Learn

# Eureka Math®

## Grade 1
## Modules 4 & 5

**Published by Great Minds®.**



Printed in the U.S.A.
This book may be purchased from the publisher at eureka-math.org.
5 6 7 8 9 10 CCR 24 23 22 21

ISBN 978-1-64054-052-1

G1-M4-M5-L-05.2018

# Learn • Practice • Succeed

*Eureka Math*® student materials for *A Story of Units*® (K–5) are available in the *Learn, Practice, Succeed* trio. This series supports differentiation and remediation while keeping student materials organized and accessible. Educators will find that the *Learn, Practice,* and *Succeed* series also offers coherent—and therefore, more effective—resources for Response to Intervention (RTI), extra practice, and summer learning.

## Learn

*Eureka Math Learn* serves as a student's in-class companion where they show their thinking, share what they know, and watch their knowledge build every day. *Learn* assembles the daily classwork—Application Problems, Exit Tickets, Problem Sets, templates—in an easily stored and navigated volume.

## Practice

Each *Eureka Math* lesson begins with a series of energetic, joyous fluency activities, including those found in *Eureka Math Practice.* Students who are fluent in their math facts can master more material more deeply. With *Practice,* students build competence in newly acquired skills and reinforce previous learning in preparation for the next lesson.

Together, *Learn* and *Practice* provide all the print materials students will use for their core math instruction.

## Succeed

*Eureka Math Succeed* enables students to work individually toward mastery. These additional problem sets align lesson by lesson with classroom instruction, making them ideal for use as homework or extra practice. Each problem set is accompanied by a Homework Helper, a set of worked examples that illustrate how to solve similar problems.

Teachers and tutors can use *Succeed* books from prior grade levels as curriculum-consistent tools for filling gaps in foundational knowledge. Students will thrive and progress more quickly as familiar models facilitate connections to their current grade-level content.

EUREKA MATH®

# Students, families, and educators:

Thank you for being part of the *Eureka Math*® community, where we celebrate the joy, wonder, and thrill of mathematics.

In the *Eureka Math* classroom, new learning is activated through rich experiences and dialogue. The *Learn* book puts in each student's hands the prompts and problem sequences they need to express and consolidate their learning in class.

## *What is in the Learn book?*

**Application Problems:** Problem solving in a real-world context is a daily part of *Eureka Math.* Students build confidence and perseverance as they apply their knowledge in new and varied situations. The curriculum encourages students to use the RDW process—Read the problem, Draw to make sense of the problem, and Write an equation and a solution. Teachers facilitate as students share their work and explain their solution strategies to one another.

**Problem Sets:** A carefully sequenced Problem Set provides an in-class opportunity for independent work, with multiple entry points for differentiation. Teachers can use the Preparation and Customization process to select "Must Do" problems for each student. Some students will complete more problems than others; what is important is that all students have a 10-minute period to immediately exercise what they've learned, with light support from their teacher.

Students bring the Problem Set with them to the culminating point of each lesson: the Student Debrief. Here, students reflect with their peers and their teacher, articulating and consolidating what they wondered, noticed, and learned that day.

**Exit Tickets:** Students show their teacher what they know through their work on the daily Exit Ticket. This check for understanding provides the teacher with valuable real-time evidence of the efficacy of that day's instruction, giving critical insight into where to focus next.

**Templates:** From time to time, the Application Problem, Problem Set, or other classroom activity requires that students have their own copy of a picture, reusable model, or data set. Each of these templates is provided with the first lesson that requires it.

## *Where can I learn more about* Eureka Math *resources?*

The Great Minds® team is committed to supporting students, families, and educators with an ever-growing library of resources, available at eureka-math.org. The website also offers inspiring stories of success in the *Eureka Math* community. Share your insights and accomplishments with fellow users by becoming a *Eureka Math* Champion.

Best wishes for a year filled with aha moments!

Jill Diniz

Jill Diniz
Director of Mathematics
Great Minds

# The Read–Draw–Write Process

The *Eureka Math* curriculum supports students as they problem-solve by using a simple, repeatable process introduced by the teacher. The Read–Draw–Write (RDW) process calls for students to

1. Read the problem.
2. Draw and label.
3. Write an equation.
4. Write a word sentence (statement).

Educators are encouraged to scaffold the process by interjecting questions such as

- What do you see?
- Can you draw something?
- What conclusions can you make from your drawing?

The more students participate in reasoning through problems with this systematic, open approach, the more they internalize the thought process and apply it instinctively for years to come.

# Contents

## Module 4: Place Value, Comparison, Addition and Subtraction to 40

## Module 5: Identifying, Composing, and Partitioning Shapes

# Grade 1
# Module 4

## Read

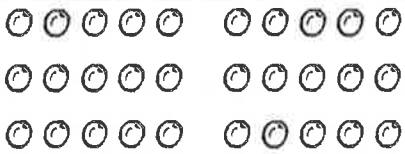
Joy is holding 10 marbles in 1 hand and 10 marbles in the other hand. How many marbles does she have in all?

## Draw

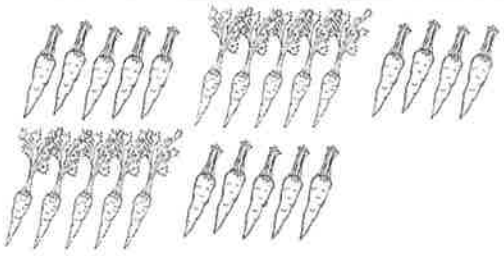
## Write

Name _____ Date _____

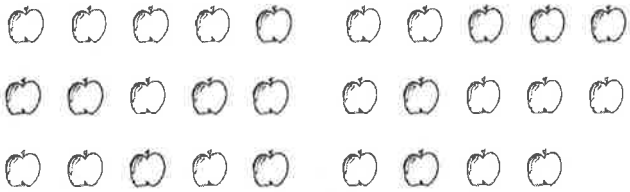
Circle groups of 10. Write the number to show the total amount of objects.

1. 

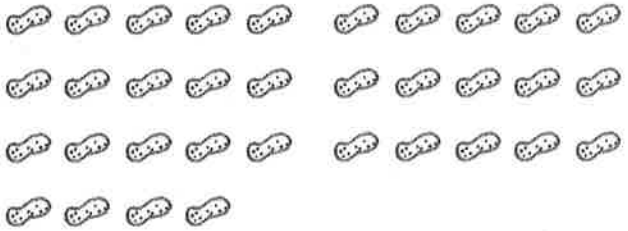
There are _____ grapes.

2. 

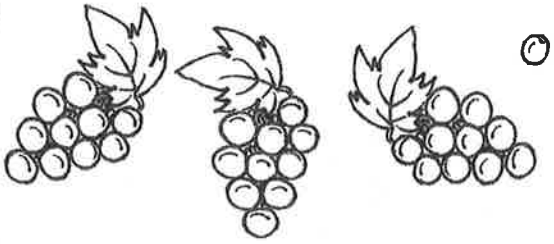
There are _____ carrots.

3. 

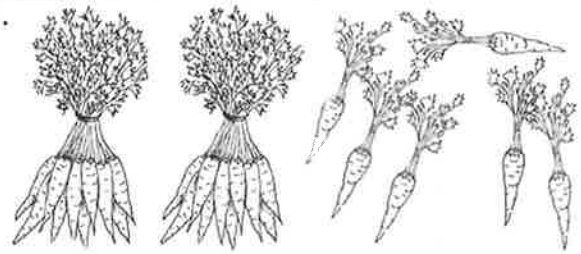
There are _____ apples.

4. 

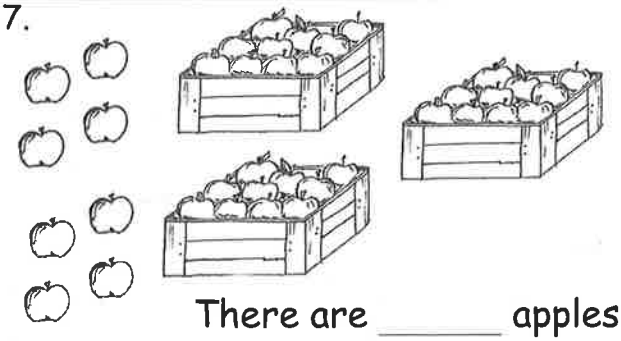
There are _____ peanuts.

5. 

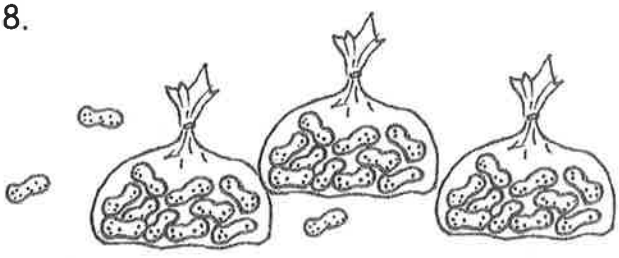
There are _____ grapes.

6. 

There are _____ carrots.

7. 

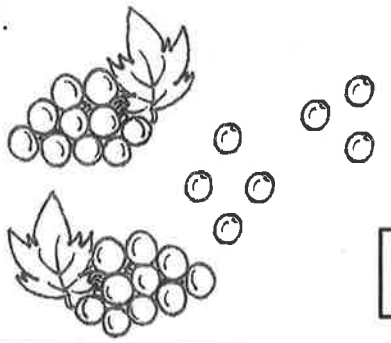
There are _____ apples.

8. 

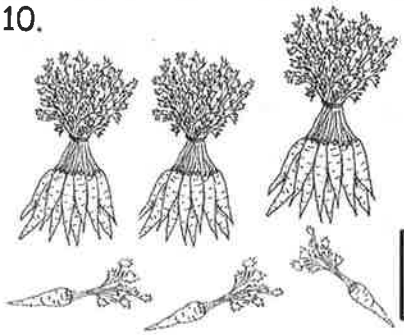
There are _____ peanuts.

Make a number bond to show tens and ones.

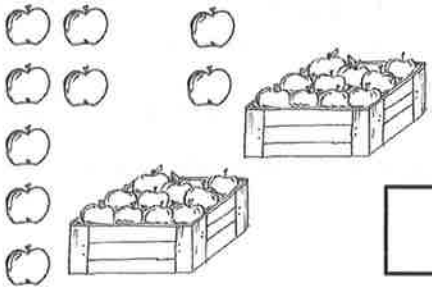
9.



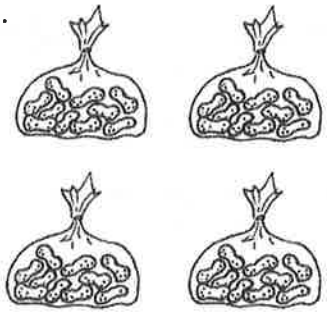

10.



11.

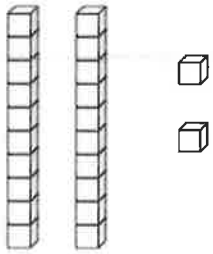


12.

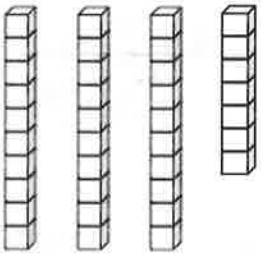


Make a number bond to show tens and ones. Circle tens to help.

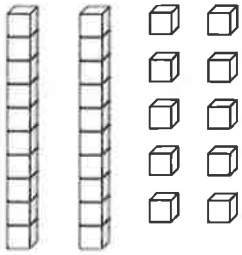
13.



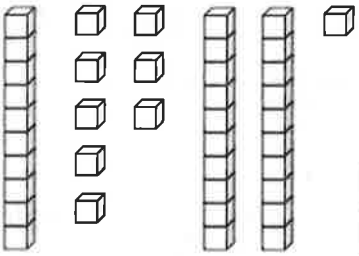
14.



15.



16.

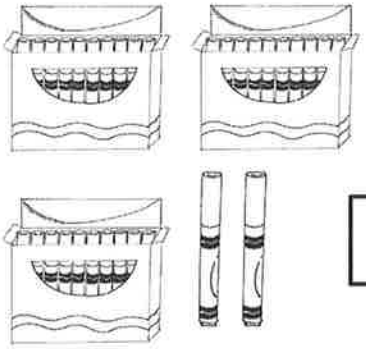


Name _____ Date _____

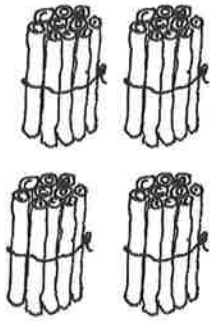
Complete the number bonds.

1.

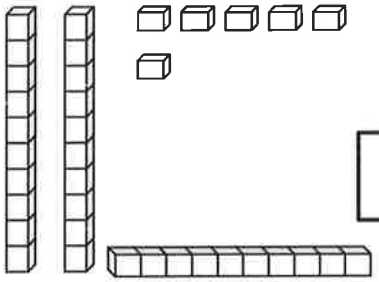
2.



3.



4.



## Read

Ted has 4 boxes with 10 pencils in each box. How many pencils does he have altogether?

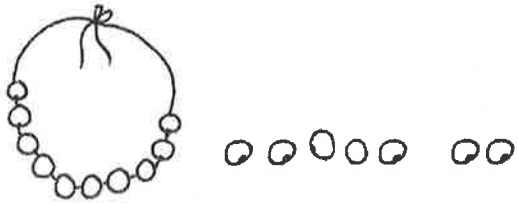
## Draw

## Write

Name _____ Date _____

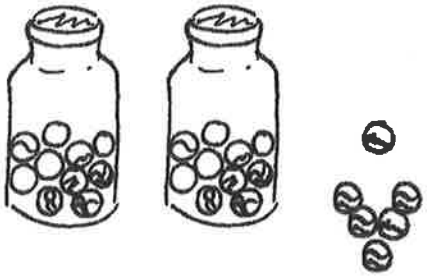
Write the tens and ones and say the numbers. Complete the statement.

1.



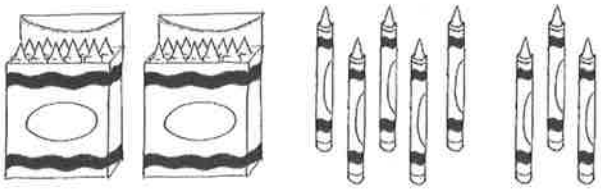
17 = _____ ten _____ ones

2.



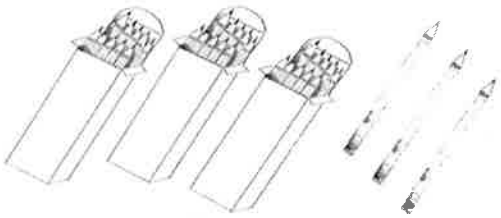
26 = _____ tens _____ ones

3.



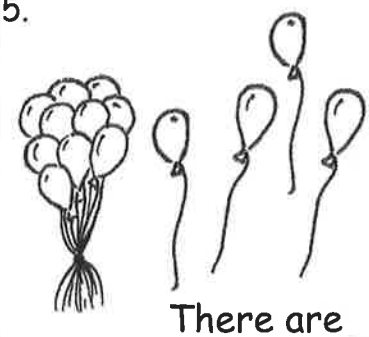
28 = _____ tens _____ ones

4.



_____ tens _____ ones = 33

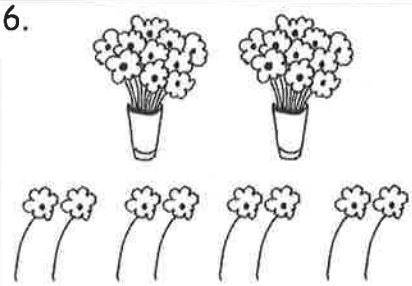
5.



| tens | ones |
|---|---|
| | |

There are _____ balloons.

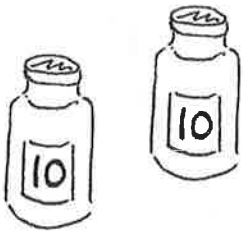
6.



| tens | ones |
|---|---|
| | |

There are _____ flowers.

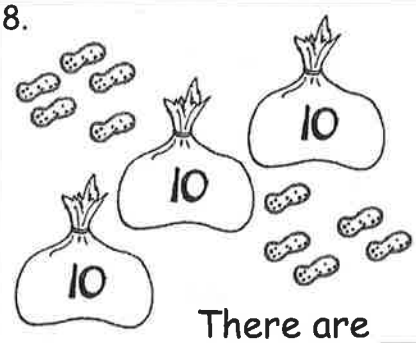
7.




| tens | ones |
|---|---|
| | |

There are _____ marbles.

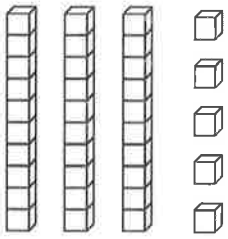
8.




| tens | ones |
|---|---|
| | |

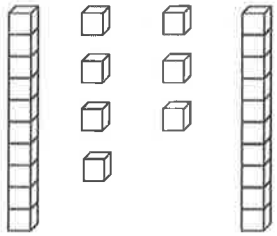
There are _____ peanuts.

Write the tens and ones. Complete the statement.

9. 

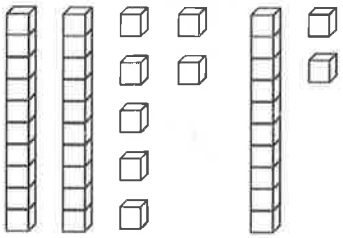
| tens | ones |
|---|---|
| | |

There are _____ cubes.

10. 

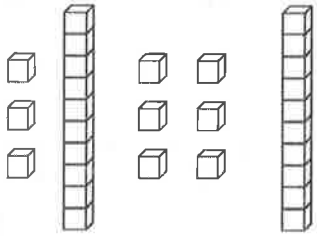
| tens | ones |
|---|---|
| | |

There are _____ cubes.

11. 

| tens | ones |
|---|---|
| | |

There are _____ cubes.

12. 

| tens | ones |
|---|---|
| | |

There are _____ cubes.

Write the missing numbers. Say them the regular way and the Say Ten way.

13.

| tens | ones |
|---|---|
| | |

➡ 35

14.

| tens | ones |
|---|---|
| 2 | 7 |

➡ _____

15.

| tens | ones |
|---|---|
| 3 | 9 |

➡ _____

16.

| tens | ones |
|---|---|
| | |

➡ 29

17.

| tens | ones |
|---|---|
| | 0 |

➡ 40

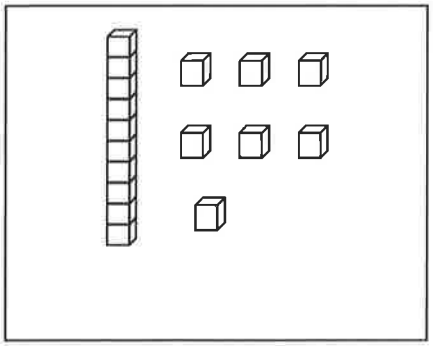
18.

| tens | ones |
|---|---|
| | |

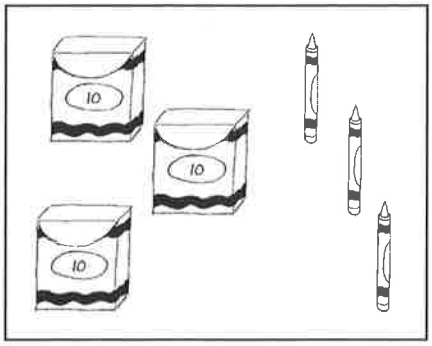
➡ 9

Name _____ Date _____

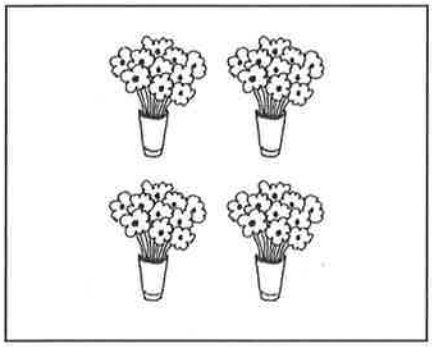
Match the picture to the place value chart that shows the correct tens and ones.



| tens | ones |
|---|---|
| 4 | 0 |




| tens | ones |
|---|---|
| 1 | 7 |



| tens | ones |
|---|---|
| 3 | 3 |

| tens | ones |
| --- | --- |
| | |

place value chart

## Read

Sue is writing the number 34 on a place value chart. She cannot remember if she has 4 tens and 3 ones or 3 tens and 4 ones.

Use a place value chart to show how many tens and ones are in 34.

Use a drawing and words to explain this to Sue.

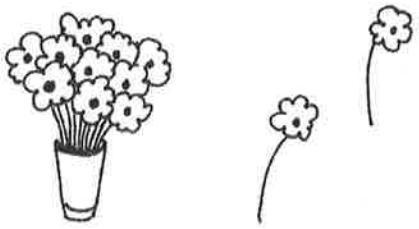
## Draw

# Write

Name _____ Date _____

Count as many tens as you can. Complete each statement. Say the numbers and the sentences.

1.

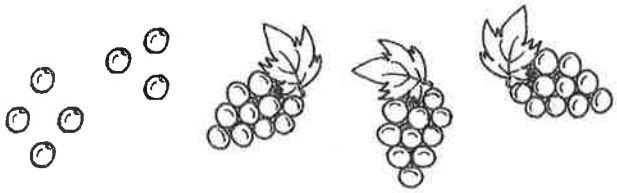


_____ ten _____ ones is the same as _____ ones.

2.

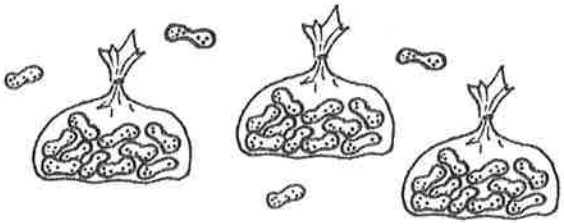
_____ tens _____ ones is the same as _____ ones.

3.



_____ tens _____ ones is the same as _____ ones.

4.

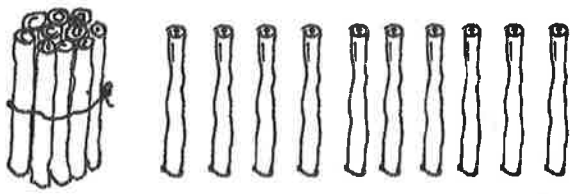


_____ tens _____ ones is the same as _____ ones.

5.

_____ tens _____ ones is the same as _____ ones.

6.



_____ tens _____ ones is the same as _____ ones.

Match.

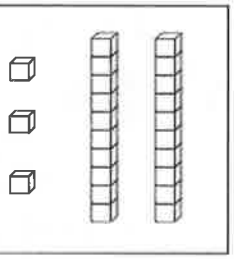
7. 3 tens 2 ones

8.

| tens | ones |
|---|---|
| 1 | 7 |

9. 37 ones

10. 4 tens

11. 

12. 9 ones 2 tens

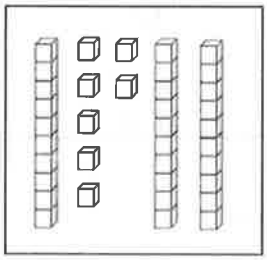
29 ones

40 ones

23 ones

32 ones

17 ones



Fill in the missing numbers.

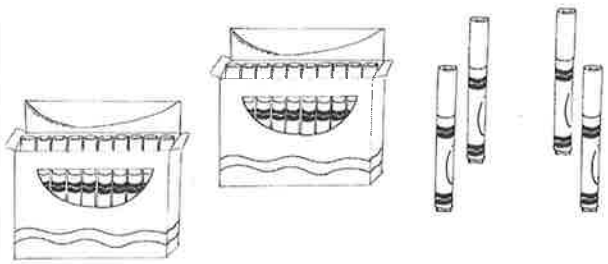
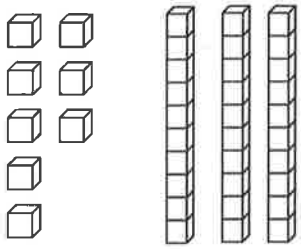
13. 15 → | tens | ones | → _____ ones

| | |
|---|---|
| | |

14. _____ → _____ tens _____ ones → 39 ones

Name _____ Date _____

Count as many tens as you can. Complete each statement. Say the numbers and the sentences.

| 1. | 2. |
|---|---|
|  |  |
| _____ **tens** _____ **ones** is the same as _____ **ones.** | _____ **tens** _____ **ones** is the same as _____ **ones.** |

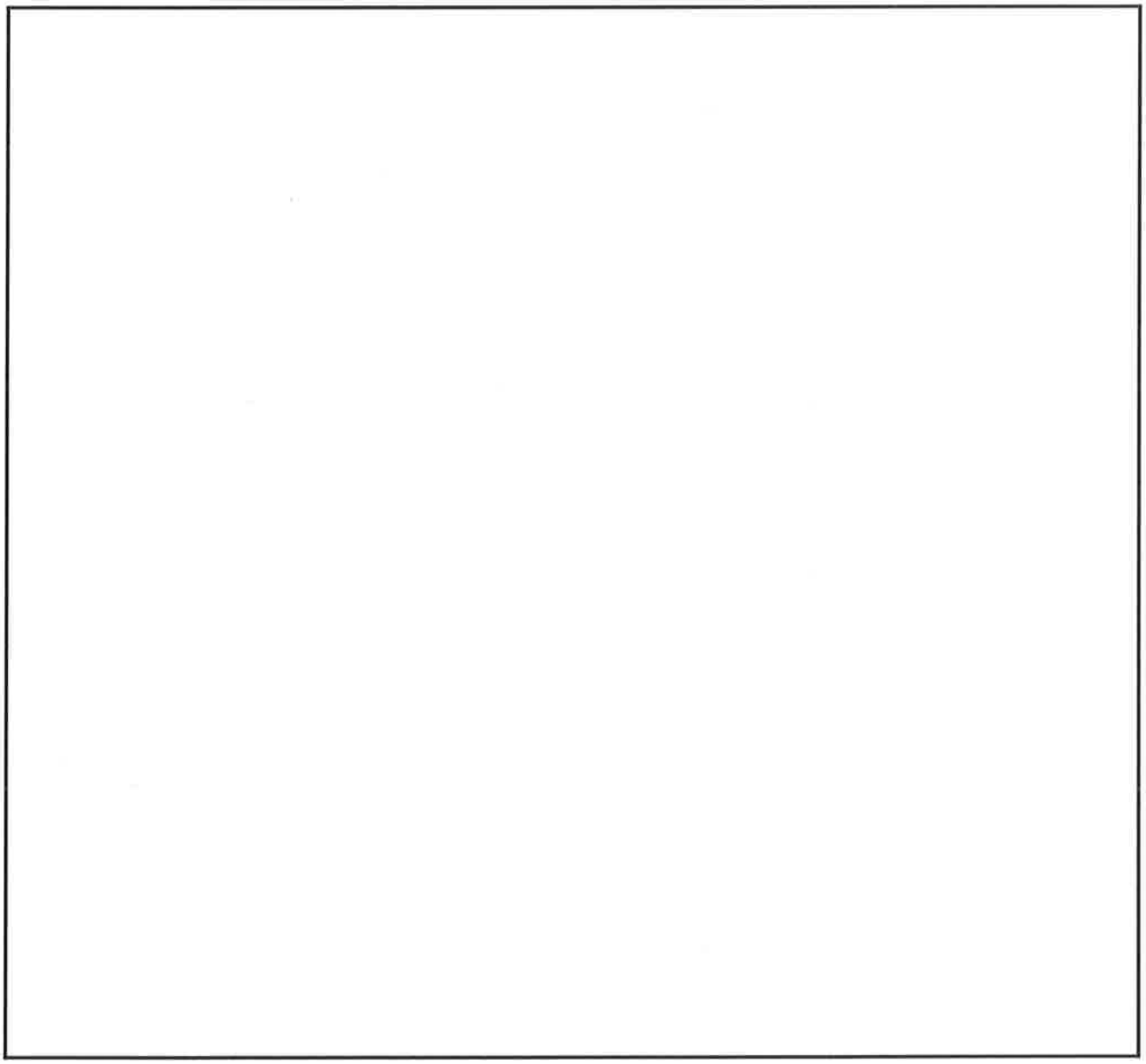
Fill in the missing numbers.

3. 27 ➡ | tens | ones | | | ➡ _____ ones

## Read

Lisa has 3 boxes of 10 crayons, as well as 5 extra crayons. Sally has 19 crayons. Sally says she has more crayons, but Lisa disagrees. Who is right?

## Draw

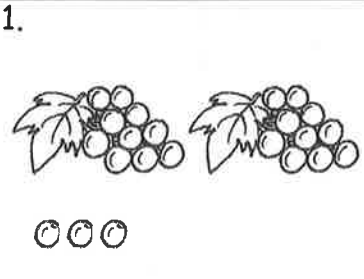


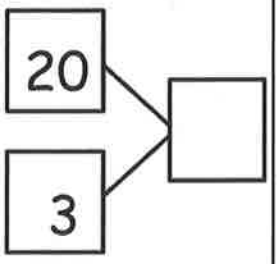
# Write

Name _____ Date _____

Fill in the number bond. Complete the sentences.

1.

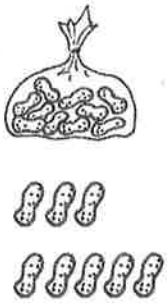


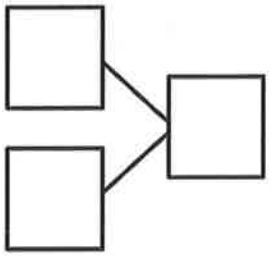



20 and 3 make _____.

20 + 3 = _____

2.

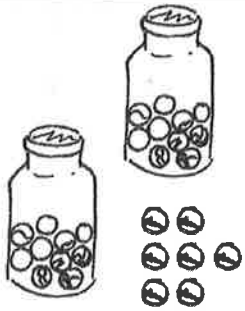


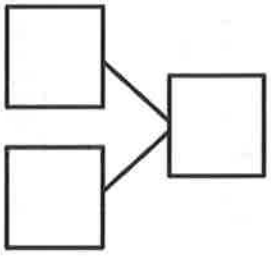


20 and 8 make _____.

20 + 8 = _____

3.

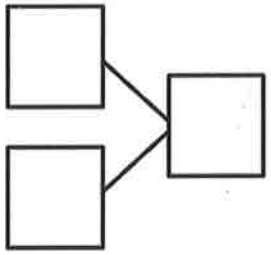




20 + 7 = _____

7 more than 20 is _____.

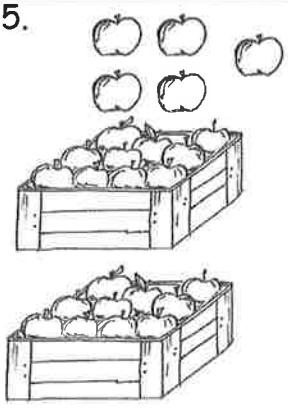
4.

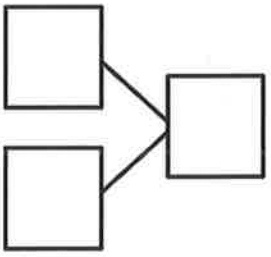


30 + 6 = _____

6 more than 30 is _____.

5.

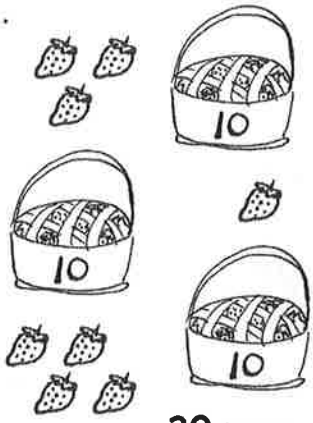


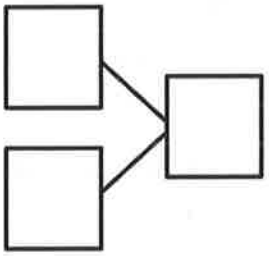


5 + 20 = _____

20 more than 5 is _____.

6.



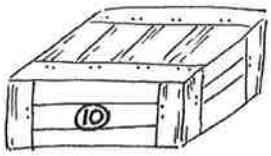



8 + 30 = _____

30 more than 8 is _____.

Write the tens and ones. Then, write an addition sentence to add the tens and ones.

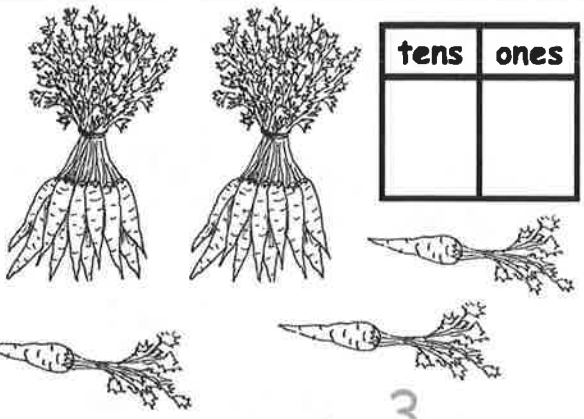
7.



| tens | ones |
|---|---|
| 1 | 4 |

10 + 4 = ____

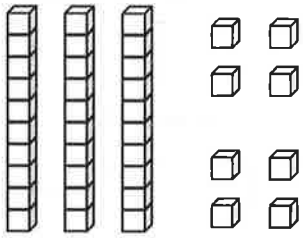
8.



| tens | ones |
|---|---|
| | |

____ + 3 = ____

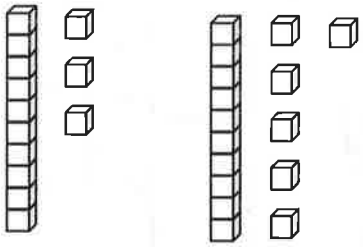
9.



| tens | ones |
|---|---|
| | |

____ = 30 + ____

10.



| tens | ones |
|---|---|
| | |

____ = 20 + ____

Match.

11. 4 tens • • 20 + 7

12. 2 tens 7 ones • • 40

13. 3 more than 20 • • 20 + 3

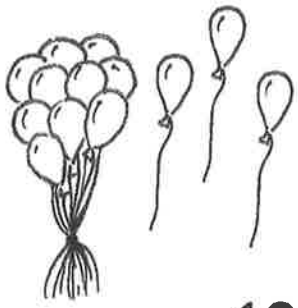
14. 9 ones 3 tens • • 2 + 30

15. 2 ones 3 tens • • 9 + 30

Name _____ Date _____

Write the tens and ones. Then, write an addition sentence to add the tens and ones.

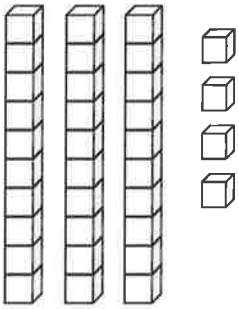
1.



| tens | ones |
|---|---|
| | |

10 + ____ = ____

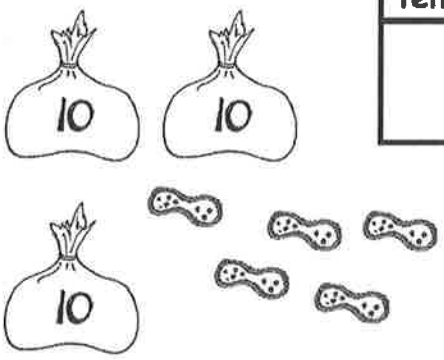
2.



| tens | ones |
|---|---|
| | |

____ + 4 = ____

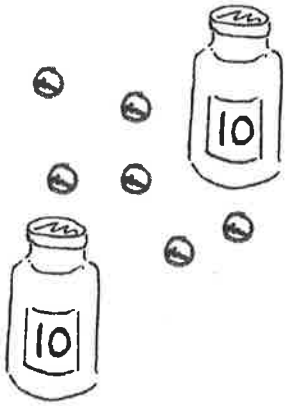
3.




| tens | ones |
|---|---|
| | |

____ = 30 + ____

4.



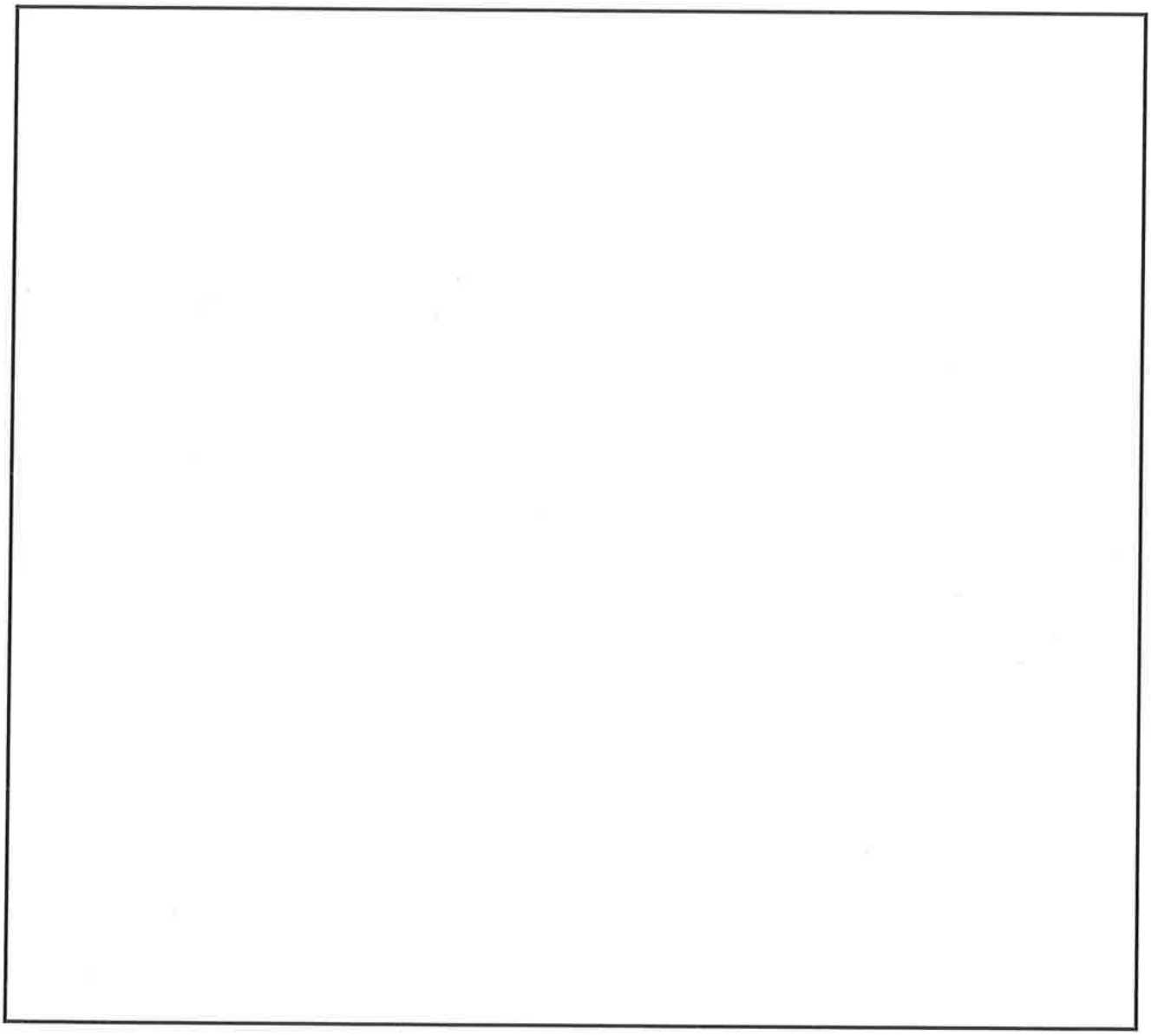

| tens | ones |
|---|---|
| | |

____ = 6 + ____

## Read

Lee has 4 pencils and buys 10 more. Kiana has 17 pencils and loses 10 of them. Who has more pencils now? Use drawings, words, and number sentences to explain your thinking.

## Draw

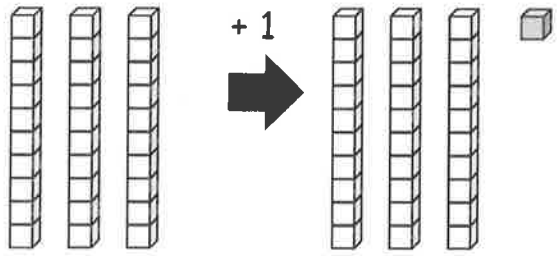


# Write

Name _____ Date _____

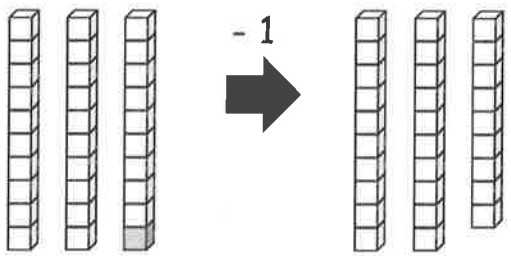
Write the number.

1.



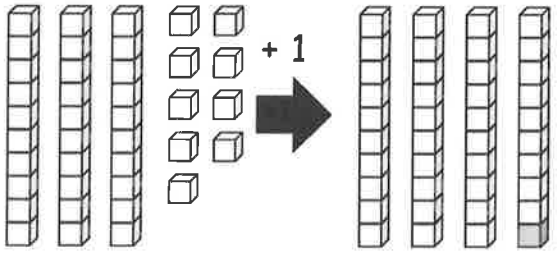

1 more than 30 is _____.

2.



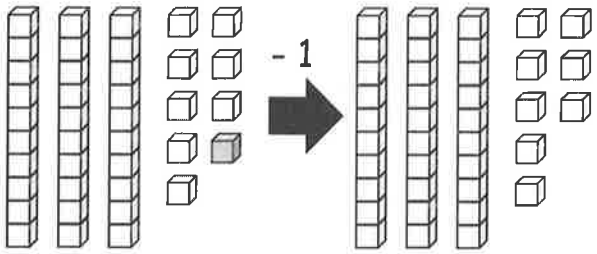

1 less than 30 is _____.

3.



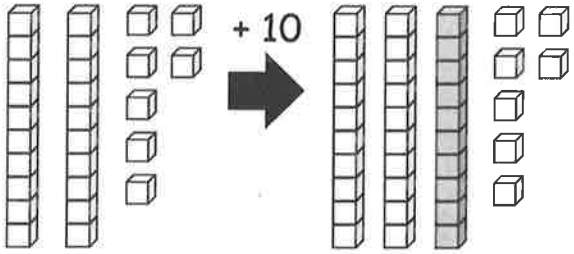

1 more than 39 is _____.

4.



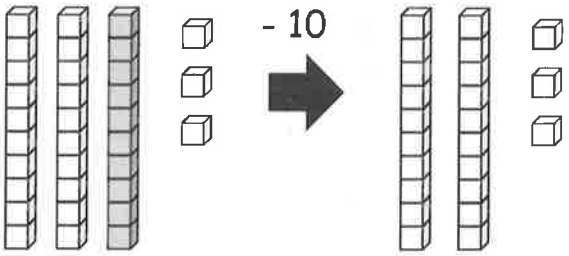

1 less than 39 is _____.

5.



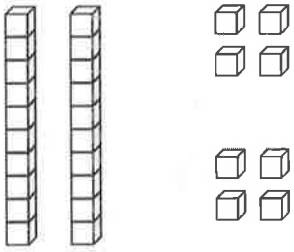

10 more than 27 is _____.

6.

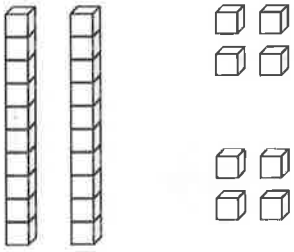



10 less than 33 is _____.

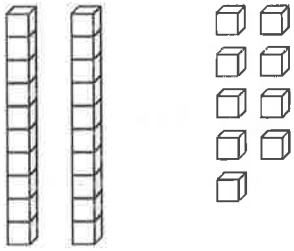
Draw 1 more or 10 more. You may use a quick ten to show 10 more.

7. 

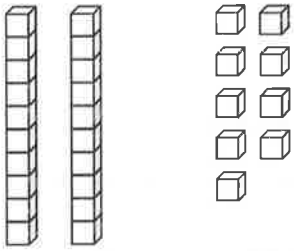
1 more than 28 is _____.

8. 

10 more than 28 is _____.

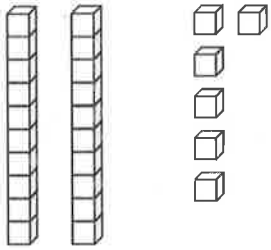
9. 

1 more than 29 is _____.

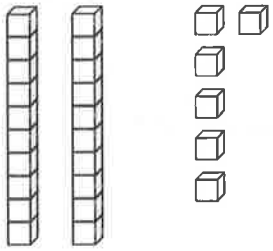
10. 

10 more than 29 is _____.

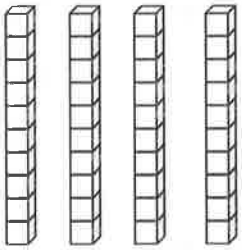
Cross off (x) to show 1 less or 10 less.

11. 

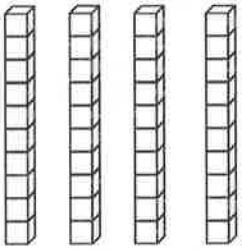
10 less than 26 is _____.

12. 

1 less than 26 is _____.

13. 

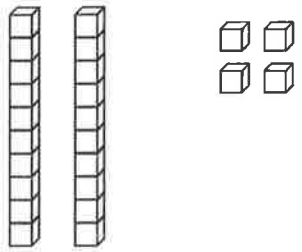
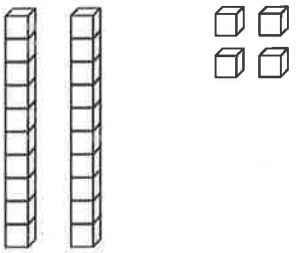
10 less than 40 is _____.

14. 

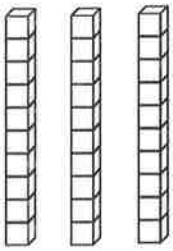
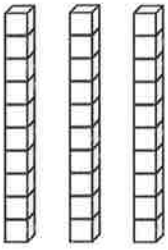
1 less than 40 is _____.

Name _____ Date _____

Draw 1 more or 10 more. You may use a quick ten to show 10 more.

| | |
|---|---|
| 1.  1 more than 24 is _____. | 2.  10 more than 24 is _____. |

Cross off (x) to show 1 less or 10 less.

| | |
|---|---|
| 3.  10 less than 30 is _____. | 4.  1 less than 30 is _____. |

| tens | ones |
| --- | --- |
| | |

| tens | ones |
| --- | --- |
| | |

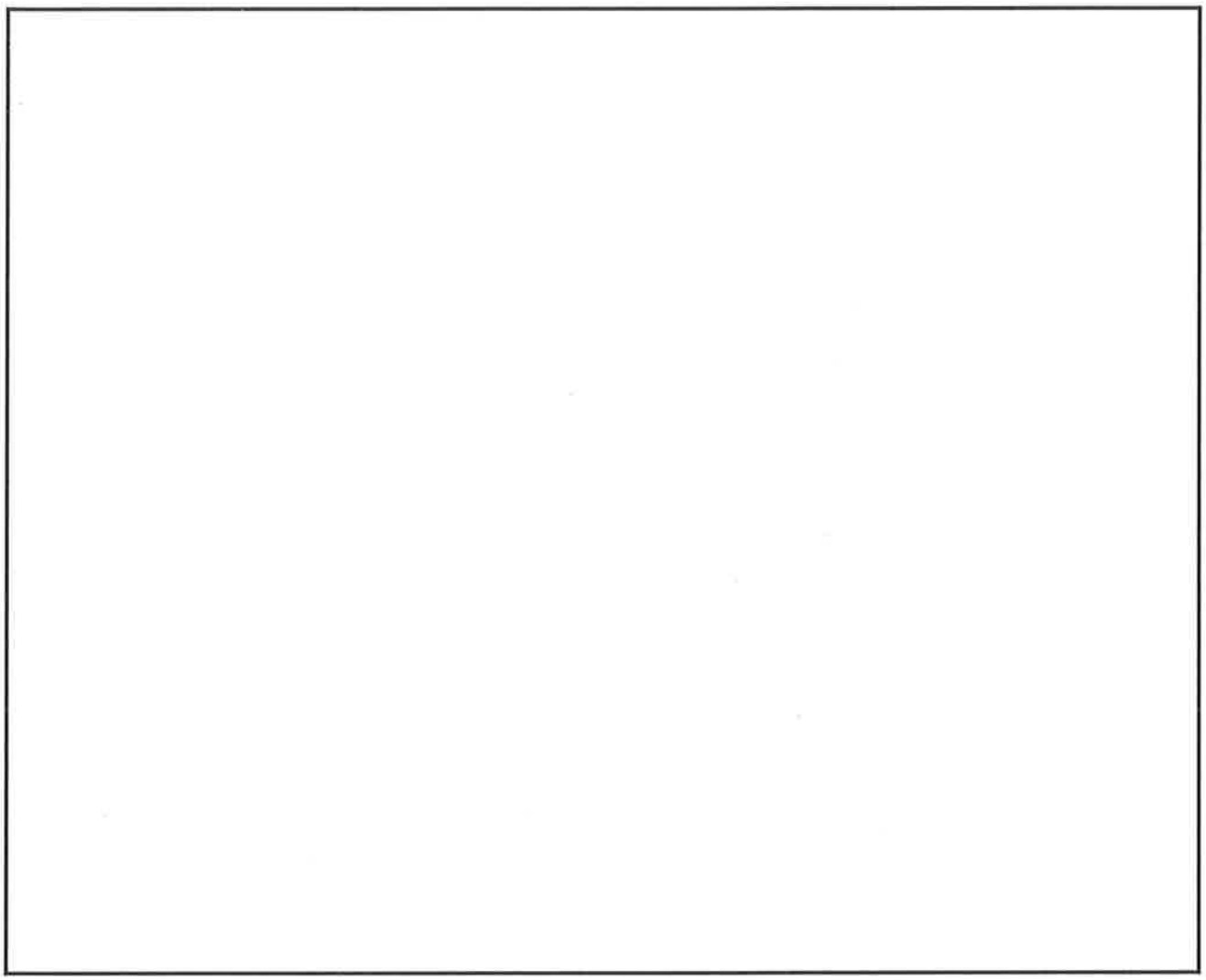
double place value charts

## Read

Sheila has 3 bags with 10 pretzels in each bag and 9 extra pretzels. She gives 1 bag to a friend. How many pretzels does she have now?

**Extension:** John has 19 pretzels. How many more pretzels does he need to have as many as Sheila has now?

## Draw

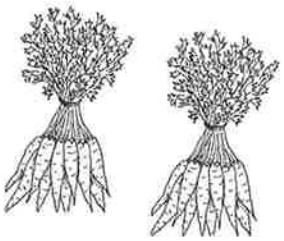


# Write

Name _____ Date _____

Fill in the place value chart and the blanks.

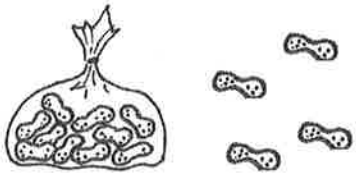
1.



| tens | ones |
|---|---|
| | |

20 = _____ tens

2.



| tens | ones |
|---|---|
| | |

14 = _____ ten and _____ ones

3.

| dimes | pennies |
|---|---|
| | |

_____ = 3 tens 5 ones

4.

| dimes | pennies |
|---|---|
| | |

_____ = 2 tens 6 ones

5.

| dimes | pennies |
|---|---|
| | |

_____ = _____ tens _____ ones

6.

| dimes | pennies |
|---|---|
| | |

_____ = _____ tens _____ ones

7.

| tens | ones |
|---|---|
| | |

_____ = _____ tens _____ ones

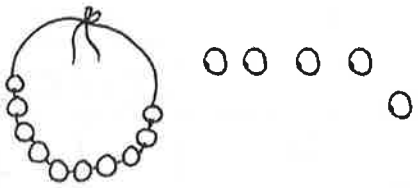
8.

| tens | ones |
|---|---|
| | |

_____ tens _____ ones = _____

Fill in the blank. Draw or cross off tens or ones as needed.

10 more than 25 is 35

9. 

1 more than 15 is _____.

10. 

10 more than 5 is _____.

11. 

10 more than 30 is _____.

12. 

1 more than 30 is _____.

13. 

1 less than 24 is _____.

14. 

10 less than 24 is _____.

15. 

10 less than 21 is _____.

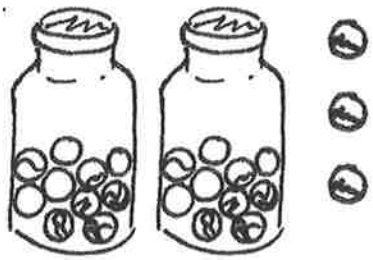
16. 

1 less than 21 is _____.

Name _____ Date _____

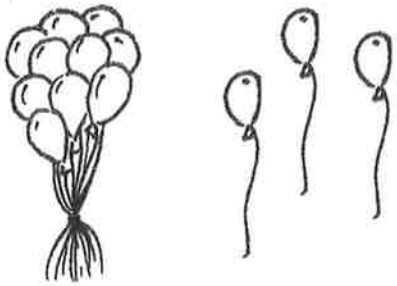
Fill in the blank. Draw or cross off tens or ones as needed.

1.



10 more than 23 is _____.

2.



1 more than 13 is _____.

3.

10 less than 31 is _____.

4.

1 less than 14 is _____.

| dimes | pennies |
| --- | --- |
| | |

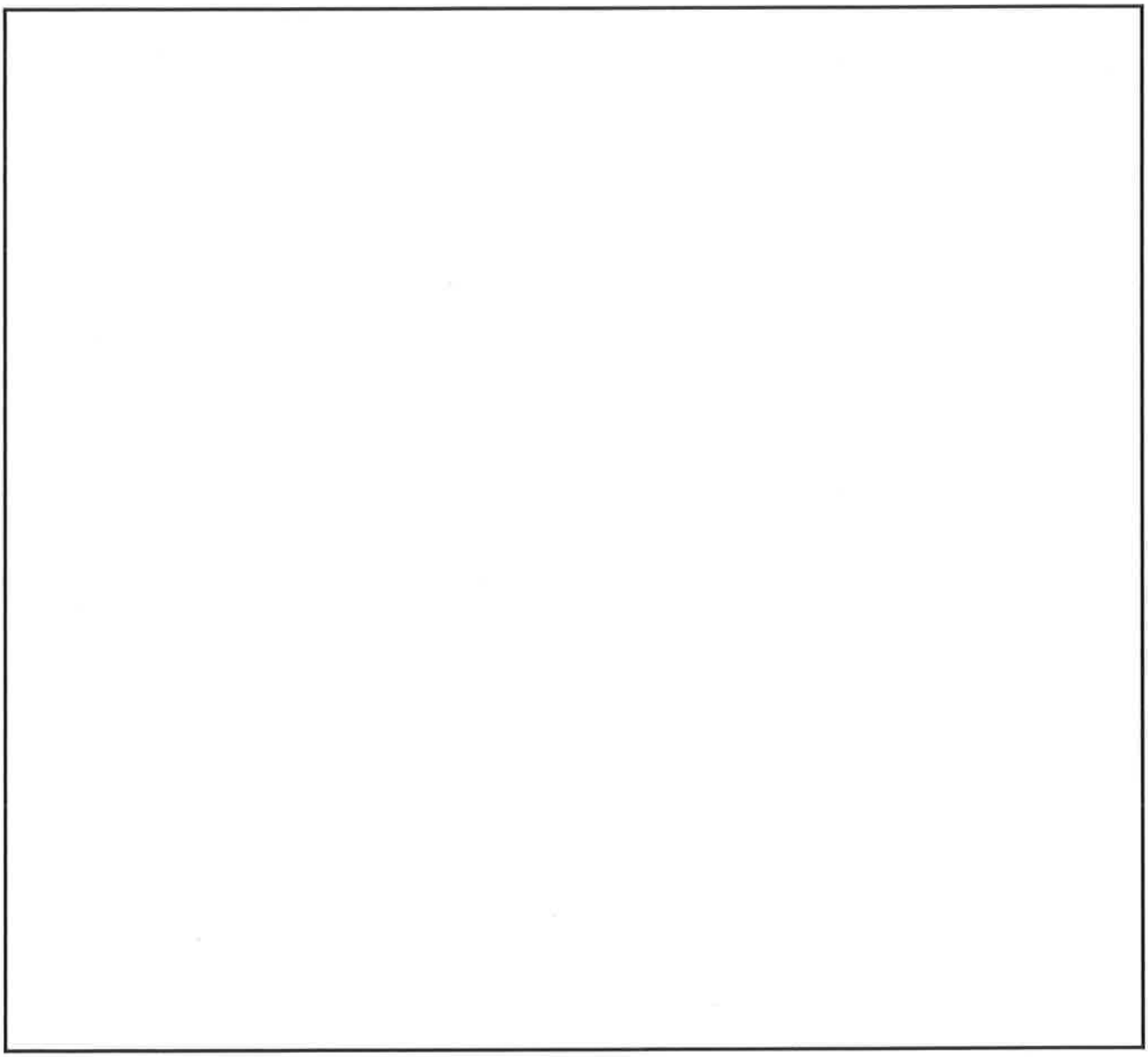
| tens | ones |
| --- | --- |
| | |

coin and place value charts

## Read

Benny has 4 dimes. Marcus has 4 pennies. Bennie says, "We have the same amount of money!" Is he correct? Use drawings or words to explain your thinking.

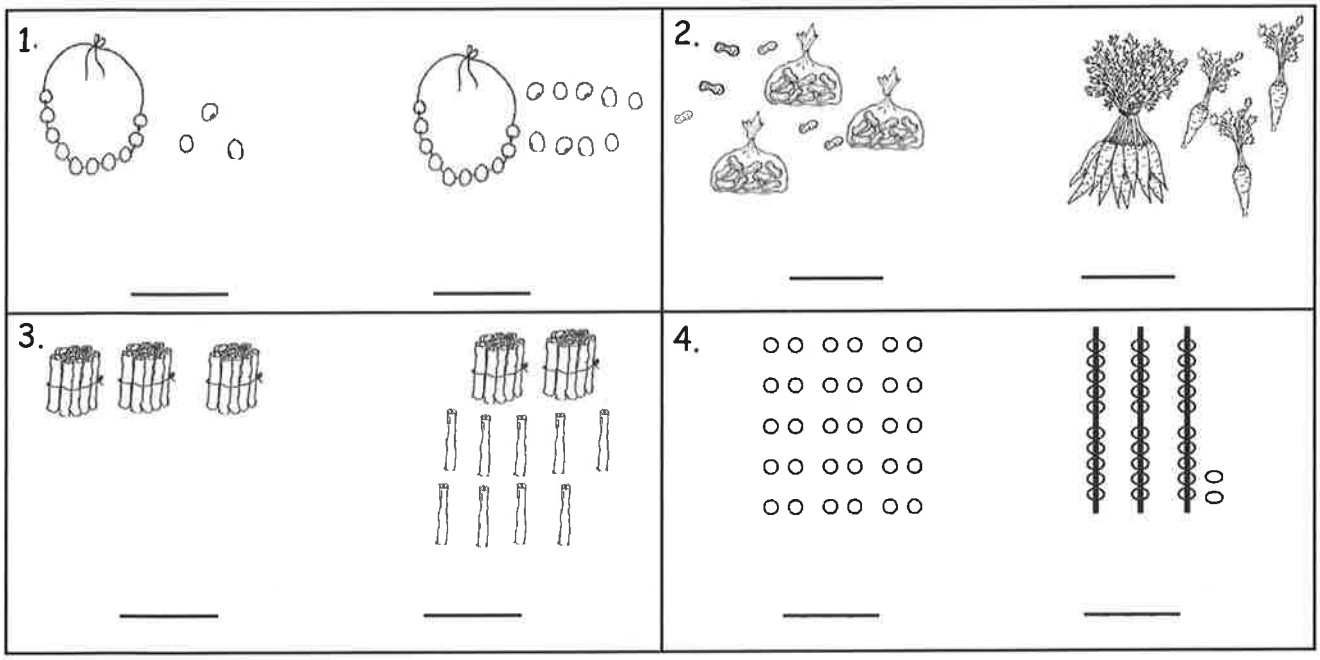
## Draw



# Write

Name _____ Date _____

For each pair, write the number of items in each set. Then, circle the set with the *greater* number of items.




5. Circle the number that is *greater* in each pair.

a. 1 ten 2 ones 3 tens 2 ones

b. 2 tens 8 ones 3 tens 2 ones

c. 19 15

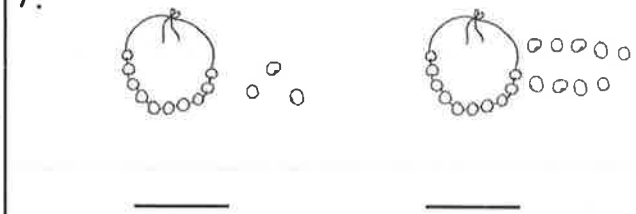
d. 31 26

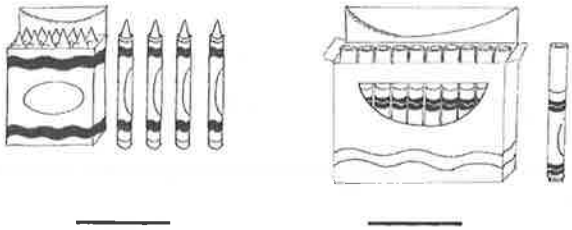
6. Circle the set of coins that has a *greater* value.

3 dimes

3 pennies

For each pair, write the number of items in each set. Circle the set with *fewer* items.

7. 

8. 

9. 


10. 

11. Circle the number that is *less* in each pair.

| | | |
|---|---|---|
| a. | 2 tens 5 ones | 1 ten 5 ones |
| b. | 28 ones | 3 tens 2 ones |
| c. | 18 | 13 |
| d. | 31 | 26 |

12. Circle the set of coins that has *less* value.

1 dime 2 pennies

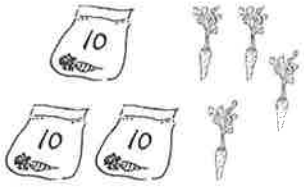
1 penny 2 dimes

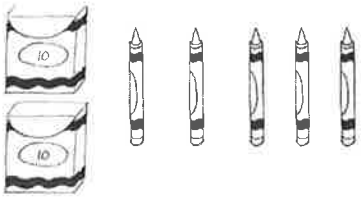
13. Circle the amount that is *less*. Draw or write to show how you know.

32 17

Name _____ Date _____

1. Write the number of items in each set. Then, circle the set that is *greater* in number. Write a statement to compare the two sets.

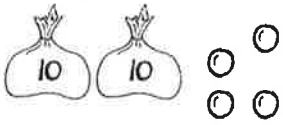


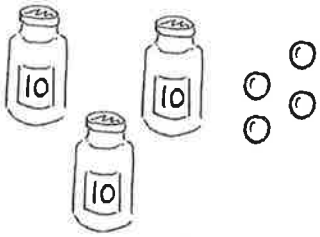




_____ _____

_____ is greater than _____.

2. Write the number of items in each set. Then, circle the set that is *less* in number. Say a statement to compare the two sets.




_____ _____

_____ is less than _____.

3. Circle the set of coins that has a greater value.

4. Circle the set of coins that has less value.

## Read

Anton picked 25 strawberries. He picked some more strawberries. Then, he had 35 strawberries.

a. Use a place value chart to show how many more strawberries Anton picked.

b. Write a statement comparing the two amounts of strawberries using one of these phrases: *greater than, less than,* or *equal to.*

## Draw

# Write

Name _____ Date _____

1. Draw quick tens and ones to show each number. Label the first drawing as *less than (L)*, *greater than (G)*, or *equal to (E)* the second. Write a phrase from the word bank to compare the numbers.

Word Bank

| |
|---|
| is greater than |
| is less than |
| is equal to |

a.

20 _____ 18

b. 2 tens 3tens

2 tens _____ 3 tens

c.

24 15

24 _____ 15

d.

26 32

26 _____ 32

2. Write a phrase from the word bank to compare the numbers.

36 _____ 3 tens 6 ones

1 ten 8 ones _____ 3 tens 1 one

38 _____ 26

1 ten 7 ones _____ 27

15 _____ 1 ten 2 ones

30 _____ 28

29 _____ 32

3. Put the following numbers in order from *least* to *greatest*. Cross off each number after it has been used.

| 9 | 40 | 32 | 13 | 23 |
|---|---|---|---|---|

4. Put the following numbers in order from *greatest* to *least*. Cross off each number after it has been used.

| 9 | 40 | 32 | 13 | 23 |
|---|---|---|---|---|

5. Use the digits 8, 3, 2, and 7 to make 4 different two-digit numbers less than 40. Write them in order from *greatest* to *least*.

| 8 | 3 | 2 | 7 |
|---|---|---|---|

Examples: 32, 27,...

Name _____ Date _____

1. Write the numbers in order from *greatest* to *least*.

| | | |
|---|---|---|
| | 40 | |
| 39 | | 29 |
| | 30 | |

_____ _____ _____ _____

2. Complete the sentence frames using the phrases from the word bank to compare the two numbers.

Word Bank

| |
|---|
| is greater than |
| is less than |
| is equal to |

a. 17 _____ 24

b. 23 _____ 2 tens 3 ones

c. 29 _____ 20

## Read

Carl has a collection of rocks. He collects 10 more rocks. Now he has 31 rocks. How many rocks did he have in the beginning?

a. Use place value charts to show how many rocks Carl had at the beginning.

b. Write a statement comparing how many rocks Carl started and ended with, using one of these phrases: *greater than, less than,* or *equal to.*

## Draw

# Write

Name _____ Date _____

1. Circle the alligator that is eating the *greater* number.

| a. | b. | c. | d. |
|---|---|---|---|
|  40 20 |  10 30 |  18 14 |  19 36 |

2. Write the numbers in the blanks so that the alligator is eating the *greater* number. With a partner, compare the numbers out loud, using *is greater than, is less than,* or *is equal to.* Remember to start with the number on the left.

| a. | b. | c. |
|---|---|---|
| 24 4  | 38 36  | 15 14  |
| d. | e. | f. |
| 20 2  | 36 35  | 20 19  |
| g. | h. | i. |
| 31 13  | 23 32  | 21 12  |

3. If the alligator is eating the *greater* number, circle it. If not, redraw the alligator.

| | |
|---|---|
| a. 20 > 19 | b. 32 < 23 |

4. Complete the charts so that the alligator is eating a *greater* number.

| | |
|---|---|
| a.   | b.   |
| c.   | d.   |
| e.   | f.   |
| g.   | h.   |
| i.   | j.   |

Name _____ Date _____

Write the numbers in the blanks so that the alligator is eating the greater number. Read the number sentence, using *is greater than*, *is less than*, or *is equal to*. Remember to start with the number on the left.

| | | |
|---|---|---|
| a. 12 10  | b. 22 24  | c. 17 25  |
| d. 13 3  | e. 27 28  | f. 30 21  |
| g. 12 21  | h. 31 13  | i. 32 23  |

## Read

Elaine and Mike were picking blueberries. Elaine had 19 blueberries and ate 10. Mike had 13 and picked 7 more. Compare Elaine and Mike's blueberries after Elaine ate some and Mike picked some more.

a. Use words and pictures to show how many blueberries each person has.

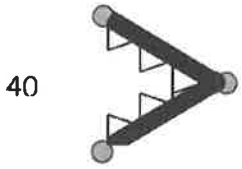
b. Use the term *greater than or less than* in your statement.

## Draw

# Write

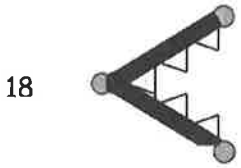
Name _____ Date _____

1. Use the symbols to compare the numbers. Fill in the blank with <, >, or = to make a true number sentence. Read the number sentences from left to right.




40 (>) 20

40 is greater than 20.




18 (<) 20

18 is less than 20.

| | | |
|---|---|---|
| a. 27 ◯ 24 | b. 31 ◯ 28 | c. 10 ◯ 13 |
| d. 13 ◯ 15 | e. 31 ◯ 29 | f. 38 ◯ 18 |
| g. 27 ◯ 17 | h. 32 ◯ 21 | i. 12 ◯ 21 |

2. Circle the correct words to make the sentence true. Use >, <, or = and numbers to write a true number sentence. The first one is done for you.

a. 36 | is greater than / is less than / (is equal to) | 3 tens 6 ones

36 = 36

b. 1 ten 4 ones | is greater than / is less than / is equal to | 17

_____ ◯ _____

c. 2 tens 4 ones | is greater than / is less than / is equal to | 34

_____ ◯ _____

d. 20 | is greater than / is less than / is equal to | 2 tens 0 ones

_____ ◯ _____

e. 31 | is greater than / is less than / is equal to | 13

_____ ◯ _____

f. 12 | is greater than / is less than / is equal to | 21

_____ ◯ _____

g. 17 | is greater than / is less than / is equal to | 3 ones 1 ten

_____ ◯ _____

h. 30 | is greater than / is less than / is equal to | 0 tens 30 ones

_____ ◯ _____

Name _____ Date _____

Circle the correct words to make the sentence true. Use >, <, or = and numbers to write a true number sentence.

a. 29 [is greater than / is less than / is equal to] 2 tens 6 ones

_____ ◯ _____

b. 1 ten 8 ones [is greater than / is less than / is equal to] 19

_____ ◯ _____

c. 2 tens 9 ones [is greater than / is less than / is equal to] 40

_____ ◯ _____

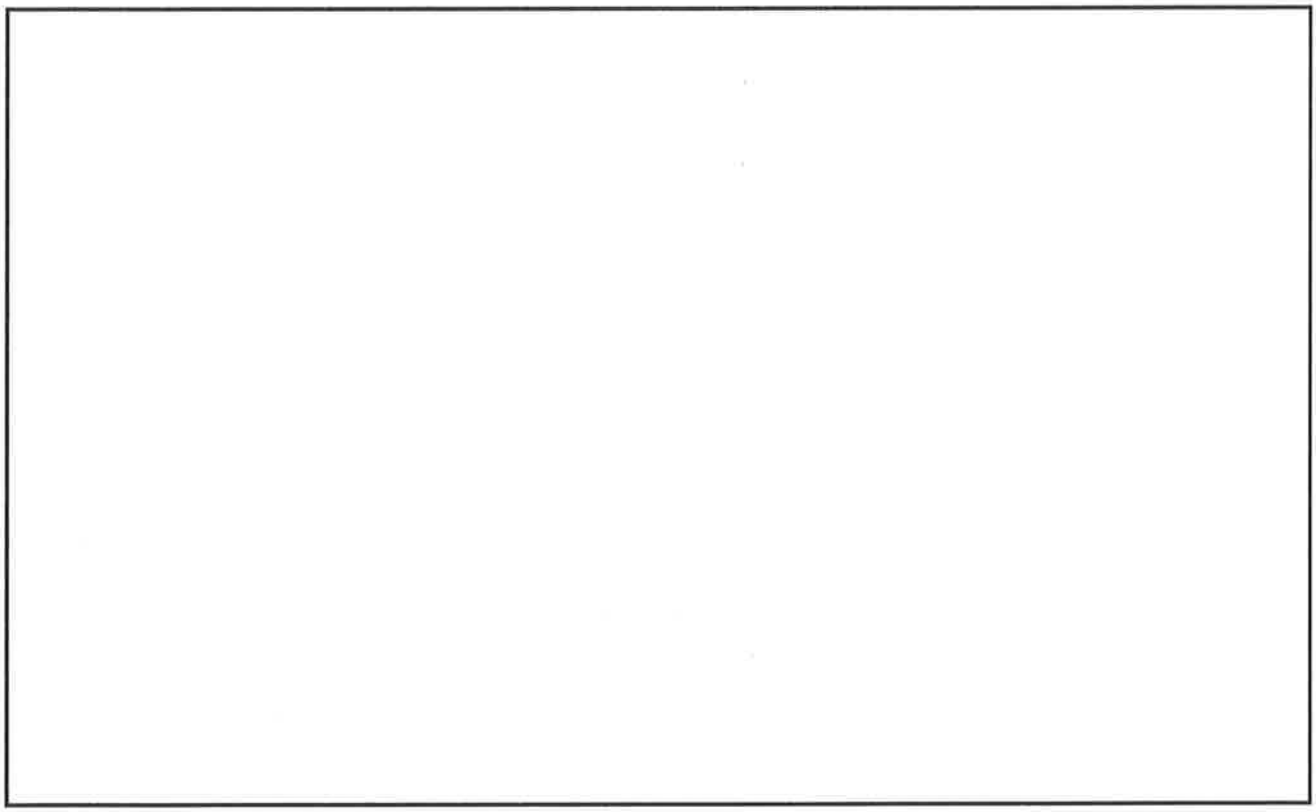
d. 39 [is greater than / is less than / is equal to] 4 tens 0 ones

_____ ◯ _____

## Read

Sharon has 3 dimes and 1 penny. Mia has 1 dime and 3 pennies. Whose amount of money has a greater value?

## Draw

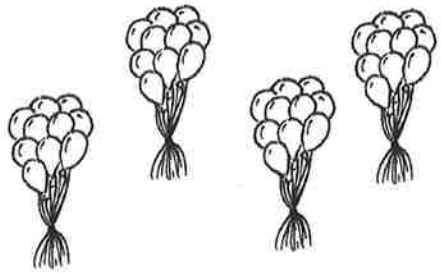


## Write

Name _____ Date _____

Complete the number bonds and number sentences to match the picture. The first one is done for you.

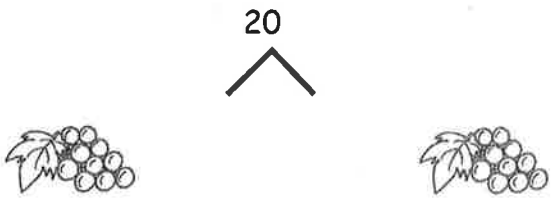
1.




**3 tens + 1 ten = 4 tens**

30 + 10 = 40

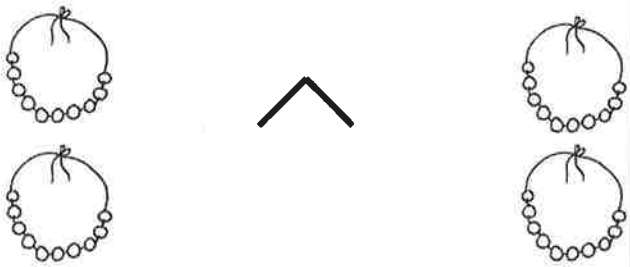
2.




_____ **ten** + _____ **ten** = _____ tens

_____

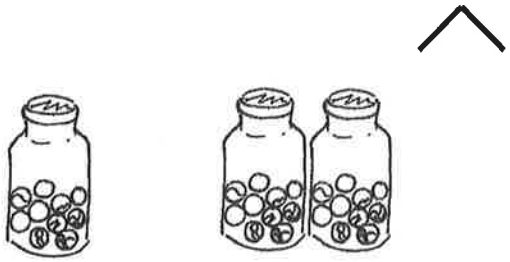
3.



_____ **tens** = _____ **tens** + _____ tens

_____

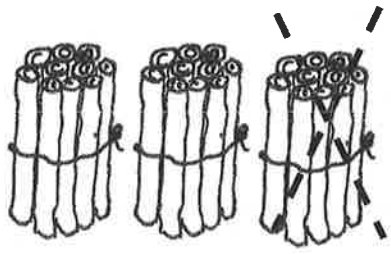
4.



_____ **tens** = _____ **tens** + _____ **ten**

_____

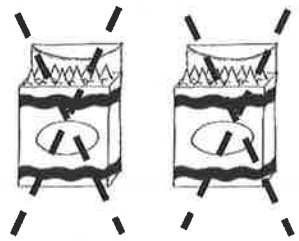
5.



_____ tens - _____ ten = _____ tens

_____

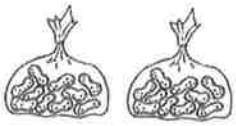
6.



_____ tens - _____ tens = _____ tens

_____

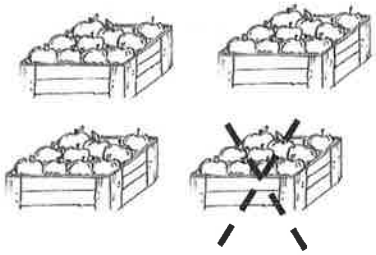
7.



_____ tens + _____ ten = _____ tens

_____

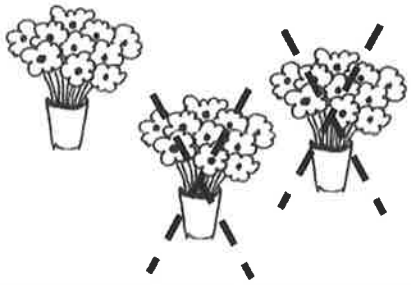
8.



_____ tens - _____ ten = _____ tens

_____ + _____

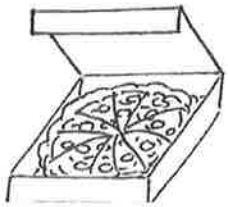
9.



_____ tens - _____ tens = _____ ten

_____

10.



_____ ten - _____ tens = _____ ten

_____





EUREKA MATH

11. Fill in the missing numbers. Match the related addition and subtraction facts.

a. 4 tens - 2 tens = _____ 2 tens + 1 ten = 3 tens

b. 40 – 30 = _____ 30 + 10 = 40

c. 30 – 20 = _____ 20 + 20 = 40

12. Fill in the missing numbers.

a. 20 + 20 = _____ b. 30 – 20 = _____ c. 10 + _____ = 40

d. 20 – _____ = 0 e. 40 – _____ = 10 f. _____ + _____ = 30

Name _____ Date _____

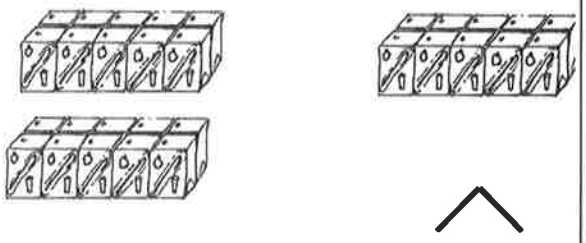
Complete the number bonds and number sentences.

1.


1 ten + 1 ten = _____ tens

_____ + _____ = 20

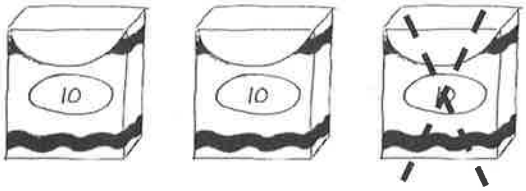
2.



_____ tens = _____ tens + _____ ten

_____ = _____ + _____

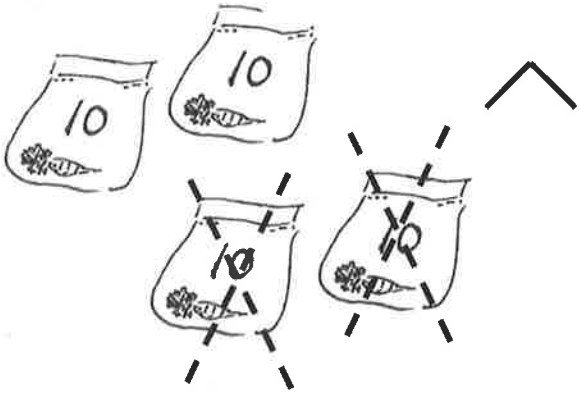
3.




_____ tens - _____ ten = _____ tens

_____ - _____ = _____

4.




_____ tens - _____ tens = _____ tens

_____ - _____ = _____



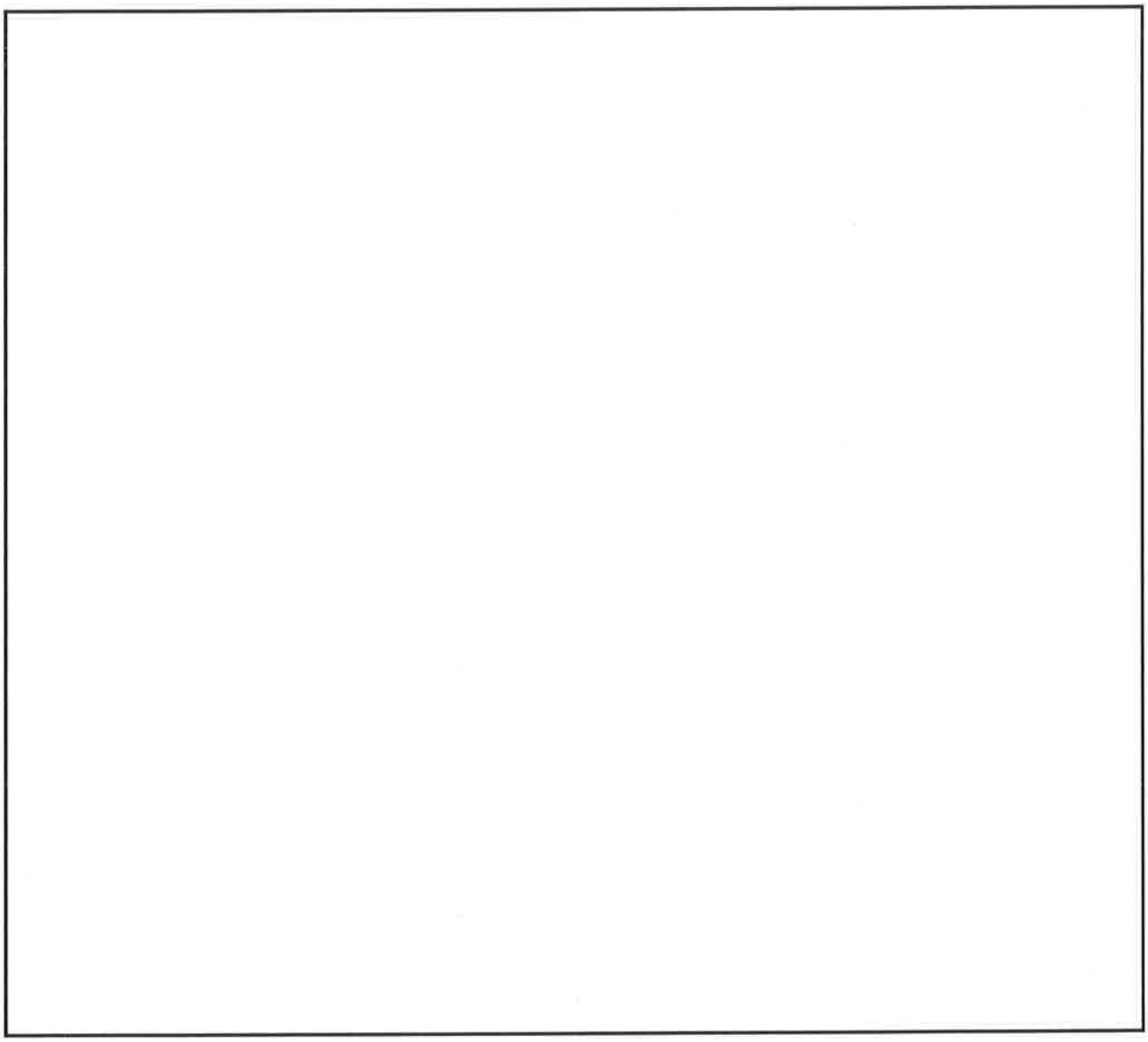


number bond/number sentence set

## Read

Thomas has a box of paper clips. He used 10 of them to measure the length of his big book. There are 20 paper clips still in the box. Use the arrow way to show how many paper clips were in the box at first.

## Draw

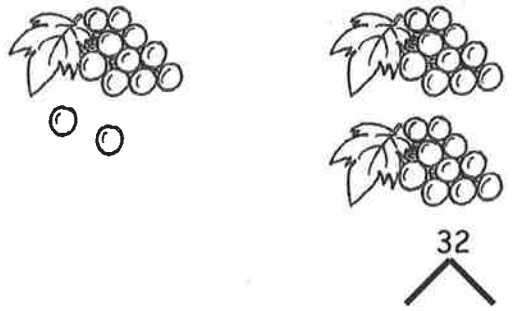


## Write

Name _____ Date _____

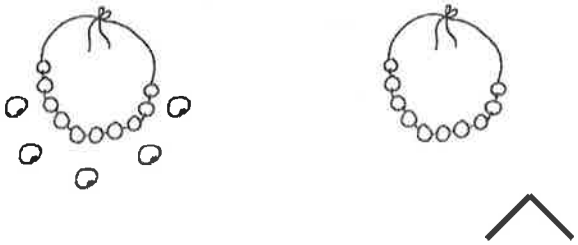
Fill in the missing numbers to match the picture. Write the matching number bond.

1.



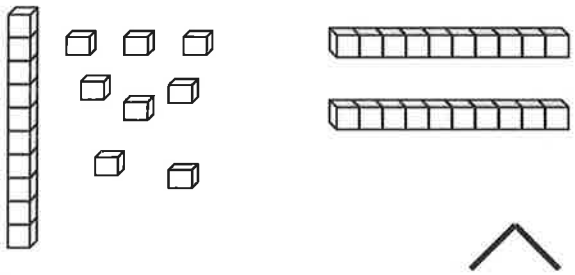

12 + 20 = _____

2.



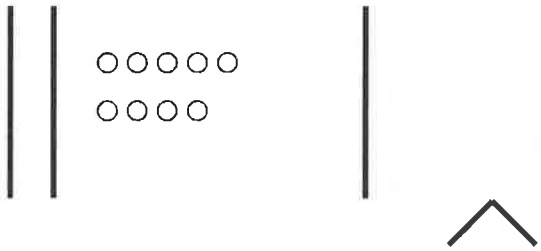
15 + _____ = _____

3.



_____ + _____ = _____

4.



_____ + _____ = _____

Draw using quick tens and ones. Complete the number bond, and write the sum in the place value chart and the number sentence.

5. 19 + 10 = _____

| tens | ones |
|---|---|
| | |

6. 20 + 14 = _____

| tens | ones |
|---|---|
| | |

Use arrow notation to solve.

| | |
|---|---|
| 7. 13 → +10 → ____ | 8. 19 → + → 39 |
| 9. ____ → +10 → 26 | 10. ____ → +20 → 38 |

Use the dimes and pennies to complete the place value charts and the number sentences.

11.

| tens | ones | | tens | ones | | tens | ones |
|---|---|---|---|---|---|---|---|
| | | + | | | = | | |

12.

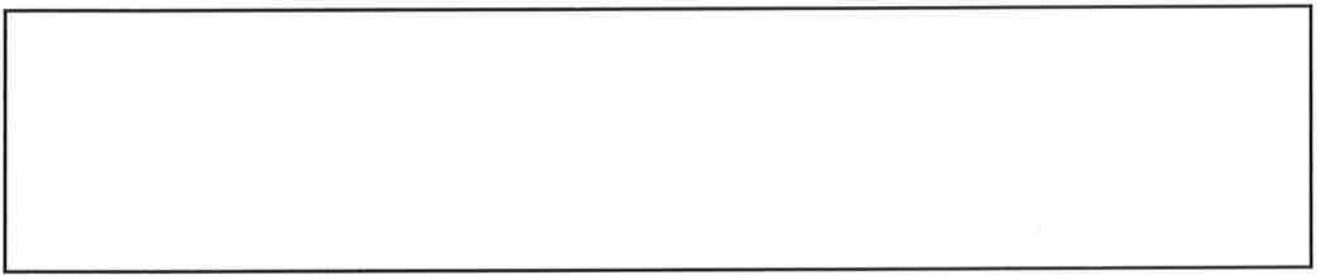
| tens | ones | | tens | ones | | tens | ones |
|---|---|---|---|---|---|---|---|
| | | + | | | = | | |

Name _____ Date _____

Complete the number sentences. Use quick tens, the arrow way, or coins to show your thinking.

28 + 10 = _____

14 + 20 = _____



Use linking cubes as you read, draw, and write (RDW) to solve the problems.

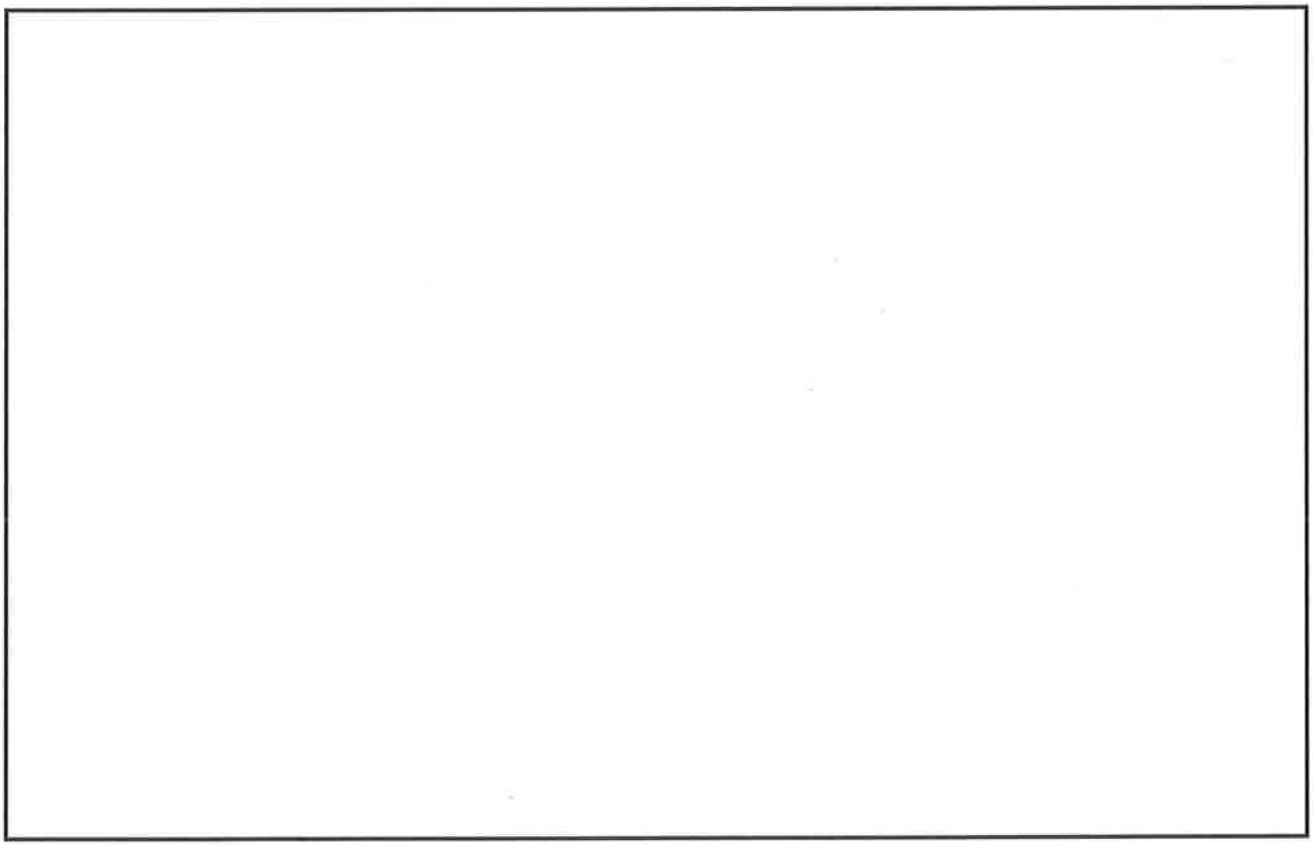
## Read

a. Emi had a linking cube train with 4 blue cubes and 2 red cubes. How many cubes were in her train?

b. Emi made another train with 6 yellow cubes and some green cubes. The train was made of 9 linking cubes. How many green cubes did she use?

c. Emi wants to make her train of 9 linking cubes into a train of 15 cubes. How many cubes does Emi need?

## Draw

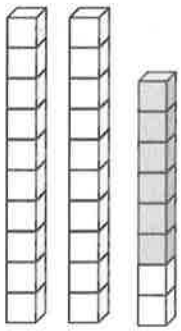


# Write

Name _____ Date _____

Use the pictures to complete the place value chart and number sentence. For Problems 5 and 6, make a quick ten drawing to help you solve.

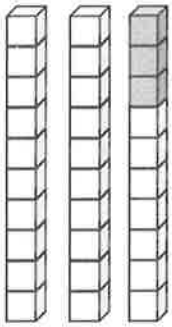
1.



| tens | ones |
|---|---|
| | |

22 + 6 = _____

2.



| tens | ones |
|---|---|
| | |

_____ + 3 = _____

3.

| tens | ones |
|---|---|
| | |

12 + _____ = _____

4.

| tens | ones |
|---|---|
| | |

_____ + _____ = _____

5.

| tens | ones |
|---|---|
| | |

24 + 6 = _____

6.

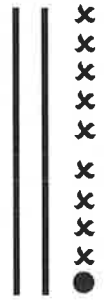
| tens | ones |
|---|---|
| | |

24 + 3 = _____

Draw quick tens, ones, and number bonds to solve. Complete the place value chart.

7. 21 + 9 = _____

| tens | ones |
|---|---|
| | |



8. 21 + 7 = _____

| tens | ones |
|---|---|
| | |

9. 13 + 7 = _____

| tens | ones |
|---|---|
| | |

10. 26 + 4 = _____

| tens | ones |
|---|---|
| | |

11. 32 + 3 = _____

| tens | ones |
|---|---|
| | |

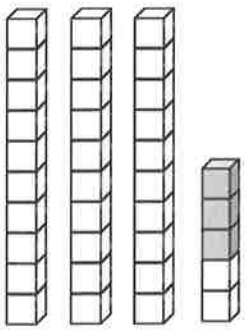
12. 38 + 2 = _____

| tens | ones |
|---|---|
| | |

Name _____ Date _____

Fill in the place value chart, and write a number sentence to match the picture.

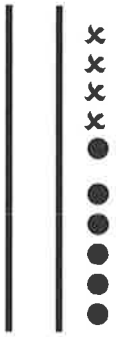
1.



| tens | ones |
|---|---|
| | |

_____ + _____ = _____

2.



| tens | ones |
|---|---|
| | |

_____ + _____ = _____

Draw quick tens, ones, and number bonds to solve. Complete the place value chart.

3.

33 + 6 = _____

| tens | ones |
|---|---|
| | |

4.

23 + 7 = _____

| tens | ones |
|---|---|
| | |

Use linking cubes and the RDW process to solve one or more of the problems.

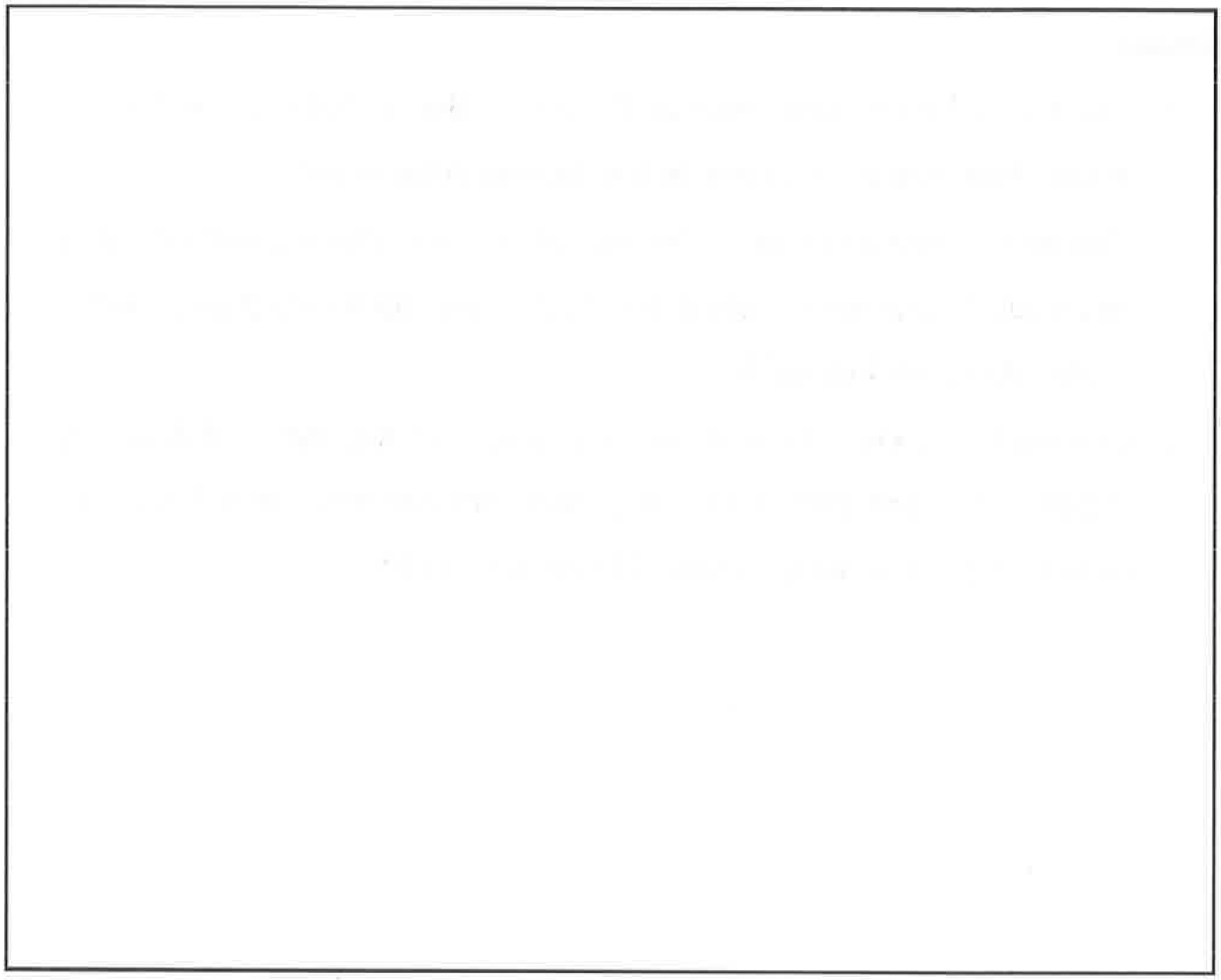
## Read

a. Emi had a linking cube train of 7 cubes. She added 4 cubes to the train. How many cubes are in her linking cube train?

b. Emi made another train of linking cubes. She started with 7 cubes and added some more cubes until her train was 9 cubes long. How many cubes did Emi add?

c. Emi made one more train of linking cubes. It was made of 8 linking cubes. She took some cubes off, and then her train was 4 linking cubes long. How many cubes did Emi take off?

## Draw



## Write

Name _____ Date _____

Use the pictures or draw quick tens and ones. Complete the number sentence and place value chart.

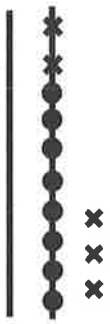
1. 18 + 1 = _____

| tens | ones |
|---|---|
| | |

2. 18 + 2 = _____

| tens | ones |
|---|---|
| | |

3. 18 + 5 = _____



| tens | ones |
|---|---|
| | |

4. 29 + 1 = _____

| tens | ones |
|---|---|
| | |

5. 29 + 3 = _____

| tens | ones |
|---|---|
| | |

6. 29 + 6 = _____

| tens | ones |
|---|---|
| | |

7. 16 + 4 = _____

| tens | ones |
|---|---|
| | |

8. 16 + 6 = _____

| tens | ones |
|---|---|
| | |

9. 26 + 6 = _____

| tens | ones |
|---|---|
| | |

Make a number bond to solve. Show your thinking with number sentences or the arrow way. Complete the place value chart.

10. $17 + 2 =$ _____

| tens | ones |
|---|---|
| | |

11. $17 + 5 =$ _____

| tens | ones |
|---|---|
| | |

12. $25 + 4 =$ _____

| tens | ones |
|---|---|
| | |

13. $25 + 6 =$ _____

| tens | ones |
|---|---|
| | |

14. $34 + 4 =$ _____

| tens | ones |
|---|---|
| | |

15. $34 + 8 =$ _____

| tens | ones |
|---|---|
| | |

Name _____ Date _____

Draw quick tens and ones. Complete the number sentence and place value chart.

1. $17 + 1 =$ _____

| tens | ones |
|---|---|
| | |

2. $17 + 3 =$ _____

| tens | ones |
|---|---|
| | |

3. $17 + 6 =$ _____

| tens | ones |
|---|---|
| | |

Make a number bond to solve. Show your thinking with number sentences or the arrow way. Complete the place value chart.

4. $32 + 7 =$ _____

| tens | ones |
|---|---|
| | |

5. $26 + 9 =$ _____

| tens | ones |
|---|---|
| | |

Use the RDW process to solve one or more of the problems.

## Read

a. Emi had a linking cube train of 6 cubes. She added 3 cubes to the train. How many cubes are in her linking cube train?

b. Emi made another train of linking cubes. She started with 7 cubes and added some more cubes until her train was 12 cubes long. How many cubes did Emi add?

c. Emi made one more train of linking cubes. It was made of 12 linking cubes. She took some cubes off, and then her train became 4 linking cubes long. How many cubes did Emi take off?

## Draw

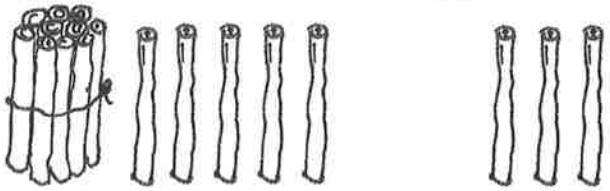
# Write

Name _____ Date _____

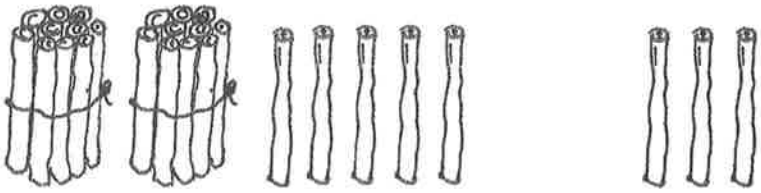
Solve the problems.

1. 

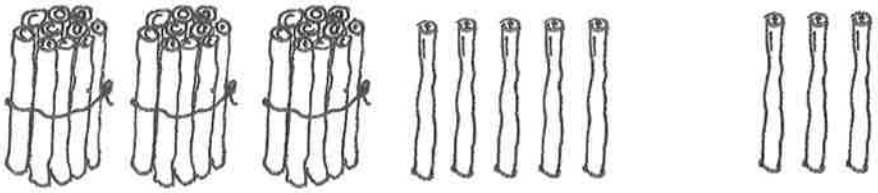
5 + 3 = _____

2. 

15 + 3 = _____

3. 

25 + 3 = _____

4. 

35 + 3 = _____

5. 

8 + 4 = _____

6. 


18 + 4 = _____

7. 


28 + 4 = _____

8. Solve the problems.

| | | | |
|---|---|---|---|
| a. 6 + 2 = ____ | b. 16 + 2 = ____ | c. 26 + 2 = ____ | d. 36 + 2 = ____ |
| e. 6 + 4 = ____ | f. 16 + 4 = ____ | g. 26 + 4 = ____ | h. 36 + 4 = ____ |
| i. 9 + 2 = ____ | j. 19 + 2 = ____ | k. 29 + 2 = ____ | |
| l. 8 + 6 = ____ | m. 18 + 6 = ____ | n. 28 + 6 = ____ | |

Solve the problems. Show the 1-digit addition sentence that helped you solve.

9. 23 + 6 = ____ _____

10. 27 + 6 = ____ _____

Name _____ Date _____

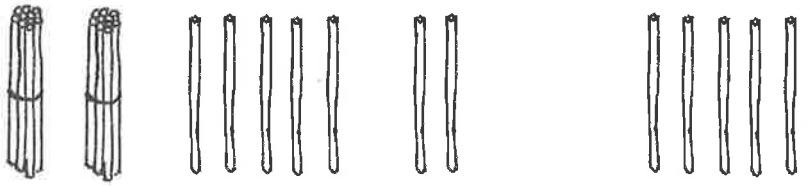
1. Solve the problems.

a. 

7 + 5 = _____

b. 

17 + 5 = _____

c. 

27 + 5 = _____

Solve the problems.

2. a. 5 + 3 = _____

b. 15 + 3 = _____

c. 25 + 3 = _____

d. 35 + 3 = _____

3. a. 5 + 8 = _____

b. 15 + 8 = _____

c. 25 + 8 = _____

Use the RDW process to solve one or more of the problems without using linking cubes.

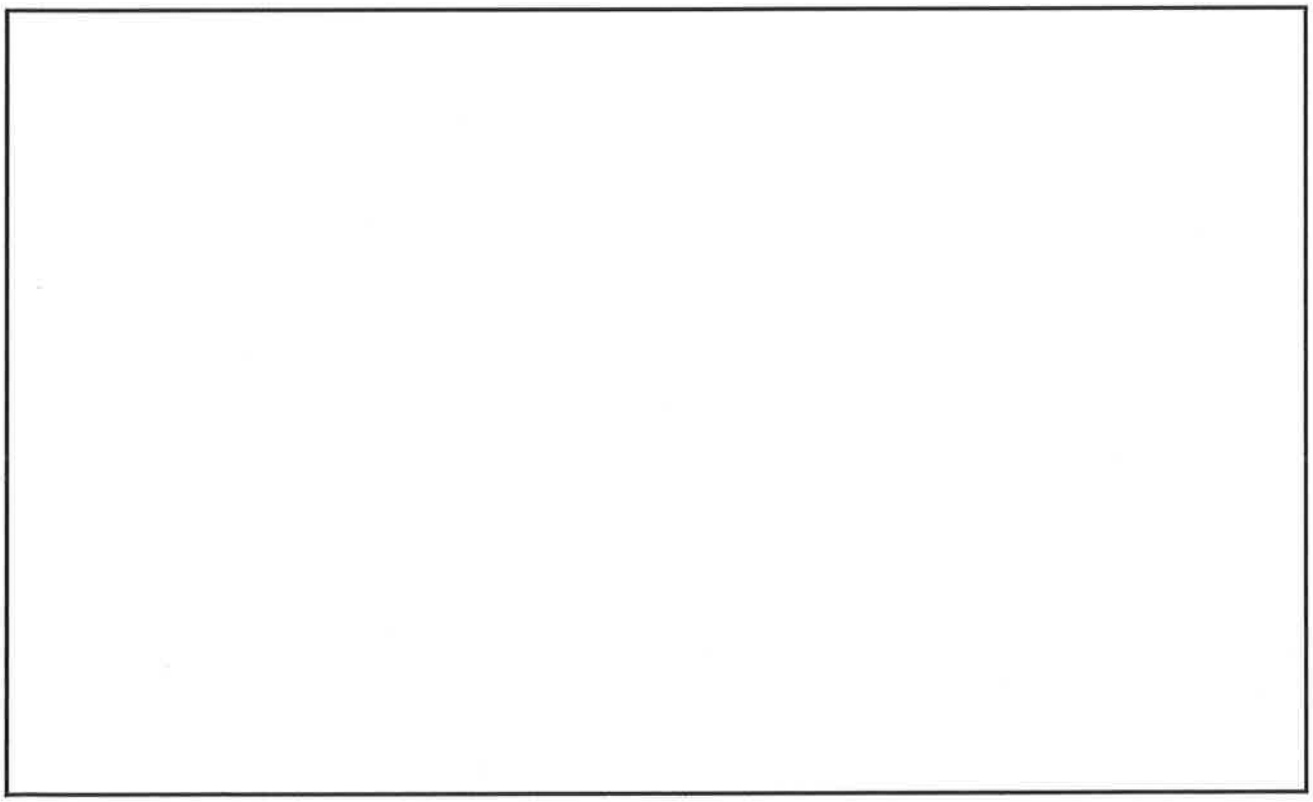
## Read

a. Emi had a linking cube train with 14 blue cubes and 2 red cubes. How many cubes were in her train?

b. Emi made another train with 16 yellow cubes and some green cubes. The train was made of 19 linking cubes. How many green cubes did she use?

c. Emi wants to make her train of 8 linking cubes into a train of 17 cubes. How many cubes does Emi need?

## Draw



## Write

Name _____ Date _____

Draw quick tens and ones to help you solve the addition problems.

| | |
|---|---|
| 1. 16 + 3 = ____ | 2. 17 + 3 = ____ |
| 3. 18 + 20 = ____ | 4. 31 + 8 = ____ |
| 5. 3 + 14 = ____ | 6. 6 + 30 = ____ |
| 7. 23 + 7 = ____ | 8. 17 + 3 = ____ |

With a partner, try more problems using quick ten drawings, number bonds, or the arrow way.

9. 32 + 7 = _____

10. 13 + 20 = _____

11. 6 + 34 = _____

12. 4 + 36 = _____

13. 20 + 18 = _____

14. 14 + 20 = _____


15. Draw dimes and pennies to help you solve the addition problems.

a. 16 + 20 = _____

b. 22 + 7 = _____

Name _____ Date _____

Solve using quick ten drawings to show your work.

1. 24 + 5

2. 14 + 20

Draw number bonds to solve.

3. 19 + 20

4. 36 + 3

5. Draw dimes and pennies to help you solve the addition problem.

13 + 20

Use the RDW process to solve one or more of the problems.

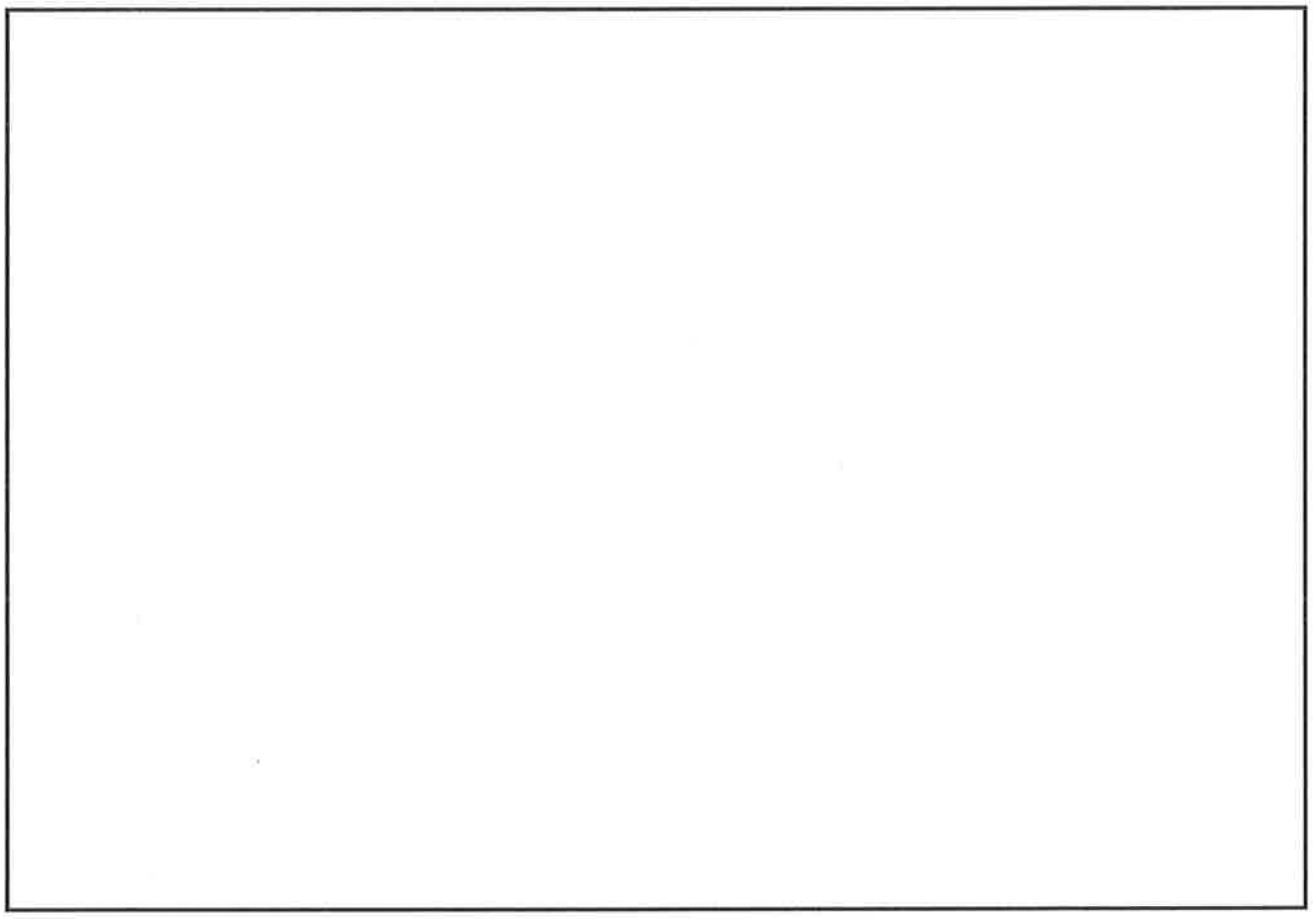
## Read

a. Ben had 7 fish. He bought 4 fish at the store. How many fish does Ben have?

b. Maria had 7 fish in her tank this morning. She bought some more fish, and now she has 9. How many fish did she buy?

c. Anton had 8 fish. Some of the fish died, and now Anton has 4 fish. How many fish died?

## Draw



# Write

Name _____ Date _____

Solve the problems by drawing quick tens and ones or a number bond.

| | |
|---|---|
| 1. 25 + 1 = _____ | 2. 25 + 10 = _____ |
| 3. 15 + 4 = _____ | 4. 15 + 20 = _____ |
| 5. 16 + 7 = _____ | 6. 26 + 7 = _____ |
| 7. 23 + 7 = _____ | 8. 33 + 7 = _____ |

| 9. 16 + 20 = _____ | 10. 6 + 24 = _____ |
| --- | --- |
| | |

11. Try more problems with a partner. Use your personal white board to help you solve.

a. 4 + 26

b. 28 + 4

c. 32 + 7

d. 20 + 18

e. 9 + 23

f. 9 + 27

Choose one problem you solved by drawing quick tens, and be ready to discuss.

Choose one problem you solved using the number bond, and be ready to discuss.

Name _____ Date _____

Find the totals using quick ten drawings or number bonds.

| | |
|---|---|
| 1. 17 + 8 = _____ | 2. 28 + 7 = _____ |
| 3. 24 + 10 = _____ | 4. 19 + 20 = _____ |

Use the RDW process to solve one or both of the problems.

## Read

a. Some ducks were in a pond. 4 baby ducks joined them. Now, there are 6 ducks in the pond. How many ducks were in the pond at first?

b. Some frogs were in a pond. Three jumped out, and now there are 5 frogs in the pond. How many frogs were in the pond at first?

## Draw

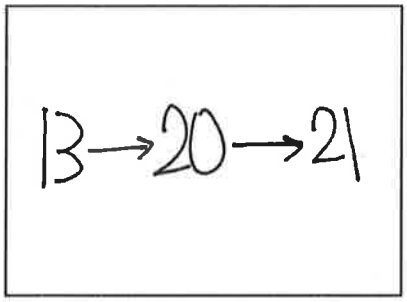
# Write

Name _____ Date _____

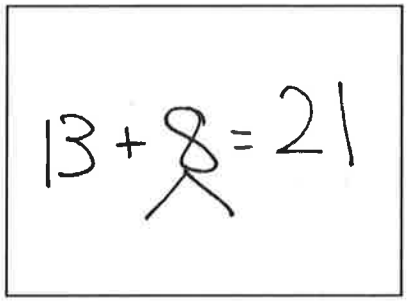
1. Each of the solutions is missing numbers or parts of the drawing. Fix each one so it is accurate and complete.

$$13 + 8 = 21$$

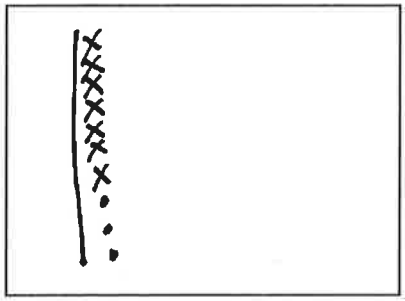
a.




b.



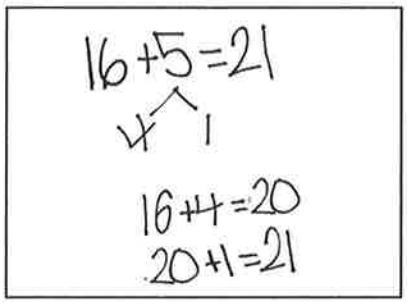

c.



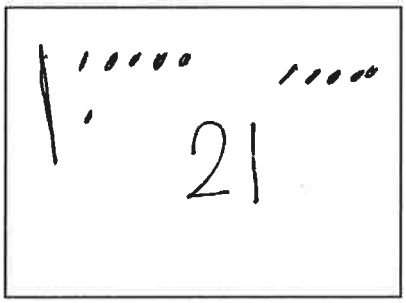
2. Circle the student work that correctly solves the addition problem.

$$16 + 5$$

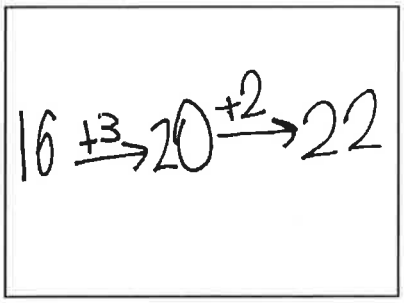
a.




b.




c.

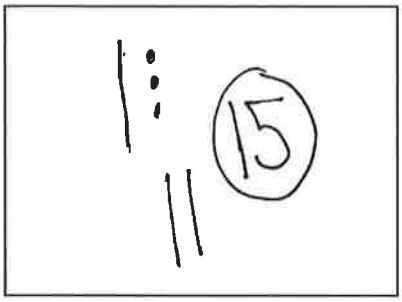



d. Fix the work that was incorrect by making new work in the space below with the matching number sentence.

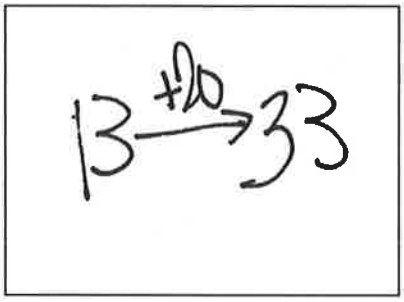
3. Circle the student work that correctly solves the addition problem.

$$13 + 20$$

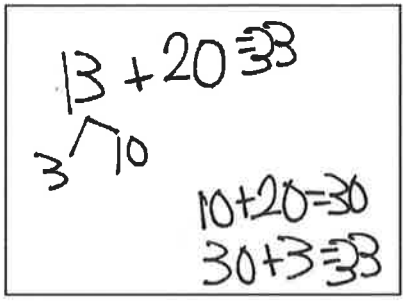
a.




b.




c.




d. Fix the work that was incorrect by making a new drawing in the space below with the matching number sentence.

4. Solve using quick tens, the arrow way, or number bonds.

$$17 + 5 = \_\_\_\_$$

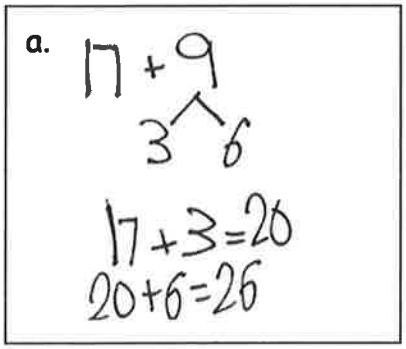
Share with your partner. Discuss why you chose to solve the way you did.

Name _____ Date _____

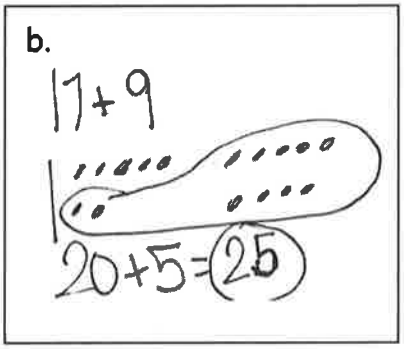
Circle the work that correctly solves the addition problem.

17 + 9

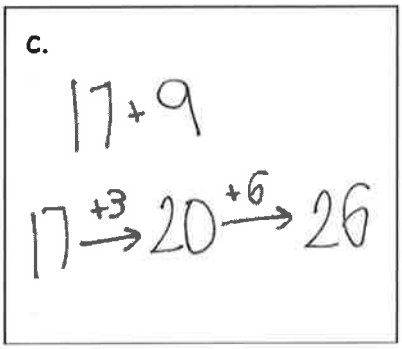
a.




b.



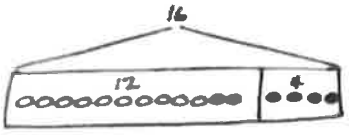

c.




d. Fix the work that was incorrect by making a new drawing in the space below with the matching number sentence.

Name _____ Date _____

Read the word problem.
Draw a tape diagram and label.
Write a number sentence and a statement that matches the story.




1. Lee saw 6 squashes and 7 pumpkins growing in his garden. How many vegetables did he see growing in his garden?

Lee saw _____ vegetables.

2. Kiana caught 6 lizards. Her brother caught 6 snakes. How many reptiles do they have altogether?

Kiana and her brother have _____ reptiles.

3. Anton's team has 12 soccer balls on the field and 3 soccer balls in the coach's bag. How many soccer balls does Anton's team have?

Anton's team has _____ soccer balls.

4. Emi had 13 friends over for dinner. 4 more friends came over for cake. How many friends came over to Emi's house?

There were _____ friends.

5. 6 adults and 12 children were swimming in the lake. How many people were swimming in the lake?

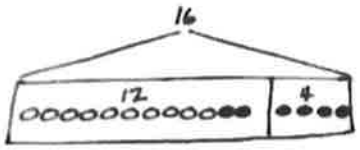
There were _____ people swimming in the lake.

6. Rose has a vase with 13 flowers. She puts 7 more flowers in the vase. How many flowers are in the vase?

There are _____ flowers in the vase.

Name _____ Date _____

Read the word problem.
Draw a tape diagram and label.
Write a number sentence and a statement that matches the story.

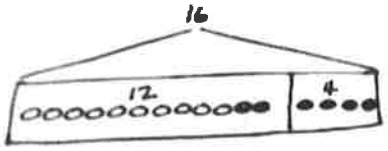



Peter counted 14 ladybugs in a garden, and Lee counted 6 ladybugs outside of the garden. How many ladybugs did they count in all?

They counted _____ ladybugs.

Name _____ Date _____

Read the word problem.
Draw a tape diagram and label.
Write a number sentence and a statement that matches the story.




1. 9 dogs were playing at the park. Some more dogs came to the park. Then, there were 11 dogs. How many more dogs came to the park?

_____ more dogs came to the park.

2. 16 strawberries are in a basket for Peter and Julio. Peter eats 8 of them. How many are there for Julio to eat?

Julio has _____ strawberries to eat.

3. 13 children are on the roller coaster. 3 adults are on the roller coaster. How many people are on the roller coaster?

There are _____ people on the roller coaster.

4. 13 people are on the roller coaster now. 3 adults are on the roller coaster, and the rest are children. How many children are on the roller coaster?

There are _____ children on the roller coaster.

5. Ben has 6 baseball practices in the morning this month. If Ben also has 6 practices in the afternoon, how many baseball practices does Ben have?

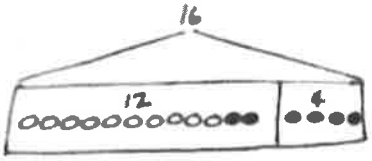
Ben has _____ baseball practices.

6. Some yellow beads were on Tamra's bracelet. After she put 14 purple beads on the bracelet, there were 18 beads. How many yellow beads did Tamra's bracelet have at first?

Tamra's bracelet had _____ yellow beads.

Name _____ Date _____

Read the word problem.
Draw a tape diagram and label.
Write a number sentence and a statement that matches the story.

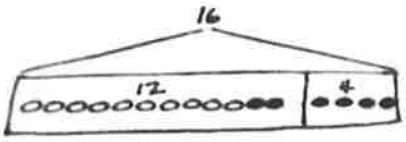



There were 6 turtles in the tank. Dad bought some more turtles. Now, there are 12 turtles. How many turtles did Dad buy?

Dad bought _____ turtles.

Name _____ Date _____

Read the word problem.
Draw a tape diagram and label.
Write a number sentence and a statement that matches the story.




1. Rose drew 7 pictures, and Willie drew 11 pictures. How many pictures did they draw all together?

They drew _____ pictures.

2. Darnel walked 7 minutes to Lee's house. Then, he walked to the park. Darnel walked for a total of 18 minutes. How many minutes did it take Darnel to get to the park?

It took Darnel _____ minutes to get to the park.

3. Emi has some goldfish. Tamra has 14 betta fish. Tamra and Emi have 19 fish in all. How many goldfish does Emi have?

Emi has _____ goldfish.

4. Shanika built a block tower using 14 blocks. Then, she added 4 more blocks to the tower. How many blocks are there in the tower now?

The tower is made of _____ blocks.

5. Nikil's tower is 15 blocks tall. He added some more blocks to his tower. His tower is 18 blocks tall now. How many blocks did Nikil add?

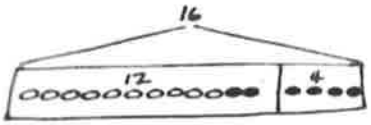
Nikil added _____ blocks.

6. Ben and Peter caught 17 tadpoles. They gave some to Anton. They have 4 tadpoles left. How many tadpoles did they give to Anton?

They gave Anton _____ tadpoles.

Name _____ Date _____

Read the word problem.
Draw a tape diagram and label.
Write a number sentence and a statement that matches the story.




Shanika read some pages on Monday. On Tuesday, she read 6 pages. She read 13 pages during the 2 days. How many pages did she read on Monday?

Shanika read _____ pages on Monday.

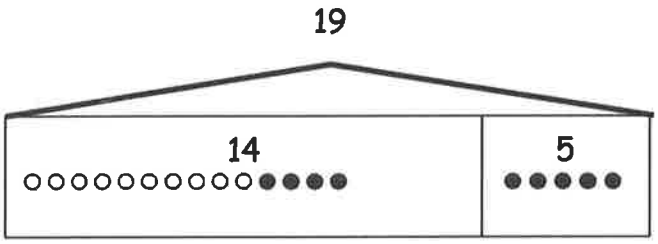
Name _____ Date _____

Use the tape diagrams to write a variety of word problems. Use the word bank if needed. Remember to label your model after you write the story.

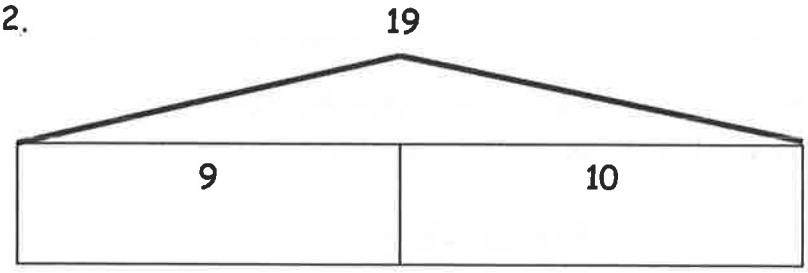
| Topics (Nouns) | | |
|---|---|---|
| flowers | goldfish | lizards |
| stickers | rockets | cars |
| frogs | crackers | marbles |

| Actions (Verbs) | | |
|---|---|---|
| hide | eat | go away |
| give | draw | get |
| collect | build | play |

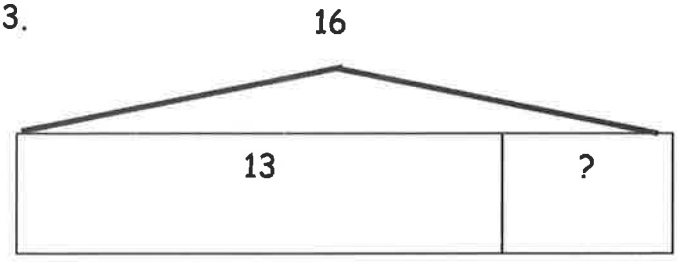
1.



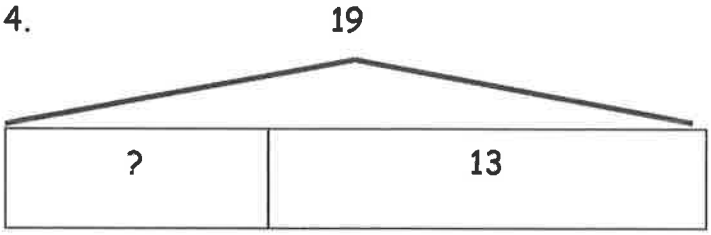
2.



3.

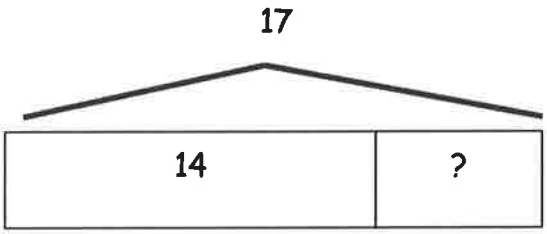


4.



Name _____ Date _____

Circle the 2 story problems that match the tape diagram.




a. There are 14 ants on the picnic blanket. Then, some more ants came over. Now, there are 17 ants on the picnic blanket. How many ants came over?

b. 14 children are on the playground from one class. Then, 17 children from another class came to the playground. How many children are on the playground now?

c. 17 grapes were on the plate. Willie ate 14 grapes. How many grapes are on the plate now?

## Read

Kim picks up 10 loose pencils and puts them in a cup. Ben has 1 package of 10 pencils that he adds to the cup. How many pencils are now in the cup?

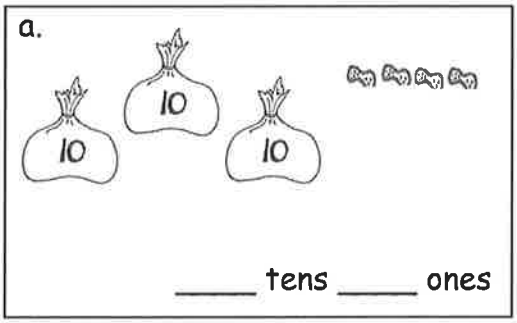
## Draw

## Write

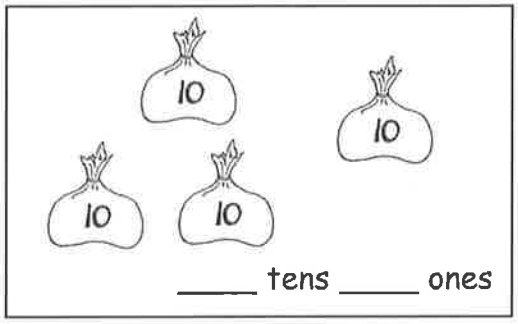
Name _____ Date _____

1. Fill in the blanks, and match the pairs that show the same amount.

a.

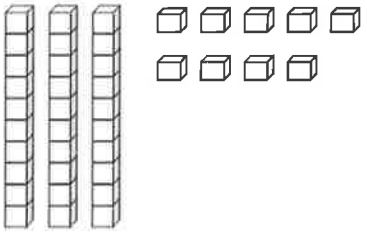



_____ tens _____ ones

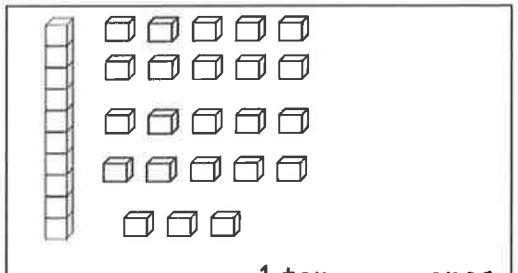



_____ tens _____ ones

b.

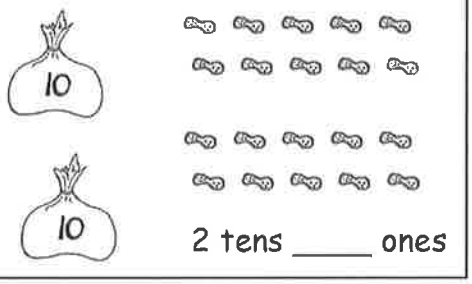


_____ tens _____ ones

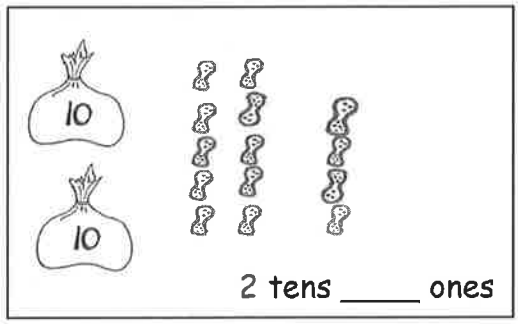


1 ten _____ ones

c.

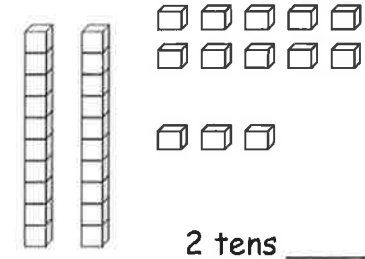



2 tens _____ ones

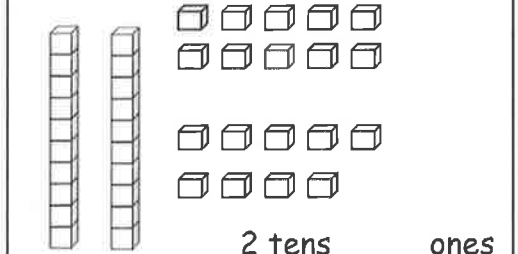



2 tens _____ ones

d.



2 tens _____ ones



2 tens _____ ones

2. Match the place value charts that show the same amount.

a.

| tens | ones |
|---|---|
| 2 | 2 |

| tens | ones |
|---|---|
| 3 | 6 |

b.

| tens | ones |
|---|---|
| 2 | 16 |

| tens | ones |
|---|---|
| 3 | 4 |

c.

| tens | ones |
|---|---|
| 2 | 14 |

| tens | ones |
|---|---|
| 1 | 12 |

3. Check each sentence that is true.

☐ a. 27 is the same as 1 ten 17 ones.

☐ b. 33 is the same as 2 tens 23 ones.

☐ c. 37 is the same as 2 tens 17 ones.

☐ d. 29 is the same as 1 ten 19 ones.

4. Lee says that 35 is the same as 2 tens 15 ones, and Maria says that 35 is the same as 1 ten 25 ones. Draw quick tens to show if either Lee or Maria is correct.

Name _____ Date _____

1. Match the place value charts that show the same amount.

a.

| tens | ones |
|---|---|
| 2 | 12 |

| tens | ones |
|---|---|
| 2 | 16 |

b.

| tens | ones |
|---|---|
| 2 | 8 |

| tens | ones |
|---|---|
| 1 | 18 |

c.

| tens | ones |
|---|---|
| 3 | 6 |

| tens | ones |
|---|---|
| 3 | 2 |

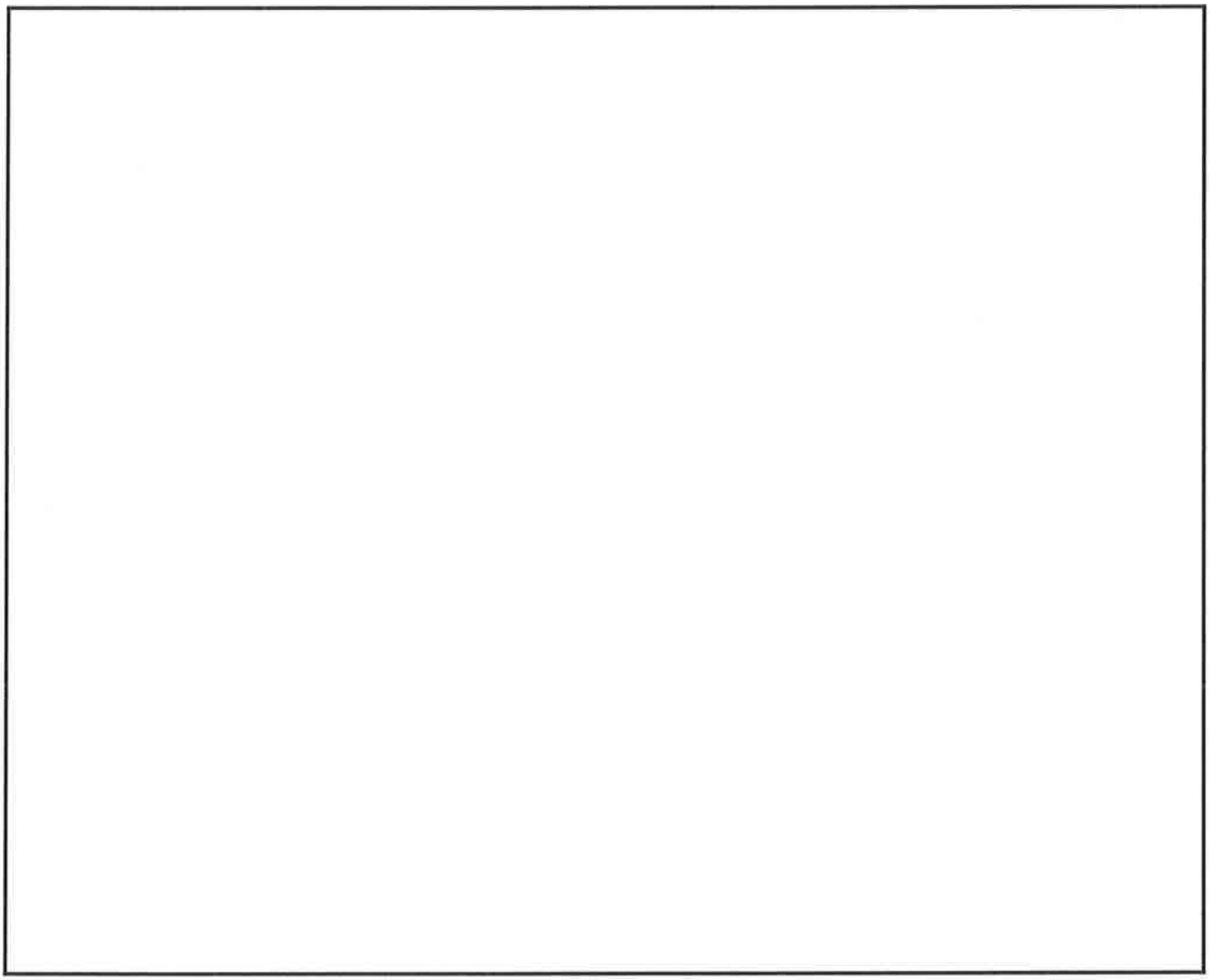
2. Tamra says that 24 is the same as 1 ten 14 ones, and Willie says that 24 is the same as 2 tens 14 ones. Draw quick tens to show if Tamra or Willie is correct.

## Read

A dog hides 11 bones behind his doghouse. Later, his owner gives him 5 more bones. How many bones does the dog have now?

**Extension:** All the bones are brown or white. The same number of bones are brown as white. How many brown bones does the dog have?

## Draw



# Write

Name _____ Date _____

1. Solve using number bonds. Write the two number sentences that show that you added the ten first. Draw quick tens and ones if that helps you.

a.

14 + 13 = _____

10 3

14 + 10 = 24

24 + 3 = 27

b.

13 + 24 = _____

10 3

24 + 10 = _____

_____ + 3 = _____

c.

16 + 13 = _____

10 3

16 + 10 = _____

_____ + 3 = _____

d.

13 + 26 = _____

10 3

26 + 10 = _____

_____ + _____ = _____

e.

15 + 15 = _____

10 5

_____ + _____ = _____

_____ + _____ = _____

f.

15 + 25 = _____

_____ + _____ = _____

_____ + _____ = _____

2. Solve using number bonds or the arrow way. Part (a) has been started for you.

| | |
|---|---|
| a. $15 + 13 =$ _____   | b. $14 + 23 =$ _____ |
| c. $16 + 14 =$ _____ | d. $14 + 26 =$ _____ |
| e. $21 + 17 =$ _____ | f. $17 + 23 =$ _____ |
| g. $21 + 18 =$ _____ | h. $18 + 12 =$ _____ |

Name _____ Date _____

Solve using number bonds. Write the two number sentences that show that you added the ten first.

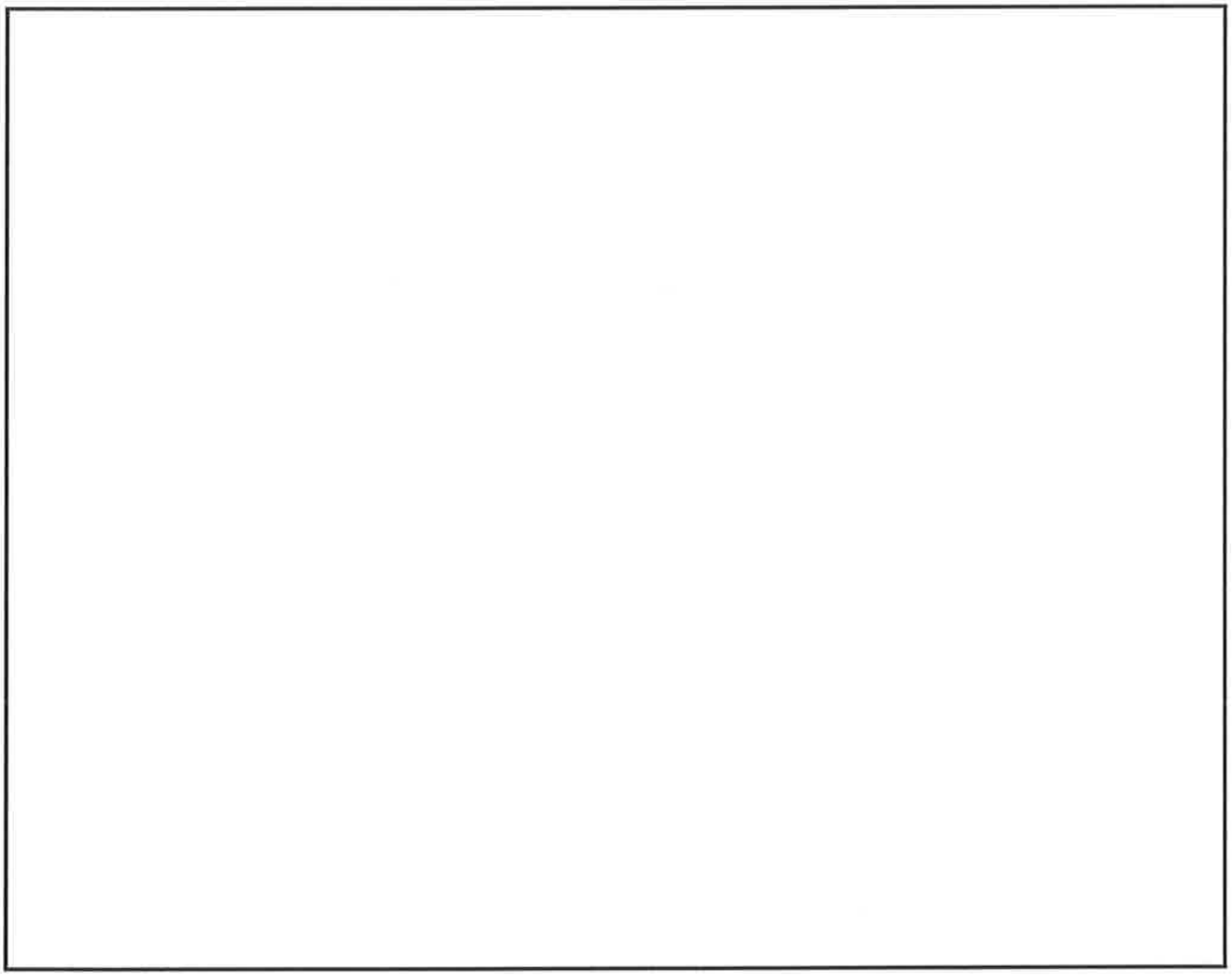
| | |
|---|---|
| 1. 13 + 26 =  _____ + _____ = _____ _____ + _____ = _____ | 2. 19 + 21 =  _____ + _____ = _____ _____ + _____ = _____ |

## Read

A chipmunk hides 11 acorns under a tree. Later, he gives 5 of the acorns to his friend. How many acorns does the chipmunk have?

**Extension:** A squirrel has double the number of acorns the chipmunk had to begin with. How many acorns does the squirrel have?

## Draw



# Write

Name _____ Date _____

1. Solve using number bonds. This time, add the tens first. Write the 2 number sentences to show what you did.

| | |
|---|---|
| a. 11 + 14 = _____ | b. 21 + 14 = _____ |
| c. 14 + 15 = _____ | d. 26 + 14 = _____ |
| e. 26 + 13 = _____ | f. 13 + 24 = _____ |

2. Solve using number bonds. This time, add the ones first. Write the 2 number sentences to show what you did.

| | |
|---|---|
| a. 29 + 11 = _____ | b. 17 + 13 = _____ |
| c. 14 + 16 = _____ | d. 26 + 13 = _____ |
| e. 28 + 11 = _____ | f. 12 + 27 = _____ |
| g. 18 + 12 = _____ | h. 22 + 18 = _____ |

Name _____ Date _____

Solve using number bonds. Write the 2 number sentences to record what you did.

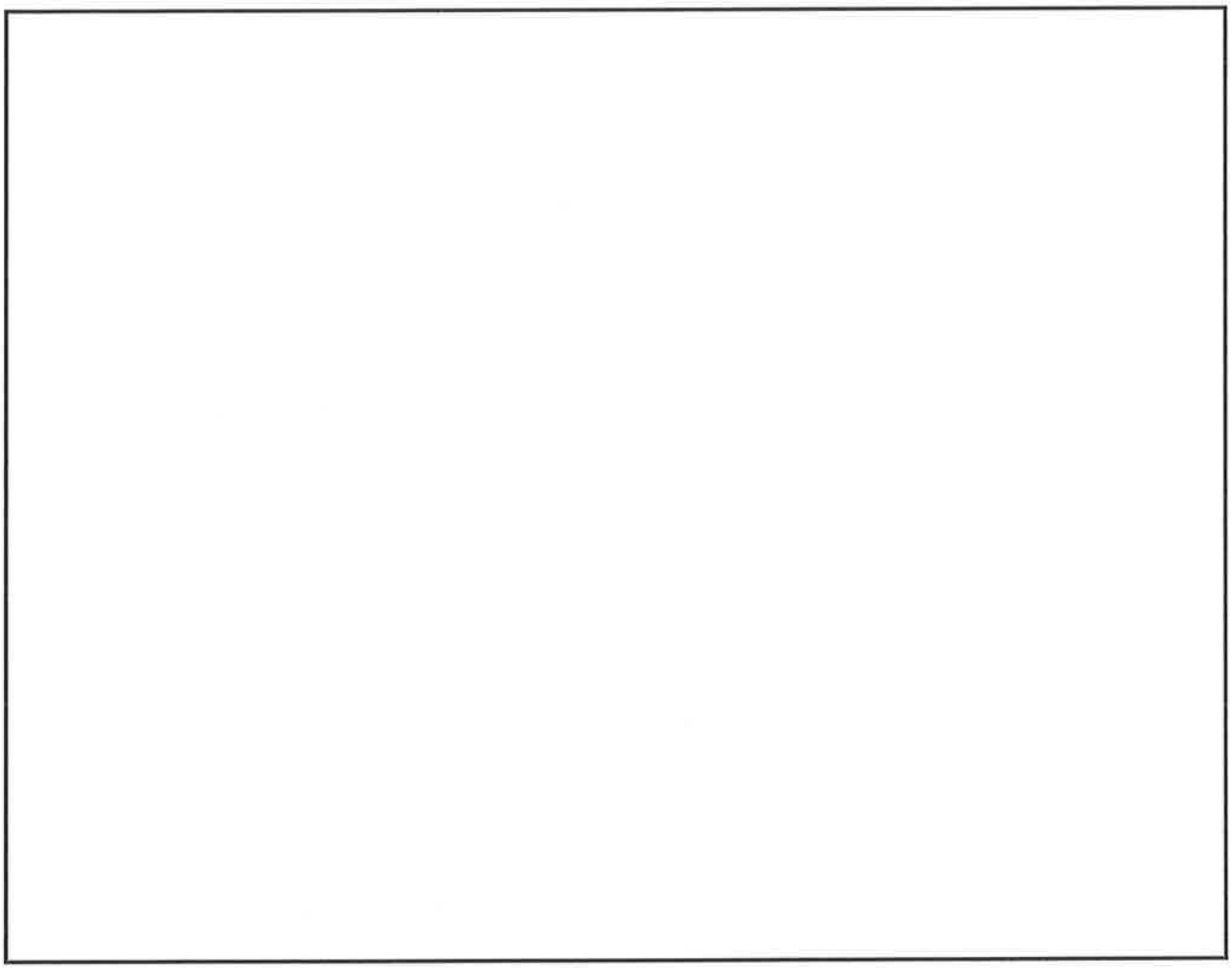
| a. | b. |
| --- | --- |
| 12 + 27 = _____ | 21 + 19 = _____ |

## Read

It snowed 7 days in February and the same number of days in March. How many days did it snow in those 2 months?

**Extension:** It snowed 3 days in January. How many days did it snow in all 3 months? How many more days did it snow in February than in January?

## Draw



# Write

Name _____ Date _____

1. Solve using a number bond to add ten first. Write the 2 addition sentences that helped you.

a. 18 + 14 = _____

10 4

18 + 10 = 28

28 + 4 = 32

b. 14 + 17 = _____

10 4

17 + 10 = 27

27 + 4 = 31

c. 19 + 15 = _____

10 5

19 + 10 = _____

_____ + 5 = _____

d. 18 + 15 = _____

10 5

18 + 10 = _____

_____ + 5 = _____

e. 19 + 13 = _____

10 3

19 + 10 = _____

_____ + _____ = _____

f. 19 + 16 = _____

10 6

19 + 10 = _____

_____ + _____ = _____

2. Solve using a number bond to make a ten first. Write the 2 number sentences that helped you.

a. 19 + 14 = _____

1 13

19 + 1 = 20

20 + 13 = 33

b. 18 + 13 = _____

2 11

18 + 2 = 20

20 + 11 = 31

c. 18 + 14 = _____

2 12

18 + 2 = _____

20 + 12 = _____

d. 18 + 16 = _____

2 14

18 + 2 = _____

_____ + 14 = _____

e. 15 + 17 = _____

12 3

_____ + 3 = _____

_____ + 12 = _____

f. 17 + 18 = _____

15 2

_____ + _____ = _____

_____ + _____ = _____

Name _____ Date _____

1. Solve using number bonds to add ten first. Write the 2 number sentences that helped you.

| a. 15 + 19 = _____ | b. 19 + 17 = _____ |
|---|---|
| _____ + _____ = _____<br>_____ + _____ = _____ | _____ + _____ = _____<br>_____ + _____ = _____ |

2. Solve using number bonds to make a ten. Write the 2 number sentences that helped you.

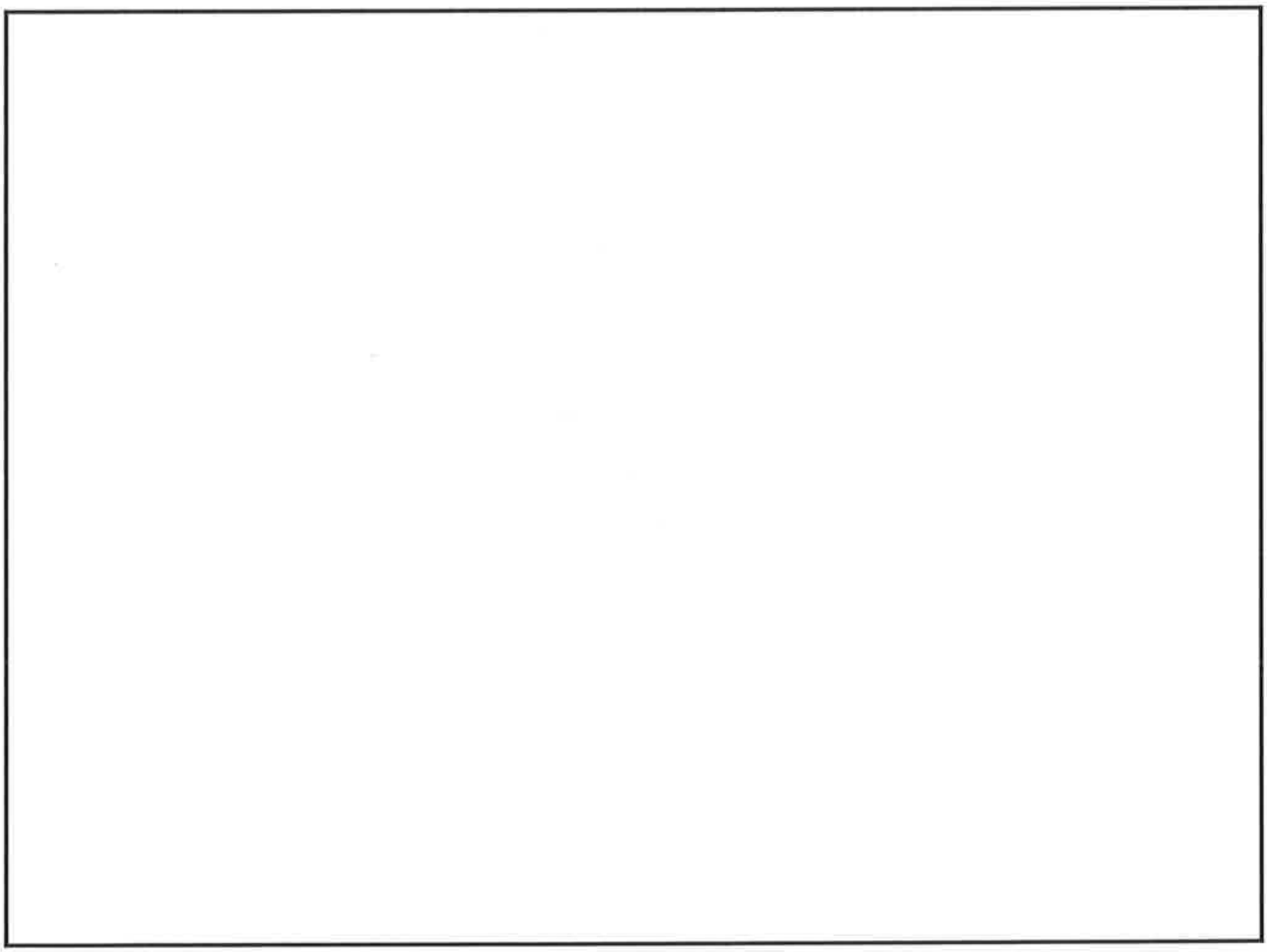
| a. 15 + 19 = _____ | b. 19 + 17 = _____ |
|---|---|
| _____ + _____ = _____<br>_____ + _____ = _____ | _____ + _____ = _____<br>_____ + _____ = _____ |

## Read

During the winter, it snowed on 14 different days. On some of the days, we got to stay home. For 9 of the snowy days, we had to go to school. For how many days did we get to stay home?

**Extension:** How many more days did it snow when we were in school compared to when we were home?

## Draw



# Write

Name _____ Date _____

1. Solve using number bonds with pairs of number sentences. You may draw quick tens and some ones to help you.

| | |
|---|---|
| a. 19 + 12 = _____ | b. 18 + 12 = _____ |
| c. 19 + 13 = _____ | d. 18 + 14 = _____ |
| e. 17 + 14 = _____ | f. 17 + 17 = _____ |
| g. 18 + 17 = _____ | h. 18 + 19 = _____ |

2. Solve. You may draw quick tens and some ones to help you.

| | |
|---|---|
| a. 19 + 12 = _____ | b. 18 + 13 = _____ |
| c. 19 + 13 = _____ | d. 18 + 15 = _____ |
| e. 19 + 16 = _____ | f. 15 + 17 = _____ |
| g. 19 + 19 = _____ | h. 18 + 18 = _____ |

Name _____ Date _____

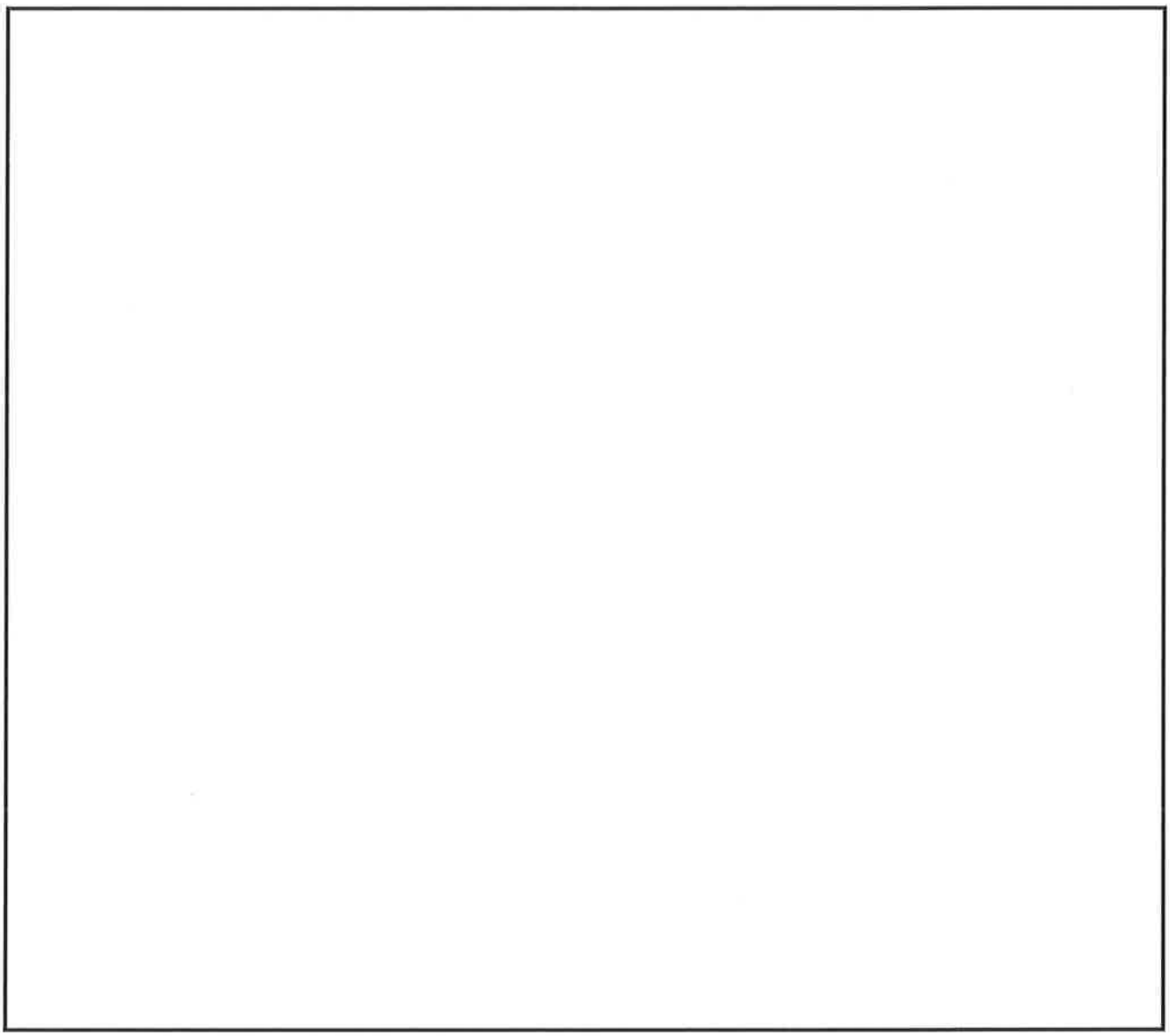
Solve using number bonds with pairs of number sentences. You may draw quick tens and some ones to help you.

| | |
|---|---|
| a. 16 + 15 = _____ | b. 17 + 13 = _____ |
| c. 16 + 16 = _____ | d. 17 +15 = _____ |

## Read

Anton had some crayons in his desk. His teacher gave him 2 more. When he counted all of his crayons, he had 16 crayons. How many crayons did Anton have in his desk originally?

## Draw



# Write

Name _____ Date _____

1. Solve using quick ten drawings, number bonds, or the arrow way. Check the rectangle if you made a new ten.

| | |
|---|---|
| a. 23 + 12 = _____ ☐ | b. 15 + 15 = _____ ☐ |
| c. 19 + 21 = _____ ☐ | d. 17 + 12 = _____ ☐ |
| e. 27 + 13 = _____ ☐ | f. 17 + 16 = _____ ☐ |

2. Solve using quick ten drawings, number bonds, or the arrow way.

| | |
|---|---|
| a. 15 + 13 = _____ | b. 25 + 13 = _____ |
| c. 24 + 14 = _____ | d. 25 + 15 = _____ |
| e. 18 + 14 = _____ | f. 18 + 18 = _____ |
| g. 24 + 16 = _____ | h. 17 + 18 = _____ |

Name _____ Date _____

Solve using quick tens and ones, number bonds, or the arrow way.

| | |
|---|---|
| a. 12 + 16 = _____ | b. 26 + 14 = _____ |
| c. 18 + 16 = _____ | d. 19 + 17 = _____ |

## Read

Kiana's friend gave her 3 more stickers. Now, Kiana has 16 stickers. How many stickers did Kiana already have?

## Draw

## Write

Name _____ Date _____

1. Solve using quick ten drawings, number bonds, or the arrow way.

| | |
|---|---|
| a. 13 + 12 = _____ | b. 23 + 12 = _____ |
| c. 13 + 16 = _____ | d. 23 + 16 = _____ |
| e. 13 + 27 = _____ | f. 17 + 16 = _____ |
| g. 14 + 18 = _____ | h. 18 + 17 = _____ |

2. Solve using quick ten drawings, number bonds, or the arrow way. Be prepared to discuss how you solved during the Debrief.

| | |
|---|---|
| a. $17 + 11 =$ _____ | b. $17 + 21 =$ _____ |
| c. $27 + 13 =$ _____ | d. $17 + 14 =$ _____ |
| e. $13 + 26 =$ _____ | f. $17 + 17 =$ _____ |
| g. $18 + 15 =$ _____ | h. $16 + 17 =$ _____ |

Name _____ Date _____

Solve using quick ten drawings, number bonds, or the arrow way.

| | |
|---|---|
| a. 18 + 14 = _____ | b. 14 + 23 = _____ |
| c. 28 + 12 = _____ | d. 19 + 21 = _____ |

# Grade 1
# Module 5

## Read

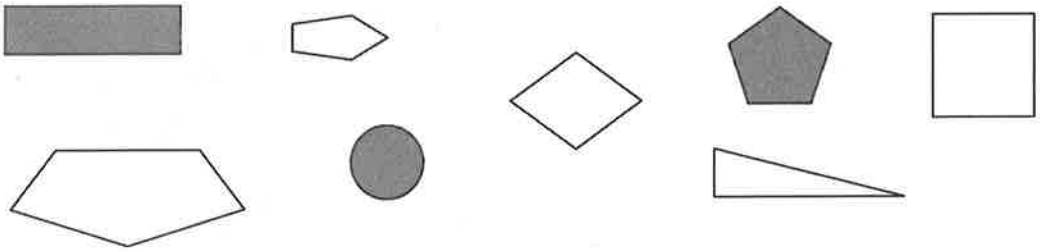
Today, everyone will get 7 straw pieces to use in our lesson. Later, you will use your pieces and your partner's pieces together. How many straw pieces will you have to use when you and your partner put them together?

## Draw

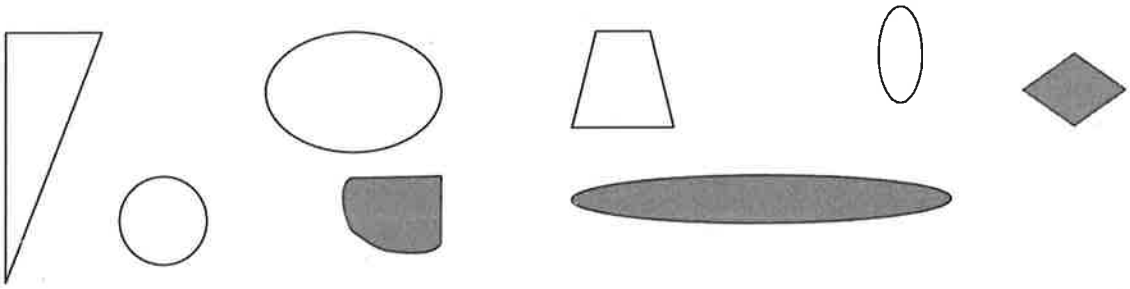
## Write

Name _____ Date _____

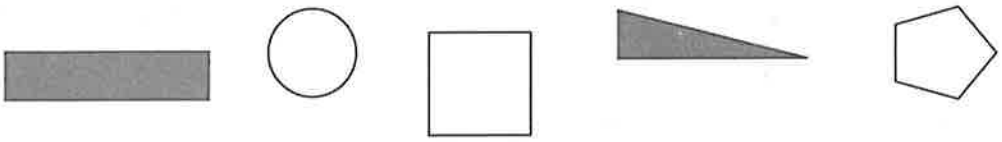
1. Circle the shapes that have 5 straight sides.



2. Circle the shapes that have no straight sides.



3. Circle the shapes where every corner is a square corner.

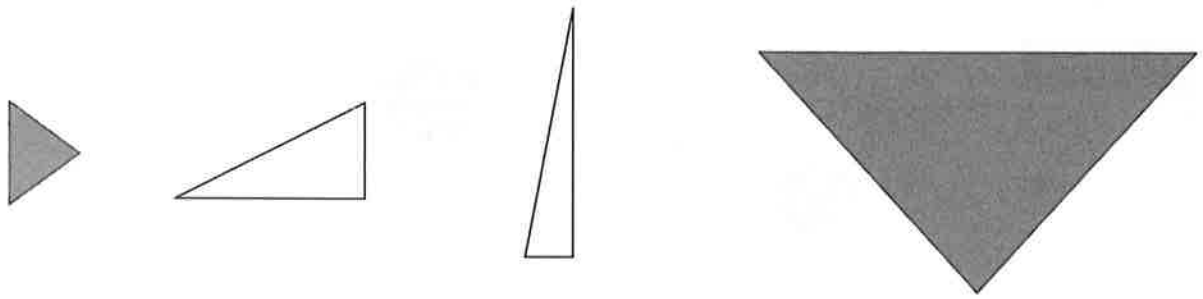


4. a. Draw a shape that has 3 straight sides.

b. Draw another shape with 3 straight sides that is different from 4(a) and from the ones above.

5. Which attributes, or characteristics, are the same for all of the shapes in Group A?

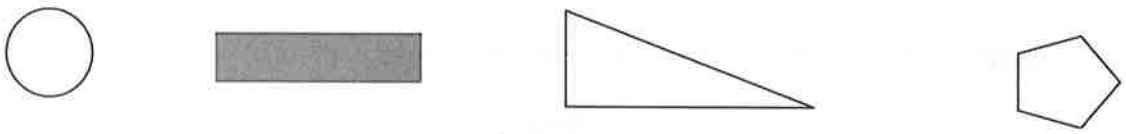
GROUP A



They all _____.

They all _____.

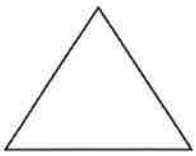
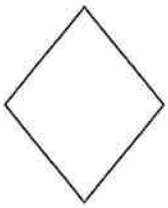
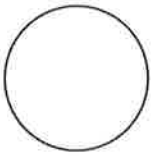
6. Circle the shape that best fits with Group A.



| 7. Draw 2 more shapes that would fit in Group A. | 8. Draw 1 shape that would **not** fit in Group A. |
|---|---|

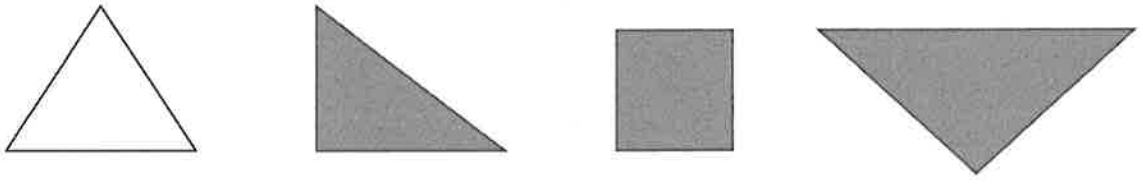
Name _____ Date _____

1. How many corners and straight sides does each of the shapes below have?

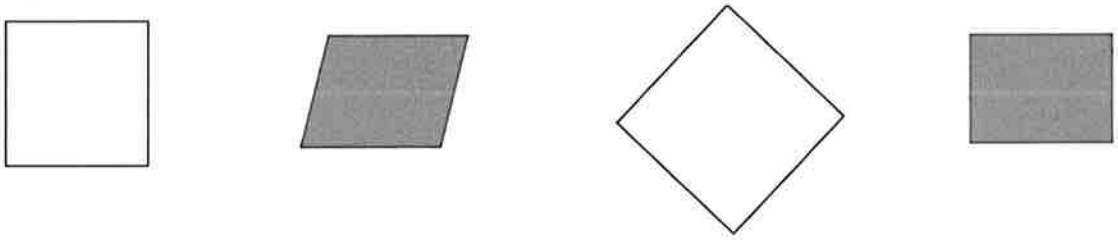
| a. | b. | c. |
|---|---|---|
|  |  |  |
| _____ corners<br>_____ straight sides | _____ corners<br>_____ straight sides | _____ corners<br>_____ straight sides |

2. Look at the sides and corners of the shapes in each row.

a. Cross off the shape that does not have the same number of sides and corners.



b. Cross off the shape that does not have the same kind of corners as the other shapes.



## Read

Lee has 9 straws. He uses 4 straws to make a shape. How many straws does he have left to make other shapes?

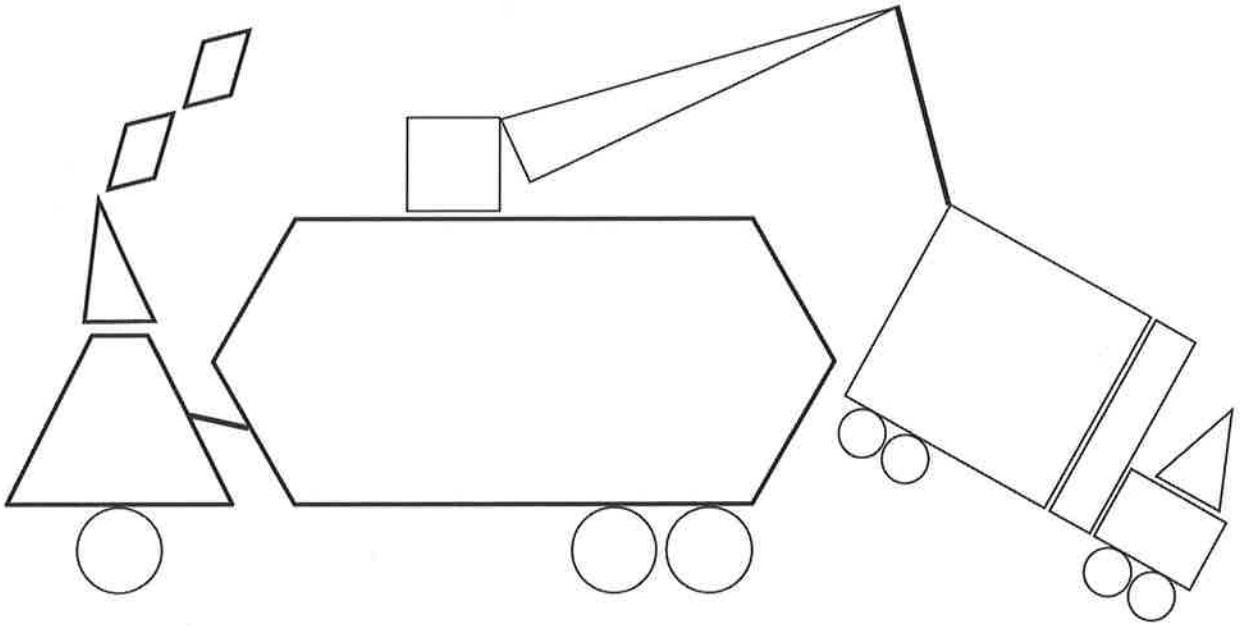
**Extension:** What possible shapes could Lee have created? Draw the different shapes Lee might have made using 4 straws. Label any shapes whose name you know.

## Draw

## Write

Name _____ Date _____

1. Use the key to color the shapes. Write how many of each shape are in the picture. Whisper the name of the shape as you work.



a. RED—4-sided shapes: _____

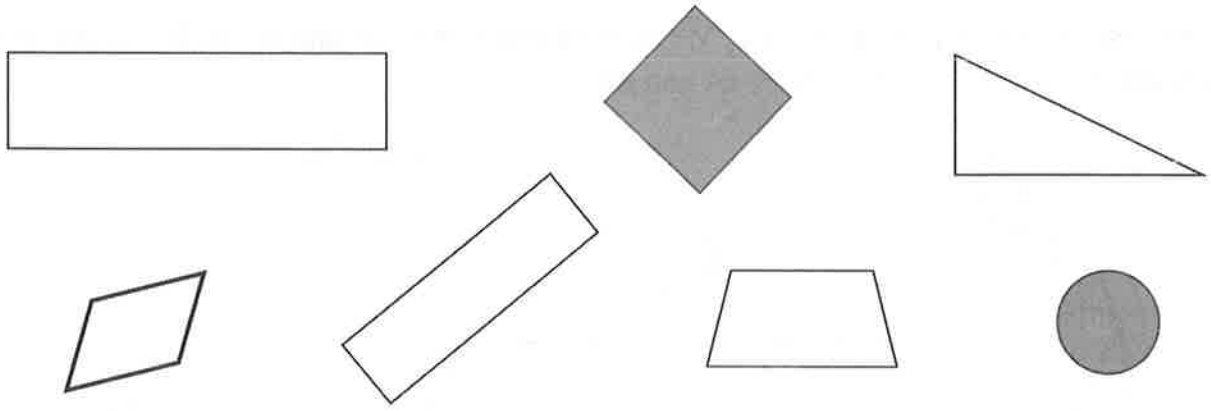
b. GREEN—3-sided shapes: _____

c. YELLOW—5-sided shapes: _____

d. BLACK—6-sided shapes: _____

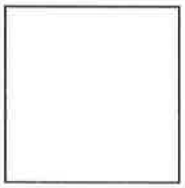
e. BLUE—shapes with no corners: _____

2. Circle the shapes that are rectangles.

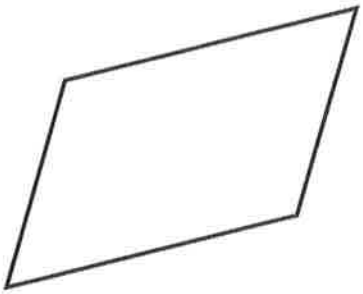


3. Is the shape a rectangle? Explain your thinking.

a.

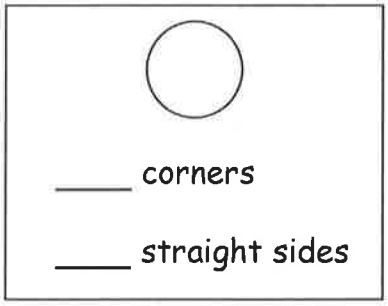


b.



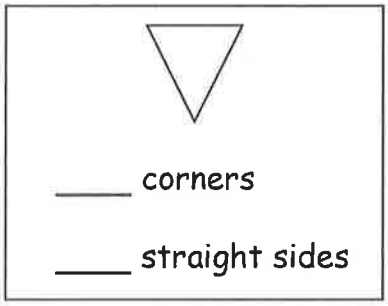
Name _____ Date _____

Write the number of corners and sides that each shape has. Then, match the shape to its name. Remember that some special shapes may have more than one name.

1. 

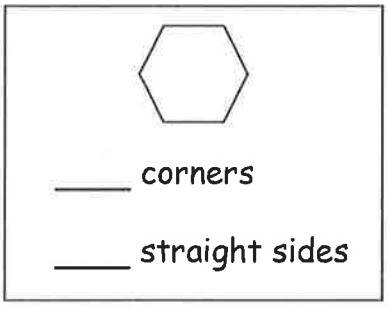
____ corners

____ straight sides

2. 

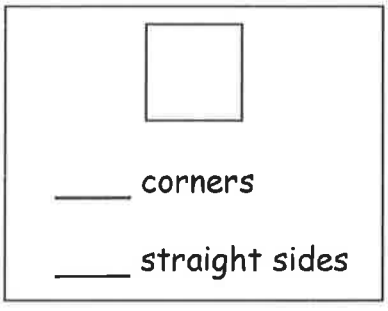
____ corners

____ straight sides

3. 

____ corners

____ straight sides

4. 

____ corners

____ straight sides

triangle

circle

rectangle

hexagon

square

rhombus

## Read

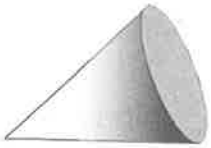
Rose draws 6 triangles. Maria draws 7 triangles. How many more triangles does Maria have than Rose?

## Draw

## Write

Name _____ Date _____

1. On the first 4 objects, color one of the flat faces red. Match each 3-dimensional shape to its name.

a. 

Rectangular prism

b. 

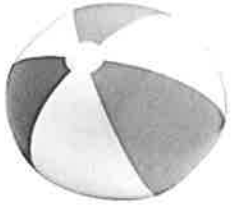
Cone

c. 

Sphere

d. 

Cylinder

e. 

Cube

2. Write the name of each object in the correct column.


| Cubes | Spheres | Cones | Rectangular Prisms | Cylinders |
|---|---|---|---|---|
| | | | | |

3. Circle the attributes that describe *ALL* spheres.

have no straight sides

are round

can roll

can bounce

4. Circle the attributes that describe *ALL* cubes.

have square faces

are red

are hard

have 6 faces

Name _____ Date _____

Circle true or false. Write one sentence to explain your answer. Use the word bank if needed.

Word Bank

| | | |
|---|---|---|
| faces | circle | square |
| sides | rectangle | point |

1.

This can is a cylinder. True or False

2.


This juice box is a cube. True or False

## Read

Anton made a tower 5 cubes high. Ben made a tower 7 cubes high. How much taller is Ben's tower than Anton's?

## Draw

## Write

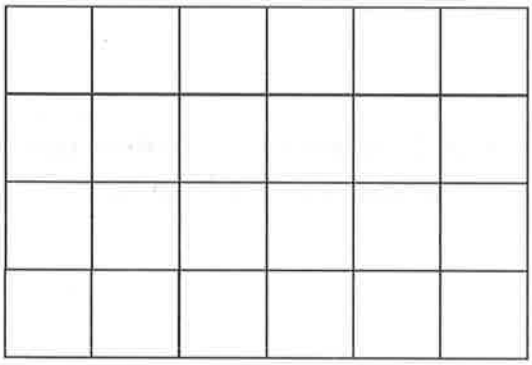
Name _____ Date _____

Use pattern blocks to create the following shapes. Trace or draw to record your work.

| | |
|---|---|
| 1. Use 3 triangles to make 1 trapezoid. | 2. Use 4 squares to make 1 larger square. |
| 3. Use 6 triangles to make 1 hexagon. | 4. Use 1 trapezoid, 1 rhombus, and 1 triangle to make 1 hexagon. |

5. Make a rectangle using the Squares from the pattern blocks. Trace the Squares to show the rectangle you made.

6. How many squares do you see in this rectangle?



I can find _____ squares in this rectangle.

7. Use your pattern blocks to make a picture. Trace the shapes to show what you made. Tell a partner what shapes you used. Can you find any larger shapes within your picture?

Name _____ Date _____

Use pattern blocks to create the following shapes. Trace or draw to show what you did.

| 1. Use 3 rhombuses to make a hexagon. | 2. Use 1 hexagon and 3 triangles to make a large triangle. |
|---|---|

## Read

Darnell and Tamra are comparing their grapes. Darnell's vine has 9 grapes. Tamra's vine has 6 grapes. How many more grapes does Darnell have than Tamra?

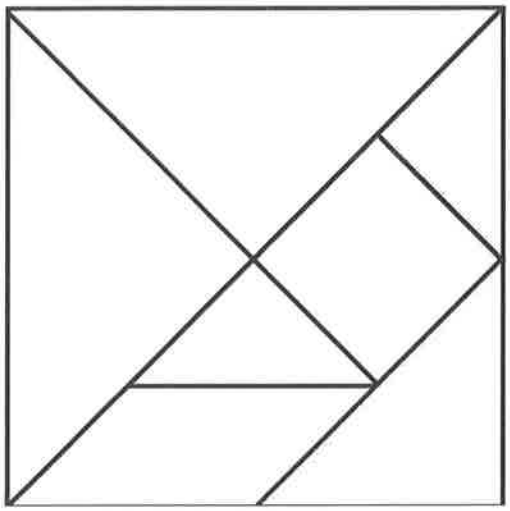
## Draw

## Write

Name _____ Date _____

1.

a. How many shapes were used to make this large square?



There are _____ shapes in this large square.

b. What are the names of the 3 types of shapes used to make the large square?

_____ _____ _____

2. Use 2 of your tangram pieces to make a square. Which 2 pieces did you use? Draw or trace the pieces to show how you made the square.

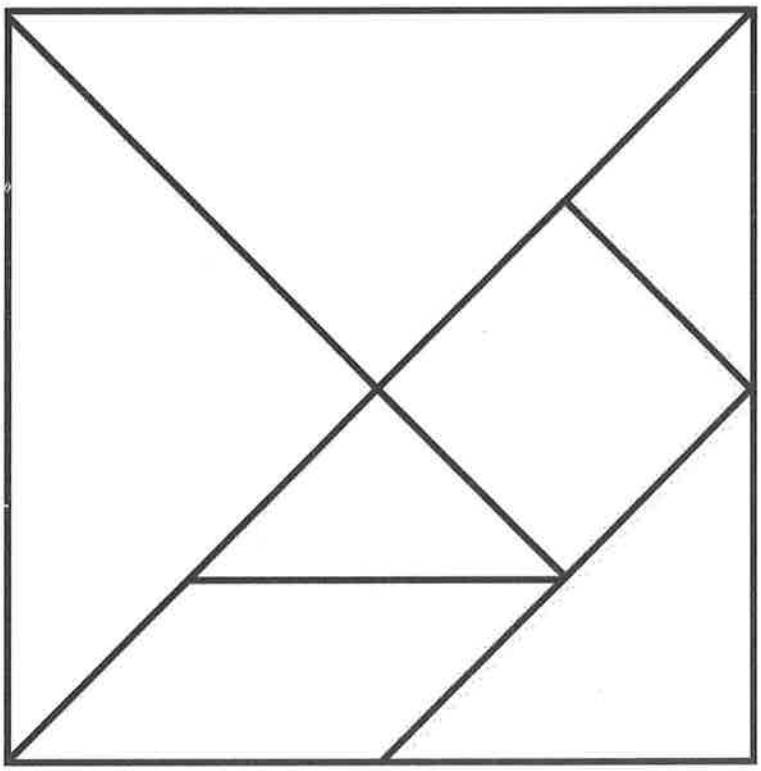
3. Use 4 of your tangram pieces to make a trapezoid. Draw or trace the pieces to show the shapes you used.

4. Use all 7 tangram pieces to complete the puzzle.

5. With a partner, make a bird or a flower using all of your pieces. Draw or trace to show the pieces you used on the back of your paper. Experiment to see what other objects you can make with your pieces. Draw or trace to show what you created on the back of your paper.

Name _____ Date _____

Use words or drawings to show how you can make a larger shape with 3 smaller shapes. Remember to use the names of the shapes in your example.



tangram

## Read

Emi lined up 4 yellow cubes in a row. Fran lined up 7 blue cubes in a row. Who has fewer cubes? How many fewer cubes does she have?

## Draw

## Write

Name _____ Date _____

1. Work with your partner and another pair to build a structure with your 3-dimensional shapes. You can use as many of the pieces as you choose.

2. Complete the chart to record the number of each shape you used to make your structure.

| | |
|---|---|
| Cubes | |
| Spheres | |
| Rectangular Prisms | |
| Cylinders | |
| Cones | |

3. Which shape did you use on the bottom of your structure? Why?

4. Is there a shape you chose not to use? Why or why not?

Name _____ Date _____

Maria made a structure using her 3-dimensional shapes. Use your shapes to try to make the same structure as Maria as your teacher reads the description of Maria's structure.

Maria's structure has the following:

- 1 rectangular prism with the shortest face touching the table.
- 1 cube on top and to the right of the rectangular prism.
- 1 cylinder on top of the cube with the circular face touching the cube.

## Read

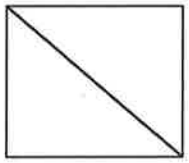
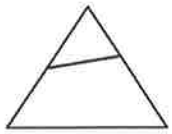
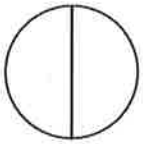
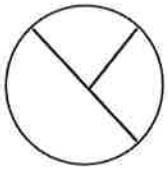
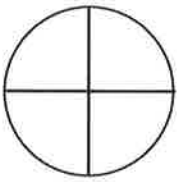
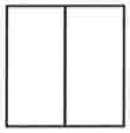
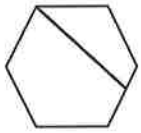
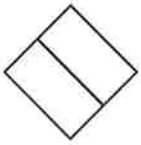
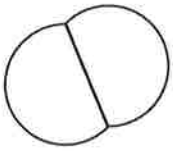
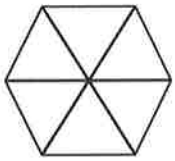
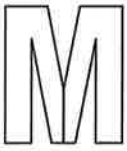
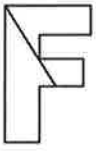
Peter set up 5 rectangular prisms to make 5 towers. He put a cone on top of 3 of the towers. How many more cones does Peter need to have a cone on every tower?

## Draw

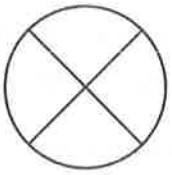
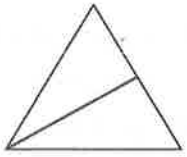
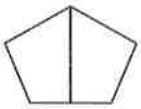
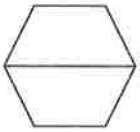
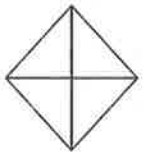
## Write

Name _____ Date _____

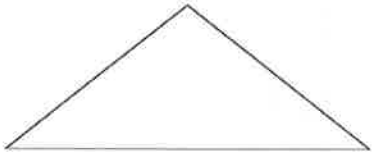
1. Are the shapes divided into equal parts? Write **Y** for yes or **N** for no. If the shape has equal parts, write how many equal parts on the line. The first one has been done for you.

| | | |
|---|---|---|
| a.  Y _____ 2 _____ | b.  _____ _____ | c.  _____ _____ |
| d.  _____ _____ | e.  _____ _____ | f.  _____ _____ |
| g.  _____ _____ | h.  _____ _____ | i.  _____ _____ |
| j.  _____ _____ | k.  _____ _____ | l.  _____ _____ |
| m.  _____ _____ | n.  _____ _____ | o.  _____ _____ |

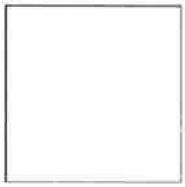
2. Write the number of equal parts in each shape.

| | | |
|---|---|---|
| a.  _____ | b.  _____ | c.  _____ |
| d.  _____ | e.  _____ | f.  _____ |

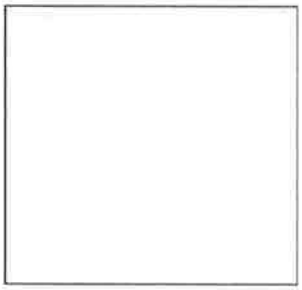
3. Draw one line to make this triangle into 2 equal triangles.



4. Draw one line to make this square into 2 equal parts.

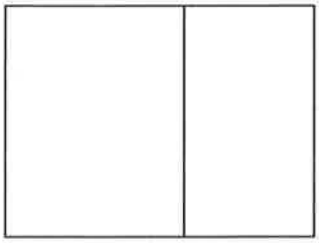


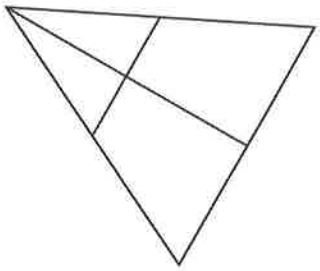
5. Draw two lines to make this square into 4 equal squares.

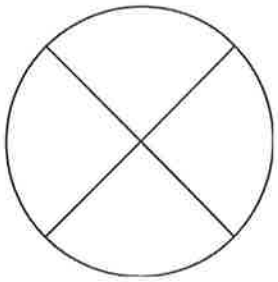


Name _____ Date _____

Circle the shape that has equal parts.







How many equal parts does the shape have? _____

## Read

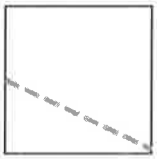
Peter and Fran each have an equal number of pattern blocks. There are 12 pattern blocks altogether. How many pattern blocks does Fran have?

## Draw

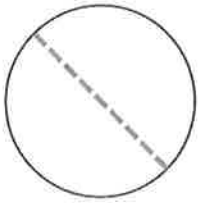
## Write

Name _____ Date _____

1. Are the shapes divided into halves? Write yes or no.

a. 

b. 

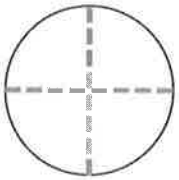
c. 

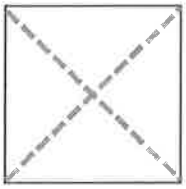
d. 

e. 

f. 

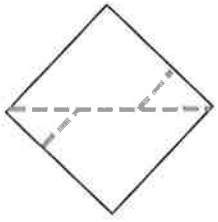
2. Are the shapes divided into quarters? Write yes or no.

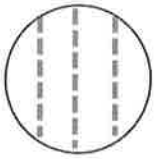
a. 

b. 

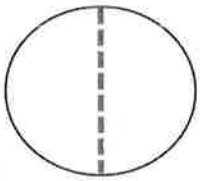
c. 

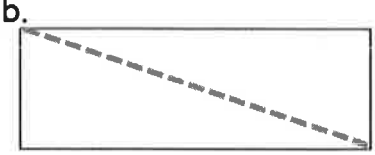
d. 

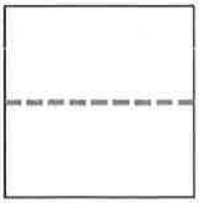
e. 

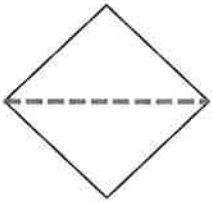
f. 

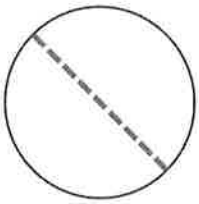
3. Color half of each shape.

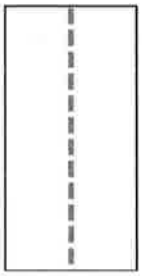
a. 

b. 

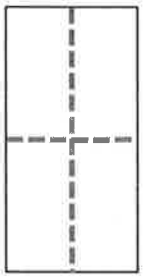
c. 

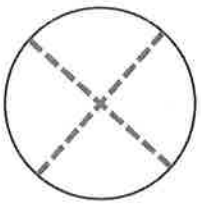
d. 

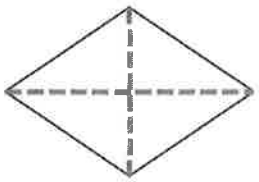
e. 

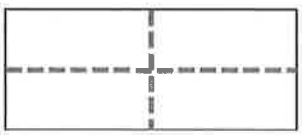
f. 

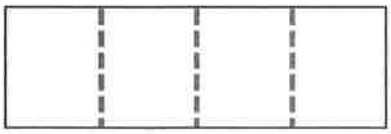
4. Color 1 fourth of each shape.

a. 

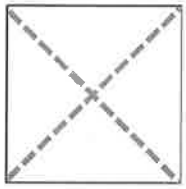
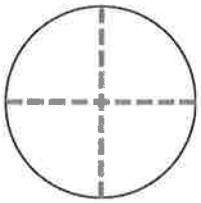
b. 

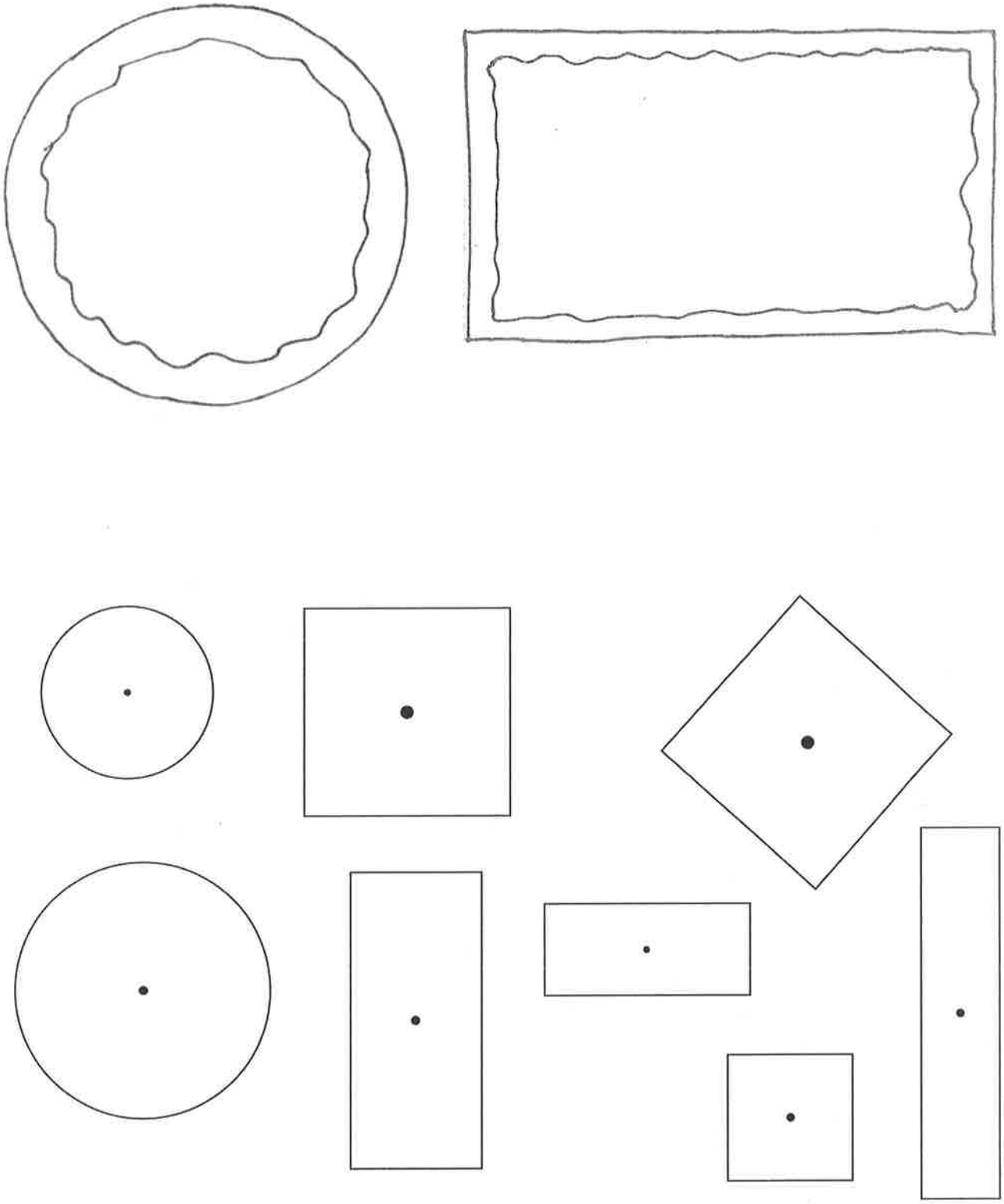
c. 

d. 

e. 

Name _____ Date _____

| | |
|---|---|
| Color 1 fourth of this square.  | Color half of this rectangle.  |
| Color half of this square.  | Color a quarter of this circle.  |



circles and rectangles

## Read

Emi cut a square brownie into fourths. Draw a picture of the brownie.

Emi gave away 3 parts of the brownie. How many pieces does she have left?

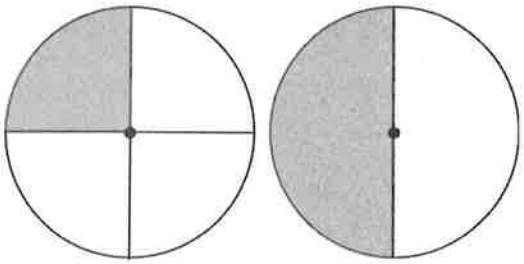
**Extension:** What part, or fraction, of the whole brownie is left?

## Draw

# Write

Name _____ Date _____

Label the shaded part of each picture as one half of the shape or one quarter of the shape.

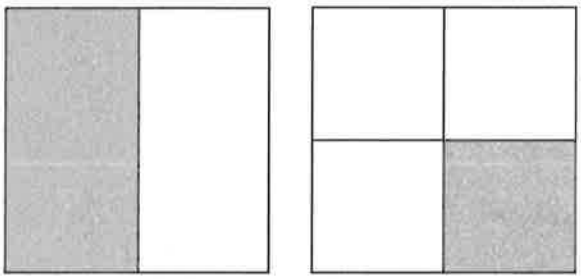
1. 

A B

Which shape has been cut into more equal parts? ____

Which shape has larger equal parts? ____

Which shape has smaller equal parts? ____

2. 

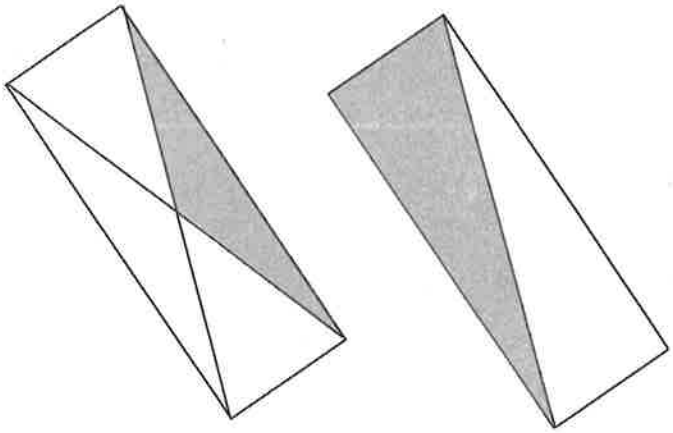
A B

Which shape has been cut into more equal parts? ____

Which shape has larger equal parts? ____

Which shape has smaller equal parts? ____

3. Circle the shape that has a larger shaded part. Circle the phrase that makes the sentence true.



The larger shaded part is

**(one half of / one quarter of)**

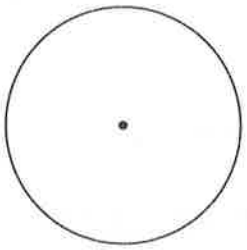
the whole shape.

Color part of the shape to match its label.

Circle the phrase that would make the statement true.

4.

one half of the circle.

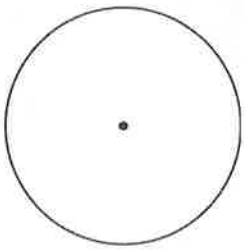


is larger than

is smaller than

is the same size as

one fourth of the circle.



5.

One quarter of the rectangle

is larger than

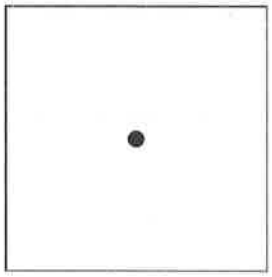
is smaller than

is the same size as

one half of the rectangle.

6.

One quarter of the square

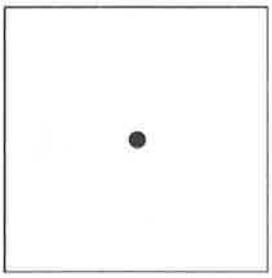


is larger than

is smaller than

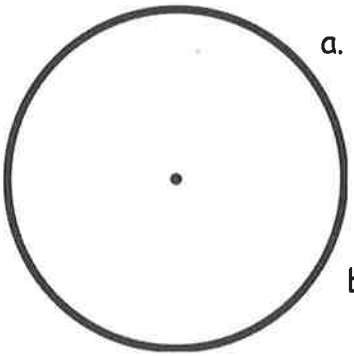
is the same size as

one fourth of the square.



Name _____ Date _____

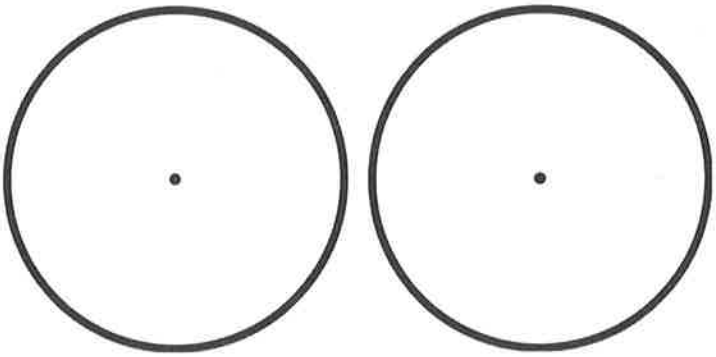
1. Circle **T** for true or **F** for false.

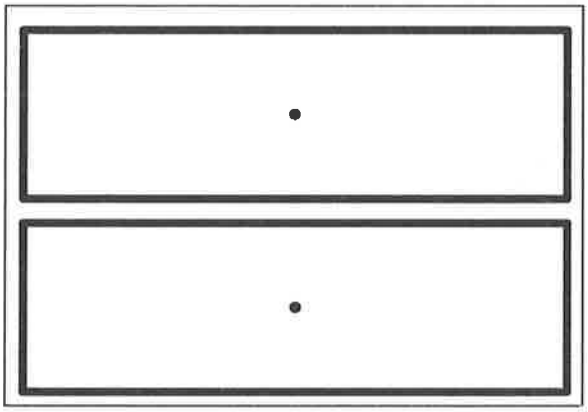


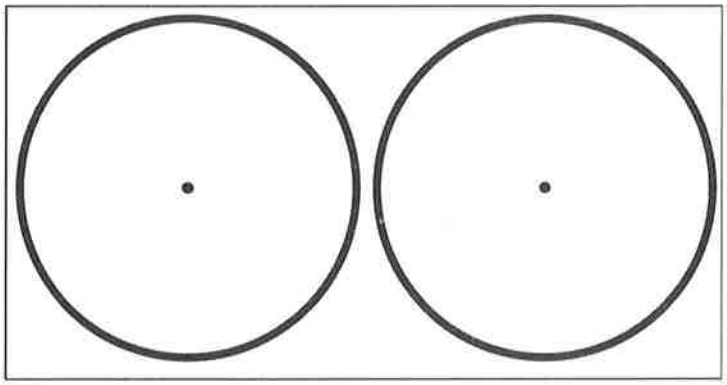
a. One fourth of the circle is larger than one half of the circle. **T F**

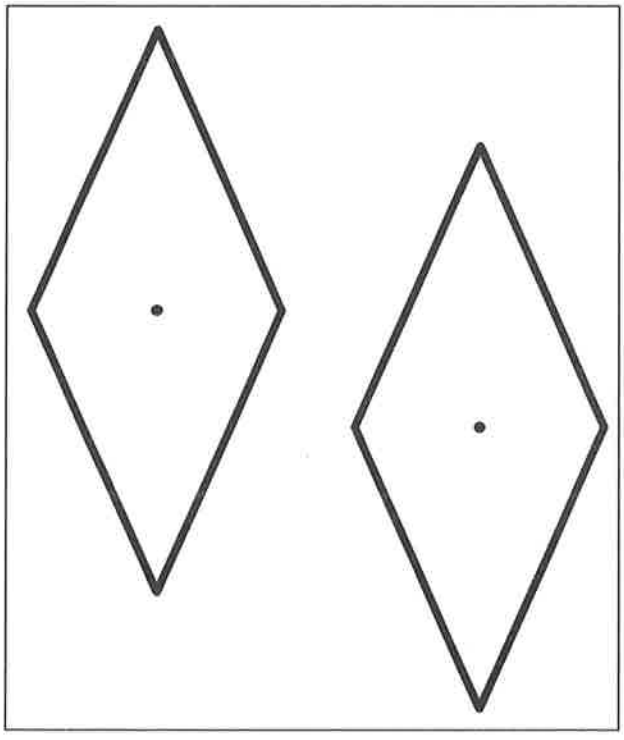
b. Cutting the circle into quarters gives you more pieces than cutting the circle into halves. **T F**

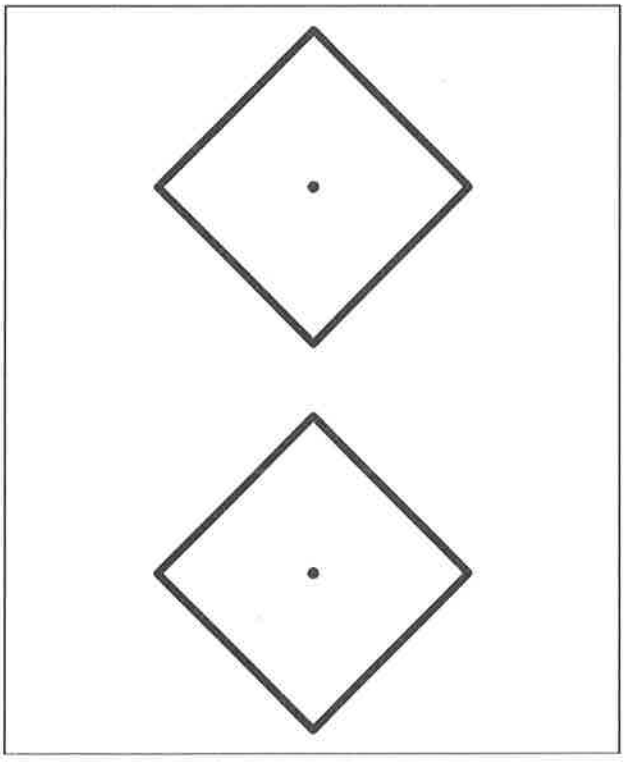
2. Explain your answers using the circles below.









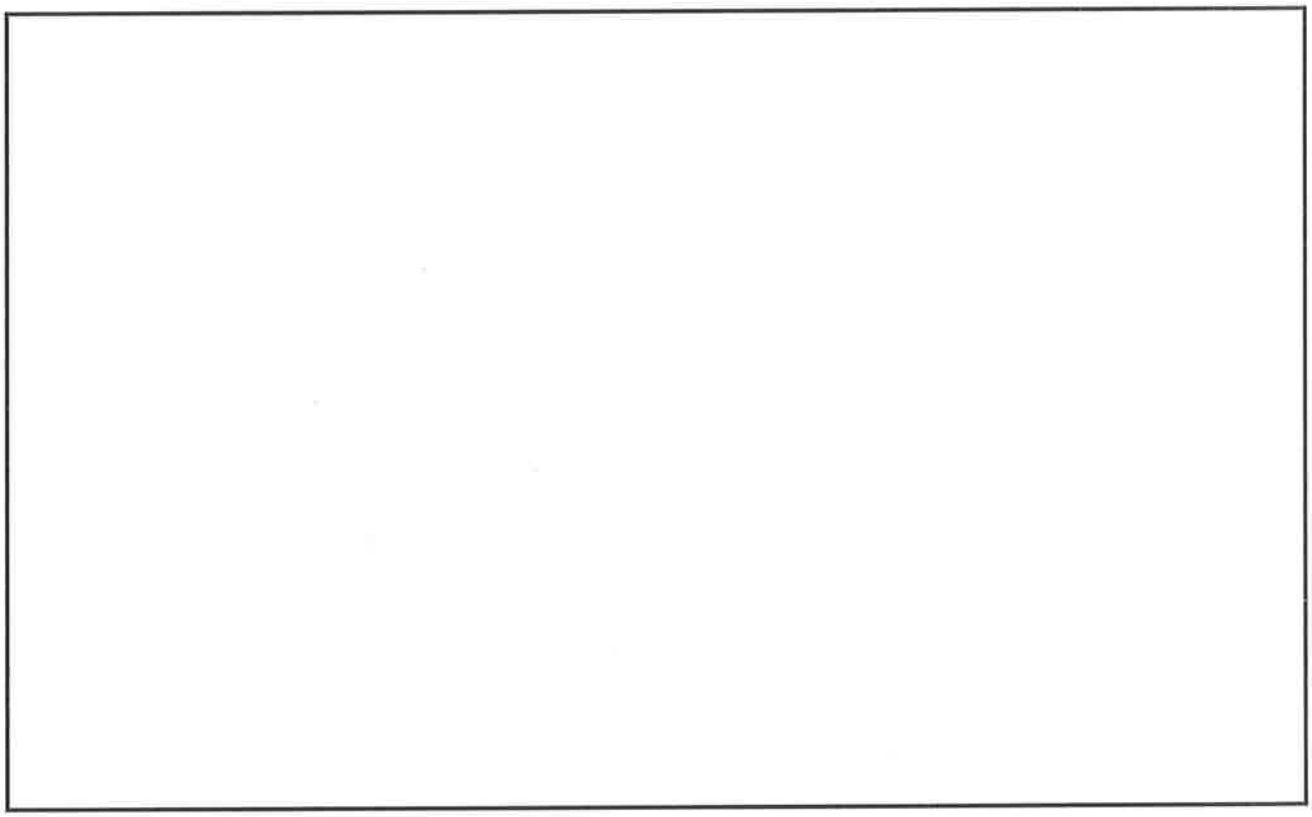


pairs of shapes

## Read

Kim drew 7 circles. Shanika drew 10 circles. How many fewer circles did Kim draw than Shanika?

## Draw



## Write

Name _____ Date _____

1. Match the clocks that show the same time.

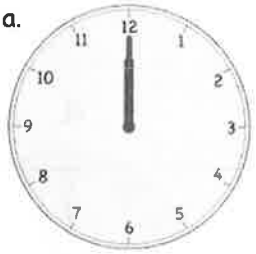
a. b. c. d.

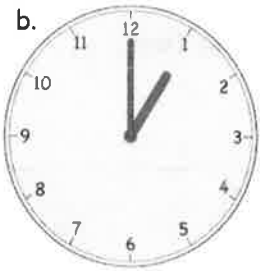



1:00 5:00 12:00 8:00

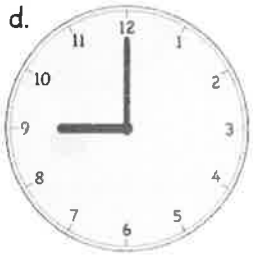
2. Put the hour hand on this clock so that the clock reads 3 o'clock.

3. Write the time shown on each clock.

a.  _____ : _____

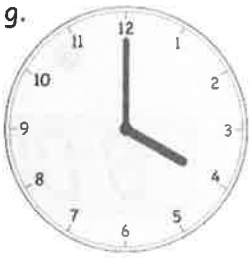
b.  _____ o'clock

c.  _____ o'clock

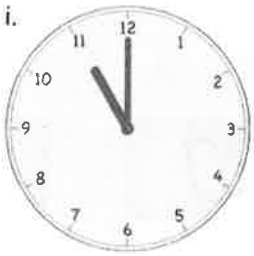
d.  _____ o'clock

e.  _____ : _____

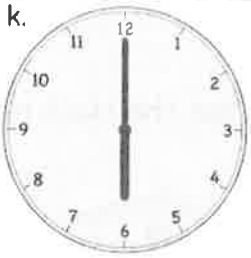
f.  _____ o'clock

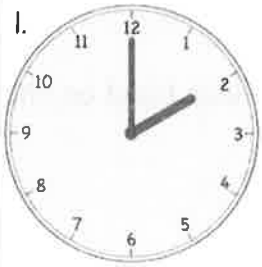
g.  _____ : _____

h.  _____ o'clock

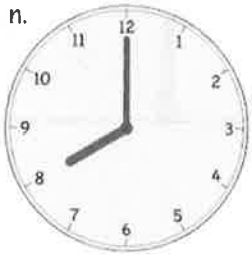
i.  _____ : _____

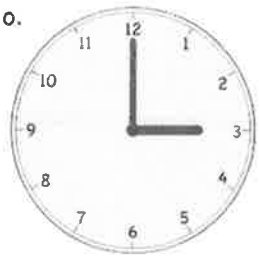
j.  _____ o'clock

k.  _____ : _____

l.  _____ o'clock

m.  _____

n.  _____

o.  _____

Name _____ Date _____

Write the time shown on each clock.

1.

_____

2.

_____

3.

_____

4.

_____

## Read

Tamra has 7 digital clocks in her house and only 2 circular or analog clocks. How many fewer circular clocks does Tamra have than digital clocks? How many clocks does Tamra have altogether?

## Draw

## Write

Name _____ Date _____

1. Match the clocks to the times on the right.

a. 

b. 

c. 

- Half past 5 o'clock
- 12:30
- 2:30
- Five thirty
- Half past 12 o'clock
- Two thirty

2. Draw the minute hand so the clock shows the time written above it.

a. 7 o'clock

b. 8 o'clock

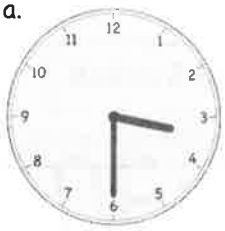
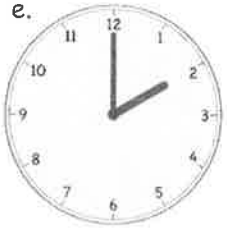
c. 7:30

d. 1:30

e. 2:30

f. 2 o'clock

3. Write the time shown on each clock. Complete problems like the first two examples.

| | | |
|---|---|---|
| a.  3:30 | b.  five thirty | c.  _____ |
| d.  _____ | e.  _____ | f.  _____ |
| g.  _____ | h.  _____ | i.  _____ |
| j.  _____ | k.  _____ | l.  _____ |

4. Circle the clock that shows half past 12 o'clock.

a. 

b. 

c. 

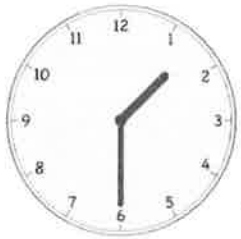
Name _____ Date _____

Draw the minute hand so the clock shows the time written above it.

1. 9:30

2. 3:30

3. Write the correct time on the line.



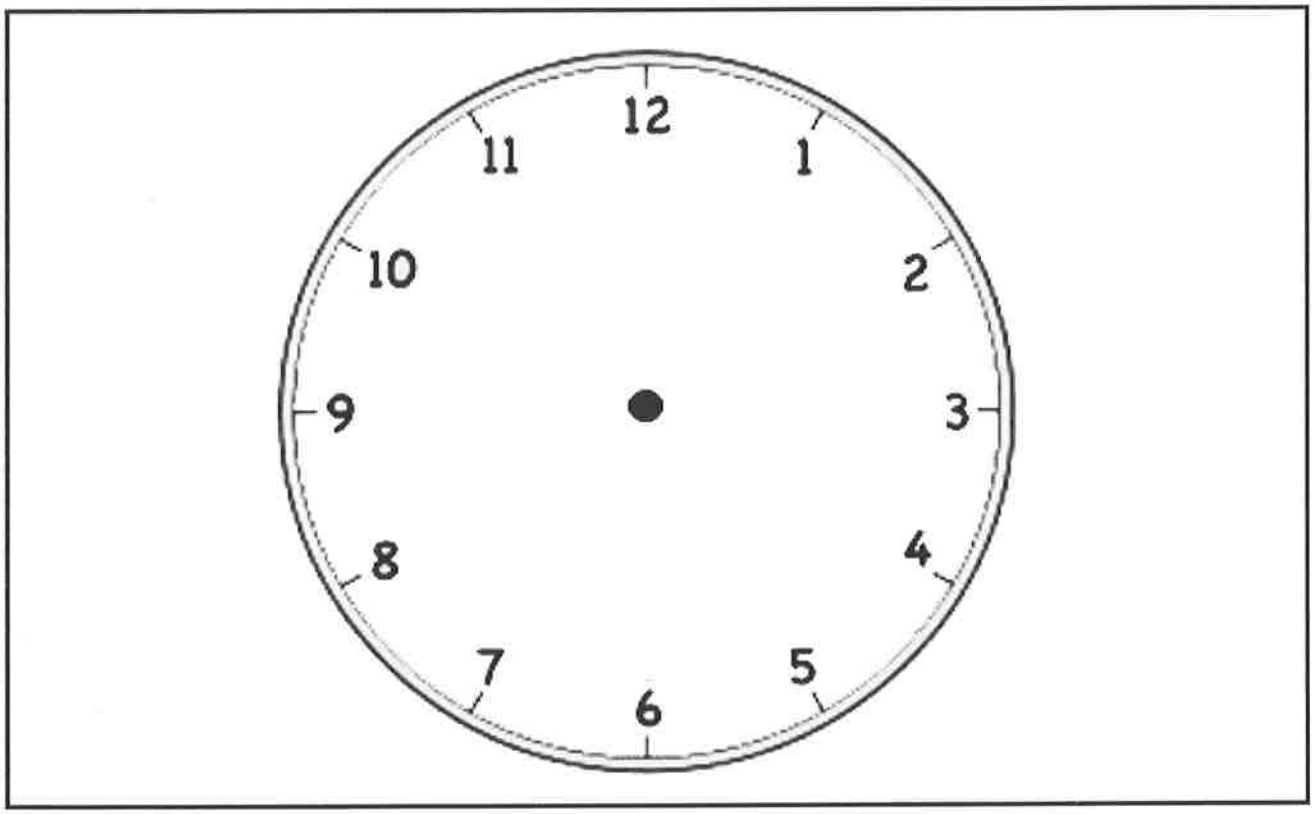
_____

## Read

Shade the clock from the start of a new hour through half an hour.

Explain why that is the same as 30 minutes.

## Draw




## Write

Name _____ Date _____

Fill in the blanks.

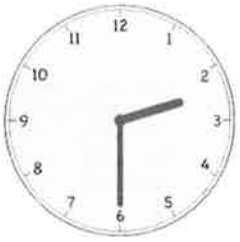
1.


A


B

Clock _____ shows half past eleven.

2.


A


B

Clock _____ shows half past two.

3.


A


B

Clock _____ shows 6 o'clock.

4.


A


B

Clock _____ shows 9:30.

5.


A


B

Clock _____ shows half past six.

6. Match the clocks.

a. 

half past 7


b. 

half past 1


c. 

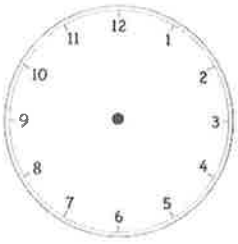
7 o'clock


d. 

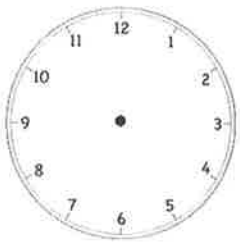
half past 5


7. Draw the minute and hour hands on the clocks.

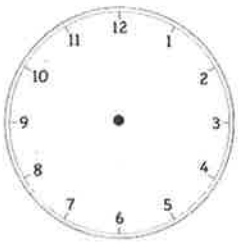
a. 3:30



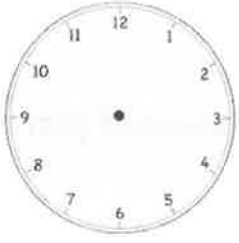
b. 8:30



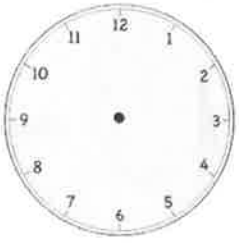
c. 11:00



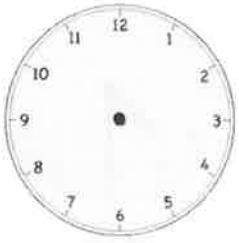
d. 6:00



e. 4:30



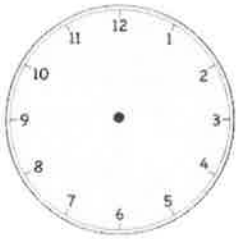
f. 12:30



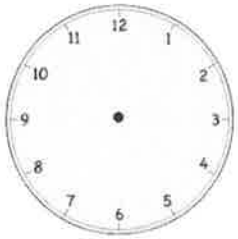
Name _____ Date _____

Draw the minute and hour hands on the clocks.

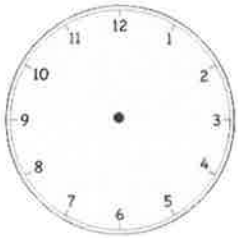
1. 1:30



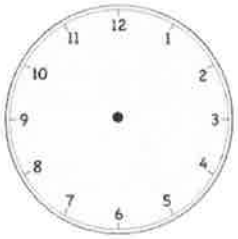
2. 10:00



3. 5:30



4. 7:30



## Read

Ben is a clock collector. He has 8 digital clocks and 5 circular clocks. How many clocks does Ben have altogether? How many more digital clocks does Ben have than circular clocks?

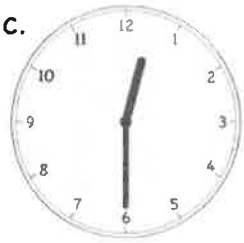
## Draw

## Write

Name _____ Date _____

Circle the correct clock. Write the times for the other two clocks on the lines.

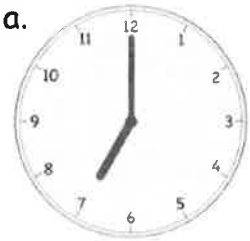
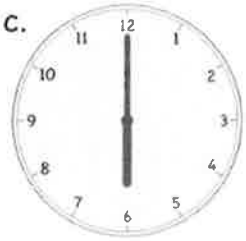
1. Circle the clock that shows half past 1 o'clock.

a.  b.  c. 

_____

_____

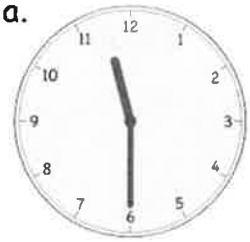
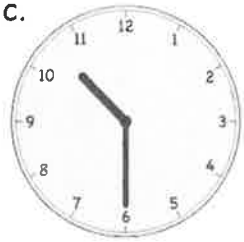
2. Circle the clock that shows 7 o'clock.

a.  b.  c. 

_____

_____

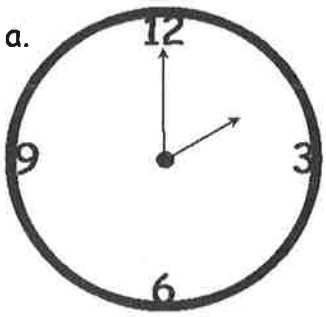
3. Circle the clock that shows half past 10 o'clock.

a.  b.  c. 

_____

_____

4. What time is it? Write the times on the lines.

a. 

_____ : _____

b. 

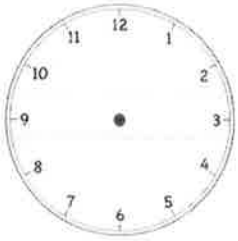
_____ : _____

c. 

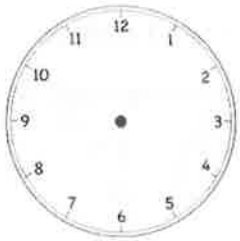
_____ : _____

5. Draw the minute and hour hands on the clocks.

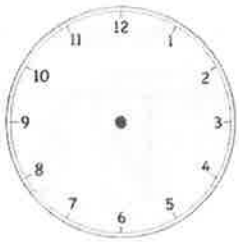
a. 1:00



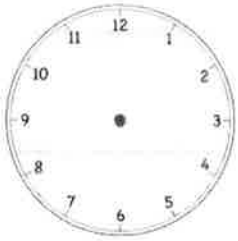
b. 1:30



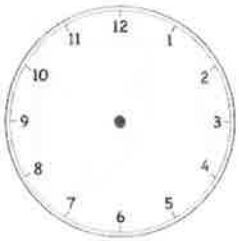
c. 2:00



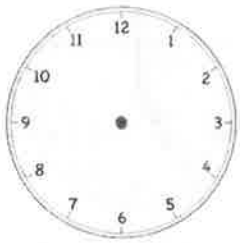
d. 6:30



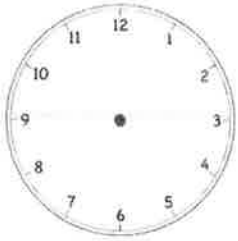
e. 7:30



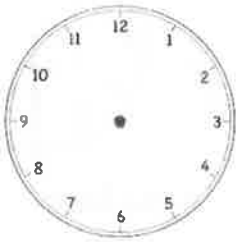
f. 8:30



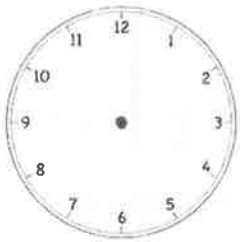
g. 10:00



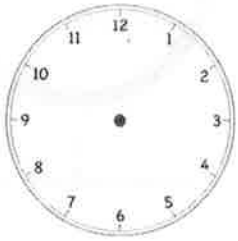
h. 11:00



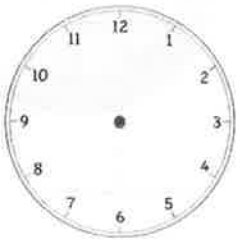
i. 12:00



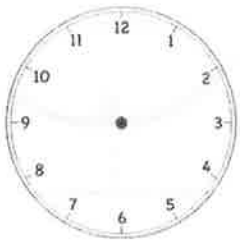
j. 9:30



k. 3:00



l. 5:30







EUREKA MATH

Name _____ Date _____

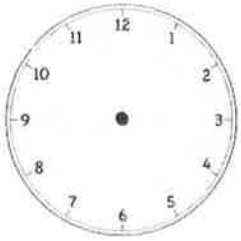
1. Circle the clock(s) that shows half past 3 o'clock.

a. 

b. 

c. 

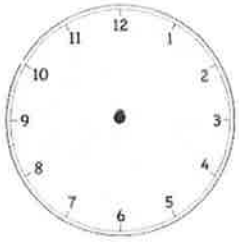
2. Write the time or draw the hands on the clocks.

a. 

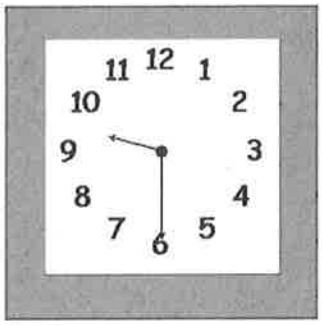
4:30

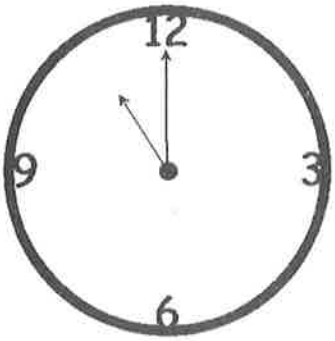
b. 

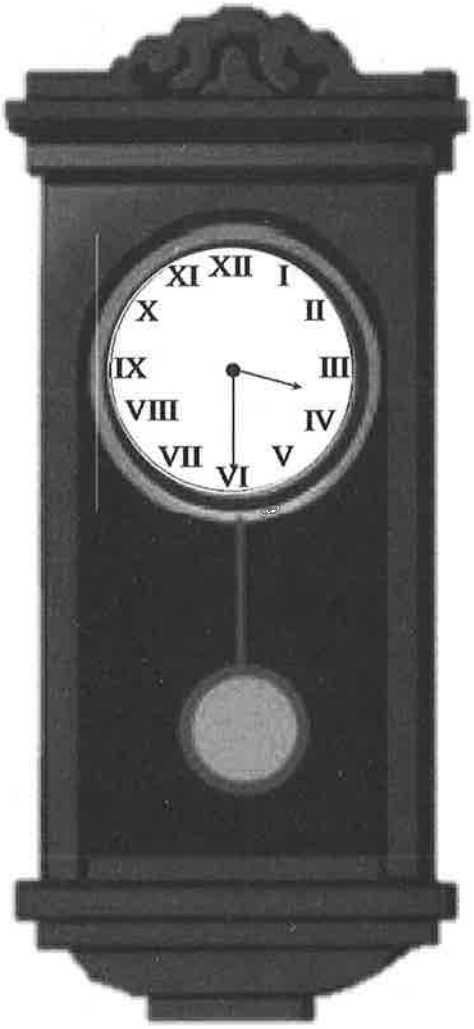
_____

c. 

9 o'clock




clock images

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