

Kindergarten Math

Math is Fun!

These packets contain two components related to math. Classroom teachers will work with families to determine which lessons and activities are appropriate for each student or may use additional resources.

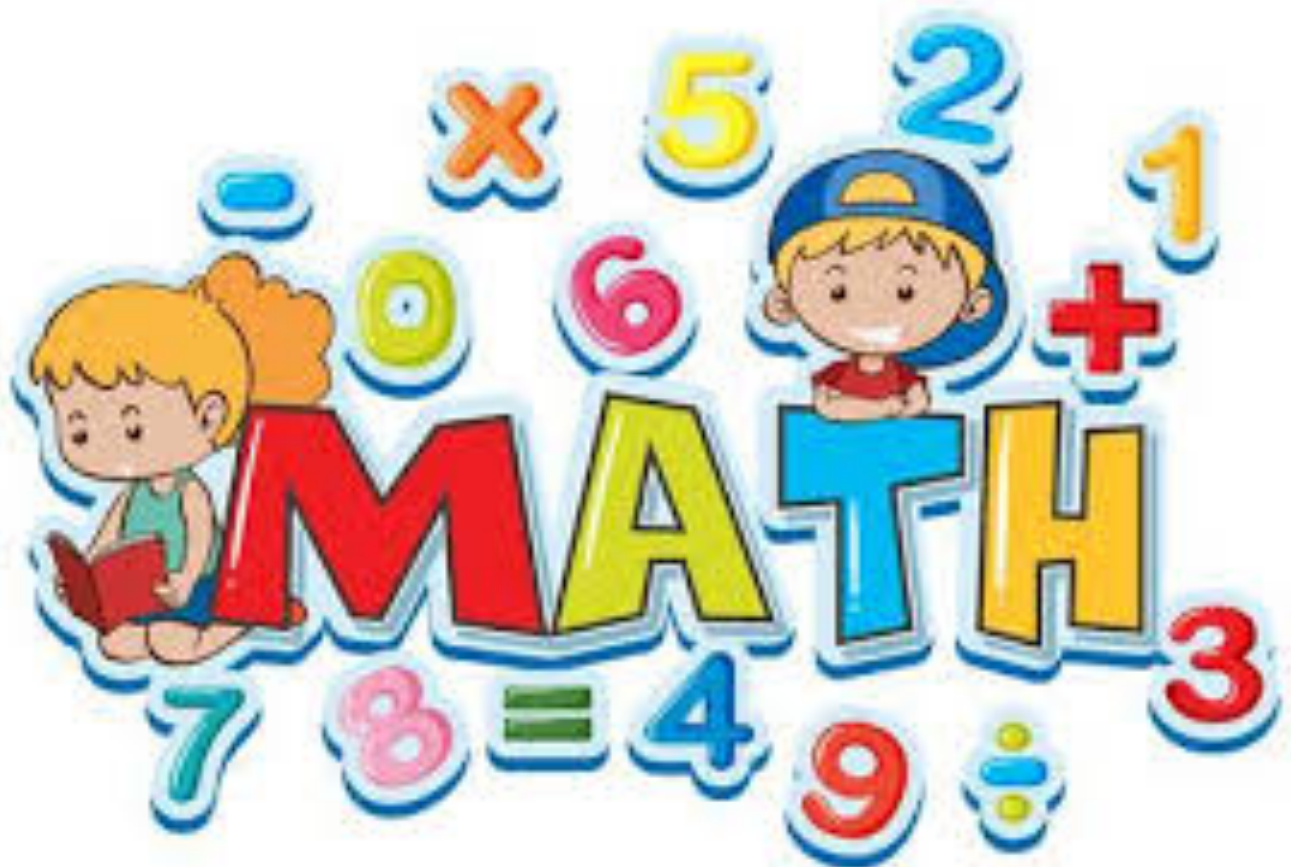
enVision Math Worksheets

The first packet includes the practice worksheets from each of the lessons in chapters 9-16 in the enVision Mathematics textbook that we use in our district.

Math Games

Math games are an excellent way for you and your child to engage in fun activities that build on the math fluency skills we have been working on throughout the school year.

Math Practice Worksheets



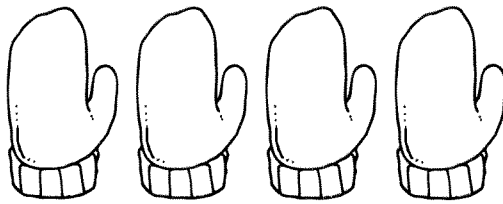
Name _____

Practice

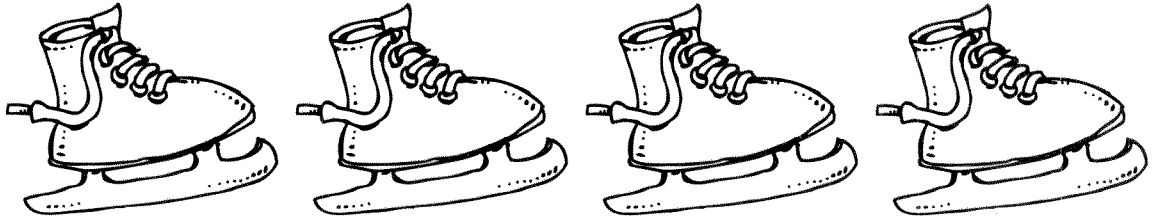
9-1

Making 4 and 5

1



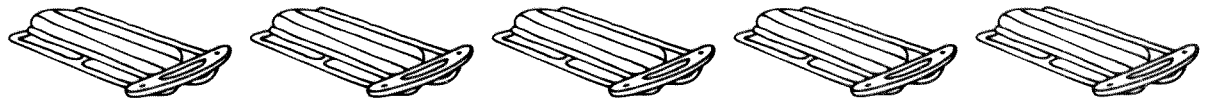
2



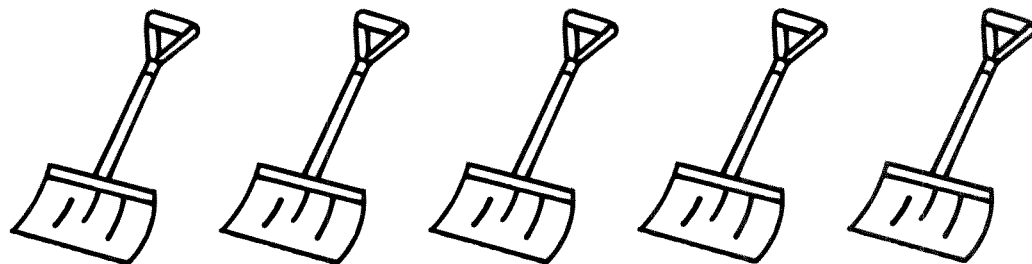
3



4



5



Directions Have children: **1-2** color the objects with red and yellow crayons to show different ways to make 4; **3-5** color the objects with red and yellow crayons to show different ways to make 5.

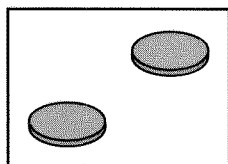
Name _____

Practice

9-2

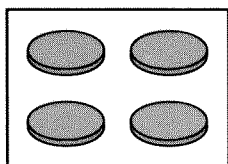
Writing Number Sentences for 4 and 5

1



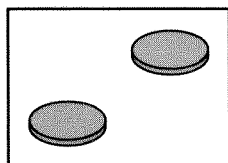
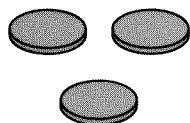
$$\begin{array}{c} \underline{\hspace{2cm}} \\ - - - - - \\ \underline{\hspace{2cm}} \end{array} = \begin{array}{c} \underline{\hspace{2cm}} \\ - - - - - \\ \underline{\hspace{2cm}} \end{array} + \begin{array}{c} \underline{\hspace{2cm}} \\ - - - - - \\ \underline{\hspace{2cm}} \end{array}$$

2



$$\begin{array}{c} \underline{\hspace{2cm}} \\ - - - - - \\ \underline{\hspace{2cm}} \end{array} = \begin{array}{c} \underline{\hspace{2cm}} \\ - - - - - \\ \underline{\hspace{2cm}} \end{array} + \begin{array}{c} \underline{\hspace{2cm}} \\ - - - - - \\ \underline{\hspace{2cm}} \end{array}$$

3



$$\begin{array}{c} \underline{\hspace{2cm}} \\ - - - - - \\ \underline{\hspace{2cm}} \end{array} = \begin{array}{c} \underline{\hspace{2cm}} \\ - - - - - \\ \underline{\hspace{2cm}} \end{array} + \begin{array}{c} \underline{\hspace{2cm}} \\ - - - - - \\ \underline{\hspace{2cm}} \end{array}$$

Directions Have children count the total number of counters, and then the parts that are inside and outside the box. Ask them to write a number sentence that describes the relationship between the whole and the parts.

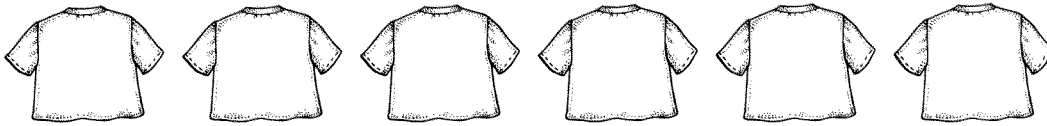
Name _____

Practice

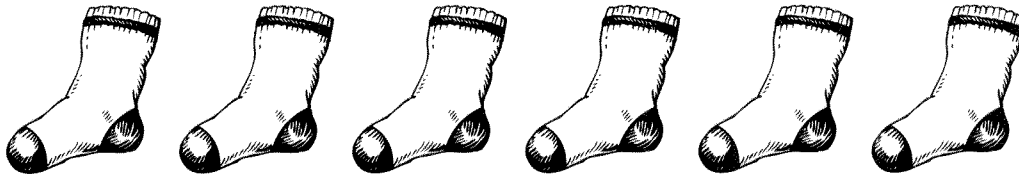
9-3

Making 6 and 7

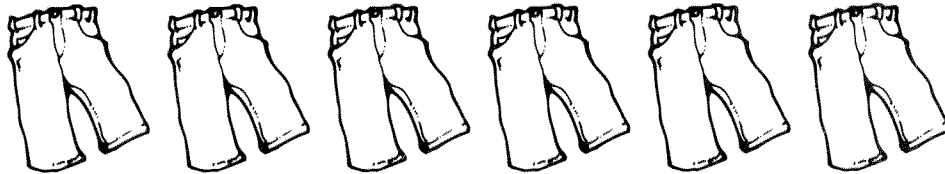
1



2



3



4



5



Directions Have children: - color the clothes with red and yellow crayons to show different ways to make 6; - color the clothes with red and yellow crayons to show different ways to make 7.

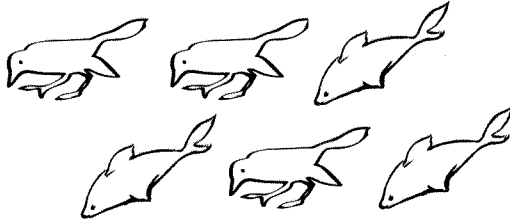
Name _____

Practice

9-4

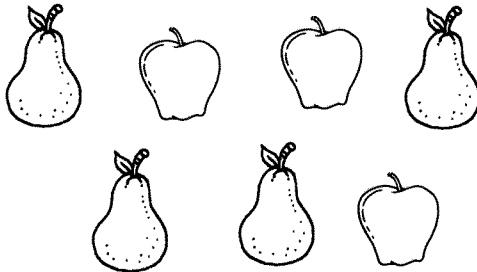
Writing Number Sentences for 6 and 7

1



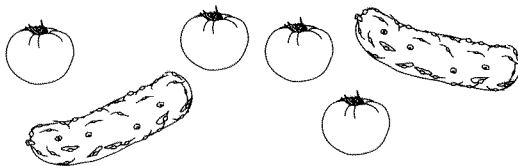
_____		_____		_____
-----	=	-----	+	-----
_____		_____		_____

2



_____		_____		_____
-----	=	-----	+	-----
_____		_____		_____

3



_____		_____		_____
-----	=	-----	+	-----
_____		_____		_____

Directions Have children write the number sentence that describes each picture.

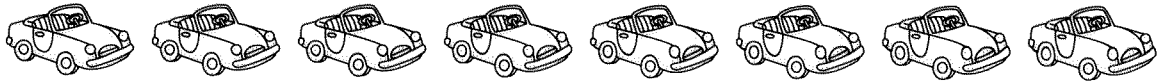
Name _____

Practice

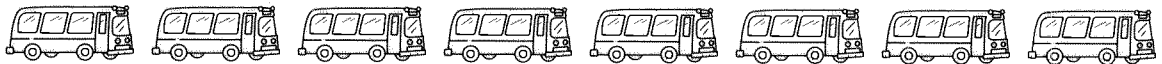
9-5

Making 8 and 9

1



2



3



4



5



Directions Have children: ★-2 color the objects with red and yellow crayons to show different ways to make 8;
✎-5 color the objects with red and yellow crayons to show different ways to make 9.

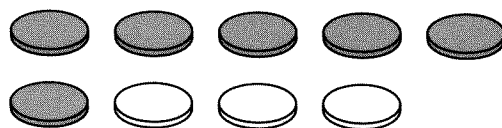
Name _____

Practice

9-6

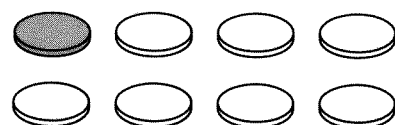
Writing Number Sentences for 8 and 9

1



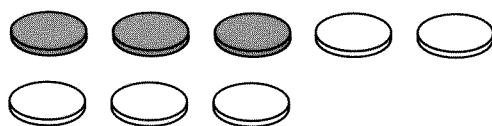
_____		_____		_____
-----	=	-----	+	-----
=====		=====		=====
-----	=	-----	+	-----

2



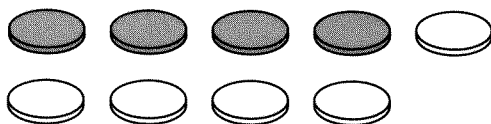
_____		_____		_____
-----	=	-----	+	-----
=====		=====		=====
-----	=	-----	+	-----

3



_____		_____		_____
-----	=	-----	+	-----
=====		=====		=====
-----	=	-----	+	-----

4



_____		_____		_____
-----	=	-----	+	-----
=====		=====		=====
-----	=	-----	+	-----

Directions Have children write two different number sentences to describe the picture.

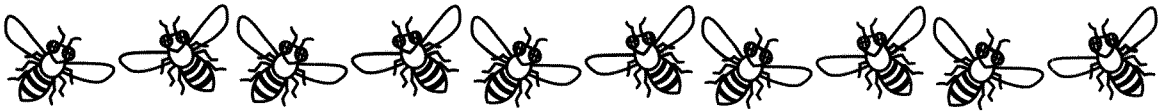
Name _____

Practice

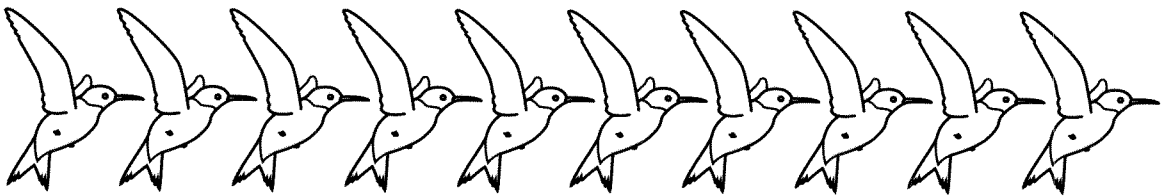
9-7

Making 10

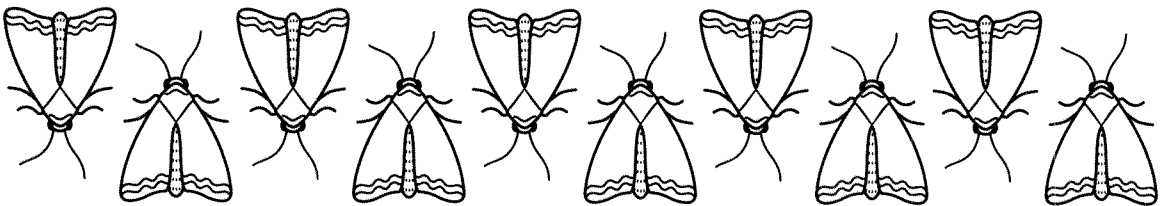
1



2



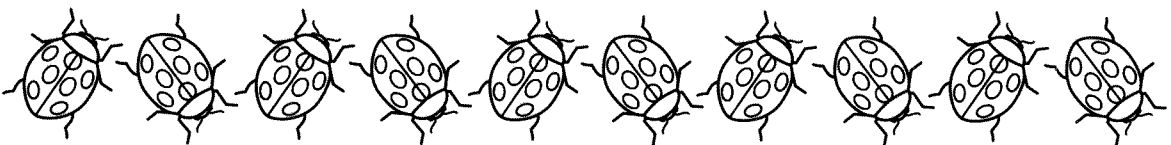
3



4



5



Directions Have children color each picture red or yellow to show different ways to make 10.

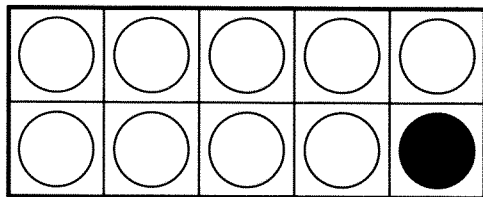
Name _____

Practice

9-8

Writing Number Sentences for 10

1



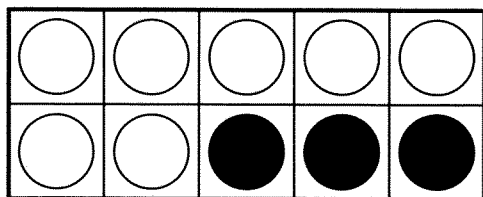
$$10 = \underline{\quad\quad} + \underline{\quad\quad}$$

$$10 = \underline{\quad\quad} + \underline{\quad\quad}$$

$$10 = \underline{\quad\quad} + \underline{\quad\quad}$$

$$10 = \underline{\quad\quad} + \underline{\quad\quad}$$

2



$$10 = \underline{\quad\quad} + \underline{\quad\quad}$$

$$10 = \underline{\quad\quad} + \underline{\quad\quad}$$

$$10 = \underline{\quad\quad} + \underline{\quad\quad}$$

$$10 = \underline{\quad\quad} + \underline{\quad\quad}$$

3

$$10 = 2 + \underline{\quad\quad}$$

$$10 = \underline{\quad\quad} + \underline{\quad\quad}$$

4

$$10 = \underline{\quad\quad} + 5$$

$$10 = \underline{\quad\quad} + \underline{\quad\quad}$$

5

$$10 = 4 + \underline{\quad\quad}$$

$$10 = \underline{\quad\quad} + \underline{\quad\quad}$$

Directions Have students: 1 and 2 write two number sentences that describe the picture; 3-5 find the missing part and complete the number sentence.

9-9

This worksheet is designed for tracing and coloring activities. It consists of three vertical columns of boxes. The first column contains five shaded 3D square blocks, each with a circular hole in the center and a smaller square on top. The second column contains five outlined versions of the same blocks. The third column contains five empty boxes for coloring. To the left of the first column is a set of horizontal lines for tracing, including a dashed line and a dotted line. Below the first column is a single shaded block, below the second is a single outlined block, and below the third is a single empty block.

Name _____

Practice

10-1

Making 11, 12, and 13

1

_____ + _____ = _____

----- + ----- = -----

_____ + _____ = _____

2

_____ + _____ = _____

----- + ----- = -----

_____ + _____ = _____

3

_____ + _____ = _____

----- + ----- = -----

_____ + _____ = _____

Directions Have children: **1** write the number sentence and fill in the drawing to show how to make 11; **2** write the number sentence and fill in the drawing to show how to make 12; **3** write the number sentence and fill in the drawing to show how to make 13.

Name _____

Practice

10-2

Making 14, 15, and 16

1

$$\begin{array}{r} \underline{\hspace{2cm}} \\ - - - - - \\ \underline{\hspace{2cm}} \end{array} + \begin{array}{r} \underline{\hspace{2cm}} \\ - - - - - \\ \underline{\hspace{2cm}} \end{array} = \begin{array}{r} \underline{\hspace{2cm}} \\ - - - - - \\ \underline{\hspace{2cm}} \end{array}$$

2

$$\begin{array}{r} \underline{\hspace{2cm}} \\ - - - - - \\ \underline{\hspace{2cm}} \end{array} + \begin{array}{r} \underline{\hspace{2cm}} \\ - - - - - \\ \underline{\hspace{2cm}} \end{array} = \begin{array}{r} \underline{\hspace{2cm}} \\ - - - - - \\ \underline{\hspace{2cm}} \end{array}$$

Directions Have children: **1** write the number sentence and fill in the drawing to show how to make 14; **2** write the number sentence and fill in the drawing to show how to make 16.

Name _____

Practice

10-3

Making 17, 18, and 19



----- + ----- = -----



----- + ----- = -----

Directions Have children: ★ write the number sentence and fill in the drawing to show how to make 19; ② write the number sentence and fill in the drawing to show how to make 17.

Name _____

Practice
10-4

Problem Solving: Look for a Pattern



1				5			8	9	
11	12	13			16				20



_____		_____		_____
-----	+	-----	=	-----
_____		_____		_____

Directions Have children: ★ complete the first two rows of the hundred chart; ② fill in the ten frames to show the number in the heavily outlined box, and then write a number sentence to match the ten frames.

Name _____

Practice

11-1

Creating Sets to 19



10

13

○	○	○	○	○
○	○	○	○	○

10

and _____ is _____.

2

10

16

○	○	○	○	○
○	○	○	○	○

10

and _____ is _____.

3

10

11

○	○	○	○	○
○	○	○	○	○

10

and _____ is _____.

Directions Have children draw counters in the double ten-frame to show the number on each number card. Then have them show the number by counting on from 10 and then by adding a number to 10.

Name _____

Practice

11-2

Parts of 11, 12, and 13

1

$$11 = 10 + \underline{\hspace{1cm}}$$

2

$$12 = 10 + \underline{\hspace{1cm}}$$

3

$$13 = 10 + \underline{\hspace{1cm}}$$

Directions Have children: 1 color boxes in the ten-frames to show 11 and write the missing number; 2 color boxes in the ten-frames to show 12 and write the missing number; 3 color boxes in the ten-frames to show 13 and write the missing number.

Name _____

Practice

11-3

Parts of 14, 15, and 16

1

----- = ----- + -----

2

----- = ----- + -----

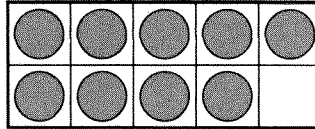
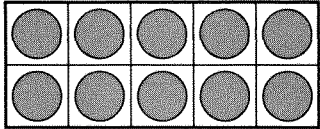
Directions Have children: **1** draw counters in the ten-frames to show 14 as one ten and some more ones and then write a number sentence that describes the drawing; **2** draw counters in the ten-frames to show 15 as one ten and some more ones and then write a number sentence that describes the drawing.

Name _____

Practice

11-4

Parts of 17, 18, and 19

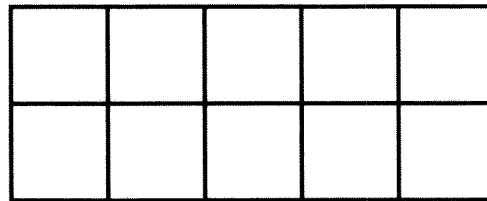
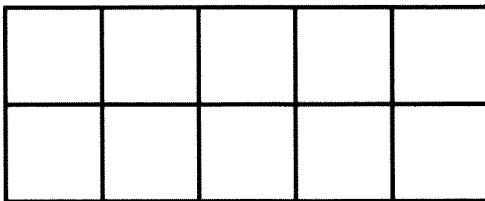


----- = ----- + -----



----- = ----- + -----

3 17 = 10 + 7



Directions Have children: **1** count the counters in the ten-frames and write a number sentence to match the ten-frames; **2** count the cubes in the cube train and write a number sentence to match the cube train; **3** color the ten-frames to match the number sentence.

Name _____

Practice

11-5

Problem Solving: Look for a Pattern

1

$$15 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

2

$$19 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

3

●	●	●	●	●
●	●	●	●	●

●	●	●	●	●
●	●			

$$\underline{\hspace{2cm}} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

Directions Have children: **1** draw 15 counters as one ten, or ten ones, and some additional ones and then complete the number sentence; **2** draw 19 counters as one ten, or ten ones, and some additional ones and then complete the number sentence; **3** look at the counters and write a number sentence to match the picture.

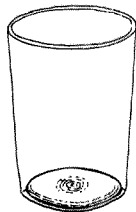
Name _____

Practice

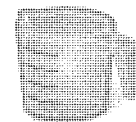
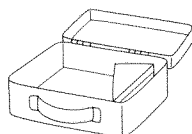
12-1

Describing Objects by More Than One Attribute

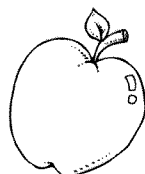
1



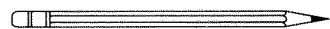
2



3



4



Directions Have children look at each object, describe the attributes of the object, and circle the tools they could use to tell about the attributes of the object.

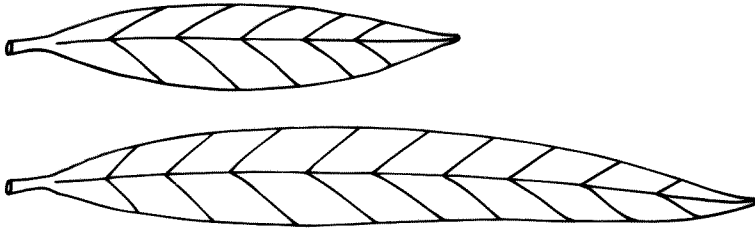
Name _____

Practice

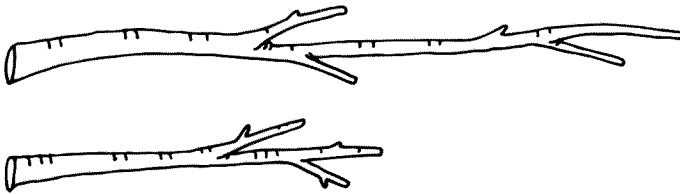
12-2

Comparing by Length

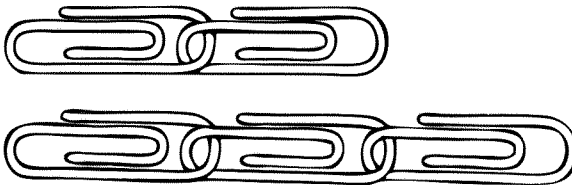
1



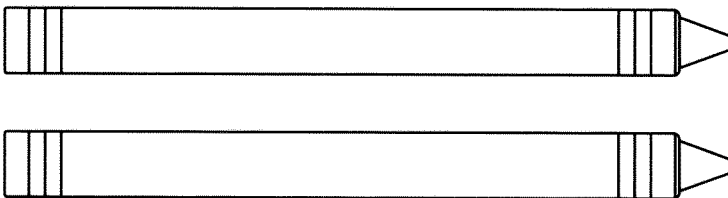
2



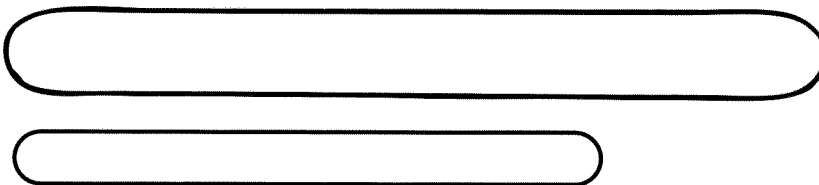
3



4



5



Directions Have children circle the longer object and mark an X on the shorter object. If the objects are the same length, underline both of them.

Name _____

Practice

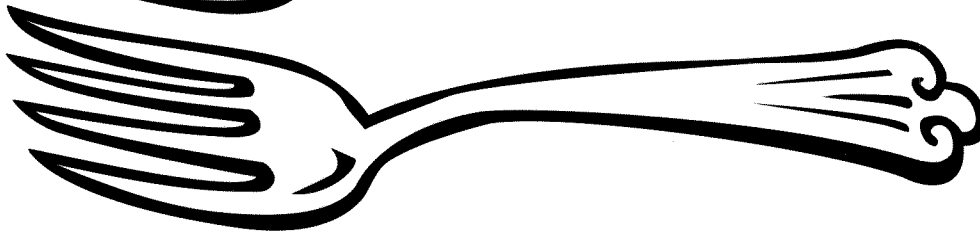
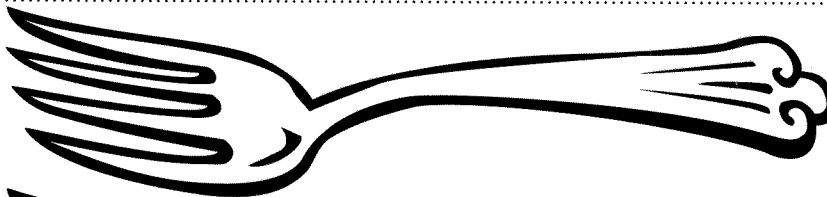
12-3

More Comparing Objects by Length

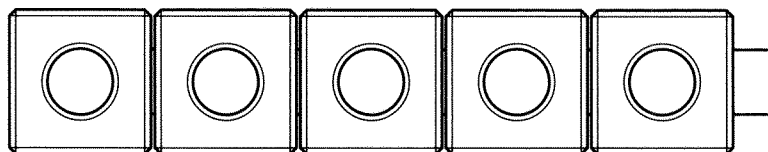
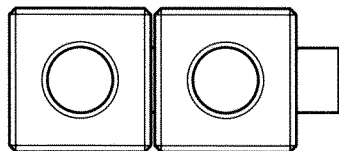
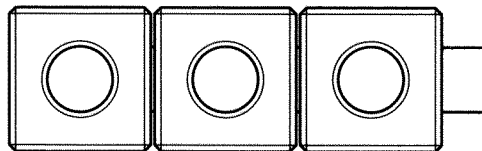
1



2



3



Directions Have children circle the longest object and mark an X on the shortest object.

Name _____

Practice

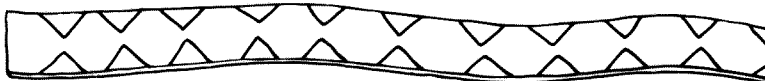
12-4

Problem Solving: Try, Check, and Revise









Directions *Olivia wants to compare pieces of ribbon to find the shortest and longest. How can we compare the pieces? How can we check and revise? Have children compare and order the pieces of ribbon from shortest to longest, write the numbers to show the correct order from shortest to longest (1–4), and then discuss the process and results.*

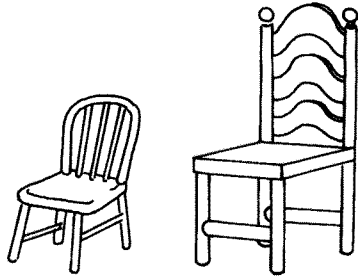
Name _____

Practice

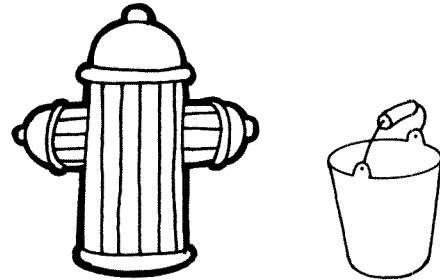
12-5

Comparing by Height

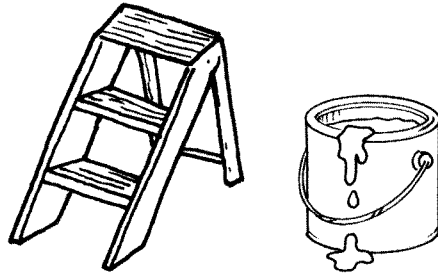
1



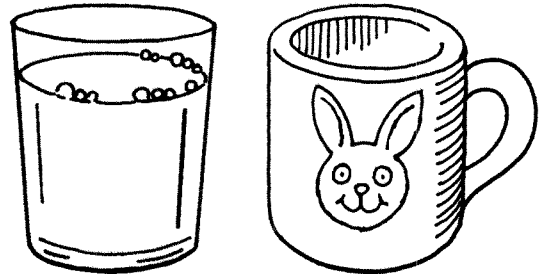
2



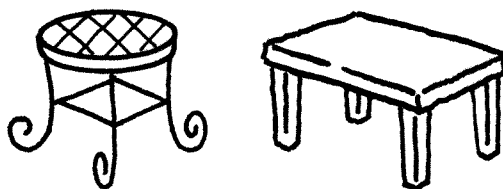
3



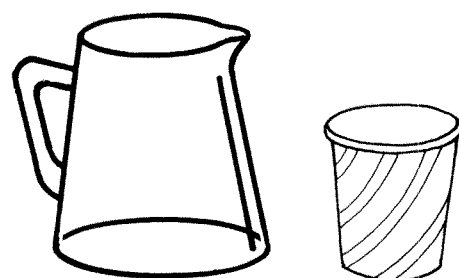
4



5



6



Directions Have children circle the taller object and mark an X on the shorter object. If the objects are the same height, underline both of them.

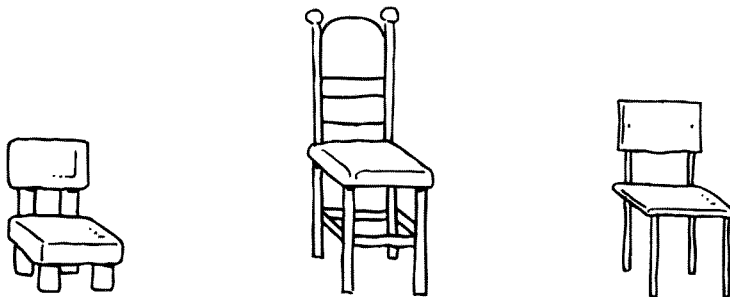
Name _____

Practice

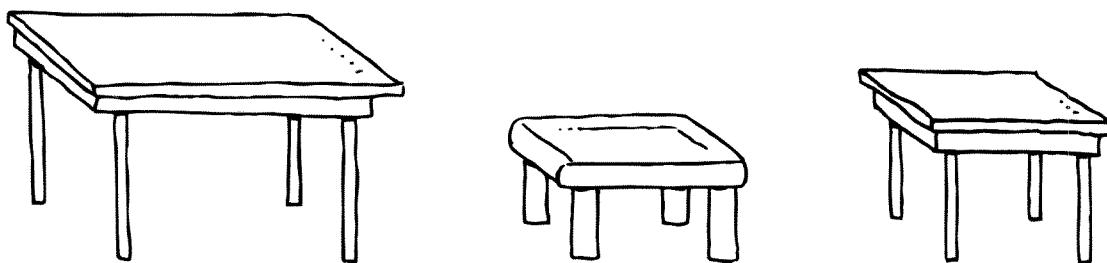
12-6

More Comparing Objects by Height

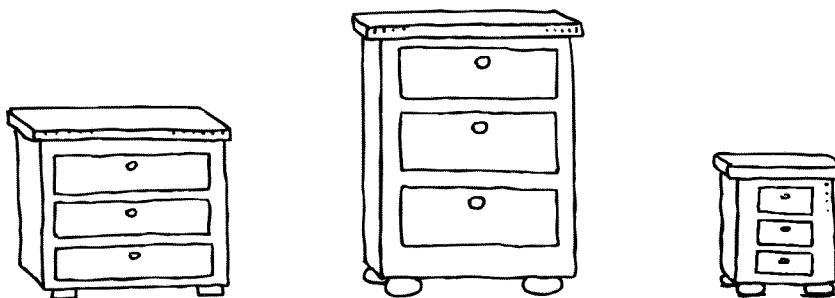
1



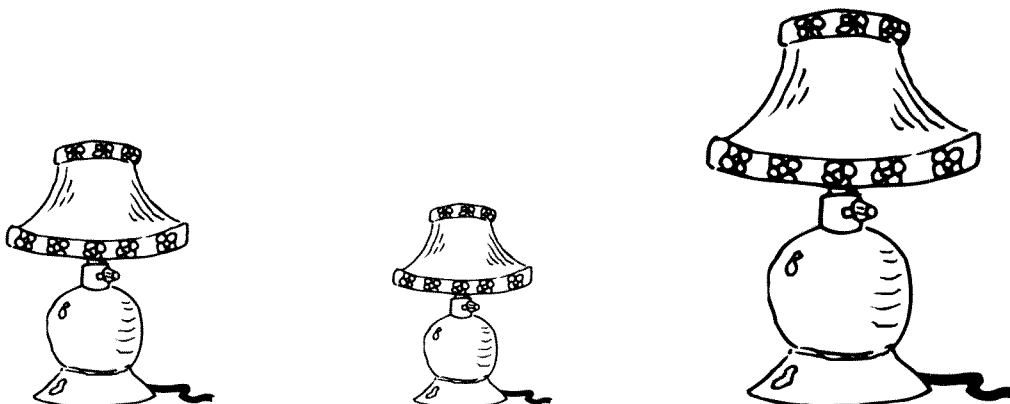
2



3



4



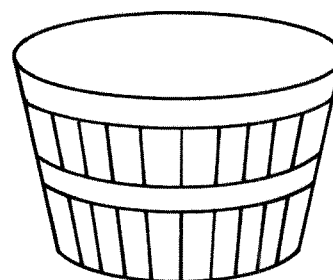
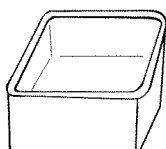
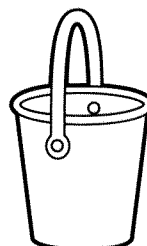
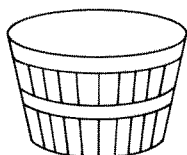
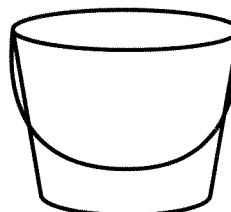
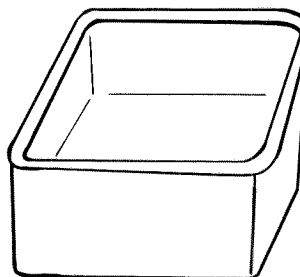
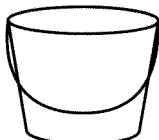
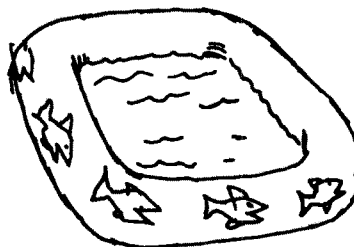
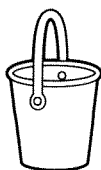
Directions Have children circle the tallest object and mark an X on the shortest object.

Name _____

Practice

12-7

Comparing Capacities



Directions Have children compare objects by drawing a line from the object on the left that holds less to the matching object on the right that holds more.

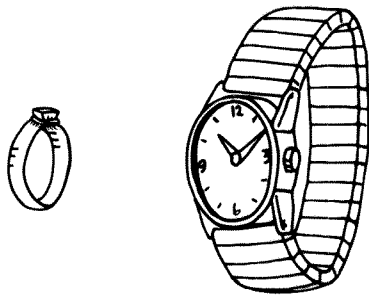
Name _____

Practice

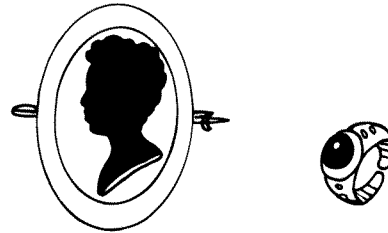
12-8

Comparing by Weight

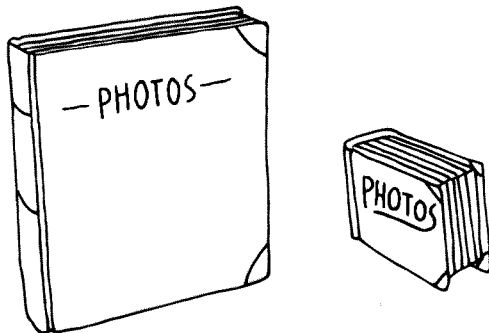
1



2



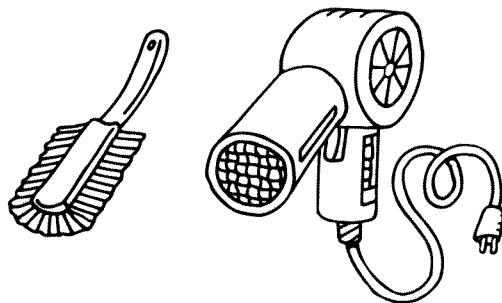
3



4



5



6



Directions Have children compare each pair of objects and then mark an X on the lighter object.

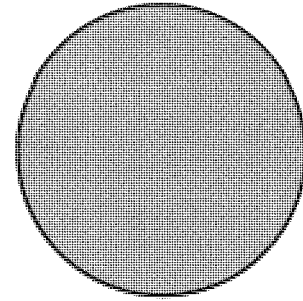
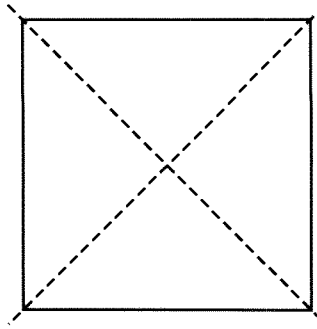
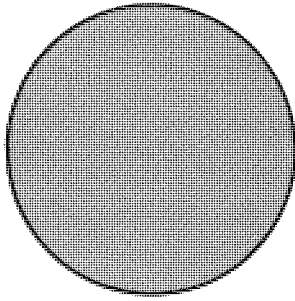
Name _____

Practice

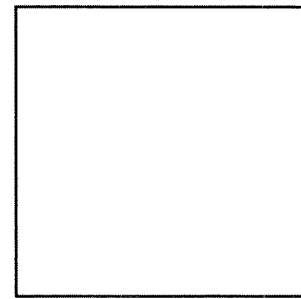
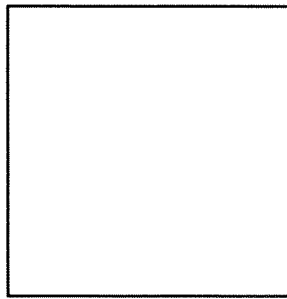
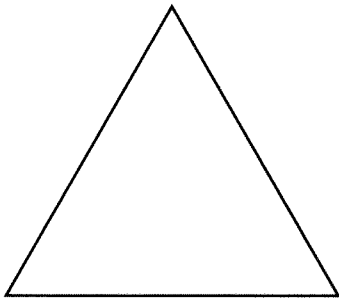
13-1

Same and Different

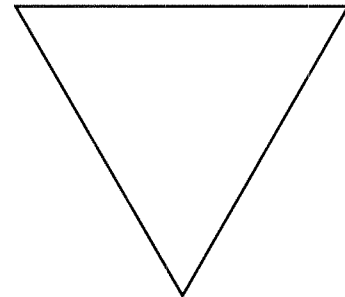
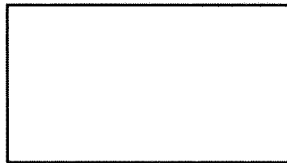
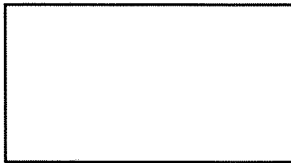
1



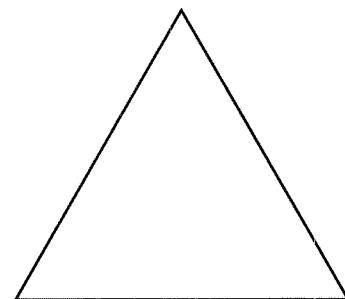
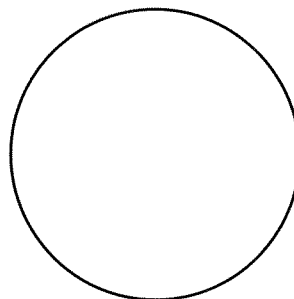
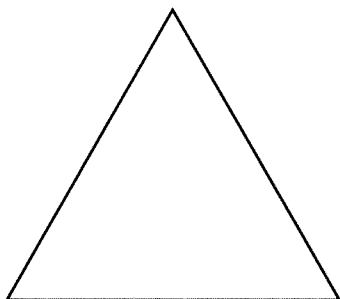
2



3



4



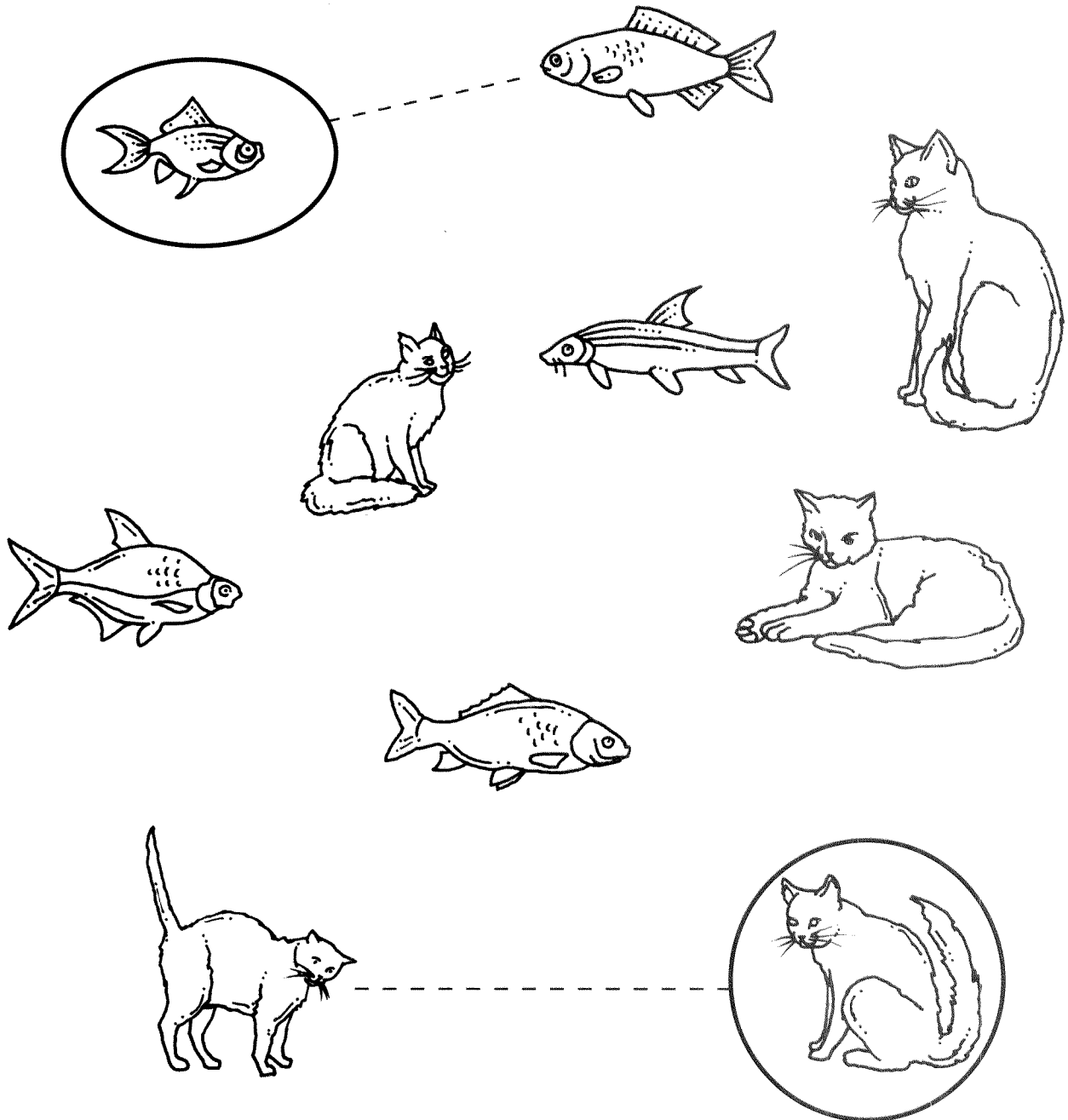
Directions Have children color the same two items in each row the same color. Have them mark an X on the item in each row that is different from the other two items.

Name _____

Practice

13-2

Sorting by One Attribute



Directions Have children sort the cats and the fish by drawing lines to the appropriate circles.

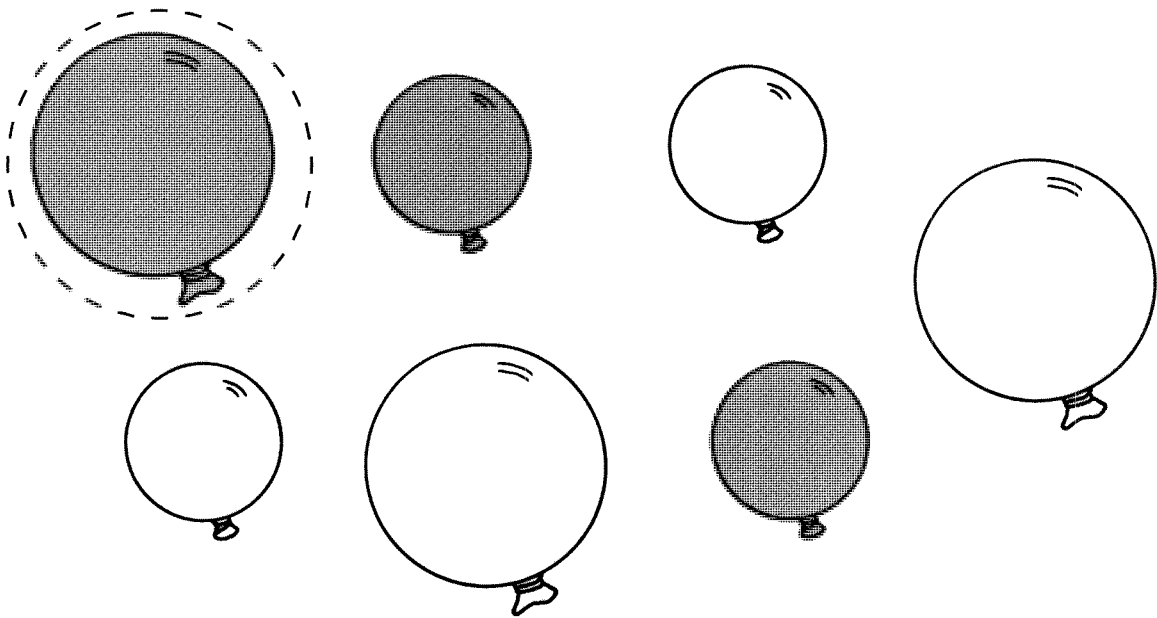
Name _____

Practice

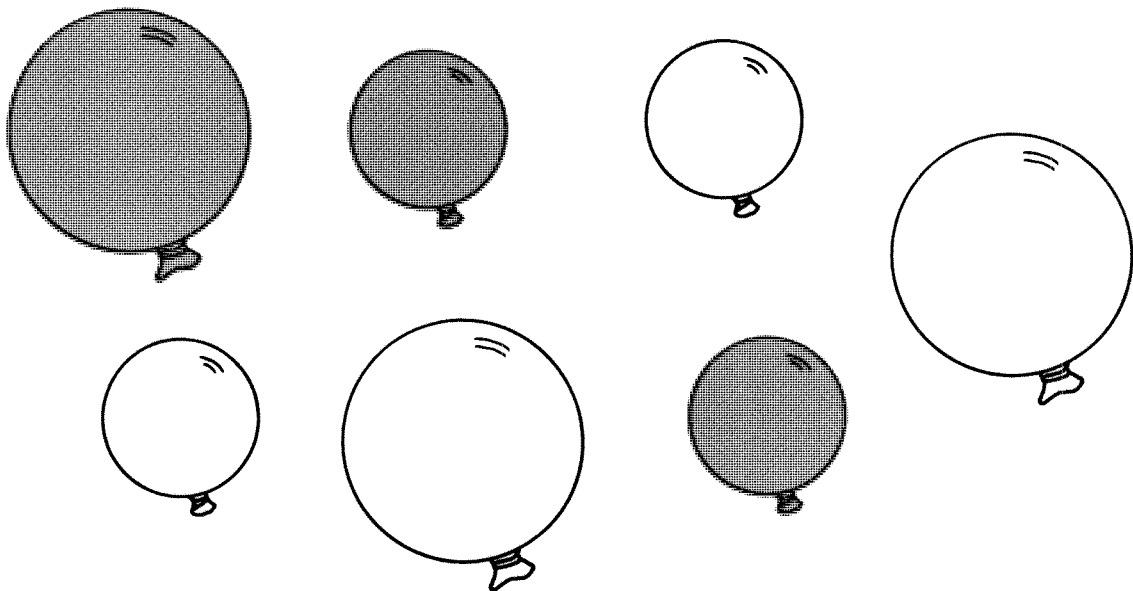
13-3

Sorting the Same Set in Different Ways

1



2



Directions Have children: **1** sort the balloons by circling all the large balloons; **2** sort the balloons by circling all the shaded balloons.

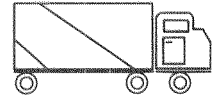
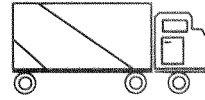
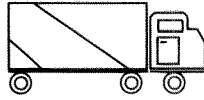
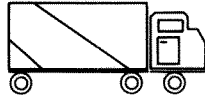
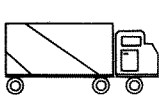
Name _____

Practice

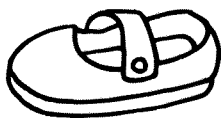
13-4

Sorting By More Than One Attribute

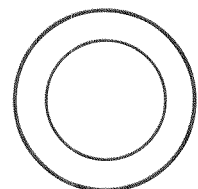
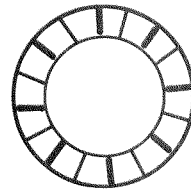
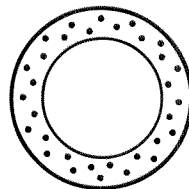
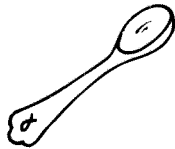
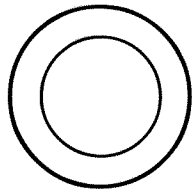
1



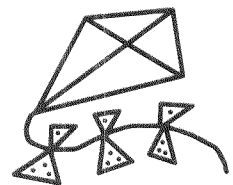
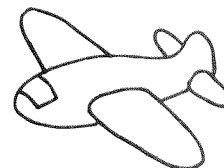
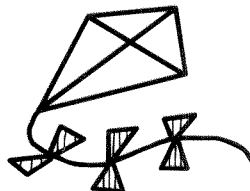
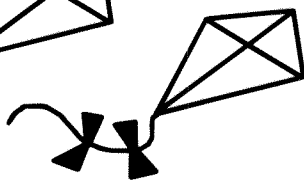
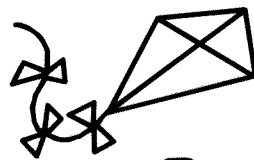
2



3



4



Directions Have children look at the objects in each row and mark an X on the object that doesn't belong.

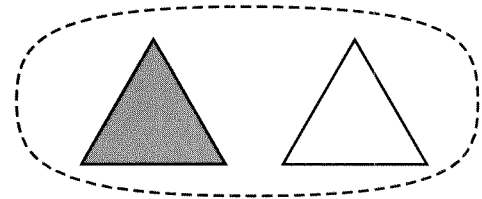
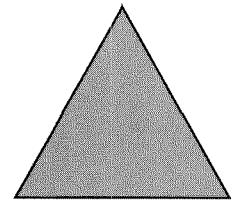
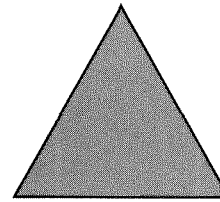
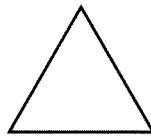
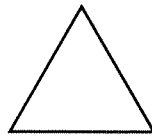
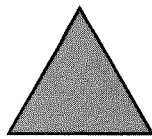
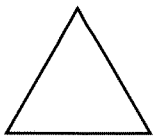
Name _____

Practice

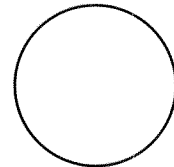
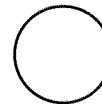
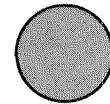
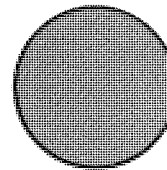
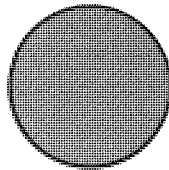
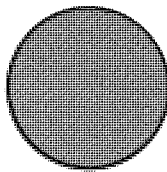
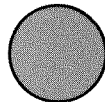
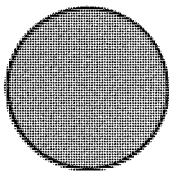
13-5

Problem Solving: Use Logical Reasoning

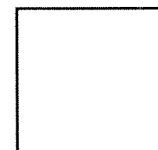
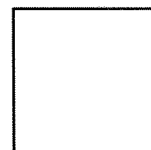
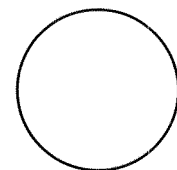
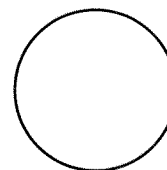
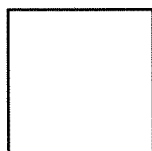
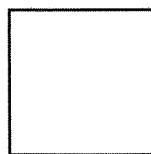
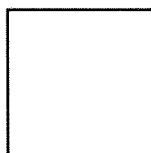
1



2



3



Directions For each exercise, have children identify how the attribute blocks are sorted on the left and circle the blocks on the right that show the sorting rule.

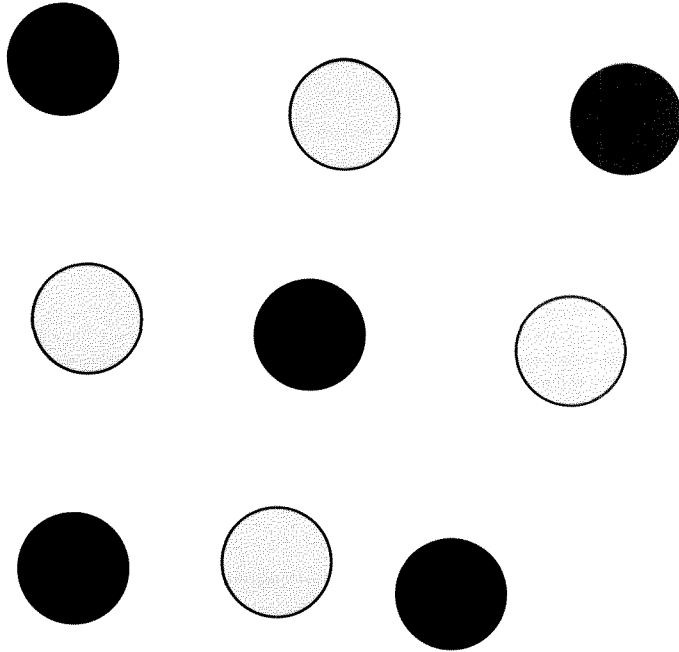
Name _____

Practice

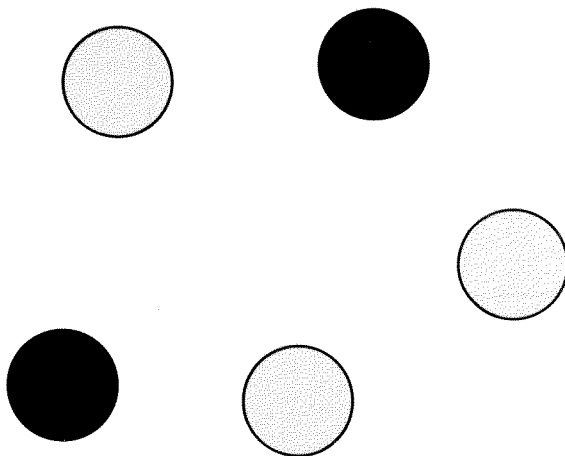
13-6

Real Graphs

1



2



Directions Have children: **1-2** count how many counters of each color there are, and color to show the number of each color counter in the graphs on the right. Then, circle the column that shows which group has fewer objects.

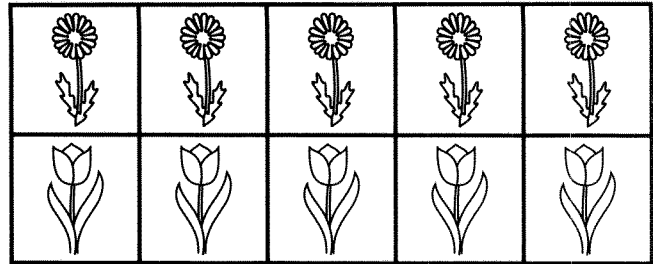
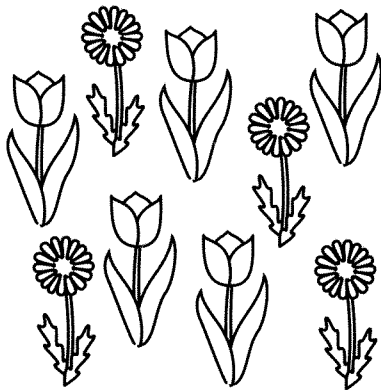
Name _____

Practice

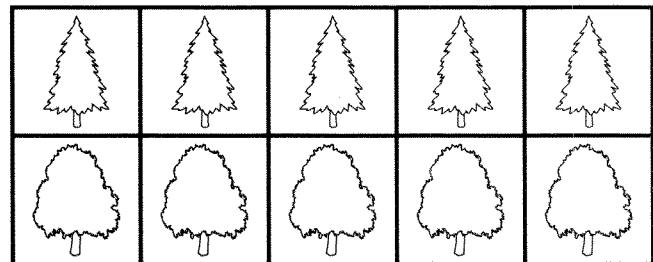
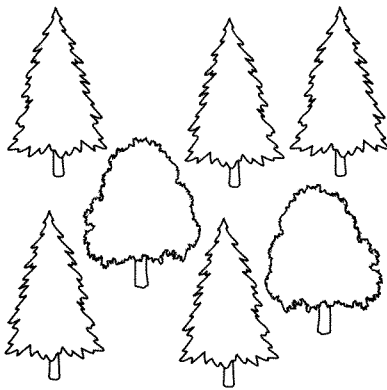
13-7

Picture Graphs

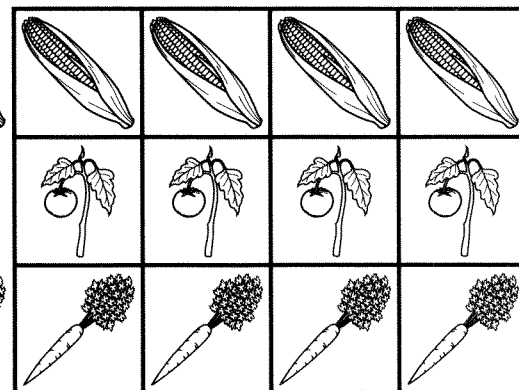
1



2



3



Directions Have children count how many of each object there are, and color a picture on the graph for each object. Then have them circle the row in each graph that has more or the most objects.

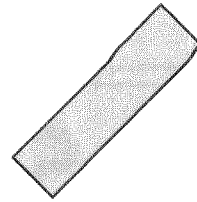
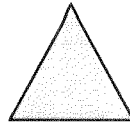
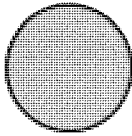
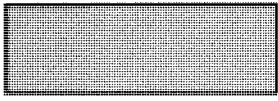
Name _____

Practice

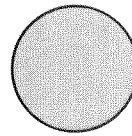
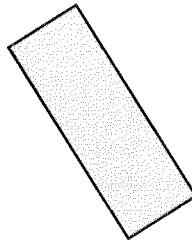
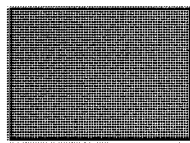
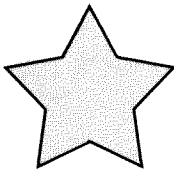
14-1

Rectangles

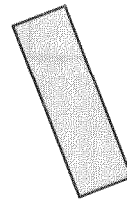
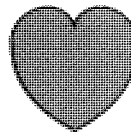
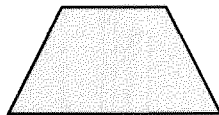
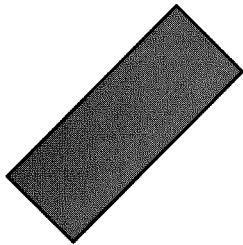
1



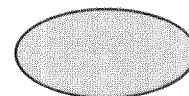
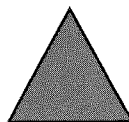
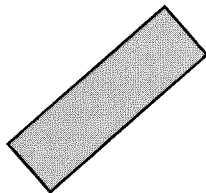
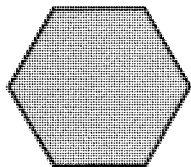
2



3



4



Directions Have children circle the rectangles.

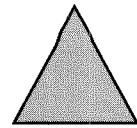
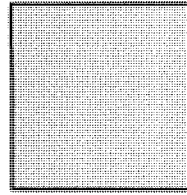
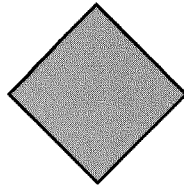
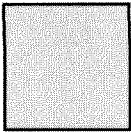
Name _____

Practice

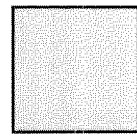
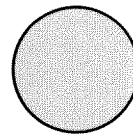
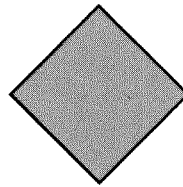
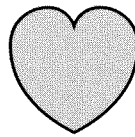
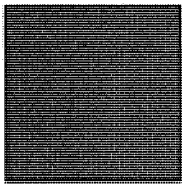
14-2

Squares

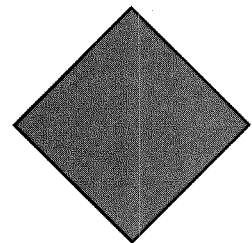
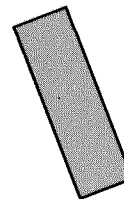
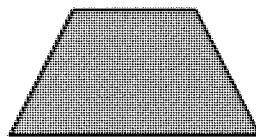
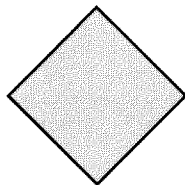
1



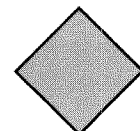
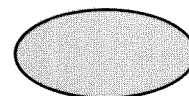
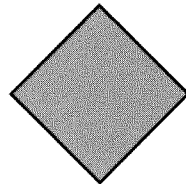
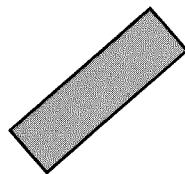
2



3



4



Directions Have children circle the squares.

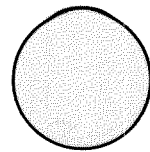
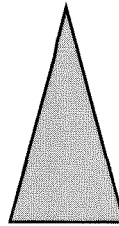
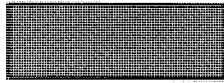
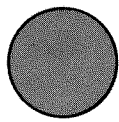
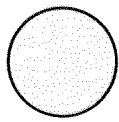
Name _____

Practice

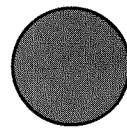
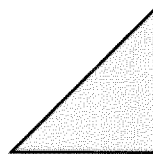
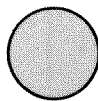
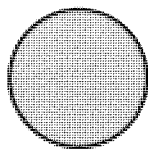
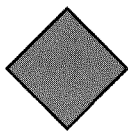
14-3

Circles

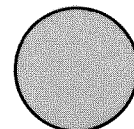
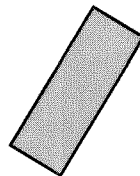
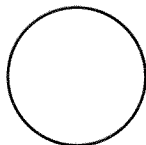
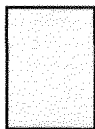
1



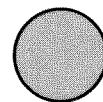
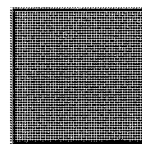
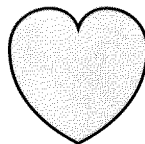
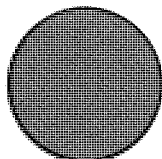
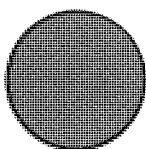
2



3



4



Directions Have children mark an X on the circles.

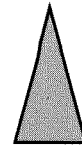
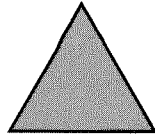
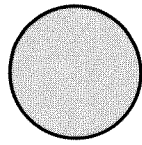
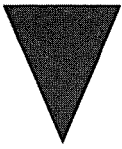
Name _____

Practice

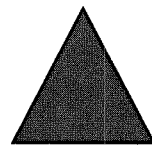
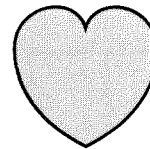
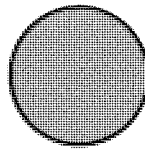
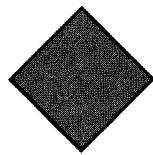
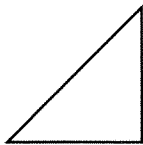
14-4

Triangles

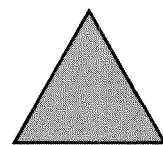
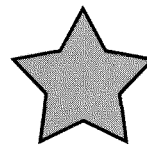
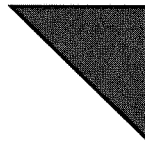
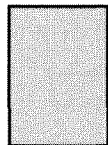
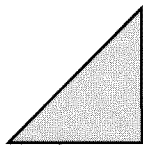
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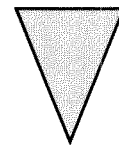
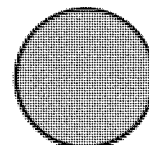
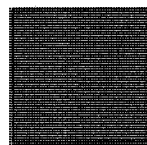
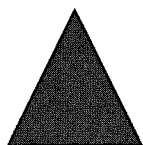
2



3



4



Directions Have children circle the triangles.

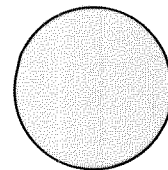
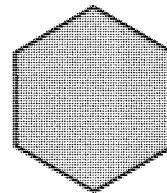
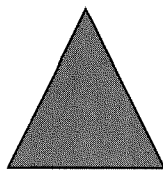
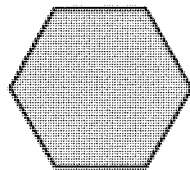
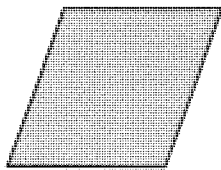
Name _____

Practice

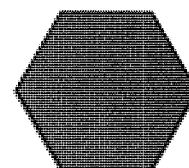
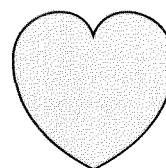
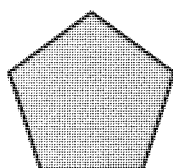
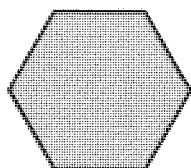
14-5

Hexagons

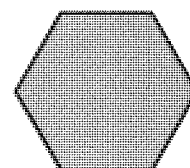
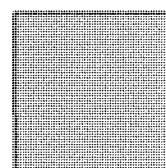
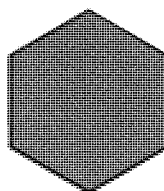
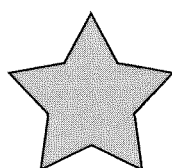
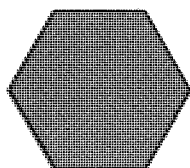
1



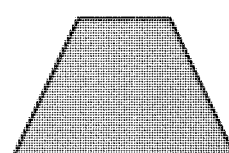
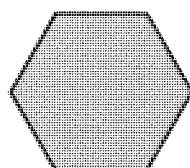
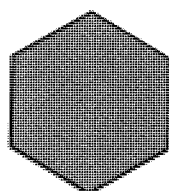
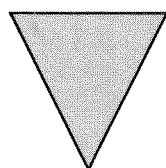
2



3



4



Directions Have children circle the hexagons.

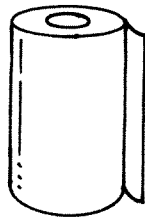
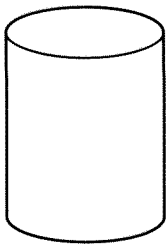
Name _____

Practice

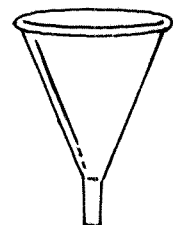
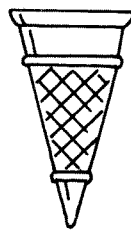
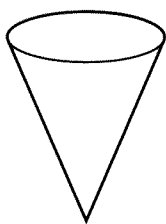
14-6

Solid Figures

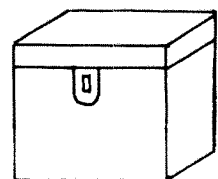
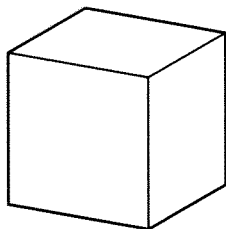
1



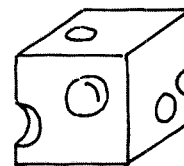
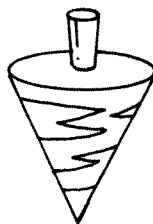
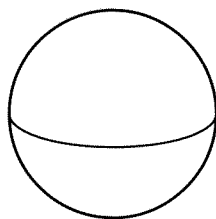
2



3



4



Directions Have children name the solid figure on the left and then circle the objects on the right that have the same shape.

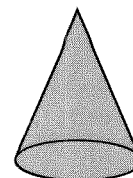
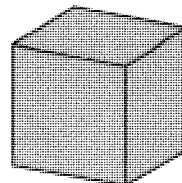
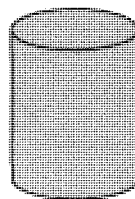
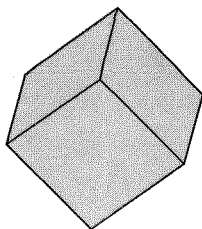
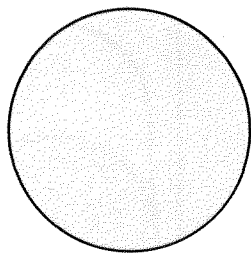
Name _____

Practice

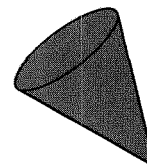
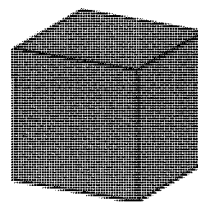
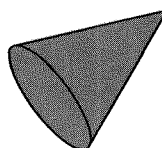
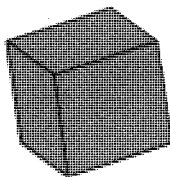
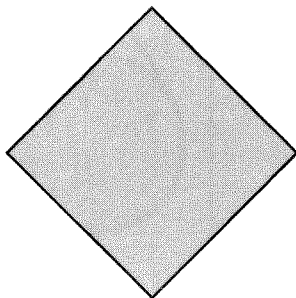
14-7

Flat Surfaces of Solid Figures

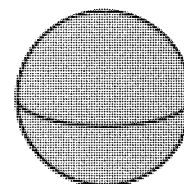
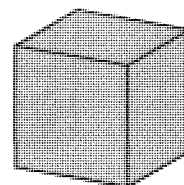
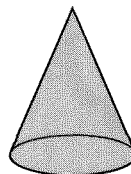
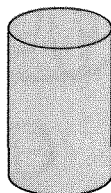
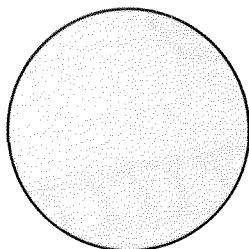
1



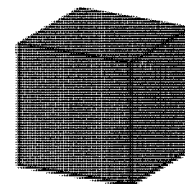
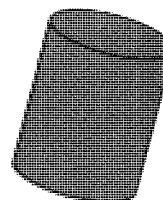
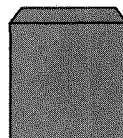
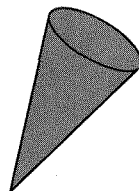
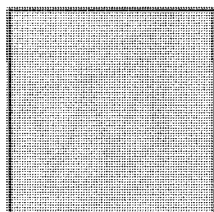
2



3



4



Directions Have children look at the shape on the left. Then have them circle the solid figures that have that flat surface.

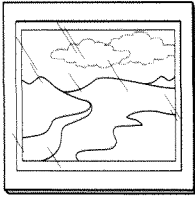
Name _____

Practice

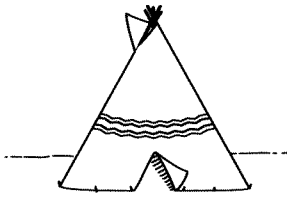
14-8

Problem Solving: Use Objects

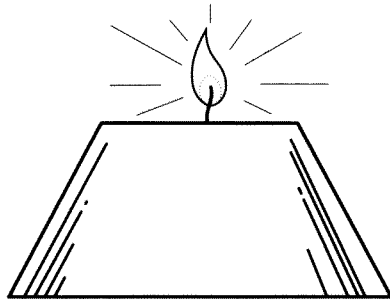
1



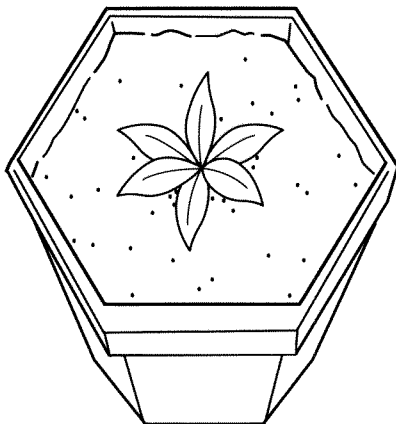
2



3



4



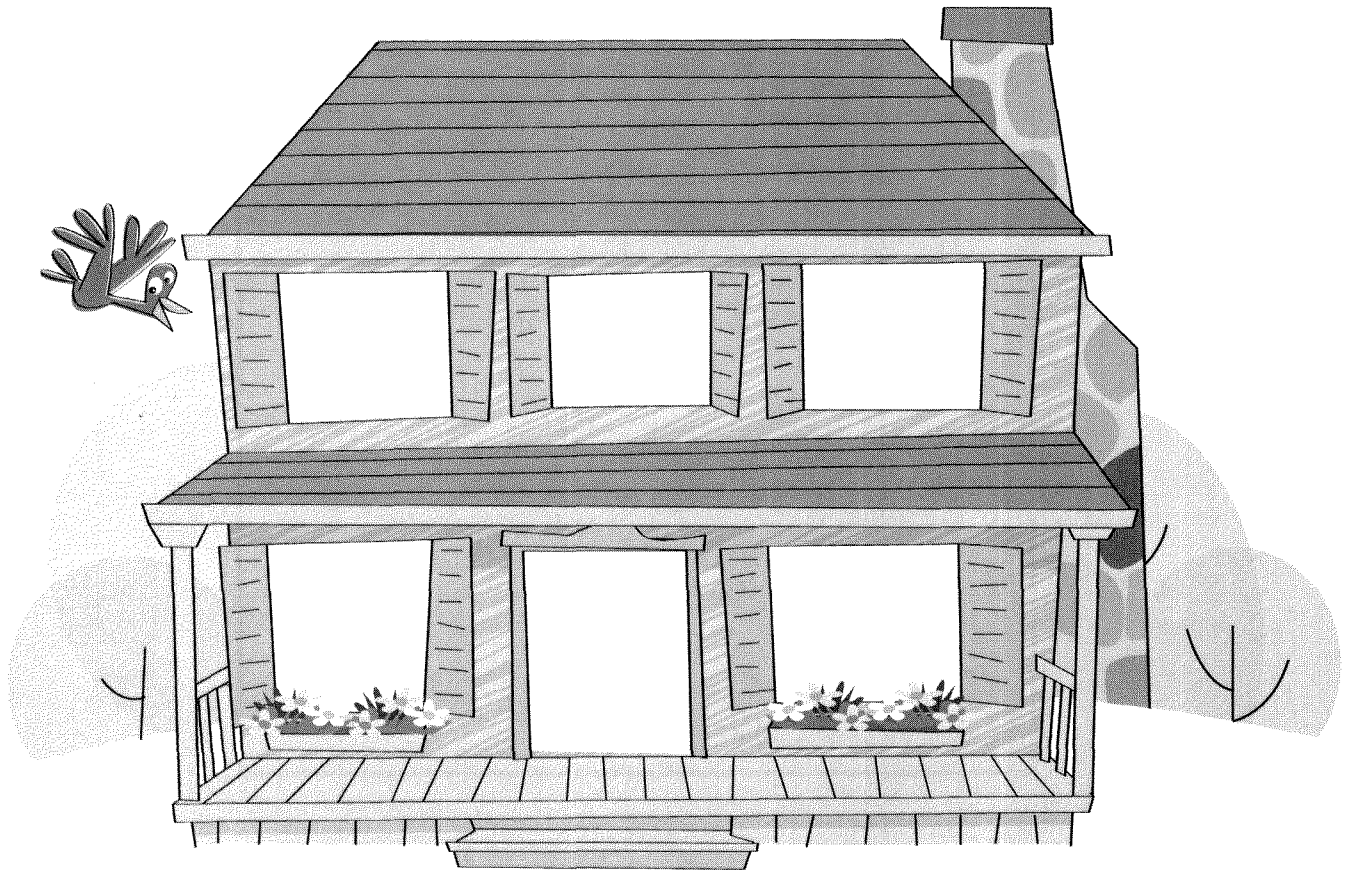
Directions Have children find the pattern block that matches the shape of each pictured object, trace the pattern block, and then explain how they know that the shapes match.

Name _____

Practice

15-1

Inside and Outside



Directions Have children draw a clock and a picture inside the house. Then have them draw a pail and a drum outside the house.

Name _____

Practice

15-2

Above, Below, and On



Directions Have children mark an X on the picture above the boy, the hat below the chair, the bird on the boy, and the yarn below the table. Work with children to identify real-world plane and solid shapes in the picture.

Name _____

Practice

15-3

In Front Of and Behind



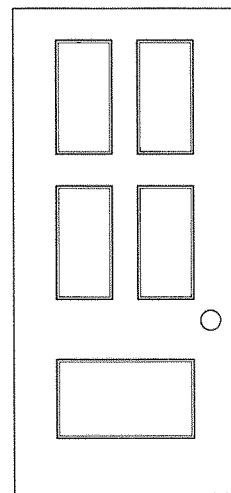
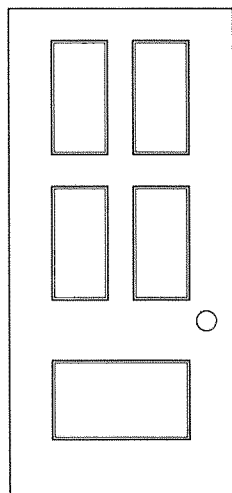
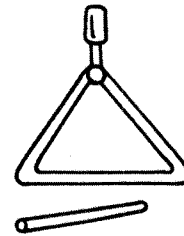
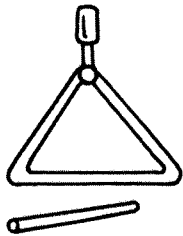
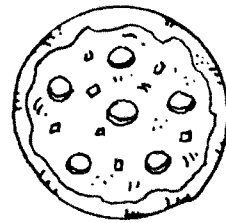
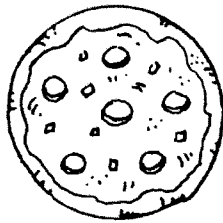
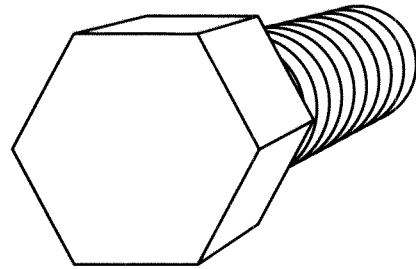
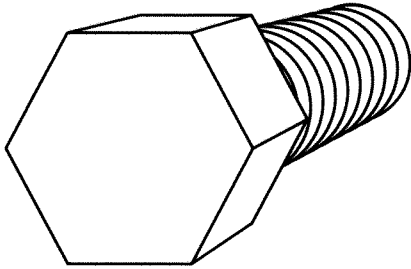
Directions Have children: 1 draw a beach ball in front of the boy; 2 circle the pail behind the boy; 3 mark an X on the lunch box in front of the boy; 4 circle the basket next to, or beside, the boy.

Name _____

Practice

15-4

Left and Right



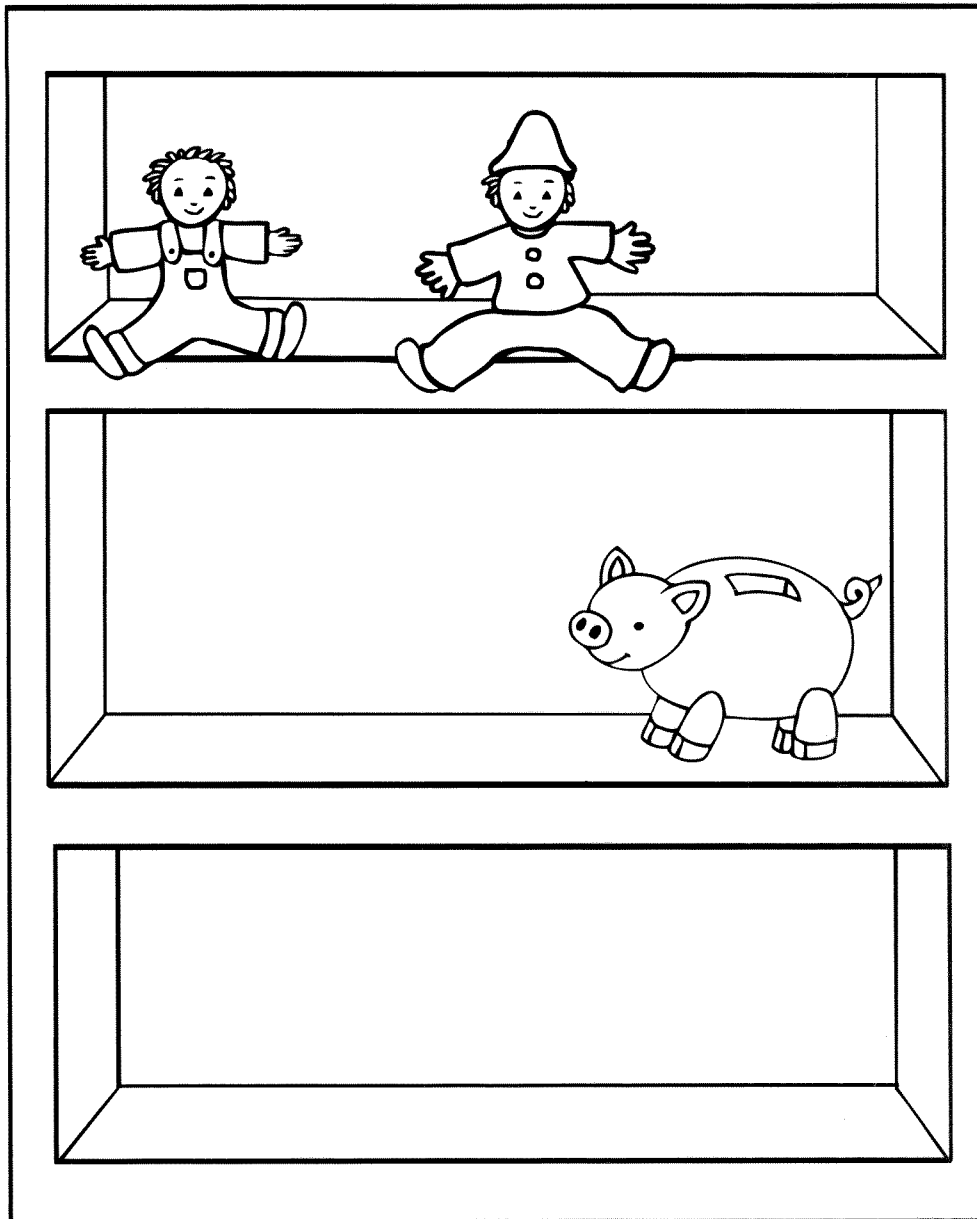
Directions Have children color the bolt on the right blue, the pizza on the left red, the instrument on the right orange, and the door on the left yellow.

Name _____

Practice

15-5

Problem Solving: Act It Out



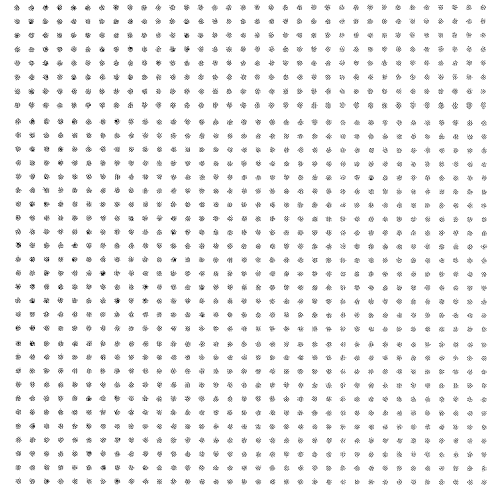
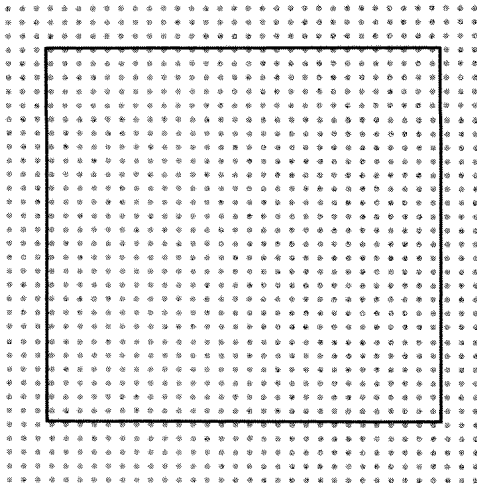
Directions Justin wants to draw objects to complete the picture. How can he do that? Have children: 1 draw a block below the piggy bank; 2 draw a ball to the left of the piggy bank; 3 draw a hat on the doll on the left; 4 draw a book next to the block.

Name _____

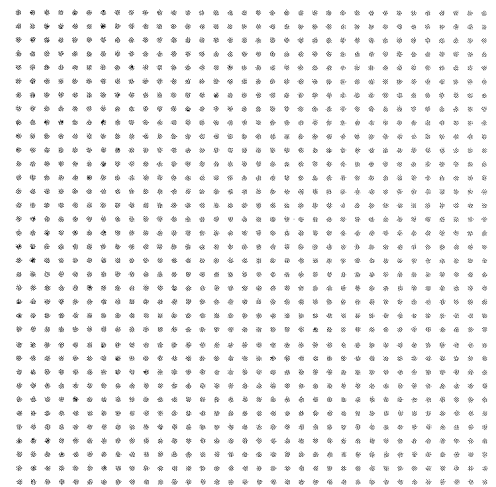
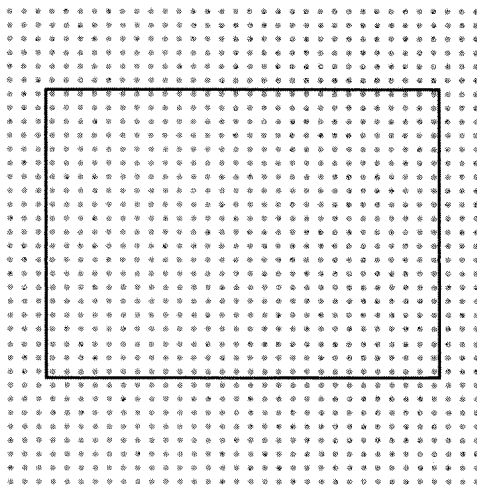
Practice

16-1

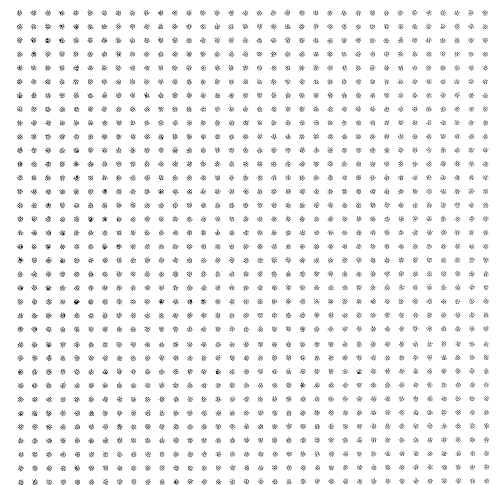
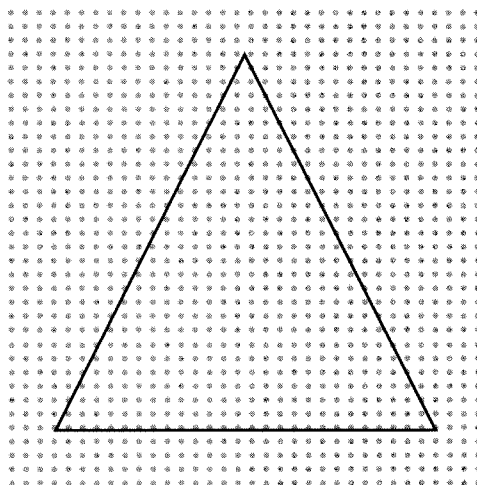
Creating 2-D Shapes



2



3



Directions Have children draw or use yarn, pipe cleaners, or straws to make each shape. Children should attach any shape they make with materials to the page.

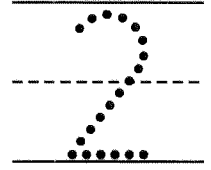
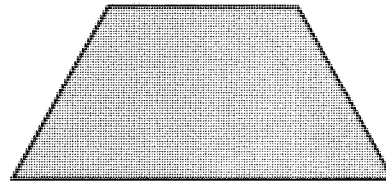
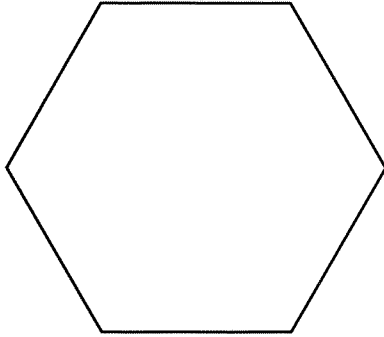
Name _____

Practice

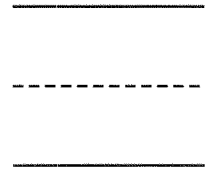
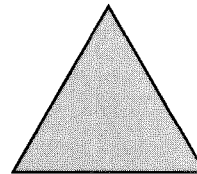
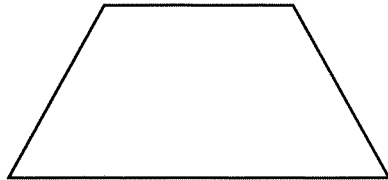
16-2

Making Shapes from Other Shapes

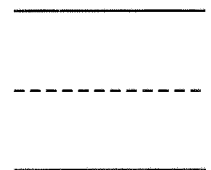
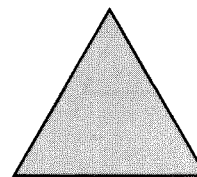
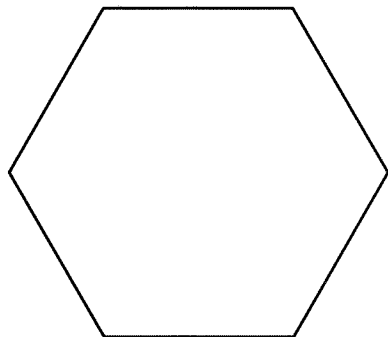
1



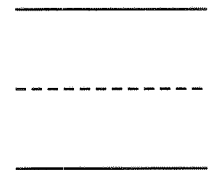
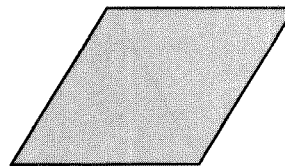
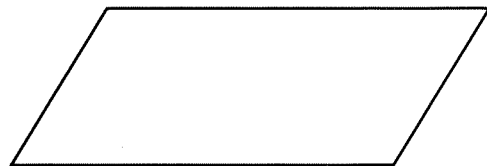
2



3



4



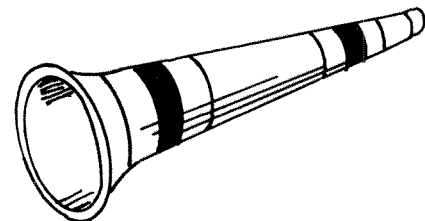
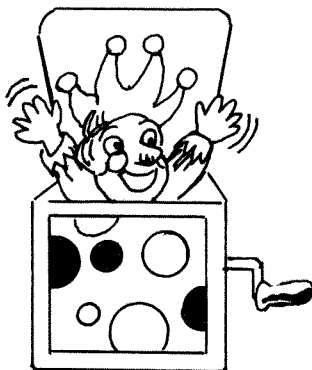
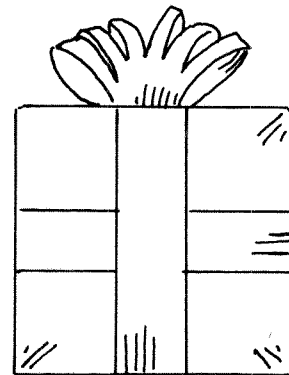
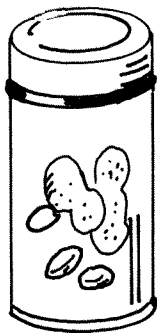
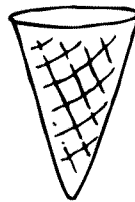
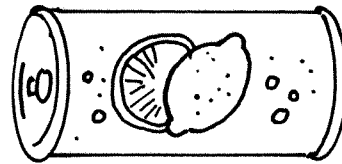
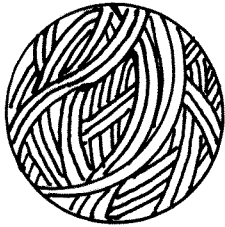
Directions Have children cover the shape on the left with the pattern block shown, draw the lines, and then write the number that tells how many blocks are used.

Name _____

Practice

16-3

Comparing Solid Figures



Directions Have children circle all the solid figures that can roll. Then have them mark an X on all the solid figures that can slide. Point out that some objects that are circled should also be marked with an X.

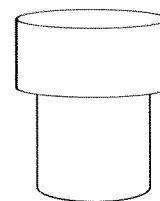
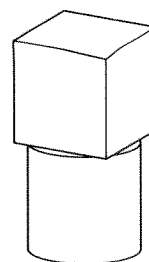
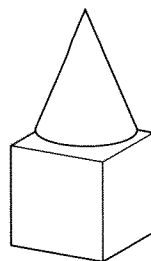
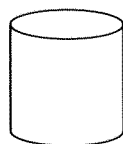
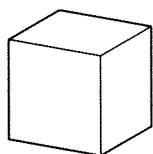
Name _____

Practice

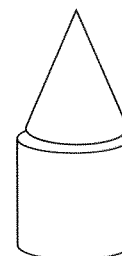
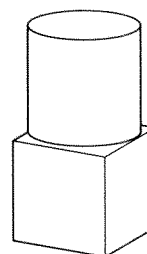
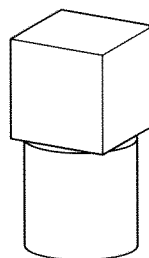
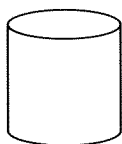
16-4

Building with Solid Figures

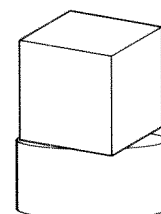
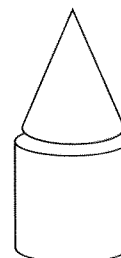
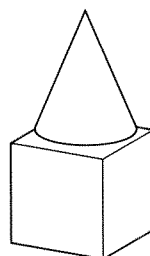
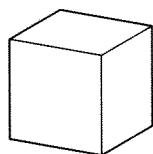
1



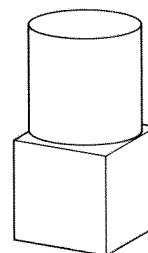
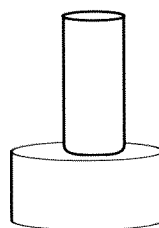
2



3



4



Directions Have children circle the shape that could be made when the 2 solid figures on the left are put together.

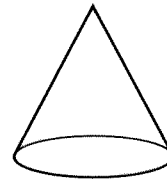
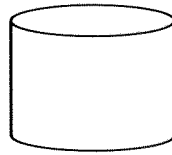
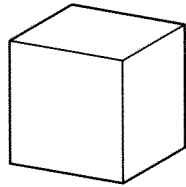
Name _____

Practice

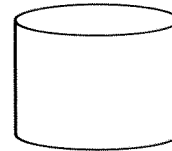
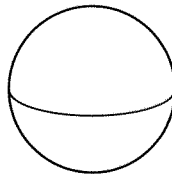
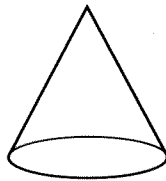
16-5

Problem Solving: Use Logical Reasoning

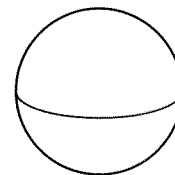
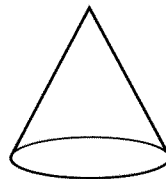
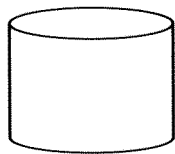
1



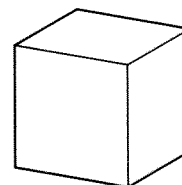
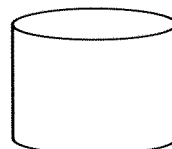
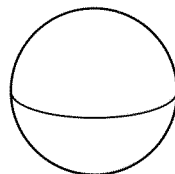
2



3



4



Directions Have children mark an X on the shapes that do **not** fit the clues and circle the shape that the clues describe. **1** I can roll and slide. I have only 1 flat surface. **2** I can roll. I have no flat surfaces. **3** I can roll, stack, and slide. I have 2 flat surfaces. **4** All of my flat surfaces are squares.

Name _____

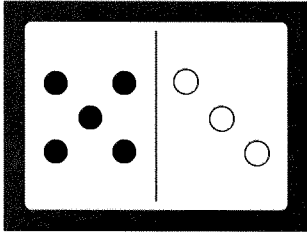
Step-Up 1

Practice

Introducing Addition Number Sentences

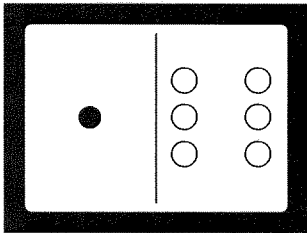
Use the picture. Write an addition sentence.

1.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

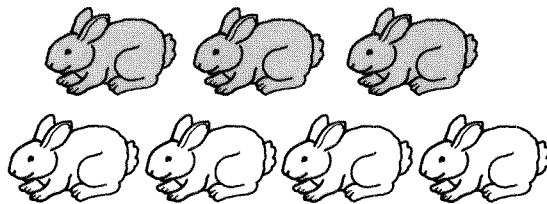
2.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Visual Thinking

3. Which addition sentence goes with the question?



There are 3 gray rabbits in the garden.

There are 4 white rabbits.

How many rabbits are there in all?

Ⓐ $3 + 4 = 7$

Ⓑ $4 + 4 = 8$

Ⓒ $3 + 6 = 9$

Ⓓ $3 + 1 = 4$

Name _____

Step-Up 2

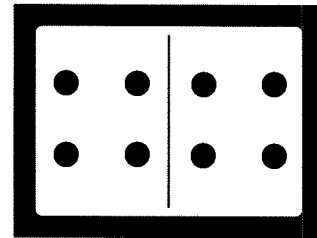
Practice

Stories About Joining

Write an addition sentence. Solve.

1. 4 children are swimming.
Then 4 more children join them.

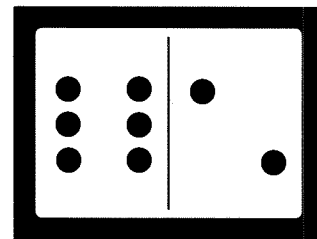
How many children are swimming now?



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

2. 6 puppies are playing.
Then 2 more puppies join them.

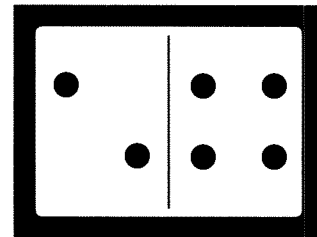
How many puppies are playing now?



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

3. 2 fish are in the tank.
Then 4 more fish join them.

How many fish are in the tank now?



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Algebra

4. Which number makes the addition sentence true?

$$4 + \underline{\quad} = 6$$

1
Ⓐ

2
Ⓑ

3
Ⓒ

6
Ⓓ

Name _____

Step-Up 3

Practice

Adding in Any Order

Write the sum.

Then change the order of the addends.

Write the new addition sentence.

1. $5 + 3 = \underline{\quad}$

2. $4 + 2 = \underline{\quad}$

3. $1 + 3 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

4.

8		<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
		<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
$+ 1$	+	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
9		<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>

5.

3		<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
		<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
$+ 4$	+	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>		<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>

6.

9		<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
		<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
$+ 0$	+	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>		<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>

Algebra

7. Which is the same
as $4 + 1$?

- (A) $1 + 5$
- (B) $4 + 3$
- (C) $2 + 5$
- (D) $1 + 4$

8. Which is the same
as $6 + 3$?

- (A) $3 + 2$
- (B) $5 + 2$
- (C) $3 + 6$
- (D) $7 + 0$

Name _____

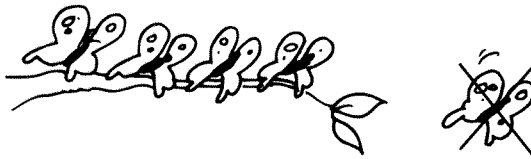
Step-Up 4

Practice

Introducing Subtraction Number Sentences

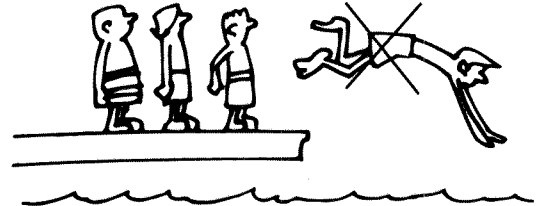
Write a subtraction sentence.

1.



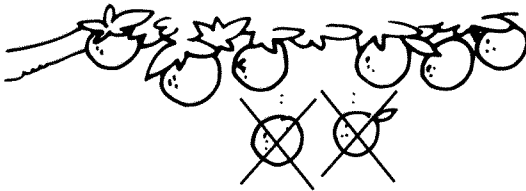
$$\underline{5} - \underline{1} = \underline{4}$$

2.



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

3.



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

4.



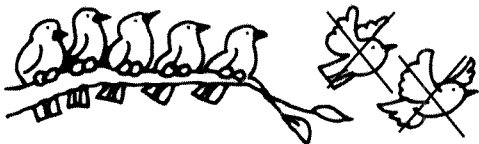
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

5.



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

6.



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Number Sense

7. Draw the missing dots.

Which subtraction sentence tells about the model?

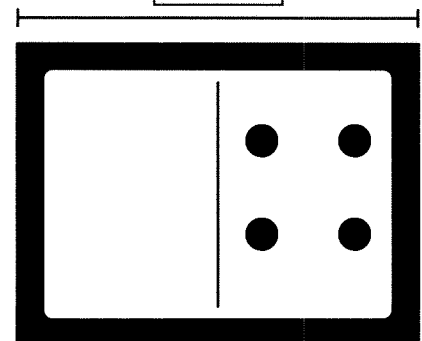
(A) $8 - 2 = 6$

(C) $8 - 4 = 4$

(B) $8 - 6 = 2$

(D) $4 - 4 = 0$

8



Name _____

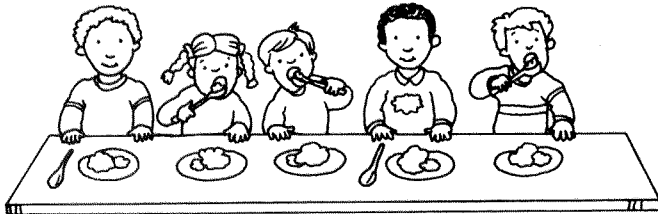
Step-Up 5

Practice

Stories About Taking Away

Find the difference. Write a subtraction sentence.

1.



There are 5 children at the table.

2 children stop eating.

How many children are still eating?

_____ - _____ = _____

2.



A man has 6 balloons.

1 balloon flies away.

How many balloons does the man have now?

_____ - _____ = _____

Algebra

3. 9 children are jumping rope.

3 children leave to play tag.

How many children are still jumping rope?

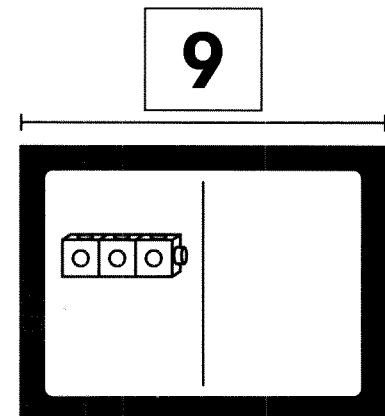
Which subtraction sentence tells about the story?

(A) $9 - 1 = 8$

(C) $9 - 5 = 4$

(B) $9 - 4 = 5$

(D) $9 - 3 = 6$



Name _____

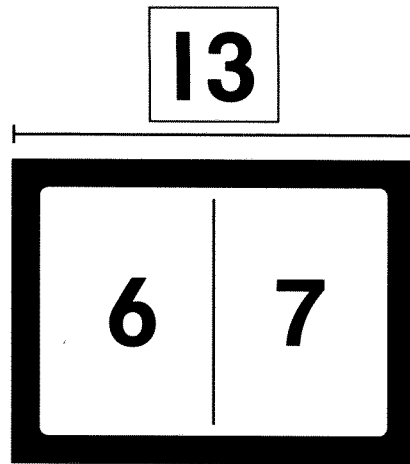
Step-Up 6

Practice

Using Fact Families

Write the fact family for the model.

1.



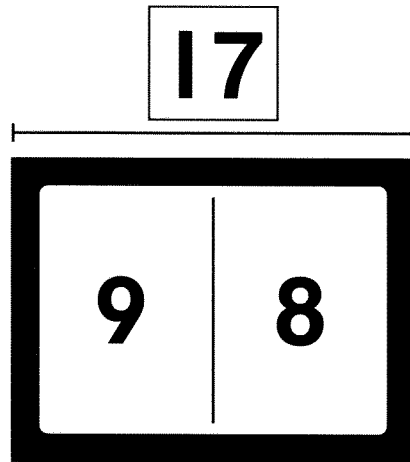
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

2.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Reasoning

Solve the problem.



3. Which related facts describe this picture?

(A) $4 + 11 = 15$, $15 - 4 = 11$ (C) $2 + 4 = 6$, $4 + 2 = 6$

(B) $10 - 4 = 6$, $6 + 4 = 10$ (D) $6 - 4 = 2$, $6 - 2 = 4$

Name _____

Step-Up 7

Practice

Numbers Made with Tens

Count by 10s. Draw lines for the cube trains.
Write the numbers.

1.

4 tens is _____.

2.

7 tens is _____.

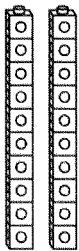
3.

8 tens is _____.

4.

5 tens is _____.

5. What number is shown?



- (A) 2
- (B) 10
- (C) 12
- (D) 20

6. Jean has 60 marbles.

40 of the marbles are in one bag. The rest are in another bag. How many marbles are in the second bag?

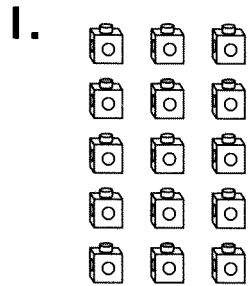
- (A) 40
- (B) 30
- (C) 20
- (D) 10

Name _____

Counting with Groups of 10 and Leftovers

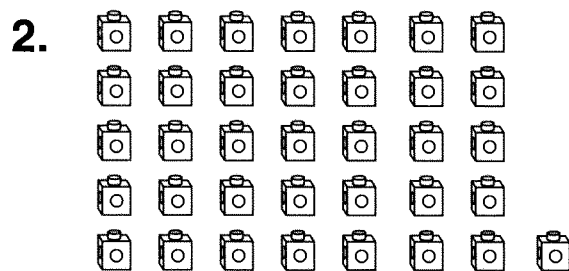
Circle groups of 10.

Write the numbers.



1 group of 10 and 5 left over is _____.

.....



3 groups of 10 and 6 left over is _____.

.....

3. Writing in Math

10 beads fit on a bracelet.

Ben has 54 beads.

Draw a picture to show
all the bracelets he
can make with his beads.

Then draw the beads
that will be left over.

Name _____

Step-Up 9

Practice

Properties of Plane Shapes

1. Draw a shape with 5 corners.

2. Draw a shape with 4 straight sides.

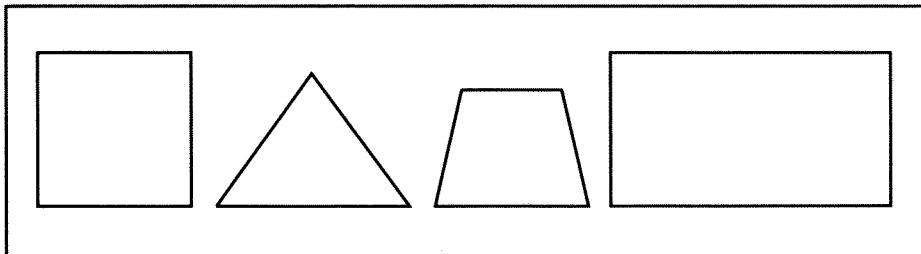
3. Draw a shape with 3 sides and 3 corners.

4. I have 4 sides and 4 corners.
Which shape am I?

- Ⓐ circle
- Ⓑ trapezoid
- Ⓒ hexagon
- Ⓓ triangle

Reasoning

Here is the way Brian sorted some plane shapes.



Circle the question Brian might have asked.

Does it have fewer than 5 corners?

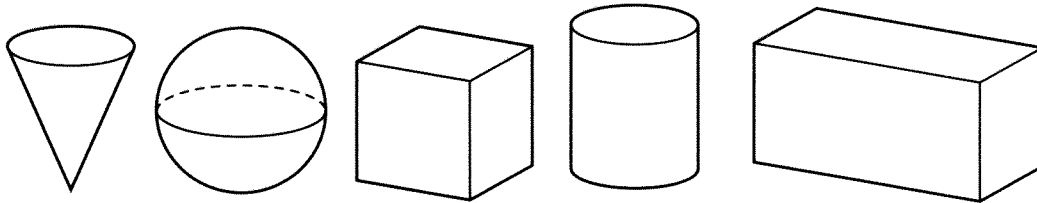
Does it have more than 5 straight sides?

Name _____

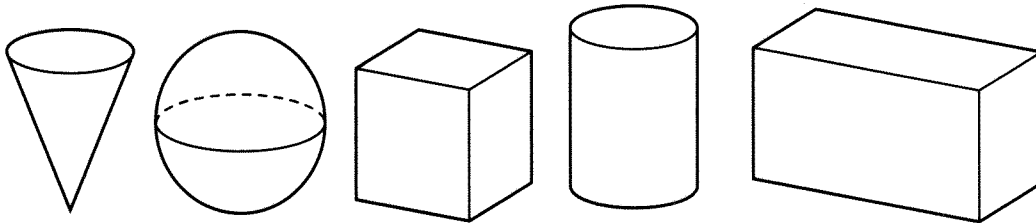
Flat Surfaces and Vertices

Circle the solid figure that answers each question.

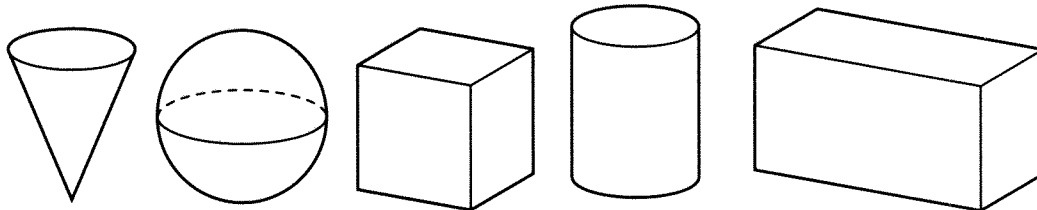
1. Which solid figures have 6 flat surfaces and 8 vertices?



2. Which solid figure has 0 flat surfaces and 0 vertices?



3. Which solid figure has 2 flat surfaces and 0 vertices?

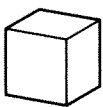


Reasoning

4. Mark the solid figure that answers the question.

I have 1 flat surface. I have 1 vertex.

Which solid figure am I?



(A)



(B)



(C)



(D)