

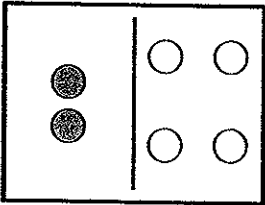
**RETEACH MATH WORK**  
**(BLUE PAGES TO SUPPLEMENT**  
**GREEN PAGES)**

Name \_\_\_\_\_

Reteaching  
**1-1**

# Writing Addition Number Sentences

How many counters are there in all?  
Add the parts.

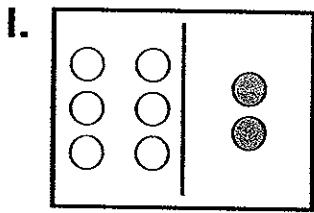


$2 + 4 = 6$   
is called an  
addition sentence.

2 and 4 is 6  
**Part**      **Part**      **Whole**

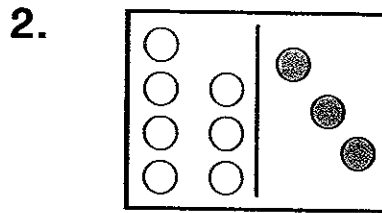
2 plus 4 equals 6.  
2 + 4 = 6

Write the addition sentence for each problem.



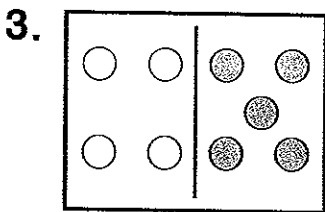
How many counters in all?

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



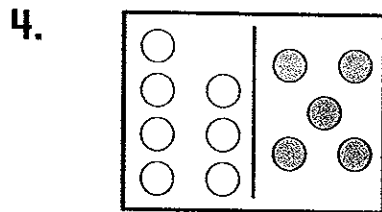
How many counters in all?

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



How many counters in all?

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



How many counters in all?

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Reteaching 1-1

Name \_\_\_\_\_

Reteaching

**5-1**

# Dime, Nickel, and Penny

Reteaching 5-1



dime  
10 cents  
10¢



nickel  
5 cents  
5¢



penny  
1 cent  
1¢

Count dimes by tens.



10¢

20¢

Count nickels by fives.



5¢

10¢

Count pennies by ones.



1¢

2¢

Count on to find the total amount. Use coins if you need to.

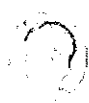
1. Start with 5¢. Count on by ones.



5¢

<b>Total Amount</b>

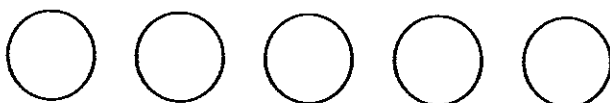
2. Start with 10¢. Count on by fives.



<b>Total Amount</b>

3. **Number Sense** You have 5 coins that total 23¢.

Label the coins D, N, or P for dimes, nickels, or pennies.



Name \_\_\_\_\_

Reteaching  
**5-2**

# Quarter and Half-Dollar



quarter  
25 cents  
25¢



half-dollar  
50 cents  
50¢

Start with 25¢. Count on by fives.

Start with 50¢. Count on by tens.

Think: 25¢ 5¢ more 5¢ more

Think: 50¢ 10¢ more 10¢ more



25¢

30¢

35¢

50¢

60¢

70¢

Reteaching 5-2

Count on to find the total amount.

Use coins if you need to.

1. Start with 25¢. Count on by tens.



25¢

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>Total Amount</b>

2. Start with 50¢. Count on by tens and ones.



\_\_\_\_\_

\_\_\_\_\_

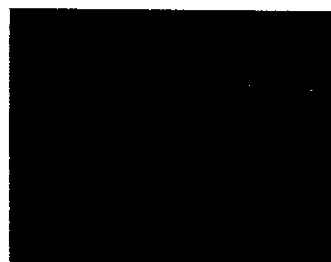
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>Total Amount</b>

3. **Number Sense** Draw coins so the hand holds 40¢.



Name \_\_\_\_\_

# Adding Three Numbers

You can add three numbers in any order.  
Remember to add the ones first.

Look for doubles.

$$\begin{array}{r} \dots \\ 14 \\ 35 \\ + 24 \\ \hline 73 \end{array} \quad \begin{array}{l} 4 + 4 = 8 \\ 8 + 5 = 13 \end{array}$$

Make a ten.

$$\begin{array}{r} \dots \\ 13 \\ 26 \\ + 24 \\ \hline 63 \end{array} \quad \begin{array}{l} 6 + 4 = 10 \\ 10 + 3 = 13 \end{array}$$

Count on.

$$\begin{array}{r} \dots \\ 53 \\ 19 \\ + 22 \\ \hline 94 \end{array} \quad \begin{array}{l} \text{Add 9 and 3.} \\ 9 + 3 = 12 \\ \text{Count on from 12. 13, 14.} \end{array}$$

Add. Circle the numbers you add first.

1. Look for doubles.

$$\begin{array}{r} 10 \\ 34 \\ + 24 \\ \hline \end{array}$$

2. Count on.

$$\begin{array}{r} 12 \\ 17 \\ + 24 \\ \hline \end{array}$$

3. Make a ten.

$$\begin{array}{r} 15 \\ 28 \\ + 22 \\ \hline \end{array}$$

4. Choose a way to add.

$$\begin{array}{r} 26 \\ 22 \\ + 36 \\ \hline \end{array}$$

5. **Journal** Write an addition problem with three numbers. Solve it. Then have a friend solve it. Compare how you and your friend add the numbers.

Name \_\_\_\_\_

Reteaching  
**8-7**

## Problem Solving: Draw a Picture and Write a Number Sentence

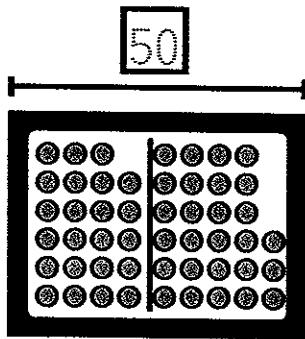
Look for clue words to help you solve a story problem.

Tina has 23 counters.

She gets 27 more counters.

How many counters does Tina have in all?

"How many in all" tells you to add.



$$\underline{23} + \underline{27} = \underline{50}$$

Tens	Ones
2	3
2	7
+	
5	0

Draw pictures to solve the problem.

Then write a number sentence.

- I. Raul has 15 counters.  
He gets 19 more counters.  
How many does he have in all?

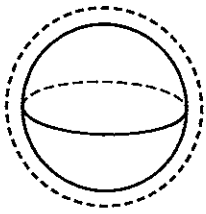
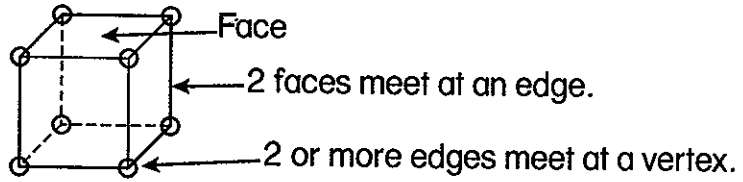
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Tens	Ones
+	

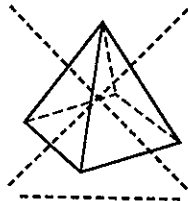
Name \_\_\_\_\_

# Flat Surfaces, Vertices, and Edges

Some solid figures have **flat surfaces** or **Faces**. Some have **edges** and **vertices**.



sphere



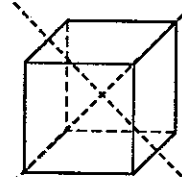
pyramid



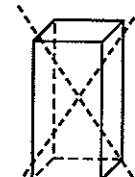
cylinder



cone



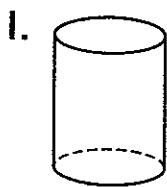
cube



rectangular prism

Put an X on the solid figures that have edges.  
Underline the solid figures that have vertices.  
Circle the solid figure that does not have a flat surface.

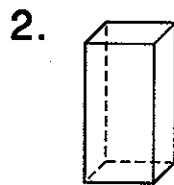
Write the number of flat surfaces or faces, edges, and vertices. Use solid figures to help you.



flat surfaces 2

edges \_\_\_\_\_

vertices \_\_\_\_\_



faces \_\_\_\_\_

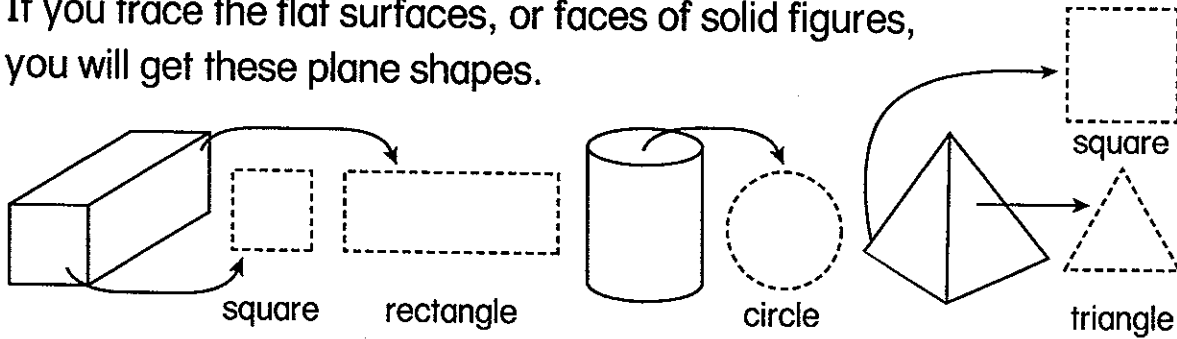
edges \_\_\_\_\_

vertices \_\_\_\_\_

Name \_\_\_\_\_

# Relating Plane Shapes to Solid Figures

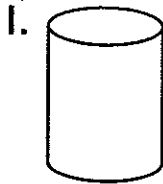
If you trace the flat surfaces, or faces of solid figures, you will get these plane shapes.



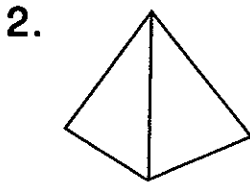
Use solid figures in your classroom.

Trace one flat surface or face.

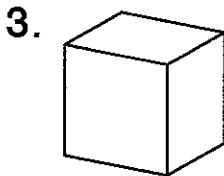
Write the name of the shape you traced.



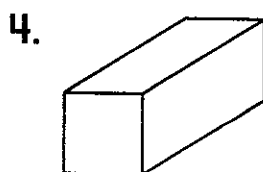
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

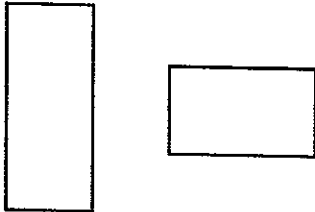


\_\_\_\_\_

Name \_\_\_\_\_

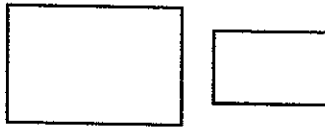
# Congruence

These rectangles are not the same shape.



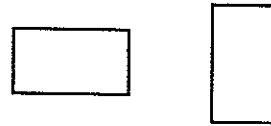
They are not congruent.

These rectangles are not the same size.



They are not congruent.

These rectangles are the same shape and same size.



They are congruent.

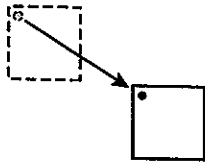
Are the shapes congruent? Circle **Yes** or **No**.

		Same Shape	Same Size	Congruent
1.		<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
2.		<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
3.		<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
4.		<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

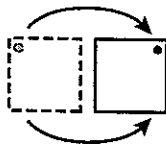
# Ways to Move Shapes

Move a shape block three different ways.

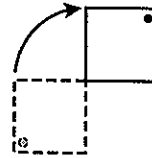
You can slide a shape to show a **translation**.



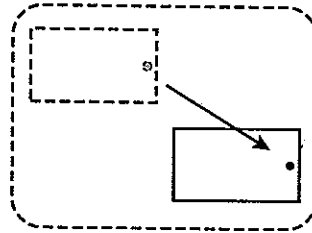
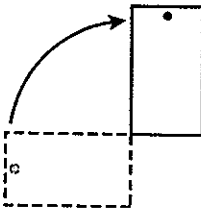
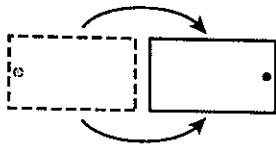
You can flip a shape to show a **reflection**.



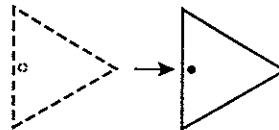
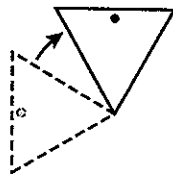
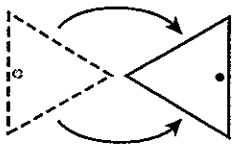
You can turn a shape to show a **rotation**.



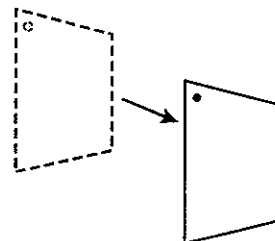
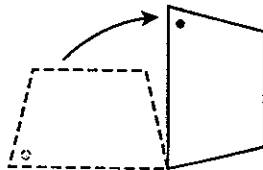
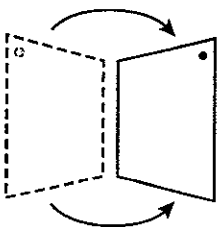
1. Circle the shape that shows a **translation**.



2. Circle the shape that shows a **reflection**.



3. Circle the shape that shows a **rotation**.

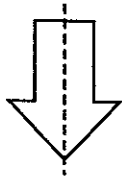


Name \_\_\_\_\_

Reteaching  
**11-7**

# Symmetry

Both parts match. This shape has a line of symmetry.



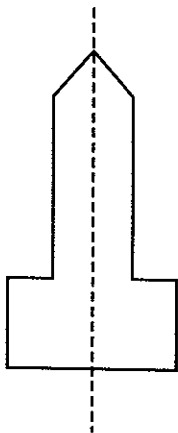
A line of symmetry makes 2 matching parts.

The parts do not match. This shape does not have a line of symmetry.



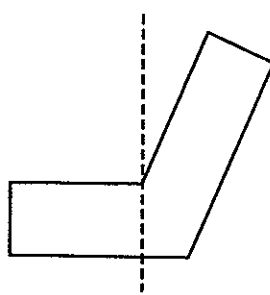
Does the shape have a line of symmetry? Circle **Yes** or **No**.

1.



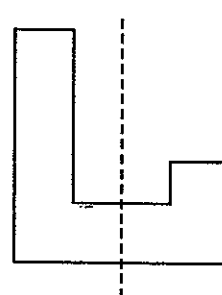
Yes     No

2.



Yes     No

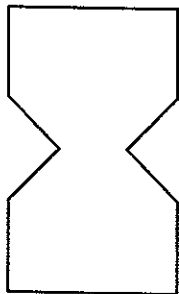
3.



Yes     No

Draw the line of symmetry for each shape.

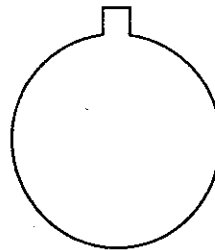
4.



5.



6.



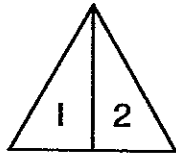
Name \_\_\_\_\_

Reteaching  
**12-1**

# Wholes and Equal Parts

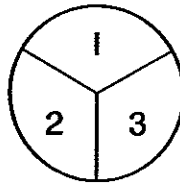
Equal parts are the same shape and size.

2 equal parts



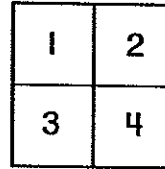
halves  
thirds  
fourths

3 equal parts



halves  
thirds  
fourths

4 equal parts

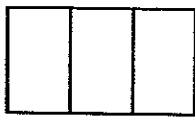


halves  
thirds  
fourths

How many equal parts? Write the number of parts.

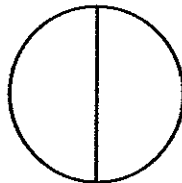
Circle halves, thirds, or fourths.

1. \_\_\_\_\_ equal parts



halves  
thirds  
fourths

2. \_\_\_\_\_ equal parts



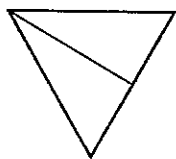
halves  
thirds  
fourths

3. \_\_\_\_\_ equal parts



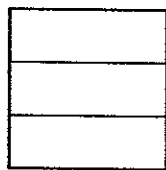
halves  
thirds  
fourths

4. \_\_\_\_\_ equal parts



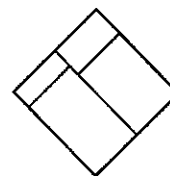
halves  
thirds  
fourths

5. \_\_\_\_\_ equal parts



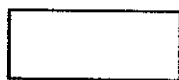
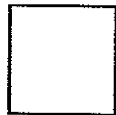
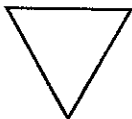
halves  
thirds  
fourths

6. \_\_\_\_\_ equal parts



halves  
thirds  
fourths

7. **Spatial Thinking** Draw lines to show 2 equal parts.

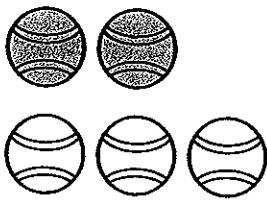


Name \_\_\_\_\_

Reteaching  
**12-5**

# Fractions of a Set

A fraction can name parts of a set or a group.



shaded balls


balls in all

$\frac{2}{5}$  of the balls are shaded.

Color the parts.

Write the fraction for the part you color.

1. Color 2 parts blue.

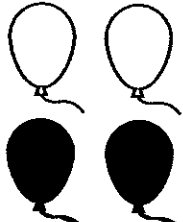


blue stars

stars in all

$\frac{2}{6}$  of the stars are blue.

2. Color 3 parts green.

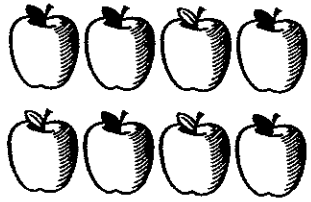


green balloons

balloons in all

\_\_\_\_\_ of the balloons are green.

3. Color 5 parts red.



red apples

apples in all


\_\_\_\_\_ of the apples are red.

Name \_\_\_\_\_

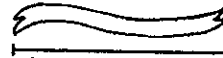
Reteaching  
**13-4**

# Inches, Feet, and Yards

This rope is about 1 inch long.

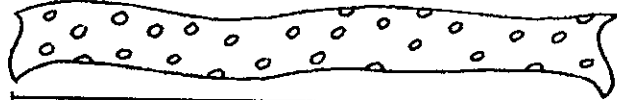
  
about 1 inch

This ribbon is about 1 foot long.

  
about 1 foot

There are 12 inches in 1 foot.

This scarf is about 1 yard long.

  
about 1 yard

There are 3 feet in 1 yard.

About how long is each object? Circle the answer.

1.

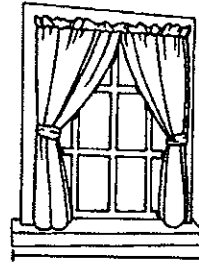


about 1 inch

about 1 foot

about 1 yard

2.



about 1 inch

about 1 foot

about 1 yard

3.



about 1 inch

about 1 foot

about 1 yard

4.

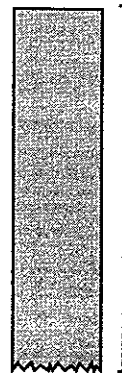


about 1 inch

about 1 foot

about 1 yard

5. **Estimation** About how long is the piece of paper?



about 1 inch

about 2 inches

about 6 inches

Name \_\_\_\_\_

Reteaching  
**13-6**

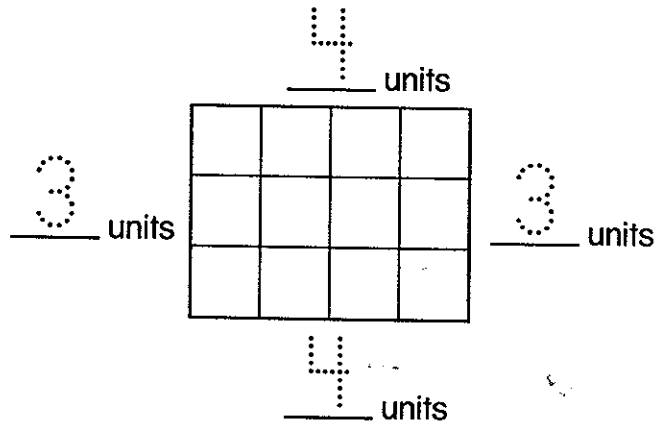
## Exploring Perimeter

Find the perimeter of the shape.

Count the units on each side.

Add the units on all the sides.

**Perimeter** is the distance around the shape.

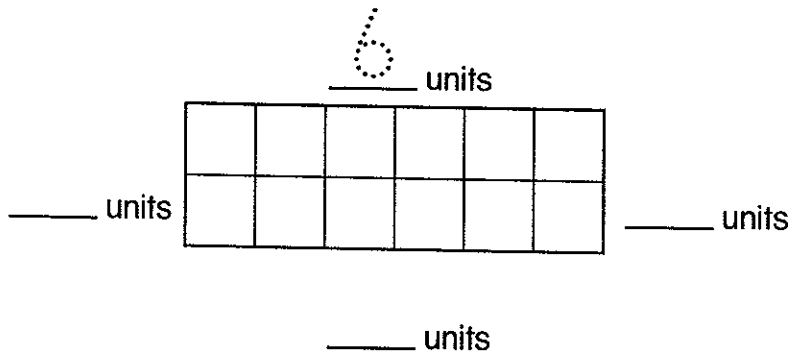


$$\underline{4} \text{ units} + \underline{3} \text{ units} + \underline{4} \text{ units} + \underline{3} \text{ units} = 14 \text{ units}$$

The perimeter of the shape is 14 units.

Find the perimeter of the shape.

1.



$$\underline{6} \text{ units} + \underline{\quad} \text{ units} + \underline{\quad} \text{ units} + \underline{\quad} \text{ units} = \underline{\quad} \text{ units}$$

The perimeter is          units.

Name \_\_\_\_\_

Reteaching  
**13-7**

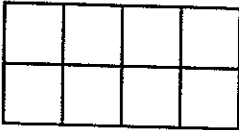
## Exploring Area

Look at this shape.



Remember: **Area** is how many units it would take to cover the shape.

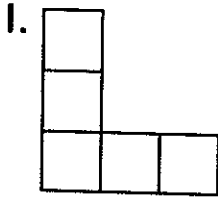
To find the area, count how many squares fit inside the shape.



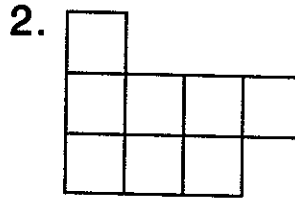
To help you keep track, make an x in each square as you count it.

The area of the shape is 8 square units.

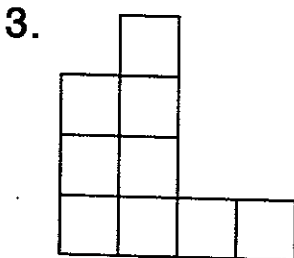
Find the area of each shape.  
Mark each square as you count.



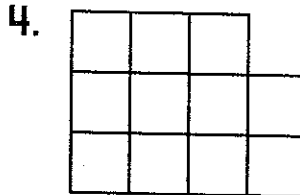
The area is \_\_\_\_\_  
square units.



The area is \_\_\_\_\_  
square units.



The area is \_\_\_\_\_  
square units.



The area is \_\_\_\_\_  
square units.

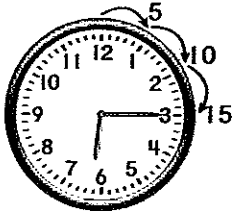
Name \_\_\_\_\_

Reteaching

**15-2**

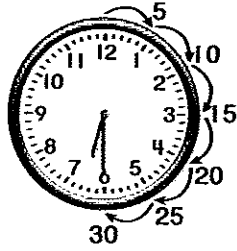
# Telling Time Before and After the Hour

There are different ways to say time before and after the hour.



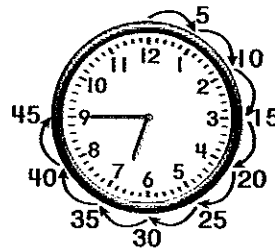
6:15

15 minutes  
after 6 or  
quarter past 6



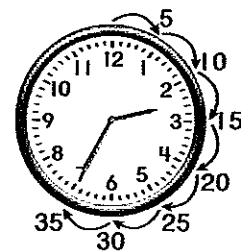
6:30

30 minutes  
after 6 or half  
past 6



6:45

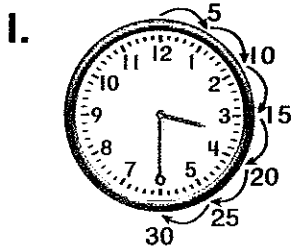
45 minutes  
after 6 or  
quarter to 7



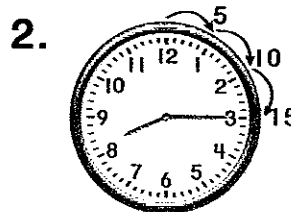
2:35

25 minutes  
before 3 or 35  
minutes after 2

Count by 5s to tell the time. Write the time.



30 minutes after \_\_\_\_\_  
or half past \_\_\_\_\_



15 minutes after \_\_\_\_\_  
or quarter past \_\_\_\_\_

3. Reasoning The time is 6:10. Is the hour hand closer to 6 or 7? Why?

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Reteaching  
**18-3**

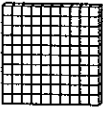
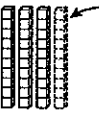

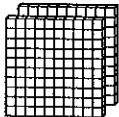
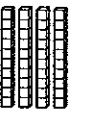

# Models for Adding with Three-Digit Numbers

$$135 + 248 = \underline{\hspace{2cm}}$$

Step 1: Add the ones. Regroup if you need to.

Step 2: Add the tens. Regroup if you need to.

Step 3: Add the hundreds.

	Hundreds	Tens	Ones
135			
248			

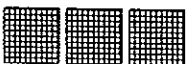





5 + 8 = 13 ones.  
Regroup 10 ones  
for 1 ten.

$$135 + 248 = \underline{383}$$

Add to find the sum.




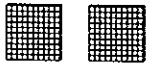


Use models and your workmat.

1.

Hundreds	Tens	Ones
		
		

$$341 + 127 = \underline{\hspace{2cm}}$$

2.

Hundreds	Tens	Ones
		
		

$$524 + 249 = \underline{\hspace{2cm}}$$

Name \_\_\_\_\_

# Models for Subtracting with Three-Digit Numbers

$327 - 164 = \underline{\quad?}$

Step 1: Subtract the ones. Regroup if you need to.

Step 2: Subtract the tens. Regroup if you need to.

Step 3: Subtract the hundreds.

Regroup  
1 hundred  
for 10 tens

$327 - 164 = \underline{163}$

Hundreds	Tens	Ones

Subtract to find the difference.

Use models and your workmat.

Reteaching 18-7

1.

Hundreds	Tens	Ones

$549 - 295 = \underline{\quad}$

2.

Hundreds	Tens	Ones

$835 - 516 = \underline{\quad}$