2nd Grade Math Homework
Based on the Utah State Core Standards and Objectives
Over the years I have recognized the need for a homework program that reviewed the Standards and Objectives of the Utah State Core Curriculum. I have tried many mixed review workbooks, but none of them were based upon Utah’s Core. There was either more than or not enough of what my students needed.

Last year the Salt Lake City School District created a pacing map for teachers to follow. The pacing map has helped to ensure all of the Utah Core Standards and Objectives in Mathematics are covered before state testing. It also made it possible for students to transfer between schools without disrupting their education.

Based upon this pacing map, I have created monthly concepts review sheets. Each month I focus my instruction, assignments, and activities around the concepts outlined on the pacing map. At the end of each month I work through the first homework sheet for that month on the overhead as a whole class activity. (The homework sheets have the month name for traditional schools and the month number for year round schools. They correspond with the pacing map). After we work through the first sheet together, it goes home for homework. The review sheet for that month is sent home every week.

At the end of each month I add a new review sheet for the students. By the end of December, the class gets a review of September, October, November, and December every week. By the end of April, when it is time to review for CRT’s, they are getting a thorough review of the Utah Math Core every two weeks.

Most of the concepts from the core are in here. One thing missing is the opportunity for the students to “model” or “demonstrate” concepts with manipulatives. Making predictions about events in a day is not on the review sheets either.
Benefits of this Homework Program

• The students get continuous review on the concepts for their grade level based upon the Utah State Core Standards and Objectives.
• There are numerous opportunities for re-teaching.
• It is easy to assess what new students know and what they still need to learn.
• The homework cycles in a way that helps ELL students become familiar not only with the computation, but also the vocabulary and concepts.
• The homework sheets provide a focus for what I need to cover and/or review.
• I have included most of the Target Vocabulary for each grade. Difficult concepts or concepts which may be new for the students are in bold type for emphasis.
• Certain concepts have definitions or examples with them so the students remember what to do when they get home. Parents have found this helpful to them too.
• Homework can be done with little or no help from home because it is a review of what has already been taught.
• The students remember concepts at testing time because they have reviewed them at least every other week after initially learning them.
• The worksheets come in handy when there is a guest teacher.
• The worksheets cover most concepts in the Core, not just the concepts that are likely to be on the test. (Hopefully this will make teachers in the next grade happy!)
• You can use the previous year’s worksheets as a review at the beginning of the year.
• There are different kinds of problems: multiple choice, computation, short answer, oral language (poems), comparisons, and opportunities to illustrate their thinking with pictorial representations.
• They can be used as pre and post-tests.
• The variety of problems and format on each page is just enough to keep the concepts fresh in the students’ minds.
• Once all 12 worksheets have been used for a certain month, you can start at the beginning and reuse them. The students don’t notice.

To find the pacing map for your grade go to:

http://www.slc.k12.ut.us/depts/learningsvcs/curr/math/

1) Click on the name Kim Colton at the top of the page.
2) Under “Kim’s Page” click on SFAW Pacing Maps
3) Click on your grade level
Which is the same as 12?

a) 6 + 8  b) 2 nickels  c) 14 - 2  d) 2 dimes

Ask 5 people if they like cats or dogs more. Keep track of their answers on the tally chart.

<table>
<thead>
<tr>
<th>Cats</th>
<th>Dogs</th>
</tr>
</thead>
</table>

How many people liked cats more? _______

Continue this growing pattern (it gets bigger):

6 7 8 9 ___ ___ ___ ___

Continue this repeating pattern (it repeats):

A B A B ___ ___ ___ ___

Write the value of each coin below:

dime  dime  dime

10¢  ___  ___

How much is this money worth all together?______________

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What time is it on this clock?
__________ or
a) 2 o’ clock
b) half past 2

Put these **in order** by their time:
school ends, lunchtime, school starts,

8:30 A.M.______________
11:30 A.M.______________
3:00 P.M.______________

What day of the week is March 14th?____________________
What is the **date** of the 1st Monday?____________________
Which is the same as 15?

a) 6 + 8  
b) 8 - 6  
c) 3 pennies  
d) 3 nickels

Sort the words below on the t-chart (tally chart):

<table>
<thead>
<tr>
<th>food</th>
<th>animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>apple</td>
<td>banana</td>
</tr>
<tr>
<td>bird</td>
<td>grape</td>
</tr>
<tr>
<td>cow</td>
<td>rice</td>
</tr>
</tbody>
</table>

How many kinds of food are on the t-chart? ______

Continue this growing pattern (it gets bigger):

2   4   6   8   ____   ____   ____

Continue this repeating pattern (it repeats):

A   A   B   A   A   B   ____   ____   ____

Write the value of each coin below:

dime  dime  quarter

10¢   ___   ____

How much is this money worth all together?______________
What time is it on this clock? 

_________ or

a) 3 o’ clock
b) half past 3

Put these in order by their time:

brush your teeth, go to bed, eat dinner

6:00 P.M.___________________
8:30 P.M.___________________
9:00 P.M.___________________

What day of the week is April 4th?______________________

What is the date of the 2nd Tuesday? ________________
Which is the same as 20?

a) 6 + 8  b) 2 nickels  c) 14 - 2  d) 2 dimes

Look at this Venn Diagram:

Soda Flavor
- cola
- root beer

Fruit
- grape
- lime
- star fruit
- nectarine

Which two things are a soda flavor and a fruit? ____________ and ______________

Continue this growing pattern (it gets bigger):

5  10  15  20  ____  ____  ____

Continue this repeating pattern (it repeats):

A  B  C  C  A  B  C  C  ____  ____  ____  ____

Write the value of each coin below:

- dime 10¢
- quarter
- quarter

How much is this money worth all together? ______________

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What time is it on this clock?

_________ or

a) 7 o’ clock
b) half past 7

Put these **in order** by their time:

go to bed, wake up, eat dinner

7:00 A.M.___________________
6:00 P.M.___________________
9:00 P.M.___________________

What day of the week is May 17th?_____________________

What is the **date** of the 3rd Wednesday? _______________
Name__________ September Concepts Review (Month 1) #4

Which is the same as 10?

a) 6 + 6  

b) 1 dime  

b) 2 dimes

c) 12 - 4

d) 1 dime

d) 2 dimes

Ask 6 people if they would rather read a book or a magazine. Keep track of their answers on the **tally chart**.

<table>
<thead>
<tr>
<th>Book</th>
<th>Magazine</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Which got the most votes? _______

Continue this **growing pattern** (it gets bigger):

10  20  30  40  ___  ___  ___

Continue this **repeating pattern** (it repeats):

1  2  3  1  2  3  ___  ___  ___

Write the **value** of each coin below:

<table>
<thead>
<tr>
<th>quarter</th>
<th>penny</th>
<th>nickel</th>
</tr>
</thead>
<tbody>
<tr>
<td>25¢</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

How much is this money worth **all together**? ____________
What time is it on this clock?
_________ or
a) 6 o’ clock
b) half past 6

Put these in order by their time:

- school ends, go to bed, do homework

3:00 P.M.___________________
5:00 P.M.___________________
9:00 P.M.___________________

What day of the week is June 28th?_____________________
What is the date of the 4th Thursday?___________________
Which is the same as 17?

a) 9 + 8  
b) 2 nickels  
c) 14 + 4  
d) 2 dimes

**Sort** the words below on the **t-chart** (tally chart):

<table>
<thead>
<tr>
<th>colors</th>
<th>numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>one</td>
<td>blue</td>
</tr>
<tr>
<td>green</td>
<td>two</td>
</tr>
<tr>
<td>five</td>
<td></td>
</tr>
</tbody>
</table>

How many colors are on the t-chart? ________

Continue this **growing pattern** (it gets bigger):

100 200 300 400 ______ ______ ______

Continue this **repeating pattern** (it repeats):

😊😊❤️😊😊❤️         ______ ______ ______

Write the **value** of each coin below:

- penny
- dime
- dime

1¢   ____   ____

How much is this money worth **all together**?______________
What time is it on this clock?

_________ or

a) 10 o’ clock
b) half past 10

Put these **in order** by their time:

- eat lunch
- eat breakfast
- get ready for bed

8:00 A.M.___________________
11:30 A.M.__________________
8:30 P.M.___________________

What day of the week is July 4th?______________________

What is the **date** of the 4th Thursday? ________________
Name__________ September Concepts Review (Month 1) #6

Which is the same as 8?

a) 0 + 8  
b) 2 nickels  
c) 12 - 2  
d) 2 dimes

Sort these things using the Venn Diagram:

polar bear  cat
chocolate  mud
grizzly bear

Continue this growing pattern (it gets bigger):

1 11 111  ____  ____  ____

Continue this repeating pattern (it repeats):

1 11 1 11  ____  ____  ____

Write the value of each coin below:

penny  dime  dime  dime  nickel
1¢  ____  ____  ____  ____

How much is this money worth all together?______________
What time is it on this clock?

_________ or

a) 2 o’ clock
b) half past 2

Put these in order by their time:

get ready for bed, do homework, eat dinner

5:00 A.M.___________________
6:00 A.M.___________________
9:00 P.M.___________________

August

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
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<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
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<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What day of the week is August 8th?____________________

What is the date of the 4th Sunday? ________________
Which is the same as 0?

a) 8 - 6  
b) 1 penny  
c) 14 - 4  
d) 5 - 5

Look at the tally chart:

<table>
<thead>
<tr>
<th>Favorite Team</th>
<th>Utah Jazz</th>
<th>L. A. Lakers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>

How many people voted for the Jazz? _______

Continue this growing pattern (it gets bigger):

1 3 5 7 ____ ____ ____

Continue this repeating pattern (it repeats):

□〇〇□〇〇____ ____ ____

Write the value of each coin below:

dime dime quarter nickel
10¢ ____ ____ ____

How much is this money worth all together?______________
What time is it on this clock?

_________ or

a) 12 o’clock
b) half past 12

Write 3 things in order that happen on a school day. Think about what you are usually doing at these times.

7:00 A.M.____________________

10:00 A.M.____________________

6:00 P.M.____________________

<table>
<thead>
<tr>
<th>September</th>
</tr>
</thead>
<tbody>
<tr>
<td>-------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>17</td>
</tr>
<tr>
<td>24</td>
</tr>
</tbody>
</table>

What day of the week is September 7th?____________________

What is the date of the 1st Tuesday?____________________

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Which is the same as 7?

a) 6 - 1  b) 3 + 4  c) 5 - 2  d) 8 + 1

Which color had 1 more vote than yellow? _______

Continue this **growing pattern** (it gets bigger):

2   4   22   44   _______   _______

Continue this **repeating pattern** (it repeats):

XYZ   XYZ   XYZ   ________   ________   ________

Write the **value** of each coin below:

<table>
<thead>
<tr>
<th>Coin</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>dime</td>
<td>10¢</td>
</tr>
<tr>
<td>dime</td>
<td></td>
</tr>
<tr>
<td>dime</td>
<td></td>
</tr>
<tr>
<td>quarter</td>
<td></td>
</tr>
<tr>
<td>quarter</td>
<td></td>
</tr>
</tbody>
</table>

How much is this money worth **all together**?______________
What time is it on this clock?

_________ or

a) 5 o’clock
b) half past 5

Write 3 things in order that happen on a school day. Think about what you are usually doing at these times.

11:00 A.M.________________________

12:00 P.M.________________________

7:00 P.M.__________________________

<table>
<thead>
<tr>
<th></th>
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</thead>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td></td>
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<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
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<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
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<td>20</td>
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<td>30</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What day of the week is October 31st? _________________

What is the date of the 2nd Wednesday? _________________
Which is the same as 11?

a) 6 + 6  b) 2 nickels  c) 1 dime  d) 11 pennies

What season of the year is liked by the most people?

Continue this **growing pattern** (it gets bigger):

16  17  18  19  ____  ____  ____

Continue this **repeating pattern** (it repeats):

L  M  N  O  L  M  N  O  ____  ____  ____  ____

Write the **value** of each coin below:

- dime: 10¢
- quarter
- penny
- nickel

How much is this money worth **all together**?

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What time is it on this clock?

_________ or

a) 12 o’ clock
b) half past 12

Write 3 things in order that happen on a school day. Think about what you are usually doing at these times.

8:00 A.M.___________________

2:00 P.M.___________________

8:00 P.M.___________________

What day of the week is December 25th?_______________

What is the date of the 3rd Monday?_______________
Which is the same as 5?

a) 6 + 1  b) 1 nickel  c) 14 - 8  d) 1 dime

How many students like to draw with markers the best?_____

Continue this **growing pattern** (it gets bigger):

16 26 36 46 _____ _____ _____

Continue this **repeating pattern** (it repeats):

16 26 16 26 _____ _____ _____ _____

Write the **value** of each coin below:

quarter quarter penny penny nickel

25¢ _____ _____ _____

How much is this money worth **all together**?______________
What time is it on this clock?

_________ or

a) 9 o’ clock
b) half past 9

Write 3 things **in order** that happen on a school day. Think about what you are usually doing at these times.

9:00 A.M.___________________

4:00 P.M.___________________

9:00 P.M.___________________

<table>
<thead>
<tr>
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<th></th>
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</thead>
<tbody>
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<td>2</td>
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<td>6</td>
<td>7</td>
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<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What day of the week is January 1st?___________________

What is the **date** of the 2nd Saturday? ___________________
Which is the same as 25?

a) 12 + 12  
b) 2 dimes  
c) 14 + 12  
d) 5 nickels

Sort the words below on the t-chart (tally chart):

<table>
<thead>
<tr>
<th>rock</th>
<th>tree</th>
<th>grass</th>
<th>living</th>
</tr>
</thead>
<tbody>
<tr>
<td>bird</td>
<td>cow</td>
<td>marker</td>
<td>non-living</td>
</tr>
</tbody>
</table>

How many things on the chart are living? ________

Continue this growing pattern (it gets bigger):

△ △ △ △ △ △ △

Continue this repeating pattern (it repeats):

△ △ △ △ △ △ △ △ △ △

Write the value of each coin below:

<table>
<thead>
<tr>
<th>dime</th>
<th>dime</th>
<th>dime</th>
<th>quarter</th>
<th>quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>10¢</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How much is this money worth all together? ________________
What time is it on this clock?

_________ or

a) 4 o’ clock
b) half past 4

Write 3 things that happen in your day in order. Think about what you are usually doing on school days at these times.

8:30 A.M.___________________
1:00 P.M.___________________
6:30 P.M.___________________

What day of the week is February 14th?_________________

What is the date of the 3rd Sunday? ____________________
Which is the same as 18?

a) 9 + 9  
b) 8 pennies  
c) 14 - 4  
d) 2 dimes

Sort these things using the Venn Diagram:

- orange
- basketball
- quarter
- penny
- dollar bill

Continue this **growing pattern** (it gets bigger):

+  ++  +++  ______  ___________

Continue this **repeating pattern** (it repeats):

+ - = + - = + - =  ____  ____  ____

Write the **value** of each coin below:

- quarter  
- 25¢  
-  ____  
-  ____  
-  ____

How much is this money worth **all together**? ____________

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What time is it on this clock?

Or

a) 10 o’ clock
b) half past 10

Write 3 things that happen in your day in order. Think about what you are usually doing on school days at these times.

11:30 A.M.___________________
4:30 P.M.____________________
11:00 P.M.__________________

What day of the week is November 15th?________________
What is the date of the 5th Tuesday?____________________
Draw a picture that shows the answer to this problem. Then write a number sentence to go with it.

● ● ● ● ● - ● =

____ - _____ = _____

Choose the number sentence that goes with the story:

Jack carried 3 buckets of water up the hill. Jill carried up two more. How many is that all together?

a) 3 + 3 = 6
b) 3 + 2 = 6
c) 3 - 3 = 0
d) 3 - 2 = 1

Add: 3
     6
     + 4

Subtract: 18
          - 8

Ask 3 people which kind of gum they like best and record their answers:

| Bubble Gum | Mint | Cinnamon |

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When you add numbers together, you can change the order of the **addends** and the **sum** will be the same:

\[
2 + 3 = 5 \quad 3 + 2 = 5
\]

You can make two subtraction problems with the same digits. Just remember to start them with the largest number:

\[
5 - 3 = 2 \quad 5 - 2 = 3
\]

Numbers that are related like this are called a **fact family**. Write 4 number sentences that are related using this fact family.

\[
\begin{array}{ccc}
6 & 9 & 15 \\
\end{array}
\]

\[
\begin{array}{llll}
\quad + \quad &= \quad \\
\quad - \quad &= \quad \\
\quad + \quad &= \quad \\
\quad - \quad &= \quad \\
\end{array}
\]

Use a fact family or draw a picture to help you find the missing number:

\[
8 - \quad = 5
\]

Finish the **table**:

<table>
<thead>
<tr>
<th></th>
<th>Add 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>
Draw a picture that shows the answer to this problem. Then write a number sentence to go with it.

```
★ ★  +  ★ ★ ★  =
   +   =
```

Choose the number sentence that goes with the story:

Jose had 3 books in his desk and Teri had 5. How many books did they have in all?

a) 3 + 5 = 6
b) 3 + 5 = 8
c) 5 – 3 = 2
d) 5 – 2 = 3

Add: 6

Subtract: 11

- 8

Ask 4 people which color they like best and record their answers:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>Yellow</td>
<td>Blue</td>
</tr>
</tbody>
</table>

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When you add numbers together, you can change the order of the **addends** and the **sum** will be the same:

\[
2 + 3 = 5 \quad 3 + 2 = 5
\]

You can make two subtraction problems with the same digits. Just remember to start them with the largest number:

\[
5 - 3 = 2 \quad 5 - 2 = 3
\]

Numbers that are related like this are called a **fact family**. Write 4 number sentences that are related using this fact family.

\[
\begin{array}{ccc}
7 & 12 & 5 \\
\hline
\end{array}
\]

\[
\begin{array}{llllll}
\text{____} & + & \text{_____} & = & \text{_____} & \quad \quad \quad \text{____} & - & \text{_____} & = & \text{_____} \\
\text{____} & + & \text{_____} & = & \text{_____} & \quad \quad \quad \text{____} & - & \text{_____} & = & \text{_____} \\
\end{array}
\]

Use a fact family or draw a picture to help you find the missing number:

\[
9 - \text{____} = 5
\]

**Finish the table:**

| Add 6 | 
|---|---|
| 3 | 
| 6 | 
| 9 |
Draw a picture that shows the answer to this problem. Then write a **number sentence** to go with it.

\[ \heartsuit \heartsuit \heartsuit \heartsuit \heartsuit + \heartsuit \heartsuit = \]

\[ \text{______ } + \text{______ } = \text{______ } \]

Choose the number sentence that goes with the story:

Jaxon read 8 pages of his book at school and 5 pages at home. How many total pages did he read?

a) \( 8 + 8 = 16 \)

b) \( 8 - 5 = 3 \)

c) \( 8 + 5 = 13 \)

d) \( 5 - 2 = 3 \)

Add: \[ \begin{array}{c}
3 \\
1 \\
+ 5 
\end{array} \]  
Subtract: \[ \begin{array}{c}
14 \\
- 6 
\end{array} \]

Ask 5 people which kind of animal they like best and record their answers:

<table>
<thead>
<tr>
<th>Cat</th>
<th>Dog</th>
<th>Bird</th>
</tr>
</thead>
</table>

© 2004 Lara Dean
When you add numbers together, you can change the order of the addends and the sum will be the same:

\[
2 + 3 = 5 \quad 3 + 2 = 5
\]

You can make two subtraction problems with the same digits. Just remember to start them with the largest number:

\[
5 - 3 = 2 \quad 5 - 2 = 3
\]

Numbers that are related like this are called a fact family. Write 4 number sentences that are related using this fact family.

\[
11 \quad 5 \quad 6
\]

\[
____ + _____ = _____ \quad _____ - _____ = _____
\]

\[
____ + _____ = _____ \quad _____ - _____ = _____
\]

Use a fact family or draw a picture to help you find the missing number:

\[
5 - _____ = 1
\]

Finish the table:

<table>
<thead>
<tr>
<th>Add 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>12</td>
</tr>
</tbody>
</table>
Draw a picture that shows the answer to this problem. Then write a number sentence to go with it.

😊😊😊😊 - 😊😊 =

_____ - _____ = _____

Choose the number sentence that goes with the story:

Kami earned $3 dollars for shoveling snow off of her neighbors' sidewalks. She got $2 dollars more for cleaning snow off their cars. How much money is that all together?

a) $3 - $2 = $1
b) $3 + $2 = $5
c) $3 - $3 = $0
d) $2 - $2 = $0

Add: 4
5
+ 6

Subtract: 12
- 6

Ask 6 people which they would like to know more about and record their answers:

The Moon
The Sun
When you add numbers together, you can change the order of the **addends** and the **sum** will be the same:

\[ 2 + 3 = 5 \quad \quad 3 + 2 = 5 \]

You can make two subtraction problems with the same digits. Just remember to start them with the largest number:

\[ 5 - 3 = 2 \quad \quad 5 - 2 = 3 \]

Numbers that are related like this are called a **fact family**. Write 4 number sentences that are related using this fact family.

\[ 8 \quad 17 \quad 9 \]

\[ _____ + _____ = _____ \quad _____ - _____ = _____ \]
\[ _____ + _____ = _____ \quad _____ - _____ = _____ \]

Use a fact family or draw a picture to help you find the missing number:

\[ 14 - _____ = 6 \]

Finish the **table**:

<table>
<thead>
<tr>
<th>Subtract 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>
Draw a picture that shows the answer to this problem. Then write a **number sentence** to go with it.

\[
♡♡♡♡♡ + ♡♡♡ = \\
\text{_____ + _____ = _____}
\]

Choose the number sentence that goes with the story:

Val ate 6 pieces of Halloween candy at lunch. She ate 7 more when she got home. How many candies did she eat in all?

a) 6 - 6 = 0  
b) 7 - 6 = 1  
c) 7 + 6 = 13  
d) 7 x 6 = 42  

Add:  
\[
\begin{array}{c}
2 \\
3 \\
+ 4
\end{array} 
\]

Subtract:  
\[
\begin{array}{c}
10 \\
- 5
\end{array} 
\]

Ask 7 people which they like to draw with the most and record their answers:

<table>
<thead>
<tr>
<th>Colored Pencils</th>
<th>Crayons</th>
<th>Markers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

© 2004 Lara Dean
When you add numbers together, you can change the order of the **addends** and the **sum** will be the same:

\[
2 + 3 = 5 \quad 3 + 2 = 5
\]

You can make two subtraction problems with the same digits. Just remember to start them with the largest number:

\[
5 - 3 = 2 \quad 5 - 2 = 3
\]

Numbers that are related like this are called a **fact family**. Write 4 number sentences that are related using this fact family.

\[
\_
\_
\_ + \_\_\_ = \_\_\_ \quad \_\_\_ - \_\_\_ = \_\_\_ \\
\_\_\_ + \_\_\_ = \_\_\_ \quad \_\_\_ - \_\_\_ = \_\_\_
\]

Use a fact family or draw a picture to help you find the missing number:

\[
8 - \_\_\_ = 2
\]

Finish the **table**:

<table>
<thead>
<tr>
<th>Subtract 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
</tr>
<tr>
<td>13</td>
</tr>
<tr>
<td>15</td>
</tr>
</tbody>
</table>
Draw a picture that shows the answer to this problem. Then write a number sentence to go with it.

♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ - ♦ ♦ ♦ ♦ ♦ ♦ =

_____-_____=_____

Choose the number sentence that goes with the story:

Jaden carried 3 books home from the library. His brother carried 2 more. How many did they have in all?

a) 3 - 2 = 1
b) $3 - $1 = $2
c) 3 + 2 = 5
d) 3 - 1 = 2

Add:
2
4
+6
Subtract:
16
- 8

Ask 8 people which they like to read most and record their answers:

<table>
<thead>
<tr>
<th>Poetry</th>
<th>Fairy Tales</th>
<th>Mysteries</th>
</tr>
</thead>
</table>

© 2004 Lara Dean
When you add numbers together, you can change the order of the **addends** and the **sum** will be the same:

\[
\begin{align*}
2 + 3 &= 5 \\
3 + 2 &= 5
\end{align*}
\]

You can make two subtraction problems with the same digits. Just remember to start them with the largest number:

\[
\begin{align*}
5 - 3 &= 2 \\
5 - 2 &= 3
\end{align*}
\]

Numbers that are related like this are called a **fact family**. Write 4 number sentences that are related using this fact family.

\[
\begin{align*}
16 &- 9 = 7 \\
&
\end{align*}
\]

\[
\begin{align*}
_____ + _____ &= _____ \\
_____ - _____ &= _____
\end{align*}
\]

\[
\begin{align*}
_____ + _____ &= _____ \\
_____ - _____ &= _____
\end{align*}
\]

Use a fact family or draw a picture to help you find the missing number:

\[
4 - _____ = 4
\]

Finish the **table**:

<table>
<thead>
<tr>
<th>Add 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>
Draw a picture that shows the answer to this problem. Then write a **number sentence** to go with it.

```
□ □ □ □ □ + □ □ □ □ =

_____ + _____ = _____
```

Choose the number sentence that goes with the story:

Anna invited 8 girls and 7 boys to her party. How many is that total?

- a) 8 + 7 = 15
- b) 8 - 7 = 1
- c) 8 x 7 = 56
- d) 8 + 8 = 16

Add: 1

3

+ 5

Subtract: 15

- 7

Ask 9 people which pizza they like best and record their answers:

<table>
<thead>
<tr>
<th></th>
<th>Pepperoni</th>
<th>Cheese</th>
<th>Veggie</th>
</tr>
</thead>
</table>

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When you add numbers together, you can change the order of the **addends** and the **sum** will be the same:

\[
2 + 3 = 5 \quad 3 + 2 = 5
\]

You can make two subtraction problems with the same digits. Just remember to start them with the largest number:

\[
5 - 3 = 2 \quad 5 - 2 = 3
\]

Numbers that are related like this are called a **fact family**. Write 4 number sentences that are related using this fact family.

\[
\begin{align*}
14 & \quad 9 & \quad 5 \\
____ + _____ &= _____ & _____ - _____ &= _____ \\
____ + _____ &= _____ & _____ - _____ &= _____
\end{align*}
\]

Use a fact family or draw a picture to help you find the missing number:

\[
10 - ____ = 4
\]

Finish the **table**:

<table>
<thead>
<tr>
<th>Subtract 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>9</td>
</tr>
</tbody>
</table>
Draw a picture that shows the answer to this problem. Then write a **number sentence** to go with it.

![Heart images](image)

**-**

_____ - _____ = _____

Choose the number sentence that goes with the story:

Saul had 15 friends from his school and 3 friends from another school on his soccer team. How many friends does he have **all together**?

a) 15 + 3 = 18  
   b) 3 + 18 = 21  
   c) 15 - 3 = 12  
   d) 18 - 0 = 18

Add:  
5  
6  
+ 7  

Subtract:  
12  
- 9

Ask 10 people which season they like best and record their answers:

<table>
<thead>
<tr>
<th>Spring</th>
<th>Summer</th>
<th>Winter</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
When you add numbers together, you can change the order of the **addends** and the **sum** will be the same:

\[
2 + 3 = 5 \quad 3 + 2 = 5
\]

You can make two subtraction problems with the same digits. Just remember to start them with the largest number:

\[
5 - 3 = 2 \quad 5 - 2 = 3
\]

Numbers that are related like this are called a **fact family**. Write 4 number sentences that are related using this fact family.

\[
\begin{align*}
4 & \quad 8 & \quad 12 \\
\hline \\
_____ + _____ & = _____ & _____ - _____ = _____ \\
_____ + _____ & = _____ & _____ - _____ = _____
\end{align*}
\]

Use a fact family or draw a picture to help you find the missing number:

\[
18 - ____ = 5
\]

Finish the table:

<table>
<thead>
<tr>
<th>Add 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>
Draw a picture that shows the answer to this problem. Then write a **number sentence** to go with it.

\[
\begin{array}{ccc}
\& & \& \\
+ & \& & \& & \& \\
\end{array}
\]

______ + ______ = ______

Choose the number sentence that goes with the story:

In the first grade class 5 girls and 4 boys had backpacks. How many **total** students was that?

a) 5 + 4 = 9  
b) 5 - 4 = 1  
c) 5 - 5 = 0  
d) 4 - 4 = 0

Add:  
\[
\begin{array}{c}
1 \\
5 \\
+ 9
\end{array}
\]

Subtract:  
\[
\begin{array}{c}
16 \\
- 7
\end{array}
\]

Ask 10 people which ice cream they like best and record their answers:

<table>
<thead>
<tr>
<th>Chocolate</th>
<th>Vanilla</th>
<th>Strawberry</th>
</tr>
</thead>
</table>

© 2004 Lara Dean
When you add numbers together, you can change the order of the **addends** and the **sum** will be the same:

\[
2 + 3 = 5 \quad 3 + 2 = 5
\]

You can make two subtraction problems with the same digits. Just remember to start them with the largest number:

\[
5 - 3 = 2 \quad 5 - 2 = 3
\]

Numbers that are related like this are called a **fact family**. Write 4 number sentences that are related using this fact family.

\[
\begin{array}{ccc}
4 & 10 & 6 \\
\hline
\quad + \quad &= \quad \quad - \quad &= \quad \\
\quad + \quad &= \quad \quad - \quad &= \quad \\
\end{array}
\]

Use a fact family or draw a picture to help you find the missing number:

\[
17 - \quad = 8
\]

Finish the **table**:

<table>
<thead>
<tr>
<th></th>
<th>Add 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
Draw a picture that shows the answer to this problem. Then write a number sentence to go with it.

______
_____ - _____ = ______ - _____ = ______

Choose the number sentence that goes with the story:

Jan read 4 books over the weekend. Jose read 6 books. How many total books did they read?

a) 10 + 6 = 16  
b) 6 + 4 = 10  
c) 6 - 4 = 2  
d) 6 - 6 = 0

Add:  
3  
6  
+ 9  
Subtract:  
18  
- 9

Ask 10 people which hobby they like best and record their answers:

<table>
<thead>
<tr>
<th>Painting</th>
<th>Reading</th>
<th>Swimming</th>
</tr>
</thead>
</table>

© 2004 Lara Dean
When you add numbers together, you can change the order of the **addends** and the **sum** will be the same:

\[
2 + 3 = 5 \quad 3 + 2 = 5
\]

You can make two subtraction problems with the same digits. Just remember to start them with the largest number:

\[
5 - 3 = 2 \quad 5 - 2 = 3
\]

Numbers that are related like this are called a **fact family**. Write 4 number sentences that are related using this fact family.

\[
\begin{align*}
\_\_\_ + \_\_\_ &= \_\_\_ \quad \_\_\_ - \_\_\_ &= \_\_\_
\end{align*}
\]

\[
\begin{align*}
\_\_\_ + \_\_\_ &= \_\_\_ \quad \_\_\_ - \_\_\_ &= \_\_\_
\end{align*}
\]

Use a fact family or draw a picture to help you find the missing number:

\[
10 - \_\_\_ = 1
\]

Finish the **table**:

| Subtract 8 | 12 | 8 | 14 |
Draw a picture that shows the answer to this problem. Then write a number sentence to go with it.

$$\begin{align*}
\text{=add (pic)} & \quad \text{+} & \quad \text{= (pic)} \\
\text{____} & \quad + & \quad \\n\text{____} & \quad = & \quad \\
\text{____} & \quad + & \quad \\n\text{____} & \quad = & \quad 
\end{align*}$$

Choose the number sentence that goes with the story:

Jesse cleaned off 4 of the lunch tables. James cleaned off 7. How many did they clean all together?

a) $7 - 3 = 4$

b) $7 + 7 = 14$

c) $7 - 4 = 3$

d) $7 + 4 = 11$

Add: \[\begin{align*}
4 \\
8 \\
+ 2
\end{align*}\]

Subtract: \[\begin{align*}
13 \\
- 8
\end{align*}\]

Ask 10 people movie they like best and record their answers:

Shrek | Harry Potter | Finding Nemo

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When you add numbers together, you can change the order of the **addends** and the **sum** will be the same:

\[
2 + 3 = 5 \quad 3 + 2 = 5
\]

You can make two subtraction problems with the same digits. Just remember to start them with the largest number:

\[
5 - 3 = 2 \quad 5 - 2 = 3
\]

Numbers that are related like this are called a **fact family**. Write 4 number sentences that are related using this fact family.

\[
\begin{align*}
4 & \quad 1 \quad 5 \\
\underline{\text{____ + _____ = _____}} & \quad \underline{\text{____ - _____ = _____}} \\
\underline{\text{____ + _____ = _____}} & \quad \underline{\text{____ - _____ = _____}}
\end{align*}
\]

Use a fact family or draw a picture to help you find the missing number:

\[
5 - \underline{\text{____}} = 0
\]

**Finish the table:**

<table>
<thead>
<tr>
<th>Add 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

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Draw a picture that shows the answer to this problem. Then write a number sentence to go with it.

\[ \begin{array}{cccccccccccc}
    & & & & & & & & & & & & \\
    \_ & \_ & \_ & \_ & \_ & \_ & \_ & \_ & \_ & \_ & \_ & \_ \\
    \_ & \_ & \_ & \_ & \_ & \_ & \_ & \_ & \_ & \_ & \_ & \_ \\
    \_ & \_ & \_ & \_ & \_ & \_ & \_ & \_ & \_ & \_ & \_ & \_ \\
\end{array} \quad \begin{array}{l}
    \_ & \_ & \_ & \_ & \_ \\
\end{array}
\]

\[ _____ - _____ = _____ \]

Choose the number sentence that goes with the story:

There were 4 children doing homework during recess and 3 children helping the teacher. How many were there in all?

a) 4 + 4 = 8  

b) 3 + 4 = 7  

c) 4 - 4 = 0  

d) 4 - 3 = 1  

Add: 3  

5  

+ 7  

Subtract: 14  

- 6  

Ask 10 people where they would rather go and record their answers:

<table>
<thead>
<tr>
<th>Lagoon</th>
<th>Raging Waters</th>
<th>The Movies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
When you add numbers together, you can change the order of the \textbf{addends} and the \textbf{sum} will be the same:

\[ 2 + 3 = 5 \quad \quad 3 + 2 = 5 \]

You can make two subtraction problems with the same digits. Just remember to start them with the largest number:

\[ 5 - 3 = 2 \quad \quad 5 - 2 = 3 \]

-----------------------------------

Numbers that are related like this are called a \textbf{fact family}. Write 4 number sentences that are related using this fact family.

\[ 5 \quad 13 \quad 8 \]

\[
\begin{align*}
\_ \_ \_ + \_ \_ \_ &= \_ \_ \_ \\
\_ \_ \_ - \_ \_ \_ &= \_ \_ \_
\end{align*}
\]

\[
\begin{align*}
\_ \_ \_ + \_ \_ \_ &= \_ \_ \_ \\
\_ \_ \_ - \_ \_ \_ &= \_ \_ \_
\end{align*}
\]

Use a fact family or draw a picture to help you find the missing number:

\[ 11 - \_ \_ = 2 \]

Finish the \textbf{table}:

<table>
<thead>
<tr>
<th>Add 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>
Name_________ November Concepts Review (Month 1) #1

Which is the same as 24?

a) two and four  

b) twenty  

c) twenty-four  

d) forty two

Write 36 in **expanded form**: ____________ + ____________

Which digit is in the **one's** place?____  What is its **value**?____

Which digit is in the **ten's** place?____  What is its **value**?____

Skip count by twos:

\[ \begin{array}{cccccccccc}
2 \\
\bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc & 20 \\
\end{array} \]

Skip counting is **repeated addition**:

\[ 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 = ____ \]

Look at the **numeral** (number) 64.

What is 1 **more**? _____

What is 1 **less**? _____
Compare the numbers below by writing greater than, less than, or equal to on the blank lines:

37 is ________________ 43
39 is ________________ 39
48 is ________________ 14

What number is shown with these place value blocks?

_____ hundreds, _____ tens, _____ ones = ___________

Ordinal Numbers--Circle the 8th star in the row below:

Put the numbers below in order from the least (smallest) to the greatest (biggest).

36, 52, 27, 85

____, ____', ____' , ____'
Which is the same as 12?

a) two  
b) twelve  
c) ten two  
d) twenty-one

18 in expanded form: _____________ + _____________

Which digit is in the one's place? ____  What is its value? ______

Which digit is in the ten's place? ____  What is its value? ______

Skip count by threes:

3 ___ ___ ___ ___ ___ ___ ___ ___ 30

Skip counting is repeated addition:

3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 = _____

Look at the numeral (number) 15.

What is 1 more? ______

What is 1 less? ______

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Compare the numbers below by writing greater than, less than, or equal to on the blank lines:

84 is ________________ 58
49 is ________________ 57
58 is ________________ 58

What number is shown with these place value blocks?

[Diagram of place value blocks]

_____ hundreds, _____ tens, _____ ones = __________

Ordinal Numbers--Circle the 1st star in the row below:

[Row of stars]

Put the numbers below in order from the least (smallest) to the greatest (biggest).

33, 56, 32, 85

____, ____', ____', ____
Which is the same as 87?

a) eight seven
b) eighty-seven
c) eight seventy
d) eighty

Write 76 in **expanded form**: ___________+ ___________

Which digit is in the **one's** place?____  What is its **value**?______

Which digit is in the **ten's** place?____  What is its **value**?______

Skip count by fives:

5  ______  ______  ______  ______  ______  ______  ______  50

Skip counting is **repeated addition**:

5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 =____

Look at the **numeral** (number) **76**.

What is 1 **more**?  ______

What is 1 **less**?  ______
Compare the numbers below by writing greater than, less than, or equal to on the blank lines:

37 is ________________ 43
92 is ________________ 39
28 is ________________ 28

What number is shown with these place value blocks?

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

_____ hundreds, _____ tens, _____ ones = ___________

Ordinal Numbers--Circle the 7th star in the row below:

| * | * | * | * | * | * | * |

Put the numbers below in order from the least (smallest) to the greatest (biggest).

83, 15, 21, 29

_____’ , _____’ , _____’ , _____’
Which is the same as 86?

a) eight and six
b) eighty
c) eighteen
d) eighty-six

Write 95 in **expanded form**: __________ + __________

Which digit is in the **one's** place?____  What is its **value**?_____

Which digit is in the **ten's** place?____  What is its **value**?_____

Skip count by tens:

10  ____  ____  ____  ____  ____  ____  ____  ____  ____  ____

Skip counting is **repeated addition**:

10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 =____

Look at the **numeral** (number) 25.

What is 1 **more**?  ______

What is 1 **less**?  ______
Compare the numbers below by writing **greater than**, **less than**, or **equal to** on the blank lines:

43 is ________________ 43
14 is ________________ 25
16 is ________________ 13

What number is shown with these place value blocks?

____ hundred, _____ tens, _____ ones = ______

**Ordinal Numbers** -- Circle the 2nd star in the row below:

Put the numbers below in order from the **least** (smallest) to the **greatest** (biggest).

32, 29, 28, 27

_____’ , _____’ , _____’, _____’
Which is the same as 15?

a) ten five
b) fifteen
c) one and five
d) ten

Write 21 in expanded form: ____________ + ____________

Which digit is in the one's place?____   What is its value?______

Which digit is in the ten's place?____    What is its value?______

Skip count by twos:

2

Skip counting is repeated addition:

2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 =_____

Look at the numeral (number) 50.

What is 1 more?     _____

What is 1 less?     _____
Compare the numbers below by writing greater than, less than, or equal to on the blank lines:

46 is ________________ 36
26 is ________________ 26
25 is ________________ 47

What number is shown with these place value blocks?

_____ hundreds, _____ tens, _____ ones = ___________

Ordinal Numbers--Circle the 6th star in the row below:

Put the numbers below in order from the least (smallest) to the greatest (biggest).

26, 54, 63, 22

_____’, _____’, _____’, _____’
Which is the same as 45?

a) four five
b) forty-five
c) four and five
d) forty

Write 47 in expanded form: ____________ + ____________

Which digit is in the one's place?____  What is its value?____
Which digit is in the ten's place?____  What is its value?____

Skip count by threes:

3  ____  ____  ____  ____  ____  ____  ____  ____  ____  30

Skip counting is repeated addition:

3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 =____

Look at the numeral (number) 44.

What is 1 more? ______
What is 1 less? ______
Compare the numbers below by writing **greater than, less than**, or **equal to** on the blank lines:

- 54 is ________________ 43
- 37 is ________________ 37
- 12 is ________________ 13

What number is shown with these place value blocks?

- _____ hundreds, _____ tens, _____ ones = ___________

**Ordinal Numbers**—Circle the 3rd star in the row below:

- Star Star Star Star Star Star Star Star

Put the numbers below in order from the **least** (smallest) to the **greatest** (biggest).

- 51, 13, 36, 15

- _____, _____, _____, _____
Which is the same as 79?

a) seventy-nine
b) seventy
c) seventeen
d) nineteen

Write 354 in **expanded form**: ___________ + ________ + _____

Which digit is in the **one's place**?____
What is its **value**?____

Which digit is in the **ten's place**?____
What is its **value**?____

Which digit is in the **hundred's place**?____
What is its **value**?____

Skip count by fives:

\[
\begin{array}{ccccccc}
5 & & & & & & 50 \\
\star & \star & \star & \star & \star & \star & \star \\
\end{array}
\]

Skip counting is **repeated addition**:

\[5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 = ____\]

Look at the **numeral** (number) 89.

What is 1 **more**? _____
What is 1 **less**? _____
Compare the numbers below by writing greater than, less than, or equal to on the blank lines:

73 is ________________ 73
57 is ________________ 26
15 is ________________ 43

What number is shown with these place value blocks?

_____ hundreds, _____ tens, _____ ones = ___________

Ordinal Numbers--Circle the 9th star in the row below:

Put the numbers below in order from the least (smallest) to the greatest (biggest).

26, 37, 38, 27

_____’, _____’, _____’, _____’
Name__________ November Concepts Review (Month 1) #8

Which is the same as 39?

a) thirty
b) thirty nineteen
c) three and nine
d) thirty-nine

Write 296 in expanded form: ______________+_________+_____

Which digit is in the one's place?____ What is its value?____
Which digit is in the ten's place?____ What is its value?____
Which digit is in the hundred's place?____ What is its value?____

Skip count by tens:

Skip counting repeated addition:

10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 =____

Look at the numeral (number) 99.

What is 1 more? _____
What is 1 less? ______
Compare the numbers below by writing greater than, less than, or equal to on the blank lines:

51 is ________________ 97
57 is ________________ 57
17 is ________________ 16

What number is shown with these place value blocks?

_____ hundreds, _____ tens, _____ ones = ___________

Ordinal Numbers--Circle the 5th star in the row below:

Put the numbers below in order from the least (smallest) to the greatest (biggest).

63, 59, 25, 29

_____’, _____’, _____’, _____’
Which is the same as fifteen?

a) 5  
b) 15  
c) 50  
d) 55

Write 283 in expanded form: ____________ + ________ + ______

Which digit is in the one's place?____ What is its value?_____  
Which digit is in the ten's place?____ What is its value?_____  
Which digit is in the hundred's place?____ What is its value?_____  

Skip count by twos:

2  4  6  8  10  12  14  16  18  20

Skip counting is repeated addition:

$$2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 = _____$$

Look at the numeral (number) 30.

What is 1 more? _____  
What is 1 less? _____
Compare the numbers below by writing greater than, less than, or equal to on the blank lines:

38 is ___________ 73
42 is ___________ 26
72 is ___________ 72

What number is shown with these place value blocks?

[Diagram of place value blocks]

_____ hundreds, _____ tens, _____ ones = ___________

Ordinal Numbers--Circle the 7th picture in the row below:

[Images of various objects with the number 7 circled]

Put the numbers below in order from the least (smallest) to the greatest (biggest).

26, 47, 16, 27

_____’’, _____’’, _____’’, _____’’
Which is the same as ninety-one?

a) 91  
b) 19  
c) 10  
d) 90

Write 791 in **expanded form**: __________ + _______ + _____

Which digit is in the **one's** place?_____  What is its **value**?_____

Which digit is in the **ten's** place?____  What is its **value**?_____

Which digit is in the **hundred's** place?____  What is its **value**?_____

Skip count by threes:

3 ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ 30

Skip counting is **repeated addition**:

3+ 3 + 3 + 3 + 3 + 3 + 3+ 3+ 3 +3+ 3 =_____

Look at the **numeral** (number) 77

What is 1 **more**?  ______  
What is 1 **less**?  ______
Compare the numbers below by writing **greater than**, **less than**, or **equal to** on the blank lines:

82 is ________________ 87
92 is ________________ 91
90 is ________________ 90

What number is shown with these place value blocks?

______ hundreds, ______ tens, ______ ones = _____________

**Ordinal Numbers**—Circle the **9th** picture in the row below:

Put the numbers below in order from the **least** (smallest) to the **greatest** (biggest).

32, 59, 35, 29

_____’, _____’, _____’, _____’
Name_________ November Concepts Review (Month 1) #11

Which is the same as sixty-seven?

a) 16
b) 60
c) 67
d) 76

Write 123 in expanded form: ____________ + _________ + _________

Which digit is in the one's place?____ What is its value?____
Which digit is in the ten's place?____ What is its value?____
Which digit is in the hundred's place?____ What is its value?____

Skip count by fives:
5

Skip counting is repeated addition:
5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 =_____

Look at the numeral (number) 13.
What is 1 more? _____
What is 1 less? _____
Compare the numbers below by writing **greater than**, **less than**, or **equal to** on the blank lines:

24 is ________________ 43

92 is ________________ 39

13 is ________________ 13

What number is shown with these place value blocks?

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</table>

_____ hundreds, _____ tens, _____ ones = ___________

**Ordinal Numbers**—Circle the 1st and the 7th pictures in the row below:

✂️ ⌚ ⬙ 🆗 📚 📀 ⌃ 📔 📔 🌸

Put the numbers below in order from the **least** (smallest) to the **greatest** (biggest).

12, 19, 15, 11

_____, _____, _____, _____
Which is the same as fifty-five?

a) 50  

b) 5  

c) 15  

d) 55  

Write 987 in expanded form: __________ + _______ + ____

Which digit is in the one's place?____           What is its value?____

Which digit is in the ten's place?____           What is its value?____

Which digit is in the hundred's place?____    What is its value?____

Skip count by tens:

10

Skip counting is repeated addition:

10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 =____

Look at the numeral (number) 66.

What is 1 more?  ______

What is 1 less?  ______

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Compare the numbers below by writing greater than, less than, or equal to on the blank lines:

15 is ______________ 43
88 is ______________ 39
22 is ______________ 22

What number is shown with these place value blocks?

_____ hundreds, _____ tens, _____ ones = ___________

Ordinal Numbers--Circle the 5th picture in the row below:

Put the numbers below in order from the least (smallest) to the greatest (biggest).

33, 99, 55, 22

_____,' _____,' _____,' _____,'
Fill in the lines below the money with the correct words and numbers from the box.

<table>
<thead>
<tr>
<th>1¢</th>
<th>5¢</th>
<th>10¢</th>
<th>25¢</th>
<th>$1.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>dime</td>
<td>dollar</td>
<td>nickel</td>
<td>penny</td>
<td>quarter</td>
</tr>
</tbody>
</table>

Name: dime _______ _______ _______ _______ _______

Value: 10¢ _______ _______ _______ _______ _______

**Perimeter**, perimeter you get around a lot.
I’ve got to add up all your sides
To see just how much length you’ve got!

What is the perimeter of this square if you count the number of sunglasses that will go around it? ______________

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Measurement Chart…Ways of Measuring

Fill in the blanks with the correct words.

<table>
<thead>
<tr>
<th>calendars</th>
<th>clocks</th>
<th>cups</th>
<th>feet</th>
<th>inches</th>
<th>pounds</th>
</tr>
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<table>
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<th>Time</th>
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<td>We measure <strong>capacity</strong> in:</td>
<td>We measure <strong>weight</strong> in:</td>
<td>We measure <strong>time</strong> on:</td>
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<td>1) ___________________</td>
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<td>1) ___________________</td>
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<tr>
<td>2) ___________________</td>
<td></td>
<td></td>
<td>2) ___________________</td>
</tr>
</tbody>
</table>

Finish the sentences below by circling the best answers.

1) An eraser for your pencil is… about an inch about a foot
2) Milk in the lunchroom is… 2 cups 10 cups
3) A desk is closer to… 1 pound 20 pounds
4) You measure the time until lunch with a… calendar clock

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**December Concepts Review (Month 4) #2**

Fill in the lines below the money with the correct words and numbers from the box.

<table>
<thead>
<tr>
<th>1¢</th>
<th>5¢</th>
<th>10¢</th>
<th>25¢</th>
<th>$1.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>dime</td>
<td>dollar</td>
<td>nickel</td>
<td>penny</td>
<td>quarter</td>
</tr>
</tbody>
</table>

Name: **penny**

Value: **1¢**

---

**Perimeter**, perimeter
you get around a lot.
I’ve got to add up all your sides
To see just how much length you’ve got!

What is the perimeter of this triangle if you count the number of hands that will go around it? **__________**

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Fill in the blanks with the correct words.

<table>
<thead>
<tr>
<th>calendars</th>
<th>clocks</th>
<th>cups</th>
<th>feet</th>
<th>inches</th>
<th>pounds</th>
</tr>
</thead>
</table>

**Length**
- We measure **length** in:
  1) ____________
  2) ____________

**Capacity**
- We measure **capacity** in:
  1) ____________

**Weight**
- We measure **weight** in:
  1) ____________

**Time**
- We measure **time** on:
  1) ____________
  2) ____________

Finish the sentences below by circling the best answers.

1) Your teacher's shoe is…
   - about an inch long
   - about a foot long

2) A spoonful of cereal is…
   - one cup
   - less than one cup

3) A feather is…
   - more than a pound
   - less than a pound

4) You measure a week with a…
   - calendar
   - clock
Fill in the lines below the money with the correct words and numbers from the box.

<table>
<thead>
<tr>
<th>1¢</th>
<th>5¢</th>
<th>10¢</th>
<th>25¢</th>
<th>$1.00</th>
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<td>nickel</td>
<td>penny</td>
<td>quarter</td>
</tr>
</tbody>
</table>

Name: quarter ________ ________ _____ ________
Value: 25¢ ________ ________ _____ ________

**Perimeter**, perimeter you get around a lot.
I’ve got to add up all your sides
To see just how much length you’ve got!

What is the perimeter of this rectangle if you count the number of balls that will go around it? ____________
Measurement Chart…Ways of Measuring

Fill in the blanks with the correct words.

<table>
<thead>
<tr>
<th>calendars</th>
<th>clocks</th>
<th>cups</th>
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<td>2) ___________</td>
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</table>

Finish the sentences below by circling the best answers.

1) The cover of a math book is…
   - about an inch long
   - about a foot long

2) A jug of orange juice is…
   - more than a cup
   - less than a cup

3) A car is…
   - more than a pound
   - less than a pound

4) You measure your recess time with a…
   - calendar
   - clock

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Fill in the lines below the money with the correct words and numbers from the box.

<table>
<thead>
<tr>
<th>1¢</th>
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</table>

Name: dime _______ _______ _______ _______
Value: 10¢ _______ _______ _______ _______

**Perimeter**, perimeter
you get around a lot.
I’ve got to add up all your sides
To see just how much length you’ve got!

What is the perimeter of this square if you count the number of scissors that will go around it? ____________
Measurement Chart…Ways of Measuring

Fill in the blanks with the correct words.

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</table>

Finish the sentences below by circling the best answers.

1) A stamp is… ______________ about an inch ______________ about a foot

2) A can of soda is… ______________ less than a cup ______________ about a cup

3) A big bag of candy is… ______________ about 1 pound ______________ about 50 pounds

4) You find the months on a… ______________ calendar ______________ clock.
Fill in the lines below the money with the correct words and numbers from the box.

<table>
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</table>

Name: dime _______ _______ _______ _______ _______
Value: 10¢ _______ _______ _______ _______ _______

Perimeter, perimeter you get around a lot.
I’ve got to add up all your sides
To see just how much length you’ve got!

What is the perimeter of this triangle if you count the number of pencils that will go around it? ____________
Measurement Chart…Ways of Measuring

Fill in the blanks with the correct words.

<table>
<thead>
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<th>calendars</th>
<th>clocks</th>
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</tbody>
</table>

Finish the sentences below by circling the best answers.

1) The length of a paper towel is … about an inch about a foot
2) A coffee mug holds… about 1 cup about 4 cups
3) A can of soup is… more than a pound less than a pound
4) You measure how long you are in school each day with a… calendar clock

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Fill in the lines below the money with the correct words and numbers from the box.

<table>
<thead>
<tr>
<th>1¢</th>
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<td>penny</td>
<td>quarter</td>
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</tbody>
</table>

Name: nickel  _____  _____  _____  _____  
Value: 5¢  _____  _____  _____  _____  _____

**Perimeter**, perimeter you get around a lot.
I’ve got to add up all your sides
To see just how much length you’ve got!

What is the perimeter of this rectangle if you count the number of arrows that will go around it? ____________
Fill in the blanks with the correct words.

<table>
<thead>
<tr>
<th>calendars</th>
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<th>feet</th>
<th>inches</th>
<th>pounds</th>
</tr>
</thead>
</table>

**Length**
- We measure **length** in:
  1) __________
  2) __________

**Capacity**
- We measure **capacity** in:
  1) __________

**Weight**
- We measure **weight** in:
  1) __________

**Time**
- We measure **time** on:
  1) __________
  2) __________

Finish the sentences below by circling the best answers.

1) An inchworm is…
   - about an inch
   - about a foot
   - [Circle] about a foot

2) A carton of ice cream is …
   - more than a cup
   - less than a cup
   - [Circle] more than a cup

3) A baby is…
   - more than a pound
   - about a pound
   - [Circle] about a pound

4) You can find the last day of school on a…
   - calendar
   - clock
   - [Circle] calendar

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Fill in the lines below the money with the correct words and numbers from the box.

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<td>quarter</td>
</tr>
</tbody>
</table>

Name: penny  ____  ______  ______  ______
Value: 1¢  ____  ______  ______  ______

**Perimeter**, perimeter you get around a lot. I’ve got to add up all your sides To see just how much length you’ve got!

What is the perimeter of this square if you count the number of flowers that will go around it? ____________

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Fill in the blanks with the correct words.

<table>
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<th>cups</th>
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<td>2) ____________</td>
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<td>2) ____________</td>
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</tbody>
</table>

Finish the sentences below by circling the best answers.

1) A miniature candy bar is… about an inch about a foot
2) A spoonful of sugar is… less than a cup about a cup
3) A piece of candy is… less than a pound about a pound
4) You measure your sleep each night with a… calendar clock
Fill in the lines below the money with the correct words and numbers from the box.

<table>
<thead>
<tr>
<th>1¢</th>
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</table>

Name: _______ _______ _______ _______ _______
Value: _______ _______ _______ _______ _______

**Perimeter**, perimeter you get around a lot. I’ve got to add up all your sides To see just how much length you’ve got!

What is the perimeter of this triangle if you count the number of airplanes that will go around it? _______
Measurement Chart…Ways of Measuring

Fill in the blanks with the correct words.

<table>
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<tr>
<th>calendars</th>
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</tr>
<tr>
<td>2) _______________</td>
<td></td>
<td></td>
<td>2) _______________</td>
</tr>
</tbody>
</table>

Finish the sentences below by circling the best answers.

1) A ruler is…
   - about an inch
   - about a foot

2) A gallon (the biggest size) of milk is…
   - more than a cup
   - less than a cup

3) A pack of gum is…
   - more than a pound
   - less than a pound

4) Where do you look if you want to know if it’s time for your favorite T.V. show?
   - calendar
   - clock
Fill in the lines below the money with the correct words and numbers from the box.

<table>
<thead>
<tr>
<th>1¢</th>
<th>5¢</th>
<th>10¢</th>
<th>25¢</th>
<th>$1.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>dime</td>
<td>dollar</td>
<td>nickel</td>
<td>penny</td>
<td>quarter</td>
</tr>
</tbody>
</table>

Name: penny ________ ________ ________ ________ ________
Value: _____ ________ ________ ________ ________ ________

**Perimeter**, perimeter you get around a lot.
I’ve got to add up all your sides
To see just how much length you’ve got!

What is the perimeter of this rectangle if you count the number of snowflakes that will go around it? __________
### Measurement Chart...Ways of Measuring

Fill in the blanks with the correct words.

<table>
<thead>
<tr>
<th>calendars</th>
<th>clocks</th>
<th>cups</th>
<th>feet</th>
<th>inches</th>
<th>pounds</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Length</strong></th>
<th><strong>Capacity</strong></th>
<th><strong>Weight</strong></th>
<th><strong>Time</strong> on:</th>
</tr>
</thead>
<tbody>
<tr>
<td>We measure <strong>length</strong> in:</td>
<td>We measure <strong>capacity</strong> in:</td>
<td>We measure <strong>weight</strong> in:</td>
<td>We measure <strong>time</strong> on:</td>
</tr>
<tr>
<td>1) ____________</td>
<td>1) ____________</td>
<td>1) ____________</td>
<td>1) ____________</td>
</tr>
<tr>
<td>2) ____________</td>
<td></td>
<td></td>
<td>2) ____________</td>
</tr>
</tbody>
</table>

Finish the sentences below by circling the best answers.

1) This piece of paper is... about an inch about a foot
2) A stick of butter is... less than a cup a cup
3) A penny is... more than a pound less than a pound
4) You measure a year with a... calendar clock

© 2004 Lara Dean
Fill in the lines below the money with the correct words and numbers from the box.

<table>
<thead>
<tr>
<th>1¢</th>
<th>5¢</th>
<th>10¢</th>
<th>25¢</th>
<th>$1.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>dime</td>
<td>dollar</td>
<td>nickel</td>
<td>penny</td>
<td>quarter</td>
</tr>
</tbody>
</table>

Name: dime 10¢

Value: 10¢

**Perimeter**, perimeter you get around a lot. I’ve got to add up all your sides To see just how much length you’ve got!

What is the perimeter of this square if you count the number of telephones that will go around it? __________
Fill in the blanks with the correct words.

<table>
<thead>
<tr>
<th>calendars</th>
<th>clocks</th>
<th>cups</th>
<th>feet</th>
<th>inches</th>
<th>pounds</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Length</strong></th>
<th><strong>Capacity</strong></th>
<th><strong>Weight</strong></th>
<th><strong>Time</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>We measure <strong>length</strong> in:</td>
<td>We measure <strong>capacity</strong> in:</td>
<td>We measure <strong>weight</strong> in:</td>
<td>We measure <strong>time</strong> on:</td>
</tr>
<tr>
<td>1) ________</td>
<td>1) ________</td>
<td>1) ________</td>
<td>1) ________</td>
</tr>
<tr>
<td>2) ________</td>
<td></td>
<td></td>
<td>2) ________</td>
</tr>
</tbody>
</table>

Finish the sentences below by circling the best answers.

1) A banana's length is…
   - about an inch
   - about a foot

2) How much water do you use for a shower?
   - about a cup
   - more than a cup

3) A butterfly is…
   - less than a pound
   - about a pound

4) You find the days of the week on a…
   - calendar
   - clock
Fill in the lines below the money with the correct words and numbers from the box.

<table>
<thead>
<tr>
<th></th>
<th>1¢</th>
<th>5¢</th>
<th>10¢</th>
<th>25¢</th>
<th>$1.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>dime</td>
<td>dollar</td>
<td>nickel</td>
<td>penny</td>
<td>quarter</td>
<td></td>
</tr>
</tbody>
</table>

Name: quarter ________ ________ ________ ________

Value: 25¢ ________ ________ ________ ________

**Perimeter**, perimeter you get around a lot. I’ve got to add up all your sides To see just how much length you’ve got!

What is the perimeter of this triangle if you count the number of envelopes that will go around it? __________

© 2004 Lara Dean
Measurement Chart…Ways of Measuring

Fill in the blanks with the correct words.

<table>
<thead>
<tr>
<th>calendars</th>
<th>clocks</th>
<th>cups</th>
<th>feet</th>
<th>inches</th>
<th>pounds</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Length</th>
<th>Capacity</th>
<th>Weight</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>We measure <strong>length</strong> in:</td>
<td>We measure <strong>capacity</strong> in:</td>
<td>We measure <strong>weight</strong> in:</td>
<td>We measure <strong>time</strong> on:</td>
</tr>
<tr>
<td>1) ____________</td>
<td>1) ____________</td>
<td>1) ____________</td>
<td>1) ____________</td>
</tr>
<tr>
<td>2) ____________</td>
<td></td>
<td></td>
<td>2) ____________</td>
</tr>
</tbody>
</table>

Finish the sentences below by circling the best answers.

1) Your toes are… about an inch about a foot.
2) A yogurt is… less than a cup about a cup.
3) A piano is… more than a pound about a pound.
4) You can keep track of an hour with a… calendar clock.
Fill in the lines below the money with the correct words and numbers from the box.

<table>
<thead>
<tr>
<th>1¢</th>
<th>5¢</th>
<th>10¢</th>
<th>25¢</th>
<th>$1.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>dime</td>
<td>dollar</td>
<td>nickel</td>
<td>penny</td>
<td>quarter</td>
</tr>
</tbody>
</table>

Name:  
Value:  

Perimeter, perimeter you get around a lot. I’ve got to add up all your sides To see just how much length you’ve got!

What is the perimeter of this rectangle if you count the number of clocks that will go around it?  

© 2004 Lara Dean
Fill in the blanks with the correct words.

<table>
<thead>
<tr>
<th>calendars</th>
<th>clocks</th>
<th>cups</th>
<th>feet</th>
<th>inches</th>
<th>pounds</th>
</tr>
</thead>
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<th>Time</th>
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<tbody>
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<td>We measure <strong>capacity</strong> in:</td>
<td>We measure <strong>weight</strong> in:</td>
<td>We measure <strong>time</strong> on:</td>
</tr>
<tr>
<td>1) ____________</td>
<td>1) ____________</td>
<td>1) ____________</td>
<td>1) ____________</td>
</tr>
<tr>
<td>2) ____________</td>
<td></td>
<td></td>
<td>2) ____________</td>
</tr>
</tbody>
</table>

Finish the sentences below by circling the best answers.

1) The width of a quarter is… about an inch about a foot.
2) A super sized drink is… more than a cup about a cup.
3) A crayon is… less than a pound about a pound.
4) You could find your birthday on a … calendar clock.
Use what you know about **fact families** to find the missing number:

\[ \square + 3 = 6 \]

Changing the order of **addends** does not change the **sum**:

\[ 3 + 2 + 1 = \square \]
\[ 2 + 3 + 1 = \square \]

1) Draw a picture to help solve the following subtraction problem.
2) Write a number sentence to go with the picture.

   (Remember the phrases like **take away**, **how many more**, **how many fewer** and **left** all mean to **subtract**.)

There were 7 flowers growing in the garden. My sister picked 3 to give to our mom. How many were **left**?

\[ \square - \square = \square \]
1. Rewrite these **addition** problems in columns.
2. Put the one’s together in one column and the ten’s in the other.
3. Find the sums.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>25 + 31 =</td>
<td>14 + 15 =</td>
<td>49 + 20 =</td>
</tr>
</tbody>
</table>

1. Rewrite these **subtraction** problems in columns.
2. Put the one’s together in one column and the ten’s in the other.
3. Find the **differences** between the numbers.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>35 - 31 =</td>
<td>19 - 15 =</td>
<td>49 - 20 =</td>
</tr>
</tbody>
</table>

Correct these problems. Circle the one that is right!

a) 2 + 2 = 5
b) 2 + 1 = 4
c) 2 - 2 ≠ 0
d) 2 - 1 ≠ 0
Use what you know about **fact families** to find the missing number:

\[
3 + \underline{} = 8
\]

Changing the order of **addends** does not change the **sum**:

\[
5 + 2 + 4 = \\
2 + 5 + 4 =
\]

1) Draw a picture to help solve the following subtraction problem.
2) Write a number sentence to go with the picture.

(Remember the phrases like *take away*, *how many more*, *how many fewer* and *left* all mean to **subtract**.)

Chad had seven cookies. He gave three to his friend. How many did he have **left**?

\[
\underline{} - \underline{} = \\
\]

© 2004 Lara Dean
1. **Rewrite** these **addition** problems in columns.
2. Put the one’s together in one column and the ten’s in the other.
3. Find the sums.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>85 + 38 = _____</td>
<td>94 + 15 = _____</td>
<td>19 + 21 = _____</td>
</tr>
</tbody>
</table>

1. **Rewrite** these **subtraction** problems in columns.
2. Put the one’s together in one column and the ten’s in the other.
3. Find the **differences** between the numbers.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>69 - 36 = _____</td>
<td>79 - 17 = _____</td>
<td>89 - 28 = _____</td>
</tr>
</tbody>
</table>

Correct these problems. Circle the one that is right!

a) 2 + 2 = 4  
b) 2 + 1 = 4  
c) 2 - 2 ≠ 0  
d) 3 - 1 ≠ 2
Use what you know about **fact families** to find the missing number:

\[ 4 + 6 = \square \]

Changing the order of **addends** does not change the **sum**:

\[ 3 + 2 + 5 = \square \]

\[ 2 + 3 + 5 = \square \]

1) **Draw a picture to help solve the following subtraction problem.**
2) **Write a number sentence to go with the picture.**

   (Remember the phrases like *take away*, *how many more*, *how many fewer* and *left* all mean to **subtract**.)

---

Kim had 10 dollars in his wallet. Jace had 7 dollars. **How many more** dollars did Kim have than Jace?

\[ \square - \square = \square \]
1. Rewrite these **addition** problems in columns.
2. Put the one’s together in one column and the ten’s in the other.
3. Find the sums.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>25 + 32 = _____</td>
<td>34 + 13 = _____</td>
<td>49 + 24 = _____</td>
</tr>
</tbody>
</table>

1. Rewrite these **subtraction** problems in columns.
2. Put the one’s together in one column and the ten’s in the other.
3. Find the **differences** between the numbers.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>99 - 39 = _____</td>
<td>89 - 18 = _____</td>
<td>79 - 27 = _____</td>
</tr>
</tbody>
</table>

Correct these problems. Circle the one that is right!

a) 3 + 2 = 6
b) 3 + 1 = 4
c) 4 - 2 ≠ 2
d) 5 - 1 ≠ 4
Use what you know about **fact families** to find the missing number:

6 + 6 = [ ]

Changing the order of **addends** does not change the **sum**:

1 + 6 + 5 = _____
6 + 1 + 5 = _____

1) Draw a picture to help solve the following subtraction problem.
2) Write a number sentence to go with the picture.

(Remember the phrases like **take away**, **how many more**, **how many fewer** and **left** all mean to **subtract**.)

The second graders had 5 basketballs at recess. The 4th graders came out and took away 2 of them. How many did the second graders have left?

[ ] - [ ] = [ ]
1. Rewrite these **addition** problems in columns.
2. Put the one’s together in one column and the ten’s in the other.
3. Find the sums.

26 + 61 = _____
17 + 75 = _____
48 + 80 = _____

1. Rewrite these **subtraction** problems in columns.
2. Put the one’s together in one column and the ten’s in the other.
3. Find the **differences** between the numbers.

45 - 31 = _____
39 - 15 = _____
29 - 20 = _____

Correct these problems. Circle the one that is right!

a) 4 + 4 = 10
b) 4 + 1 = 4
c) 2 - 2 ≠ 1
d) 2 - 1 ≠ 1
Use what you know about **fact families** to find the missing number:

\[ \square + 6 = 14 \]

Changing the order of **addends** does not change the **sum**:

\[ 1 + 5 + 3 = \square \]
\[ 3 + 1 + 5 = \square \]

1) Draw a picture to help solve the following subtraction problem.
2) Write a number sentence to go with the picture.

(\text{Remember the phrases like} \textbf{take away}, \textbf{how many more}, \textbf{how many fewer} \text{and} \textbf{left} \text{all mean to} \textit{subtract}.)

Jenna collected 17 seashells at the beach. Bryce only found 9 shells. **How many fewer** shells did Bryce have than Jenna?

\[ \square - \square = \square \]
1. Rewrite these **addition** problems in columns.
2. Put the one’s together in one column and the ten’s in the other.
3. Find the sums.

\[
\begin{align*}
26 + 31 &= \_\_\_ \\
26 + 15 &= \_\_\_ \\
37 + 20 &= \_\_\_
\end{align*}
\]

1. Rewrite these **subtraction** problems in columns.
2. Put the one’s together in one column and the ten’s in the other.
3. Find the **differences** between the numbers.

\[
\begin{align*}
55 - 31 &= \_\_\_ \\
99 - 15 &= \_\_\_ \\
99 - 20 &= \_\_\_
\end{align*}
\]

Correct these problems. Circle the one that is right!

a) \(4 + 4 = 9\)
b) \(3 + 1 = 4\)
c) \(3 - 1 \neq 2\)
d) \(6 - 1 \neq 5\)
Use what you know about **fact families** to find the missing number:

\[ 17 - \square = 9 \]

Changing the order of **addends** does not change the **sum**:

\[ 7 + 6 + 5 = \square \]
\[ 6 + 7 + 5 = \square \]

1) Draw a picture to help solve the following subtraction problem.
2) Write a number sentence to go with the picture.

(Remember the phrases like **take away**, **how many more**, **how many fewer** and **left** all mean to **subtract**.)

The 3rd grade class has 15 minutes for recess. They took 5 minutes to line up. How many minutes did they have **left**?

\[ \square - \square = \square \]
1. Rewrite these **addition** problems in columns.
2. Put the one’s together in one column and the ten’s in the other.
3. Find the sums.

<table>
<thead>
<tr>
<th>25 + 66 = _____</th>
<th>14 + 77 = _____</th>
<th>49 + 88 = _____</th>
</tr>
</thead>
</table>

1. Rewrite these **subtraction** problems in columns.
2. Put the one’s together in one column and the ten’s in the other.
3. Find the **differences** between the numbers.

<table>
<thead>
<tr>
<th>37 - 31 = _____</th>
<th>19 - 18= _____</th>
<th>49 - 29= _____</th>
</tr>
</thead>
</table>

Correct these problems. Circle the one that is right!

a) 5 + 5 = 5
b) 5 + 5 = 20
c) 5 - 5 ≠ 0
d) 5 - 1 ≠ 3
Use what you know about **fact families** to find the missing number:

$$\triangle + 9 = 17$$

Changing the grouping of three or more **addends** does not change the **sum**:

$$(1 + 6) + 5 = _____$$

$$6 + (1 + 5) = _____$$

1) Draw a picture to help solve the following subtraction problem.
2) Write a number sentence to go with the picture.

(Remember the phrases like **take away, how many more, how many fewer** and **left** all mean to **subtract**.)

Trevon has 18 markers in his desk. Jalen only has 12 markers. **How many more** markers does Trevon have than Jalen?

$$\underline{\phantom{0000}} - \underline{\phantom{0000}} = \underline{\phantom{0000}}$$

© 2004 Lara Dean
1. Rewrite these **addition** problems in columns.
2. Put the one’s together in one column and the ten’s in the other.
3. Find the sums.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>57 + 16 = _____</td>
<td>57 + 72 = _____</td>
<td>46 + 23 = _____</td>
</tr>
</tbody>
</table>

1. Rewrite these **subtraction** problems in columns.
2. Put the one’s together in one column and the ten’s in the other.
3. Find the **differences** between the numbers.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>84 - 31 = _____</td>
<td>65 - 12 = _____</td>
<td>73 - 20 = _____</td>
</tr>
</tbody>
</table>

Correct these problems. Circle the one that is right!

a) 2 + 4 = 5
b) 2 + 1 = 4
c) 4 - 2 ≠ 0
d) 2 - 1 ≠ 1
Use what you know about fact families to find the missing number:

\[
15 - \square = 7
\]

Changing the grouping of three or more addends does not change the sum:

\[
(4 + 2) + 1 = \square
\]

\[
2 + (1 + 4) = \square
\]

1) Draw a picture to help solve the following subtraction problem.
2) Write a number sentence to go with the picture.

(Remember the phrases like take away, how many more, how many fewer and left all mean to subtract.)

Troy had 16 problems on his homework. He finished 12 before dinner. How many did he have left to finish after dinner?

\[
\square - \square = \square
\]
1. Rewrite these **addition** problems in columns.
2. Put the one’s together in one column and the ten’s in the other.
3. Find the sums.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>74 + 31 = _____</td>
<td>47 + 15 = _____</td>
<td>49 + 26 = _____</td>
</tr>
</tbody>
</table>

1. Rewrite these **subtraction** problems in columns.
2. Put the one’s together in one column and the ten’s in the other.
3. Find the **differences** between the numbers.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>47 - 26 = _____</td>
<td>76 - 36= _____</td>
<td>67- 20 = _____</td>
</tr>
</tbody>
</table>

Correct these problems. Circle the one that is right!

a) 3 + 9 = 10
b) 6 + 1 = 8
c) 3 - 2 ≠ 0
d) 2 - 1 ≠ 1
Use what you know about fact families to find the missing number:

\[ 11 + 4 = \triangle \]

Changing the grouping of three or more addends does not change the sum:

\[(12 + 1) + 5 = \_____

\[ 12 + (1 + 5) = \_____

1) Draw a picture to help solve the following subtraction problem.
2) Write a number sentence to go with the picture.

(Remember the phrases like take away, how many more, how many fewer and left all mean to subtract.)

Eduardo got Carlos 7 racing cars for his birthday. He decided to keep 3 for himself. How many cards did have left for Carlos?

\[ \______ - \_______ = \_______ \]
1. Rewrite these **addition** problems in columns.
   2. Put the one’s together in one column and the ten’s in the other.
   3. Find the sums.
   
   \[
   \begin{align*}
   25 + 63 &= \underline{ } \\
   14 + 74 &= \underline{ } \\
   49 + 15 &= \underline{ }
   \end{align*}
   \]

1. Rewrite these **subtraction** problems in columns.
   2. Put the one’s together in one column and the ten’s in the other.
   3. Find the **differences** between the numbers.
   
   \[
   \begin{align*}
   43 - 31 &= \underline{ } \\
   38 - 15 &= \underline{ } \\
   87 - 20 &= \underline{ }
   \end{align*}
   \]

**Correct these problems. Circle the one that is right!**

a) 5 + 6 = 10
b) 2 + 3 = 6
c) 7 - 2 ≠ 5
d) 3 - 1 ≠ 0
Use what you know about **fact families** to find the missing number:

\[ + 8 = 16 \]

Changing the grouping of three or more **addends** does not change the **sum**:

\[(8 + 3) + 5 = _____ \]
\[3 + (8 + 5) = _____ \]

1) Draw a picture to help solve the following subtraction problem.
2) Write a number sentence to go with the picture.

(Remember the phrases like **take away**, **how many more**, **how many fewer** and **left** all mean to **subtract**.)

Jens has 2 sisters. His friend Josh has 3 sisters. **How many fewer** sisters does Jens have?

\[ \underline{_____} - \underline{_____} = \underline{______} \]
1. Rewrite these **addition** problems in columns.
2. Put the one’s together in one column and the ten’s in the other.
3. Find the sums.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>74</td>
<td>+</td>
<td>74</td>
</tr>
<tr>
<td>62</td>
<td>+</td>
<td>22</td>
</tr>
<tr>
<td>36</td>
<td>+</td>
<td>36</td>
</tr>
</tbody>
</table>

1. Rewrite these **subtraction** problems in columns.
2. Put the one’s together in one column and the ten’s in the other.
3. Find the **differences** between the numbers.

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<tr>
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<td>85</td>
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<td>89</td>
<td>-</td>
<td>25</td>
</tr>
<tr>
<td>49</td>
<td>-</td>
<td>25</td>
</tr>
</tbody>
</table>

Correct these problems. Circle the one that is right!

a) 2 + 8 = 10
b) 2 + 3 = 4
c) 7 - 2 ≠ 5
d) 6 - 3 ≠ 3

© 2004 Lara Dean
Use what you know about **fact families** to find the missing number:

\[ 13 - \square = 7 \]

Changing the grouping of three or more **addends** does not change the **sum**:

\[
(9 + 2) + 1 = \_
\]

\[
2 + (1 + 9) = \_
\]

1) Draw a picture to help solve the following subtraction problems.
2) Next write a number sentence to go with the picture.

(Remember the phrases like **take away**, **how many more**, **how many fewer** and **left** all mean to **subtract**.)

Mele's family has 13 fish in their fish tank. Toby's family has 7 fish. **How many more** fish does Mele's family have?

\[
\_
- \_
= \_
\]
1. Rewrite these **addition** problems in columns.
2. Put the one’s together in one column and the ten’s in the other.
3. Find the sums.

\[
\begin{align*}
52 + 13 &= ____ \\
41 + 51 &= ____ \\
94 + 24 &= ____ \\
\end{align*}
\]

---

1. Rewrite these **subtraction** problems in columns.
2. Put the one’s together in one column and the ten’s in the other.
4. Find the **differences** between the numbers.

\[
\begin{align*}
98 - 35 &= ____ \\
86 - 32 &= ____ \\
75 - 22 &= ____ \\
\end{align*}
\]

---

Correct these problems. Circle the one that is right!

- a) \(2 + 7 = 10\)
- b) \(3 + 4 = 8\)
- c) \(6 - 2 \neq 4\)
- d) \(5 - 1 \neq 0\)
Use what you know about **fact families** to find the missing number:

8 + □ = 11

Changing the grouping of three or more **addends** does not change the **sum**:

(4 + 3) + 5 = _____
5 + (3 + 4) = _____

1) Draw a picture to help solve the following subtraction problems.
2) Next write a number sentence to go with the picture.

(Remember the phrases like **take away**, **how many more**, **how many fewer** and **left** all mean to **subtract**.)

Yen had 4 pieces of paper to color on. Her mom **took away** 2 to give to her little sister. How many pieces did Yen get to keep?

_______ - _______ = _______
1. Rewrite these **addition** problems in columns.
2. Put the one’s together in one column and the ten’s in the other.
3. Find the sums.

<p>| | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>52 + 31</td>
<td>41 + 51</td>
<td>94 + 25</td>
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1. Rewrite these **subtraction** problems in columns.
2. Put the one’s together in one column and the ten’s in the other.
3. Find the **differences** between the numbers.

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</thead>
<tbody>
<tr>
<td>77 - 13</td>
<td>76 - 51</td>
<td>75 - 25</td>
</tr>
</tbody>
</table>

Correct these problems. Circle the one that is right!

a) 8 + 1 = 9  
   b) 3 + 1 = 5  
   c) 8 - 8 ≠ 0  
   d) 4 - 4 ≠ 0
**February Concepts Review (Month 6) #1**

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<td>95</td>
<td>96</td>
<td>97</td>
<td>98</td>
<td>99</td>
<td>100</td>
</tr>
</tbody>
</table>

**1)** Fill in the missing **whole numbers** on the hundred's chart.

**2)** Use the chart to find the following:

   a) 1 more than 56 ______
   b) 1 less than 56 ______
   c) 10 more than 56 ______
   d) 10 less than 56 ______
   e) 56 - 30 = ______
   f) 56 + 20 = ______
The heart is at...
   a) A3
   b) D5
   c) E1

Use **mental math** to add:

<table>
<thead>
<tr>
<th>53 + 20 =</th>
<th>53 + 40 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>53 + 30 =</td>
<td>53 + 50 =</td>
</tr>
</tbody>
</table>

**Round** to the nearest ten and **estimate**.

<table>
<thead>
<tr>
<th>53</th>
<th>53 + 46</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\Rightarrow$</td>
<td>$\Rightarrow$ +</td>
</tr>
</tbody>
</table>
1) Fill in the missing **whole numbers** on the hundred's chart.

2) Use the chart to find the following:
   - a) 1 more than 44 ______
   - b) 1 less that 44 ______
   - c) 10 more than 44 ______
   - d) 10 less than 44 ______
   - e) 44 - 30 = ______
   - f) 44 + 20 = ______
The smiling face is at...
   a) A5
   b) C3
   c) E1

Use **mental math** to add:

\[
\begin{align*}
25 + 20 &= \\
25 + 40 &= \\
25 + 30 &= \\
25 + 50 &=
\end{align*}
\]

**Round** to the nearest ten and **estimate**.

\[
\begin{align*}
24 & \Rightarrow \quad \\
+25 & \Rightarrow +
\end{align*}
\]
1) Fill in the missing **whole numbers** on the hundred's chart.

2) Use the chart to find the following:
   a) 1 more than 23  ______
   b) 1 less than 23  ______
   c) 10 more than 23 ______
   d) 10 less than 23  ______
   e) 33 - 30 = ______
   f) 33 + 20 = ______
The sun is at...
  a) A3
  b) C4
  c) E3

Use **mental math** to add:

17 + 20 = 17 + 40 =
17 + 30 = 17 + 50 =

Round to the nearest ten and **estimate**.

17 ➞ ______
+71 ➞ +______
1) Fill in the missing **whole numbers** on the hundred's chart.

2) Use the chart to find the following:
   
   a) 1 more than 74 ______
   
   b) 1 less that 74 ______
   
   c) 10 more than 74 ______
   
   d) 10 less than 74 ______
   
   e) 74 - 30 = ______
   
   f) 74 + 20 = ______
The heart is at…
   a) C1
   b) C3
   c) C5

Use **mental math** to add:

\[
\begin{align*}
38 + 20 &= \underline{58} \\
38 + 40 &= \underline{78} \\
38 + 30 &= \underline{68} \\
38 + 50 &= \underline{88}
\end{align*}
\]

Round to the nearest ten and estimate.

\[
\begin{align*}
28 &\Rightarrow \underline{30} \\
+38 &\Rightarrow +\underline{40}
\end{align*}
\]
1) Fill in the missing whole numbers on the hundred's chart.

2) Use the chart to find the following:
   a) 1 more than 49 ______
   b) 1 less that 49 ______
   c) 10 more than 49 ______
   d) 10 less than 49 ______
   e) 49 - 30 = ______
   f) 49 + 20 = ______
The smiling face is at...
   a) A1
   b) C3
   c) C5

Use **mental math** to add:

\[
\begin{align*}
46 + 20 &= \quad 46 + 40 &= \\
46 + 30 &= \quad 46 + 50 &= 
\end{align*}
\]

**Round** to the nearest ten and **estimate**.

\[
\begin{align*}
64 \Rightarrow \quad & \quad +64 \Rightarrow +\
\end{align*}
\]
1) Fill in the missing **whole numbers** on the hundred's chart.

2) Use the chart to find the following:
   a) 1 more than 38 _____
   b) 1 less than 38 _____
   c) 10 more than 38 _____
   d) 10 less than 38 _____
   e) 38 - 30 = _____
   f) 38 + 20 = _____
The sun is at…
  a) A3
  b) B2
  c) C1

Use mental math to add:

57 + 20 = 
57 + 40 = 
57 + 30 = 
57 + 50 = 

Round to the nearest ten and estimate.

57  ⇒  _____
+75  ⇒  +_____
1) Fill in the missing **whole numbers** on the hundred's chart.

2) Use the chart to find the following:
   a) 1 more than 23 ______
   b) 1 less than 23     ______
   c) 10 more than 23 ______
   d) 10 less than 23     ______
   e) 23 - 20 = ______
   f) 23 + 40 = ______

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The heart is at…
   a) A3
   b) C3
   c) E3

Use **mental math** to add:

\[
\begin{align*}
28 + 20 &= \quad 28 + 40 &= \\
28 + 30 &= \quad 28 + 50 &= 
\end{align*}
\]

Round to the nearest ten and **estimate**.

\[
\begin{align*}
24 &\Rightarrow \quad \quad \\
+28 &\Rightarrow + \quad 
\end{align*}
\]
1) Fill in the missing whole numbers on the hundred's chart.

2) Use the chart to find the following:
   a) 1 more than 41 ______
   b) 1 less that 41 ______
   c) 10 more than 41 ______
   d) 10 less than 41 ______
   e) 41 - 20 = ______
   f) 41 + 20 = ______
   
© 2004 Lara Dean
The smiling face is at…

a) B1
b) B3
c) B5

Use **mental math** to add:

\[
\begin{align*}
22 + 20 &= \\
22 + 30 &= \\
22 + 40 &= \\
22 + 50 &= 
\end{align*}
\]

Round to the nearest ten and **estimate**.

\[
\begin{align*}
24 &\Rightarrow \text{_____} \\
22 &\Rightarrow +\text{_____} \\
\end{align*}
\]
1) Fill in the missing **whole numbers** on the hundred's chart.

2) Use the chart to find the following:
   a) 1 more than 77  ______
   b) 1 less than 77    ______
   c) 10 more than 77  ______
   d) 10 less than 77  ______
   e) 77 - 40 = ______
   f) 77 + 20 = ______
The sun is at...
  a) B1
  b) C5
  c) D1

Use **mental math** to add:

\[
\begin{align*}
52 + 20 &= \\
26 + 40 &= \\
26 + 30 &= \\
26 + 50 &= 
\end{align*}
\]

**Round** to the nearest ten and **estimate**.

\[
\begin{align*}
24 & \Rightarrow \underline{50} \\
+46 & \Rightarrow +90 
\end{align*}
\]
1) Fill in the missing **whole numbers** on the hundred's chart.

2) Use the chart to find the following:
   a) 1 more than 74 ______
   b) 1 less that 74 ______
   c) 10 more than 74 ______
   d) 10 less than 74 ______
   e) 74 - 50 = ______
   f) 74 + 20 = ______
The heart is at…
   a) B4
   b) D2
   c) E2

Use **mental math** to add:

<table>
<thead>
<tr>
<th></th>
<th>50 + 20 =</th>
<th>50 + 40 =</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>50 + 30 =</td>
<td>50 + 50 =</td>
</tr>
</tbody>
</table>

**Round** to the nearest ten and **estimate**.

\[
\begin{align*}
50 & \Rightarrow \text{_____} \\
+46 & \Rightarrow +\text{_____}
\end{align*}
\]
1) Fill in the missing whole numbers on the hundred's chart.

2) Use the chart to find the following:
   a) 1 more than 60 ______
   b) 1 less than 60 ______
   c) 10 more than 60 ______
   d) 10 less than 60 ______
   e) 60 - 30 = ______
   f) 60 + 20 = ______
The smiling face is at...
  a) A5
  b) C2
  c) C3

Use *mental math* to add:

\[
\begin{align*}
26 + 20 &= 46 \\
15 + 40 &= 55 \\
37 + 30 &= 67 \\
22 + 50 &= 72
\end{align*}
\]

Round to the nearest ten and *estimate*.

\[
\begin{align*}
75 &\Rightarrow 80 \\
+46 &\Rightarrow +50
\end{align*}
\]
1) Fill in the missing whole numbers on the hundred's chart.

2) Use the chart to find the following:
   a) 1 more than 41 ______
   b) 1 less that 41 ______
   c) 10 more than 41 ______
   d) 10 less than 41 ______
   e) 41 - 30 = ______
   f) 41 + 20 = ______
The sun is at...
   a) A1
   b) D5
   c) E1

Use **mental math** to add:

\[
\begin{align*}
55 + 20 &= 75 \\
55 + 40 &= 95 \\
55 + 30 &= 85 \\
55 + 50 &= 105
\end{align*}
\]

**Round** to the nearest ten and **estimate**.

\[
\begin{align*}
55 &\Rightarrow \text{_____} \\
+55 &\Rightarrow +\text{_____}
\end{align*}
\]
Cut the shapes off the bottom of this page and glue them under their matching words.

<table>
<thead>
<tr>
<th>Circles</th>
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<th>Parallelograms</th>
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</table>

Are the following shapes the **same size** and **same shape**?

- Circles: yes, no
- Parallelograms: yes, no

Draw one line of **symmetry** on each of these shapes.

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Divide this rectangle into 2 equal parts:

halves

Color in \( \frac{1}{2} \) of this square.

What fraction is shaded?

- a) \( \frac{1}{4} \) (1 out of 4 equal parts)
- b) \( \frac{1}{3} \) (1 out of 3 equal parts)
- c) \( \frac{1}{2} \) (1 out of 2 equal parts)

This is an example of a: a) cone b) sphere c) cylinder
Cut the shapes off the bottom of this page and glue them under their matching words.

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Are the following shapes the **same size** and **same shape**?

- Yes  No
- Yes  No

Draw one line of **symmetry** on each of these shapes.
Divide these telephones into equal groups of 2 (two in each group).

Color in $\frac{1}{3}$ of these stars.

What fraction is shaded?

- a) $\frac{1}{4}$ (1 out of 4 equal parts)
- b) $\frac{1}{3}$ (1 out of 3 equal parts)
- c) $\frac{1}{2}$ (1 out of 2 equal parts)

This is an example of a: a) cone b) sphere c) cylinder
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Are the following shapes the **same size** and **same shape**?

- Triangles: yes no
- Quadrilaterals: yes no

Draw one line of **symmetry** on each of these shapes.
Divide this rectangle into 3 equal parts:

thirds

Color in $\frac{1}{3}$ of this circle.

What fraction is shaded?

a) $\frac{1}{4}$ (1 out of 4 equal parts)

b) $\frac{1}{3}$ (1 out of 3 equal parts)

c) $\frac{1}{2}$ (1 out of 2 equal parts)

This is an example of a:  

a) cone  

b) sphere  

c) cylinder

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Are the following shapes the **same size** and **same shape**?

- **yes** no
- **yes** no

Draw one line of **symmetry** on each of these shapes.
Divide these telephones into **equal groups** of 3 (3 in each group).

Color in \( \frac{1}{4} \) of these flowers.

What **fraction** is shaded?

- a) \( \frac{1}{4} \)  (1 out of 4 equal parts)
- b) \( \frac{1}{3} \)  (1 out of 3 equal parts)
- c) \( \frac{1}{2} \)  (1 out of 2 equal parts)

This is an example of a:  
- a) cone  
- b) sphere  
- c) cylinder
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Are the following shapes the same size and same shape?

- circles: yes, no
- triangles: yes, no

Draw one line of symmetry on each of these shapes.
Divide this rectangle into 4 **equal parts**: 

fourths

Color in $\frac{1}{3}$ of these shapes.

What **fraction** is shaded?

a) $\frac{1}{4}$  
   (1 out of 4 equal parts)

b) $\frac{1}{3}$  
   (1 out of 3 equal parts)

c) $\frac{1}{2}$  
   (1 out of 2 equal parts)

This is an example of a:  

a) cone  
   b) sphere  
   c) cylinder
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Are the following shapes the same size and same shape?

- yes  no
- yes  no

Draw one line of symmetry on each of these shapes.
Divide these telephones into equal groups of 5 (5 in each group).

Color in $\frac{1}{2}$ of this shape.

What fraction is shaded?

a) $\frac{1}{4}$ (1 out of 4 equal parts)

b) $\frac{1}{3}$ (1 out of 3 equal parts)

c) $\frac{1}{2}$ (1 out of 2 equal parts)

This is an example of a: a) cone   b) sphere   c) cylinder
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Are the following shapes the **same size** and **same shape**?  

- ![Circle](circle.png)  ![Circle](circle.png) | yes | no |
- ![Triangular](triangle.png)  ![Triangular](triangle.png) | yes | no |

1) Does this shape have a line of **symmetry**?  
   yes  no  
2) Draw the line of symmetry if it has one.
Divide this square into 2 equal parts:

halves

Color in \( \frac{1}{3} \) of this rectangle.

What fraction of these smiling faces is shaded?

a) \( \frac{1}{4} \) (1 out of 4 equal parts)

b) \( \frac{1}{3} \) (1 out of 3 equal parts)

c) \( \frac{1}{2} \) (1 out of 2 equal parts)

This is an example of a: a) cone b) sphere c) cylinder
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</table>

Are the following shapes the same size and same shape?

yes no

yes no

1) Does this shape have a line of symmetry? yes no
2) Draw the line of symmetry if it has one.

© 2004 Lara Dean
Divide these telephones into **equal groups** of 10 (10 in each group).

Color in \( \frac{1}{3} \) of this shape.

What **fraction** is shaded?

a) \( \frac{1}{4} \) (1 out of 4 equal parts)

b) \( \frac{1}{3} \) (1 out of 3 equal parts)

c) \( \frac{1}{2} \) (1 out of 2 equal parts)

This is an example of a:  a) cone  b) sphere  c) cylinder

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Are the following shapes the same size and same shape?

- Yes
- No

1) Does this shape have a line of symmetry?
2) Draw the line of symmetry if it has one.
Divide this rectangle into 3 equal parts:

thirds

Color in $\frac{1}{4}$ of these hearts.

What fraction is shaded?

a) $\frac{1}{4}$ (1 out of 4 equal parts)

b) $\frac{1}{3}$ (1 out of 3 equal parts)

c) $\frac{1}{2}$ (1 out of 2 equal parts)

This is an example of a:  
  a) cone  
  b) sphere  
  c) cylinder
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Are the following shapes the **same size** and **same shape**?

- **Parallelograms**
  - yes no
  - yes no

1) Does this shape have a line of **symmetry**? yes no
2) Draw the line of symmetry if it has one.
Divide these people into 2 equal groups.

Color in $\frac{1}{2}$ of this shape.

What fraction is shaded?

a) $\frac{1}{4}$ (1 out of 4 equal parts)

b) $\frac{1}{3}$ (1 out of 3 equal parts)

c) $\frac{1}{2}$ (1 out of 2 equal parts)

This is an example of a: a) cone    b) sphere     c) cylinder
Cut the shapes off the bottom of this page and glue them under their matching words.

<table>
<thead>
<tr>
<th>Circles</th>
<th>Triangles</th>
<th>Parallelograms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Are the following shapes the **same size** and **same shape**?

1. yes  no
2. yes  no

1) Does this shape have a line of **symmetry**?  
2) Draw the line of symmetry if it has one.
Divide this square into 4 equal parts:

fourths

Color in $\frac{1}{4}$ of these suns.

What fraction is shaded?

a) $\frac{1}{4}$ (1 out of 4 equal parts)

b) $\frac{1}{3}$ (1 out of 3 equal parts)

c) $\frac{1}{2}$ (1 out of 2 equal parts)

This is an example of a:  a) cone  b) sphere  c) cylinder

© 2004 Lara Dean
Cut the shapes off the bottom of this page and glue them under their matching words.

<table>
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<th>Triangles</th>
<th>Parallelograms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Are the following shapes the same size and same shape?

- yes
- no

1) Does this shape have a line of symmetry?  yes  no
2) Draw the line of symmetry if it has one.

© 2004 Lara Dean
Divide these people into 3 equal groups.

Color in \( \frac{1}{4} \) of this shape.

What fraction is shaded?

a) \( \frac{1}{4} \) (1 out of 4 equal parts)

b) \( \frac{1}{3} \) (1 out of 3 equal parts)

c) \( \frac{1}{2} \) (1 out of 2 equal parts)

This is an example of a:  a) cone  b) sphere  c) cylinder
1. Read the information below.
2. Fill in the missing data on the tally chart, table, pictograph, and bar graph.
3. Include a key, labels, and titles when they are needed.

Dan flipped a coin seven times. Two times it landed on heads and 5 times it landed on tails.

### Tally Chart

#### Flipping a Coin

<table>
<thead>
<tr>
<th>Heads</th>
<th>Tails</th>
</tr>
</thead>
<tbody>
<tr>
<td>______</td>
<td></td>
</tr>
</tbody>
</table>

### Table

<table>
<thead>
<tr>
<th>Heads or Tails</th>
<th>Number of Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heads</td>
<td>2</td>
</tr>
<tr>
<td>Tails</td>
<td>______</td>
</tr>
</tbody>
</table>
Fill in the missing data.

Dan flipped a coin seven times. Two times it landed on heads and 5 times it landed on tails.

**Pictograph**

Heads or Tails

<table>
<thead>
<tr>
<th>Heads</th>
<th>Tails</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key 📦 = 1 time

**Bar Graph**

Heads or Tails

<table>
<thead>
<tr>
<th>Heads</th>
<th>Tails</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

© 2004 Lara Dean
Four of the children in Jake’s reading group like chocolate milk, and three like plain.

**Tally Chart**

<table>
<thead>
<tr>
<th>Kinds of Milk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chocolate</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Plain</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Table**

<table>
<thead>
<tr>
<th>Kinds of Milk</th>
<th>Number of Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chocolate</td>
<td></td>
</tr>
<tr>
<td>Plain</td>
<td>3</td>
</tr>
</tbody>
</table>
Fill in the missing data.

Four of the children in Jake’s reading group like chocolate milk, and 3 like plain milk.

**Pictograph**

<table>
<thead>
<tr>
<th>Chocolate Milk</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Plain Milk</td>
<td></td>
</tr>
</tbody>
</table>

Key 🥛 = 1 person

**Bar Graph**

<table>
<thead>
<tr>
<th>Favorite Milk</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
1. Read the information below.
2. Fill in the missing data on the tally chart, table, pictograph, and bar graph.
3. Include a key, labels, and titles when they are needed.

This week it was sunny for 6 days, and it was rainy for 1 day.

Tally Chart

<table>
<thead>
<tr>
<th>Weather This Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunny</td>
</tr>
<tr>
<td>__________</td>
</tr>
</tbody>
</table>

Table

<table>
<thead>
<tr>
<th>Weather</th>
<th>Number of Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________</td>
<td>6</td>
</tr>
<tr>
<td>__________</td>
<td>1</td>
</tr>
</tbody>
</table>

© 2004 Lara Dean
Fill in the missing data

This week it was sunny for 6 days, and it was rainy for 1 day.

**Pictograph**

**Weekly Weather**

<table>
<thead>
<tr>
<th>Sunny</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rainy</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key ____ = 1 day

**Bar Graph**

© 2004 Lara Dean
1. Read the information below.
2. Fill in the missing data on the tally chart, table, pictograph, and bar graph.
3. Include a key, labels, and titles when they are needed.

There are 6 jump ropes in our classroom, but only 3 basketballs.

<table>
<thead>
<tr>
<th>Tally Chart</th>
<th>Recess Stuff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Jump Ropes</td>
</tr>
<tr>
<td></td>
<td>__________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table</th>
<th>Recess Stuff</th>
<th>Number of Each</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>__________</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>__________</td>
<td>3</td>
</tr>
</tbody>
</table>
Fill in the missing data.

There are 6 jump ropes in our classroom, but only 3 basketballs.

**Pictograph**

Recess Equipment

<table>
<thead>
<tr>
<th>Jump Ropes</th>
<th>____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketballs</td>
<td>____________________</td>
</tr>
</tbody>
</table>

Key _____ = 1 piece of equipment

**Bar Graph**

Recess Equipment

<table>
<thead>
<tr>
<th>Jump Ropes</th>
<th>Basketballs</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
There are 5 school days and 2 weekend days in one week.

Tally Chart

<table>
<thead>
<tr>
<th>Kind of Days</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School Days</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kind of Days</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekend Days</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table

<table>
<thead>
<tr>
<th>Kind of Days</th>
<th>Number of Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Days</td>
<td>_______</td>
</tr>
<tr>
<td>Weekend Days</td>
<td>_______</td>
</tr>
</tbody>
</table>
Fill in the missing data.

There are 5 school days and 2 weekend days in one week.

**Pictograph**

Days in a Week

<table>
<thead>
<tr>
<th>School Days</th>
<th>__________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekend Days</td>
<td>__________________________</td>
</tr>
</tbody>
</table>

Key = 1 day

**Bar Graph**

Days in a Week

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

© 2004 Lara Dean
1. Read the information below.
2. Fill in the missing data on the tally chart, table, pictograph, and bar graph.
3. Include a key, labels, and titles when they are needed.

There are seven red stripes on our flag and six white stripes.

### Tally Chart

<table>
<thead>
<tr>
<th>Stripes on the Flag</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table

<table>
<thead>
<tr>
<th>Colors</th>
<th>Number of Stripes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
</tr>
</tbody>
</table>
Fill in the missing data.

There are seven red stripes on our flag and six white stripes.

**Pictograph**

Our Flag’s Stripes

<table>
<thead>
<tr>
<th>Red Stripes</th>
<th>____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>White Stripes</td>
<td>____________________________</td>
</tr>
</tbody>
</table>

Key  = 1 stripe

**Bar Graph**

Red Stripes  __________
1. Read the information below.
2. Fill in the missing data on the tally chart, table, pictograph, and bar graph.
3. Include a key, labels, and titles when they are needed.

Jill’s class voted for their favorite kind of movie. Two students cartoon movies, 7 students chose funny movies, and 3 chose scary movies.

### Tally Chart

<table>
<thead>
<tr>
<th>Favorite Movie</th>
<th>Number of Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cartoon Movies</td>
<td></td>
</tr>
<tr>
<td>Funny Movies</td>
<td></td>
</tr>
<tr>
<td>Scary Movies</td>
<td></td>
</tr>
</tbody>
</table>

### Table

<table>
<thead>
<tr>
<th>Favorite Movie</th>
<th>Number of Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cartoon Movies</td>
<td></td>
</tr>
<tr>
<td>Scary Movies</td>
<td>7</td>
</tr>
</tbody>
</table>
Fill in the missing data

Jill’s class voted for their favorite kind of movie. Two students cartoon movies, 7 students chose funny movies, and 3 chose scary movies.

**Pictograph**

<table>
<thead>
<tr>
<th>Favorite Movie</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Cartoon Movies" /></td>
</tr>
<tr>
<td><img src="image" alt="Funny Movies" /></td>
</tr>
<tr>
<td><img src="image" alt="Scary Movies" /></td>
</tr>
</tbody>
</table>

**Bar Graph**

<table>
<thead>
<tr>
<th>Favorite Movie</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Cartoon Movies" /></td>
</tr>
<tr>
<td><img src="image" alt="Funny Movies" /></td>
</tr>
<tr>
<td><img src="image" alt="Scary Movies" /></td>
</tr>
</tbody>
</table>
1. Read the information in the box.
2. Fill in the missing data on the tally chart, table, pictograph, and bar graph.
3. Include a key, labels, and titles when they are needed.

There are 3 trees in my front yard, 4 bushes, and 6 flowers in pots.

**Tally Chart**

<table>
<thead>
<tr>
<th>Kinds of Plants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trees</td>
</tr>
<tr>
<td>Flowers in Pots</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trees</th>
<th>Flowers in Pots</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table**

<table>
<thead>
<tr>
<th>How Many</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trees</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>Bushes</td>
</tr>
<tr>
<td>_________</td>
</tr>
<tr>
<td>Flowers</td>
</tr>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

© 2004 Lara Dean
Fill in the missing data.

There are 3 trees in my front yard, 4 bushes, and 6 flowers in pots.

**Pictograph**

<table>
<thead>
<tr>
<th>Plants</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Trees</td>
<td></td>
</tr>
<tr>
<td>Bushes</td>
<td></td>
</tr>
<tr>
<td>Flowers</td>
<td></td>
</tr>
</tbody>
</table>

Key _____ = 1 plant

**Bar Graph**

<table>
<thead>
<tr>
<th>Plants</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Trees</td>
<td></td>
</tr>
<tr>
<td>Bushes</td>
<td></td>
</tr>
<tr>
<td>Flowers</td>
<td></td>
</tr>
</tbody>
</table>
1. Read the information in the box.
2. Fill in the missing data on the tally chart, table, pictograph, and bar graph.
3. Include a key, labels, and titles when they are needed.

At Lincoln Elementary there are 5 first grade teachers, 3-second grade teachers, and 3 third grade teachers.

### Tally Chart

**Teachers at Lincoln**

<table>
<thead>
<tr>
<th>First Grade</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________</td>
<td>________</td>
</tr>
<tr>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

### Table

<table>
<thead>
<tr>
<th>Teachers at Lincoln</th>
<th>How Many</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________</td>
<td>5</td>
</tr>
<tr>
<td>Second Grade</td>
<td>______</td>
</tr>
<tr>
<td>__________</td>
<td>3</td>
</tr>
</tbody>
</table>
Fill in the missing data.

At Lincoln Elementary there are 5 first grade teachers, 3-second grade teachers, and 3 third grade teachers.

**Pictograph**

<table>
<thead>
<tr>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image.png" alt="Pictograph" /></td>
</tr>
</tbody>
</table>

**Bar Graph**

<table>
<thead>
<tr>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image.png" alt="Bar Graph" /></td>
</tr>
</tbody>
</table>

**Key** 1 teacher
1. Read the information in the box.
2. Fill in the missing data on the tally chart, table, pictograph, and bar graph.
3. Include a key, labels, and titles when they are needed.

At recess there were 6 children playing basketball, 4 playing jump rope, and 7 playing soccer.

**Tally Chart**

<table>
<thead>
<tr>
<th>Recess Games</th>
<th>Basketball</th>
<th>Jump Rope</th>
<th>6</th>
</tr>
</thead>
</table>

**Table**

<table>
<thead>
<tr>
<th>Recess Games</th>
<th>Number of Children Playing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Jump Rope</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
At recess there were 6 children playing basketball, 4 playing jump rope, and 7 playing soccer.

**Pictograph**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Pictograph</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td></td>
</tr>
<tr>
<td>Jump Rope</td>
<td></td>
</tr>
<tr>
<td>Soccer</td>
<td></td>
</tr>
</tbody>
</table>

Key _____ = 1 person

**Bar Graph**

- Basketball: 6 children
- Jump Rope: 7 children
- Soccer: 7 children
1. Read the information in the box.
2. Fill in the missing data on the tally chart, table, pictograph, and bar graph.
3. Include a key, labels, and titles when they are needed.

The 3rd grade class earned a party. There were 6 children who wanted a movie party, 8 that wanted a pizza party, and 11 who wanted to have a game day.

**Tally Chart**

**Party Ideas**

<table>
<thead>
<tr>
<th>Movie Party</th>
<th>Pizza Party</th>
<th>___________</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________</td>
<td>___________</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table**

<table>
<thead>
<tr>
<th>Party Ideas</th>
<th>Number of Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________</td>
<td>10</td>
</tr>
<tr>
<td>___________</td>
<td>_____</td>
</tr>
<tr>
<td>Game Day</td>
<td>_____</td>
</tr>
</tbody>
</table>
The 3rd grade class earned a party. There were 6 children who wanted a movie party, 8 that wanted a pizza party, and 11 who wanted to have a game day.

### Pictograph

**Class Party**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Movie Party</td>
<td>__________</td>
</tr>
<tr>
<td>Pizza Party</td>
<td>__________</td>
</tr>
<tr>
<td>Game Day</td>
<td>__________</td>
</tr>
</tbody>
</table>

**Key**  ____ = 1 vote

### Bar Graph

- **Movie Party**
- **Pizza Party**
- **Game Day**

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1. Read the information in the box.
2. Fill in the missing data on the tally chart, table, pictograph, and bar graph.
3. Include a key, labels, and titles when they are needed.

The 1st graders voted for their favorite kind of school lunch. Out of 20 total children, 12 voted for pizza, 6 voted for chicken nuggets, and 2 voted for peanut butter sandwiches.

**Tally Chart**

<table>
<thead>
<tr>
<th>Favorite School Lunch</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pizza</td>
<td>11</td>
</tr>
<tr>
<td>Chicken Nuggets</td>
<td></td>
</tr>
<tr>
<td>Peanut Butter Sandwiches</td>
<td></td>
</tr>
</tbody>
</table>

**Table**

<table>
<thead>
<tr>
<th>Favorite Lunch</th>
<th>Number of Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pizza</td>
<td>10</td>
</tr>
<tr>
<td>Chicken Nuggets</td>
<td></td>
</tr>
<tr>
<td>Peanut Butter Sandwiches</td>
<td></td>
</tr>
</tbody>
</table>
The 1st graders voted for their favorite kind of school lunch. Out of 20 total children, 12 voted for pizza, 6 voted for chicken nuggets, and 2 voted for peanut butter sandwiches.

**Pictograph**

<table>
<thead>
<tr>
<th>Favorite School Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Key = 1 vote

**Bar Graph**

```
                  _____________
                 |           |
                 |           |
                 |           |
                 |           |
                 |           |
                 |           |
                 |           |
                 |           |
                 |           |
                 |           |
                 |           |
                 |           |
                 |           |
                 |           |
                 |           |
                 |           |
                                           1  2  3  4  5  6  7  8  9  10  11  12
```