Unit 1

Adding, Subtracting, and Working With Data

Essential Questions

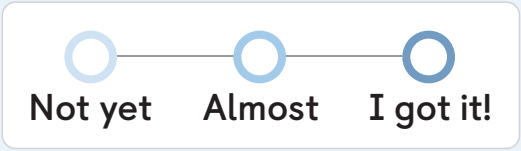
- How can you represent data in a way others can understand?
- How can you use counting to help you add and subtract?

Unit Story: Ying's New Town

In this story, Ying calls her best friend to tell her about the new town she lives in.

Watch Your Knowledge Grow

This is the math you'll explore in this unit. Rate your understanding to see how your knowledge grows!



I can . . .	Before	After
Collect and show data using tally charts.		
Create picture graphs.		
Create bar-type graphs.		
Ask and answer questions about data using picture graphs and bar-type graphs.		
Find the sum when adding 1 and 2 to a number.		
Find the difference when subtracting 1 and 2 from a number.		
Use 2 numbers to make 10 in different ways.		
Find out if expressions on both sides of the equal sign are equal.		

Sub-Unit

1

Showing Your Data

Unit Story: Ying's New Town

Bill45/Shutterstock.com

Ying surveyed her class about their favorite sea animal.

How could she represent their answers?

Name _____

TEKS: 1.1.B, 1.1.D, Building Toward 1.8.A

Explore: Our Math Tools

How can we organize our math tools to show how many we have?

Warm-Up

eyes on teacher

Discuss Where did you see math in this story?

Ying's New Town

Unit Story

Activity

Name _____

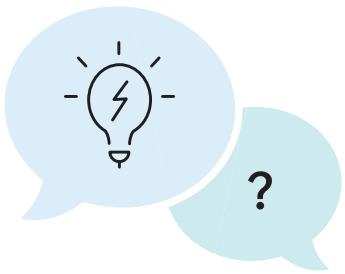
Look at your math tools. Organize your math tools in a way that makes it clear for others to know how many of each tool you have.

Ways to be a mathematician

1. I can take my time to think about a challenging problem before trying to solve it.

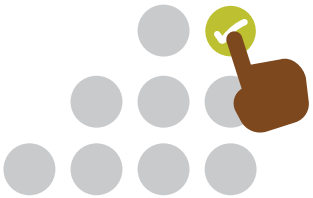
Not yet Almost I got it!

2. I can explain why my mathematical ideas make sense.



Not yet Almost I got it!

3. I can see how ideas are connected and use patterns to help solve problems.



Not yet Almost I got it!

Name _____

TEKS: 1.1.E, 1.6.A, 1.8.A

Shapes Ying Saw

Let's sort picture cards and show how many.

I can be all of me in math class. In the story, Ying realized that she likes her town. What is the best thing about where you live?

Warm-Up

eyes on teacher

Activity 1 Sorting Shape Cards

Hands-On

1 Sort

Sort the shapes that Ying saw at the lake into **3** categories.

2 Discuss

Explain to another pair how you sorted the shapes. Tell how many are in each category.

- We sorted the shapes by _____.
- This category has _____.

Activity 2

Name _____

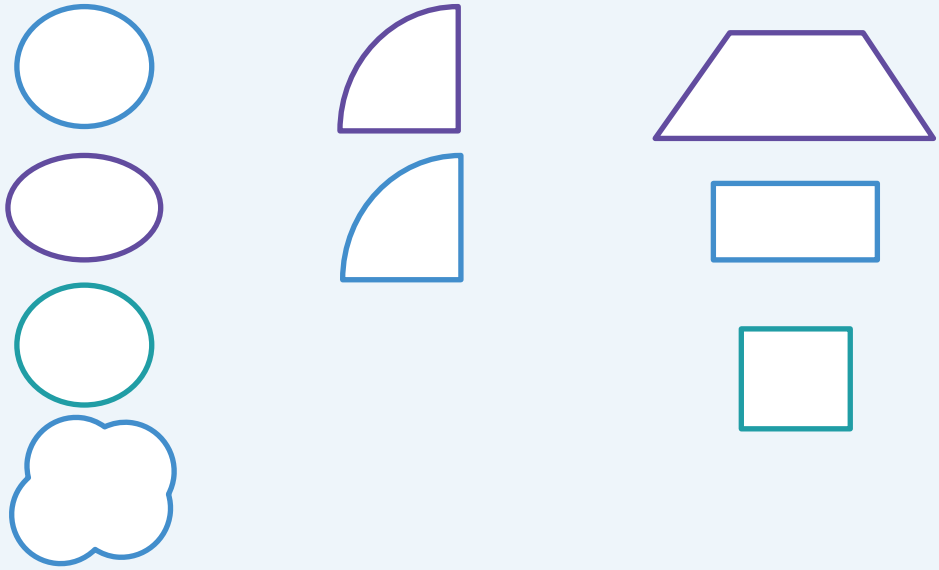
Creating Representations

3 Represent how many shape cards are in each of your categories.

Draw

Summary 1.02

Objects can be organized into categories and represented with pictures, symbols, numbers, or words to make information clear for others to understand.



Practice 1.02

You'll play this Center.

Shake and Spill

Which Is More?

Let's compare.

Name _____

Jada and Priya sorted their stickers into 2 categories. Use the image for Problems 1 and 2.

Category 1

Category 2

1 How did they sort the stickers?

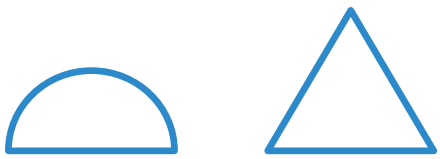
_____

2 How many stickers are in each category?

Category 1: _____ stickers

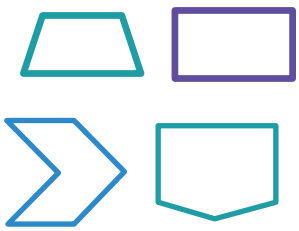
Category 2: _____ stickers

3 Draw each shape in the category where it belongs.

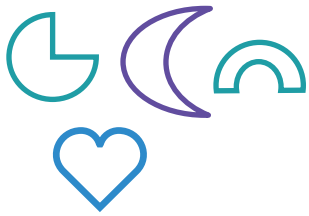


Draw

Category 1



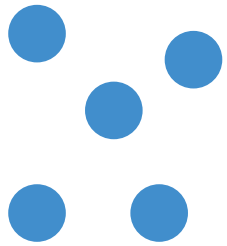
Category 2



Name _____

Spiral Review

For Problems 4–6, write the number that shows how many dots.

4 

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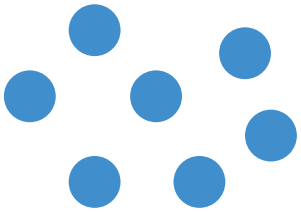
5 

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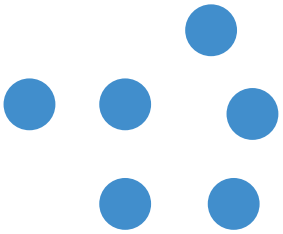
6 

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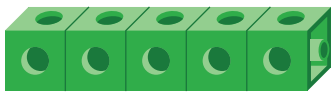
For Problems 7–9, write the number that shows how many cubes.

7 

_____

8 

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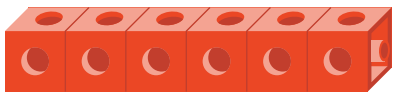
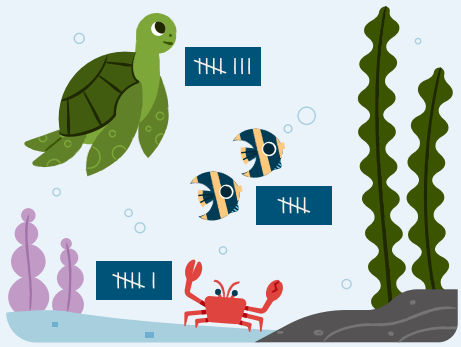
9 

_____

Name _____

TEKS: 1.1.D, 1.1.E, 1.8.A

What Is Your Favorite Sea Animal?



Let's collect and show data about our class.

Warm-Up eyes on teacher

We are a math community.
What questions could you ask someone in your math class to help you get to know them?

Activity 1 Taking a Survey

1 **Survey** your classmates to find out what their favorite sea animals are.
Fill in the chart with the data that were collected.

What Is Your Favorite Sea Animal?

 fish	 jellyfish	 turtle

Activity 2

Name _____

Interpreting Data in Tally Charts

2 Discuss

Look at the tally charts.
Tell your partner how many votes there are in each category and how you know.
What is the class's favorite sea animal? How do you know?

- There are _____ votes for dolphin, _____ votes for starfish, and _____ votes for octopus.
- The class's favorite sea animal is _____. I know because _____.

Summary 1.03

You can use a **survey** to collect data. Tally marks help represent and organize the data in a tally chart to show how many in each category.

What is Your Favorite Fruit?

 apple	 banana	 orange
𝍸 |	𝍸	𝍸 𝍸

survey A tool that can be used to collect information about a group of people's answers to the same question.

Practice 1.03

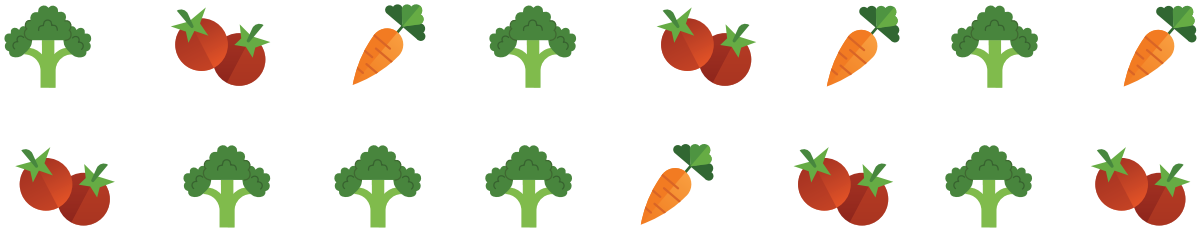
You'll play this Center.

Counting Collections Up to 20

Let's count and show how many.

Name _____

1 In the tally chart, draw tally marks to show how many votes there are for each type of vegetable.



Draw

What Is Your Favorite Vegetable?

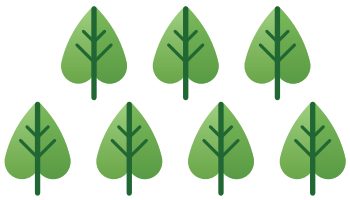
 carrot	 broccoli	 tomatoes

Spiral Review

For Problems 2 and 3, write the number that shows how many you see.

2 

_____

3 

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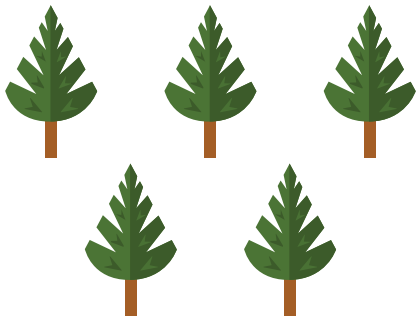
Name _____

For Problems 4 and 5, write the number that shows how many you see.

4



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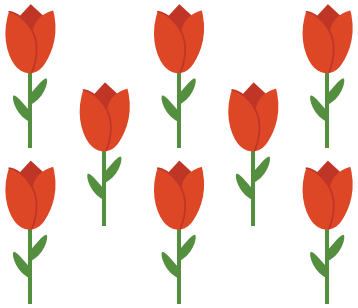

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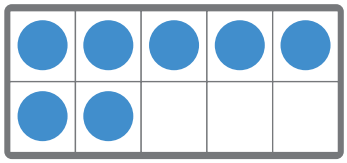
For Problems 6–8, draw lines to match the number with the correct group of dots.

6

9



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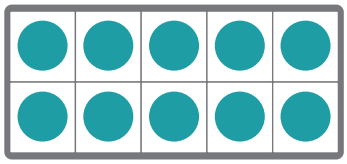

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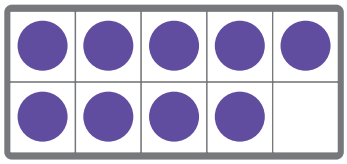


Name _____

TEKS: 1.1.D, 1.1.E, 1.8.B, 1.8.C

Representing Data

Let's represent data in different types of graphs.

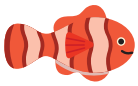
Warm-Up eyes on teacher

We are a math community. What can you do to make someone feel safe and have fun in math class?

Activity 1 Creating a Picture Graph

1 Zora collected data that represent her class's favorite sea animals in the tally chart.

Favorite Sea Animals

 fish	 jellyfish	 turtle
𝍸 |||	|||	𝍸

Name _____

Creating a Picture Graph (continued)

Use the data Zora collected to create a picture graph.

Draw

2 Discuss

Ask your partner a question that can be answered using information from the picture graph.

- How many _____?
- What is _____?

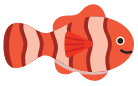
Activity 2

Name _____

Creating a Bar-Type Graph

3 Ying collected data that represent her class's favorite sea animals in the tally chart.

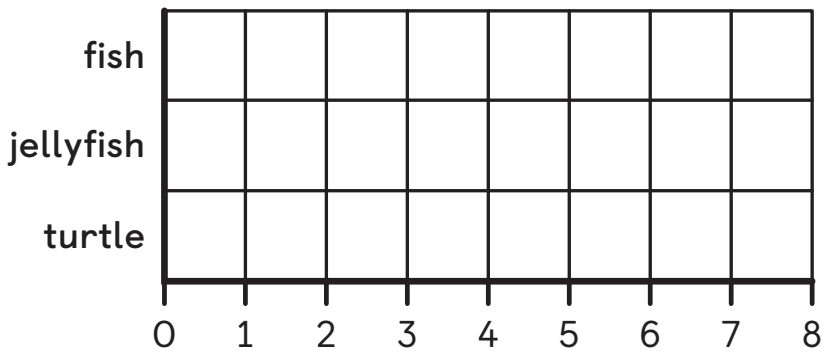
Favorite Sea Animals

 fish	 jellyfish	 turtle
𝍸 |	𝍸 ||	||||

Use the data Ying collected to create a **bar-type graph**. Shade **1** box for each vote.

Draw

Favorite Sea Animals



Name _____

Creating a Bar-Type Graph (continued)

4 Discuss

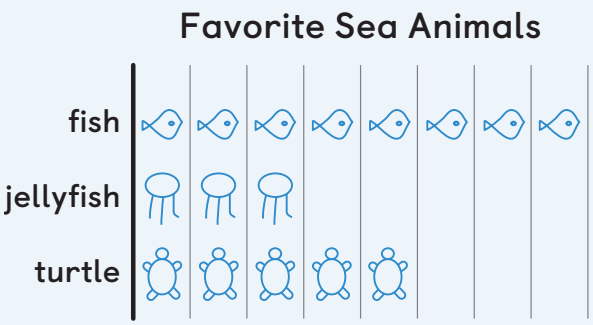
Explain to your partner how you represented the data in the bar-type graph, and tell how many votes are in each category.

- I represented the data by _____.
- The category for _____ has _____.

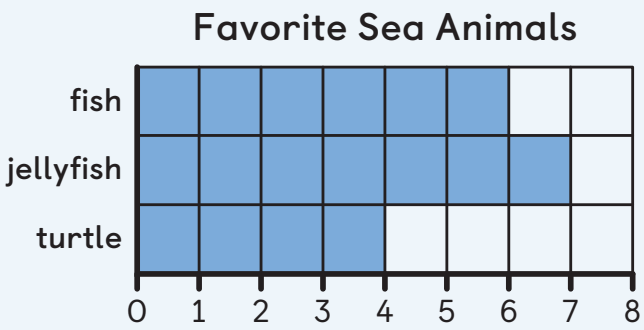
Summary 1.04

A picture graph or a **bar-type graph** can be used to represent the data to show how many in each category.

Picture graph



Bar-type graph



bar-type graph A representation of data using bars to show how many in each category.

Practice 1.04

Choose from these Centers.

Counting Collections

Up to 20

Shake and Spill

Which Is More?

Name _____

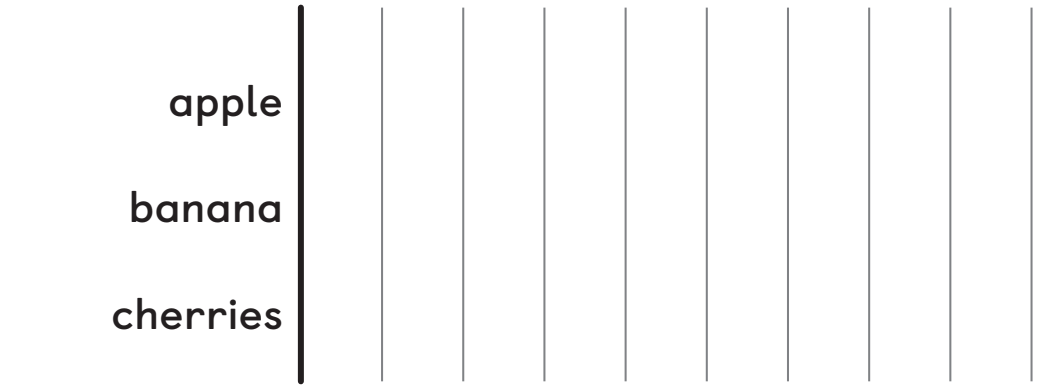
1 Use the data in the tally chart to create a picture graph and a bar-type graph.

Favorite Fruit

 apple	 banana	 cherries
𝍸	𝍸 | | |	| | |

Draw

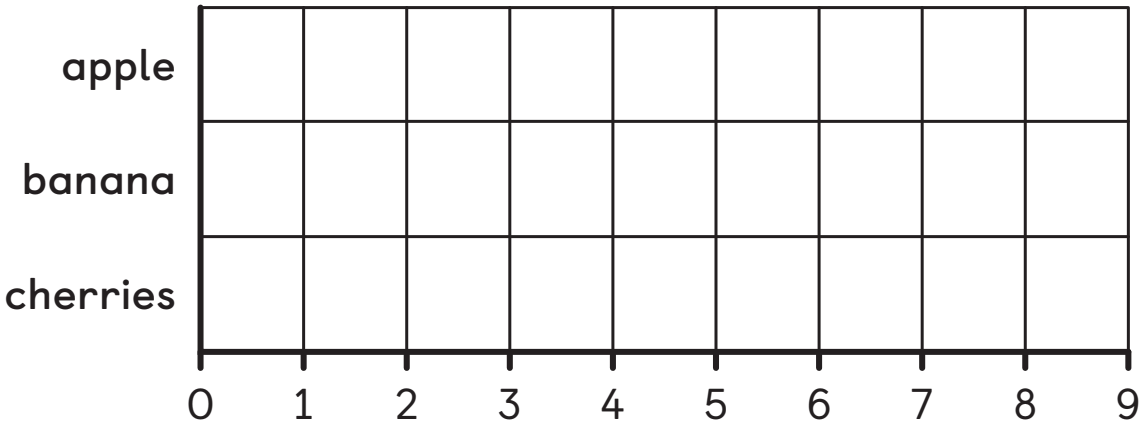
Favorite Fruit



Shade 1 box for each fruit.

Draw

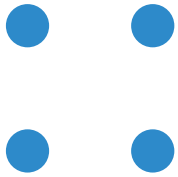
Favorite Fruit



Name _____

Spiral Review

For Problems 2–7, write the number that shows how many.

2 

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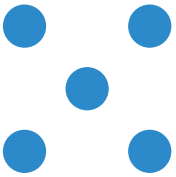
3 

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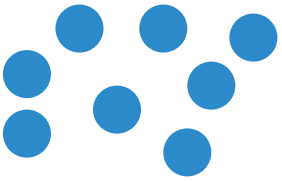
4 

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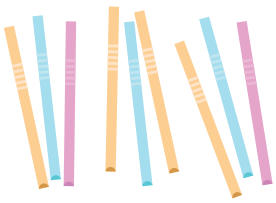
5 

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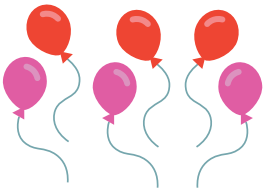
7 

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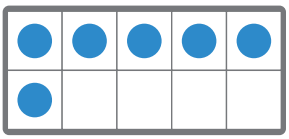
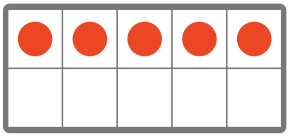
For Problems 8–10, draw lines to match the number with the correct group of dots.

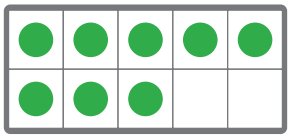
8 5

9 6

10 8





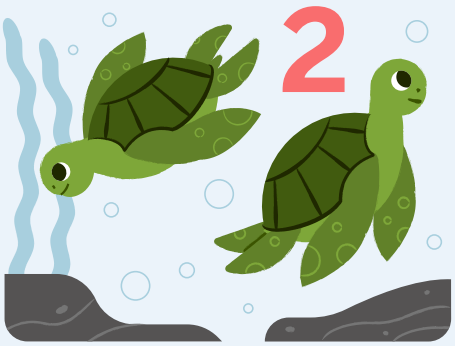


Name _____

TEKS: 1.1.D, 1.1.E, 1.8.A, 1.8.B

Show Us Your Data

Let's share and compare representations.



Warm-Up eyes on teacher

I can be all of me in math class. Ying described her new town so Zora could imagine it. How could you describe math class?

Activity 1 Representing the Class Data

1 Draw tally marks to show the survey data in the tally chart.

Draw

What is Your Favorite Sea Animal?

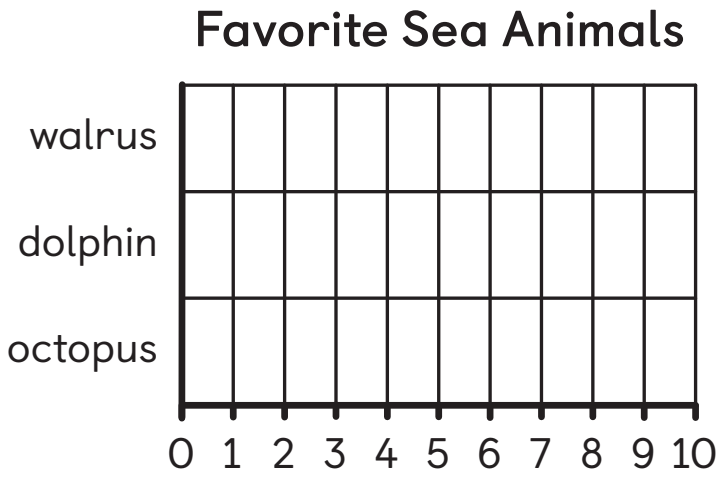
 walrus	 dolphin	 octopus

Name _____

Representing the Class Data (continued)

2 Use the data collected in Problem 1 to create a picture graph or a bar-type graph.

Draw



Activity 2

Name _____

Comparing Representations

3 Discuss

Look at the data representation.
Describe what you see, and explain how it helps you understand the data.

I see _____. This helps me understand the data because _____.

4

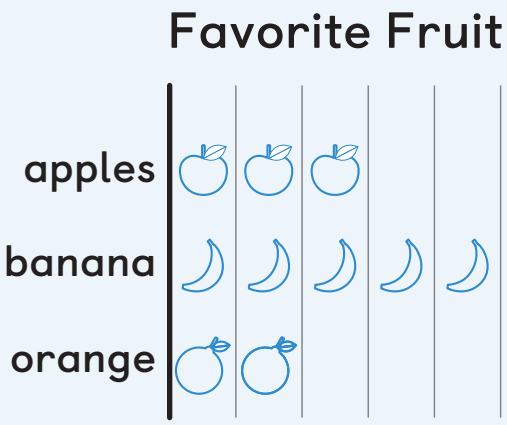
Do you prefer representing data using a picture graph or a bar-type graph? Why?

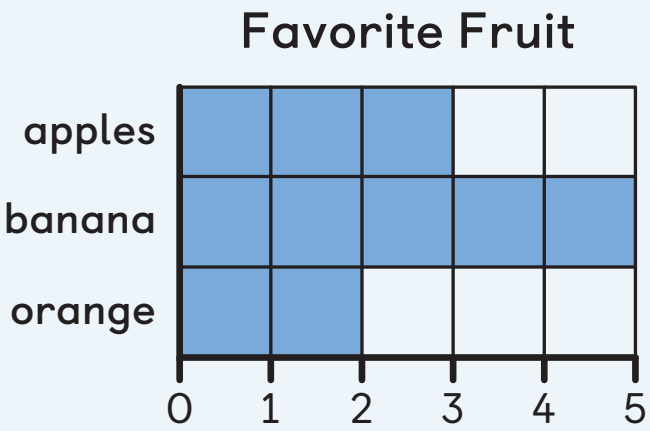
_____

_____

Summary 1.05

Data can be represented with labels and a title so others can understand the data.





Practice 1.05

Choose from these Centers.

Counting Collections

Up to 20

Shake and Spill

Which is More?

Name _____

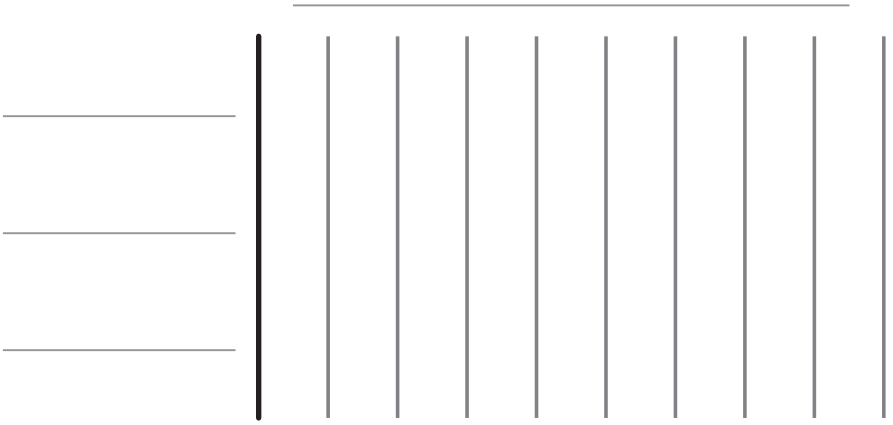
For Problems 1 and 2, use the data in the tally chart.

Favorite Food for Lunch

 taco	 rice	 sandwich
𝍸 |	𝍸	||||

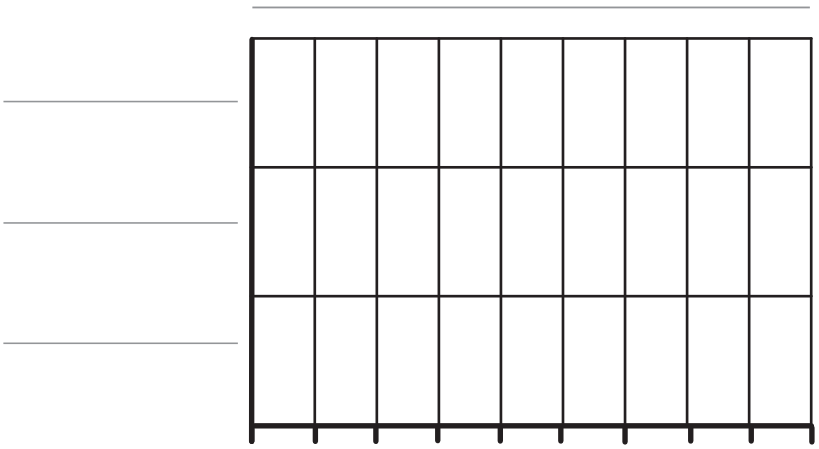
1 Create a picture graph.

Draw



2 Create a bar-type graph. Shade **1** box for each vote.

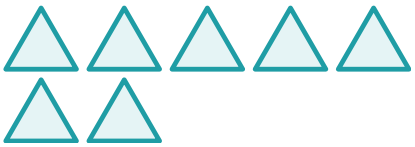
Draw



Name _____

Spiral Review

For Problems 3–6, write the number that shows how many shapes.

3 

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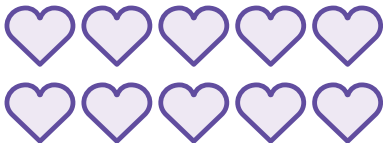
4 

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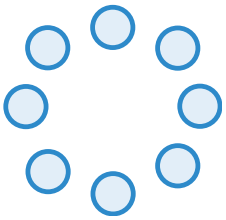
5 

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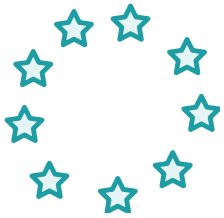
6 

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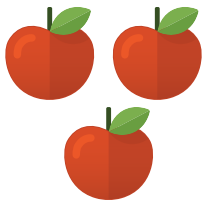
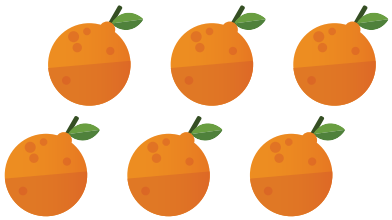
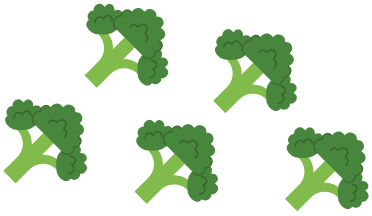
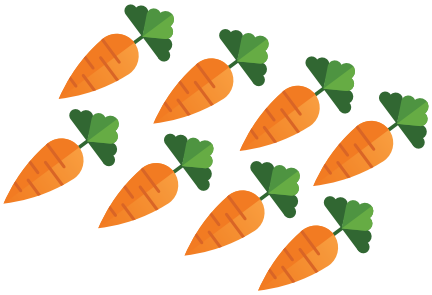
7 Circle the group that has *more*.





8 Circle the group that has *fewer*.



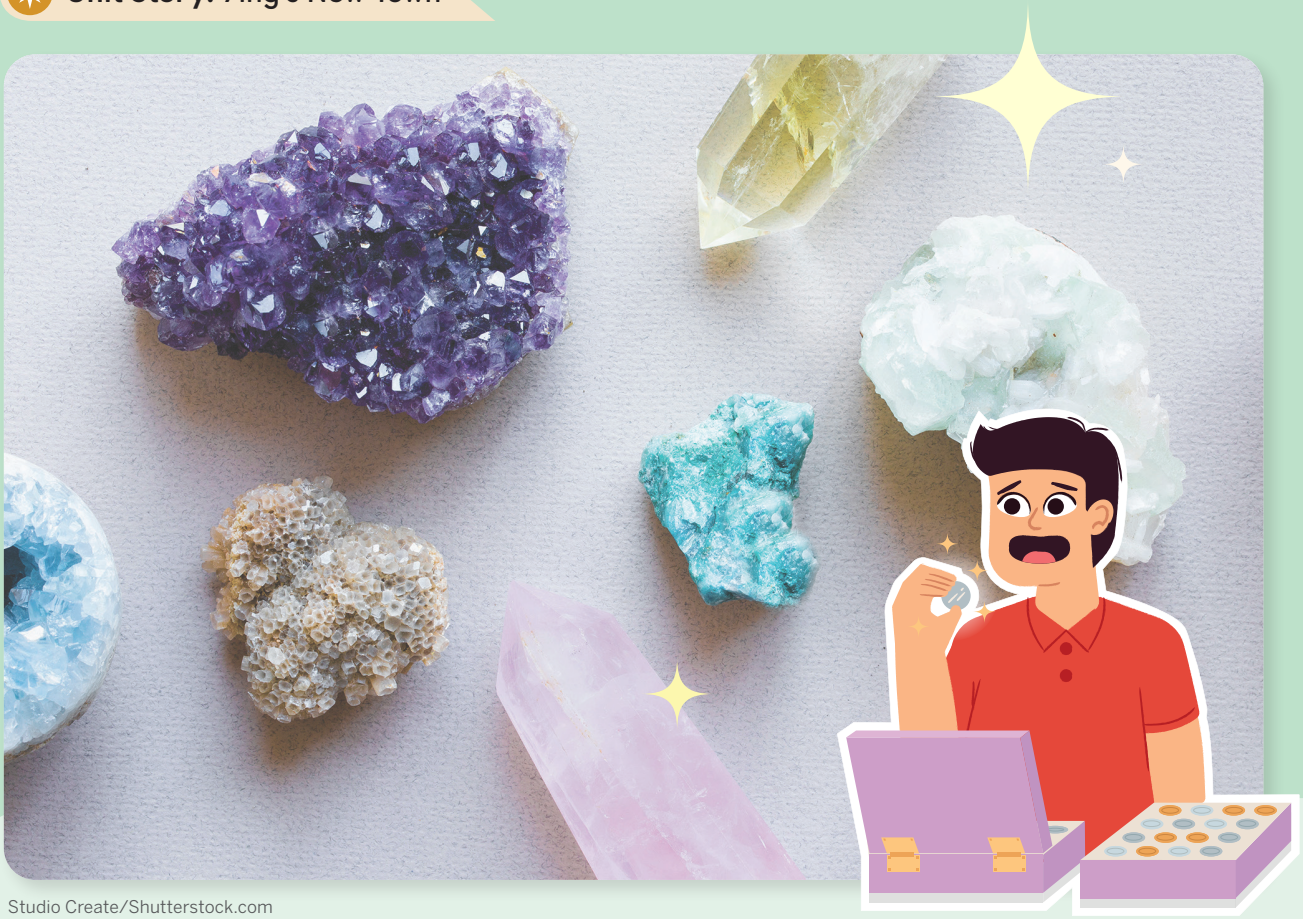


Sub-Unit

2

Adding and Subtracting Within 10

Unit Story: Ying's New Town



Studio Create/Shutterstock.com

Ying's dad likes to buy and sell different rocks for his collection.

How can he add and subtract to keep track of the number of rocks in his collection?

Unit 1
Lesson
6

Name _____

TEKS: 1.1.A, 1.1.F, 1.2.A, 1.2.B, 1.3.C

Aquarium Plants and Animals

Let's write addition expressions to represent 2 groups.

Warm-Up eyes on teacher

I can be all of me in math class. What are some words or phrases that represent you as a part of our math community?

Activity 1 Together in the Tank

1 Discuss

Look at the aquarium. Tell your partner how many sea animals of each type there are.

There are _____ turtles, _____ fish, and _____ jellyfish.

2 Discuss

Make your own aquarium with 10 plants and animals. Use red and yellow counters to show how many plants and animals there might be. Tell your partner how you made 10.

I made 10 with _____ plants and _____ animals.

Activity 2

Name _____

Finding All The Possible Ways

3 Hands-On

Use the materials to find all the ways you can make 10. Write an addition expression to match each way you find.

Addition expressions

_____ ☐ _____

_____ ☐ _____

_____ ☐ _____

_____ ☐ _____

_____ ☐ _____

_____ ☐ _____

_____ ☐ _____

_____ ☐ _____

_____ ☐ _____

_____ ☐ _____

_____ ☐ _____

_____ ☐ _____

Summary 1.06

There are different ways to write addition expressions that make 10.

All the possible ways of making 10

0 + 10	10 + 0
1 + 9	9 + 1
2 + 8	8 + 2
3 + 7	7 + 3
4 + 6	6 + 4

5 + 5

Practice 1.06

You'll play this Center.

Shake and Spill Represent

Let's figure out how many red counters, yellow counters, and the total.

Name _____

1 Diego bought 10 red and blue beads to make a bracelet.

How many of each color of bead could there be?
Draw **2** different ways to make Diego's 10 beads.
Write an addition expression to represent each way.

Show your thinking.

answer: _____ blue beads

_____ red beads

addition expression: _____

answer: _____ blue beads

_____ red beads

addition expression: _____

Name _____

Spiral Review

For Problems 5–7, write the number that shows how many fruits.

2 

_____

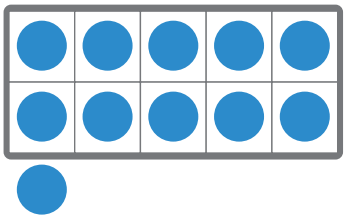
3 

_____

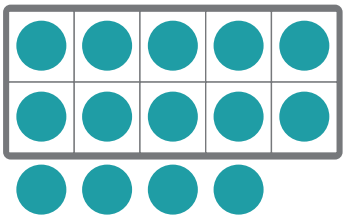
4 

_____

For Problems 8–11, circle the number that shows how many dots.

5 

11 14 13

6 

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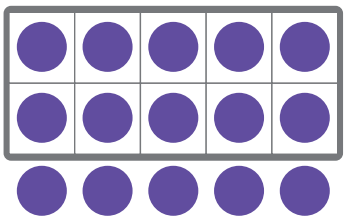
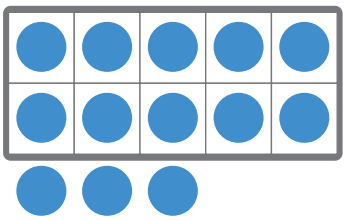
7 

16 10 15

8 

13 19 18

Unit 1
Lesson
7

Name _____

TEKS: 1.1.A, 1.1.B, 1.2.A, 1.3.B, 1.3.F, 1.5.A, 1.5.D

At the Aquarium

Let's act out, tell, and represent addition story problems.

I am a doer of math.
How do you use addition vat home?

Warm-Up eyes on teacher

Activity 1 Ying's Aquarium Story

1 Discuss

Look at the aquarium.
Tell your partner how many sea animals of each type there are.

There are _____ and _____.

Name _____

Ying's Aquarium Story (continued)

Hands-On

Use the Mat to act out the story problems and answer the questions.

2 Ying saw 3 orange fish and Zora saw 5 blue fish. How many fish did they see?

answer: 3 + 5 = _____ fish

3 There are 2 large turtles and 7 small turtles. How many turtles are there?

answer: 2 + 7 = _____ turtles

Activity 2

Name _____

Your Addition Stories

Hands-On

Use the Mat and connecting cubes to act out the story problems.

4 Discuss

Listen to your partner's story problem. Tell your partner if you think their story problem matches the equation.

- Your story problem matches the equation because _____.
- Your story problem does not match the equation because _____.
- The **sum** in your story problem is _____.

Summary 1.07

Addition can be represented with story problems, objects, pictures, or **equations**.

There are 4 green fish and 4 yellow fish in the aquarium.

How many fish are in the aquarium?

equation: **4 + 4 = 8**

The **sum** is 8.

sum The total when 2 or more numbers are added.

Practice 1.07

Choose from these Centers.

Counting Collections

Up to 20

Shake and Spill

Which is More?

Shake and Spill

Represent

Name _____

There are 2 red crabs and 8 brown crabs.
Use the story for Problems 1 and 2.

1 How many crabs are there?

answer: _____ crabs

2 Write an addition equation to match the story.

equation: _____

There are 3 small fish and 4 large fish.
Use the story for Problems 3 and 4.

3 How many fish are there?

answer: _____ fish

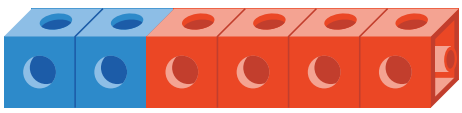
4 Write an addition equation to match the story.

equation: _____

For Problems 5 and 6, find the sum.

5 

3 + 2 = _____

6 

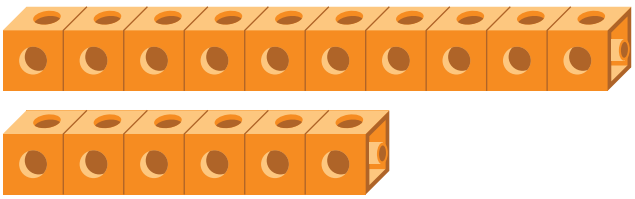
2 + 4 = _____

Name _____

Spiral Review

For Problems 7 and 8, write the number that shows how many cubes.

7



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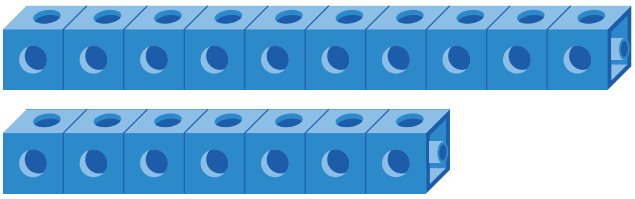


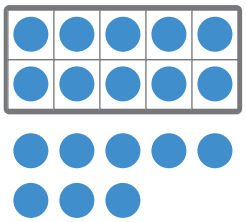
_____

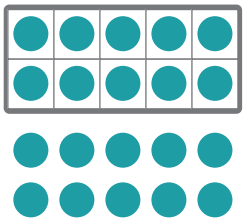
For Problems 9–11, draw lines to match the number with the correct group of dots.

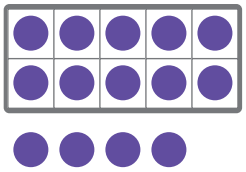
9 20

10 18

11 14







Name _____

TEKS: 1.1.F, 1.1.G, 1.3.D, 1.3.E, 1.5.F

What's the Sum?

Let's find the sum when adding 1.

Warm-Up eyes on teacher

We are a math community.
How did Ying feel about moving?
How could you make new friends feel welcome in class?

Activity 1 Addition Expressions

Find each sum.

Show your thinking.

1. 6 + 1 = _____

2. 3 + 1 = _____

Activity 1

Name _____

Addition Expressions (continued)

Find each sum.

Show your thinking.

3 5 + 1 = _____

4 4 + 1 = _____

5 Discuss

What do you notice about the sums?

I notice _____.

Activity 2

Name _____

Mix and Mingle: Adding 1

6 Discuss

Tell your partner how you found the sum.

To add 1, I _____.

7 Discuss

Tell your partner if you think the conjecture is *true* or *false* and why.

- I think the conjecture is true because _____.
- I think the conjecture is false because _____.

Summary 1.08

You can count 1 more to add 1 to a number.

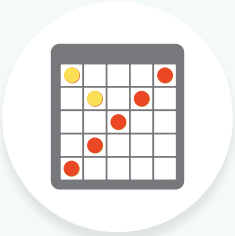
$$14 + 1 = 15$$

A true **conjecture** is that the result of counting 1 more is the same as adding 1.

conjecture A statement that you believe is true based on current information.

Practice 1.08

You'll play this Center.



Cover Up

Add 1 or 2

Let's add 1 or 2.

Name _____

For Problems 1–7, find the sum.

1. 9 + 1 = _____

2. 8 + 1 = _____

3. 7 + 1 = _____

4. 6 + 1 = _____

5. 1 + 6 = _____

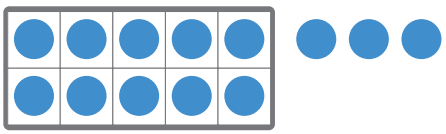
6. 5 + 1 = _____

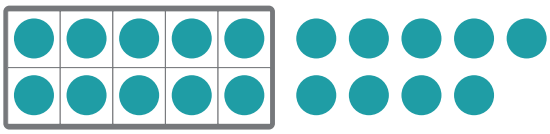
7. 1 + 5 = _____

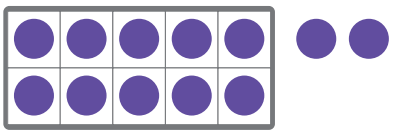
Name _____

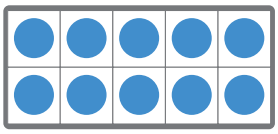
Spiral Review

For Problems 8–11, write the number that shows how many dots.

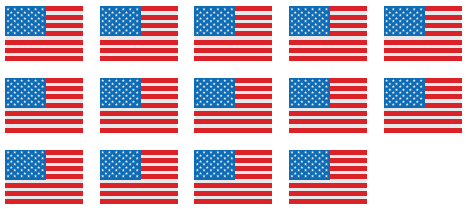
8  _____

9  _____

10  _____

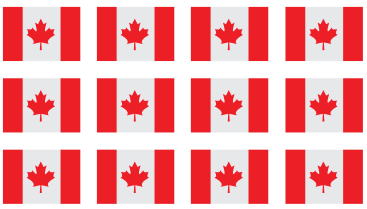
11  _____

For Problems 12 and 13, circle the number that shows how many flags.

12 

18 14

20 17

13 

19 14

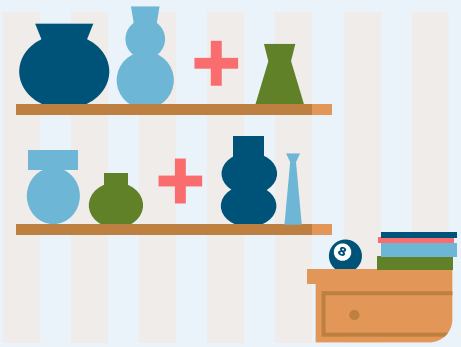
12 11

Name _____

TEKS: 1.1.F, 1.3.B, 1.3.D, 1.3.E, 1.5.F

Buying Antiques

Let's make connections between adding 1 and 2.



Warm-Up eyes on teacher

I can be all of me in math class.
Patterns are all around us.
What are some of your favorite patterns?

Activity 1 At the Antique Shop

Hands-On

Use counters or cubes to solve each story problem. Record the sum with a label.

1. Ying's dad has 6 purple crystals in his box.
How many will he have if he buys 1 more?

equation: 6 + 1 = _____ _____ crystals _____

2. Ying's dad has 6 black stones in his box.
How many stones will he have if he buys 2 more?

equation: 6 + 2 = _____ _____

3. Ying sees a man in line with 7 rings. The worker brings 2 more from the back. How many rings are there?

equation: 7 + 2 = _____ _____

Activity 2

Name _____

Adding 1 and 2

Hands-On

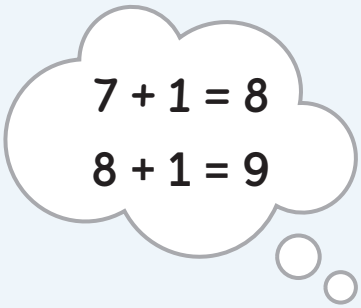
4 Roll a dot cube. Add 1 and 2 to that number. Write the number rolled and the sums in the table.

Number rolled	+ 1	+ 2

Summary 1.09

Making connections between counting and adding can help you add 2 to a number.

7 + 2

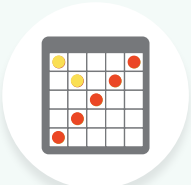


Practice 1.09

Choose from these Centers.

Counting Collections

Sort and Count



Cover Up

Add 1 or 2

Shake and Spill

Represent

Name _____

For Problems 1–7, find the sum.

1. 3 + 1 = _____

2. 3 + 2 = _____

3. 5 + 1 = _____

4. 5 + 2 = _____

5. 6 + 2 = _____

6. 2 + 8 = _____

7. 8 + 1 = _____

Name _____

Spiral Review

For Problems 8–11, write the number that shows how many flags.

8  _____

9  _____

10  _____

11  _____

12 Circle the group that has *fewer*.

13 Circle the group that has *more*.

Name _____

TEKS: 1.1.D, 1.1.G, 1.3.D, 1.5.E

Ying and Zora's Map

Let's figure out if addition equations are true or false.

I can be all of me in math class. Ying and Zora explore new places together. Where would you like to explore?

Warm-Up

eyes on teacher

Activity 1 Equation Map

Hands-On

1 Help Ying and Zora find their way to the museum. Shade the spaces that show equations that are *true*.

6 + 4 = 10	8 + 2 = 10	7 = 3 + 10
10 + 1 = 9	10 = 2 + 8	10 = 3 + 7
5 = 10 + 5	10 + 4 = 6	10 = 4 + 6

Activity 2

Name _____

Is It Equal?

Hands-On

Circle to show if each equation is *true* or *false*.

2 $7 + 3 = 6 + 4$

3 **Discuss**

Explain your thinking for Problem 2.

- I think the equation is true because _____.
- I think the equation is false because _____.

4 $2 + 5 = 1 + 7$

5 **Discuss**

Explain your thinking for Problem 4.

- I think the equation is true because _____.
- I think the equation is false because _____.

Summary 1.10

An equation is true if the values on both sides of the equal sign are **equal**. Numbers or expressions can be on one or both sides of an equation.

$$4 + 6 = 1 + 9$$ 

equal

equal Having the same value.

Practice 1.10

Choose from these Centers.

Counting Collections

Sort and Count

Cover Up

Add 1 or 2

Shake and Spill

Represent

Name _____

For Problems 1–4, circle to show if the equation is *true* or *false*.

Show your thinking.

1 $10 = 5 + 5$

2 $8 + 2 = 6$

3 $4 + 2 = 6$

4 $5 = 1 + 6$

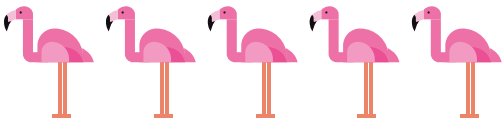
5 Circle **2** equations that show equal values on both sides.

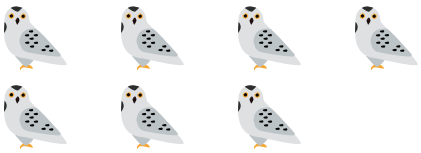
$7 + 1 = 8$ $7 = 1 + 8$ $1 + 7 = 8$

Name _____

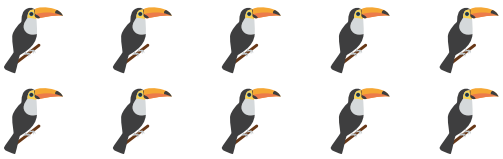
Spiral Review

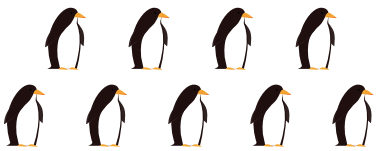
For Problems 6–10, write the number that shows how many birds.

6  _____

7  _____

8  _____

9  _____

10  _____

For Problems 11 and 12, circle the number that is *more*.

11 | 3 | 6 |

12 | 7 | 5 |

Unit 1
Lesson
11

Name _____

TEKS: 1.1.A, 1.1.B, 1.3.B, 1.3.C, 1.3.D, 1.3.E, 1.3.F, 1.5.D

Packing for a Picnic

Let's act out and tell story problems that match subtraction equations.

We are a math community. How does sharing stories about ourselves help us get to know one another in math class?

Warm-Up

eyes on teacher

Activity 1 Ying's Picnic Story

Hands-On

Use the Mat and connecting cubes to act out the story problems and answer the questions. Record your answer with a label.

1 Ying's mom packed 5 spring rolls. She ate 2 spring rolls. How many spring rolls are left?

equation: 5 − 2 = _____ _____ spring rolls _____

2 Ying's mom packed 3 pieces of catfish. Ying ate 1 piece of catfish. How many pieces of catfish are left?

equation: 3 − 1 = _____ _____

Activity 2

Name _____

Your Subtraction Stories

Hands-On

Use the Mat and connecting cubes to act out the story problems.

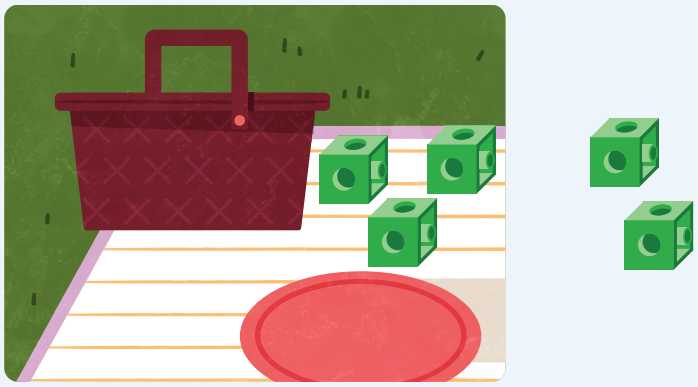
3 Discuss

Listen to your partner's story problem. Tell your partner if you think their story problem matches the equation.

- Your story problem matches the equation because _____.
- Your story problem does not match the equation because _____.
- The **difference** in your story problem is _____.

Summary 1.11

Subtraction can be represented with stories, objects, pictures, and equations.



Ying packed 5 apples for the picnic.
She gave 2 apples to a friend.

How many apples were left?

equation: 5 − 2 = 3

The difference is 3.

difference The amount you get when you subtract one number from another.

Practice 1.11

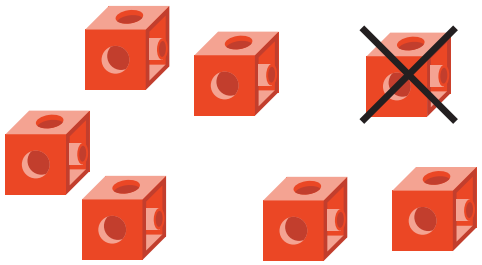
You'll play this Center.

Find the Pair Make 10

Let's find pairs that make 10.

Name _____

For Problems 1–3, use Shawn's representation.



1. Write a subtraction equation for Shawn's representation.

   equation: _____

2. What is the difference in the equation you wrote in Problem 1?

   difference: _____

3. What part of Shawn's representation shows the answer?

   _____

4. Priya had 6 cubes.

   She lost 2 cubes.

   How many cubes are left?

   answer: _____ _____

Practice 1.11

Name _____

Spiral Review

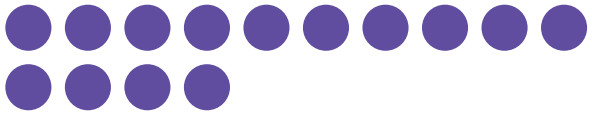
For Problems 5–9, write the number that shows how many dots.

5  _____

6  _____

7  _____

8  _____

9  _____

For Problems 10 and 11, circle the number that is *less*.

10 5 2

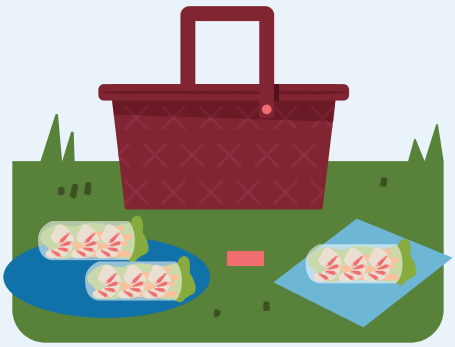
11 8 6

Name _____

TEKS: 1.1.F, 1.1.G, 1.3.D, 1.3.E, 1.5.F

What's the Difference?

Let's find the difference when subtracting 1.



I can be all of me in math class. Ying's mom brought spring rolls to the picnic. What food would you bring to share?

Warm-Up eyes on teacher

Activity 1 Subtraction Equations

Hands-On **Order the cards.**

1 Discuss What do you notice about the equations?

I notice _____.

2 Write a conjecture that describes what you think is always true about subtracting 1 from a number.

Activity 2

Name _____

Mix and Mingle: Subtracting 1

Hands-On

3 Discuss

Tell your partner how you found the difference.

To subtract 1, I _____.

4 Discuss

Tell your partner if you think the conjecture is *true* or *false* and why.

- I think the conjecture is true because _____.
- I think the conjecture is false because _____.

Summary 1.12

You can count back 1 to subtract 1 from a number.

$$15 - 1 = 14$$

Practice 1.12

Choose from these Centers.

Cover Up

Add 1 or 2

Find the Pair

Make 10

Shake and Spill

Represent

Name _____

For Problems 1–7, find the difference.

1. 9 − 1 = _____

2. 6 − 1 = _____

3. 4 − 1 = _____

4. 5 − 1 = _____

5. 8 − 1 = _____

6. 3 − 1 = _____

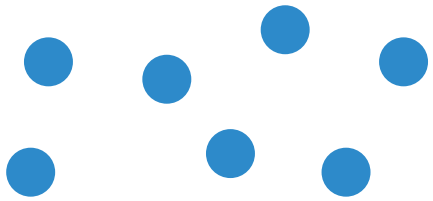
7. 7 − 1 = _____

Name _____

Spiral Review

For Problems 8–13, write the number that shows how many shapes.

8



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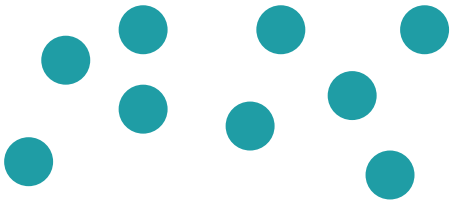

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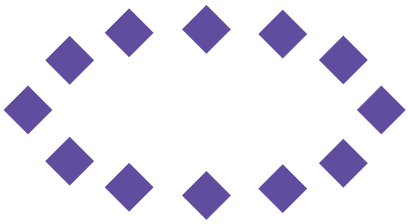

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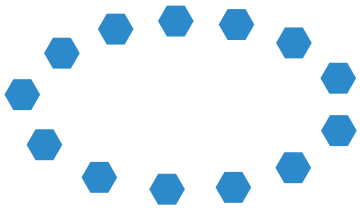

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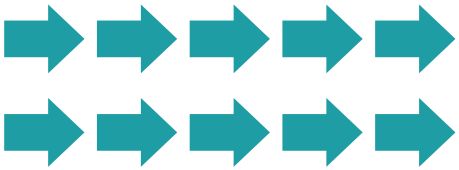

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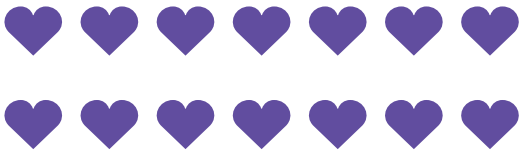


_____

For Problems 14 and 15, circle the number that is *more*.

14

4	7

15

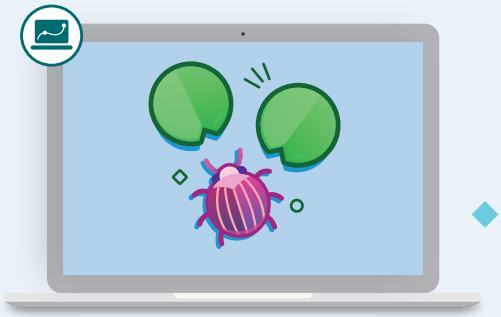
8	6

Name _____

TEKS: 1.1.F, 1.1.G, 1.3.E, 1.3.D, 1.5.F

Leaping Lily Pads!

Let's play the game Ying saw at the fair.



I can be all of me in math class. Ying tried out a new game at the fair. How do you feel when you try something new?

Warm-Up

2 eyes on teacher

Activity 1

Where Is the Bug?

Find each difference.

3 4 − 1 = _____

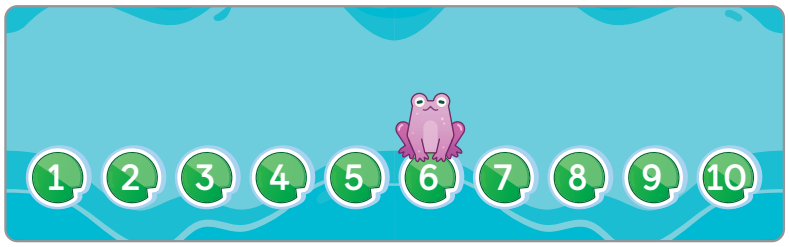
4 4 − 2 = _____

5 6 − 1 = _____

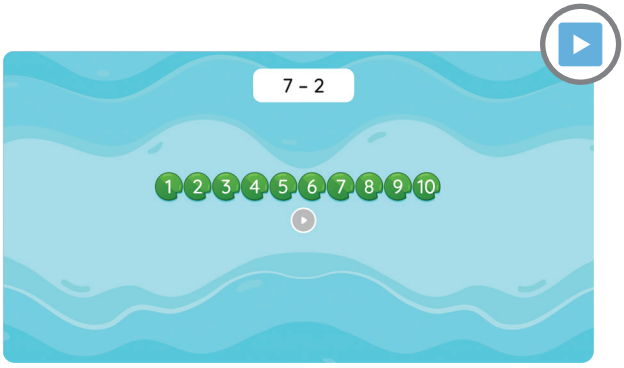
Name _____

Where Is the Bug? (continued)

6 6 − 2 = _____



7 Let's watch a video.



Discuss

How are the strategies alike? How are they different?

- The strategies are alike because _____.
- The strategies are different because _____.

Activity 2

Name _____

Ying's Version

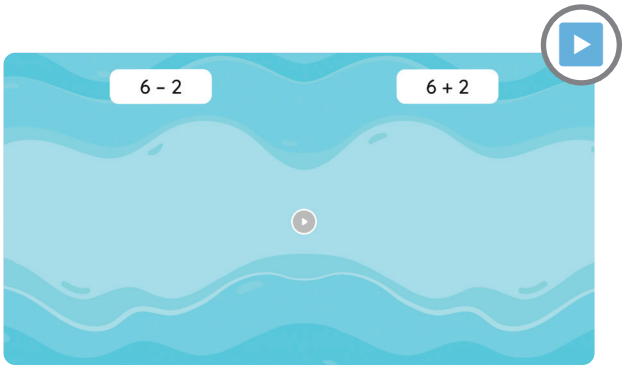
8 Find each sum or difference.

8 − 2 = _____ 6 + 2 = _____

5 + 2 = _____ 4 − 2 = _____

7 − 2 = _____ 3 − 2 = _____

9 Let's watch a video.



Discuss

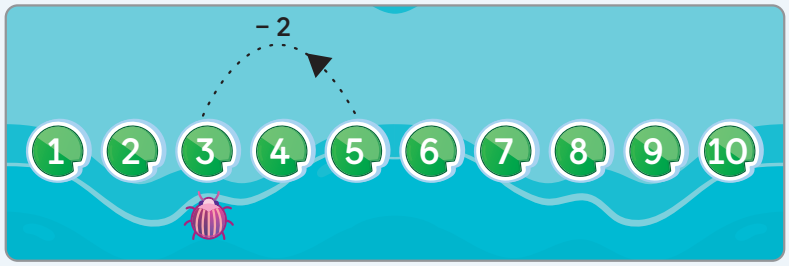
How are subtracting 2 and adding 2 alike?

Subtracting 2 and adding 2 are alike because _____.

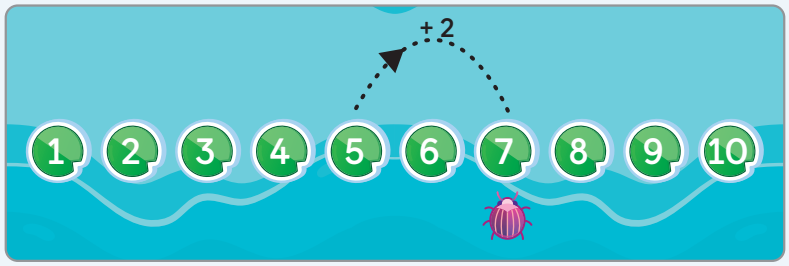
Summary 1.13

You can use what you know about counting to subtract 2 or add 2.

$5 - 2 = \underline{3}$



$5 + 2 = \underline{7}$



Practice 1.13

Choose from these Centers.

Cover Up

Add 1 or 2

Find the Pair

Make 10

Shake and Spill

Represent

Name _____

For Problems 1–7, find the difference.

1. 8 − 1 = _____

2. 8 − 2 = _____

3. 7 − 1 = _____

4. 7 − 2 = _____

5. 5 − 1 = _____

6. 5 − 2 = _____

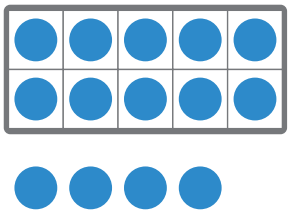
7. 6 − 1 = _____

Practice 1.13

Name _____

Spiral Review

For Problems 8–11, write the number that shows how many dots.

8 

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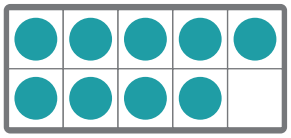
9 

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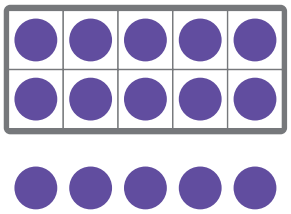
10 

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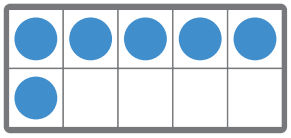
11 

_____

For Problems 12 and 13, circle the number that is *less*.

12 5 3

13 6 4

Sub-Unit

3

What Do the Data Show?

Unit Story: Ying's New Town

smileyunita/Shutterstock.com

Judges at the fair voted for the best butter sculpture.

What data could Ying collect about the butter sculpture competition?

Unit 1
Lesson
14

Name _____

TEKS: 1.1.B, 1.1.D, 1.1.E, 1.3.D, 1.8.C

Data About the Fair

Let's count and add data about the butter sculpture competition.

I can be all of me in math class. Ying had a great time at the fair. What is something you like to do for fun?

Warm-Up

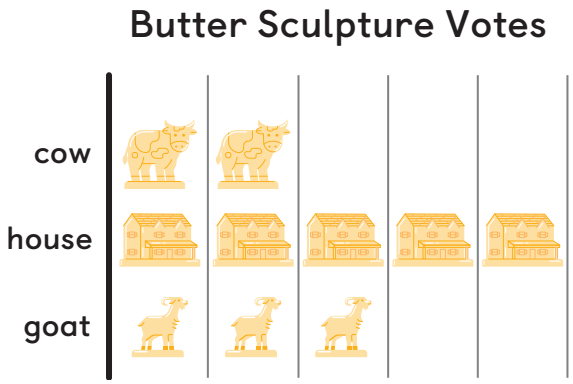
eyes on teacher

Activity 1

Butter Sculpture Votes

Ying created a picture graph to show the judges' votes.

Circle to show if each statement is *true* or *false*.



1. The house sculpture got 6 votes.

2. The cow and the house sculptures got 7 votes altogether.

3. What is another true statement about this data?

_____

_____

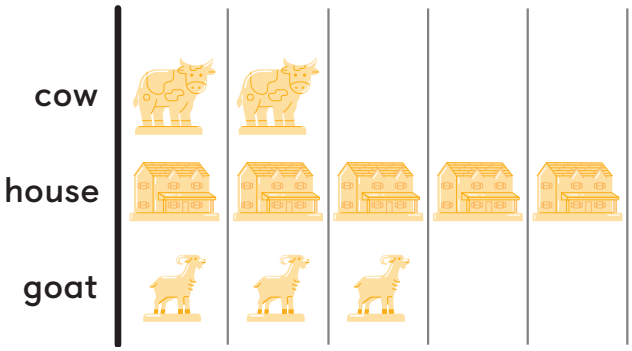
Activity 2

Name _____

Butter Sculpture Equations

Use the picture graph to complete Problems 4 and 5.

Butter Sculpture Votes



4 Help Ying complete the table. Find the total votes and write equations to represent the number of votes for each pair of sculptures.

Sculptures	Total votes	Equation
house and cow		
cow and goat		
goat and house		

5 What is one question can you ask about this data? Write your question and ask your partner to answer it.

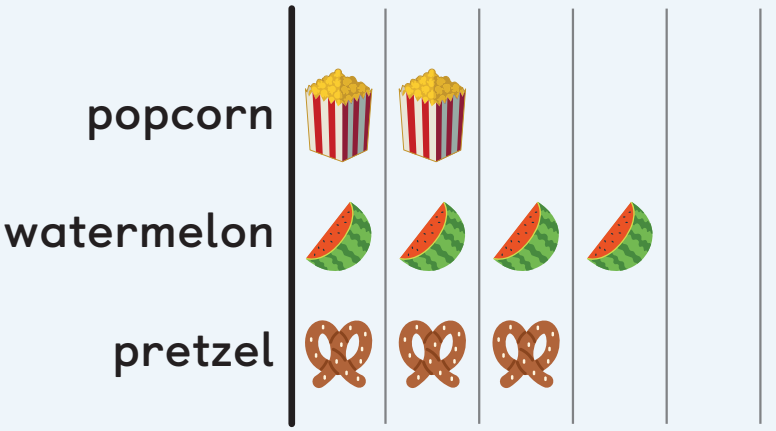
_____

_____

Summary 1.14

Finding a sum can be helpful when describing the total in 2 or more categories of data.

Snacks Ying's Family Ate



How many watermelon slices and pretzels did Ying's family eat at the fair?

$4 + 3 = 7$

Practice 1.14

Choose from these Centers.

Cover Up

Add 1 or 2

Find the Pair

Make 10

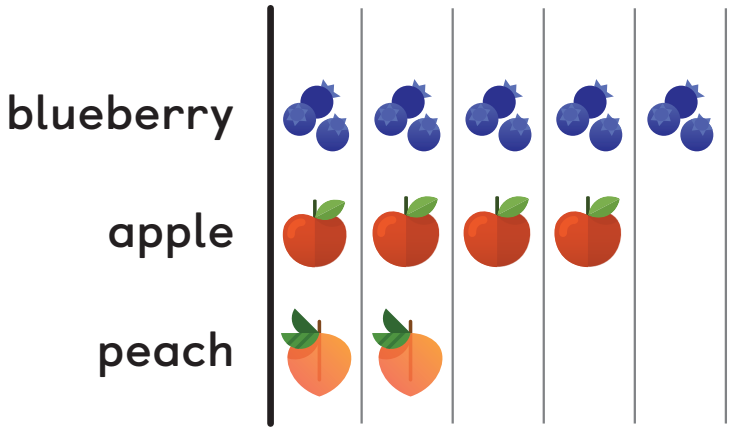
Shake and Spill

Represent

Name _____

Jada surveyed her friends about their favorite fruits. Use the data for Problems 1–3.

Favorite Fruit Votes



1 Write an equation to represent the number of votes for apples and peaches.

equation: _____

2 Jada wrote the equation 7 = 5 + 2. What does her equation represent?

_____

_____

3 How many friends did Jada survey *in total*?

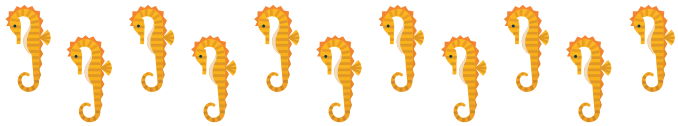
answer: _____ _____

Practice 1.14

Name _____

Spiral Review

For Problems 4–6, write the number that shows how many sea creatures.

4 

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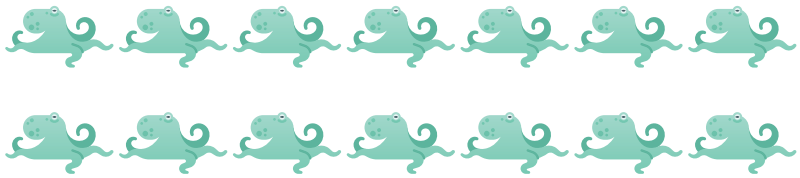
5 

_____

6 

_____

For Problems 7 and 8, circle the number that is *more*.

7 2 5

8 9 6

For Problems 9 and 10, circle the number that is *less*.

9 7 5

10 8 3

Unit 1
Lesson
15

Name _____

TEKS: 1.1.B, 1.1.D, 1.1.F, 1.5.E, 1.8.C

What Can We Say About the Data?

Let's decide if statements describe data.

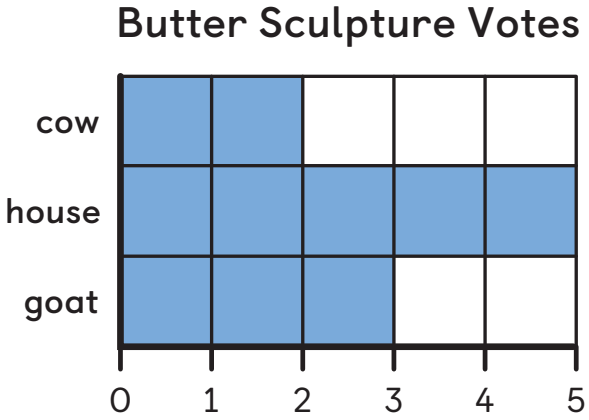
Warm-Up eyes on teacher

We are a math community. Why do you think Zora kept asking Ying questions about her new town?

Activity 1 Zora's Statements About the Data

Hands-On

Look at Ying's bar-type graph.



1 Sort

Sort the cards to show if Zora's statements are *true*, *false*, or if you need more information.

2 Discuss

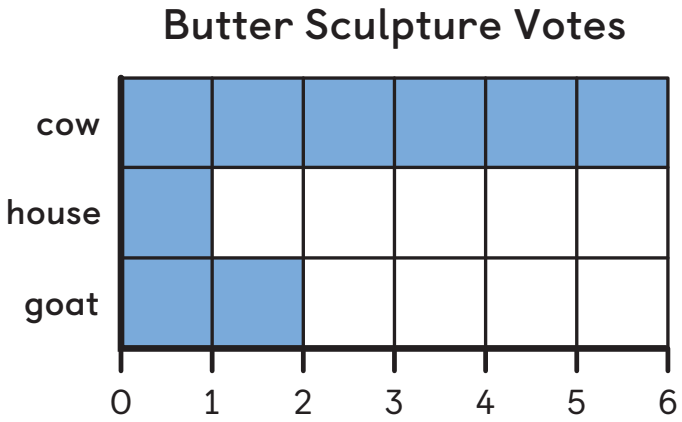
Choose a card that you sorted as *I need more information*. What information would you need to know if the statement is true or false?

Activity 2

Name _____

Writing Your Own Statements

This bar-type graph shows how kids voted at the butter sculpture competition.



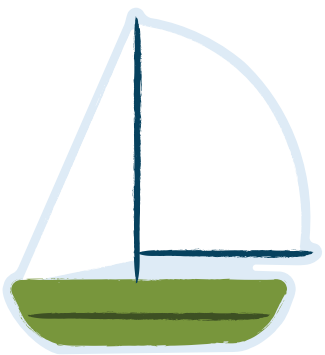
3 Write a *true* statement that describes the sum of **2** categories.

_____

_____

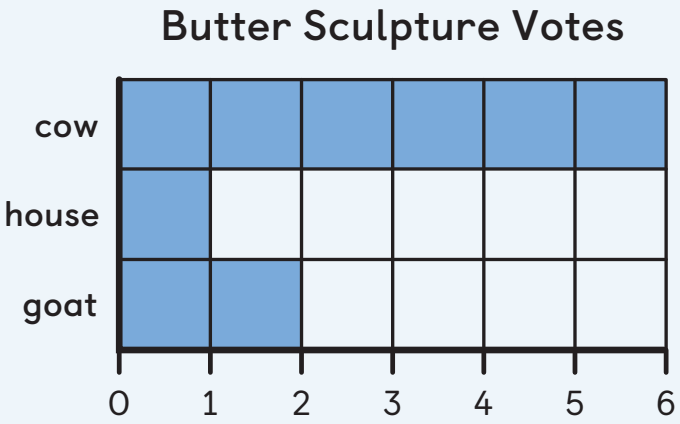
4 Write an addition equation that represents your statement.

equation: _____



Summary 1.15

You can be sure a statement about data is true if the information is included in the data representation.



I do not know if this is true because the chart does not show how many kids went to the fair.

Some kids that came to the fair did not vote.

Practice 1.15

You'll play this Center.

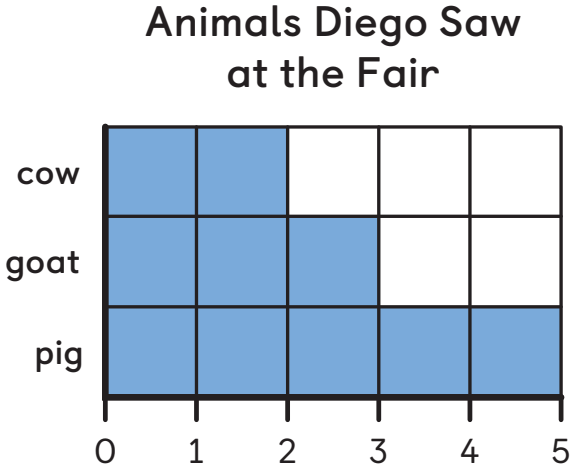
Cover Up

Subtract 1 or 2

Let's subtract 1 or 2.

Name _____

Diego collected data about the number of different animals he saw at the fair.



For Problems 1–4, circle to show if the statement is *true* or *false*.

1 Diego saw 5 pigs at the fair.


2 Diego saw more goats than pigs at the fair.


3 Diego saw 5 cows and goats at the fair.


4 Diego saw 15 animals altogether.


Name _____

Spiral Review

For Problems 5–8, circle the number that is *more*.

5 | 2 | 5 |

6 | 9 | 4 |

7 | 9 | 6 |

8 | 10 | 7 |

For Problems 9–12, circle the number that is *less*.

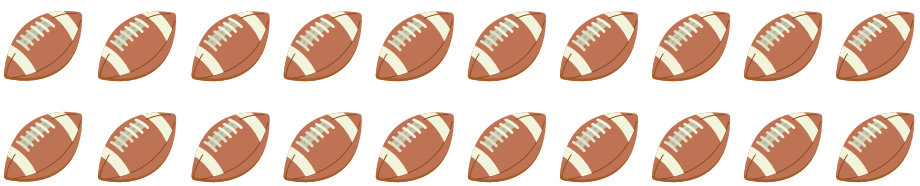
9 | 10 | 1 |

10 | 5 | 4 |

11 | 2 | 6 |

12 | 9 | 7 |

13 How many footballs are there?



_____

Unit 1
Lesson
16

Name _____

TEKS: 1.1.D, 1.1.G, 1.8.C

Can You Answer It?

Let's figure out what questions can be answered with class data.

I am a doer of math.
How did Ying's feelings about her town change? Describe a time your feelings changed.

Warm-Up

eyes on teacher

Activity 1 Creating Questions About Data

You will be given 2 index cards. Write 1 question on each index card.

1. Write a question that could be answered using the class data.

2. Write a question that could *not* be answered using the class data.

Activity 2

Name _____

Asking and Answering Questions

3 Shuffle your cards and read 1 question to the other pair.

4 Discuss

Answer the question or explain how you know it cannot be answered.

- We can answer it. The answer is _____.
- We cannot answer it because _____.

5 What do you think is the most important question someone can ask that can be answered with the data?

_____

_____

Summary 1.16

There are many questions you can ask about data. Sometimes, you need to collect more data to answer a question.

Birds Seen at the Zoo

Practice 1.16

Choose from these Centers.

Cover Up

Subtract 1 or 2

Find the Pair

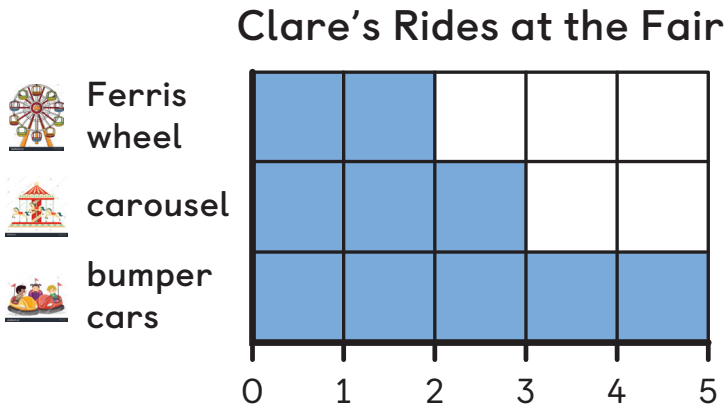
Make 10

Shake and Spill

Represent

Name _____

Clare made a bar-type graph to show how many times she went on different rides at the fair.



For Problems 1–4, circle to show if the question can be answered using the data.

1 Which ride is *not* Clare's favorite?


2 Which ride did Clare ride the fewest times?


3 How many times did Clare ride the train?


4 How many times did Clare ride the Ferris wheel?


Name _____

Spiral Review

For Problems 5–8, circle the number that is *less*.

5 | 3 | 8

6 | 7 | 4

7 | 6 | 9

8 | 10 | 0

For Problems 9–12, circle the number that is *more*.

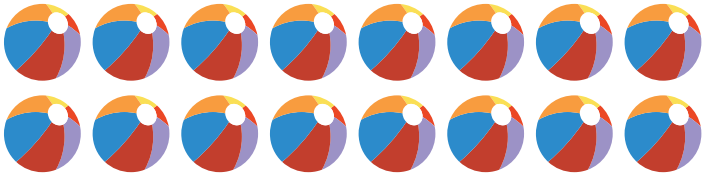
9 | 7 | 1

10 | 2 | 4

11 | 5 | 8

12 | 9 | 7

13 How many beach balls are there?



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