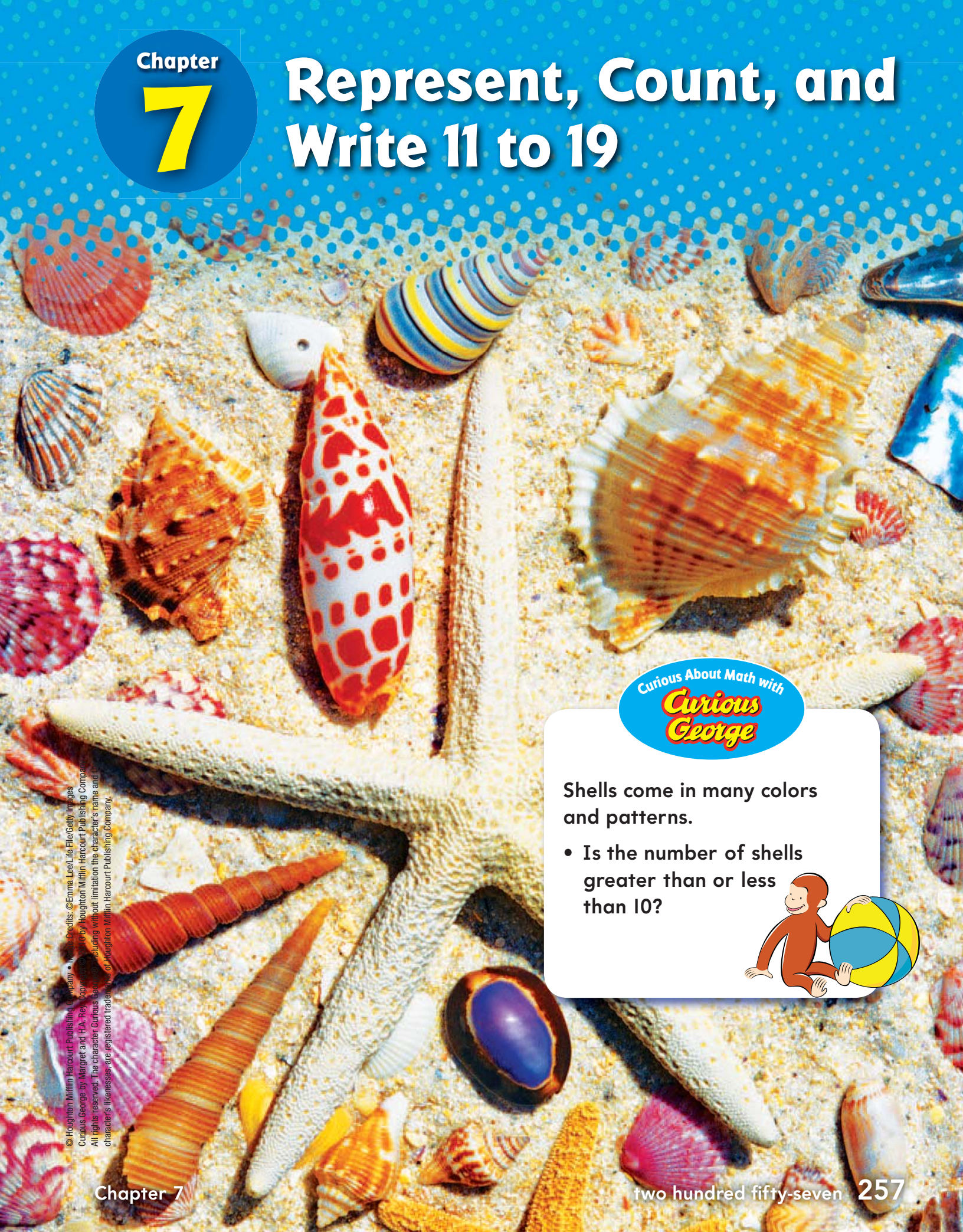
Chapter 7

Represent, Count, and Write 11 to 19



Curious About Math with Curious George

Shells come in many colors and patterns.

- Is the number of shells greater than or less than 10?

Name _____

Show What You Know

Draw Objects to 10

1

10

2

9

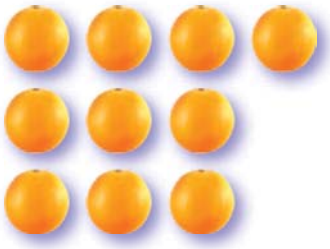
Write Numbers to 10

3

4

5

6

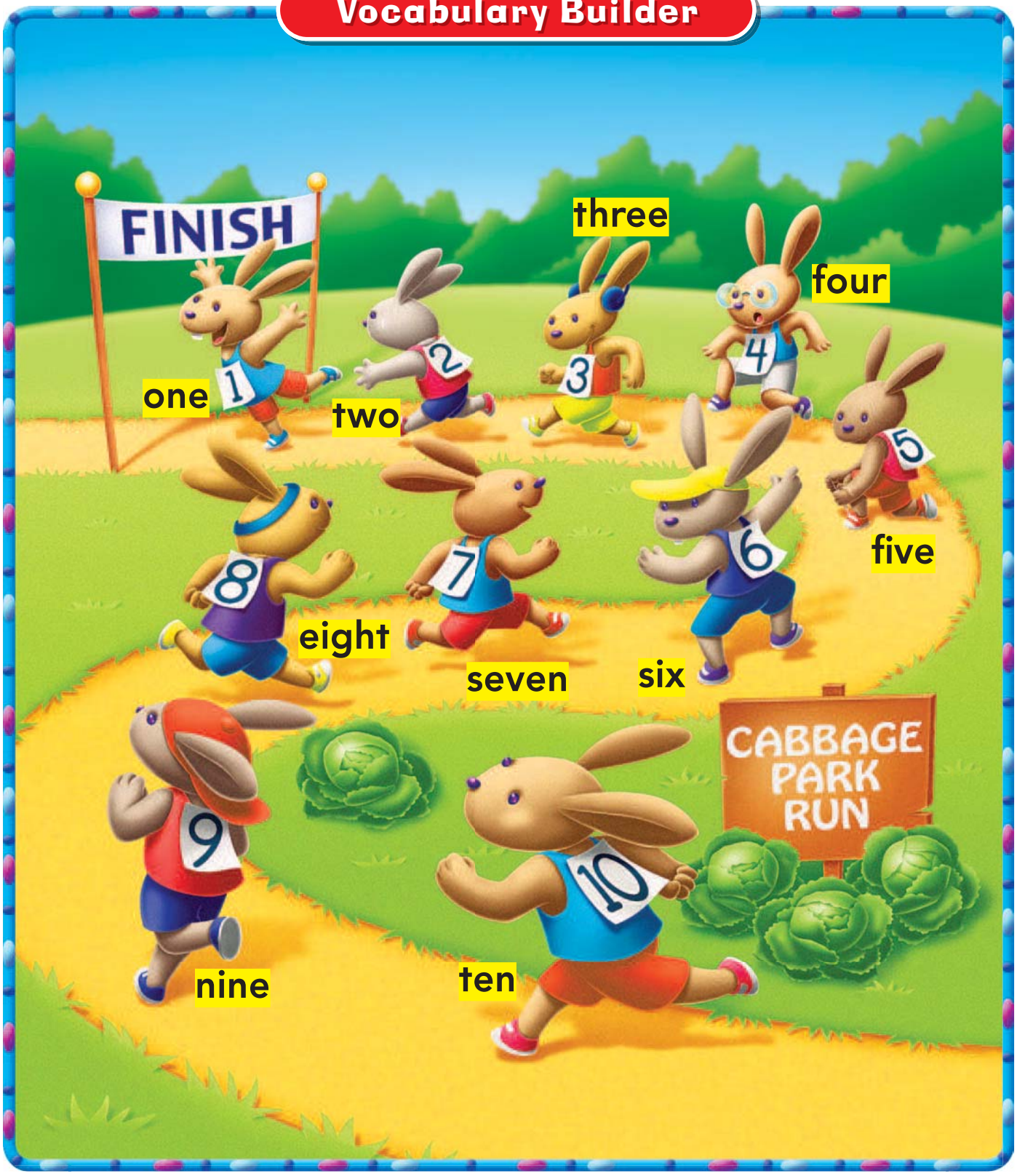


This page checks understanding of important skills needed for success in Chapter 7.

DIRECTIONS 1. Draw 10 oranges. 2. Draw 9 apples. 3–6. Count and tell how many. Write the number.

Name _____

Vocabulary Builder

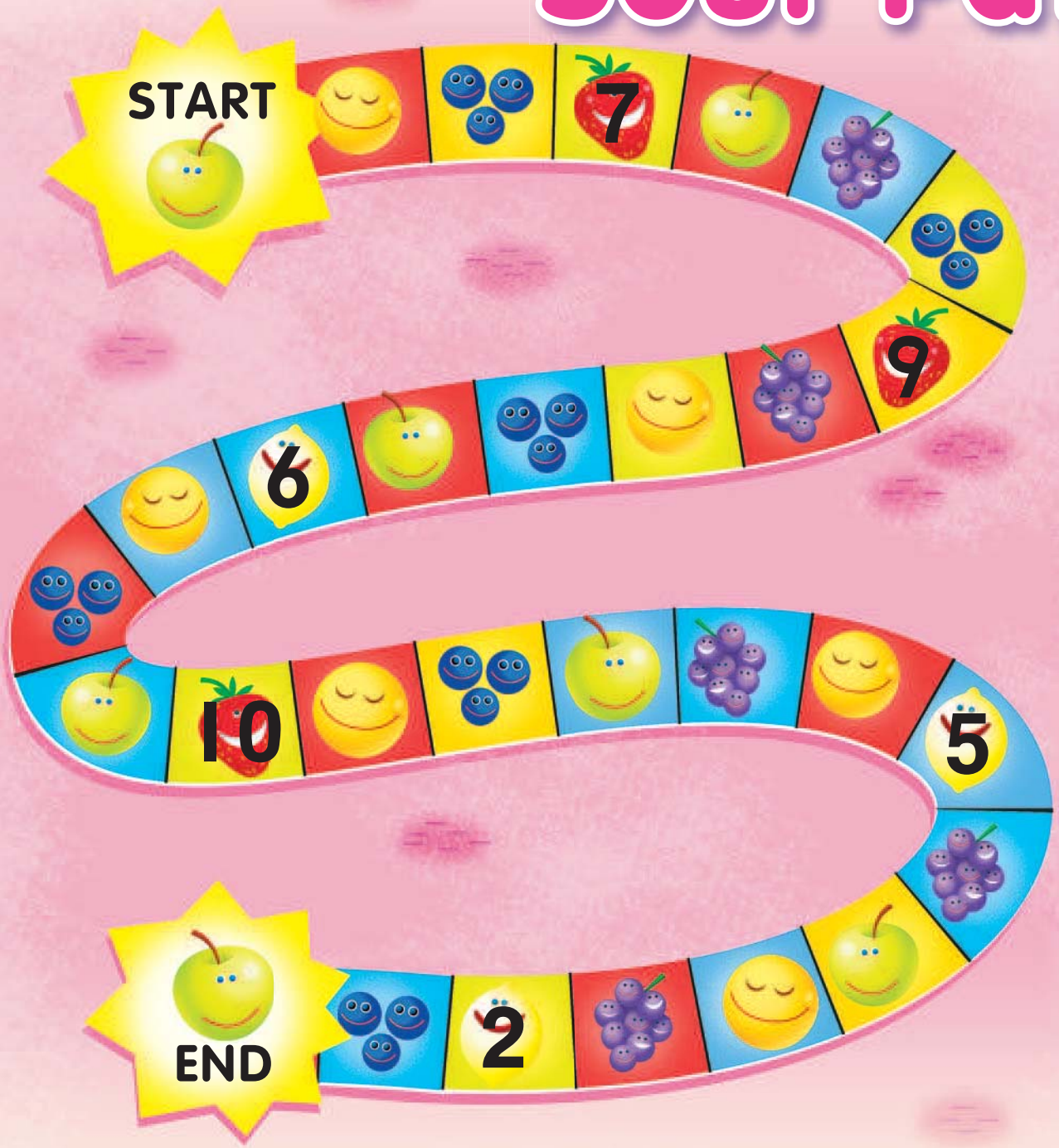


DIRECTIONS Circle the number word that is greater than nine.

GO DIGITAL
- Interactive Student Edition
- Multimedia eGlossary

Game

Sweet and Sour Path



DIRECTIONS Play with a partner. Place game markers on START. Take turns. Toss the number cube. Move that number of spaces. If a player lands on a lemon, the player reads the number and moves back that many spaces. If a player lands on a strawberry, the player reads the number and moves forward that many spaces. The first player to reach END wins.

MATERIALS two game markers, number cube (1–6)

Name _____

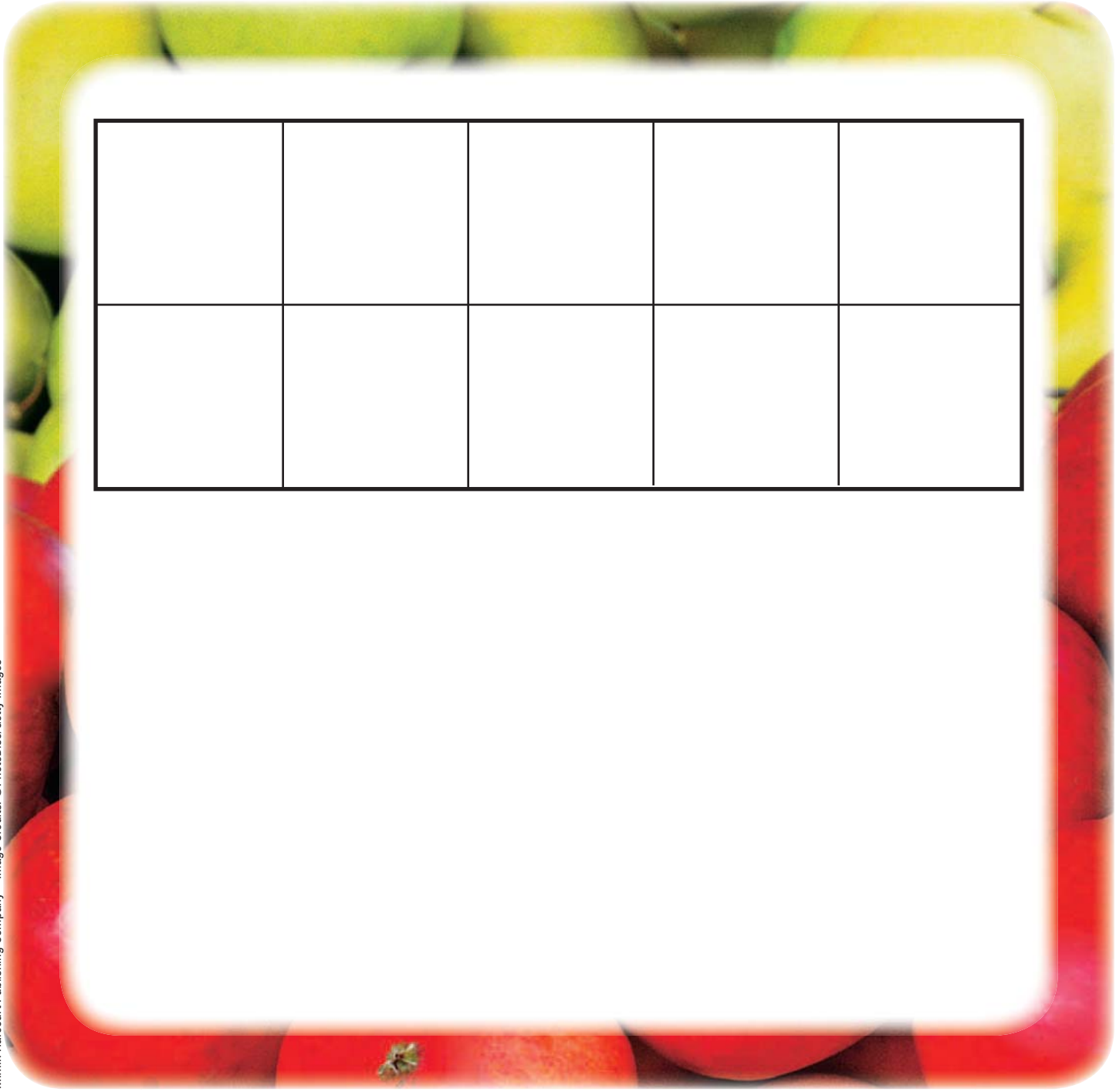
Model and Count 11 and 12

Essential Question How can you use objects to show 11 and 12 as ten ones and some more ones?

Number and Operations in Base Ten—K.NBT.1
Also K.CC.4b, K.CC.4c, K.CC.5

MATHEMATICAL PRACTICES
MP.2, MP.3, MP.7

Listen and Draw



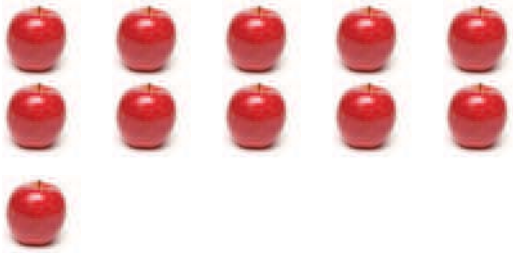
DIRECTIONS Use counters to show the number 11. Add more to show the number 12. Draw the counters. Tell a friend what you know about these numbers.

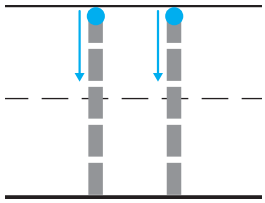
Share and Show

1

11

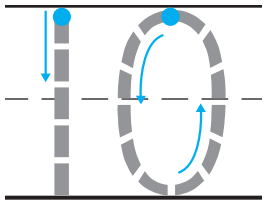
eleven





2

3



ones and _____ one

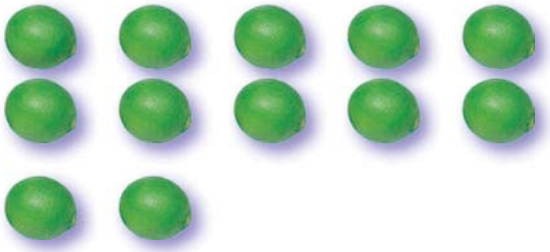
DIRECTIONS **1.** Count and tell how many. Trace the number. **2.** Use counters to show the number 11. Draw the counters. **3.** Look at the counters you drew. How many ones are in the ten frame? Trace the number. How many more ones are there? Write the number.

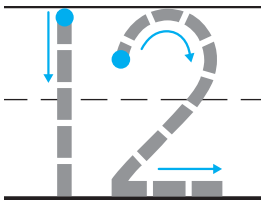
Name _____

4

12

twelve





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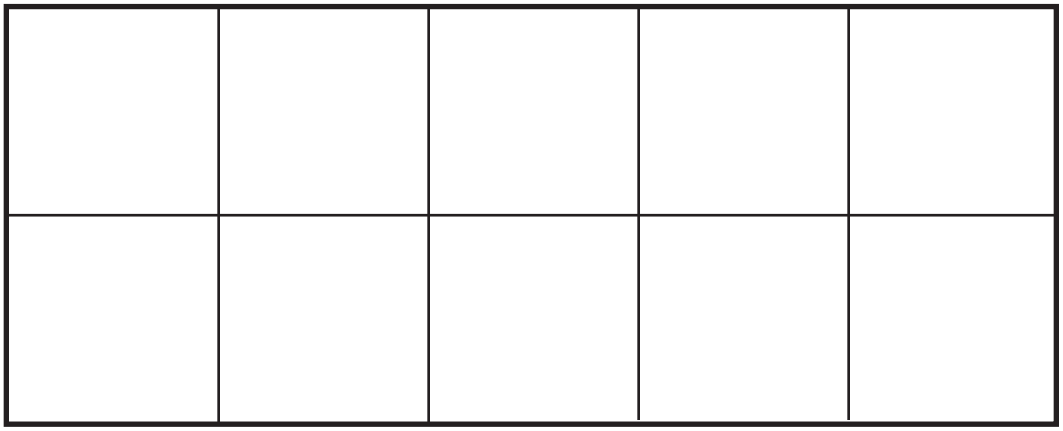

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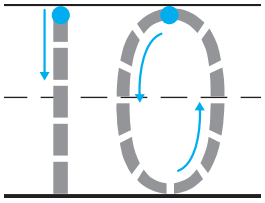


_____ ones and _____ ones

DIRECTIONS **4.** Count and tell how many. Trace the number. **5.** Use counters to show the number 12. Draw the counters. **6.** Look at the counters you drew. How many ones are in the ten frame? Trace the number. How many more ones are there? Write the number.

Problem Solving • Applications

Real World

WRITE Math

7

8

9

11 = _____ + _____

DIRECTIONS **7.** Maria makes a bracelet with 11 beads. She starts with the blue bead on the left. Circle to show the beads Maria uses to make her bracelet. **8.** Are there more blue beads or more yellow beads in those 11 beads? Circle the color bead that has more. **9.** Draw a set of 11 objects. If you circle 10 of the objects, how many more objects are there? Complete the addition sentence to match.

HOME ACTIVITY • Draw a ten frame on a sheet of paper. Have your child use small objects, such as buttons, pennies, or dried beans, to show the numbers 11 and 12.

FOR MORE PRACTICE: Standards Practice Book

Name _____

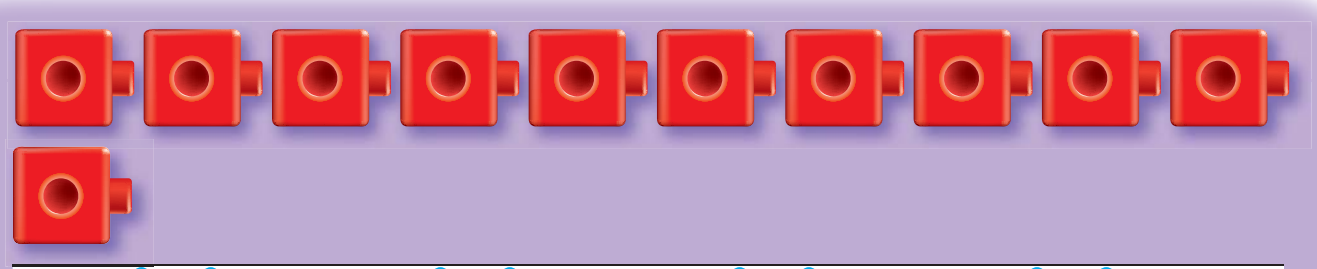
Count and Write 11 and 12

Essential Question How can you count and write 11 and 12 with words and numbers?

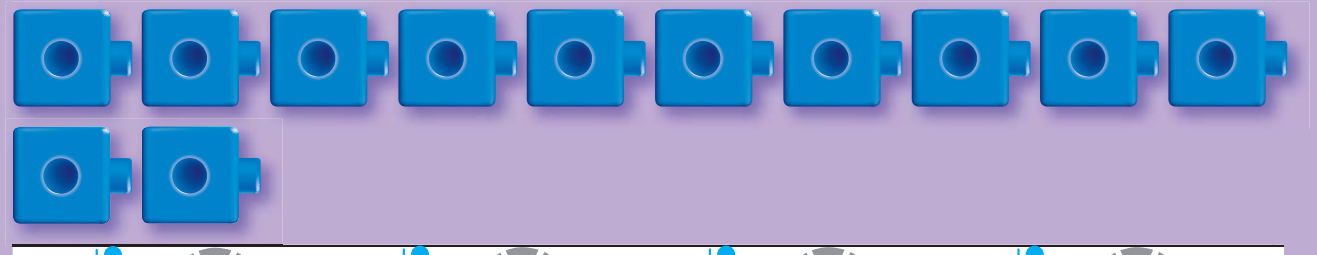
Number and Operations in Base Ten—K.NBT.1
Also K.CC.3, K.CC.4b

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

Listen and Draw



eleven



twelve

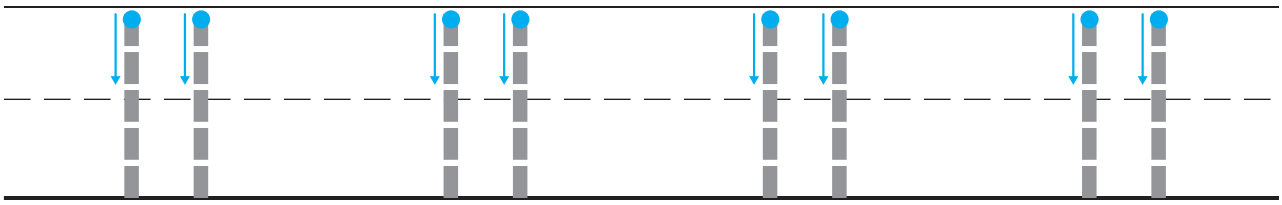
DIRECTIONS Count and tell how many. Trace the numbers and the words.

Share and Show

1

11

eleven



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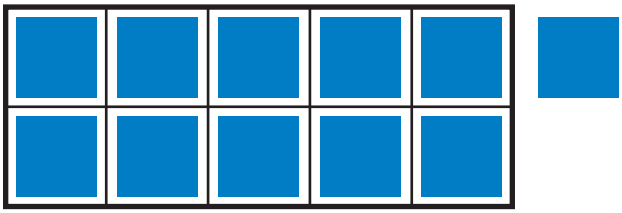

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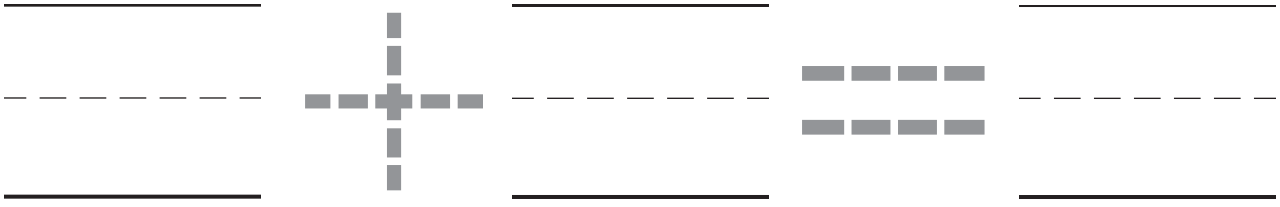


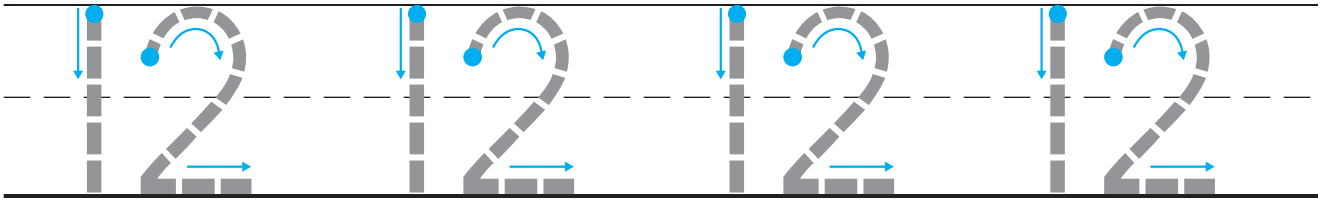
DIRECTIONS **1.** Count and tell how many. Trace the numbers. **2.** Count and tell how many. Write the number. **3.** Look at the ten ones and some more ones in Exercise 2. Complete the addition sentence to match.

Name _____

4

12

twelve



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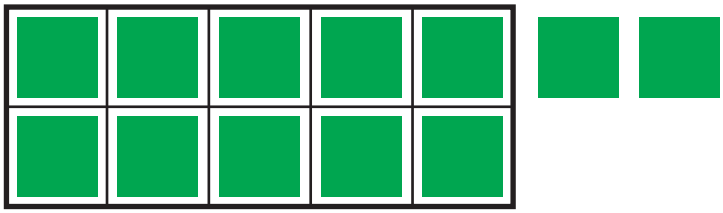

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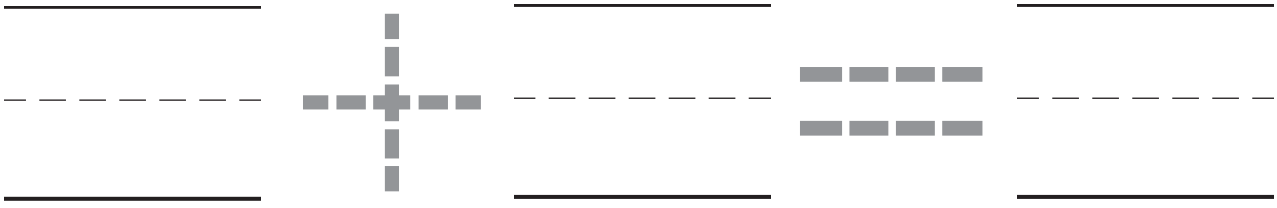


DIRECTIONS **4.** Count and tell how many. Trace the numbers. **5.** Count and tell how many. Write the number. **6.** Look at the ten ones and some more ones in Exercise 5. Complete the addition sentence to match.

Problem Solving • Applications

Real World

WRITE Math

7

11

12

13

8

12 = ____ + ____

DIRECTIONS **7.** Brooke picked a number of flowers. Circle the number of flowers Brooke picked. Draw more flowers to show that number. **8.** Draw a set of 12 objects. If you circle 10 of the objects, how many more objects are there? Complete the addition sentence to match.

HOME ACTIVITY • Ask your child to count and write the number for a set of 11 or 12 objects, such as coins or buttons.

FOR MORE PRACTICE: Standards Practice Book

Name _____

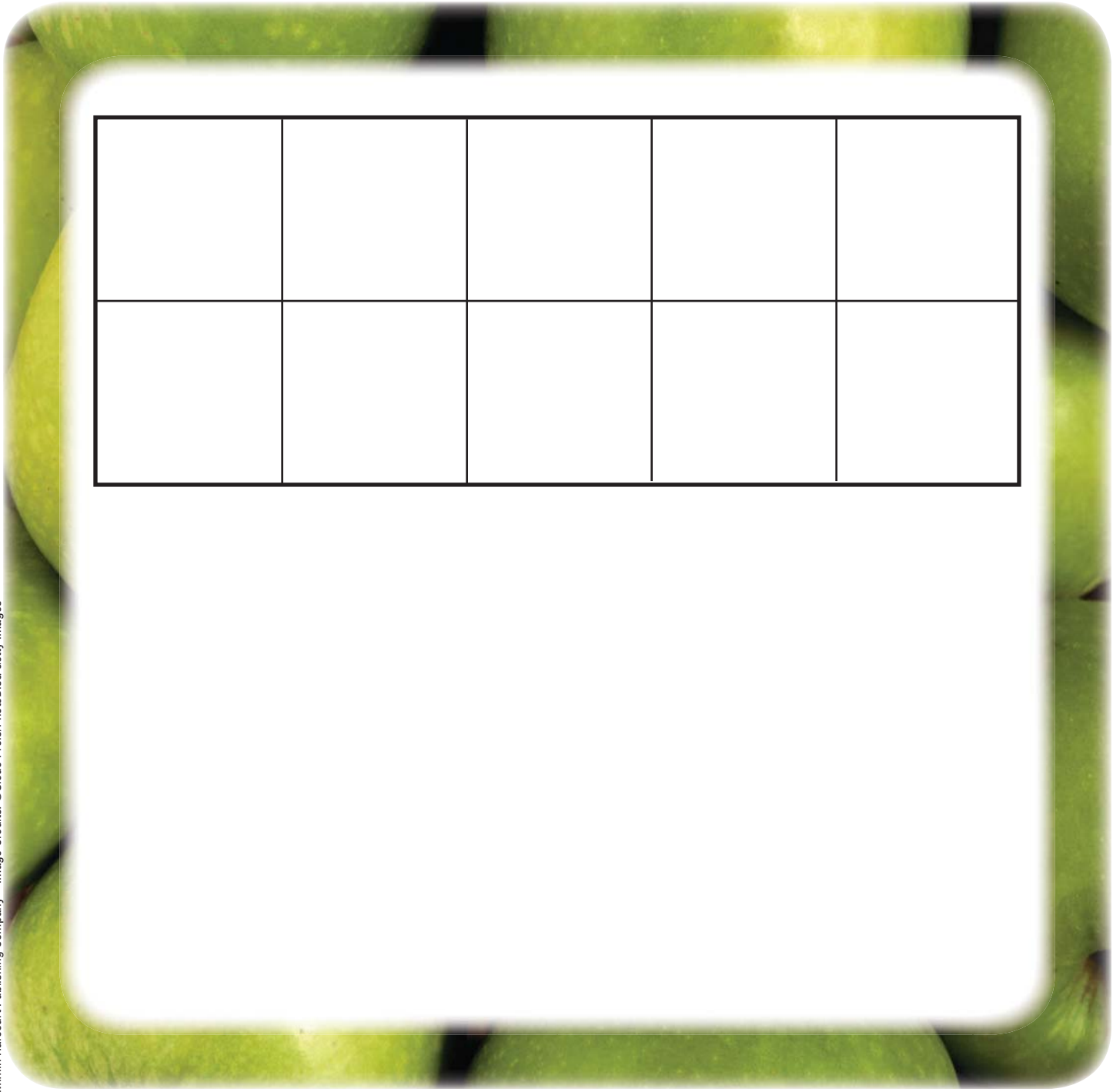
Model and Count 13 and 14

Essential Question How can you use objects to show 13 and 14 as ten ones and some more ones?

Number and Operations in Base Ten—K.NBT.1
Also K.CC.4b, K.CC.4c, K.CC.5

MATHEMATICAL PRACTICES
MP.2, MP.3, MP.7

Listen and Draw



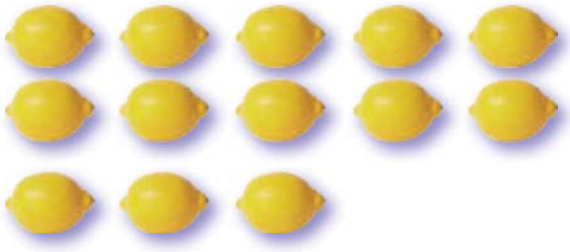
DIRECTIONS Use counters to show the number 13. Add more to show the number 14. Draw the counters. Tell a friend what you know about these numbers.

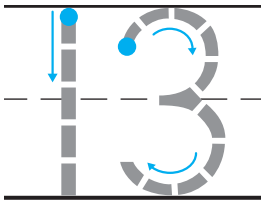
Share and Show

1

13

thirteen





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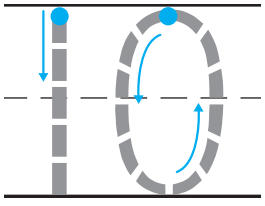


_____ ones and _____ ones

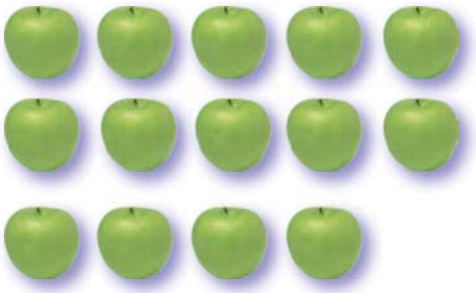
DIRECTIONS **1.** Count and tell how many. Trace the number. **2.** Use counters to show the number 13. Draw the counters. **3.** Look at the counters you drew. How many ones are in the ten frame? Trace the number. How many more ones are there? Write the number.

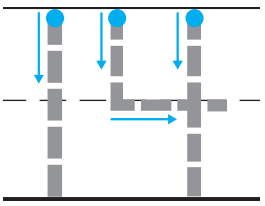
Name _____

4

14

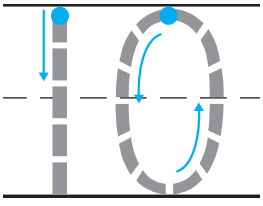
fourteen





5

6



ones and _____ ones

DIRECTIONS **4.** Count and tell how many. Trace the number. **5.** Use counters to show the number 14. Draw the counters. **6.** Look at the counters you drew. How many ones are in the ten frame? Trace the number. How many more ones are there? Write the number.

Problem Solving • Applications

Real World

WRITE Math

7

8

9

13 = _____ + _____

DIRECTIONS **7.** Erika makes a bracelet with 13 beads. She starts with the blue bead on the left. Circle to show the beads Erika uses to make her bracelet. **8.** Are there more blue beads or more yellow beads in those 13 beads? Circle the color bead that has more. **9.** Draw a set of 13 objects. If you circle 10 of the objects, how many more objects are there? Complete the addition sentence to match.

HOME ACTIVITY • Draw a ten frame on a sheet of paper. Have your child use small objects, such as buttons, pennies, or dried beans, to show the numbers 13 and 14.

FOR MORE PRACTICE: Standards Practice Book

Name _____

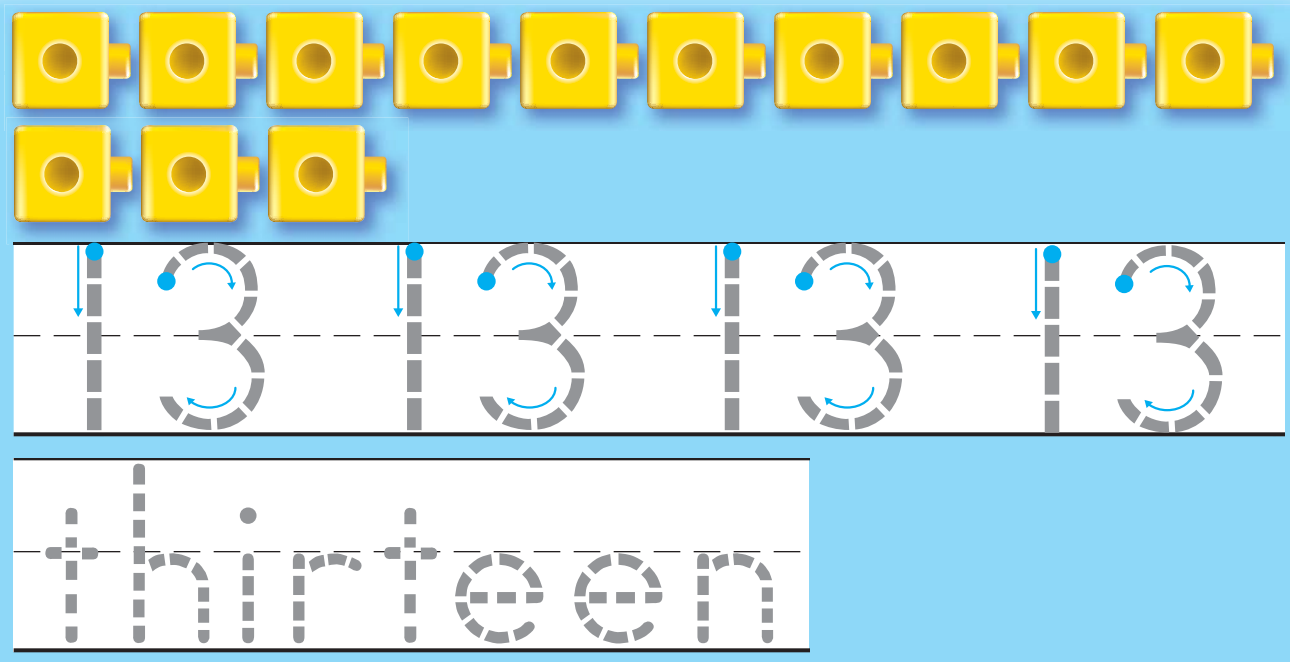
Count and Write 13 and 14

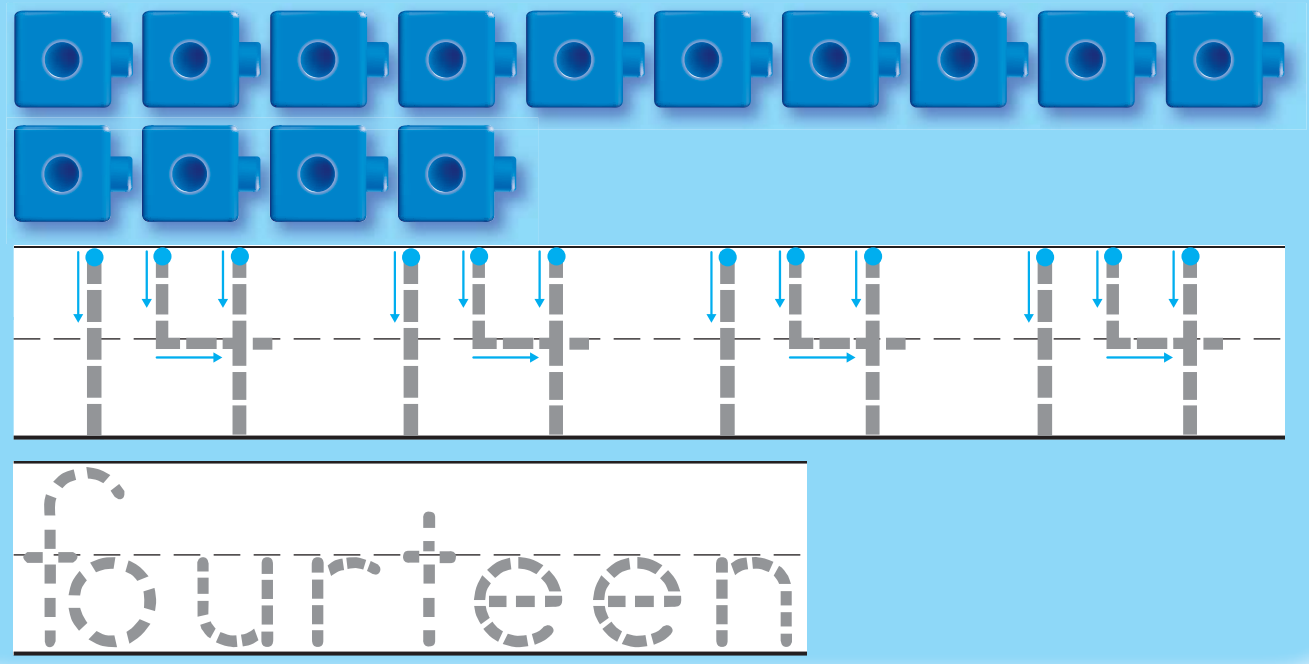
Essential Question How can you count and write 13 and 14 with words and numbers?

Number and Operations in Base Ten—K.NBT.1
Also K.CC.3, K.CC.4b

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

Listen and Draw





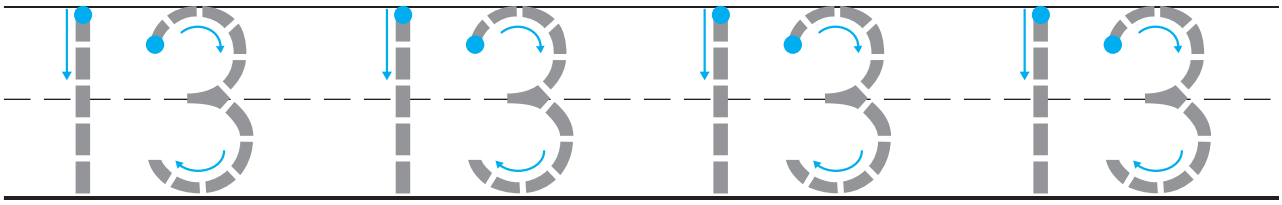
DIRECTIONS Count and tell how many. Trace the numbers and the words.

Share and Show

1

13

thirteen



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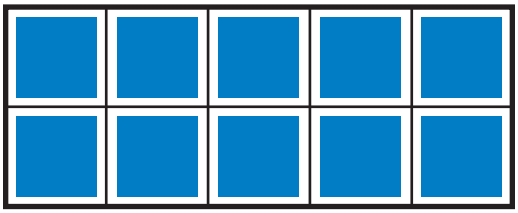

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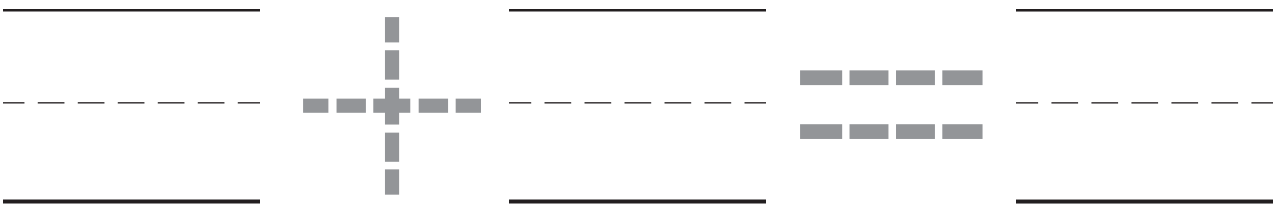


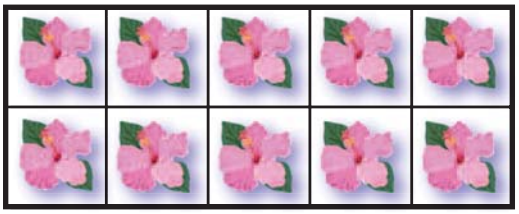
DIRECTIONS **1.** Count and tell how many. Trace the numbers. **2.** Count and tell how many. Write the number. **3.** Look at the ten ones and some more ones in Exercise 2. Complete the addition sentence to match.

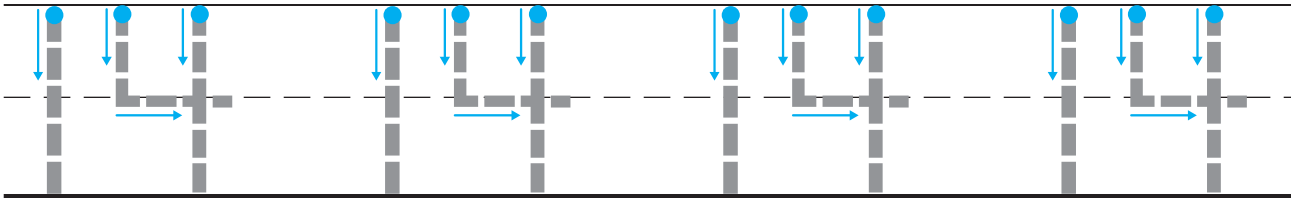
Name _____

4

14

fourteen





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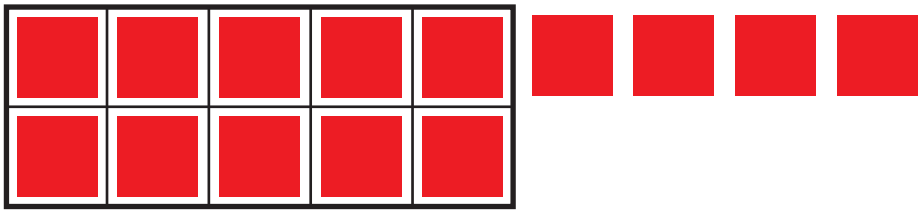

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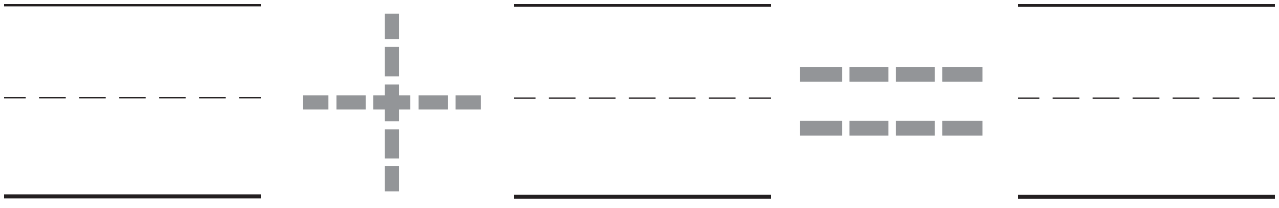


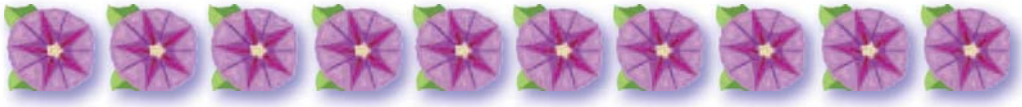
DIRECTIONS **4.** Count and tell how many. Trace the numbers. **5.** Count and tell how many. Write the number. **6.** Look at the ten ones and some more ones in Exercise 5. Complete the addition sentence to match.

Problem Solving • Applications

Real World

WRITE Math

7



12

13

14

8

14 = ___ + ___

DIRECTIONS **7.** Eva picked 13 flowers. Circle the number of flowers Eva picked. Draw more flowers to show that number. **8.** Draw a set of 14 objects. If you circle 10 of the objects, how many more objects are there? Complete the addition sentence to match.

HOME ACTIVITY • Ask your child to count and write the number for a set of 13 or 14 objects, such as coins or buttons.

FOR MORE PRACTICE: Standards Practice Book

Name _____

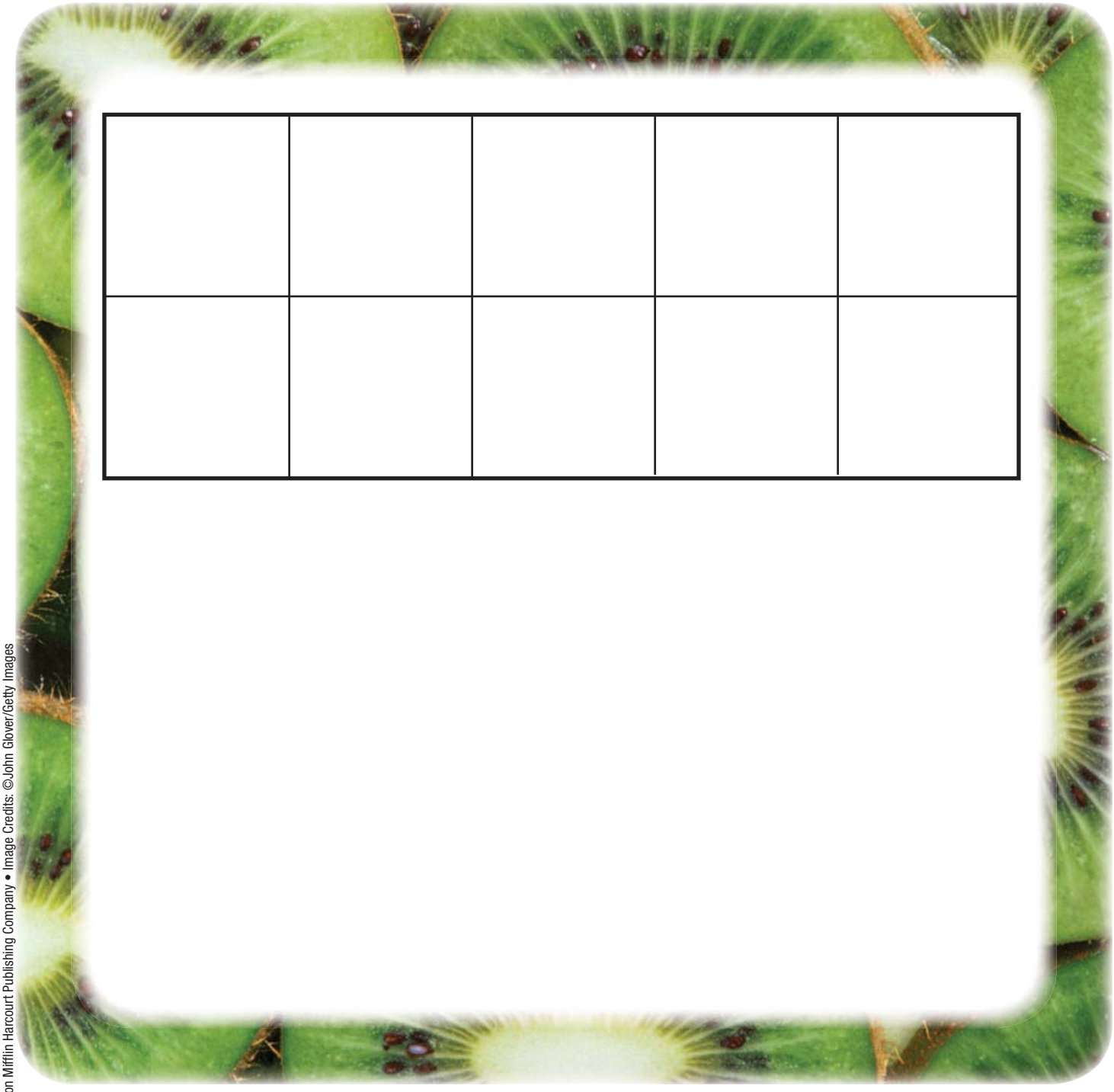
Model, Count, and Write 15

Essential Question How can you use objects to show 15 as ten ones and some more ones and show 15 as a number?

Number and Operations in Base Ten—K.NBT.1
Also K.CC.3, K.CC.4b, K.CC.5

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

Listen and Draw



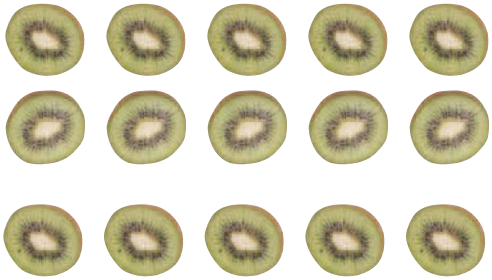
DIRECTIONS Use counters to show the number 15. Draw the counters. Tell a friend about the counters.

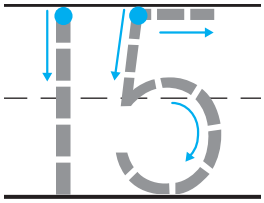
Share and Show

1

15

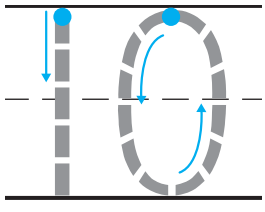
fifteen





2

3



ones and _____ ones

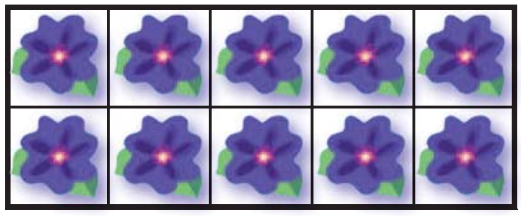
DIRECTIONS **1.** Count and tell how many. Trace the number. **2.** Use counters to show the number 15. Draw the counters. **3.** Look at the counters you drew. How many ones are in the ten frame? Trace the number. How many more ones? Write the number.

Name _____

4

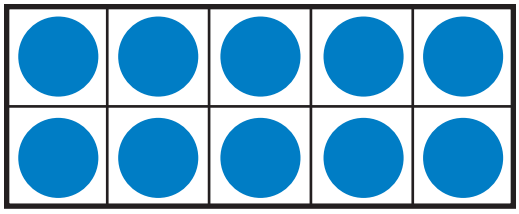
15

fifteen



15 15 15 15

5



_____

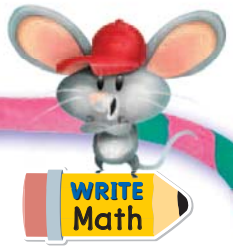
_____

6

_____ + _____ = _____

DIRECTIONS **4.** Count and tell how many. Trace the numbers. **5.** Count and tell how many. Write the number. **6.** Look at the ten ones and some more ones in Exercise 5. Complete the addition sentence to match.

Problem Solving • Applications



7

8

9

15 = ___ + ___

DIRECTIONS **7.** Martha makes a necklace with 15 beads. She starts with the blue bead on the left. Circle to show the beads Martha uses to make her necklace. **8.** Are there more blue beads or more yellow beads in those 15 beads? Circle the color bead that has more. **9.** Draw a set of 15 objects. If you circle 10 of the objects, how many more objects are there? Complete the addition sentence to match.

HOME ACTIVITY • Have your child use two different kinds of objects to show all the ways he or she can make 15, such as 8 coins and 7 buttons.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

Problem Solving • Use Numbers to 15

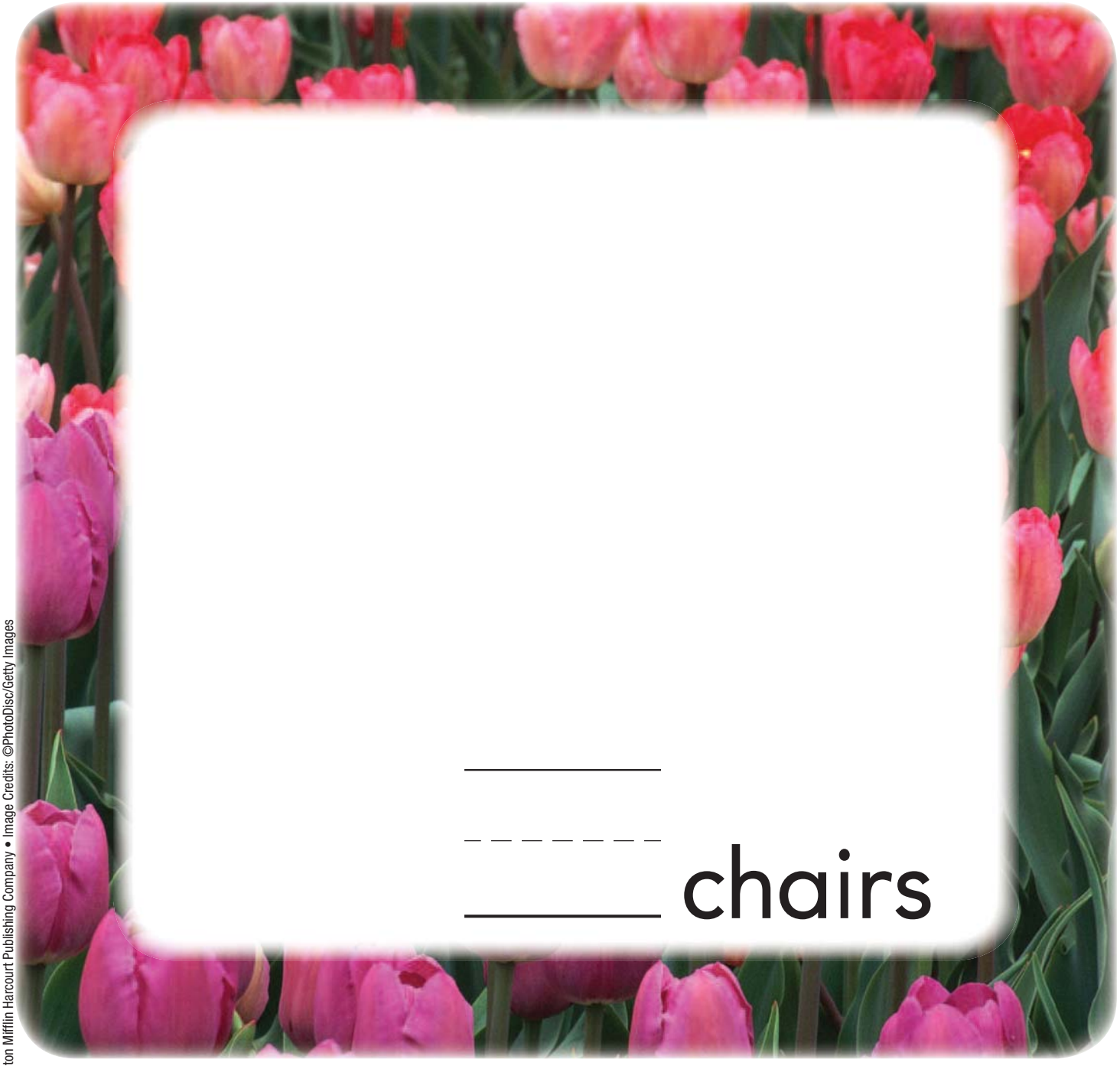
Essential Question How can you solve problems using the strategy *draw a picture*?

Counting and Cardinality—K.CC.3

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

Unlock the Problem

Real World



_____

_ _ _ _ _ _ _

_____ chairs

DIRECTIONS There are 14 children sitting on chairs. There is one chair with no child on it. How many chairs are there? Draw to show how you solved the problem.

Try Another Problem

_____

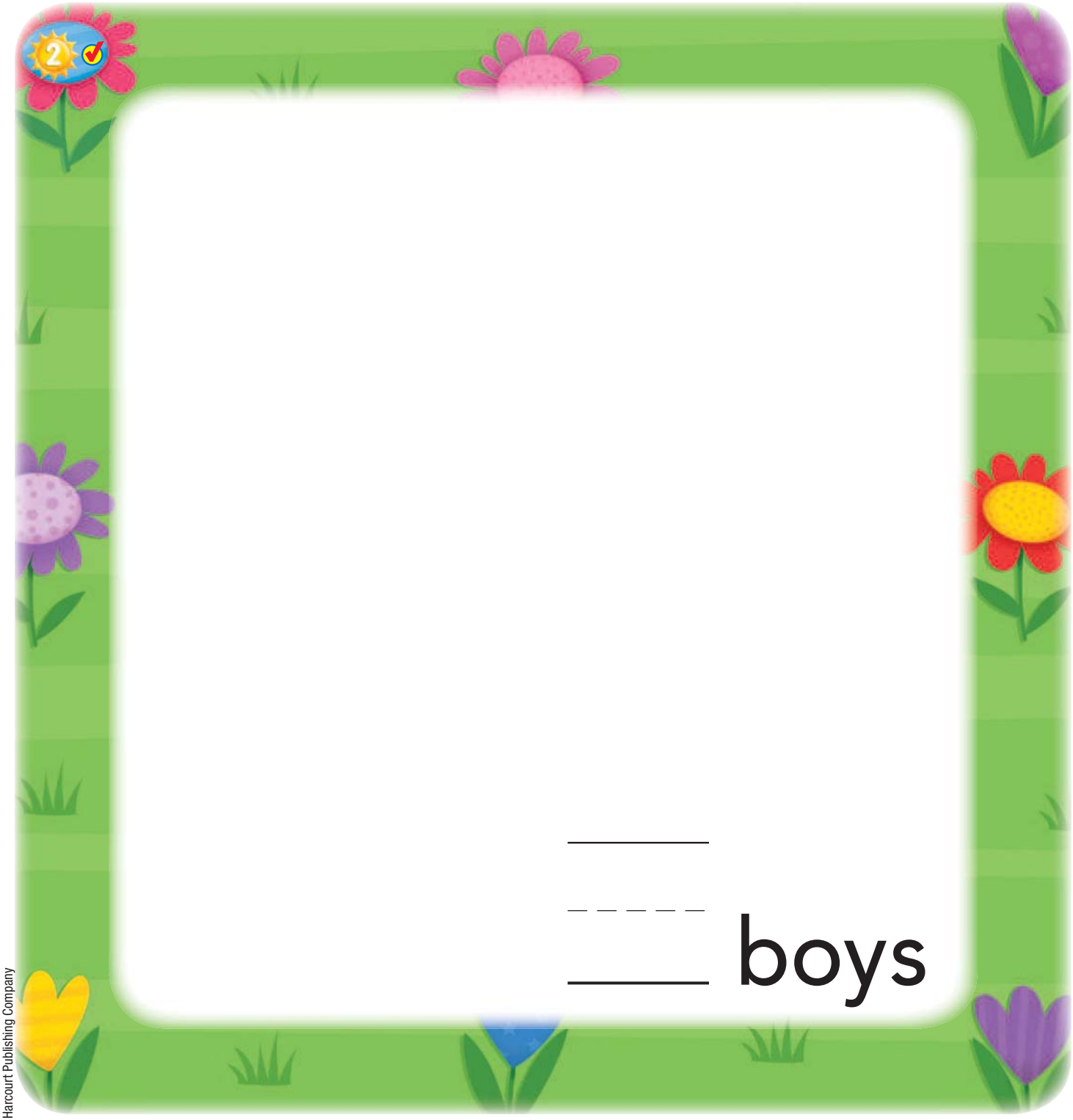
_ _ _ _ _

_____ more bees

DIRECTIONS **1.** There are 15 flowers. Ten flowers have 1 bee on them. How many more bees would you need to have one bee on each flower? Draw to solve the problem. Write how many more bees.

Name _____

Share and Show



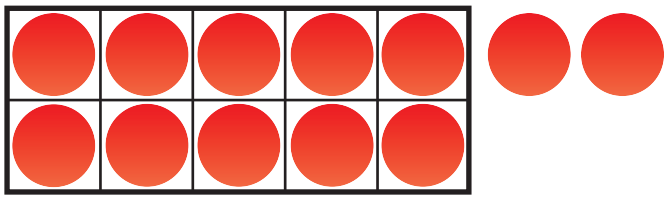
DIRECTIONS **2.** There are 15 children in Miss Sully's class. There are 5 children in each row. There are 3 boys and 2 girls in each row. How many boys are in the class? Draw to solve the problem.

HOME ACTIVITY • Draw a ten frame on a sheet of paper. Have your child use small objects, such as buttons, pennies, or dried beans, to show the number 15.

Mid-Chapter Checkpoint

Concepts and Skills

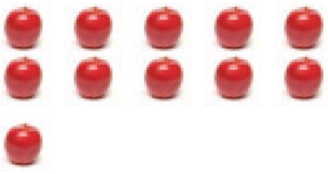
1



2

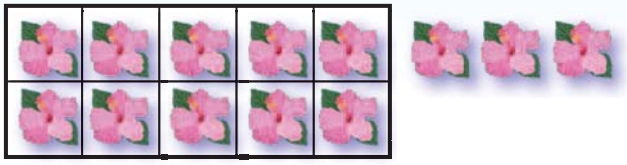
14 = ___ + ___

3



4

5 THINK SMARTER



DIRECTIONS 1. Count and tell how many. Write the number. (K.CC.3) 2. Draw a set of 14 objects. If you circle 10 of the objects, how many more objects are there? Complete the addition sentence to match. (K.CC.3) 3–4. Count and tell how many. Write the number. (K.NBT.1) 5. Write the number that shows how many flowers. (K.CC.3)

Name _____

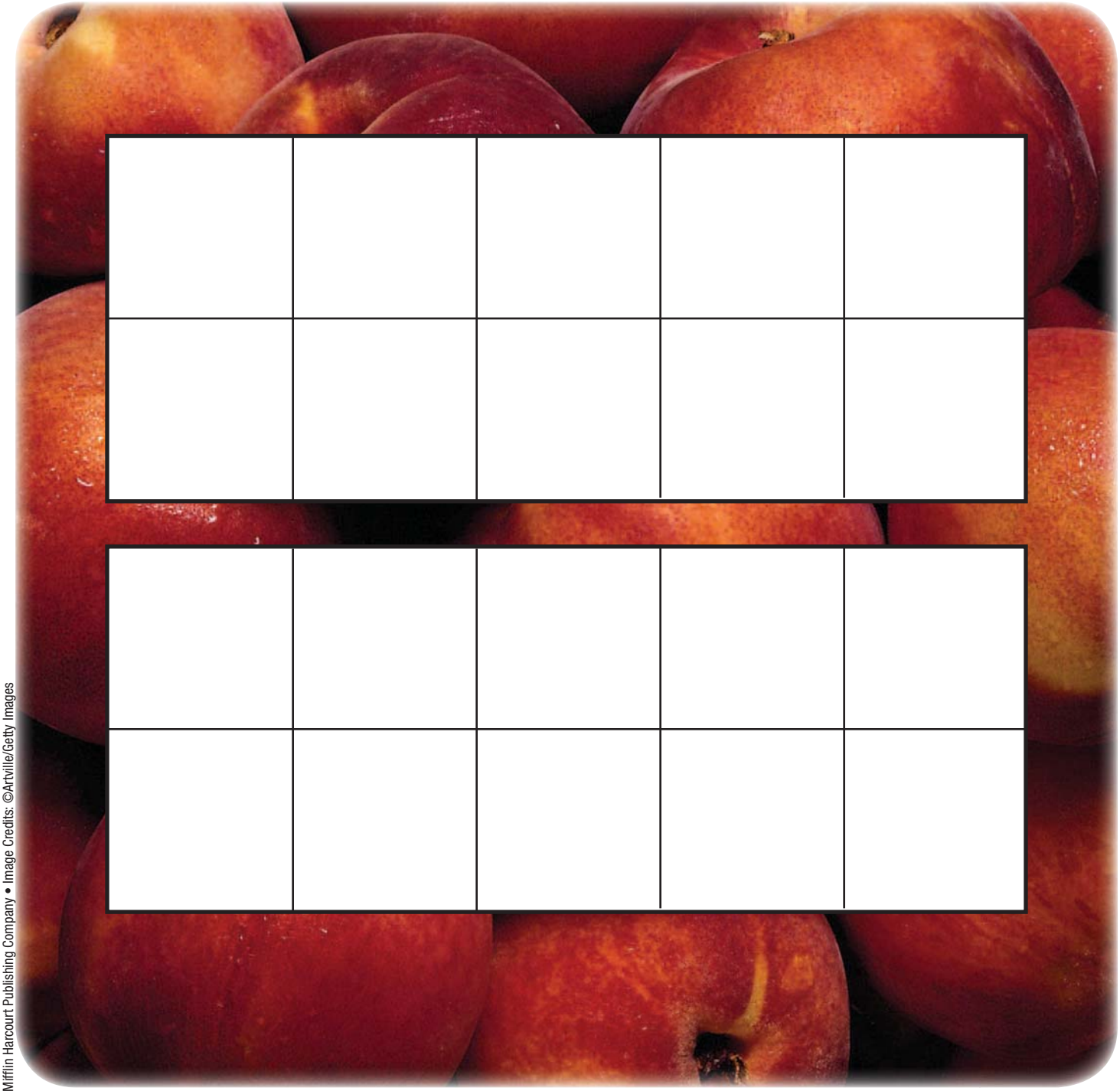
Model and Count 16 and 17

Essential Question How can you use objects to show 16 and 17 as ten ones and some more ones?

Number and Operations in Base Ten—K.NBT.1
Also K.CC.4b, K.CC.4c, K.CC.5

MATHEMATICAL PRACTICES
MP.2, MP.3, MP.7

Listen and Draw



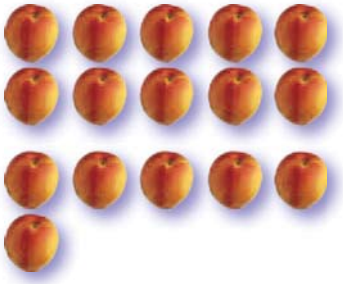
DIRECTIONS Use counters to show the number 16. Add more to show the number 17. Draw the counters. Tell a friend what you know about these numbers.

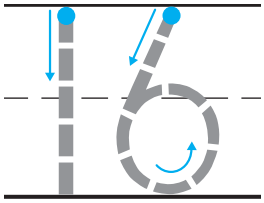
Share and Show

1

16

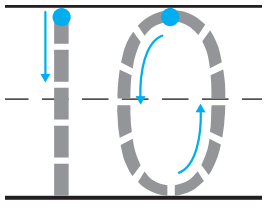
sixteen





2

3



_____ ones and _____ ones

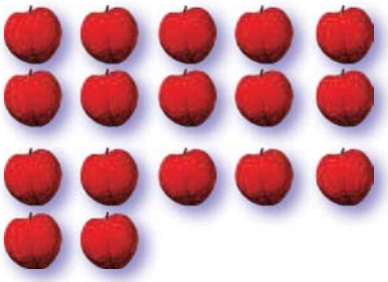
DIRECTIONS **1.** Count and tell how many. Trace the number. **2.** Place counters in the ten frames to show the number 16. Draw the counters. **3.** Look at the counters you drew in the ten frames. How many ones are in the top ten frame? Trace the number. How many ones are in the bottom ten frame? Write the number.

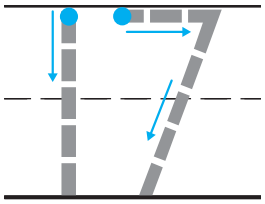
Name _____

4

17

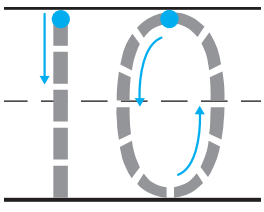
seventeen





5

6

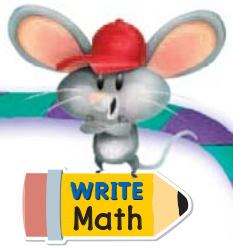


ones and _____ ones

DIRECTIONS **4.** Count and tell how many. Trace the number. **5.** Place counters in the ten frames to show the number 17. Draw the counters. **6.** Look at the counters you drew in the ten frames. How many ones are in the top ten frame? Trace the number. How many ones are in the bottom ten frame? Write the number.

Problem Solving • Applications

Real World



7

8

9

16 = ___ + ___

DIRECTIONS **7.** Chloe makes a necklace with 16 beads. She starts with the blue bead on the left. Circle to show the beads Chloe uses to make her necklace. **8.** Are there more blue beads or more yellow beads in those 16 beads? Circle the color bead that has more. **9.** Draw a set of 16 objects. If you circle 10 of the objects, how many more objects are there? Complete the addition sentence to match.

HOME ACTIVITY • Draw two ten frames on a sheet of paper. Have your child use small objects, such as buttons, pennies, or dried beans, to show the numbers 16 and 17.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

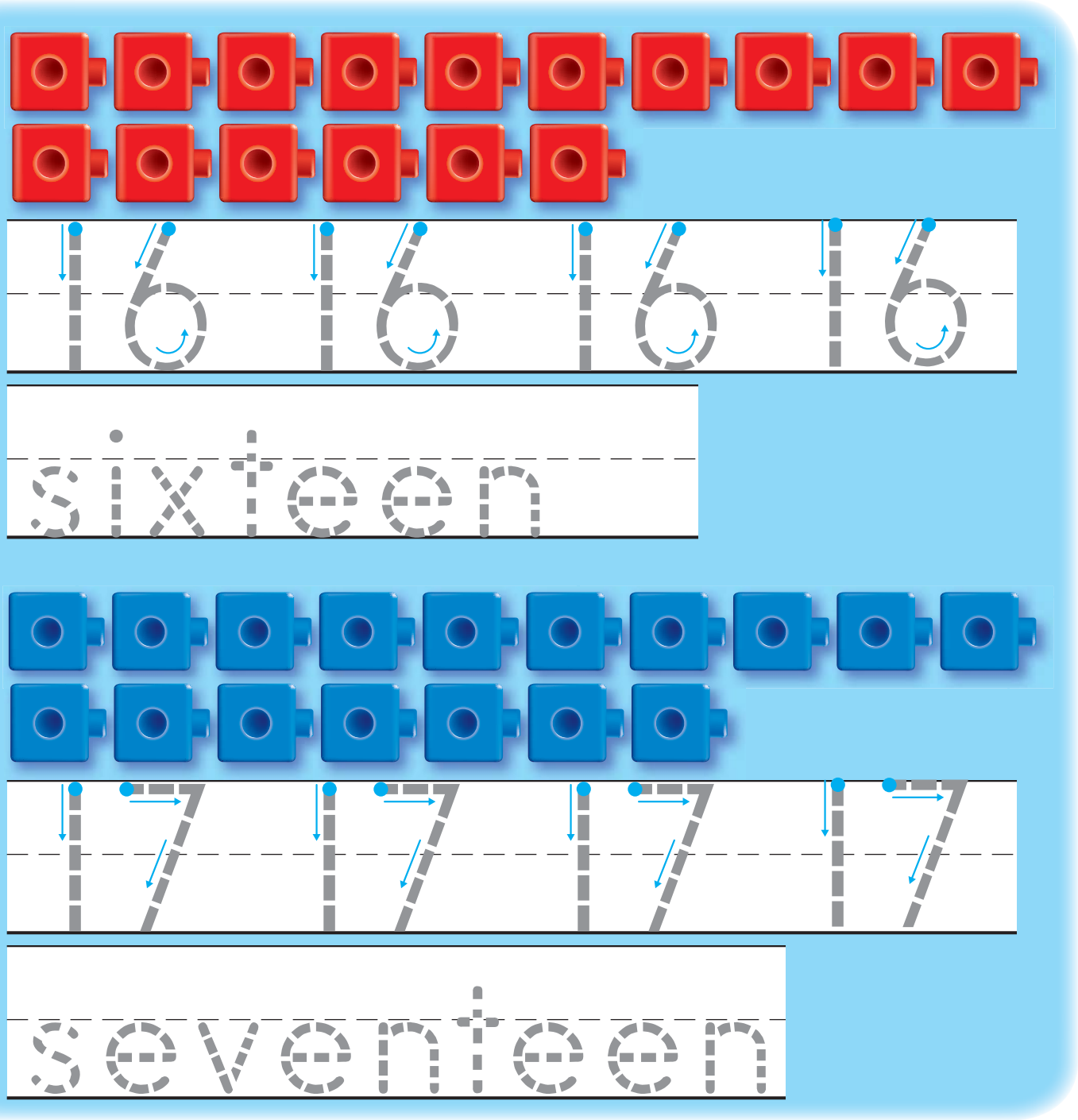
Count and Write 16 and 17

Essential Question How can you count and write 16 and 17 with words and numbers?

Number and Operations in Base Ten—K.NBT.1
Also K.CC.3, K.CC.4b

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

Listen and Draw



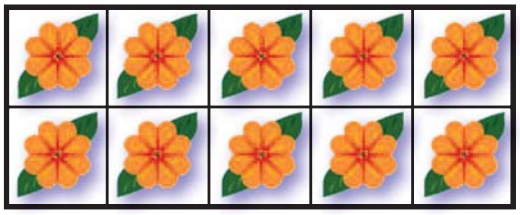
DIRECTIONS Count and tell how many. Trace the numbers and the words.

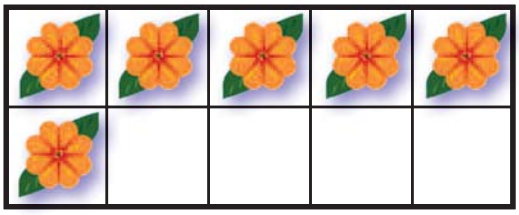
Share and Show

1

16

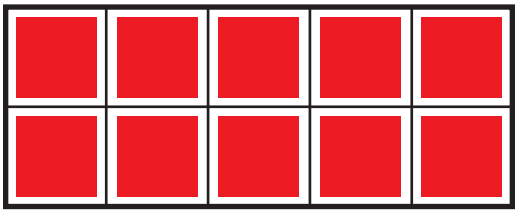
sixteen

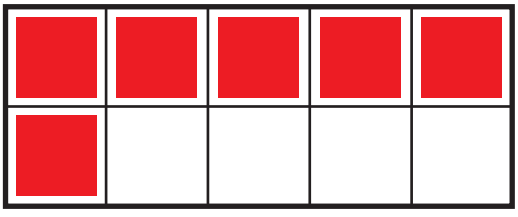




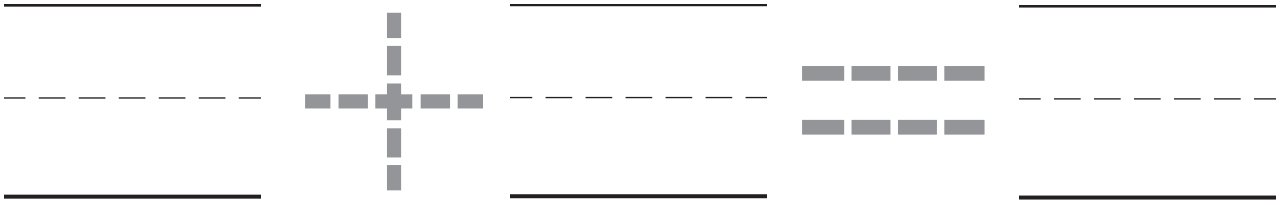
16 16 16 16

2





3



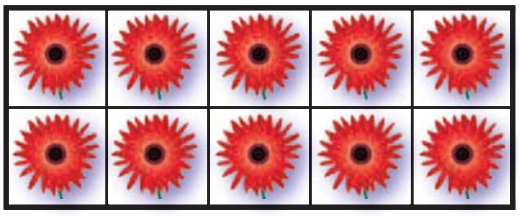
DIRECTIONS **1.** Count and tell how many. Trace the numbers. **2.** Count and tell how many. Write the number. **3.** Look at the ten frames in Exercise 2. Complete the addition sentence to match.

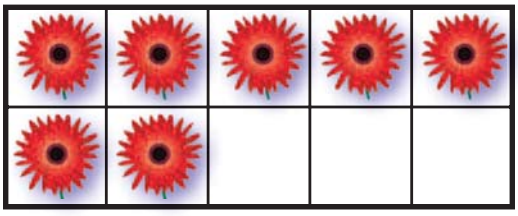
Name _____

4

17

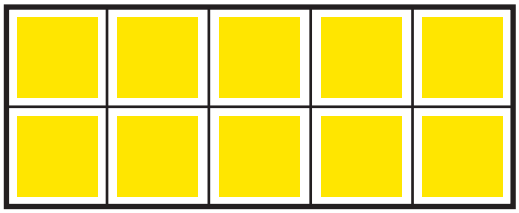
seventeen

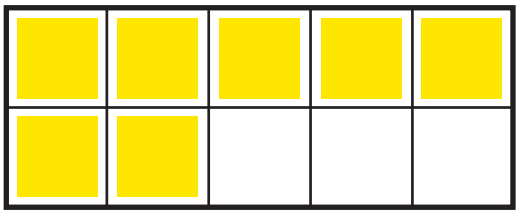




17 17 17 17

5





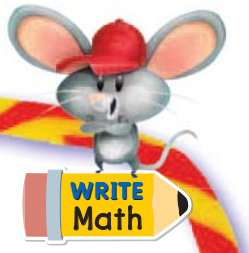
6

_____ + _____ = _____

DIRECTIONS **4.** Count and tell how many. Trace the numbers. **5.** Count and tell how many. Write the number. **6.** Look at the ten frames in Exercise 5. Complete the addition sentence to match.

Problem Solving • Applications

Real World



7

17

18

19

8

17 = ___ + ___

DIRECTIONS **7.** Emily picked 10 flowers. Then she picked 7 more flowers. Circle the number of flowers Emily picked. Draw more flowers to show that number. Explain how you know. **8.** Draw a set of 17 objects. If you circle 10 of the objects, how many more objects are there? Complete the addition sentence to match.

HOME ACTIVITY • Ask your child to count and write the number for a set of 16 or 17 objects, such as coins or buttons.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

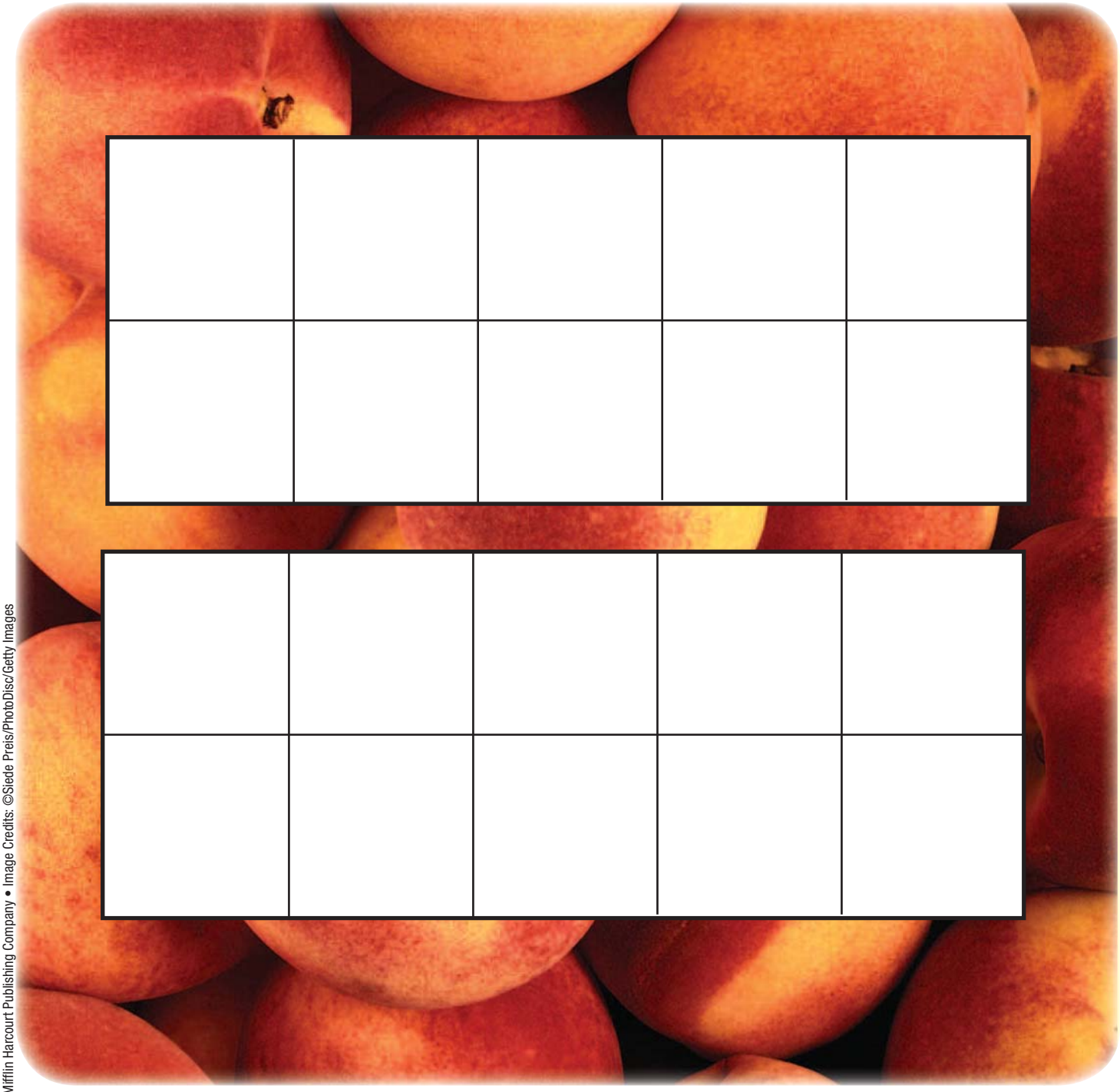
Model and Count 18 and 19

Essential Question How can you use objects to show 18 and 19 as ten ones and some more ones?

Number and Operations in Base Ten—K.NBT.1
Also K.CC.4b, K.CC.4c, K.CC.5

MATHEMATICAL PRACTICES
MP.2, MP.3, MP.7

Listen and Draw



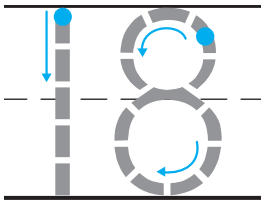
DIRECTIONS Use counters to show the number 18. Add more to show the number 19. Draw the counters. Tell a friend what you know about these numbers.

Share and Show

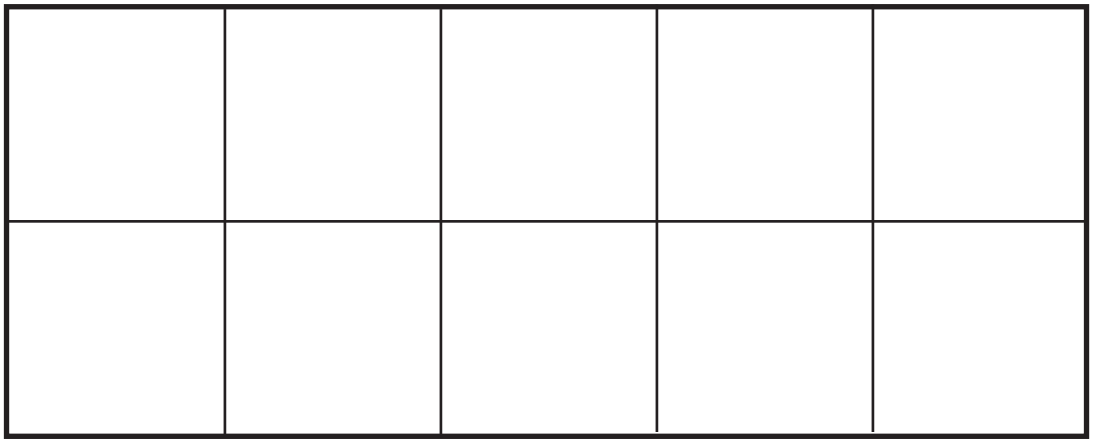
1

18

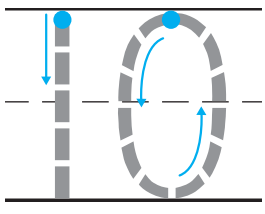
eighteen



2



3



ones and _____ ones

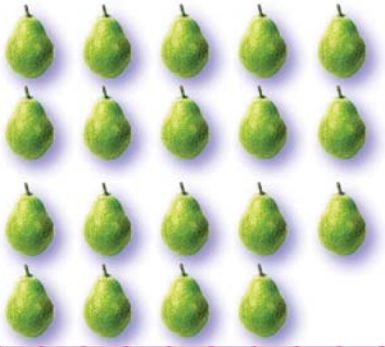
DIRECTIONS **1.** Count and tell how many. Trace the number. **2.** Place counters in the ten frames to show the number 18. Draw the counters. **3.** Look at the counters you drew in the ten frames. How many ones are in the top ten frame? Trace the number. How many ones are in the bottom ten frame? Write the number.

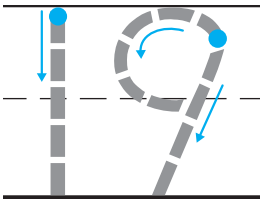
Name _____

4

19

nineteen





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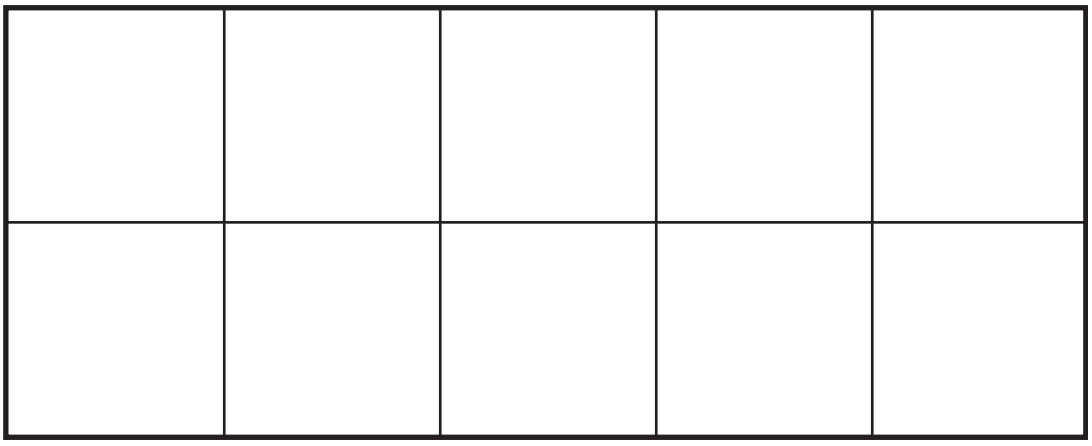

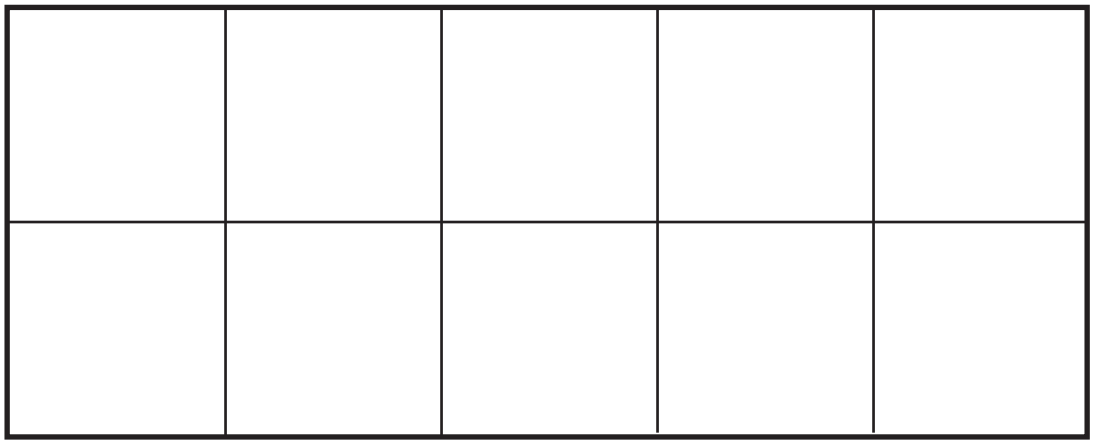

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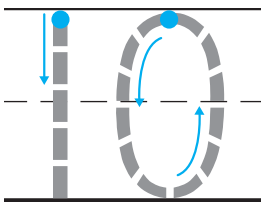


_____ ones and _____ ones

DIRECTIONS **4.** Count and tell how many. Trace the number. **5.** Place counters in the ten frames to show the number 19. Draw the counters. **6.** Look at the counters you drew in the ten frames. How many ones are in the top ten frame? Trace the number. How many ones are in the bottom ten frame? Write the number.

Problem Solving • Applications

Real World

WRITE Math

7

8

9

18 = ____ + ____

DIRECTIONS **7.** Kaylyn makes a necklace with 18 beads. She starts with the blue bead on the left. Circle to show the beads Kaylyn uses to make her necklace. **8.** Are there more blue beads or more yellow beads in those 18 beads? Circle the color bead that has more. **9.** Draw a set of 18 objects. If you circle 10 of the objects, how many more objects are there? Complete the addition sentence to match.

HOME ACTIVITY • Draw two ten frames on a sheet of paper. Have your child use small objects, such as buttons, pennies, or dried beans, to model the numbers 18 and 19.

FOR MORE PRACTICE: Standards Practice Book

Name _____

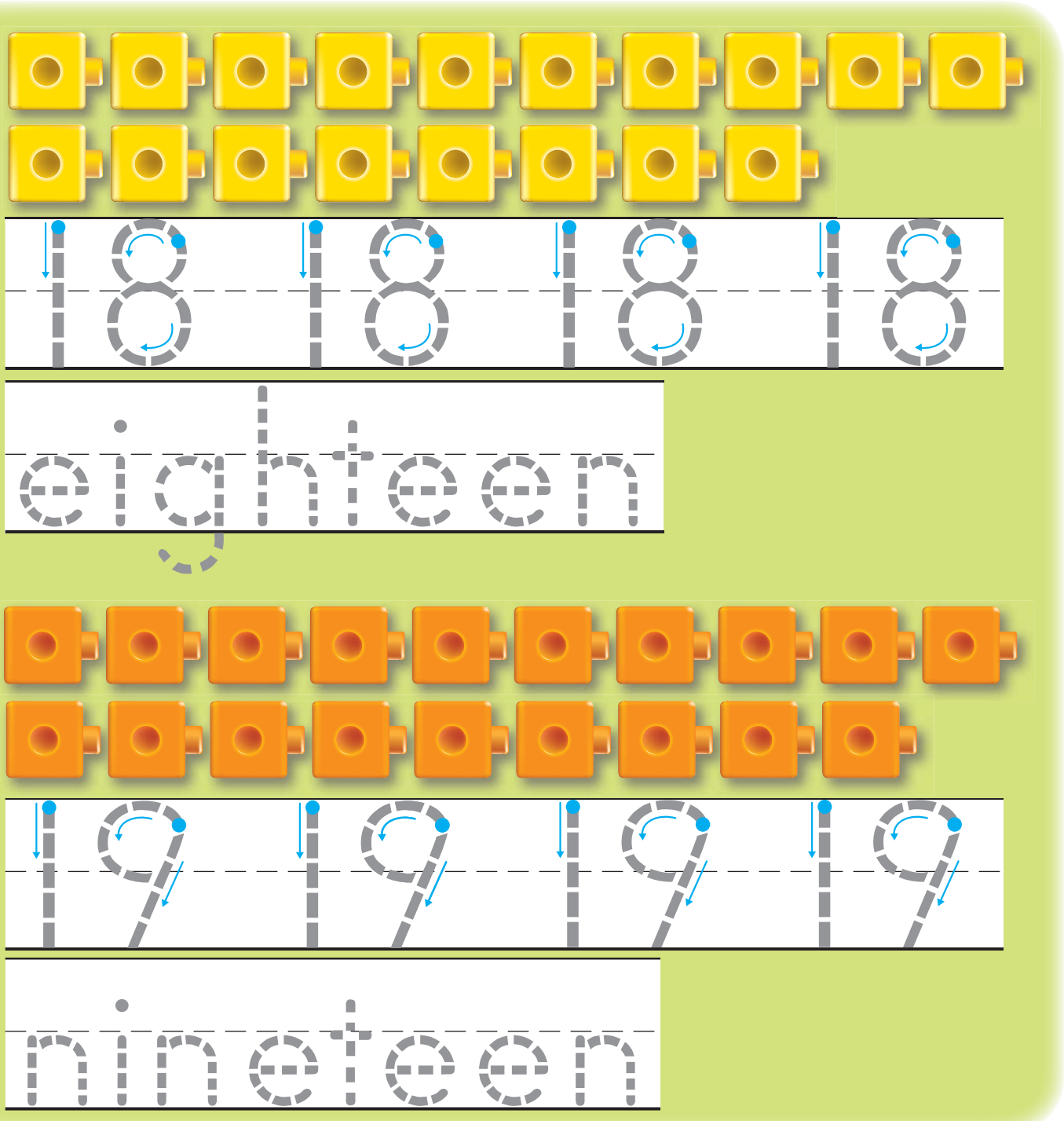
Count and Write 18 and 19

Essential Question How can you count and write 18 and 19 with words and numbers?

Number and Operations in Base Ten—K.NBT.1
Also K.CC.3, K.CC.4b

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

Listen and Draw



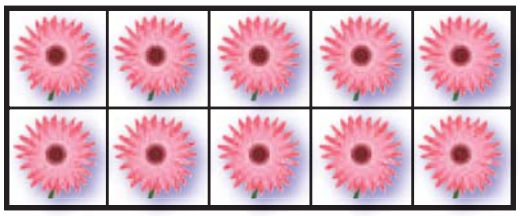
DIRECTIONS Count and tell how many. Trace the numbers and the words.

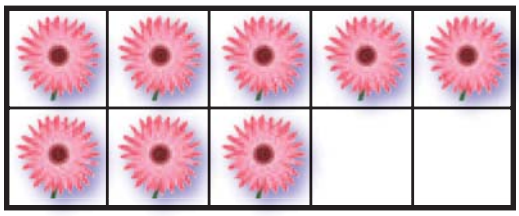
Share and Show

1

18

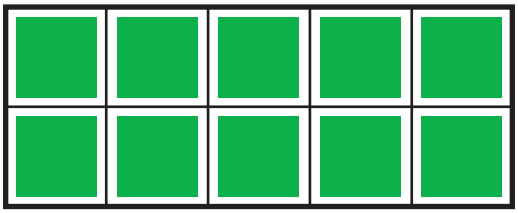
eighteen

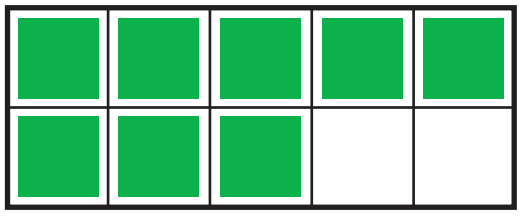




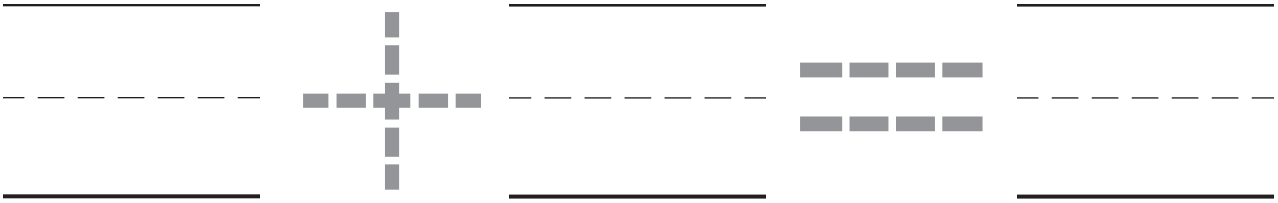
18 18 18 18

2





3



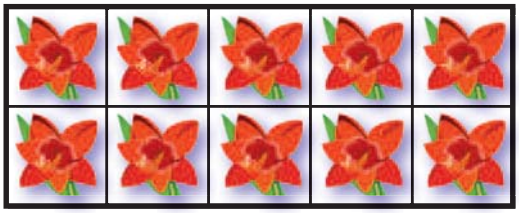
DIRECTIONS **1.** Count and tell how many. Trace the numbers. **2.** Count and tell how many. Write the number. **3.** Look at the ten frames in Exercise 2. Complete the addition sentence to match.

Name _____

4

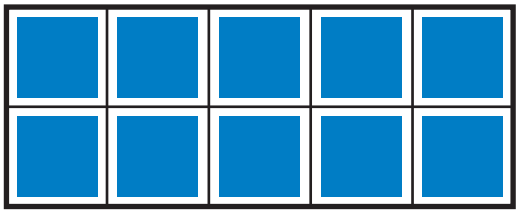
19

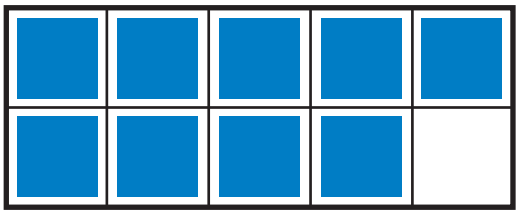
nineteen



19 19 19 19

5





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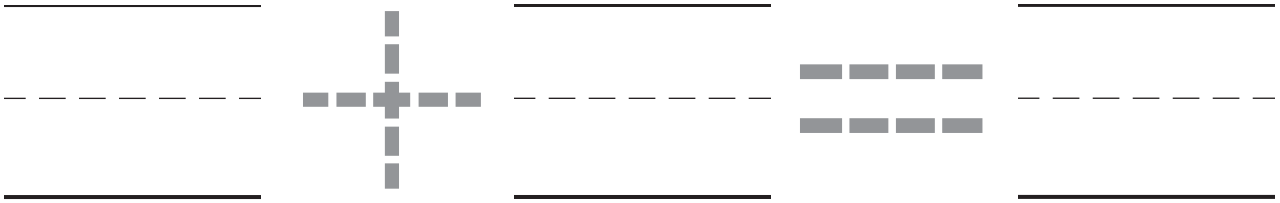
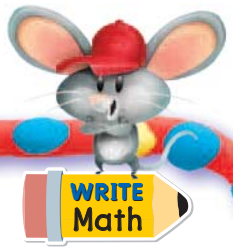


DIRECTIONS **4.** Count and tell how many. Trace the numbers. **5.** Count and tell how many. Write the number. **6.** Look at the ten frames in Exercise 5. Complete the addition sentence to match.

Problem Solving • Applications

Real World



7

17

18

19

8

19 = ____ + ____

DIRECTIONS **7.** Grace picked a number of flowers 1 more than 17. Circle the number of flowers Grace picked. Draw more flowers to show that number. **8.** Draw a set of 19 objects. If you circle 10 of the objects, how many more objects are there? Complete the addition sentence to match.

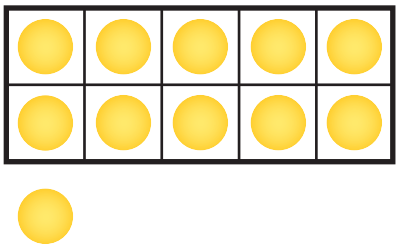
HOME ACTIVITY • Ask your child to count and write the number for a set of 18 or 19 objects, such as coins or buttons.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

Chapter 7 Review/Test

1



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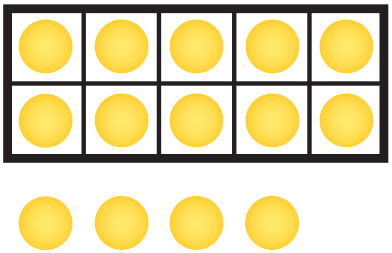
_ _ _ _ _ _ _

_____

2



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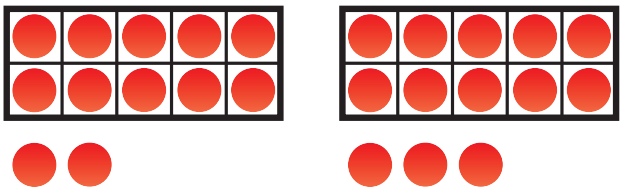
_____

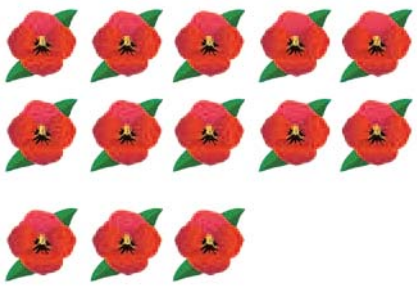
3

12



10 + 2

4



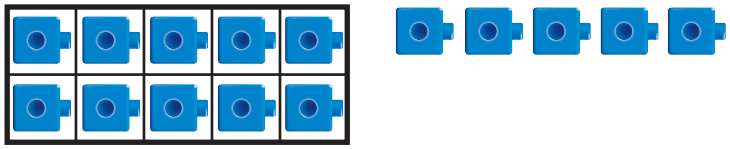
13	○ Yes	○ No
14	○ Yes	○ No
10 + 3	○ Yes	○ No

DIRECTIONS 1–2. How many counters are there? Write the number. 3. Choose all the ways that show 12. 4. Is this a way to write the number of flowers in the set? Choose Yes or No.

5

10 + 6 = ____

6



____ + ____ = ____

7

16

17

Personal Math Trainer

8 THINK SMARTER +

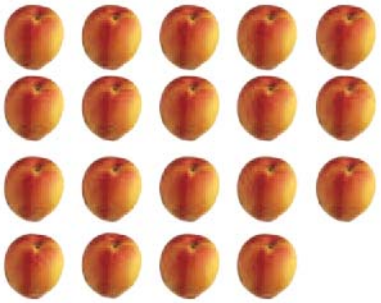
____

____ flowers

DIRECTIONS **5–6.** Count how many. Write the number. Complete the addition sentence. **7.** Draw lines to match the ten frames to the numbers they show. **8.** Draw 8 yellow flowers and 7 red flowers. Circle a group of 10. How many flowers are there in all?

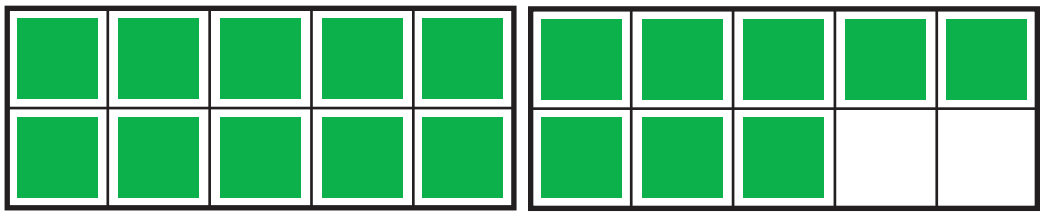
Name _____

9



10 ones and 8 9 ones

10



_____ + _____ = _____

_____ + _____ = _____

Personal Math Trainer

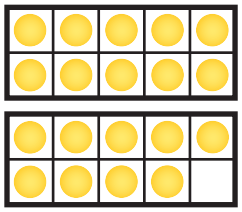
11 THINK SMARTER +

10 + _____ = _____

_____ + _____ = _____

DIRECTIONS **9.** How many more ones are needed to show the number of peaches? Circle the number. **10.** Look at the ten frames. Complete the addition sentence. **11.** Ten people are sitting at one table. There are two extra people. How many people are there in all? Draw the table and the people. Complete the addition sentence.

12



__ = 10 + __

13

11 __ 13 __ 15

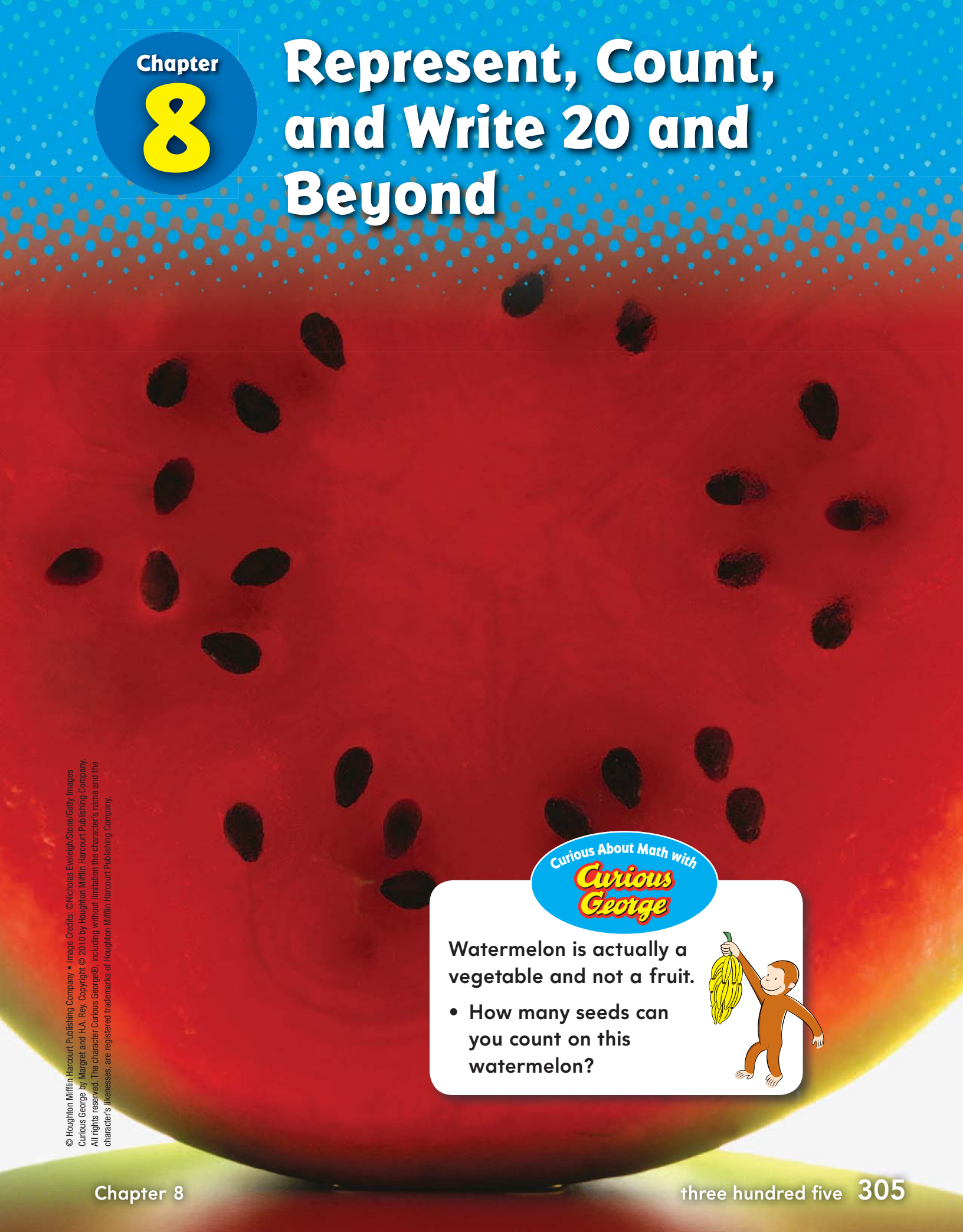
14

10 + __ = __

DIRECTIONS **12.** What number do the ten frames show? Complete the addition sentence to show the number. **13.** Count in order. Fill in the missing numbers. **14.** Carrie picked 7 red apples and 7 green apples. Draw the apples. Circle a group of 10 apples. Count the remaining apples starting from 10. Complete the addition sentence.

Chapter 8

Represent, Count, and Write 20 and Beyond



Curious About Math with Curious George

Watermelon is actually a vegetable and not a fruit.

- How many seeds can you count on this watermelon?

Name _____

Show What You Know

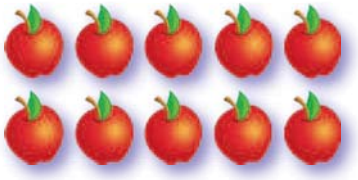
Explore Numbers to 10

1

2

Compare Numbers to 10

3



_____ _ _ _ _ _ _ _____

_____ _ _ _ _ _ _ _____

Write Numbers to 10

4

3 _____ _____ 6 _____ 8

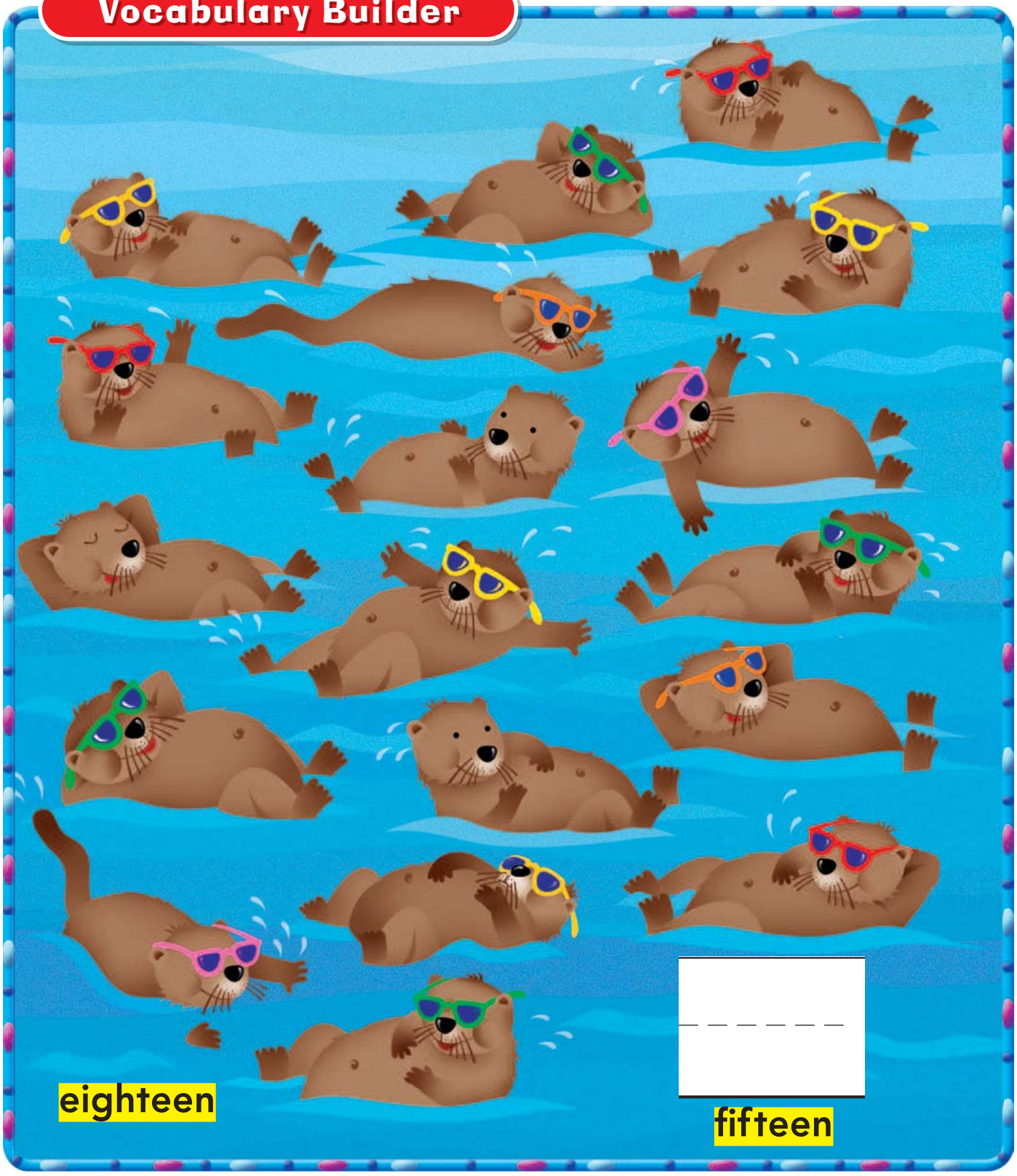
_____ _____ _____

This page checks understanding of important skills needed for success in Chapter 8.

DIRECTIONS **1.** Circle all of the sets that show 9. **2.** Circle all of the sets that show 8. **3.** Count and tell how many. Write the number. Circle the number that is less. **4.** Write the numbers in order as you count forward.

Name _____

Vocabulary Builder



DIRECTIONS Point to each otter as you count. Point to the number word that shows how many otters in all. How many are wearing glasses? Write the number.

GO DIGITAL
- Interactive Student Edition
- Multimedia eGlossary

Game

Who Has More?

DIRECTIONS Play with a partner. Each player shuffles a set of numeral cards and places them facedown in a stack. Each player turns over the top card on his or her stack and models that number by placing cube trains on the work space. Partners compare the cube trains. The player with the greater number keeps both of the numeral cards. If both numbers are the same, each player returns the card to the bottom of his or her stack. The player with the most cards at the end of the game wins.

MATERIALS 2 sets of numeral cards 11–20, cubes

Name _____

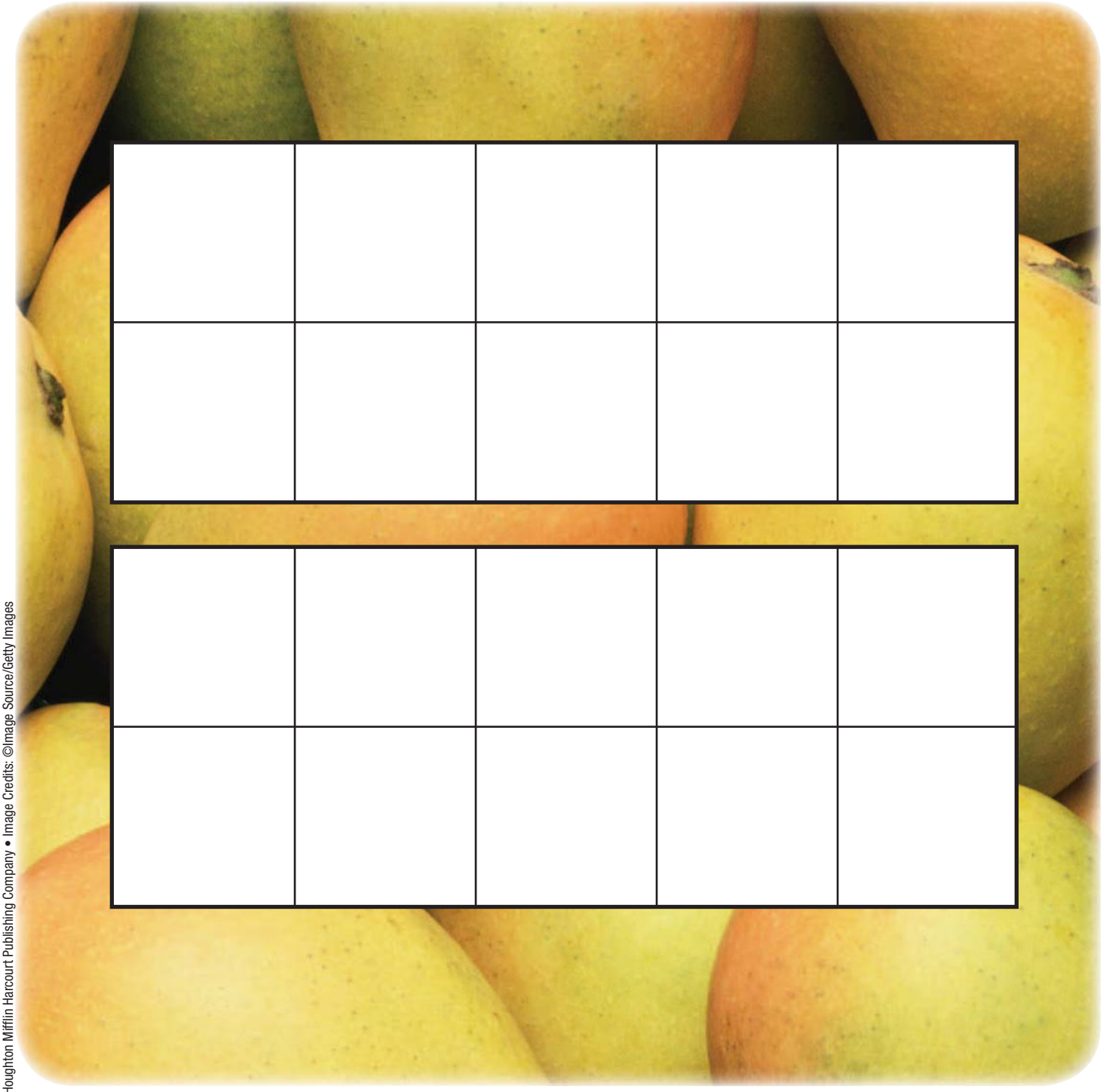
Model and Count 20

Essential Question How can you show and count 20 objects?

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

MATHEMATICAL PRACTICES
MP.2, MP.5, MP.6

Listen and Draw



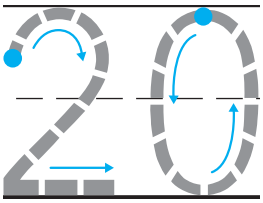
DIRECTIONS Use cubes to model 20. Draw the cubes.

Share and Show

1

20

twenty



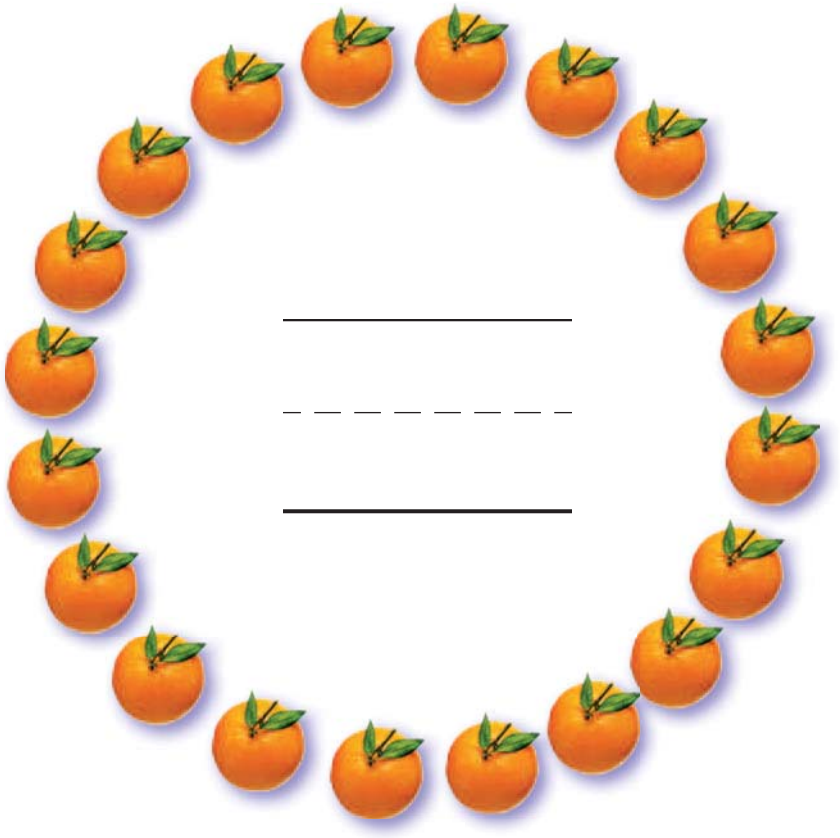
2

3

DIRECTIONS **1.** Count and tell how many. Trace the number. **2.** Use cubes to model the number 20. Draw the cubes. **3.** Use the cubes from Exercise 2 to model ten-cube trains. Draw the cube trains.

Name _____

4



_____

_ _ _ _ _ _ _ _

_____

5

_____

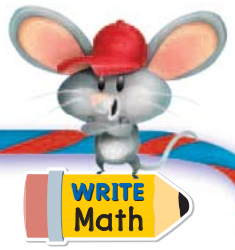
_ _ _ _ _ _ _ _

_____

DIRECTIONS 4–5. Count and tell how many pieces of fruit. Write the number. Tell a friend how you counted the oranges.

Problem Solving • Applications

Real World



6

7

8

DIRECTIONS **6.** Lily makes a necklace with 20 beads. Circle to show the beads Lily uses to make her necklace. **7.** How many of each color bead did you circle? Write the numbers. Tell a friend about the number of each color beads. **8.** Draw and write to show what you know about 20. Tell a friend about your drawing.

HOME ACTIVITY • Draw two ten frames on a sheet of paper. Have your child show the number 20 by placing small objects, such as buttons or dried beans, in the ten frames.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

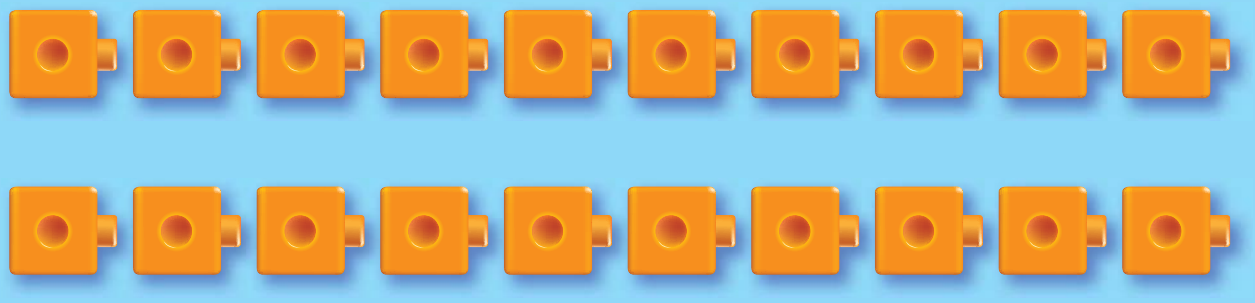
Count and Write 20

Essential Question How can you count and write 20 with words and numbers?

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

MATHEMATICAL PRACTICES
MP.2

Listen and Draw



20 20 20 20

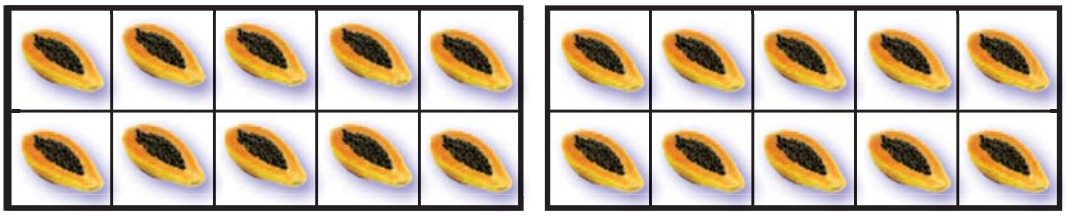
twenty

20 20 20 20

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

Share and Show

1

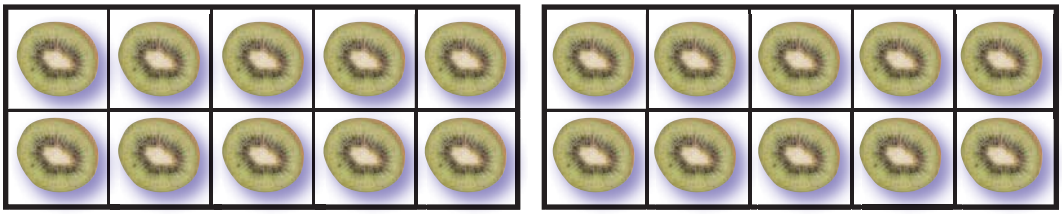


20

twenty

20 20 20

2



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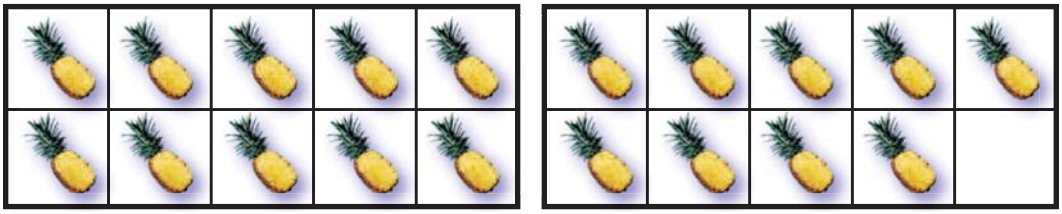
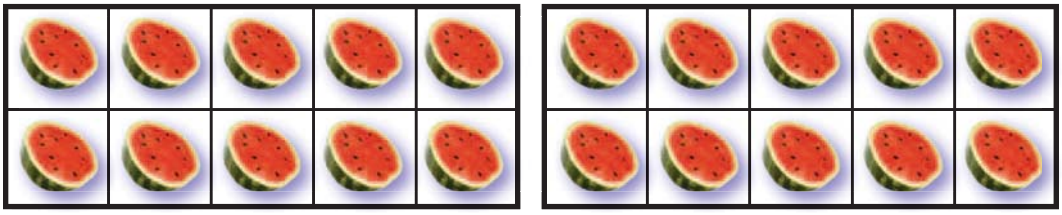


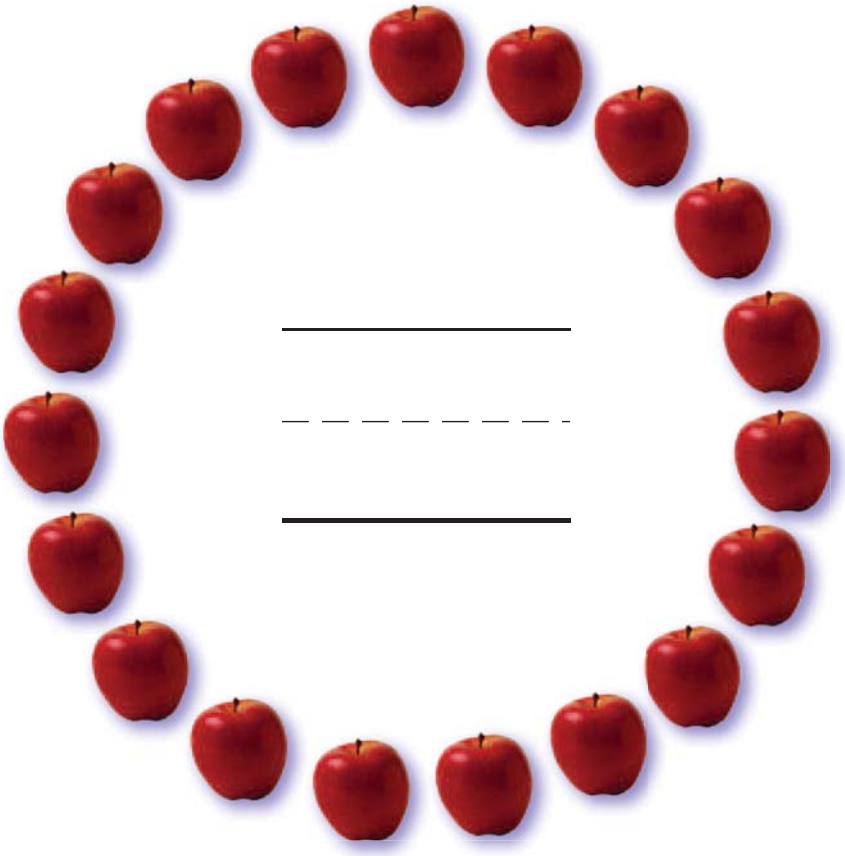
4



DIRECTIONS **1.** Count and tell how many pieces of fruit. Trace the numbers as you say them. **2–4.** Count and tell how many pieces of fruit. Write the number.

Name _____

5

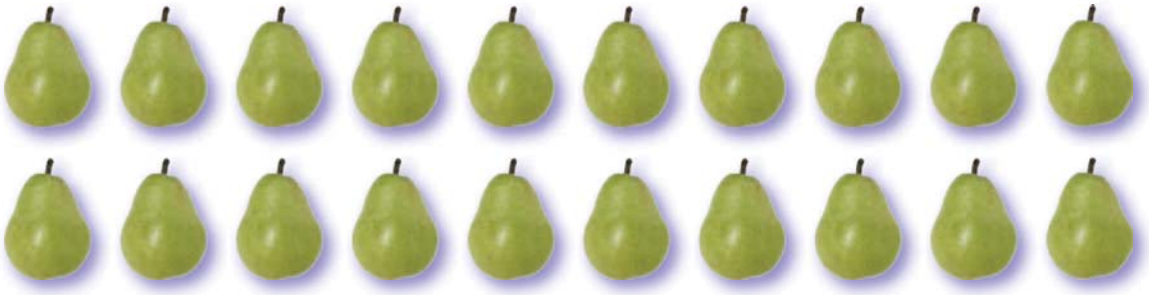


_____

_ _ _ _ _ _ _ _

_____

6



_____

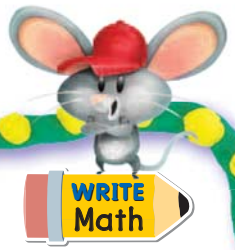
_ _ _ _ _ _ _ _

_____

DIRECTIONS **5–6.** Count and tell how many pieces of fruit. Write the number.

Problem Solving • Applications

Real World



7

18

19

20

8

DIRECTIONS **7.** David served fruit at his party. Circle a number to show how many pieces of fruit he served. Draw more fruit to show that number. **8.** Draw a set of objects that has a number of objects one greater than 19. Write how many objects are in the set. Tell a friend about your drawing.

HOME ACTIVITY • Have your child use small objects, such as pebbles or pasta pieces, to show the number 20. Then have him or her write the number on a piece of paper.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

Count and Order to 20

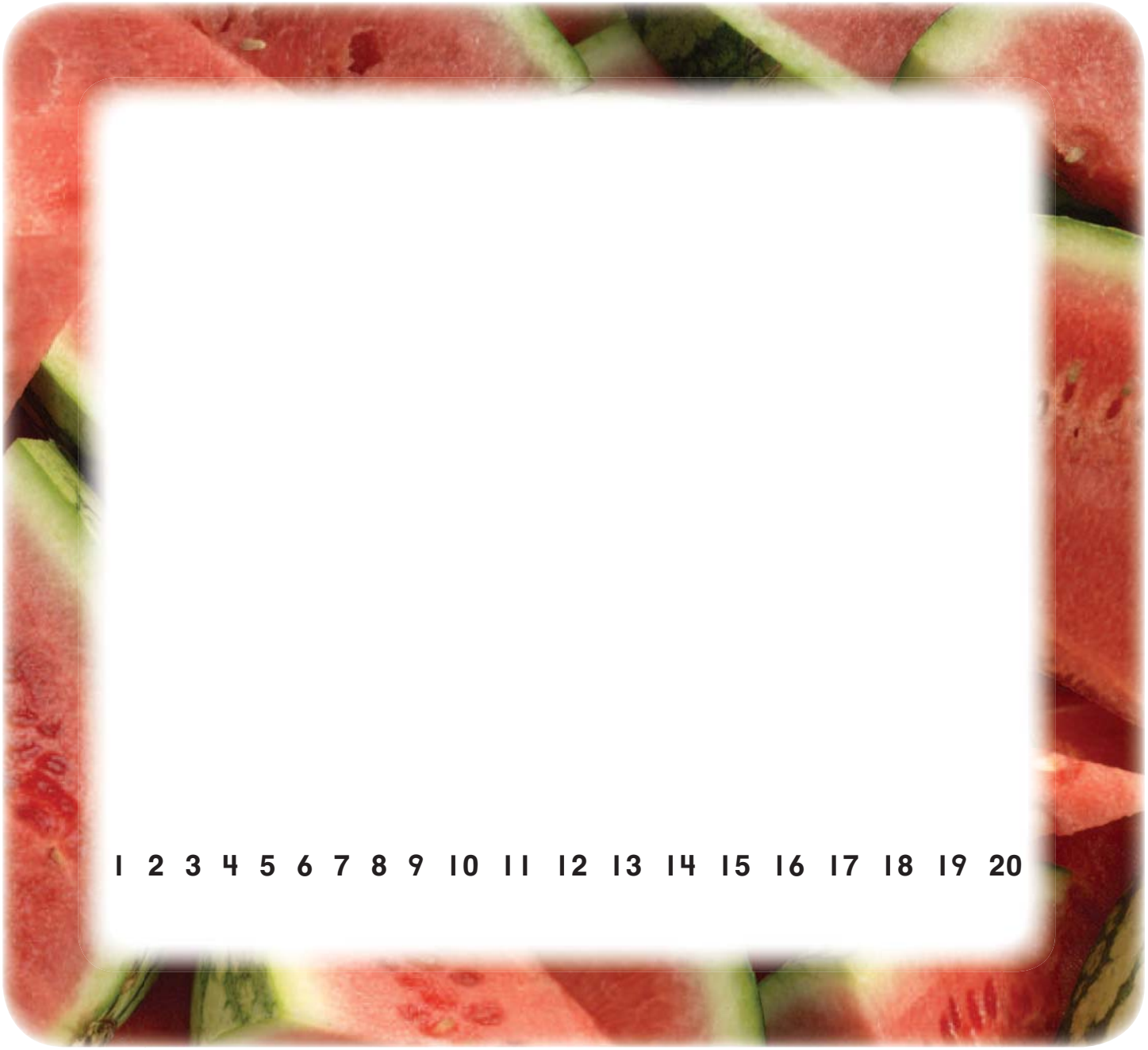
Essential Question How can you count forward to 20 from a given number?

Counting and Cardinality—K.CC.2

MATHEMATICAL PRACTICES
MP.2

Listen and Draw

Hands On

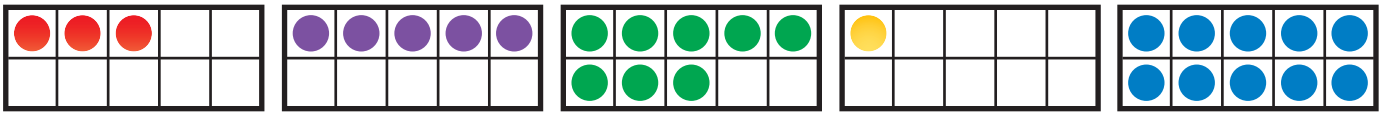


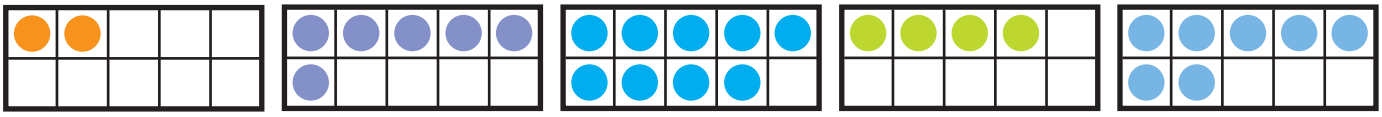
DIRECTIONS Draw a line under a number. Count forward to 20 from that number. Use the terms ***greater than*** and ***less than*** to compare and describe the order of numbers. Circle the number that is one greater than the number you underlined. Build cube trains to model the numbers you marked. Draw the cube trains. Circle the larger cube train.

Share and Show

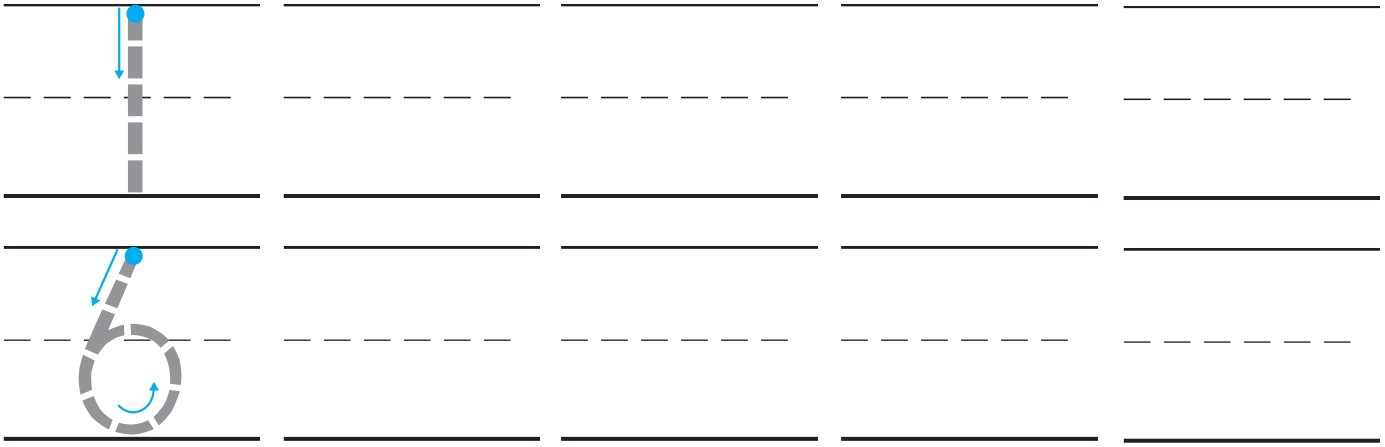
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

1





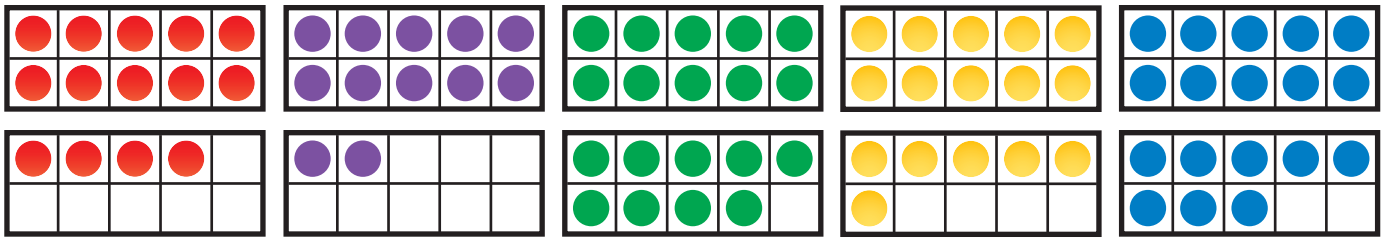
2

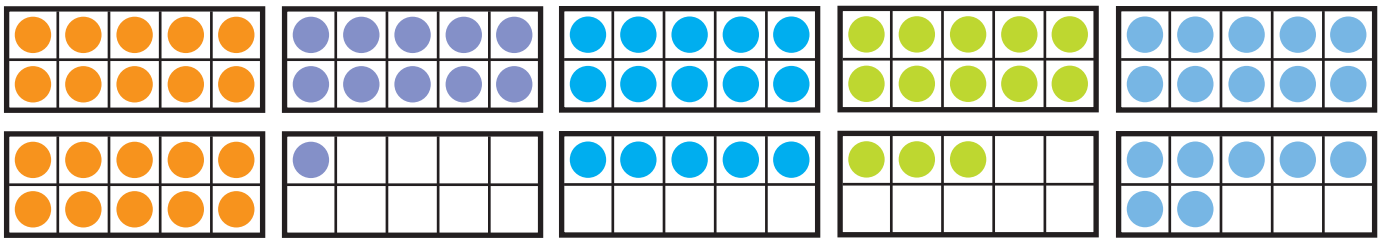


DIRECTIONS 1. Count the dots of each color in the ten frames. Write the numbers. 2. Trace and write those numbers in order.

Name _____

3





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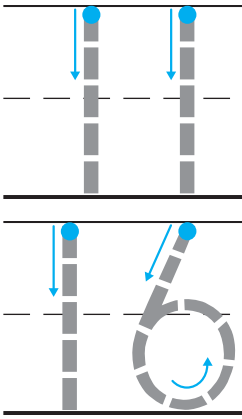
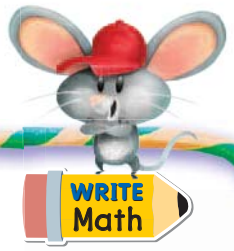


DIRECTIONS **3.** Count the dots of each color in the ten frames. Write the numbers. **4.** Trace and write those numbers in order.

Problem Solving • Applications

Real World



5

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

DIRECTIONS **5.** Write to show the numbers in order. Count forward to 20 from one of the numbers you wrote.

HOME ACTIVITY • Give your child a set of 11 objects, a set of 12 objects, and a set of 13 objects. Have him or her count the objects in each set and place the sets in order from smallest to largest.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

Problem Solving • Compare Numbers to 20

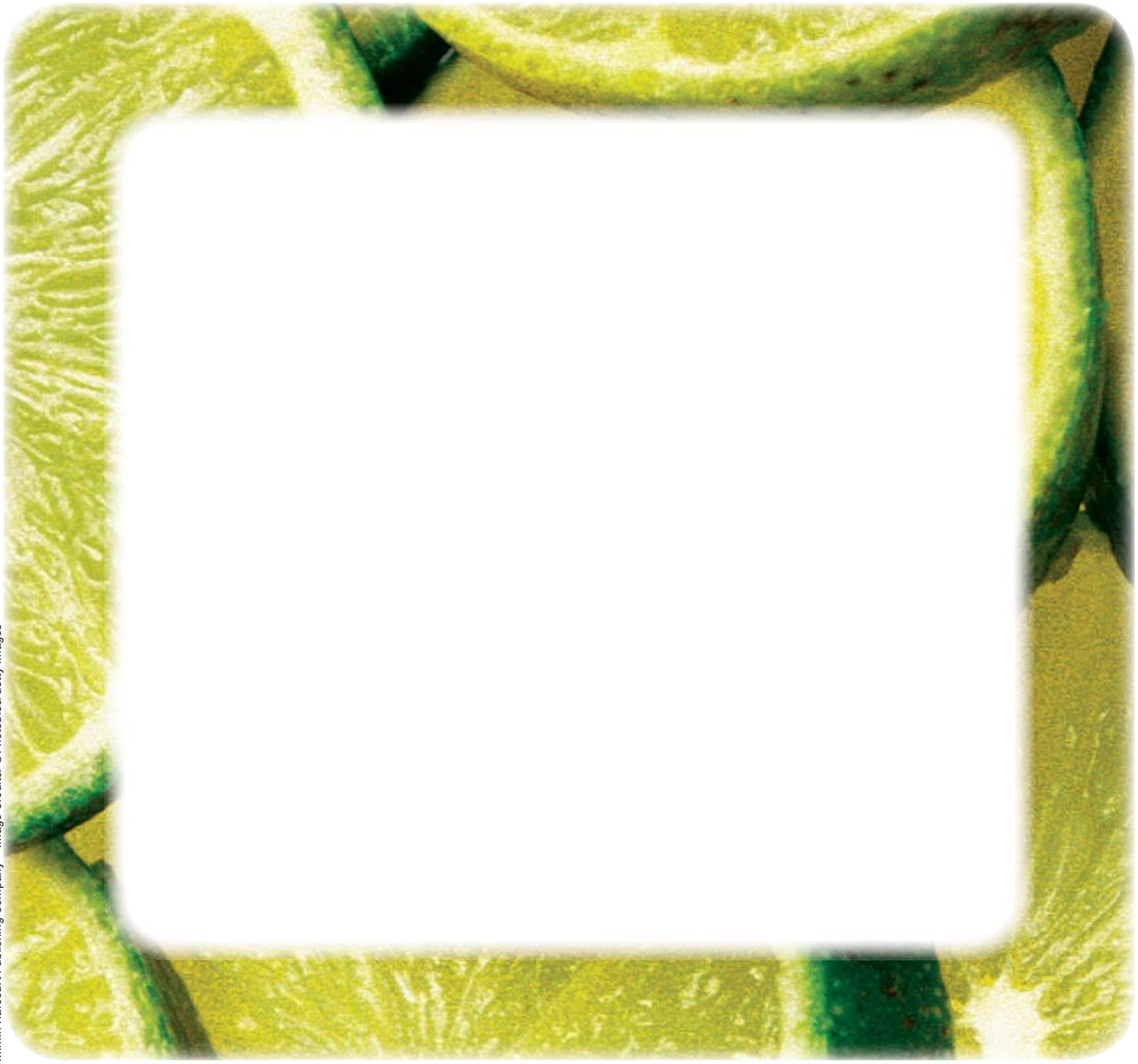
Essential Question How can you solve problems using the strategy ***make a model***?

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

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

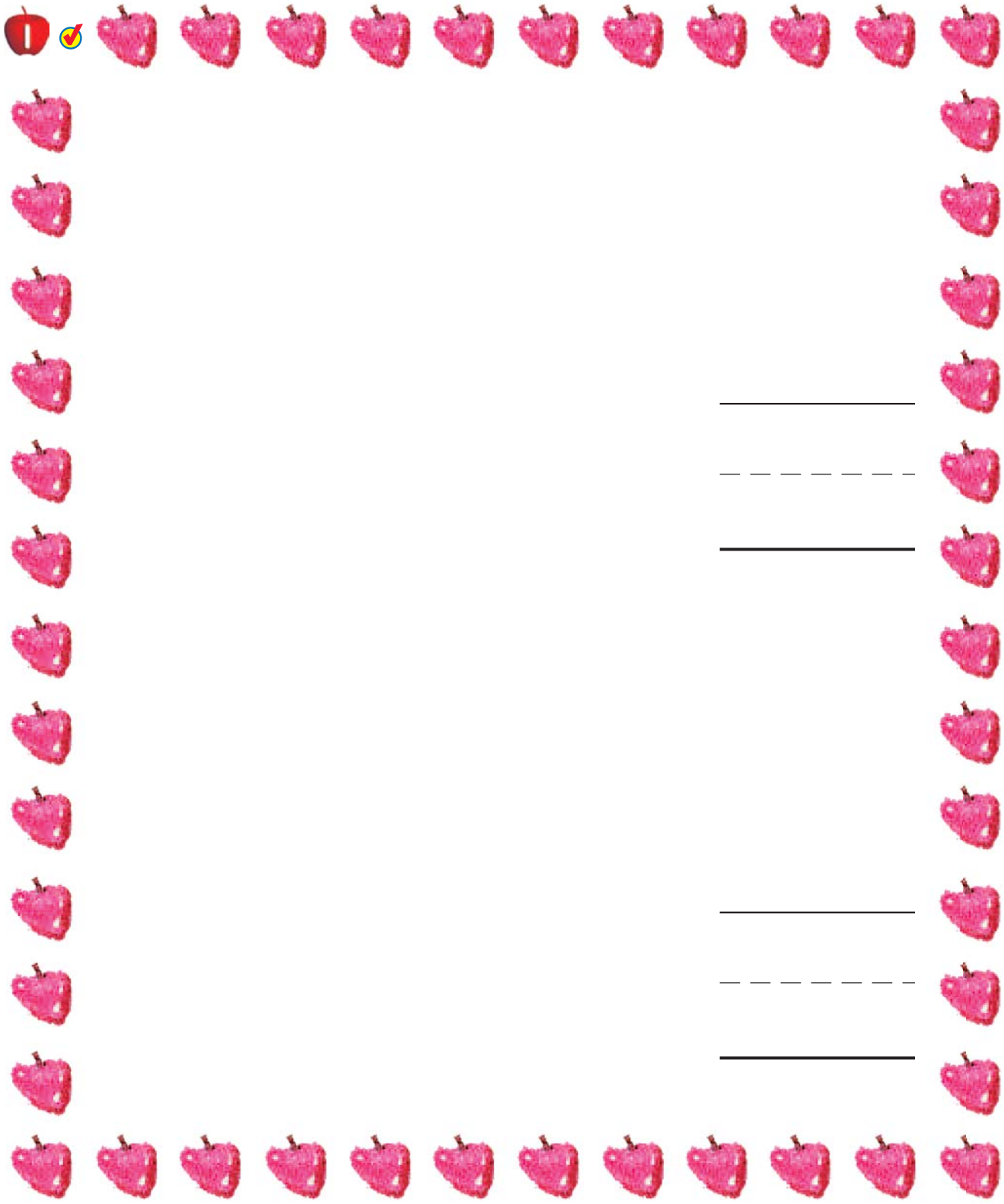
Unlock the Problem

Hands On



DIRECTIONS Alma has a number of yellow cubes one greater than 15. Juan has a number of green cubes one less than 17. Show the cubes. Compare the sets of cubes. Draw the cubes. Tell a friend about your drawing.

Try Another Problem



DIRECTIONS 1. Kiara has 18 apples. She has a number of apples two greater than Cristobal. Use cubes to model the sets of apples. Compare the sets. Which set is larger? Draw the cubes. Write how many in each set. Circle the greater number. Tell a friend how you compared the numbers.

Name _____

Share and Show

2

_____

_____

_____

_____

_____

_____

DIRECTIONS **2.** Salome has 19 oranges. Zion has a number of oranges two less than Salome. Use cubes to model the sets of oranges. Compare the sets. Which set is smaller? Draw the cubes. Write how many in each set. Circle the number that is less. Tell a friend how you compared the numbers.

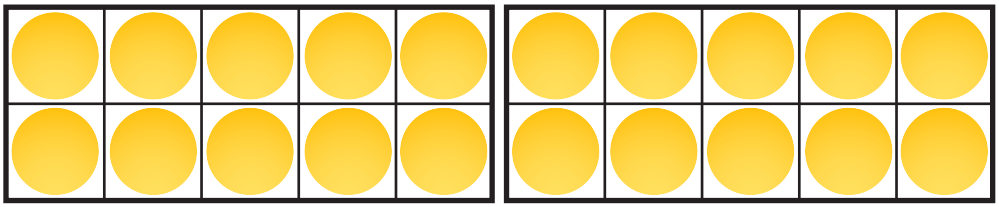
HOME ACTIVITY • Have your child count two sets of objects in your home, and write how many are in each set. Then have him or her circle the greater number. Repeat with sets of different numbers.

FOR MORE PRACTICE:
Standards Practice Book

Mid-Chapter Checkpoint

Concepts and Skills

1



2

3

4 THINK SMARTER

15 16 17 18 19 20

DIRECTIONS 1. Count and tell how many. Write the number. (K.CC.3) 2. Write how many pieces of fruit are in each picture. Circle the number that is less. (K.CC.6) 3. Write how many pieces of fruit are in each picture. Circle the number that is greater. (K.CC.6) 4. What number comes next in counting order? Circle the number. (K.CC.3)

Name _____

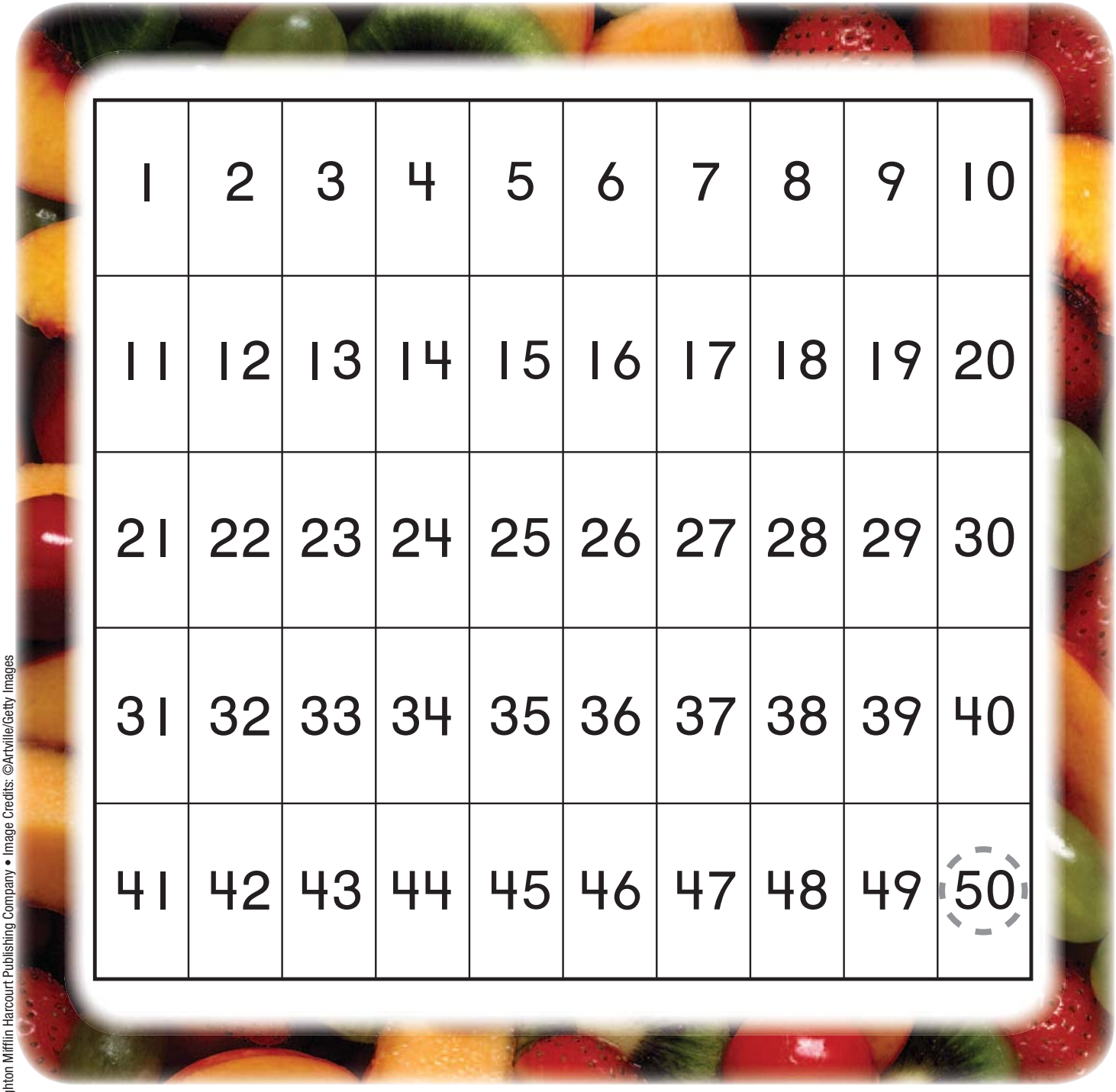
Count to 50 by Ones

Essential Question How does the order of numbers help you count to 50 by ones?

Counting and Cardinality—K.CC.1
Also K.CC.2

MATHEMATICAL PRACTICES
MP.7, MP.8

Listen and Draw



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

DIRECTIONS Point to each number as you count to 50. Trace the circle around the number 50.

Share and Show

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

DIRECTIONS 1. Point to each number as you count to 50. Circle the number 15. Begin with 15 and count forward to 50. Draw a line under the number 50.

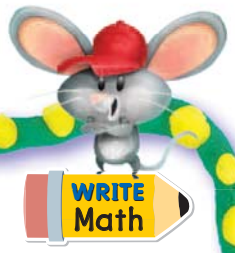
Name _____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

DIRECTIONS **2.** Look away and point to any number. Circle that number. Count forward from that number. Draw a line under the number 50.

Problem Solving • Applications

Real World



3

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

DIRECTIONS **3.** I am greater than 17 and less than 19. What number am I? Use blue to color that number. I am greater than 24 and less than 26. What number am I? Use red to color that number.

HOME ACTIVITY • Think of a number between 1 and 50. Say ***greater than*** and ***less than*** to describe your number. Have your child say the number.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

Count to 100 by Ones

Essential Question How does the order of numbers help you count to 100 by ones?

Counting and Cardinality—K.CC.1
Also K.CC.2

MATHEMATICAL PRACTICES
MP.7, MP.8

Listen and Draw

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

DIRECTIONS Point to each number as you count to 100. Trace the circle around the number 100.

Share and Show

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

DIRECTIONS 1. Point to each number as you count to 100.
Circle the number 11. Begin with 11 and count forward to 100.
Draw a line under the number 100.

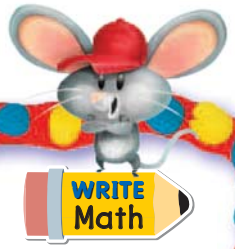
Name _____

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

DIRECTIONS **2.** Point to each number as you count to 100. Look away and point to any number. Circle that number. Count forward to 100 from that number. Draw a line under the number 100.

Problem Solving • Applications

Real World



3

1	2	3	4		6	7	8	9	10
11	12	13		15		17	18	19	20
21	22	23	24	25	26	27	28	29	30

4

DIRECTIONS **3.** Place your finger on the number 15. Write or trace to show the numbers that are "neighbors" to the number 15. Say ***greater than*** and ***less than*** to describe the numbers. **4.** Draw to show what you know about some other "neighbor" numbers in the chart.

HOME ACTIVITY • Show your child a calendar. Point to a number on the calendar. Have him or her tell you all the numbers that are "neighbors" to that number.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

Count to 100 by Tens

Essential Question How can you count to 100 by tens on a hundred chart?

Counting and Cardinality—K.CC.1

MATHEMATICAL PRACTICES
MP.6, MP.7, MP.8

Listen and Draw

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

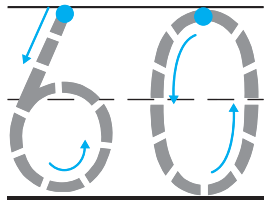
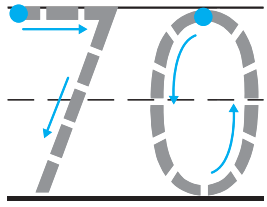
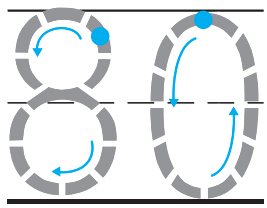
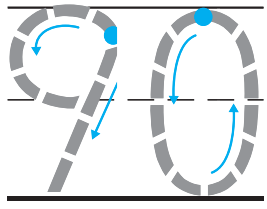
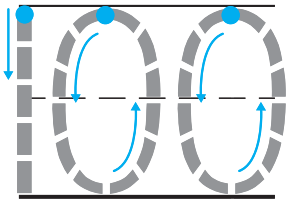
DIRECTIONS Trace the circles around the numbers that end in a 0. Beginning with 10, count those numbers in order. Tell a friend how you are counting.

Share and Show

1	2	3	4	5	6	7	8	9	
11	12	13	14	15	16	17	18	19	
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

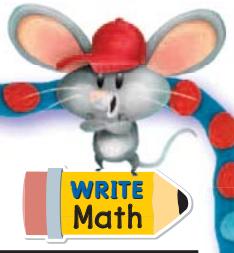
DIRECTIONS 1. Write the numbers to complete the counting order to 20. Trace the numbers to complete the counting order to 50. Count by tens as you point to the numbers you wrote and traced.

Name _____

51	52	53	54	55	56	57	58	59	
61	62	63	64	65	66	67	68	69	
71	72	73	74	75	76	77	78	79	
81	82	83	84	85	86	87	88	89	
91	92	93	94	95	96	97	98	99	

DIRECTIONS **2.** Trace the numbers to complete the counting order to 100. Count by tens as you point to the numbers you traced.

Problem Solving • Applications



3

1	2	3	4	5	6	7	8	9	
11	12	13	14	15	16	17	18	19	
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

DIRECTIONS 3. Antonio has 10 marbles. Write the number in order. Jasmine has ten more marbles than Antonio. Write that number in order. Lin has ten more marbles than Jasmine. Draw a line under the number that shows how many marbles Lin has. When counting by tens, what number comes right after 40? Circle the number.

HOME ACTIVITY • Show your child a calendar. Use pieces of paper to cover the numbers that end in 0. Ask your child to say the numbers that are covered. Then have him or her remove the pieces of paper to check.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

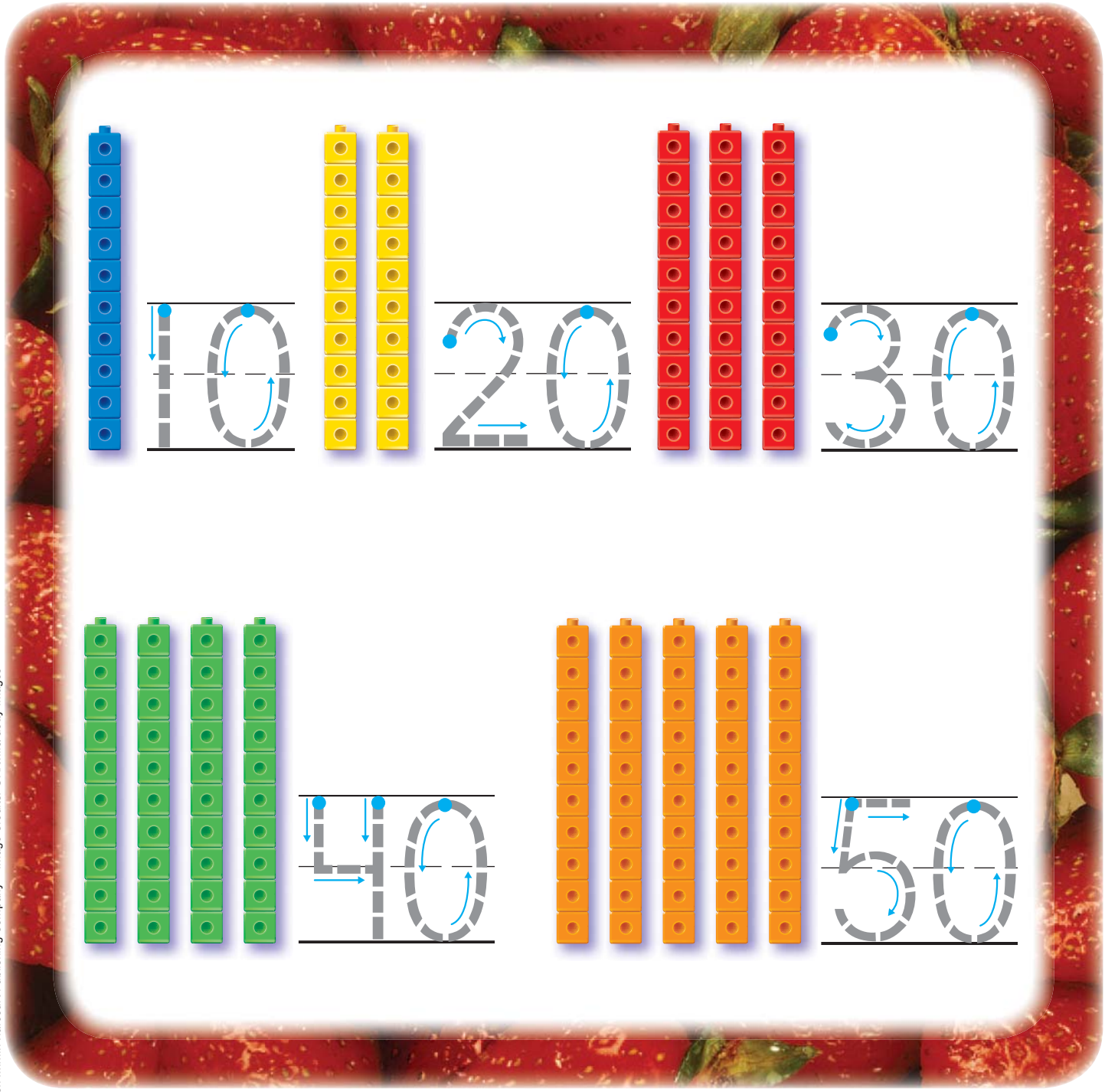
Count by Tens

Essential Question How can you use sets of tens to count to 100?

Counting and Cardinality—K.CC.1

MATHEMATICAL PRACTICES
MP.7, MP.8

Listen and Draw



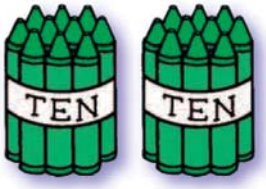
DIRECTIONS Point to each set of cube towers as you count by tens. Trace the numbers as you count by tens.

Share and Show

1

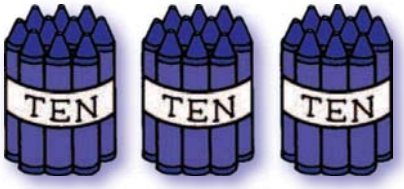
10 20 30

2



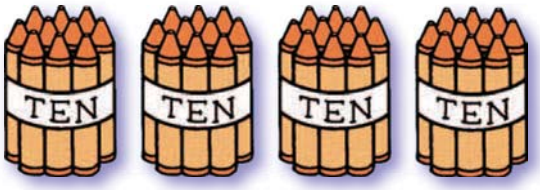
10 20 30

3



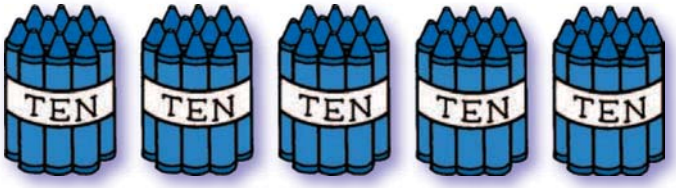
10 20 30

4



30 40 50

5

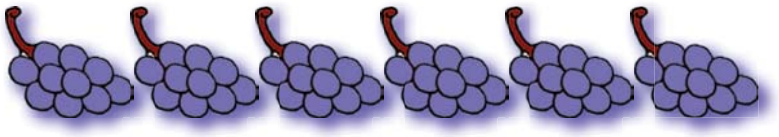


30 40 50

DIRECTIONS 1–5. Point to each set of 10 as you count by tens. Circle the number that shows how many.

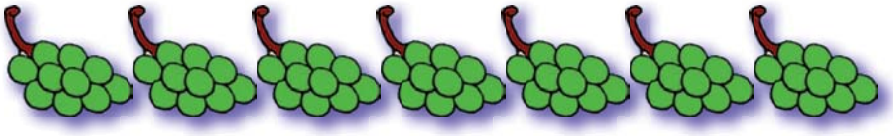
Name _____

6



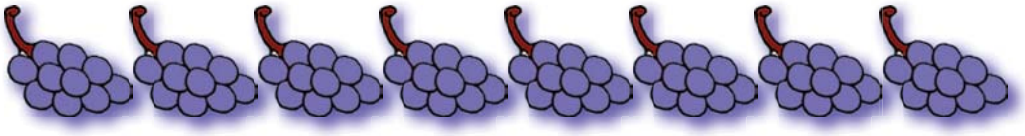
60 70 80

7



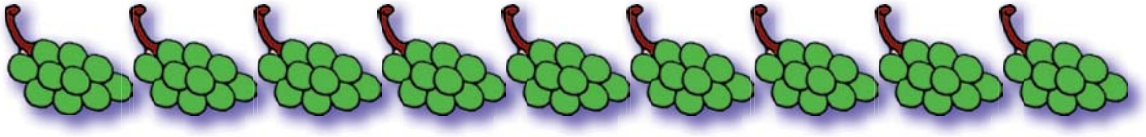
60 70 80

8



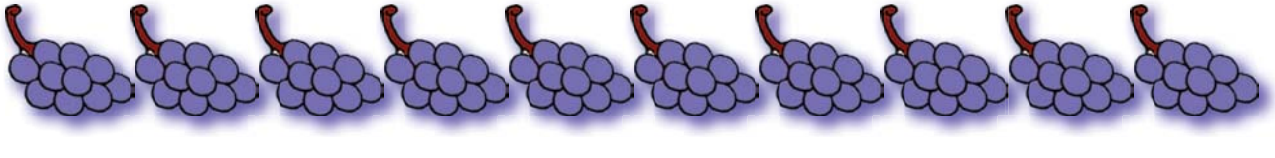
80 90 100

9



80 90 100

10

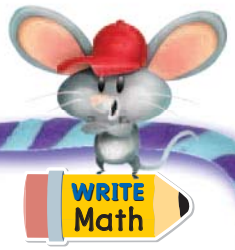


80 90 100

DIRECTIONS 6–10. Point to each set of 10 as you count by tens. Circle the number that shows how many.

Problem Solving • Applications

Real World



DIRECTIONS **11.** Circle sets of 10 stars. Count the sets of stars by tens.

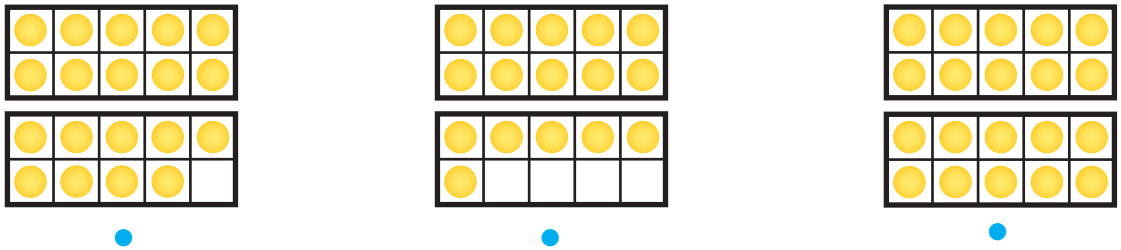
HOME ACTIVITY • Give your child some coins or buttons and ten cups. Ask him or her to place ten coins into each cup. Then have him or her point to each cup as he or she counts by tens to 100.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

Chapter 8 Review/Test

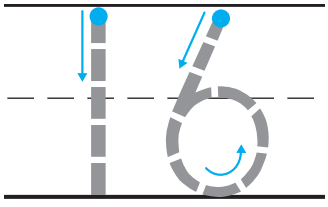
1



20 19 16

2

3



20

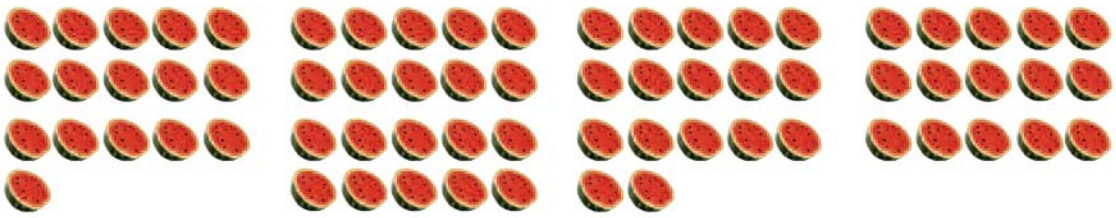
twenty

DIRECTIONS 1. Match the ten frames to the numbers that tell how many counters. 2. Sandy has 20 beads. Circle how many beads she has. Write the number of beads. 3. Start with 16. Count forward. Write the numbers in order.

GO DIGITAL Assessment Options Chapter Test

4

18



○ ○ ○ ○

5

31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

6

94 95 96 97 98 99

90
100

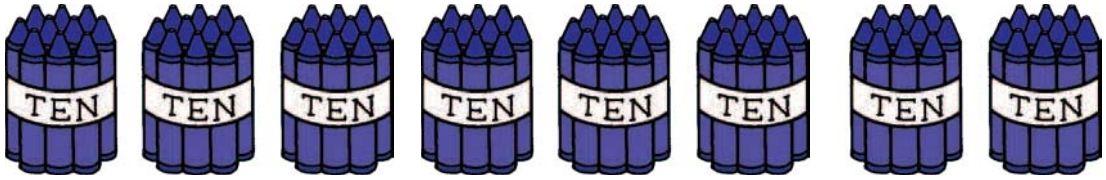
DIRECTIONS **4.** Choose all the sets with a number of watermelons less than 18. **5.** Begin with 31. Point to each number as you count. Draw a line under the number to complete the counting order. **6.** Point to each number as you count. Circle the number to complete the counting order.

Name _____

7

81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

8



50 ○ 60 ○ 70 ○ 80 ○

Personal Math Trainer

9 THINK SMARTER +

_____

_ _ _ _ _ _ _ _

_____

DIRECTIONS **7.** Circle the numbers that complete each row of 10. **8.** Count the crayons by tens. Mark under the number that shows how many. **9.** Dexter has 20 pencils. He has a number of pencils 1 greater than Jane. Draw the number of pencils Jane has. Write the number.

10

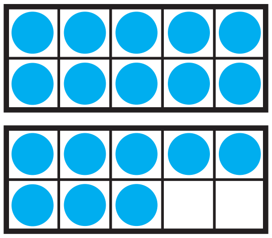
13	14	15	Yes	No
11	15	12	Yes	No
16	17	18	Yes	No

11

10 ______ 30 40 50

Personal Math Trainer

12 THINK SMARTER +



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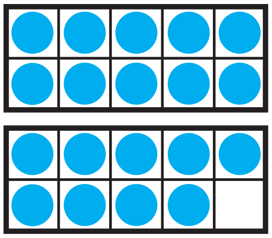

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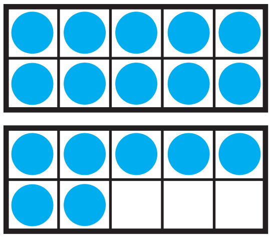


______

______ ______ ______

DIRECTIONS 10. Are the numbers in counting order? Circle Yes or No. 11. Count by tens. Write the missing number. 12. What number does each set of counters show? Write the numbers. Then write the numbers in counting order.

School Fun

written by Ann Dickson

CRITICAL AREA Describing shapes and space

Here is my classroom. Come on in.

Learning time is about to begin.

Social Studies

Why do we have rules?

These are the book bags

we hang by our names.

Circle the ones that look the same.

Social Studies

Why do we need to take turns?

Here are the books. We read them all!

Which books are big?

Which books are small?

Social Studies

Why do we help others?

Here are markers of every kind.

Name all of the colors that you can find.

Social Studies

Why do we put things away?

Our blocks and toys are over there.

Which shapes are round?

Which shapes are square?

Social Studies

Why do we share?

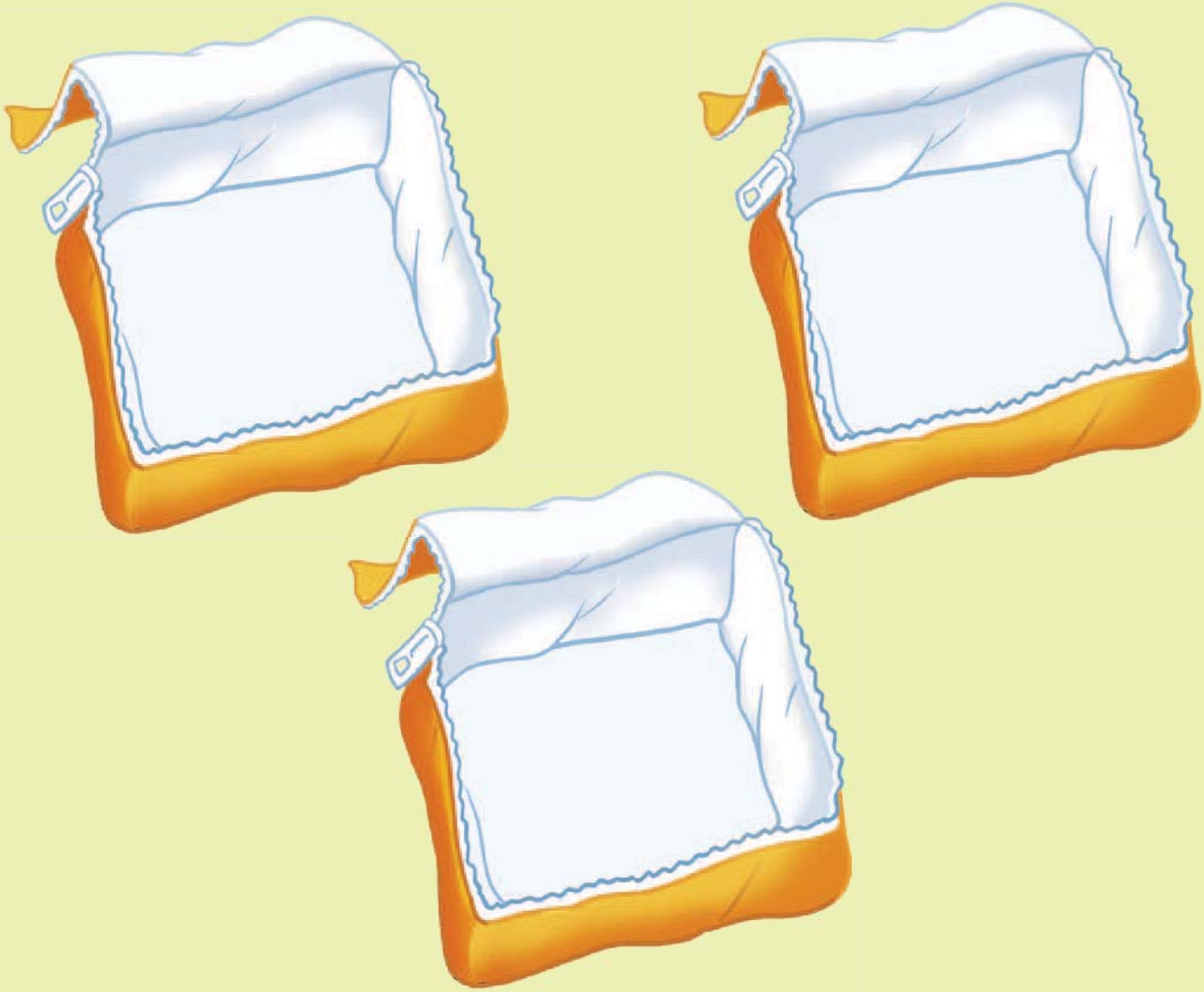
Name _____

Write About the Story

Vocabulary Review

alike

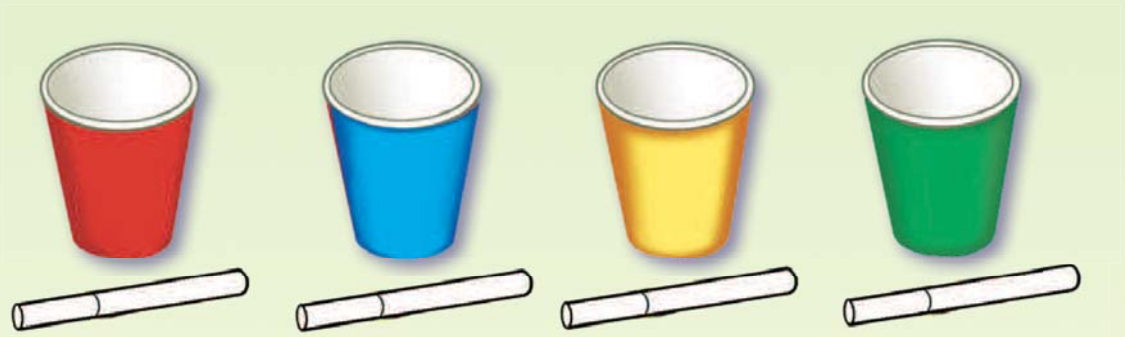
different



DIRECTIONS These lunch boxes are alike. In one lunch box draw something that you like to eat. Now circle the lunch box that is different.

Alike and Different

1



2

3

DIRECTIONS **1.** Color the markers so that they match the colors of the cups. **2.** Color the book bags that are alike by shape. **3.** This classroom needs some books. Draw a book that is a different size.

Chapter 9

Identify and Describe Two-Dimensional Shapes

Curious About Math with Curious George

The sails on these boats are shaped like a triangle.

- How many stripes can you count on the first sail?

Name _____

Show What You Know

Shape

1

2

3

Count Objects

4

_____

_ _ _ _ _

_____

5

_____

_ _ _ _ _

_____

6

_____

_ _ _ _ _

_____

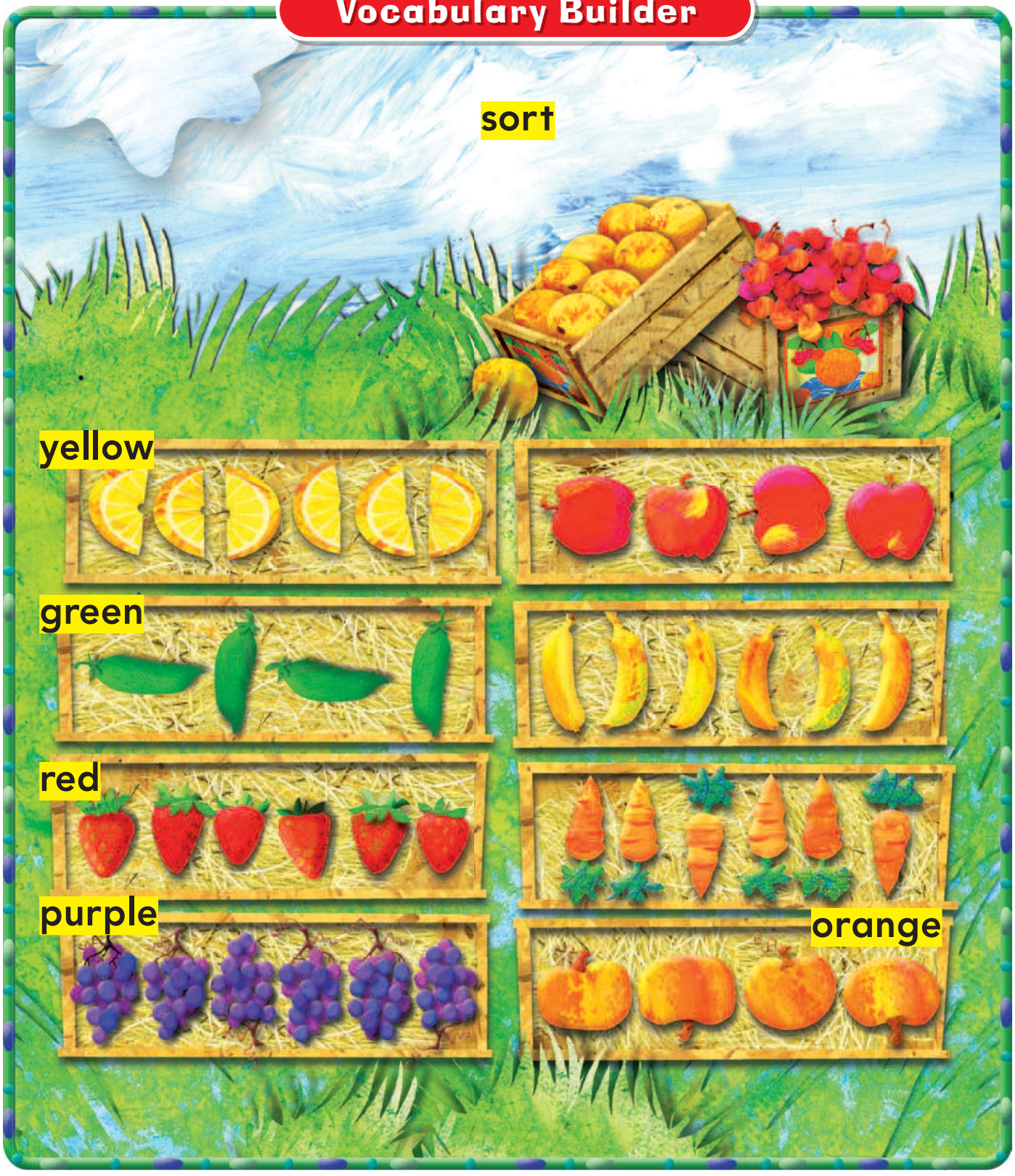
This page checks understanding of important skills needed for success in Chapter 9.

DIRECTIONS **1–3.** Look at the shape at the beginning of the row. Mark an X on the shape that is alike. **4–6.** Count and tell how many. Write the number.

Personal Math Trainer
Online Assessment and Intervention

Name _____

Vocabulary Builder



DIRECTIONS Circle the box that is sorted by green vegetables. Mark an X on the box that is sorted by purple fruit.

GO DIGITAL
- Interactive Student Edition
- Multimedia eGlossary

Game

Number Picture

DIRECTIONS Play with a partner. Decide who goes first. Toss the number cube. Color a shape in the picture that matches the number rolled. A player misses a turn if a number is rolled and all shapes with that number are colored. Continue until all shapes in the picture are colored.

MATERIALS number cube (labeled 1, 2, 2, 3, 3, 4), crayons

Name _____

Identify and Name Circles

Essential Question How can you identify and name circles?

Geometry—K.G.2

MATHEMATICAL PRACTICES
MP.5, MP.6, MP.7

Listen and Draw

Real World

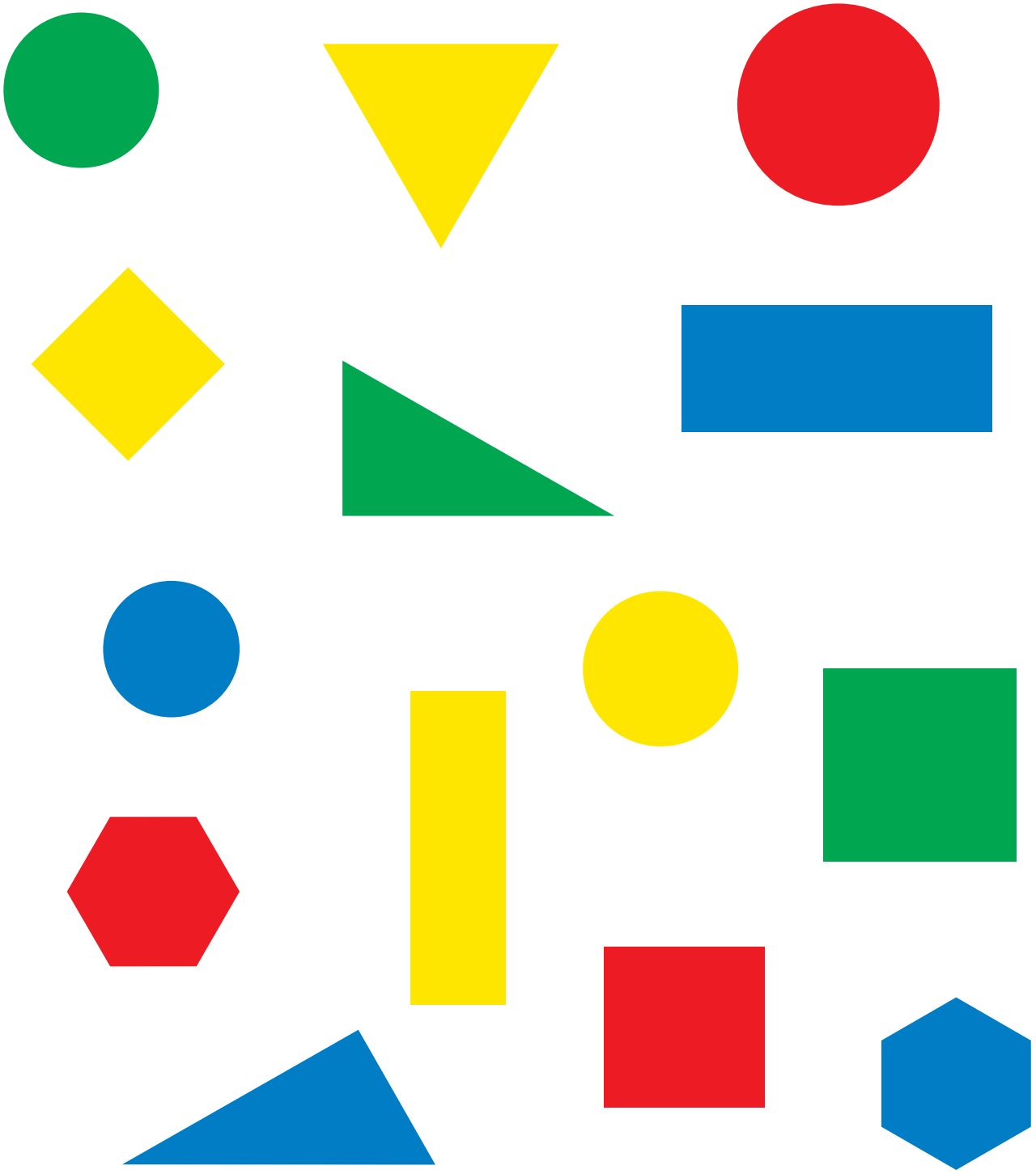
Hands On

circles	not circles

DIRECTIONS Place two-dimensional shapes on the page. Identify and name the circles. Sort the shapes by circles and not circles. Trace and color the shapes on the sorting mat.

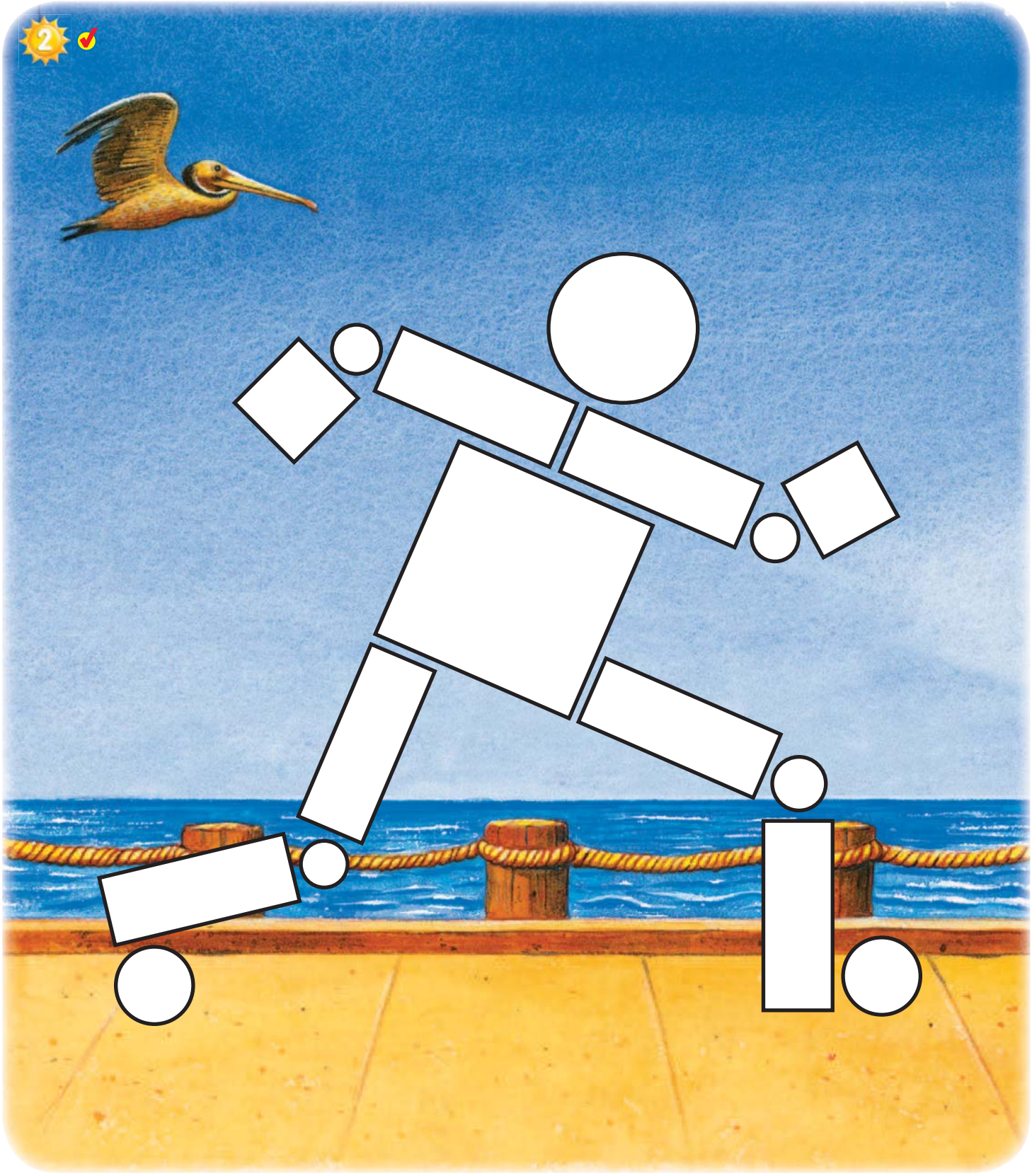
Share and Show

1



DIRECTIONS 1. Mark an X on all of the circles.

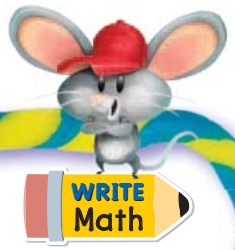
Name _____



DIRECTIONS **2.** Color the circles in the picture.

Problem Solving • Applications

Real World



WRITE Math

3

4

DIRECTIONS **3.** Neville puts his shapes in a row. Which shape is a circle? Mark an X on that shape. **4.** Draw to show what you know about circles. Tell a friend about your drawing.

HOME ACTIVITY • Have your child show you an object that is shaped like a circle.

FOR MORE PRACTICE: Standards Practice Book

Name _____

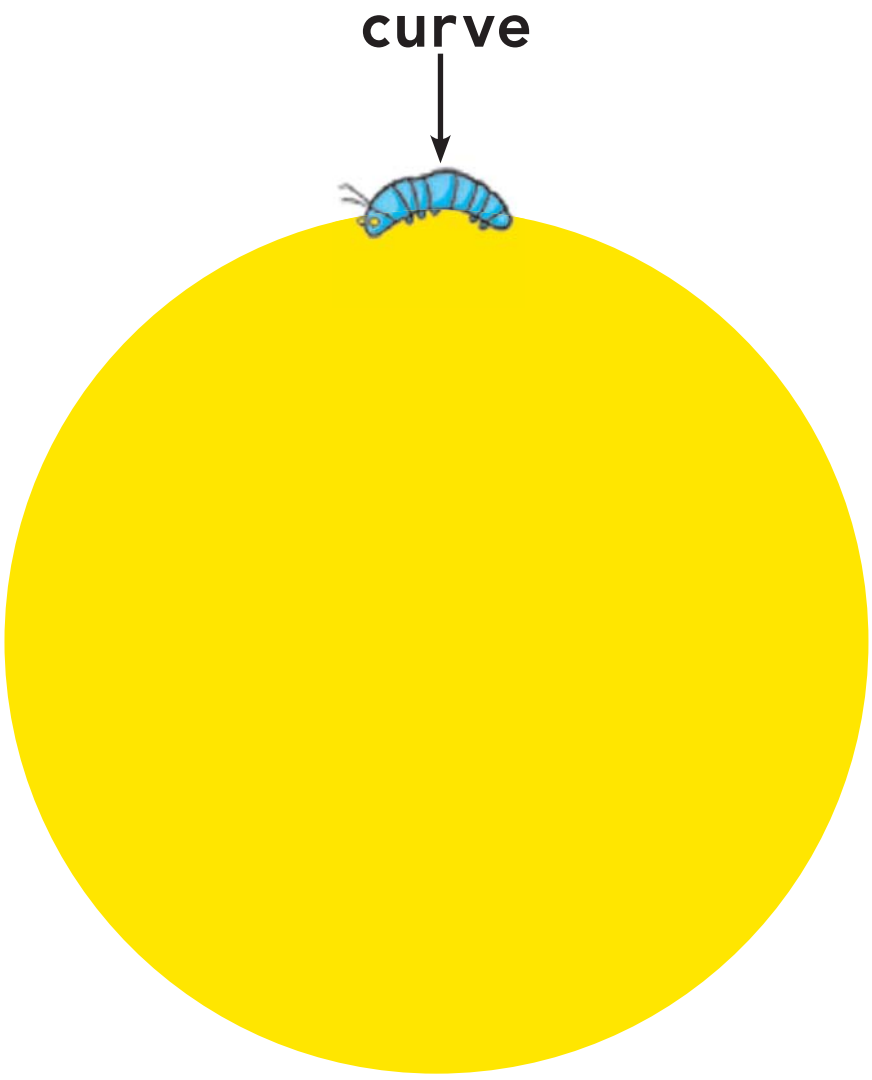
Describe Circles

Essential Question How can you describe circles?

Geometry—K.G.4

MATHEMATICAL PRACTICES
MP.5, MP.7

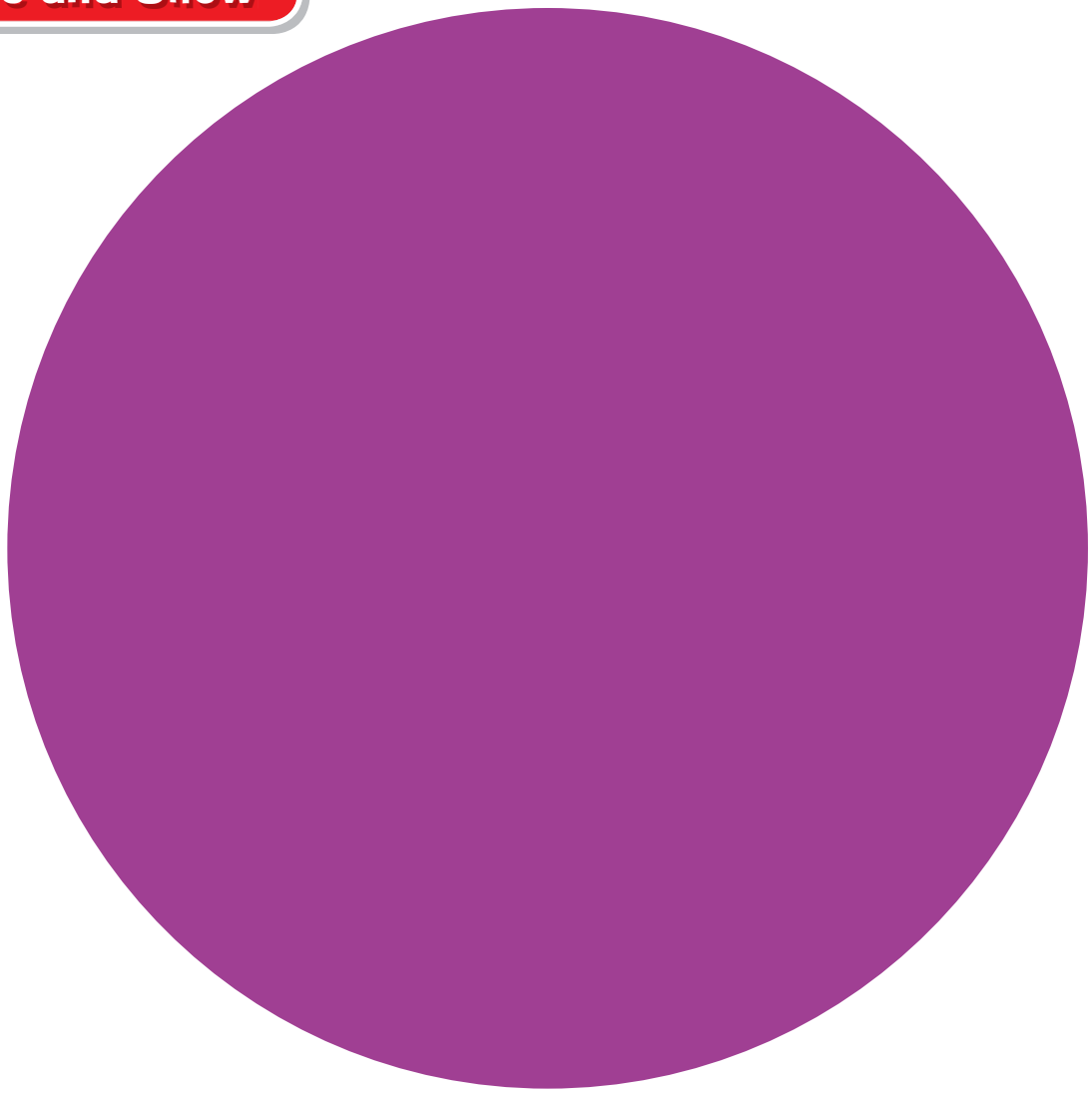
Listen and Draw Real World



DIRECTIONS Use your finger to trace around the circle. Talk about the curve. Trace around the curve.

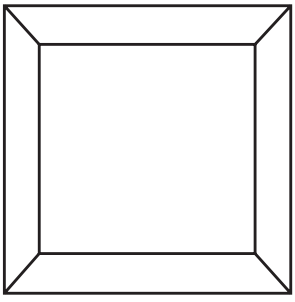
Share and Show

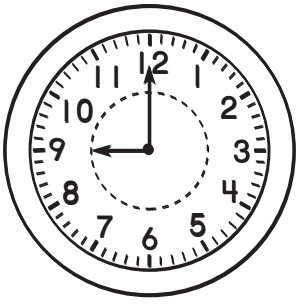
1

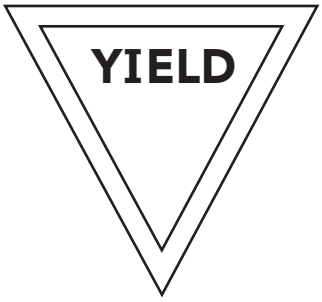


circle

2



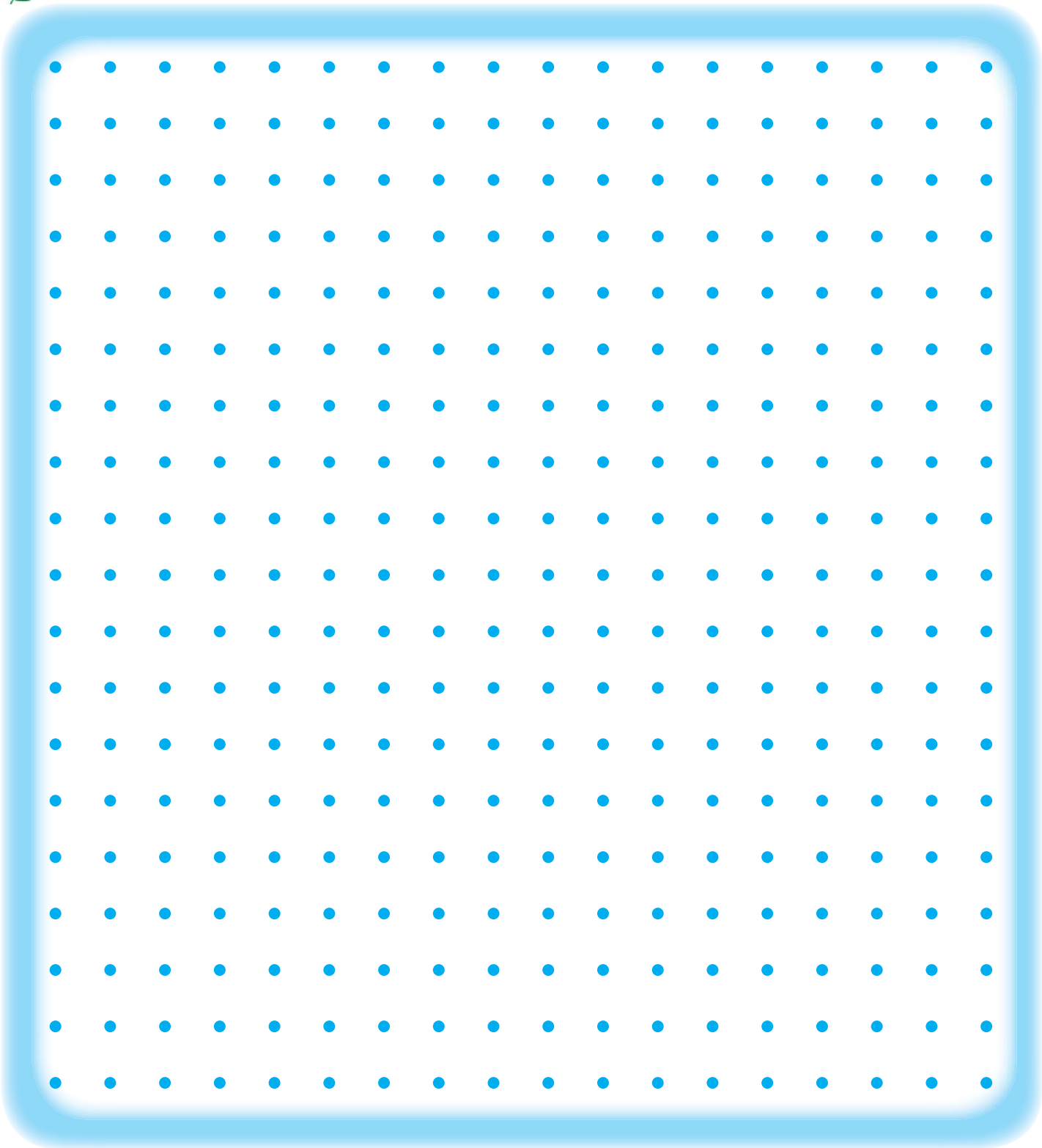




DIRECTIONS **1.** Use your finger to trace around the circle. Trace the curve around the circle. **2.** Color the object that is shaped like a circle.

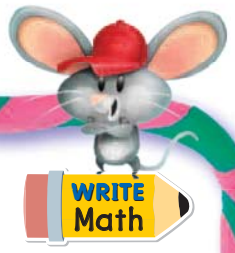
Name _____

3



DIRECTIONS **3.** Use a pencil to hold one end of a large paper clip on one of the dots in the center of the page. Place another pencil in the other end of the paper clip. Move the pencil around to draw a circle.

Problem Solving • Applications



4

DIRECTIONS **4.** I have a curve. What shape am I? Draw the shape. Tell a friend the name of the shape.

HOME ACTIVITY • Have your child describe a circle.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

Identify and Name Squares

Essential Question How can you identify and name squares?

Geometry—K.G.2

MATHEMATICAL PRACTICES
MP.5, MP.6, MP.7

Listen and Draw

Real World

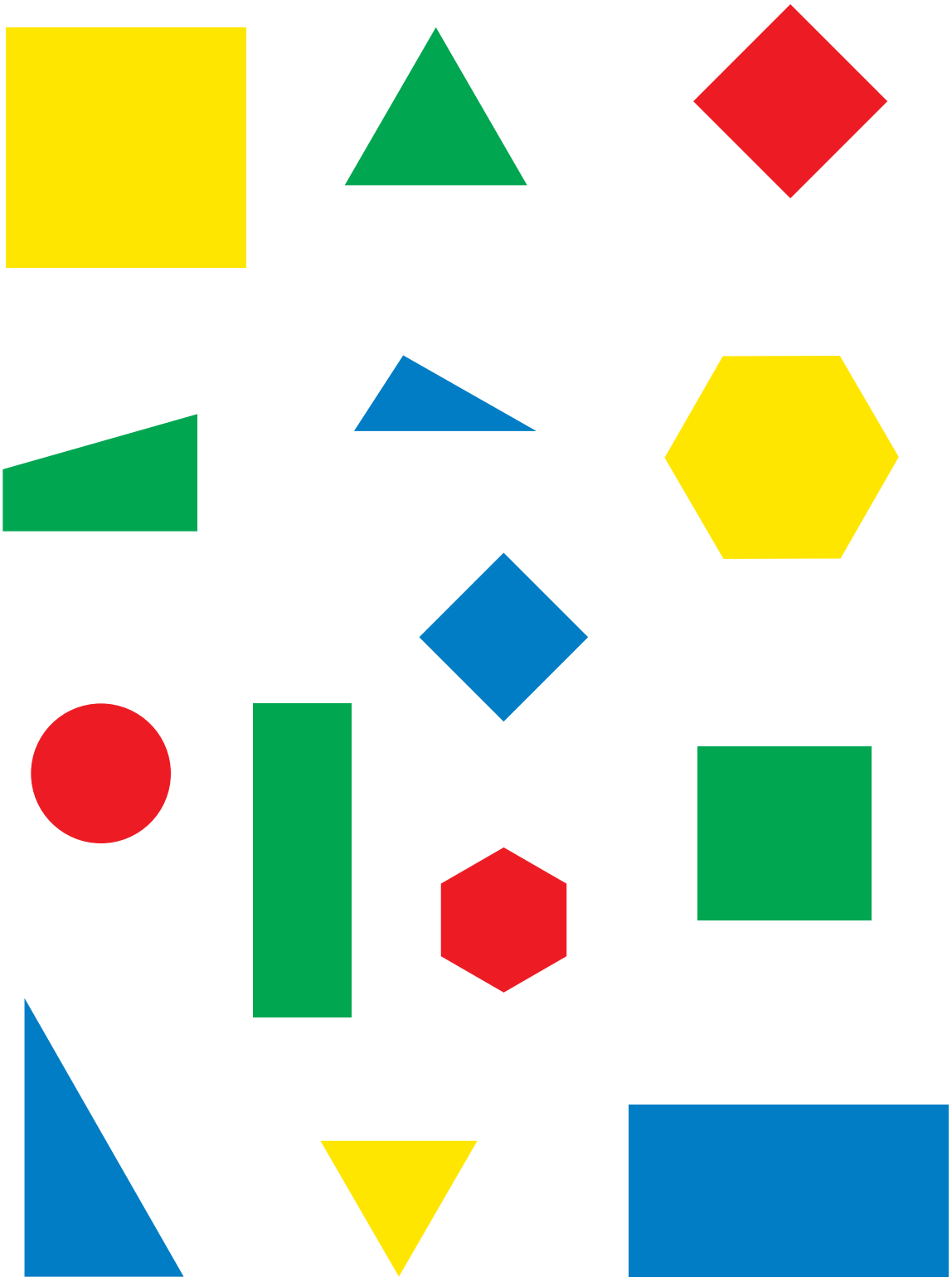
Hands On

squares	not squares

DIRECTIONS Place two-dimensional shapes on the page. Identify and name the squares. Sort the shapes by squares and not squares. Trace and color the shapes on the sorting mat.

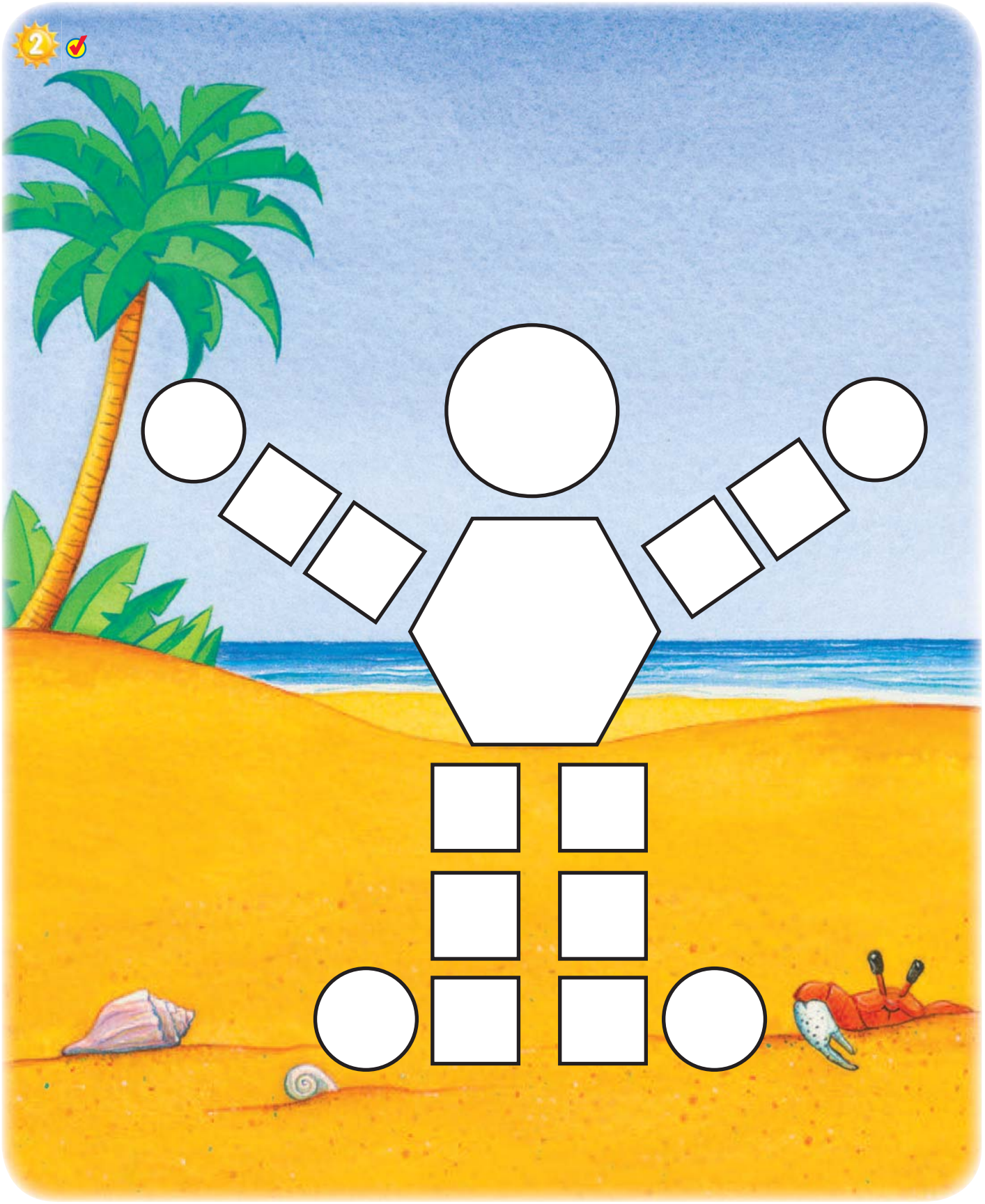
Share and Show

1



DIRECTIONS 1. Mark an X on all of the squares.

Name _____

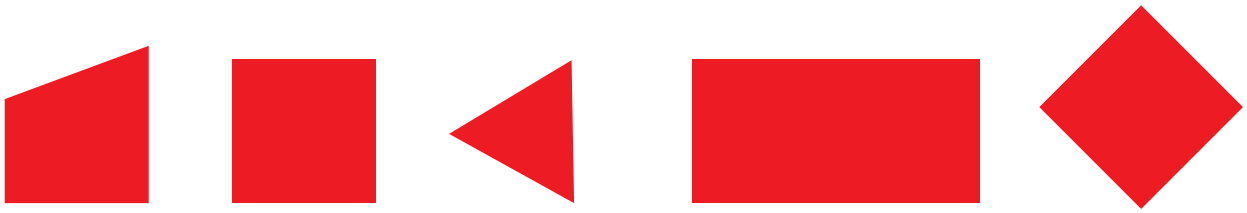


DIRECTIONS **2.** Color the squares in the picture.

Problem Solving • Applications

Real World

3



4

DIRECTIONS **3.** Dennis drew these shapes. Which shapes are squares? Mark an X on those shapes. **4.** Draw to show what you know about squares. Tell a friend about your drawing.

HOME ACTIVITY • Have your child show you an object that is shaped like a square.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

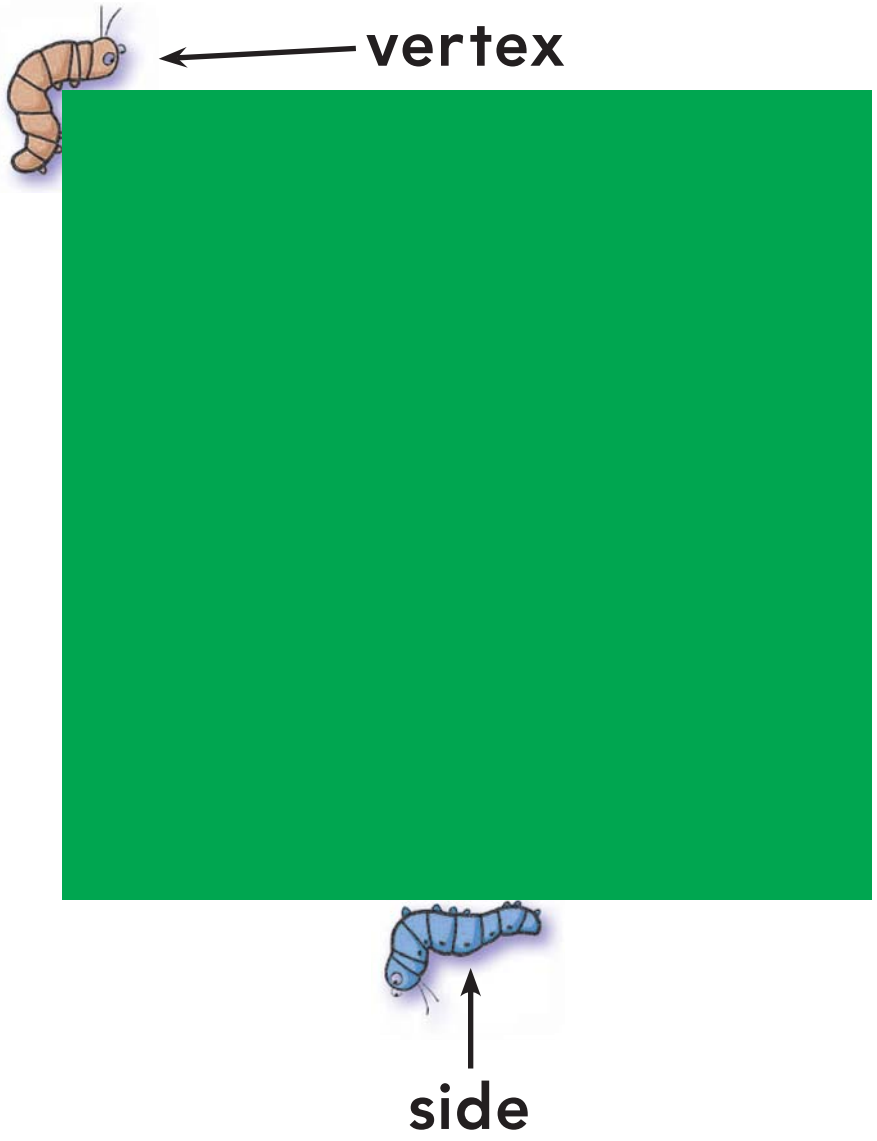
Describe Squares

Essential Question How can you describe squares?

Geometry—K.G.4

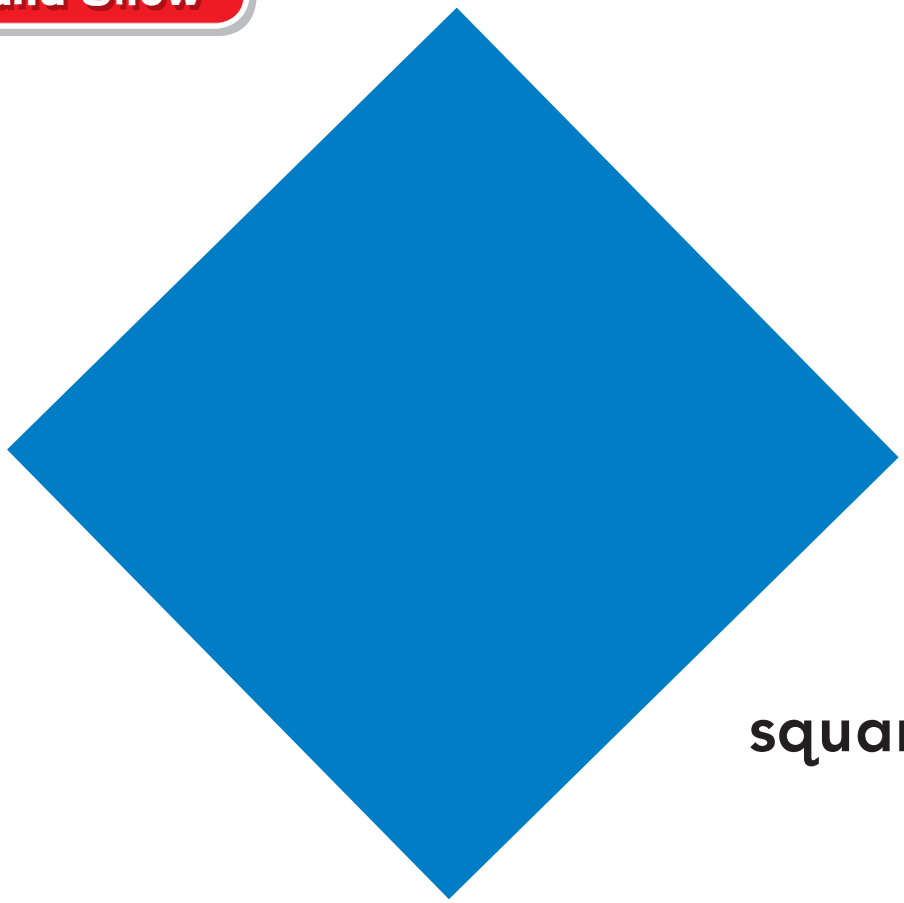
MATHEMATICAL PRACTICES
MP.2, MP.7, MP.8

Listen and Draw



DIRECTIONS Use your finger to trace around the square. Talk about the number of sides and the number of vertices. Draw an arrow pointing to another vertex. Trace around the sides.

Share and Show



square

1. _____ vertices

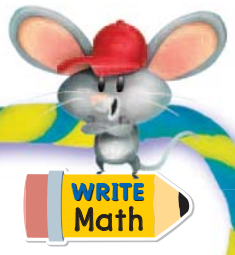
2. _____ sides

DIRECTIONS **1.** Place a counter on each corner, or vertex. Write how many corners, or vertices. **2.** Trace around the sides. Write how many sides.

Name _____

DIRECTIONS 3. Draw and color a square.

Problem Solving • Applications



4

DIRECTIONS **4.** I have 4 sides of equal length and 4 vertices. What shape am I? Draw the shape. Tell a friend the name of the shape.

HOME ACTIVITY • Have your child describe a square.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

Identify and Name Triangles

Essential Question How can you identify and name triangles?

Geometry—K.G.2

MATHEMATICAL PRACTICES
MP.5, MP.6, MP.7

Listen and Draw

Real World

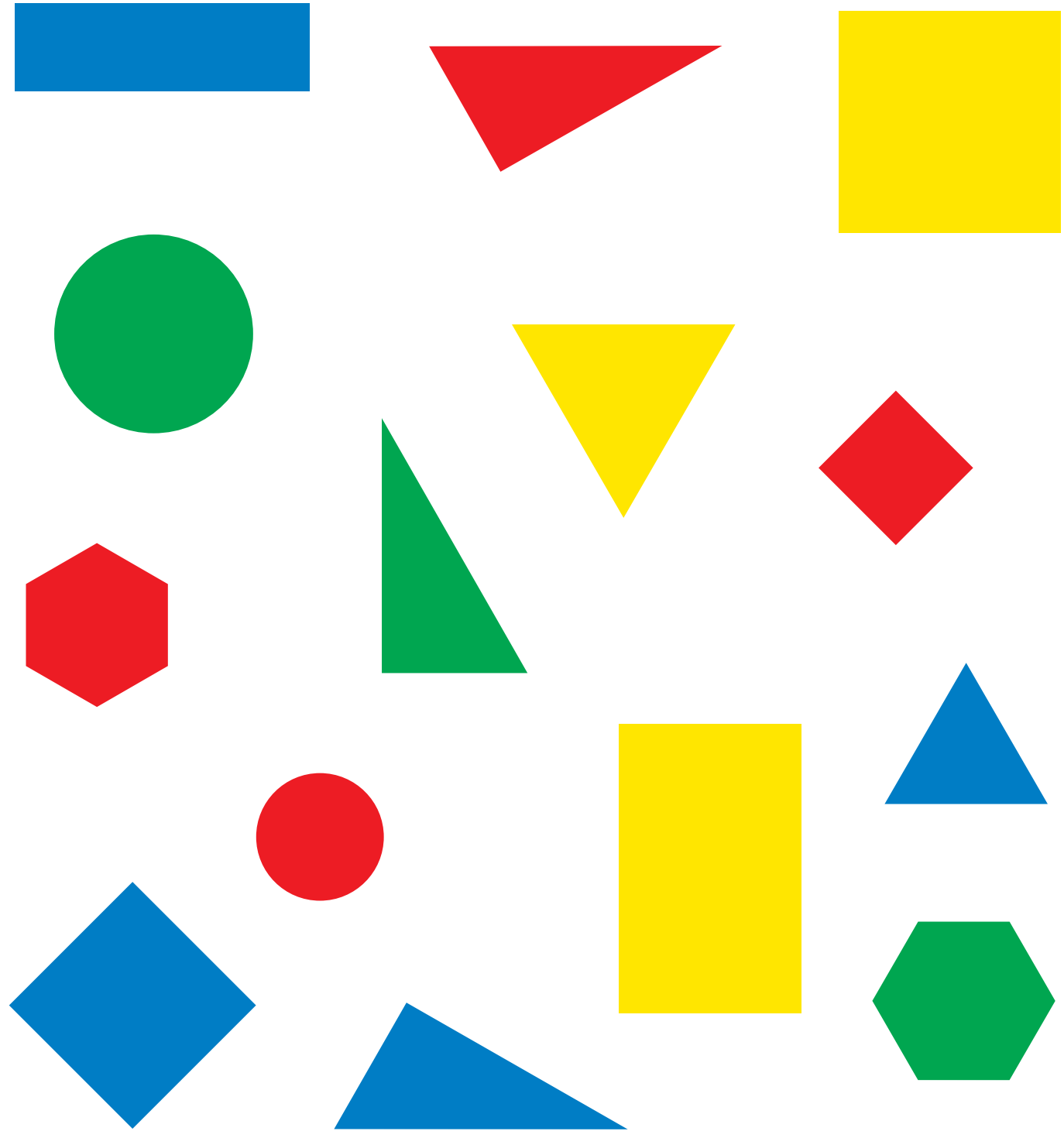
Hands On

triangles	not triangles

DIRECTIONS Place two-dimensional shapes on the page. Identify and name the triangles. Sort the shapes by triangles and not triangles. Trace and color the shapes on the sorting mat.

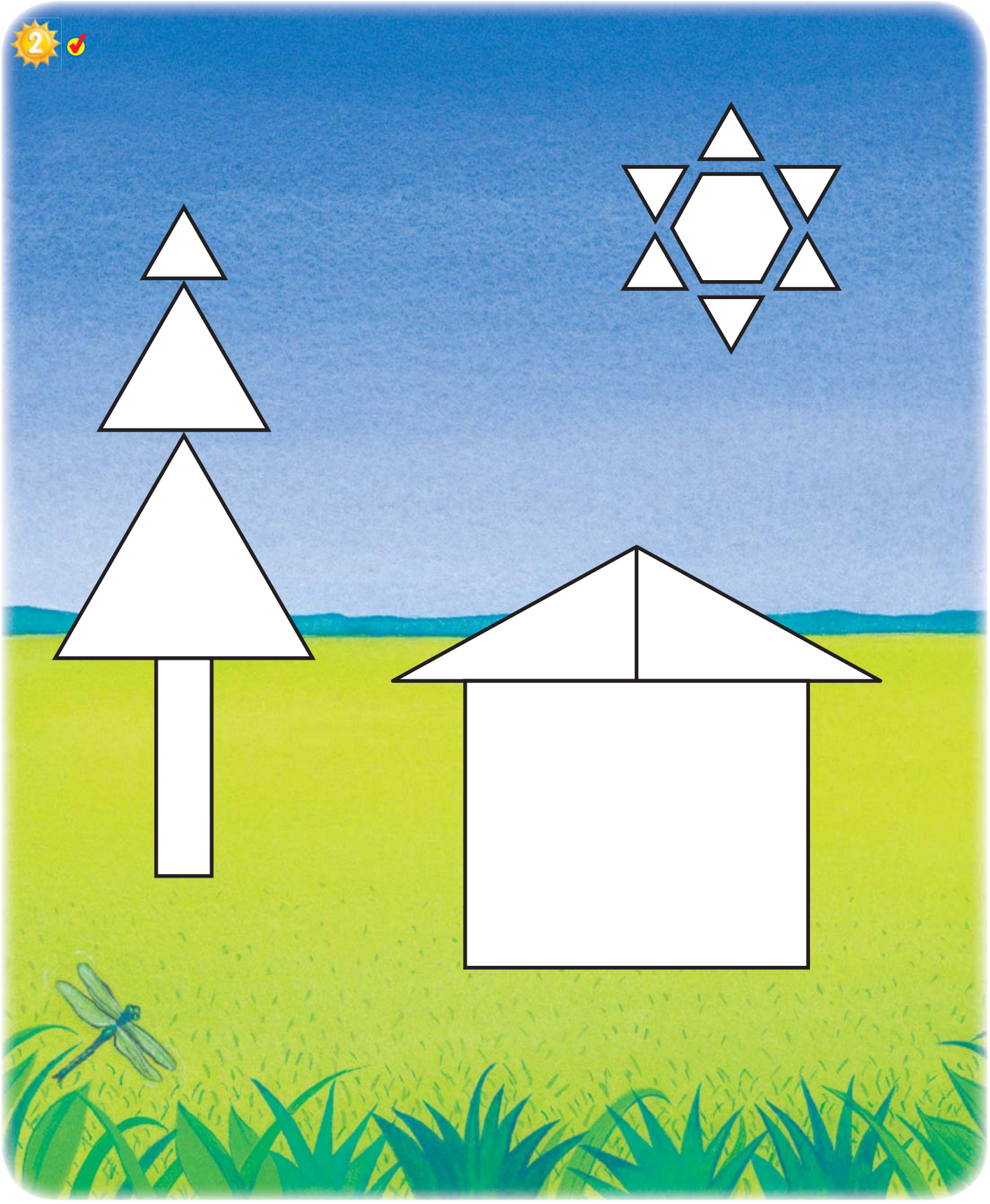
Share and Show

1



DIRECTIONS 1. Mark an X on all of the triangles.

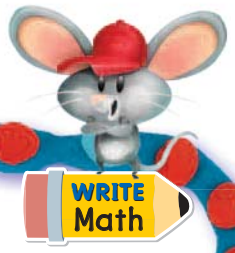
Name _____



DIRECTIONS **2.** Color the triangles in the picture.

Problem Solving • Applications

Real World



3

4

DIRECTIONS **3.** Anita put her shapes in a row. Which shapes are triangles? Mark an X on those shapes. **4.** Draw to show what you know about triangles. Tell a friend about your drawing.

HOME ACTIVITY • Have your child show you an object that is shaped like a triangle.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

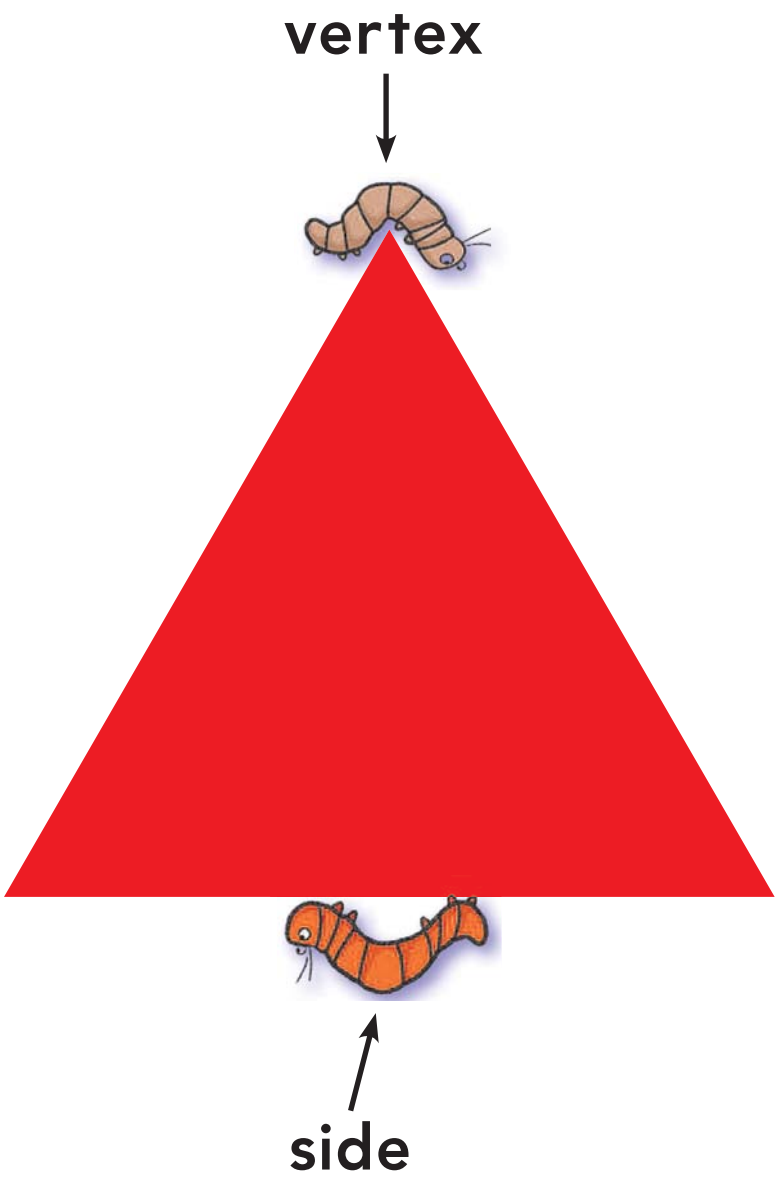
Describe Triangles

Essential Question How can you describe triangles?

Geometry—K.G.4

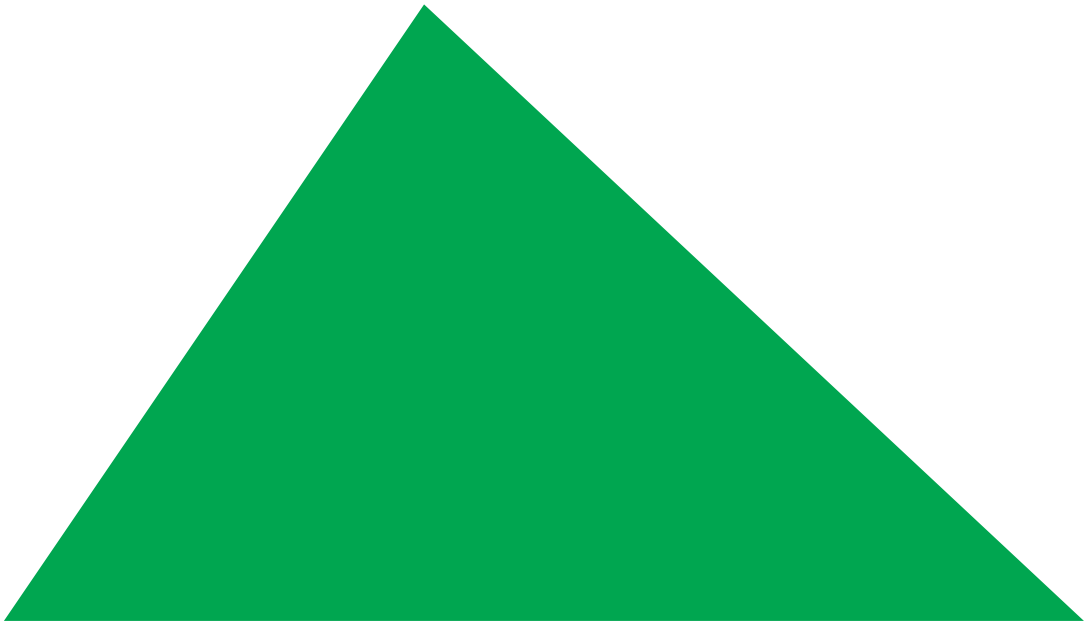
MATHEMATICAL PRACTICES
MP.2, MP.7, MP.8

Listen and Draw



DIRECTIONS Use your finger to trace around the triangle. Talk about the number of sides and the number of vertices. Draw an arrow pointing to another vertex. Trace around the sides.

Share and Show



triangle

1

_____

_ _ _ _ _

_____ vertices

2

_____

_ _ _ _ _

_____ sides

DIRECTIONS **1.** Place a counter on each corner, or vertex. Write how many corners, or vertices. **2.** Trace around the sides. Write how many sides.

Name _____

3

DIRECTIONS 3. Draw and color a triangle.

HOME ACTIVITY • Have your child describe a triangle.

Mid-Chapter Checkpoint

Concepts and Skills

1

_____ sides

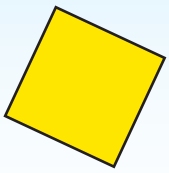
_____ vertices

2

_____ sides

_____ vertices

3 THINK SMARTER



circle square triangle

DIRECTIONS **1–2.** Trace around each side. Write how many sides. Place a counter on each corner or vertex. Write how many vertices. (K.G.4) **3.** Draw lines to match the shape to its name. (K.G.2)

Name _____

Identify and Name Rectangles

Essential Question How can you identify and name rectangles?

Geometry—K.G.2

MATHEMATICAL PRACTICES
MP.5, MP.6, MP.7

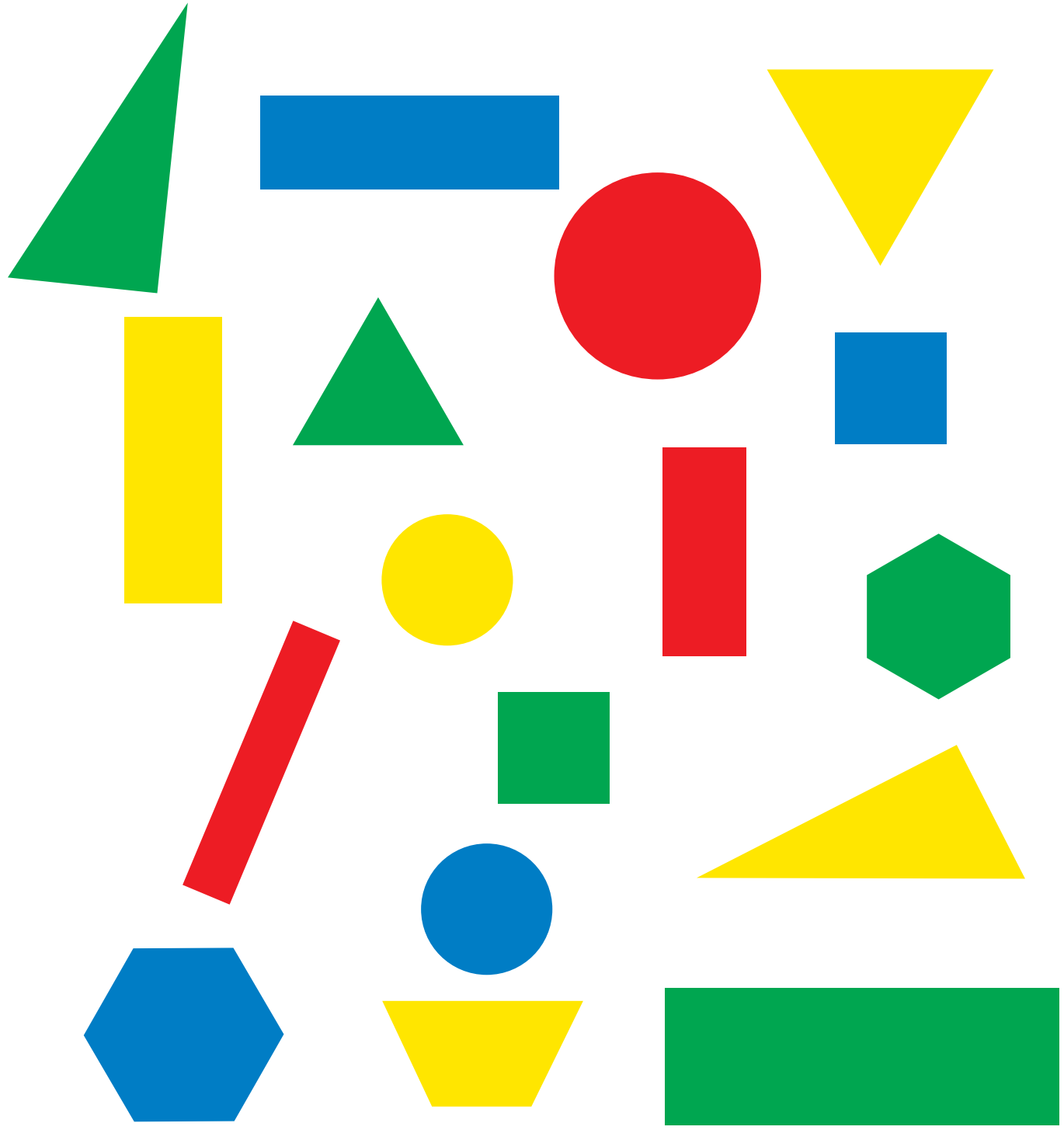
Listen and Draw

rectangles	not rectangles

DIRECTIONS Place two-dimensional shapes on the page. Identify and name the rectangles. Sort the shapes by rectangles and not rectangles. Trace and color the shapes on the sorting mat.

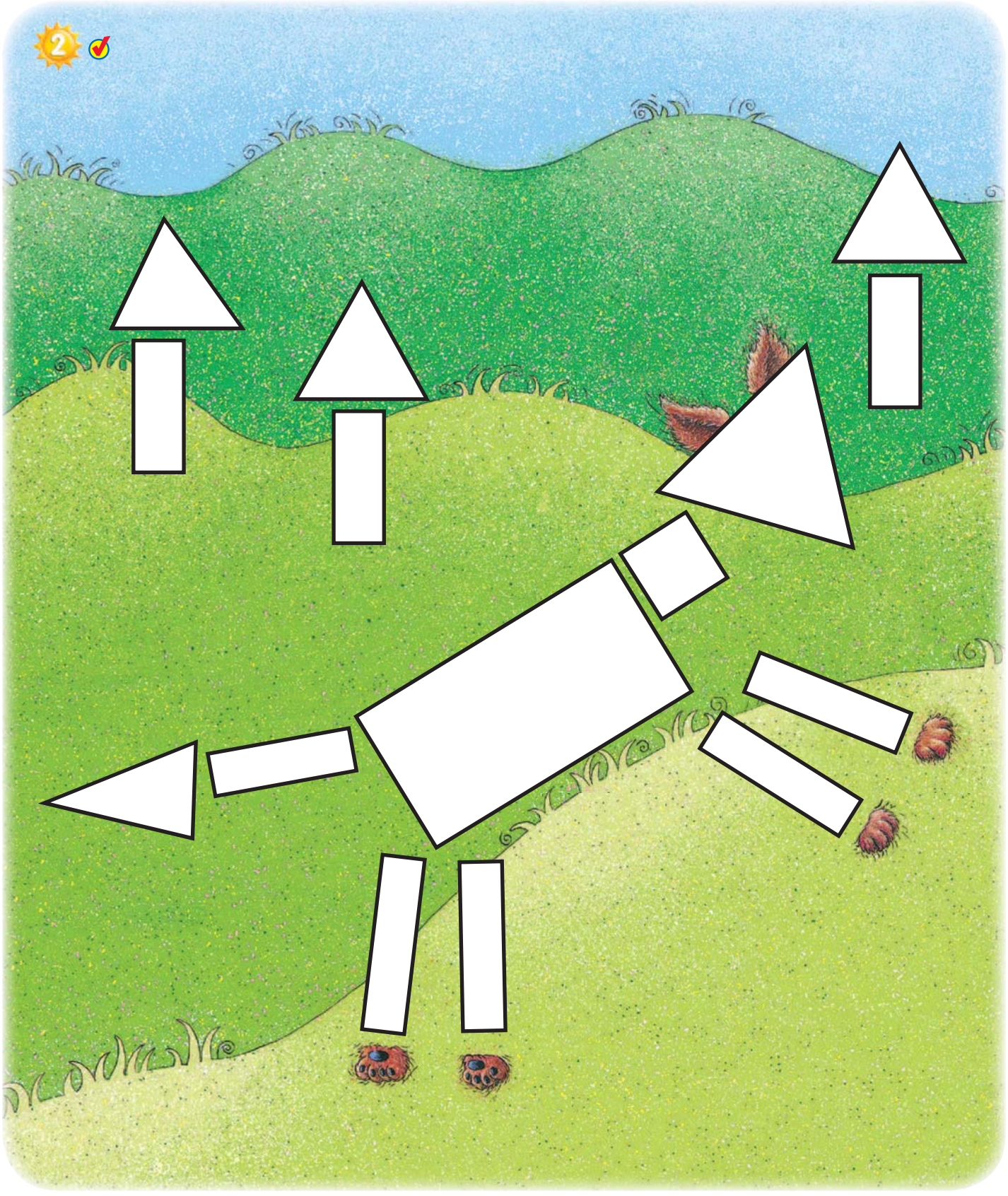
Share and Show

1



DIRECTIONS 1. Mark an X on all of the rectangles.

Name _____



DIRECTIONS **2.** Color the rectangles in the picture.

Problem Solving • Applications

Real World

WRITE Math

3

4

DIRECTIONS **3.** Max looked at his shapes. Which of his shapes are rectangles? Mark an X on those shapes. **4.** Draw to show what you know about rectangles. Tell a friend about your drawing.

HOME ACTIVITY • Have your child show you an object that is shaped like a rectangle.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Describe Rectangles

Essential Question How can you describe rectangles?

Geometry—K.G.4

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

Listen and Draw

DIRECTIONS Use your finger to trace around the rectangle. Talk about the number of sides and the number of vertices. Draw an arrow pointing to another vertex. Trace around the sides.

Share and Show

rectangle

1 _____

_ _ _ _ _

_____ vertices

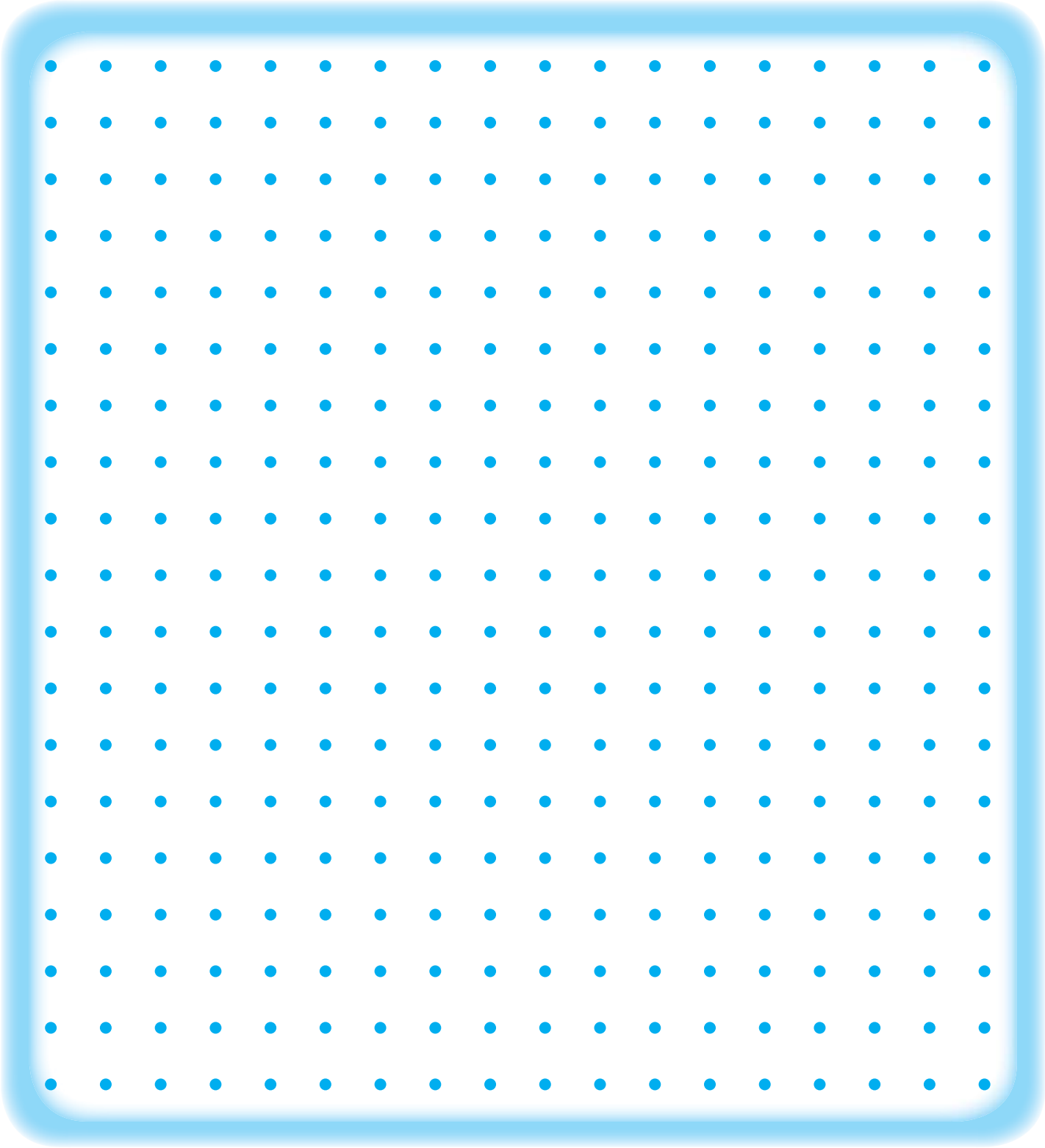
2 _____

_ _ _ _ _

_____ sides

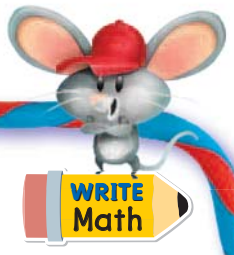
DIRECTIONS **1.** Place a counter on each corner, or vertex. Write how many corners, or vertices. **2.** Trace around the sides. Write how many sides.

Name _____



DIRECTIONS **3.** Draw and color a rectangle.

Problem Solving • Applications



4

DIRECTIONS **4.** I have 4 sides and 4 vertices. What shape am I? Draw the shape. Tell a friend the name of the shape.

HOME ACTIVITY • Have your child describe a rectangle.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

Identify and Name Hexagons

Essential Question How can you identify and name hexagons?

Geometry—K.G.2

MATHEMATICAL PRACTICES
MP.5, MP.6, MP.7

Listen and Draw

Real World

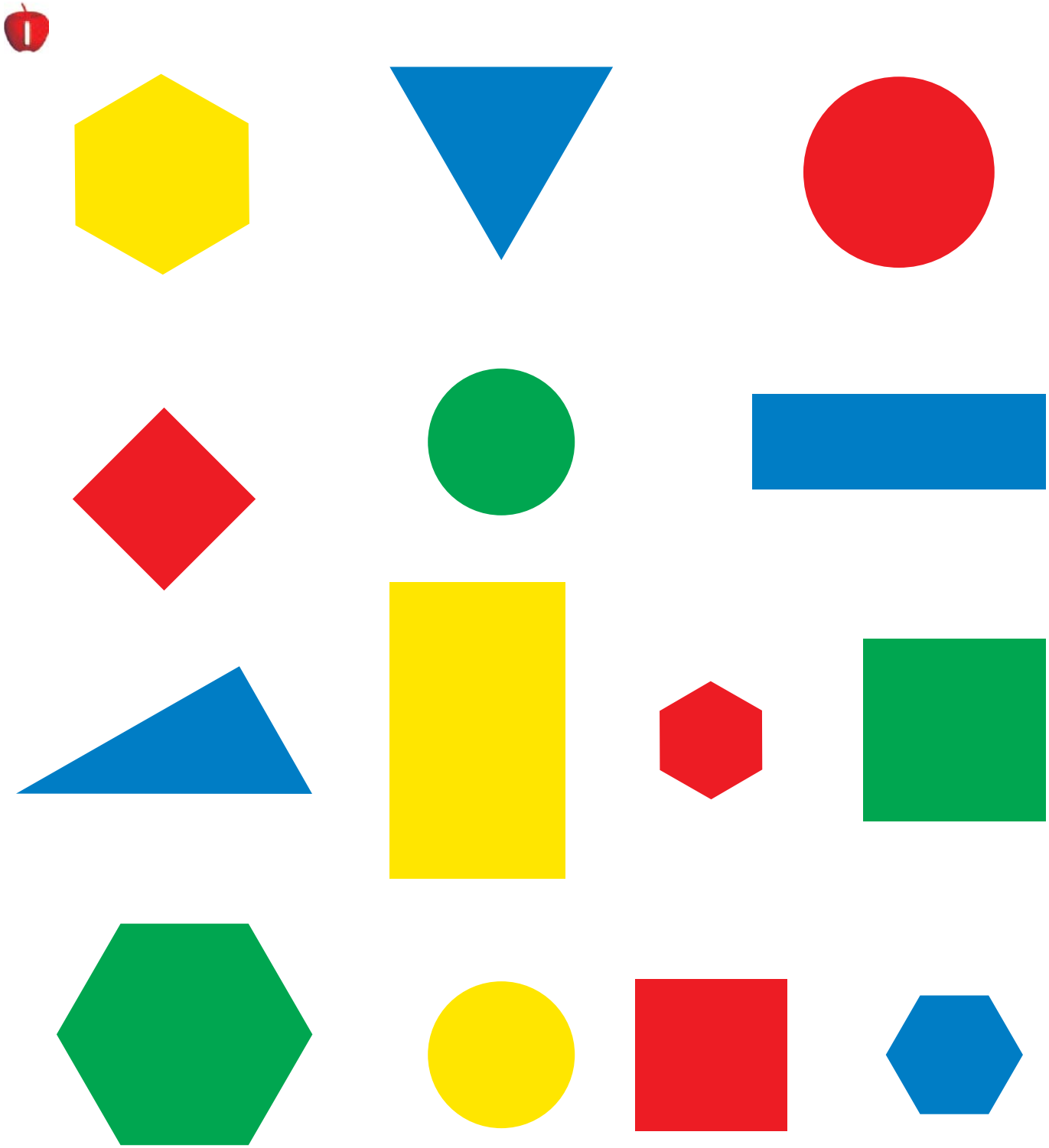
Hands On

hexagons	not hexagons

DIRECTIONS Place two-dimensional shapes on the page. Identify and name the hexagons. Sort the shapes by hexagons and not hexagons. Trace and color the shapes on the sorting mat.

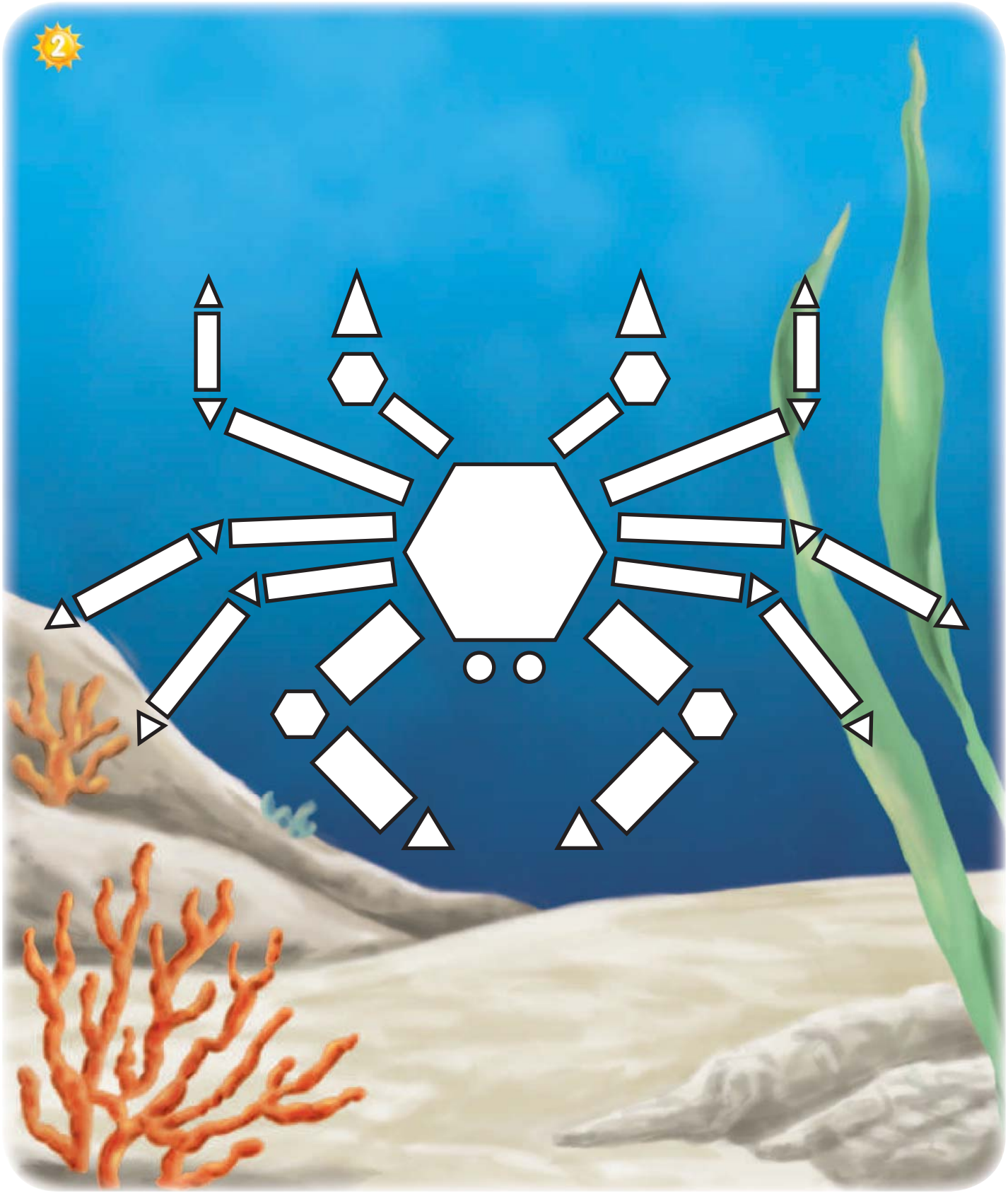
Share and Show

1



DIRECTIONS 1. Mark an X on all of the hexagons.

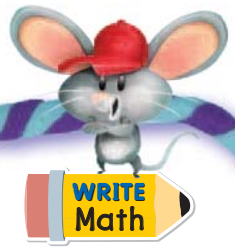
Name _____



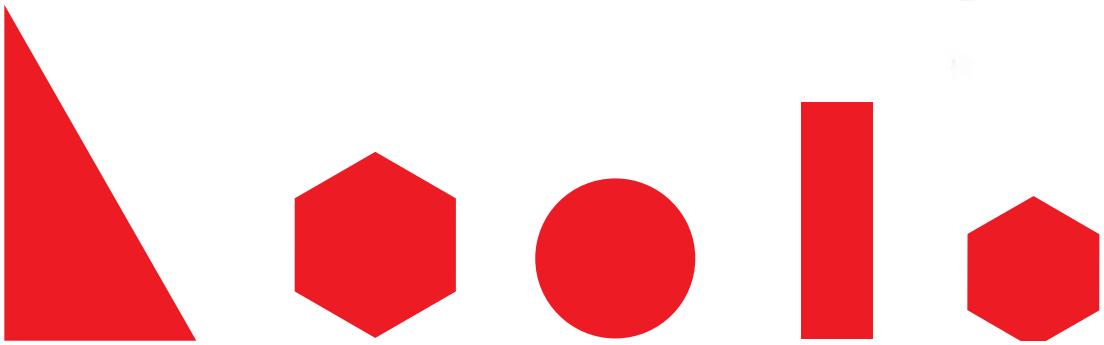
DIRECTIONS **2.** Color the hexagons in the picture.

Problem Solving • Applications

Real World



3



4

DIRECTIONS **3.** Ryan is looking at his shapes. Which of his shapes are hexagons? Mark an X on those shapes. **4.** Draw to show what you know about hexagons. Tell a friend about your drawing.

HOME ACTIVITY • Draw some shapes on a page. Include several hexagons. Have your child circle the hexagons.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

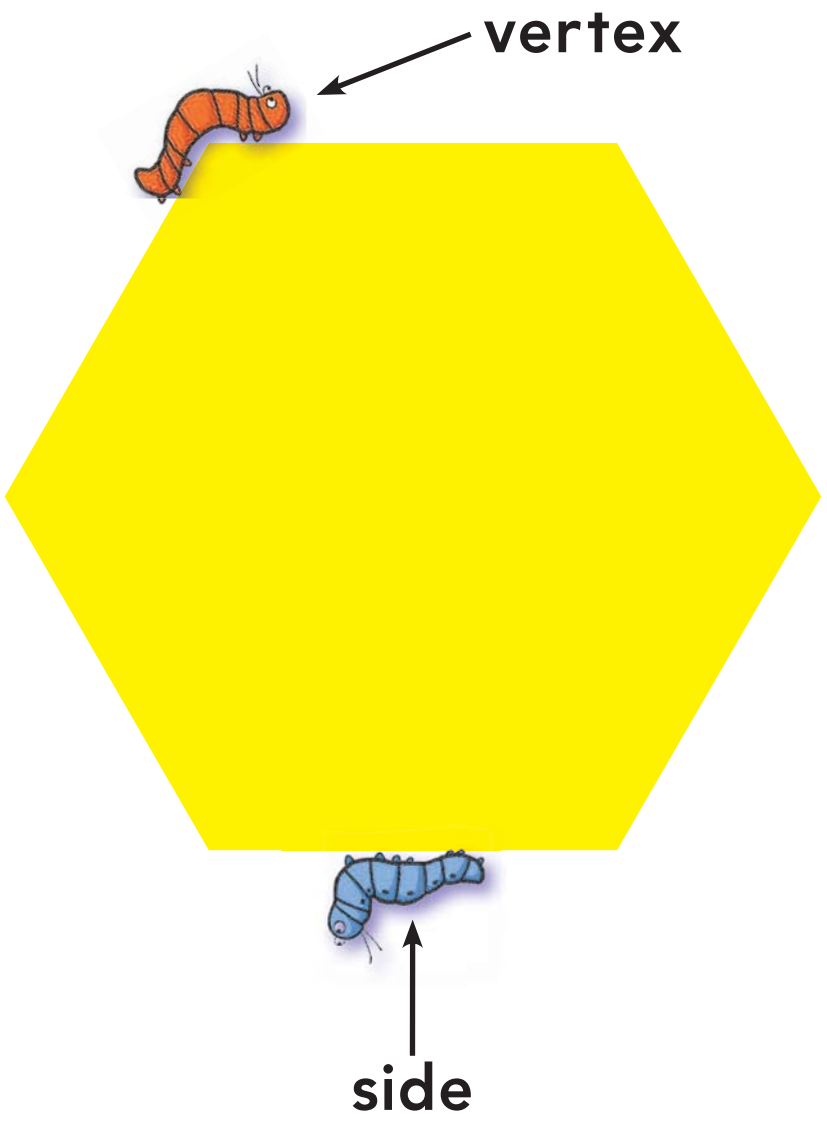
Describe Hexagons

Essential Question How can you describe hexagons?

Geometry—K.G.4

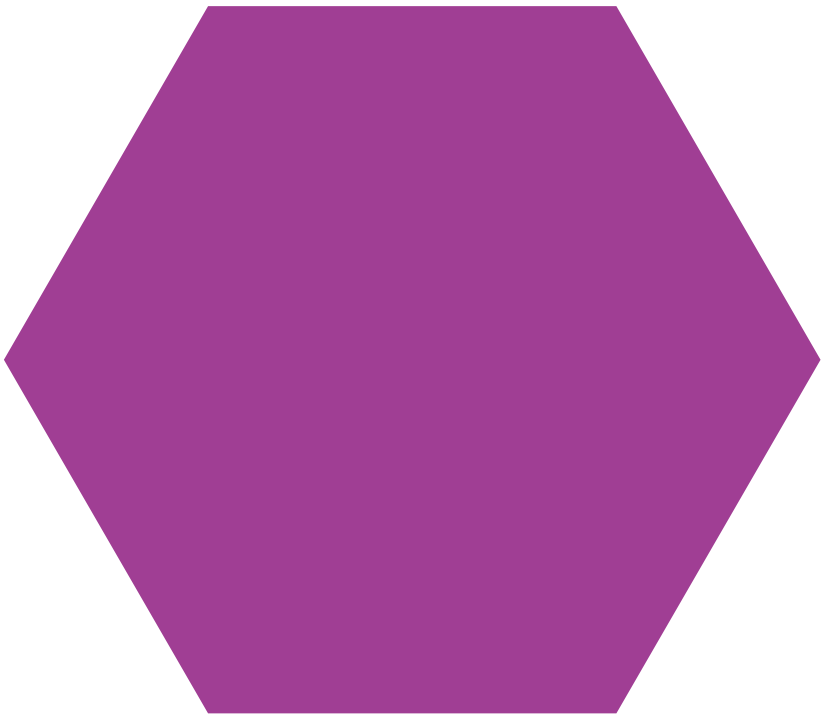
MATHEMATICAL PRACTICES
MP.2, MP.7, MP.8

Listen and Draw



DIRECTIONS Use your finger to trace around the hexagon. Talk about the number of sides and the number of vertices. Draw an arrow pointing to another vertex. Trace around the sides.

Share and Show



hexagon

1

_____

_ _ _ _ _ _

_____ vertices

2

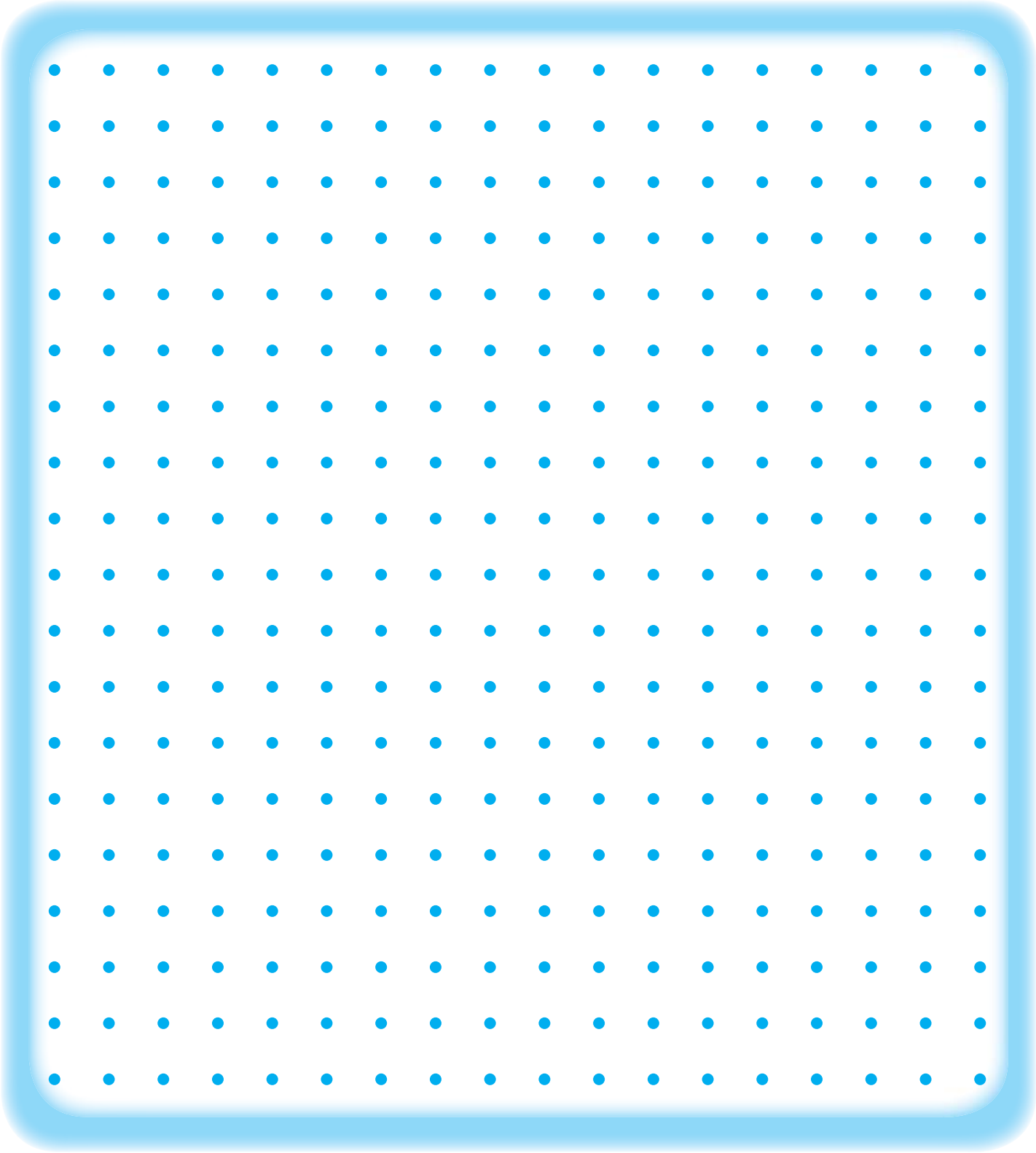
_____

_ _ _ _ _ _

_____ sides

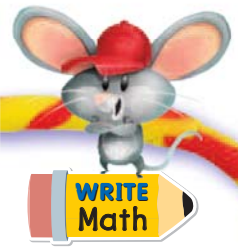
DIRECTIONS **1.** Place a counter on each corner, or vertex. Write how many corners, or vertices. **2.** Trace around the sides. Write how many sides.

Name _____



DIRECTIONS **3.** Draw and color a hexagon.

Problem Solving • Applications



4

DIRECTIONS **4.** I have 6 sides and 6 vertices. What shape am I? Draw the shape. Tell a friend the name of the shape.

HOME ACTIVITY • Have your child describe a hexagon.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

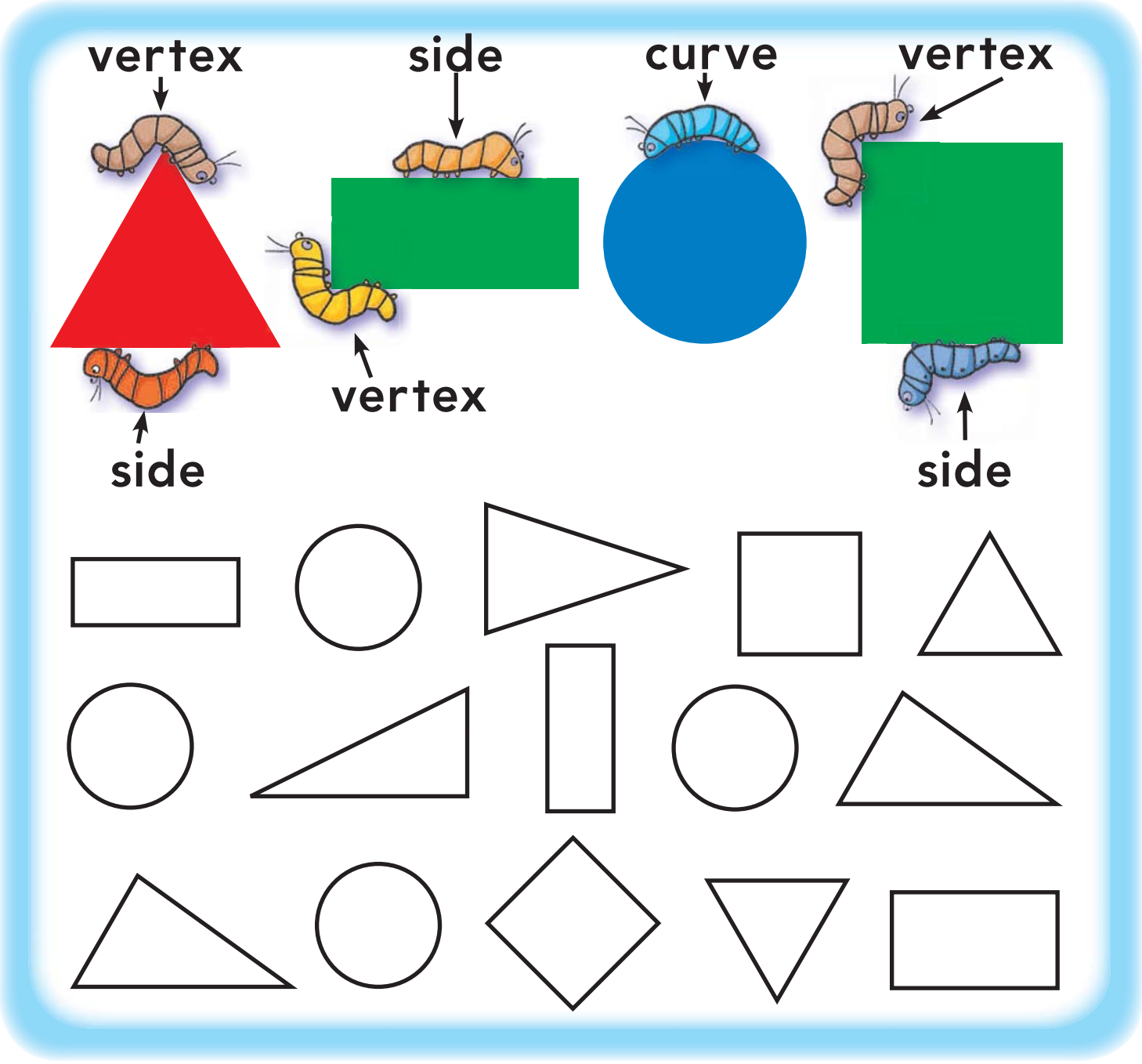
Algebra • Compare Two-Dimensional Shapes

Essential Question How can you use the words ***alike*** and ***different*** to compare two-dimensional shapes?

Geometry—K.G.4

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

Listen and Draw



DIRECTIONS Look at the worms and the shapes. Use the words ***alike*** and ***different*** to compare the shapes. Use green to color the shapes with four vertices and four sides. Use blue to color the shapes with curves. Use red to color the shapes with three vertices and three sides.

Share and Show

alike	different

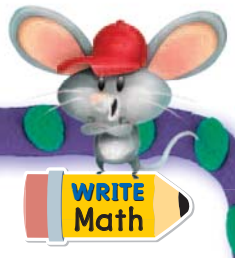
DIRECTIONS 1. Place two-dimensional shapes on the page. Sort the shapes by the number of vertices. Draw the shapes on the sorting mat. Use the words ***alike*** and ***different*** to tell how you sorted the shapes.

Name _____

alike	different

DIRECTIONS **2.** Place two-dimensional shapes on the page. Sort the shapes by the number of sides. Draw the shapes on the sorting mat. Use the words ***alike*** and ***different*** to tell how you sorted the shapes.

Problem Solving • Applications



3

4

curve	no curve

DIRECTIONS **3.** I have a curve. What shape am I? Draw the shape. **4.** Draw to show shapes sorted by curves and no curves.

HOME ACTIVITY • Describe a shape and ask your child to name the shape that you are describing.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

Problem Solving • Draw to Join Shapes

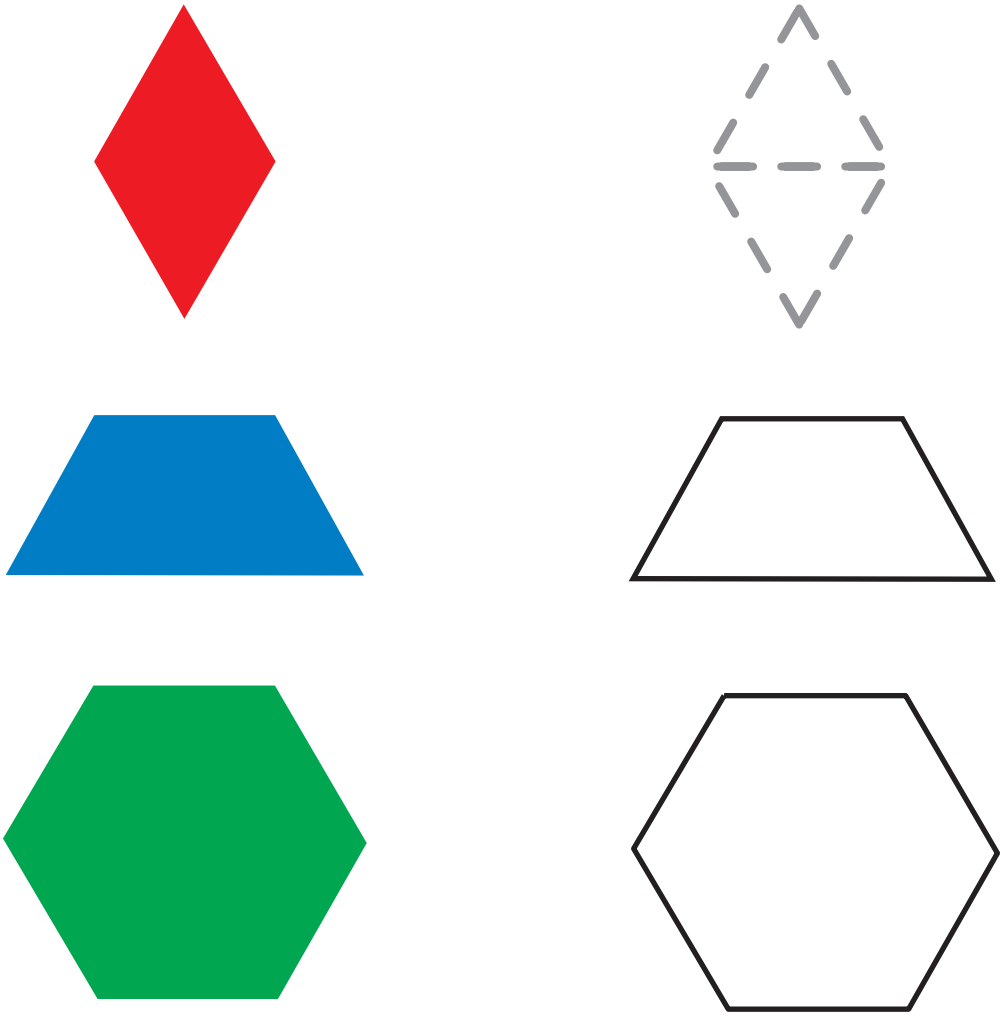
Essential Question How can you solve problems using the strategy ***draw a picture***?

Geometry—K.G.6

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

Unlock the Problem

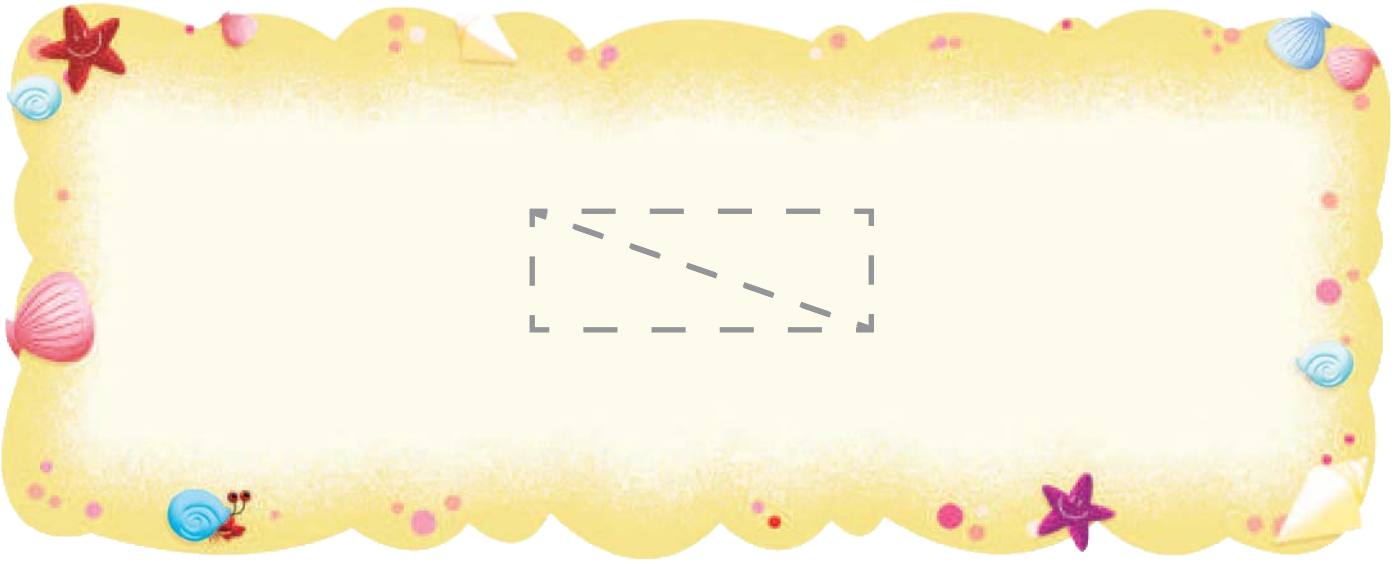
Hands On



DIRECTIONS How can you join triangles to make the shapes? Draw and color the triangles.

Try Another Problem

1



2

DIRECTIONS **1.** How can you join the two triangles to make a rectangle? Trace around the triangles to draw the rectangle. **2.** How can you join the two triangles to make a larger triangle? Use the triangle shapes to draw a larger triangle.

Name _____

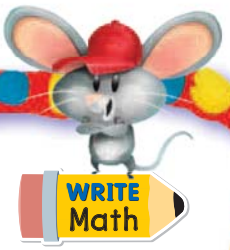
Share and Show

3

4

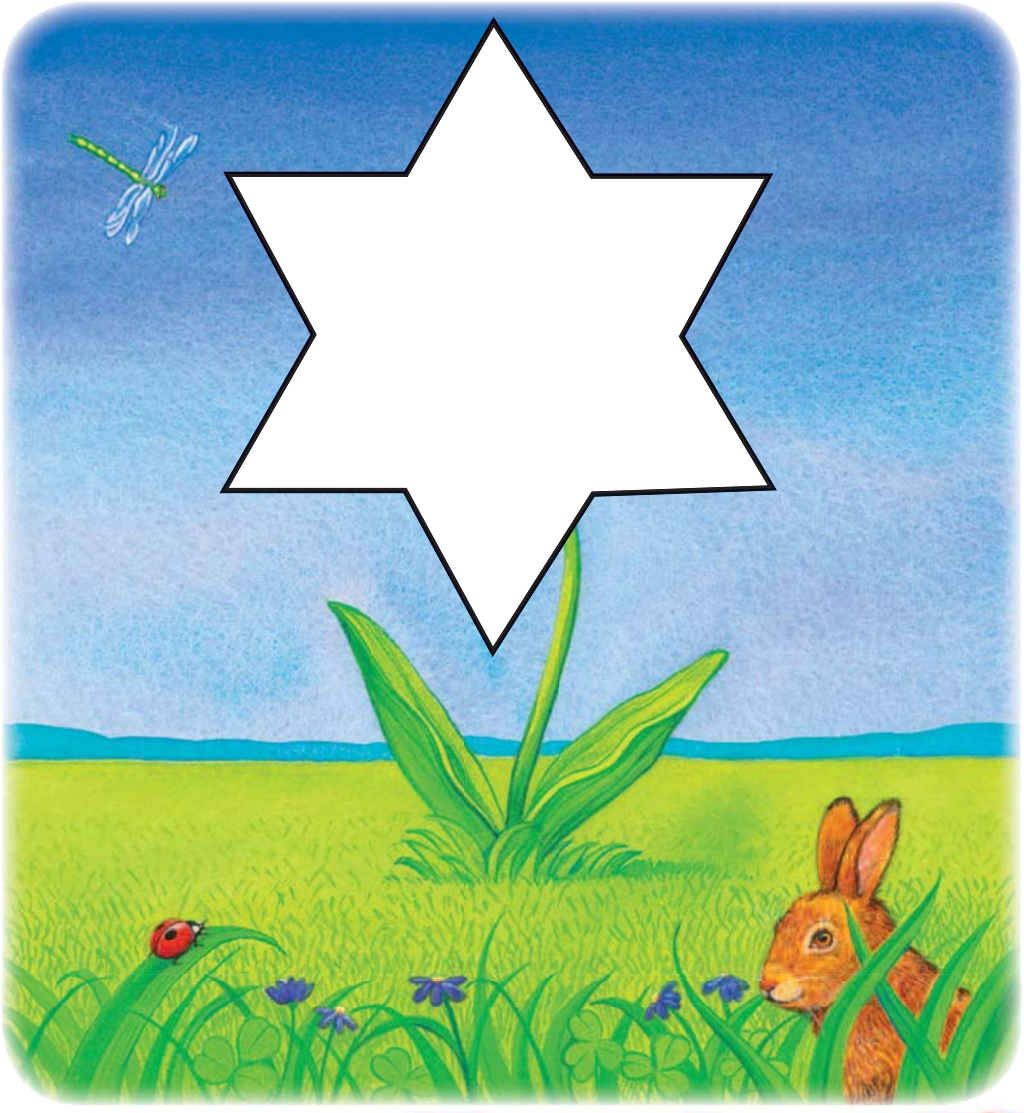
DIRECTIONS **3.** How can you join some of the squares to make a larger square? Use the square shapes to draw a larger square. **4.** How can you join some or all of the squares to make a rectangle? Use the square shapes to draw a rectangle.

On Your Own



5

6



DIRECTIONS **5.** Can you join these shapes to make a hexagon? Use the shapes to draw a hexagon. **6.** Which shapes could you join to make the larger shape? Draw and color to show the shapes you used.

HOME ACTIVITY • Have your child join shapes to form a larger shape, and then tell you about the shape.

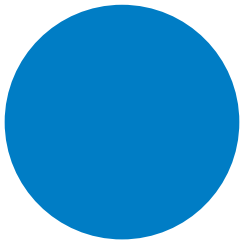
FOR MORE PRACTICE:
Standards Practice Book

Name _____

Chapter 9 Review/Test

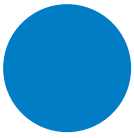
1



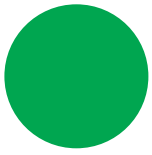



○ Yes ○ No


○ Yes ○ No

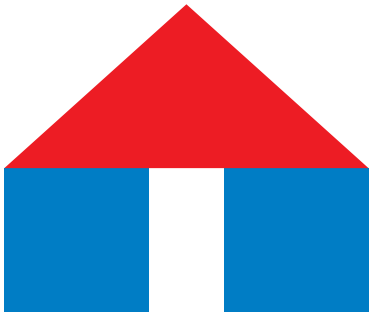
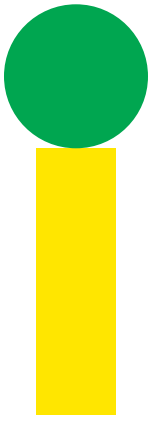

○ Yes ○ No

2


○ ○ ○ ○

3

_____

_ _ _ _ _

_____ squares

DIRECTIONS **1.** Is the shape a circle? Choose Yes or No. **2.** Mark under all the shapes that have curves. **3.** How many squares are in the picture? Write the number.

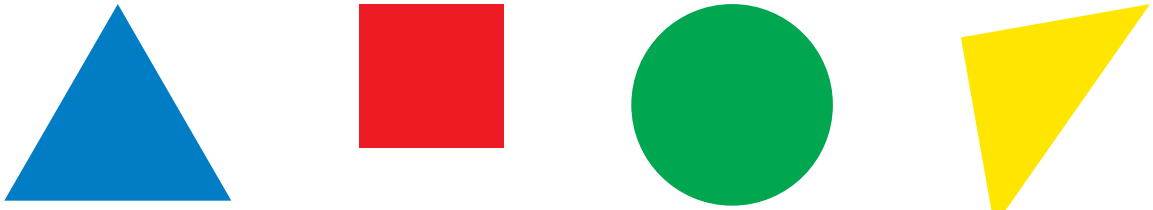
4

_____

_ _ _ _ _

_____ sides

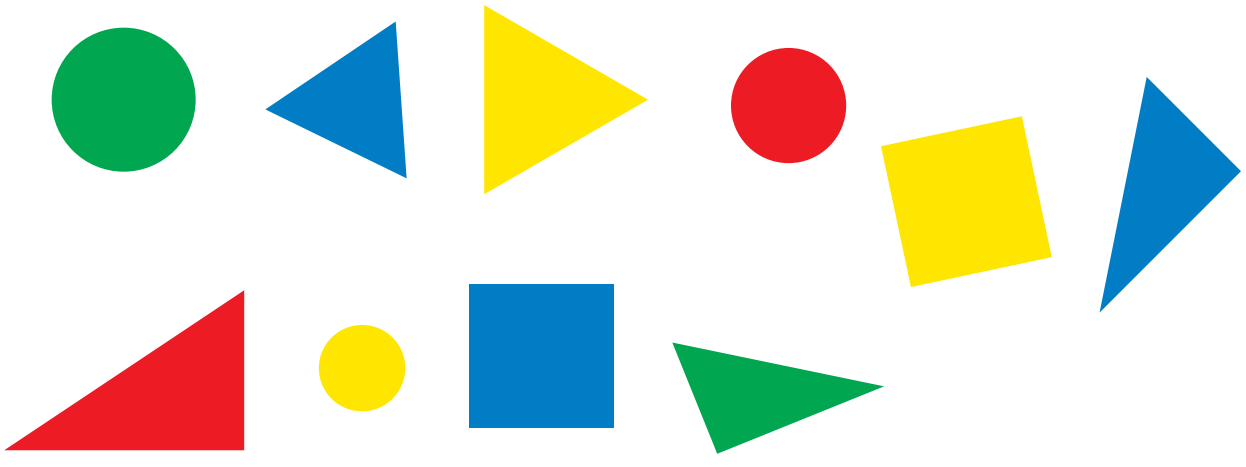
5



○ ○ ○ ○

Personal Math Trainer

6 THINK SMARTER +



DIRECTIONS **4.** Look at the square. Write the number of sides on a square. **5.** Mark under all of the shapes that are triangles. **6.** Mark an X on each shape that has 3 sides and 3 vertices.

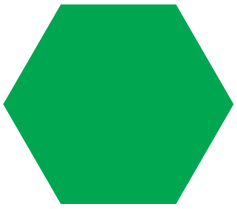
Name _____

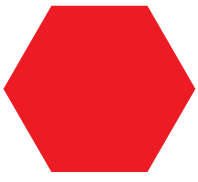
7

Personal Math Trainer

8 THINK SMARTER +

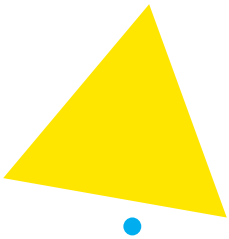
9

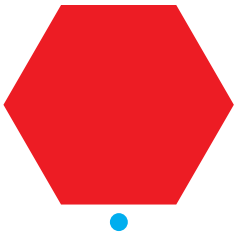




DIRECTIONS **7.** Mark an X on the shape that is not a rectangle. **8.** Draw a shape that is the same as the boxcars on the train. **9.** Mark an X on all of the hexagons.

10



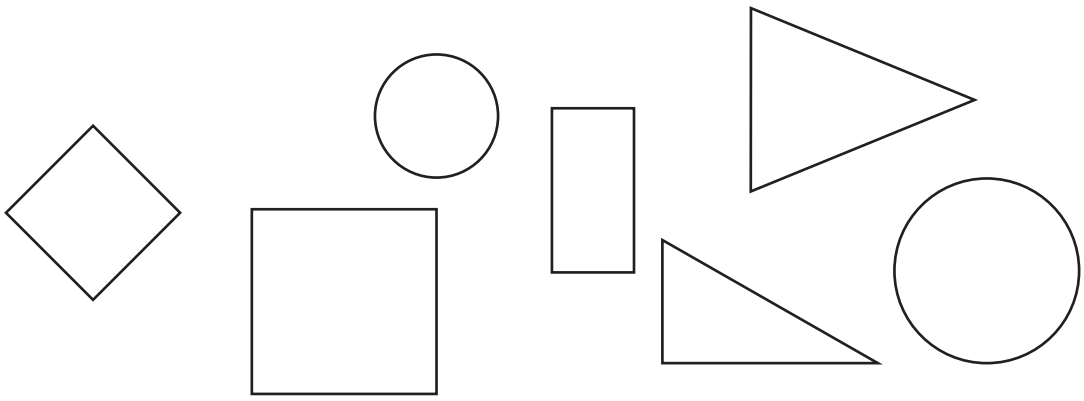


4 sides

3 sides

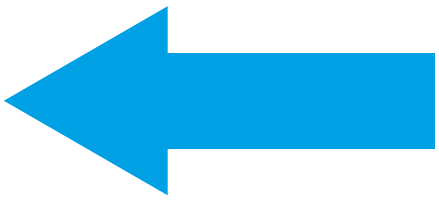
6 sides

11



Personal Math Trainer

12 THINK SMARTER +



DIRECTIONS **10.** Match the shape to the number with that many sides. **11.** Look at the shapes. Compare them to see how they are alike and how they are different. Use red to color the shapes with four sides. Use green to color the shapes with curves. Use blue to color the shapes with three vertices. **12.** Draw the two shapes used to make the arrow.

Chapter 10

Identify and Describe Three-Dimensional Shapes

Curious About Math with Curious George

Many of the shapes in our environment are three-dimensional shapes.

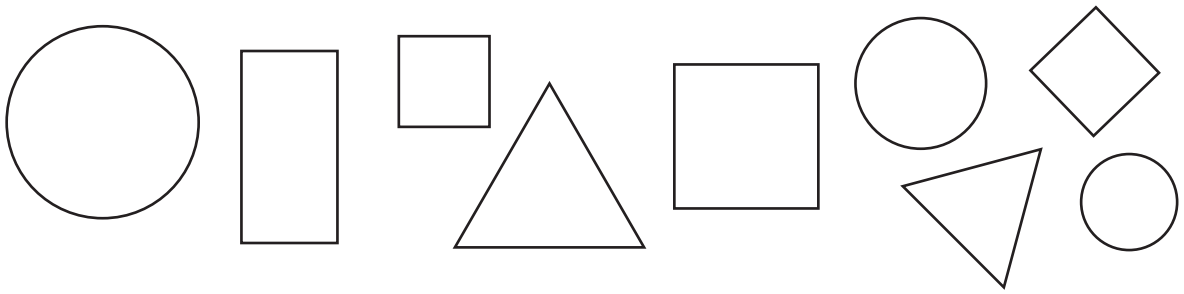
Name some of the shapes you see in this picture.

Name _____

Show What You Know

Identify Shapes

1



Describe Shapes

2

_____

_ _ _ _ _

_____ sides

_____

_ _ _ _ _

_____ vertices

3

_____

_ _ _ _ _

_____ sides

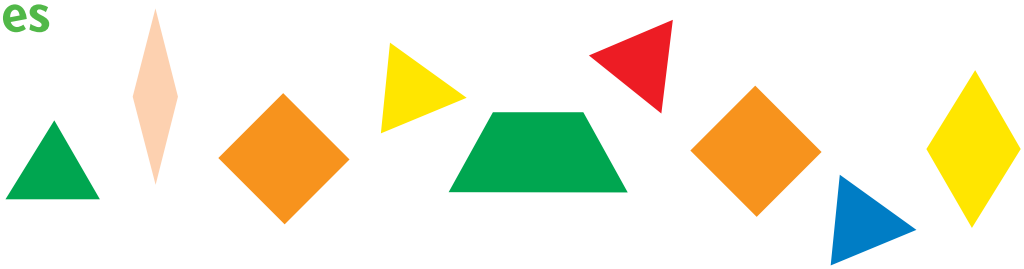
_____

_ _ _ _ _

_____ vertices

Sort Shapes

4



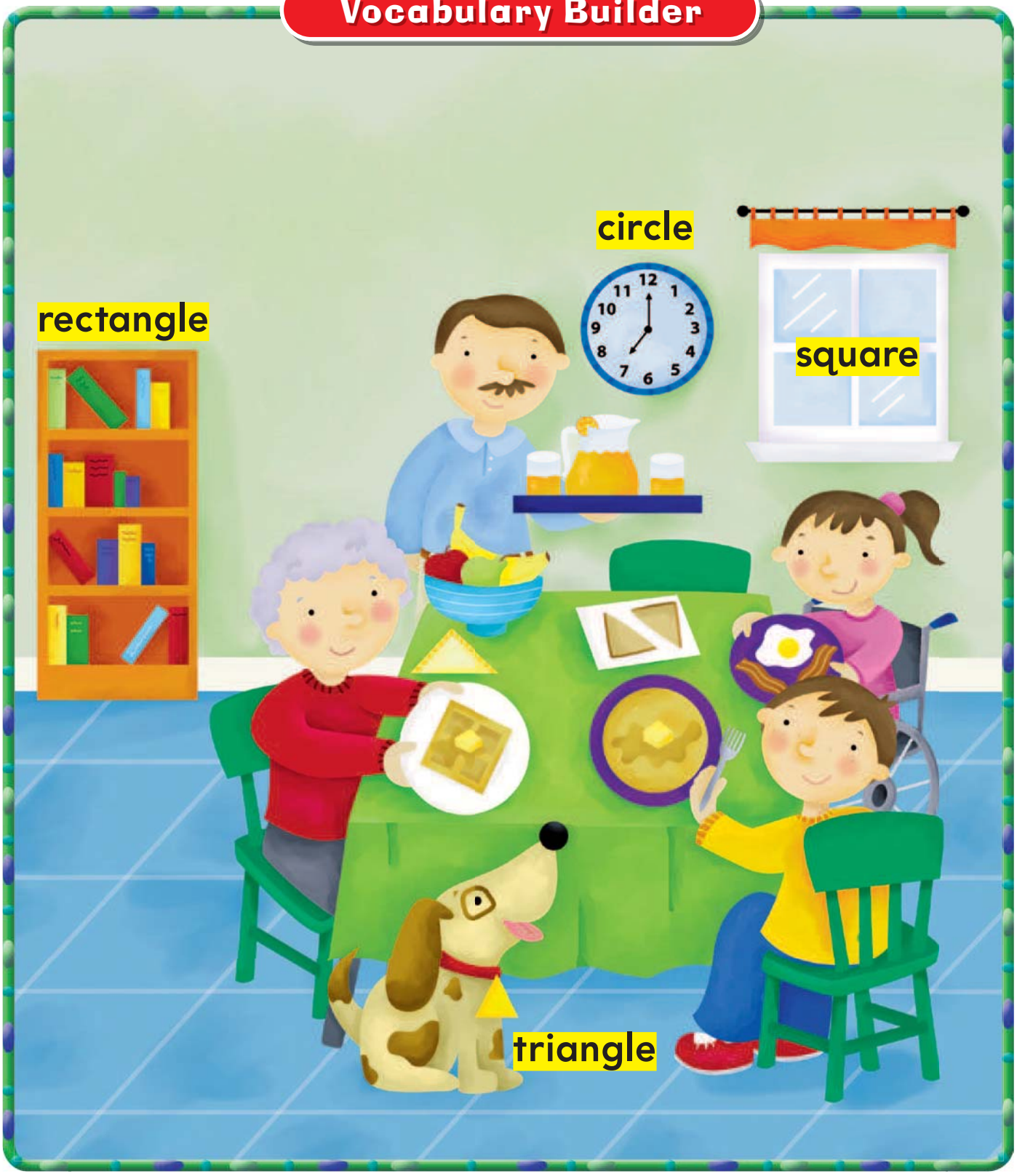
This page checks understanding of important skills needed for success in Chapter 10.

DIRECTIONS **1.** Use red to color the squares. Use blue to color the triangles. **2–3.** Look at the shape. Write how many sides. Write how many vertices. **4.** Mark an X on the shapes with three sides.

Personal Math Trainer
Online Assessment and Intervention

Name _____

Vocabulary Builder



DIRECTIONS Mark an X on the food shaped like a circle. Draw a line under the food shaped like a square. Circle the food shaped like a triangle.

GO DIGITAL
- Interactive Student Edition
- Multimedia eGlossary

Game

Follow the Shapes

DIRECTIONS Choose a shape from START. Follow the path that has the same shapes. Draw a line to show the path to the END with the same shape.

Name _____

Three-Dimensional Shapes

Essential Question How can you show which shapes stack, roll, or slide?

Geometry—K.G.4

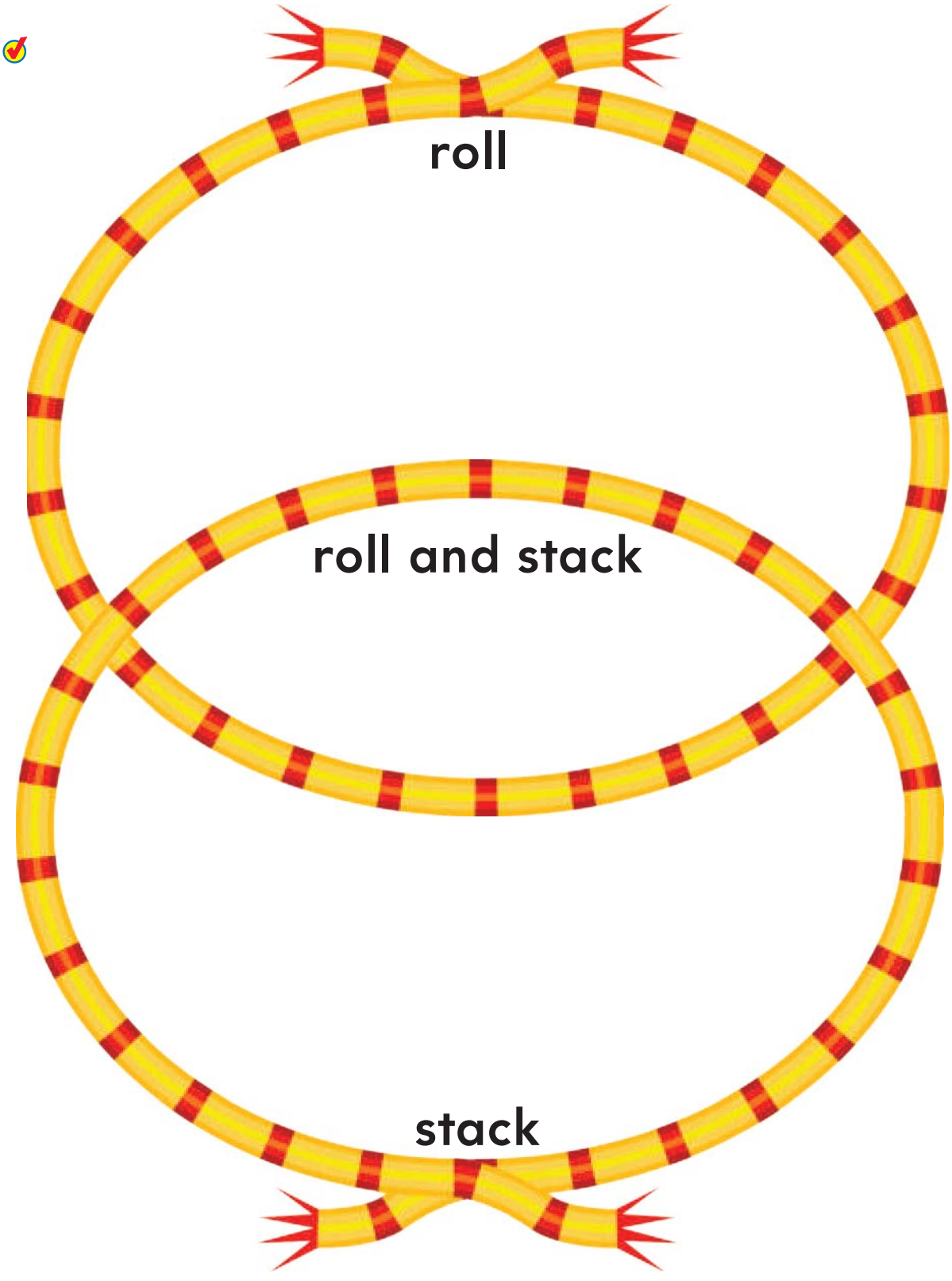
MATHEMATICAL PRACTICES
MP.5, MP.6, MP.7

Listen and Draw

does stack	does not stack

DIRECTIONS Place three-dimensional shapes on the page. Sort the shapes by whether they stack or do not stack. Describe the shapes. Match a picture of each shape to the shapes on the sorting mat. Glue the shape pictures on the sorting mat.

Share and Show

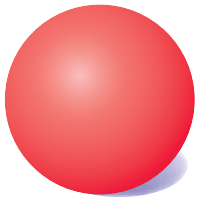


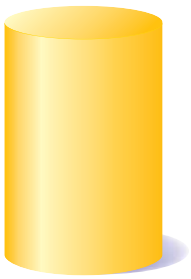
DIRECTIONS 1. Place three-dimensional shapes on the page. Sort the shapes by whether they roll or stack. Describe the shapes. Match a picture of each shape to the shapes. Glue the shape pictures on the page.

Name _____

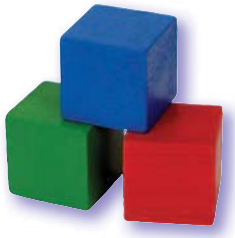
2

roll

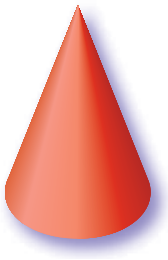


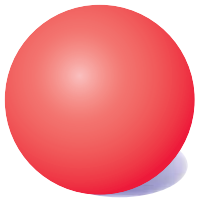


3



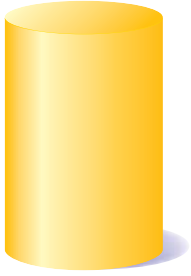
stack

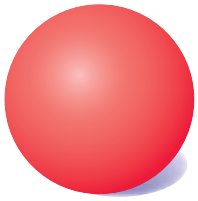




4

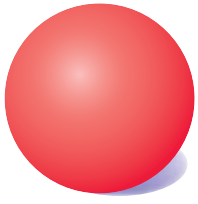
slide





5

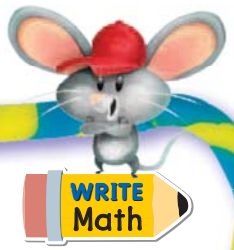
stack and slide



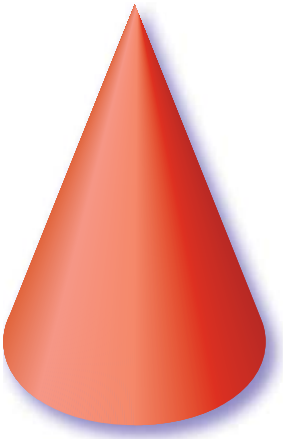
DIRECTIONS **2.** Which shape does not roll? Mark an X on that shape. **3.** Which shapes do not stack? Mark an X on those shapes. **4.** Which shape does not slide? Mark an X on that shape. **5.** Which shape does not stack and slide? Mark an X on that shape.

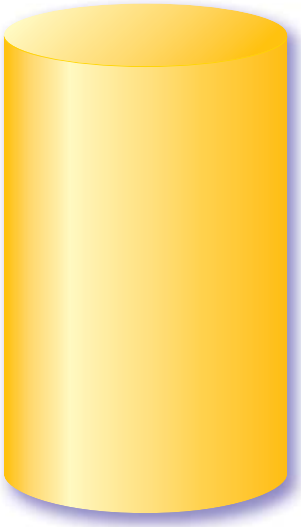
Problem Solving • Applications

Real World



6





7

DIRECTIONS **6.** I roll and do not stack. Describe the shape. Mark an X on that shape. **7.** Draw to show what you know about a real object that rolls and does not stack.

HOME ACTIVITY • Have your child identify and describe an object in the house that rolls and does not stack.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

Identify, Name, and Describe Spheres

Essential Question How can you identify, name, and describe spheres?

Geometry—K.G.2

MATHEMATICAL PRACTICES
MP.5, MP.6, MP.7

Listen and Draw

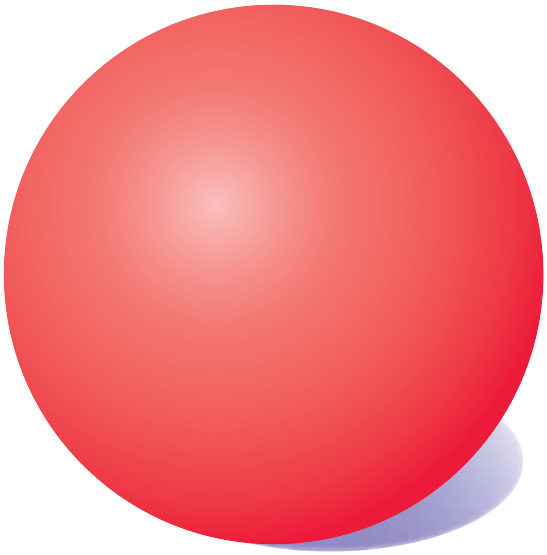
sphere	not a sphere

DIRECTIONS Place three-dimensional shapes on the page. Identify and name the sphere. Sort the shapes on the sorting mat. Describe the sphere. Match a picture of each shape to the shapes on the sorting mat. Glue the shape pictures on the sorting mat.

Share and Show

1

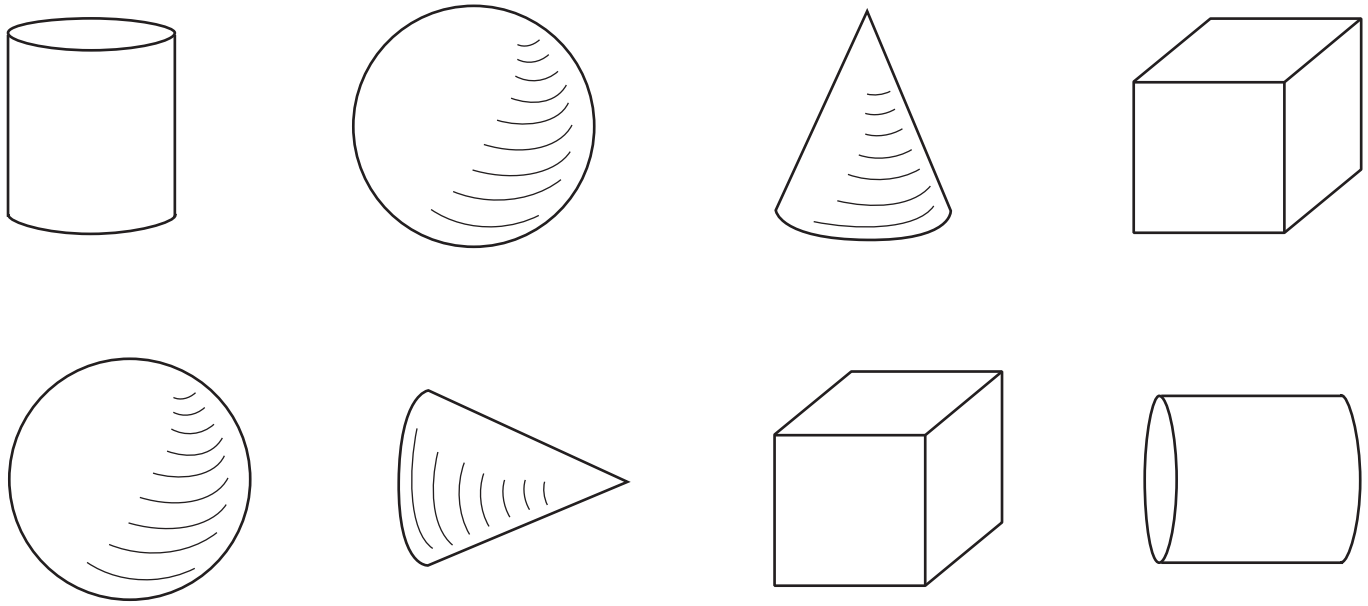
sphere



flat surface

curved surface

2



DIRECTIONS 1. Look at the sphere. Circle the words that describe a sphere. 2. Color the spheres.

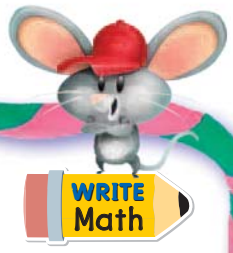
Name _____

3

DIRECTIONS 3. Identify the objects that are shaped like a sphere. Mark an X on those objects.

Problem Solving • Applications

Real World



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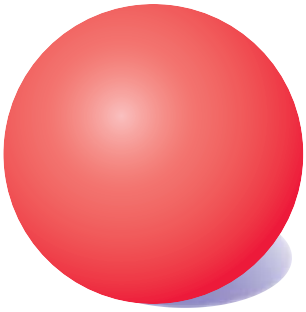


5

DIRECTIONS **4.** I have a curved surface. Which shape am I? Mark an X on that shape. **5.** Draw to show what you know about a real object that is shaped like a sphere.

HOME ACTIVITY • Have your child identify and describe an object in the house that is shaped like a sphere.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

Identify, Name, and Describe Cubes

Essential Question How can you identify, name, and describe cubes?

Geometry—K.G.2

MATHEMATICAL PRACTICES
MP.2, MP.5, MP.6

Listen and Draw

cube	not a cube

DIRECTIONS Place three-dimensional shapes on the page. Identify and name the cube. Sort the shapes on the sorting mat. Describe the cube. Match a picture of each shape to the shapes on the sorting mat. Glue the shape pictures on the sorting mat.

Share and Show

1

cube

flat surface

curved surface

2

_____

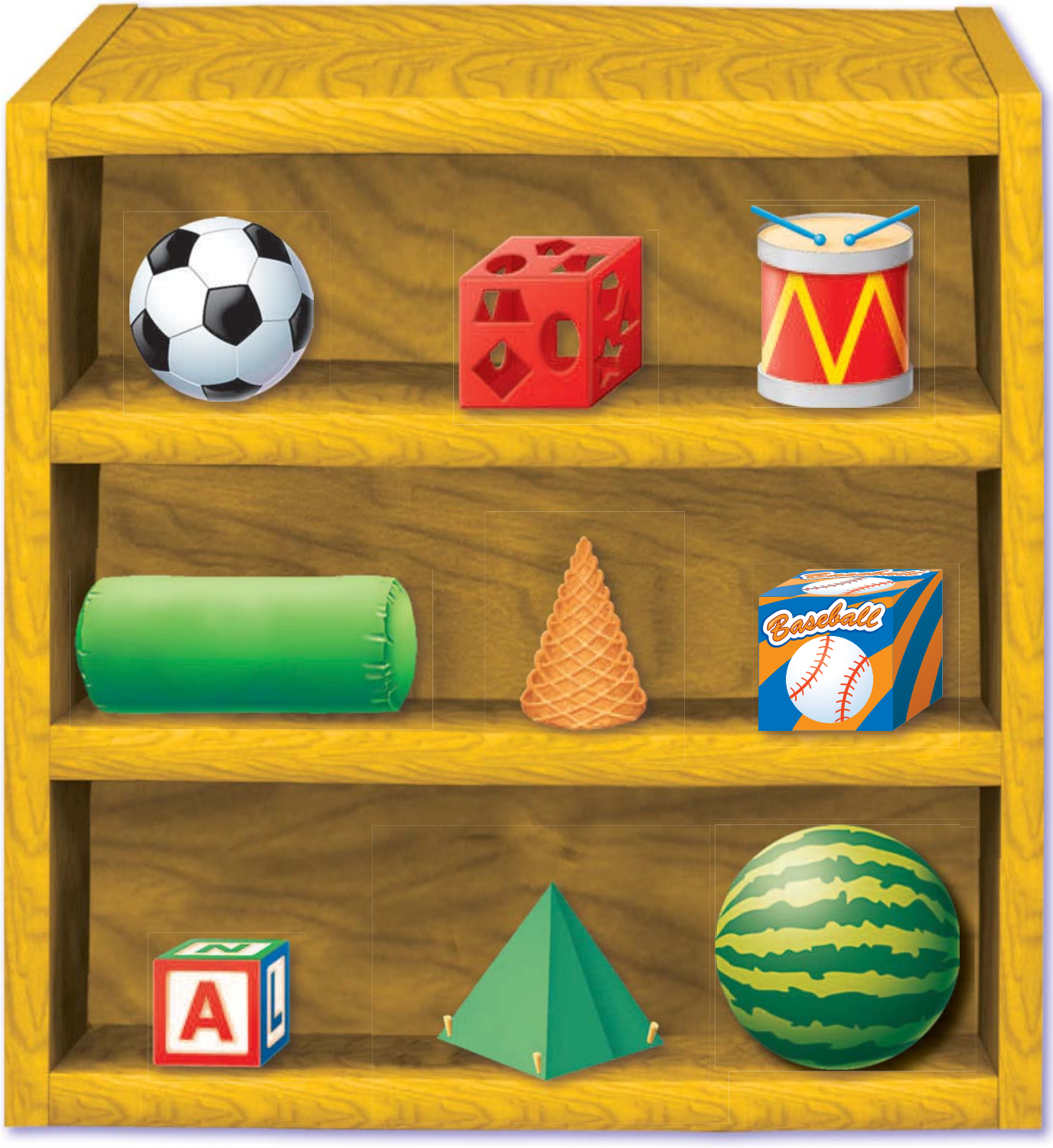
_ _ _ _ _

_____ flat surfaces

DIRECTIONS **1.** Look at the cube. Circle the words that describe a cube. **2.** Use a cube to count how many flat surfaces. Write the number.

Name _____

3



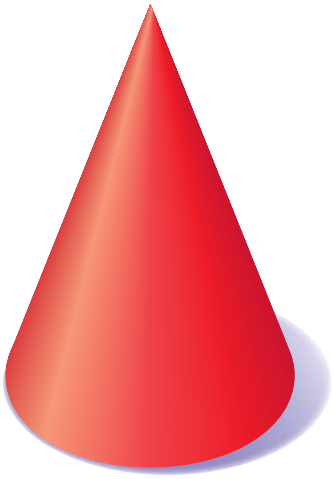
DIRECTIONS 3. Identify the objects that are shaped like a cube. Mark an X on those objects.

Problem Solving • Applications

Real World

WRITE Math

4



5

DIRECTIONS **4.** I have 6 flat surfaces. Which shape am I? Mark an X on that shape. **5.** Draw to show what you know about a real object that is shaped like a cube.

HOME ACTIVITY • Have your child identify and describe an object in the house that is shaped like a cube.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Identify, Name, and Describe Cylinders

Essential Question How can you identify, name, and describe cylinders?

Geometry—K.G.2

MATHEMATICAL PRACTICES
MP.2, MP.5, MP.6

Listen and Draw

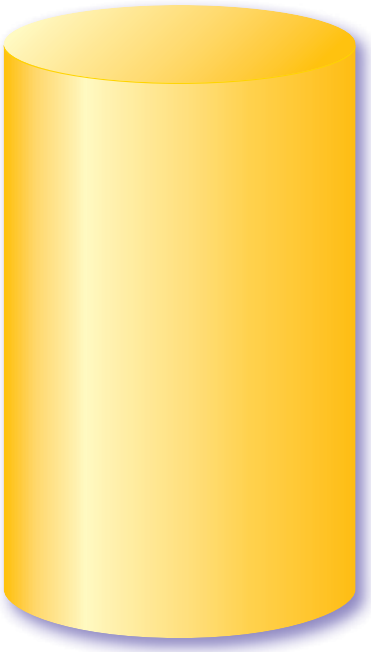
cylinder	not a cylinder

DIRECTIONS Place three-dimensional shapes on the page. Identify and name the cylinder. Sort the shapes on the sorting mat. Describe the cylinder. Match a picture of each shape to the shapes on the sorting mat. Glue the shape pictures on the sorting mat.

Share and Show

1

cylinder



flat surface

curved surface

2

_____

_ _ _ _ _

_____ flat surfaces

DIRECTIONS 1. Look at the cylinder. Circle the words that describe a cylinder.
2. Use a cylinder to count how many flat surfaces. Write the number.

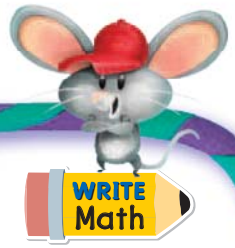
Name _____

3

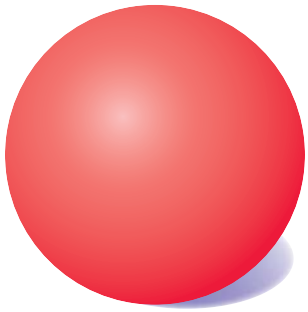
DIRECTIONS 3. Identify the objects that are shaped like a cylinder. Mark an X on those objects.

Problem Solving • Applications

Real World



4



5

DIRECTIONS **4.** I have 2 flat surfaces. Which shape am I? Mark an X on that shape. **5.** Draw to show what you know about a real object that is shaped like a cylinder.

HOME ACTIVITY • Have your child identify and describe an object in the house that is shaped like a cylinder.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

Identify, Name, and Describe Cones

Essential Question How can you identify, name, and describe cones?

Geometry—K.G.2

MATHEMATICAL PRACTICES
MP.2, MP.5, MP.6

Listen and Draw

Real World

Hands On

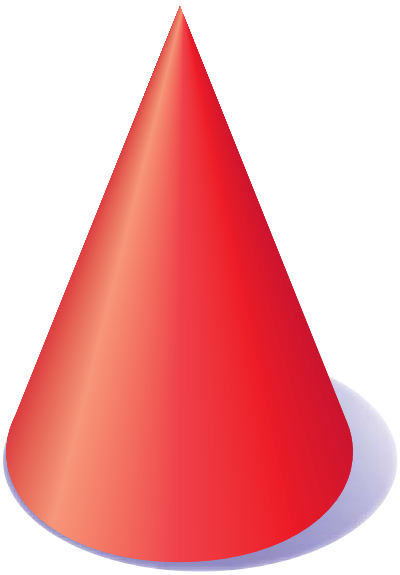
cone	not a cone

DIRECTIONS Place three-dimensional shapes on the page. Identify and name the cone. Sort the shapes on the sorting mat. Describe the cone. Match a picture of each shape to the shapes on the sorting mat. Glue the shape pictures on the sorting mat.

Share and Show

1

cone



flat surface

curved surface

2

_____

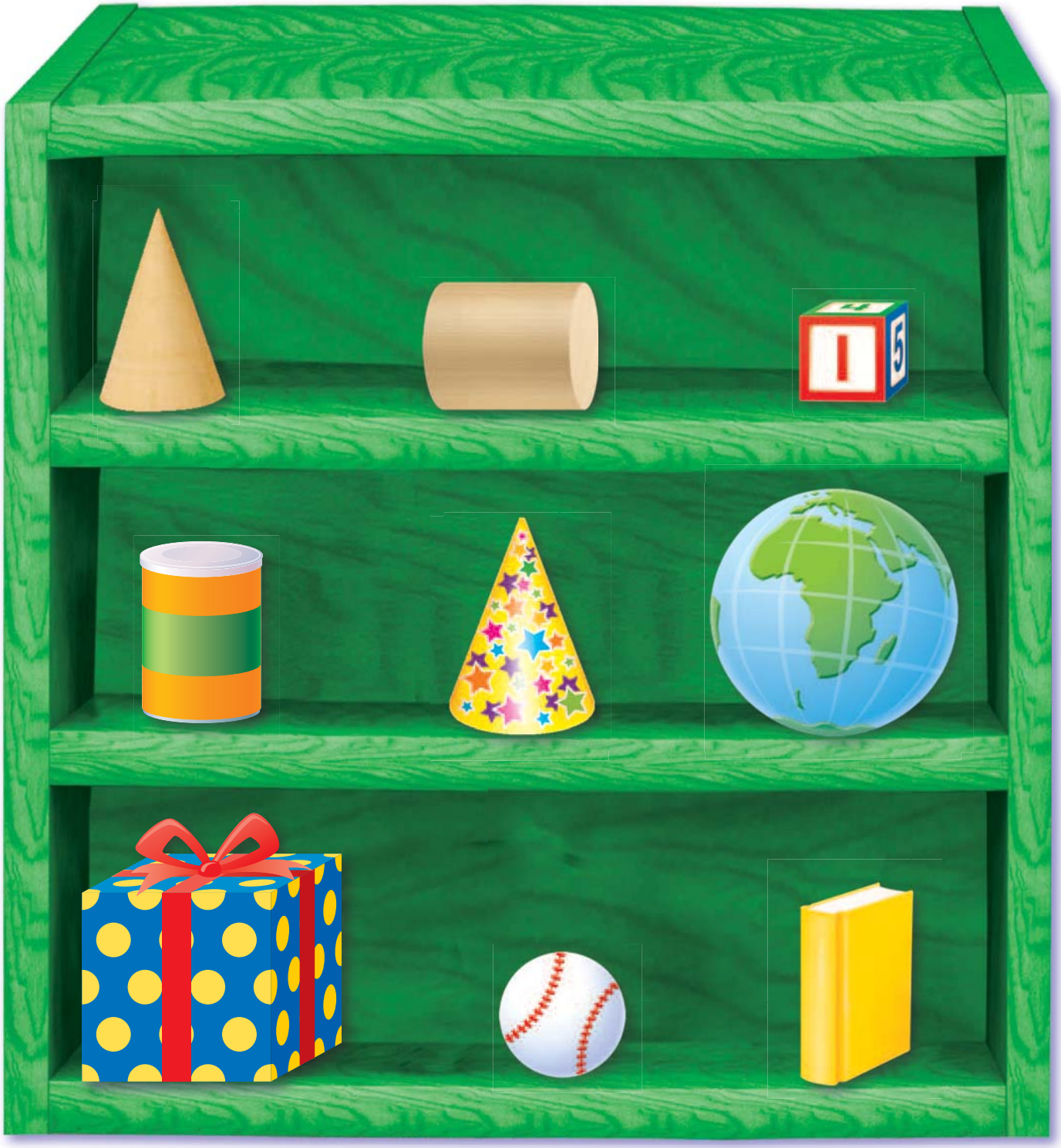
_ _ _ _ _

_____ flat surface

DIRECTIONS **1.** Look at the cone. Circle the words that describe a cone. **2.** Use a cone to count how many flat surfaces. Write the number.

Name _____

3



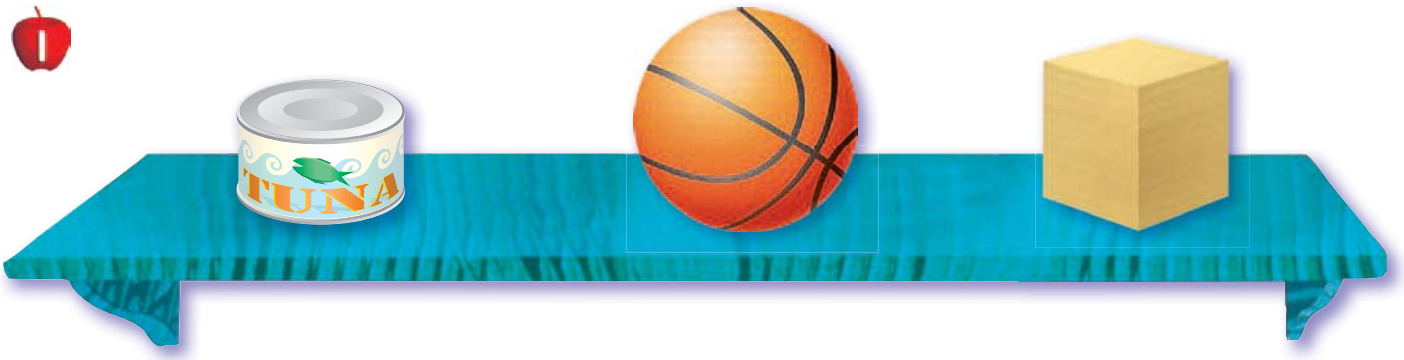
DIRECTIONS 3. Identify the objects that are shaped like a cone. Mark an X on those objects.

HOME ACTIVITY • Have your child identify and describe an object in the house that is shaped like a cone.

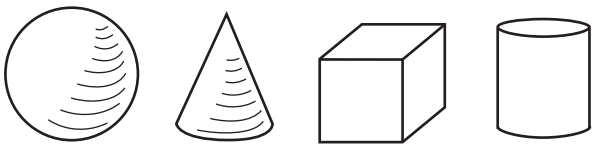
Mid-Chapter Checkpoint

Concepts and Skills

1



2



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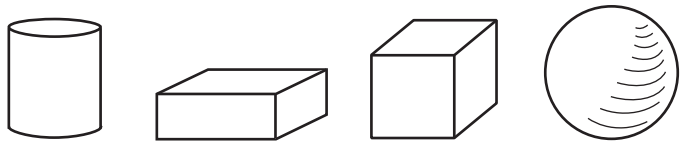
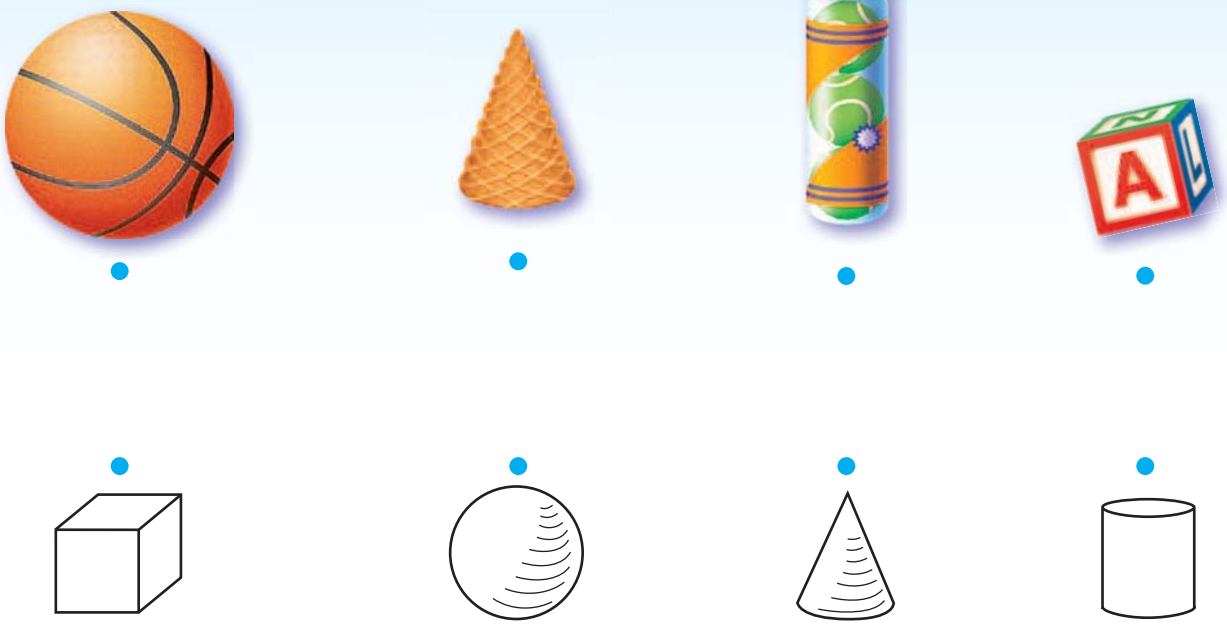


4 THINK SMARTER



DIRECTIONS 1. Mark an X on the object that is shaped like a cylinder. (K.G.2) **2.** Color the sphere. (K.G.2) **3.** Color the cube. (K.G.2) **4.** Draw lines to match the objects to their shapes. (K.G.2)

Name _____

Problem Solving • Two- and Three-Dimensional Shapes

Essential Question How can you solve problems using the strategy ***use logical reasoning***?

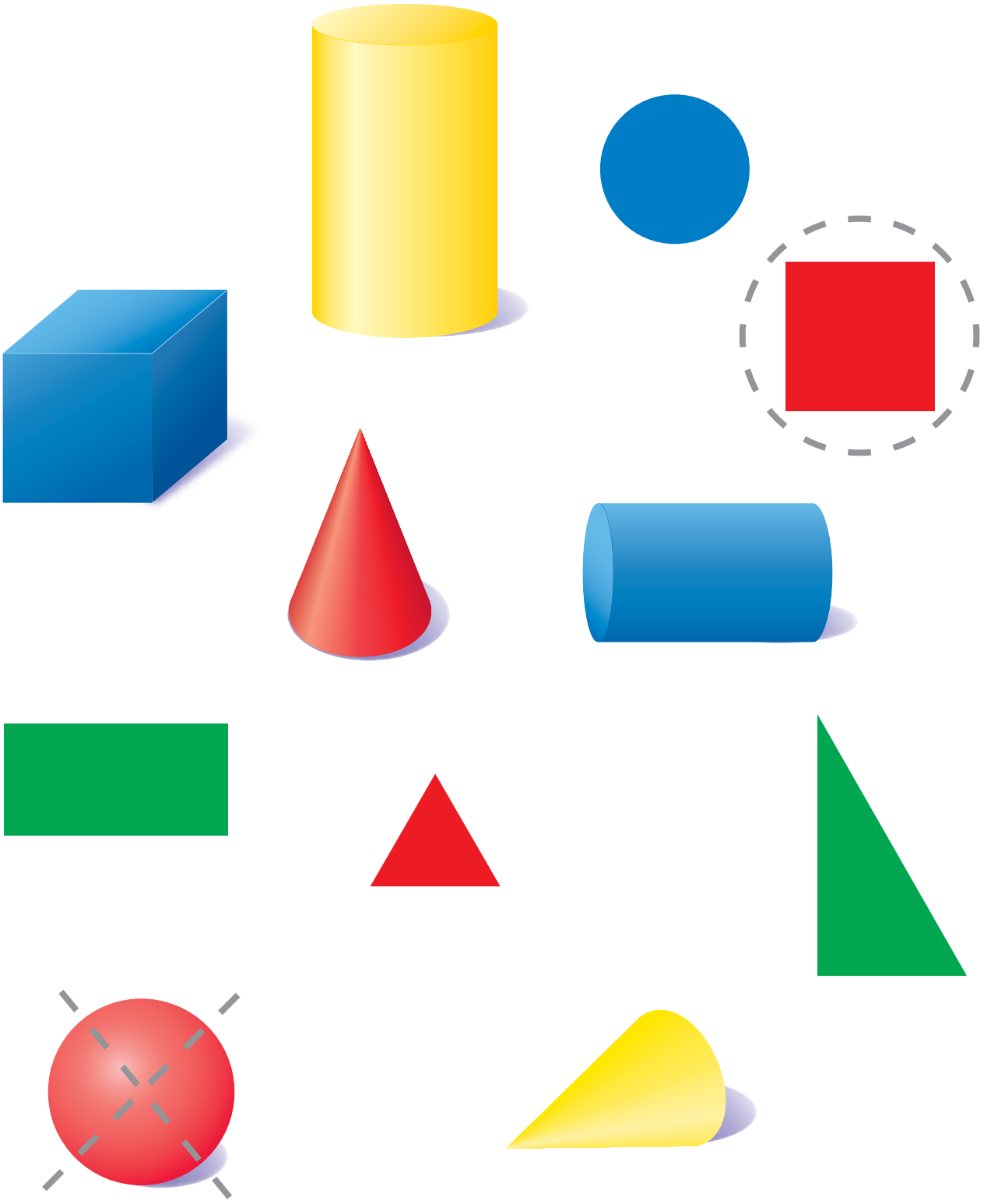
Geometry—K.G.3

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

two-dimensional shapes	three-dimensional shapes

DIRECTIONS Place shapes on the page. Sort the shapes on the sorting mat into sets of two-dimensional and three-dimensional shapes. Match a picture of each shape to a shape on the sorting mat. Glue the shape pictures on the sorting mat.

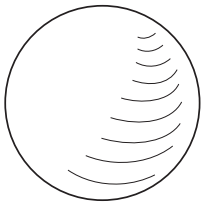
Try Another Problem

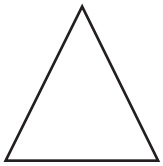


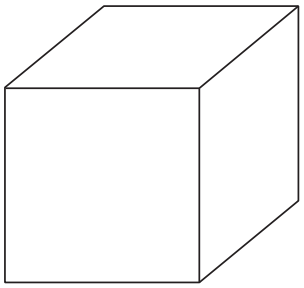
DIRECTIONS 1. Identify the two-dimensional or flat shapes. Trace the circle around the square. Circle the other flat shapes. Identify the three-dimensional or solid shapes. Trace the X on the sphere. Mark an X on the other solid shapes.

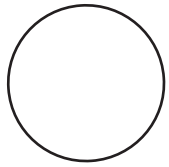
Name _____

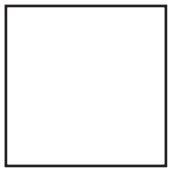
Share and Show

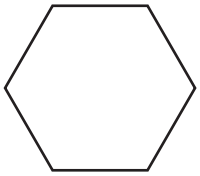


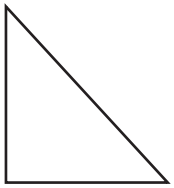


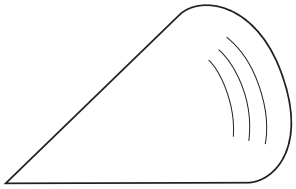


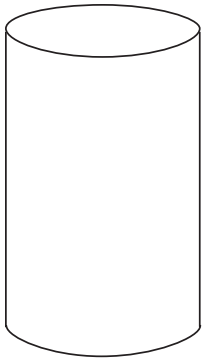


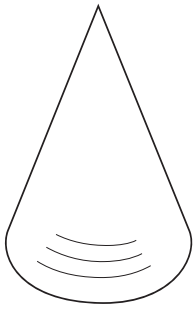






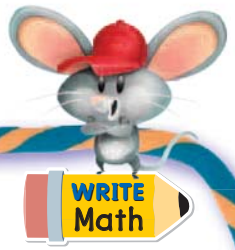






DIRECTIONS **2.** Identify the two-dimensional or flat shapes. Use red to color the flat shapes. Identify the three-dimensional or solid shapes. Use blue to color the solid shapes.

On Your Own Real World



3

4

DIRECTIONS **3.** Draw to show what you know about a flat shape. Name the shape. **4.** Draw to show what you know about a real object that has a solid shape. Name the object and the shape.

HOME ACTIVITY • Have your child identify a household object that is shaped like a three-dimensional shape. Have him or her name the three-dimensional shape.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

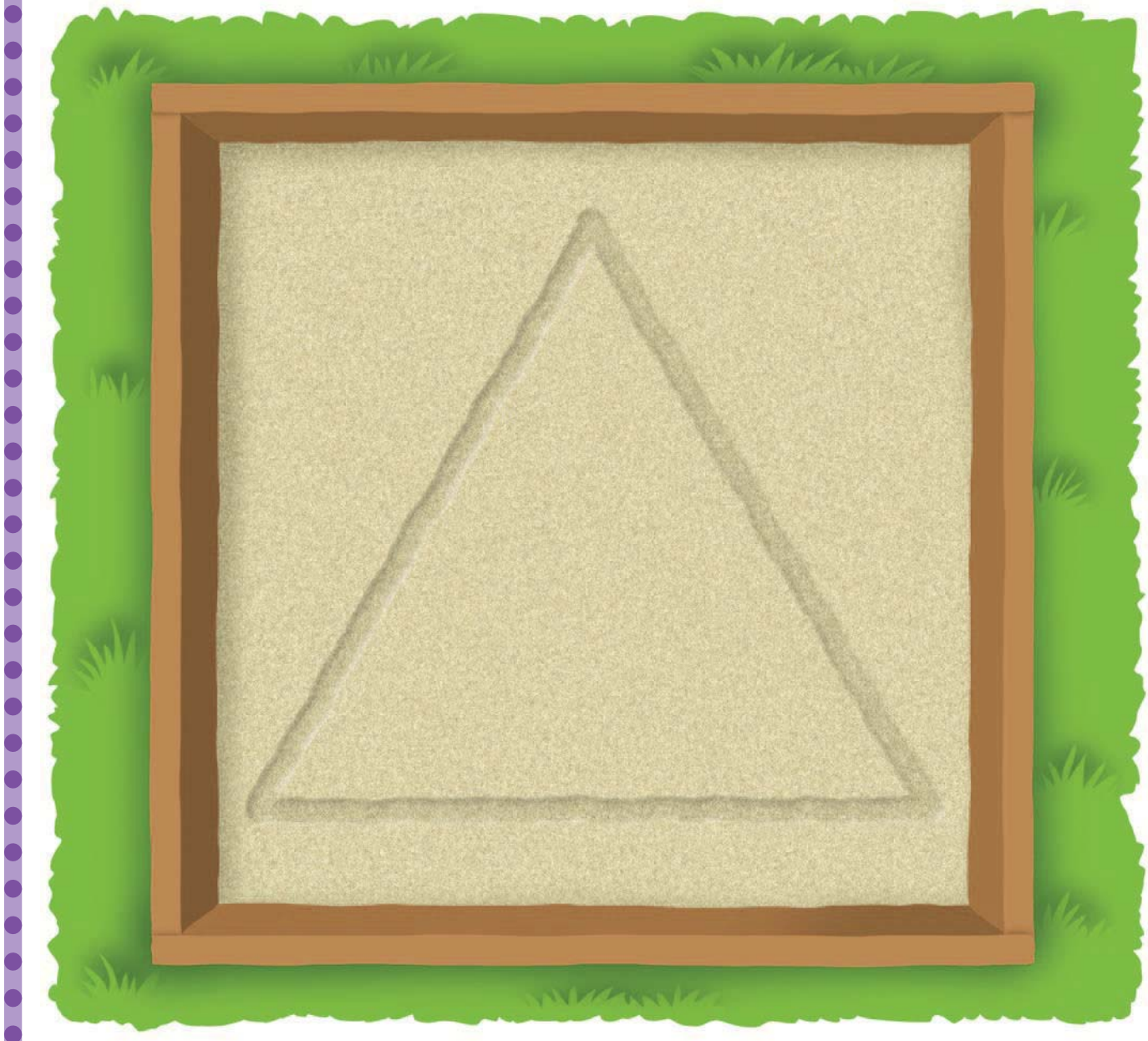
Model Shapes

Essential Question How can you model shapes in the real world?

Geometry—K.G.5
Also K.G.2, K.G.3

MATHEMATICAL PRACTICES
MP.3, MP.8

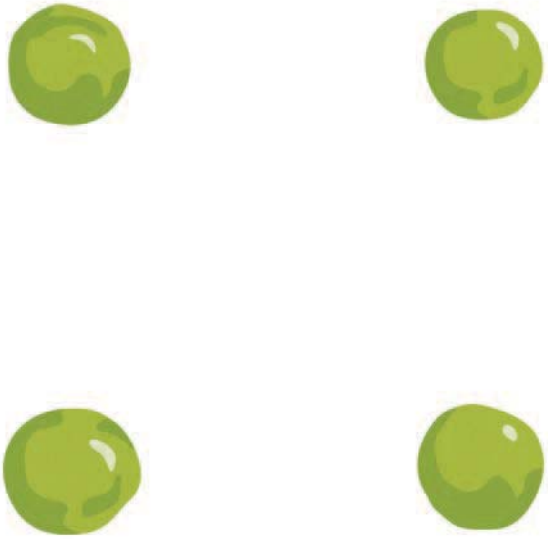
Listen and Draw



DIRECTIONS Use your finger to trace around the shape. Name the shape. Tell a friend whether this shape is flat or solid. Talk about the number of sides and the number of vertices.

Share and Show

1



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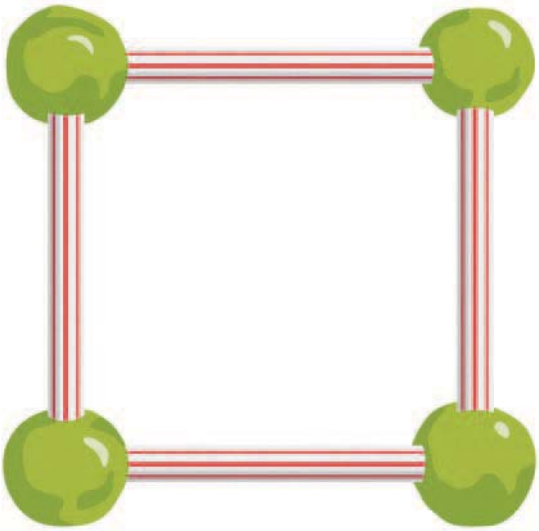
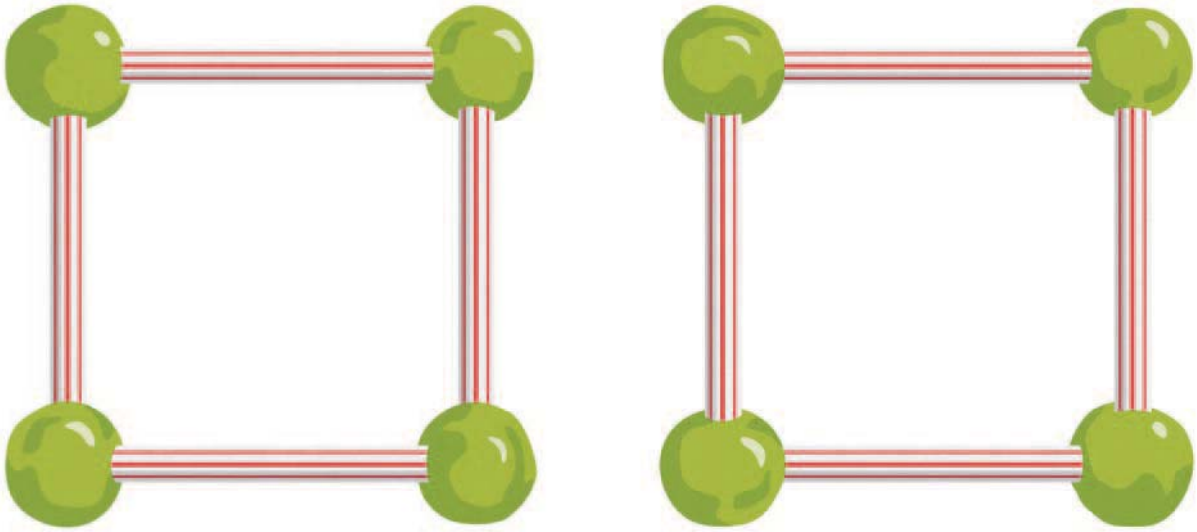


DIRECTIONS 1. Use clay to model 4 spheres as shown. 2. Place straws into the spheres as shown.

Name _____

3



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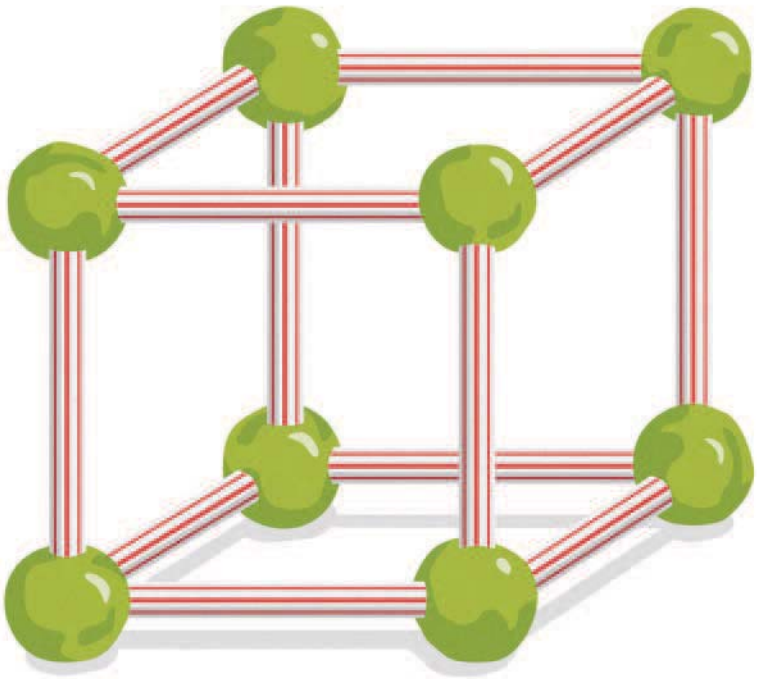
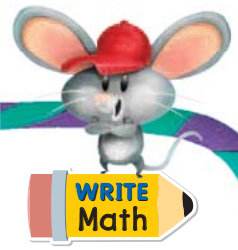


DIRECTIONS **3.** Use clay and straws to model another shape. Match the shape that you modeled in Exercise 2. **4.** Stand a straw into each corner of one of the shapes. Carefully lift the other shape and place it onto the straws as shown. Name the solid shape you modeled.

Problem Solving • Applications

Real World



5

6

DIRECTIONS **5.** Maria's window has the shape of a square. Draw a picture of the shape. Tell a friend whether this shape is flat or solid. Talk about the number of sides and the number of vertices. **6.** Use objects such as clay, straws, and circles to model a solid shape. Draw a picture of the solid shape. Tell a friend about the shape.

HOME ACTIVITY • Have your child identify a household object that has a flat shape. Have your child model the shape with a drawing. Repeat the activity with a solid object, and have your child model the shape with materials such as clay and toothpicks.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

Above and Below

Essential Question How can you use the terms *above* and *below* to describe shapes in the environment?

Geometry—K.G.1

MATHEMATICAL PRACTICES
MP.4

Listen and Draw

DIRECTIONS Trace the circle around the object shaped like a cylinder that is below the shelf. Trace the X on the object shaped like a sphere that is above the cabinet.

Share and Show

1

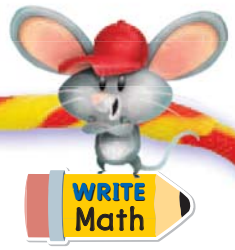
DIRECTIONS 1. Circle the object that is shaped like a cone below the play set. Mark an X on the object that is shaped like a cube above the play set. Color the object that is shaped like a cylinder above the play set.

Name _____

DIRECTIONS **2.** Circle the ball that is above the net. Mark an X on the box that is directly below the net.

Problem Solving • Applications

Real World



3

DIRECTIONS **3.** Draw to show what you know about real world three-dimensional objects that might be above or below the net. Tell a friend about your drawing as you name the shape of the objects.

HOME ACTIVITY • Tell your child you are thinking of something in the room that is above or below another object. Have your child tell you what the object might be.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

Beside and Next To

Essential Question How can you use the terms *beside* and *next to* to describe shapes in the environment?

Geometry—K.G.1

MATHEMATICAL PRACTICES
MP.3, MP.4, MP.6

Listen and Draw

DIRECTIONS Trace the X on the object shaped like a cone that is beside the object shaped like a sphere. Trace the circle on the object shaped like a sphere that is next to the object shaped like a cube.

Share and Show

1

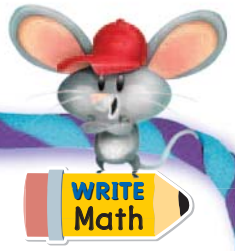
DIRECTIONS 1. Mark an X on the bead shaped like a cube that is beside the bead shaped like a cone. Draw a circle around the bead shaped like a cone that is next to the bead shaped like a cylinder. Use the words *next to* and *beside* to name the position of other bead shapes.

Name _____

DIRECTIONS **2.** Mark an X on the object shaped like a cylinder that is next to the object shaped like a sphere. Draw a circle around the object shaped like a cone that is beside the object shaped like a cube. Use the words *next to* and *beside* to describe the position of other package shapes.

Problem Solving • Applications

Real World



3

DIRECTIONS **3.** Draw or use pictures to show what you know about real world three-dimensional objects beside and next to other objects.

HOME ACTIVITY • Tell your child you are thinking of something in the room that is beside or next to another object. Have your child tell you the shape of the object.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

In Front Of and Behind

Essential Question How can you use the terms *in front of* and *behind* to describe shapes in the environment?

Geometry—K.G.1

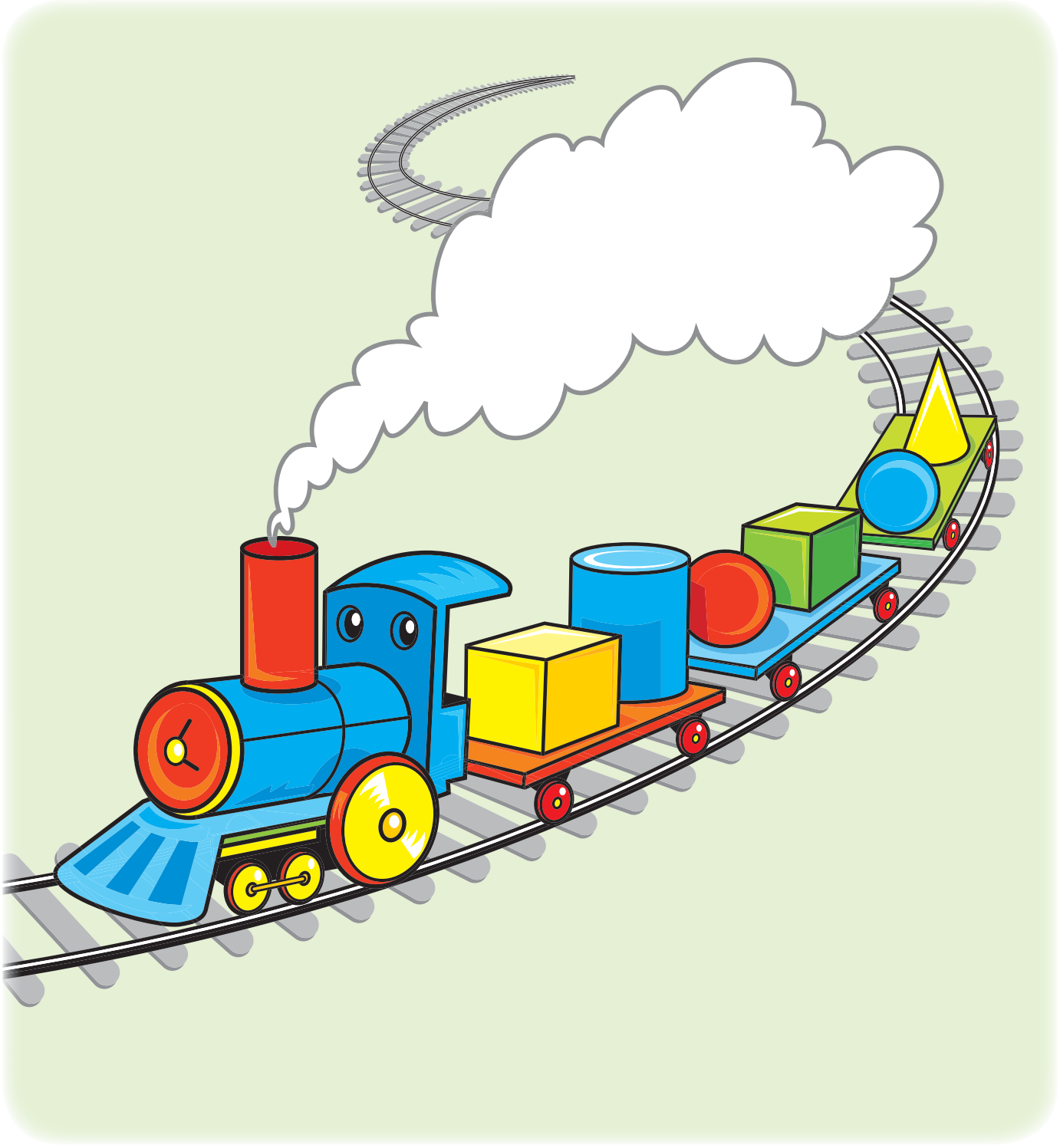
MATHEMATICAL PRACTICES
MP.3, MP.4, MP.6

Listen and Draw Real World

DIRECTIONS Trace the X on the object shaped like a sphere that is in front of the object shaped like a cube. Trace the circle around the object shaped like a cylinder that is behind the object shaped like a cube.

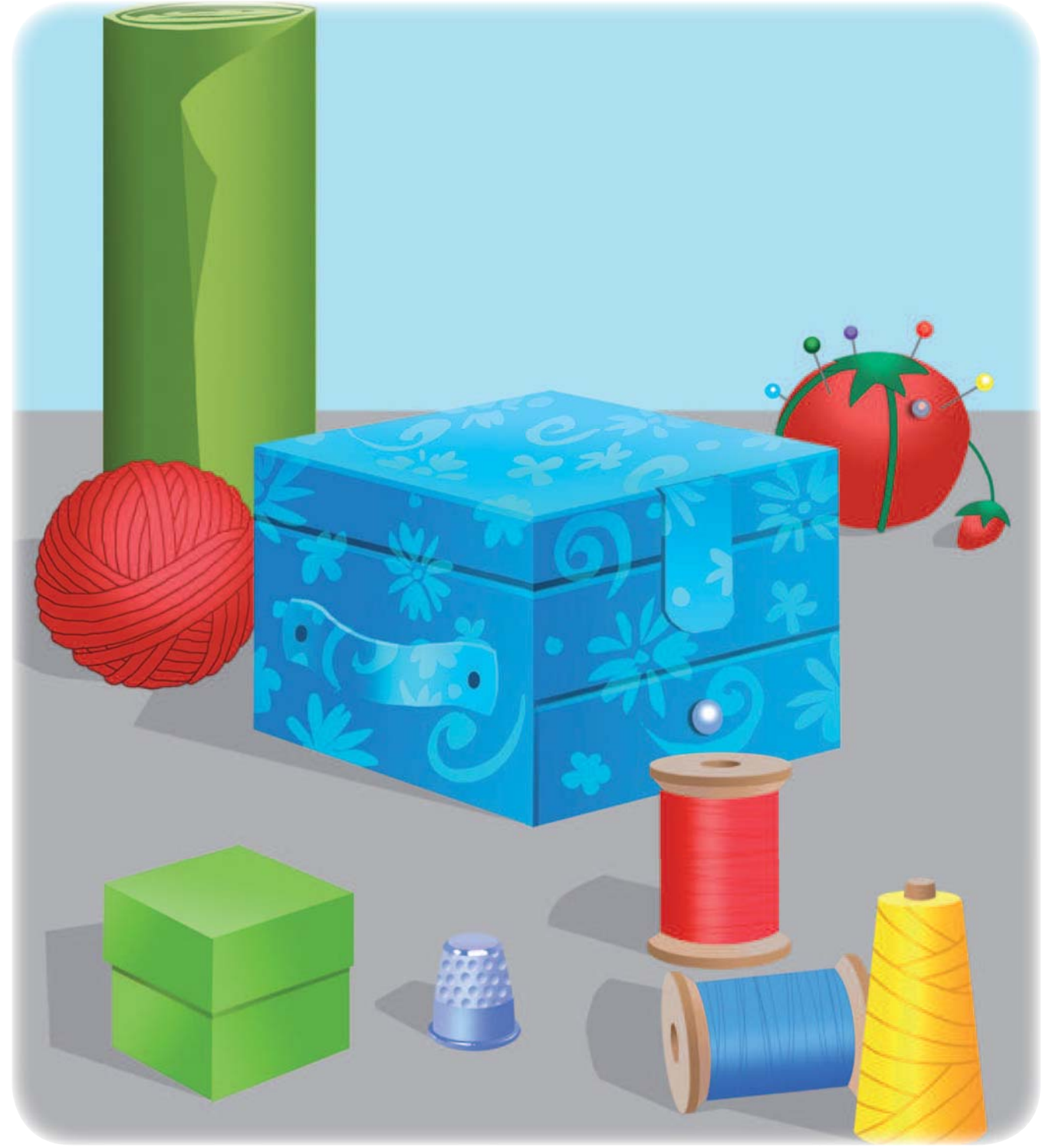
Share and Show

1



DIRECTIONS 1. Mark an X on the object shaped like a cylinder that is behind the object shaped like a cube. Draw a circle around the object shaped like a sphere that is directly in front of the object shaped like a cone. Use the words *in front of* and *behind* to name the position of other shapes.

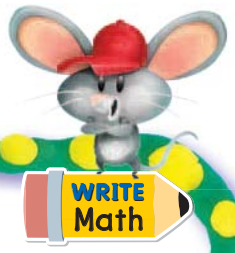
Name _____



DIRECTIONS **2.** Mark an X on the object shaped like a cube that is in front of the object shaped like a cylinder. Draw a circle around the object shaped like a cylinder that is behind the object shaped like a sphere. Use the words *in front of* and *behind* to name the position of other shaped objects.

Problem Solving • Applications

Real World



3

DIRECTIONS **3.** Draw or use pictures to show what you know about real world three-dimensional objects in front of and behind other objects.

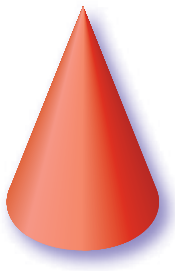
HOME ACTIVITY • Tell your child you are thinking of something in the room that is in front of or behind another object. Have your child tell you the shape of the object.

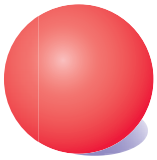
FOR MORE PRACTICE:
Standards Practice Book

Name _____

Chapter 10 Review/Test

1






○ ○ ○ ○

2






Personal Math Trainer

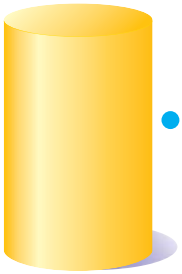
3 THINK SMARTER +

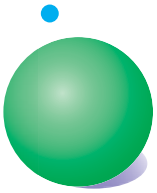
6 sides	Yes	No
curved surface	Yes	No

DIRECTIONS 1. Mark under all the shapes that stack. 2. Which objects are shaped like a sphere? Mark an X on each of those objects. 3. Do the words describe a cube? Circle Yes or No.

GO DIGITAL Assessment Options Chapter Test

4





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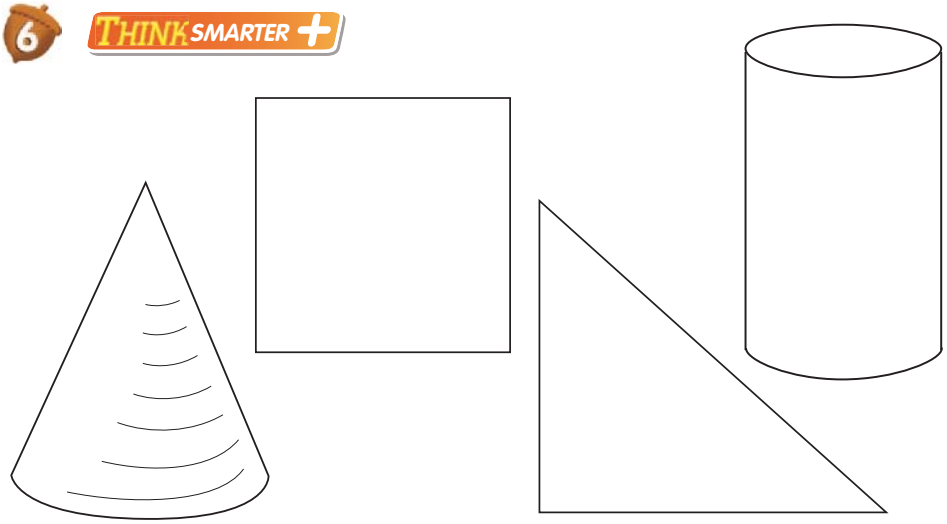
Personal Math Trainer

6 THINK SMARTER +

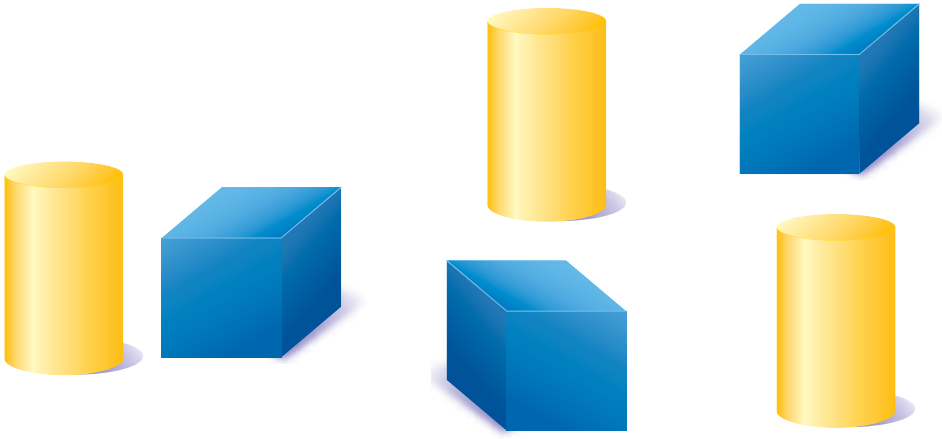


DIRECTIONS **4.** Draw lines to match the objects to their shapes. **5.** Which objects are shaped like a cone? Mark an X on each of those objects. **6.** Color the solid shapes blue. Color the flat shapes red. Draw a another flat shape that is different.

Name _____

7

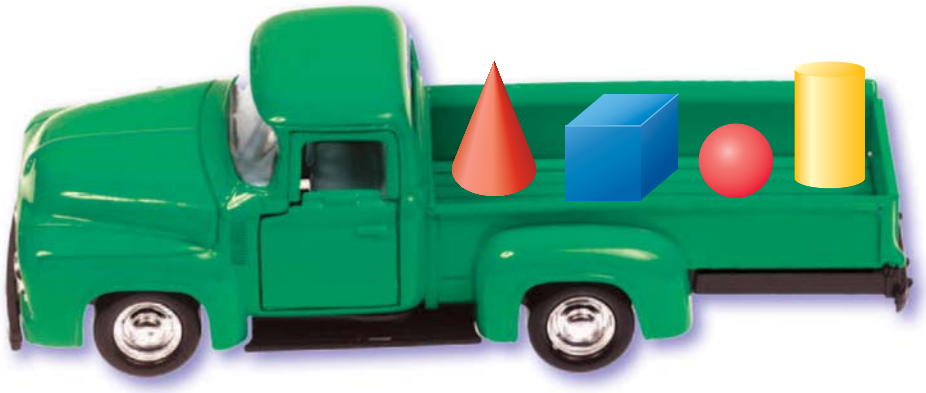
8



9

DIRECTIONS **7.** Draw an object that has the shape of a cylinder. **8.** Circle the shapes that show the cylinder above the cube. **9.** Mark an X on the shape that is next to the cone.

10



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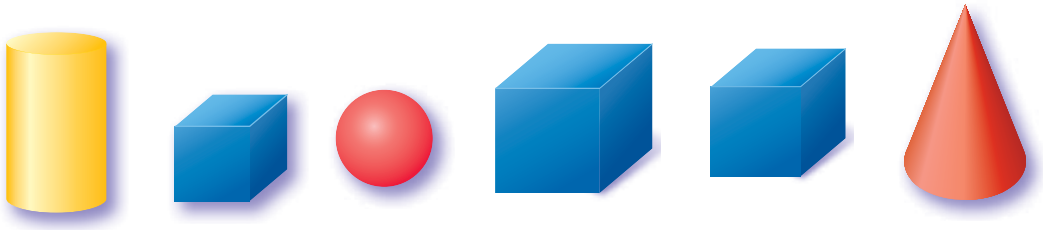

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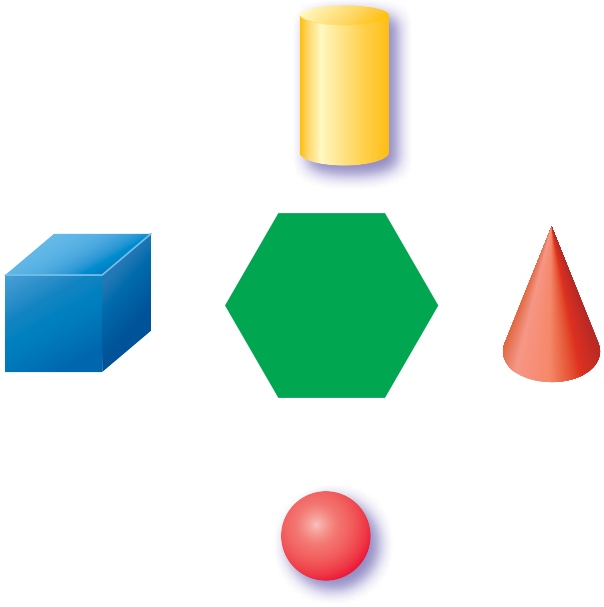
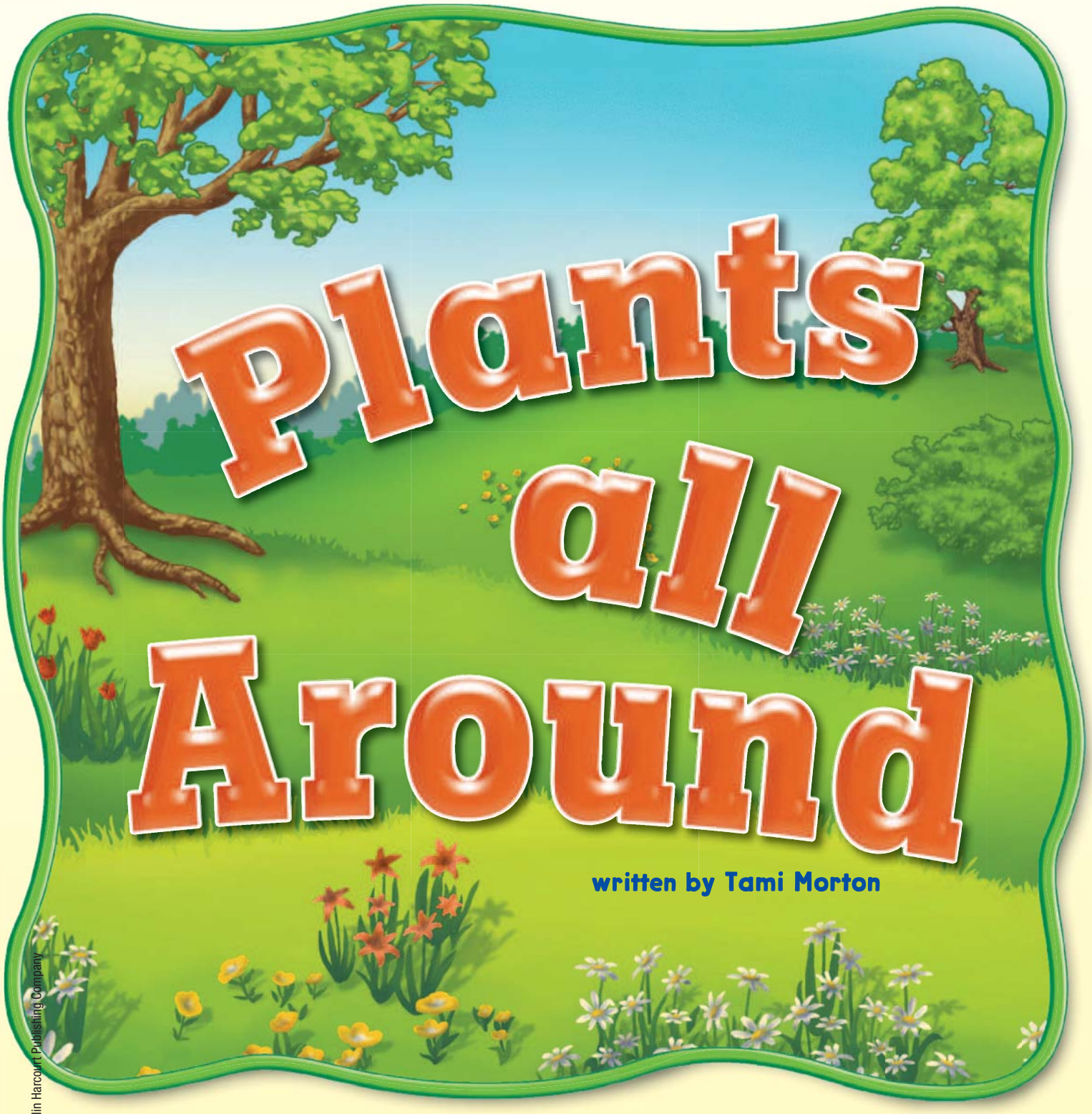


DIRECTIONS **10.** Mark an X on the object in front of the cube. **11.** Mark an X on the cube that is beside the cone. **12.** Mark an X on the object that is below the green shape.



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

Two leaves fall from a tree.

Circle the leaf that is longer.

Science

Why do plants have leaves?

Two flowers grow near a wall.

Circle the flower that is shorter.

Science

Why do plants have flowers?

These carrots grow under the ground.

Circle the carrot that is longer.

Science

Why do plants have roots?

Cattails can be short or tall.

Circle the two cattails that are about the same height.

Science

Why do plants have stems?

One leaf is shorter than the other leaf.

Draw a leaf that is about the same length as the shorter leaf.

Science

How are all these plants the same?

Name _____

Write About the Story

Draw a purple flower. Make it shorter than the orange flower and taller than the yellow flower.

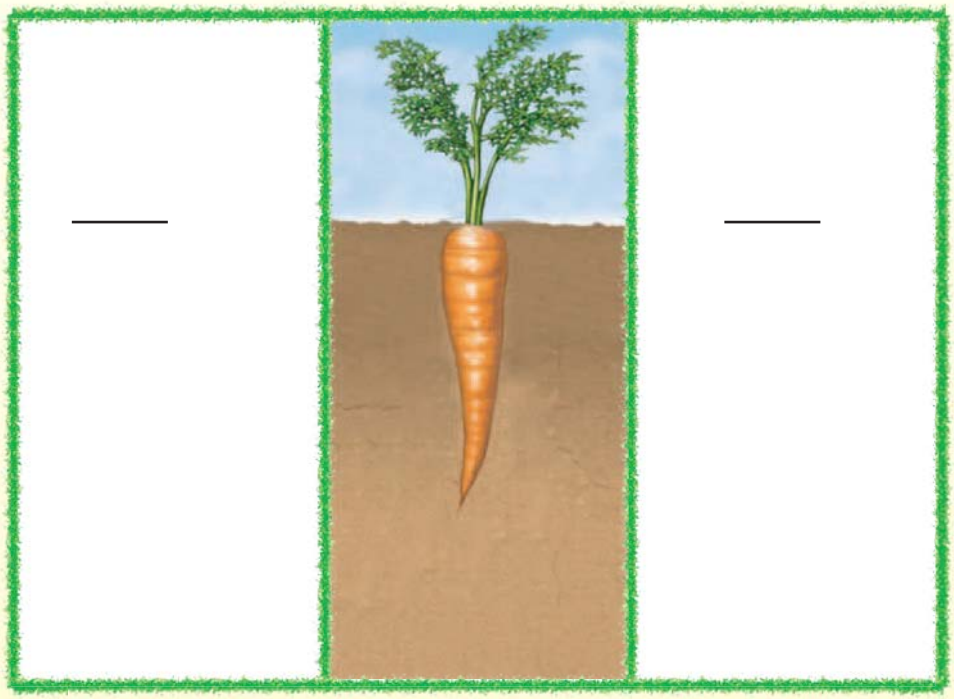
Vocabulary Review

longer	taller
shorter	same

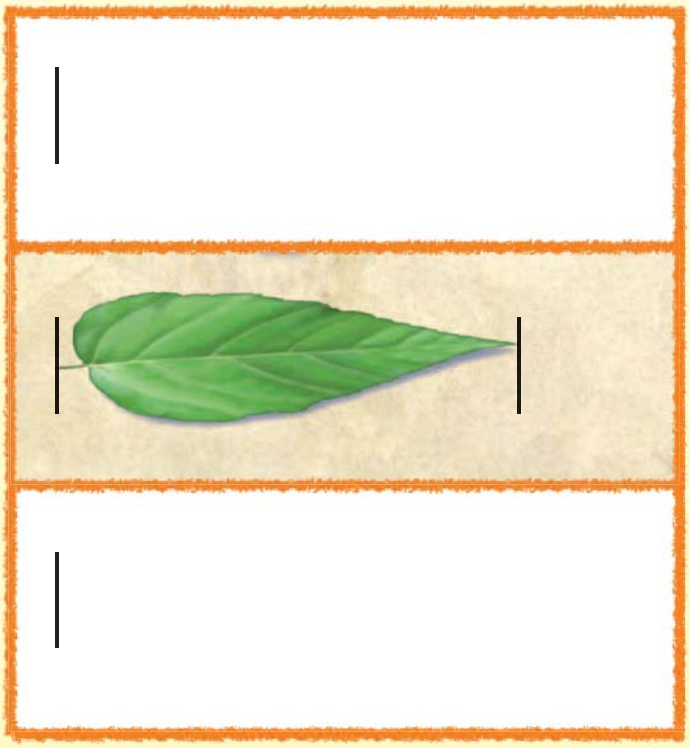
Name _____

Longer and Shorter

1. Look at the carrot. Draw a shorter carrot on the left. Draw a longer carrot on the right.

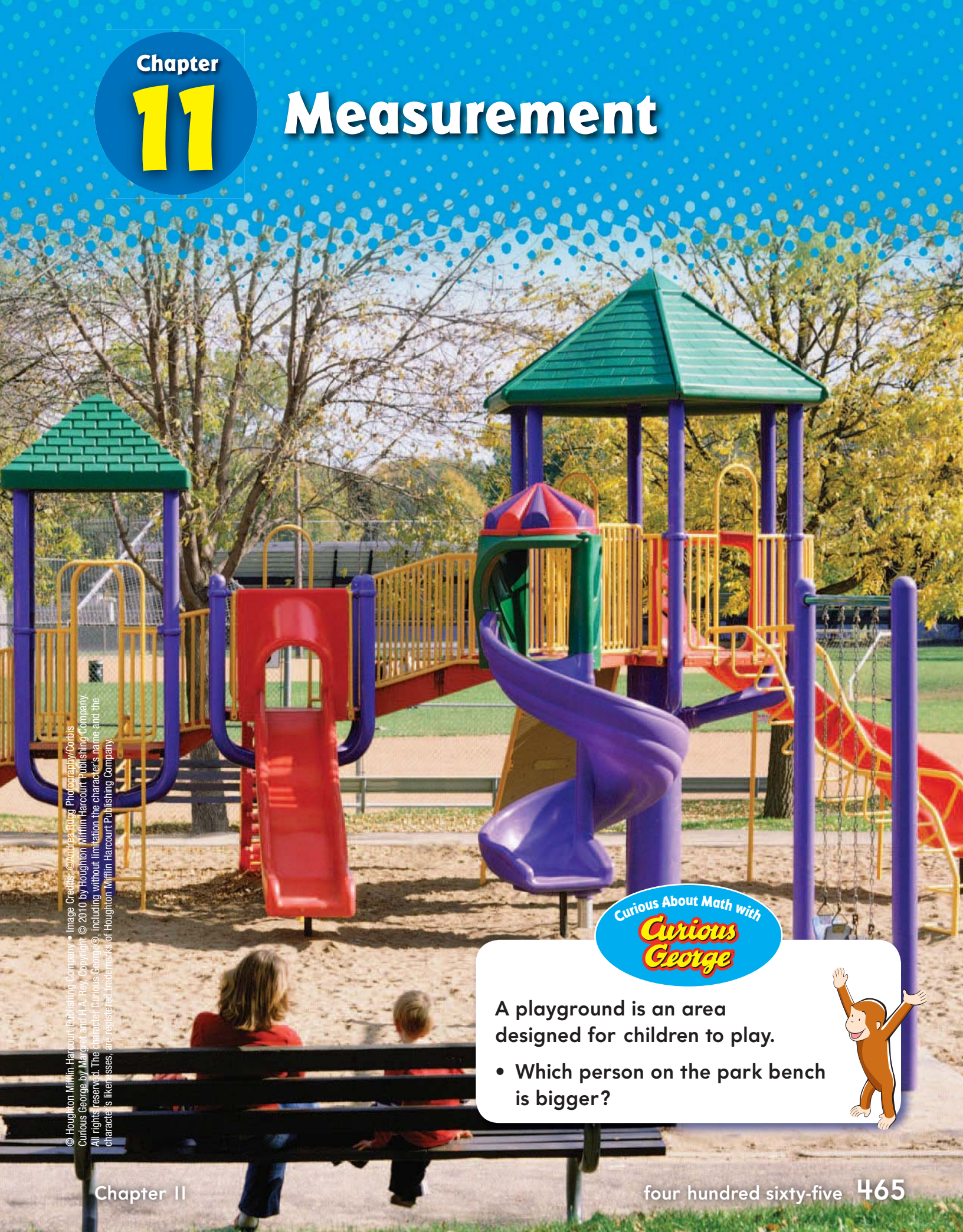


2. Look at the leaf. Draw a longer leaf above it. Draw a shorter leaf below it.



Chapter 11

Measurement



Curious About Math with Curious George

A playground is an area designed for children to play.

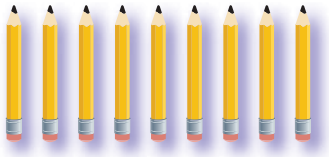
- Which person on the park bench is bigger?

Name _____

Show What You Know

More and Fewer

1



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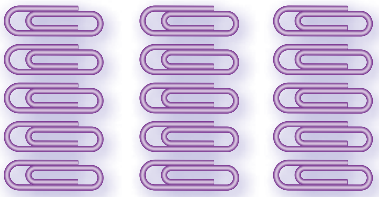

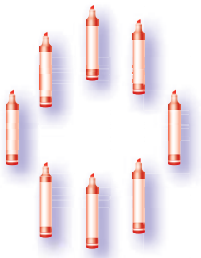

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Compare Numbers

3

_____

_ _ _ _ _ _ _

_____

_____

_ _ _ _ _ _ _

_____

This page checks understanding of important skills needed for success in Chapter 11.

DIRECTIONS **1.** Write how many in each set. Circle the set with fewer objects. **2.** Write how many in each set. Circle the set with more objects. **3.** Write how many cubes in each set. Circle the greater number.

Personal Math Trainer
Online Assessment and Intervention

Name _____

Vocabulary Builder

DIRECTIONS Are there more flowers in the bigger pot or the smaller pot? Circle to show the pot with more flowers.

GO DIGITAL
- Interactive Student Edition
- Multimedia eGlossary

Chapter 11

Game

Connecting Cube Challenge

DIRECTIONS Take turns with a partner tossing the number cube. Move your marker that number of spaces. If a player lands on a cube, he or she takes a cube for making a cube train. At the end of the game, players compare cube trains. Each player identifies the number of cubes in his or her cube train. If one player has a greater number of cubes, partners should identify that as the larger quantity of cubes.

MATERIALS game markers, number cube (1–6), connecting cubes

Name _____

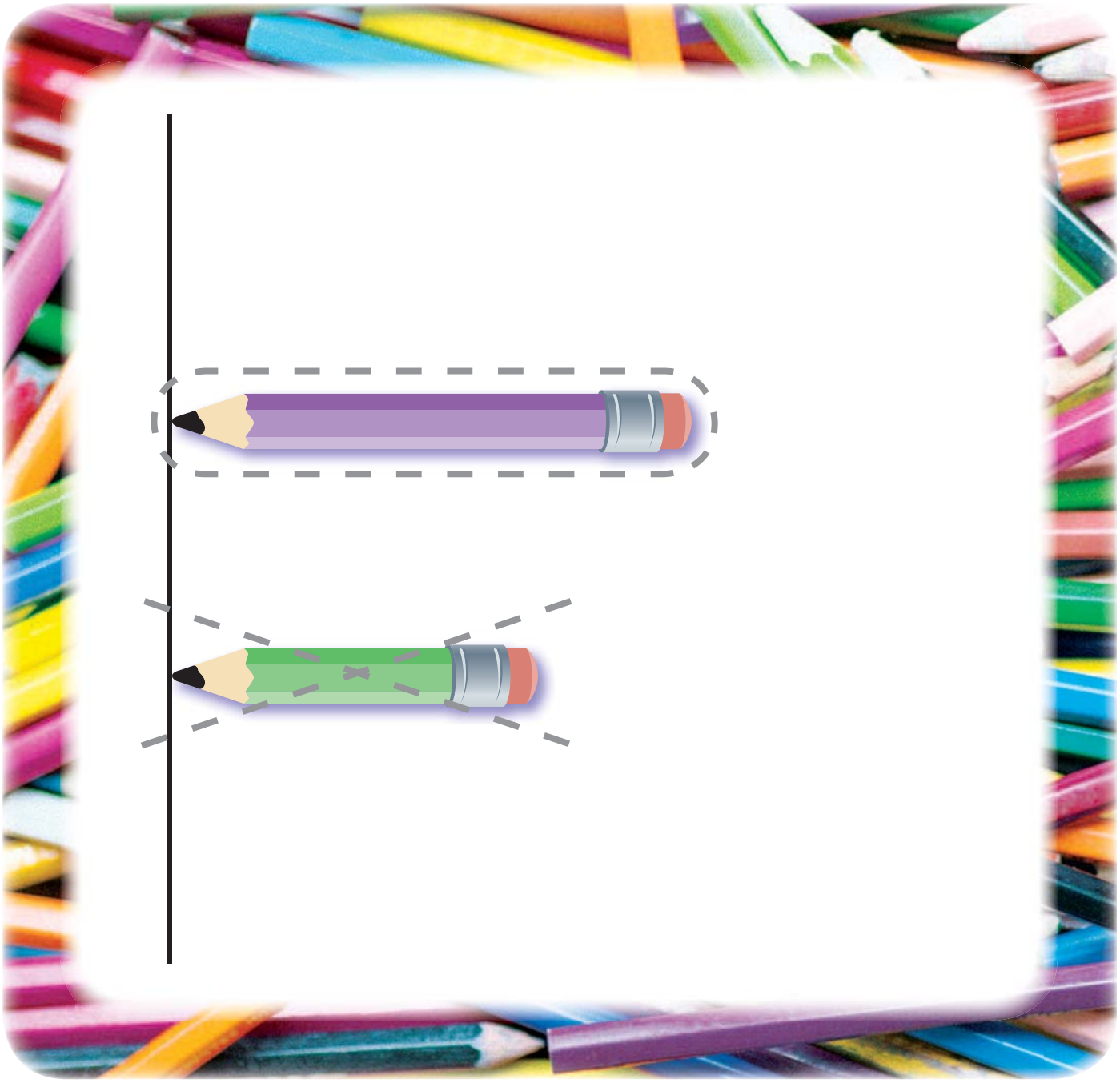
Compare Lengths

Essential Question How can you compare the lengths of two objects?

Measurement and Data—K.MD.2

MATHEMATICAL PRACTICES
MP.3, MP.5, MP.6

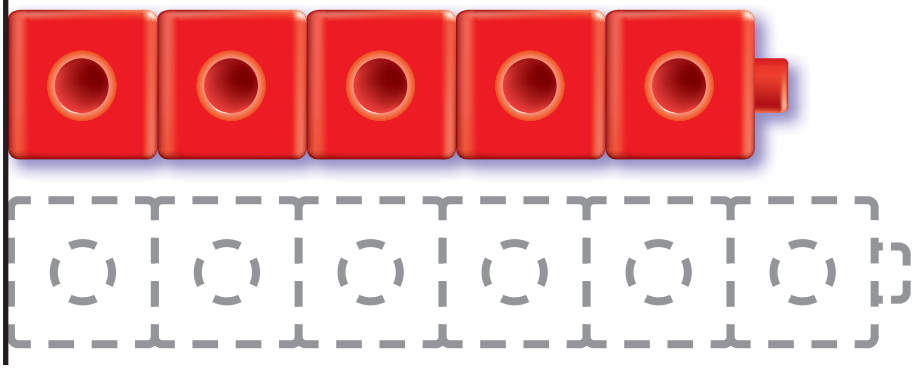
Listen and Draw



DIRECTIONS Look at the pencils. Compare the lengths of the two pencils. Use the words *longer than*, *shorter than*, or *about the same length* to describe the lengths. Trace the circle around the longer pencil. Trace the X on the shorter pencil.

Share and Show

1



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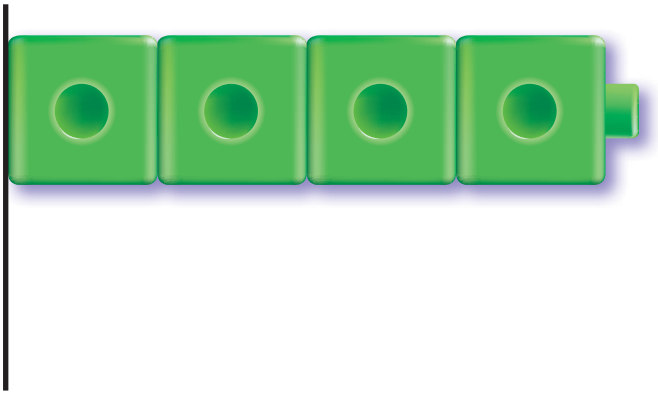

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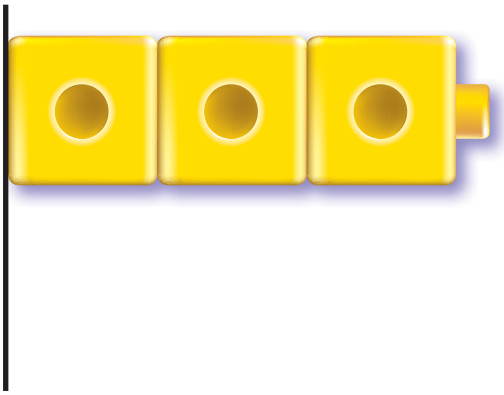
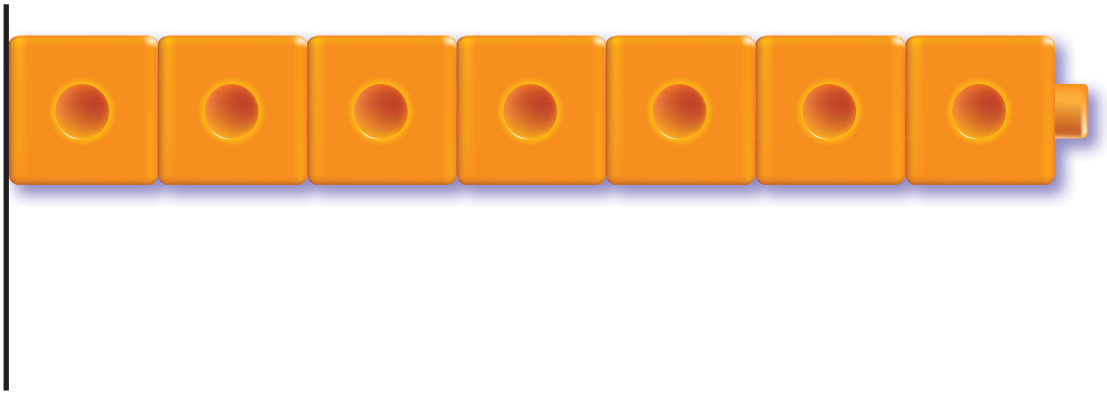


DIRECTIONS **1.** Place cubes on the longer cube train. Trace and color the cube train. **2–3.** Make a cube train that is longer than the cube train shown. Draw and color the cube train.

Name _____

4



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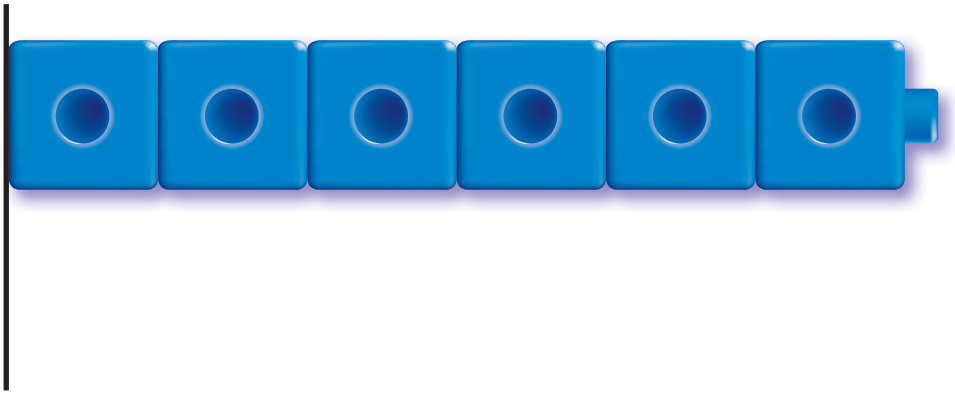

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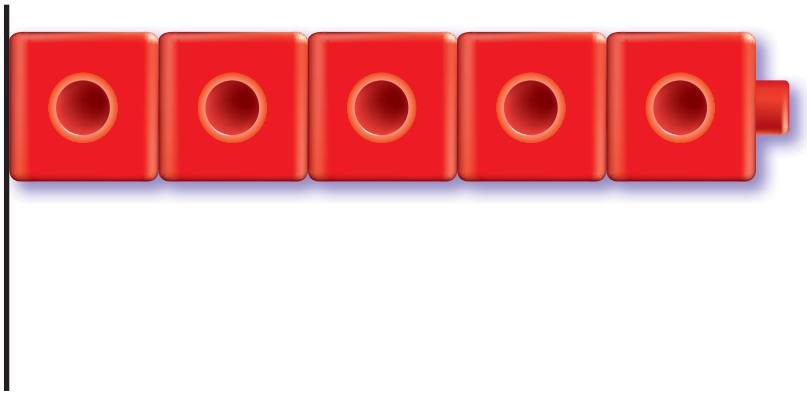
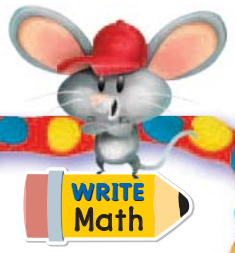


DIRECTIONS 4–6. Make a cube train that is shorter than the cube train shown. Draw and color the cube train.

Problem Solving • Applications

Real World



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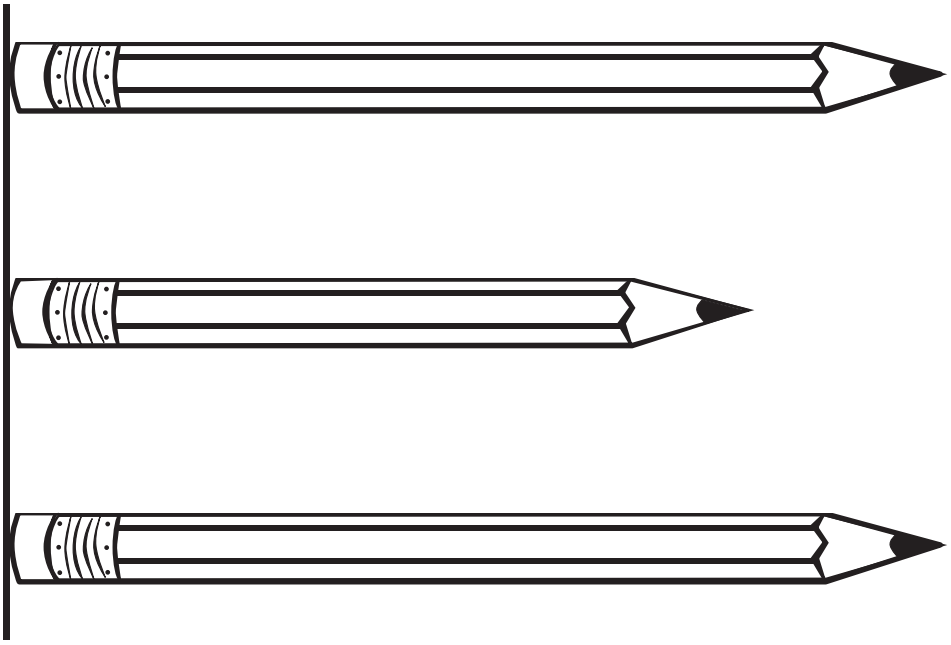


8

DIRECTIONS **7.** Two of these pencils are about the same length. Color those pencils.
8. Draw to show what you know about two objects that are about the same length. Tell a friend about your drawing.

HOME ACTIVITY • Show your child a pencil and ask him or her to find an object that is longer than the pencil. Repeat with an object that is shorter than the pencil.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

Compare Heights

Essential Question How can you compare the heights of two objects?

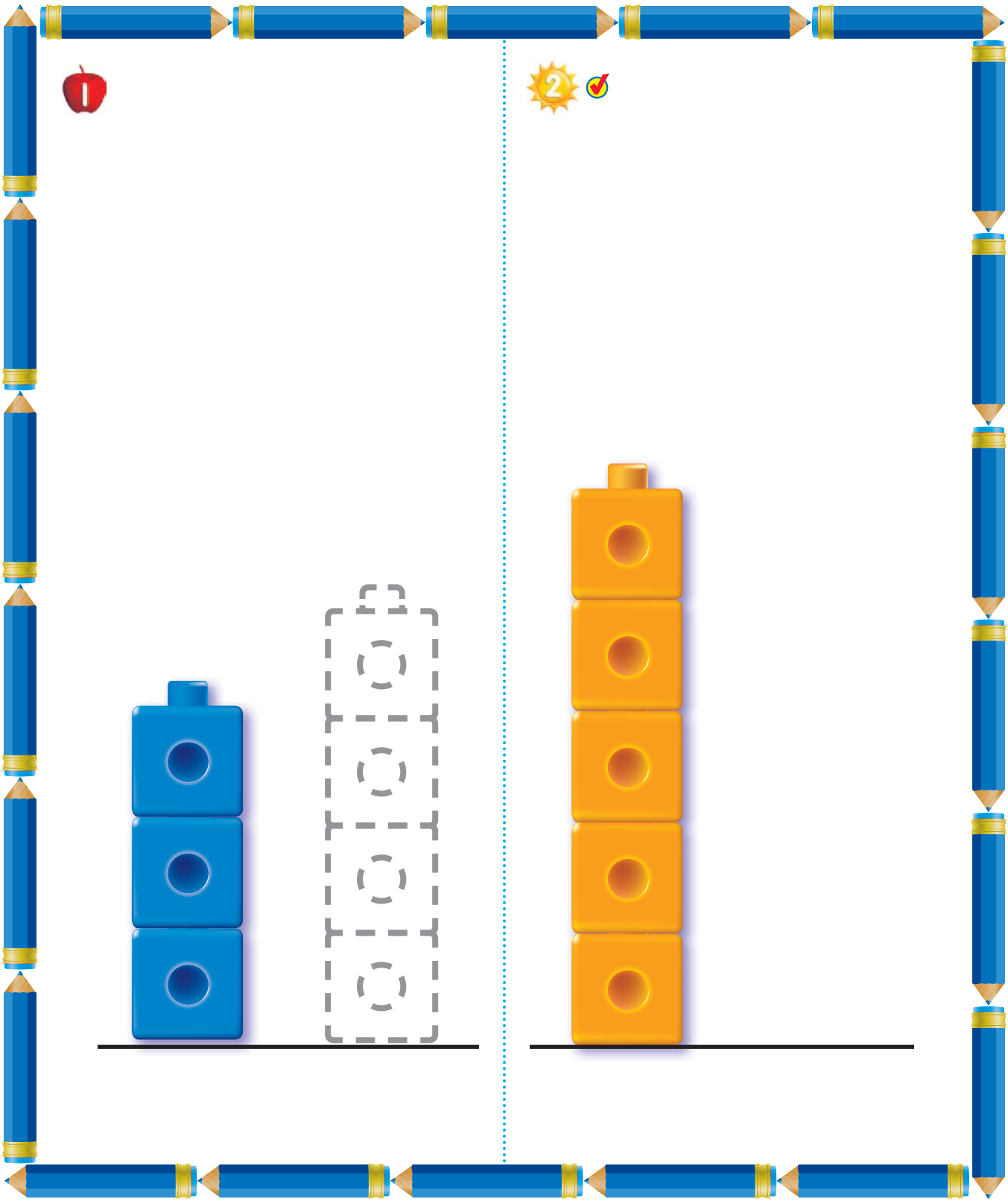
Measurement and Data—K.MD.2

MATHEMATICAL PRACTICES
MP.3, MP.5, MP.6

Listen and Draw

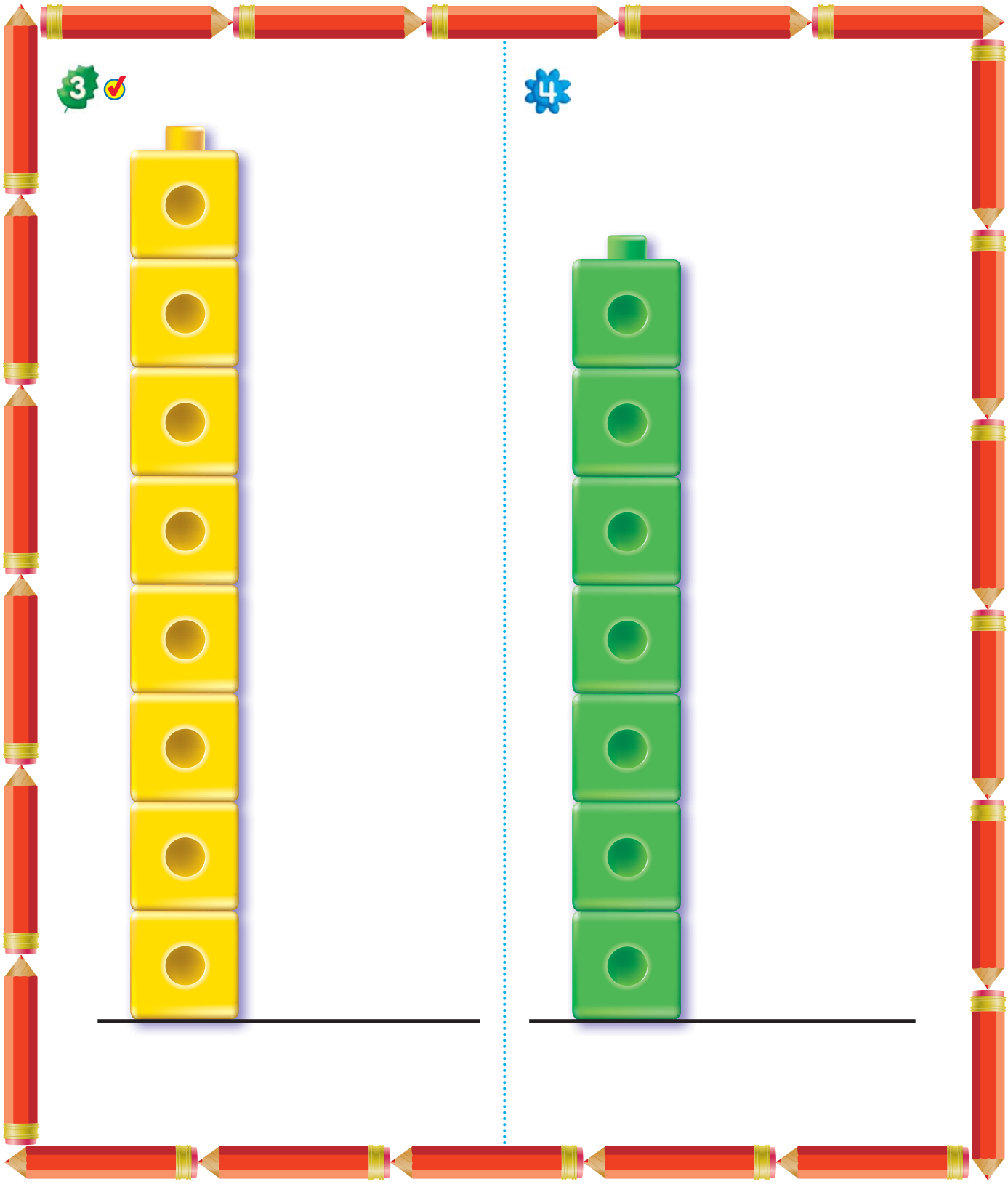
DIRECTIONS Look at the chairs. Compare the heights of the two chairs. Use the words *taller than*, *shorter than*, or *about the same height* to describe the heights. Trace the circle on the taller chair. Trace the X on the shorter chair.

Share and Show



DIRECTIONS **1.** Place cubes on the taller cube tower. Trace and color the cube tower. **2.** Make a cube tower that is taller than the cube tower shown. Draw and color the cube tower.

Name _____



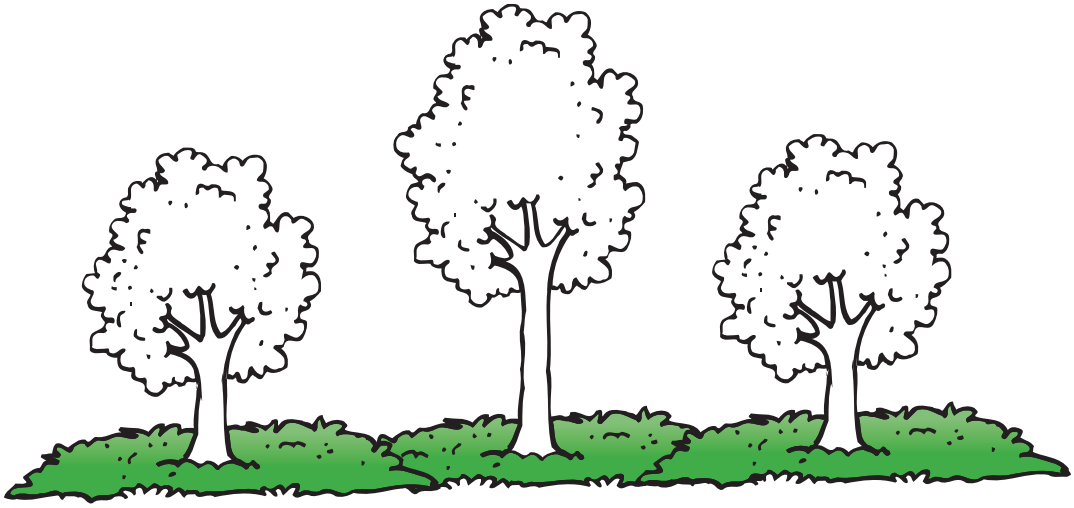
DIRECTIONS **3–4.** Make a cube tower that is shorter than the cube tower shown. Draw and color the cube tower.

Problem Solving • Applications

Real World

WRITE Math

5



6

DIRECTIONS **5.** Color the trees that are about the same height. **6.** Draw to show what you know about two cube towers that are about the same height. Tell a friend about your drawing.

HOME ACTIVITY • Have your child find two objects, such as plastic toys or stuffed animals. Have him or her place the objects side by side to compare the heights. Ask your child which object is taller and which object is shorter.

FOR MORE PRACTICE: Standards Practice Book

Name _____

Problem Solving • Direct Comparison

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

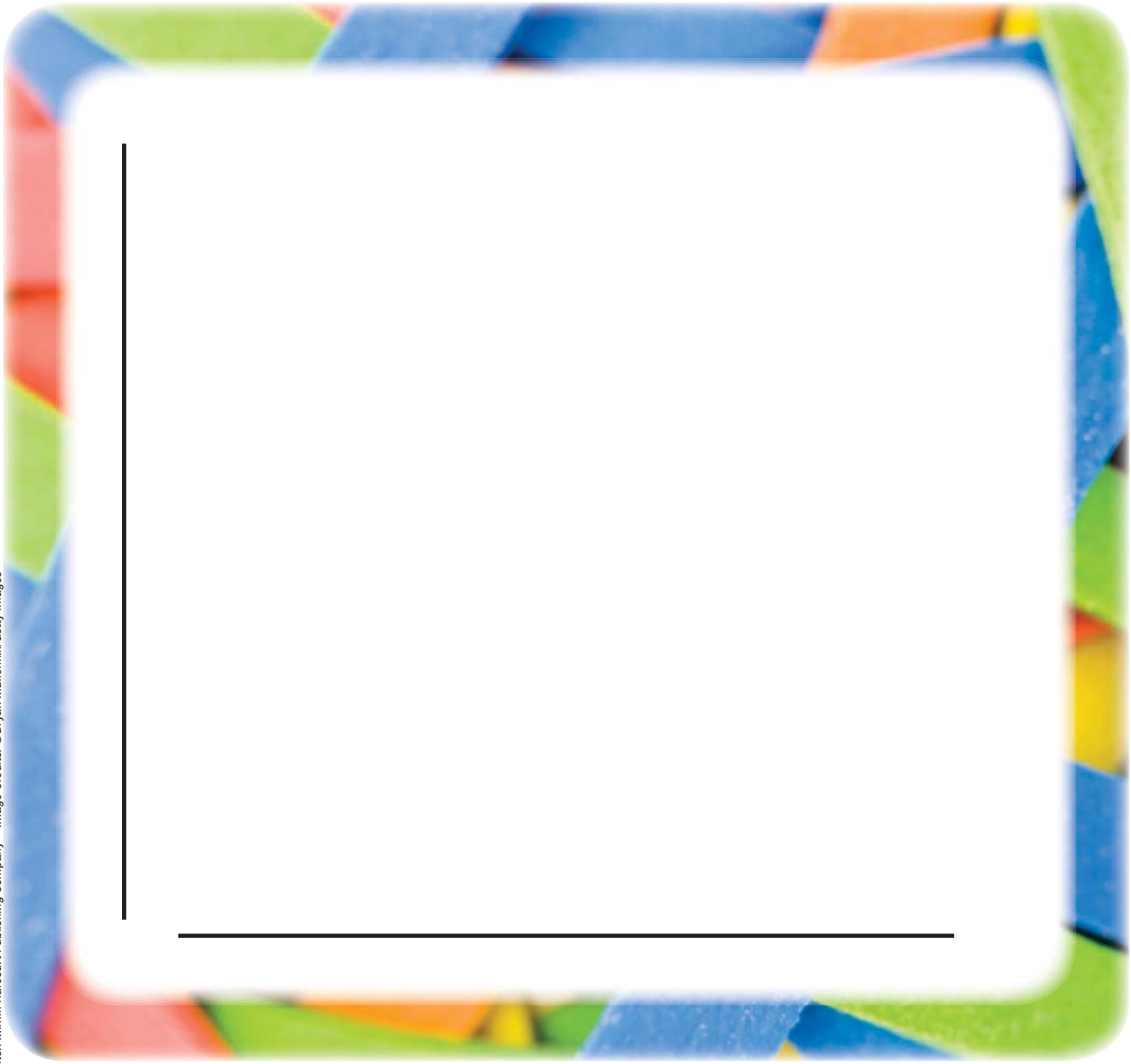
Measurement and Data—K.MD.2

MATHEMATICAL PRACTICES
MP.1, MP.3, MP.6

Unlock the Problem

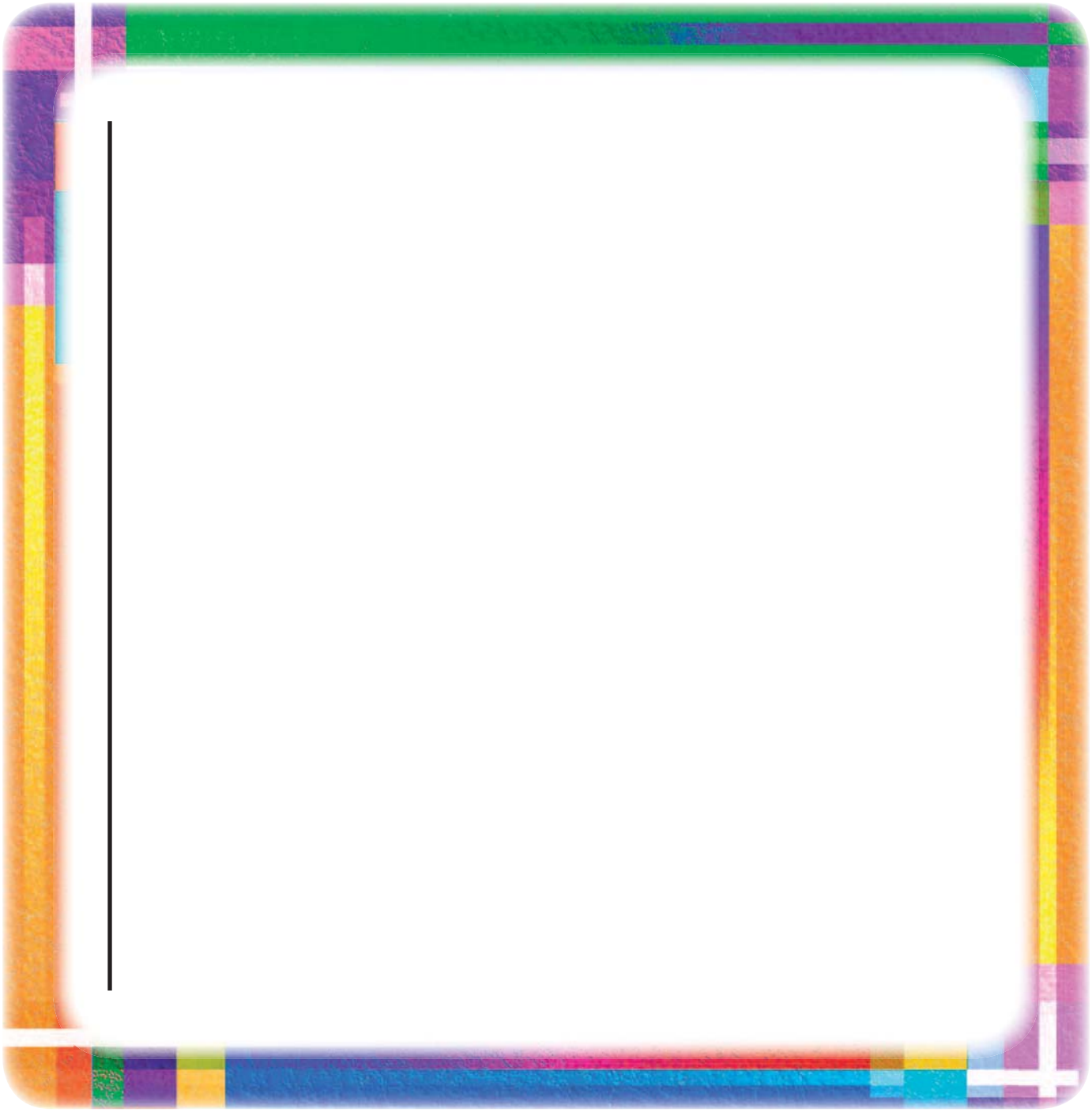
Real World

Hands On



DIRECTIONS Compare the lengths or heights of two classroom objects. Draw the objects. Tell a friend about your drawing.

Try Another Problem



DIRECTIONS **1.** Find two small classroom objects. Place one end of each object on the line. Compare the lengths. Draw the objects. Say *longer than*, *shorter than*, or *about the same length* to describe the lengths. Circle the longer object.

Name _____

Share and Show

2

DIRECTIONS **2.** Find two small classroom objects. Place one end of each object on the line. Compare the heights. Draw the objects. Say *taller than*, *shorter than*, or *about the same height* to describe the heights. Circle the shorter object.

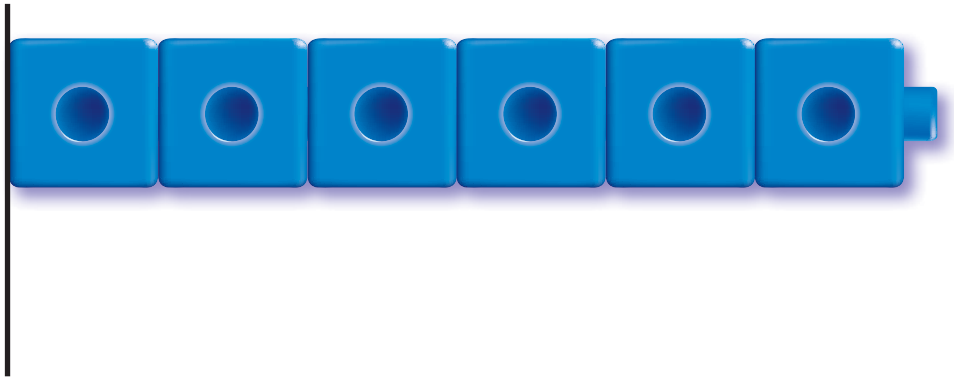
HOME ACTIVITY • Show your child two objects of different lengths. Have him or her put the ends of the objects on a straight line to compare the lengths and tell which object is shorter and which object is longer.

FOR MORE PRACTICE:
Standards Practice Book

Mid-Chapter Checkpoint

Concepts and Skills

1



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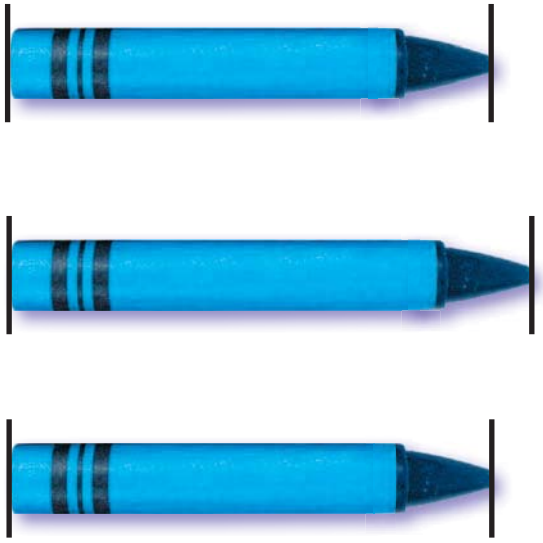

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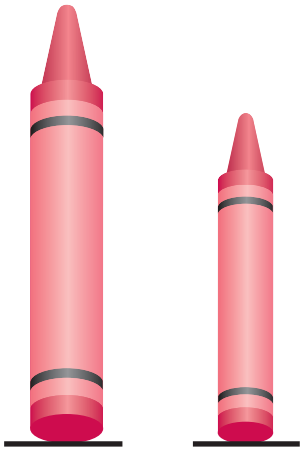
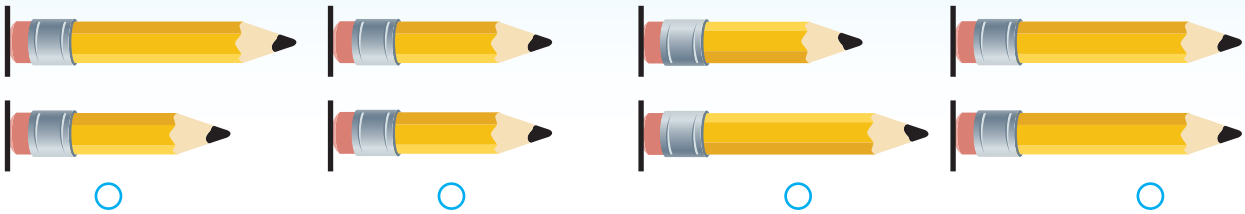


4 THINK SMARTER



DIRECTIONS 1. Make a cube train that is shorter than the one shown. Draw the cube train. (K.MD.2) **2.** Circle the crayons that are about the same length. (K.MD.2) **3.** Circle the crayon that is shorter. (.K.MD.2) **4.** Choose all the sets with two pencils that are about the same length. (K.MD.2)

Name _____

Compare Weights

Essential Question How can you compare the weights of two objects?

Measurement and Data—K.MD.2

MATHEMATICAL PRACTICES
MP.3, MP.5, MP.6

Listen and Draw

DIRECTIONS Look at the picture. Compare the weights of the two objects. Use the words *heavier than*, *lighter than*, or *about the same weight* to describe the weights. Trace the circle around the lighter object. Trace the X on the heavier object.

Share and Show

left

right

1

2

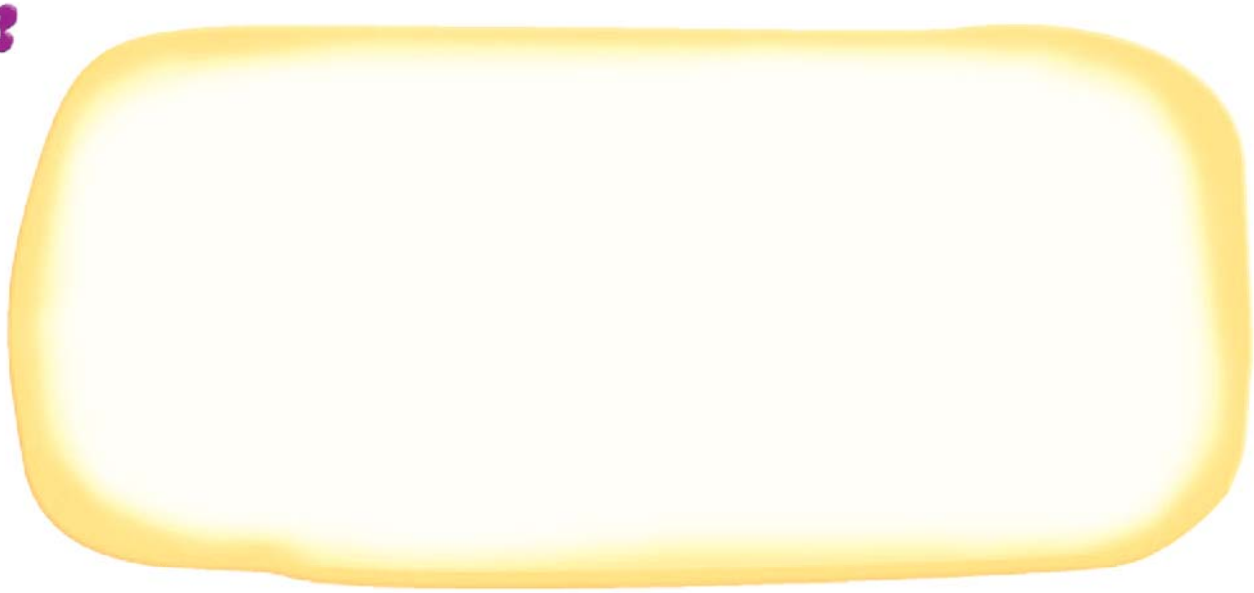
3

4

DIRECTIONS Find the first object in the row, and hold it in your left hand. Find the rest of the objects in the row, and take turns holding each of the objects in your right hand. **1.** Trace the square that shows the object that is heavier than the object in your left hand. **2.** Circle the object that is heavier than the object in your left hand. **3–4.** Circle the object that is lighter than the object in your left hand.

Name _____

5

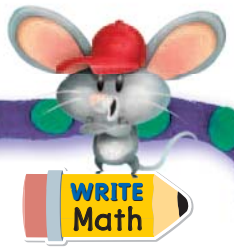


6

DIRECTIONS Find a book in the classroom. **5.** Find a classroom object that is lighter than the book. Draw it in the work space. **6.** Find a classroom object that is heavier than the book. Draw it in the work space.

Problem Solving • Applications

Real World



7

DIRECTIONS **7.** Draw to show what you know about comparing the weights of two objects. Tell a friend about your drawing.

HOME ACTIVITY • Have your child compare the weights of two objects in a house. Then have him or her use the terms *heavier* and *lighter* to describe the weights.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

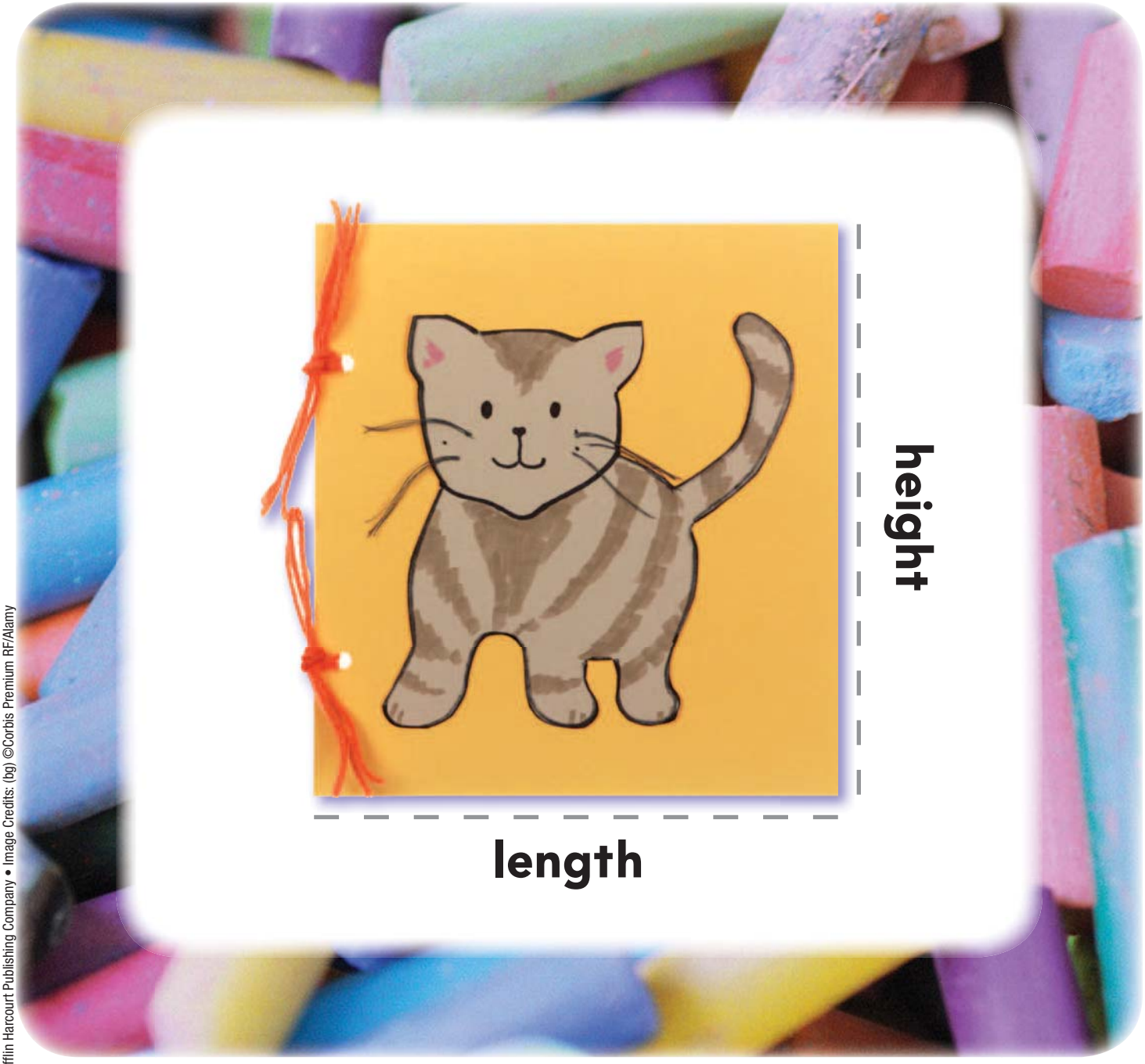
Length, Height, and Weight

Essential Question How can you describe several ways to measure one object?

Measurement and Data—K.MD.1

MATHEMATICAL PRACTICES
MP.1, MP.3, MP.6

Listen and Draw



DIRECTIONS Look at the book. Trace your finger over the line that shows how to measure the height of the book. Trace your finger over the line that shows how to measure the length of the book. Talk about another way to measure the book.

Share and Show

1

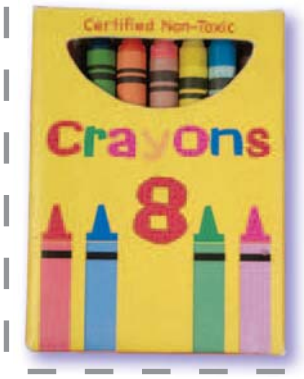
2

DIRECTIONS **1–2.** Use red to trace the line that shows how to measure the length. Use blue to trace the line that shows how to measure the height. Talk about another way to measure the object.

Name _____

3

4



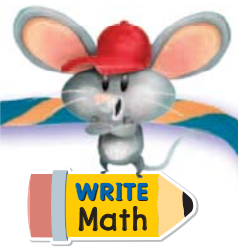
5

6

DIRECTIONS **3–6.** Use red to trace the line that shows how to measure the length. Use blue to trace the line that shows how to measure the height. Talk about another way to measure the object.

Problem Solving • Applications

Real World



7

DIRECTIONS **7.** Draw to show what you know about measuring an object in more than one way.

HOME ACTIVITY • Show your child an object in a house that can be easily measured by length, height, and weight. Ask him or her to describe the different ways to measure the object.

FOR MORE PRACTICE:
Standards Practice Book

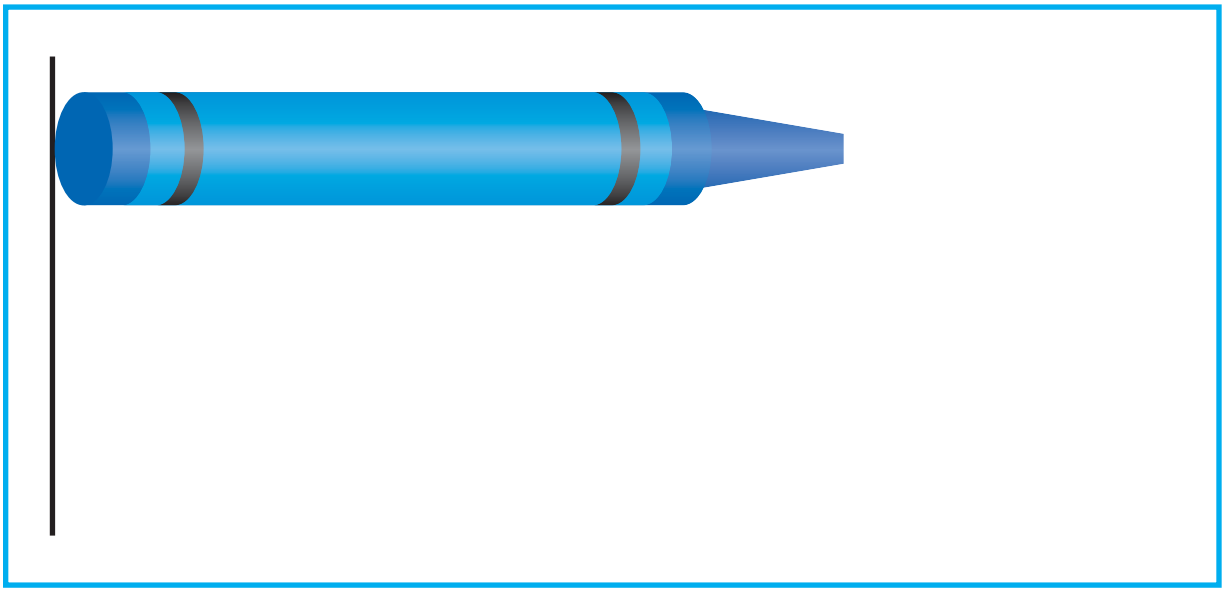
Name _____

Chapter 11 Review/Test

1

○ ○ ○ ○

2



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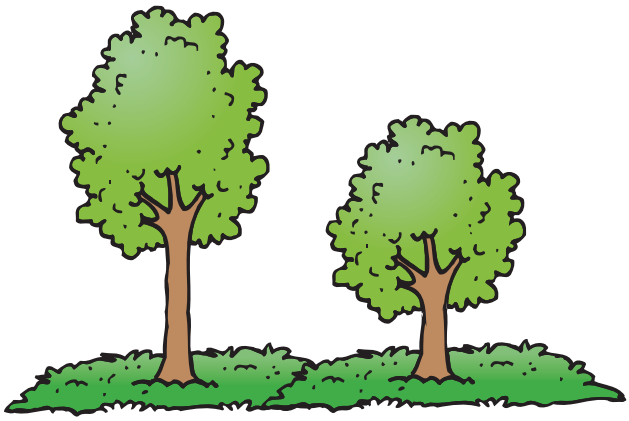


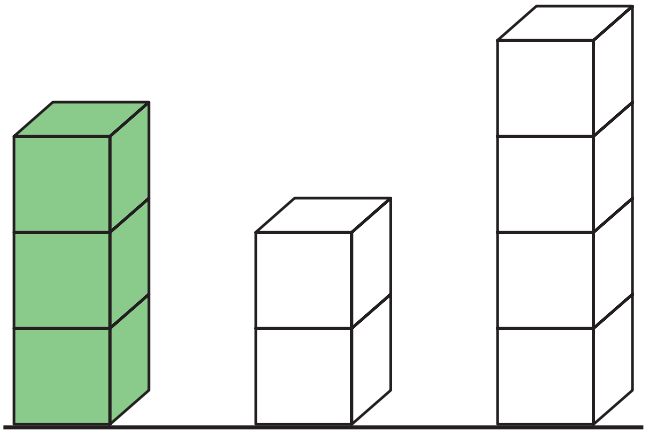
DIRECTIONS 1. Choose all the sets that have a green pencil that is longer than the orange pencil. 2. Draw a crayon that is shorter. 3. Circle the tree that is taller.

4

5

Personal Math Trainer

6 THINK SMARTER +



DIRECTIONS **4.** This tree is taller than another tree. Draw to show the other tree. **5.** Draw two pieces of yarn of different lengths. Draw a circle around the yarn that is longer. **6.** Which cube tower is shorter than the green cube tower? Color it blue. Which cube tower is taller than the green cube tower? Color it red.

Name _____

7





8


○ Yes ○ No

○ Yes ○ No

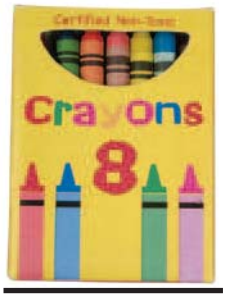
○ Yes ○ No

Personal Math Trainer

9 THINK SMARTER +

DIRECTIONS **7.** Circle all the objects that are lighter than the book. **8.** Is the object heavier than the tape dispenser? Choose Yes or No. **9.** Draw a line to show the height of the juice box. Draw a line to show the length of the lunchbox.

10



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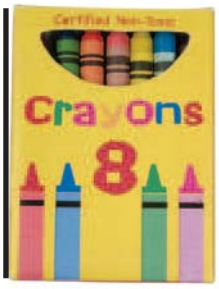

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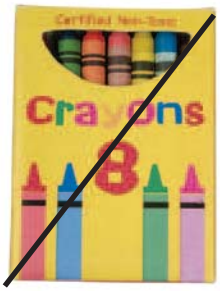

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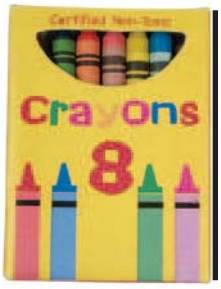
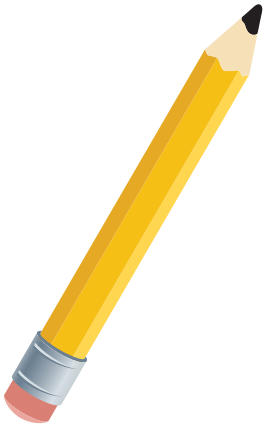


○

11

12



DIRECTIONS **10.** Choose all of the pictures that have lines that show how to measure height. **11.** Look at the objects. Mark an X on the lighter object. Circle the heavier object. **12.** Draw an object that is heavier than the pencil.

Chapter 12

Classify and Sort Data

Curious About Math with Curious George

Primary colors are blue, red, and yellow.

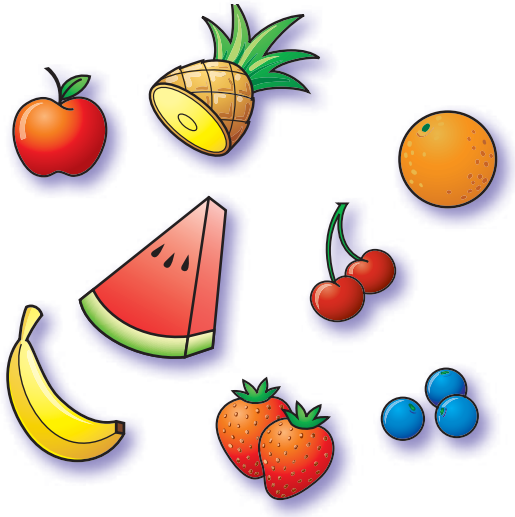
- How many primary colors is the girl sorting?

Name _____

Show What You Know

Color and Shape

1



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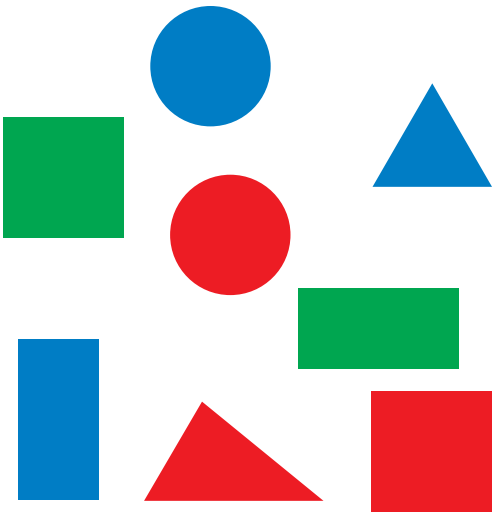


Compare Sets

3

4

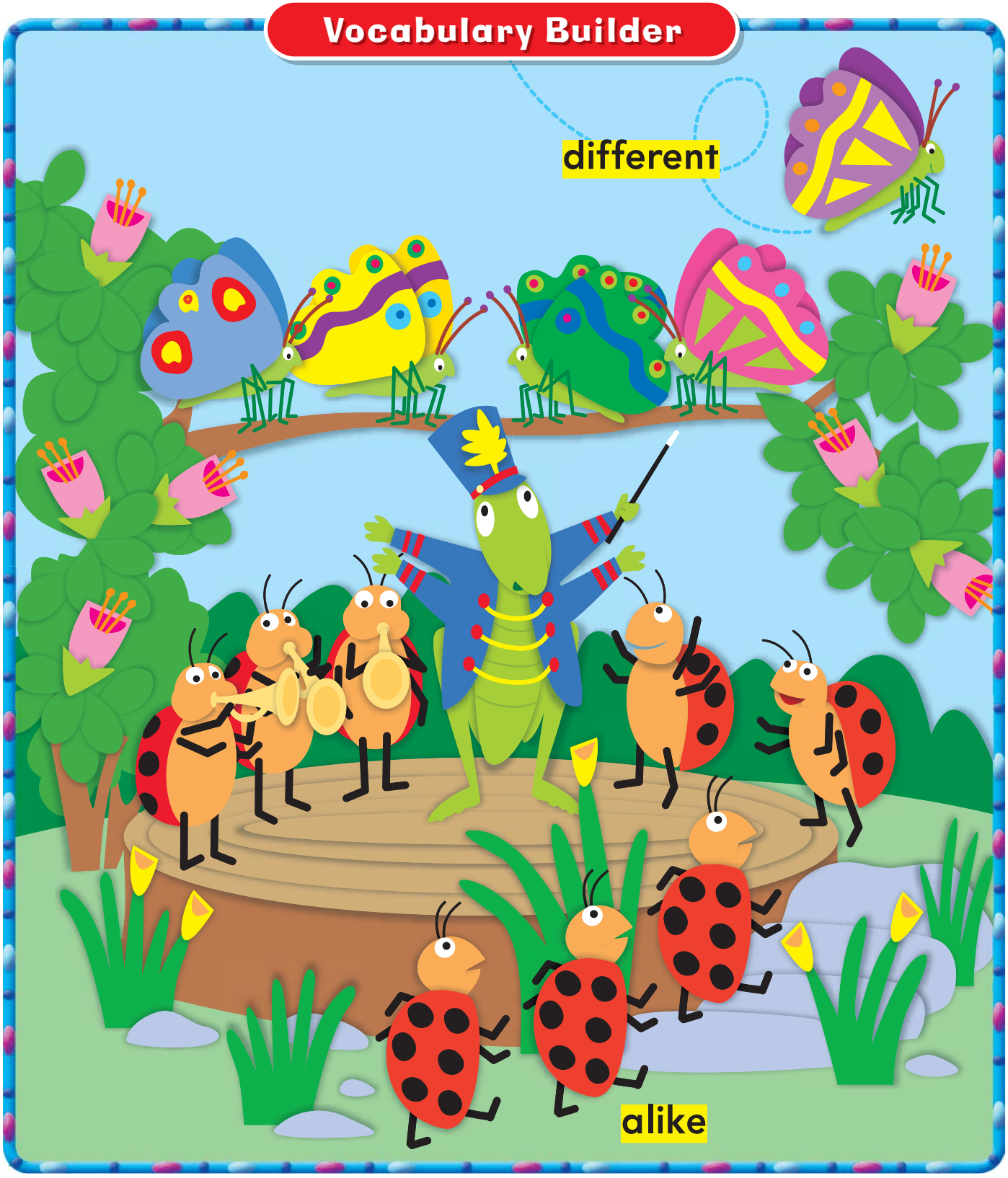
This page checks understanding of important skills needed for success in Chapter 12.

DIRECTIONS **1.** Circle the fruits that are red. **2.** Circle the triangles. **3.** Count and write how many in each set. Circle the set with more objects. **4.** Count and write how many in each set. Circle the set with fewer objects.

Personal Math Trainer
Online Assessment and Intervention

Name _____

Vocabulary Builder



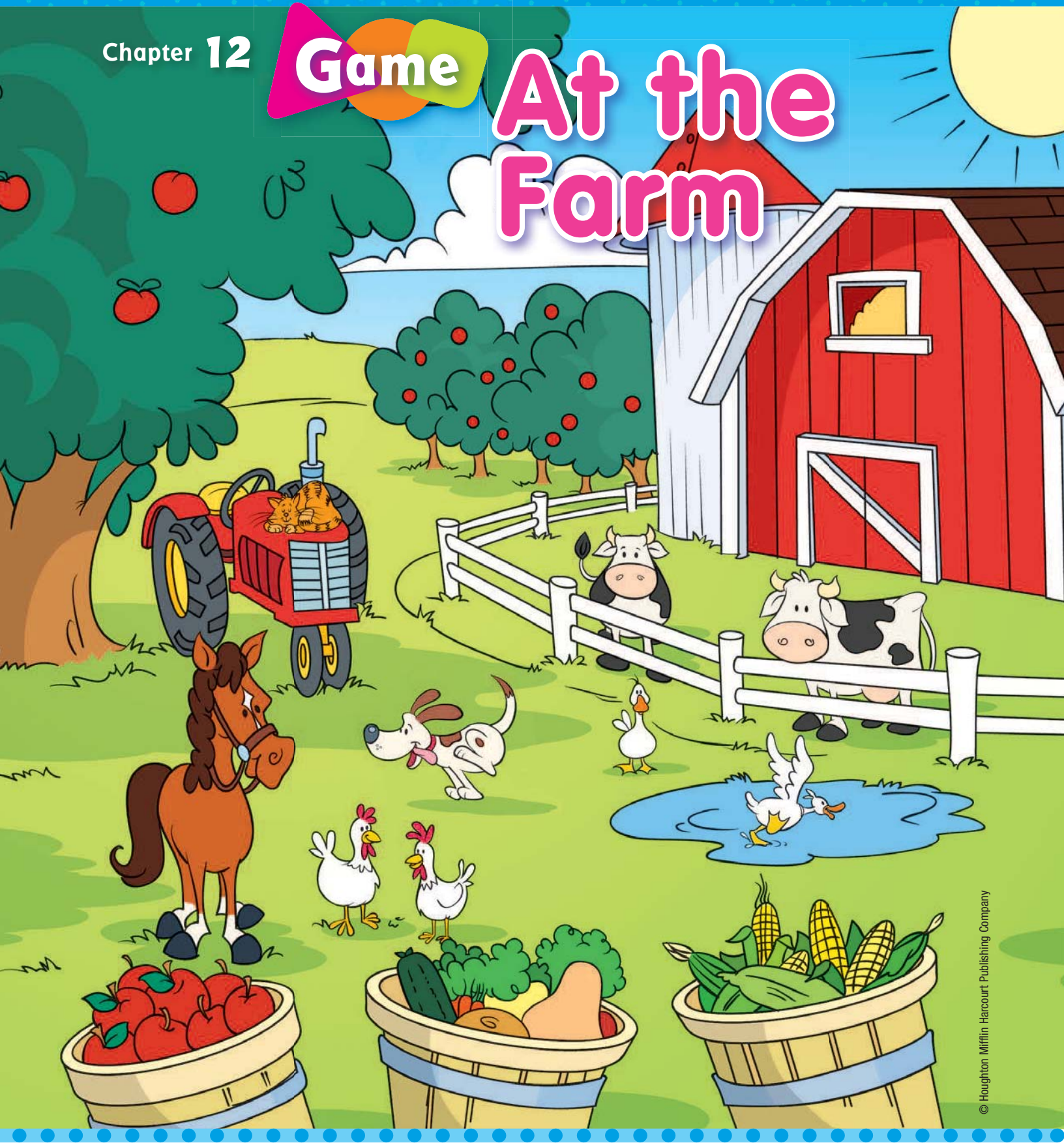
DIRECTIONS Tell what you know about the ladybugs. Some of the ladybugs are different. Circle those ladybugs and tell why they are different. Tell what you know about the butterflies.

GO DIGITAL
- Interactive Student Edition
- Multimedia eGlossary

Chapter 12

Game

At the Farm



DIRECTIONS Use the picture to play I Spy with a partner. Decide who will go first. Player 1 looks at the picture, selects an object, and tells Player 2 the color of the object. Player 2 must guess what Player 1 sees. Once Player 2 guesses correctly, it is his or her turn to choose an object and have Player 1 guess.

Name _____

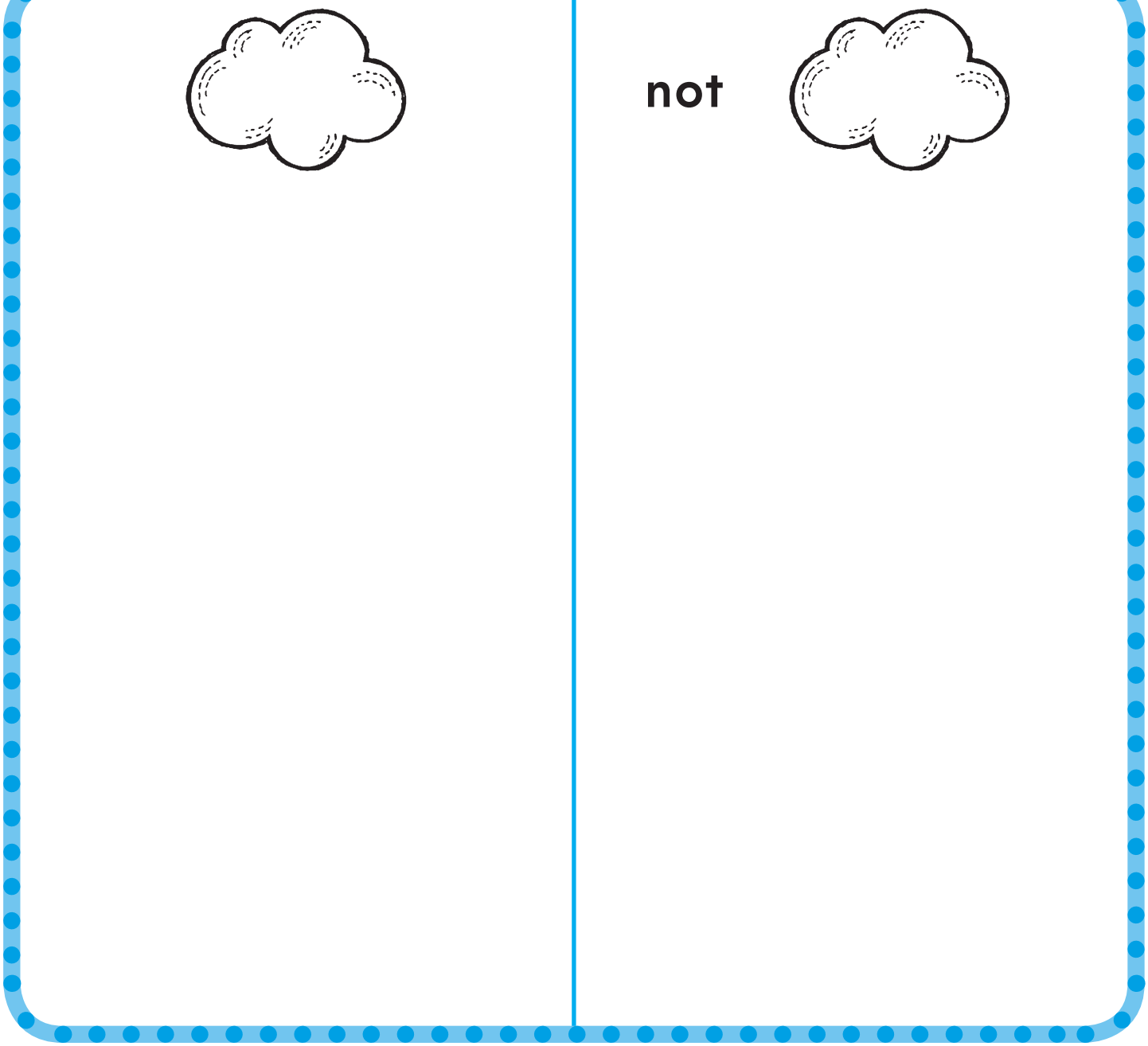
Algebra • Classify and Count by Color

Essential Question How can you classify and count objects by color?

Measurement and Data—K.MD.3

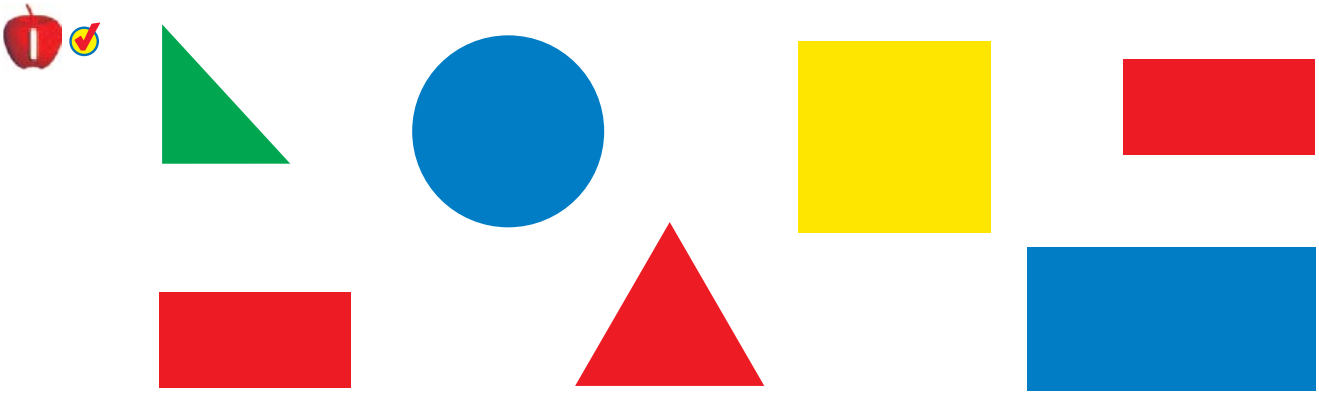
MATHEMATICAL PRACTICES
MP.2, MP.5, MP.6

Listen and Draw



DIRECTIONS Choose a color. Use that color crayon to color the clouds. Sort and classify a handful of shapes into a set of that color and a set of not that color. Draw and color the shapes.

Share and Show

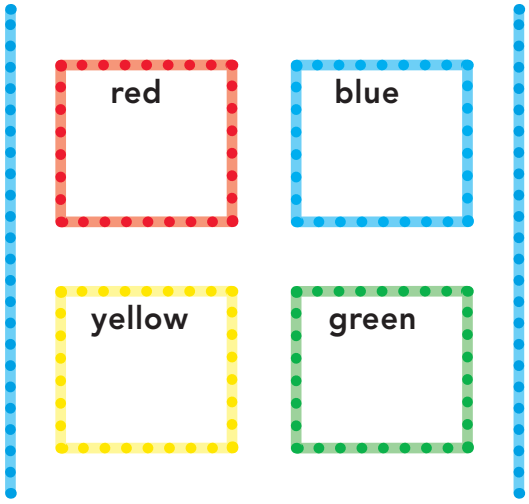


red	blue
yellow	green

DIRECTIONS 1. Place shapes as shown. Sort and classify the shapes by the category of color. Draw and color the shapes in each category.

Name _____

1



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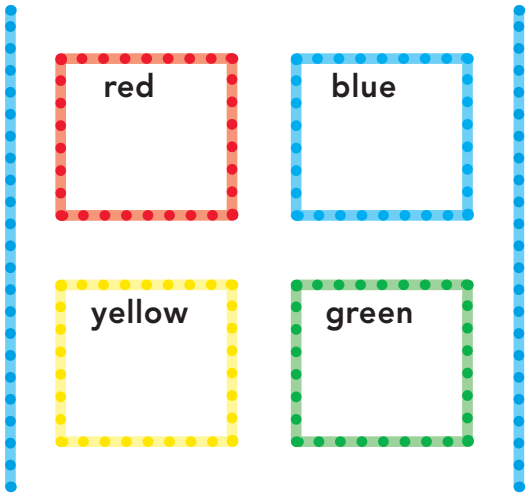

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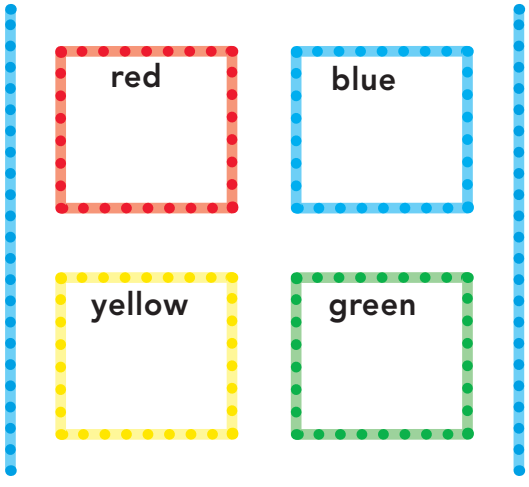
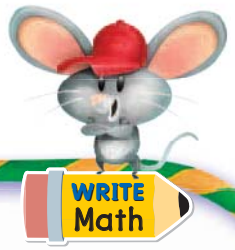


DIRECTIONS Look at the categories of color in Exercise 1. Count how many in each category. **2.** Circle the categories of color that have one shape. Write the number. **3.** Circle the category that has two shapes. Write the number. **4.** Circle the category that has 3 shapes. Write the number.

Problem Solving • Applications



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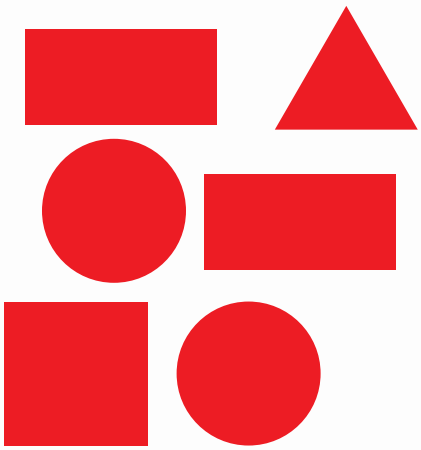
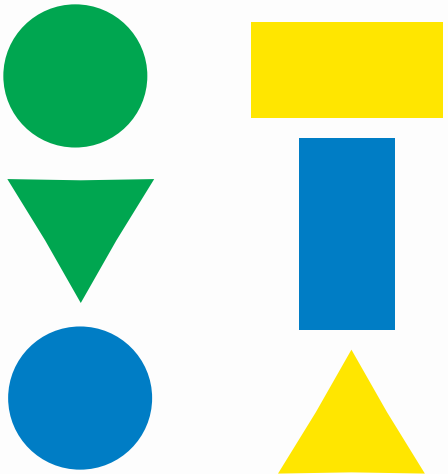




6

DIRECTIONS **5.** Ava placed her shapes as shown. How did she sort and classify her shapes? Draw one more shape in each category. **6.** Draw to show what you know about sorting and classifying by color.

HOME ACTIVITY • Provide your child with different colors of the same objects, such as straws, socks, or toys. Ask him or her to sort and classify the objects into two sets, a set of all one color and a set of all the other colors.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

Algebra • Classify and Count by Shape

Essential Question How can you classify and count objects by shape?

Measurement and Data—K.MD.3

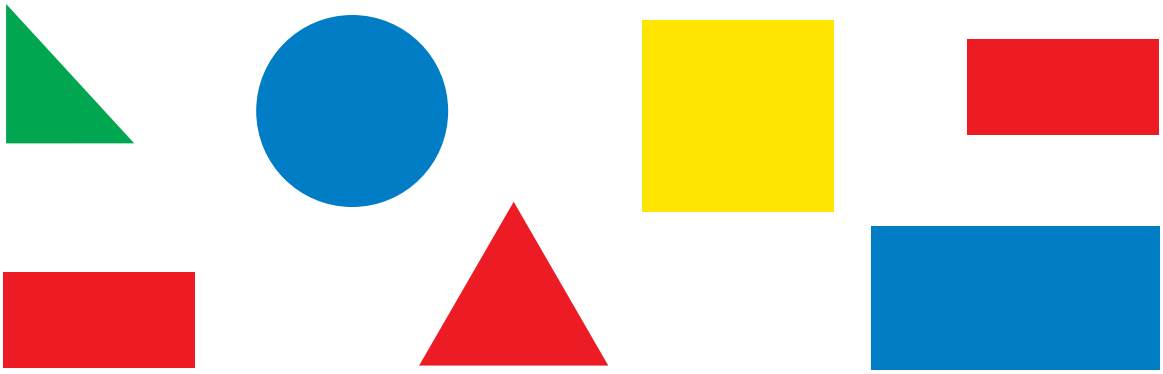
MATHEMATICAL PRACTICES
MP.2, MP.5, MP.6

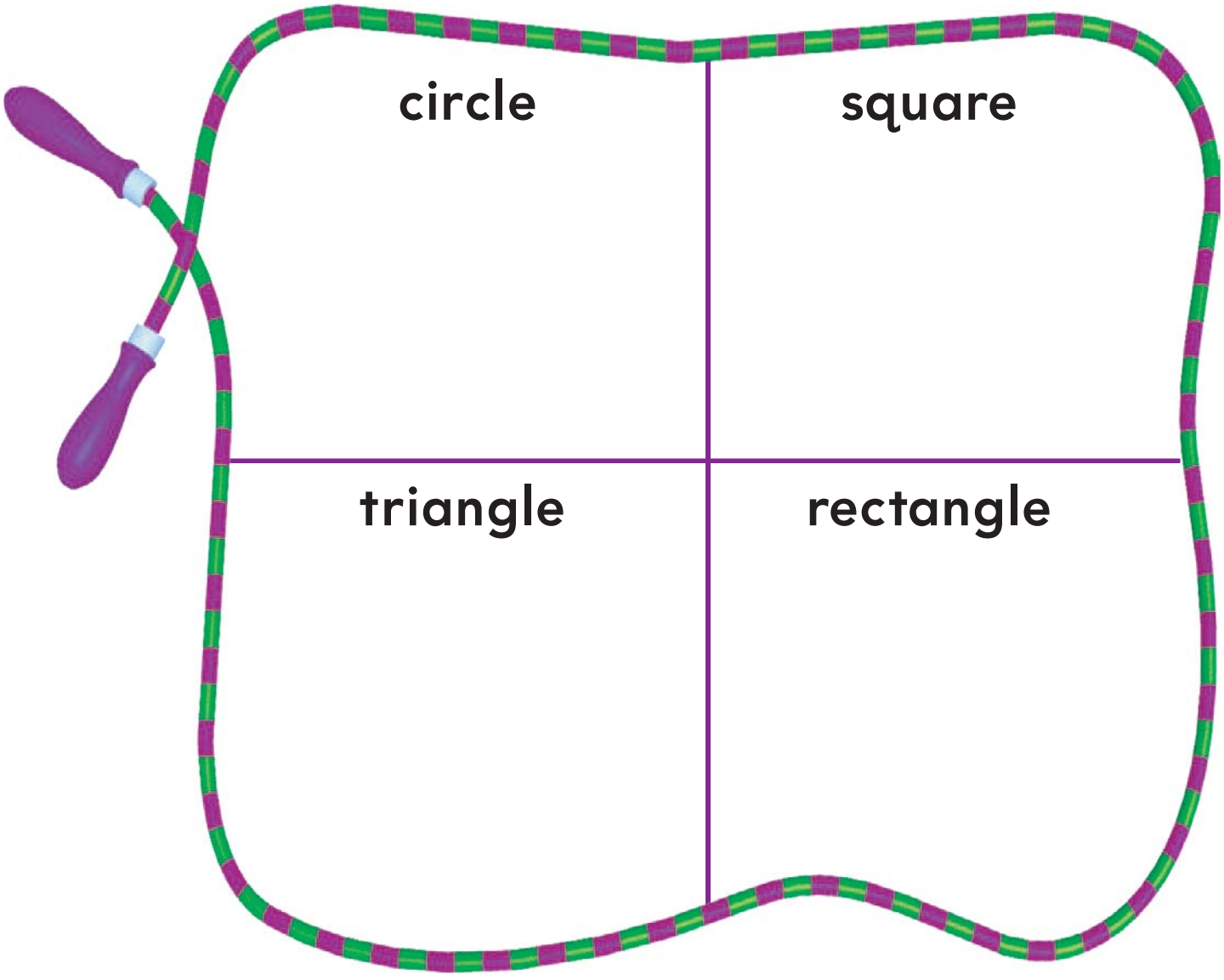
Listen and Draw

not

DIRECTIONS Choose a shape. Draw the shape at the top of each side. Sort and classify a handful of shapes into a set of the shape you chose and a set that is not that shape. Draw and color the shapes.

Share and Show





DIRECTIONS 1. Place shapes as shown. Sort and classify the shapes by the category of shape. Draw and color the shapes in each category.

Name _____

1

circle | square

triangle | rectangle

_____

_ _ _ _ _

_____

2

circle | square

triangle | rectangle

_____

_ _ _ _ _

_____

3

circle | square

triangle | rectangle

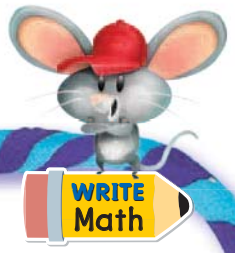
_____

_ _ _ _ _

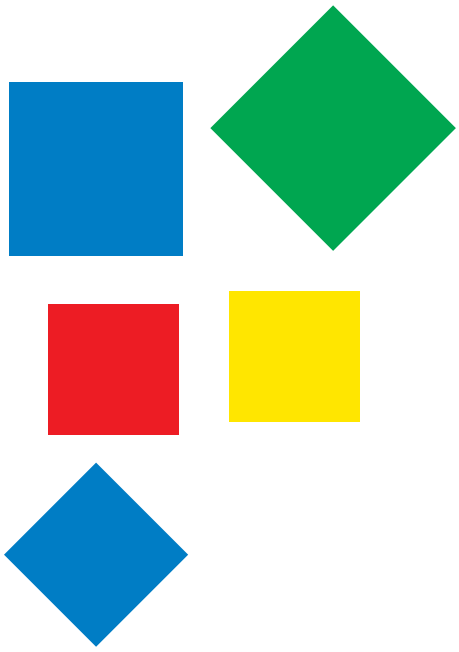
_____

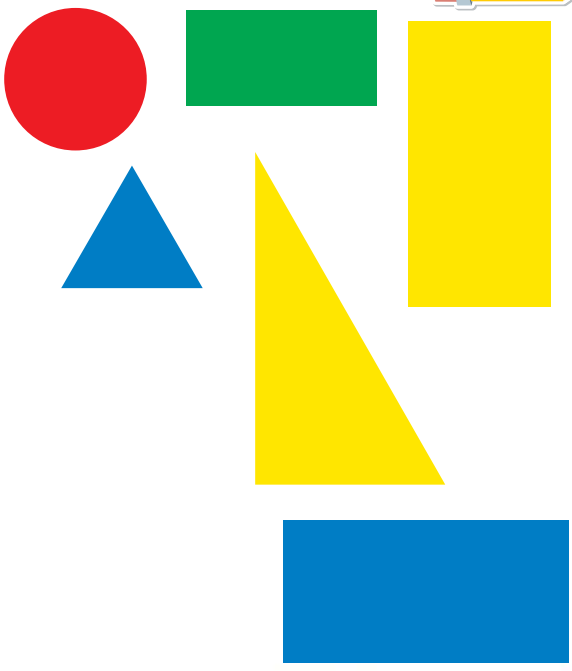
DIRECTIONS Look at the categories of shapes in Exercise 1. Count how many in each category. **2.** Circle the categories of shapes that have one shape. Write the number. **3.** Circle the category that has two shapes. Write the number. **4.** Circle the category that has three shapes. Write the number.

Problem Solving • Applications



5





6

DIRECTIONS **5.** Brandon used his shapes. How did he sort and classify his shapes? Draw one more shape in each category. **6.** Using the same shapes, draw to show what you know about sorting and classifying by shape in a different way.

HOME ACTIVITY • Have your child sort objects in a house into categories of shape.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

Algebra • Classify and Count by Size

Essential Question How can you classify and count objects by size?

Measurement and Data—K.MD.3

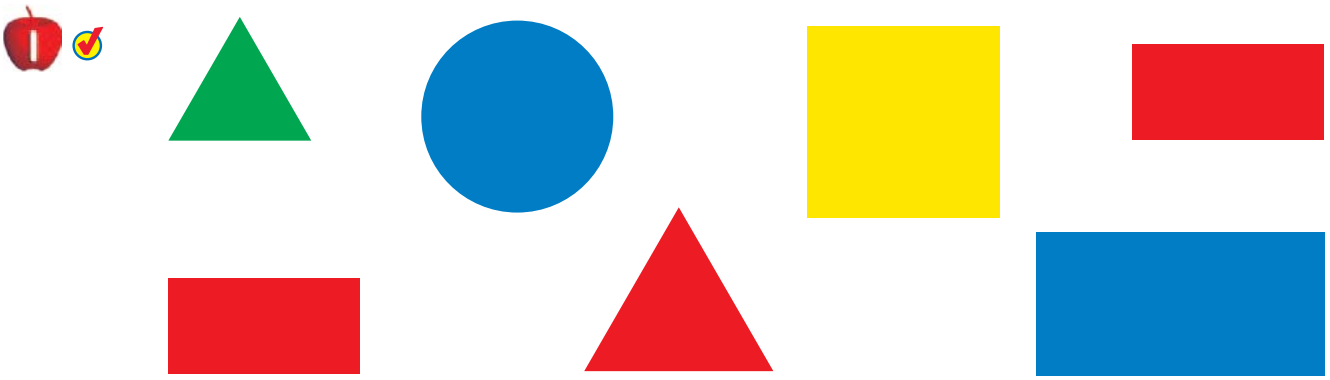
MATHEMATICAL PRACTICES
MP.2, MP.5, MP.6

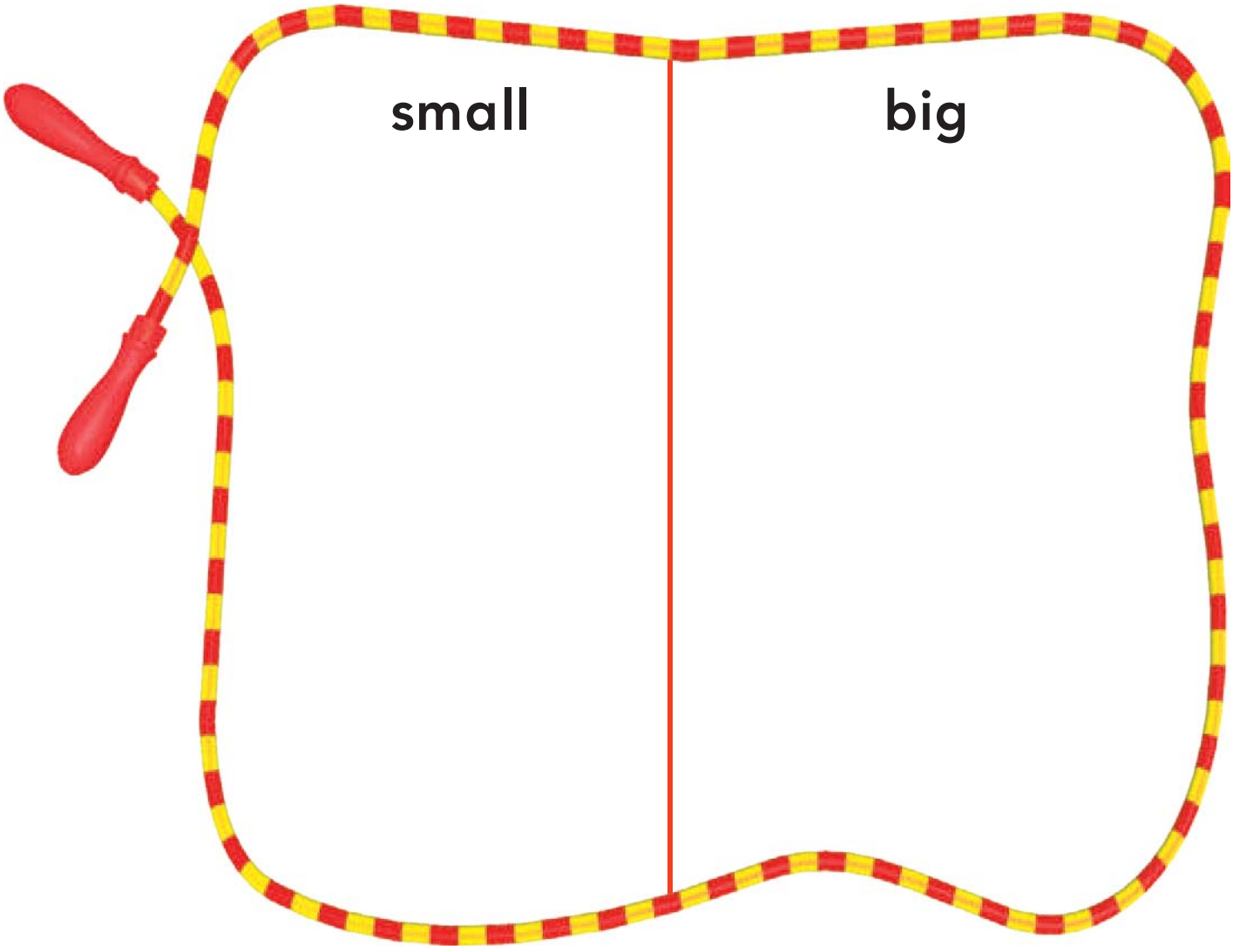
Listen and Draw

big	small

DIRECTIONS Sort and classify a handful of shapes by size. Draw and color the shapes.

Share and Show





DIRECTIONS **1.** Place shapes as shown. Sort and classify the shapes by the category of size. Draw and color the shapes in each category.

Name _____

2

3

small

big

3

4

small

big

4

DIRECTIONS Look at the categories of size in Exercise 1. Count how many in each category. **2.** Circle the category that has three per category. Write the number. **3.** Circle the category that has four per category. Write the number.

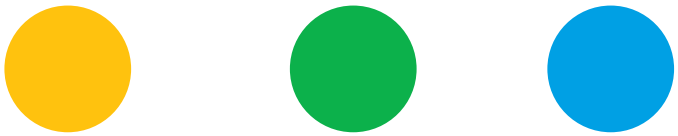
HOME ACTIVITY • Have your child sort objects in a house into categories of size.

FOR MORE PRACTICE:
Standards Practice Book

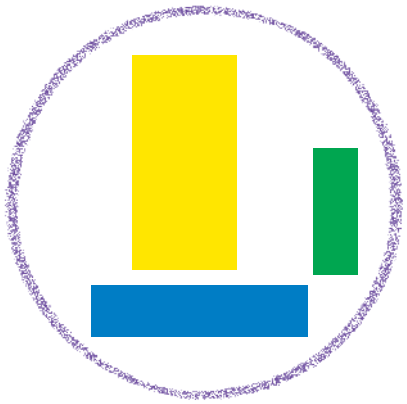
Mid-Chapter Checkpoint

Concepts and Skills

1

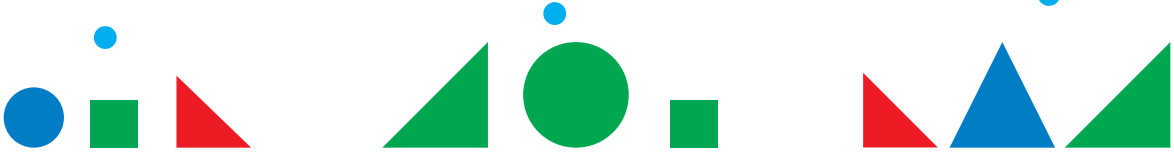


2



3 THINK SMARTER

green triangle small



DIRECTIONS 1. Look at the set at the beginning of the row. Circle the shape that belongs in that set. (K.MD.3) 2. Look at the shape at the beginning of the row. Mark an X on the set in which the shape belongs. (K.MD.3) 3. Draw lines to match the shapes to the category. (K.MD.3)

Name _____

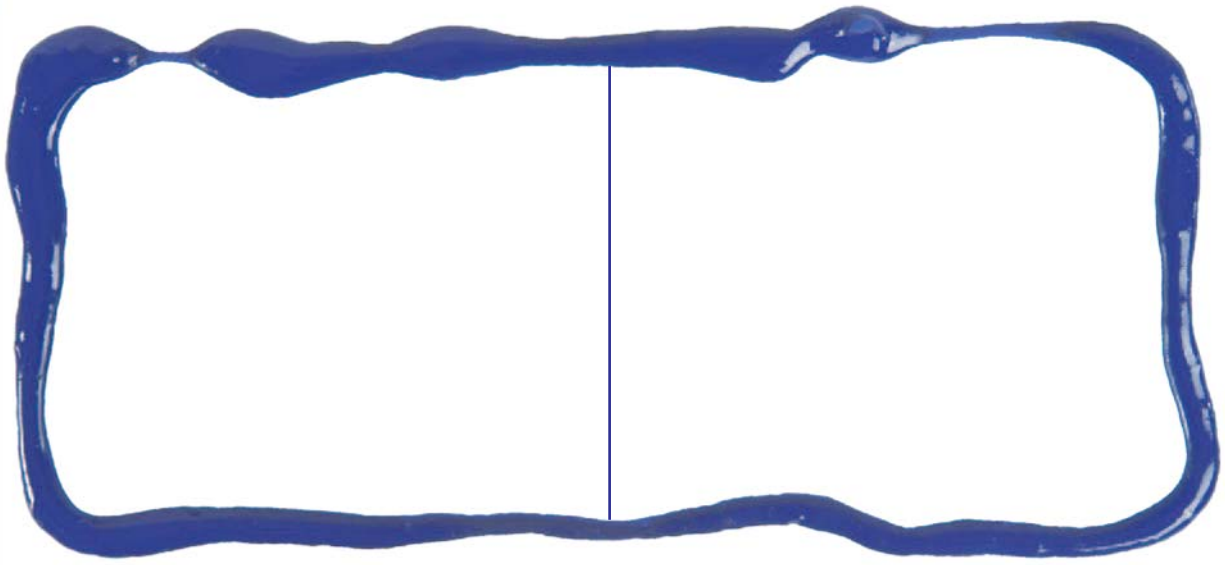
Make a Concrete Graph

Essential Question How can you make a graph to count objects that have been classified into categories?

Measurement and Data—K.MD.3
Also K.CC.6

MATHEMATICAL PRACTICES
MP.2, MP.6, MP.8

Listen and Draw



Orange and Green Cubes					

DIRECTIONS Place a handful of orange and green cubes on the workspace. Sort and classify the cubes by the category of color. Move the cubes to the graph by category. Draw and color the cubes. Tell a friend how many in each category.

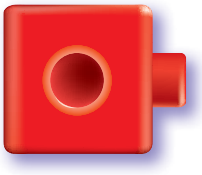
Share and Show

1

2

Red and Blue Cubes				

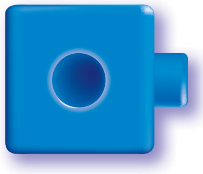
3



_____

_ _ _ _ _

_____



_____

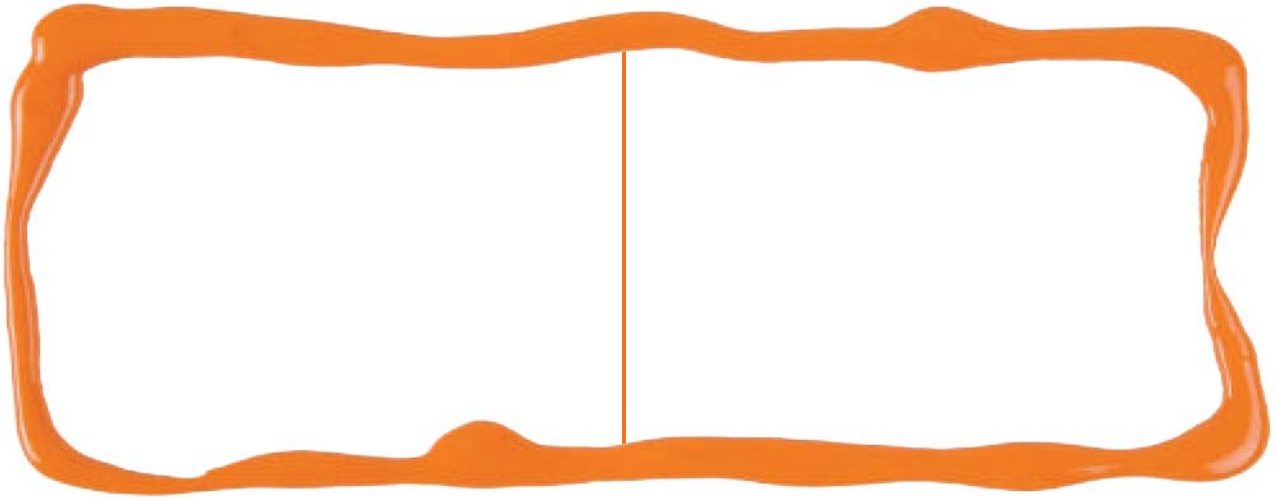
_ _ _ _ _

_____

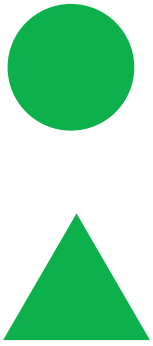
DIRECTIONS **1.** Place a handful of red and blue cubes on the workspace. Sort and classify the cubes by category. **2.** Move the cubes to the graph. Draw and color the cubes. **3.** Write how many of each cube.

Name _____

4



5



Green Circles and Triangles

6

_____

_ _ _ _ _

_____

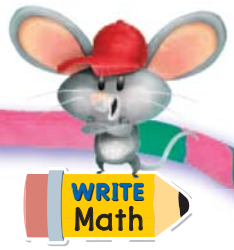
_____

_ _ _ _ _

_____

DIRECTIONS **4.** Place a handful of green circles and triangles on the workspace. Sort and classify the shapes by category. **5.** Move the shapes to the graph. Draw and color the shapes. **6.** Write how many of each shape.

Problem Solving • Applications



7

My Graph

_____

_____

_____

_____

DIRECTIONS 7. Use five cubes of two colors. Color the cubes to show the categories. Draw and color to show what you know about making a graph with those cubes. How many in each category? Write the numbers.

HOME ACTIVITY • Have your child tell about the graph that he or she made on this page.

FOR MORE PRACTICE:
Standards Practice Book

Name _____

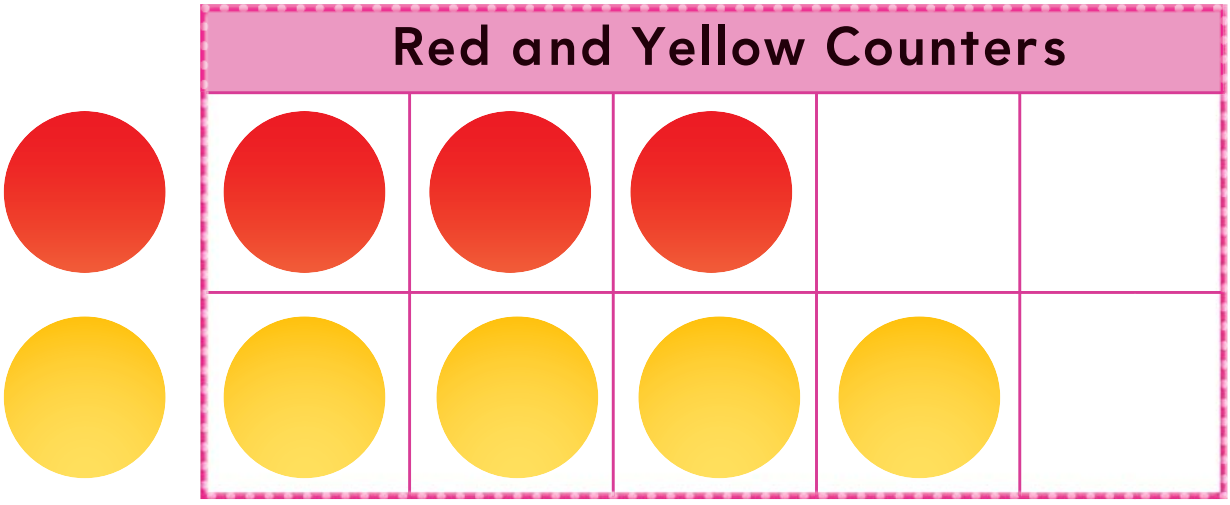
Problem Solving • Read a Graph

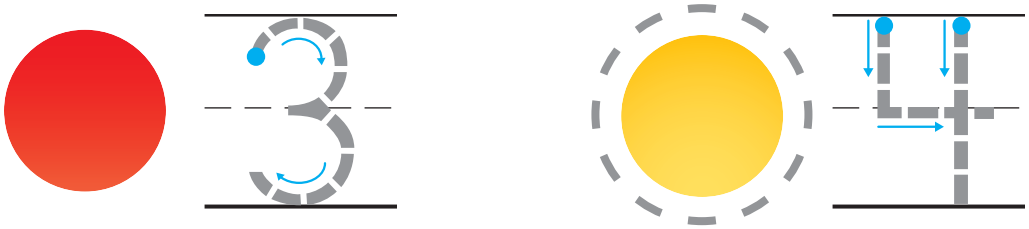
Essential Question How can you read a graph to count objects that have been classified into categories?

Measurement and Data—K.MD.3
Also K.CC.6

MATHEMATICAL PRACTICES
MP.2, MP.6, MP.8

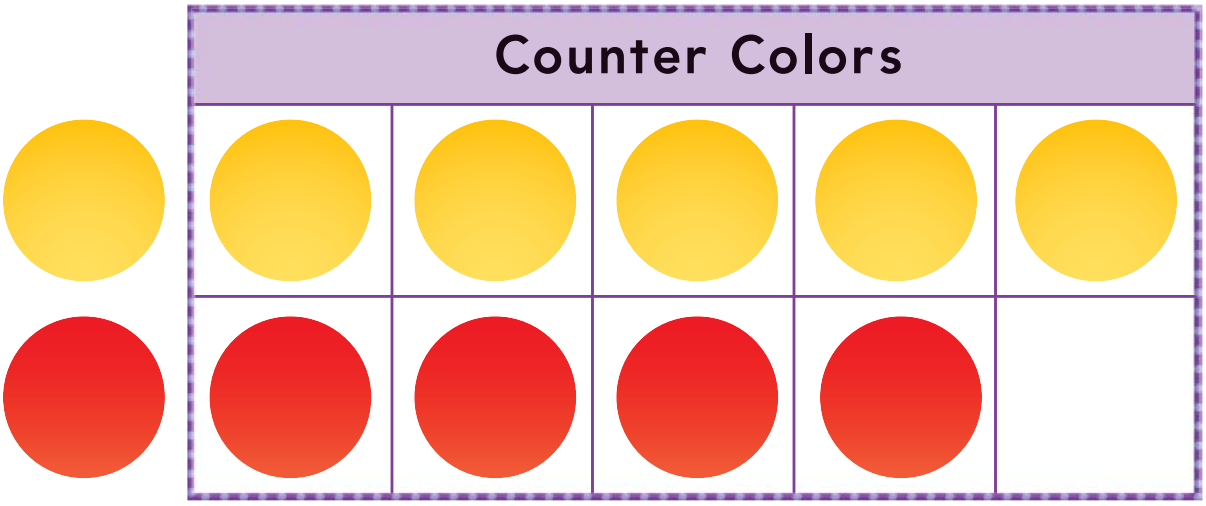
Unlock the Problem





DIRECTIONS Erin made a graph of her counters. How many counters are in each category? Trace the numbers. Trace the circle to show which category has more counters.

Try Another Problem



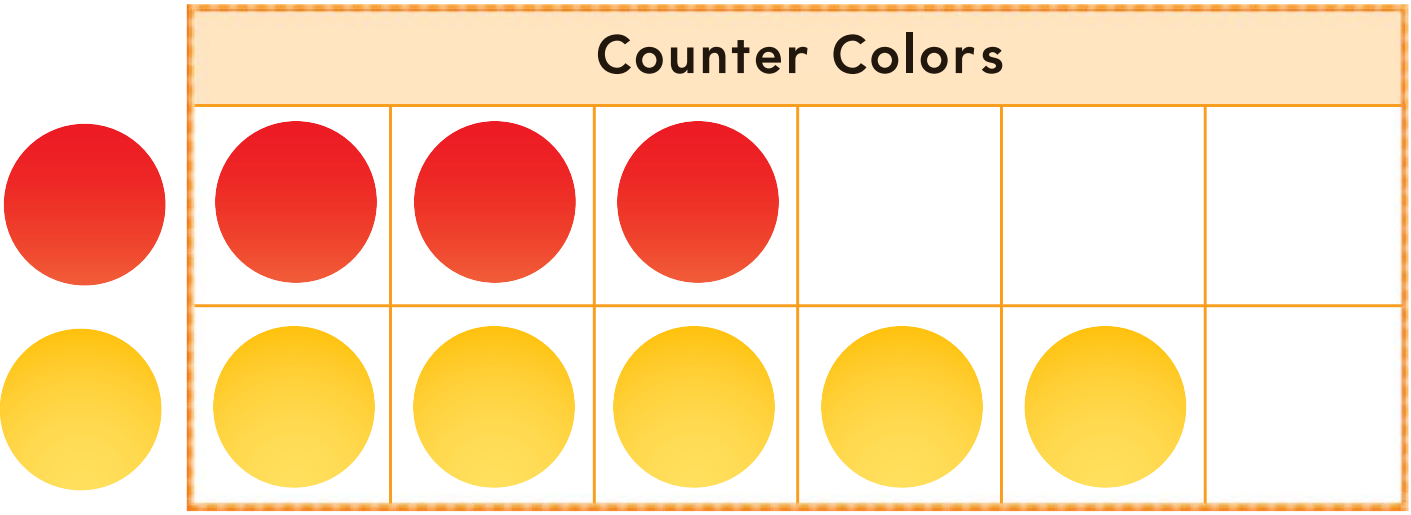
1

2

DIRECTIONS **1.** Billy made a graph showing his counters. Color the counters to show his categories. How many counters are in each category? Write the numbers. **2.** Circle the category that has more counters on the graph.

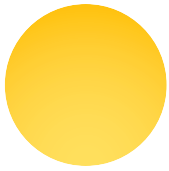
Name _____

Share and Show



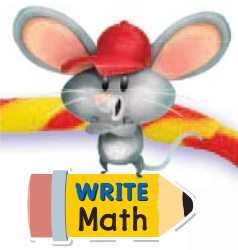
3

4



DIRECTIONS **3.** Rong made a graph of her counters. Color the counters to show her categories. How many counters are in each category? Write the numbers.
4. Circle the category that has fewer counters on the graph.

On Your Own Real World



5

Cube Colors				

_____

_____

_____

_____

DIRECTIONS **5.** Brian has more blue cubes than red cubes. Draw and color to show his cubes on the graph. Count how many in each category. Write the numbers.

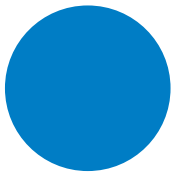
HOME ACTIVITY • Have your child tell about the graph he or she made on this page. Ask him or her which category has more cubes and which category has fewer cubes.

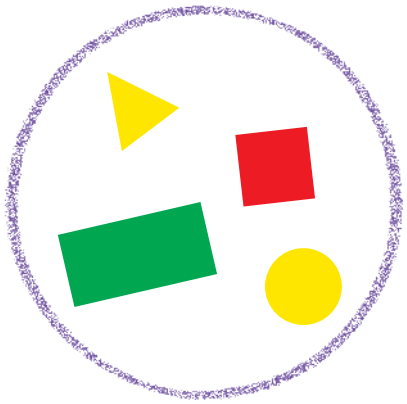
FOR MORE PRACTICE:
Standards Practice Book

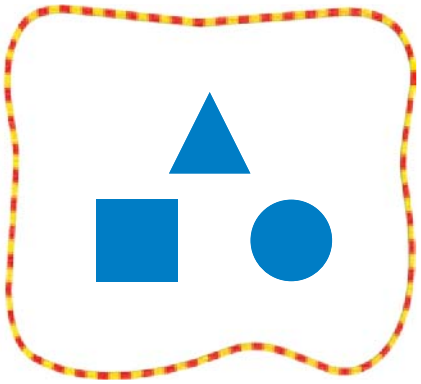
Name _____

Chapter 12 Review/Test

1

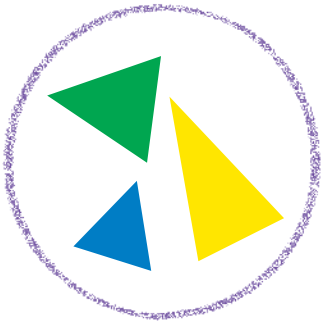


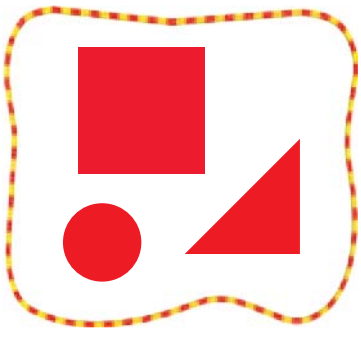


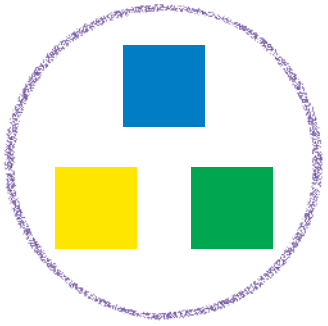


2

3

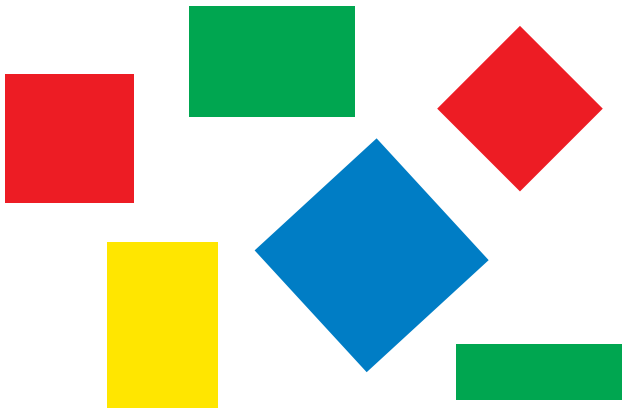






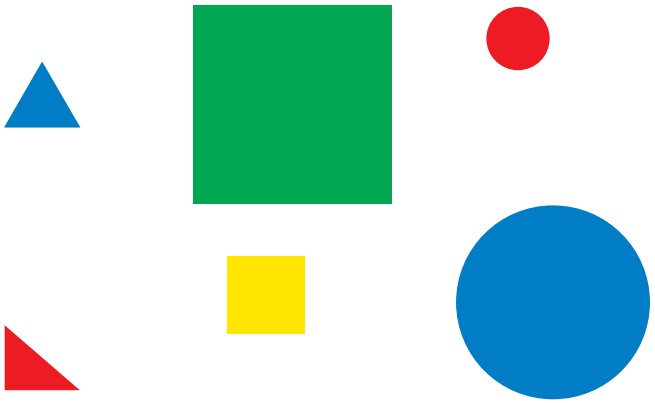
DIRECTIONS 1. Lin sorted some shapes into categories by color. Look at the shape at the beginning of the row. Mark an X on the category that shows where the shape belongs. 2. Draw and color a shape that belongs in this category. 3. Look at the shape at the beginning of the row. Mark under all of the categories the shape can belong.

4



Personal Math Trainer

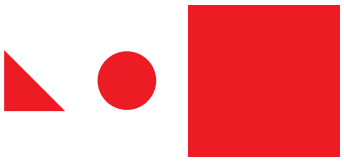
5 THINK SMARTER +



big

small

6



red

big

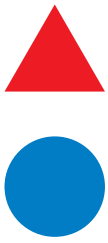
DIRECTIONS **4.** Draw and color a shape that belongs in this category. **5.** Mark an X on each big shape. Write how many large objects. Draw a circle around each of the small objects. Write how many small objects. **6.** Draw lines to match the shapes to the way they were sorted.

Name _____

Personal Math Trainer

7 THINK SMARTER +

Triangles and Circles



△	△	△	△		
○	○	○			

_____ _____

_ _ _ _ _ _ _ _ _ _

_____

_____

8

Blue Squares and Circles

●	●	●	●		
■	■	■			

DIRECTIONS **7.** Sort and classify the shapes by category. Draw each shape on the graph. Write how many of each shape. **8.** Jake sorted some shapes. Then he made a graph. Count how many shapes there are in each category. Mark an X on the category that has more shapes.

9

Chart A				

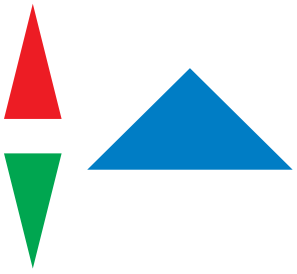
color Yes ○ No ○

size Yes ○ No ○

shape Yes ○ No ○

10

triangle

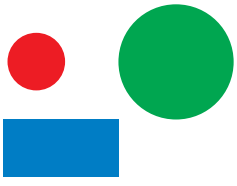


○

rectangle

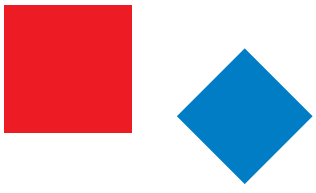
○

circle



○

square



○

DIRECTIONS 9. Is this chart sorted by color, size, and shape? Choose Yes or No. 10. Choose all of the sets with the same number of objects.

Picture Glossary

above [arriba, encima]

The kite is **above** the rabbit.

add [sumar]

3 + 2 = 5

alike [igual]

and [y]

2 + 2

behind [detrás]

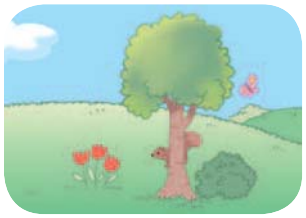
The box is **behind** the girl.

below [debajo]

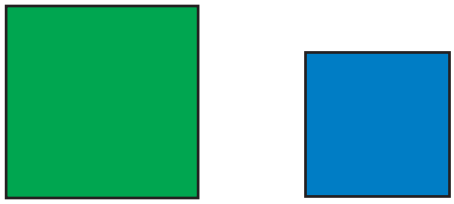
The rabbit is **below** the kite.

beside [al lado]

The tree is **beside** the bush.



big [grande]



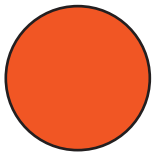
big

category [categoría]

fruits

toys

circle [círculo]



classify [clasificar]

apples

not apples

color [color]

red [rojo]

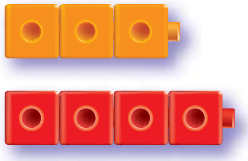
blue [azul]

yellow [amarillo]

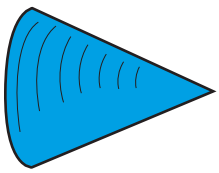
green [verde]

orange [anaranjado]

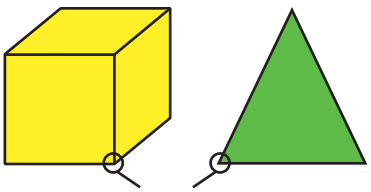
compare [comparar]



cone [cono]

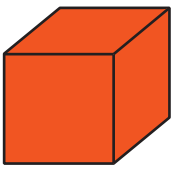


corner [esquina]

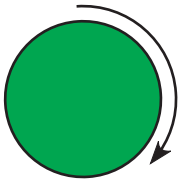


corner

cube [cubo]

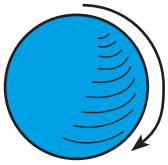


curve [curva]



curved surface
[superficie curva]

Some solids have
a **curved surface.**

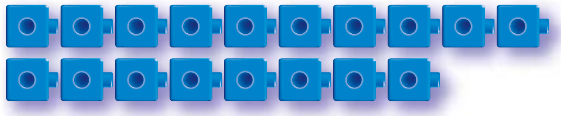


cylinder [cilindro]

different [diferente]

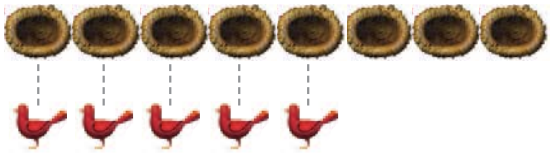
eight [ocho]

eighteen [dieciocho]



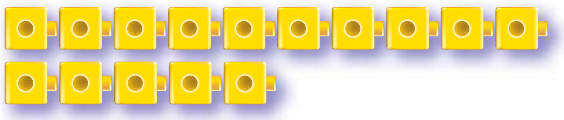
eleven [once]

fewer [menos]



3 **fewer** birds

fifteen [quince]

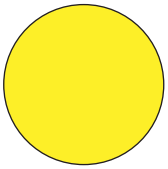


fifty [cincuenta]

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

five [cinco]

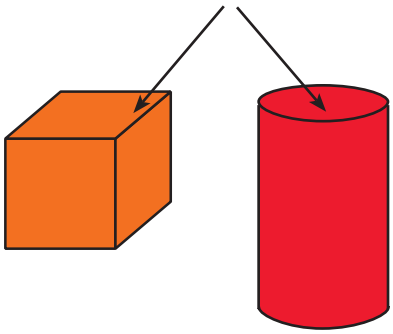
flat [plano]



A circle is a **flat** shape.

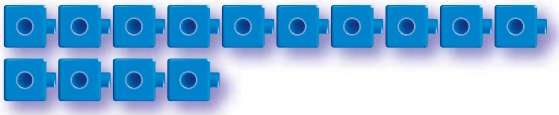
flat surface [superficie plana]

Some solids have a flat **surface**.

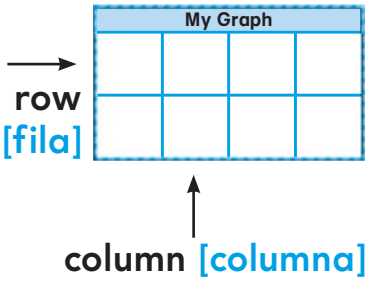


four [cuatro]

fourteen [catorce]

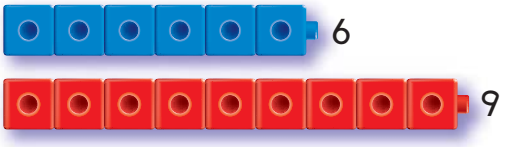


graph [gráfica]



greater [mayor]

9 is greater than 6

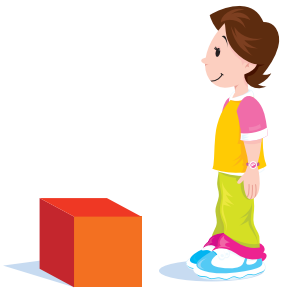


heavier [más pesado]

heavier

hexagon [hexágono]

in front of [delante de]



The box is **in front of** the girl.

is equal to [es igual a]

3 + 2 = 5

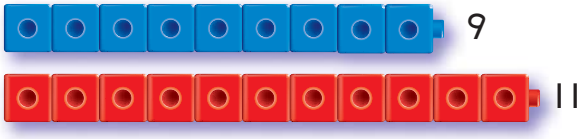
3 + 2 **is equal to** 5

larger [más grande]

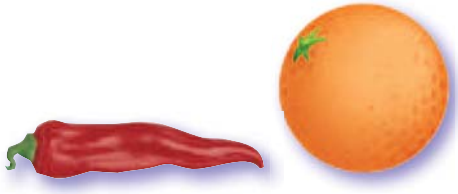
A quantity of 3 is **larger** than a quantity of 2.

less [menor/menos]

9 is **less** than 11



lighter [más liviano]

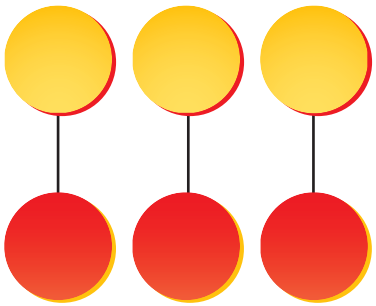


lighter

longer [más largo]

longer

match [emparejar]

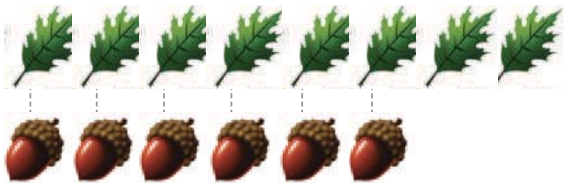


minus – [menos]

4 – 3 = 1

4 **minus** 3 is equal to 1

more [más]



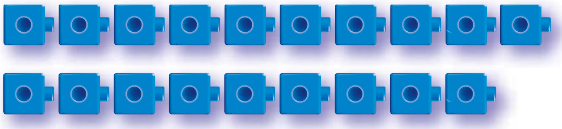
2 **more** leaves

next to [al lado de]

The bush is **next to** the tree.

nine [nueve]

nineteen [diecinueve]



one [uno]

one hundred [cien]

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

ones [unidades]

3 **ones**

pairs [pares]

3

3	0
2	1
1	2
0	3

number **pairs** for 3

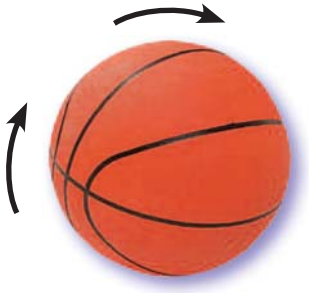
plus + [más]

2 **plus** 1 is equal to 3

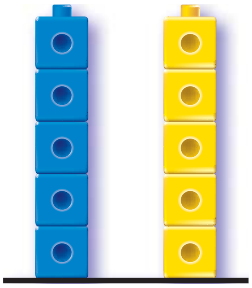
2 + 1 = 3

rectangle [rectángulo]

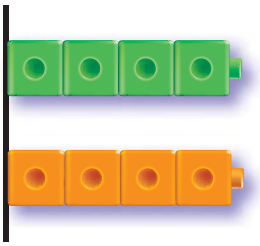
roll [rodar]



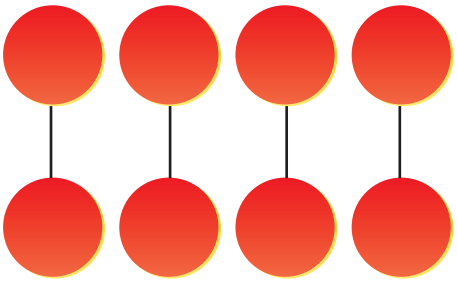
same height
[de la misma altura]



same length [del mismo largo]



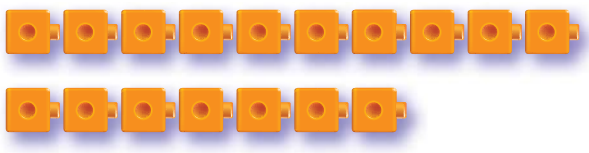
same number
[el mismo número]



same weight [del mismo peso]

seven [siete]

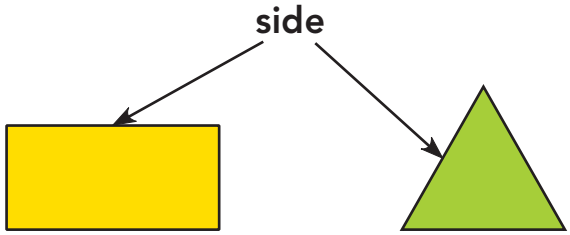
seventeen [diecisiete]



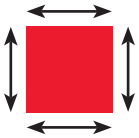
shape [forma]

shorter [más corto]

side [lado]

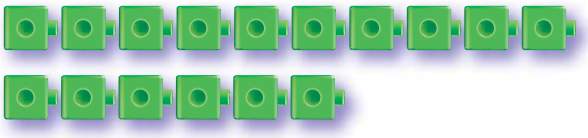


sides of equal length [lados del mismo largo]

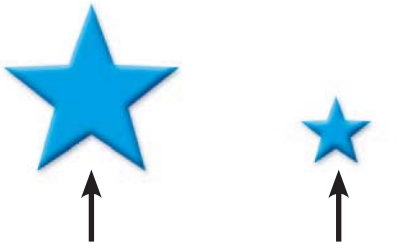


six [seis]

sixteen [dieciséis]

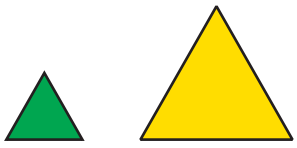


size [tamaño]



slide [deslizar]

small [pequeño]



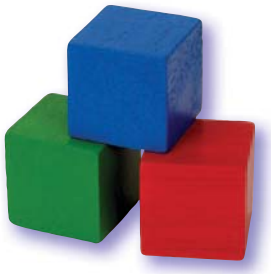
solid [sólido]

A cylinder is a **solid** shape.

sphere [esfera]

square [cuadrado]

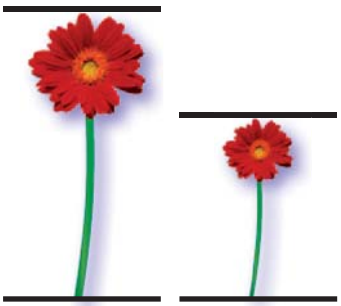
stack [apilar]



subtract [restar]

Subtract to find out how many are left.

taller [más alto]



taller

ten [diez]

tens [decenas]

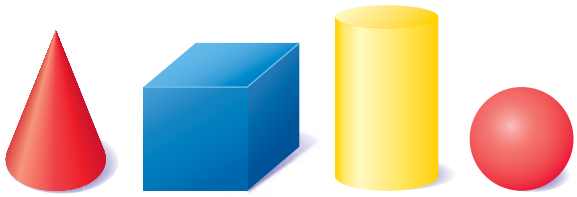
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

tens

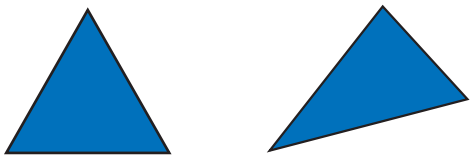
thirteen [trece]

three [tres]

three-dimensional shapes
[figuras tridimensionales]

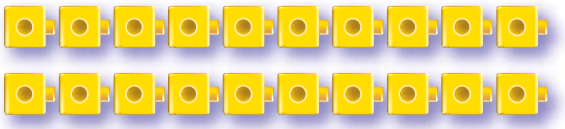


triangle [triángulo]



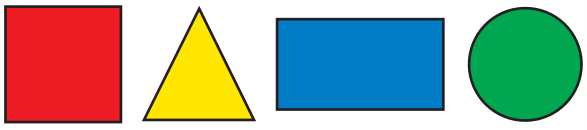
twelve [doce]

twenty [veinte]

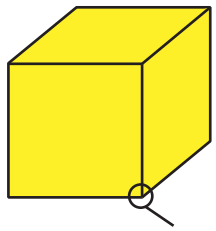


two [dos]

two-dimensional shapes
[figuras bidimensionales]

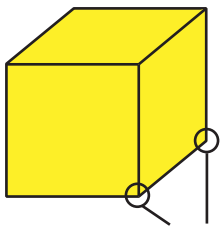


vertex [vértice]



vertex

vertices [vértices]



vertices

zero, none [cero, ninguno]

zero fish