Kurdistan Regional Government - Iraq

Ministry of Education - Directorate General of Curricula and Printables

MATHEMATICS 1

Grade One

Student Book

CONTENTS

Chapter 1 Matching and Counting: Numbers From 1 to 5

Chapter 2 Numbers from 6 to 9 Then Zero and Ten

Chapter 3 Numbers From 11 to 30

Chapter 4 Addition

Chapter 5 Subtraction

Chapter 6 Addition and Subtraction Strategies

Chapter 7 Numbers to 99

CONTENTS

Chapter 8 Comparing and Ordering Numbers

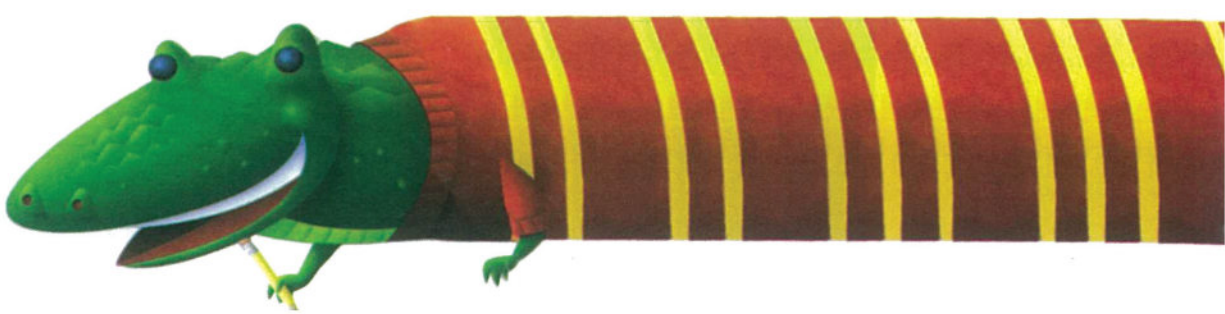
Chapter 9 Addition and Subtraction

Chapter 10 Measurement and Geometry

Chapter 11 Fraction and Time

Chapter 12 Adding and Subtracting Tens

Chapter 13 Addition and Subtraction

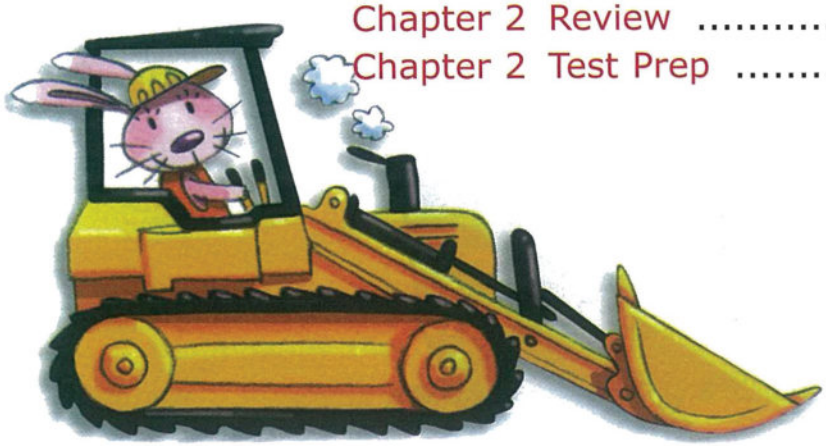


CHAPTER 1 MATCHING AND COUNTING 1

A Letter to Parents 2
Lesson 1 One to One 3
Lesson 2 More, Less 5
Lesson 3 I Identify 1-2-3 7
Lesson 4 I Identify 4 and 5 9
Lesson 5 I Order Numbers 11
Lesson 6 **Problem Solving:** Make a Model 13
Chapter 1 **Review** 15
Chapter 1 **Test Prep** 16

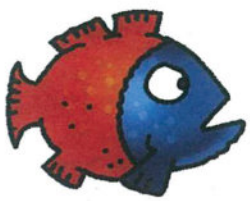
CHAPTER 2 NUMBERS FROM 6 TO 9 THEN ZERO AND TEN 17

A Letter to Parents 18
Lesson 1 I Identify 6 and 7 19
Lesson 2 I Identify 8 and 9 21
Lesson 3 I Identify Zero 23
Lesson 4 I Identify 10 25
Lesson 5 I Order Numbers 27
Lesson 6 Problem Solving: Make a Model 29
Chapter 2 Review 31
Chapter 2 Test Prep 32



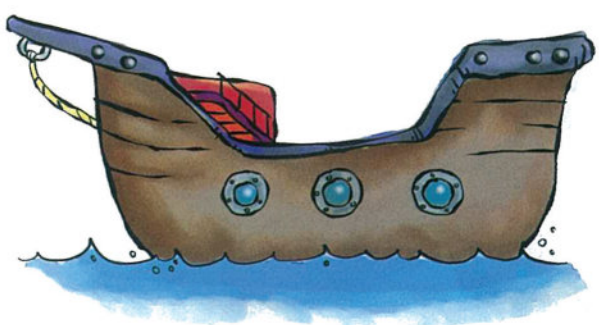
CHAPTER 3 NUMBERS FROM 11 TO 30 33

A Letter to Parents 34
Lesson 1 Groups of 10 35
Lesson 2 Numbers from 11 to 15 37
Lesson 3 Numbers from 16 to 20 39
Lesson 4 **Problem Solving:** Estimate 41
Lesson 5 Numbers from 21 to 25 43
Lesson 6 Numbers from 26 to 30 45
Chapter 3 **Review** 47
Chapter 3 **Test Prep** 48



CHAPTER 4 ADDITION 49

A Letter to Parents 50
Lesson 1 Addition Stories 51
Lesson 2 I Add 53
Lesson 3 I Add 0 55
Lesson 4 I Make a Number 57
Lesson 5 I Add Horizontally and Vertically 59
Lesson 6 **Problem Solving:** Write an Addition Sentence ... 61
Chapter 4 **Review** 63
Chapter 4 **Test Prep** 64



CHAPTER 5 SUBTRACTION 65

A Letter to Parents 66
Lesson 1 Subtraction Stories 67
Lesson 2 I Subtract 69
Lesson 3 I Write a Subtraction Sentence 71
Lesson 4 I Subtract All or None 73
Lesson 5 I Subtract Within 10 75
Lesson 6 Problem Solving: Make a Model 77
Chapter 5 Review 79
Chapter 5 Test Prep 80

CHAPTER 6 ADDITION AND SUBTRACTION STRATEGIES 81

A Letter to Parents 82
Lesson 1 I Count On 83
Lesson 2 I Double 85
Lesson 3 I Add Within 10 87
Lesson 4 I Count Back 89
Lesson 5 I Relate Addition and Subtraction 91
Lesson 6 Subtraction Facts Families 93
Lesson 7 **Problem Solving:** Choose the Operation 95
Chapter 6 Review 97
Chapter 6 Test Prep 98

CHAPTER 7 NUMBERS TO 99 99

A Letter to Parents 100
Lesson 1 Tens 101
Lesson 2 Tens and Ones 103
Lesson 3 Numbers to 99 105
Lesson 4 I Expand Numbers 107
Lesson 5 **Problem Solving:** Estimate 109
Chapter 7 Review 111
Chapter 7 Test Prep 112

8

A Letter to Parents 114
Lesson 1 Greater Than, Less Than 115
Lesson 2 Before, After, or Between 117
Lesson 3 One or Ten 119
Lesson 4 In Order: First, Second, Third 121
Lesson 5 Patterns on Numbers Chart 123
Lesson 6 Skip Count 125
Lesson 7 **Problem Solving:** Make a Model 127
Chapter 8 Review 129
Chapter 8 Test Prep 130

CHAPTER 9 ADDITION AND SUBTRACTION 131

A Letter to Parents 132
Lesson 1 Count Back 133
Lesson 2 How Many More? 135
Lesson 3 I Add and Subtract 137
Lesson 4 **Problem Solving:** Draw a Picture 139
Chapter 9 Review 141
Chapter 9 Test Prep 142

CHAPTER 10 MEASUREMENT AND GEOMETRY 143

A Letter to Parents 144
Lesson 1 I Compare Lengths 145
Lesson 2 With What Do I Measure? 147
Lesson 3 Solid Figures 149
Lesson 4 Plane Shapes 151
Lesson 5 Corners and Sides 153
Lesson 6 **Problem Solving:** Use Logical Reasoning .. 155
Chapter 10 Review 157
Chapter 10 Test Prep 158

CHAPTER 11 FRACTIONS AND TIME 159

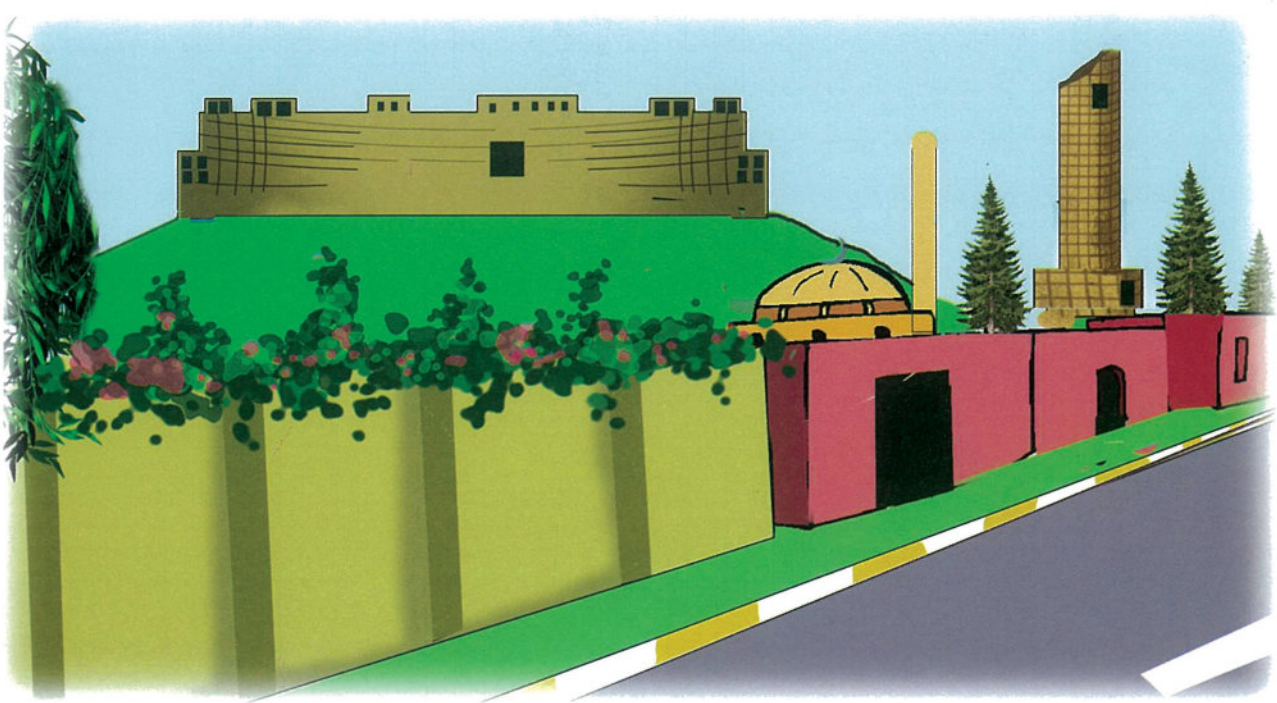
A Letter to Parents 160
Lesson 1 Halves 161
Lesson 2 Fourths 163
Lesson 3 I Read a Clock 165
Lesson 4 **Problem Solving:** Choose a Model 167
Chapter 11 Review 169
Chapter 11 Test Prep 170

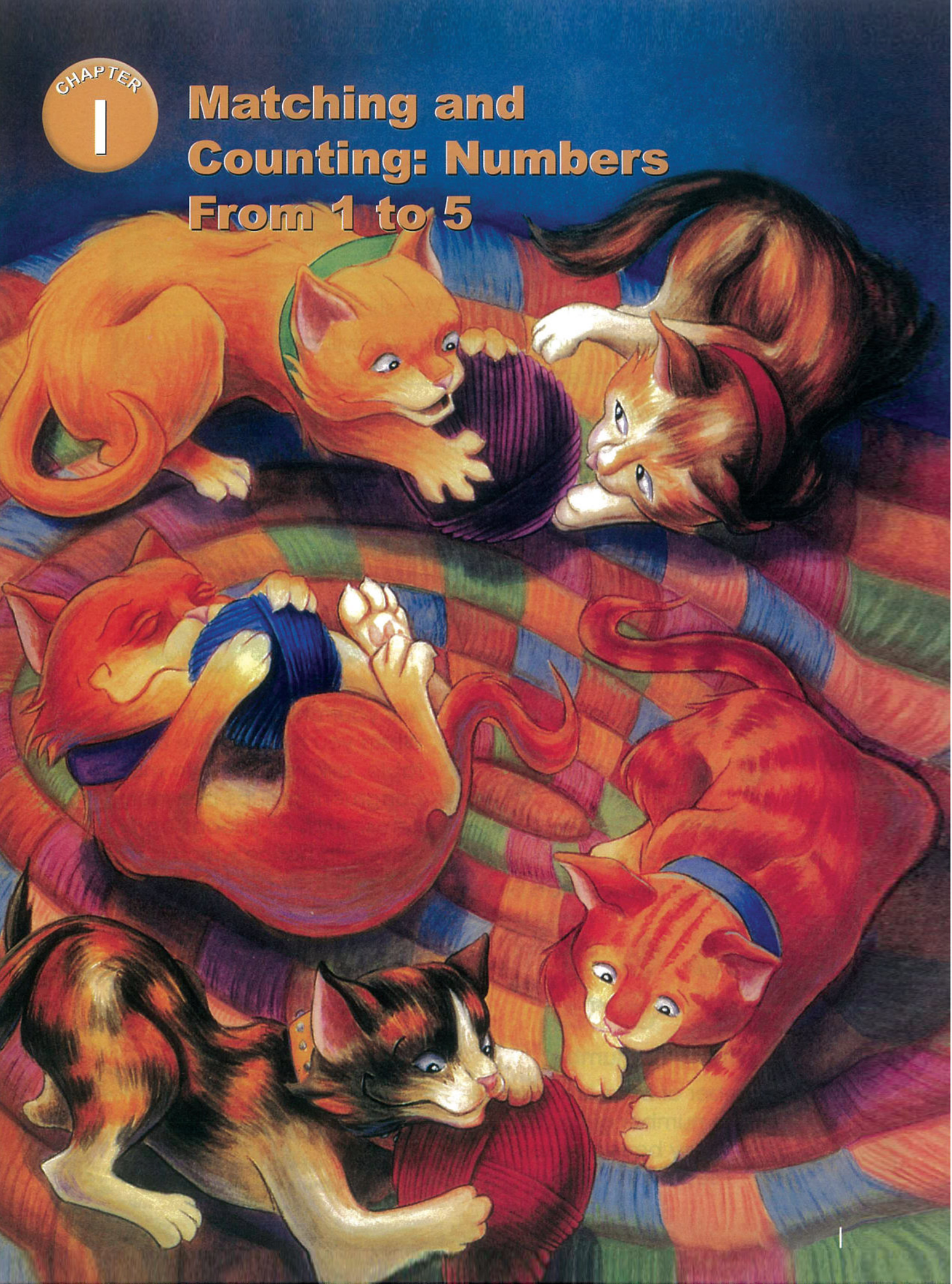
CHAPTER 12 ADDING AND SUBTRACTING TENS 171

A Letter to Parents 172
Lesson 1 I Make 10 173
Lesson 2 I Add 3 Numbers 175
Lesson 3 I Add Tens 177
Lesson 4 I Subtract Tens 179
Lesson 5 I Think Addition to Subtract 181
Lesson 6 **Problem Solving:** Choose the Operation 183
Chapter 12 Review 185
Chapter 12 Test Prep 186

CHAPTER 13 ADDITION AND SUBTRACTION 187

A Letter to Parents 188
Lesson 1 I Add Tens and Ones 189
Lesson 2 I Practice Addition 191
Lesson 3 I Subtract Tens and Ones 193
Lesson 4 I Practice Subtraction 195
Lesson 5 **Problem Solving:** Use Logical Reasoning 197
Chapter 13 Review 199
Chapter 13 Test Prep 200




CHAPTER
1
Matching and Counting: Numbers From 1 to 5

LETTER TO PARENTS

Dear Parents,

Today we start chapter I, We shall learn how to match groups of things. we will also learn the numbers from one to five, and how to write and arrange them. Here is the math vocabulary and an activity for us to do together at home.

Love,

_____

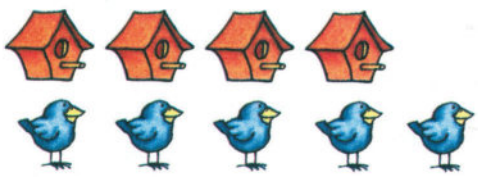
My Math Words

more

less

the same number

Vocabulary



More **Less**

There are more birds than houses.
There are less houses than birds.

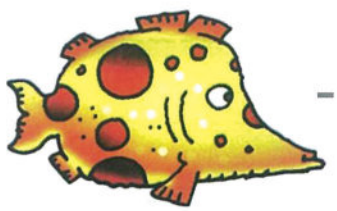
The same number

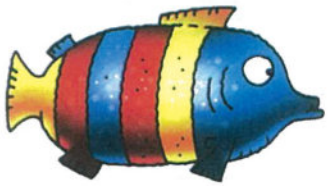
The number of bees is the same as the number of flowers.
How many bees do I see?
I see three bees.

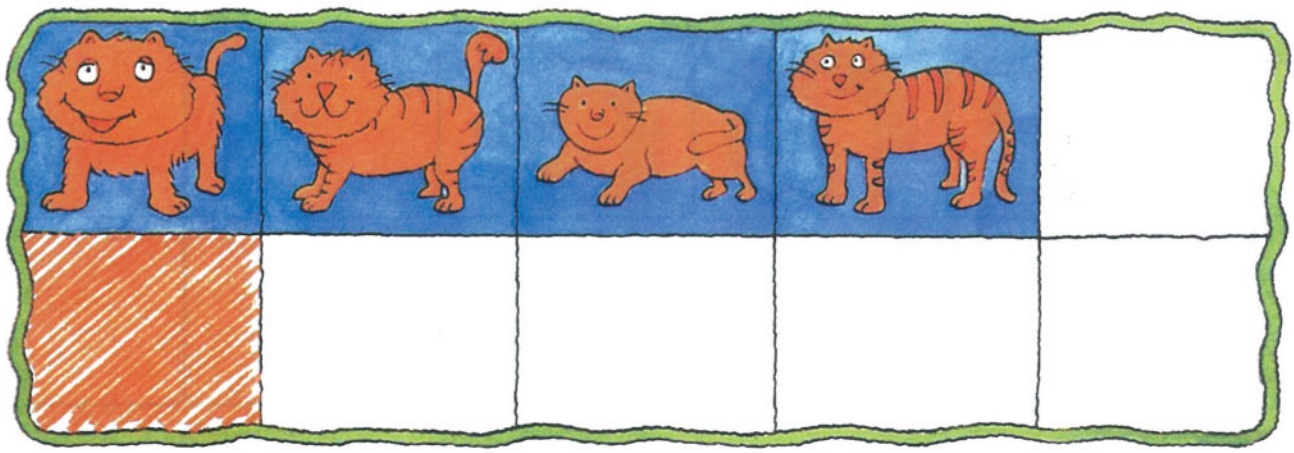
Ask your child to count with you. When you perpare the dinner table, ask your child to make congruent groups between items, such as spoons and knives, to notice which is more, less or if they are the same.

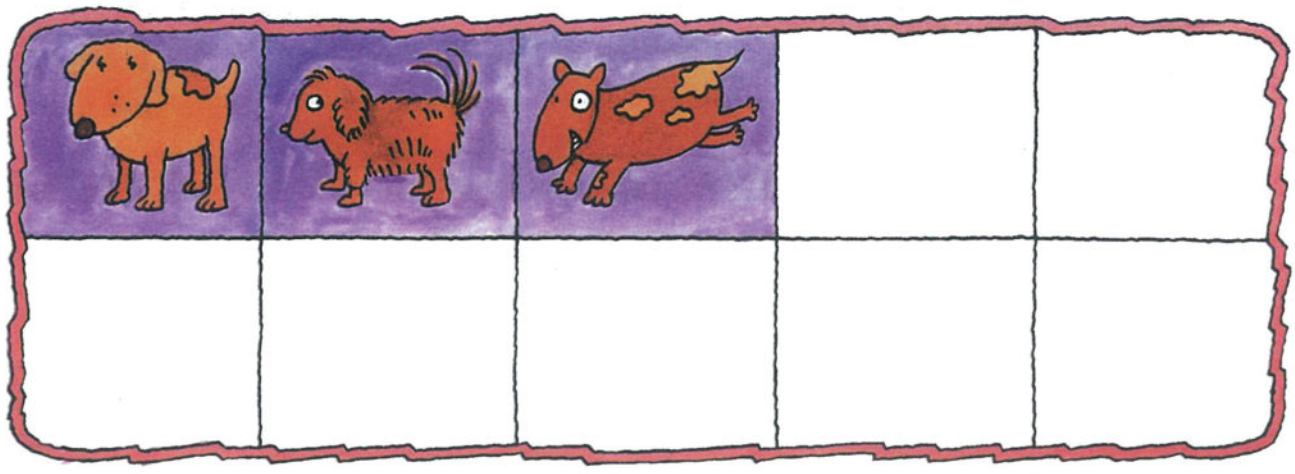
Lesson 1

One to One





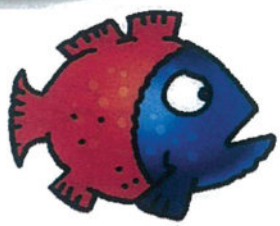


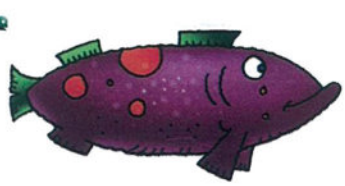


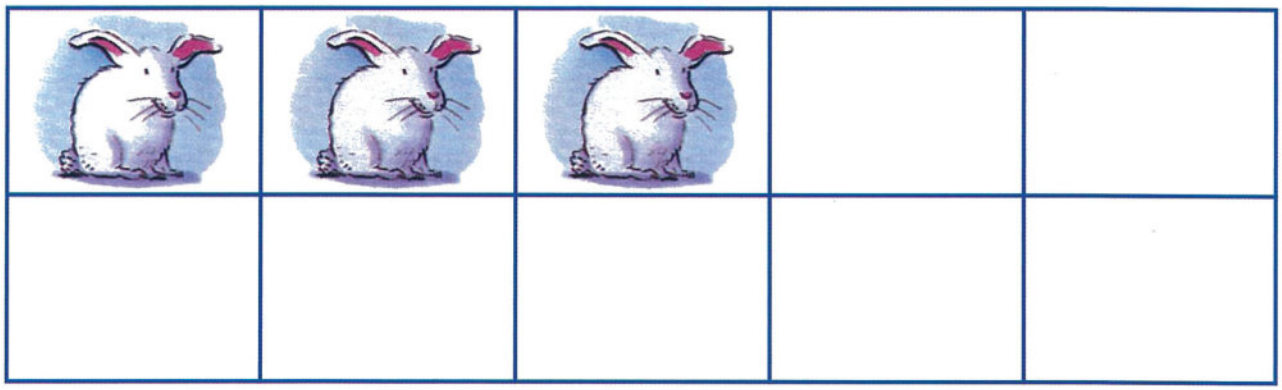
I draw a line to lead each fish to its vessel.

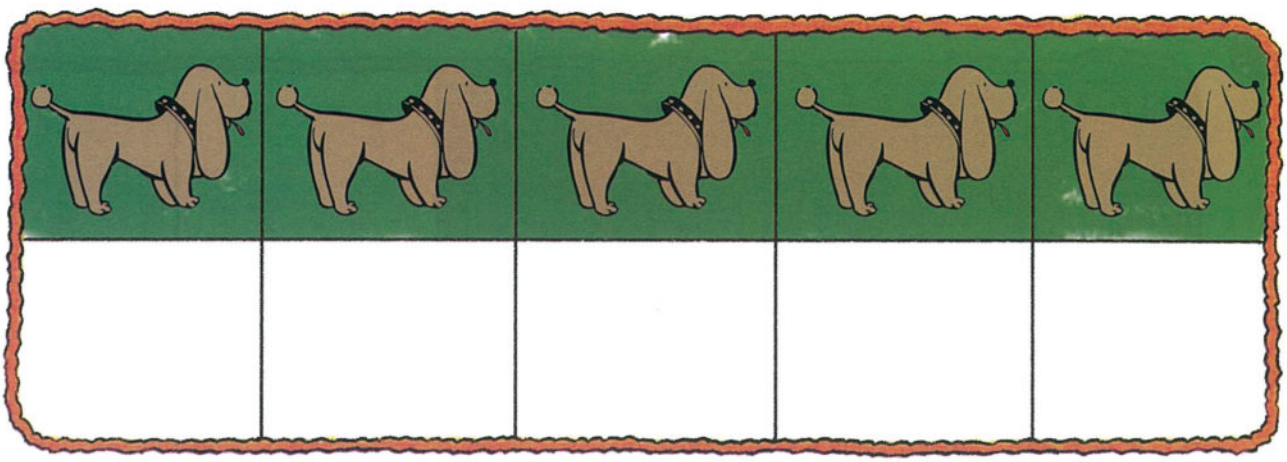
I color a box for each animal.

Practice









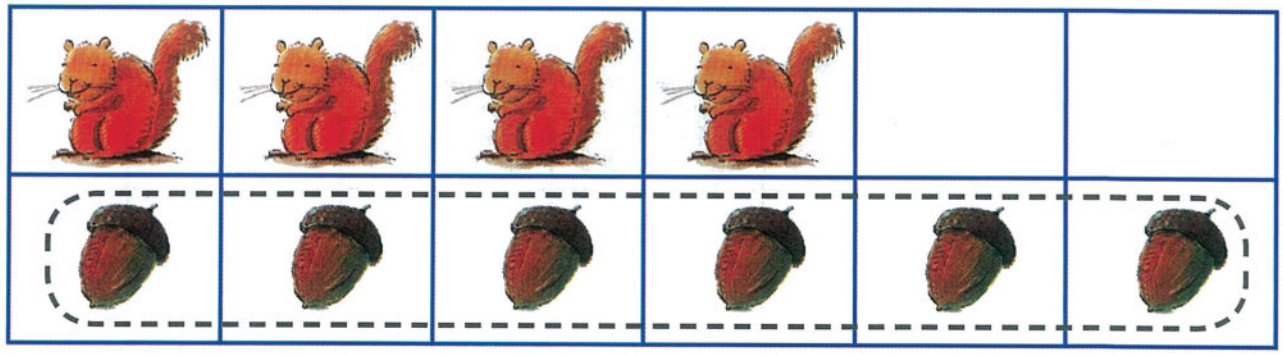
★ I draw a line from each fish to its vessel.

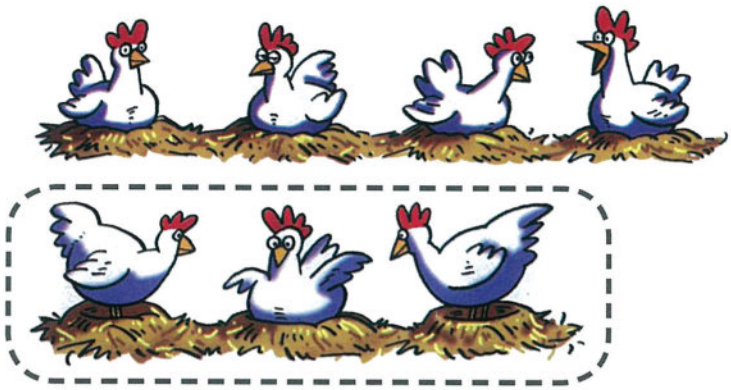
I color a box for each animal.

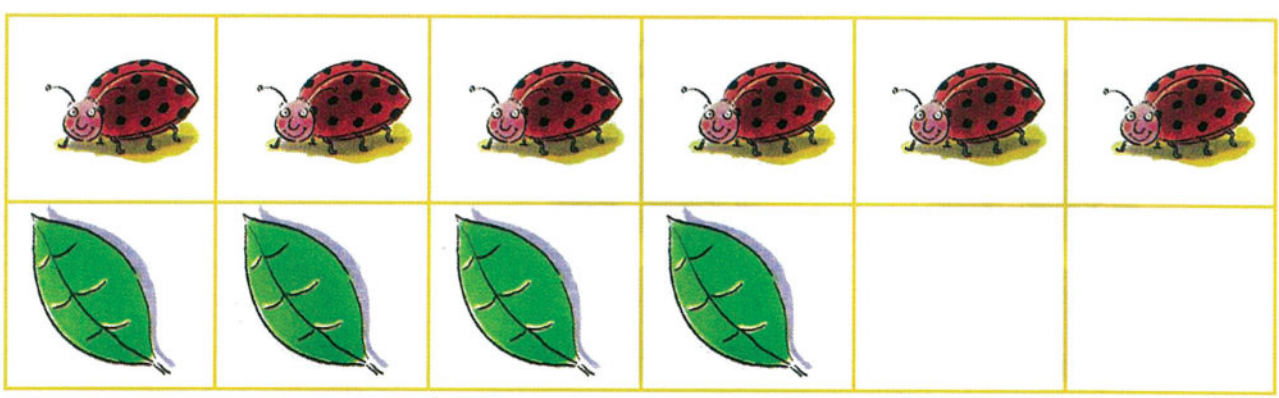
HOME ACTIVITY • Form a group of objects, and ask your child to form another group having the same number of objects.

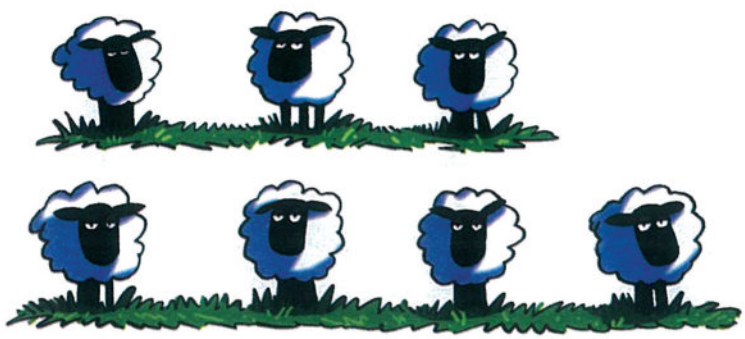
Lesson 2

More, Less





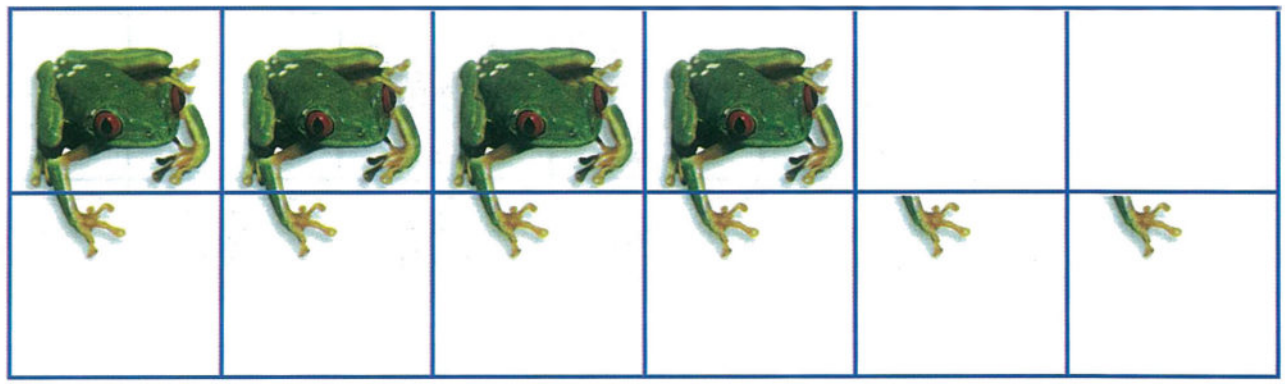


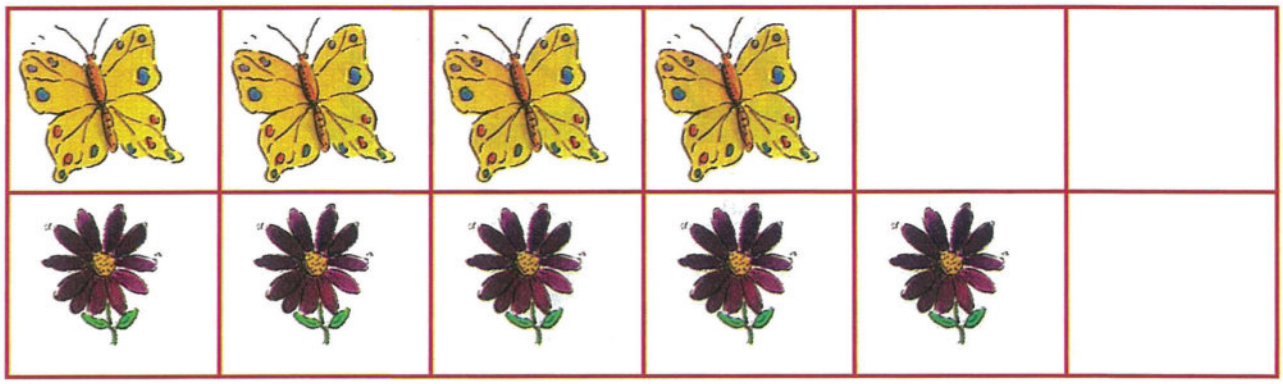


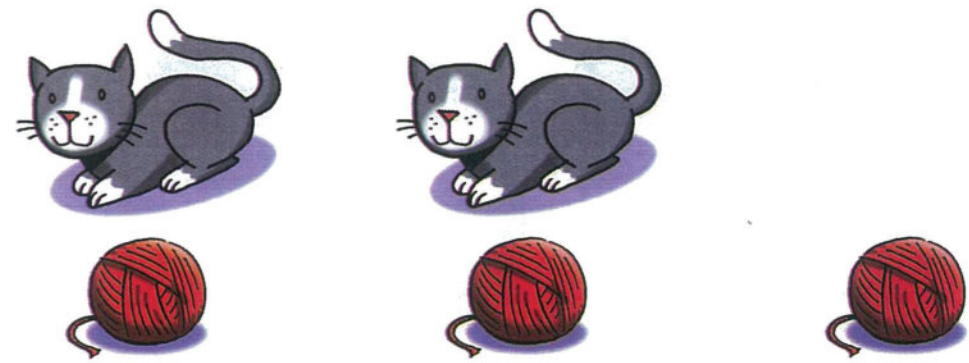
I circle the row that contains more.

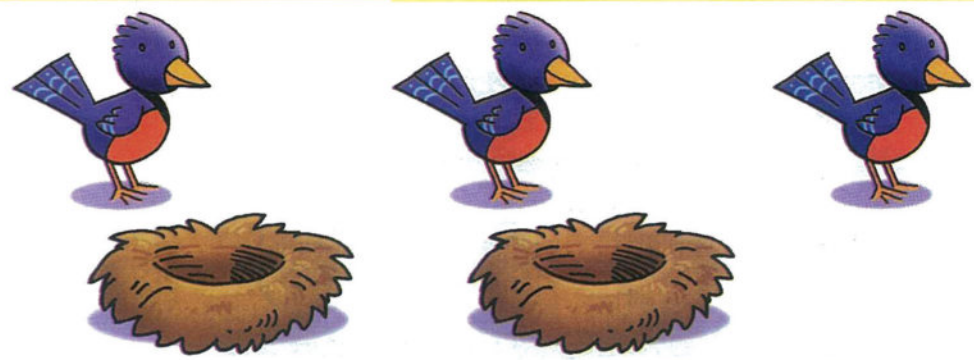
I circle the row that contains less.

Practice









I circle the row that contains more.

I circle the row that contains less.

HOME ACTIVITY • Form a group of objects, and ask your child to form another group with less elements.

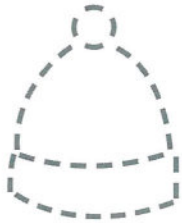
Lesson 3

I Identify I - 2 - 3

1 2 3



One Two Three



1

2

3

2

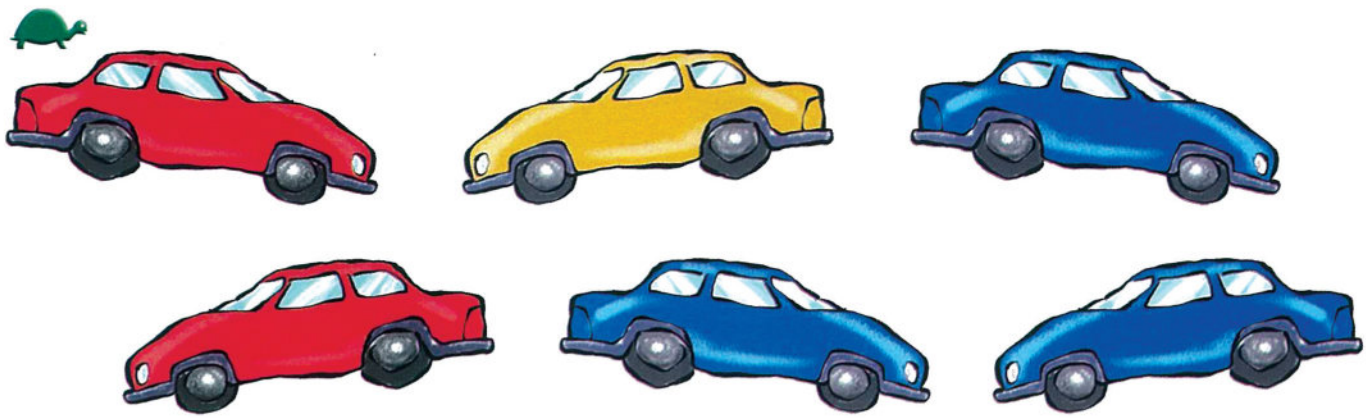
1



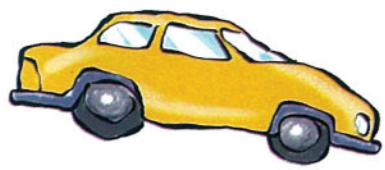
I read the number. I draw an equal number of hats.

Practice

1 1 2 2 3 3



Blue cars 

Yellow cars 

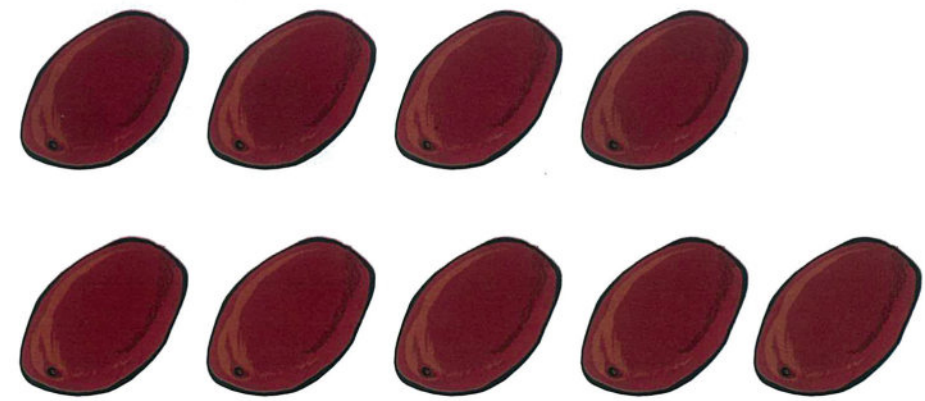
Red cars 

I write the number.
I circle the cars that have the same color.
I write the number of cars of each color.

HOME ACTIVITY • Ask your child to find a group of two objects and a group of three objects.

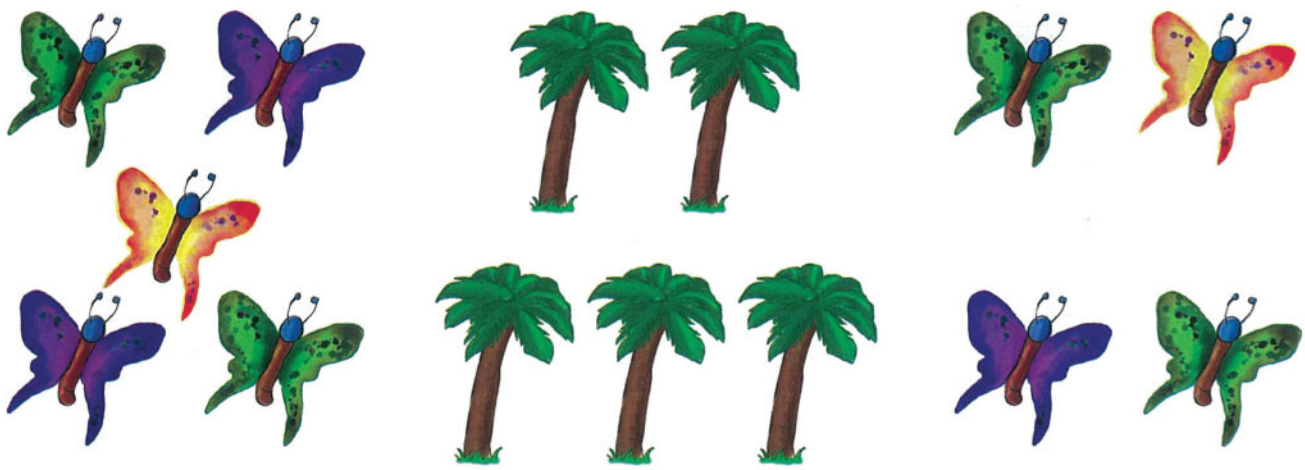
Lesson 4

I Identify 4 and 5

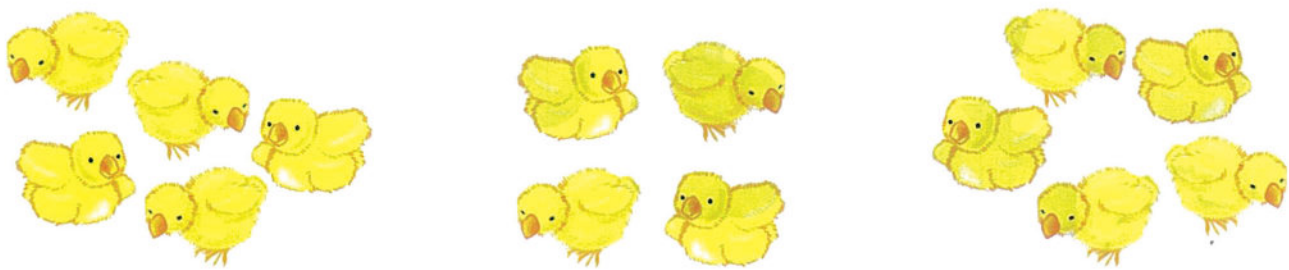


4 4

5 5



3 4 5 3 4 5 3 4 5

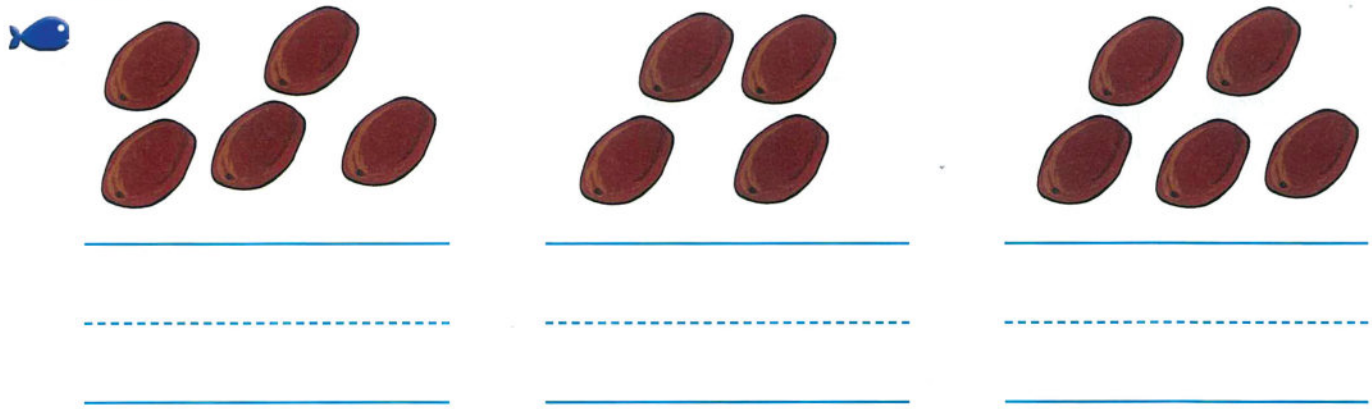


I count. I write the number.

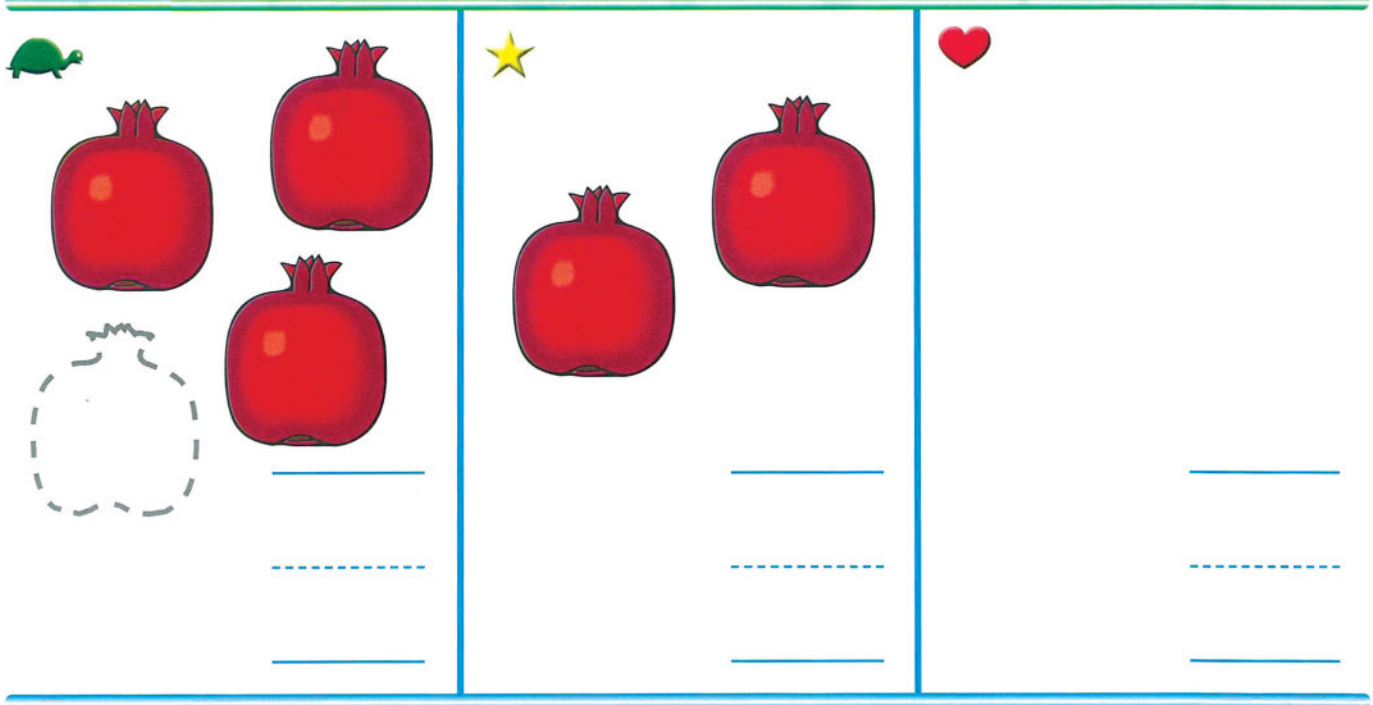
I count each group. I circle the number.

I count each group. I write the number.

Practice



3 4 5 3 4 5 3 4 5



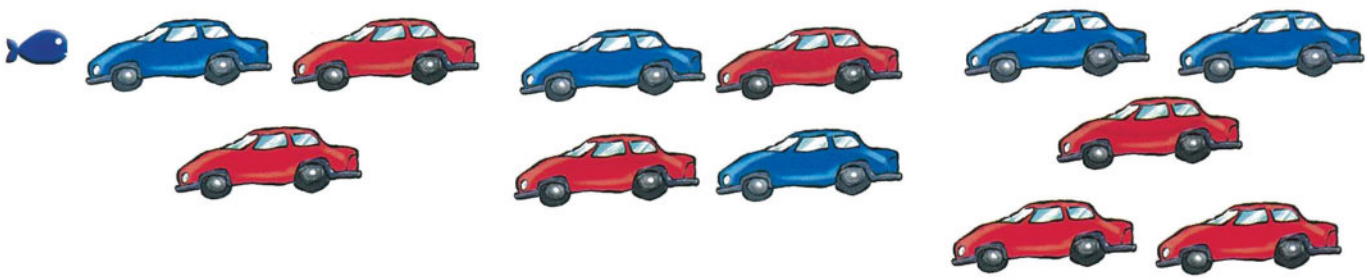
- I count each group. I write the number.
- I count each group. I circle the number.
- I draw more pomegranates to get . I write the number.
- I draw a group of pomegranates and write the number.

Lesson 5

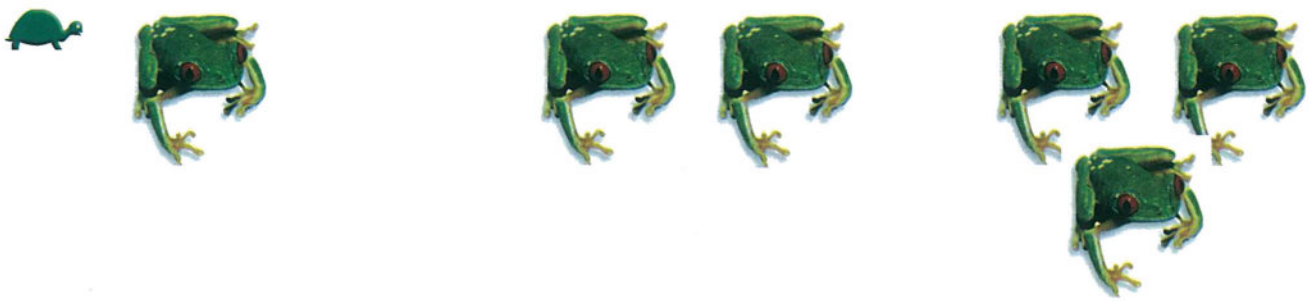
I Order Numbers

I count the bears in each row. I write the number.

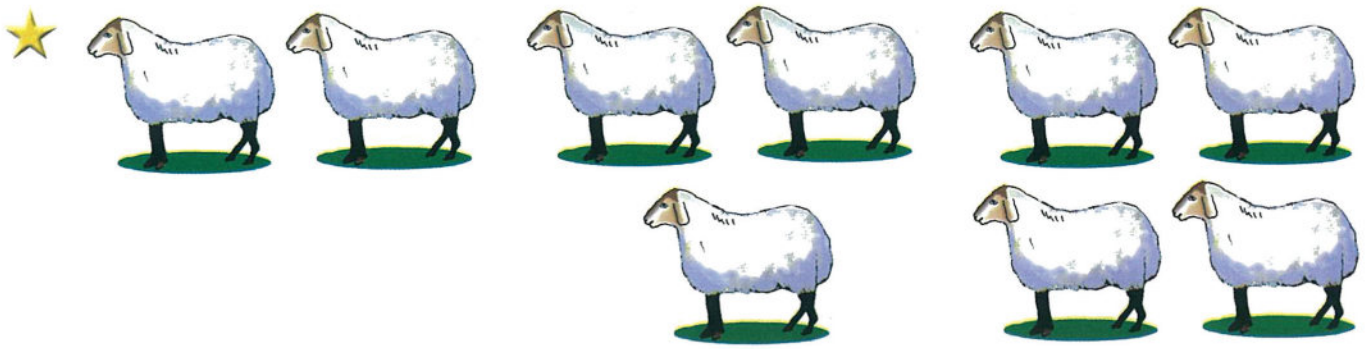
Practice



3 4 ____



1 2 ____



2 3 ____

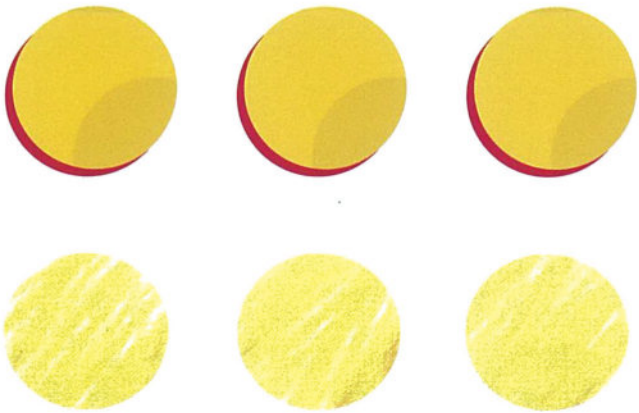
I count the objects, read the numbers, and write the next number.

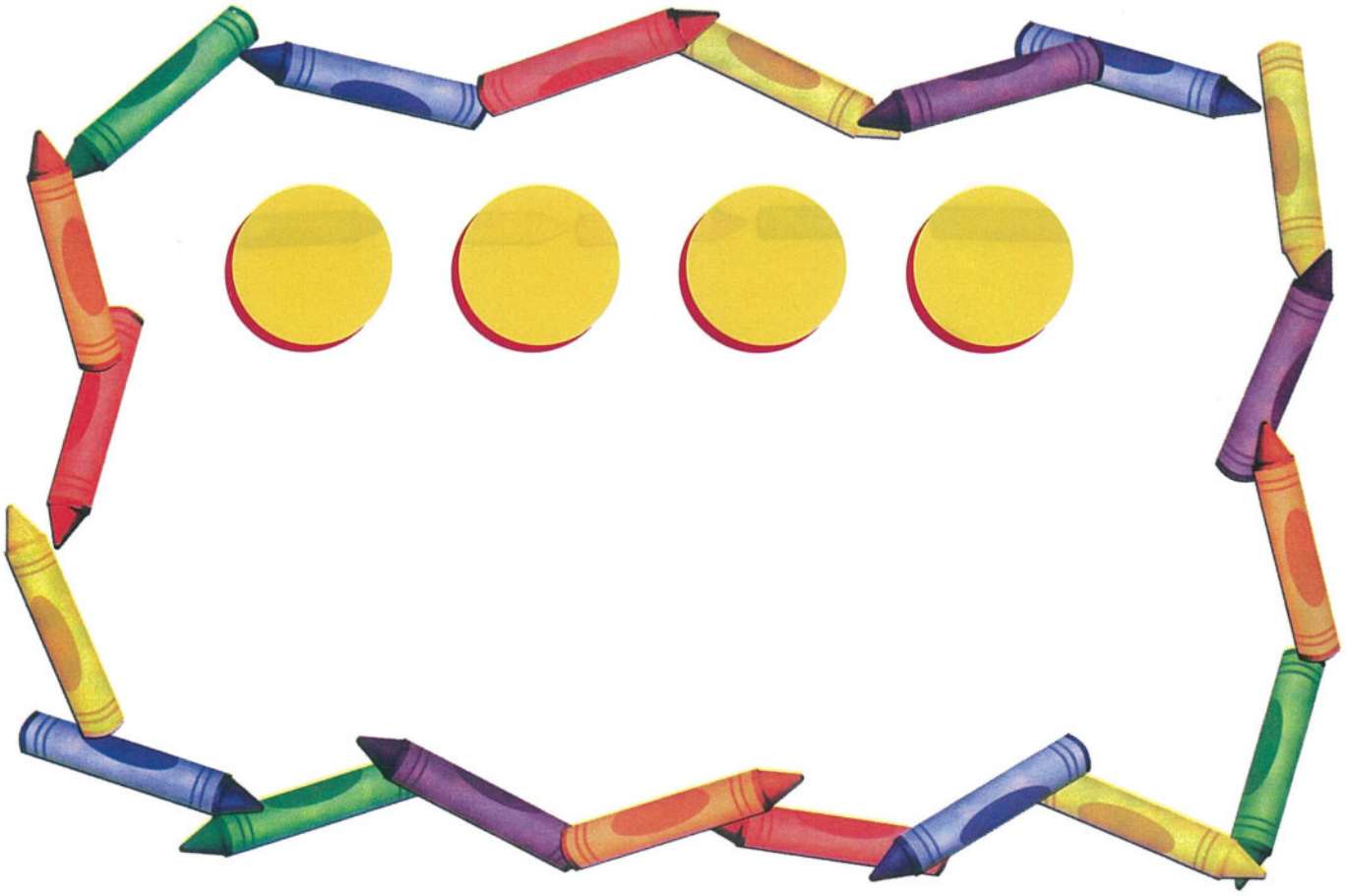
HOME ACTIVITY • Form groups of 1, 2, 3, 4, 5 pieces in five small cups. Ask your child to arrange these cups from 1 to 5.

Lesson 6

Problem Solving

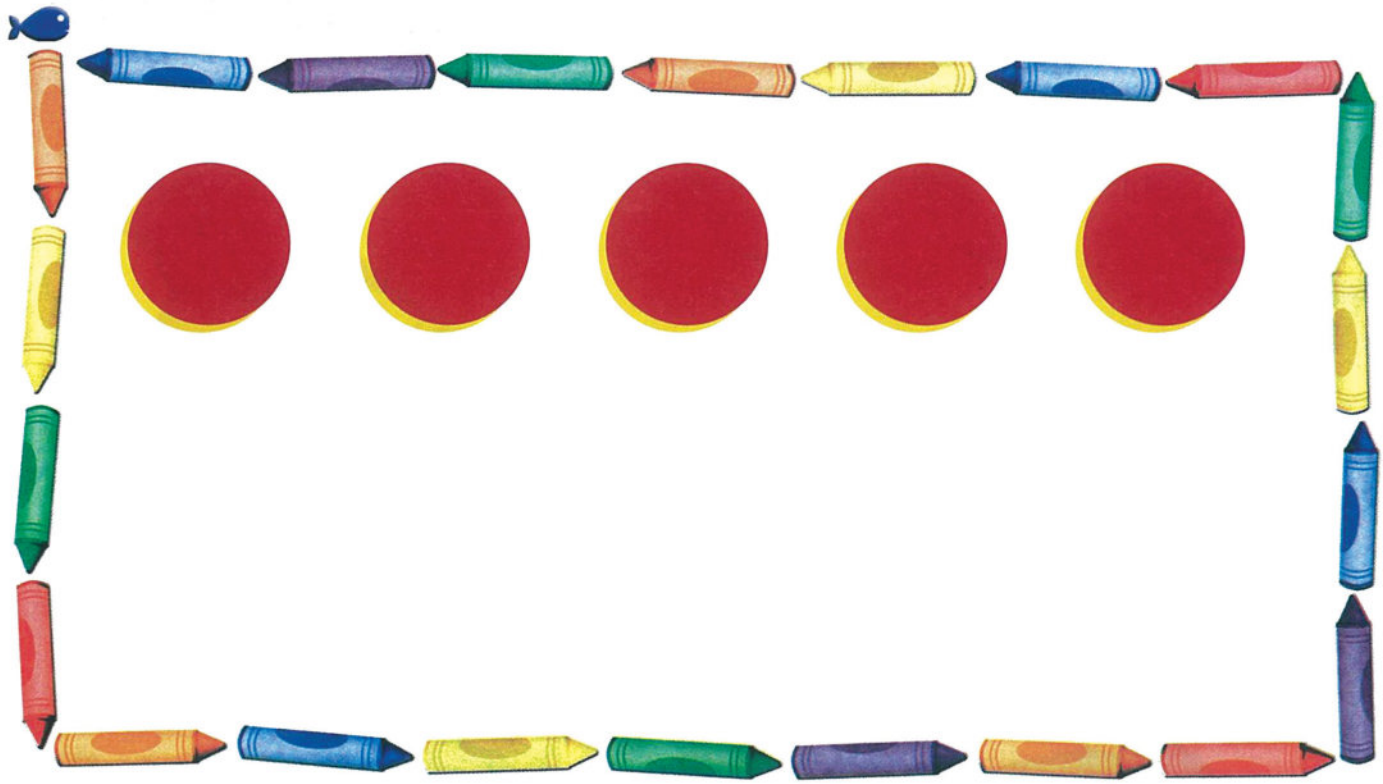
Make a Model

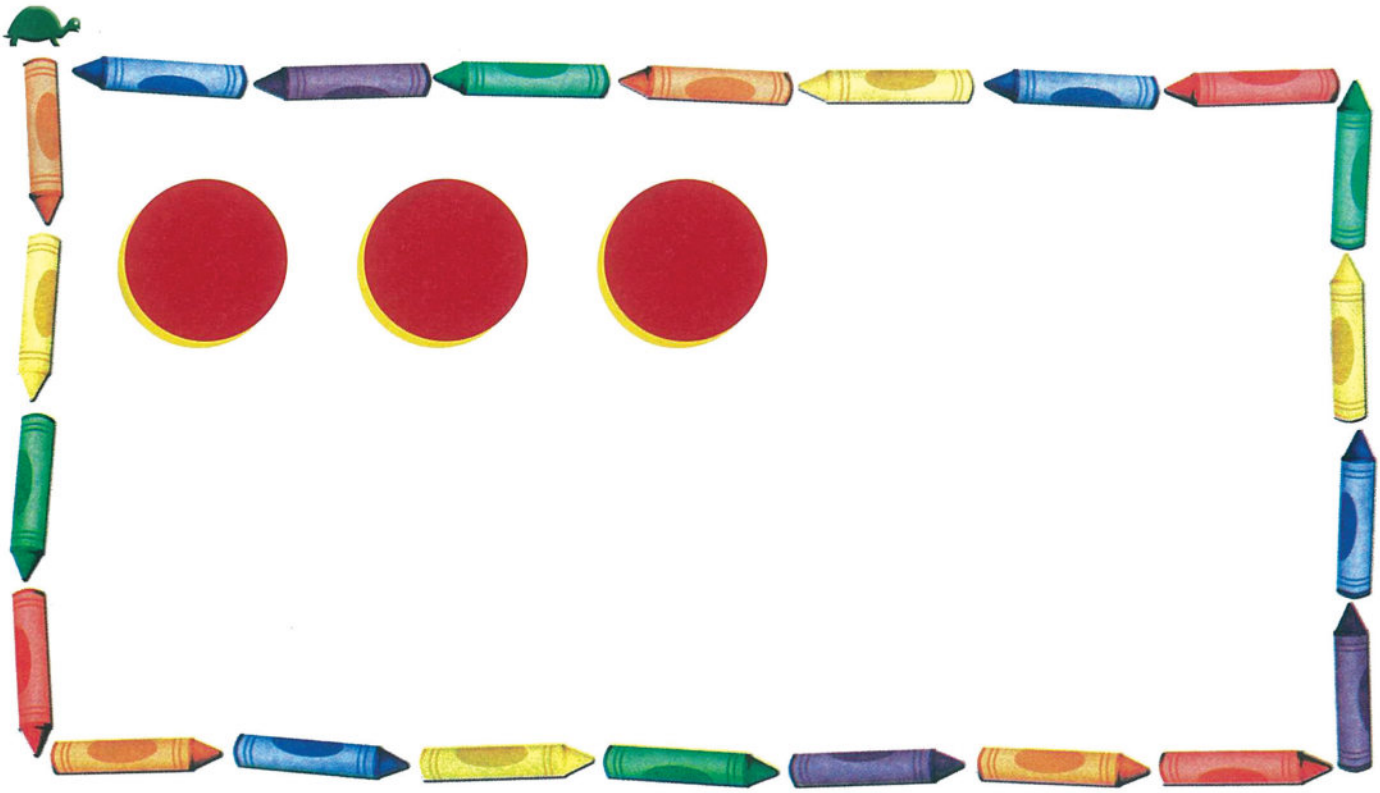




I use counters to show a bigger group. I draw and color.

Practice





I use counters to show a smaller group. I draw and color.

HOME ACTIVITY • Put a group of objects in front of your child. Ask him to form a smaller group using other objects.

Name _____

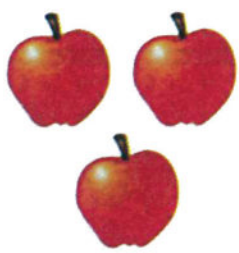
Review
Chapter 1

2 3 4

3 4 5

2 3 4

3 4 5



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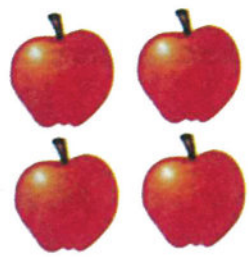

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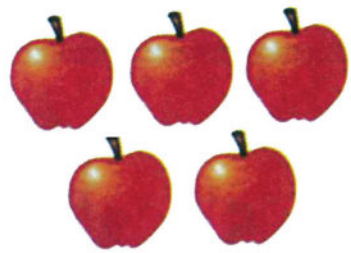


_____

- - - - - -

_____

I circle the appropriate number.

I count the apples, read the numbers, and write the next number.

Name _____

Test Prep
Chapter 1

1
One

2
Two

3
Three

4
Four

5
Five

I circle the groups of bears that show the number.

Numbers From 6 to 9 Then Zero and Ten

LETTER TO PARENTS

Dear Parents,

Today we start chapter 2. We will learn the numbers from 6 to 9 then zero and ten, and we will match these numbers to groups of objects. We will identify any group that contains more or less than other group. Here is the math vocabulary and an activity for us to do together at home.

Love,

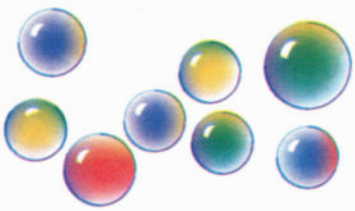
_____

My Math Words

more than

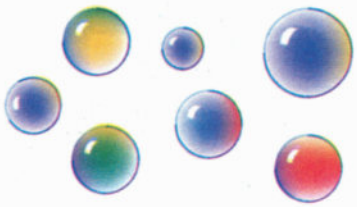
less than

Vocabulary



More Than

8 is more Than 7.



Less than

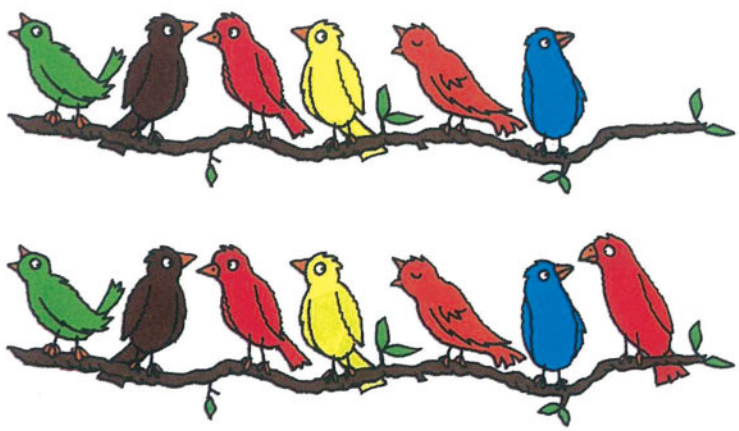
7 is less than 8.

ACTIVITY

- Give your child groups of objects containing 6, 7, 8, and 9 objects. Ask him to count them.
- Ask him also to compare the number of objects in two groups and then ask:"Which group contains more?
- Give your child two pieces of cake. Ask him to eat one piece,and give you the other. Ask him: how many pieces are left with you?

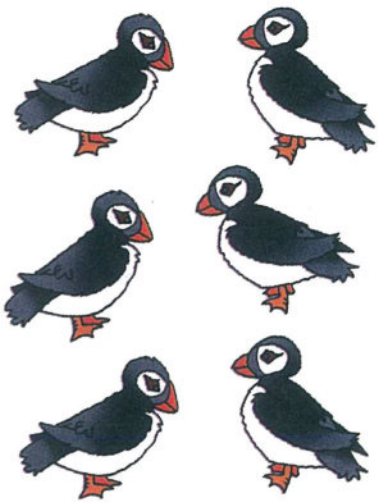
Lesson I

I Identify 6 and 7

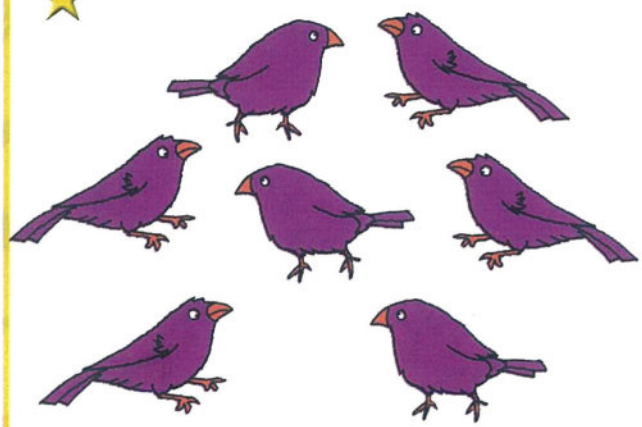


6 6

7 7



5 6 7



5 6 7

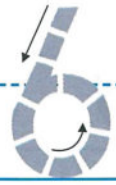
I count the birds on each branch and then I write the number.

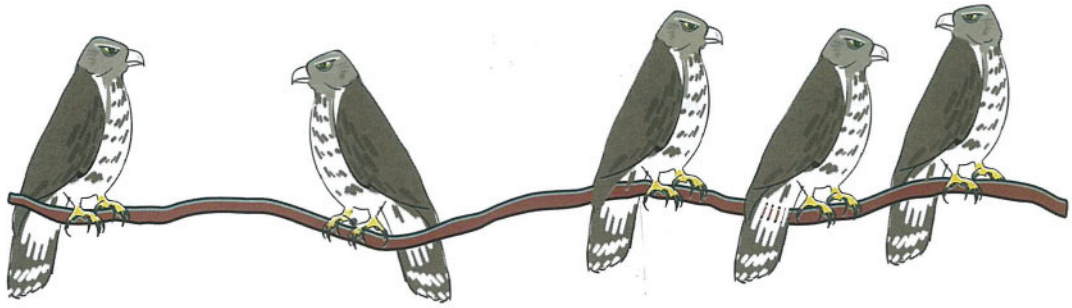
I count the birds in each group. I circle the appropriate number.

I draw more eggs to get 6. I write the number.

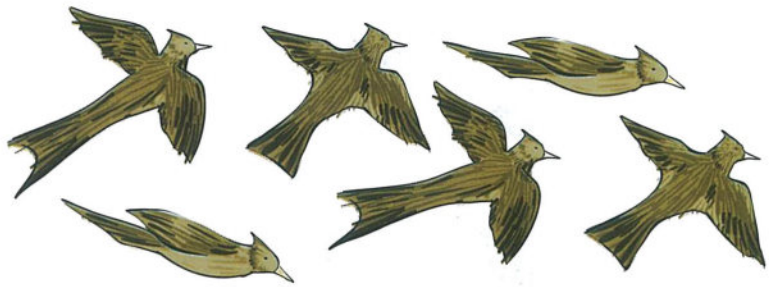
I draw more eggs to get 7. I write the number.

Practice

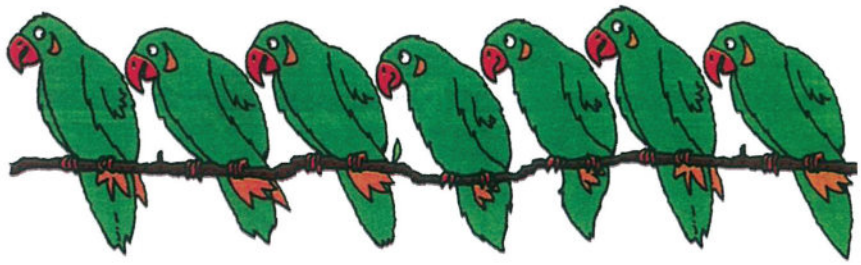


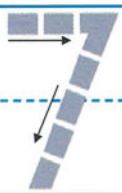


5 6 7



5 6 7





I write 6.

I draw more birds to get 7. I write the number.

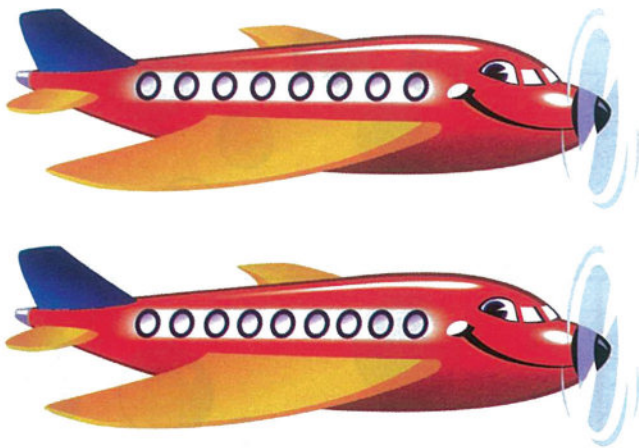
★ I circle the appropriate number.

I write 7.

HOME ACTIVITY • Remind your child that the number of days in a week is 7. Take part with him in naming the days. Ask him to lift a finger for each day he names.

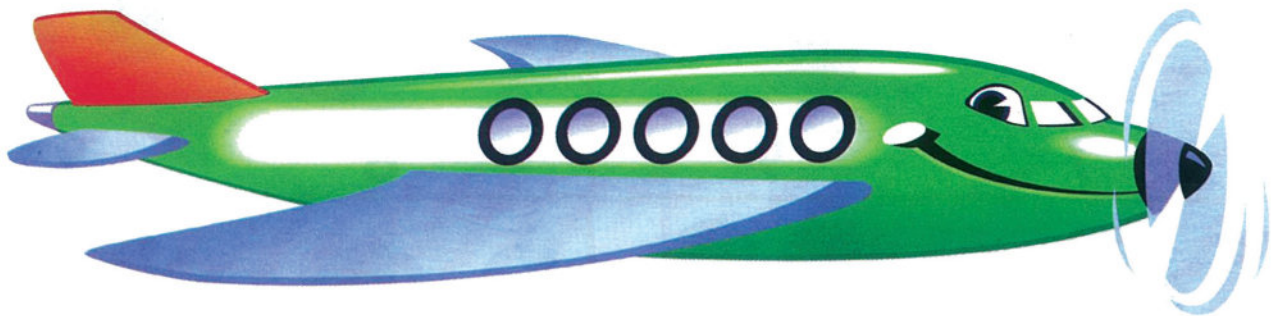
Lesson 2

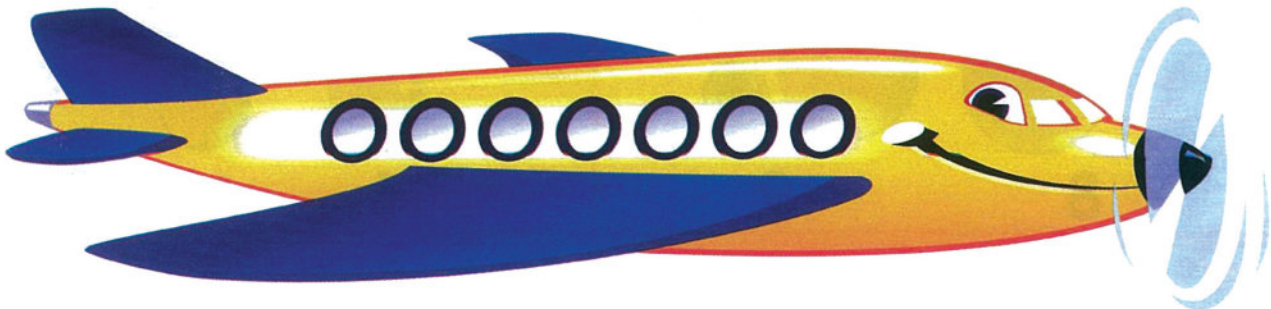
I Identify 8 and 9

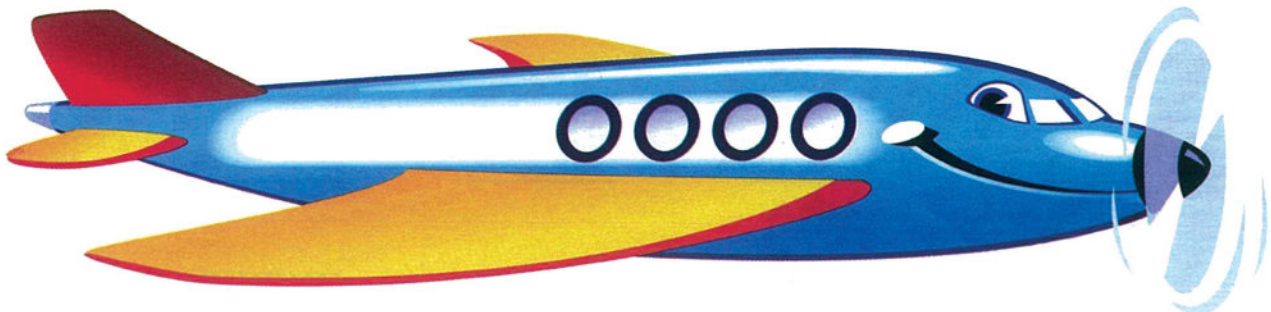


8 8

9 9

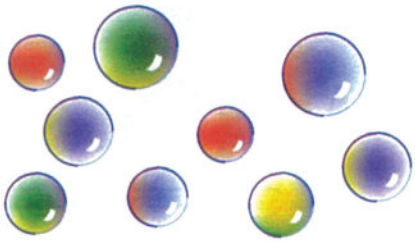


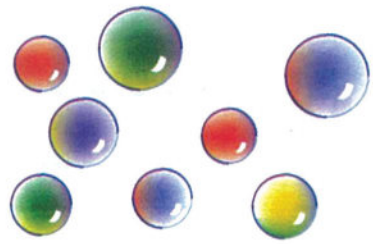


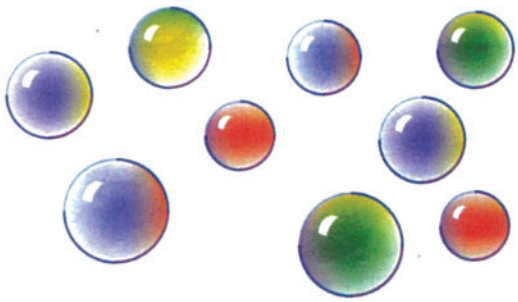


- I count the windows in the airplane and write 8.
- I count the windows in the airplane and write 9.
- I draw more windows to get 8.
- I draw more windows to get 9.

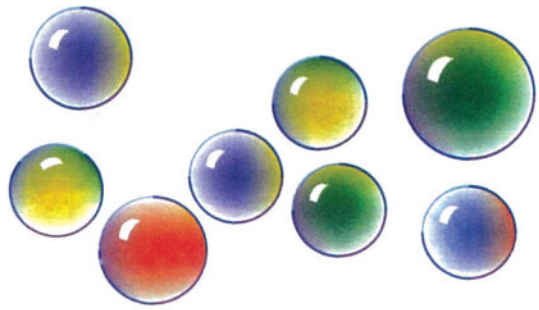
Practice



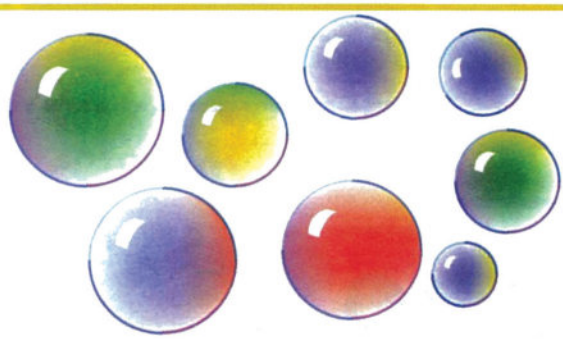




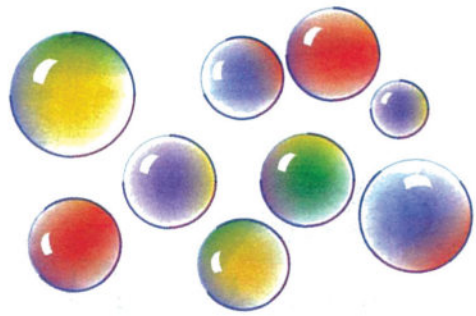
7 9



8 9

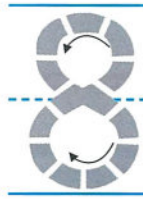


8 9



6 9

8



9

I count the bubbles in each group.
I write the number.

I circle the appropriate number.

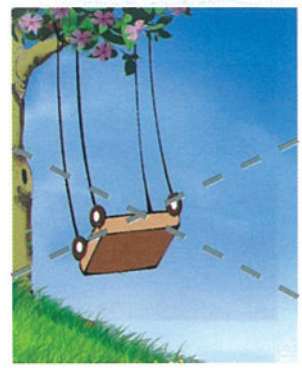
I write 8.

I write 9 .

HOME ACTIVITY • Ask your child to count the legs of two chairs. Help him to discover other things where a group of 8 appears.

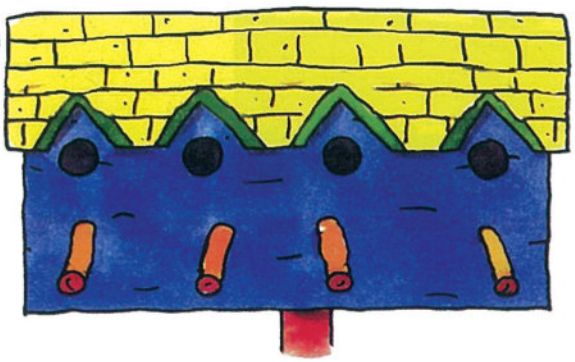
Lesson 3

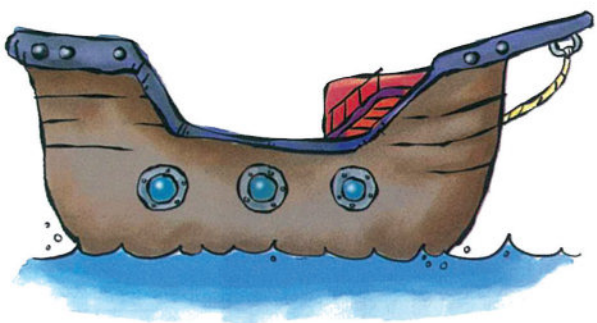
I Identify Zero



0 2

0 2





0 3

0 3

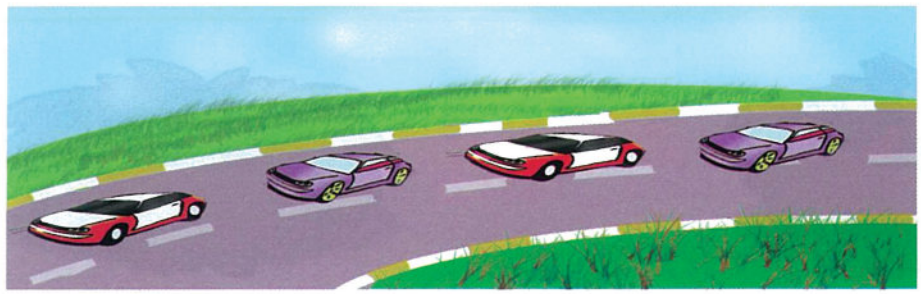
I put x on the swing with no children.

I circle the number of birds in each nest.

I put x on the nests with no birds.

I circle the number of windows in each ship.

Practice

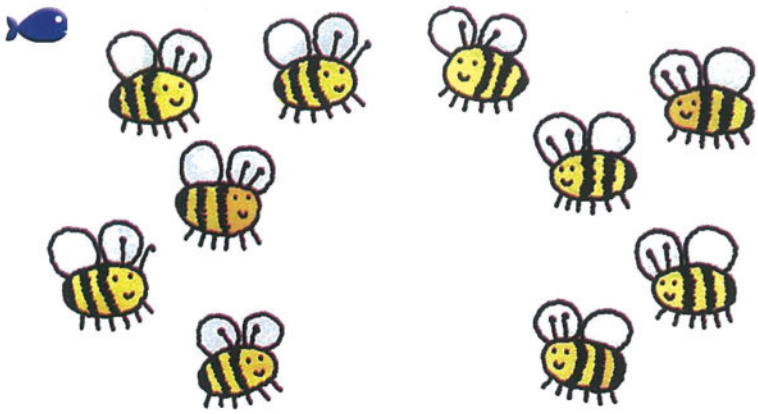


I count the cars.
I write the number.

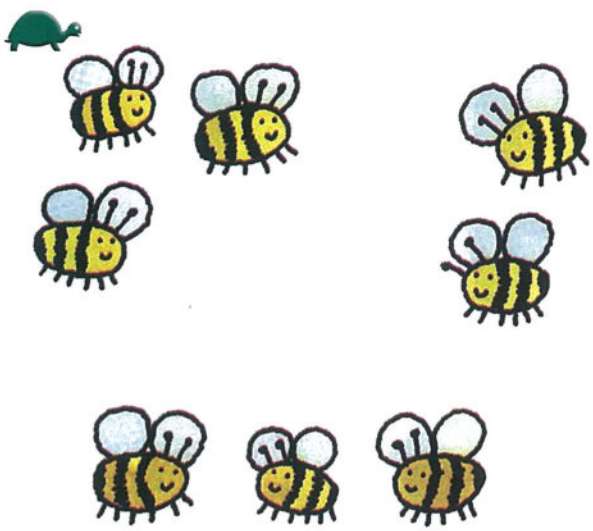
HOME ACTIVITY • Put 4 fruits in a plate and ask your child to count them. Take a fruit away and ask him to count the rest. Repeat the process until the plate is empty.
Be sure that your child has used the number Zero.

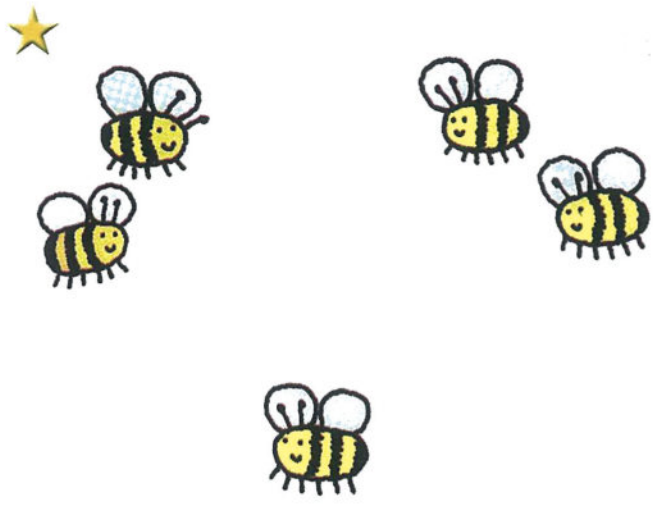
Lesson 4

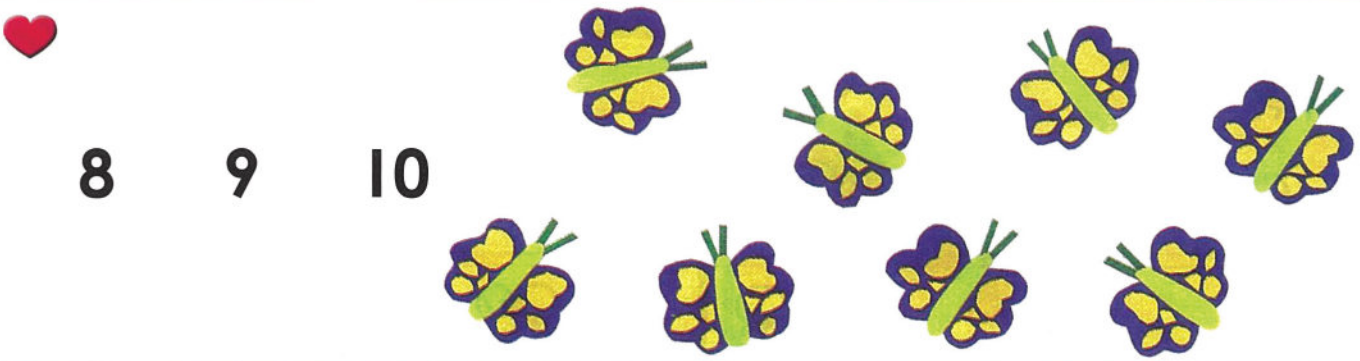
I Identify 10



10 10







8 9 10

10 10

I count the bees. I write 10.

I draw more bees to get 10.

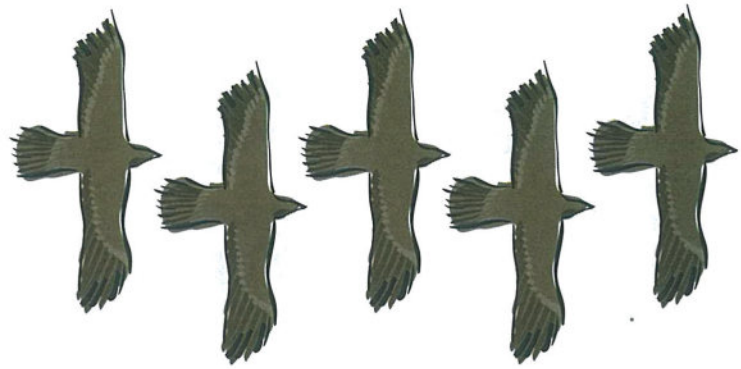
I count the butterflies.
I circle the oppropriate number.

I write 10.

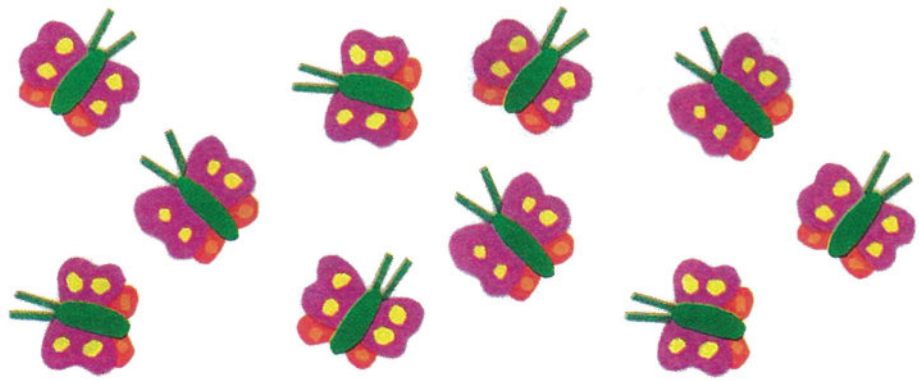
Practice

8 9 10

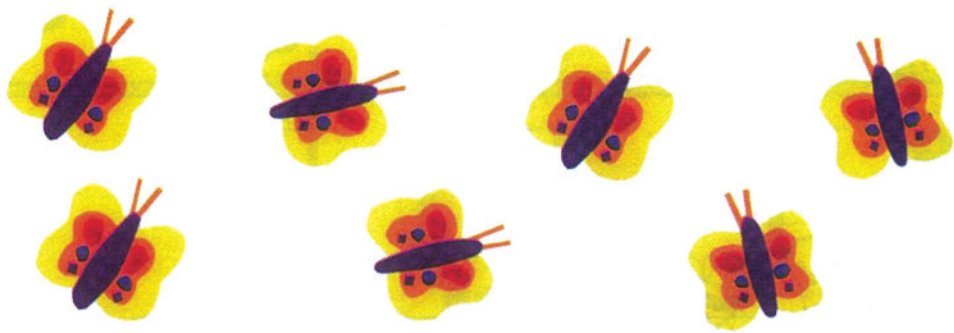
5 6 7



8 9 10



6 7 8

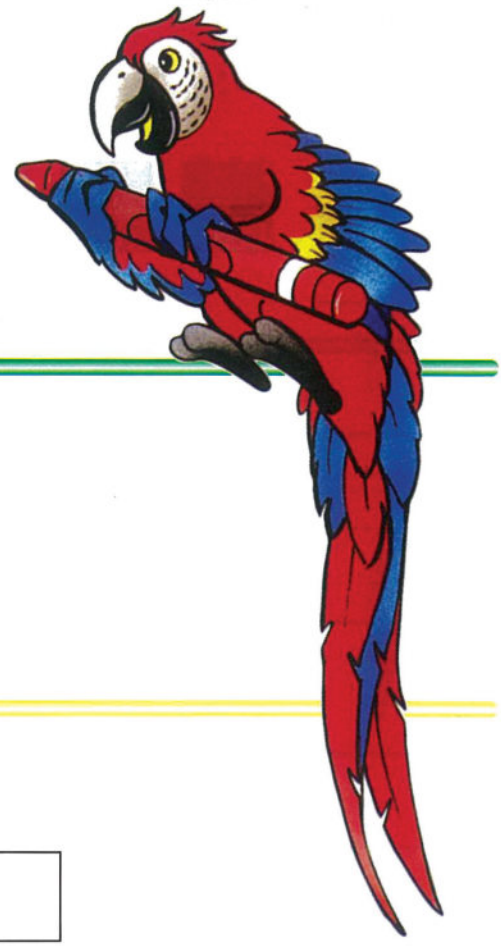


I circle the appropriate number.

HOME ACTIVITY • Ask your child to count his fingers and write the number.

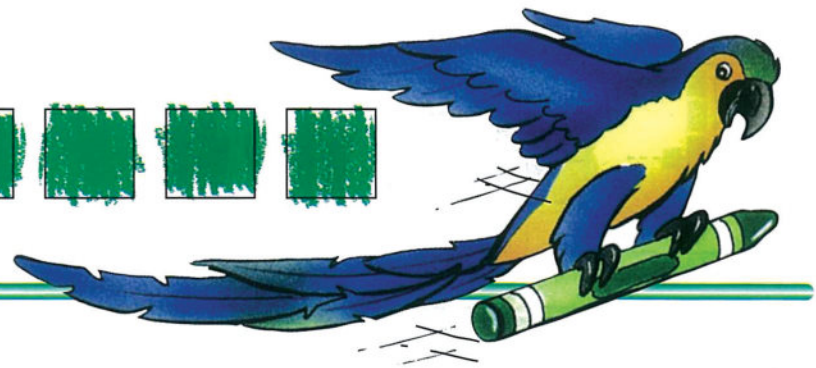
Lesson 5

I Order Numbers



I count the squares and color them. I write their numbers.

Practice



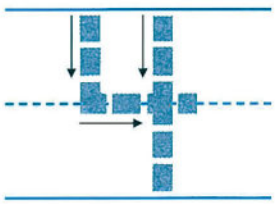
I count the squares. I write their numbers.

HOME ACTIVITY • Arrange mekano pieces on each other to make groups of 6,7,8,9 and 10 pieces. Ask your child to put these groups in order from the smallest number to the greatest number.

Lesson 6

Problem Solving

Make a Model



I make a train of 10 cubes. I divide the train into two parts: one longer than the other. I put the two parts on the work space. I count and draw the cubes in each part and I write the number. I circle the number that shows more.

Practice

I make a train of 10 cubes. I divide it into two parts: one longer than the other. I put the two parts on the work space. I count the cubes in each part and I write the number. I circle the number that shows more.

HOME ACTIVITY • Ask your child to form two equal groups using 10 pieces of coins. Take a coin from one of the two groups and put it in the second group. Ask him to show the group with more coins.

Name _____

Review
Chapter 2

6 7 8

8 9 10

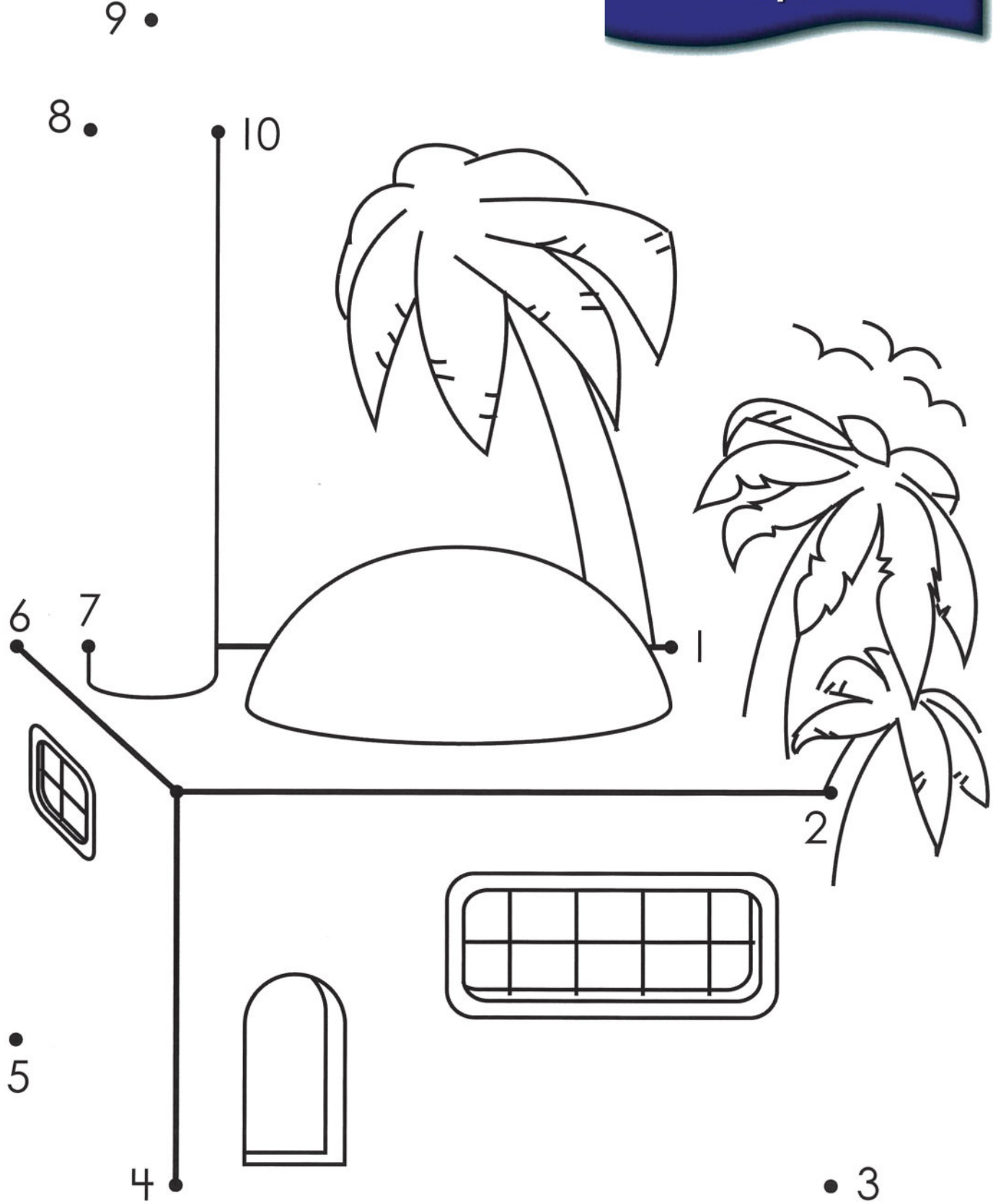
7 8 9

0 8 9

I circle the appropriate number.

Name _____

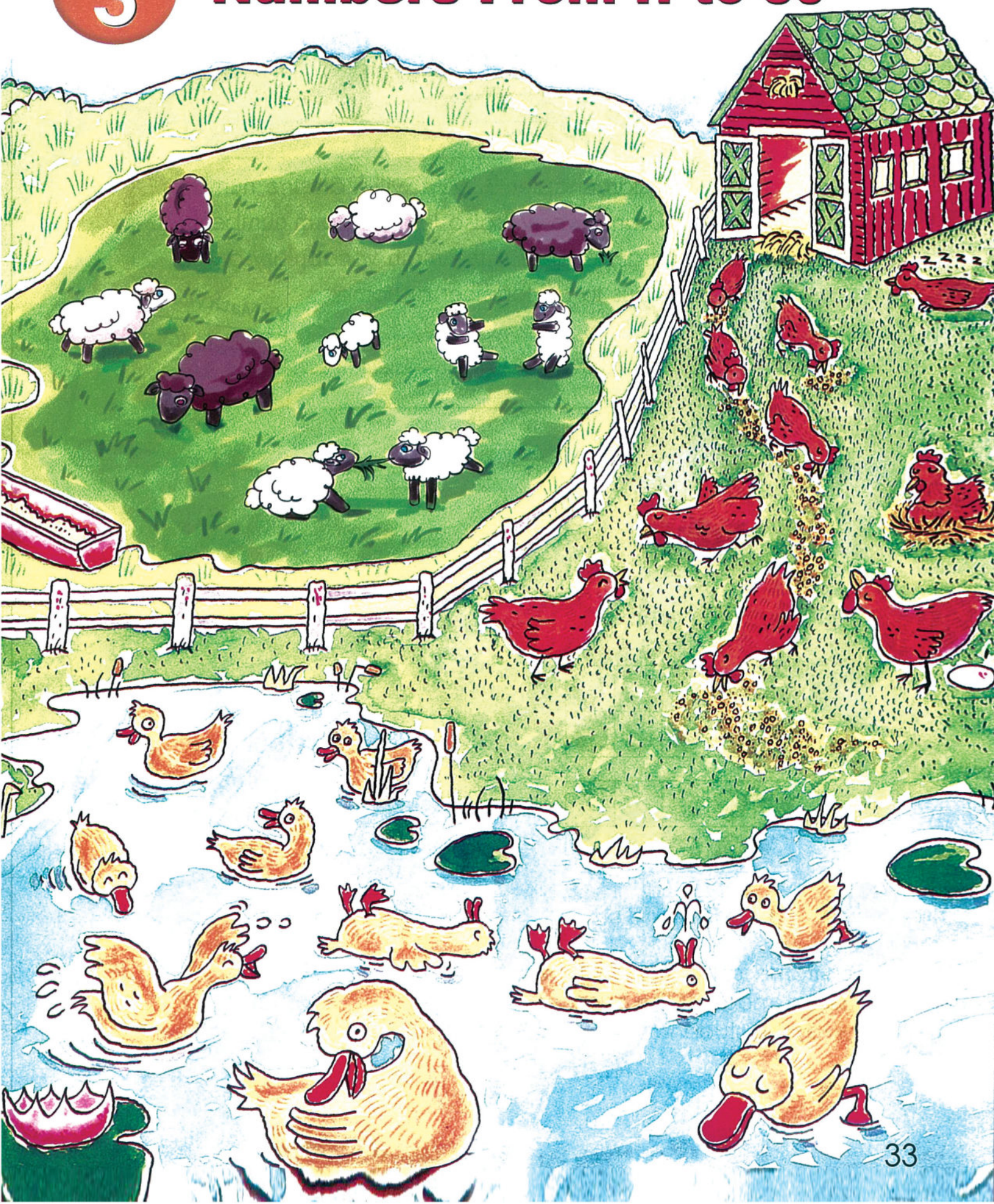
Test Prep
Chapter 2



I connect the dots in sequence. I color the picture.

CHAPTER 3

Numbers From 11 to 30



LETTER TO PARENTS

Dear Parents ,

Today we start chapter 3. We will learn the numbers from 11 to 30 and we will also learn to form numbers with the ten frame. Here is the math vocabulary and an activity for us to do together at home.

Love,

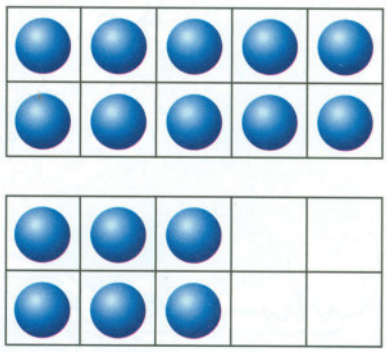
_____

My Math Words

ten frame (Chart)

Vocabulary

ten frame



16 is ten and six

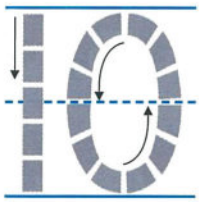
Ten frame is used to build the mental image of the number ten by the student.

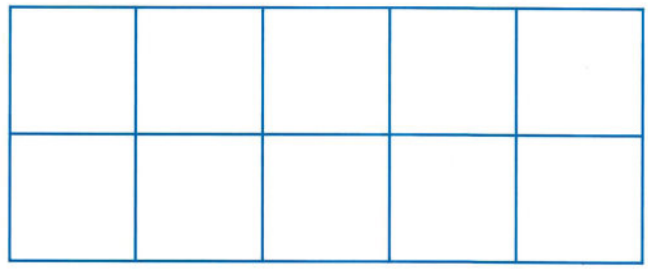
ACTIVITY

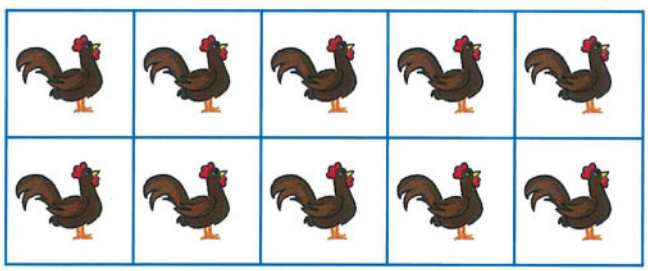
Count loudly, and let your child participate in the counting.

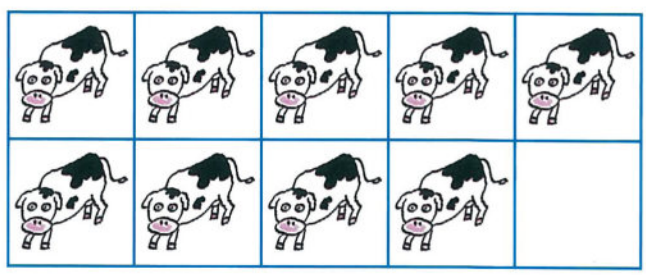
Lesson 1

Groups of 10

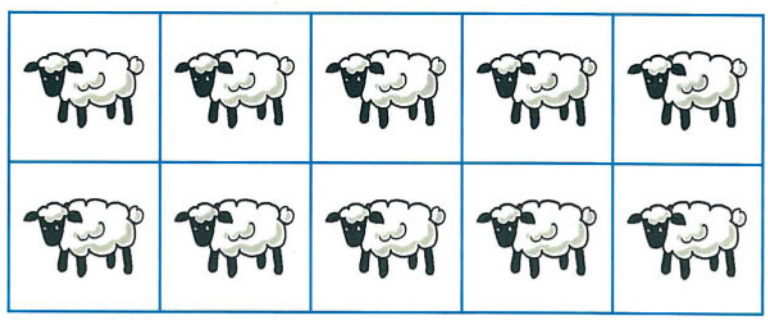








8 9 10

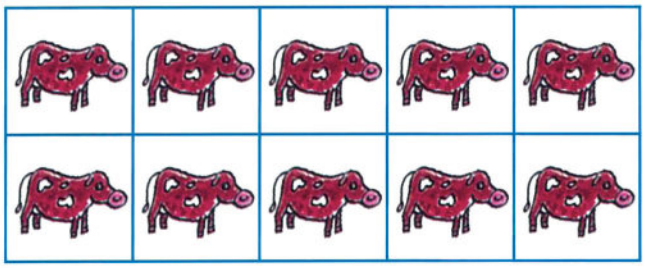


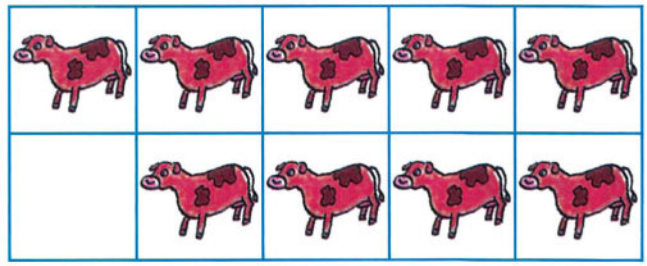
I put 10 counters on the ten frame. I write the number.

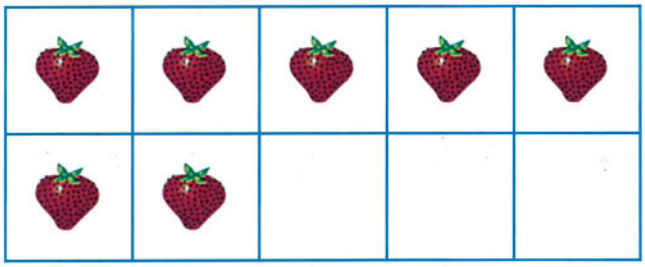
I circle each group with 10 objects.

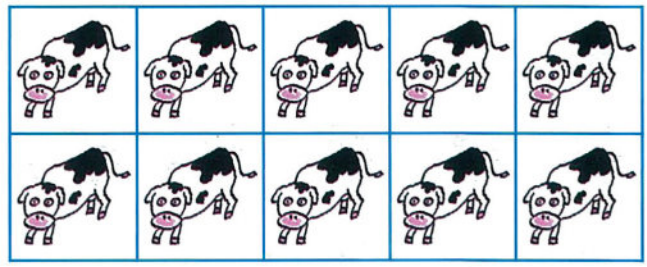
I circle the appropriate number.

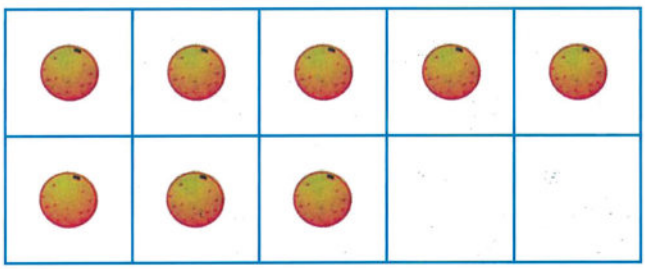
Practice

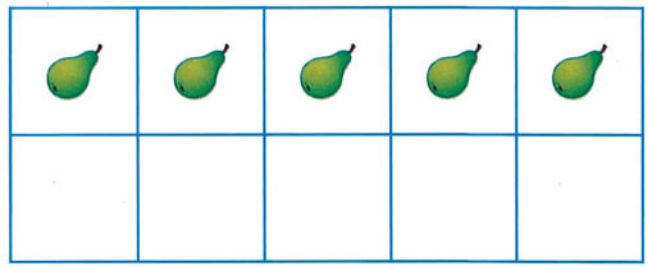


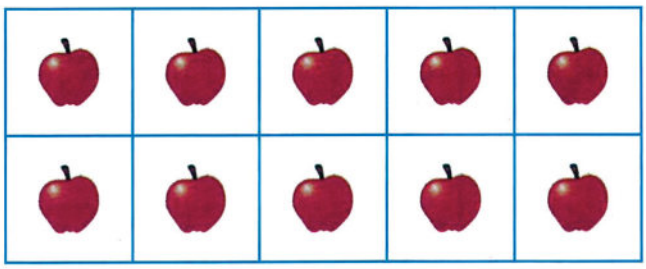












8 9 10

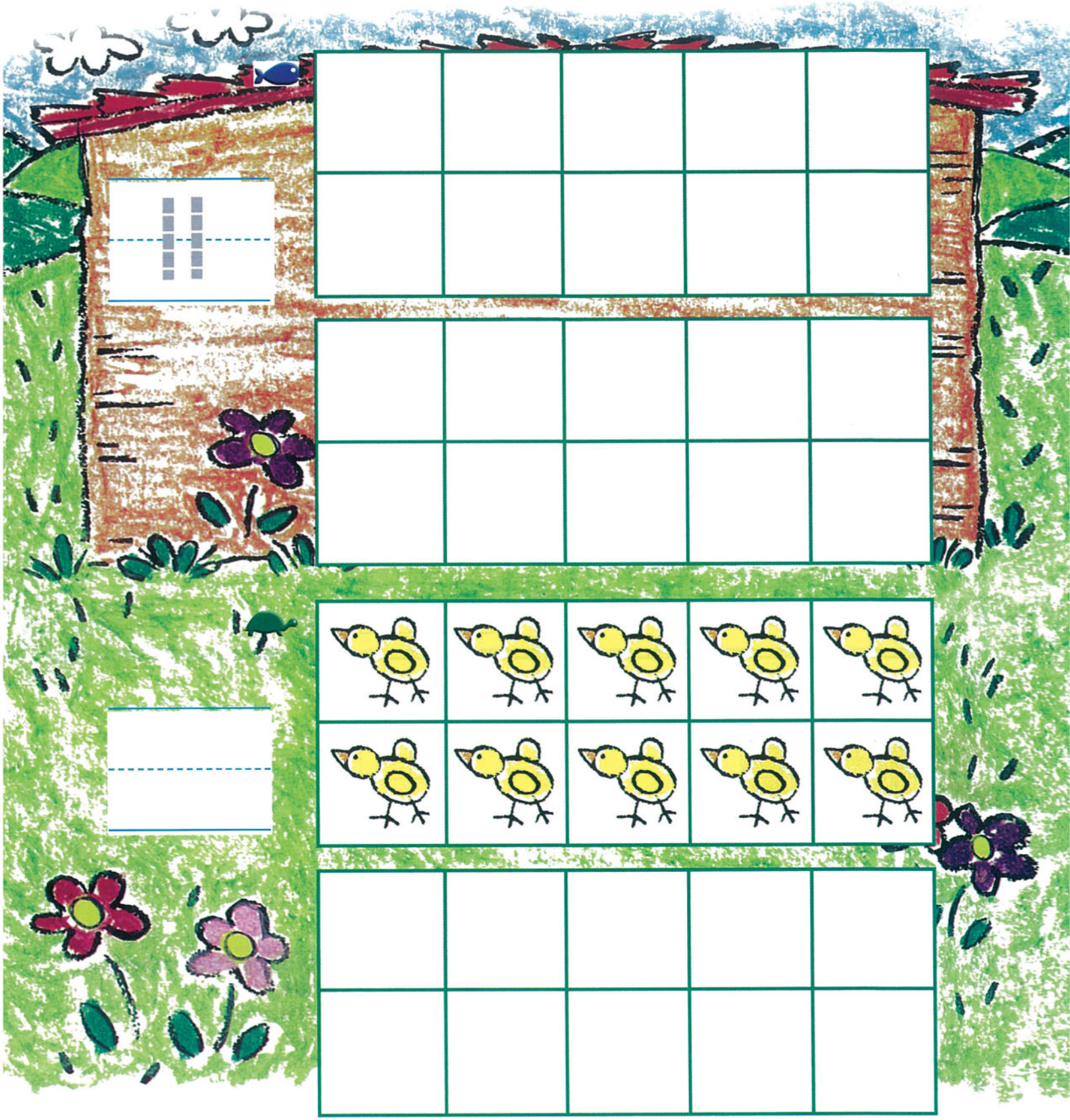
8 9 10

- I circle each group with 10 objects.
- I draw more elements to get the number 10.
- I circle the appropriate number.

HOME ACTIVITY • Draw a ten frame on the paper. Represent the numbers from one to ten by using small things, and from time to time ask your child if this board represents a group of ten.

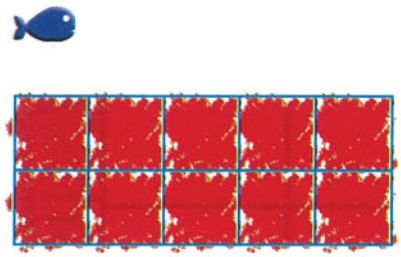
Lesson 2

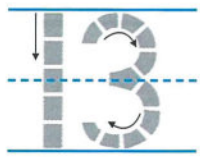
Numbers from 11 to 15

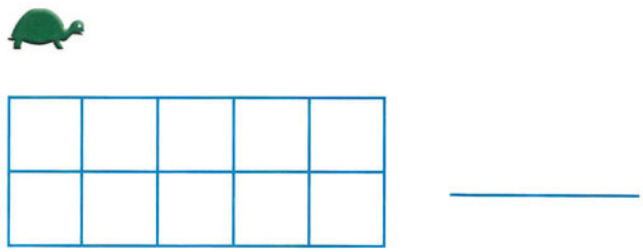


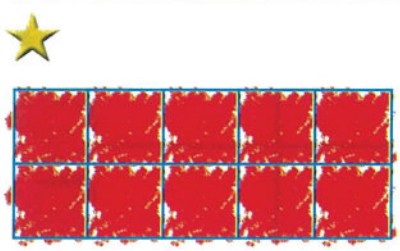
- I put ten counters on the ten frame. I put one counter on the second frame. I write the number.
- I draw some chicks, till 12. I write the number.

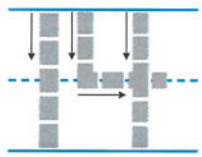
Practice

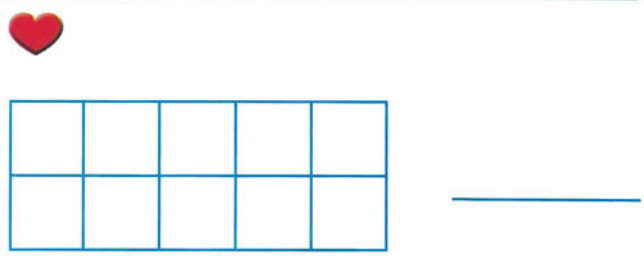


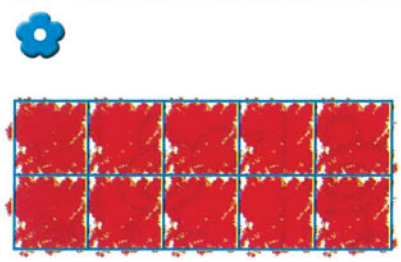


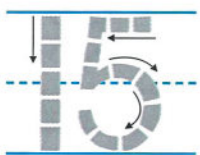


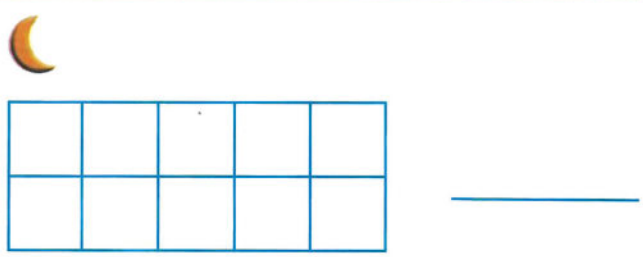








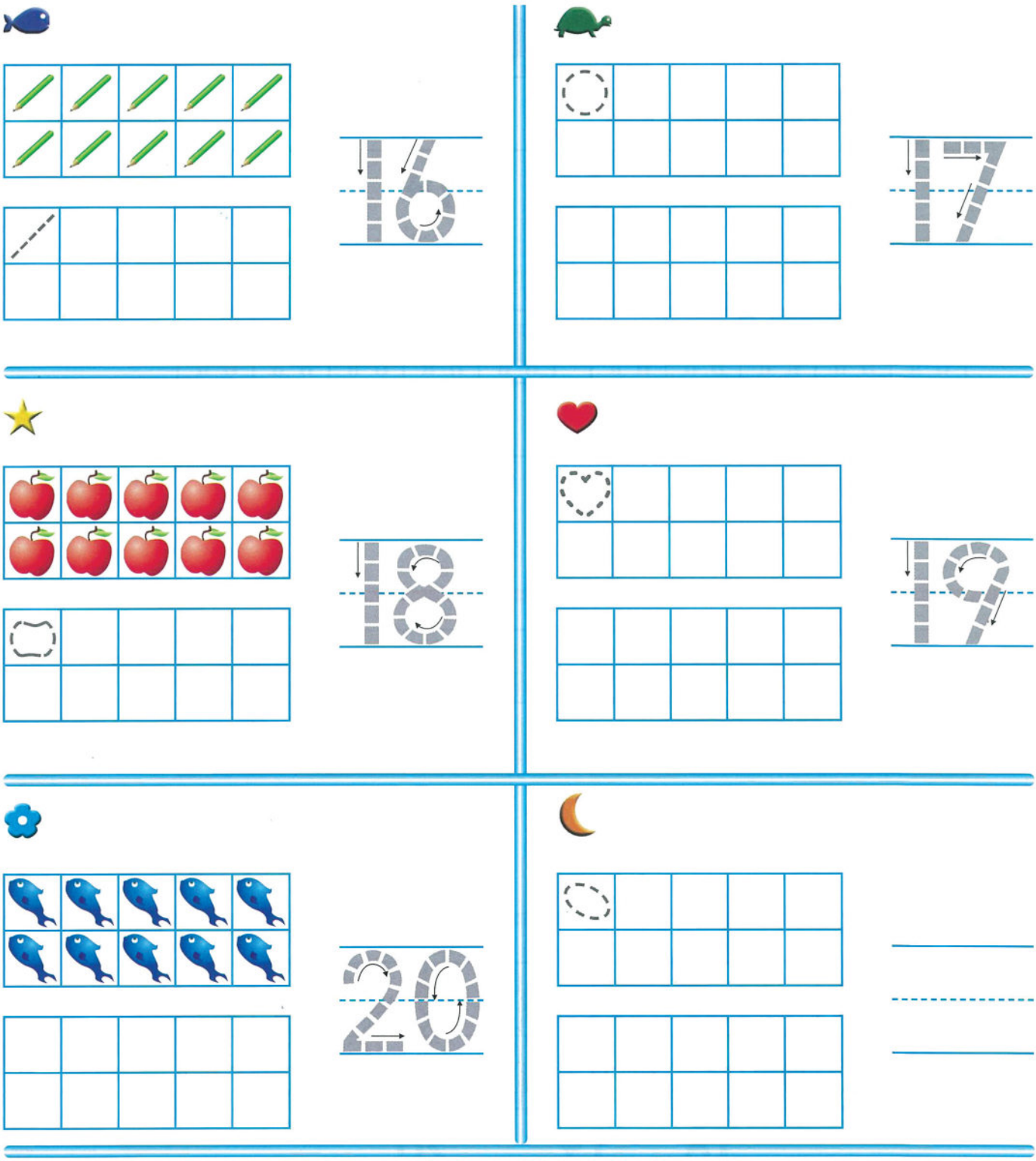




- I count the colored squares. I write the number.
- I color 4 more squares. I write the number.
- I color 5 more squares. I write the number.
- I color 10 squares then 3. I write the number.
- I color 10 squares then 4. I write the number.
- I color 10 squares then 5. I write the number.

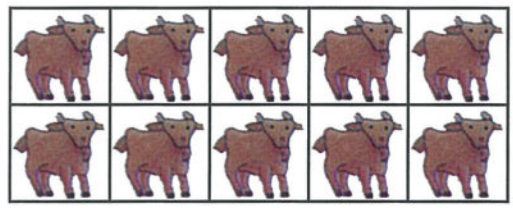
HOME ACTIVITY • Draw two ten frames on the paper. Ask your child to show that numbers 11, 12, 13, 14, and 15 are sequential by using the two frames and small objects.

Lesson 3

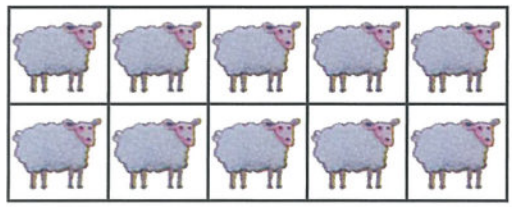


- I draw 6 more pens. I write the number of pens.
- I draw 8 more apples. I write the number.
- I draw 10 more fish. I write the number.
- I draw 10 buttons then 7. I write the number.
- I draw 10 hearts then 9. I write the number.
- I draw 20 cakes. I write the number.

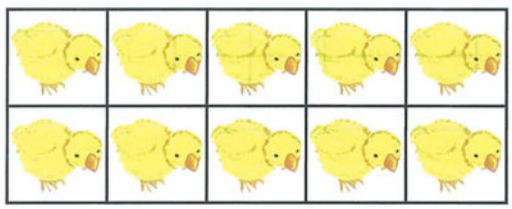
Practice



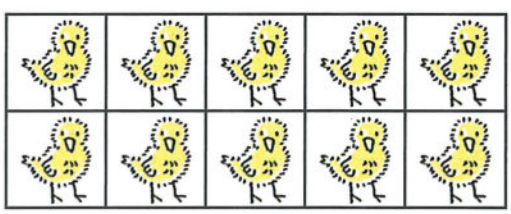
12 13 14



14 15 16



16 17 18



18 19 20

I count. I circle the appropriate number. I write the number.

HOME ACTIVITY • Use an egg carton to make two ten frames. Ask your child to represent the numbers 16 and 18 by small objects (such as chick-peas).

Lesson 4

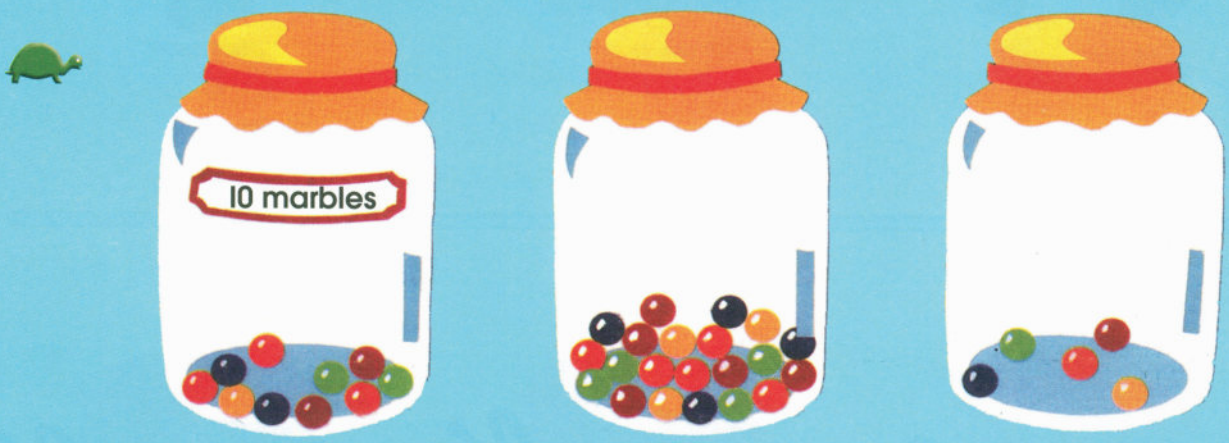
Problem Solving

Estimate

I circle the Jar that contains around 20 pieces of fruit.

I circle the Jar that contains less than 20 marbles.

Practice



I circle the Jar that contains less than 20 marbles.

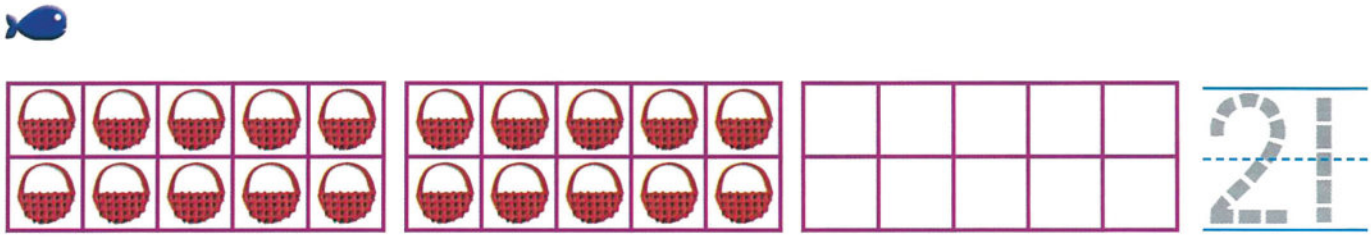
I circle the Jar that contains less than 10 marbles.

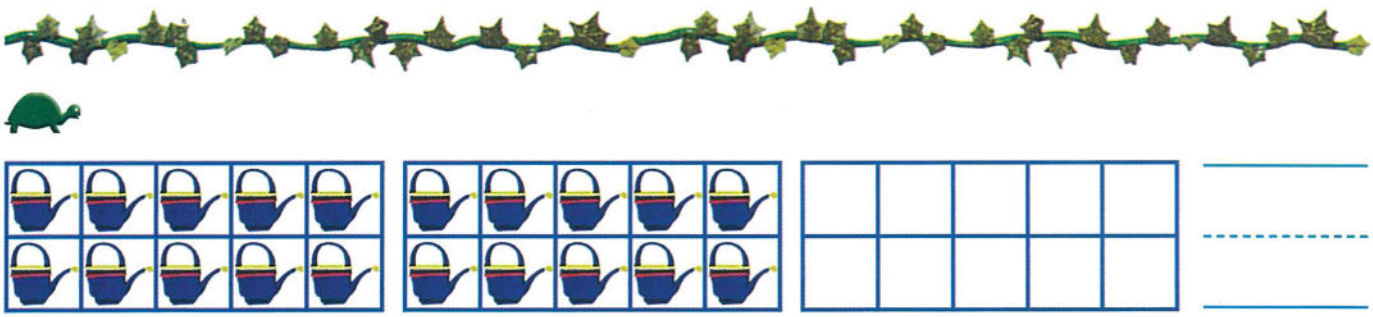
I circle the Jar that contains more than 20 marbles.

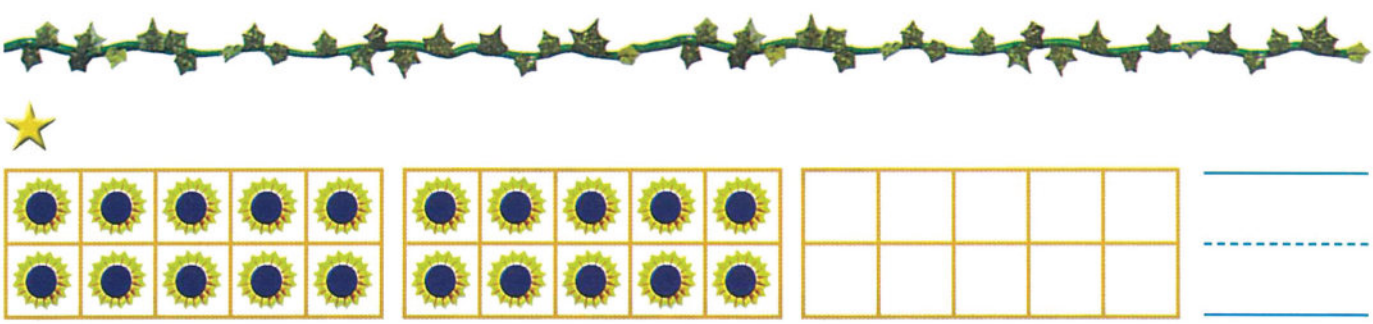
HOME ACTIVITY • Ask your child to put 10 beans in a bowl. Add a non-specific number of other beans in the bowl. let him estimate the number of beans, then to count them.

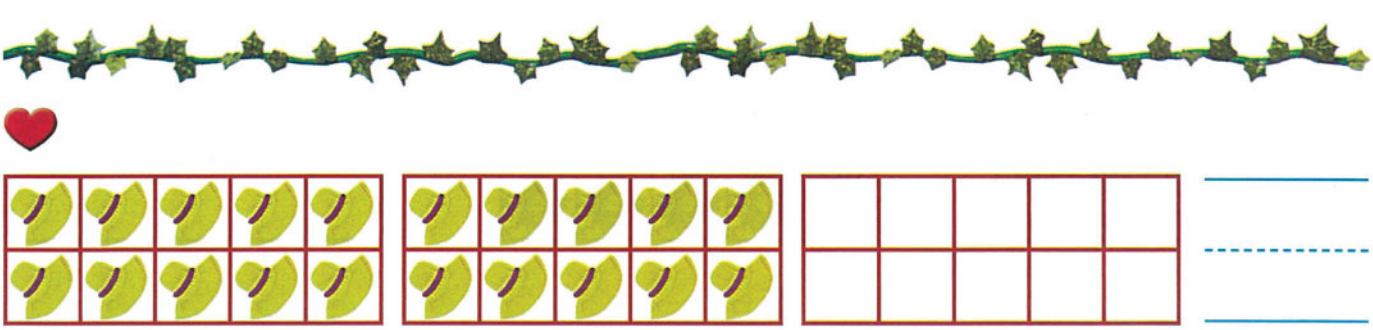
Lesson 5

Numbers from 21 to 25



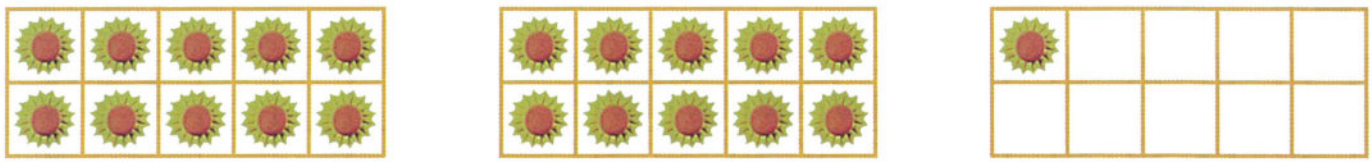




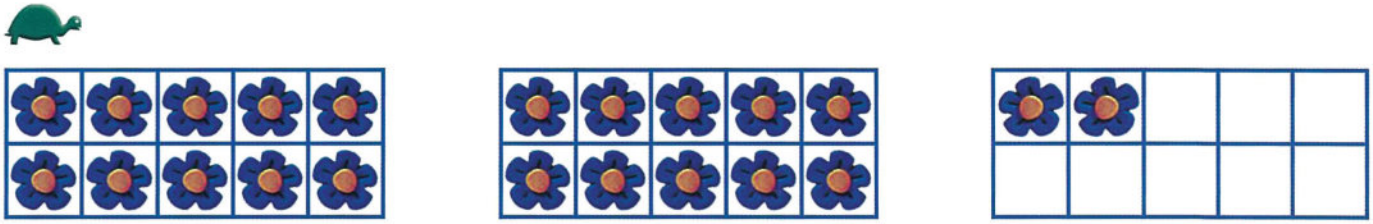


- I count the baskets. I draw I more basket to get 21. I write the number.
- I count the sprays. I draw 2 others to get 22. I write the number.
- I count the suns. I draw 3 others to get 23. I write the number.
- I count the hats. I draw 5 others to get 25. I write the number.

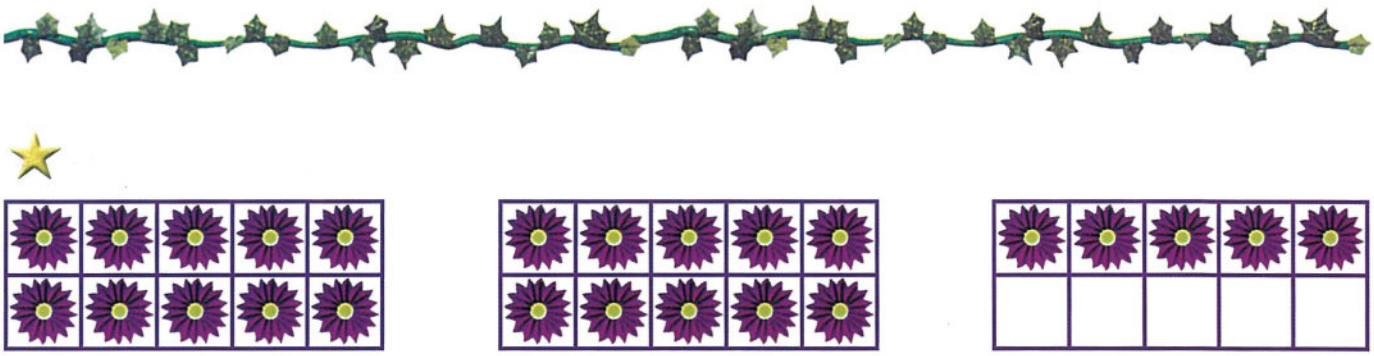
Practice



20 (21)



22 23



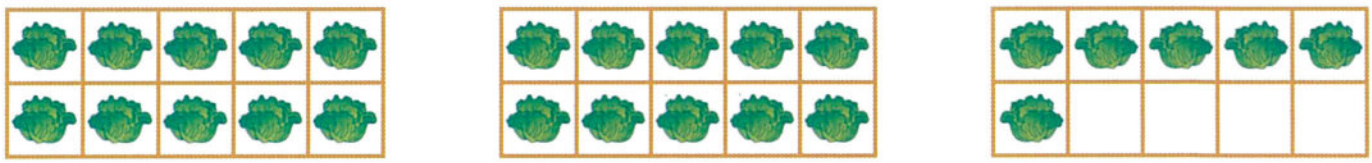
24 25

I circle the appropriate number.

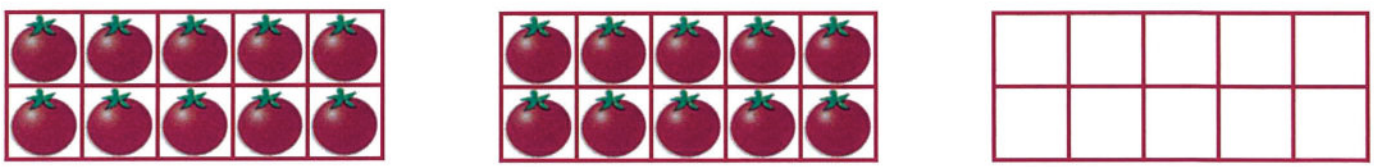
HOME ACTIVITY • Ask your child to recognize the numbers 21,22,23,24 and 25 upon the pages of a book.

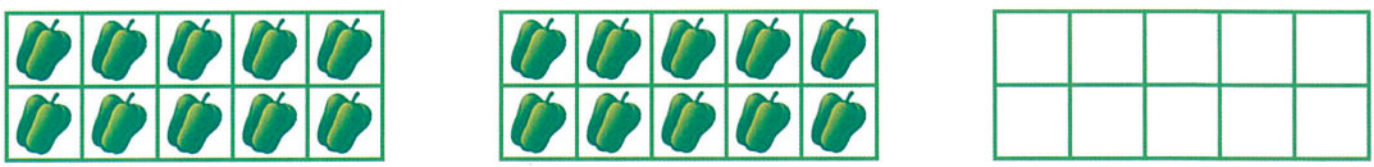
Lesson 6

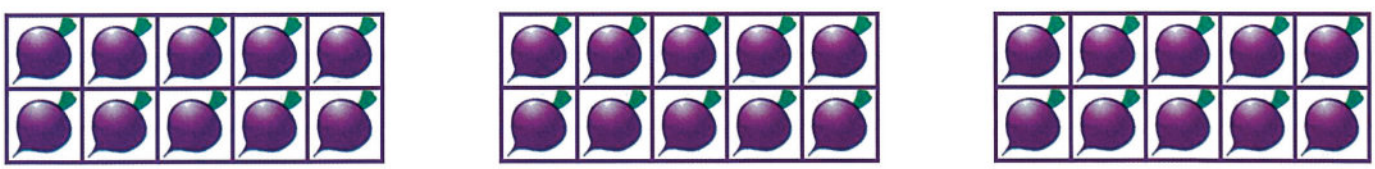
Numbers from 26 to 30



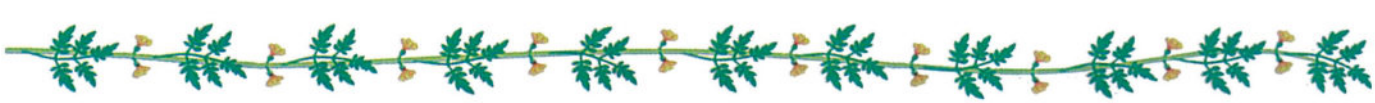
26 27





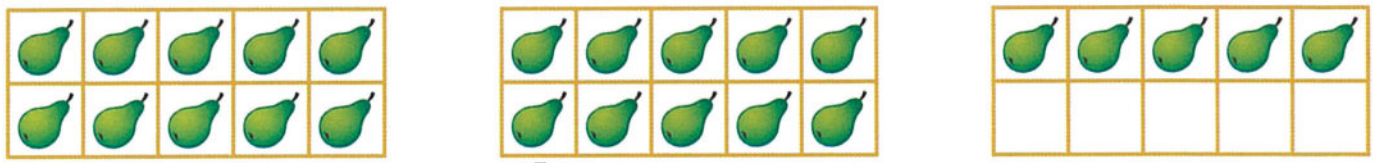


29 30

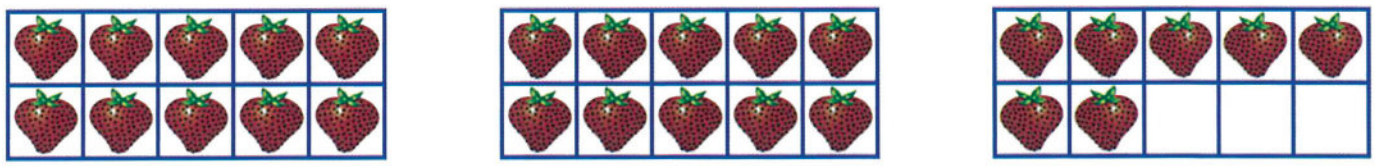


- I circle the appropriate number.
- I count the fruits. I draw 7 others to get 27.
- I count the fruits. I draw 9 others to get 29.
- I circle the appropriate number.

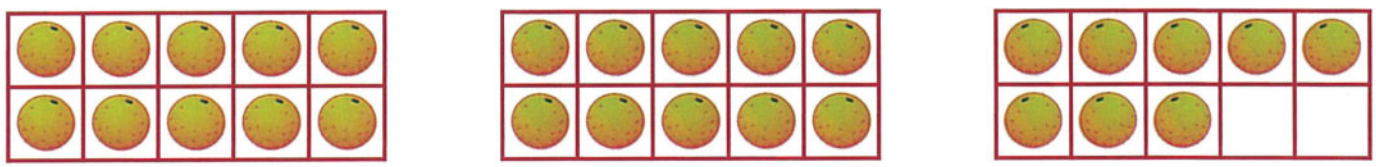
Practice



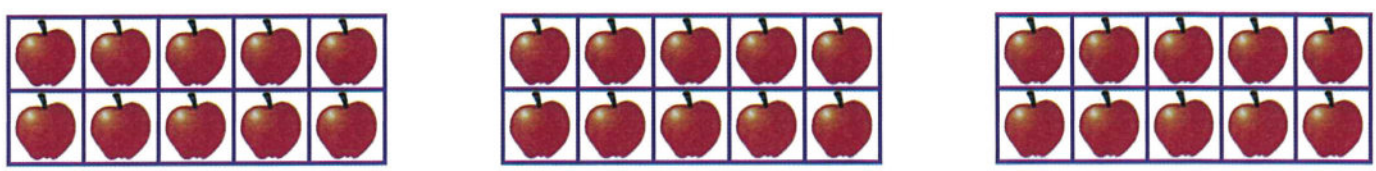
25 26 27



26 27 28



27 28 29



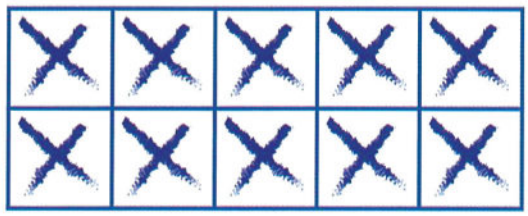
28 29 30

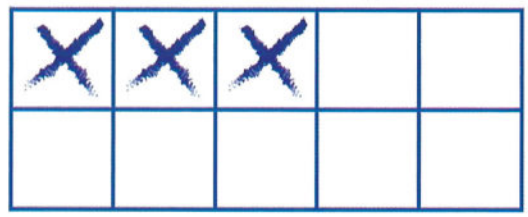
I circle the appropriate number.

HOME ACTIVITY • Use small cards to write the numbers from 1 to 30. Order them, and ask your child to recognize a number between 21 and 30.

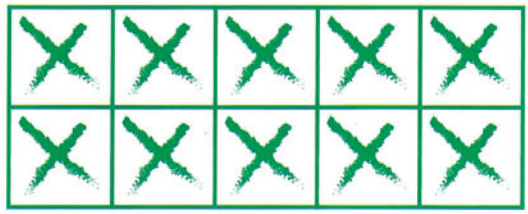
Name _____

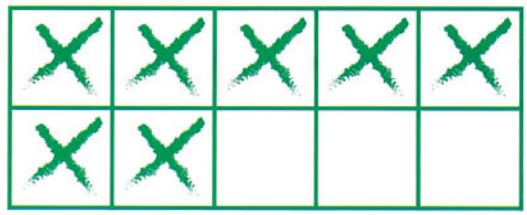
Review
Chapter 3



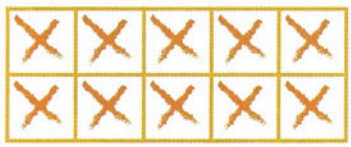


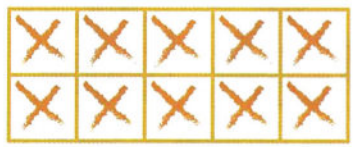
13 14

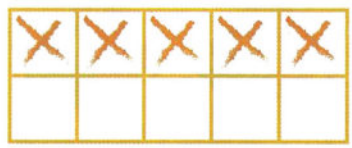




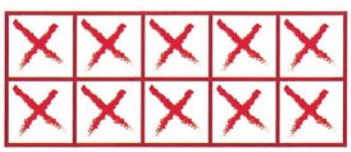
17 18

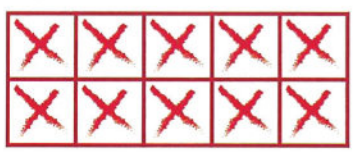


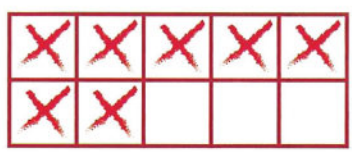




24 25







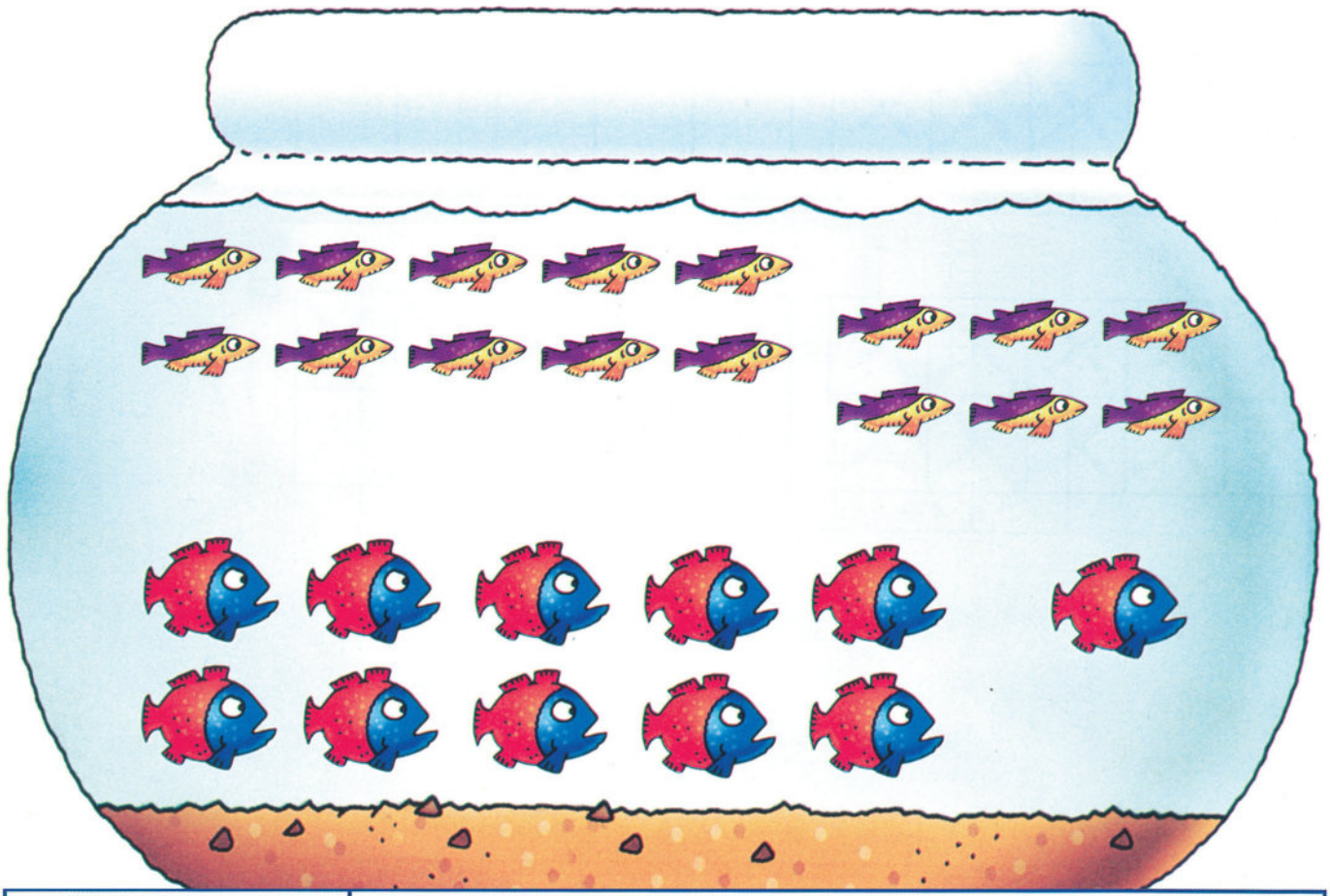
27 28

29 30

I count. I circle the appropriate number.

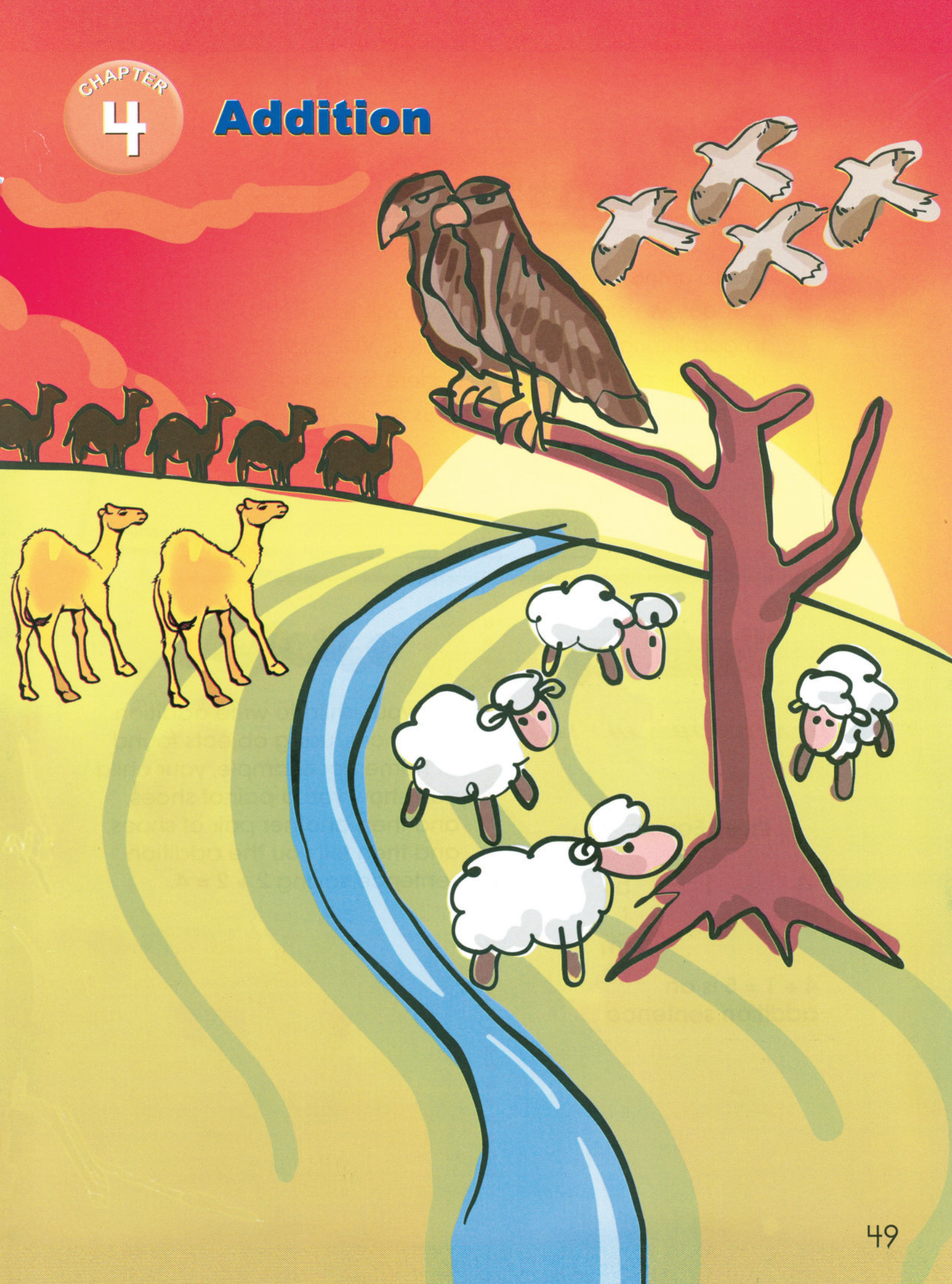
Name _____

Test Prep
Chapter 3



	_____ - - - - - - - - - - _____
	_____ - - - - - - - - - - _____

I count the big fish. I write the number.
I count the small fish. I write the number.


CHAPTER
4
Addition

LETTER TO PARENTS

Dear Parents,

Today we start chapter 4. We will learn to add through stories and pictures. We shall also write addition sentences. Here is the math vocabulary and an activity for us to do together at home.

Love,

_____

My Math Words

plus
equals
sum
addition sentence

Vocabulary

Plus **Equals**

4 + 1 = 5

Sum

4 + 1 = 5 is an **addition sentence**

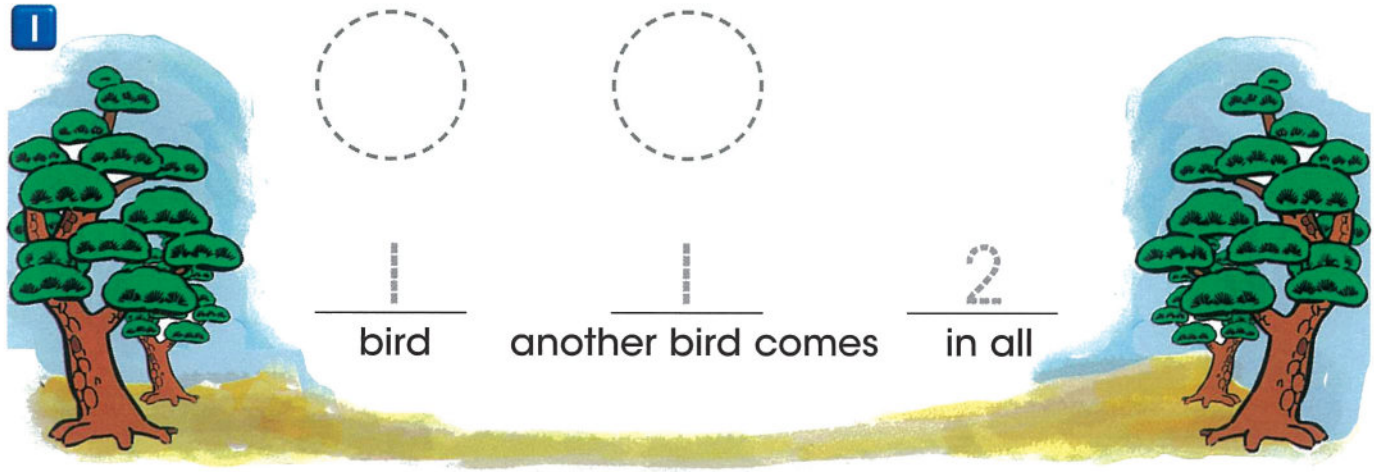
ACTIVITY

Ask your child to write addition sentences, using objects found at home. For example, your child can show you a pair of shoes, and then another pair of shoes, and then tell you the addition sentence saying 2 + 2 = 4.

Addition Stories

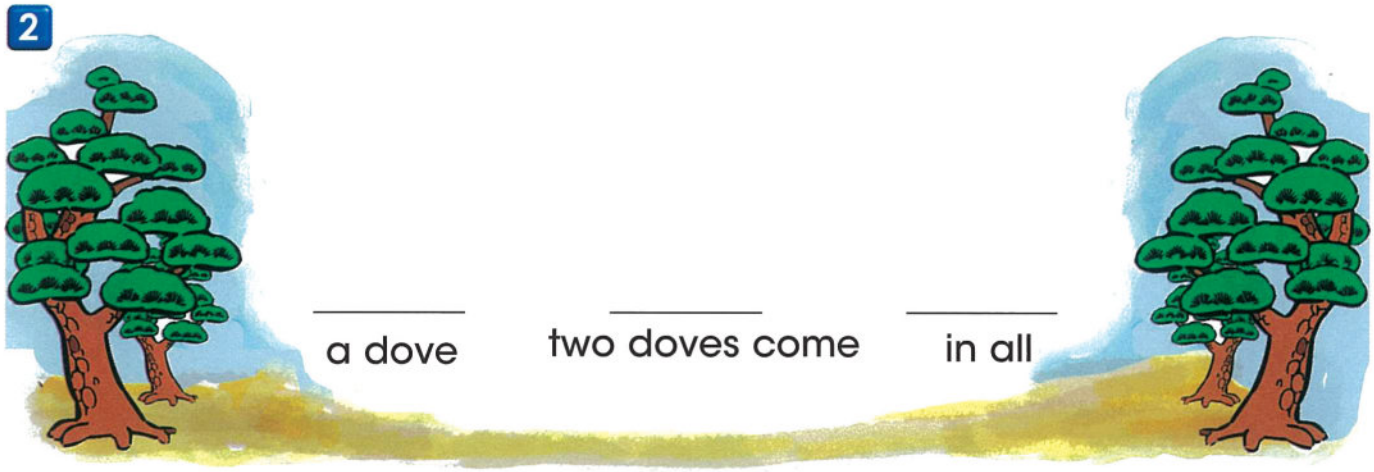
I use 🟡 to show the story.
I draw the 🟡 . I write the numbers.

1



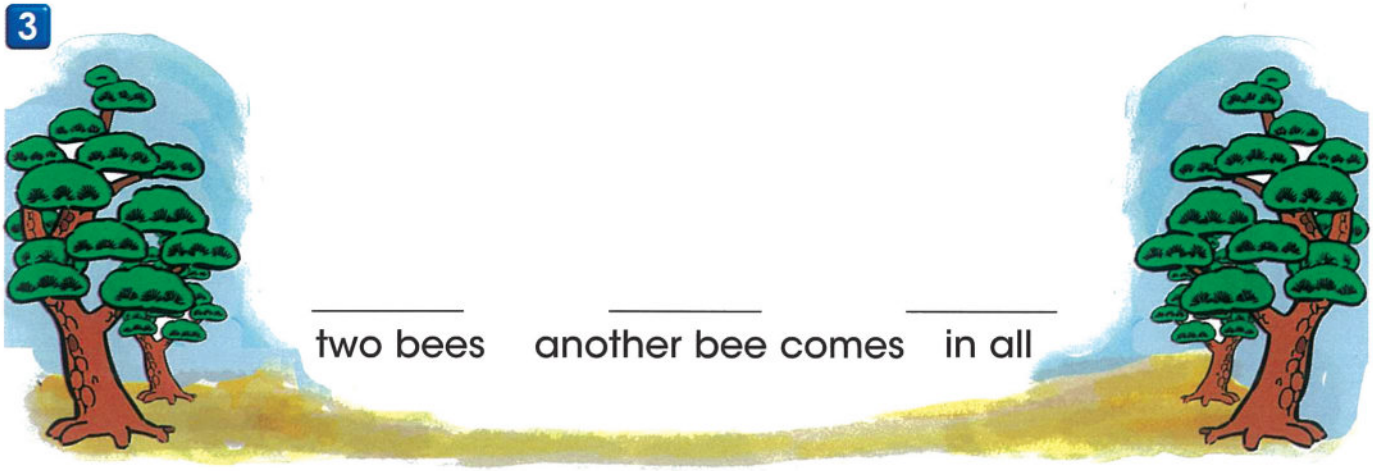
1 bird + 1 another bird comes = 2 in all

2



____ a dove + ____ two doves come = ____ in all

3



____ two bees + ____ another bee comes = ____ in all

Talk About It ■ Reasoning

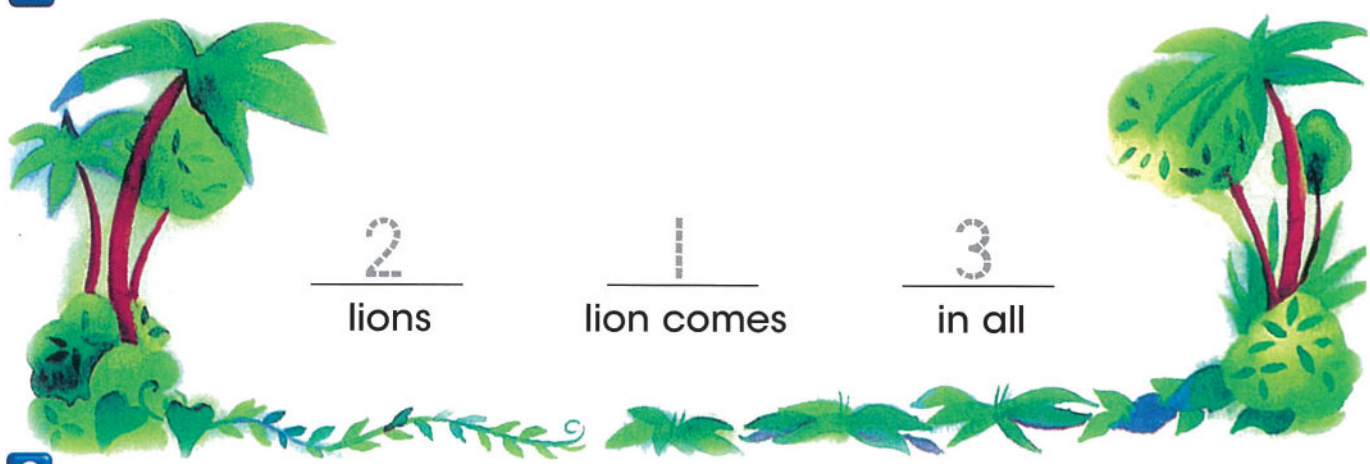
What happens when more objects are added to a group?

Practice

I use 🟡 to show the story.

I draw the 🟡 . I write the numbers.

1



2 lions | 1 lion comes | 3 in all

2

_____ horses | _____ horses come | _____ in all

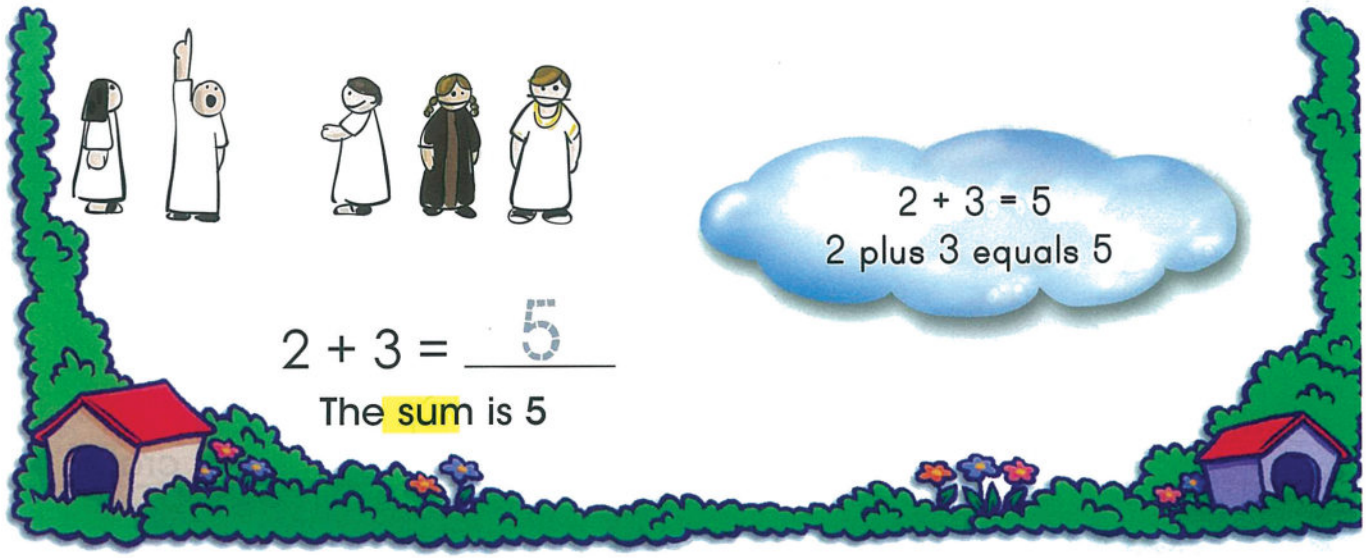
3

_____ a cat | _____ cats come | _____ in all

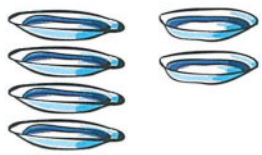
HOME ACTIVITY • Ask your child to tell you an addition story for each picture.

Lesson 2

I Add



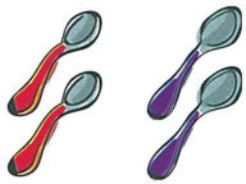
I add. I write the sum.

1 

4 + 2 = _____

2 

3 + 3 = _____

3 

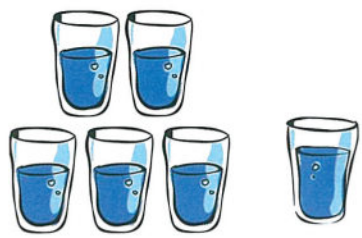
2 + 2 = _____

4 

1 + 3 = _____

5 

2 + 1 = _____

6 

5 + 1 = _____

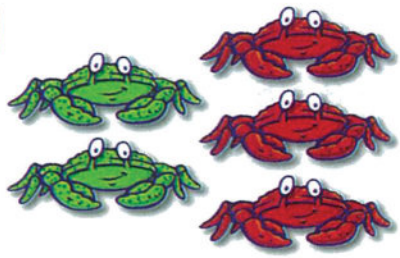
Talk About It ■ Reasoning

How can you find the sum for 1 + 4 without using pictures? Explain your way.

Practice

I write the addition sentence.

1

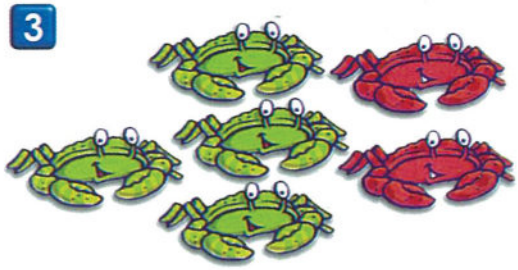


2 + 3 = 5 crabs

2

__ ◯ __ ◯ __ crabs

3

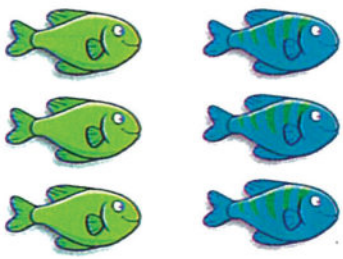


__ ◯ __ ◯ __ crabs

4

__ ◯ __ ◯ __ crabs

5



__ ◯ __ ◯ __ fish

6

__ ◯ __ ◯ __ fish

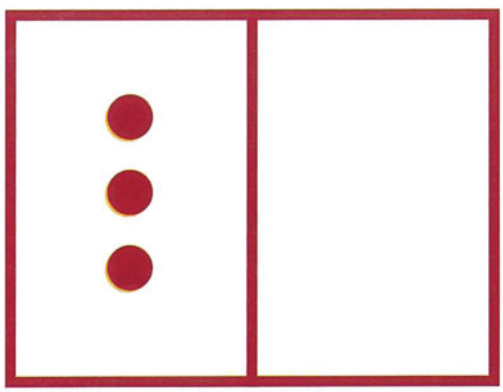
I write

- I draw pictures to show my own addition story.
- I write an additon sentence to tell about my story.

HOME ACTIVITY • Ask your child to use small objects to show the addition stories on this page.

Lesson 3

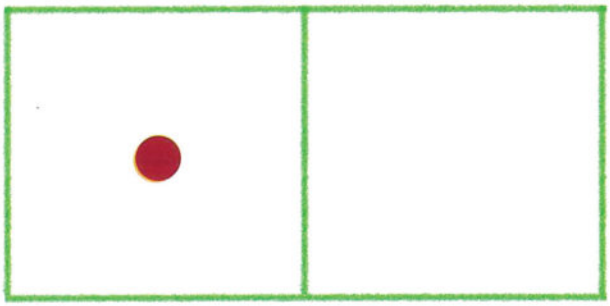
I Add 0



3 + 0 = 3

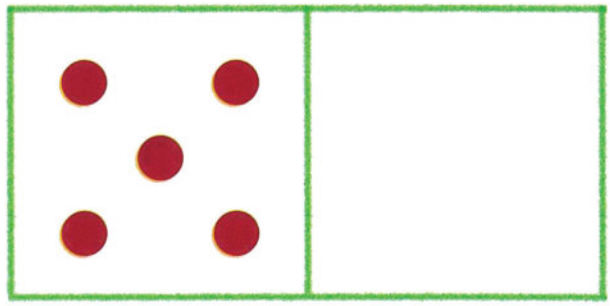
I add 0. I write the sum.

1



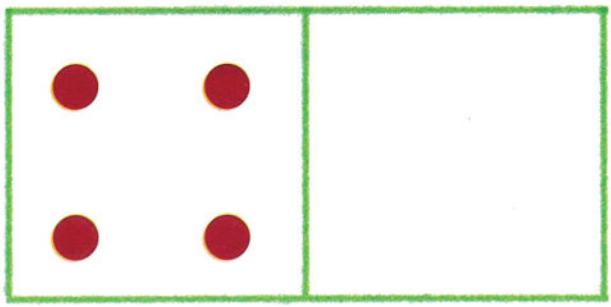
1 + 0 = _____

2



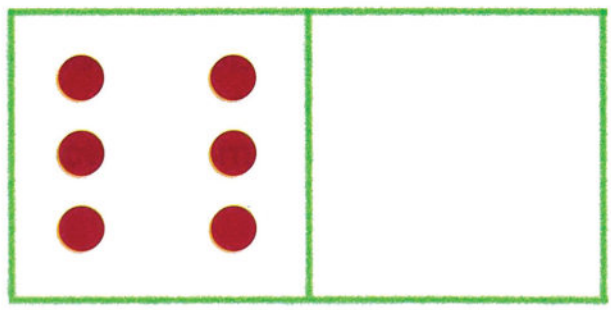
5 + 0 = _____

3



4 + 0 = _____

4



6 + 0 = _____

Talk About It ▪ Reasoning

What happens when 0 is added to a group? Why?

Practice

I draw circles to show each number.
I write the sum.

1

○	○ ○	○ ○ ○
1 + 0 = 1	1 + 1 = 2	1 + 2 = 3

2

3 + 0 = _____	3 + 1 = _____	3 + 2 = _____

3

4 + 0 = _____	4 + 1 = _____	4 + 2 = _____

I solve a problem ▪ Reasoning

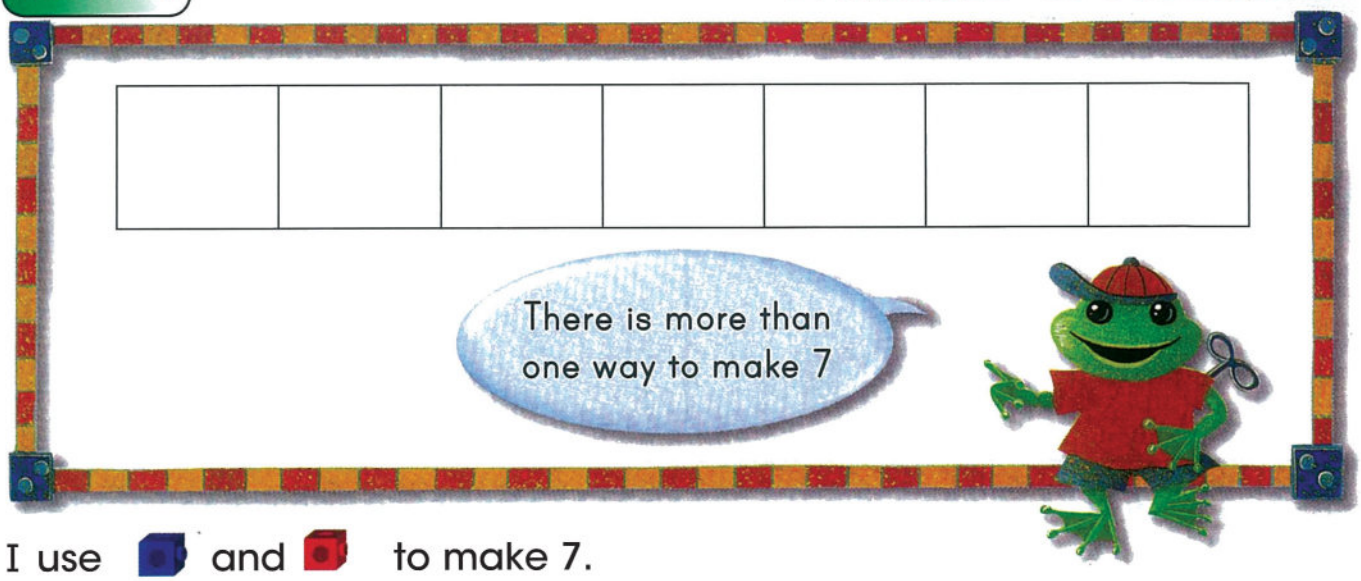
4 I circle the addition sentence that has the greatest sum.
I write the sum to check.

6 + 1 = _____ 6 + 2 = _____ 6 + 0 = _____

HOME ACTIVITY • Ask your child to tell you the sums from 1 + 0 through 6 + 0.

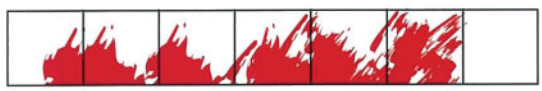
Lesson 4

I Make a Number



I use and to make 7.
I color. I write the addition sentence.

1



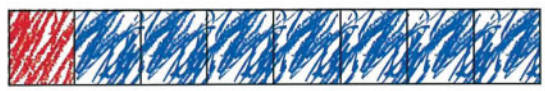
6 + 1 = 7

2

___ ◯ ___ ◯ ___

I use and to make 8.
I color. I write the addition sentence.

3



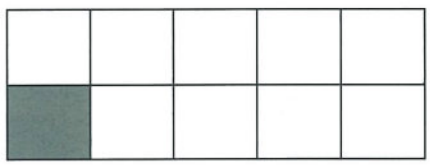
1 + 7 = 8

4

___ ◯ ___ ◯ ___

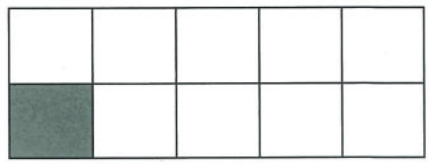
I use and to make 9. I color. I Write the addition sentence.

5



___ ◯ ___ ◯ ___

6



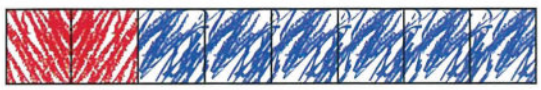
___ ◯ ___ ◯ ___

Talk About It ▪ Reasoning

If you have 3 , how many do you need to make 7? To make 8?
Use and to prove your answer.

Practice

I use and to make 8. I color. I write the addition sentence.

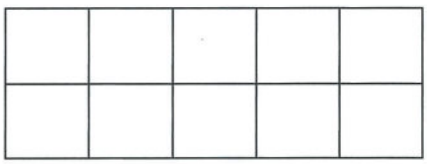
1 

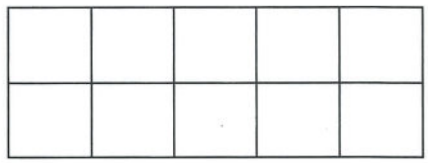
2 

2 + 6 = 8

___ ◯ ___ ◯ ___

I use and to make 10. I color. I write the addition sentence.

3 

4 

___ ◯ ___ ◯ ___

___ ◯ ___ ◯ ___

I use and to make 7. I color. I write the addition sentence.

5 

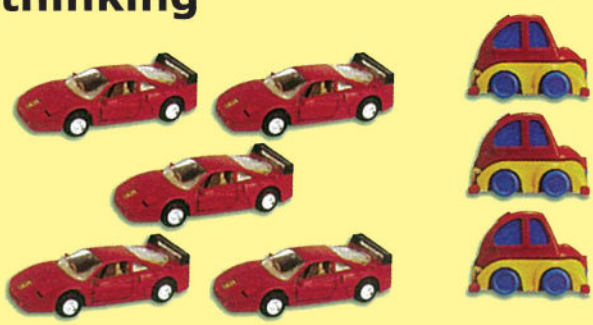
6 

___ ◯ ___ ◯ ___

___ ◯ ___ ◯ ___

I solve a problem ▪ Visual thinking

I write an addition sentence that tells about the picture.

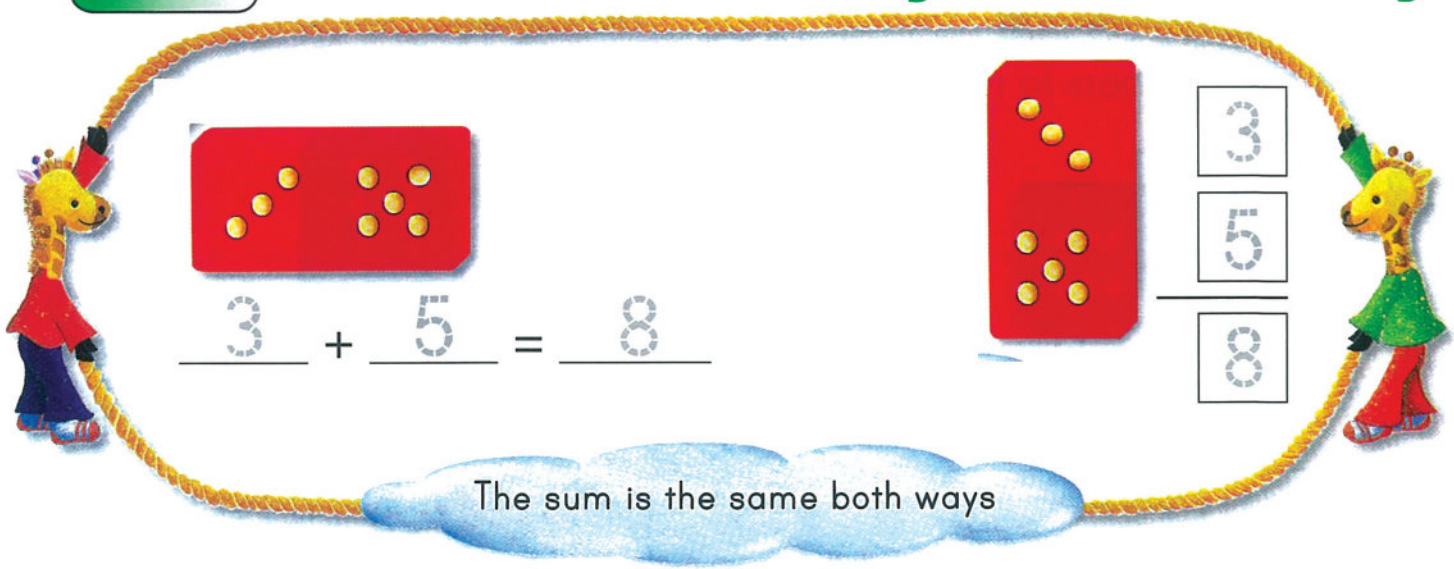


___ ◯ ___ ◯ ___

HOME ACTIVITY • Ask your child to use small objects such as chick - peas, beans or small balls to make number 9 in more than one way. Ask him to repeat the same activity with the number 10.

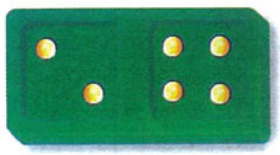
Lesson 5

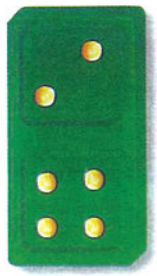
I Add Horizontally and Vertically



I write the numbers. I write the sum.

1

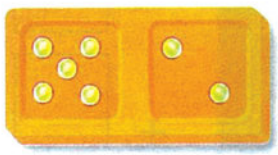


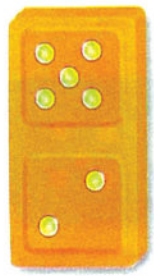


_____ + _____ = _____

_____
\+ _____
_____

2

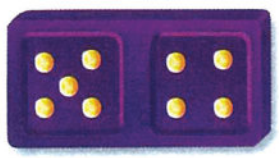




_____ + _____ = _____

_____
\+ _____
_____

3



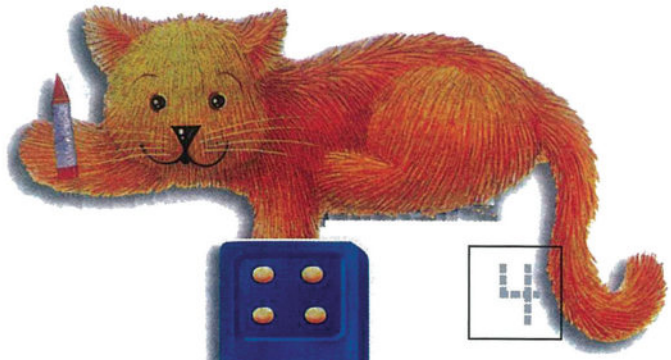
_____ + _____ = _____

_____
\+ _____
_____

Talk About It ■ Reasoning

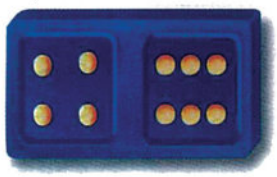
How are the problems in each row alike?
How are they different? Explain.

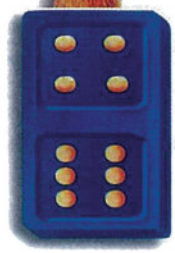
Practice



I write the numbers to match the dots.
I write the sum.

1

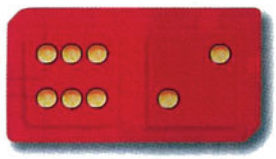


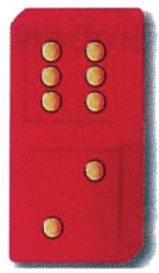


4 + 6 = 10

4
+ 6
10

2

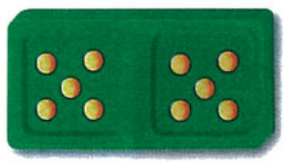


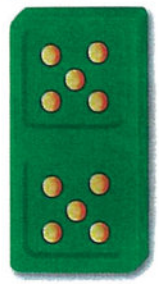


____ + ____ = ____

____
+ ____
____

3





____ + ____ = ____

____
+ ____
____

Mixed Review

4 I draw circles to show each number.
I write the sum.

5 + 0 = ____ | 5 + 1 = ____ | 5 + 2 = ____

HOME ACTIVITY • Write horizontal and vertical addition problems for your child to solve.

Lesson 6

Problem Solving

Write an Addition Sentence

UNDERSTAND **PLAN** **SOLVE** **CHECK**

How many fish are there in all?

UNDERSTAND

What is required?

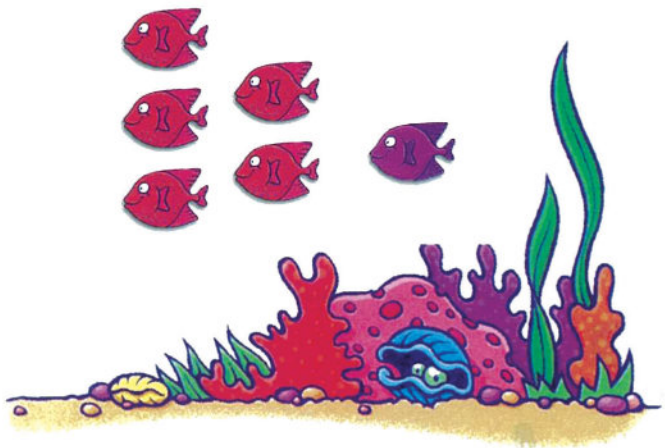
PLAN

I can write an addition sentence to solve the problem.

SOLVE

5 + 1 = 6 fish

5 + 1 = 6
This is an a addition sentence

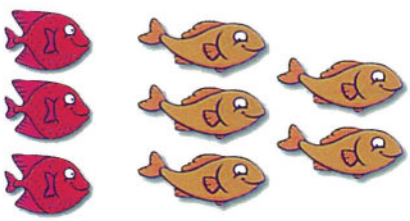


CHECK

I check my answer by counting.

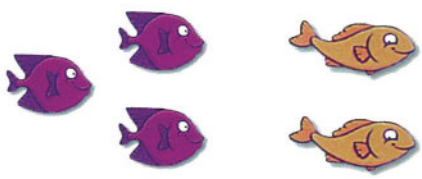
I write the addition sentence.

1 How many fish are there in all?



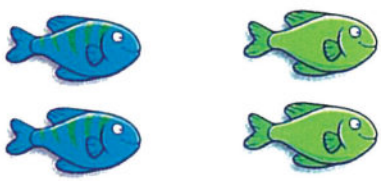
___ ◯ ___ ◯ ___ fish

2 How many fish are there in all?



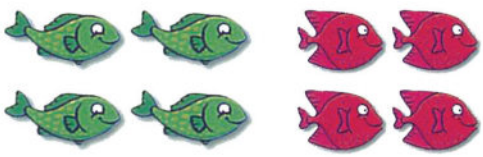
___ ◯ ___ ◯ ___ fish

3 How many fish are there in all?



___ ◯ ___ ◯ ___ fish

4 How many fish are there in all?

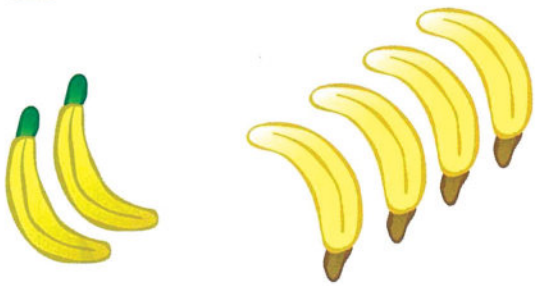


___ ◯ ___ ◯ ___ fish

Practice

I write the addition sentence. I write the sum.

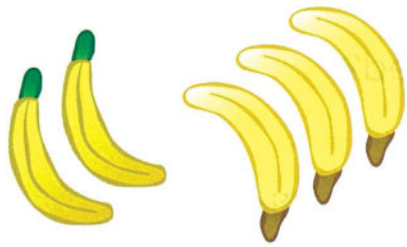
1



2 + 4 = 6

bananas

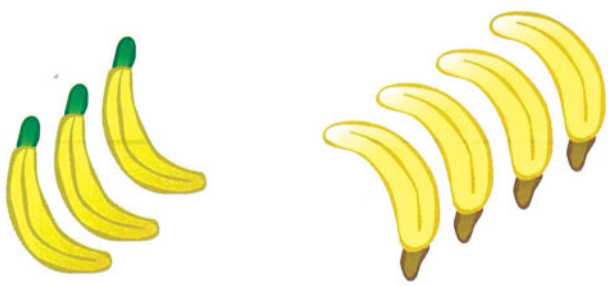
2



___ ◯ ___ ◯ ___

bananas

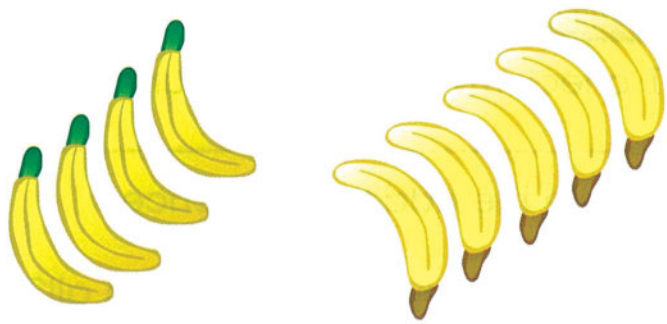
3



___ ◯ ___ ◯ ___

bananas

4



___ ◯ ___ ◯ ___

bananas

Write About It

I draw pictures to show my own addition story.
I Write an addition sentence to help me solve.

HOME ACTIVITY • Ask your child to use small objects to show the addition stories on this page.

Name _____

Review
Chapter 4

I add.

1



4 + 2 = _____ 2 + 4 = _____ 2 + 3 = _____

I make 8 in two ways.

2

_____ ◯ _____ ◯ _____

3

_____ ◯ _____ ◯ _____

I make 10 in two ways.

4

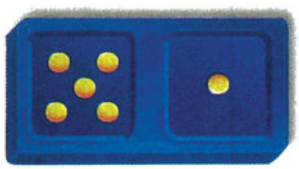
_____ ◯ _____ ◯ _____

5

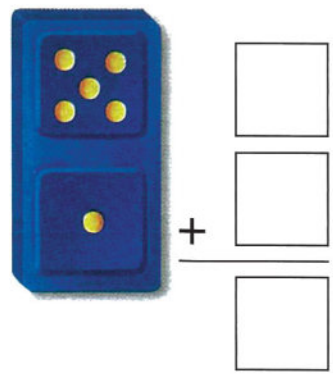
_____ ◯ _____ ◯ _____

I write the numbers to match the dots. I write the sum.

6

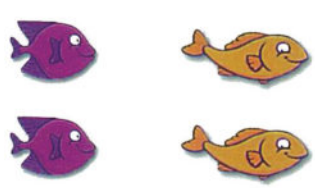


_____ + _____ = _____



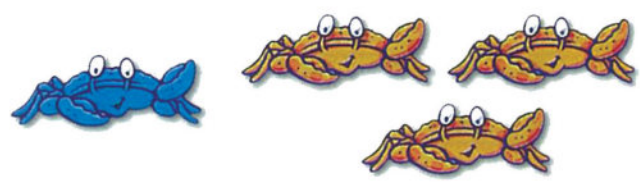
I solve a problem ▪ I write an addition sentence.

7 How many fish are there in all?



_____ ◯ _____ ◯ _____ fish

8 How many crabs are there in all?



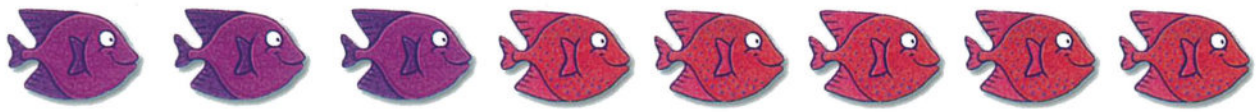
_____ ◯ _____ ◯ _____ crabs

Name _____

Test Prep
Chapter 4

I choose the best answer.

1 Which addition sentence tells the number of the fish in all?



1 + 4 = 5	3 + 3 = 6	3 + 4 = 7	5 + 3 = 8
○	○	○	○

2 Which is a way to make 8?

5 + 1 =	4 + 4 =	6 + 4 =	3 + 2 =
○	○	○	○

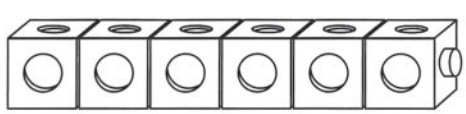
3 Which is another way to write 8 + 2 = 10?

2 + 6 8	6 + 2 8	9 + 1 10	8 + 2 10
○	○	○	○

4 What is the sum for 7 + 0?

0	4	7	8
○	○	○	○

5 I color some of the cubes red.
I color the rest blue.
I write the addition sentence.



_____ ○ _____ ○ _____

I write another addition sentence that has the same sum.

_____ ○ _____ ○ _____


CHAPTER
5
Subtraction
I tell subtraction stories about each group.

LETTER TO PARENTS

Dear Parents,

Today we start Chapter 5. We will use pictures and objects to subtract, and we will write subtraction sentences. Here is the math vocabulary and an activity for us to do together at home.

Love,

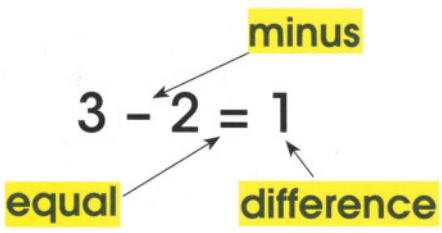
_____

My Math Words

subraction sentence
equal
minus
difference

Vocabulary

Use these pictures, symbols, and words when you talk with your child about subtraction.



3 minus 2 equals 1.

3 – 2 = 1 is a subtraction sentence

ACTIVITY

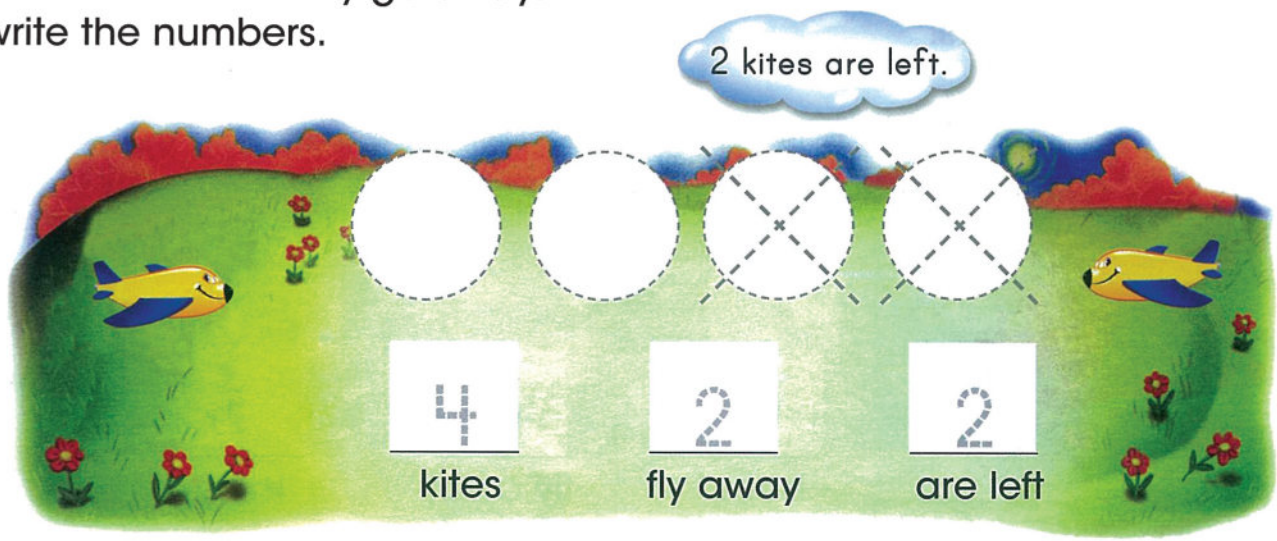
Have your child act out subtraction story problems while you shop together. For example, you might say, "put 6 apples in a bag. Take 2 out. How many apples are left in the bag?"

Lesson 1

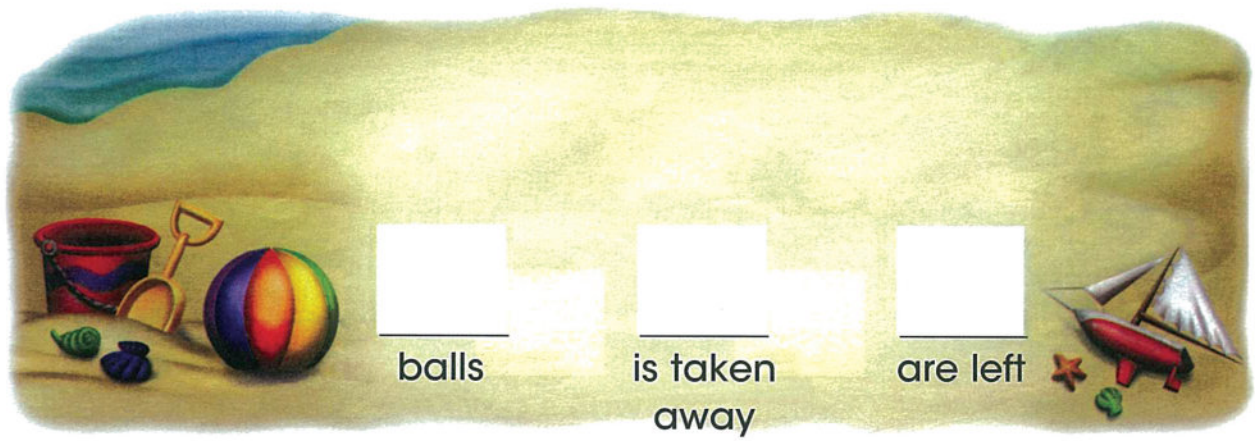
Subtraction Stories

I use ● to show the story. I draw the ●
I cross out how many go away.
I write the numbers.

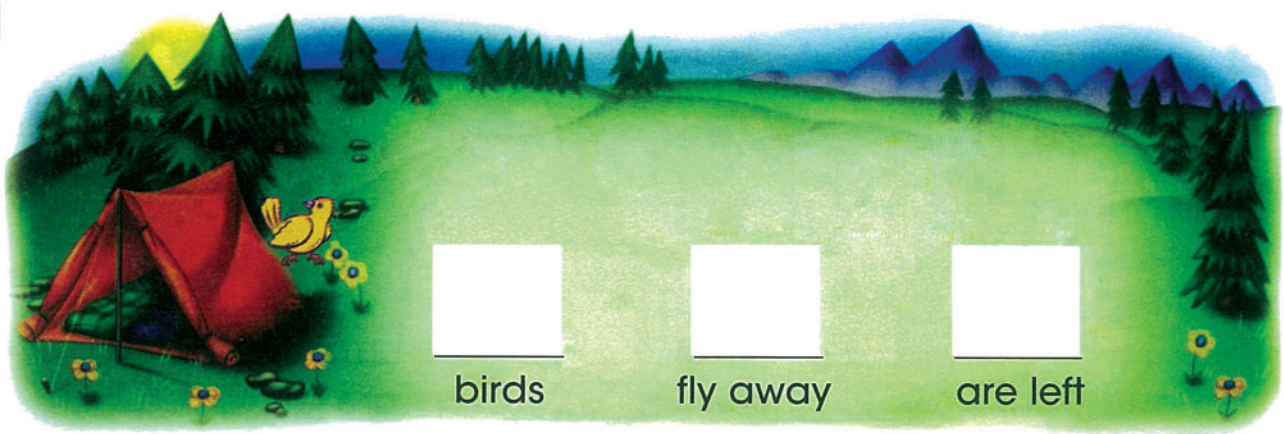
1



2



3



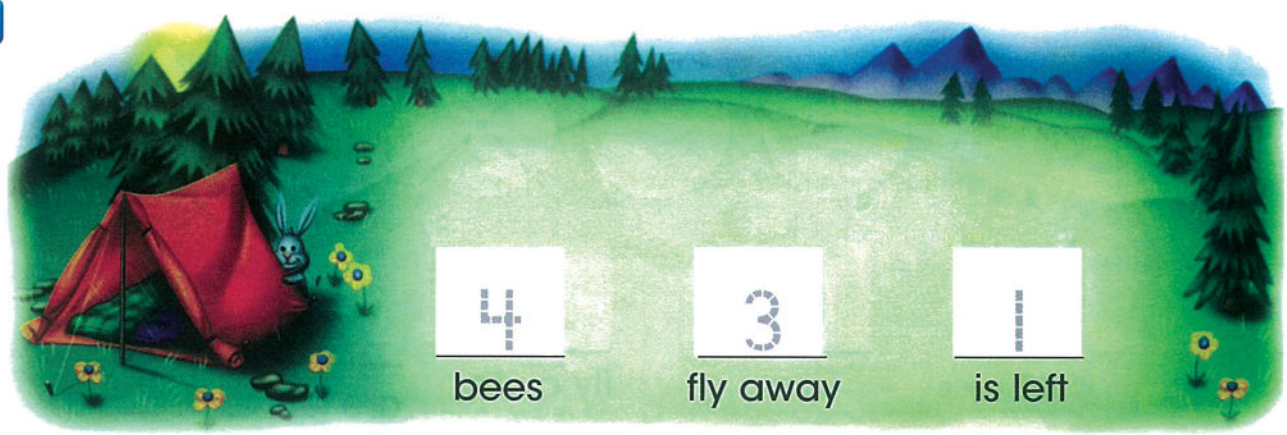
Talk About It ▪ Reasoning

When you take objects away from a group, are there more objects left or fewer objects left? Why? Use ● to prove your answer.

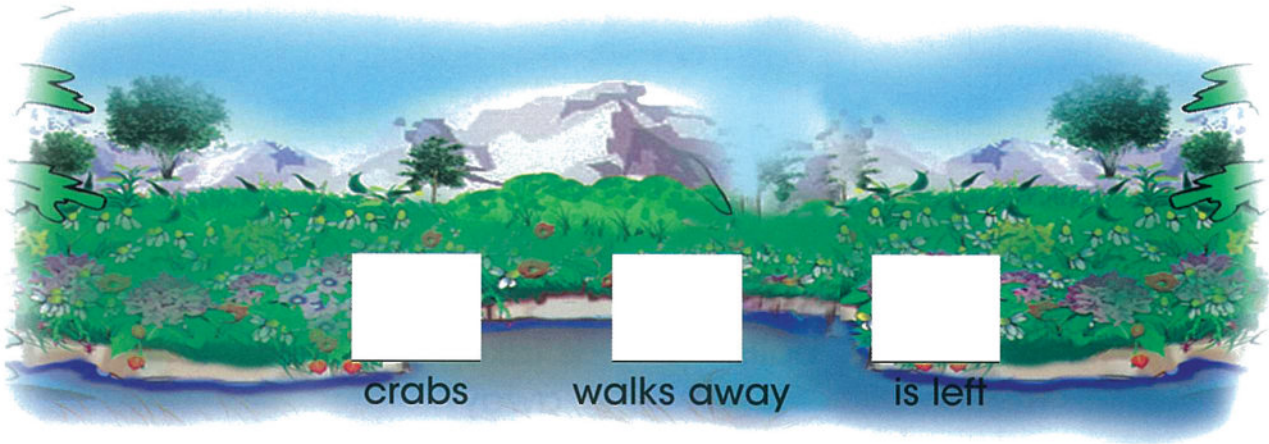
Practice

I use ● to show the story. I draw the ●
I cross out how many go away.
I write the numbers.

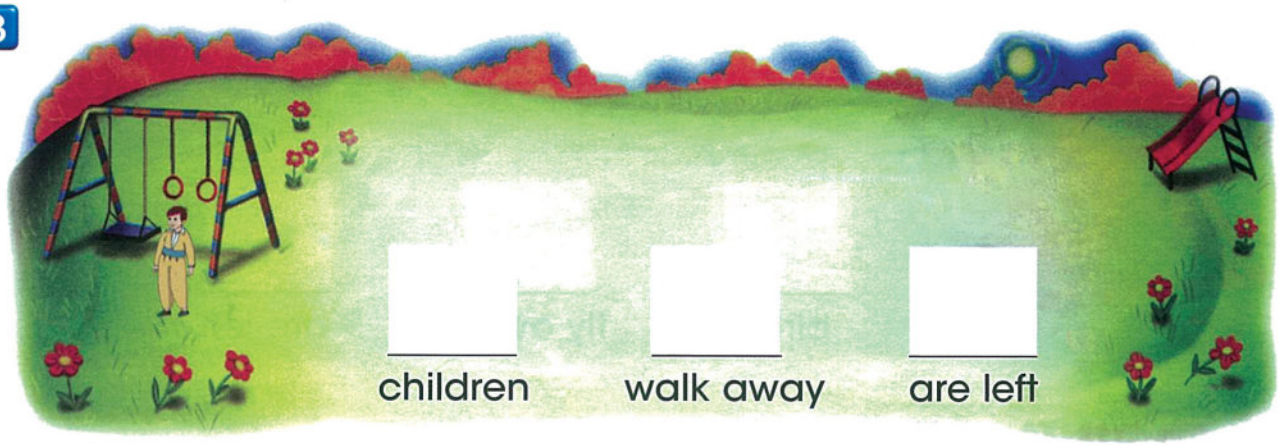
1



2



3



HOME ACTIVITY • Ask your child to show the subtraction stories on this page.

Lesson 2

I Subtract

5 minus 3 equals 2.
The difference is 2.

5 – 3 = 2

I cross out pictures to subtract.
I write the difference.

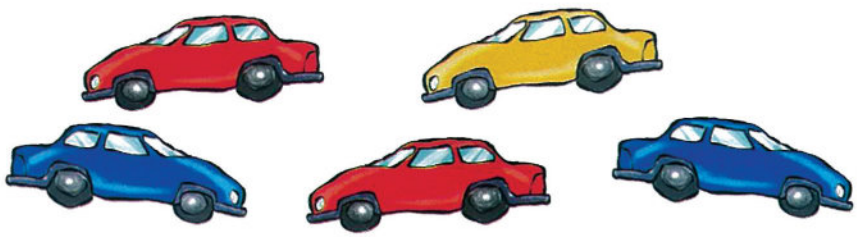
1

4 – 2 = _____

2

6 – 3 = _____

3



5 – 2 = _____

4

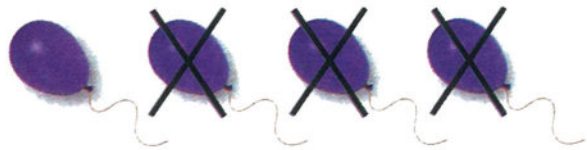
3 – 1 = _____

Talk About It ■ Reasoning

What does the minus sign mean?
What does the equal sign mean? Explain.

Practice

I cross out pictures to subtract.
I write the difference.

1 

4 – 3 = ____

2 

6 – 2 = ____

3 

3 – 2 = ____

4 

4 – 1 = ____

5 

6 – 5 = ____

6 

6 – 4 = ____

Mixed Review

I write the addition sentence.

7 

____ ◯ ____ ◯ ____

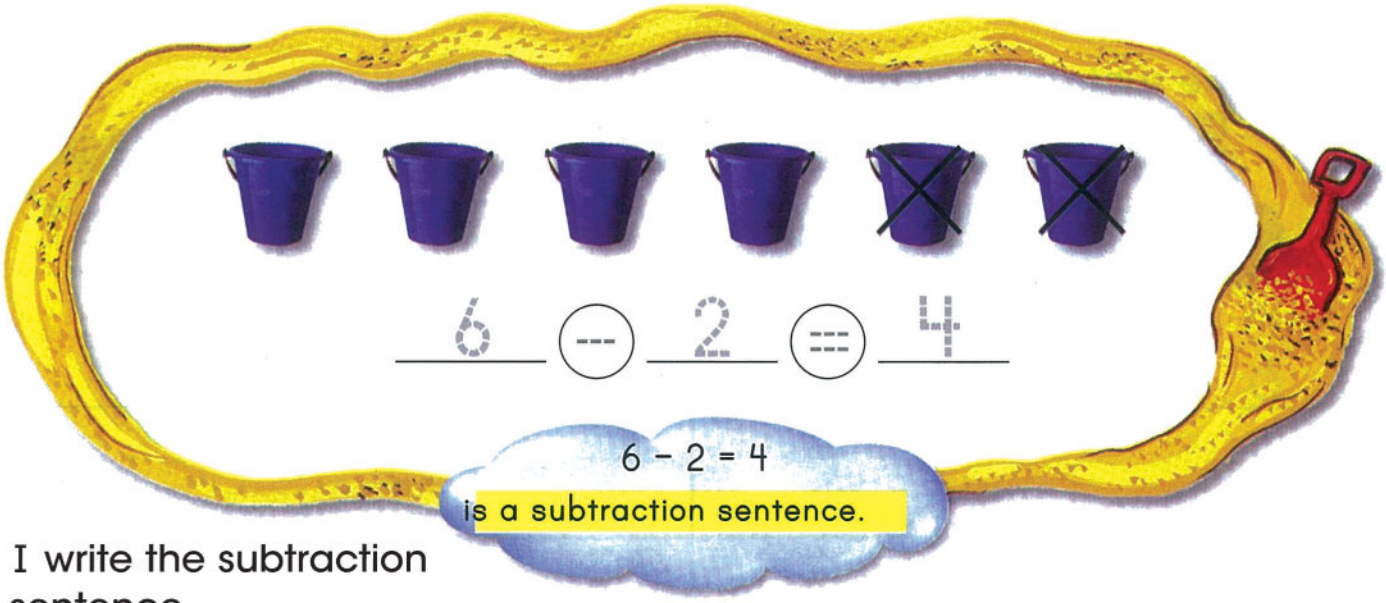
8 

____ ◯ ____ ◯ ____

HOME ACTIVITY • Ask your child to draw pictures showing a subtraction problem. Then ask him to tell the difference.

Lesson 3

I Write a Subtraction Sentence



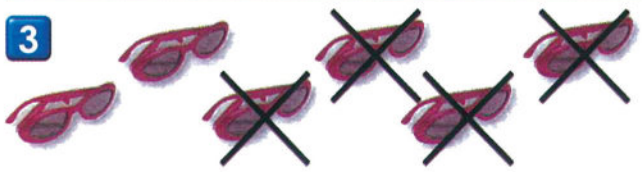
I write the subtraction sentence.

1 

_____ ◯ _____ ◯ _____

2 

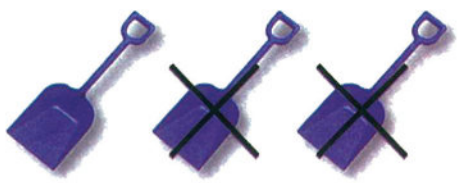
_____ ◯ _____ ◯ _____

3 

_____ ◯ _____ ◯ _____

4 

_____ ◯ _____ ◯ _____

5 

_____ ◯ _____ ◯ _____

6 

_____ ◯ _____ ◯ _____

Talk About It ■ Reasoning

How can you use these numbers to write a subtraction sentence? Can you use the same numbers to write a different subtraction sentence? Explain.

Practice

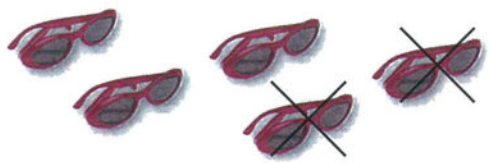
I write the subtraction sentence.

1 

6 − 1 = 5

2 

___ ◯ ___ ◯ ___

3 

___ ◯ ___ ◯ ___

4 

___ ◯ ___ ◯ ___

I solve a problem ■ Visual Thinking

5 I draw a picture that shows subtraction. I write a subtraction sentence to tell about my picture.

___ ◯ ___ ◯ ___

HOME ACTIVITY • Ask your child to use objects showing subtraction stories. Then ask him to write a subtraction sentence.

Lesson 4

I Subtract All or None

6 – 0 = 6

6 – 6 = 0

I cross out to show how many birds fly away.
I write the difference.

1

3 – 0 = _____

2

3 – 3 = _____

3

4 – 4 = _____

4

4 – 0 = _____

5

2 – 0 = _____

6

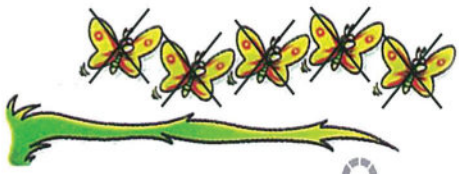
2 – 2 = _____

Talk About It ▪ Reasoning

What happens when you subtract all from a group?
What happens when you subtract zero from a group?

Practice

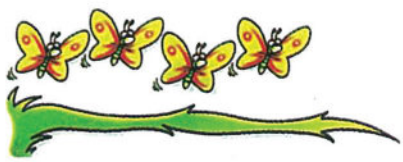
I cross out to show how many butterflies fly away.
I write the difference.

1 

$5 - 5 = 0$

2 

$6 - 0 = 6$

3 

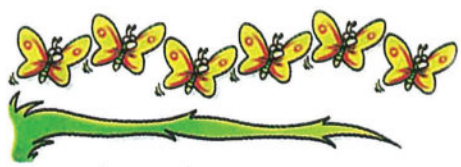
$4 - 4 =$ _____

4 

$2 - 0 =$ _____

5 

$5 - 0 =$ _____

6 

$6 - 6 =$ _____

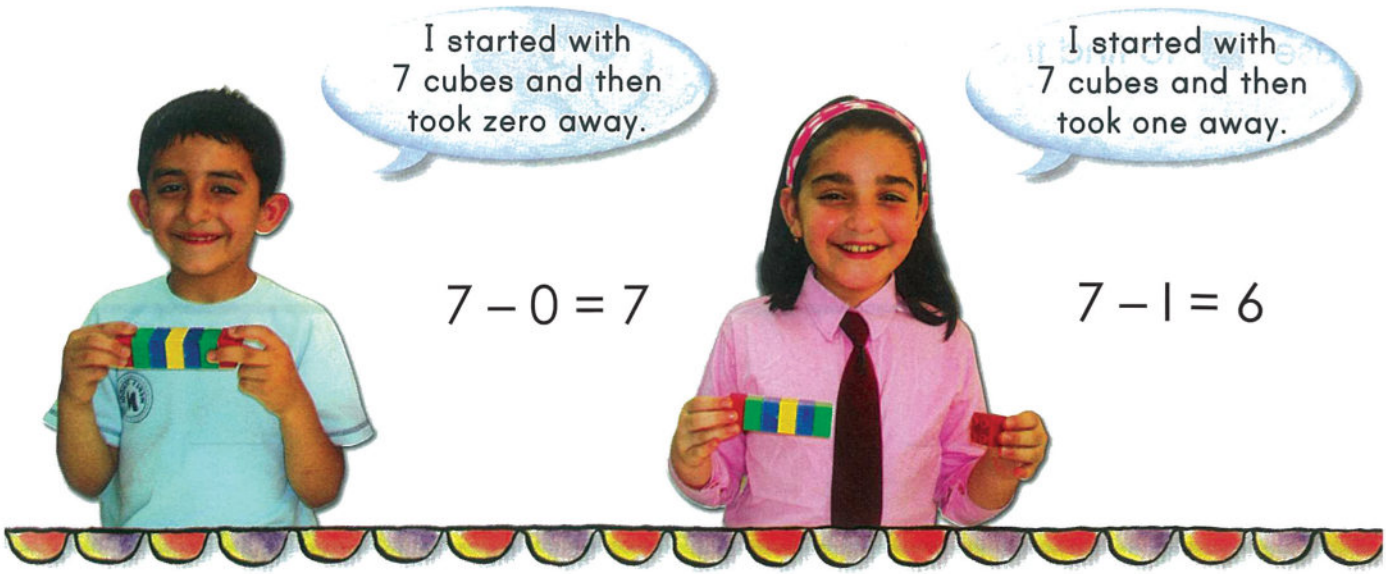
I solve a problem • Visual Thinking

7 Which has the greatest difference?
I circle to predict. Then I subtract to check

$3 - 0 =$ _____ $3 - 2 =$ _____ $3 - 3 =$ _____

HOME ACTIVITY • Ask your child to draw pictures showing 3 - 3 and 3 - 0. ask your child to tell you how to find each difference.

1 Subtract Within 10

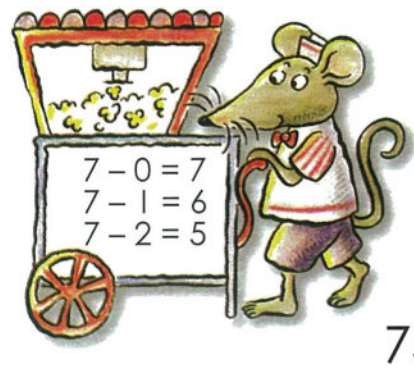


I use  to find the difference.

1 $7 - 3 = \_\_4\_\_$	2 $7 - 2 = \_\_\_\_\_$
3 $7 - 1 = \_\_\_\_\_$	4 $7 - 0 = \_\_\_\_\_$
5 $7 - 5 = \_\_\_\_\_$	6 $7 - 7 = \_\_\_\_\_$
7 $8 - 0 = \_\_\_\_\_$	8 $8 - 2 = \_\_\_\_\_$

Talk About It ■ Reasoning

Continue the pattern. What subtraction sentence comes next? Explain it.



Practice

I use to find the difference.

1. $9 - \underline{0} = \underline{9}$

2. $9 - 1 = \_\_\_\_$

3. $9 - 3 = \_\_\_\_$

4. $9 - 5 = \_\_\_\_$

5. $9 - 9 = \_\_\_\_$

6. $10 - 5 = \_\_\_\_$

7. $10 - 7 = \_\_\_\_$

8. $10 - 8 = \_\_\_\_$

9. $10 - 9 = \_\_\_\_$

Write About It

How many ways do you think there are to subtract from 10? Why?

HOME ACTIVITY • Ask your child to use small objects to show ways to subtract from 10.

Lesson 6

Problem Solving
Make a Model

UNDERSTAND PLAN SOLVE CHECK

3 butterflies are on the plant. I flies away. How many are there now?

UNDERSTAND

What is required?

PLAN

I can make a model to solve the problem.

SOLVE

I start with 3. I take away 1. 2 are left.

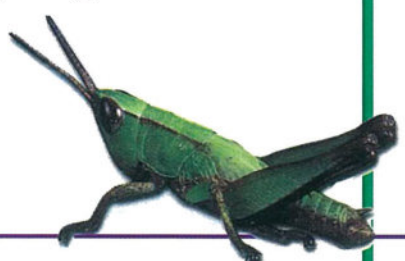
There are 2 butterflies.

CHECK

Does my answer make sense? Why.

I use ● to add or subtract.
I draw the ● .
I write the sum or difference.

1 4 bugs are on a rock. 2 more come. How many bugs are there now?



_____ bugs.

2 5 turtles are walking on a beach. 2 stopped. How many turtles are still walking now?

_____ turtles

Practice

I use ● to add or subtract.
I Draw the ● . I write the sum or the difference.

1 Shilan found 4 pencils.
She gave 3 to her brother.
How many are
with her now?

_____ pencils

2 Dana saw 3 ducks morning
and 3 afternoon.
How many ducks did
she see?

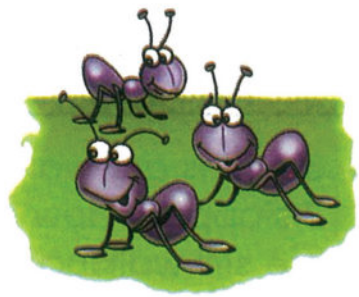
_____ ducks

3 Sara saw 5 fish.
2 swim away.
How many fish
are left?

_____ fish

Write About It

I write a subtraction story
about the picture.
I write the subtraction sentence.

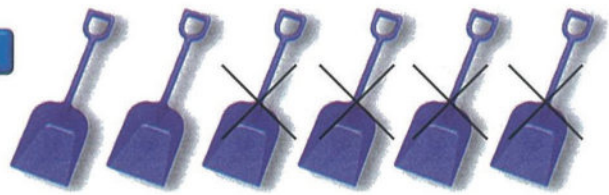


HOME ACTIVITY • Make up story problems like the ones in this lesson. Ask your child to use objects to solve the problems.

Name _____

Review
Chapter 5

I write the subtraction sentence.

1 

_____ ◯ _____ ◯ _____

2 

_____ ◯ _____ ◯ _____

I write the difference.

3 

5 – 0 = _____

4 

6 – 6 = _____

I write a subtraction sentence using 8.

5 8 – _____ = _____

6 8 – _____ = _____

I write the difference.

7 6 – 4 = _____

8 7 – 2 = _____

I solve a problem ▪ Visual Thinking

I use ● to add or subtract. I draw the ●. I write the sum or the difference.

9 6 ants are on a branch.
3 ants run away.
How many ants are there now?

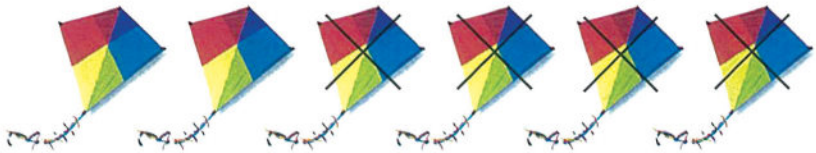
_____ ants

Name _____

Test Prep
Chapter 5

I choose the best answer.

1 Which subtraction sentence tells about the picture?



6 – 6 = 0 ○

6 – 3 = 3 ○

6 – 4 = 2 ○

6 – 1 = 5 ○

2 8 – 2

12 ○ 11 ○ 6 ○ 5 ○

3 9 – 2

6 ○ 7 ○ 12 ○ 13 ○

4 5 birds are on the tree. 2 birds fly away.
How many birds are left on the tree?

0 ○ 1 ○ 3 ○ 5 ○

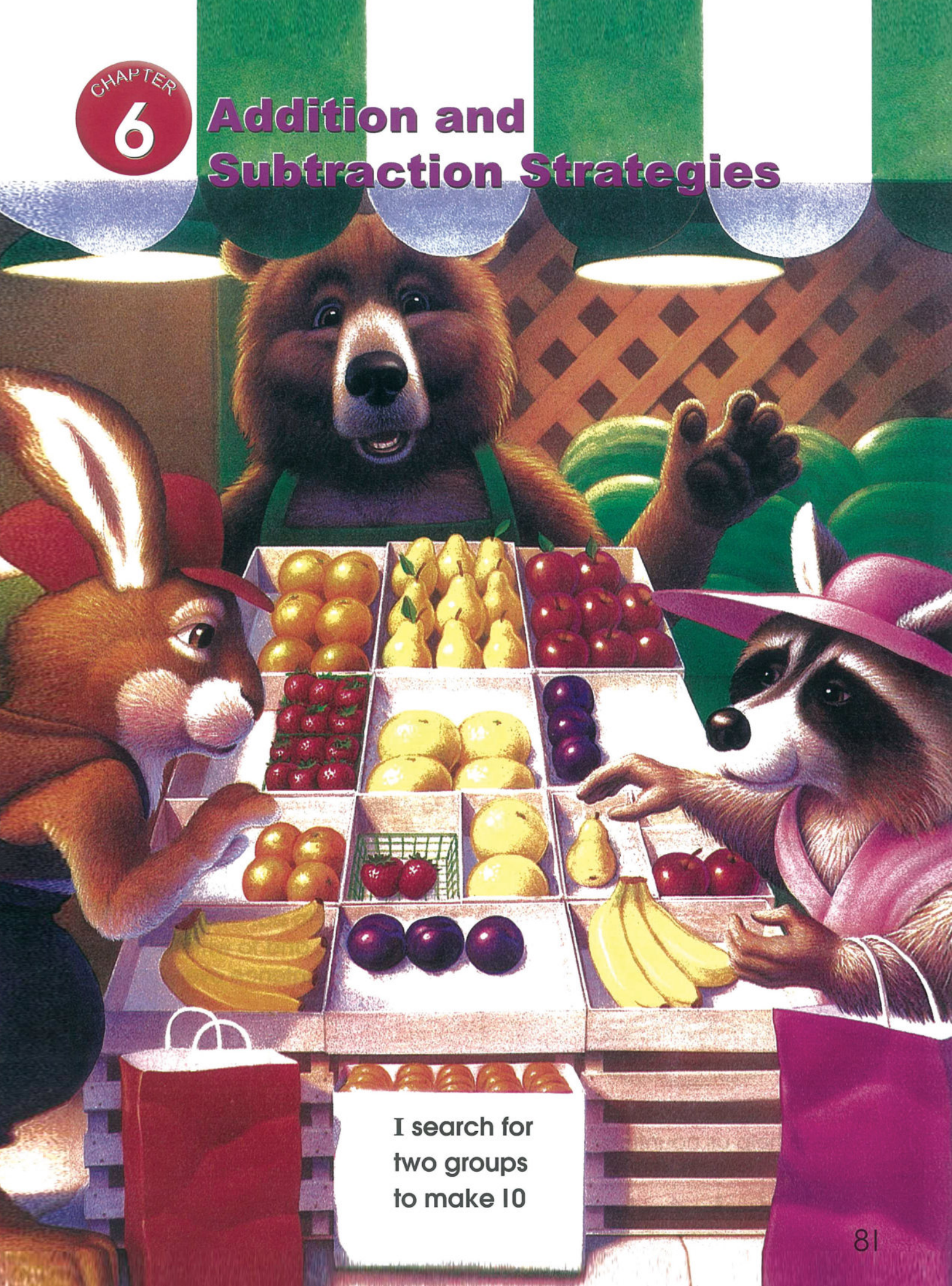
5 What is the difference?

8 – 3 = _____

5 ○ 6 ○ 8 ○ 11 ○

6 Which is another way to write 6 – 2 = 4?

$\begin{array}{r} 8 \\ -\ 2 \\ \hline 6 \end{array}$ ○ $\begin{array}{r} 8 \\ -\ 6 \\ \hline 2 \end{array}$ ○ $\begin{array}{r} 4 \\ -\ 2 \\ \hline 2 \end{array}$ ○ $\begin{array}{r} 6 \\ -\ 2 \\ \hline 4 \end{array}$ ○


CHAPTER
6
Addition and Subtraction Strategies
I search for two groups to make 10

LETTER TO PARENTS

Dear Parents,

Today we start chapter 6. In This chapter, we will count on and use doubles to find the sum to 10. We will learn also how to count back, and use the number line in order to find the difference between two numbers. Here is the math vocabulary and an activity for us to do together at home.

Love, _____

My Math Words

- double
- count on
- count back
- number line

Vocabulary

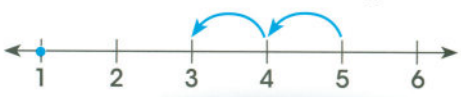
double Two equal groups make a double fact.
4 + 4 = 8 8 is the double of 4

count on A way to add by counting on from the greater number.
Say 6.
Count on 2: 7, 8 6 + 2 = 8

count back A way to subtract by counting back from the greater number. 5 - 2 = 3

Say 5. Count back 2.
4, 3

number line We use number line to help us counting back

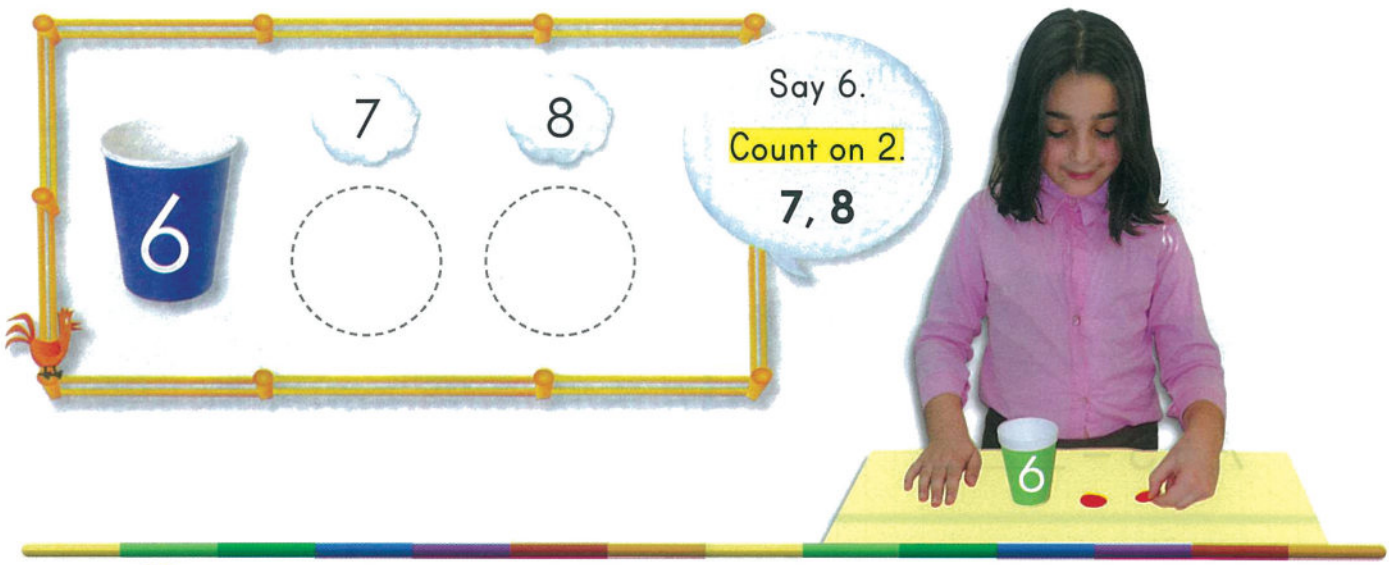


ACTIVITY

Create addition problems using everyday items in your home. Put out two equal groups from 1 to 4 items. With your child, name the double fact and ask him to give the sum. Give your child 10 pieces of raisin or almond, then ask him to eat them one after another, and to write a subtraction sentence everytime.

Lesson 1

I Count On



I use ● .
I count on. I write the sum.

1

5 + 1 = _____

2

8 + 1 = _____

3

4 + 2 = _____

4

8 + 2 = _____

5

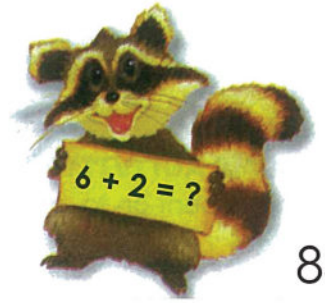
6 + 1 = _____

6

7 + 2 = _____

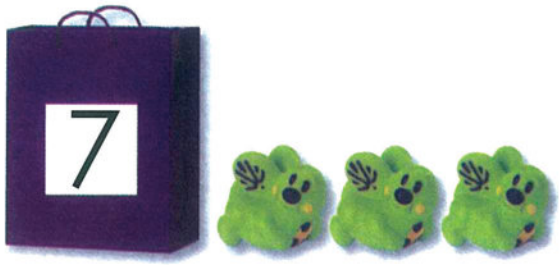
Talk About It ■ Reasoning

How would you count on to find the sum for 6 + 2?
Does it matter which number you say first? Why?



Practice

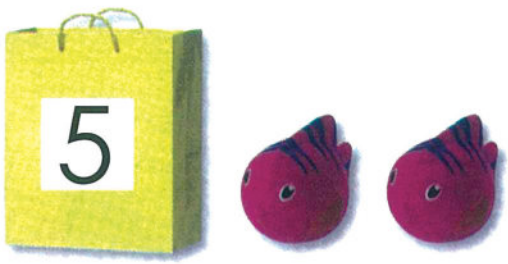
I count on. I write the sum.

1 

7 + 3 = _____

2 

6 + 2 = _____

3 

5 + 2 = _____

4 

8 + 1 = _____

5 7 + 2 = _____ 5 + 3 = _____ 3 + 3 = _____

I complete the addition sentence.

6 

6 + _____ = 8

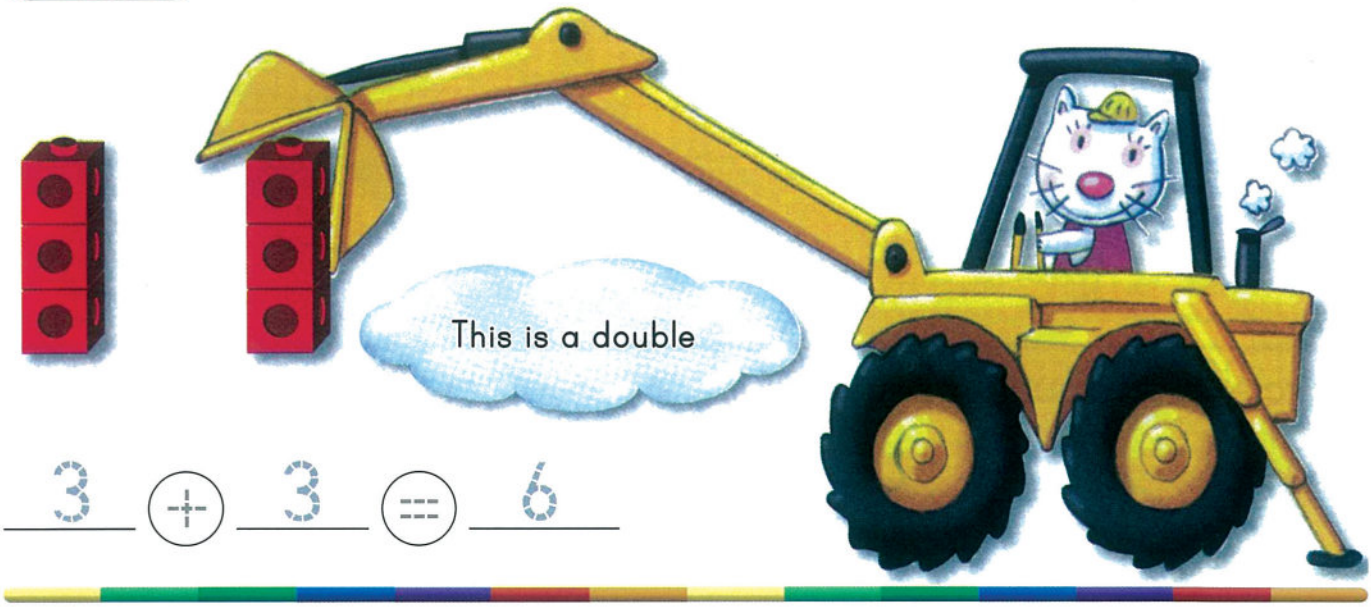
7 

6 + _____ = 7

HOME ACTIVITY • Have your child count a group from 1 to 7 objects, tell you the number, and then count on to add 3.

Lesson 2

I Double

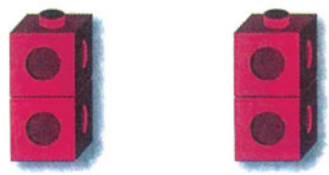


I use  .
I write the addition sentence.

1

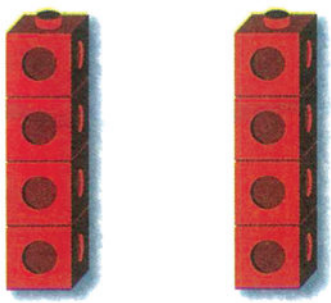
___ ○ ___ ○ ___

2



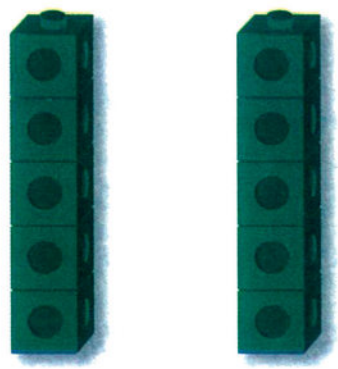
___ ○ ___ ○ ___

3



___ ○ ___ ○ ___

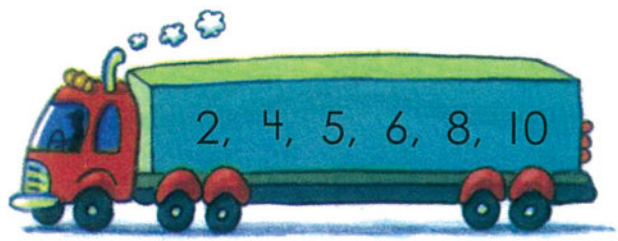
4



___ ○ ___ ○ ___

Talk About It ■ Reasoning

Which of these numbers could not be a double? Why?



Practice

$$\begin{array}{r} 5 \\ +\,5 \\ \hline 10 \end{array}$$

I circle each double. Then I add.

1

$\begin{array}{r} 5 \\ +\,3 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +\,1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +\,2 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +\,0 \\ \hline \end{array}$

2

$\begin{array}{r} 4 \\ +\,4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +\,1 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +\,3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +\,1 \\ \hline \end{array}$

3

$\begin{array}{r} 5 \\ +\,5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +\,2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +\,3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +\,2 \\ \hline \end{array}$

I Solve a Problem ■ Visual Thinking

I write an addition sentence to show the double.

4

____ ◯ ____ ◯ ____

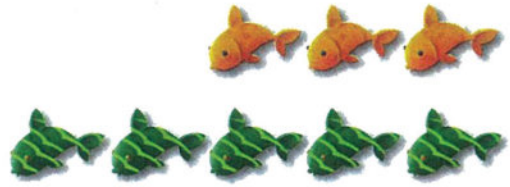
5

____ ◯ ____ ◯ ____

HOME ACTIVITY • Ask your child to choose a number from 1 to 5 and to double that number.

I Add Within 10

$$\begin{array}{r} 5 \\ +\ 3 \\ \hline 8 \end{array}$$



$$\begin{array}{r} \boxed{3} \\ +\ \boxed{5} \\ \hline \boxed{8} \end{array}$$

I add. I change the order.
I write the new addition sentence.

1

$\begin{array}{r} 5 \\ +\ 2 \\ \hline \square \\ +\ \square \\ \hline \square \end{array}$	$\begin{array}{r} 4 \\ +\ 3 \\ \hline \square \\ +\ \square \\ \hline \square \end{array}$	$\begin{array}{r} 1 \\ +\ 7 \\ \hline \square \\ +\ \square \\ \hline \square \end{array}$

2

$\begin{array}{r} 6 \\ +\ 2 \\ \hline \square \\ +\ \square \\ \hline \square \end{array}$	$\begin{array}{r} 7 \\ +\ 0 \\ \hline \square \\ +\ \square \\ \hline \square \end{array}$	$\begin{array}{r} 1 \\ +\ 5 \\ \hline \square \\ +\ \square \\ \hline \square \end{array}$

3

$\begin{array}{r} 0 \\ +\ 2 \\ \hline \square \\ +\ \square \\ \hline \square \end{array}$	$\begin{array}{r} 2 \\ +\ 3 \\ \hline \square \\ +\ \square \\ \hline \square \end{array}$	$\begin{array}{r} 4 \\ +\ 2 \\ \hline \square \\ +\ \square \\ \hline \square \end{array}$

Talk About It ▪ Reasoning

What happens to a sum when you change the order of the numbers you are adding?

Practice

I add. I write the sum.

1 $\begin{array}{r} 9 \\ +\,0 \\ \hline \end{array}$ $\begin{array}{r} 0 \\ +\,9 \\ \hline \end{array}$	2 $\begin{array}{r} 9 \\ +\,1 \\ \hline \end{array}$ $\begin{array}{r} 1 \\ +\,9 \\ \hline \end{array}$	3 $\begin{array}{r} 7 \\ +\,2 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ +\,7 \\ \hline \end{array}$
4 $\begin{array}{r} 8 \\ +\,1 \\ \hline \end{array}$ $\begin{array}{r} 1 \\ +\,8 \\ \hline \end{array}$	5 $\begin{array}{r} 6 \\ +\,2 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ +\,6 \\ \hline \end{array}$	6 $\begin{array}{r} 3 \\ +\,5 \\ \hline \end{array}$ $\begin{array}{r} 5 \\ +\,3 \\ \hline \end{array}$
7 $\begin{array}{r} 5 \\ +\,2 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ +\,5 \\ \hline \end{array}$	8 $\begin{array}{r} 8 \\ +\,2 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ +\,8 \\ \hline \end{array}$	9 $\begin{array}{r} 1 \\ +\,7 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ +\,1 \\ \hline \end{array}$

Review

I write all the addition sentences that make 5.

10 _____ + _____ = 5

11 _____ + _____ = 5

12 _____ + _____ = 5

13 _____ + _____ = 5

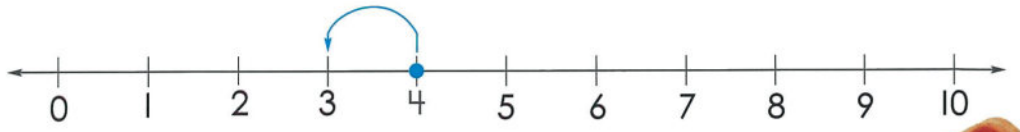
14 _____ + _____ = 5

15 _____ + _____ = 5

HOME ACTIVITY • Choose a number between 1 and 10. Ask your child to tell you an addition sentence that has that number as its sum. Repeat the activity with another number.

Lesson 4

I Count Back



$4 - 1 = \underline{3}$

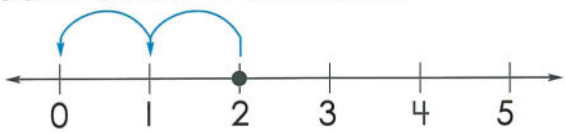
I start at 4 on the number line. I count back 1. Where am I now?

$4 - 2 = \underline{2}$

I start at 4 on the number line. I count back 2. Where am I now?

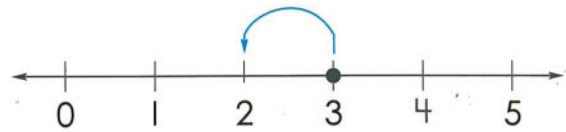
I use the number line.
I count back to subtract.

1



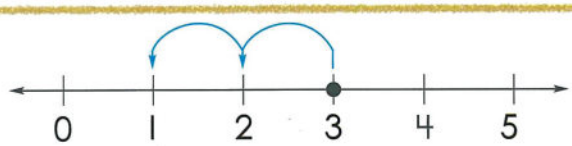
$2 - 2 = \_\_\_\_$

2



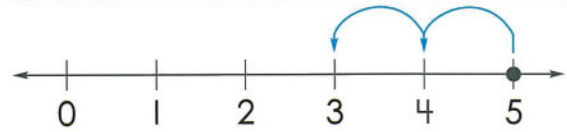
$3 - 1 = \_\_\_\_$

3



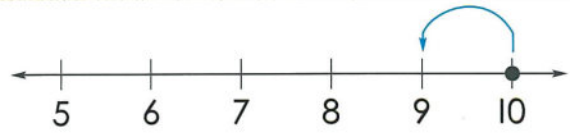
$3 - 2 = \_\_\_\_$

4



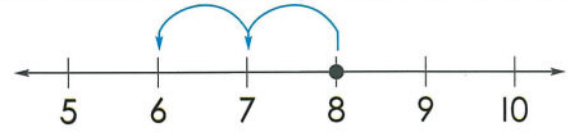
$5 - 2 = \_\_\_\_$

5



$10 - 1 = \_\_\_\_$

6



$8 - 2 = \_\_\_\_$

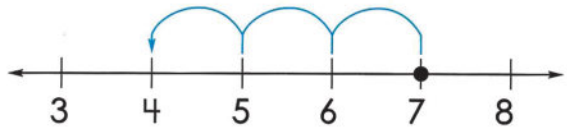
Talk About It ▪ Reasoning

When you use a number line to help subtract, why do you move to the left?

Practice

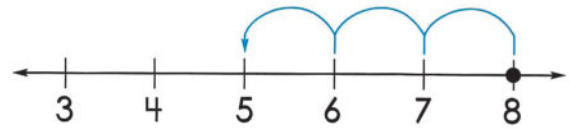
I use the number line. I count back to subtract.

1



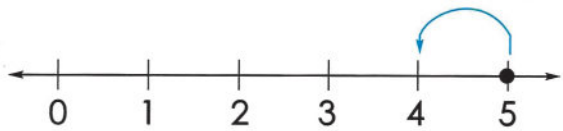
$7 - 3 = \underline{4}$

2



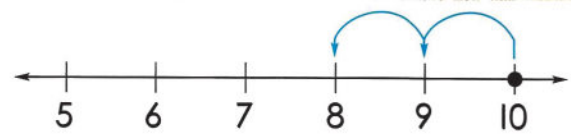
$8 - 3 = \_\_\_\_$

3



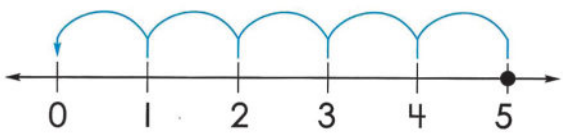
$5 - 1 = \_\_\_\_$

4



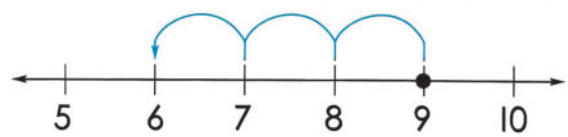
$10 - 2 = \_\_\_\_$

5



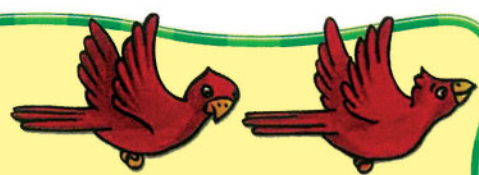
$5 - 5 = \_\_\_\_$

6



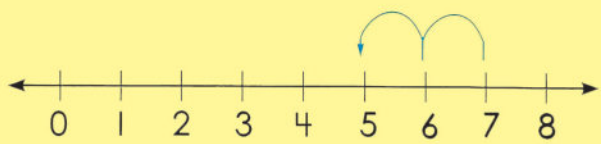
$9 - 3 = \_\_\_\_$

I Solve a Problem ▪ Application



I write the number sentence.
I use the number line to solve it.

7 There are 7 birds.
2 birds fly away.
How many birds are left?



___ ◯ ___ ◯ ___ birds

HOME ACTIVITY • Ask your child to show how to count back on the number line. Ask him to find the difference for 9 – 3.

Lesson 5

I Relate Addition and Subtraction

These addition and subtraction sentences are related facts.

I use the same numbers in the addition and subtraction

$7 + 3 = 10$

$10 - 3 = 7$

I use and to add and to subtract.
I complete the chart.

	With me 	I add 	I write the sum.	I take away	I write the difference.
1	4	2	4 + 2 = _____	2	6 – 2 = _____
2	5	3	5 + 3 = _____	3	8 – 3 = _____
3	2	5	2 + 5 = _____	5	7 – 5 = _____
4	7	2	7 + 2 = _____	2	9 – 2 = _____
5	8	0	8 + 0 = _____	0	8 – 0 = _____

Talk About It ▪ Reasoning

How are 6 + 3 = 9 and 9 – 3 = 6 alike? How are they different? Why are they called related facts?

Practice

I add then subtract.

1

$5 + 4 = 9$

$9 - 4 = 5$

2

$7 + 1 =$ _____

$8 - 1 =$ _____

3

$4 + 3 =$ _____

$7 - 3 =$ _____

4

$\begin{array}{r} 8 \\ +\ 1 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ -\ 1 \\ \hline \end{array}$

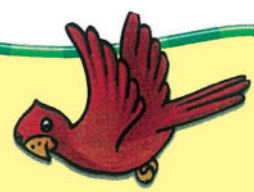
5

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

6

$\begin{array}{r} 6 \\ +\ 4 \\ \hline \end{array}$ $\begin{array}{r} 10 \\ -\ 4 \\ \hline \end{array}$

I Solve a Problem ▪ Application



I solve then I write the addition or subtraction sentence.

7 There are 5 books on the shelf. Blend added 3 books to them. How many books are there on the shelf?

_____ ◯ _____ ◯ _____

8 There are 8 birds on the tree. 3 birds fly away. How many birds are left on the tree?

_____ ◯ _____ ◯ _____

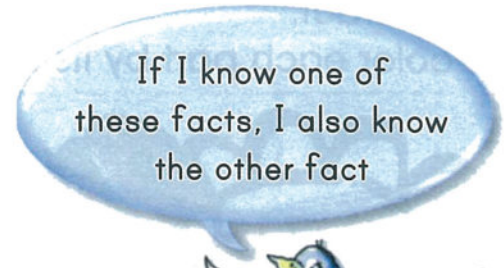
HOME ACTIVITY • Ask your child to use 10 small objects to show an addition problem and then the related subtraction problem. Ask him to say the addition or subtraction sentence each time.

Lesson 6

Subtraction Facts Families

$8 - 6 = 2$

$8 - 2 = 6$



I subtract. I circle the sentences if they use the same numbers.

1. $7 - 5 = \underline{2}$

   $7 - 2 = \underline{5}$

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

   $3 - 2 = \_\_\_\_$

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

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

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

   $7 - 3 = \_\_\_\_$

5. $\begin{array}{r} 9 \\ -\ 1 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ -\ 8 \\ \hline \end{array}$

6. $\begin{array}{r} 7 \\ -\ 7 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ -\ 0 \\ \hline \end{array}$

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

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

Talk About It ▪ Reasoning

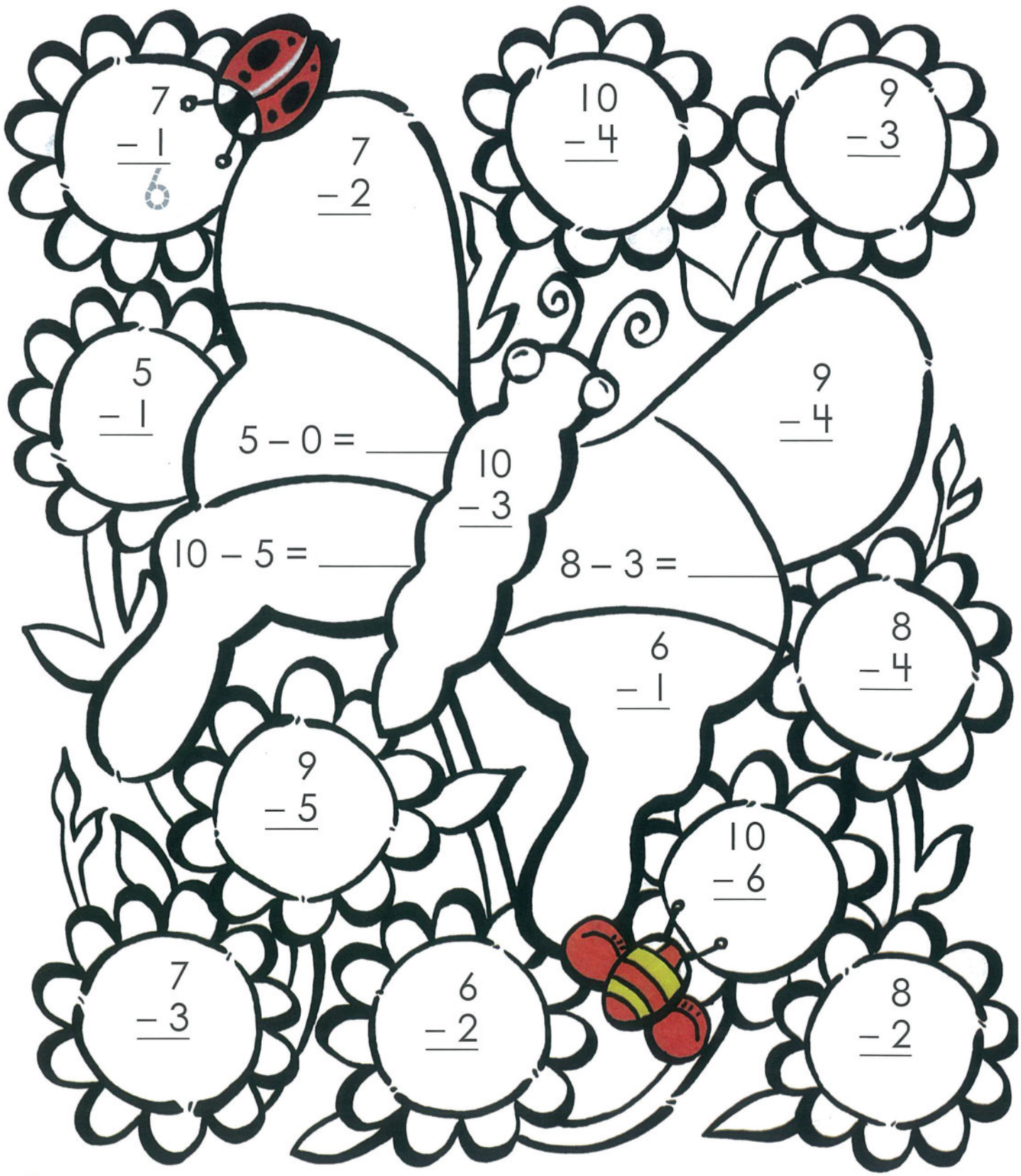
How many subtraction facts can you make using the numbers 2, 3 and 5? Explain.

Practice

I subtract.
I color each part by its difference.

4 BLUE 6 RED

5 YELLOW 7 GREEN



HOME ACTIVITY • Ask your child to write to you all the subtraction sentences from 8 – 0 to 8 – 8.

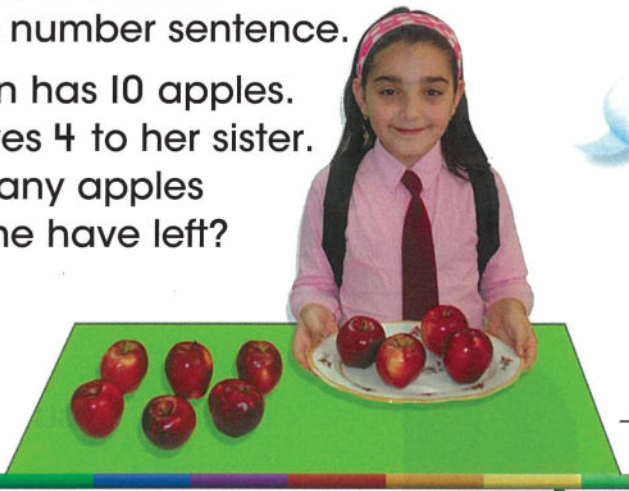
Lesson 7

Problem Solving
Choose the Operation

UNDERSTAND PLAN SOLVE CHECK

I circle **add** or **subtract**.
I write the number sentence.

1 Shereen has 10 apples.
She gives 4 to her sister.
How many apples
does she have left?



Some apples are taken away
I need to subtract.

add (subtract)

10 --- 4 == 6

2 There are 7 pieces of sweet.
Klara ate 4 pieces.
How many pieces are left?

_____ pieces of sweet

add subtract

_____ ◯ _____ ◯ _____

3 There are 3 forks on a table.
Shana brings 4 more.
How many forks are there
now?

_____ forks

add subtract

_____ ◯ _____ ◯ _____

4 Salar gave 9 carrots
to his rabbit. The rabbit
ate 5 carrots.
How many carrots are left?

_____ carrots

add subtract

_____ ◯ _____ ◯ _____

Practice

I circle **add** or **subtract**.

1 There are 5 pieces of sweet.
Rafand brings 2 more pieces.
How many pieces of sweet are there now?

7 pieces of sweet

add subtract

5 + 2 = 7

2 There are 6 apples.
You and your father eat 2 of them.
How many apples are left?

_____ apples

add subtract

____ ◯ ____ ◯ ____

3 There are 7 cups.
Bland brings 3 more cups.
How many cups are there now?

_____ cups

add subtract

____ ◯ ____ ◯ ____

4 8 sandwiches are on a plate.
Guests eat 3 of them.
How many sandwiches are left?

_____ sandwiches

add subtract

____ ◯ ____ ◯ ____

Write About It

I make up an addition story or a subtraction story.
I write a number sentence to tell about the story.
I draw a picture to check my answer.

HOME ACTIVITY • For each problem in this page ask your child to tell how he or she decided whether to add or subtract.

Name _____

Review
Chapter 6

I subtract. I circle the sentences that use the same numbers.

1 $9 - 5 =$ _____

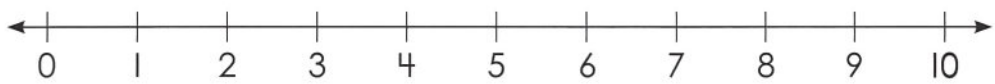
$9 - 4 =$ _____

2 $10 - 8 =$ _____

$10 - 1 =$ _____

I use the number line, and I count back to subtract.

3



$7 - 1 =$ _____

$10 - 2 =$ _____

I circle each double. Then I add, and I write the sum.

4

9	2	4	7	6	2
+ 1	+ 5	+ 4	+ 2	+ 3	+ 4
___	___	___	___	___	___

I count on. I write the sum.

5

$8 + 1 =$ _____

6

$7 + 3 =$ _____

I Solve a Problem

I circle **add** or **subtract**.
I write a number sentence.

7 There are 10 jars of honey.
2 jars are broken.
How many jars are left?

_____ jars

add subtract

_____ ◯ _____ = _____

Name _____

Test Prep
Chapter 6

I choose the best answer.

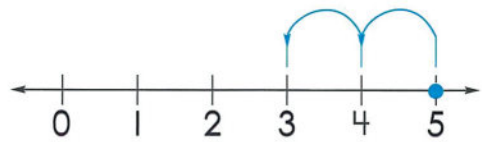
1 10 – 1

9 ○ 10 ○ 11 ○ 12 ○

2 5 + 4

1 ○ 2 ○ 8 ○ 9 ○

3 What does the number line represent?



5 – 3 ○ 5 – 2 ○ 3 + 2 ○ 2 + 3 ○

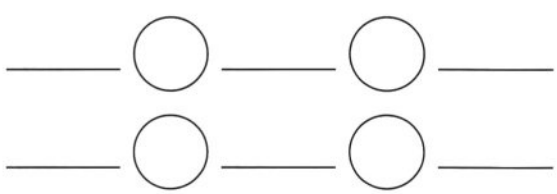
4 Niveen has 9 nuts. She ate 3 nuts. How many nuts are left?

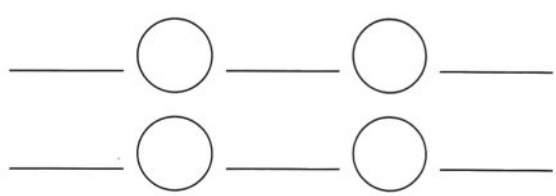
12 ○ 9 ○ 7 ○ 6 ○

5 There are 3 bananas in a dish. 2 more bananas are added. Which sentence tells how many bananas are in the dish now?

3 – 2 = 1 ○ 3 – 3 = 0 ○ 3 + 2 = 5 ○ 2 + 2 = 4 ○

6 I use  . I write four number sentences where numbers are the same.





CHAPTER 7

Numbers to 99

I count the dots in each row.
How many rows do you see?
How many dots are there in all?

LETTER TO PARENTS

Dear Parents,

Today we start chapter 7. We will learn numbers to 99, we will count, write, and read the numbers. We will begin learning tens and expand the numbers to tens and ones. Here is the math vocabulary and an activity to do together at home.

Love,

_____

My Math Words

tens
ones

Vocabulary

tens	ones

3 tens 5 ones = 35

Thirty-five

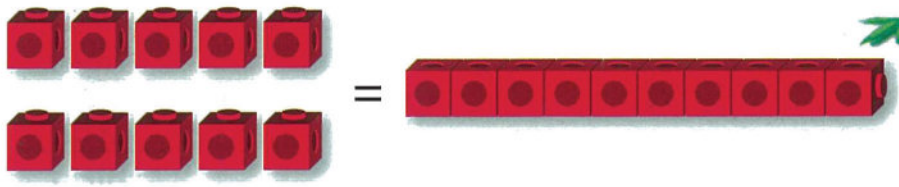
9 tens = 90

ACTIVITY

Fold a sheet of paper in half. Label the left half tens and the right half ones. Give your child a group of small items, such as beans, and ask him to form as many groups of 10 items as possible and place them on the left side of the paper. Ask him to put any other leftovers on the right side. In the end ask him to write the number of the items.

Tens

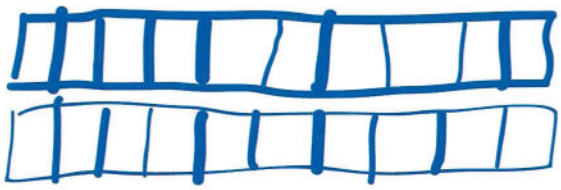
You can put objects into groups of ten and count by tens to find how many.



10 = 1 ten

I use  to add tens. I draw the tens.
I count by tens. I write the number.

1 I add 2 tens.



20
twenty

2 I add 3 tens.

_____
thirty

3 I add 5 tens.

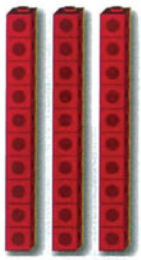
_____
fifty

Talk About It ■ Reasoning

How many tens are there in 80? How do you know?

Practice

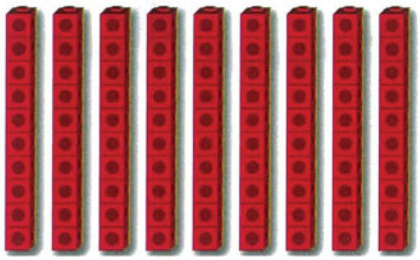
I write how many tens there are.
I count by tens. I write the number.

1 

3 tens

30 thirty

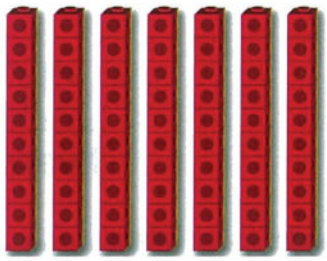
---

2 

____ tens

____ ninety

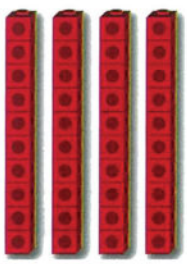
---

3 

____ tens

____ seventy

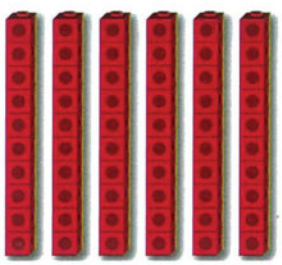
---

4 

____ tens

____ forty

---

5 

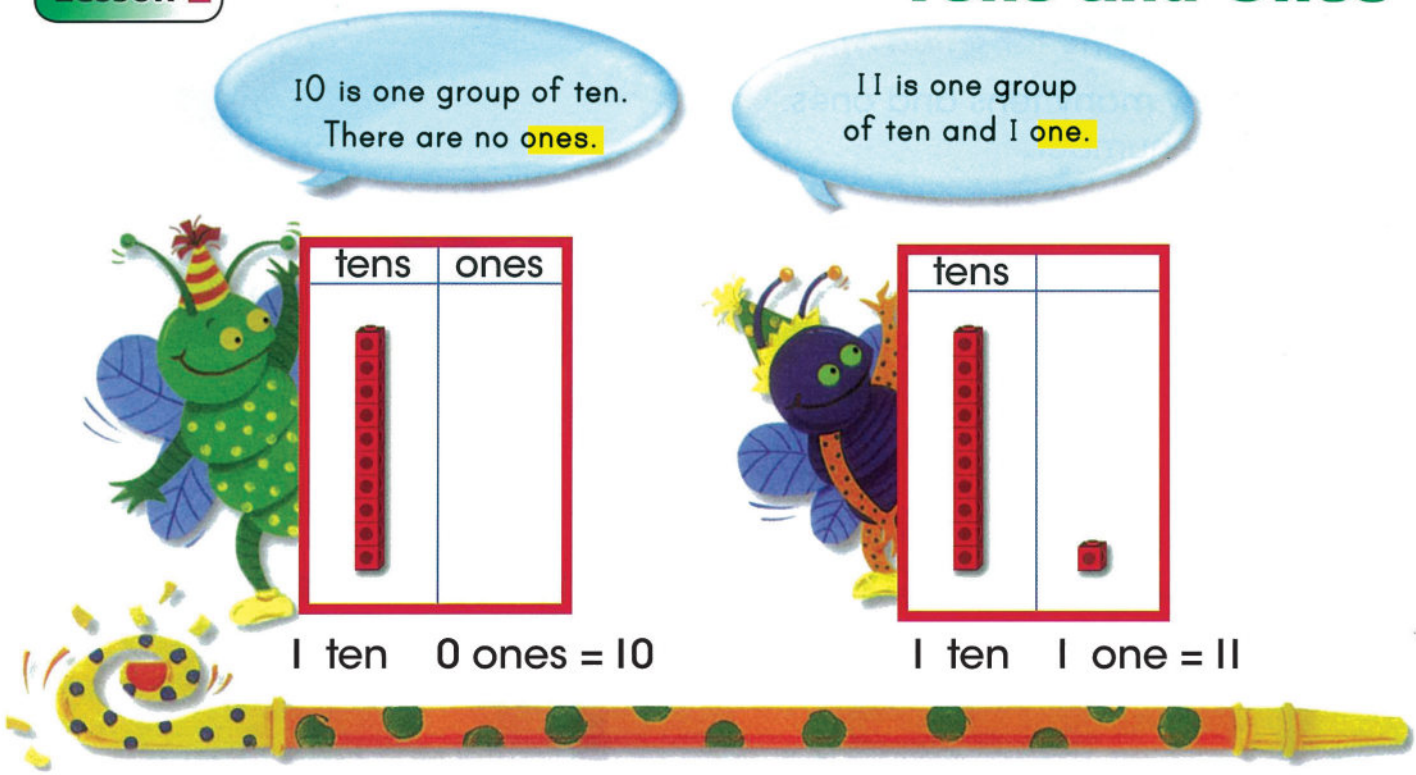
____ tens

____ sixty

HOME ACTIVITY • Ask your child to group objects into tens and tell how many there are in all.

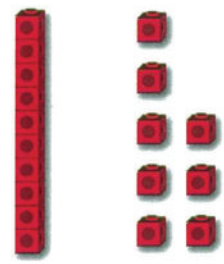
Lesson 2

Tens and Ones



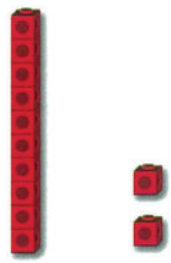
I show the group of ten. I show the ones.
I write the number of tens and ones. I write the number.

1



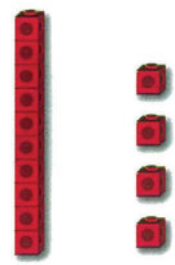
1 ten 8 ones = 18

2



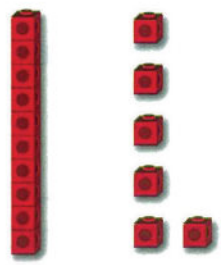
____ ten ____ ones = ____

3



____ ten ____ ones = ____

4

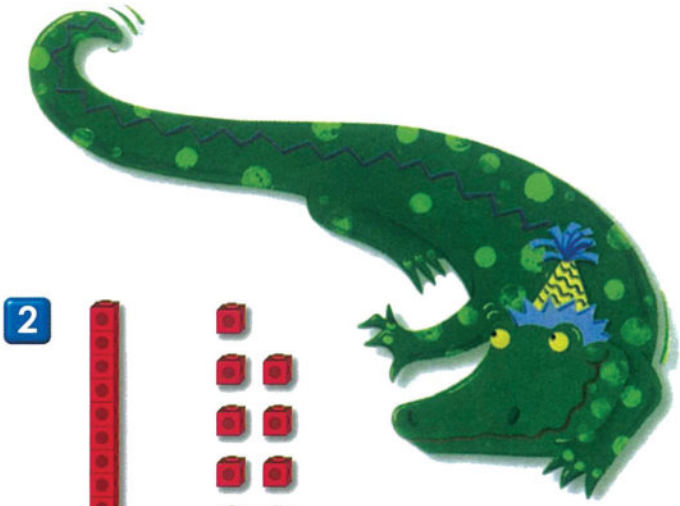


____ ten ____ ones = ____

Talk About It ▪ Reasoning

How are these numbers alike? How are they different?
Use ▬ to prove your answer.

Practice



I write how many tens and ones.
I write the number.

1

2 ten 0 ones = 20

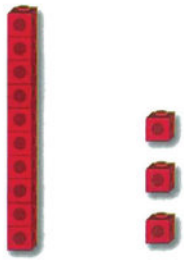
2

____ ten ____ ones = ____

3

____ ten ____ ones = ____

4



____ ten ____ one = ____

I Solve a Problem ▪ Number Sense

Which number am I?

5 I am less than 20, but greater than 10.
I have the same number of tens as ones.
Which number am I? ____

HOME ACTIVITY • Ask your child to use small objects to show numbers between 10 and 20. Ask him to make groups of tens and ones, to tell how many there are in each group, and to say the number.

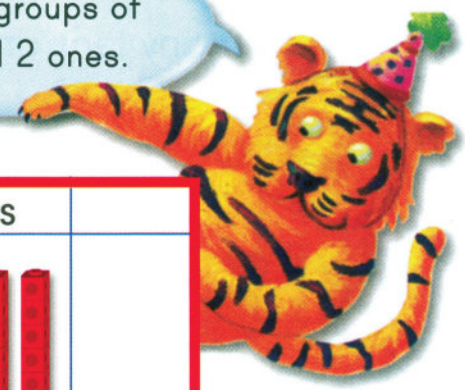
Numbers to 99

24 is 2 groups of ten and 4 ones.

Tens	Ones

2 tens 4 ones = 24

42 is 4 groups of ten and 2 ones.

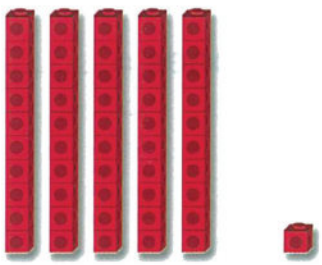


Tens	

4 tens 2 ones = 42

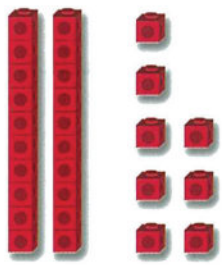
I show the groups of ten. I show the ones.
I write how many tens and ones. I write the number.

1



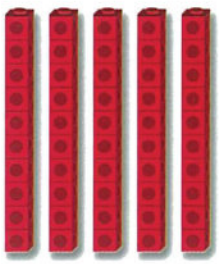
5 tens 1 one = 51

2



____ tens ____ ones = ____

3



____ tens ____ ones ____

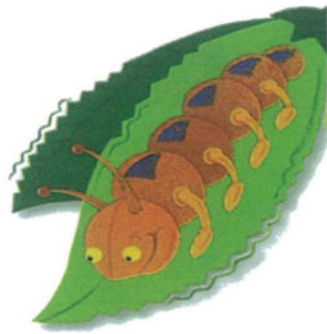
4

____ tens ____ ones = ____

Talk About It ■ Reasoning

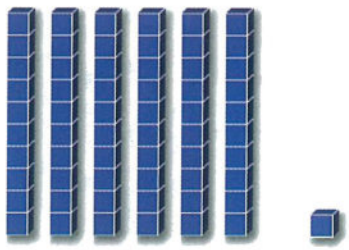
What does the zero mean in the number 30?
Use  to prove your answer.

Practice



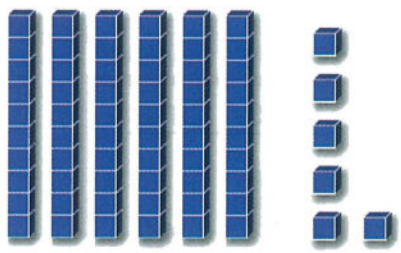
I write how many tens and ones. I write the number.

1



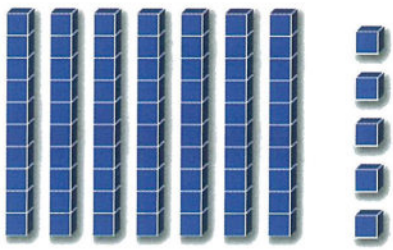
6 tens 1 one = 61

2



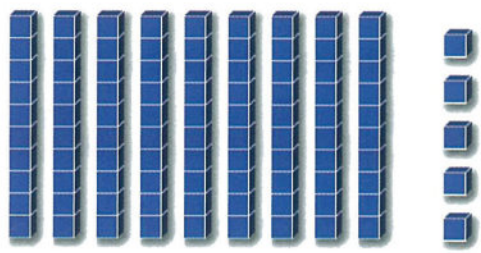
_____ tens _____ ones = _____

3



_____ tens _____ ones = _____

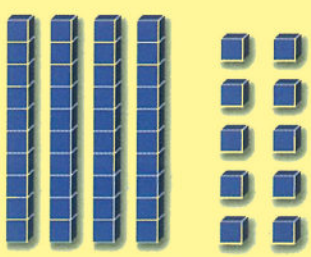
4



_____ tens _____ ones = _____

I Solve a Problem ▪ Visual Thinking

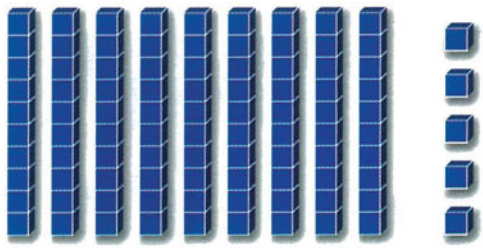
5 I show the same number in a different way.



HOME ACTIVITY • Ask your child to mention the number formed by 3 ones and 7 tens. Repeat this activity with other numbers.

Lesson 4

I Expand Numbers

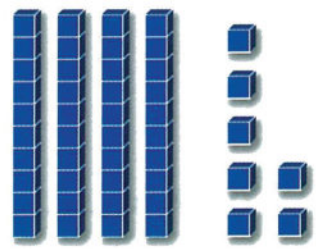


9 tens 5 ones = 95

90 + 5

I write how many tens and ones.
I write the number in a different way.

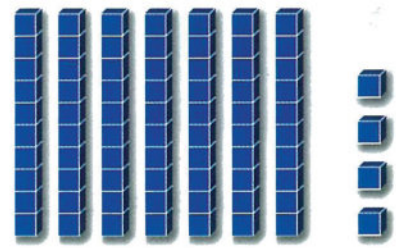
1



____ tens ____ ones = ____

____ + ____

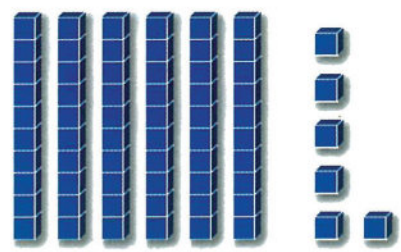
2



____ tens ____ ones = ____

____ + ____

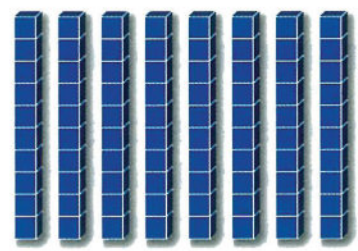
3



____ tens ____ ones = ____

____ + ____

4

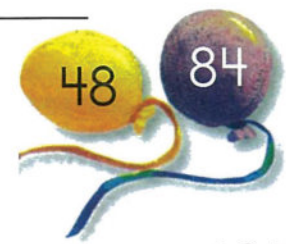


____ tens ____ ones = ____

____ + ____

Talk About It ▪ Reasoning

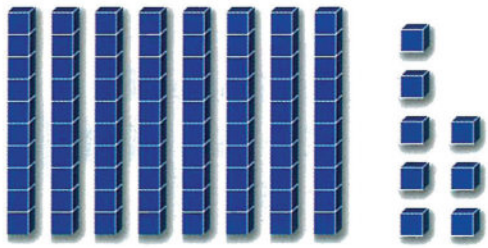
What does the 8 mean in each of these numbers?
Use ▬ and ■ to prove your answer.



Practice

I write how many tens and ones.
I write the number in a different way.

1



8 tens 8 ones = 88

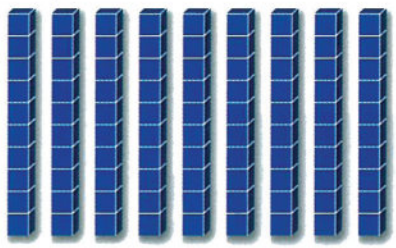
80 + 8

2

_____ tens _____ ones = _____

_____ + _____

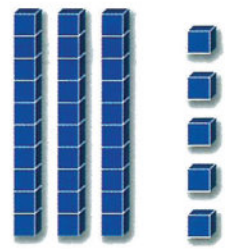
3



_____ tens _____ ones = _____

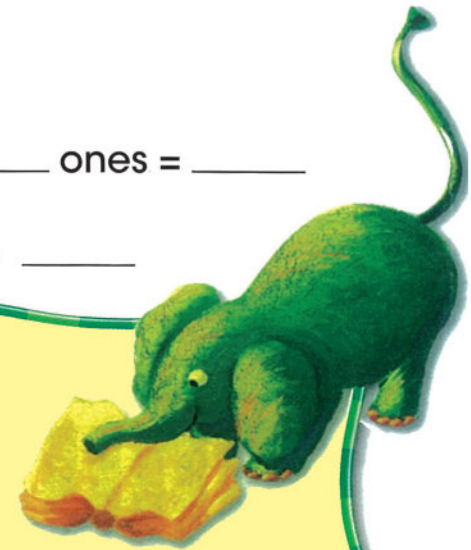
_____ + _____

4



_____ tens _____ ones = _____

_____ + _____



I Solve a Problem • Reasoning

Use ▬ and ■ to solve.

5 Hewa puts 37 stickers in his book.
Each page holds 10 stickers.
How many pages does he fill?

_____ pages

How many stickers are left over
to start a new page?

_____ stickers

HOME ACTIVITY • Give a number between 10 and 100. Ask your child to write it as tens and ones and then as an addition expression. For example, 34 is 3 tens 4 ones or 30 + 4.

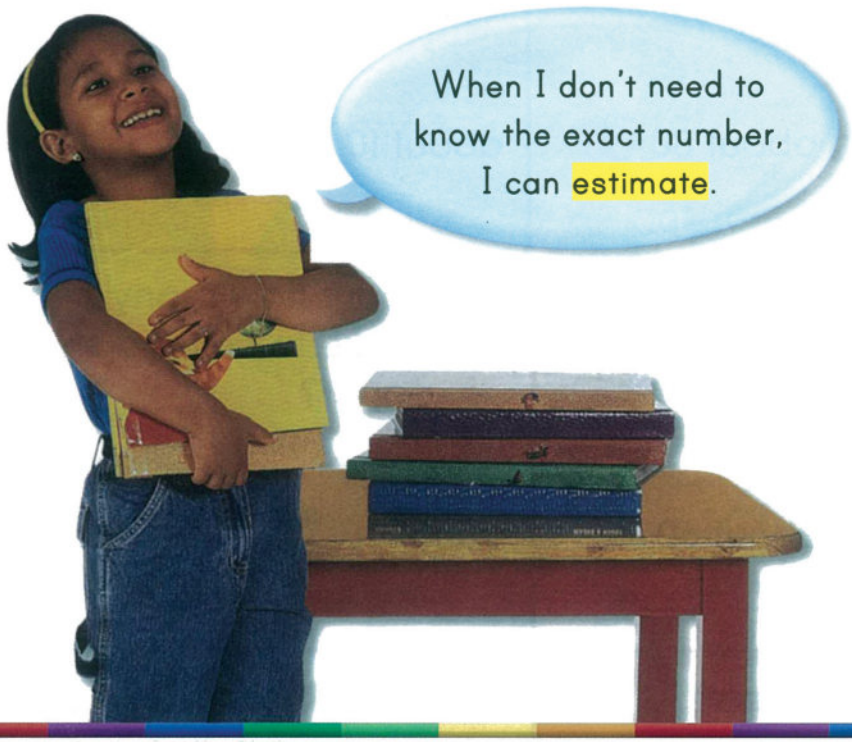
Lesson 5

Problem Solving

Estimate

UNDERSTAND PLAN SOLVE CHECK

About how many books can you carry?



about 5

about 50

I circle the closer estimate.

1 About how many chairs are in your classroom?

about 3 about 30

2 About how many blocks can you hold in one hand?

about 5 about 50

3 About how many paper clips can you hold in one hand?

about 10 about 40

4 About how many bananas can fill a dish?

about 5 about 50

Practice

I circle the closer estimate.

1 About how many  can fill a lunch box?

about 10  about 80 

2 About how many  can you hold in your hand?

about 10  about 70 

3 About how many  do the children in your class have on in all?

about 10  about 60 

4 About how many  does it take to cover a sheet of paper?

about 10  about 90 

5 About how many sheets of  does it take to cover your desk?

about 8  about 80 

6 About how many  can you hold in two hands?

about 10  about 40 

Write About It

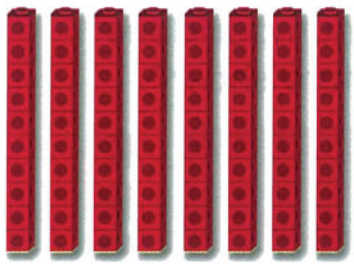
Make up your own problem.
Ask a classmate to choose the closer estimate.

HOME ACTIVITY • Ask your child to choose the closer estimate for the number of marbles he can hold in one hand: about 10 marbles or about 90 marbles? Then have him check.

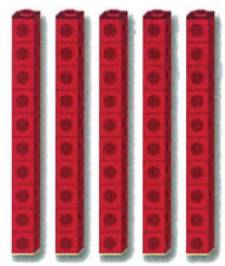
Name _____

Review
Chapter 7

I write how many tens. I write the number.

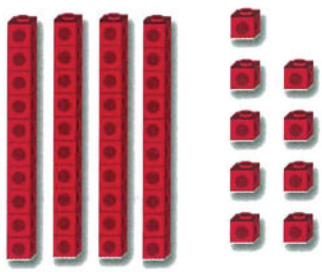
1 

_____ tens = _____

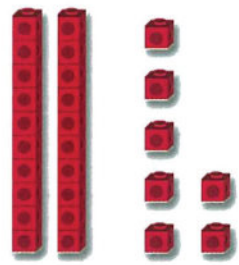
2 

_____ tens = _____

I write how many tens and ones. I write the number.

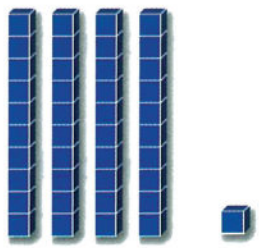
3 

_____ tens _____ ones = _____

4 

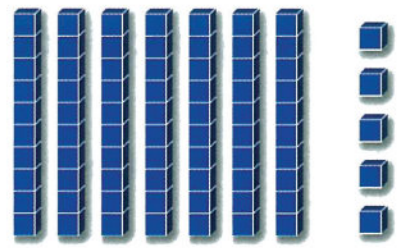
_____ tens _____ ones = _____

I write how many tens and ones.
I write the number in a different way.

5 

_____ tens _____ one = _____

_____ + _____

6 

_____ tens _____ ones = _____

_____ + _____

I Solve a Problem

I circle the closer estimate.

7 About how many cubes can fit inside a cup?

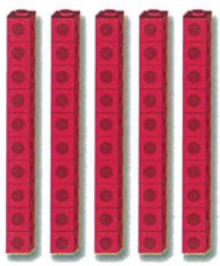
about 10 cubes about 90 cubes

Name _____

Test Prep
Chapter 7

I Choose the best answer.

1 Which number does the picture show?



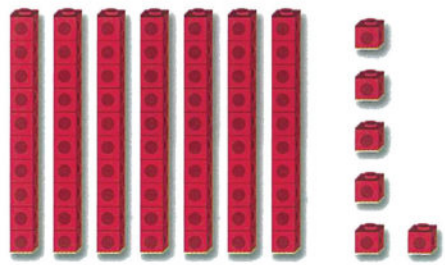
6 tens ○

4 tens ○

5 tens ○

7 tens ○

2 Which number does the picture show?



70 ○

76 ○

77 ○

67 ○

3 Which is another way to show 8 tens and 4 ones?

80 + 0 ○

80 + 40 ○

8 + 40 ○

80 + 4 ○

4 About how many people can ride in a special car at the same time?

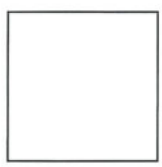
about 4 ○

about 14 ○

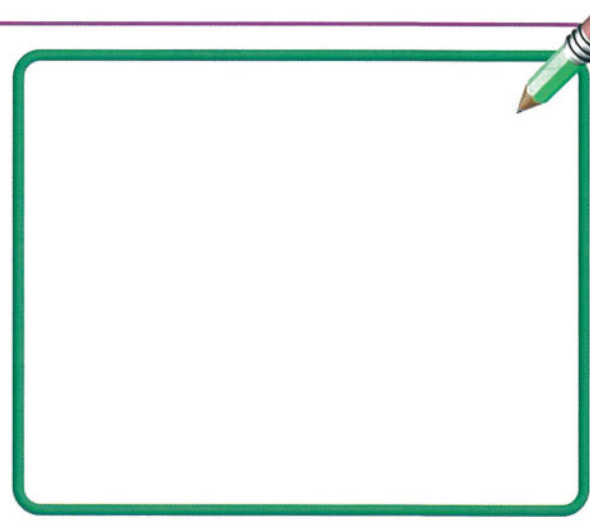
about 40 ○

about 90 ○

5 I write a number that has tens and ones.



I use ▬ and ■ to represent this number.



CHAPTER 8

Comparing and Ordering Numbers

Look at the groups of fish.
Which group has more?
Which group has less?

LETTER TO PARENTS

Dear Parents,

Today we start chapter 8. We will learn to compare numbers to 99. Here is the math vocabulary and an activity for us to do together at home.

Love,

_____

My Math Words

less than
greater than
equal to
before
between
after

Vocabulary

$24 < 26$

24 is less than 26.

$26 > 24$

26 is greater than 24.

$24 = 24$

24 is equal to 24.

24 is just before 25

25 is between 24 and 26

26 is just after 25.

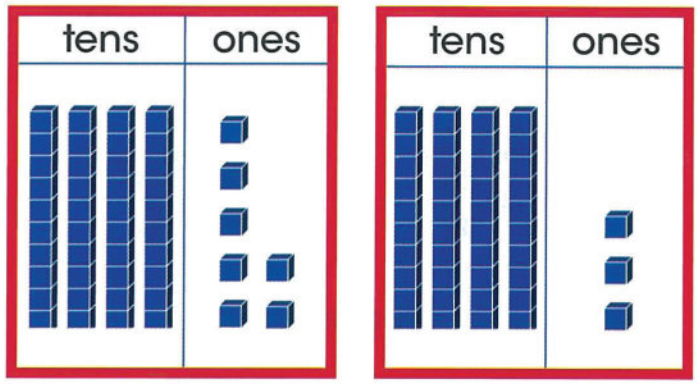
ACTIVITY

Write the numbers from 50 to 60 and the symbol <, =, and > on separate slips of paper. Mix the numbers, and lay them face down. Have your child choose two of the numbers. Then have him or her use one of the symbols to compare the numbers.

Lesson 1

Greater Than >, Less Than <

Which number is greater, 47 or 43 ?



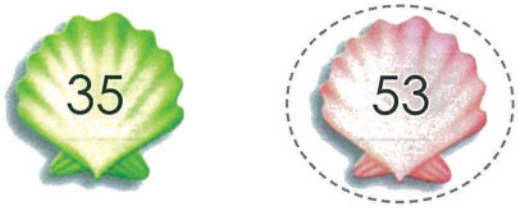
47 is greater than 43
47 > 43

They have the same number of tens, but 47 has more ones.

43 is less than 47
43 < 47

I use ▬ and ■ to show each number.
I circle the greater number. I write the numbers in the right place.

1



53 is greater than 35

53 > 35

2

_____ is greater than _____

_____ > _____

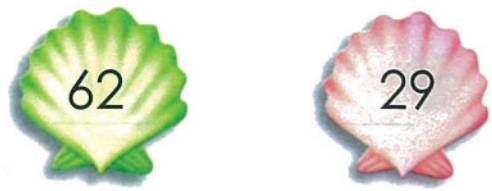
I circle the number that is less. I write the numbers in the right place.

3

_____ is less than _____

_____ < _____

4



_____ is less than _____

_____ < _____

Talk About It ■ Reasoning

To find the greater number, should you look first at the ones place or at the tens place?

Practice

Remember to look at the tens place first.

I circle the greater number.
I write the numbers.

1

42 is greater than 24

42 > 24

2

_____ is greater than _____

_____ > _____

3

_____ is greater than _____

_____ > _____

4

_____ is greater than _____

_____ > _____

I circle the smaller number. I write the numbers.

5

_____ is less than _____

_____ < _____

6

_____ is less than _____

_____ < _____

I Solve a Problem ▪ Number Sense

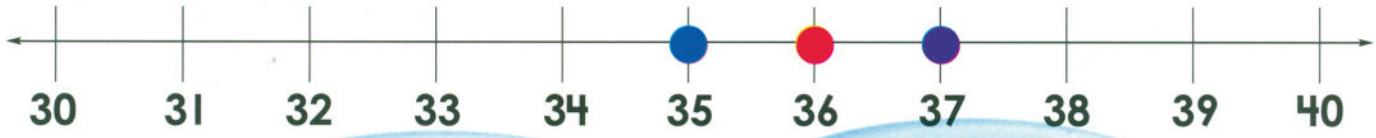
7 I circle the numbers that are greater than 50.

14 83 94 44 62 70

HOME ACTIVITY • Give your child two numbers less than 100. Ask him to write these two numbers and a symbol (>) between them.

Lesson 2

Before, After, or Between



35 is just **before** 36.
36 is **between** 35 and 37.
37 is just **after** 36.

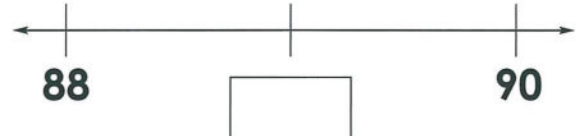
I write the number that is just before.

1

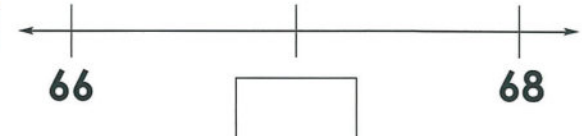
2

I write the number that is between the two numbers.

3

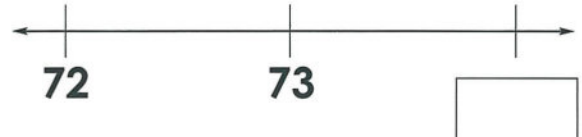


4

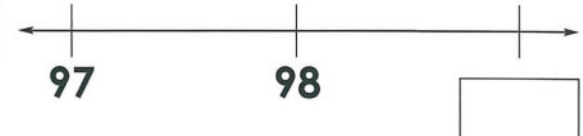


I write the number that is just after.

5



6



Talk About It ■ Reasoning

What would you write for the number that comes just after 90? Explain how you know.

Practice

I write the number that is between the two numbers.

1. 88 ☐ 90 — 89

2. 11 ☐ 13

3. 39 ☐ 41

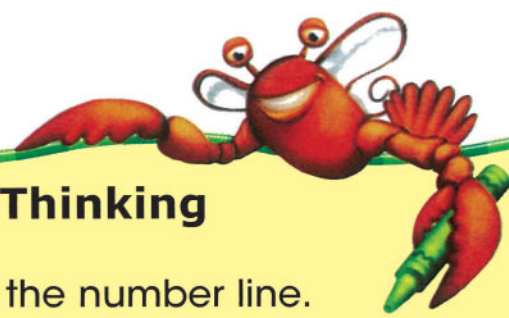
4. 54 ☐ 56

I write the number that is just before or just after.

5. ☐ 31

6. 44 ☐

7. ☐ 20



I Solve a Problem ■ Visual Thinking

8. I write the missing numbers on the number line.

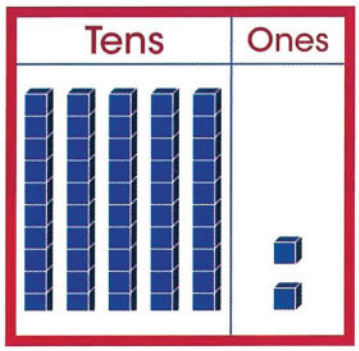
☐ 21 ☐ 23 ☐ ☐ ☐ 27 ☐

HOME ACTIVITY • Choose a two-digit number. Ask your child to tell you the number that is just before it and the number that is just after it. Then ask your child to use the word *between* to arrange the three numbers.

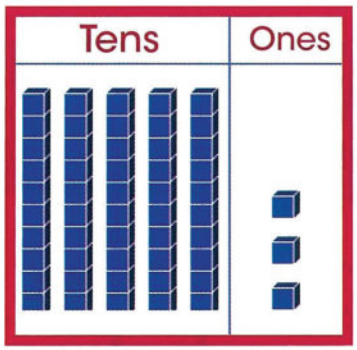
Lesson 3

One or Ten

52 is one less than 53

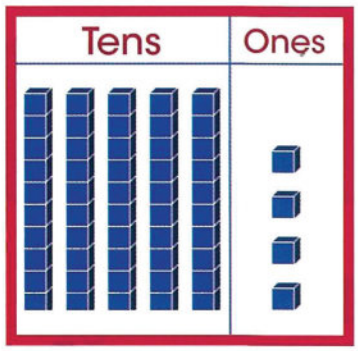


52



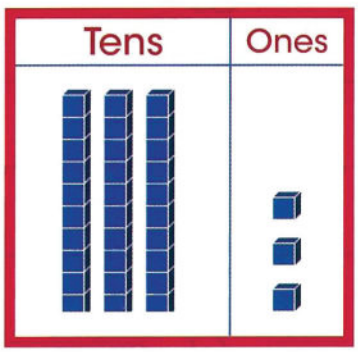
53

54 is one more than 53

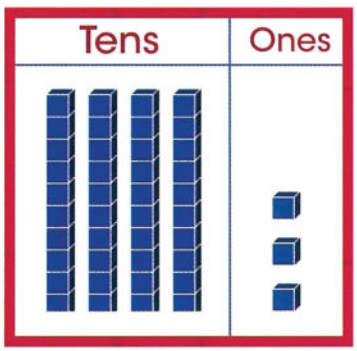


54

33 is ten less than 43

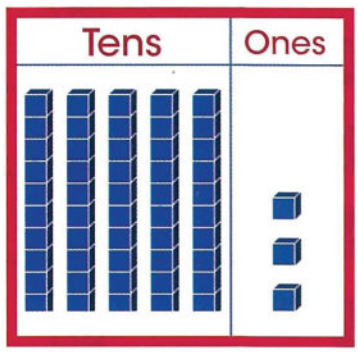


33



43

53 is ten more than 43



53

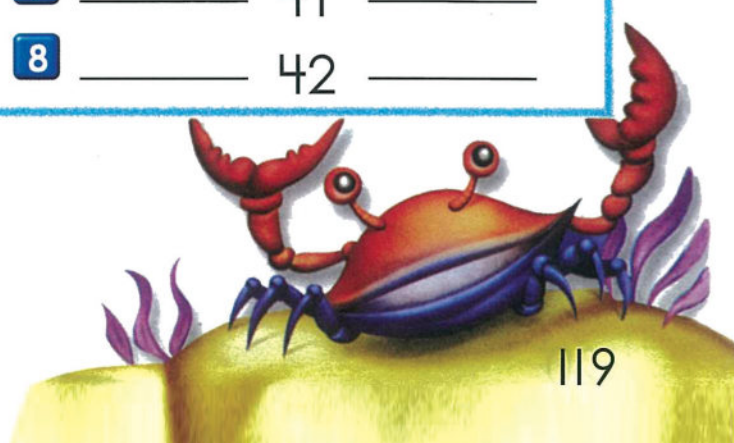
I write the missing numbers.

	One Less		One More
1	46	47	48
2		98	
3		32	
4		20	

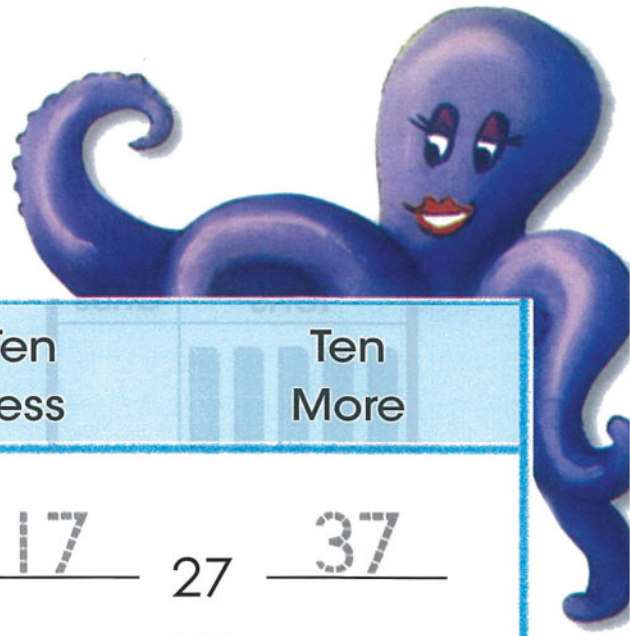
	Ten Less		Ten More
5	29	39	49
6		40	
7		41	
8		42	

Talk About It ▪ **Reasoning**

What number is one more than 98?
What number is ten less than 10?



Practice

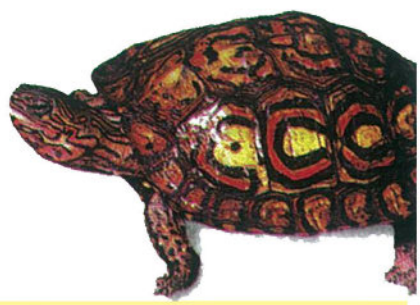


I write the missing numbers.

	One Less		One More
1	61	62	63
2		41	
3		36	
4		15	
5		88	
6		23	
7		82	
8		62	

	Ten Less		Ten More
9	17	27	37
10		53	
11		89	
12		35	
13		61	
14		50	
15		77	
16		12	

I Solve a Problem ▪ Reasoning



I write the number of shells each child has.

17 Sarmad has 10 more than Mazin.

Youssef has 10 fewer than Mazin.

Mazin has one more than 43.

Youssef	Mazin	Sarmad

HOME ACTIVITY • Give your child a two-digit number.
Ask him to give you the number which is ten more, and the number that is one less.

Lesson 4

1 Order: First, Second, Third

I circle to show order.

1

first

second  third  eighth 

2

first

first  fourth  tenth 

3

first

third  seventh  ninth 

4

first

second  fifth  sixth 

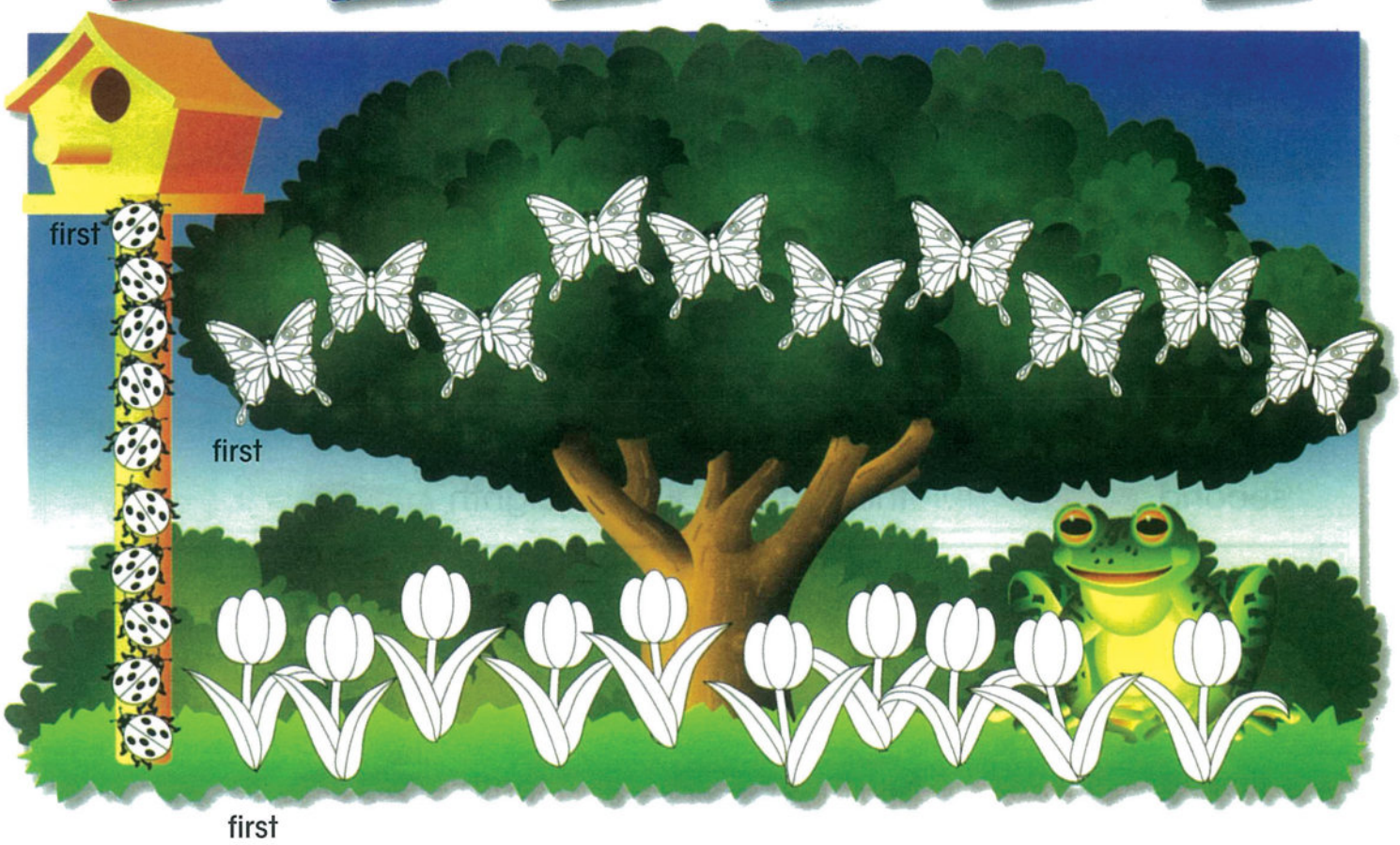
Talk About It ▪ Reasoning

If you are the eighth in line, how many people are in front of you? Explain.

Practice

1 I color to show order.

first second third fifth eighth tenth



I Solve a Problem ▪ Reasoning

2 I color the bee that is second from the hive

I color the bee that is fourth from the hive

HOME ACTIVITY • Ask your child to show you which butterfly in the picture is fourth in line.

Lesson 5

Patterns on Numbers Chart

I write the missing numbers. I count by tens.
I use  to color the numbers I say.

1

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

2 I count by fives.
I use  to color the numbers I say.

Talk About It • Reasoning

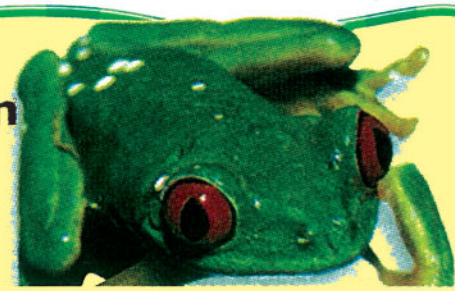
Write the numbers that you wrote in the first exercise
10, 20, ...
How can you move from a number to the number that follows?

Practice

1 I write the missing numbers. I Count by twos.
I use  to color the numbers I say.

1	2	3	4	5		7		9	
11		13		15		17		19	
21		23		25		27		29	
31		33		35		37		39	
41		43		45		47		49	
51		53		55		57		59	
61		63		65		67		69	
71		73		75		77		79	
81		83		85		87		89	
91		93		95		97		99	

I Solve a Problem ▪ Application



I solve. I complete the chart.

2 Saeed buys 10 pieces of bread every day for his family.
How many pieces of bread can he buy till Tuesday?

_____ pieces of bread

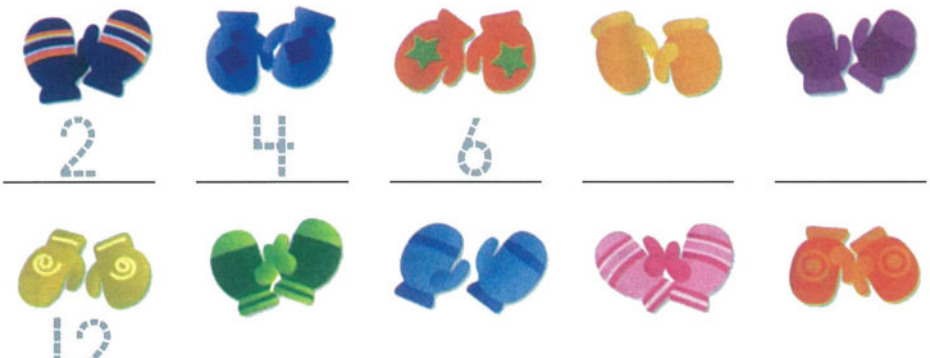
Saturday	Sunday	Monday	Tuesday
10	20		

HOME ACTIVITY • Ask your child to explain how to use the hundred chart to count by fives.

Skip Count

I skip count. I count the mittens by twos. I write the number of mittens.

1



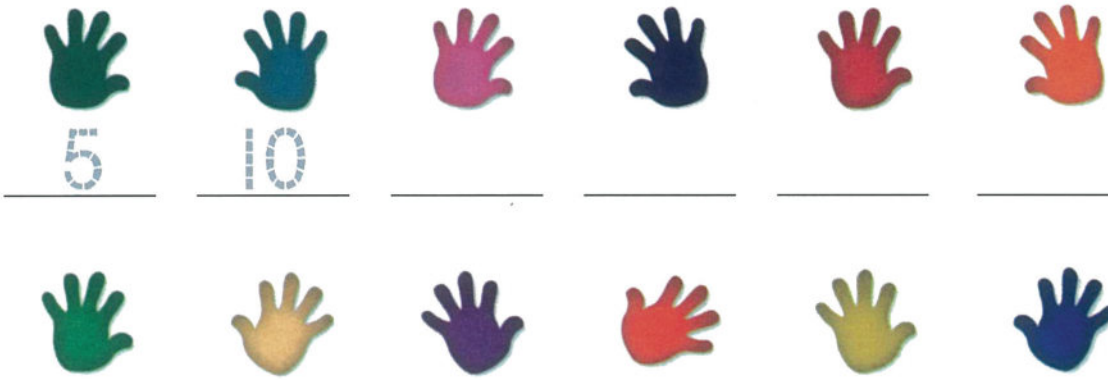
2 4 6 _____ _____

12 _____ _____ _____ _____ _____

mittens

I skip count. I count the fingers by fives. I write the number of fingers.

2



5 10 _____ _____ _____ _____

_____ _____ _____ _____ _____ _____ fingers

I skip count. I count the toes by tens. I write the number of toes.

3

10 20 _____ _____ _____

_____ _____ _____ _____ toes

Talk About It ■ Reasoning

When you count by fives, how do you move from a number to the number that follows?

Practice

I skip count. I write the numbers.

1 

2, _____, _____, _____, _____, _____, _____

2 

5, _____, _____, _____, _____, _____, _____

3 

10, _____, _____, _____, _____, _____, _____

I skip count. I write the missing numbers.

4 2, 4, 6, _____, _____, _____, 14, _____, 18

5 10, _____, 30, _____, , _____, 60, 70, _____, 90

I Solve a Problem ▪ Visual Thinking

6 I skip count.
Each hand has 5 fingers.
How many fingers are there in all?

_____ fingers

HOME ACTIVITY • Draw 20 stars on a piece of paper. Ask your child to circle groups of 2 and to count by twos to find the total. Repeat the activity for groups of 5.

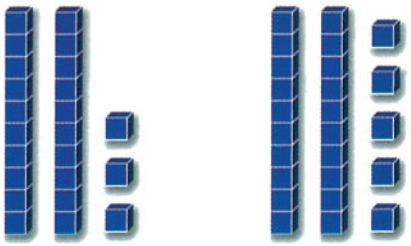
Lesson 7

Problem Solving

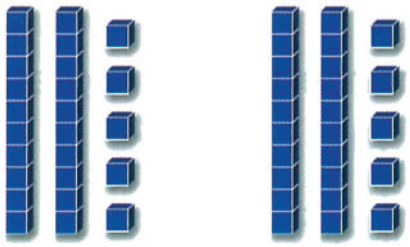
Make a Model

UNDERSTAND PLAN SOLVE CHECK

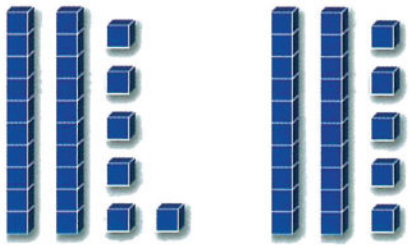
Which numbers are less than (<), equal to (=), or greater than (>) 25?



23 25
23 is less than 25



25 = 25
25 is equal to 25

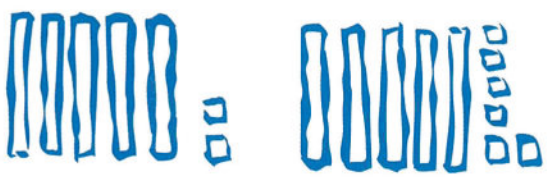


26 > 25
26 is greater than 25

I use ▬ and ■ to show each number. I draw the ▬ and ■. I write the words and the numbers.

Which numbers are less than, equal to, or greater than 56?

1



52 is less than 56

52 < 56

2

56 is _____ 56

_____ = _____

3

36 is _____ 56

_____ < _____

4

65 is _____ 56

_____ > _____

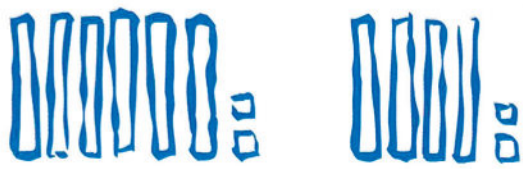
Practice

Remember
< means less than
> means greater than
= means equal to

I Use ▬▬▬▬ and ▪ to show each number.
I Draw ▬▬▬▬ and ▪

Which numbers are less than, equal to, or greater than 42?

1



62 is greater than 42

62 > 42

2

40 is _____ 42

_____ < _____

3

42 is _____ 42

_____ = _____

4

42 is _____ 24

_____ > _____

Algebra

Write <, =, or > in the circle.

5 6 tens 4 ones ◯ 60 + 4	**6** 30 + 5 ◯ 2 tens 2 ones
7 2 tens 8 ones ◯ 20 + 9	**8** 40 + 3 ◯ 4 tens 3 ones

HOME ACTIVITY • Choose two numbers that are less than 100. Ask your child to arrange the numbers, using the symbols he learned in this lesson (< , = , >).

Name _____

Review
Chapter 8

I write the number that is just before, between, or just after.

1 29 ☐ 31

2 43 ☐ 45

3 ☐ 98

4 59 ☐

5 ☐ 50

I draw a circle to show order.

6

First

Second  fifth  ninth  tenth 

7 I write the missing numbers.
I color the numbers that I mention.

1	2	3	4				8	9	10
	12			15	16	17			
21			24		26		28		30

8 I complete 2, 4, 6, _____, _____, _____, _____, _____.

9 I complete 15, 20, 25, _____, _____, _____, _____, _____.

10 I complete 90, 80, 70, _____, _____, _____, _____, _____.

Name _____

Test Prep
Chapter 8

I choose the best answer.

1 Which number is greater than 65?

56 ○ 66 ○ 65 ○ 61 ○

2 _____ > 6

5 ○ 3 ○ 6 ○ 7 ○

3 Which number is less than 24?

34 ○ 24 ○ 23 ○ 30 ○

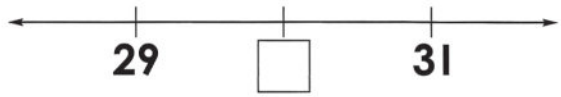
4 _____ < 12

2 ○ 22 ○ 12 ○ 32 ○

5 _____ = 73

37 ○ 63 ○ 73 ○ 83 ○

6 Which number is between 29 and 31?



28 ○ 30 ○ 32 ○ 40 ○

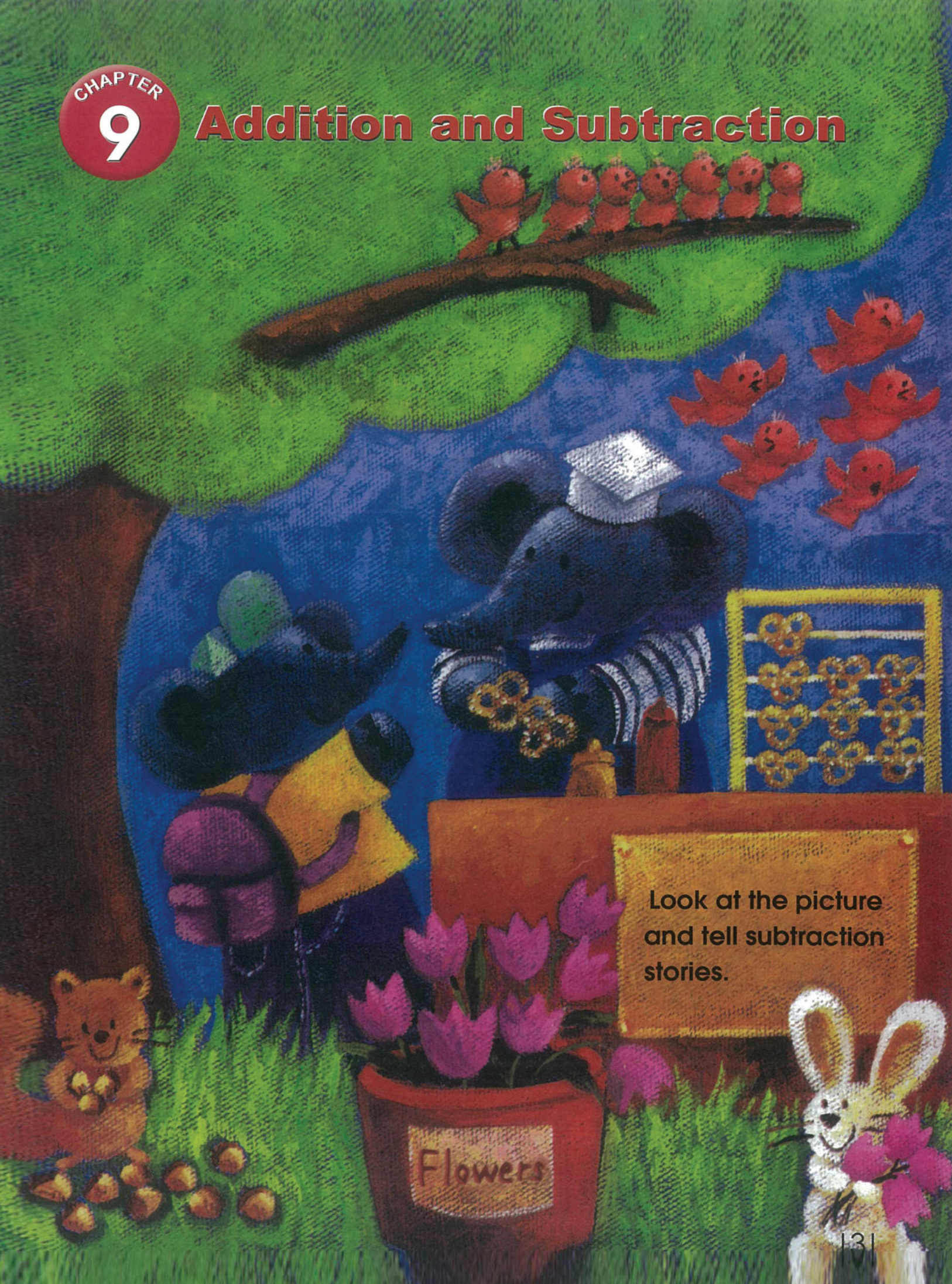
7 Which insect is the fifth?

○ ○ ○ ○

8 Which number is missing?

5, 10, 15, 20, ___, 30, 35, 40

15 ○ 22 ○ 24 ○ 25 ○


CHAPTER
9
Addition and Subtraction
Look at the picture and tell subtraction stories.
Flowers

LETTER TO PARENTS

Dear Parents,

Today we start chapter 9. We will learn the relation between addition and subtraction, we will also identify related addition and subtraction facts. Here is the math vocabulary and an activity for us to do together at home.

Love,

_____

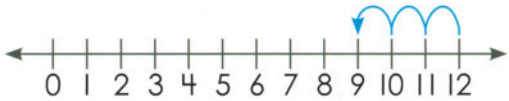
My Math Words

count back
related facts

Vocabulary

To subtract, you can **count back** on the number line.

$12 - 3 = 9$



Start on 12. Count back 3.
11, 10, 9

These are **related facts**. Each addition fact has two related subtraction facts.

$3 + 9 = 12$

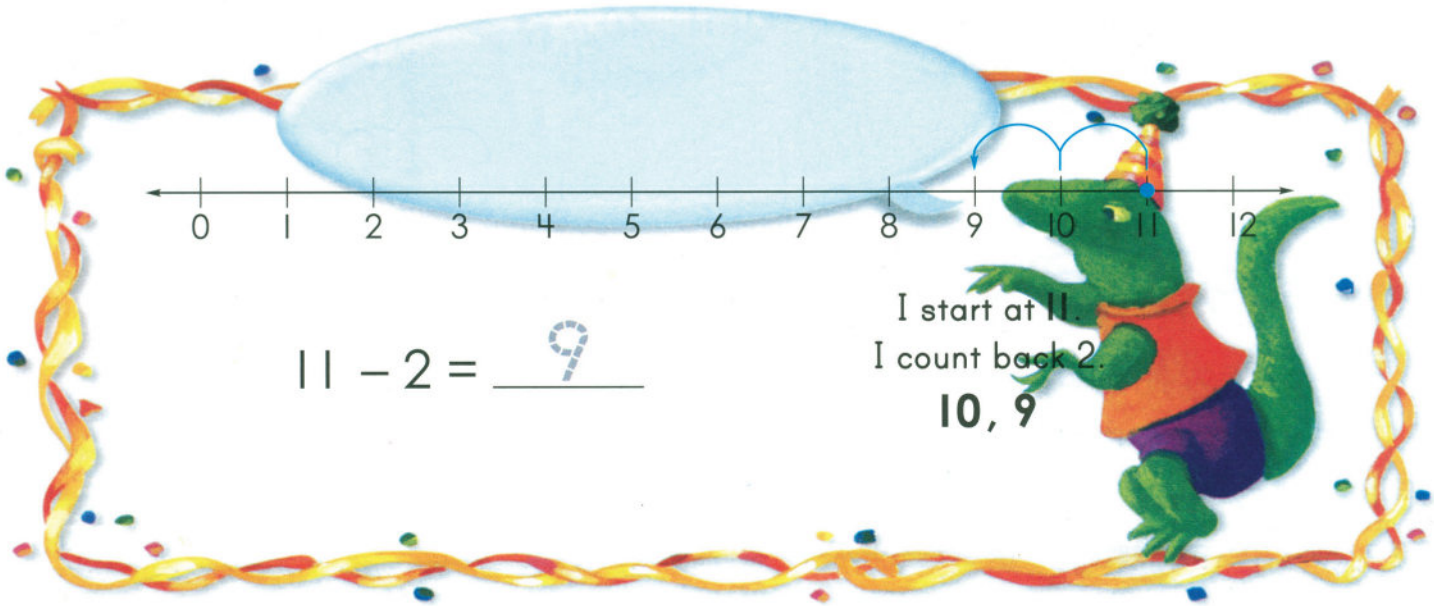
$12 - 3 = 9$ $12 - 9 = 3$

Activity

Give your child two different groups of objects. Ask him to find how many more objects are in one group than the other. Then ask your child to write the subtraction sentence.

Lesson 1

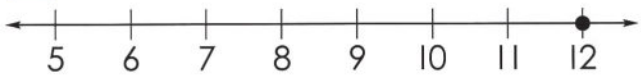
Count Back



11 – 2 = 9

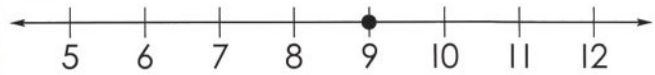
I use the number line to count back.
I write the difference.

1



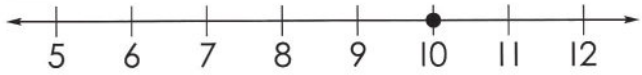
12 – 2 = _____

2



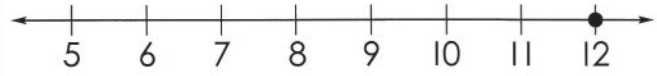
9 – 3 = _____

3



10 – 2 = _____

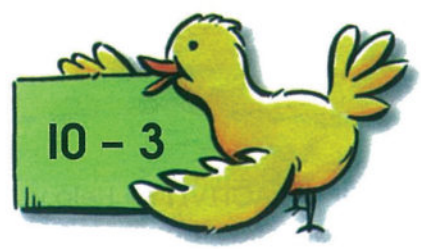
4



12 – 1 = _____

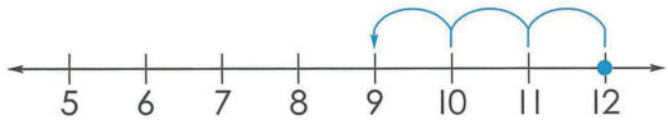
Talk About It ■ Reasoning

How would you find the difference for 10 – 3 without using a number line?

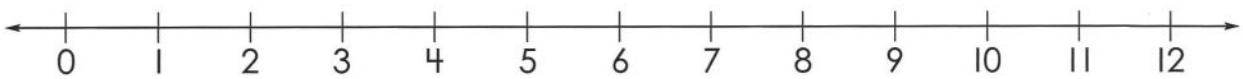


Practice

$$\begin{array}{r} 12 \\ -\ 3 \\ \hline 9 \end{array}$$



I count back to subtract. I write the difference.
I can use the number line to help.



1

10	11	10	9	7	8
− 2	− 3	− 3	− 2	− 2	− 2

2

10	11	9	7	6	11
− 1	− 2	− 1	− 3	− 3	− 1

Mixed Review

I color the circles to continue the pattern.

3 

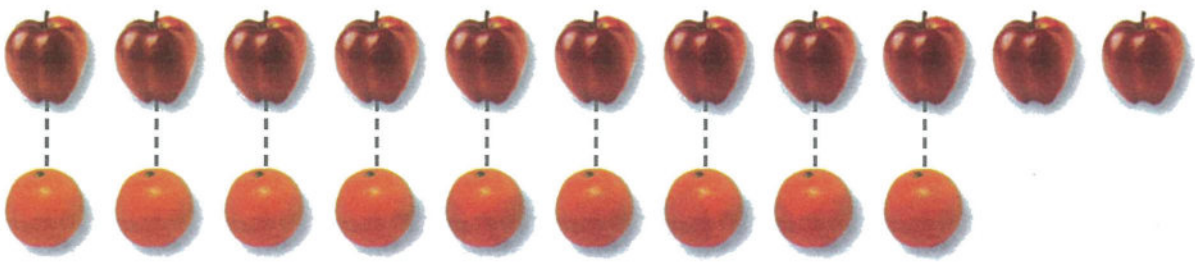
HOME ACTIVITY • Help your child to use the number line on this page to practice any subtraction facts.

Lesson 2

How Many More?

How many more apples than oranges are there?

There are 2 more apples than oranges.

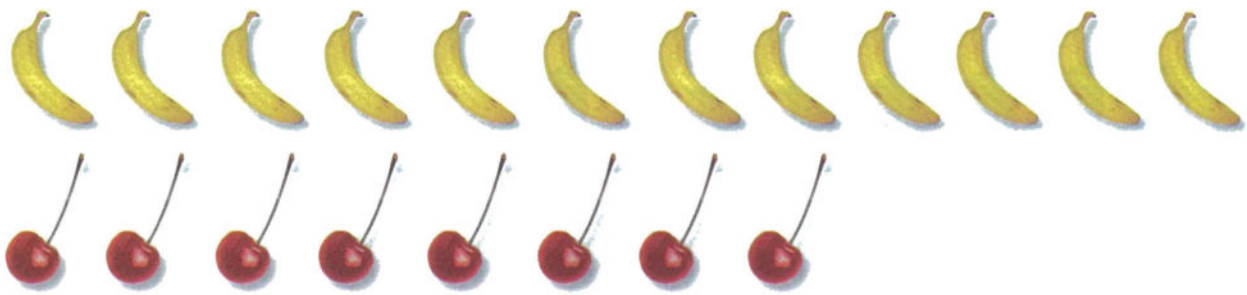


$$\begin{array}{r} 11 \\ -\ 9 \\ \hline 2 \end{array}$$

I draw lines to match. I subtract.

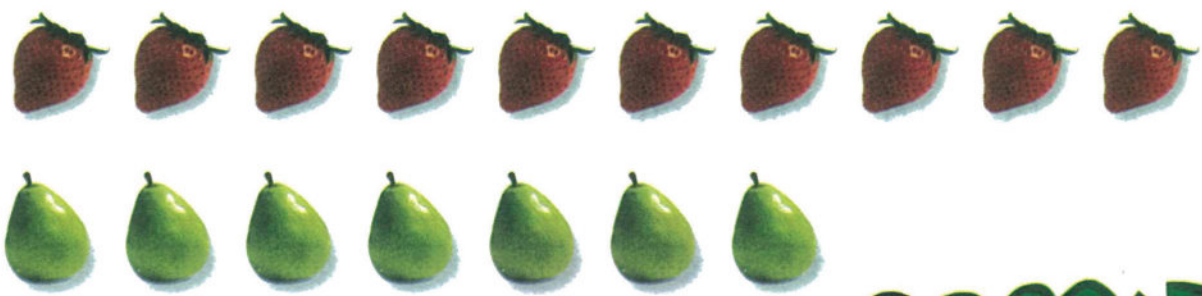
1 How many fewer cherries than bananas are there?

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



2 How many more strawberries than pears are there?

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



Talk About It ▪ Reasoning

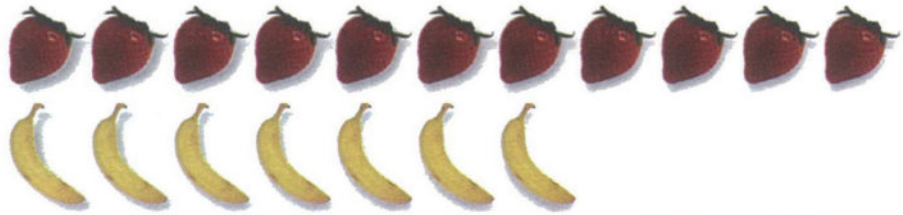
Which group in the picture has more apples? How do you know?

Practice

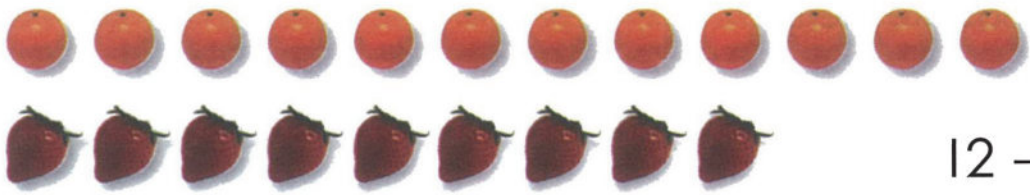
I draw lines to match.
I subtract to find how many more.

1 

10 – 8 = 2

2 

11 – 7 = _____

3 

12 – 9 = _____

4 

12 – 7 = _____

I Solve a Problem ■ Application

I solve, then I draw a picture to check.

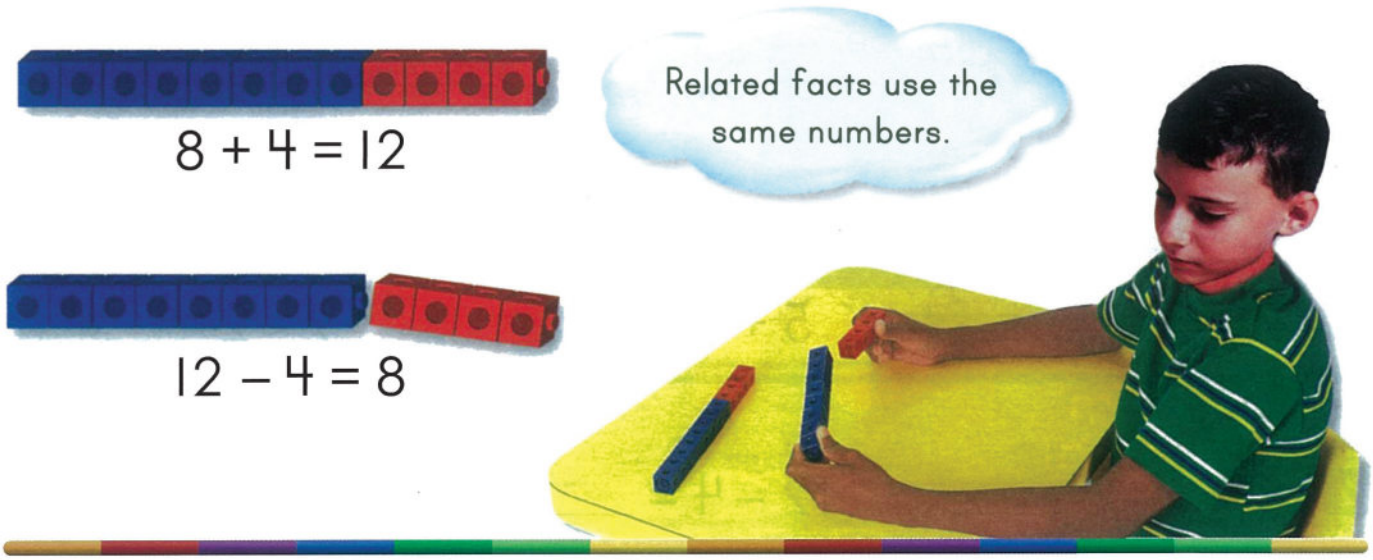
5 Dunia has 10 plums.
Dlenia has 6 plums.
How many more plums does Dunia have?

_____ more plums

HOME ACTIVITY • In front of your child put two groups of objects, one with more objects than the other. Ask your child to show how to use subtraction to find out how many more are in the larger group.

Lesson 3

I Add and Subtract



I use to add or subtract.
I complete the chart.

	I use	I add	I write the sum.	I take away	I write the subtraction sentence.
1	6	3	6 + 3 = 9	3	9 — 3 = 6
2	7	5	7 + 5 = ____	5	____ ◯ ____ ◯ ____
3	4	6	4 + 6 = ____	6	____ ◯ ____ ◯ ____
4	3	8	3 + 8 = ____	8	____ ◯ ____ ◯ ____
5	6	6	6 + 6 = ____	6	____ ◯ ____ ◯ ____

Talk About It ■ Reasoning

How can an addition fact help you to write a subtraction fact?

Practice

I write the sum or difference.
I circle the related facts in each row.

1. $7 + 2 = 9$ $\quad 5 + 2 = 7$ $\quad 9 - 2 = 7$

2. $8 + 4 =$ _____ $\quad 12 - 4 =$ _____ $\quad 10 - 4 =$ _____

3. $11 - 1 =$ _____ $\quad 9 + 1 =$ _____ $\quad 10 + 1 =$ _____

4. $10 - 7 =$ _____ $\quad 3 + 7 =$ _____ $\quad 7 + 4 =$ _____

I Solve a Problem ▪ Application

5. I circle three numbers that I can use to write a pair of related facts. I write the number sentences.

_____ ◯ _____ ◯ _____ | _____ ◯ _____ ◯ _____

HOME ACTIVITY • Give your child an addition sentence, such as 4 + 5 and ask him to tell you the sum. Then ask your child to tell you a related subtraction fact (9 – 5 = 4) or (9 – 4 = 5).

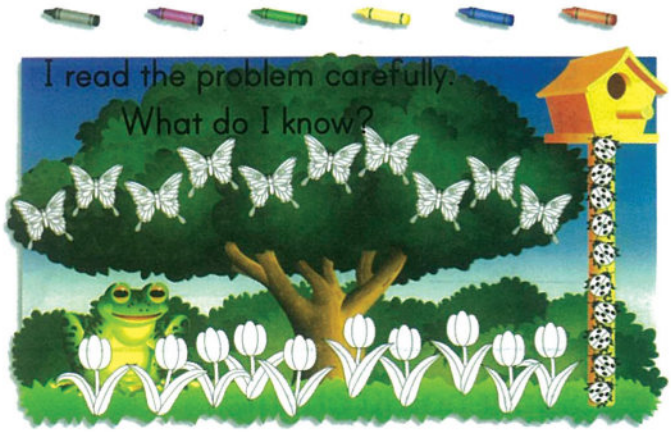
Lesson 4

Problem Solving

Draw a Picture

UNDERSTAND PLAN SOLVE CHECK

Alan has 12 cookies.
He gives 2 cookies to his sister.
He gives 3 cookies to his brother.
How many cookies are left with him?



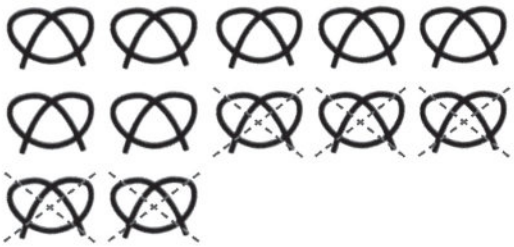
UNDERSTAND

What is required?

PLAN

I can draw a picture to solve the problem.

SOLVE



_____7_____ cookies

CHECK

Does my answer make sense? I explain.

I draw a picture to solve.

1 11 apples were on the dish. Alan ate 2 apples. Hozan and her sister ate 5 apples. How many apples are left on the dish?

_____ apples

2 My mother made 9 sandwiches. My brothers and I ate 7 sandwiches. My father ate 2 sandwiches. How many sandwiches are left?

_____ sandwiches

Practice

I draw a picture to solve the problem.

1 Nazdar buys 12 cookies.
She gives 3 cookies to a friend.
Her family eats 6 cookies.
How many cookies are left?

3 cookies.

2 Samir has 10 cherries.
He ate 2 cherries before getting to school.
He ate 5 cherries for lunch.
How many cherries are left?

_____ cherries.

3 Mohamed has 12 eggs.
He cooks 2 eggs for lunch.
He uses four eggs to prepare a cake.
How many are left?

_____ eggs.

Write About It

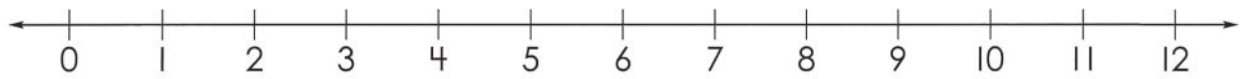
I draw 10 grapes. I cross out some with a blue pencil.
I cross out some with a red pencil.
I tell a math story about this picture.
Explain how you solve the problem.

HOME ACTIVITY • Ask your child to explain how he used the picture to solve the problem in number (1).

Name _____

Review
Chapter 9

I circle the greater number.
I use the number line to count on to add.
Then I write the sum.



1

4	9	3	9
+ 3	+ 2	+ 6	+ 3

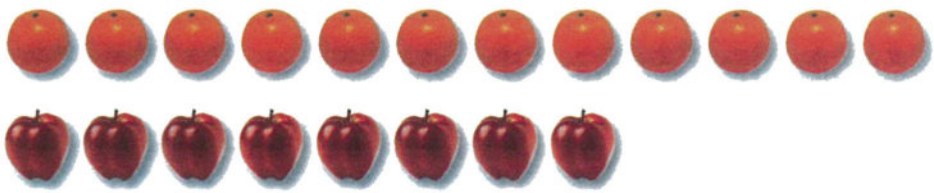
I count back to subtract, then I write the difference.

2

11	12	9	10
− 3	− 2	− 1	− 3

I draw lines to match. How many more oranges than apples are there?

3



12
− 8

4 I write the sum or difference.
I circle the related facts in each row.

4 + 7 = _____ 11 − 2 = _____

10 + 2 = _____ 12 − 2 = _____

I Solve a Problem

I draw a picture to solve the problem.

5 Dana bought 12 toys. He gave 3 of them to his brother, and 3 to his sister. How many toys are left with Dana?

_____ toys.

Name _____

Test Prep
Chapter 9

I choose the best answer.

1

$$\begin{array}{r} 12 \\ -\ 3 \\ \hline \end{array}$$

5 ○ 9 ○ 11 ○ 15 ○

2

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

0 ○ 4 ○ 8 ○ 16 ○

3 My mother made 12 pieces of sweet.
We ate 5 pieces of them.
How many pieces were left?

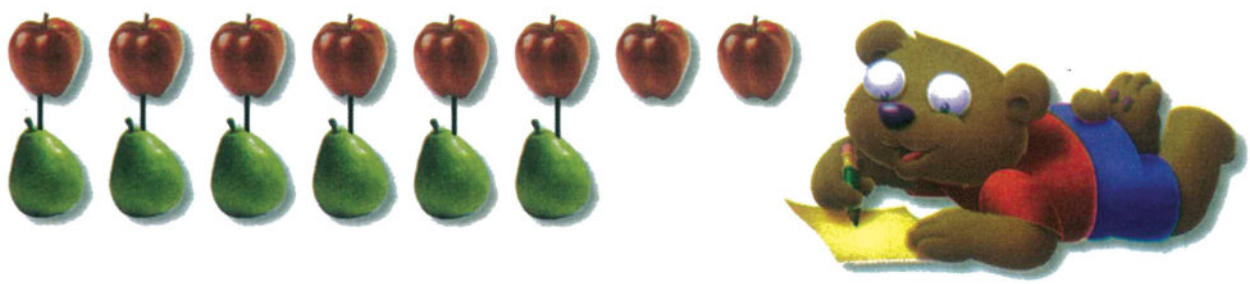
17 ○ 7 ○ 5 ○ 2 ○

4

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

1 ○ 5 ○ 6 ○ 8 ○

5 How many more apples than pears are there?



2 ○ 3 ○ 8 ○ 14 ○

CHAPTER 10

Measurement and Geometry

LETTER TO PARENTS

Dear Parents,

Today we start chapter 10. We will learn how to estimate, compare and measure lengths. We will also learn about solid figures and plane shapes and how to differentiate between them. We will also learn about corners and sides. Here is the math vocabulary and an activity for us to do together at home. Love,

My Math Words

longer than -the longest
shorter than - the shortest
circle - cylinder
triangle -pyramid
square- cube

Vocabulary

Longer than **Shorter than**

The green pencil is **longer** than the red pencil, and **shorter** than the blue pencil.

The longest **The shortest**

The blue pencil is the **longest** among the three.

The red pencil is the **shortest**.

Solid figures and plane Shapes

cylinder **cube** **pyramid**
circle **square** **triangle**

ACTIVITY

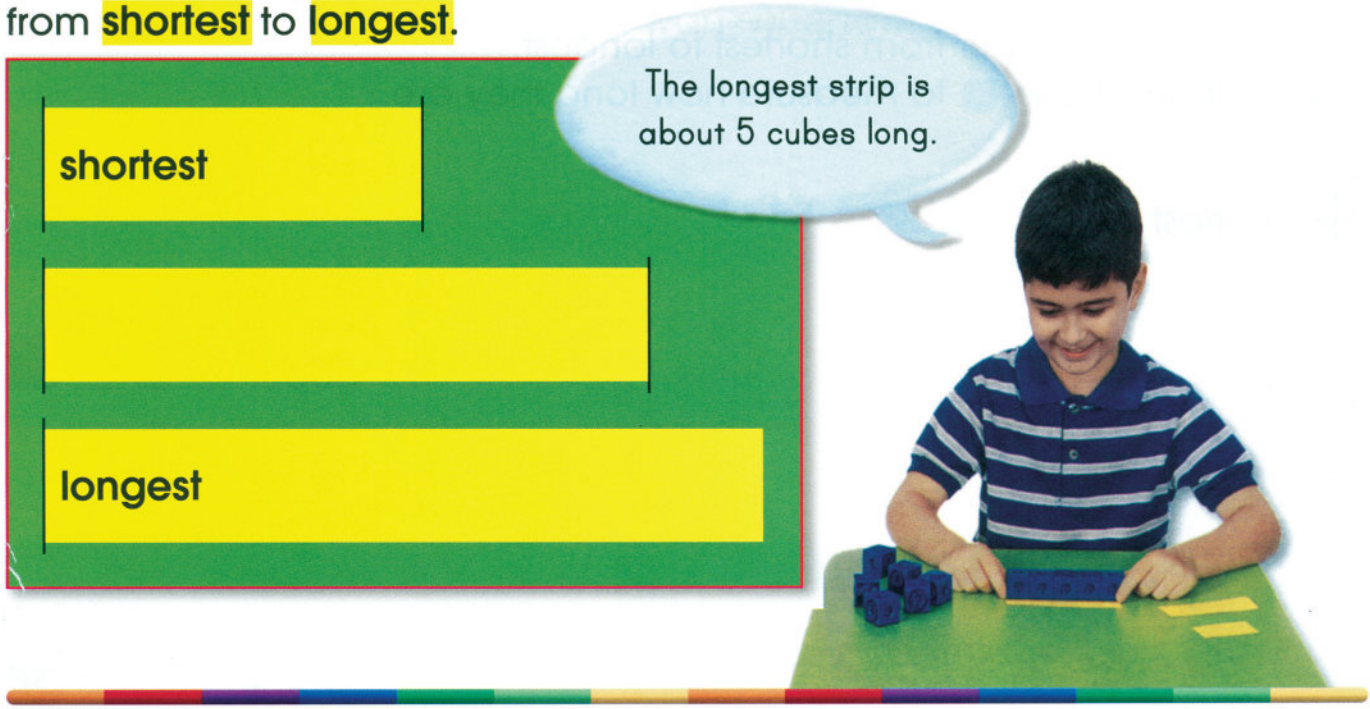
Ask your child to estimate the length of the guest room using steps. after that ask him to measure the length by using steps and check his estimation.

Choose a solid figure, and ask your child to show you things that have the same shape.

Lesson 1

1 Compare Lengths

These paper strips are in order from **shortest** to **longest**.



I put three paper strips of different lengths in order from shortest to longest. I draw them. I use ■ to measure how long they are.

1 shortest

about _____ ■

2

about _____ ■

3 longest

about _____ ■

Talk About It ▪ Reasoning

How could you use ■ to measure the length of your hand?

Practice

I put three in order from shortest to longest.
I draw them. I use to measure how long they are.

1 shortest

about _____

2

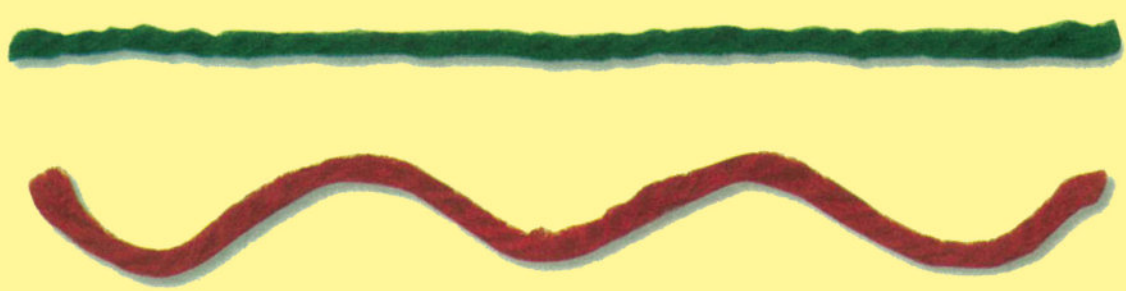
about _____

3 longest

about _____

I Solve a Problem ▪ Reasoning

4 I circle the string that is longer.
I use a string to check.



HOME ACTIVITY • Give your child 3 small objects of different lengths. Ask him to put them in order from shortest to longest.

Lesson 2

With What Do I Measure?

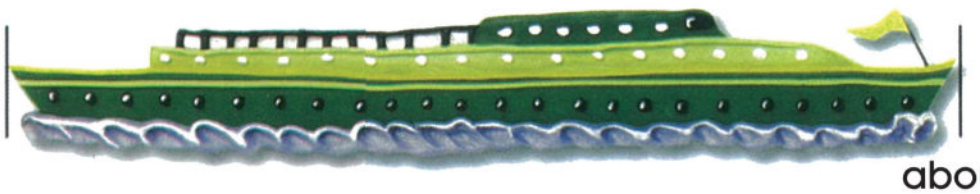
about 4

I use a small paper clip to measure.

1

about _____ paper clips

2



about _____ paper clips

3

about _____ paper clips

4

about _____ paper clips

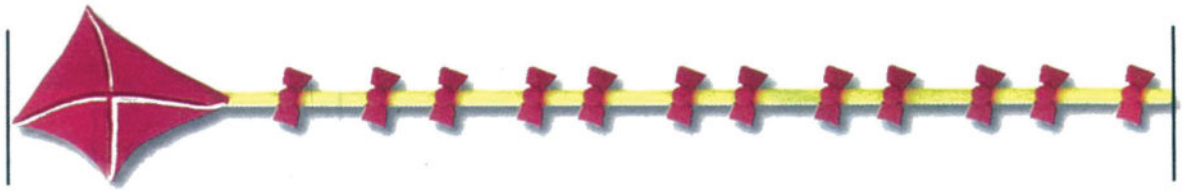
Talk About It ■ Reasoning

How would your measurments change if you used a large paper clip?
Use a large paper clip to prove your answer.

Practice

I estimate. Then I use a small 📎 to measure.

1



I estimate: about _____ 📎 I measure: about _____ 📎

2

I estimate: about _____ 📎 I measure: about _____ 📎

3

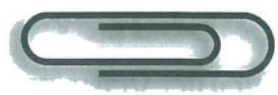
I estimate: about _____ 📎 I measure: about _____ 📎

I Solve a Problem ■ Reasoning

4 I circle my answer.

Huda measured the length of the worm with a small 📎.
Then she measured with a 🟥.
Did she use more 📎 or 🟥?

or



HOME ACTIVITY • Give your child some small objects that are all the same length. Ask him to measure things in the house.

Solid Figures

cylinder

cube

pyramid

I use blue color to circle the **cylinders**.

I use red color to circle the **pyramids**.

I use green color to circle the **cubes**.

Talk About It ▪ Reasoning

How are these solids alike?
How are they different?

Practice

cylinder

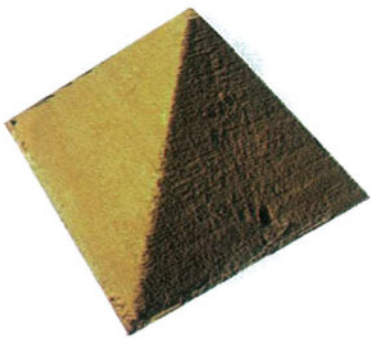
cube

pyramid

I use blue color to circle the **cylinders**.

I use red color to circle the **pyramids**.

I use green color to circle the **cubes**.



HOME ACTIVITY • Ask your child to point out pictures on this page by using the words: cube, pyramid, and cylinder.

Lesson 4

Plane Shapes

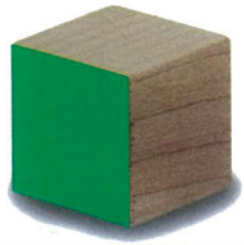
circle

square

triangle

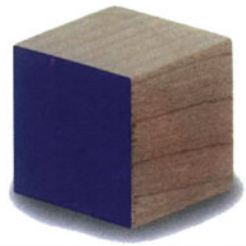
I circle the solid figure that shows a circle.

1



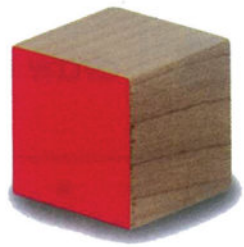
I circle the solid figure that shows a square.

2



I circle the solid figure that shows a triangle.

3

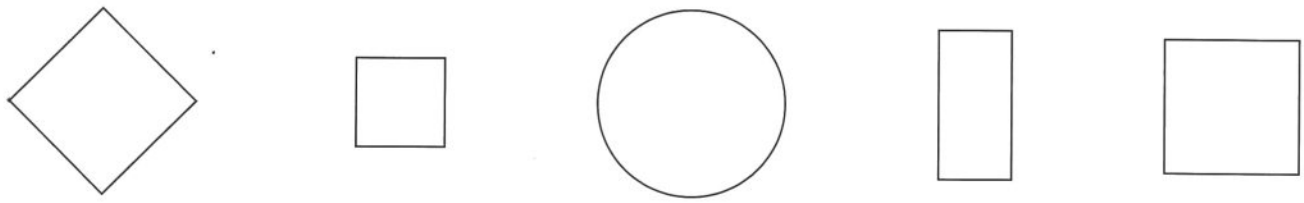


Talk About It ■ Reasoning

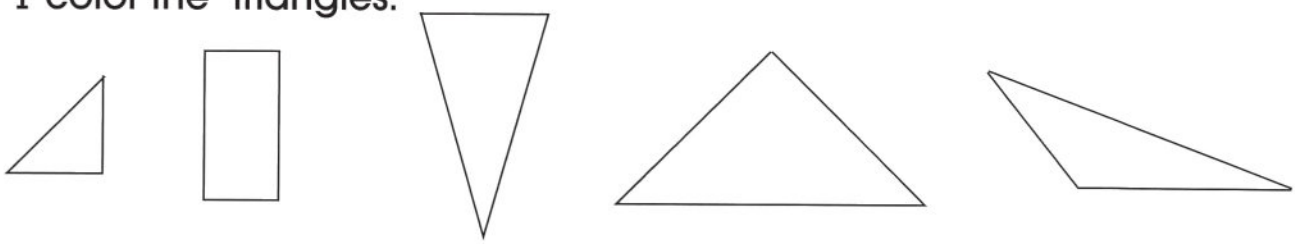
Which plane shapes are found on the pyramid?

Practice

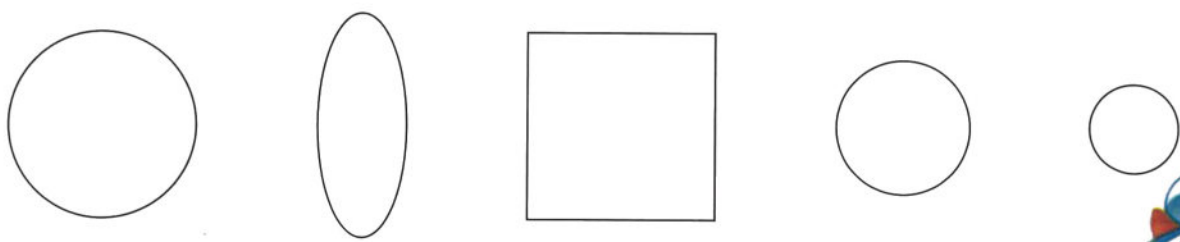
1 I color the squares.



2 I color the triangles.



3 I color the circles.



I Solve a Problem ▪ Thinking

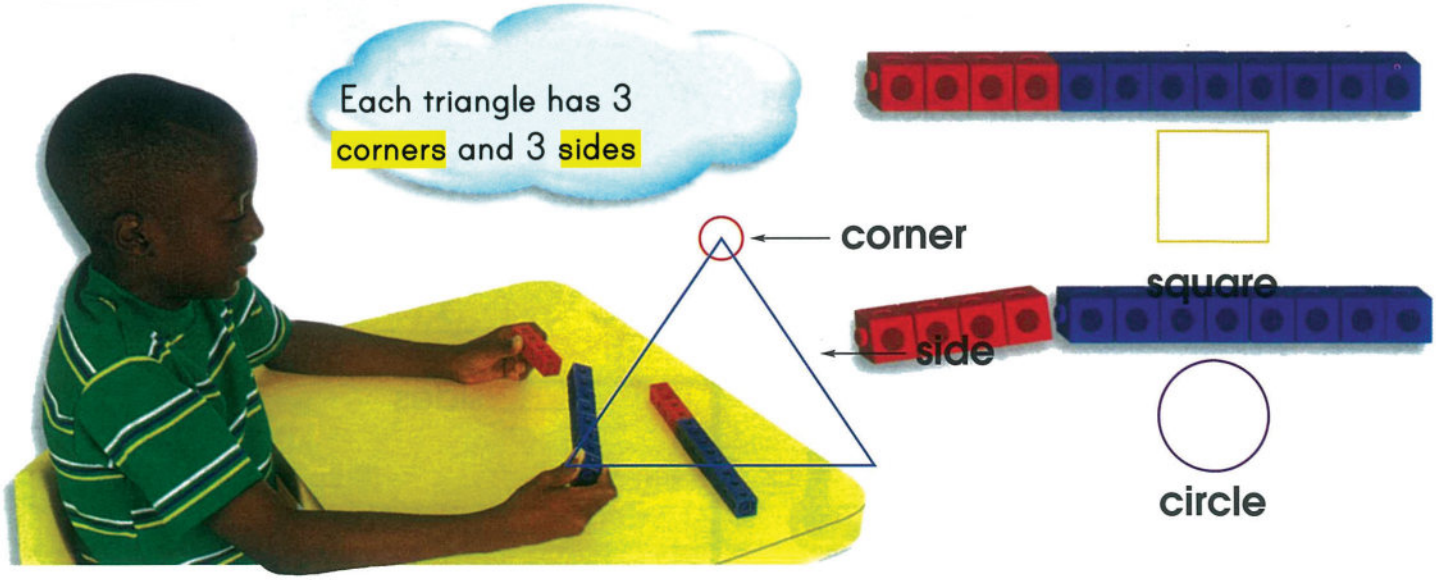
4 I draw a small square.

5 I draw a big triangle.

HOME ACTIVITY • Let your child squeeze on powder such as flour or sugar by a solid figure like a cereal box and ask him to name the figure that he gets.

Lesson 5

Corners and Sides



I draw a shape and I write its name.

1 A shape with 4 sides and 4 corners.

square

2 A shape with 3 sides and 3 corners.

3 A shape with 0 sides and 0 corners.

4 I draw one line to get two triangles.

Talk About It ■ Reasoning

Can you draw a shape with 4 corners and 4 sides which is not square? Explain.

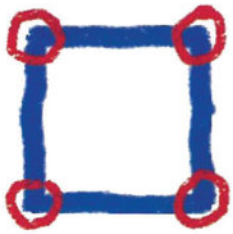
Practice

I use blue to draw each side.
I use Red to circle each corner.
I write how many sides and corners there are.

1

4 ____ sides

4 ____ corners



2

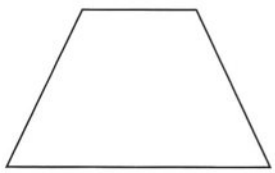
____ sides

____ corners

3

____ sides

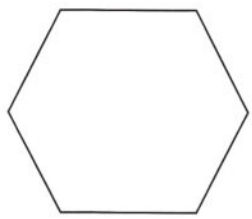
____ corners



4

____ sides

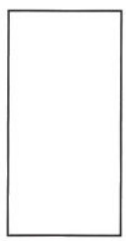
____ corners



5

____ sides

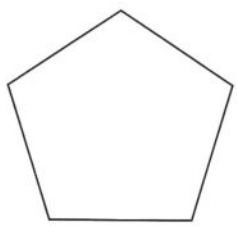
____ corners



6

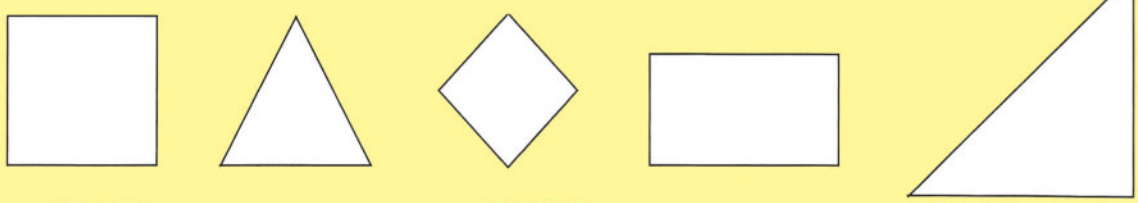
____ sides

____ corners



I Solve a Problem ▪ Visual Thinking

7 I draw one line inside each shape to make 2 triangles.



HOME ACTIVITY • Ask your child to draw a shape that has 3 sides and 3 corners (triangle). Ask your child to draw a shape that has 4 sides and 4 corners.

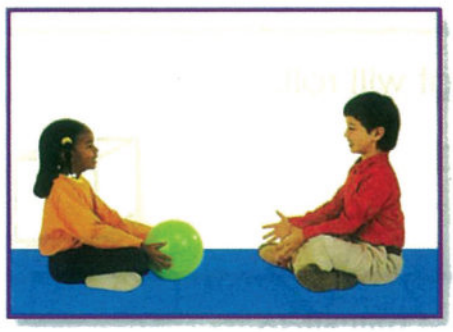
Lesson 6

Problem Solving
Use Logical Reasoning

UNDERSTAND PLAN SOLVE CHECK

How can you classify solid figures?

stack



roll

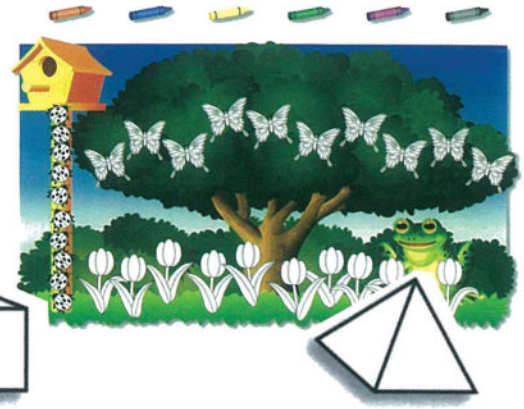
Slide

I use the solid figure.
I write **yes** or **no**.

	Does it stack?	Roll?	Slide?
1  cube	yes		
2  cylinder			
3  pyramid			

4 Raed has 8 cubes.
Can he use them to make one cube?
Try and show that.

Practice



1 I color each solid that will stack.

2 I color each solid that will roll.

3 I color each solid that will slide.

4 I color each solid that will stack and roll.

5 I color each solid that will stack and slide.

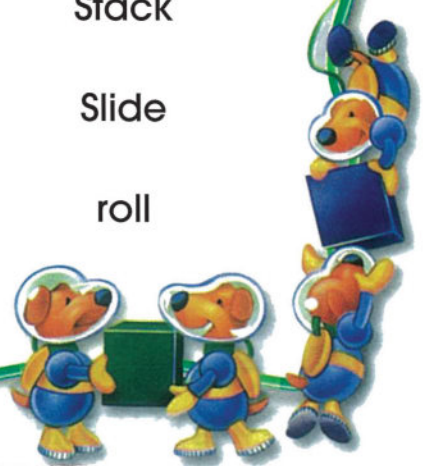
I Solve a Problem ▪ Reasoning

6 I circle the common feature of these solid figures?

Stack

Slide

roll

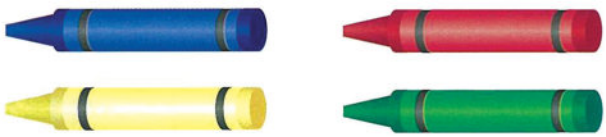


HOME ACTIVITY • Bring objects that are similar to the solid figures in this page. Share with your child to find the figure of the solid which will stack, roll, and slide.

Name _____

Review
Chapter 10

I circle the longest pencil.

1 

I use small  to measure the length of the ship.

2 

about _____ 

3 I color each solid that will stack.

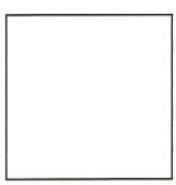
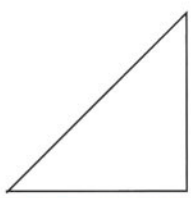
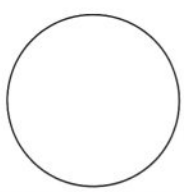
I circle the solids that has 6 flat surfaces.

4 I use  to color the triangle.

I use  to color the circle.

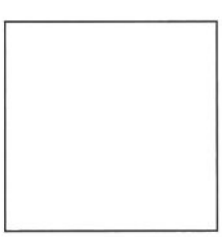
I use  to color the square.

I write how many sides and corners there are.

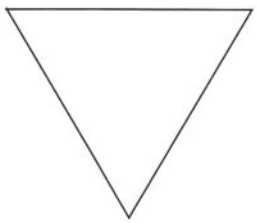
5 _____ sides

_____ corners



6 _____ sides

_____ corners



Name _____

Test Prep
Chapter 10

I choose the best answer.

1 Which object is similar to a cylinder?



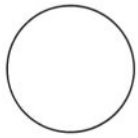
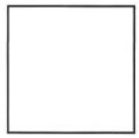
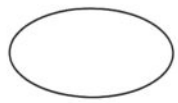

○ ○ ○ ○

2 Which solid figure has just 2 flat surfaces?



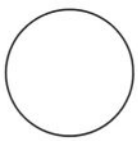

○ ○ ○ ○

3 Which shape is a triangle?

○ ○ ○ ○

4 Which shape has 6 corners?




○ ○ ○ ○

5 Which crayon is the shortest?

○ 

○ 

CHAPTER 11

Fractions and Time

LETTER TO PARENTS

Dear Parents,

Today we start chapter 11. We will learn how to divide any thing into equal parts. We will learn about the half and the fourth. Here is the math vocabulary and an activity for us to do together at home.

Love,

_____

My Math Words

$\frac{1}{2}$ one half

$\frac{1}{4}$ one fourth

Vocabulary

If we divide something into two equal parts, each part is a half.

one half

$\frac{1}{2}$

If we divide something into four equal parts, each part is a fourth.

one fourth

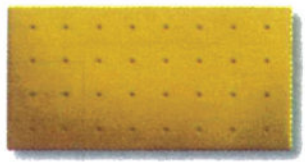
$\frac{1}{4}$

ACTIVITY

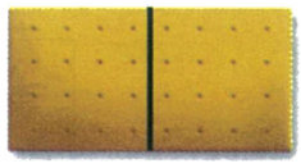
Ask your child to divide anything (such as apples, lemon, loaf of bread or piece of sweet) into two equal parts.

Lesson 1

Halves



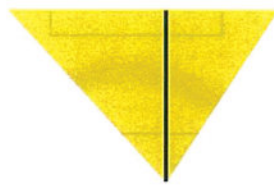
Whole cracker



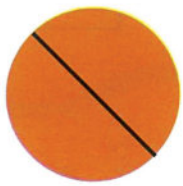
This line divides the cracker into two equal parts. Each part equals $\frac{1}{2}$ or one half. Two halves make one whole.

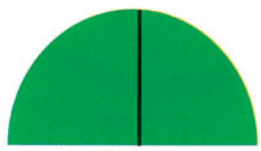
Circle the shapes that show halves.

1

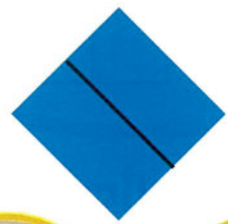


2

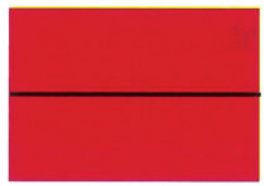




3



4



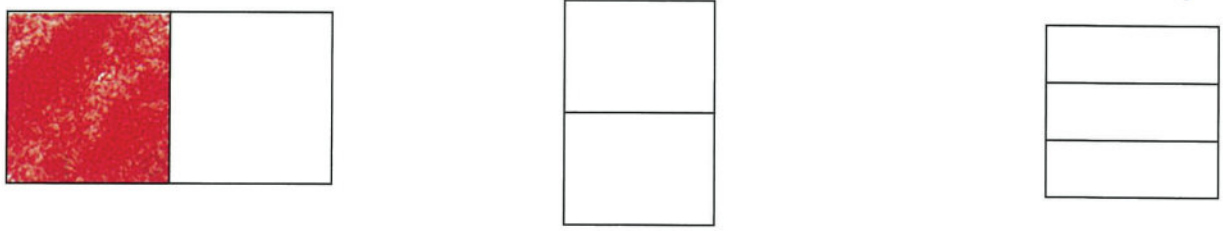
Talk About It ■ Reasoning

Can one half of an object be larger than the other half? Explain.

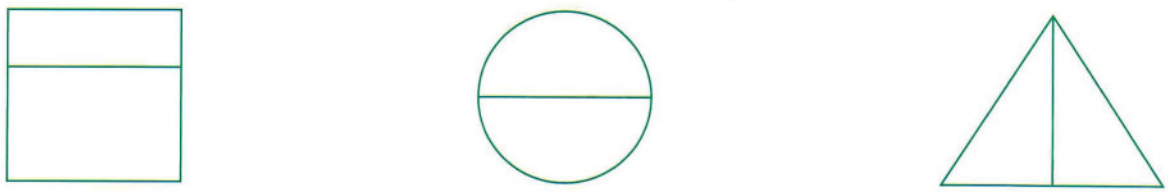
Practice

I find the shapes that show halves. Then I color one half.

1



2



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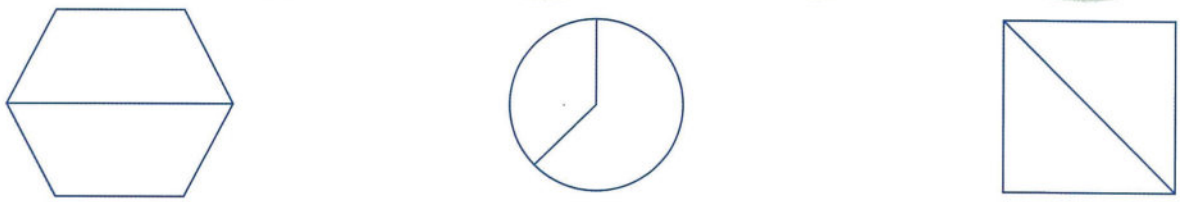

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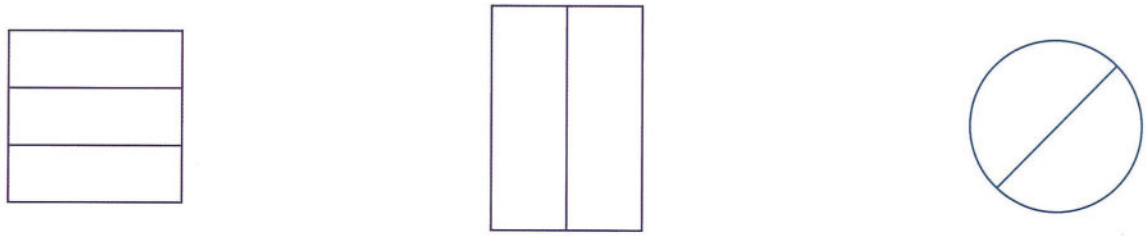
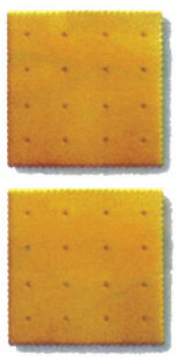


I Solve a Problem ▪ Application

5 I draw a line on each cracker to show different ways to make halves.

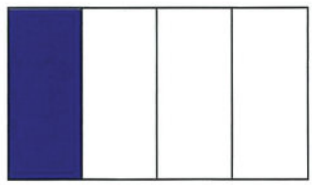


HOME ACTIVITY • Give your child 3 sheets of paper, each has a different size. Ask him to fold each sheet in half and to name each part as $\frac{1}{2}$.

Lesson 2

Fourths

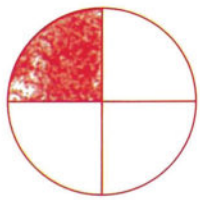
Whole paper

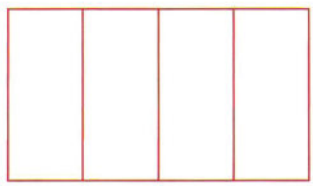


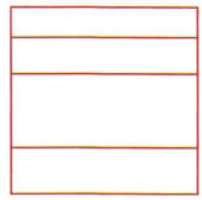
1 out of 4 equal parts is $\frac{1}{4}$ or one fourth.
Four fourths make one whole.

I find the shapes that show fourths. I color $\frac{1}{4}$.

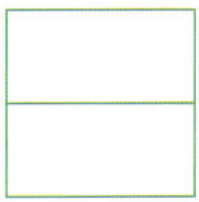
1

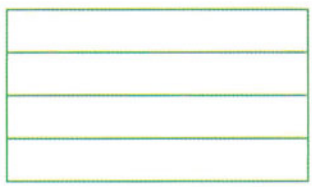


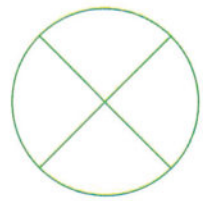




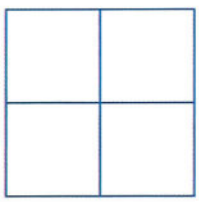
2

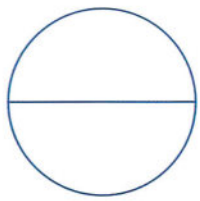


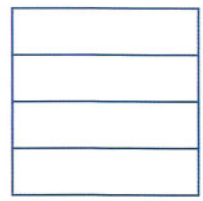




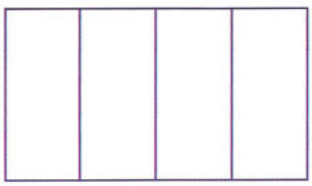
3

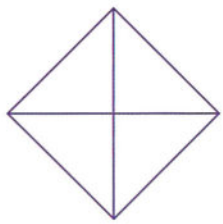


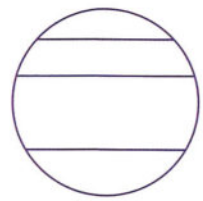




4







Talk About It ■ Reasoning

How could you find one fourth of a sheet of paper?
Use a sheet of paper to explain your answer.

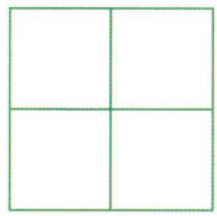
Practice

I color one part. I circle the fraction.

1

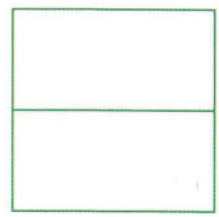
$\frac{1}{2}$ $\frac{1}{4}$

2



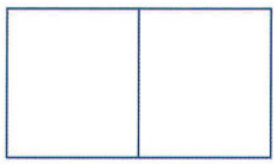
$\frac{1}{2}$ $\frac{1}{4}$

3



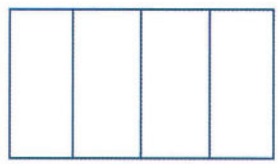
$\frac{1}{2}$ $\frac{1}{4}$

4



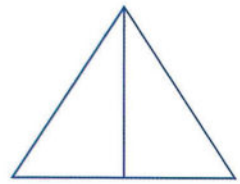
$\frac{1}{2}$ $\frac{1}{4}$

5



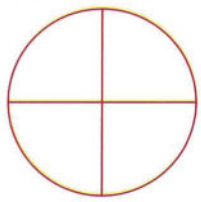
$\frac{1}{2}$ $\frac{1}{4}$

6



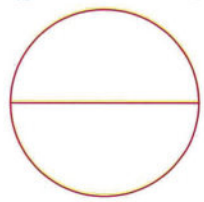
$\frac{1}{2}$ $\frac{1}{4}$

7



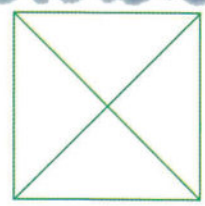
$\frac{1}{2}$ $\frac{1}{4}$

8



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

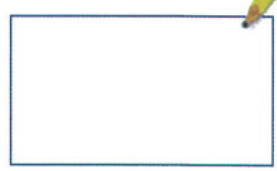
9



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

I Solve a Problem ▪ Visual Thinking

10 How can you make 4 equal parts?
Draw three different ways.

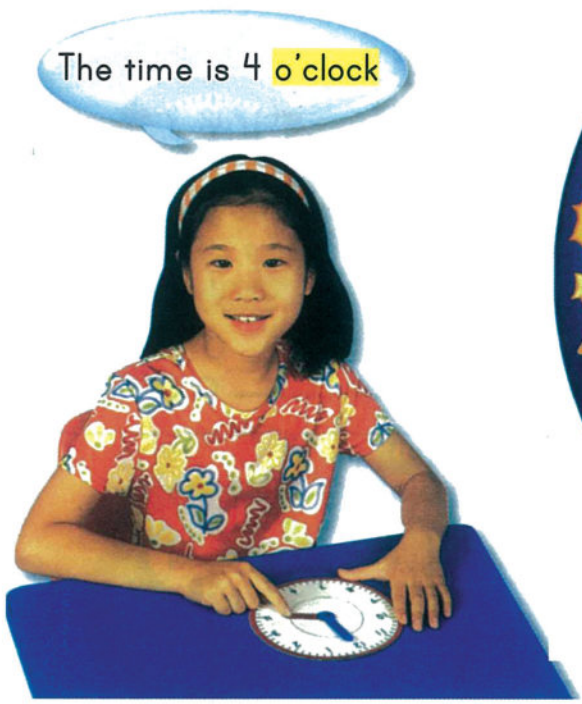


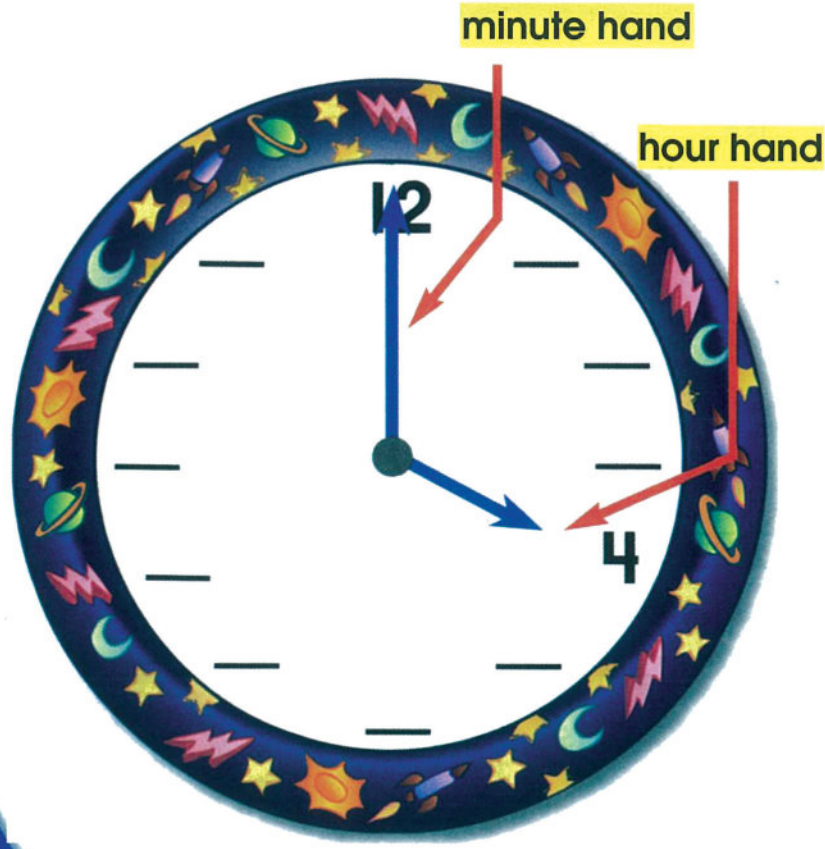
HOME ACTIVITY • Ask your child to divide a food item into fourths and to name each part as $\frac{1}{4}$.

Lesson 3

I Read a Clock

I write the missing numbers on the clock.





I use  . I show each time.
I trace the hour hand. I write the time.

1

_____ o'clock

2

_____ o'clock

3

_____ o'clock

Talk About It ■ Reasoning

How are the minute hand and the hour hand alike?
How are they different?

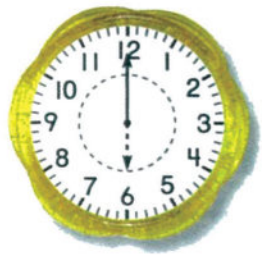
Practice

I use Show each time.
I trace the hour hand. I write the time.

1

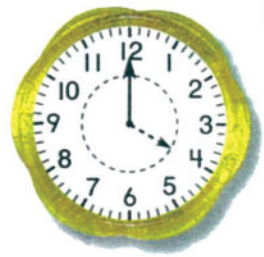
5 o'clock

2



_____ o'clock

3



_____ o'clock

4

_____ o'clock

5

_____ o'clock

6

_____ o'clock

I Solve a Problem ■ Visual Thinking

I write the time.

7

_____ o'clock

8

_____ o'clock

HOME ACTIVITY • Ask your child to show you the minute hand and the hour hand on a clock.

Lesson 4

Problem Solving
Choose a Model

UNDERSTAND PLAN SOLVE CHECK

4 Children want to share a pizza.
Each child should get an equal part.
How would I cut the pizza.

UNDERSTAND

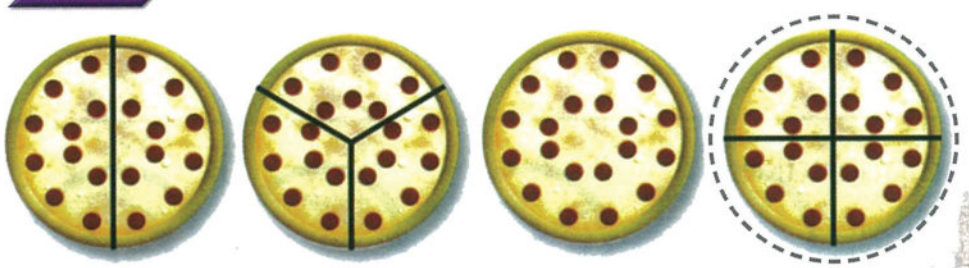
What is required?

I would cut the pizza into fourths!

PLAN

I can choose a model to solve the problem.

SOLVE

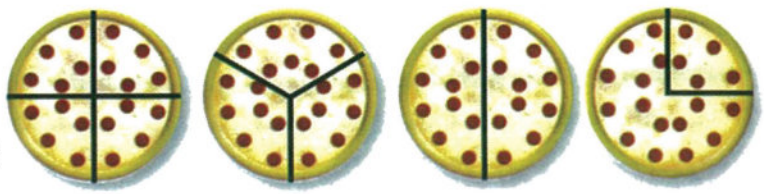


CHECK

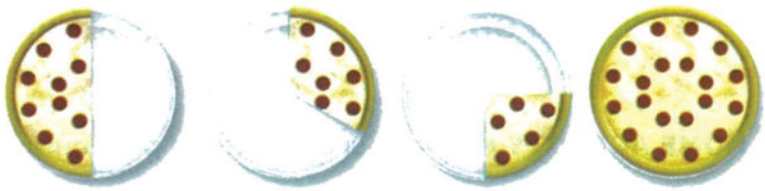
Does my answer make sense?
I explain.

I circle the picture that answers the question.

1 Aram and Saman want to share a pizza.
Each gets an equal part.
How would I cut the pizza?



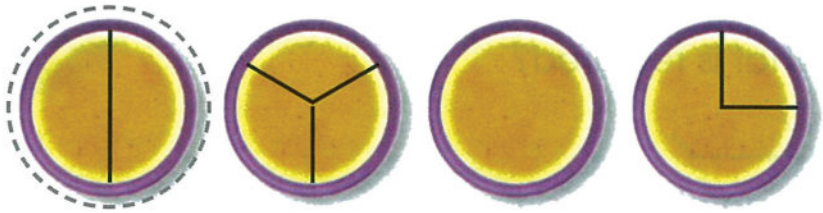
2 4 friends share a pizza.
Each gets an equal part.
Which picture shows one equal part?



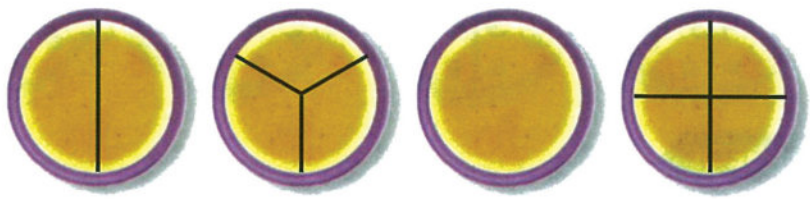
Practice

I think about sharing a giant pancake.
I circle the picture that answers the question.

1 2 children share a pancake.
Each gets an equal part.
How would I cut the
pancake?



2 4 friends share a pancake.
Each gets an equal part.
How would I cut the
pancake?



Write About It

I draw a picture of a square cake.
I show different ways 4 friends can each get
an equal part. I write about the pictures.

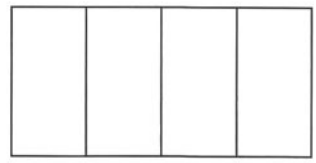
HOME ACTIVITY • Have your child draw a pizza cut into 3 equal parts.

Name _____

Review
Chapter 11

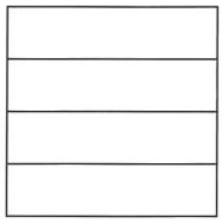
1 I color $\frac{1}{2}$.

2 I color $\frac{1}{4}$.



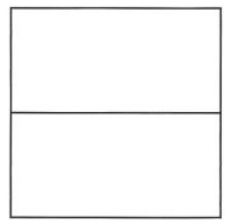
I color one part. I circle the fraction.

3



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

4



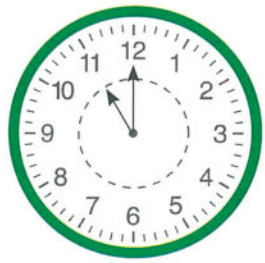
$\frac{1}{2}$ $\frac{1}{4}$

I use  to show the time. I write the time.

5

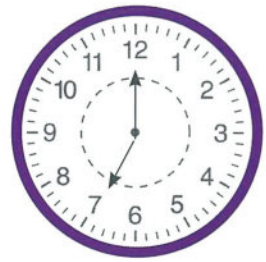
_____ o'clock

6



_____ o'clock

7



_____ o'clock

8 I complete the pattern.

$\frac{1}{2}$, $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{1}{2}$, $\frac{1}{4}$, —, —, —

Name _____

Test Prep
Chapter 11

I choose the best answer.

1 Which shape shows halves?

○ ○ ○ ○

2 4 children share a muffin. Each gets an equal part. Which figure shows how the muffin would be cut?

○ ○ ○ ○

3 which picture shows $\frac{1}{4}$ of the cherries red?

○ ○ ○ ○

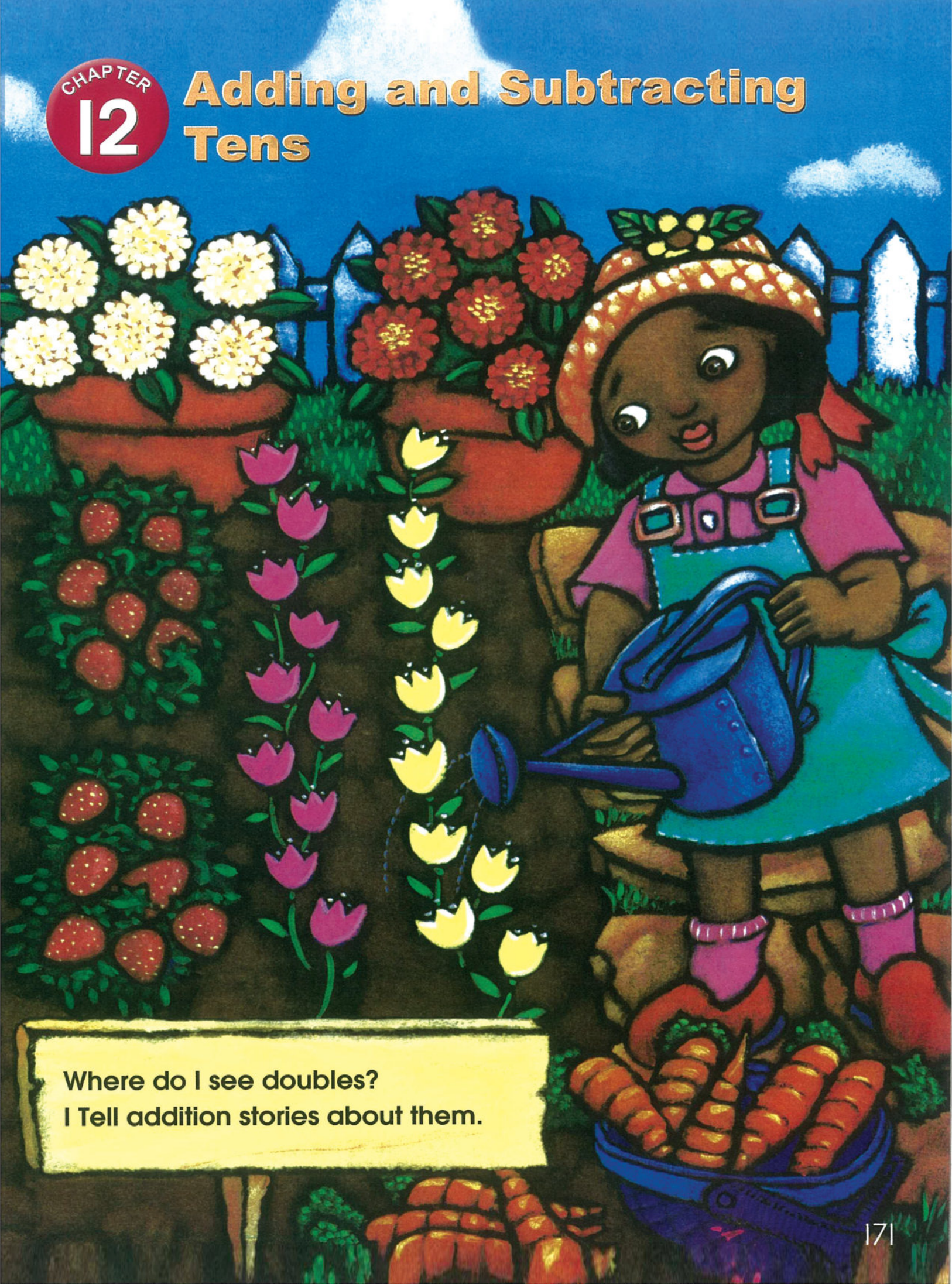
4 set the time.

○ two o'clock ○ one o'clock

○ three o'clock ○ twelve o'clock

5 I draw pictures to show each fraction.

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


CHAPTER
12
Adding and Subtracting Tens
Where do I see doubles?
I Tell addition stories about them.

LETTER TO PARENTS

Dear Parents,

Today we start chapter 12. We will learn some ways to make adding and subtracting facts to 20 easier. We will also learn how to add and subtract tens. Here is the math vocabulary and an activity for us to do together at home.

Love,

_____

My Math Words

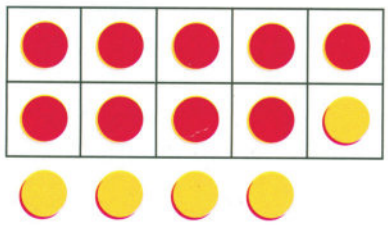
doubles

make a ten

Vocabulary

8 + 8 = 16 is a **doubles** fact.

To add 9 + 5, **make a ten** first. Then add the extras.



9 + 5 = 14

10 + 4 = 14

ACTIVITY

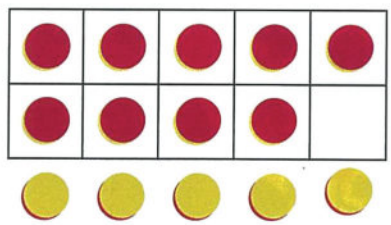
Tell your child 2 numbers that have a sum of 10 or less. Ask him to choose a third number, to add the three altogether numbers, and to tell you the sum.

Lesson 1

I Make 10

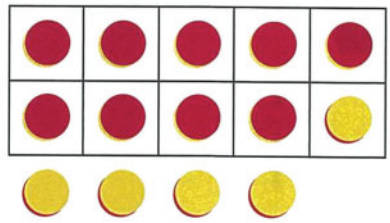
I find the sum for 9 + 5.
I show 9.
I show 5.

$$\begin{array}{r} 9 \\ +\ 5 \\ \hline 14 \end{array}$$



I make a ten.
I fill up the ten frame.

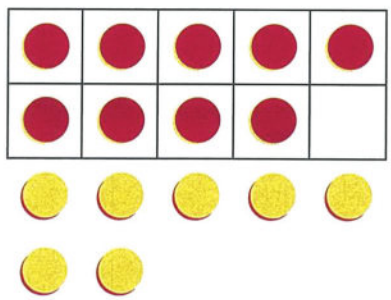
$$\begin{array}{r} 10 \\ +\ 4 \\ \hline 14 \end{array}$$



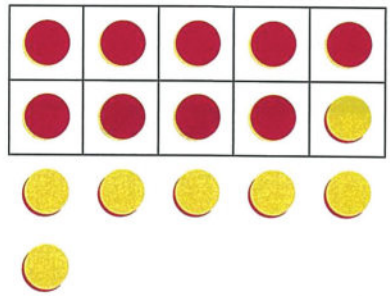
I use  and a ten frame.
I add to make a ten.

1

$$\begin{array}{r} 9 \\ +\ 7 \end{array}$$

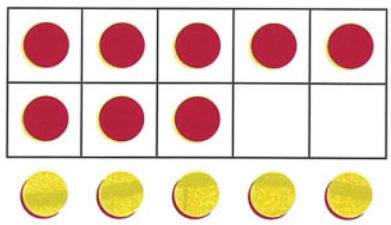


$$\begin{array}{r} 10 \\ +\ 6 \end{array}$$

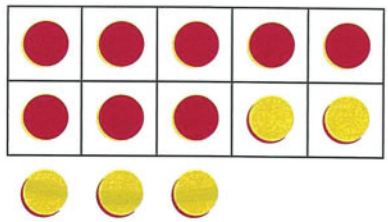


2

$$\begin{array}{r} 8 \\ +\ 5 \end{array}$$

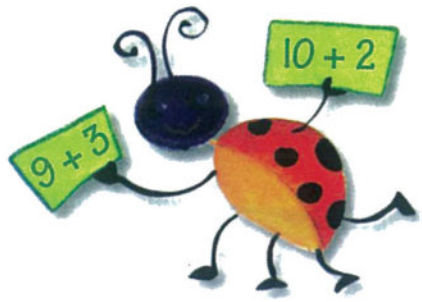


$$\begin{array}{r} 10 \\ +\ 3 \end{array}$$



Talk About It ■ **Reasoning**

How do you know that 9 + 3 = 10 + 2?
Use  to prove your answer.



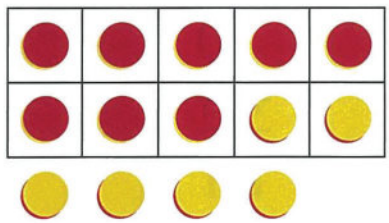
Practice

Remember:
6 + 8 = 10 + 4

I use ● and a ten frame.
I start with the greater number.

1

$$\begin{array}{r} 6 \\ +\,8 \\ \hline 14 \end{array}$$



2

$$\begin{array}{r} 9 \\ +\,6 \\ \hline \end{array} \qquad \begin{array}{r} 3 \\ +\,8 \\ \hline \end{array} \qquad \begin{array}{r} 5 \\ +\,7 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ +\,9 \\ \hline \end{array}$$

3

$$\begin{array}{r} 6 \\ +\,7 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ +\,8 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ +\,9 \\ \hline \end{array} \qquad \begin{array}{r} 2 \\ +\,9 \\ \hline \end{array}$$

I Solve a Problem ■ Reasoning

I choose a way to solve

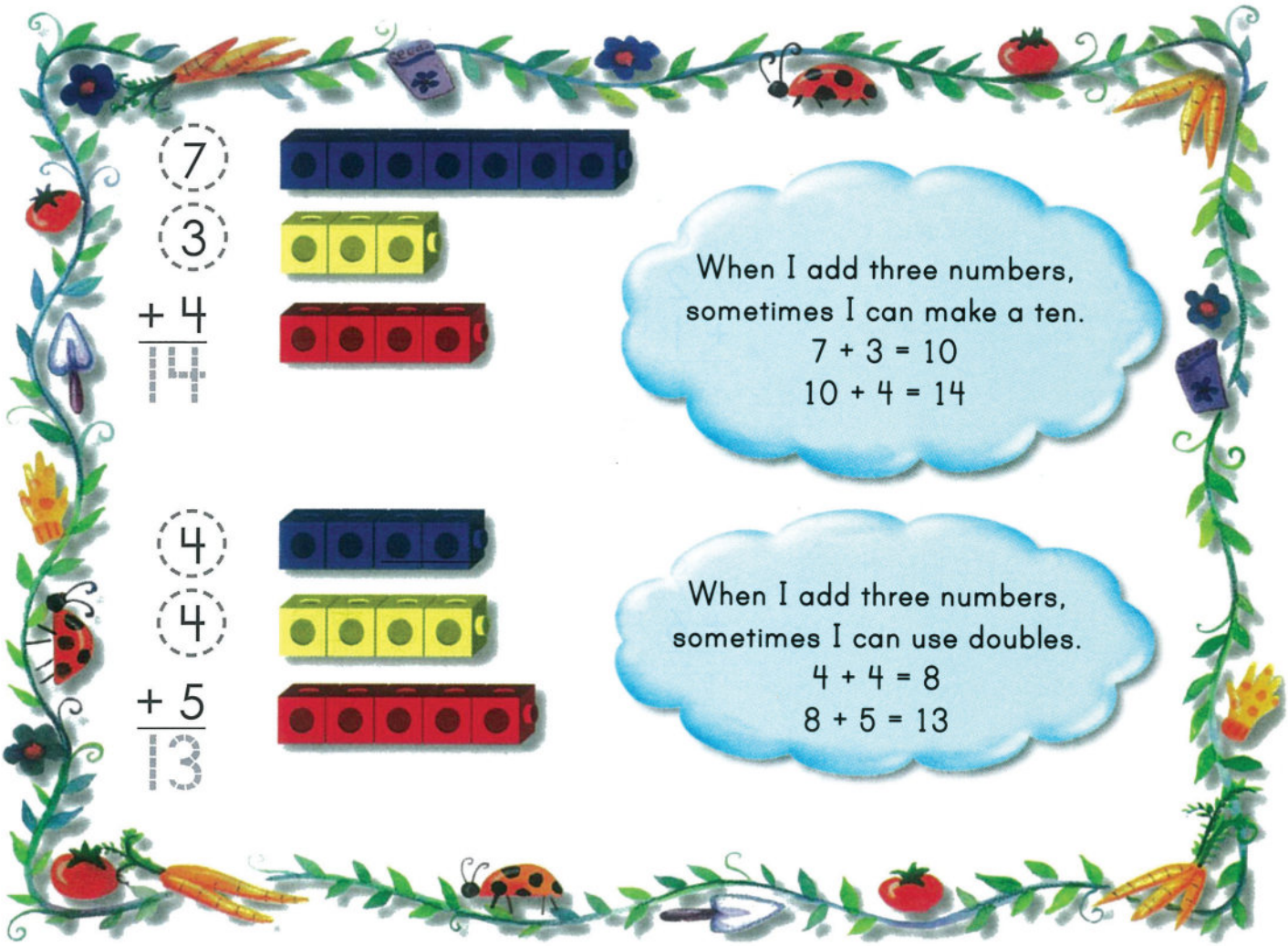
4 Serwan wants to plant 15 sunflower seeds.
He has 8 seeds. How many more seeds does he need?

_____ more

HOME ACTIVITY • Ask your child to read an exercise on this page and tell how to solve it by making a ten. For example, 8 + 4 = 10 + 2 = 12.

Lesson 2

I Add 3 Numbers



I circle the numbers I add first.
I write the sum.

1

2	8	9	8
7	4	3	3
+ 3	+ 4	+ 1	+ 3

2

2	2	4	8
2	5	2	8
+ 7	+ 5	+ 6	+ 1

Talk About It ■ **Reasoning**

How did you decide which numbers to add first?

Practice

I circle the numbers that I add first.
I write the sum.

1

$$\begin{array}{r} 1 \\ 5 \\ +\,5 \\ \hline 11 \end{array} \qquad \begin{array}{r} 8 \\ 2 \\ +\,1 \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ 3 \\ +\,7 \\ \hline \end{array}$$

2

$$\begin{array}{r} 1 \\ 7 \\ +\,7 \\ \hline \end{array} \qquad \begin{array}{r} 4 \\ 9 \\ +\,6 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ 6 \\ +\,1 \\ \hline \end{array}$$

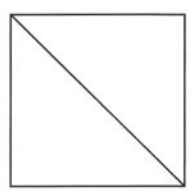
3

$$\begin{array}{r} 8 \\ 4 \\ +\,2 \\ \hline \end{array} \qquad \begin{array}{r} 3 \\ 5 \\ +\,5 \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ 1 \\ +\,6 \\ \hline \end{array}$$

Mixed review

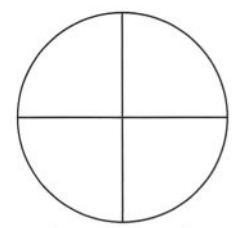
I color to show one part. I circle the suitable fraction.

4



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

5



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

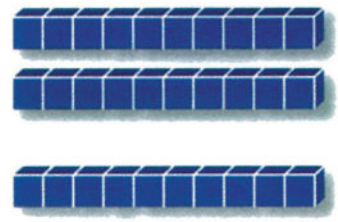
HOME ACTIVITY • Ask your child to use beans to show how to add three numbers together.

Lesson 3

I Add Tens

Sirwan's baseball team played 20 games.
They played 10 more games.
How many games did they play in all?

I start with two tens and add one more ten.



I think:

$$\begin{array}{r} 20 \\ +\ 10 \\ \hline 30 \end{array}$$

2 tens
+ 1 ten
3 tens

They played 30 games in all.

I use ▬▬▬ to add. I write the numbers.

1

I think: ☐ tens

$$\begin{array}{r} 30 \\ +\ 40 \\ \hline \square \end{array} \qquad \begin{array}{r} \square \\ +\ \square \\ \hline \square \end{array}$$

tens
tens

2

I think: ☐ tens

$$\begin{array}{r} 50 \\ +\ 10 \\ \hline \square \end{array} \qquad \begin{array}{r} \square \\ +\ \square \\ \hline \square \end{array}$$

tens
tens

3

I think: ☐ tens

$$\begin{array}{r} 20 \\ +\ 70 \\ \hline \square \end{array} \qquad \begin{array}{r} \square \\ +\ \square \\ \hline \square \end{array}$$

tens
tens

4

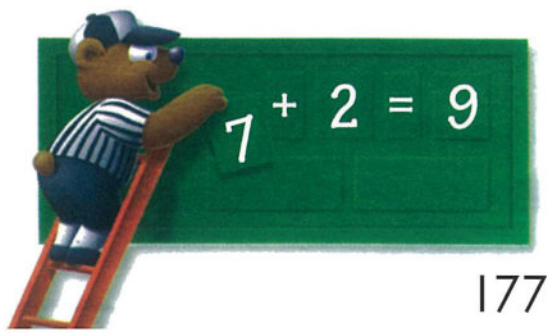
I think: ☐ tens

$$\begin{array}{r} 40 \\ +\ 40 \\ \hline \square \end{array} \qquad \begin{array}{r} \square \\ +\ \square \\ \hline \square \end{array}$$

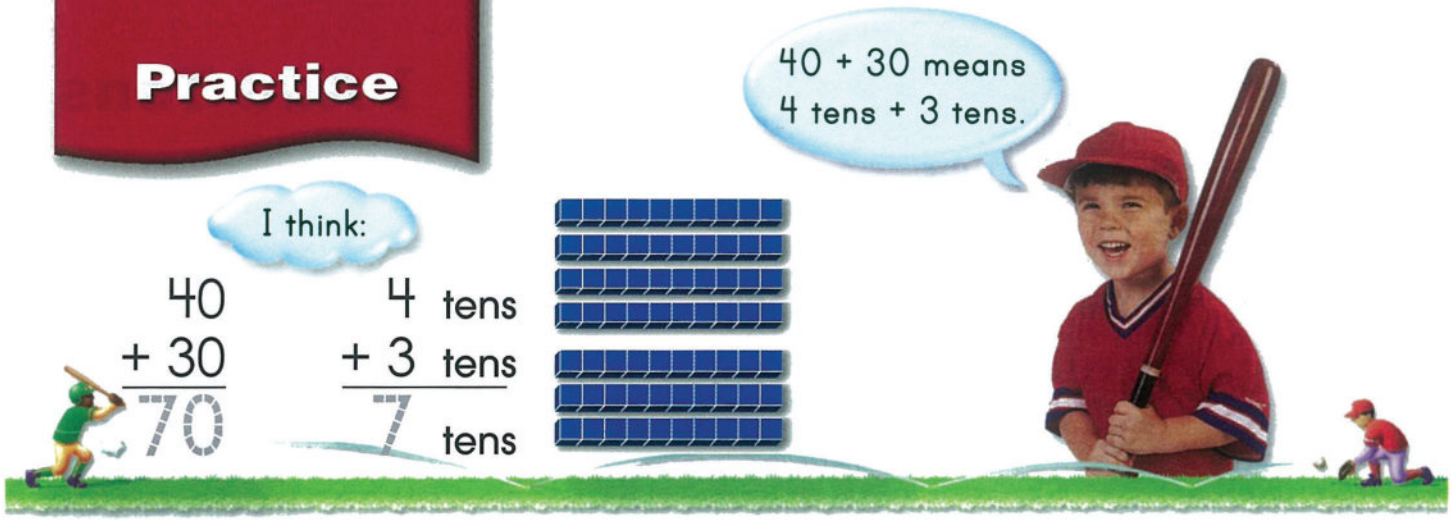
tens
tens

Talk About It ■ **Reasoning**

How does 7 + 2 = 9 help you to find the sum for 70 + 20?



Practice



I use ▬ to add.

1

50	30	10
+ 40	+ 30	+ 60

2

10	60	80
+ 70	+ 20	+ 10

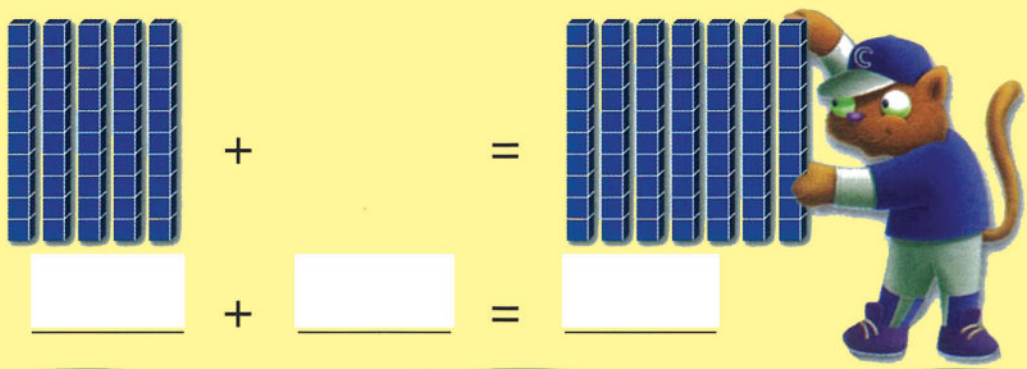
3

10	20	40
+ 50	+ 30	+ 10

I Solve a Problem ■ Visual Thinking

I draw what was added.
I complete the number sentence.

4



____ + ____ = ____

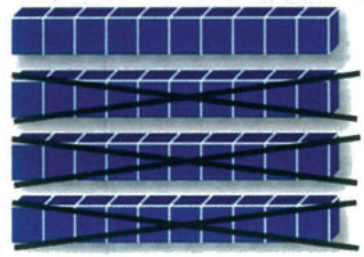
____ + ____ = ____

HOME ACTIVITY • Ask your child to explain how to find the sum of 30 + 20.

Lesson 4

I Subtract Tens

Dana bakes 40 muffins for her class.
The children eat 30 of them.
How many muffins are left?



I start with 4 tens and take 3 tens away.

I think:

$$\begin{array}{r} 40 \\ -\ 30 \\ \hline 10 \end{array} \qquad \begin{array}{r} 4 \text{ tens} \\ -\ 3 \text{ tens} \\ \hline 1 \text{ ten} \end{array}$$

There are 10 muffins left.

I use ▬▬▬▬ to subtract.
I write the missing numbers.

1

I think:

$$\begin{array}{r} 90 \\ -\ 30 \\ \hline \end{array} \qquad \begin{array}{r} \square \text{ tens} \\ -\ \square \text{ tens} \\ \hline \square \text{ tens} \end{array}$$

2

I think:

$$\begin{array}{r} 30 \\ -\ 10 \\ \hline \end{array} \qquad \begin{array}{r} \square \text{ tens} \\ -\ \square \text{ tens} \\ \hline \square \text{ tens} \end{array}$$

3

I think:

$$\begin{array}{r} 80 \\ -\ 40 \\ \hline \end{array} \qquad \begin{array}{r} \square \text{ tens} \\ -\ \square \text{ tens} \\ \hline \square \text{ tens} \end{array}$$

4

I think:

$$\begin{array}{r} 70 \\ -\ 20 \\ \hline \end{array} \qquad \begin{array}{r} \square \text{ tens} \\ -\ \square \text{ tens} \\ \hline \square \text{ tens} \end{array}$$

Talk About It ■ **Reasoning**

How does 6 – 4 = 2 help you find the difference for 60 – 40?

Practice

I think:

50	5 tens
− 20	− 2 tens
30	3 tens

I use ▬▬▬▬▬▬▬▬▬▬ to subtract.

1

70	40	60
− 50	− 40	− 20

2

90	50	20
− 20	− 30	− 10

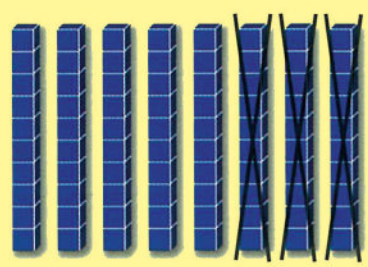
3

80	30	90
− 50	− 20	− 60

I Solve a Problem ■ Visual Thinking

I write the number sentence that tells about the picture.

4 ____ ◯ ____ ◯ ____



HOME ACTIVITY • Ask your child to explain how to find the difference for 70 − 40.

Lesson 5

I Think Addition to Subtract

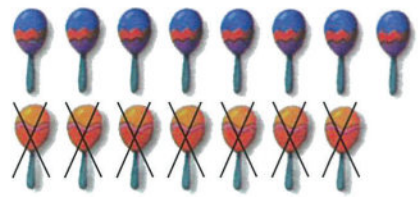
I can use an addition fact to help me subtract!

$8 + 7 = 15$

$15 - 7 = 8$

$$\begin{array}{r} 8 \\ +\ 7 \\ \hline 15 \end{array}$$

$$\begin{array}{r} 15 \\ -\ 7 \\ \hline 8 \end{array}$$



I write the sum and difference for each pair of numbers.
I use the addition fact to help me subtract.

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

Talk About It ■ **Reasoning**

Which addition fact can help you find the difference for 17 – 9? Explain how it can help.

Practice

I write the sum and difference for each pair of numbers.
I use the addition fact to help me subtract.

1

$$\begin{array}{r} 5 \\ +\ 6 \\ \hline \end{array} \qquad \begin{array}{r} 11 \\ -\ 6 \\ \hline \end{array}$$

2

$$\begin{array}{r} 9 \\ +\ 7 \\ \hline \end{array} \qquad \begin{array}{r} 16 \\ -\ 7 \\ \hline \end{array}$$

3

$$\begin{array}{r} 8 \\ +\ 4 \\ \hline \end{array} \qquad \begin{array}{r} 12 \\ -\ 8 \\ \hline \end{array}$$

4

$$\begin{array}{r} 9 \\ +\ 4 \\ \hline \end{array} \qquad \begin{array}{r} 13 \\ -\ 4 \\ \hline \end{array}$$

5

$$\begin{array}{r} 7 \\ +\ 5 \\ \hline \end{array} \qquad \begin{array}{r} 12 \\ -\ 5 \\ \hline \end{array}$$

6

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

Mixed Review

I complete the pattern.

7

HOME ACTIVITY • Have your child tell the addition fact that can help find the difference for 14 – 6. (6 + 8 = 14 or 8 + 6 = 14).

Lesson 6

Problem Solving
Choose the Operation

UNDERSTAND PLAN SOLVE CHECK

14 children play flute.
8 children play trumpet.
How many more children play flute than trumpet?

Remember:
You can subtract to find out how many more there are.

UNDERSTAND

What is required?

PLAN

I can choose the operation and write the number sentence to solve the problem

SOLVE

add subtract

14 --- 8 == 6

CHECK

Does my answer make sense? I explain.

I circle **add** or **subtract**.
I write the number sentence.

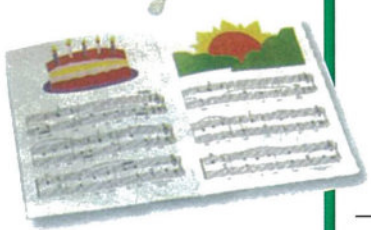
1 15 children march in a band. 3 join them. How many children are still marching?

_____ Children

add subtract

_____ ◯ _____ ◯ _____

2 18 children are singing. 9 children stop singing. How many are still singing?



_____ Children

add subtract

_____ ◯ _____ ◯ _____

Practice

I circle **add** or **subtract**.
I write a number sentence.

1 9 children are at the school playground.
7 more join them.
How many are there now?

16 children

add subtract

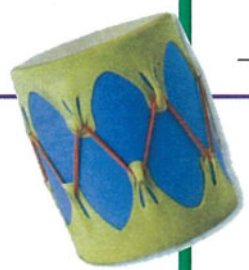
9 + 7 = 16

2 7 children are drawing.
8 children are reading
How many children are there altogether?

_____ children

add subtract

_____ ◯ _____ ◯ _____



3 13 children clap their hands
6 children play drums.
How many more children clap their hands than play drums?

_____ children

add subtract

_____ ◯ _____ ◯ _____

Write About It

Write a story about the picture.
Write a number sentence.
Choose a way to check your answer.

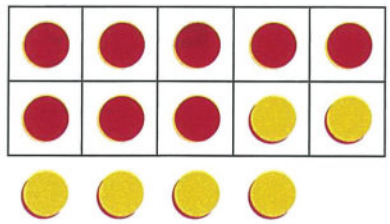
HOME ACTIVITY • Ask your child to explain how he decided whether to add or subtract.

Name _____

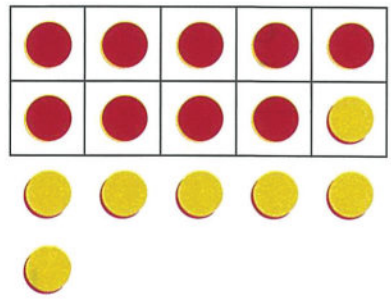
Review
Chapter 12

I write the sum.

1
$$\begin{array}{r} 8 \\ +\ 6 \\ \hline \end{array}$$



2
$$\begin{array}{r} 9 \\ +\ 7 \\ \hline \end{array}$$



3
$$\begin{array}{r} 4 \\ +\ 7 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ -\ 1 \\ \hline \end{array}$$

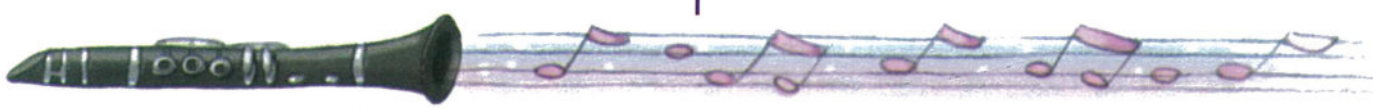
4
$$\begin{array}{r} 8 \\ -\ 5 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ +\ 5 \\ \hline \end{array}$$

5
$$\begin{array}{r} 8 \\ 8 \\ +\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ 9 \\ +\ 1 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ 2 \\ +\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 3 \\ 4 \\ +\ 7 \\ \hline \end{array}$$

I use the addition fact to subtract.

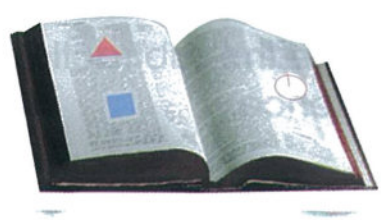
6
$$\begin{array}{r} 8 \\ +\ 8 \\ \hline \end{array} \qquad \begin{array}{r} 16 \\ -\ 8 \\ \hline \end{array}$$

7
$$\begin{array}{r} 6 \\ +\ 6 \\ \hline \end{array} \qquad \begin{array}{r} 12 \\ -\ 6 \\ \hline \end{array}$$



I Solve a Problem

I circle **add** or **subtract**.
I write the number sentence.



8 13 children are studying.
5 of them went away.
How many are still studying?

_____ children

add subtract

_____ ◯ _____ ◯ _____

Name _____

Test Prep
Chapter 12

I choose the best answer.

1
$$\begin{array}{r} 6 \\ +\ 7 \\ \hline \end{array}$$

12 ○ 13 ○ 14 ○ 17 ○

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

10 ○ 16 ○ 18 ○ 20 ○

3
$$\begin{array}{r} 10 \\ +\ 9 \\ \hline \end{array}$$

9 ○ 18 ○ 19 ○ 29 ○

4 Salar planted 4 seedlings of roses and 9 of carnations. How many seedlings did he plant in all?

13 ○ 14 ○ 15 ○ 16 ○

5
$$\begin{array}{r} 19 \\ -\ 2 \\ \hline \end{array}$$

16 ○ 17 ○ 18 ○ 21 ○

6 $8 + 8 = 16$

$16 - 8 =$ _____

10 ○ 6 ○ 8 ○ 18 ○

7 I cross out some cubes.

I write the subtraction sentence.

_____ ◯ _____ ◯ _____

I write a related addition sentence.

_____ ◯ _____ ◯ _____


CHAPTER
13
Addition and Subtraction
I write addition and
subtraction sentences
about this picture.

LETTER TO PARENTS

Dear Parents,

Today we will start chapter 13. We will learn how to add a 1-digit number to a 2-digit number without regrouping, and how to subtract them. Here is the math vocabulary and an activity for us to do together at home.

Love,

_____

My Math Words

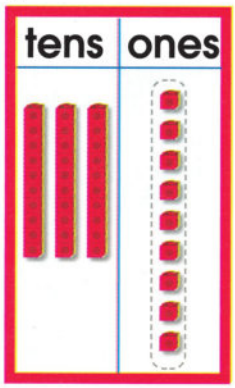
ones
difference
tens
sum

Vocabulary

How many tens are there in the number 39? And how many ones?

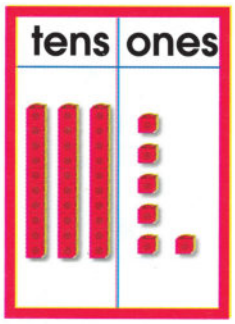
tens	ones
3	4
+	5
3	9

The sum is 39



tens	ones
3	6
−	5
3	1

The difference is 31



Activity

Write numbers from 25 to 29 and numbers from zero to 4 on a separate sheet of paper. Ask your child to choose a number from the first group and another one from the second group. Draw a picture that shows addition and another one that shows how to subtract the second number from the first.

Lesson 1

1 Add Tens and Ones

Cheyene's record for jumping rope is 32 jumps.
Raman's record is 4 more jumps than Cheyene's.
What is Raman's record?

Show 32. Show 4.

I add the ones.

tens	ones

the sum is 36

tens	ones

I write the sum

tens	ones
3	2
+	4
3	6

Jumps

I use ■ and ▬ to add.
I write the sum.

1

tens	ones
2	5
+	3

tens	ones

2

tens	ones
4	3
+	4

tens	ones

3

tens	ones
1	2
+	2

tens	ones

4

tens	ones
3	7
+	2

tens	ones

Talk About It ■ Reasoning

How could you find the sum for 46 + 3 without using ■ and ▬ ?

Practice

I use ▪ and ▬ to add.
I write the sum.

1

tens	ones
4	1
+	4
4	5

tens	ones
▬▬▬▬	▪▪▪▪▪

2

tens	ones
1	6
+	3

tens	ones
▬	▪▪▪▪▪▪

3

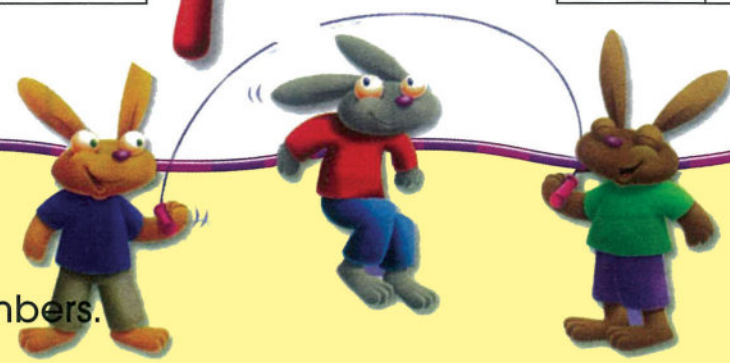
tens	ones
3	5
+	2

tens	ones
▬▬▬	▪▪▪▪▪

4

tens	ones
2	3
+	3

tens	ones
▬▬	▪▪▪



Algebra

I write the missing numbers.

5

31	53	22	64
+ ☐	+ ☐	+ ☐	+ ☐
36	59	25	68

HOME ACTIVITY • Ask your child to draw pictures to show how to find the sum of 24 + 5.

Lesson 2

I Practice Addition

I use  and a ten frame to add.

1

7	8	3	7
+ 6	+ 9	+ 9	+ 8

I add.

2

3	9	6	7
4	1	5	3
+ 7	+ 3	+ 4	+ 7

I use  to add.

3

30	40	50	60
+ 50	+ 50	+ 20	+ 30

I count on to add.

4

35	44	56	50
+ 3	+ 2	+ 2	+ 1

I use  and  to add.

5

35	44	22	31
+ 4	+ 5	+ 6	+ 8

Talk About It ■ Reasoning

Which way will you use to find the sum of 70 + 2?

Practice

I add.

1

2	4	3	5
3	2	7	6
+ 8	+ 6	+ 5	+ 5

I use  to add.

2

20	40	80	70
+ 30	+ 50	+ 10	+ 20

I count on to add.

3

37	52	43	54
+ 2	+ 3	+ 2	+ 4

I Solve a Problem ▪ Mental Math

4 Sirwan is a basketball player. He hit the basket 20 out of 25 threws. Then, he threw the ball 3 times, and he hit the basket each time. How many hits did he get?

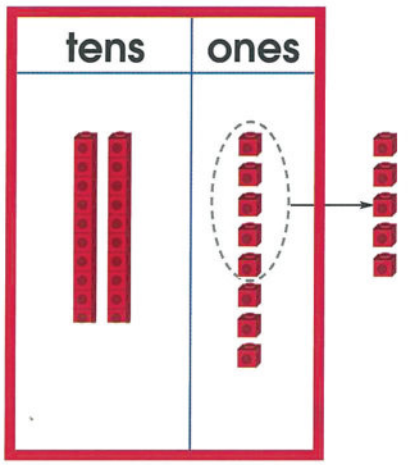
HOME ACTIVITY • Ask your child to explain how to count on to find the sum 33 + 14.

Lesson 3

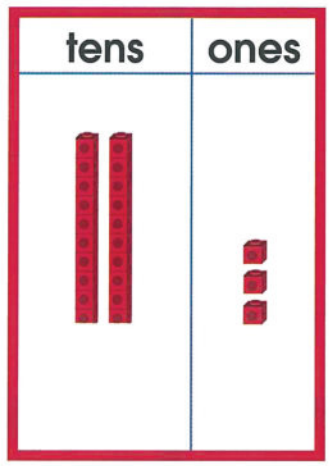
I Subtract Tens and Ones

28 children are eating breakfast. 5 of them finish and go outside to play. How many children are still eating breakfast?

I show 28.
I subtract 5.



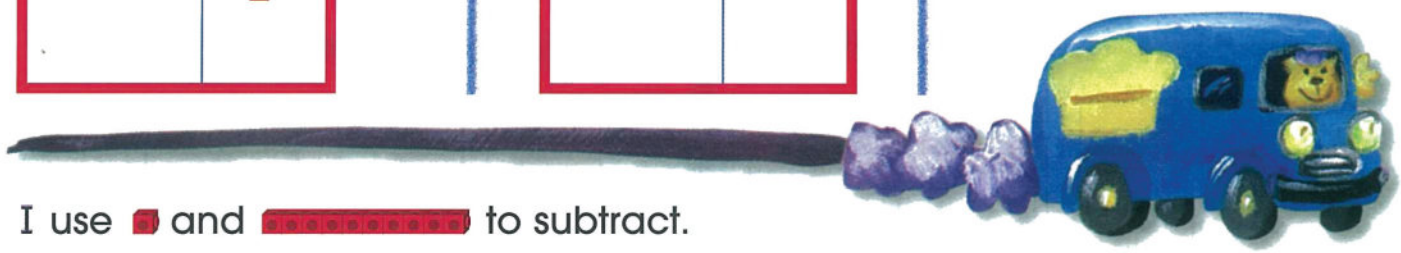
The difference is 23.



I write the difference.

tens	ones
2	8
−	5
2	3

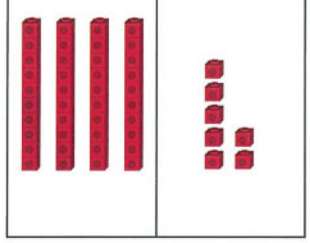
children



I use ▪ and ▬ to subtract.

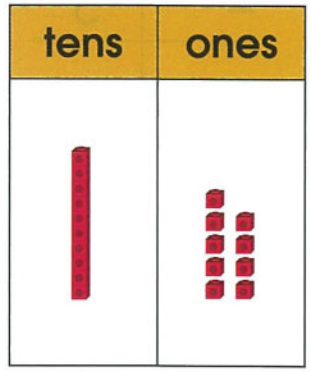
1

tens	ones
4	7
−	5



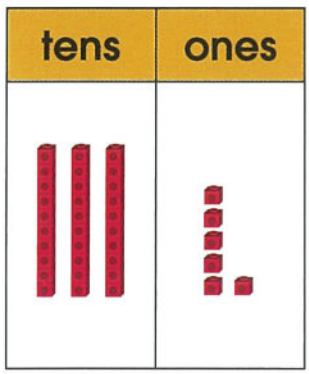
2

tens	ones
1	9
−	4



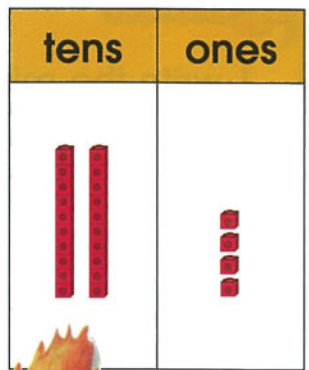
3

tens	ones
3	6
−	6



4

tens	ones
2	4
−	2



Talk About It ▪ Reasoning

How could you find the difference of 27 − 4 without using ▪ and ▬?

Practice

I use and to subtract.
I write the difference.

1

tens	ones
3	9
–	2
3	7

tens	ones

2

tens	ones
4	5
–	2

tens	ones

3

tens	ones
2	6
–	5

tens	ones

4

tens	ones
1	7
–	3

tens	ones

Algebra

I write the missing numbers.

5

$$\begin{array}{r} 49 \\ -\ \square \\ \hline 41 \end{array} \qquad \begin{array}{r} 86 \\ -\ \square \\ \hline 80 \end{array} \qquad \begin{array}{r} 18 \\ -\ \square \\ \hline 14 \end{array} \qquad \begin{array}{r} 75 \\ -\ \square \\ \hline 72 \end{array}$$

HOME ACTIVITY • Ask your child to explain how to find the difference of 48 – 3.

Lesson 4

I Practice Subtraction

I subtract.

1

7	8	9
− 4	− 3	− 5

I use  to subtract.

2

50	30	50
− 40	− 10	− 50

I count back to subtract.

3

14	10	11
− 3	− 2	− 5

I use  and  to subtract.

4

65	76	75
− 5	− 4	− 2

I write the sum and difference.

5

8	11
+ 3	− 3

6

9	13
+ 4	− 9

Talk About It ■ Reasoning

How do you find the difference of 56 − 3?

Practice

I subtract.

1

8	9	6	7
− 4	− 3	− 6	− 1

I count back to subtract.

2

37	98	49	75
− 2	− 3	− 4	− 5

I write the sum and difference.

3

9	14
+ 5	− 5

4

8	15
+ 7	− 7

I Solve a Problem ▪ I Add or Subtract

5 Nizar bought 11 pens. Then he bought 3 pens. How many pens did Nizar buy?

6 Saman bought 25 candies. He ate 4 of them. How many pieces of candy are left with them?

HOME ACTIVITY • Ask your child to solve questions that require addition and subtraction and to explain which operation he chose and why.

Lesson 5

Problem Solving

Use Logical Reasoning

UNDERSTAND PLAN SOLVE CHECK

Shakar had 65 crackers and gave her friends 22 of them.
How many crackers were left with shakar?

First there were 65. Then some were taken away. The answer must be fewer than 65.

UNDERSTAND

What is required?

PLAN

I can use logical reasoning to choose a reasonable answer.

SOLVE

43 crackers

87 crackers

CHECK

Does my answer make sense?
I explain.

Without adding or subtracting, choose the reasonable answer.

1 Mom made 50 oat muffins and 40 lemon muffins. How many muffins did she make?

10 muffins

90 muffins

Practice

Without adding or subtracting, choose the reasonable answer.

1 Meeran has 25 pens. Sarmad has 14 pens. How many more pens does Meeran have than Sarmad?

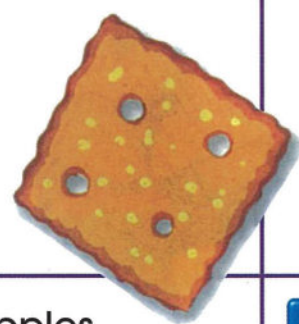
11 pens

39 pens

2 Bayan had 40 crackers. She gave 20 to Huda. How many crackers were left?

20 crackers

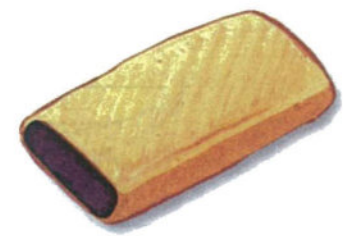
60 crackers



3 Zainab made 37 fruit bars. Her children ate 21 of them. How many fruit bars were left?

16 fruit bars

58 fruit bars



4 Dara brought 50 apples to the class and Basil brought 40 apples. How many apples are there in all?

10 apples

90 apples

5 Shilan made 50 muffins. Awat made 40 muffins. How many more muffins did shilan make than Awat?

10 muffins

90 muffins

Write About It

What must be changed in the last problem to make 90 muffins the reasonable answer? Explain what you have to change. Draw ▬▬▬▬▬▬ to check your answer.

HOME ACTIVITY • Ask your child to explain how he chose the answer to each problem.

Name _____

Review
Chapter 13

I write the sum.

1

tens	ones
2	3
+	5

2

tens	ones
6	5
+ 1	4

3

$$\begin{array}{r} 20 \\ +\ 60 \\ \hline \end{array} \qquad \begin{array}{r} 80 \\ +\ 10 \\ \hline \end{array}$$

4

$$\begin{array}{r} 37 \\ +\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 56 \\ +\ 3 \\ \hline \end{array}$$

I write the difference.

5

tens	ones
5	7
−	2

6

tens	ones
2	9
− 1	6

7

$$\begin{array}{r} 80 \\ -\ 30 \\ \hline \end{array} \qquad \begin{array}{r} 60 \\ -\ 40 \\ \hline \end{array}$$

8

$$\begin{array}{r} 69 \\ -\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 98 \\ -\ 2 \\ \hline \end{array}$$

Name _____

Test Prep
Chapter 13

I choose the best answer.

1 $60 + 3 =$ _____

56 ○ 57 ○ 63 ○ 73 ○

2
$$\begin{array}{r} 45 \\ +\ 30 \\ \hline \end{array}$$

15 ○ 25 ○ 55 ○ 75 ○

3
$$\begin{array}{r} 54 \\ +\ 3 \\ \hline \end{array}$$

57 ○ 58 ○ 67 ○ 68 ○

4
$$\begin{array}{r} 29 \\ +\ 2 \\ \hline \end{array}$$

21 ○ 31 ○ 32 ○ 41 ○

5 $40 - 3 =$ _____

36 ○ 37 ○ 38 ○ 39 ○

6
$$\begin{array}{r} 57 \\ -\ 2 \\ \hline \end{array}$$

45 ○ 54 ○ 55 ○ 65 ○

7 Zelh's mom baked some cookies. Zelh ate more than 2, but fewer than 6 cookies. How many cookies could she have eaten?

8 ○ 7 ○ 6 ○ 5 ○