Find Sums on an Addition Table

Essential Question: How do you find sums on an addition table?

Model and Draw

\[ 3 + 4 = ? \]

The sum for \( 3 + 4 \) is found where row 3 and column 4 meet.

\[ 3 + 4 = 7 \]

Share and Show

1. Write the missing sums in the addition table.

<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
</tbody>
</table>

Math Talk
Describe a pattern in the addition table.
2. Write the missing sums in the addition table.

On Your Own

Problem Solving

Solve. Write or draw to explain.

3. Natasha has 13 apples. Some apples are red and some are green. She has more red apples than green apples. How many red apples and how many green apples could she have?

TAKE HOME ACTIVITY • Ask your child to explain how to use the addition table to find the sum of $8 + 6$. 
Estimate Sums: 2-Digit Addition

**Essential Question** How can you estimate the sum of two 2-digit numbers?

---

**Model and Draw**

Estimate the sum of $24 + 38$. Find the nearest ten for each number.

$$
\begin{array}{c}
20 \\
21 \\
22 \\
23 \\
24 \\
25 \\
26 \\
27 \\
28 \\
29 \\
30 \\
31 \\
32 \\
33 \\
34 \\
35 \\
36 \\
37 \\
38 \\
39 \\
40 \\
\end{array}
$$

$$
20 + 40 = 60
$$

An estimate of the sum is 60.

---

**Share and Show**

Find the nearest ten for each number.

1. Estimate the sum of $18 + 29$.

$$
\begin{array}{c}
10 \\
11 \\
12 \\
13 \\
14 \\
15 \\
16 \\
17 \\
18 \\
19 \\
20 \\
21 \\
22 \\
23 \\
24 \\
25 \\
26 \\
27 \\
28 \\
29 \\
30 \\
\end{array}
$$

Add the tens to estimate.

$$
\underline{10} + \underline{20} = \underline{30}
$$

An estimate of the sum is 30.

---

**Math Talk** How did you know which ten is nearest to 18?
On Your Own

Find the nearest ten for each number. Add the tens to estimate.

2. Estimate the sum of $13 + 28$.

An estimate of the sum is ________.

3. Estimate the sum of $31 + 22$.

An estimate of the sum is ________.

Problem Solving

Solve. Write or draw to explain.

4. Mark has 34 pennies. Emma has 47 pennies. About how many pennies do they have altogether?

   about ________ pennies

TAKE HOME ACTIVITY • Ask your child to use the number line for Exercise 2 and describe how to estimate the sum of $27 + 21$. 

GR4 four
Estimate Sums: 3-Digit Addition

Essential Question  How can you estimate the sum of two 3-digit numbers?

Model and Draw

Estimate the sum of 189 + 284. Find the nearest hundred for each number.

\[
\begin{align*}
200 + 300 &= 500
\end{align*}
\]

An estimate of the sum is 500.

Share and Show

Find the nearest hundred for each number. Add the hundreds to estimate.

1. Estimate the sum of 229 + 386.

\[
\begin{align*}
\quad + \quad &= \\
\quad + \\
\end{align*}
\]

An estimate of the sum is ________.

Math Talk  How do you know which two hundreds a 3-digit number is between?
On Your Own

Find the nearest hundred for each number. Add the hundreds to estimate.

2. Estimate the sum of 324 + 218.

\[ \underline{200} \quad \underline{250} \quad \underline{300} \quad \underline{350} \quad \underline{400} \]

\[ \underline{\quad } + \underline{\quad } = \underline{\quad } \]

An estimate of the sum is \[ \underline{\quad } \].

3. Estimate the sum of 468 + 439.

\[ \underline{300} \quad \underline{350} \quad \underline{400} \quad \underline{450} \quad \underline{500} \]

\[ \underline{\quad } + \underline{\quad } = \underline{\quad } \]

An estimate of the sum is \[ \underline{\quad } \].

Problem Solving

Solve. Write or draw to explain.

4. There are 375 yellow fish and 283 blue fish swimming around a coral reef. About how many fish are there altogether?

\[ \text{about } \underline{\quad } \text{ fish} \]

TAKE HOME ACTIVITY • Ask your child to use the number line for Exercise 2 and describe how to estimate the sum of 215 + 398.
Estimate Differences: 2-Digit Subtraction

Essential Question  How can you estimate the difference of two 2-digit numbers?

Model and Draw

Estimate the difference of $62 - 48$. Find the nearest ten for each number.

$$60 - 50 = 10$$

An estimate of the difference is ___10__.

Share and Show

Find the nearest ten for each number. Subtract the tens to estimate.

1. Estimate the difference of $42 - 29$.

$$_____ - _____ = _____$$

An estimate of the difference is ______.

Math Talk  How do you know which two tens a number is between?
On Your Own

Find the nearest ten for each number.
Subtract the tens to estimate.

2. Estimate the difference of 51 − 39.

\[ \underline{\phantom{50}} \quad - \quad \underline{\phantom{30}} \quad = \quad \underline{\phantom{20}} \]

An estimate of the difference is ________.

3. Estimate the difference of 79 − 56.

\[ \underline{\phantom{70}} \quad - \quad \underline{\phantom{50}} \quad = \quad \underline{\phantom{20}} \]

An estimate of the difference is ________.

Problem Solving

Solve. Write or draw to explain.

4. A farmer has 91 cows. 58 of the cows are in the barn. About how many of the cows are not in the barn?

\[ \text{about } \underline{\phantom{80}} \text{ cows} \]

TAKE HOME ACTIVITY • Ask your child to use the number line for Exercise 2 and describe how to estimate the difference of 57 − 41.
Estimate Differences: 3-Digit Subtraction

Essential Question: How can you estimate the difference of two 3-digit numbers?

Model and Draw

Estimate the difference of 382 – 265.
Find the nearest hundred for each number.

\[
\begin{array}{c}
400 & - & 300 \\
\hline
100
\end{array}
\]

An estimate of the difference is 100.

Share and Show

Find the nearest hundred for each number.
Subtract the hundreds to estimate.

I. Estimate the difference of 674 – 590.

\[
\begin{array}{c}
500 & - & 590 \\
\hline
\end{array}
\]

An estimate of the difference is ________.

Math Talk: How did you know which hundred is nearest to 674?
On Your Own

Find the nearest hundred for each number. Subtract the hundreds to estimate.

2. Estimate the difference of $791 - 612$.

\[ \underline{700} - \underline{600} = \underline{100} \]

An estimate of the difference is \underline{100}.

3. Estimate the difference of $487 - 309$.

\[ \underline{500} - \underline{300} = \underline{200} \]

An estimate of the difference is \underline{200}.

Problem Solving

Solve. Write or draw to explain.

4. A mail carrier had 819 letters to deliver. Then she delivered 687 letters. About how many letters does she still have to deliver?

about \underline{______} letters

TAKE HOME ACTIVITY • Ask your child to use the number line for Exercise 2 and describe how to estimate the difference of $786 - 611$. 

GR10 ten
Order 3-Digit Numbers

Essential Question: How does place value help you order 3-digit numbers?

Model and Draw

You can order 249, 418, and 205 from least to greatest. First, compare the hundreds. Next, compare the tens and then the ones, if needed.

I compare the hundreds. 249 and 205 are both less than 418.

Which is less, 249 or 205? I compare the tens. 205 is less than 249, so 205 is the least.

$205 < 249 < 418$

least     greatest

Share and Show

Write the numbers in order from least to greatest.

1. $672 < 515 < 532$

2. $787 < 683 < 564$

Math Talk  Do you always need to compare the ones digits when you order numbers? Explain.
On Your Own

Write the numbers in order from least to greatest.

3. 

3 5 9
7 1 5
6 0 8

_______ < _______ < _______

4. 

9 5 9
9 1 5
9 0 8

_______ < _______ < _______

5. 

3 4 3
3 4 1
3 4 8

_______ < _______ < _______

6. 

1 6 5
7 4 6
7 6 4

_______ < _______ < _______

Problem Solving

7. Brenda, Jean, and Pam play a video game. Brenda scores the highest. Jean scores the lowest. 

<table>
<thead>
<tr>
<th></th>
<th>8 6 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brenda</td>
<td></td>
</tr>
<tr>
<td>Jean</td>
<td>7 6 7</td>
</tr>
<tr>
<td>Pam</td>
<td>?</td>
</tr>
</tbody>
</table>

On the line, write a 3-digit number that could be Pam’s score.

767 < ___ < 863

TAKE HOME ACTIVITY • Write three 3-digit numbers. Have your child tell you how to order the numbers from least to greatest.
1. Write the missing sums in the addition table.

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>9</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>9</td>
<td>11</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>9</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>9</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>7</td>
<td>9</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Find the nearest ten.

2. Estimate the sum of 24 and 36.

   _   +   _   =   _

   An estimate of the sum is   .

Find the nearest hundred.

3. Estimate the sum of 285 and 122.

   _   +   _   =   _

   An estimate of the sum is   .
Find the nearest ten.

4. Estimate the difference of $72 - 59$.

\[ \underline{\phantom{10}} - \underline{\phantom{10}} = \underline{\phantom{10}} \]

An estimate of the difference is \underline{\phantom{10}}.

Find the nearest hundred.

5. Estimate the difference of 792 and 619.

\[ \underline{\phantom{100}} - \underline{\phantom{100}} = \underline{\phantom{100}} \]

An estimate of the difference is \underline{\phantom{100}}.

6. Which of the following numbers will make this true?

$350 < 413 < \underline{\phantom{1000}}$.

- $\bigcirc$ 403
- $\bigcirc$ 398
- $\bigcirc$ 430
- $\bigcirc$ 331
Equal Groups of 2

Essential Question: How can you find the total number in equal groups of 2?

Model and Draw

The pet store has 3 fishbowls in the window. There are 2 goldfish in each bowl. How many goldfish are there in all?

Make 3 groups of 2 counters.

3 groups of 2 is 6 in all.

Share and Show

Complete the sentence to show how many in all.

1. 

_____ groups of _____ is _____ in all.

2. 

_____ groups of _____ is _____ in all.

3. 

_____ groups of _____ is _____ in all.

Math Talk  How can you use counters to find $2 + 2 + 2 + 2 + 2$?
On Your Own

Complete the sentence to show how many in all.

4. 

_____ groups of _____ is _____ in all.

5. 

_____ groups of _____ is _____ in all.

6. 

_____ groups of _____ is _____ in all.

7. 

_____ groups of _____ is _____ in all.

Problem Solving

Solve. Write or draw to explain.

8. Coach Baker keeps 2 basketballs in each bin. There are 5 bins. How many basketballs are stored in the bins? _____ basketballs

TAKE HOME ACTIVITY • Have your child draw groups of two Xs and tell you how to find how many there are in all.
Equal Groups of 5

Essential Question: How can you find the total number in equal groups of 5?

Luke made 3 cube trains. He connected 5 cubes in each train. How many cubes did he use in all?

Make 3 groups of 5 cubes.

I can count the equal groups by fives—5, 10, 15—to find how many in all.

_ groups of _ is _ in all.

Share and Show

Complete the sentence to show how many in all.

1. 

____ groups of ____ is ____ in all.

2. 

____ groups of ____ is ____ in all.

3. 

____ groups of ____ is ____ in all.

Math Talk

How can you use addition to find how many in all in Exercise 2?
On Your Own

Complete the sentences to show how many in all.

4. 

___ groups of ___ is ___ in all.

5. 

___ groups of ___ is ___ in all.

6. 

___ groups of ___ is ___ in all.

Problem Solving

Solve. Write or draw to explain.

7. Gina fills 6 pages of her photo album. She puts 5 photos on each page. How many photos does Gina put in her album?

___ photos

TAKE HOME ACTIVITY • Place your hands next to your child’s hands. Ask how many groups of 5 fingers. Have your child tell you how to find how many in all. How many fingers in all?
Equal Groups of 10

**Essential Question:** How can you find the total number in equal groups of 10?

**Model and Draw**

There are 4 packs of juice. Each pack has 10 juice boxes. How many juice boxes are there in all?

Make 4 groups of 10 cubes.

I can count the equal groups by tens—10, 20, 30, 40—to find how many in all.

4 groups of 10 is 40 in all.

**Share and Show**

Complete the sentence to show how many in all.

1.  
   ____ groups of ____ is ____ in all.

2.  
   ____ groups of ____ is ____ in all.

3.  
   ____ groups of ____ is ____ in all.

**Math Talk**

How many groups of ten are in 70?

Explain.
Complete the sentence to show how many in all.

4. 

___ groups of ___ is ___ in all.

5. 

___ groups of ___ is ___ in all.

6. 

___ groups of ___ is ___ in all.

Problem Solving

Solve. Write or draw to explain.

7. To count his pennies, Travis puts 10 pennies in a stack. He makes 4 stacks. How many pennies does Travis have? ___ pennies

TAKE HOME ACTIVITY • Give your child 30 pieces of macaroni or other small objects. Have your child make groups of 10. Ask how many groups there are. Ask your child to tell you how to find how many in all. How many pieces in all?
Size of Shares

Model and Draw

When you divide, you place items in equal groups.

Joel has 12 carrots. There are 6 rabbits. Each rabbit gets the same number of carrots. How many carrots does each rabbit get?

Place 12 counters in 6 equal groups.

2 counters in each group

So, each rabbit gets 2 carrots.

Share and Show

Use counters. Draw to show your work. Write how many in each group.

1. Place 10 counters in 2 equal groups.

2 counters in each group

2. Place 6 counters in 3 equal groups.

3 counters in each group

Math Talk

How did you know how many counters to place in each group for Exercise 2?
On Your Own

Use counters. Draw to show your work.
Write how many in each group.

3. Place 9 counters in 3 equal groups.

___ counters in each group

4. Place 12 counters in 2 equal groups.

___ counters in each group

5. Place 16 counters in 4 equal groups.

___ counters in each group

Problem Solving

Solve. Draw to show your work.

6. Mrs. Peters divides 6 orange slices between 2 plates. She wants to have 4 orange slices on each plate. How many more orange slices does she need?

___ more orange slices

TAKE HOME ACTIVITY • Ask your child to place 15 pennies into 3 equal groups, and then tell how many pennies are in each group.
Number of Equal Shares

Essential Question  How can you find the number of equal groups that items can be placed into?

Model and Draw

There are 12 cookies. 3 cookies fill a snack bag. How many snack bags can be filled?

Place 12 counters in groups of 3.

So, ___ snack bags can be filled.

Share and Show

Use counters. Draw to show your work.
Write how many groups.
1. Place 8 counters in groups of 4.
   ___ groups

2. Place 10 counters in groups of 2.
   ___ groups

Math Talk  Describe how you could find the number of groups of 2 you could make with 12 counters.
On Your Own

Use counters. Draw to show your work. Write how many groups.

3. Place 4 counters in groups of 2.  

_____ groups

4. Place 12 counters in groups of 4.  

_____ groups

5. Place 15 counters in groups of 3.  

_____ groups

Problem Solving

Draw to show your work.

6. Some children want to play a board game. There are 16 game pieces. Each player needs to have 4 pieces. How many children can play?  

_____ children

TAKE HOME ACTIVITY • Use small items such as pennies or cereal. Have your child find out how many groups of 5 are in 20.
Solve Problems with Equal Shares

Essential Question: How can you solve word problems that involve equal shares?

Model and Draw

You can draw a picture to help you solve problems with equal shares.

There are 10 marbles in each bag. How many marbles are in 3 bags?

3 groups of 10 is 30 in all.

There are 30 marbles.

Share and Show

Solve. Draw or write to show what you did.

1. There are 5 oranges in each sack. How many oranges are in 4 sacks?

   ____ oranges

2. Sandy can plant 2 seeds in a pot. How many pots will Sandy need in order to plant 6 seeds?

   ____ pots

Math Talk

Explain how you solved Exercise 2.
On Your Own

Solve. Draw to show what you did.

3. Ben gives each friend 2 crackers. How many crackers does he need for 6 friends?

___ crackers

4. Mrs. Green can pack 5 books in a box. How many boxes will she need in order to pack 15 books?

___ boxes

Problem Solving

5. Franco used 12 connecting cubes to build towers. All the towers are the same height. Draw a picture to show the towers he could have built.

TAKE HOME ACTIVITY • Ask your child to make up a word problem about 3 boxes of toys with 3 toys in each box. Have your child tell you how to solve the problem.
Complete the sentence to show how many in all.

1. □□□□□□□□□□□
   
   ____ groups of ____ is ____ in all.

2. 
   
   ____ groups of ____ is ____ in all.

3. 
   
   ____ groups of ____ is ____ in all.
Use counters. Draw to show your work. Write how many in each group.

4. Place 14 counters in 2 equal groups.

_____ counters in each group

Use counters. Draw to show your work. Write how many groups.

5. Place 12 counters in groups of 2.

_____ groups

Solve the problem.

6. Mrs. Owen puts 3 flowers in each vase. How many flowers are in 4 vases?

- 7
- 9
- 12
- 16
Hour Before and Hour After

Essential Question: How do you tell the time 1 hour before and 1 hour after a given time?

Model and Draw

For these times, the minute hand points to the same place. The hour hands point to different numbers.

The time is **8:00**.

I hour before

**7:00**

The hour hand points to 7.

I hour after

**9:00**

The hour hand points to 9.

Share and Show

Write the time shown on the clock. Then write the time 1 hour before and 1 hour after.

1. __________ I hour before __________ I hour after

2. __________ I hour before __________ I hour after

Math Talk  How are the hands on a clock that shows 8 o'clock the same as the hands on a clock 1 hour after? How are they different?
On Your Own

Write the time shown. Then write the time 1 hour before and 1 hour after.

3. [Clock showing 6:00] ______ 1 hour before ______ 1 hour after

4. [Clock showing 8:00] ______ 1 hour before ______ 1 hour after

5. [Clock showing 4:00] ______ 1 hour before ______ 1 hour after

6. [Clock showing 10:00] ______ 1 hour before ______ 1 hour after

Problem Solving

7. Tim feeds the cat 1 hour after 7:00. Draw the hour hand and the minute hand to show 1 hour after 7:00. Then write the time.

Tim needs to feed the cat at _____.

TAKE HOME ACTIVITY • Ask your child what the time will be 1 hour after 3:30. What time was it 1 hour before 3:30? Have your child tell you how he or she knows.
Elapsed Time in Hours

Essential Question  How do you find the number of hours between two times?

Model and Draw

Baseball practice starts at 2:00. Everyone leaves practice at 4:00. How long does baseball practice last? Use the time line to count how many hours passed from 2:00 P.M. to 4:00 P.M.

___ hours

Starts at 2:00

Ends at 4:00

Share and Show

Use the time line above. Solve.

1. The game starts at 3:00 P.M. It ends at 6:00 P.M. How long does the game last?
   ___ hours

2. The plane leaves at 10:00 A.M. It arrives at 2:00 P.M. How long is the plane trip?
   ___ hours

3. Max goes out at 2:00 P.M. He comes back in at 5:00 P.M. For how long was Max out?
   ___ hours

4. Art class starts at 9:00 A.M. It ends at 11:00 A.M. How long is the art class?
   ___ hours

Math Talk  Describe how you used the time line for Exercise 2.
On Your Own

Use the time line below. Solve.

9:00 A.M.  Noon  3:00 P.M.  6:00 P.M.

5. Paul’s baby sister goes to sleep at 4:00 P.M. She wakes up at 6:00 P.M. How long does the baby sleep?  ____ hours

6. Julia goes to a friend’s house at noon. She comes home at 3:00 P.M. How long is Julia gone?  ____ hours

7. Jeff starts raking leaves at 11:00 A.M. He stops at 1:00 P.M. How long does Jeff rake leaves?  ____ hours

8. Mom and Carrie arrive at the shopping mall at 1:00 P.M. They leave at 5:00 P.M. How long are they at the mall?  ____ hours

Problem Solving

Solve. Draw or write to explain.

9. Mr. Norton writes the time for classes on the board.

<table>
<thead>
<tr>
<th>Class</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>8:30 A.M.</td>
</tr>
<tr>
<td>Reading</td>
<td>9:30 A.M.</td>
</tr>
<tr>
<td>Music</td>
<td>11:30 A.M.</td>
</tr>
</tbody>
</table>

How long will reading class last?  ____ hours

TAKE HOME ACTIVITY • Ask your child how much time passes between 4:30 and 7:30. Have your child explain how he or she arrived at the answer.
Elapsed Time in Minutes

**Essential Question** How do you find the number of minutes between two times?

**Model and Draw**

You can use subtraction if the times are within the same hour.

Ken starts cleaning his room at 3:15 P.M. He finishes at 3:35 P.M. How long does it take Ken to clean his room?

\[ \begin{array}{c}
35 \\
-15 \\
\hline
20 \\
\end{array} \]

So it takes Ken 20 minutes.

**Share and Show**

Subtract to solve. Show your work.

1. Leah starts eating lunch at 12:10 P.M. She finishes at 12:25 P.M. How long does it take for Leah to eat lunch?

\[ \begin{array}{c}
25 \\
10 \\
\hline
15 \\
\end{array} \]

\(15\) minutes

2. Kwan gets on the school bus at 8:10 A.M. He gets to school at 8:55 A.M. How long is Kwan's bus ride?

\[ \begin{array}{c}
55 \\
10 \\
\hline
45 \\
\end{array} \]

45 minutes

3. Carla takes her dog to the park at 2:05 P.M. She gets back at 2:40 P.M. How long does Carla walk her dog?

\[ \begin{array}{c}
40 \\
05 \\
\hline
35 \\
\end{array} \]

35 minutes

4. Ethan starts his spelling homework at 6:25 P.M. He finishes at 6:45 P.M. How long does Ethan work on his spelling?

\[ \begin{array}{c}
45 \\
25 \\
\hline
20 \\
\end{array} \]

20 minutes

**Math Talk** How could you check your answers by looking at a clock?
On Your Own

Subtract to solve. Show your work.

5. Mrs. Hall puts a pizza in the oven at 6:10 P.M. She takes it out at 6:30 P.M. How long does the pizza bake?

___ minutes

6. The reading test starts at 1:10 P.M. Everyone must stop at 1:25 P.M. How long do the children have to take their test?

___ minutes

7. Kelly starts drawing at 8:15 P.M. She finishes her picture at 8:40 P.M. How long does Kelly draw?

___ minutes

8. Tony starts reading at 4:30 P.M. He stops reading at 4:45 P.M. How long does Tony read?

___ minutes

Problem Solving

Show how to use subtraction to solve.

9. Mr. West gets to the bus stop at 9:05 A.M. He looks at the bus schedule.

<table>
<thead>
<tr>
<th>Bus Arrival Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 A.M.</td>
</tr>
<tr>
<td>9:30 A.M.</td>
</tr>
<tr>
<td>10:30 A.M.</td>
</tr>
</tbody>
</table>

How long will Mr. West need to wait for a bus?

___ minutes

TAKE HOME ACTIVITY • Have your child track how many minutes it would take to do math homework if he or she starts at 5:15 P.M. and stops at 5:45 P.M.
Capacity • Nonstandard Units

Essential Question  How can you measure how much a container holds?

Model and Draw

Use a scoop and rice to estimate and measure how much a can holds.

• Estimate how many scoops the can holds.
• Fill a scoop with rice or water.
• Pour it into the can.
• Repeat until the can is full. Keep track of the number of scoops.

Share and Show

How many scoops does the container hold? Estimate. Then measure.

<table>
<thead>
<tr>
<th>Container</th>
<th>Estimate</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. mug</td>
<td>about ____ scoops</td>
<td>about ____ scoops</td>
</tr>
<tr>
<td>2. vase</td>
<td>about ____ scoops</td>
<td>about ____ scoops</td>
</tr>
<tr>
<td>3. paper cup</td>
<td>about ____ scoops</td>
<td>about ____ scoops</td>
</tr>
</tbody>
</table>

Math Talk  Explain how you can tell which of the containers on this page is the largest.
How many scoops does the container hold? Estimate. Then measure.

<table>
<thead>
<tr>
<th>Container</th>
<th>Estimate</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. jar</td>
<td>about ___ scoops</td>
<td>about ___ scoops</td>
</tr>
<tr>
<td>5. milk carton</td>
<td>about ___ scoops</td>
<td>about ___ scoops</td>
</tr>
<tr>
<td>6. bowl</td>
<td>about ___ scoops</td>
<td>about ___ scoops</td>
</tr>
</tbody>
</table>

Solve.

7. The red bowl holds 5 scoops of rice. The blue bowl holds twice as much rice as the red bowl. How many scoops of rice do the two bowls hold in all?

___ scoops in all

TAKE HOME ACTIVITY • Have your child use a paper cup to estimate how much various containers hold. Then check his or her estimate by measuring how much each container holds.
Describe Measurement Data

Essential Question What measurement data can a line plot show?

Model and Draw

A line plot shows data on a number line.

Each X on this line plot stands for the length of 1 desk.

<table>
<thead>
<tr>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td></td>
</tr>
</tbody>
</table>

Lengths of Our Desks in Inches

12 desks were measured. Two desks are 24 inches long.

The longest desk is 27 inches long.
The shortest desk is 21 inches long.

Share and Show

Write 3 more sentences to describe what the line plot above shows.

1. 

2. 

3. 

Math Talk Suppose you measured another desk. If the desk was 23 inches long, how could you show this on the line plot above?
Lengths of Our Classroom Books in Inches

Use the line plot to answer the questions.

4. How many books are 9 and 10 inches in length?

___ books

5. What is the difference in length between the shortest and longest book?

___ inches

Write another question you can answer by looking at the line plot. Answer your question.

6. Question ________________________________________________________________

Answer ________________________________________________________________

7. Look at the table to the right. It shows Tom’s books and their lengths. Add the data for the books to the line plot at the top of the page.

<table>
<thead>
<tr>
<th>Book</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>11 inches</td>
</tr>
<tr>
<td>Math</td>
<td>12 inches</td>
</tr>
<tr>
<td>Spelling</td>
<td>9 inches</td>
</tr>
</tbody>
</table>
**Concepts and Skills**

Write the time shown on the clock. Then write the time 1 hour before and 1 hour after.

1.  
   ![Clock Image]  
   1 hour before  
   _________  
   1 hour after  
   _________

2.  
   ![Clock Image]  
   1 hour before  
   _________  
   1 hour after  
   _________

Use the time line above. Solve.

3. A movie begins at 2:00 P.M. It is over at 5:00 P.M.  
   How long is the movie?  
   _____ hours

4. Madison arrives at a friend's house at 3:00 P.M.  
   She leaves at 7:00 P.M. How long does she stay?  
   _____ hours
Subtract to solve. Show your work.

5. Will arrives at the library at 1:15 P.M.
   He leaves at 1:50 P.M. How long is Will at the library?
   ____ minutes

6. Andrew begins reading at 3:20 P.M.
   He stops reading at 3:45 P.M.
   How long did Andrew read?
   ____ minutes

How many scoops does the container hold? Estimate. Then measure.

7. Estimate: about ____ scoops
   Measure: about ____ scoops

8. What is the difference in height between the shortest and tallest plants?

   \[
   \begin{array}{cccc}
   & X & & X \\
   & X & X & X \\
   & X & X & X & X \\
   \end{array}
   \]

   \[
   \begin{array}{cccccc}
   4 & 5 & 6 & 7 & 8 \\
   \end{array}
   \]

   ○ 3 inches
   ○ 4 inches
   ○ 5 inches
   ○ 6 inches
Fraction Models: Thirds and Sixths

Essential Question: How can you identify thirds and sixths?

Model and Draw

3 equal parts or 3 thirds

6 equal parts or 6 sixths

1 part of 3 equal parts or 1 third

1 part of 6 equal parts or 1 sixth

Share and Show

Color the strips. Show two different ways to show 1 third.

1. 

2. 

Color the strips. Show two different ways to show 1 sixth.

3. 

4. 

Math Talk

How are 3 thirds and 6 sixths alike?
Color the strips. Show two different ways to show 2 thirds.

5. [Blank]
6. [Blank]

Color the strips. Show two different ways to show 2 sixths.

7. [Blank]
8. [Blank]

Color the strips. Show two different ways to show 3 sixths.

9. [Blank]
10. [Blank]

Problem Solving

Solve. Write or draw to explain.

11. A sub sandwich is cut into sixths. Tim eats two parts of the sandwich. How many parts are left? _____ parts left

TAKE HOME ACTIVITY • Have your child draw a picture that shows a slice of cheese divided into thirds.
Fraction Models: Fourths and Eighths

Essential Question: How can you identify fourths and eighths?

Model and Draw

- 4 equal parts or 4 fourths
- 8 equal parts or 8 eighths
- 1 part of 4 equal parts or 1 fourth
- 1 part of 8 equal parts or 1 eighth

Share and Show

Color the strips. Show two different ways to show 1 fourth.

1. 
2. 

Color the strips. Show two different ways to show 1 eighth.

3. 
4. 

Math Talk: How are 4 fourths and 8 eighths alike?
On Your Own

Color the strips. Show two different ways to show 2 fourths.

5. 

6. 

Color the strips. Show two different ways to show 3 eighths.

7. 

8. 

Color the strips. Show two different ways to show 5 eighths.

9. 

10. 

Problem Solving

Solve. Write or draw to explain.

11. A loaf of bread is cut into eighths. Jake uses 2 parts to make his lunch. Fran uses 3 parts to make her lunch. How many parts of the loaf are left?

______ parts left

TAKE HOME ACTIVITY • Have your child draw a picture to show a slice of cheese divided into fourths.
Compare Fraction Models

Essential Question  How can you use fraction models to make comparisons?

Model and Draw

- **fourth**  **fourth**  **fourth**  **fourth**
- **half**  **half**

I fourth  <  I half

Share and Show

Color to show the fractions. Write <, =, or >.

1. I half  half  half

   2 fourths  **fourth**  **fourth**  **fourth**  **fourth**

   I half  <  2 fourths

2. I fourth  **fourth**  **fourth**  **fourth**  **fourth**

   I eighth  eighth eighth eighth eighth eighth eighth eighth eighth

   I fourth  <  I eighth

Math Talk  Look at the strips above. Is I half greater than or less than 3 fourths? How do you know?
On Your Own

Color to show the fractions. Write <, =, or >.

3. 1 third
   third  third  third

   1 sixth
   sixth  sixth  sixth  sixth  sixth  sixth

      1 third  ○  1 sixth

4. 3 sixths
   sixth  sixth  sixth  sixth  sixth  sixth

      1 half
      half  half

      3 sixths  ○  1 half

Problem Solving

Solve. Draw to show your answer.

5. Barry cut a cheese stick into halves and ate a half. Marcy cut a cheese stick into fourths and ate a fourth. Which child ate more cheese?

   _____________ ate more.

TAKE HOME ACTIVITY • Ask your child to draw a picture that shows a square divided into fourths.
Color the strips. Show two different ways to show 1 third.

1. 
2. 

Color the strips. Show two different ways to show 2 sixths.

3. 
4. 

Color the strips. Show two different ways to show 2 fourths.

5. 
6. 

Color the strips. Show two different ways to show 4 eighths.

7. 
8. 
Color to show the fractions. Write $>$, $<$, or $=$.

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

3 fourths

$\frac{1}{2}$ $\bigcirc$ 3 fourths

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

2 sixths

$\frac{1}{3}$ $\bigcirc$ 2 sixths

II. A pizza has 6 slices. Six friends share the pizza equally. What fraction of the pizza does each friend eat?

- $\frac{1}{3}$
- $\frac{2}{3}$
- $\frac{1}{6}$
- $\frac{2}{6}$