

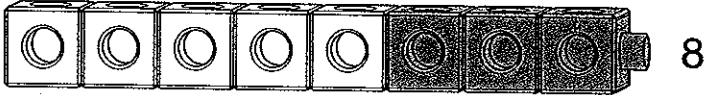
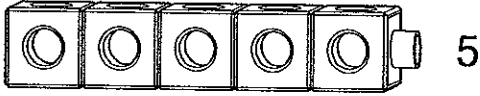
RETEACH MATH WORK
(BLUE PAGES TO SUPPLEMENT
GREEN PAGES)

Name _____

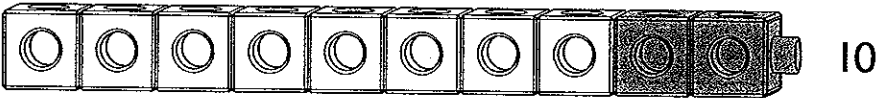
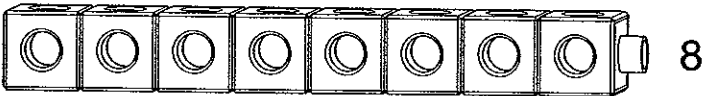
Reteaching

2-1

Comparing Two Numbers

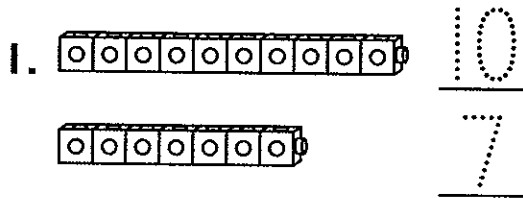


8 is more than 5.



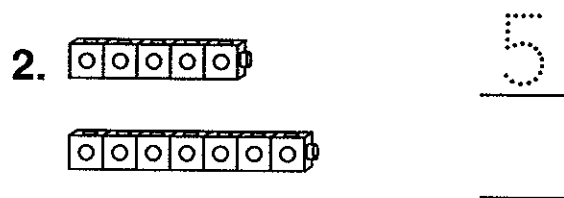
8 is fewer than 10.

Use cubes. Write the missing numbers. Circle **more** or **fewer**.



more fewer

10 is _____ than 7.



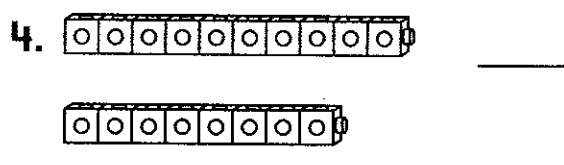
more fewer

5 is _____ than 7.



more fewer

5 is _____ than 3.



more fewer

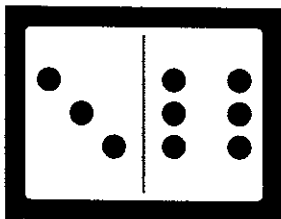
10 is _____ than 8.

Name _____

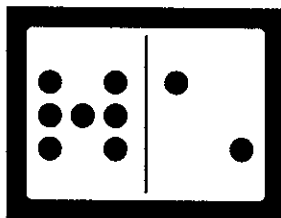
Reaching
3-3

Making 9

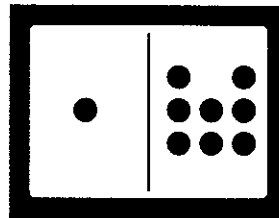
You can make 9 in different ways.



3 and 6



7 and 2

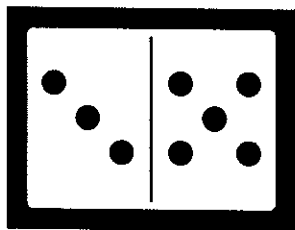


1 and 8

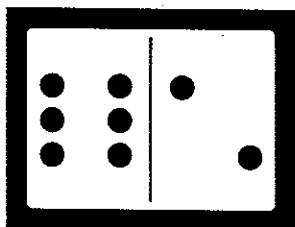
Reaching 3-3

Write the numbers that show ways to make 8 and 9.

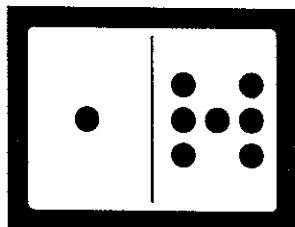
1.



3 and 5

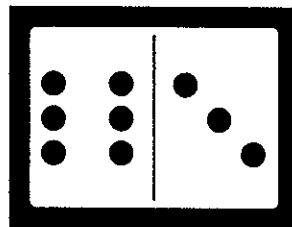


_____ and _____

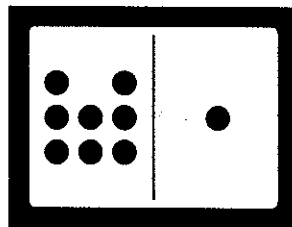


_____ and _____

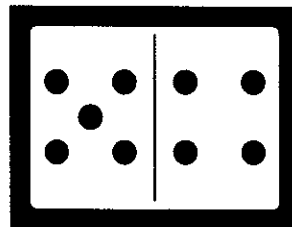
2.



_____ and _____



_____ and _____



_____ and _____

Name _____

Reteaching

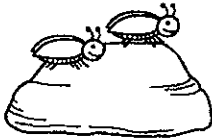
3-5

Stories About Joining

Join the groups to find how many bugs in all.

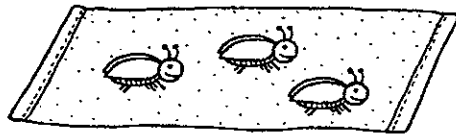
Use a counter for each bug. Then count.

2 bugs are on the rock.



1 2

3 bugs are on the blanket.



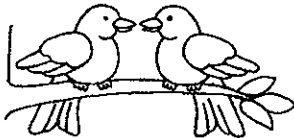
3 4 5

How many bugs are there in all? _____ bugs

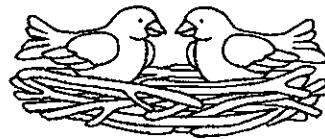
Tell a joining story for each picture.

Use counters to tell how many in all.

1. 2 birds are in a tree.

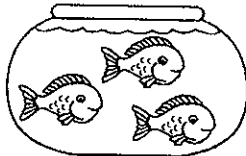


2 birds are in a nest.

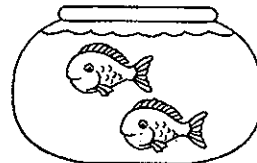


How many birds are there in all? _____ birds

2. 3 fish are in a bowl.



2 fish are in another bowl.



How many fish are there in all? _____ fish

Name _____

Reteaching
4-8

Problem Solving: Use Objects

You can use objects
to show a story and
write a number sentence.

There are 6 hats.
Ashley takes 2 hats.

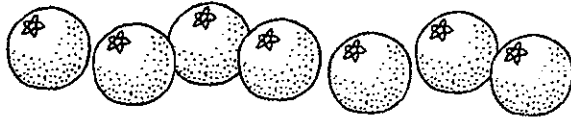


How many hats are left 4 ?
Write the number sentence.

$$\underline{6} - \underline{2} = \underline{4}$$

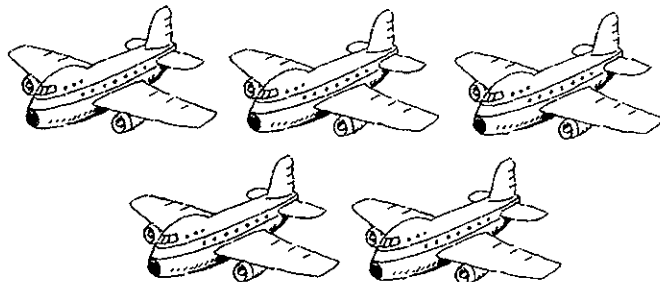
Cross out objects to show the story.
Write the number sentence.

1. There are 7 oranges.
Jeff takes 3 oranges.
How many oranges are left?



$$\underline{7} - \underline{\quad} = \underline{\quad}$$

2. There are 5 airplanes.
4 airplanes take off.
How many airplanes
are left?



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

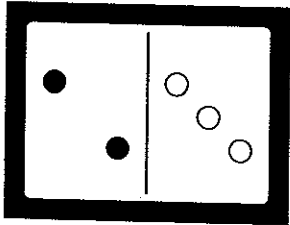
Name _____

Reteaching

3-4

Introducing Addition Number Sentences

Join the parts to make the whole.



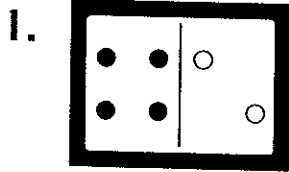
How many black counters? _____

How many white counters? _____

2 and 3 is 5 in all. 5 is the sum of 2 and 3.

Reteaching 3-4

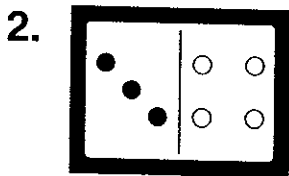
Add to find the sum. Use counters if you like.



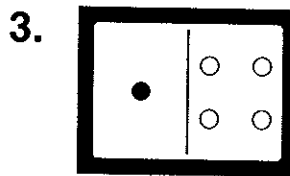
How many black counters? _____

How many white counters? _____

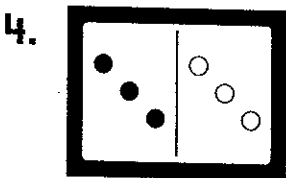
4 and 2 is 6 in all. 6 is the sum of 4 and 2.



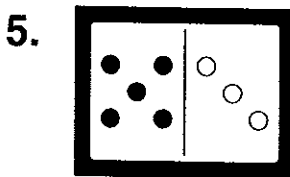
_____ and _____ is _____ in all.



_____ and _____ is _____ in all.



_____ and _____ is _____ in all.



_____ and _____ is _____ in all.

Name _____

Reteaching
4-4

Introducing Subtraction Number Sentences

You can write a subtraction sentence to find how many are left.



5 take away 2 is 3.

5 minus 2 equals 3.

5 - 2 = 3

This is a
subtraction sentence.

Reteaching 4-4

1.



4 minus 1 equals 3.

4 - 1 = 3

2.



7 minus 4 equals _____.

_____ - _____ = _____

Journal

3. Draw a picture that shows subtraction.

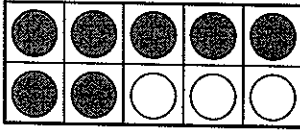
Write a subtraction sentence that tells about your picture.

Name _____

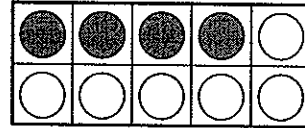
Reteaching
5-3

Parts of 10

Here are some different ways to make 10.



7 and 3

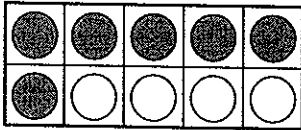


4 and 6

Reteaching 5-3

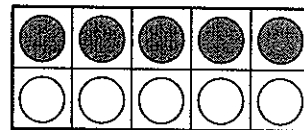
Write the numbers that show ways to make 10.

1.



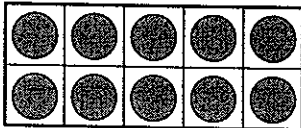
6 and 4

2.



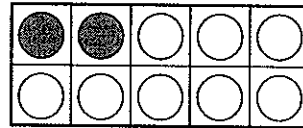
_____ and _____

3.



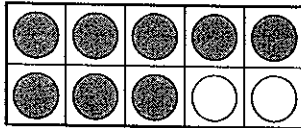
_____ and _____

4.



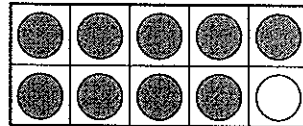
_____ and _____

5.



_____ and _____

6.



_____ and _____

Name _____

Reteaching

6-1

Adding with 0, 1, 2

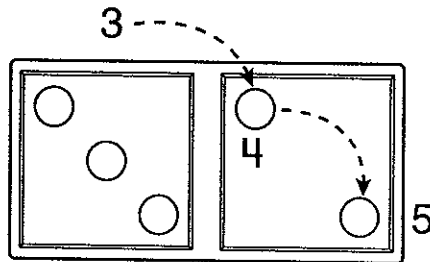
You can count on to add with 0, 1, and 2.

3 + 2 = _____

Circle the greater number.

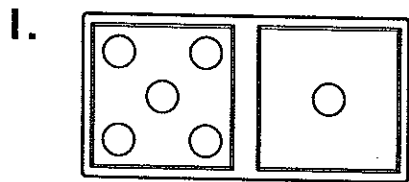
Start with the greater number.

Then count on to add.

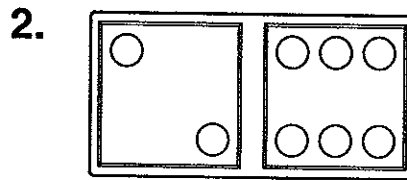


3 + 2 = 5

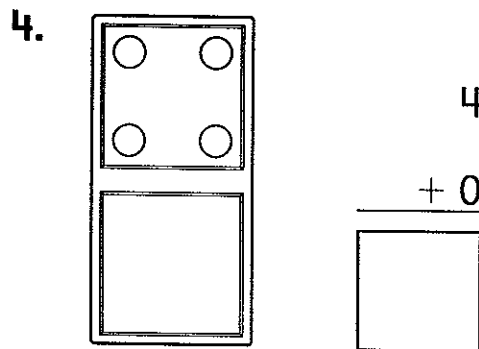
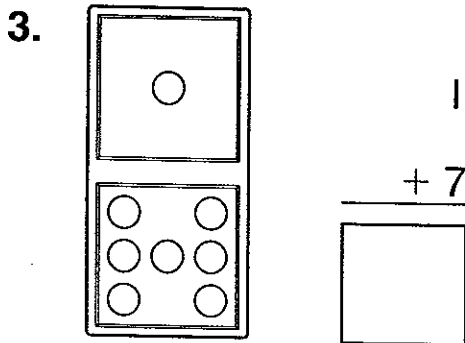
Circle the greater number. Count on to find each sum.



5 + 1 = 6



2 + 6 = _____



Number Sense

5. 2 more than 7 is _____.

6. _____ more than 9 is 10.

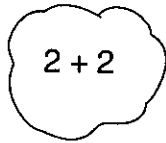
Name _____

Reteaching

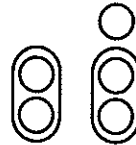
6-3

Near Doubles

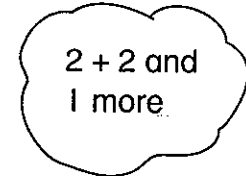
We can use doubles to add other numbers.



$$2 + 2 = 4$$



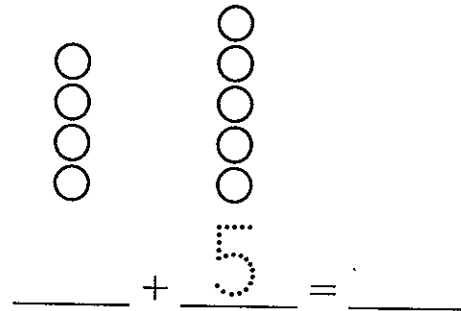
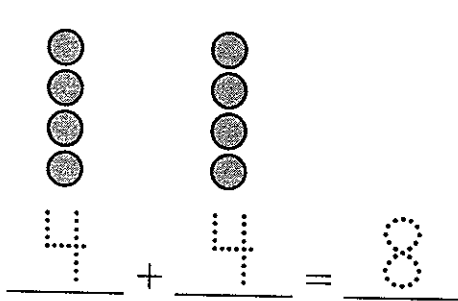
$$2 + 3 = 5$$



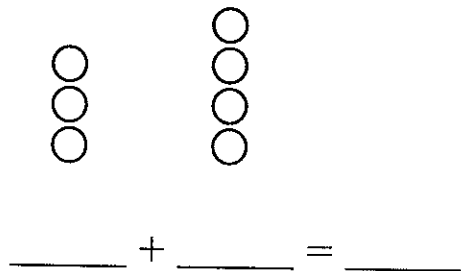
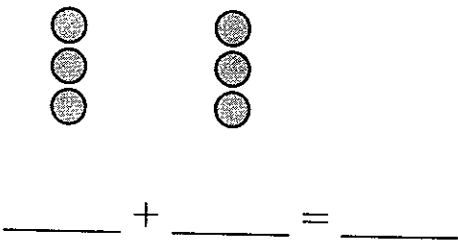
Reteaching 6-3

Find each sum. Use counters if you like.

1.



2.



Write a double or a double plus one for each sum.

3.

$\begin{array}{r} \boxed{3} \\ + \boxed{3} \\ \hline 6 \end{array}$	$\begin{array}{r} \boxed{3} \\ + \boxed{} \\ \hline 7 \end{array}$	$\begin{array}{r} \boxed{} \\ + \boxed{4} \\ \hline 8 \end{array}$	$\begin{array}{r} \boxed{4} \\ + \boxed{} \\ \hline 9 \end{array}$	$\begin{array}{r} \boxed{} \\ + \boxed{} \\ \hline 10 \end{array}$	$\begin{array}{r} \boxed{} \\ + \boxed{} \\ \hline 11 \end{array}$
---	---	---	---	--	--

Name _____

Problem Solving: Draw a Picture and Write a Number Sentence

There are 4 blue buttons.

There are 3 red buttons.

How many buttons are there?

You need to find how many buttons there are in all.

Blue
Buttons



Red
Buttons



$$\underline{4} + \underline{3} = \underline{7}$$

You can draw a picture of the buttons.

Then you can write a number sentence.

Count the buttons in your picture to find the sum.

$$4 + 3 = 7 \text{ buttons}$$

Draw a picture.

Then write a number sentence.

1. Dan has 2 bird stamps.

He gets 4 cat stamps.

How many stamps

are there in all?

_____ stamps

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Name _____

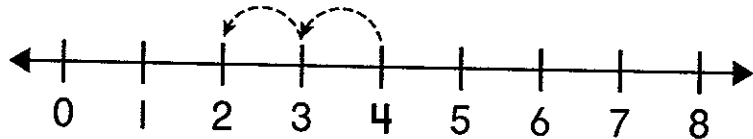
Reteaching
7-1

Subtracting with 0, 1, and 2

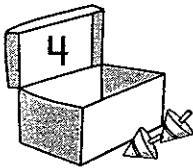
You can count back to subtract 0, 1, or 2.

Remember when you subtract 2, think "2 less than."

$4 - 2 = \underline{\quad}$



Start at 4.



Count back 2.

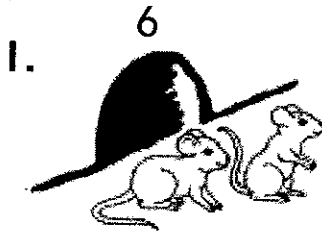
3, 2

Write the number.

$4 - 2 = \underline{2}$

Count back to subtract 0, 1, or 2.

Use a number line if you like.

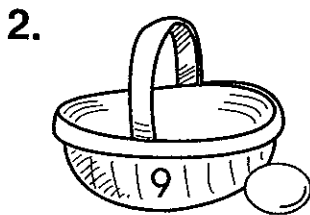


Count back 2.

5, _____

Write the number.

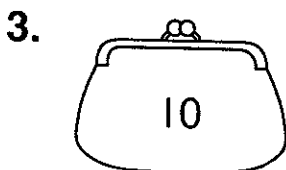
$6 - 2 = \underline{\quad}$



Count back 1.

Write the number.

$9 - 1 = \underline{\quad}$



Count back 0.

Write the number.

$10 - 0 = \underline{\quad}$

Name _____


Reteaching
7-5

Problem Solving: Draw a Picture and Write a Number Sentence

You can draw a picture to help you solve a problem.

Mia has 7 grapes. 
First, draw a picture of all the grapes.

Mia eats 3 grapes. 
Cross out the grapes she eats.

Count how many grapes are left.  grapes

Write a number sentence that tells about the picture.

$$\underline{7} - \underline{3} = \underline{4}$$

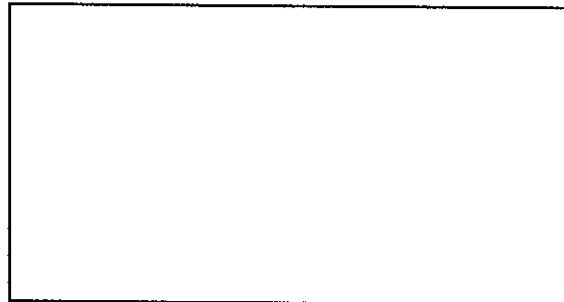
Check your work.

Does the number sentence match the picture?

Read the problem. Draw a picture.
Then write a number sentence.

1. Jonah has 9 baseballs.
Sara has 4 baseballs.
How many more baseballs
does Jonah have than Sara?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



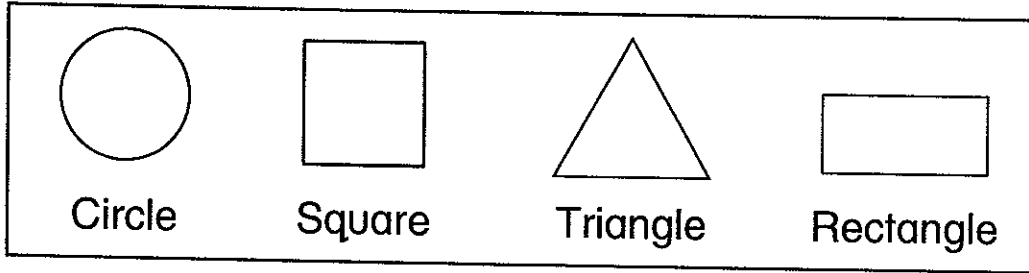
Name _____

Reteaching

8-1

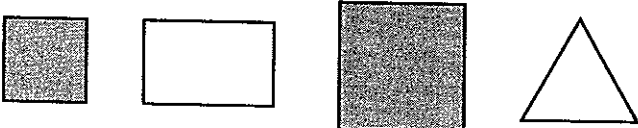
Identifying Plane Shapes

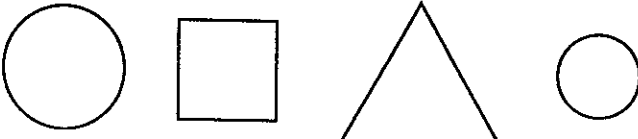
Plane Shapes

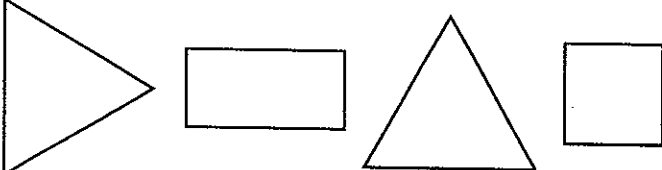


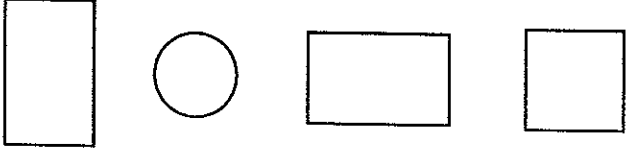
Reteaching 8-1

Color the shapes that are the same.
Circle its name.

1.  square
triangle

2.  square
circle

3.  square
triangle

4.  rectangle
triangle

Name _____

Reteaching

9-4

Problem Solving: Look for a Pattern

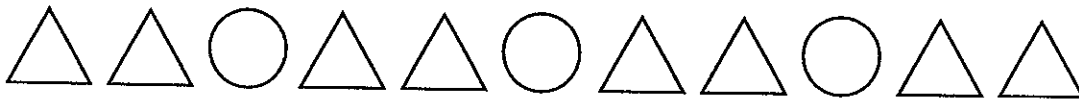
A pattern can be anything that repeats.
It can be colors, shapes, numbers, letters,
or objects.

To find a pattern, look for what repeats.

A C B A C B A C B A C _____

Write what comes next. B

1. Zoë drew a pattern.



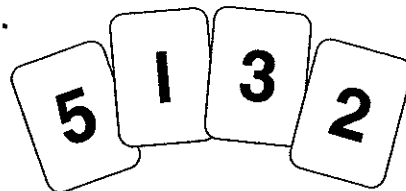
Draw what comes next. circle

Algebra

2. Use these shapes to make a pattern.



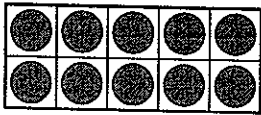
3. Use these numbers to make a pattern.



Name _____

Reteaching
10-3

Counting by 10s to 100



stands for one group of ten.

10, ten,	20, twenty,	30, thirty,	40, forty,	50, fifty,
60, sixty,	70, seventy,	80, eighty,	90, ninety,	100, one hundred

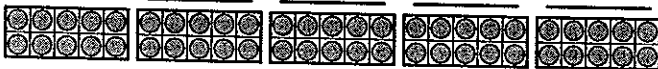
10 20 30 40



4 groups of ten
40 forty

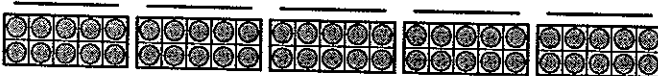
Count by 10s. Then write the numbers.

1. 10 20 30 40 50



5 groups of ten
fifty

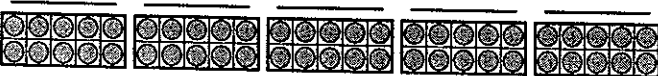
2.



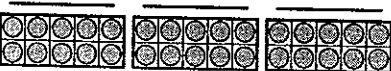
_____ groups of ten



3.



_____ groups of ten



Name _____

Reteaching
10-4

Counting Patterns on a Hundred Chart

Skip count by 10s on the hundred chart.

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

When you skip count by 10s all of the numbers end in 0.

Reteaching 10-4

1. Skip count by 5s.

Draw a square around the numbers you say.

2. When you skip count by 5s, all of the numbers end in _____ or _____.

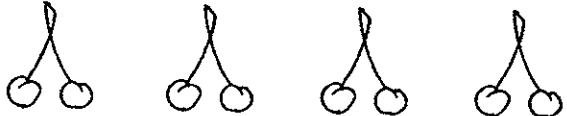
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Name _____

Reteaching
10-5

Using Skip Counting

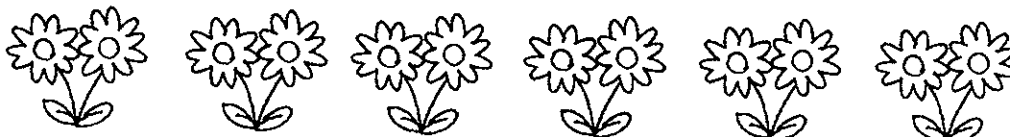
Skip count to find how many.


2, 4, 6, 8
 add 2 add 2 add 2


Skip count by 2,
or add 2 to the
last number.

There are 8 cherries.

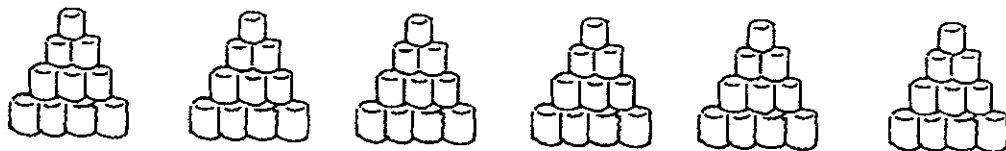
1. Skip count by 2s.


2, 4, _____, _____, _____, _____

2. Skip count by 5s.


5, 10, _____, _____, _____, _____

3. Skip count by 10s.


10, 20, _____, _____, _____, _____

Reteaching 10-5

Name _____

Reteaching
11-2

Numbers Made with Tens

You can count the models to find out how many groups of ten.

1 ten is 10.



2 tens is 20.



1 ten is 10.

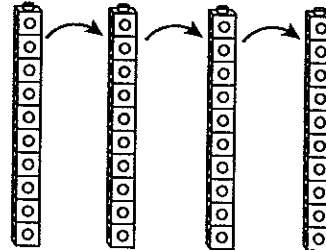


2 tens is 20.



3 tens is 30.

1 ten is 10. 2 tens is 20. 3 tens is 30. 4 tens is 40.



2 tens is 20.

3 tens is 30.

4 tens is 40.

Count the models. Write how many. Then write the number.

1.



1 ten is 10



2 tens is 20



3 tens is 30

3 tens is 30.

2.



_____ ten is _____



_____ tens is _____



_____ tens is _____



_____ tens is _____

4 tens is _____.

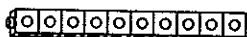
3.



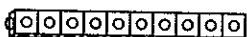
_____ ten is _____



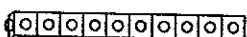
_____ tens is _____



_____ tens is _____



_____ tens is _____



_____ tens is _____

_____ tens is _____.

Name _____

Reteaching
11-3

Tens and Ones

The chart shows

Tens	Ones

3 tens 4 ones

3 tens is 30
 4 ones is 4
 $30 + 4 = 34$

34 is the same as
 3 tens and 4 ones.

Reteaching 11-3

Count the tens and ones. Then write the numbers.

1.

Tens	Ones

2 tens and 4 ones

2 tens is 20
4 ones is 4
20 + 4 = 24

2.

Tens	Ones

_____ tens and _____ ones

_____ tens is _____
 _____ ones is _____
 _____ + _____ = _____

3.

Tens	Ones

_____ tens and _____ ones

_____ tens is _____
 _____ ones is _____
 _____ + _____ = _____

Name _____

Reteaching
12-2

Making Numbers on a Hundred Chart

1	2	3
11	12	13
21	22	23

Go right to find 1 more.
1 more than 12 is 13.

1	2	3
11	12	13
21	22	23

Go left to find 1 less.
1 less than 12 is 11.

1	2	3
11	12	13
21	22	23

Go down to find 10 more.
10 more than 12 is 22.

1	2	3
11	12	13
21	22	23

Go up to find 10 less.
10 less than 12 is 2.

Write the missing numbers.

21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40

1. 1 more than 38 is 39.

2. 1 less than 27 is _____.

3. 10 more than 23 is _____.

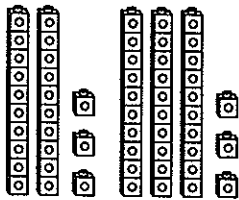
4. 10 less than 35 is _____.

Name _____

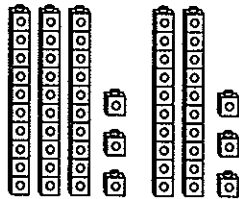
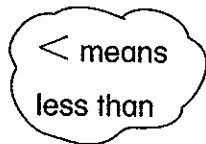
Reteaching
12-3

Comparing Numbers with $>$, $<$, $=$

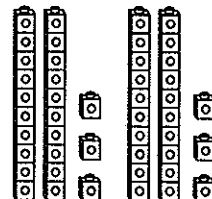
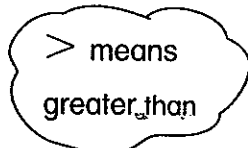
Write $>$, $<$, or $=$.



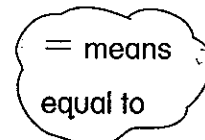
$23 < 33$



$33 > 23$



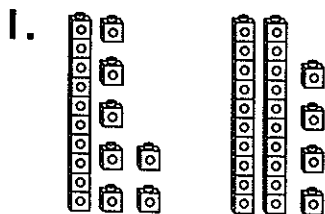
$23 = 23$



23 is **less than** 33 33 is **greater than** 23 23 is **equal to** 23

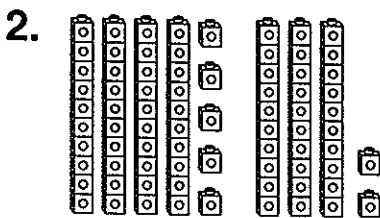
Circle **less than**, **greater than**, or **equal to**.

Write $<$, $>$, or $=$.



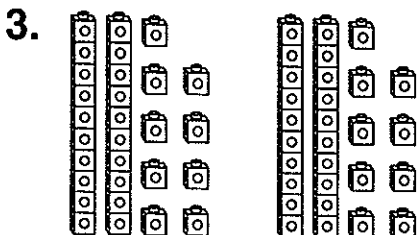
less than greater than equal to

$17 < 24$



less than greater than equal to

$45 > 32$



less than greater than equal to

$29 = 29$

Name _____

Reteaching
13-1

Values of Penny and Nickel

A nickel = 5 cents.
Skip count by 5s for nickels.

A penny = 1 cent.
Count by 1s for pennies.

Skip count by 5s for the nickels.
Then count on by 1s for the pennies.

Reteaching 13-1

5 ¢ → 10 ¢ → 15 ¢ → 16 ¢ → 17 ¢ → 18 ¢

In All
18 ¢

Skip count by 5s and count on by 1s to find how much money in all.

1.

5 ¢ → 10 ¢ → 11 ¢ → _____ ¢ → _____ ¢ → _____ ¢

In All
_____ ¢

2.

_____ ¢ → _____ ¢ → _____ ¢ → _____ ¢ → _____ ¢ → _____ ¢

In All
_____ ¢

Name _____

Reteaching
13-2

Values of Penny, Nickel, and Dime

A dime = 10 cents.
Skip count by 10s for dimes.

A penny = 1 cent.
Count by 1s for pennies.

Reteaching 13-2

Skip count by 10s. Then count on by 1s.

10¢ → 20¢ → 30¢ → 40¢ → 41¢ → 42¢

In All
42¢

Skip count by 10s and count on by 1s
to find how much money in all.

1.

10¢ → 20¢ → 30¢ → _____¢ → _____¢ → _____¢

In All
_____¢

2.

_____¢ → _____¢ → _____¢ → _____¢ → _____¢ → _____¢

In All
_____¢

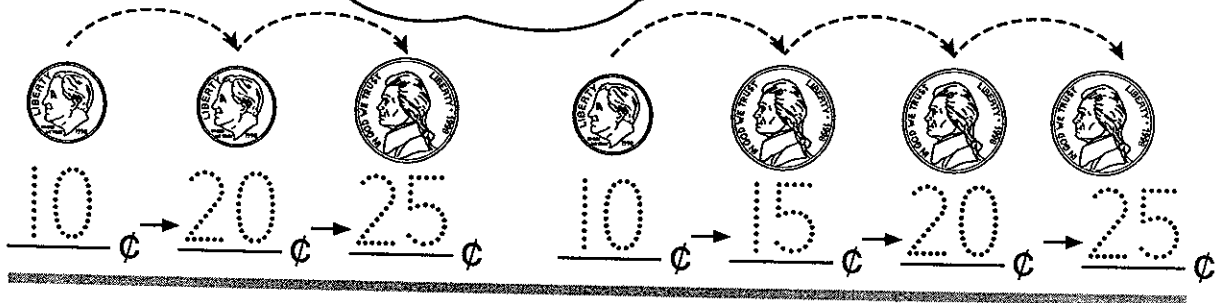
Name _____

Reteaching
13-3

Value of Quarter

There are different ways you can make 25¢.

Skip count by 10s
and then by 5s.



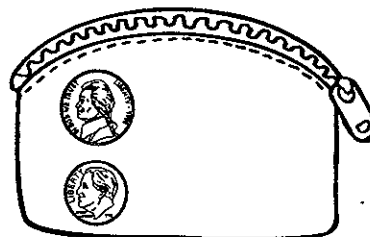
Count each group of coins.

Circle the group of coins in each row that equals 25¢.



Visual Thinking

4. Chris has 4 coins in her purse.
They are worth 25¢ in all.
Draw the other 2 coins.



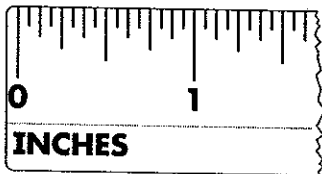
Name _____

Reteaching

14-4

Feet and Inches

This is 1 inch.



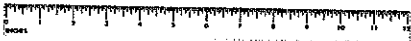
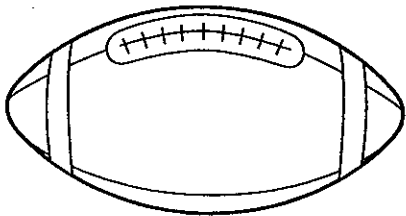
Inches are helpful for measuring shorter objects.

It's easier to say
"A ribbon is 3 inches long"
than "A ribbon is $\frac{1}{4}$ of a foot long."

It's also easier to understand.

This is 12 inches.

12 inches is the same
as 1 foot.



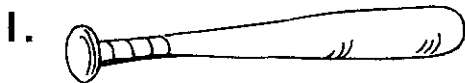
Feet are helpful for measuring longer objects.

It's easier to say
"A rug is 6 feet long"
than "A rug is 72 inches long."

It's also easier to understand.

Look at the items below. Decide if you
would use inches or feet to measure.

Circle your answer.



inches

feet

2.



inches

feet

3.



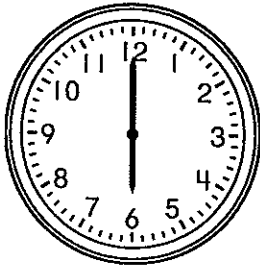
inches

feet

Name _____

Reteaching
15-1

Understanding the Hour and Minute Hands



The hour hand points to the 6.

hour hand 6


The minute hand points to the 12.


minute hand 12


When the minute hand points to 12, say o'clock.


6 o'clock

Write the time shown on each clock.

1.  hour hand 3
minute hand 12
3 o'clock

2.  hour hand _____
minute hand _____
_____ o'clock

3.  hour hand _____
minute hand _____
_____ o'clock

4.  hour hand _____
minute hand _____
_____ o'clock

Reasoning

Write the times that come next.

5. 4 o'clock 5 o'clock _____ o'clock

6. 9 o'clock 10 o'clock _____ o'clock

Name _____

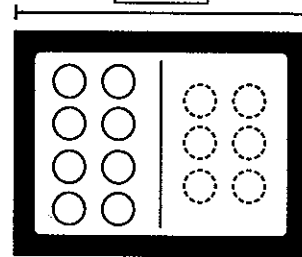
Reteaching
17-5

Problem Solving: Draw a Picture and Write a Number Sentence

You can write a number sentence to solve problems.

14

Avi played 2 games of basketball.
He scored 8 points in the first game.
He scored 6 points in the second game.
How many points did Avi score in all?



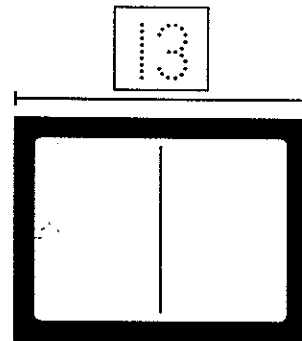
You can draw a picture to help you solve the problem.
Then you can write a number sentence.

$$\underline{8} + \underline{6} = \underline{14}$$

Complete the model.
Then write a number sentence.

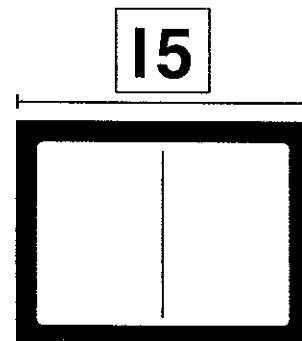
1. Gina has 9 books.
She buys 4 more books.
How many books
does Gina have now?

$$\underline{\quad} \oplus \underline{\quad} = \underline{13}$$



2. Metta sees 15 frogs.
7 frogs hop away.
How many frogs
are left?

$$\underline{\quad} \ominus \underline{\quad} = \underline{\quad}$$



Name _____

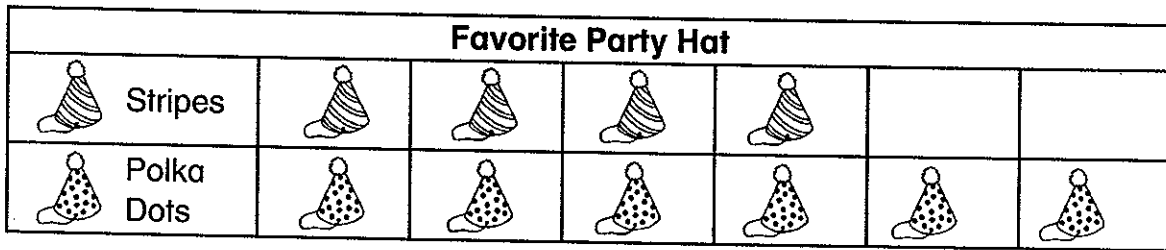
Reteaching
18-2

Using Data from Picture Graphs

You can use information in picture graphs to answer questions.

Each party hat
stands for 1 vote.

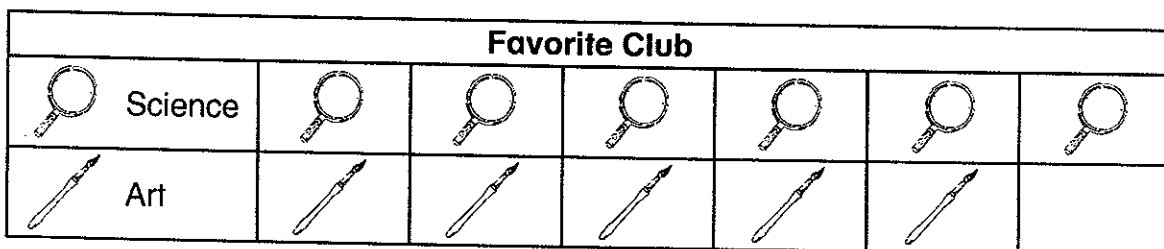
10 children
voted.



How many children voted for the hat with stripes? 4

How many children voted for the hat with polka dots? 6

Which hat got the most votes? Stripes **Polka Dots**



1. How many children in all voted for a favorite club? 13

2. How many children voted for Science Club? 7

3. How many children voted for Art Club? 6

4. Which club got more votes? Science Art