

Grade 2

Exit Tickets

This document contains printable and customizable versions of the Exit Tickets recommended   
in the Into Math Teacher Edition. The Exit Ticket is also available as a Projectable PDF on   
Ed: Your Friend in Learning.

Exit Tickets are an optional way to wrap up a lesson. The problem provided for each lesson assesses  
whether students grasped the lesson content.

To save paper when printing, the document is formatted with 2 to a page for some lessons and 4 to a page   
in other lessons, based on the space students will likely need to answer the question(s).

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Module 1 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Paula records 5 songs. Then she records 6 more songs. She uses the doubles fact 5 + 5 = 10 and then subtracts 1 to find the sum.

Explain the error Paula made. Then find the total number of songs she recorded.

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Module 1 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Paula records 5 songs. Then she records 6 more songs. She uses the doubles fact 5 + 5 = 10 and then subtracts 1 to find the sum.

Explain the error Paula made. Then find the total number of songs she recorded.

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Module 1 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

There are 9 ladybugs on a plant. There are 3 ladybugs on another plant. How many ladybugs are on both plants?

Module 1 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

There are 9 ladybugs on a plant. There are 3 ladybugs on another plant. How many ladybugs are on both plants?

Module 1 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

There are 9 ladybugs on a plant. There are 3 ladybugs on another plant. How many ladybugs are on both plants?

Module 1 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

There are 9 ladybugs on a plant. There are 3 ladybugs on another plant. How many ladybugs are on both plants?

Module 1 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Benjamin plants 5 trees on Saturday and 7 trees on Sunday. How many trees does he plant on the two days?

Write an addition fact. Complete the bar model. Write a related subtraction fact. Solve.

A screenshot of a social media post

Description automatically generated

Module 1 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Benjamin plants 5 trees on Saturday and 7 trees on Sunday. How many trees does he plant on the two days?

Write an addition fact. Complete the bar model. Write a related subtraction fact. Solve.

A screenshot of a social media post

Description automatically generated

Module 1 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Hank read 11 books. Karen read 3 books. Explain how to count back to find how many more books Hank read. Then solve the problem.

Module 1 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Hank read 11 books. Karen read 3 books. Explain how to count back to find how many more books Hank read. Then solve the problem.

Module 1 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Hank read 11 books. Karen read 3 books. Explain how to count back to find how many more books Hank read. Then solve the problem.

Module 1 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Hank read 11 books. Karen read 3 books. Explain how to count back to find how many more books Hank read. Then solve the problem.

Module 1 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Julie has 7 tickets to the football game. She buys 6 more. How many tickets does she have now?

Module 1 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Julie has 7 tickets to the football game. She buys 6 more. How many tickets does she have now?

Module 1 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 1 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Julie has 7 tickets to the football game. She buys 6 more. How many tickets does she have now?

Module 1 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

There are 15 kayaks on the lake. There are 7 blue kayaks. The rest are red. How many kayaks are red? Use a number line to show how you can make a ten to subtract.

Module 1 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

There are 15 kayaks on the lake. There are 7 blue kayaks. The rest are red. How many kayaks are red? Use a number line to show how you can make a ten to subtract.

Module 1 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

There are 15 kayaks on the lake. There are 7 blue kayaks. The rest are red. How many kayaks are red? Use a number line to show how you can make a ten to subtract.

Module 1 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

There are 15 kayaks on the lake. There are 7 blue kayaks. The rest are red. How many kayaks are red? Use a number line to show how you can make a ten to subtract.

Module 1 Lesson 7 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jenna has 3 bags. There are 4 books in the first bag, 5 books in the second bag, and 6 books in the third bag. How many books does she have altogether? Explain how you solved the problem.

Module 1 Lesson 7 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jenna has 3 bags. There are 4 books in the first bag, 5 books in the second bag, and 6 books in the third bag. How many books does she have altogether? Explain how you solved the problem.

Module 1 Lesson 7 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jenna has 3 bags. There are 4 books in the first bag, 5 books in the second bag, and 6 books in the third bag. How many books does she have altogether? Explain how you solved the problem.

Module 1 Lesson 7 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jenna has 3 bags. There are 4 books in the first bag, 5 books in the second bag, and 6 books in the third bag. How many books does she have altogether? Explain how you solved the problem.

Module 2 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Manny blows 7 bubbles. Use tools to show 7 bubbles. Make pairs. Write even or odd .

Module 2 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Manny blows 7 bubbles. Use tools to show 7 bubbles. Make pairs. Write even or odd .

Module 2 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Manny blows 7 bubbles. Use tools to show 7 bubbles. Make pairs. Write even or odd .

Module 2 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Manny blows 7 bubbles. Use tools to show 7 bubbles. Make pairs. Write even or odd .

Module 2 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use tools to show 16. Make two equal groups. Then write an addition equation to show the number as the sum of two equal addends.

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

Module 2 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use tools to show 16. Make two equal groups. Then write an addition equation to show the number as the sum of two equal addends.

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

Module 2 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nina puts pears in 4 rows. She puts 5 pears in each row. How many pears are there? Use tools or draw to solve.

\_\_\_\_\_\_\_\_\_ pears

Module 2 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nina puts pears in 4 rows. She puts 5 pears in each row. How many pears are there? Use tools or draw to solve.

\_\_\_\_\_\_\_\_\_ pears

Module 2 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the number of rows and the number of objects in each row. Then write an addition equation to find the total.

A close up of a logo

Description automatically generated

Module 2 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the number of rows and the number of objects in each row. Then write an addition equation to find the total.

A close up of a logo

Description automatically generatedModule 2 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the number of rows and the number of objects in each row. Then write an addition equation to find the total.

A close up of a logo

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Module 2 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the number of rows and the number of objects in each row. Then write an addition equation to find the total.

A close up of a logo

Description automatically generated

Module 2 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the number of rows and the number of objects in each row. Then write an addition equation to find the total.

A picture containing flying, object

Description automatically generated

Module 2 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the number of rows and the number of objects in each row. Then write an addition equation to find the total.

A picture containing flying, object

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Module 2 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the number of rows and the number of objects in each row. Then write an addition equation to find the total.

A picture containing flying, object

Description automatically generated

Module 2 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the number of rows and the number of objects in each row. Then write an addition equation to find the total.

A picture containing flying, object

Description automatically generated

Module 3 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ask 10 classmates to tell how they get to school. Record the data in a tally chart.

A close up of a sign

Description automatically generated

Module 3 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ask 10 classmates to tell how they get to school. Record the data in a tally chart.

A close up of a sign

Description automatically generated

Module 3 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A screenshot of a cell phone

Description automatically generated

How many children chose a favorite fruit?

Module 3 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A screenshot of a cell phone

Description automatically generated

How many children chose a favorite fruit?

Module 3 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A screenshot of a cell phone

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How many children chose a favorite fruit?

Module 3 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A screenshot of a cell phone

Description automatically generated

How many children chose a favorite fruit?

Module 3 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

While playing a game, Tisha scored 7 points, Juan scored 5 points, Christie scored 8 points, and Arun scored 4 points. Draw a picture graph to show the data.

A screenshot of a cell phone

Description automatically generated

Module 3 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

While playing a game, Tisha scored 7 points, Juan scored 5 points, Christie scored 8 points, and Arun scored 4 points. Draw a picture graph to show the data.

A screenshot of a cell phone

Description automatically generated

Module 3 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

While playing a game, Tisha scored 7 points, Juan scored 5 points, Christie scored 8 points, and Arun scored 4 points. Draw a picture graph to show the data.

A screenshot of a cell phone

Description automatically generated

Module 3 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

While playing a game, Tisha scored 7 points, Juan scored 5 points, Christie scored 8 points, and Arun scored 4 points. Draw a picture graph to show the data.

A screenshot of a cell phone

Description automatically generated

Module 3 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use the bar graph to solve the problem.

A screenshot of a cell phone

Description automatically generated

How many more orange leaves than brown leaves did Ashley find?

Module 3 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use the bar graph to solve the problem.

A screenshot of a cell phone

Description automatically generated

How many more orange leaves than brown leaves did Ashley find?

Module 3 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Carlos made 3 goals on Monday, 4 goals on Tuesday, 2 goals on Wednesday, and 4 goals on Thursday. Draw a bar graph.

A picture containing shoji, building

Description automatically generated

Module 3 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Carlos made 3 goals on Monday, 4 goals on Tuesday, 2 goals on Wednesday, and 4 goals on Thursday. Draw a bar graph.

A picture containing shoji, building

Description automatically generated

Module 4 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Stickers come in packs of ten. John has 300 stickers. How many packets of stickers does John have?

Module 4 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Stickers come in packs of ten. John has 300 stickers. How many packets of stickers does John have?

Module 4 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Stickers come in packs of ten. John has 300 stickers. How many packets of stickers does John have?

Module 4 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Stickers come in packs of ten. John has 300 stickers. How many packets of stickers does John have?

Module 4 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jimmy has 21 boxes of pens. Each box has 10 pens. How many pens are in the boxes? What is the digit in the tens place?

Module 4 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jimmy has 21 boxes of pens. Each box has 10 pens. How many pens are in the boxes? What is the digit in the tens place?

Module 4 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jimmy has 21 boxes of pens. Each box has 10 pens. How many pens are in the boxes? What is the digit in the tens place?

Module 4 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jimmy has 21 boxes of pens. Each box has 10 pens. How many pens are in the boxes? What is the digit in the tens place?

Module 4 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ms. Walker is buying snacks. There are 10 bags in a box. If Ms. Walker buys 13 boxes, how many bags of snacks did she buy?

Module 4 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ms. Walker is buying snacks. There are 10 bags in a box. If Ms. Walker buys 13 boxes, how many bags of snacks did she buy?

Module 4 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ms. Walker is buying snacks. There are 10 bags in a box. If Ms. Walker buys 13 boxes, how many bags of snacks did she buy?

Module 4 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ms. Walker is buying snacks. There are 10 bags in a box. If Ms. Walker buys 13 boxes, how many bags of snacks did she buy?

Module 4 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Show the number 309 with base-ten blocks.

Module 4 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Show the number 309 with base-ten blocks.

Module 4 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Show the number 309 with base-ten blocks.

Module 4 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Show the number 309 with base-ten blocks.

Module 4 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write a number with a 2 in the ones place, a 5 in the hundreds place, and a 6 in the tens place.

Module 4 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write a number with a 2 in the ones place, a 5 in the hundreds place, and a 6 in the tens place.

Module 4 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write a number with a 2 in the ones place, a 5 in the hundreds place, and a 6 in the tens place.

Module 4 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write a number with a 2 in the ones place, a 5 in the hundreds place, and a 6 in the tens place.

Module 5 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Shondra has 238 stickers in her collection. Show how many stickers Shondra has in different ways.

\_\_\_\_\_\_\_\_\_ hundreds \_\_\_\_\_\_\_\_\_ tens \_\_\_\_\_\_\_\_\_ ones

\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_

Shondra has \_\_\_\_\_\_\_\_\_\_ stickers.

Module 5 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Shondra has 238 stickers in her collection. Show how many stickers Shondra has in different ways.

\_\_\_\_\_\_\_\_\_ hundreds \_\_\_\_\_\_\_\_\_ tens \_\_\_\_\_\_\_\_\_ ones

\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_

Shondra has \_\_\_\_\_\_\_\_\_\_ stickers.

Module 5 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Talia has 187 seeds. Draw a quick picture to show how many seeds Talia has and then write the number name.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 5 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Talia has 187 seeds. Draw a quick picture to show how many seeds Talia has and then write the number name.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 5 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Caitlyn has one hundred eighteen blocks. Use expanded form to show how many blocks Caitlyn has.

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

Module 5 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Caitlyn has one hundred eighteen blocks. Use expanded form to show how many blocks Caitlyn has.

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

Module 5 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Caitlyn has one hundred eighteen blocks. Use expanded form to show how many blocks Caitlyn has.

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

Module 5 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Caitlyn has one hundred eighteen blocks. Use expanded form to show how many blocks Caitlyn has.

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

Module 5 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chloe has three hundred sixty-two stickers. Draw quick pictures to show the number of stickers in two different ways.

\_\_\_\_\_\_\_\_\_ hundreds \_\_\_\_\_\_\_\_\_ tens \_\_\_\_\_\_\_\_\_ ones

\_\_\_\_\_\_\_\_\_ hundreds \_\_\_\_\_\_\_\_\_ tens \_\_\_\_\_\_\_\_\_ ones

Module 5 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chloe has three hundred sixty-two stickers. Draw quick pictures to show the number of stickers in two different ways.

\_\_\_\_\_\_\_\_\_ hundreds \_\_\_\_\_\_\_\_\_ tens \_\_\_\_\_\_\_\_\_ ones

\_\_\_\_\_\_\_\_\_ hundreds \_\_\_\_\_\_\_\_\_ tens \_\_\_\_\_\_\_\_\_ ones

Module 5 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the blue dot on the number line. Then write the number marked by the dot in two different ways.

A picture containing object, antenna

Description automatically generated

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Module 5 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the blue dot on the number line. Then write the number marked by the dot in two different ways.

A picture containing object, antenna

Description automatically generated

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Module 6 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Extend this counting sequence by counting by tens:

740, 750, 760, \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_

Module 6 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Extend this counting sequence by counting by tens:

740, 750, 760, \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_

Module 6 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Extend this counting sequence by counting by tens:

740, 750, 760, \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_

Module 6 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Extend this counting sequence by counting by tens:

740, 750, 760, \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_

Module 6 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Make a number that is 100 more than 235. Then make a number that is 10 less. The answer is your exit ticket:

Module 6 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Make a number that is 100 more than 235. Then make a number that is 10 less. The answer is your exit ticket:

Module 6 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Make a number that is 100 more than 235. Then make a number that is 10 less. The answer is your exit ticket:

Module 6 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Make a number that is 100 more than 235. Then make a number that is 10 less. The answer is your exit ticket:

Module 6 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Complete the pattern.

741, 641, 541, \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_

Module 6 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Complete the pattern.

741, 641, 541, \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_

Module 6 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Complete the pattern.

741, 641, 541, \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_

Module 6 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Complete the pattern.

741, 641, 541, \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_

Module 6 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sam and Van are comparing the numbers 184 and 235. Sam says, “184 is greater than 235 because it contains 8, which is the greatest number.” Van says, “235 is greater than 184 because it has 2 hundreds and 184 only has 1 hundred.” Who is right, Sam or Van? Explain.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 6 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sam and Van are comparing the numbers 184 and 235. Sam says, “184 is greater than 235 because it contains 8, which is the greatest number.” Van says, “235 is greater than 184 because it has 2 hundreds and 184 only has 1 hundred.” Who is right, Sam or Van? Explain.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 6 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What symbol completes this comparison?

347 \_\_\_\_\_\_\_ 385

Module 6 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What symbol completes this comparison?

347 \_\_\_\_\_\_\_ 385

Module 6 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What symbol completes this comparison?

347 \_\_\_\_\_\_\_ 385

Module 6 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What symbol completes this comparison?

347 \_\_\_\_\_\_\_ 385

Module 7 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write the number of tens and ones. Then write the total value of the coins.

A close up of a coin

Description automatically generated

\_\_\_\_\_\_\_\_ tens \_\_\_\_\_\_\_\_ ones

\_\_\_\_\_\_\_\_ ¢

Module 7 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write the number of tens and ones. Then write the total value of the coins.

A close up of a coin

Description automatically generated

\_\_\_\_\_\_\_\_ tens \_\_\_\_\_\_\_\_ ones

\_\_\_\_\_\_\_\_ ¢

Module 7 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write the number of tens and ones. Then write the total value of the coins.

A close up of a coin

Description automatically generated

\_\_\_\_\_\_\_\_ tens \_\_\_\_\_\_\_\_ ones

\_\_\_\_\_\_\_\_ ¢

Module 7 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write the number of tens and ones. Then write the total value of the coins.

A close up of a coin

Description automatically generated

\_\_\_\_\_\_\_\_ tens \_\_\_\_\_\_\_\_ ones

\_\_\_\_\_\_\_\_ ¢

Module 7 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Count to find the total value of the coins.

A close up of a coin

Description automatically generated

\_\_\_\_\_\_\_\_ ¢, \_\_\_\_\_\_\_\_ ¢, \_\_\_\_\_\_\_\_ ¢, \_\_\_\_\_\_\_\_ ¢,

\_\_\_\_\_\_\_\_ ¢, \_\_\_\_\_\_\_\_ ¢, \_\_\_\_\_\_\_\_ ¢, \_\_\_\_\_\_\_\_ ¢

Total value: \_\_\_\_\_\_\_\_ ¢

Module 7 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Count to find the total value of the coins.

A close up of a coin

Description automatically generated

\_\_\_\_\_\_\_\_ ¢, \_\_\_\_\_\_\_\_ ¢, \_\_\_\_\_\_\_\_ ¢, \_\_\_\_\_\_\_\_ ¢,

\_\_\_\_\_\_\_\_ ¢, \_\_\_\_\_\_\_\_ ¢, \_\_\_\_\_\_\_\_ ¢, \_\_\_\_\_\_\_\_ ¢

Total value: \_\_\_\_\_\_\_\_ ¢ Module 7 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Count to find the total value of the coins.

A close up of a coin

Description automatically generated

\_\_\_\_\_\_\_\_ ¢, \_\_\_\_\_\_\_\_ ¢, \_\_\_\_\_\_\_\_ ¢, \_\_\_\_\_\_\_\_ ¢,

\_\_\_\_\_\_\_\_ ¢, \_\_\_\_\_\_\_\_ ¢, \_\_\_\_\_\_\_\_ ¢, \_\_\_\_\_\_\_\_ ¢

Total value: \_\_\_\_\_\_\_\_ ¢

Module 7 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Count to find the total value of the coins.

A close up of a coin

Description automatically generated

\_\_\_\_\_\_\_\_ ¢, \_\_\_\_\_\_\_\_ ¢, \_\_\_\_\_\_\_\_ ¢, \_\_\_\_\_\_\_\_ ¢,

\_\_\_\_\_\_\_\_ ¢, \_\_\_\_\_\_\_\_ ¢, \_\_\_\_\_\_\_\_ ¢, \_\_\_\_\_\_\_\_ ¢

Total value: \_\_\_\_\_\_\_\_ ¢

Module 7 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Draw the coins in order from greatest value to least value. Count on to find the total value of the coins. Then write the total value of the coins.

A close up of a coin

Description automatically generated

Module 7 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Draw the coins in order from greatest value to least value. Count on to find the total value of the coins. Then write the total value of the coins.

A close up of a coin

Description automatically generated

Module 7 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Draw how many pennies make 25¢. Then write how many pennies have the same total value as 1 quarter.

Module 7 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Draw how many pennies make 25¢. Then write how many pennies have the same total value as 1 quarter.

Module 8 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A granola bar costs $1. Draw the coins that you could use to buy a granola bar.

Module 8 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A granola bar costs $1. Draw the coins that you could use to buy a granola bar.

Module 8 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Julia has three $20 bills, two $10 bills, and two $1 bills. How much money does Julia have?

Module 8 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Julia has three $20 bills, two $10 bills, and two $1 bills. How much money does Julia have?

Module 8 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Julia has three $20 bills, two $10 bills, and two $1 bills. How much money does Julia have?

Module 8 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Julia has three $20 bills, two $10 bills, and two $1 bills. How much money does Julia have?

Module 8 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mr. Mong has four $10 bills, two $20 bills, and six $1 bills. He wants to buy a tablet that is $100. Does he have enough money to buy the tablet? How do you know?

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Module 8 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mr. Mong has four $10 bills, two $20 bills, and six $1 bills. He wants to buy a tablet that is $100. Does he have enough money to buy the tablet? How do you know?

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Module 9 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What time is shown on the clock? Write the time.

A clock that is on a white surface

Description automatically generated

Module 9 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What time is shown on the clock? Write the time.

A clock that is on a white surface

Description automatically generated

Module 9 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What time is shown on the clock? Write the time.

A clock that is on a white surface

Description automatically generated

Module 9 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What time is shown on the clock? Write the time.

A clock that is on a white surface

Description automatically generated

Module 9 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If the time is 6:30, what number does each hand point to?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 9 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If the time is 6:30, what number does each hand point to?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 9 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What time is shown on the clock? Write the time in two different ways.

A clock that is on a pole

Description automatically generated

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 9 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What time is shown on the clock? Write the time in two different ways.

A clock that is on a pole

Description automatically generated

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 9 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

John’s family eats lunch at quarter past eleven. Write that time, and tell if they eat in the a.m. or p.m.

\_\_\_\_\_\_\_\_ : \_\_\_\_\_\_\_\_ a.m. or p.m.

Module 9 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

John’s family eats lunch at quarter past eleven. Write that time, and tell if they eat in the a.m. or p.m.

\_\_\_\_\_\_\_\_ : \_\_\_\_\_\_\_\_ a.m. or p.m.

Module 9 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

John’s family eats lunch at quarter past eleven. Write that time, and tell if they eat in the a.m. or p.m.

\_\_\_\_\_\_\_\_ : \_\_\_\_\_\_\_\_ a.m. or p.m.

Module 9 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

John’s family eats lunch at quarter past eleven. Write that time, and tell if they eat in the a.m. or p.m.

\_\_\_\_\_\_\_\_ : \_\_\_\_\_\_\_\_ a.m. or p.m.

Module 10 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ken has 12 sports cards. He buys 20 more sports cards. How can he use a hundred chart to find how many sports cards he has now?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 10 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ken has 12 sports cards. He buys 20 more sports cards. How can he use a hundred chart to find how many sports cards he has now?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 10 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use the number line to solve 87 – 14.

A picture containing object, antenna, sky

Description automatically generated

87 – 14 = \_\_\_\_\_\_\_\_

Module 10 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use the number line to solve 87 – 14.

A picture containing object, antenna, sky

Description automatically generated

87 – 14 = \_\_\_\_\_\_\_\_

Module 10 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use the number line to solve 87 – 14.

A picture containing object, antenna, sky

Description automatically generated

87 – 14 = \_\_\_\_\_\_\_\_

Module 10 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use the number line to solve 87 – 14.

A picture containing object, antenna, sky

Description automatically generated

87 – 14 = \_\_\_\_\_\_\_\_

Module 10 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use an open number line to solve 48 – 15.



Module 10 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use an open number line to solve 48 – 15.



Module 10 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use an open number line to solve 48 – 15.



Module 10 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use an open number line to solve 48 – 15.



Module 11 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sandra has 17 seashells. Then she finds 8 more seashells. How many seashells does Sandra have now?

Module 11 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sandra has 17 seashells. Then she finds 8 more seashells. How many seashells does Sandra have now?

Module 11 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sandra has 17 seashells. Then she finds 8 more seashells. How many seashells does Sandra have now?

Module 11 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sandra has 17 seashells. Then she finds 8 more seashells. How many seashells does Sandra have now?

Module 11 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Break apart ones to subtract. Write a model to solve 86 - 9.

\_\_\_\_\_\_\_\_\_\_\_\_ – \_\_\_\_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_ – \_\_\_\_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_\_\_\_

Module 11 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Break apart ones to subtract. Write a model to solve 86 - 9.

\_\_\_\_\_\_\_\_\_\_\_\_ – \_\_\_\_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_ – \_\_\_\_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_\_\_\_

Module 11 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Break apart ones to subtract. Write a model to solve 86 - 9.

\_\_\_\_\_\_\_\_\_\_\_\_ – \_\_\_\_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_ – \_\_\_\_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_\_\_\_

Module 11 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Break apart ones to subtract. Write a model to solve 86 - 9.

\_\_\_\_\_\_\_\_\_\_\_\_ – \_\_\_\_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_ – \_\_\_\_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_\_\_\_

Module 11 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Make one addend the next tens number. Write a model to solve 66 + 17.

\_\_\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_\_

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

Module 11 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Make one addend the next tens number. Write a model to solve 66 + 17.

\_\_\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_\_

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

Module 11 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Make one addend the next tens number. Write a model to solve 66 + 17.

\_\_\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_\_

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

Module 11 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Make one addend the next tens number. Write a model to solve 66 + 17.

\_\_\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_\_

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

Module 11 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the sum using place value.

A close up of a clock

Description automatically generated

Module 11 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the sum using place value.

A close up of a clock

Description automatically generated

Module 11 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the sum using place value.

A close up of a clock

Description automatically generated

Module 11 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the sum using place value.

A close up of a clock

Description automatically generated

Module 11 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subtract 68 – 25 using tens and ones.

Module 11 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subtract 68 – 25 using tens and ones.

Module 11 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subtract 68 – 25 using tens and ones.

Module 11 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subtract 68 – 25 using tens and ones.

Module 12 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Add 19 and 36. Write how many tens and ones. Write the sum.

Module 12 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Add 19 and 36. Write how many tens and ones. Write the sum.

Module 12 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Add 19 and 36. Write how many tens and ones. Write the sum.

Module 12 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Add 19 and 36. Write how many tens and ones. Write the sum.

Module 12 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subtract 17 from 42. Draw to show your work.

Module 12 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subtract 17 from 42. Draw to show your work.

Module 12 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Add 29 + 21.

Module 12 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Add 29 + 21.

Module 12 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subtract 12 from 40.

A screenshot of a cell phone

Description automatically generated

Module 12 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subtract 12 from 40.

A screenshot of a cell phone

Description automatically generated

Module 12 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Add 47 + 38. Show your work.

Module 12 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Add 47 + 38. Show your work.

Module 12 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subtract 85 − 37. Show your work.

Module 12 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subtract 85 − 37. Show your work.

Module 13 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

45 + 36 =

A picture containing object, antenna

Description automatically generated

Module 13 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

45 + 36 =

A picture containing object, antenna

Description automatically generated

Module 13 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

45 + 36 =

A picture containing object, antenna

Description automatically generated

Module 13 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

45 + 36 =

A picture containing object, antenna

Description automatically generated

Module 13 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

82 – 56 =

A close up of a logo

Description automatically generated

Module 13 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

82 – 56 =

A close up of a logo

Description automatically generated

Module 13 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

82 – 56 =

A close up of a logo

Description automatically generated

Module 13 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

82 – 56 =

A close up of a logo

Description automatically generated

Module 13 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use the number line to solve the problem.

A close up of a antenna

Description automatically generated

54 – 49 = \_\_\_\_\_\_\_\_\_

Module 13 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use the number line to solve the problem.

A close up of a antenna

Description automatically generated

54 – 49 = \_\_\_\_\_\_\_\_\_

Module 13 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use the number line to solve the problem.

A close up of a antenna

Description automatically generated

54 – 49 = \_\_\_\_\_\_\_\_\_

Module 13 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use the number line to solve the problem.

A close up of a antenna

Description automatically generated

54 – 49 = \_\_\_\_\_\_\_\_\_

Module 13 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the sum.

A picture containing object

Description automatically generated

Module 13 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the sum.

A picture containing object

Description automatically generated

Module 13 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the sum.

A picture containing object

Description automatically generated

Module 13 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the sum.

A picture containing object

Description automatically generated

Module 14 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

There are 15 bananas on the tree. 4 bananas are eaten. How many bananas are still on the tree?

Complete the bar model to represent the problem. Then write an equation to solve.

A screenshot of a social media post

Description automatically generated

Module 14 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

There are 15 bananas on the tree. 4 bananas are eaten. How many bananas are still on the tree?

Complete the bar model to represent the problem. Then write an equation to solve.

A screenshot of a social media post

Description automatically generated

Module 14 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

There are 13 players on Leo’s football team. There are 4 players absent from practice one day. How many players are at practice?

Write an equation to represent the problem. Then find the answer.

Module 14 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

There are 13 players on Leo’s football team. There are 4 players absent from practice one day. How many players are at practice?

Write an equation to represent the problem. Then find the answer.

Module 14 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

There are 13 cans of green beans and 35 cans of corn on a shelf at the supermarket. How many cans are there in all?

Complete the bar model and write an equation to find the number of cans on the shelf.

A screenshot of a social media post

Description automatically generated

Module 14 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

There are 13 cans of green beans and 35 cans of corn on a shelf at the supermarket. How many cans are there in all?

Complete the bar model and write an equation to find the number of cans on the shelf.

A screenshot of a social media post

Description automatically generated

Module 14 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write an equation to represent the bar model, then solve.

A screenshot of a cell phone

Description automatically generated

Module 14 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write an equation to represent the bar model, then solve.

A screenshot of a cell phone

Description automatically generated

Module15 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lance has 15 eggs. He buys 18 more eggs. How many eggs does he have now? Write an equation to find the answer.

Module15 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lance has 15 eggs. He buys 18 more eggs. How many eggs does he have now? Write an equation to find the answer.

Module15 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lance has 15 eggs. He buys 18 more eggs. How many eggs does he have now? Write an equation to find the answer.

Module15 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lance has 15 eggs. He buys 18 more eggs. How many eggs does he have now? Write an equation to find the answer.

Module 15 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grant drives 56 miles each day. Anna drives 39 miles each day. How many more miles does Grant drive each day? Write an equation to solve the problem.

Module 15 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grant drives 56 miles each day. Anna drives 39 miles each day. How many more miles does Grant drive each day? Write an equation to solve the problem.

Module 15 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grant drives 56 miles each day. Anna drives 39 miles each day. How many more miles does Grant drive each day? Write an equation to solve the problem.

Module 15 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grant drives 56 miles each day. Anna drives 39 miles each day. How many more miles does Grant drive each day? Write an equation to solve the problem.

Module 15 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jan and Brett each pick 15 oranges. Then they buy one bag of 12 oranges. How many oranges do they have now?

Module 15 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jan and Brett each pick 15 oranges. Then they buy one bag of 12 oranges. How many oranges do they have now?

Module 15 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jan and Brett each pick 15 oranges. Then they buy one bag of 12 oranges. How many oranges do they have now?

Module 15 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jan and Brett each pick 15 oranges. Then they buy one bag of 12 oranges. How many oranges do they have now?

Module 16 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use a quick picture to represent and solve the problem.

128 + 341 = \_\_\_\_\_\_\_\_

Module 16 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use a quick picture to represent and solve the problem.

128 + 341 = \_\_\_\_\_\_\_\_

Module 16 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Show how to find the sum of 319 and 244 by breaking apart the addends. Use numbers, drawings, and words.

Module 16 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Show how to find the sum of 319 and 244 by breaking apart the addends. Use numbers, drawings, and words.

Module 16 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ana adds 363 + 229. She regroups in the tens place. Is she correct? Explain your thinking.

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Module 16 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ana adds 363 + 229. She regroups in the tens place. Is she correct? Explain your thinking.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 16 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the sum. Show your work.

673 + 294 =

Module 16 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the sum. Show your work.

673 + 294 =

Module 16 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the sum. Show your work.

673 + 294 =

Module 16 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the sum. Show your work.

673 + 294 =

Module 17 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Make a concrete model or draw a visual model to find 679 – 432.

Module 17 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Make a concrete model or draw a visual model to find 679 – 432.

Module 17 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find 524 – 160. Make a concrete model or draw a visual model to solve.

A screenshot of a social media post

Description automatically generated

Module 17 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find 524 – 160. Make a concrete model or draw a visual model to solve.

A screenshot of a social media post

Description automatically generated

Module 17 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find 814 – 493. Make a concrete model or draw visual model to solve.

A screenshot of a social media post

Description automatically generated

Module 17 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find 814 – 493. Make a concrete model or draw visual model to solve.

A screenshot of a social media post

Description automatically generated

Module 17 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find 600 – 346. Draw visual model to solve.

A close up of a clock

Description automatically generated

Module 17 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find 600 – 346. Draw visual model to solve.

A close up of a clock

Description automatically generated

Module 17 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subtract.

8 0 0

– 6 2 2

Module 17 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subtract.

8 0 0

– 6 2 2

Module 17 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subtract.

8 0 0

– 6 2 2

Module 17 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subtract.

8 0 0

– 6 2 2

Module 17 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Solve.

6 0 2

+ 1 9 8

Module 17 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Solve.

6 0 2

+ 1 9 8

Module 17 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Solve.

6 0 2

+ 1 9 8

Module 17 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Solve.

6 0 2

+ 1 9 8

Module 18 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Explain how to estimate the length of a pencil using a 1-inch square tile.

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Module 18 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Explain how to estimate the length of a pencil using a 1-inch square tile.

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Module 18 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You measured this piece of ribbon with 4 square tiles and found it is about 4 inches long.

What would the length in inches of the ribbon be if it measured three squares with the paper ruler?

A close up of a logo

Description automatically generated

Module 18 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You measured this piece of ribbon with 4 square tiles and found it is about 4 inches long.

What would the length in inches of the ribbon be if it measured three squares with the paper ruler?

A close up of a logo

Description automatically generated

Module 18 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You measured this piece of ribbon with 4 square tiles and found it is about 4 inches long.

What would the length in inches of the ribbon be if it measured three squares with the paper ruler?

A close up of a logo

Description automatically generated

Module 18 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You measured this piece of ribbon with 4 square tiles and found it is about 4 inches long.

What would the length in inches of the ribbon be if it measured three squares with the paper ruler?

A close up of a logo

Description automatically generated

Module 18 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Explain how to use an inch ruler to measure the length of an object to the nearest inch.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 18 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

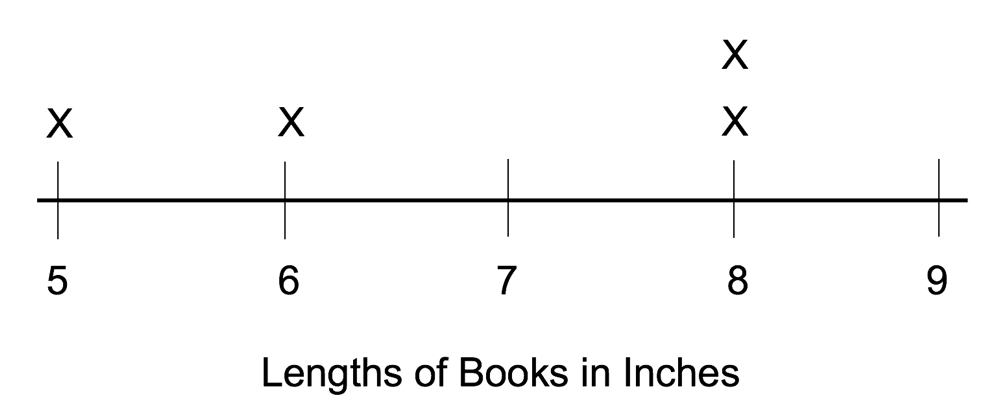
Explain how to use an inch ruler to measure the length of an object to the nearest inch.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 18 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



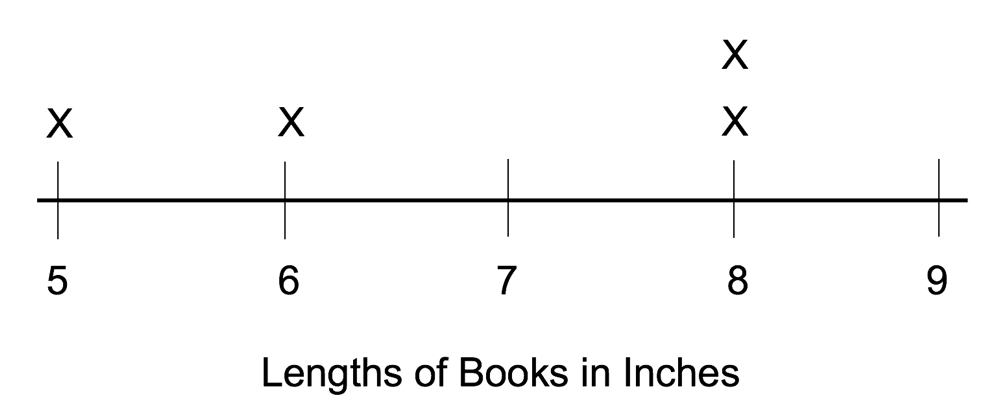
What is the length of the longest book measured?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is the length of the shortest book?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Module 18 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



What is the length of the longest book measured?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is the length of the shortest book?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Module 18 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Hold up a string or ribbon that is 3 feet long. Have children estimate its length in feet.

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Module 18 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Hold up a string or ribbon that is 3 feet long. Have children estimate its length in feet.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Module 18 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Hold up a string or ribbon that is 3 feet long. Have children estimate its length in feet.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Module 18 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Hold up a string or ribbon that is 3 feet long. Have children estimate its length in feet.

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Module 18 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jonas says that a picture that is 2 feet long is 48 inches long. Is Jonas correct?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 18 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jonas says that a picture that is 2 feet long is 48 inches long. Is Jonas correct?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 18 Lesson 7 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Have children point to an object that is about 1 yard long.

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Module 18 Lesson 7 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Have children point to an object that is about 1 yard long.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Module 18 Lesson 7 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Have children point to an object that is about 1 yard long.

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Module 18 Lesson 7 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Have children point to an object that is about 1 yard long.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Module 18 Lesson 8 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Show children an object and have them choose a tool to measure its length.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Module 18 Lesson 8 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Show children an object and have them choose a tool to measure its length.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Module 18 Lesson 8 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Show children an object and have them choose a tool to measure its length.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Module 18 Lesson 8 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Show children an object and have them choose a tool to measure its length.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Module 19 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Display two objects for children. One object should be about 4 centimeters long (such as a pencil sharpener). The other object should be about 16 centimeters long (such as a pencil).

1. Which object is shorter, the pencil sharpener or the pencil? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. The pencil sharpener is 4 centimeters long. What is a good estimate for the length of the pencil? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Module 19 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Display two objects for children. One object should be about 4 centimeters long (such as a pencil sharpener). The other object should be about 16 centimeters long (such as a pencil).

1. Which object is shorter, the pencil sharpener or the pencil? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. The pencil sharpener is 4 centimeters long. What is a good estimate for the length of the pencil? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Module 19 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A close up of a logo

Description automatically generated

Use a centimeter ruler to measure the object.

\_\_\_\_\_\_\_\_\_\_\_ centimeters

Module 19 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A close up of a logo

Description automatically generated

Use a centimeter ruler to measure the object.

\_\_\_\_\_\_\_\_\_\_\_ centimeters

Module 19 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A close up of a logo

Description automatically generated

Use a centimeter ruler to measure the object.

\_\_\_\_\_\_\_\_\_\_\_ centimeters

Module 19 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A close up of a logo

Description automatically generated

Use a centimeter ruler to measure the object.

\_\_\_\_\_\_\_\_\_\_\_ centimeters

Module 19 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Estimate the length of the classroom wall in meters.   
  
  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Choose a classroom object. Estimate its length in meters.  
  
  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Module 19 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Estimate the length of the classroom wall in meters.   
  
  
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Choose a classroom object. Estimate its length in meters.  
  
  
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Module 19 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Estimate the length of the classroom wall in meters.   
  
  
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Choose a classroom object. Estimate its length in meters.  
  
  
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Module 19 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Estimate the length of the classroom wall in meters.   
  
  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Choose a classroom object. Estimate its length in meters.  
  
  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Module 19 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Will there be more centimeter units or meter units when measuring the length of a table? Explain.

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Module 19 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Will there be more centimeter units or meter units when measuring the length of a table? Explain.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 20 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use the yardstick to subtract 34 – 11. Then write the equation and answer.



Module 20 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use the yardstick to subtract 34 – 11. Then write the equation and answer.



Module 20 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use the yardstick to subtract 34 – 11. Then write the equation and answer.



Module 20 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use the yardstick to subtract 34 – 11. Then write the equation and answer.



Module 20 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sammy has 2 books. One book is 8 inches long. The other book is 12 inches long. How long are the books put together?

Write an equation using for the unknown number. Use the number line to solve.

A picture containing object, antenna

Description automatically generated

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ inches

Module 20 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sammy has 2 books. One book is 8 inches long. The other book is 12 inches long. How long are the books put together?

Write an equation using for the unknown number. Use the number line to solve.

A picture containing object, antenna

Description automatically generated

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ inches

Module 20 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Wendy has a paper chain that is 13 centimeters long. She puts 12 centimeters more on the paper chain. How long is the paper chain now?

\_\_\_\_\_\_\_\_\_\_\_ centimeters

Module 20 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Wendy has a paper chain that is 13 centimeters long. She puts 12 centimeters more on the paper chain. How long is the paper chain now?

\_\_\_\_\_\_\_\_\_\_\_ centimeters

Module 20 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Wendy has a paper chain that is 13 centimeters long. She puts 12 centimeters more on the paper chain. How long is the paper chain now?

\_\_\_\_\_\_\_\_\_\_\_ centimeters

Module 20 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Wendy has a paper chain that is 13 centimeters long. She puts 12 centimeters more on the paper chain. How long is the paper chain now?

\_\_\_\_\_\_\_\_\_\_\_ centimeters

Module 20 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A wire is 13 centimeters long. Then it is cut. Now the wire is 8 centimeters long. How many centimeters were cut off?

Write an equation using for the unknown number. Use the number line to solve.

A close up of a clock

Description automatically generated

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ centimeters

Module 20 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A wire is 13 centimeters long. Then it is cut. Now the wire is 8 centimeters long. How many centimeters were cut off?

Write an equation using for the unknown number. Use the number line to solve.

A close up of a clock

Description automatically generated

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ centimeters

Module 20 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write an equation describing the difference in length of the yarns. Explain.

A picture containing measuring stick, caliper, object, wrench

Description automatically generated

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Module 20 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write an equation describing the difference in length of the yarns. Explain.

A picture containing measuring stick, caliper, object, wrench

Description automatically generated

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Module 21 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many faces, edges, and vertices does a cube have?

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Module 21 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many faces, edges, and vertices does a cube have?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Module 21 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many faces, edges, and vertices does a cube have?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Module 21 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many faces, edges, and vertices does a cube have?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Module 21 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Order the following shapes based on their number of vertices, from least to greatest:

hexagon quadrilateral triangle pentagon

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Module 21 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Order the following shapes based on their number of vertices, from least to greatest:

hexagon quadrilateral triangle pentagon

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Module 21 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Order the following shapes based on their number of vertices, from least to greatest:

hexagon quadrilateral triangle pentagon

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Module 21 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Order the following shapes based on their number of vertices, from least to greatest:

hexagon quadrilateral triangle pentagon

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Module 21 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write the number of angles for each shapes:

triangle \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

quadrilateral \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

pentagon \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

hexagon \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Module 21 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write the number of angles for each shapes:

triangle \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

quadrilateral \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

pentagon \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

hexagon \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Module 21 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write the number of angles for each shapes:

triangle \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

quadrilateral \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

pentagon \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

hexagon \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Module 21 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write the number of angles for each shapes:

triangle \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

quadrilateral \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

pentagon \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

hexagon \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Module 22 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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If one row was added to Peggy’s rectangle in this rectangle, how many square tiles would be covering the rectangle?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Module 22 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |

If one row was added to Peggy’s rectangle in this rectangle, how many square tiles would be covering the rectangle?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Module 22 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- |
|  |  |  |
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If one row was added to Peggy’s rectangle in this rectangle, how many square tiles would be covering the rectangle?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Module 22 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |

If one row was added to Peggy’s rectangle in this rectangle, how many square tiles would be covering the rectangle?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Module 22 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write how many equal shares. Then write halves, thirds, or fourths to name the shares.

A close up of a logo

Description automatically generated

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Module 22 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write how many equal shares. Then write halves, thirds, or fourths to name the shares.

A close up of a logo

Description automatically generated

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Module 22 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write how many equal shares. Then write halves, thirds, or fourths to name the shares.

A close up of a logo

Description automatically generated

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Module 22 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write how many equal shares. Then write halves, thirds, or fourths to name the shares.

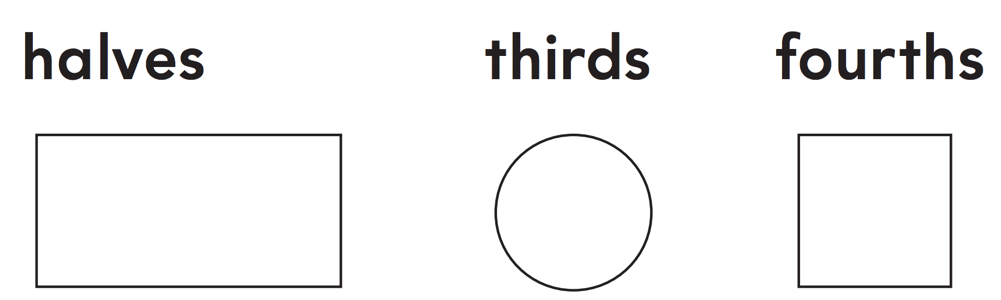
A close up of a logo

Description automatically generated

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

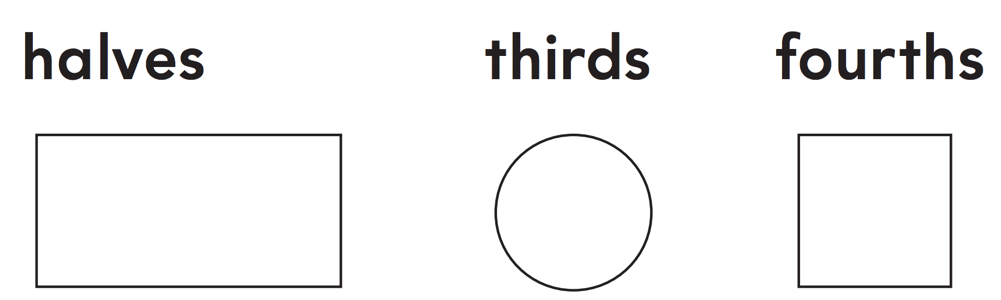
Module 22 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Draw to show halves, thirds, and fourths.

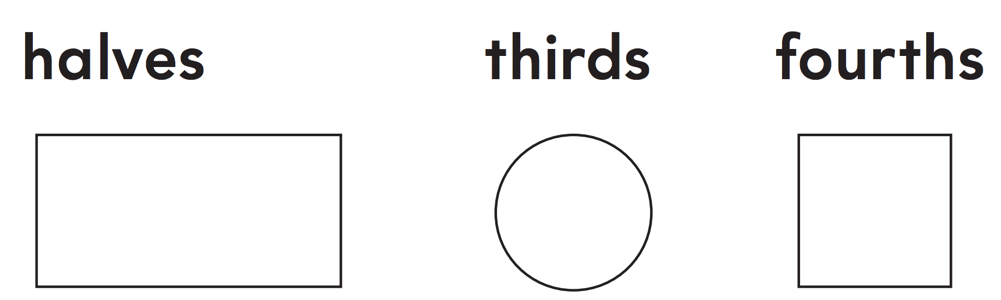


Module 22 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Draw to show halves, thirds, and fourths.

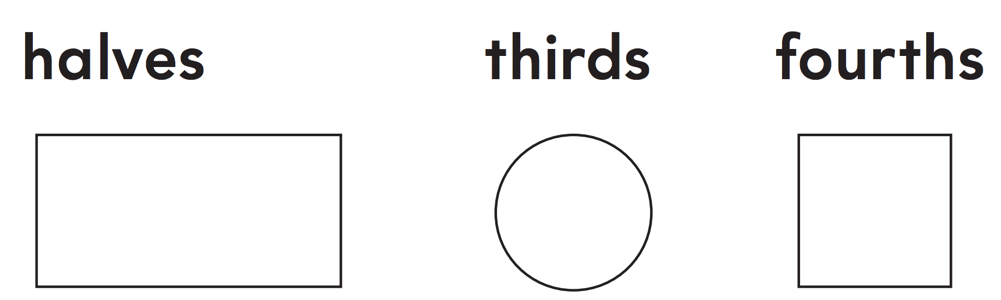
Module 22 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Draw to show halves, thirds, and fourths.



Module 22 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Draw to show halves, thirds, and fourths.



Module 22 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Draw and color to show a share of the rectangle.

A half of A third of A fourth of

Module 22 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Draw and color to show a share of the rectangle.

A half of A third of A fourth of

Module 22 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Draw and color to show a share of the rectangle.

A half of A third of A fourth of

Module 22 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Draw and color to show a share of the rectangle.

A half of A third of A fourth of

Module 22 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Draw to show halves in two different ways.

Module 22 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Draw to show halves in two different ways.

Module 22 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Draw to show halves in two different ways.

Module 22 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Draw to show halves in two different ways.