Amplify Desmos Math CALIFORNIA

Grade 2

Intervention, Extension, and Investigation Resources

Contents

Log in to the digital curriculum to review all program Mini-Lessons, Extensions, and Investigations.

Unit 1: Working With Data and Solving Comparison Problems 3

1.02 Adding and Subtracting Within 10 4
1.03 Finding Number Pairs That Make 10 8
1.04 Connecting Equations and Tape Diagrams 12
1.05 Finding Missing Values in Equations Within 20 16
1.06 Exploring Strategies for Adding Within 20 20
1.07 Representing Data in an Organized Way 24
1.08 Interpreting Picture Graphs 28
1.09 Interpreting Bar Graphs 32
1.10.A Drawing Picture Graphs 36
1.10.B Drawing Bar Graphs 40
1.11 Answering Questions Using Graphs 44
1.12 Organizing and Representing Data 48
1.13 Writing Equations and Solving Story Problems About Data 52
1.14 Using Tape Diagrams to Represent Comparisons 56
1.15 Matching Tape Diagrams, Equations and Story Problems About Data 60
1.16 Solving Comparison Problems and Writing Equations 62

Unit 2: Adding and Subtracting Within 100 69

2.02 Identifying Coins and Their Values 70
2.03 Finding the Value of a Group of Pennies, Nickels, and Dimes 74
2.04 Finding the Value of a Group of Pennies, Nickels, Dimes, and Quarters 78
2.05 Finding Combinations of Coins That Make 1 Dollar 82
2.06 Solving Story Problems Involving Money 86
2.07 Subtracting One-Digit Numbers and Multiples of Ten From Two-Digit Numbers 90
2.08 Subtracting One-Digit Numbers From Two-Digit Numbers With Decomposing 94
2.09 Subtracting Two-Digit Numbers From Two-Digit Numbers With Decomposing 98
2.10 Subtracting by Place 102
2.11 Choosing Efficient Subtraction Strategies 106
2.12 Adding and Subtracting Within 100 110
2.13 Representing and Solving *Compare* Problems 114
2.14 Solving *Compare, Bigger Unknown* and *Smaller Unknown* Problems With *Fewer Than* 118
2.15 Solving *Compare, Bigger Unknown* and *Smaller Unknown* Problems with *More Than* 122
2.16 Solving *Compare* Story Problems With Unknowns in All Positions 126
2.17 Relating Story Problems and Tape Diagrams 130
2.18 Identifying Questions About Stories 134

continued on next page...

Mini-Lessons (continued)

Unit 2 continued

2.19 Introducing Two-Step Story Problems 138
2.20 Analyzing and Solving Two-Step Story Problems 142
2.21 Solving Two-Step Story Problems and Comparing Strategies 146
2.22 Writing Equations for Two-Step Story Problems 150

Unit 3: Measuring Length 155

3.02 Measuring the Lengths of Objects in Centimeters 156
3.03 Comparing the Lengths of Objects in Centimeters 160
3.04 Estimating the Lengths of Objects in Centimeters 164
3.05 Measuring the Lengths of Objects in Centimeters and Meters 168
3.06 Solving *Compare* Problems Involving Lengths 172
3.07 Measuring Objects in Inches 176
3.08 Estimating and Measuring Objects in Inches 180
3.09 Measuring in Inches and Feet 184
3.10 Measuring Objects Without Starting at Zero 188
3.11 Solving One-Step Story Problems Involving Lengths 192
3.12 Solving Two-Step Story Problems Involving Lengths 196
3.13 Making Sense of Data in Line Plots 200
3.14 Creating Line Plots to Represent Data 204
3.15 Answering Questions About Data Represented in Line Plots 208

Unit 4: Addition and Subtraction on the Number Line 213

4.02 Locating Points on a Number Line 214
4.03 Labeling Missing Numbers on a Number Line 218
4.04 Comparing Numbers Using a Number Line 222
4.05 Estimating Locations on a Number Line 226
4.06 Counting Forward and Back on the Number Line 230
4.07 Adding and Subtracting on the Number Line 234
4.08 Representing Equations on the Number Line 238
4.09 Representing Addition Strategies on the Number Line 242
4.10 Representing Subtraction Strategies on the Number Line 246
4.11 Solving *Compare* and *Take Apart* Story Problems on the Number Line 250
4.12 Representing One-Step Story Problems on an Open Number Line 254
4.13 Representing Two-Step Story Problems on Open Number Lines 258

Mini-Lessons (continued)

Unit 5: Numbers to 1,000 **263**

5.02 Composing a Hundred With Tens and Ones 264
5.03 Representing Three-Digit Numbers With Tens and Hundreds 268
5.04 Composing Hundreds and Tens to Represent Three-Digit Numbers 272
5.05 Representing and Writing Three-Digit Numbers 276
5.06 Representing Three-Digit Numbers in Expanded Form 280
5.07 Identifying Number Names and Writing Numbers in Words 284
5.08 Representing Three-Digit Numbers in Different Ways 288
5.09 Comparing Three-Digit Numbers 292
5.10 Making Comparison Statements of Three-Digit Numbers True 296
5.11 Representing Comparisons on a Number Line 300
5.12 Ordering Three-Digit Numbers 304

Unit 6: Geometry and Time **309**

6.02 Identifying Shapes by Name 310
6.03 Drawing Shapes 314
6.04 Drawing Shapes by Attributes 318
6.05 Drawing Shapes by Side Length 322
6.06 Measuring Three-Dimensional Shapes 326
6.07 Describing Three-Dimensional Shapes 330
6.08 Comparing Halves, Fourths, and Thirds 334
6.09 Splitting Shapes Into Halves, Fourths, and Thirds 338
6.10 Creating Equal Parts in Multiple Ways 342
6.11 Naming Parts of a Whole 346
6.12 Telling Time With Halves and Quarters 350
6.13 Telling Time by the 5-Minute 354
6.14 Strategies to Tell Time 358
6.15 Labeling Times Using a.m. or p.m 362
6.16 Exploring Relationships Between Days, Weeks, and Months 366

Mini-Lessons (continued)

Unit 7: Adding and Subtracting Within 1,000 ..... **371**

7.02 Adding Tens and Hundreds to Three-Digit Numbers 372
7.03 Adding Numbers Within 1,000 Without Composing 376
7.04 Composing a Ten When Adding Within 1,000 380
7.05 Composing a Hundred When Adding Within 1,000 384
7.06 Composing a Ten and a Hundred When Adding Within 1,000 388
7.07 Adding by Place Value Using Equations 392
7.08 Using Place Value to Add Within 1,000 396
7.09 Subtracting Multiples of 10 and 100 400
7.10 Subtracting Within 1,000 Without Decomposing 404
7.11 Decomposing a Ten to Subtract Within 1,000 408
7.12 Decomposing a Hundred to Subtract Within 1,000 412
7.13 Decomposing a Ten and a Hundred to Subtract Within 500 416
7.14 Decomposing a Ten and a Hundred to Subtract Within 1,000 420
7.15 Using Place Value to Subtract Within 1,000 424
7.16 Adding Up to Four Two-Digit Numbers 428
7.17 Adding Within 1,000 432
7.18 Subtracting Within 1,000 436
7.19 Making Reasonable Estimates 440

Unit 8: Equal Groups **445**

8.02 Making Two Equal Groups 446
8.03 Splitting Objects Into Pairs 450
8.04 Identifying Even and Odd Numbers 454
8.05 Justifying Even and Odd Numbers 458
8.06 Connecting Patterns and Sums of Even and Odd Numbers 462
8.07 Skip Counting With Even and Odd Numbers 466
8.08 Identifying and Describing Arrays 470
8.09 Creating Arrays 474
8.10 Representing Arrays With Equations 478
8.11 Writing Equations to Match Arrays 482
8.12 Making Rectangular Arrays With Equal-Sized Squares 486
8.13 Splitting Rectangles Into Equal-Sized Squares 490

Mini-Lessons (continued)

Prerequisite Skills and Concepts 495

1.1.04 Creating and Interpreting Data Representations 496
1.1.09 Determining If Addition Equations Are True 500
1.1.10 Representing and Solving Subtraction Story Problems 504
1.1.13.A Interpreting Data Represented With Tally Marks 508
1.1.15 Selecting Which Questions Can Be Answered Using Data 512
1.2.03 Representing and Solving Story Problems With Equations 516
1.2.06 Identifying Unknowns in Story Problems 520
1.2.07 Solving Problems By Adding in Any Order 524
1.2.13 Representing and Solving Story Problems 528
1.3.02 Using Patterns to Find Sums Within 10 532
1.3.03 Using Patterns to Find Differences Within 10 536
1.3.05 Representing Teen Numbers as a Ten and Some Ones 540
1.3.14 Using Known Facts to Find Unknown Sums Within 20 544
1.4.05 Adding and Subtracting Multiples of 10 548
1.4.08 Representing Two-Digit Numbers With Tens and Ones 552
1.4.14 Comparing Two-Digit Numbers 556
1.4.18 Writing Two Different Comparison Statements About the Same Numbers 560
1.5.03 Adding Two-Digit Numbers Without Making a Ten 564
1.5.04 Finding Sums Using Equations 568
1.5.10 Adding 2 Two-Digit Numbers by Making a Ten 572
1.5.13 Adding Within 100 576
1.6.02 Ordering Lengths of Objects 580
1.6.05 Measuring Length Without Gaps or Overlaps 584
1.6.09 Representing Base-Ten Blocks Using Written Numbers 588
1.6.11 Solving *Compare* Story Problems About Length 592
1.7.04 Drawing Triangles and Rectangles 596
1.7.05 Identifying Triangles 600
1.7.14 Telling Time to the Half Hour 604
1.7.17 Describing the Time Shown on Clocks 608

Contents

Extensions

Unit 1 Working With Data and Solving Comparison Problems

Sub-Unit 1: Adding and Subtracting 614
Sub-Unit 2: Ways to Represent Data 617
Sub-Unit 3: Solving Problems About Comparing 620

Unit 2 Adding and Subtracting Within 100

Sub-Unit 1: The Value of Money 623
Sub-Unit 2: Subtracting Within 100 626
Sub-Unit 3: Adding and Subtracting to Compare 629
Sub-Unit 4: Solving One- and Two-Step Story Problems 631

Unit 3 Measuring Length

Sub-Unit 1: Measuring in Standard Units 634
Sub-Unit 2: Measuring in Inches and Feet 637
Sub-Unit 3: Creating Line Plots 640

Unit 4 Addition and Subtraction on the Number Line

Sub-Unit 1: The Structure of the Number Line 643
Sub-Unit 2: Adding and Subtracting on the Number Line 646

Unit 5 Numbers to 1,000

Sub-Unit 1: The Value of Three Digits 649
Sub-Unit 2: Compare and Order Numbers Within 1,000 654

Extensions (continued)

Unit 6 Geometry and Time

Sub-Unit 1: Attributes of Shapes 658
Sub-Unit 2: Halves, Thirds and Fourths 663
Sub-Unit 3: Time on the Clock 666

Unit 7 Adding and Subtracting Within 1,000

Sub-Unit 1: Adding Within 1,000 Using Place Value Strategies 670
Sub-Unit 2: Subtracting Within 1,000 Using Place Value Strategies 673
Sub-Unit 3: Choosing Strategies to Add and Subtract Within 1,000 676

Unit 8 Equal Groups

Sub-Unit 1: Odd and Even 680
Sub-Unit 2: Rectangular Arrays 684

Investigations

Course Investigations 687

Investigation 1: The Weight of Waste 688
Investigation 2: Create a Store 701
Investigation Answer Keys 715

Mini-Lessons

Unit 1

Mini-Lessons

Name _____

Adding and Subtracting Within 10

ML 1.02

Modeled Review

Name: Clare

Use the patterns in the equations to fill the tables.

4 + 1 =	5
4 + 2 =	6
4 + 3 =	7

Guided Practice

Use the patterns in the equations to fill in the tables.

1.

3 + 1 =	4
3 + 2 =	5
3 + 3 =	
3 + 4 =	

2.

10 − 1 =	9
10 − 2 =	
10 − 3 =	
10 − 4 =	

© Amplify Education, Inc and its licensors.

Guided Practice

Use the patterns in the equations to fill in the tables.

3.

4 + 1 =	
5 + 1 =	
6 + 1 =	
7 + 1 =	

4.

10 − 2 =	
9 − 2 =	
8 − 2 =	
7 − 2 =	

5.

3 + 4 =	
4 + 4 =	
5 + 4 =	
6 + 4 =	

6.

9 − 3 =	
8 − 3 =	
7 − 3 =	
6 − 3 =	

Check

Use the patterns in the equations to fill in the tables.

1.

9 − 3 =	
9 − 4 =	
9 − 5 =	

2.

4 + 2 =	
5 + 2 =	
6 + 2 =	

© Amplify Education, Inc and its licensors.

Name _____

Finding Number Pairs That Make 10

ML 1.03

Modeled Review

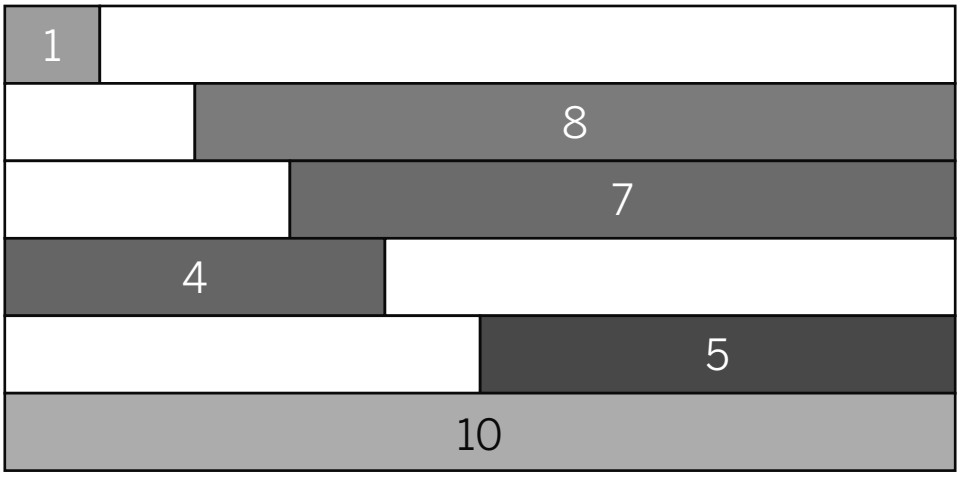
Name: Clare

Use the bars to complete the equation.

4 + 6 = 10

Guided Practice

1. Make 10 by writing the missing number in each bar.

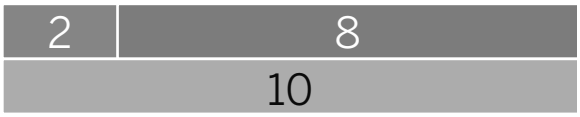


© Amplify Education, Inc and its licensors.

Guided Practice

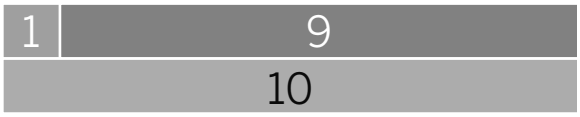
Complete the equations.

2.



2 + ___ = 10

3.

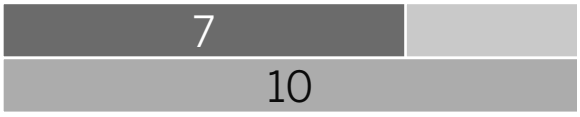


___ + 9 = 10

4.

___ + ___ = 10

5.



7 + ___ = 10

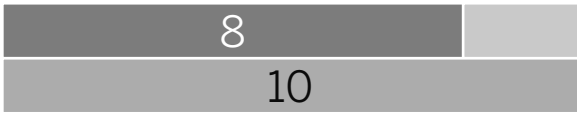
6.

___ + ___ = 10

Check

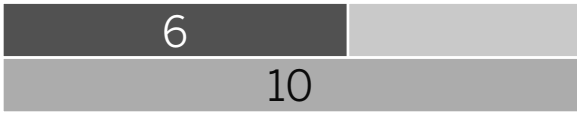
Complete the equations.

1.



___ + ___ = 10

2.



___ + ___ = 10

© Amplify Education, Inc and its licensors.

Name _____

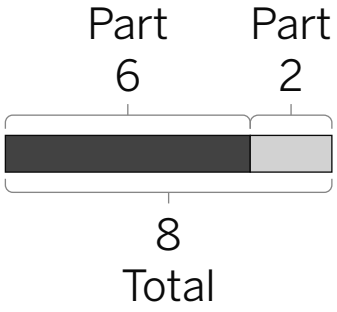
Connecting Equations and Tape Diagrams

ML 1.04

Modeled Review

Name: Diego

Write an addition and subtraction equation to match the tape diagram.



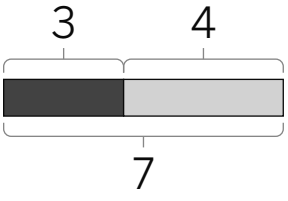
6 + 2 = 8

8 – 6 = 2

Guided Practice

Circle two equations that match the tape diagram.

1.

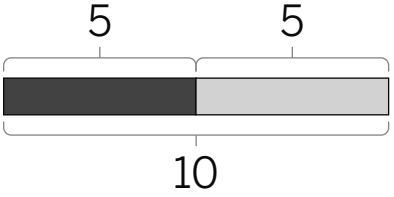


4 + 3 = 7

7 + 3 = 10

3 + 4 = 7

2.



10 + 5 = 15

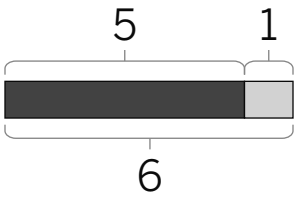
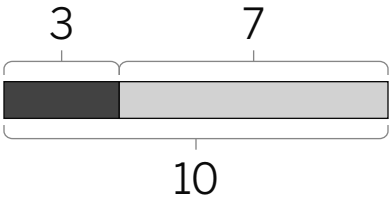
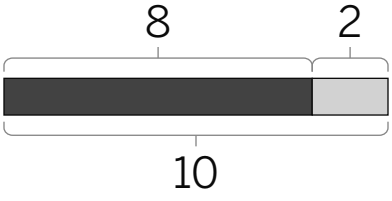
10 – 5 = 5

5 + 5 = 10

© Amplify Education, Inc and its licensors.

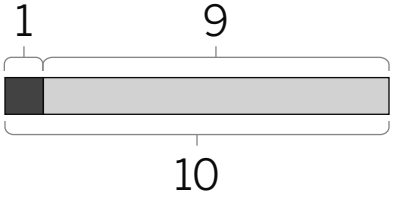
Guided Practice

3. Represent each tape diagram with equations.

Tape diagram	Equations
	5 + 1 = 6 6 − 5 = 1 1 + ___ = 6 6 − ___ = 5
	___ + ___ = 10 10 − ___ = ___ ___ + ___ = 10 10 − ___ = ___
	

Check

Represent the tape diagram with one addition and one subtraction equation.



_____

_____

© Amplify Education, Inc and its licensors.

Name _____

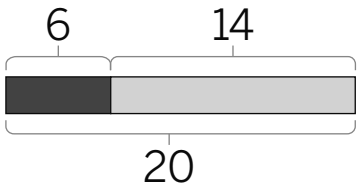
Finding Missing Values in Equations Within 20

ML 1.05

Modeled Review

Name: Han

Complete the equation to match the tape diagram.

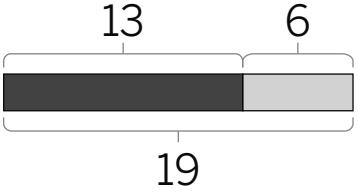


20 − 6 = 14

Guided Practice

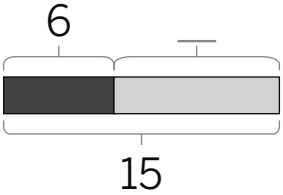
Find the number that makes each equation true. Use the tape diagram if it is helpful.

1.



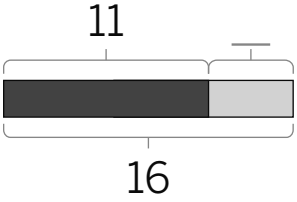
19 − ____ = 13

2.



15 − ____ = 6

3.



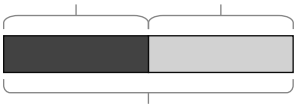
11 + ____ = 16

© Amplify Education, Inc and its licensors.

Guided Practice

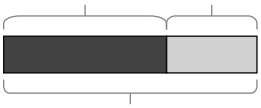
Find the number that makes each equation true. Use the tape diagram if it is helpful.

4.



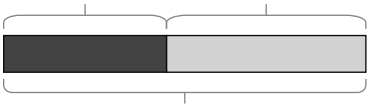
16 − ____ = 8

5.



9 + ____ = 14

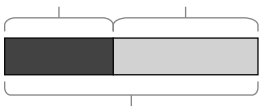
6.



20 − ____ = 11

Check

Find the number that makes the equation true. Use the tape diagram if it is helpful.



14 − ____ = 8

© Amplify Education, Inc and its licensors.

Name _____

Exploring Strategies for Adding Within 20

ML 1.06

Modeled Review

Name: Diego

Find the value of the equation by composing a 10.

9 + 5 = 14

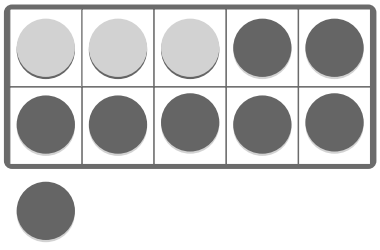
9 + 1 = 10
10 + 4 = 14

I know 4 + 1 = 5 so I added the 1 to 9 to make 10. I had 4 left over so I added 4 and 10 to make 14.

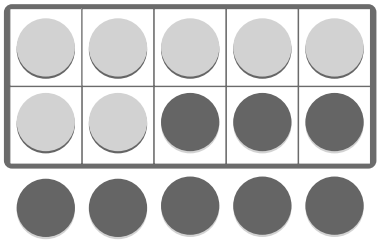
Guided Practice

Find the value of each equation. Use the 10-frame if it is helpful.

1. 3 + 8 = ____



2. 7 + 8 = ____



© Amplify Education, Inc and its licensors.

Guided Practice

3. Find the value of the equation. Show or explain your thinking.

Equation	Workspace
12 + 8 = ____	
9 + 7 = ____	
13 + 7 = ____	
14 + 3 = ____	

Check

Find the value of the equation. Show or explain your thinking.

Equation	Workspace
15 + 3 = ____	

© Amplify Education, Inc and its licensors.

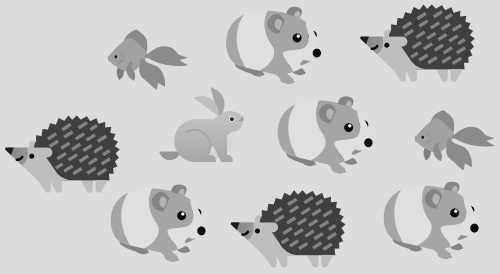
Name _____

Representing Data in an Organized Way

ML 1.07

Modeled Review

Students voted on their preferred class pet. Han and Diego represented the data in two different ways.



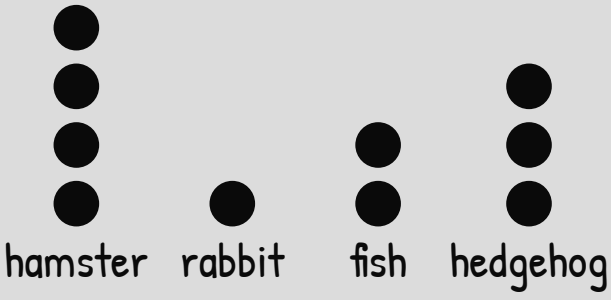
Han's Work

Favorite Class Pet

hamster ●●●●	rabbit ●
fish ●●	hedgehog ●●●

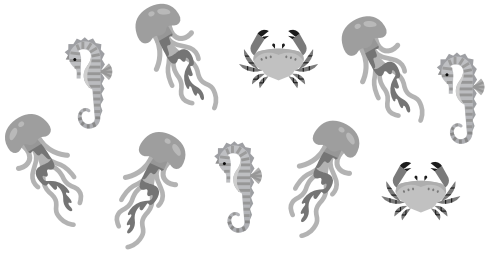
Diego's Work

Favorite Class Pet

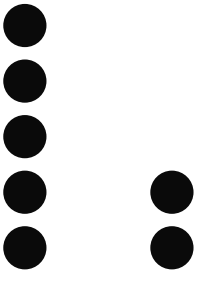


Guided Practice

1. Write the missing label for the center column. Then draw dots to show the number of votes for seahorse.



Favorite Aquarium Animal



jellyfish _____ **seahorse**

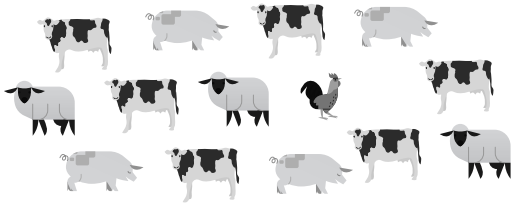
© Amplify Education, Inc and its licensors.

Guided Practice

2. Students voted on their favorite sport. Create a representation of the data.

Check

Students voted on their favorite farm animal. Create a representation of the data.



© Amplify Education, Inc and its licensors.

Name _____

Interpreting Picture Graphs

ML 1.08

Modeled Review

Name: Jada

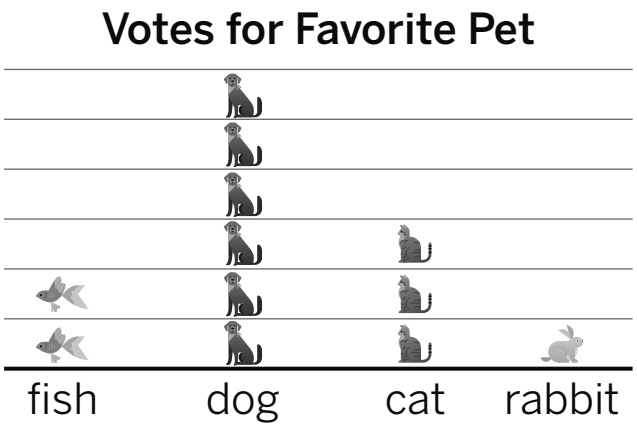
The picture graph shows some students' favorite type of pet. Use the picture graph for Problems 1 and 2.

1. How many students voted for fish or cat?

5 students

2. How many *more* students voted for dog than fish?

4 students



Guided Practice

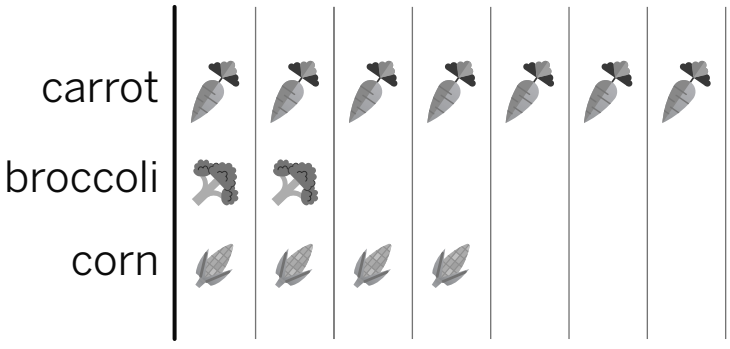
The picture graph shows some students' favorite vegetable.

1. How many students chose each vegetable?

carrot: 7 students

broccoli: _____

corn: _____



© Amplify Education, Inc and its licensors.

Guided Practice

The picture graph shows some students' favorite type of fruit. Use the picture graph for Problems 2–4.

2. How many students voted for apple or orange?

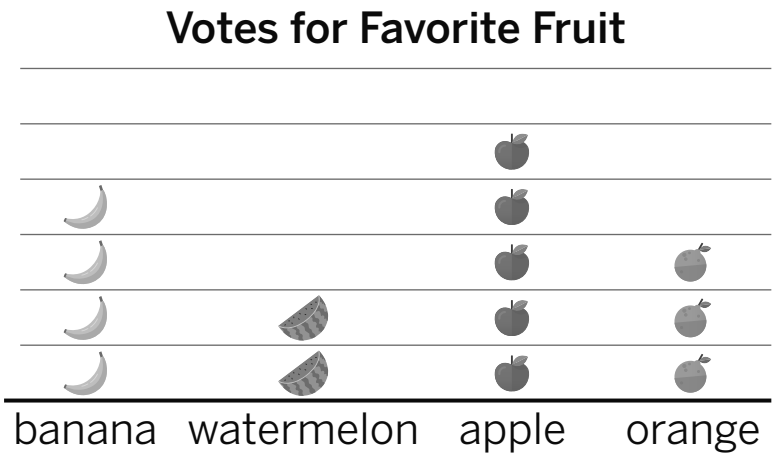
_____

3. How many *more* students voted for banana than watermelon?

_____

4. How many students voted altogether?

_____



Check

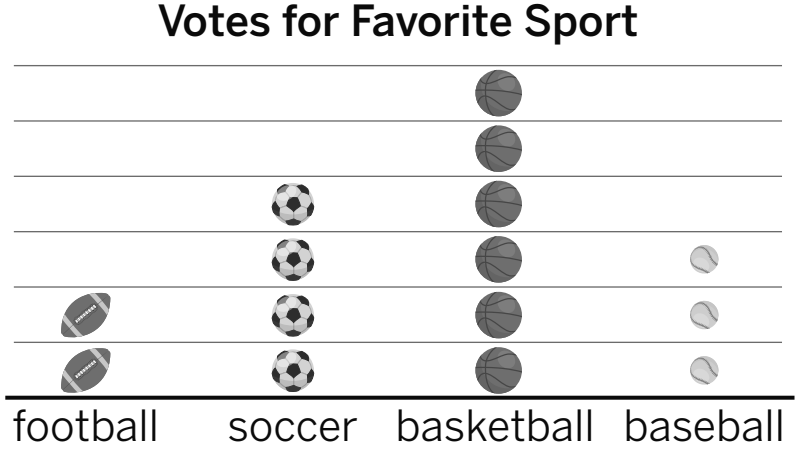
The picture graph shows some students' favorite sport. Use the picture graph for Problems 1 and 2.

1. How many students voted for soccer or baseball?

_____

2. How many *more* students voted for basketball than football?

_____



© Amplify Education, Inc and its licensors.

Name _____

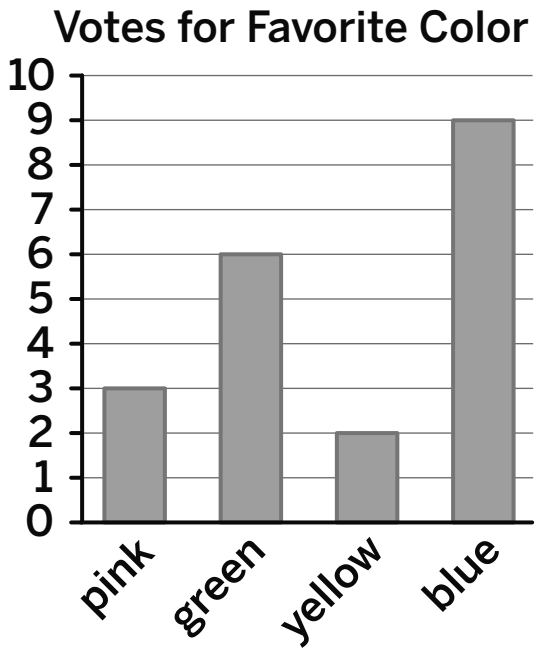
Interpreting Bar Graphs

ML 1.09

Modeled Review

Name: Clare

Students voted for their favorite color. Use the data displayed on the bar graph to answer Problems 1 and 2.



1. How many students voted for green or yellow?

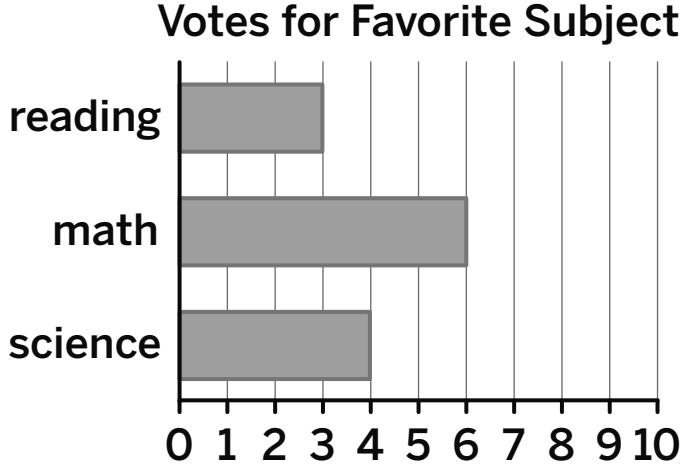
8 students

2. How many *more* students voted for blue than pink?

6 students

Guided Practice

The bar graph shows students' favorite subject in school.



1. How many students chose each subject?

reading: 3 students

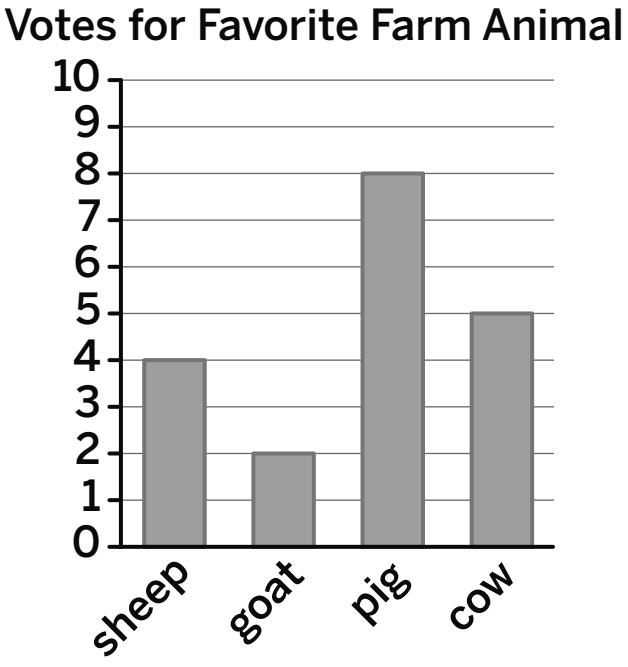
math: _____

science: _____

© Amplify Education, Inc and its licensors.

Guided Practice

The bar graph shows some students' favorite farm animal. Use the bar graph for Problems 2–4.



2. How many students voted for sheep or pig?

_____

3. How many *more* students voted for cow than goat?

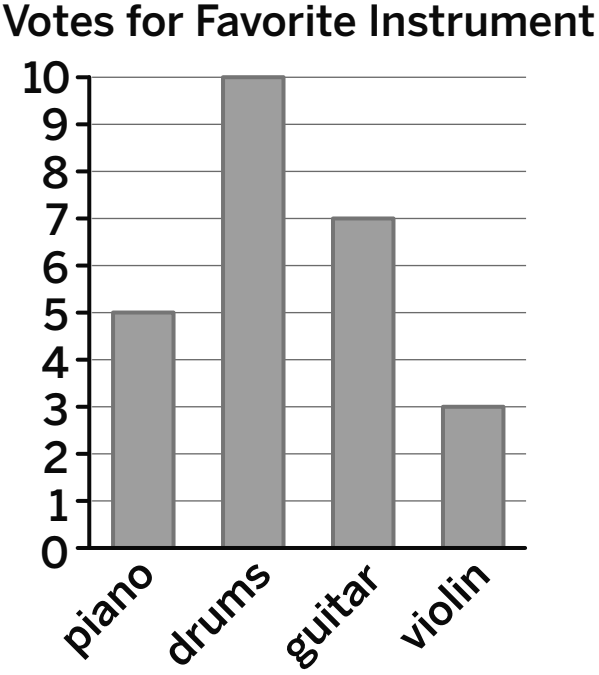
_____

4. How many students voted in total?

_____

Check

The bar graph shows some students' favorite instrument. Use the bar graph for Problems 1 and 2.



1. How many students voted for guitar or piano?

_____

2. How many *more* students voted for drums than violin?

_____

© Amplify Education, Inc and its licensors.

Name _____

Drawing Picture Graphs

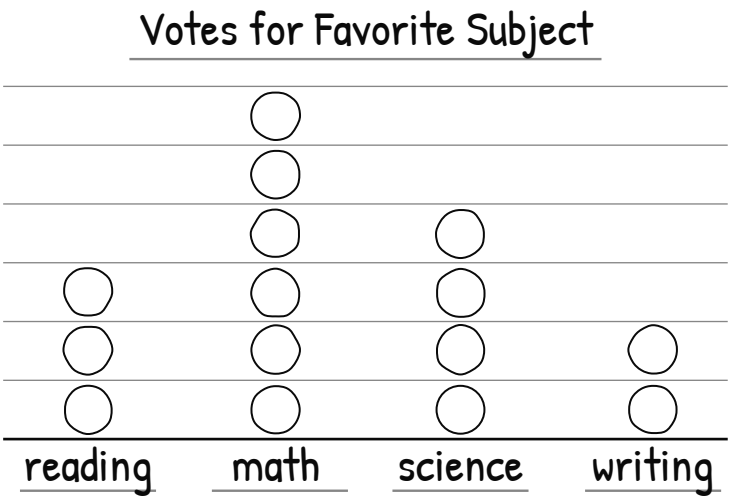
ML 1.10.A

Modeled Review

Name: Dylan

Use the data from the table to complete the picture graph.

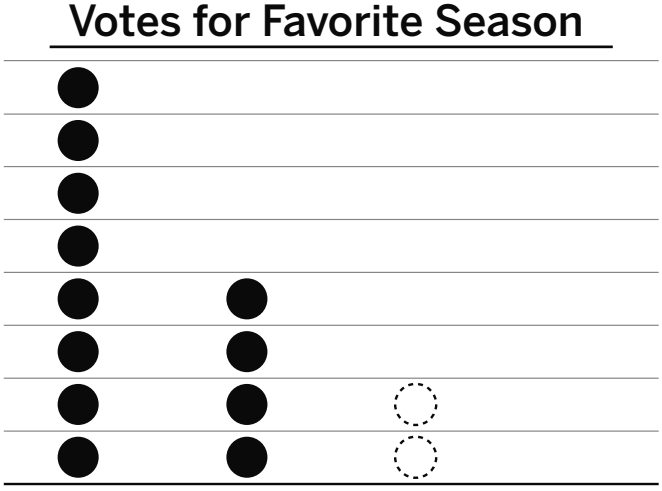
Favorite Subject	
reading	3
math	6
science	4
writing	2



Guided Practice

1. Use the data from the table to complete the picture graph.

Favorite Season	
summer	8
fall	4
winter	2
spring	5



© Amplify Education, Inc and its licensors.

Guided Practice

2. Create a picture graph to represent the data in the table.

Favorite Fruit	
banana	4
apple	7
orange	3
peach	2

Check

Create a picture graph to represent the data in the table.

Favorite Color	
blue	5
yellow	3
green	8
red	6

© Amplify Education, Inc and its licensors.

Name _____

Drawing Bar Graphs

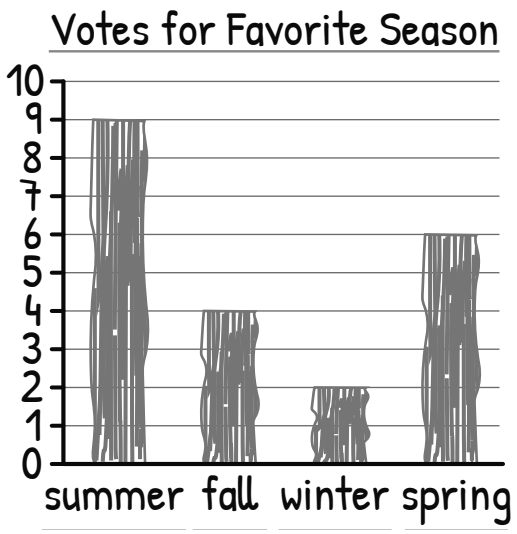
ML 1.10.B

Modeled Review

Name: Santiago

Use the data from the table to complete the bar graph.

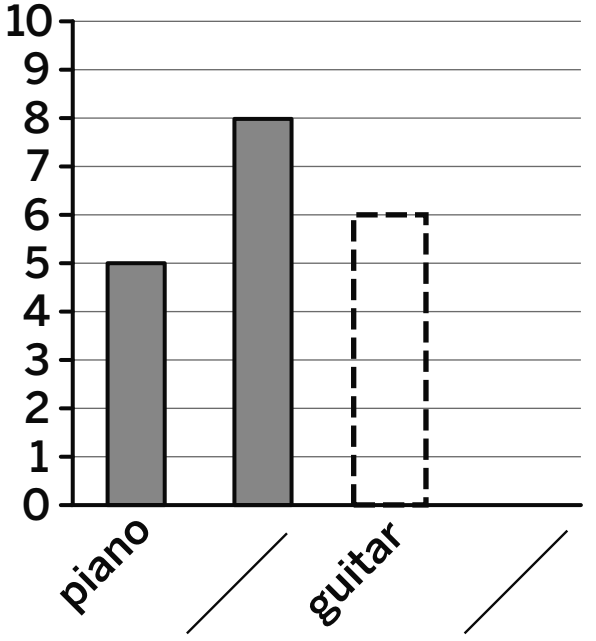
Favorite Season	
summer	9
fall	4
winter	2
spring	6



Guided Practice

1. Use the data from the table to complete the bar graph.

Favorite Instrument	
piano	5
drums	8
guitar	6
violin	3

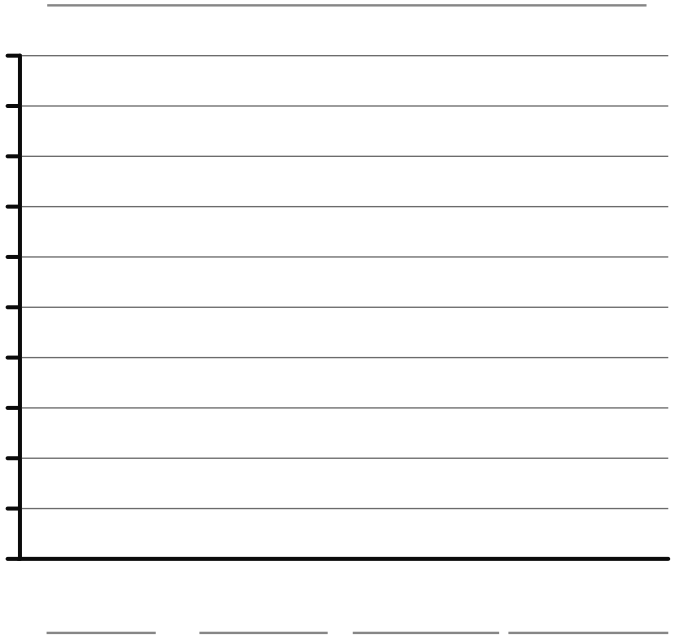


© Amplify Education, Inc and its licensors.

Guided Practice

2. Create a bar graph to represent the data in the table.

Favorite Color	
red	4
blue	6
green	10
yellow	3



Check

Create a bar graph to represent the data in the table.

Favorite Fruit	
mango	5
orange	7
peach	2
apple	9

© Amplify Education, Inc and its licensors.

Name _____

Answering Questions Using Graphs

ML 1.11

Modeled Review

Name: Priya

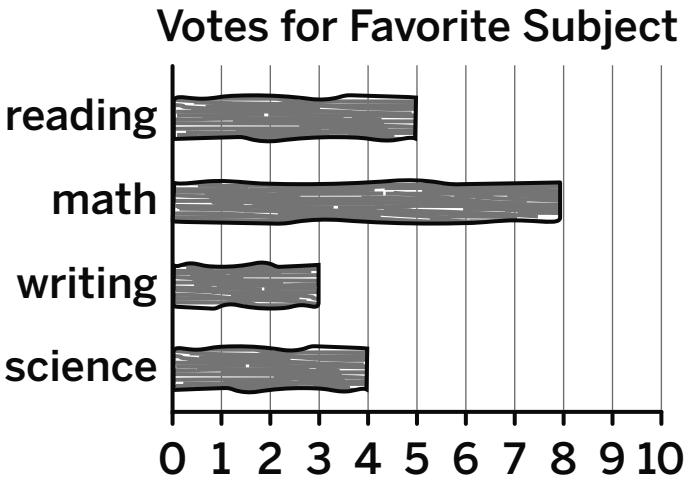
The bar graph shows some students' favorite subject in school.

1. How many *fewer* students voted for reading than math?

3 students

2. How many students voted for writing or science?

7 students



Guided Practice

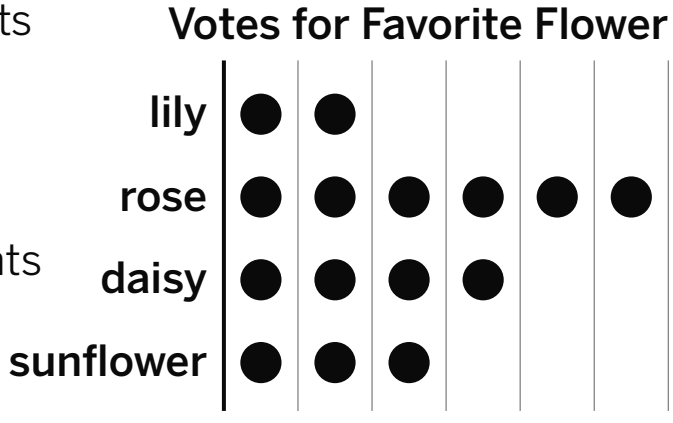
The picture graph shows some students' favorite flower.

1. How many *fewer* students chose lily than rose?

___ students

2. How many *more* students chose rose than daisy?

___ students



© Amplify Education, Inc and its licensors.

Guided Practice

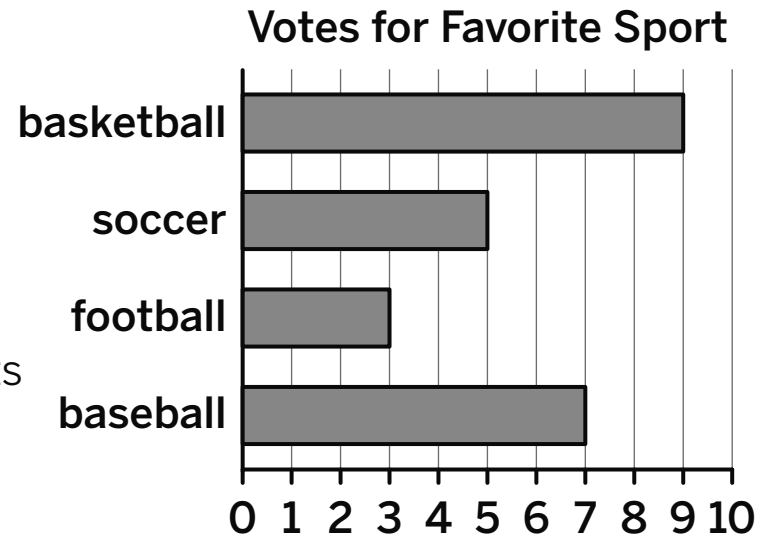
The bar graph shows some students' favorite sport.

3. How many *more* students voted for basketball than soccer?

_____

4. How many students voted for football or baseball?

_____



Check

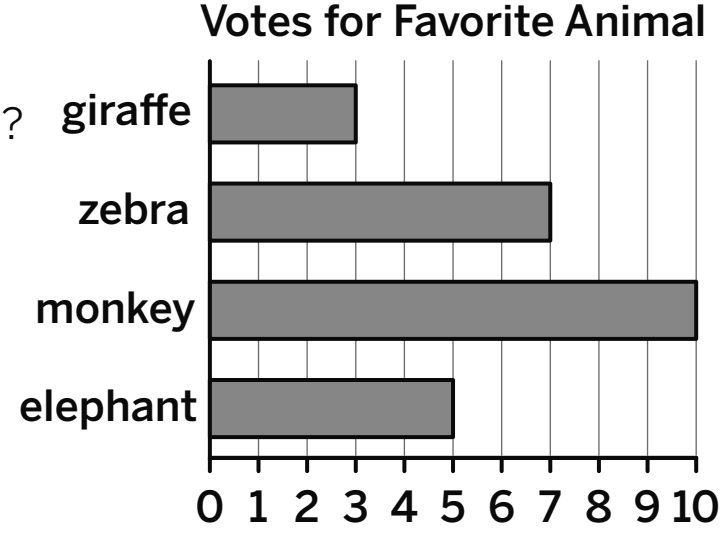
The bar graph shows some students' favorite animal.

1. How many *fewer* students voted for giraffe than elephant?

_____

2. How many students voted for zebra or monkey?

_____



© Amplify Education, Inc and its licensors.

Name _____

Organizing and Representing Data

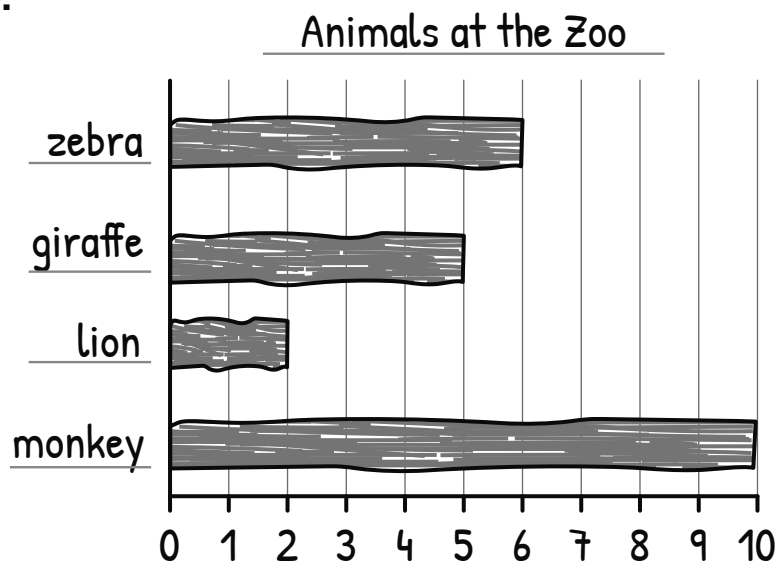
ML 1.12

Modeled Review

Name: Shawn

Create a bar graph or picture graph to represent the data in the table.

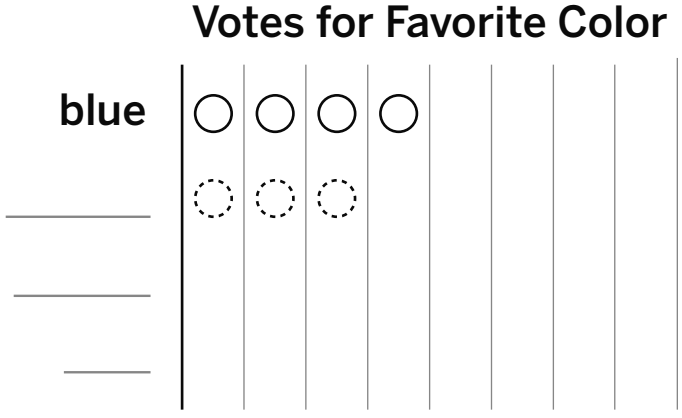
Animals at the Zoo	
zebra	6
giraffe	5
lion	2
monkey	10



Guided Practice

1. The picture graph shows some students' favorite color. Use the data from the table to complete the picture graph.

Favorite Color	
blue	4
yellow	3
green	8
red	5

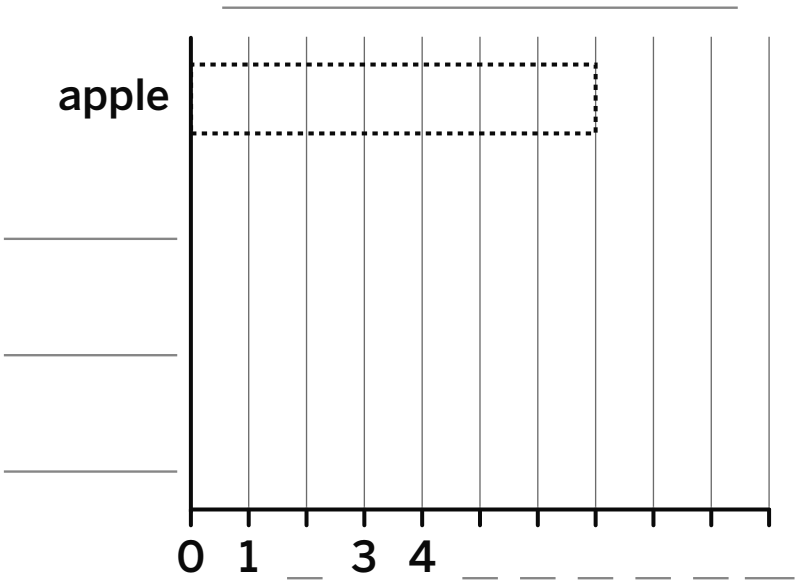


© Amplify Education, Inc and its licensors.

Guided Practice

2. The bar graph shows some students' favorite type of fruit. Use the data from the table to complete the bar graph.

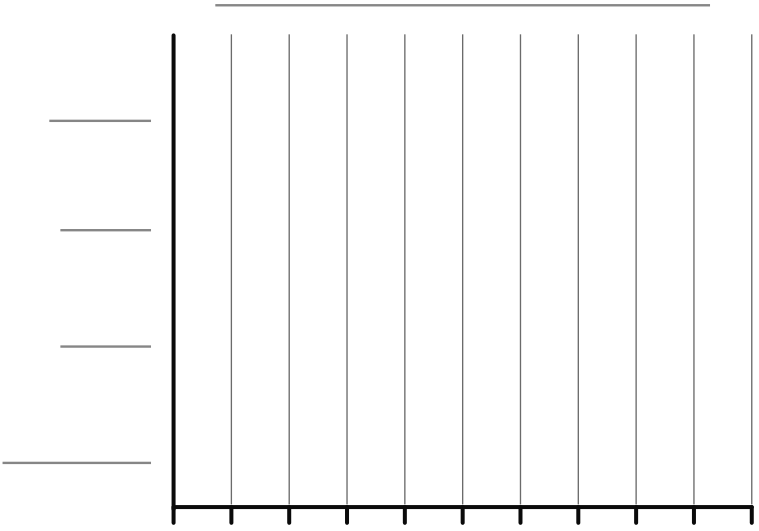
Favorite Fruit	
apple	7
orange	9
mango	2
peach	4



Check

Create a bar graph to represent the data in the table.

Favorite Pet	
dog	10
cat	7
fish	3
rabbit	6



© Amplify Education, Inc and its licensors.

Name _____

Writing Equations and Solving Story Problems About Data

ML 1.13

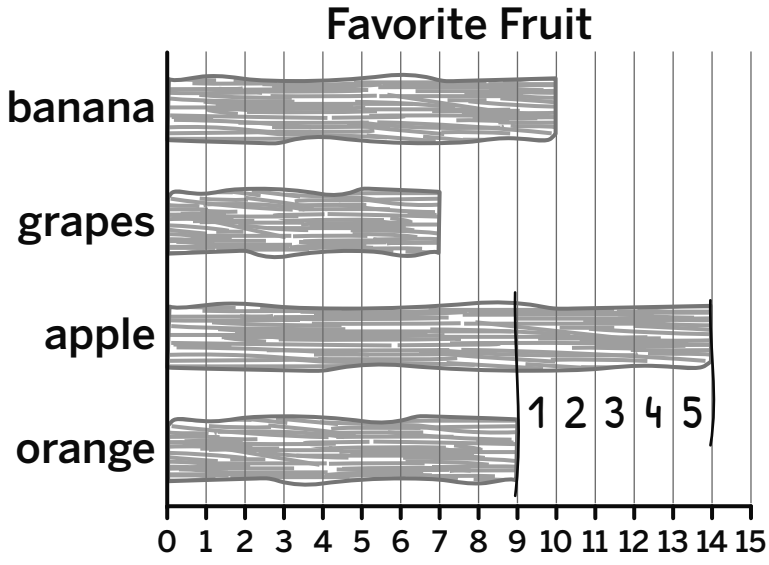
Modeled Review

Name: Tristan

The bar graph shows students' favorite types of fruit.

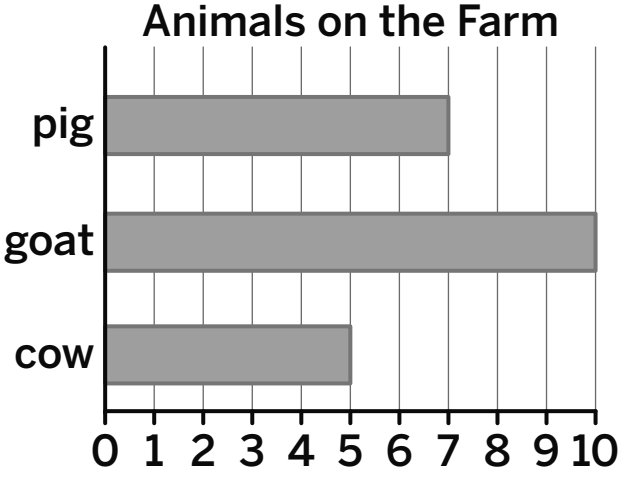
How many *fewer* students voted for orange than apple? Write an equation then underline the answer.

9 + 5 = 14



Guided Practice

Use the information in the bar graph to answer each question. Write an equation to show your thinking.



1. How many *more* pigs than cows are on the farm?

   _____

2. How many *fewer* cows than goats are on the farm?

   _____

© Amplify Education, Inc and its licensors.

Guided Practice

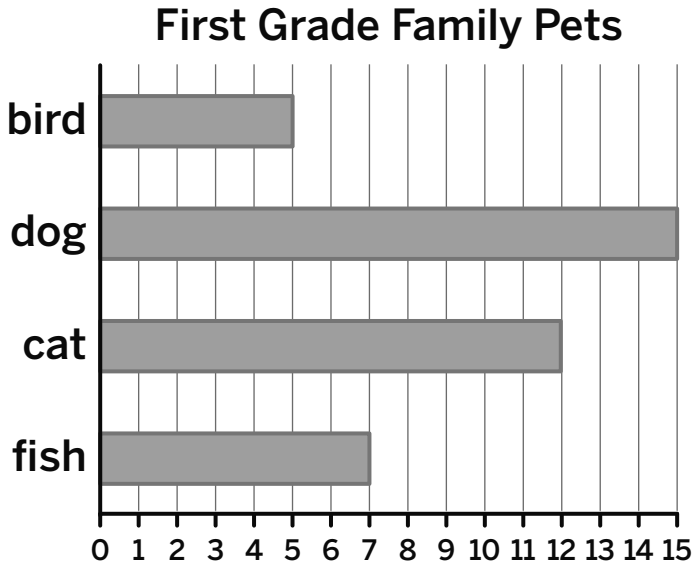
Use the information in the bar graph to answer each question. Write an equation then underline the answer.

3. How many *more* students have dogs than fish?

_____

4. How many *fewer* students have birds than cats?

_____

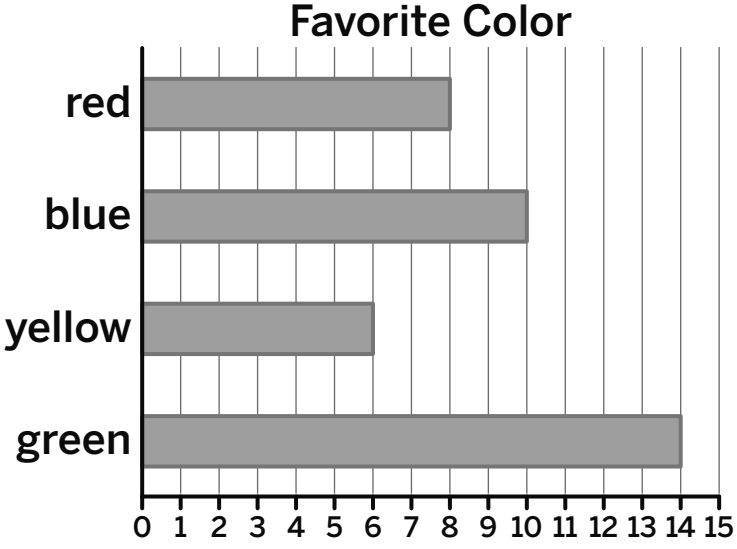


Check

The bar graph shows some students' favorite colors.

How many *fewer* students voted for yellow than blue? Write an equation then underline the answer.

_____



© Amplify Education, Inc and its licensors.

Name _____

Using Tape Diagrams to Represent Comparisons

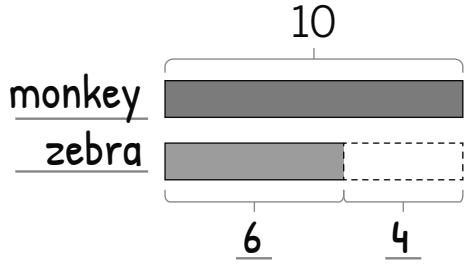
ML 1.14

Modeled Review

Name: Maya

Complete the tape diagram using the comparison statement.

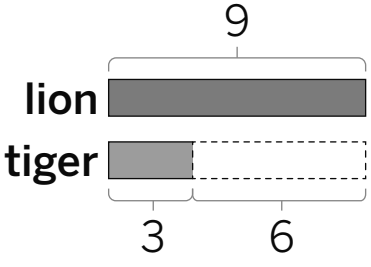
There are 4 *fewer* zebras than monkeys.

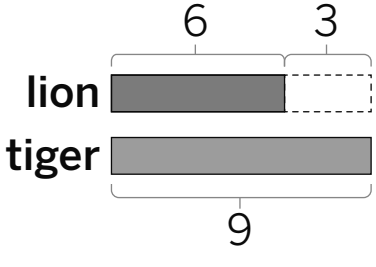


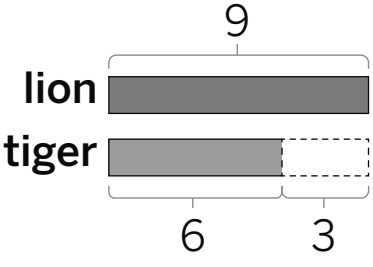
Guided Practice

Circle the tape diagram that represents the comparison statement.

1. There are 3 *more* lions than tigers.





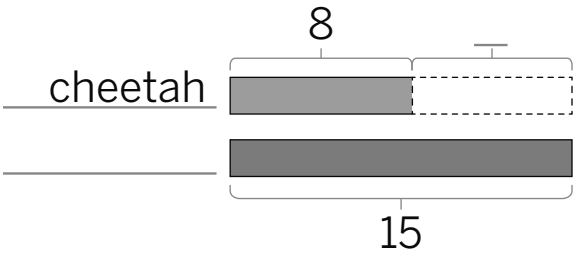


© Amplify Education, Inc and its licensors.

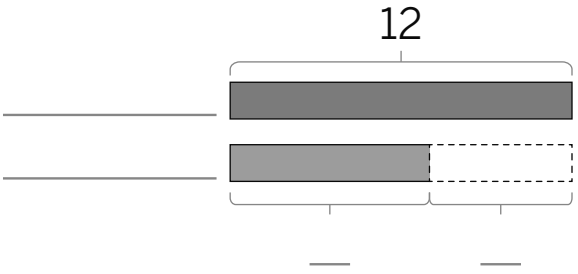
Guided Practice

Complete the tape diagrams using the comparison statements.

2. There are 7 *fewer* cheetahs than flamingos.



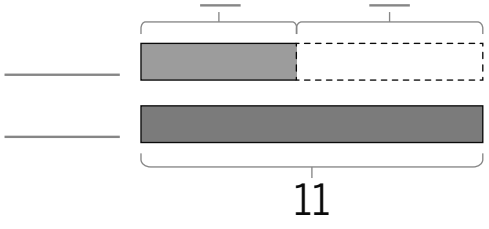
3. There are 5 *more* elephants than giraffes.



Check

Complete the tape diagram using the comparison statement.

There are 6 *fewer* bears than foxes.



© Amplify Education, Inc and its licensors.

Name _____

Matching Tape Diagrams, Equations, and Story Problems About Data

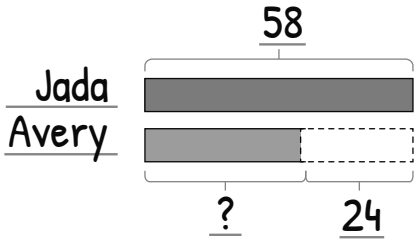
ML 1.15

Modeled Review

Name: Shawn

Jada has 58 stamps. Avery has 24 *fewer* stamps than Jada.

1. Use the story problem to fill in the diagram.



2. Write two equations that match the story problem and tape diagram. Use a ? symbol to represent the unknown number of stamps.

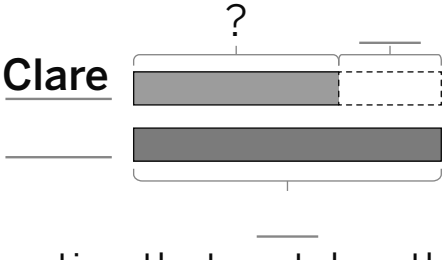
equation 1: ? + 24 = 58

equation 2: 58 – 24 = ?

Guided Practice

Eva has 45 stickers. Clare has 15 *fewer* stickers than Eva.

1. Use the story problem to fill in the diagram.



2. Complete the equation that matches the story problem and tape diagram.

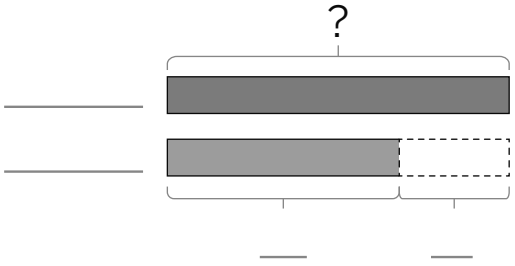
equation: ? + 15 = ____

© Amplify Education, Inc and its licensors.

Guided Practice

Jack has 23 toy cars. Dylan has 11 *more* toy cars than Jack.

3. Use the story problem to fill in the diagram.



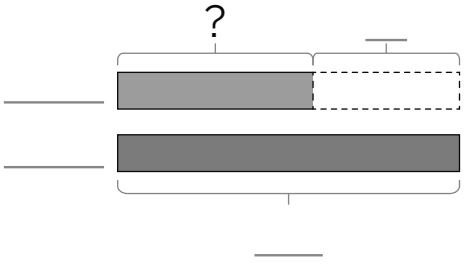
4. Write an equation that matches the story problem and tape diagram. Use a ? symbol to represent the unknown number of toy cars.

equation: _____

Check

Kai has 38 marbles. Han has 17 *fewer* marbles than Kai.

1. Use the story problem to fill in the diagram.



2. Write an equation that matches the story problem and tape diagram. Use a ? symbol to represent the unknown number of marbles.

equation: _____

© Amplify Education, Inc and its licensors.

Name _____

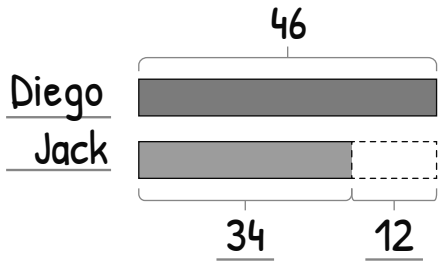
Solving Comparison Problems and Writing Equations

ML 1.16

Modeled Review

Name: Priya

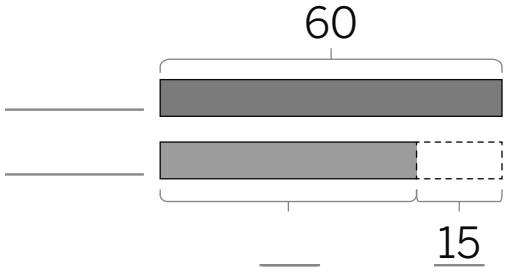
Jack collected 34 rocks. Diego collected 12 *more* rocks than Jack. How many rocks did Diego collect? Complete the tape diagram.



34 + 12
34 + 10 = 44
44 + 2 = 46

Guided Practice

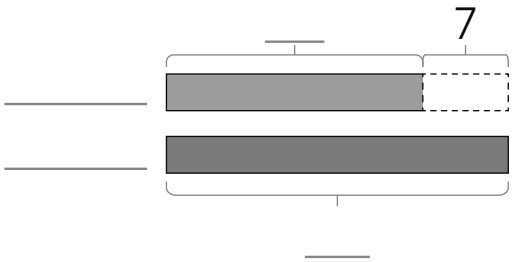
1. Han has 60 marbles. Maya has 15 *fewer* marbles than Han. How many marbles does Maya have? Use the story problem to fill in the tape diagram.



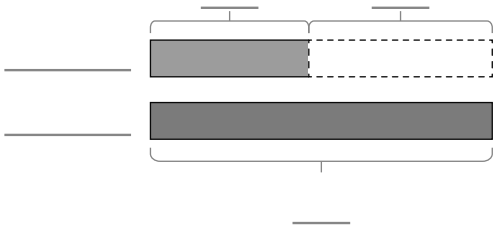
© Amplify Education, Inc and its licensors.

Guided Practice

2. Clare found 7 *more* shells than Avery. Avery found 21 shells. How many shells did Clare find? Use the story problem to fill in the tape diagram.

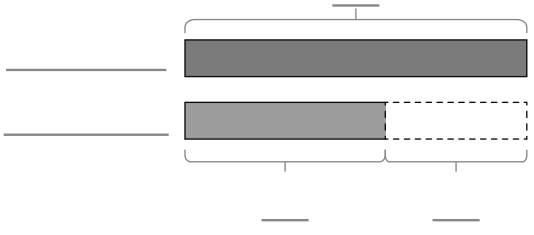


3. Eva has 35 *fewer* stickers than Jada. Jada has 65 stickers. How many stickers does Eva have? Use the story problem to fill in the tape diagram.



Check

Tristan has 23 *fewer* trading cards than Dylan. Dylan has 56 trading cards. How many trading cards does Tristan have? Use the story problem to fill in the tape diagram.



© Amplify Education, Inc and its licensors.

Unit 2

Mini-Lessons

Name _____

Identifying Coins and Their Values

ML 2.02

Modeled Review

Name: Maya

Write the name of the coins and the total value.

name: nickels

value: 35¢

Guided Practice

1. Use the word bank to complete the table.

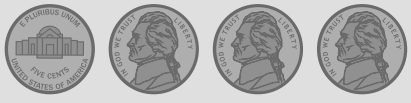
penny	nickel	dime
1¢	5¢	10¢

Front	Back	Name	Value
		dime	
			1¢

© Amplify Education, Inc and its licensors.

Guided Practice

2. Write the name of the coins and the total value.

Coins	Name	Value
10 20 30 40 50	dimes	
		25¢
		

Check

Write the name of the coins and the total value.

name: _____

value: _____

© Amplify Education, Inc and its licensors.

Name _____

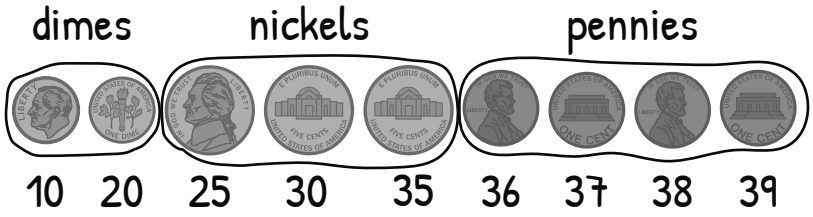
Finding the Value of a Group of Pennies, Nickels, and Dimes

ML 2.03

Modeled Review

Name: Tristan

Find the total value of 3 nickels, 2 dimes, and 4 pennies.



total value: 39¢

Guided Practice

Find the total value of the coins.

1.

5 10 15 16 17 18

total value: _____

2.

10 20 21 22 ___ ___ ___ ___

total value: _____

3.

total value: _____

© Amplify Education, Inc and its licensors.

Guided Practice

4. Find the total value of 2 dimes, 2 nickels, and 4 pennies.

10, 20, 25, ___ , ___ , ___ , ___ , ___

total value: _____

5. Find the total value of 4 dimes, 2 nickels, and 2 pennies.

total value: _____

Check

Find the total value of 5 dimes, 2 nickels, and 3 pennies.

total value: _____

© Amplify Education, Inc and its licensors.

Name _____

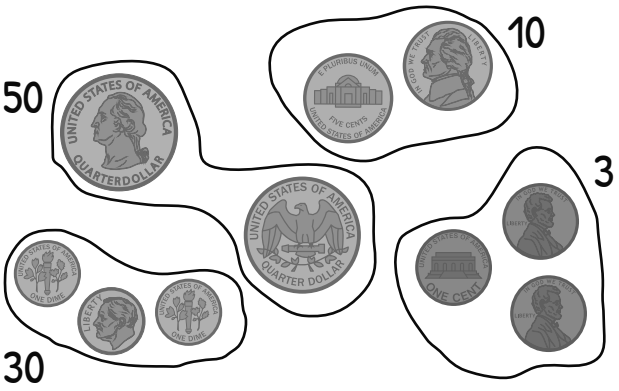
Finding the Value of a Group of Pennies, Nickels, Dimes, and Quarters

ML 2.04

Modeled Review

Name: Avery

Find the total value of the group of coins.



50 +30 +10 +3

First I found the value of each type of coin, then added the values to find the total.

total value: 93¢

Guided Practice

Find the total value of the group of coins.

1.

_____

_____

total value: _____

© Amplify Education, Inc and its licensors.

Guided Practice

Find the total value of the group of coins.

2.

_____

_____

_____ **total value:** _____

3.

total value: _____

Check

Find the total value of the group of coins.

total value: _____

© Amplify Education, Inc and its licensors.

Name _____

Finding Combinations of Coins That Make 1 Dollar

ML 2.05

Modeled Review

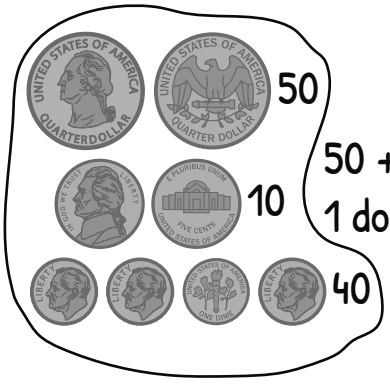
Name: Eva

Circle the group of coins that has a total value of $1.

Group 1

25, 50, 75, 76, 77, 78

Group 2



50 + 40 +10 = 100¢

1 dollar = 100¢

Guided Practice

1. Match the group of coins with their total value.

25, 50, 55, 60, 70, 80

100¢

90¢

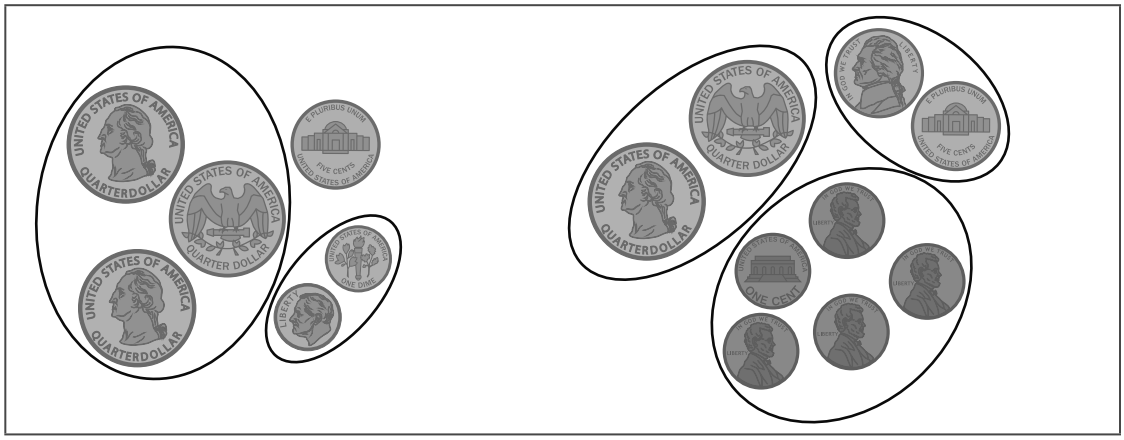
80¢

© Amplify Education, Inc and its licensors.

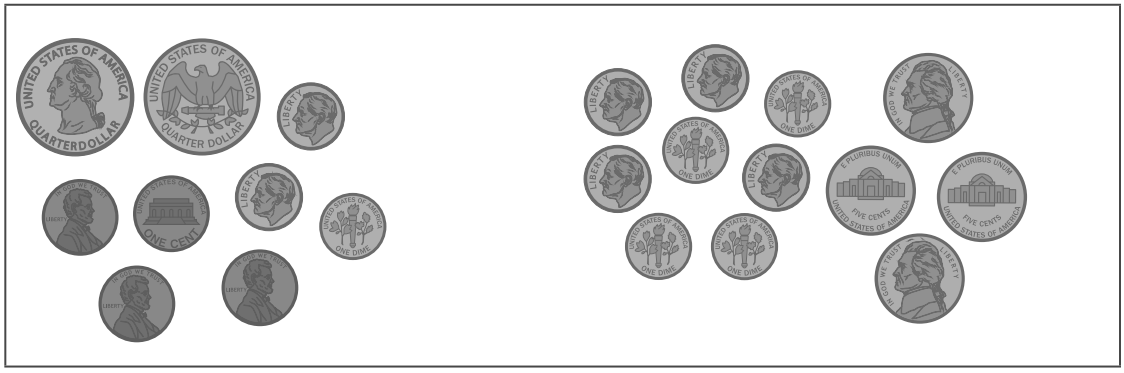
Guided Practice

Circle the group of coins that has a total value of $1.

2.

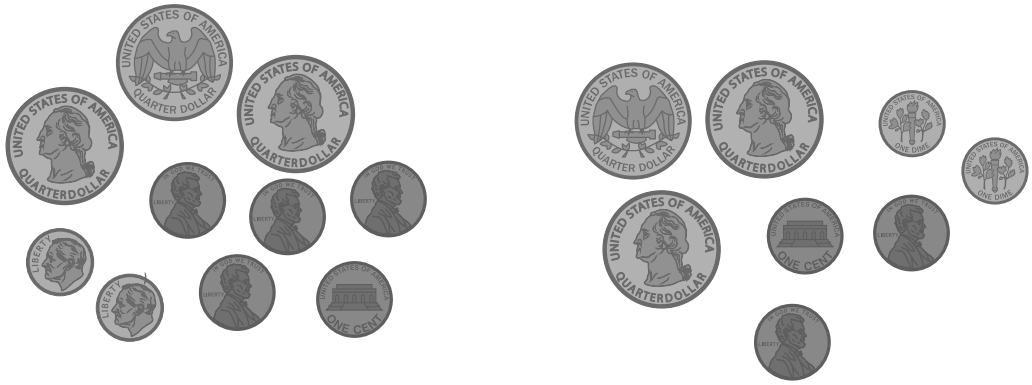


3.



Check

Circle the group of coins that has a total value of $1.



© Amplify Education, Inc and its licensors.

Name _____

Solving Story Problems Involving Money

ML 2.06

Modeled Review

Name: Jack

Kai has 6 $1 bills, 3 dimes, and 2 nickels. How much money does Kai have? Show your thinking.

6 $1 bills = $6

3 dimes = 30¢
2 nickels = 10¢
30 + 10 = 40

Kai has 6 dollars and 40 cents.

Guided Practice

1. How much money does Shawn have to spend?

2 $1 bills = $2
2 dimes = 20¢
2 nickels = 10¢
3 pennies = 3¢

Shawn has ____ dollars and ____ cents.

© Amplify Education, Inc and its licensors.

Guided Practice

Solve each story problem. Show or explain your thinking.

2. Santiago has 7 $1 bills, 1 quarter, 4 dimes, and 2 pennies. How much money does Santiago have?

7 $1 bills = $ ____

1 quarter = ____¢

4 dimes = ____¢

2 pennies = ____¢

Santiago has ____ dollars and ____ cents.

3. Clare found 5 $1 bills, 3 nickels, 2 quarters, and 9 pennies. How much money did Clare find?

Clare has ____ dollars and ____ cents.

Check

Dylan saved 2 $1 bills, 3 dimes, 4 nickels, and 2 pennies. How much money did Dylan save? Show your thinking.

Dylan has ____ dollars and ____ cents.

© Amplify Education, Inc and its licensors.

Name _____

Subtracting One-Digit Numbers and Multiples of Ten From Two-Digit Numbers

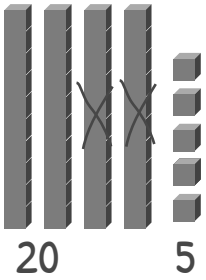
ML 2.07

Modeled Review

Name: Kai

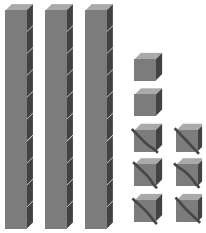
Find the difference.

1. 45 – 20



answer: 25

2. 38 – 6

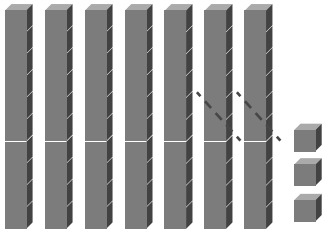


answer: 32

Guided Practice

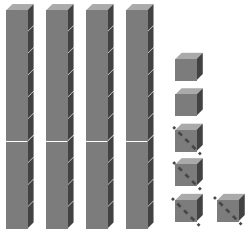
Use base-ten blocks for Problems 1–2. Find the difference.

1. 73 – 20



answer: _____

2. 46 – 4



answer: _____

© Amplify Education, Inc and its licensors.

Guided Practice

Find the difference. Use base-ten blocks if it is helpful.

3. 39 – 10

answer: _____

4. 56 – 4

answer: _____

5. 87 – 5

answer: _____

6. 77 – 30

answer: _____

Check

Find the difference. Use base-ten blocks if it is helpful.

1. 51 – 20

answer: _____

2. 38 – 5

answer: _____

© Amplify Education, Inc and its licensors.

Name _____

Subtracting One-Digit Numbers From Two-Digit Numbers With Decomposing

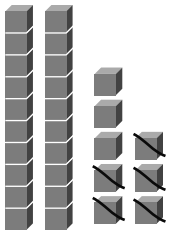
ML 2.08

Modeled Review

Name: Diego

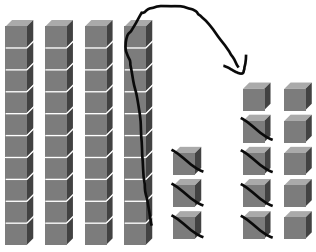
Use base-ten blocks to find the difference. Show your thinking.

1. 28 – 5



answer: 23

2. 43 – 7



answer: 36

Guided Practice

1. Build 36 with base-ten blocks.

2. Use the base-ten blocks to find the difference. Show your thinking.

36 – 4

answer: _____

© Amplify Education, Inc and its licensors.

Guided Practice

Use base-ten blocks to find the difference. Show your thinking.

3. 64 – 7

answer: _____

4. 82 – 9

answer: _____

5. 53 – 5

answer: _____

6. 46 – 9

answer: _____

Check

Use base-ten blocks to find the difference. Show your thinking.

33 – 6

answer: _____

© Amplify Education, Inc and its licensors.

Name _____

Subtracting Two-Digit Numbers From Two-Digit Numbers With Decomposing

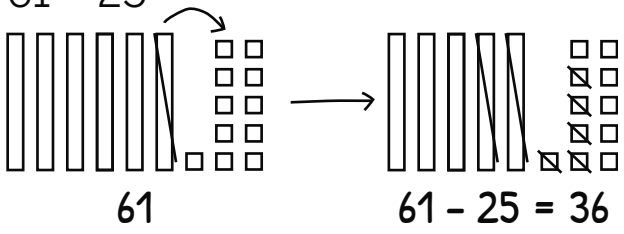
ML 2.09

Modeled Review

Name: Clare

Find the difference. Use base-ten blocks or drawings to show your thinking.

61 – 25



I realized I didn't have enough ones so I decomposed a ten. Then subtracted 25.

answer: 36

Guided Practice

Find the difference. Use base-ten blocks or drawings to show your thinking.

1. 41 – 5

answer: _____

2. 41 – 15

answer: _____

© Amplify Education, Inc and its licensors.

Guided Practice

Find the difference. Show your thinking. Use base-ten blocks if it is helpful.

3. 84 – 36

answer: _____

4. 75 – 47

answer: _____

5. 66 – 28

answer: _____

6. 35 – 17

answer: _____

Check

Find the difference. Show your thinking. Use base-ten blocks if it is helpful.

52 – 35

answer: _____

© Amplify Education, Inc and its licensors.

Name _____

Subtracting by Place

ML 2.10

Modeled Review

Name: Tristan

Find the difference. Show your thinking.

54 – 28

54 - 28

20 + 8

54 - 20 = 34

34 - 8 = 26

First I decomposed 28. Next I subtracted 20 from 54. Then I subtracted the 8 ones from 34.

answer: 26

Guided Practice

Find the difference. Show your thinking. Use base-ten blocks if it is helpful.

1. 72 – 43

40 + ___

72 – 40 = 32

32 – 3 = _____

answer: _____

2. 82 – 43

___ + ___

82 – 40 = _____

42 – _____ = _____

answer: _____

© Amplify Education, Inc and its licensors.

Guided Practice

Find the difference. Show your thinking. Use base-ten blocks if it is helpful.

3. 43 – 21

43 – 20 = 23

_____ – _____ = _____

answer: _____

4. 64 – 36

64 – 30 = _____

answer: _____

5. 77 – 18

answer: _____

6. 86 – 49

answer: _____

Check

Find the difference. Show your thinking. Use base-ten blocks if it is helpful.

52 – 37

answer: _____

© Amplify Education, Inc and its licensors.

Name _____

Choosing Efficient Subtraction Strategies

ML 2.11

Modeled Review

Name: Maya

Find the difference. Show your thinking.

1. 35 – 32

32 + 3 = 35
35 – 32 = 3

answer: 3

35 and 32 are close so I counted up to find the difference.

2. 35 – 13

35 – 10 = 25
25 – 3 = 22

answer: 22

35 and 13 are far away so I broke 13 into 10 and 3.

Guided Practice

Find the difference. Show your thinking.

1. 26 – 21

21 + _____ = 26

answer: _____

2. 56 – 32

56 – 30 = _____

_____ – 2 = _____

answer: _____

© Amplify Education, Inc and its licensors.

Guided Practice

Find the difference. Show your thinking.

3. 48 – 42

answer: _____

4. 95 – 40

answer: _____

5. 76 – 35

answer: _____

6. 67 – 28

answer: _____

Check

Find the difference. Show your thinking.

1. 84 – 79

answer: _____

2. 56 – 27

answer: _____

© Amplify Education, Inc and its licensors.

Name _____

Adding and Subtracting Within 100

ML 2.12

Modeled Review

Han and Santiago found the number that makes the equation true.

Santiago's work

60 = ____ + 27

27 + 3 = 30
30 + 30 = 60
30 + 3 = 33
33 + 27 = 60

answer: 33

Han's work

60 = ____ + 27

60 – 20 = 40
40 – 7 = 33

answer: 33

Guided Practice

Find the number that makes the equation true.

1. 34 = 18 + ____

18 + 2 = ____

34 – 20 = ____

14 + 2 = ____

answer: _____

2. 86 – 44 = ____

____ + ____

86 – 40 = ____

____ – 4 = ____

answer: _____

© Amplify Education, Inc and its licensors.

Guided Practice

Find the number that makes the equation true.

3. 47 + _____ = 75

answer: _____

4. 40 = 15 + _____

answer: _____

5. 50 = 37 + _____

answer: _____

6. 72 – _____ = 53

answer: _____

Check

Find the number that makes the equation true.

1. 96 – _____ = 43

answer: _____

2. 68 = 21 + _____

answer: _____

© Amplify Education, Inc and its licensors.

Name _____

Representing and Solving *Compare* Problems

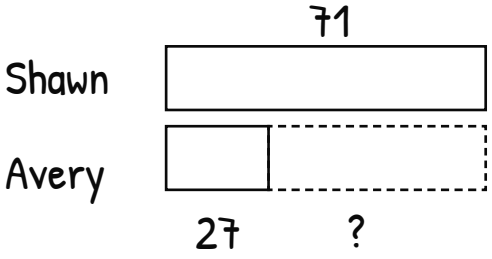
ML 2.13

Modeled Review

Name: Diego

Solve the story problem and write an equation.

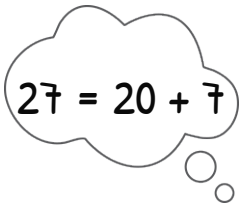
Shawn has 71 strawberries. Avery has 27 strawberries. How many *more* strawberries does Shawn have than Avery?



71 – 27

71 – 20 = 51

51 – 7 = 44

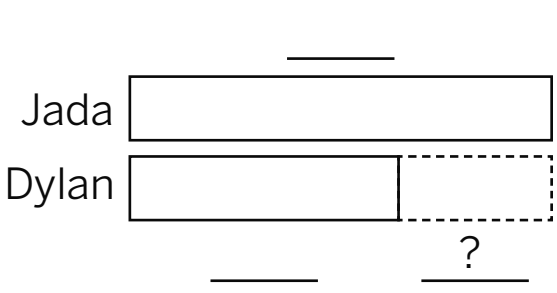


equation: 71 – 27 = 44

Guided Practice

Use the story problem to fill in the tape diagram and solve. Write an equation that represents the story problem.

1. Jada has 47 oranges. Dylan has 32 oranges. How many *more* oranges does Jada have than Dylan?



47 – 32

47 – 30 = 17

17 – 2 = _____

equation: 32 + _____ = 47

© Amplify Education, Inc and its licensors.

Guided Practice

Solve each story problem and write an equation.

2. Priya has 86 bananas. Jack has 57 bananas. How many *fewer* bananas does Jack have than Priya?

86 – 57

86 – 50 = _____

36 – _____ = _____

equation: _____

3. Santiago has 65 apples. Kai has 43 apples. How many *fewer* apples does Kai have than Santiago?

equation: _____

Check

Solve the story problem and write an equation.

Tristan has 51 cherries. Han has 39 cherries. How many *fewer* cherries does Han have than Tristan?

equation: _____

© Amplify Education, Inc and its licensors.

Name _____

Solving *Compare, Bigger Unknown* and *Smaller Unknown* Problems With *Fewer Than*

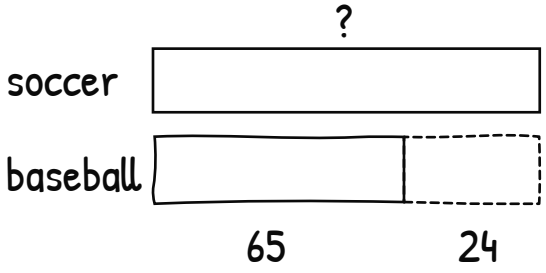
ML 2.14

Modeled Review

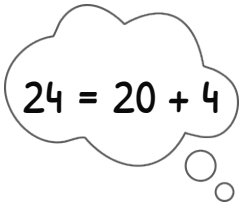
Name: Dylan

Solve the story problem and write an equation.

There are 24 *fewer* students playing baseball than soccer. There are 65 students playing baseball. How many students are playing soccer?



65 + 24
65 + 20 = 85
85 + 4 = 89

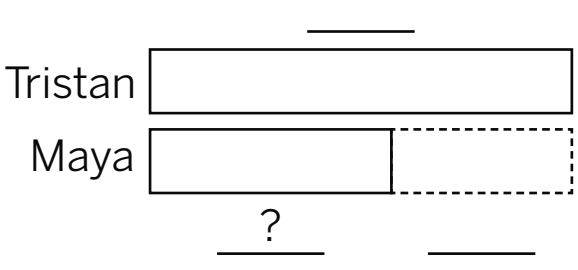


equation: 65 + 24 = 89

Guided Practice

Solve the story problem and write an equation.

1. Maya borrowed 23 *fewer* books than Tristan. Tristan borrowed 58 books. How many books did Maya borrow?



58 – 23
58 – 20 = _____
38 – _____ = _____

equation: 58 – 23 = _____

© Amplify Education, Inc and its licensors.

Guided Practice

Solve each story problem and write an equation. Use a tape diagram if it is helpful.

2. Han saw 43 squirrels. Jack saw 26 squirrels. How many *fewer* squirrels did Jack see than Han?

43 – 26

43 – 20 = _____

_____ – _____ = _____

equation: _____

3. At the zoo, 34 *fewer* students visited the lions than the elephants. 58 students visited the lions. How many students visited the elephants?

equation: _____

Check

Solve the story problem and write an equation.

Clare collected 19 *fewer* rocks than Kai. Clare collected 62 rocks. How many rocks did Kai collect?

equation: _____

© Amplify Education, Inc and its licensors.

Name _____

Solving Compare, *Bigger Unknown* and *Smaller Unknown* Problems With *More Than*

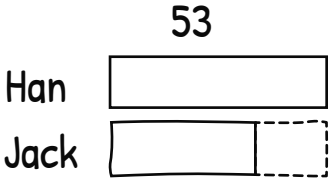
ML 2.15

Modeled Review

Name: Avery

Solve the story problem and write an equation.

1. Han walked for 18 *more* minutes than Jack. Han walked for 53 minutes. How long did Jack walk?



53 − 18
53 − 10 = 43
43 − 8 = 35

equation: 53 − 18 = 35

2. Eva walked for 17 *more* minutes than Clare. Clare walked for 38 minutes. How long did Eva walk?

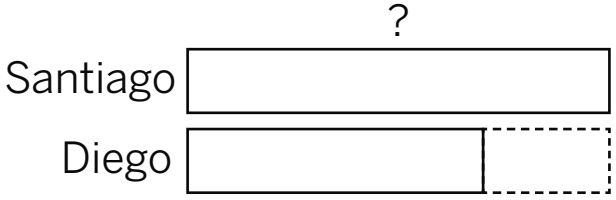
38 + 17
38 + 10 = 48
48 + 7 = 55

equation: 38 + 17 = 55

Guided Practice

Solve the story problem and write an equation.

1. Santiago played for 15 *more* minutes than Diego. Diego played for 48 minutes. How many minutes did Santiago play?



48 + 15
48 + 10 = _____
58 + _____ = _____

_____ _____

equation: 48 + 15 = _____

© Amplify Education, Inc and its licensors.

Guided Practice

Solve each story problem and write an equation.

2. Eva read for 24 *more* minutes than Shawn. Eva read for 68 minutes. How many minutes did Shawn read?

68 – 24

68 – 20 = _____

_____ – _____ = _____

equation: _____

3. Clare colored for 39 minutes. Dylan colored for 25 minutes. How many *more* minutes did Clare color than Dylan?

equation: _____

Check

Solve the story problem and write an equation.

Priya played for 45 *more* minutes than Kai. Priya played for 78 minutes. How long did Kai play?

equation: _____

© Amplify Education, Inc and its licensors.

Name _____

Solving *Compare* Story Problems With Unknowns in All Positions

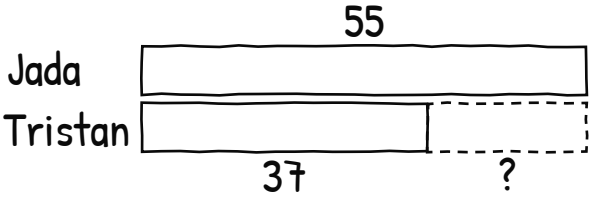
ML 2.16

Modeled Review

Name: Maya

Solve the story problem. Show your thinking.

Jada baked 55 muffins. Tristan baked 37 muffins.
How many *more* muffins did Jada bake than Tristan?



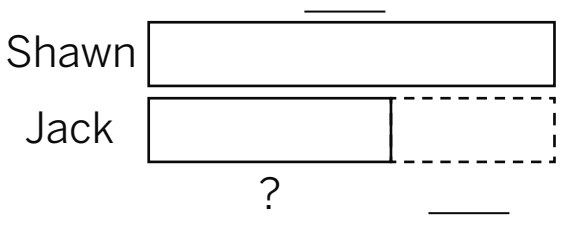
55 – 37 = ?
55 – 30 = 25
25 – 7 = 18

answer: 18 muffins

Guided Practice

Solve the story problem. Show your thinking.

1. Jack has 21 *fewer* stickers than Shawn. Shawn has 45 stickers. How many stickers does Jack have?



45 – 21 = ?
45 – 20 = ____
___ – ___ = ____

answer: _____ stickers

© Amplify Education, Inc and its licensors.

Guided Practice

Solve each story problem. Show your thinking.

2. Maya painted for 35 *more* minutes than Avery. Maya painted for 56 minutes. How long did Avery paint?

? + 35 = 56

answer: _____ minutes

3. Clare has 19 *fewer* stamps than Eva. Eva has 77 stamps. How many stamps does Clare have?

answer: _____ stamps

Check

Solve the story problem. Show your thinking.

Diego has 25 *more* baseball cards than Kai. Kai has 68 baseball cards. How many baseball cards does Diego have?

answer: _____ baseball cards

© Amplify Education, Inc and its licensors.

Name _____

Relating Story Problems and Tape Diagrams

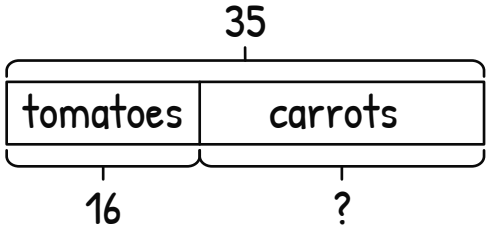
ML 2.17

Modeled Review

Name: Shawn

Solve the story problem. Use the tape diagram if it is helpful.

Jack grew 35 vegetables in his garden. 16 were tomatoes and the rest were carrots. How many carrots did Jack grow?



35 – 16 = ?

35 – 10 = 25

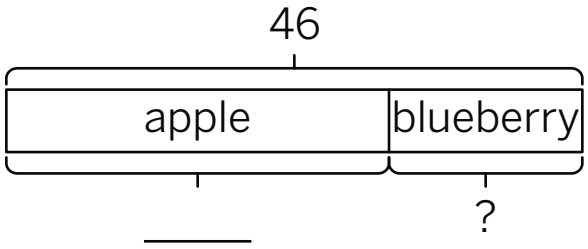
25 – 6 = 19

answer: 19 carrots

Guided Practice

Solve the story problem. Use the tape diagram if it is helpful.

1. Jack baked 46 muffins. 34 are apple muffins and the rest are blueberry muffins. How many blueberry muffins did Jack bake?



46 – 34 = ?

46 – 30 = _____

16 – 4 = _____

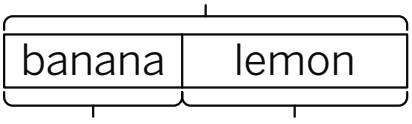
answer: _____ blueberry muffins

© Amplify Education, Inc and its licensors.

Guided Practice

Solve the story problem. Use the tape diagram if it is helpful.

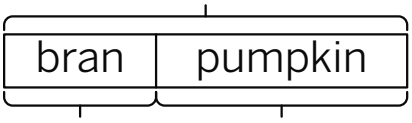
2. Jack baked 16 banana muffins and 28 lemon muffins. How many total muffins did Jack make?



16 + 28 = ?
16 + 20 = ____
____ + ____ = ____

answer: _____ muffins

3. Jack baked 20 muffins. 12 are bran muffins and the rest are pumpkin muffins. How many pumpkin muffins did Jack bake?

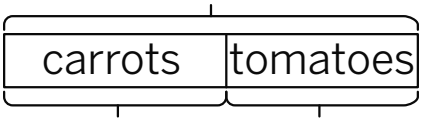


answer: _____ pumpkin muffins

Check

Solve the story problem. Use the tape diagram if it is helpful.

Jack grew 45 vegetables in his garden. 27 were carrots and the rest were tomatoes. How many tomatoes did Jack grow?



answer: _____ tomatoes

© Amplify Education, Inc and its licensors.

Name _____

Identifying Questions About Stories

ML 2.18

Modeled Review

Name: Tristan

Circle *all* the questions that can be answered using the known information from the story.

There are 20 students playing on the slide and 13 playing on the swings.

How many students are playing?

How many more are playing on the slide than on the swings?

How many students are playing soccer?

Guided Practice

Circle *all* the questions that can be answered using the known information from the story.

1. There are 50 students in art class. Some are using crayons, 24 are using markers, and 18 are painting.

How many students are using crayons?

How many fewer students are in art class than the library?

How many fewer students are painting than using markers?

© Amplify Education, Inc and its licensors.

Guided Practice

Circle *all* the questions that can be answered using the known information from the story.

2. There are 27 students playing the flute, 13 playing the violin, and 15 playing the drums.

How many more students are playing the flute than the drums?

How many students are playing the guitar?

3. There are 15 students playing tag, 18 using jump ropes, and 24 playing basketball in the gym.

How many fewer students are in the gym than in the classroom?

How many students are playing tag?

How many students are playing tag and basketball in the gym?

Check

Circle *all* the questions that can be answered using the known information from the story.

There are 48 students having fruit and 27 having yogurt during snack time.

How many students are having snacks during snack time?

How many students are eating granola bars?

How many fewer students are having yogurt than fruit?

© Amplify Education, Inc and its licensors.

Name _____

Introducing Two-Step Story Problems

ML 2.19

Modeled Review

Name: Tristan

Solve the story problem. Show your thinking.

Clare collected 43 stickers. She gave 10 to her sister. Then she used 3 to decorate her notebook. How many stickers does Clare have now?

Step 1
43 - 10 = 33

First I had to find out how many stickers Clare had after giving 10 to her sister.

Step 2
33 - 3 = 30

Next I had to subtract the stickers Clare used.

answer: 30 stickers

Guided Practice

Solve the story problems.

1. Maya has 55 rocks in her collection. She found 10 more on a walk. How many rocks does Maya have now?

55 + 10 = _____

2. Then Maya gave 23 of those rocks to her brother. How many rocks does Maya have now?

_____ – 23 = _____

© Amplify Education, Inc and its licensors.

Guided Practice

Solve each story problem. Show your thinking.

3. Diego drew 65 pictures and gave away 20. Then he gave away 13 more. How many pictures does he have left?

Step 1

65 – 20 = ____

Step 2

answer: _____ pictures

4. Han collected 75 playing cards. His mom gave him 10 more. He gave 25 to his friends. How many cards does Han have now?

answer: _____ cards

Check

Solve the problem. Show your thinking.

Avery had 42 beads for her necklace and added 10 more. She dropped 35 of them. How many beads are left on her necklace?

answer: _____ beads

© Amplify Education, Inc and its licensors.

Name _____

Analyzing and Solving Two-Step Story Problems

ML 2.20

Modeled Review

Name: Avery

Solve the story problem. Show your thinking.

There are 65 students playing baseball. 23 students left. Then 10 new students joined to play. How many students are playing baseball now?

Step 1

65 – 23 = 42

First I had to figure out how many students are playing baseball after 23 left.

Step 2

42 + 10 = 52

Then I had to figure out how many students were playing after 10 new students joined.

answer: 52 students

Guided Practice

Solve the story problem. Show your thinking. Use base-ten blocks if it is helpful.

1. There were 43 students at the playground. 22 students left. Then 10 other students came to play. How many students are at the playground now?

Step 1

43 – 22 = ____

Step 2

21 + 10 = ____

answer: _____ students

© Amplify Education, Inc and its licensors.

Guided Practice

Solve each story problem. Show your thinking. Use base-ten blocks if it is helpful.

2. Santiago was playing with 89 blocks. He gave 35 away. Then he gave 20 more away. How many blocks does Santiago have left?

Step 1	Step 2
89 – 35 = ____	____ – 20 = ____

answer: _____ blocks

3. There are 58 students coloring. 25 students left. Then 10 more left. How many students are still coloring?

answer: _____

Check

Solve the story problem. Show your thinking. Use base-ten blocks if it is helpful.

Jada made 39 bracelets. She gave 22 to her friends and 10 to her teachers. How many bracelets does Jada have left?

answer: _____

© Amplify Education, Inc and its licensors.

Name _____

Solving Two-Step Story Problems and Comparing Strategies

ML 2.21

Modeled Review

Two students solved the story problem. Analyze their work.

Priya made 20 blueberry muffins and 45 lemon muffins. Maya made 20 orange muffins. How many muffins did they make?

Name: Kai

20 + 45 = 65
65 + 20 = 85

answer: 85 muffins

Name: Shawn

20 + 20 = 40
40 + 45 = 85

answer: 85 muffins

Guided Practice

Solve the story problem.

1. Han had 30 marbles. He bought 12 more. His sister gave him 30. How many marbles does he have now?

30 + 30 = _____

_____ + 12 = _____

answer: _____ marbles

© Amplify Education, Inc and its licensors.

Guided Practice

Solve each story problem.

2. Santiago had 27 colored pencils. He got 40 more. Then he found 23. How many colored pencils does Santiago have in all?

27 + 23 = _____

_____ + _____ = _____

answer: _____

3. Avery read 20 books. She read 38 more. Then she read 22. How many books did she read altogether?

answer: _____

Check

Solve the story problem.

Maya had 20 leaves. She found 55 in the park and 20 at school. How many leaves does Maya have now?

answer: _____

© Amplify Education, Inc and its licensors.

Name _____

Writing Equations for Two-Step Story Problems

ML 2.22

Modeled Review

Name: Kai

Solve the problem. Write an equation to represent the story problem.

The flower shop has 20 roses and 20 sunflowers. The flower shop sold 12 flowers. How many flowers are left in the shop?

Step 1: 20 + 20 = 40 flowers
Step 2: 40 – 12 = 28 flowers

answer: 28 flowers

equation: 20 + 20 – 12 = 28

Guided Practice

Circle the equation that matches the story problem.

1. Maya collected 18 heart stickers and 22 star stickers. Her sister gave her 16 more stickers. How many stickers does Maya have now?

18 + 22 + 16 = 56 18 + 22 – 16 = 24

2. There were 45 vegetables for sale at the market. 15 vegetables were sold in the morning and 10 in the afternoon. How many vegetables were left at the market?

45 + 15 – 10 = 50 45 – 15 – 10 = 20

© Amplify Education, Inc and its licensors.

Guided Practice

Solve the problem. Write an equation to represent the story problem.

3. There are 15 students on the red team and 15 students on the white team playing basketball. 10 students left the court. How many students are still playing basketball?

answer: _____ students **equation:** 15 + 15 – ____ = ____

4. There are 12 people reading and 15 people checking out books in the library. 5 people leave the library. How many people are still in the library?

answer: _____ people **equation:** _____

Check

Solve the problem. Write an equation to represent the story problem.

Avery has 65 dollars. She spent 25 dollars on books and 25 dollars on baseball cards. How much money does Avery have left?

answer: _____ dollars **equation:** _____

© Amplify Education, Inc and its licensors.

Unit 3

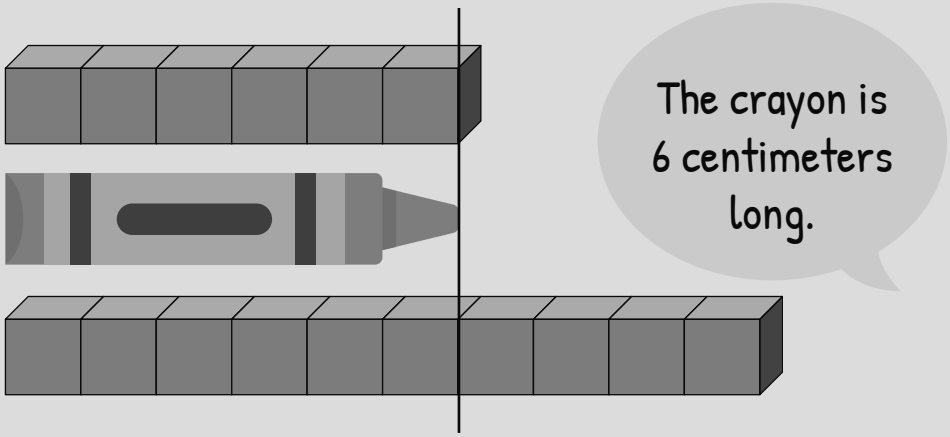
Mini-Lessons

Name _____

Measuring the Lengths of Objects in Centimeters

ML 3.02

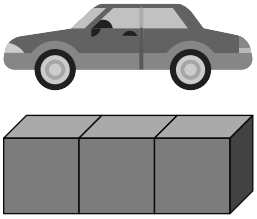
Modeled Review



Guided Practice

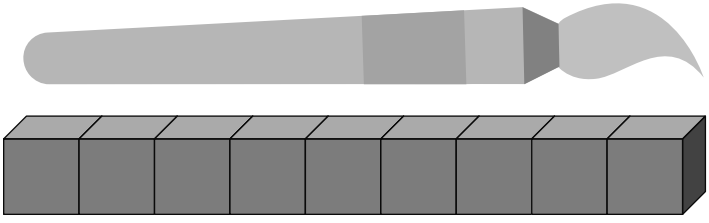
Measure the length of each object in centimeters. Record each length in the sentence.

1.



The toy car is ____ centimeters long.

2.



The paintbrush is ____ centimeters long.

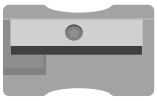
© Amplify Education, Inc and its licensors.

Guided Practice

Use cubes or rods to measure the length of each object in centimeters. Record the length in the sentence.

3.

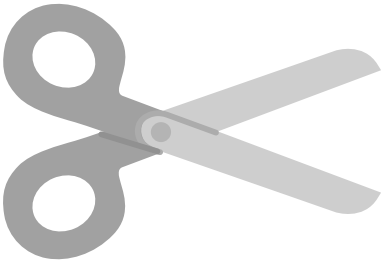
The highlighter is ____ centimeters long.

4. 

The pencil sharpener is ____ centimeters long.

5.

The glue stick is ____ centimeters long.

6. 

The scissors are ____ centimeters long.

Check

Use cubes or rods to measure the length of the object in centimeters. Record the length in the sentence.

The pencil is ____ centimeters long.

© Amplify Education, Inc and its licensors.

Name _____

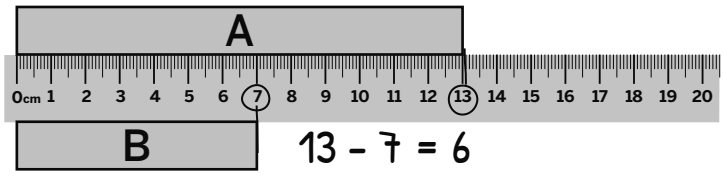
Comparing the Lengths of Objects in Centimeters

ML 3.03

Modeled Review

Name: Diego

Use the centimeter ruler to measure the length of each rectangle.



13 - 7 = 6

1. Rectangle A is 13 centimeters long.

2. Rectangle B is 7 centimeters long.

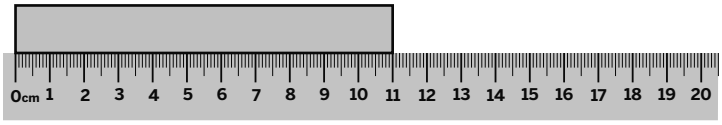
3. How many centimeters *longer* is Rectangle A than Rectangle B?

6 centimeters

Guided Practice

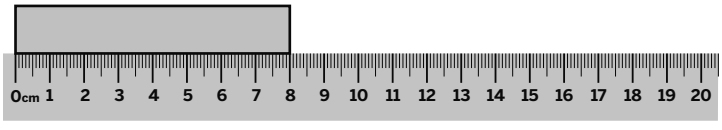
Use the centimeter ruler to measure the length of each rectangle.

1.



The rectangle is _____ centimeters long.

2.

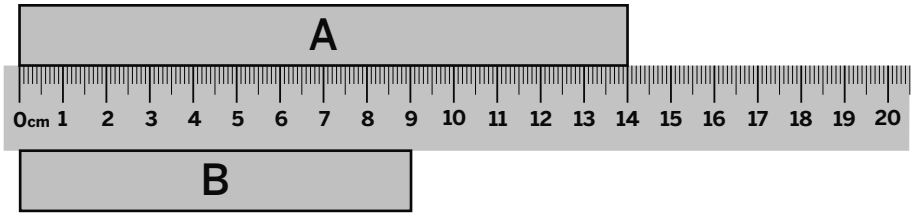


The rectangle is _____ long.

© Amplify Education, Inc and its licensors.

Guided Practice

Use the centimeter ruler to measure the length of each rectangle.



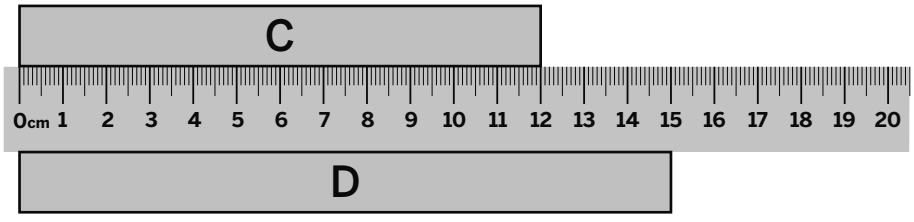
3. Rectangle A is _____ long.

4. Rectangle B is _____ long.

5. How many centimeters *longer* is Rectangle A than Rectangle B? _____

Check

Use the centimeter ruler to measure the length of each rectangle.



1. Rectangle C is _____ long.

2. Rectangle D is _____ long.

3. How many centimeters *longer* is Rectangle D than Rectangle C? _____

© Amplify Education, Inc and its licensors.

Name _____

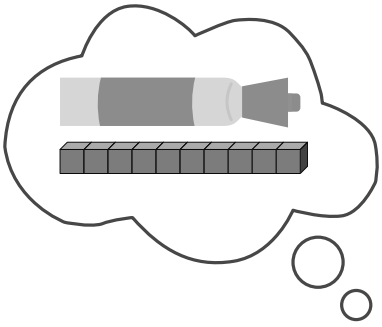
Estimating the Lengths of Objects in Centimeters

ML 3.04

Modeled Review

Name: Han

Estimate the length of the marker in centimeters.



I think the length of the marker is about 10 centimeters.

Guided Practice

1. Draw lines to match the real-world object to its estimated length.

2 centimeters

50 centimeters

15 centimeters

© Amplify Education, Inc and its licensors.

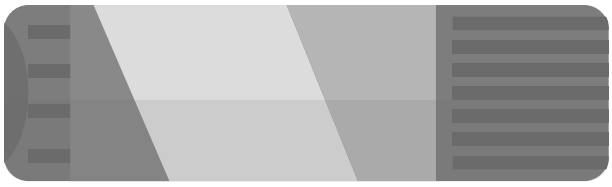
Guided Practice

2. Estimate the length of each object in centimeters. Record each estimate.

Object	Estimate (centimeters)
eraser	
crayon	
pencil	
paper clip	
highlighter	

Check

Estimate the length of the glue stick in centimeters.



I think the length of the glue stick is about _____.

© Amplify Education, Inc and its licensors.

Name _____

Measuring the Lengths of Objects in Centimeters and Meters

ML 3.05

Modeled Review

Name: Diego

Use a meter stick to measure the length of an object in your classroom.

object: table

length: 2 meters and 8 centimeters

It is two meter sticks long and 8 more so it's two meters and 8 centimeters.

Name: Eva

Use a meter stick to measure the length of an object in your classroom.

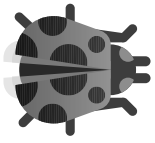
object: table

length: 208 centimeters

It is two meter sticks long and 8 more so it's 100 + 100 + 8 centimeters.

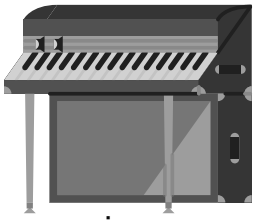
Guided Practice

Select the unit that would be *more* useful for measuring the length of each real-world object.

1.  ladybug

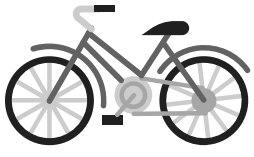
meters

centimeters

2.  piano

meters

centimeters

3.  bike

meters

centimeters

4. notebook

meters

centimeters

© Amplify Education, Inc and its licensors.

Guided Practice

5. Measure the length of objects in your classroom that are longer than 1 meter using a meter stick. Record the name of each object and its length in a combination of meters and centimeters.

Object	Length
table	_____ meter(s) and _____ centimeter(s)
	_____ and _____
	_____ and _____
	_____ and _____
	_____ and _____

Check

Measure the length of an object in your classroom that is longer than 1 meter. Record the name of the object and its length in a combination of meters and centimeters.

object: _____

length: _____ and _____

© Amplify Education, Inc and its licensors.

Name _____

Solving Compare Problems Involving Lengths

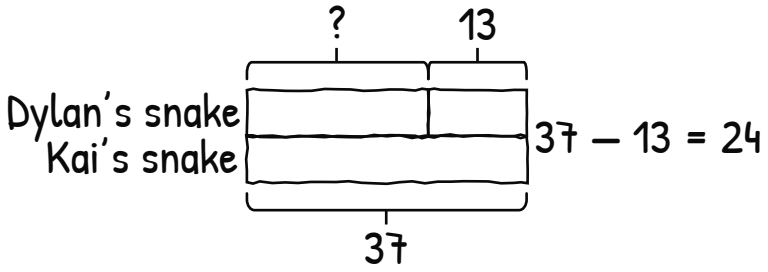
ML 3.06

Modeled Review

Name: Priya

Solve the story problem. Show your work.

Kai's snake is 13 centimeters longer than Dylan's. Kai's snake is 37 centimeters long. How long is Dylan's snake?

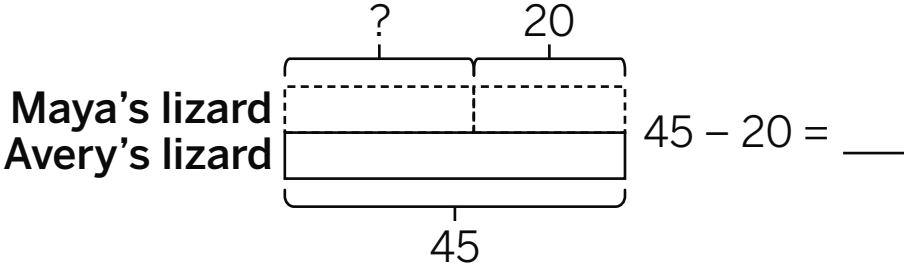


length: 24 centimeters

Guided Practice

Solve the story problem. Use the tape diagram and equation to show your work.

1. Maya's lizard is 20 centimeters shorter than Avery's. Avery's lizard is 45 centimeters long. How long is Maya's lizard?



length: _____

© Amplify Education, Inc and its licensors.

Guided Practice

Solve each story problem. Show your work.

2. Clare's snake is 15 centimeters longer than Eva's. Clare's snake is 30 centimeters long. How long is Eva's snake?

length: _____

3. Jack's lizard is 78 centimeters long. Shawn's lizard is 32 centimeters shorter than Jack's lizard. How long is Shawn's lizard?

length: _____

Check

Solve the story problem. Show your work.

Han's snake is 23 centimeters longer than Tristan's. Han's snake is 57 centimeters long. How long is Tristan's snake?

length: _____

© Amplify Education, Inc and its licensors.

Name _____

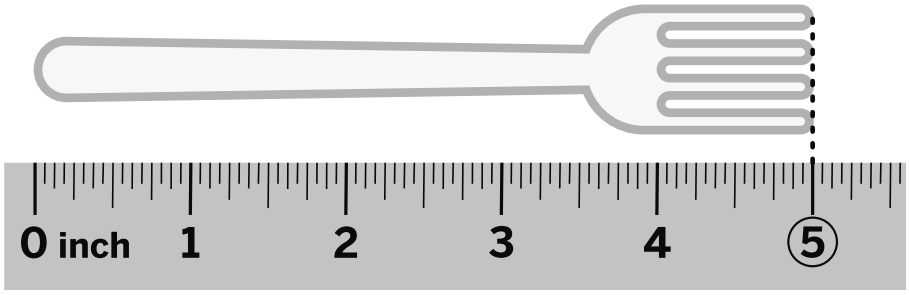
Measuring Objects in Inches

ML 3.07

Modeled Review

Name: Maya

Record the length of the fork in inches.

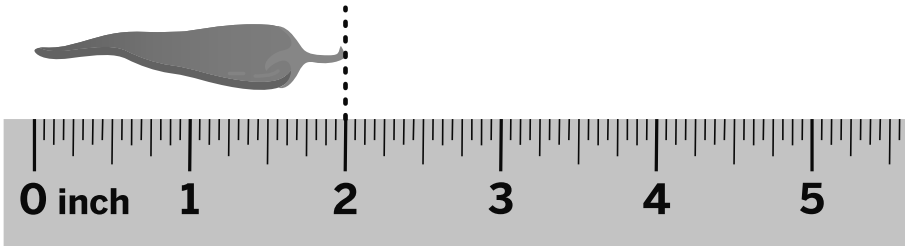


The fork is 5 inches long.

Guided Practice

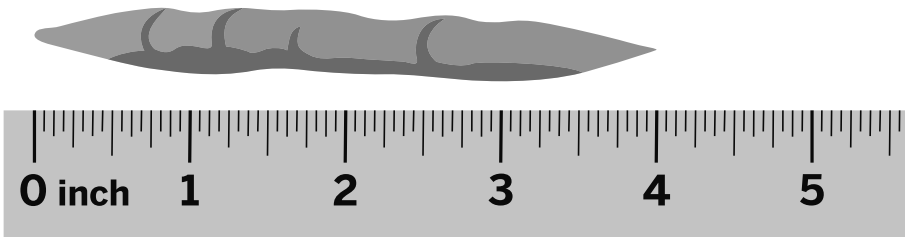
Record the length of each object in inches.

1.



The pepper is _____ inches long.

2.



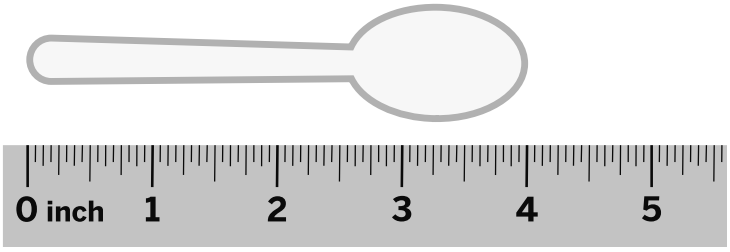
The green bean is _____ long.

© Amplify Education, Inc and its licensors.

Guided Practice

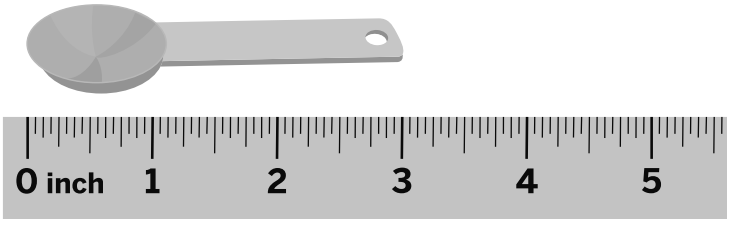
Record the length of each object in inches.

3.



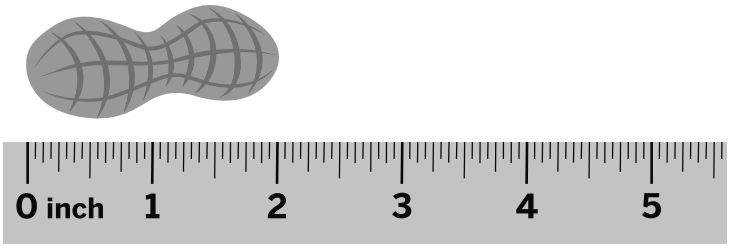
The spoon is _____ long.

4.



The teaspoon is _____ long.

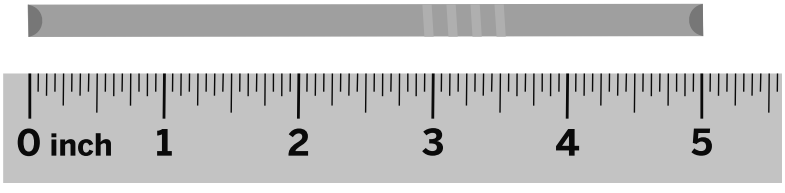
5.



The peanut is _____ long.

Check

Record the length of the straw in inches.



The straw is _____ long.

© Amplify Education, Inc and its licensors.

Name _____

Estimating and Measuring Objects in Inches

ML 3.08

Modeled Review

Name: Jack

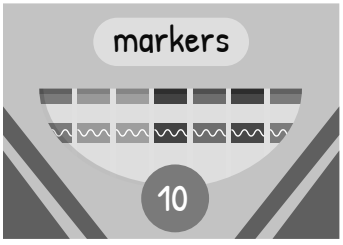
Estimate the length of the highlighter in inches. Then measure the highlighter using a 12-inch ruler.

I think the length of the highlighter is about 4 inches.

The length of the highlighter is 4 inches.

Guided Practice

1. Draw lines to match the real-world object to its estimated length.



1 inch

30 inches

5 inches

© Amplify Education, Inc and its licensors.

Guided Practice

2. Estimate the length of each object in inches. Then measure the object using a 12-inch ruler.

Object	Estimate (inches)	Measurement (inches)
eraser		
glue stick		
pencil		
paper clip		
marker		

Check

Estimate the length of the crayon in inches. Then measure the crayon using a 12-inch ruler.

I think the length of the crayon is about ____ inches.

The length of the crayon is ____ inches.

© Amplify Education, Inc and its licensors.

Name _____

Measuring in Inches and Feet

ML 3.09

Modeled Review

Name: Clare

Use a ruler to measure the length of an object in your classroom.

object: desk

length: 2 feet and 2 inches

It is two rulers long and 2 more inches so it's 2 feet and 2 inches.

Name: Dylan

Use a ruler to measure the length of an object in your classroom.

object: desk

length: 26 inches

It is two rulers long and 2 more inches so it's 12 + 12 + 2 inches.

Guided Practice

Select the length measurement that would be *most* accurate for each real-world object.

1. crayon

   3 inches (circled)

   3 feet

2. blanket

   5 inches

   5 feet

3. television

   4 inches

   4 feet

4.

   dollar bill

   6 inches

   6 feet

© Amplify Education, Inc and its licensors.

Guided Practice

5. Measure the length of objects in your classroom that are longer than 1 foot using a ruler. Record the name of each object and its length in a combination of feet and inches.

Object	Length
table	_____ feet and _____ inch(es)
	_____ and _____
	_____ and _____
	_____ and _____
	_____ and _____

Check

Measure the length of an object in your classroom that is longer than 1 foot using a ruler. Record the name of the object and its length in a combination of feet and inches.

object: _____

length: _____ and _____

© Amplify Education, Inc and its licensors.

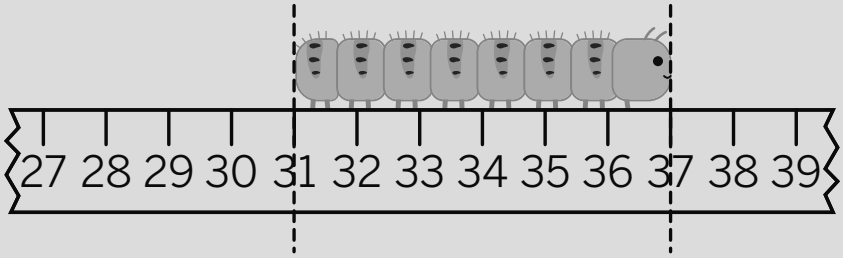
Name _____

Measuring Objects Without Starting at Zero

ML 3.10

Modeled Review

Two students measured the length of the caterpillar in inches.



Tristan

answer: 6 inches

I counted the inches between 31 and 37. It was 6.

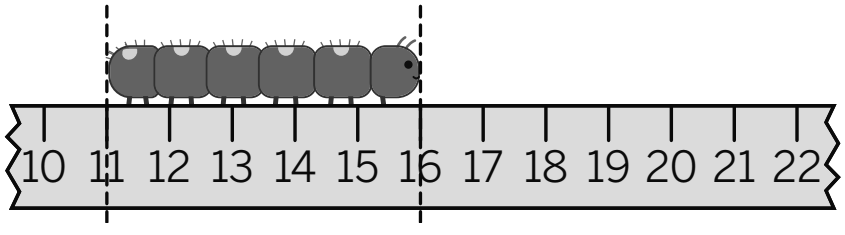
Clare

answer: 6 inches

I used the equation 37 – 31 = 6.

Guided Practice

1. Find the length of the caterpillar in inches.

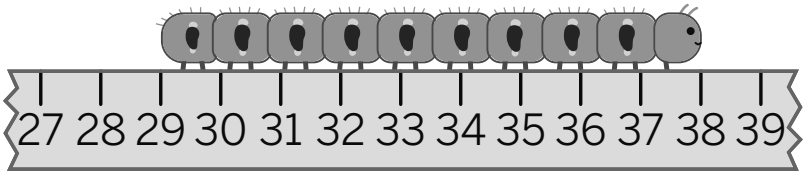


answer: ____ inches

© Amplify Education, Inc and its licensors.

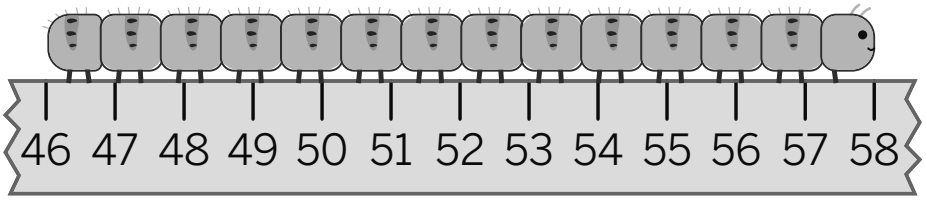
Guided Practice

2. Find the length of the caterpillar in inches.



answer: ____ inches

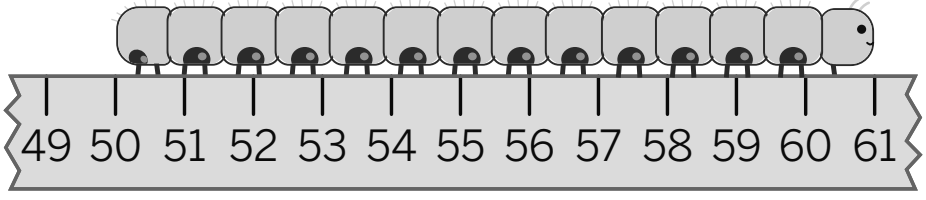
3. Find the length of the caterpillar in inches.



answer: ____ inches

Check

Find the length of the caterpillar in inches.



answer: ____ inches

© Amplify Education, Inc and its licensors.

Name _____

Solving One-Step Story Problems Involving Lengths

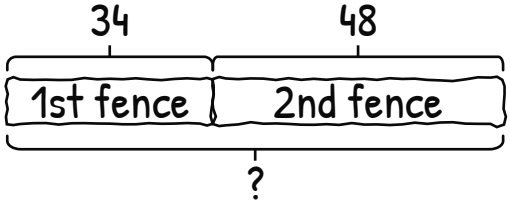
ML 3.11

Modeled Review

Name: Santiago

Solve the story problem. Use a tape diagram or equations to represent the problem if it is helpful.

Eva is helping her Dad decorate the fences in the backyard with string lights. The first fence is 34 inches long and the second fence is 48 inches long. How many inches of lights does she need?



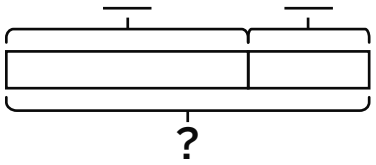
34 + 48
30 + 40 = 70
4 + 8 = 12
70 + 12 = 82

answer: 82 inches

Guided Practice

Solve the story problem. Use the tape diagram or equations to represent the problem if it is helpful.

1. Han is helping his sister decorate her doll house with string lights. They hung blue lights that were 40 inches long and red lights that were 20 inches long. How long are the string lights altogether?



answer: _____

© Amplify Education, Inc and its licensors.

Guided Practice

Solve each story problem. Use a tape diagram or equations to represent the problem if it is helpful.

2. Tristan is helping his Mom decorate the fence in the backyard with string lights. He hung 90 inches of lights. The next day, 35 inches fell off. How many inches of string lights are left on the fence?

answer: _____

3. On Saturday, Priya hung 55 inches of string lights on her doll house. On Sunday, she hung 38 more inches of string lights. How many inches did she hang altogether?

answer: _____

Check

Solve the story problem. Use a tape diagram or equations to represent the problem if it is helpful.

Diego is helping his Dad decorate the fence in the backyard with string lights. They hung 77 inches of lights. The next day, 43 inches fell off. How many inches of string lights are left on the fence?

answer: _____

© Amplify Education, Inc and its licensors.

Name _____

Solving Two-Step Story Problems Involving Lengths

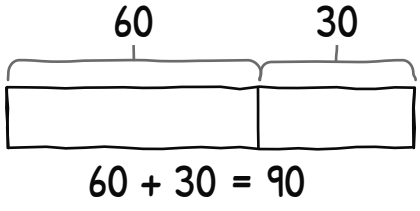
ML 3.12

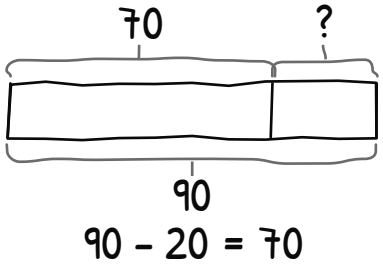
Modeled Review

Name: Avery

Solve the story problem. Show your thinking.

Dylan was hanging string lights. The string lights in one package were 30 meters long and 60 meters long in another package. He hung 70 meters of string lights. How many meters of string lights are left to hang?



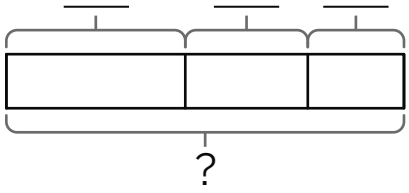


answer: 20 meters

Guided Practice

Solve the story problem. Show your thinking.

1. Clare is decorating a fence with string lights. She hung red lights that were 20 meters long, green lights that were 15 meters long, and blue lights that were 10 meters long. How long are the string lights altogether?



answer: _____

© Amplify Education, Inc and its licensors.

Guided Practice

Solve each story problem. Show your thinking.

2. Jack and his dad hung 60 inches of string lights on the dog house. They added 20 more inches of string lights. Then 10 inches of string lights fell off. How long are the string lights that are still on the dog house?

answer: _____

3. Maya had 85 meters of string lights. She hung 50 meters. Then she bought 45 more meters of lights to hang. How many meters of string lights are left to hang?

answer: _____

Check

Solve the story problem. Show your thinking.

Diego hung 95 feet of string lights on his tree house. The wind blew down 25 feet of lights. He added 30 more feet of string lights. How long are the string lights that are hung?

answer: _____

© Amplify Education, Inc and its licensors.

Name _____

Making Sense of Data in Line Plots

ML 3.13

Modeled Review

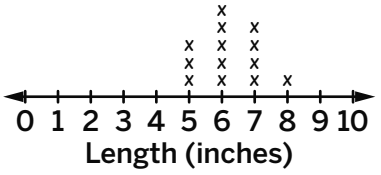
Name: Jada

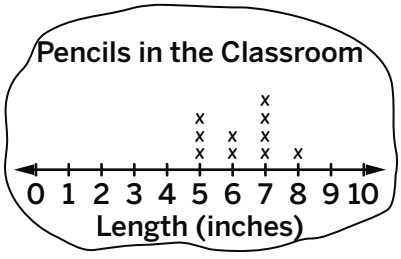
Diego collected data about the lengths of pencils in his class.

- **4 pencils are 7 inches long.**
- **3 pencils are 5 inches long.**
- **1 pencil is 8 inches long.**
- **2 pencils are 6 inches long.**

I noticed that 2 students have pencil lengths of 6 so I selected the line plot with 2 Xs over 6.

Circle the line plot that represents the data.



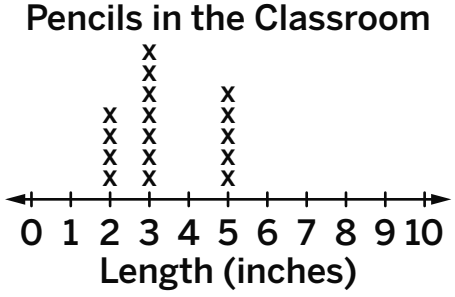


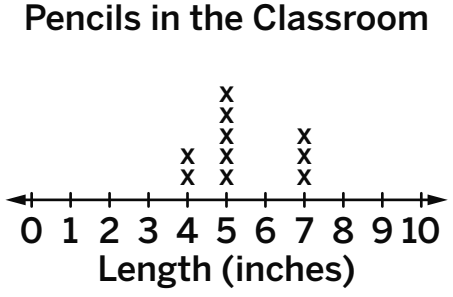
Guided Practice

Clare collected data about the lengths of pencils in her class.

- **2 pencils are 4 inches long.**
- **5 pencils are 5 inches long.**
- **3 pencils are 7 inches long.**

1. Circle the line plot that represents the data.





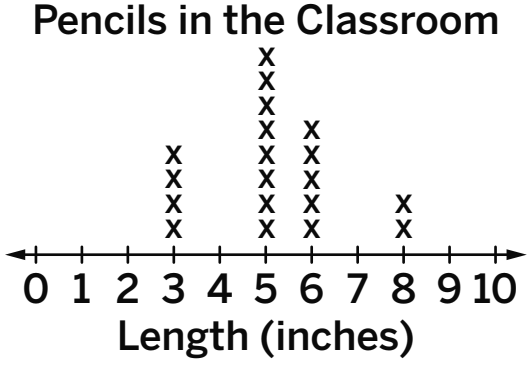
© Amplify Education, Inc and its licensors.

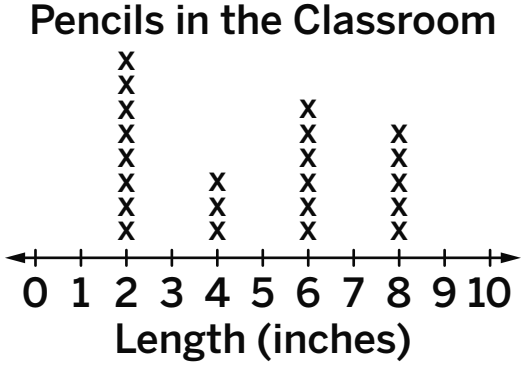
Guided Practice

Dylan collected data about the lengths of pencils in his class.

- **4 pencils are 3 inches long.**
- **5 pencils are 6 inches long.**
- **2 pencils are 8 inches long.**
- **8 pencils are 5 inches long.**

2. Circle the line plot that represents the data.



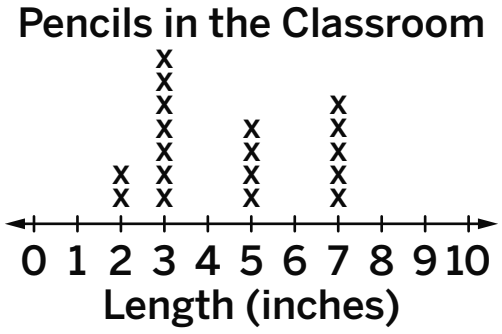


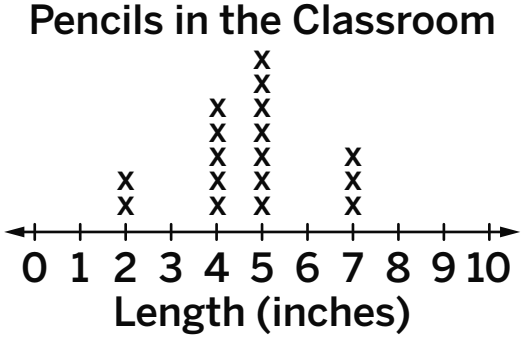
Check

Avery collected data about the lengths of pencils in her class.

- **5 pencils are 4 inches long.**
- **2 pencils are 2 inches long.**
- **7 pencils are 5 inches long.**
- **3 pencils are 7 inches long.**

Circle the line plot that represents the data.





© Amplify Education, Inc and its licensors.

Name _____

Creating Line Plots to Represent Data

ML 3.14

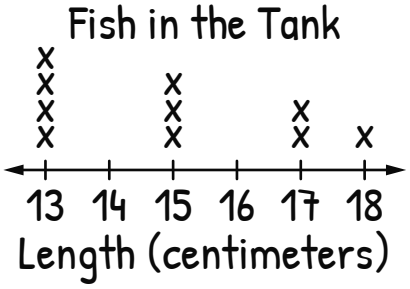
Modeled Review

Name: Dylan

Priya collected data about the lengths of the fish in the tank.

- **2 fish are 17 centimeters long.**
- **3 fish are 15 centimeters long.**
- **1 fish is 18 centimeters long.**
- **4 fish are 13 centimeters long.**

Create a line plot to represent the lengths of the fish.



I looked at the data to choose the starting and ending numbers of my line plot.

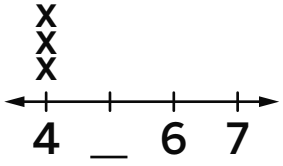
Guided Practice

Han collected data about the lengths of the fish in the tank.

- **3 fish are 4 centimeters long.**
- **4 fish are 6 centimeters long.**
- **2 fish are 7 centimeters long.**

1. Create a line plot to represent the lengths of the fish.

Fish in the Tank



© Amplify Education, Inc and its licensors.

Guided Practice

Tristan collected data about the lengths of the fish in the tank.

- **2 fish are 22 centimeters long.**
- **4 fish are 20 centimeters long.**
- **5 fish are 23 centimeters long.**
- **5 fish are 18 centimeters long.**

2. Create a line plot to represent the lengths of the fish.

Check

Jada collected data about the lengths of the fish in the tank.

- **3 fish are 19 centimeters long.**
- **2 fish are 16 centimeters long.**
- **1 fish is 21 centimeters long.**
- **4 fish are 17 centimeters long.**

Create a line plot to represent the lengths of the fish.

© Amplify Education, Inc and its licensors.

Name _____

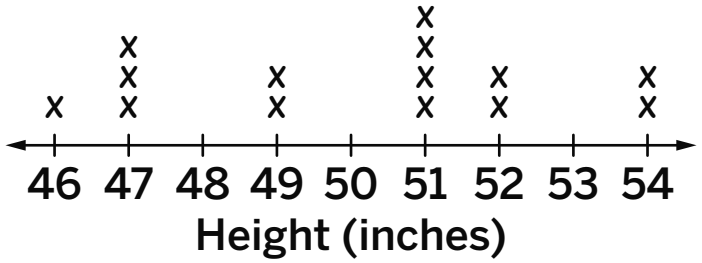
Answering Questions About Data Represented in Line Plots

ML 3.15

Modeled Review

Name: Shawn

Clare collected information about the height of students in the classroom. The line plot shows the data about the students.



1. How many students are represented in the line plot?

14 students

2. What is the height of the tallest student?

54 inches

Guided Practice

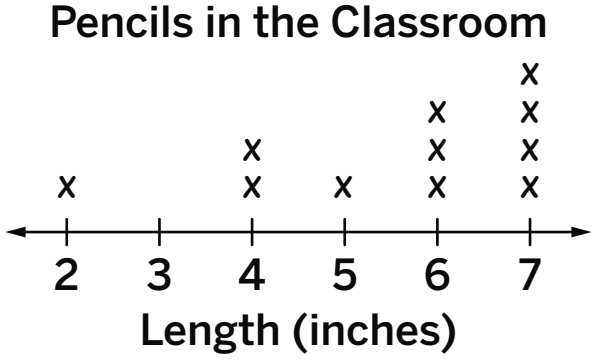
Jack collected information about the length of pencils in the classroom. The line plot shows the data about the pencils.

1. How many pencils measure 7 inches?

_____

2. How many pencils measure 4 inches?

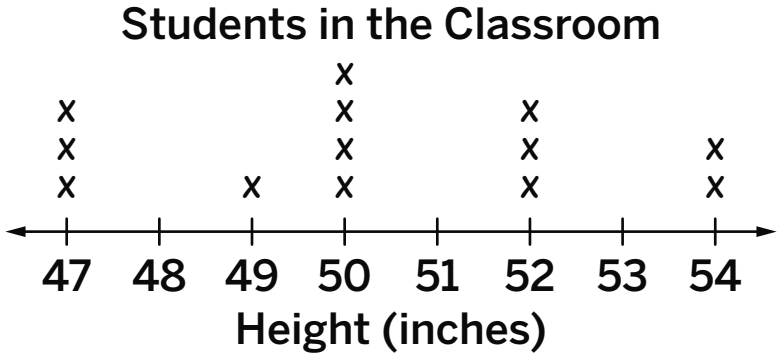
_____



© Amplify Education, Inc and its licensors.

Guided Practice

Eva collected information about the height of students in the classroom. The line plot shows the data about the students.



3. How many students measure 52 inches?

_____

4. How many students are represented in the line plot?

_____

5. How many students measure 49 inches or less?

_____

Check

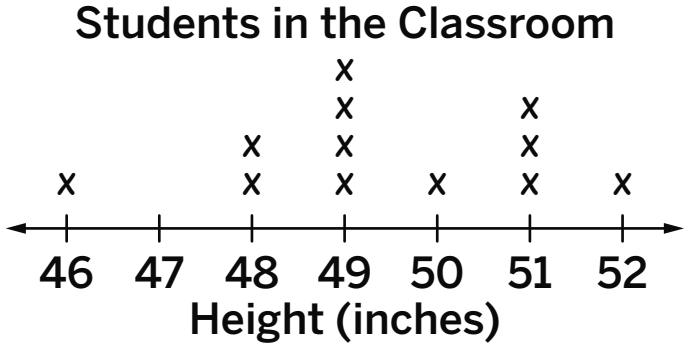
Kai collected information about the height of students in the classroom. The line plot shows the data about the students.

1. How many students are represented in the line plot?

_____

2. How many students measure 48 inches?

_____



© Amplify Education, Inc and its licensors.

Unit 4

Mini-Lessons

Name _____

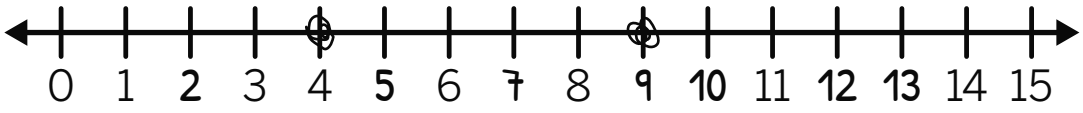
Locating Points on a Number Line

ML 4.02

Modeled Review

Name: Jack

Fill in the missing numbers on the number line. Locate the numbers 4 and 9 and mark them with a point.

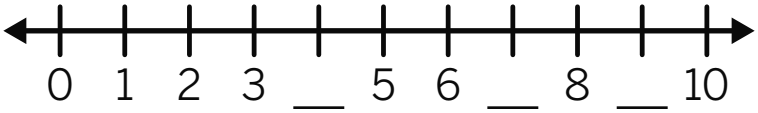


Guided Practice

For Problems 1 and 2, use the number banks to complete the number lines.

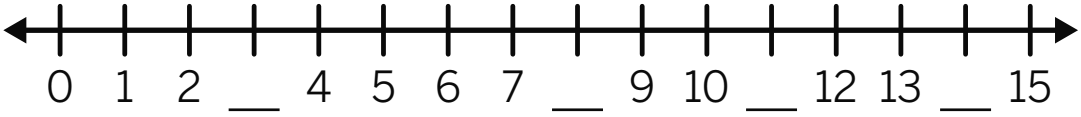
1.

9	4	7

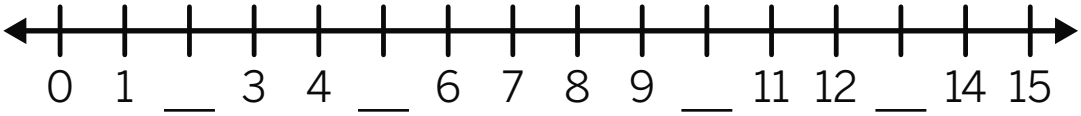


2.

11	14	3	8



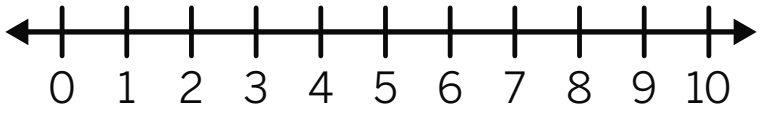
3. Fill in the missing numbers on the number line.



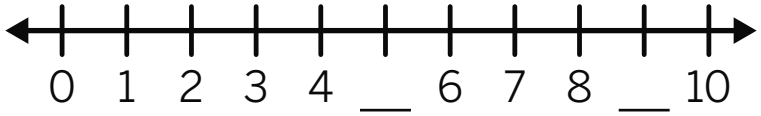
© Amplify Education, Inc and its licensors.

Guided Practice

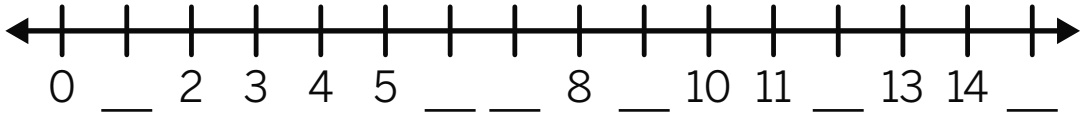
4. Locate the numbers 3 and 8 and mark them with a point.



5. Fill in the missing numbers on the number line. Locate the numbers 5 and 9 and mark them with a point.

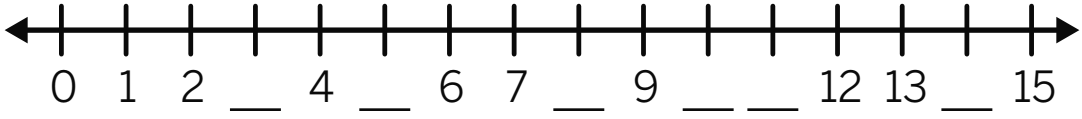


6. Fill in the missing numbers on the number line. Locate the numbers 4 and 12 and mark them with a point.



Check

Fill in the missing numbers on the number line. Locate the numbers 7 and 11 and mark them with a point.



© Amplify Education, Inc and its licensors.

Name _____

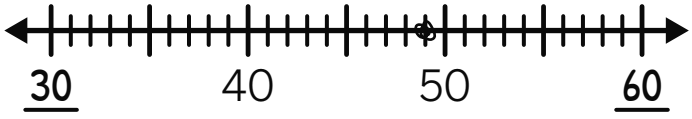
Labeling Missing Numbers on a Number Line

ML 4.03

Modeled Review

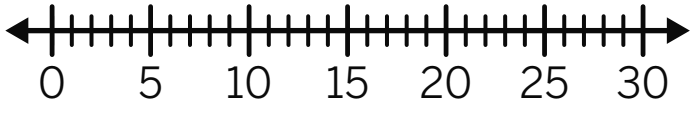
Name: Santiago

Fill in the missing numbers on the number line. Locate the number 49 and mark it with a point.

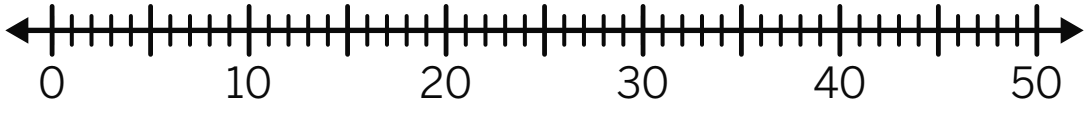


Guided Practice

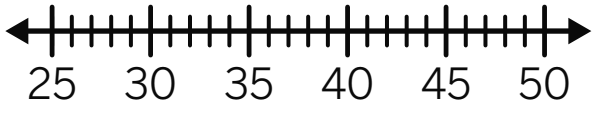
1. Locate 12 on the number line. Mark it with a point.



2. Locate 37 on the number line. Mark it with a point.



3. Locate 43 on the number line. Mark it with a point.

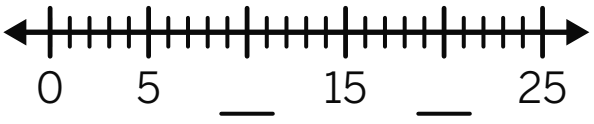


© Amplify Education, Inc and its licensors.

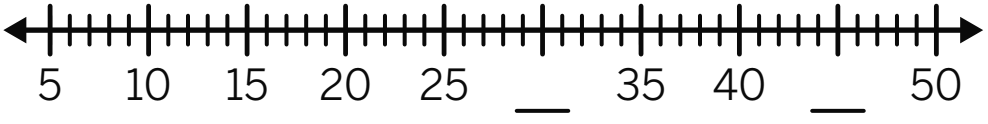
Guided Practice

Fill in the missing numbers on the number line. Locate the number and mark it with a point.

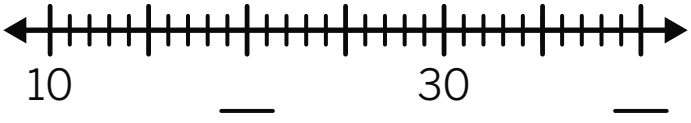
4. 17



5. 28

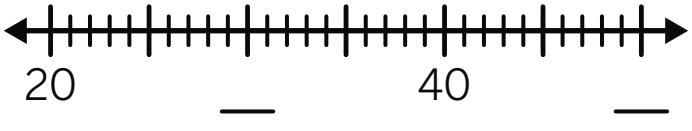


6. 32



Check

Fill in the missing numbers on the number line. Locate the number 44 and mark it with a point.



© Amplify Education, Inc and its licensors.

Name _____

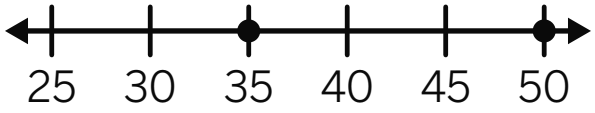
Comparing Numbers Using a Number Line

ML 4.04

Modeled Review

Name: Jada

Use the number line for Problems 1 and 2.



1. Write two comparison statements. 50 > 35 35 < 50

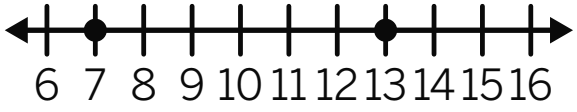
2. Justify how you used the number line to compare numbers.

I know that 35 is less than 50 because it is on the the left side of 50 on the number line.

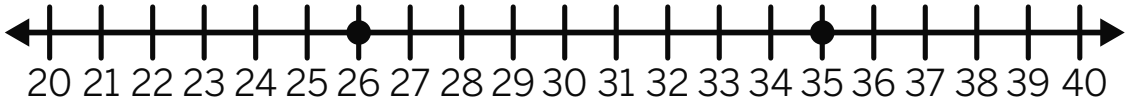
Guided Practice

Use the number line to compare points. Fill in the blanks with > or < symbols.

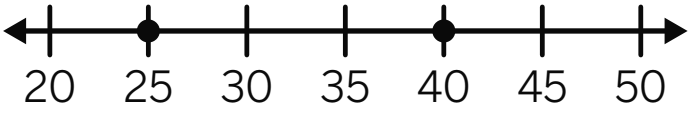
1. 7 ___ 13



2. 26 ___ 35



3. 40 ___ 25



© Amplify Education, Inc and its licensors.

Guided Practice

4. Use the number line to compare points. Fill in the blanks to justify the comparison.

____ > ____

____ is greater than ____ because it is farther to the right on the number line.

Use the number line for Problems 5 and 6.

5. Write two comparison statements. ___ > ___ ___ < ___

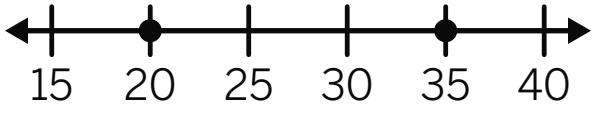
6. Justify how you used the number line to compare numbers.

_____

_____

Check

Use the number line for Problems 1 and 2.



1. Write two comparison statements. ___ > ___ ___ < ___

2. Justify how you used the number line to compare numbers.

_____

_____

© Amplify Education, Inc and its licensors.

Name _____

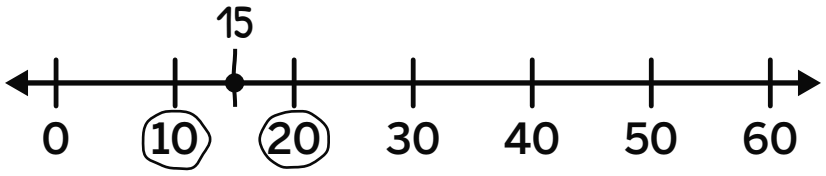
Estimating Locations on a Number Line

ML 4.05

Modeled Review

Name: Priya

Write an estimate for where the point is located on the number line.

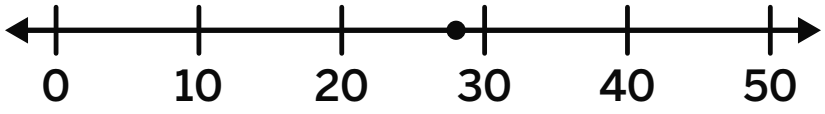


This number could be 15.

Guided Practice

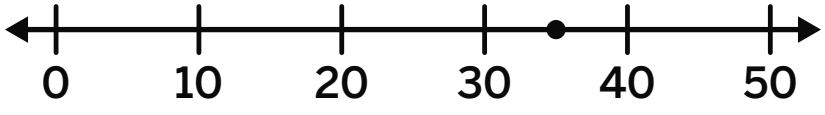
Circle the *best* estimate for the point.

1.



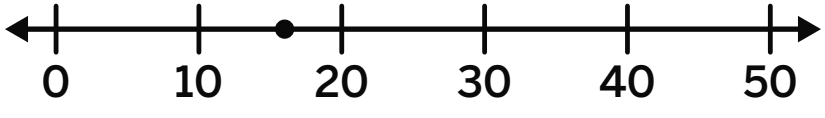
A. 12 **B.** 28 **C.** 32 **D.** 37

2.



A. 22 **B.** 40 **C.** 35 **D.** 45

3.



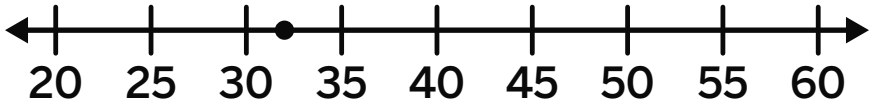
A. 12 **B.** 21 **C.** 29 **D.** 16

© Amplify Education, Inc and its licensors.

Guided Practice

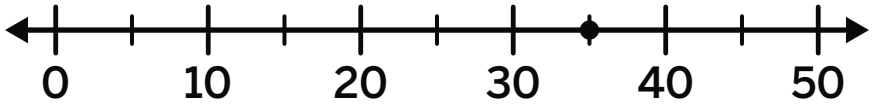
Write an estimate for where the point is located on the number line.

4.



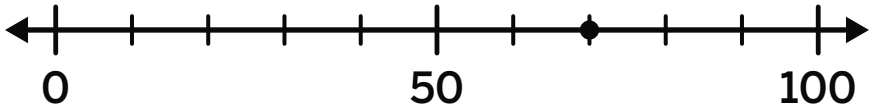
This number could be _____.

5.



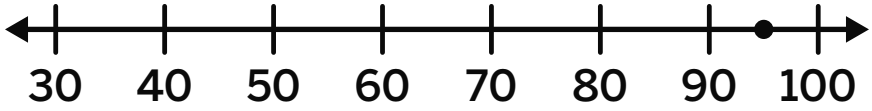
This number could be _____.

6.



This number could be _____.

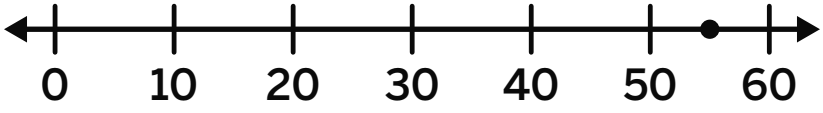
7.



This number could be _____.

Check

Write an estimate for where the point is located on the number line.



This number could be _____.

© Amplify Education, Inc and its licensors.

Name _____

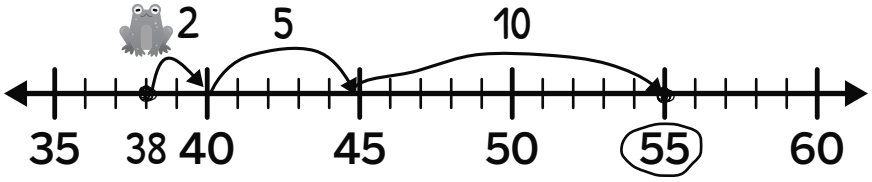
Counting Forward and Back on the Number Line

ML 4.06

Modeled Review

Name: Eva

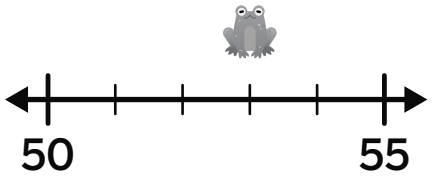
There is a bug located at 55. Show how the frog could jump from 38 by 1, 2, 5, or 10 to reach the bug.



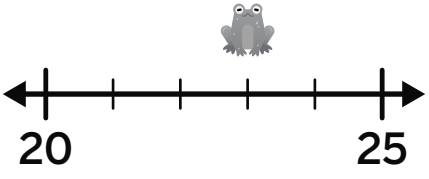
Guided Practice

Use the number line to show how the frog could jump by 1 or 5 to reach the bug.

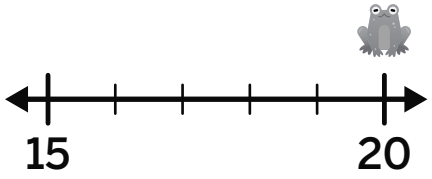
1. The frog is located at 53. There is a bug located at 52.



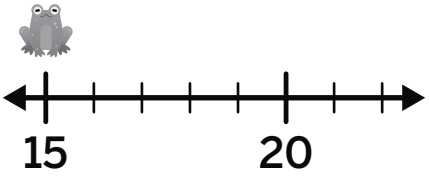
2. The frog is located at 23. There is a bug located at 24.



3. The frog is located at 20. There is a bug located at 15.



4. The frog is located at 15. There is a bug located at 21.

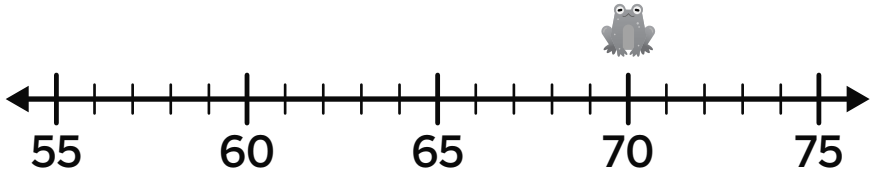


© Amplify Education, Inc and its licensors.

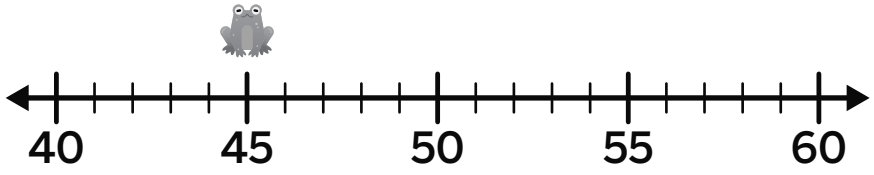
Guided Practice

Use the number line to show how the frog could jump by 1, 2, 5, or 10 to reach the bug.

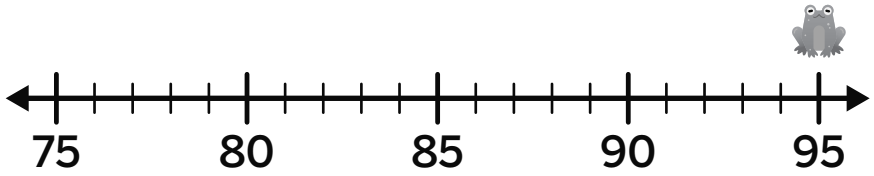
5. The frog is located at 70. The bug is located at 63.



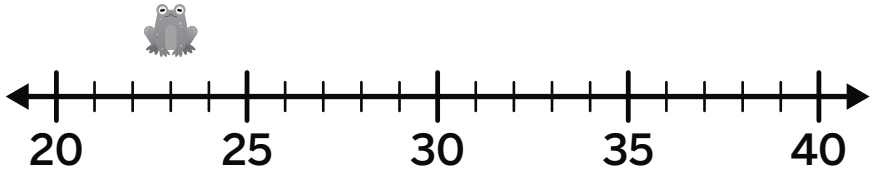
6. The frog is located at 45. The bug is located at 53.



7. The frog is located at 95. The bug is located at 78.

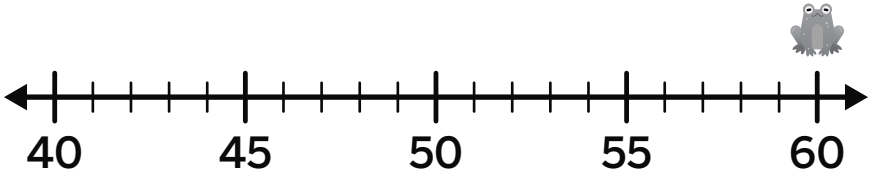


8. The frog is located at 23. The bug is located at 39.



Check

There is a bug located at 42. Show how the frog could jump from 60 by 1, 2, 5, or 10 to reach the bug.



© Amplify Education, Inc and its licensors.

Name _____

Adding and Subtracting on the Number Line

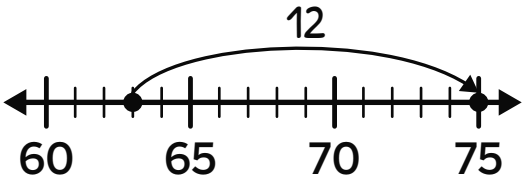
ML 4.07

Modeled Review

Name: Tristan

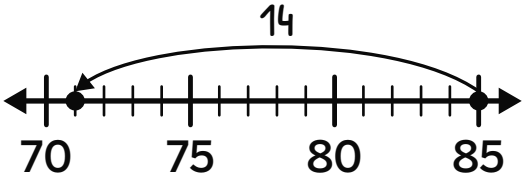
Write an equation that represents each number line.

1.



equation: 63 + 12 = 75

2.

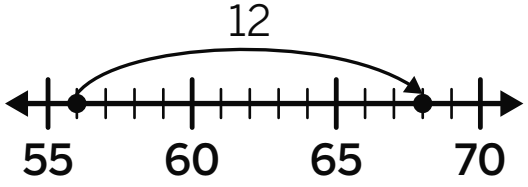


equation: 85 - 14 = 71

Guided Practice

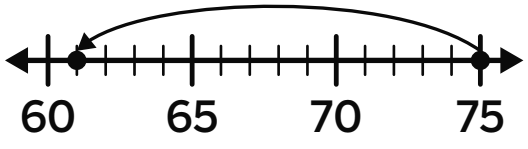
Complete the equation to represent each number line.

1.



equation: 56 + ____ = 68

2.



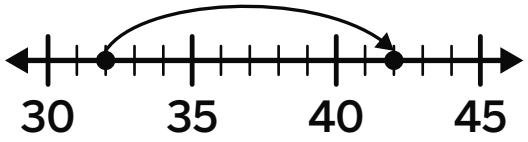
equation: 75 – ____ = ____

© Amplify Education, Inc and its licensors.

Guided Practice

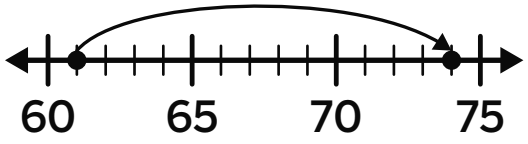
Write an equation that represents each number line.

3.



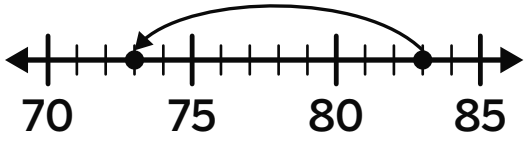
equation: _____

4.



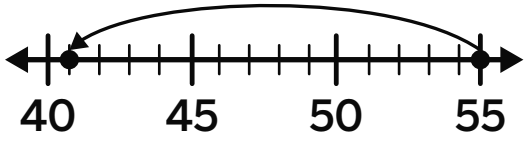
equation: _____

5.



equation: _____

6.

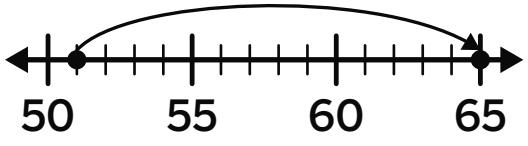


equation: _____

Check

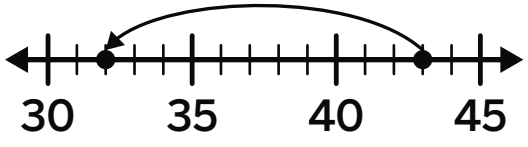
Write an equation that represents each number line.

1.



equation: _____

2.



equation: _____

© Amplify Education, Inc and its licensors.

Name _____

Representing Equations on the Number Line

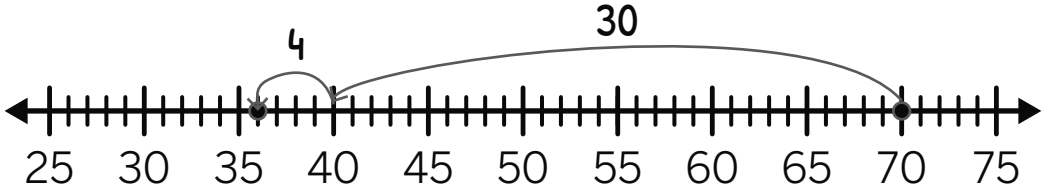
ML 4.08

Modeled Review

Name: Clare

Find the value of the expression 70 – 34. Use the number line to show your thinking.

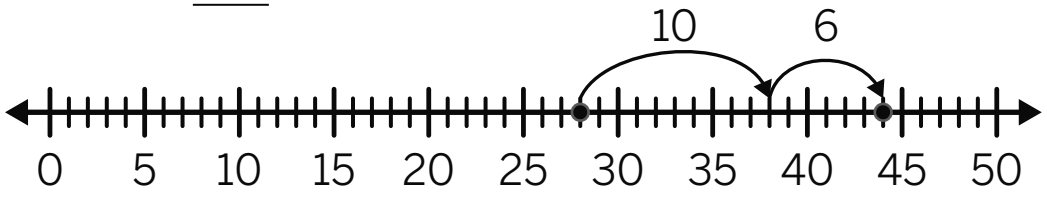
70 – 34 = 36



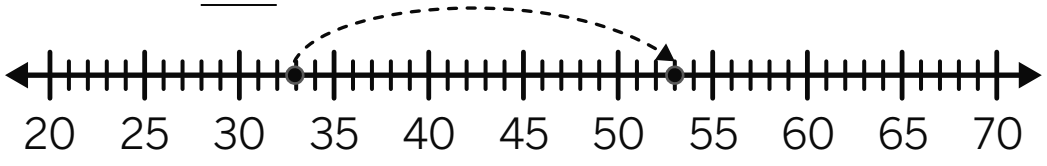
Guided Practice

Represent each equation on the number line and solve.

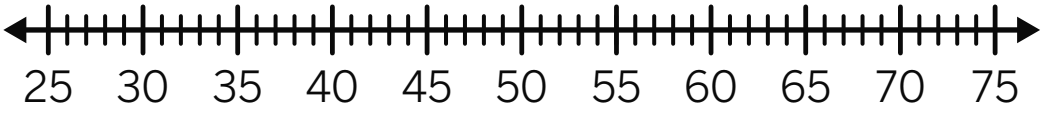
1. 28 + 16 = ____



2. 33 + 20 = ____



3. 42 + 24 = ____

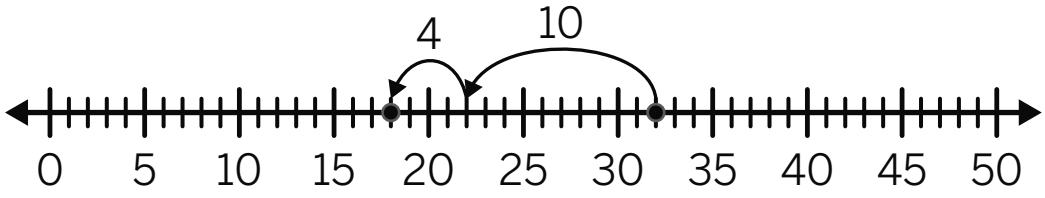


© Amplify Education, Inc and its licensors.

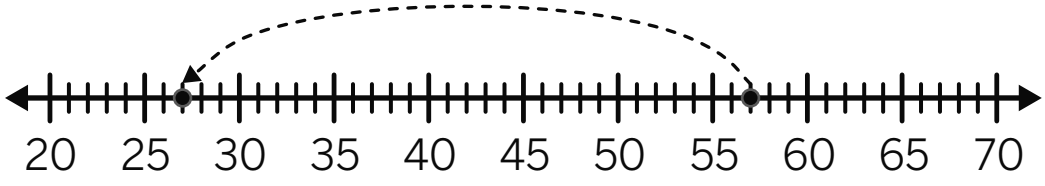
Guided Practice

Represent each equation on the number line and solve.

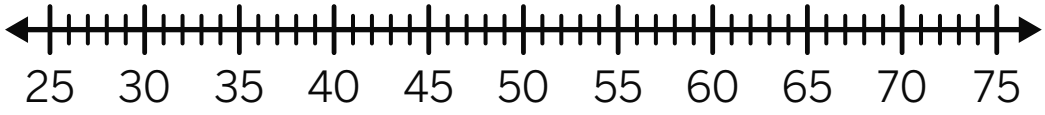
4. 32 – 14 = ____



5. 57 – 30 = ____



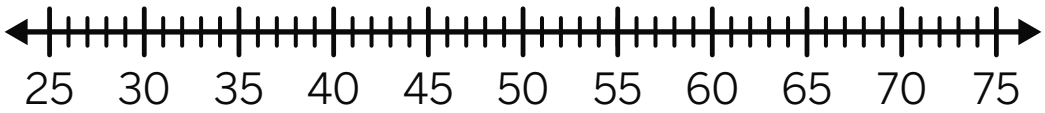
6. 73 – 37 = ____



Check

Find the value of the expression 54 – 26. Use the number line to show your thinking.

54 – 26 = ____



© Amplify Education, Inc and its licensors.

Name _____

Representing Addition Strategies on the Number Line

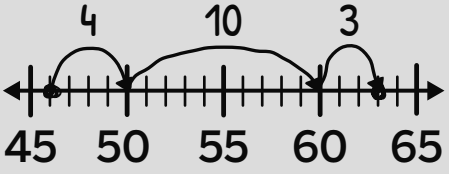
ML 4.09

Modeled Review

Two students solved the problem.

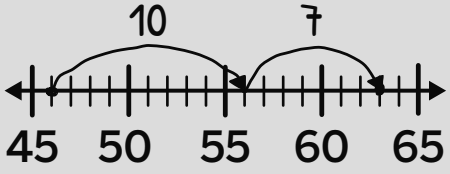
Find the value of 46 + 17. Use the number line to represent your thinking.

Jada's work



answer: 63

Jack's work

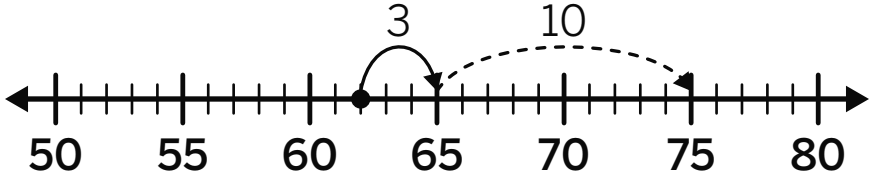


answer: 63

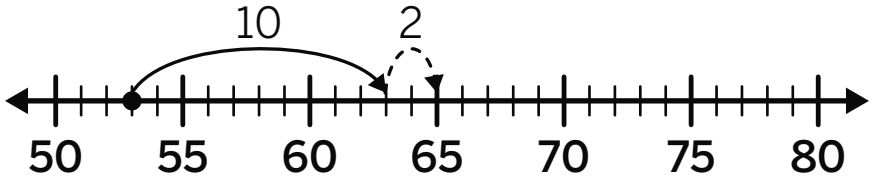
Guided Practice

Find the value of each expression. Use the number line to show your thinking.

1. 62 + 18 = ____



2. 53 + 17 = ____

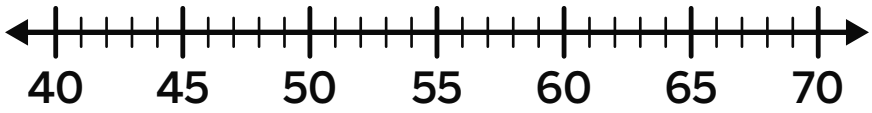


© Amplify Education, Inc and its licensors.

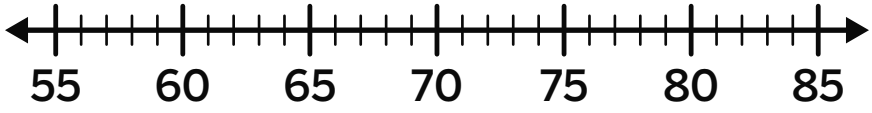
Guided Practice

Find the value of each expression. Use the number line to show your thinking.

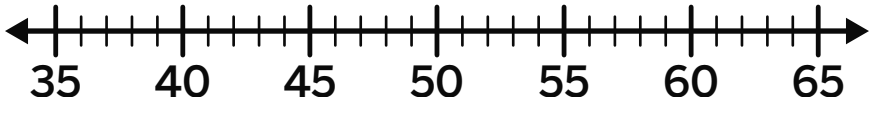
3. 45 + 19 = _____



4. 56 + 28 = _____

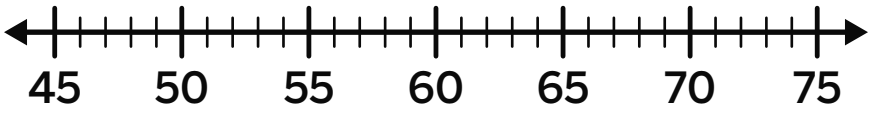


5. 39 + 26 = _____



Check

Find the value of 46 + 29. Use the number line to represent your thinking.



answer: _____

© Amplify Education, Inc and its licensors.

Name _____

Representing Subtraction Strategies on the Number Line

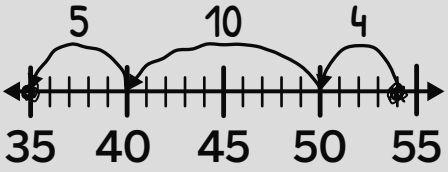
ML 4.10

Modeled Review

Two students solved the problem.

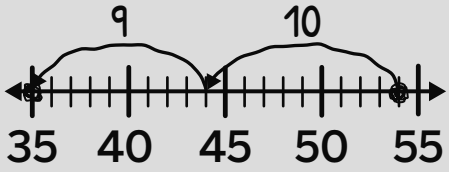
Find the value of 54 – 19. Use the number line to represent your thinking.

Maya's work



answer: 35

Dylan's work

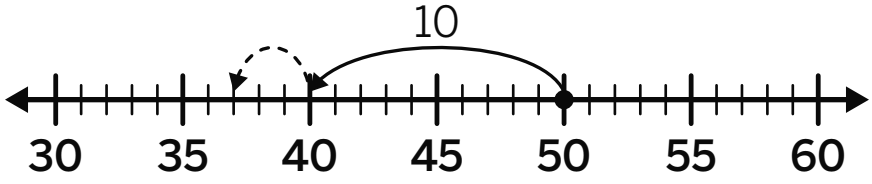


answer: 35

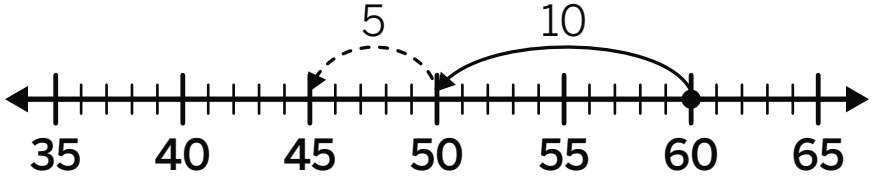
Guided Practice

Find the value of each expression. Use the number line to show your thinking.

1. 50 – 13 = ____



2. 60 – 17 = ____

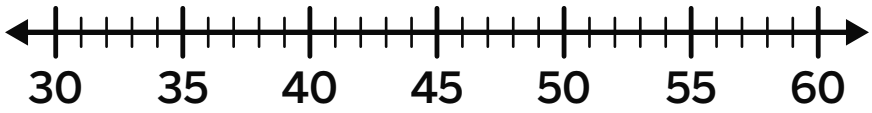


© Amplify Education, Inc and its licensors.

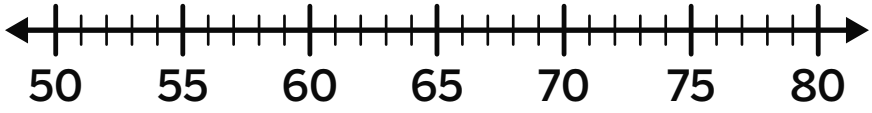
Guided Practice

Find the value of each expression. Use the number line to show your thinking.

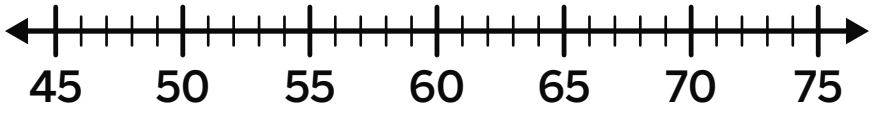
3. 56 – 15 = _____



4. 79 – 27 = _____

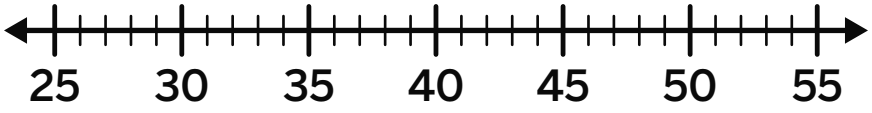


5. 73 – 25 = _____



Check

Find the value of 52 – 26. Use the number line to represent your thinking.



answer: _____

© Amplify Education, Inc and its licensors.

Name _____

Solving *Compare* and *Take Apart* Story Problems on the Number Line

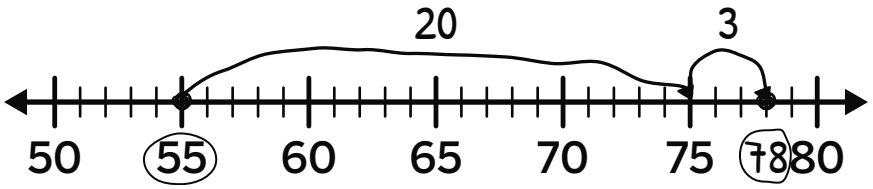
ML 4.11

Modeled Review

Name: Avery

Solve the story problem. Show your thinking on the number line.

Clare was helping her aunt at her fruit orchard. They picked 78 pieces of fruit. 55 were apples. The rest were pears. How many pears did they pick?



55 + 20 = 75

75 + 3 = 78

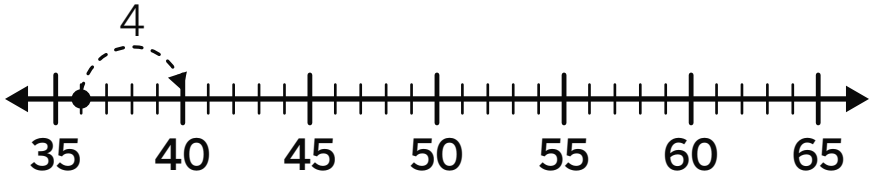
20 + 3 = 23

answer: 23 pears

Guided Practice

Solve the story problem. Show your thinking on the number line.

1. Han picked 19 more peaches than his aunt. His aunt picked 36 peaches. How many peaches did Han pick?



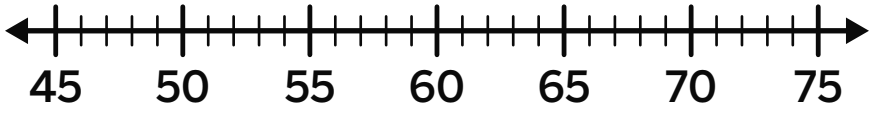
answer: ____ peaches

© Amplify Education, Inc and its licensors.

Guided Practice

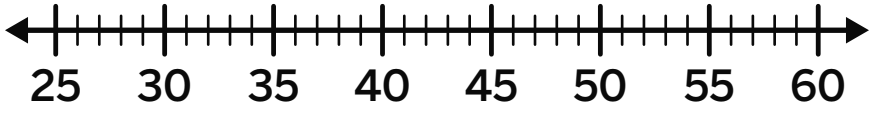
Solve each story problem. Show your thinking on the number line.

2. Eva picked 48 black cherries. Her aunt picked 27 yellow cherries. How many cherries did they pick altogether?



answer: _____

3. Tristan picked 29 plums. His aunt picked 57. How many more plums did Tristan's aunt pick than Tristan?

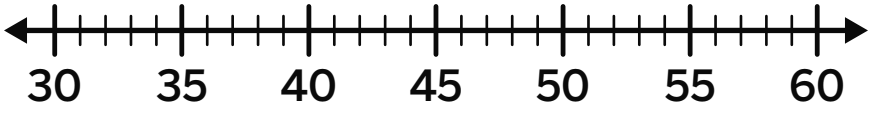


answer: _____

Check

Solve the story problem. Show your thinking on the number line.

Eva picked 13 fewer apricots than her aunt. Her aunt picked 55 apricots. How many apricots did Eva pick?



answer: _____

© Amplify Education, Inc and its licensors.

Name _____

Representing One-Step Story Problems on an Open Number Line

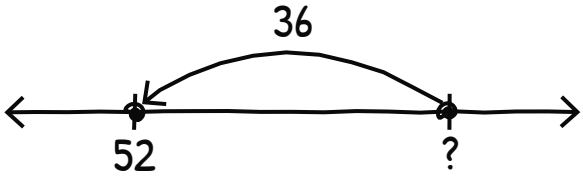
ML 4.12

Modeled Review

Name: Han

Represent the story problem on the open number line and solve.

A teacher had some stickers. She gave 36 stickers to her students. Now she has 52 stickers left. How many stickers did the teacher start with?



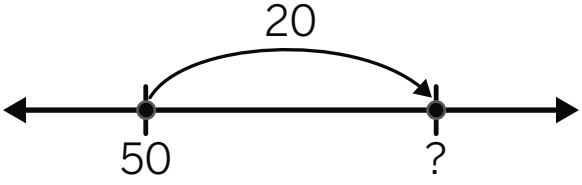
? - 36 = 52
52 + 36 = 88

answer: 88 stickers

Guided Practice

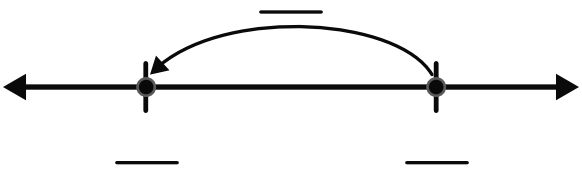
Represent the story problem on the open number line and solve.

1. There were 50 books on the shelf. 20 more books were added. How many books are on the shelf now?



answer: _____ books

2. There were 65 students on the playground. Some went back to class. Now there are 26 students. How many went back to class?



answer: _____

© Amplify Education, Inc and its licensors.

Guided Practice

Represent the story problem on the open number line and solve.

3. Avery had 37 stickers. She bought some more stickers. Now she has a total of 56 stickers. How many stickers did Avery buy?

answer: _____

4. A teacher had some books in her classroom. She let her students borrow 21 of them. Now she has 43 books. How many books did the teacher start with?

answer: _____

Check

Represent the story problem on the open number line and solve.

There were 48 students on the school bus. Some students got off. Now there are 36 students on the bus. How many students got off?

answer: _____

© Amplify Education, Inc and its licensors.

Name _____

Representing Two-Step Story Problems on Open Number Lines

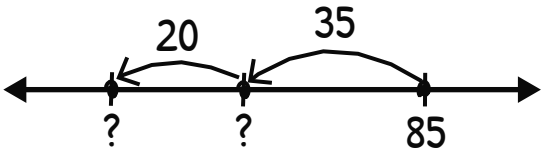
ML 4.13

Modeled Review

Name: Priya

Represent the story problem on the open number line and solve.

Eva had 85 markers. She gave 35 markers to her friends. Then she lost 20 markers. How many markers does Eva have now?



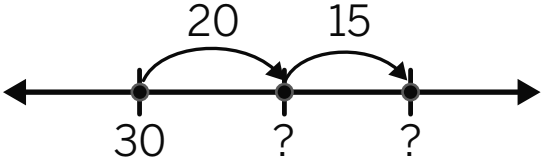
85 – 35 = 50
50 – 20 = 30

answer: 30 markers

Guided Practice

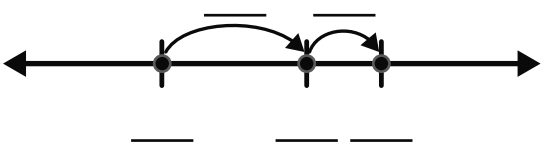
Represent the story problem on the open number line and solve.

1. Clare had 30 stickers. She got 20 more stickers from a friend. Then she bought 15 stickers. How many stickers does Clare have now?



answer: _____ stickers

2. Diego had 40 books. He got 25 more books as a gift. Then he got 10 books from the library. How many books does Diego have now?



answer: _____

© Amplify Education, Inc and its licensors.

Guided Practice

Represent the story problem on the open number line and solve.

3. Maya had 70 stickers. She gave 35 stickers to her friends. Then she lost 20 stickers. How many stickers does Maya have left?

answer: _____

4. There were 55 students on the school bus. 25 students got off at the first stop. Then 20 students got off at the next stop. How many students are still on the bus?

answer: _____

Check

Represent the story problem on the open number line and solve.

A teacher had 80 books in her classroom. She donated 25 of them. Then she let her students borrow 30 of them. How many books does she have left?

answer: _____

© Amplify Education, Inc and its licensors.

Unit 5

Mini-Lessons

Name _____

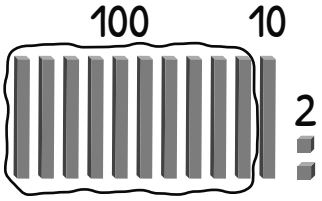
Composing a Hundred With Tens and Ones

ML 5.02

Modeled Review

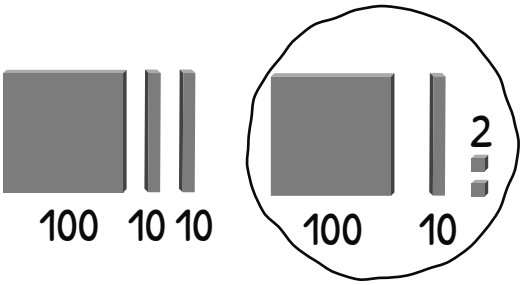
Name: Santiago

1. What is the value of the base-ten blocks?



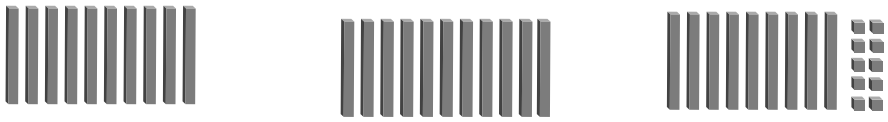
answer: 112

2. Circle the representation that has the same value as the base-ten blocks shown in Problem 1.



Guided Practice

1. Circle the *two* representations that show a hundred.

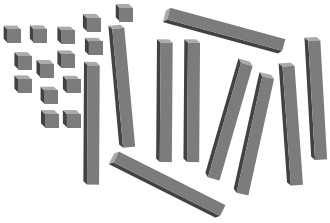


2. Circle the representation that shows a hundred.

© Amplify Education, Inc and its licensors.

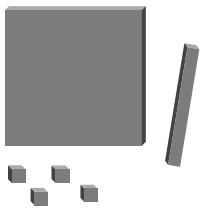
Guided Practice

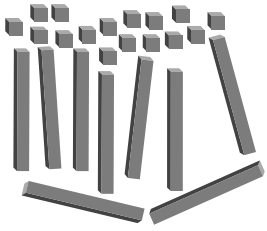
3. What is the value of the base-ten blocks?



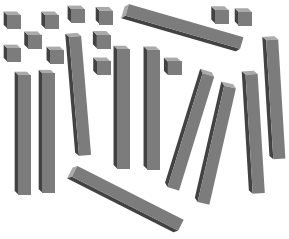
answer: _____

4. Circle the representation that has the same value as the base-ten blocks shown in Problem 3.



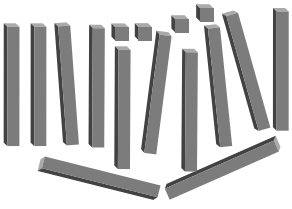


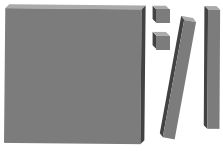
5. What is the value of the base-ten blocks?



answer: _____

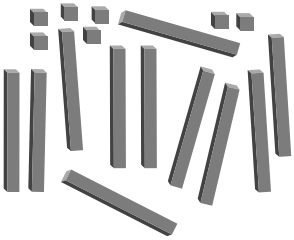
6. Circle the representation that has the same value as the base-ten blocks shown in Problem 5.





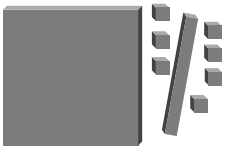
Check

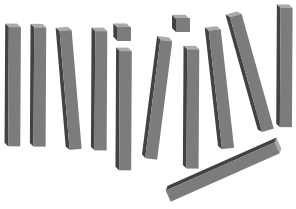
1. What is the value of the base-ten blocks?



answer: _____

2. Circle the representation that has the same value as the base-ten blocks shown in Problem 1.





© Amplify Education, Inc and its licensors.

Name _____

Representing Three-Digit Numbers With Tens and Hundreds

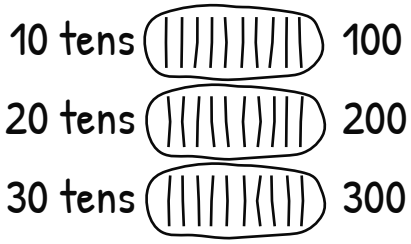
ML 5.03

Modeled Review

Name: Eva

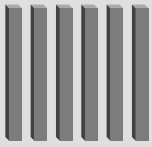
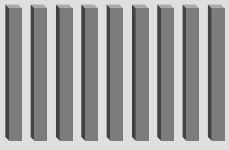
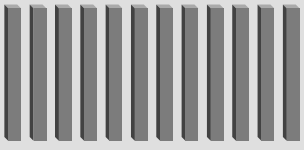
Record how many tens and hundreds are used to build each value. Use base-ten blocks if it is helpful.

Value	Tens	Hundreds
300	30	3
800	80	8



Guided Practice

1. Record how many tens are used to build each value. Use base-ten blocks if it is helpful.

Value	Base-ten block representation	How many tens?
60		6
90		
120		

© Amplify Education, Inc and its licensors.

Guided Practice

Write the number of tens or hundreds needed to build the number.

2. How many tens and hundreds are needed to build 200?

____ tens ____ hundreds

3. How many tens and hundreds are needed to build 400?

____ tens ____ hundreds

4. How many tens and hundreds are needed to build 300?

____ tens ____ hundreds

5. How many tens and hundreds are needed to build 600?

____ tens ____ hundreds

6. How many tens and hundreds are needed to build 700?

____ tens ____ hundreds

Check

Record how many tens and hundreds are used to build each value. Use base-ten blocks if it is helpful.

Value	How many tens?	How many hundreds?
500		
900		

© Amplify Education, Inc and its licensors.

Name _____

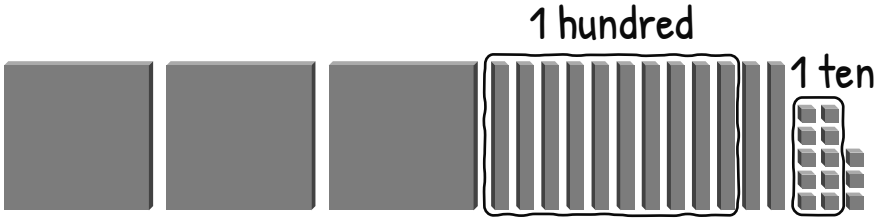
Composing Hundreds and Tens to Represent Three-Digit Numbers

ML 5.04

Modeled Review

Name: Jack

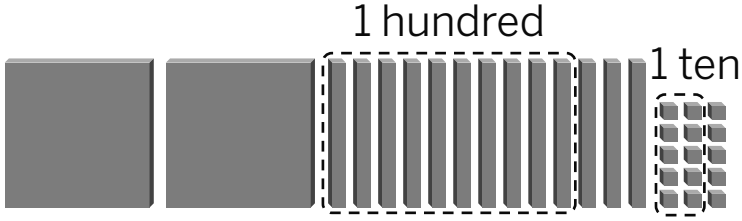
Represent the base-ten block representation with the *fewest* number of blocks.



hundreds	tens	ones
4	3	3

Guided Practice

1. Use the base-ten block representation to record the amounts of hundreds, tens, and ones blocks shown and the fewest number of blocks that represents the same total value.



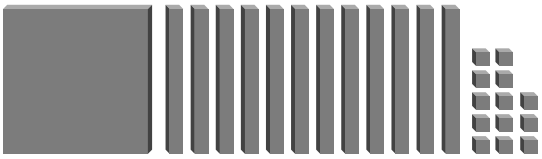
Block type	Amount of blocks shown	Fewest amount
hundreds	2	
tens		4
ones		

© Amplify Education, Inc and its licensors.

Guided Practice

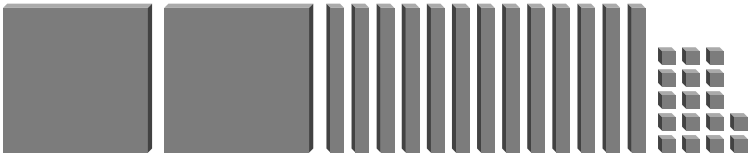
Represent the base-ten block representation with the *fewest* number of blocks.

2.



hundreds	tens	ones
2		

3.



hundreds	tens	ones

Check

Represent the base-ten block representation with the *fewest* number of blocks.

hundreds	tens	ones

© Amplify Education, Inc and its licensors.

Name _____

Representing and Writing Three-Digit Numbers

ML 5.05

Modeled Review

Name: Jada

For Problems 1–2, write the number in standard form.

1. 19 tens 7 ones 4 hundreds 597

2. 5 hundreds 7 tens 13 ones 583

Guided Practice

1. Write the three-digit number in standard form. Use the table to help you organize the digits.

Amount of each unit	Hundreds	Tens	Ones	Standard form
2 ones, 7 tens, and 6 hundreds	6	7	2	
8 tens, 2 hundreds, and 6 ones	2	8		
5 hundreds, 7 tens, and 3 ones				
4 hundreds, 5 ones, and 2 tens				

© Amplify Education, Inc and its licensors.

Guided Practice

2. Write the three-digit number in standard form. Use the table to help you organize the digits.

Amount of each unit	Hundreds	Tens	Ones	Standard form
7 hundreds, 15 tens, and 4 ones	7	15	4	
11 tens, 2 hundreds, and 8 ones	2	11		
12 ones, 3 tens, and 6 hundreds	6	3		
5 hundreds, 17 tens, and 3 ones				
4 hundreds, 15 ones, and 2 tens				
7 ones, 14 tens, and 6 hundreds				

Check

For Problems 1–2, write the number in standard form.

1. 2 hundreds 3 tens 15 ones _____

2. 6 ones 2 hundreds 17 tens _____

© Amplify Education, Inc and its licensors.

Name _____

Representing Three-Digit Numbers in Expanded Form

ML 5.06

Modeled Review

Name: Diego

1. Represent the number 483 in expanded form.

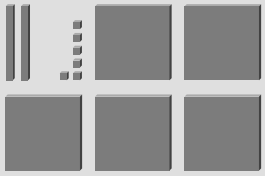
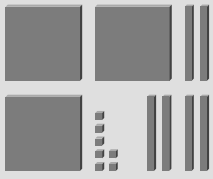
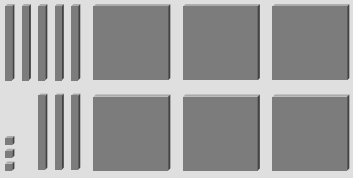
400 + 80 + 3

2. Represent the number 267 in expanded form.

200 + 60 + 7

Guided Practice

1. Fill in the table with the missing representations.

Base-ten diagram	Standard form	Expanded form
	254	200 + 50 + ____
	526	500 + ____ + ____
	367	_____ + ____ + ____
	683	

© Amplify Education, Inc and its licensors.

Guided Practice

2. Represent each number in expanded form.

Standard form	Expanded form
472	400 + 70 + _____
319	300 + _____ + _____
745	_____ + _____ + _____
583	
827	

Check

1. Represent the number 376 in expanded form.

_____

2. Represent the number 658 in expanded form.

_____

© Amplify Education, Inc and its licensors.

Name _____

Identifying Number Names and Writing Numbers in Words

ML 5.07

Modeled Review

Name: Clare

1. Write the number 743 in words.

seven hundred forty-three

2. Write the number five hundred twenty-eight in standard form.

528

3. Write the value of the expression 300 + 60 + 6 in words.

three hundred sixty-six

Guided Practice

1. Draw a line to match the word form with the correct standard form.

two hundred forty	139
four hundred fifty-three	718
three hundred twenty-seven	684
one hundred thirty-nine	240
six hundred eighty-four	327
seven hundred eighteen	453

© Amplify Education, Inc and its licensors.

Guided Practice

2. Write the three-digit number in standard form and words.

Expanded form	Standard form	Words
500 + 80 + 5	585	five hundred eighty-five
400 + 70 + 2		four hundred seventy-two
600 + 20 + 8		six hundred twenty-eight
700 + 30 + 4	734	
200 + 90 + 7	297	
300 + 50 + 9		
800 + 40 + 3		

Check

1. Write the number 851 in words.

_____

2. Write the number four hundred fifty-one in standard form.

_____

3. Write the value of the expression 600 + 40 + 3 in words.

_____

© Amplify Education, Inc and its licensors.

Name _____

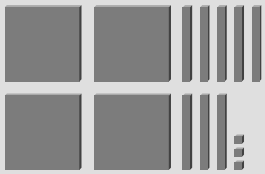
Representing Three-Digit Numbers in Different Ways

ML 5.08

Modeled Review

Name: Priya

Write the three-digit number in standard form, expanded form, and words.

Base-ten diagram	Standard form	Expanded form	Words
	483	400 + 80 + 3	four hundred eighty-three

Guided Practice

For Problems 1–2, circle *two* ways to represent the number.

1. 632

60 + 2 + 300

six hundred thirty-two

6 tens, 3 hundreds, 2 ones

600 + 30 + 2

2. 358

three hundred eighty-five

500 + 30 + 8

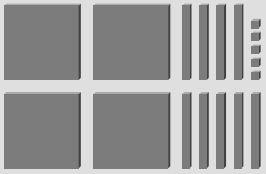
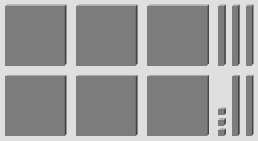
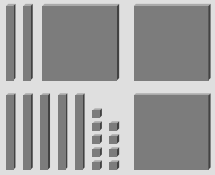
50 + 8 + 300

8 ones, 5 tens, 3 hundreds

© Amplify Education, Inc and its licensors.

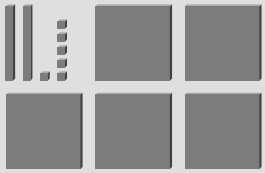
Guided Practice

3. Write each three-digit number in standard form, expanded form, and words.

Base-ten diagram	Standard form	Expanded form	Words
	495	400 + 90 + ___	four hundred ninety-five
		600 + ___ + ___	six hundred fifty-two
	379	____ + ___ + ___	

Check

Write each three-digit number in standard form, expanded form, and words.

Base-ten diagram	Standard form	Expanded form	Words
	253		
			five hundred twenty-six

© Amplify Education, Inc and its licensors.

Name _____

Comparing Three-Digit Numbers

ML 5.09

Modeled Review

Name: Tristan

Compare the values. Write >, <, or = to make the comparison statement true.

642 __>__ 625

4 tens 2 tens

Guided Practice

Write the number of hundreds, tens, and ones that are in each number. Then write >, <, or = to make the comparison statement true.

1. 248 _____ 243

2 hundreds
4 tens
__ ones

2 hundreds
4 tens
__ ones

2. 325 _____ 342

3 hundreds
__ tens
__ ones

3 hundreds
__ tens
__ ones

3. 563 _____ 627

__ hundreds
__ tens
__ ones

__ hundreds
__ tens
__ ones

4. 845 _____ 845

__ hundreds
__ tens
__ ones

__ hundreds
__ tens
__ ones

© Amplify Education, Inc and its licensors.

Guided Practice

Compare the values. Write >, <, or = to make the comparison statement true.

5. 334 _____ 258

6. 487 _____ 562

7. 634 _____ 651

8. 839 _____ 834

9. 285 _____ 285

10. 732 _____ 719

11. 964 _____ 984

Check

Compare the values. Write >, <, or = to make the comparison statement true.

1. 548 _____ 485

2. 612 _____ 612

3. 327 _____ 362

4. 958 _____ 954

© Amplify Education, Inc and its licensors.

Name _____

Making Comparison Statements of Three-Digit Numbers True

ML 5.10

Modeled Review

Name: Avery

Use the numbers from the number bank to make each comparison statement true. Use each number only once.

483	265	624

1. 624 > 532

2. 376 < 483

3. 265 < 326

I used 624 first because that was the only number greater than 532.

Guided Practice

Use the numbers from the number bank to make each comparison statement true. Use each number only once.

734	~~518~~	465

1. 518 < 672

2. 496 > _____

3. _____ > 571

© Amplify Education, Inc and its licensors.

Guided Practice

Use the numbers from the number bank to make each comparison statement true. Use each number only once.

397	286	652	574

4. 317 > _____

5. _____ > 329

6. 623 < _____

7. _____ < 638

Check

Use the numbers from the number bank to make each comparison statement true. Use each number only once.

784	462	843	519

1. _____ > 796

2. 428 < _____

3. _____ < 816

4. 627 > _____

© Amplify Education, Inc and its licensors.

Name _____

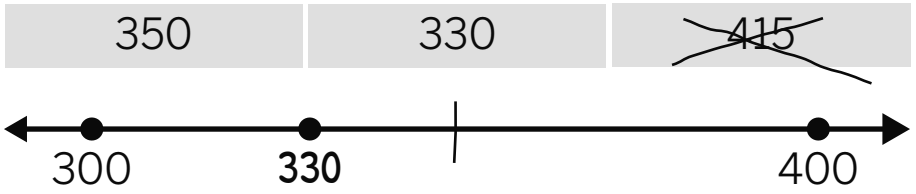
Representing Comparisons on a Number Line

ML 5.11

Modeled Review

Name: Dylan

Label the unlabeled point with a possible number based on its location on the number line.

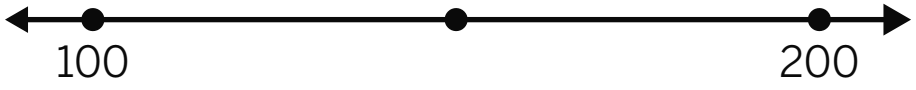


Guided Practice

Label the unlabeled point with a possible number based on its location on the number line.

1.

2.



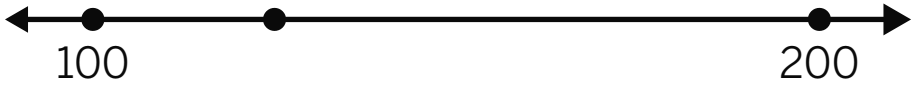
3.

© Amplify Education, Inc and its licensors.

Guided Practice

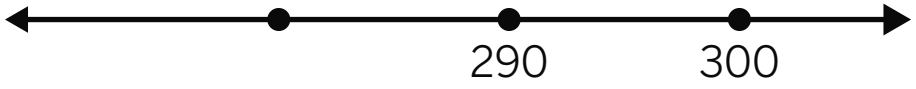
Label the unlabeled point with a possible number based on its location on the number line.

4.

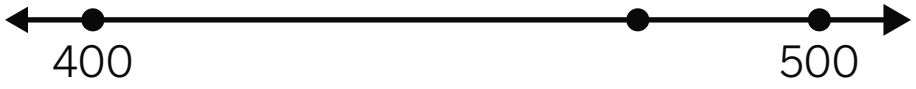


5.

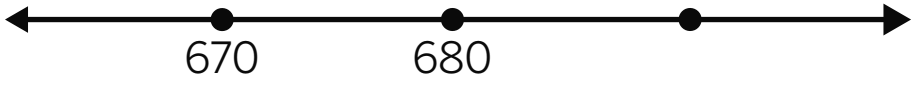
6.



7.



8.



Check

Label the unlabeled point with a possible number based on its location on the number line.

550	525	580

© Amplify Education, Inc and its licensors.

Name _____

Ordering Three-Digit Numbers

ML 5.12

Modeled Review

Name: Han

Record the numbers in order from *least* to *greatest*.

652	639	683	634

634 (least), 639, 652, 683 (greatest)

Guided Practice

Record the numbers in order from *least* to *greatest*.

1.

432	318	396

318 (least), _____, _____ (greatest)

2.

516	576	459	538

_____ (least), _____, 538, _____ (greatest)

3.

784	723	752	776

_____ (least), _____, _____, _____ (greatest)

4.

246	298	242	274

_____ (least), _____, _____, _____ (greatest)

© Amplify Education, Inc and its licensors.

Guided Practice

Record the numbers in order from *greatest* to *least*.

5.

572	654	613

654 (greatest), _____, _____ (least)

6.

231	276	192	253

_____, 253, _____, _____ (greatest, least)

7.

908	927	984	962

_____, _____, _____, _____ (greatest, least)

8.

193	154	136	159

_____, _____, _____, _____ (greatest, least)

Check

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

352	386	324	378

_____, _____, _____, _____ (least, greatest)

2. Record the numbers in order from *greatest* to *least*.

814	882	857	839

_____, _____, _____, _____ (greatest, least)

© Amplify Education, Inc and its licensors.

Unit 6

Mini-Lessons

Name _____

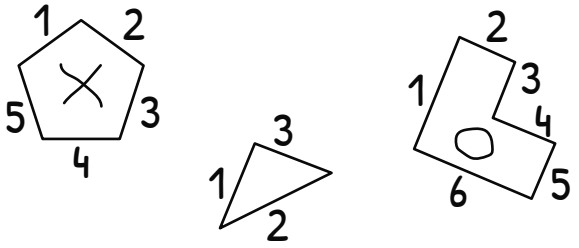
Identifying Shapes by Name

ML 6.02

Modeled Review

Name: Santiago

For Problems 1–2, use the following shapes.

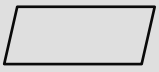


1. Put an **X** on the pentagon.

2. Put an **O** on the hexagon.

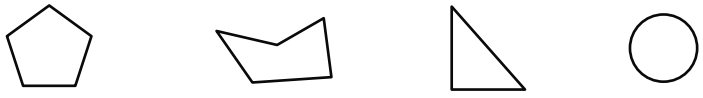
Guided Practice

Use the word bank to complete Problems 1–3.

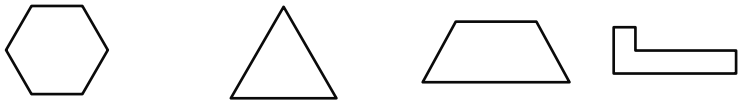
triangle	quadrilateral	pentagon	hexagon
			
3 sides, 3 corners	4 sides, 4 corners	5 sides, 5 corners	6 sides, 6 corners

1. Circle *all* the quadrilaterals.

2. Circle *all* the pentagons.



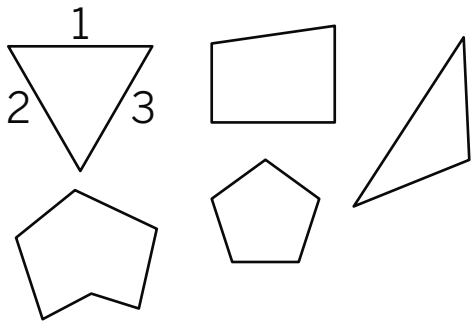
3. Circle *all* the hexagons.



© Amplify Education, Inc and its licensors.

Guided Practice

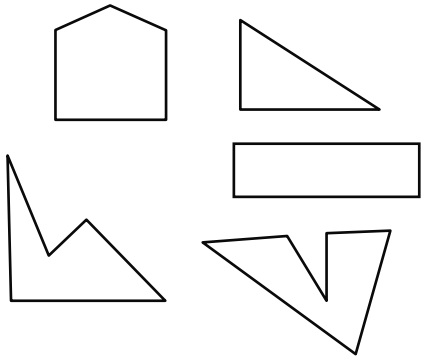
Use the following shapes for Problems 4–5.



4. Put an **X** on *all* the triangles.

5. Put an **O** on *all* the hexagons.

Use the following shapes for Problems 6–7.

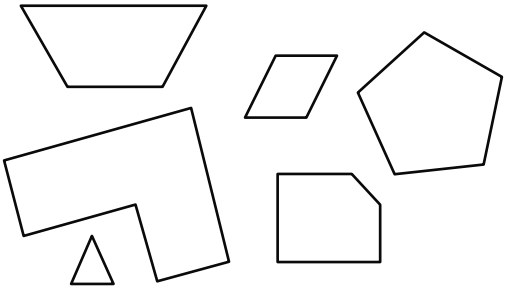


6. Put an **X** on *all* the quadrilaterals.

7. Put an **O** on *all* the pentagons.

Check

Use the following shapes for Problems 1–2.



1. Put an **X** on *all* the hexagons.

2. Put an **O** on *all* the pentagons.

© Amplify Education, Inc and its licensors.

Name _____

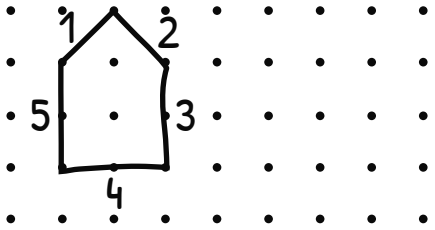
Drawing Shapes

ML 6.03

Modeled Review

Name: Clare

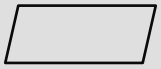
Draw a pentagon.



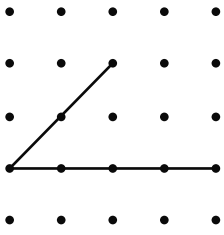
I know a pentagon has 5 sides and 5 corners.

Guided Practice

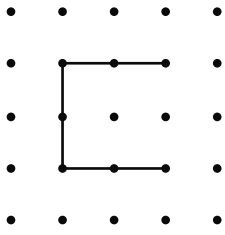
Complete the shapes.

triangle	quadrilateral	pentagon	hexagon
			
3 sides, 3 corners	4 sides, 4 corners	5 sides, 5 corners	6 sides, 6 corners

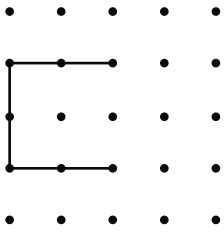
1. triangle



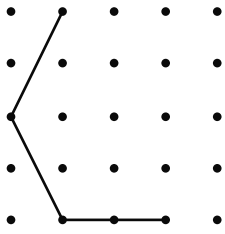
2. quadrilateral



3. pentagon



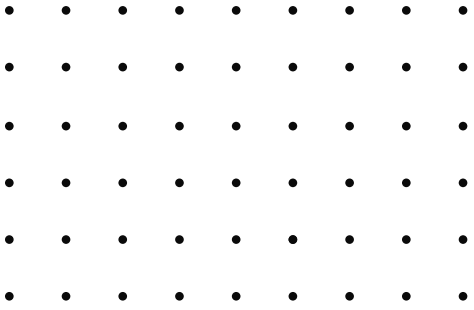
4. hexagon



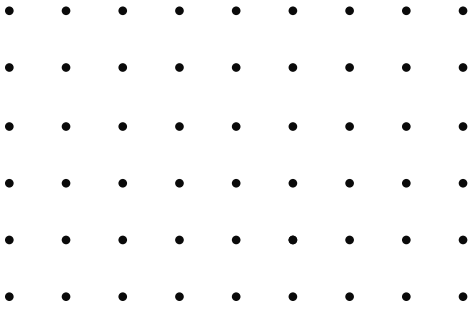
© Amplify Education, Inc and its licensors.

Guided Practice

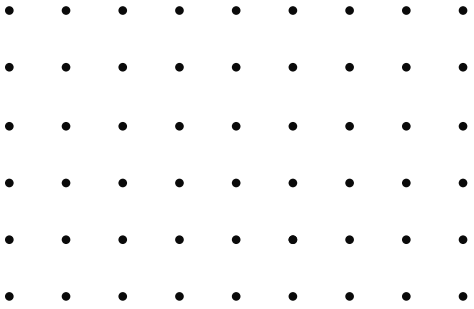
5. Draw a triangle.



6. Draw a pentagon.

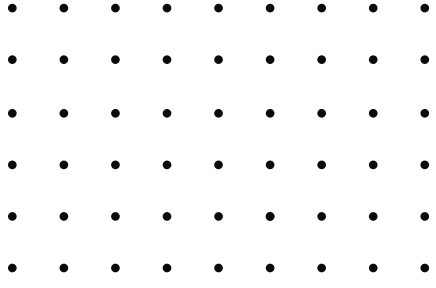


7. Draw a hexagon.



Check

Draw a quadrilateral.



© Amplify Education, Inc and its licensors.

Name _____

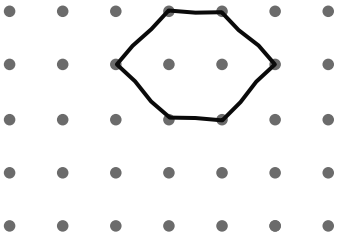
Drawing Shapes by Attributes

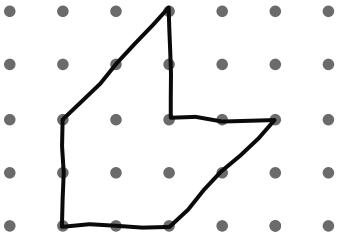
ML 6.04

Modeled Review

Name: Han

Draw *two* different hexagons.

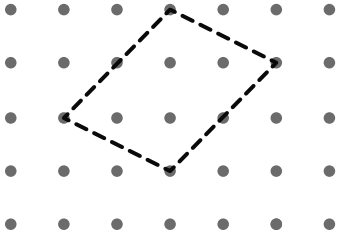


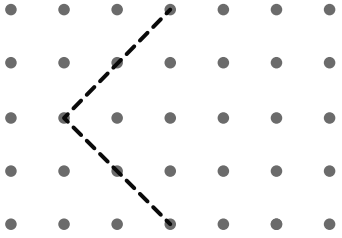


Guided Practice

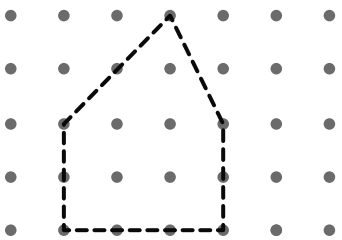
Draw *two* different versions of each shape.

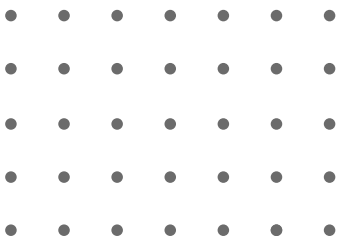
1. Quadrilaterals





2. Pentagons



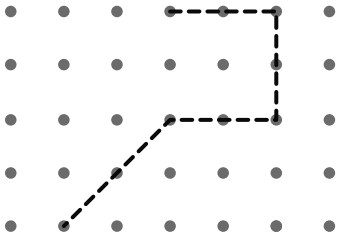


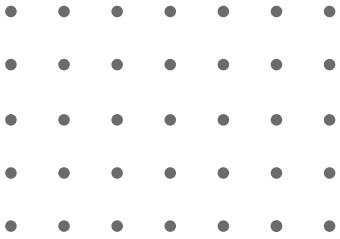
© Amplify Education, Inc and its licensors.

Guided Practice

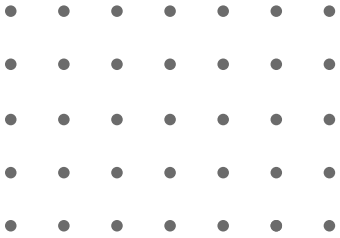
Draw *two* different versions of each shape.

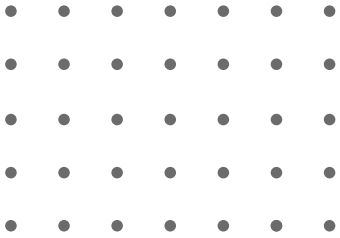
3. Hexagons





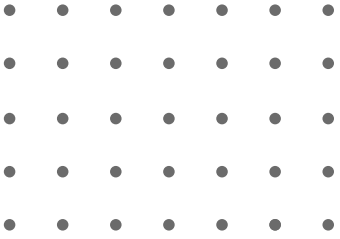
4. Quadrilaterals

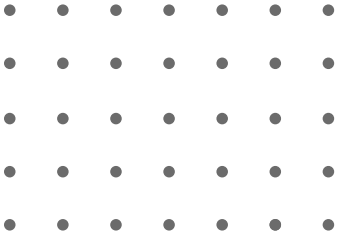




Check

Draw *two* different pentagons.





© Amplify Education, Inc and its licensors.

Name _____

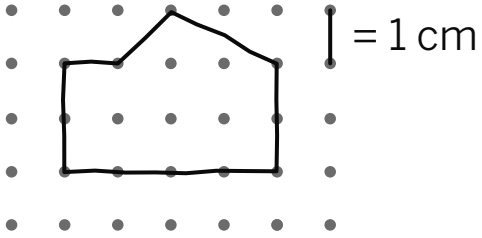
Drawing Shapes by Side Length

ML 6.05

Modeled Review

Name: Eva

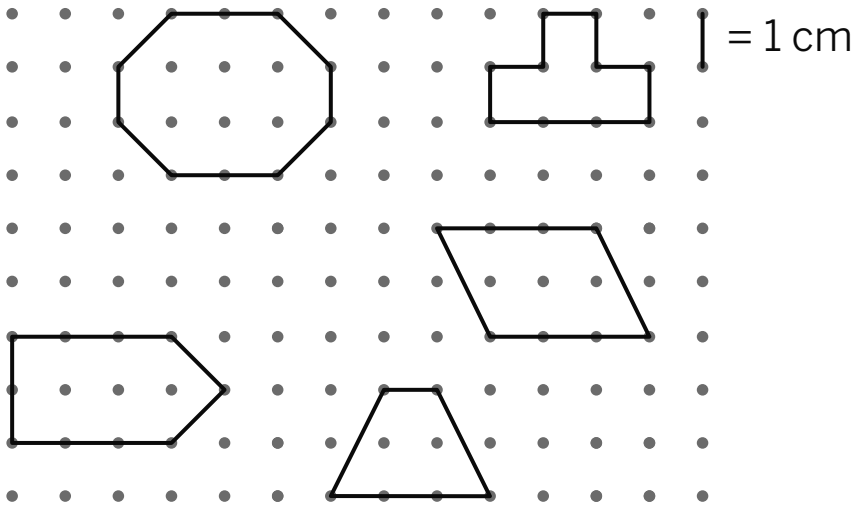
Draw a 6 sided shape with two sides being 2 centimeters long.



What shape did you draw? hexagon

Guided Practice

1. Diego drew a shape that had fewer than 6 sides. Two sides are 3 centimeters long. Circle *two* shapes that could be Diego's shape.

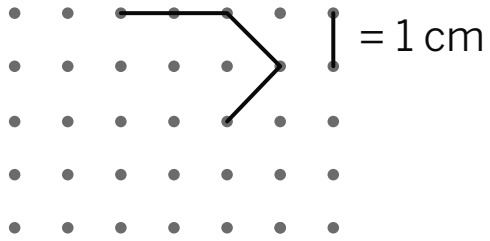


© Amplify Education, Inc and its licensors.

Guided Practice

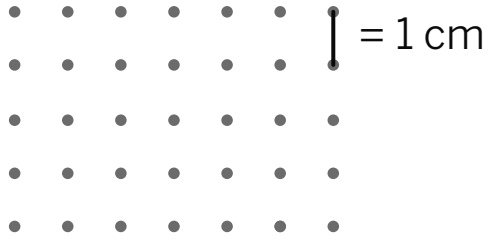
Draw each shape according to the given attributes.

2. 6 sided shape with two sides that are 2 centimeters long.



What shape did you draw? _____

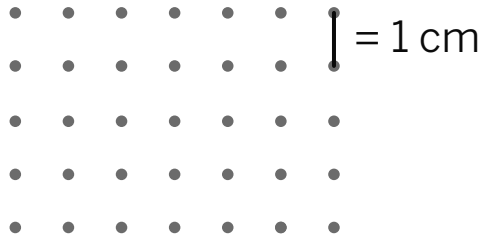
3. 4 sided shape with one side that is 4 centimeters long.



What shape did you draw? _____

Check

Draw a 5 sided shape with two sides being 3 centimeters long.



What shape did you draw? _____

© Amplify Education, Inc and its licensors.

Name _____

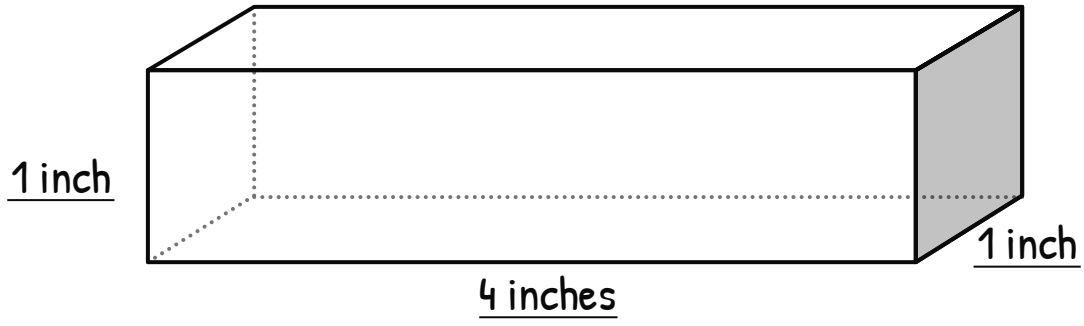
Measuring Three-Dimensional Shapes

ML 6.06

Modeled Review

Name: Tristan

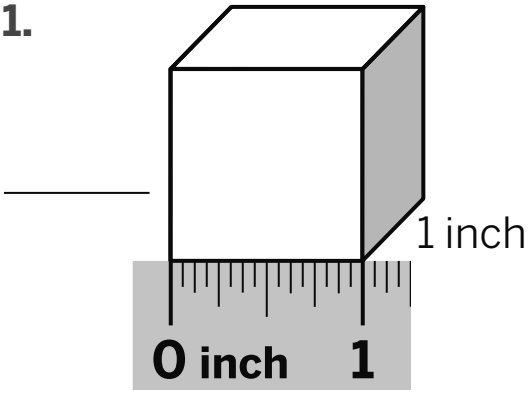
Use a ruler to measure the edges of the shape in inches. Fill in the blank for each edge with its measurement.



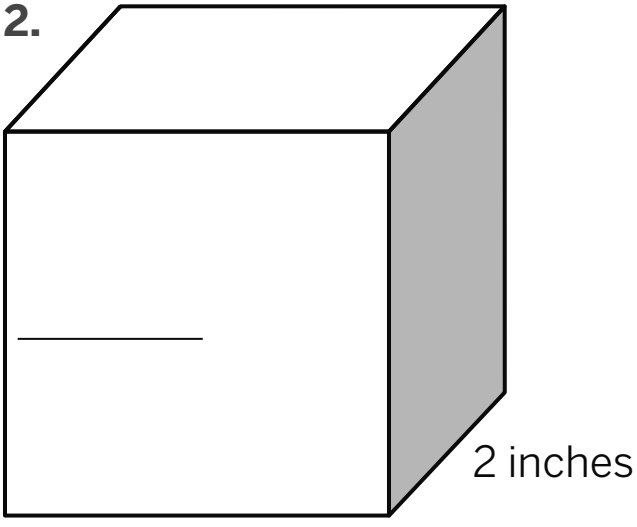
Guided Practice

Use a ruler to find the missing measurement for each cube.

1.



2.

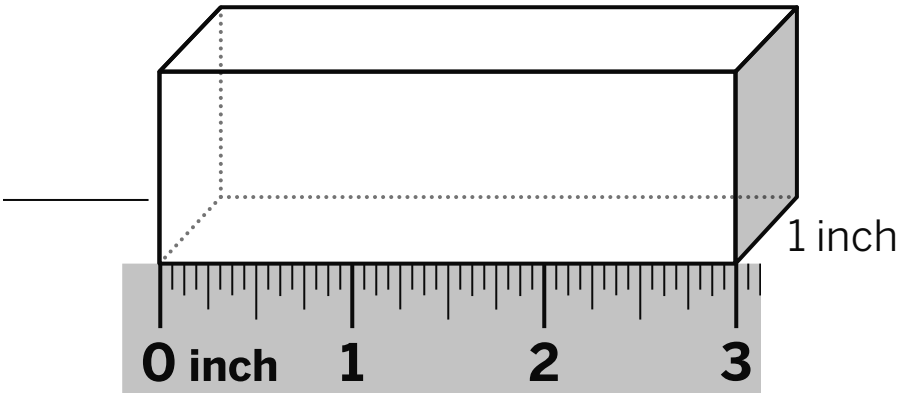


© Amplify Education, Inc and its licensors.

Guided Practice

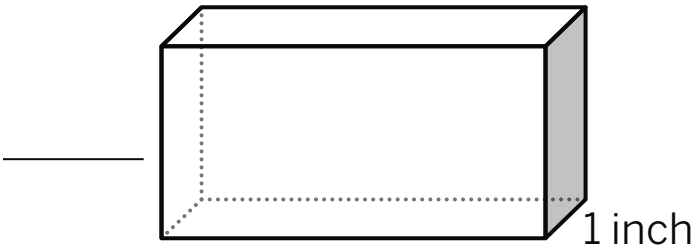
Use a ruler to find the missing measurements for each shape.

3.



_____

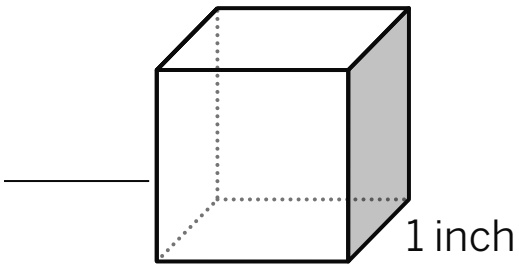
4.



_____

Check

Use a ruler to measure the edges of the cube in inches. Fill in the blank for each edge with its measurement.



_____

© Amplify Education, Inc and its licensors.

Name _____

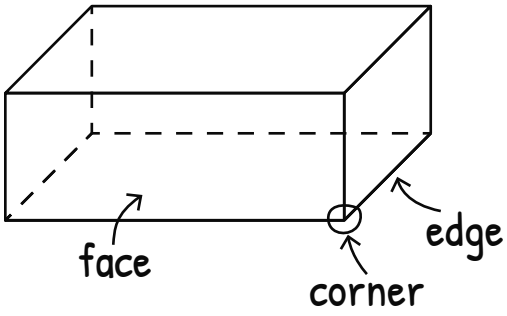
Describing Three-Dimensional Shapes

ML 6.07

Modeled Review

Name: Priya

Describe the shape.

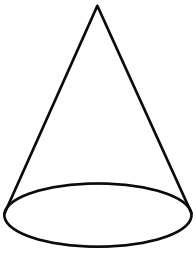


This shape has 6 faces,
8 corners, and 12 edges.

Guided Practice

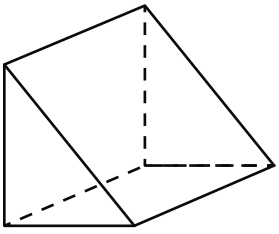
How many faces, corners, and edges does each shape have?

1.



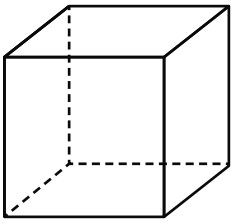
1 face
0 corners
_____ edge

2.



5 faces
_____ corners
_____ edges

3.

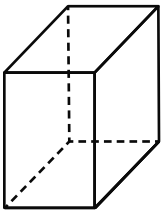


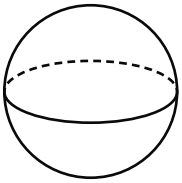
_____ faces
_____ corners
_____ edges

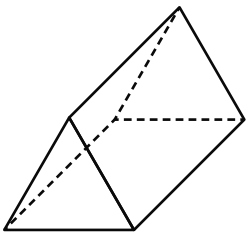
© Amplify Education, Inc and its licensors.

Guided Practice

Describe the shape using the terms *face*, *edge*, and *corner*.

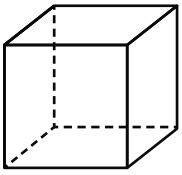
4. 

5. 

6. 

Check

Describe the shape using the terms *face*, *edge*, and *corner*.



© Amplify Education, Inc and its licensors.

Name _____

Comparing Halves, Fourths, and Thirds

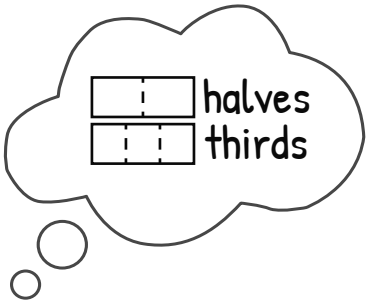
ML 6.08

Modeled Review

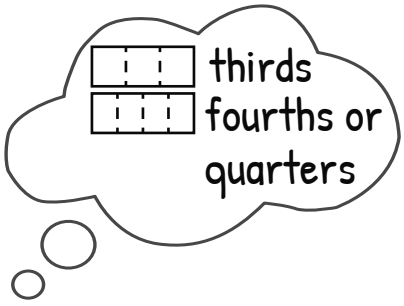
Name: Jack

Complete the sentence using *smaller than*, *larger than*, or *the same size as*.

1. A third is smaller than a half.



2. A third is larger than a quarter.



Guided Practice

1. Circle the shape that is split into *smaller* equal parts.

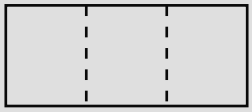
2. Circle the shape that is split into *larger* equal parts.

3. Circle the shape that is split into *smaller* equal parts.

© Amplify Education, Inc and its licensors.

Guided Practice

Complete each sentence using *smaller than, larger than,* or *the same size as.*

halves	thirds	fourths or quarters
		

4. A half is _____ a third.

5. A fourth is _____ a third.

6. A quarter is _____ a fourth.

7. A third is _____ a quarter.

8. A half is _____ a fourth.

Check

Complete each sentence using *smaller than, larger than,* or *the same size as.*

1. A third is _____ a fourth.

2. A quarter is _____ a half.

© Amplify Education, Inc and its licensors.

Name _____

Splitting Shapes Into Halves, Fourths, and Thirds

ML 6.09

Modeled Review

Name: Jada

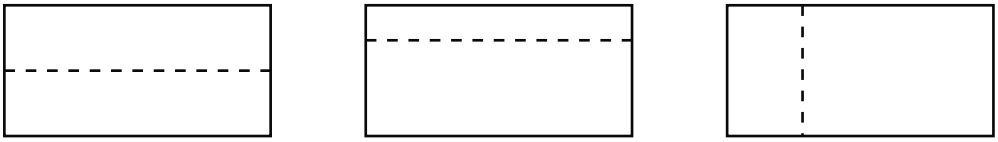
1. Split each shape into **3** equal parts. Then write the name of the parts.

The equal parts are called thirds.

Guided Practice

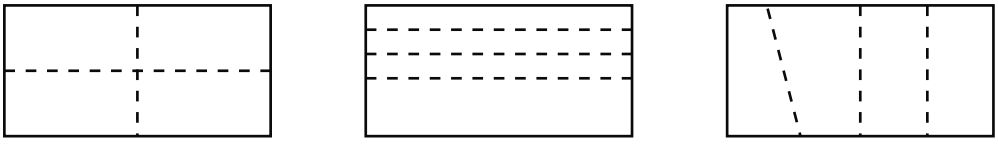
Draw an X on two rectangles in each row that are *not* examples.

1. halves



2. thirds

3. fourths

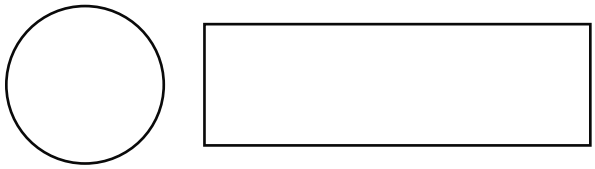


© Amplify Education, Inc and its licensors.

Guided Practice

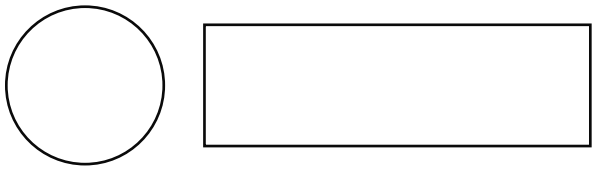
Split each shape into equal parts. Then write the name of the parts.

4. **2** equal parts



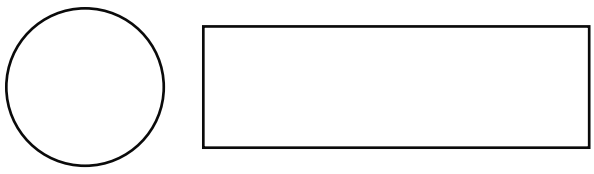
The equal parts are called _____.

5. **3** equal parts.



The equal parts are called _____.

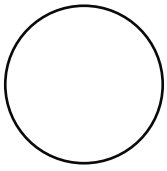
6. **4** equal parts



The equal parts are called _____.

Check

Split the circle into 4 equal parts. Then write the name of the parts.



The equal parts are called _____.

© Amplify Education, Inc and its licensors.

Name _____

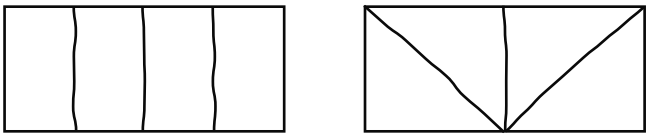
Creating Equal Parts in Multiple Ways

ML 6.10

Modeled Review

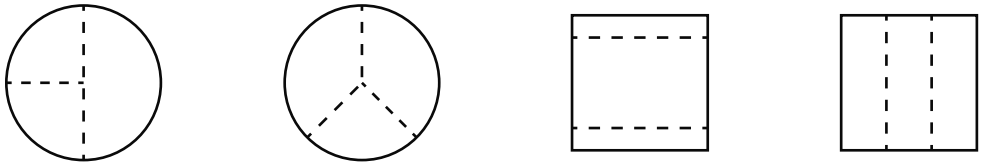
Name: Shawn

Show 2 different ways to split the rectangle into fourths.

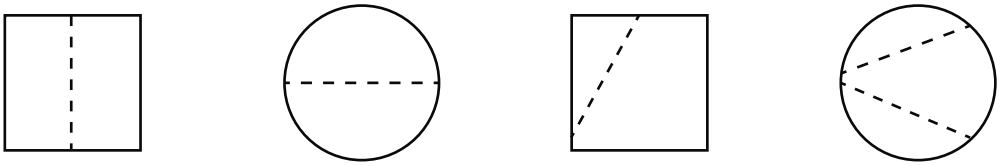


Guided Practice

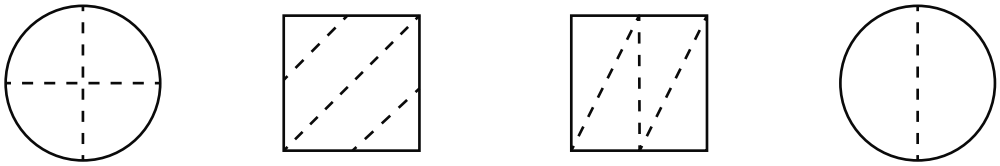
1. Circle **2** shapes that are split into thirds.



2. Circle **2** shapes that are split into halves.



3. Circle **2** shapes that are split into fourths.



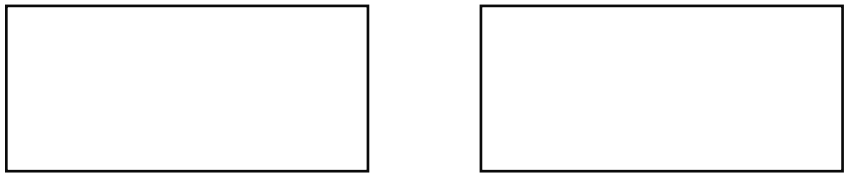
© Amplify Education, Inc and its licensors.

Guided Practice

Show 2 different ways to split each shape.

4. fourths

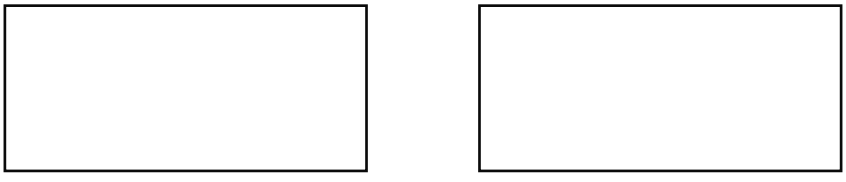
5. fourths



6. thirds

Check

Show 2 different ways to split the rectangle into thirds.



© Amplify Education, Inc and its licensors.

Name _____

Naming Parts of a Whole

ML 6.11

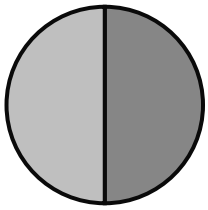
Modeled Review

Name: Maya

The circle is split into 2 equal parts.

1. How much of the circle is dark gray?

one half



2. How much of the circle is shaded?

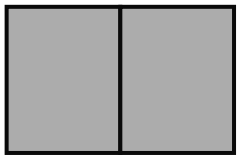
two halves

Guided Practice

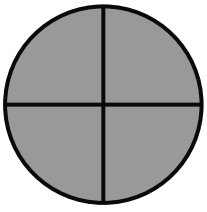
1. Match each description with the correct diagram.

fourths

thirds



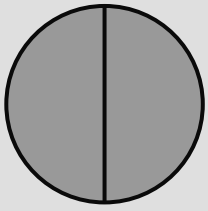
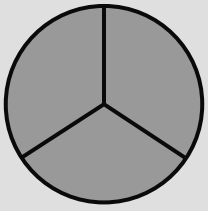
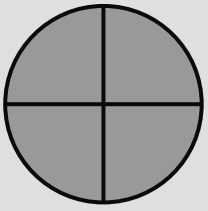
halves



© Amplify Education, Inc and its licensors.

Guided Practice

2. Fill in the descriptions to match each diagram.

		
one half	one third	
halves		
2 halves = 1 whole	___ thirds = 1 whole	

Check

The rectangle is split into 4 equal parts.

1. How many parts are shaded black?

_____

2. How many parts are shaded?

_____

© Amplify Education, Inc and its licensors.

Name _____

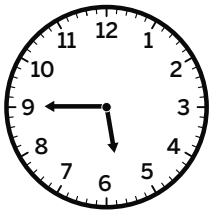
Telling Time With Halves and Quarters

ML 6.12

Modeled Review

Name: Han

Circle the time shown on the clock.

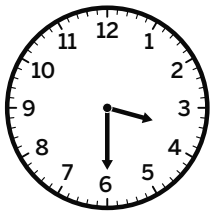
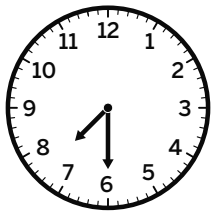
quarter to  quarter past

half past

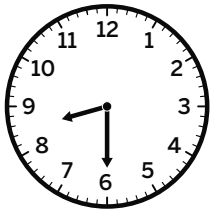
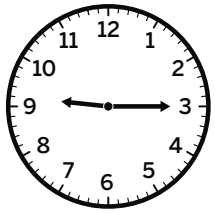
half past 6 | quarter past 6 | quarter to 6

Guided Practice

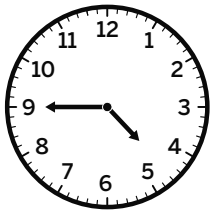
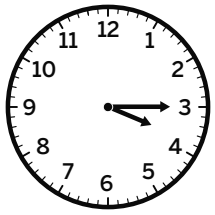
1. Circle the clock that shows half past 3.

2. Circle the clock that shows quarter past 9.

3. Circle the clock that shows quarter to 5.

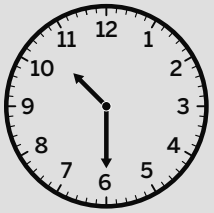
 

© Amplify Education, Inc and its licensors.

Guided Practice

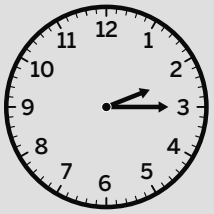
Circle the time shown on the clock.

4.



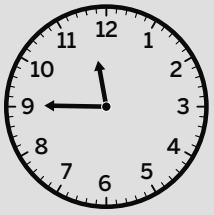
half past 10 quarter past 10 quarter to 10

5.



half past 2 quarter past 2 quarter to 2

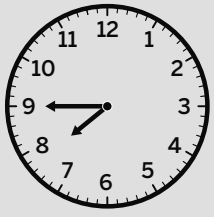
6.



half past 12 quarter past 12 quarter to 12

Check

Circle the time shown on the clock.



half past 8 quarter past 8 quarter to 8

© Amplify Education, Inc and its licensors.

Name _____

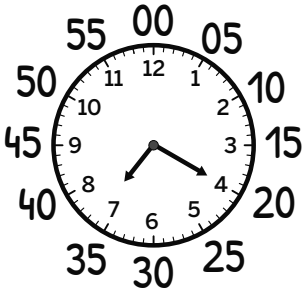
Telling Time by the 5-Minute

ML 6.13

Modeled Review

Name: Tristan

Write the time shown on the clock. Show how you found the time on the clock.

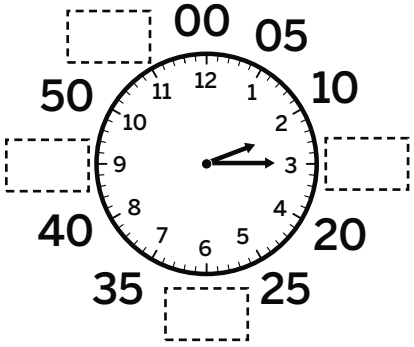


time: 7 : 20

Guided Practice

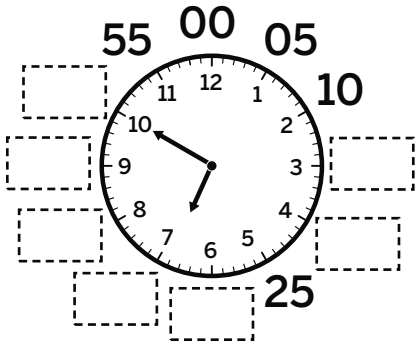
Label the missing numbers to show the time to the nearest 5 minutes. Then circle the time shown on the clock.

1.



3:10 2:15 1:15

2.



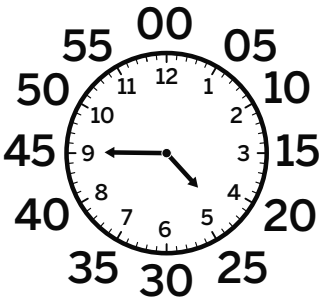
7:50 10:35 6:50

© Amplify Education, Inc and its licensors.

Guided Practice

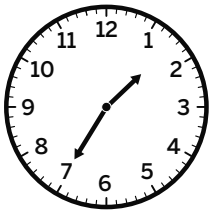
Write the time shown on the clock. Show how you found the time on the clock.

3.



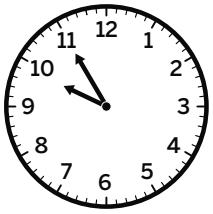
time: _____ : _____

4.



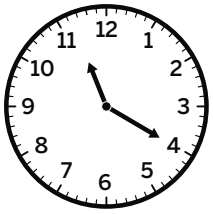
time: _____ : _____

5.



time: _____ : _____

6.

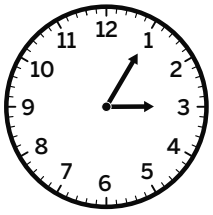


time: _____ : _____

Check

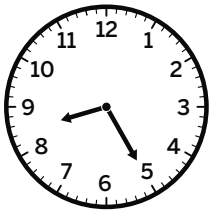
Write the time shown on the clock. Show how you found the time on the clock.

1.



time: _____ : _____

2.



time: _____ : _____

© Amplify Education, Inc and its licensors.

Name _____

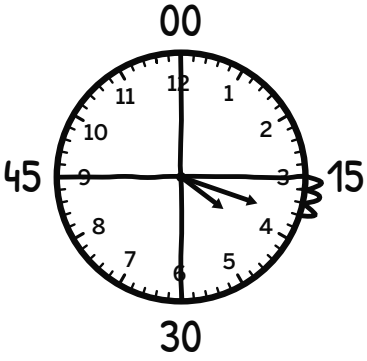
Strategies to Tell Time

ML 6.14

Modeled Review

Name: Shawn

Record the time represented for each clock.

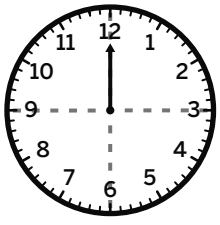


4:18

Guided Practice

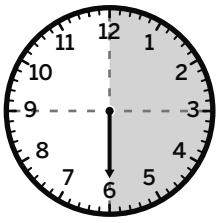
Record the number of minutes that have passed for each clock.

1.



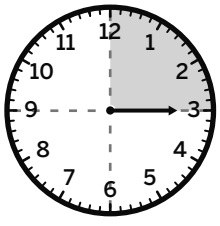
_____

2.



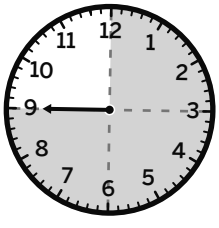
_____

3.



_____

4.



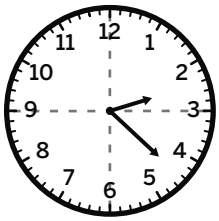
_____

© Amplify Education, Inc and its licensors.

Guided Practice

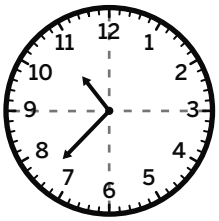
Record the time represented for each clock.

5.



_____

6.

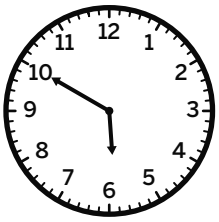


_____

7.

_____

8.

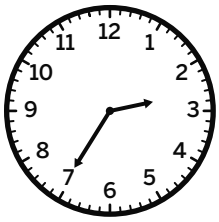


_____

Check

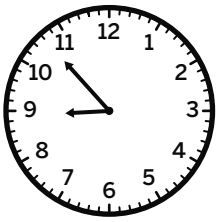
Record the time represented for each clock.

1.



_____

2.



_____

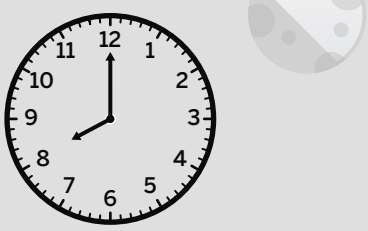
© Amplify Education, Inc and its licensors.

Name _____

Labeling Times Using a.m. or p.m.

ML 6.15

Modeled Review

Time of Day	
	
8:00 a.m. Times from midnight to noon	8:00 p.m. Times from noon to midnight

Guided Practice

Use the bank to determine the time of day for each event.

a.m.	p.m.

1. Kai read a book before bed at 8:45. _____

2. Clare ate a granola bar for breakfast at 7:32. _____

3. Diego watched a movie after school at 4:27. _____

4. Priya had dinner at 6:48. _____

5. Eva brushed her teeth after waking up at 6:36. _____

6. Shawn had lunch at 11:32. _____

© Amplify Education, Inc and its licensors.

Guided Practice

7. Complete the table by determining the time and time of day of each activity.

1:35	~~12:30~~	4:28	6:15	~~7:30~~

Activity	Time	a.m. or p.m.
Eating breakfast.	7:30	
Going to recess after lunch.	12:30	
In bed sleeping.		
Doing homework after school.		
Taking a shower before dinner.		

Check

Use a.m. or p.m. to determine the time of day for each event.

1. Clare plays with a friend after school at 4:15. _____

2. Kai takes a shower before bed at 8:32. _____

3. Eva wakes up for school at 6:36. _____

4. Diego walks his dog after breakfast at 10:18. _____

© Amplify Education, Inc and its licensors.

Name _____

Exploring the Relationship Between Days, Weeks, and Months

ML 6.16

Modeled Review

Name: Clare

Use the calendars to answer each question.

MAY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

1. On what day of the week does May start? Saturday

2. Which day is 3 weeks before June 3rd? May 13th

Guided Practice

Use the calendar to answer each question.

APRIL						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1. On what day of the week does the month start?

_____

2. On what day of the week does the month end?

_____

3. How many days are there in the month?

_____

© Amplify Education, Inc and its licensors.

Guided Practice

Use the calendars to answer each question.

JANUARY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

4. Which day is 2 weeks after January 23rd?

_____

5. How many days are there from January 18th to the last day of January?

_____

6. How many months are there from January 6th to March 6th?

_____

Check

Use the calendar to answer each question.

SEPTEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

1. Which day is 3 weeks before September 24th?

_____

2. How many days are there from September 20th to the last day of September?

_____

© Amplify Education, Inc and its licensors.

Unit 7

Mini-Lessons

Name _____

Adding Tens and Hundreds to Three-Digit Numbers

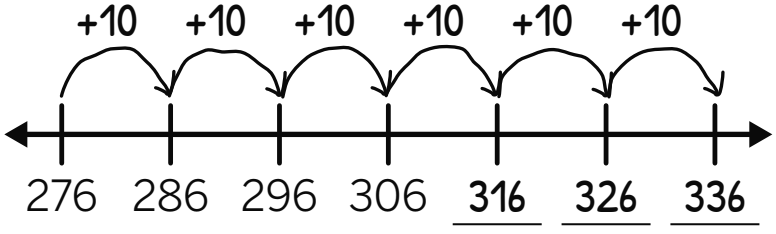
ML 7.02

Modeled Review

Name: Maya

Fill in the missing numbers. Then find the sum.

276 + 60

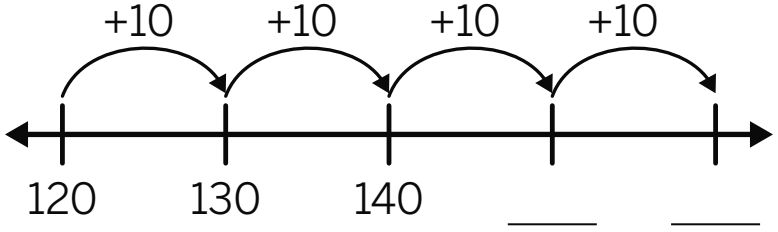


answer: 336

Guided Practice

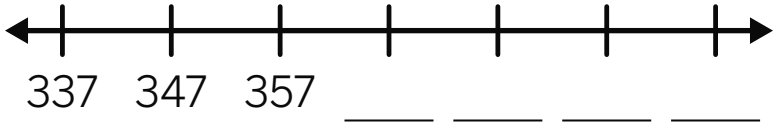
For Problems 1–2, fill in the missing numbers. Then find the sum.

1. 120 + 40



answer: ____

2. 337 + 60



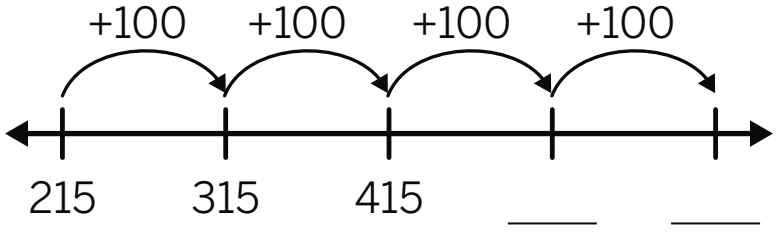
answer: ____

© Amplify Education, Inc and its licensors.

Guided Practice

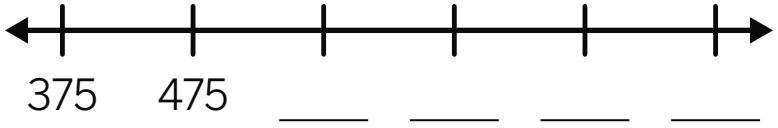
For Problems 3–4, fill in the missing numbers. Then find the sum.

3. 215 + 400



answer: ____

4. 375 + 500

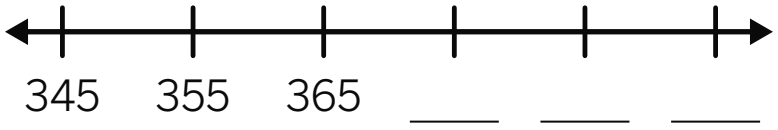


answer: ____

Check

Fill in the missing numbers. Then find the sum.

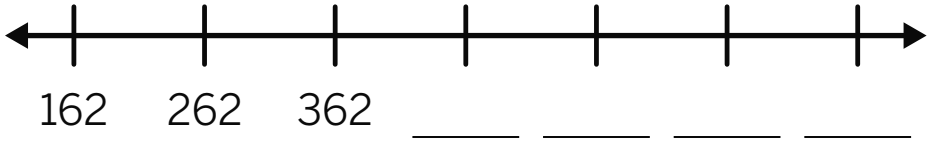
1. 345 + 50



answer: ____

2. 162 + 600

answer: ____



© Amplify Education, Inc and its licensors.

Name _____

Adding Numbers Within 1,000 Without Composing

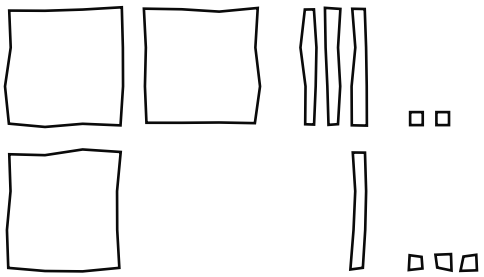
ML 7.03

Modeled Review

Name: Clare

Find the sum.

232 + 113

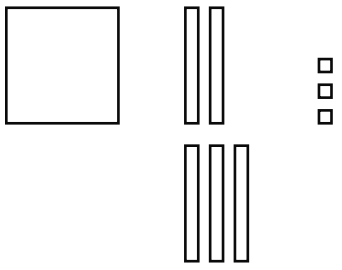


answer: 345

Guided Practice

Find the sum.

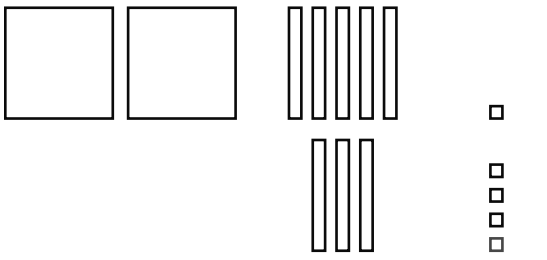
1. 123 + 30



100 + 50 + 3

answer: _____

2. 251 + 34



____ + ____ + ____

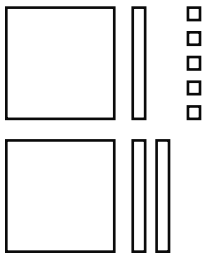
answer: _____

© Amplify Education, Inc and its licensors.

Guided Practice

Find the sum. Use base-ten blocks if it is helpful.

3. 115 + 120



answer: _____

4. 272 + 125

answer: _____

5. 352 + 224

answer: _____

6. 413 + 282

answer: _____

Check

Find the sum. Use base-ten blocks if it is helpful.

451 + 323

answer: _____

© Amplify Education, Inc and its licensors.

Name _____

Composing a Ten When Adding Within 1,000

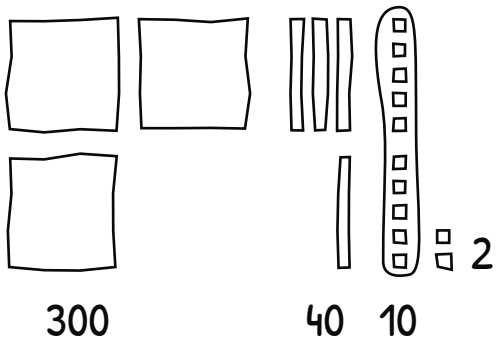
ML 7.04

Modeled Review

Name: Han

Find the sum.

235 + 117

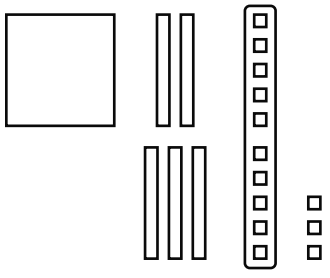


answer: 352

Guided Practice

Find the sum.

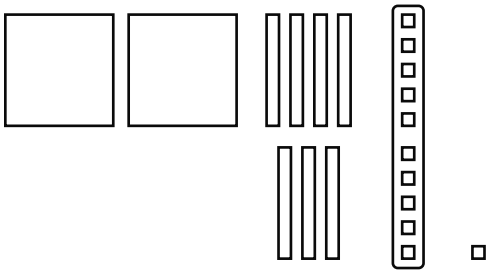
1. 125 + 38



100 + 60 + 3 = _____

answer: _____

2. 245 + 36



_____ _____ _____ _____

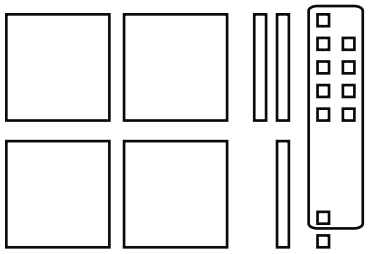
answer: _____

© Amplify Education, Inc and its licensors.

Guided Practice

Find the sum. Use base-ten blocks if it is helpful.

3. 229 + 212



answer: _____

4. 365 + 128

answer: _____

5. 443 + 238

answer: _____

6. 315 + 227

answer: _____

Check

Find the sum. Use base-ten blocks if it is helpful.

437 + 348

answer: _____

© Amplify Education, Inc and its licensors.

Name _____

Composing a Hundred When Adding Within 1,000

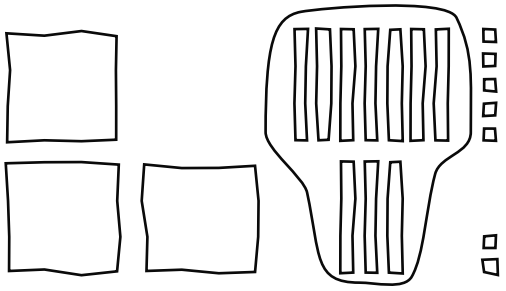
ML 7.05

Modeled Review

Name: Dylan

Find the sum.

175 + 232



300 100 7

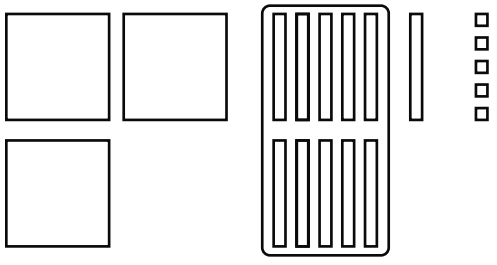
300 + 100 + 7 = 407

answer: 407

Guided Practice

Find the sum. Use base-ten blocks if it is helpful.

1. 265 + 150

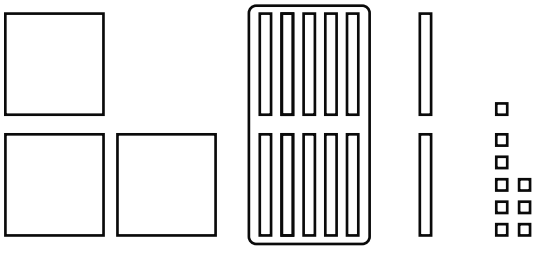


300 100 10 5

300 + 100 + 10 + 5

answer: _____

2. 161 + 268



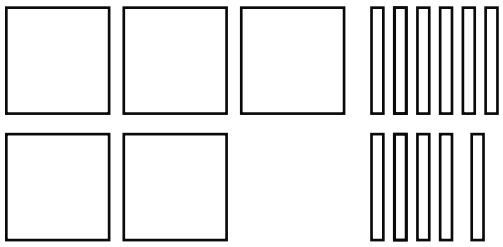
answer: _____

© Amplify Education, Inc and its licensors.

Guided Practice

Find the sum. Use base-ten blocks if it is helpful.

3. 360 + 250



answer: _____

4. 152 + 172

answer: _____

5. 261 + 363

answer: _____

6. 476 + 273

answer: _____

Check

Find the sum. Use base-ten blocks if it is helpful.

388 + 431

answer: _____

© Amplify Education, Inc and its licensors.

Name _____

Composing a Ten and a Hundred When Adding Within 1,000

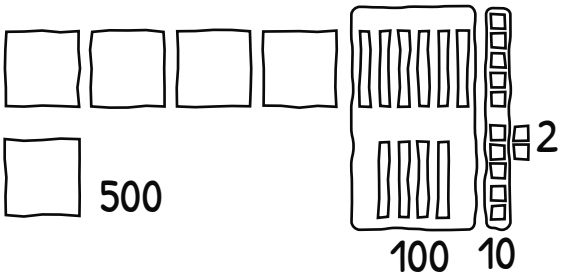
ML 7.06

Modeled Review

Name: Jada

Find the sum.

465 + 147



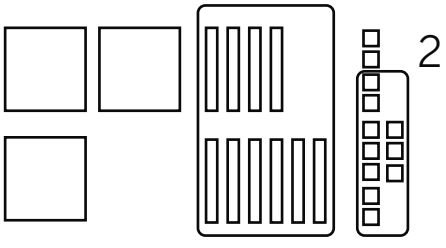
500 + 100 + 10 + 2 = 612

answer: 612

Guided Practice

Find the sum. Use base-ten blocks if it is helpful.

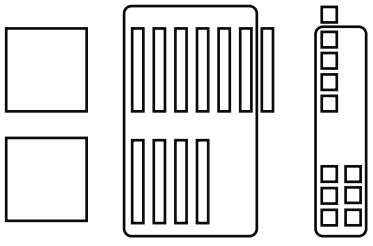
1. 244 + 168



300 + 100 + 10 + 2

answer: _____

2. 175 + 146



200 100 + ___ ___ + ___

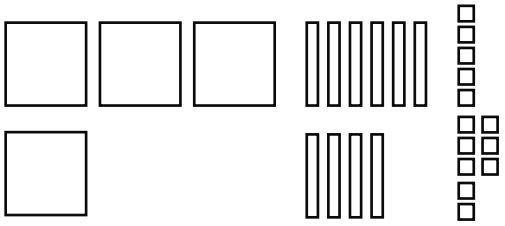
answer: _____

© Amplify Education, Inc and its licensors.

Guided Practice

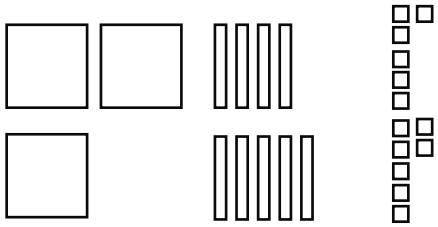
Find the sum. Use base-ten blocks if it is helpful.

3. 365 + 148



answer: _____

4. 246 + 157



answer: _____

5. 529 + 286

answer: _____

6. 377 + 224

answer: _____

Check

Find the sum. Use base-ten blocks if it is helpful.

437 + 385

answer: _____

© Amplify Education, Inc and its licensors.

Name _____

Adding by Place Value Using Equations

ML 7.07

Modeled Review

Name: Shawn

Find the sum.

786 + 121 = 907

6 + 1 = 7
80 + 20 = 100
700 + 100 = 800

7 + 100 + 800 = 907

Name: Clare

Find the sum.

786 + 121 = 907

700 + 100 = 800
80 + 20 = 100
6 + 1 = 7

800 + 100 + 7 = 907

Guided Practice

Complete each equation to find the sum

1. 32 + 64

Add ones: 2 + 4 = 6

Add tens: 30 + 60 = 90

6 + 90 = ___

answer: _____

2. 145 + 132

Add hundreds: 100 + 100 = ____

Add tens: 40 + ___ = ____

Add ones: 5 + ___ = ____

____ + ___ + ___ = ____

answer: _____

© Amplify Education, Inc and its licensors.

Guided Practice

Find the sum. Show your thinking.

3. 142 + 325

100 + ____ = ____

40 + ____ = ____

2 + ____ = ____

____ + ____ + ____ = ____

answer: _____

4. 223 + 318

3 + 8 = 11

____ + ____ = ____

____ + ____ = ____

____ + ____ + ____ = ____

answer: _____

5. 476 + 241

____ + ____ = ____

____ + ____ = ____

____ + ____ = ____

____ + ____ + ____ = ____

answer: _____

6. 485 + 167

answer: _____

Check

Find the sum. Show your thinking.

357 + 481

answer: _____

© Amplify Education, Inc and its licensors.

Name _____

Using Place Value to Add Within 1,000

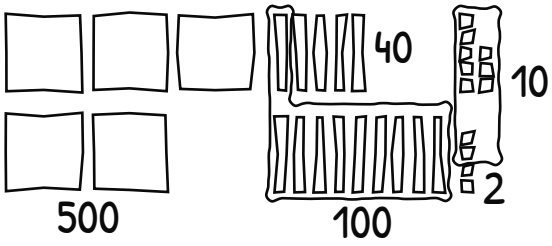
ML 7.08

Modeled Review

Name: Eva

Find the sum.

358 + 294 = 652



500 + 100 + 40 + 10 + 2 = 652

Name: Diego

Find the sum.

358 + 294 = 652

300 + 200 = 500
50 + 90 = 140
8 + 4 = 12
500 + 140 + 12 = 652

Guided Practice

1. Find the sum of 225 + 123. Show your thinking using a drawing and equations.

Drawing	Equations	Answer
	200 + 100 = _____ 20 + 20 = _____ 5 + 3 = _____ 300 + 40 + 8 = _____	

© Amplify Education, Inc and its licensors.

Guided Practice

Find the sum. Show your thinking.

2. 221 + 130

answer: _____

3. 627 + 247

answer: _____

4. 164 + 171

answer: _____

5. 298 + 243

answer: _____

Check

Find the sum. Show your thinking.

379 + 356

answer: _____

© Amplify Education, Inc and its licensors.

Name _____

Subtracting Multiples of 10 and 100

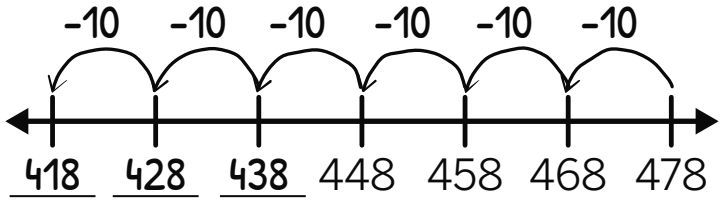
ML 7.09

Modeled Review

Name: Santiago

Fill in the missing numbers. Then find the difference.

478 – 60

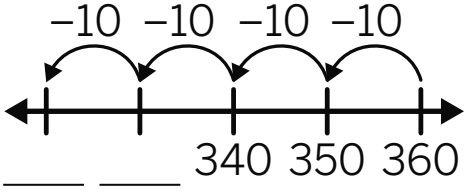


answer: 418

Guided Practice

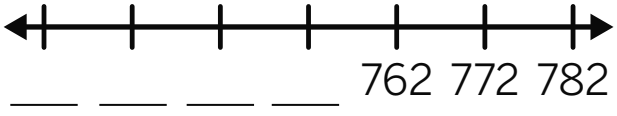
For Problems 1–2, fill in the missing numbers. Then find the difference.

1. 360 – 40



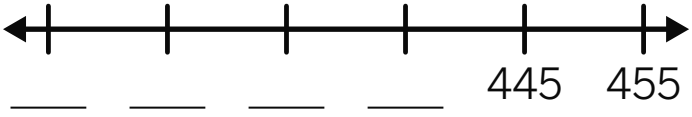
answer: _____

2. 782 – 60



answer: _____

3. Count back by 10 to fill in the missing numbers.

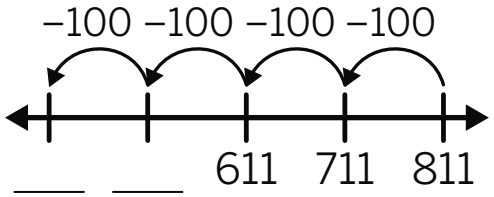


© Amplify Education, Inc and its licensors.

Guided Practice

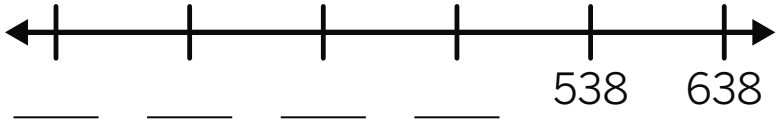
For Problems 4–5, fill in the missing numbers. Then find the difference.

4. 811 – 400



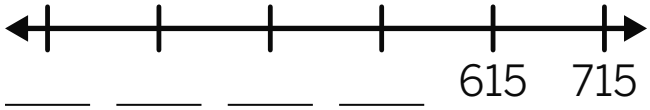
answer: _____

5. 638 – 500



answer: _____

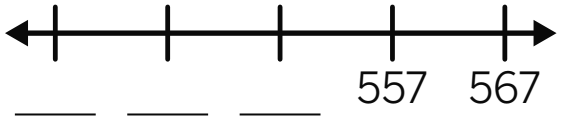
6. Count back by 100 to fill in the missing numbers.



Check

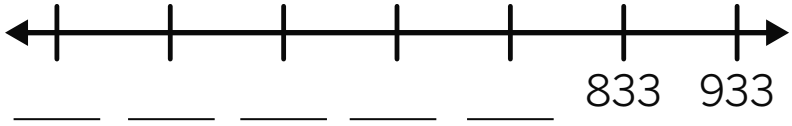
For Problems 1–2, fill in the missing numbers. Then find the difference.

1. 567 – 40



answer: _____

2. 933 – 600



answer: _____

© Amplify Education, Inc and its licensors.

Name _____

Subtracting Within 1,000 Without Decomposing

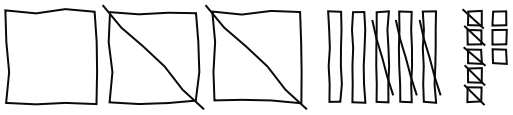
ML 7.10

Modeled Review

Name: Jack

Find the difference. Show your thinking.

358 – 235



100 + 20 + 3 = 123

answer: 123

Guided Practice

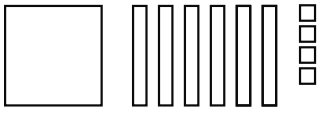
Find the difference. Show your thinking. Use base-ten blocks if it is helpful.

1. 156 – 42

100 + 10 + 4

answer: _____

2. 164 – 31



answer: _____

3. 184 – 63

answer: _____

4. 245 – 34

answer: _____

© Amplify Education, Inc and its licensors.

Guided Practice

Find the difference. Show your thinking. Use base-ten blocks if it is helpful.

5. 264 – 152

answer: _____

6. 258 – 123

answer: _____

7. 364 – 211

answer: _____

8. 485 – 224

answer: _____

Check

Find the difference. Show your thinking. Use base-ten blocks if it is helpful.

386 – 142

answer: _____

© Amplify Education, Inc and its licensors.

Name _____

Decomposing a Ten to Subtract Within 1,000

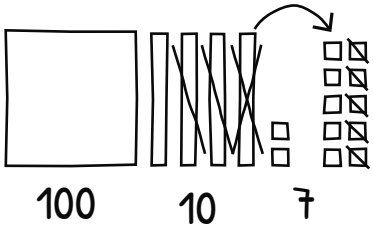
ML 7.11

Modeled Review

Name: Shawn

Find the difference. Show your thinking.

142 – 25



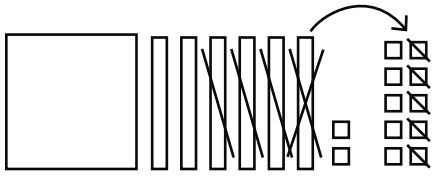
100 + 10 + 7 = 117

answer: 117

Guided Practice

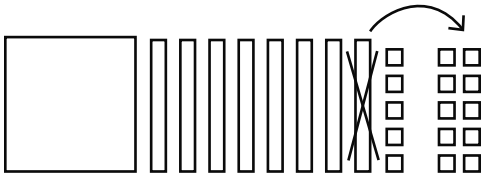
Find the difference. Show your thinking. Use base-ten blocks if it is helpful.

1. 162 – 35



answer: _____

2. 185 – 47



answer: _____

© Amplify Education, Inc and its licensors.

Guided Practice

Find the difference. Show your thinking. Use base-ten blocks if it is helpful.

3. 152 – 24

answer: _____

4. 253 – 128

answer: _____

5. 246 – 137

answer: _____

6. 320 – 214

answer: _____

Check

Find the difference. Show your thinking. Use base-ten blocks if it is helpful.

464 – 139

answer: _____

© Amplify Education, Inc and its licensors.

Name _____

Decomposing a Hundred to Subtract Within 1,000

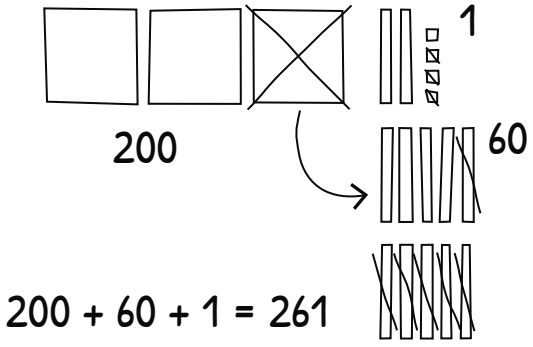
ML 7.12

Modeled Review

Name: Jada

Find the difference. Show your thinking.

324 – 63

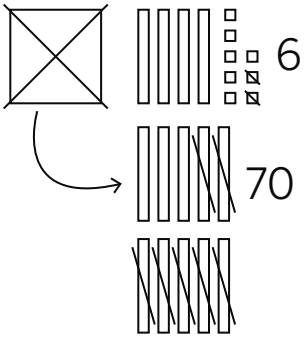


answer: 261

Guided Practice

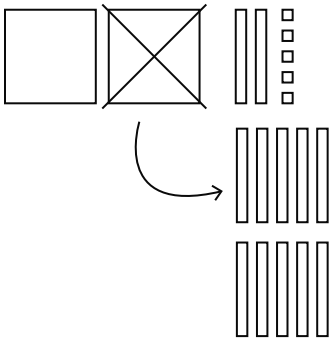
Find the difference. Show your thinking.

1. 148 – 72



answer: _____

2. 225 – 41



answer: _____

© Amplify Education, Inc and its licensors.

Guided Practice

Find the difference. Show your thinking. Use base-ten blocks if it is helpful.

3. 249 – 185

answer: _____

4. 217 – 142

answer: _____

5. 315 – 124

answer: _____

6. 433 – 281

answer: _____

Check

Find the difference. Show your thinking. Use base-ten blocks if it is helpful.

346 – 173

answer: _____

© Amplify Education, Inc and its licensors.

Name _____

Decomposing a Ten and a Hundred to Subtract Within 500

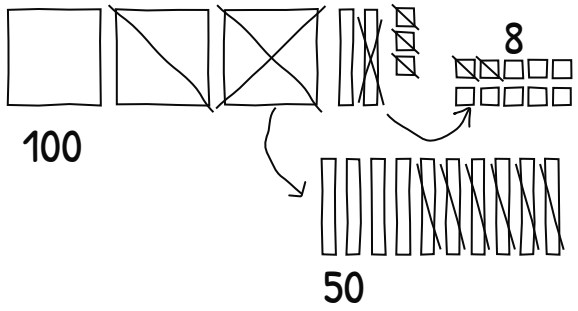
ML 7.13

Modeled Review

Name: Tristan

Find the difference. Show your thinking.

323 – 165



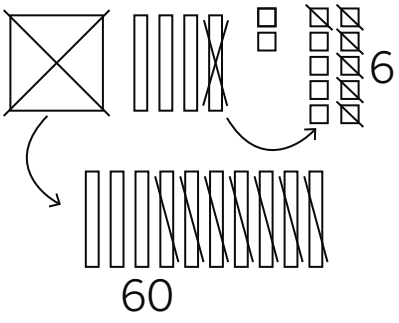
100 + 50 + 8 = 158

answer: 158

Guided Practice

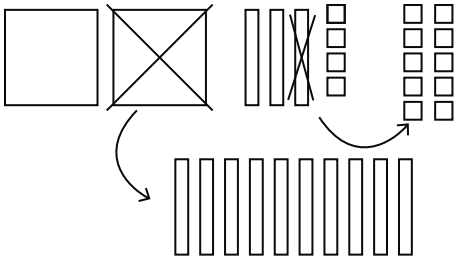
Find the difference. Show your thinking.

1. 142 – 76



answer: _____

2. 234 – 57



answer: _____

© Amplify Education, Inc and its licensors.

Guided Practice

Find the difference. Show your thinking. Use base-ten blocks if it is helpful.

3. 251 – 164

answer: _____

4. 345 – 179

answer: _____

5. 303 – 186

answer: _____

6. 244 – 148

answer: _____

Check

Find the difference. Show your thinking. Use base-ten blocks if it is helpful.

352 – 185

answer: _____

© Amplify Education, Inc and its licensors.

Name _____

Decomposing a Ten and a Hundred to Subtract Within 1,000

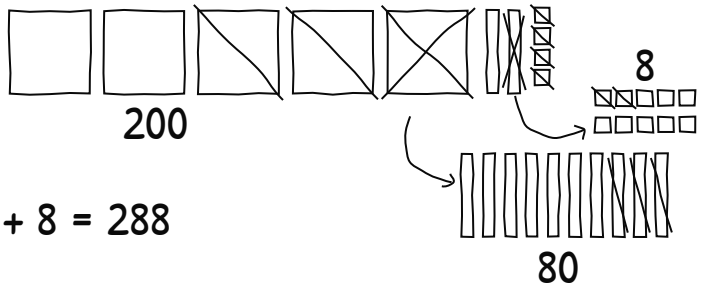
ML 7.14

Modeled Review

Name: Maya

Find the difference. Show your thinking.

524 – 236



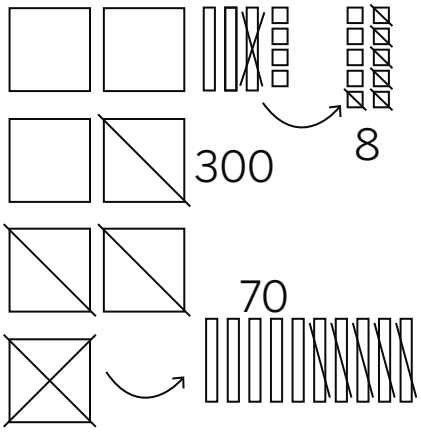
200 + 80 + 8 = 288

answer: 288

Guided Practice

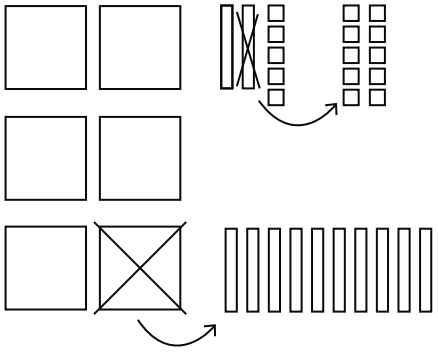
Find the difference. Show your thinking.

1. 734 – 356



answer: _____

2. 625 – 179



answer: _____

© Amplify Education, Inc and its licensors.

Guided Practice

Find the difference. Show your thinking. Use base-ten blocks if it is helpful.

3. 821 – 455

answer: _____

4. 634 – 486

answer: _____

5. 502 – 358

answer: _____

6. 765 – 467

answer: _____

Check

Find the difference. Show your thinking. Use base-ten blocks if it is helpful.

663 – 476

answer: _____

© Amplify Education, Inc and its licensors.

Name _____

Using Place Value to Subtract Within 1,000

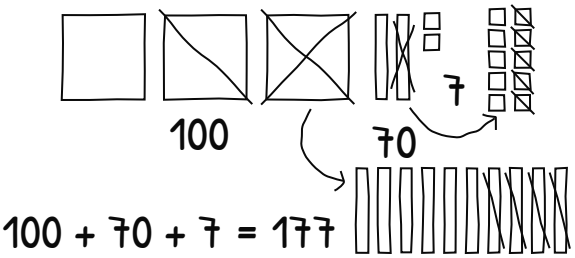
ML 7.15

Modeled Review

Name: Avery

Find the difference.

322 – 145 = 177



100 + 70 + 7 = 177

Name: Clare

Find the difference.

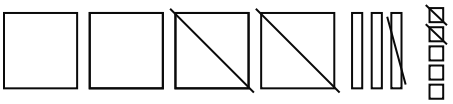
322 – 145 = 177

322 = 200 + 110 + 12
200 – 100 = 100
110 – 40 = 70
12 – 5 = 7
100 + 70 + 7 = 177

Guided Practice

Find the difference. Show your thinking.

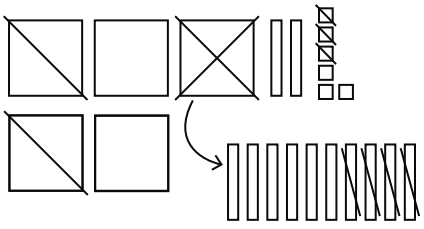
1. 435 – 212



435 = 400 + 30 + 5
212 = 200 + 10 + 2
400 – 200 = 200
30 – 10 = ____
____ – ____ = ____
____ + ____ + ____ = ____

answer: _____

2. 526 – 243



526 = 400 + 120 + 6
243 = 200 + 40 + 3
400 – 200 = ____
____ – ____ = ____
____ – ____ = ____
____ + ____ + ____ = ____

answer: _____

© Amplify Education, Inc and its licensors.

Guided Practice

Find the difference. Show your thinking.

3. 778 – 351

answer: _____

4. 634 – 118

answer: _____

5. 465 – 182

answer: _____

6. 734 – 567

answer: _____

Check

Find the difference. Show your thinking.

425 – 267

answer: _____

© Amplify Education, Inc and its licensors.

Name _____

Adding Up to Four Two-Digit Numbers

ML 7.16

Modeled Review

Name: Dylan

Find the sum. Show your thinking.

17 + 35 + 83 + 37

35 + 37

30 + 5 + 30 + 7

30 + 30 + 5 + 7

60 + 12 = 72

83 + 17

80 + 3 + 10 + 7

80 + 10 + 3 + 7

90 + 10 = 100

72 + 100 = 172

answer: 172

Guided Practice

Find the sum. Show your thinking.

1. 10 + 47 + 10

10 + 10 = _____

_____ + 47 = _____

answer: _____

2. 28 + 8 + 2

28 + _____ = _____

answer: _____

3. 15 + 52 + 15

15 + 15 = _____

_____ + _____ = _____

answer: _____

4. 15 + 22 + 16

15 + 22 + 15 + 1

15 + 15 = _____

22 + 1 = _____

_____ + _____ = _____

answer: _____

© Amplify Education, Inc and its licensors.

Guided Practice

Find the sum. Show your thinking.

5. 25 + 30 + 25 + 36

25 + 25 = _____

30 + 36 = _____

_____ + _____ = _____

answer: _____

6. 12 + 21 + 44 + 10

answer: _____

7. 20 + 31 + 62 + 20

answer: _____

8. 26 + 24 + 72 + 38

answer: _____

Check

Find the sum. Show your thinking.

57 + 15 + 15 + 43

answer: _____

© Amplify Education, Inc and its licensors.

Name _____

Adding Within 1,000

ML 7.17

Modeled Review

Name: Clare

Find the sum. Show your thinking.

658 + 294

658 → 600 + 50 + 8

294 → 200 + 90 + 4

600 + 200 = 800

50 + 90 = 140

8 + 4 = 12

800 + 140 + 12 = 952

answer: 952

Guided Practice

Find the sum. Show your thinking.

1. 125 + 134

125 → 100 + 20 + 5

134 → 100 + 30 + 4

100 + 100 = 200

20 + 30 = 200

5 + 4 = 9

200 + 50 + 9 = ____

answer: _____

2. 254 + 161

254 → 200 + 50 + 4

161 → 100 + 60 + 1

200 + 100 = ____

50 + 60 = ____

4 + 1 = ____

____ + ____ + ____ = ____

answer: _____

© Amplify Education, Inc and its licensors.

Guided Practice

Find the sum. Show your thinking.

3. 311 + 272

300 + 200 = _____

10 + 70 = _____

___ + ___ = _____

_____ + ___ + ___ = _____

answer: _____

4. 537 + 174

500 + 100 = _____

_____

_____

_____

answer: _____

5. 314 + 462

answer: _____

6. 212 + 483

answer: _____

Check

Find the sum. Show your thinking.

621 + 248

answer: _____

© Amplify Education, Inc and its licensors.

Name _____

Subtracting Within 1,000

ML 7.18

Modeled Review

Name: Tristan

Find the difference. Show your thinking.

715 – 562

715 = 600 + 110 + 5
562 = 500 + 60 + 2

600 – 500 = 100
110 – 60 = 50
5 – 2 = 3
100 + 50 + 3 = 153

answer: 153

Guided Practice

Find the difference. Show your thinking.

1. 645 – 221

645 = 600 + 40 + 5

221 = 200 + 20 + 1

600 – 200 = 400

40 – 20 = ____

____ – ____ = ____

____ + ____ + ____ = ____

answer: _____

2. 789 – 243

789 = 700 + 80 + 9

243 = 200 + 40 + 3

700 – 200 = ____

____ – ____ = ____

____ – ____ = ____

____ + ____ + ____ = ____

answer: _____

© Amplify Education, Inc and its licensors.

Guided Practice

Find the difference. Show your thinking.

3. 314 – 172

314 = 200 + 110 + 4

172 = 100 + 70 + 2

_____ – _____ = _____

_____ – _____ = _____

_____ – _____ = _____

_____ + _____ + _____ = _____

answer: _____

4. 407 – 235

407 = _____ + _____ + _____

235 = _____ + _____ + _____

_____

_____

_____

_____

answer: _____

5. 528 – 263

528 = _____ + _____ + _____

263 = _____ + _____ + _____

answer: _____

6. 856 – 485

answer: _____

Check

Find the difference. Show your thinking.

738 – 251

answer: _____

© Amplify Education, Inc and its licensors.

Name _____

Making Reasonable Estimates

ML 7.19

Modeled Review

Name: Santiago

Estimate each sum or difference. Show your thinking.

1. Estimate the sum of 182 + 528.

200 + 500 = 700

estimate: about 700

2. Estimate the difference of 475 – 132.

500 – 100 = 400

estimate: about 400

Guided Practice

Circle the best estimate for each sum or difference.

1. 305 + 294

about 600	greater than 700	less than 800	about 500

2. 275 + 324

about 500	greater than 500	less than 700	about 600

3. 750 – 304

about 300	greater than 400	less than 600	about 600

© Amplify Education, Inc and its licensors.

Guided Practice

Estimate each sum or difference. Show your thinking

4. Estimate the sum of 208 + 694.

estimate: _____

5. Estimate the sum of 428 + 185.

estimate: _____

6. Estimate the difference of 382 – 108.

estimate: _____

7. Estimate the difference of 756 – 243.

estimate: _____

Check

Estimate each sum or difference. Show your thinking.

1. Estimate the sum of 429 + 512.

estimate: _____

2. Estimate the difference of 788 – 216.

estimate: _____

© Amplify Education, Inc and its licensors.

Unit 8

Mini-Lessons

Name _____

Making Two Equal Groups

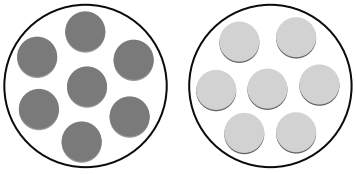
ML 8.02

Modeled Review

Name: Tristan

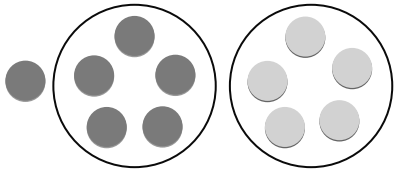
Split the counters into two equal groups. Write the number of counters left over.

1. 14 counters



counters left over: 0

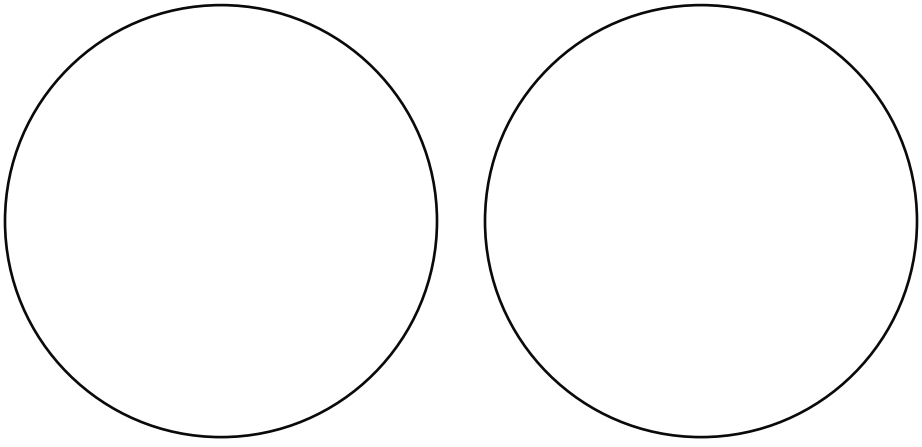
2. 11 counters



counters left over: 1

Guided Practice

Split the counters into two equal groups. Then determine if there is 0 or 1 left over.



1. 6 counters left over: ___

2. 5 counters left over: ___

3. 7 counters left over: ___

4. 8 counters left over: ___

© Amplify Education, Inc and its licensors.

Guided Practice

Split each number of counters into two equal groups. Write the number of counters left over. Use drawings if it is helpful.

5. 12 counters

counters left over: ___

6. 9 counters

counters left over: ___

7. 15 counters

counters left over: ___

8. 18 counters

counters left over: ___

Check

Split each number of counters into two equal groups. Write the number of counters left over.

1. 16 counters

counters left over: ___

2. 13 counters

counters left over: ___

© Amplify Education, Inc and its licensors.

Name _____

Splitting Objects Into Pairs

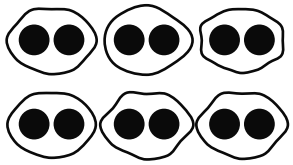
ML 8.03

Modeled Review

Name: Avery

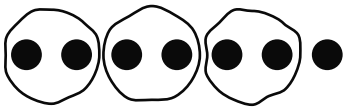
Determine if the counters can be split into groups of 2 with 0 left over. Circle *yes* or *no*.

1. 12 counters



(yes) / no

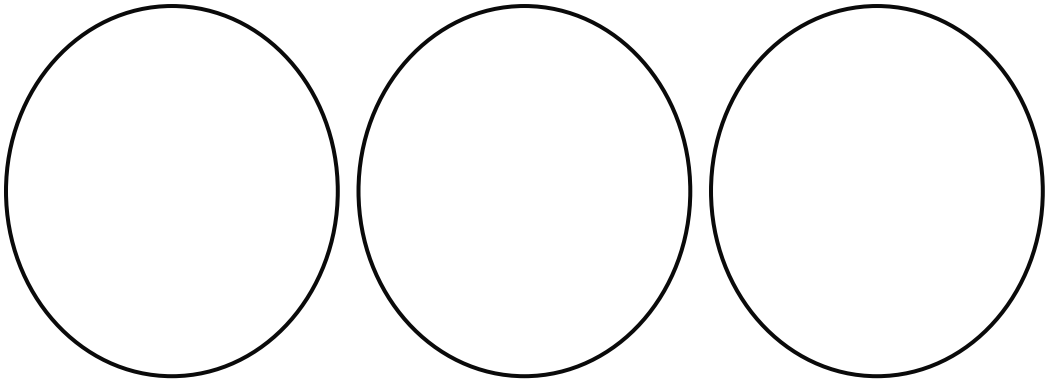
2. 7 counters



yes / (no)

Guided Practice

Split the counters into equal groups of 2. Then determine if there are counters left over.



1. 6 0 counters left over: yes no

2. 7 0 counters left over: yes no

© Amplify Education, Inc and its licensors.

Guided Practice

3. Determine if the number of counters can be split into groups of 2 with 0 left over. Circle *yes* or *no*.

Amount	Groups of 2	0 left over? Yes or No
8		yes no
9		yes no
10		yes no
11		yes no

Check

Determine if the counters can be split into groups of 2 with 0 left over. Circle *yes* or *no*.

1. 13 counters

answer: yes no

2. 14 counters

answer: yes no

© Amplify Education, Inc and its licensors.

Name _____

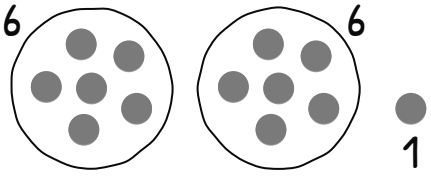
Identifying Even and Odd Numbers

ML 8.04

Modeled Review

Name: Priya

Decide if the number of counters is *even* or *odd*. Write an equation that represents how the objects are grouped.



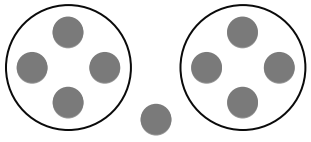
even or odd: odd

equation: 6 + 6 + 1 = 13

Guided Practice

Circle if the number is *even* or *odd*.

1. 9



even odd

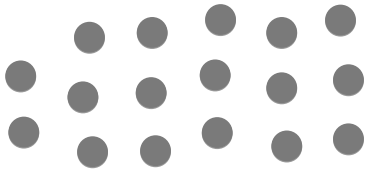
2. 6

even odd

3. 12

even odd

4. 17



even odd

© Amplify Education, Inc and its licensors.

Guided Practice

Decide if the number of counters is *even* or *odd*. Write an equation that represents how the counters are grouped.

5.

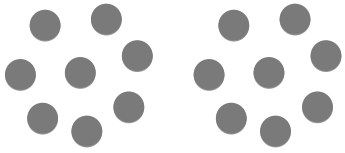
even or odd: odd

equation: 5 + 5 + 1 = _____

6.

even or odd: even

equation: _____

7. 

even or odd: _____

equation: _____

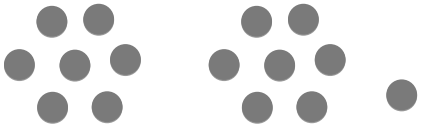
8.

even or odd: _____

equation: _____

Check

Decide if the number of counters is *even* or *odd*. Write an equation that represents how the counters are grouped.



even or odd: _____

equation: _____

© Amplify Education, Inc and its licensors.

Name _____

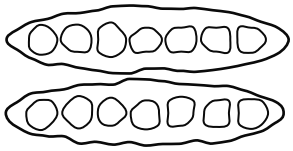
Justifying Even and Odd Numbers

ML 8.05

Modeled Review

Name: Diego

Is the number 14 *even* or *odd*?



answer: even

Name: Maya

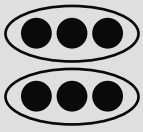
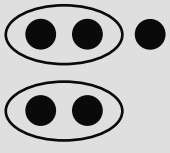
Is the number 14 *even* or *odd*?

7 + 7 = 14

answer: even

Guided Practice

1. Use the representation to determine if each number is *even* or *odd*.

Number	Representation	*Even* or *odd*
2	1 + 1 = 2	(even) odd
6		even odd
7	3 + 3 + 1 = 7	even odd
5		even odd

© Amplify Education, Inc and its licensors.

Guided Practice

2. Represent if the number is even or odd in one of the following ways:

- drawing 2 equal groups
- drawing groups of 2
- writing an equation

Number	Representation	*Even* or *odd*
9		even odd
10		even odd
12		even odd
17		even odd

Check

Determine if the number 15 is *even* or *odd*. Show your thinking.

even odd

© Amplify Education, Inc and its licensors.

Name _____

Connecting Patterns and Sums of Even and Odd Numbers

ML 8.06

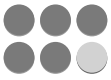
Modeled Review

Name: Santiago

Circle the two expressions that represent *odd* numbers.

4 + 2

(10 + 1)

5 + 1 

(3 + 2)

Guided Practice

1. Add 1 and 2 to each starting amount. In each box, circle if the sum is even or odd.

Starting amount	Add 1	Add 2
6 (even) odd	even (odd)	even odd
9 even odd	even odd	even odd
12 even odd	even odd	even odd

© Amplify Education, Inc and its licensors.

Guided Practice

For Problems 2–5, use the table if it is helpful.

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

2. Circle the **three** expressions that represent *even* numbers.

8 + 1 5 + 1 7 + 2 9 + 1 4 + 2

3. Circle the **three** expressions that represent *odd* numbers.

13 + 2 16 + 2 15 + 1 11 + 2 12 + 1

4. Circle the **three** expressions that represent *even* numbers.

17 + 1 9 + 2 8 + 2 19 + 1 5 + 2

5. Circle the **three** expressions that represent *odd* numbers.

6 + 2 14 + 1 12 + 1 11 + 1 15 + 2

Check

Circle the three expressions that represent *even* numbers.

12 + 2 17 + 2 14 + 2 16 + 1 10 + 2

© Amplify Education, Inc and its licensors.

Name _____

Skip Counting With Even and Odd Numbers

ML 8.07

Modeled Review

Name: Jack

1. Count by 5.

9 (odd) , 14 (even) , 19 (odd) , 24 (even)

2. Is the last number you counted even or odd? even

Guided Practice

Skip count to fill in the missing numbers.

1. Count by 2.

8, _____, _____, _____, _____

2. Count by 5.

5, _____, _____, _____, _____

3. Count by 10.

11, _____, _____, _____, _____

© Amplify Education, Inc and its licensors.

Guided Practice

Skip count to fill in the missing numbers.

4. Count by 10.

23, _____, _____, _____, _____

5. Count by 5.

12, _____, _____, _____, _____

Skip count to fill in the missing numbers. Determine if the last number is *even* or *odd*.

6. Count by 5. even

2, _____, _____, _____ odd

7. Count by 2. even

4, _____, _____, _____, _____ odd

8. Count by 2. even

3, _____, _____, _____, _____ odd

Check

1. Count by 2.

10, _____, _____, _____

2. Is the last number you counted even or odd? _____

© Amplify Education, Inc and its licensors.

Name _____

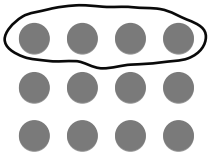
Identifying and Describing Arrays

ML 8.08

Modeled Review

Name: Eva

Use the array for Problems 1–3.



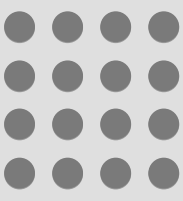
1. There are 3 rows in the array.

2. There are 4 counters in each row.

3. There are 12 counters in total.

Guided Practice

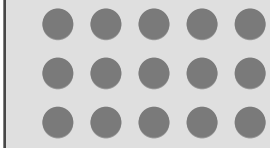
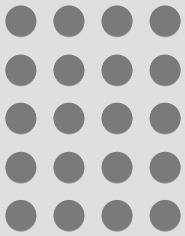
1. Use each array to fill in the missing numbers.

Array	Number of rows	Counters in each row	Total counters
	3	2	
		4	
			

© Amplify Education, Inc and its licensors.

Guided Practice

2. Use each array to fill in the missing numbers.

Array	Number of rows	Counters in each row	Total counters
			
			

For Problems 3–5, use the array to fill in the blanks.

3. There are _____ rows in the array.

4. There are _____ counters in each row.

5. There are _____ counters in total.

Check

For Problems 1–3, use the array to fill in the blanks.

1. There are _____ rows in the array.

2. There are _____ counters in each row.

3. There are _____ counters in total.

© Amplify Education, Inc and its licensors.

Name _____

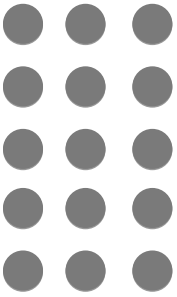
Creating Arrays

ML 8.09

Modeled Review

Name: Clare

Find the total amount in the array.



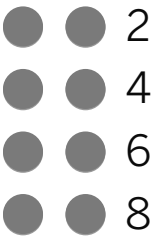
5 10 15

total: 15

Guided Practice

Find the total amount in each array.

1.



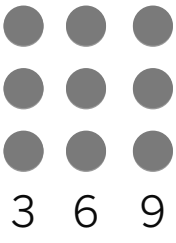
2
4
6
8

4 **rows**

_____ **in each row**

total: _____

2.



3 6 9

3 **columns**

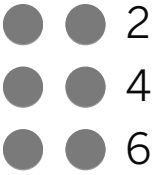
_____ **in each column**

total: _____

© Amplify Education, Inc and its licensors.

Guided Practice

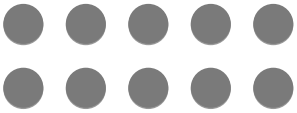
Find the total amount in each array.

3. 

__3__ rows

__2__ in each row

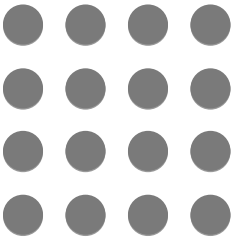
total: _____

4. 

__2__ rows

_____ in each row

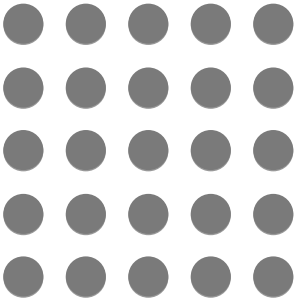
total: _____

5. 

_____ columns

_____ in each column

total: _____

6. 

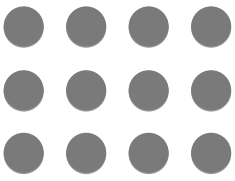
_____ columns

_____ in each column

total: _____

Check

Find the total amount in the array.



total: _____

© Amplify Education, Inc and its licensors.

Name _____

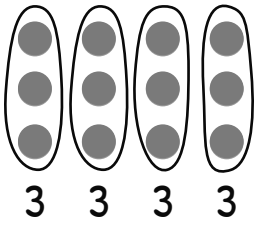
Representing Arrays With Equations

ML 8.10

Modeled Review

Name: Eva

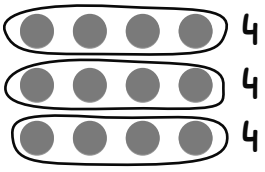
Write an equation that represents the total number of counters in the array.



equation: 3 + 3 + 3 + 3 = 12

Name: Avery

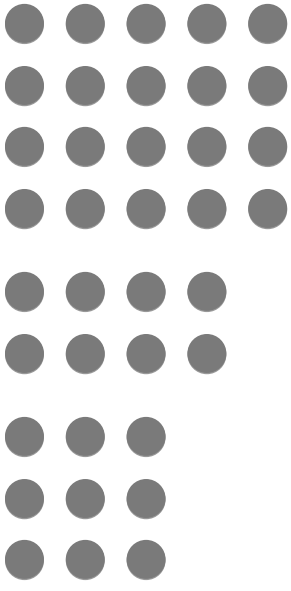
Write an equation that represents the total number of counters in the array.



equation: 4 + 4 + 4 = 12

Guided Practice

1. Draw a line from the array to its matching equation.



3 + 3 + 3 = 9

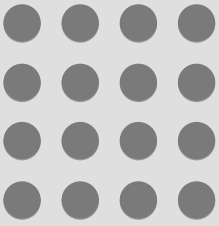
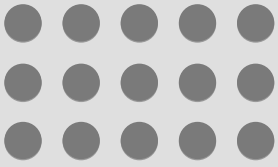
5 + 5 + 5 + 5 = 20

2 + 2 + 2 + 2 = 8

© Amplify Education, Inc and its licensors.

Guided Practice

2. Write an equation that represents each array.

Array	Equation
	2 + 2 + 2 + 2 + 2 = ____
	4 + 4 + ____ + ____ = ____
	

Check

Write an equation that represents the array.

equation: _____

© Amplify Education, Inc and its licensors.

Name _____

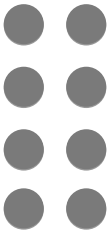
Writing Equations to Match Arrays

ML 8.11

Modeled Review

Name: Eva

Write *two* equations that represent the array.



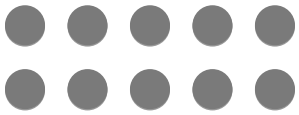
equation 1: 2 + 2 + 2 + 2 = 8

equation 2: 4 + 4 = 8

Guided Practice

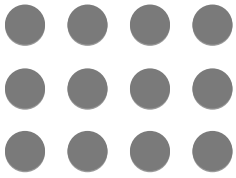
Circle *all* expressions that represent the array.

1.



5 + 5 + 5 + 5 + 5 　　5 + 5 　　2 + 2 + 2 + 2 + 2 　　2 + 2

2.

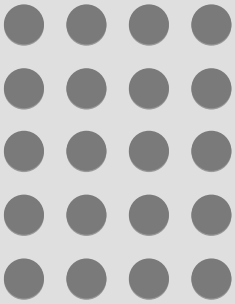
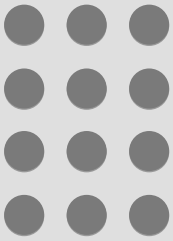


3 + 3 + 3 + 3 　　3 + 3 + 3 　　4 + 4 + 4 + 4 　　4 + 4 + 4

© Amplify Education, Inc and its licensors.

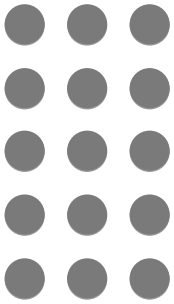
Guided Practice

3. Write *two* equations that represent each array.

Array	Equation 1	Equation 2
	4 + 4 + 4 + 4 + 4 = 20	5 + 5 + 5 + 5 = ____
	2 + 2 + 2 = 6	
	3 + 3 + 3 + 3 = ____	

Check

Write *two* equations that represent the array.



equation 1: _____

equation 2: _____

© Amplify Education, Inc and its licensors.

Name _____

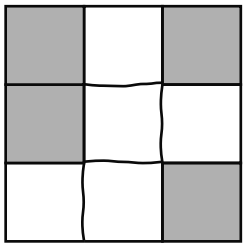
Making Rectangular Arrays With Equal-Sized Squares

ML 8.12

Modeled Review

Name: Dylan

Draw lines so that the rectangle has equal rows and equal columns. Find the number of rows and the number of columns.



rows: 3

columns: 3

Guided Practice

1. Use square tiles to cover the rectangle. Then write the number of rows and columns.

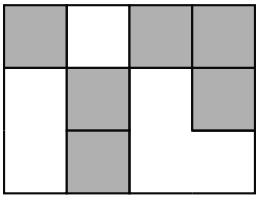
rows: _____

columns: _____

© Amplify Education, Inc and its licensors.

Guided Practice

Draw lines so that each rectangle has equal rows and equal columns. Find the number of rows and the number of columns.

2. 

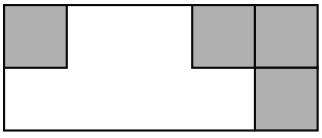
rows: _____

columns: _____

3.

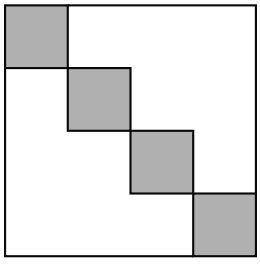
rows: _____

columns: _____

4. 

rows: _____

columns: _____

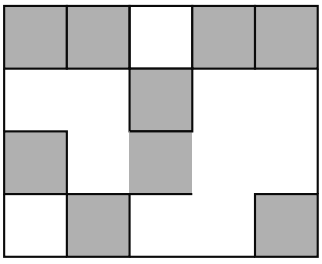
5. 

rows: _____

columns: _____

Check

Draw lines so that the rectangle has equal rows and equal columns. Find the number of rows and the number of columns.



rows: _____

columns: _____

© Amplify Education, Inc and its licensors.

Name _____

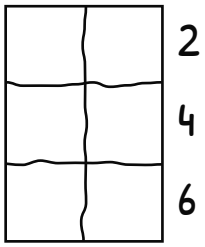
Splitting Rectangles Into Equal-Sized Squares

ML 8.13

Modeled Review

Name: Shawn

Split the rectangle into 3 rows and 2 columns of equal-sized squares. Then find the total number of squares.

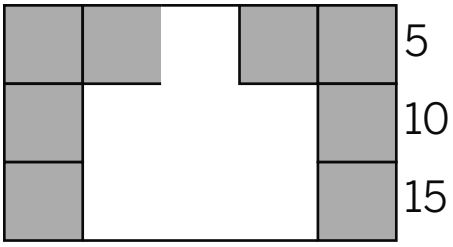


total: 6

Guided Practice

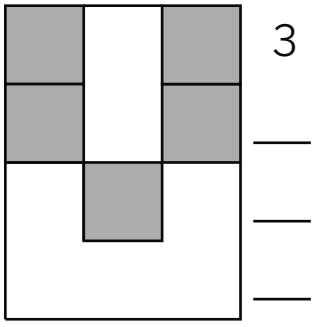
Draw lines so that each rectangle has equal rows and equal columns. Skip count to find the total number of squares.

1.



total: _____

2.



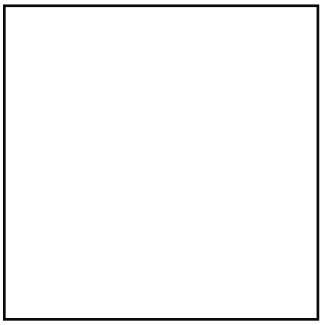
total: _____

© Amplify Education, Inc and its licensors.

Guided Practice

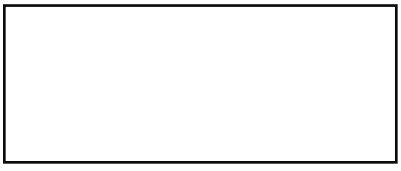
Split each rectangle into equal-sized squares. Then find the total number of squares.

3. 4 rows and 4 columns



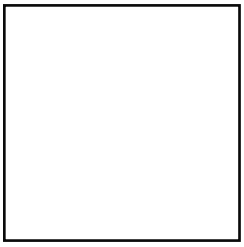
total: _____

4. 2 rows and 5 columns



total: _____

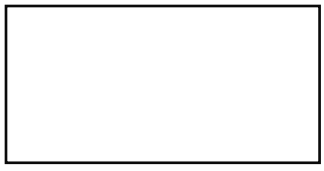
5. 3 rows and 3 columns



total: _____

Check

Split the rectangle into 2 rows and 4 columns of equal-sized squares. Then find the total number of squares.



total: _____

© Amplify Education, Inc and its licensors.

Prerequisite Skills and Concepts

Mini-Lessons

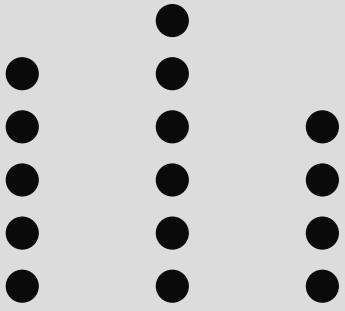
Name _____

Creating and Interpreting Data Representations

ML 1.04

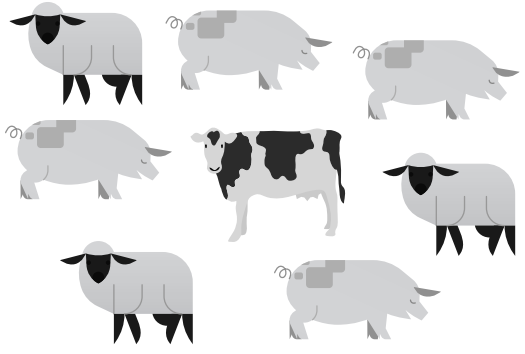
Modeled Review

Students voted on their favorite snack. The votes are shown in two ways.

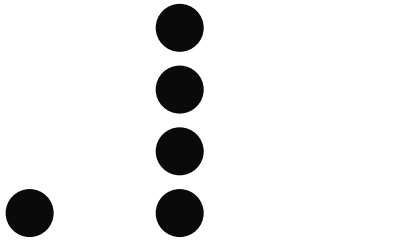


Guided Practice

1. Students voted on their favorite farm animal. Write the missing label and draw dots to show the missing number of sheep.



Favorite Farm Animal

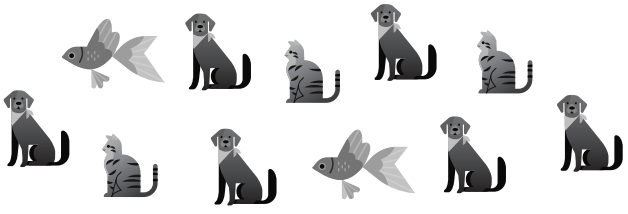


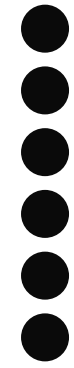
cow _____ sheep

© Amplify Education, Inc and its licensors.

Guided Practice

2. Students voted on their favorite pet. Write the missing labels and draw dots to show the missing data.

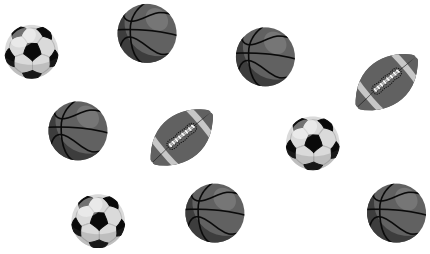




dog _____ _____

Check

Students voted on their favorite sport. Create a data representation to show the data.



© Amplify Education, Inc and its licensors.

Name _____

Determining if Addition Equations are True

ML 1.09

Modeled Review

Name: Han

Circle to show if the equation is *true* or *false*.

9 + 6 = 1

6 and 1 more is 7. 7 is not equal to 9, so the equation is false.

Name: Jada

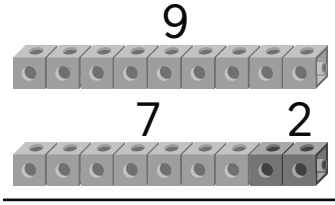
Circle to show if the equation is *true* or *false*.

3 + 1 = 2 + 2

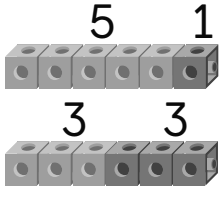
3 and 1 more is 4. 2 and 2 more is 4. 4 and 4 are the same, so the equation is true.

Guided Practice

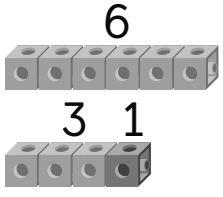
Circle to show if each equation is *true* or *false*.

1. 

9 = 7 + 2

2. 

5 + 1 = 3 + 3

3. 

6 = 3 + 1

© Amplify Education, Inc and its licensors.

Guided Practice

Circle to show if each equation is *true* or *false*.

4. 4 + 4 = 2 + 5

5. 8 = 3 + 4

6. 3 + 7 = 5 + 5

7. 10 = 9 + 1

Check

Circle to show if each equation is *true* or *false*.

1. 3 + 2 = 5 + 1

2. 7 = 4 + 3

© Amplify Education, Inc and its licensors.

Name _____

Representing and Solving Subtraction Story Problems

ML 1.10

Modeled Review

Name: Shawn

Use the story to complete the problem.

Mr. Patel had 3 balloons.	1 popped.	How many are left?

expression: 3 – 1

difference: 2

Guided Practice

Use the story to solve each problem. If it is helpful, use cubes to act out the story problems.

1. Diego had 4 bananas. He ate 2. How many bananas are left?

   ____ bananas

2. Clare had 5 apples. She ate 1. How many apples are left?

   _____

© Amplify Education, Inc and its licensors.

Guided Practice

Write an expression to match each story. Then solve to find the difference. If it is helpful, use cubes to act out the story problems.

3. Jack had 6 toy cars. He gave 3 to his friends. How many toy cars does Shawn have left?

   expression: 6 − 3 **difference:** _____

4. Priya wants to read 9 books. She has read 5. How many books does she still have to read?

   expression: _____ **difference:** _____

5. Ms. Hernandez had 8 pencils. She gave 2 to Han. How many pencils does she have left?

   expression: _____ **difference:** _____

Check

Write an expression to match the story. Then solve to find the difference.

There were 10 fish. 3 swam away. How many fish did not swim away?

expression: _____ **difference:** _____

© Amplify Education, Inc and its licensors.

Name _____

Interpreting Data Represented With Tally Marks

ML 1.13.A

Modeled Review

Name: Dylan

Students voted on their favorite instrument. Complete the table using the tally chart.

Votes for Favorite Instrument

drums	piano	guitar
𝍸	||	|||

Instrument	Total votes
drums	5
piano	2
guitar	3

Guided Practice

1. Students voted on their favorite sport. Complete the table using the tally chart.

Votes for Favorite Sport

soccer	football	basketball
||||	||	𝍸 |

Sport	Total votes
soccer	4
football	
basketball	

© Amplify Education, Inc and its licensors.

Guided Practice

2. Students voted on their favorite animal. Complete the table using the tally chart.

Votes for Favorite Animal

dog	cat	fish
𝍸 | | |	𝍸	| |

Animal	Total votes
dog	
cat	
fish	

Use the data from Problem 2. Circle to show if each statement is *true* or *false*.

3. More students voted for cats than dogs.

4. Fewer students voted for fish than cats.

Check

1. Students voted on their favorite subject. Complete the table using the tally chart.

Votes for Favorite Subject

reading	math	science
| | |	𝍸 | |	𝍸

Subject	Total votes
reading	
math	
science	

Use the data from problem 1. Circle to show if each statement is *true* or *false*.

2. There are 7 votes for math.

3. More students voted for reading than science.

© Amplify Education, Inc and its licensors.

Name _____

Selecting Which Questions Can Be Answered Using Data

ML 1.15

Modeled Review

Can the question be answered using the data in the tally chart?

Insects Priya Saw

ant	ladybug	butterfly
𝍸 ||	|||	||||

No, because it shows the number of insects, not favorite insects.

What is Priya's favorite insect? 👍 👎

Guided Practice

Han made a tally chart for the rides he went on at the fair.

Rides Han Went on at the Fair

bumper car	carousel
𝍸 |	|||

Circle to show if each question can be answered using the data.

1. How many times did Han ride the carousel?

👍 👎

2. Did Han have fun at the fair?

👍 👎

© Amplify Education, Inc and its licensors.

Guided Practice

Clare made a tally chart to show the number of animals she saw on the farm.

Animals Clare Saw on the Farm

cow	goat	pig
𝍸	𝍸 |	|||

Circle to show if each question can be answered using the data. If the question can be answered, write the answer on the line.

3. Which animal did Clare like the best?

_____

4. How many cows and pigs did Clare see?

_____

Check

Diego made a tally chart to show the number of vehicles he saw.

Vehicles Diego Saw

car	truck	bus
𝍸 ||	𝍸	||

Circle to show if the question can be answered using the data.

1. How many trucks and buses did Diego see?

2. How fast did the trucks drive?

© Amplify Education, Inc and its licensors.

Name _____

Representing and Solving Story Problems With Equations

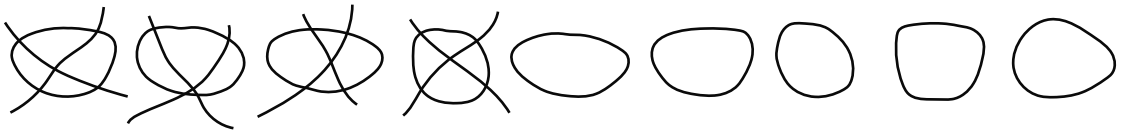
ML 2.03

Modeled Review

Name: Maya

Write an equation to show how you solved the story problem.

There were 9 kids in the library.
4 of them went back to class.
How many kids are in the library now?



equation: 9 - 4 = 5

Guided Practice

Write an equation to show how you solved the story problem.

1. There were 6 books on a cart.
   Someone put 2 more books on the cart.
   How many books are on the cart now?

equation: 6 + _____ = _____

© Amplify Education, Inc and its licensors.

Guided Practice

Write an equation to show how you solved the story problem.

2. There were 5 books on the shelf.
   The students took 3 books off the shelf.
   How many books are on the shelf now?

equation: _____

3. Santiago read 4 pages.
   He reads 4 more pages.
   How many pages did Santiago read altogether?

equation: _____

Check

Write an equation to show how you solved the story problem.

There were 7 books on the table.
The students took 5 of the books off the table.
How many books are on the table now?

equation: _____

© Amplify Education, Inc and its licensors.

Name _____

Identifying Unknowns in Story Problems

ML 2.06

Modeled Review

Name: Kai

Match each story problem with the equation that represents it.

1. There were 2 starfish.
   They found some more.
   Now there are 8 starfish.
   How many starfish did they find?

2. There were 8 starfish.
   2 of them went back in the ocean.
   How many starfish are there now?

8 − 2 = ___

2 + ___ = 8

Guided Practice

Match the story problem with the equation that represents it.

1. Avery had 6 shells.
   She lost 4 of them.
   How many does she have now?

4 + ___ = 10

2. Avery had 4 shells.
   She found some more.
   Now she has 10 shells.
   How many shells did she find?

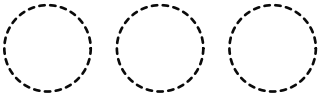
6 − 4 = ___

© Amplify Education, Inc and its licensors.

Guided Practice

Write an equation to show how you solved the story problem.

3. There were 3 people at the beach.
Some more people came to the beach.
Now there are 6 people at the beach.
How many people came to the beach?



equation: _____

4. There were 7 people swimming in the water.
2 people got out of the water.
How many people are in the water now?

equation: _____

Check

Write an equation to show how you solved the story problem.

Dylan built 2 sand castles.
His dad built some more sand castles.
Now there are 5 sand castles.
How many sand castles did Dylan's dad build?

equation: _____

© Amplify Education, Inc and its licensors.

Name _____

Solving Problems By Adding in Any Order

ML 2.07

Modeled Review

Two students solved the story problem.

There are 4 red birds and 5 blue birds.
How many birds are there in total?

Clare's work

(r) (r) (r) (r) (b) (b) (b) (b) (b)

equation: 4 + 5 = 9

Dylan's work

(b) (b) (b) (b) (b) (r) (r) (r) (r)

equation: 5 + 4 = 9

Guided Practice

Circle *two* equations that represent the problem.

1. Han has 3 dogs and Eva has 4 cats.
   How many pets do they have altogether?

(d) (d) (d) (c) (c) (c) (c)

3 + 4 = 7

3 + 3 = 6

2 + 5 = 7

4 + 3 = 7

© Amplify Education, Inc and its licensors.

Guided Practice

Solve the story problem and write an equation.

2. There are 5 kittens and 3 puppies in a pet store.
   How many kittens and puppies are in the store?

equation: ___ + ___ = ___

3. There are 2 squirrels and 4 birds in a tree.
   How many squirrels and birds are in the tree?

equation: _____

4. There are 7 rabbits and 2 squirrels in the yard.
   How many rabbits and squirrels are in the yard?

equation: _____

Check

Solve the story problem and write an equation.

Priya has a tank with 3 red fish and 6 blue fish.
How many red and blue fish are in the tank?

equation: _____

© Amplify Education, Inc and its licensors.

Name _____

Representing and Solving Story Problems

ML 2.13

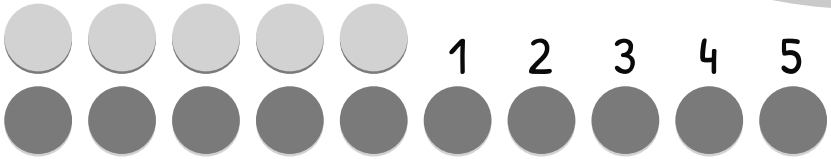
Modeled Review

Name: Kai

Solve the story problem.

There are 5 desks and 10 chairs. How many *more* chairs are there than desks?

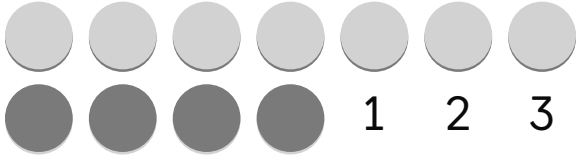
There are 5 more chairs than desks.



Guided Practice

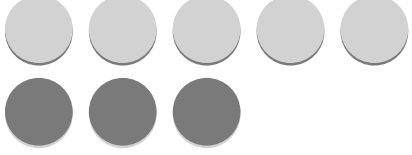
Solve each story problem.

1. There are 7 paint colors and 4 paint brushes.How many *fewer* brushes are there than paint colors?



_____ fewer paint brushes

2. There are 5 pencils on the table. There are 3 students. How many *more* pencils are there than students?



_____ more pencils

© Amplify Education, Inc and its licensors.

Guided Practice

Use two-color counters to solve the story problems.

3. There are 3 markers and 5 crayons.
   How many *fewer* markers are there than crayons?

answer: _____

4. There are 9 erasers and 5 pencils.
   How many *more* erasers are there than pencils?

answer: _____

Check

Use two-color counters to solve the story problem.

There are 5 pieces of paper and 8 students.How many *more* students are there than pieces of paper?

answer: _____

© Amplify Education, Inc and its licensors.

Name _____

Using Patterns to Find Sums Within 10

ML 3.02

Modeled Review

Name: Han

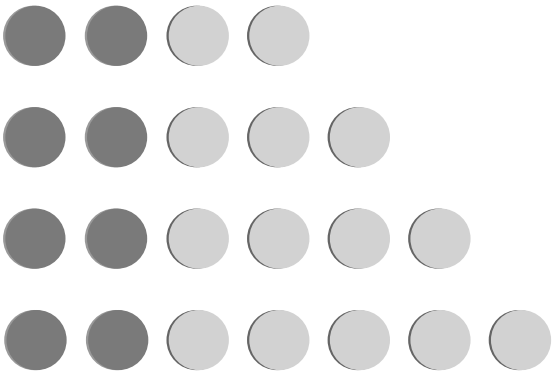
Use the pattern in the equations to find the sum without adding.

2 + 2 = 4 (+1)

2 + 3 = 5 (+1)

2 + 4 = 6 (+1)

2 + 5 = 7



Guided Practice

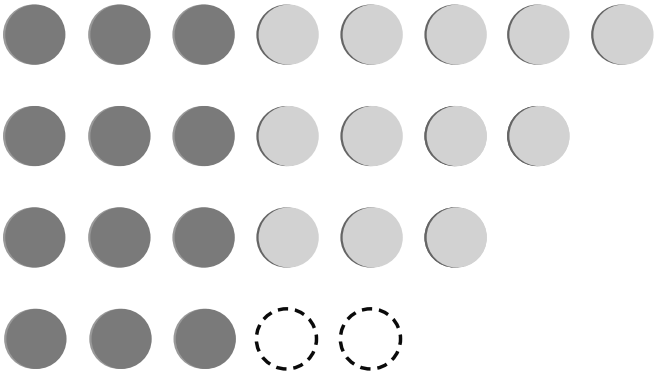
1. Use the pattern in the equations to find the sum without adding.

3 + 5 = 8

3 + 4 = 7

3 + 3 = 6

3 + 2 = ____



© Amplify Education, Inc and its licensors.

Guided Practice

Use the pattern in the equations to find the sum without adding.

2. 5 + 5 = 10

5 + 4 = 9

5 + 3 = ____

5 + 2 = ____

3. 6 + 1 = 7

6 + 2 = 8

6 + 3 = ____

6 + 4 = ____

4. 2 + 7 = 9

2 + 6 = 8

2 + 5 = ____

2 + 4 = ____

5. 1 + 3 = 4

1 + 4 = 5

1 + 5 = ____

1 + 6 = ____

Check

Use the pattern in the equations to find the sum without adding.

4 + 2 = 6

4 + 3 = 7

4 + 4 = ____

4 + 5 = ____

© Amplify Education, Inc and its licensors.

Name _____

Using Patterns to Find Differences Within 10

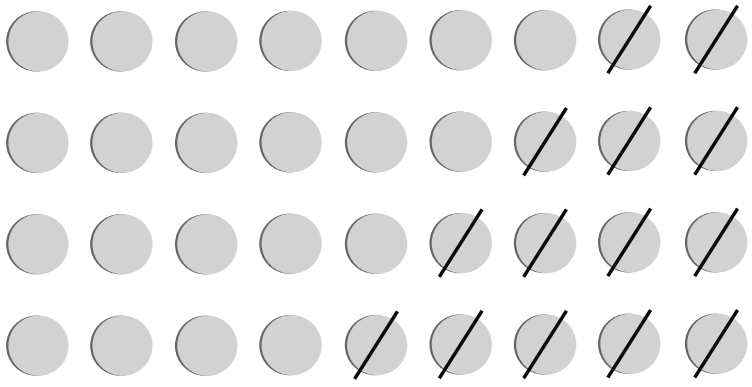
ML 3.03

Modeled Review

Name: Eva

Use the pattern in the equations to find each difference without subtracting.

$9 - 2 = 7$ (+1) $9 - 3 = 6$ (+1) $9 - 4 = 5$ (+1) $9 - 5 = 4$



Guided Practice

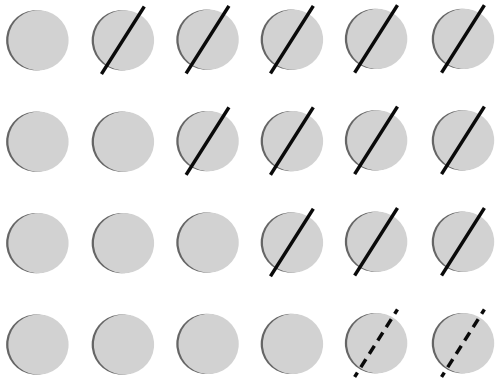
1. Use the pattern in the equations to find each difference without subtracting.

$6 - 5 = 1$

$6 - 4 = 2$

$6 - 3 = 3$

$6 - 2 =$ ____



© Amplify Education, Inc and its licensors.

Guided Practice

Use the pattern in the equations to find each difference without subtracting.

2. 10 − 9 = 1

10 − 8 = 2

10 − 7 = ____

10 − 6 = ____

3. 5 − 1 = 4

5 − 2 = 3

5 − 3 = ____

5 − 4 = ____

4. 8 − 6 = 2

8 − 5 = 3

8 − 4 = ____

8 − 3 = ____

5. 10 − 1 = 9

10 − 2 = 8

10 − 3 = ____

10 − 4 = ____

Check

Use the pattern in the equations to find each difference without subtracting.

7 − 2 = 5

7 − 3 = 4

7 − 4 = ____

7 − 5 = ____

© Amplify Education, Inc and its licensors.

Name _____

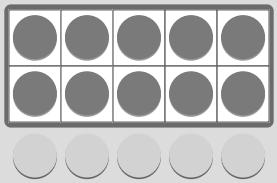
Representing Teen Numbers as a Ten and Some Ones

ML 3.05

Modeled Review

Two students used counters to represent the number 15 as a ten and some ones.

Jack's work

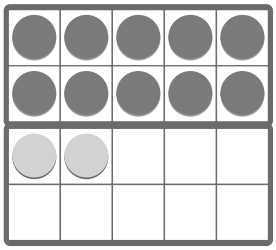


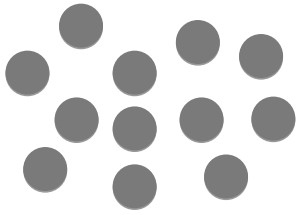
Clare's work

Guided Practice

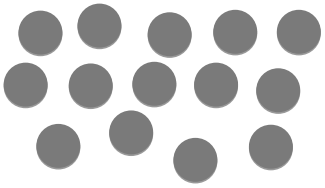
Circle the representation that shows the number as a ten and some ones.

1. 12





2. 14



© Amplify Education, Inc and its licensors.

Guided Practice

Use counters to represent the teen number as a ten and some ones.

3. 19

4. 13

5. 18

Check

Use counters to represent the number 16 as a ten and some ones.

© Amplify Education, Inc and its licensors.

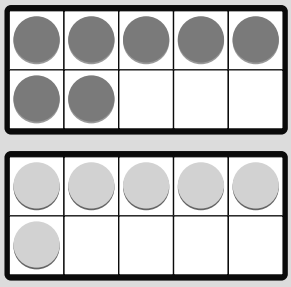
Name _____

Using Known Facts to Find Unknown Sums Within 20

ML 3.14

Modeled Review

Diego, Avery, and Priya are finding the value of 7 + 6.



Diego

7 + 3 + 3

Avery

6 + 6 + 1

Priya

7 + 7 − 1

Guided Practice

Circle all the expressions that match the value of the given expression.

1. 8 + 5

(8 + 2 + 3) (3 + 5 + 5) 8 + 8 + 3

2. 7 + 4

3 + 4 + 4 7 + 7 + 4 7 + 3 + 1

© Amplify Education, Inc and its licensors.

Guided Practice

Find the sum. Use a known sum if it is helpful.

3. 9 + 7 = ____

first step: 9 + 1 = 10

next step: 10 + ____ = ____

4. 7 + 8 = ____

first step: 7 + 7 = 14

next step: _____

5. 5 + 9 = ____

6. 6 + 5 = ____

Check

Find the sum. Use a known sum if it is helpful.

1. 8 + 6 = ____

2. 5 + 7 = ____

© Amplify Education, Inc and its licensors.

Name _____

Adding and Subtracting Multiples of 10

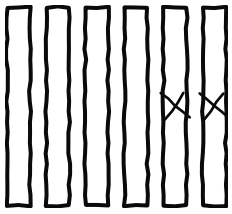
ML 4.05

Modeled Review

Name: Jack

Solve the problem using any strategy.

There are 6 towers of ten cubes. Han takes away 20 cubes. How many cubes are left?



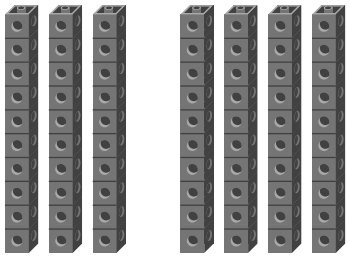
6 tens = 60 cubes

answer: 40 cubes

Guided Practice

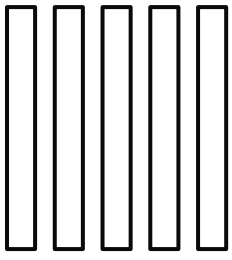
Solve each problem using any strategy.

1. There are 3 towers of 10 cubes. Jada added 4 towers of 10 cubes. How many total cubes are there?



answer: _____ cubes

2. There are 5 towers of 10 cubes. 20 cubes are removed. How many cubes are left?



answer: _____ cubes

© Amplify Education, Inc and its licensors.

Guided Practice

Solve each problem using any strategy. Use cubes if it is helpful.

3. There are 6 towers of 10 cubes. Priya added 20 cubes. How many cubes are there?

answer: _____ cubes

4. There are 4 towers of ten cubes. 10 cubes are removed. How many cubes are left?

answer: _____ cubes

Check

Solve the problem using any strategy. Use cubes if it is helpful.

There are 7 towers of 10 cubes. Han removes 30 cubes. How many cubes are left?

answer: _____ cubes

© Amplify Education, Inc and its licensors.

Name _____

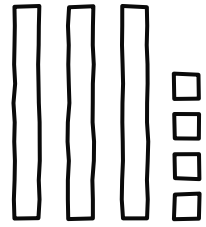
Representing Two-Digit Numbers With Tens and Ones

ML 4.08

Modeled Review

Name: Kai

Represent 34 with a drawing.



30 + 4 = 34

Guided Practice

Represent the two-digit number with a drawing.

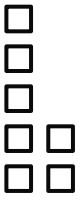
1. 25

tens ones

tens ones

2. 47

tens ones



tens ones

© Amplify Education, Inc and its licensors.

Guided Practice

Represent the two-digit number with a drawing.

3. 36

4. 51

5. 68

6. 72

Check

Represent the two-digit number with a drawing.

1. 84

2. 46

© Amplify Education, Inc and its licensors.

Name _____

Comparing Two-Digit Numbers

ML 4.14

Modeled Review

Name: Diego

1. Circle the number that is *greater than* the other number.

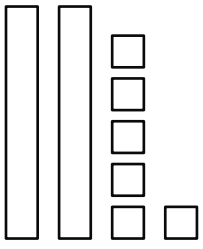
53 (71)

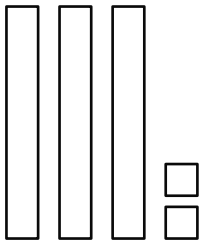
2. Circle the number that is *less than* the other number.

(64) 68

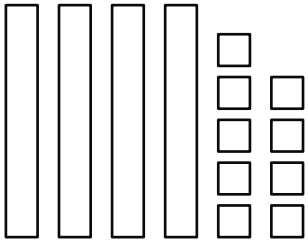
Guided Practice

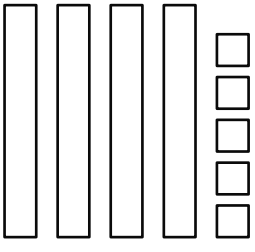
1. Circle the number that is *greater than* the other number.

26 

32 

2. Circle the number that is *less than* the other number.

49 

45 

© Amplify Education, Inc and its licensors.

Guided Practice

3. Circle the number that is *greater than* the other number.

34 17

4. Circle the number that is *less than* the other number.

56 54

5. Circle the number that is *greater than* the other number.

13 31

6. Circle the number that is l*ess than* the other number.

46 62

7. Circle the number that is *greater than* the other number.

79 75

8. Circle the number that is *less than* the other number.

93 84

Check

1. Circle the number that is *greater than* the other number.

43 38

2. Circle the number that is *less than* the other number.

67 56

© Amplify Education, Inc and its licensors.

Name _____

Writing Two Different Comparison Statements About the Same Numbers

ML 4.18

Modeled Review

Name: Kai

Using the numbers 35 and 22, write two true comparison statements using the > and < symbols.

35 > 22

35 is greater than 22. The greater than symbol opens to the left.

22 < 35

22 is less than 35. The less than symbol opens to the right.

Guided Practice

Using the numbers 62 and 31, write two true comparison statements using the > and < symbols.

1. 62 > ____

2. 31 < ____

Using the numbers 43 and 27, write two true comparison statements using the > and < symbols.

3. ____ > ____

4. ____ < ____

© Amplify Education, Inc and its licensors.

Guided Practice

5. Write **two** true comparison statements using the > and < symbols.

Numbers	Comparison 1	Comparison 2
70, 30	70 ___ 30	30 ___ 70
54, 38	54 ___ ___	___ ___ ___
81, 95	___ ___ ___	___ ___ ___
18, 24		
65, 69		
45, 75		

Check

Using the numbers 63 and 78, write two true comparison statements using the > and < symbols.

1. _____ 2. _____

© Amplify Education, Inc and its licensors.

Name _____

Adding Two-Digit Numbers Without Making a Ten

ML 5.03

Modeled Review

Name: Tristan

Find the sum.

54 + 42 = 96

54 → 64 → 74 → 84 → 94 → 95 → 96

+ 10 + 10 + 10 + 10 + 1 + 1

42 is 4 tens and 2 ones.

Guided Practice

Find the sum.

1. 15 + 34 = _____

   15, 25, 35, 45, 46, 47, _____ , _____

   + 10 + 10 + 10 + 1 + 1 + 1 + 1

2. 71 + 25 = _____

   71, 81, 91, _____, _____, _____, _____, _____

3. 32 + 43 = _____

   32, _____, _____, _____, _____, _____, _____, _____

4. 27 + 62 = _____

   27, _____

© Amplify Education, Inc and its licensors.

Guided Practice

Find the sum. Count on by 10s and then by 1s if it is helpful.

5. 65 + 14 = _____

6. 31 + 27 = _____

7. 23 + 46 = _____

8. 52 + 35 = _____

Check

Find the sum. Count on by 10s and then by 1s if it is helpful.

42 + 37 = _____

© Amplify Education, Inc and its licensors.

Name _____

Finding Sums Using Equations

ML 5.04

Modeled Review

Name: Avery

Find the sum. Use equations to show your thinking.

42 + 36 = 78

40 + 30 = 70
2 + 6 = 8
70 + 8 = 78

Guided Practice

1. Find the sum. Use equations to show your thinking.

Equations	Place Value
54 + 32 =	5 tens + 3 tens = _____ tens 4 ones + 2 ones = _____ ones _____ tens + _____ ones = _____
26 + 43 =	2 tens + 4 tens = _____ tens _____ ones + 3 ones = _____ ones _____ tens + _____ ones = _____
73 + 24 =	70 + 20 = _____ 3 + 4 = _____ _____ + _____ = _____

© Amplify Education, Inc and its licensors.

Guided Practice

Find the sum. Use equations to show your thinking.

2. 76 + 13 = _____

3. 41 + 37 = _____

4. 56 + 43 = _____

5. 63 + 24 = _____

Check

Find the sum. Use equations to show your thinking.

34 + 52 = _____

© Amplify Education, Inc and its licensors.

Name _____

Adding 2 Two-Digit Numbers by Making a Ten

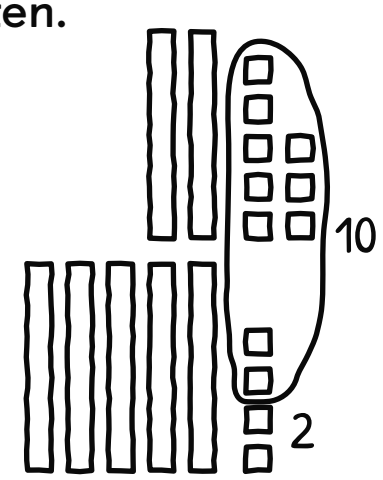
ML 5.10

Modeled Review

Name: Clare

Find the sum by making a ten.

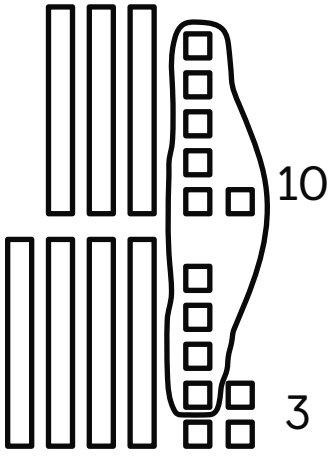
28 + 54 = 82



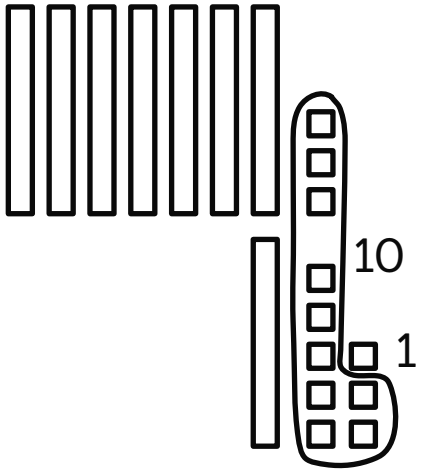
Guided Practice

Find the sum by making a ten.

1. 36 + 47 = _____



2. 73 + 18 = _____

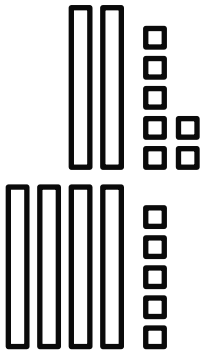


© Amplify Education, Inc and its licensors.

Guided Practice

Find the sum by making a ten.

3. 27 + 45 = _____



4. 39 + 53 = _____

5. 68 + 26 = _____

6. 56 + 17 = _____

Check

Find the sum by making a ten.

43 + 38 = _____

© Amplify Education, Inc and its licensors.

Name _____

Adding Within 100

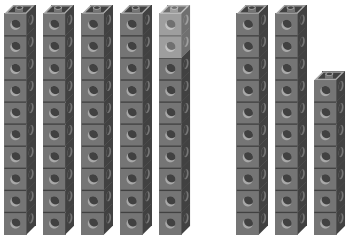
ML 5.13

Modeled Review

Name: Dylan

Find the sum by changing an addend. Show your thinking.

48 + 27 75

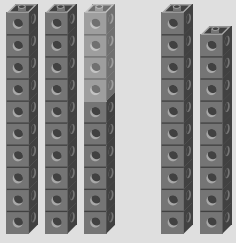
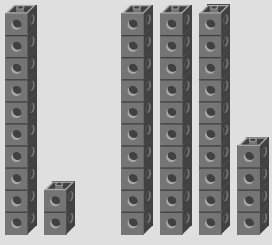


50 + 27 = 77

77 − 2 = 75

Guided Practice

1. Find the sum by changing an addend.

Expression	Base-ten representation	Workspace
26 + 19		30 + ____ = ____ ____ − ____ = ____
12 + 34		10 + ____ = ____ ____ + ____ = ____

© Amplify Education, Inc and its licensors.

Guided Practice

Find the sum. Change an addend if it is helpful.

2. 56 + 18 _____

3. 14 + 22 _____

4. 11 + 18 _____

5. 37 + 44 _____

6. 59 + 14 _____

7. 71 + 15 _____

Check

Find the sum. Change an addend if it is helpful.

1. 26 + 46 _____

2. 32 + 55 _____

© Amplify Education, Inc and its licensors.

Name _____

Ordering Lengths of Objects

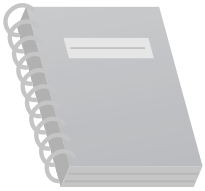
ML 6.02

Modeled Review

Name: Tristan

List the objects in order from *shortest* to *tallest*.

glue bottle



notebook

eraser

eraser
shortest

glue bottle

notebook
tallest

Guided Practice

1. Circle the object that is *longer*.

2. Circle the object that is *taller*.

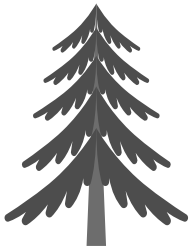
3. Circle the object that is *shorter*.

© Amplify Education, Inc and its licensors.

Guided Practice

4. List the objects in order from *shortest* to *tallest*.

cactus



tree

sunflower

_____
shortest

cactus
_____

_____
tallest

5. List the objects in order from *shortest* to *longest*.

marker

sharpener

crayon

_____
shortest

_____

_____
longest

Check

List the objects in order from *shortest* to *tallest*.

giraffe

flamingo

kangaroo

_____
shortest

_____

_____
tallest

© Amplify Education, Inc and its licensors.

Name _____

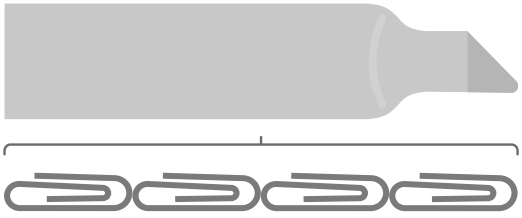
Measuring Length Without Gaps or Overlaps

ML 6.05

Modeled Review

Name: Han

Use paper clips to measure the length of the object. Fill in the blank to make the sentence true.



1, 2, 3, 4. The highlighter is 4 paper clips long.

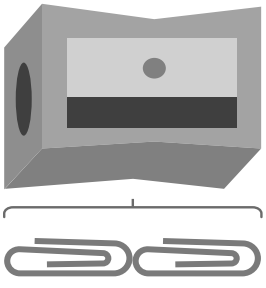
The highlighter is 4 paper clips long.

Guided Practice

Use the paper clips to measure the length of each object. Fill in the blanks to make each sentence true.

1.

The colored pencil is ____ paper clips long.

2. 

The pencil sharpener is ____ paper clips long.

© Amplify Education, Inc and its licensors.

Guided Practice

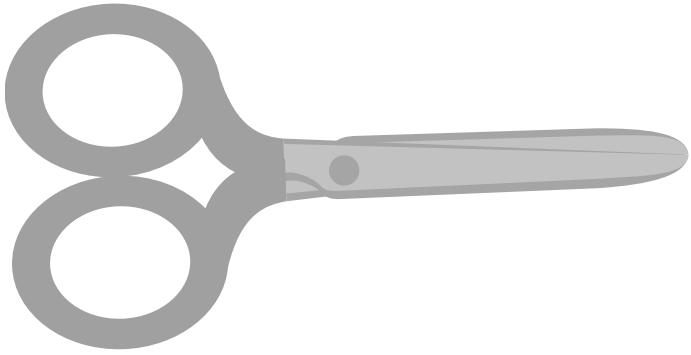
Use paper clips to measure the length of each object. Fill in the blanks to make each sentence true.

3.

The crayon is ____ paper clips long.

4.

The paint brush is ____ paper clips long.

5. 

The scissors are ____ paper clips long.

Check

Use paper clips to measure the length of the object. Fill in the blank to make each sentence true.

The marker is ____ paper clips long.

© Amplify Education, Inc and its licensors.

Name _____

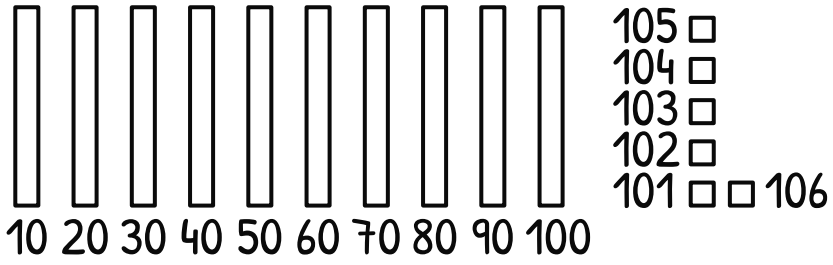
Representing Base-Ten Blocks Using Written Numbers

ML 6.09

Modeled Review

Name: Jack

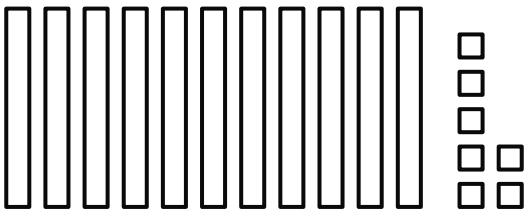
Find the total number of unit cubes in the representation.



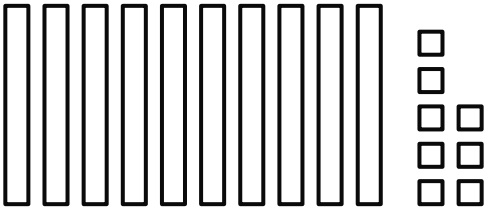
106 unit cubes

Guided Practice

1. Match the base-ten representation to the numeral.



108

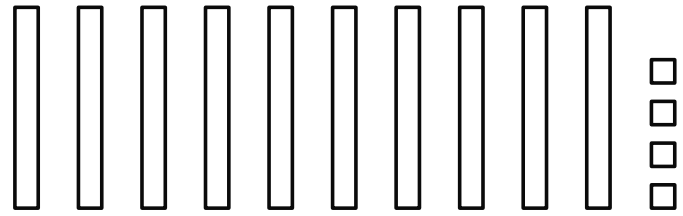


117

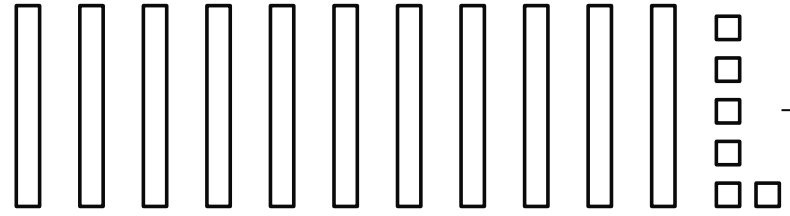
© Amplify Education, Inc and its licensors.

Guided Practice

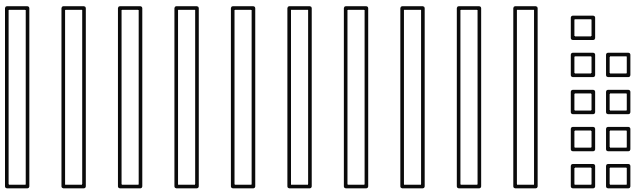
Find the total number of unit cubes in each representation.

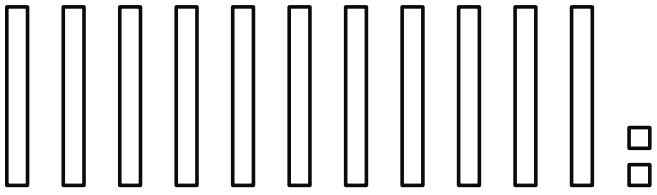
2. 

_____ unit cubes

3. 

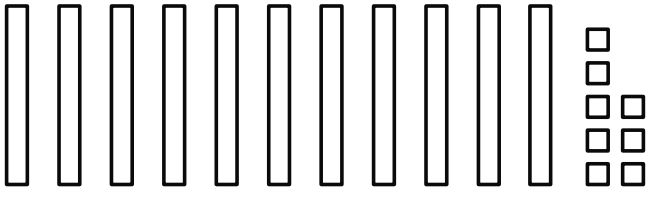
_____ unit cubes

4. 
_____ unit cubes

5. 
_____ unit cubes

Check

Find the total number of unit cubes in the representation.



_____ unit cubes

© Amplify Education, Inc and its licensors.

Name _____

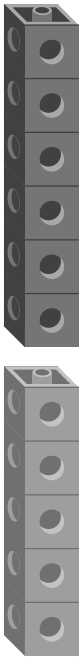
Solving *Compare* Story Problems About Length

ML 6.11

Modeled Review

Name: Shawn

Solve the problem and write an equation.



Jack grew a flower that was 6 connecting cubes tall.

Eva grew a flower that was 5 connecting cubes taller than Jack's.

How many connecting cubes tall is Eva's flower?

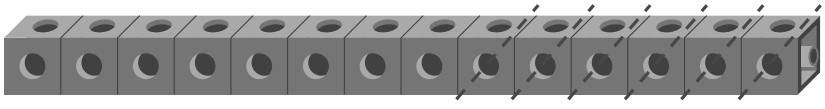
answer: 11 connecting cubes

equation: 6 + 5 = 11

Guided Practice

Solve the problem and write an equation.

1. Clare's ribbon is 14 connecting cubes long. Kai's ribbon is 6 connecting cubes shorter than Clare's. How many connecting cubes long is Kai's ribbon?



answer: ___ connecting cubes **equation:** 14 − 6 = ___

© Amplify Education, Inc and its licensors.

Guided Practice

Solve the problem and write an equation.

2. Diego built a tower that was 16 connecting cubes tall. Maya built a tower that was 9 connecting cubes shorter than Diego's. How many connecting cubes tall is Maya's tower?

answer: ___ connecting cubes **equation:** _____

3. Han's stick is 12 connecting cubes long. Priya's stick is 4 connecting cubes longer than Han's. How long is Priya's stick?

answer: _____ **equation:** _____

Check

Solve the problem and write an equation.

Jada's toy train is 14 connecting cubes long. Santiago's toy train is 5 connecting cubes shorter than Jada's. How many connecting cubes long is Santiago's toy train?

answer: _____ **equation:** _____

© Amplify Education, Inc and its licensors.

Name _____

Drawing Triangles and Rectangles

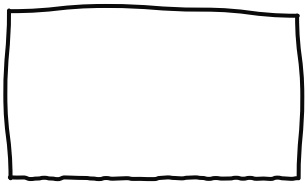
ML 7.04

Modeled Review

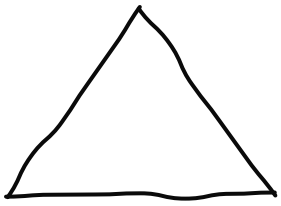
Name: Priya

Draw each shape.

1. Rectangle



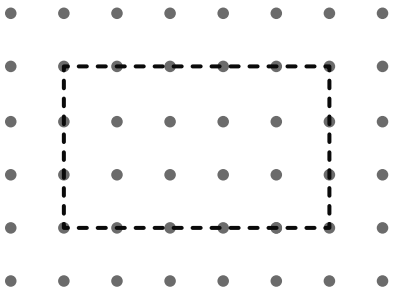
2. Triangle



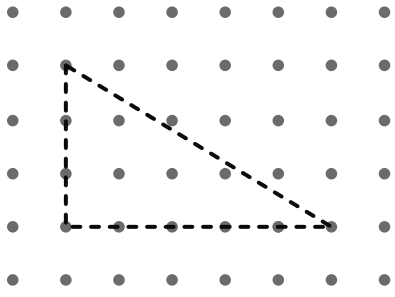
Guided Practice

Draw each shape.

1. Rectangle



2. Triangle

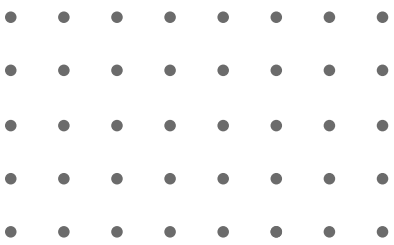


© Amplify Education, Inc and its licensors.

Guided Practice

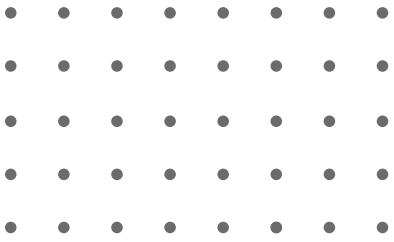
Draw each shape.

3. Rectangle



4. Rectangle

5. Triangle



6. Triangle

Check

Draw each shape.

1. Rectangle

2. Triangle

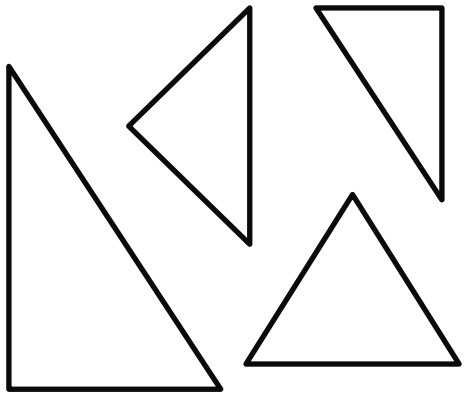
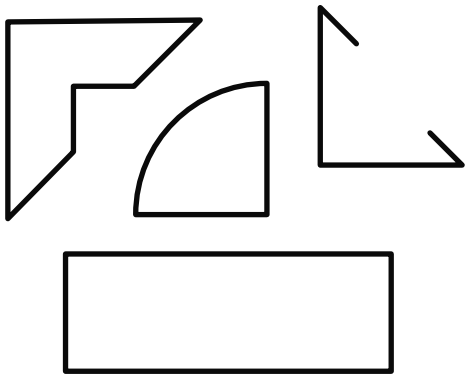
© Amplify Education, Inc and its licensors.

Name _____

Identifying Triangles

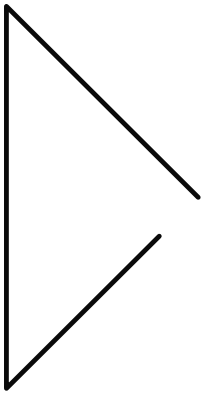
ML 7.05

Modeled Review

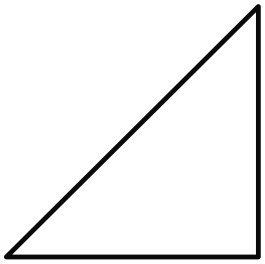
triangles	not triangles
	

Guided Practice

1. Match the drawing with the description.



triangle

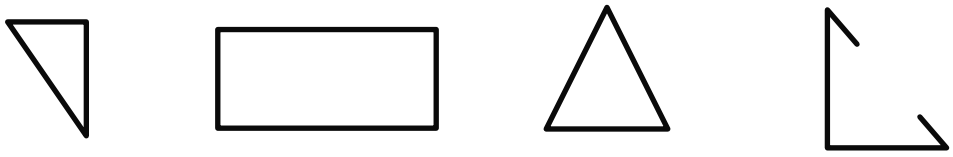


not a triangle

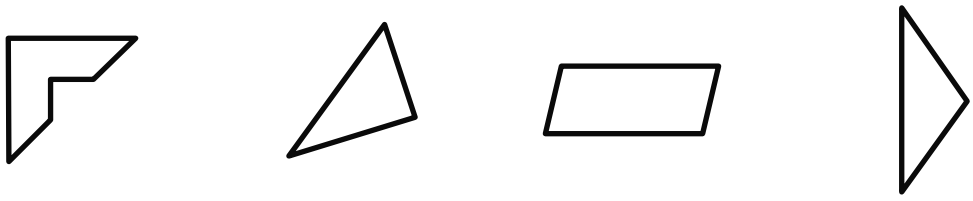
© Amplify Education, Inc and its licensors.

Guided Practice

2. Circle *all* the triangles.



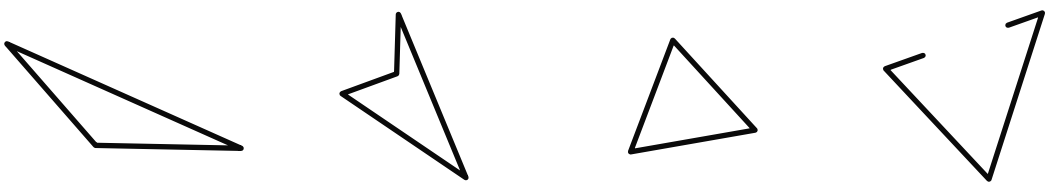
3. Circle *all* the triangles.



4. Circle *all* the triangles.

Check

Circle *all* the triangles.



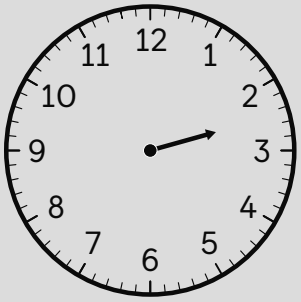
© Amplify Education, Inc and its licensors.

Name _____

Telling Time to the Half Hour

ML 7.14

Modeled Review

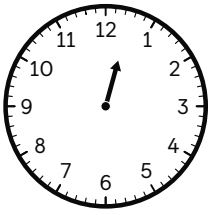


At half past the hour, the hour hand is halfway between that hour and the next hour. This clock shows half past 2.

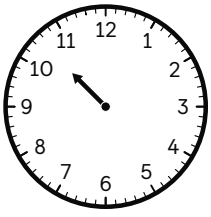
Guided Practice

1. Draw a line to the clock that shows the same time.

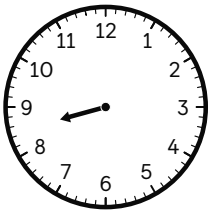
half past 10



half past 8



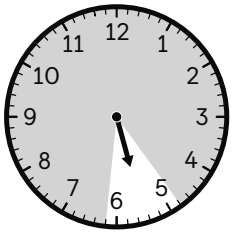
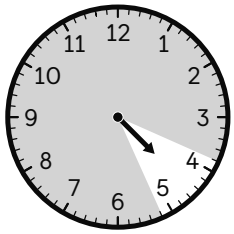
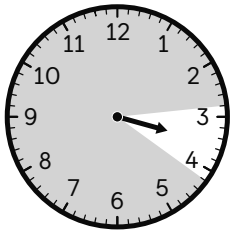
half past 12



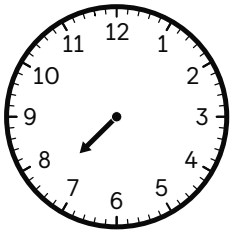
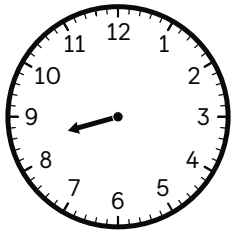
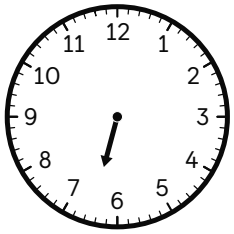
© Amplify Education, Inc and its licensors.

Guided Practice

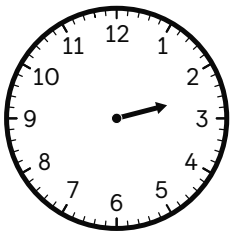
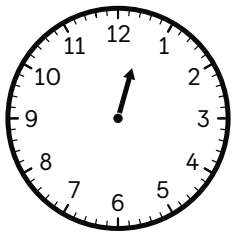
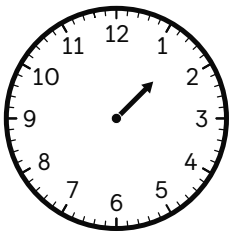
2. Circle the clock that shows half past 4.

3. Circle the clock that shows half past 7.

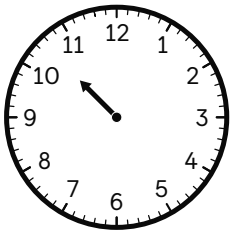
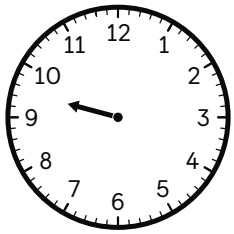
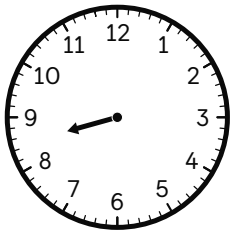




4. Circle the clock that shows half past 1.

Check

Circle the clock that shows half past 9.

© Amplify Education, Inc and its licensors.

Name _____

Describing the Time Shown on Clocks

ML 7.17

Modeled Review

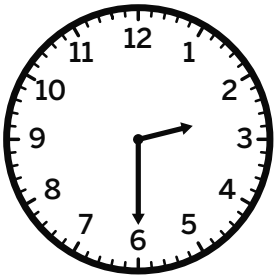
Name: Tristan

Circle to show if each statement about the clock is *true* or *false*.

1. It is half past 2.

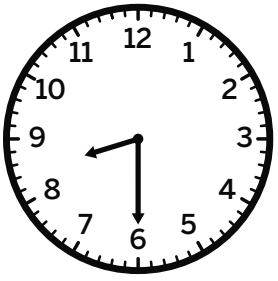
2. It is 2 o'clock.

3. The time is 2:30.

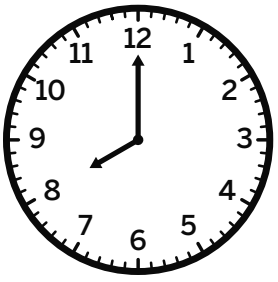


Guided Practice

1. Match the clock to the statement.



half past 8



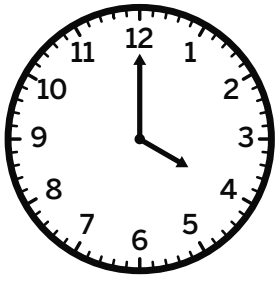
8 o'clock

© Amplify Education, Inc and its licensors.

Guided Practice

Circle to show if each statement about the clock is *true* or *false*.

2.

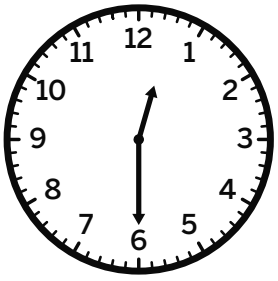


It is half past 3.

It is 4 o'clock.

The time is 3:00.

3.



It is half past 12.

It is 12 o'clock.

The time is 12:30.

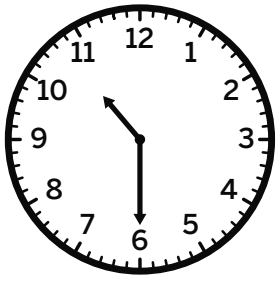
Check

Circle to show if each statement about the clock is *true* or *false*.

1. It is half past 10.

2. It is 11 o'clock.

3. The time is 11:30.



© Amplify Education, Inc and its licensors.

Extensions

Adding and Subtracting

Name _____ Date _____

You Choose! Pick any problem to start with.

1

Choose **3** cards to make the sum of **20**.

1	3	4	5	7	8	9

Make 20 in more than 1 way.

Can you make 20 using the 1 card? Explain your thinking.

© Amplify Education, Inc and its licensors.

Adding and Subtracting (continued)

Name _____ Date _____

2 Look at the examples written using Mongolian digits and try to figure out what number each digit could represent. One of the digits is given in the table.

᠒ + ᠒ = ᠔

᠔ + ᠒ = ᠖

᠔ − ᠒ = ᠖

᠓ + ᠓ = ᠖

᠓ + ᠓ + ᠓ = ᠑

᠔ − ᠘ = ᠓

᠐ − ᠐ = ᠖

᠔	᠐	᠐	᠘	᠔	᠒	᠓	᠑	᠖
4								

© Amplify Education, Inc and its licensors.

Ways to Represent Data

Name _____ Date _____

You Choose! Pick any problem to start with.

1

The data display about some shapes in a bag is not finished. It shows the kinds of shapes, but not how many of each are in the bag.

triangles	squares	circles

Create a set of data about how many shapes are in the bag that makes all of these statements true:

- There are more than 15 shapes altogether, but less than 25 shapes.
- There are 6 more squares than circles.
- There are 7 fewer circles than triangles.

Create a different set of data about shapes that still makes all the statements true.

© Amplify Education, Inc and its licensors.

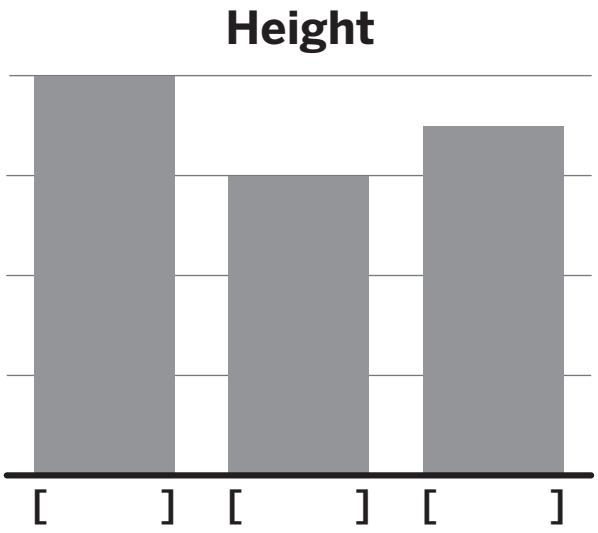
Ways to Represent Data (continued)

Name _____ Date _____

2 Shawn, Clare, and Diego compared their heights. Diego is shorter than Clare and Shawn. Shawn is taller than Clare.

They created a bar graph to show their heights.

Mark each bar with the person's name.



© Amplify Education, Inc and its licensors.

Solving Problems About Comparing

Name _____ Date _____

You Choose! Pick any problem to start with.

1 Jada and Priya have crayons. Priya has 35 fewer crayons than Jada. Jada gives Priya 1 crayon. How many fewer crayons does Priya have than Jada now?

Show your thinking.

answer: _____

© Amplify Education, Inc and its licensors.

Solving Problems About Comparing (continued)

Name _____ Date _____

2 Make a tower of 8 cubes using only blocks of 2 or 4 cubes. Find as many ways as you can. Explain why you think you found them all.

Show your thinking.

Make a tower of 7 cubes using only blocks of 1, 3, or 4 cubes. Find as many ways as you can. Explain why you think you found them all.

Show your thinking.

© Amplify Education, Inc and its licensors.

The Value of Money

Name _____ Date _____

Coin shows heads.

Coin shows tails.

1 Here are some dimes. When you add all the dimes that show tails, you get 40 cents.

If you flip exactly 2 coins next to each other once or several times, what other amounts will you get? Find as many answers as possible.

Show or explain your thinking.

© Amplify Education, Inc and its licensors.

The Value of Money (continued)

Name _____ Date _____

2 Here are some nickels. When you add all the nickels that show tails, you get 10 cents.

If you flip exactly 2 coins once or several times, what other amounts will you get? Find as many answers as possible.

Show or explain your thinking.

© Amplify Education, Inc and its licensors.

Subtracting Within 100

Name _____ Date _____

You Choose! Pick any problem to start with.

1

Look at the examples written using Greek digits.

ΙΙΙ is 3.

ΓΙ is 6.

ΔΙΙ is 12.

ΔΔΔΙΙΙ is 33.

ΓΔΔΙ is 61.

Find the number that each symbol could represent.

Ι	Γ	Δ	ΓΔ

Find each sum or difference using Greek numerals.

ΙΙ + ΙΙΙ _____

ΔΔΔΔΙΙΙ + ΓΙΙ _____

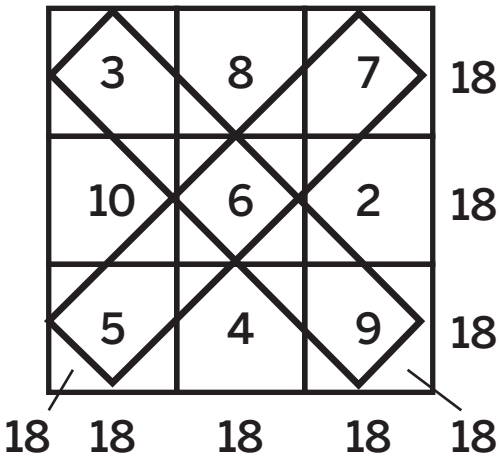
ΓΔΔΙ − ΔΔΔΓ _____

© Amplify Education, Inc and its licensors.

Subtracting Within 100 (continued)

Name _____ Date _____

2 A square is a magic square if the sums of the numbers in each row, column and both diagonals are the same.



Fill in the empty boxes of each magic square.

21		19
	18	
		15

30		28
		29
		24

© Amplify Education, Inc and its licensors.

Adding and Subtracting to Compare

Name _____ Date _____

You Choose! Pick any problem to start with.

1 Jada and Priya started with the same number of carrots. Jada ate 21 carrots and Priya ate 36 carrots. Who has more carrots now? How many more carrots?

Show or explain your thinking.

name: _____

how many more carrots: _____

2 Han and Diego had the same number of flowers. Diego gave 16 flowers to Han. How many more flowers does Han have than Diego now?

Show or explain your thinking.

answer: _____

© Amplify Education, Inc and its licensors.

Solving One- and Two-Step Story Problems

Name _____ Date _____

You Choose! Pick any problem to start with.

1 The ages of a grandfather, father, and son equal 100 years. The ages of the father and son equal 35 years. The father is 25 years older than the son. How old is the grandfather, father, and son?

Show or explain your thinking.

grandfather: _____

father: _____

son: _____

© Amplify Education, Inc and its licensors.

Solving One- and Two-Step Story Problems (continued)

Name _____ Date _____

2 A class was given a problem. The number of girls who solved the problem was equal to the number of boys who did not solve it. Which group is larger — the group of students who did not solve the problem or the group of students that are girls?

Show or explain your thinking.

answer: _____

3 There were a total of 81 people on 2 buses. When 47 people got off of Bus 1 and 32 people got off of Bus 2, the number of people on each bus became equal. How many people were on each bus from the start?

Show or explain your thinking.

Bus 1: _____ **Bus 2:** _____

© Amplify Education, Inc and its licensors.

Measuring in Standard Units

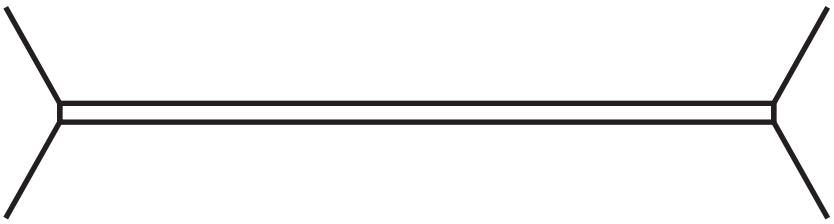
Name _____ Date _____

You Choose! Pick any problem to start with.

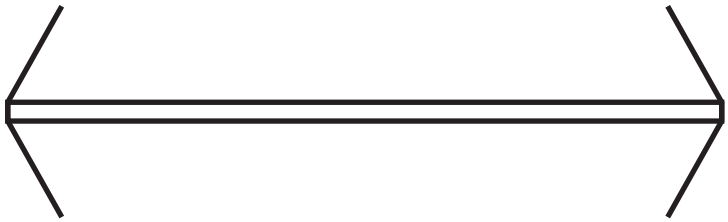
1

Here are 2 rectangles with arrows at the ends.

Rectangle A



Rectangle B



Which rectangle do you think is longer?

answer: _____

Use a centimeter ruler to measure each rectangle. Which rectangle is longer?

answer: _____

© Amplify Education, Inc and its licensors.

Measuring in Standard Units (continued)

Name _____ Date _____

2 A snail climbs up a tree. During the day it climbs 5 meters up the tree and during the night it climbs 4 meters down the tree. How many days will it take for the snail to climb to the top of a tree that is 15 meters tall?

Show your thinking.

answer: _____

© Amplify Education, Inc and its licensors.

Measuring in Inches and Feet

Name _____ Date _____

You Choose! Pick any problem to start with.

1 If all your classmates stand side to side with their arms stretched out, about how long of a line do you think it will make? Include the unit of measure you choose.

Show your thinking.

answer: _____

© Amplify Education, Inc and its licensors.

Measuring in Inches and Feet (continued)

Name _____ Date _____

2 Clare wants to make a skirt, but she needs 23 more inches of fabric. Priya wants to make the same skirt, but she needs 25 more inches of fabric. If they combine their pieces of fabric, they have just enough to make the skirt. How many inches of fabric are needed to make the skirt?

Show your thinking.

answer: _____

© Amplify Education, Inc and its licensors.

Creating Line Plots

Name _____ Date _____

You Choose! Pick any problem to start with.

1

Create and label a line plot for shoe lengths that matches the statements.

- There are 7 total shoe lengths.
- The most common shoe length measured was 6 inches.
- The difference between the longest shoe length and the shortest shoe length was 4 inches.

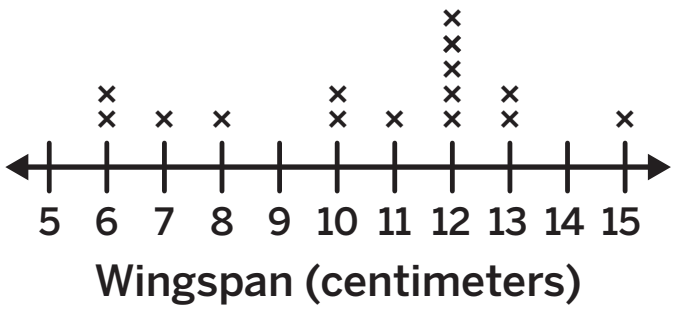
Draw

© Amplify Education, Inc and its licensors.

Creating Line Plots (continued)

Name _____ Date _____

2 Here are the wingspans of some butterflies in Diego's collection.



Diego still has 2 more lengths to record. Circle yes or no to show if each measurement will change when Diego records the 2 lengths. Show or explain your thinking.

The most common measurement **y**es **n**o

The total number of measurements **y**es **n**o

The longest measurement **y**es **n**o

The shortest measurement **y**es **n**o

© Amplify Education, Inc and its licensors.

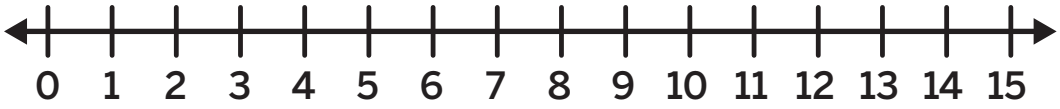
The Structure of the Number Line

Name _____ Date _____

You Choose! Pick any problem to start with.

1 Priya was 4 years old 2 years ago. How old will she be in 7 years? Use the number line if it is helpful.

Show or explain your thinking.



answer: _____

© Amplify Education, Inc and its licensors.

The Structure of the Number Line (continued)

Name _____ Date _____

2 Jada picks a number between 0 and 8 and Han tries to guess the number. Jada tells Han if his guess is too high or too low. Han wants to guess the number as fast as he can. How many guesses should be enough for him every time?

Show or explain your thinking.

answer: _____

Han picks a number between 0 and 20 and Jada tries to guess the number. Han tells Jada if her guess is too high or too low. Jada wants to guess the number as fast as she can. How many guesses should be enough for her every time?

Show or explain your thinking.

answer: _____

© Amplify Education, Inc and its licensors.

Adding and Subtracting on the Number Line

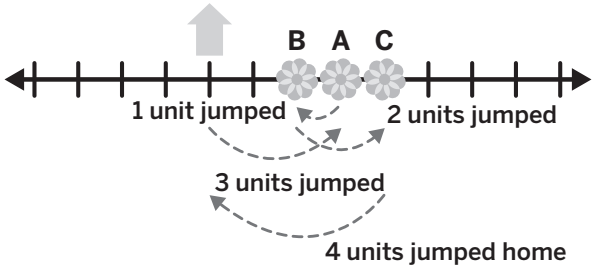
Name _____ Date _____

You Choose! Pick any problem to start with.

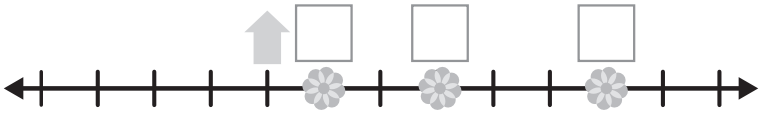
1

A grasshopper made jumps to visit flowers. It starts from home and returns home. Place the letters A, B, and C to show the order the grasshopper visited each flower before returning home. Here is an example.

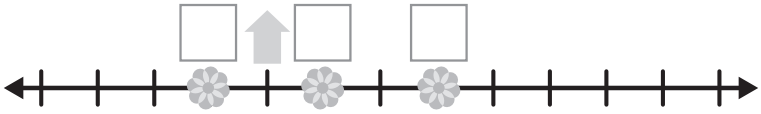
The grasshopper made these jumps in this order: 3, 1, 2, and 4.



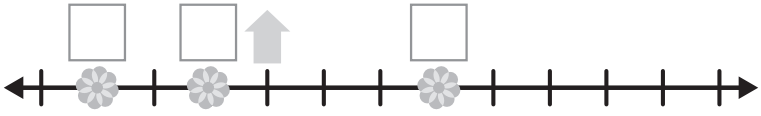
The grasshopper made these jumps in this order: 1, 2, 3, and 6.



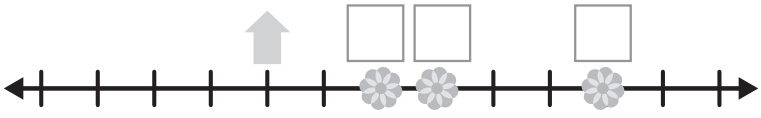
The grasshopper made these jumps in this order: 3, 4, 2, and 1.



The grasshopper made these jumps in this order: 3, 2, 4, and 3.



The grasshopper made the jumps 3, 1, 6, and 2 but forgot the order of the jumps it made.



© Amplify Education, Inc and its licensors.

Adding and Subtracting on the Number Line (continued)

Name _____ Date _____

2 A grasshopper can jump either 3 units or 5 units in any direction. If it starts from home, can it get to each of these flowers?

Yes No

Show or explain your thinking.

Yes No

Show or explain your thinking.

© Amplify Education, Inc and its licensors.

The Value of Three Digits

Name _____ Date _____

You Choose! Pick any problem to start with.

1

Write all the one-digit, two-digit, and three-digit numbers using only the digits 0 or 1.

2

If you write the numbers 1 to 99 without spaces, you will get a very big number.

How many digits will the number have?

_____

How many 2s will be in the number?

_____

How many 1s will be in the number?

_____

© Amplify Education, Inc and its licensors.

The Value of Three Digits (continued)

Name _____ Date _____

3 How many different three-digit numbers can you make using the digits 7, 8, and 0 only once?

Show your thinking.

How many different three-digit numbers can you make using the digits 7, 8, and 0 if you repeat digits?

Show your thinking.

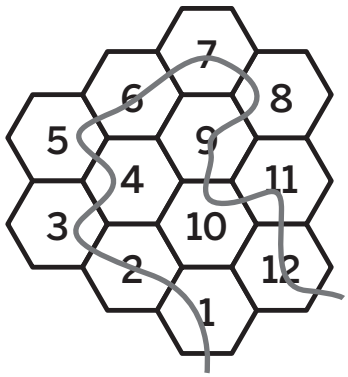
© Amplify Education, Inc and its licensors.

The Value of Three Digits (continued)

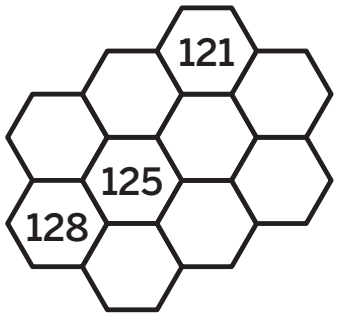
Name _____ Date _____

4 Fill each empty tile with the numbers so you can trace a path of numbers in order. Remember, you can go from 1 tile to another by crossing the side only.

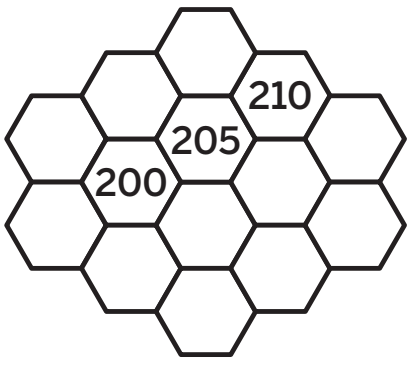
Here is an example with the numbers 1 to 12.

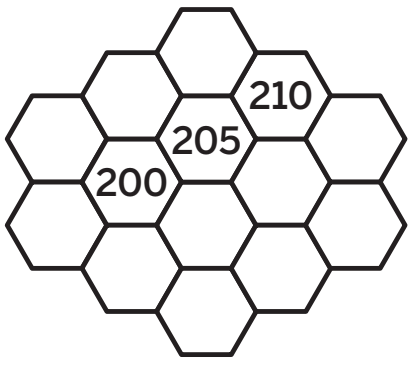


Use the numbers 120 to 129.



Find **2** solutions so that you can trace a path of numbers in order.





© Amplify Education, Inc and its licensors.

Compare and Order Numbers Within 1,000

Name _____ Date _____

You Choose! Pick any problem to start with.

1

Cross out numbers to make the largest three-digit number possible.

4	0	5	1	2	7	1

Cross out numbers to make the smallest three-digit number possible.

4	0	5	1	2	7	1

2

Write the smallest three-digit number using different digits.

_____

Write the largest three-digit number using different digits.

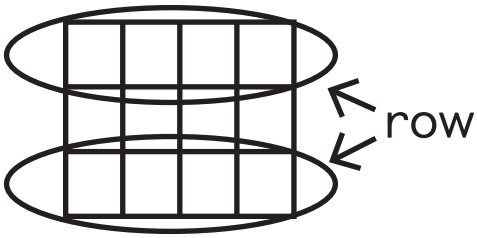
_____

© Amplify Education, Inc and its licensors.

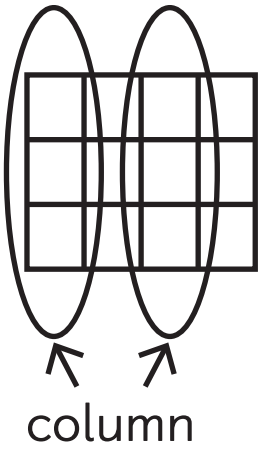
Compare and Order Numbers Within 1,000 (continued)

Name _____ Date _____

Rows



Columns



3 Use the numbers to fill in the boxes so that each number appears once in each row and once in each column and the < or > symbols represent true comparisons.

Here is an example.

6, 11, 17

6	<	11	<	17
		∧		
11		17		6
∧				
17		6		11

305, 350, 530

	>		>	
		∧		

120, 210, 201, 102

∧				∧
∧				
			∧	
		>		<

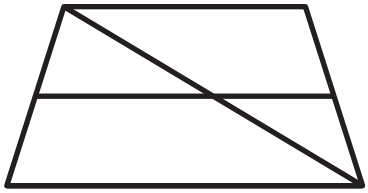
© Amplify Education, Inc and its licensors.

Attributes of Shapes

Name _____ Date _____

You Choose! Pick any problem to start with.

1 How many triangles are there?

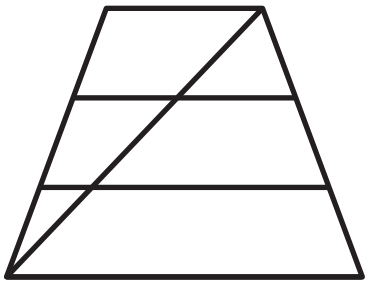


_____

How many quadrilaterals are there?

_____

How many triangles are there?



_____

How many quadrilaterals are there?

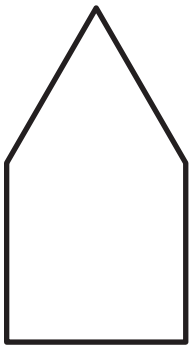
_____

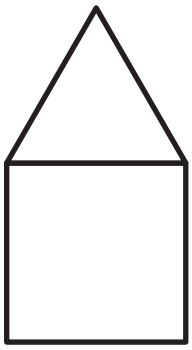
© Amplify Education, Inc and its licensors.

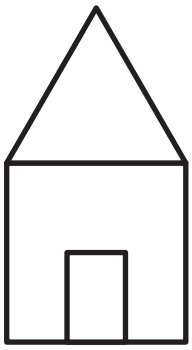
Attributes of Shapes (continued)

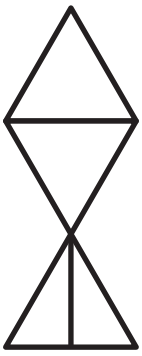
Name _____ Date _____

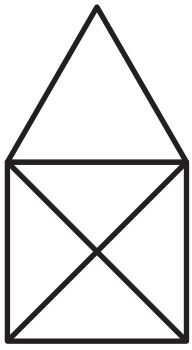
2 Trace each figure without lifting your pencil from the paper and without drawing the same line twice. Is it always possible?









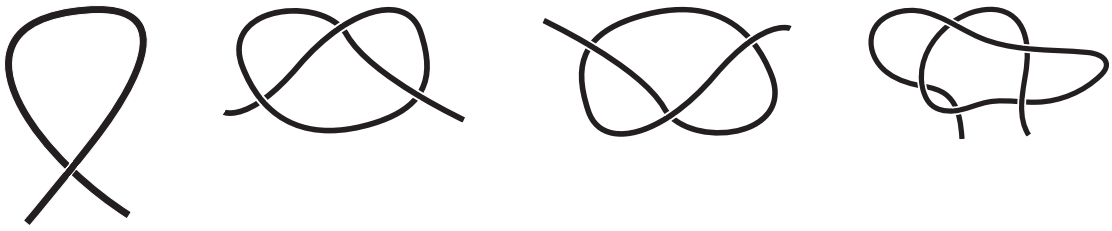


© Amplify Education, Inc and its licensors.

Attributes of Shapes (continued)

Name _____ Date _____

3 A string is laid out on the table as shown in each picture. Circle the picture that will result in a knot if you pulled both ends of the string.



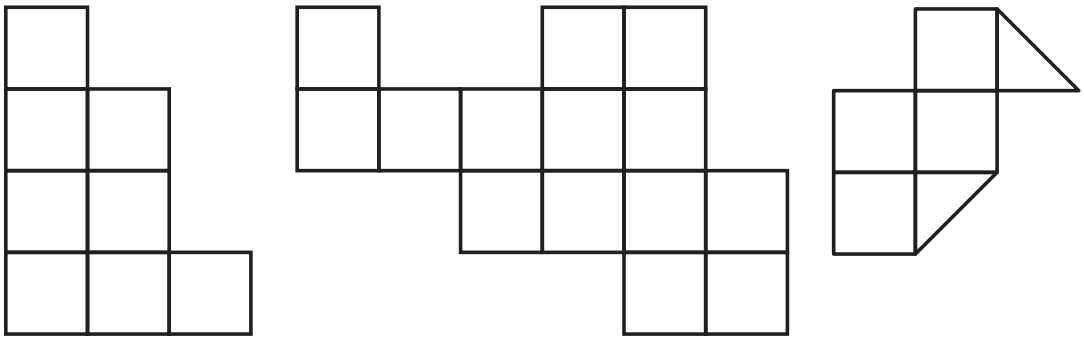
Check your answer by experiment.

© Amplify Education, Inc and its licensors.

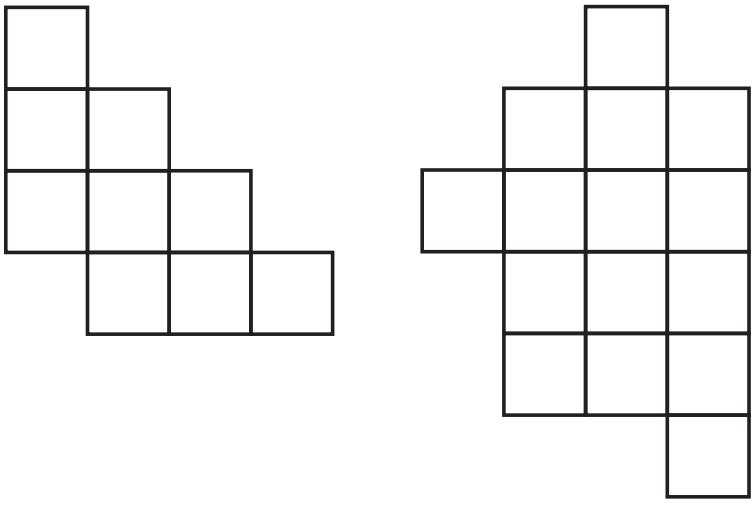
Halves, Thirds and Fourths

Name _____ Date _____

1 Draw lines to split each shape into halves so that each part is the same shape.



2 Draw lines to split each shape into thirds so that each part is the same shape.

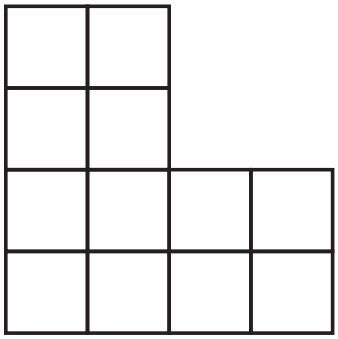


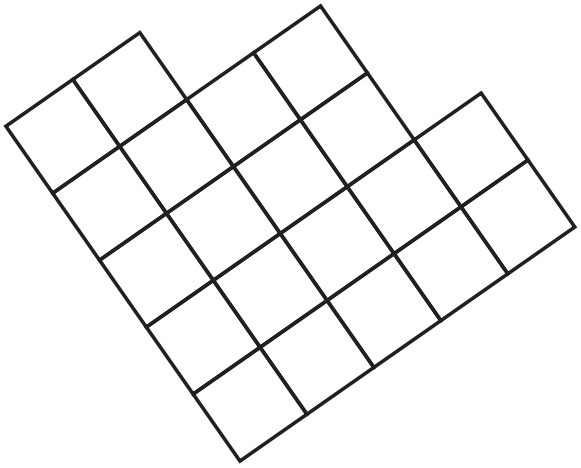
© Amplify Education, Inc and its licensors.

Halves, Thirds and Fourths (continued)

Name _____ Date _____

3 Draw lines to split each shape into fourths so that each part is the same shape.





© Amplify Education, Inc and its licensors.

Time on the Clock

Name _____ Date _____

You Choose! Pick any problem to start with.

1

Fill in the boxes with the missing dates when March starts on a Monday.

March						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7			10	11	12	13
14	15		17			20
21	22	23		25	26	27
	29	30	31			

May 11 is a Sunday. What date is the next Sunday?

May						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
11						

© Amplify Education, Inc and its licensors.

Time on the Clock (continued)

Name ..... Date .....

Fill in the missing Saturdays with their date.

June						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6					
	13					
	20					
	27	28	29	30		

© Amplify Education, Inc and its licensors.

Time on the Clock (continued)

Name _____ Date _____

2 If today is Wednesday, answer each question.

What day of the week was yesterday?

_____

What day of the week will be tomorrow?

_____

What day of the week was 3 days ago?

_____

What day of the week will be in 5 days?

_____

What day of the week was 20 days ago?

_____

What day of the week will be in 100 days?

_____

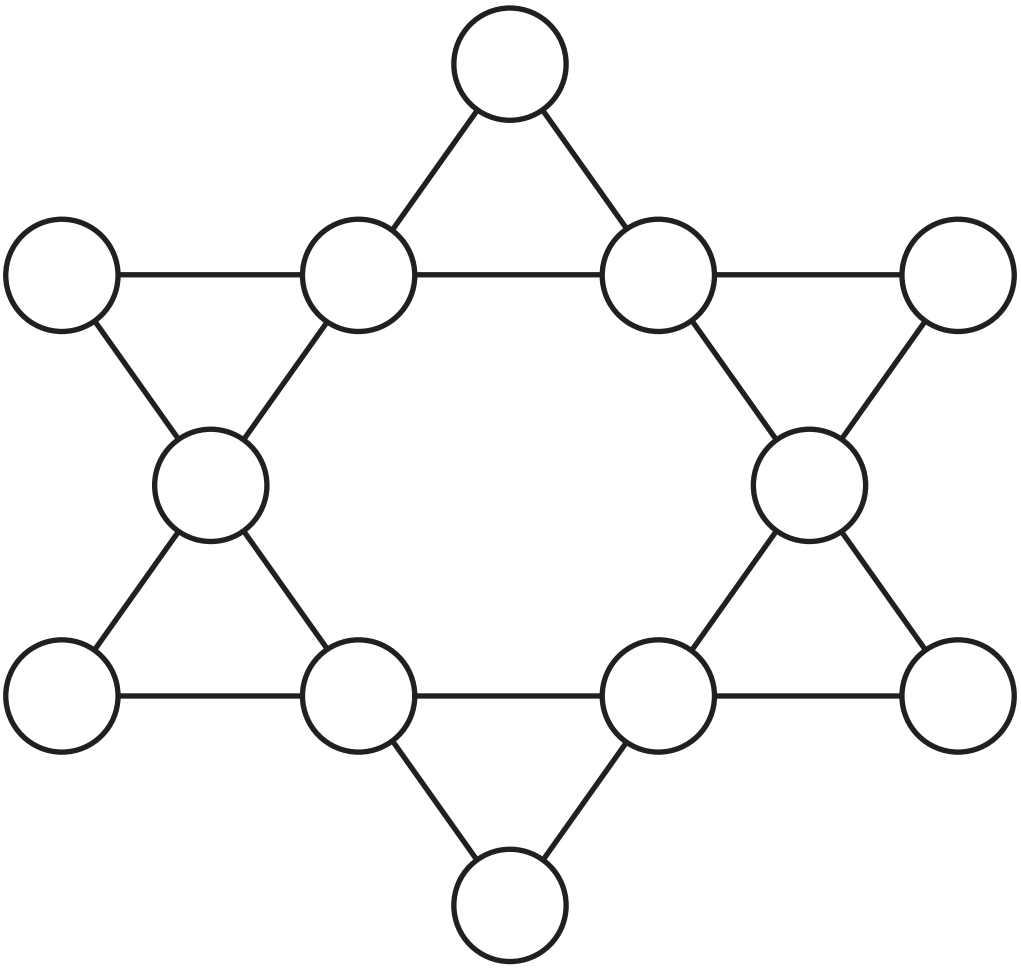
© Amplify Education, Inc and its licensors.

Adding Within 1,000 Using Place Value Strategies

Name _____ Date _____

You Choose! Pick any problem to start with.

1 Fill in the circles with the numbers 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, and 60 so that the sum on each side of the big triangles is 130.



© Amplify Education, Inc and its licensors.

Adding Within 1,000 Using Place Value Strategies (continued)

Name _____ Date _____

2 Write plus signs between some numbers so that the sum is 100.

1 2 3 4 5 6 7

Write plus signs between some numbers so that the sum is 1,000.

5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5

© Amplify Education, Inc and its licensors.

Subtracting Within 1,000 Using Place Value Strategies

Name _____ Date _____

You Choose! Pick any problem to start with.

1 Use the numbers 1, 2, 3, 4, 5, and 6 to create two 3-digit numbers so that the difference between the numbers is as small as possible.

Show your thinking.

three-digit number: _____ _____ _____

three-digit number: _____ _____ _____

© Amplify Education, Inc and its licensors.

Subtracting Within 1,000 Using Place Value Strategies (continued)

Name _____ Date _____

2 In a two-digit number, there are 8 tens. If you insert a 0 between the digits in the tens and ones places of the number, by how much does the number increase?

Show your thinking.

answer: _____

© Amplify Education, Inc and its licensors.

Choosing Strategies to Add and Subtract Within 1,000

Name _____ Date _____

You Choose! Pick any problem to start with.

1 Use the digits 0, 1, 2, 3, 4, 5, 6, 7, 8, or 9 to make the equations true. You can use each digit more than once. If it is not possible to make the equation true, explain why.

	2		+	6			=	8	0	0		

3			–	9	9	=		1				

	+	2			=							

		+			=		8					

6			–				=	2				

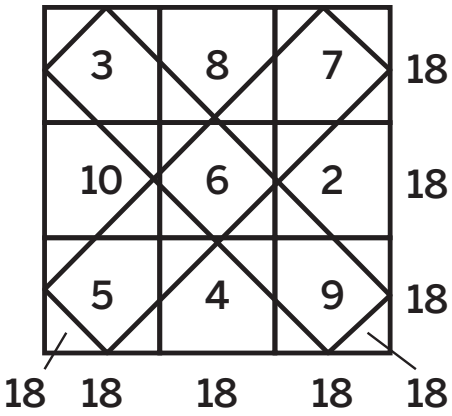
			–				=	9	9	9		

© Amplify Education, Inc and its licensors.

Choosing Strategies to Add and Subtract Within 1,000 (continued)

Name _____ Date _____

2 A square is a magic square if the sums of the numbers in each row, column, and both diagonals are the same.



Fill in the boxes of each magic square.

		193
136	150	
107		

	5	
	10	
8		

401	333	
		318

© Amplify Education, Inc and its licensors.

Odd and Even

Name _____ Date _____

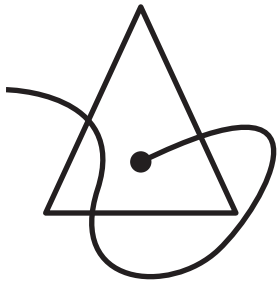
You Choose! Pick any problem to start with.

1

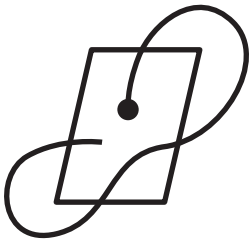
By drawing a curved line from a point inside the shape that crosses each side of the shape only once, you end up either inside the shape or outside the shape.

Here are 2 examples.

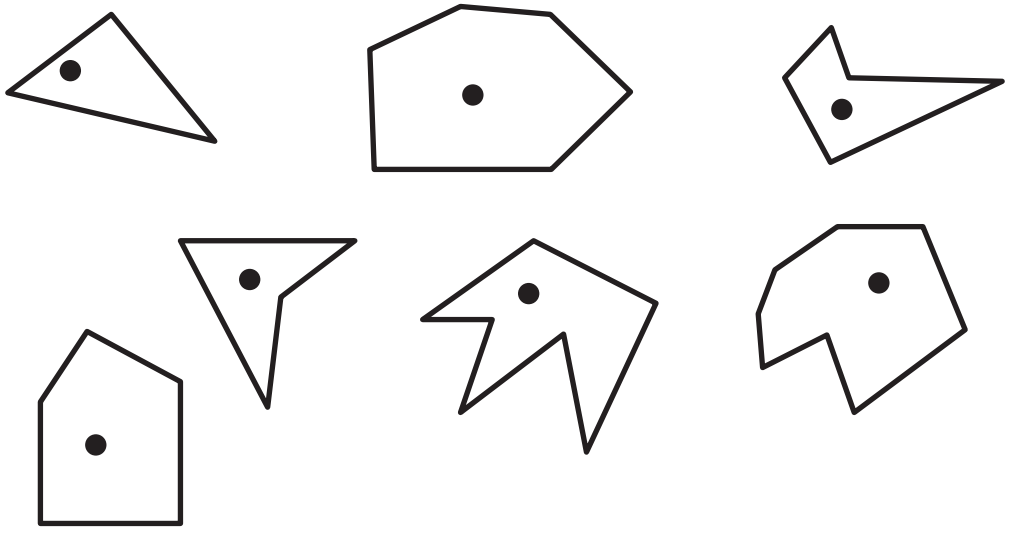
outside



inside



For each shape, start at the point and draw a curved line that crosses each side of the shape once. Then guess the pattern. Check your guess by drawing more shapes.



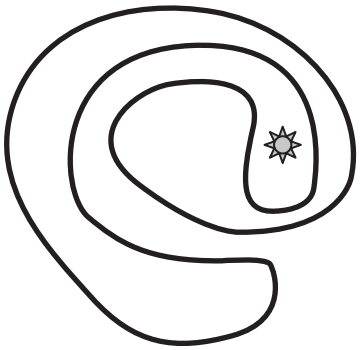
© Amplify Education, Inc and its licensors.

Odd and Even (continued)

Name _____ Date _____

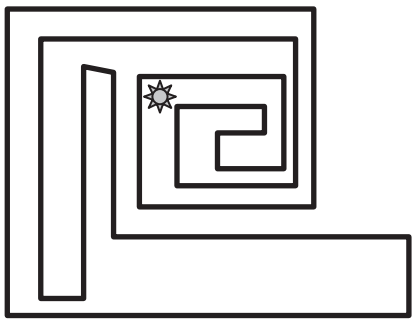
2 Is the star inside or outside the shape?

Show or explain your thinking.



Is the star inside or outside the shape?

Show or explain your thinking.



© Amplify Education, Inc and its licensors.

Rectangular Arrays

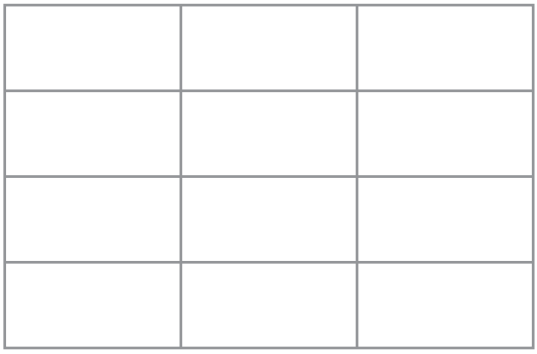
Name _____ Date _____

You Choose! Pick any problem to start with.

1

Write a number in each box so that the sum of the numbers in each row is 5 and the sum of the numbers in each column is 6.

If it is possible, provide an example. If it is not possible, explain why.



Show or explain your thinking.

© Amplify Education, Inc and its licensors.

Rectangular Arrays (continued)

Name _____ Date _____

2 Jada tried to organize her coins in an array with 2 columns but she was left with 1 coin. She then tried to organize her coins in an array with 3 columns but she was left with 1 coin again. Finally, she tried to organize her coins in an array with 4 columns but she was still left with 1 coin. How many coins does Jada have?

Show or explain your thinking.

answer: _____

© Amplify Education, Inc and its licensors.

Investigations

Investigation 1

The Weight of Waste

CC1 Represent Data CC3 Number Strategies 2.OA.1, 2.MD.10, 2.NBT.5, 2.OA.2, SMP.1, SMP.2, SMP.4, SMP.6, SMP.7

Task 1

Name _____ Date _____

Planning for Change

1 **Discuss**

What type of waste do we create in our classroom?

© Amplify Education, Inc. and its licensors.

Task 1

Name _____ Date _____

Planning for Change (continued)

2 **Discuss**

Make a prediction. How many pounds of trash and recycling do you think our class produced yesterday?

Let's look at the number of pounds of trash and recycling we made.

3 Add the number of pounds from yesterday on "Day 0" in your table.

Trash	
Day	**Pounds**
0	
1	
2	
3	
4	
5	

Recycling	
Day	**Pounds**
0	
1	
2	
3	
4	
5	

4 **Discuss**

What do you notice? What do you wonder? What questions do you have?

© Amplify Education, Inc. and its licensors.

Task 1

Name _____ Date _____

Planning for Change (continued)

5 Discuss

Brainstorm with your partner. What are some ways we could produce less trash in our classroom each day?

© Amplify Education, Inc. and its licensors.

Task 2

Name _____ Date _____

Tracking Our Waste

Let's analyze our data using graphs.

1. Using the completed chart from Task 1, create a picture graph or a bar graph for the weights of the trash.

2. Using the completed chart from Task 1, create a second graph to represent the recycling data using the other type of graph.

3. **Data Talk!**

   What do you notice? What do you wonder? What questions do you have?

© Amplify Education, Inc. and its licensors.

Task 3

Name _____ Date _____

Analyzing Our Data

1 What is the total amount of trash our class produced over the last 6 days?

Show your thinking.

answer: _____ **pounds**

2 What is the difference between the greatest amount of trash our class produced in one day and the least amount of trash we produced in one day?

Show your thinking.

answer: _____ **pounds**

© Amplify Education, Inc. and its licensors.

Task 3

Name _____ Date _____

Analyzing Our Data (continued)

3 What is the total amount of *recycling* our class produced over the last 6 days?

Show your thinking.

answer: _____ **pounds**

4 What is the difference between the greatest amount of recycling our class produced in one day and the least amount of recycling we produced in one day?

Show your thinking.

answer: _____ **pounds**

© Amplify Education, Inc. and its licensors.

Task 3

Name _____ Date _____

Analyzing Our Data (continued)

5 What is the difference between the total amount of trash and the total amount of recycling our class produced?

Show your thinking.

answer: _____ **pounds**

6 **Data Talk!**

Were we successful in reducing our waste? Explain how you know using the data from your graphs.

© Amplify Education, Inc. and its licensors.

Name _____ Date _____

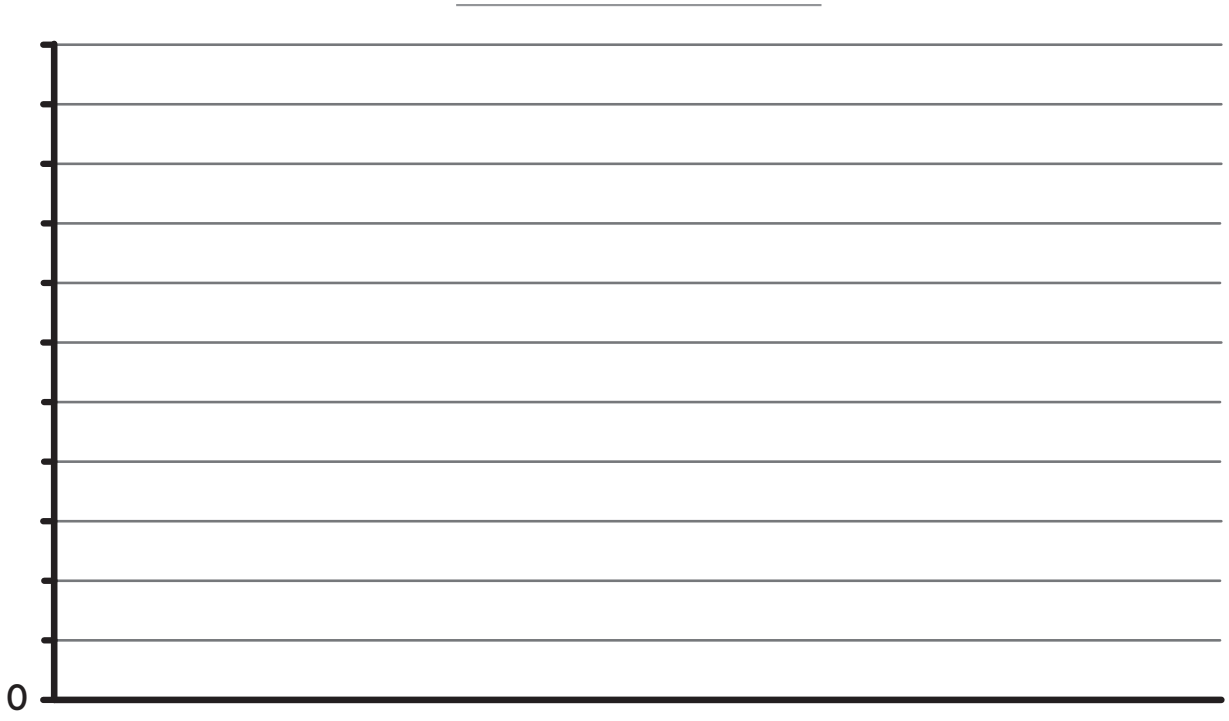
Tracking Our Waste

Each _____ represents _____.

© Amplify Education, Inc. and its licensors.

Name _____ Date _____

Tracking Our Waste



© Amplify Education, Inc. and its licensors.

Investigation 2

Create a Store

CC2 Dollars and Cents CC3 Number Strategies 2.NBT.5, 2.NBT.6, 2.OA.1, SMP.1, SMP.2, SMP.6

Task 1

Name _____ Date _____

Grocery Advertisement

Take a close look at this advertisement.

1 Discuss

What do you notice? What do you wonder?

© Amplify Education, Inc. and its licensors.

Task 1

Name _____ Date _____

Grocery Advertisement (continued)

Han is using the advertisement to make a grocery list.

2 He has a **budget** of $100 to spend and wants to make sure he has at least 2 different types of *produce*.

Complete his list and figure out his total.

Grocery List	
Item	**Cost**
total cost:	

3 **Discuss**

Compare your list with a partner. Determine who spent closest to $100. Who has more money remaining? How do you know?

© Amplify Education, Inc. and its licensors.

Task 2

Name _____ Date _____

Create a Store Ad

Create an advertisement for your store.

1 Your advertisement should include:

- a store name
- 6 items
- a price for each item between $10 and $50
- you may choose to draw a picture for each item

© Amplify Education, Inc. and its licensors.

Task 2

Name _____ Date _____

Create a Store Ad (continued)

2 Complete a receipt for at least 2 items purchased from your store. The total cost should be less than $100.

Item	Price
total cost:	

Show your thinking.

total cost: _____

© Amplify Education, Inc. and its licensors.

Task 3

Name _____ Date _____

Going Shopping!

You have $100 to shop at 2 of your classmates' stores.

1 Choose at least 2 items to buy at the first store and complete the blank receipt.

Store Name _____	
Item	**Price**
total cost:	

Show your thinking.

total cost: _____

© Amplify Education, Inc. and its licensors.

Task 3

Name _____ Date _____

Going Shopping! (continued)

2 Choose at least 2 items to buy at the second store and complete the blank receipt.

Store Name _____	
Item	**Price**
total cost:	

© Amplify Education, Inc. and its licensors.

Task 3

Name _____ Date _____

Going Shopping! (continued)

After shopping at both stores, how much of your $100 do you have left?

3 Represent the total amount you spent at each store on the open number line.

Show your thinking.

4 Write 1 or more equations that represent the amount of money you have left and underline the answer.

Show your thinking.

amount left: _____ **equation(s)** _____

© Amplify Education, Inc. and its licensors.

Name _____ Date _____

Grocery Advertisement

© Amplify Education, Inc. and its licensors.

Name _____ Date _____

Create a Store Ad

Store Name _____	
Item: **price:** _____	**Item:** **price:** _____
Item: **price:** _____	**Item:** **price:** _____
Item: **price:** _____	**Item:** **price:** _____

© Amplify Education, Inc. and its licensors.