Name _____

Find Sums on an Addition Table

You can find a **sum** on an addition table.

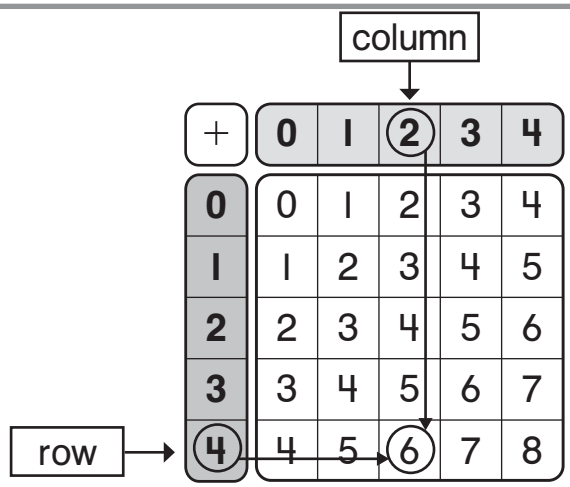
$4 + 2 = ?$

The sum for $4 + 2$ is found where row 4 and column 2 meet.

Find row 4 at the left.

Find column 2 at the top.

Look at the place where the arrows meet.



+	0	1	2	3	4
0	0	1	2	3	4
1	1	2	3	4	5
2	2	3	4	5	6
3	3	4	5	6	7
4	4	5	6	7	8

$4 + 2 = 6$

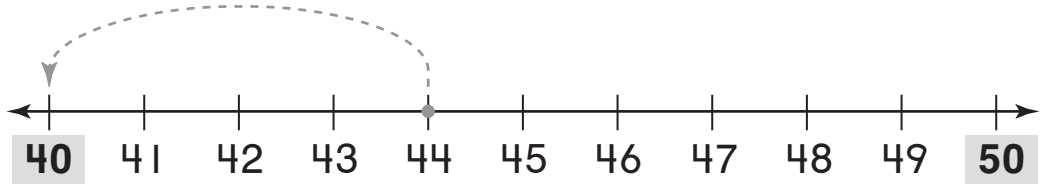
1. Write the missing sums in the addition table.

+	0	1	2	3	4	5	6	7	8	9	10
0	0	1	2	3	4	5			8	9	
1	1	2	3	4	5			8	9		11
2	2	3	4	5			8	9		11	12
3	3	4	5			8	9		11	12	13
4	4	5			8	9		11	12	13	14
5	5			8	9		11	12	13	14	15
6			8	9		11	12	13	14	15	16
7		8	9		11	12	13	14	15	16	17
8	8	9		11	12	13	14	15	16	17	18
9	9		11	12	13	14	15	16	17	18	19
10		11	12	13	14	15	16	17	18	19	20

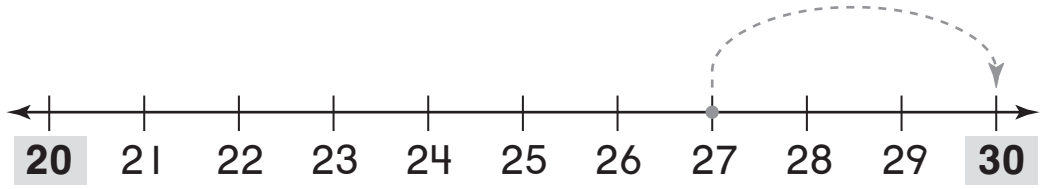
Name _____

Estimate Sums: 2-Digit Addition

Estimate the sum of 44 + 27.
Find the nearest ten for each number.



The nearest ten for 44 is 40.

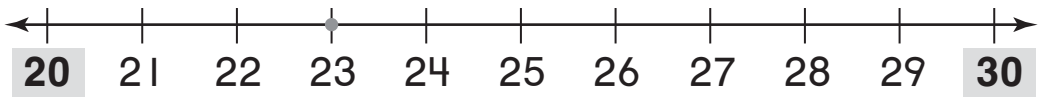


The nearest ten for 27 is 30.

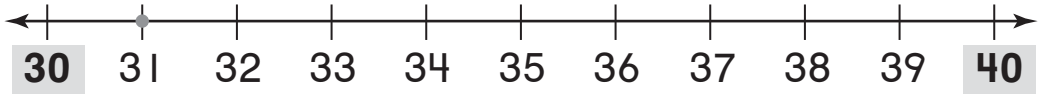
40 + 30 = 70 An estimate of the sum is 70.

Estimate the sum.

1. Estimate the sum of 23 + 31.



The nearest ten for 23 is _____.

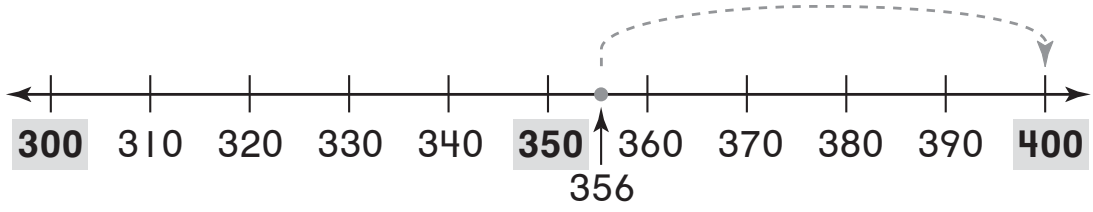


The nearest ten for 31 is _____.

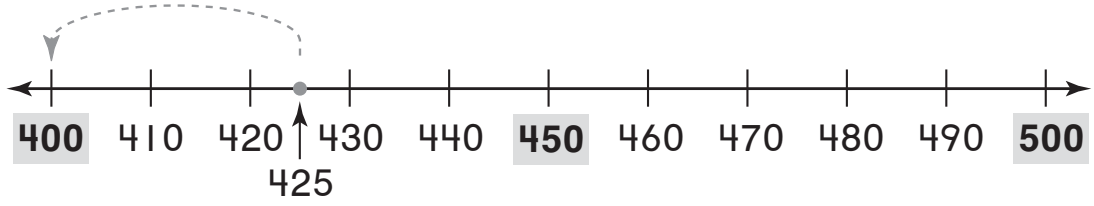
_____ + _____ = _____ An estimate of the sum is _____.

Estimate Sums: 3-Digit Addition

Estimate the sum of 356 + 425.
Find the nearest hundred for each number.



The nearest hundred for 356 is 400.

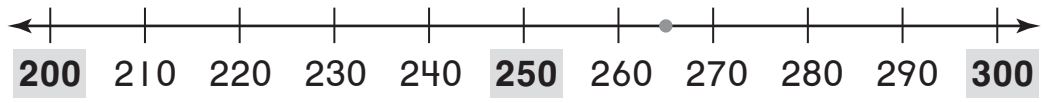


The nearest hundred for 425 is 400.

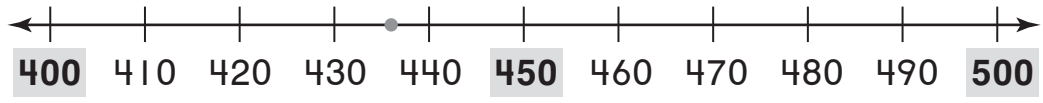
400 + 400 = 800 An estimate of the sum is 800.

Estimate the sum.

1. Estimate the sum of 265 + 436.



The nearest hundred for 265 is _____.



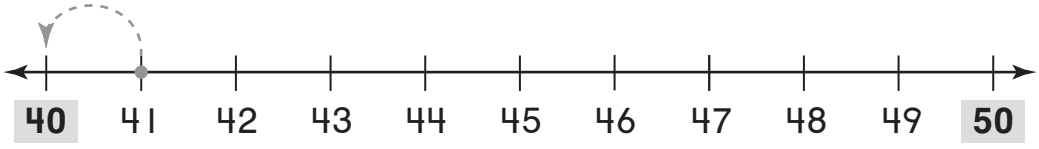
The nearest hundred for 436 is _____.

_____ + _____ = _____ An estimate of the sum is _____.

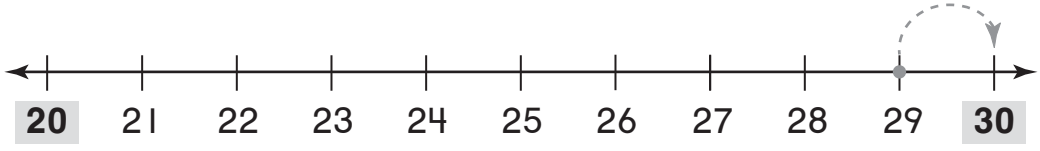
Name _____

Estimate Differences: 2-Digit Subtraction

Estimate the difference of 41 − 29.
Find the nearest ten for each number.



The nearest ten for 41 is 40.

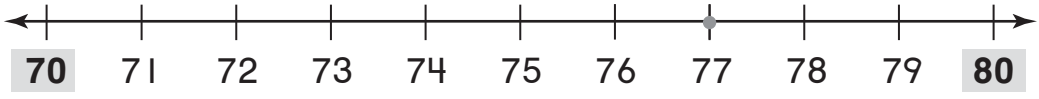


The nearest ten for 29 is 30.

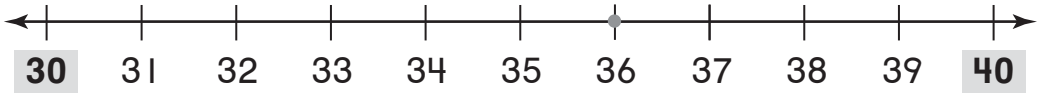
40 − 30 = 10 An estimate of the difference is 10.

Estimate the difference.

1. Estimate the difference of 77 − 36.



The nearest ten for 77 is _____.

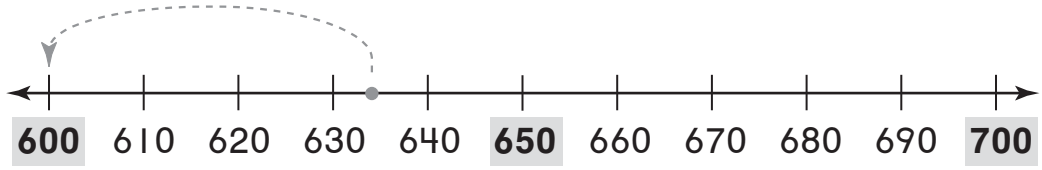


The nearest ten for 36 is _____.

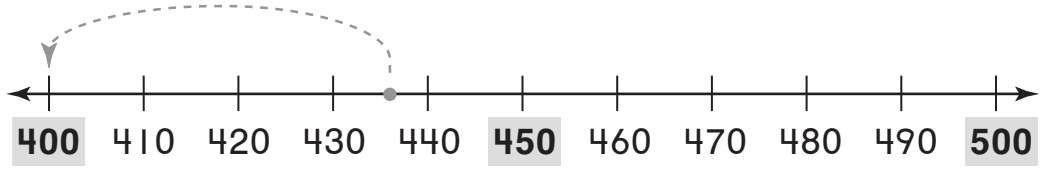
_____ − _____ = _____ An estimate of the difference is _____.

Estimate Differences: 3-Digit Subtraction

Estimate the difference of 634 − 436.
Find the nearest hundred for each number.



The nearest hundred for 634 is 600.

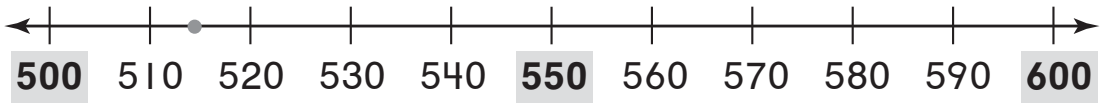


The nearest hundred for 436 is 400.

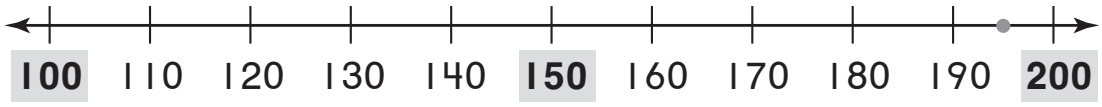
600 − 400 = 200 An estimate of the difference is 200.

Estimate the difference.

1. Estimate the difference of 514 − 195.



The nearest hundred for 514 is _____.



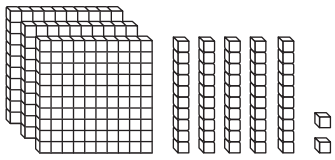
The nearest hundred for 195 is _____.

_____ − _____ = _____ An estimate of the difference is _____.

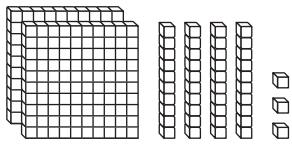
Name _____

Order 3-Digit Numbers

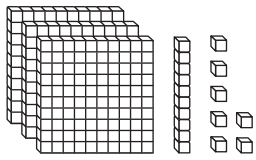
Compare digits in the greatest place value position first.



352



243



317

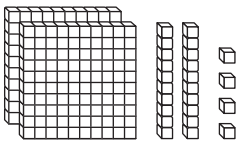
1. Compare **hundreds.** 243 has the fewest hundreds. It is least.
2. Compare **tens.** 317 has fewer tens than 352. It is less than 352.
3. For these numbers, you can order them without comparing the ones.

243	<	_____	<	_____
least				**greatest**

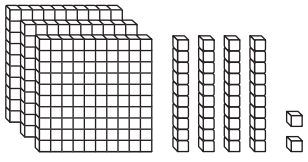
243	<	317	<	352
least				**greatest**

Write the numbers in order from least to greatest.

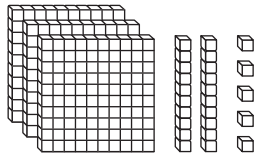
1.



224



342

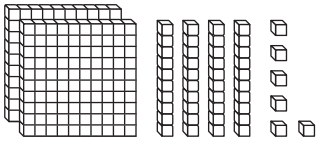


325

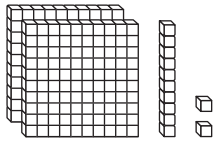
_____ < _____ < _____

least **greatest**

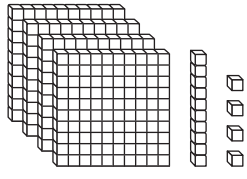
2.



246



212



414

_____ < _____ < _____

least **greatest**

Name _____

Equal Groups of 2

Complete the sentences to show how many in all.

Circle each group.

There are 3 groups.

There are 2 stars in each group.

I can count by twos to find how many in all. 2, 4, 6

3 groups of 2 is 6 in all.

Circle each group. Complete the sentence to show how many in all.

1. 

_____ groups of _____ is _____ in all.

2. 

_____ groups of _____ is _____ in all.

3. 

_____ groups of _____ is _____ in all.

Name _____

Equal Groups of 5

Complete the sentences to show how many in all.

Circle each group.

There are 4 groups.

There are 5 hearts in each group.

4 groups of 5 is 20 in all.

I can count by fives to find how many in all.
5, 10, 15, 20

Circle each group. Complete the sentence to show how many in all.

1. 

_____ groups of _____ is _____ in all.

2. 

_____ groups of _____ is _____ in all.

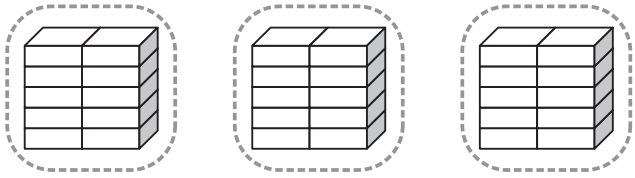
3. 

_____ groups of _____ is _____ in all.

Name _____

Equal Groups of 10

Complete the sentences to show how many in all.



Circle each group. There are 3 groups.

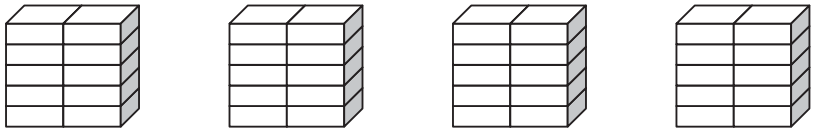
There are 10 blocks in each group.

3 groups of 10 is 30 in all.

I can count by tens to find how many in all. 10, 20, 30

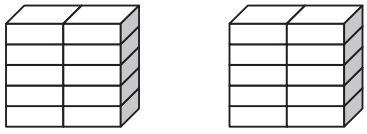
Circle each group. Complete the sentence to show how many in all.

1.



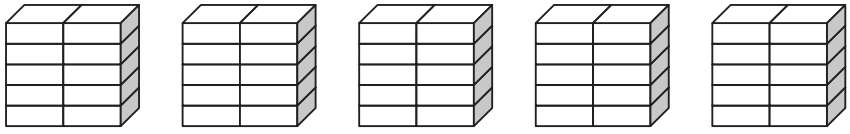
_____ groups of _____ is _____ in all.

2.



_____ groups of _____ is _____ in all.

3.



_____ groups of _____ is _____ in all.

Name _____

Size of Shares

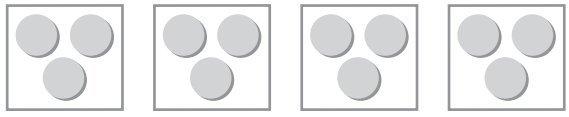
When you divide, you make equal groups.

There are 12 crayons for 4 children. How many crayons does each child get?

Use 12 counters and make 4 equal groups.

Start by drawing 4 boxes. Put 1 counter in each box.

Keep putting 1 counter in each box until all the counters are gone.



There are 3 counters in each group.

So, each child gets 3 crayons.

Use counters. Draw to show your work.
Write how many in each group.

1. Place 12 counters in 2 equal groups.

_____ counters in each group

2. Place 9 counters in 3 equal groups.

_____ counters in each group

Name _____

Number of Equal Shares

When you divide, you share equally.

There are 8 apples. Each child gets 2 apples.
How many children get apples?

Use 8 counters to show the 8 apples.

Make groups of 2 counters.

There are 4 groups. So, 4 children get apples.

Use counters. Draw to show your work.
Write how many groups.

1. Place 6 counters in groups of 3.

_____ groups

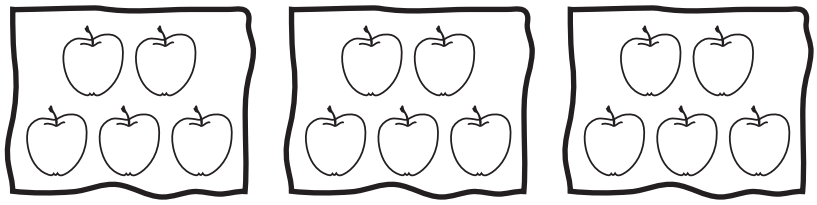
2. Place 16 counters in groups of 4.

_____ groups

Name _____

Solve Problems with Equal Shares

There are 3 boxes. There are 5 apples in each box.
How many apples are there in all?



I can draw to show the problem.

Then I can count to find how many in all.

3 groups of 5 is 15 in all.

So, there are 15 apples.

Solve. Draw or write to show what you did.

1. There are 2 crackers on each plate. How many crackers are on 4 plates?

_____ crackers

2. Joe can fit 10 books on a shelf. How many shelves will Joe need for 20 books?

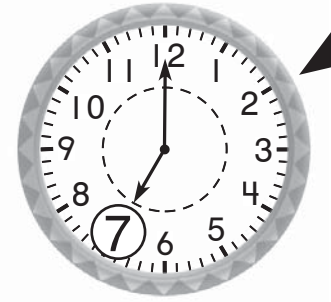
_____ shelves

Name _____

Hour Before and Hour After

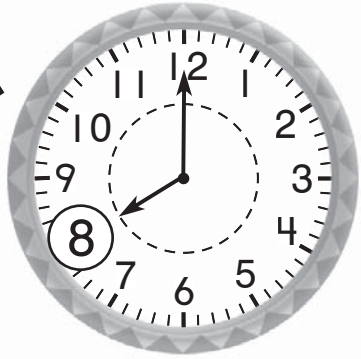
Model and Draw

7:00 — 1 hour **before** 8:00



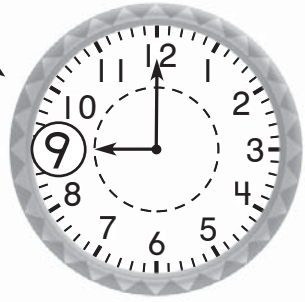
The hour hand points to 7.

8:00



The hour hand points to 8.

9:00 — 1 hour **after** 8:00



The hour hand points to 9.

Write the time shown on the clock. Then write the time 1 hour before and 1 hour after.

1. The time is _____.

_____ 1 hour **before** 6:00

_____ 1 hour **after** 6:00

2. The time is _____.

_____ 1 hour **before** 4:30

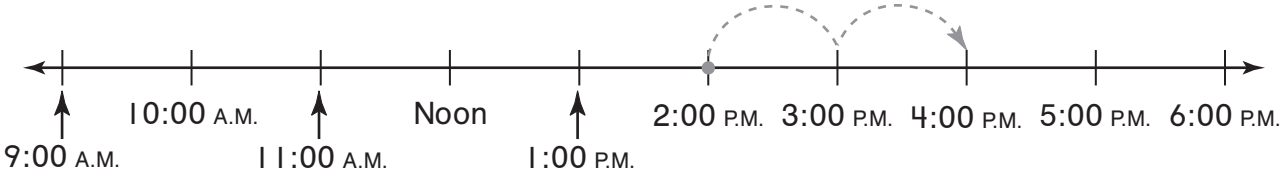
_____ 1 hour **after** 4:30

Elapsed Time in Hours

Baseball practice starts at 2:00 P.M. Everyone leaves at 4:00 P.M.
How long does baseball practice last?

I can use a time line to count on hours from 2:00 P.M. to 4:00 P.M.

It starts at 2 :00. It ends at 4 :00.



So practice lasts 2 hours.

Use the time line above. Solve.

1. Lisa arrives at the beach at 2:00 P.M. She leaves at 6:00 P.M. How long is Lisa at the beach?

_____ hours

2. The boat leaves at 3:00 P.M. It gets back at 5:00 P.M. How long is the boat gone?

_____ hours

3. Kevin starts hiking at 1:00 P.M. He finishes at 3:00 P.M. How long does Kevin hike?

_____ hours

4. Mrs. Post starts working in the garden at 9:00 A.M. She stops at noon. How long does Mrs. Post work in the garden?

_____ hours

Name _____

Elapsed Time in Minutes

Ken starts cleaning his room at 3:15 P.M. He finishes at 3:35 P.M. How long does Ken clean?

When the times are in the same hour, I can subtract to find how many minutes pass.

Ken starts at 3: 15 P.M. Ken finishes at 3: 35 P.M.

$$\begin{array}{r} 35 \\ -\ 15 \\ \hline 20 \end{array}$$

Ken cleans for 20 minutes.

Subtract to solve. Show your work.

1. The news starts at 6:15 P.M. It lasts until 6:25 P.M. How long is the news report?

_____ minutes

2. Mr. Fox drives to work. He leaves at 7:40 A.M. He arrives at 7:55 A.M. How long does it take Mr.Fox to get to work?

_____ minutes

3. Wendy starts to read at 8:10 A.M. She stops reading at 8:40 A.M. How long does Wendy read?

_____ minutes

4. Lee starts eating dinner at 5:05 P.M. He finishes at 5:25 P.M. How long does it take Lee to eat?

_____ minutes

Name _____

Hands On: Capacity • Nonstandard Units

Use a scoop to measure how much a jar holds.

Step 1

Fill a scoop to the top with rice. Pour it into the jar.

Step 2

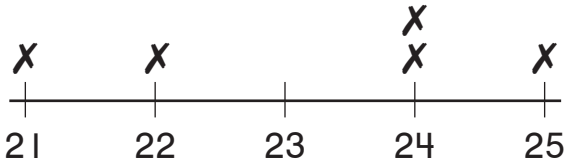
Continue until the jar is full. Keep track of the number of scoops you used to fill the jar.

How many scoops does the container hold? Estimate. Then measure.

Container	Estimate	Measure
1.  teacup	about _____ scoops	about _____ scoops
2.  bowl	about _____ scoops	about _____ scoops
3.  paper cup	about _____ scoops	about _____ scoops

Name _____

Describe Measurement Data

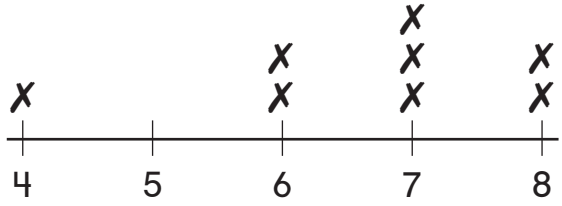


Lengths of Our Desks in Inches

This **line plot** shows the lengths of desks.
Each ✗ stands for the length of 1 desk.

5 desks were measured.

2 desks are 24 inches long.



Lengths of Our Pencils in Inches

Complete the sentences. Then write two more sentences to describe what the line plot shows.

1. _____ pencils were measured.

2. _____ pencils are 7 inches long.

3. _____

_____

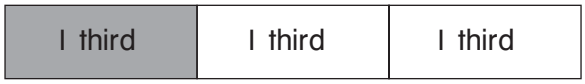
4. _____

_____

Name _____

Fraction Models: Thirds and Sixths

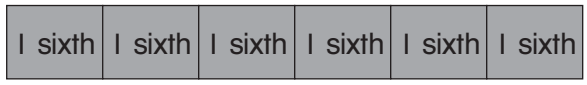
3 equal parts or 3 thirds



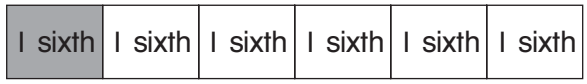
There are 3 equal parts.

1 part is shaded.

1 third is shaded.



6 equal parts or 6 sixths



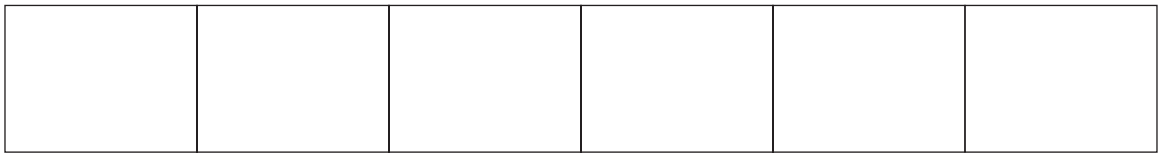
There are 6 equal parts.

1 part is shaded.

1 sixth is shaded.

Color the strip. Show one sixth.

1.

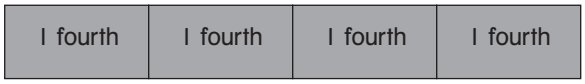


Color the strip. Show one third.

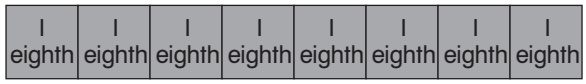
2.

Name _____

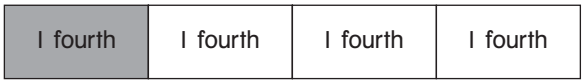
Fraction Models: Fourths and Eighths



4 equal parts or 4 fourths



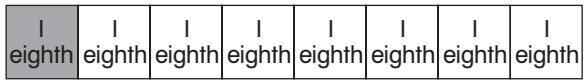
8 equal parts or 8 eighths



There are 4 equal parts.

1 part is shaded.

1 fourth is shaded.



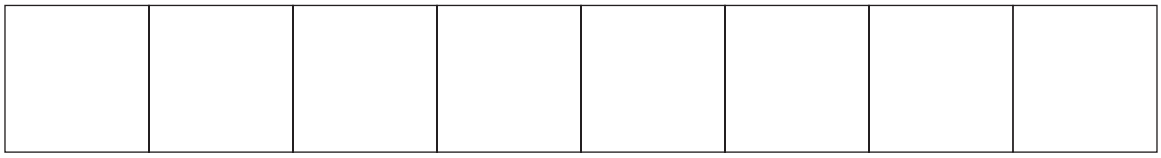
There are 8 equal parts.

1 part is shaded.

1 eighth is shaded.

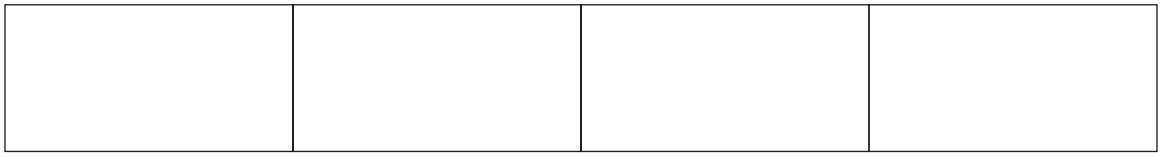
Color the strip. Show one eighth.

1.



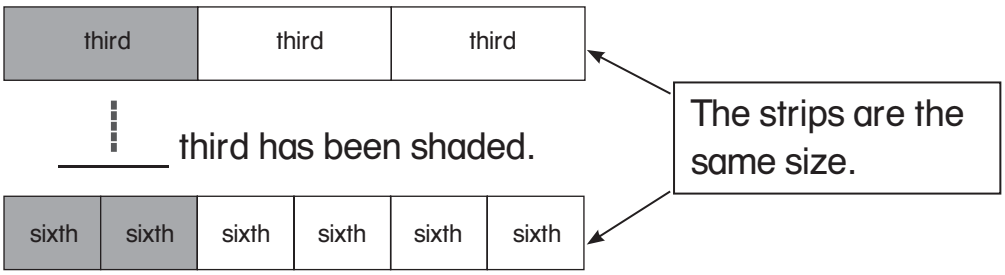
Color the strip. Show one fourth.

2.



Name _____

Compare Fraction Models



1 third has been shaded.

The strips are the same size.

2 sixths have been shaded.

The shaded amounts on the two strips are equal in size.

So, 1 third = 2 sixths.

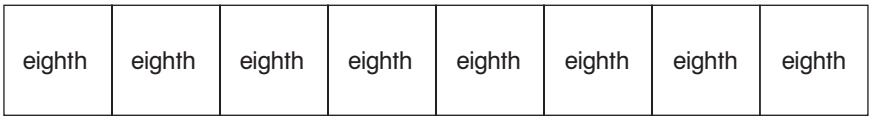
Color to show the fractions. Compare the fractions. Write <, =, or >.

1. Color one fourth.

1 fourth

Color one eighth.

1 eighth



1 fourth ◯ 1 eight