Macmillan/McGraw-Hill

California Mathematics 1

Reteach and Skills Practice Workbook

Contents Include:

- 117 reteach worksheets—one for each lesson
- 117 skills practice worksheets—one for each lesson to reinforce each reteach concept

Macmillan McGraw-Hill

California Mathematics 1

Reteach and Skills Practice Workbook

Mc Graw Hill Macmillan McGraw-Hill

TO THE TEACHER These worksheets are the same ones found in the Chapter Resource Masters for *California Mathematics, Grade 1*. The answers to these worksheets are available at the end of each Chapter Resource Masters booklet.

Macmillan
McGraw-Hill

The McGraw-Hill Companies

Send all inquiries to:
Macmillan/McGraw-Hill
8787 Orion Place
Columbus, OH 43240

ISBN: 978-0-02-106343-7
MHID: 0-02-106343-5

Reteach and Skills Practice Workbook, Grade 1

Printed in the United States of America

7 8 9 10 ROV 14 13 12 11 10

CONTENTS

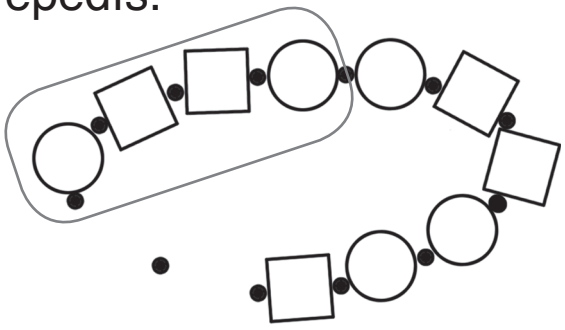
Name _____

Reteach

ISDAP2.1, IMR2.1

Extend a Pattern

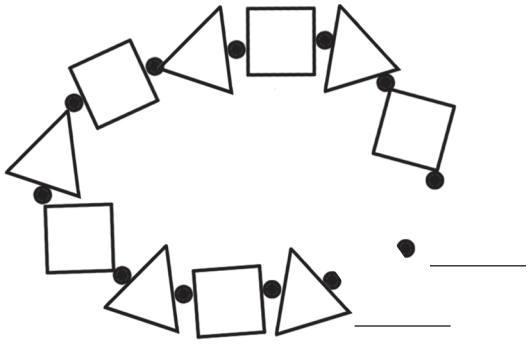
The circled part of the pattern is the pattern unit, or the part that repeats.



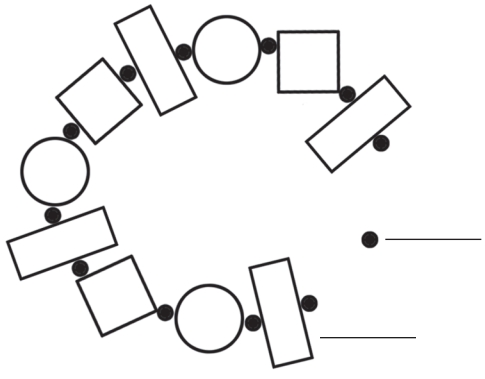
The next two beads on the bracelet should be ☐ and ◯.

Circle the pattern unit. Draw the next two shapes that could come in the pattern.

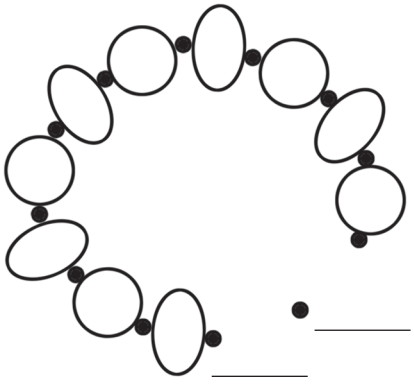
1.



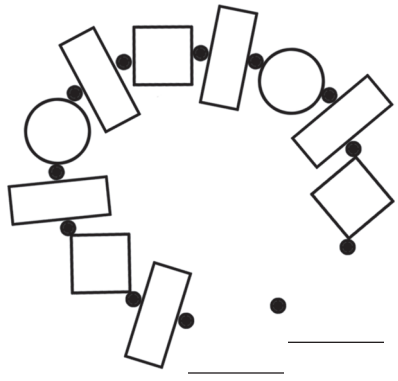
2.



3.



4.



1-1

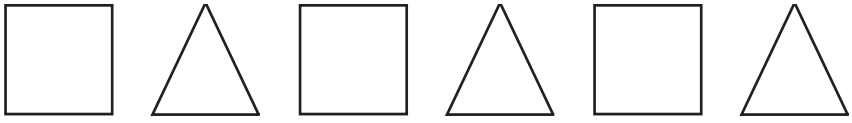
Name _____

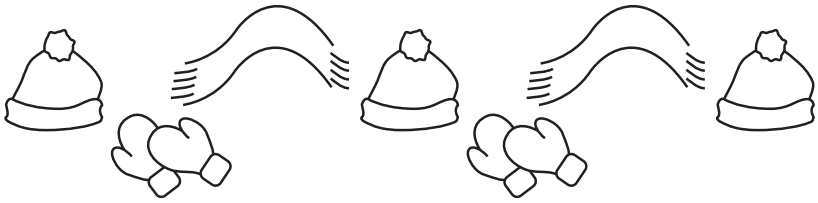
Skills Practice

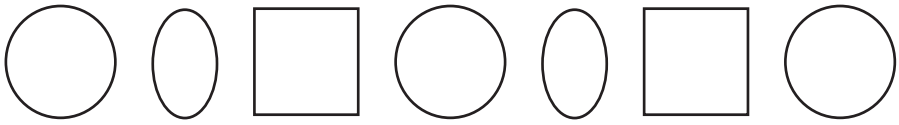
ISDAP2.1, IMR2.1

Extend a Pattern

Circle the pattern unit. Draw the next two shapes in the pattern.

1.  _____ _____

2.  _____ _____

3.  _____ _____

Draw a picture to solve.

4. Jess makes this pattern: circle, square, rectangle. She repeats the pattern 3 times. What does the pattern look like?

Draw your picture here.

5. Nate makes this pattern: triangle, circle. He repeats the pattern 4 times. What does the pattern look like?

Draw your picture here.

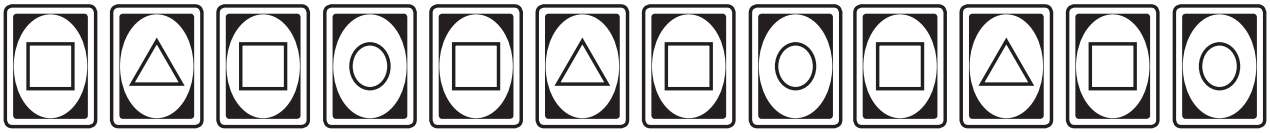
Name _____

Reteach

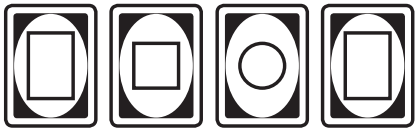
ISDAP2.0, ISDAP2.1

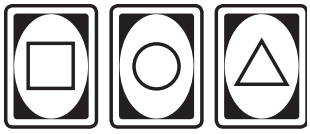
Create a Pattern

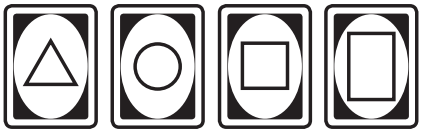
Melanie makes a pattern from cards.
She chooses an order and then repeats the order.



Make another pattern.
Trace the cards and then color

1.  Draw here.

2.  Draw here.

3.  Draw here.

Name _____

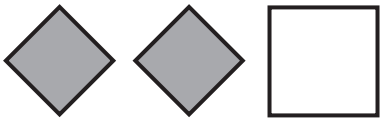
1-2 Skills Practice

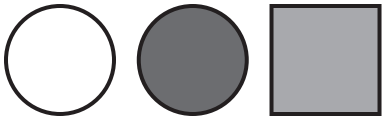
ISDAP2.0, ISDAP2.1

Create a Pattern

Preparation: Pattern blocks are needed for this activity.

Use pattern blocks to help make a pattern. Draw your pattern. Then color.

1.  Draw here.

2.  Draw here.

3.  Draw here.

Draw a picture to solve.

4. Amy has 3 blocks: a circle, a triangle, and a square. What is one kind of pattern she could make with the blocks? Draw it. Draw here.

Name _____

Reteach (1)

IMR1.0, ISDAP2.1

Problem-Solving Strategy: Find a Pattern

Marsha put her cards in a row. She turned over one of the cards. Which card is turned over?

Step 1
Understand

What do I know?

Marsha put her cards in a row.

One card was turned over.

What do I need to find out?

Which card is turned over?

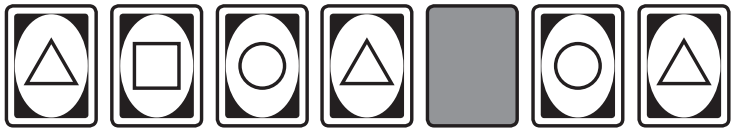
Step 2
Plan

How will I find the turned over card?

I will find a _____.

Step 3
Solve

Make a pattern.



Which card is turned over? _____

Step 4
Check

Look back.

Does my card fit in the pattern? _____

Does my pattern show which card is turned over? _____

I-3

Name _____

Reteach (2)

IMR1.0, ISDAP2.1

Problem-Solving Strategy: Find a Pattern

Solve.

1. Hal makes a row of cards. He turns one over. Which card is it?

The turned over card

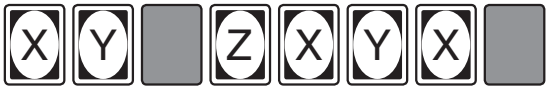
is a _____.

2. Seth makes a row of cards. He takes one away. Which card is missing?

The missing card

is a _____.

3. Ellen makes a row of cards. She turns two over. Which cards are they?



The turned over cards

are _____ and _____.

4. Rick makes a row of cards. He takes two away. Which cards are missing?

The turned over cards

are _____ and _____.

Name _____

I-3 Skills Practice

IMR1.0, ISDAP2.1

Problem-Solving Strategy: Find a Pattern

Make a pattern to solve.

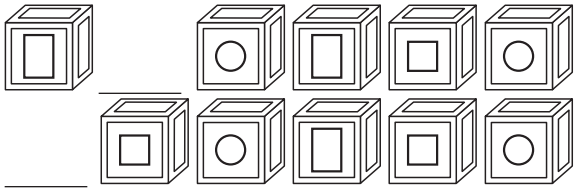
1. Morgan makes a pattern with blocks. Which block is missing?

Draw your pattern here.

2. Flora makes a pattern with cards. Which card is missing?

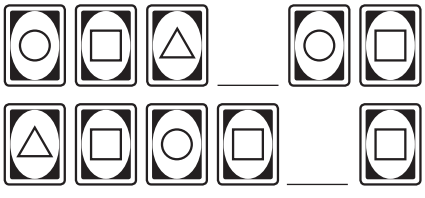
Draw your pattern here.

3. Van makes a pattern with blocks. Which blocks are missing?



Draw your pattern here.

4. Kai makes a pattern with cards. Which cards are missing?



Draw your pattern here.

Name _____

Reteach

INSI.I

Numbers to 10

Count. Write the number. Write the word name.

1 2 3 4 4

one two three four four

1. 

_____ _____ _____ _____ _____ _____

6 six

2. 

_____ _____ _____

____ _____

3. 

_____ _____ _____ _____ _____ _____ _____ _____

____ _____

4. 

_____ _____ _____ _____ _____

____ _____

1-4

Name _____

Skills Practice

INS1.1

Numbers to 10

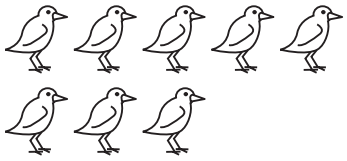
Count. Write the number. Write the word name.

1. 

_____ _____

2. 

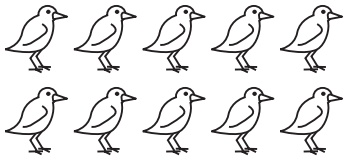
_____ _____

3. 

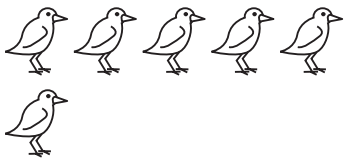
_____ _____

4. 

_____ _____

5. 

_____ _____

6. 

_____ _____

Solve.

7. Stacy writes the numbers 1 and 10. Then, she changes the words into numbers. What did she write?

_____ _____

_____ _____

8. Julio is thinking of a number. The number is between six and eight. What number is Julio thinking of? Write the number and the word name.

_____ _____

Name _____

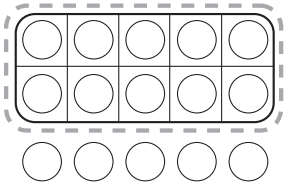
Reteach

INS1.1

Numbers 11 to 15

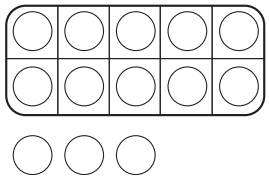
Circle 10. Then count the rest.
Write the number that tells how many.

1.

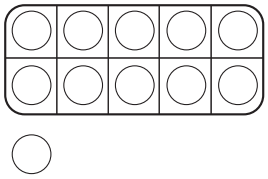


15

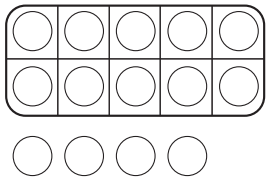
2.



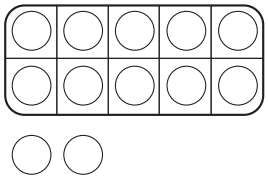
3.



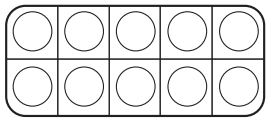
4.



5.



6.



I-5

Name _____

Skills Practice

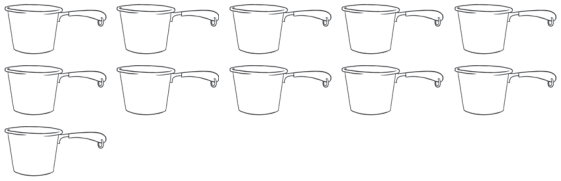
INS1.1

Numbers 11 to 15

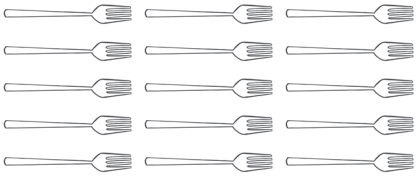
Count. Write the number. Write the word name.

1. 

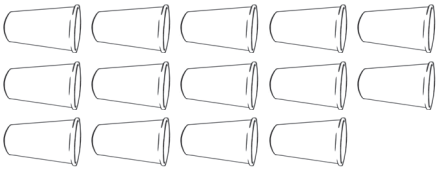
_____

2. 

_____

3. 

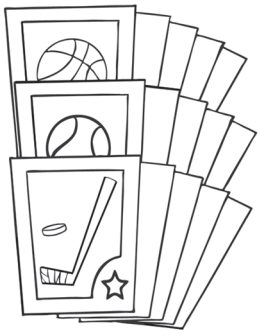
_____

4. 

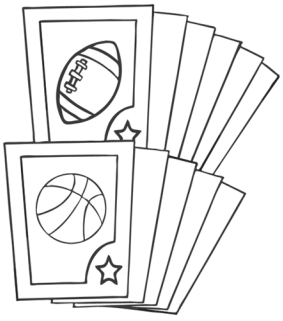
_____

Solve.

5. Harry has eleven trading cards. Draw a line to his group of cards.



6. Luis has fifteen trading cards. Draw a line to his group of cards.



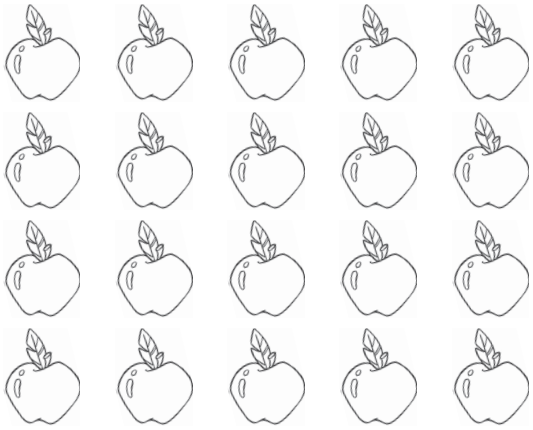
Name _____

Reteach

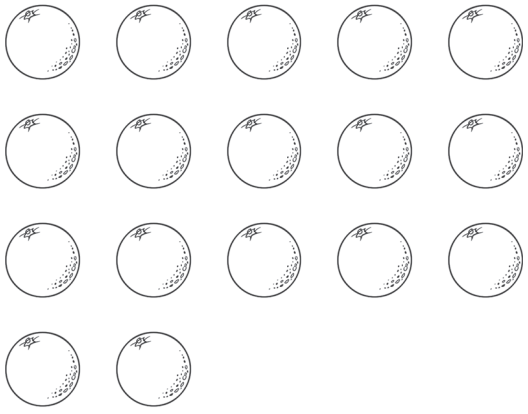
INS1.1, ISDAP 2.0

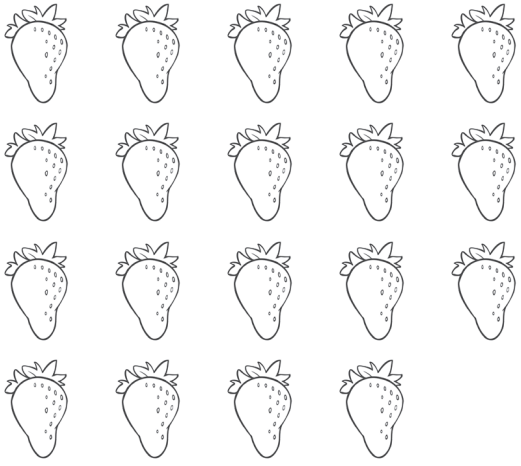
Numbers 16 to 20

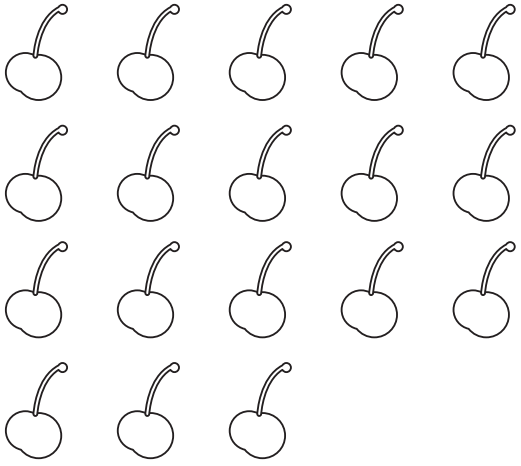
Circle 10. Then count the others. Write the number that tells how many.

1. 

20

2. 

3. 

4. 

Name _____

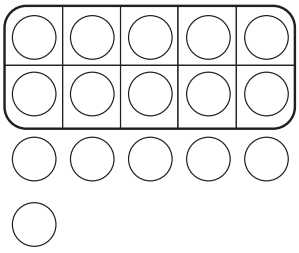
I-6

Skills Practice

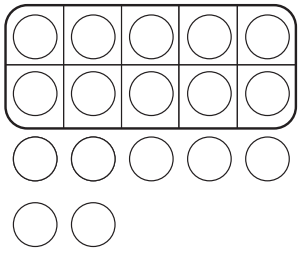
INS1.1, ISDAP 2.0

Numbers 16 to 20

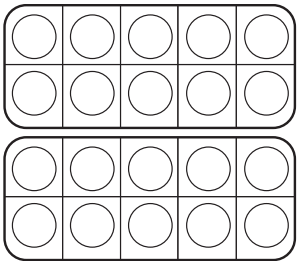
Count. Write the number and word name.

1. 

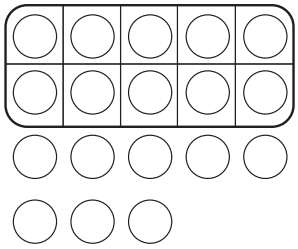
_____ _____

2. 

_____ _____

3. 

_____ _____

4. 

_____ _____

Solve.

5. Tanya writes the following numbers in order; sixteen, seventeen, eighteen, nineteen, twenty. Then, she changes the words into numbers. What did she write?

_____

Name _____

Reteach (1)

Problem-Solving Investigation: Choose a Strategy

Greta has a row of 6 cards with shapes on them. There are 2 of each shape: circle, square, and triangle. She has 1 square in the front and 1 circle in the back. She has 1 square and 1 circle in the middle. Where are the triangle cards?

YOUR MISSION: Find where the triangle cards are.

Step 1
Understand

What do I know?

Greta has 6 cards: 2 circles, 2, squares, 2 triangles. 1 square is in front and 1 square is in the middle. 1 circle is in back and 1 circle is in the middle.

What do I need to find out?

Where are the triangle cards?

Step 2
Plan

How will I find where the cards are?

I can draw a picture.

Step 3
Solve

Draw a picture.

Step 4
Check

Look back.

Does my answer show where the 2 triangle cards are? _____

I-7

Name _____

Reteach (2)

IMR2.1, IMR2.2

Problem-Solving Investigation: Choose a Strategy

Solve.

Problem-Solving Strategies

- Draw a Picture
- Make a Pattern
- Act it Out

1. Jesse is 9 years old. How old was she last year?

_____

2. Mel picks 2 apples. He picks 3 more. How many did he pick in all?

_____

3. Lars has the marbles shown below. How many does he have?

_____

Name _____

Skills Practice

IMR2.1, IMR2.2

Problem-Solving Investigation: Choose a Strategy

Solve.

1. I have a row of 4 blocks.There are 2 of each shape: square and triangle. I have squares on both ends. Where are the triangles?

2. May writes a pattern using letters. She writes A and B four times. What is the 6th letter?

_____

3. Bill draws a pattern ○□△. He repeats his pattern three times. How many shapes does he draw?

_____

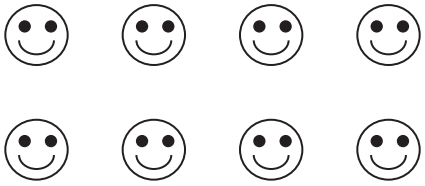
Name _____

Reteach

INS1.2

Compare Numbers

1. How many ☺ are there?



There are 8 ☺.

2. Circle the group of ☺ that *is greater than* 8.
Put an X on the group of ☺ that *is less than* 8.

3. Draw a group of ☺ that *is equal to* 8.

Name _____

1-8 Skills Practice

INS1.2

Compare Numbers

Use  to show each number.
Compare. Circle the words.

1. 20 is _____ 15.

greater than | less than | equal to

2. 18 is _____ 19.

greater than | less than | equal to

3. 22 is _____ 22.

greater than | less than | equal to

4. 10 is _____ 1.

greater than | less than | equal to

5. 8 is _____ 18.

greater than | less than | equal to

6. 16 is _____ 12.

greater than | less than | equal to

Solve.

7. Mary has 17 marbles.
Luis has 14 marbles.

Who has the greater number of marbles?

_____

8. Val has 10 post cards.
Jerry has 12 post cards.

Who has the greater number of post cards?

_____

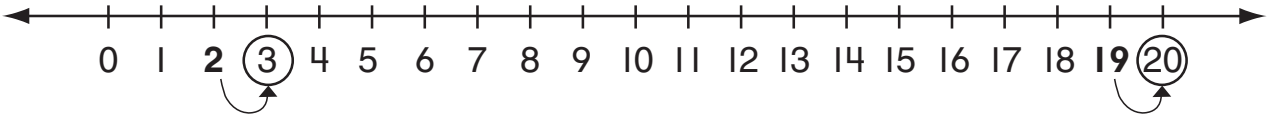
Name _____

Reteach

INS1.2

Order Numbers

Count on to find the number that comes just **after**.



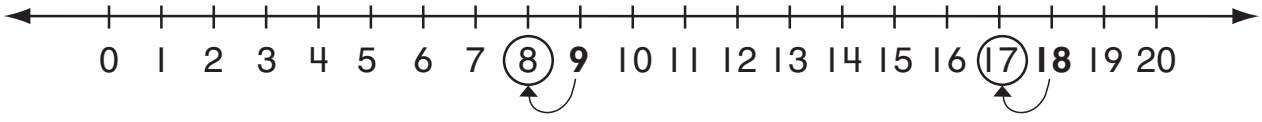
3 is just **after** 2.

1, 2, 3

20 is just **after** 19.

18, 19, 20

Count back to find the number that comes just **before**.



8 is just **before** 9.

10, 9, 8

17 is just **before** 18.

19, 18, 17

Read the directions. Write the answer.

Count on. Write the number that comes just **after**.

1. 9, 10, _____

15, 16, _____

Count back. Write the number that comes just **before**.

2. 17, 16, _____

6, 5, _____

1-9

Name _____

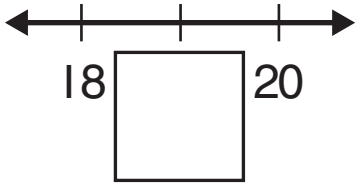
Skills Practice

INS1.2

Order Numbers

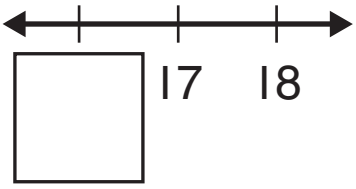
Write the missing numbers.

1.



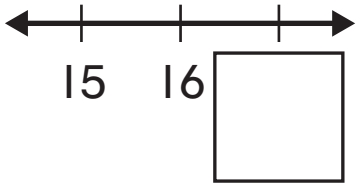
18 _____ 20

2.



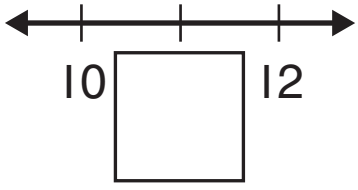
_____ 17 18

3.



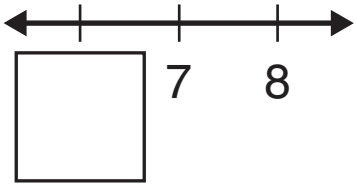
15 16 _____

4.



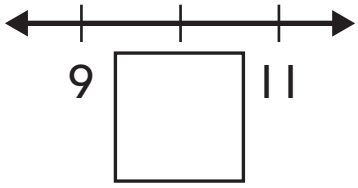
10 _____ 12

5.



_____ 7 8

6.



9 _____ 11

Count backward. Use the number line. Write the missing numbers.

7.

20		18			15	

20 _____ 18 _____ _____ 15 _____

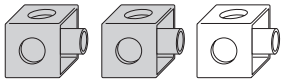
Name _____

Reteach

INS2.0

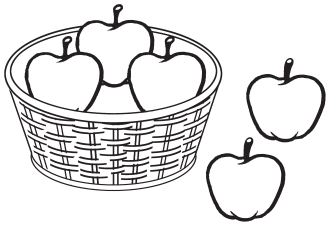
Addition Stories

Tell a number story to your partner.
Use  to add. Write how many in all.



You can use cubes to add.
There are 2 gray bunnies. Another bunny came.
Now there are 3 bunnies.

---

1. 

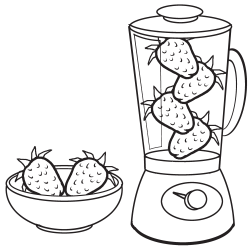
How many apples in all? _____ 

---

2. 

How many bananas altogether? _____ 

---

3. 

How many strawberries total? _____ 

2-1

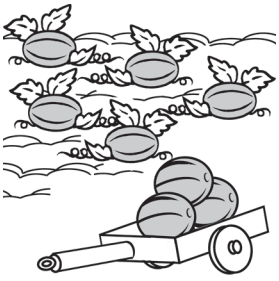
Name _____

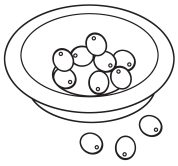
Skills Practice

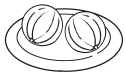
INS2.0

Addition Stories

Tell a number story to your partner.
Use ◯ ○ to add. Write how many in all.

1.  How many watermelons total? 8 

2.  How many grapes in all? _____ ○

3.  ○ ○ ○ ○ ○ How many oranges altogether?
_____ 

Write how many in all.

4. Neil has 2 peaches. Neil's dad buys 3 more.
How many peaches are there now?
_____ peaches

5. Sandra has 1 apple for lunch. Her friend also has an apple. How many apples are there in all?
_____ apples

Name _____

Reteach

INS2.5

Modeling Addition

Use WorkMat 3 and ▢ ▢ to add.
Use cubes to show parts.
Add parts to find the whole.

Part	Part
▢ ▢ ▢	▢
Whole	
▢ ▢ ▢ ▢	

Part	Part
3	1
Whole	
4	

1.

Part	Part
▢ ▢ ▢	▢ ▢ ▢ ▢ ▢
Whole	

2.

Part	Part
▢ ▢	▢ ▢ ▢ ▢
Whole	

3.

Part	Part
▢ ▢ ▢ ▢ ▢	▢ ▢
Whole	

4.

Part	Part
▢ ▢ ▢ ▢	▢ ▢ ▢ ▢ ▢ ▢
Whole	

2-2

Name _____

Skills Practice

INS2.5

Modeling Addition

Use WorkMat 3 and ● ○ to add.

1.

Part	Part
● ● ● ●	○
Whole	
5	

2.

Part	Part
● ● ● ● ● ●	○ ○ ○
Whole	

3.

Part	Part
● ●	○ ○ ○ ○
Whole	

4.

Part	Part
● ● ●	○ ○ ○ ○ ○
Whole	

Write how many. Use ● ○.

5. Show 2.
Add 3 more.
How many in all?

_____

6. Show 4.
Add 4 more.
How many altogether?

_____

7. Show 5.
Add 2 more.
How many total?

_____

8. Show 3.
Add 1 more.
How many in all?

_____

Name _____

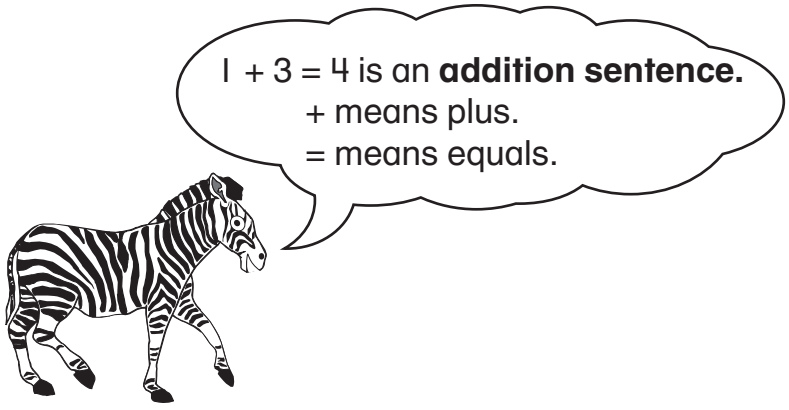
2-3

Reteach

1AF1.0, 1AF2.0

Addition Sentences

You use numbers and symbols to write addition sentences.



● ○ ○ ○

1 plus 3 equals 4.

___ ○ ___ ○ ___

Write an addition sentence for each.

1. ● ● ● ● ●

○

5 plus 1 equals 6.

___ ○ ___ ○ ___

2. ● ●

○ ○ ○ ○

2 plus 4 equals 6.

___ ○ ___ ○ ___

3. ● ●

○ ○ ○

2 plus 3 equals 5.

___ ○ ___ ○ ___

4. ● ● ●

○ ○ ○ ○

3 plus 4 equals 7.

___ ○ ___ ○ ___

2-3

Name _____

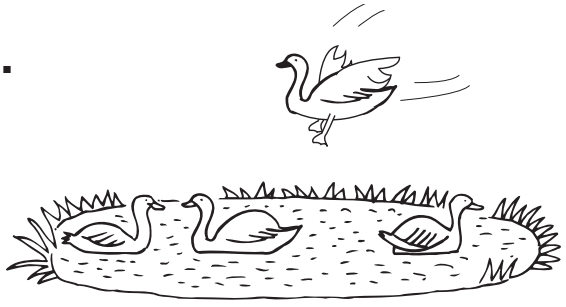
Skills Practice

IAF1.0, IAF2.0

Addition Sentences

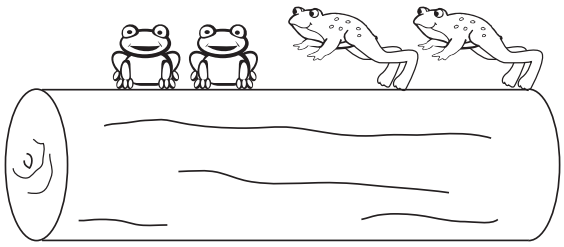
Write the addition sentence.

1.



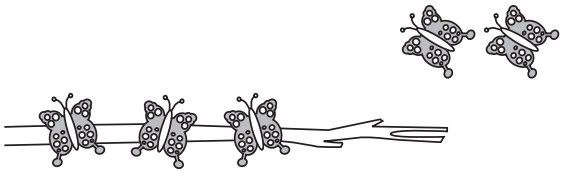
3 + 1 = 4

2.



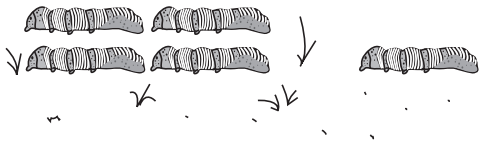
_____ ◯ _____ ◯ _____

3.



_____ ◯ _____ ◯ _____

4.



_____ ◯ _____ ◯ _____

5. There are 4 bears
at the lake.
2 more come.
How many bears now?

_____ ◯ _____ ◯ _____

6. There are 3 fish
in the creek.
3 more swim by.
How many in all?

_____ ◯ _____ ◯ _____

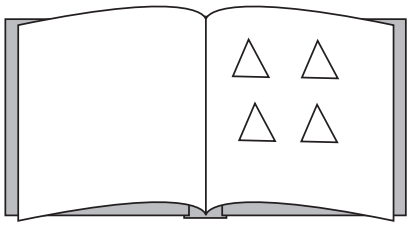
Name _____

Reteach

Adding Zero

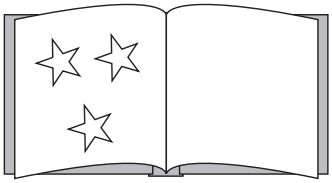
When you add 0, you add nothing. So the sum is the other number.

Find the sum.



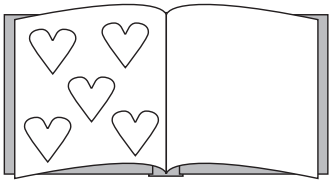
$4 + 0 = \underline{4}$

1.



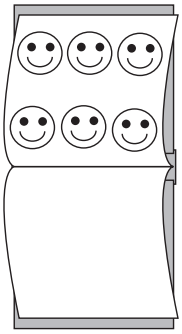
$3 + 0 =$ ____

2.



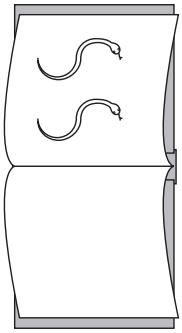
$5 + 0 =$ ____

3.



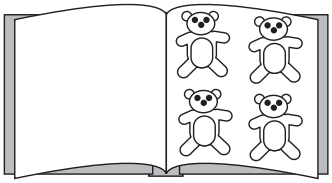
$$\begin{array}{r} 6 \\ +\ 0 \\ \hline \end{array}$$

4.



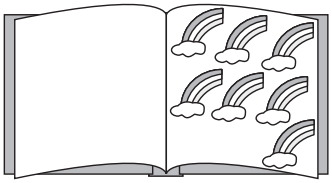
$$\begin{array}{r} 2 \\ +\ 0 \\ \hline \end{array}$$

5.



$0 + 4 =$ ____

6.



$0 + 7 =$ ____

2-4

Name _____

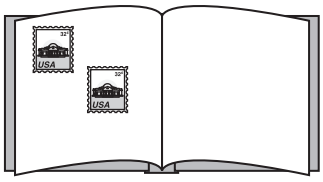
Skills Practice

INS2.5, INS1.3

Adding Zero

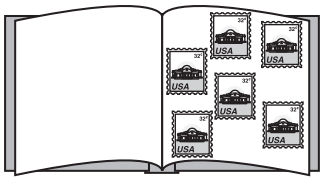
Find each sum.

1.



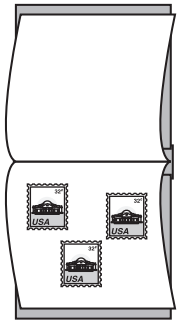
$2 + 0 =$ 2

2.



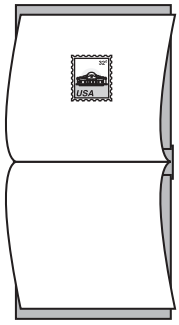
$0 + 6 =$ _____

3.



$$\begin{array}{r} 0 \\ +\ 3 \\ \hline \end{array}$$

4.



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

5. $4 + 0 =$ _____ **6.** $8 + 0 =$ _____ **7.** $7 + 0 =$ _____

8. There are 4 carrots in one bag. There are zero carrots in the other bag. How many total carrots?

_____ carrots

9. There are 6 tomatoes in a bowl. There are none in the other bowl. How many tomatoes in all?

_____ tomatoes

Name _____

2-5

Reteach (1)

IMR2.2, IAF1.0

Problem-Solving Strategy: Write a Number Sentence

You can add by writing a number sentence.

Use cubes to show the number story.

The monkey has 2 bananas.
He sees 3 more bananas.
How many bananas in all?

Step 1 — **Understand**

What do I know?

The monkey has _____ bananas.
He sees _____ more bananas.

What do I need to find out?

I need to find _____.

Step 2 — **Plan**

What can I do?

I can _____ the number of bananas.

Step 3 — **Solve**

Write a number sentence.

_____ + _____ = _____ bananas

Step 4 — **Check**

Look back.

Count the cubes. Do they match the number of bananas in the picture?

2-5

Name _____

Reteach (2)

1MR2.2, 1AF1.0

Problem-Solving Strategy: Write a Number Sentence

Use  to write a number sentence.
Find how many in all.

1. 2 dogs bark.
1 more dog joins them.
How many dogs are barking?


_____ dogs

_____ + _____ = _____

---

2. 4 lions roar.
2 more lions roar.
How many lions are roaring?


_____ lions

_____ + _____ = _____

---

3. 3 ducks swim.
2 more ducks join them.
How many ducks are swimming?


_____ ducks

_____ + _____ = _____

---

4. 3 bees buzz.
1 more bee buzzes.
How many bees are buzzing?


_____ bees

_____ + _____ = _____

Name _____

2-5

Skills Practice

IMR2.2, IAF1.0

Problem-Solving Strategy: Write a Number Sentence

Write a number sentence.
Find how many in all.

1. 2 cars honk.
   4 more cars honk.
   How many total
   cars are honking? ____ + ____ = ____ cars

2. 6 train cars pass.
   Then 5 more pass.
   How many total
   train cars pass? ____ + ____ = ____ train cars

3. 4 school buses are
   parked.
   3 more drive up.
   How many buses are
   there? ____ + ____ = ____ buses

4. 2 planes fly by.
   Then 1 more plane
   flies by.
   How many planes
   in all? ____ + ____ = ____ planes

Name _____

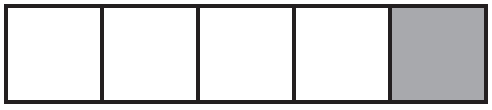
Reteach

INS1.3

Ways to Make 4, 5, and 6

Here are two ways to make 5.

1 + 4 = 5



4 + 1 = 5

Write an addition sentence to match.

1. 

_____ + _____ = _____

2. 

_____ + _____ = _____

3. 

_____ + _____ = _____

4. 

_____ + _____ = _____

5. 

_____ + _____ = _____

6. 

_____ + _____ = _____

7. 

_____ + _____ = _____

8. 

_____ + _____ = _____

2-6

Name _____

Skills Practice

Ways to Make 4, 5, and 6

INS1.3

Put ● ○ in two groups to make 4, 5, and 6. Color the ○. Write the numbers.

	●	plus	○	equals	sum
●○○○	1	+	3	=	4
○○○○	____	+	____	=	4
○○○○	____	+	____	=	4
○○○○○	____	+	____	=	5
○○○○○	____	+	____	=	5
○○○○○	____	+	____	=	5
○○○○○	____	+	____	=	5
○○○○○○	____	+	____	=	6
○○○○○○	____	+	____	=	6
○○○○○○	____	+	____	=	6
○○○○○○	____	+	____	=	6
○○○○○○	____	+	____	=	6

Write the numbers.

1. Jose has 3 green apples and 1 red apple. How many apples in all?

____ + ____ = ____ apples

2. Sally has 4 storybooks and 2 math books. How many books in all?

____ + ____ = ____ books

Name _____

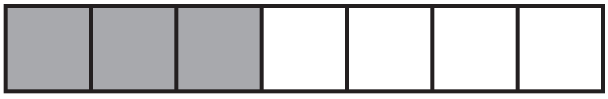
Reteach

INS1.3

Ways to Make 7, 8, and 9

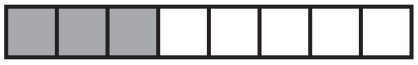
Here are two ways to make 7.

4 + 3 = 7



3 + 4 = 7

Write an addition sentence to match.

1. 

_____ + _____ = _____

2. 

_____ + _____ = _____

3. 

_____ + _____ = _____

4. 

_____ + _____ = _____

5. 

_____ + _____ = _____

6. 

_____ + _____ = _____

7. 

_____ + _____ = _____

8. 

_____ + _____ = _____

2-7

Name _____

Skills Practice

INS1.3

Ways to Make 7, 8, and 9

Put ● ○ in two groups to make 7, 8, and 9.
Write the numbers.

●	plus	○	equals	sum
1	+	6	=	7
___	+	___	=	7
___	+	___	=	7
___	+	___	=	7
___	+	___	=	8
___	+	___	=	8
___	+	___	=	8
___	+	___	=	8

●	plus	○	equals	sum
___	+	___	=	9
___	+	___	=	9
___	+	___	=	9
___	+	___	=	9
___	+	___	=	9
___	+	___	=	9
___	+	___	=	9
___	+	___	=	9

Write an addition sentence to solve.

1. Sandra blows up 4 balloons.
Mike blows up 3.
How many balloons do they blow up together?

___ + ___ = ___ balloons

2. Cho has 3 party hats.
She buys 5 more.
How many party hats does she have in all?

___ + ___ = ___ hats

Name _____

2-8

Reteach

INS1.3

Ways to Make 10, 11, and 12

Write the number sentence to match.

1.

_____ + _____ = _____

2.

_____ + _____ = _____

3.

_____ + _____ = _____

4.

_____ + _____ = _____

Use ○ to show ways to make 10, 11, and 12. Write the number sentence.

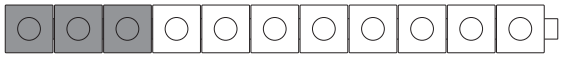
5.

_____ + _____ = _____

6.

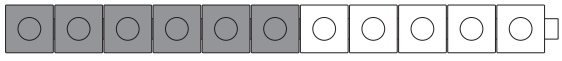
_____ + _____ = _____

7.



_____ + _____ = _____

8.



_____ + _____ = _____

9.

_____ + _____ = _____

10.

_____ + _____ = _____

2-8

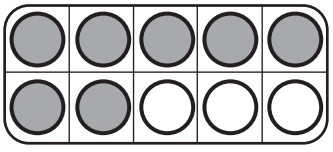
Name _____

Skills Practice

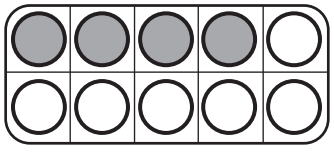
INS1.3

Ways to Make 10, 11, and 12

Write the missing numbers.

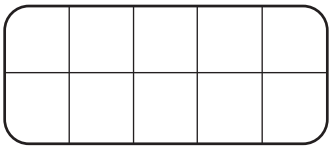
1. 

7 + 3 = 10

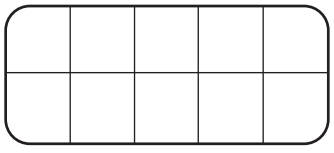
2. 

_____ + _____ = 10

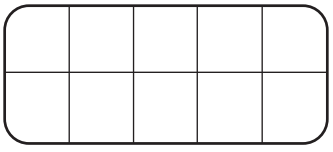
Draw ● ○ on ▭. Write the numbers.

3. 

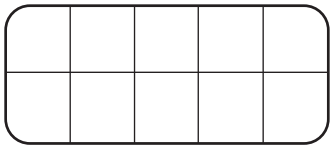
_____ + _____ = 12

4. 

_____ + _____ = 11

5. 

_____ + _____ = 10

6. 

_____ + _____ = 12

Write number sentences to solve.

7. Ling's book has 3 dots on the front. It has 7 dots on the back. How many dots in all?

_____ + _____ = _____ dots

8. David's book has 7 blue stripes. It has 11 stripes in all. How many red stripes are there?

7 + _____ = 11 stripes

Name _____

2-9 Reteach (1)

IAF1.0, IMR1.0

Problem-Solving Investigation: Choose a Strategy

You can draw a picture to help you solve problems.

4 children are drawing.
2 more children join them.
How many children in all?

Step 1 **Understand**	**What do I know?** • _____ children are drawing. • _____ children join them. • I need to find _____.
Step 2 **Plan**	**Choose a strategy** • I can use a picture to solve the problem. • Drawing a picture helps me count the number of items.
Step 3 **Solve**	**Carry out your plan.** • I draw a picture and use it to solve the problem. • My picture shows how many children in all. There are _____ children in all.
Step 4 **Check**	**Look Back.** • Does my answer make sense? Yes No • How do I know? _____

Name _____

2-9

Reteach (2)

IAF1.0, IMR1.0

Problem-Solving Investigation: Choose a Strategy

Choose a strategy. Show your work. Solve.

1. Ellie brings 3 books to school.
5 more students bring a book.
How many books in all?

_____ books

Problem-Solving Strategies

- Act it out
- Draw a picture
- Write a number sentence

2. 6 students are playing tag.
3 more students join them.
How many students are playing tag now?

_____ students

3. 2 students park their bikes in a rack.
3 more students park their bikes beside them.
How many total bikes are parked?

_____ bikes

Name _____

2-9 Skills Practice

IAF1.0, IMR1.0

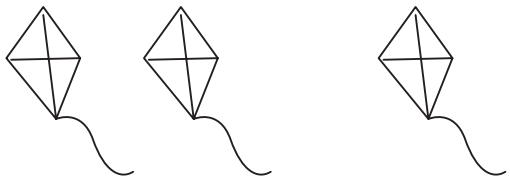
Problem-Solving Investigation: Choose a Strategy

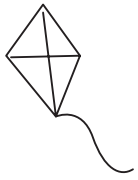
Choose a strategy.
Show your work.
Solve.

Problem Solving Strategies

- Act it out
- Draw a picture
- Write a number sentence

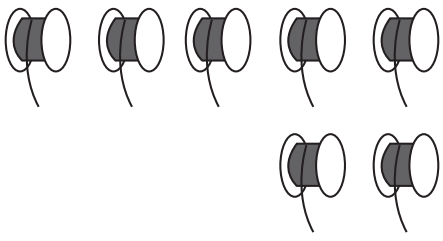
1. Betsy makes 2 kites. Luis makes 1 kite. How many kites are made in all?



3 

---

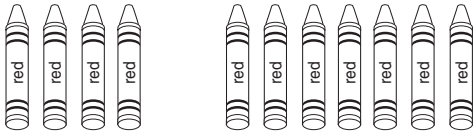
2. Chen has 5 spools of thread. He buys 2 more. How many total spools of thread are there?

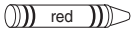


_____ 

---

3. Blake finds 4 crayons on the floor. Kim finds 7 more. How many crayons do they have now?



_____ 

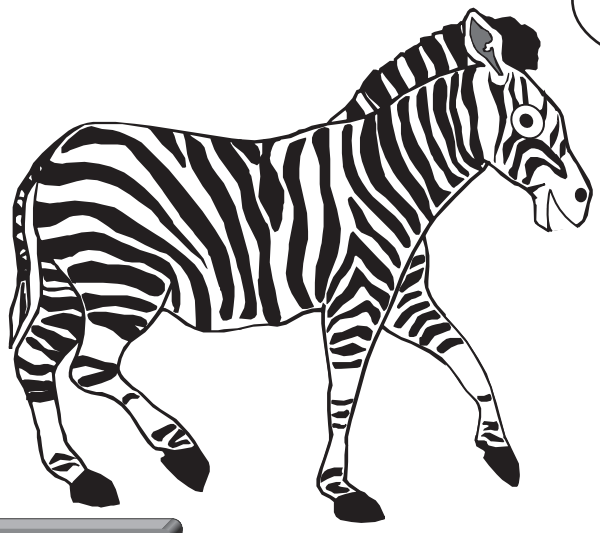
Name _____

Reteach

INS2.1, IAF1.2

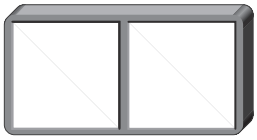
Vertical Addition

Draw the dots to show the numbers. Then write the sum.



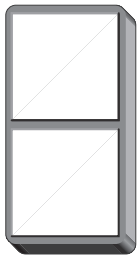
You can add **across** or **down.**

1.

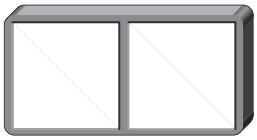


$3 + 1 =$ _____
sum

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

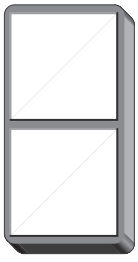


2.

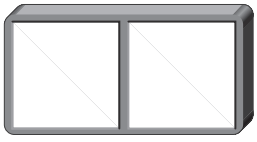


$4 + 2 =$ _____
sum

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

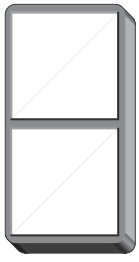


3.



$3 + 2 =$ _____
sum

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



2-10

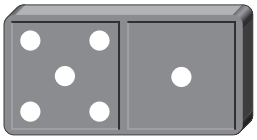
Name _____

Skills Practice

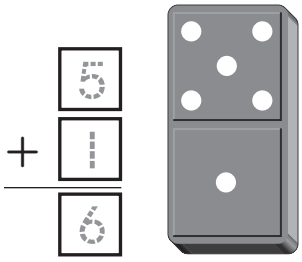
INS2.1, IAF1.2

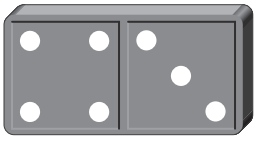
Vertical Addition

Write the numbers. Add across and down.

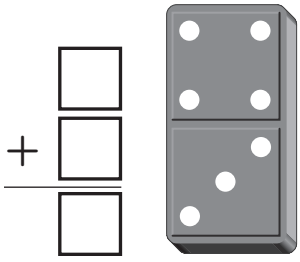
1. 

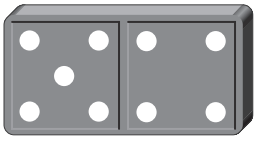
5 + 1 = 6



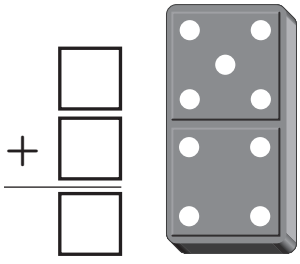
2. 

_____ + _____ = _____



3. 

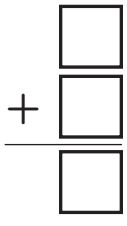
_____ + _____ = _____



Write two addition sentences. Add.

4. There are 3 birds in the nest.
2 more fly to the nest.
How many birds are in the nest altogether?

_____ + _____ = _____



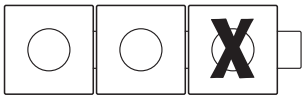
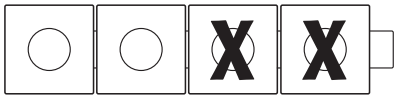
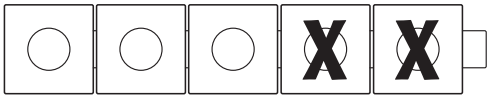
Name _____

Reteach

INS2.0

Subtraction Stories

Preparation: Connecting cubes are needed for this activity.
You can use  to show number stories.

Read the number story.	**Use  . Solve.**
1. 3 dogs bark. 1 dog stops barking. How many dogs are still barking?	Show ____. Take ____ away. There are ____ left. 
2. 4 dogs bark. 2 dogs stop barking. How many dogs are still barking?	Show ____. Take ____ away. There are ____ left. 
3. 5 dogs bark. 2 dogs stop barking. How many dogs are still barking?	Show ____. Take ____ away. There are ____ left. 

3-1

Name _____

Skills Practice

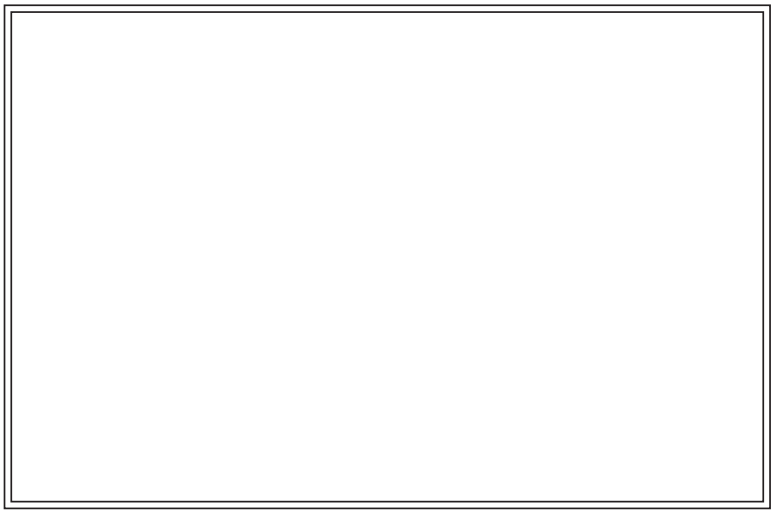
INS2.0

Subtraction Stories

Preparation: Counters are needed for this activity.

Tell a number story. Use ● ○.

Write how many are left.



1. Show 5.
Take 1 away.
How many are left?

_____

2. Show 4.
Take 4 away.
How many now?

_____

3. Show 7.
Put 4 away.
How many are still there?

_____

4. Show 6.
Take 4 away.
How many are left?

_____

5. Show 4.
Take 1 away.
How many are left?

_____

6. Show 7.
Take 2 away.
How many now?

_____

Name _____

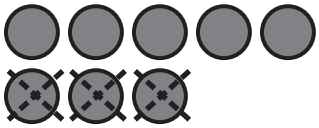
Reteach

INS2.5

Modeling Subtraction

Preparation: Counters are needed for this activity.

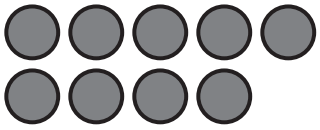
8 take away 3 is 5.



There are 8 counters in all.
Take away 3 of them.
How many counters are left?

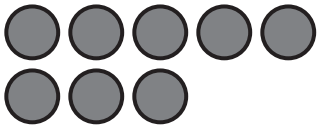
Use ◯. Put an X on the ones you take away.
Write how many are left.

1. 9 take away 4 is _____ .

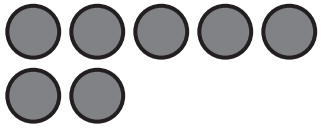


2. 6 take away 5 is _____ .

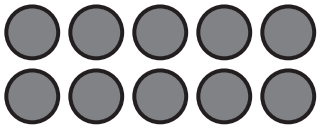
3. 8 take away 6 is _____ .



4. 7 take away 3 is _____ .



5. 10 take away 7 is _____ .



6. 5 take away 4 is _____ .

3-2

Name _____

Skills Practice

INS2.5

Modeling Subtraction

Use WorkMat 3 and ● ○ to subtract.

1.

Part	Part
7	
Whole	
8	

2.

Part	Part
1	
Whole	
5	

3.

Part	Part
2	
Whole	
10	

4.

Part	Part
1	
Whole	
6	

5.

Part	Part
6	
Whole	
9	

6.

Part	Part
9	
Whole	
10	

7.

Part	Part
4	
Whole	
10	

8.

Part	Part
8	
Whole	
9	

Name _____

Reteach

IAFI.0, IAFI.2

Subtraction Sentences

3 take away 1 equals 2.

3 – 1 = 2

– means *minus* or *take away*.
= means *equals*.

Write the subtraction sentence.

1. 

2 take away 1 equals 1.

___ ◯ ___ ◯ ___

2. 

3 take away 2 equals ___.

___ ◯ ___ ◯ ___

3. 

___ take away ___ equals ___.

___ ◯ ___ ◯ ___

4. 

___ take away ___ equals ___.

___ ◯ ___ ◯ ___

5. 

___ ◯ ___ ◯ ___

6. 

___ ◯ ___ ◯ ___

7. 

___ ◯ ___ ◯ ___

8. 

___ ◯ ___ ◯ ___

3-3

Name _____

Skills Practice

IAF1.0, IAF1.2

Subtraction Sentences

Write the subtraction sentence.

1. 

3 take away 1 equals ___.

___ ◯ ___ ◯ ___

2. 

___ take away ___ equals ___.

___ ◯ ___ ◯ ___

3. 

___ ◯ ___ ◯ ___

4. 

___ ◯ ___ ◯ ___

5. 

___ ◯ ___ ◯ ___

6. 

___ ◯ ___ ◯ ___

7. There are 6 cats in a tree.
1 cat runs away.
How many cats are left?

___ ◯ ___ ◯ ___

8. There are 6 cats playing.
3 cats run away.
How many cats are left?

___ ◯ ___ ◯ ___

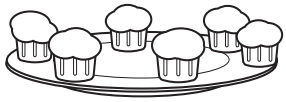
Name _____

Reteach

INS2.5

Subtract Zero and All

When you subtract 0 from a number, the answer is the number you started with.



6 − 0 = 6

6 muffins.
You don't eat any.
You have 6 muffins left.

When you subtract a number from itself, the answer is 0.

6 − 6 = 0

6 muffins.
You eat all 6.
You have 0 muffins left.

Cross out to subtract.

1. ○○○○○ 5 − 5 = _____

2. ○○○○○○○○ 8 - 0 = _____

3. ○○○○○○○ 7 − 7 = _____

4. ○○○○○○ 6 − 0 = _____

3-4

Name _____

Skills Practice

INS2.5

Subtract Zero and All

Find the difference. Use ● ○ if needed.

1. $8 - 0 =$ 8 **2.** $9 - 9 =$ _____ **3.** $7 - 0 =$ _____

4. $5 - 5 =$ _____ **5.** $6 - 0 =$ _____ **6.** $4 - 4 =$ _____

7. $3 - 3 =$ _____ **8.** $9 - 0 =$ _____ **9.** $7 - 7 =$ _____

10. $\begin{array}{r} 4 \\ -\ 0 \\ \hline \end{array}$ **11.** $\begin{array}{r} 6 \\ -\ 6 \\ \hline \end{array}$ **12.** $\begin{array}{r} 8 \\ -\ 8 \\ \hline \end{array}$ **13.** $\begin{array}{r} 3 \\ -\ 0 \\ \hline \end{array}$ **14.** $\begin{array}{r} 5 \\ -\ 0 \\ \hline \end{array}$

15. $\begin{array}{r} 2 \\ -\ 2 \\ \hline \end{array}$ **16.** $\begin{array}{r} 9 \\ -\ 9 \\ \hline \end{array}$ **17.** $\begin{array}{r} 6 \\ -\ 0 \\ \hline \end{array}$ **18.** $\begin{array}{r} 2 \\ -\ 0 \\ \hline \end{array}$ **19.** $\begin{array}{r} 5 \\ -\ 5 \\ \hline \end{array}$

Solve.

20. Dan has 4  .

All 4  get stuck in a tree.

How many  does Dan have left?

_____ 

21. Jeri has 8  .

She puts 8  in a basket and gives them to her dad.

How many  does Jeri have?

_____ 

Name _____

3-5

Reteach (1)

IMR1.2, INS2.5

Problem-Solving Strategy: Draw a Picture

Andrea has 8 stamps.
She gives Lee 1.
How many stamps does Andrea have now?

Step 1
Understand

What do I know?

Andrea has 8 stamps.
She gives 1 away.

What do I need to find out?

How many stamps Andrea has now.

Step 2
Plan

How will I find how many are left?

I can draw a _____.

Step 3
Solve

How many are left? _____ stamps

Step 4
Check

Look back.

Does my picture fit the problem? _____

Does my picture show how many are left? _____

Name _____

3-5

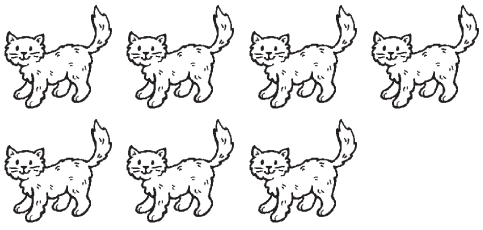
Reteach (2)

IMR1.2, INS2.5

Problem-Solving Strategy: Draw a Picture

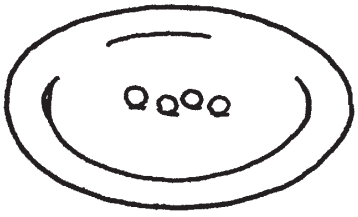
Use a picture to solve.

1. Jim has 7 kittens. He gives 5 away. How many are left?



Jim has _____ kittens left.

2. Tim has 4 peas on his plate. He eats 2 peas. How many peas does he have left to eat?



Tim has _____ peas left.

Draw a picture to solve.

3. There were 9 snakes in the pet store. 7 were sold. How many snakes are left to be sold?

There are _____ snakes left to be sold.

4. Niko buys 3 pears at the store. He eats 1. How many does he have left?

Niko has _____ pears left.

Name _____

Skills Practice

IMR1.2, INS2.5

Problem-Solving Strategy: Draw a Picture

1. Bob had 8 bananas.
He ate 2.
How many does he have left?

_____ bananas

2. Jill had 10 apples.
She ate 0.
How many does she have now?

_____ apples

3. Sue had 5 carrots.
She gave 4 away.
How many does she still have?

_____ carrot

4. Tom had 9 cherries.
He ate 6.
How many does he have left to eat?

_____ cherries

5. 9 toys are in a box. David takes 4 toys out of the box.
How many toys are left in the box?

_____ toys

6. There are 6 birds in a tree. Two of the birds fly away.
How many birds are still in the tree?

_____ birds

3-6

Name _____

Reteach

INS2.5, IAF1.2

Subtract From 4, 5, and 6

Use ● ◯ to subtract from 4.

How many ◯ to start? 4

Cross out 1.

How many are left? 3

Use the numbers to write a subtraction sentence.

4 − 1 = 3

---

1. Start with 4 ◯. Cross out some.
Write the numbers.
How many to start? _____
Cross out _____.
How many are left? _____
Use the numbers to write a subtraction sentence.

_____ − _____ = _____

---

2. Start with 5 ◯. Cross out some.
Write the numbers.
How many to start? _____
Cross out _____.
How many are left? _____
Use the numbers to write a subtraction sentence.

_____ − _____ = _____

Name _____

3-6

Skills Practice

INS2.5, IAF1.2

Subtract From 4, 5, and 6

Preparation: Cubes are needed for this activity.

Use  . Write the numbers.

	Subtract from 4, 5, and 6				
		minus		equals	difference
1.	4	–	3	=	
2.	4	–	2	=	
3.	4	–	1	=	
4.	5	–	4	=	
5.	5	–	3	=	
6.	5	–	2	=	
7.	5	–	1	=	
8.	6	–	5	=	
9.	6	–	4	=	
10.	6	–	3	=	
11.	6	–	2	=	
12.	6	–	1	=	

Name _____

3-7

Reteach

INS2.5, IAF1.2

Subtract From 7, 8, and 9

Use ● ○ to subtract from 7.

How many ○ to start? 7

Cross out 1.

How many are left? 6

Use the numbers to write a subtraction sentence.

7 − 1 = 6

---

1. Start with 7 ○. Cross out some.
   Write the numbers.
   How many to start? _____
   Cross out _____.
   How many are left? _____
   Use the numbers to write a subtraction sentence.

   _____ − _____ = _____

---

2. Start with 8 ○. Cross out some.
   Write the numbers.
   How many to start? _____
   Cross out _____.
   How many are left? _____
   Use the numbers to write a subtraction sentence.

   _____ − _____ = _____

3-7

Name _____

Skills Practice

INS2.5, IAF1.2

Subtract From 7, 8, and 9

Preparation: Cubes are needed for this activity.

Use  . Write the numbers.

	Subtract from 4, 5, and 6				
		minus		equals	difference
1.	7	–	6	=	
2.	7	–	5	=	
3.	7	–	4	=	
4.	7	–	3	=	
5.	8	–	7	=	
6.	8	–	6	=	
7.	8	–	5	=	
8.	8	–	4	=	
9.	9	–	8	=	
10.	9	–	7	=	
11.	9	–	6	=	
12.	9	–	5	=	

Name _____

3-8

Reteach (1)

INS2.0, IMR1.0

Problem-Solving Investigation: Choose a Strategy

Rich has some marbles. He lets Anna play with 3 of them. He now has 5 marbles.
How many marbles did Rich have at the start?

Step 1
Understand

What do I know?

Rich gives Anna 3 marbles.
He now has 5 marbles.

What do I need to find out?

How many marbles did Rich have at the start?

Step 2
Plan

How will I find how many marbles there were?

I can _____.

Step 3
Solve

Anna _____ **Rich** _____

Count the number of marbles in all.
Rich had _____ marbles at the start.

Step 4
Check

Look back.

Did I use a model for the marbles? _____

Does my model show how many marbles there were at the start? _____

3-8

Name _____

Reteach (2)

INS2.0, IMR1.0

Problem-Solving Investigation: Choose a Strategy

Problem Solving Strategies

- Act it out
- Draw a picture

Solve.

1. Jack has 10 apples. He gives 5 apples to friends. How many does he have now?

_____ apples

2. Beth takes 12 photos with her camera. She deletes 7 of them. How many photos are left on the camera?

_____ photos

3. Holly has some markers. She gives 4 to her brother. Now she has 3. How many markers did she have to start with?

_____ markers

Name _____

3-8

Skills Practice

INS2.0, IMR1.0

Problem-Solving Investigation: Choose a Strategy

Choose a strategy. Solve.

Problem-Solving Strategies

- Act it out
- Draw a picture

1. Ted has 9 cars. Dick has 4 cars. How many more cars does Ted have?

___ ◯ ___ = ___ cars

2. Heidi has 10 toy trucks. Mark has 7 toy trucks. How many more toy trucks does Heidi have?

___ ◯ ___ = ___ toy trucks

3. Sue and Beth jump rope. Sue jumps 10 times. Beth jumps 8 times. How many more times does Sue jump?

___ ◯ ___ = ___ jumps

4. Grandma and Evan bake muffins. They make 9 blueberry muffins. They make 6 banana muffins. How many more blueberry muffins did they make?

___ ◯ ___ = ___ muffins

5. Allison had 10 crayons. Now she has 7 crayons. How many crayons did she give away?

_____ crayons

6. Paul got 9 new markers. Now he has 10. How many markers did he already have?

_____ marker

Name _____

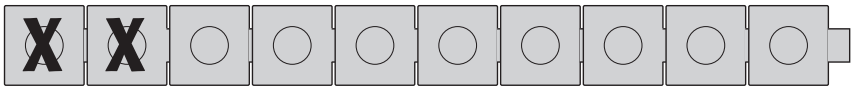
Reteach

INS2.5

Subtract from 10, 11, and 12

Preparation: Cubes are needed for this activity.

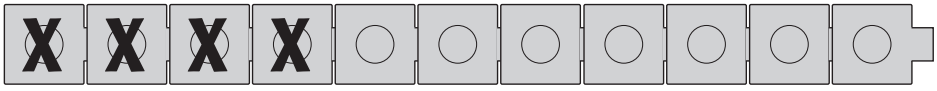
Use  to subtract.

1. 

Count 10 cubes. Take away 2.

10 – 2 = _____

Count 11 cubes. Take away 4.

2. 

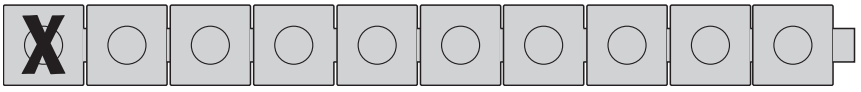
11 – 4 = _____

Use  . Write a number sentence to solve. Possible answers given.

3. 

_____ – _____ = _____

---

4. 

_____ – _____ = _____

---

5. 

_____ – _____ = _____

3-9

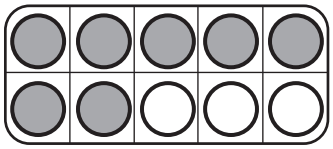
Name _____

Skills Practice

INS2.5

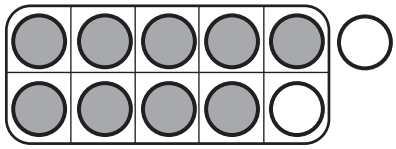
Subtract from 10, 11, and 12

Use ▦ to subtract.

1. 

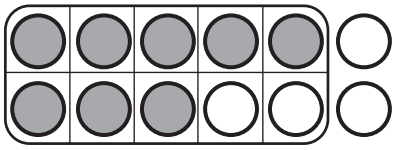
   10 − 3 = _____

   10 − 7 = _____

2. 

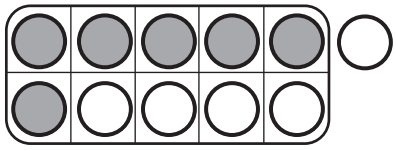
   11 − 2 = _____

   11 − 9 = _____

3. 

   12 − 4 = _____

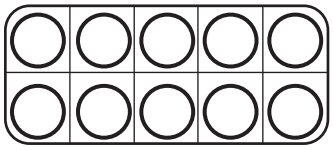
   12 − 8 = _____

4. 

   11 − 5 = _____

   11 − 6 = _____

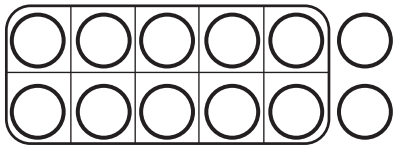
Fill in the ten frame and solve.

5. 

   Lisa had 10 ice cubes in a glass. 9 of the ice cubes melted.

   How many cubes are left?

   _____ ice cubes

6. 

   Carol had 12 pennies. She spent 3 pennies.

   How many pennies does Carol have now?

   _____ pennies

Name _____

Reteach

Vertical Subtraction

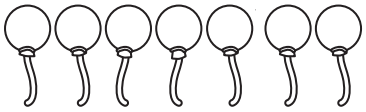
You can write the same subtraction sentence two ways. The difference is the same.

$8 - 2 = 6$

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

Cross out to subtract.

1.



$$\begin{array}{r} 7 \\ -\ 2 \\ \hline \end{array}$$

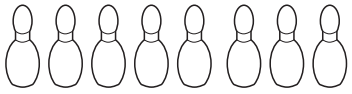
$7 - 2 =$ _____

2.

$$\begin{array}{r} 8 \\ -\ 6 \\ \hline \end{array}$$

$8 - 6 =$ _____

3.



$$\begin{array}{r} 8 \\ -\ 3 \\ \hline \end{array}$$

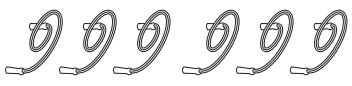
$8 - 3 =$ _____

4.

$$\begin{array}{r} 7 \\ -\ 6 \\ \hline \end{array}$$

$7 - 6 =$ _____

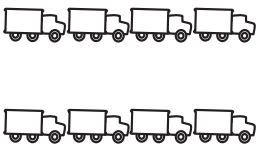
5.



$$\begin{array}{r} 6 \\ -\ 3 \\ \hline \end{array}$$

$6 - 3 =$ _____

6.



$$\begin{array}{r} 8 \\ -\ 4 \\ \hline \end{array}$$

$8 - 4 =$ _____

3-10

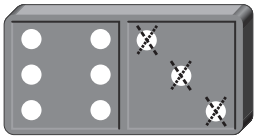
Name _____

Skills Practice

INS2.1, INS2.5

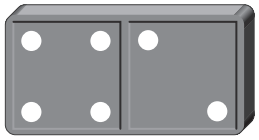
Vertical Subtraction

Cross out to subtract.

1. 

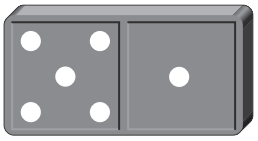
$$\begin{array}{r} 9 \\ -\ 3 \\ \hline \end{array}$$

$9 - 3 =$ ____

2. 

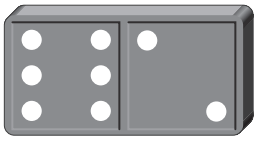
$$\begin{array}{r} 6 \\ -\ 2 \\ \hline \end{array}$$

$6 - 2 =$ ____

3. 

$$\begin{array}{r} 6 \\ -\ 1 \\ \hline \end{array}$$

$6 - 1 =$ ____

4. 

$$\begin{array}{r} 8 \\ -\ 2 \\ \hline \end{array}$$

$8 - 2 =$ ____

Write two subtraction sentences.
One across ↔ and one down ↕.

5. Rory's mom buys 7 apples. Alfonso eats some of them. There are 5 left. How many did Rory eat?

____

_____

6. Mia had 9 marbles. She lost 7 of them. How many does she have now?

____

_____

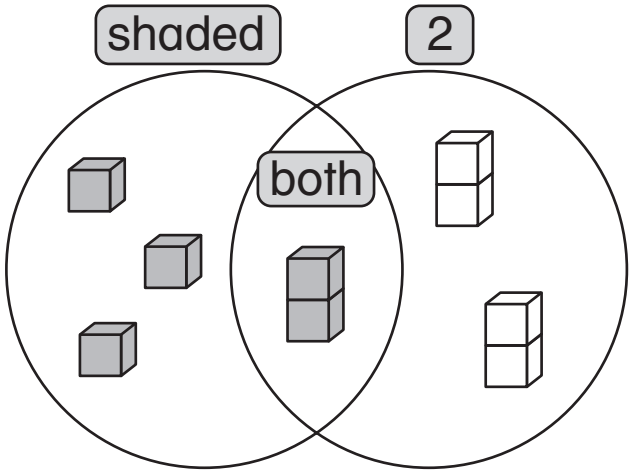
Name _____

Reteach

ISDAP1.1

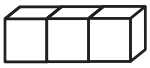
Sort and Classify

A **Venn diagram** is used to sort things. You can sort cubes by both number and color.

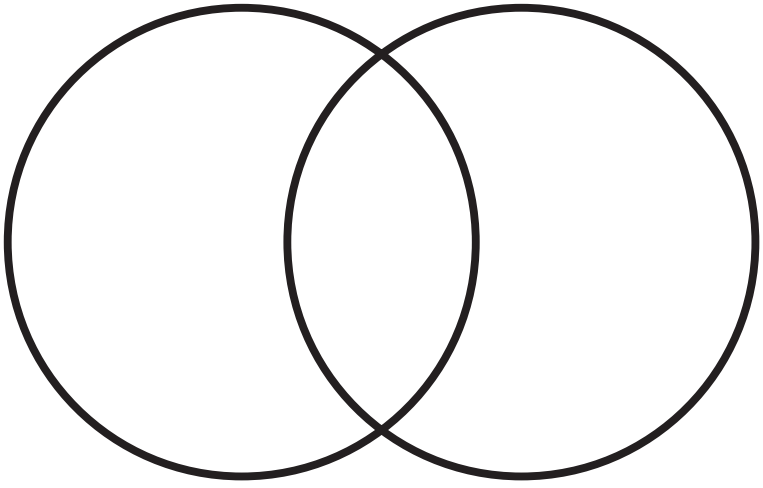


The circles overlap.

The two shaded cubes belong in either group. They go in the center.

Use 5  , 1  , and 2  .

Draw the cubes on the Venn diagram.
Which set of cubes belong in both groups?



4-1

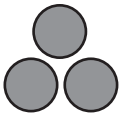
Name _____

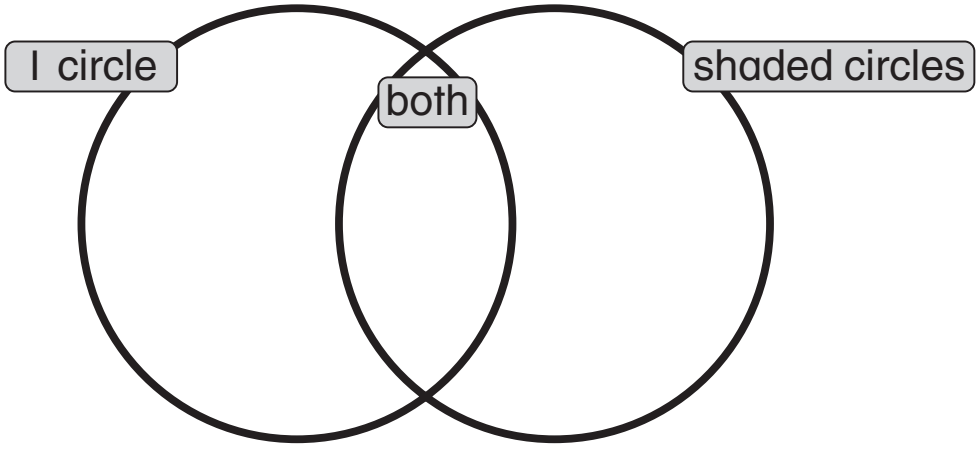
Skills Practice

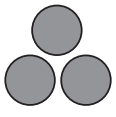
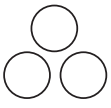
ISDAP1.1

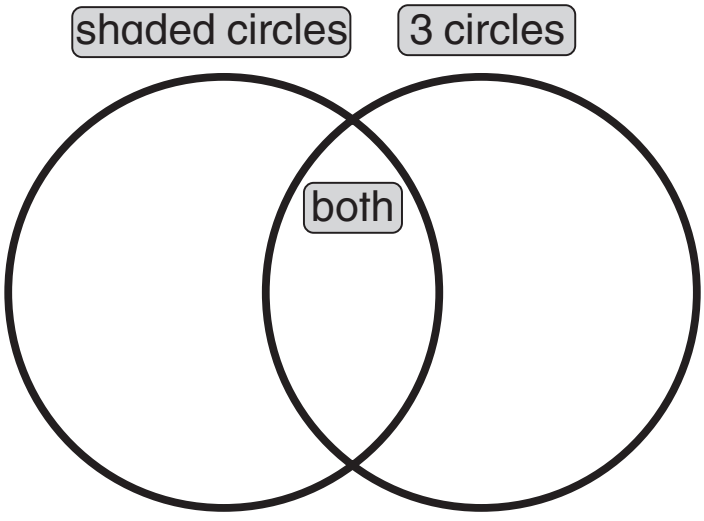
Sort and Classify

Sort the counters. Draw them on the Venn diagram.

1. Use 5  , 2  , 1 



2. Use 1  , 5  , 2 

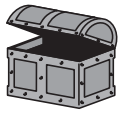


Name _____

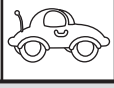
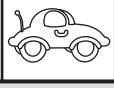
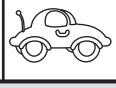
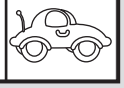
Reteach

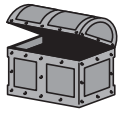
ISDAP I.2

Picture Graphs

Each picture shows 1 toy in the  **.**

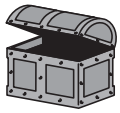
Toys in my Toy Chest

ball						
jump rope						
jack-in-the-box						
car						

1. How many  are in the  ?

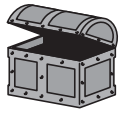
Count to find out. 

---

2. How many  are in the  ?

Count to find out. _____

---

3. How many  are in the  ?

Count to find out. _____

Name _____

4-2

Skills Practice

ISDAP1.2

Picture Graphs

Use the graph to answer the questions.

Favorite Fruit	
apple	
banana	
strawberry	

1. Do more people like  or  ?

   Draw it. _____

2. Which fruit has 3 votes?

   Draw it. _____

3. How many people like  ? _____

4. Which fruit has more than 5 votes?

   Draw it. _____

5. There are how many **more** votes for  than  ?

   _____

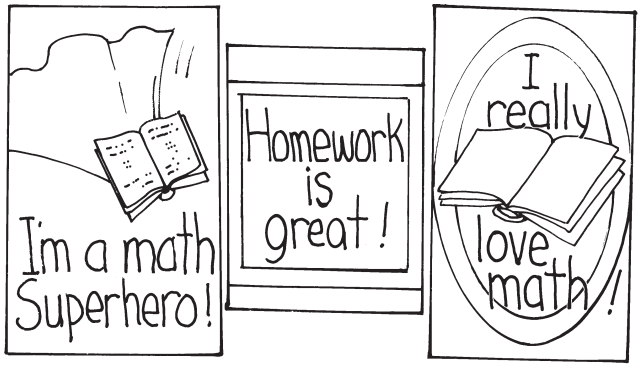
6. There are how many **more** votes for  than  ?

   _____

Name _____

Reteach (1)

Problem-Solving Strategy: Make a Table



Laura wants to buy a poster. She wants it to have a picture of a book and 4 words. She wants a border in the poster.

Step 1
Understand

What do I know?

Laura wants a picture of a book on it.
She wants 4 words on it.
She wants a border on it.

What do I need to find?

Which poster she wants to buy.

Step 2
Plan

How will I find which poster?

I will _____ .

Step 3
Solve

Poster	Picture	Number of Words	Border
1st	yes	4	no
2nd	no	3	yes
3rd	yes	4	yes

Laura wants to buy the _____ poster.

Step 4
Check

Does my table tell which poster Laura wants to buy? _____

Name _____

4-3

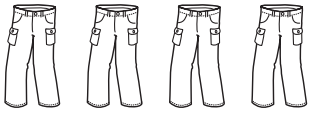
Reteach (2)

1MR2.2, 1SADP1.0

Problem-Solving Strategy: Make a Table

Make a table to solve.

1. Mark's closet has 6  , 3  , and 4  .

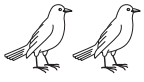
Objects in Mark's closet	How many?
	6
	
	

How many **more**  than  ? _____

How many **more**  than  ? _____

---

2. Jill sees 6  , 4  , 2  and 1  in her yard.

Objects in Jill's yard	How many?	Does it have wings?	Is it alive?
	6	no	yes
			
			
			

How many objects have wings? _____

Are there any living objects that do not have wings? _____

Name _____

Skills Practice

IMR2.2, ISADP1.0

Problem-Solving Strategy: Make a Table

Make a table to solve.

1. Jose sees 3  , 5  , and 2  at the beach.

Objects on the beach	How many?	Does it have wings?
	_____	_____
	_____	_____
	_____	_____

How many more  than  are on the beach? _____

How many objects have wings? _____

---

2. Ann went to the zoo. She saw  ,  , and  .

Objects at the zoo	Is it tall?	Does it have wings?	Is it alive?
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

Are there any tall objects that are alive? _____

Are there any tall objects that have wings? _____

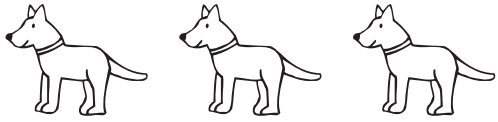
Name _____

Reteach

ISDAPI.2

Tally Charts

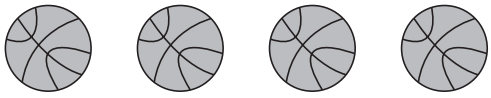
Tally marks tell how many.



3 dogs

5 cars

Circle the tally marks that tell how many.

1. 

2. 

3. 

Circle the objects that match the tally marks.

4. 

5. 

6. 

4-4

Name _____

Skills Practice

ISDAPI.2

Tally Charts

Count the tally marks. Write each total.

My Favorite Season		
Season	Tally	Total
summer	𝍸 I	6
fall	III	
winter	𝍸	
spring	IIII	

Remember

I = 1

𝍸 = 5

1. Which season got the **most** votes? _____

2. Which season got the **fewest** votes? _____

3. How many chose  ? _____

4. How many chose  ? _____

5. Which got **more** votes,  or  ? _____

6. Which got 4 votes,  or  ? _____

7. How many **more** votes did  get than  ? _____

8. How many **total** votes did  and  get? _____

9. How many people were surveyed? _____

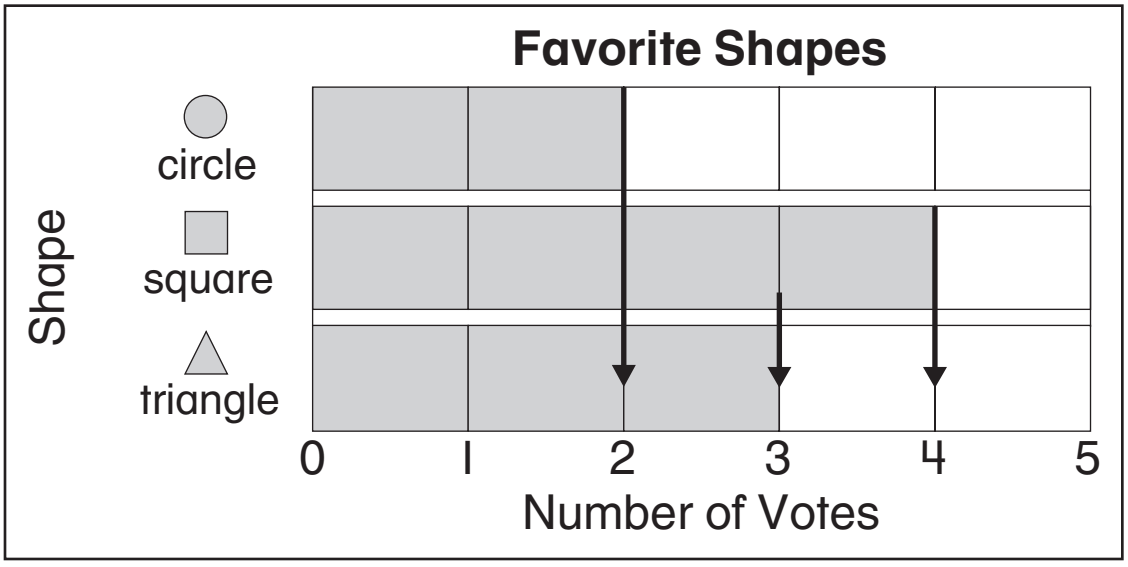
Name _____

Reteach

ISDAPI.2

Read a Bar Graph

You can read a bar graph to find how many.
The end of the bar tells how many.



Use the graph. Answer the questions.

1. How many ○? 2

2. How many □? _____

3. How many △? _____

4. How many ▭? _____

5. Which shape has the **most** votes? Draw it. _____

6. Are there **more** △ or ○? _____

7. Which shape has the **fewest** votes? Draw it. _____

4-5

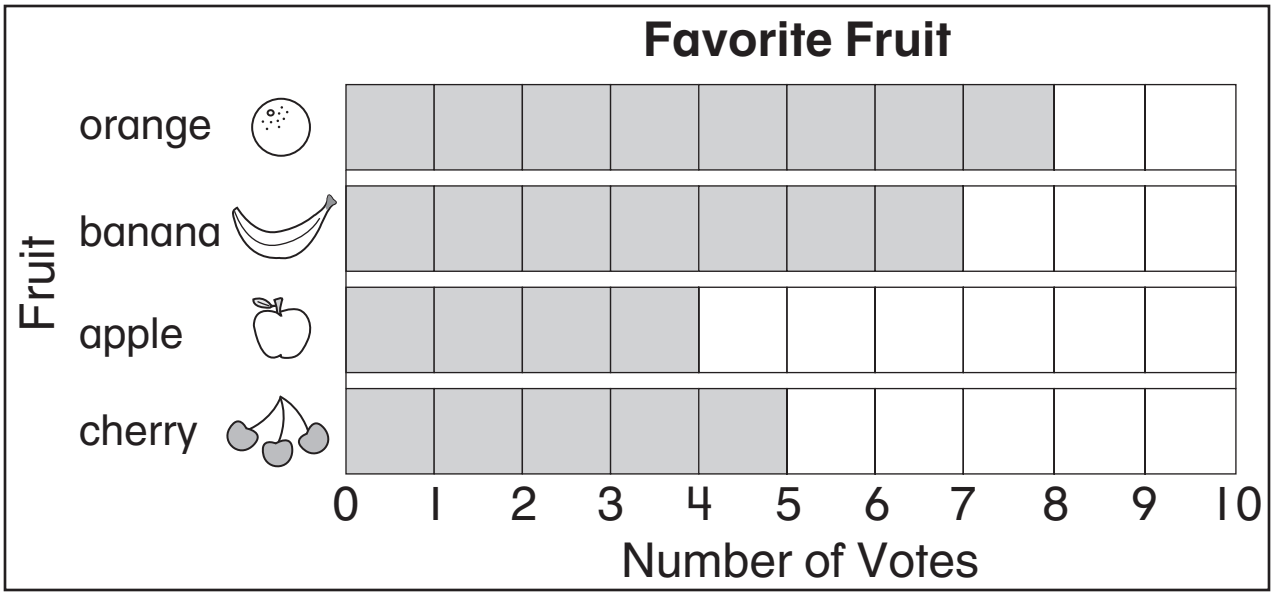
Name _____

Skills Practice

ISDAPI.2

Read a Bar Graph

Use the bar graph. Answer the questions.



1. Which fruit has **fewer** votes, banana or cherry? cherry

2. Which fruit got the **most** votes? _____

3. Which fruit has the **least** votes? _____

4. Which fruit has **more** votes, orange or banana? _____

5. Count the votes for apple and orange. How many votes in all? _____

6. How many more votes for banana than for apple? _____

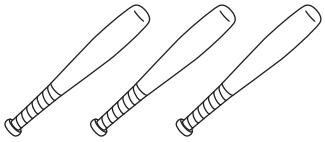
7. How many people were surveyed? _____

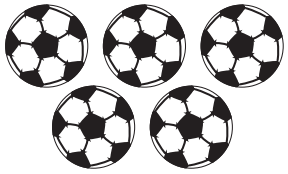
Name _____

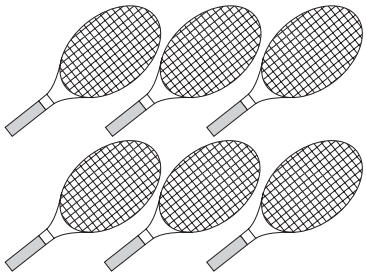
Reteach

ISDAP1.2

Make a Bar Graph





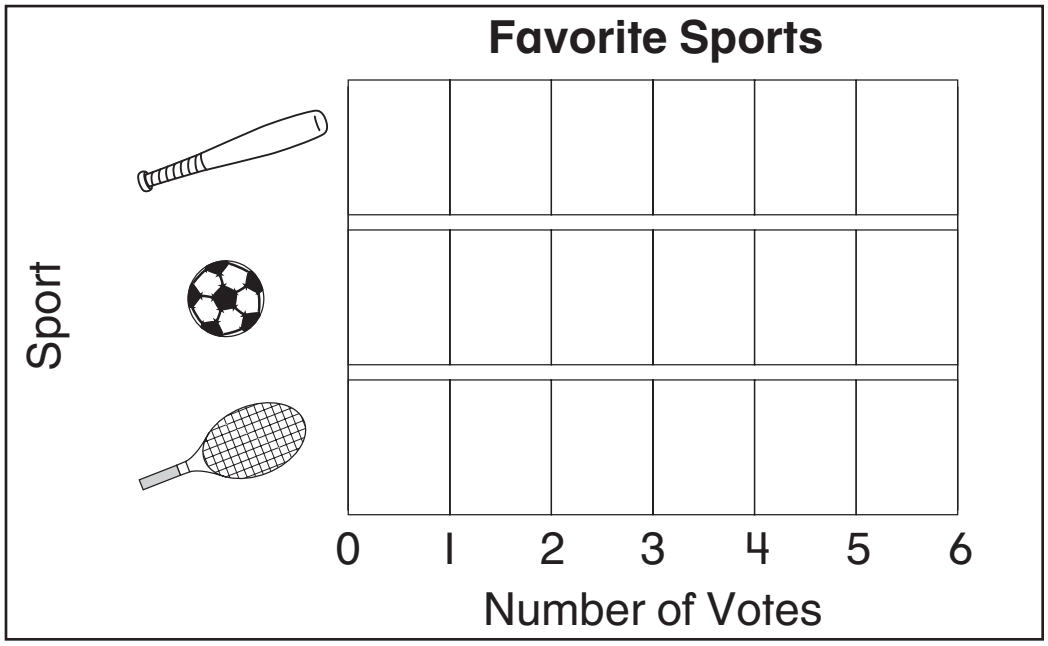


𝍸 = 3 𝍸 = 5 𝍸 | = 6

You can use tally marks to show how many.

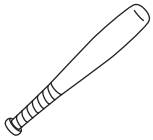
You can use tally marks to make your own bar graph.

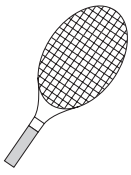
Color a box for each tally mark.



Write how many.

_____ _____ _____





Name _____

4-6

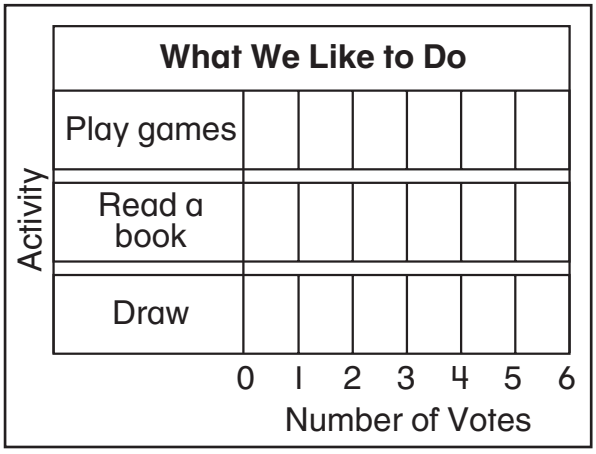
Skills Practice

ISDAP1.2

Make a Bar Graph

Write each total. Make a bar graph. Answer the questions.

What We Like to Do		Total
Play games	𝍸	3
Read a book	𝍸	
Draw	𝍸	



1. Which do more students like to do, play games or draw? _____

2. Which activity got the most votes? _____

3. Which activity got the fewest votes? _____

4. Which activity got fewer votes than playing games? _____

5. Which 2 activities got 8 votes in all? _____

6. How many more votes did **read a book** get than **draw**? _____

7. How many students voted? _____

Name _____

Reteach (1)

IAF1.1, IMR2.0

Problem-Solving Investigation: Choose a Strategy

The 1st grade class collected 12 cans.

The 2nd grade class collected 9 cans.

How many more cans did 1st grade collect than 2nd grade?

Step 1
Understand

What do I know?

1st grade collected 12 cans.
2nd grade collected 9 cans.

What do I need to find?

How many more cans 1st grade collected than 2nd grade.

Step 2
Plan

How will I find how many more cans?

I can write a number sentence.

Step 3
Solve

Write a number sentence.

12 – 9 = 3

The 1st grade class had _____ more cans.

Step 4
Check

Did I write a number sentence?

yes

Does my answer make sense?

yes

4-7

Name _____

Reteach (2)

IAF1.1, IMR2.0

Problem-Solving Investigation: Choose a Strategy

Problem-Solving Strategies

- Guess and check
- Draw a picture
- Write a number sentence

Solve.

1. Jen's cat has 6 kittens. If she gives 5 kittens away, how many kittens does she have left? _____ kitten

2. Joey read 9 pages on Monday. He read 5 pages on Tuesday. He read 8 pages on Wednesday. How many total pages did he read on Monday and Wednesday? _____ pages

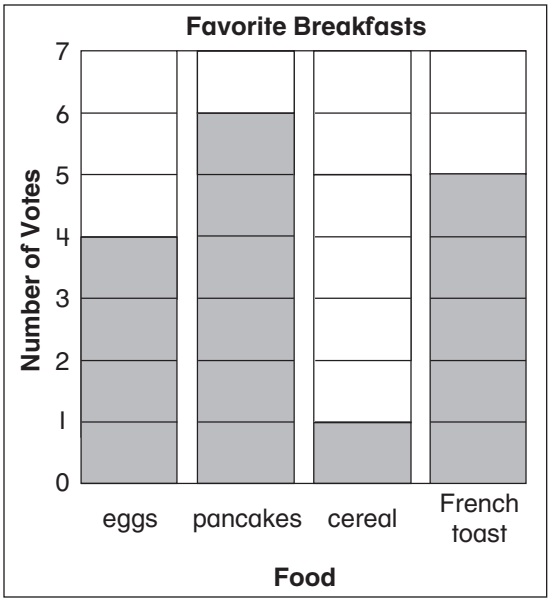
3. There are 9 mice in the barn. Our cat chases 7 of the mice away. How many mice are in the barn now? _____ mice

Name _____

Skills Practice

IAF1.1, IMR2.0

Problem-Solving Investigation: Choose a Strategy



Problem-Solving Strategies

- Guess and check
- Draw a picture
- Write a number sentence

Choose a strategy to solve.

1. How many more students like pancakes than eggs?

_____

2. How many students like pancakes and eggs?

_____

3. Four more students said they like cereal. Add the votes to the chart.

4. How many students voted for favorite breakfast foods?

_____

5. Which two breakfast foods received the same number of votes?

_____

6. Add one more vote for pancakes on the chart. Now how many more students like pancakes than eggs?

_____

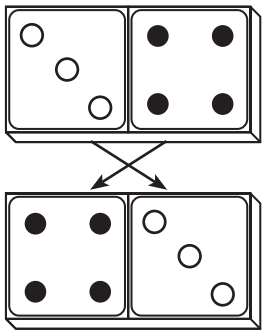
Name _____

Reteach

INS2.1, INS2.5

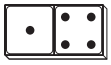
Add in Any Order

Turn the domino around.
It still has 7 dots.
The addends are the same.

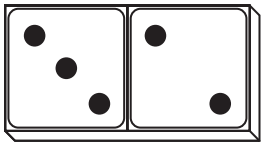


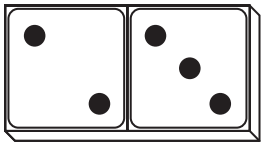
$3 + 4 = 7$

$4 + 3 = 7$

Find the sum. Turn the  around.
Write the addends. Add.

1.

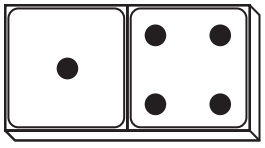


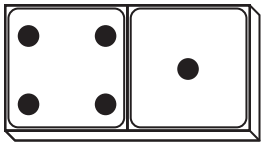


$3 + 2 =$ 5

_____ + _____ = _____

2.

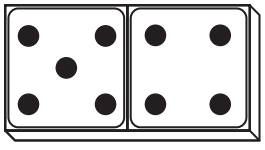


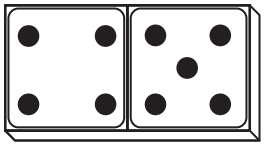


$1 + 4 =$ _____

_____ + _____ = _____

3.

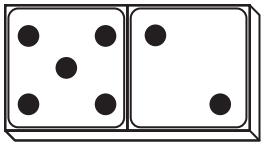


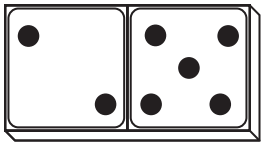


$5 + 4 =$ _____

_____ + _____ = _____

4.





$5 + 2 =$ _____

_____ + _____ = _____

5-1

Name _____

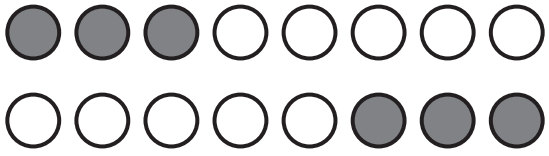
Skills Practice

INS2.1, INS2.5

Add in Any Order

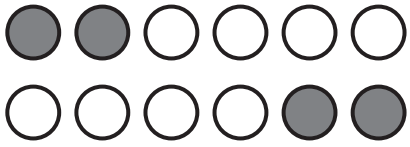
Preparation: Counters are needed for this activity.

Write the addends. Add. You can use ● ○.

1. 

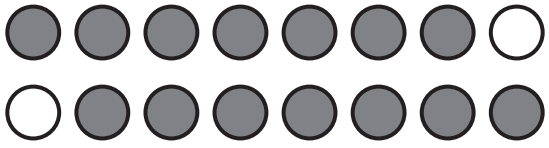
_____ + _____ = _____
addend addend sum

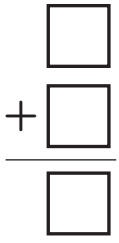
_____ + _____ = _____
addend addend sum

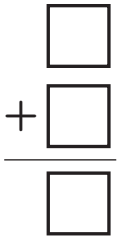
2. 

_____ + _____ = _____

_____ + _____ = _____

3. 





4. 6 + 3 = _____

3 + 6 = _____

5.

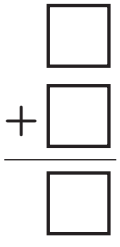
1	5
+ 5	+ 1
_____	_____

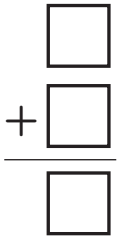
6. There are 4 lions in the zoo. 5 more come. How many lions are in the zoo?

_____ + _____ = _____

_____ + _____ = _____

7. There are 2 bunnies in the field. 5 more come. How many bunnies are in the field now?





Name _____

5-2

Reteach

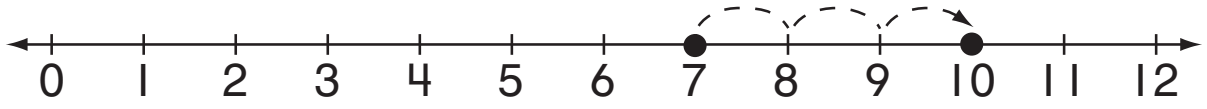
INS2.1, INS2.3

Count On 1, 2, or 3

Start with the greater number. Count on to add.

Find 3 + 7.

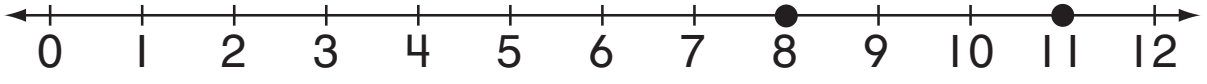
Start at 7. Count on 3: 8, 9, 10



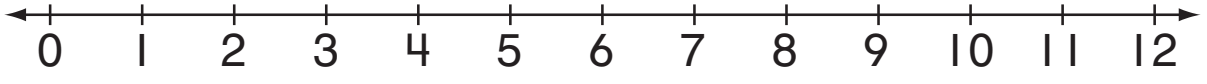
3 + 7 = _____
sum

Use the number line to add. Count on.

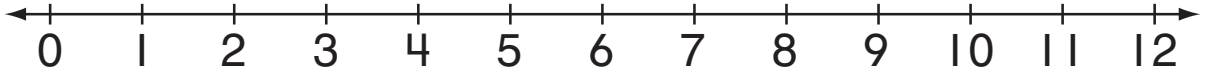
1. 8 + 3 = _____



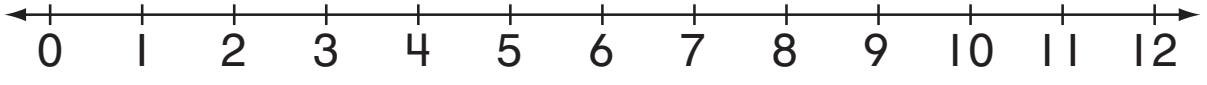
2. 2 + 9 = _____



3. 2 + 8 = _____



4. 6 + 3 = _____



5-2

Name _____

Skills Practice

INS2.1, INS2.3

Count On 1, 2, or 3

Preparation: Connecting cubes are needed for this activity.

Use  . Start with the greater number. Count on to add.

1. $7 + 3 =$ _____

2. $6 + 2 =$ _____

3. $1 + 8 =$ _____

4. $4 + 3 =$ _____

5. $3 + 1 =$ _____

6. $2 + 5 =$ _____

7. $3 + 5 =$ _____

8. $3 + 2 =$ _____

9.
$$\begin{array}{r} 1 \\ +\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ +\ 3 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 4 \\ +\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 2 \\ +\ 7 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 7 \\ +\ 1 \\ \hline \end{array} \qquad \begin{array}{r} 1 \\ +\ 5 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 4 \\ +\ 1 \\ \hline \end{array} \qquad \begin{array}{r} 2 \\ +\ 2 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 6 \\ +\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ +\ 2 \\ \hline \end{array}$$

14.
$$\begin{array}{r} 8 \\ +\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 3 \\ +\ 3 \\ \hline \end{array}$$

Count on to add. Write the number sentence.

15. Mary sees 2 buses. Then she sees 3 more. How many buses does she see in all?

____ + ____ = ____ buses

16. Dave sees 4 bikes. His Dad sees 3 bikes. How many bikes do they see?

____ + ____ = ____ bikes

Name _____

5-3

Reteach (1)

IMR2.2, INS2.5

Problem-Solving Strategy: Act It Out

Peter packed 5 shirts for camp. Karen packed 2 more than Peter. How many shirts did Karen pack?

Use a model to act it out.

Step 1
Understand

What do I know?

Peter packed _____ shirts.

Karen packed _____ more shirts than Peter.

What do I need to find?

_____.

Step 2
Plan

What can I do?

I can _____.

I can use counters.

Step 3
Solve

Use counters as shirts.

Peter Karen

○○○○○ ○○○○○ ○○

Karen packed _____ shirts.

Step 4
Check

Does my answer make sense? _____

Does my model show how many shirts Karen packed? _____

5-3

Name _____

Reteach (2)

IMR2.2, INS2.5

Problem-Solving Strategy: Act it Out

Draw counters to use as a model. Solve.

Draw counters here.

1. Kim eats 5 beans. Then she eats 4 more. How many beans does she eat?

   _____ beans

2. Mom boils 6 eggs. Then she boils 3 more. How many does she boil?

   _____ eggs

3. Ray washes 3 peaches. Then he washes 2 more. How many does he wash?

   _____ peaches

4. Sarah has 4 strawberries. She gets 4 more from a friend. How many does she have now?

   _____ strawberries

Name _____

5-3

Skills Practice

1MR2.2, 1NS2.5

Problem-Solving Strategy: Act it Out

Act it out to solve.

Draw counters here.

1. John sees 6 boats. 2 more pass by. How many boats does he see in all?

_____ boats

2. Ben catches a ball 3 times. Then he catches the ball 4 more times. How many times does he catch the ball?

_____ times

3. Sam sees 4 ducks in a pond. 1 more duck comes. How many ducks does Sam see?

_____ ducks

4. Eric sees 4 flowers in the garden. He sees 2 flowers in the yard. How many flowers does he see?

_____ flowers

Name _____

Reteach

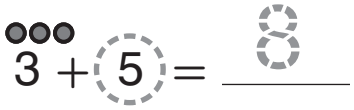
INS2.1, INS2.5

Add 1, 2, or 3

Preparation: Counters are needed for this activity.

You can add by counting on.

Circle and start with the greater number.



Use ● ○. Circle the greater number. Then count on to add.

1. 9 + 3 = _____

2. 5 + 2 = _____

3. 1 + 4 = _____

4. 8 + 3 = _____

5. 2 + 7 = _____

6. 3 + 5 = _____

7. 1 ●
+ 5
_____

8. 8
+ 2 ●●
_____

9. 6
+ 1 ●
_____

10. 3 ●●●
+ 7
_____

11. 2 ●●
+ 9
_____

12. 6
+ 3 ●●●
_____

5-4

Name _____

Skills Practice

INS2.1, INS2.5

Add 1, 2, or 3

Circle the greater number. Then count on to add.

1. 2 + 3 = _____

2. 5 + 2 = _____

3. 4 + 9 = _____

4. 6 + 3 = _____

5. 5 + 1 = _____

6. 3 + 5 = _____

7. 3 + 8 = _____

8. 1 + 3 = _____

9.
$$\begin{array}{r} 4 \\ +\ 3 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 3 \\ +\ 6 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 9 \\ +\ 2 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 8 \\ +\ 2 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 2 \\ +\ 6 \\ \hline \end{array}$$

14.
$$\begin{array}{r} 5 \\ +\ 1 \\ \hline \end{array}$$

Start with the greater number. Count on to find each sum. Write the number sentence.

15. Jose kicked the ball 2 times. Then he kicked the ball 5 more times. How many times did he kick the ball?

____ + ____ = ____ times

16. Lara runs 3 laps. She takes a break. Then she runs 2 more laps. How many laps does she run?

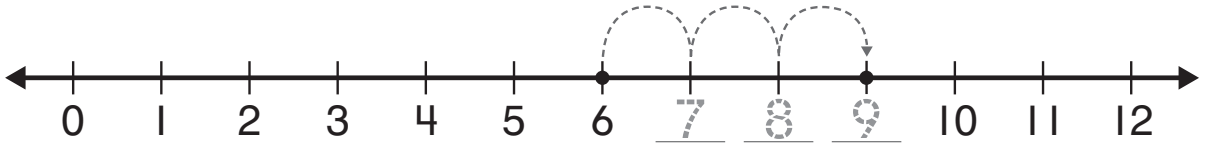
____ + ____ = ____ laps

Name _____

Reteach

INS2.1, INS2.3

Use a Number Line to Add



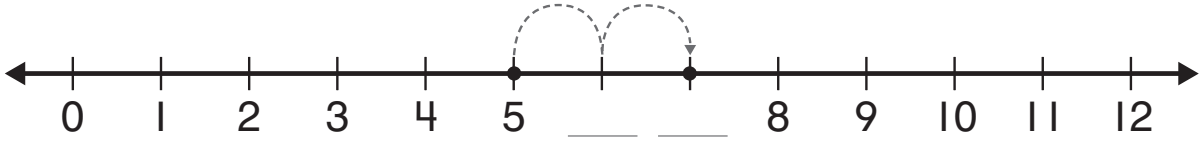
Start at 6. Count on 3.
Write the numbers on the lines.

$6 + 3 =$ 9

Remember to start with the greater number.

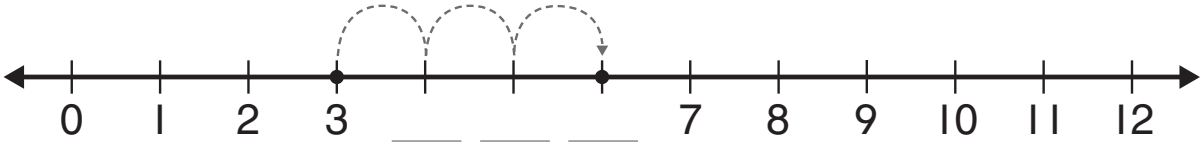
Use a number line to add. Count on.
Fill in the missing numbers.

1.



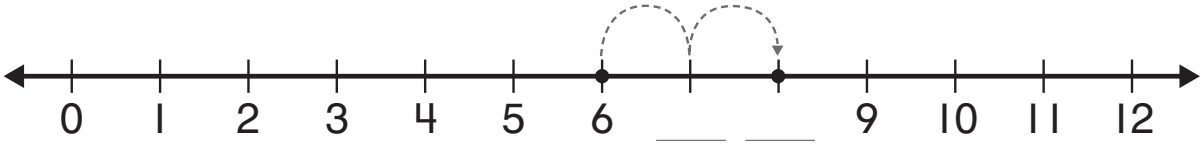
$2 + 5 =$ _____

2.



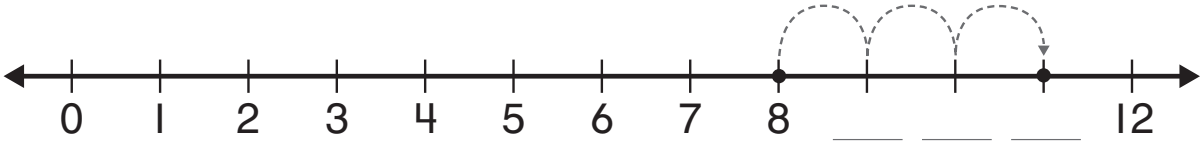
$3 + 3 =$ _____

3.



$6 + 2 =$ _____

4.



$3 + 8 =$ _____

5-5

Name _____

Skills Practice

INS2.1, INS2.3

Use a Number Line to Add

Use the number line. Add.

1. $5 + 3 =$ 8 $6 + 1 =$ _____ $2 + 2 =$ _____

2. $9 + 2 =$ _____ $8 + 2 =$ _____ $7 + 3 =$ _____

3. $6 + 2 =$ _____ $9 + 3 =$ _____ $7 + 2 =$ _____

4.

8	6	7	9	8	8
+ 1	+ 3	+ 2	+ 1	+ 2	+ 3
_____	_____	_____	_____	_____	_____

5.

1	5	3	3	2	3
+ 7	+ 2	+ 4	+ 9	+ 4	+ 3
_____	_____	_____	_____	_____	_____

6. Mark ate 3 peas. Then he ate 7 more. How many peas did he eat?

_____ peas

7. Lori drank 2 cups of milk. Bill and Julia each drank 1 cup. How many cups did they drink in all?

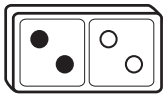
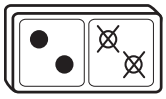
_____ cups

Name _____

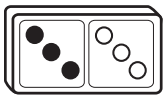
Reteach

INS2.1, IAF1.2

Doubles

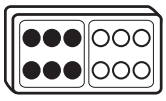
The addends are the same in a doubles fact.	Think of a related fact to help you subtract doubles.
	
$2 + 2 = 4$	$4 - 2 = 2$

Add the doubles fact. Then subtract the related fact.

1. 

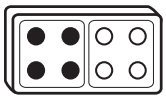
$3 + 3 =$ _____

$6 - 3 =$ _____

2. 

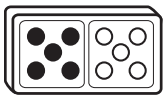
$6 + 6 =$ _____

$12 - 6 =$ _____

3. 

$4 + 4 =$ _____

_____ $- 4 = 4$

4. 

$5 + 5 =$ _____

_____ $- 5 = 5$

5.

2	4	5	6	3
$+ 2$	$+ 4$	$+ 5$	$+ 6$	$+ 3$
____	____	____	____	____

5-6

Name _____

Skills Practice

INS2.1, IAF1.2

Doubles

Preparation: Connecting cubes are needed for this activity.

Write the sum.

1. 

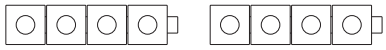
_____ + _____ = _____

2. 

_____ + _____ = _____

3. 

_____ + _____ = _____

4. 

_____ + _____ = _____

5. 6 + 6 = _____ **6.** 3 + 3 = _____ **7.** 1 + 1 = _____

8. 5 + 5 = _____ **9.** 2 + 2 = _____ **10.** 4 + 4 = _____

11.	**12.**	**13.**	**14.**	**15.**
3	5	2	4	6
+ 3	+ 5	+ 2	+ 4	+ 6
_____	_____	_____	_____	_____

16. 4 bears are in a cave. 4 bears are at the lake. How many bears are there?

_____ + _____ = _____ bears

17. 2 rabbits hop. 2 rabbits run. How many rabbits are there?

_____ + _____ = _____ rabbits

Name _____

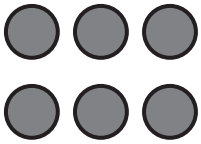
Reteach

INS2.1, INS2.5

Doubles Plus 1

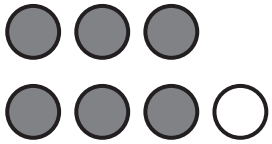
You can use doubles to find other sums.

Find the sum for the doubles fact.



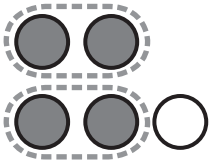
$3 + 3 = 6$

Then add 1 to the sum.



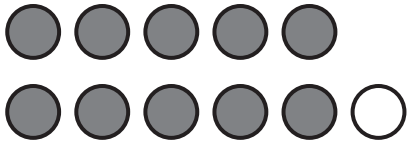
$3 + 4 = 7$

Circle the doubles. Add.

1. 

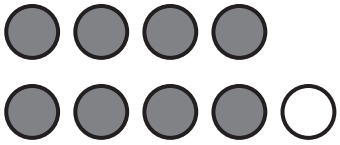
$2 + 2 =$ _____

$2 + 3 =$ _____

2. 

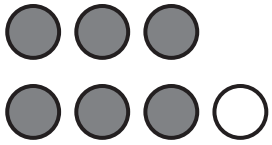
$5 + 5 =$ _____

$5 + 6 =$ _____

3. 

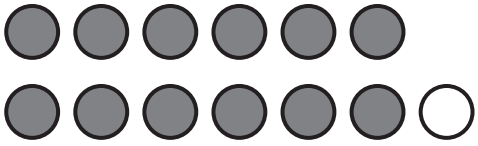
$4 + 4 =$ _____

$4 + 5 =$ _____

4. 

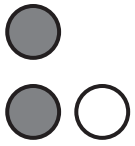
$3 + 3 =$ _____

$3 + 4 =$ _____

5. 

$6 + 6 =$ _____

$6 + 7 =$ _____

6. 

$1 + 1 =$ _____

$1 + 2 =$ _____

5-7

Name _____

Skills Practice

INS2.1, INS2.5

Doubles Plus 1

Preparation: Connecting cubes are needed for this activity.

Find each sum. Use  .

1. 3 + 3 = _____

2. 4 + 3 = _____

3. 2 + 2 = _____

4. 3 + 2 = _____

5. 4 + 4 = _____

6. 4 + 5 = _____

7. 1 + 1 = _____

8. 1 + 2 = _____

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

10.
$$\begin{array}{r} 7 \\ +\ 6 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 1 \\ +\ 1 \\ \hline \end{array}$$

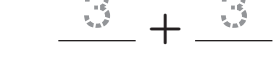
12.
$$\begin{array}{r} 1 \\ +\ 2 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 5 \\ +\ 5 \\ \hline \end{array}$$

14.
$$\begin{array}{r} 5 \\ +\ 6 \\ \hline \end{array}$$

Use a doubles plus 1 fact to solve.

15. Nathan has 3 sticks. Jack has 4 sticks. How many total sticks do they have?



___ + ___ = ___ will help

3 + 4 = ___ sticks

16. Meg drew 5 triangles. Ann drew 6 triangles. How many triangles did they draw?

___ + ___ = ___ will help

5 + 6 = ___ triangles

Name _____

5-8

Reteach (1)

INS2.5, IMR1.1

Problem-Solving Investigation: Choose a Strategy

Mom made 2 sandwiches for Kim. She made 3 sandwiches for Lu. How many sandwiches did mom make in all?

Step 1
Understand

What do I know?

Mom made _____ sandwiches for Kim.

Mom made _____ sandwiches for Lu.

What do I need to find?

_____

Step 2
Plan

What can you do?

I can act it out .

Step 3
Solve

Use counters to act it out.

Kim ○○ Lu ○○○

Mom made _____ sandwiches.

Step 4
Check

Look back.

Does my answer make sense? _____

Did I act out how many sandwiches mom made? _____

Name _____

5-8

Reteach (2)

INS2.5, IMR1.1

Problem-Solving Investigation: Choose a Strategy

Choose a strategy. Solve.

Problem-Solving Strategies

- Draw a Picture
- Guess and Check
- Act It Out

1. 4 girls and 5 boys are on the playground. How many children are there?

_____ children

2. Tom drank 2 cups of water. Lucy drank 2 cups of milk. How many cups did they drink in all?

_____ cups

3. Clare made 4 goals. Leo made 3 more. How many goals did they make?

_____ goals

Name _____

5-8

Skills Practice

INS2.5, IMR1.1

Problem-Solving Investigation: Choose a Strategy

Choose a strategy. Solve.

Problem-Solving Strategies

- Draw a Picture
- Guess and Check
- Act It Out

1. Dan eats 2 peaches. Patty eats 1 peach. How many do they eat?

_____ peaches

2. There are 5 cows in the barn. There are 7 cows in the field. How many cows are there?

_____ cows

3. Mike has 4 books. Kyle has 5 books. How many books do they have in all?

_____ books

Name _____

Reteach

INS2.1, INS2.3

Count Back 1, 2, or 3

Counting back is one way to subtract.
Start with the first number.
Count back the second number.
Find 7 – 2.

7, 6, 5

Start at 7. Count back 2.

7 – 2 = 5

Count back to subtract. Use ⬭ to help you.

1. 

5, _____, _____

Start at _____ .

Count back _____ .

5 – 2 = _____

2. 

8, _____, _____, _____

Start at _____ .

Count back _____ .

8 – 3 = _____

3. 

6, _____, _____, _____, _____

Start at _____ .

Count back _____ .

6 – 4 = _____

4. 

9, _____, _____

Start at _____ .

Count back _____ .

9 – 2 = _____

6-1

Name _____

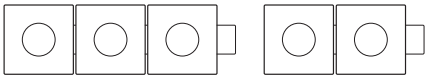
Skills Practice

INS2.1, INS 2.3

Count Back 1, 2, or 3

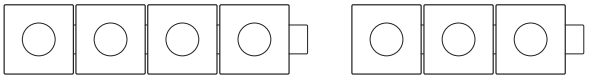
Preparation: connecting cubes are needed for this activity.

Count back to subtract. Use to help.

1. 

5, _____, _____

5 – 2 = _____

2. 

7, _____, _____, _____

7 – 3 = _____

3. 4 – 3 = _____

4. 5 – 1 = _____

5. 9 – 2 = _____

6. 10 – 3 = _____

Write the number sentence. Count back to solve. Use .

7. There are 12 cars on the bridge.
3 drive away. How many cars are left?
_____ cars

8. 7 apples are in the tree. 3 fall off.
How many apples are in the tree now?
_____ apples

Name _____

6-2

Reteach (1)

1AF1.1, 1MR2.2

Problem-Solving Strategy: Write a Number Sentence

You can write a number sentence to help you solve problems.

Toby has 7  . He broke 3  .

How many  does Toby have now?

Step 1
Read

What do I know?

- Toby finds _____  .
- He broke _____  .

What do I need to find?

_____

Step 2
Plan

How will I find how many he has?

- I can subtract to find out how many  Toby has left.
- I can _____.

Step 3
Solve

Write a number sentence.

_____ – _____ = _____ 

Toby has _____  left.

Step 4
Check

Does my answer make sense? _____

How do I know? _____

Name _____

6-2

Reteach (2)

IAF1.1, IMR2.2

Problem-Solving Strategy: Write a Number Sentence

Write a number sentence to solve.

1. Justin has 7 pennies.
He spends 3.
How many pennies does he have left?

____ ◯ ____ ◯ ____ pennies

---

2. 10 children are playing tag.
3 of them go home.
How many children are still playing?

____ ◯ ____ ◯ ____ children

---

3. The Gomez family has 6 kittens.
They give 4 to friends.
How many kittens does the family keep?

____ ◯ ____ ◯ ____ kittens

---

4. Ida buys 9 books at a book fair.
She reads 2 of them.
Then she reads 4 more.
How many books does she have left to read?

____ ◯ ____ ◯ ____ ◯ ____ books

Name _____

6-2

Skills Practice

IAF1.1, IMR2.2

Problem-Solving Strategy: Write a Number Sentence

Write a number sentence to solve.

1. 12 girls play kickball.
4 of them go home.
How many are still playing kickball?

____ ◯ ____ ◯ ____ girls

---

2. There are 10 computers in the classroom.
2 are not working.
How many computers are still working?

____ ◯ ____ ◯ ____ computers

---

3. 12 people are at the cook out.
6 of them eat hot dogs.
How many of them do not eat hot dogs?

____ ◯ ____ ◯ ____ people

---

4. There are 8 penguins at the zoo.
4 of them are sent to another zoo.
How many penguins are left?

____ ◯ ____ ◯ ____ penguins

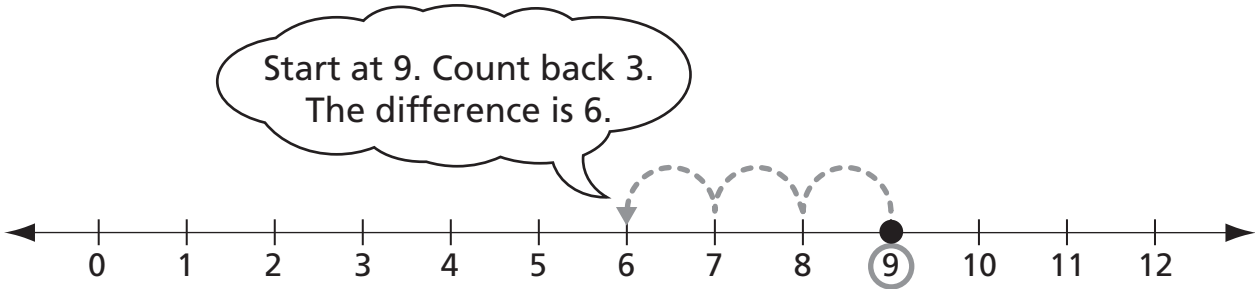
Name _____

Reteach

INS2.1

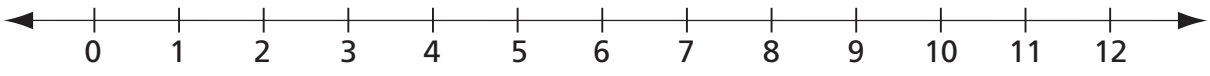
Use a Number Line to Subtract

You can count back on a number line to subtract.
Find 9 – 3.

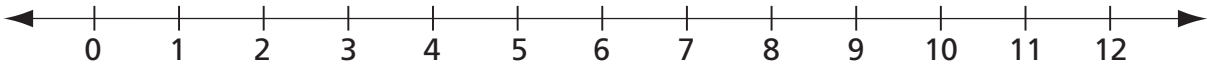


9 – 3 = _____

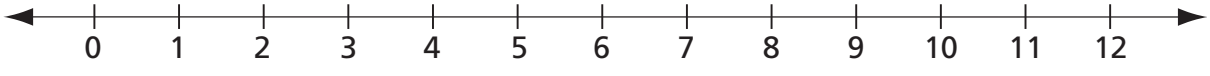
Use a number line to subtract. Start at the greater number. Count back.

1. 

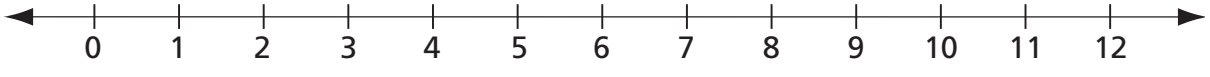
5 – 3 = _____

2. 

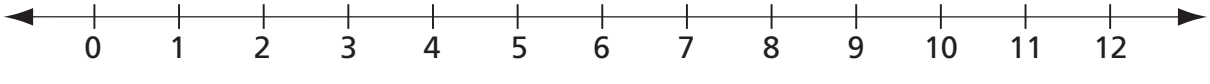
7 – 2 = _____

3. 

10 – 3 = _____

4. 

6 – 2 = _____

5. 

12 – 3 = _____

6-3

Name _____

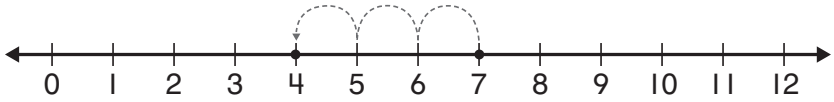
Skills Practice

INS2.1

Use a Number Line to Subtract

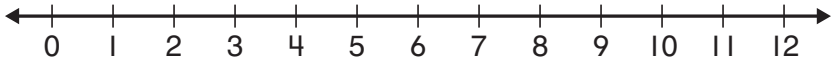
Use the number line to subtract.

1. 7 – 3 = 4

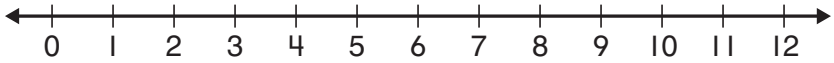


2. 6 – 1 = _____

3. 12 – 2 = _____



4. 5 – 3 = _____

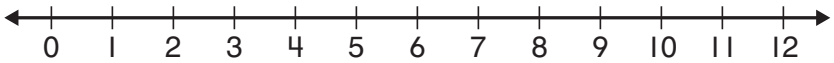


Solve. Use the number line to help.

5. 8 cars start in the race.
2 cars cannot finish.
How many cars finish the race?

_____ – _____ = _____ cars

6. Jess and her mom go to the post office.
They buy 10 stamps. Jess puts a stamp on three letters. How many stamps are left?



_____ – _____ = _____ stamps

Name _____

Reteach (1)

INS2.0, IMR 1.1

Problem-Solving Investigation: Choose a Strategy

There are 12 apples hanging on a tree.
Justin picks three of the apples and takes them home.
How many apples are still hanging on the tree?

Step 1
Understand

What do I know?

There are _____ apples hanging on the tree.

Justin picks _____ of them.

What do I need to find?

I need to find _____.

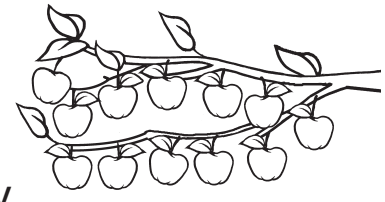
Step 2
Plan

How will I find how many apples?

I can draw a picture.

Step 3
Solve

Draw a picture.



My picture shows how many apples are left after I cross the three out.

There are _____ apples still on the tree.

Step 4
Check

Is the answer reasonable?

Does it show the numbers in the problem?
Yes No

Does my answer make sense? Yes No

Name _____

6-4

Reteach (2)

INS2.0, IMR 1.1

Problem-Solving Investigation: Choose a Strategy

Choose a strategy.
Solve.

Problem Solving Strategies

- Draw a Picture
- Write a Number Sentence
- Guess and Check

1. The toy store is selling playground balls.
The store has 11 balls. On the first day, they sell 5.
How many do they have left?

_____ balls

---

2. On Luis' farm, they have 12 rabbits.
Luis gives 3 rabbits away.
How many does he have now?

_____ rabbits

---

3. There are bananas and apples in a bowl.
There are a total of 10 pieces. 4 are bananas.
How many apples are in the bowl?

_____ apples

---

4. The lunchroom has pizza and hot dogs.
8 students choose hot dogs.
Only three hot dogs are ready.
How many have to wait for a hot dog?

_____ students

Name _____

6-4

Skills Practice

INS2.0, IMR 1.1

Problem-Solving Investigation: Choose a Strategy

Choose a strategy.
Solve.

Problem Solving Strategies

- Draw a Picture
- Write a Number Sentence
- Guess and Check

1. The baseball team has 6 bats.
2 of the bats are lost.
How many bats are left?

_____ bats

---

2. Bob catches 9 fish.
Sam catches 6.
How many more does Bob catch?

_____ fish

---

3. The art teacher has 15 brushes.
She breaks 2.
How many brushes does she have now?

_____ paintbrushes

---

4. 12 players are on the basketball team.
5 of them are playing.
How many are not playing?

_____ players

Name _____

Reteach

INS2.1

Use Doubles to Subtract

Addition and subtraction are related to each other.

You learned how to use doubles to **add.**

$2 + 2 =$ _____

You can also use doubles to **subtract.**

$4 - 2 =$ _____

Use the cubes to solve the problems.

1. 

$4 + 4 =$ _____ $8 - 4 =$ _____

2. 

$6 + 6 =$ _____ $12 - 6 =$ _____

3. 

$3 + 3 =$ _____ $6 - 3 =$ _____

4. 

$5 + 5 =$ _____ $10 - 5 =$ _____

6-5

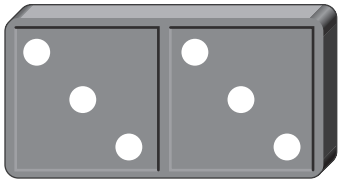
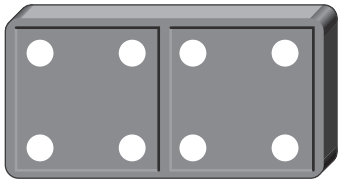
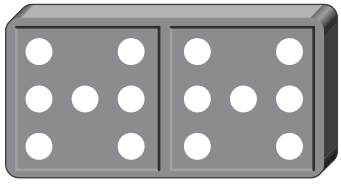
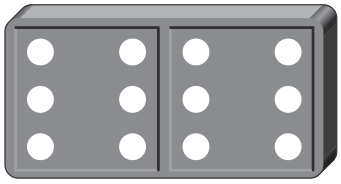
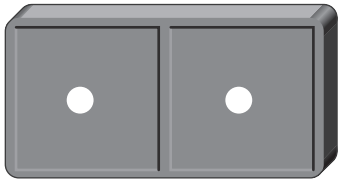
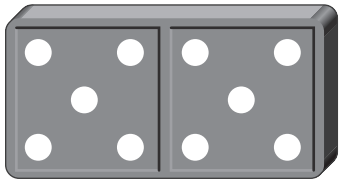
Name _____

Skills Practice

INS2.1

Use Doubles to Subtract

Add the doubles. Then subtract.

1. 			
$3 + 3 =$ 6 $6 - 3 =$ 3	$4 + 4 =$ _____ $8 - 4 =$ _____	$7 + 7 =$ _____ $14 - 7 =$ _____	
2. 			
$6 + 6 =$ _____ $12 - 6 =$ _____	$1 + 1 =$ _____ $2 - 1 =$ _____	$5 + 5 =$ _____ $10 - 5 =$ _____	
3. $8 + 8 =$ _____ $16 - 8 =$ _____	$2 + 2 =$ _____ $4 - 2 =$ _____	$9 + 9 =$ _____ $18 - 9 =$ _____	

Write a number sentence.
Use doubles to solve.

4. Ken has 8 puppets. He and his friends use 4 of them for a puppet show. How many puppets are left?

_____

5. Justin reads 10 pages from his book. He reads 5 pages in the morning. He reads the rest at night. How many pages does he read at night?

_____

Name _____

6-6

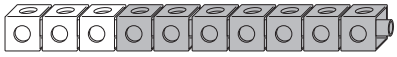
Reteach

INS2.2

Relate Addition to Subtraction

Chapter Resources

Related facts use the same numbers. These related addition facts use the numbers 3, 7, and 10.

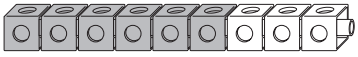


$3 + 7 = 10$ $7 + 3 = 10$

These subtraction facts also use 3, 7, and 10. They are related to the addition facts.

$10 - 3 = 7$ $10 - 7 = 3$

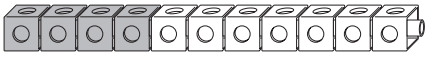
Complete the related subtraction facts.

1. 

$6 + 3 = 9$ $3 + 6 =$ _____

$9 - 6 =$ _____ $9 - 3 =$ _____

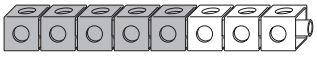
---

2. 

$4 + 7 = 11$ $7 + 4 =$ _____

$11 - 4 =$ _____ $11 - 7 =$ _____

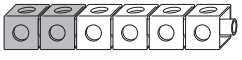
---

3. 

$5 + 3 = 8$ $3 + 5 =$ _____

$8 -$ _____ $= 3$ $8 - 3 =$ _____

---

4. 

$2 + 4 = 6$ $4 + 2 =$ _____

$6 -$ _____ $=$ _____ $6 -$ _____ $=$ _____

6-6

Name _____

Skills Practice

INS2.2

Relate Addition to Subtraction

Use the related fact to write the related subtraction sentences.

1. $7 + 3 = \underline{10}$

$\underline{10} - \underline{3} = \underline{7}$

$\underline{10} - \underline{7} = \underline{3}$

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

$\_\_\_\_ \bigcirc \_\_\_\_ = \_\_\_\_$

$\_\_\_\_ \bigcirc \_\_\_\_ = \_\_\_\_$

3. $9 + 2 = \_\_\_\_$

$\_\_\_\_ \bigcirc \_\_\_\_ = \_\_\_\_$

$\_\_\_\_ \bigcirc \_\_\_\_ = \_\_\_\_$

4. $3 + 9 = \_\_\_\_$

$\_\_\_\_ \bigcirc \_\_\_\_ = \_\_\_\_$

$\_\_\_\_ \bigcirc \_\_\_\_ = \_\_\_\_$

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

$\_\_\_\_ \bigcirc \_\_\_\_ = \_\_\_\_$

$\_\_\_\_ \bigcirc \_\_\_\_ = \_\_\_\_$

6. $5 + 4 = \_\_\_\_$

$\_\_\_\_ \bigcirc \_\_\_\_ = \_\_\_\_$

$\_\_\_\_ \bigcirc \_\_\_\_ = \_\_\_\_$

Solve. Write the related addition fact.

7. This month, we picked 10 flowers. Last month, we picked 7. How many more flowers did we pick this month?

$10 - 7 = \_\_\_\_$ flowers

$\_\_\_\_ + \_\_\_\_ = 10$

8. Mrs. Jones' class has 8 goldfish. Mr. Kim's class has 4 goldfish. How many more goldfish does Mrs. Jones' class have?

$8 - 4 = \_\_\_\_$ goldfish

$\_\_\_\_ + \_\_\_\_ = 8$

Name _____

6-7

Reteach

INS2.1

Fact Families

A fact family has 2 related addition facts and 2 related subtraction facts.

5, 3, and 8 make up this fact family.

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

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

Use ● ○.

Add. Then subtract.

Write the numbers in the fact families.

1. 

Fact family

$2 + 4 =$ ____ $\quad$ $6 - 4 =$ ____

$4 + 2 =$ ____ $\quad$ $6 - 2 =$ ____

____, ____, ____

---

2. 

Fact family

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

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

____, ____, ____

---

3. 

Fact family

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

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

____, ____, ____

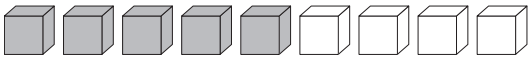
Name _____

6-7

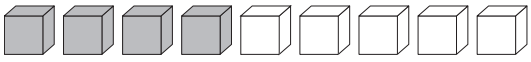
Skills Practice

INS2.1

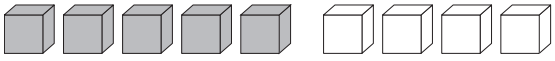
Fact Families



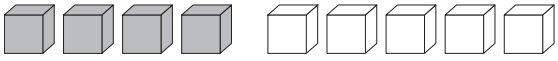
$5 + 4 =$ 9



$4 + 5 =$ 9



$9 - 4 =$ 5



$9 - 5 =$ 4

Write the numbers in the fact families.

1. $8 + 3 =$ ____ $3 + 8 =$ ____
$11 - 8 =$ ____ $11 - 3 =$ ____

2. $6 + 5 =$ ____ $5 + 6 =$ ____
$11 - 6 =$ ____ $11 - 5 =$ ____

3. $7 + 5 =$ ____ $5 + 7 =$ ____
$12 - 7 =$ ____ $12 - 5 =$ ____

4. $4 + 5 =$ ____ $5 + 4 =$ ____
$9 - 4 =$ ____ $9 - 5 =$ ____

Solve.

5. Ben reads that the numbers 4, 7, and 11 make up a fact family. Help him write the number sentences.

____ ◯ ____ = ____

____ ◯ ____ = ____

____ ◯ ____ = ____

____ ◯ ____ = ____

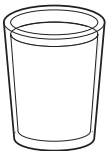
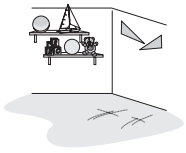
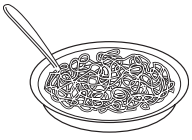
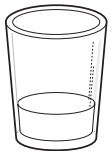
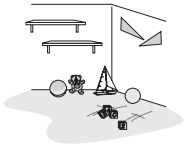
Name _____

Reteach

IMG1.2

Ordering Events

Events can happen before and after other events. Draw a line to match a before picture with an event that comes after.

Before	After
before drinking the milk 	after eating dinner 
before washing the dog 	after cleaning the room 
before eating dinner 	after drinking the milk 
before cleaning the room 	after putting on shoes 
before putting on shoes 	after washing the dog 

7-1

Name _____

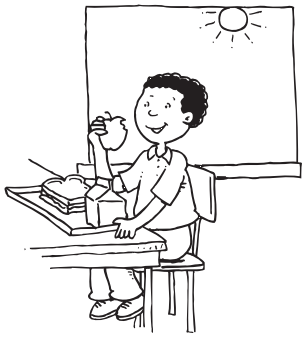
Skills Practice

IMG1.2

Ordering Events

Write the correct time of day.

1.



morning _____ _____ _____

Draw what would come *before* and *after*.

2. Planting a seed.

before	after

3. Raking the leaves.

before	after

Write the correct time of day.

4. Tina gets ready for bed when it is _____ .

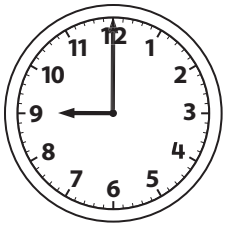
5. Connor comes home from school during the _____ .

Name _____

Reteach

IMG1.2

Time to the Hour

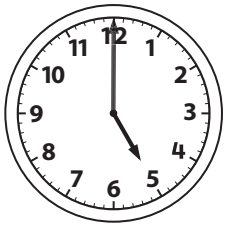


The minute hand points to _____ .

The hour hand points to _____.

The time is 9 o'clock.

Use a  to complete each sentence.

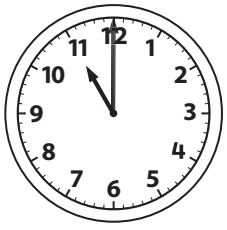
1. 

The minute hand points to _____ .

The hour hand points to _____ .

The time is _____ o'clock.

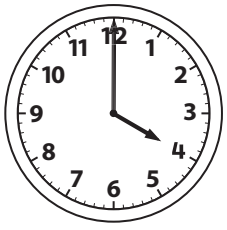
---

2. 

The minute hand points to _____ .

The hour hand points to _____ .

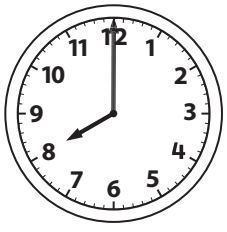
The time is _____ o'clock.

3. 

The minute hand points to _____ .

The hour hand points to _____ .

The time is _____ o'clock.

4. 

The minute hand points to _____ .

The hour hand points to _____ .

The time is _____ o'clock.

7-2

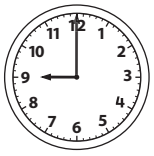
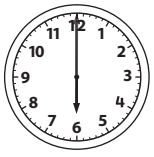
Name _____

Skills Practice

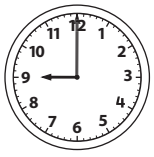
IMG1.2

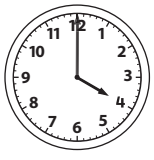
Time to the Hour

Use  . Write the time.

1.	 _____ o'clock	 _____ o'clock	 _____ o'clock
2.	 _____ o'clock	 _____ o'clock	 _____ o'clock
3.	 _____ o'clock	 _____ o'clock	 _____ o'clock

Use  to solve.

4.  Mr. Roth's class starts at this time.
When does Mr. Roth's class start?
_____ o'clock

5.  Chris has a soccer game at this time.
When does the soccer game start?
_____ o'clock

Name _____

Reteach

IMG1.2

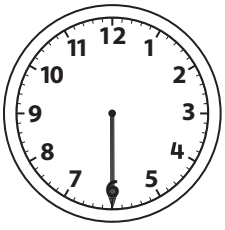
Time to the Half Hour

The hour hand is between 1 and 2.

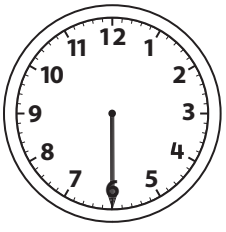
The minute hand is at 6.

It is half past the hour.
It is half past 1.

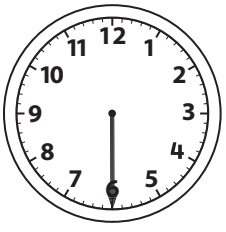
Read the time. Draw the hands on the  .

1. 

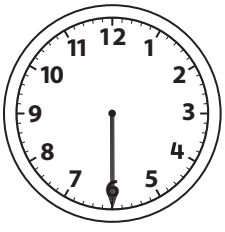
half past 4

2. 

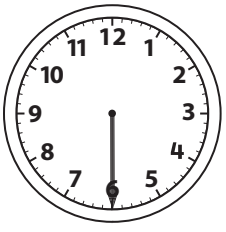
half past 7

3. 

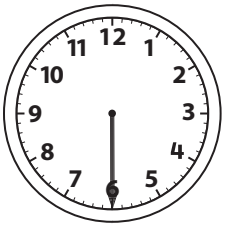
half past 5

4. 

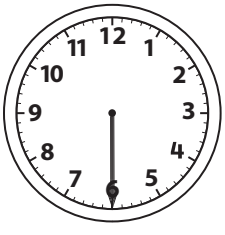
half past 11

5. 

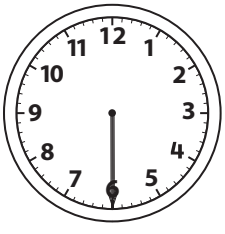
half past 9

6. 

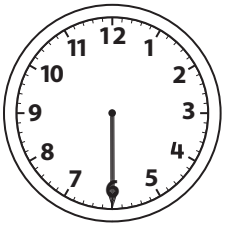
half past 12

7. 

half past 8

8. 

half past 10

9. 

half past 1

7-3

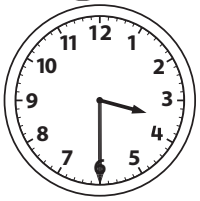
Name _____

Skills Practice

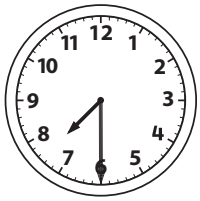
IMG1.2

Time to the Half Hour

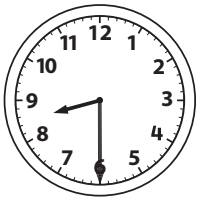
Use  . Write the time.

1. 

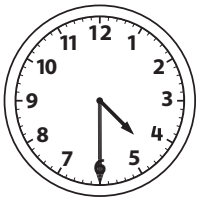
half past _____

2. 

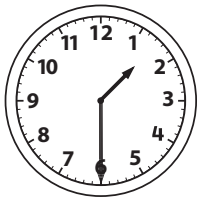
half past _____

3. 

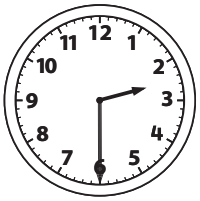
half past _____

4. 

half past _____

5. 

half past _____

6. 

half past _____

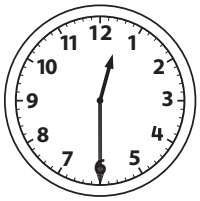
Look at the clock. Write the time.

7. Sami starts breakfast at 7 o'clock. What time does she finish?

half past _____

8. Sami starts lunch at 12 o'clock. What time does she finish?

half past _____



9. Sami starts dinner at half past 5. What time does she finish?

half past _____

Name _____

Reteach (1)

IMG1.2, ISDAP1.0

Problem-Solving Strategy: Make a Table

Art Center Fall Class Schedule		
Class	Time Class Begins	Time Class Ends
Photography	9:30	11:30
Drawing	10:30	12:00
Jewelry Making	11:00	12:30

What time does drawing class begin?

Step 1
Understand

What do I know?

When the classes begin

When the classes end.

What do I need to find out?

The time _____ class begins.

Step 2
Plan

How will I find when the drawing class begins?

I will make a _____ .

The _____ shows the information I need.

Step 3
Solve

Use the table.

Look at the table. What time does drawing class begin? _____

Step 4
Check

Look back.

Does my answer tell what time drawing class begins? _____

Name _____

7-4

Reteach (2)

IMG1.2, ISDAP1.0

Problem-Solving Strategy: Make a Table

Use the table to answer the questions. Circle or write your answer.

Bus Schedule			
Bus	Town Bus Travels To	Time Bus Leaves	Time Bus Arrives
1	Mapleton	9:00	10:30
2	Juniper Bay	9:30	10:30
3	Mapleton	10:00	11:30
4	Camden Cove	10:30	12:00
5	Juniper Bay	11:00	12:00

1. Ami missed the 9:00 bus to Mapleton. What other bus can she take?
Bus 2 Bus 3 Bus 4 Bus 5

2. Matt needs to be in Juniper Bay by 11:00. What bus should he take?
Bus 1 Bus 2 Bus 3 Bus 4

3. What time does Bus 4 arrive in Camden Cove? _____

4. Bus 4 to Camden Cove arrives at the same time as Bus _____ to _____ .

5. Bus 2 to Juniper Bay arrives at the same time as Bus _____ to_____.

Name _____

Skills Practice

IMG1.2, ISDAP1.0

Problem-Solving Strategy: Make a Table

Use the table to answer the questions. Circle or write your answer.

Ms. Kahl's Class Schedule		
Subject	Time Subject Begins	Time Subject Ends
Reading	9:00	10:00
Writing	10:00	11:00
Art/Music	11:00	12:00
Lunch	12:00	12:30
Recess	12:30	1:00
Math	1:00	2:00
Science	2:00	2:30
Social Sciences	2:30	3:30

1. Sean has to visit the dentist. He will leave at the same time that science begins. What time will Sean leave school?

9:00 10:00 2:00 2:30

2. Lucy's favorite subject begins at 10:00. What is Lucy's favorite subject?

Math Writing Art/Music Social Studies

3. What is the first subject taught after recess?

_____

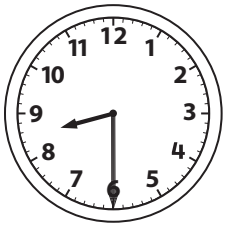
4. _____ ends at 10:00.

Name _____

Reteach

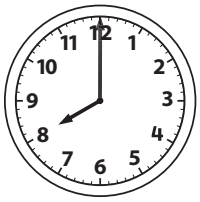
IMG1.2

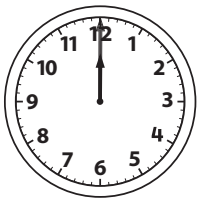
Telling Time to the Hour and Half Hour



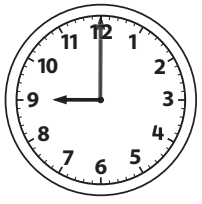
Both clocks show the same time.
It is 30 minutes after 8 o'clock. It is 8:30.

Draw a line between the clocks that show the same time.

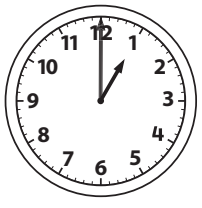
1. 

2. 

3. 



4. 



5. 

7-5

Name _____

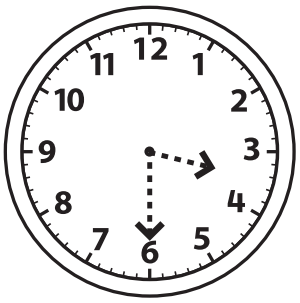
Skills Practice

IMG1.2

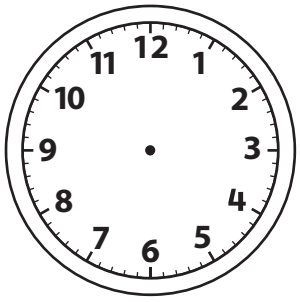
Telling Time to the Hour and Half Hour

Draw the hands.

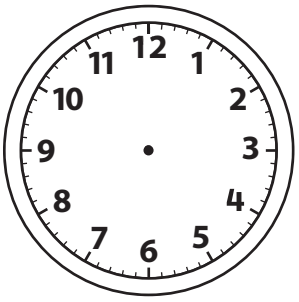
1. 3:30



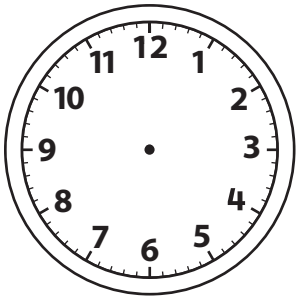
2. 9:30



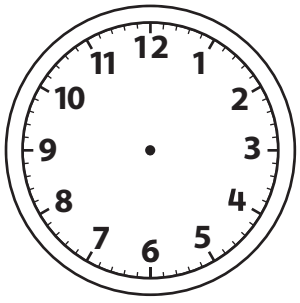
3. 6:00



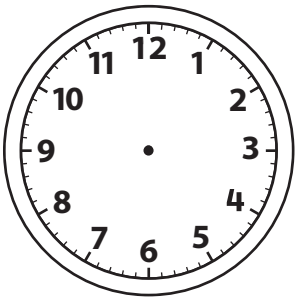
4. 2:00



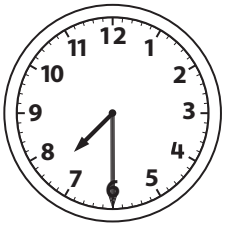
5. 5:30



6. 12:00

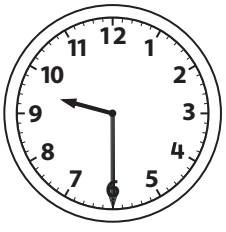


Solve. Use  to help.

7. 

Brian starts at half past 6.
He moves the minute hand
60 minutes. What time is it now?

_____

8. 

Dina starts at nine o'clock.
She moves the minute hand
30 minutes. What time is it now?

_____

Name _____

Reteach

IMG1.2

Relate Time to Events

1 hour is longer than 1 half hour. Circle the clock that shows how long the activity takes.

1. spelling test

half hour

hour

---

2. softball practice

half hour

hour

---

3. washing dishes

half hour

hour

7-6

Name _____

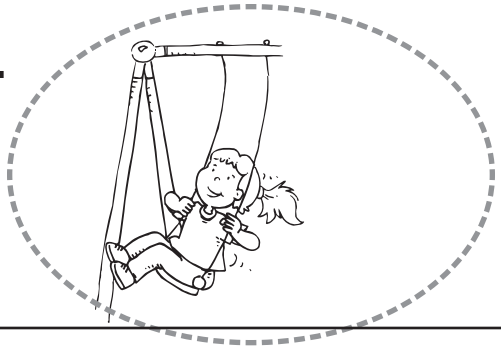
Skills Practice

IMG1.2

Relate Time to Events

Circle the activity that takes a shorter amount of time.

1.



2.

Circle the activity that takes a longer amount of time.

3.

4.

Name _____

7-7

Reteach (1)

IMR1.0, IMR1.1

Problem-Solving Investigation: Choose a Strategy

Alma has a swimming lesson at 4:00.
She must wait 30 minutes after eating before she can swim.
When is the latest time Alma can have a snack?

Step 1
Understand

What do I know.

Alma has to swim at 4:00.

Alma must wait 30 minutes after eating before she can swim.

What do I need to find out?

The latest time that Alma can eat.

Step 2
Plan

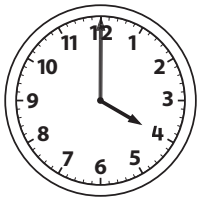
How will I find the time?

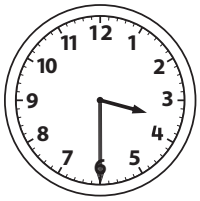
I can draw a picture.

A picture can help me count back.

Step 3
Solve

Draw a picture.





Alma can eat as late as _____ .

Step 4
Check

Look back.

Does my answer show the latest time Alma can eat? _____

7-7

Name _____

Reteach (2)

1MR1.0, 1MR1.1

Problem-Solving Investigation: Choose a Strategy

Problem Solving Strategies

- Make a table
- Use a model
- Draw a picture

Solve.

1. Joy plays guitar for 1 hour. She is done playing at 5:00. What time did Joy begin playing? _____

2. Rita eats dinner at 6:30. It is 3:30 now. How much longer does she have until dinner time? _____ hours

3. Rick plays soccer at 4:30. Dinner is at 5:30. How long does Rick have to play soccer? _____ hour

4. Jerome put muffins in the oven at 9:00. Mom set the timer for 1 hour. What time will the muffins be done? _____

Name _____

7-7

Skills Practice

IMR1.0, IMR1.1

Problem-Solving Investigation: Choose a Strategy

Solve.

Problem Solving Strategies
• Make a table
• Use a model
• Draw a picture

1. Emilio spent 30 minutes cleaning his room. He started at 10:30. What time did he finish? _____

2. Randy and Caleb ride horses for 2 hours. They finish their ride at 2:30. When did they start? _____

3. Cora studies for 1 hour. Then, she reads from 8:30 to 9:00. Does Cora spend more time studying or reading?

   _____

4. Gwen and Dad go to the library at 12:00. Mom picks them up at 2:30. How long are they at the library? _____ hours and _____ minutes

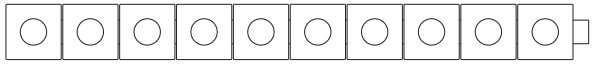
Name _____

Reteach

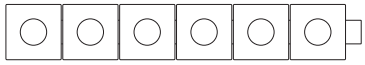
INS1.0, INS1.1

Counting to 20

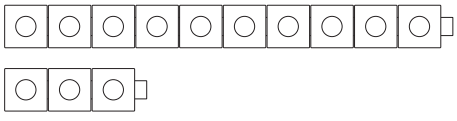
Numbers from 11 to 19 can be made with one group of 10 and some ones.



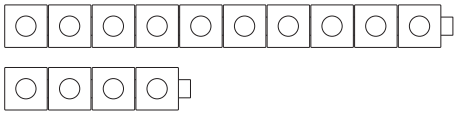
16 can be made with one group of 10 and 6 ones.



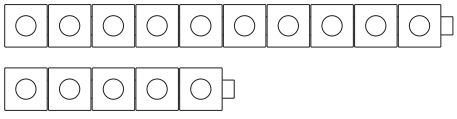
Write each number as 10 and some ones left over.

1. 

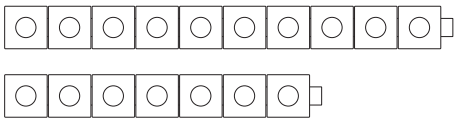
13 is 10 and 3 ones.

2. 

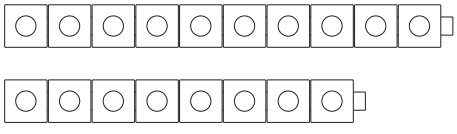
14 is _____ and _____ ones.

3. 

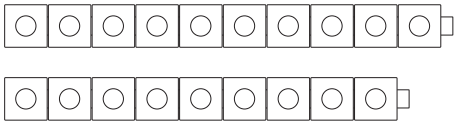
15 is _____ and _____ ones.

4. 

17 is _____ and _____ ones.

5. 

18 is _____ and _____ ones.

6. 

19 is _____ and _____ ones.

8-1

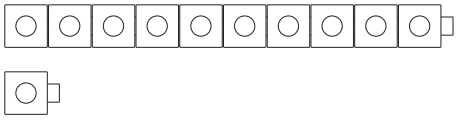
Name _____

Skills Practice

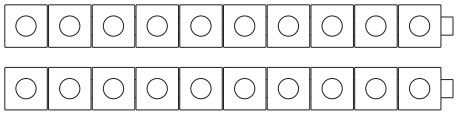
INS1.0, INS1.1

Counting to 20

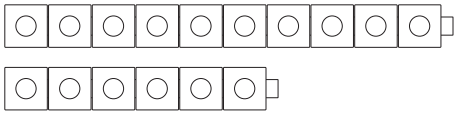
Write each number as 10 and some ones left over.

1.  11 is _____ and _____ ones.

eleven

2.  20 is _____ and_____ .

twenty

3.  16 is _____ and _____ ones.

sixteen

Answer the questions.

4. If you have 10 apples, how many more do you need to have 15?_____

5. If you have 2 carrots, how many more do you need to have 12?_____

Name _____

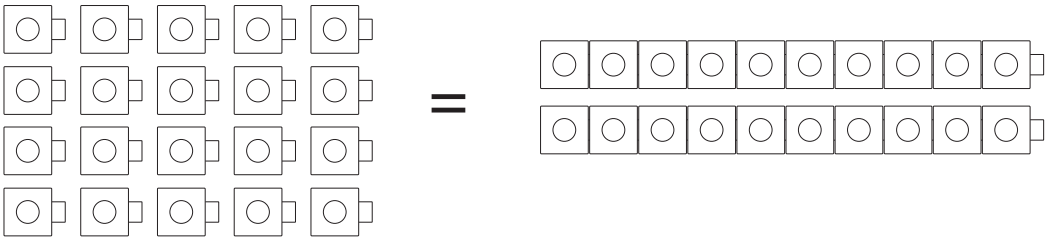
8-2

Reteach

INS1.0, INS1.1

Counting by Tens

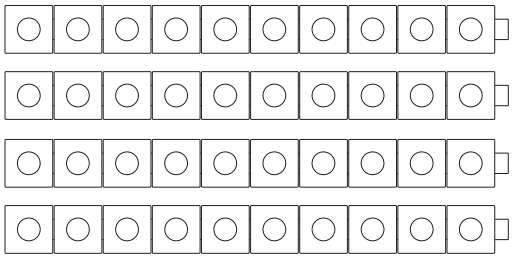
You can count things by ones. You can also put things into groups of ten to count.



20 ones = 2 tens = 20

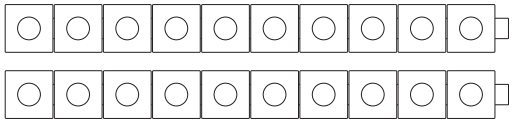
Count by tens. Write the number.

1.



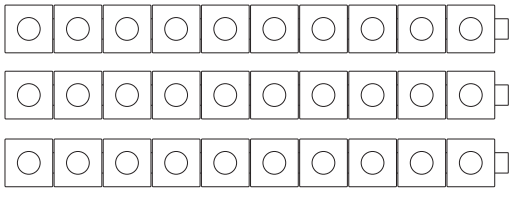
_____ tens = _____

2.



_____ tens = _____

3.



_____ tens = _____

10, ten
20, twenty
30, thirty
40, forty
50, fifty
60, sixty
70, seventy
80, eighty
90, ninety
100, one hundred

Name _____

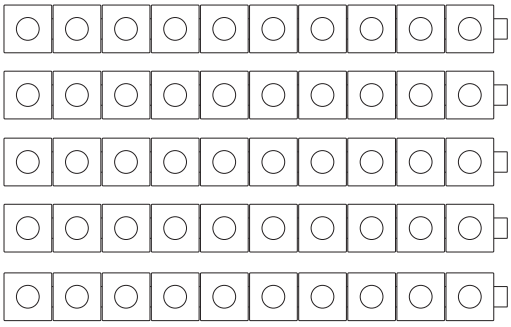
8-2

Skills Practice

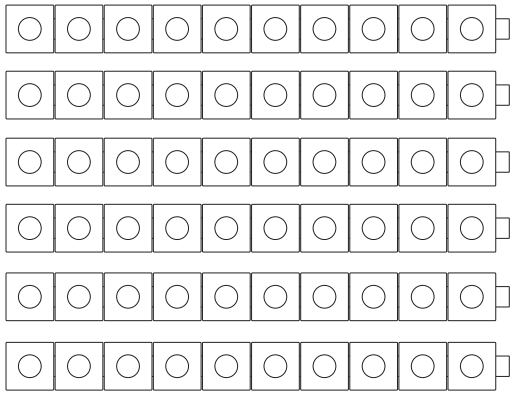
INS1.0, INS1.1

Counting by Tens

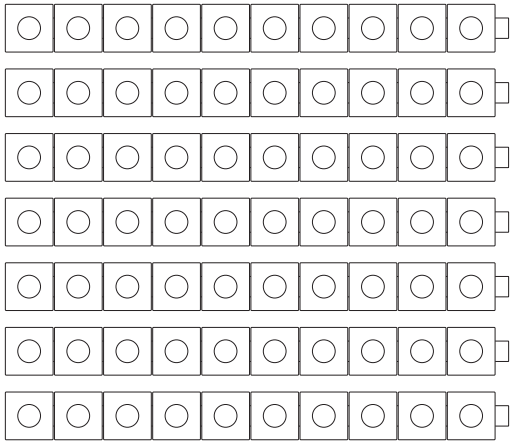
Count by tens. Write the number.

1. 

_____ tens _____
fifty

2. 

_____ tens _____
sixty

3. 

_____ tens _____
seventy

Solve.

4. Rose counts pennies by tens. She has 8 sets of ten pennies. How many pennies does she have? _____

5. Allison has ten peanuts. There are ten more peanuts left in a jar. How many peanuts are there in all? _____

Name _____

8-3

Reteach (1)

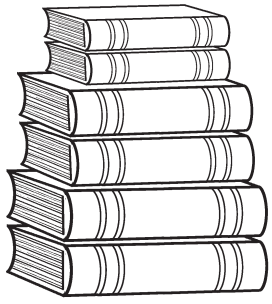
IMR2.1, INS1.0

Problem-Solving Strategy: Logical Reasoning

Chapter Resources

Kevin has _____ schoolbooks.

6 or 23?



Step 1
Understand

What do I know?

_____

What do I need to find out?

_____

Step 2
Plan

How will I find a reasonable answer?

I will_____.

Step 3
Solve

Find a reasonable answer.

Think about <u>your</u> schoolbooks.

Decide which answer makes the <u>most</u> sense.

Kevin has _____ schoolbooks.

Step 4
Check

Does my answer make sense?

Does my answer tell how many schoolbooks Kevin has?

_____

Name _____

8-3

Reteach (2)

IMR2.1, INS1.0

Problem-Solving Strategy: Logical Reasoning

Think about your house or school. Write the number that makes sense.

1. There are _____ beds in Jason's house. 4 or 14

2. There are _____ classrooms in Harry's school. 2 or 28

3. Tracey's mom is _____ years old. 75 or 35

4. Lewis counted _____ chairs in the classroom. 3 or 24

5. Helen had _____ pennies in her pocket. 11 or 83

6. Grace is in second grade. She is _____ years old. 8 or 18

7. Chris has _____ students in her class. 2 or 25

8. Hannah has _____ shoe(s). 1 or 8

Name _____

8-3

Skills Practice

MR2.1, NS1.0

Problem-Solving Strategy: Logical Reasoning

Think about your house or school. Write the number that makes sense.

1. There are _____ windows in Hank's house. 12 or 72

2. Teri counted _____ doors in the classroom. 2 or 12

3. Matt's dad is _____ years old. 38 or 83

4. There are _____ desks in Haru's classroom. 108 or 26

5. Dana had _____ quarters in her pocket. 3 or 43

Use logical reasoning to solve.

6. Mike thinks there are 90 students in his grade. Rich thinks there are 9. Which student's answer is more reasonable? _____

Name _____

Reteach

INS1.1, INS1.2

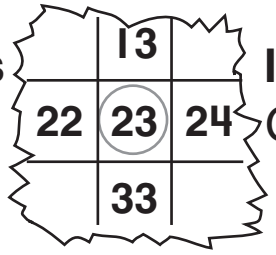
Hundred Chart

Find number patterns on a hundred chart.

Look at 23 on the chart.

10 less than 23
Go ↑ to 13.

1 less
Go ← to 22.



1 more
Go → to 24.

10 more
Go ↓ to 33.

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

Write each number. Use the hundred chart.

1. (48) 1 more Go →. 49 — 10 more Go ↓. 58
   1 less Go ←. 47 — 10 less Go ↑. 38

2. (73) 1 more Go →. _____ — 10 more Go ↓. _____
   1 less Go ←. _____ — 10 less Go ↑. _____

3. (67) 1 more Go →. _____ — 10 more Go ↓. _____
   1 less Go ←. _____ — 10 less Go ↑. _____

Name _____

8-4

Skills Practice

INS1.1, INS1.2

Hundred Chart

Use the hundred chart. Find each number below on the chart. Find 1 less. Find 1 more.

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

1. 25 1 less is _____ 1 more is _____

2. 46 1 less is _____ 1 more is _____

3. 90 1 less is _____ 1 more is _____

Write the numbers in order.

4. There are 10 kids in Mary's class. There are 8 kids in Mark's class. There are 6 kids in David's class. Write the numbers in order. _____ _____ _____

Name _____

8-5

Reteach

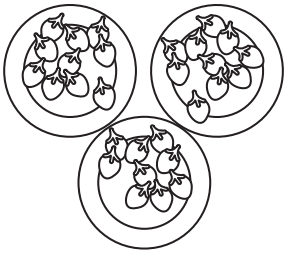
INS3.0, INS3.1

Estimating with Groups of Tens

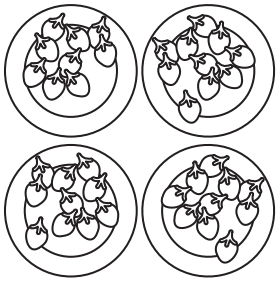
Look for groups of ten to estimate.

about 10

about 20



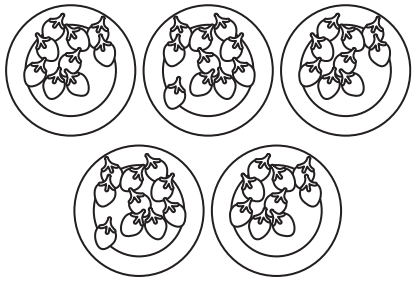
about 30



about 40

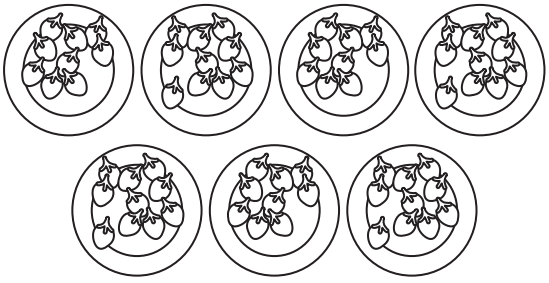
Circle your estimate.

1.



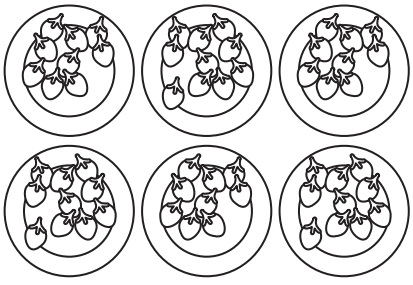
about 30
about 50

2.



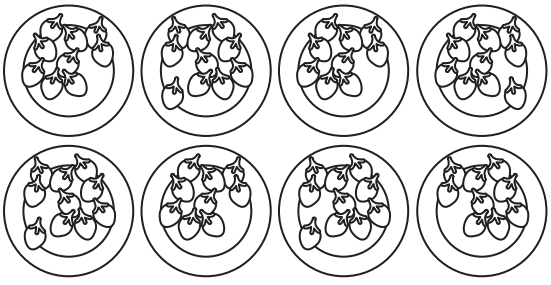
about 50
about 70

3.



about 60
about 80

4.



about 80
about 100

Name _____

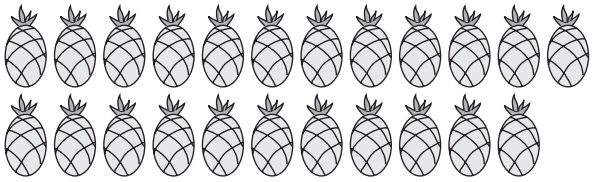
8-5

Skills Practice

INS3.0, INS3.1

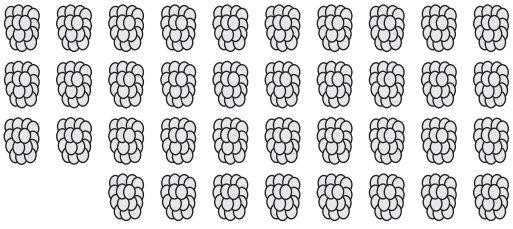
Estimating with Groups of Tens

Circle a group of 10. Estimate. Then count.

1. 

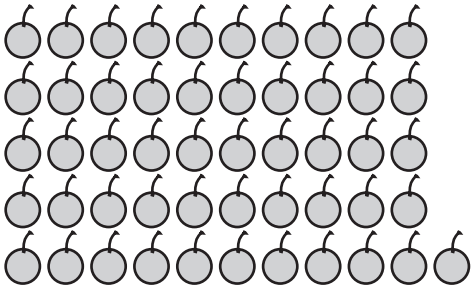
Estimate _____

Count _____

2. 

Estimate _____

Count _____

3. 

Estimate _____

Count _____

4. Jack has 12 pennies. Neil has 10 more. About how many pennies does Neil have? _____

5. Sue has 53 pencils. Ray has 10 less. About how many pencils does Ray have? _____

Name _____

8-6

Reteach (1)

INS1.0, IMR1.0

Problem-Solving Investigation: Choose a Strategy

Lara has a lot of marbles.
She put them in groups of 10.
She has 4 groups.
How many marbles does Lara have?

Step 1 **Understand**

What do I know?

_____

What do I need to find out?

_____

Step 2 **Plan**

Find the missing information.

You can use a model to find how many in all.

Step 3 **Solve**

Use a model.

Count the 4 groups by 10.
Lara has _____ marbles.

Step 4 **Check**

Look back.

Did I use a model to count Lara's marbles? _____

Does my model show how many marbles in all? _____

Name _____

8-6

Reteach (2)

INS1.0, IMR1.0

Problem-Solving Investigation: Choose a Strategy

Solve. Underline the facts. Circle what you need to find.

Problem-Solving Strategies
• Write a number sentence
• Use a model
• Logical Reasoning

1. Marsha counted by 10s. She said 30, 50, 60. Which number did she forget? _____

2. Hal has 7 groups of 10 cubes. He takes 2 groups away. How many cubes did he have then? _____ cubes

3. Tony has 3 boxes of books. Each box has 10 books. He gives away 6 books. How many does he have left? _____ books

4. Cats have 2 ears. There are 7 cats at the vet's office. How many cat ears are there in all? _____ ears

Name _____

Skills Practice

INS1.0, IMR1.0

Problem-Solving Investigation: Choose a Strategy

Solve.

1. Rick counts by 2s. He says 8, 10, 12, 16, 18. Which number did he forget? _____

2. Amy has 8 groups of 10 cubes. She takes 4 groups away. How many cubes does she have now? _____ cubes

3. Matt has 5 boxes of toy cars. Each box has 10 cars. He gives away 9 toy cars. How many does he have now? _____ toy cars

4. Birds have 2 wings. There are 6 birds in a tree. How many total bird wings are there? _____ wings

Name _____

8-7

Reteach

INS2.4

Skip Counting by 2s, 5s, and 10s

Skip counting by 2s.
2, 4, 6, 8, 10, 12, 14, 16, 18, 20

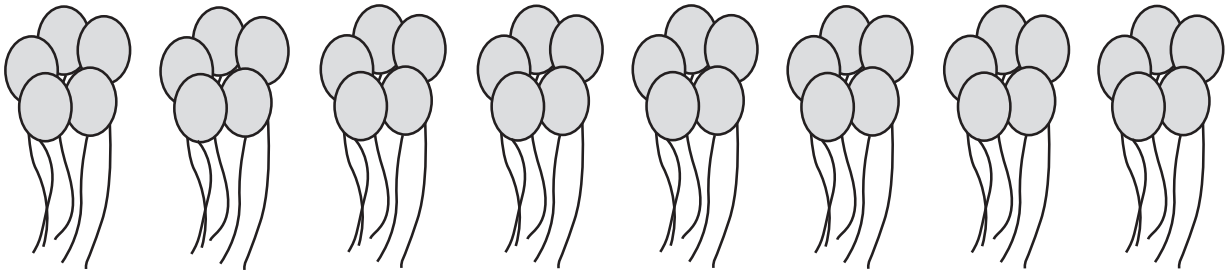
Skip counting by 5s.
5, 10, 15, 20, 25, 30, 35, 40, 45, 50

Skip counting by 10s.
10, 20, 30, 40, 50, 60, 70, 80, 90, 100

1. Skip count by 2s. Count 2  at a time.

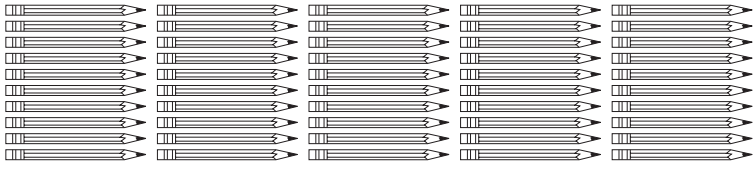
2, 4, 6, 8, ____, 12, ____, 16, ____, ____

2. Skip count by 5s. Count 5  at a time.



5, 10, 15, 20, ____, ____, 35, ____

3. Skip count by 10s. Count 10  at a time.



____, 20, ____, ____, 50

8-7

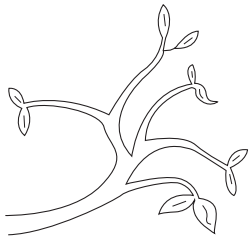
Name _____

Skills Practice

INS2.4

Skip Counting by 2s, 5s, and 10s

1. **Count the leaves.**

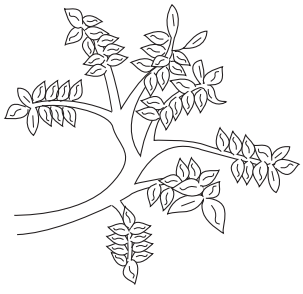


2, 4, ____, ____, ____ leaves

2.

5, ____, ____, ____, ____, ____ leaves

3.



10, ____, ____, ____, ____, ____, ____ leaves

Solve.

4. Lucy has 4 apples.
Molly has 2 more apples than Lucy.
Sara has two more apples than Molly.
How many apples does Molly have? _____
How many apples does Sara have? _____

Name _____

8-8

Reteach

INS2.4

Skip Counting on a Hundred Chart

Follow the directions below.

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

1. Skip count by 2s. Circle those numbers.
2. Skip count by 5s. Put an X over those numbers.
3. Skip count by 10s. Color the boxes with those numbers red.

Name _____

8-8

Skills Practice

INS2.4

Skip Counting on a Hundred Chart

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

1. Count by 2s to 20. Color the boxes with those numbers red.

2. Count by 5s to 50. Circle those numbers.

3. Count by 10s. Put a box around those numbers.

Name _____

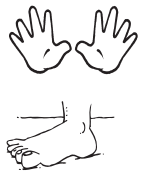
Reteach

IMG1.0, IMG1.1

Explore Length

Preparation: Scissors are needed for this activity.

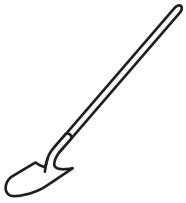
You can compare length by lining up the left edges of two things. Look at the right edges. Which is longer?



The _____ are longer than the _____.

On a separate sheet of paper, trace the objects. Cut them out and compare.

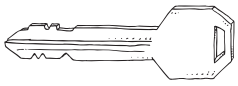
1.



The rake is _____ than the shovel.

shorter longer

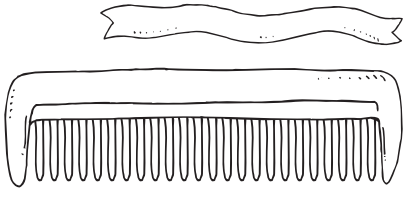
2.



The house key is _____ than the enter key.

shorter longer

3.



The ribbon is _____ than the comb.

shorter longer

9-1

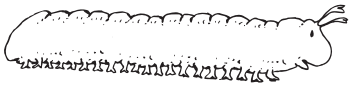
Name _____

Skills Practice

IMG1.1

Explore Length

Compare.

1.  

The caterpillar is _____ than the coin.

shorter longer

2.  

The fork is _____ than the knife.

shorter longer

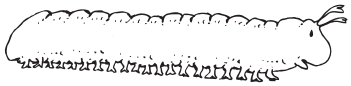
3.  

The salt shaker is _____ than the spoon.

shorter longer

Solve.

4. What words could you use to compare these objects?

_____

_____

Name _____

Reteach

IMG1.1

Nonstandard Units of Length

Preparation: Connecting cubes are needed for this activity.

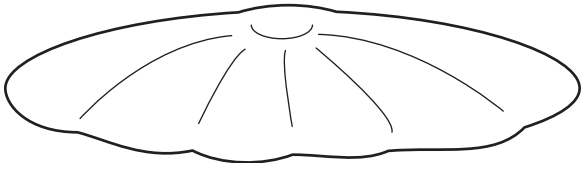
Use ▭ to measure.

Line up the object to be measured with the end of the cubes. Look at the other end. Count the cubes to the end of the object.

Estimate about how many ▭ long.

Then use ▭ to measure.

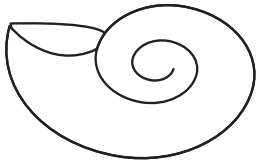
1.



Estimate: about _____ ▭

Measure: about _____ ▭

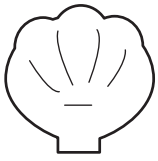
2.



Estimate: about _____ ▭

Measure: about _____ ▭

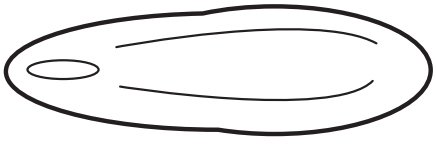
3.



Estimate: about _____ ▭

Measure: about _____ ▭

4.



Estimate: about _____ ▭

Measure: about _____ ▭

Name _____

9-2

Skills Practice

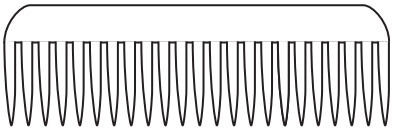
IMG1.1

Nonstandard Units of Length

Preparation: Connecting cubes are needed for this activity.

Estimate how many  long.

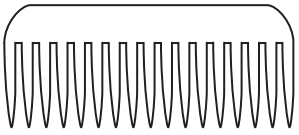
Then use  to measure.

1. 

Estimate: about ____  long

Measure: about ____  long

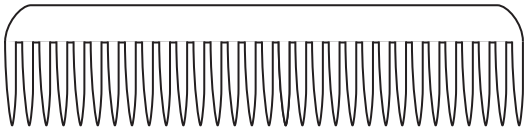
---

2. 

Estimate: about ____  long

Measure: about ____  long

---

3. 

Estimate: about ____  long

Measure: about ____  long

---

Solve.

4. Which problem had the longest comb? ____

5. Which problem had the shortest comb? ____

Name _____

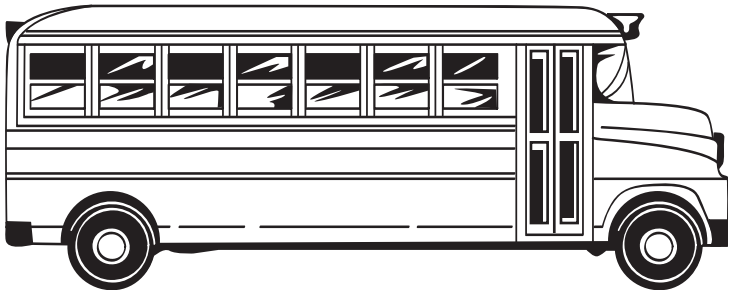
Reteach (1)

IMG1.0

Problem-Solving Strategy: Guess and Check

Preparation: Connecting cubes are needed for this activity.

Ruben needs to find a picture of a school bus for his art class. The picture can't be longer than 4 cubes. Look at Ruben's picture. How long is it?



Step 1
Understand

What do I know?

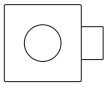
Ruben needs a picture of a school bus.
It has to be shorter than 4 cubes.

What do I need to find out?

_____

Step 2
Plan

How will I solve the problem?



_____

Step 3
Solve

Guess and Check

The bus is about _____ cubes long.

Step 4
Check

Look back.

Was my guess close to the answer?

_____

Name _____

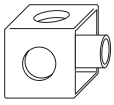
9-3

Reteach (2)

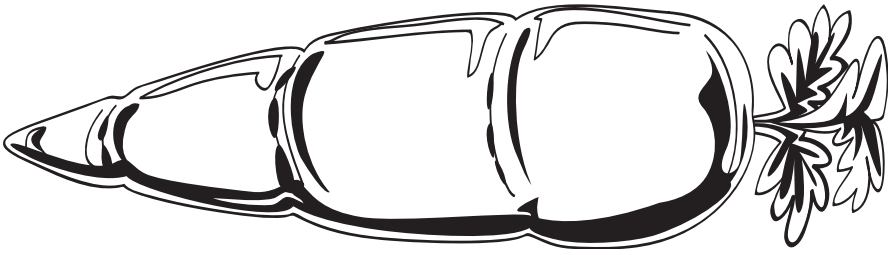
IMG1.0

Problem-Solving Strategy: Guess and Check

Preparation: Connecting cubes are needed for this activity.

About how many  **long is each item? Guess and then measure.**

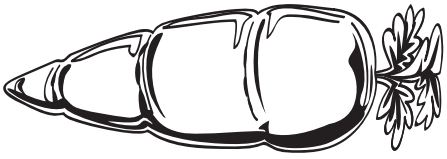
1.



Guess: about _____ cubes

Measure: about _____ cubes

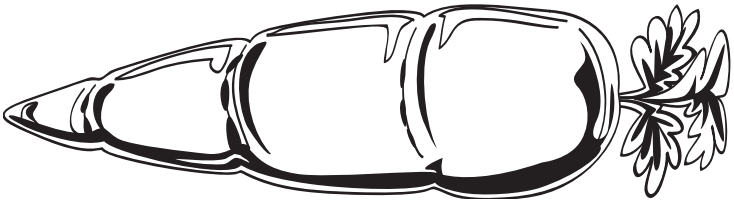
2.



Guess: about _____ cubes

Measure: about _____ cubes

3.



Guess: about _____ cubes

Measure: about _____ cubes

Name _____

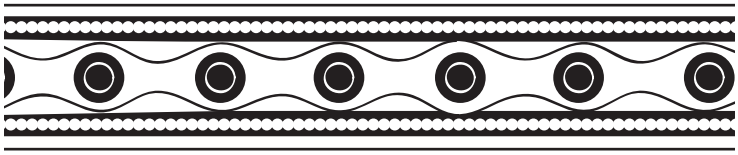
Skills Practice

IMG1.0

Problem-Solving Strategy: Guess and Check

Preparation: Paper clips are needed for this activity.

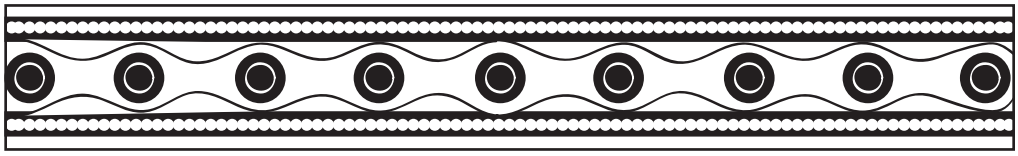
About how many  long is each item? Guess and then measure.

1. 

Guess: about _____ paper clips

Measure: about _____ paper clips

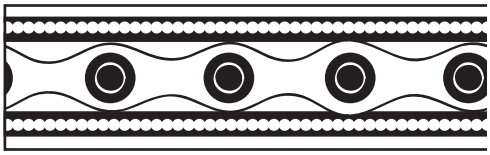
---

2. 

Guess: about _____ paper clips

Measure: about _____ paper clips

---

3. 

Guess: about _____ paper clips

Measure: about _____ paper clips

Name _____

Reteach

IMG1.1

Explore Weight

Preparation: A balance scale and various classroom objects are needed for this activity.

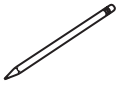
You can use a balance to find which objects are heavier and which are lighter.

Think about a marble and a book.

The _____ is *lighter* than the _____.

Find the objects in your classroom.
Use a balance to compare.

1. 



The book is _____ than the pencil.

lighter heavier

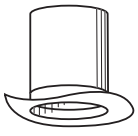
---

2. 

The box of chalk is _____ than the eraser.

lighter heavier

---

3. 

The hat is _____ than the shoe.

lighter heavier

9-4

Name _____

Skills Practice

IMG1.1

Explore Weight

Compare. Circle the object.

1. Which is heavier?

2. Which is lighter?

3. Which is lightest?

4. Which is heaviest?

Name _____

9-5

Reteach (1)

IMG1.0, MR1.1

Problem-Solving Investigation: Choose a Strategy

Jeremy's book is 3 cards long. Jessie's and Jeremy's books are 6 cards long. Li's book is as long as Jeremy's. How long are the books altogether?

YOUR MISSION: Find the length of the books.

Step 1
Understand

What you know.

Jeremy's book is 3 cards long.

Jeremy's and Jessie's books are 6 cards long.

Li's book is as long as Jeremy's book.

What you need to find out.

How many cards long are 3 books?

Step 2
Plan

How will you find how long?

You can make a table.

Step 3
Solve

Make a table.

Number of Books	Number of Cards Long
1	
2	
3	

3 books are _____ cards long.

Step 4
Check

Look back.

Does my table show how long 3 books are?

yes

Name _____

9-5

Reteach (2)

IMG1.0, MR1.1

Problem-Solving Investigation: Choose a Strategy

Solve.

Problem Solving Strategies

- Guess and Check
- Use a Model
- Make a Table

1. Mavis has a pack of cards. Mike and Victor have packs of cards, too. Every pack has 5 cards. How many cards do all three have?

_____ cards

2. Jackie lines up 10 marbles. They are as long as her hand. She adds 10 more marbles. How long is her line of marbles now?

_____ hands

3. Julio says he is the tallest. Laura says she is. Chin measures them. Julio is 7 rulers, and Laura is 8 rulers. Who is taller?

_____

Name _____

9-5

Skills Practice

IMG1.0, MR1.1

Problem-Solving Investigation: Choose a Strategy

Solve.

Problem Solving Strategies

- Guess and Check
- Use a Model
- Make a Table

1. Les has a box of mints. Each box has 10 mints. Cal, Bessie, and Ray each have a box. How many mints in all?

_____ mints

2. Amy lines up some beans. 10 beans are as long as a pencil. She adds 20 more beans. How long is the line now?

_____ pencils

3. Mel, Chris, and Shen have bikes. Mel's bike is 12 pounds. Chris's bike is 14 pounds. Shen's is 11 pounds. Who has the lightest bike?

_____ has the lightest bicycle.

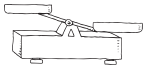
Name _____

Reteach

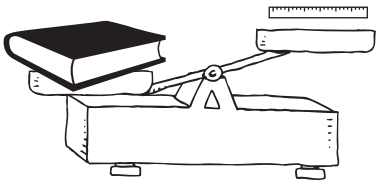
IMG1.1

Nonstandard Units of Weight

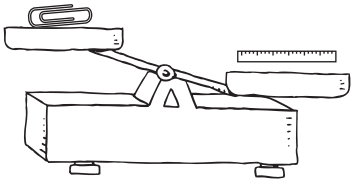
Preparation: A scale, a notebook, a lunch box, a shoe box, a pencil, paper clips, a pen, crayons, and a book are needed for this activity.

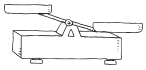
You can use a  to see which objects are heavier and which objects are lighter.

The object that goes down is heavier. The  is heavier than the  .

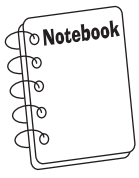


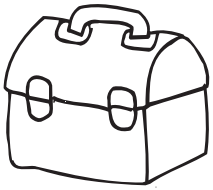
The is heavier than the  .



Hold each real object in your hand.
Circle the one that is heavier. Use a  to check.

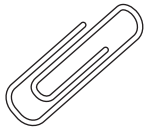
1.



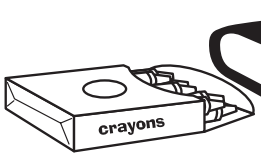


2.

3.



4.



9-6

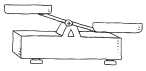
Name _____

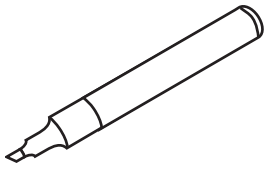
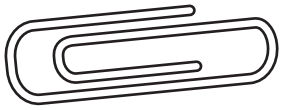
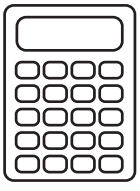
Skills Practice

IMG1.1

Nonstandard Units of Weight

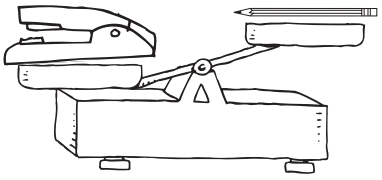
Preparation: A balance scale, a connecting cube, a marker, paper clips, and a calculator are needed for this activity.

Compare each object to a  **. Circle your estimate. Then use a**  **to measure. Circle your answer.**

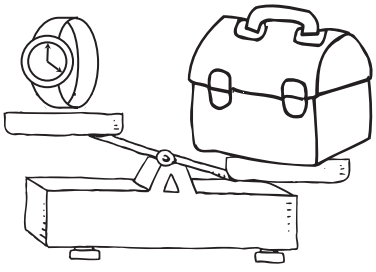
	Object	Estimate	Measure
1.		heavier lighter	heavier lighter
2.		heavier lighter	heavier lighter
3.		heavier lighter	heavier lighter

Solve.

4. Which is heavier, the stapler or the pencil? Circle your answer.



5. Which is heavier, the lunch box or the watch? Circle your answer.



Name _____

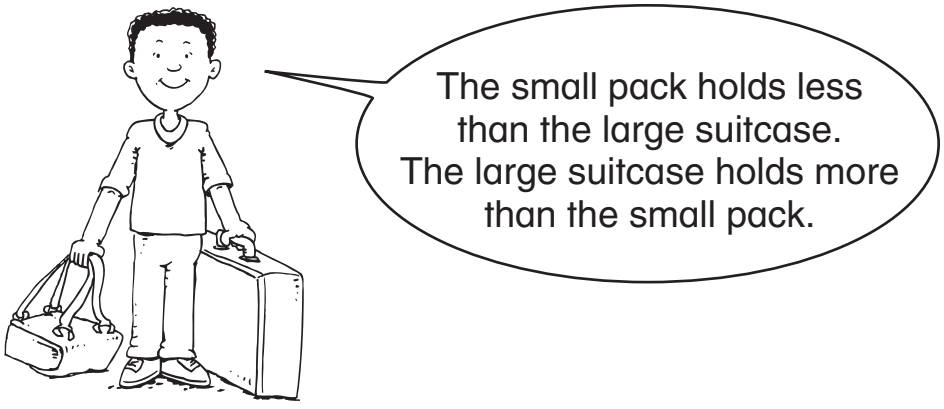
Reteach

IMG1.1

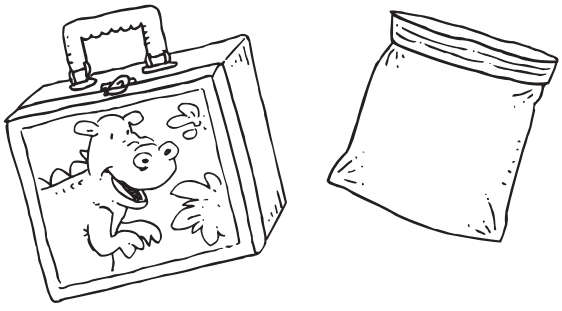
Explore Volume

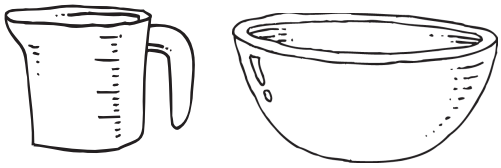
Preparation: Connecting cubes, a lunch box, a self-closing plastic bag, a measuring cup, and a bowl are needed for this activity.

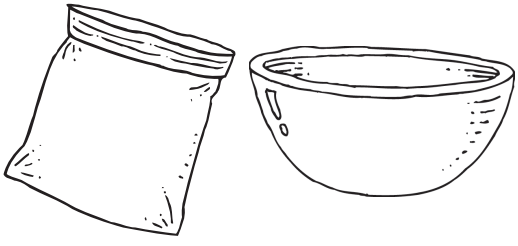
Containers can hold different amounts.



Circle the object that holds more.

1. 

2. 

3. 

Name _____

9-7

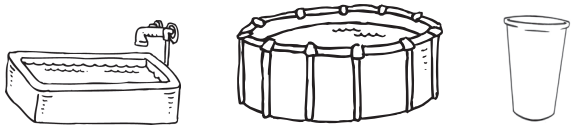
Skills Practice

IMG1.1

Explore Volume

Circle the object that holds the most.

1.



2.

Circle the object that holds the least.

3.

Solve.

5. Laurel has a small purse. Clay has a large backpack. Which container holds more?

6. Kay's mother has a car with no backseat. Tim's mother has a van. Which one can hold more? _____

Name _____

Reteach

IMG1.1

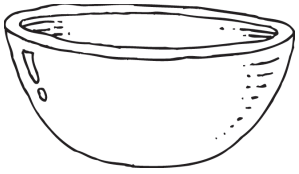
Nonstandard Units of Volume

Preparation: Connecting cubes, a bowl, a lunch box, a cup, and a measuring cup are needed for this activity.

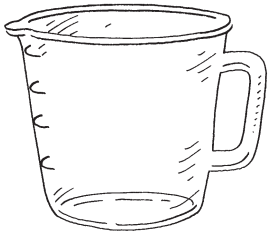
Different containers can hold different amounts.

You can use  to help measure the volume of a container.

Find similar objects in the classroom. Fill with connecting cubes. Count the cubes to find the volume of each.

1. 

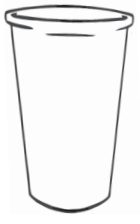
_____

2. 

_____

3. 

_____

4. 

_____

9-8

Name _____

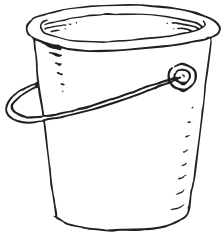
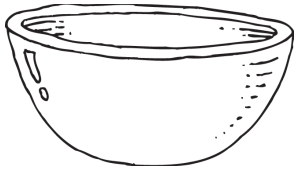
Skills Practice

IMG1.1

Nonstandard Units of Volume

Preparation: Measuring cups, a pail, a bowl, an empty yogurt cup, and water are needed for this activity.

Circle what you will use to measure. Then measure.

Container	I Measured with:	It holds:
1. 		about _____
2. 		about _____
3. 		about _____

Solve.

4. Rachel has a juice box. Steve has a bucket.
   Which container holds more? _____

5. Jill has a mug. Matt has a barrel.
   Which one holds less? _____

Name _____

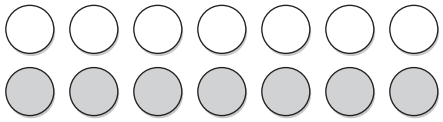
Reteach

INS2.1

Doubles

Preparation: Counters are needed for this activity.

The two addends in doubles are the same.



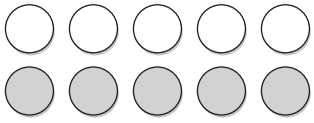
$7 + 7 = 14$

addends

$$\begin{array}{r} 7 \\ +\ 7 \\ \hline 14 \end{array}$$

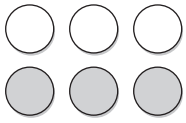
Find each sum. You can use ○.

1.



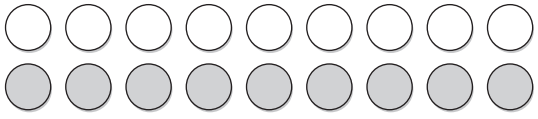
$5 + 5 =$ _____ sum

2.



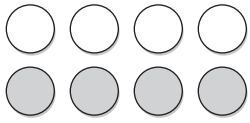
$3 + 3 =$ _____ sum

3.



$9 + 9 =$ _____ sum

4.



$4 + 4 =$ _____ sum

Find each sum. Circle the doubles.

5. $6 + 6 =$ ____

6. $4 + 5 =$ ____

7. $2 + 2 =$ ____

8. $5 + 2 =$ ____

9. $8 + 8 =$ ____

10. $1 + 1 =$ ____

11. $7 + 5 =$ ____

12. $7 + 7 =$ ____

13. $6 + 8 =$ ____

10-1

Name _____

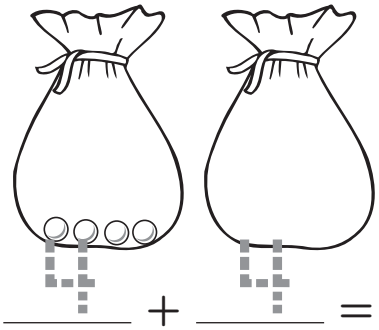
Skills Practice

INS2.1

Doubles

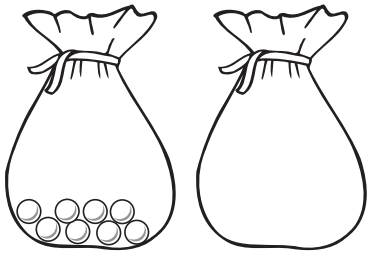
Draw marbles to show the doubles. Write the addends and the sums.

1.



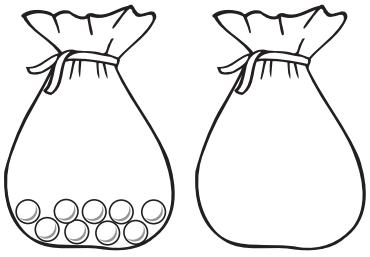
4 + 4 = 8

2.



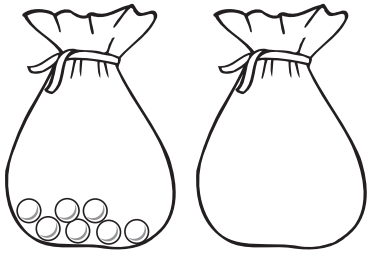
_____ + _____ = _____

3.



_____ + _____ = _____

4.



_____ + _____ = _____

Add.

5. 6 + 6	**6.** 5 + 5	**7.** 8 + 8	**8.** 3 + 3	**9.** 2 + 2

Solve. Show your work.

10. Bill has 9 marbles. Wally has same number. How many marbles do they have in all?

____ + ____ = ____ marbles

Name _____

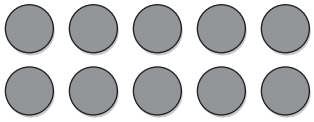
Reteach

INS2.1

Doubles Plus 1

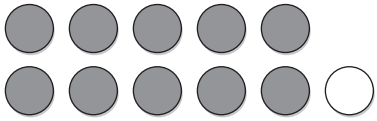
You can use doubles to find the sum for doubles plus one.

Find the sum for the double.



$5 + 5 = 10$

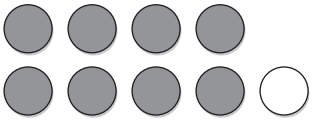
Add one to the sum of the double.



$5 + 6 = 11$

Add.

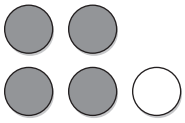
1.



$4 + 4 =$ _____ sum

$4 + 5 =$ _____ sum

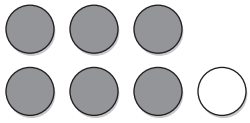
2.



$2 + 2 =$ _____ sum

$2 + 3 =$ _____ sum

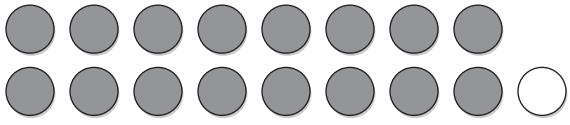
3.



$3 + 3 =$ _____ sum

$3 + 4 =$ _____ sum

4.



$8 + 8 =$ _____ sum

$8 + 9 =$ _____ sum

Name _____

10-2

Skills Practice

INS2.1

Doubles Plus 1

Use  to find the sums. Circle the doubles.

1. $2 + 2 =$ 4 $5 + 5 =$ _____ $2 + 3 =$ _____

2. $5 + 4 =$ _____ $4 + 4 =$ _____ $3 + 3 =$ _____

3. $6 + 7 =$ _____ $7 + 7 =$ _____ $6 + 6 =$ _____

4. $4 + 5 =$ _____ $7 + 6 =$ _____ $3 + 2 =$ _____

5.

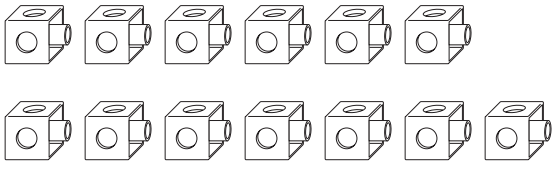
8	8	7
+ 8	+ 7	+ 8
_____	_____	_____

6.

9	9	8
+ 9	+ 8	+ 9
_____	_____	_____

Solve. Show your work.

Write a doubles plus 1 fact to solve. What doubles fact can help you?



7. Ann has 6 rubber bands. Geri has 7. How many rubber bands do they have in all?

$6 + 7 =$ _____ rubber bands

_____ + _____ = 12

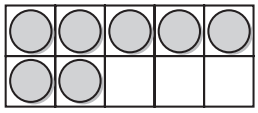
Name _____

Reteach

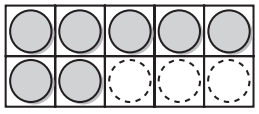
INS2.1

Make 10 to Add

Preparation: Counters and WorkMat 1 are needed for this activity.

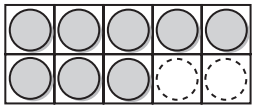


There are 7 ◯.
How many more make 10?

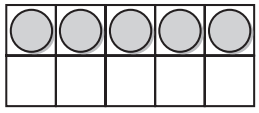


7 and 3 make 10.

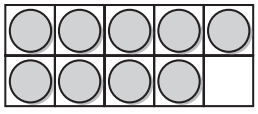
Use ▭ and ◯. Draw the missing ◯ to make 10. Then write how many you used.

1. 

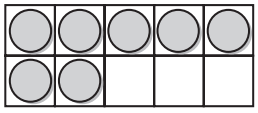
8 and _____ make 10.

2. 

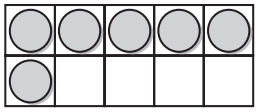
5 and _____ make 10.

3. 

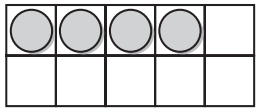
9 and _____ make 10.

4. 

7 and _____ make 10.

5. 

6 and _____ make 10.

6. 

4 and _____ make 10.

10-3

Name _____

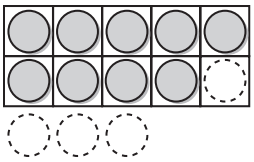
Skills Practice

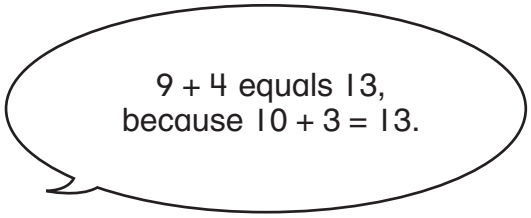
INS2.1

Make 10 to Add

Preparation: Counters and WorkMat 1 are needed for this activity.

Use WorkMat 1 and ● ○. Then add.





1. $9 + 4 =$ 13

2. $7 + 5 =$ _____ **3.** $9 + 7 =$ _____ **4.** $8 + 4 =$ _____

5. $6 + 7 =$ _____ **6.** $8 + 6 =$ _____ **7.** $7 + 8 =$ _____

8. $\begin{array}{r} 7 \\ +\,4 \\ \hline \end{array}$ **9.** $\begin{array}{r} 9 \\ +\,6 \\ \hline \end{array}$ **10.** $\begin{array}{r} 8 \\ +\,8 \\ \hline \end{array}$ **11.** $\begin{array}{r} 9 \\ +\,5 \\ \hline \end{array}$ **12.** $\begin{array}{r} 7 \\ +\,6 \\ \hline \end{array}$ **13.** $\begin{array}{r} 6 \\ +\,9 \\ \hline \end{array}$

Solve. Use ○ and ▭.

14. $9 + 8$ is the same as $10 +$ _____.

15. $7 + 7$ is the same as $10 +$ _____.

16. $8 + 5$ is the same as $10 +$ _____.

17. $9 + 9$ is the same as $10 +$ _____.

Name _____

10-4

Reteach (1)

1MR2.2, 1NS2.1

Problem-Solving Strategy: Write a Number Sentence

You can write a number sentence to solve a problem.

Pat finds 16 beetles. Tim finds 9 beetles.
How many more beetles does Pat find?

Step 1
Understand

What do I know?

- Pat finds _____ beetles.
- Tim finds _____ beetles.

What do I need to find?

How many more beetles Pat found than Tim.

Step 2
Plan

How will I find how many more?

I can write a number sentence.

Step 3
Solve

Write a number sentence.

- I need to subtract to find how many more.
- I write a number sentence.

_____ − _____ = _____

- The number sentence shows how many more.
  Pat finds _____ more beetles than Tim.

Step 4
Check

Did I write a number sentence? yes

- How do I know? _____

10-4

Name _____

Reteach (2)

1MR2.2, 1NS2.1

Problem-Solving Strategy: Write a Number Sentence

Write a number sentence. Solve.

1. John has 4 toy cars. Lane has 8 toy cars. How many cars do they have total?

_____ ◯ _____ = _____ toy cars

2. Using the same information, find out how many more cars Lane has than John.

_____ ◯ _____ = _____ cars

3. Christy and Dave jump rope. Christy jumps 12 times. Dave jumps 8 times. How many more times does Christy jump than Dave?

_____ ◯ _____ = _____ jumps

4. Grant and Jen bake cookies. They make 10 sugar cookies and 8 peanut cookies. How many cookies do they make in all?

_____ ◯ _____ = _____ cookies

5. Ray got 3 new books. Now Ray has a total of 12 books. How many books did he have before?

_____ ◯ _____ = _____ books

Name _____

10-4

Skills Practice

IMR2.2, INS2.1

Problem-Solving Strategy: Write a Number Sentence

Circle *add* or *subtract*.
Write a number sentence to solve.

Show Your Work

1. 13 moths fly by the light. Then 8 fly away. How many moths are left?


moth

+ add − subtract

_____ ◯ _____ = _____

2. 6 butterflies are in the garden. 5 more butterflies join them. How many butterflies are there now?


butterfly

+ add − subtract

_____ ◯ _____ = _____

3. Matt counts 7 inchworms on the leaves. He counts 4 more on the flowers. How many total inchworms did Matt count?


inchworm

+ add − subtract

_____ ◯ _____ = _____

4. 15 crickets chirp at night. 8 crickets stop chirping. How many crickets keep chirping?


cricket

+ add − subtract

_____ ◯ _____ = _____

Name _____

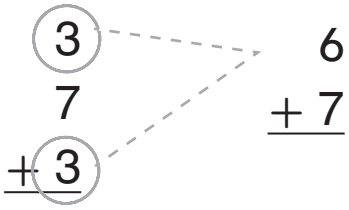
Reteach

INS2.7

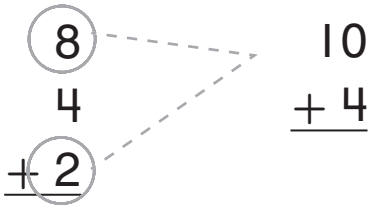
Add Three Numbers

You can use different strategies when you add three numbers.

One way is to look for doubles.
Add 3 and 3 first.
Then add 6 and 7.

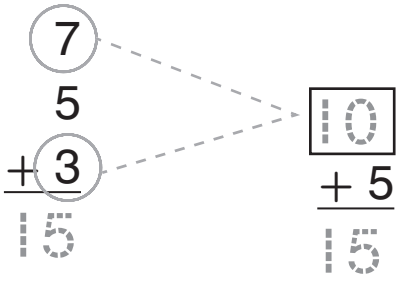


Another way is to look for sums of 10. Add 8 and 2 first. Then add 10 and 4.

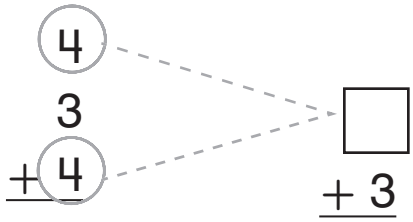


First add the doubles or make a ten.
Circle the numbers you add first.
Then add again and find the sum.

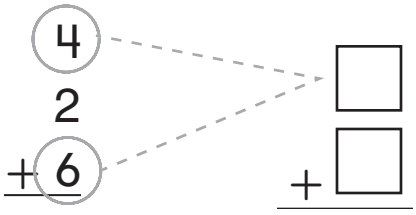
1.



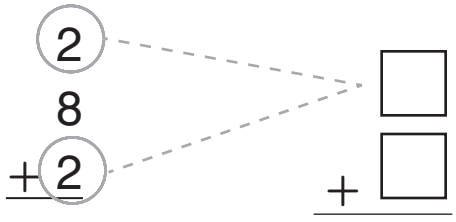
2.



3.



4.



10-5

Name _____

Skills Practice

INS2.7

Add Three Numbers

Circle the numbers you add first.
Then write the sum.

1. (6) (4) + 7 = 17	**2.** 8 + 7 + 3 =	**3.** 2 + 8 + 5 =	**4.** 4 + 4 + 7 =	**5.** 9 + 7 + 1 =
6. 5 + 5 + 4 =	**7.** 8 + 2 + 6 =	**8.** 7 + 7 + 1 =	**9.** 6 + 5 + 4 =	**10.** 3 + 6 + 3 =
11. 2 + 3 + 8 =	**12.** 6 + 6 + 1 =	**13.** 9 + 6 + 1 =	**14.** 8 + 1 + 8 =	**15.** 5 + 7 + 3 =

Choose the best strategy. Circle it. Then solve.

16. 7 + 3 + 8 = _____ make a ten doubles

17. 6 + 6 + 3 = _____ make a ten doubles

18. 2 + 9 + 2 = _____ make a ten doubles

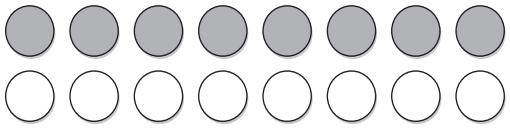
Name _____

Reteach

INS2.1

Use Doubles to Subtract

Use doubles to help you subtract.



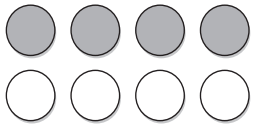
There are 8 gray counters and 8 white counters.

$8 + 8 =$ _____

Use the same double fact to subtract.
Cross out 8 counters to subtract.

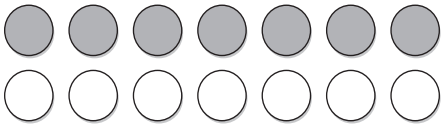
$16 - 8 =$ _____

Add the double. Then subtract.

1. 

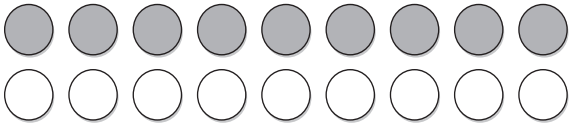
$4 + 4 =$ _____

$8 - 4 =$ _____

2. 

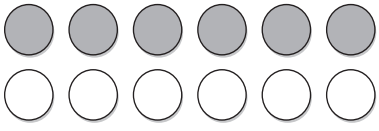
$7 + 7 =$ _____

$14 - 7 =$ _____

3. 

$9 + 9 =$ _____

$18 - 9 =$ _____

4. 

$6 + 6 =$ _____

$12 - 6 =$ _____

10-6

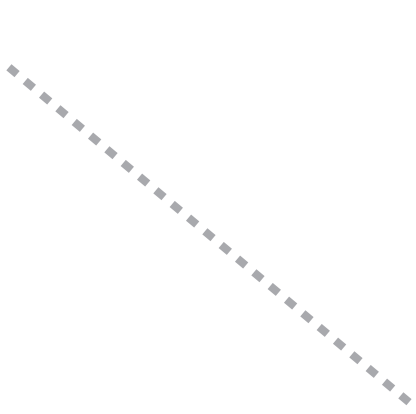
Name _____

Skills Practice

INS2.1

Use Doubles to Subtract

Add or subtract. Then draw a line to match the related facts.



1. $4 + 4 =$ 8 $\qquad 2 - 1 =$ _____

2. $7 + 7 =$ _____ $\qquad 14 - 7 =$ _____

3. $2 + 2 =$ _____ $\qquad 8 - 4 =$ _____

4. $1 + 1 =$ _____ $\qquad 4 - 2 =$ _____

5. $5 + 5 =$ _____ $\qquad 6 - 3 =$ _____

6. $9 + 9 =$ _____ $\qquad 16 - 8 =$ _____

7. $3 + 3 =$ _____ $\qquad 12 - 6 =$ _____

8. $8 + 8 =$ _____ $\qquad 10 - 5 =$ _____

9. $6 + 6 =$ _____ $\qquad 18 - 9 =$ _____

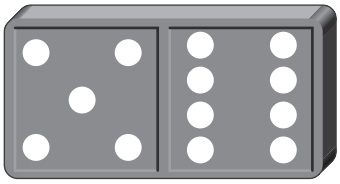
Name _____

Reteach

INS2.2

Relate Addition and Subtraction

Related facts use the same numbers.



Count 5 dots on the left. Count 8 dots on the right.

Make an addition fact: $5 + 8 =$ _____

Start with 13 to write subtraction facts.

$13 - 8 =$ _____ $13 - 5 =$ _____

Add. Then subtract.
Write the related subtraction facts.

1. $6 + 8 =$ ____ Subtract 8 $14 -$ ____ $=$ ____

Subtract 6 $14 -$ ____ $=$ ____

---

2. $9 + 4 =$ ____ Subtract 4 ____ $-$ ____ $=$ ____

Subtract 9 ____ $-$ ____ $=$ ____

---

3. $5 + 9 =$ ____ Subtract 9 ____ ◯ ____ ◯ ____

Subtract 5 ____ ◯ ____ ◯ ____

---

4. $9 + 7 =$ ____ Subtract 7 ____ ◯ ____ ◯ ____

Subtract 9 ____ ◯ ____ ◯ ____

10-7

Name _____

Skills Practice

INS2.2

Relate Addition and Subtraction

Preparation: Connecting cubes are needed for this activity.

Use  . Add. Then write the related subtraction facts.

1. $9 + 6 =$ 15

15 ○ 9 = 6

15 ○ 6 = 9

2. $4 + 8 =$ _____

_____ ○ _____ = _____

_____ ○ _____ = _____

3. $7 + 9 =$ _____

_____ ○ _____ = _____

_____ ○ _____ = _____

4. $8 + 5 =$ _____

_____ ○ _____ = _____

_____ ○ _____ = _____

5. $8 + 3 =$ _____

_____ ○ _____ = _____

_____ ○ _____ = _____

6. $9 + 5 =$ _____

_____ ○ _____ = _____

_____ ○ _____ = _____

7. $9 + 4 =$ _____

_____ ○ _____ = _____

_____ ○ _____ = _____

8. $8 + 6 =$ _____

_____ ○ _____ = _____

_____ ○ _____ = _____

Name _____

10-8

Reteach (1)

1AF1.1, 1MR2.1

Problem-Solving Investigation: Choose a Strategy

The lunchroom has 7 juice boxes. 12 students ask for juice boxes. How many more juice boxes does the lunchroom need?

Step 1
Understand

What do I know?

There are 7 juice boxes.
12 students want juice.

What do I need to find out?

How many more juice boxes are needed.

Step 2
Plan

How will I find how many juice boxes are needed?

I can write a number sentence.

Step 3
Solve

Write a number sentence.

_____ ◯ _____ = _____

The lunchroom needs _____ more juice boxes.

Step 4
Check

Look back.

Did I write a number sentence? _____
Does my answer tell me how many more juice boxes are needed? _____

Name _____

10-8

Reteach (2)

IAF1.1, IMR2.1

Problem-Solving Investigation: Choose a Strategy

Problem-Solving Strategies

- Act it out
- Draw a picture
- Write a number sentence

Solve.

1. 17 people in Mrs. Ann's class buy lunch. 9 people in Mr. Will's class buy lunch. How many more students from Mrs. Ann's class buy lunch?

_____ students

---

2. Josh drew 9 squares. Janet drew 5 squares. Larry drew 5 squares. How many squares did they draw in all?

_____ squares

---

3. 18 oranges were hanging from the tree. 7 fell off. 2 were picked by children. How many oranges are still on the tree?

_____ oranges

Name _____

10-8

Skills Practice

1AF1.1, 1MR2.1

Problem Solving Investigation: Choose a Strategy

Solve.

Problem-Solving Strategies

- Act it out
- Draw a picture
- Write a number sentence

1. 13 students are on the basketball team. 4 fewer students are on the volleyball team. How many students are on the volleyball team?
   _____ students

2. Stef has 8 pencils. Rich has 4 pencils. Todd has 2 pencils. How many total pencils do they have? _____ pencils

3. 20 students signed up for the Clean Up program. 6 students cleaned from 8:00 to 10:00. 4 students cleaned from 10:00 to 12:00. How many students cleaned?
   _____ students

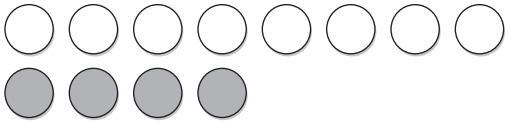
Name _____

Reteach

INS2.1

Fact Families

A fact family uses the same numbers.



A fact family has two addition problems.

$8 + 4 =$ _____ $4 + 8 =$ _____

The 8 and 4 trade places.

A fact family also has two subtraction problems.

$12 - 4 =$ _____ $12 - 8 =$ _____

Subtraction starts with the greater number.

Add and subtract.
Then write the numbers that make a fact family.

1. $6 + 9 =$ _____ $15 - 9 =$ _____

$9 + 6 =$ _____ $15 - 6 =$ _____

_____, _____, and _____ make a fact family.

---

2. $8 + 5 =$ _____ $13 - 5 =$ _____

$5 + 8 =$ _____ $13 - 8 =$ _____

_____, _____, and _____ make a fact family.

10-9

Name _____

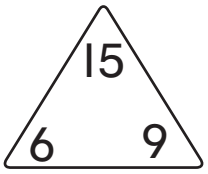
Skills Practice

INS2.1

Fact Families

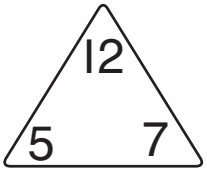
A fact family uses the same 3 numbers.

Add and subtract.
Complete each fact family.

1. 

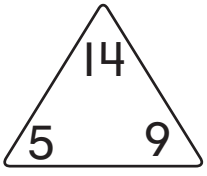
$6 + 9 = 15$ $15 - 6 = 9$

$9 + 6 =$ _____ $15 - 9 =$ _____

2. 

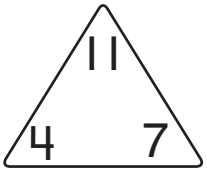
$7 + 5 =$ _____ $12 - 5 =$ _____

$5 + 7 =$ _____ $12 - 7 =$ _____

3. 

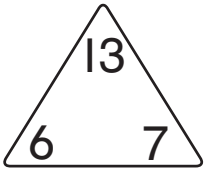
$9 + 5 =$ _____ $14 - 5 =$ _____

$5 + 9 =$ _____ $14 - 9 =$ _____

4. 

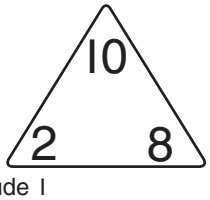
$7 + 4 =$ _____ $11 - 4 =$ _____

$4 + 7 =$ _____ $11 - 7 =$ _____

5. 

$6 + 7 =$ _____ $13 - 7 =$ _____

$7 + 6 =$ _____ $13 - 6 =$ _____

6. 

$8 + 2 =$ _____ $10 - 2 =$ _____

$2 + 8 =$ _____ $10 - 8 =$ _____

Name _____

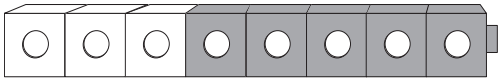
Reteach

INS1.3

Ways to Name Numbers

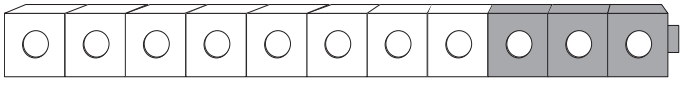
Preparation: Connecting cubes are needed for this activity.

You can **add** to make a number.

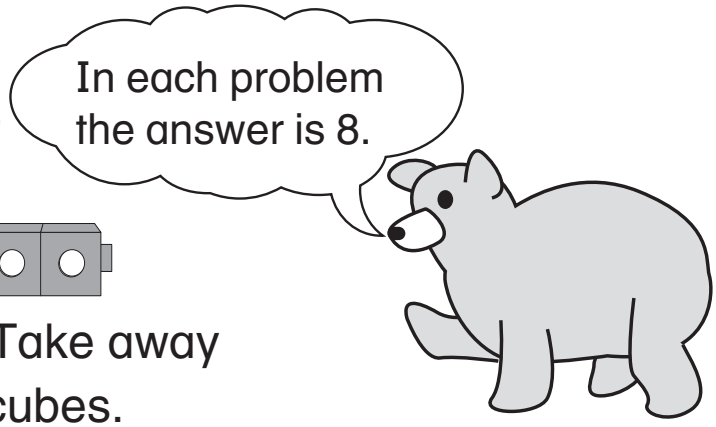


Make a train of 3 cubes and 5 cubes. Your train has 8 cubes.
3 + 5 is a way to make 8.

You can **subtract** to make a number.



Make a train of 11 cubes. Take away 3 cubes. Your train has 8 cubes.
11 − 3 is another way to make 8.



Use  . Circle the ways to make that number.

1. 5

4 + 1	8 − 3
5 + 5	9 − 4

2. 4

2 + 2	7 − 4
9 − 5	4 + 0

3. 8

2 + 6	11 − 3
9 − 2	5 + 3

4. 9

4 + 5	12 − 4
10 − 1	7 + 2

10-10

Name _____

Skills Practice

INS1.3

Ways to Name Numbers

Circle the ways to make that number.

1. 11

9 + 2	7 + 4
10 − 1	6 + 5

2. 5

4 + 2	7 − 2
10 − 5	9 − 4

3. 10

7 + 3	12 − 3
4 + 6	1 + 9

4. 7

10 − 2	9 − 2
2 + 5	0 + 7

5. 9

16 − 7	15 − 6
13 − 4	15 − 8

6. 8

13 − 4	15 − 7
16 − 8	14 − 6

7. 12

4 + 8	9 + 3
7 + 5	4 + 7

8. 6

12 − 6	11 − 5
10 − 5	13 − 7

Name _____

Reteach

INS1.5

Pennies and Nickels

Five pennies equal 5¢.

5¢ = 5¢

Count by ones.

3¢

1, 2, 3

Count by fives.

15¢

5, 10, 15

Circle coins to match the amount.

1. 3¢

2. 9¢

3. 18¢

Name _____

11-1

Skills

INS1.5

Pennies and Nickels

You can use  and  . Count the coins. Write the total on the tag.

1. 

_____¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢

2. 

_____¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢

3. 

_____¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢

Solve.

4. Mike buys a toy boat. He spends 3 nickels and 4 pennies. How much does the boat cost? _____¢

5. Mrs. Pratt buys a clock. She spends 4 nickels and 5 pennies. How much does the clock cost? _____¢

Name _____

Reteach

Pennies and Dimes

Ten pennies equal 10¢.
One dime equals 10¢.

You can trade 10 pennies for 1 dime.
They are the same amount of money.

Use  and  to trade.

1. 20 

2. 30 

3. 50 

4. 40 

11-2

Name _____

Skills Practice

INS1.5

Pennies and Dimes

Preparation: Play money is needed for this activity.

Trade pennies for as many dimes as you can. Draw dimes and pennies. Use  **and**  **to help.**

Pennies You Start With	Trade for Dimes	Leftover Pennies	Total Amount
36 			36 ¢
44 			_____¢
51 			_____¢

Solve.

1. Tina has 40 pennies. The machine only takes dimes. What trade should she make? _____

Name _____

Reteach

INS1.5

Pennies, Nickels, and Dimes

Preparation: Scissors and glue are needed for this activity.

One **penny** equals 1¢.
Count pennies by ones.

One **nickel** equals 5¢.
Count nickels by fives.

One **dime** equals 10¢.
Count dimes by tens.

Cut out the squares. Glue them to match the amount.

1. 27¢

2. 35¢

11-3

Name _____

Skills Practice

INS1.5

Pennies, Nickels, and Dimes

Draw the coins you have. Count them.

Coins You Have	Draw Your Coins	How Much Money Do You Have?
1  3  1 	10¢ 1¢ 5¢ 5¢ 5¢	26 ¢
2  3  0 		_____ ¢
3  1  1 		_____ ¢
1  4  0 		_____ ¢

Solve.

1. Jeff has 5 nickels. Emily has 3 dimes. Who has more money? _____

Name _____

Reteach

INS1.5

Counting Money

Counting coins is easier if you start with the coin that has the greatest value first.

How much is there? Start by putting the coins in order from greatest to least. Then count.

10¢ 20¢ 25¢ 30¢ 31¢ 32¢ 33¢

Total = 33¢

Draw the coins from *greatest* to *least* value. Then count. Write the amount.

1.

Total = _____ ¢

2.

Total = _____ ¢

11-4

Name _____

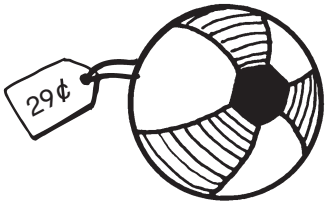
Skills Practice

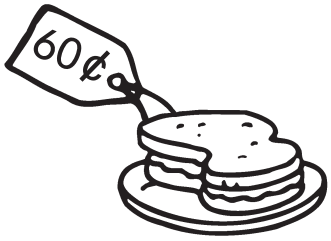
INS1.5

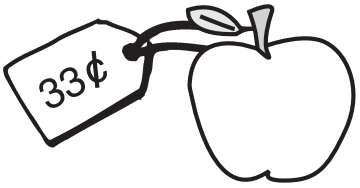
Counting Money

Preparation: Play money is needed for this activity.

You can use coins. Circle the coins to match each price.

1. 

2. 

3. 

Solve. Use coins to help.

4. Marc has 5 coins in his pocket. They add up to 36¢. How many dimes, nickels, and pennies does he have?

_____ dimes _____ nickels _____ pennies

Name _____

11-5

Reteach (1)

INS1.5, IMR1.2

Problem-Solving Strategy: Act It Out

Bob the Clown goes to the store. He buys a  for 5¢. He buys a  for 13¢. How much money does he spend?

Step 1
Understand

What do I know?

Bob spent 5¢.

Bob spent 13¢.

What do I need to find out?

How much money Bob spends.

Step 2
Plan

How will I find out how much he spent?

I can act it out .

Step 3
Solve

Act it out.

Draw coins.

Draw the coins for the  .

Draw the coins for the  .

Count the coins. Bob spends _____ ¢.

Step 4
Check

Does my answer make sense?

Name _____

11-5 Reteach (2)

INS1.5, IMR1.2

Problem-Solving Strategy: Act It Out

Preparation: Play money is needed for this activity.

Use coins to solve.

1. Darin buys a green ball for  . He buys a red ball for  . How much does he spend?

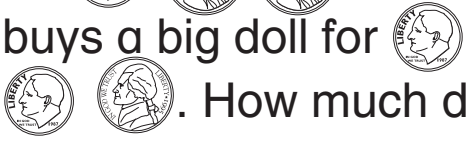
_____ ¢

2. Manny buys a blue car for 30¢. He buys a yellow car for 15¢. How much does he spend in all?

_____ ¢

3. Paul buys a toy dog for 11¢. He buys a toy cat for 7¢. How much money does he spend in all?

_____ ¢

4. Carol buys a small doll for  . She buys a big doll for  . How much does she spend? _____ ¢

5. Mia buys a red pen for 15¢. She buys a blue pen for 27¢. How much does she spend in all?

_____ ¢

6. A toy rabbit costs 52¢. A toy bird costs 30¢. How much do they cost together?

_____ ¢

Name _____

Skills Practice

INS1.5, IMR1.2

Problem-Solving Strategy: Act It Out

Preparation: Play money is needed for this activity.

Use coins to act out the problem. Solve.

1. Evan buys a  for 17¢.

He buys a  for 10¢.
How much money does Evan spend in all?

Evan spends 27 ¢.

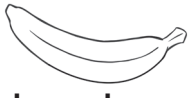
2. Jane buys a  for 15¢.

She buys a  for 20¢.
How much money does Jane spend in all?

Jane spends _____ ¢.

3. Frank buys a toy car for 32¢.
Then he buys a ball for 20¢.
How much money does he spend in all?

He spends _____ ¢.

4. Leon buys a  for 24¢. Which coins did he use? Draw them.

Name _____

Reteach

INS1.5

Equal Amounts

Preparation: Play money is needed for this activity.

You can show equal amounts in different ways.

20¢ = 

20¢ = 

20¢ = 

20¢ = 

Use or draw coins. Show the coin amount. Then have a partner show it a different way. Take turns.

Amount	First Way	Second Way
15¢	_____	_____
10¢	_____	_____
17¢	_____	_____

Name _____

11-6 Skills Practice

Equal Amounts

INS1.5

Draw the same amount of money a different way.

1. 

2. 

3. 

4. 

Solve.

5. Jason has 2 dimes and a nickel. Luisa has one dime, a nickel, and five pennies. Do they have the same amount? _____

Name _____

Reteach

INS1.5

Quarters

A quarter is 25 cents.

25 cents = 25¢

Draw the coins you have. Count them.

Coins you have	Draw your coins	How much money do you have?
1  3  0  0 		_____ ¢
2  3  1  0 		_____ ¢
3  1  0  1 		_____ ¢

11-7

Name _____

Skills Practice

INS1.5

Quarters

Count the coins. Write the price.

1.  53 ¢

2.  _____ ¢

3.  _____ ¢

4.  _____ ¢

Solve.

5. Tani has two quarters, a dime, and two pennies. He says he has 67¢. Is he right? _____

6. Ms. Diaz needs a new hammer. It costs 80¢.

   She has  .

   Does she have enough? _____

   What coin does she need to buy the hammer?

   _____

Name _____

11-8

Reteach (1)

INS1.5, IMR1.1

Problem-Solving Investigation: Choose a Strategy

Dave is confused. He has all nickels. They add up to 35¢. How many nickels does he have?

Step 1
Understand

What do I know?

He has all nickels.
They add up to 35¢.

What do I need to find out?

How many nickels there are.

Step 2
Plan

How will I find out?

I can guess and check. But I may not guess the answer right away.
Using coins would be faster.
I can use coins. I will use a model.

Step 3
Solve

Use a model.

There are _____ nickels.

Step 4
Check

Does my model show how many nickels there are? yes
Did I choose the right strategy?
Answers will vary.

Name _____

11-8 Reteach (2)

INS1.5, IMR2.2

Problem-Solving Investigation: Choose a Strategy

Choose a strategy and solve.

Problem-Solving Strategies

- Act It Out
- Use a Model
- Guess and Check

1. Phil's mom gives a dime for each lost tooth. She gave 60¢ to Phil. How many dimes did Mom give? ____ dimes

2. Mr. Sun found 2 quarters in his car. He found a nickel in his pocket. He found 3 pennies in his couch. How much money did he find? _____¢

3. Scott had 65¢. Julie took 2 coins. Scott now has 50¢. What 2 coins did Julie take? _____

 baseball	37¢
 flower	23¢
 shoes	70¢

Minnie goes to the store. She has  .

4. How much money does Minnie have? _____ ¢

5. Can Minnie buy the  ? _____

Name _____

11-8

Skills Practice

INS1.5, IMR2.2

Problem-Solving Investigation: Choose a Strategy

Choose a strategy and solve.

Problem-Solving Strategies

- Act It Out
- Use a Model
- Guess and Check

1. Roy has 9 dimes. He spends 60¢. How many dimes does he have left? _____ dimes

2. Lisa has 14 pennies. She finds 25 pennies in the yard. She finds 8 pennies at school. How much money does she have? _____ ¢

3. Emil has 95¢. He gives three coins to his mom. Now he has 20¢. What three coins did he give?

_____

Shelly goes to the store. She wants to buy a present. She has 3 quarters.

4. How much money does Shelly have? _____ ¢

5. Can Shelly buy the horse? _____

Name _____

Reteach

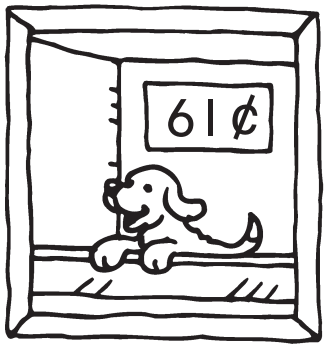
INS1.5

Money Amounts

You can count coins to see if you have enough to buy something.

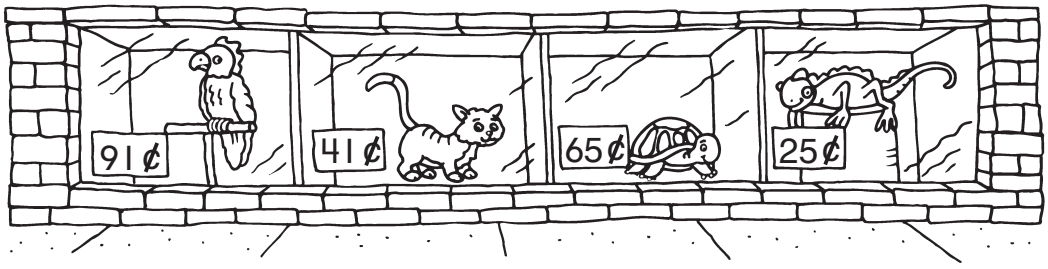
Start counting with the coin that has the greatest value.

25¢ 50¢ 60¢ 70¢ 75¢



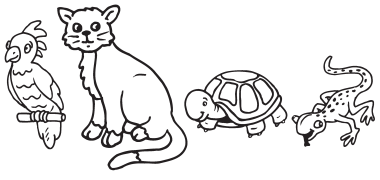
75¢ is more than 61¢

You can buy the dog.



Count the coins. Circle the animals you can buy.

1. 



Name _____

11-9

Skills Practice

INS1.5

Money Amounts

Count the coins. Write the amount.

1. 

You have 62 ¢

Can you buy the object? yes

2. 

You have _____ ¢

Can you buy the object? _____

3. 

You have _____ ¢

Can you buy the object? _____

Solve.

4. Matt has two quarters, a dime, three nickels, and two pennies. Mittens cost 75¢. Does he have enough to buy the mittens? _____

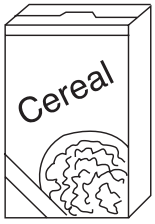
Name _____

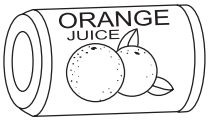
Reteach

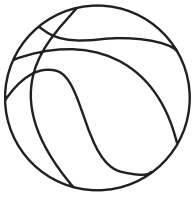
IMG2.0

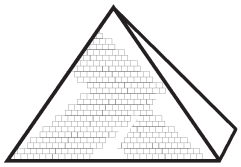
Solid Shapes

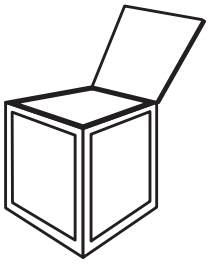
Draw lines from the solid shapes to the matching objects.







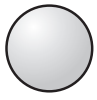




cube

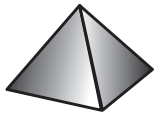
rectangular prism

cylinder



sphere

cone



pyramid

12-1

Name _____

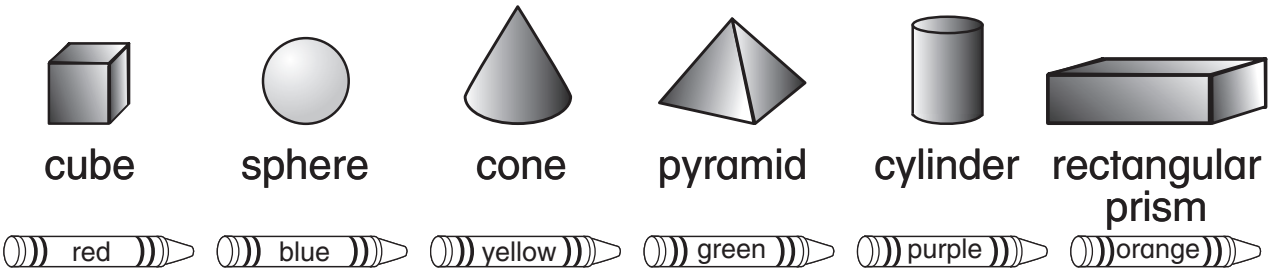
Skills Practice

IMG2.0

Solid Shapes

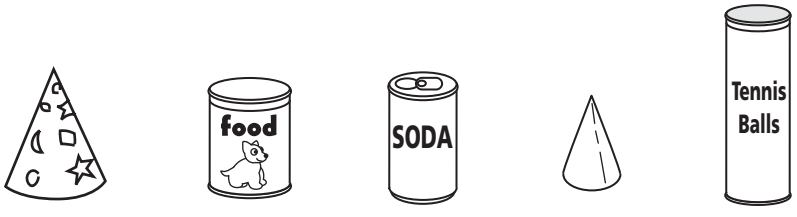
Preparation: Crayons are needed for this activity.

Color the shapes.



Solve.

Sort the objects into two groups. Circle each object in one group. Underline each object in the other group.



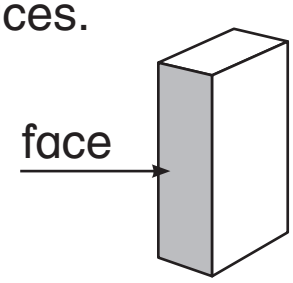
Name _____

Reteach

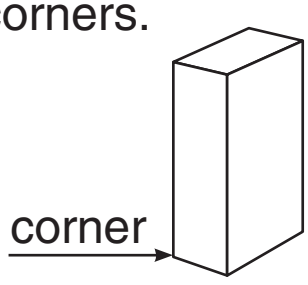
IMG2.2

Faces and Corners

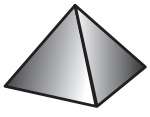
Solid shapes have *faces* or sides.
This prism has 6 faces.



Solid shapes also have *corners*.
This prism has 8 corners.



Use blocks or objects in the classroom.
Find the number of faces and corners.

1. 

A pyramid has _____ faces and _____ corners.

2. 

A sphere has _____ faces and _____ corners.

3. 

A cube has _____ faces and _____ corners.

4. 

A cone has _____ face and _____ corner.

12-2

Name _____

Skills Practice

IMG2.2

Faces and Corners

Use solid shapes to help. Write how many.

1. 

_____ corners

_____ faces

2. 

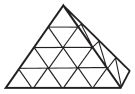
_____ corners

_____ faces

3. 

_____ corners

_____ faces

4. 

_____ corners

_____ faces

5. 

_____ corners

_____ faces

6. 

_____ corner

_____ face

Draw a picture to solve.

7. Jeff made a shape with 6 faces. The shape has 8 corners. All of the faces are the same size and shape. What shape did Jeff make?

_____

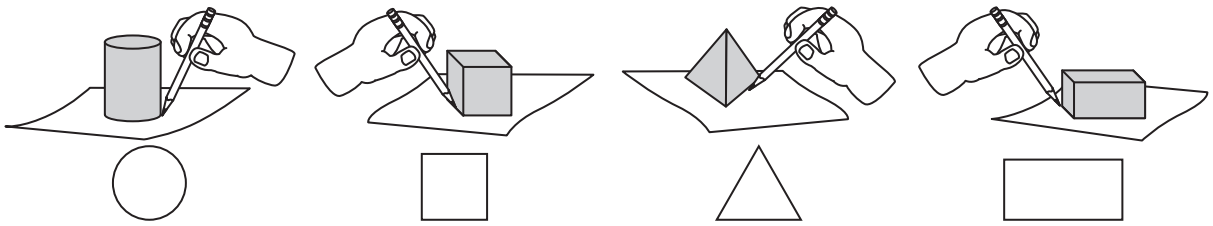
Name _____

Reteach

IMG2.1

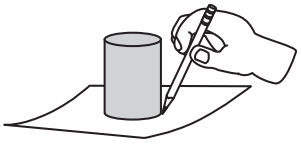
Relate Solid Shapes to Plane Shapes

Some solids have flat faces.
You can trace them to make a shape.

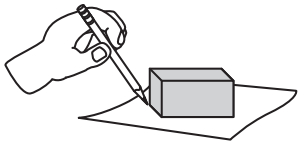


circle square triangle rectangle

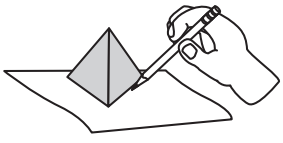
What shape face is being traced?
Write your answer.

1. 

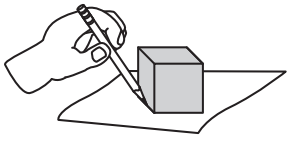
circle

2. 

_____

3. 

_____

4. 

_____

12-3

Name _____

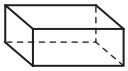
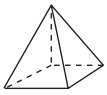
Skills Practice

IMG2.1

Relate Solid Shapes to Plane Shapes

Preparation: Crayons are needed for this activity.

Use blocks or objects in your classroom. Trace all the flat faces you can. Write how many plane shapes you traced. Write how many flat faces.

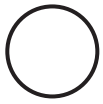
SHAPE	□	○	△	▭	flat faces
1. 	6	0	0	0	6
2. 					
3. 					
4. 					
5. 					

Name _____

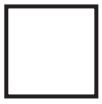
Reteach

Plane Shapes

Plane shapes are shapes that are flat.

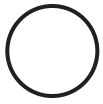

circle


triangle


square


rectangle

Name as many objects that are shaped like each plane shape as you can.

1. 

plate, clock, coins

_____

_____

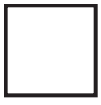
_____

2. 

_____

_____

_____

3. 

_____

_____

_____

4. 

_____

_____

_____

12-4

Name _____

Skills Practice

MG2.1

Plane Shapes

Preparation: Crayons are needed for this activity.

1. Draw a robot. Use at least one  , one  , one  , and one  .

2. Color all  orange.

3. Color all  blue.

4. Color all  red.

5. Color all  brown.

Solve.

6. Jay is drawing the faces of a cube. Will he draw more than one kind of shape? Explain. _____

_____

Name _____

12-5

Reteach (1)

IMG2.2, IMR2.2

Problem-Solving Strategy: Logical Reasoning

Ira sees a street sign. The sign is not round.
The sign has 3 corners.
What shape is the sign Ira sees?

Step 1
Understand

What do I know?

The sign is not round.
The sign has 3 corners.

What do I need to find out?

I need to find out the shape of the sign.

Step 2
Plan

How will I find the shape of the sign?

I will use logical reasoning.

Step 3
Solve

Find a logical answer.

I will draw a circle, square, triangle, and rectangle.
The sign is not round.
I will cross out the circle.
The sign has 3 corners.
I will cross out the square and rectangle.
The sign is a triangle.

Step 4
Check

Look back

Does my answer make sense? yes

Name _____

12-5 Reteach (2)

IMG2.2, IMR2.2

Problem-Solving Strategy: Logical Reasoning

Draw the shape. Write the name of the shape.

1. Bill's clock does not have any sides.
The clock does not have any corners.
What shape is Bill's clock?

Bill's clock is a _____.

---

2. Jose has a gift with 4 corners.
The gift's sides are not the same length.
What shape is Jose's gift?

Jose's gift is a _____.

---

3. Libby's hat has 1 face.
Libby's hat is curved.
What shape is Libby's hat?

Libby's hat is a _____.

---

4. Trina's picture has sides that
are the same length.
Trina's picture has 3 sides.
What shape is Trina's picture?

Trina's picture is a _____.

Name _____

12-5 Skills Practice

IMG2.2, IMR2.2

Problem-Solving Strategy: Logical Reasoning

Draw the shape. Write the name of the shape.

1. Kay's book has 4 corners.
The sides are the same length.
What shape is Kay's book?

Kay's book is a _____.

---

2. Ron's toy has 3 corners.
The sides of the toy are the same length.
What shape is Ron's toy?

Ron's toy is a _____.

---

3. Ann's drum has 2 faces.
Her drum is curved.
What shape is Ann's drum?

Ann's drum is a _____.

---

4. Toby's puzzle has 6 faces.
The sides of the puzzle are the same length.
What shape is Toby's puzzle?

Toby's puzzle is a _____.

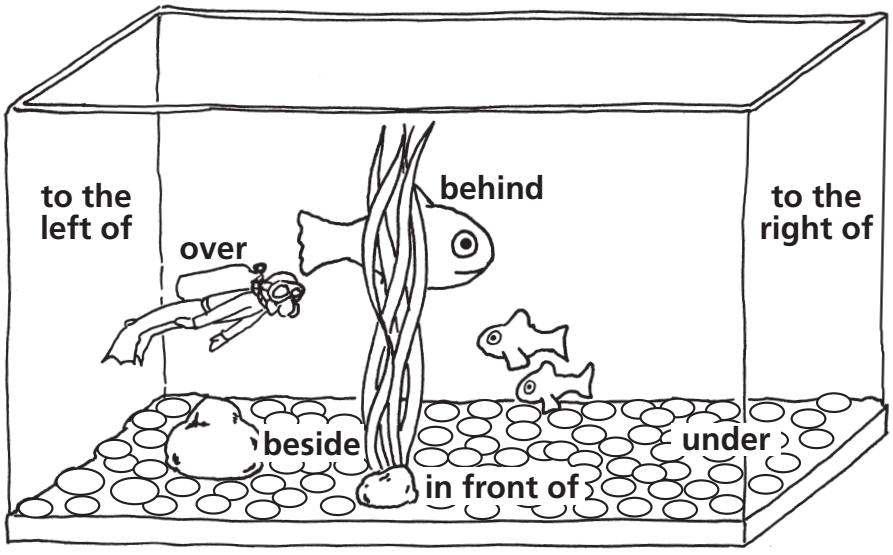
Name _____

Reteach

IMG2.4

Position

Position words tell you where something is.



Look at the picture. Use position words to fill in the blanks.

1. The small rock is in front of the plant.
2. The little fish are _____ the plant.
3. The big fish is _____ the little fish.
4. The big rock is _____ the plant.
5. The toy diver is _____ the big rock.
6. The toy diver is _____ the plant.
7. The plant is _____ the big fish.
8. The plant is _____ the small rock.

12-6

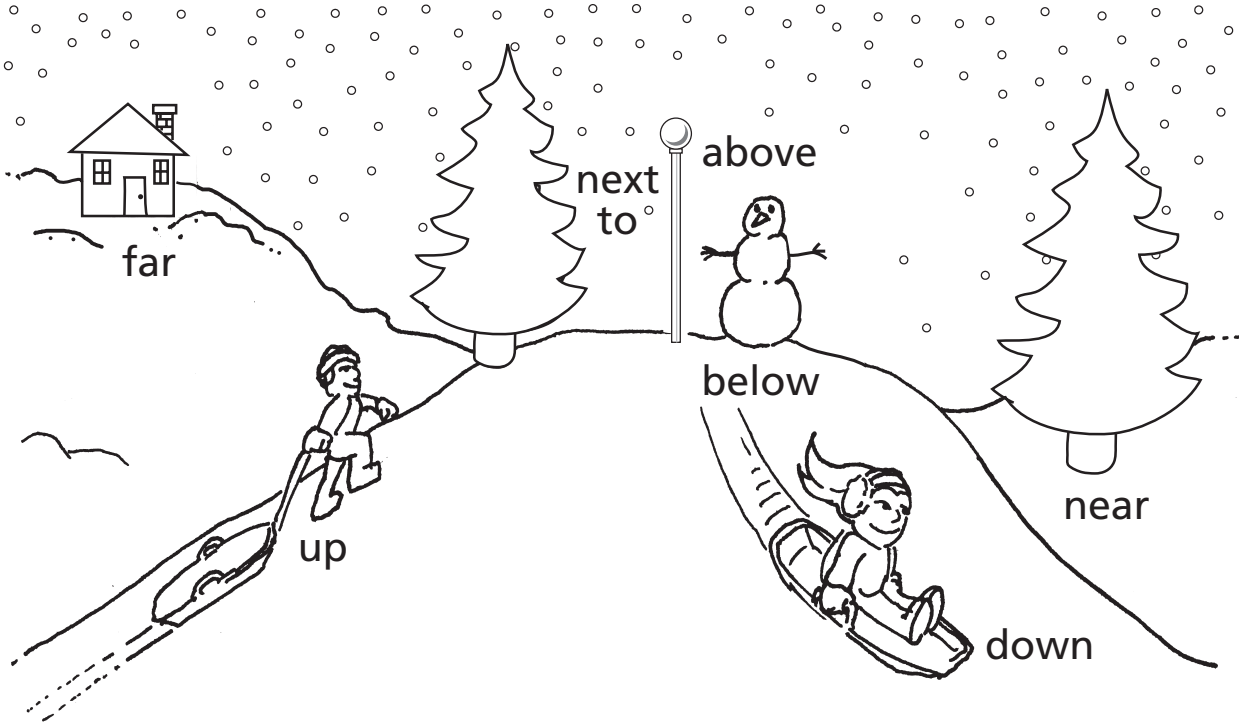
Name _____

Skills Practice

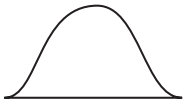
IMG2.4

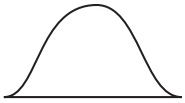
Position

Position words tell where objects are.



Draw here or on another sheet of paper.

1.  going up 

2.  going down 

3.  below 

4.  near 

5.  left of 

6.  right of 

Name _____

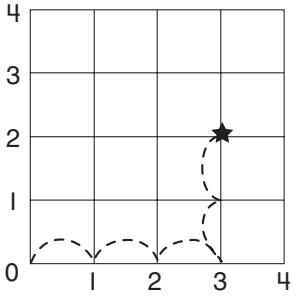
Reteach

IMG2.3

Give and Follow Directions

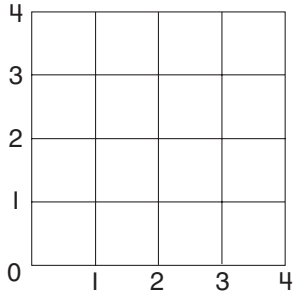
You can use a grid to help you find places on a map.
You can also use a grid to create maps.
Follow the directions to draw a map.

Start at 0.
Go right 3.
Go up 2.
Draw a star.

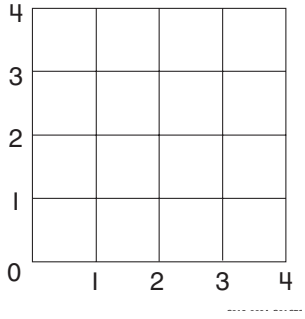


Follow the directions to create a map.

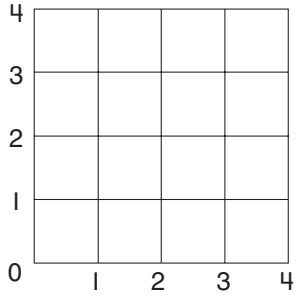
1. Start at 0.
Go up 3.
Go right 3.
Draw a star.



2. Start at 0.
Go right 3.
Go up 1.
Draw a triangle.



3. Start at 0.
Go right 1.
Go up 1.
Draw a circle.



Name _____

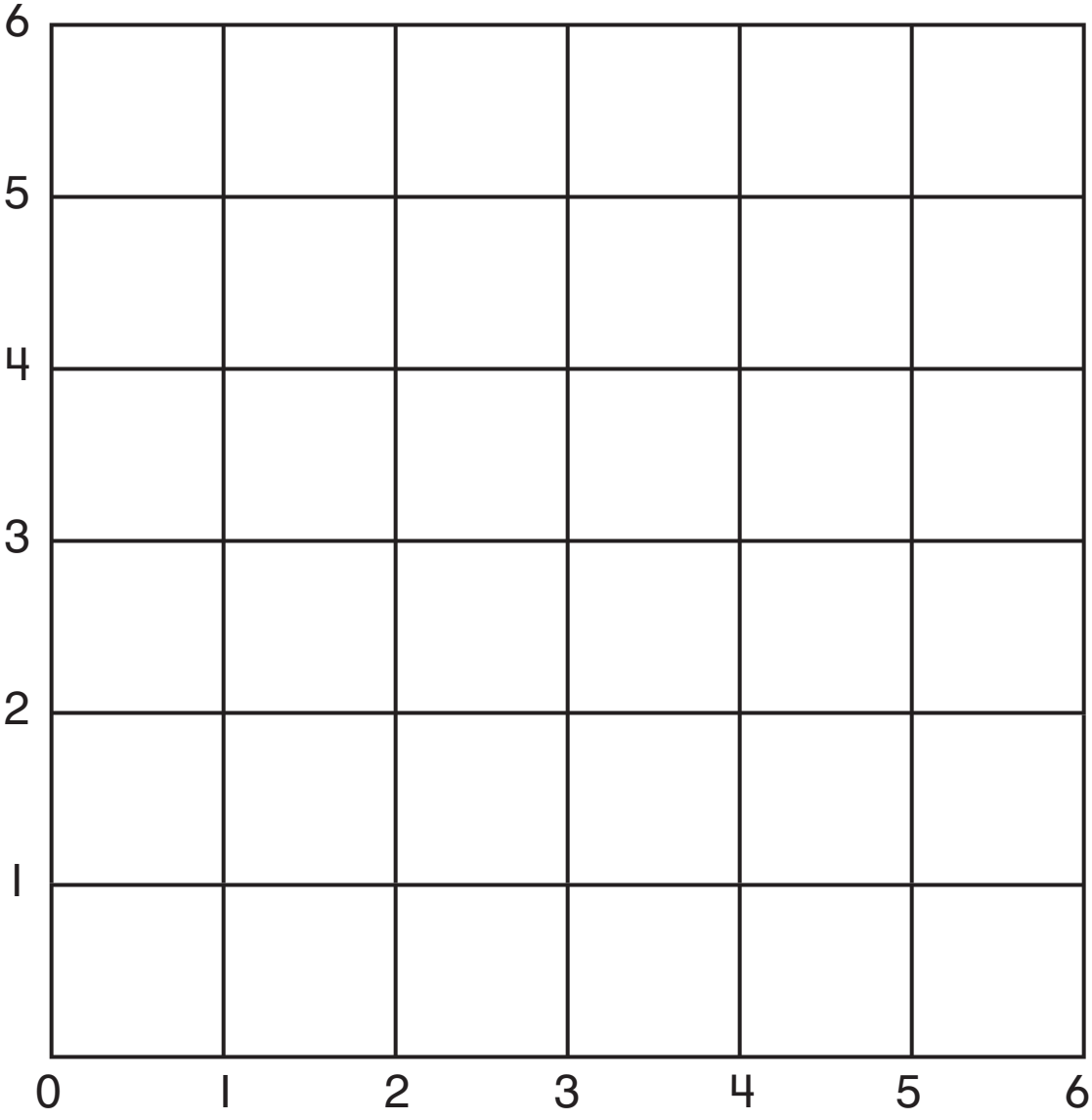
12-7

Skills Practice

IMG2.3

Give and Follow Directions

Start at 0. Follow the directions. Draw the object.



1. Go right 3, then up 1. Draw a  .

2. Go right 5, then up 4. Draw a  .

3. Go right 1, then up 3. Draw a  .

4. Go right 4, then up 5. Draw a  .

Name _____

12-8

Reteach (1)

IMR1.1, IMR2.2

Problem-Solving Investigation: Choose a Strategy

Mark has a can of peas. It has 2 faces.
1 face is the shape of a circle.
What is the other face?

Step 1
Understand

What do I know?

Mark has a can of peas.
It has 2 faces.
1 face is a circle.

What do I need to find out?

What the other face is.

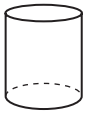
Step 2
Plan

How will I find what the face is?

I can draw a picture .

Step 3
Solve

Draw a picture.



The faces are a circle and a circle .

Step 4
Check

Look back

Did I draw a picture of a can? yes

Does my answer show what shape the other face is? yes

Name _____

12-8

Reteach (2)

IMR1.1, IMR2.2

Problem-Solving Investigation: Choose a Strategy

Solve.

Problem-Solving Strategies

- Find a pattern
- Logical reasoning
- Draw a picture

1. Julia's jack-in-the-box is like a cube. How many corners does it have?

_____ corners

---

2. Colin is buying a mirror The mirror has 4 corners. All the sides are same length. What shape is Colin's mirror?

_____

---

3. Terrell is drawing patterns. He draws square, triangle, square, triangle, square, triangle. Will the 8th shape be a square or a triangle?

_____

Name _____

12-8 Skills Practice

IMR1.1, IMR2.2

Problem-Solving Investigation: Choose a Strategy

Solve.

Problem-Solving Strategies

- Find a pattern
- Logical reasoning
- Draw a picture

1. Sofia is looking at a postcard. The postcard has 4 corners. Its sides are not the same length. She says her postcard is a rectangle. Is she right?

_____

2. Dave is drawing patterns. He draws circle, square, circle, square, circle, square. What will the 8th shape be?

_____

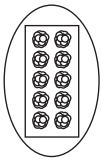
3. Earl is camping. His tent has 4 faces that are triangles. He says the floor of his tent is a circle. Is he right? _____

Name _____

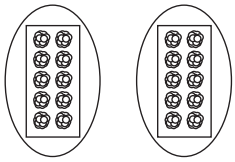
Reteach

INS1.4

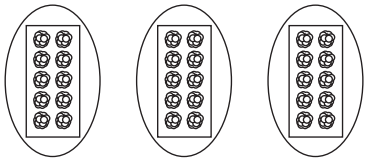
Tens



1 group of ten **10**

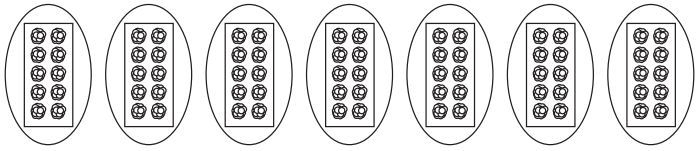


2 groups of ten **20**



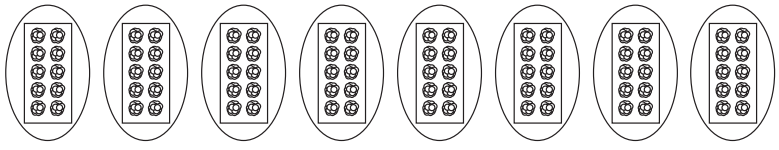
3 groups of ten **30**

Count groups of tens.
Circle the number.

1. 

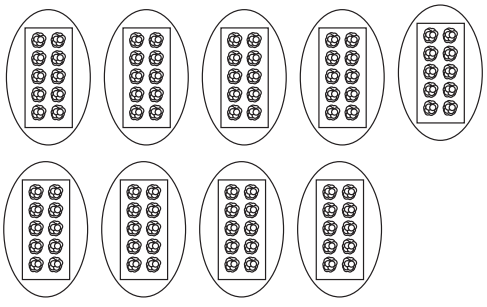
7 groups of ten

40 70 80

2. 

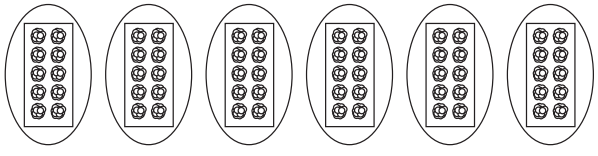
_____ groups of ten

60 70 80

3. 

_____ groups of ten

80 90 100

4. 

_____ groups of ten

50 60 70

13-1

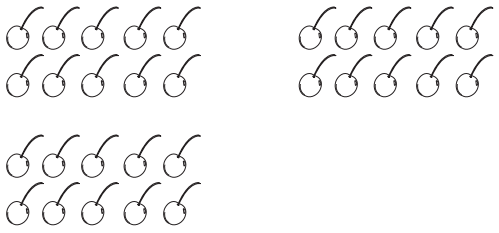
Name _____

Skills Practice

INS1.4

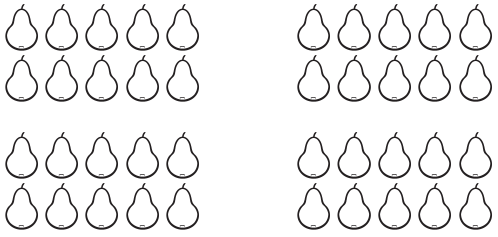
Tens

Count groups of ten. Write the number.

1. 

_____ tens

_____
thirty

2. 

_____ tens

_____
forty

3. 

_____ tens

_____
sixty

Write your answers.

4. Gwen has 5 vases with 10 flowers in each vase.
How many groups of ten does she have? _____
How many flowers are there in all? _____ flowers

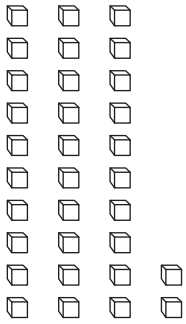
5. Mark, Sean, May, and Ben each have 10 marbles.
How many groups of ten are there? _____
How many marbles do they have in all? _____
May goes home and takes her marbles with her.
How many marbles are there now? _____ marbles

Name _____

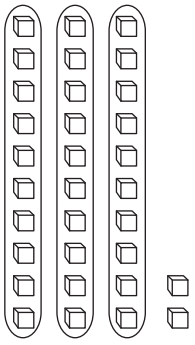
Reteach

INS1.4

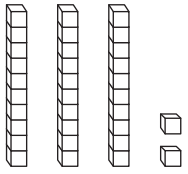
Tens and Ones



32 = **32** ones



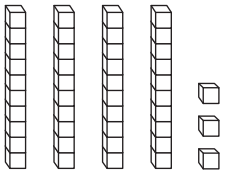
32 ones = **3** tens **2** ones



3 tens **2** ones

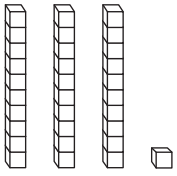
Write how many ones. Count the groups of ten. Write how many tens and ones.

1.



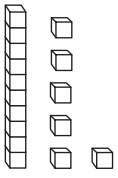
43 = _____ ones _____ tens _____ones

2.



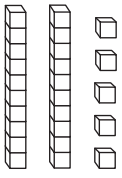
31 = _____ ones _____ tens _____one

3.



16 = _____ ones _____ ten _____ones

4.



25 = _____ ones _____ tens _____ones

13-2

Name _____

Skills Practice

INS1.4

Tens and Ones

Preparation: Connecting cubes are needed for this activity.

Use  . Make groups of tens and ones.
Write how many.

1. 26 twenty-six

_____ ones

_____ tens _____ ones

2. 31 thirty-one

_____ ones

_____ tens _____ one

3. 22 twenty-two

_____ ones

_____ tens _____ ones

4. 13 thirteen

_____ ones

_____ ten _____ ones

Write your answer.

5. How can you use tens and ones to show that 23 is different than 32? _____

_____

6. Pat is thinking of a number. It has 5 tens and 4 ones. What is the number? _____

Name _____

13-3

Reteach (1)

INS1.1, IMR2.2

Problem-Solving Strategy: Guess and Check

Preparation: Connecting cubes are needed for this activity.

Beth has 21 shirts to put in 3 drawers.
She wants the same number of shirts in each drawer.
How many shirts go in each drawer?

Step 1 — **Understand**

What do I know?

Beth has 21 shirts.
There are 3 drawers.
She wants the same number of shirts in each drawer.

What do I need to find out?

How many shirts in each drawer?

Step 2 — **Plan**

How will I find the reasonable answer?

I will guess and check.

Step 3 — **Solve**

Guess and check.

Guess the number. Use cubes to check.

Guess 7 shirts in each drawer.
Put 7 cubes in 3 groups.
Count the cubes. How many? 21

Step 4 — **Check**

Does my answer make sense? yes

How did I check my guess? I used cubes.

13-3

Name _____

Reteach (2)

INS1.1, IMR2.2

Problem-Solving Strategy: Guess and Check

Use guess and check to solve.

1. Sam has 4 bags of grapes. There are 10 grapes in each bag. How many grapes are there?

_____ grapes

2. Mick has 18 quarters and three brothers. He wants to give the same number of quarters to each brother. How many quarters should each brother get?

_____ quarters

3. There are six rows of flowers in a garden. Each row has four flowers. How many flowers are there in all?

_____ flowers

4. Mary has 12 cans of corn to put on 3 shelves. She wants to put the same number of cans on each shelf. How many cans go on each shelf?

_____ cans

Name _____

13-3 Skills Practice

INS1.1, IMR2.2

Problem-Solving Strategy: Guess and Check

Use guess and check to solve.

1. Greg has 13 cents. He says he can give the same amount of money to 3 friends. Is he right? Show how you know.

_____

2. Sue Ellen is planning a trip. She wants to visit 8 places in 16 days. She wants to spend the same number of days at each place. How many days can she visit each place?

_____ days

3. Ron is at a parade. He sees 30 people in each band. He sees 3 bands. How many people does Ron see?

_____ people

4. Ms. White has 4 shelves. She has 9 plates on each shelf. How many total plates does Ms. White have?

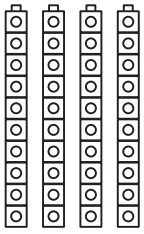
_____ plates

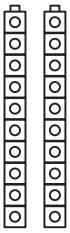
Name _____

Reteach

INS1.1

Numbers to 50

tens	ones
	

tens	ones
	

4 tens **3** ones

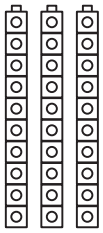
43 forty-three

2 tens **5** ones

25 twenty-five

Write how many tens and ones.
Then write the number.

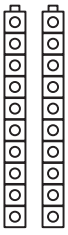
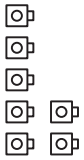
1.

tens	ones
	

_____ tens _____ ones

_____ thirty-four

2.

tens	ones
	

_____ tens _____ ones

_____ twenty-seven

13-4

Name _____

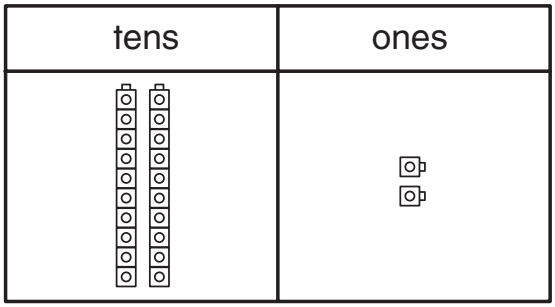
Skills Practice

INS1.1

Numbers to 50

Write the numbers.

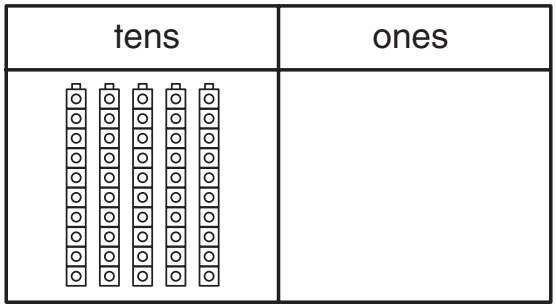
1.



_____ tens _____ ones

twenty-two _____

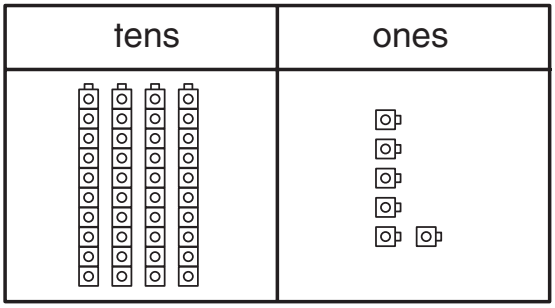
2.



_____ tens _____ ones

fifty _____

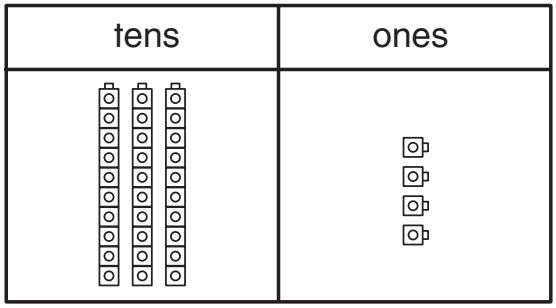
3.



_____ tens _____ ones

forty-six _____

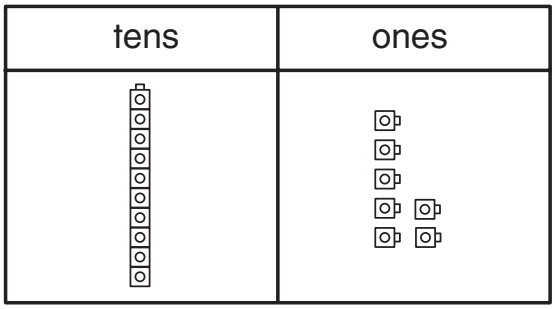
4.



_____ tens _____ ones

thirty-four _____

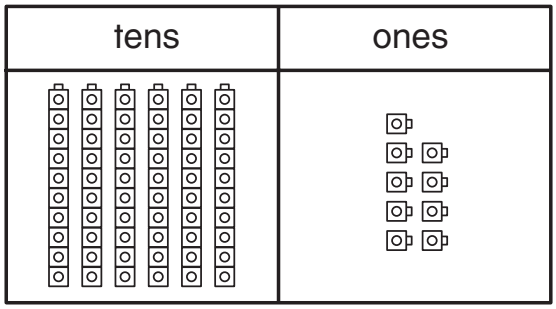
5.



_____ tens _____ ones

seventeen _____

6.



_____ tens _____ ones

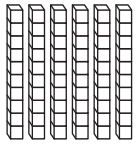
sixty-nine _____

Name _____

Reteach

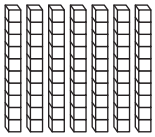
INS1.1

Numbers to 100

tens	ones
	

6 tens **4** ones

64 sixty-four

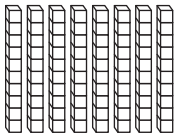
tens	ones
	

7 tens **5** ones

75 seventy-five

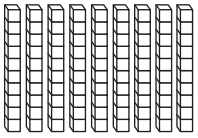
Write how many tens and ones. Write the number.

1.

tens	ones
	

_____ tens _____ ones

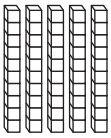
_____ eighty-two

tens	ones
	

_____ tens _____ ones

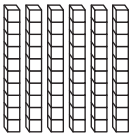
_____ ninety-three

2.

tens	ones
	

_____ tens _____ ones

_____ fifty-three

tens	ones
	

_____ tens _____ ones

_____ sixty-two

Name _____

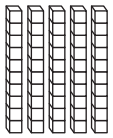
13-5 Skills Practice

INS1.1

Numbers to 100

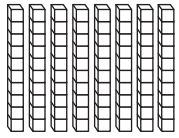
Write the number two different ways.

1.

tens	ones
	

_____ tens _____ ones

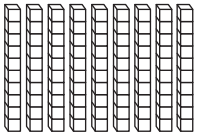
_____ fifty-four

tens	ones
	

_____ tens _____ ones

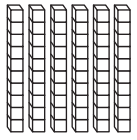
_____ eighty-six

2.

tens	ones
	

_____ tens _____ ones

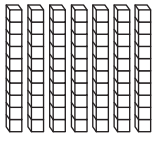
_____ ninety-three

tens	ones
	

_____ tens _____ ones

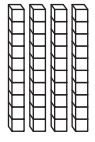
_____ sixty-seven

3.

tens	ones
	

_____ tens _____ ones

_____ seventy

tens	ones
	

_____ tens _____ ones

_____ forty-five

Name _____

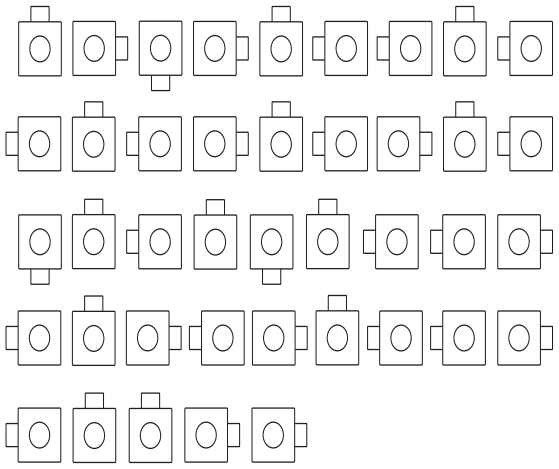
13-6

Reteach

INS3.0

Estimate Numbers

You can estimate to find about how many.
Make cube trains of 10. Then count.

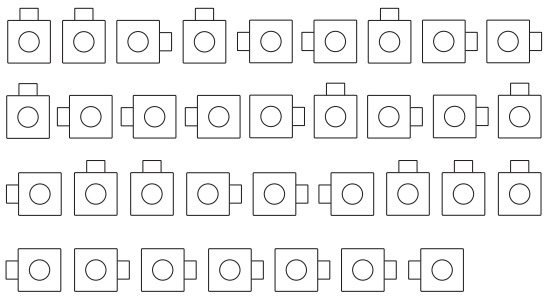


4 tens

Estimate: 40

Count: 41

Estimate. Make cube trains of 10. Then count.



Estimate: _____

Count: _____

Name _____

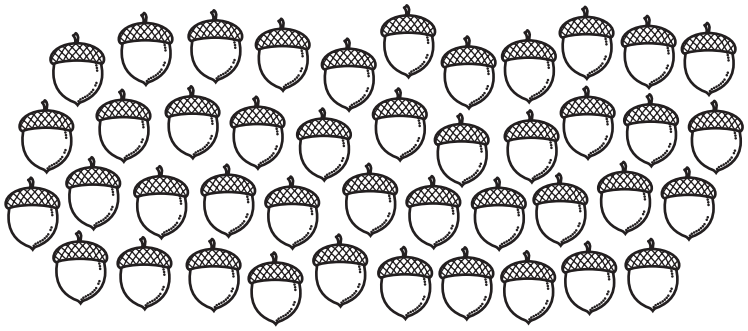
13-6

Skills Practice

INS3.0

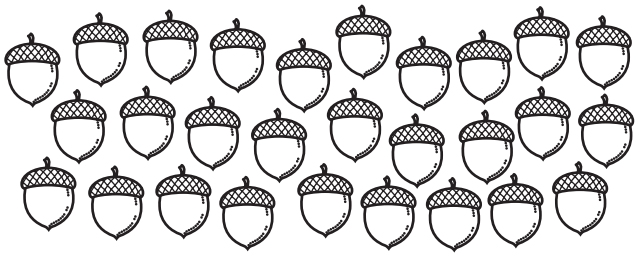
Estimate Numbers

Circle ten. Estimate. Then count.

1. 

Estimate: _____

Count: _____

2. 

Estimate: _____

Count: _____

Solve.

3. Chet has 10 baseball cards. Marisa has 10 baseball cards. Max has 8 baseball cards.
Estimate how many baseball cards they have. _____
Write the exact number. _____

Name _____

Reteach (1)

INS1.4, IMR1.0

Problem-Solving Investigation: Choose a Strategy

Curtis has 34 pencils. He puts them in groups of 10.
How many groups of 10 does he have?
How many are left over?

Step 1
Understand

What do I know?

Curtis has 34 pencils.
He puts them in groups of 10.

What do I need to find out?

How many are left.

Step 2
Plan

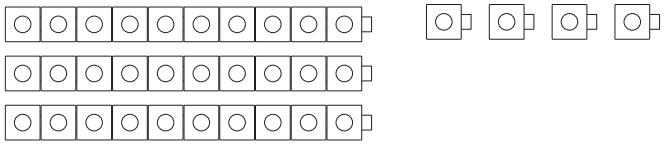
How will I find how many groups of 10?

I will act it out to find how many.

Step 3
Solve

Use a model to act it out.

Count 34 and put them in groups of 10.



Curtis has _____ groups of 10. He has _____ cubes left.

Step 4
Check

Did I act it out? yes
Did I show how many groups? yes
Did I show how many cubes are left? yes

13-7

Name _____

Reteach (2)

INS1.4, IMR1.0

Problem-Solving Investigation: Choose a Strategy

Choose a strategy to solve.

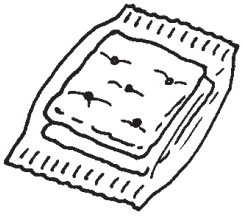
Problem-Solving Strategies

- Act It Out
- Guess and Check
- Make a Table

1. Jesse gets 2 carrots in a bag for lunch every day. How many carrots does he get in 5 days?

_____ carrots

2. At Mike's Market, there are 3 packs of crackers. Dan wants to buy all of them. Each costs 10 cents. How much money does he need?



_____ cents

3. Ms. Lopez is putting apples into bags to sell at the market. She needs 20 bags with 5 apples in each. How many apples does she need in all?

_____ apples

Name _____

13-7 Skills Practice

INS1.4, IMR1.0

Problem-Solving Investigation: Choose a Strategy

Choose a strategy. Solve.

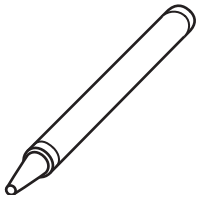
Problem-Solving Strategies

- Act It Out
- Guess and Check
- Make a Table

1. Lee and Joelle each have 10 books. Ryan has 4 books. How many books do they have together?

_____ books

2. Trey has 40 crayons. He shares them with 3 friends. How many crayons will Trey and his friends get?



_____ crayons

3. Hope has 4 bowls with 2 fish in each bowl. How many fish does she have?

_____ fish

Name _____

Reteach

INS1.2

Compare Numbers to 100

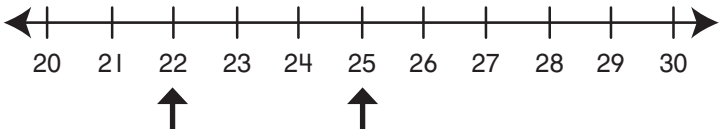
Compare 25 and 22.
The tens are the same. Compare the ones.

	Tens	Ones
25	2	5
22	2	2

> means *is greater than*
< means *is less than*
= means *is equal to*

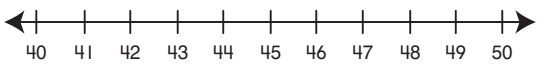
5 is greater than 2.
So, 25 is greater than 22.
$25 > 22$

You can also use a number line to compare numbers.



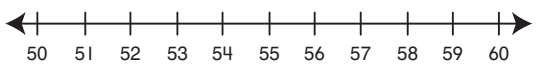
22 is less than 25
$22 < 25$

Compare the numbers. Circle *is greater than* or *is less than*. Then write > or <.

1. 

49 is greater than / is less than 47

49 ◯ 47

2. 

53 is greater than / is less than 55

53 ◯ 55

13-8

Name _____

Skills Practice

INS1.2

Compare Numbers to 100

Preparation: Base-10 blocks are needed for this activity.

Write >, <, or =.

1. 72 ◯ 72

2. 63 ◯ 76

3. 39 ◯ 40

4. 43 ◯ 34

5. 86 ◯ 88

6. 17 ◯ 18

7. 54 ◯ 45

8. 82 ◯ 82

9. 100 ◯ 98

10. 74 ◯ 94

Circle your answer.

11. Which is true about 6 tens and 5 ones?

The amount is greater than 68.
The amount is equal to 56.
The amount is less than 66.

12. Which is true about 3 tens and 7 ones?

The amount is greater than 35.
The amount is equal to 39.
The amount is less than 28.

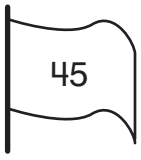
Name _____

Reteach

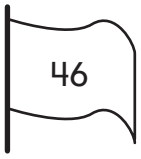
INS1.2

Order Numbers to 100

44 is just **before** 45

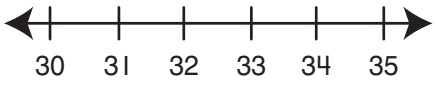


45 is **between** 44 and 46

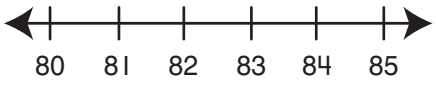


46 is just **after** 45

Write the number that is just *before*.

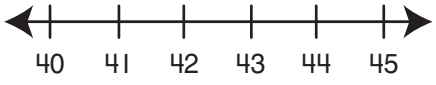


1. _____, 32

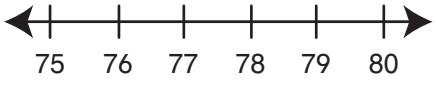


2. _____, 83

Write the number that is just *after*.

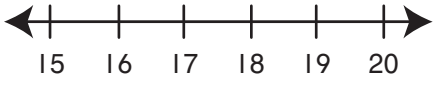


3. 42, _____



4. 76, _____

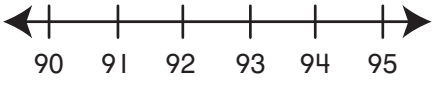
Write the number that is *between*.



5. 18, _____, 20

6. 16, _____, 18

7. 15, _____, 17



8. 92, _____, 94

9. 90, _____, 92

10. 92, _____, 94

13-9

Name _____

Skills Practice

INS1.2

Order Numbers to 100

Write the number that comes just *before.*

1. _____, 38

2. _____, 46

3. _____, 40

4. _____, 64

5. _____, 69

6. _____, 76

7. _____, 71

8. _____, 27

9. _____, 53

10. _____, 67

11. _____, 90

12. _____, 33

Write the number that is between.

13. 19, _____, 21

14. 59, _____, 61

15. 80, _____, 82

16. 48, _____, 50

Solve.

17. Jim wants the number after 29 on his shirt. Write the number on Jim's shirt.

Jim

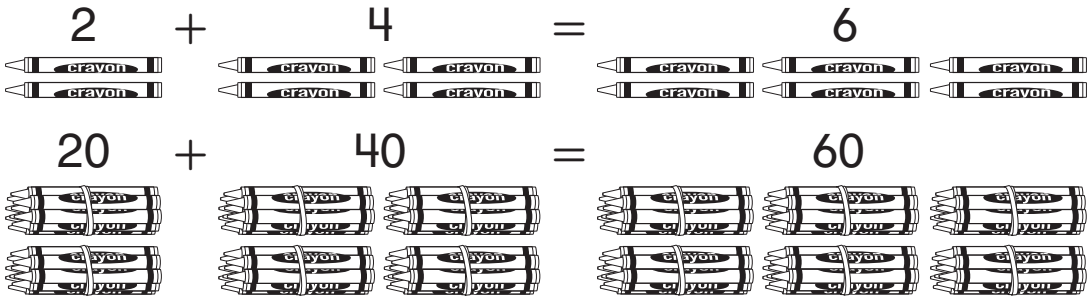
Name _____

Reteach

INS1.4

Add and Subtract Tens

$2 + 4 = 6$ helps you know that $20 + 40 = 60$



Add or subtract tens then solve.

1. 2 tens + 2 tens = _____ tens 20 + 20 = _____

2. 3 tens − 1 ten = _____ tens 30 − 10 = _____

3. 5 tens + 2 tens = _____ tens 50 + 20 = _____

4. 6 tens − 3 tens = _____ tens 60 − 30 = _____

5. 7 tens − 2 tens = _____ tens 70 − 20 = _____

6. 8 tens + 1 ten = _____ tens 80 + 10 = _____

7. 3 tens + 4 tens = _____ tens 30 + 40 = _____

8. 9 tens − 4 tens = _____ tens 90 − 40 = _____

14-1

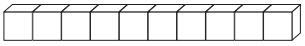
Name _____

Skills Practice

INS1.4

Add and Subtract Tens

Preparation: Base-10 blocks are needed for this activity.

Add or subtract. Use  **to help.**

1. 7 tens − 3 tens = _____ tens 70 − 30 = _____

2. 6 tens − 1 ten = _____ tens 60 − 10 = _____

3. 4 tens + 2 tens = _____ tens 40 + 20 = _____

4. 4 tens + 3 tens = _____ tens 40 + 30 = _____

5. 9 tens − 3 tens = _____ tens 90 − 30 = _____

6. 7 tens + 1 ten = _____ tens 70 + 10 = _____

Solve.

7. Take away 4 tens from 7 tens. How many tens are left? _____ tens

8. What is 2 tens and 2 tens? _____ + _____ = _____

9. Take away 1 ten from 7 tens. How many tens are left? _____ tens

10. What is 4 tens and 3 tens? _____ + _____ = _____

Name _____

Reteach

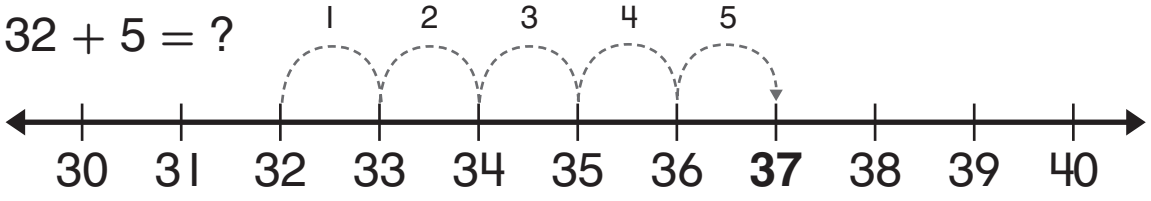
INS2.6

Add with Two-Digit Numbers

You can count on a number line to add with two-digit numbers.

Mary buys 32 eggs.
Jen buys 5 more eggs than Mary.
How many eggs did Jen buy?

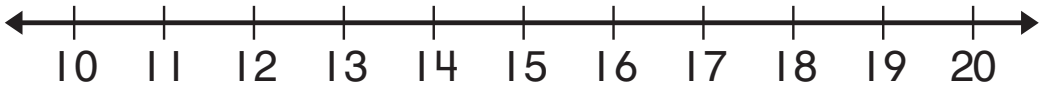
$32 + 5 = ?$



$32 + 5 = 37$ eggs

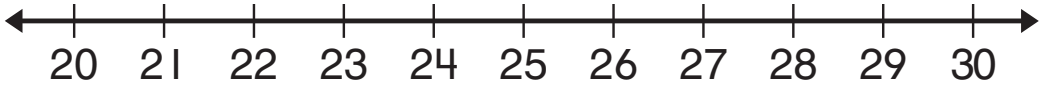
Use the number line to add.

1.



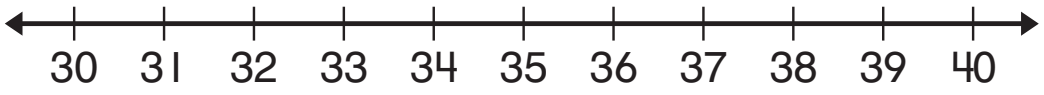
$14 + 3 =$ _____ $18 + 2 =$ _____

2.



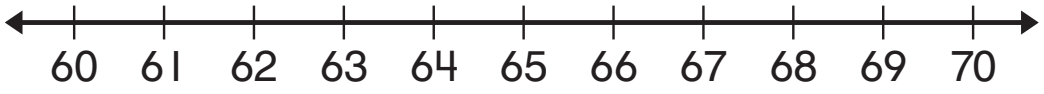
$21 + 4 =$ _____ $24 + 3 =$ _____

3.



$36 + 3 =$ _____ $31 + 5 =$ _____

4.



$63 + 5 =$ _____ $65 + 3 =$ _____

14-2

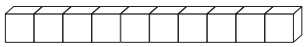
Name _____

Skills Practice

INS2.6

Add with Two-Digit Numbers

Preparation: WorkMat 7 and base-10 blocks are needed for this activity.

Use WorkMat 7 and  and  . Add.

1.

	tens	ones
	3	7
+		2

2.

	tens	ones
	4	4
+		3

3.

	tens	ones
	6	1
+		5

4.

	tens	ones
	5	2
+		6

5.

	tens	ones
	7	6
+		1

6.

	tens	ones
	2	1
+		7

Solve.

7. Bob has 33 stamps. He finds 2 more. How many stamps are there?

_____ stamps

8. Start at 26. Count on 2. What is the number?

_____

Name _____

Reteach (1)

INS2.6, IMR2.2

Problem-Solving Strategy: Guess and Check

Mr. Gil went to the store.
He spent a total of 34 cents.
Which two products did he buy?

Step 1
Understand

What do I know?

The BUBBLE BATH costs 10 cents.

The HAND SOAP costs 14 cents.

The TOOTHPASTE costs 20 cents.

Mr. Gil spent 34 cents.

What do I need to find out?

Which two products did Mr. Gil buy?

Step 2
Plan

How will I find out what he bought?

I can guess and check until I find which two products add up to 34 cents.

Step 3
Solve

Guess and Check

I will guess that Mr. Gil bought the HAND SOAP and the TOOTHPASTE .

Check: 14 cents + 20 cents = 34 cents

The sum is 34. Mr. Gil bought the HAND SOAP and the TOOTHPASTE .

Step 4
Check

Does my answer make sense? _____

How do I know? _____

14-3

Name _____

Reteach (2)

INS2.6, IMR2.2

Problem-Solving Strategy: Guess and Check

Guess and check. Solve.

1. Lucy has two bags of marbles. She has 18 in all. About how many marbles are in each bag? Circle your guess. Then check.

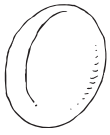
About: 10 15 20

Check: _____ . Was your guess close? ____

2. Gina has 50 pieces of fruit. Which two kinds of fruit does she have? Circle your guess. Then check.

20

18



30

Check: _____ . Was your guess right? ____

3. Cars in the race are two different colors. There are 36 cars. What color are the cars? Circle your guess. Then check.

red tan blue
10 16 20

Check: _____ . Was your guess right? ____

Name _____

Skills Practice

INS2.6, IMR2.2

Problem-Solving Strategy: Guess and Check

Guess and check to solve.

1. Mike has 2 toy boxes. He has 29 toys. About how many toys are in each box? Circle your guess. Then check.

   About: 5 10 15

   Check: _____ . Was your guess close? ____

2. Todd sees 2 kinds of things outside. He sees 15 things in all. Which two things does he see? Circle your guess. Then check.


5


7


10

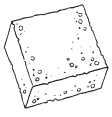
   Check: _____ . Was your guess right? ____

3. Ella did two chores for her mom. She worked for 35 minutes. Which two chores did she do? Circle your guess. Then check.


10 minutes


15 minutes


25 minutes


30 minutes

   Check: _____ . Was your guess right? ____

Name _____

Reteach

INS2.6

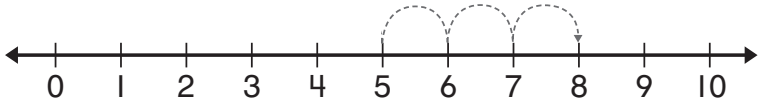
Add Two-Digit Numbers

You can use a number line to add ones or tens.

Lu plants 23 flowers. Meg plants 35 flowers.
How many flowers are there now?

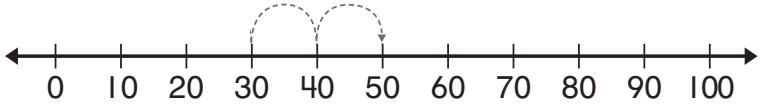
$23 + 35 = ?$

Count on by ones to add the ones.
Start with the greater number.



$5 + 3 = 8$ ones

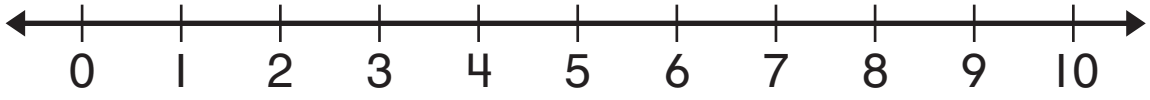
Count on by tens to add the tens.
Start with the greater number.

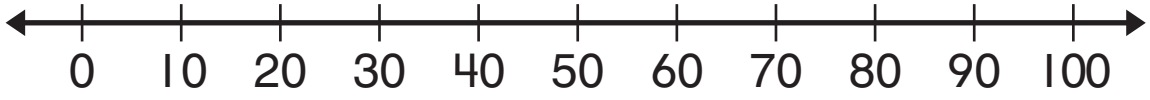


$30 + 20 = 50$

50 tens and 8 ones = 58 flowers

Use the number lines to add ones and tens.





1. $42 + 24 =$ _____

2. $78 + 11 =$ _____

3. $31 + 52 =$ _____

4. $15 + 14 =$ _____

14-4

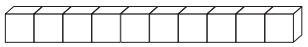
Name _____

Skills Practice

INS2.6

Add Two-Digit Numbers

Preparation: WorkMat 7 and base-10 blocks are needed for this activity.

Use WorkMat 7 and  and  . Add.

1.

	tens	ones
	3	7
+	1	2

2.

	tens	ones
	5	0
+	3	3

3.

	tens	ones
	1	7
+	6	2

4.

	tens	ones
	3	5
+	2	3

5.

	tens	ones
	7	7
+	2	2

6.

	tens	ones
	3	4
+	1	5

Solve.

7. Lu counts 51 cents in her pocket. She finds 26 more. How many cents does she have now?

_____

8. The letter carrier brings mail to 13 houses each day. How many houses does he visit in two days?

_____

14-5

Name _____

Reteach

INS3.0

Estimate Sums

If you do not need an exact sum, you can estimate.
If a number ends in 0, 1, 2, 3, or 4, you can round down.
If a number ends in 5, 6, 7, 8, or 9, you can round up.

What is 33 + 19?

33 is about the same as 30.

19 is about the same as 20.

30 + 20 = 50, so the exact sum of 33 + 19 will be about 50.

Round each number to the nearest *ten*. Then add.

1. 59 rounds to _____ 32 rounds to _____

59 + 32 is about _____ _____ + _____ = _____

2. 44 rounds to _____ 13 rounds to _____

44 + 13 is about _____ _____ + _____ = _____

3. 38 rounds to _____ 21 rounds to _____

38 + 21 is about _____ _____ + _____ = _____

4. 41 rounds to _____ 43 rounds to _____

41 + 43 is about _____ _____ + _____ = _____

14-5

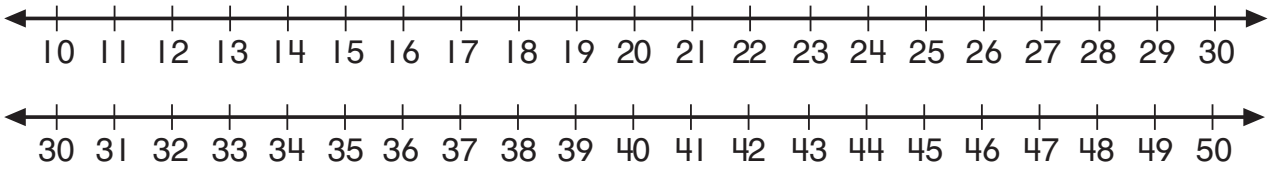
Name _____

Skills Practice

INS3.0

Estimate Sums

Round to the nearest *ten*. Then add.
Use the number lines to help.



1. 47 + 29

47 rounds to _____

29 rounds to _____

_____ + _____ = _____

2. 22 + 13

22 rounds to _____

13 rounds to _____

_____ + _____ = _____

3. 24 + 28

_____ + _____ = _____

4. 39 + 17

_____ + _____ = _____

5. 33 + 11

_____ + _____ = _____

6. 31 + 42

_____ + _____ = _____

Solve.

7. Lee had 21 stickers. She gets 11 more. About how many does she have now?

_____ + _____ = _____ She has about _____ stickers.

8. Tom had 62 marbles. His sister gives him 25 more. About how many marbles does he have now?

_____ + _____ = _____ He has about _____ marbles.

Name _____

Reteach

INS2.6

Subtract with Two-Digit Numbers

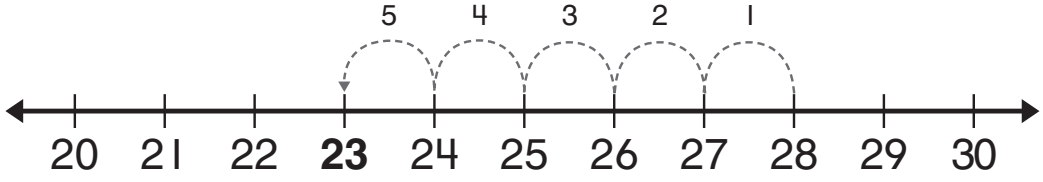
You can count back on a number line to subtract from two-digit numbers.

Larry has 28 stamps. He uses 5 of them.

How many stamps are left?

$28 - 5 = ?$

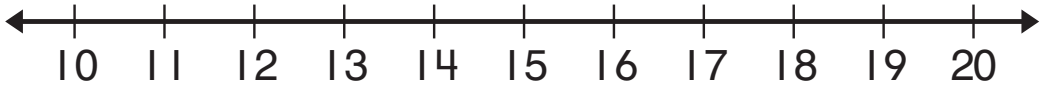
Start at the greater number and count back.



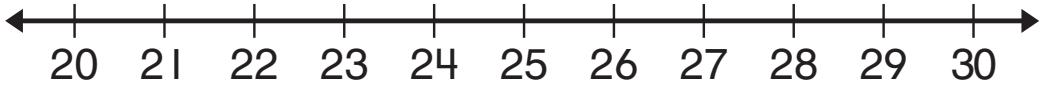
$28 - 5 = 23$ stamps

Use the number line to subtract.

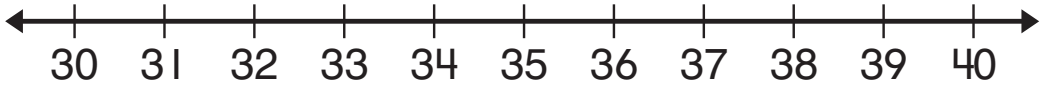
1. $15 - 4 =$ _____



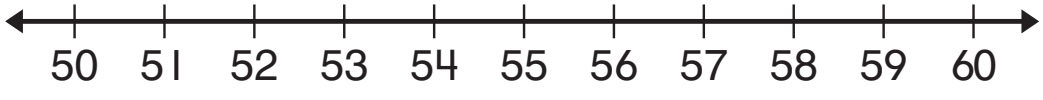
2. $29 - 2 =$ _____



3. $38 - 6 =$ _____



4. $57 - 7 =$ _____



14-6

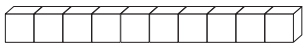
Name _____

Skills Practice

INS2.6

Subtract with Two-Digit Numbers

Preparation: WorkMat 7 and base-10 blocks are needed for this activity.

Use WorkMat 7 and  and  . Subtract.

1.

	tens	ones
	2	6
−		5

2.

	tens	ones
	4	9
−		6

3.

	tens	ones
	1	8
−		3

4.

	tens	ones
	4	2
−		1

5.

	tens	ones
	7	7
−		5

6.

	tens	ones
	3	5
−		2

Solve.

7. Ann has 28 paper dolls. She gives 6 to her friends. How many does she have now?

_____ paper dolls

8. Start at 39.
Count back 4.
What is the number?

_____

Name _____

Reteach

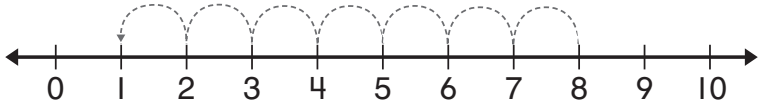
INS2.6

Subtract Two-Digit Numbers

68 birds are in a tree. 47 fly away.
How many birds stay in the tree?

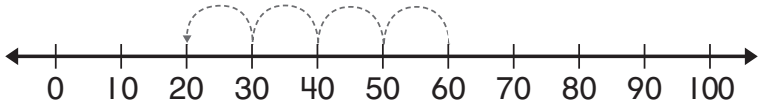
$68 - 47 = ?$

Count back by ones to subtract the ones.



$8 - 7 = 1$

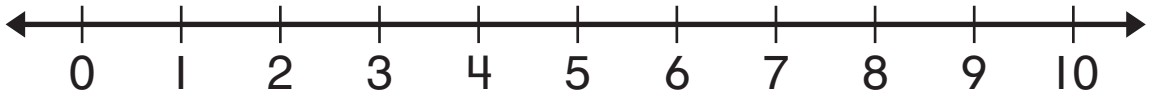
Count back by tens to subtract the tens.

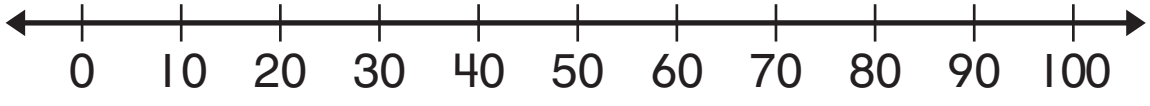


$60 - 40 = 20$

20 and 1 = 21 birds

Use the number lines to subtract tens and ones.





1. $78 - 17 =$ _____

2. $38 - 15 =$ _____

3. $49 - 19 =$ _____

4. $76 - 33 =$ _____

5. $57 - 22 =$ _____

6. $65 - 21 =$ _____

14-7

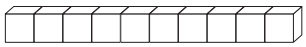
Name _____

Skills Practice

INS2.6

Subtract Two-Digit Numbers

Preparation: WorkMat 7 and base-10 blocks are needed for this activity.

Use WorkMat 7 and  and  . Subtract.

1.

	tens	ones
	5	7
−	1	5

2.

	tens	ones
	3	9
−	2	3

3.

	tens	ones
	4	7
−	3	4

4.

	tens	ones
	6	4
−	3	1

5.

	tens	ones
	8	3
−	1	1

6.

	tens	ones
	9	5
−	1	3

Solve.

7. Jeff bought 38 cherries. He gave 23 to his dad. How many cherries are left?

_____ cherries

8. Marge counted 59 leaves on a tree. She counts 31 the next day. How many leaves fell off the tree?

_____ leaves

Name _____

Reteach (1)

INS2.6, IMR1.1

Problem-Solving Investigation: Choose a Strategy

There are 54 dogs and 32 cats at the pet store.
How many more dogs are in the store than cats?

Step 1
Understand

What do I know?

There are 54 dogs.
There are 32 cats.

What do I need to find out?

How many more dogs are there than cats?

Step 2
Plan

How will I find out?

I can guess and check. But I may not guess the answer right away.
Making a table might be easier.
I will make a table.

Step 3
Solve

Make a table.

Pets	Tens	Ones
Dogs	50	4
Cats	30	2

There are _____ more dogs than cats.

Step 4
Check

Does my table show how many more dogs there are? _____

Did I choose a good strategy? _____

14-8

Name _____

Reteach (2)

INS2.6, IMR1.1

Problem-Solving Investigation: Choose a Strategy

Choose a strategy and solve.

Problem-Solving Strategies

- Make a table
- Draw a picture
- Write a number sentence

1. Frank rakes 10 yards. Mike rakes 5. How many yards do they rake in all?

_____ yards

2. Stan rides his bike for 32 yards. Lee rides her bike for 56 yards. How many more yards does Lee ride than Stan?

_____ yards

3. James sees two kinds of flowers in his yard. He sees 40 in all. Which two flowers does he see? Circle your answer.

31

9

20

4. Meg gives 20 cents to her brother. She gives 34 cents to her sister. She has 11 cents left. How much money does she start with?

_____ cents

Name _____

14-8

Skills Practice

INS2.6, IMR1.1

Problem-Solving Investigation: Choose a Strategy

Choose a strategy and solve.

Problem-Solving Strategies

- Make a table
- Draw a picture
- Write a number sentence

1. Lin plants 12 seeds. Dee plants 34 seeds. How many seeds do they plant?

_____ seeds

2. Raul has 10 toy cars. He gets a set of 30 cars for his birthday. How many cars does he have now? _____ cars

3. Lita sees two kinds of objects on her trip. She sees 39 in all. Which two objects does she see? Circle your answer.

15 18 21

4. The letter carrier brings mail to 20 homes on Lee Street. He brings mail to 10 homes on Main Street. How many homes is that?

_____ homes

5. Jen's block has 48 trees. Sam's block has 23 trees. How many more trees are on Jen's block?

_____ trees

6. Lou has 16 shirts. Greg has 11 shirts. About how many shirts do they have? Round to the nearest ten.

About _____ shirts

14-9

Name _____

Reteach

INS3.0

Estimate Differences

If you do not need an exact difference, you can estimate.

If a number ends in 5, 6, 7, 8, or 9, you can round up.

If a number ends in 0, 1, 2, 3, or 4, you can round down.

What is 26 − 13?

26 is about the same as 30.

13 is about the same as 10.

30 − 10 = 20, so the exact difference of 26 − 13 will be about 20.

Round each number to the nearest *ten*. Then subtract.

1. 59 rounds to _____

12 rounds to _____

59 − 12 is about _____

_____ − _____ = _____

2. 28 rounds to _____

19 rounds to _____

28 − 19 is about _____

_____ − _____ = _____

3. 42 rounds to _____

21 rounds to _____

42 − 21 is about _____

_____ − _____ = _____

4. 67 rounds to _____

33 rounds to _____

67 – 33 is about _____

_____ − _____ = _____

14-9

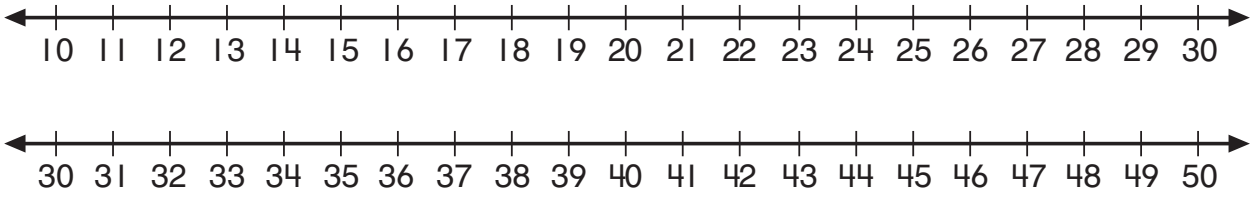
Name _____

Skills Practice

INS3.0

Estimate Differences

Round to the nearest *ten*. Then subtract. Use the number lines to help.



1. 39 – 32

39 rounds to _____

32 rounds to _____

_____ – _____ = _____

2. 48 – 24

48 rounds to _____

24 rounds to _____

_____ – _____ = _____

3. 47 – 28

_____ – _____ = _____

4. 49 – 17

_____ – _____ = _____

5. 38 – 21

_____ – _____ = _____

6. 43 – 14

_____ – _____ = _____

Solve.

7. Lily has 57 marbles. Her brother has 22 marbles. About how many more marbles does Lily have?

_____ – _____ = _____

She has about _____ more marbles.