Houghton Mifflin Harcourt

Kindergarten

CALIFORNIA

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Fall Festival!

written by Alison Juliano

CRITICAL AREA Representing, relating, and operating on whole numbers, initially with sets of objects

Fall is here! What do you see?

One big apple tree.

Science

What season is this?

Fall is here! What do you see?

Two pumpkins for you and me.

Science

What do you know about fall?

Fall is here! What do you see?

Bales of hay—1, 2, 3!

Science

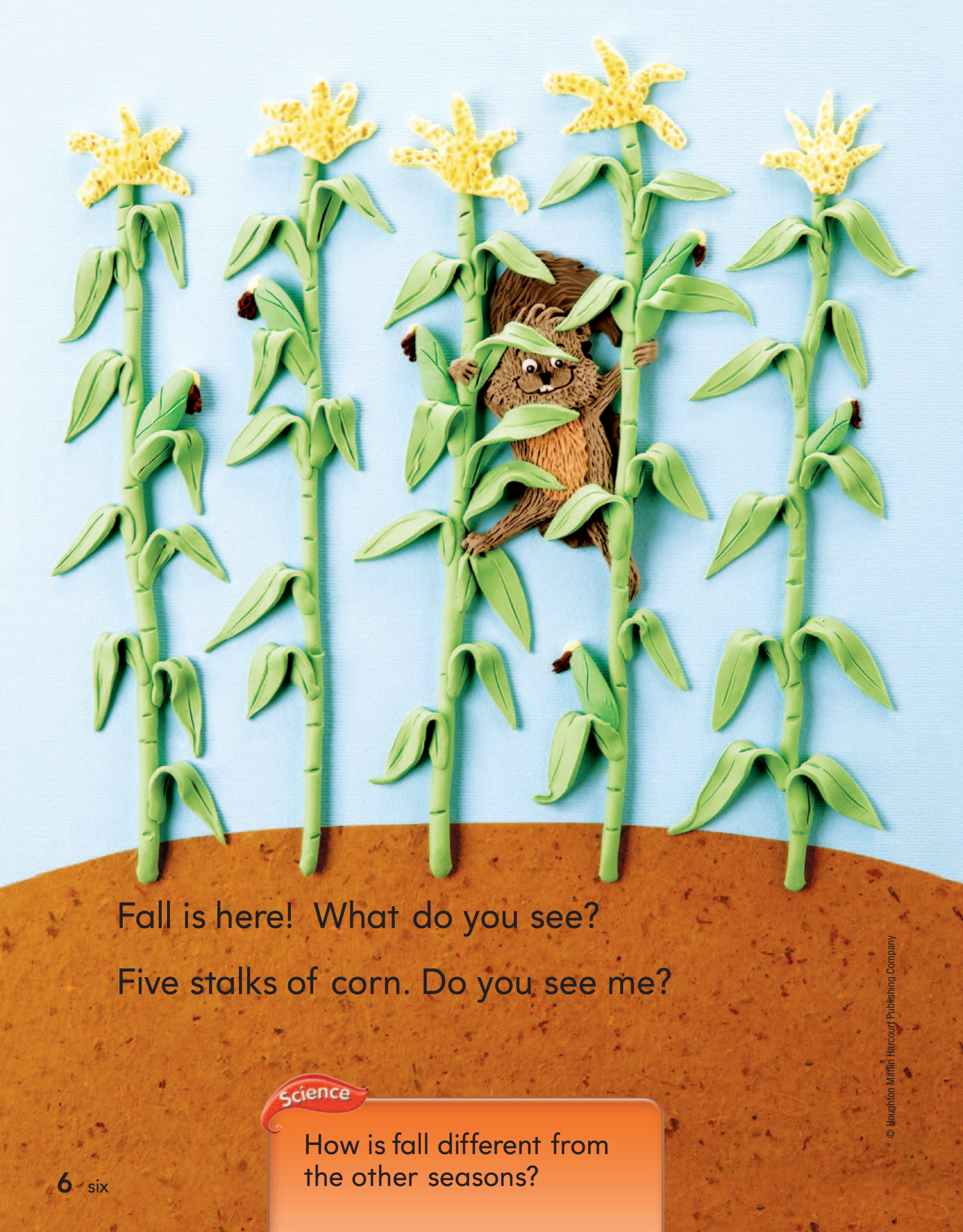
What do people wear in fall?

Fall is here! What do you see?

Four leaves falling from a tree.

Science

What changes in fall?



Fall is here! What do you see?

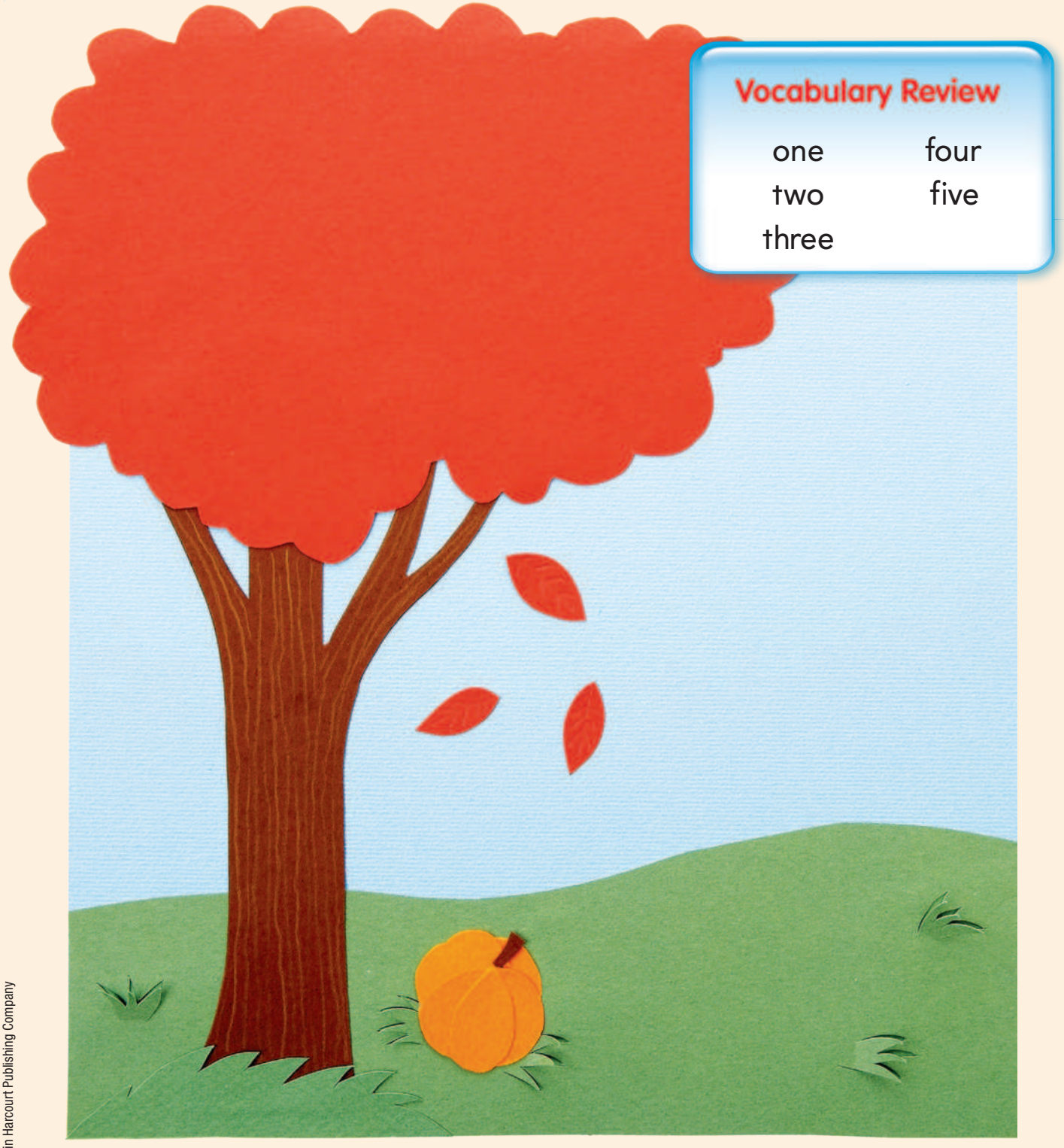
Five stalks of corn. Do you see me?

Science

How is fall different from the other seasons?

Name _____

Write About the Story



Vocabulary Review

one	four
two	five
three	

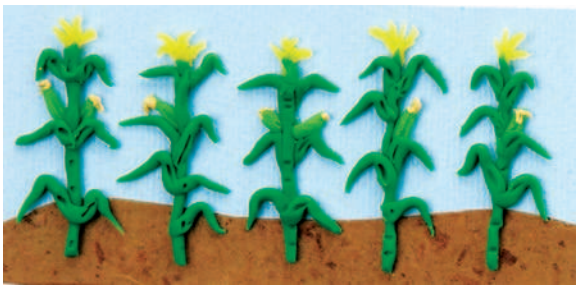
DIRECTIONS Look at the picture of the fall scene. Using the numbers you have learned, draw a story about fall. Invite a friend to count the objects in your story.

Count How Many

1

1 2 3 4 5

2



1 2 3 4 5

3

1 2 3 4 5

4

1 2 3 4 5

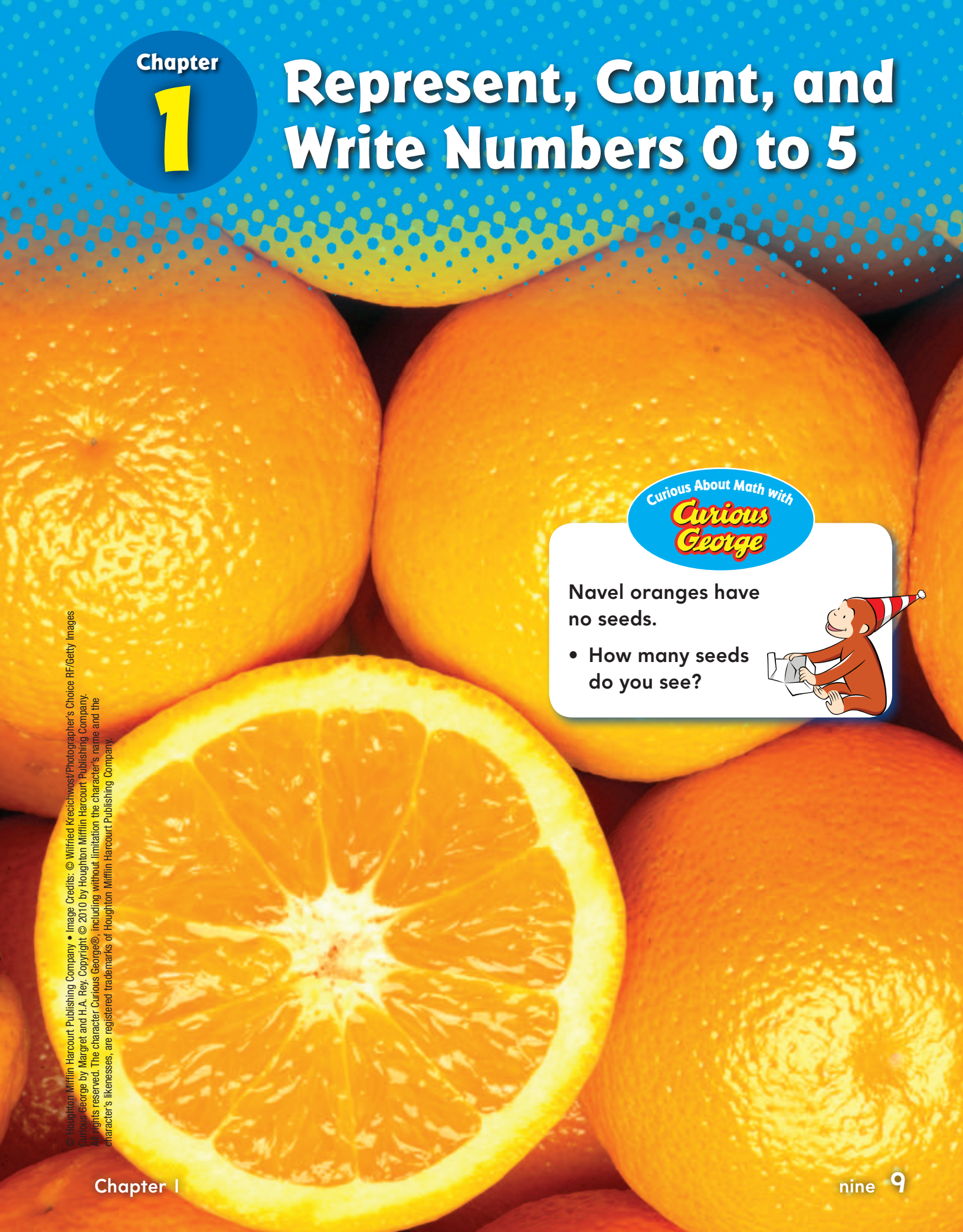
5

1 2 3 4 5

DIRECTIONS **1–5.** Look at the picture. Count how many. Circle the number.

Chapter 1

Represent, Count, and Write Numbers 0 to 5



Curious About Math with Curious George

Navel oranges have no seeds.

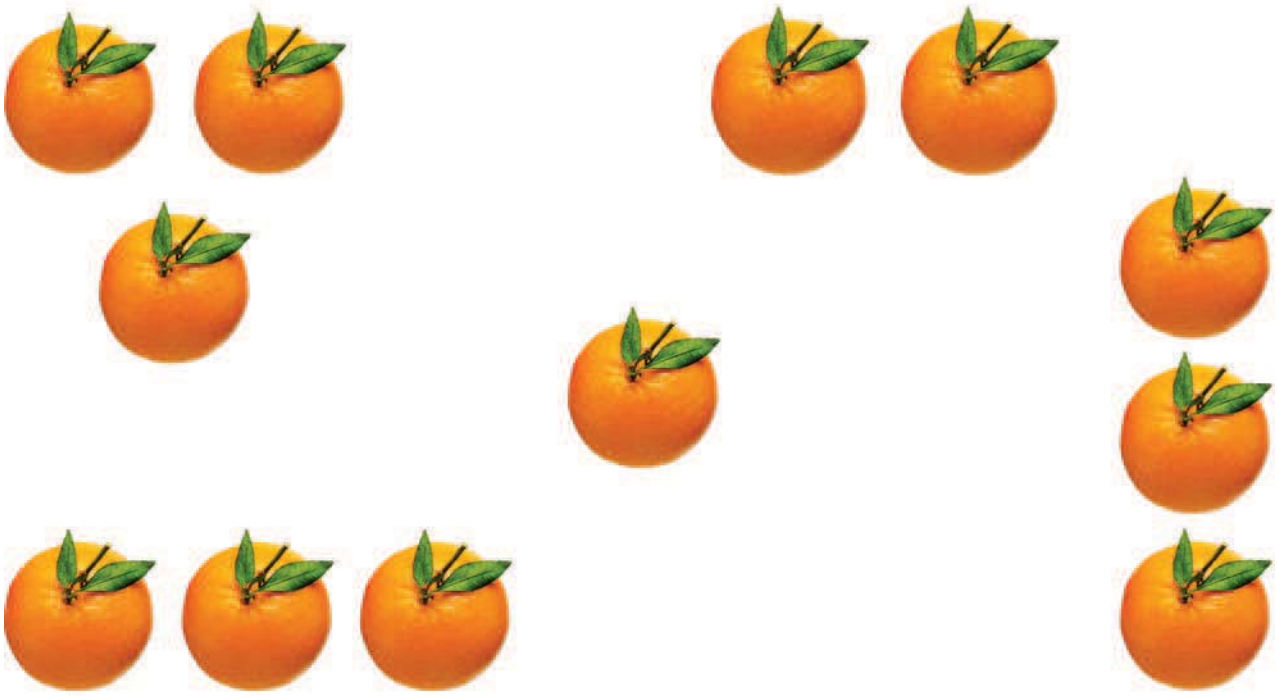
- How many seeds do you see?

Name _____

Show What You Know

Explore Numbers

1



Match Numbers to Sets

2

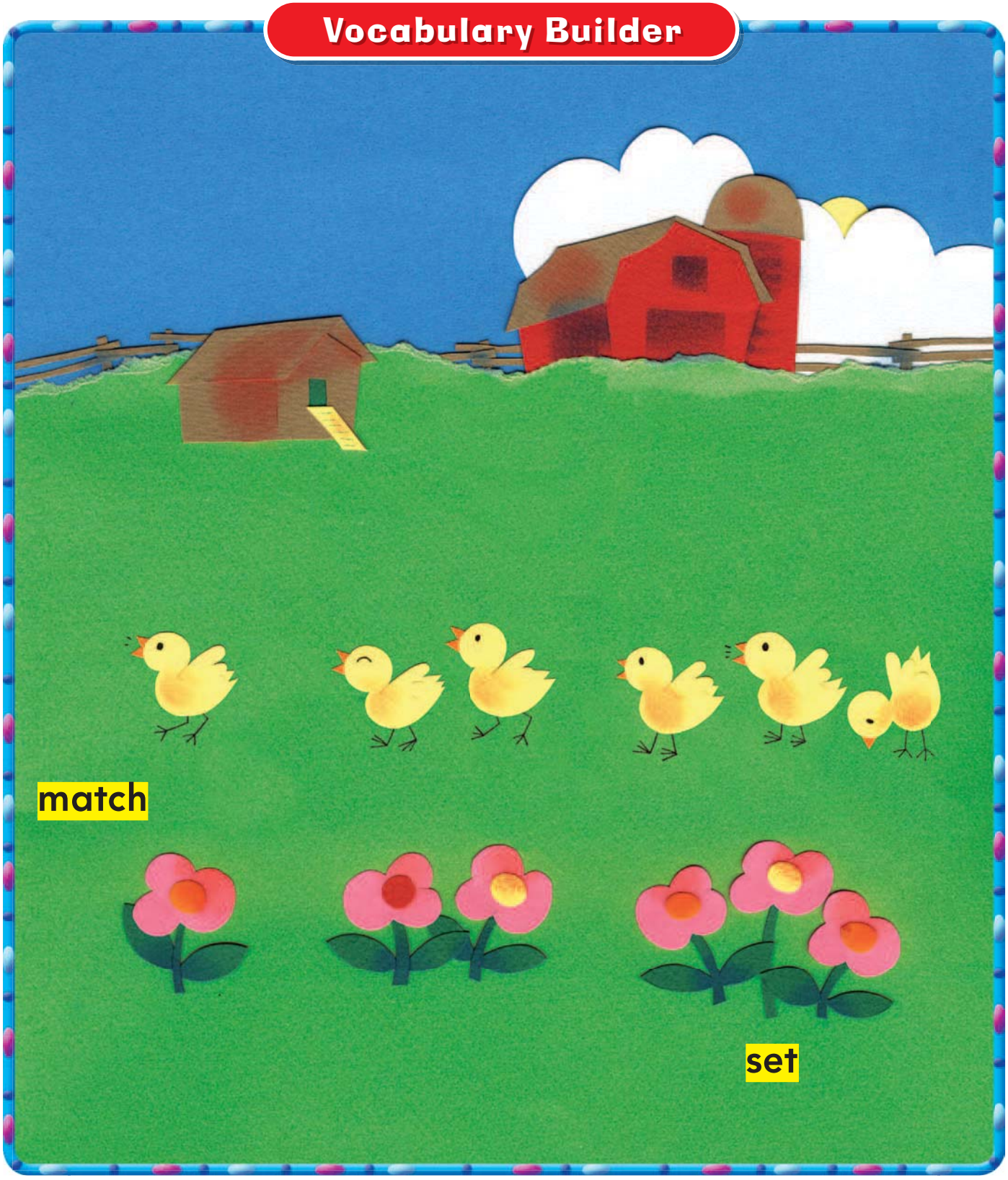
1 2 3 4 5

This page checks understanding of important skills needed for success in Chapter 1.

DIRECTIONS 1. Circle all of the sets of three oranges.
2. Draw a line to match the number to the set.

Name _____

Vocabulary Builder



DIRECTIONS Draw a line to match a set of chicks to a set of flowers.

GO DIGITAL
- Interactive Student Edition
- Multimedia eGlossary

Game Bus Stop

DIRECTIONS Each player rolls the number cube. The first player to roll a 1 moves to the bus stop marked 1. Continue playing until each player has rolled the numbers in sequence and stopped at each bus stop. The first player to reach 5 wins the game.

MATERIALS game marker for each player, number cube (0–5)

Name _____

Model and Count 1 and 2

Essential Question How can you show and count 1 and 2 with objects?

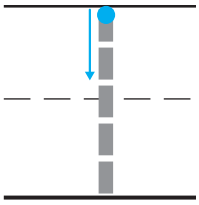
Counting and Cardinality—K.CC.4a
Also K.CC.4b, K.CC.4c, K.CC.5

MATHEMATICAL PRACTICES
MP.2

DIRECTIONS Place a counter on each object in the set as you count them. Move the counters to the five frame. Draw the counters.

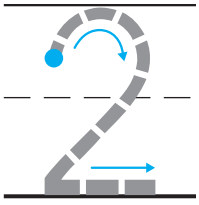
Share and Show

1



one

2

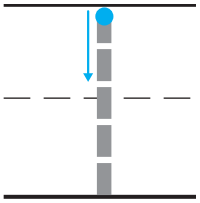


two

DIRECTIONS 1–2. Place a counter on each object in the set as you count them. Tell how many counters. Trace the number. Move the counters to the five frame. Draw the counters.

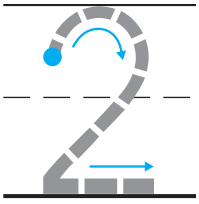
Name _____

3



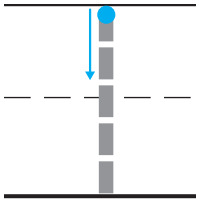
one

4



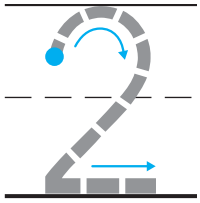
two

5



one

6

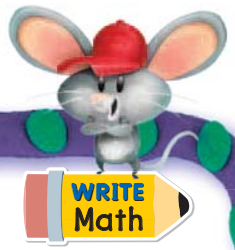


two

DIRECTIONS **3–6.** Say the number. Count out that many counters in the five frame. Draw the counters.

Problem Solving • Applications

Real World



7

8

9

DIRECTIONS **7.** Jen has 2 lunch boxes. Max has 1 lunch box. Circle to show Jen's lunch boxes. **8.** Draw to show what you know about the number 1. **9.** Draw to show what you know about the number 2. Tell a friend what you know about your drawings.

HOME ACTIVITY • Ask your child to show a set that has one or two objects, such as books or buttons. Have him or her point to each object as he or she counts it to tell how many objects are in the set.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

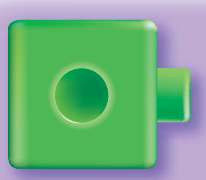
Count and Write 1 and 2

Essential Question How can you count and write 1 and 2 with words and numbers?

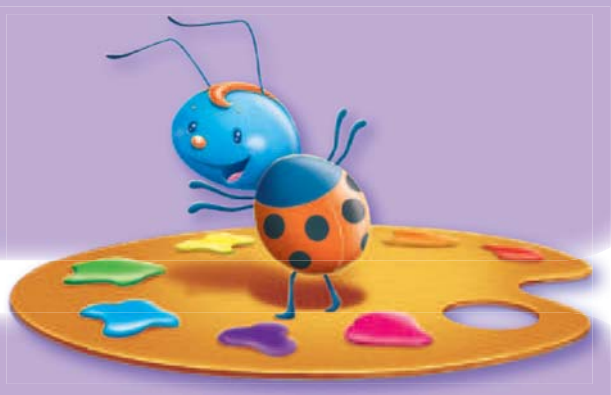
Counting and Cardinality—K.CC.3
Also K.CC.4b, K.CC.5

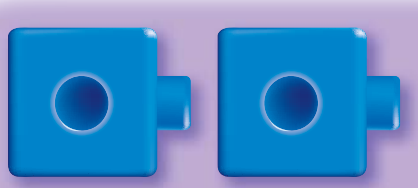
MATHEMATICAL PRACTICES
MP.2

Listen and Draw



one





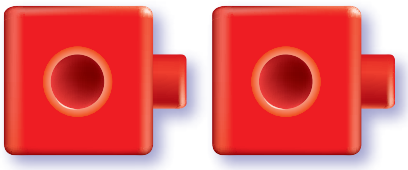
two

DIRECTIONS Count the cubes. Tell how many. Trace the numbers and words.

Share and Show

1

2



3

4

DIRECTIONS **1–2.** Count the cubes. Say the number. Trace the numbers. **3–4.** Count and tell how many. Write the number.

Name _____

5

6

7

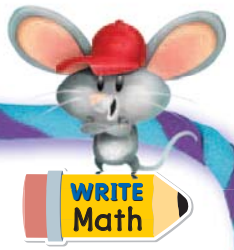
8

9

10

DIRECTIONS **5–10.** Count and tell how many. Write the number.

Problem Solving • Applications



DIRECTIONS 11. Draw to show what you know about the numbers 1 and 2. Write the number beside each drawing. Tell a friend about your drawings.

HOME ACTIVITY • Ask your child to write the number 1 on a sheet of paper. Then have him or her find an object that represents that number. Repeat with objects for the number 2.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

Model and Count 3 and 4

Essential Question How can you show and count 3 and 4 with objects?

Counting and Cardinality—K.CC.4a
Also K.CC.4b, K.CC.4c, K.CC.5

MATHEMATICAL PRACTICES
MP.1, MP.2

Listen and Draw

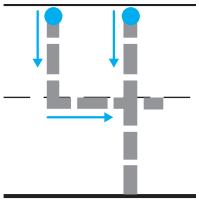
DIRECTIONS Place a counter on each object in the set as you count them. Move the counters to the five frame. Draw the counters.

Share and Show

1

three

2



four

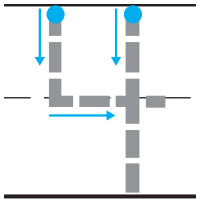
DIRECTIONS 1–2. Place a counter on each object in the set as you count them. Tell how many counters. Trace the number. Move the counters to the five frame. Draw the counters.

Name _____

3

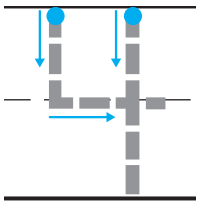
three

4



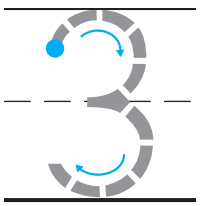
four

5



four

6

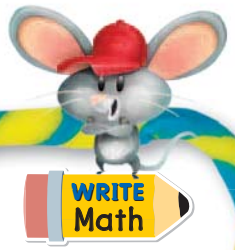


three

DIRECTIONS **3–6.** Say the number as you trace it. Count out that many counters in the five frame. Draw the counters.

Problem Solving • Applications

Real World



7

8

9

DIRECTIONS **7.** Lukas has 3 stuffed toys. Jon has a number of stuffed toys greater than Lukas. Circle to show Jon's toys. **8.** Draw to show what you know about the number 3. **9.** Draw to show what you know about the number 4. Tell a friend about your drawings.

HOME ACTIVITY • Draw a five frame or cut an egg carton to have just five sections. Have your child show a set of up to four objects and place the objects in the five frame.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

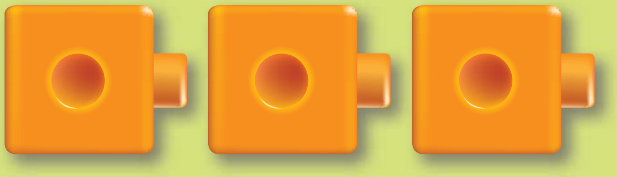
Count and Write 3 and 4

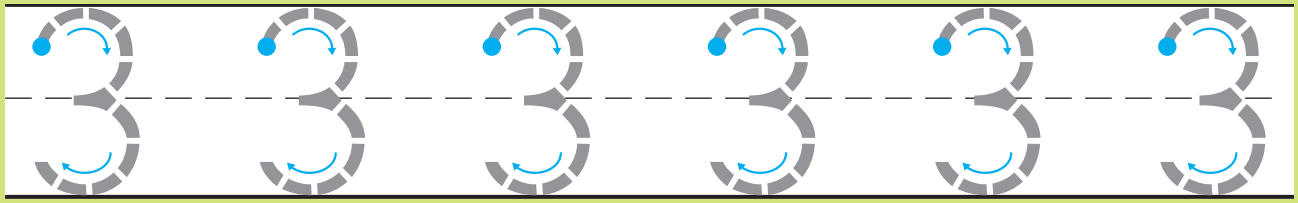
Essential Question How can you count and write 3 and 4 with words and numbers?

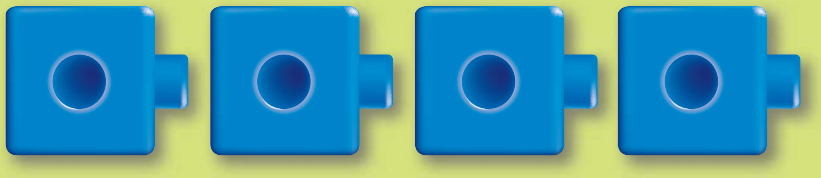
Counting and Cardinality—K.CC.3
Also K.CC.4b, K.CC.4c, K.CC.5

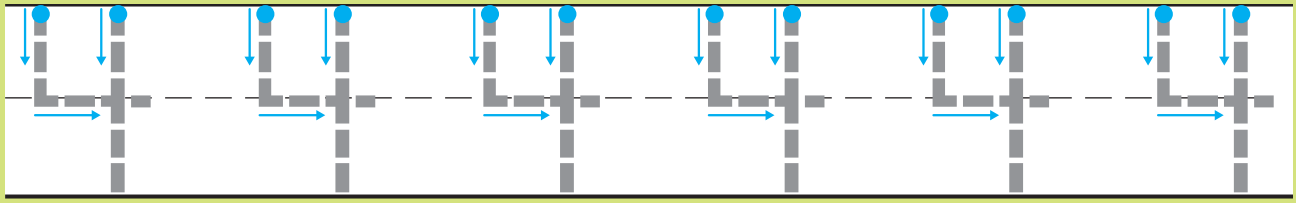
MATHEMATICAL PRACTICES
MP.2

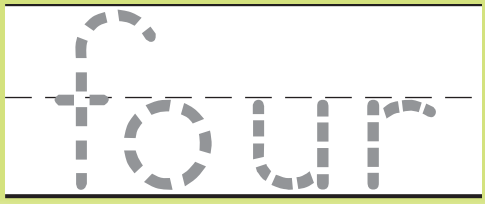
Listen and Draw







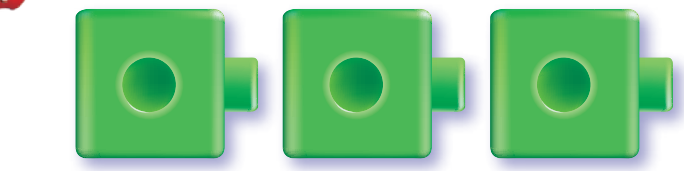




DIRECTIONS Count the cubes. Tell how many. Trace the numbers and the words.

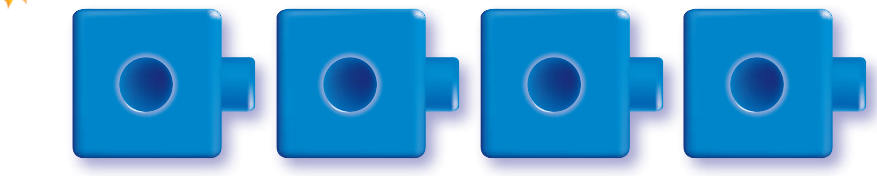
Share and Show

1



3 3 3 3 3 3

2



3

4

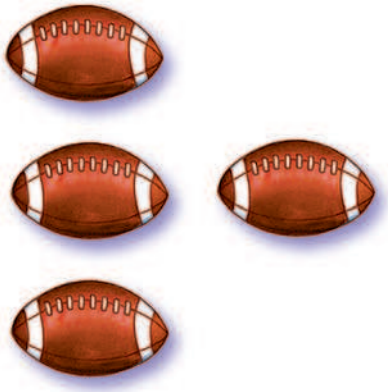
DIRECTIONS **1–2.** Count the cubes. Say the number. Trace the numbers. **3–4.** Count and tell how many. Write the number.

Name _____

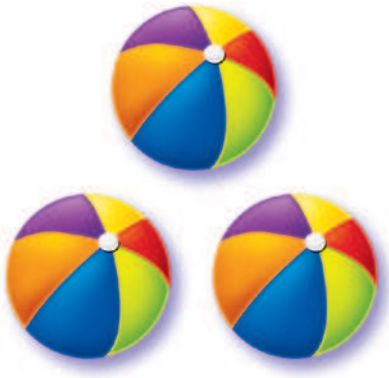
5

6

7

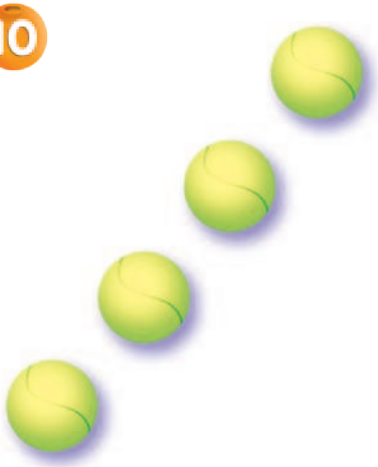


8



9

10



DIRECTIONS 5–10. Count and tell how many. Write the number.

HOME ACTIVITY • Ask your child to show a set of three or four objects. Have him or her write the number on paper to show how many objects.

FOR MORE PRACTICE:
Standards Practice Book

Mid-Chapter Checkpoint

Concepts and Skills

1

2

3

4 THINK SMARTER

DIRECTIONS **1.** Place counters in the five frame to show the number 3. Draw the counters. Write the number. (K.CC.4a) **2–3.** Count and tell how many. Write the number. (K.CC.3) **4.** Count each set of bags. Circle all the sets that show 3 bags. (K.CC.4b)

Name _____

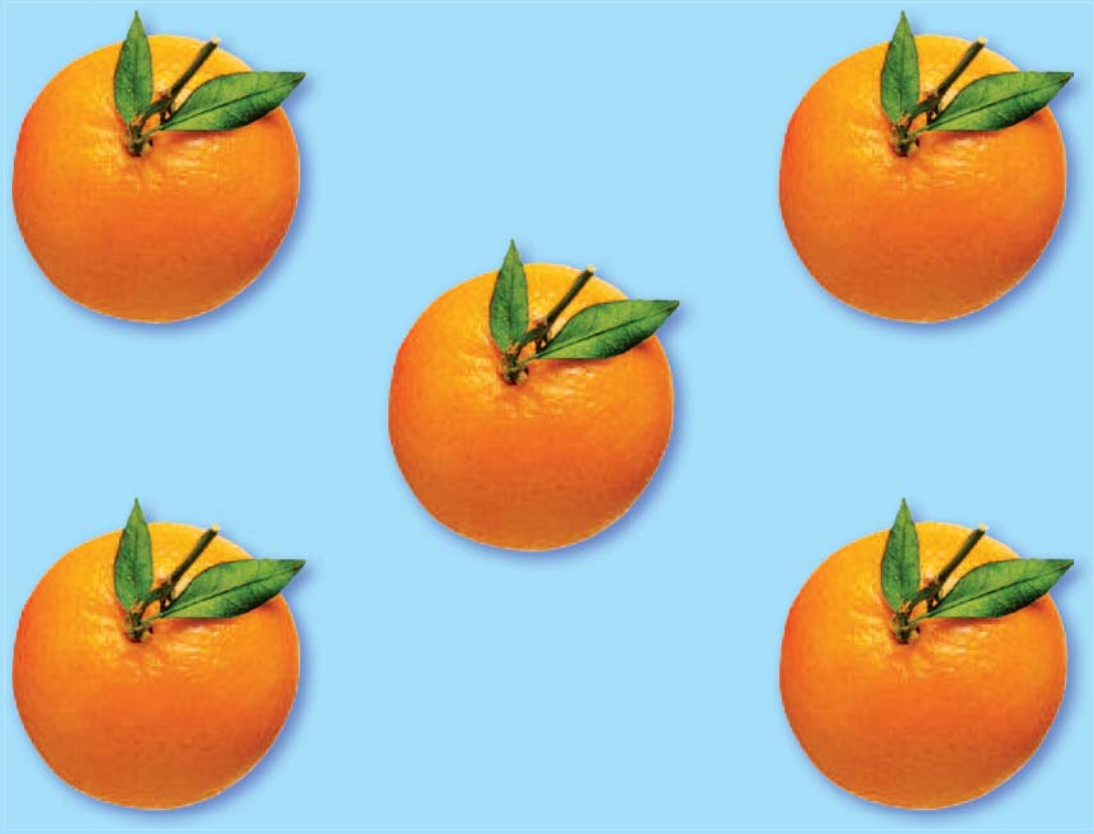
Model and Count 5

Essential Question How can you show and count 5 objects?

Counting and Cardinality—K.CC.4a
Also K.CC.4b, K.CC.5

MATHEMATICAL PRACTICES
MP.1, MP.2

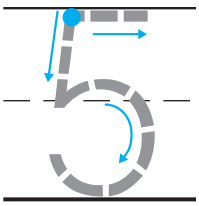
Listen and Draw



DIRECTIONS Place a counter on each orange as you count them. Move the counters to the five frame. Draw the counters.

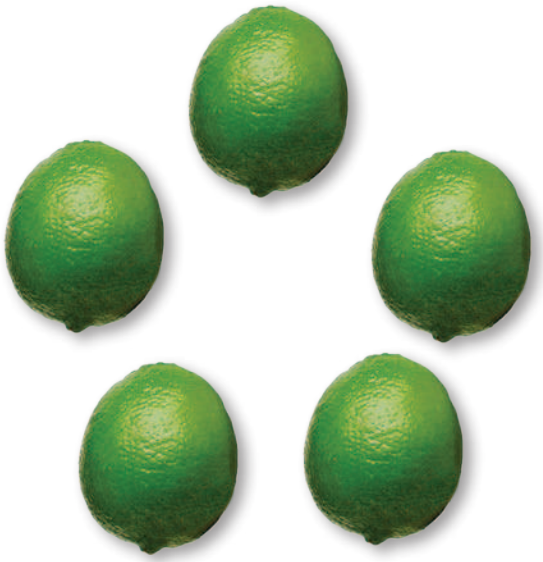
Share and Show

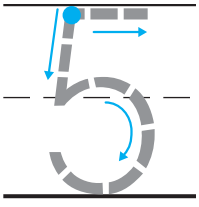
1



five

2

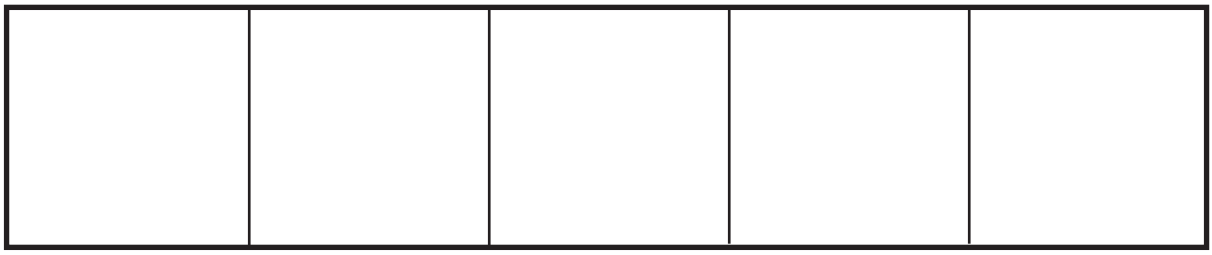


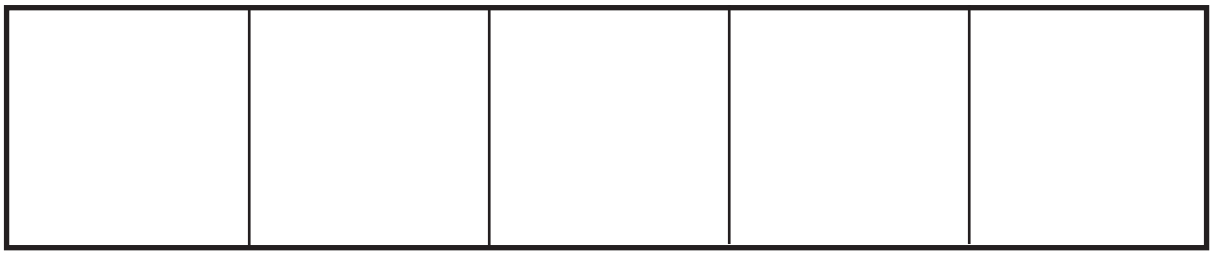


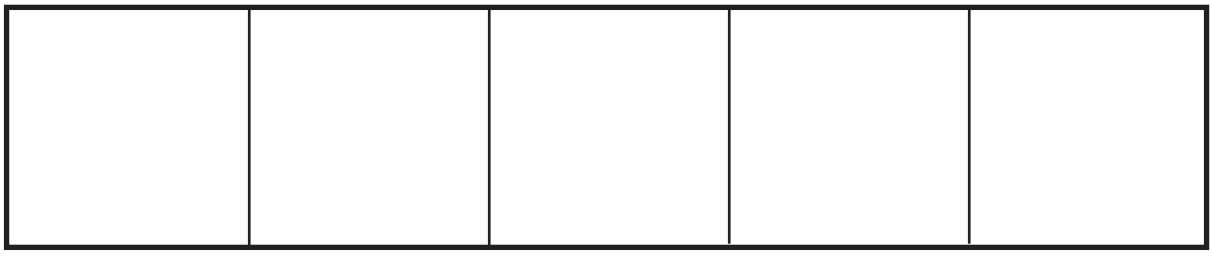
five

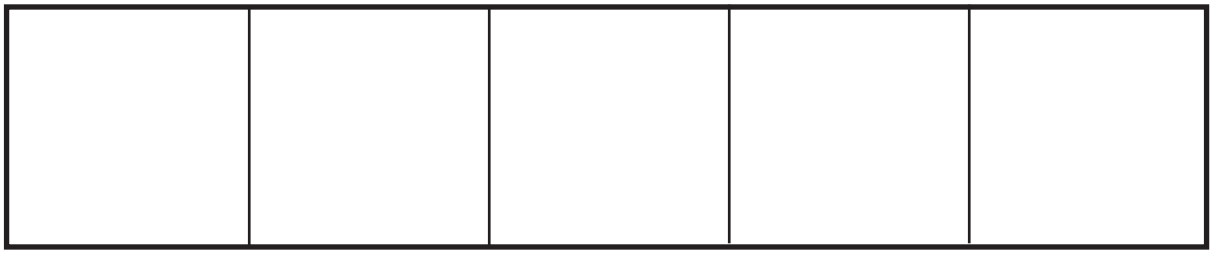
DIRECTIONS **1–2.** Place a counter on each object in the set as you count them. Tell how many counters. Trace the number. Move the counters to the five frame. Draw the counters.

Name _____





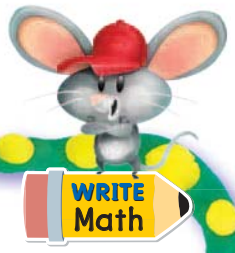




DIRECTIONS **3.** Place counters to show five. Draw the counters. Write the number. **4.** Place counters to show four. Draw the counters. Write the number. **5.** Place counters to show five. Draw the counters. Write the number. **6.** Place counters to show three. Draw the counters. Write the number.

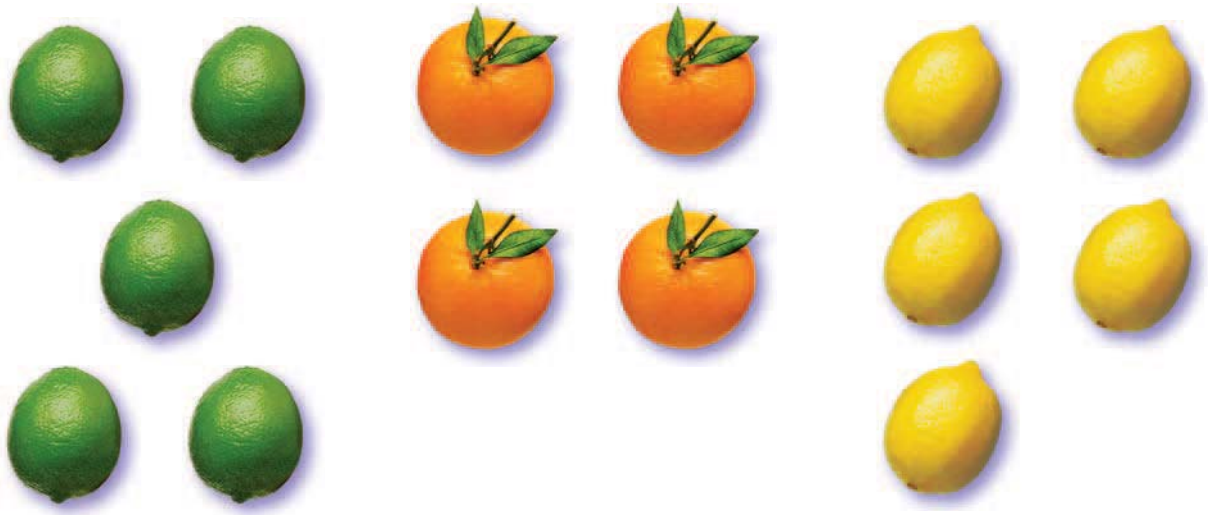
Problem Solving • Applications

Real World



WRITE Math

7



8

DIRECTIONS **7.** Carl needs 5 pieces of each kind of fruit. Circle to show all the sets Carl could use. **8.** Draw to show what you know about the number 5. Tell a friend about your drawing.

HOME ACTIVITY • Draw a five frame or use an egg carton with just five sections. Have your child show a set of five objects and place the objects in the five frame.

FOR MORE PRACTICE: Standards Practice Book

Name _____

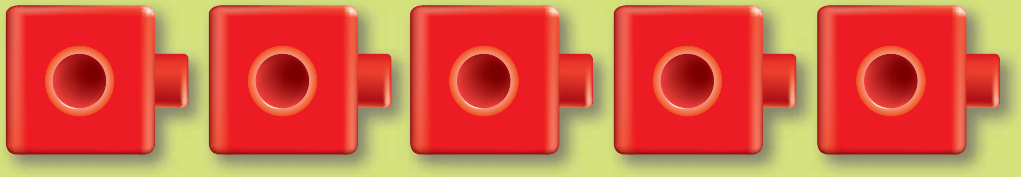
Count and Write 5

Essential Question How can you count and write 5 with words and numbers?

Counting and Cardinality—K.CC.3
Also K.CC.4b, K.CC.5

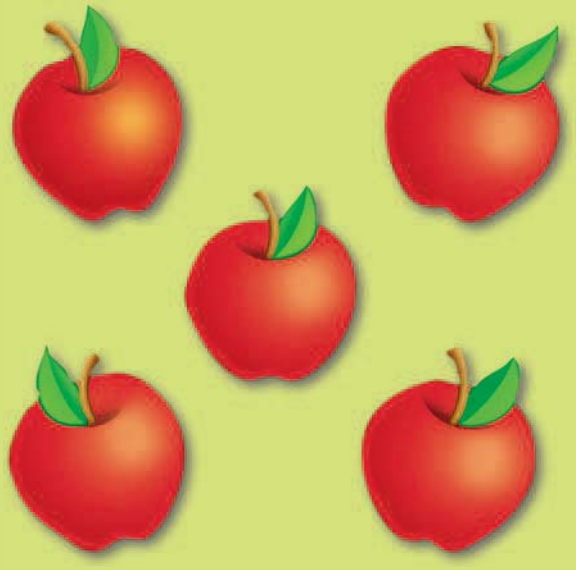
MATHEMATICAL PRACTICES
MP.2

Listen and Draw



5 5 5 5 5 5

five

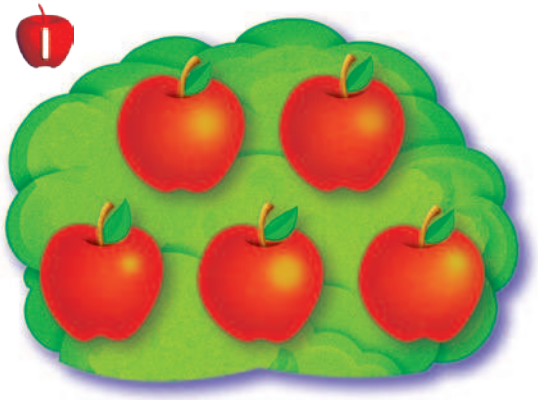


5 5 5 5 5 5

DIRECTIONS Count the cubes. Tell how many. Trace the numbers and the word. Count the apples. Tell how many. Trace the numbers.

Share and Show

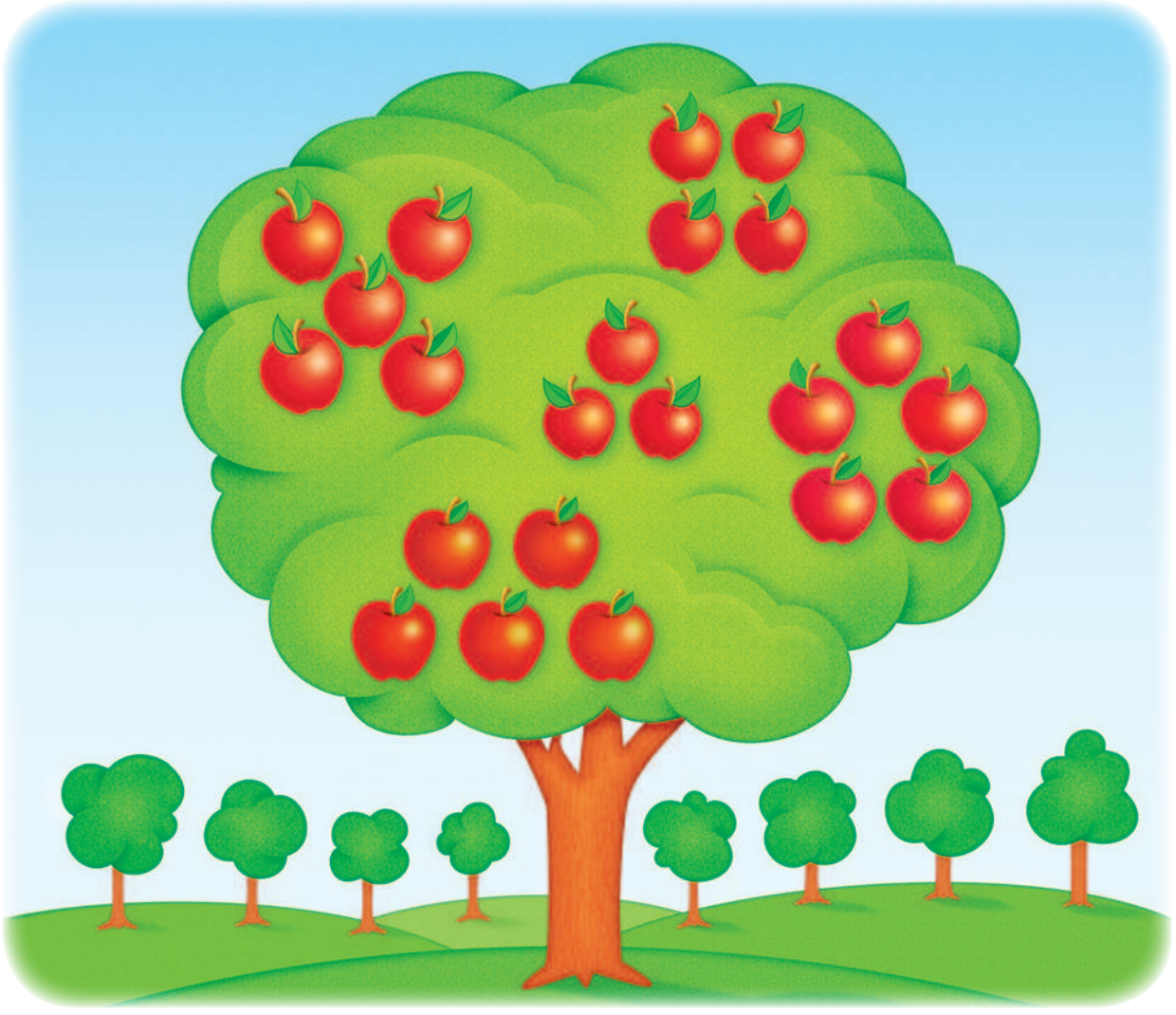
1



5 5 5 5

five

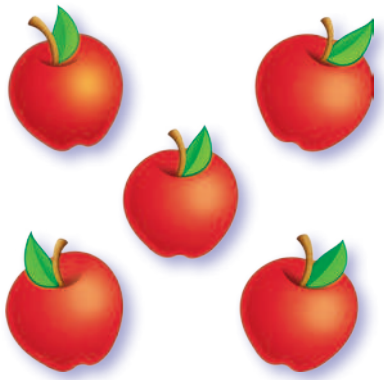
2



DIRECTIONS 1. Count and tell how many apples. Trace the numbers.
2. Circle all the sets of five apples.

Name _____

3



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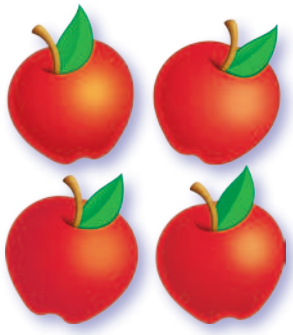

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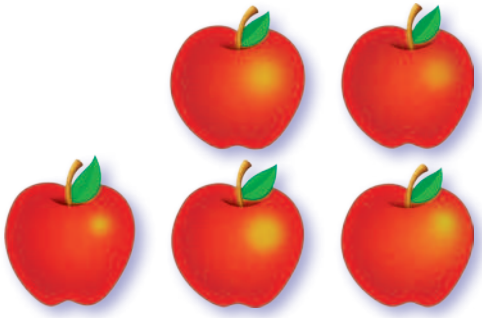

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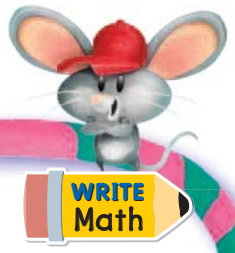
DIRECTIONS **3–6.** Count and tell how many apples. Write the number.

Problem Solving • Applications



7

DIRECTIONS **7.** Draw to show what you know about the number 5. Write the number. Tell a friend about your drawing.

HOME ACTIVITY • Ask your child to write the number 5 on a sheet of paper. Then have him or her find objects to show that number.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

Algebra • Ways to Make 5

Essential Question How can you use two sets of objects to show 5 in more than one way?

Counting and Cardinality—K.CC.4b
Also K.OA.3

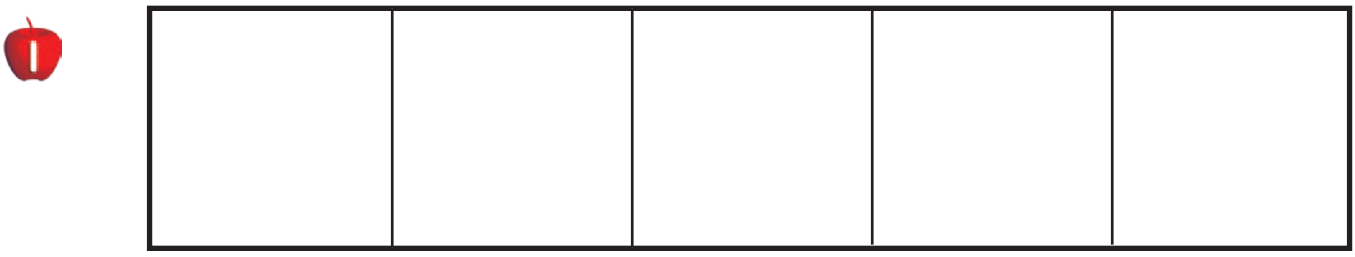
MATHEMATICAL PRACTICES
MP.4, MP.7

Listen and Draw

DIRECTIONS Jessica has 5 marbles in the bag. The marbles can be red or yellow. Describe the marbles that might be in Jessica's bag. Use counters to show one pair of marbles. Trace and color the counters.

Share and Show

1



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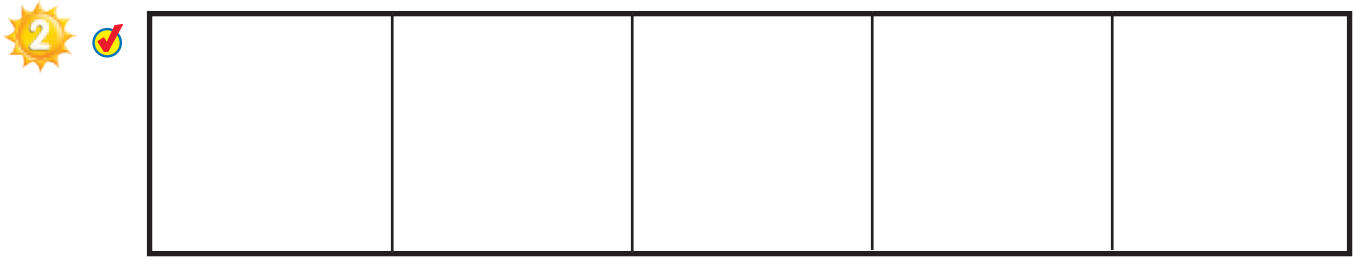


DIRECTIONS 1–2. Use two colors of counters to show a way to make 5. Write the numbers to show the pair that makes 5.

Name ______________________________

3

______ and ______

4

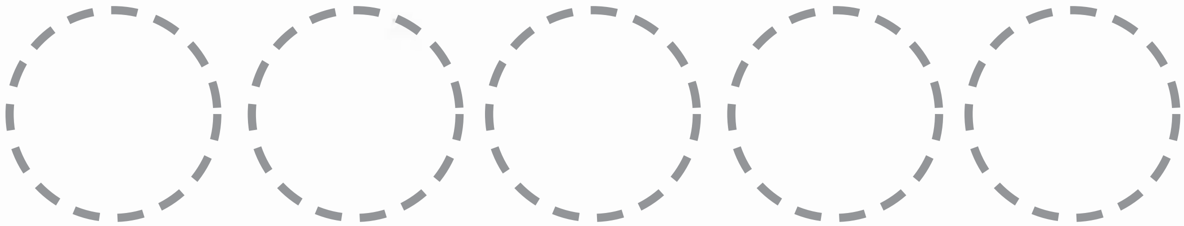
______ and ______

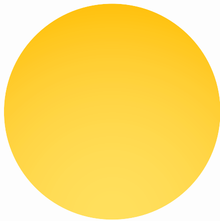
DIRECTIONS **3–4.** Use two colors of counters to show a different way to make 5. Write the numbers to show the pair that makes 5.

Problem Solving • Applications Real World

WRITE Math

5



5  and ______ 

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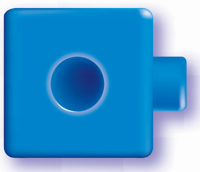
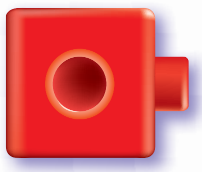
______  and ______ 

DIRECTIONS 5. Austin has 5 counters. His counters are red. How many yellow counters does he have? Color the counters. **6.** Madison has 5 red and blue cubes. Color to show the cubes. Write the pair of numbers that make up Madison's cubes.

HOME ACTIVITY • Have your child use two colors of buttons to show all the different ways to make 5. Then have him or her write the number of each color used in the pairs to make 5.

FOR MORE PRACTICE: Standards Practice Book

Name _____

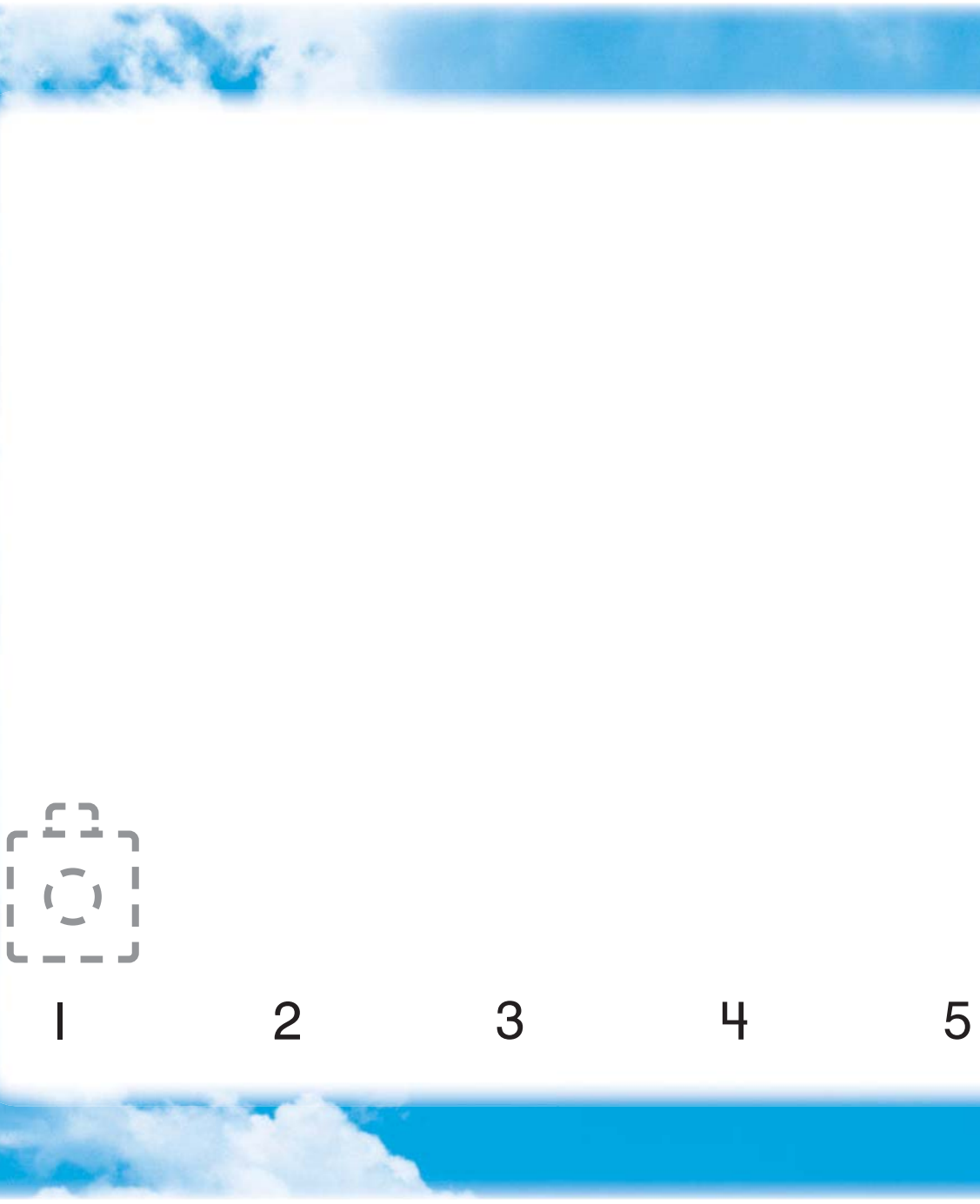
Count and Order to 5

Essential Question How do you know that the order of numbers is the same as a set of objects that is one larger?

Counting and Cardinality—K.CC.4c
Also K.CC.4a, K.CC.5

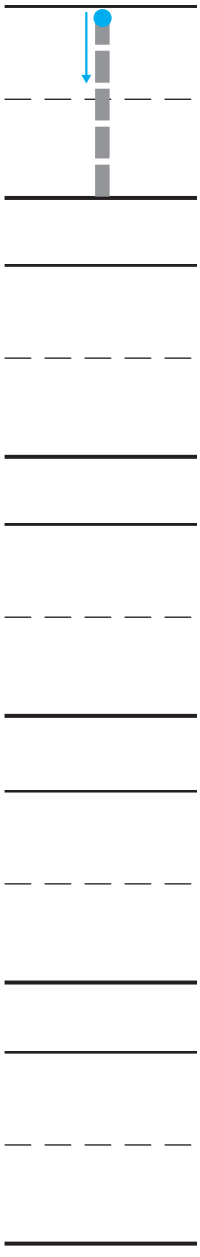
MATHEMATICAL PRACTICES
MP.2, MP.5, MP.7

Listen and Draw



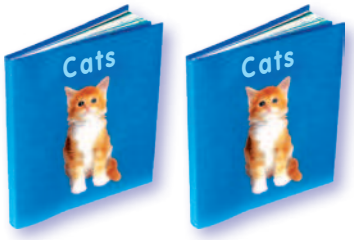
DIRECTIONS Use cubes to make cube towers that have 1 to 5 cubes. Place the cube towers in order to match the numbers 1 to 5. Draw the cube towers in order.

Share and Show



DIRECTIONS 1. Use cubes to make cube trains that have 1 to 5 cubes. Place the cube trains in order beginning with 1. Draw the cube trains and write the numbers in order. Tell a friend what you know about the numbers and the cube trains.

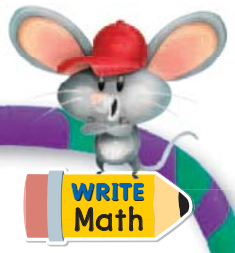
Name _____



DIRECTIONS 2. Count the objects in each set. Write the number beside the set of objects. Write those numbers in order beginning with number 1.

Problem Solving • Applications

Real World



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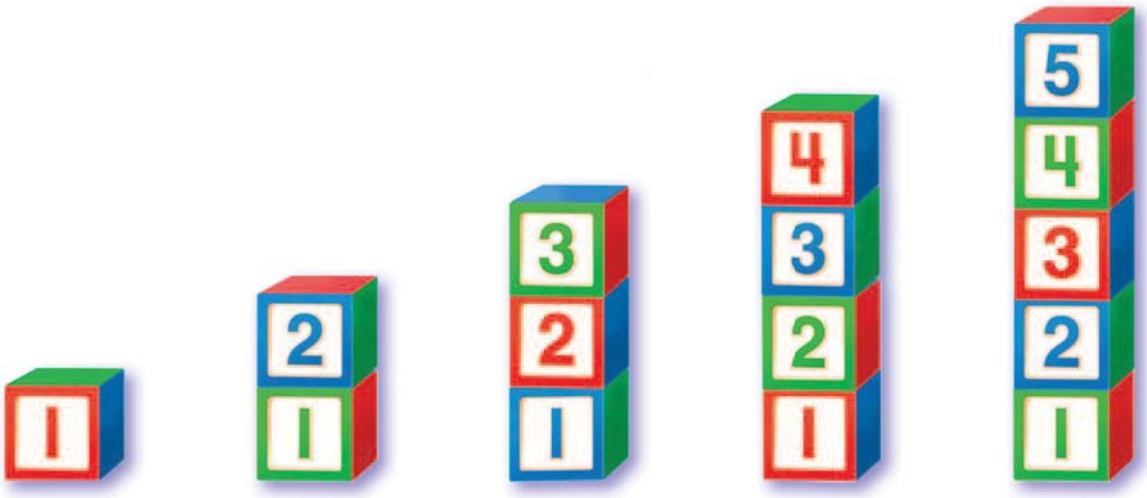


4

DIRECTIONS **3.** Paul has a set of blocks that is one larger than a set of 3 blocks. Circle Paul's blocks. Check to make sure your answer makes sense. **4.** Draw to show what you know about the order of sets 1 to 5. Tell a friend about your drawing.

HOME ACTIVITY • Show your child sets of objects from 1 to 5. Have him or her place the sets in order from 1 to 5.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

Problem Solving • Understand 0

Essential Question How can you solve problems using the strategy ***make a model***?

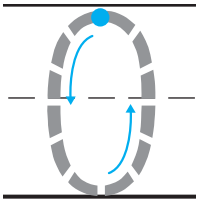
Counting and Cardinality—K.CC.3

MATHEMATICAL PRACTICES
MP.1, MP.2, MP.4

Unlock the Problem

Real World

Hands On

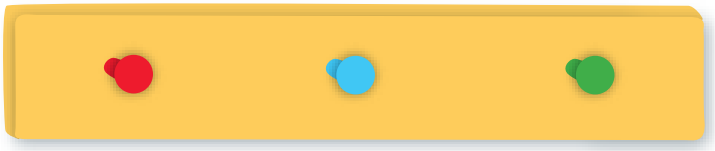


zero

DIRECTIONS Use counters to model this problem. There are two horses in the pen. The horses leave the pen and go to the field. How many horses are in the pen now? Trace the number. Tell a friend what you know about that number.

Try Another Problem

1



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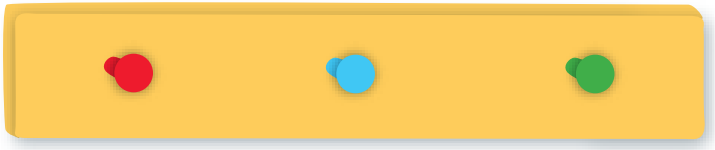
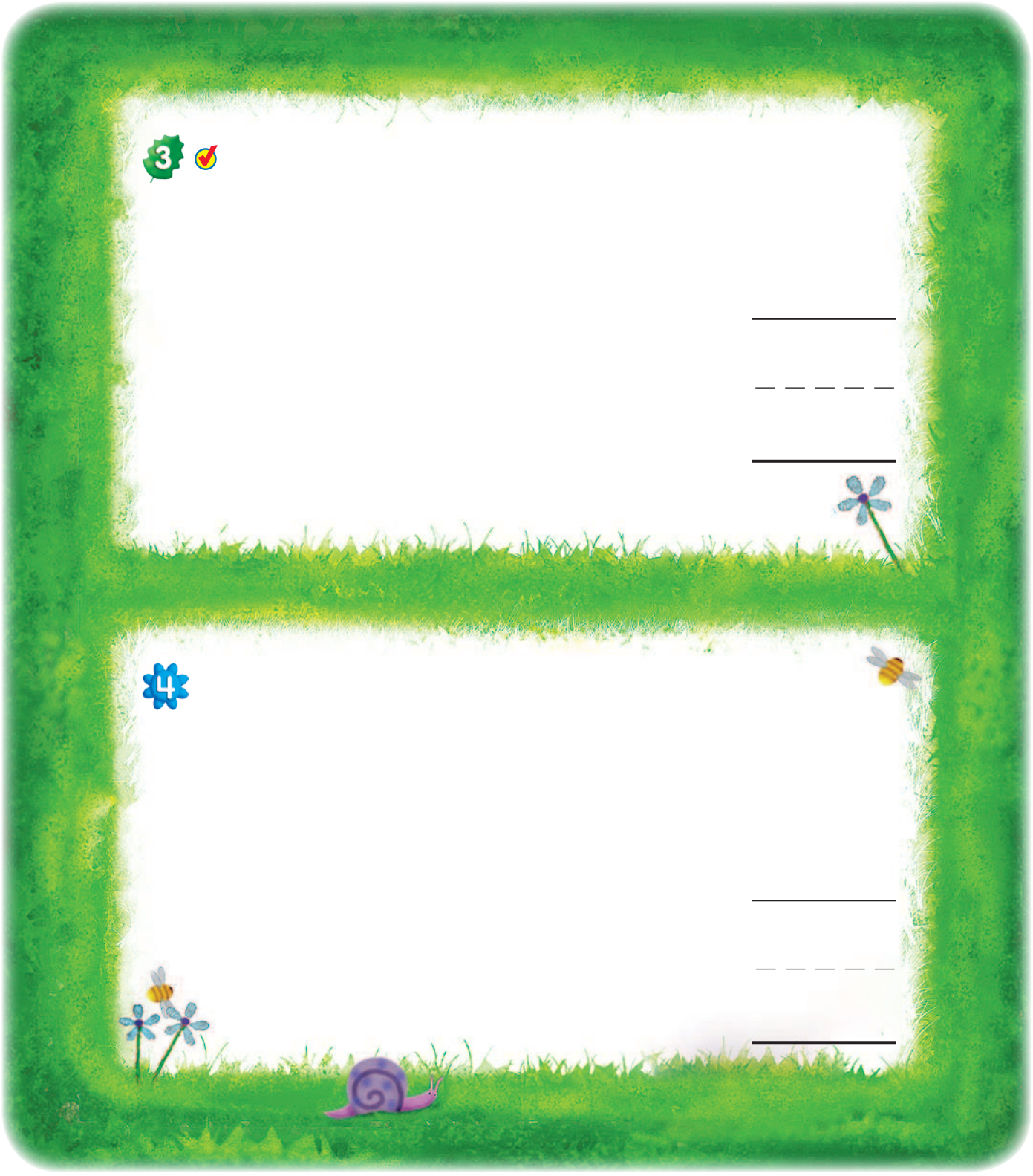


DIRECTIONS **1.** Use counters to model this problem. Three children each have one backpack on a peg. Draw counters to show the backpacks. How many backpacks are there? Write the number. **2.** Use counters to model a backpack on each peg. Three children each take one backpack. How many backpacks are there now? Write the number.

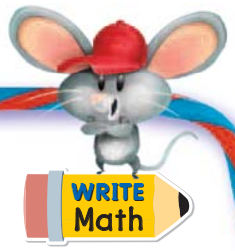
Name _____

Share and Show



DIRECTIONS Use counters to model these problems. **3.** Drew has one book. Adam has one fewer book than Drew. How many books does Adam have? Write the number. **4.** Bradley has no pencils. Matt has one more pencil than Bradley. How many pencils does Matt have? Write the number.

On Your Own



5

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DIRECTIONS **5.** Vera has 2 apples. She eats 1 apple and gives 1 apple to her friend. How many apples does Vera have now? Write the number. **6.** Amy has 3 crayons. She gives some away. Now she has no crayons. How many crayons did she give away? Write the number.

HOME ACTIVITY • Have your child place a set of up to five coins in a cup. Remove some or all of the coins and have him or her tell how many coins are in the cup and write the number.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

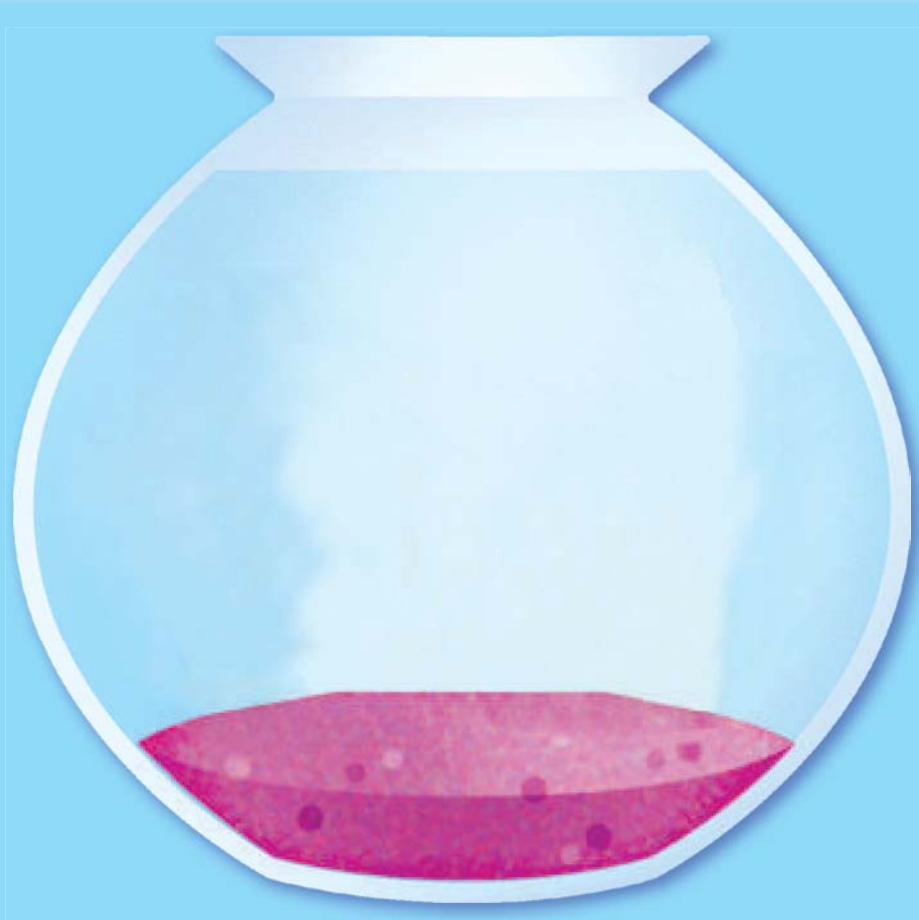
Identify and Write 0

Essential Question How can you identify and write 0 with words and numbers?

Counting and Cardinality—K.CC.3

MATHEMATICAL PRACTICES
MP.2

Listen and Draw



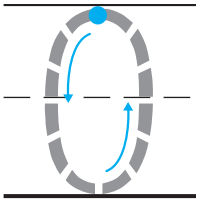
0 0 0 0 0 0

zero

DIRECTIONS How many fish are in the bowl? Trace the numbers and the word. Tell a friend what you know about that number.

Share and Show

1



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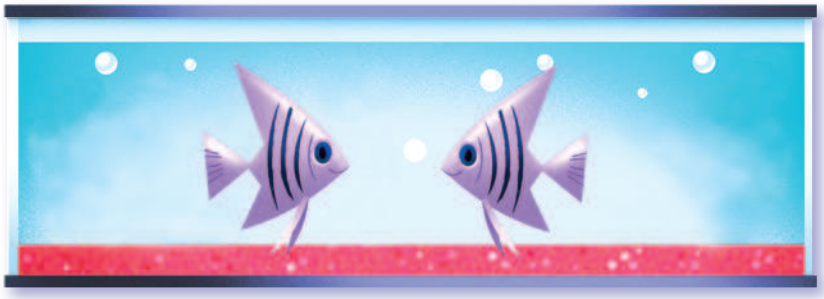


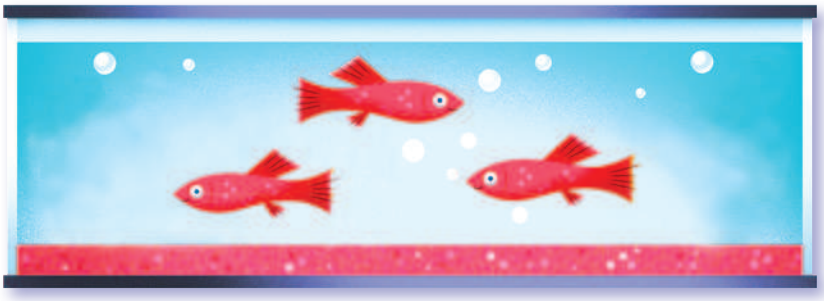
4

DIRECTIONS **1.** How many fish are in the tank? Trace the number.
2–4. How many fish are in the tank? Write the number. Circle the tanks that have 0 fish.

Name _____

5

6



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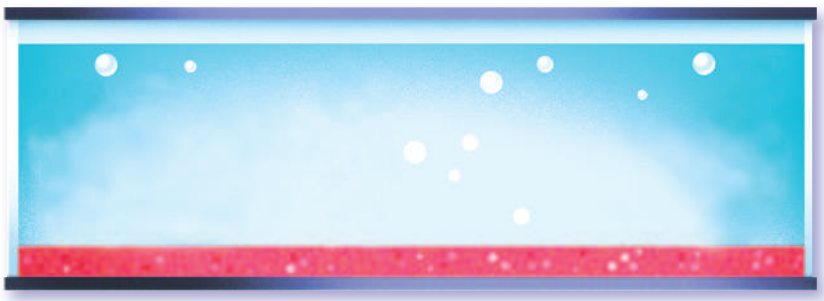
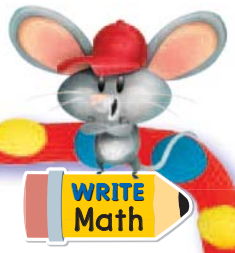


DIRECTIONS **5–8.** How many fish are in the tank? Write the number. Circle the tanks that have 0 fish.

Problem Solving • Applications

Real World



9

10

DIRECTIONS **9.** Bryce has two fish. Chris has no fish. Circle to show which fish bowl belongs to Chris. **10.** Draw to show what you know about the number 0. Tell a friend about your drawing.

HOME ACTIVITY • Draw a five frame or use an egg carton that has just five sections. Have your child show a set of up to 3 or 4 objects and place the objects in the five frame. Then have him or her remove the objects and tell how many are in the five frame.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

Chapter 1 Review/Test

1

- ○ 1
- ○ 2
- ○ one

2

- ○ four
- ○ five
- ○ 5

3

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5

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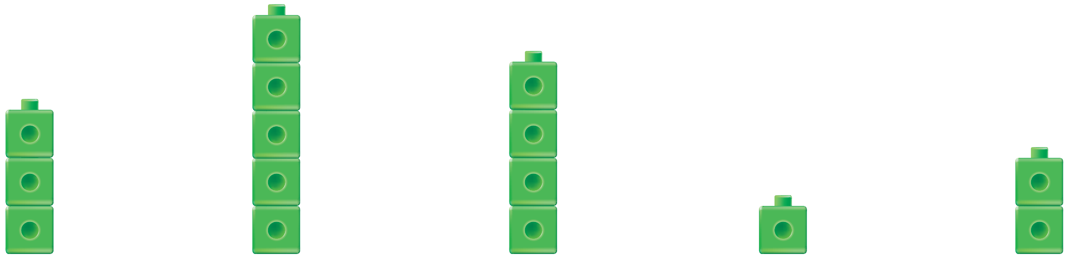
DIRECTIONS **1–2.** Choose all the answers that tell how many. **3.** How many eggs are in the nest? Write the number. **4–5.** Count how many. Write the number.

6

7



8

DIRECTIONS 6. Circle all sets that show 4. 7. Count the cubes in each tower. Write the number. 8. Write the numbers 1 to 5 in counting order.

Name _____

Personal Math Trainer

9 THINK SMARTER +

4 2 1	○ Yes	○ No
3 4 5	○ Yes	○ No
1 2 3	○ Yes	○ No

10

_____

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11

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12

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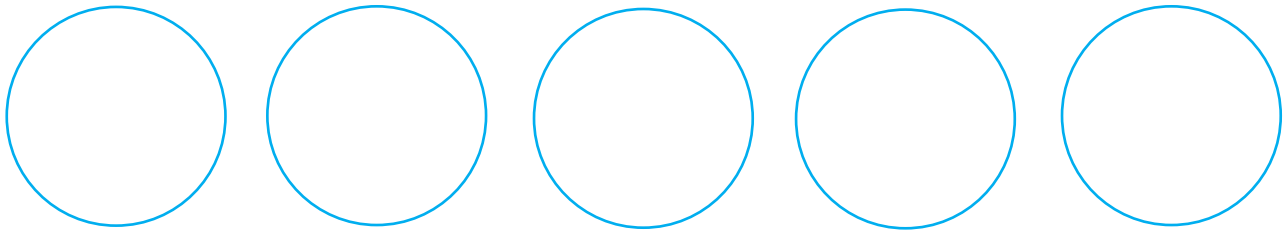
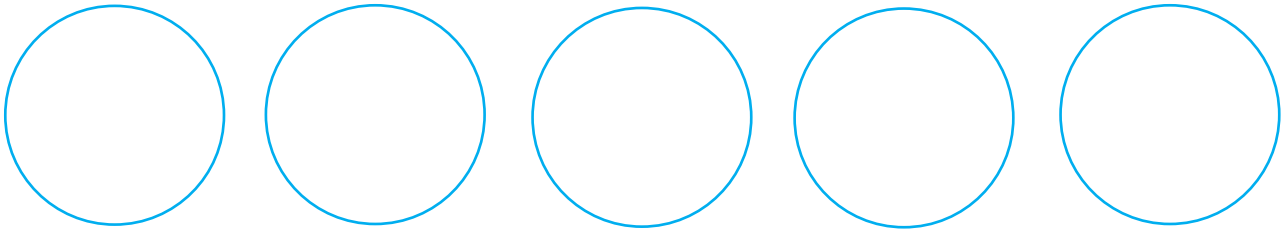
DIRECTIONS **9.** Are the numbers in counting order? Choose Yes or No. **10.** Three children each bring one book to school. Draw counters to show the books. Write the number. **11.** Sam has no apples in a basket. How many apples does Sam have? Write the number. **12.** There are two apples on the table. Kia takes the two apples to school. How many apples are on the table now? Write the number.

13 THINK SMARTER +



_____ and _____



_____ and _____

14

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DIRECTIONS **13.** Show 2 ways to make 5. Color some counters red. Color some yellow. Write the numbers. **14.** Write the number that comes after 3 in counting order. Draw counters to show the number.

Chapter 2

Compare Numbers to 5

Curious About Math with Curious George

Butterflies have taste buds in their feet so they stand on their food to taste it!

- Are there more butterflies or more flowers in this picture?

Name _____

Show What You Know

One-to-One Correspondence

1

Model Numbers 0 to 5

2

Write Numbers 0 to 5

3

_____

_ _ _ _ _

_____

4

_____

_ _ _ _ _

_____

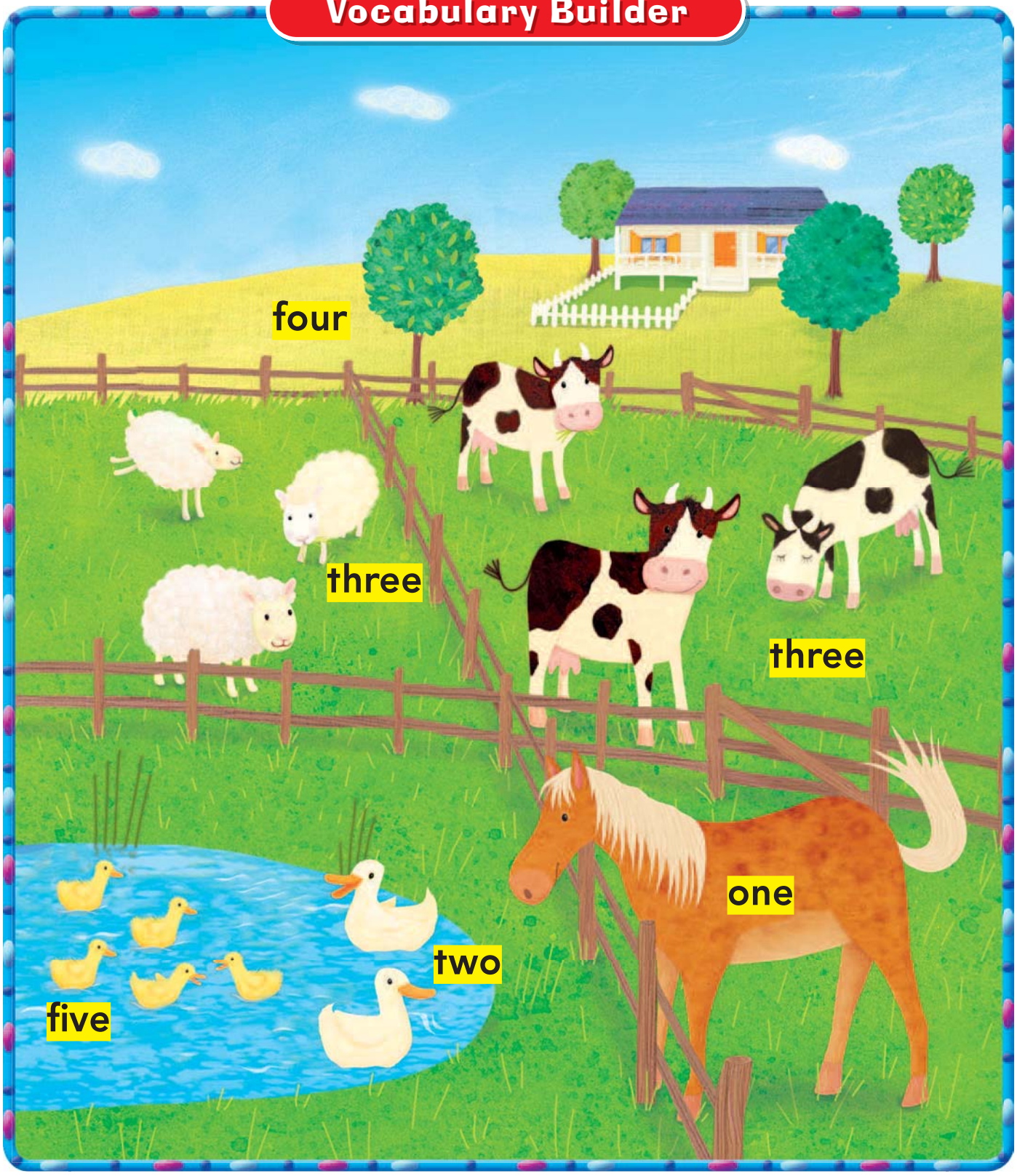
This page checks understanding of important skills needed for success in Chapter 2.

DIRECTIONS **1.** Draw one apple for each lunch box. **2.** Place counters in the five frame to model the number. Draw the counters. Trace the number. **3–4.** Count and tell how many. Write the number.

Personal Math Trainer
Online Assessment and Intervention

Name _____

Vocabulary Builder



DIRECTIONS Circle the sets with the same number of animals. Count and tell how many trees. Draw a line below the word for the number of trees.

GO DIGITAL
- Interactive Student Edition
- Multimedia eGlossary

Chapter 2

Game

Counting to Blastoff

Player 1

5	4	3	2	1	0

Player 2

5	4	3	2	1	0

DIRECTIONS Each player tosses the number cube and finds that number on his or her board. The player covers the number with a counter. Players take turns in this way until they have covered all of the numbers on the board. Then they are ready for blastoff.

MATERIALS 6 counters for each player, number cube (0–5)

Name _____

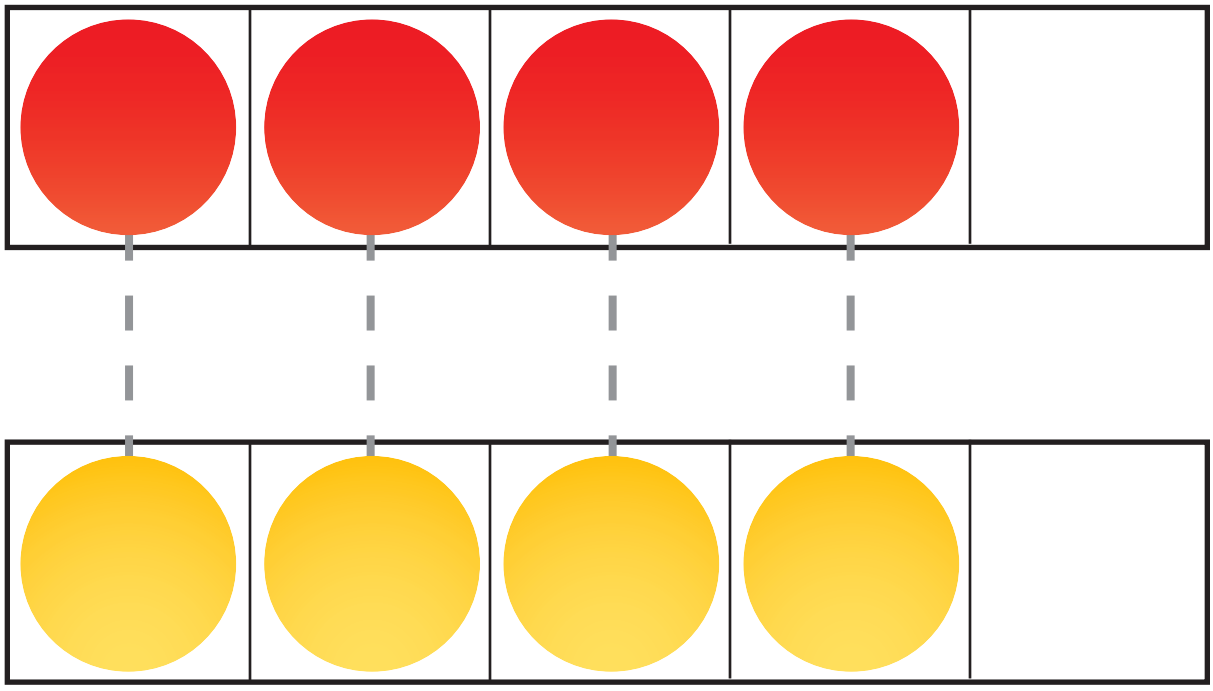
Same Number

Essential Question How can you use matching and counting to compare sets with the same number of objects?

Counting and Cardinality—K.CC.6
Also K.CC.4b, K.CC.7

MATHEMATICAL PRACTICES
MP.3, MP.5

Listen and Draw



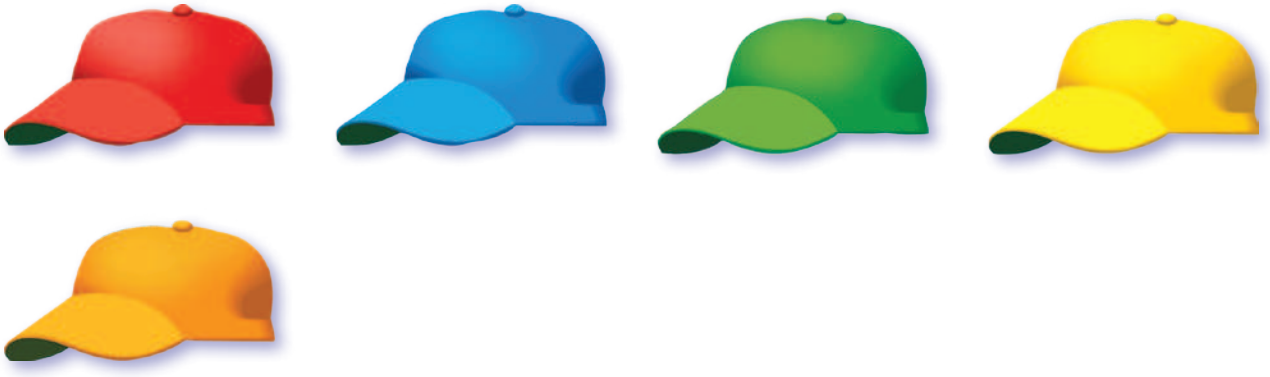
DIRECTIONS Place counters as shown. Trace the lines to match each counter in the top five frame to a counter below it in the bottom five frame. Count how many in each set. Tell a friend about the number of counters in each set.

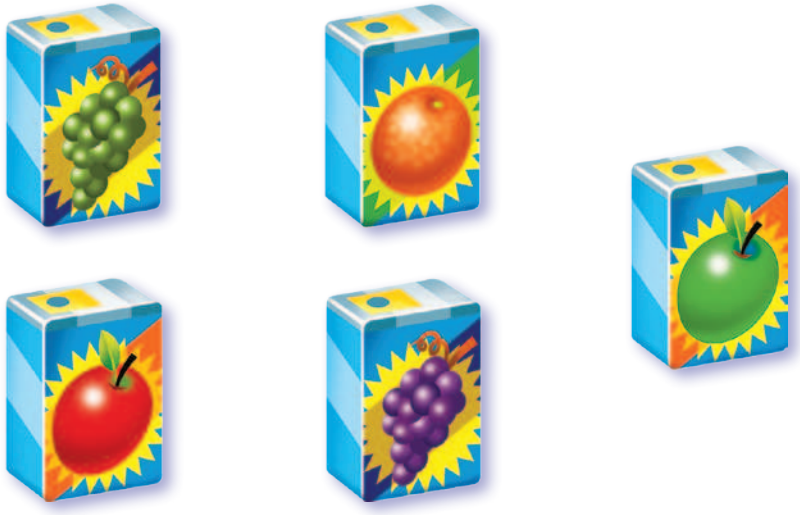
Share and Show

1

DIRECTIONS 1. Place a counter on each car in the set as you count them. Move the counters to the five frame below the cars. Draw the counters. Place a counter on each finger puppet in the set as you count them. Move the counters to the five frame above the puppets. Draw those counters. Is the number of objects in one set greater than, less than, or the same as the number of objects in the other set? Draw a line to match a counter in each set.

Name _____

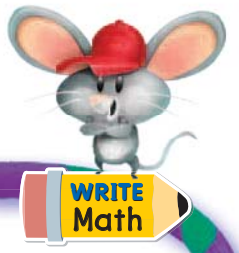




DIRECTIONS **2.** Compare the sets of objects. Is the number of hats greater than, less than, or the same as the number of juice boxes? Count how many hats. Write the number. Count how many juice boxes. Write the number. Tell a friend what you know about the number of objects in each set.

Problem Solving • Applications

Real World



3

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4

DIRECTIONS **3.** Count how many buses. Write the number. Draw to show a set of counters that has the same number as the set of buses. Write the number. Draw a line to match the objects in each set. **4.** Draw two sets that have the same number of objects shown in different ways. Tell a friend about your drawing.

HOME ACTIVITY • Show your child two sets that have the same number of up to five objects. Have him or her identify whether the number of objects in one set is greater than, less than, or has the same number of objects as the other set.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

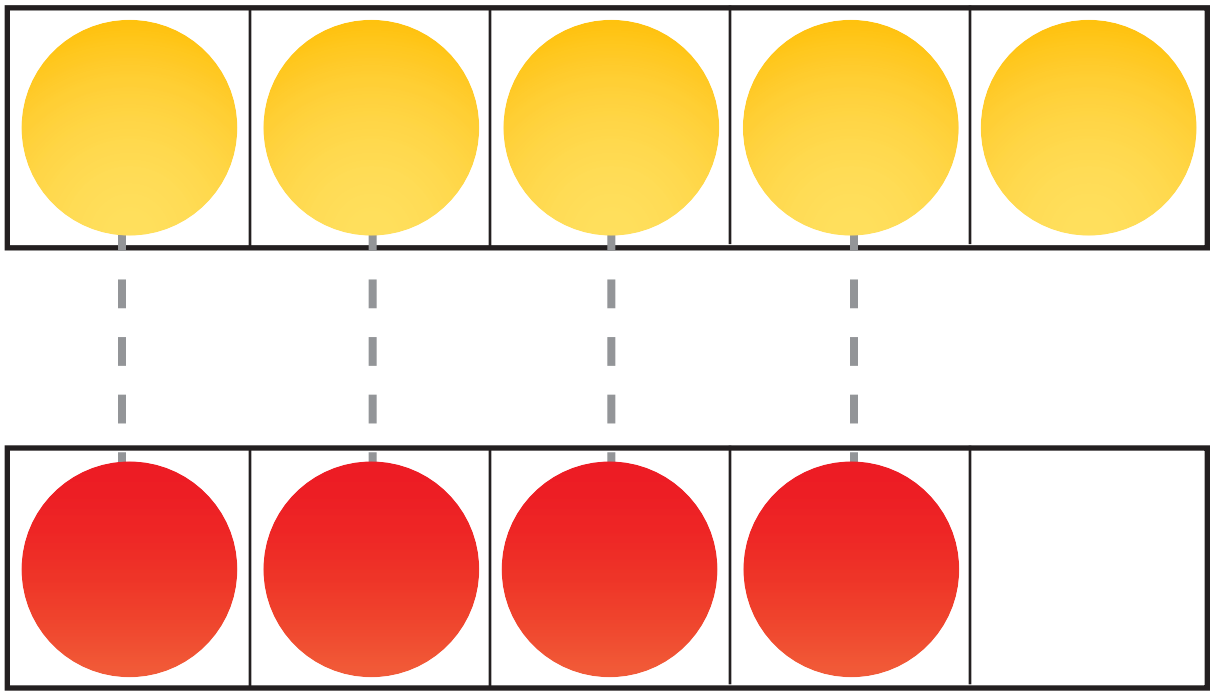
Greater Than

Essential Question How can you compare sets when the number of objects in one set is greater than the number of objects in the other set?

Counting and Cardinality—K.CC.6
Also K.CC.7

MATHEMATICAL PRACTICES
MP.2, MP.3, MP.5

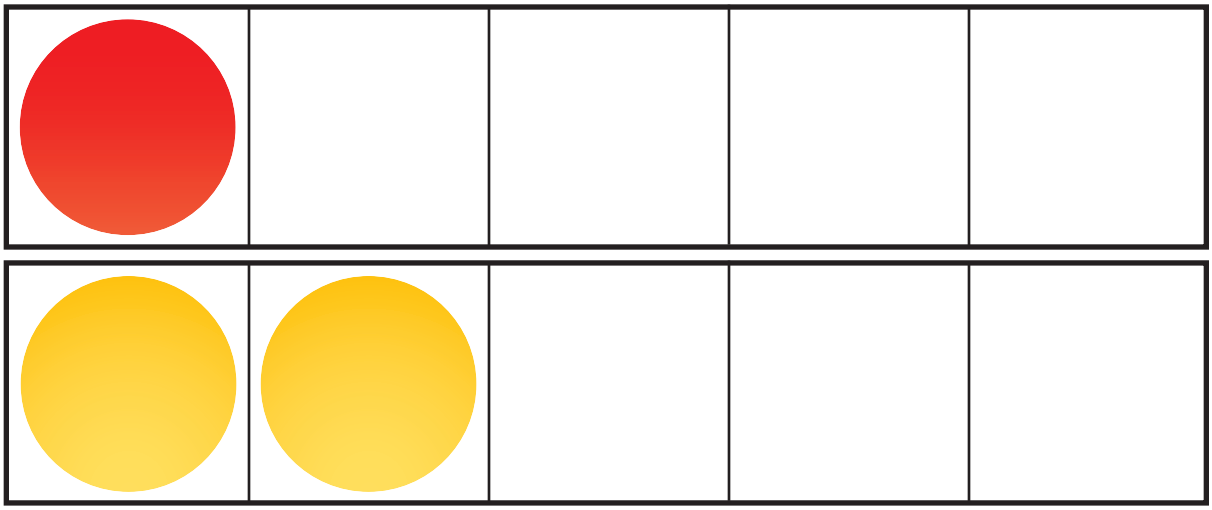
Listen and Draw

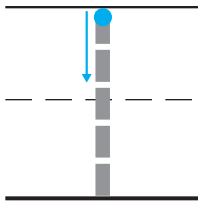


DIRECTIONS Place counters as shown. Trace the lines to match a counter in the top five frame to a counter below it in the bottom five frame. Count how many in each set. Tell a friend which set has a number of objects greater than the other set.

Share and Show

1





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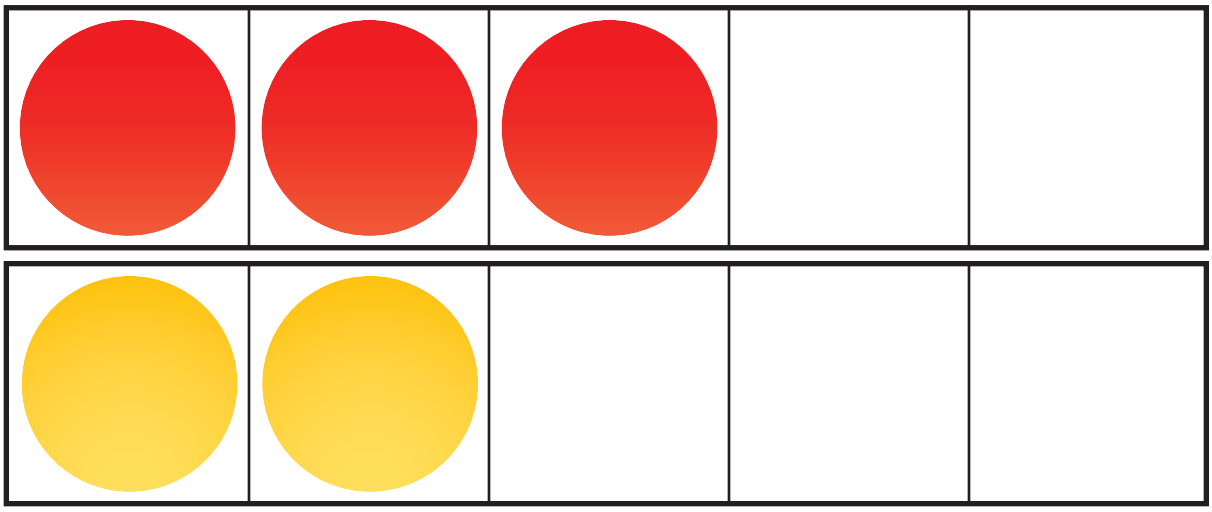
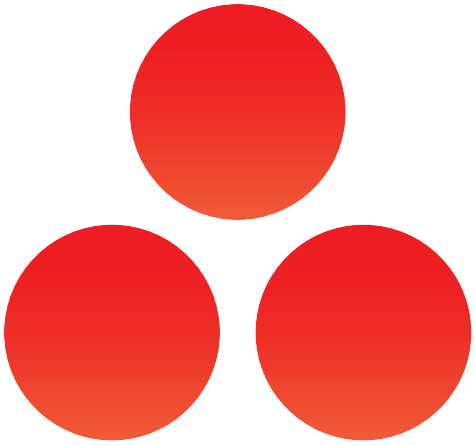
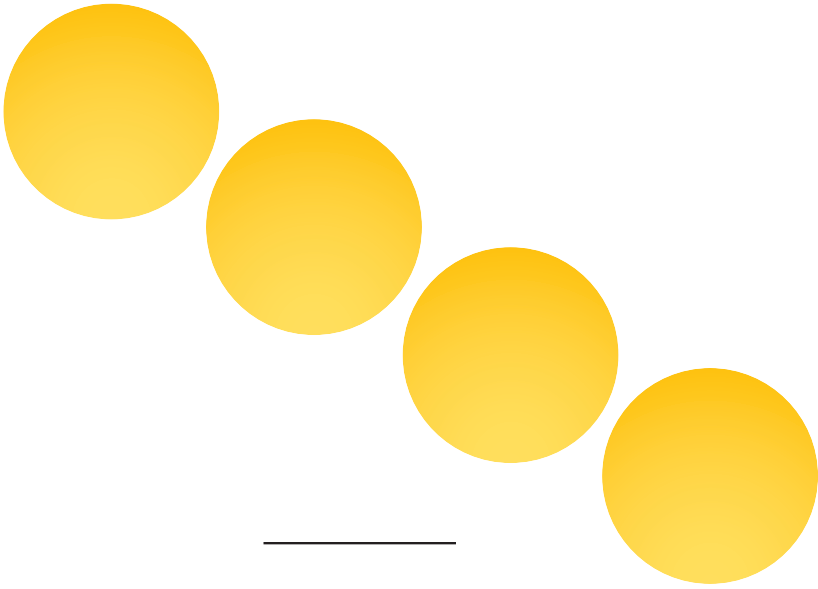


DIRECTIONS **1.** Place counters as shown. Count and tell how many in each set. Trace the numbers. Compare the sets by matching. Circle the number that is greater. **2.** Place counters as shown. Count and tell how many in each set. Write the numbers. Compare the sets by matching. Circle the number that is greater.

Name _____

3





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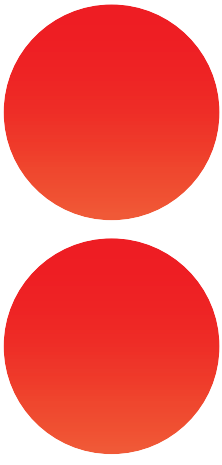

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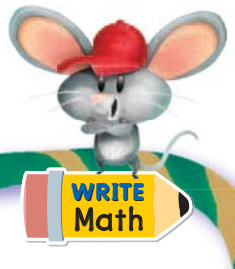
DIRECTIONS **3–4.** Place counters as shown. Count and tell how many in each set. Write the numbers. Compare the numbers. Circle the number that is greater.

Problem Solving • Applications

Real World



5

DIRECTIONS **5.** Brianna has a bag with three apples in it. Her friend has a bag with a number of apples that is one greater. Draw the bags. Write the numbers on the bags to show how many apples. Tell a friend what you know about the numbers.

HOME ACTIVITY • Show your child a set of up to four objects. Have him or her show a set with a number of objects greater than your set.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

Less Than

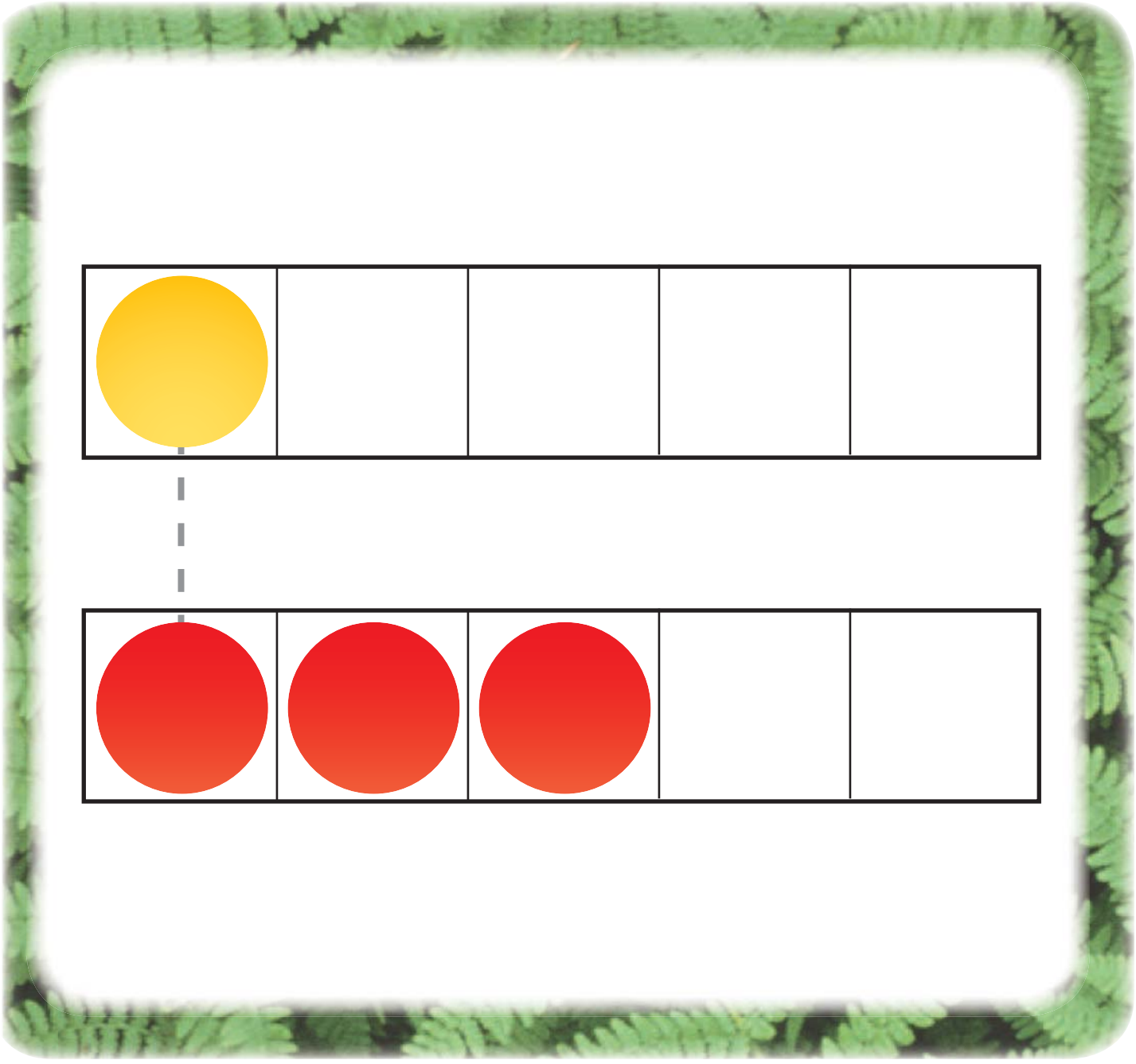
Essential Question How can you compare sets when the number of objects in one set is less than the number of objects in the other set?

Counting and Cardinality—K.CC.6
Also K.CC.7

MATHEMATICAL PRACTICES
MP.2, MP.3, MP.5

Listen and Draw

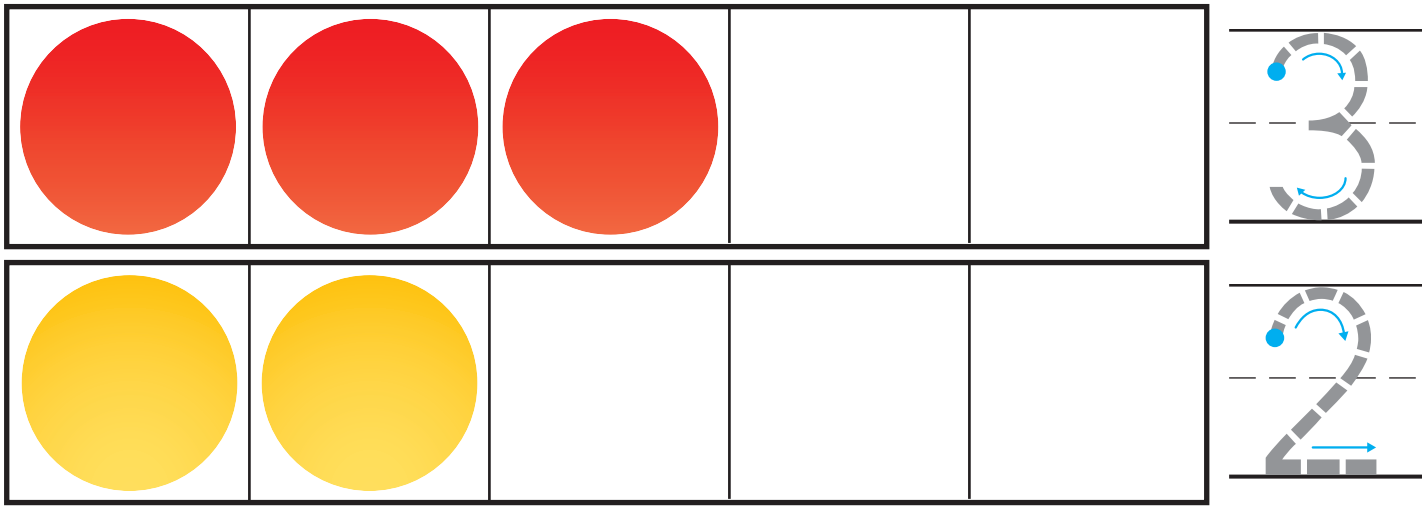
Hands On



DIRECTIONS Place counters as shown. Trace the line to match a counter in the top five frame to a counter below it in the bottom five frame. Count how many in each set. Tell a friend which set has a number of objects less than the other set.

Share and Show

1



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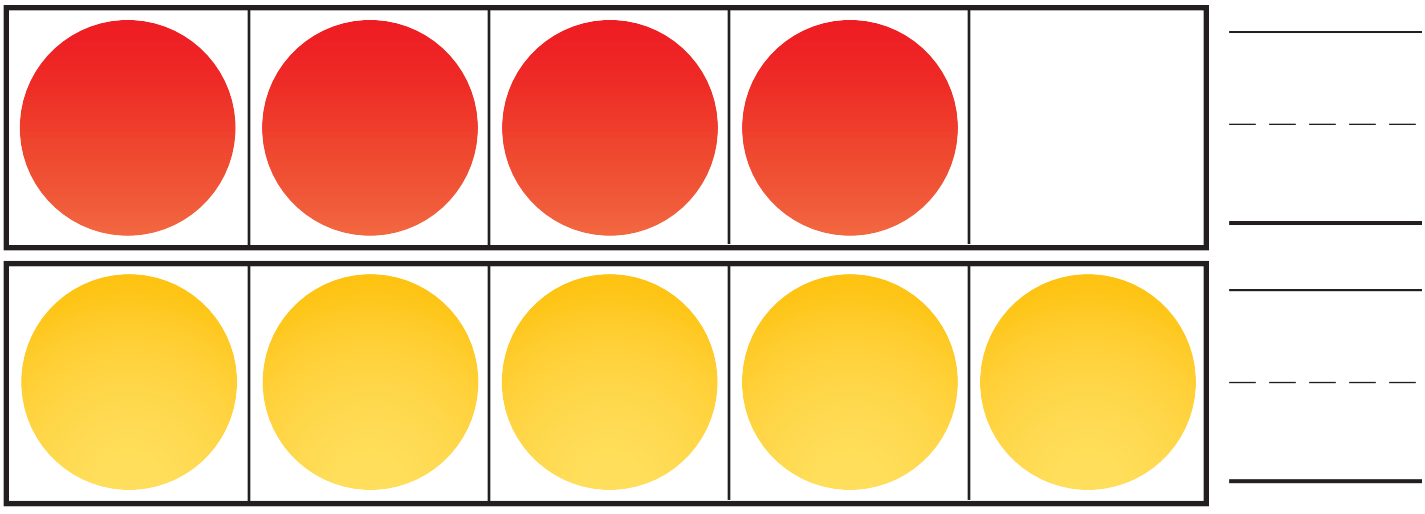
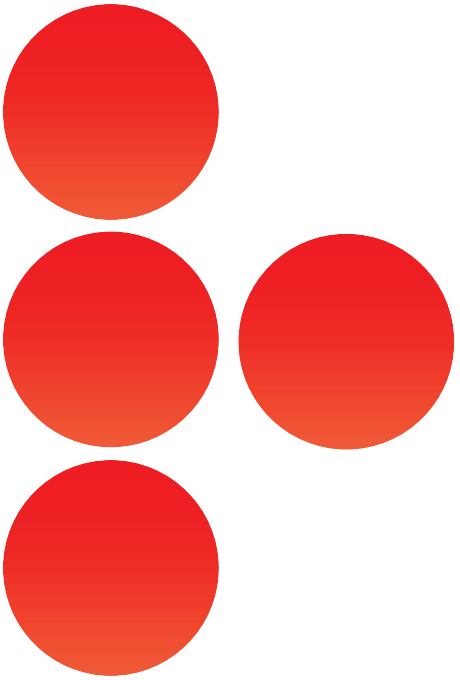


DIRECTIONS **1.** Place counters as shown. Count and tell how many in each set. Trace the numbers. Compare the sets by matching. Circle the number that is less. **2.** Count and tell how many in each set. Write the numbers. Compare the sets by matching. Circle the number that is less.

Name _____

3



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DIRECTIONS 3–4. Count and tell how many in each set. Write the numbers. Compare the numbers. Circle the number that is less.

HOME ACTIVITY • Show your child a set of two to five objects. Have him or her show a set of objects that has a number of objects less than you have.

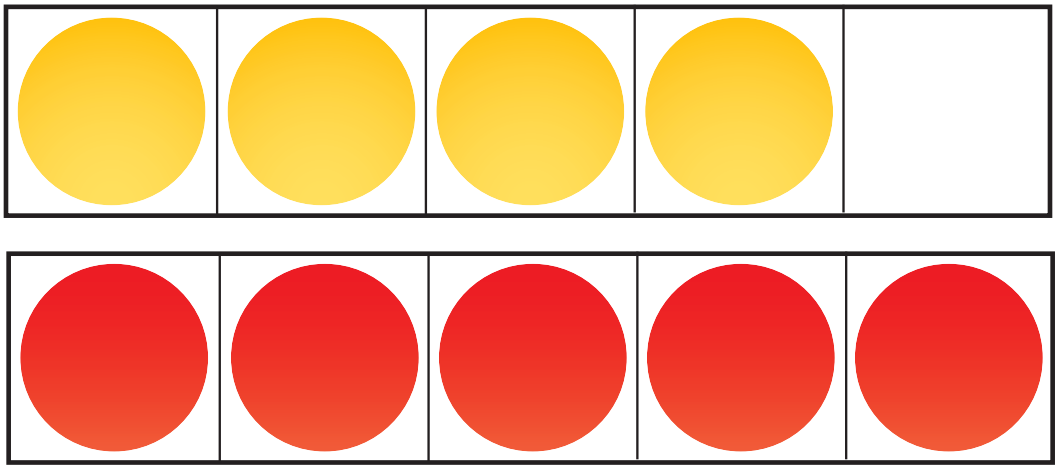
FOR MORE PRACTICE:
Standards Practice Book

Mid-Chapter Checkpoint

Concepts and Skills

1

2



THINK SMARTER

3

DIRECTIONS **1.** Place a counter below each object to show the same number of objects. Draw and color each counter. Write how many objects in each row. (K.CC.6) **2.** Place counters as shown. Count and tell how many in each set. Write the numbers. Compare the sets by matching. Circle the number that is greater. (K.CC.6) **3.** Count the fish in the bowl at the beginning of the row. Circle all the bowls that have a number of fish less than the bowl at the beginning of the row. (K.CC.6)

Name _____

Problem Solving • Compare by Matching Sets to 5

Essential Question How can you make a model to solve problems using a matching strategy?

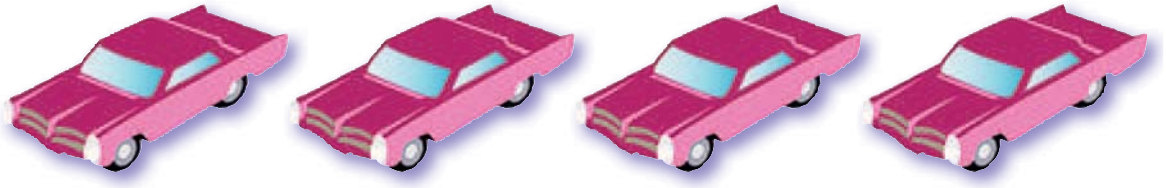
Counting and Cardinality—K.CC.6
Also K.CC.7

MATHEMATICAL PRACTICES
MP.3, MP.4, MP.5

Unlock the Problem

Real World

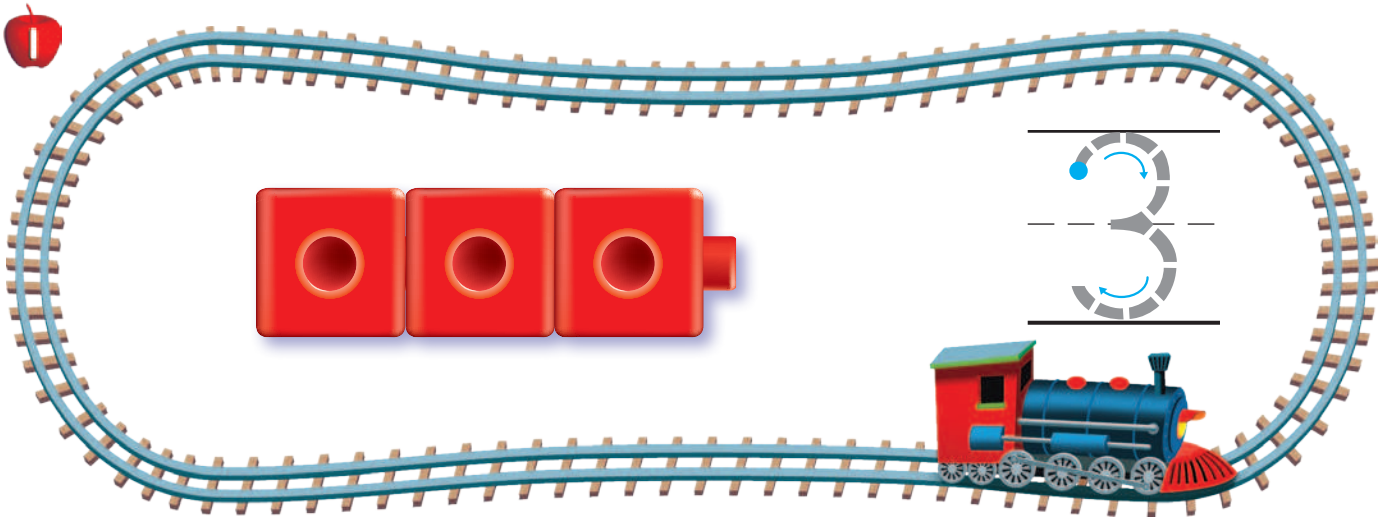
Hands On



DIRECTIONS These are Brandon's toy cars. How many toy cars does Brandon have? Jay has a number of toy cars that is less than the number of toy cars Brandon has. Use cubes to show how many toy cars Jay might have. Draw the cubes. Use matching to compare the sets.

Try Another Problem

1



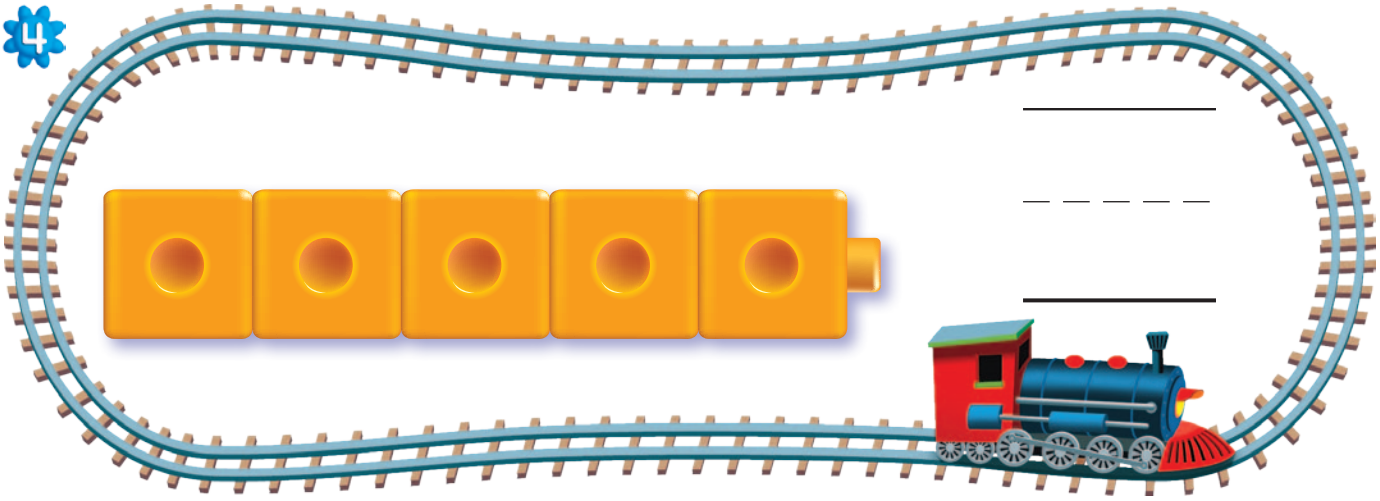
2

3

DIRECTIONS **1.** How many cubes? Trace the number. **2–3.** Model a cube train that has a number of cubes greater than 3. Draw the cube train. Write how many. Compare the cube train by matching with the model at the top of the page. Tell a friend about the cube trains.

Name _____

4



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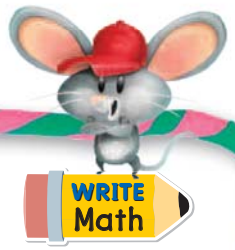
DIRECTIONS **4.** How many cubes? Write the number. **5–6.** Model a cube train that has a number of cubes less than 5. Draw the cube train. Write how many. Compare the cube train by matching with the model at the top of the page. Tell a friend about the cube trains.

On Your Own Real World



7

8

DIRECTIONS **7.** Kendall has a set of three pencils. Her friend has a set with the same number of pencils. Draw to show the sets of pencils. Compare the sets by matching. Write how many in each set. **8.** Draw to show what you know about matching to compare two sets of objects. Write how many in each set.

HOME ACTIVITY • Show your child two sets with a different number of objects in each set. Have him or her use matching to compare the sets.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

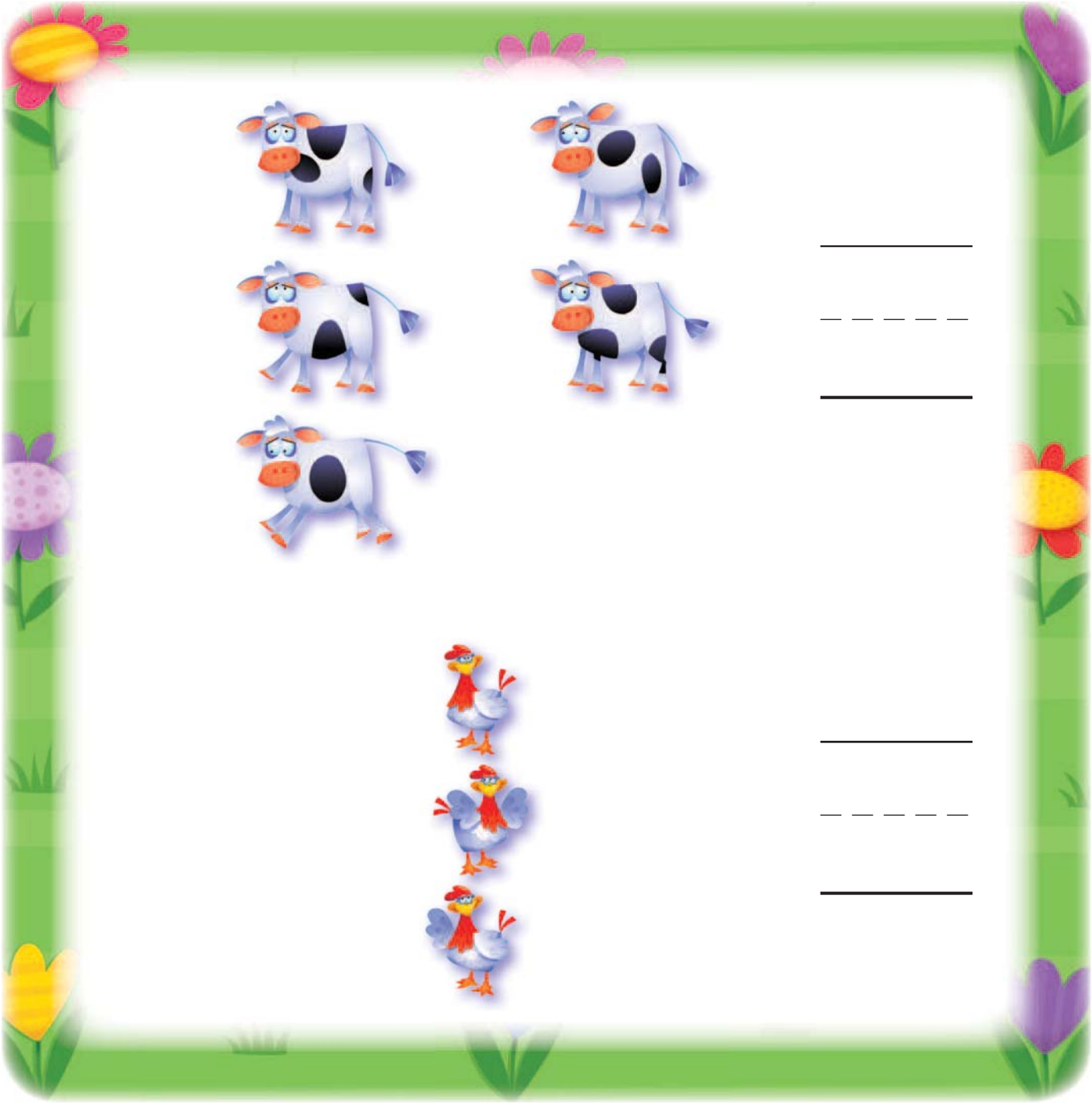
Compare by Counting Sets to 5

Essential Question How can you use a counting strategy to compare sets of objects?

Counting and Cardinality—K.CC.6
Also K.CC.7

MATHEMATICAL PRACTICES
MP.2, MP.3, MP.6

Listen and Draw



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DIRECTIONS Look at the sets of objects. Count how many objects in each set. Write the numbers. Compare the numbers and tell a friend which number is greater and which number is less.

Share and Show

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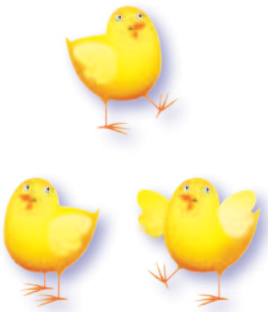

3

DIRECTIONS 1–3. Count how many objects in each set. Write the numbers. Compare the numbers. Circle the number that is greater.

Name _____

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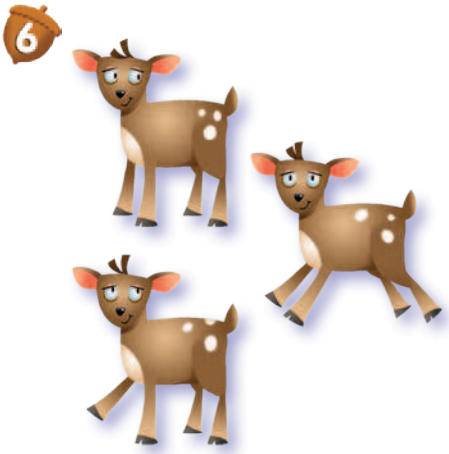

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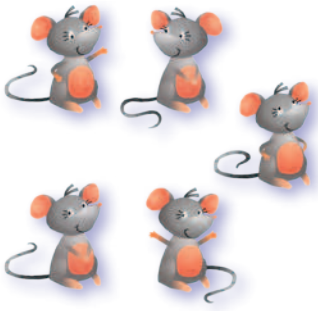

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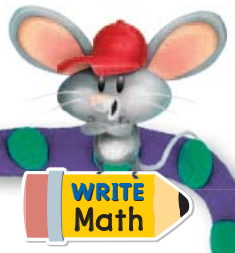
DIRECTIONS **4–6.** Count how many objects in each set. Write the numbers. Compare the numbers. Circle the number that is less.

Problem Solving • Applications

Real World



WRITE Math

7

8

DIRECTIONS **7.** Tony has stuffed toy frogs. His friend has stuffed toy turkeys. Count how many objects in each set. Write the numbers. Compare the numbers. Tell a friend what you know about the sets. **8.** Draw to show what you know about counting to compare two sets of objects. Write how many in each set.

HOME ACTIVITY • Draw a domino block with up to three dots on one end. Ask your child to draw on the other end a number of dots greater than the set you drew.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Chapter 2 Review/Test

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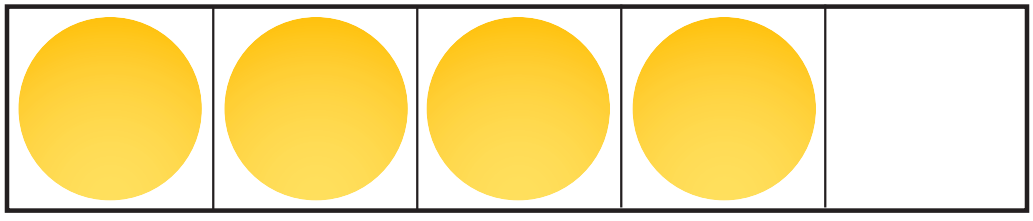

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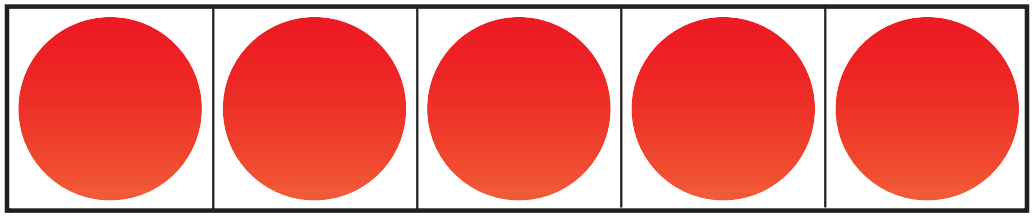

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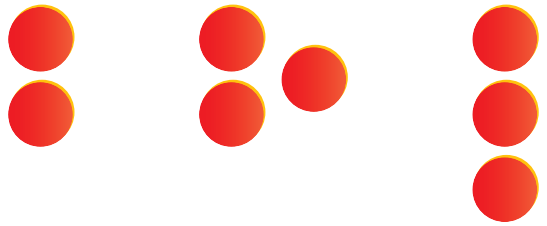
DIRECTIONS 1. Draw a counter below each finger puppet to show the same number of counters as puppets. Write how many puppets. Write how many counters. **2.** How many counters are there in each row? Write the numbers. Compare the sets by matching. Circle the number that is greater.

3



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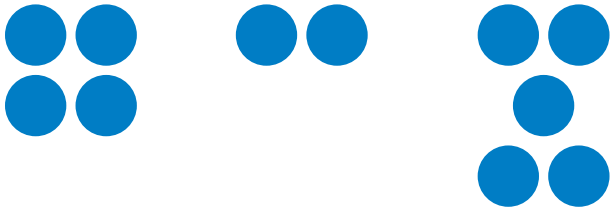

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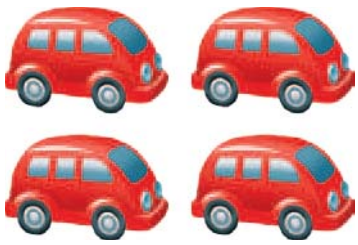
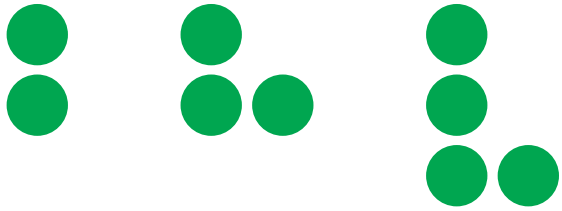




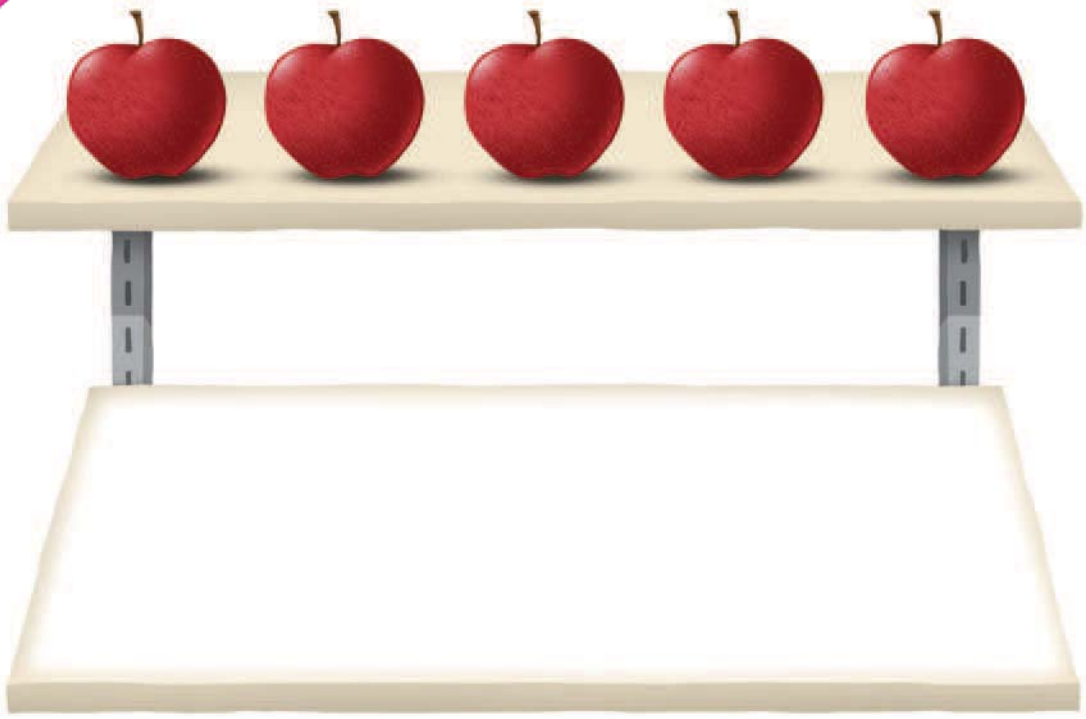
6

○ 1 ○ 2 ○ 3

DIRECTIONS **3.** Mark under all the sets that have the same number of counters as the number of cars. **4.** Mark under all the sets that have a number of counters greater than the number of turtles. **5.** Mark under all the sets that have a number of counters less than the number of vans. **6.** Mark all the numbers less than 3.

Name _____

7



Personal Math Trainer

8 THINK SMARTER +

DIRECTIONS **7.** Maria has these apples. Draw a set of oranges below the apples that has the same number. Compare the sets by matching. Write how many pieces of fruit in each set. **8.** Amy has two crayons. Draw Amy's crayons. Brad has 1 more crayon than Amy. How many crayons does Brad have? Draw Brad's crayons. Write how many in each set.

9 THINK SMARTER +

- same number
- greater than
- less than

10

_____

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DIRECTIONS **9.** Compare the number of red counters in each set to the number of blue counters. Draw lines from the sets of counters to the words that show *same number*, *greater than*, or *less than*. **10.** Draw four counters. Now draw a set that has a greater number of counters. How many are in each set? Write the numbers. Use green to color the set with a greater number of counters. Use blue to color the set with a number of counters that is less.

Chapter 3

Represent, Count, and Write Numbers 6 to 9

Curious About Math with Curious George

Rides are popular at fairs.

- What can you tell me about this ride?

Name _____

Show What You Know

Explore Numbers to 5

1

2

Compare Numbers to 5

3

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Write Numbers to 5

4

0

_____ _____ _____ _____ _____

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This page checks understanding of important skills needed for success in Chapter 3.

DIRECTIONS **1.** Circle the dot cards that show 3. **2.** Circle the dot cards that show 5. **3.** Write the number of cubes in each set. Circle the greater number. **4.** Write the numbers 1 to 5 in order.

Personal Math Trainer
Online Assessment and Intervention

Name _____

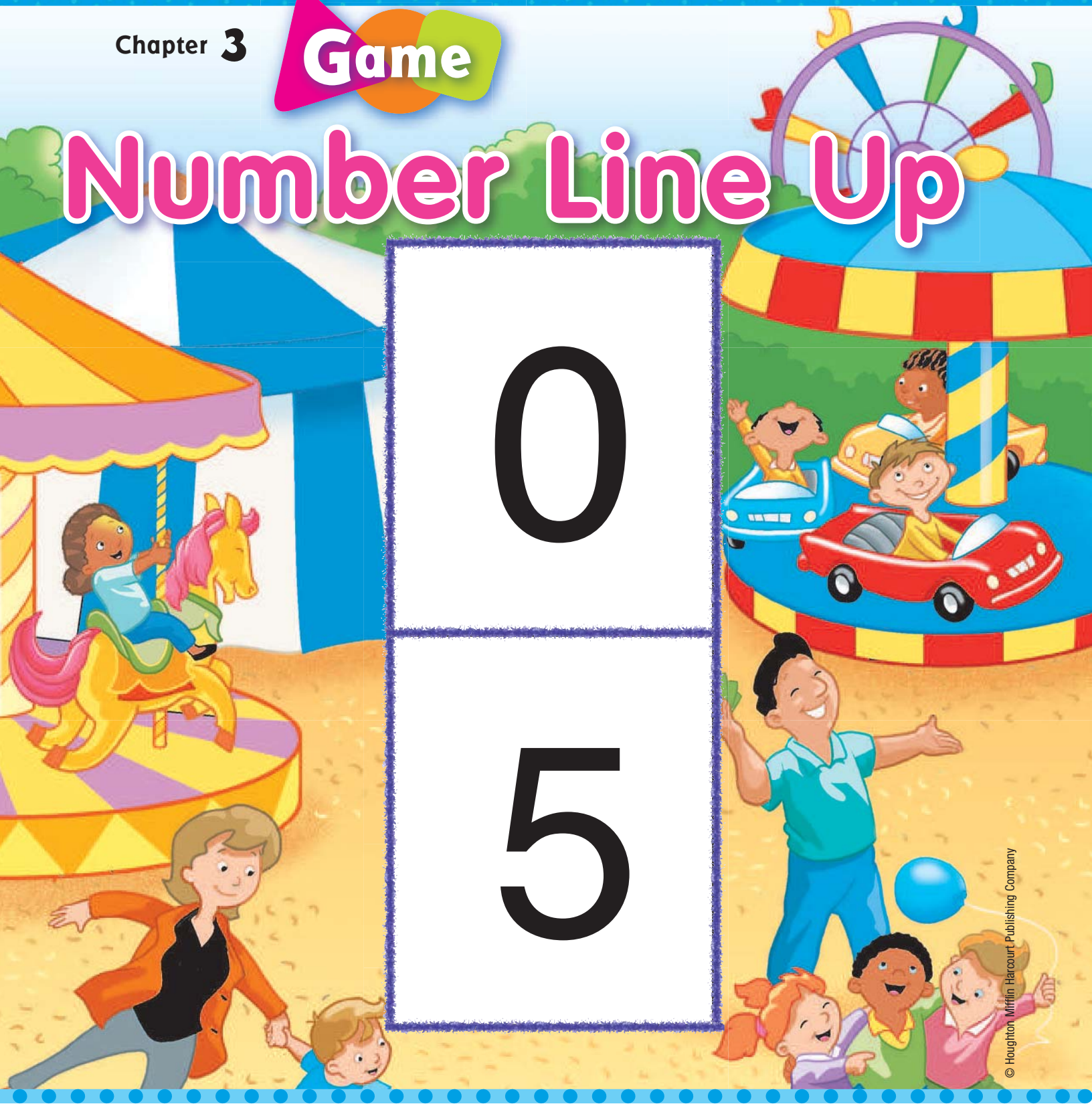
Vocabulary Builder

DIRECTIONS Point to sets of objects as you count. Circle two sets that have the same number of objects. Tell what you know about sets that have more objects or fewer objects than other sets on this page.

GO DIGITAL
- Interactive Student Edition
- Multimedia eGlossary

Game

Number Line Up



DIRECTIONS Play with a partner. Place numeral cards as shown on the board. Shuffle the remaining cards and place them face down in a stack. Players take turns picking one card from the stack. They place the card to the right to form a number sequence without skipping any numbers. The number sequence can be forward from 0 or backward from 5. If a player picks a card that is not next in either number sequence, the card is returned to the bottom of the stack. The first player to complete a number sequence wins the game.

MATERIALS 2 sets of numeral cards 0–5

Name _____

Model and Count 6

Essential Question How can you show and count 6 objects?

Counting and Cardinality—K.CC.5
Also K.CC.4a, K.CC.4b

MATHEMATICAL PRACTICES
MP.4, MP.5, MP.7

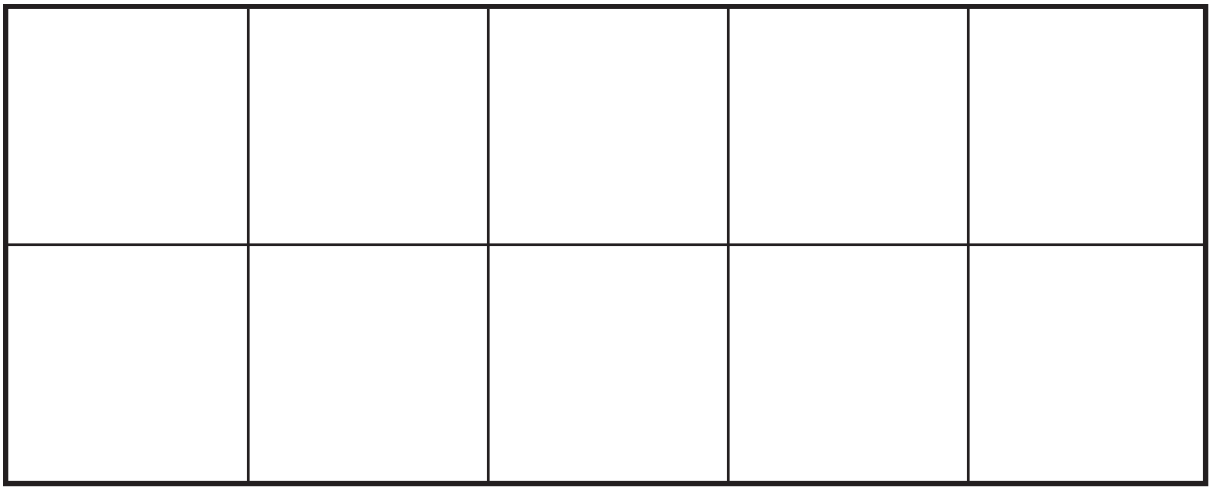
Listen and Draw

DIRECTIONS Place a counter on each ticket in the set as you count them. Move the counters to the ten frame. Draw the counters.

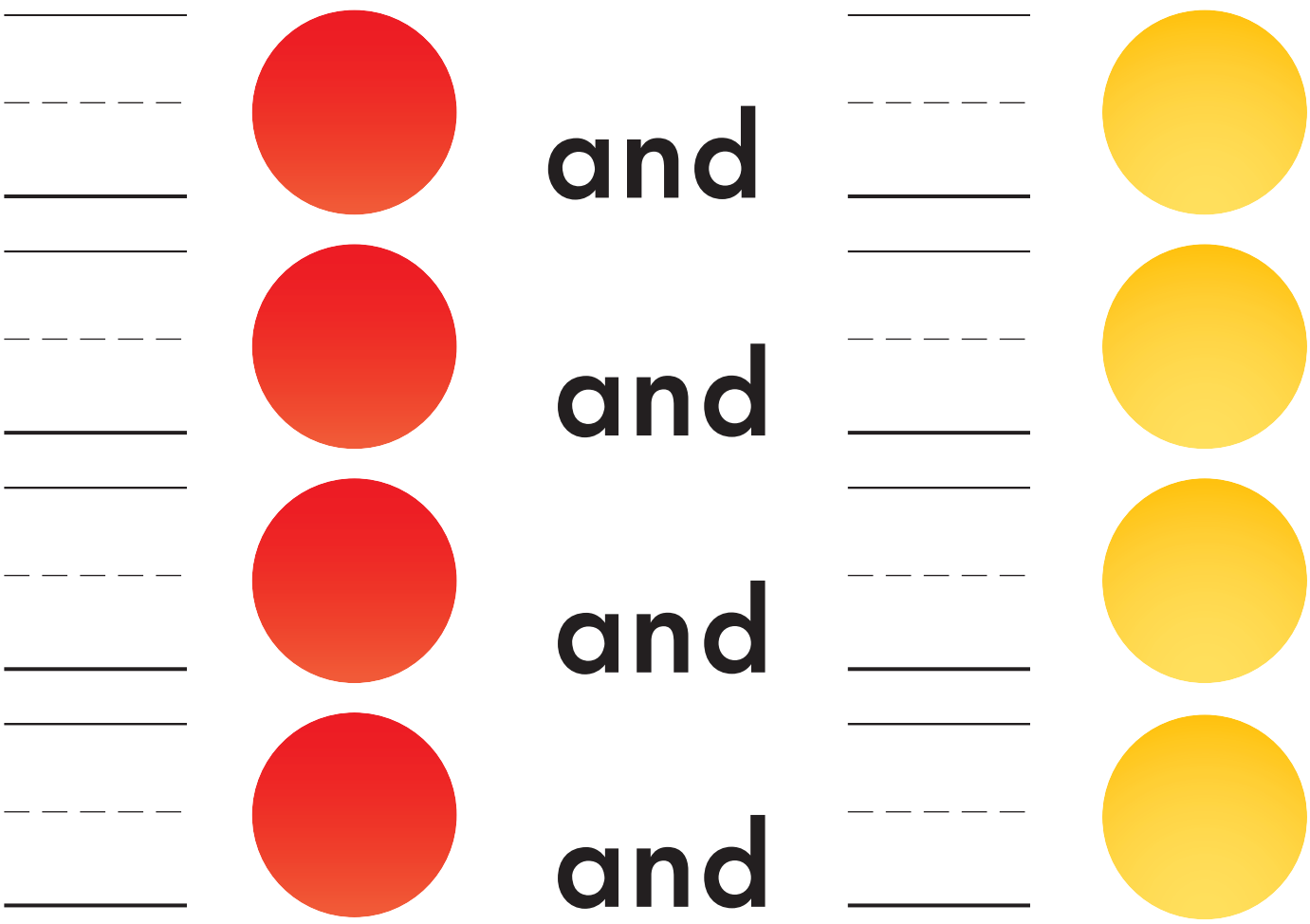
Share and Show

DIRECTIONS 1. Place a counter on each car in the set as you count them. Move the counters to the parking lot. Draw the counters. Say the number as you trace it.

Name _____



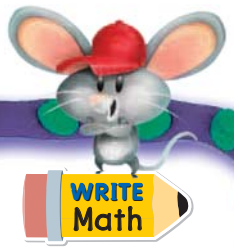
six



DIRECTIONS **2.** Trace the number 6. Use two-color counters to model the different ways to make 6. Write to show some pairs of numbers that make 6.

Problem Solving • Applications

Real World



3

4

DIRECTIONS **3.** Six people bought popcorn. Count the buckets of popcorn in each set. Circle all the sets that show six buckets. **4.** Draw to show what you know about a set of six objects. Tell about your drawing.

HOME ACTIVITY • Ask your child to show a set of five objects. Have him or her show one more object and tell how many objects are in the set.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

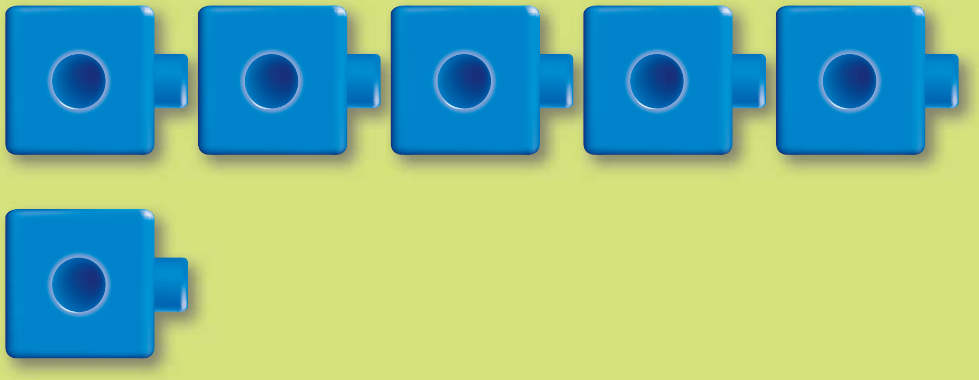
Count and Write 6

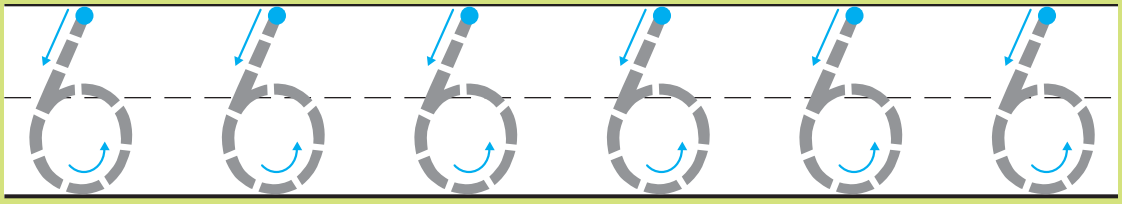
Essential Question How can you count and write 6 with words and numbers?

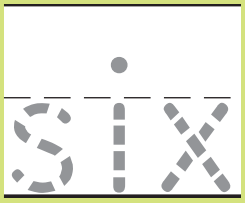
Counting and Cardinality—K.CC.3
Also K.CC.4b, K.CC.5

MATHEMATICAL PRACTICES
MP.2

Listen and Draw

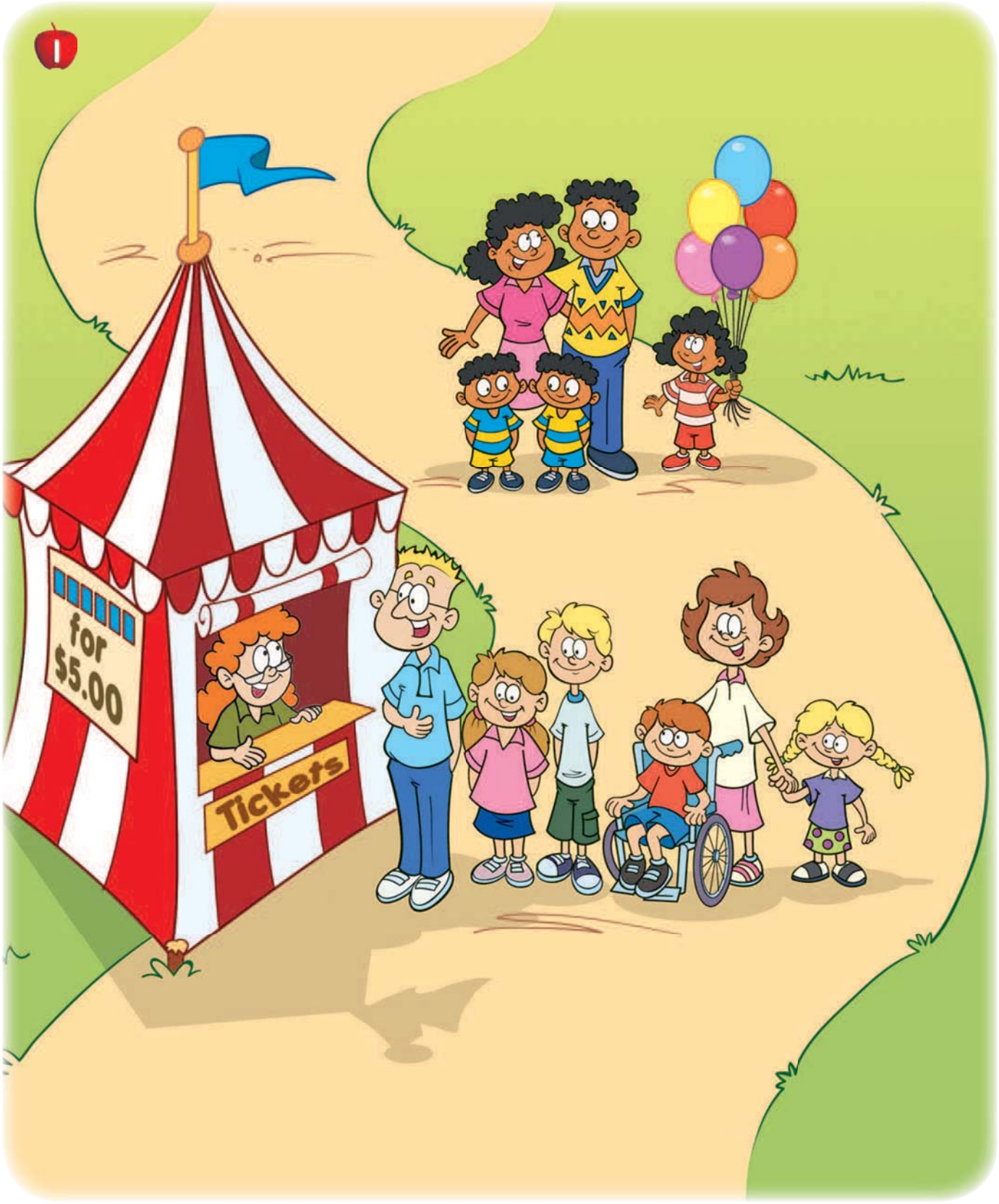






DIRECTIONS Count and tell how many cubes. Trace the numbers. Count and tell how many hats. Trace the word.

Share and Show



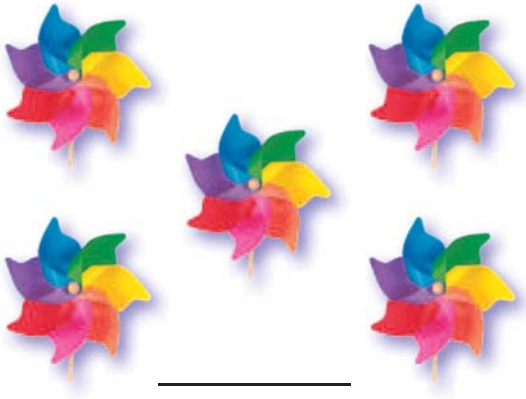
DIRECTIONS 1. Look at the picture. Circle all the sets of six objects.

Name _____

2

6
six

3



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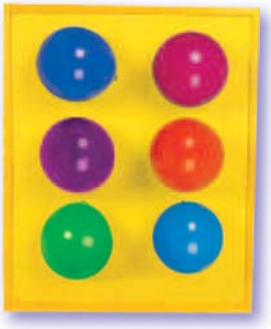

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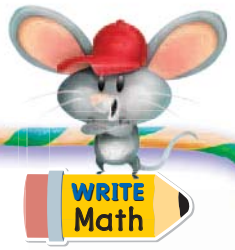
DIRECTIONS **2.** Say the number. Trace the numbers.
3–6. Count and tell how many. Write the number.

Problem Solving • Applications

Real World



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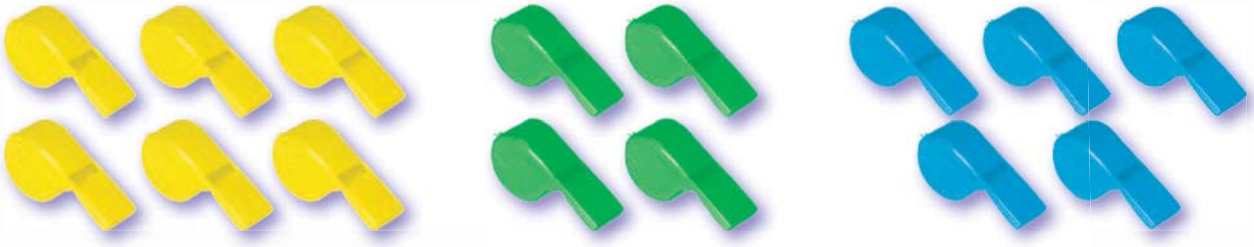


8

DIRECTIONS **7.** Marta has a number of whistles that is two less than 6. Count the whistles in each set. Circle the set that shows a number of whistles two less than 6. **8.** Draw a set of objects that has a number of objects one greater than 5. Tell about your drawing. Write how many objects.

HOME ACTIVITY • Show six objects. Have your child point to each object as he or she counts it. Then have him or her write the number on paper to show how many.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

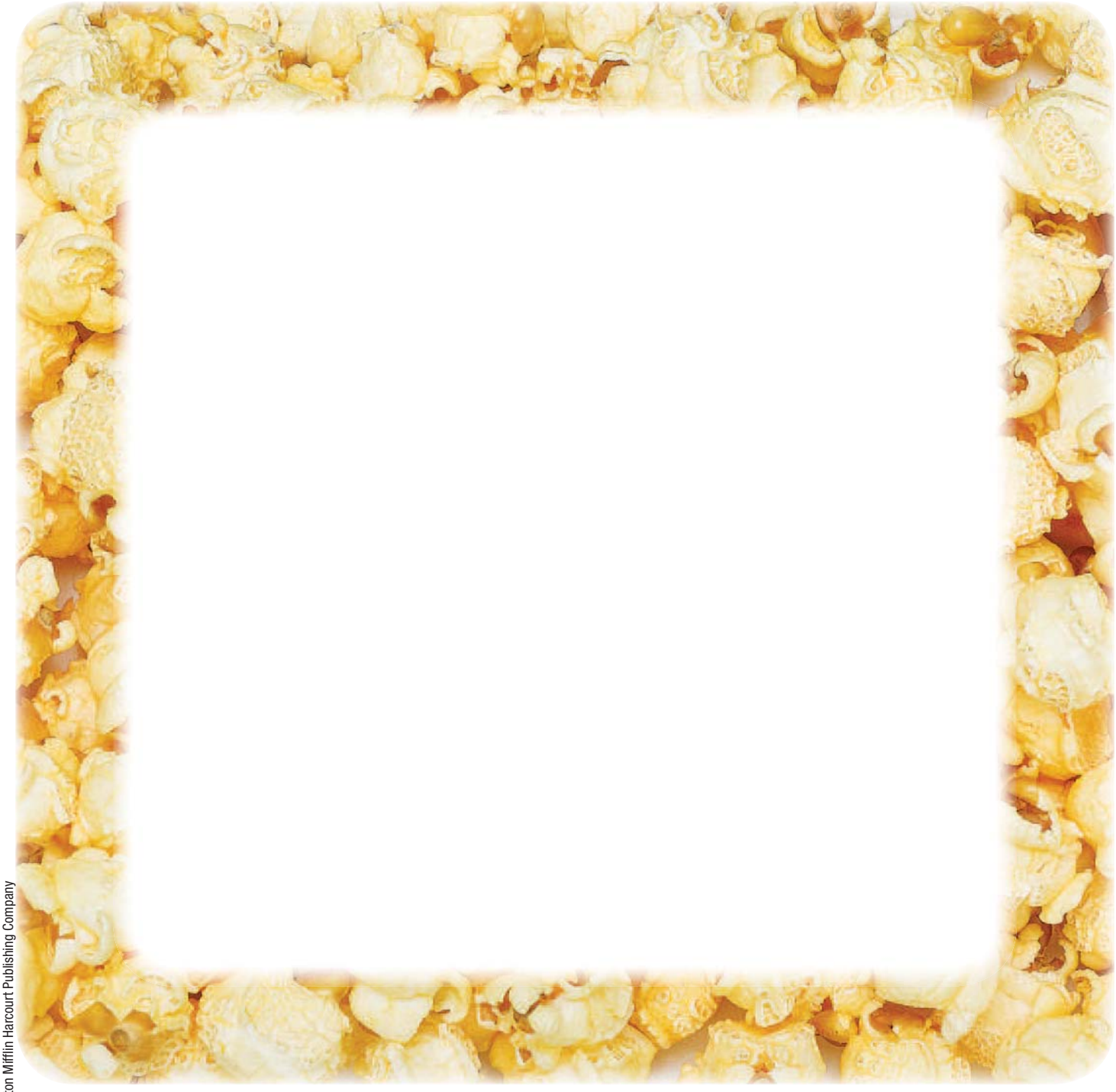
Model and Count 7

Essential Question How can you show and count 7 objects?

Counting and Cardinality—K.CC.5
Also K.CC.4a, K.CC.4b, K.CC.4c

MATHEMATICAL PRACTICES
MP.5, MP.7, MP.8

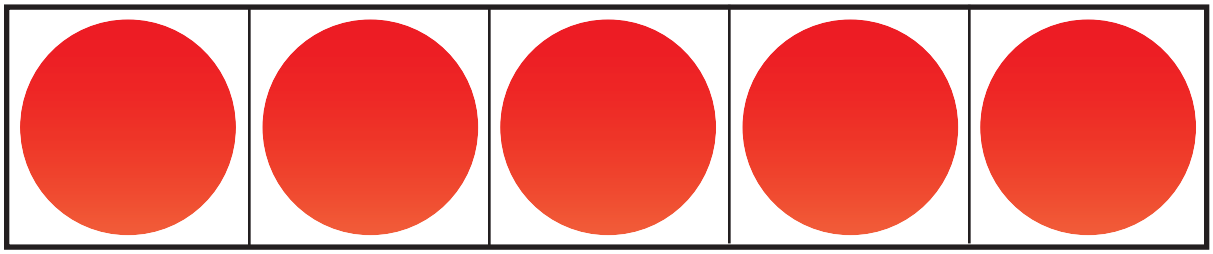
Listen and Draw

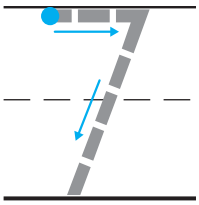


DIRECTIONS Model 6 objects. Show one more object. How many are there now? Tell a friend how you know. Draw the objects.

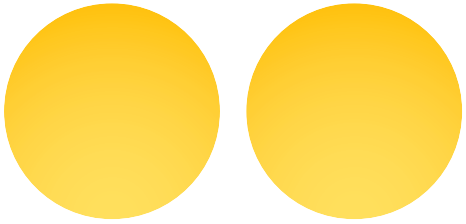
Share and Show

1





seven



2

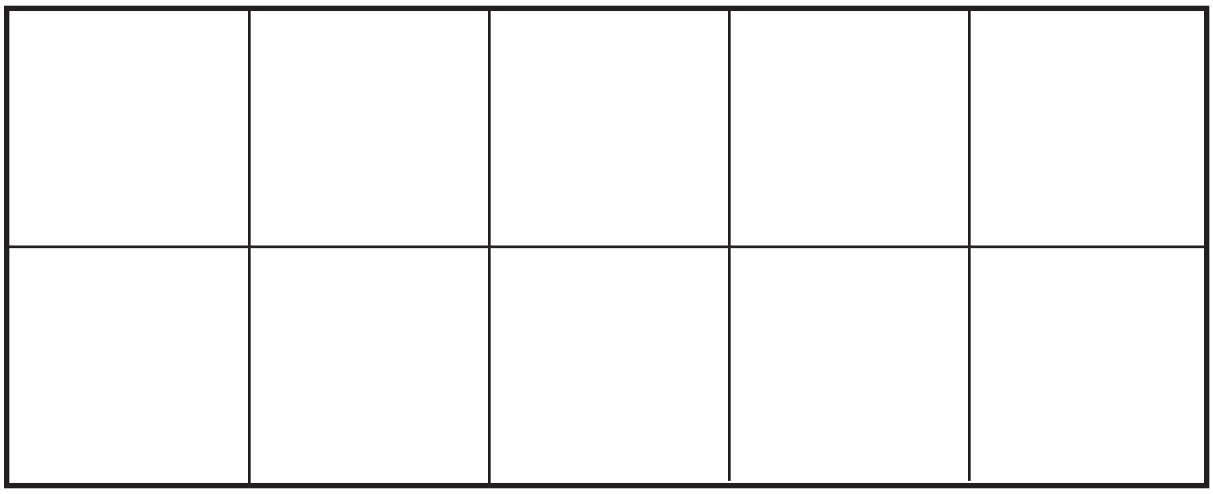
5 and ___ more

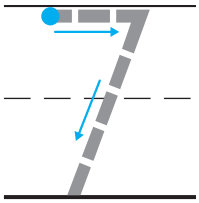
3

DIRECTIONS **1.** Place counters as shown. Count and tell how many counters. Trace the number. **2.** How many more than 5 is 7? Write the number. **3.** Place counters in the ten frame to model seven. Tell a friend what you know about the number 7.

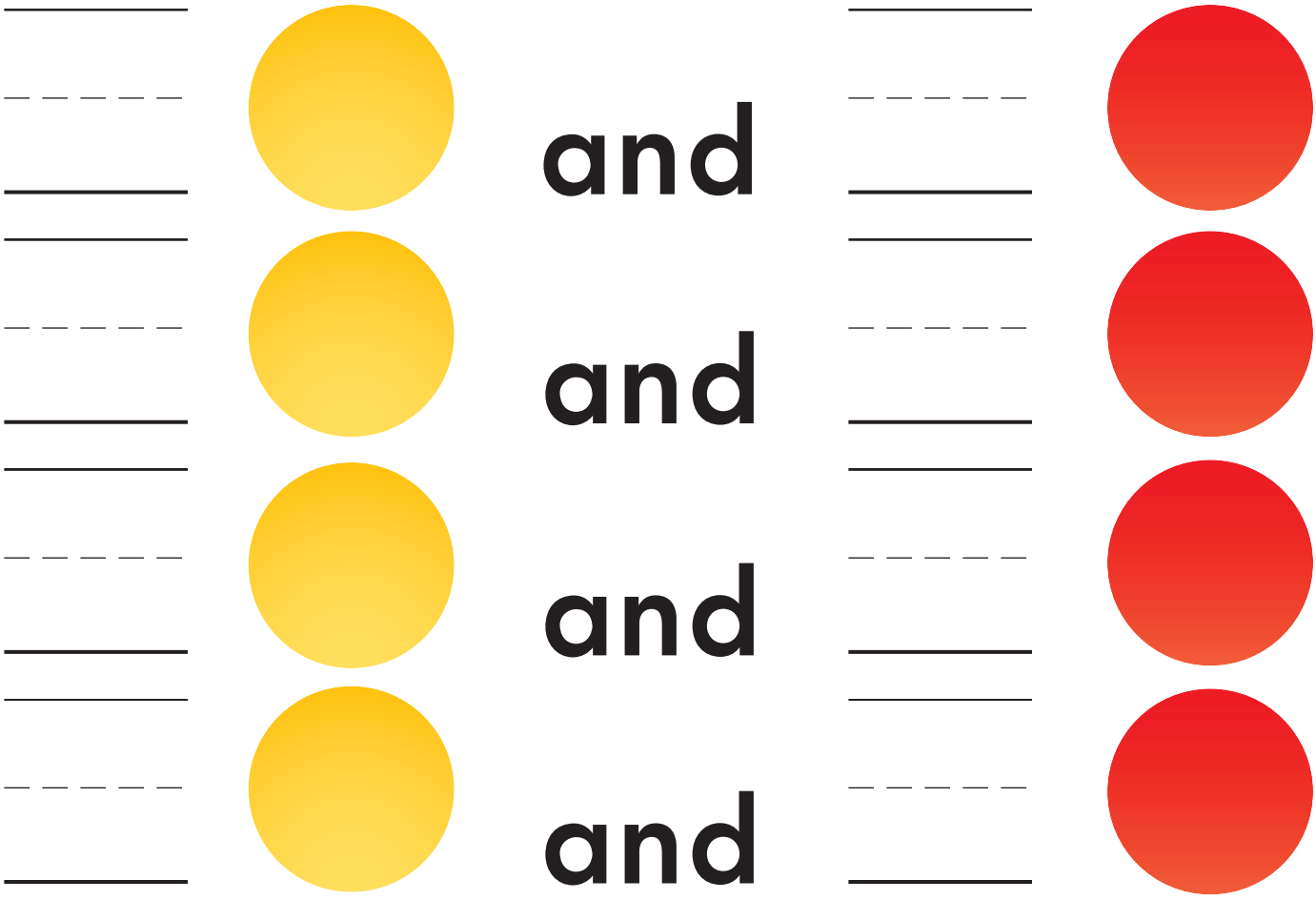
Name _____

4





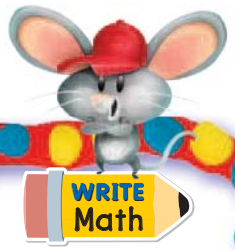
seven



DIRECTIONS 4. Use two-color counters to model the different ways to make 7. Write to show some pairs of numbers that make 7.

Problem Solving • Applications

Real World



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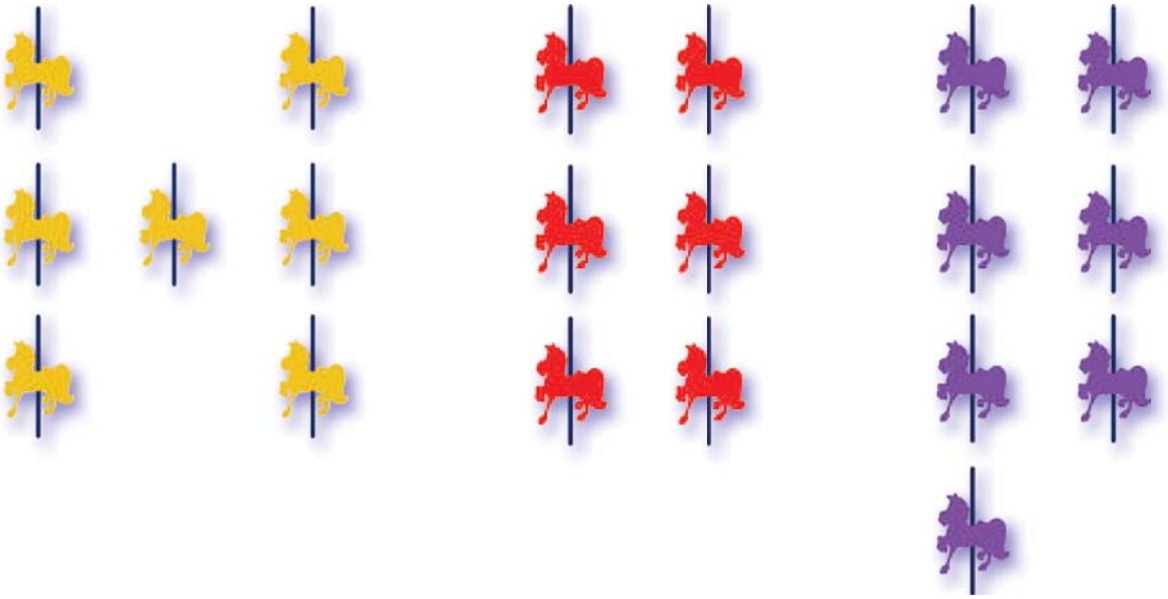


6

DIRECTIONS **5.** A carousel needs seven horses. Count the horses in each set. Which sets show seven horses? Circle those sets. **6.** Draw to show what you know about the number 7. Tell a friend about your drawing.

HOME ACTIVITY • Ask your child to show a set of six objects. Have him or her show one more object and tell how many objects are in the set.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

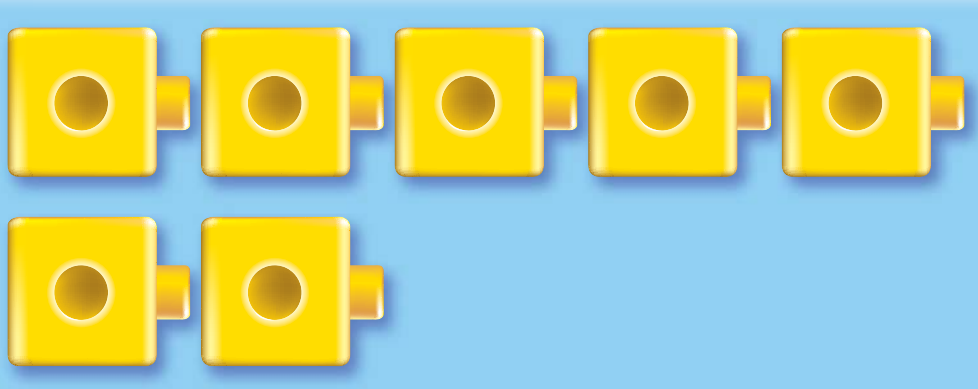
Count and Write 7

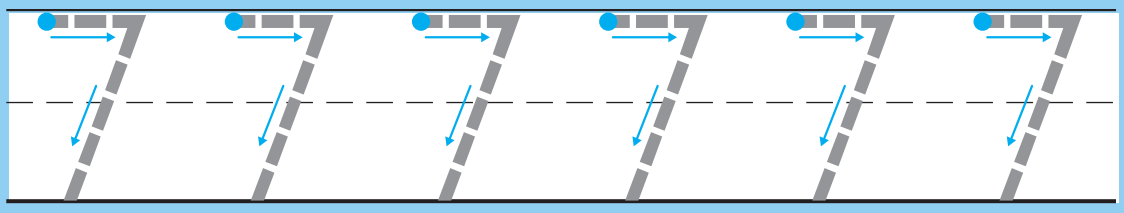
Essential Question How can you count and write 7 with words and numbers?

Counting and Cardinality—K.CC.3
Also K.CC.4b, K.CC.5

MATHEMATICAL PRACTICES
MP.2

Listen and Draw





seven

DIRECTIONS Count and tell how many cubes. Trace the numbers. Count and tell how many hats. Trace the word.

Share and Show

DIRECTIONS 1. Look at the picture. Circle all the sets of seven objects.

Name _____

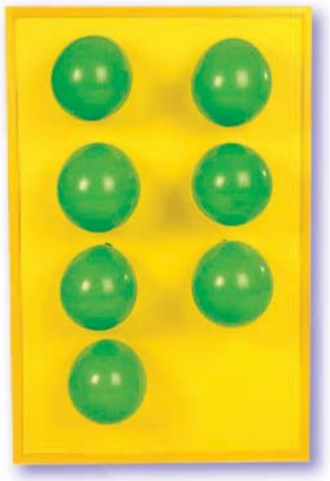
2

7

seven

3

4



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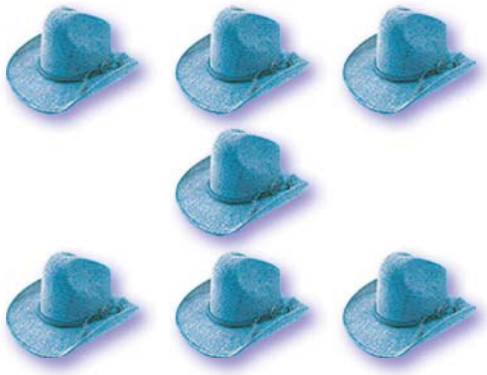


DIRECTIONS **2.** Say the number. Trace the numbers. **3–6.** Count and tell how many. Write the number.

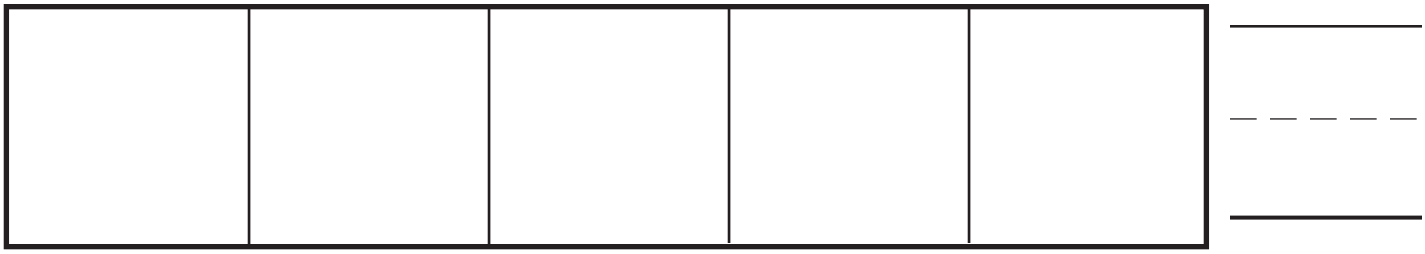
HOME ACTIVITY • Show your child seven objects. Have him or her point to each object as he or she counts it. Then have him or her write the number on paper to show how many objects.

FOR MORE PRACTICE:
Standards Practice Book

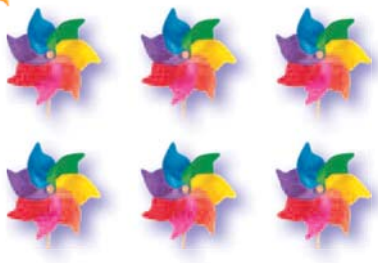
Mid-Chapter Checkpoint

Concepts and Skills

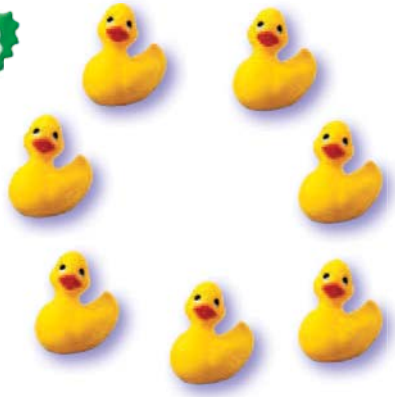
1



2



3



4 THINK SMARTER

DIRECTIONS 1. Use counters to model the number 7. Draw the counters. Write the number. (K.CC.5) **2–3.** Count and tell how many. Write the number. (K.CC.3) **4.** Circle all the sets of 7 whistles. (K.CC.3)

Name _____

Model and Count 8

Essential Question How can you show and count 8 objects?

Counting and Cardinality—K.CC.5
Also K.CC.4a, K.CC.4b, K.CC.4c

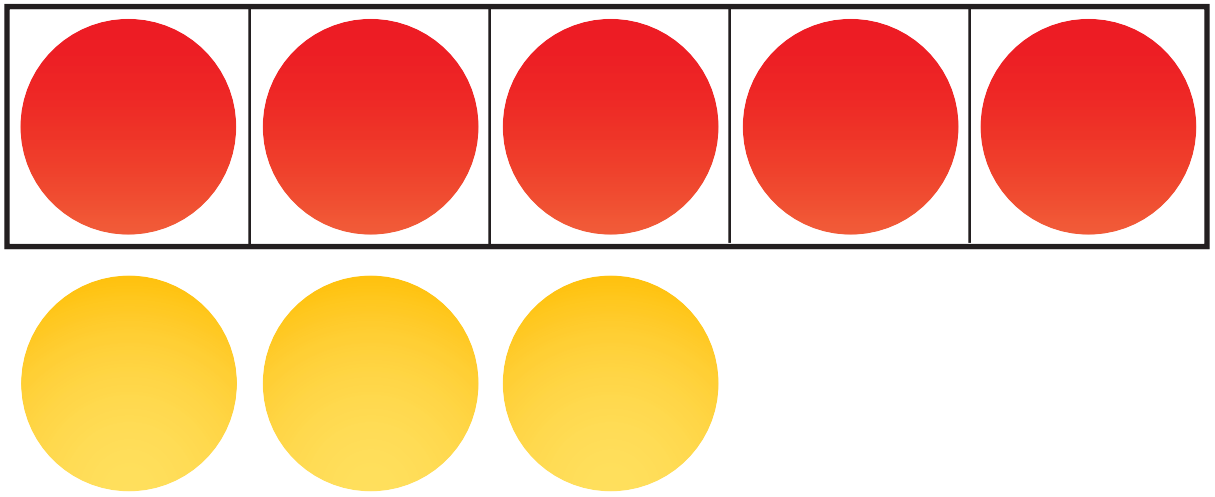
MATHEMATICAL PRACTICES
MP.5, MP.7, MP.8

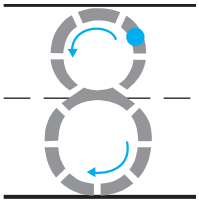
Listen and Draw

DIRECTIONS Model 7 objects. Show one more object. How many are there now? Tell a friend how you know. Draw the objects.

Share and Show

1





eight

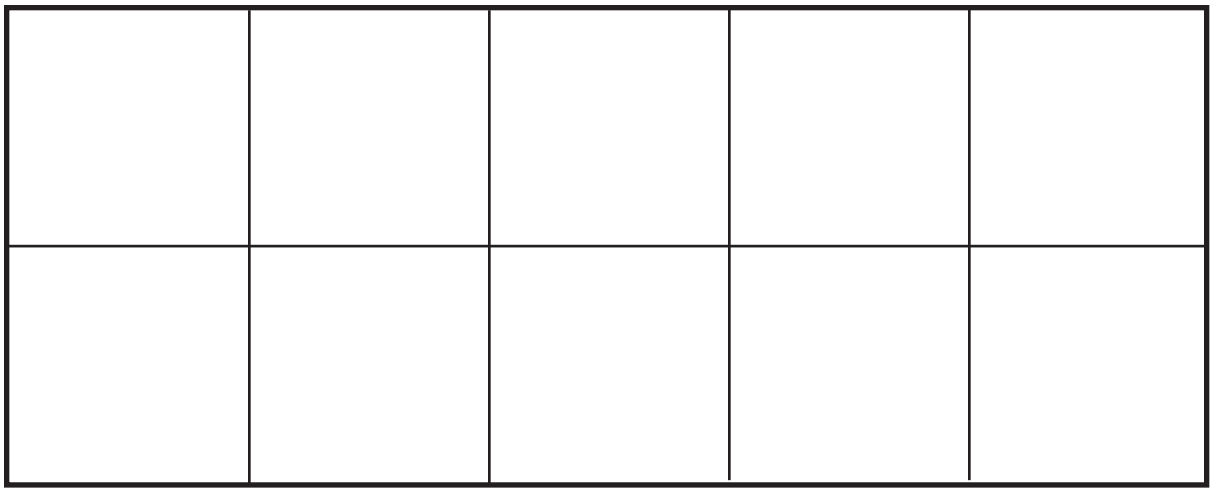
2

5 and ____ more

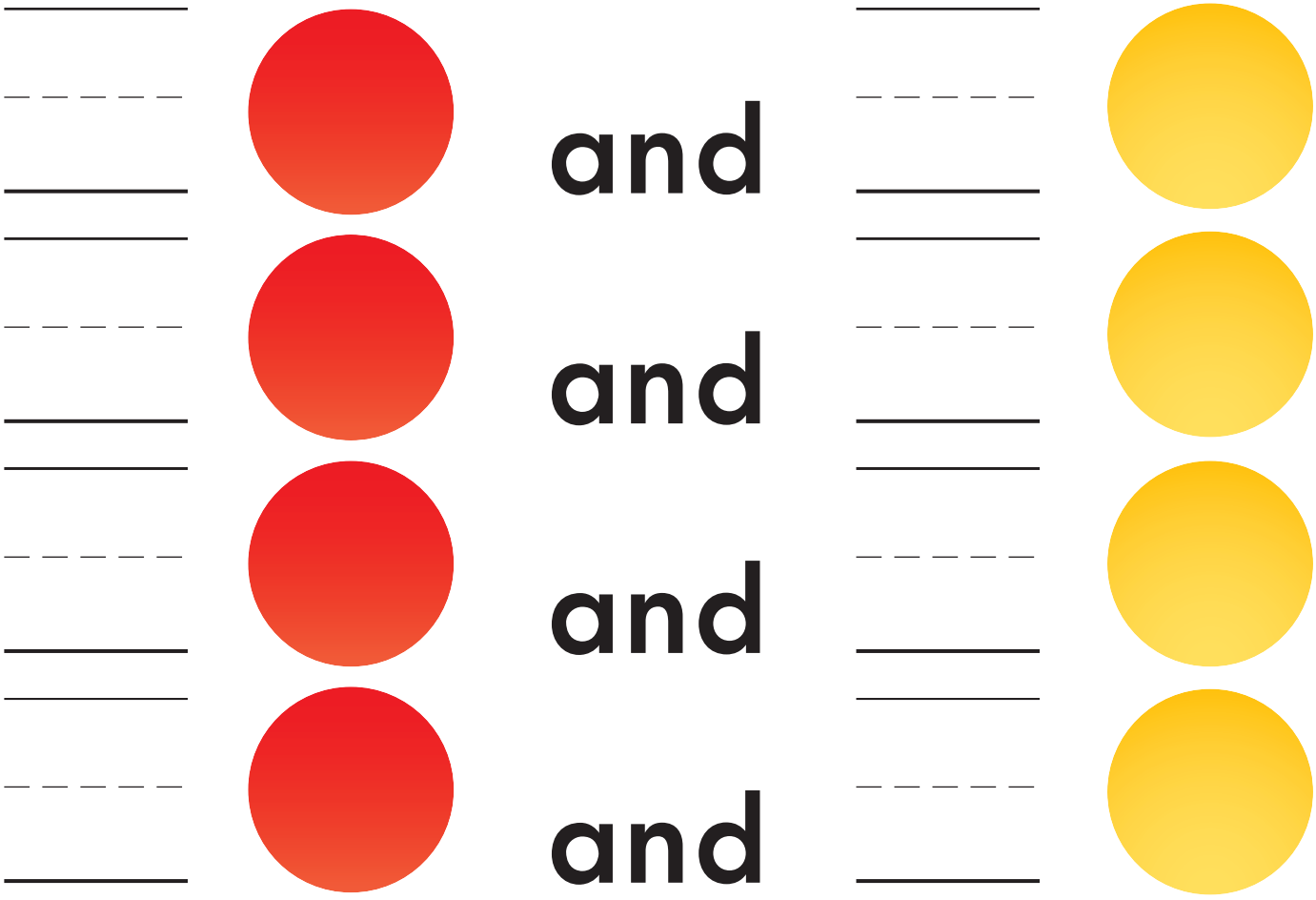
3

DIRECTIONS **1.** Place counters as shown. Count and tell how many counters. Trace the number. **2.** How many more than 5 is 8? Write the number. **3.** Place counters in the ten frame to model eight. Tell a friend what you know about the number 8.

Name _____



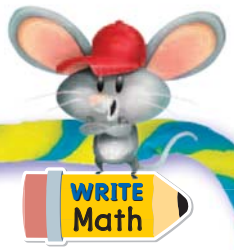
eight



DIRECTIONS 4. Use two-color counters to model the different ways to make 8. Write to show some pairs of numbers that make 8.

Problem Solving • Applications

Real World



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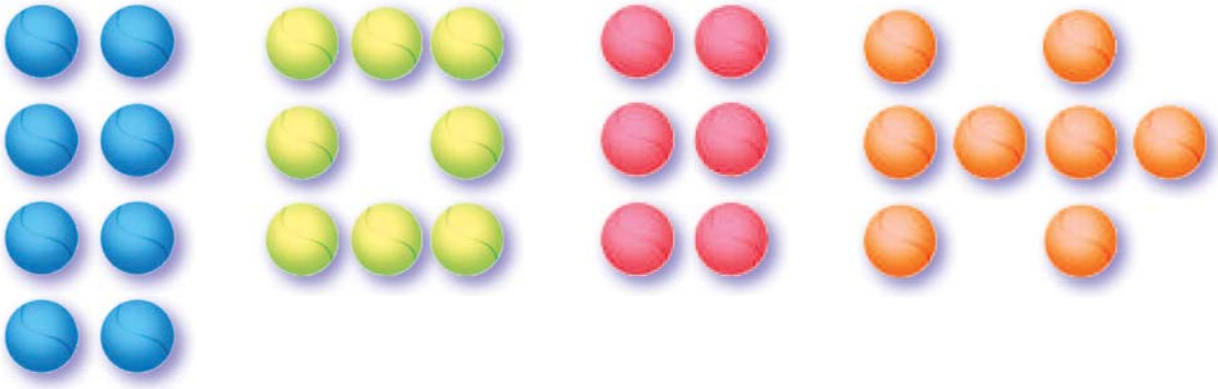


6

DIRECTIONS **5.** Dave sorted sets of balls by color. Count the balls in each set. Which sets show eight balls? Circle those sets. **6.** Draw to show what you know about the number 8. Tell a friend about your drawing.

HOME ACTIVITY • Ask your child to show a set of seven objects. Have him or her show one more object and tell how many.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

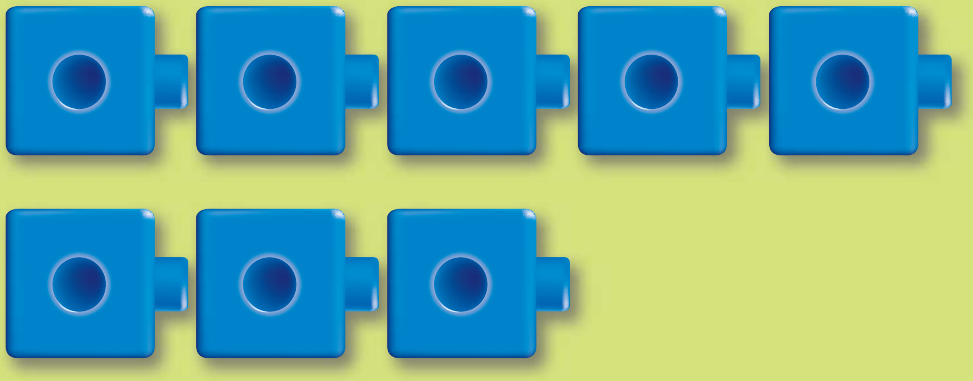
Count and Write 8

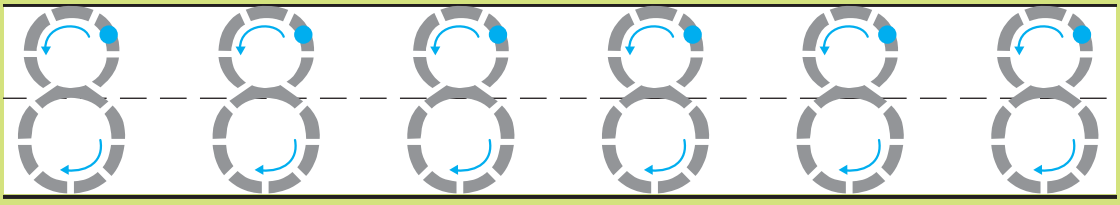
Essential Question How can you count and write 8 with words and numbers?

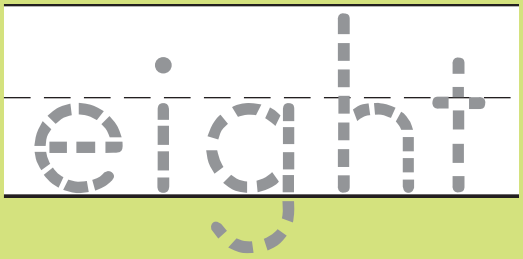
Counting and Cardinality—K.CC.3
Also K.CC.4b, K.CC.5

MATHEMATICAL PRACTICES
MP.2

Listen and Draw







DIRECTIONS Count and tell how many cubes. Trace the numbers. Count and tell how many balls. Trace the word.

Share and Show

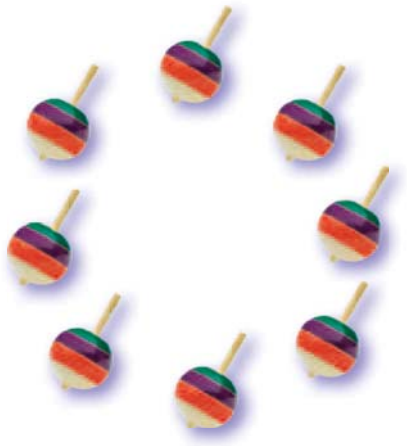
DIRECTIONS 1. Look at the picture. Circle all the sets of eight objects.

Name _____

2

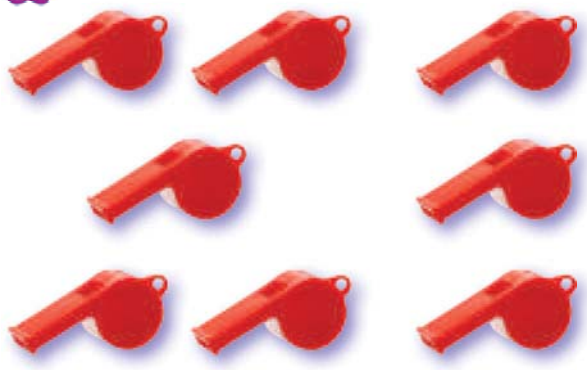
8
eight

3



4

5

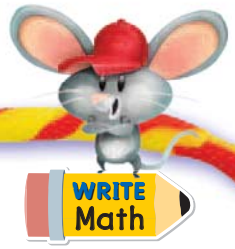


6

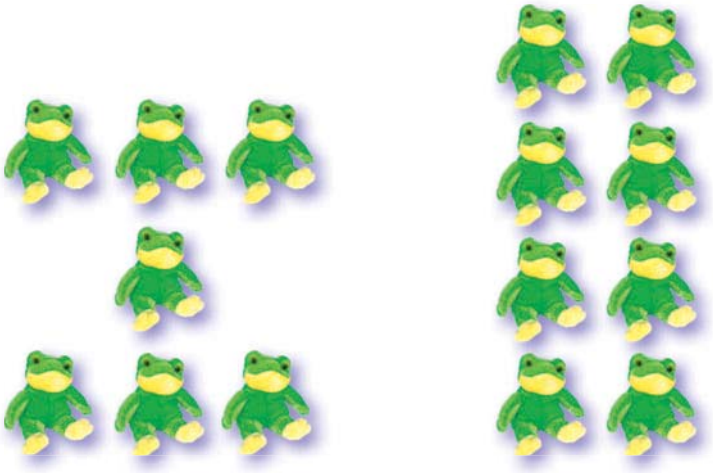
DIRECTIONS **2.** Say the number. Trace the numbers.
3–6. Count and tell how many. Write the number.

Problem Solving • Applications

Real World



7



8

_____

_ _ _ _ _

_____

DIRECTIONS **7.** Ed has a number of toy frogs two greater than 6. Count the frogs in each set. Circle the set of frogs that belongs to Ed. **8.** Robbie won ten prizes at the fair. Marissa won a number of prizes two less than Robbie. Draw to show Marissa's prizes. Write how many.

HOME ACTIVITY • Show eight objects. Have your child point to each object as he or she counts it. Then have him or her write the number on paper to show how many objects.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

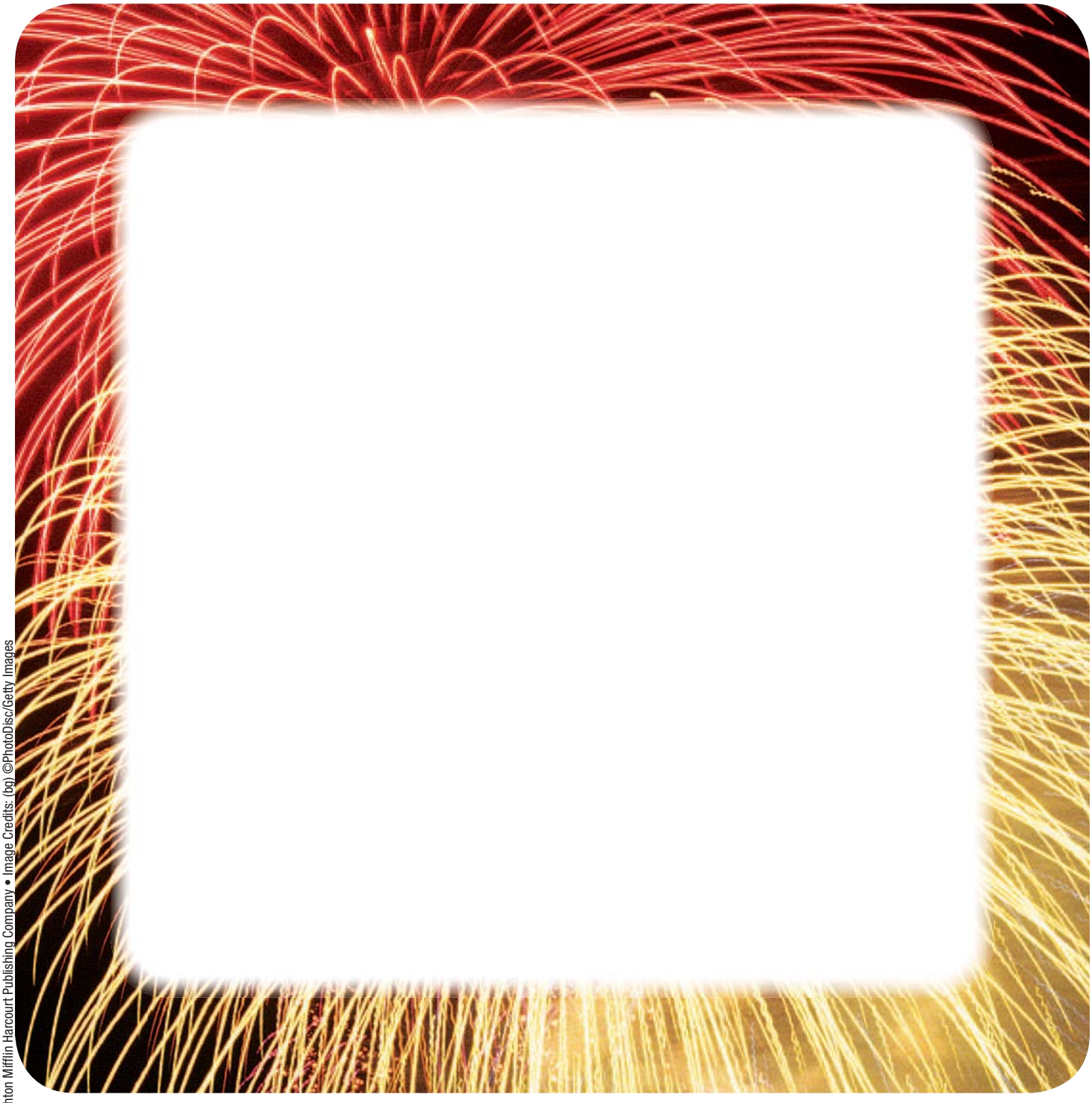
Model and Count 9

Essential Question How can you show and count 9 objects?

Counting and Cardinality—K.CC.5
Also K.CC.4a, K.CC.4b, K.CC.4c

MATHEMATICAL PRACTICES
MP.5, MP.7, MP.8

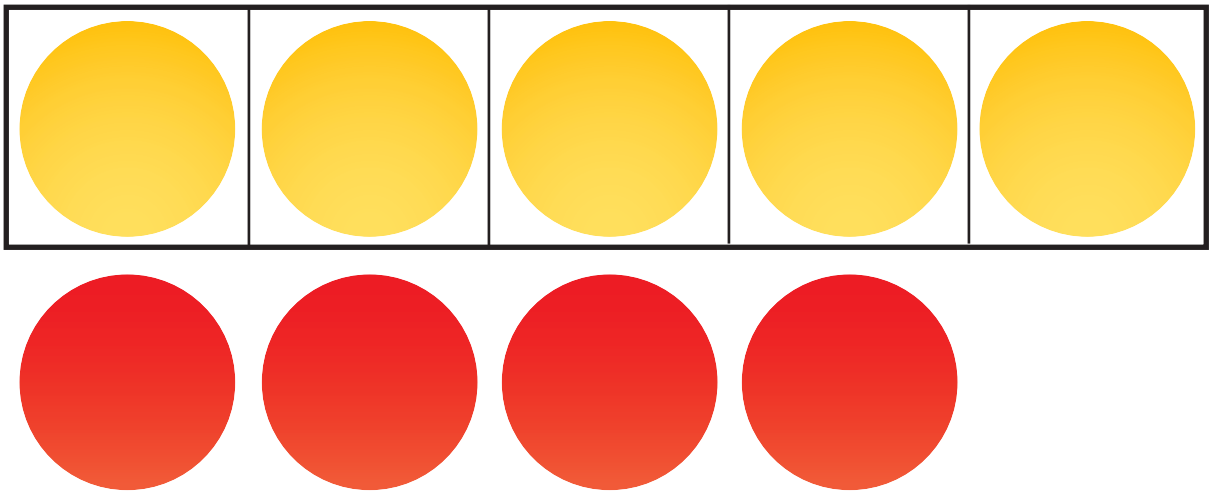
Listen and Draw



DIRECTIONS Model 8 objects. Show one more object. How many are there now? Tell a friend how you know. Draw the objects.

Share and Show

1



nine

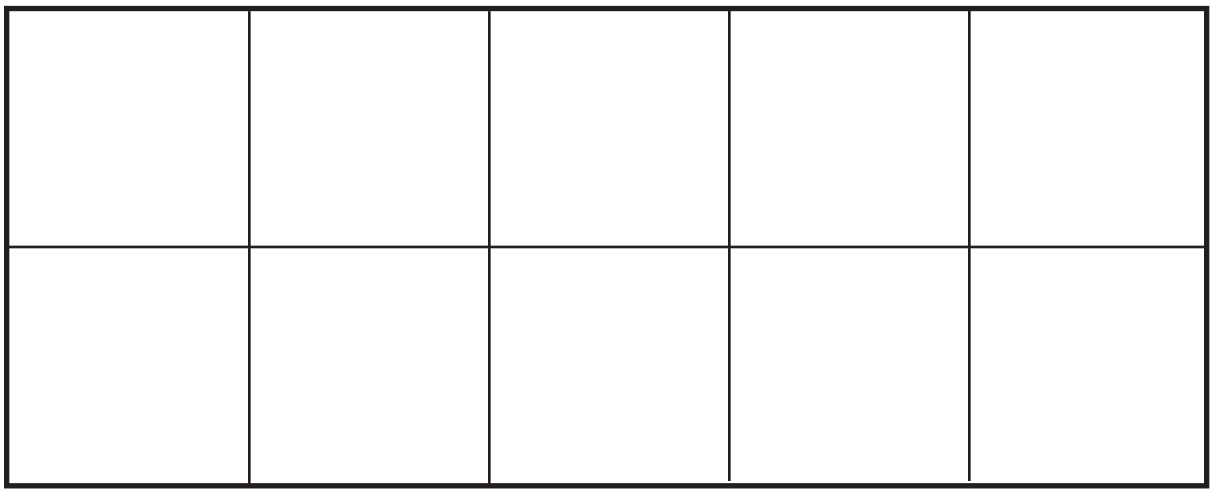
2

5 and ___ more

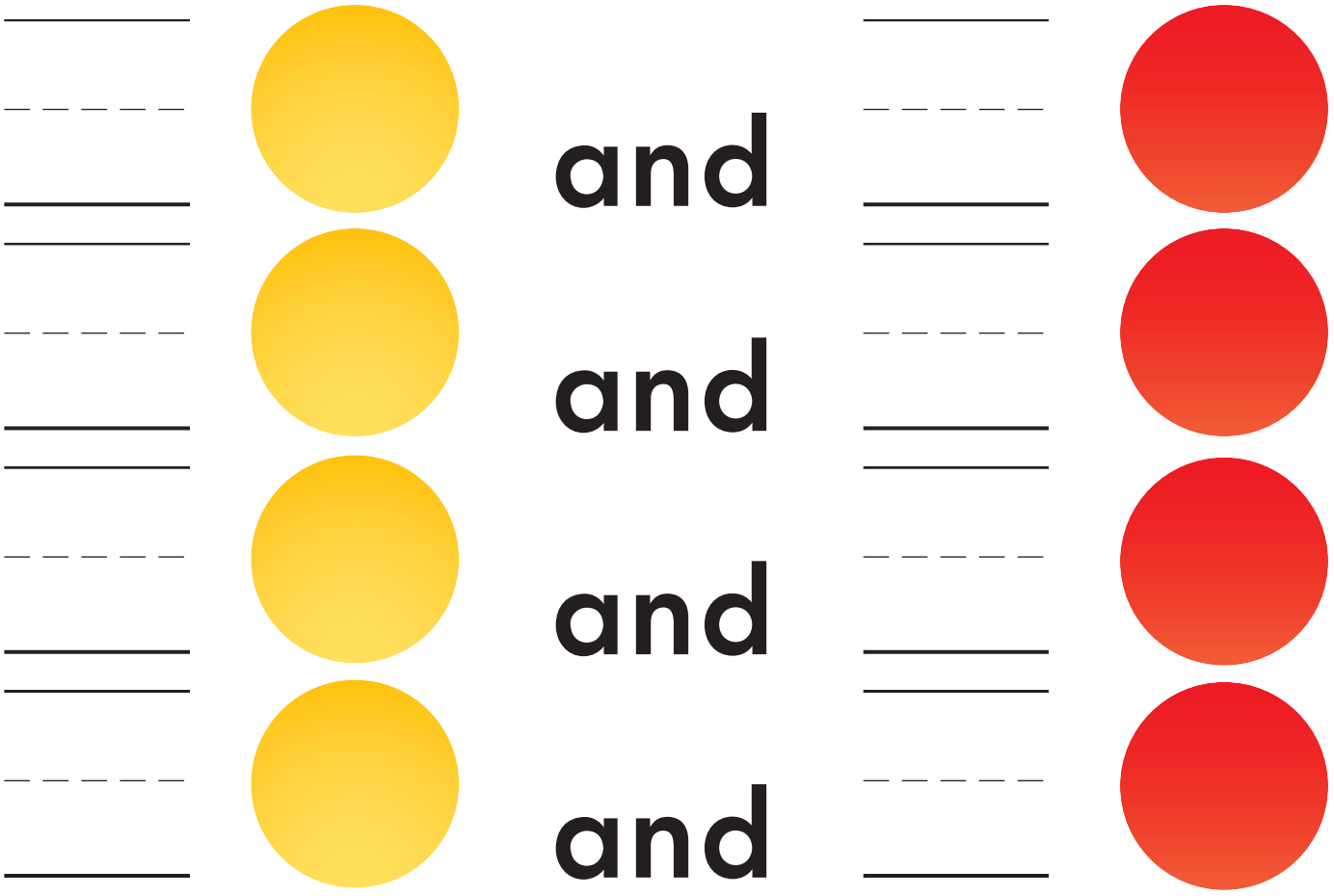
3

DIRECTIONS **1.** Place counters as shown. Count and tell how many counters. Trace the number. **2.** How many more than 5 is 9? Write the number. **3.** Place counters in the ten frame to model nine. Tell a friend what you know about the number 9.

Name _____



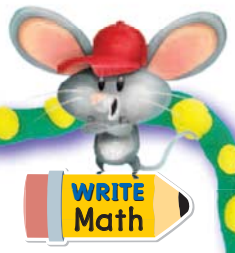
nine



DIRECTIONS 4. Use two-color counters to model the different ways to make 9. Write to show some pairs of numbers that make 9.

Problem Solving • Applications

Real World



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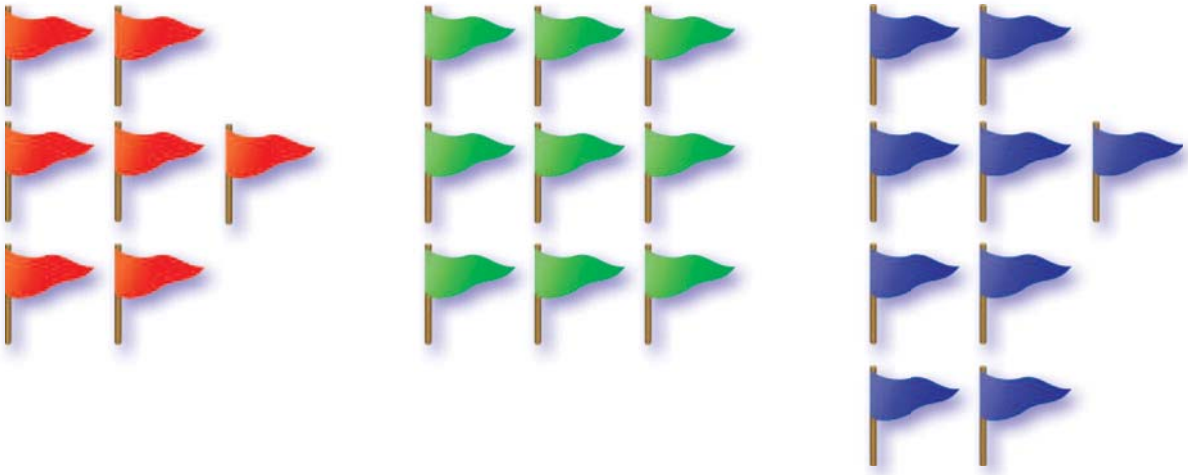


6

DIRECTIONS **5.** Mr. Lopez is making displays using sets of nine flags. Count the flags in each set. Which sets show nine flags? Circle those sets. **6.** Draw to show what you know about the number 9. Tell a friend about your drawing.

HOME ACTIVITY • Ask your child to show a set of eight objects. Have him or her show one more object and tell how many.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

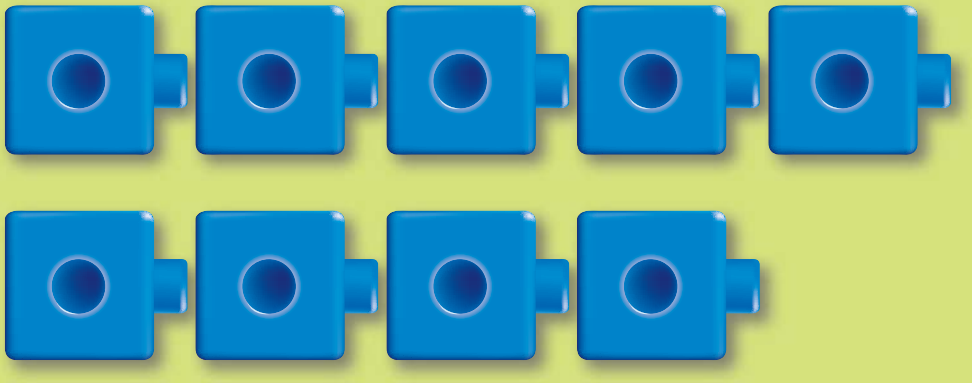
Count and Write 9

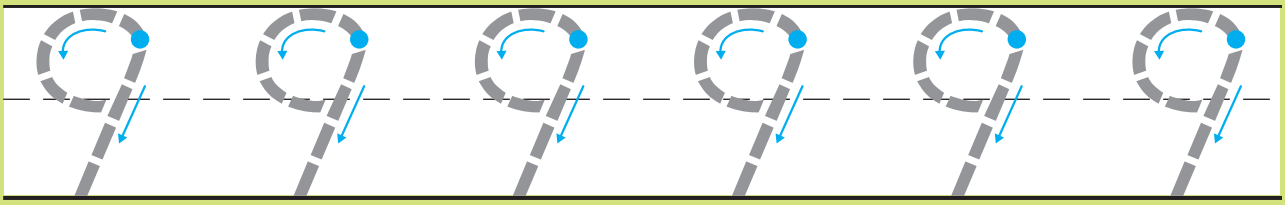
Essential Question How can you count and write 9 with words and numbers?

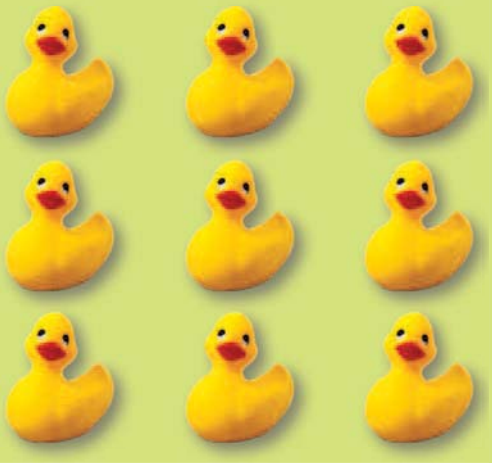
Counting and Cardinality—K.CC.3
Also K.CC.4b, K.CC.5

MATHEMATICAL PRACTICES
MP.2

Listen and Draw







DIRECTIONS Count and tell how many cubes. Trace the numbers. Count and tell how many ducks. Trace the word.

Share and Show

1

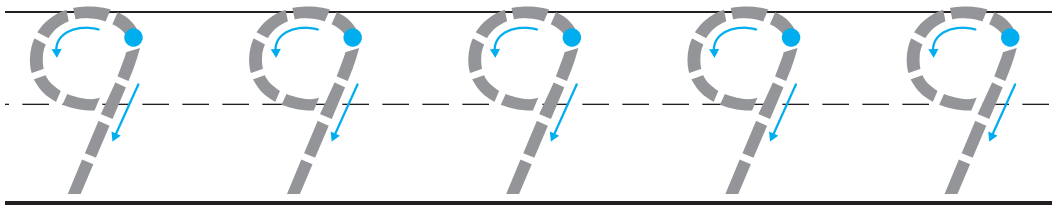
DIRECTIONS 1. Look at the picture. Circle all the sets of nine objects.

Name _____

2

9

nine



3

_____

_ _ _ _ _

_____

4

_____

_ _ _ _ _

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5

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_ _ _ _ _

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6

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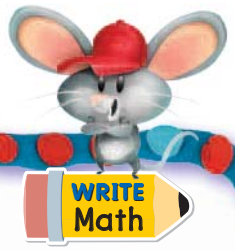
_____

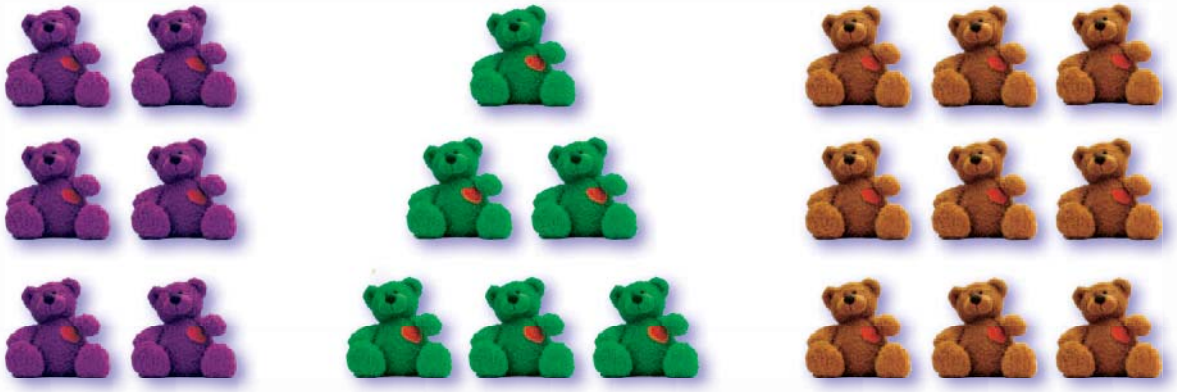
DIRECTIONS **2.** Say the number. Trace the numbers.
3–6. Count and tell how many. Write the number.

Problem Solving • Applications

Real World



7



8

_____

_ _ _ _ _

_____

DIRECTIONS **7.** Eva wants to find the set that has a number of bears one less than 10. Circle that set. **8.** Draw a set that has a number of objects two greater than 7. Write how many.

HOME ACTIVITY • Ask your child to find something in your home that has the number 9 on it, such as a clock or a phone.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

Problem Solving • Numbers to 9

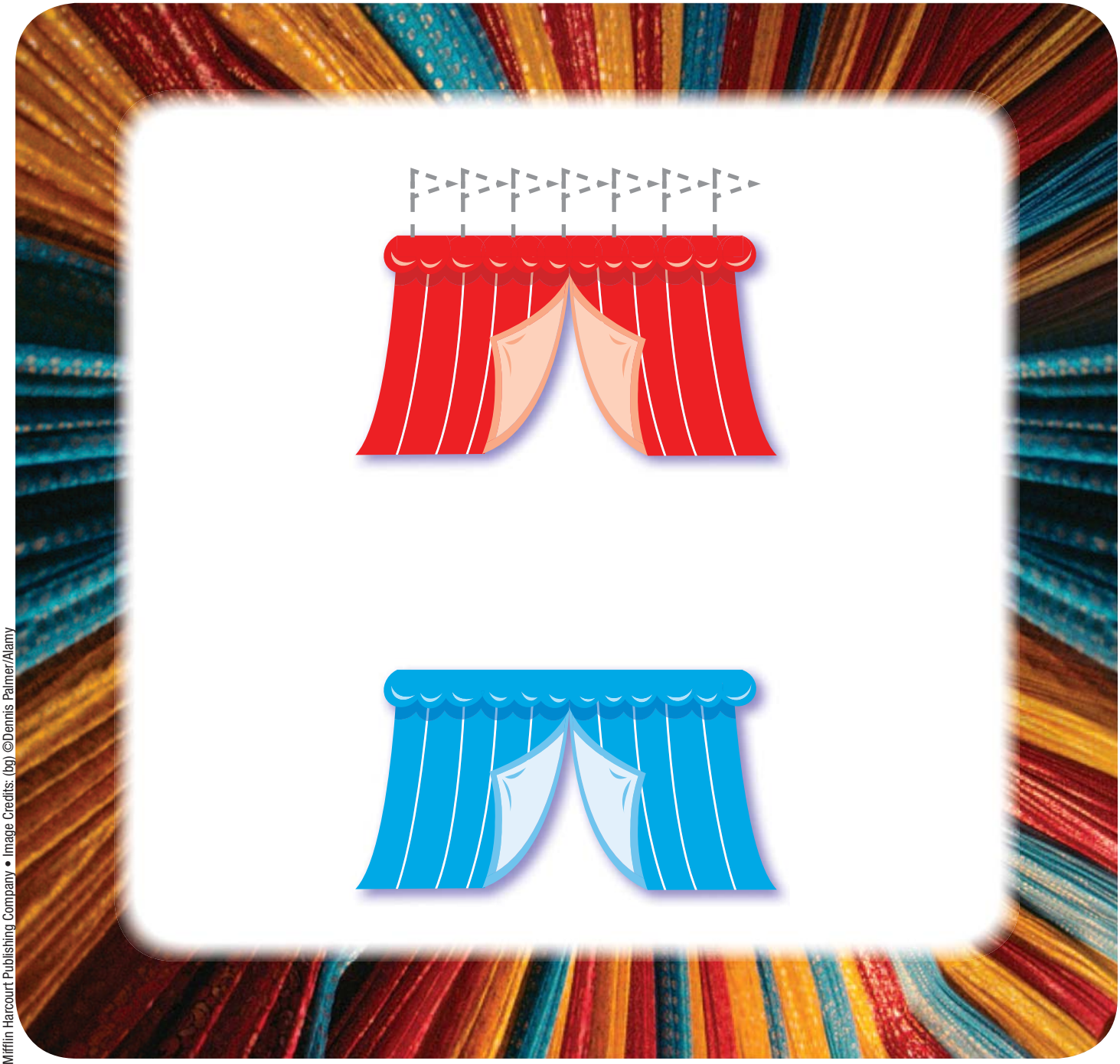
Essential Question How can you solve problems using the strategy *draw a picture*?

Counting and Cardinality—K.CC.6
Also K.CC.7

MATHEMATICAL PRACTICES
MP.1, MP.3, MP.4

Unlock the Problem

Real World



DIRECTIONS There are seven flags on the red tent. Trace the flags. The blue tent has a number of flags one greater than the red tent. How many flags are on the blue tent? Draw the flags. Tell a friend about your drawing.

Try Another Problem

1

2

DIRECTIONS **1.** Bianca buys five hats. Leigh buys a number of hats two greater than 5. Draw the hats. Write the numbers. **2.** Donna wins nine tokens. Jackie wins a number of tokens two less than 9. Draw the tokens. Write the numbers.

Name _____

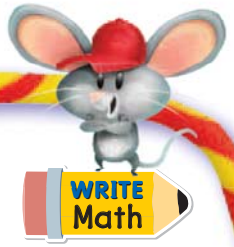
Share and Show

3

4

DIRECTIONS **3.** Gary has eight tickets. Four of the tickets are red. The rest are blue. How many are blue? Draw the tickets. Write the number beside each set of tickets. **4.** Ann has seven balloons. Molly has a set of balloons less than seven. How many balloons does Molly have? Draw the balloons. Write the number beside each set of balloons.

On Your Own



5

6

DIRECTIONS **5.** There are six seats on a teacup ride. The number of seats on a train ride is two less than 8. How many seats on the train ride? Draw the seats. Write the number. **6.** Pick two numbers between 0 and 9. Draw to show what you know about those numbers.

HOME ACTIVITY • Have your child say two different numbers from 0–9 and tell what he or she knows about them.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

Chapter 3 Review/Test

1

2

3

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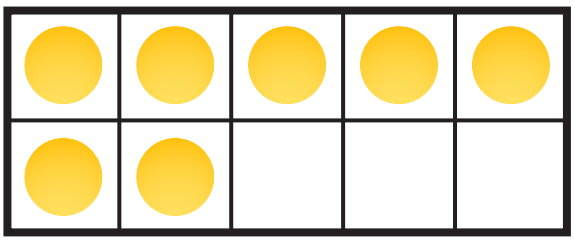

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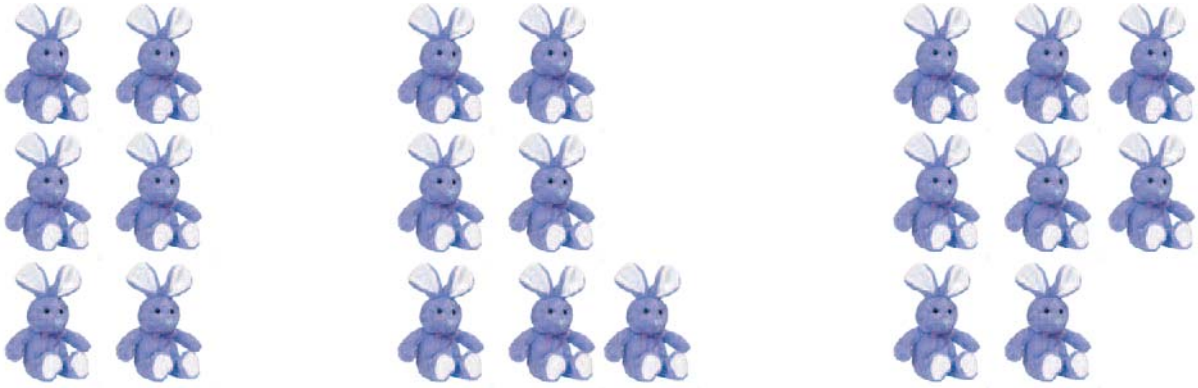
DIRECTIONS **1.** Circle all the sets that show 6. **2.** Circle all the sets that show 7. **3–4.** Count and tell how many. Write the number.

5



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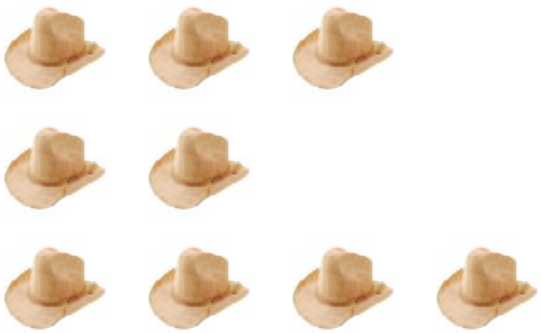

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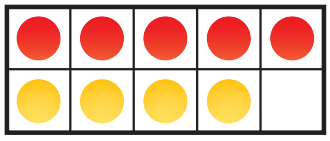


5 and 3 4 more

DIRECTIONS **5.** Match each set to the number that tells how many. **6–7.** Count to tell how many. Write the number. **8.** The ten frame shows 5 red counters and some yellow counters. Five and how many more make 9? Choose the number.

Name _____

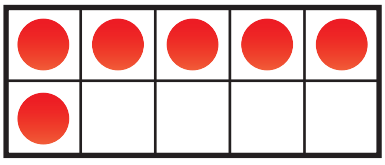
Personal Math Trainer

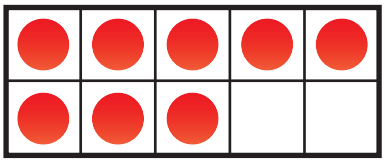
9 THINK SMARTER +

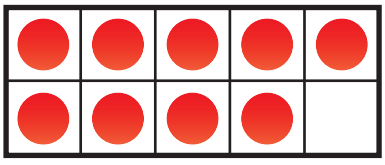
_____

_____

10







○ ○ ○

DIRECTIONS **9.** Jeffrey has 8 marbles. Sarah has a number of marbles that is one greater than 8. Draw the marbles. Write the number for each set of marbles. **10.** Choose all the ten frames that have a number of counters greater than 6.

11

THINK SMARTER +

12

DIRECTIONS **11.** The number of turtles in a pond is 2 less than 9. Draw counters to show the turtles. Write the number. **12.** Draw a set that has a number of objects that is 2 more than 6. Write the number.

Chapter 4

Represent and Compare Numbers to 10

Curious About Math with Curious George

Apple trees grow from a small seed.

- About how many seeds are in an apple?

Name _____

Show What You Know

Draw Objects to 9

1

9

2

7

Write Numbers to 9

3

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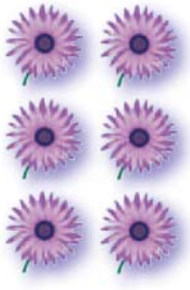

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6

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This page checks understanding of important skills needed for success in Chapter 4.

DIRECTIONS **1.** Draw 9 flowers. **2.** Draw 7 flowers.
3–6. Count and tell how many. Write the number.

Personal Math Trainer
Online Assessment and Intervention

Name _____

Vocabulary Builder

DIRECTIONS Circle the words that describe the number of carrots and the number of celery sticks. Use *greater* and *less* to describe the number of trees and the number of bushes.

GO DIGITAL
- Interactive Student Edition
- Multimedia eGlossary

Chapter 4

Game

Spin and Count!

DIRECTIONS Play with a partner. Place game markers on START. Use a pencil and a paper clip to spin for a number. Take turns spinning. Each player moves his or her marker to the next space that has the same number of objects as the number on the spinner. The first player to reach END wins.

MATERIALS two game markers, pencil, paper clip

Name _____

Model and Count 10

Essential Question How can you show and count 10 objects?

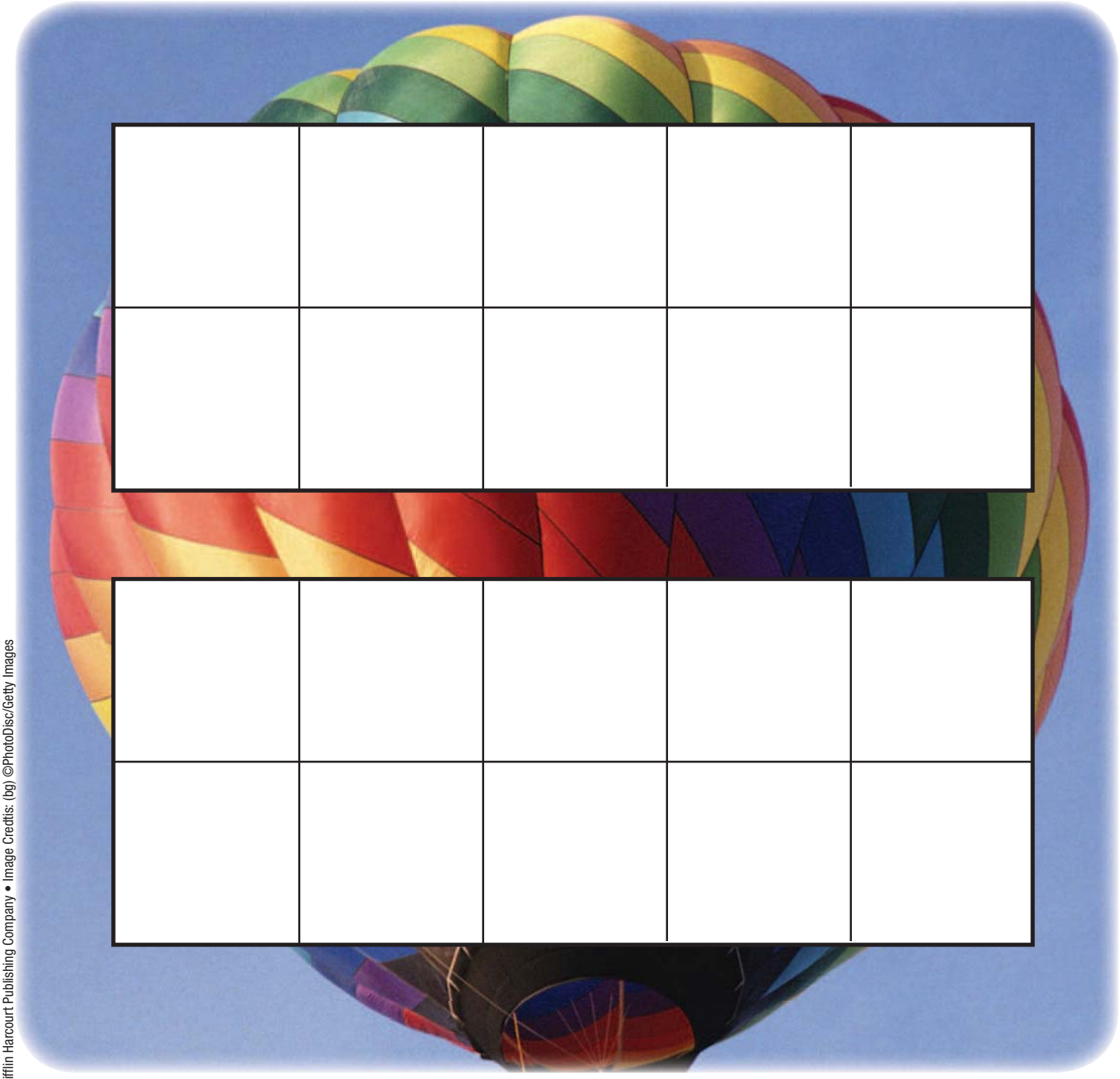
Counting and Cardinality—K.CC.5
Also K.CC.4a, K.CC.4b, K.CC.4c

MATHEMATICAL PRACTICES
MP.4, MP.5

Listen and Draw

Real World

Hands On

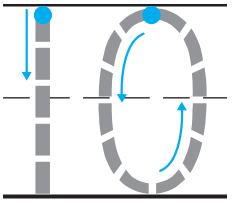


DIRECTIONS Use counters to model 9 in the top ten frame. Use counters to model 10 in the bottom ten frame. Draw the counters. Tell about the ten frames.

Share and Show

1

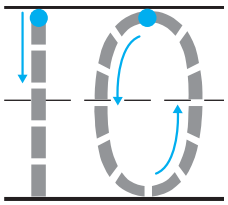
2



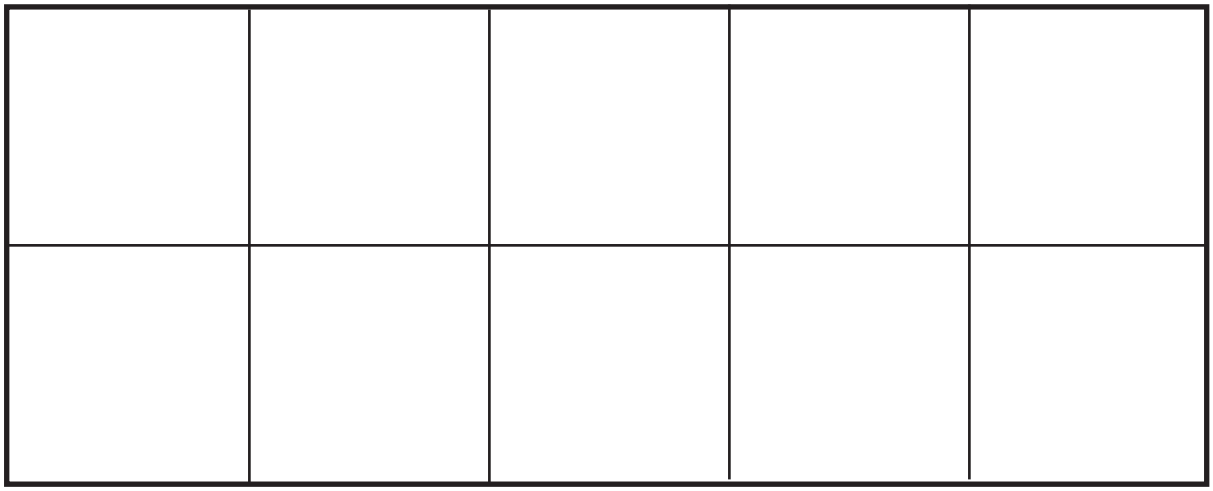
ten

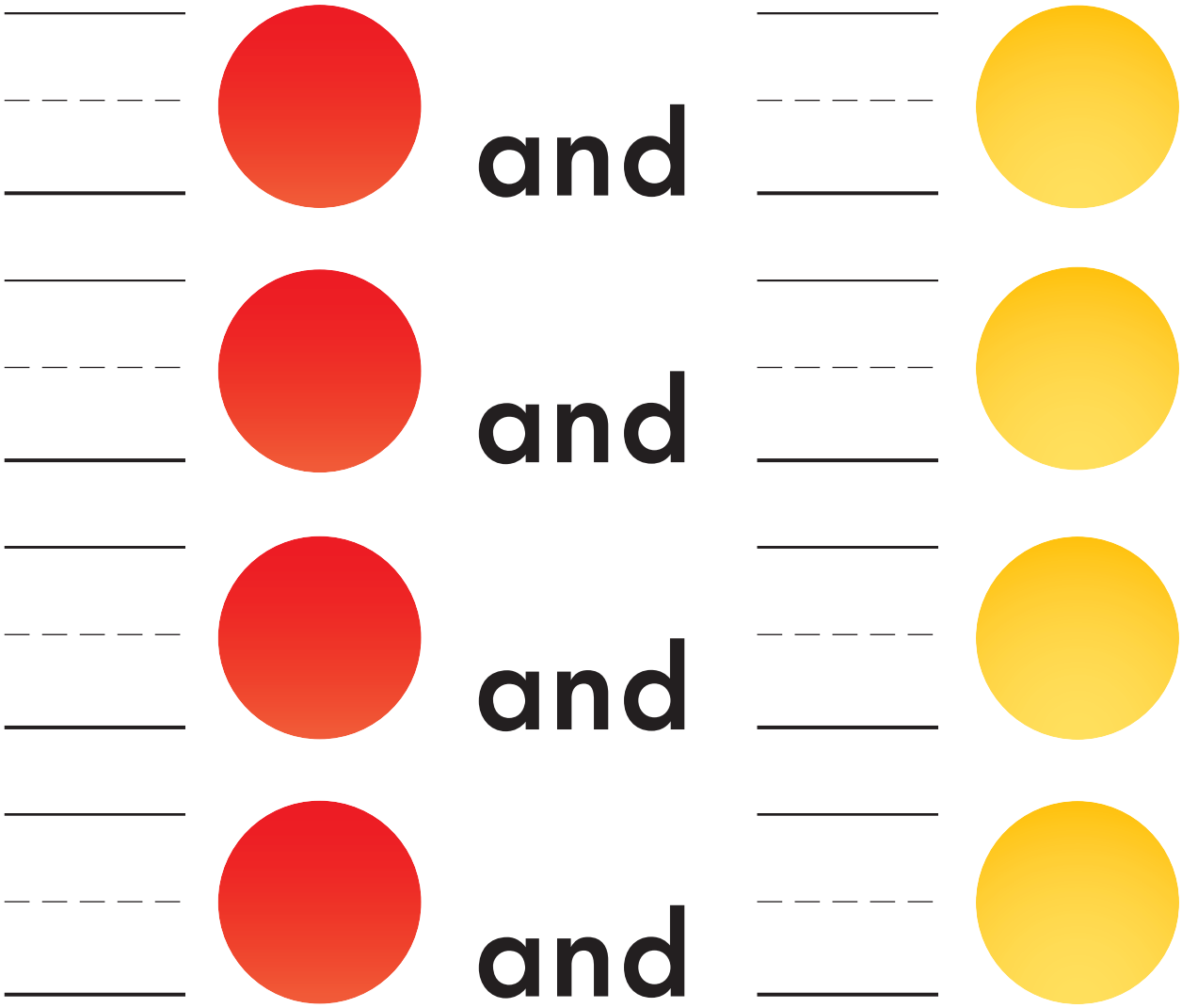
DIRECTIONS 1. Place a counter on each balloon. 2. Move the counters to the ten frame. Draw the counters. Point to each counter as you count it. Trace the number.

Name _____



ten

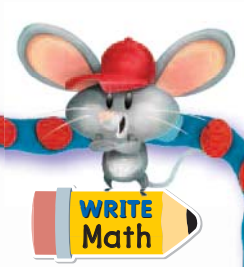




DIRECTIONS **3.** Trace the number. Use counters to model the different ways to make 10. Write to show some pairs of numbers that make 10.

Problem Solving • Applications

Real World



4

5

DIRECTIONS **4.** Michelle puts her star stickers in sets of 10. Circle all the sets of star stickers that belong to Michelle. **5.** Draw to show what you know about the number 10. Tell a friend about your drawing.

HOME ACTIVITY • Ask your child to show a set of nine objects. Then have him or her show one more object and tell how many objects are in the set.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

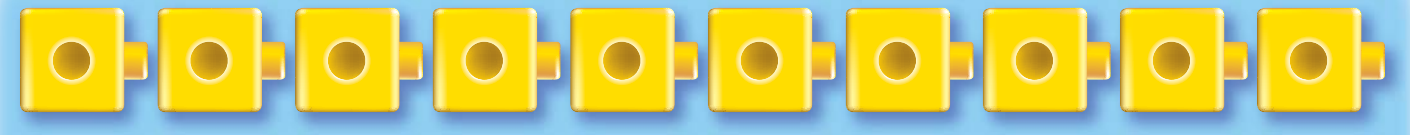
Count and Write 10

Essential Question How can you count and write 10 with words and numbers?

Counting and Cardinality—K.CC.3
Also K.CC.4b, K.CC.5

MATHEMATICAL PRACTICES
MP.2

Listen and Draw



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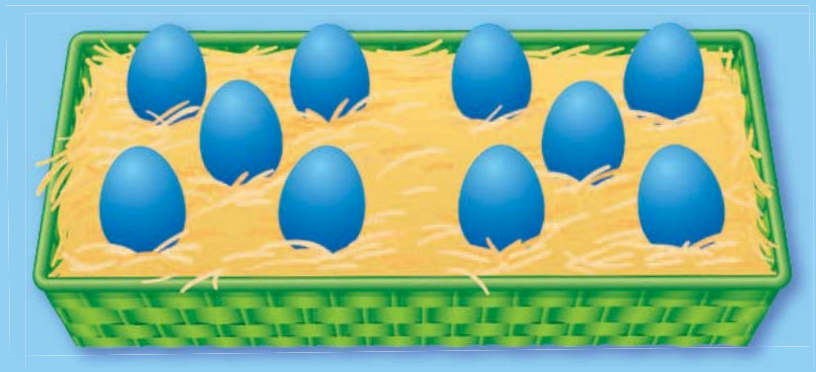


10 10 10 10 10

ten

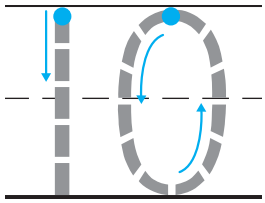
DIRECTIONS Count and tell how many cubes. Trace the numbers. Count and tell how many eggs. Trace the numbers and the word.

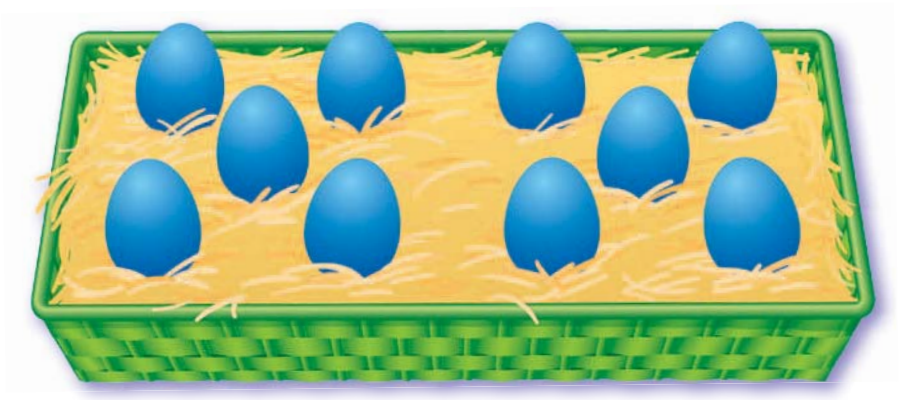
Share and Show

1

10

ten





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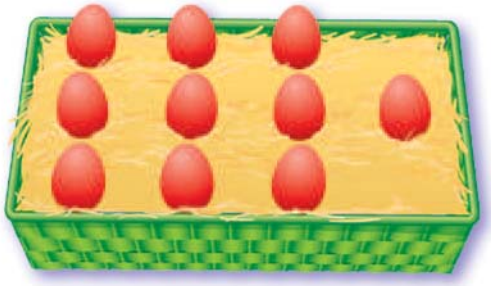

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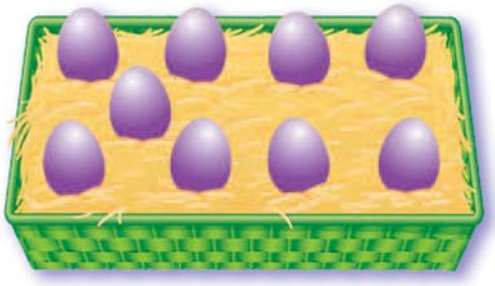

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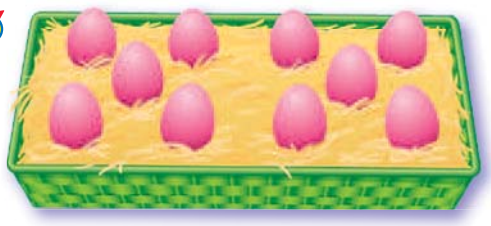

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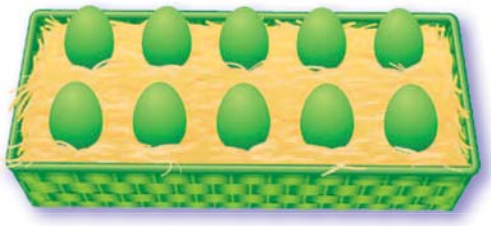


DIRECTIONS **1.** Count and tell how many eggs. Trace the number. **2–5.** Count and tell how many eggs. Write the number.

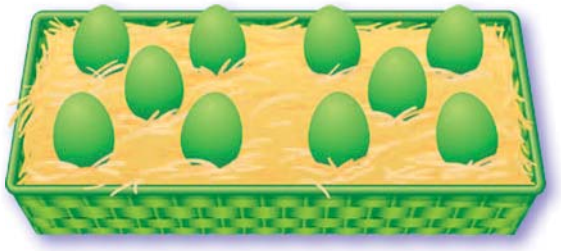
Name _____

6

10

ten

7



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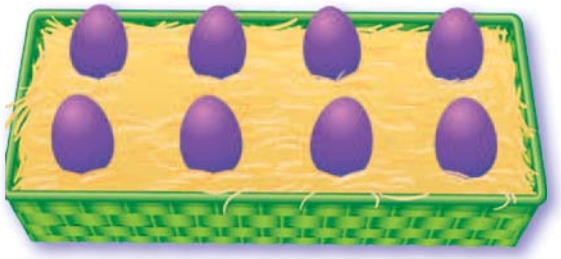

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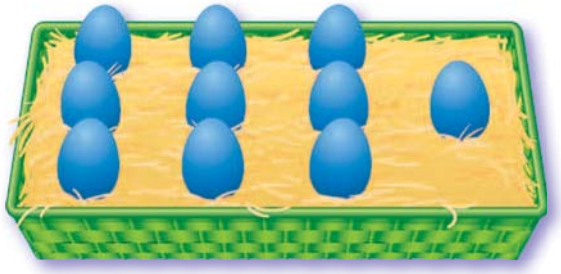
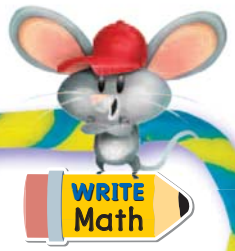


DIRECTIONS **6.** Say the number. Trace the numbers.
7–9. Count and tell how many. Write the number.

Problem Solving • Applications

Real World



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DIRECTIONS 10. Draw to show a set that has a number of objects one greater than 9. Write how many objects. Tell a friend about your drawing.

HOME ACTIVITY • Show ten objects. Have your child point to each object in the set as he or she counts them. Then have him or her write the number on paper to show how many objects.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

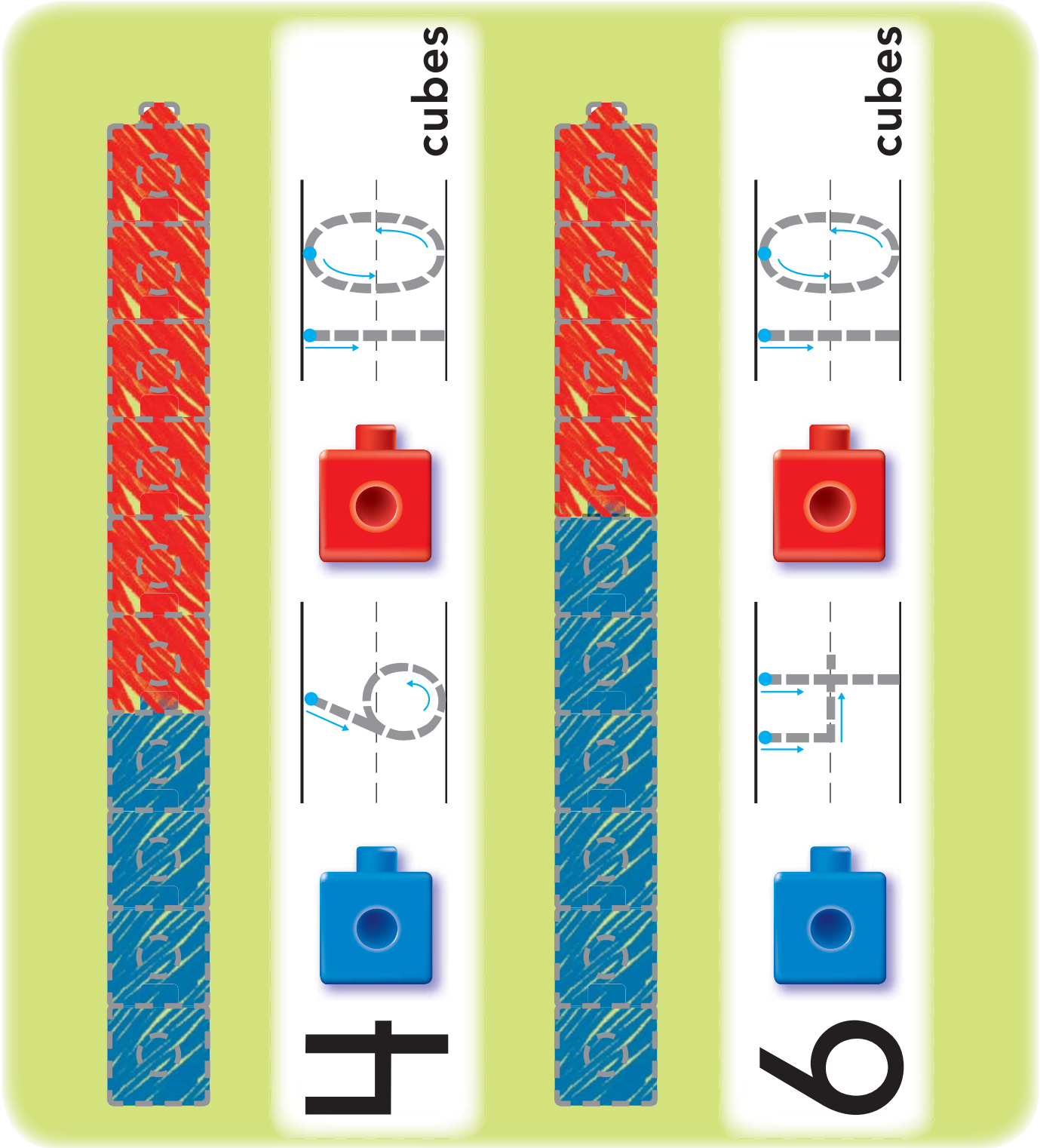
Algebra • Ways to Make 10

Essential Question How can you use a drawing to make 10 from a given number?

Operations and Algebraic Thinking—K.OA.4
Also K.OA.3

MATHEMATICAL PRACTICES
MP.4, MP.7

Listen and Draw

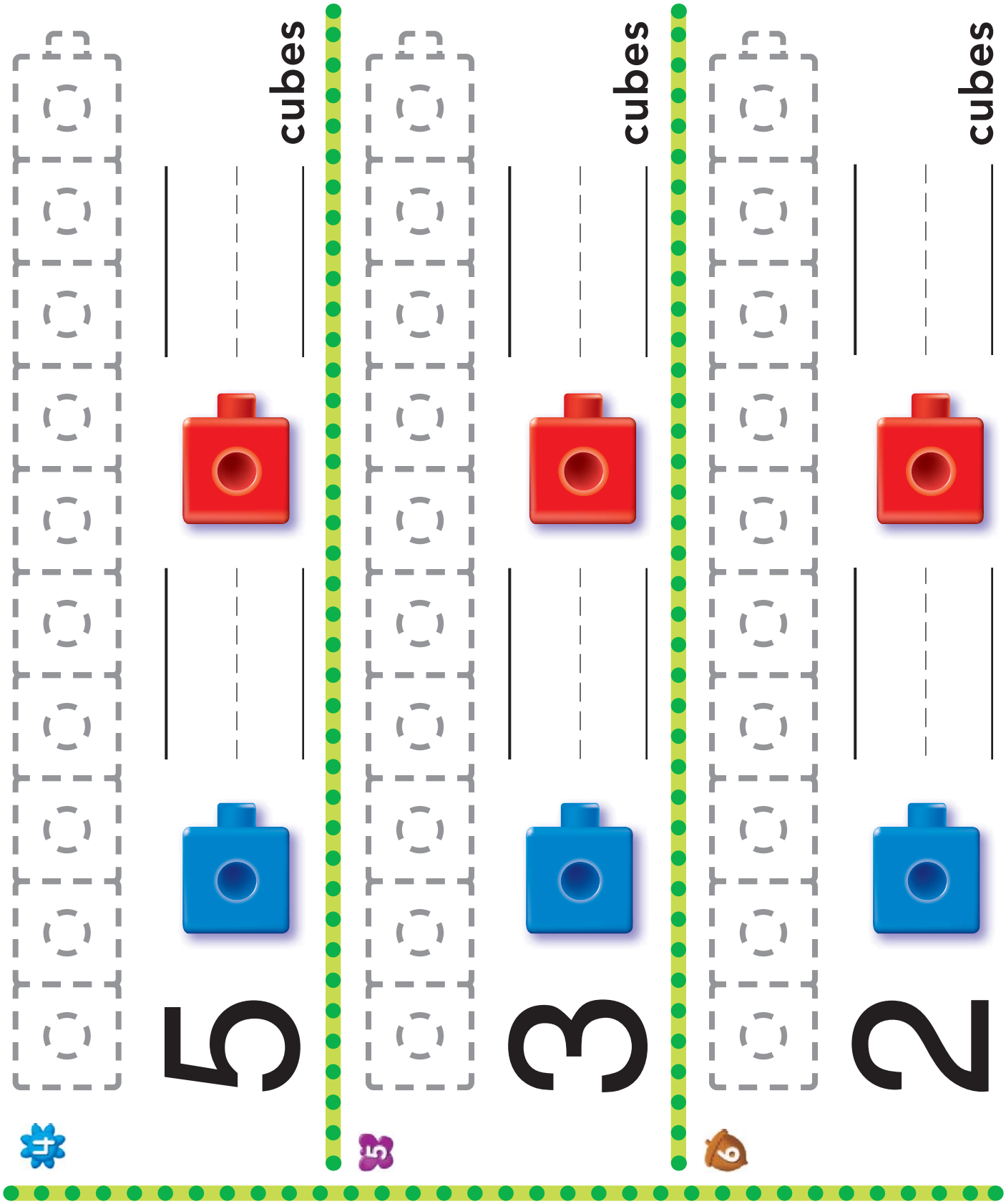


DIRECTIONS Use cubes of two colors to show different ways to make 10. Trace the number of red cubes. Trace the number of cubes in all.

Share and Show

DIRECTIONS **1.** Count and tell how many cubes of each color there are. Write how many red cubes. Write how many cubes in all. **2–3.** Use blue to color the cubes to match the number. Use red to color the other cubes. Write how many red cubes. Write how many cubes in all.

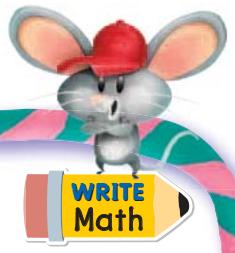
Name _____



DIRECTIONS 4–6. Use blue to color the cubes to match the number. Use red to color the other cubes. Write how many red cubes. Write how many cubes in all.

Problem Solving • Applications

Real World



10 10 10

DIRECTIONS **7–9.** Jill uses the dot side of two Number Tiles to make 10. Draw the dots on each Number Tile to show a way Jill can make 10. Write the numbers.

HOME ACTIVITY • Ask your child to show a set of 10 objects, using objects of the same kind that are different in one way; for example, large and small paper clips. Then have him or her write the numbers that show how many of each kind are in the set.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

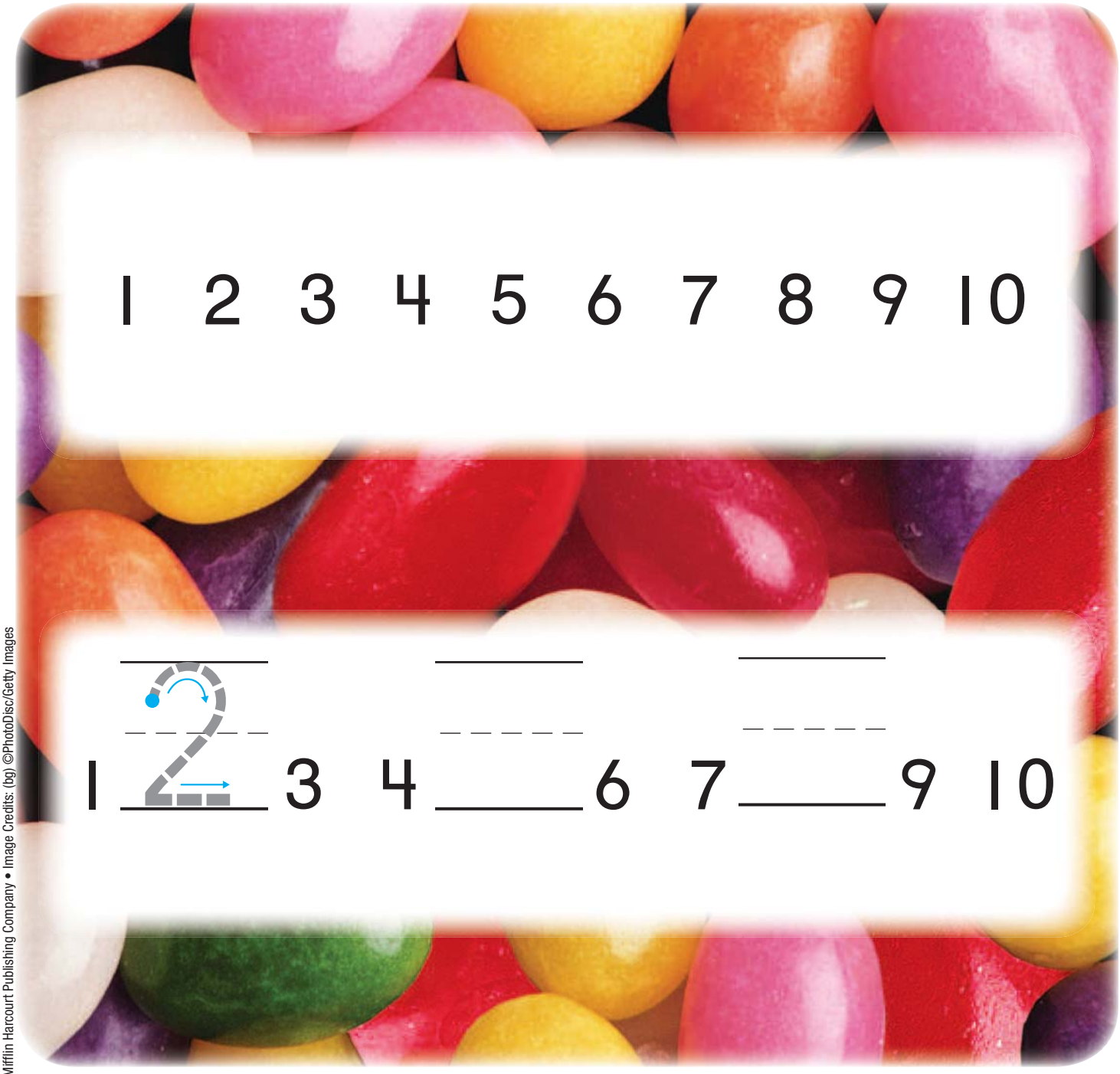
Count and Order to 10

Essential Question How can you count forward to 10 from a given number?

Counting and Cardinality—K.CC.2

MATHEMATICAL PRACTICES
MP.2

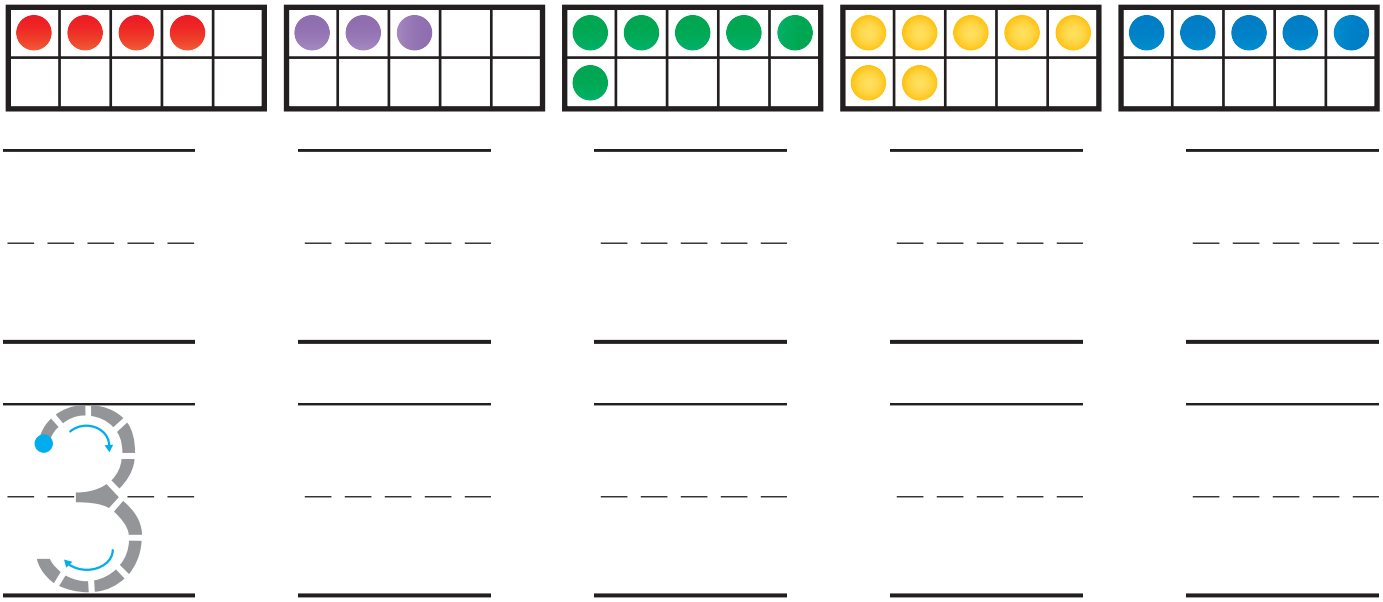
Listen and Draw



DIRECTIONS Point to the numbers in the top workspace as you count forward to 10. Trace and write the numbers in order in the bottom workspace as you count forward to 10.

Share and Show

1



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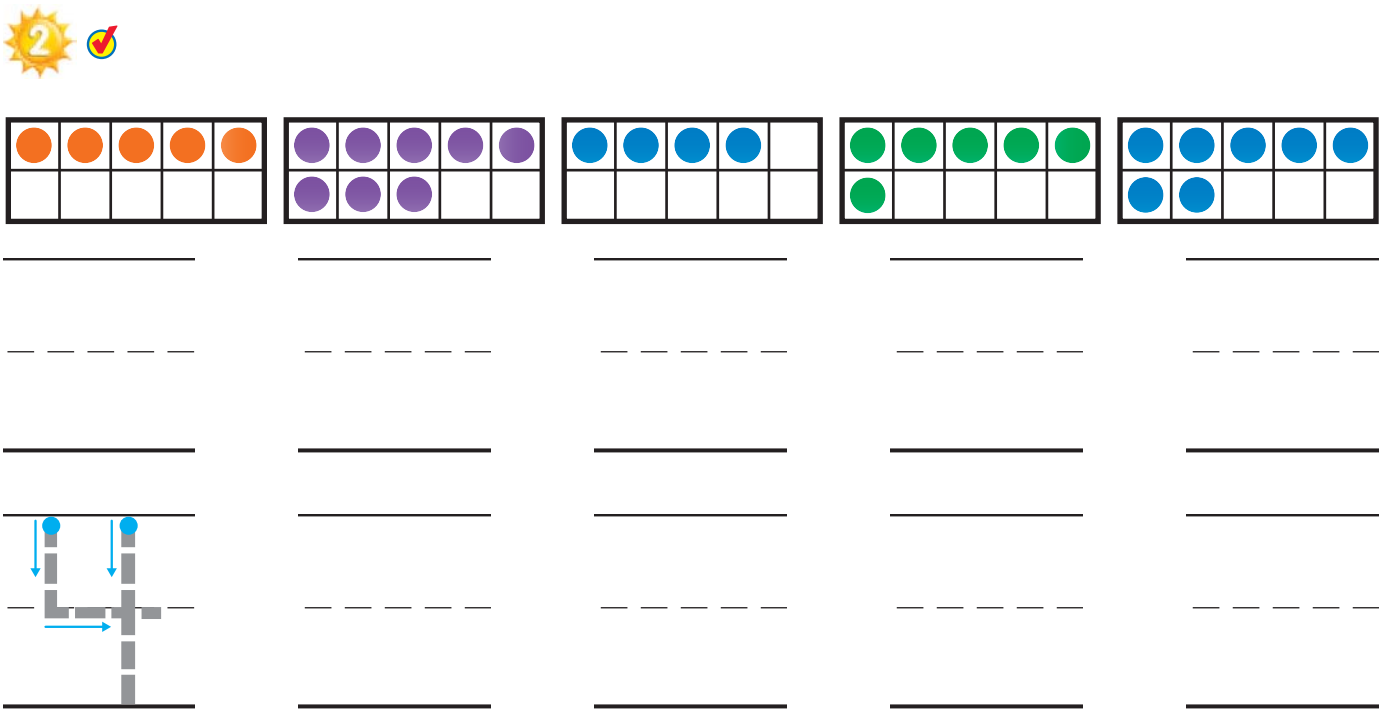
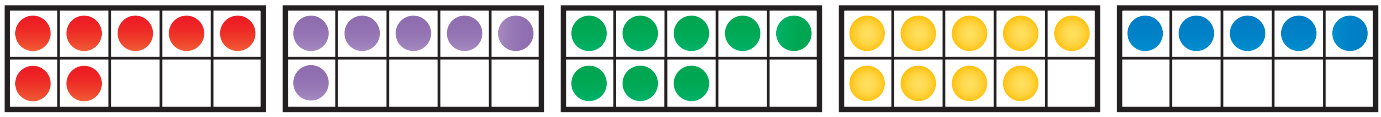
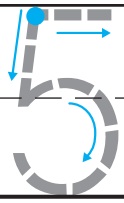
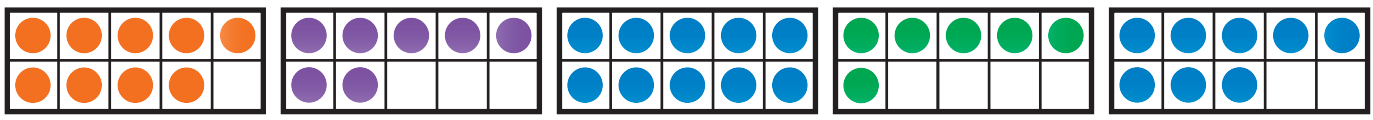


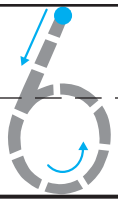
DIRECTIONS 1–2. Count the dots of each color in the ten frames. Write the numbers. Look at the next line. Write the numbers in order as you count forward from the dashed number.

Name _____









DIRECTIONS 3–4. Count the dots of each color in the ten frames. Write the numbers. Look at the next line. Write the numbers in order as you count forward from the dashed number.

HOME ACTIVITY • Write the numbers 1 to 10 in order on a piece of paper. Ask your child to point to each number as he or she counts to 10. Repeat beginning with a number other than 1 when counting.

Mid-Chapter Checkpoint

Concepts and Skills

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2

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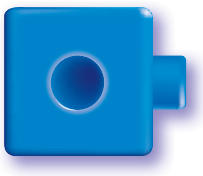
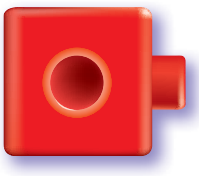
6   cubes

3 THINK SMARTER

7 8 10

DIRECTIONS **1.** Place counters in the ten frame to model ten. Draw the counters. Write the number. (K.CC.5) **2.** Use blue to color the cubes to match the number. Use red to color the other cubes. Write how many red cubes. Write how many cubes in all. (K.OA.4) **3.** Count forward. Write the number to complete the counting order. (K.CC.2)

Name _____

Problem Solving • Compare by Matching Sets to 10

Essential Question How can you solve problems using the strategy *make a model*?

Counting and Cardinality—K.CC.6
Also K.CC.7

MATHEMATICAL PRACTICES
MP.4, MP.5, MP.8

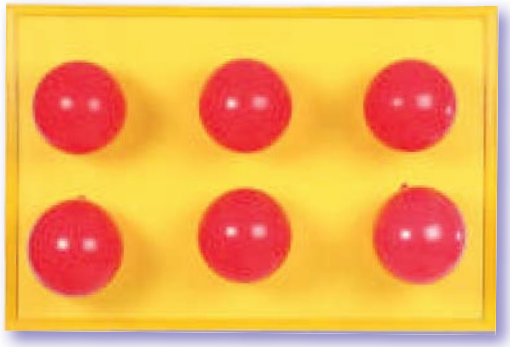
Unlock the Problem

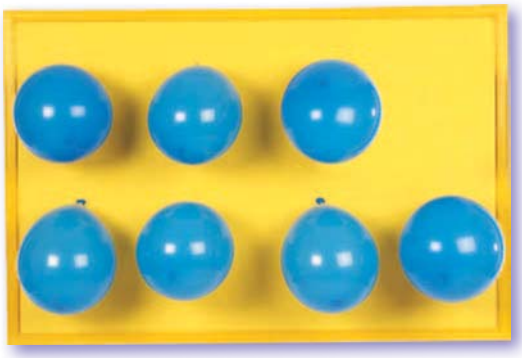
Hands On

DIRECTIONS Break a ten-cube train into two parts. How can you use matching to compare the parts? Tell a friend about the cube trains. Draw the cube trains.

Try Another Problem

1





DIRECTIONS 1. Malia has the red balloons. Andrew has the blue balloons. Who has more balloons? Use red and blue cube trains to model the sets of balloons. Compare the cube trains by matching. Draw and color the cube trains. Write how many in each set. Which number is greater? Circle that number.

Name _____

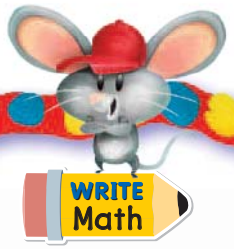
Share and Show

2

3

DIRECTIONS **2.** Kyle has 9 tickets. Jared has 7 tickets. Who has fewer tickets? Use cube trains to model the sets of tickets. Compare the cube trains by matching. Draw and color the cube trains. Write how many. Circle the number that is less. **3.** Phil won 8 prizes. Naomi won 5 prizes. Who won fewer prizes? Use cube trains to model the sets of prizes. Compare the cube trains by matching. Draw and color the cube trains. Write how many. Circle the number that is less.

On Your Own



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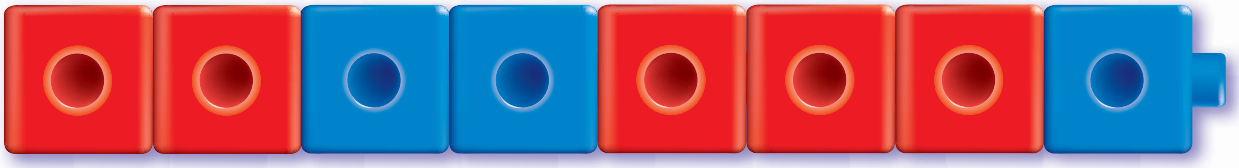

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DIRECTIONS **4.** Ryan has a cube train with red and blue cubes. Does his cube train have more blue cubes or more red cubes? Make cube trains of each color from the cubes in Ryan's cube train. Compare the cube trains by matching. Draw and color the cube trains. Write how many cubes are in each train. Circle the greater number.

HOME ACTIVITY • Ask your child to show two sets of up to 10 objects each. Then have him or her compare the sets by matching and tell which set has more objects.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

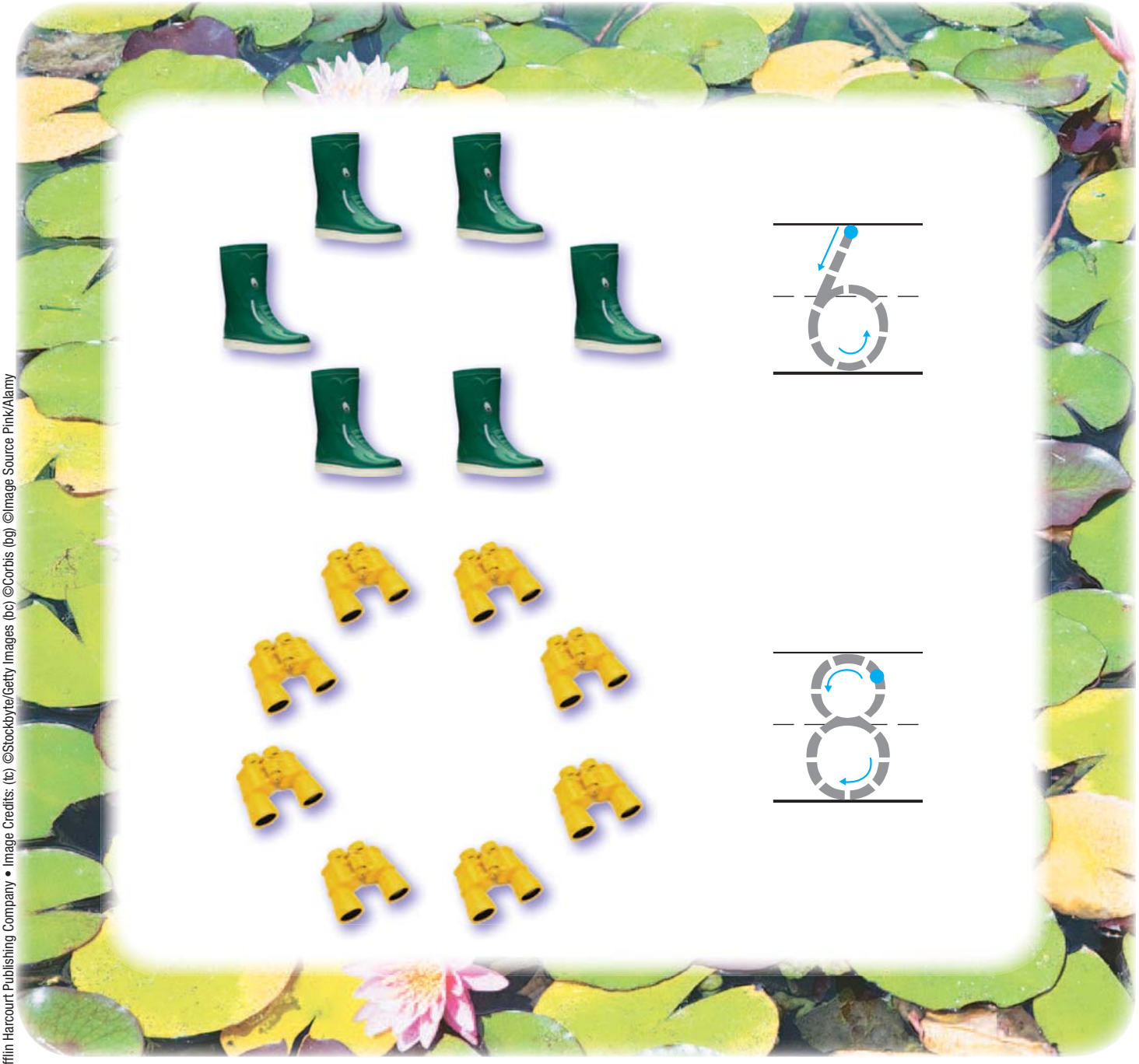
Compare by Counting Sets to 10

Essential Question How can you use counting strategies to compare sets of objects?

Counting and Cardinality—K.CC.6
Also K.CC.5, K.CC.7

MATHEMATICAL PRACTICES
MP.6, MP.8

Listen and Draw



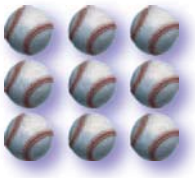
DIRECTIONS Look at the sets of objects. Count how many in each set. Trace the numbers that show how many. Compare the numbers.

Share and Show

1

2

3



DIRECTIONS 1–3. Count how many in each set. Write the number of objects in each set. Compare the numbers. Circle the greater number.

Name _____

4

_____

_ _ _ _ _ _ _

_____

5

_____

_ _ _ _ _ _ _

_____

6

_____

_ _ _ _ _ _ _

_____

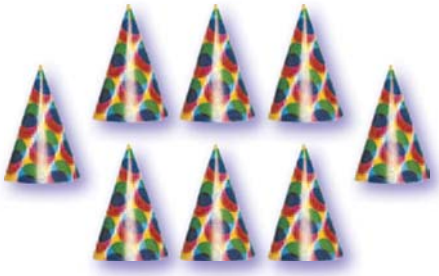
DIRECTIONS **4–6.** Count how many in each set. Write the number of objects in each set. Compare the numbers. Circle the number that is less.

Problem Solving • Applications

Real World

WRITE Math

7



8

DIRECTIONS **7.** Megan bought hats and gifts for a party. How many hats did she buy? How many gifts did she buy? Write the number of objects in each set. Compare the numbers. Tell a friend about the sets. **8.** Draw to show what you know about counting sets to 10 with the same number of objects.

HOME ACTIVITY • Show your child two sets of up to 10 objects. Have him or her count the objects in each set. Then have him or her compare the numbers of objects in each set, and tell what he or she knows about those numbers.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Compare Two Numbers

Essential Question How can you compare two numbers between 1 and 10?

Counting and Cardinality—K.CC.7

MATHEMATICAL PRACTICES
MP.6, MP.8

Listen and Draw

7

7 is less than 8

7 is greater than 8

8

8 is less than 7

8 is greater than 7

DIRECTIONS Look at the numbers. As you count forward does 7 come before or after 8? Is it greater or less than 8? Circle the words that describe the numbers when comparing them.

Share and Show

1

3 8

2

10 5

3

6 4

4

7 9

5

10 8

DIRECTIONS **1.** Look at the numbers. Think about the counting order as you compare the numbers. Trace the circle around the greater number. **2–5.** Look at the numbers. Think about the counting order as you compare the numbers. Circle the greater number.

Name _____

2 4

5 3

8 9

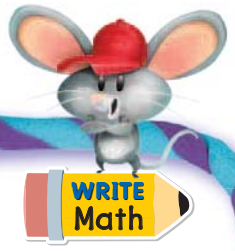
10 7

6 8

DIRECTIONS **6–10.** Look at the numbers. Think about the counting order as you compare the numbers. Circle the number that is less.

Problem Solving • Applications

Real World



11

_____ _____

_ _ _ _ _ _ _ _ _ _

_____ _____

12

_____ _____

_ _ _ _ _ _ _ _ _ _

_____ _____

DIRECTIONS **11.** John has a number of apples that is greater than 5 and less than 7. Cody has a number of apples that is two less than 8. Write how many apples each boy has. Compare the numbers. Tell a friend about the numbers. **12.** Write two numbers between 1 and 10. Tell a friend about the two numbers.

HOME ACTIVITY • Write the numbers 1 to 10 on individual pieces of paper. Select two numbers and ask your child to compare the numbers and tell which number is greater and which number is less.

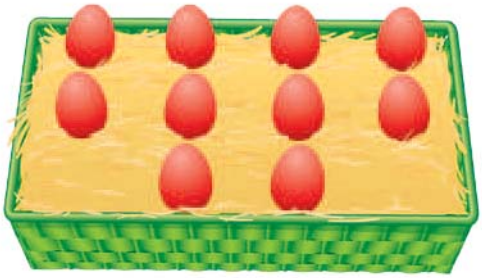
FOR MORE PRACTICE:
Standards Practice Book

Name _____

Chapter 4 Review/Test

1

2



_____

_ _ _ _ _ _ _

_____

3

10

nine

ten

DIRECTIONS 1. Circle all the sets that have 10 stars.
2. How many eggs are shown? Write the number.
3. What is another way to write 10? Circle the word.

GO DIGITAL Assessment Options Chapter Test

4

_____

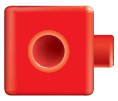
_ _ _ _ _ _ _

_____ cubes

_____

_ _ _ _ _ _ _

_____



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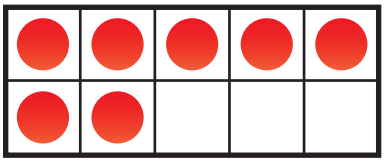
_____

5



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_ _ _ _ _ _ _

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_____

_ _ _ _ _ _ _

_____

Personal Math Trainer

6 THINK SMARTER +

5 6 7 8	○ Yes	○ No
8 10 9 7	○ Yes	○ No
7 8 9 10	○ Yes	○ No

DIRECTIONS **4.** Write how many red cubes. Write how many blue cubes. Write how many cubes in all. **5.** How many counters are there? Write the number. How many more counters do you need to make 10? Write the number. **6.** Are the numbers in counting order? Choose Yes or No.

Name _____

7

8

9

7 10 9

○ ○ ○

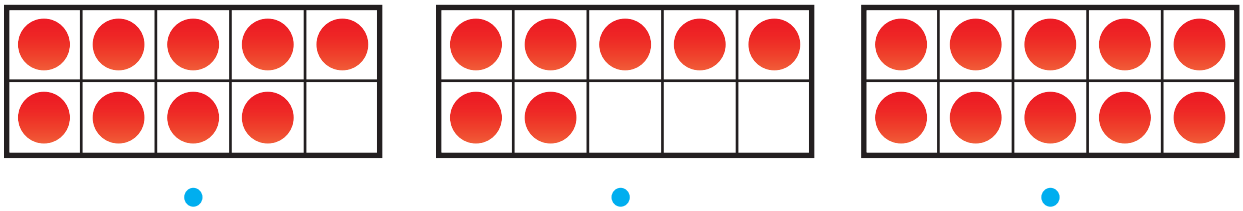
DIRECTIONS **7.** Write how many counters are in the set. Use matching lines to draw a set of counters less than the number of counters shown. Circle the number that is less. **8.** Count how many in each set. Write the numbers. Circle the greater number. **9.** Think about counting order. Choose the number that is less than 8.

10

Personal Math Trainer

11 THINK SMARTER +

12



10 9 7

DIRECTIONS **10.** How many cans of paint are there? Write the number. **11.** Seth has 10 buttons. Draw Seth's buttons. The number of buttons Tina has is one less than Seth's. Draw Tina's buttons. How many buttons does Tina have? Write how many in each set. Circle the number that is less. **12.** Match sets to the numbers that show how many tokens.

Chapter 5

Addition

Curious About Math with Curious George

Most ladybugs have red, orange, or yellow wing covers and black spots.

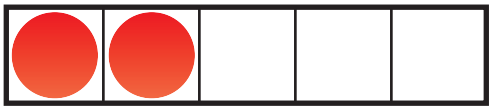
- How many ladybugs do you see?

Name _____

Show What You Know

More

1



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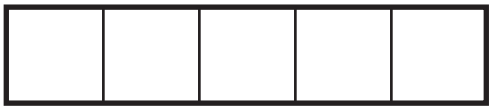

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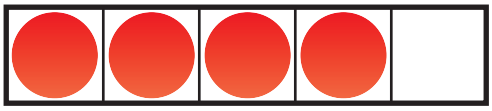

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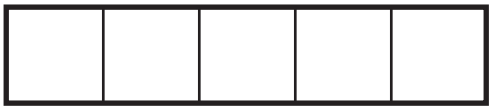


_____

Compare Numbers to 10

3

_____

_____

_____

_____

This page checks understanding of important skills needed for success in Chapter 5.

DIRECTIONS **1–2.** Count and tell how many. Draw a set with one more counter. Write how many in each set. **3.** Write the number of cubes in each set. Circle the number that is greater than the other number.

Personal Math Trainer
Online Assessment and Intervention

Name _____

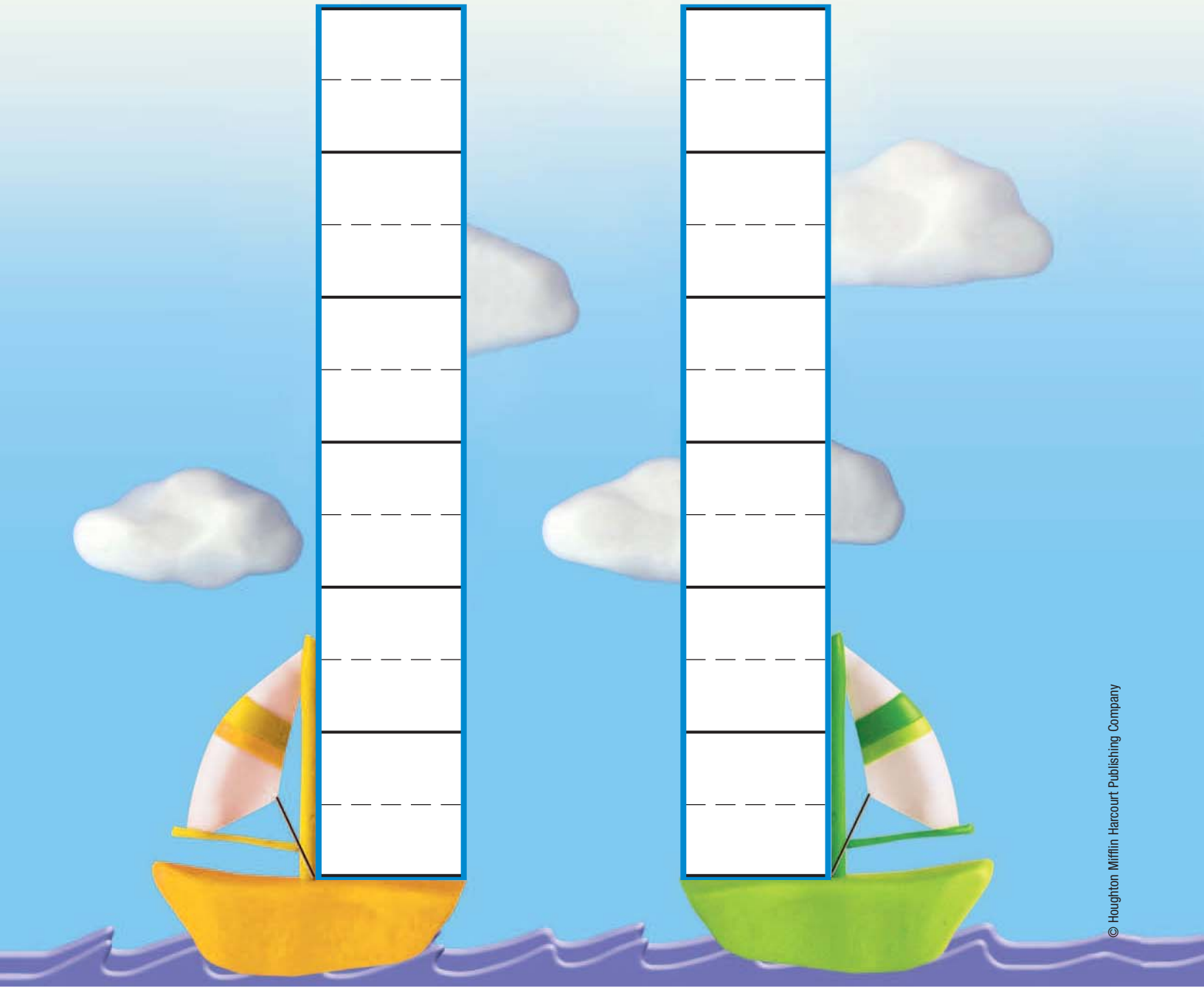
Vocabulary Builder

DIRECTIONS Count and tell how many birds are on the ground. Count and tell how many birds are flying. Write these numbers to show a pair of numbers that make ten.

GO DIGITAL
- Interactive Student Edition
- Multimedia eGlossary

Game

Pairs That Make 7



DIRECTIONS Play with a partner. The first player rolls the number cube and writes the number on the yellow boat. Partners determine what number makes 7 when paired with the number on the yellow boat. Players take turns rolling the number cube until that number is rolled. Write the number beside it on the green boat. Partners continue to roll the number cube finding pairs of numbers that make 7.

MATERIALS number cube (1–6)

Name _____

Addition: Add To

Essential Question How can you show addition as adding to?

Operations and Algebraic Thinking—K.OA.1

MATHEMATICAL PRACTICES
MP.1, MP.2

Listen and Draw

DIRECTIONS Listen to the addition word problem. Trace the number that shows how many children are on the swings. Trace the number that shows how many children are being added to the group. Trace the number that shows how many children there are now.

Share and Show

1

3 and _____

_____

_____

DIRECTIONS 1. Listen to the addition word problem. Trace the number that shows how many children are sitting eating lunch. Write the number that shows how many children are being added to the group. Write the number that shows how many children are having lunch now.

Name _____

_____ _____

_ _ _ _ _ _ _ _ _ _

_____ and _____

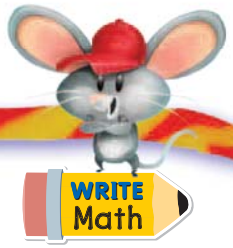
_____

_ _ _ _ _

_____

DIRECTIONS **2.** Listen to the addition word problem. Write the number that shows how many children are playing with the soccer ball. Write the number that shows how many children are being added to the group. Write the number that shows how many children there are now.

Problem Solving • Applications (Real World)



3

_____ and _____

_ _ _ _ _ _ _ _ _ _

4

_____

_ _ _ _ _

_____

DIRECTIONS **3.** Two sheep are in a pen. Two sheep are added to the pen. How can you write the numbers to show the sheep being added? **4.** Write how many sheep are in the pen now.

HOME ACTIVITY • Show your child a set of four objects. Have him or her add one object to the set and tell how many there are now.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

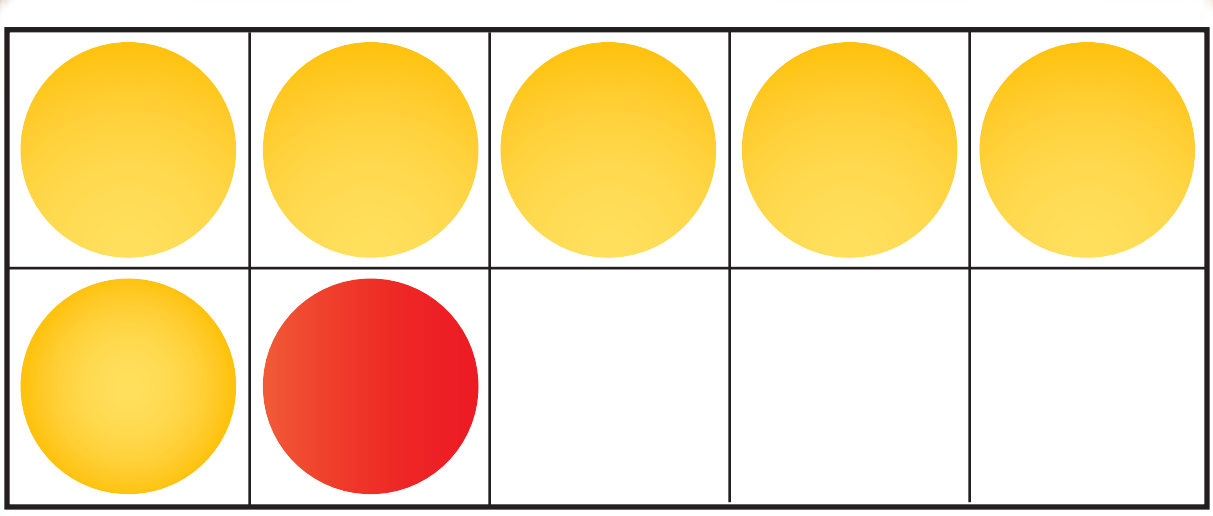
Addition: Put Together

Essential Question How can you show addition as putting together?

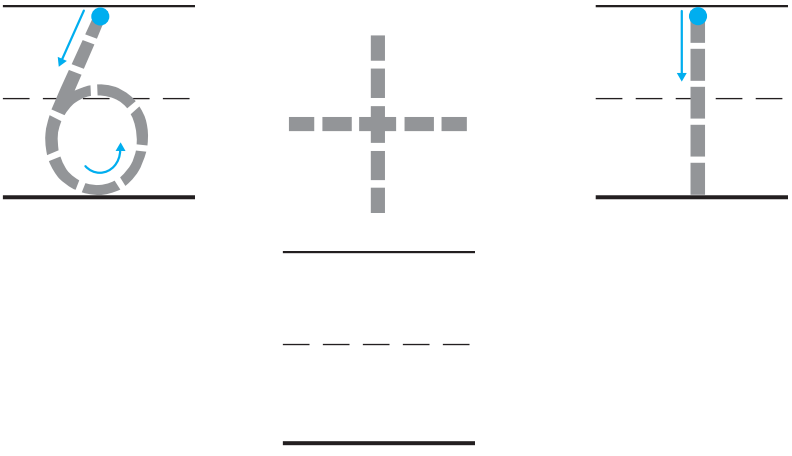
Operations and Algebraic Thinking—K.OA.1

MATHEMATICAL PRACTICES
MP.2, MP.4, MP.5

Listen and Draw



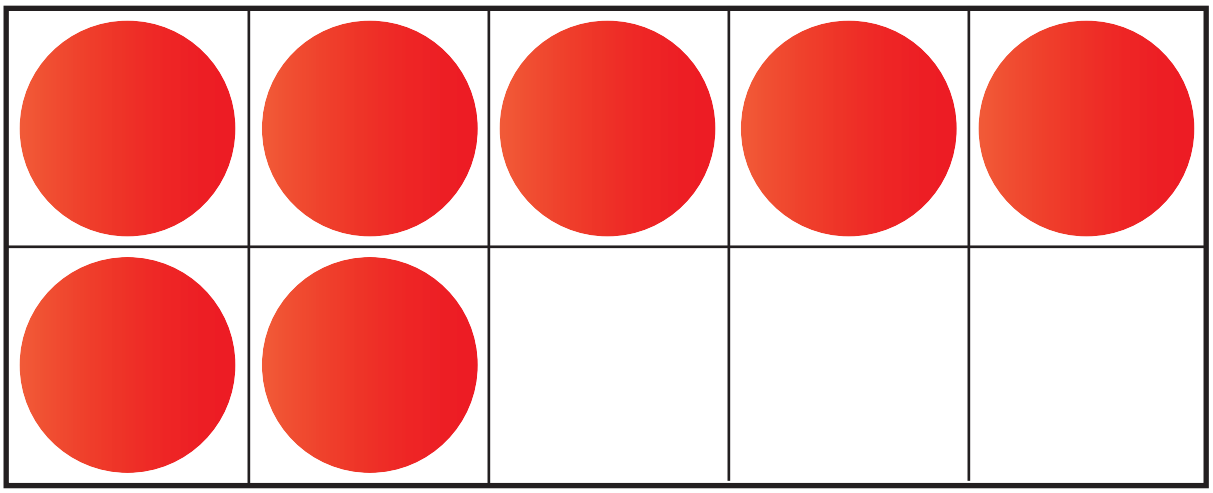
6 plus 1



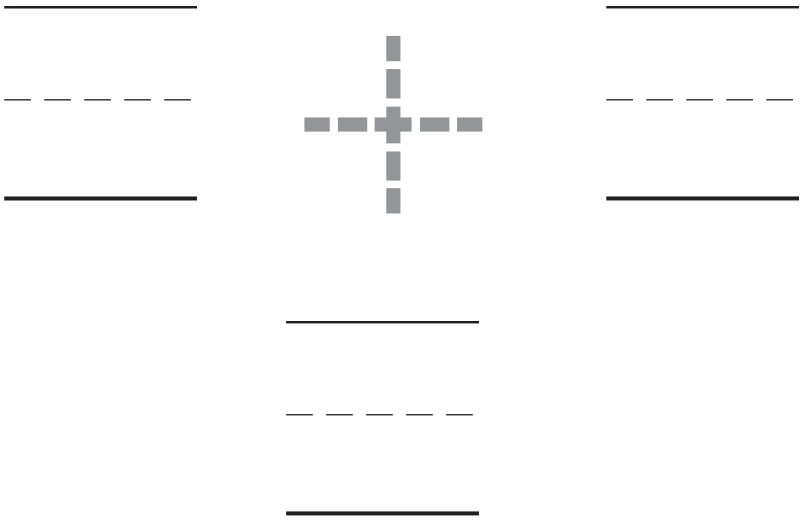
DIRECTIONS Listen to the addition word problem. Place red and yellow counters in the ten frame as shown. Trace the numbers and the symbol to show the sets that are put together. Write the number that shows how many in all.

Share and Show

1

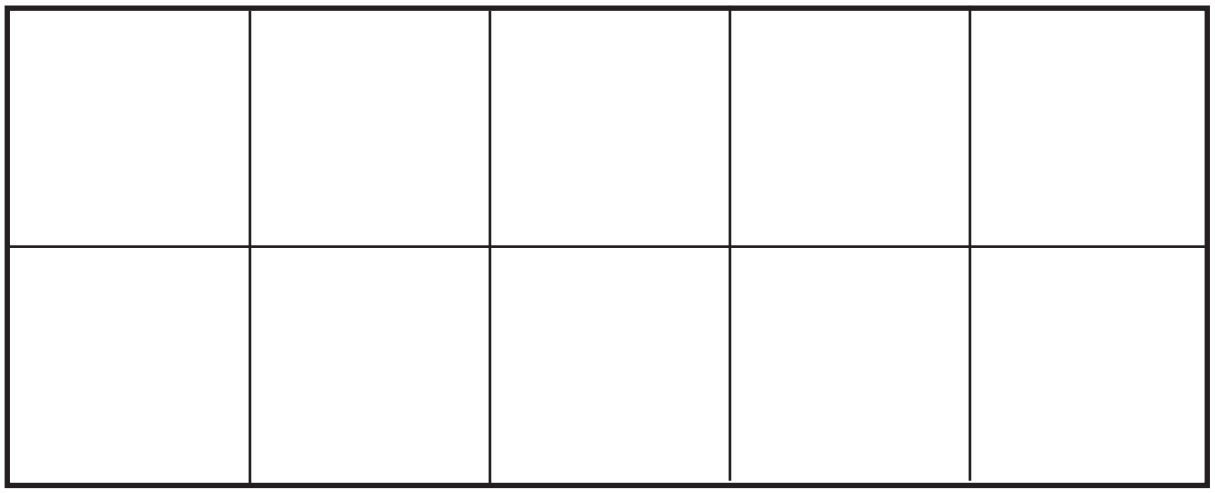


7 plus 2

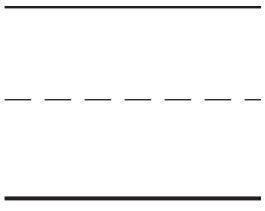


DIRECTIONS 1. Listen to the addition word problem. Place red counters in the ten frame as shown. Place yellow counters to model the sets that are put together. Write the numbers and trace the symbol. Write the number to show how many in all.

Name _____



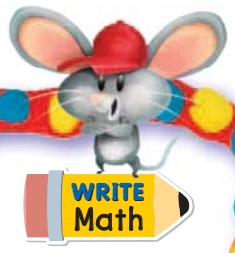
2 plus 8



DIRECTIONS **2.** Listen to the addition word problem. Place counters in the ten frame to model the sets that are put together. How many are there of each color counter? Write the numbers and trace the symbol. Write the number to show how many in all.

Problem Solving • Applications

Real World



3

_____ _ _ _ _ _ _____ + _____ _ _ _ _ _ _____

4

_____ _ _ _ _ _ _____

DIRECTIONS **3.** Four red apples and two green apples are on the table. Write the numbers and trace the symbol to show the apples being put together. **4.** Write the number to show how many apples in all.

HOME ACTIVITY • Show your child two sets of 4 objects. Have him or her put the sets of objects together and tell how many in all.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

Problem Solving • Act Out Addition Problems

Essential Question How can you solve problems using the strategy *act it out*?

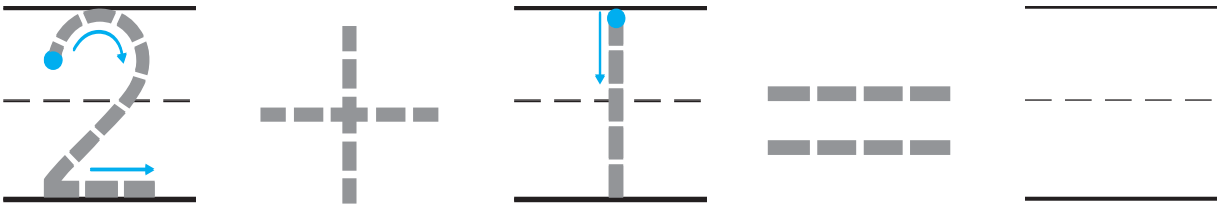
Operations and Algebraic Thinking—K.OA.1

MATHEMATICAL PRACTICES
MP.1, MP.2, MP.4

Unlock the Problem

DIRECTIONS Listen to and act out the addition word problem. Trace the addition sentence. Tell a friend how many children in all.

Try Another Problem



DIRECTIONS 1. Listen to and act out the addition word problem. Trace the numbers and the symbols. Write the number that shows how many children in all.

Name _____

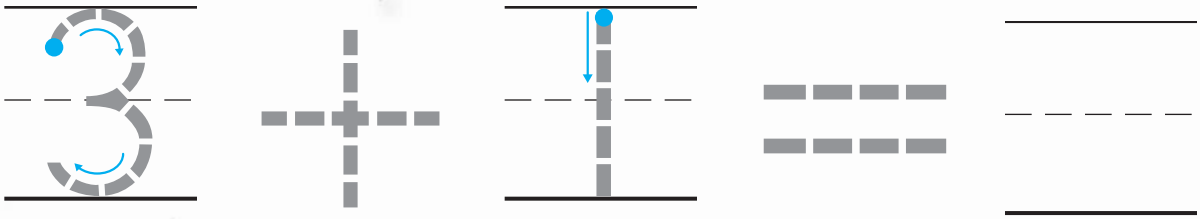
Share and Show

3 + 2 = ____

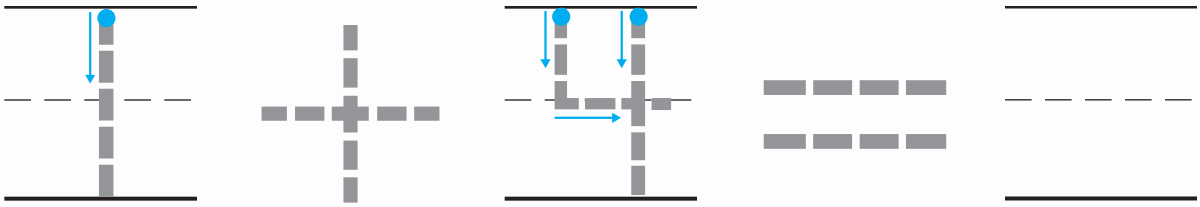
DIRECTIONS **2.** Listen to and act out the addition word problem. Trace the numbers and the symbols. Write the number that shows how many children in all.

On Your Own Real World

3



4



DIRECTIONS **3.** Tell an addition word problem about the puppies. Trace the numbers and the symbols. Write the number that shows how many puppies there are now. **4.** Draw a picture to match this addition sentence. Write how many in all. Tell a friend about your drawing.

HOME ACTIVITY • Tell your child a short word problem about adding three objects to a set of two objects. Have your child use toys to act out the word problem.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

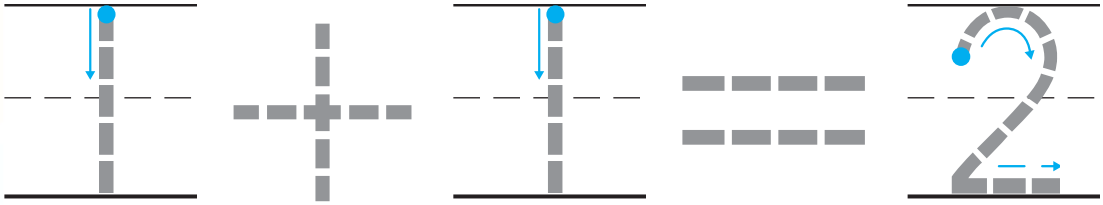
Algebra • Model and Draw Addition Problems

Essential Question How can you use objects and drawings to solve addition word problems?

Operations and Algebraic Thinking—K.OA.5
Also K.OA.1, K.OA.2

MATHEMATICAL PRACTICES
MP.1, MP.2, MP.4

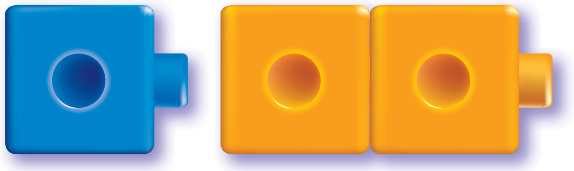
Listen and Draw

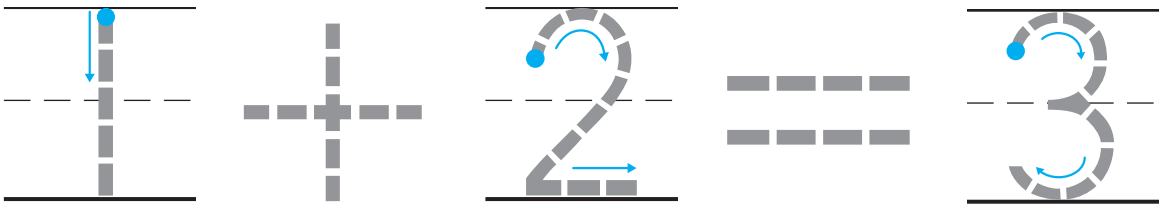


DIRECTIONS Place cubes as shown. Listen to the addition word problem. Model to show the cubes put together in a cube train. Color to show how the cube train looks. Trace to complete the addition sentence.

Share and Show

1



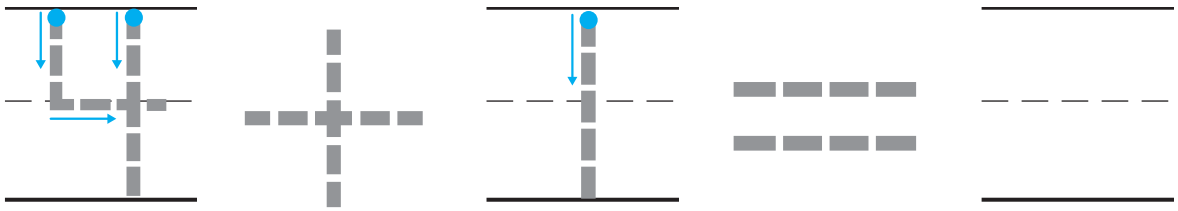


2

DIRECTIONS 1–2. Place cubes as shown. Listen to the addition word problem. Model to show the cubes put together. Draw the cube train. Trace and write to complete the addition sentence.

Name _____

3



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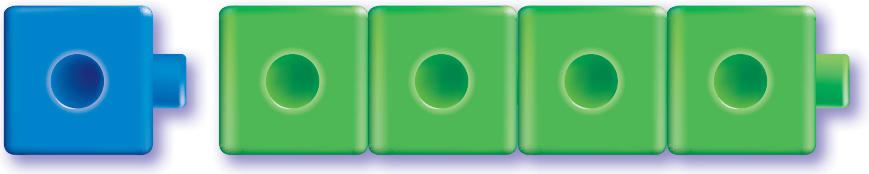
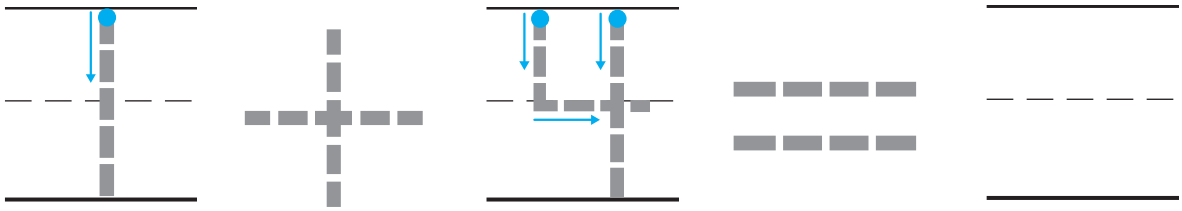




DIRECTIONS **3–4.** Place cubes as shown. Listen to the addition word problem. Model to show the cubes put together. Draw the cube train. Trace and write to complete the addition sentence.

Mid-Chapter Checkpoint

Concepts and Skills

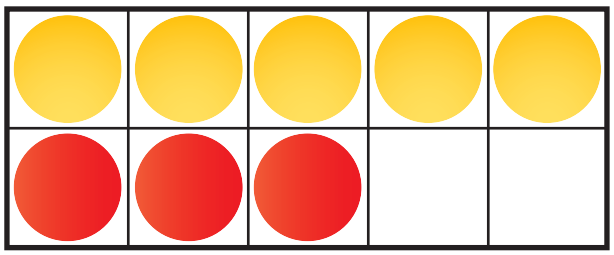
1

_____ _____

_ _ _ _ _ _ _ _ _ _

_____ and _____

2



_____ _____

_ _ _ _ _ + _ _ _ _ _

_____ _____

3 THINK SMARTER

1 plus 3

1 + 2

1 plus 2

DIRECTIONS 1. Write the number that shows how many puppies are sitting. Write the number that shows how many puppies are being added to them. (K.OA.1) 2. Write the numbers and trace the symbol to show the sets that are put together. (K.OA.1) 3. Circle all the ways that show how many in all. (K.OA.1)

Name _____

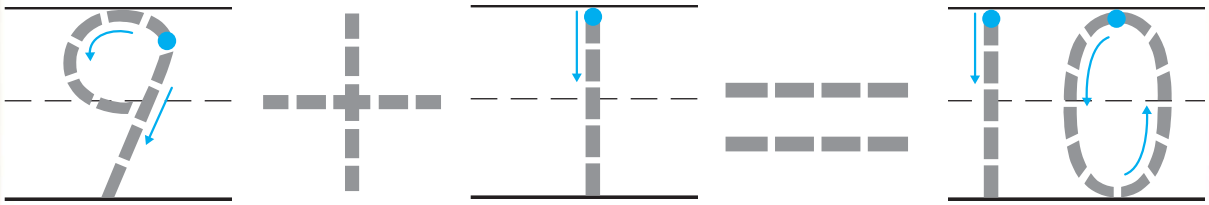
Algebra • Write Addition Sentences for 10

Essential Question How can you use a drawing to find the number that makes a ten from a given number?

Operations and Algebraic Thinking—K.OA.4
Also K.OA.1, K.OA.2

MATHEMATICAL PRACTICES
MP.2, MP.7, MP.8

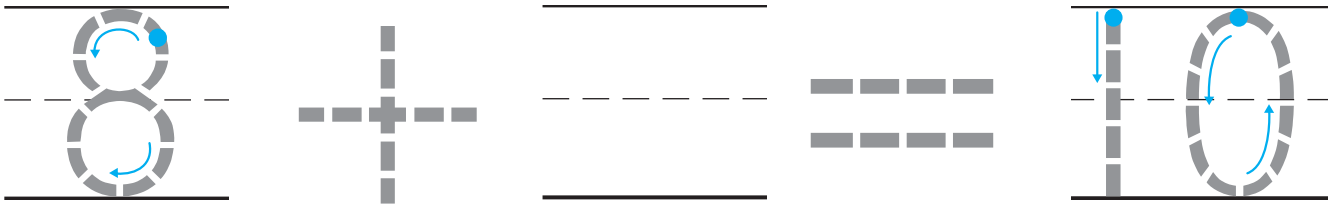
Listen and Draw



DIRECTIONS Look at the cube train. How many red cubes do you see? How many blue cubes do you need to add to make 10? Trace the blue cube. Trace to show this as an addition sentence.

Share and Show

1



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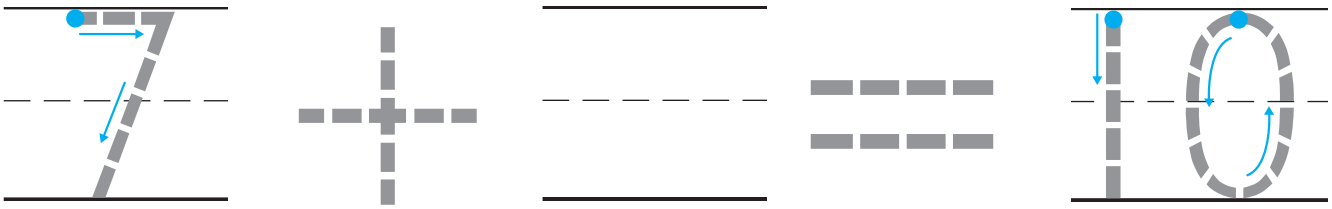

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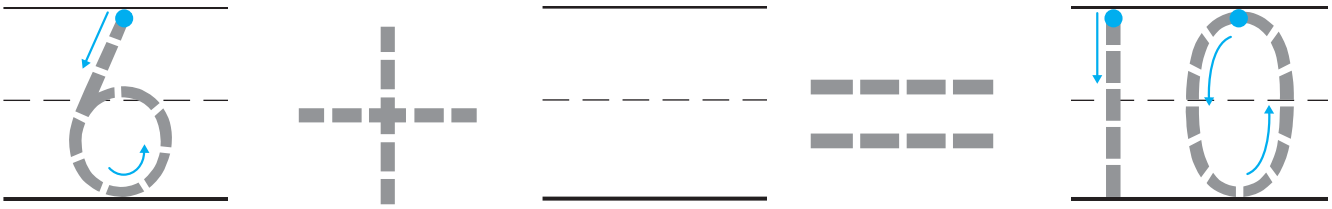


DIRECTIONS 1–3. Look at the cube train. How many red cubes do you see? How many blue cubes do you need to add to make 10? Use blue to color those cubes. Write and trace to show this as an addition sentence.

Name _____

4

5 + ___ = 10

5

4 + ___ = 10

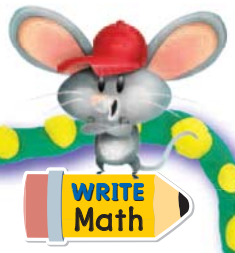
6

3 + ___ = 10

DIRECTIONS 4–6. Look at the cube train. How many red cubes do you see? How many blue cubes do you need to add to make 10? Use blue to draw those cubes. Write and trace to show this as an addition sentence.

Problem Solving • Applications

Real World



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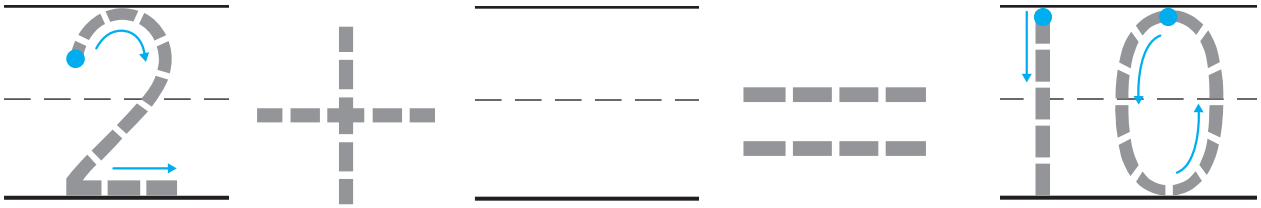

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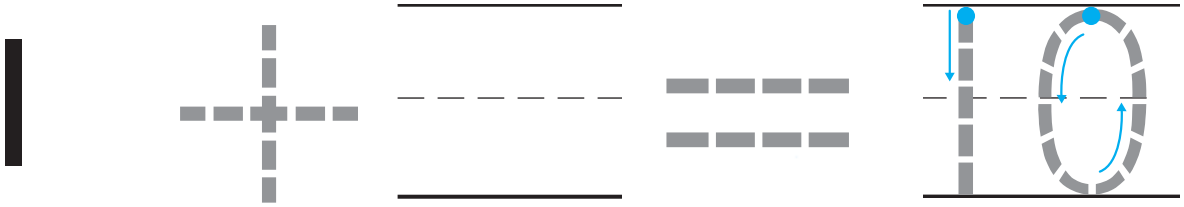


DIRECTIONS **7.** Troy has 2 ducks. How many more ducks does he need to get to have 10 ducks in all? Draw to solve the problem. Trace and write to show this as an addition sentence. **8.** Draw to find the number that makes 10 when put together with the given number. Trace and write to show this as an addition sentence.

HOME ACTIVITY • Show your child a number from 1 to 9. Ask him or her to find the number that makes 10 when put together with that number. Then have him or her tell a story to go with the problem.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

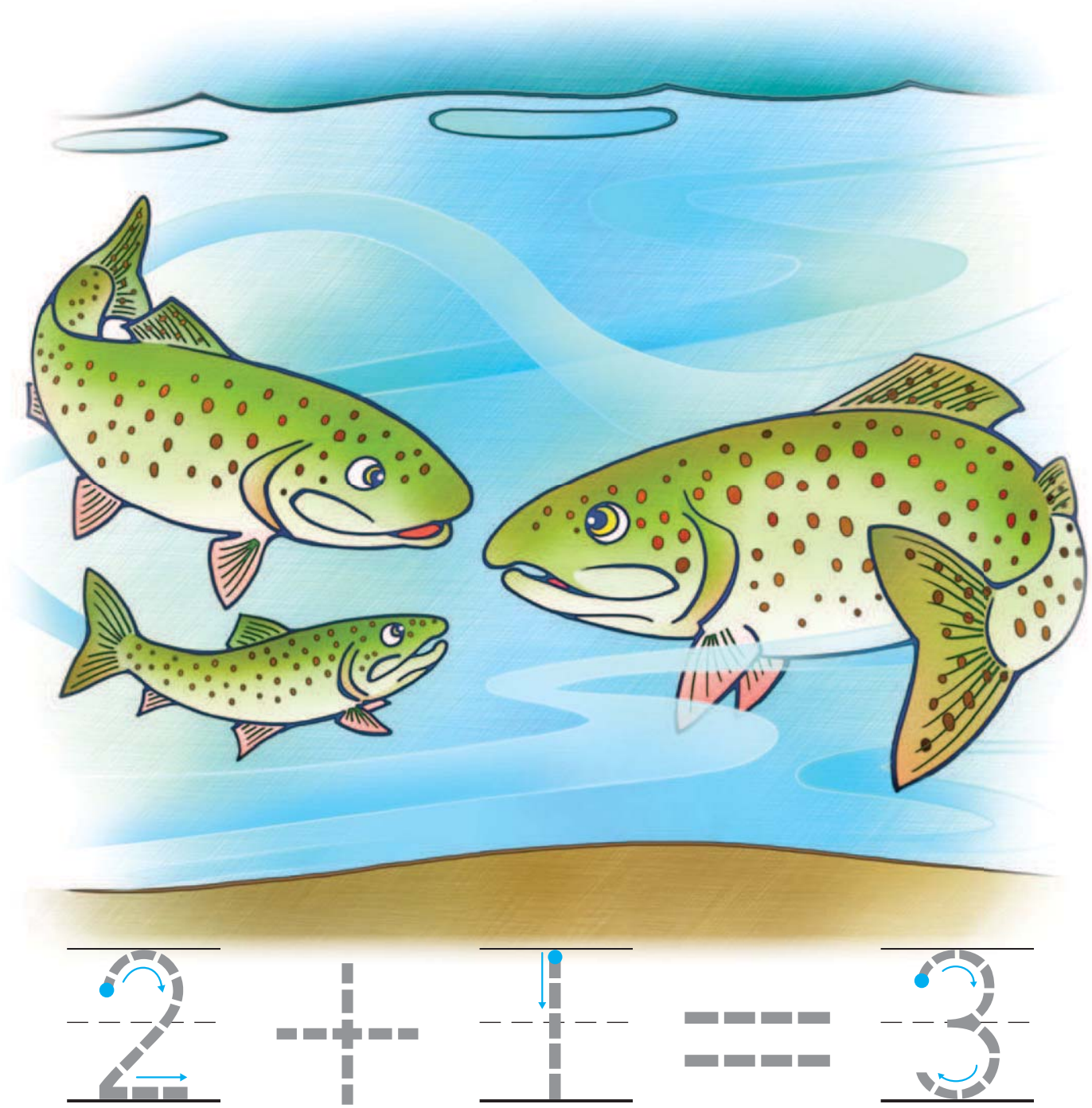
Algebra • Write Addition Sentences

Essential Question How can you solve addition word problems and complete the addition sentence?

Operations and Algebraic Thinking—K.OA.5
Also K.OA.1, K.OA.2

MATHEMATICAL PRACTICES
MP.1, MP.2

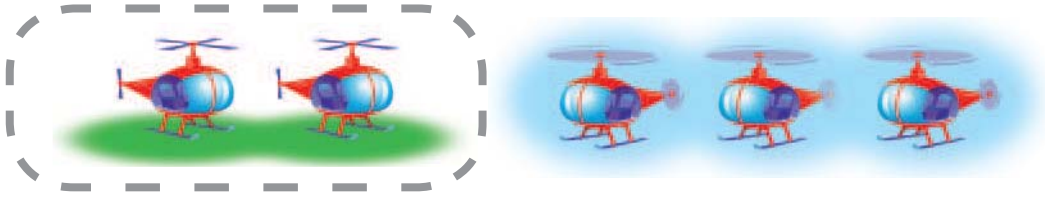
Listen and Draw



DIRECTIONS Listen to the addition word problem. Circle the set you start with. How many are being added to the set? How many are there now? Trace the addition sentence.

Share and Show

1



2 + 3 = 5

2

_ + _ = 4

3

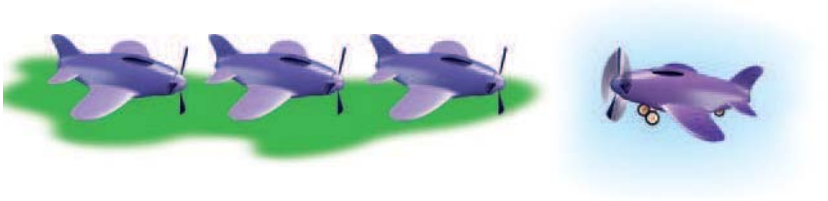
3 + _ = 5

DIRECTIONS **1.** Listen to the addition word problem. Trace the circle around the set you start with. How many are being added to the set? How many are there now? Trace the addition sentence. **2–3.** Listen to the addition word problem. Circle the set you start with. How many are being added to the set? How many are there now? Write and trace the numbers to complete the addition sentence.

Name _____

4

5

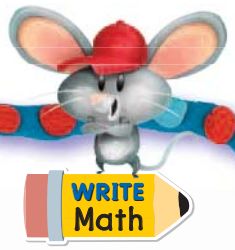


6

DIRECTIONS 4–6. Tell an addition word problem about the sets. Circle the set you start with. How many are being added to the set? How many are there now? Write and trace the numbers to complete the addition sentence.

Problem Solving • Applications

Real World



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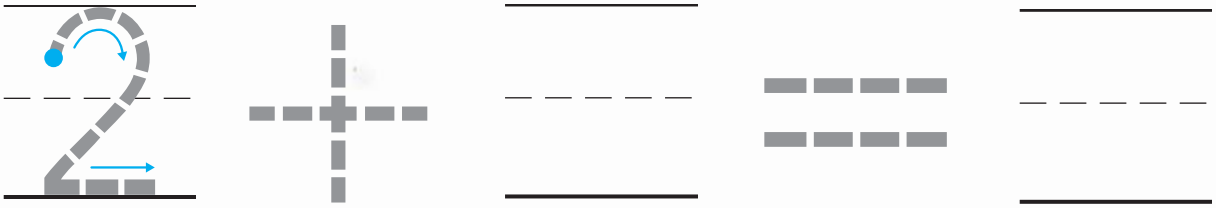

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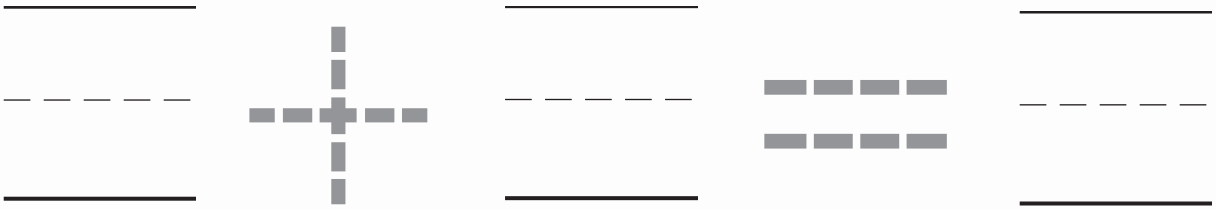


DIRECTIONS **7.** Bill catches two fish. Jake catches some fish. They catch four fish in all. How many fish does Jake catch? Draw to show the fish. Trace and write to complete the addition sentence. **8.** Tell a different addition word problem about fish. Draw to show the fish. Tell about your drawing. Complete the addition sentence.

HOME ACTIVITY • Have your child show three fingers. Have him or her show more fingers to make five fingers in all. Then have him or her tell how many more fingers he or she showed.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

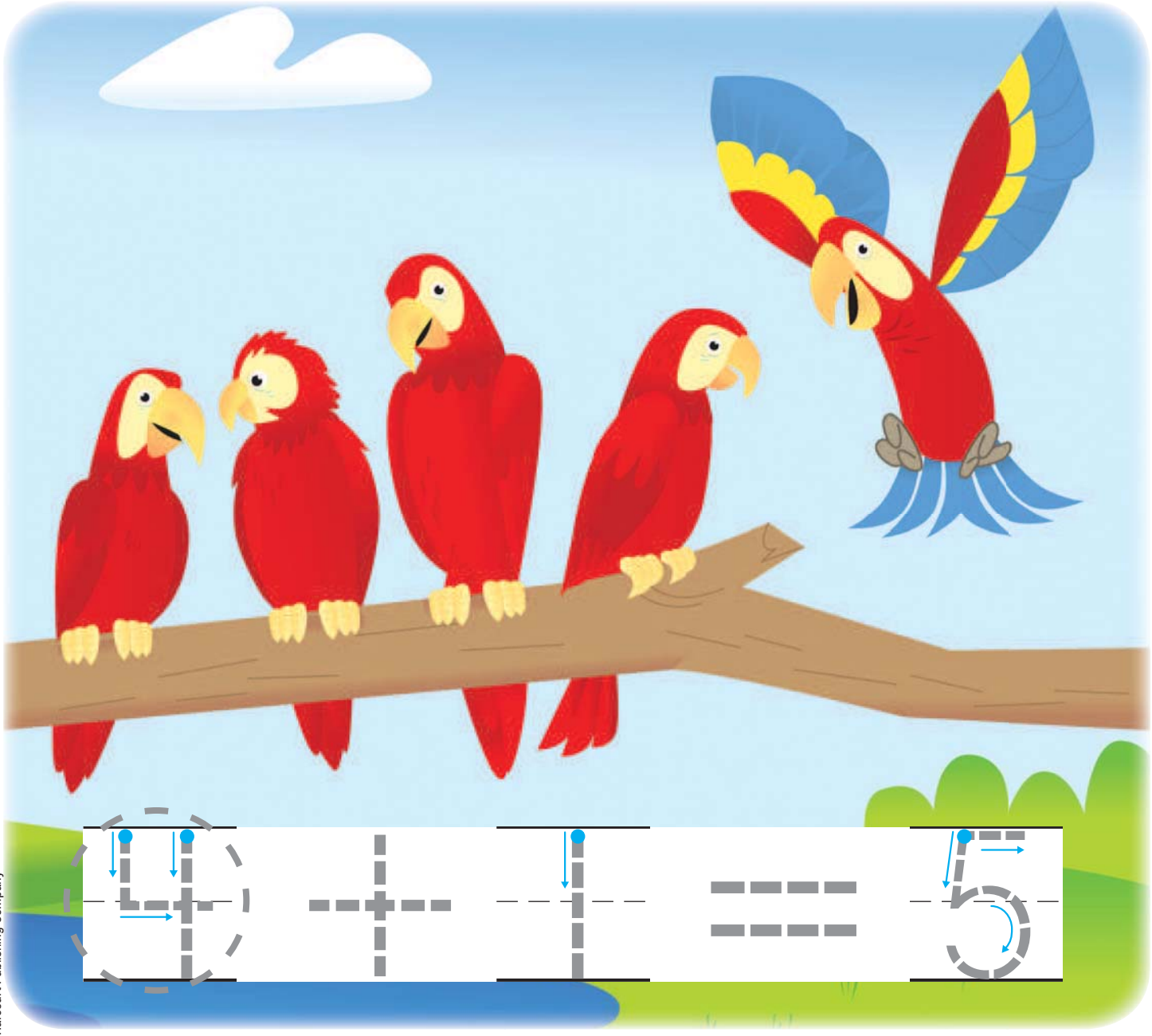
Algebra • Write More Addition Sentences

Essential Question How can you solve addition word problems and complete the addition sentence?

Operations and Algebraic Thinking—K.OA.2
Also K.OA.1

MATHEMATICAL PRACTICES
MP.1, MP.2

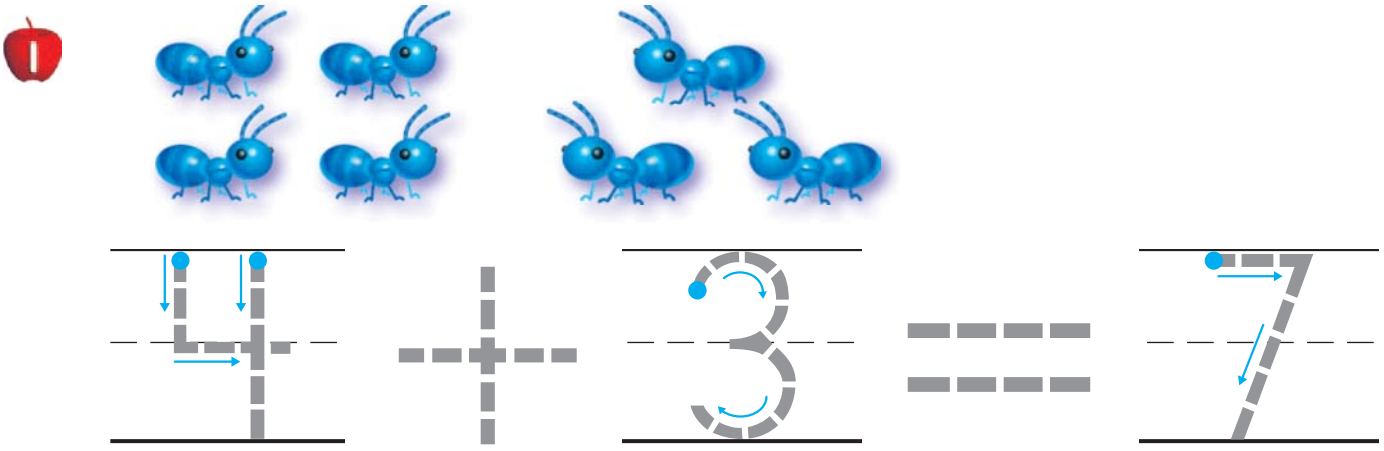
Listen and Draw



DIRECTIONS Listen to the addition word problem about the birds. Circle the bird joining the other birds. How many birds did you start with? Trace the circle around that number. Trace the addition sentence.

Share and Show

1



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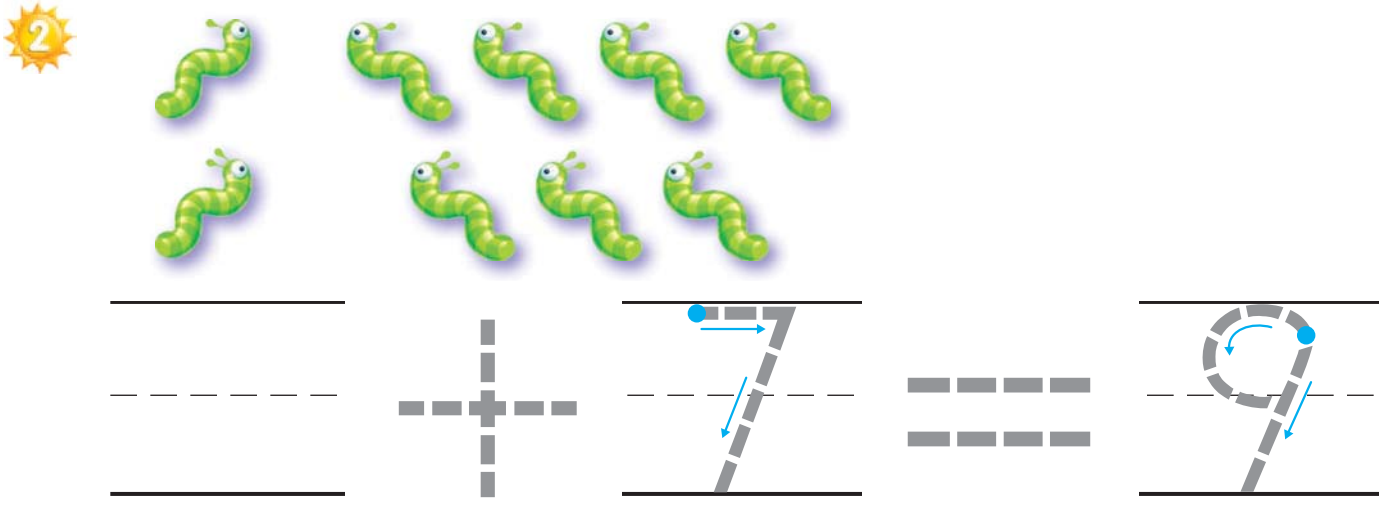

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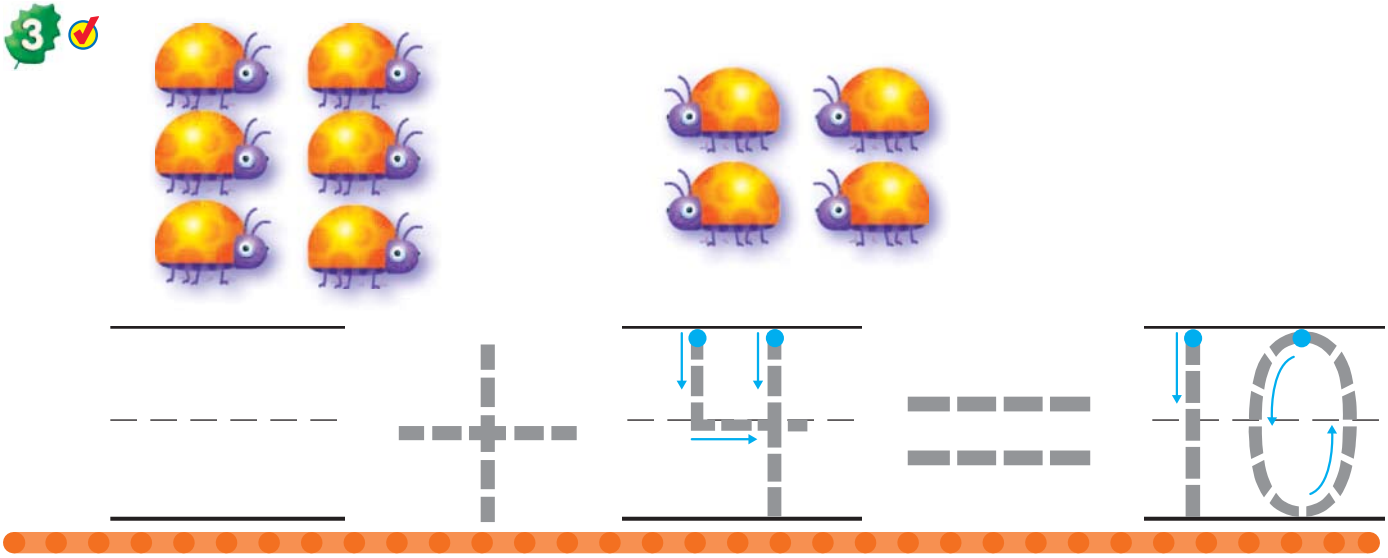
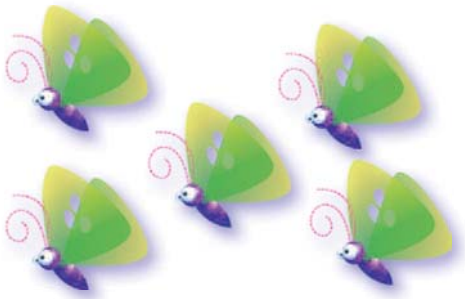


DIRECTIONS **1.** Listen to the addition word problem. Circle the set being added. How many are in the set to start with? Trace to complete the addition sentence.
2–3. Listen to the addition word problem. Circle the set being added. How many are in the set to start with? Write and trace to complete the addition sentence.

Name _____

4



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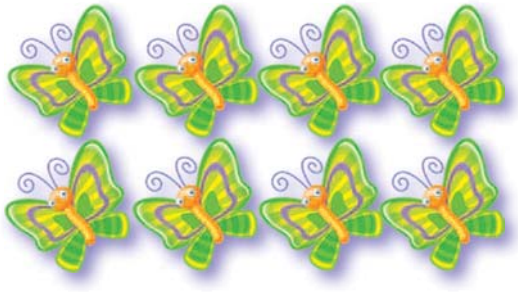
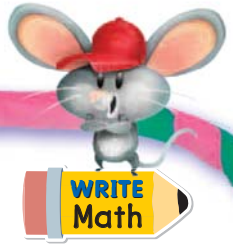


DIRECTIONS 4–6. Tell an addition word problem. Circle the set being added. Draw to show how many are in the set to start with. Write and trace to complete the addition sentence.

Problem Solving • Applications

Real World



7

_____ + _____ = _____

DIRECTIONS **7.** Tell an addition word problem. Complete the addition sentence. Draw a picture of real objects to show the problem. Tell a friend about your drawing.

HOME ACTIVITY • Tell your child an addition word problem such as: There are some socks in the drawer. I added four more socks. Now there are ten socks in the drawer. How many socks were in the drawer to start with?

FOR MORE PRACTICE:
Standards Practice Book

Name _____

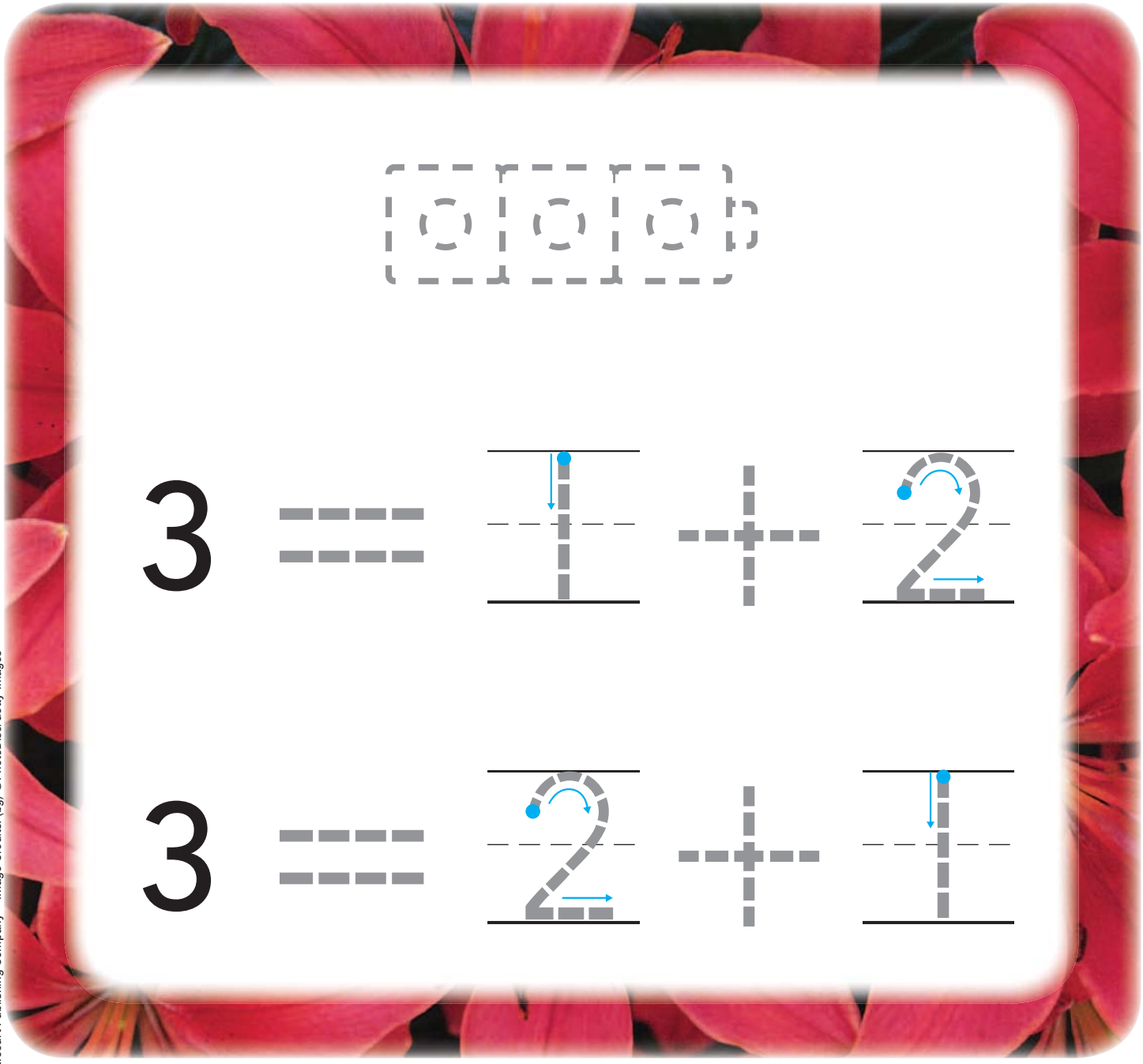
Algebra • Number Pairs to 5

Essential Question How can you model and write addition sentences for number pairs for sums to 5?

Operations and Algebraic Thinking—K.OA.3

MATHEMATICAL PRACTICES
MP.2, MP.7

Listen and Draw



DIRECTIONS Place two colors of cubes on the cube train to show the number pairs that make 3. Trace the addition sentences to show some of the number pairs.

Share and Show

1

4 = 3 + 1

2

4 = ___ + ___

3

4 = ___ + ___

DIRECTIONS Place two colors of cubes on the cube train to show the number pairs that make 4. **1.** Trace the addition sentence to show one of the pairs. **2–3.** Complete the addition sentence to show another number pair. Color the cube train to match the addition sentence in Exercise 3.

Name _____

4 5 = ___ + ___

5 5 = ___ + ___

6 5 = ___ + ___

7 5 = ___ + ___

DIRECTIONS Place two colors of cubes on the cube train to show the number pairs that make 5. **4–7.** Complete the addition sentence to show a number pair. Color the cube train to match the addition sentence in Exercise 7.

Problem Solving • Applications

Real World

WRITE Math

8

5 = ___ + ___

9

DIRECTIONS **8.** Peyton and Ashley have five red apples. Peyton is holding five of the apples. How many is Ashley holding? Color the cube train to show the number pair. Complete the addition sentence. **9.** Draw to show what you know about a number pair to 5.

HOME ACTIVITY • Have your child tell you the number pairs for a set of objects up to five. Have him or her tell an addition sentence for one of the number pairs.

FOR MORE PRACTICE: Standards Practice Book

Name _____

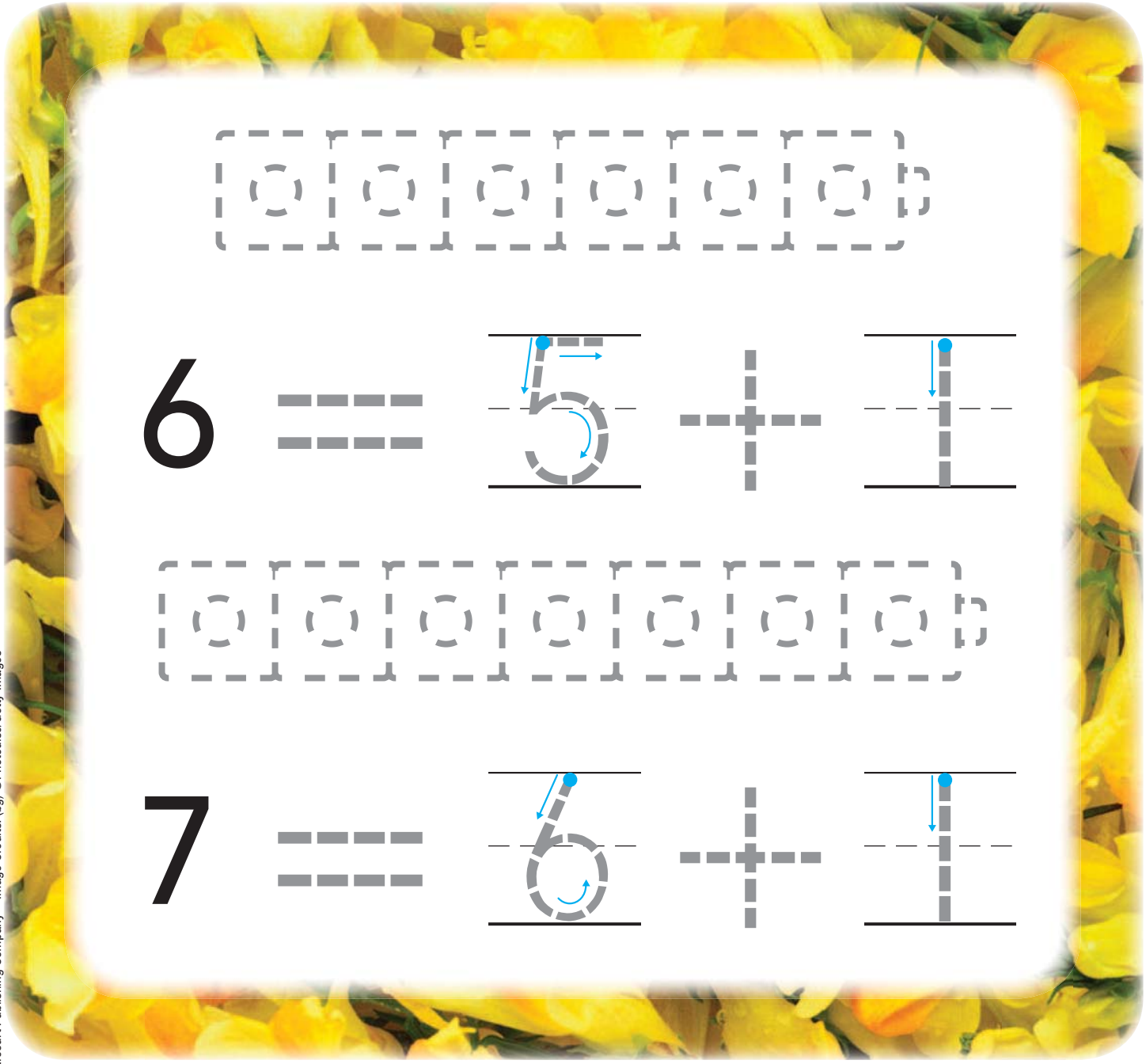
Algebra • Number Pairs for 6 and 7

Essential Question How can you model and write addition sentences for number pairs for each sum of 6 and 7?

Operations and Algebraic Thinking—K.OA.3

MATHEMATICAL PRACTICES
MP.2, MP.7

Listen and Draw



DIRECTIONS Place two colors of cubes on the cube trains to match the addition sentences. Color the cube trains. Trace the addition sentences.

Share and Show

1. 6 = 1 + 5

2. 6 = ___ + ___

3. 6 = ___ + ___

4. 6 = ___ + ___

5. 6 = ___ + ___

DIRECTIONS Place two colors of cubes on the cube train to show the number pairs that make 6. **1.** Trace the addition sentence to show one of the pairs. **2–5.** Complete the addition sentence to show a number pair for 6. Color the cube train to match the addition sentence in Exercise 5.

Name _____

7 = ___ + ___

7 = ___ + ___

7 = ___ + ___

7 = ___ + ___

7 = ___ + ___

DIRECTIONS Place two colors of cubes on the cube train to show the number pairs that make 7. **6–10.** Complete the addition sentence to show a number pair for 7. Color the cube train to match the addition sentence in Exercise 10.

Problem Solving • Applications

Real World

WRITE Math

11

6 = ___ + ___

12

7 = ___ + ___

DIRECTIONS **11.** Peter and Grant have six toy cars. Peter has no cars. How many cars does Grant have? Color the cube train to show the number pair. Complete the addition sentence. **12.** Draw to show what you know about a number pair for 7 when one number is 0. Complete the addition sentence.

HOME ACTIVITY • Have your child use his or her fingers on two hands to show a number pair for 6.

FOR MORE PRACTICE: Standards Practice Book

Name _____

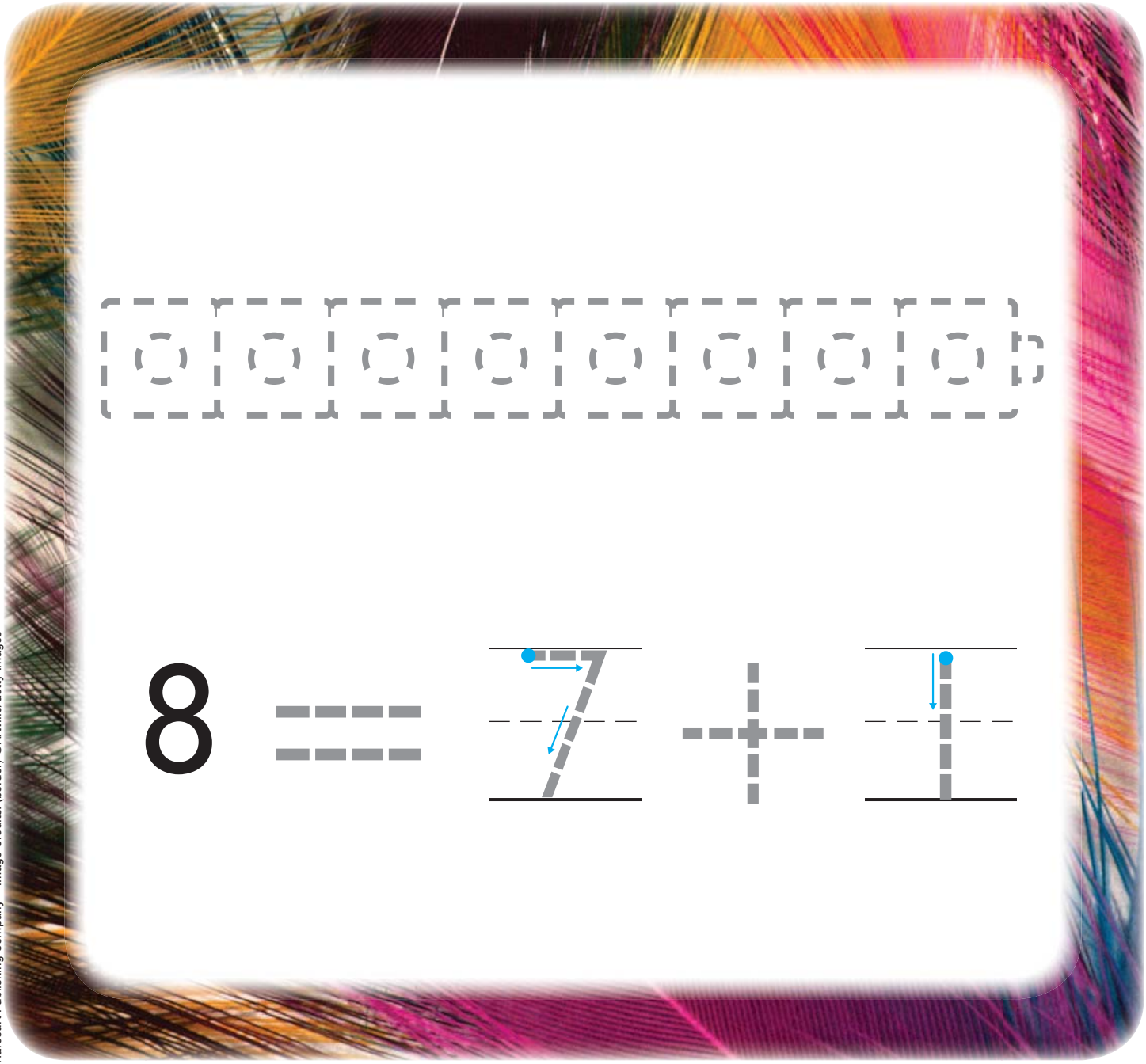
Algebra • Number Pairs for 8

Essential Question How can you model and write addition sentences for number pairs for sums of 8?

Operations and Algebraic Thinking—K.OA.3

MATHEMATICAL PRACTICES
MP.2, MP.7

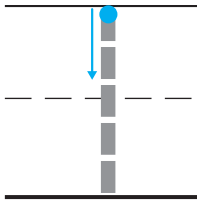
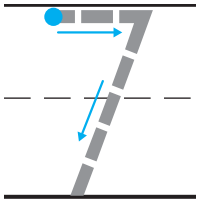
Listen and Draw



8 = 7 + 1

DIRECTIONS Use two colors of cubes to make a cube train to match the addition sentence. Color the cube train to show your work. Trace the addition sentence.

Share and Show

1 8 =  + 

2 8 = ___ + ___

3 8 = ___ + ___

4 8 = ___ + ___

DIRECTIONS Use two colors of cubes to make a cube train to show the number pairs that make 8. **1.** Trace the addition sentence to show one of the pairs. **2–4.** Complete the addition sentence to show a number pair for 8. Color the cube train to match the addition sentence in Exercise 4.

Name _____

5

8 = ___ + ___

6

8 = ___ + ___

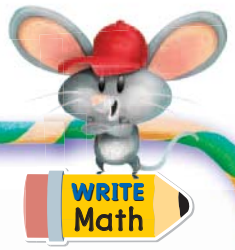
7

8 = ___ + ___

DIRECTIONS Use two colors of cubes to make a cube train to show the number pairs that make 8. **5–7.** Complete the addition sentence to show a number pair for 8. Color the cube train to match the addition sentence in Exercise 7.

Problem Solving • Applications

Real World



8

8 ____ ____ + ____ ____

9

8 ____ ____ + ____ ____

DIRECTIONS **8.** There are eight crayons in a packet. Eight of the crayons are red. How many are not red? Draw and color to show how you solved. Complete the addition sentence. **9.** Draw to show what you know about a different number pair for 8. Complete the addition sentence.

HOME ACTIVITY • Have your child tell you the number pairs for a set of eight objects. Have him or her tell the addition sentence to match one of the number pairs.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

Algebra • Number Pairs for 9

Essential Question How can you model and write addition sentences for number pairs for sums of 9?

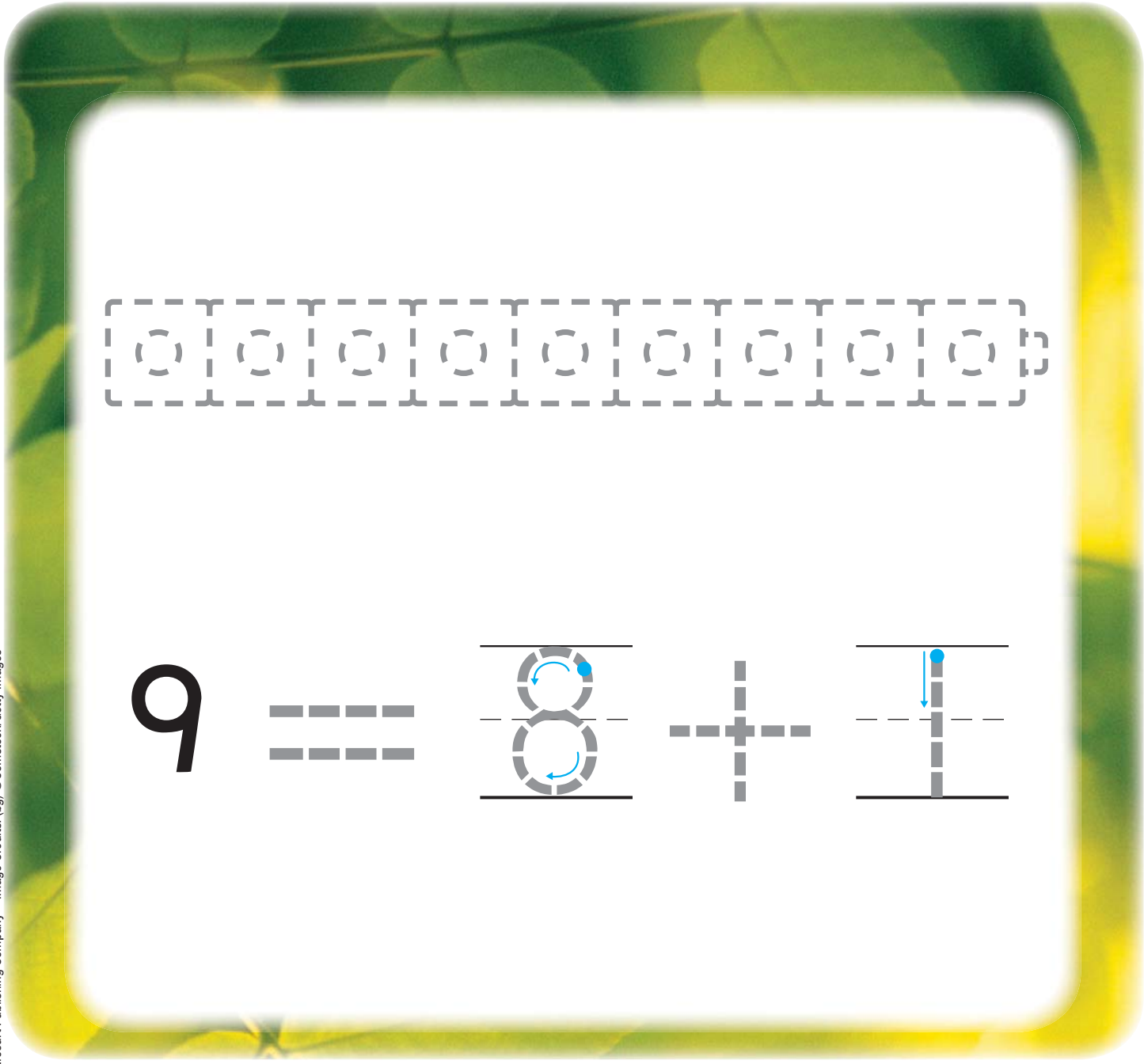
HANDS ON
Lesson 5.11

Operations and Algebraic Thinking—K.OA.3

MATHEMATICAL PRACTICES
MP.2, MP.7

Listen and Draw

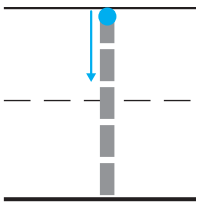
Hands On

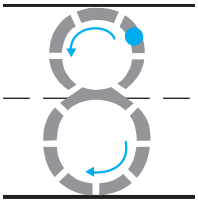


DIRECTIONS Use two colors of cubes to make a cube train to match the addition sentence. Color the cube train to show your work. Trace the addition sentence.

Share and Show

1. 9 = ___ + ___





2. 9 = ___ + ___

3. 9 = ___ + ___

4. 9 = ___ + ___

DIRECTIONS Use two colors of cubes to make a cube train to show the number pairs that make 9. **1.** Trace the addition sentence to show one of the pairs. **2–4.** Complete the addition sentence to show a number pair for 9. Color the cube train to match the addition sentence in Exercise 4.

Name _____

0 1 2 3 4 5 6 7 8 9

5  9 = ___ + ___

6  9 = ___ + ___

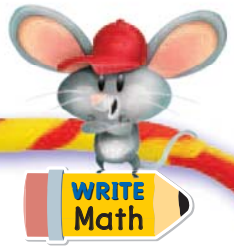
7  9 = ___ + ___

8  9 = ___ + ___

DIRECTIONS Use two colors of cubes to make a cube train to show the number pairs that make 9. **5–8.** Complete the addition sentence to show a number pair for 9. Color the cube train to match the addition sentence in Exercise 8.

Problem Solving • Applications

Real World



9

9 ___ ___ + ___ ___

10

9 ___ ___ + ___ ___

DIRECTIONS **9.** Shelby has nine friends. None of them are boys. How many are girls? Complete the addition sentence to show the number pair. **10.** Draw to show what you know about a different number pair for 9. Complete the addition sentence.

HOME ACTIVITY • Have your child use his or her fingers on two hands to show a number pair for 9.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

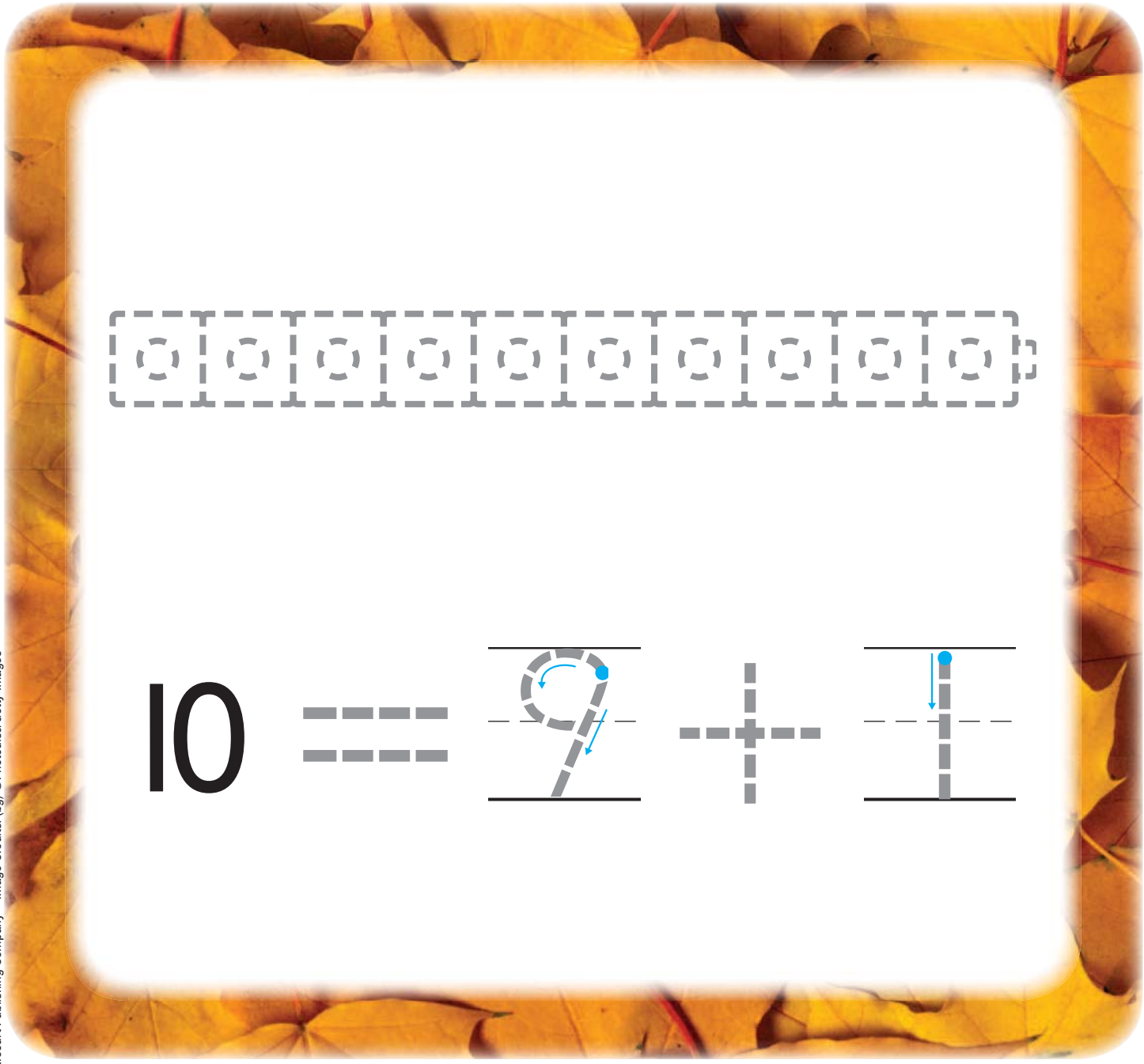
Algebra • Number Pairs for 10

Essential Question How can you model and write addition sentences for number pairs for sums of 10?

Operations and Algebraic Thinking—K.OA.3

MATHEMATICAL PRACTICES
MP.2, MP.7

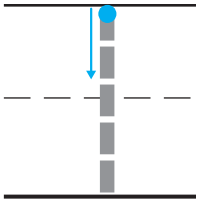
Listen and Draw



10 = 9 + 1

DIRECTIONS Use two colors of cubes to make a cube train to match the addition sentence. Color the cube train to show your work. Trace the addition sentence.

Share and Show

1 10 =  + 

2 10 = ___ + ___

3 10 = ___ + ___

4 10 = ___ + ___

DIRECTIONS Use two colors of cubes to build a cube train to show the number pairs that make 10. **1.** Trace the addition sentence to show one of the pairs. **2–4.** Complete the addition sentence to show a number pair for 10. Color the cube train to match the addition sentence in Exercise 4.

Name _____

5 10 = ____ + ____

6 10 = ____ + ____

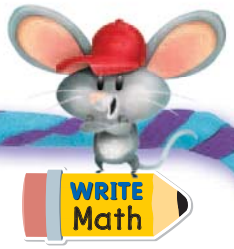
7 10 = ____ + ____

8 10 = ____ + ____

DIRECTIONS Use two colors of cubes to build a cube train to show the number pairs that make 10. **5–8.** Complete the addition sentence to show a number pair for 10. Color the cube train to match the addition sentence in Exercise 8.

Problem Solving • Applications

Real World



9

10 = ___ + ___

10

10 = ___ + ___

DIRECTIONS **9.** There are ten children in the cafeteria. Ten of them are drinking water. How many children are drinking milk? Complete the addition sentence to show the number pair. **10.** Draw to show what you know about a different number pair for 10. Complete the addition sentence.

HOME ACTIVITY • Have your child tell you the number pairs for a set of ten objects. Have him or her tell the addition sentence to match one of the number pairs.

FOR MORE PRACTICE:
Standards Practice Book

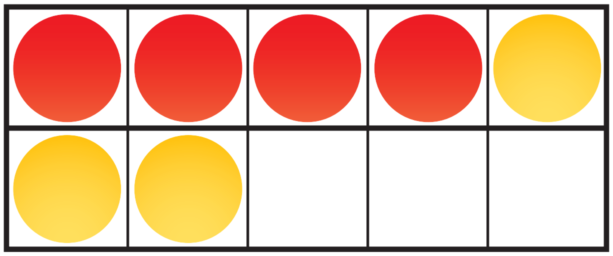
Name ________________________________

Chapter 5 Review/Test

1

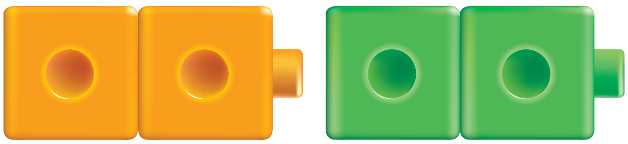
____ and ____

2



- ○ 4 plus 3
- ○ 4 plus 1
- ○ 4 + 1

3

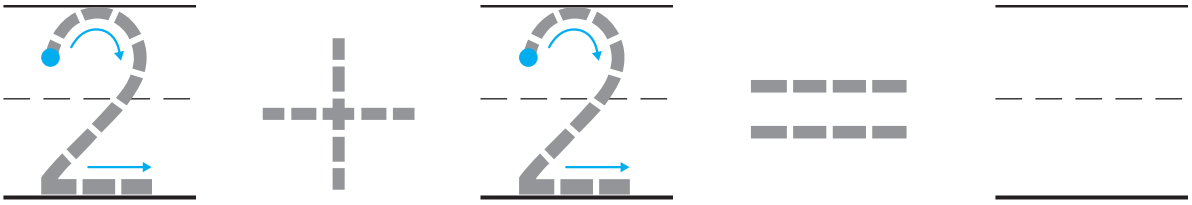


2 + 2 = ____

DIRECTIONS 1. How many puppies are sitting? How many puppies are being added to the group? Write the numbers. **2.** Sonja put 4 red counters in the ten frame. Then she put 3 yellow counters in the ten frame. Choose all the ways that show the counters being put together. **3.** How many of each color cube is being added? Trace the numbers and symbols. Write the number that shows how many cubes in all.

GO DIGITAL Assessment Options Chapter Test

4 THINK SMARTER +



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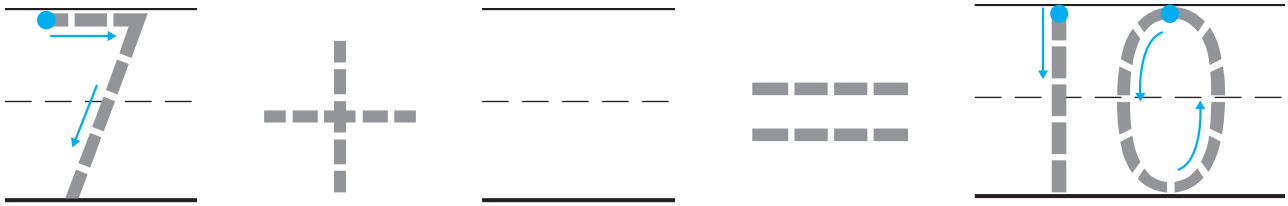

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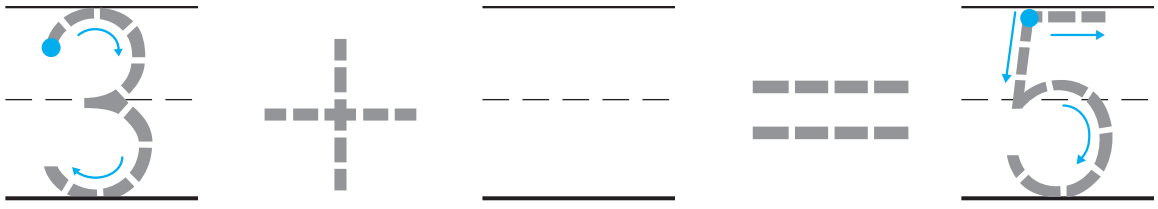
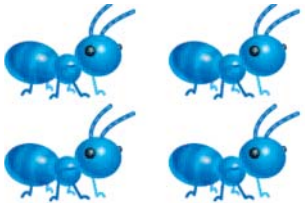
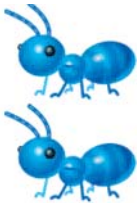


DIRECTIONS **4.** Annabelle has 2 red cubes. She has 2 yellow cubes. How many cubes does she have? Draw the cubes. Trace the numbers and symbols. Write how many in all. **5.** Look at the cube train. How many red cubes do you see? How many more cubes do you need to add to make 10? Draw the cubes. Color them blue. Write and trace to show this as an addition sentence. **6.** Write and trace the numbers to complete the addition sentence.

Name _____

7





4 + ___ = 6

Personal Math Trainer

8 THINK SMARTER +

5 = ___ + ___

9

5 + 2	○ Yes	○ No
4 + 3	○ Yes	○ No
2 + 4	○ Yes	○ No

DIRECTIONS **7.** Write the numbers and trace the symbols to complete the addition sentence. **8.** Nora has 1 green crayon. Gary has some red crayons. Together they have 5 crayons. Draw to show how many red crayons Gary has. Complete the number pair. **9.** Does the number pair make a number greater than 6? Choose Yes or No.

10

4 + 5　　2 + 6　　1 + 7

11

9 = ___ + ___

12

10 = ___ + ___

DIRECTIONS **10.** Circle all the number pairs for 8. **11.** Larry counted out 9 cubes. The cubes were either red or blue. How many red and blue cubes could he have? Color the cubes to show the number of red and blue cubes. Write the numbers to complete the addition sentence. **12.** Complete the addition sentence to show a number pair for 10.

Chapter 6

Subtraction

Curious About Math with Curious George

Penguins are birds with black and white feathers.

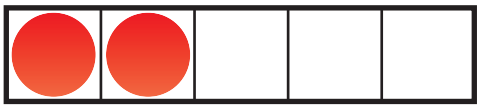
- There are 4 penguins on the ice. One penguin jumps in the water. How many penguins are on the ice now?

Name _____

Show What You Know

Fewer

1



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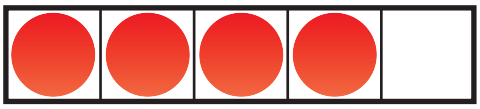
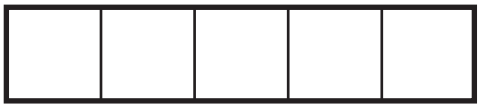




Compare Numbers to 10

3

This page checks understanding of important skills needed for success in Chapter 6.

DIRECTIONS 1–2. Count and tell how many. Draw a set with one fewer counter. Write how many in each set. 3. Write the number of cubes in each set. Circle the number that is less than the other number.

Personal Math Trainer
Online Assessment and Intervention

Name _____

Vocabulary Builder

add

DIRECTIONS Add the set of bees and the set of butterflies. Write how many insects altogether.

GO DIGITAL
- Interactive Student Edition
- Multimedia eGlossary

Game

Spin for More

Spin for More				
Player 1				
Player 2				

DIRECTIONS Play with a partner. Decide who goes first. Take turns spinning to get a number from each spinner. Use cubes to model a cube train with the number from the first spin. Say the number. Add the cubes from the second spin. Compare your number with your partner's. Mark an X on the table for the player who has the greater number. The first player to have five Xs wins the game.

MATERIALS two paper clips, connecting cubes

Name _____

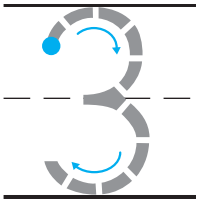
Subtraction: Take From

Essential Question How can you show subtraction as taking from?

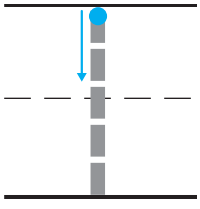
Operations and Algebraic Thinking—K.OA.1

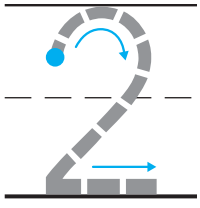
MATHEMATICAL PRACTICES
MP.1, MP.2

Listen and Draw



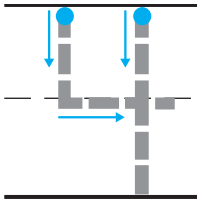
take away





DIRECTIONS Listen to the subtraction word problem. Trace the number that shows how many children in all. Trace the number that shows how many children are leaving. Trace the number that shows how many children are left.

Share and Show



take away

DIRECTIONS 1. Listen to the subtraction word problem. Trace the number that shows how many children in all. Write the number that shows how many children are leaving. Write the number that shows how many children are left.

Name _____

_____ _____

_ _ _ _ _ _ _ _ _ _

_____ take away _____

_____

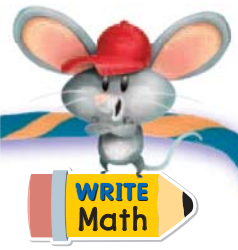
_ _ _ _ _

_____

DIRECTIONS **2.** Listen to the subtraction word problem. Write the number that shows how many children in all. Write the number that shows how many children are leaving. Write the number that shows how many children are left.

Problem Solving • Applications

Real World



3

_____ take away _____

_ _ _ _ _

_____ _____

4

_____

_ _ _ _ _

_____

DIRECTIONS **3.** Blair has two marbles. His friend takes one marble from him. Draw to show the subtraction. Write the numbers. **4.** Write the number that shows how many marbles Blair has now.

HOME ACTIVITY • Show your child a set of four small objects. Have him or her tell how many objects there are. Take one of the objects from the set. Have him or her tell you how many objects there are now.

FOR MORE PRACTICE: Standards Practice Book

Name ____________________

Subtraction: Take Apart

Essential Question How can you show subtraction as taking apart?

HANDS ON
Lesson 6.2

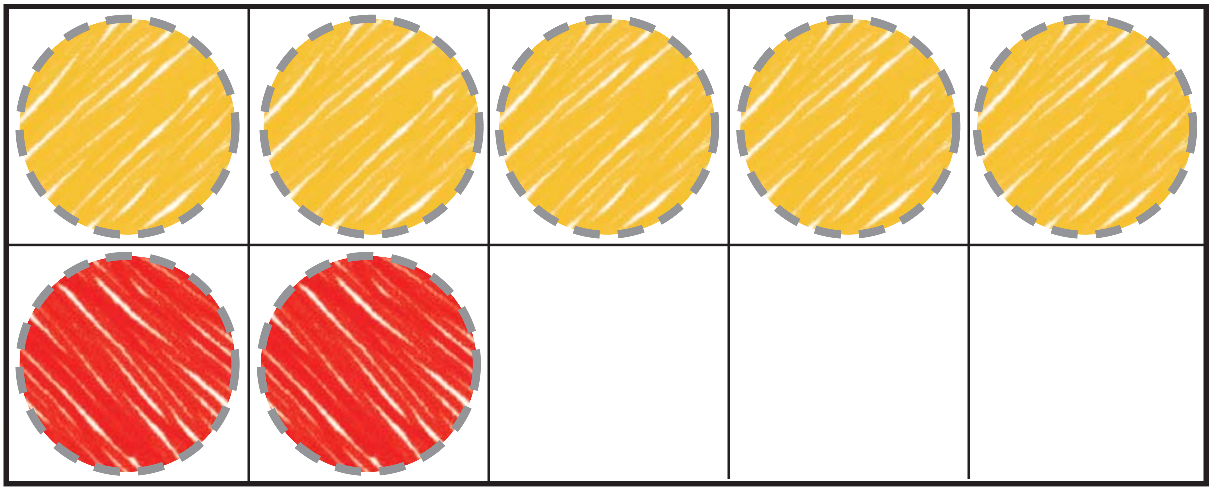
Operations and Algebraic Thinking—K.OA.1

MATHEMATICAL PRACTICES
MP.2, MP.4, MP.5

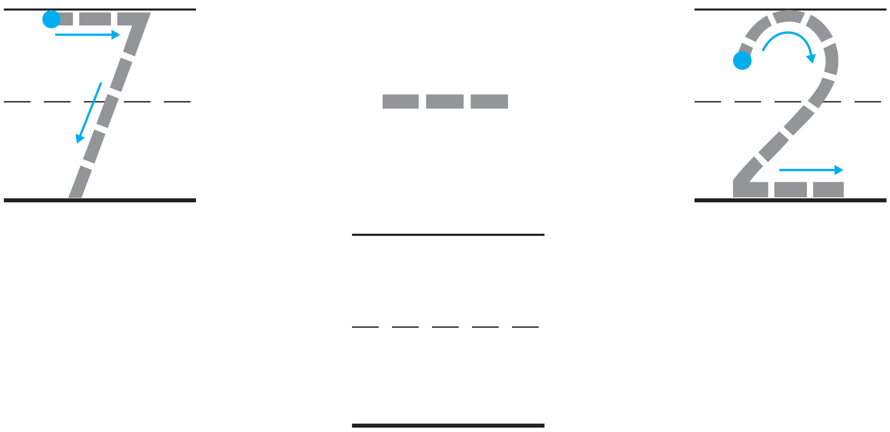
Listen and Draw

Real World

Hands On



7 minus 2



DIRECTIONS Listen to the subtraction word problem. Place seven counters in the ten frame as shown. Trace the counters. Trace the number that shows how many in all. Trace the number that shows how many are red. Write the number that shows how many are yellow.

Share and Show

1

8 minus 1

___ ___ ___

___ ___ ___ ___ ___

___ ___ ___ ___ ___

___ ___ ___

DIRECTIONS 1. Listen to the subtraction word problem. Place eight counters in the ten frame. Draw and color the counters. Trace the number that shows how many in all. Write the number that shows how many are yellow. Write the number that shows how many are red.

Name _____

10 minus 4

_____ _____

_ _ _ _ _ _ _ _ _ _ _ _ _ _

_____ _____

_____

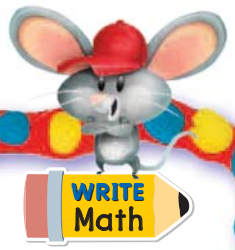
_ _ _ _ _ _ _

_____

DIRECTIONS **2.** Listen to the subtraction word problem. Place ten counters in the ten frame. Draw and color the counters. Write the number that shows how many in all. Write the number that shows how many are red. Write the number that shows how many are yellow.

Problem Solving • Applications

Real World



3

4

DIRECTIONS **3.** Juanita has nine apples. One apple is red. The rest of the apples are yellow. Draw the apples. Write the numbers and trace the symbol. **4.** Write the number that shows how many apples are yellow.

HOME ACTIVITY • Show your child a set of seven small objects. Now take away four objects. Have him or her tell a subtraction word problem about the objects.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

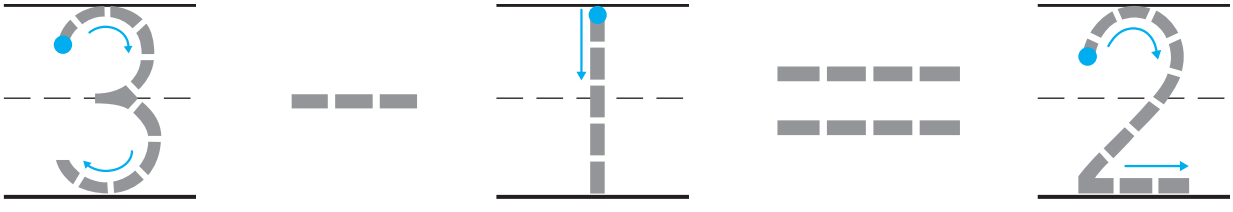
Problem Solving • Act Out Subtraction Problems

Essential Question How can you solve problems using the strategy *act it out*?

Operations and Algebraic Thinking—K.OA.1
Also K.OA.2, K.OA.5

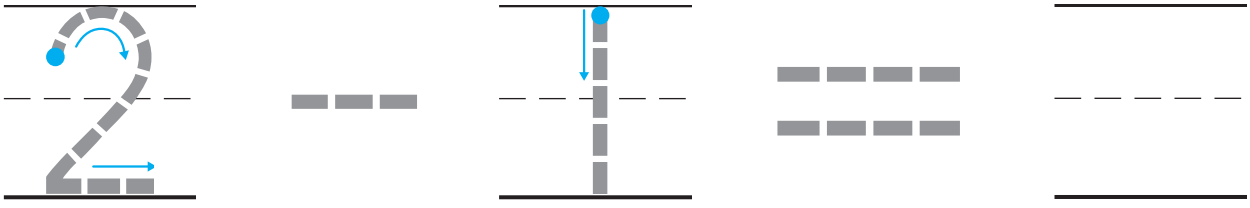
MATHEMATICAL PRACTICES
MP.1, MP.2, MP.4

Unlock the Problem Real World



DIRECTIONS Listen to and act out the subtraction word problem. Trace the subtraction sentence. How can you use subtraction to tell how many children are left?

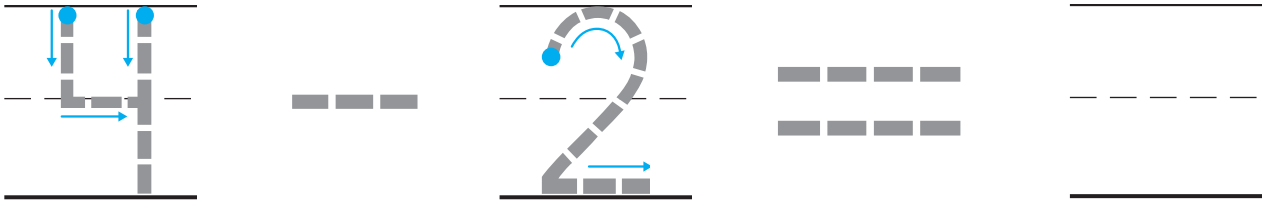
Try Another Problem



DIRECTIONS 1. Listen to and act out the subtraction word problem. Trace the numbers and the symbols. Write the number that shows how many children are left.

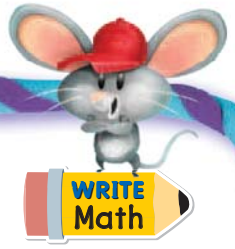
Name _____

Share and Show



DIRECTIONS **2.** Listen to and act out the subtraction word problem. Trace the numbers and the symbols. Write the number that shows how many children are left.

On Your Own Real World



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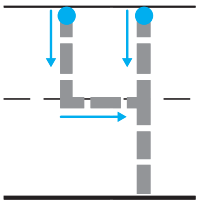

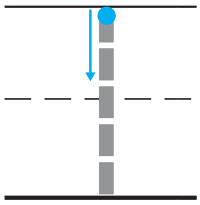

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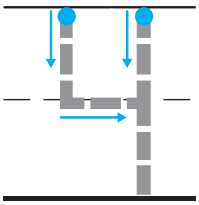


DIRECTIONS **3.** Tell a subtraction word problem about the kittens. Trace the numbers and the symbols. Write the number that shows how many kittens are left. **4.** Draw to show what you know about the subtraction sentence. Write how many are left. Tell a friend a subtraction word problem to match.

HOME ACTIVITY • Tell your child a short subtraction word problem. Have him or her use objects to act out the word problem.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

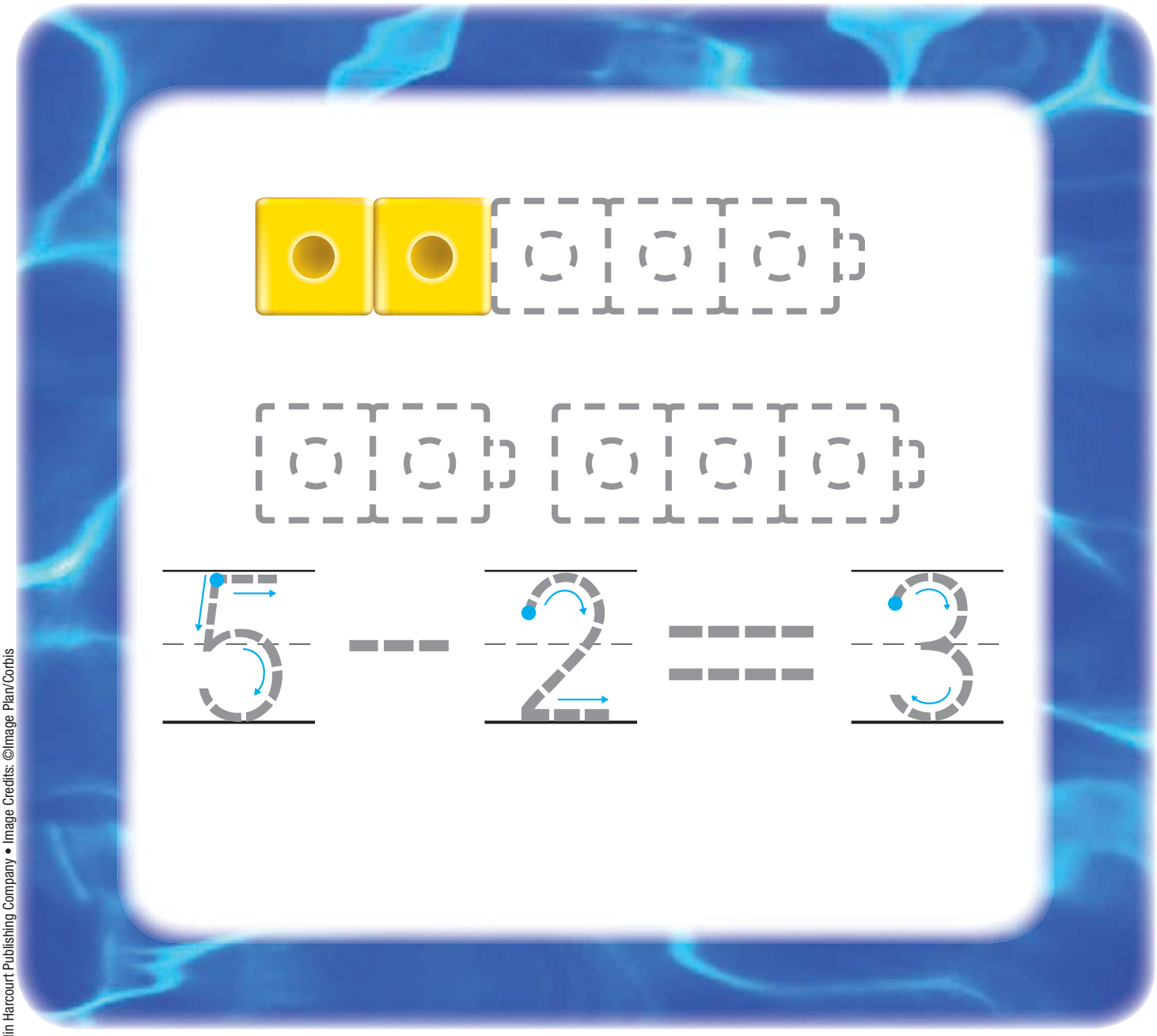
Algebra • Model and Draw Subtraction Problems

Essential Question How can you use objects and drawings to solve subtraction word problems?

Operations and Algebraic Thinking—K.OA.5
Also K.OA.1, K.OA.2

MATHEMATICAL PRACTICES
MP.1, MP.2, MP.4

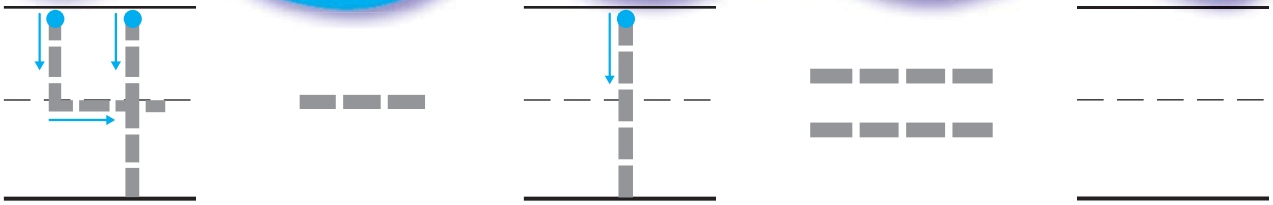
Listen and Draw



DIRECTIONS Model a five-cube train. Two cubes are yellow and the rest are red. Take apart the train to show how many cubes are red. Draw and color the cube trains. Trace the subtraction sentence.

Share and Show

1



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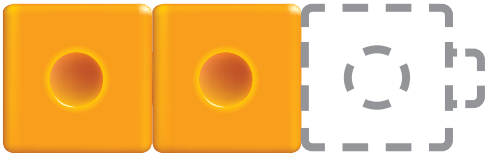
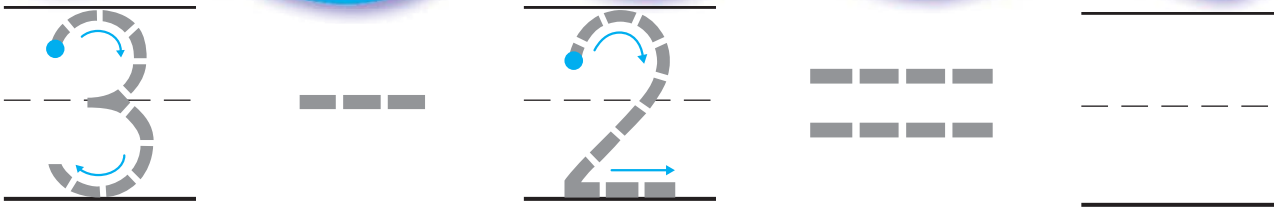
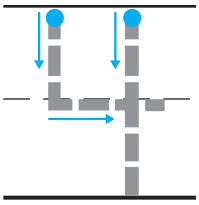




DIRECTIONS **1.** Model a four-cube train. One cube is blue and the rest are green. Take apart the train to show how many cubes are green. Draw and color the cube trains. Trace and write to complete the subtraction sentence. **2.** Model a three-cube train. Two cubes are orange and the rest are blue. Take apart the train to show how many cubes are blue. Draw and color the cube trains. Trace and write to complete the subtraction sentence.

Name _____

3



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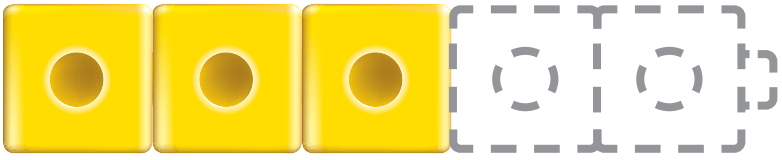
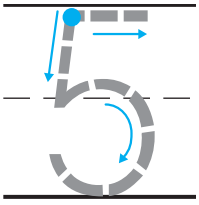




DIRECTIONS **3.** Model a four-cube train. Three cubes are red and the rest are blue. Take apart the train to show how many cubes are blue. Draw and color the cube trains. Trace and write to complete the subtraction sentence. **4.** Model a five-cube train. Three cubes are yellow and the rest are green. Take apart the train to show how many cubes are green. Draw and color the cube trains. Trace and write to complete the subtraction sentence.

HOME ACTIVITY • Show your child two small objects. Take apart the set of objects. Have him or her tell a word problem to match the subtraction.

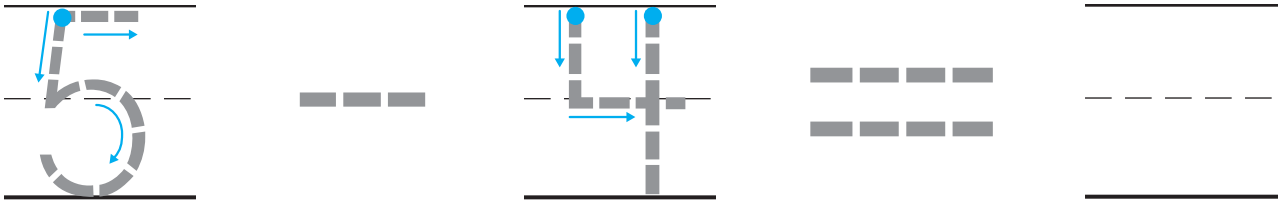
Mid-Chapter Checkpoint

Concepts and Skills

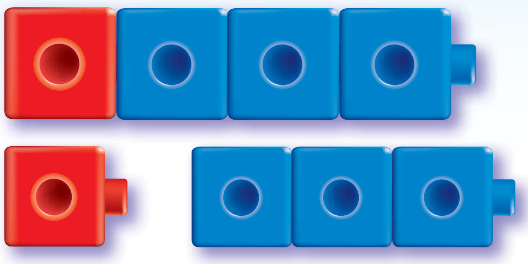
1

6	minus	1

2



3 THINK SMARTER



4 − 2 = 2	Yes ○	No ○
4 − 3 = 1	Yes ○	No ○
3 − 1 = 2	Yes ○	No ○

DIRECTIONS **1.** Listen to the subtraction word problem. Draw and color the six circles in the ten frame. Write the number that shows how many in all. Write the number that shows how many are yellow. (K.OA.1) **2.** Model a five-cube train. Four cubes are blue and the rest are orange. Take apart the cube train to show how many are orange. Draw and color the cube trains. Trace and write to complete the subtraction sentence. (K.OA.5) **3.** Circle Yes or No. Does the subtraction sentence match the model? (K.OA.5)

Name _____

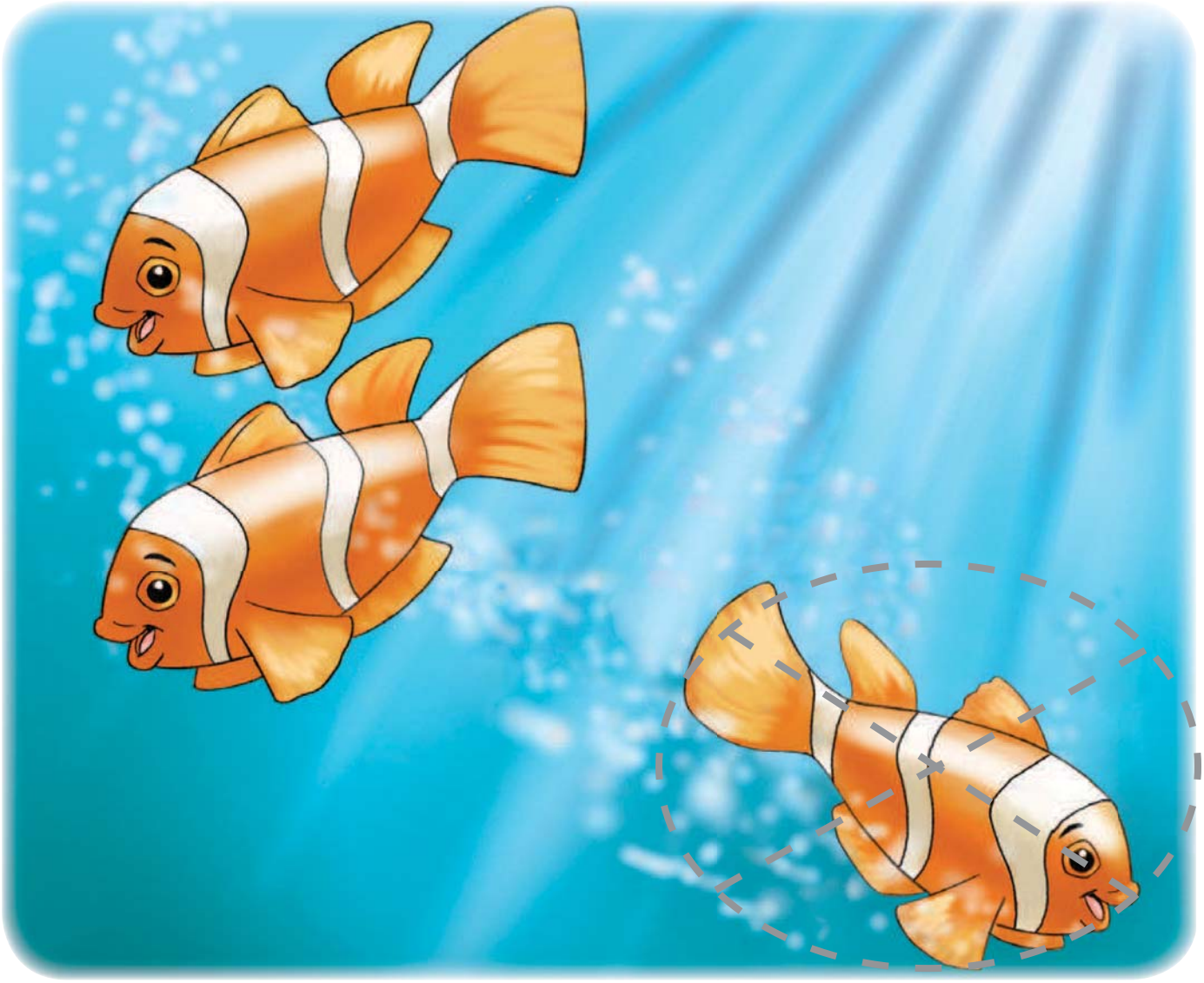
Algebra • Write Subtraction Sentences

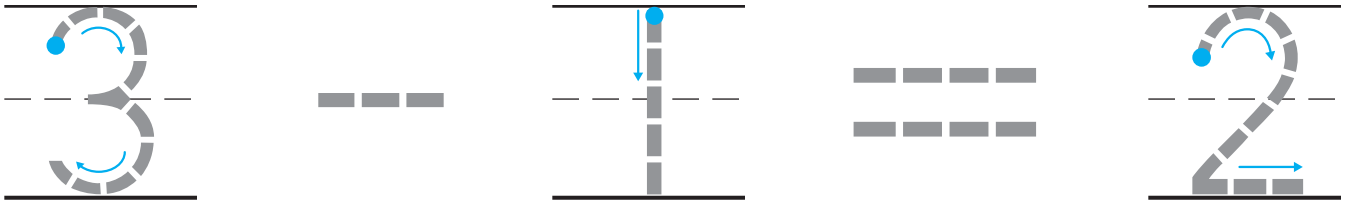
Essential Question How can you solve subtraction word problems and complete the equation?

Operations and Algebraic Thinking—K.OA.5
Also K.OA.1, K.OA.2

MATHEMATICAL PRACTICES
MP.1, MP.2

Listen and Draw

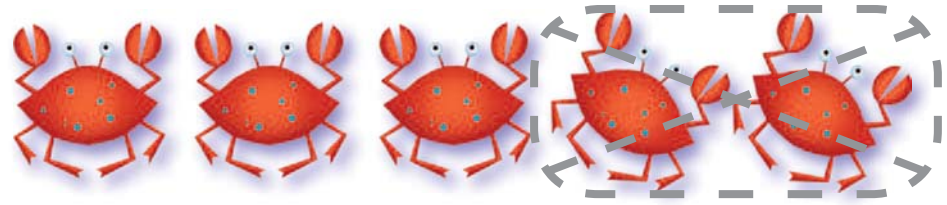




DIRECTIONS There are three fish. Some fish swam away. Now there are two fish. Trace the circle and X to show the fish swimming away. Trace the subtraction sentence.

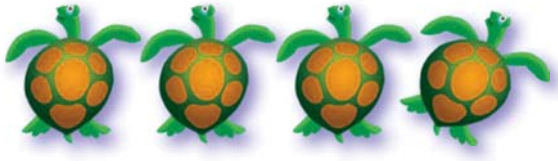
Share and Show

1



5 − 2 = 3

2



4 − ___ = 3

3

4 − ___ = 1

DIRECTIONS **1.** Listen to the subtraction word problem. Trace the circle and X to show how many are being taken from the set. Trace to complete the subtraction sentence. **2–3.** Listen to the subtraction word problem. Circle and mark an X to show how many are being taken from the set. Trace and write to complete the subtraction sentence.

Name _____

4

5 ___ ___ = 2

3 ___ ___ = 1

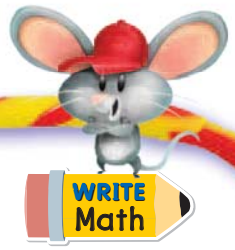
6

5 ___ ___ = 1

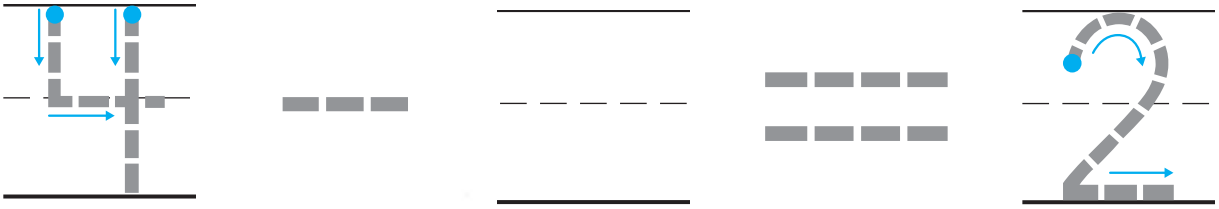
DIRECTIONS 4–6. Listen to the subtraction word problem. Circle and mark an X to show how many are being taken from the set. Trace and write to complete the subtraction sentence.

Problem Solving • Applications

Real World



7



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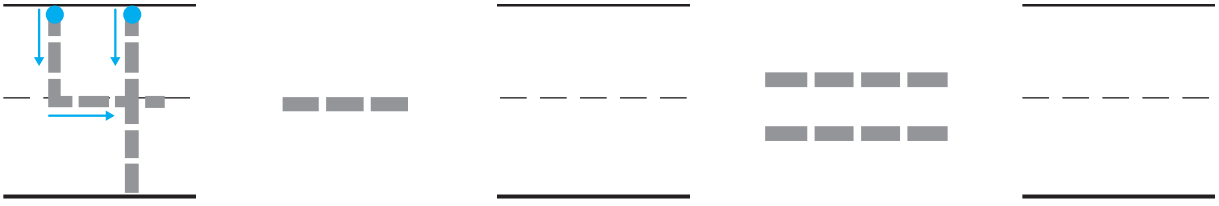


DIRECTIONS **7.** Kristen has four flowers. She gives her friend some flowers. Now Kristen has two flowers. How many did Kristen give her friend? Draw to solve the problem. Complete the subtraction sentence. **8.** Tell a different subtraction word problem about the flowers. Draw to solve the problem. Tell a friend about your drawing. Complete the subtraction sentence.

HOME ACTIVITY • Have your child draw a set of five or fewer balloons. Have him or her circle and mark an X on some balloons to show that they have popped. Then have your child tell a word problem to match the subtraction.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

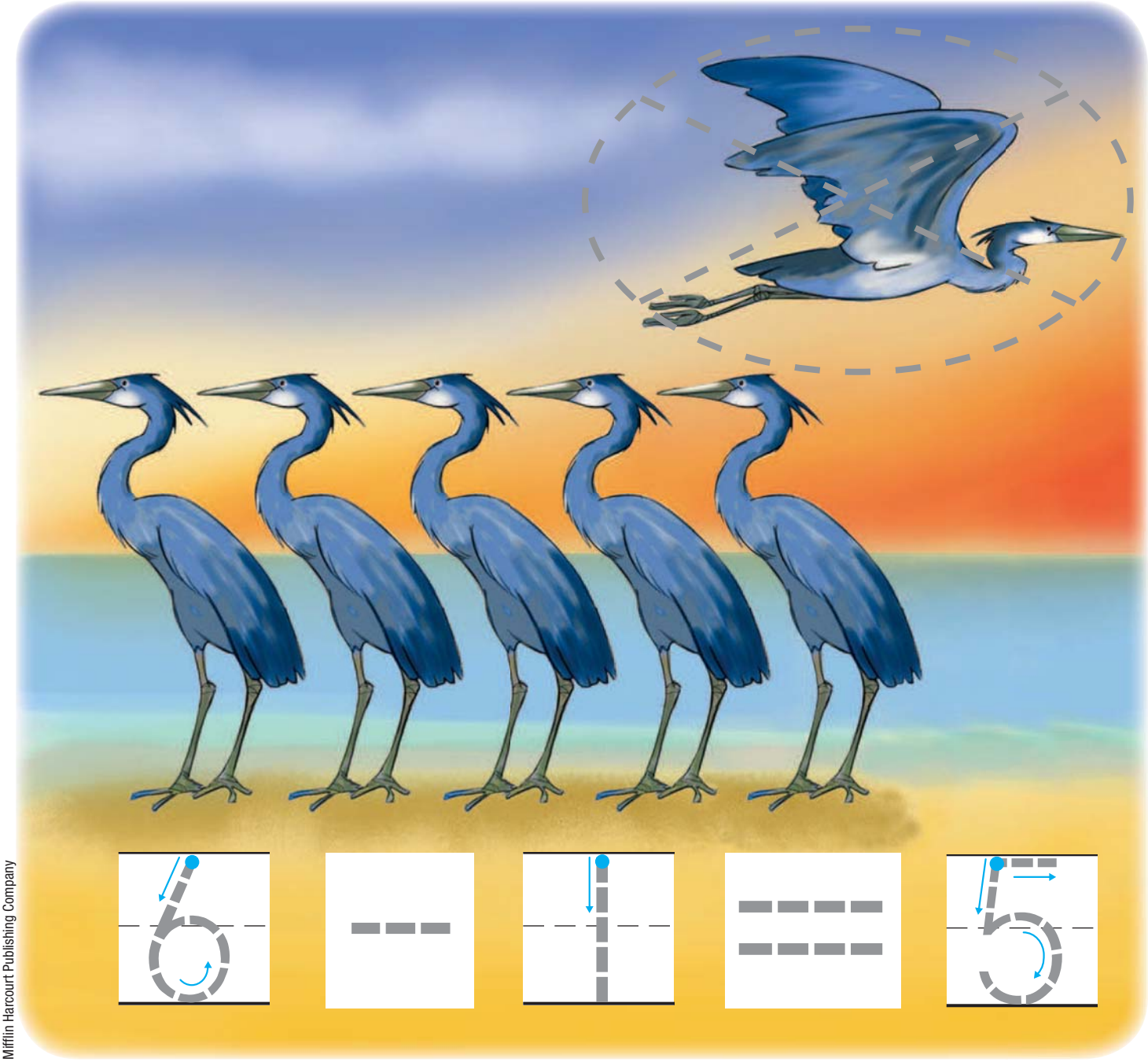
Algebra • Write More Subtraction Sentences

Essential Question How can you solve subtraction word problems and complete the equation?

Operations and Algebraic Thinking—K.OA.2
Also K.OA.1

MATHEMATICAL PRACTICES
MP.1, MP.2

Listen and Draw



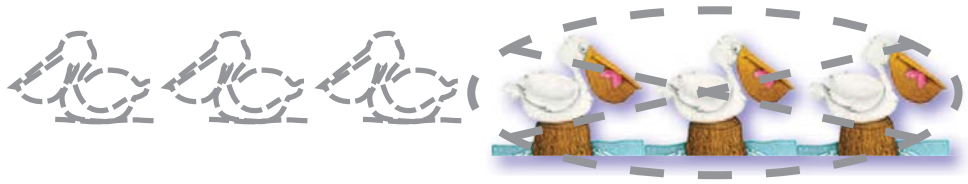
DIRECTIONS There are some birds. One bird flies away. Trace the circle and X around that bird. How many birds are left? Trace the subtraction sentence. How many birds did you start with? Circle that number.

Share and Show

1

8 − 6 = 2

2



___ − 3 = 3

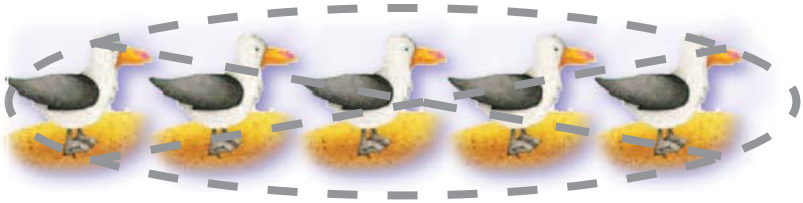
3

___ − 4 = 5

DIRECTIONS **1.** Listen to the subtraction word problem. How many birds are taken from the set? Trace the circle and X. How many birds are left? How many birds were there to begin with? Trace to show the birds you started with. Trace to complete the subtraction sentence. **2–3.** Listen to the subtraction word problem. Trace to show how many more birds you started with. Write the number to complete the subtraction sentence.

Name _____

4



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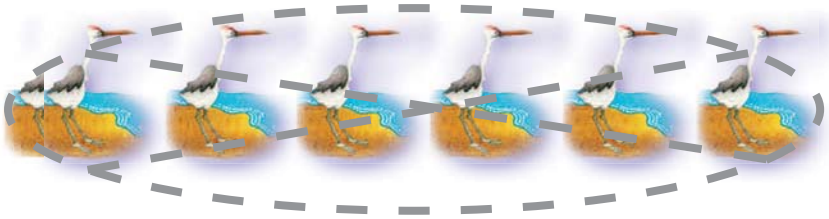
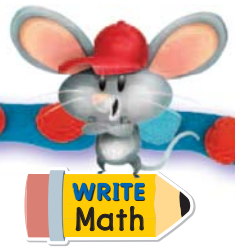


6

DIRECTIONS 4–6. Listen to the subtraction word problem. Draw more birds to show how many you started with. Write the number to complete the subtraction sentence.

Problem Solving • Applications

Real World



7

DIRECTIONS **7.** Complete the subtraction sentence. Draw a picture of real objects to show what you know about this subtraction sentence. Tell a friend about your drawing.

HOME ACTIVITY • Tell your child you have some small objects in your hand. Tell him or her that you are taking two objects from the set and now there are five objects left. Ask him or her to tell you how many objects were in the set to start with.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

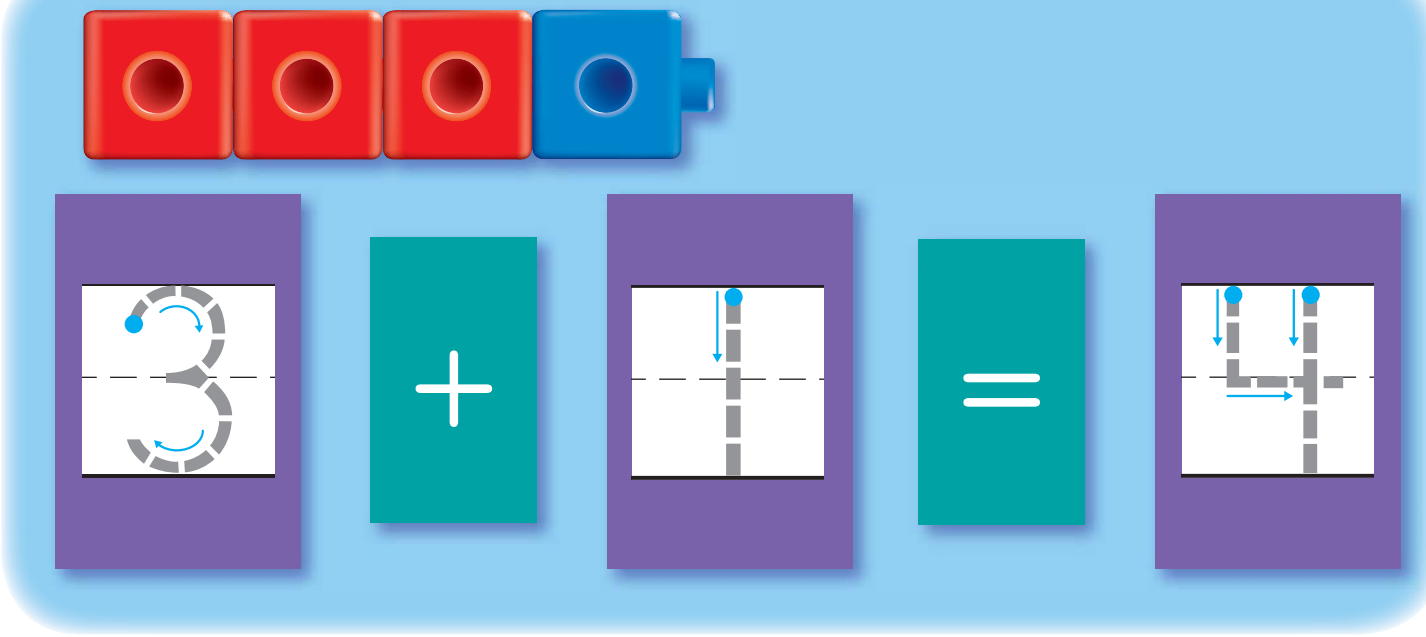
Algebra • Addition and Subtraction

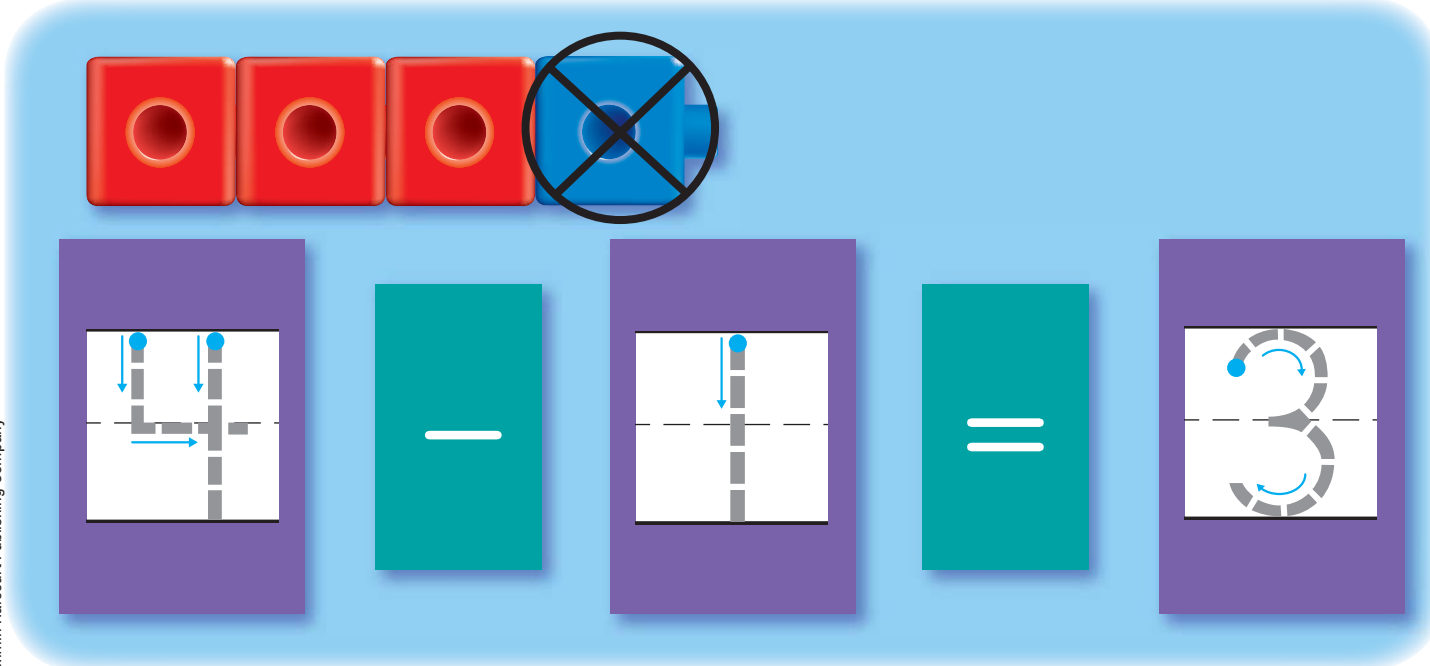
Essential Question How can you solve word problems using addition and subtraction?

Operations and Algebraic Thinking—K.OA.2
Also K.OA.1

MATHEMATICAL PRACTICES
MP.2, MP.5, MP.8

Listen and Draw

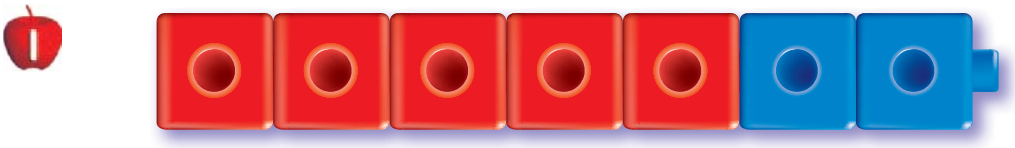




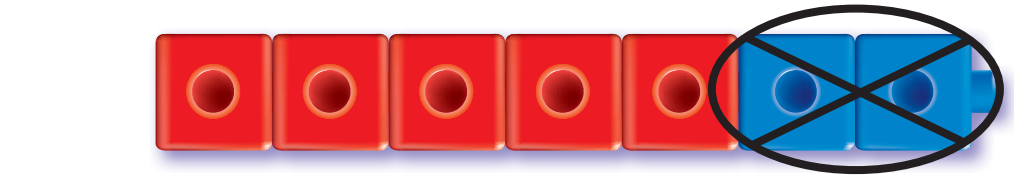
DIRECTIONS Listen to the addition and subtraction word problems. Use cubes and Number and Symbol Tiles as shown to match the word problems. Trace to complete the number sentences.

Share and Show

1



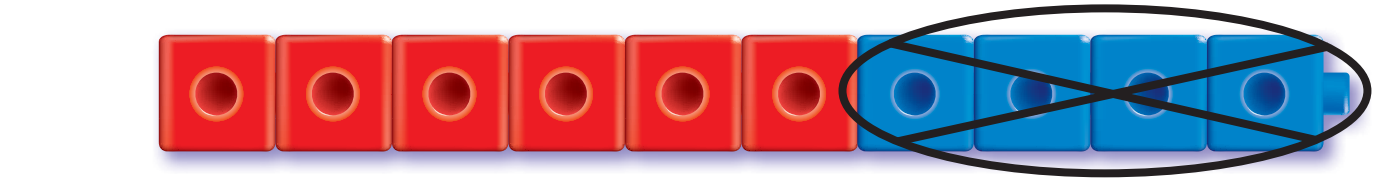
5 + 2 = 7



7 − 2 = 5

2

_ + _ = _



_ − _ = _

DIRECTIONS Tell addition and subtraction word problems. Use cubes to add and to subtract. **1.** Trace the number sentences. **2.** Complete the number sentences.

Name _____

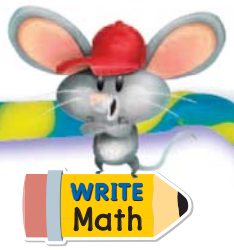
3

4

DIRECTIONS **3–4.** Tell addition and subtraction word problems. Use cubes to add and subtract. Complete the number sentences.

Problem Solving • Applications

Real World



$$9 = 6 + 3$$

5

_____ _____ _____

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _

_____ _____ _____

6

_____ _____ _____

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _

_____ _____ _____

DIRECTIONS Look at the addition sentence at the top of the page. **5–6.** Tell a related subtraction word problem. Complete the subtraction sentence.

HOME ACTIVITY • Ask your child to use objects to model a simple addition problem. Then have him or her explain how to make it into a subtraction problem.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

Chapter 6 Review/Test

1

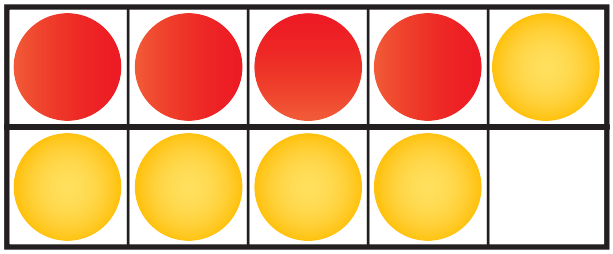
4 take away _____

_____

_ _ _ _ _

_____

2



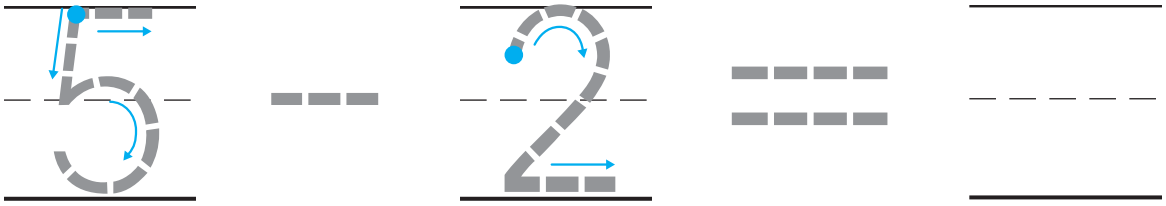
9 – 1 ○ Yes ○ No

9 – 5 ○ Yes ○ No

8 – 3 ○ Yes ○ No

Personal Math Trainer

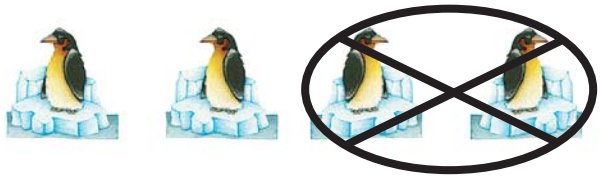
3 THINK SMARTER +

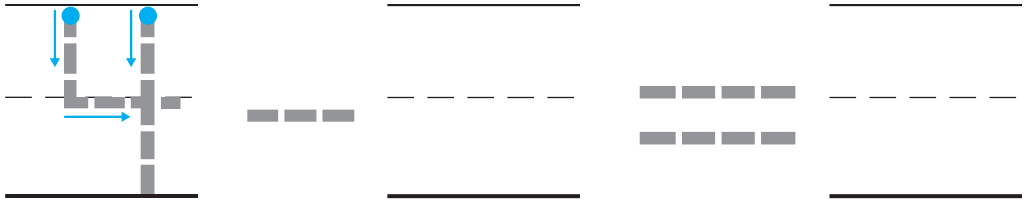


DIRECTIONS 1. Write how many owls are flying away. Write how many owls are left. 2. Which answers show how many counters are red? Choose Yes or No. 3. Model a five-cube train. Two cubes are yellow and the rest are blue. Take apart the cube train to show how many are blue. Draw the cube trains. Trace and write to complete the subtraction sentence.

GO DIGITAL Assessment Options Chapter Test

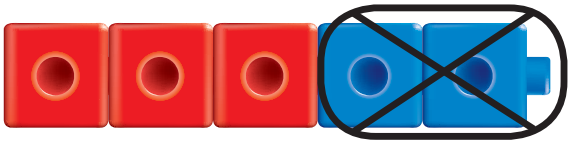
4





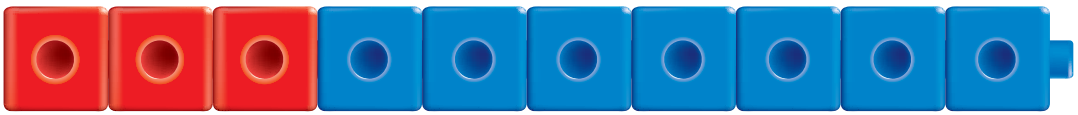
5

6



5 − 4 = 1	Yes	No
4 + 1 = 5	Yes	No
5 − 2 = 3	Yes	No

7

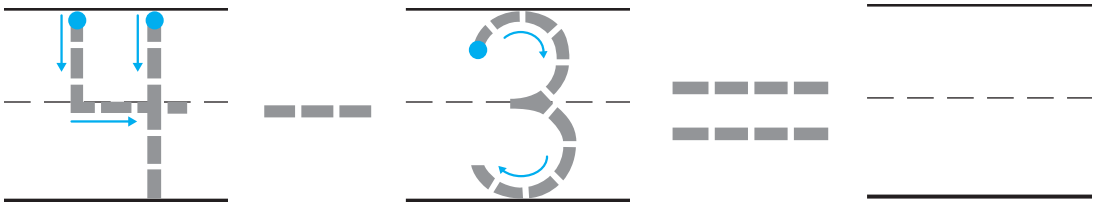


9 = 3 + 6 ○ 10 = 3 + 7 ○ 3 + 7 = 10 ○

DIRECTIONS **4.** There are 4 penguins. Two penguins are taken from the set. Trace and write to complete the subtraction sentence. **5.** There are some birds. Three are taken from the set. How many birds were there to start? Write and trace to complete the subtraction sentence. **6.** Does the number sentence match the picture? Circle Yes or No. **7.** Mark under all the number sentences that match the cubes.

Name _____

8



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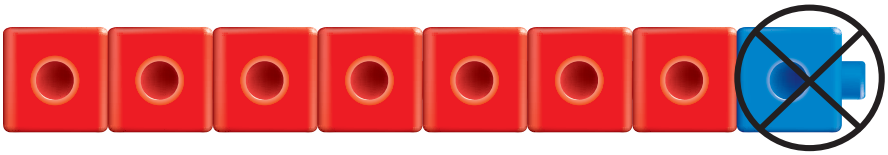

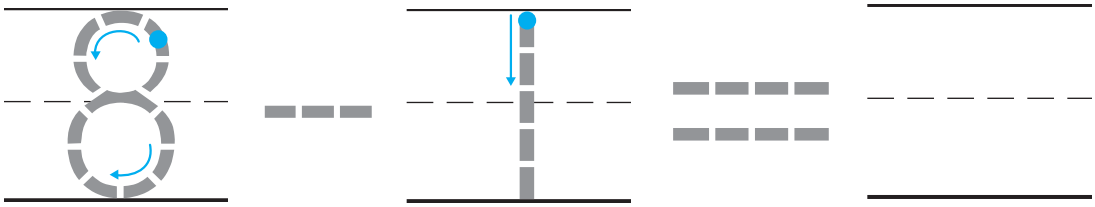

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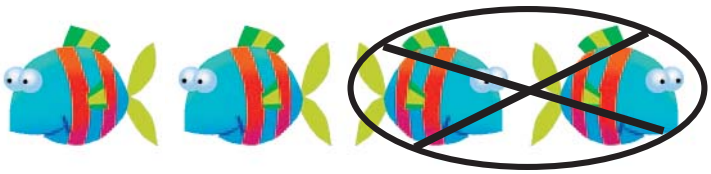
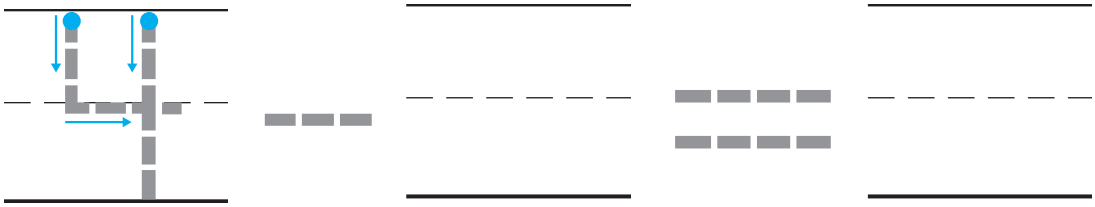
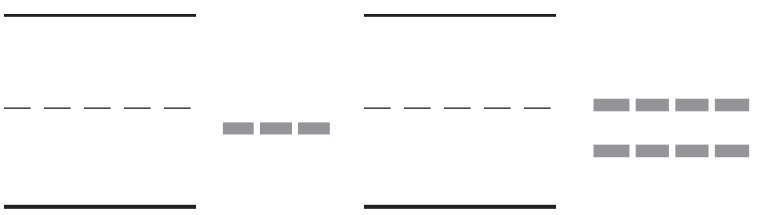


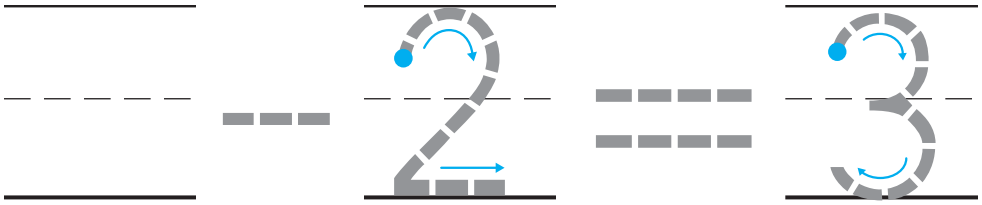


DIRECTIONS **8.** Model a four-cube train. Three cubes are red and the rest are blue. Take apart the train to show how many cubes are blue. Draw the cube trains. Complete the subtraction sentence. **9–10.** Complete the subtraction sentence to match the picture.

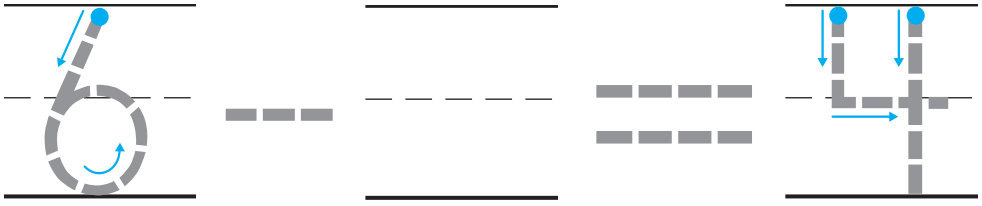
11 THINK SMARTER +



12



13



DIRECTIONS **11.** There were some apples on a tree. Some were taken away. Now there are zero apples left. Draw to show how many apples there could have been to start. Cross out apples to show how many were taken away. Complete the subtraction sentence. **12.** There are some birds. Two birds are taken from the set. Draw more birds to show how many birds there were to start. Write the number to complete the subtraction sentence. **13.** Erica has 6 balloons. She gives some of her balloons to a friend. Now Erica has 4 balloons. How many did Erica give to her friend? Draw to solve the problem. Complete the subtraction sentence.