ 15

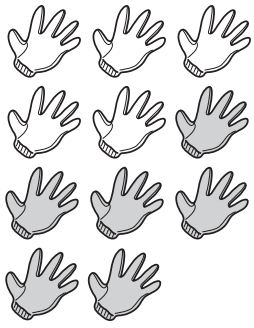
____ boxes in all

____ gray boxes

How many boxes are white?

____ ◯ ____ ◯ ____

2.



____ light gloves

____ dark gloves

How many gloves are there?

____ ◯ ____ ◯ ____

____ gloves in all

____ dark gloves

How many gloves are light?

____ ◯ ____ ◯ ____

Problem Solving

3. Write your own numbers for the bikes.
Write the number sentences.

____ red bikes

____ blue bikes

How many bikes are there?

____ ◯ ____ ◯ ____

____ bikes in all

____ blue bikes

How many bikes are red?

____ ◯ ____ ◯ ____

Name _____

Lesson 19.6

Problem Solving Workshop
Skill • Choose the Operation

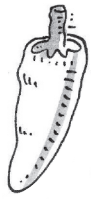
Write the number sentence.

1. Lu has 14 pumpkins.
He gives 9 away.
How many are there now?

5 pumpkins

14 − 9 = 5

2. Mark picks 9 peppers.
He picks 6 more.
How many does he pick in all?



____ peppers

___ ◯ ___ ◯ ___

3. The market has 17 limes.
Lee buys 8 of them.
How many limes are left?

____ limes

___ ◯ ___ ◯ ___

4. Josh buys 12 apples.
He eats 5 of them.
How many apples are left?

____ apples

___ ◯ ___ ◯ ___

5. Al washes 7 tomatoes.
He washes 7 more. How many tomatoes does he wash in all?

____ tomatoes

___ ◯ ___ ◯ ___

Name _____

Lesson 20.1

Pennies and Nickels

Count by ones or fives. Write the total value.

1. 

1 ¢, 2 ¢, 3 ¢, 4 ¢ 4¢

2. 

_____ ¢, _____ ¢, _____ ¢, _____ ¢, _____ ¢ _____

3. 

_____ ¢, _____ ¢, _____ ¢ _____

4. 

_____ ¢, _____ ¢, _____ ¢, _____ ¢, _____ ¢ _____

Problem Solving

5. Count the value of the nickels. Write how many pennies have the same value.

_____ pennies

Name _____

Lesson 20.2

Pennies and Dimes

Count by ones or tens. Write the total value.

1. 

1 ¢, 2 ¢, 3 ¢ 3¢

2. 

____ ¢, ____ ¢, ____ ¢, ____ ¢ ____

3. 

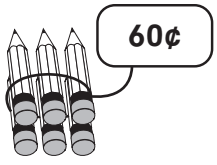
____ ¢, ____ ¢, ____ ¢ ____

4. 

____ ¢, ____ ¢, ____ ¢, ____ ¢, ____ ¢ ____

Problem Solving

5. Use  . Draw and label the dimes you use to pay.



Practice

Name _____

Lesson 20.3

Count Collections

Count. Write the total value.

1.  24¢

2.  _____

3.  _____

4.  _____

5.  _____

6.  _____

Problem Solving

7. Draw and label the coins.

Peg has pennies, nickels, and dimes. The value is 28¢. There is 1 more dime than there are nickels. What coins does Peg have?

Name _____

Lesson 20.4

Quarters

Use coins and Workmat 4.
Show different ways to make 50¢.
Write how many of each coin you need.

				
1.				
2.				
3.				
4.				
5.				

Problem Solving

6. Owen buys a toy ball for 25¢.
Draw two ways that show the coins he can use.
Label each coin.

Practice

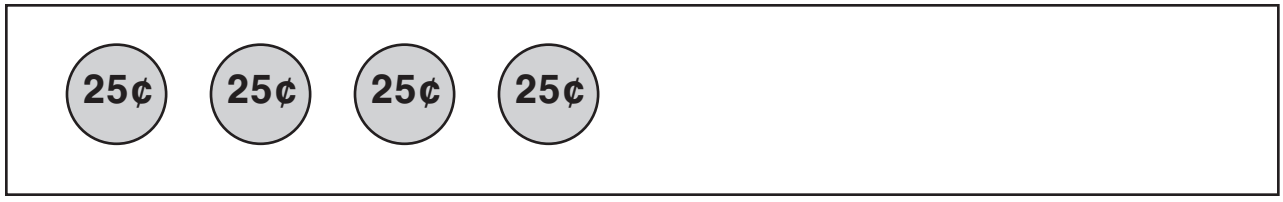
Name _____

Lesson 20.5

Dollar

Use coins. Show ways to make 1 dollar.
Draw and label the coins.

1. Use quarters.



1 dollar

2. Use quarters and dimes.

1 dollar

3. Use dimes and nickels.

1 dollar

Problem Solving

4. Solve.

Jane has $1.00 in quarters and nickels.
2 coins are quarters.
The rest are nickels.
How many coins are nickels?

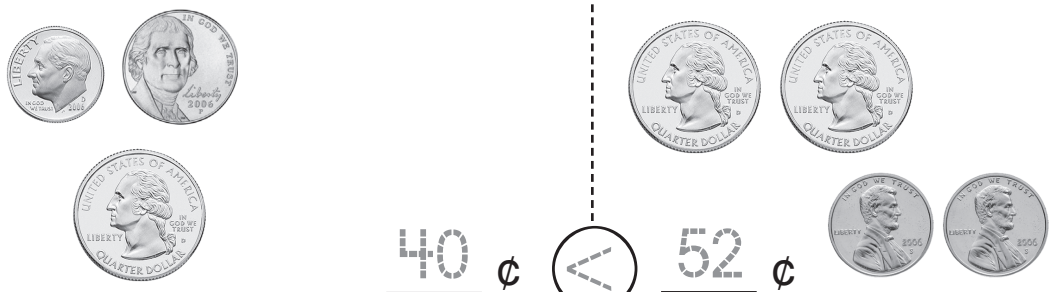
____ nickels

Name _____

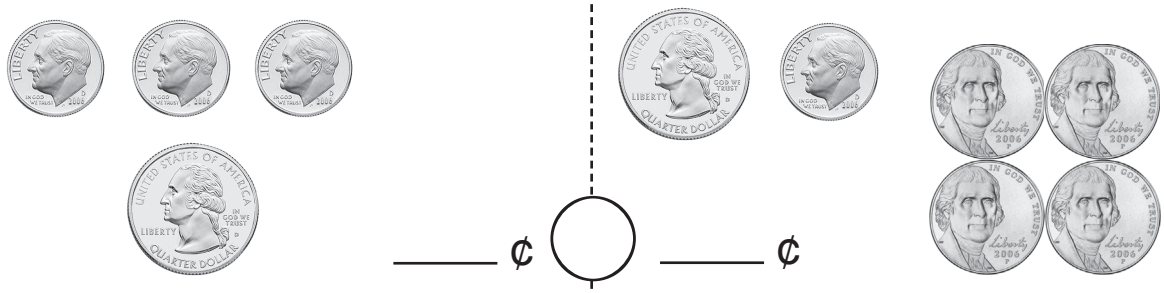
Lesson 20.6

Compare Amounts

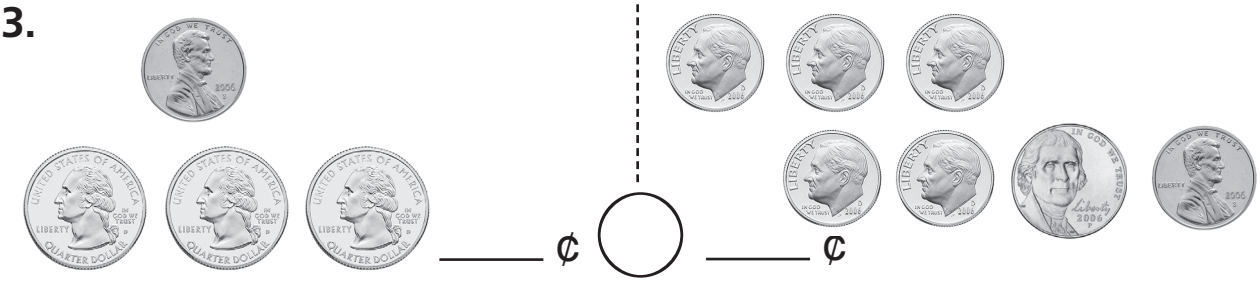
Write the total value.
Compare the amounts. Write <, >, or =.

1. 

40 ¢ < 52 ¢

2. 

____ ¢ ◯ ____ ¢

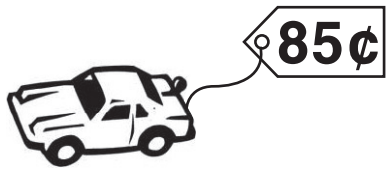
3. 

____ ¢ ◯ ____ ¢

Problem Solving

4. Solve.

Pete wants to buy this car. He has these coins. How much more money does he need?



____ ¢

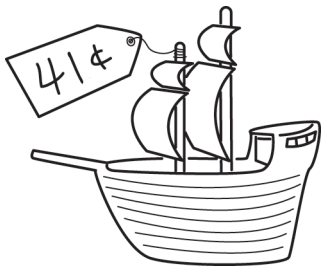
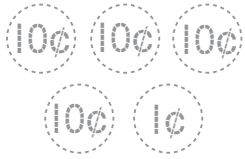
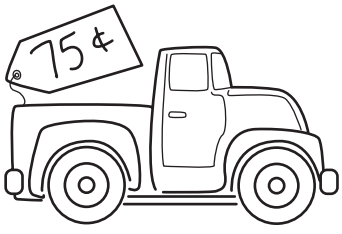
Practice

Name _____

Lesson 20.7

Make Equal Amounts

Use money.
Show the amount two ways.
Draw and label the money.

1. 		
2. 		
3. 		

Problem Solving

4. Draw and label coins to show the answer.
Write the number.

Dee wants to buy a doll.
It costs 80¢.
What is the fewest number of coins she can use to make 80¢? _____ coins

Name _____

Lesson 20.8

Problem Solving Workshop Strategy • Act It Out

Act it out. Draw and label coins to solve.

1. Chad buys a balloon for 47¢. He uses 4  , 1  , and 2  . Show the same amount in a different way.

2. Kelly buys a toy dog for 66¢. She uses 4  , 4  , and 6  . Show the same amount in a different way.

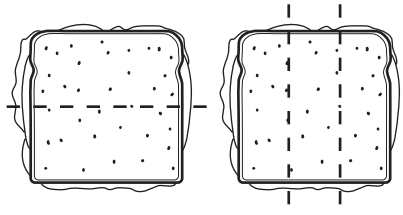
Mixed Strategy Practice

Choose a way to solve each problem.

Choose a Strategy

- Draw a Picture
- Use Logical Reasoning
- Write a Number Sentence

3. 2 friends share a  . Each gets an equal share. How would you cut the  ? Circle your answer.



4. Lynn counts the toys on the shelf. There are 5 bears, 3 bunnies, and 2 tigers. How many toys are there?

____ toys

Name _____

Lesson 21.1

Time to the Hour

Use a  to show each time. Write the time.

1. 

2. 

3. 

4. 

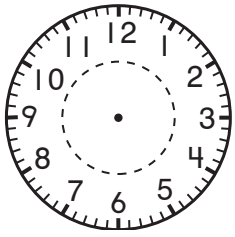
5. 

6. 

Problem Solving

7. Solve.

Jim and Ken go to the library at 12 o'clock. Show this time on each clock.



Jim

Ken

Name _____

Lesson 21.2

Time to the Half Hour

Use a  to show each time. Write the time.

1. 

2. 

3. 

4. 

5. 

6. 

Problem Solving

Continue the pattern.
Write the times that are missing.

7. 4:30, 5:30, 6:30, _____, _____, _____

8. 1:00, 1:30, _____, 2:30, _____, _____

9. _____, 10:30, 11:00, _____, 12:00, _____

Name _____

Lesson 21.3

Time to the Hour and Half Hour

Read the time. Draw the hour hand and the minute hand to show the time.

1. 

2. 

3. 

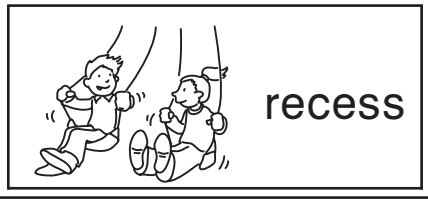
4. 

5. 

6. 

Problem Solving

Estimate. Circle **half hour** or **hour**.

7. 

half hour hour

8. 

half hour hour

Name _____

Lesson 21.4

Use a Calendar

Use the calendar to answer the questions.

September						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		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			

1. Circle the first day of the month.
2. Put an X on the tenth day of the month.
3. Color the day just before September 27.
4. How many Mondays are in the month? _____ Mondays
5. What day of the week is September 18? _____

Problem Solving

6. Circle the best estimate for the activity.

clean my room

about one day

about one week

Name _____

Lesson 21.5

Order Events

1. Draw a picture for each.

In the afternoon yesterday	In the evening today	In the morning tomorrow

Problem Solving

Write **day** or **night.**

2. 

_____

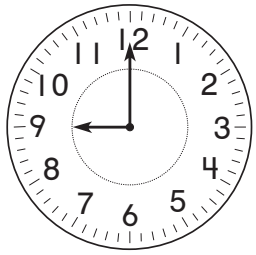
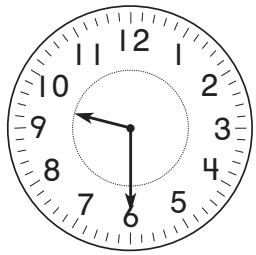
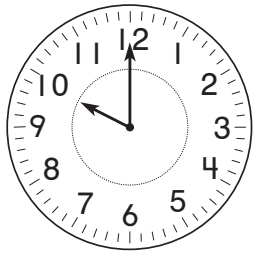
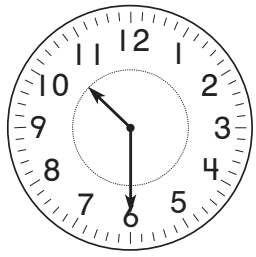
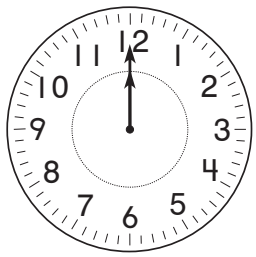
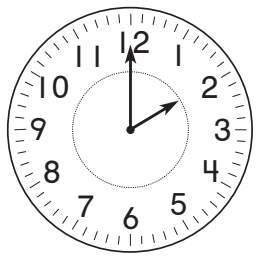
3. 

_____

Name _____

Lesson 21.6

Problem Solving Workshop
Skill • Use Data from a Table

Saturday Fun		
Event	**Start**	**End**
breakfast		
library		
movie		

Use a  and the table to answer the questions.

1. Which event starts at 12:00? movie

2. Which event is just before the movie? _____

3. Which event lasts the shortest time? _____

4. How long is the longest event? _____ hours _____ minutes

Name _____

Lesson 22.1

Compare Length

Order 3 strings from **shortest** to **longest**. Draw them.

1. **shortest**

2.

3. **longest**

Order 3 strings from **longest** to **shortest**. Draw them.

4. **longest**

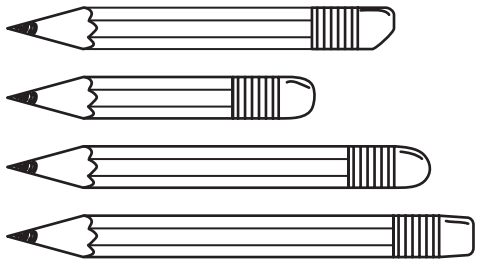
5.

6. **shortest**

Problem Solving

7. Use the picture to solve.

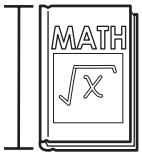
Circle the shortest pencil.
Draw an X on the longest pencil.



Name _____ Lesson 22.2

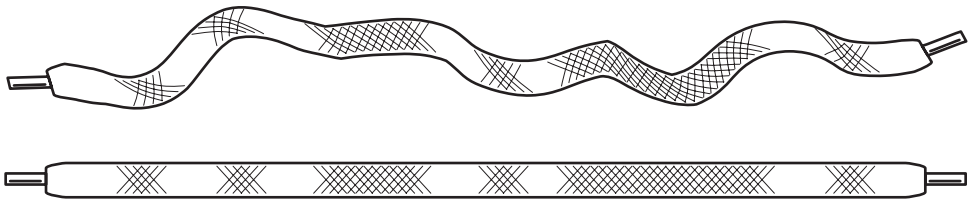
Use Nonstandard Units

Use real objects and tiles. Estimate. Then measure.

	Object	Estimate	Measurement
1.		about _____ tiles	about _____ tiles
2.		about _____ tiles	about _____ tiles
3.		about _____ tiles	about _____ tiles
4.		about _____ tiles	about _____ tiles

Problem Solving

5. Circle the shorter shoelace.

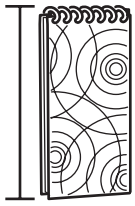
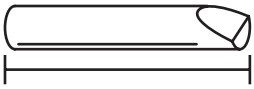
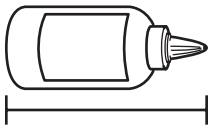


Name _____

Lesson 22.3

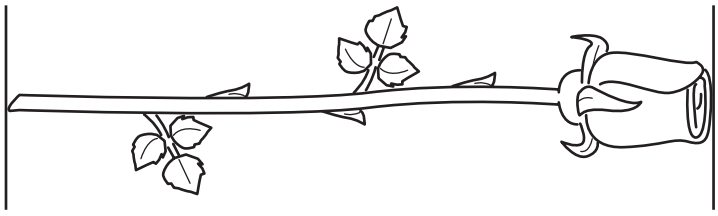
Compare Nonstandard Units

Use real objects and 📎. Estimate. Then measure.

	Object	Estimate	Measurement
1.		about _____ 📎	about _____ 📎
2.		about _____ 📎	about _____ 📎
3.		about _____ 📎	about _____ 📎
4.		about _____ 📎	about _____ 📎

Problem Solving

5. Measure with 📎. Then measure with 🧊. Did you use more 📎 or 🧊? Circle your answer.



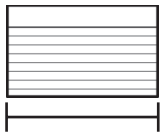
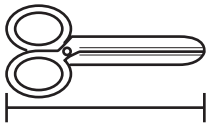
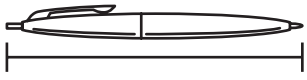
about _____ 📎

about _____ 🧊

Name _____ Lesson 22.4

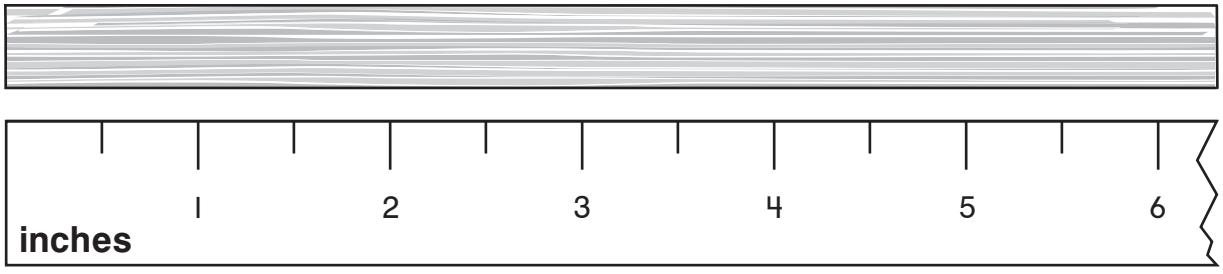
Inches

Use real objects and an inch ruler. Estimate. Then measure.

	Object	Estimate	Measurement
1.		about ____ inches	about ____ inches
2.		about ____ inches	about ____ inches
3.		about ____ inches	about ____ inches
4.		about ____ inches	about ____ inches

Problem Solving

5. Brenda needs a piece of wood 5 inches long.
Draw a line to show where she should cut the wood.

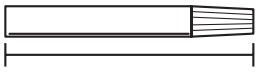
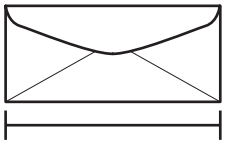


Name _____

Lesson 22.5

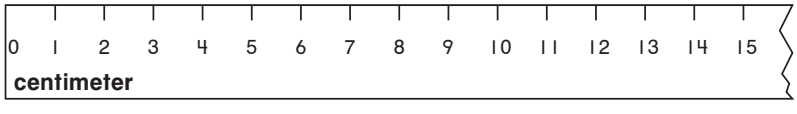
Centimeters

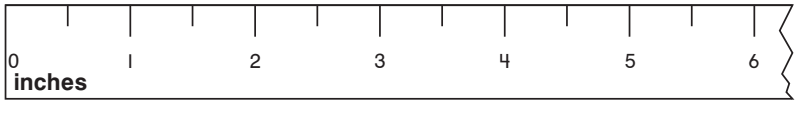
Use real objects and a centimeter ruler. Estimate. Then measure.

	Object	Estimate	Measurement
1.		about ____ centimeters	about ____ centimeters
2.		about ____ centimeters	about ____ centimeters
3.		about ____ centimeters	about ____ centimeters
4.		about ____ centimeters	about ____ centimeters

Problem Solving

5. Compare the rulers. About how many centimeters is the same length as 4 inches? Circle your answer.





1 centimeters

5 centimeters

10 centimeters

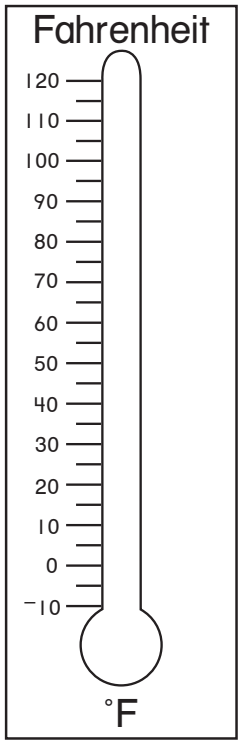
Name _____

Lesson 22.6

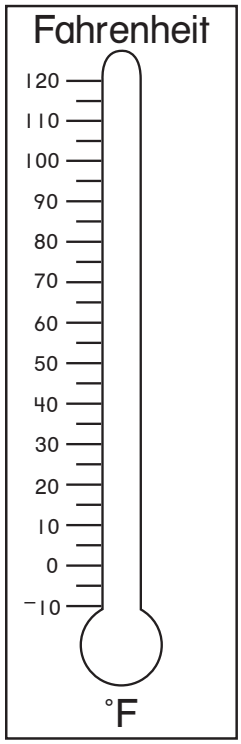
Temperature

Read the temperature. Color the thermometer to show the temperature.

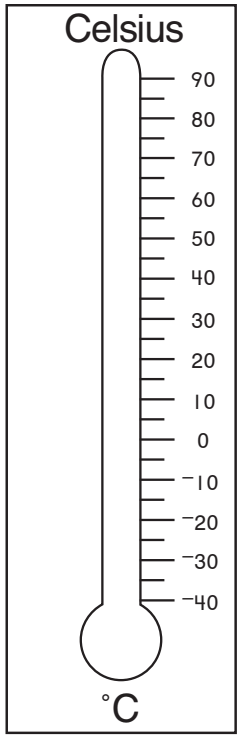
1. 30° F



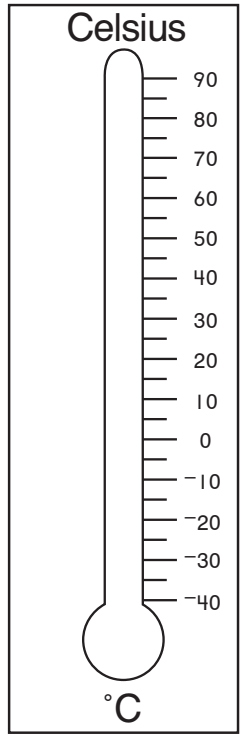
2. 60° F



3. 25° C



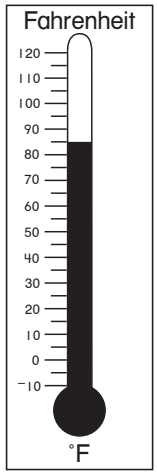
4. 30° C



Problem Solving

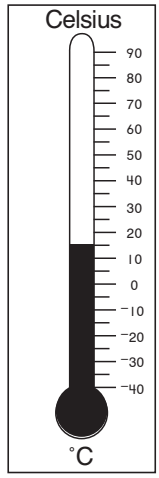
Write the temperatures.

5.



____ °F

6.



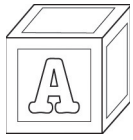
____ °C

Name _____ Lesson 22.7

Problem Solving Workshop
Skill • Make Reasonable Estimates

About how many 🖇 long is each object?
Circle the estimate that makes sense.

1.



Joel estimates that it is about 1 🖇.

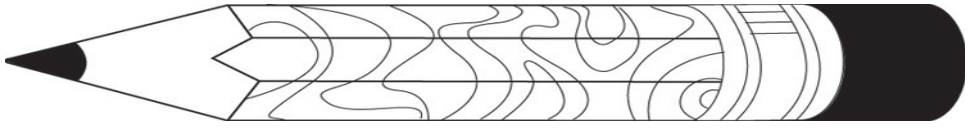
Sara estimates that it is about 2 🖇.

2.

Nicky estimates that it is about 2 🖇.

Jeff estimates that it is about 3 🖇.

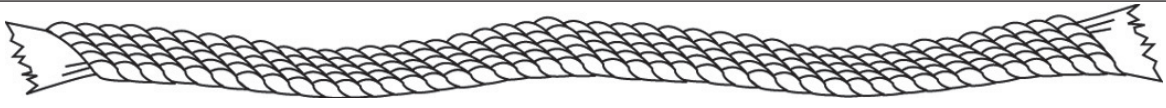
3.



Erin estimates that it is about 7 🖇.

Jay estimates that it is about 4 🖇.

4.



Rod estimates that it is about 3 🖇.

Kim estimates that it is about 5 🖇.

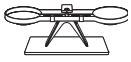
5.

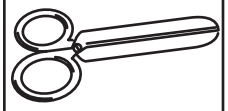
Annie estimates that it is about 1 🖇.

Mark estimates that it is about 3 🖇.

Name _____ Lesson 23.1

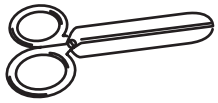
Use a Balance

Use a  ,  , and real objects.
Estimate. Then measure.

Object	Unit	Estimate	Measurement
1. 		about ____ or ____ 	about ____ or ____ 
2. 		about ____ or ____ 	about ____ or ____ 
3. 		about ____ or ____ 	about ____ or ____ 
4. 		about ____ or ____ 	about ____ or ____ 

Problem Solving

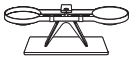
5. Look at the objects in Exercises 2–4.
   Circle the heaviest object.
   Put an X on the lightest object.

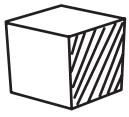
  

Name _____

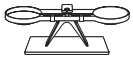
Lesson 23.2

Use Nonstandard Units to Estimate and Measure Weight

Use  and real objects.
Choose a unit to measure. Draw it.
Estimate. Then measure.

Object	Unit	Estimate	Measurement
1. 		about _____ or _____	about _____ or _____
2. 		about _____ or _____	about _____ or _____
3. 		about _____ or _____	about _____ or _____
4. 		about _____ or _____	about _____ or _____

Problem Solving

Use a  and  to solve.

5. Find an object that is heavier than  and lighter than  .
Draw the object. Write the measurements.

about _____
or _____ 

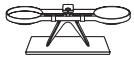
about _____
or _____ 

about _____
or _____ 

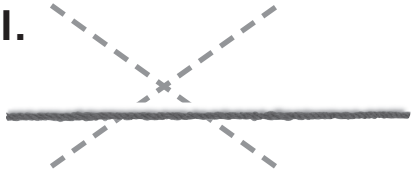
Name _____

Lesson 23.3

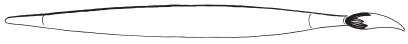
Use Nonstandard Units to Compare Weight

Use a  ,  , and real objects. Measure.
Circle the heaviest object.
Put an X on the lightest object.

1.



about 1

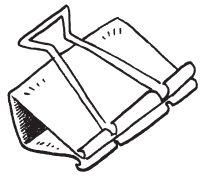


about 8

about 12

2.

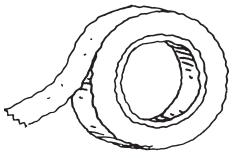
about _____



about _____

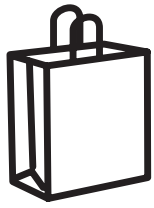
about _____

3.



about _____

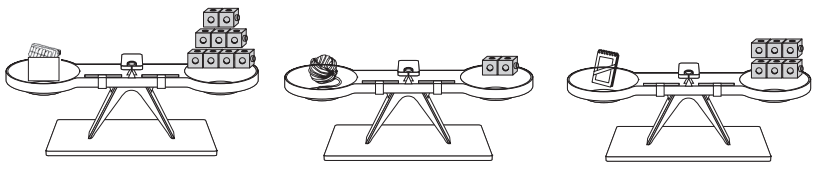
about _____



about _____

Problem Solving

4. Circle the heaviest object.
Put an X on the lightest object.



Name _____ Lesson 23.4

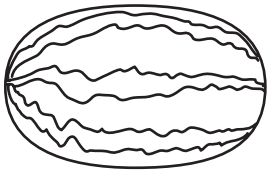
Pounds

Choose 3 objects to weigh. Draw them.
Estimate how much each object weighs.
Then measure. Circle the heaviest object.
Draw an X on the lightest object.

	Object	Estimate	Measurement
1.		about ____ pounds	about ____ pounds
2.		about ____ pounds	about ____ pounds
3.		about ____ pounds	about ____ pounds

Problem Solving

Circle the best estimate.

4. 

less than 1 pound
about 1 pound
more than 1 pound

5. 

less than 1 pound
about 1 pound
more than 1 pound

Name _____ Lesson 23.5

Use Nonstandard Units to Estimate and Measure Capacity

Use  , rice, and real objects. Estimate. Then measure.
Circle the container that holds the greatest amount.
Put an X on the container that holds the least amount.

	Container	Estimate	Measurement
1.		about _____ 	about _____ 
2.		about _____ 	about _____ 
3.		about _____ 	about _____ 

Problem Solving

4. Choose 3 containers. Draw them. Use a  to measure.
Circle the container that holds the greatest amount.
Put an X on the container that holds the least amount.

about _____ 

about _____ 

about _____ 

Name _____

Lesson 23.6

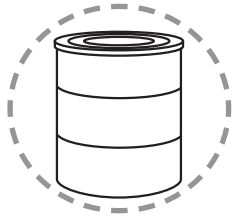
Use Nonstandard Units to Compare Capacity

Use a  , rice, and real objects. Measure. Circle the container that holds the most. Put an X on the container that holds the least.

1.

about 6 

about 8 



about 15 

2.

about _____ 

about _____ 

about _____ 

3.

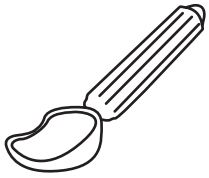
about _____ 

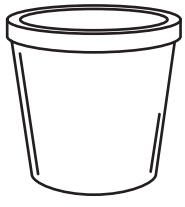
about _____ 

about _____ 

Problem Solving

4. Look at the containers. Circle the container that holds the most. Put an X on the container that holds the least.

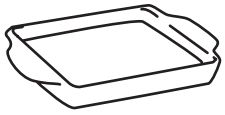
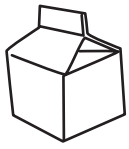
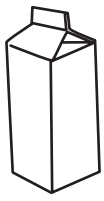




Name _____ Lesson 23.7

Cups, Pints, and Quarts

Use a  and containers. Estimate. Then measure.
Circle **pint** or **quart** to show the size.

	Container	Estimate	Measurement	
1.		about 4 cups	about 4 cups	pint (quart)
2.		about _____ cups	about _____ cups	pint quart
3.		about _____ cups	about _____ cups	pint quart
4.		about _____ cups	about _____ cups	pint quart

Problem Solving

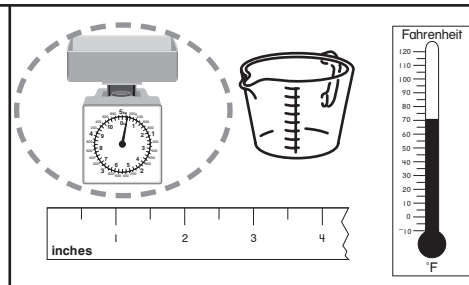
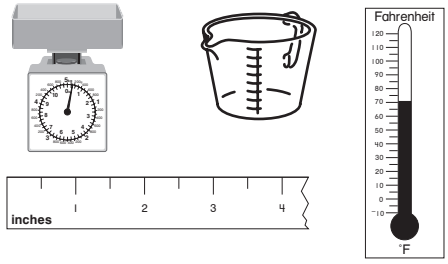
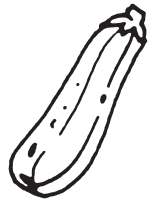
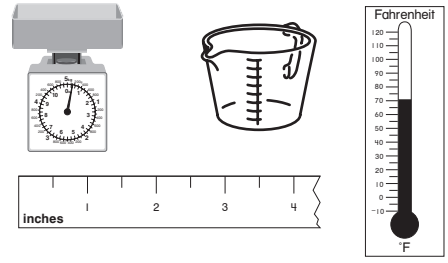
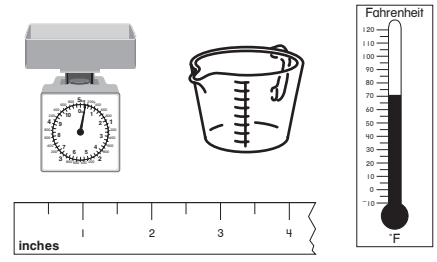
5. Draw and label the number of  that equals this container.

Name _____

Lesson 23.8

Choose the Measuring Tool

Circle the best tool to measure.

1. How heavy is the pumpkin? 	
2. How much does the jar hold? 	
3. How long is the squash? 	
4. How cold is the freezer? 	

Problem Solving

Choose the best tool to measure a plant. Draw the tool. Then measure. Write the unit.

5. How tall is it?

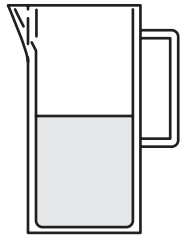
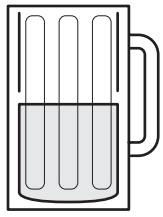
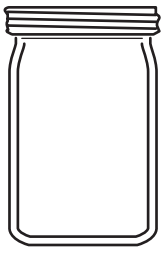
6. How heavy is it?

Name _____

Lesson 23.9

Problem Solving Workshop Strategy • Predict and Test

How many more cups do you need to fill each container to the top? Circle your prediction.

1. This pitcher has 2 cups of water in it.		**Predict** 1 cup 2 cups 3 cups **Test** ____ cups
2. This mug has 1 cup of milk in it.		**Predict** 1 cup 2 cups 3 cups **Test** ____ cups
3. This container has 1 cup of syrup in it.		**Predict** 1 cup 2 cups 3 cups **Test** ____ cups
4. Try Your Own Problem This container has ____ cups of grape juice in it.		**Predict** 1 cup 2 cups 3 cups **Test** ____ cups

Name _____

Lesson 24.1

Use Mental Math to Add Tens

Add.

1. $50 + 40 =$ 90	2. $30 + 30 =$ ____
3. $40 + 10 =$ ____	4. $20 + 50 =$ ____
5. $70 + 20 =$ ____	6. $20 + 20 =$ ____
7. $10 + 30 =$ ____	8. $50 + 30 =$ ____
9. $10 + 70 =$ ____	10. $40 + 40 =$ ____
11. $30 + 40 =$ ____	12. $80 + 10 =$ ____

Problem Solving

Use mental math. Solve.

13. Sam has 10 stamps. He gets more stamps. He has 40 stamps in all. How many more stamps did he get?

____ more stamps

14. Cindy has 30 stamps. She gets more stamps. She has 70 stamps in all. How many more stamps did she get?

____ more stamps

Name _____

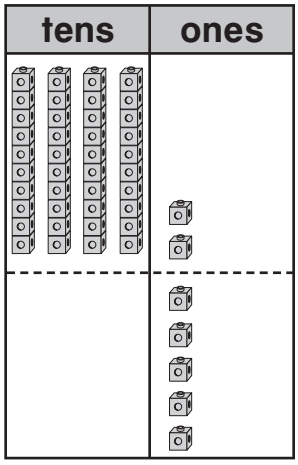
Lesson 24.2

Add Tens and Ones

Use the picture to add. Write the sum.

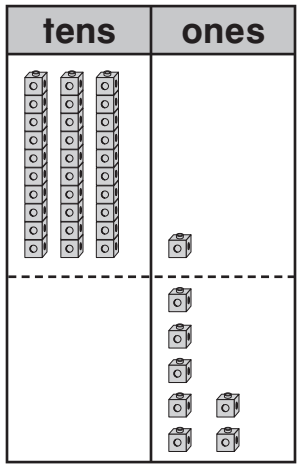
1.

tens	ones
4	2
+	5
4	7



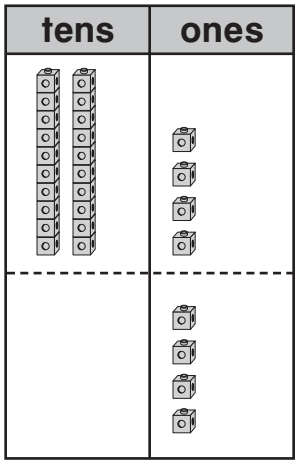
2.

tens	ones
3	1
+	7



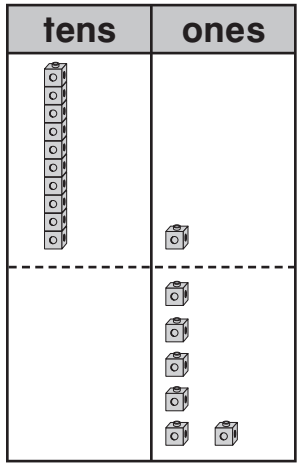
3.

tens	ones
2	4
+	4



4.

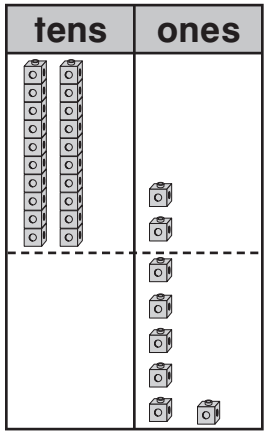
tens	ones
1	1
+	6



Problem Solving

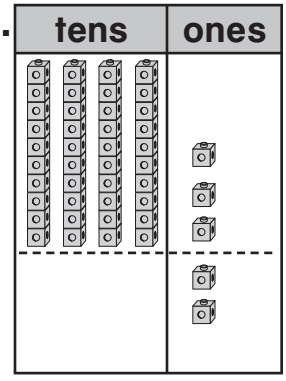
Write the problem. Solve.

5.



+	

6.



+	

Name _____

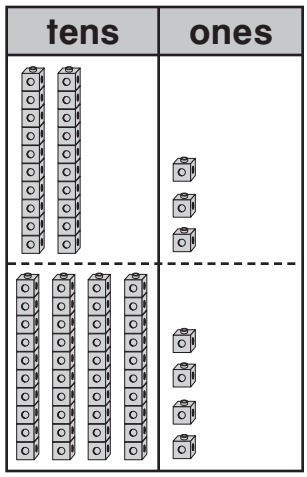
Lesson 24.3

Add 2-Digit Numbers

Use Workmat 3 and  to add. Write the sum.

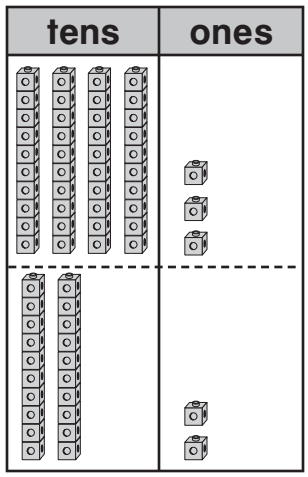
1.

	tens	ones
	2	3
+	4	4
	6	7



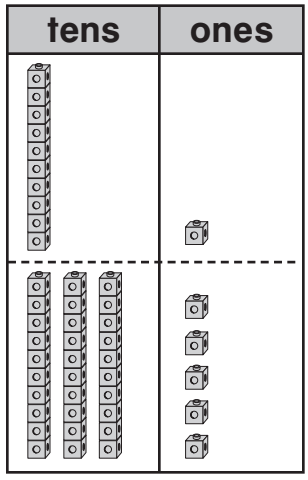
2.

	tens	ones
	4	3
+	2	2



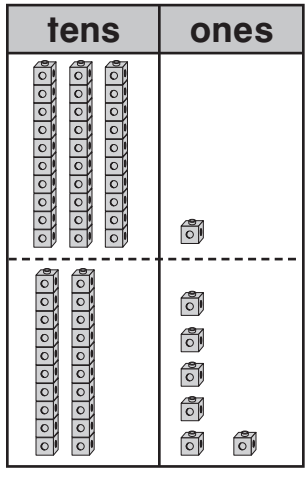
3.

	tens	ones
	1	1
+	3	5



4.

	tens	ones
	3	1
+	2	6



Problem Solving

5. Think about 22 + 17 = 39.
Circle all of the ways to make 39.

10 + 10 + 19

20 + 19

10 + 10 + 7

10 + 20 + 7 + 2

39

Name _____

Lesson 24.4

Use Mental Math to Subtract Tens

Subtract.

1. $70 - 10 = \underline{60}$	2. $40 - 30 = \_\_\_\_$
3. $60 - 20 = \_\_\_\_$	4. $80 - 30 = \_\_\_\_$
5. $90 - 40 = \_\_\_\_$	6. $80 - 60 = \_\_\_\_$
7. $90 - 50 = \_\_\_\_$	8. $80 - 70 = \_\_\_\_$
9. $30 - 30 = \_\_\_\_$	10. $40 - 10 = \_\_\_\_$
11. $60 - 50 = \_\_\_\_$	12. $70 - 60 = \_\_\_\_$

Problem Solving

Use mental math. Solve.

13. Mark has 30 crayons. He gives some crayons to Sherry. Then Mark has 20 crayons left. How many crayons does he give to Sherry?

____ crayons

14. Renee has 20 crayons. She gives some crayons to Wade. Then Renee has 0 crayons left. How many crayons does she give to Wade?

____ crayons

Name _____

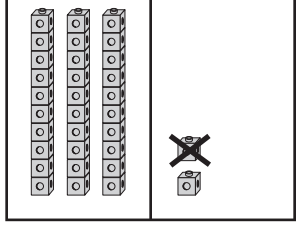
Lesson 24.5

Subtract Tens and Ones

Use the picture. Cross out to subtract.
Write the difference.

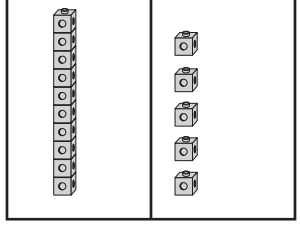
1.

	tens	ones
	3	2
−		1
	3	1



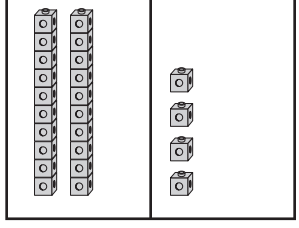
2.

	tens	ones
	1	5
−		3



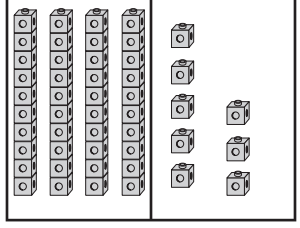
3.

	tens	ones
	2	4
−		2



4.

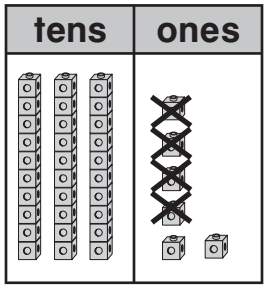
	tens	ones
	4	8
−		5

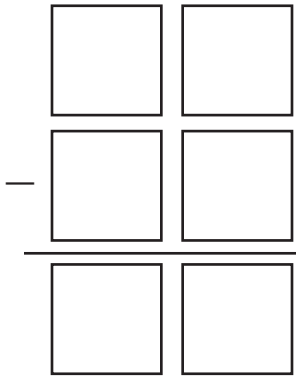


Problem Solving

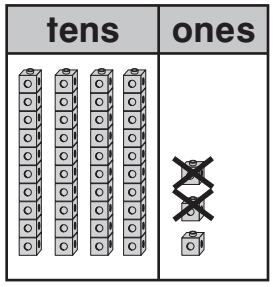
Write the problem. Solve.

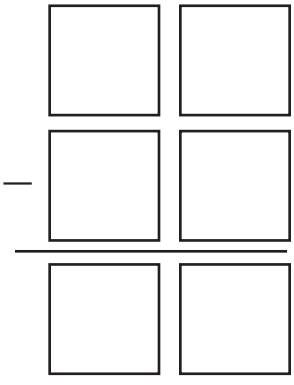
5.





6.





Name _____

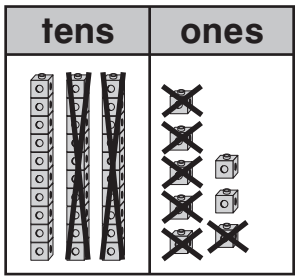
Lesson 24.6

Subtract 2-Digit Numbers

Use Workmat 3 and  .
Cross out to subtract.
Write the difference.

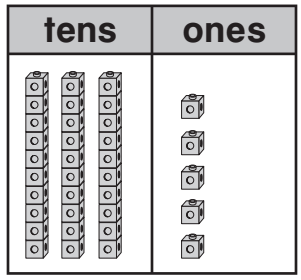
1.

	tens	ones
	3	8
−	2	6
	1	2



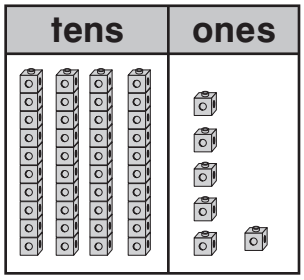
2.

	tens	ones
	3	5
−	1	1



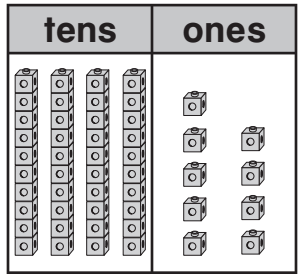
3.

	tens	ones
	4	6
−	2	6



4.

	tens	ones
	4	9
−	1	5



Problem Solving

5. Solve. Use  if you need to.

The pet shop has 47 birds.
It sells 14 birds. How many birds does the pet shop have left?

____ birds

Name _____

Lesson 24.7

Problem Solving Workshop
Skill • Make Reasonable Estimates

Without adding or subtracting, circle the best estimate.

1. There are 44 oak trees in the park.
There are 5 pine trees.
About how many trees are there in all?

about 5 trees

about 50 trees

about 500 trees

2. 78 birds are in the zoo.
9 of them are red.
About how many birds are not red?

about 7 birds

about 70 birds

about 700 birds

3. Sam counts 19 geese.
Lisa counts 22 geese.
About how many geese do they count in all?

about 4 geese

about 40 geese

about 400 geese

4. Jim has 58 stamps with trees on them.
He uses 31 stamps.
About how many stamps are left?

about 3 stamps

about 30 stamps

about 300 stamps

SPIRAL REVIEW

Spiral Review

For 1–3, draw lines to match. Write how many more or fewer.

1. ✿ ✿ ✿ ✿

✢ ✢ ✢

___ more ✿

2. ✂ ✂

☎ ☎ ☎ ☎

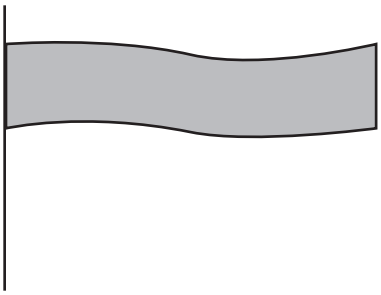
___ fewer ✂

3. ♦ ♦ ♦ ♦ ♦

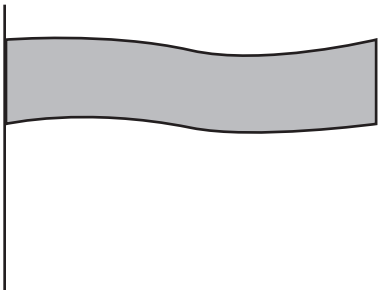
♠

___ more ♦

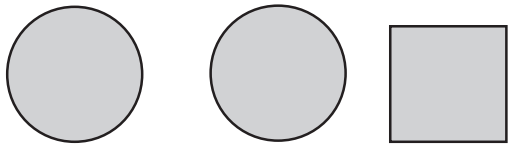
4. Draw a ribbon that is longer.



5. Draw a ribbon that is shorter.



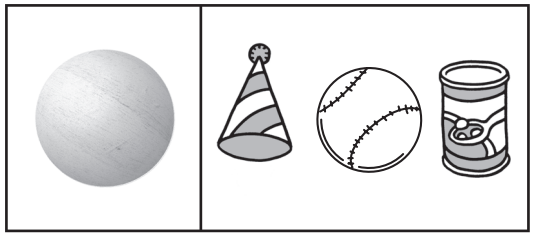
For 6–8, circle the objects that are alike.

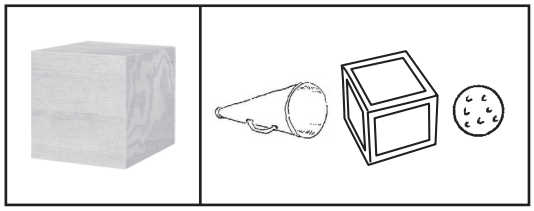
6. 

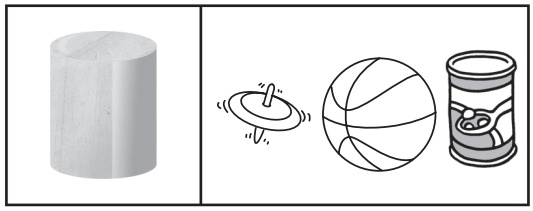
7. 

8. 

For 9–11, circle the objects that are shaped like the solid figure.

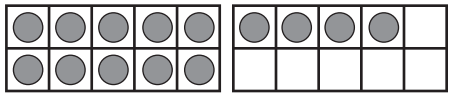
9. 

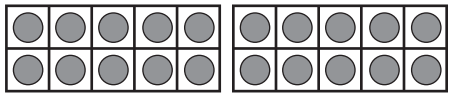
10. 

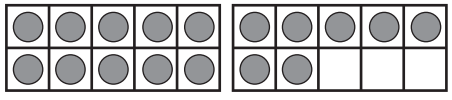
11. 

Spiral Review

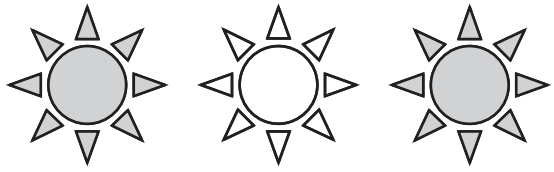
For 1–3, write the number.

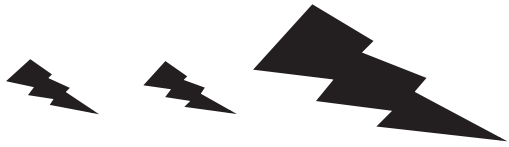
1.  _____

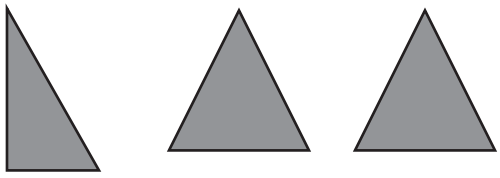
2.  _____

3.  _____

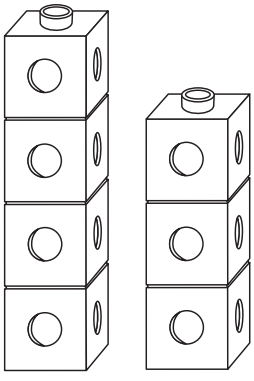
For 6–8, mark an X on the object that is different.

6. 

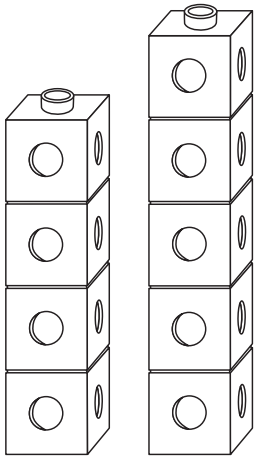
7. 

8. 

4. Circle the cube train that is shorter.

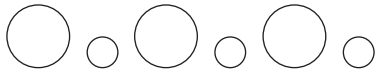


5. Circle the cube train that is taller.



For 9–11, draw what most likely comes next.

9.  ___ ___

10.  ___ ___

11.  ___ ___

Spiral Review

For 1–2, circle is **greater than** or is **less than.**

1. 2 is greater than / is less than 5.

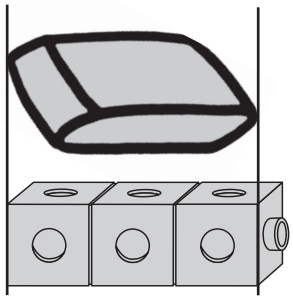
2. 12 is greater than / is less than 9.

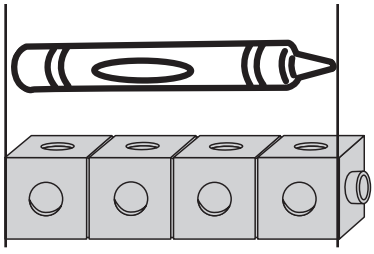
For 3–4, write the numbers in order from least to greatest.

3. 5, 6, 3 ____ ____ ____

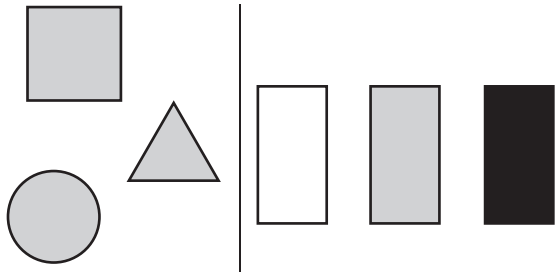
4. 10, 7, 11 ____ ____ ____

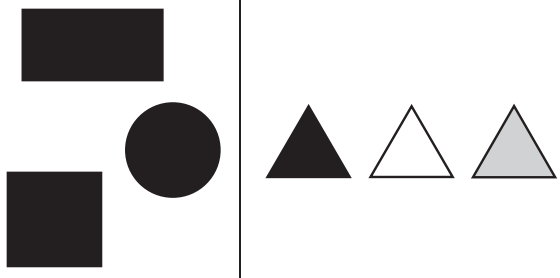
For 5–6, write about how many cubes long each object is.

5.  _____

6.  _____

For 7–8, circle the figure that belongs in the group.

7. 

8. 

9. Mark an X on the solid that does not roll.

10. Mark an X on the solid that does not stack.

11. Mark an X on the solid that does not slide.

Spiral Review

For 1–4, circle to show position. ★ is first.

1. ★☆☆☆☆☆☆☆☆☆

third Red ninth Blue

2. ☆☆☆☆☆☆☆☆☆★

fifth Red eighth Blue

3. ☆☆☆☆☆☆☆☆★☆

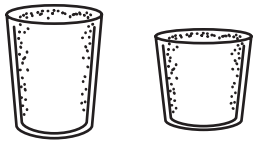
second Red tenth Blue

4. ★☆☆☆☆☆☆☆☆☆

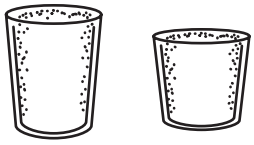
fourth Red sixth Blue

For 5–6, circle to show your answer.

5. Which cup holds more?

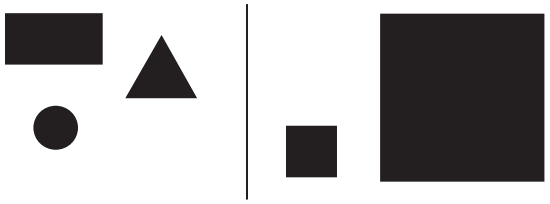


6. Which cup holds less?

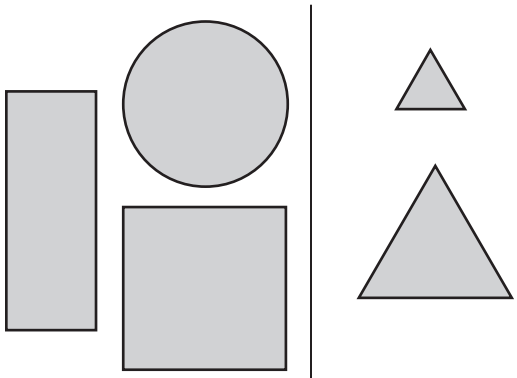


For 7–8, circle the figure that belongs in the group.

7.



8.



For 9–11, draw what most likely comes next.

9.

10.

11.

Spiral Review

For 1–2, draw ● to show the addition story. Write how many in all.

1.

2 birds 3 birds come

___ in all

2.

3 cats 1 cat joins them

___ in all

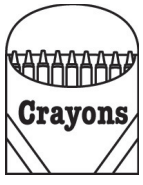
For 3–5, write the sum.

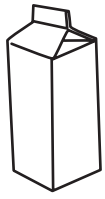
3. $\begin{array}{r} 1 \\ +\ 1 \\ \hline \end{array}$ **4.** $\begin{array}{r} 3 \\ +\ 2 \\ \hline \end{array}$ **5.** $\begin{array}{r} 4 \\ +\ 0 \\ \hline \end{array}$

For 6–7, circle the heavier object.

6.

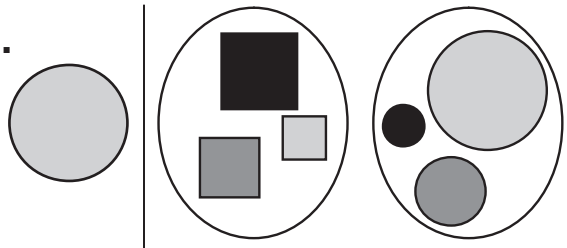
7.



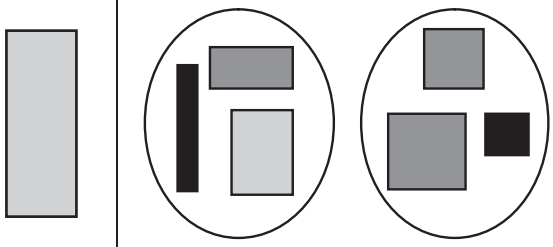


For 8–9, circle the group in which the figure belongs.

8.



9.



For 10–11, circle the solids with a flat surface that could make the plane figure on the left.

10.

11.

Spiral Review

For 1–2, draw ● to show the subtraction story. Write how many are left.

1.

4 boys 2 boys run away

___ are left

2.

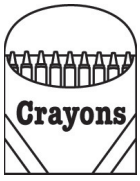
5 birds 1 bird flies away

___ are left

For 3–5, write the difference.

3.	**4.**	**5.**
5 − 3	6 − 5	7 − 2

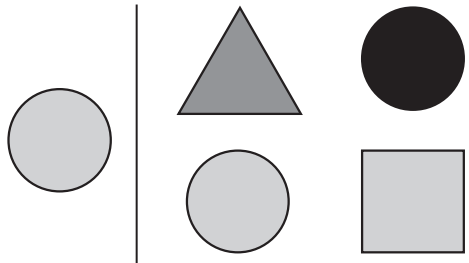
6. Draw an object that is lighter.



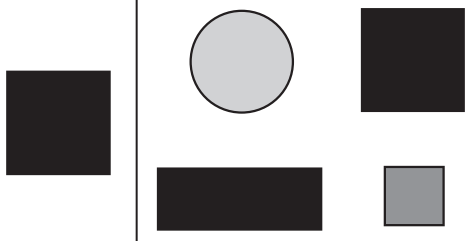
7. Draw an object that is heavier.

For 8–9, circle the figure that matches in more than one way.

8.

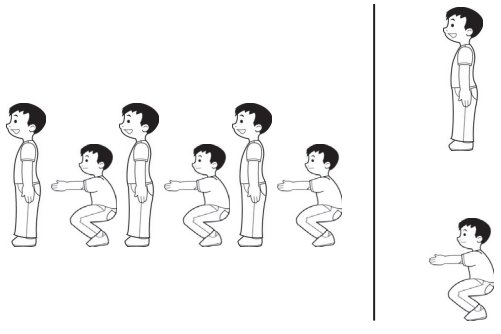


9.

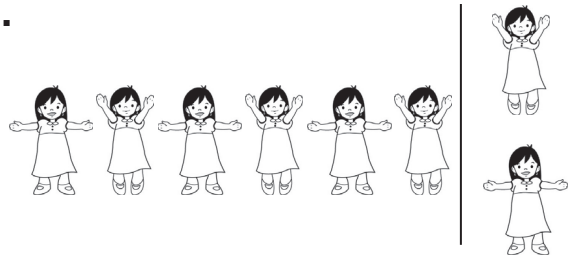


For 10–11, circle what would most likely come next.

10.



11.



Spiral Review

For 1–2, use the picture. Write the addition or subtraction sentence.

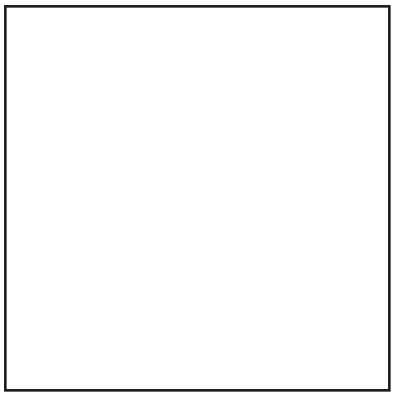
1. 

___ ◯ ___ ◯ ___

2. 

___ ◯ ___ ◯ ___

3. Use color tiles to measure the area. Write how many color tiles it takes.



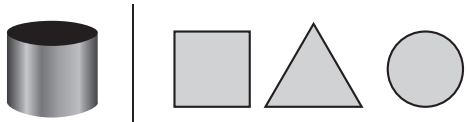
___ ▢

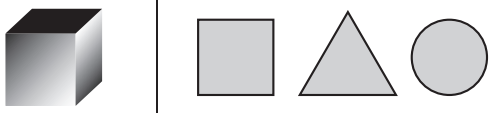
For 4–5, circle the bear that belongs in each group.

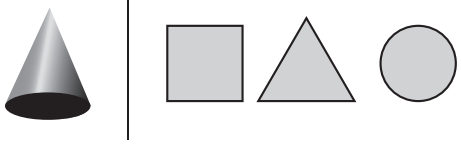
4. 

5. 

For 6–8, circle the plane figure that matches the flat surface of the solid figure.

6. 

7. 

8. 

Spiral Review

For 1–3, write the sum.

1. $0 + 4 = \_\_\_$

2. $1 + 0 = \_\_\_$

3. $6 + 0 = \_\_\_$

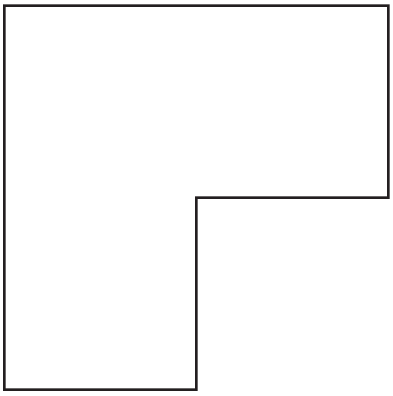
For 4–6, write the difference.

4. $2 - 2 = \_\_\_$

5. $5 - 0 = \_\_\_$

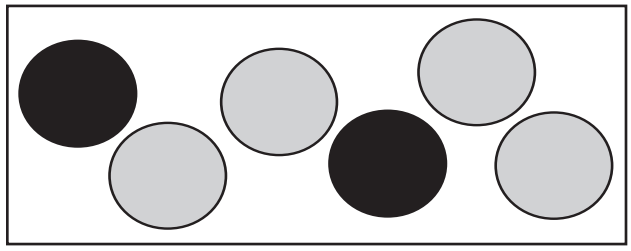
6. $6 - 6 = \_\_\_$

7. Use color tiles to measure the area. Write how many color tiles it takes.



_____

8. Sort the counters by color. Draw and color each counter in the graph.



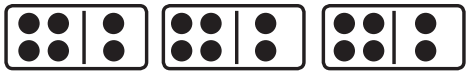
Black and Gray Counters

For 9–10, look at the pattern. Write the numbers below the dot cards. Circle the part that repeats again and again.

9.

_____

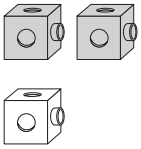
10.



_____

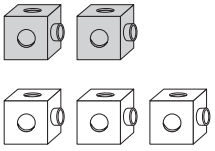
Spiral Review

For 1–2, add. Then subtract.

1. 

$2 + 1 = \_\_\_\_$

$3 - 1 = \_\_\_\_$

2. 

$2 + 3 = \_\_\_\_$

$5 - 3 = \_\_\_\_$

For 3–5, write each sum or difference. Circle the related facts.

3. $1 + 3 = \_\_\_$ $3 - 1 = \_\_\_$
   $4 - 3 = \_\_\_$

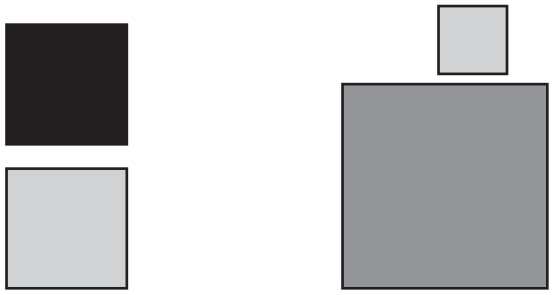
4. $4 + 2 = \_\_\_$ $7 - 4 = \_\_\_$
   $3 + 4 = \_\_\_$

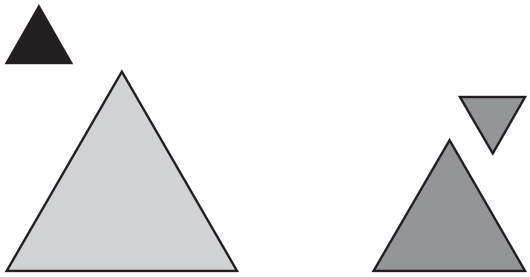
5. $6 - 0 = \_\_\_$ $6 + 0 = \_\_\_$
   $6 - 6 = \_\_\_$

6. Number the days in order, beginning with Sunday.

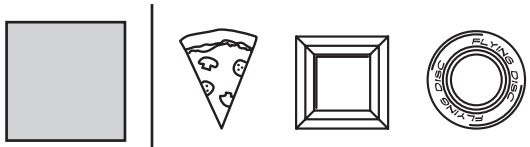
Thursday ____
Monday ____
Friday ____
Sunday ____
Wednesday ____
Saturday ____
Tuesday ____

For 7–8, draw one more figure in the group that is sorted by shape.

7. 

8. 

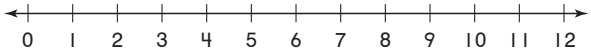
For 9–10, look at the figure at the beginning of the row. Circle the object that is the same shape.

9. 

10. 

Spiral Review

For 1–8, count on to find each sum.



1. $4 + 1 =$ ___	2. $6 + 2 =$ ___
3. $7 + 1 =$ ___	4. $5 + 3 =$ ___
5. $0 + 2 =$ ___	6. $9 + 1 =$ ___
7. $8 + 3 =$ ___	8. $9 + 2 =$ ___

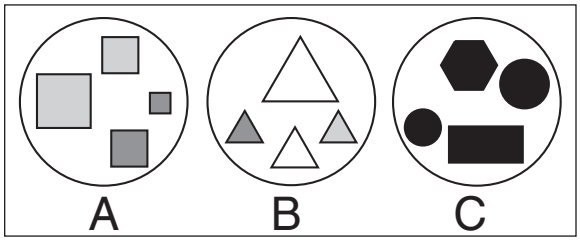
For 9–10, use the calendar.

FEBRUARY						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				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			

9. Write how many Mondays are in this month. ____

10. Write how many days are in February. ____

For 11–13, write A, B, or C to show which group each figure belongs in.

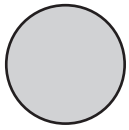


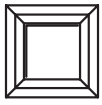
11.  ____

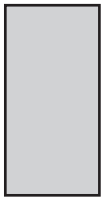
12.  ____

13.  ____

For 14–15, look at the figure at the beginning of the row. Circle the object that is the same shape.

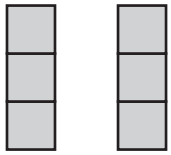
14. 



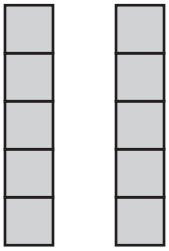

15. 


Spiral Review

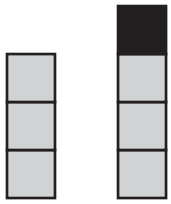
For 1–4, write the addition sentences.

1. 

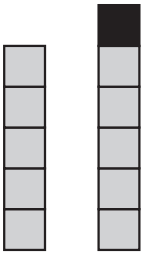
_ ◯ _ ◯ _

2. 

_ ◯ _ ◯ _

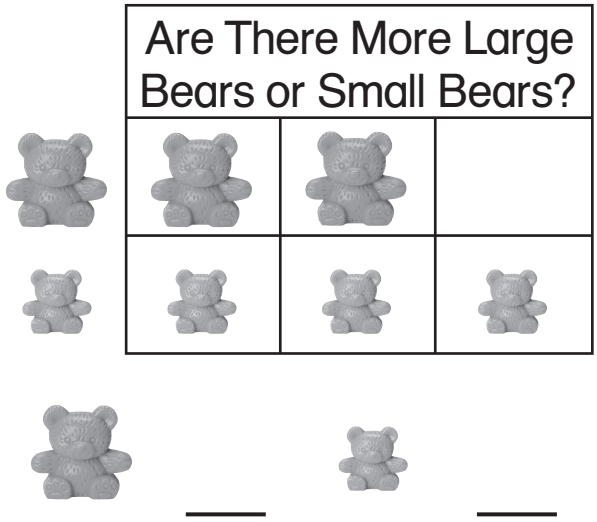
3. 

_ ◯ _ ◯ _

4. 

_ ◯ _ ◯ _

8. Count the bears. Write how many there are of each size. Circle the size that has more on the graph.



___ ___

5. Write the day that is today.

Today _____

6. Write the day that was yesterday.

Yesterday _____

7. Write the day that is tomorrow.

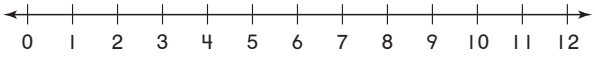
Tomorrow _____

9. Use ■ and ▲ to make a shape pattern. Draw your pattern.

10. Use ● and ● to make a color pattern. Draw and color your pattern.

Spiral Review

For 1–4, write the difference.



1. $7 - 2 =$ ___
2. $8 - 1 =$ ___
3. $10 - 1 =$ ___
4. $9 - 3 =$ ___

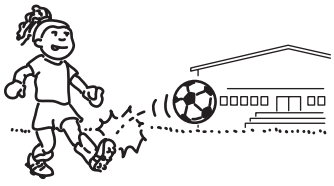
For 5–8, add and subtract.

5. $\begin{array}{r} 2 \\ +\,2 \end{array}$ $\begin{array}{r} 4 \\ -\,2 \end{array}$
6. $\begin{array}{r} 3 \\ +\,5 \end{array}$ $\begin{array}{r} 8 \\ -\,5 \end{array}$
7. $\begin{array}{r} 7 \\ +\,4 \end{array}$ $\begin{array}{r} 11 \\ -\,4 \end{array}$
8. $\begin{array}{r} 0 \\ +\,6 \end{array}$ $\begin{array}{r} 6 \\ -\,6 \end{array}$

For 9–11, circle the time of day the event would likely happen.

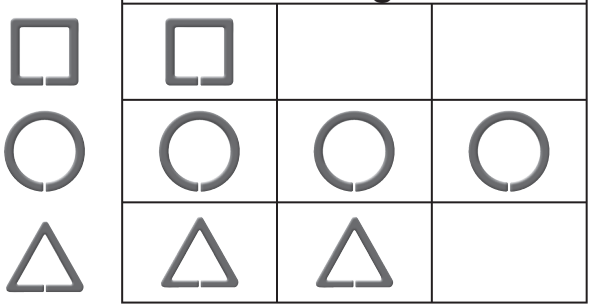
9. 
morning afternoon evening

10. 
morning afternoon evening

11. 
morning afternoon evening

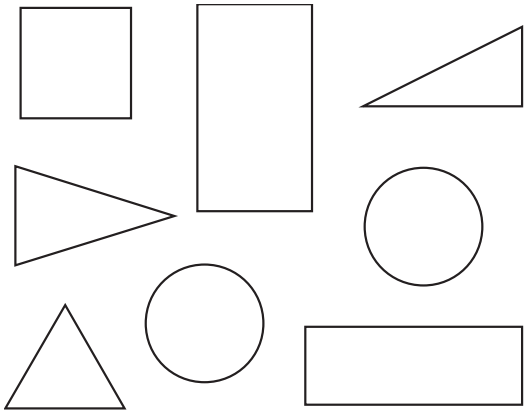
For 12–14, use the graph to answer the questions.

How Many of Each Figure?



12. How many □ are there? ___
13. How many ○ are there? ___
14. How many △ are there? ___

15. Use green to color the figures with 4 corners and 4 sides. Use blue to color the figures with curves. Use red to color the figures with 3 corners and 3 sides.



Spiral Review

For 1–2, write the sum. Write the related addition fact.

1. $3 + 4 = \square$ $\quad \square + \square = \square$

2. $2 + 9 = \square$ $\quad \square + \square = \square$

For 3–4, subtract. Circle the pairs of related subtraction facts.

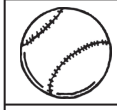
3. $9 - 3 = \square$ $\quad 9 - 6 = \square$

4. $11 - 4 = \square$ $\quad 11 - 5 = \square$

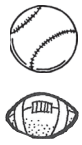
5. Write the missing numbers. Use green to color the first day of the month. Use blue to color the last day of the month.

AUGUST						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
	5	6	7	8		
11	12	13	14	15	16	17
	19	20	21	22	23	
	26	27	28		30	31

For 6–8, use the picture graph to answer the questions.

Sports We Like				
baseball				
football				
soccer				

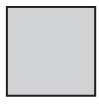
6. Which sport did the fewest children choose? Circle.

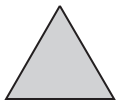


7. How many more children chose  than  ? ___ more

8. How many fewer children chose  than  ? ___ fewer

For 9–10, write how many sides. Write how many corners.

9.  ___ sides ___ corners

10.  ___ sides ___ corners

Spiral Review

1. Add or subtract. Write the numbers in the fact family.

$6 + 2 =$ ___ $8 - 2 =$ ___

$2 + 6 =$ ___ $8 - 6 =$ ___

□ □ □

2. Complete the fact family.

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

$4 + 7 = \square$ | $\square - \square = \square$

For 3–4, use the calendar.

FEBRUARY						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	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						

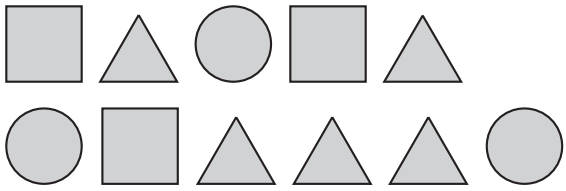
3. Circle the day that is the tenth day of February.

Monday
Tuesday
Wednesday

4. Circle the number of Fridays in this month.

3
4
5

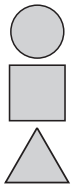
5. Make a graph to sort the figures.



Figures						
●	circle					
■	square					
▲	triangle					

6. How many ■ are there? ____ squares

7. Which group has the most figures? Circle.



For 8–11, count forward. Write the numbers.

8. 32, ___, ___, ___, ___

9. 49, ___, ___, ___, ___

10. 65, ___, ___, ___, ___

11. 88, ___, ___, ___, ___

Spiral Review

For 1–2, follow a rule to complete the table.

1.

Add 3	
5	
6	
8	

2.

Subtract 2	
6	
8	
10	

3. Write the numbers and the number sentence.

___ black stars
___ white stars
How many stars are there?
___ ○ ___ ○ ___

___ stars in all
___ white stars
How many stars are black?
___ ○ ___ ○ ___

4. Circle the month that comes right before May.

5. Circle the month that comes right after September.

6. Write the number of months in one year.

_____

January
February
March
April
May
June
July
August
September
October
November
December

7. Complete the tally chart to answer the questions.

Toys We Like		Total
top	𝍸	
blocks	𝍸 𝍸	
marbles	𝍸 II	

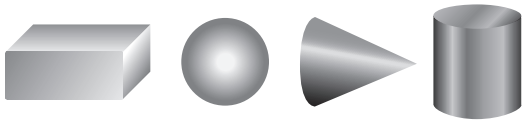
8. How many children chose marbles? _____ children

9. How many children chose blocks? _____ children

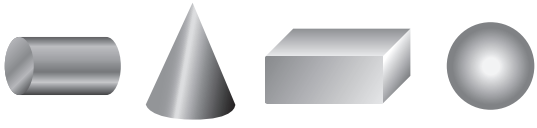
10. Which toy did the fewest children choose? _____

11. Circle each solid with only flat surfaces.

12. Circle each solid with only a curved surface.



13. Circle each solid with both curved and flat surfaces.



Spiral Review

For 1–3, write how many tens and ones. Write the number.

1.

Workmat

Tens	Ones

____ tens ____ ones = ____

2.

Workmat

Tens	Ones

____ tens ____ ones = ____

3.

Workmat

Tens	Ones

____ tens ____ ones = ____

For 4–5, circle the activity that usually takes more time.

4.

5.

6. Make a tally chart. Circle the figure with the greatest number.

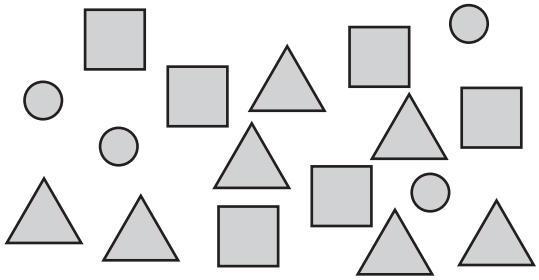


Figure		Total
		
		
		

For 7–8, count by twos or fives. Write how many.

7. 

____ ____ ____ ____ ____

8. 

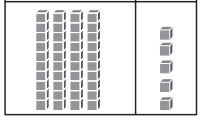
____ ____ ____ ____ ____

Spiral Review

For 1–3, write how many tens and ones. Write the number.

1. Workmat

Tens	Ones



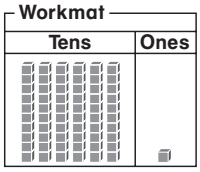
____ tens ____ ones

____ + ____

____

2. Workmat

Tens	Ones



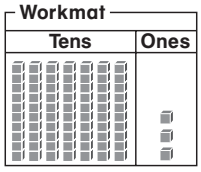
____ tens ____ ones

____ + ____

____

3. Workmat

Tens	Ones



____ tens ____ ones

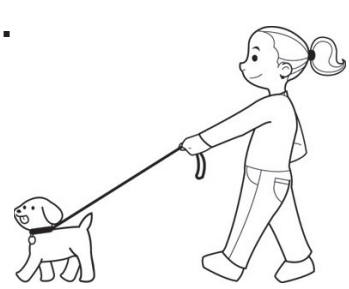
____ + ____

____

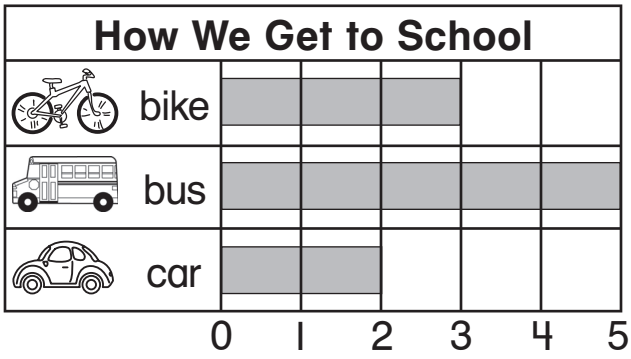
For 4–5, circle the activity that usually takes less time.

4.

5.



For 6–8, read the bar graph to answer the questions.

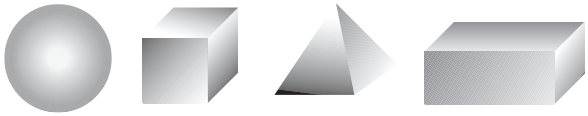


6. How many children ride a bike? ____ children

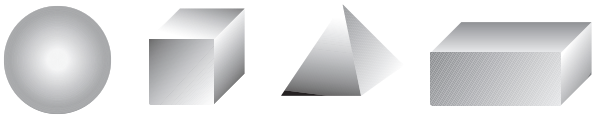
7. How many children ride the bus? ____ children

8. Which way do the fewest children get to school?

9. Circle each solid with 8 corners.



10. Circle each solid with 5 flat surfaces.



11. Circle each solid with no corners.

Spiral Review

For 1–2, circle the greater number. Write the numbers.

1. **28** **35**

___ is greater than ___

___ > ___

2. **69** **67**

___ is greater than ___

___ > ___

3. Circle the number that is less. Write the numbers.

51 **48**

___ is less than ___

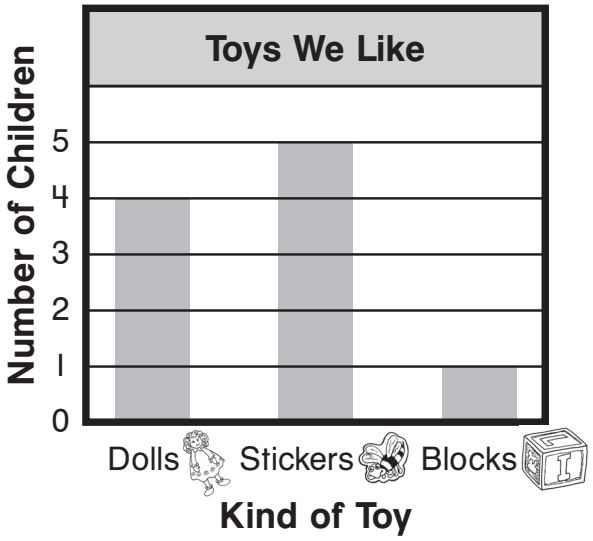
___ < ___

Circle the picture if it most likely shows hot weather.

4.

5.

For 6–8, read the bar graph to answer the questions.



6. How many chose dolls? ____ children

7. How many chose blocks? ____ child

8. Which toy do the most children like?

9. Write the missing numbers.

21	22	23	24		26	27	28	29	
31	32	33	34		36	37	38	39	
41	42	43	44		46	47	48	49	
51	52	53	54		56	57	58	59	
61	62	63	64		66	67	68	69	
71	72	73	74		76	77	78	79	
81	82	83	84		86	87	88	89	

Spiral Review

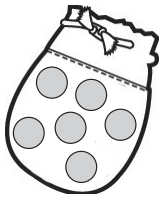
For 1–3, draw  to show each number. Write >, <, or =.

1. 46 ◯ 52

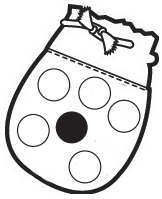
2. 34 ◯ 34

3. 38 ◯ 36

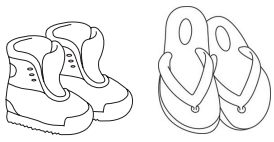
Is it possible or impossible to pull a ● from the bag? For 6–8, circle **possible** or **impossible**.

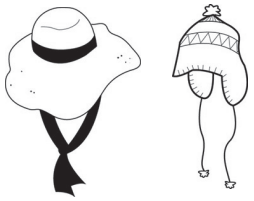
6.  possible impossible

7.  possible impossible

8.  possible impossible

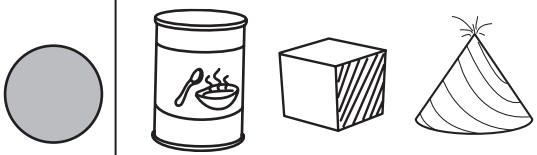
For 4–5, circle the clothing you would most likely wear if you were in this picture.

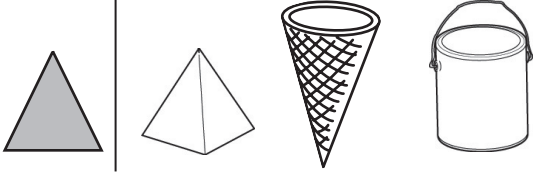
4.  

5.  

For 9–11, circle the objects you could trace to make each figure.

9. 

10. 

11. 

Spiral Review

For 1–3, write the numbers that are one more and one less.

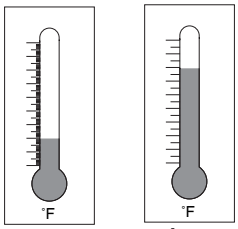
	One Less		One More
1.		23	
2.		49	
3.		30	

For 4–6, write the numbers that are ten more and ten less.

	Ten Less		Ten More
4.		35	
5.		60	
6.		71	

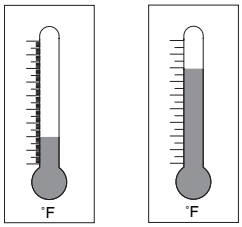
For 7–8, circle the thermometer that would most likely go with the picture.

7.



cold hot

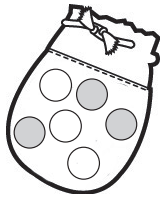
8.



cold hot

Is it possible or impossible to pull a ● from the bag? For 9–11, circle **possible** or **impossible**.

9.  possible impossible

10.  possible impossible

11.  possible impossible

For 12–14, count by tens. Write the numbers.

12. Start on 6.

6, ___, ___, ___, ___, ___

13. Start on 2.

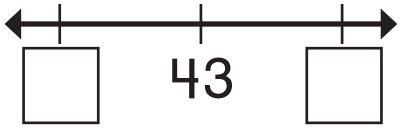
2, ___, ___, ___, ___, ___

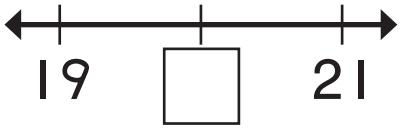
14. Start on 9.

9, ___, ___, ___, ___, ___

Spiral Review

For 1–2, write the number that is just before, between, or just after.

1. 

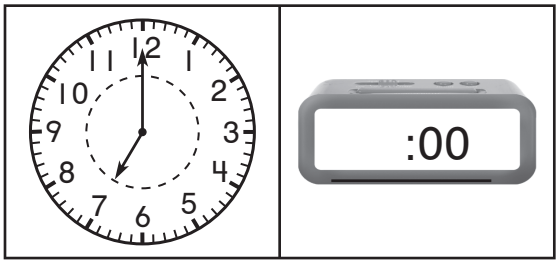
2. 

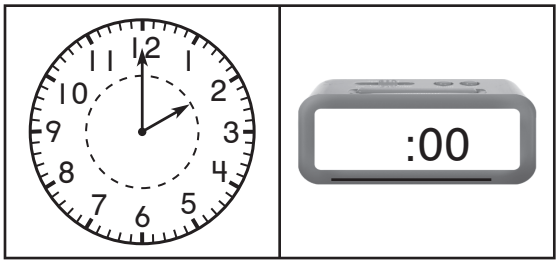
For 3–4, write the numbers in order from least to greatest.

3. 35, 29, 38 ___ ___ ___

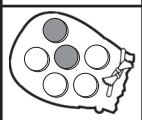
4. 43, 46, 40 ___ ___ ___

For 5–6, look at the clock. Write the time.

5. 

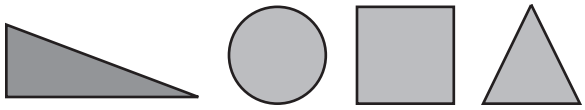
6. 

For 7–9, mark an X to tell if pulling the counter from the bag is **more likely** or **less likely.**

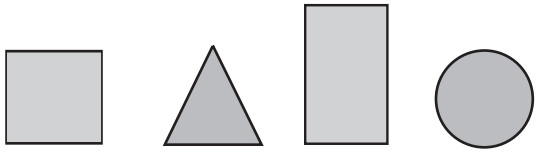
	Pull	From	More Likely	Less Likely
7.	●			
8.	○			
9.	●			

10. Circle each square.

11. Circle each triangle.

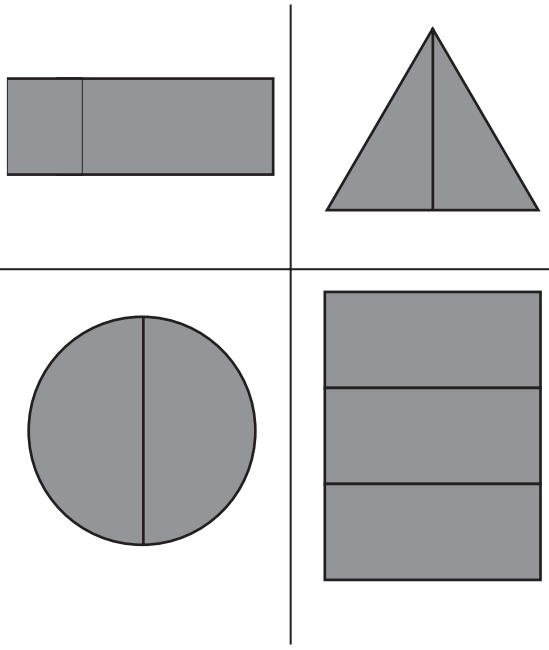


12. Circle each rectangle.



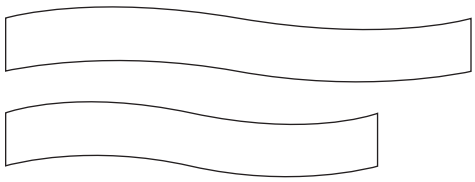
Spiral Review

1. Circle the figures with equal parts. Cross out the figure with unequal parts.

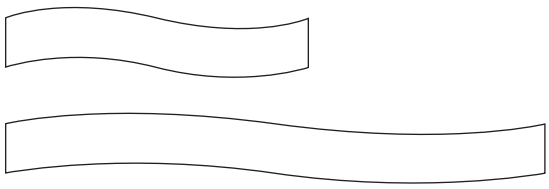


For 2–3, circle the longer ribbon.

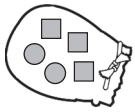
2.



3.



For 4–6, mark an X to tell if pulling the figure from the bag is more likely or less likely.

	Pull	From	More Likely	Less Likely
4.	●			
5.	▲			
6.	■			

For 7–10, find the pattern. Write the numbers.

7. 14, 16, 18, ___, ___, ___

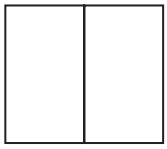
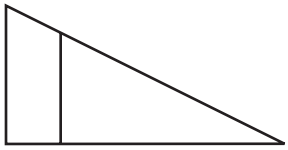
8. 25, 30, 35, ___, ___, ___

9. 40, 50, 60, ___, ___, ___

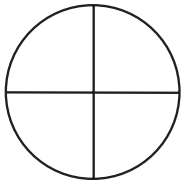
10. 36, 46, 56, ___, ___, ___

Spiral Review

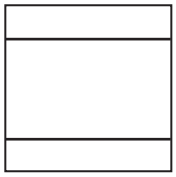
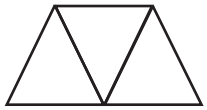
1. Find the figure that is divided in two equal parts. Color $\frac{1}{2}$.

2. Find the figure that is divided in four equal parts. Color $\frac{1}{4}$.

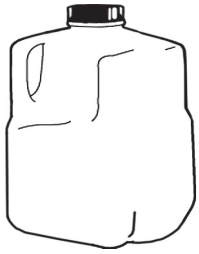



3. Find the figure that is divided in three equal parts. Color $\frac{1}{3}$.

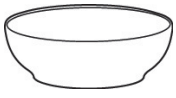



For 4–5, circle the container which holds more.

4.

5.




For 6–8, predict the color you are more likely to pull. Circle to show your answer.

		Predict
6.	4 6	
7.	5 3	
8.	3 4	

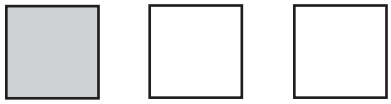
For 9–11, write the number of straight sides and corners.

	Plane Figure	Straight Sides	Corners
9.			
10.			
11.			

Spiral Review

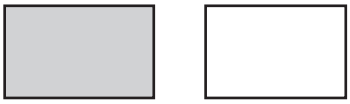
For 1–3, color to show each fraction. Complete the sentence.

1. $\frac{1}{3}$



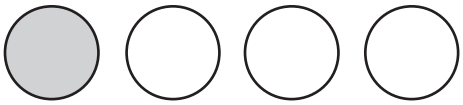
___ of the ___ ☐ is shaded.

2. $\frac{1}{2}$



___ of the ___ ☐ is shaded.

3. $\frac{1}{4}$



___ of the ___ ○ is shaded.

For 4–5, use the calendar.

July

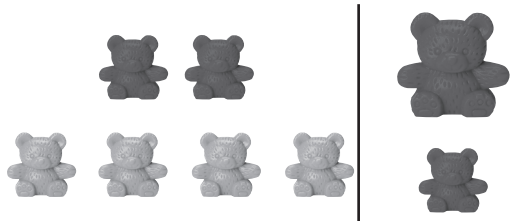
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

4. How many days are in July? ___ days

5. What day of the week is July 5? _____

For 6–7, circle the bear that belongs in each group.

6.



7.

For 8–12, circle **even** or **odd**.

8.	5	even	odd
9.	8	even	odd
10.	10	even	odd
11.	13	even	odd
12.	16	even	odd

Spiral Review

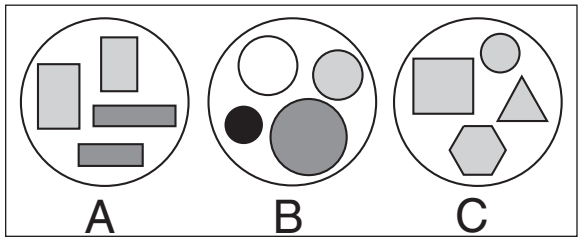
For 1–3, write the three sums. Circle the doubles fact.

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

2. $\begin{array}{r} 6 \\ +\ 6 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ +\ 6 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ +\ 7 \\ \hline \end{array}$

3. $\begin{array}{r} 8 \\ +\ 7 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ +\ 8 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ +\ 8 \\ \hline \end{array}$

For 5–7, write A, B, or C to show which group each figure belongs in.



5.  _____

6.  _____

7.  _____

4. Draw a picture of something you do in the **afternoon**.

8. Draw a ● to the right of the square. Draw a ▲ above the square.

Spiral Review

For 1–2, write the sum.

1. $10 + 3 =$ ____

2. $10 + 8 =$ ____

For 3–4, add. Then make a ten to add.

3. $9 + 5 =$ ____

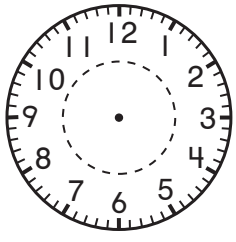
$10 + 4 =$ ____

4. $7 + 8 =$ ____

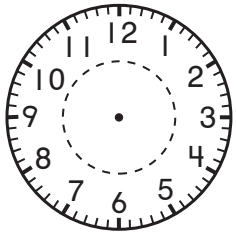
$10 + 5 =$ ____

For 5–6, read the time. Draw the hour hand and the minute hand to match.

5. 1:00



6. 8:30



For 7–9, use the graph to answer the questions.

	Which Color Is There Most Of?
●	● ● ●
○	○
●	● ● ●

7. How many ○ are there? ____

8. How many more ● are there than ○? ____

9. How many more ● are there than ●? ____

For 10–13, circle the first pattern unit.

10. ■ □ ■ □ ■ □

11. ● ○ ○ ● ○ ○ ● ○ ○

12. ▮ ▮ ▮ ▮ ▮ ▮ ▮ ▮ ▮

13. ● ● ○ ● ● ○ ● ● ○

Spiral Review

For 1–4, write the sum.

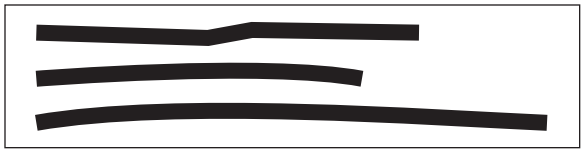
1. $3 + 5 + 3 =$

2. $4 + 6 + 2 =$

3. $5 + 5 + 1 =$

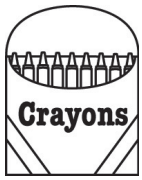
4. $4 + 4 + 5 =$

5. Circle the longest string. Mark an X on the shortest string.



For 6–7, compare the weights. Circle the lighter object.

6.



7.

For 8–10, use the picture graph to answer the questions.

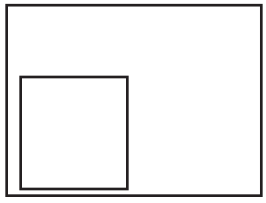
Games We Like			
jump rope			
tag			
catch			

8. Which game did the most children choose? Circle.

9. How many more children chose tag than jump rope? ___ more

10. How many fewer children chose jump rope than catch? ___ fewer

11. Draw a ◯ beside the □. Draw a △ above the ◯.



Spiral Review

For 1–6, write the difference.

1. $14 - 6 =$ ___
2. $12 - 5 =$ ___
3. $13 - 8 =$ ___
4. $16 - 7 =$ ___
5. $15 - 9 =$ ___
6. $17 - 9 =$ ___

For 7–10, add. Then subtract.

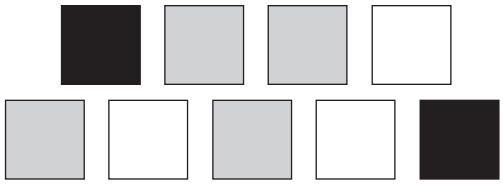
7. $6 + 7 =$ ___ $13 - 7 =$ ___
8. $4 + 8 =$ ___ $12 - 8 =$ ___
9. $9 + 5 =$ ___ $14 - 5 =$ ___
10. $9 + 9 =$ ___ $18 - 9 =$ ___

11. Order 3 crayons from **longest** to **shortest.** Draw them.

longest

shortest

12. Make a picture graph to sort the figures by color.

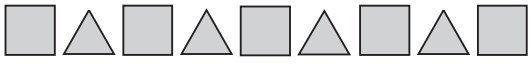


Figures						
	black					
	white					
	gray					

13. Which group has the most figures? ■ □ ▢

For 14–16, draw what comes next.

14. 

15. 

16. 

Spiral Review

For 1–2, write the sum or difference. Write the numbers in the fact family.

1. $7 + 5 = \_\_$ | $12 - 5 = \_\_$
   $5 + 7 = \_\_$ | $12 - 7 = \_\_$
   ☐ ☐ ☐

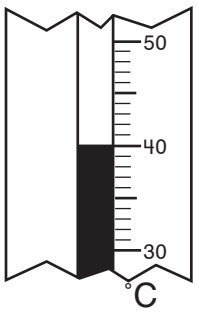
2. $8 + 9 = \_\_$ | $17 - 9 = \_\_$
   $9 + 8 = \_\_$ | $17 - 8 = \_\_$
   ☐ ☐ ☐

For 3–4, write the missing numbers.

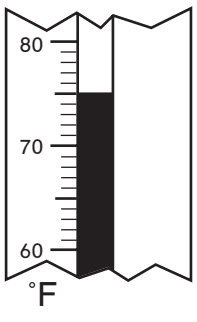
3. $6 + \square = 13$ | $\square - 6 = 7$

4. $7 + 8 = \square$ | $15 - \square = 7$

For 5–6, read the thermometer. Write the temperature.

5. 

_____ °C

6. 

_____ °F

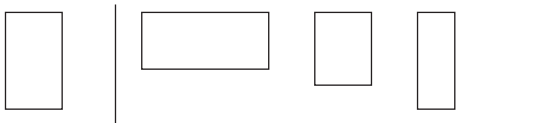
7. Complete the tally chart to answer the questions.

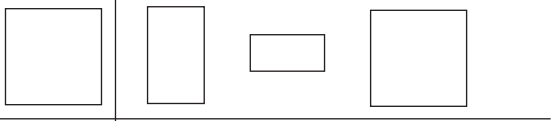
Activities We Like		Total
books	𝍸 𝍸 ||||	
movies	𝍸 𝍸 ||	
music	𝍸	

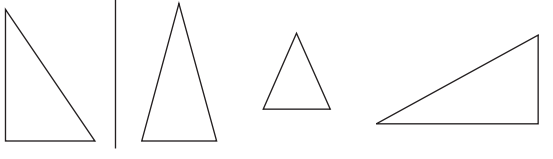
8. How many children chose books?
_____ children

9. How many more children chose movies than music?
_____ more

For 10–12, look at the first figure. Circle the figure that is congruent.

10. 

11. 

12. 

Spiral Review

For 1–2, circle all the ways to make the number at the top.

1.

14
7 + 7
2 + 8 + 3
10 − 4

2.

17
9 + 8
7 + 1 + 9
17 − 0

For 3–4, follow a rule to complete the table.

3.

Add 4	
9	
6	
3	

4.

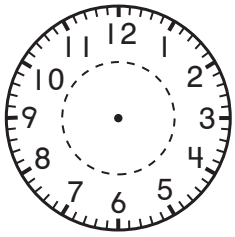
Subtract 3	
8	
10	
12	

7. Make a tally chart. Circle the size with the greatest number.

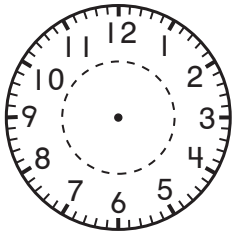
Size	Total
★	
★	

For 5–6, read the time. Draw the hour hand and the minute hand to match.

5. 



6. 



For 8–10, draw what comes next.

8. 

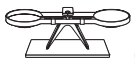
9. 

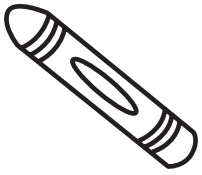
10. 

Spiral Review

For 1–4, draw and label the coins. Write the amount.

1. 4 pennies ☐ ¢
2. 3 nickels ☐ ¢
3. 4 dimes ☐ ¢
4. 3 quarters ☐ ¢

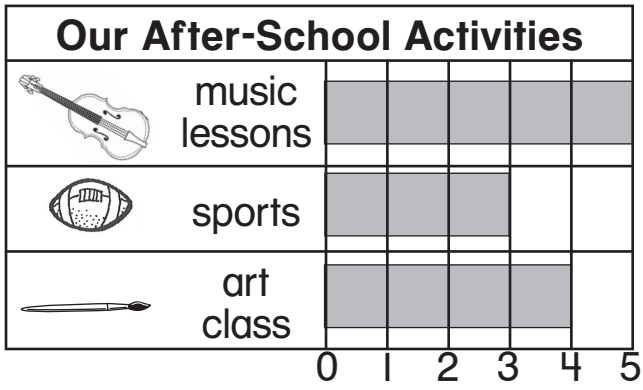
For 5–6, use a  ,  , and real objects. Measure.

5. 
about ___ 

6. 

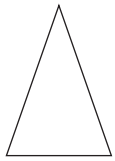
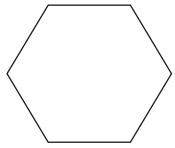
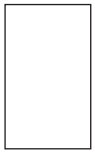
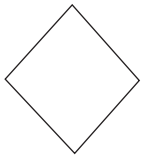
about ___ 

For 7–9, read the bar graph to answer the questions.



7. How many children play sports? ___
8. How many more children take art than play sports? ___ more
9. Which activity do most children do? 

For 10–13, draw a line of symmetry to make 2 parts that match.

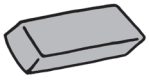
10. 
11. 
12. 
13. 

Spiral Review

1. Draw and label quarters to make one dollar.

2. Draw and label dimes to make one dollar.

For 3–5, circle the unit you would use to measure.

	Object	Units
3.		 
4.		 
5.		 

Is it possible or impossible to pull a ◯ from the bag? For 6–8, circle **possible** or **impossible**.

6.  possible impossible

7.  possible impossible

8.  possible impossible

For 9–13, circle what is missing.

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

Spiral Review

For 1–4, count. Write the total value.

1.  _____

2.  _____

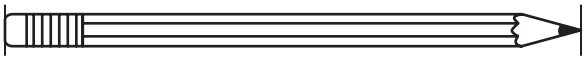
3.  _____

4.  _____

For 5–6, use an inch ruler to measure.

5. 

about ___ inches

6. 

about ___ inches

Is it possible or impossible to pull a ● from the bag. For 7–9, circle **possible** or **impossible**.

7. 

possible

impossible

8. 

possible

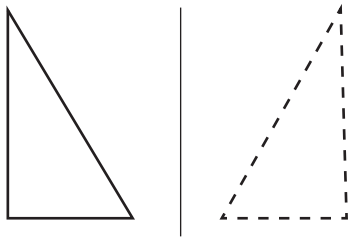
impossible

9. 

possible

impossible

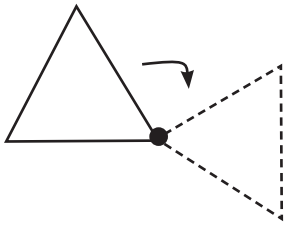
For 10–11, circle **slide, flip,** or **turn** to name the move.

10. 

slide

flip

turn

11. 

slide

flip

turn

Spiral Review

For 1–4, add or subtract. Write how many tens.

1. $30 + 20 =$ ___

___ tens + ___ tens = ___ tens

2. $10 + 60 =$ ___

___ ten + ___ tens = ___ tens

3. $90 - 50 =$ ___

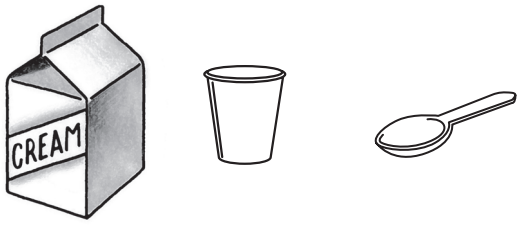
___ tens − ___ tens = ___ tens

4. $80 - 40 =$ ___

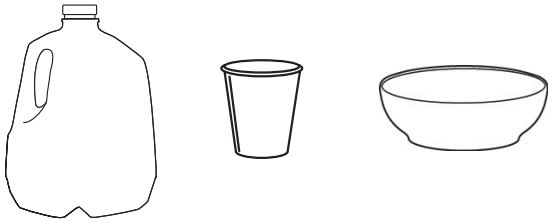
___ tens − ___ tens = ___ tens

For 5–6, circle which holds the least.

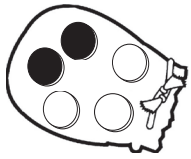
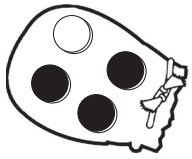
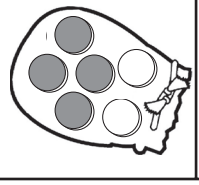
5.



6.



For 7–9, mark an X to tell if pulling the counter from the bag is **more likely** or **less likely**.

	Pull	From	More Likely	Less Likely
7.	●			
8.	○			
9.	●			

For 10–11, use the same figures. Make a different pattern. Draw your new pattern.

10. 

11. 

Spiral Review

For 1–6, write the sum.

1.

	tens	ones
	2	6
+		1

2.

	tens	ones
	3	2
+		7

3.

	tens	ones
	5	5
+		3

4.

	tens	ones
	8	3
+		4

5.

	tens	ones
	1	6
+	1	0

6.

	tens	ones
	3	8
+	4	1

For 7–8, use a centimeter ruler to measure.

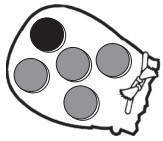
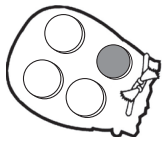
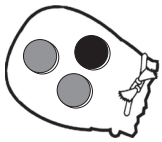
7. 

about ____ centimeters

8. 

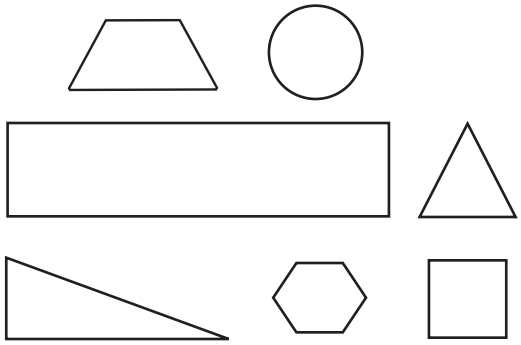
about ____ centimeters

For 9–11, mark an X to tell if pulling the counter from the bag is **more likely** or **less likely.**

	Pull	From	More Likely	Less Likely
9.	●			
10.	○			
11.	●			

12. Use the picture. Use logical reasoning to solve. Circle your answer.

I am below a rectangle.
I have a line of symmetry.



Spiral Review

For 1–6, write the difference.

1.

	tens	ones
	3	8
−		2

2.

	tens	ones
	4	5
−		4

3.

	tens	ones
	7	3
−		3

4.

	tens	ones
	2	6
−		3

5.

	tens	ones
	5	7
−	2	7

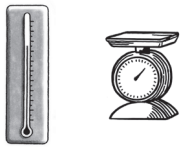
6.

	tens	ones
	4	4
−	2	2

For 7–10, circle the correct tool to measure.

7. How long is it?

8. How hot or cold is it?



9. How much does it weigh?

10. How much does it hold?

For 11–13, predict the color you are less likely to pull. Circle to show your answer.

		Predict
11.	4 6	
12.	5 3	
13.	3 4	

For 14–15, use figures to show the same pattern. Draw the figures.

14. 1 1 2 1 1 2 1 1 2

15.