AchieveMath

Student Book

Volume 2

Name:

Catapult Learning™

Unit 3:

Adding and Subtracting Tens

Catapult Learning™

Catapult Learning™

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Spring Decorations

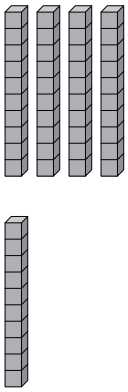
	I start with . . .	When I add 10, I have . . .	
1. 27 + 10	_____ tens _____ ones	_____ tens _____ ones	27 + 10 = _____
2. 53 + 10	_____ tens _____ ones	_____ tens _____ ones	53 + 10 = _____
3. 40 + 10	_____ tens _____ ones	_____ tens _____ ones	40 + 10 = _____

	I start with . . .	When I subtract 10, I have . . .	
4. 30 – 10	_____ tens _____ ones	_____ tens _____ ones	30 – 10 = _____
5. 57 – 10	_____ tens _____ ones	_____ tens _____ ones	57 – 10 = _____
6. 92 – 10	_____ tens _____ ones	_____ tens _____ ones	92 – 10 = _____

Directions: Have students model the first number in the expression with base-10 blocks and record the number of tens and ones. Students add or subtract, then record the new number of tens and ones and the sum or difference.

Balloon Archways

1. 42 + 10 = 52

Tens	Ones
	

2. 28 + 10 = _____

3. 55 – 10 = _____

4. 63 – 10 = _____

5. 88 – 10 =_____

6. 37 + 10 = _____

7. 40 + 10 = _____

8. 46 – 10 = _____

9. 79 + 10 = _____

Directions: Have students use base-10 blocks to add or subtract to complete the equation.

Lesson 21 Exit Ticket

	I start with . . .	When I add or subtract 10, I have . . .	
1. 29 – 10	_____ tens _____ ones	_____ tens _____ ones	29 – 10 = _____
2. 50 + 10	_____ tens _____ ones	_____ tens _____ ones	50 + 10 = _____

3. 47 + 10 = _____

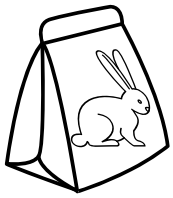
4. 89 – 10 = _____

5. 92 – 10 = _____

6. 11 + 10 = _____

Directions: Have students use base-10 blocks to model the addition or subtraction. **1–2)** Have students record the number of tens and ones in the starting number and ending number and complete the equations. **3–6)** Have students complete the equations.

Extra Practice: Pet Food Match Up

	I end with . . .	
68 – 10	_____ tens _____ ones	11 
32 + 10	_____ tens _____ ones	44 
21 – 10	_____ tens _____ ones	58 
26 – 10	_____ tens _____ ones	16 
34 + 10	_____ tens _____ ones	42 

Directions: Have students use base-10 blocks to model the addition or subtraction. Then have students record the final number of tens and ones and then draw a line to the 2-digit number.

Sunnyside Games

1.

34 + 10 = _____

	Tens	Ones
+		

2.

26 – 10 = _____

Tens	Ones

3.

65 – 10 = _____

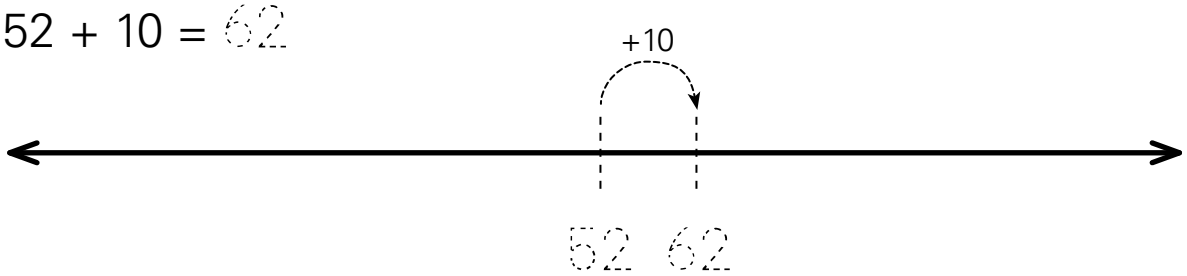
Tens	Ones

Directions: Have students make base-10 drawings to add or subtract 10 and complete the equation.

Lawn Bowling

1. Show your addition on the number line.

52 + 10 = 62



2. Show your subtraction on the number line.

88 – 10 = _____

3. Use mental math to add or subtract.

27 + 10 = _____ 76 + 10 = _____

35 – 10 = _____ 86 – 10 = _____

62 + 10 = _____ 31 – 10 = _____

50 + 10 = _____ 48 – 10 = _____

4. Which place changes when you add or subtract 10?

Ones Tens

Directions: 1–2) Have students model adding 10 and subtracting 10 on a number line. **3)** Have students use mental math to add or subtract 10. **4)** Have students circle the answer to the question.

Lesson 22 Exit Ticket

1. Subtract with drawings.

Tens	Ones

49 – 10 = _____

2. Add with a number line.

55 + 10 = _____

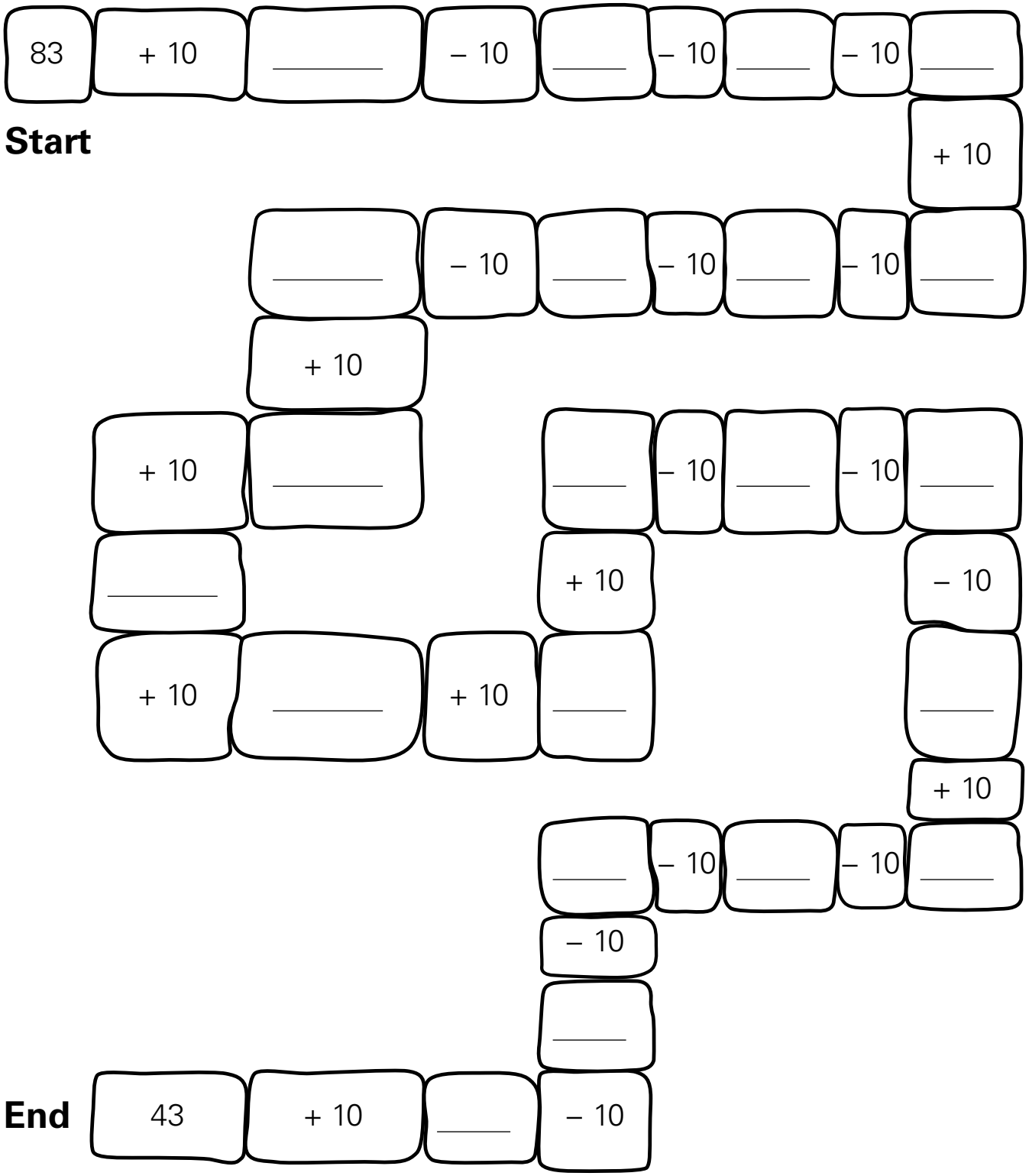
3. Add or subtract with mental math.

63 – 10 = _____ 18 + 10 = _____

75 + 10 = _____ 24 – 10 = _____

Directions: 1) Have students use the base-10 drawings to subtract 10. **2)** Have students model adding 10 on a number line. **3)** Have students use mental math to add or subtract 10.

Extra Practice: Mental Math Trail



Directions: Have students use mental math to add or subtract 10 along the path.

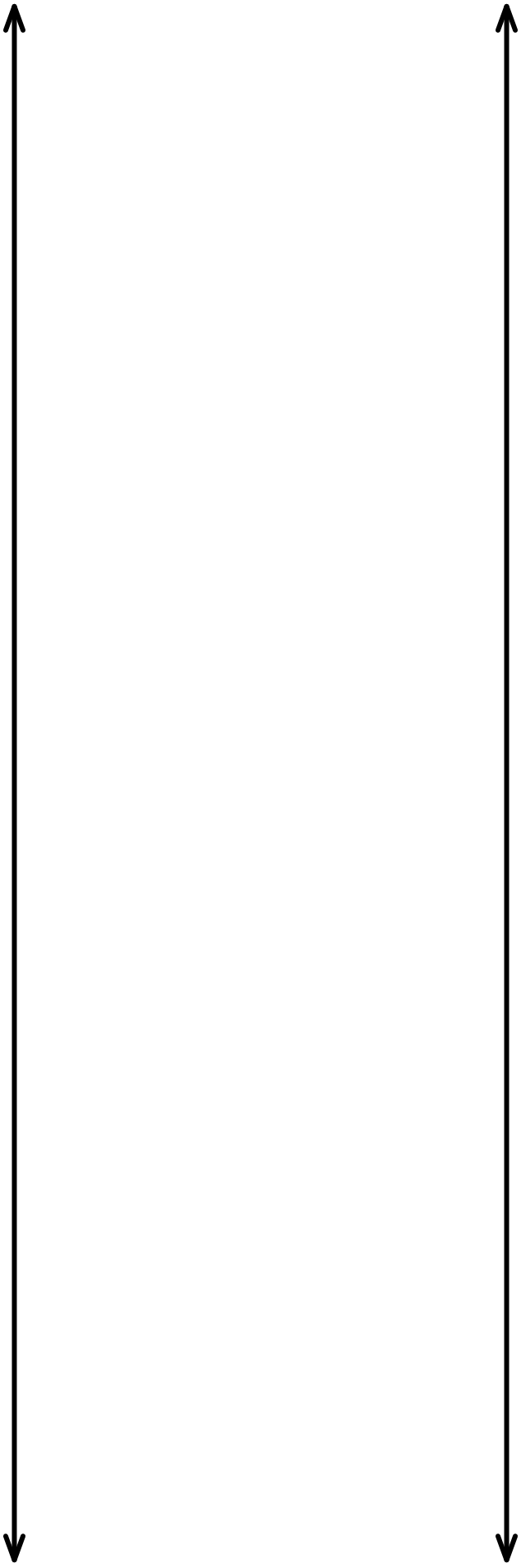
Beanbag Toss

Tens	Ones

Tens	Ones

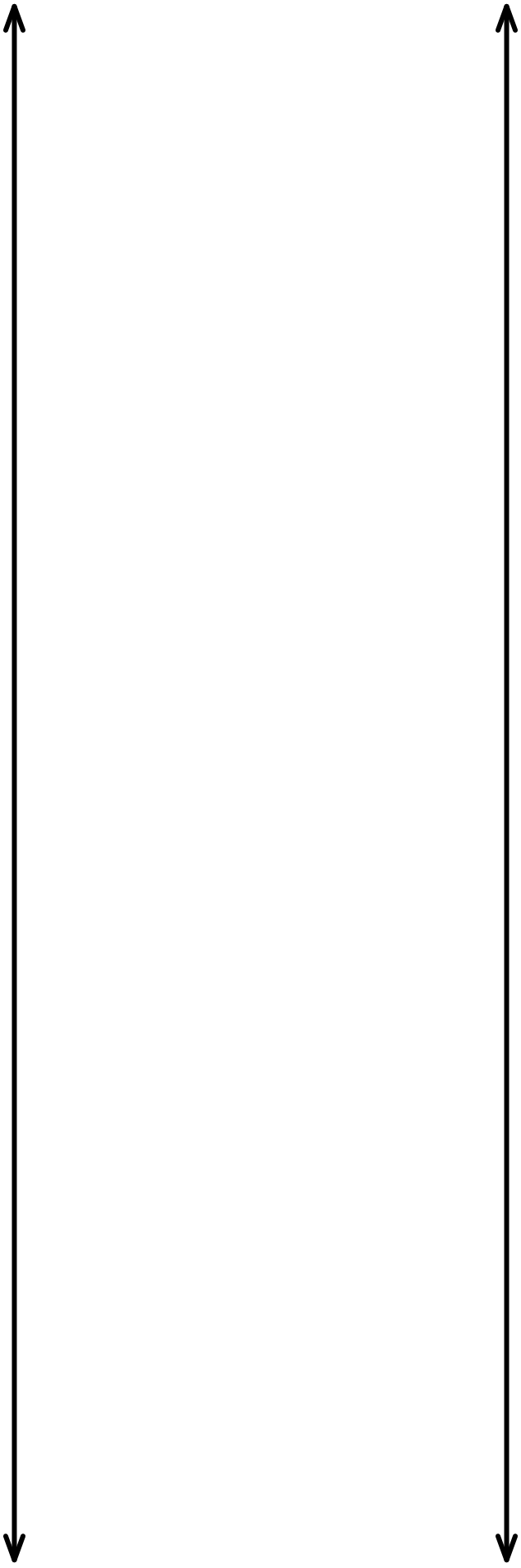
Open Number Lines

Open Number Lines



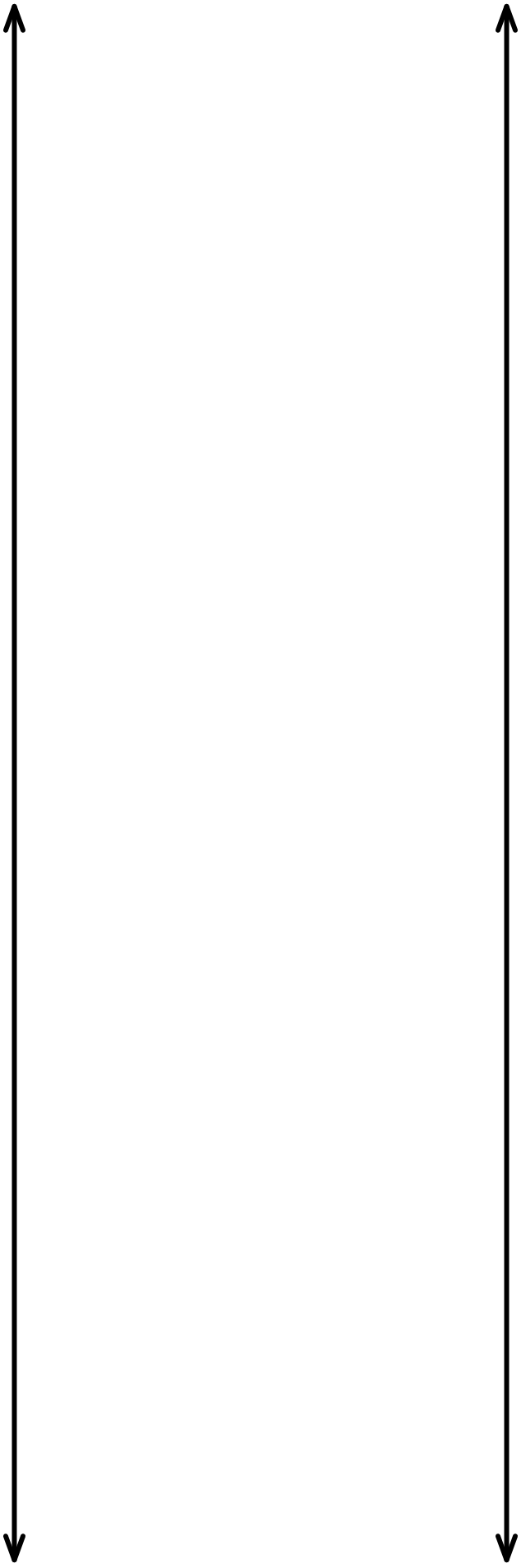
Open Number Lines

Open Number Lines



Open Number Lines

Open Number Lines



Arrow Lake Art Supplies

	Starting Number	Number of Markers Ordered	Number of Boxes	Total
1.	63	20		
2.	47	30		
3.	22	50		
4.	59	40		
5.	35	60		
6.	17	70		
7.	28	60		
8.	71	20		

Directions: Have students use base-10 blocks to represent the first addend. Then have students write the number of tens being added, model the addition, and write the sum.

Paintbrushes

	Starting Number	Number of Paintbrushes Ordered	Number of Boxes	Equation
1.	28	40	4	28 + 40 = 68
2.	44	40		
3.	56	20		
4.	37	60		
5.	32	30		
6.	45	50		
7.	58	20		
8.	62	20		

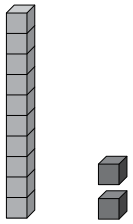
Directions: Have students use base-10 blocks to model the starting number. Then have them write the number of tens being added, model the addition with blocks, and write the equation.

Lesson 23 Exit Ticket

	Starting Number	Number of Paint Bottles Ordered	Number of Boxes	Equation
1.	14	40		
2.	27	50		
3.	36	20		

Directions: Have students use base-10 blocks to model the starting number. Then have them write the number of tens being added, model the addition with blocks, and write the equation.

Extra Practice: Complete the Equation

1.  + **?**

_____ + 20 = _____

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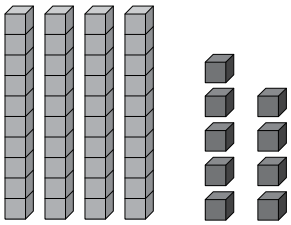
2.  + **?**

_____ + 30 = _____

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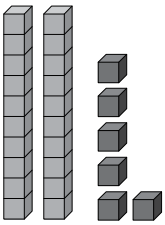
3.  + **?**

_____ + 60 = _____

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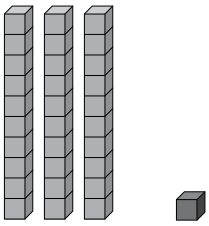
4.  + **?**

_____ + 50 = _____

Directions: Have students model each problem with base-10 blocks. Then have them add and write the sum.

Gym Class Challenge

1. 63 + 20 = ?

20 = _____ tens

63 + 20 = _____

Tens	Ones
+	

2. 51 + 40 = ?

40 = _____ tens

51 + 40 = _____

Tens	Ones
+	

3. 24 + 30 = _____

4. 46 + 20 = _____

Directions: 1–2) Have students use the base-10 drawings to add multiples of 10 and record the total number of tens and ones. **3–4)** Have students model the addition on a number line.

Running in Place

1. 52 + 20 = ?

52 = _____ tens _____ ones

20 = _____ tens

52 + 20 = _____

Tens	Ones

+

2. 34 + 30 = ?

34 = _____ tens _____ ones

30 = _____ tens

34 + 30 = _____

Tens	Ones

+

Directions: Have students use the base-10 drawings to add multiples of 10. Have students model the addition on a number line.

Lesson 24 Exit Ticket

1. 28 + 40 = ?

28 = _____ tens _____ ones

40 = _____ tens

28 + 40 = _____

Tens	Ones

2. 65 + 30 = ?

65 = _____ tens _____ ones

30 = _____ tens

65 + 30 = _____

Tens	Ones

3. 23 + 40 = _____

4. 54 + 30 = _____

Directions: 1–2) Have students use the base-10 drawings to add multiples of 10. **3–4)** Have students model the addition on a number line.

Extra Practice: Fitness Trail

Tens	Ones

+

15 Pull-Ups

Tens	Ones

+

22 Jumping Jacks

Tens	Ones

+

28 Push-Ups

Tens	Ones

+

35 Step-Ups

Tens	Ones

Directions: Have students use base-10 drawings to add 30 to each number. Have students circle their favorite exercise.

Keira's Goal

Tens	Ones

Tens	Ones

Becca's Book Boutique

1.

50	2 tens
20	1 ten
90	6 tens
10	5 tens
60	9 tens

Topic	Number of Books
Whales	37
Dolphins	12
Crabs	29

Topic	Number of Books
Turtles	50
Sharks	20
Fish	60

2. How many books are about whales and turtles?

_____ + _____ = _____

3. How many books are about dolphins and sharks?

_____ + _____ = _____

4. How many books are about dolphins and fish?

_____ + _____ = _____

5. How many books are about crabs and turtles?

_____ + _____ = _____

Directions: 1) Have students draw lines to match the number to the number of tens. **2–5)** Have students use the table to identify the addends. Then, using any model they choose, have them find the sums and complete the equations.

Animal Books

1. Becca has 14 tiger books. She has 40 lion books.
How many tiger and lion books in all?

14 + 40 = 54

2. Becca has 20 wolf books. She has 53 dog books.
How many wolf and dog books in all?

_____ + _____ = _____

3. Becca has 32 giraffe books. She has 10 zebra books.
How many giraffe and zebra books in all?

_____ + _____ = _____

4. Becca has 49 penguin books. She has 30 bear books.
How many penguin and bear books in all?

_____ + _____ = _____

5. Becca has 50 chipmunk books. She has 47 squirrel books.
How many chipmunk and squirrel books in all?

_____ + _____ = _____

6. Becca has 24 rhino books. She has 60 hippo books.
How many rhino and hippo books in all?

_____ + _____ = _____

Directions: Read each problem. Have students use any model they choose to solve the problems and complete the equations.

Lesson 25 Exit Ticket

1.

40	3 tens
80	4 tens
30	7 tens
70	8 tens

2. 35 + 30 = _____

3. 50 + 16 = _____

4. _____ = 42 + 40

Directions: 1) Have students draw lines to match the numbers to the number of tens. **2–4)** Using any model they choose, have students find the sums and complete the equations.

Extra Practice: Favorite Number

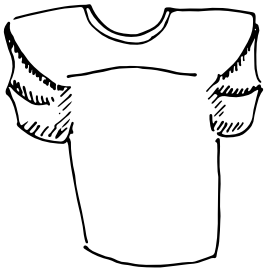
1. 

+ 40 = _____

2. _____ = 30 + 

3. 20 + 

= _____

4. 
+ 20 = _____

Directions: Have students find the sums, using any model they choose and showing their work.

Hundred Chart

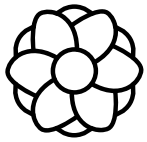
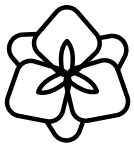
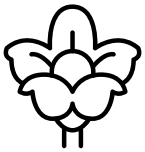
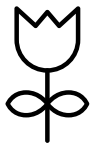
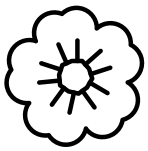
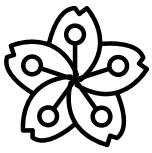
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Becca's Books

Tens	Ones

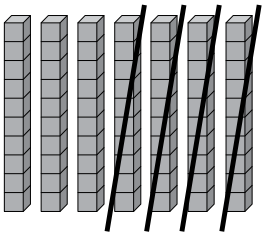
Tens	Ones

Phoebe's Flowers

		I start with . . .	I subtract . . .	I end with . . .
	50 – 40 = _____	tens	tens	ten
	30 – 10 = _____	tens	ten	tens
	60 – 10 = _____	tens	ten	tens
	70 – 30 = _____	tens	tens	tens
	60 – 40 = _____	tens	tens	tens
	60 – 30 = _____	tens	tens	tens
	40 – 30 = _____	tens	tens	ten
	80 – 40 = _____	tens	tens	tens

Directions: Have students use base-10 blocks to represent the minuend. Then have students record the number of tens, subtract, and complete the equation.

Bunches of Flowers



1. 70 – 40 = 30

2. 50 – 40 = _____

3. 80 – 30 = _____

4. 30 – 10 = _____

5. 70 – 10 = _____

6. 60 – 40 = _____

7. 80 – 70 = _____

8. 90 – 20 = _____

Directions: Have students use base-10 blocks to model the problem. Then have students subtract the tens and complete the equations.

Lesson 26 Exit Ticket

	I start with . . .	I subtract . . .	I end with . . .
1. 80 – 50 = _____	tens	tens	tens
2. 90 – 30 = _____	tens	tens	tens

3. 60 – 30 = _____

4. 20 – 10 = _____

Directions: Have students use base-10 blocks to model the problems. **1–2)** Have students record the tens and complete the equations. **3–4)** Have students complete the equations.

Extra Practice: Secret Message

1. 70 – 20 = _____ E

2. 60 – 20 = _____ C

3. 90 – 10 = _____ B

4. 50 – 30 = _____ N

5. 90 – 30 = _____ J

6. 80 – 50 = _____ I

7. 90 – 20 = _____ O

_____	_____	_____	_____
20	30	40	50

_____	_____	_____	!
60	70	80	

Directions: Have students use base-10 blocks to model the subtraction. Then have students write the letter associated with each answer to reveal the message.

Music Practice

1.

Tens	Ones
	

_____ tens – _____ tens = _____ tens

_____ – _____ = _____

2.

Tens	Ones
	

_____ tens – _____ tens = _____ tens

_____ – _____ = _____

3. 30 – 20 = _____

4. 80 – 30 = _____

Directions: 1–2) Have students use the base-10 drawings to subtract tens. **3–4)** Have students model subtracting multiples of 10 on a number line.

Spelling Practice

1. 50 – 30 = 20

Tens	Ones
	

2. 40 – 20 = _____

Tens	Ones

3. 70 – 40 = _____

4. 60 – 40 = _____

Directions: 1–2) Have students make base-10 drawings and use them to subtract tens. **3–4)** Have students model subtracting tens on a number line.

Lesson 27 Exit Ticket

1. 60 – 20 = _____

_____ tens – _____ tens = _____ tens

Tens	Ones

2. 50 – 10 = _____

_____ tens – _____ ten = _____ tens

Tens	Ones

3. 90 – 40 = _____

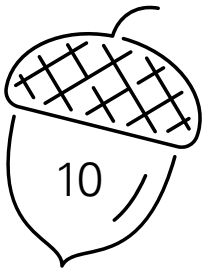
4. 80 – 20 = _____

Directions: 1–2) Have students make base-10 drawings and use them to subtract tens.
3–4) Have students model subtracting tens on a number line.

Extra Practice: Squirrel Feeding Frenzy

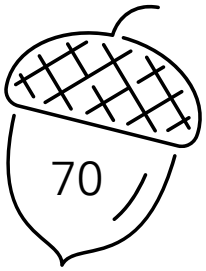
60 – 30

Tens	Ones



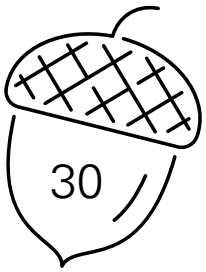
50 – 40

Tens	Ones



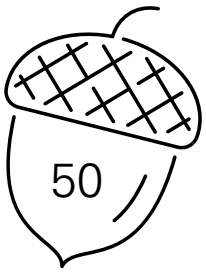
70 – 20

Tens	Ones



90 – 20

Tens	Ones



Directions: Have students make base-10 drawings to represent the subtraction. Then have students draw a line to match the model with the difference.

Nia's Practice Minutes

Tens	Ones

Tens	Ones

Emi's Knitting Nook

Emi has . . .	
Yarn Colors	**Balls**
Red	80
Pink	70
Blue	40

Emi uses . . .		
Projects		**Balls**
	hat	10
	mittens	20
	sweater	40

Pink Mittens

Emi has _____ balls. She uses _____.

How many are left? _____ – _____ = _____

Red Sweater

Emi has _____ balls. She uses _____.

How many are left? _____ – _____ = _____

Blue Hat

Emi has _____ balls. She uses _____.

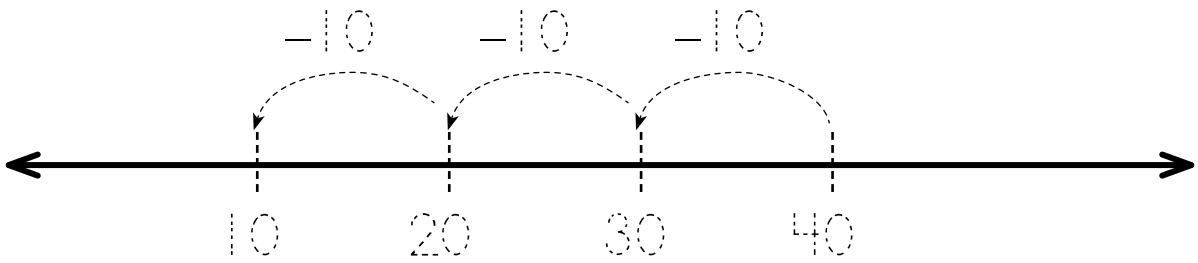
How many are left? _____ – _____ = _____

Directions: Have students find the differences and complete the equations using any model they choose.

Mitten Sales

1. Julani has 40 green mittens. She sells 30 of them.

How many are left? 40 – 30 = 10



2. Julani has 30 blue mittens. She sells 20 of them.

How many are left? _____ – _____ = _____

3. Julani has 60 yellow mittens. She sells 40 of them.

How many are left? _____ – _____ = _____

Directions: Have students find the differences and complete the equations using any model they choose.

Lesson 28 Exit Ticket

1. Emi has 50 tan hats. She sells 30 of them.

How many are left? _____ – _____ = _____

2. Emi has 70 pink hats. She sells 20 of them.

How many are left? _____ – _____ = _____

3. Emi has 60 red hats. She sells 40 of them.

How many are left? _____ – _____ = _____

4. Emi has 80 blue hats. She sells 20 of them.

How many are left? _____ – _____ = _____

Directions: Have students find the differences and complete the equations using any model they choose.

Extra Practice: Lin's Bouquets

80 – 30 = _____ green

90 – 10 = _____ brown

50 – 20 = _____ blue

90 – 20 = _____ purple

60 – 20 = _____ red

40 – 30 = _____ black

90 – 70 = _____ yellow

80 – 20 = _____ orange

10	20	30	40	50	60	70	80	90

Directions: Have students find the differences and complete the equations using any model they choose. Then have students color the answer below with the corresponding color.

Hundred Chart

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	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Open Number Lines

Place Value Mat (Tens and Ones)

Tens	Ones

Assessment

Unit 3 Assessment

1. 57 – 10 = _____

Tens	Ones

Show your subtraction on the number line.

2. 45 + 30 = ?

45 = _____ tens _____ ones

30 = _____ tens

45 + 30 = _____

	Tens	Ones
+		

3. 37 + 50 = _____

4. 80 – 20 = _____

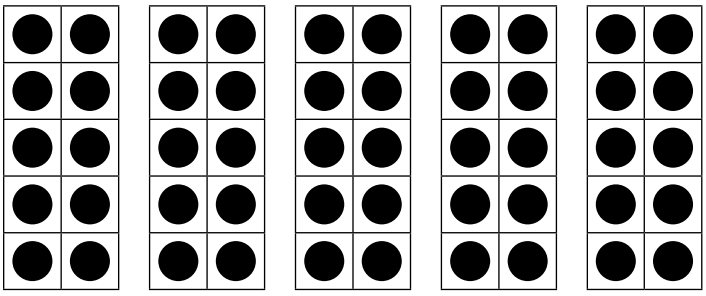
Tens	Ones

5. Finn has 70 green blocks. He gives 40 to his friend. How many blocks does Finn have now?

_____ – _____ = _____

Unit 3 Cumulative Review

1. Count by 10s.

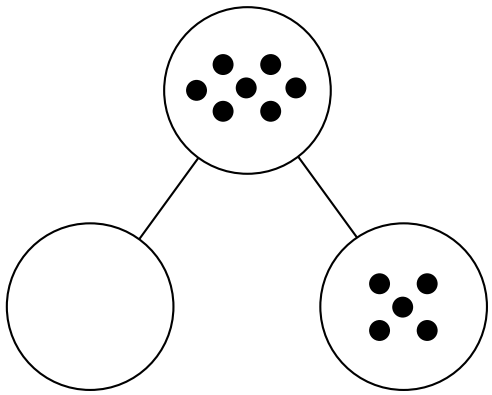


_____

2. Kip and Kim want equal toys.

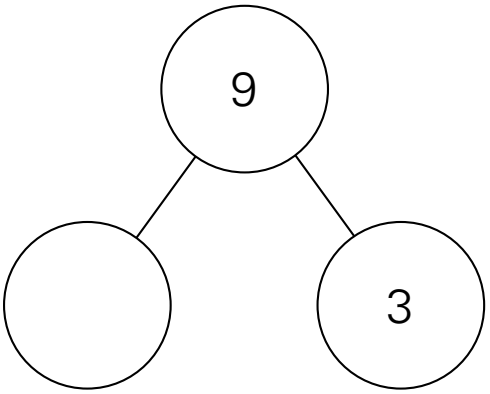
Kip		Kim
6 – 3	=	8 – ☐

3. There are 7 puppies. 5 are black and white. How many are brown?



_____ puppies are brown.

4. 9 bears are in the woods. 3 are looking. How many are hiding?



Add: _____

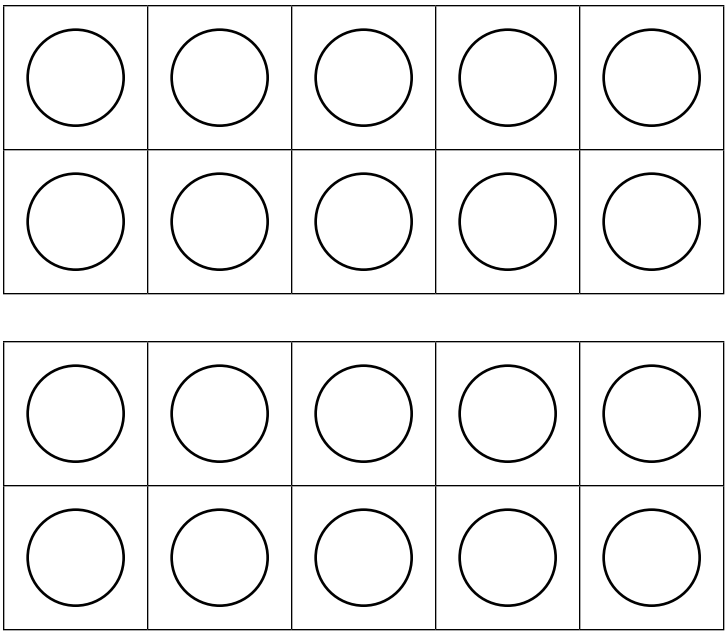
_____

Subtract: _____

_____

_____ bears are hiding.

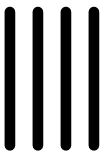
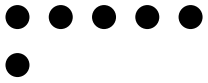
5. 10 + 6 = _____



6. Bali has 50 mittens. She sells 40 mittens.

How many mittens are left? _____ – _____ = _____

7. Write the number. _____

Tens	Ones
	

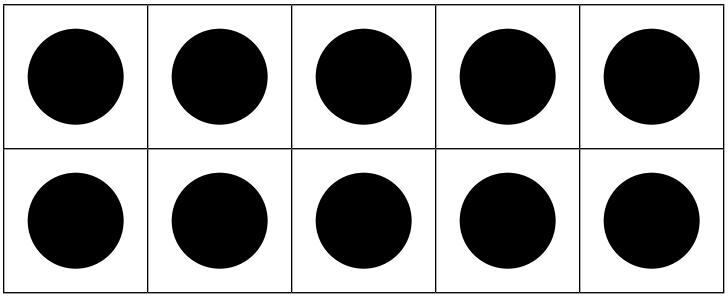
8. Compare.

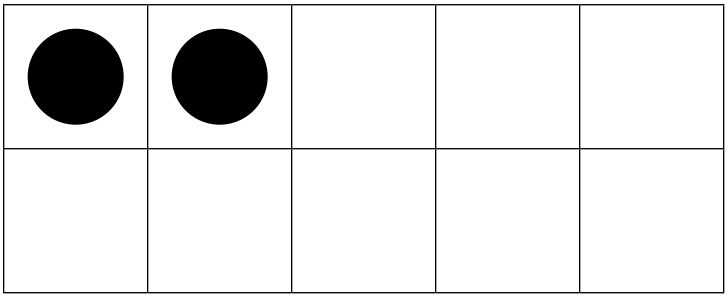
78 87

_____ > _____

_____ < _____

9. How many?





_____

10. Add.

58 + 20 = _____

Unit 4:

Group and Change Word Problems within 20

Catapult Learning™

Mari's Tea Party

1. There are 16 teddy bears. 7 are black. 9 are brown.

_____ and _____ are the parts. _____ is the whole.

- Put the brown and black bears together.
  How many bears? _____
- Separate the brown bears. How many black bears? _____

2. There are 12 cups. 4 are blue. 8 are red.

_____ and _____ are the parts. _____ is the whole.

- Put the red and blue cups together.
  How many cups? _____
- Separate the blue cups. How many cups are red? _____

3. There are 14 sandwiches. 8 are jelly. 6 are honey.

_____ and _____ are the parts. _____ is the whole.

- Put the jelly and honey sandwiches together.
  How many sandwiches?_____
- Separate the jelly sandwiches.
  How many honey sandwiches? _____

Directions: Have students use linking cubes to model the situations and write the answers.

Mari's Pool Party

1. Mari has 13 pool floats. 6 are purple. 7 are yellow.
Fill in the right column of the table.

Put the floats together. How many floats?	Separate the yellow floats. How many purple floats?
_____ + _____ = _____	_____ − _____ = _____

2. There are 12 squirt toys. 9 are small. 3 are big.

Put the squirt toys together. How many squirt toys?	Separate the small squirt toys. How many big squirt toys?
_____ + _____ = _____	_____ − _____ = _____

3. 17 children play in the pool. 11 children swim. 6 children float.

Put the children together. How many children?	Separate the children that swim. How many children float?
_____ + _____ = _____	_____ − _____ = _____

Directions: Have students use linking cubes to model the situations. Then have them write the equations.

Lesson 30 Exit Ticket

1. There are 17 fish. 5 are small. 12 are big.

_____ and _____ are the parts.

_____ is the whole.

Separate the big fish. How many small fish? _____

Put together the big and small fish. How many fish? _____

2. There are 14 fish. There are 6 red fish. There are 8 yellow fish.

Put together the red fish and yellow fish. How many fish?

_____ + _____ = _____

Separate the yellow fish. How many red fish?

_____ − _____ = _____

Put together the yellow fish and red fish.
How many fish?

_____ + _____ = _____

Separate the red fish.
How many yellow fish?

_____ − _____ = _____

Directions: 1) Have students use linking cubes to model the situations and write the answers.
2) Have students use linking cubes to model the situations and write the equations.

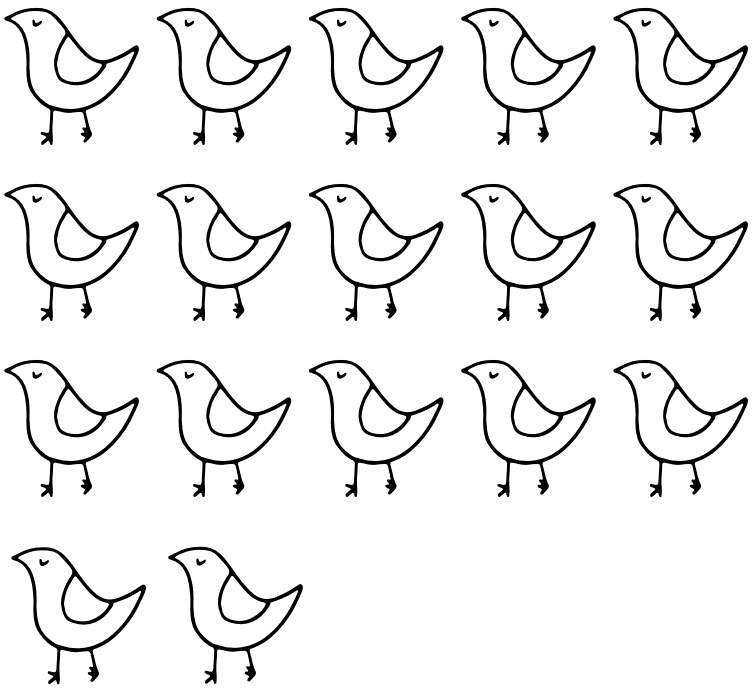
Extra Practice: Bird Stories

1. There are 17 birds.

9 blue birds.
Color the blue part.

8 red birds.
Color the red part.

Circle the whole group.

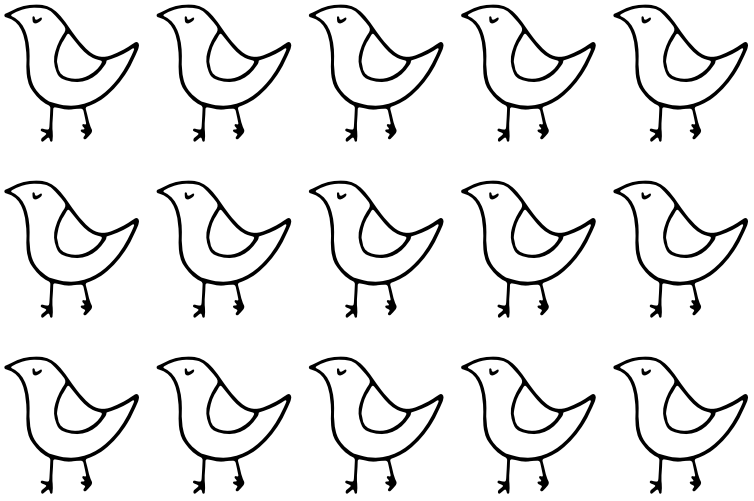


2. There are _____ birds.

6 green birds.
Color the green part.

9 yellow birds.
Color the yellow part.

Circle the whole group.



Directions: Have students model the story with linking cubes. Then have them use two different colors to color the birds to represent the parts in the story. Then have students circle the birds that represent the whole group.

Cattail Corner

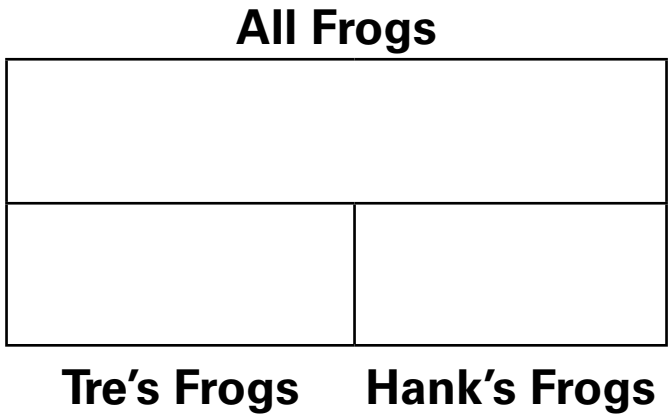
1. Tre finds 8 frogs.

Hank finds 7 frogs.

They find 15 frogs in all.

How many frogs did Tre and Hank find all together?

_____ + _____ = _____



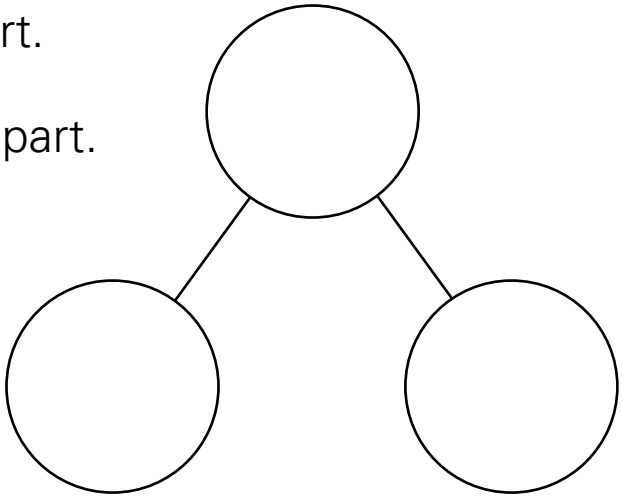
2. Sahil finds 13 leaves. 13 is a whole / part.

9 leaves are red. 9 is a whole / part.

4 leaves are green. 4 is a whole / part.

How many leaves are green?

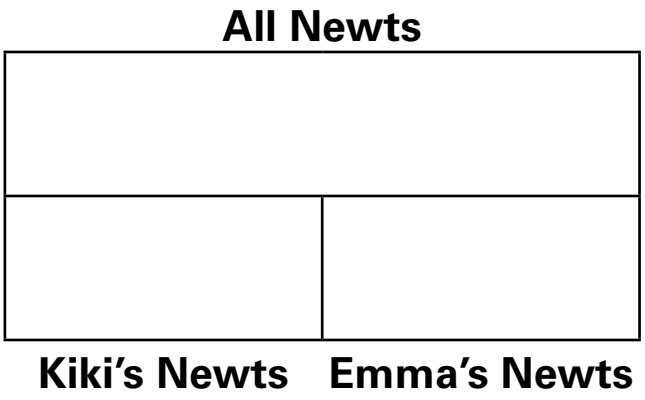
_____ – _____ = _____



Directions: 1) Have students complete the tape diagram and write an addition equation to represent the situation. **2)** Have students complete the number bond, circle to identify the whole and the parts, and write a subtraction equation to represent the situation.

Wetland Finds

1. Kiki finds 5 newts.
Emma finds 8 newts.
They find 13 all together.



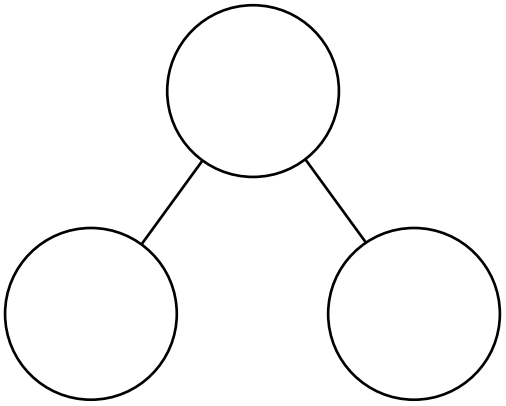
Put the newts together.
How many all together?

_____ + _____ = _____

Kiki puts 5 newts in a pail.
The rest of the newts are on the sand. How many newts are on the sand?

_____ – _____ = _____

2. Kiki finds 19 rocks.
9 are white.
10 are gray.



Put the rocks together.
How many rocks in all?

_____ + _____ = _____

Kiki throws the white rocks into the water.
How many rocks are left?

_____ – _____ = _____

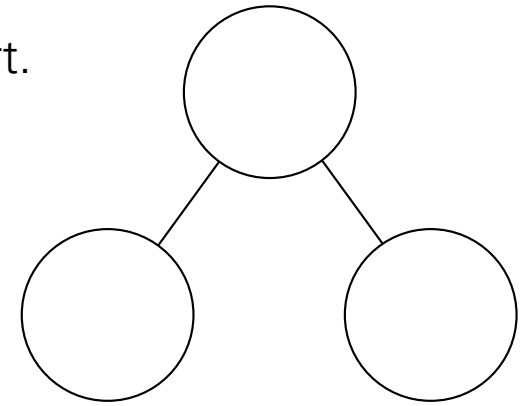
Directions: 1) Have students complete the tape diagram and write equations to represent the situations. **2)** Have students complete the number bond and write equations to represent the situations.

Lesson 31 Exit Ticket

1. Joi draws 18 frogs. 18 is a whole / part.

7 are green. 7 is a whole / part.

11 are brown. 11 is a whole / part.



Put the frogs together. How many frogs in all? _____ + _____ = _____	Joi gives the green frogs to Kent. How many frogs did Joi keep? _____ − _____ = _____

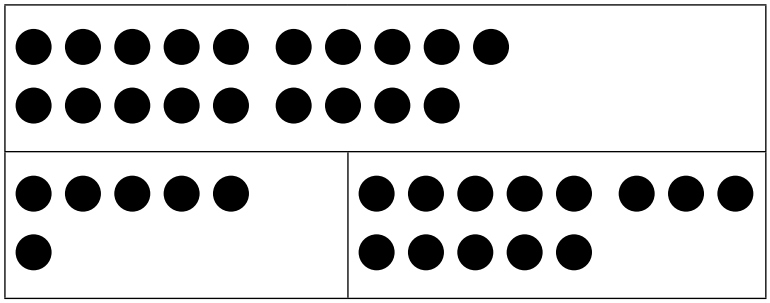
2. Fred finds 6 purple plants.
He finds 9 green plants.
He finds 15 plants in all.

Put the plants together. How many plants in all? _____ + _____ = _____	Fred puts the green plants in a pot. How many plants are not in a pot? _____ − _____ = _____

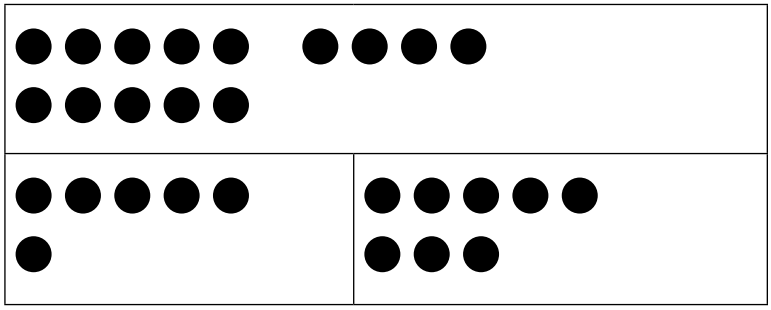
Directions: 1) Have students complete the number bond, circle to identify the whole and the parts, and write equations to represent the situations. **2)** Have students complete the tape diagram and write equations to represent the situations.

Extra Practice: Match Ups

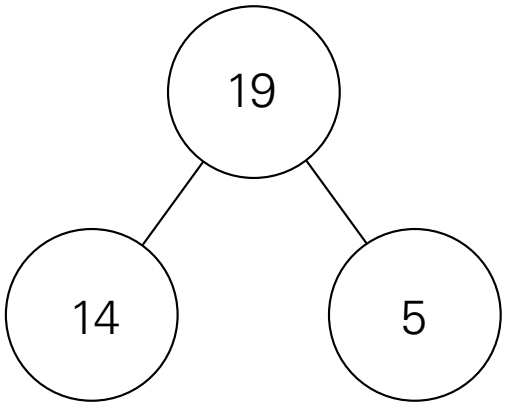
6 + 8 = 14



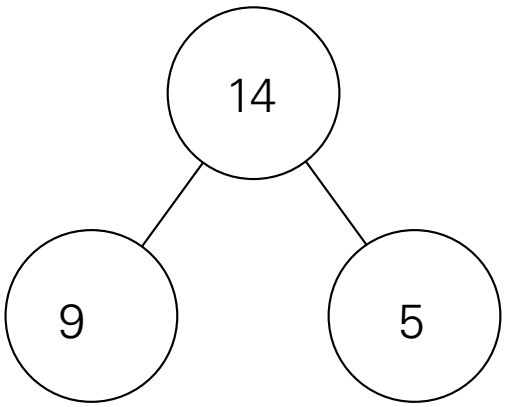
14 – 9 = 5



14 + 5 = 19



19 – 6 = 13

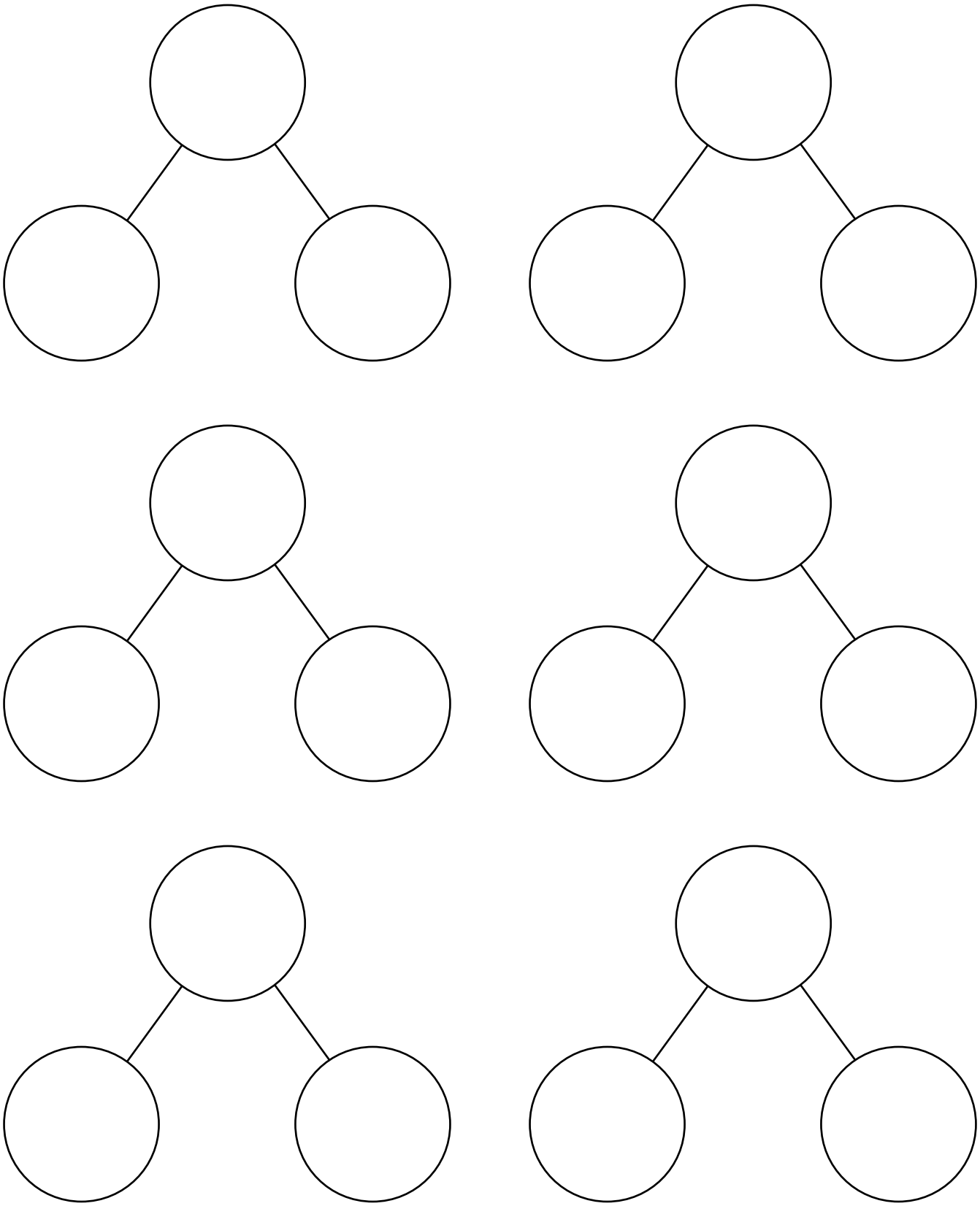


Directions: Have students color the whole in the tape diagrams and number bonds orange, and the parts red and yellow. Then have them draw lines to match the equations to the models.

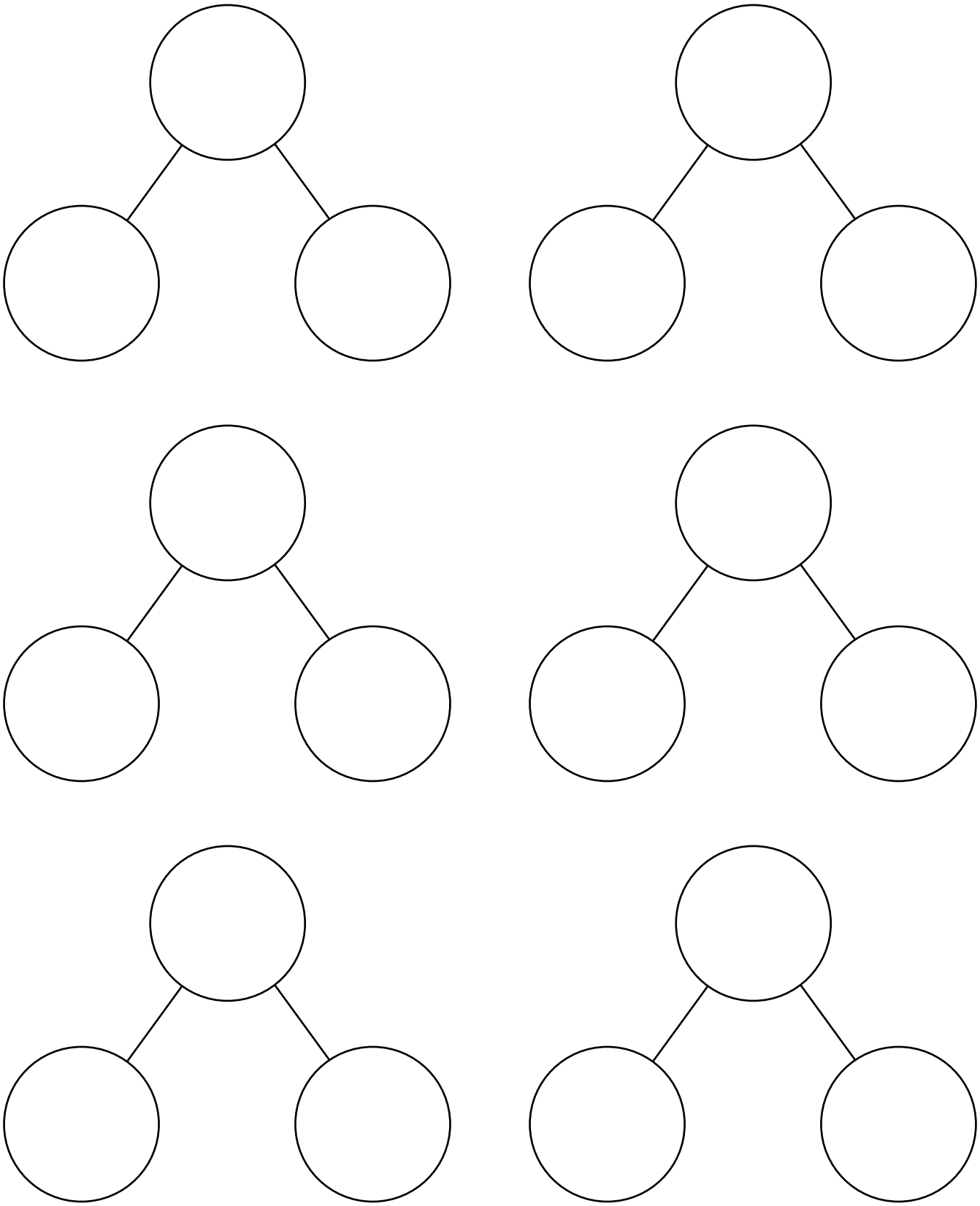
Part-Part-Whole Tape Diagrams

Part-Part-Whole Tape Diagrams

Number Bonds



Number Bonds



Party Punch

1. There are 11 cups.
7 are red.
The rest are blue.
How many cups are blue?

7 + _____ = 11
11 – 7 = _____
_____ is the whole.
_____ and _____ are the parts.

2. There are some plates.
5 are small.
8 are big.
How many plates in all?

5 + 8 = _____
_____ is the whole.
_____ and _____ are the parts.

3. There are 18 napkins.
Some are blue.
6 are green.
How many blue napkins?

_____ + 6 = 18
18 – _____ = 6
_____ is the whole.
_____ and _____ are the parts.

4. There are 12 bowls.
9 are full.
The rest are empty.
How many empty bowls?

9 + _____ = 12
12 – 9 = _____
_____ is the whole.
_____ and _____ are the parts.

Directions: Have students use linking cubes to solve the problems. Then have them complete the equations and identify the whole and parts.

Party Games

1. Some children hide. 6 children hide inside and 6 hide outside. How many children hide?

Equation: 6 + 6 = 12 12 children hide.

2. Lena has 10 balls. 7 balls are yellow and the rest are purple. How many balls are purple?

Equation: _____ _____ purple balls

3. Marisol and Lena jump rope. Marisol does 11 jumps and Lena does 5 jumps. How many jumps do the girls do?

Equation: _____ _____ jumps

4. There are 13 children playing tag. 8 of the children are girls and the rest are boys. How many boys are playing tag?

Equation: _____ _____ boys

5. Billy finds things on a scavenger hunt. He finds 9 leaves and 6 twigs. How many things did he find?

Equation: _____ _____ things

Directions: Have students use manipulatives to solve the problems. Then have them write equations to represent the problems and write the solution.

Lesson 32 Exit Ticket

1. Jack has 14 balloons.
Some are large.
6 are small.
How many large balloons?

6 + _____ = 14

14 – 6 = _____

_____ is the whole.

_____ and _____ are the parts.

2. Jan picks 17 flowers. Some are pink and 7 are yellow.
How many flowers are pink?

Equation: _____ _____ pink flowers

3. Fred eats some grapes. 9 are red and 6 are green.
How many grapes does Fred eat?

Equation: _____ Fred eats _____ grapes.

Directions: Students will use manipulatives to solve the problems. **1)** Have students complete the equations and identify the whole and parts. **2–3)** Have students write equations to represent the problems and write the solutions.

Extra Practice: Linking Cube Problems

1. You have 14 flowers. 11 are green and the rest are blue. How many flowers are blue?

Equation: _____ _____ blue flowers

2. A shop has some sneakers. 9 are red and 4 are blue. How many sneakers in all?

Equation: _____ _____ sneakers in all

3. There are 17 cats. Some are gray, and 9 are black. How many cats are gray?

Equation: _____ _____ gray cats

4. The park has some slides. 2 slides are pink and 12 are brown. How many slides in all?

Equation: _____ _____ slides

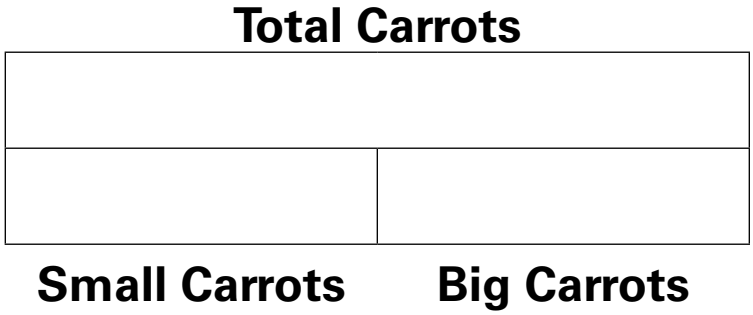
5. 16 birds play in the water. Some of the birds are blue, but 6 are yellow. How many birds are blue?

Equation: _____ _____ blue birds

Directions: Have students use linking cubes to solve the problems. Then have them write equations to represent the problems.

Food Bank

1. Aiko has some carrots. How many carrots does she have if 6 are small and 7 are big?

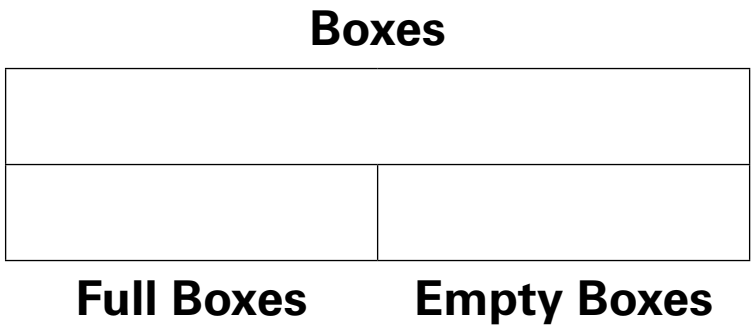


_____ + _____ = _____

2. Leo puts 10 green apples in the bag. Then he puts 8 yellow apples in the bag. How many apples are in the bag?

_____ + _____ = _____

3. If 6 boxes are full and 9 are empty, how many boxes are there in all?



_____ + _____ = _____

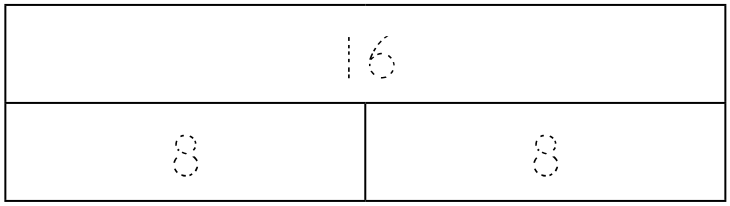
Directions: Have students draw dots or write numbers to complete the tape diagrams. Then, have students write an addition equation to represent the problem.

Food Donations

1. Gio brings 8 cans of soup.
Ely brings 8 cans.
How many cans did they bring in all?

Equation: 8 + 8 = 16

Cans



Gio's Cans **Ely's Cans**

2. 3 peppers are red.
9 are green.
How many peppers are there?

Equation: _____

Peppers

Red **Green**

3. There are some oranges.
6 are in a box.
8 are in a bag.
How many oranges are there?

Equation: _____

Oranges

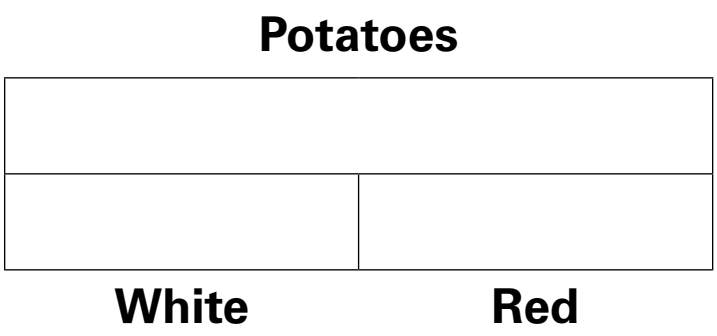
Box **Bag**

Directions: Have students complete the tape diagrams to represent the problems. Then, have students write equations to represent the problems.

Lesson 33 Exit Ticket

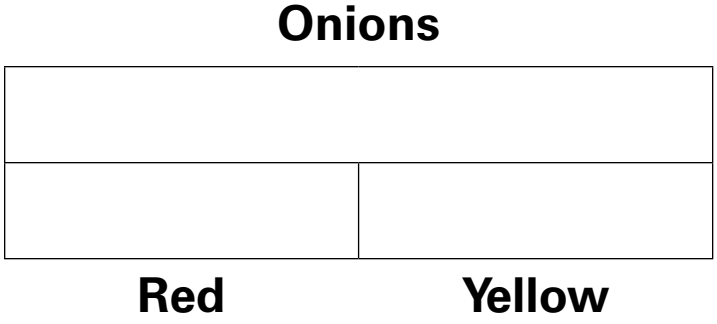
1. A bag has 8 white potatoes and 9 red potatoes. How many potatoes are there?

Equation: _____



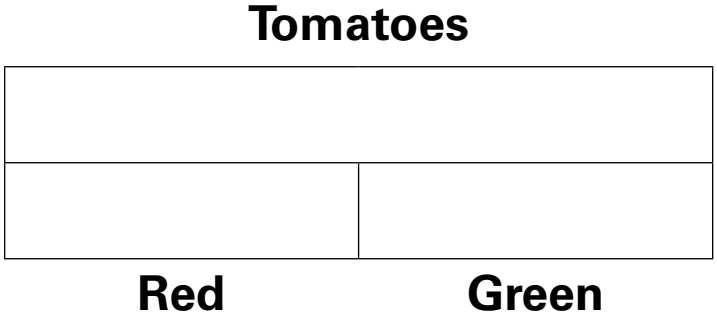
2. Ian has 11 red onions. Then he finds 9 yellow onions. How many onions does Ian have?

Equation: _____



3. Tina has a tomato plant. She picked 5 red tomatoes. She left 12 green tomatoes on the plant. How many tomatoes were on the plant to start?

Equation: _____



Directions: Have students complete the tape diagrams and write equations to represent the problems.

Extra Practice: On the Bus

1. 8 children and 4 parents are at the bus stop. How many people are there in all?

_____

2. Some people ride on the bus. 12 people get off the bus. 4 people are still on the bus. How many people were on the bus to start?

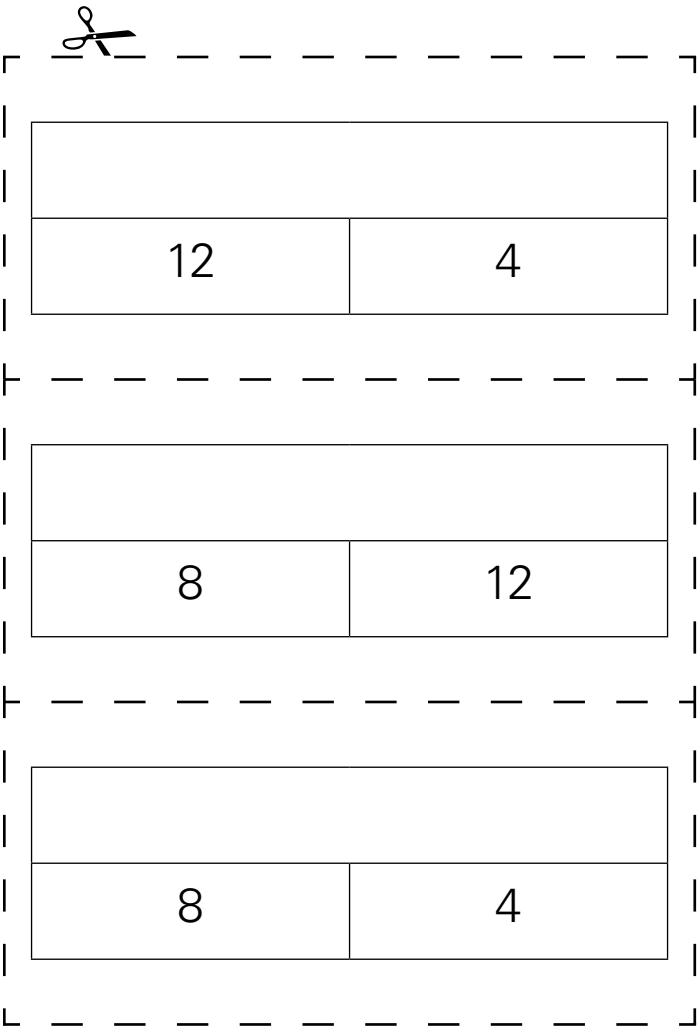
_____

3. Some buses are parked. 8 buses leave the parking lot. 12 buses stay. How many buses were parked in the lot to start?

_____

Directions: Have students cut out the tape diagrams on the following page. Then they use the numbers in the problem to find the matching tape diagram, complete it, and glue it next to its matching problem. Finally, students write the equation to show the addition.

On the Bus Tape Diagrams



Part-Part-Whole Tape Diagrams

Part-Part-Whole Tape Diagrams

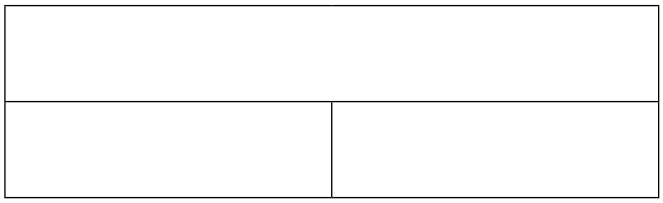
Origami Oops!

1. Amal's origami planes fly well. But 5 get stuck in a tree! Amal made 13 planes. How many are not stuck in a tree?

_____ + ? = _____

_____ – _____ = _____

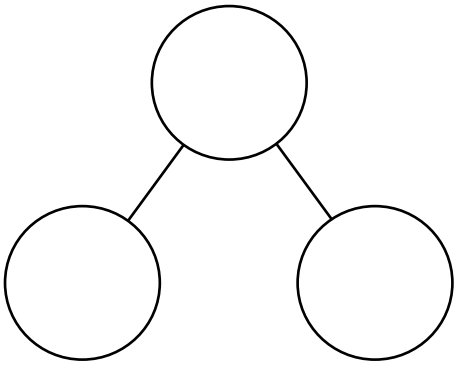
2. Amal had 15 paper cranes. He spilled paint on 8 of them. How many cranes do not have paint on them?



_____ + ? = _____

_____ – _____ = _____

3. Amal makes paper boxes. He lost the lids for some. 11 boxes still have lids. If Amal has 14 boxes in all, how many boxes lost their lids?



_____ + ? = _____

_____ – _____ = _____

_____ boxes lost their lids.

Directions: 1–2) Have students complete the tape diagram and write a missing addend and a subtraction equation to represent the problem. **3)** Have students complete the number bond and write a missing addend and a subtraction equation to represent the problem..

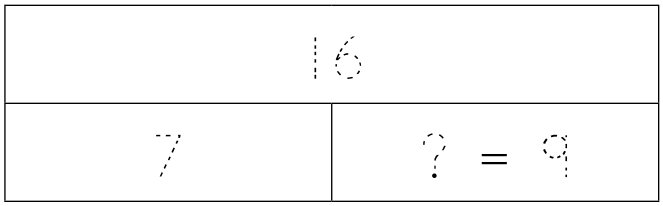
Origami Projects

1. Sami has small and big paper squares. 7 squares are small. She has 16 squares in all.
How many squares are big?

7 + ? = 16

16 − 7 = 9

9 squares are big.



2. Sami made 12 origami animals. 9 are turtles. The rest are birds.
How many birds did Sami make?

_____ + ? = _____

_____ − _____ = _____

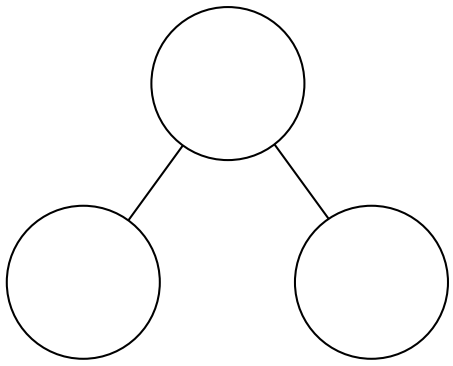
Sami made _____ birds.

3. Sami makes 18 flowers. Some are blue. 10 flowers are red.
How many flowers are blue?

_____ + _____ = _____

_____ − _____ = _____

_____ flowers are blue.



Directions: 1–2) Have students complete the tape diagrams and write equations to represent the problems. **3)** Have students complete the number bond and write equations to represent the problem.

Lesson 34 Exit Ticket

1. Dean has 11 soccer balls. 7 are big and the rest are small. How many soccer balls are small?

_____ + ? = _____

_____ – _____ = _____

_____ balls are small.

2. Rae finds 17 coins. Some are pennies, but 11 are dimes. How many coins are pennies?

_____ + ? = _____

_____ – _____ = _____

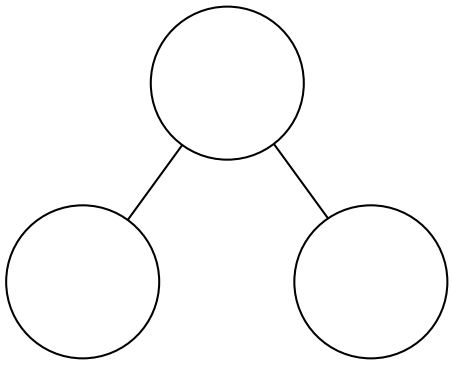
_____ coins are pennies.

3. Maya has 13 grapes. 9 are green and the rest are red. How many grapes are red?

_____ + ? = _____

_____ – _____ = _____

_____ grapes are red.



Directions: Have students complete the tape diagrams and number bond and write equations to represent the problems.

Extra Practice: Can You Match It?

Sarah bakes 14 chocolate and vanilla cupcakes. 8 are chocolate. How many are vanilla?

_____ + _____ = _____

_____ – _____ = _____

12	
4	?

Han has 14 eggs. Some eggs are white. 6 eggs are brown. How many eggs are white?

_____ + _____ = _____

_____ – _____ = _____

12	
8	?

Lola has 12 dog treats. 8 are chicken. The rest are fish. How many are fish?

_____ + _____ = _____

_____ – _____ = _____

14	
8	?

Elliott has 12 stuffed bears and cats. 4 are bears. How many are cats?

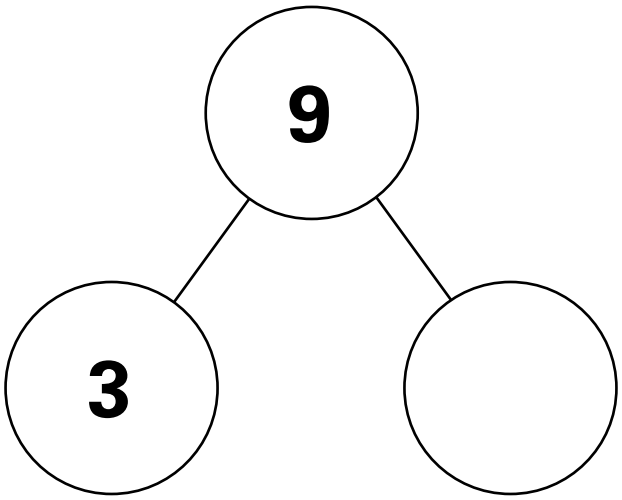
_____ + _____ = _____

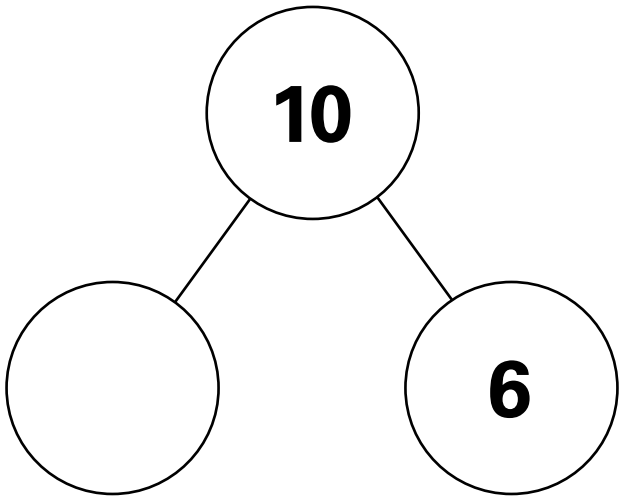
_____ – _____ = _____

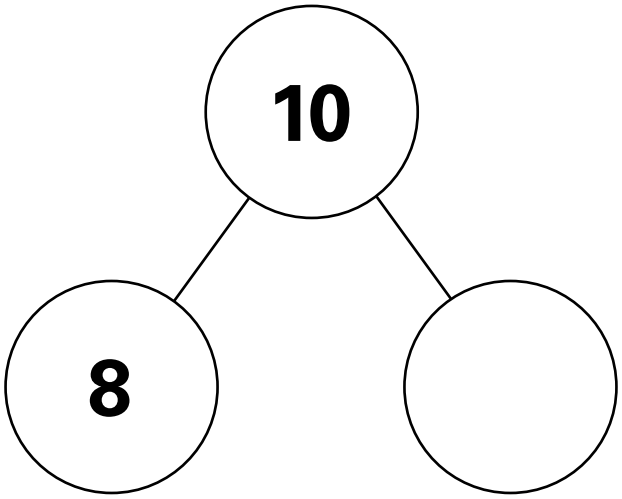
14	
?	6

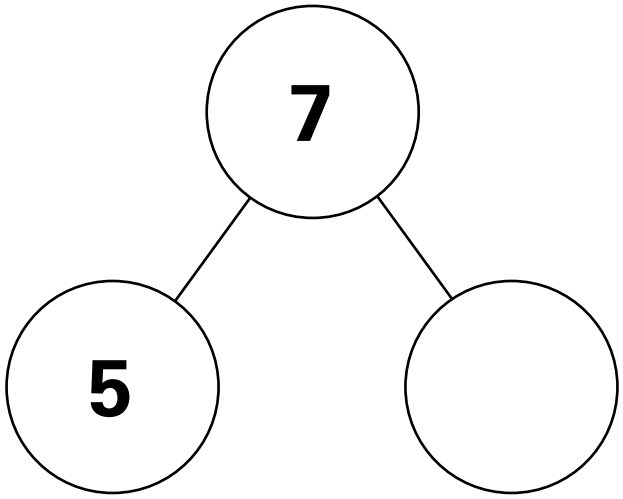
Directions: Students draw lines to match a tape diagram model to each problem. Then they solve the problem and write equations to represent the problem.

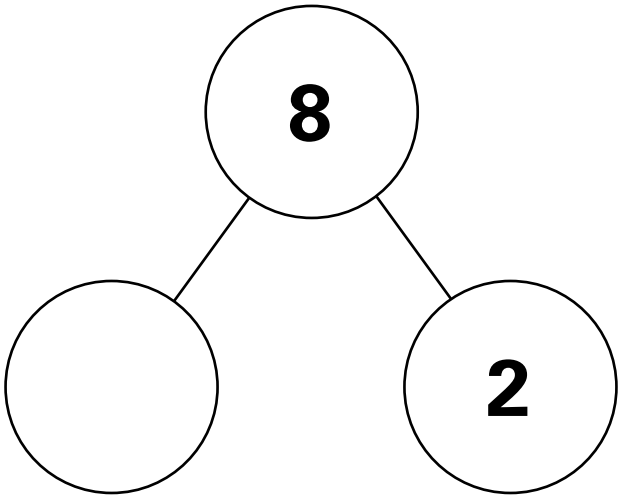
Missing Parts Number Bonds

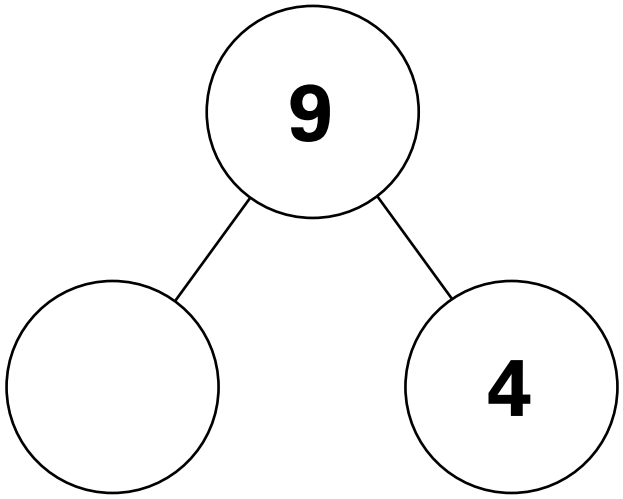






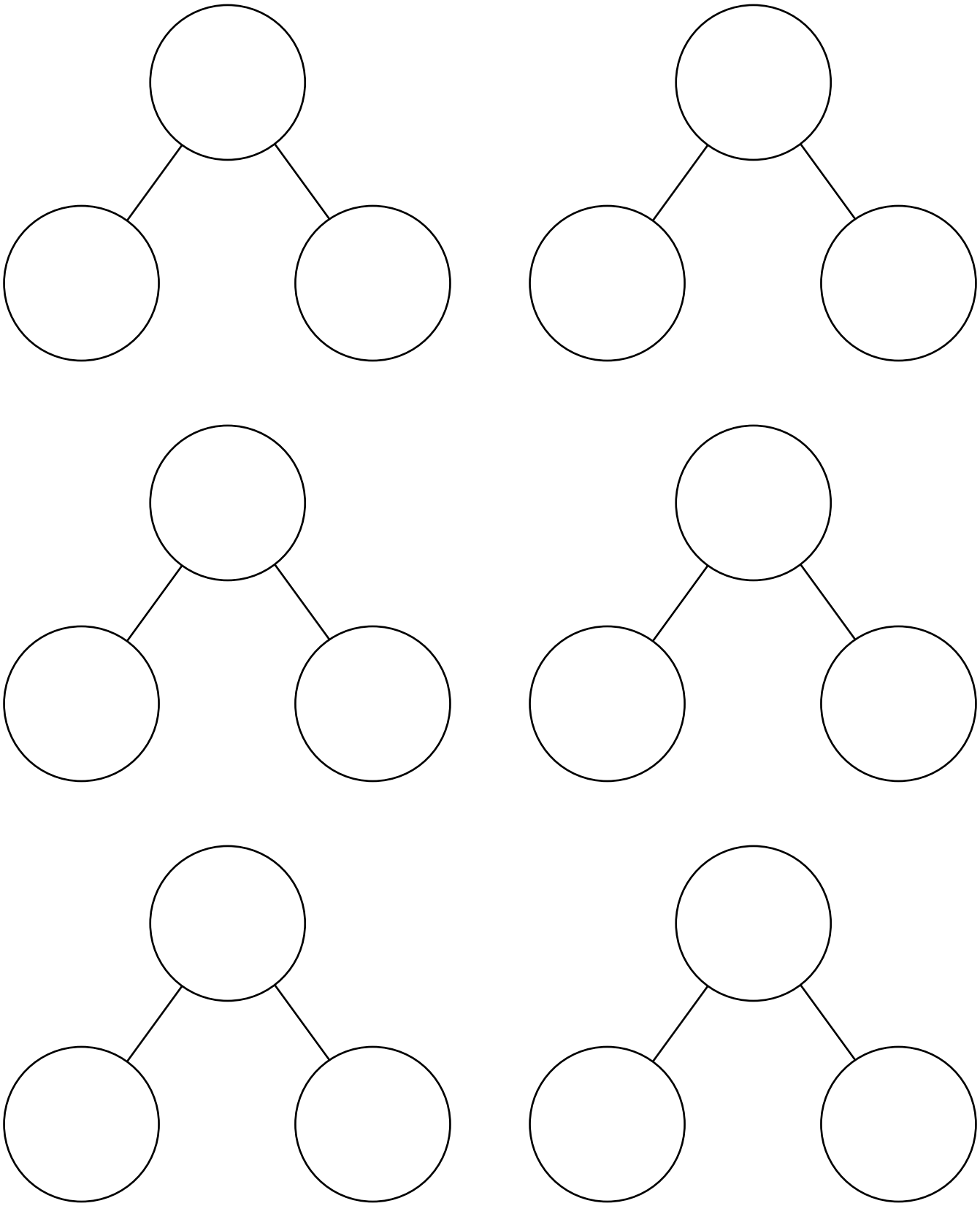






Part-Part-Whole Tape Diagrams

Number Bonds



Speedy Cup Stacking

1. Rafael has 7 cups. He gets 8 more.

Now there are 15 cups. _____ and _____ are the parts.

_____ is the whole.

2. Rafael has 11 cups. He finds 8 more.

Now he has 19 cups. _____ and _____ are the parts.

_____ is the whole.

3. Rafael has 12 cups. He gives 3 away. There are 9 cups left.

_____ and _____ are the parts. _____ is the whole.

4. Rafael has 13 cups. He crushes 4. There are 9 cups left.

_____ and _____ are the parts. _____ is the whole.

5. Rafael has 14 cups. He loses 8. There are 6 cups left.

_____ and _____ are the parts. _____ is the whole.

Directions: Have students use cups to act out the problems. Then have them write the parts and the whole in each problem.

Cup-Stacking Competition

1. Mina stacks 11 cups. Then she stacks 2 more.
She stacks 13 cups in all.

Equation: 11 + 2 = 13

2. Cam stacks 16 cups, but 5 cups fall.
Now there are 11 cups left.

Equation: _____

3. Pete has 12 cups. Then he gives 8 to Mina.
Now Pete has 4 cups.

Equation: _____

4. Kip gives Viv 3 cups. Now Viv has 20 cups all together.
She started with 17 cups.

Equation: _____

5. Akriti knocks 9 cups off the table. She started with 16 cups.
Now there are 7 cups left.

Equation: _____

Directions: Have students use cups to act out the problems. Then have them write the equations.

Lesson 35 Exit Ticket

1. Dom stacked 18 cups. Then he gave 9 cups to Adam. Dom has 9 cups left.

_____ and _____ are the parts.

_____ is the whole.

2. There are 8 cups stacked on the table. Then Finn stacks 7 more cups. Now there are 15 cups on the table.

Equation: _____

3. Teddy has 13 cups in all. He started with only 7 cups. Then Sarah gave him 6 more.

Equation: _____

4. Maddy stacked 13 cups on the table. The wind knocked over 5 cups, so now only 8 cups are stacked.

Equation: _____

Directions: Have students use cups to act out the problems. **1)** Have students write the parts and the whole. **2–4)** Have students write the equations.

Extra Practice: Silly Problems

apples	elephants	clowns	cows	beans

1. 9 _____ jump rope. 8 more join them.
There are 17 _____ in all.

Equation: _____

2. The _____ sing 5 songs. Then they sing 9 more songs. They sing 14 songs all together.

Equation: _____

3. 16 _____ hop. 12 hop away. 4 are left.

Equation: _____

4. 11 _____ sit on a fence. 2 leave.
9 _____ are left.

Equation: _____

5. Jon picks 12 _____ on his walk to school.
He gives 7 to his teacher. He has 5 _____ left.

Equation: _____

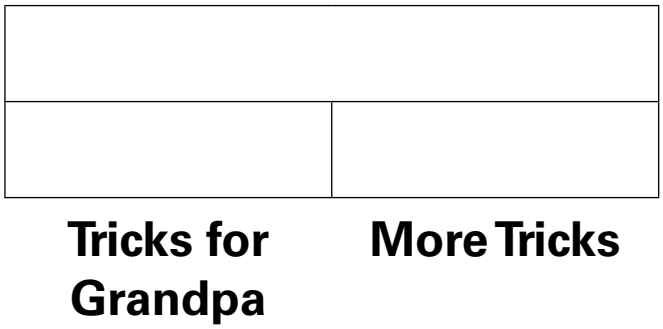
Directions: Have students use the word bank to complete the story problems. Then have students use counters to act out the problems and write the equations.

Lucky Licorice

1. Licorice does 7 tricks for Grandpa.

Then he does 4 more tricks.

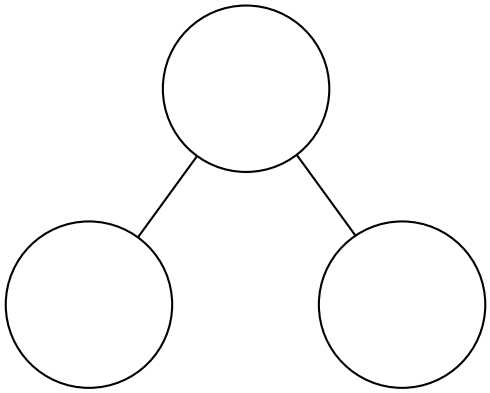
He does 11 tricks all together.



2. Licorice has 12 bones in all. 12 is a whole / part.

He buries 8 bones. 8 is a whole / part.

He has 4 bones left. 4 is a whole / part

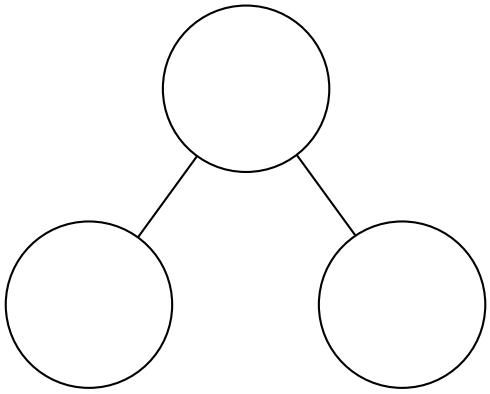


3. Licorice has friends.

6 friends are in the park. 6 is a part / whole.

7 more friends come to the park.
7 is a part / whole.

Licorice has 13 friends.
13 is a part / whole



Directions: 1) Have students draw dots to record the whole and parts in the tape diagram to model the problem. **2–3)** Have students identify the whole and parts and record them in the number bond to represent the problems.

Dog Treats

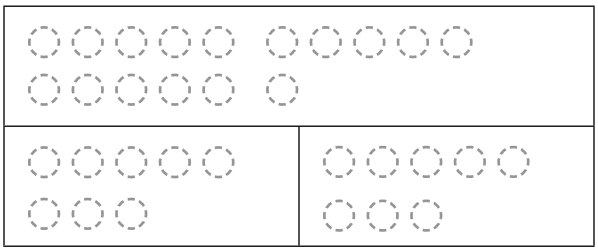
Licorice gets 8 treats, then he gets 8 more. Licorice has 16 treats.

Equation: 8 + 8 = 16

Licorice has 16 treats. He eats 8 treats and has 8 treats left.

Equation: 16 − 8 = 8

All Licorice's Treats



First Treats **More Treats**

Lela has 10 treats. She gets 4 more treats. Now she has 14 treats.

Equation: _____

Lela has 14 treats. She gives 4 to Licorice, so 10 treats are left.

Equation: _____

Licorice loves treats. He eats 8, but he had 15. Now he has 7 treats left.

Equation: _____

Lela gives Licorice 8 treats. Later she gives him 7 more, so he has 15 treats in all.

Equation: _____

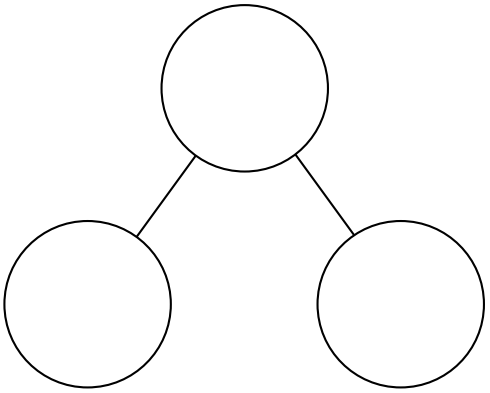
Directions: Have students draw dots to record the whole and parts in a tape diagram to model the problems. Then have them write the equations.

Lesson 36 Exit Ticket

1. Lela has 8 books. 8 is a part / whole.

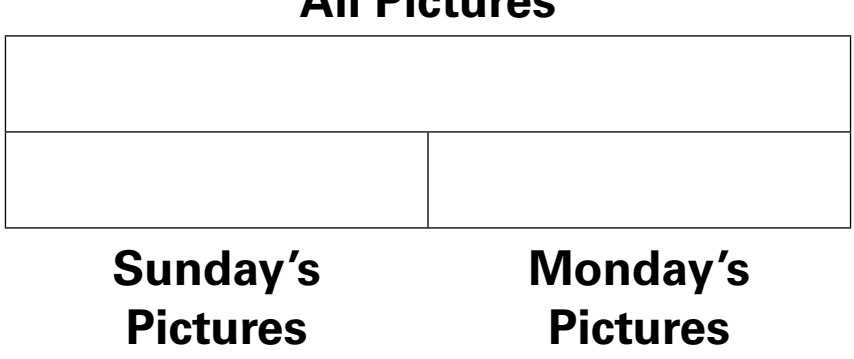
She gets 9 books from the library.
9 is a part / whole.

Lela has 17 books in all.
17 is a part / whole.



2.

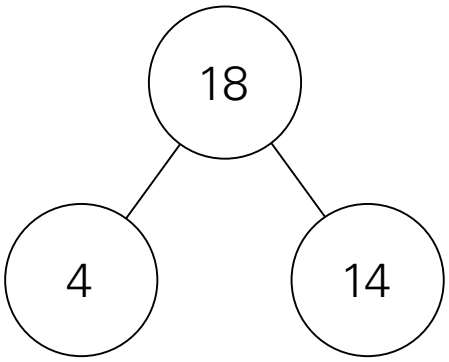
Lela draws 9 pictures on Sunday and 4 pictures on Monday. So, Lela draws 13 pictures in all. Equation: _____	Lela has 13 pictures. She gives 4 pictures to Ben. Now Lela has 9 pictures left. Equation: _____



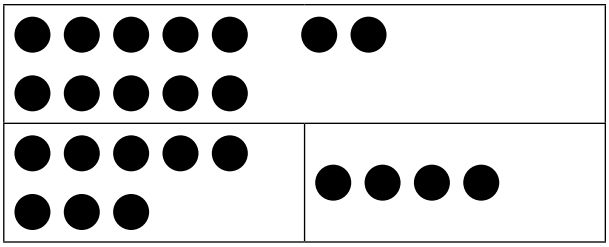
Directions: 1) Have students identify the whole and parts and record them in the number bond to represent the problem. **2)** Have students draw dots to record the whole and parts in the tape diagram to model the problem.

Extra Practice: Match Ups

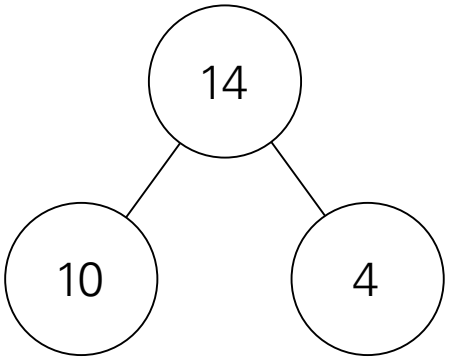
Darren sees 14 birds.
10 birds fly away.
4 birds are left.



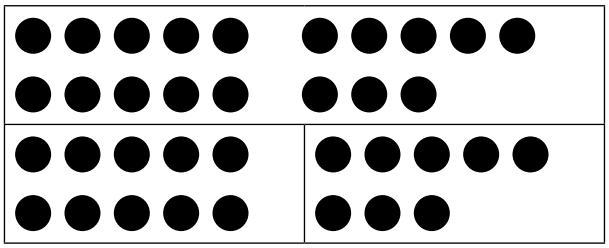
Darren has 4 stickers.
He buys 14 more stickers.
Darren has 18 stickers in all.



Darren had 18 crayons to start.
He broke 10 crayons.
Darren has 8 crayons left.

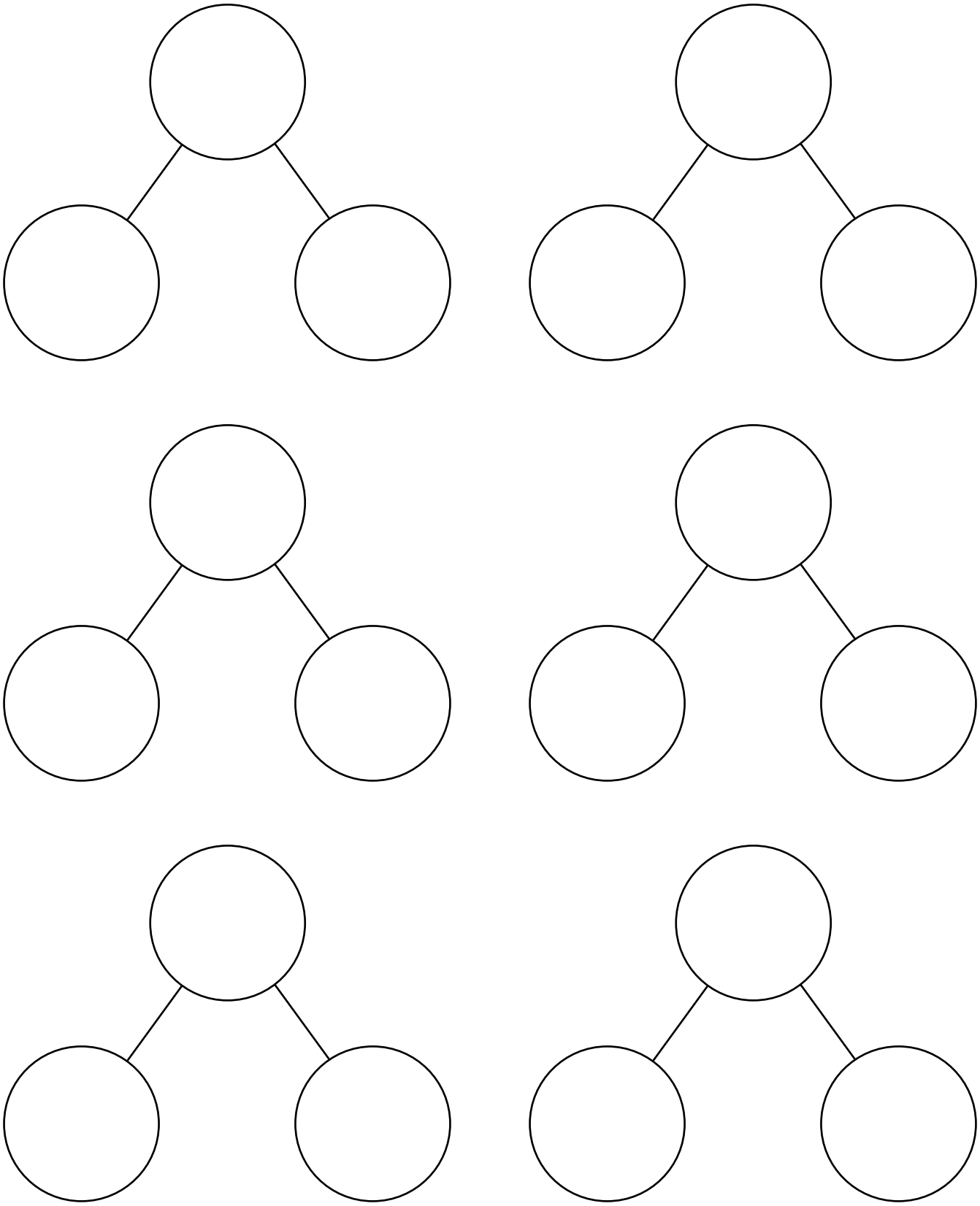


Darren has 8 pens.
He buys 4 more pens.
Now Darren has 12 pens.

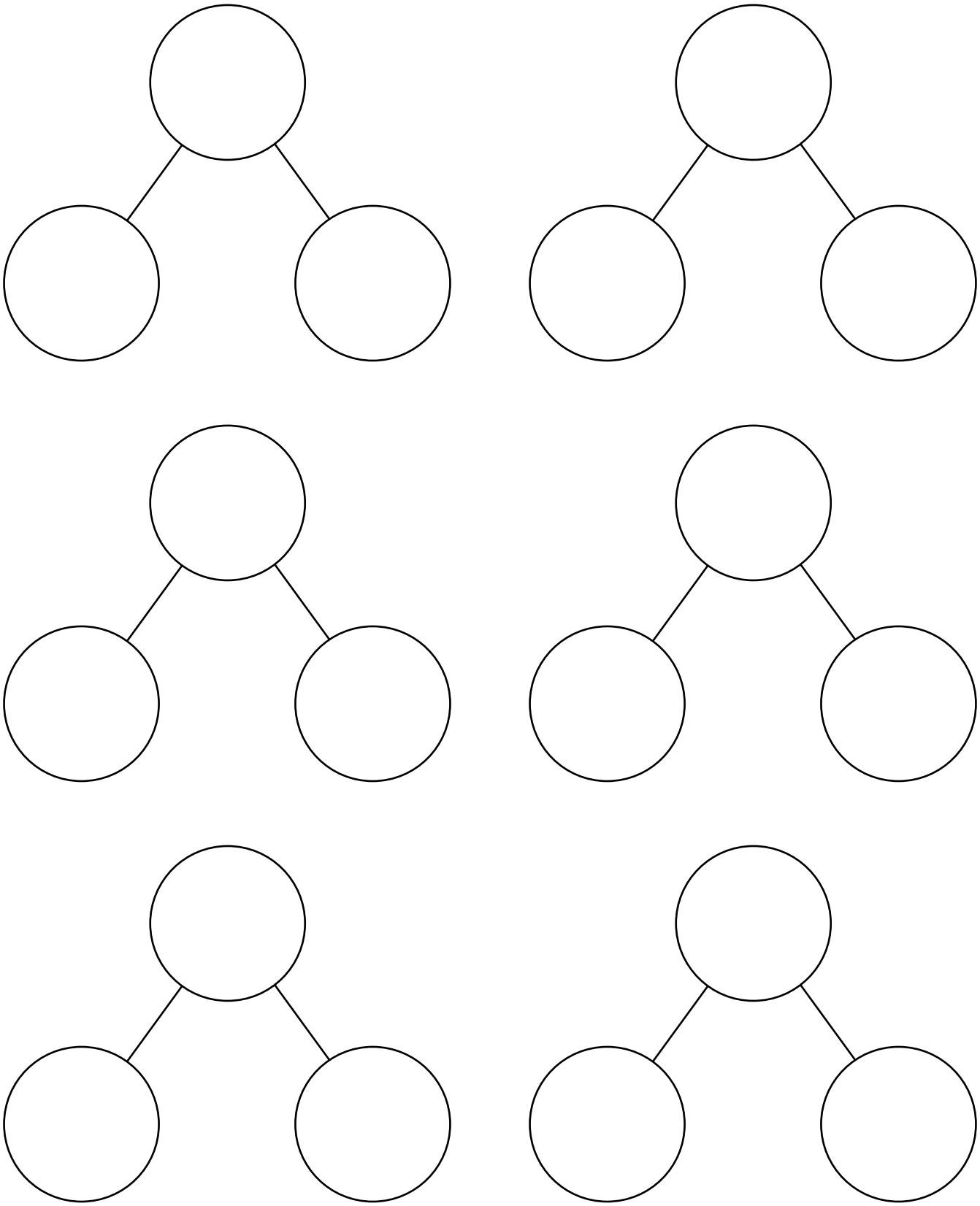


Directions: Have students circle the parts in each problem, then draw lines to match the problem to the number bond or tape diagram.

Number Bonds



Number Bonds



Part-Part-Whole Tape Diagrams

Part-Part-Whole Tape Diagrams

County Fair

1. Aida has 14 tokens.
She spends 6 tokens on some popcorn.
How many tokens does she have left?

14 – 6 = _____ 6 + _____ = 14

She has _____ tokens left.

Whole: _____

Part: _____

Part: _____

2. Aida spends some tokens.
She spends 3 tokens to buy cotton candy.
Now she has 9 tokens left.
How many tokens did Aida have
at the start?

3 + 9 = _____ _____ – 3 = 9

She started with _____ tokens.

Whole: _____

Part: _____

Part: _____

3. Bo has 7 tokens.
Aida gives him 11 tokens.
How many tokens does Bo have now?

7 + 11 = _____

Bo has _____ tokens.

Whole: _____

Part: _____

Part: _____

Directions: Have students use manipulatives to model the problems. Have them identify the whole and the parts, identify the unknown with a question mark, and complete the equations.

Fair Rides

1. There are 6 children in the fun house. Then 6 more children enter. How many children are in the fun house now?

Equation: 6 + 6 = 12 12 children are inside.

2. There are 11 children in line. Some children leave. Only 8 children are still in line. How many children leave?

Equation: _____ _____ children leave.

3. Some children get off the roller coaster, but 12 stay on. There were 18 children on the roller coaster at the start. How many children get off?

Equation: _____ _____ children get off.

4. Some children ride the Ferris wheel. 8 children get on. Then 9 more children get on. How many children ride the Ferris wheel?

Equation: _____ _____ children ride the Ferris wheel.

Directions: Have students use manipulatives to solve the problems. Then have them write equations to represent the problems.

Lesson 37 Exit Ticket

1. Mia has 17 balloons.
Some pop!
6 are left.
How many balloons popped?

Whole: _____

Part: _____

Part: _____

Equation: _____

_____ balloons popped.

2. Leah picks 15 prizes. She gives away 6 and keeps the rest. How many prizes does Leah keep?

Equation: _____

Leah keeps _____ prizes.

3. Some boxes of popcorn are for sale. Marly sells 9 boxes. There are 3 boxes left. How many boxes were there at the start?

Equation: _____

There were _____ boxes of popcorn.

Directions: Have students use manipulatives to model the problems. **1)** Have students identify the whole and the parts, identify the unknown with a question mark, and write the equation. **2–3)** Have students write equations to represent the problems.

Extra Practice: Take and Put Problems

1. Take 19 cubes.
Put back 13 cubes.
How many cubes are left?

_____ – _____ = _____

_____ cubes are left.

2. Take 8 cubes.
Now take 5 more cubes.
How many cubes do you have?

_____ + _____ = _____

I have _____ cubes.

3. Take 16 cubes.
Put 9 cubes back.
How many cubes are left?

_____ – _____ = _____

_____ cubes are left.

4. Take 14 cubes.
Put 7 cubes back.
How many cubes are left?

_____ – _____ = _____

_____ cubes are left.

5. Take 4 cubes.
Now take 9 more cubes.
How many cubes do you have?

_____ + _____ = _____

I have _____ cubes.

6. Take 15 cubes.
Now take 2 more cubes.
How many cubes do you have?

_____ + _____ = _____

I have _____ cubes.

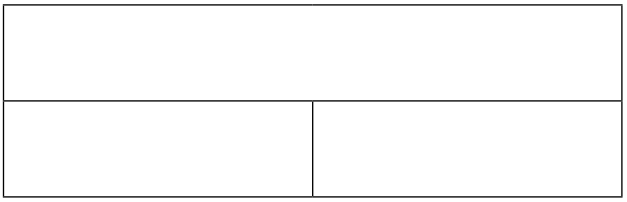
Directions: Have students use linking cubes to solve the problems. Then have them write equations to represent the problems.

Guitar Practice

1. Liam practices 8 minutes. Then he practices 10 more minutes. How many minutes does he practice in all?

_____ + _____ = _____

Practice Goal



First Practice **Second Practice**

2. Ivy plays 7 songs at the concert. There is a break. Then she plays 8 more songs. How many songs does Ivy play?

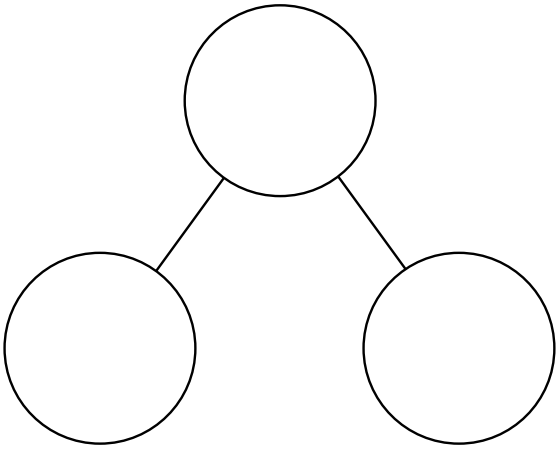
_____ + _____ = _____

Ivy's Songs

First Songs **More Songs**

3. Mei has 3 music books. Then she gets 9 more music books from the library. How many music books does she have in all?

_____ + _____ = _____



Directions: 1–2) Have students draw dots or write numbers to complete the tape diagram and write an addition equation to represent the problem. **3)** Have students complete the number bond and write an addition equation to represent the problem.

Concert Practice

1. Ms. Drew has some kazoos. She gives Ying 2 kazoos. Now Ms. Drew has 10. How many kazoos did Ms. Drew have at the start?

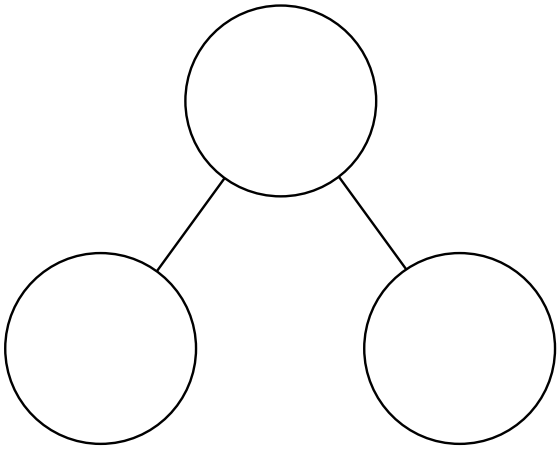
Addition Equation:

2 + 10 = 12

2. There are 5 people singing. Then 9 more people join them. How many people are singing now?

Addition Equation:

3. There are 8 drummers standing in a row. Then 9 more drummers come. Now how many drummers are there?



Addition Equation:

Directions: Have students write numbers to complete the tape diagram or number bond and write addition equations to represent the problems.

Lesson 38 Exit Ticket

1. Gil sees some bunnies. He sees 6 bunnies playing in the yard. Then 7 more join them. How many bunnies does Gil see?

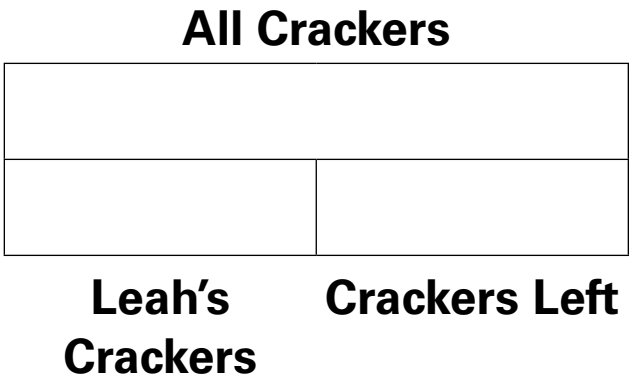
Addition Equation:

_____

2. Kai has some crackers. He gives 5 to his sister, Leah. Now he has 11 crackers left. How many crackers did Kai have at the start?

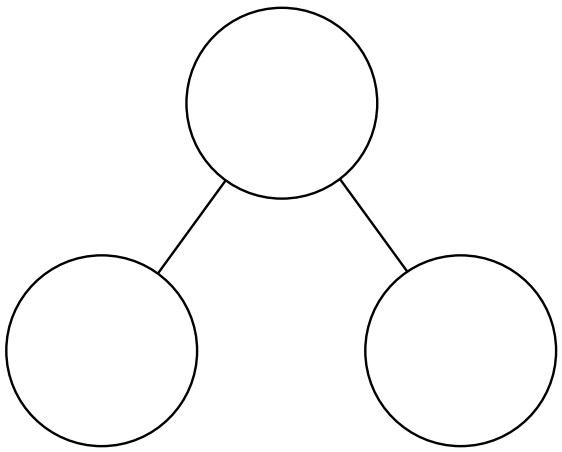
Addition Equation:

_____



3. Carmen runs 6 miles. Then she runs 6 more miles. How many miles does Carmen run in all?

Addition Equation: _____

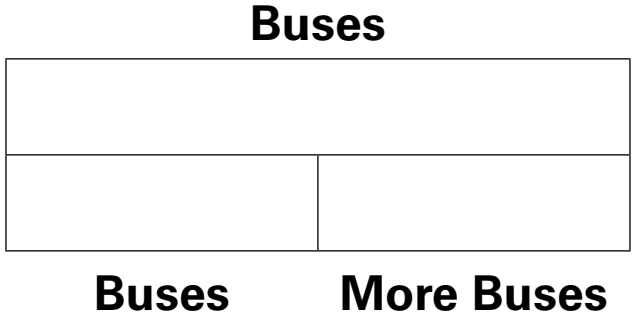


Directions: Have students write numbers to complete the tape diagrams and number bond and write addition equations to represent the problems.

Extra Practice: Riddle Time

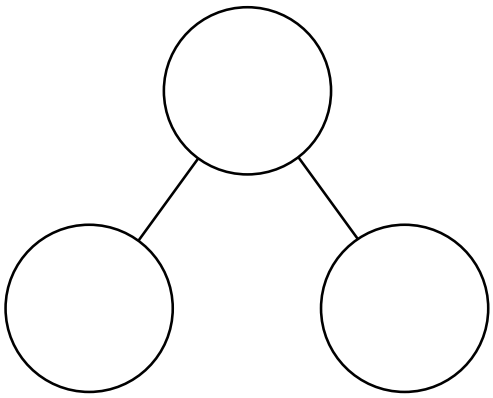
9 buses are lined up. Then 9 more buses line up. How many buses are lined up?

_____ + _____ = _____ **U**



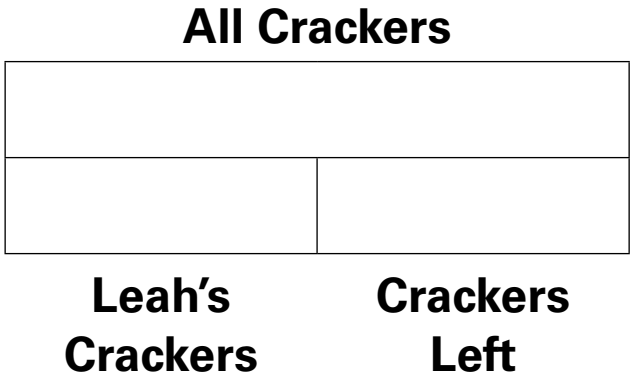
Some children ride the bus. 7 get off at the first stop. 4 stay on the bus. How many children rode the bus at the start?

_____ + _____ = _____ **Z**



Some people ride the bus.12 are on the bus. 5 more get on the bus. How many people ride the bus?

_____ + _____ = _____ **B**



How do bees travel?

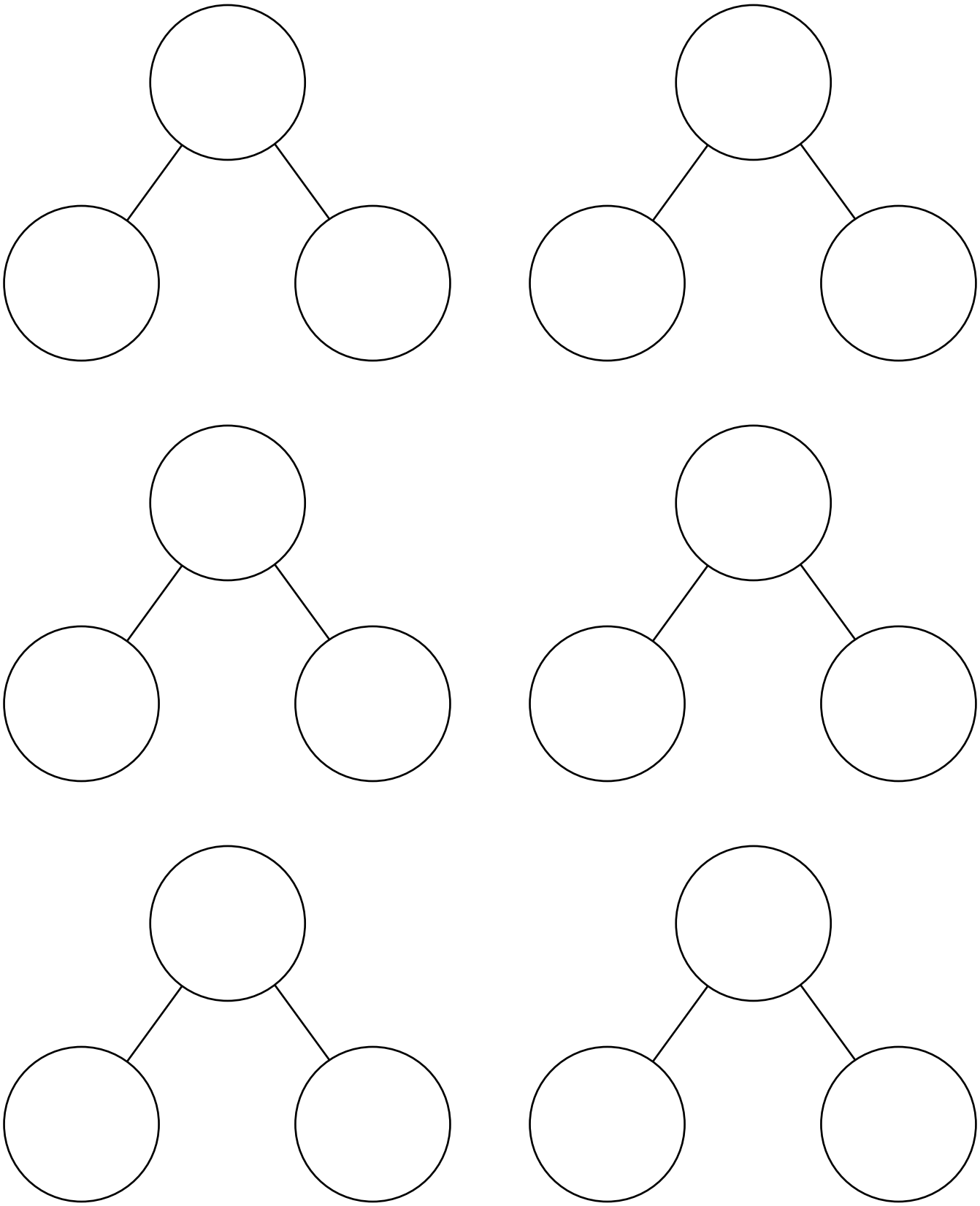
They take the _____ _____ _____ _____!

17 18 11 11

Directions: Have students write numbers to complete the models and write addition equations to represent the problems. Then have students write the letter that corresponds to each sum to answer the riddle.

Part-Part-Whole Tape Diagrams

Number Bonds



School Fundraiser

1. Jess has 19 posters to hang. She hangs some of them. She has 11 left to hang. How many posters did she hang?

19 Posters

11	

Left to Hang **Already Hung**

_____ + _____ = _____

_____ – _____ = _____ She hung _____ posters.

2. Jack needs 12 posters. He makes 8. How many more does he need?

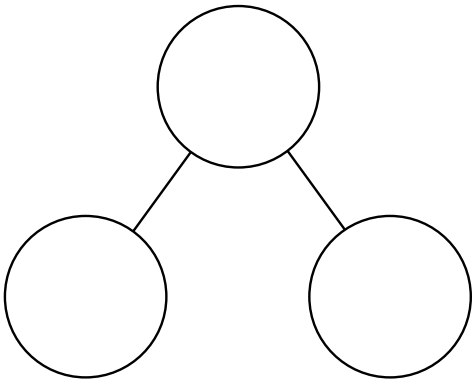
12 Posters

Posters Made **Posters Left to Make**

_____ + _____ = _____

_____ – _____ = _____ He needs _____ posters.

3. Some of Jon's crayons break! He had 16 crayons. 9 crayons are left. How many crayons broke?



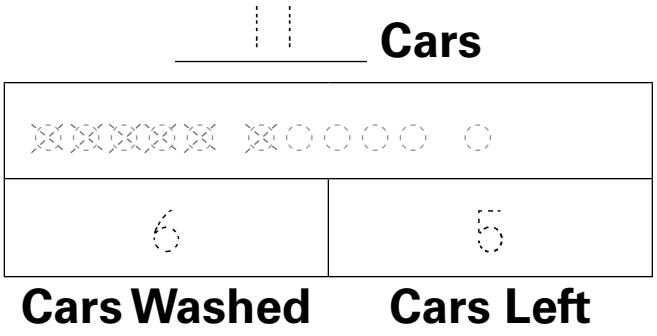
_____ + _____ = _____

_____ – _____ = _____ _____ crayons broke.

Directions: 1–2) Have students draw dots and write numbers to complete the tape diagram. Then have them write equations to represent the problem and record the solution. **3)** Have students model the problem with the number bond, complete the equations, and write the solution.

Student Car Wash

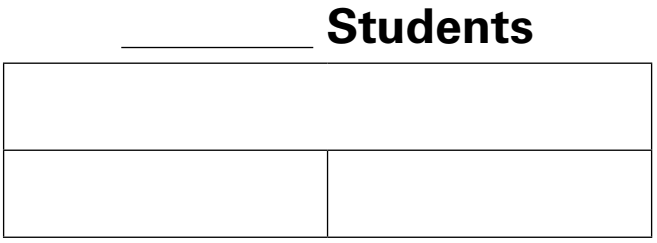
1. There are 11 cars to wash. Sasha washes 6. How many more cars to wash?



Addition: 6 + 5 = 11

Subtraction: 11 − 6 = 5 5 cars are left.

2. There are 13 students washing cars. Some students go home. 4 students are left. How many students went home?



Addition:

_____

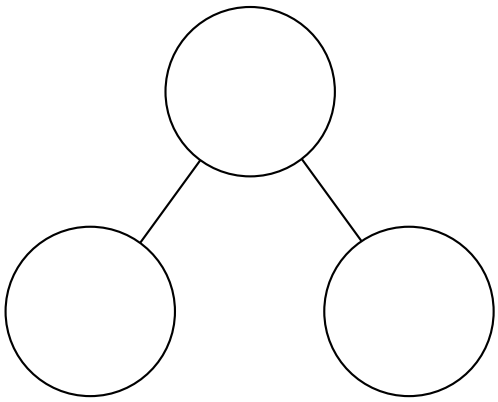
Subtraction: _____ _____ students went home.

3. In the morning, 9 cars get washed. There were 15 cars in line. How many cars are still in line?

Addition: _____

Subtraction: _____

_____ cars are still in line.



Directions: 1–2) Have students draw dots and write numbers to complete the tape diagram. Then ask them to write an addition equation and a subtraction equation to represent the problem and write the solution. **3)** Have students model the problem with the number bond, write an addition and subtraction equation, and write the solution.

Lesson 39 Exit Ticket

1. Hugo has 17 sponges. He gives 8 to friends. How many sponges does he have now?

_____ **Sponges**

Sponges Given	**Sponges Left**

Addition: _____

Subtraction: _____ _____ sponges

2. Mina uses 12 towels. She started with 18 towels. How many towels does she have left?

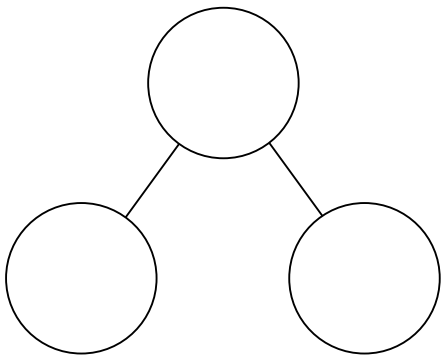
_____ **Towels**

Used Towels	**Towels Left**

Addition: _____

Subtraction: _____ _____ towels

3. Chloe had 19 cars to wax. She waxes some of them. Now 9 cars are left to wax. How many cars did she wax?

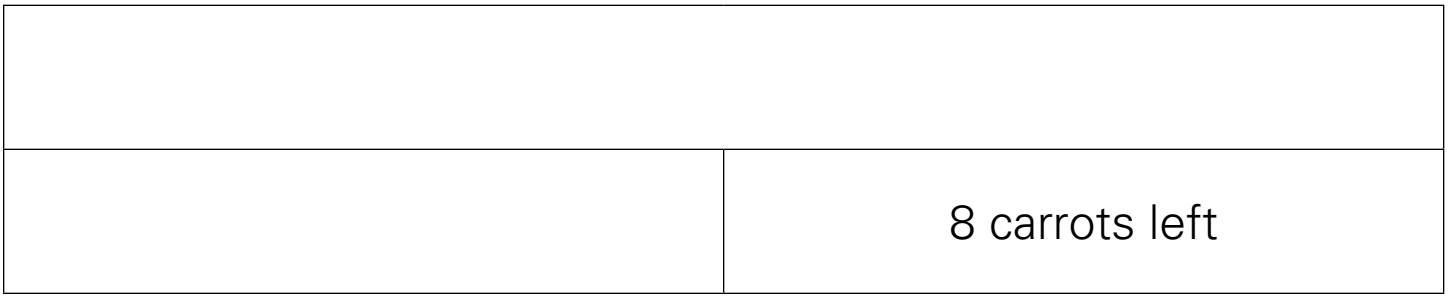


_____

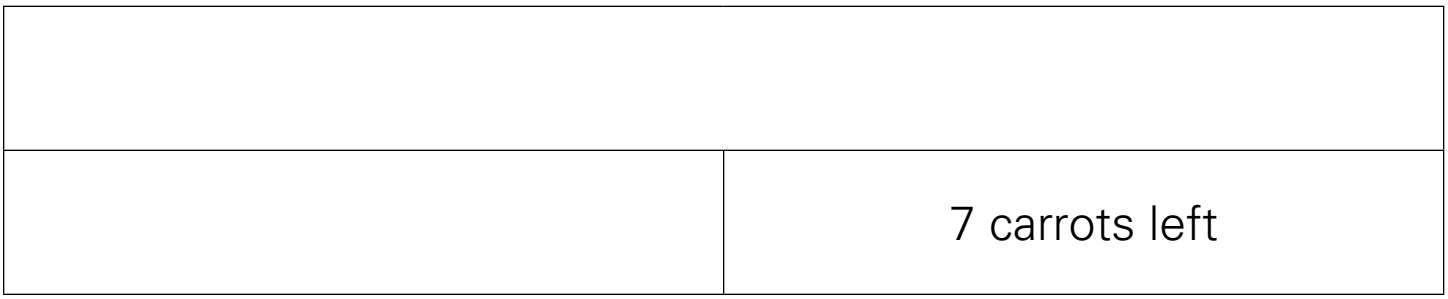
_____ _____ cars

Directions: 1–2) Have students draw dots and write numbers to complete the tape diagram. Then have them write equations to represent the problem and record the solution. **3)** Have students model the problem with the number bond, write an addition and subtraction equation, and write the solution.

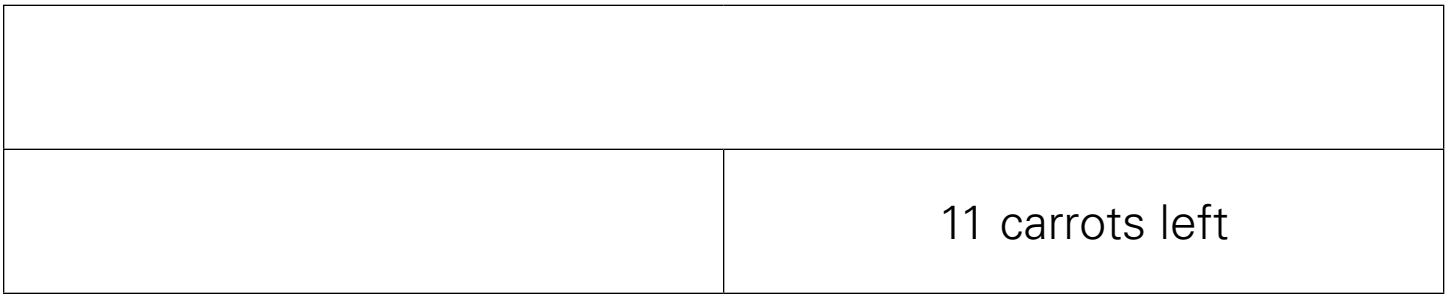
Extra Practice: Build a Tape Diagram



Equation:



Equation:



Equation

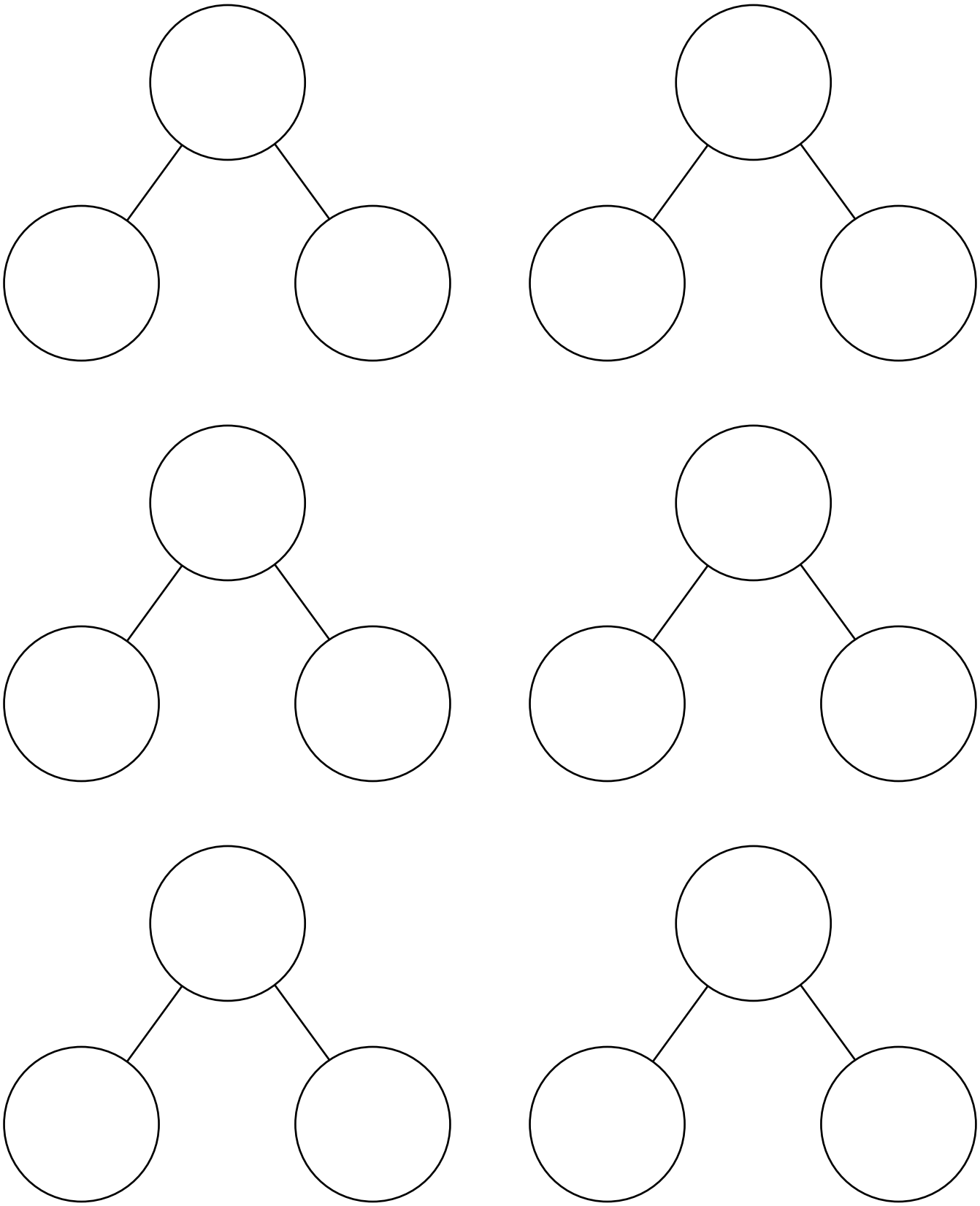
Directions: Have students cut out the cards on the following page. Students glue the sentences in the appropriate place on each tape diagram above. Then, have students complete the equations on the cards and glue them below the tape diagram they represent.

Build a Tape Diagram Cards

16 carrots on the table.	
13 carrots on the floor.	
14 carrots on the plate.	
Pumpkin eats 3.	Pumpkin eats 6.
Pumpkin eats 8.	13 – 6 =
14 – 3 =	16 – 8 =

Part-Part-Whole Tape Diagrams

Number Bonds



Coat Drive

1. There are some coats in the bin. Jen brought 4 of them. Bob brought 5. Simone brought 9. How many coats are in the bin?

_____ + _____ + _____ = _____ _____ coats

2. In the bin, there are 4 blue coats, 5 red coats, and 3 gray coats. How many coats are there in all?

_____ + _____ + _____ = _____ _____ coats

3. Suri asks friends to donate coats. Jan gives her 6 coats. Ben gives her 5 more. Lin gives her 7. How many coats did the friends give her?

_____ + _____ + _____ = _____ _____ coats

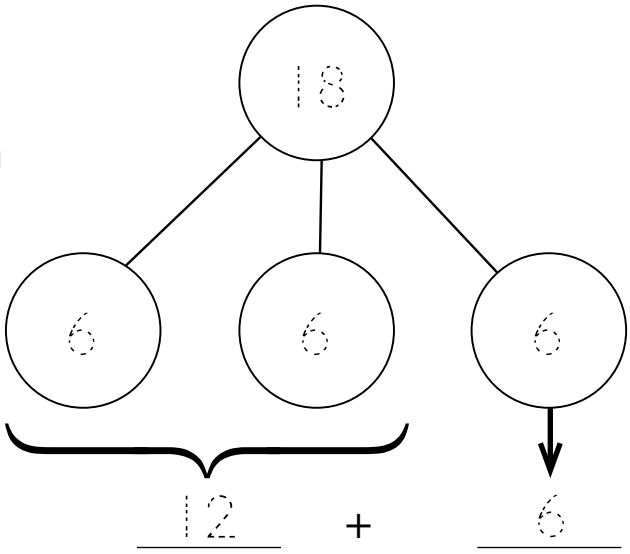
4. There are 8 blue coats, 4 purple coats, and 3 green coats. How many coats are there in all?

_____ + _____ + _____ = _____ _____ coats

Directions: Have students draw dots and write numbers to complete a tape diagram to model the problem. Then have them add to find the sum and complete the equations.

Mittens and Hats

1. Mr. Romero's class collects 6 mittens on Monday. On Tuesday, they collect 6 more. On Wednesday, they collect 6 more. How many mittens did they collect in all?



Equation: 6 + 6 + 6 = 18

18 mittens

2. Sophie knits 5 hats. Then she knits 6 more. Then Eric gives her 3 hats. How many hats does Sophie have to donate in all?

Equation: _____ _____ hats

3. David puts 8 hats in the box. Grace puts 5 more in the box. Ben adds 6. How many hats are in the box?

Equation: _____ _____ hats

4. Mika donates 6 polka dot mittens, 7 striped mittens, and 3 plain mittens. How many mittens did Mika donate?

Equation: _____ _____ mittens

Directions: Have students complete a number bond, then add to find the sum and write the equations.

Lesson 40 Exit Ticket

1. There are 7 red coats, 8 blue coats, and 5 black coats. How many coats are there all together?

Equation: _____ _____ coats

2. There are 5 hats in a box. Hal puts 8 more in the box. Aisha puts 4 in the box. How many hats are in the box now?

Equation: _____ _____ hats

3. Jack collects 2 black mittens, 6 green mittens, and 8 blue mittens. How many mittens does he collect?

Equation: _____ _____ mittens

4. There are 4 coats in the bin. Ami puts 2 coats in the bin and Jin puts in 8 more coats. How many coats are in the bin?

Equation: _____ _____ coats

Directions: Have students model and solve the problems with a tape diagram or number bond. Then have students write an addition equation.

Extra Practice: Three Rolls

1. There are _____ cars in the lot. Then _____ more cars drive into the lot. And _____ more cars park in the lot. How many cars are in the lot now?

_____ + _____ + _____ = _____ _____ cars

2. Birds are sitting in a tree. There are _____ brown birds, _____ blue birds, and _____ yellow birds. How many birds are there in all?

_____ + _____ + _____ = _____ _____ birds

3. Alicia picks some flowers. She picks _____ tulips, _____ roses, and _____ daisies. How many flowers does Alicia pick?

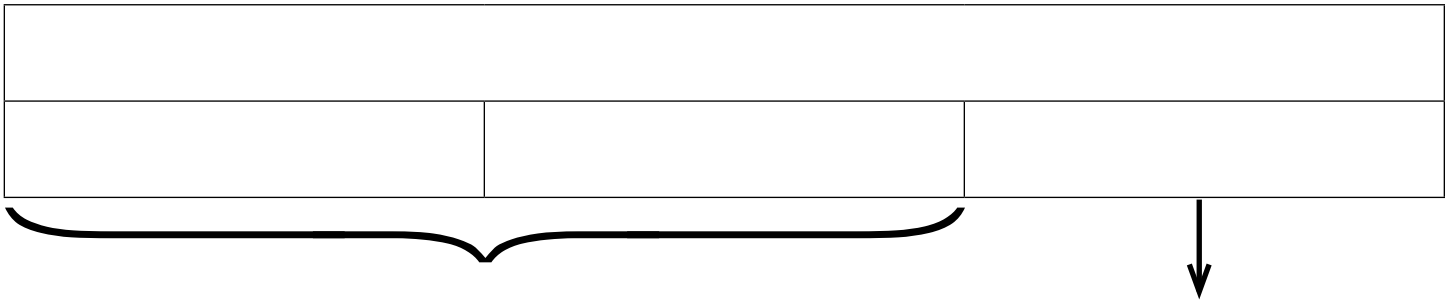
_____ + _____ + _____ = _____ _____ flowers

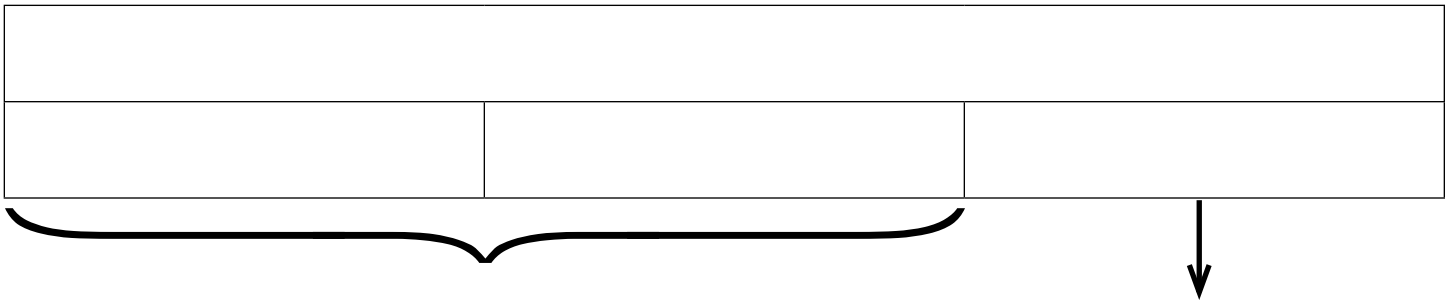
4. There are _____ dogs in the dog park. Simon brings _____ more dogs. Then _____ more dogs come. How many dogs are in the dog park now?

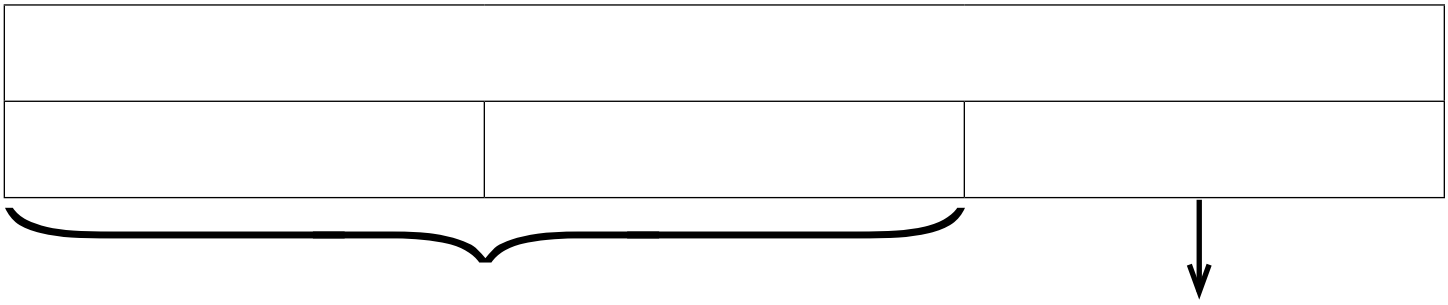
_____ + _____ + _____ = _____ _____ dogs

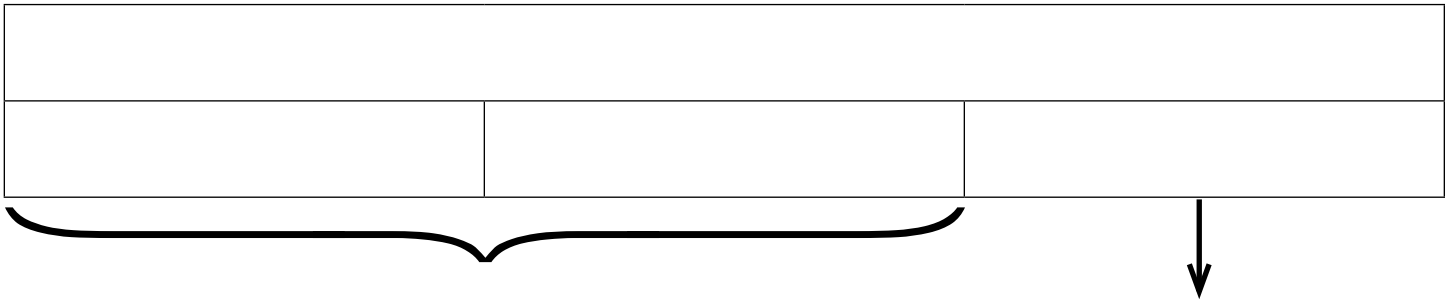
Directions: Students roll a die three times to generate the numbers for each problem. Students then use a tape diagram or number bond to model and solve the problem. Then they write an addition equation to represent the problem.

Tape Diagrams with Three Parts

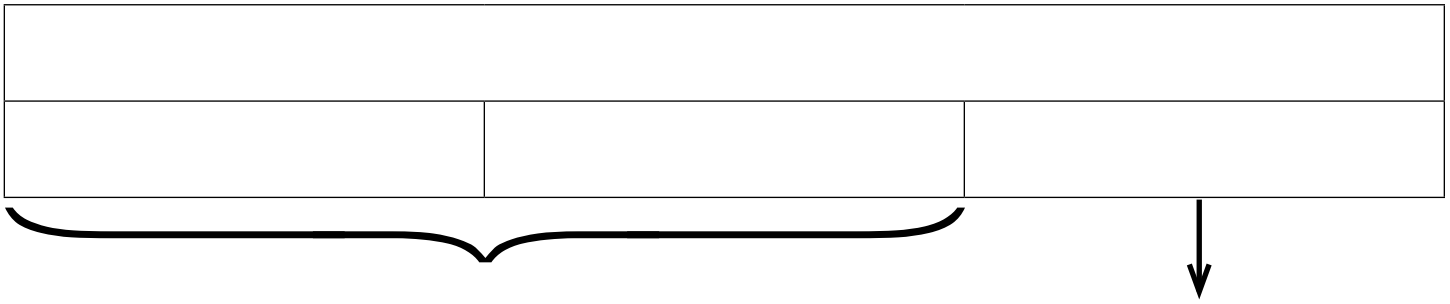


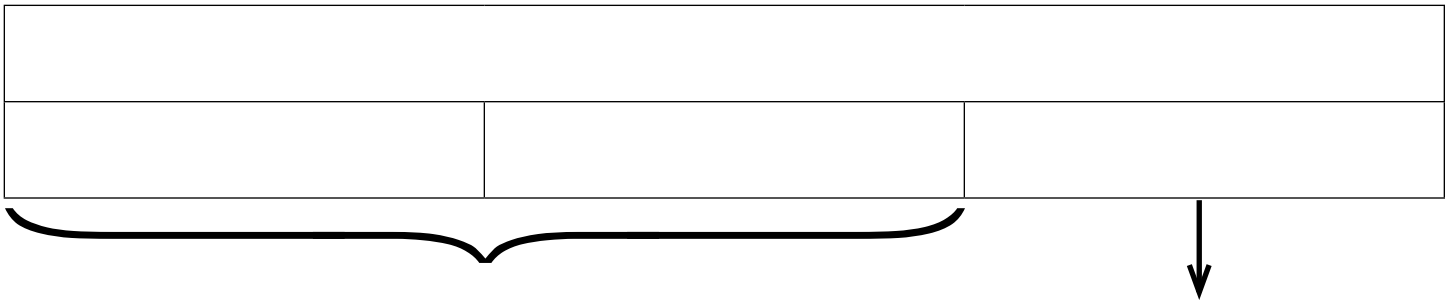


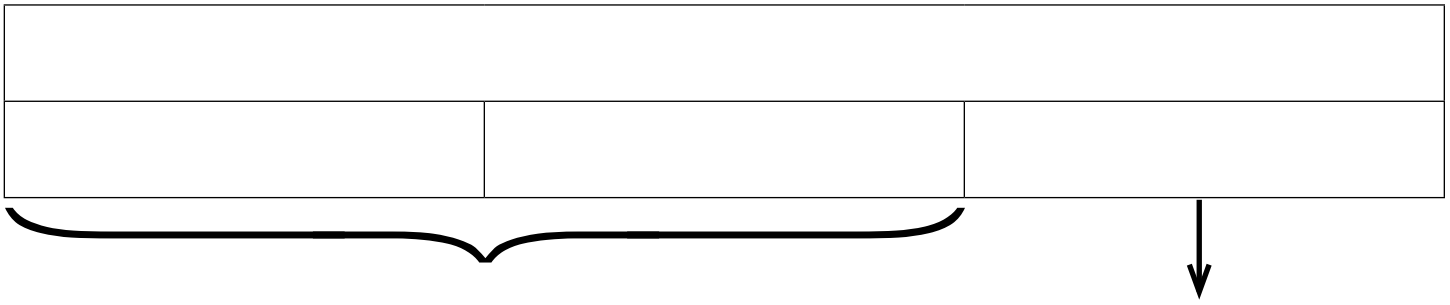


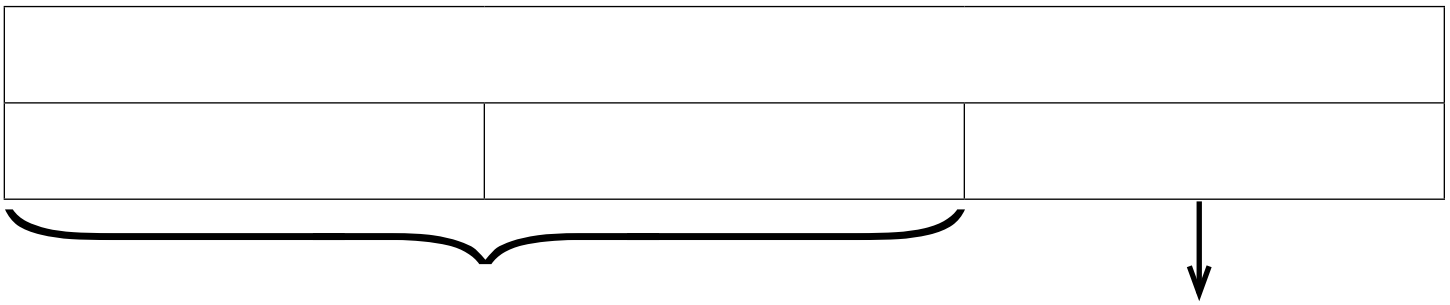


Tape Diagrams with Three Parts

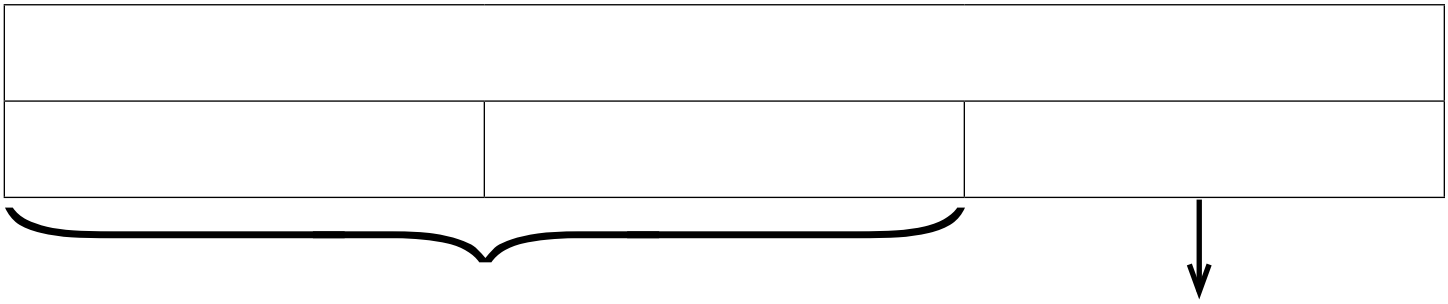


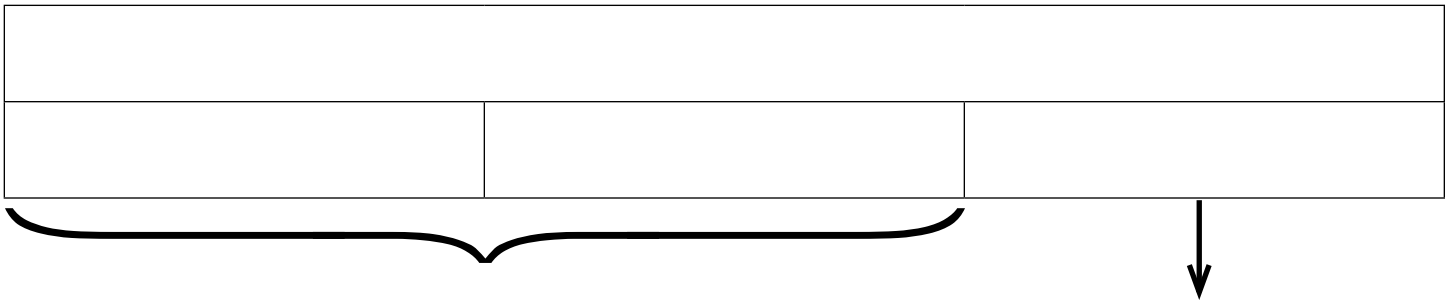


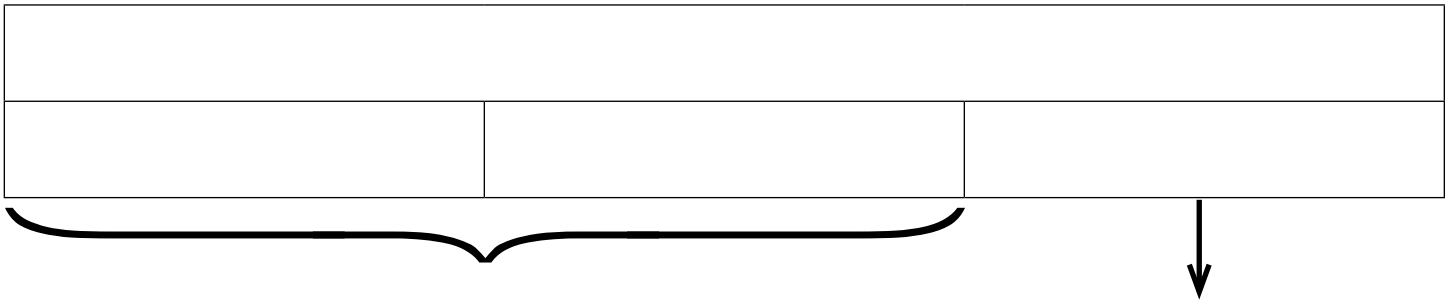


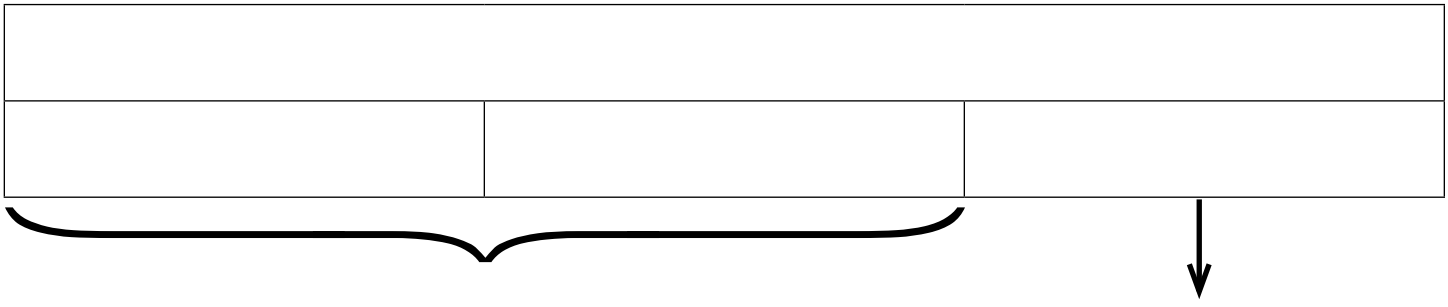


Tape Diagrams with Three Parts

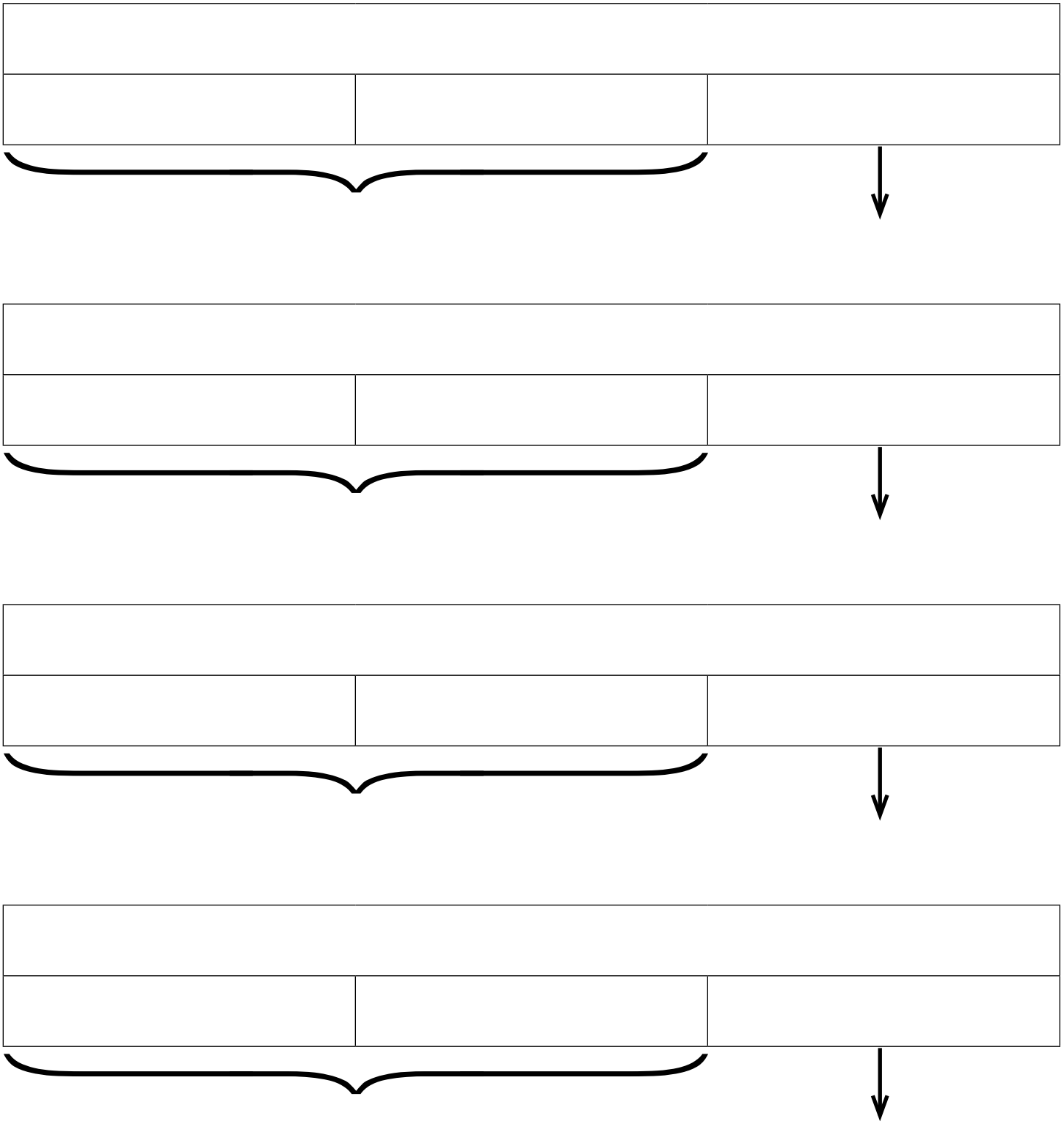




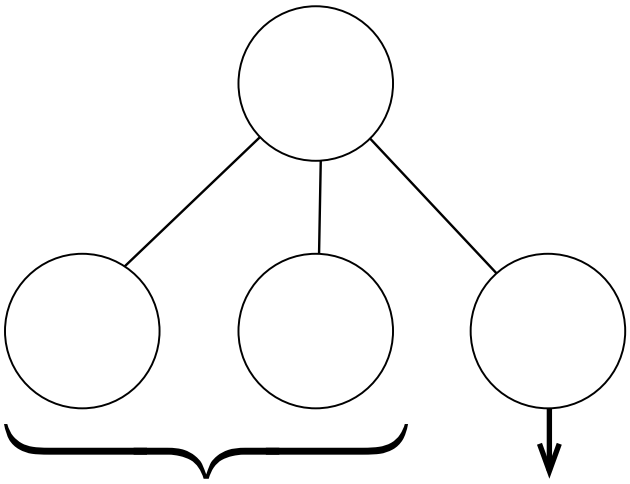


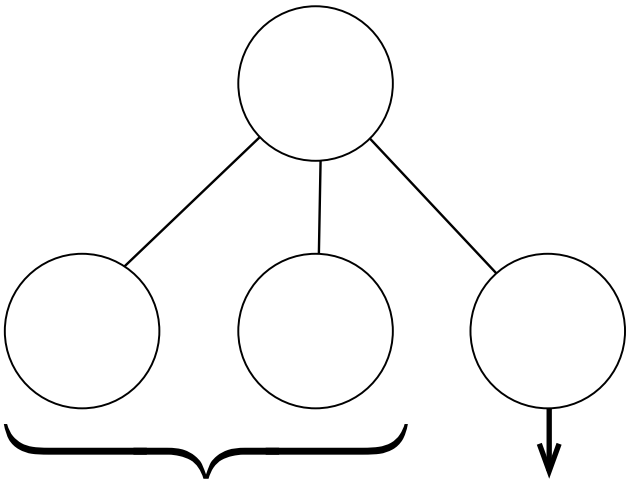


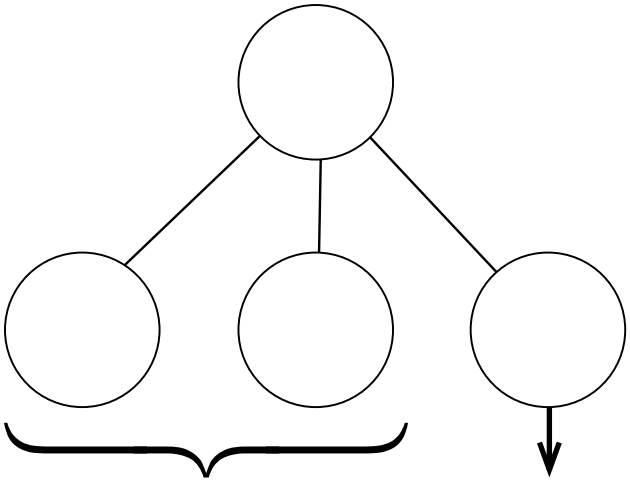
Tape Diagrams with Three Parts

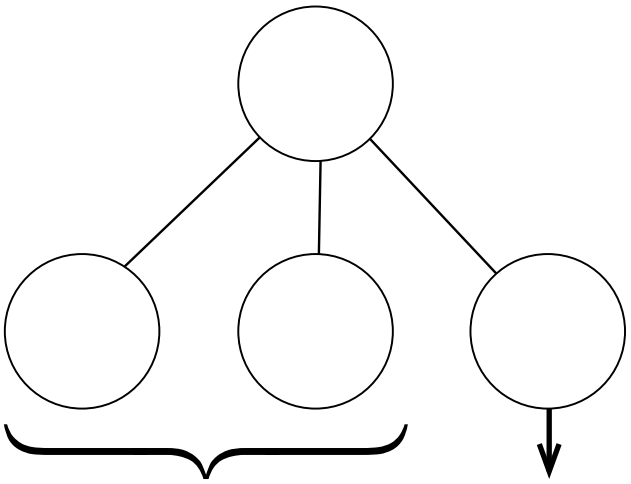


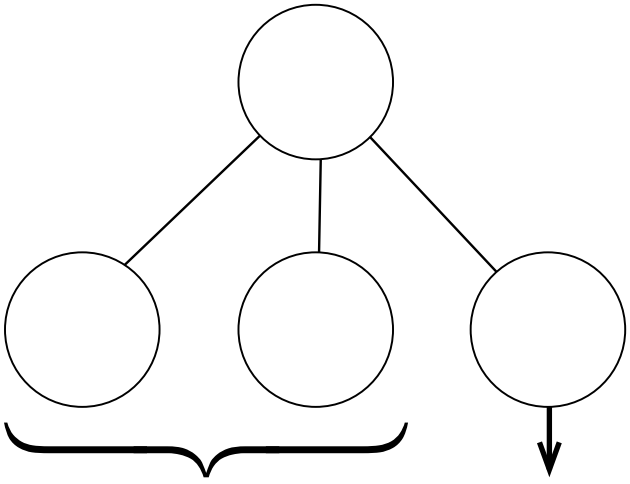
Number Bonds with Three Parts

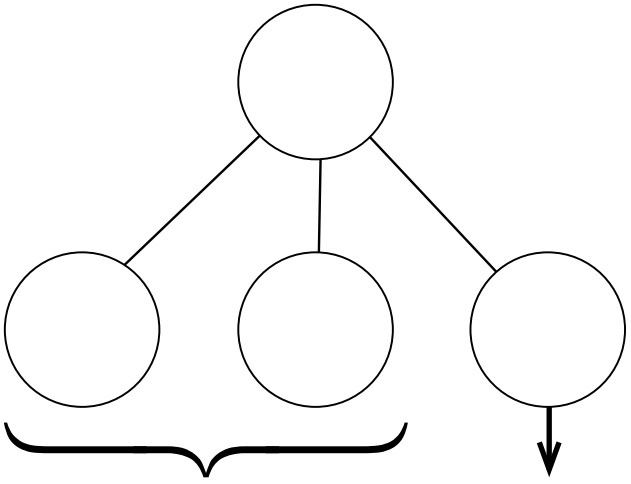












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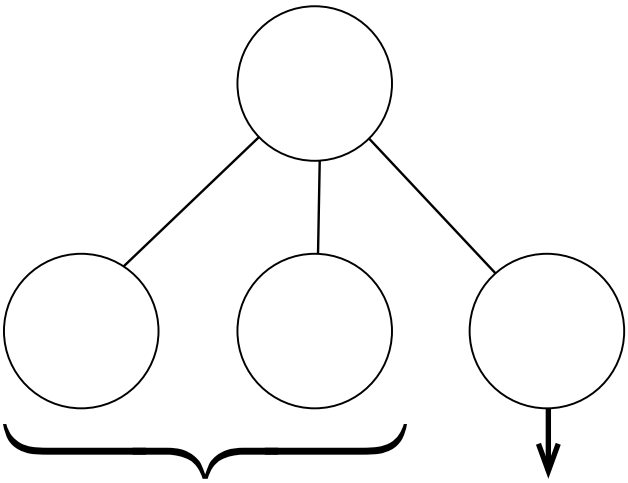
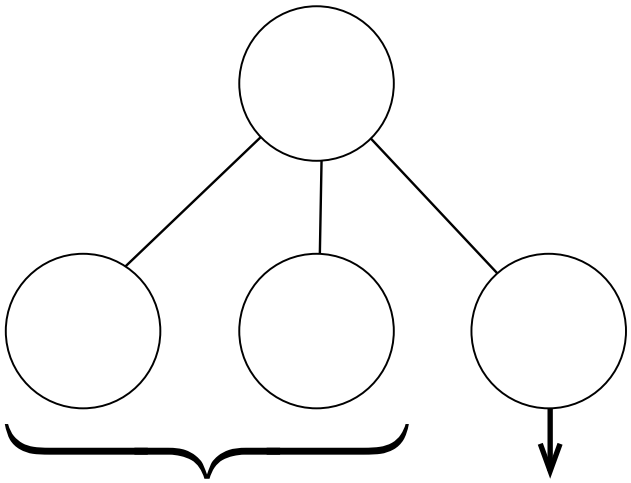
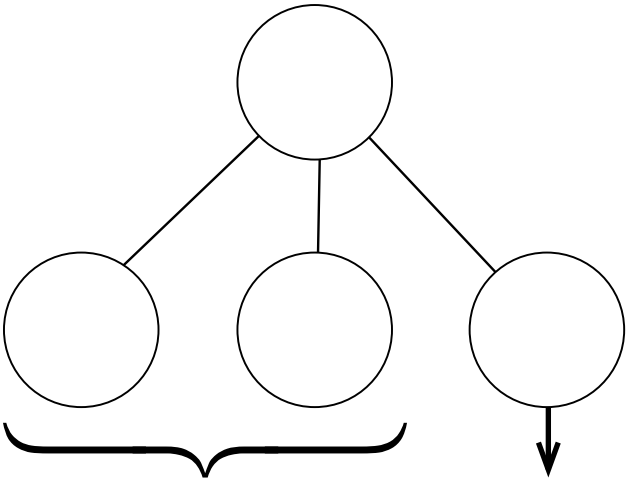
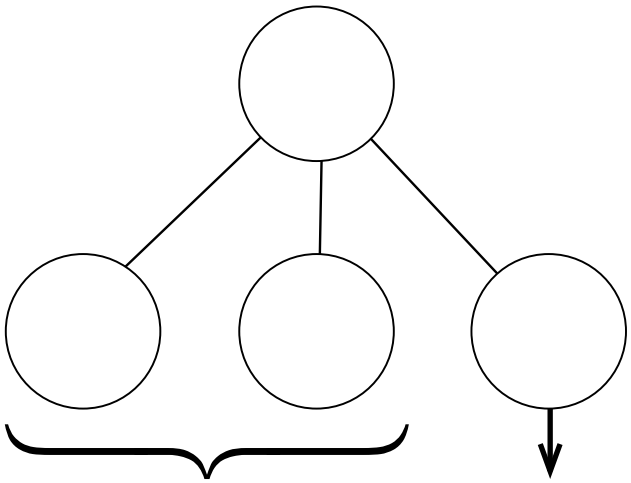
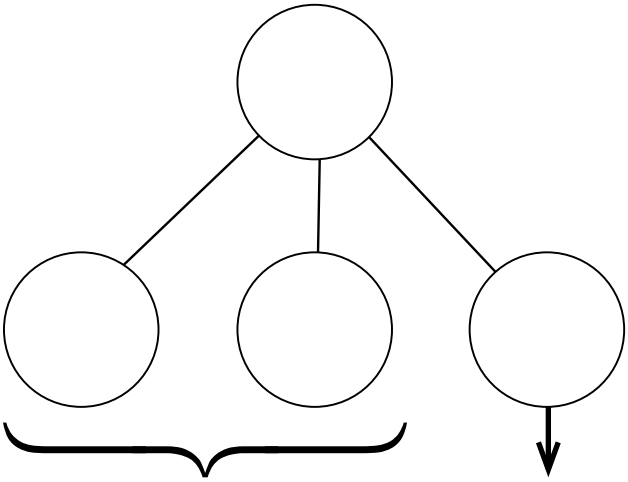
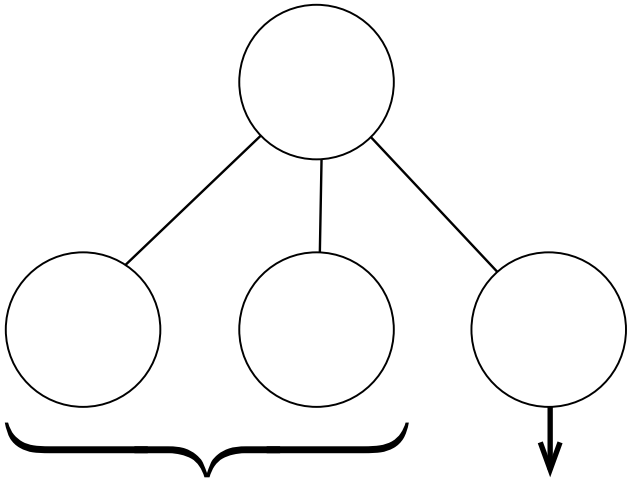




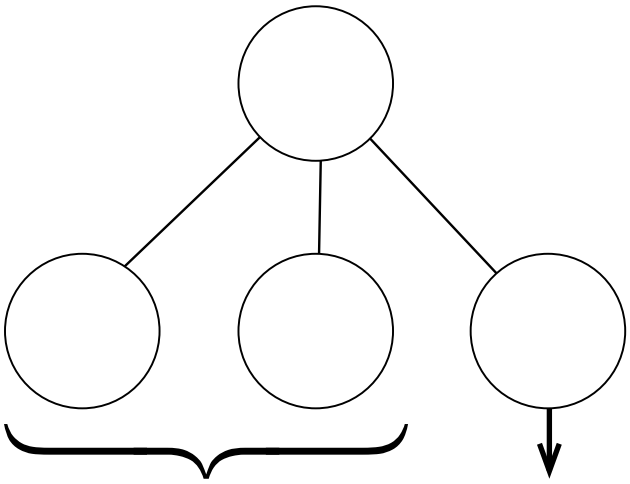


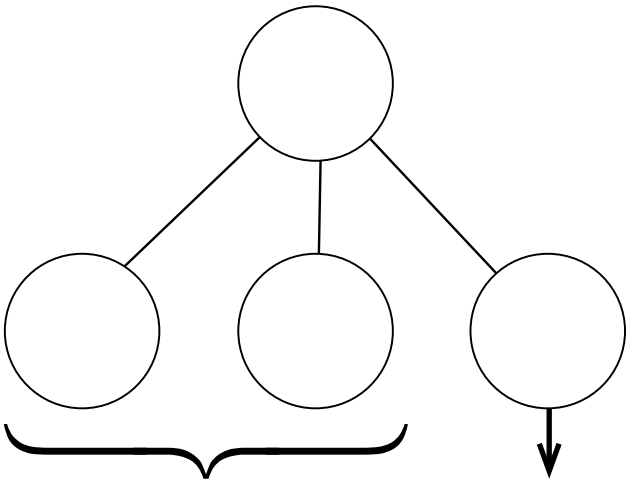


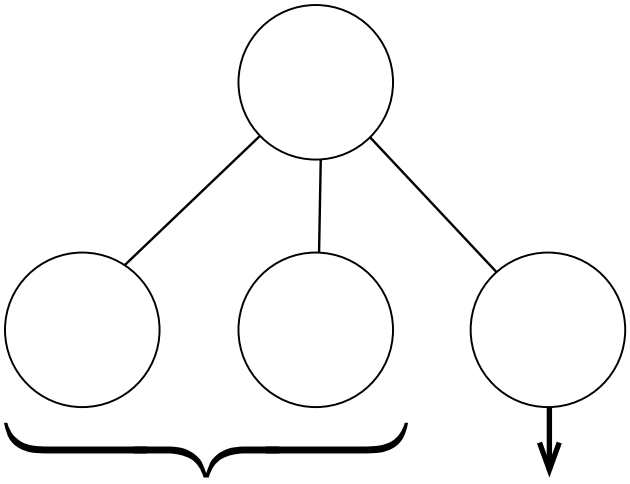


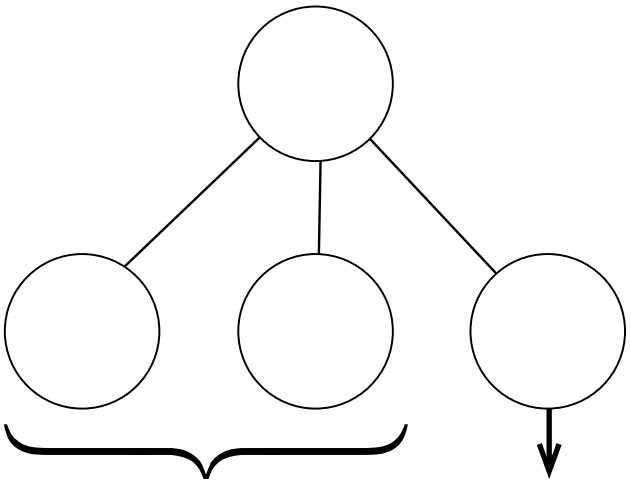


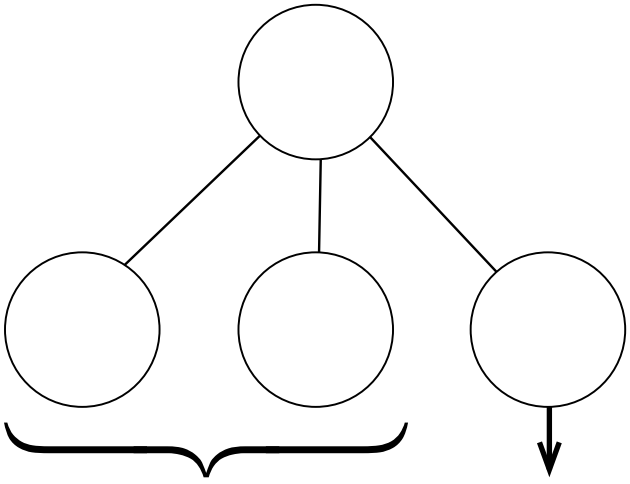
Number Bonds with Three Parts

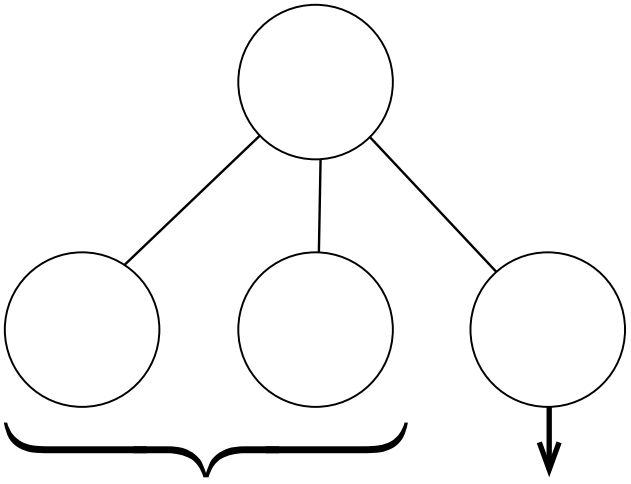




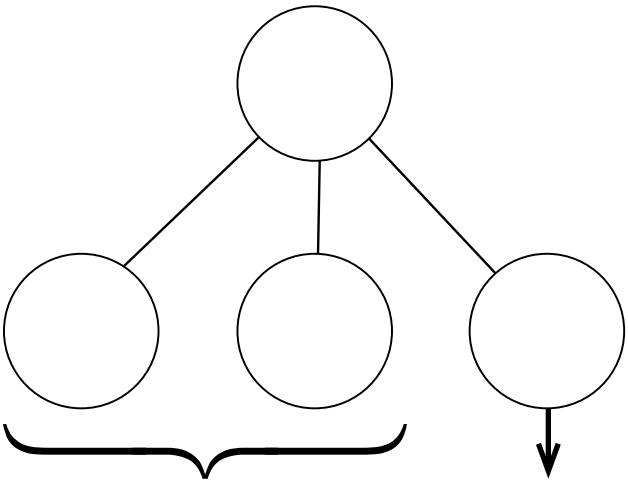


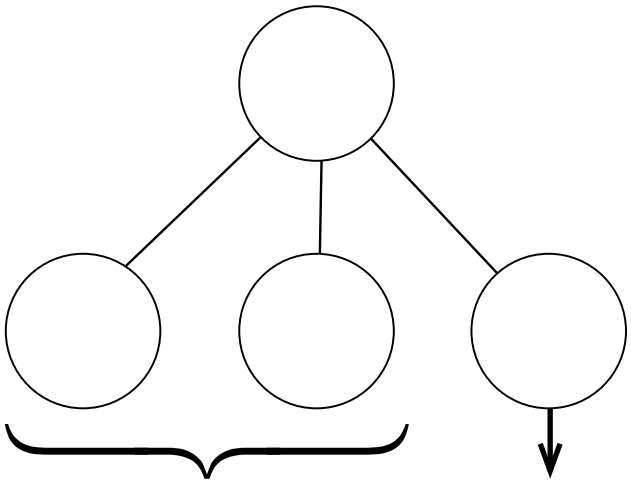


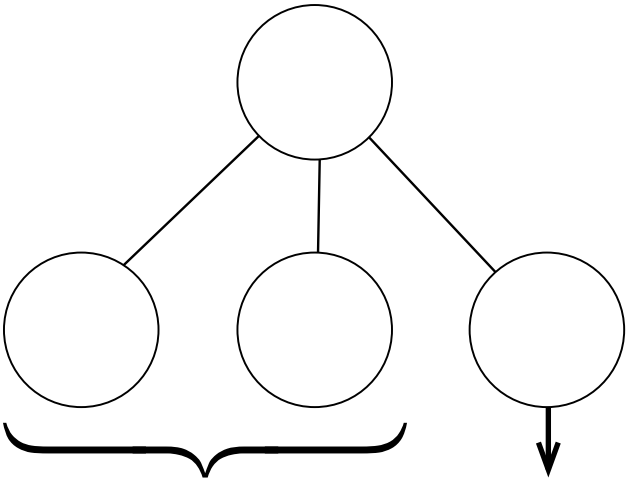


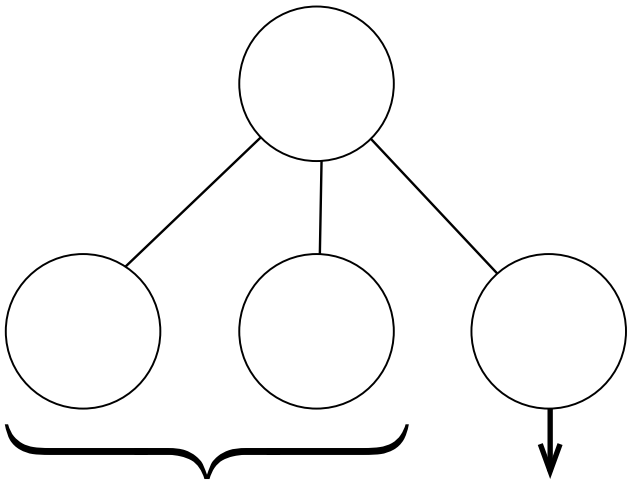


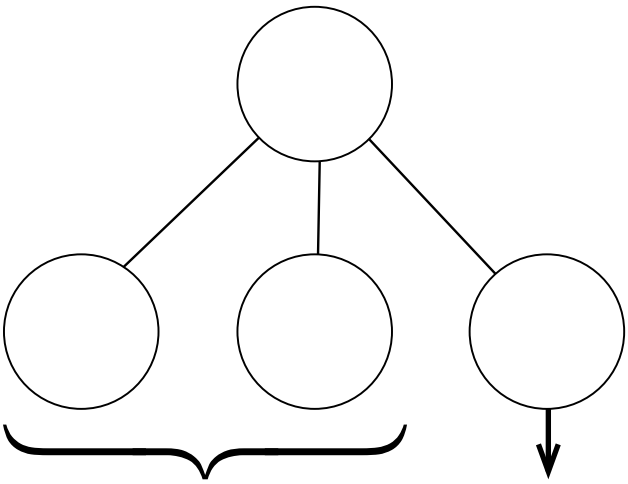
Number Bonds with Three Parts

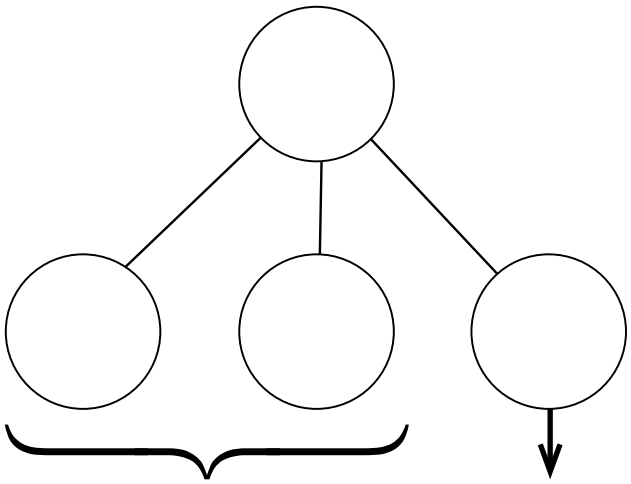








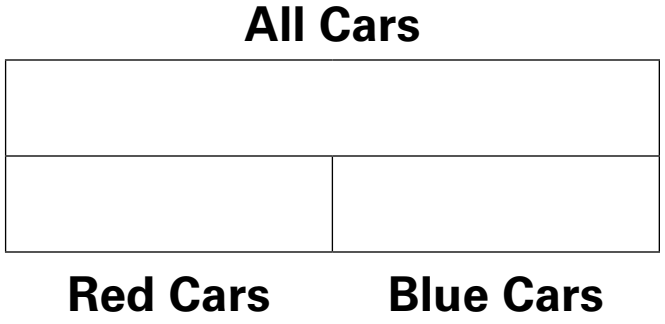




Assessment

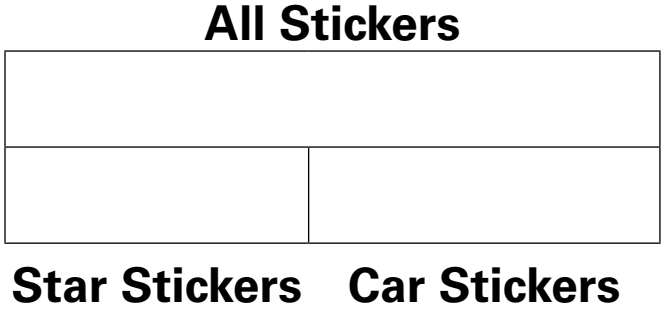
Unit 4 Assessment

1. Fay sees 6 red cars and 8 blue cars. She sees 14 cars in all.



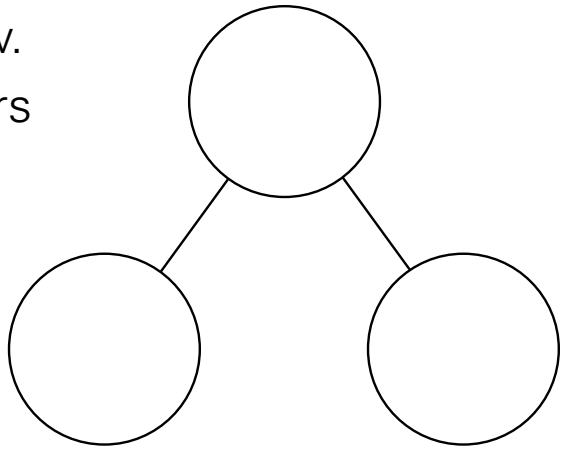
Fay put the red and blue cars together. How many cars in all? _____ + _____ = _____	Fay separated the red and blue cars. How many blue cars are there? _____ – _____ = _____

2. Ian has 7 star stickers. He has 13 car stickers. How many stickers does he have all together?



Equation: _____ _____ stickers

3. Carli has 14 flowers. Some are yellow. 10 flowers are red. How many flowers are yellow?

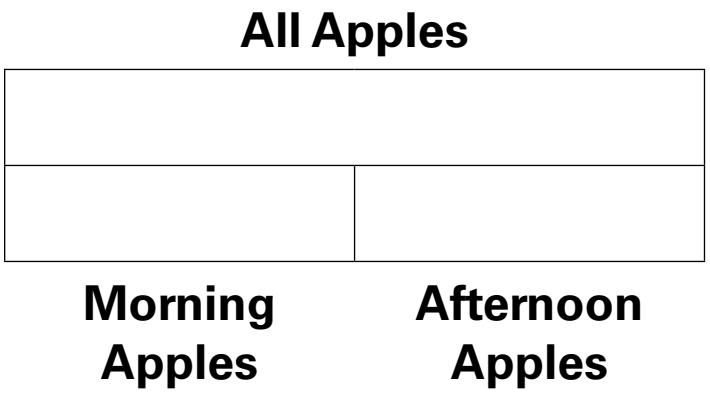


_____ + _____ = _____

_____ – _____ = _____

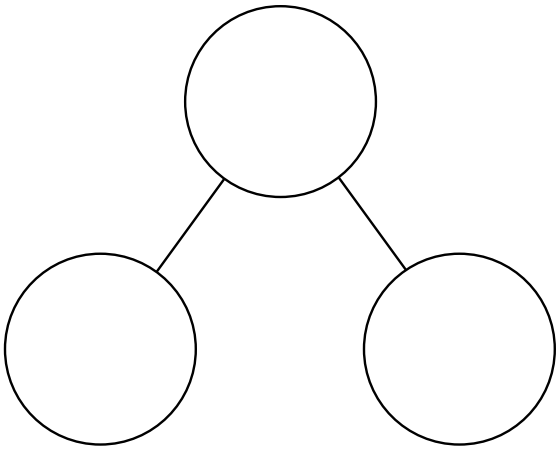
_____ yellow flowers

4. Leo picks 6 apples in the morning. He picks 7 more apples in the afternoon. Leo picks 13 apples in all.



Add the afternoon apples to the morning apples. How many apples in all? _____ + _____ = _____	Take away the afternoon apples. How many morning apples are there? _____ – _____ = _____

5. There are some chickens in the barn. The farmer puts 9 chickens outside. He leaves 6 in the barn. How many chickens were in the barn at the start?



Equation: _____

_____ chickens

6. There are 18 fish in a coral reef. 9 swim away. How many fish are left?

_____ + _____ = _____

_____ – _____ = _____

_____ fish left

_____ **Fish**

Fish Swim Away | **Fish Left**

7. There are 5 blue cups, 7 red cups, and 4 white cups. How many cups in all?

_____ + _____ = _____

Equation: _____ _____ cups

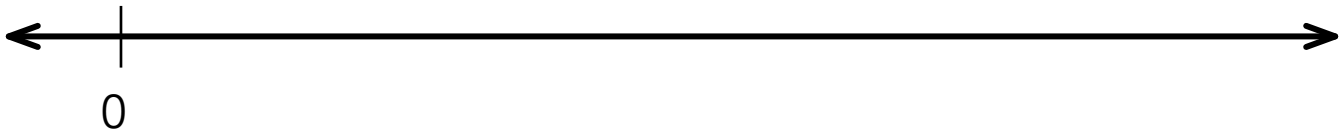
Unit 4 Cumulative Review

1. Subtract.

80 – 30 = _____

2. Add.

4 + 7 + 6 = _____



3. Compare the numbers.

46 **54**

_____ is greater than _____

_____ > _____

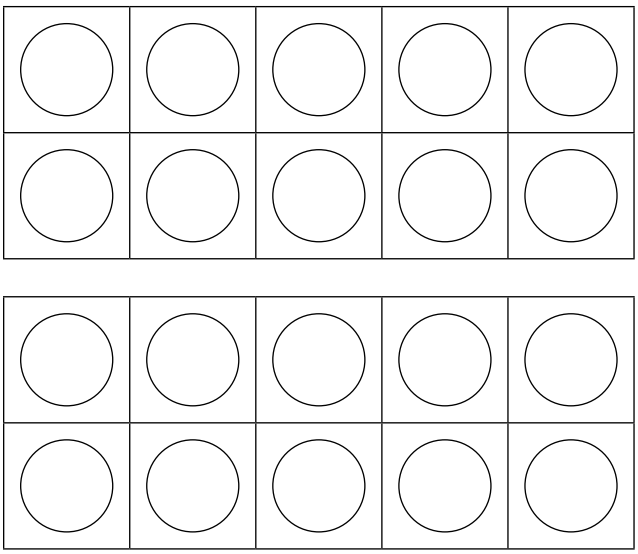
4. Count on to add.

11 + 1 = _____

5. Add.

38 + 30 = _____

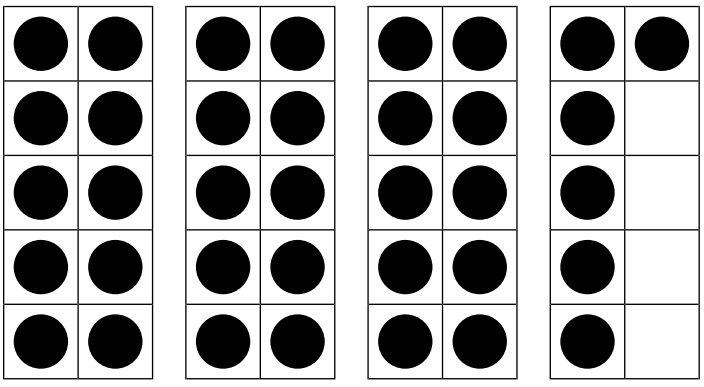
6. Color 13.



7. Carina has some markers. 5 are blue. 7 are yellow.
How many markers in all?

Equation: _____ _____ markers

8. Count.

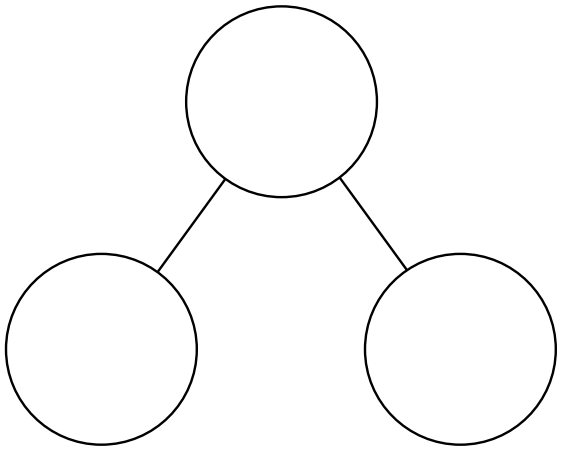


How many? _____

9. There are 16 boats. 5 boats sail away. How many boats are left?

Equation: _____

_____ boats



10. Show 35 in the place value chart.

Tens	Ones