NAME | DATE

How Many in a Pound? page 1 of 3

Note to Families

Here's an opportunity to give your child something productive to do at the grocery store. Find the scales in the produce section and weigh the items pictured on the record sheet.

Materials

- How Many in a Pound? pages 1–3
- pencil

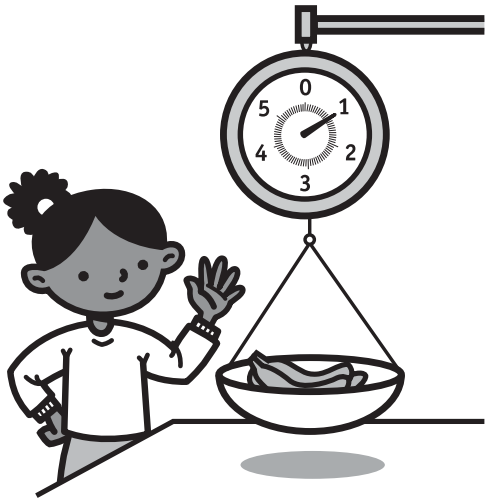
Instructions

1 Take the record sheet on page 2 and a pencil to the grocery store.

2 Find the scales in the produce (vegetables and fruits) section.

3 Find the onions. There might be more than one kind or size; pick just one kind.

4 Guess how many onions it will take to weigh 1 pound. (Remember, that's how much the sack of potatoes weighed at school.)



5 Put the onions on the scale one at a time and stop when the scale shows about 1 pound. Record the number of onions on the record sheet. Put the onions back.

6 Continue gathering and weighing the items pictured and record how many it takes of each to weigh about a pound.

7 **CHALLENGE** Help the adults you are with to weigh some of the items they need. For example, they might need 2 pounds of oranges or half a pound of broccoli.

8 At home, complete the worksheet on page 3 and return it to your teacher.

(continued on next page)

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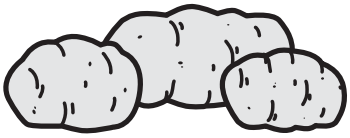
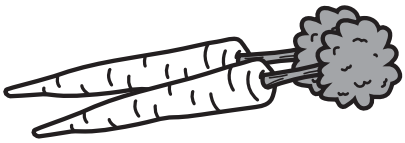
How Many in a Pound? page 2 of 3

Take this record sheet to the grocery store. Find the scales in the produce section and weigh the items pictured. Record how many of each it takes to weigh about a pound.

about a pound of onions: how many onions?

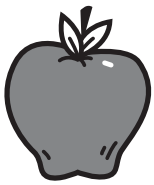


about a pound of potatoes: how many potatoes?

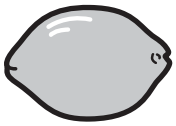


about a pound of carrots: how many carrots?

about a pound of bananas: how many bananas?



about a pound of apples: how many apples?



about a pound of lemons: how many lemons?

(continued on next page)

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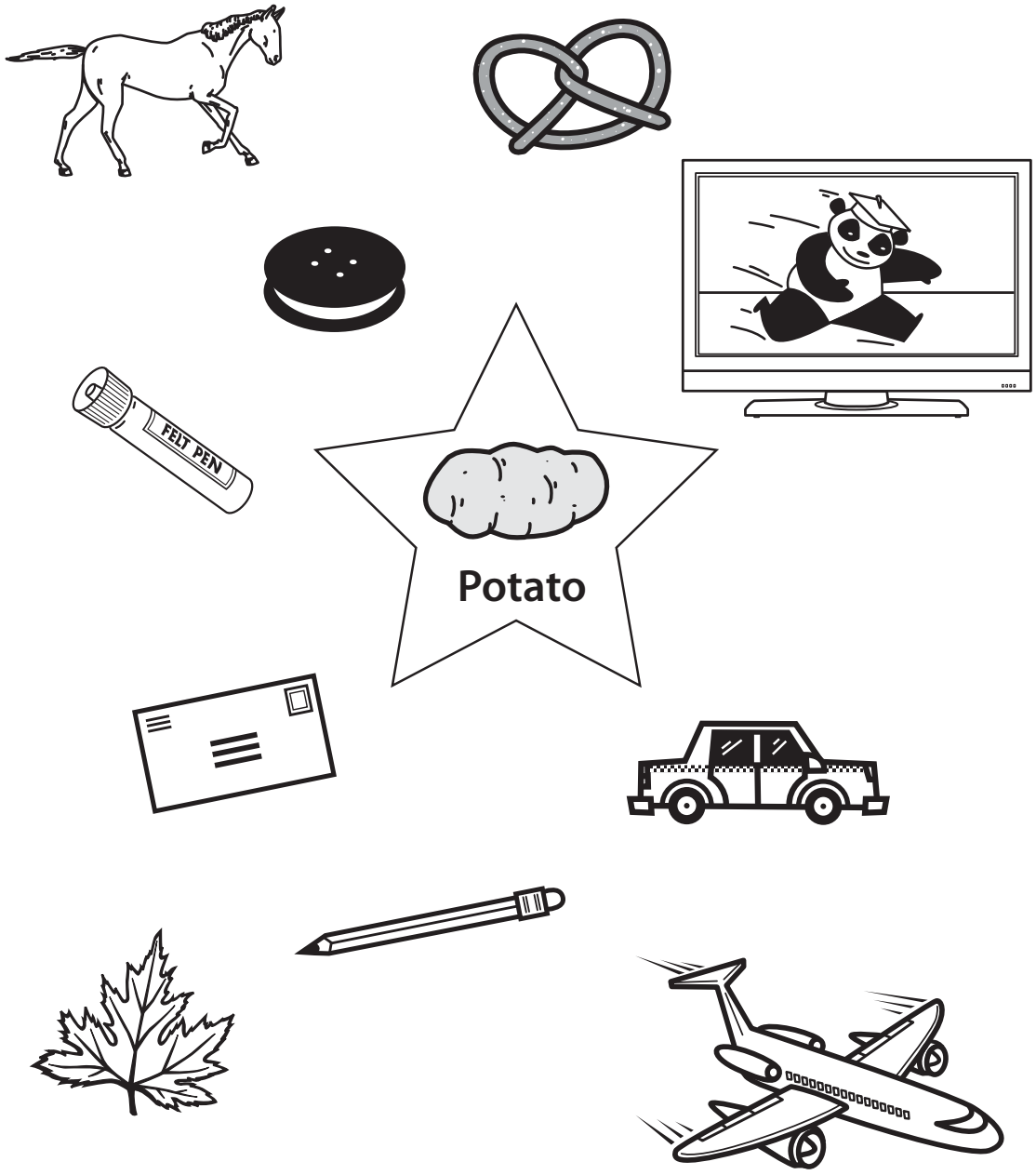
How Many in a Pound? page 3 of 3

Make a circle around the objects that would be *heavier* than a potato. Make a box around the ones that would be *lighter* than a potato.



How many of the objects are *heavier* than a potato? _____

How many of the objects are *lighter* than a potato? _____

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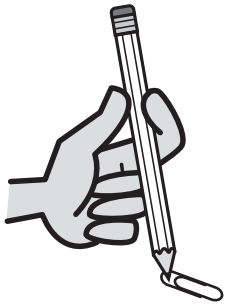
Fill It to Five page 1 of 3

Note to Families

Your child has played this game in school. Students practice adding numbers to 5 and writing equations.

Materials

- Fill It to Five, pages 1–3
- pencil and paperclip (for the spinner)



Instructions

1 Spin the spinner and add the number to 5.

Child *I spun 4.*

Adult *How much is 5 and 4 more?*

Child *I know it's 5… 6, 7, 8, 9.*

2 Starting with the bottom box in the appropriate column, write an equation to represent the sum.

Adult *Where should you write the equation?*

Child *Here.* (Points to the bottom box of the column labeled "5 + 4.")
I'm going to write 5 + 4 = 9.

3 Keep spinning and writing equations until one column is filled.

4 Once the game is complete, think about these questions:

- Which equation did I write the most? How many times?
- Which equation did I write the least? How many times?"

5 **CHALLENGE** Once your child has determined the sum, ask:

- "How many more to make 10?" or "How many more to make 20?"
- "What is __ minus __?" (For example, if the child spins 4, she writes the equation 5 + 4 = 9. Then ask, "What is 9 minus 4?" and "What is 9 minus 5?")

6 Complete the worksheet on page 3 and return it to your teacher.

(continued on next page)

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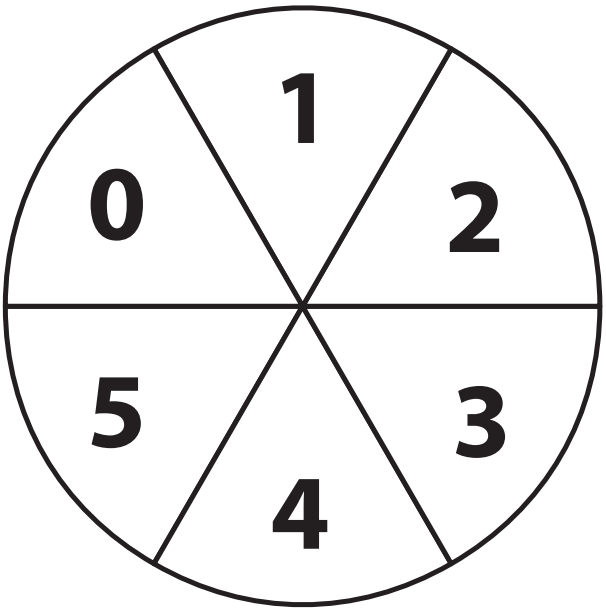
Fill It to Five page 2 of 3



5 + 0	5 + 1	5 + 2	5 + 3	5 + 4	5 + 5

(continued on next page)

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Fill It to Five page 3 of 3

Add (+) or subtract (–). Use counters, ten-frames, or draw pictures if you wish.

1 Solve each addition problem.

4	5	0	3	1	2
+ 1	+ 0	+ 5	+ 2	+ 4	+ 3

2 Solve each subtraction equation.

5 – 0 = _____ 5 – 4 = _____ 5 – 2 = _____

5 – 3 = _____ 5 – 5 = _____ 5 – 1 = _____

3 **CHALLENGE** Add (+) or subtract (–).

5 + 5 = _____ _____ = 5 + 3 10 – 4 = _____ _____ = 10 – 2

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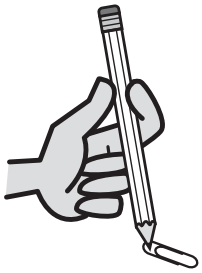
Make It Five page 1 of 4

Materials

- Make It Five, pages 1–4
- 2 crayons of different colors
- pencil and paperclip (for use as a spinner)



Instructions

1 Players write their names on the record sheet on page 3, one above the top section and one above the bottom section.

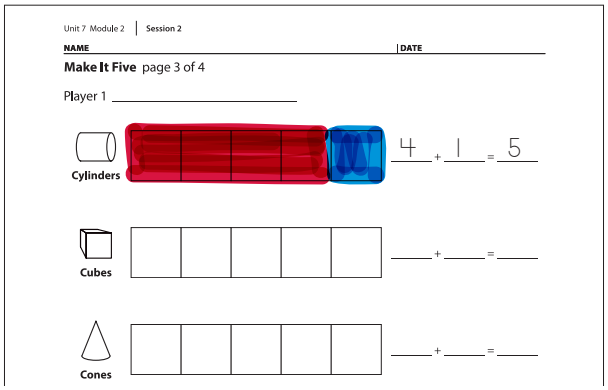
2 Player 1 uses the spinner on the next page to spin, and finds the five-frame next to the shape indicated on the record sheet.

- Color in the number of boxes with one color crayon.
- Write the number in the first space of the empty equation next to the five-frame. (For example, if you roll "2 cylinders," color in two boxes of the cylinder five-frame and then write the number 2 in the first space of the empty equation line.)

3 Player 2 takes a turn, following the directions in Step 2.

4 Players continue taking turns spinning the spinner and coloring in the number of boxes indicated.

- Once you have used one crayon color in a five-frame, use the second color to fill in the rest of the boxes.
- When a five-frame is complete, finish the equation.


Unit 7 Module 2 | Session 2

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Make It Five page 3 of 4

Player 1 _____

Cylinders 4 + 1 = 5

Cubes ___ + ___ = ___

Cones ___ + ___ = ___

(continued on next page)

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Make It Five page 2 of 4

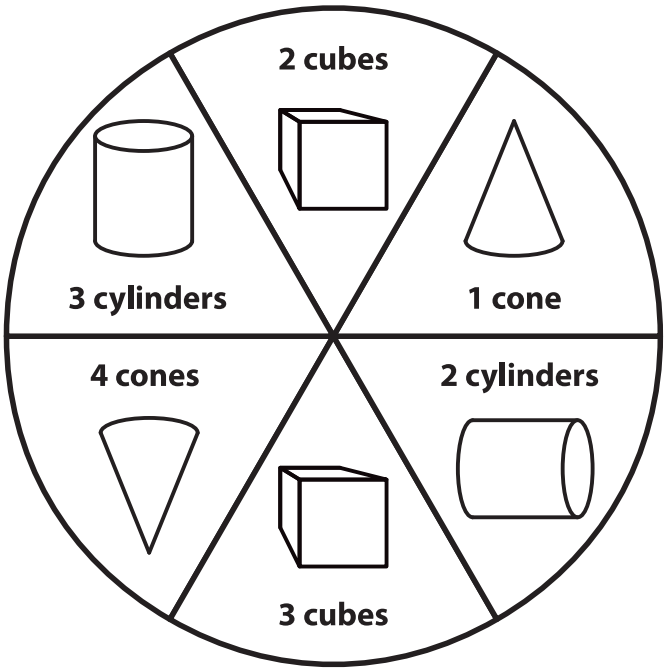
5 Play until both players have completed all three equations.

6 **CHALLENGE** After the student has colored in some boxes of the five-frame, cover up the five-frame and ask, "How many more to make 5?"

7 **CHALLENGE** Without the five-frames visible, ask the following questions;

- What goes with 2 to make 5?
- What goes with 4 to make 5?
- What goes with 3 to make 5?
- What goes with 0 to make 5?
- What goes with 1 to make 5?
- What goes with 5 to make 5?

8 Complete the worksheet on page 4 and return it to your teacher.



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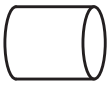
Make It Five page 3 of 4

Player 1 _____



Cylinders

_____ + _____ = _____

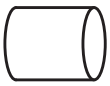
Cubes

_____ + _____ = _____

Cones

_____ + _____ = _____

Player 2 _____



Cylinders

_____ + _____ = _____

Cubes

_____ + _____ = _____

Cones

_____ + _____ = _____

(continued on next page)

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Make It Five page 4 of 4

Add (+) or subtract (–). Use counters or five-frames, or draw pictures if you wish.

1 Solve each addition (+) and subtraction (–) problem.

5	5	5	3	4	5
– 2	+ 0	– 5	+ 2	+ 1	– 0

2 Complete each equation.

5 + 0 = _____ _____ = 5 – 1 2 + 3 = _____ 5 – 2 = _____

_____ = 5 – 3 4 + 1 = _____ 5 – 4 = _____ 1 + 4 = _____

3 **CHALLENGE** Complete each equation.

5 + _____ = 8 5 + _____ = 10 10 = 6 + _____ 5 + _____ = 7

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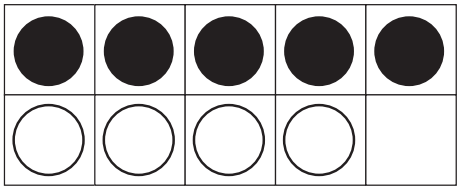
Combinations to Ten page 1 of 2

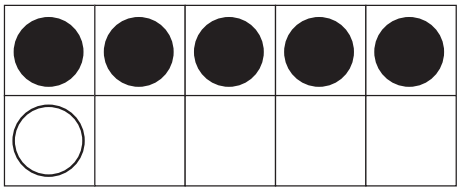
Note to Families

Students have been using ten-frames to help learn the number combinations to 10.

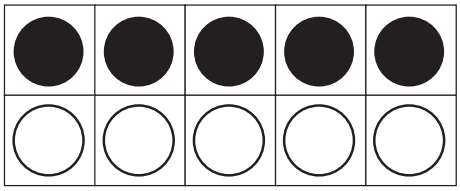
Draw a line from each ten-frame to the matching equation.



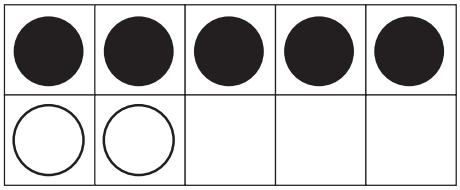
5 + 5 = 10



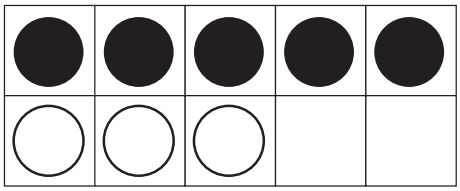
5 + 2 = 7



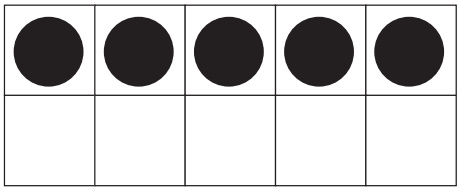
5 + 4 = 9



5 + 1 = 6



5 + 0 = 5



5 + 3 = 8

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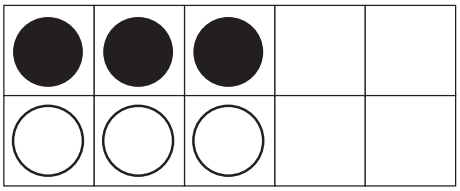
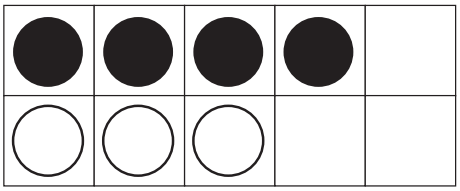
Combinations to Ten page 2 of 2

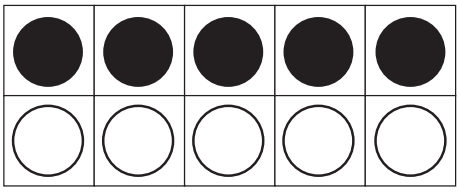
Write an equation for each ten-frame. The first one has been done for you.



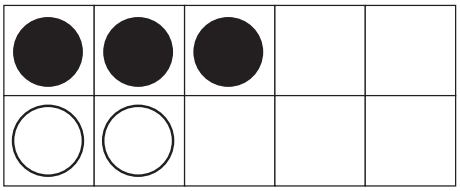
3 + 3 = 6



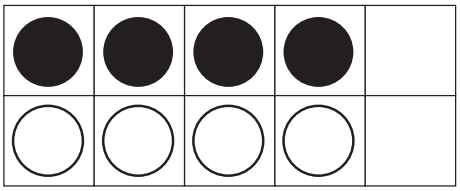
____ + ____ = ____



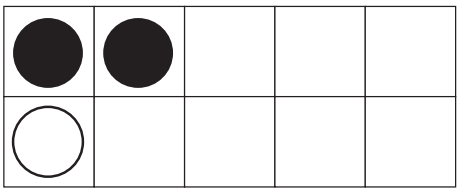
____ + ____ = ____



____ + ____ = ____



____ + ____ = ____



____ + ____ = ____

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Capacity Investigations page 1 of 3

Note to Families

You will need to have the four containers for this activity cleaned and ready ahead of time. Help your child find them or ask neighbors or relatives if they have some. You may need to read the story problems on the Add & Subtract worksheet for your child.

Materials

- Capacity Investigations, pages 1–3
- 4 containers similar to the ones pictured at the bottom of page 3
- a $\frac{1}{2}$ cup measure
- scissors and glue

Instructions

1 Look at the pictures on the right side of the record sheet on page 3.

2 Do you have some containers that look like this in your refrigerator or in the cupboard? After the food or drink is used, rinse four containers and save them.

3 When you have your four containers, cut out the matching pictures and glue them in the boxes on the left of the record sheet (page 3).

4 For your first container, fill the $\frac{1}{2}$ cup measure to the top and pour it in. Do it again until the container is full, counting each $\frac{1}{2}$ cup.

5 How many $\frac{1}{2}$ cups did you use to fill the container? Write the number next to the picture. (You may need an adult to write the numbers if you are getting too wet.)

6 Do it again for the other three containers. Before you start, estimate (use your best guess) how many $\frac{1}{2}$ cup measures it will take.

7 **CHALLENGE** Do the activity again with one or more of the containers, using a 1-cup measure. First determine how many $\frac{1}{2}$ cups it takes to fill the full cup. Look at the worksheet to see how many $\frac{1}{2}$ cups it took to fill the container, and estimate how many 1-cup measures it will take.

8 Complete the worksheet on page 2 and return it to your teacher.

(continued on next page)

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Capacity Investigations page 2 of 3

1 Add (+) or subtract (–). Use counters or draw pictures if you wish.

5 + 3 = _____ _____ = 4 + 4 7 + 2 = _____

8 – 2 = _____ 10 – 5 = _____ _____ = 6 – 3

2 Read the story problems and find out how many.

a Katy poured 5 cups of water into the aquarium. The water wasn't high enough so she added 4 more cups.

How many cups of water in all? _____

b Aaron put 2 cups of water in his water bottle. Then he added 2 more cups.

How many cups of water in all? _____

c The pitcher of juice had 10 cups in it this morning. Marla's family drank 6 cups of juice.

How many cups of juice are left? _____

d Darren put 6 cups of water in his dog's water bowl. The dog drank 4 cups of the water.

How many cups of water are left? _____

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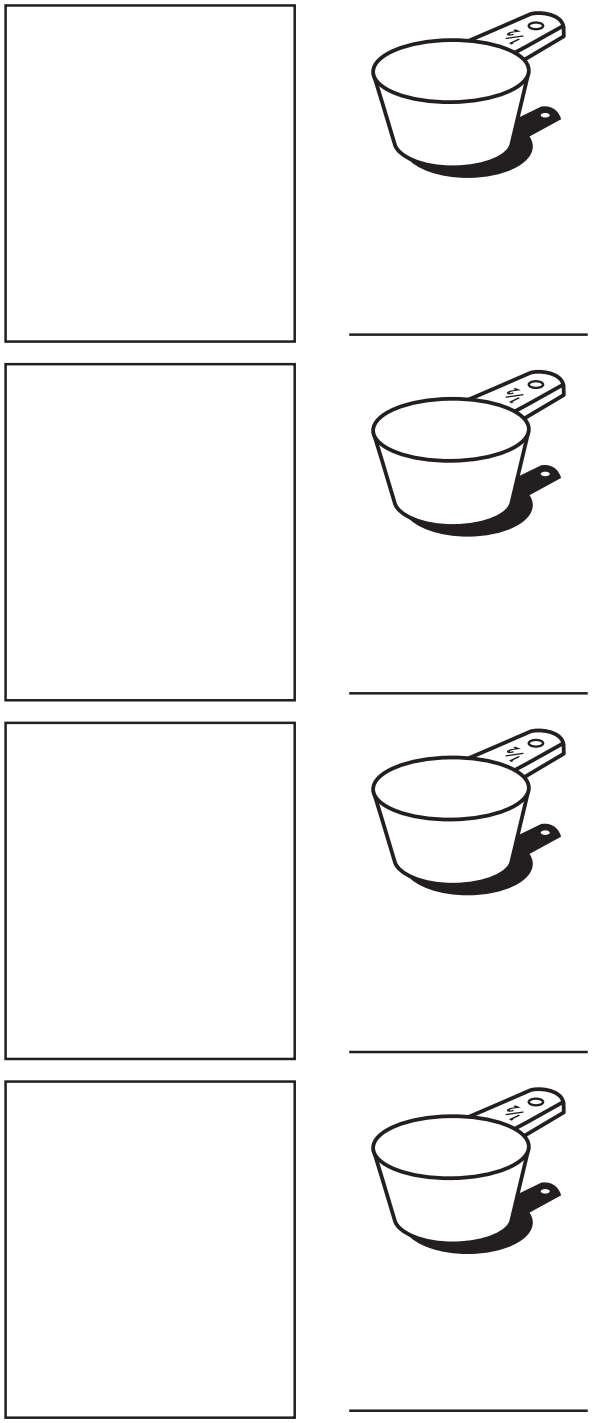
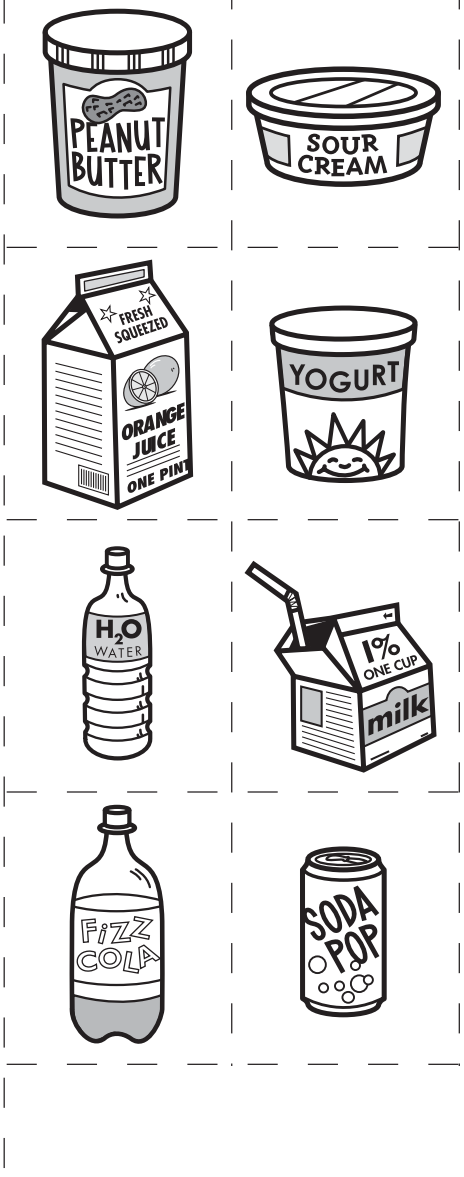
Capacity Investigations page 3 of 3

How many half-cups does each container hold?



Find 4 containers in your home similar to those below. Cut around the 4 boxes that picture the containers you'll use for your measuring. Glue them in the boxes to the left.



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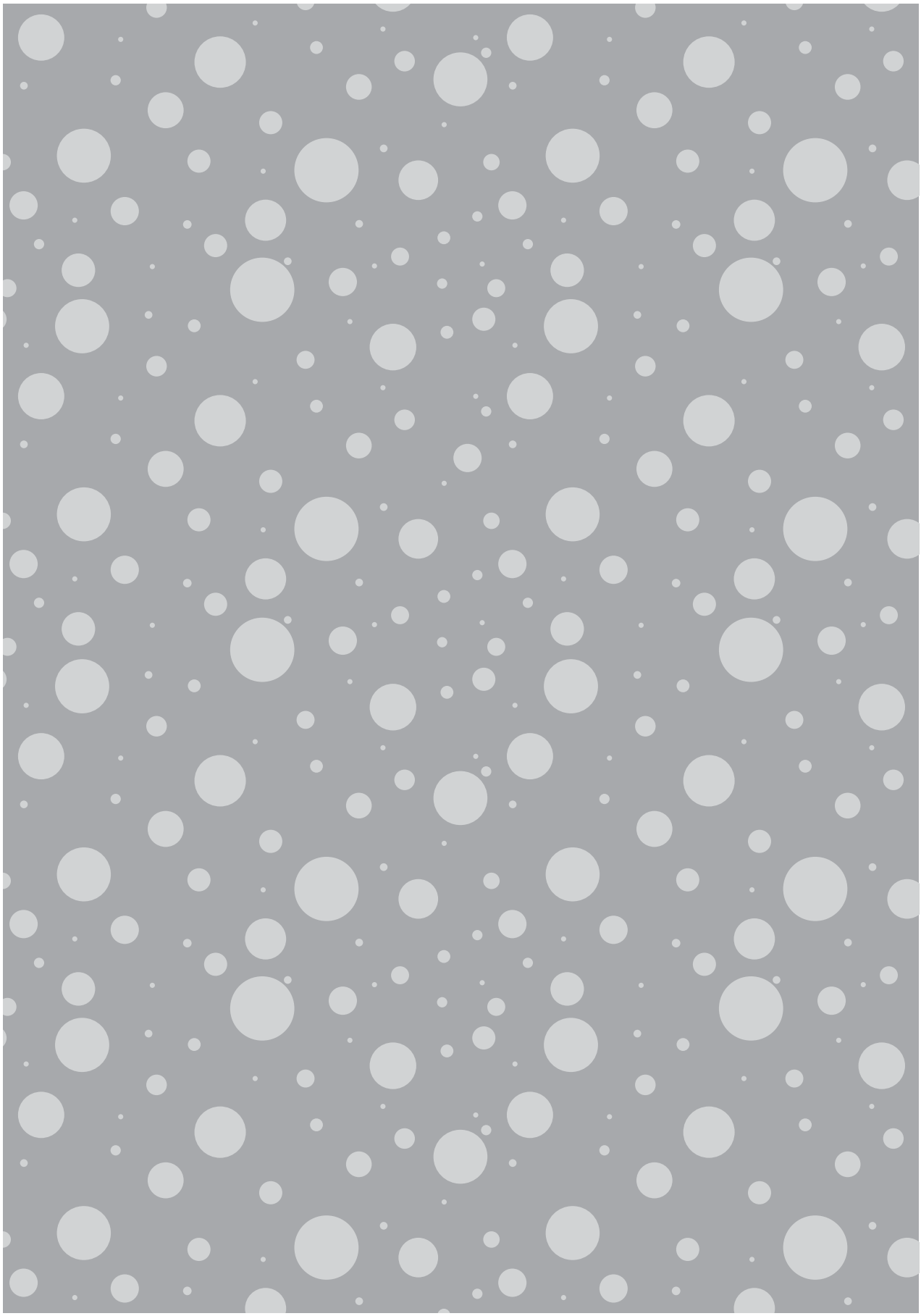

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Trains of Ten & Equations page 1 of 2

Note to Families

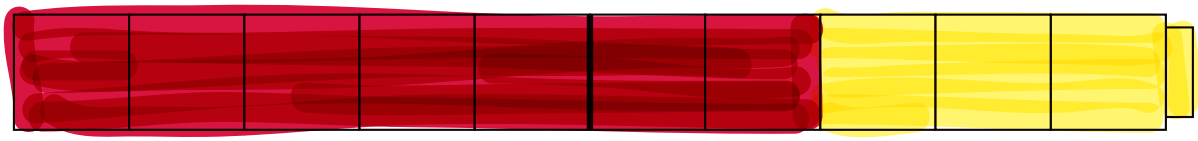
Students have been working with trains of 10 Unifix cubes to learn the combinations of 10 (1 + 9 = 10, 2 + 8 = 10, and so on). We have been using the Unifix cubes to help write equations for each combination of 10.

Materials

- crayons of two different colors
- pencil

Instructions

1 Use two different crayons to color in each train with different combinations of 10. On the line below each train, write an equation for that combination of 10. The first one has been done for you as an example.



7 + 3 = 10

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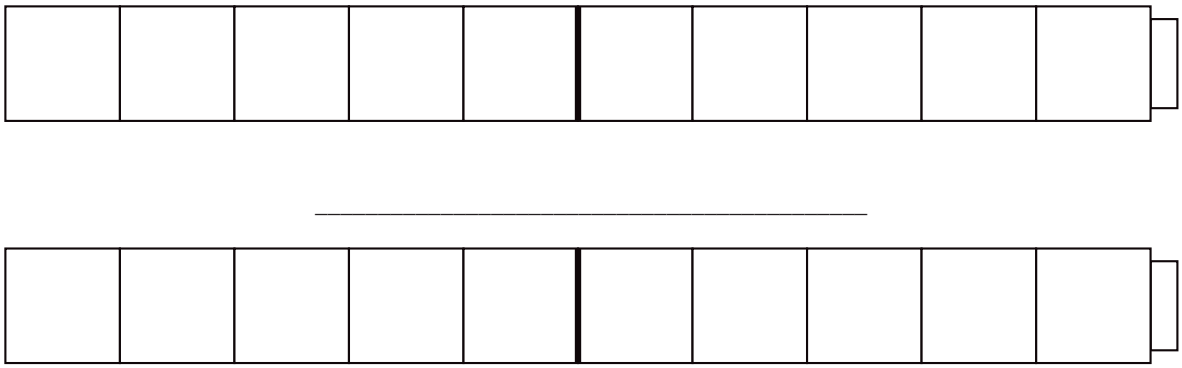
Trains of Ten & Equations page 2 of 2



2 Add (+) or subtract (–). Use counters or ten-frames, or draw pictures if you wish.

5	2	5	5	5	1	5
– 2	+ 3	+ 0	– 1	– 3	+ 4	– 0

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

5 + 5 = _____ 8 = 5 + _____ 5 + _____ = 6

CHALLENGE

10 = _____ + 2 7 + _____= 10 6 = 10 – _____ 10 – 5 = _____

3 Write three of your own equations.

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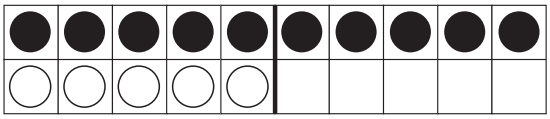
Double Ten-Frames page 1 of 2

Note to Families

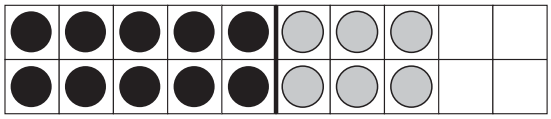
Encourage your student to think "10 and some more" instead of counting all the dots one by one. Ask questions like: How many black dots are there? How many white dots? How many in all? or How many black dots? How many gray dots? How do you know?

1 How many dots are in each double ten-frame? Write an equation that describes the dots in each one. Circle the double ten-frame that has *more*.

a

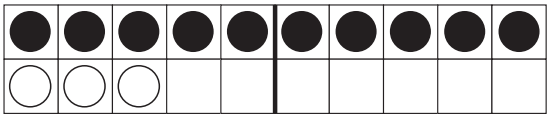


_____ + _____ = _____

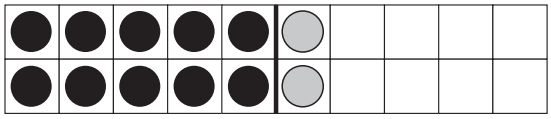


_____ + _____ = _____

b

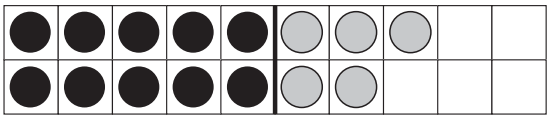


_____ + _____ = _____

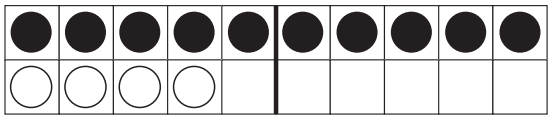


_____ + _____ = _____

c

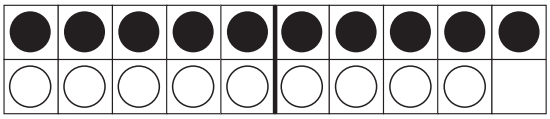


_____ + _____ = _____

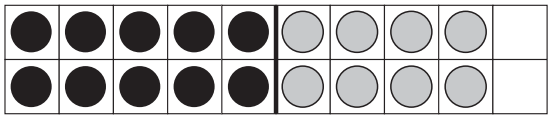


_____ + _____ = _____

d

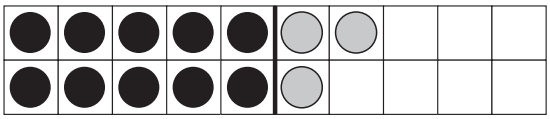


_____ + _____ = _____

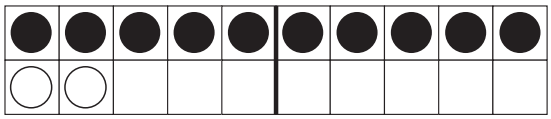


_____ + _____ = _____

e



_____ + _____ = _____



_____ + _____ = _____

(continued on next page)

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Double Ten-Frames page 2 of 2

Add (+) or subtract (–). Use cubes, counters, double ten-frames, or draw pictures if you wish.

2 Solve each problem.

2	3	1	5	5	5
+ 3	+ 2	+ 4	– 3	– 1	– 0

3 Complete each equation.

10 + 1 = _____ 10 + 2 = _____ 10 + 3 = _____

10 + 5 = _____ 10 + 6 = _____ 10 + 4 = _____

4 **CHALLENGE** Complete each equation.

11 – 1 = _____ 15 – 5 = _____ 20 – 10 = _____ 19 – 9 = _____

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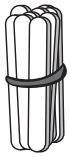
Tens & Ones page 1 of 2

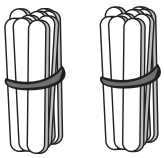
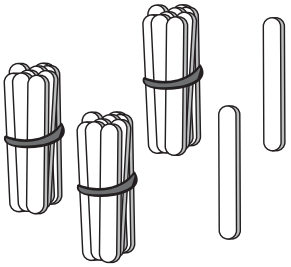
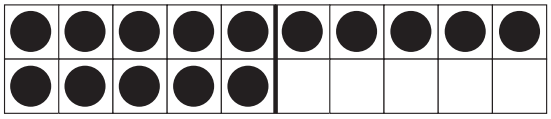
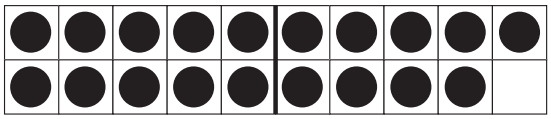
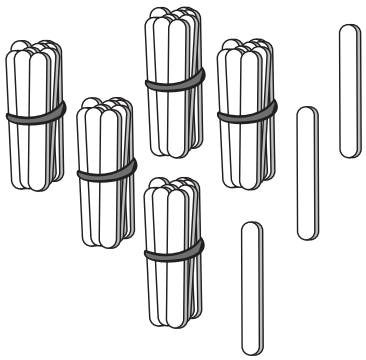
Note to Families

Students have been working on counting 10s and 1s in school. Help your child count the bundles of 10 or groups of 10 first, next count the 1s, and then find out how many in all.

1 For each picture, fill in the blanks to tell how many 10s and how many 1s. Then, write the number in the box that tells how many in all.

 **10 sticks**

1 stick

			Number
a		_____ 10s and _____ 1s	
b		_____ 10s and _____ 1s	
c		_____ 10s and _____ 1s	
d		_____ 10s and _____ 1s	
e		_____ 10s and _____ 1s	

(continued on next page)

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Tens & Ones page 2 of 2

Combinations to Five

Add (+) or subtract (–). Use counters or ten-frames, or draw pictures if you wish.

2 Solve each addition or subtraction problem.

4	2	3	5	4	5
+ 1	+ 2	+ 2	– 2	– 3	– 4

3 Complete each equation.

5 + 0 = _____ 4 + _____ = 5 _____ = 1 + 4 0 + _____ = 3

3 + _____ = 4 5 = _____+ 3 5 – 2 = _____ 4 = 5 – _____

4 **CHALLENGE** Complete each equation.

4 + 6 = _____ 7 + _____ = 10 10 – 1 = _____ 10 – _____ = 8

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