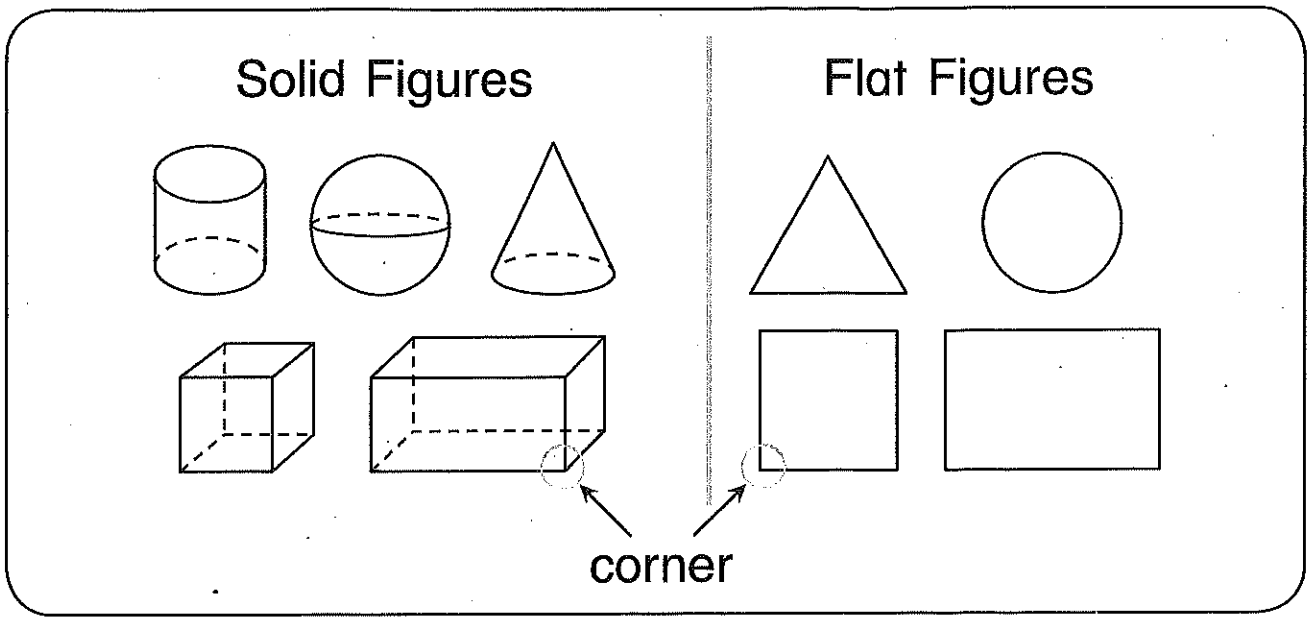
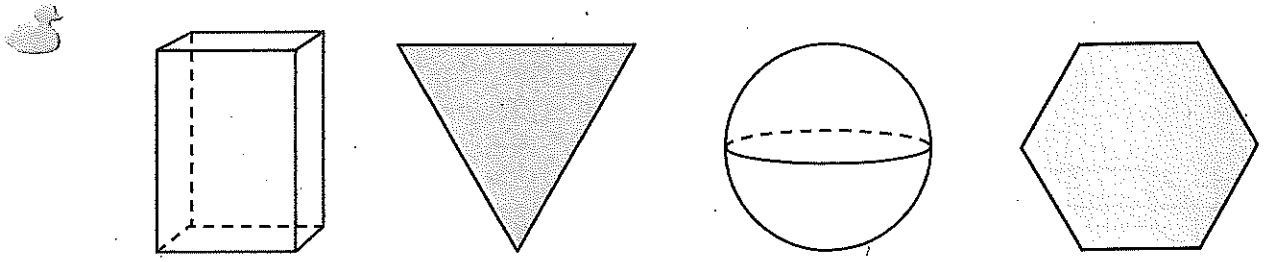
Name _____

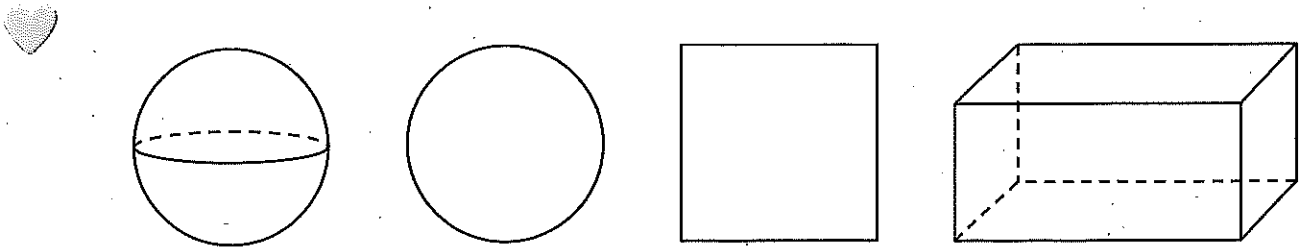
C

Comparing Plane and Solid Figures
(Student Edition 7A)

Objective: To compare parts and attributes of plane and solid figures in different sizes and orientations







Directions

Color the shapes that are flat.

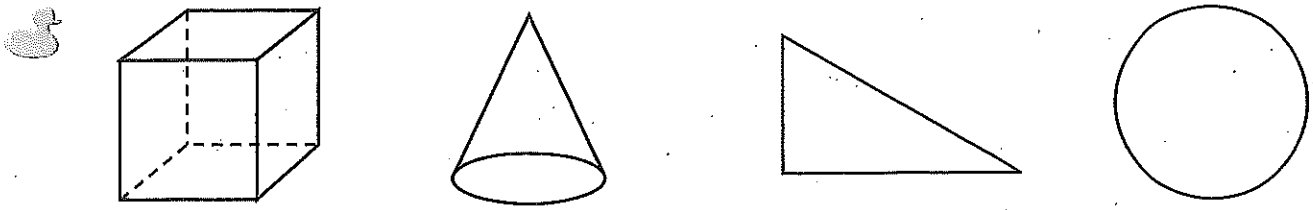
Color the shapes that have corners.

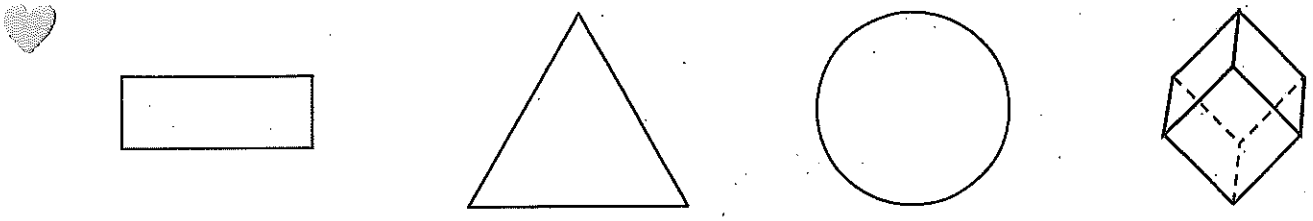
Talk It Over

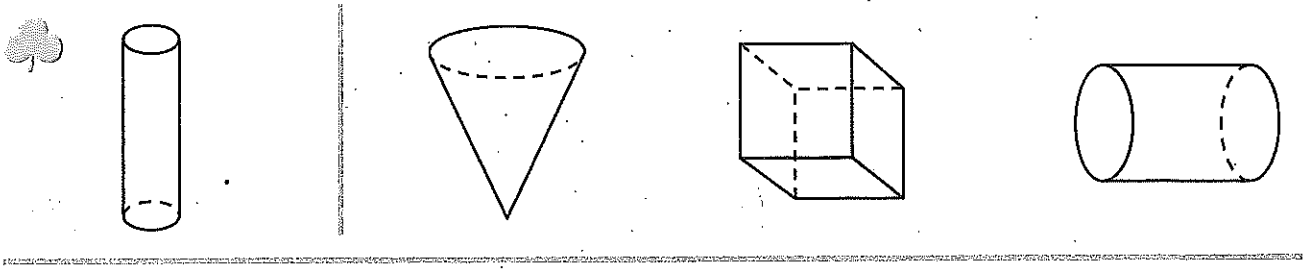
How are a circle and a sphere the same?
How are they different?

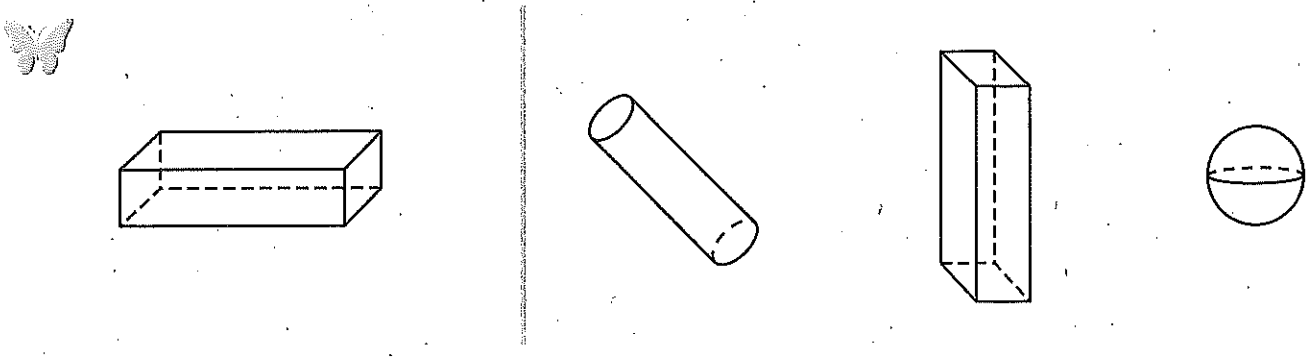
Name _____

Practice

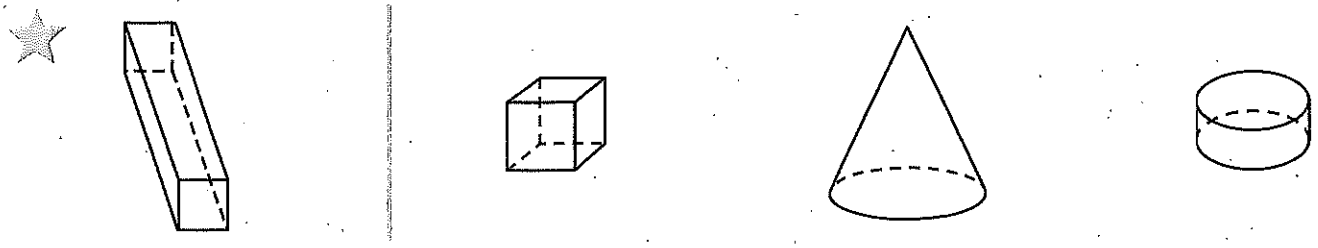








Critical Thinking



Directions

- Color the shapes that are solid.
- Color the shapes that have corners.
- Circle the shape that is the same type of shape as the shape at the beginning of the row.

Critical Thinking

- Circle the shape with the same number of corners as the shape at the beginning of the row.

For additional Practice, go to page 206 in this Workbook.
Then go to Lesson 2-8, pages 51–52 in the Student Book.

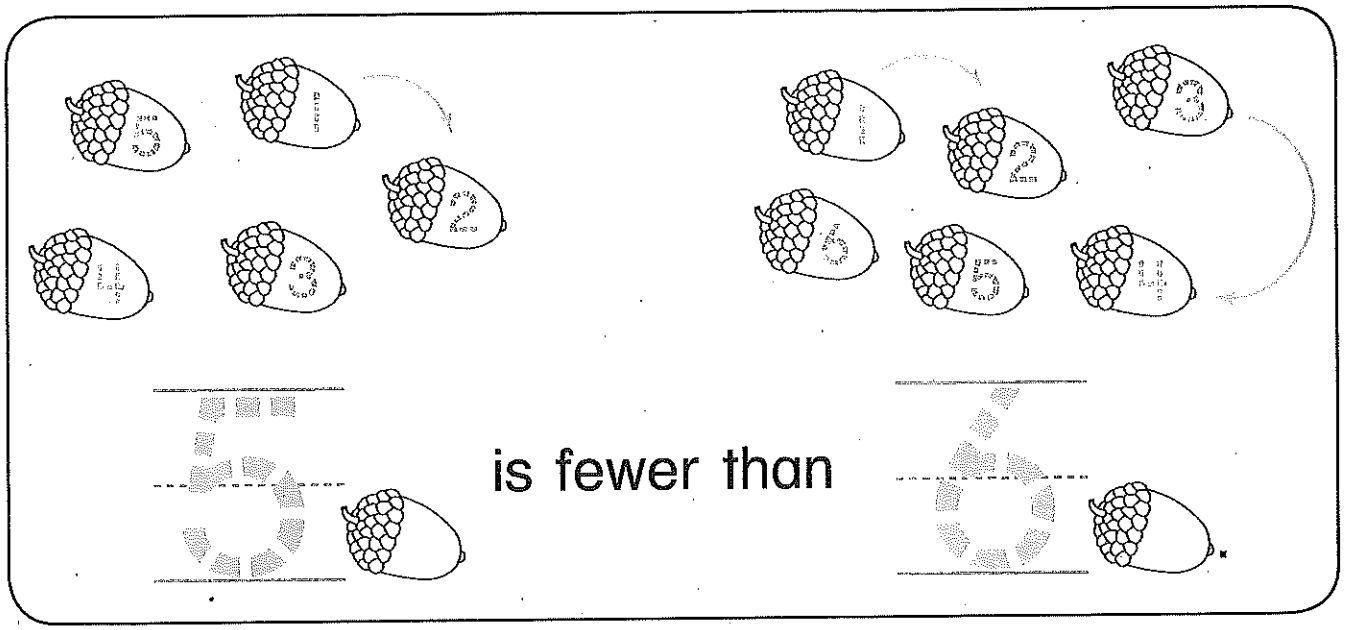
Name _____

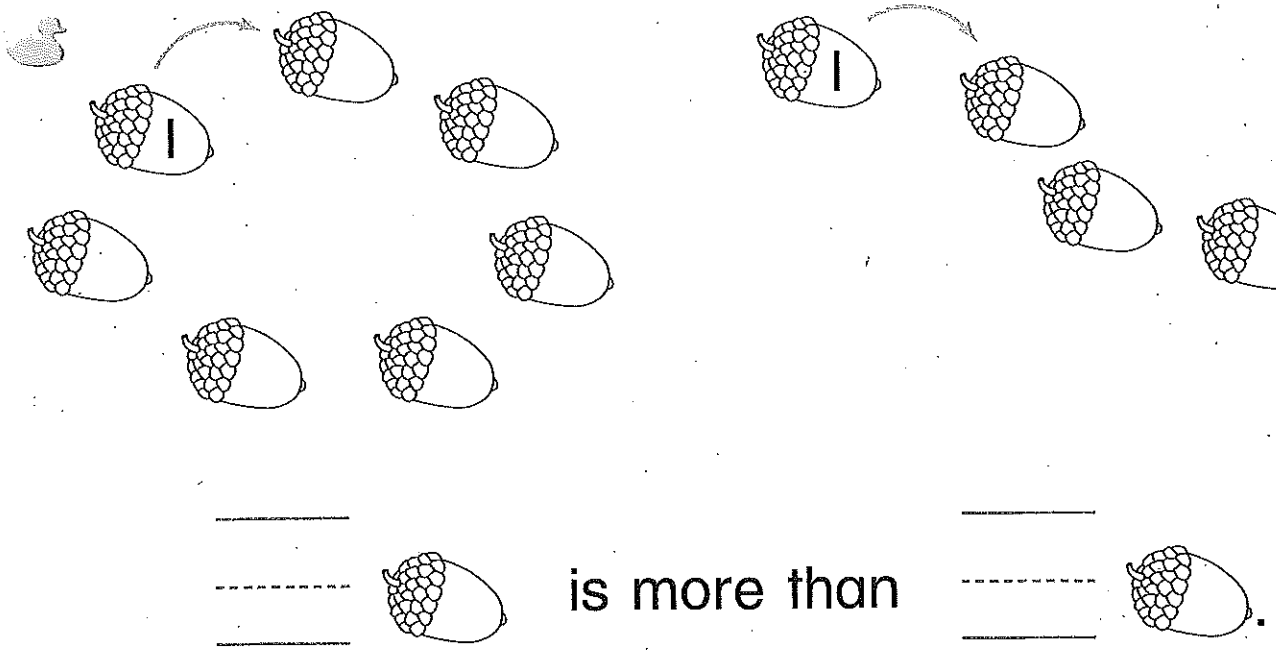
C

Count to Compare Numbers

Chapter 4, Lesson 12C

Objective: To compare the number of objects in a group from 0 to 10 using counting strategies





Directions

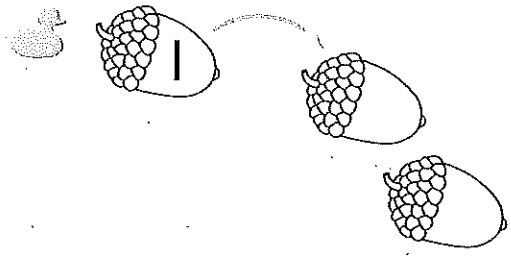
Count the acorns on the left. Write the number in each acorn as you count. Then write how many below. Now count the acorns on the right. Write the number in each acorn as you count. Then write how many below. Tell which number is more.

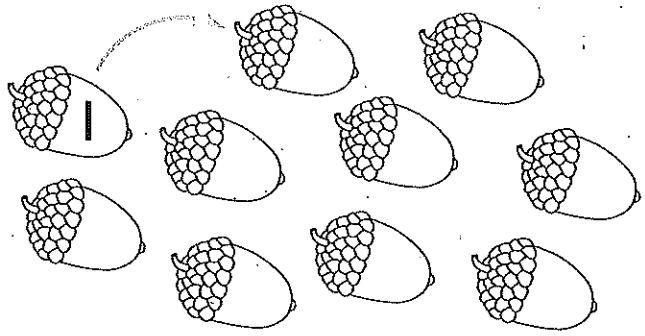
Talk It Over

How does counting help tell which number is greater?

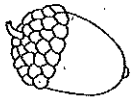
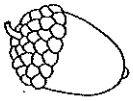
Name _____

Practice

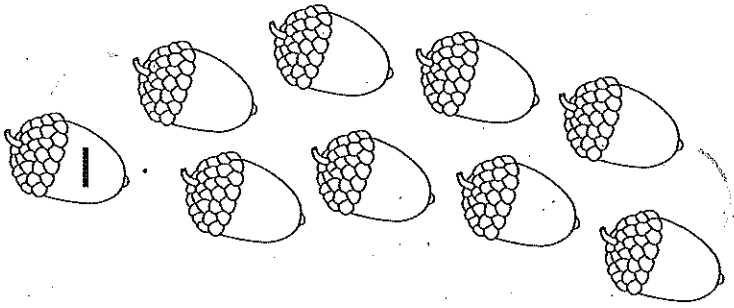


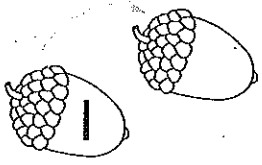


_____ _____

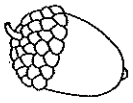
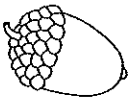
_____  is fewer than _____  .

_____ _____

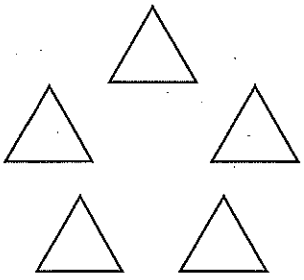




_____ _____

_____  is more than _____  .

Critical Thinking



_____

5 is less than _____

_____.

Directions

Count the acorns on the left. Write the number in each acorn as you count. Then write how many below. Now count the acorns on the right. Write the number in each acorn as you count. Then write how many below. Tell which number is fewer.

Count the acorns on the left. Write the number in each acorn as you count. Then write how many below. Now count the acorns on the right. Write the number in each acorn as you count. Then write how many below. Tell which number is more.

Critical Thinking

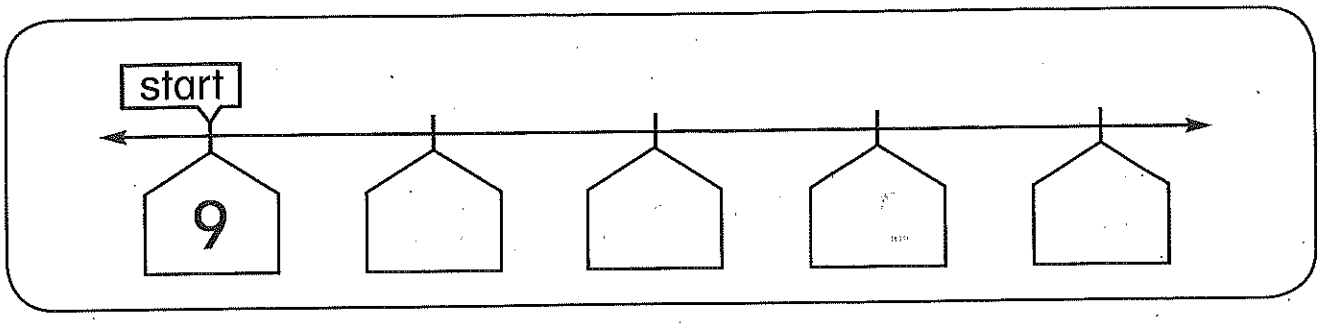
Write a number to make the sentence true.

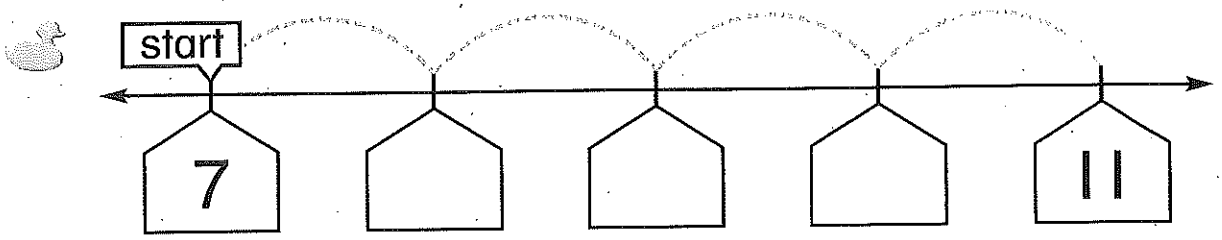
For additional Practice, go to page 216 in this Workbook.
Then go to Lessons 4-13 and 4-14, pages 139–142 in the Student Book.

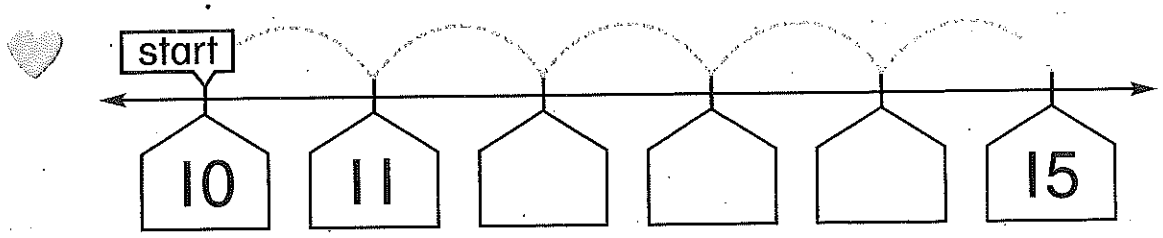
Name _____

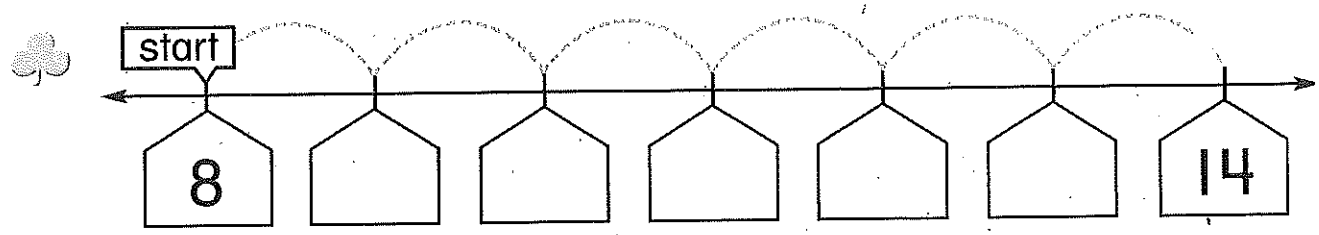
C

Objective: To count numbers through 20 starting from any number









Directions

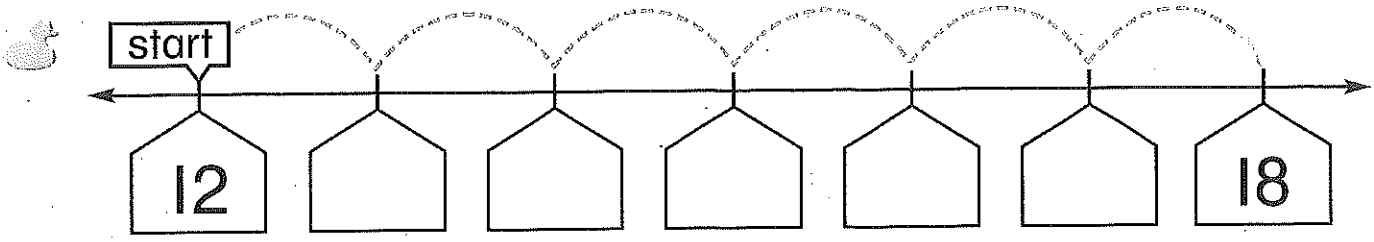
- Count forward from 7 to 11. Write the numbers you count.
- Count forward from 10 to 15. Write the numbers you count.
- Count forward from 8 to 14. Write the numbers you count.

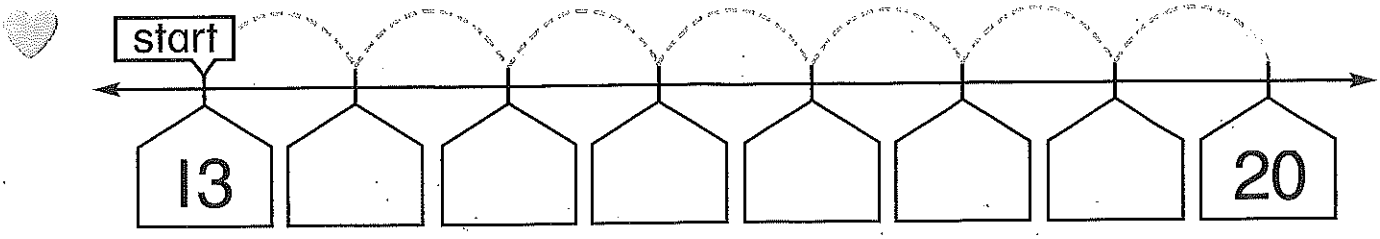
Talk It Over

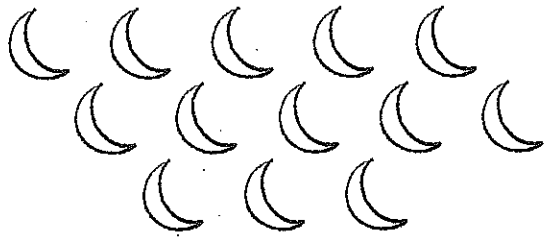
Does the number 16 come before or after 17? How do you know?

Name _____

Practice







_____

_____

_____

_____

_____

_____

What's the Error?

9, 10, 11, 12, 14, 13

Directions

Count forward from 12 to 18. Write the numbers you count.

Count forward from 13 to 20. Write the numbers you count.

Choose a number from 11 through 20. Write the number. Draw that many objects.

Count the moons. Write the number. How do you know that your answer is correct?

What's the Error?

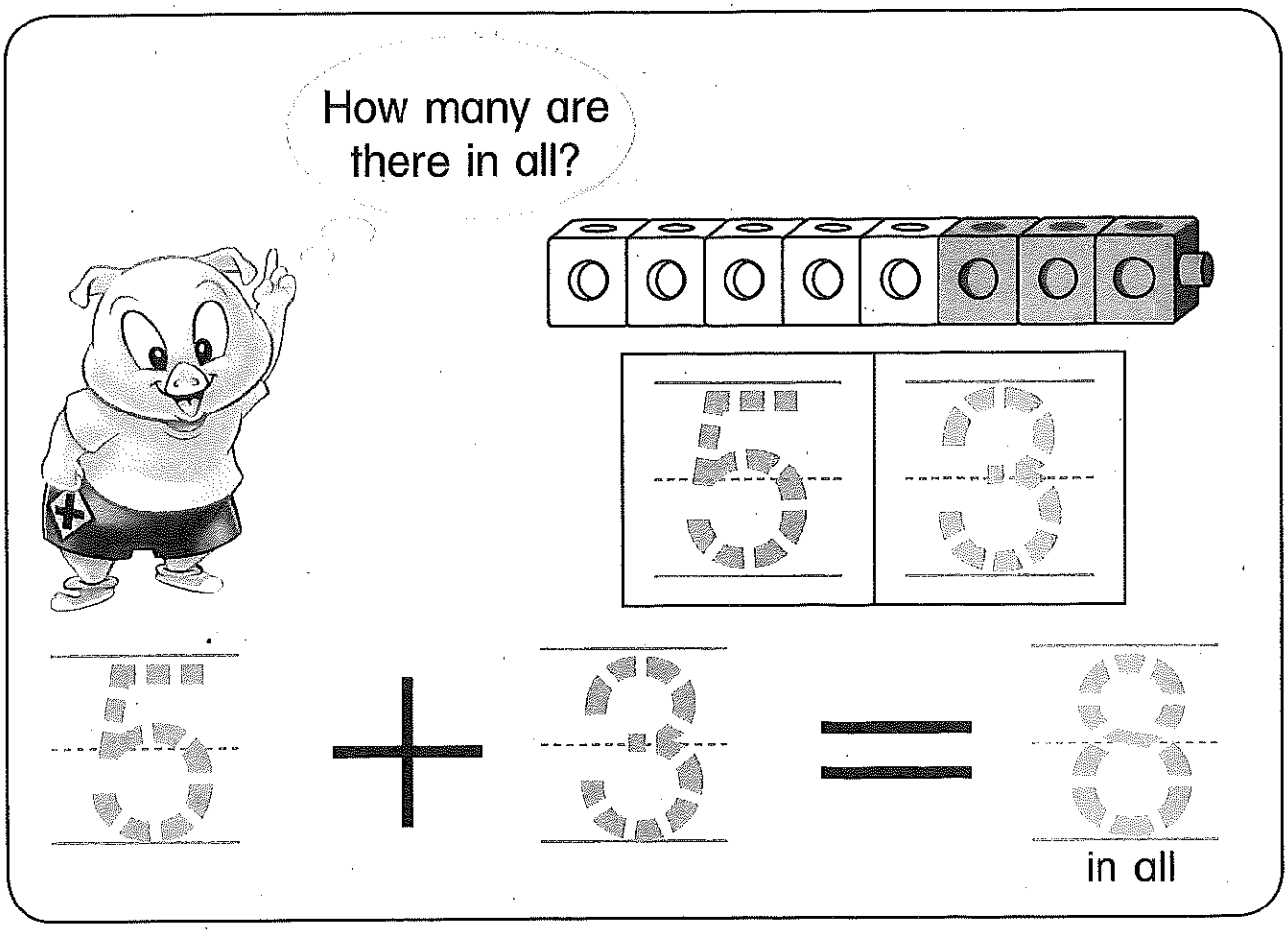
Kim counted forward from 9. She wrote these numbers. What error did Kim make?

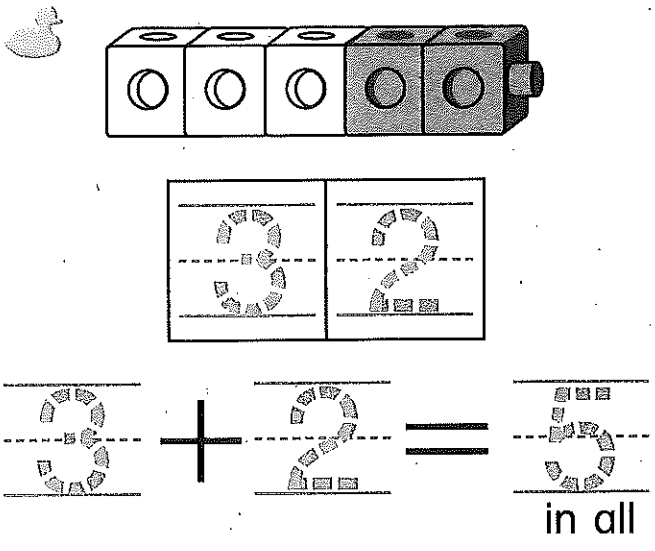
For additional Practice, go to page 219 in this Workbook.
Then go to Lesson 5-8, pages 175–176 in the Student Book.

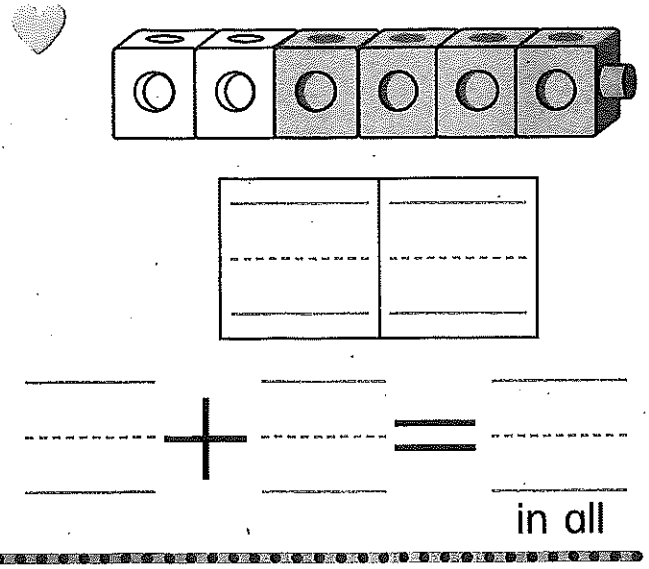
Name _____

C Use a Bar Model to Add

Objective: To use a bar model to add







Directions

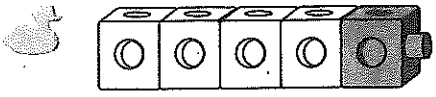
Listen to the story. Write the number in each part in the bar model. Then write a number sentence to show how many in all.

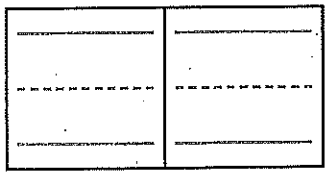
Talk It Over

How does the bar model help you find how many in all?

Name _____

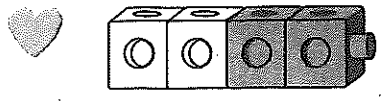
Practice

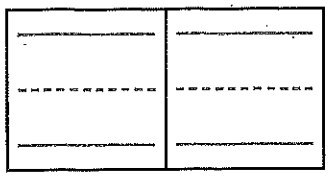




_____ + _____ = _____

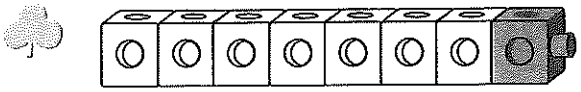
in all

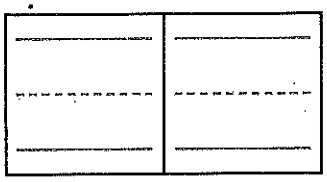




_____ + _____ = _____

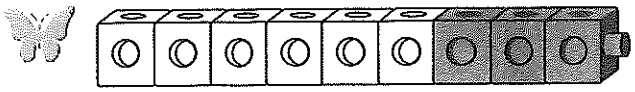
in all

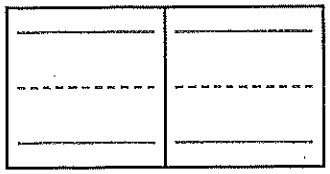




_____ + _____ = _____

in all

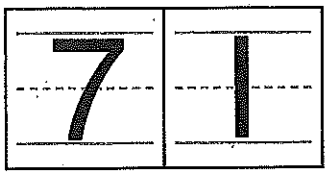


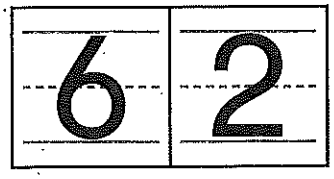


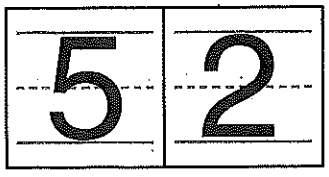
_____ + _____ = _____

in all

Critical Thinking







Directions

Listen to the story. Write the number in each part in the bar model. Then write a number sentence to show how many in all.

Critical Thinking

☆ Circle the bar model that shows 7 in all.

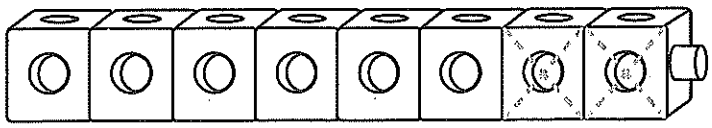
For additional Practice, go to page 222 in this Workbook.
Then go to Lesson 7-6, pages 249–250 in the Student Book.

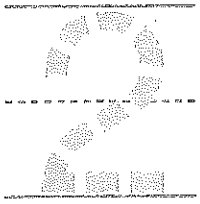
Name _____

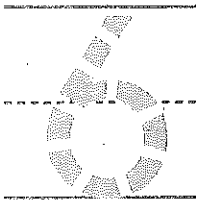
Model Subtraction Stories

Chapter 8, Lesson 1A

Objective: To model subtraction using objects, stories, and expressions

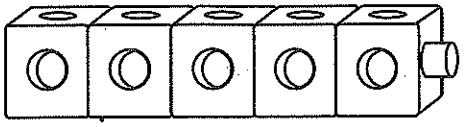




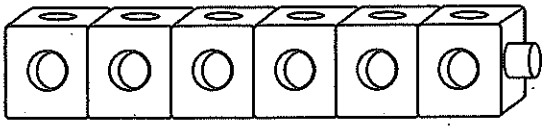


take away

left



left



left

Directions

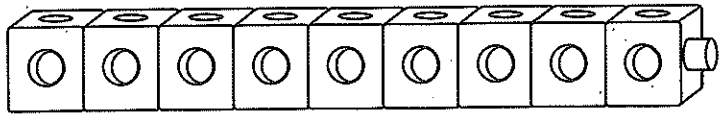
Listen to the story. Model the story with connecting cubes. Cross out the part you take away. Write the subtraction. Then write how many are left.

Talk It Over

How do your models show take-away stories?

Name _____

Practice



_____ _____

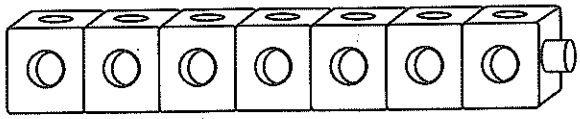
_____ _____

_____ _____

_____

_____

left



_____ _____

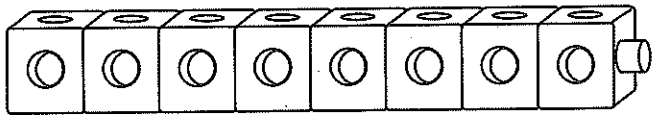
_____ _____

_____ _____

_____

_____

left



_____ _____

_____ _____

_____ _____

_____

_____

left

Test Preparation

9 − 2

_____

_____

_____

left

Directions

Listen to the story. Model the story with connecting cubes. Cross out the part you take away. Write the subtraction. Then write how many are left.

Test Preparation

Make a drawing to show the subtraction. Then write how many are left.

For additional Practice, go to page 228 in this Workbook.
Then go to Lesson 8-2, pages 271–272 in the Student Book.