

Missing Numbers, Fractions

a) Write the following number in words:

= _____

b) Write the missing numbers.

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

c) What fraction is shaded?

i)

--	--	--	--

ii)

--	--	--	--

d) The number has _____ tens and _____ ones.

e) The number has _____ tens and _____ ones.

f) Count forward by _____'s.

→ → → →

g) Fill in the number that comes before or after.

i) _____ ii) _____ iii) _____ iv) _____

Adding and Subtracting

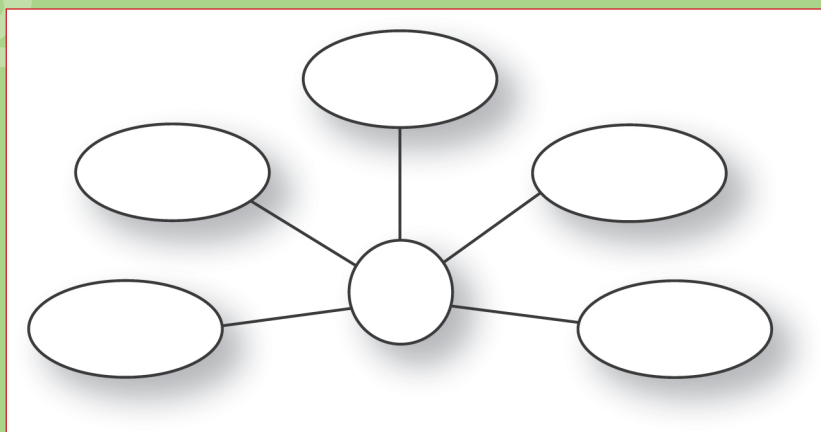
a) Add and subtract these numbers:

Add _____	
4	
6	
—	
—	

Subtract _____	
12	
9	
—	
—	

b) Fill in the numbers _____ in the hundreds chart below.

c) Facts that add to _____.



Patterning, In-Out



a) Complete the following pattern.

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

b) Which of the following numbers are even?

c) Add down and across.

6	—	
—	4	

—	—	
—	—	

d) Complete the table. Rule: add _____.

In	Out
5	

e) How do you write _____ using numbers?

Answer:

--

Patterning, Sequencing, Hundreds Chart



a) Complete the patterns.

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

b) What are the missing numbers?

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

c) This is part of the hundreds chart. Fill in the missing numbers.

d) Count forward by _____'s.

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Greater and Lower Than, Equations, Facts



a) Choose $>$ $=$ or $<$:

i) $\frac{1}{2}$

ii) $\frac{1}{2}$

iii) $\frac{1}{2}$

iv) $\frac{1}{2}$

b) Complete the following:

i) $\frac{1}{2} + \frac{1}{2} =$

ii) $\frac{1}{2} + \frac{1}{2} =$

iii) $\frac{1}{2} - \frac{1}{2} =$

iv) $\frac{1}{2} - \frac{1}{2} =$

c) In the boxes below, put facts that add up to $\frac{1}{2}$.

$\frac{1}{2}$

Write the related addition fact for the following:

d) $\frac{1}{2} + \frac{1}{2} =$

Even Numbers, Equations, Patterning

a) Which of the following numbers are even?

b) Half of

is

c) How do you make the number _____?

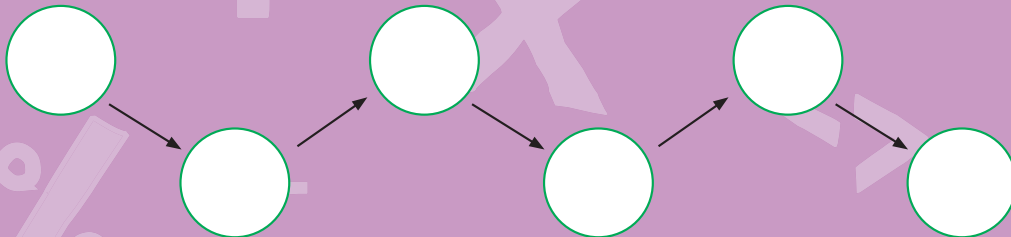
_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

d) Complete the pattern.



e) Since _____ + _____ = _____, then _____ - _____ = _____

f) Since _____ + _____ = _____, then _____ - _____ = _____

g) Solve each equation.

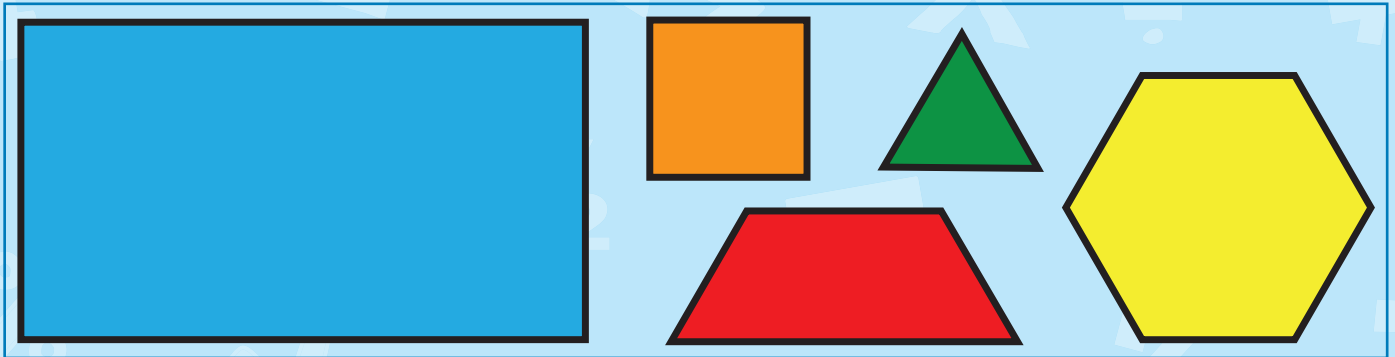
i) _____ + a = _____ a = _____

ii) _____ - b = _____ b = _____

Shapes



Using pattern blocks, how many different shapes can you make?

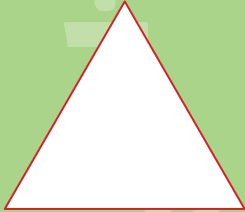


Flips, Slides, Turns

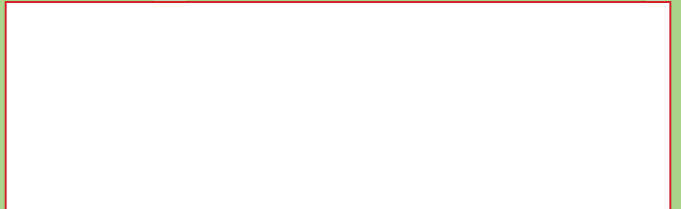
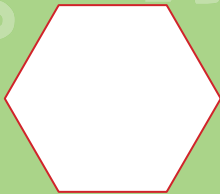


Trace the flip, slide, or turn of each pattern block.

a) Flip the shape from top to bottom.



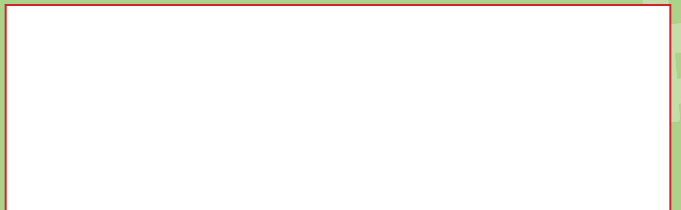
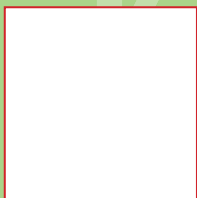
b) Turn the shape $1/4$ turn.



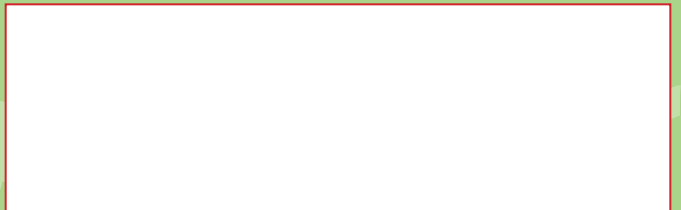
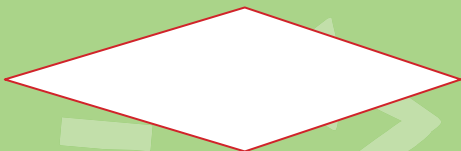
c) Slide the shape.



d) Flip the shape from side to side.



e) Turn the shape $1/4$ turn.



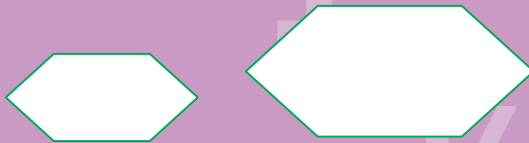
Congruent or Similar



Congruent means two shapes are the same size and same shape. Similar means two shapes are either the same size or the same shape, but not both.

Are the shapes below congruent or similar?

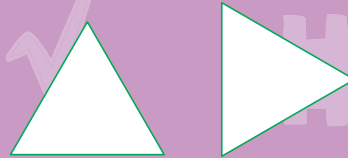
a)



similar

congruent

b)



similar

congruent

c)



similar

congruent

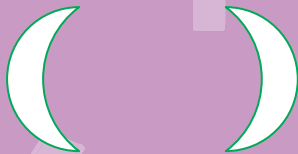
d)



similar

congruent

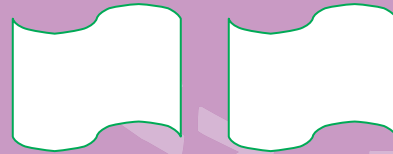
e)



similar

congruent

f)



similar

congruent

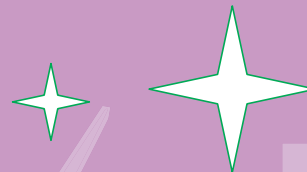
g)



similar

congruent

h)



similar

congruent

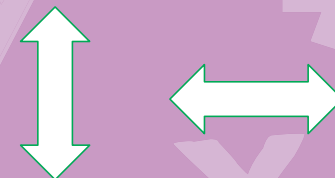
i)



similar

congruent

j)



similar

congruent

Measurements



Look at the following measurements below. Work with a partner or in a small group. Try to find an object in your classroom that is equal to the measurement. Write the name of the object on the line provided.

Length = 1 foot (0.3 m) _____

Width = 10 inches (25.5 cm) _____

Height = 1.5 inches (4 cm) _____

Weight = 10 ounces (283.5 grams) _____

Weight = 5 ounces (141.5 grams) _____

Weight = 3 pounds (1.5 kg) _____

Capacity = 2 cups _____

Capacity = 2 pints (1 liter) _____

Capacity = 1 gallon (3.5 liters) _____

Length = 12 inches (30.5 cm) _____

Time



Work with a partner. Select one of the activities below. Using your classroom clock, time your partner doing the activity. Tell how long it takes each person to complete it. Redo the same activity each day for a week. Compare the times per day for each person.

- Tie your shoe
- Walk around your classroom in a steady pace
- Read one page from the same book

Day One

Name _____

Time _____

Day Two

Name _____

Time _____

Day Three

Name _____

Time _____

Day Four

Name _____

Time _____

Day Five

Name _____

Time _____

Making Change



Imagine you are working in a large restaurant. A person gives you a \$1.00 bill. They ask for change back. Work with a partner or in a small group. List ten possible ways you can make \$1.00 using change.

Ways	Coins Used
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Always, Sometimes, Never



Always means it happens all the time. **Sometimes** means it happens often. **Never** means it does not happen.

In the chart below, make a list of items you will always see in school in the first column. List the items you will sometimes see in school in the second column. List the items you will never see in school in the third column.

Always	Sometimes	Never

Class Survey



Survey the class and tally up how many people put each topping listed in the chart below on their hamburger. Color in the chart with how many people liked each topping.



1. How many people like vegetables on their hamburger? _____
2. How many people like cheese on their hamburger? _____
3. How many people like mustard and ketchup? _____

15							
14							
13							
12							
11							
10							
9							
8							
7							
6							
5							
4							
3							
2							
1							
	Pickle	Lettuce	Cheese	Tomato	Onion	Mustard	Ketchup

Pictograph



Create a pictograph in the space provided on a subject of your choice. Give your pictograph a title and symbol.

Title: _____

1. What item is there the most of? _____
2. What item is there the least of? _____