More Comparison Stories

Lesson 6-2

NAME DATE

For each number story do the following:

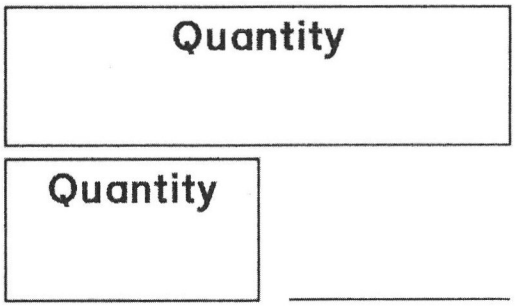
- Write the numbers you know in the comparison diagram. Use ? for the number you need to find.
- Write a number model. Use ? for the number you don't know.
- Solve the number story and answer the question.

① Maya's string is 35 inches long.

Kim's string 20 inches long.

Which string is longer?

_____



How much longer?

Number model: _____

Maya's string is _____ inches longer than Kim's.

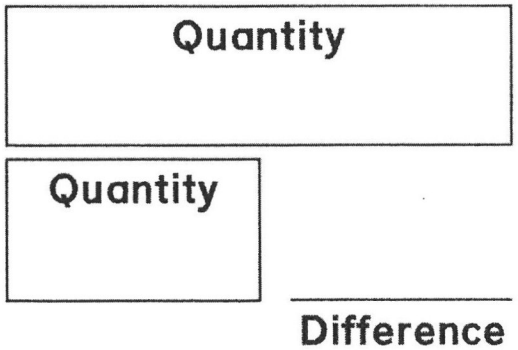
---

② A banana costs 65¢.

An orange costs 40¢.

Which fruit costs less?

_____



How much less?

Number model: _____

The orange costs _____ less than the banana.

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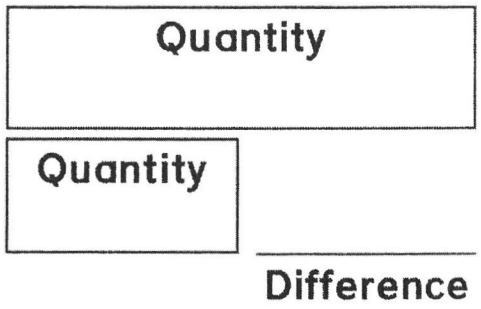
More Comparison Stories (continued)

Lesson 6-2

NAME DATE

③ The red tape is 74 centimeters long. The blue tape is 30 centimeters long. Which tape is longer?



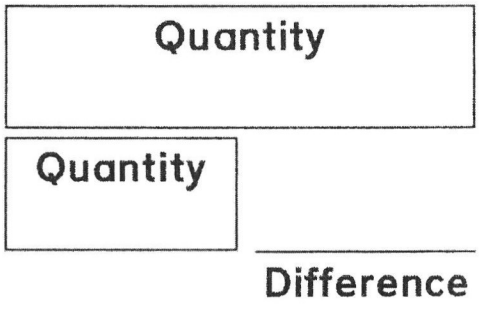
_____

How much longer?

Number model: _____

The red tape is _____ centimeters longer than the blue tape.

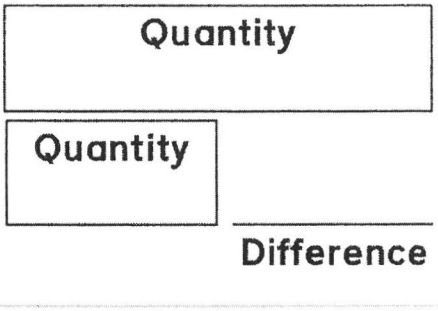
④ Roberto scored 17 points. Roberto scored 9 more points than Karam. How many points did Karam score?



Number model: _____

Karam scored _____ points.

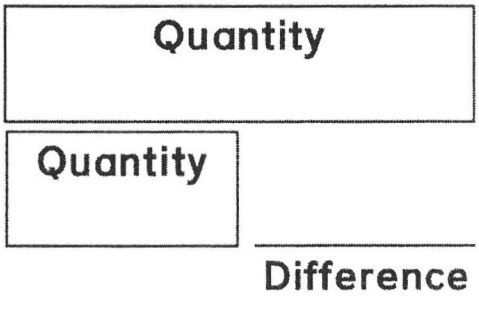
⑤ Mila is 28 years old. Lara is 8 years younger than Mila. How old is Lara?



Number model: _____

Lara is _____ years old.

⑥ Adam has $75. Zach has $15 less than Adam.



How much money does Zach have?

Number model: _____

Zach has _____.

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Using Base-10 Blocks to Represent Subtraction

Lesson 6-9

NAME DATE

One day the bakers make 53 dinner rolls. They sell 38 of the rolls that day. How many rolls do they have left over?

Solve the problem using base-10 blocks. Draw a picture to show how you used the blocks and write an explanation of how you solved the problem.

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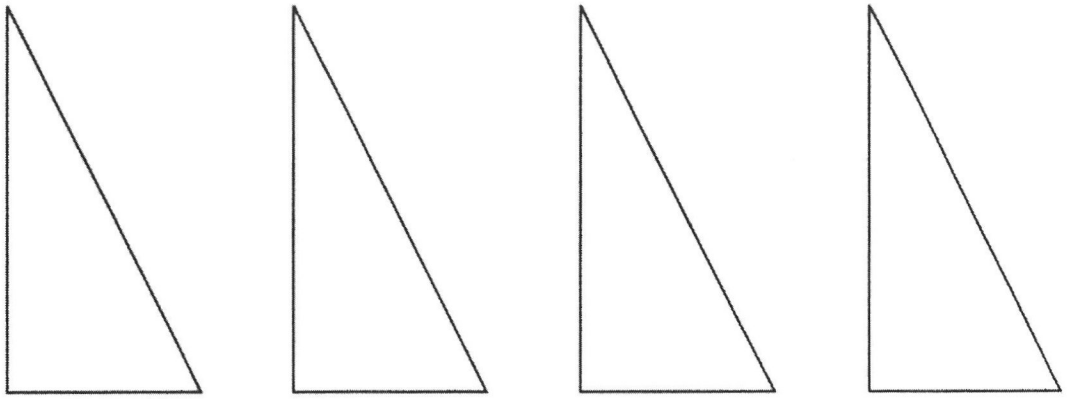
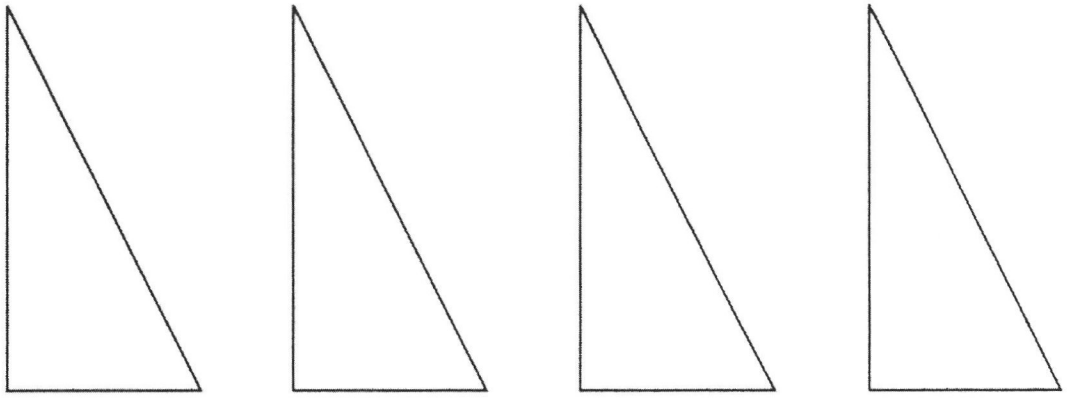
_____ rolls

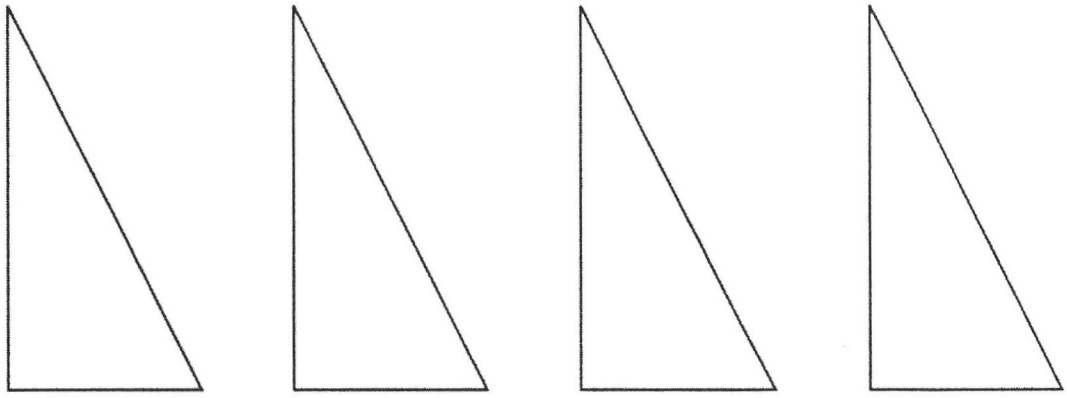
Making Shapes

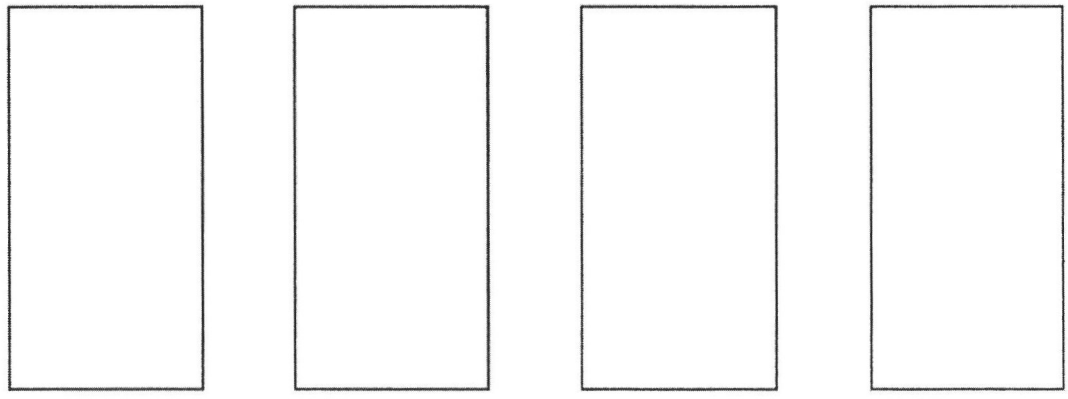
Lesson 6-10

NAME DATE









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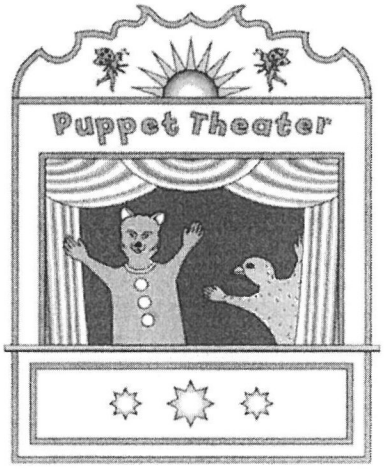
Going to the Puppet Show

Lesson 7-2

NAME DATE

A theater has 100 seats. Four schools are sending children to a puppet show at the theater. The first school will send 21 children. The second will send 13. The third will send 42, and the fourth will send 19.



Are there enough seats in the theater for all the children? _____

Show and explain how you figured out your answer.

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Drawing and Reasoning About Quadrilaterals

Lesson 8-4

NAME DATE

The members of Juan's family are making plans for a garden that will be in the shape of a quadrilateral.

(1) Juan wants a quadrilateral with four right angles. Try drawing shapes on a sheet of dot paper that will work for Juan's plan. Circle the one you think Juan should use for the garden.

(2) Juan's sister, Linda, wants a quadrilateral with just two right angles. Try drawing shapes on a second sheet of dot paper that will work for Linda's plan. Circle the one you think Linda should use.

(3) Explain how you know your circled shape for Problem 2 works for Linda's plan.

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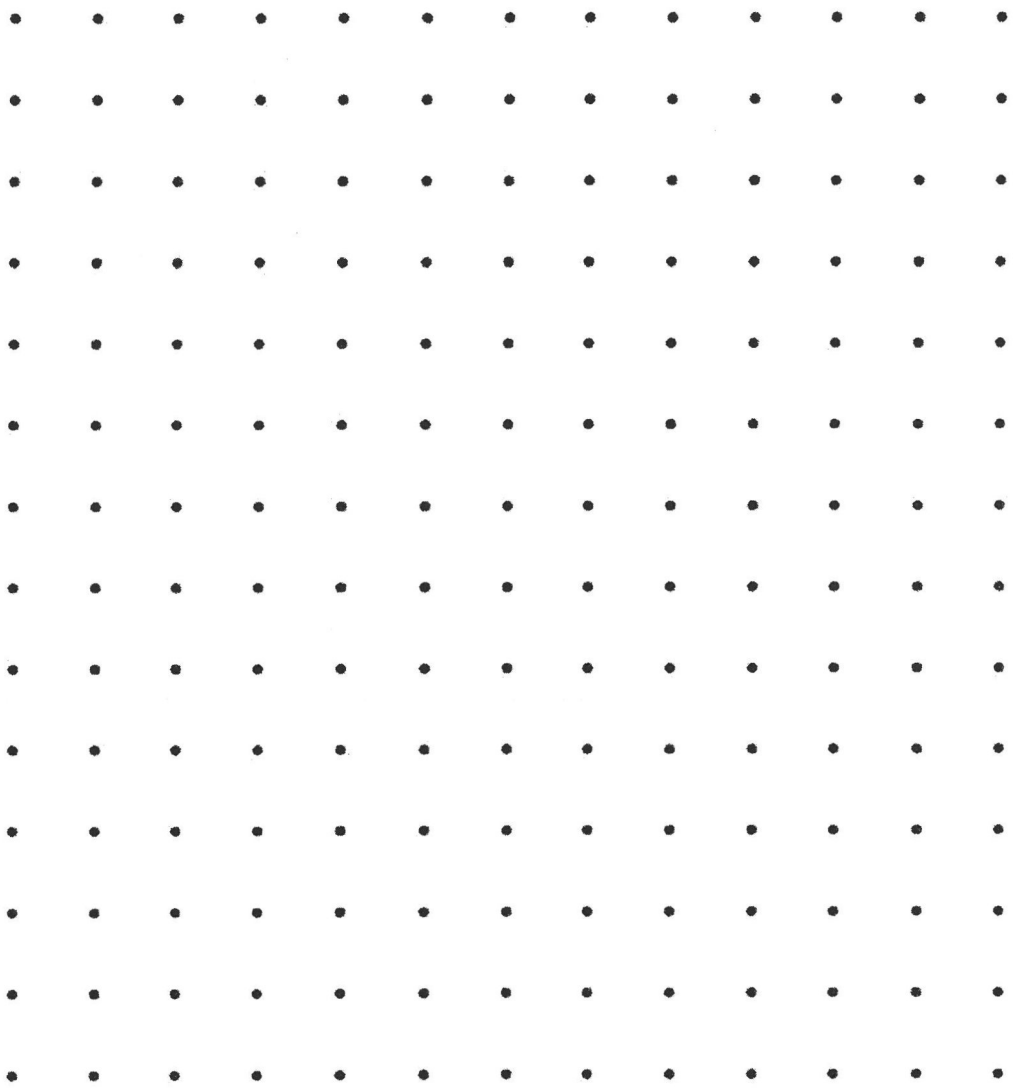
Garden Plans

Lesson 8-4

NAME DATE

Garden Plans for _____



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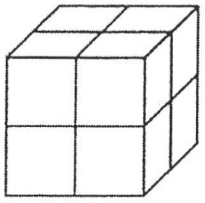
Faces on a Cube

Lesson 8-5

NAME DATE



Ingrid built a larger cube out of centimeter cubes. The larger cube had two centimeter cubes along each edge. She painted each of the six faces of the larger cube. Then she took the larger cube apart so it was broken up into small centimeter cubes again.

Answer the questions about Ingrid's cubes. Use centimeter cubes and draw pictures to help.

(1) How many cubes did Ingrid use in all? _____

(2) How many cubes have no paint on them? _____

(3) How many cubes have paint on only one face? _____

(4) How many cubes have paint on only two faces? _____

(5) How many cubes have paint on three faces? _____

Try This

Build a cube that has three centimeter cubes on each edge. Pretend that you painted all six faces of the larger cube. Then you break apart the larger cube into centimeter cubes.

(6) How many cubes did you use in all? _____

(7) How many cubes have no paint on them? _____

(8) How many cubes have paint on one face? _____

(9) How many cubes have paint on two faces? _____

(10) How many cubes have paint on three faces? _____

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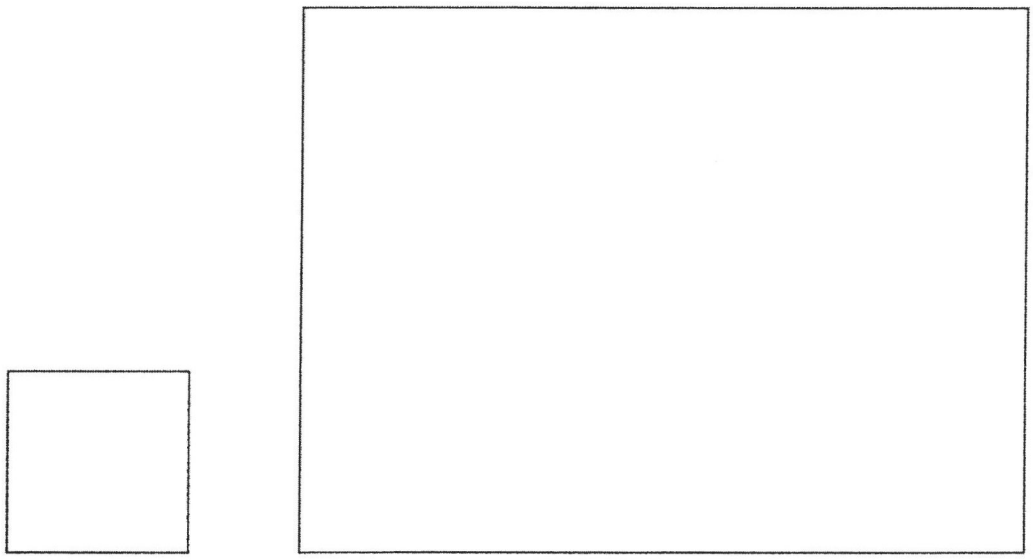
Partition Rectangles without Tools

Lesson 8-6

NAME DATE

① Look at the picture of the small square. How many small squares can cover the rectangle without gaps or overlaps? Partition the rectangle to show your answer.



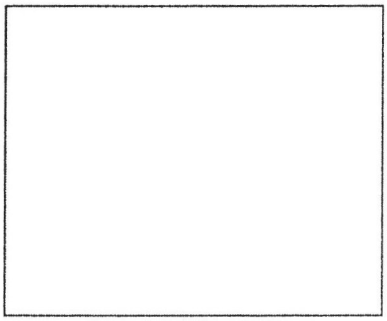
How many rows of squares are there? _____

How many squares are in each row? _____

How many squares does it take to cover the rectangle? _____

② Partition this rectangle into 4 rows with 5 same-size squares in each row. There should be no gaps or overlaps.

How many squares does it take to completely cover the rectangle? _____



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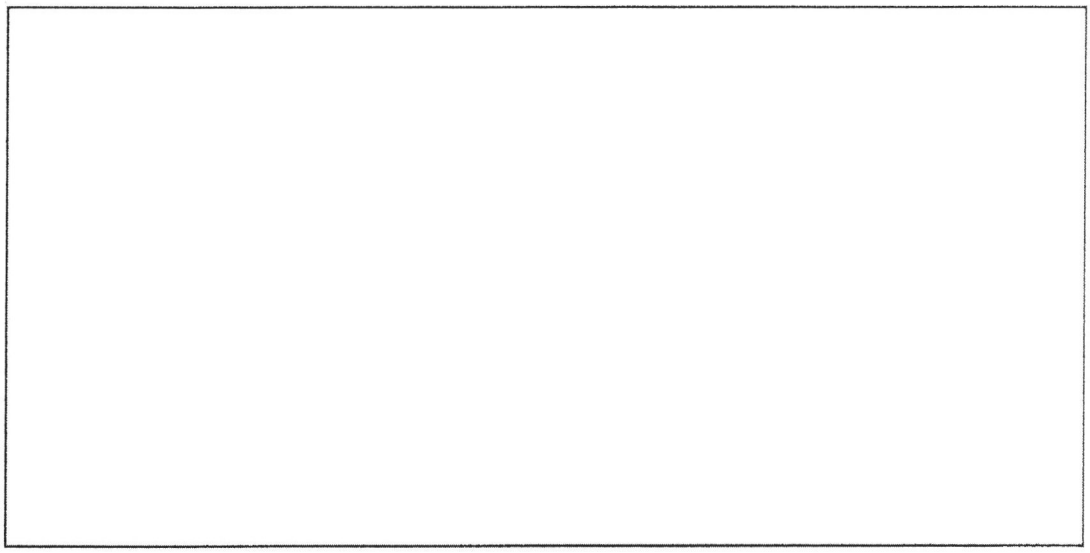
Partition Rectangles into Squares

Lesson 8-6

NAME DATE

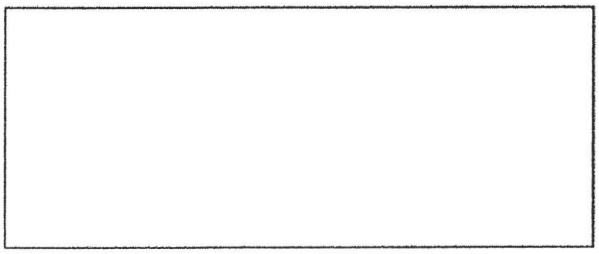
(1) Partition this rectangle into squares that are the same size as a square pattern block. You may use a pattern block to help.



How many rows? _____ How many squares in each row? _____

How many squares in all? _____

(2) Partition this rectangle into squares that are the same size as one face of a centimeter cube. You may use a centimeter cube to help.



How many rows?

_____

How many squares in each row? _____

How many squares in all? _____

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More Covering Areas with Shapes

Lesson 8-7

NAME DATE

Cover one index card with square pattern blocks:

- Lay the blocks flat on the card.
- Don't leave any spaces between the blocks.
- Keep the blocks inside the edges of the card. There may be open spaces around the edges.

(1) Count the blocks on the card. If a space could be covered by more than half of a block, count the space as one block. Do not count spaces that could be covered by less than half of a block.

I used _____ square pattern blocks to cover the card.

Trace the card onto a piece of paper. Use your Pattern-Block Template to show how you covered the card with blocks.

Use Everything Math Deck cards to cover your journal and your *My Reference Book*.

(2) Count the cards on the journal and your *My Reference Book*.

I used _____ cards to cover my journal.

I used _____ cards to cover *My Reference Book*.

Fold a piece of paper into four equal pieces. Cut the pieces apart. Use the pieces to cover large surfaces other than your desktop.

(3) I used _____ pieces of paper to cover _____.

I used _____ pieces of paper to cover _____.

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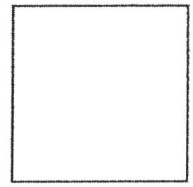
Partitioning Polygons

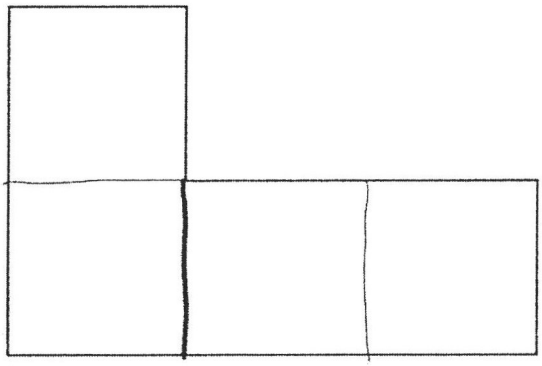
Lesson 8-7

NAME DATE

- For each shape, draw a line to make two smaller rectangles.
- Partition each smaller rectangle into squares the same size as this small square:
- Count to find the total number of squares in both rectangles.

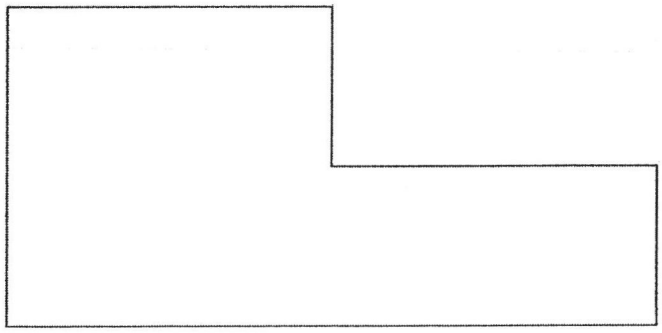


Example:



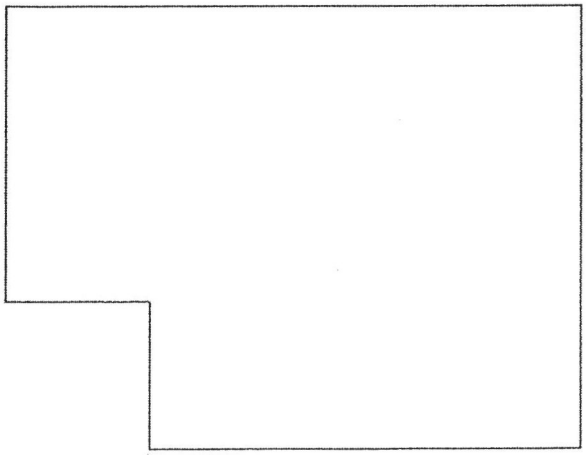
I partitioned the shape into 4 squares.

1



I partitioned the shape into _____ squares.

2



I partitioned the shape into _____ squares.

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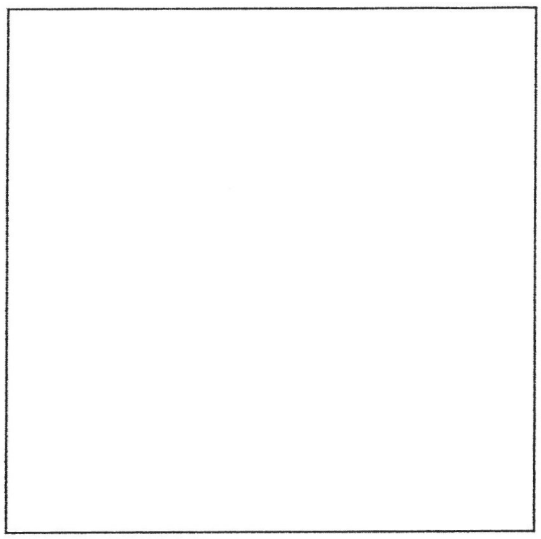
Partitioning Rectangles

Lesson 8-7

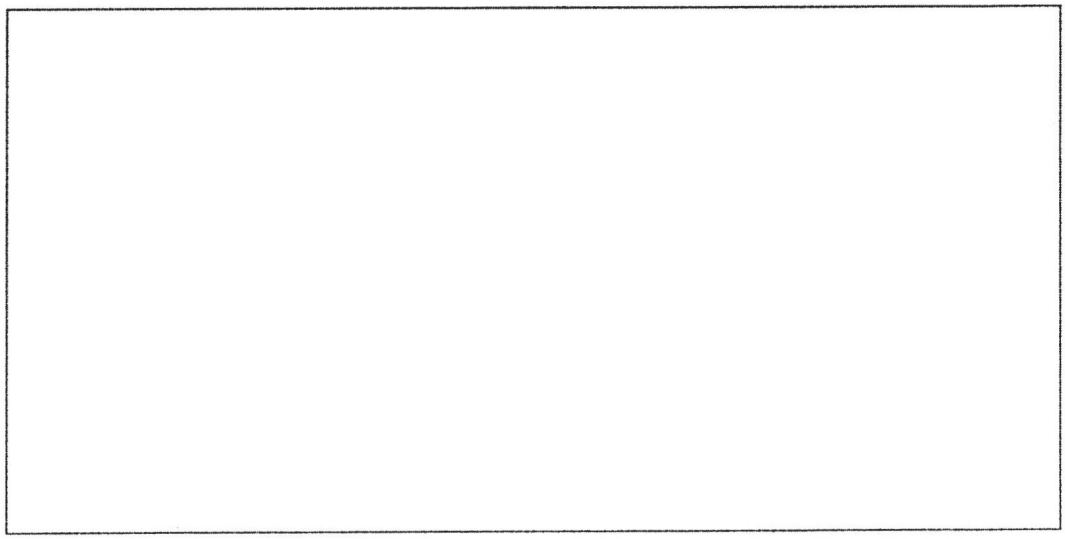
NAME DATE

(1) Partition this square into 3 rows with 3 squares in each row.



There are _____ small squares covering the large square.

(2) Partition this rectangle into 3 rows with 6 squares in each row.



There are _____ squares covering the rectangle.

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Equal-Groups and Array Riddles

Lesson 8-9

NAME DATE

Solve the riddles in Problems 1–2.

① I have some counters. If I put them into 3 rows with 7 in each row, there are 5 counters left over. Draw a picture of my counters:

How many counters do I have in all? _____ counters

② I have between 20 and 30 counters. When I put them into 6 equal groups, there is an even number in each group and 1 is left over. Draw a picture of my counters:

How many counters do I have in all? _____ counters

How many counters are in each group? _____ counters

③ Write your own riddle about equal groups or arrays. Solve your riddle. Draw a picture to show your counters.

_____

_____

_____

_____

_____

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Sorting Shape Words

Lesson 8-11

NAME DATE

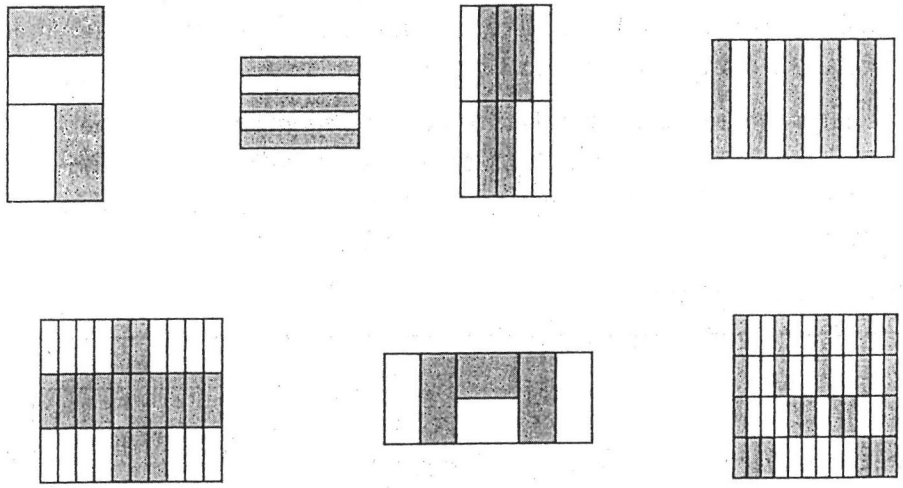
Trapezoid	Triangle	Vertex	Side
Angle	Hexagon	Pentagon	Quadrilateral
Parallel Lines	Square	Rectangle	Right Angle

Ways to Show One-Half

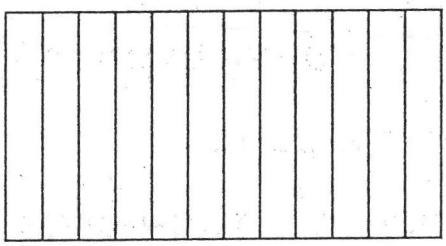
Lesson 9-2

NAME DATE

(1) Circle the pictures below that have one-half shaded.



(2) Shade one-half of the figure.



(3) Draw a figure and shade one-half.

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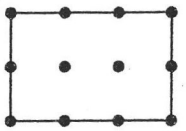
Exploration A: Sharing Crackers

Lesson 9-2

NAME DATE

(1) Divide the cracker below into 2 equal parts.

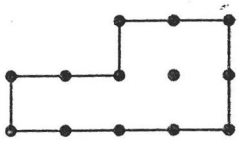


Use words to name 1 part.

_____

Draw or write how you know the parts are equal.

(2) Divide the cracker below into 2 equal parts.



Use words to name 1 part.

_____

Draw or write how you know the parts are equal.

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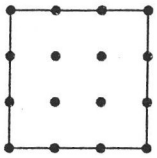
Exploration A: Sharing Crackers (continued)

Lesson 9-2

NAME DATE

(3) Divide the cracker below into 3 equal parts. Do it differently than Juan did in the Math Message.



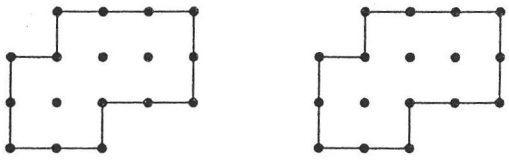
Use words to name ALL the parts.

_____

Draw or write how you know the parts are equal.

Try This

(4) Divide the crackers below into 3 equal parts in two different ways.



Use words to name 1 part.

_____

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Exploration B: Pattern-Block Fractions

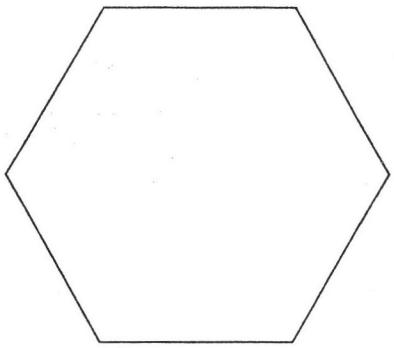
Lesson 9-2

NAME DATE

(1) Divide the hexagon into 2 equal parts.

Use words to name 1 part.

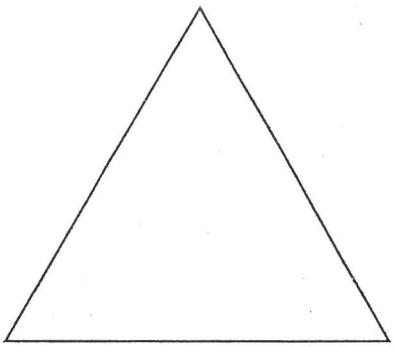
_____



(2) Divide the triangle into 4 equal parts.

Use words to name 1 part.

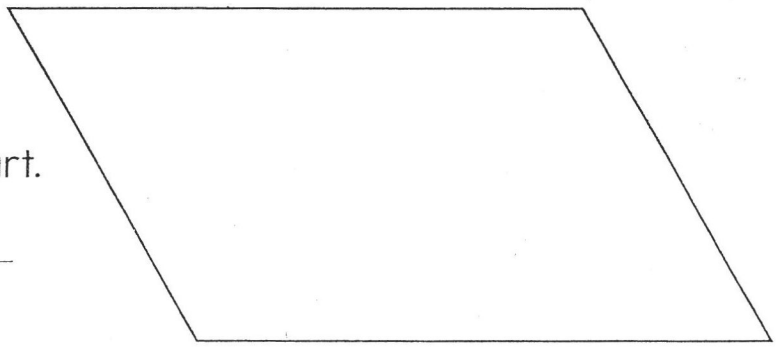
_____



(3) Divide the shape into 4 equal parts.

Use words to name 1 part.

_____



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Exploration B: Pattern-Block Fractions (continued)

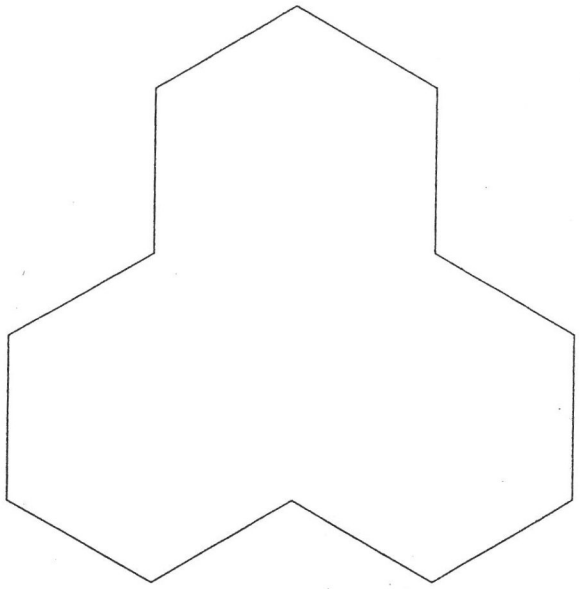
Lesson 9-2

NAME DATE

(4) Divide the shape into 3 equal parts.

Use words to name 1 part.

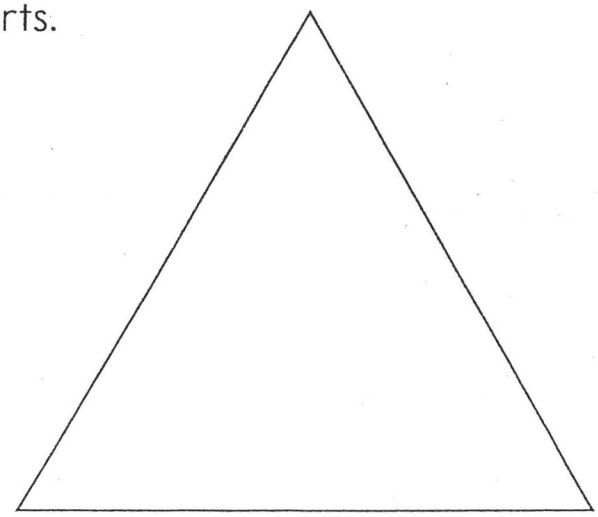
_____



(5) Divide the shape into 3 equal parts.

Use words to name ALL the parts in the whole.

_____



Try This

Divide a pattern block hexagon into 6 equal parts.

Use words to name 1 part. _____

Sharing Muffins

(continued)

Lesson 9-3

NAME DATE

② Four children want to share 5 muffins. Show how they can share the muffins fairly. Also describe in words how much is in each child's share.

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Measuring a Crooked Path

Lesson 9-4

NAME DATE

(1) A flea hopped along this path from one spot to another. Measure each part of the path to the nearest half-inch.

About _____ inches

About _____ inches

About _____ inches

About _____ inches

About _____ inches

About _____ inches

(2) How far did the flea hop all together?
About _____ inches

(3) Draw your own crooked path. Have a partner measure the length of your crooked path to the nearest half-inch.

The total length of my crooked path is about
_____ inches.

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Ways to Make a Dollar

Lesson 9-8

NAME DATE

Use your toolkit coins to help you solve the problems.

Use Ⓠ, Ⓓ, Ⓝ, and Ⓟ to record your answers.

(1) Show $1 using only quarters.

(2) Show $1 using only dimes.

(3) Show $1 using some quarters and some dimes.

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Plan a Picnic

Lesson 9-8

NAME DATE

You and two friends are planning a picnic for yourselves.
You will be really hungry!

Use the Good Buys Poster on journal page 238.

Choose at least 3 different items to buy. Find the total cost.

Items	Cost
Total cost:	

You and your two friends equally share the total cost.

About how much does each of you owe? _____

Show your work.

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Practicing with Equivalent Money Amounts

Lesson 9-8

NAME DATE

For Problems 1–4, find the total amount of money. Write your answer in cents notation. Then write it in dollars-and-cents notation.

Example: [$1] [$1] Ⓠ Ⓠ Ⓠ Ⓓ Ⓝ Ⓝ Ⓟ

296¢ $2.96

1. [$1] [$1] Ⓠ Ⓠ Ⓠ Ⓠ Ⓓ Ⓓ Ⓓ Ⓝ Ⓝ Ⓝ Ⓝ Ⓝ

2. [$1] [$1] [$1] [$1] Ⓠ Ⓠ Ⓠ Ⓓ Ⓓ Ⓝ Ⓟ Ⓟ Ⓟ Ⓟ

3. [$1] [$1] [$1] Ⓠ Ⓠ Ⓓ Ⓓ Ⓓ Ⓓ Ⓝ Ⓝ Ⓝ Ⓝ

4. Ⓠ Ⓓ Ⓓ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ

5. Use [$1], Ⓠ, Ⓓ, Ⓝ, and Ⓟ to show $2.64 two different ways.

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A Paper-Folding Problem

Lesson 9-10

NAME DATE

1. Fold a piece of paper in half 1 time. You should get 2 smaller rectangles.

2. Fold the same piece of paper in half 2 times. You should get 4 smaller rectangles.

3. Fold the same piece of paper in half 3 times.
   How many smaller rectangles do you get? _____ rectangles

4. Write about any patterns that you notice.

   _____

   _____

   _____

5. Predict how many rectangles you will have after folding the paper in half 4 times and 5 times.

   With 4 folds, I think I will have _____ rectangles.

   With 5 folds, I think I will have _____ rectangles.

6. Try it out and check your answers.

   With 4 folds, I had _____ rectangles.

   With 5 folds, I had _____ rectangles.

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Calculator Counts

Lesson 9-11

NAME

DATE

(1) Use your calculator to count by 10s. Complete the table below.

Count by 10s.	One 10	Two 10s	Three 10s	Four 10s	Five 10s	Six 10s	Seven 10s	Eight 10s	Nine 10s	Ten 10s
Display	10									

(2) Clear your calculator. Use your calculator to count by 5s. Complete the table below.

Count by 5s.	One 5	Two 5s	Three 5s	Four 5s	Five 5s	Six 5s	Seven 5s	Eight 5s	Nine 5s	Ten 5s
Display	5									

(3) Clear your calculator. Use your calculator to count by 2s. Complete the table below.

Count by 2s.	One 2	Two 2s	Three 2s	Four 2s	Five 2s	Six 2s	Seven 2s	Eight 2s	Nine 2s	Ten 2s
Display	2									

(4) What patterns do you notice in the counts above?

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