Unit 4

Numbers to 99 and Financial Literacy

Questions for Investigation

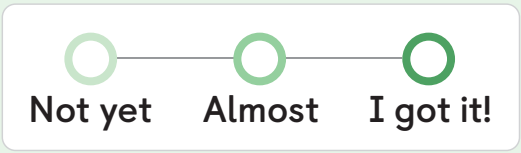
- How can we add and subtract tens?
- How can we represent and compare numbers to 99?
- How can we earn income and make decisions about spending, saving, and charitable giving?

Unit Story: The Collectors

In this story, Steph visits a flea market in search of Curioso cards to add to her collection and meets other collectors.

Watch Your Knowledge Grow

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



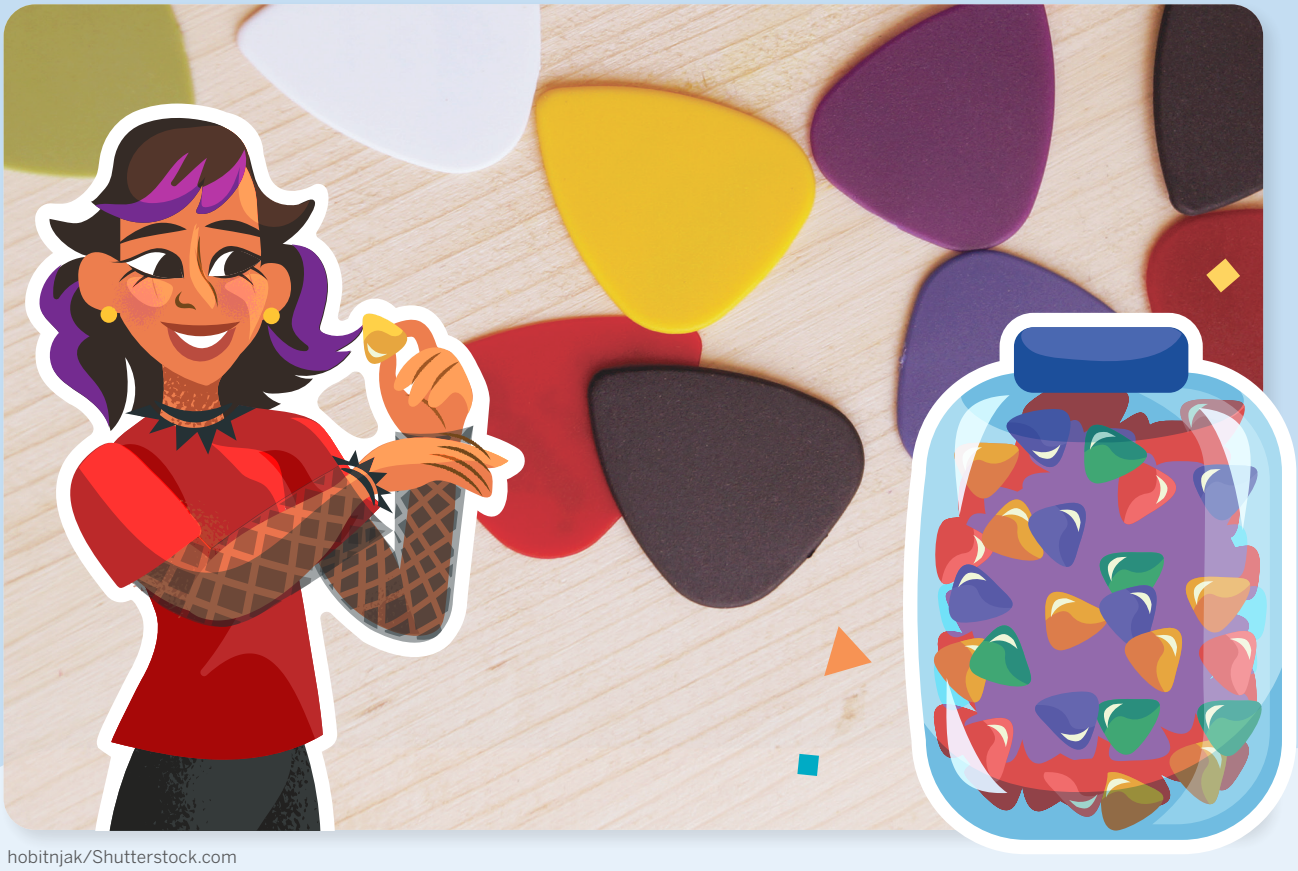
I can . . .	Before	After
Count forward and backward from any number to 120.		
Count a collection of objects by twos, fives, and tens.		
Find 10 more or 10 less than a number.		
Represent numbers using objects and pictures.		
Represent numbers up to 120 using expanded and standard forms.		
Solve 10 more than a number using objects and pictures.		
Compare numbers using words and symbols.		
Order numbers using place value and number lines.		
Recognize income and when to save, spend, and give money to charity.		

Sub-Unit

1

Units of Ten

Unit Story: The Collectors



hobitnjak/Shutterstock.com

Yara collects guitar picks.

How many guitar picks do you think are in the jar? How would you count them?

Name _____

TEKS: 1.1.A, 1.1.B, 1.1.E, 1.1.F, Building Toward 1.2.C

Explore: Game Points

How can you organize and count your points?

Warm-Up

eyes on teacher

Discuss Where did you see math in the story?

Activity

Name _____

How can you organize and count your points?

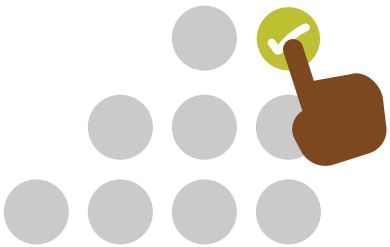
- Try out different ways to keep track of your points using tools or drawings.
- After each round, tell your partner how many points you have and how you know.

Ways to be a mathematician

1 I can take my time to think about a challenging problem and come up with a plan before trying to solve it.

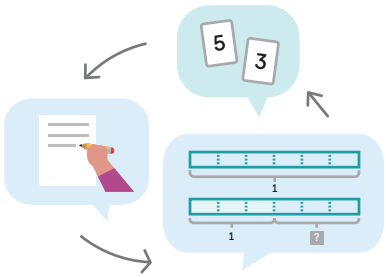
Not yet Almost I got it!

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



Not yet Almost I got it!

3 I can create representations to share and organize my mathematical ideas.



Not yet Almost I got it!

Name _____

TEKS: 1.1.D, 1.5.B

Meeting Yara

Let's compare ways to organize and count collections.

I can be all of me in math class. Steph has an interest that makes her unique. How do you stand out from other mathematicians?

Warm-Up

eyes on teacher

Activity 1 Yara's Guitar Picks

Hands-On

1 Discuss

Talk about how you could organize the collection to count the objects.

I think we should organize the collection _____ because _____.

2 Organize and count the collection.

Activity 2

Name _____

PJ's Guitar Picks

Hands-On

3 Organize and count the collection.

4 Discuss

Explain to another pair how you organized the collection. Then tell how this helped you count the objects.

- We organized the collection by _____.
- This helped us count because _____.

5 Explain what was the same about how another pair counted. Explain what was different about how another pair counted.

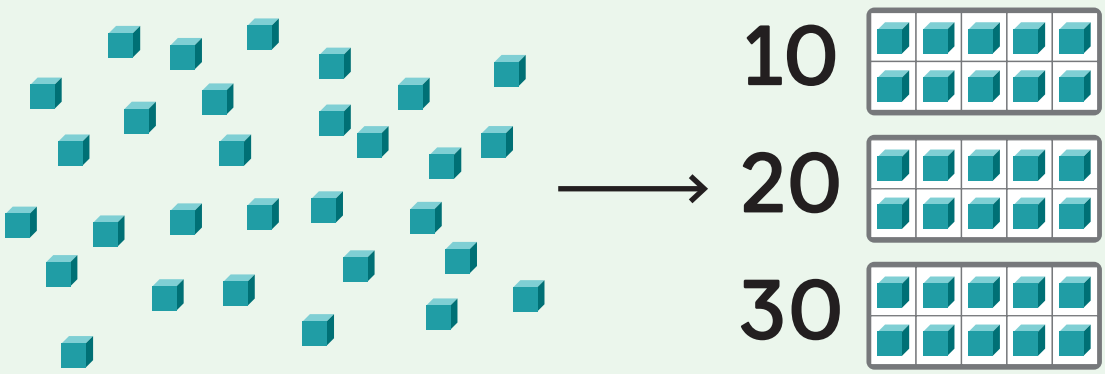
_____

_____

_____

Summary 4.02

Counting by 10 is helpful when there are a lot of objects because you do not have to say every number as you count.



Practice 4.02

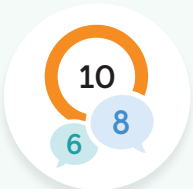
Choose from these Centers.

Check It Off

Add Three Numbers

Counting Collections

Up to 20



How Close?

Subtract From 20

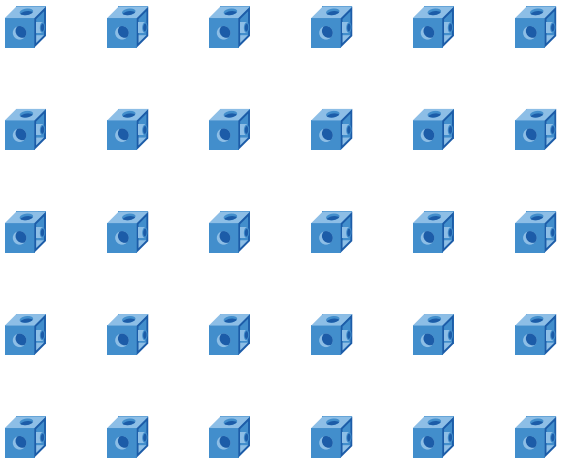
Name _____

1 Fill in the number pattern.

10, 20, 30, _____, _____, _____, _____, _____

2 Circle groups of 10.

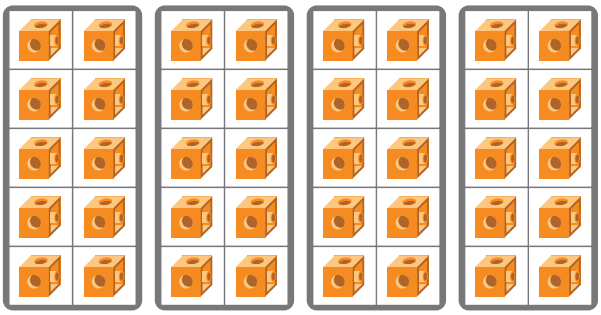
Find the total number of cubes.



_____

For Problems 3 and 4, find the total number of cubes.

3



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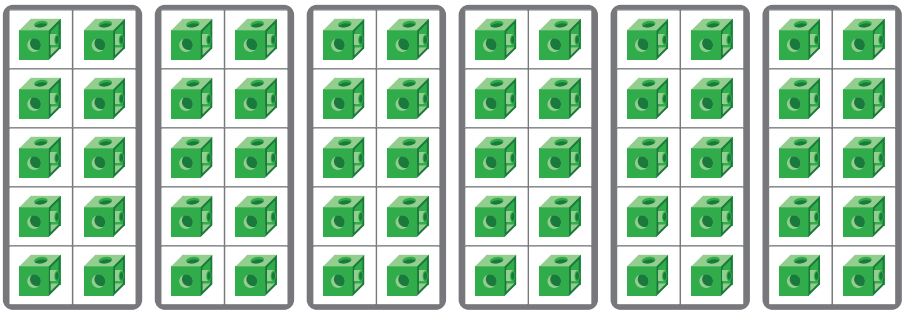
4

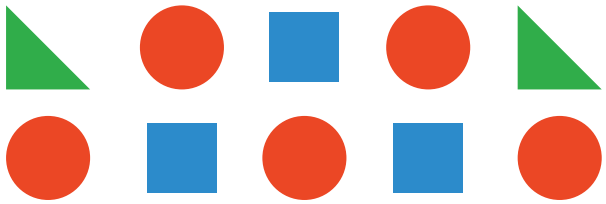


_____

Name _____

Spiral Review

5 Here are some shapes.



Fill in the tally chart to show how many in each category.

circle	
triangle	
square	

For Problems 6–9, circle to show if the equation is *true* or *false*.

6 $4 + 6 = 10$

7 $8 - 6 = 4$

8 $9 - 1 = 7$

9 $5 - 3 = 2$

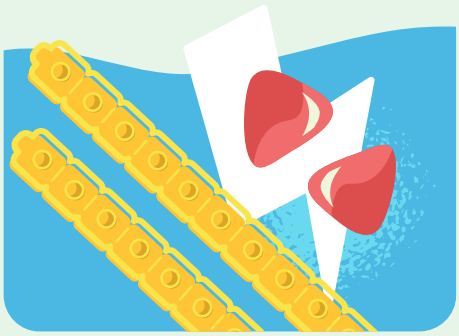
Unit 4
Lesson
3

Name _____

TEKS: 1.1.D, 1.2.B, 1.2.C

It's a Match

Let's match different representations of numbers.



I can be all of me in math class. Yara and PJ both love guitar picks. What is an interest you and another mathematician share?

Warm-Up

eyes on teacher

Activity 1 Representations of Tens

Hands-On

1 Sort

Sort the cards into groups that represent the same number.

Name _____

Representations of Tens (continued)

2 Select **1** group of cards that represent the same number. Record what is shown on each card.

Draw

3 **Discuss**

Share your answer to Problem 2 with another group. Explain how you know the cards represent the same number.

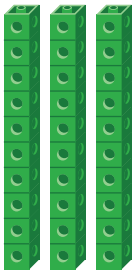
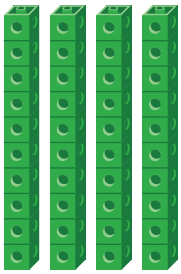
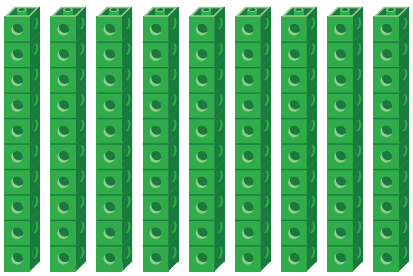
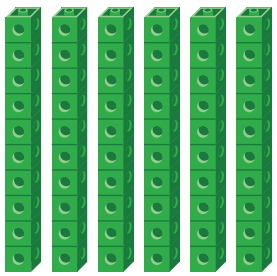
We know all of these cards represent the same number because _____.

Activity 2

Name _____

Finding the Match

Draw lines to match each number with the cubes that represent it.

	Number	Representation
4	90	
5	40	
6	60	
7	30	

Name _____

Finding the Match (continued)

Hands-On

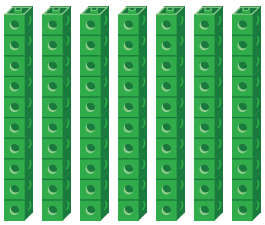
8 Show 50 using cube towers with 10 in each tower.

9 **Discuss**

Explain to your partner how you know your cubes represent 50.

Summary 4.03

The numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 can be represented in different ways.

70		7 tens

tens A group of 10 ones. The plural of a ten is tens.

Practice 4.03

Choose from these Centers.

Check It Off

Add Three Numbers

Counting Collections

Up to 20

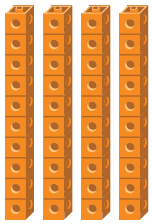
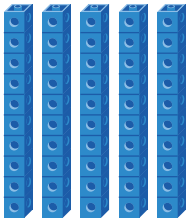
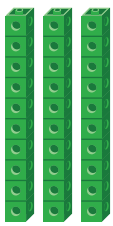
How Close?

Subtract From 20

Practice 4.03

Name _____

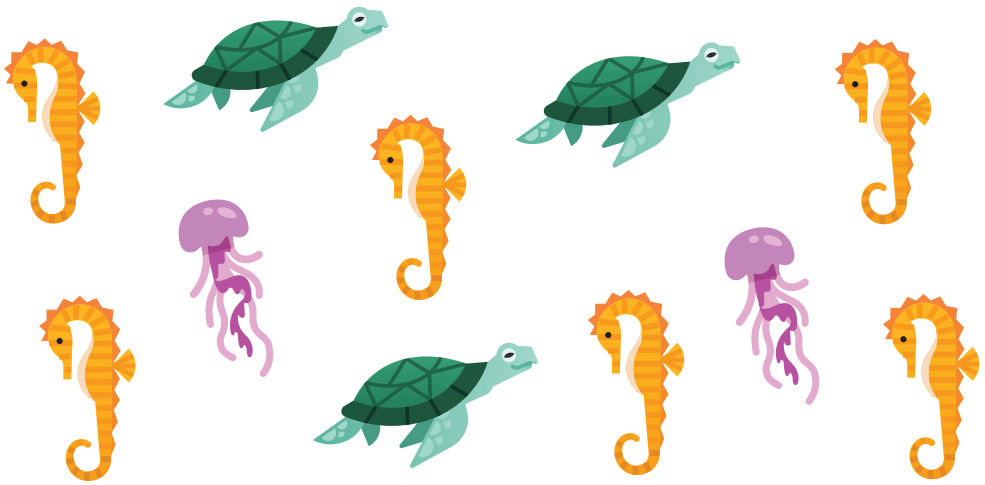
For Problems 1–5, draw a line to match the number with the correct representation.

	Number	Representation
1	70	
2	50	7 tens
3	40	
4	30	9 tens
5	90	

Name _____

Spiral Review

6 Here are some sea animals.



Fill in the tally chart to show how many in each category.

seahorse 	
jellyfish 	
sea turtle 	

For Problems 7–9, circle to show if each equation is *true* or *false*.

7 $9 = 10 - 1$  

8 $8 = 5 + 2$  

9 $7 = 6 - 1$  

Name _____

TEKS: 1.1.F, 1.5.C

How Many Cubes?

Let's find 10 more and 10 less.

I can be all of me in math class.
Steph explored many collections.
Describe a time you explored something in math class.

Warm-Up

eyes on teacher

Activity 1 How Many Cubes?

Solve each problem using any strategy. Record your answer with a label.

1 There are 3 towers of 10 cubes in a bag.
Then 1 more tower of 10 cubes is put into the bag.
How many cubes are in the bag?

Show your thinking.

answer: _____

Name _____

How Many Cubes? (continued)

Show your thinking.

2 A bag has 6 towers of 10 cubes.
Then 1 tower of 10 cubes is taken out of the bag.
How many cubes are left in the bag?

answer: _____

3 A bag has 3 towers of 10 cubes.
Then someone takes out 1 tower of 10 cubes.
How many cubes are in the bag now?

answer: _____

Activity 2

Name _____

10 More, 10 Less

Hands-On

Find the new number.

4 Start with 2 tens. What is 10 more? _____

5 What is 10 more than the answer in Problem 4? _____

6 What is 10 more than the answer in Problem 5? _____

7 What is 10 more than the answer in Problem 6? _____

8 What is 10 more than the answer in Problem 7? _____

Activity 2

Name _____

10 More, 10 Less (continued)

Hands-On

Find the new number.

9 What is 10 less than the answer in Problem 8? _____

10 What is 10 less than the answer in Problem 9? _____

11 What is 10 less than the answer in Problem 10? _____

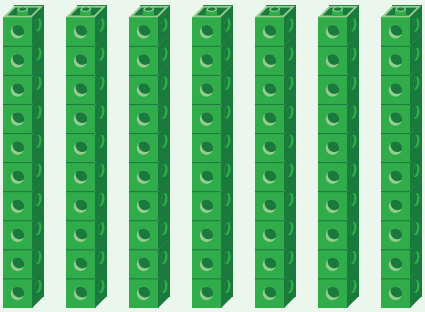
12 What is 10 less than the answer in Problem 11? _____

13 Discuss

What patterns do you notice as you find 10 more and 10 less?

Summary 4.04

To find 10 more or 10 less, you can count forward or backward by 10 from the starting number. You can also think about how the number of tens changes.



Start with 70. Find 10 more.
70, 80

Start with 70. Find 10 less.
7 tens take away 1 ten is 6 tens.
6 tens is 60.

Practice 4.04

Choose from these Centers.

Check It Off

Add Three Numbers

Counting Collections

Up to 20

How Close?

Subtract From 20

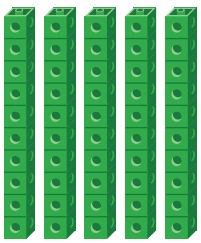
Name _____

1 Diego has 5 towers of 10 cubes.
He gets 1 more tower of 10 cubes from a friend.
How many cubes does Diego have now?

Show your thinking.

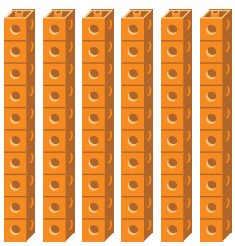
answer: _____

2 Add a ten to the given set of cubes.
What is the sum?



_____

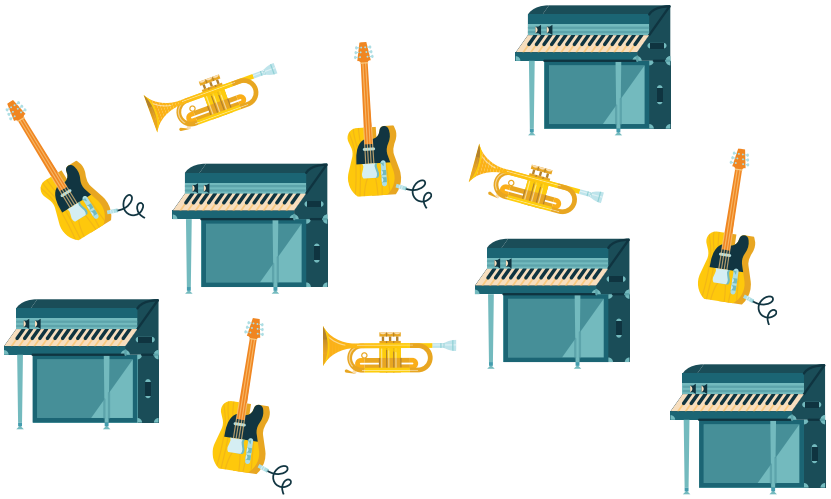
3 Subtract a ten from the given set of cubes.
What is the difference?



_____

Name _____

4 Here are some instruments.



Fill in the tally chart to show how many in each category.

trumpet 	
guitar 	
piano 	

For Problems 5 and 6, circle to show if the equation is *true* or false.

5 $8 - 5 = 2 + 1$

6 $9 - 4 = 3 - 2$

Sub-Unit

2

Tens and Ones

Unit Story: The Collectors

New Africa/Shutterstock.com

What do you notice about how Prashant organizes his cards?

Why might he organize them this way?

Unit 4
Lesson
5

Name _____

TEKS: 1.1.E, 1.2.C, 1.5.B

Meeting Prashant

Let's find how many Curioso cards Prashant's friends have in their collections.

I can be all of me in math class. Prashant's friends share an interest. What interests do you share with your math peers?

Warm-Up eyes on teacher

Activity 1 Prashant's Cards

Hands-On

1 Organize and count the collection.

2 **Discuss**

What is alike and different about this collection and other collections you have organized and counted?

- They are alike because _____.
- They are different because _____.

Activity 2

Name _____

Counting More Cards

Look at your classmates' collections.

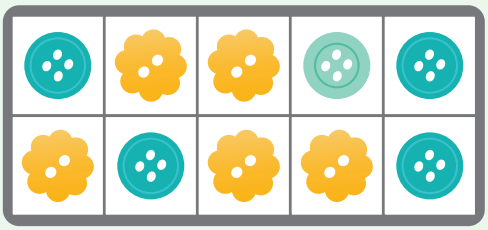
3 Discuss

Tell your partner how many objects are in the collection. Then tell how you counted.

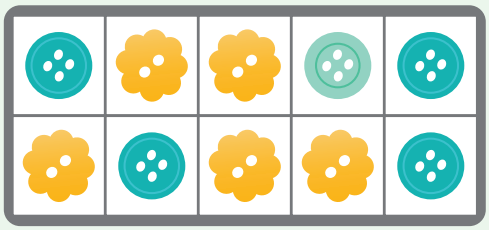
I know there are _____ objects in this collection because _____.

Summary 4.05

You can count collections of objects by organizing them into groups of 10 and any remaining ones. You can count by 10 and then count on by 1 to find the total.

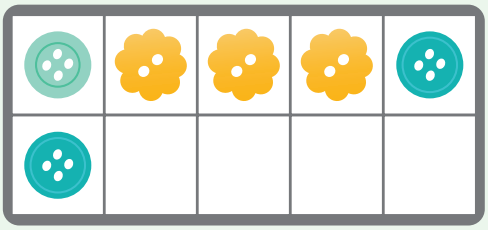


10



20

31 32 33 34 35



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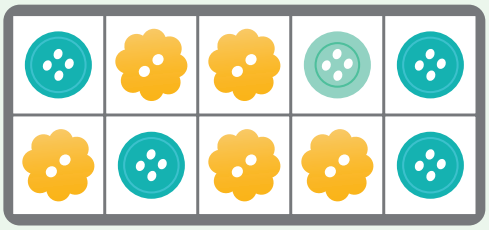


30

Practice 4.05

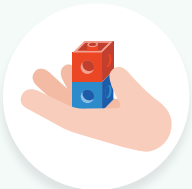
Choose from these Centers.

Check It Off

Add Three Numbers

Counting Collections

Up to 20



How Close?

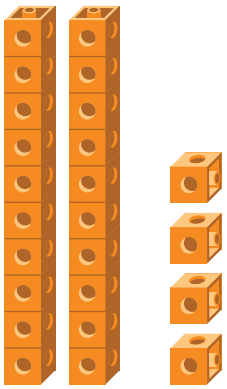
Subtract From 20

Practice 4.05

Name _____

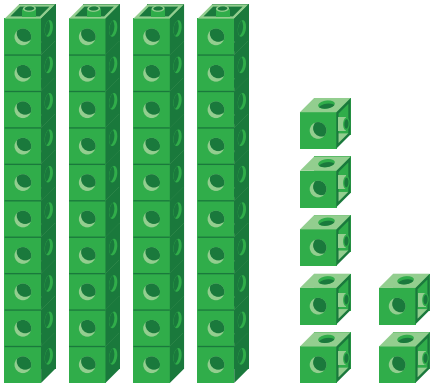
For Problems 1–5, find the number of cubes.

1



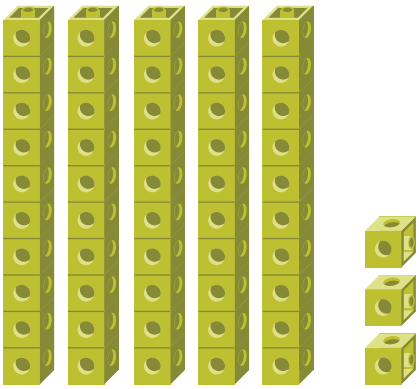
_____

2



_____

3



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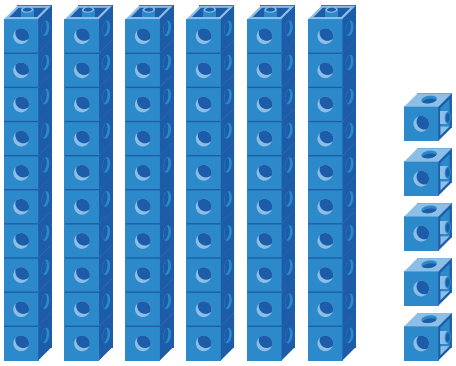
4



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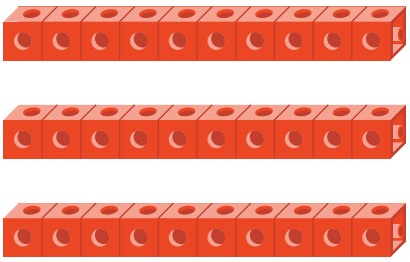
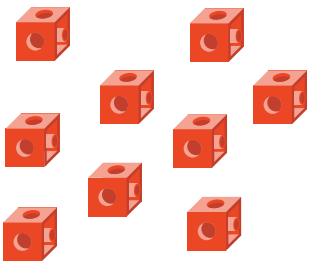
5



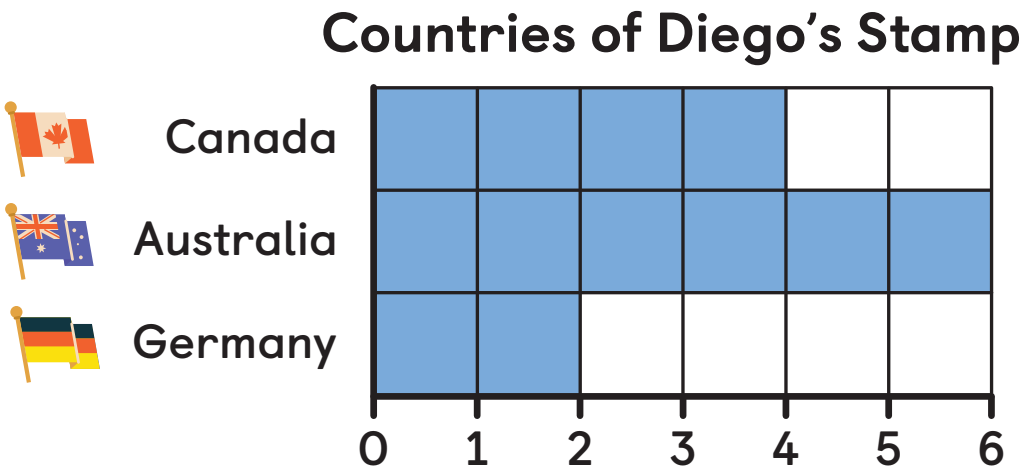


_____

Name _____

Spiral Review

Look at the data about Diego's stamps from different countries.



For Problems 6 and 7, use the data to answer the question.

6 How many *more* stamps are from Australia than from Canada?

_____

7 Write an equation to show the total number of stamps.

_____

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

6 + 3 = 4 + 4 10 − 4 = 7 − 1 3 + 4 = 8 − 1

Unit 4
Lesson
6

Name _____

TEKS: 1.1.E, 1.2.C

Curioso Collections

Let's represent numbers with tens and ones.

I can be all of me in math class.
What do you already know about numbers with tens and ones?

Warm-Up

eyes on teacher

Activity 1 Special Edition Cards

Hands-On

Build each two-digit number using towers of 10 and single cubes to show the number of tens and ones.

Then create a drawing that shows the tens and ones.

Activity 1

Name _____

Special Edition Cards (continued)

Create a drawing that shows the tens and ones.

Draw

1. 46

2. 27

3. 35

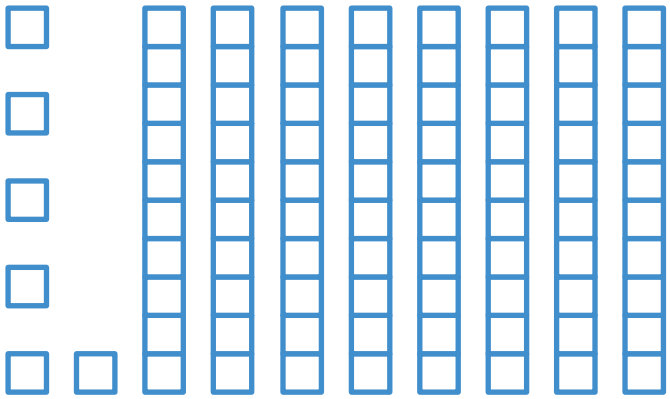
4. 52

Activity 2

Name _____

Who Do You Agree With?

This drawing shows the number of gold cards Prashant has in his collection.



5 Discuss

Steph thinks the drawing shows 86 (eighty-six).
Another visitor thinks it shows 68 (sixty-eight).
Who do you agree with? Why?

I agree with _____ because _____.

Name _____

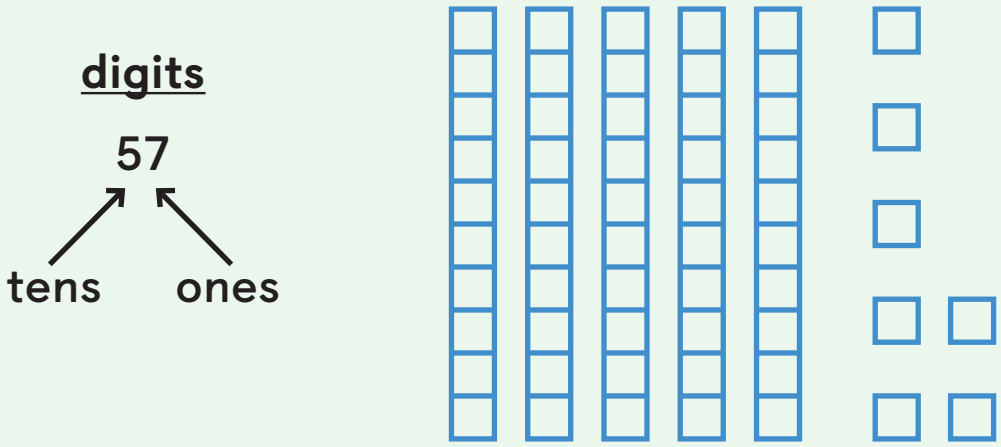
Who Do You Agree With? (continued)

6 Draw tens and ones to show the other number from Problem 5.

Draw

Summary 4.06

Numbers are written with **digits**. In two-digit numbers, the left digit represents the amount of tens and the right digit represents the amount of ones.



digit Any of the numbers 0–9.

Practice 4.06

You'll play this Center.

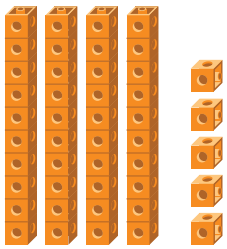
Counting Collections Up to 99

Let's count and show how many.

Name _____

For Problems 1–3, record the amount of tens and ones. Then draw a line to match the representation with the correct number.

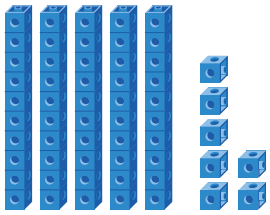
1



_____ tens _____ ones

54

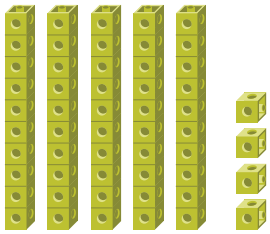
2



_____ tens _____ ones

45

3



_____ tens _____ ones

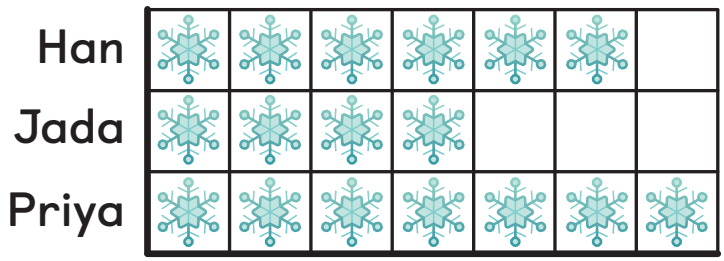
57

Name _____

Spiral Review

Look at the data that shows how many snowballs each student made.

Snowballs Made



For Problems 4 and 5, use the data to answer the question.

4 How many *more* snowballs did Priya make than Jada?

answer: _____

5 How many *fewer* snowballs did Jada make than Han?

answer: _____

6 Circle **3** equations that show equal values on both sides.

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

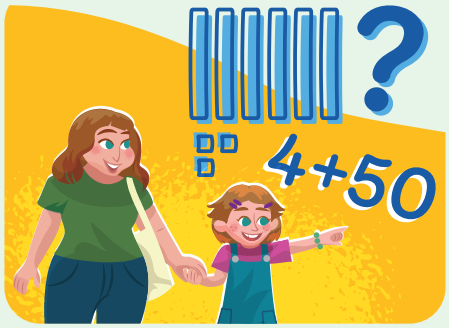
Unit 4
Lesson
7

Name _____

TEKS: 1.1.E, Building Toward 1.2.C

Do They Show the Same Number?

Let's explore different ways to represent two-digit numbers.



I can be all of me in math class.
How do you keep track of your thinking in math class?

Warm-Up eyes on teacher

Activity 1 Representation Tour

Discuss each representation with your group.

1 Discuss

Do the representations show the same number? How do you know?

- I know the representations show the same number because _____.
- I know the representations do not show the same number because _____.

Name _____

Representation Tour (continued)

2 Circle to show if each poster shows representations of the same number.

Representation poster	Do they show the same number?
A	 
B	 
C	 
D	 
E	 
F	 

Activity 2

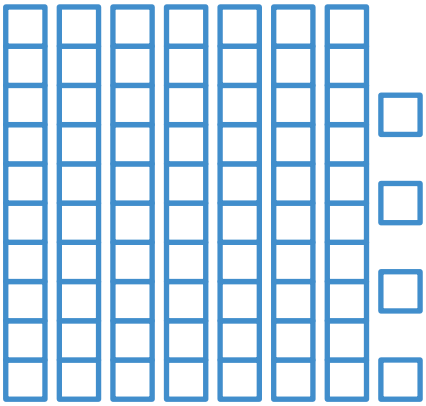
Name _____

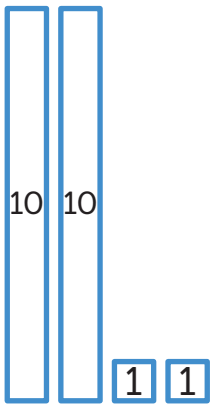
Matching Representations

3 Draw lines to match representations that show the same number.

22

7 + 40





4 tens 7 ones

59

50 + 9

7 tens 4 ones

Name _____

Matching Representations (continued)

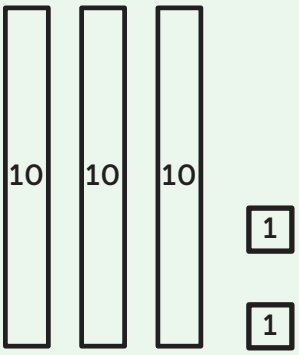
4 Discuss

Choose a pair of matching representations from Problem 3. Explain to a partner how you know the representations show the same number.

I know the representations show the same number because _____.

Summary 4.07

Two-digit numbers can be written in different ways, including **standard form**, using only digits, and **expanded form**, using an addition expression.



32
standard form

30 + 2
expanded form

expanded form A representation of a number using an addition expression to show the value of each digit.

Practice 4.07

Choose from these Centers.

Check It Off

Add Three Numbers

Counting Collections

Up to 99

Cover Up

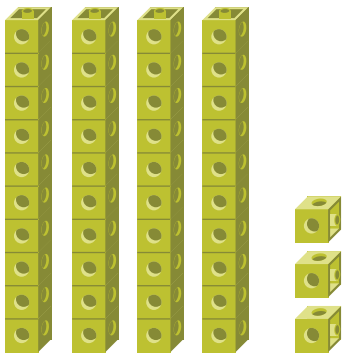
Add 7, 8, or 9

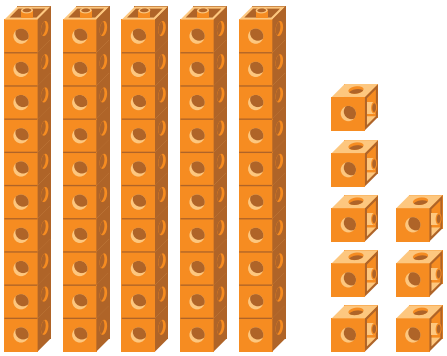
Name _____

For Problems 1–5, draw lines to match representations that show the same number.

1 4 + 20 30 + 4

2





3 4 ones 3 tens 2 tens 4 ones

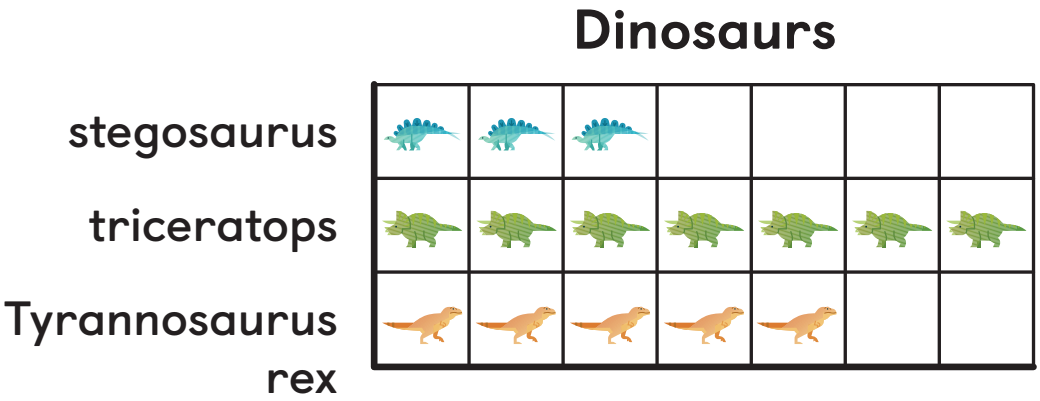
4 8 + 50 5 + 60

5 65 40 + 3

Name _____

Spiral Review

Look at the data that shows dinosaurs students would like to draw.



For Problems 6 and 7, use the data to answer the questions.

6 How many *more* students voted for the triceratops than the Tyrannosaurus rex?

_____

7 How many students voted for the stegosaurus and the triceratops?

_____

8 Circle **4** equations that show equal values on both sides.

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

Name _____

TEKS: 1.1.E, 1.2.C

Curioso Customers

Let's represent the same two-digit number in different ways.

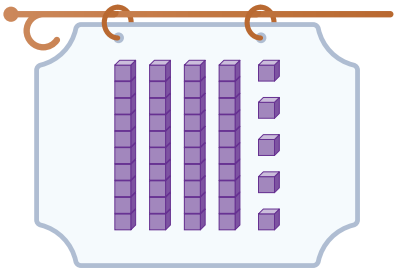
I can be all of me in math class. In the Unit Story, the characters are proud of collecting. What are you proud of in math class?

Warm-Up 1–2 eyes on teacher

Activity 1 How Much?

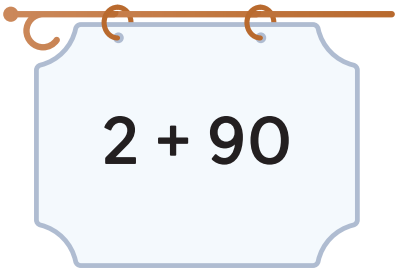
For Screens 3–5, the price is shown. Represent the price with tens and ones in a different way.

3 Represent the price with an expanded form.



_____ + _____

4 Represent the price with numbers and words.



_____ + _____

tens ones

Name _____

How Much? (continued)

5 Represent the price with a drawing.

3 ones	2 tens

6 Choose a customer and circle your choice. Then represent the price for that customer.

expanded form

_____ + _____

words

_____ + _____

tens ones

drawing

51

7 Discuss

How did you figure out how to represent 51 in a different way?

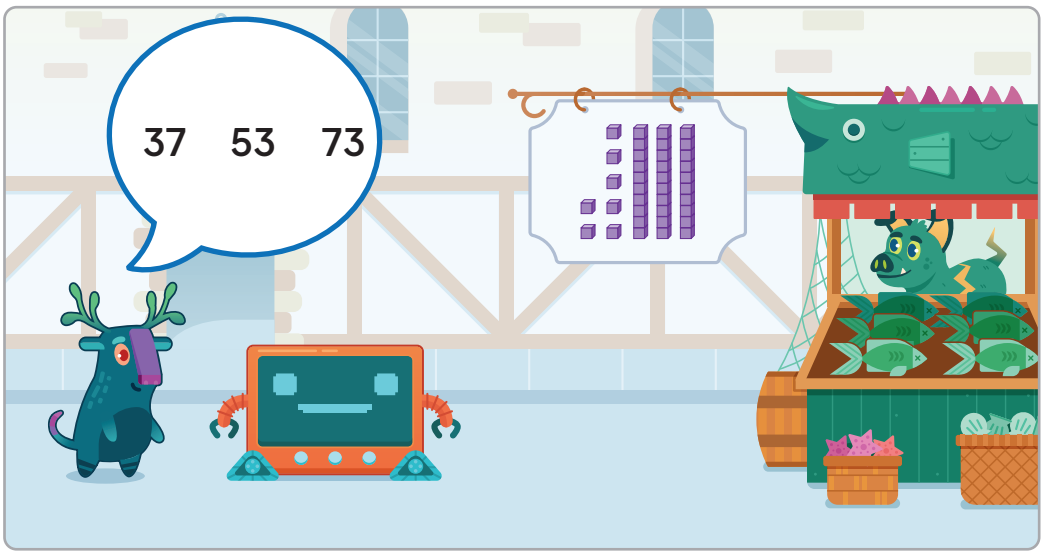
Activity 2

Name _____

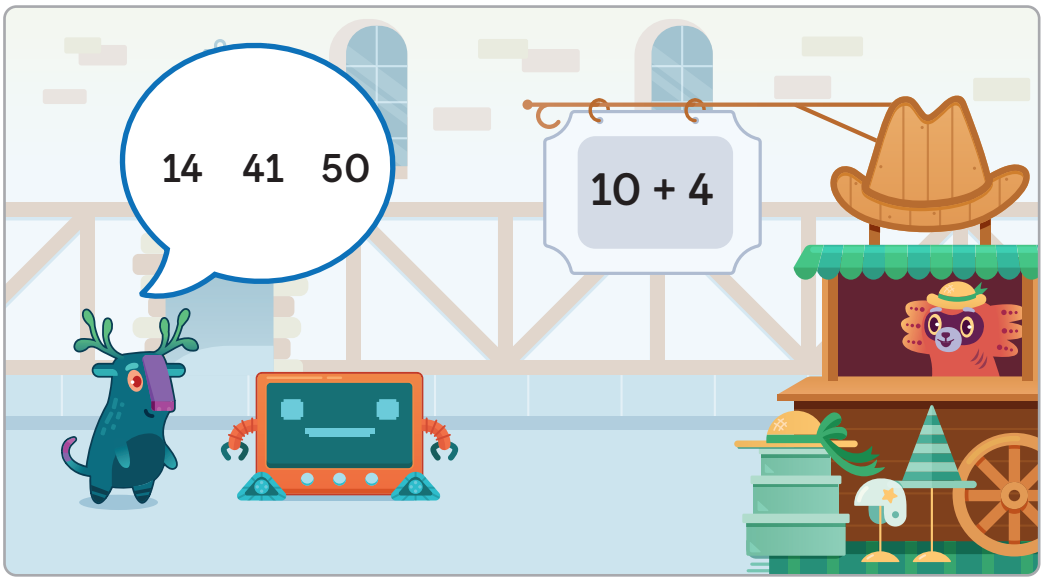
The Price Is Right!

For Screens 8–10, circle the number that represents the price.

8



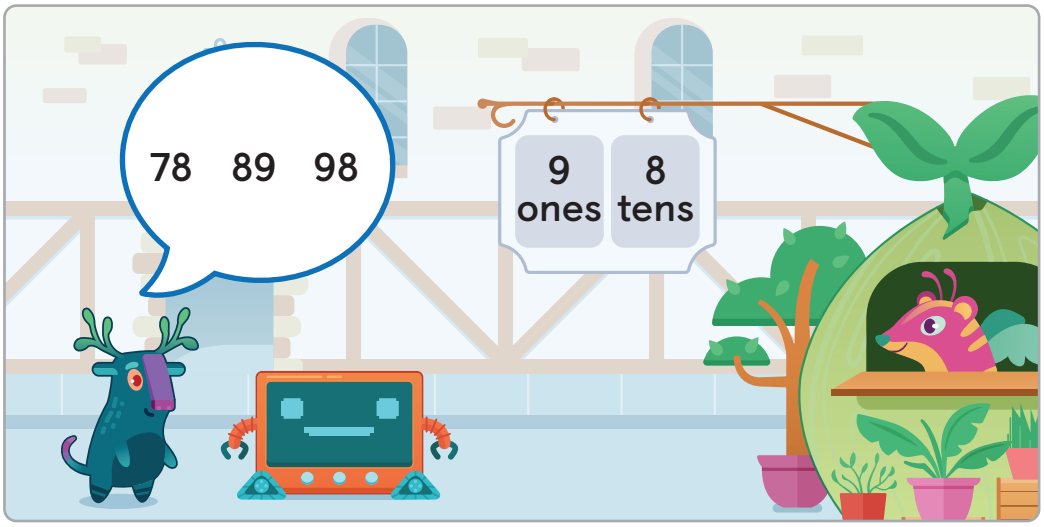
9



Name _____

The Price Is Right! (continued)

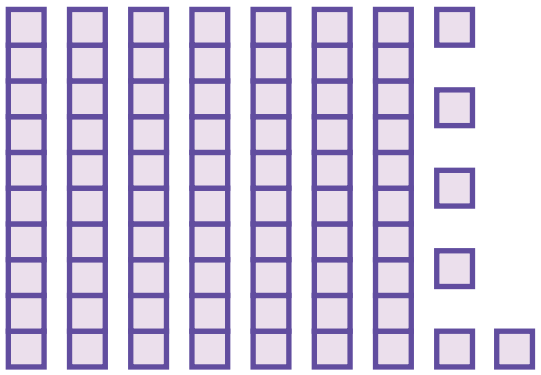
10



11 Discuss

Where do you see the tens and the ones in each representation?

76

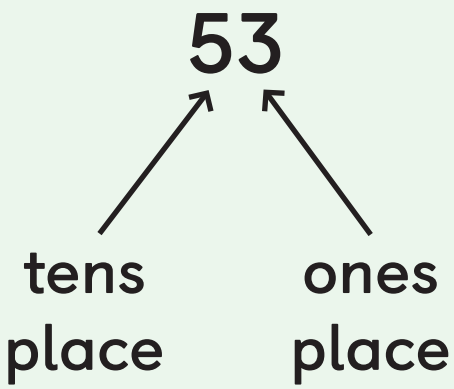


6 ones 7 tens

6 + 70

Summary 4.08

Two-digit numbers show tens and ones. The digit in the *tens place* shows the amount of tens. The digit in the *ones place* shows the amount of remaining ones.



I can look at the order of the digits to know that 53 has 5 tens and 3 ones.

Practice 4.08

Choose from these Centers.

Check It Off

Add Three Numbers

Counting Collections

Up to 99

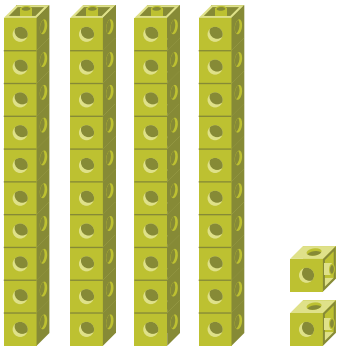
Cover Up

Add 7, 8, or 9

Name _____

For Problems 1–4, write the number that matches the representation.

1



_____

2

3 tens 9 ones

_____

3

60 + 1

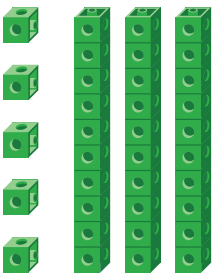
_____

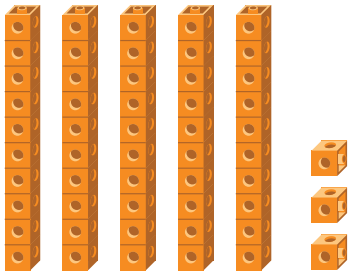
4

6 + 10

_____

5 Circle **3** representations that show 53.





30 + 5

50 + 3

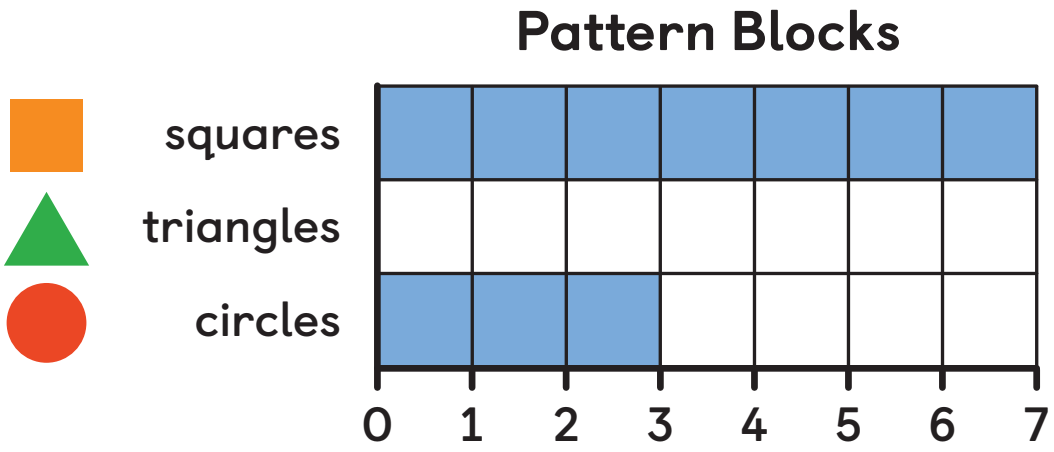
5 tens and 3 tens

5 tens and 3 ones

Name _____

Spiral Review

For Problems 6 and 7, use the data to answer the question.



6 How many squares and circles are there together?

_____

7 If there are 12 pattern blocks, how many triangles are there?

_____

8 Circle **4** equations that show equal values on both sides.

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

Unit 4
Lesson
9

Name _____

TEKS: 1.1.E, 1.2.C

Connecting With Collectors

Let's write two-digit numbers to represent tens and ones.

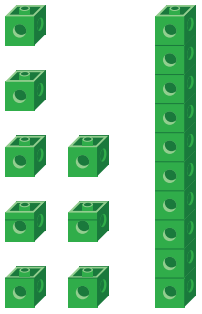
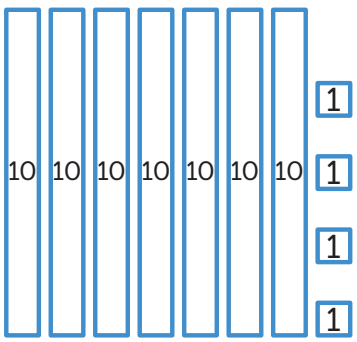
I can be all of me in math class. Writing numbers is part of a mathematician's work. What else do mathematicians do?

Warm-Up eyes on teacher

Activity
1

Writing Two-Digit Numbers

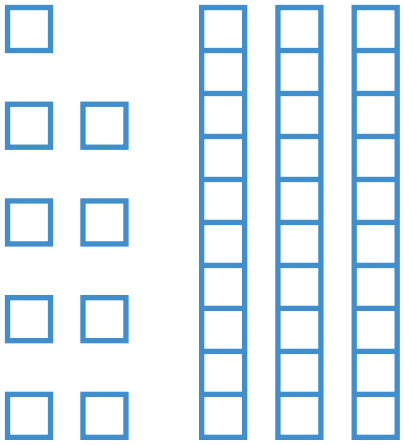
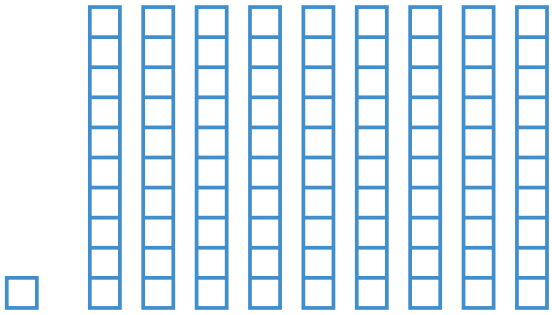
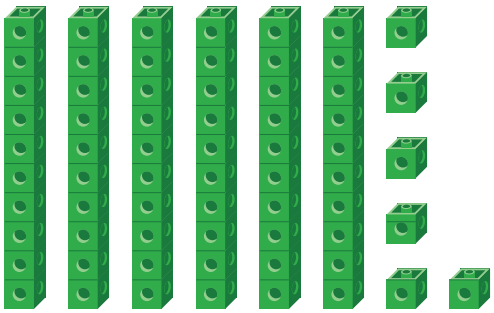
Write the two-digit number that matches in expanded form and standard form.

		Expanded form	Standard form
1		_____	_____
2		_____	_____

Activity 1

Name _____

Writing Two-Digit Numbers (continued)

		Expanded form	Standard form
3		_____	_____
4		_____	_____
5		_____	_____

6 **Discuss**

What two-digit number did you write for each representation?
How do you know that number matches the representation?

Activity 2

Name _____

Curioso Cards Everywhere!

Write the two-digit number that matches each representation.

7 6 tens 3 ones _____

8 4 ones 1 ten _____

9 5 tens _____

10 7 + 20 _____

Name _____

Curioso Cards Everywhere! (continued)

11 30 + 6 _____

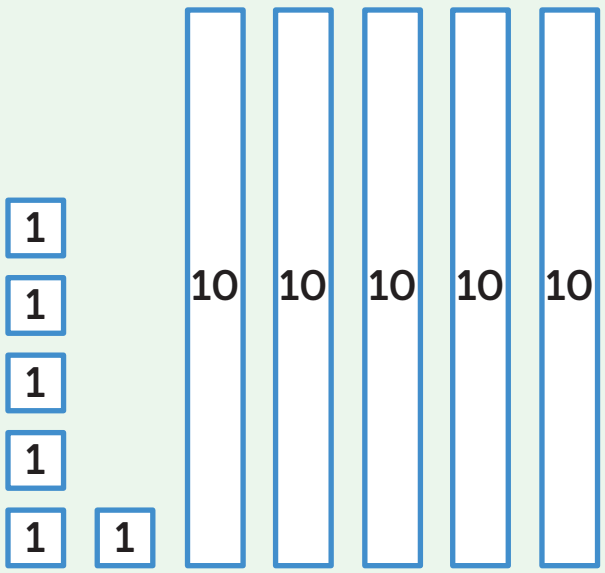
12 2 + 60 _____

13 7 tens _____

14 80 + 9 _____

Summary 4.09

When writing two-digit numbers, write a digit in the tens place that represents the number of tens and a digit in the ones place that represents the number of ones.

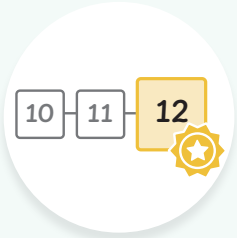


I see 5 tens. I see 6 ones.

56

Practice 4.09

You'll play this Center.



Last Number Wins

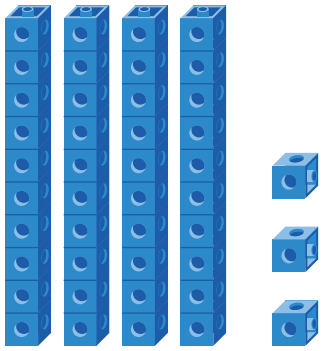
Numbers to 99 by 1

Let's count by 1.

Name _____

For Problems 1–7, write the two-digit number that matches the representation.

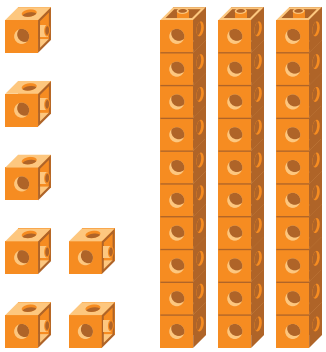
1 3 tens 4 ones _____

2  _____

3 6 tens _____

4 6 + 50 _____

5 5 ones 6 tens _____

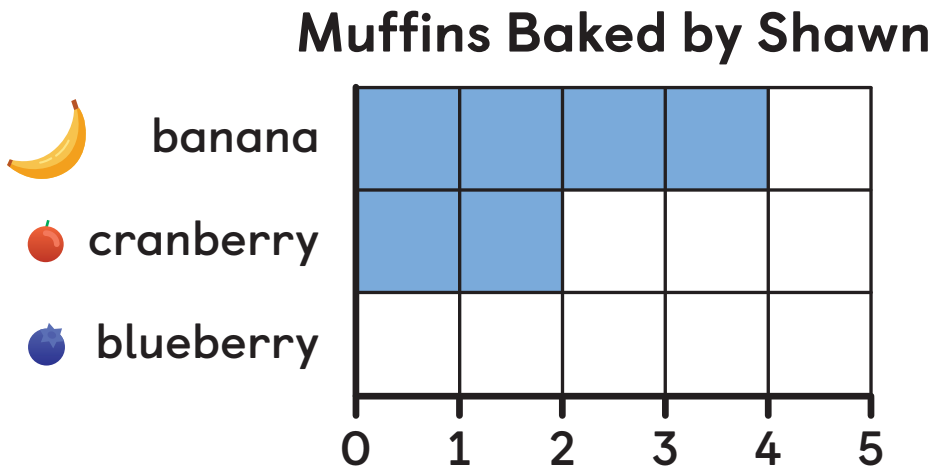
6  _____

7 7 tens 3 ones _____

Name _____

Spiral Review

For Problems 8 and 9, use the data to answer the question.



8 How many banana muffins and cranberry muffins did Shawn bake?

_____

9 If Shawn baked a total of 10 muffins, how many blueberry muffins did Shawn bake?

_____

10 Circle **4** equations that show equal values on both sides.

$8 = 3 + 3 + 2$ $9 = 6 + 2$ $8 = 4 + 4$

$7 - 1 = 3 + 3$ $10 - 3 = 9 - 2$ $6 + 1 = 5 - 2$

Name _____

TEKS: 1.1.E, 1.3.A

Boris's Thimbles

Let's add ones to a multiple of 10.

I can be all of me in math class. Think about the characters in the Unit Story. In what ways could collectors be mathematicians?

Warm-Up eyes on teacher

Activity 1 Counting Thimbles

Hands-On

Find each sum using cubes. Draw your cubes and record the amount in standard form.

Show your thinking.

1 20 + 3

answer: _____

Activity 1

Name _____

Counting Thimbles (continued)

Show your thinking.

2 50 + 8

answer: _____

3 90 + 2

answer: _____

Activity 2

Name _____

Towers and Cubes

Hands-On

Find each sum using cubes. Draw your cubes and record the amount in standard form.

Show your thinking.

4 7 + 30

answer: _____

5 4 + 60

answer: _____

Name _____

Towers and Cubes (continued)

Show your thinking.

6 5 + 40

answer: _____

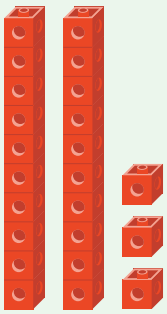
7 **Discuss**

Explain how you found your answer to Problem 6.

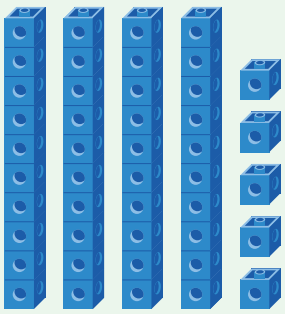
For Problem 6, I knew _____.

Summary 4.10

Ones can be added to a number of tens, in any order, to find the sum.



20 + 3 = 23
3 + 20 = 23



40 + 5 = 45
5 + 40 = 45

Practice 4.10

You'll play this Center.

Cover Up

Add or Subtract 10

Let's add or subtract 10.

Name _____

For Problems 1 and 2, solve the problem using any strategy. Record your answer in standard form.

Show your thinking.

1 50 + 6

answer: _____

2 3 + 80

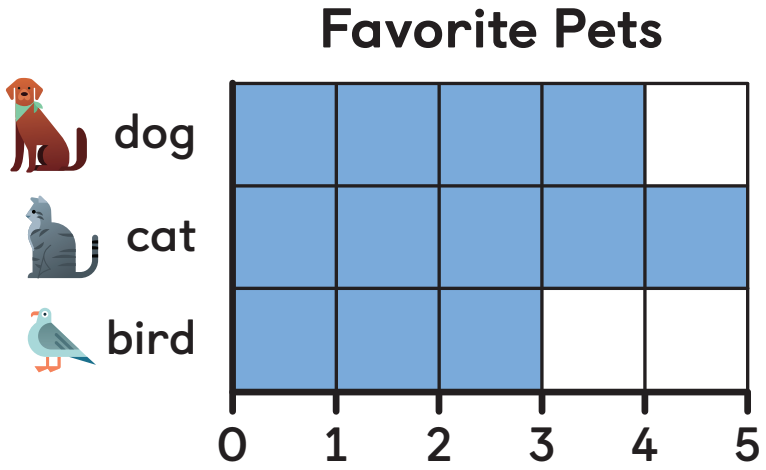
answer: _____

Practice 4.10

Name _____

Spiral Review

Look at the data about students' favorite pets.



For Problems 3 and 4, use the data to answer the question.

3 How many students chose dogs?

_____

4 How many students took the survey in all?

_____

For Problems 5 and 6, circle to show if the equation is *true* or *false*.

5 $6 - 1 = 2 + 3$


6 $9 + 1 = 5 - 2$


Notes:

Sub-Unit

3

Comparing Numbers to 99

Unit Story: The Collectors

Kitch Bain/Shutterstock.com

How would you describe the different amounts of thimbles that Boris has in his collection?

Unit 4
Lesson
11

Name _____

TEKS: 1.1.F, 1.2.E

Steph's Growing Collection

Let's compare two-digit numbers.

I can be all of me in math class.
In the Unit Story, Steph is excited about collecting Curioso cards. What do you get excited about?

Warm-Up

eyes on teacher

Activity 1 Curioso Characters Tour

1 Look at the **2** numbers on the poster.

Think about what you notice about the amounts.

2 **Discuss**

Describe what you notice about the amounts.

- I notice _____.
- I also notice _____.

Activity 2

Name _____

Greater Than or Less Than?

Hands-On

Spin the spinner. Record your number and your partner's number. Circle the number that is **greater than** the other number.

	Your number	Your partner's number
3		
4		

5 **Discuss**

Choose Problem 3 or 4. Tell your partner how you know the number that you circled is *greater than* the other number.

_____ is greater than _____ because _____.

Activity 2

Name _____

Greater Than or Less Than? (continued)

Spin the spinner. Record your number and your partner's number. Circle the number that is <u>less than</u> the other number.

	Your number	Your partner's number
6		
7		

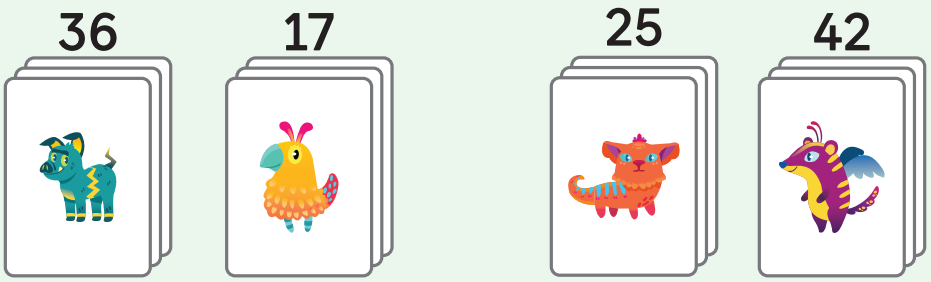
8 **Discuss**

Choose Problem 6 or 7. Tell another pair how you know the number that you circled is *less than* the other number.

_____ is less than _____ because _____.

Summary 4.11

When comparing 2 two-digit numbers, you can use **greater than** and **less than** to describe the comparisons.



36 is *greater than* 17. 25 is *less than* 42.

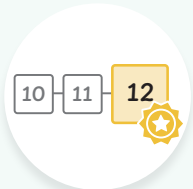
greater than Words used when comparing. 9 is greater than 3, because 9 things are more than 3 things.

Practice 4.11

Choose from these Centers.

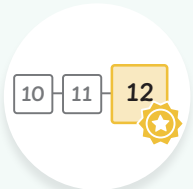
Cover Up

Add or Subtract 10



Last Number Wins

Numbers to 99 by 1



Last Number Wins

Numbers to 99 by 10

Name _____

For Problems 1–4, circle the number that is *greater*.

1	15	32
2	48	57
3	87	70
4	34	43

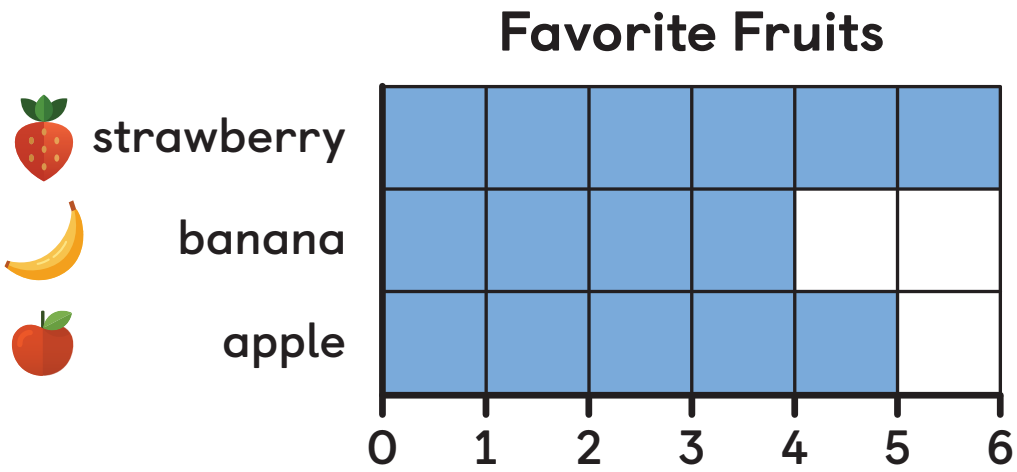
For Problems 5–8, circle the number that is *less*.

5	23	57
6	98	76
7	25	52
8	76	30

Name _____

Spiral Review

Look at the data about students' favorite fruits.



For Problems 9 and 10, use the data to answer the question.

9 How many *fewer* students like banana than strawberry?

_____

10 How many students took the survey?

_____

11 Circle **3** equations that show equal values on both sides.

10 − 3 = 9 + 1

7 = 2 + 5

10 − 8 = 4 + 4

8 = 3 + 3 + 2

7 − 1 = 3 + 4

8 − 0 = 6 + 2

Unit 4
Lesson
12

Name _____

TEKS: 1.1.G, 1.2.E

Greater Than, Less Than

Let's use what we know about two-digit numbers to compare them.

I can be all of me in math class. How have you grown as a mathematician this school year?

Warm-Up eyes on teacher

Activity 1 Comparing Curioso Cards

Hands-On

Compare the numbers. Record *greater* or *less* to make each statement true.

1. 86 is _____ than 72.

2. 34 is _____ than 46.

3. 47 is _____ than 91.

Activity 1

Name _____

Comparing Curioso Cards (continued)

Compare the numbers. Record *greater* or *less* to make each statement true.

4 39 is _____ than 53.

5 28 is _____ than 18.

6 28 is _____ than 60.

7 **Discuss**

What do you notice about the numbers that are greater?
What do you notice about the numbers that are less?

- All the numbers that are greater _____.
- All the numbers that are less _____.

Activity 2

Name _____

Mix and Mingle: Compare

Hands-On

8 Discuss

Compare your numbers. Which number is *greater*? Which number is *less*? How do you know?

- I know _____ is greater than _____ because _____.
- I know _____ is less than _____ because _____.

Activity 2

Name _____

Mix and Mingle: Compare (continued)

9 Discuss

Do you think this conjecture is *true* or *false*? Explain your thinking.

You can include examples or non-examples if it is helpful.

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

Summary 4.12

When comparing two-digit numbers, start with the digits in the tens place. If the digits in the tens place are the same, compare the digits in the ones place.

Both numbers have 3 tens so the ones need to be compared.

33 **37**

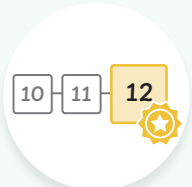
3 ones is *less than* 7 ones, so 33 is *less than* 37.

Practice 4.12

Choose from these Centers.

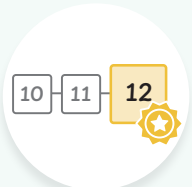
Cover Up

Add or Subtract 10



Last Number Wins

Numbers to 99 by 1



Last Number Wins

Numbers to 99 by 10

Name _____

For Problems 1–4, compare the numbers. Fill in the sentence with the numbers to make a true statement.

1

15 43

_____ is *greater than* _____.

2

57 75

_____ is *greater than* _____.

3

30 13

_____ is *less than* _____.

4

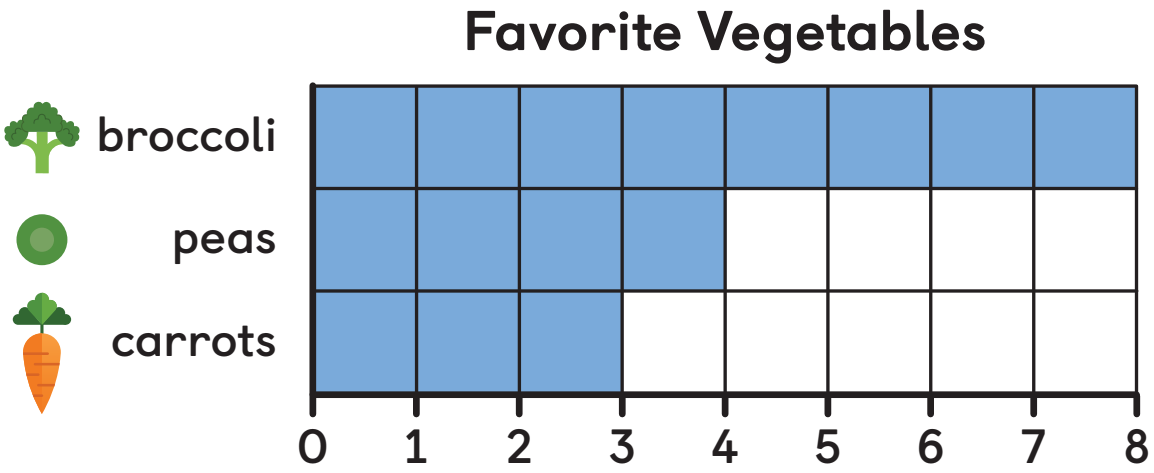
89 98

_____ is *less than* _____.

Name _____

Spiral Review

Look at the data about students' favorite vegetables.



For Problems 5 and 6, use the data to answer the question.

5 How many *more* students like broccoli than carrots?

_____

6 How many students took the survey?

_____

7 Circle **4** equations that show equal values on both sides.

6 + 6 = 12	9 = 6 + 2	8 − 4 = 4 + 2
15 = 5 + 5 + 5	7 + 2 = 10 − 1	10 − 2 = 5 + 3

Unit 4
Lesson
13

Name _____

TEKS: 1.1.D, 1.2.E, 1.2.G

Mystery Symbols

Let's discover the meaning of math symbols.

I am a doer of math.
When is it helpful to use symbols in math, rather than words?

Warm-Up

eyes on teacher

Activity 1 Symbol Tour

Use the statement to figure out what the symbol means.

1 66 > 20

What do you think the symbol > means?

_____

_____

Name _____

Symbol Tour (continued)

Use the statement to figure out what the symbol means.

2 $20 < 60$

What do you think the symbol < means?

_____

_____

Activity 2

Name _____

Is It True?

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

3 $35 < 38$

4 $32 = 32$

5 $85 > 95$

6 $72 < 71$

7 Explain your thinking for Problem 6.

Summary 4.13

The greater than and less than symbols have different meanings. They are used to record comparison statements about 2 numbers.

>	<
greater than	**less than**
80 > 34	51 < 95
80 is greater than 34.	51 is less than 95.

Practice 4.13

You'll play this Center.

Mystery Number

Two-Digit Numbers

Let's use clues to guess two-digit numbers.

Name _____

For Problems 1–3, draw lines to match the symbol with the correct meaning.

1 $>$ equal

2 $=$ less than

3 $<$ greater than

For Problems 4–7, circle to show if the statement is *true* or *false*.

4 $65 > 54$  

5 $43 < 24$  

6 $95 = 95$  

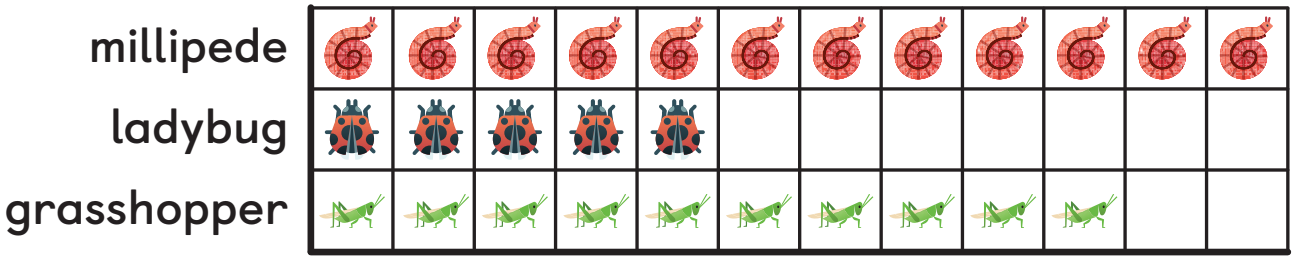
7 $55 < 85$  

Name _____

Spiral Review

Look at the data about the types of insects that students caught.

Insects Caught by Students



For Problems 8 and 9, use the data to answer the question.

8 How many *more* millipedes did they catch than ladybugs?

answer: _____

9 How many ladybugs and grasshoppers did they catch?

answer: _____

10 Circle **4** equations that show equal values on both sides.

12 = 7 + 5	4 − 4 = 8	13 + 1 = 7 + 7
9 − 3 = 6	6 + 3 = 8	5 + 2 = 9 − 2

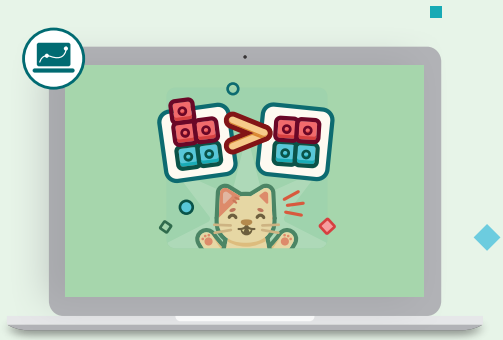
Unit 4
Lesson
14

Name _____

TEKS: 1.1.D, 1.2.D, 1.2.E, 1.2.G

Purr-fect Comparisons

Let's use symbols to make comparison statements true.



I can be all of me in math class.
How have you used symbols as a mathematician?

Warm-Up

1 eyes on teacher

Activity 1

Which Symbol?

2 Compare the numbers. Fill in the symbol that makes the statement true.

< = >

25 _____ 52

Name _____

Which Symbol? (continued)

3 Compare the numbers. Fill in the symbol that makes each statement true.

< = >

48 _____ 42

25 _____ 36

51 _____ 51

18 _____ 61

65 _____ 67

93 _____ 74

4 Discuss

Which symbol makes each statement true?

< = >

Statement A:

25 _____ 36

Statement B:

48 _____ 42

The _____ symbol makes Statement _____ true because _____.

Activity 2

Name _____

What Digit?

5 Use the digits to fill in a digit that makes the statement true.

4 5 > ☐ 5

6 Use the digits to fill in a digit that makes each statement true.

6 8 > ☐ 4

6 2 < ☐ 9

5 5 > 5 ☐

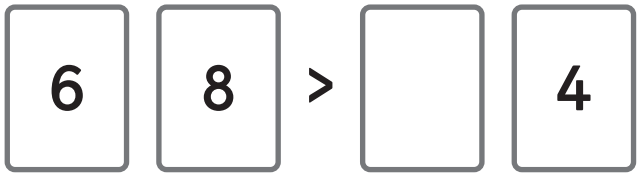
1 7 < 4 ☐

Name _____

What Digit? (continued)

7 Discuss

What digit did you choose? Explain how you know the statement is true.



I chose the digit _____. I know the statement is true because _____.

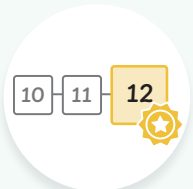
Summary 4.14

You can use what you know about symbols and the tens and ones in numbers to make comparison statements true.

$94 \_\_>\_\_ 49$ $\quad$ $65 < \boxed{7}\,3$

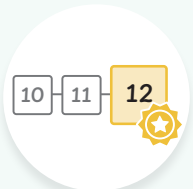
Practice 4.14

Choose from these Centers.



Last Number Wins

Numbers to 99 by 1



Last Number Wins

Numbers to 99 by 10

Mystery Number

Two-Digit Numbers

Name _____

For Problems 1–5, compare the numbers. Write >, <, or = to make the statement true.

1 45 _____ 54

2 34 _____ 25

3 61 _____ 16

4 74 _____ 74

5 95 _____ 56

For Problems 6–9, choose and write the number that makes the statement true.

6 15 59

45 > _____

7 32 13

29 < _____

8 19 72

21 < _____

9 49 22

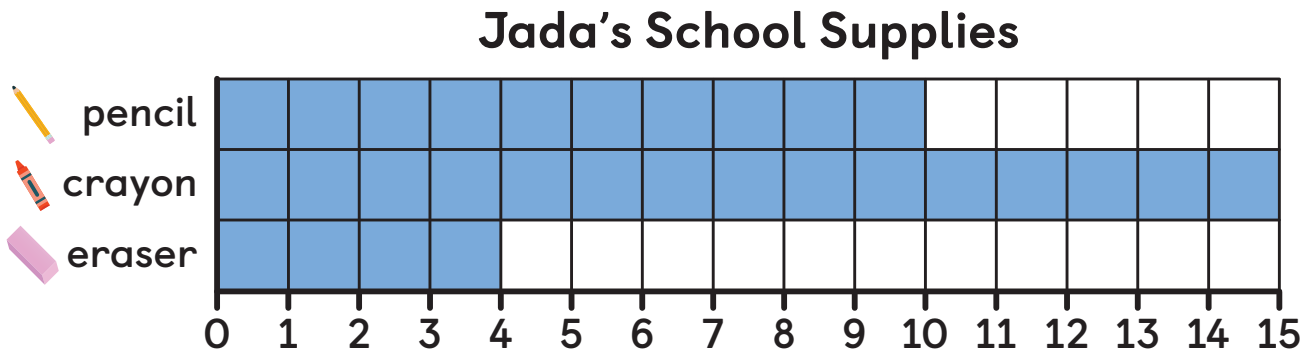
33 < _____

Practice 4.14

Name _____

Spiral Review

Look at the data about Jada's school supplies.



For Problems 10 and 11, use the data to answer the question.

10 How many *fewer* erasers does Jada have than pencils?

_____

11 How many crayons and erasers does Jada have?

_____

12 Circle **4** equations that show equal values on both sides.

6 + 2 = 4 + 4	7 = 4 − 3	12 + 2 = 14
5 + 7 = 2	18 - 0 = 10 + 8	9 = 4 + 4 + 1

Name _____

TEKS: 1.1.D, 1.2.D, 1.2.E, 1.2.G

Steph's Friends

Let's write comparison statements.

Warm-Up eyes on teacher

I am a doer of math.
Why is it important for mathematicians to be clear when sharing their ideas?

Activity 1 Comparing Collections

Use the table to write 2 different comparison statements about the same numbers. Write 1 statement using the > symbol. Write 1 statement using the < symbol.

Steph's friends	Number of Curioso cards
Tim	32
Lee	54
Kat	37

1 Tim's and Lee's cards _____ _____

2 Tim's and Kat's cards _____ _____

Name _____

Comparing Collections (continued)

3 Lee's and Kat's cards _____ _____

4 **Discuss**

Look at the 2 comparison statements you wrote for Problem 1. How are they the same? How are they different?

- They are the same because _____.
- They are different because _____.

5 Tim went to the shop and bought some more Curioso cards. Now he has more cards than Kat. How many cards could Tim have?

answer: _____

Activity 2

Name _____

Spin and Compare

6 Spin the spinner. Record your number and your partner's number. Then write 2 true comparison statements using the > and < symbols.

Your number	Partner's number	>	<

7 Trade your comparison statements from Problem 5 with another pair. Read the other pair's statements aloud.

Discuss

Are the other pair's comparison statements true? How do you know?

- This statement is true because _____.
- This statement is false because _____.

Summary 4.15

You can write 2 different true comparison statements to show the relationship between 2 numbers.

$35 > 26$

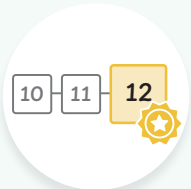
35 is **greater than** 26.

$26 < 35$

26 is **less than** 35.

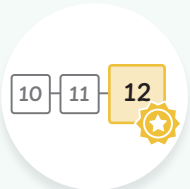
Practice 4.15

Choose from these Centers.



Last Number Wins

Numbers to 99 by 1



Last Number Wins

Numbers to 99 by 10

Mystery Number

Two-Digit Numbers

Name _____

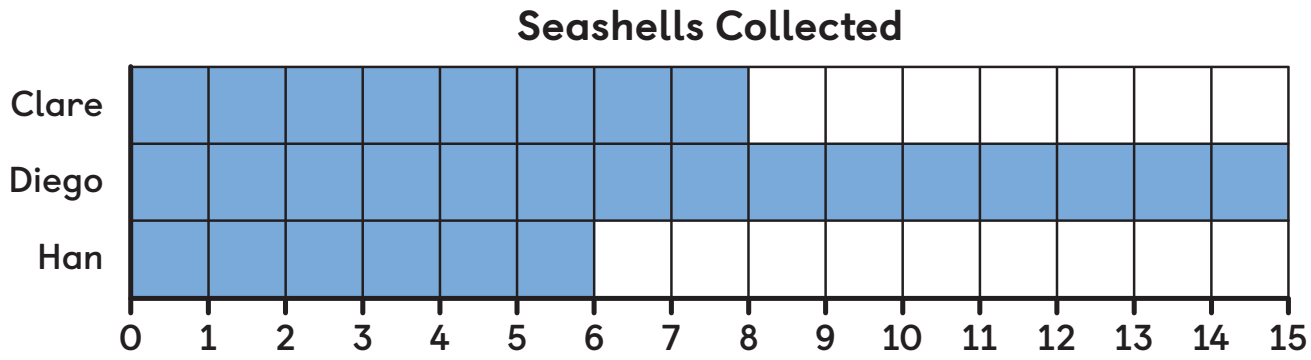
For Problems 1–8, write **2** comparison statements using the given numbers and the > and < symbols.

	Numbers		>	<
1	65	67		
2	36	63		
3	73	28		
4	80	78		
5	26	62		
6	70	76		
7	48	38		
8	18	57		

Name _____

Spiral Review

Look at the data that shows how many seashells each student collected.



For Problems 9 and 10, use the data to answer the question.

9 How many *more* seashells did Clare collect than Han?

answer: _____

10 How many *fewer* seashells did Clare collect than Diego?

answer: _____

11 Circle **4** equations that show equal values on both sides.

8 + 2 = 6 - 2	8 + 8 = 16	13 = 9 + 4
6 + 4 = 3 + 7	9 - 5 = 8 - 4	9 = 19 - 9

Unit 4
Lesson
16

Name _____

TEKS: 1.1.F, 1.1.G, 1.2.E, 1.2.F, 1.2.G

A Trip to the Flea Market

Let's put numbers in order.

I can be all of me in math class.
Steph's friends share an interest. What is an interest you share with a fellow mathematician?

Warm-Up eyes on teacher

Activity 1 Where Does It Belong?

Hands-On

1 Write **2** true comparison statements about 27 and 93.

_____ _____

2 The numbers shown are recorded in order from *least* to *greatest*. Record 58 on the line where it belongs.

8, _____, 27, _____, 93, _____

Name _____

Where Does It Belong? (continued)

3 Discuss

How did you decide where to record 58?

Activity 2

Name _____

Card Sort: Collections in Order

Hands-On

You and your partner will be given cards. Sort the cards by collection type.

For Problems 4 and 5, order and record the numbers from *least* to *greatest*.

4 Expired coupon collection

_____, _____, _____, _____

least greatest

5 Guitar pick collection

_____, _____, _____, _____

least greatest

Activity 2

Name _____

Card Sort: Collections in Order (continued)

For Problems 6 and 7, order and record the numbers from *greatest* to *least*.

6 Snow globe collection

_____, _____, _____, _____

greatest least

7 Curioso card collection

_____, _____, _____, _____

greatest least

Summary 4.16

To place a number in an ordered list, you can think about which number it is greater than and which number it is less than.

6, _____, 34, 36, 50, 87

36 belongs between 34 and 50 because 36 is *greater than* 34 and *less than* 50.

Practice 4.16

You'll play this Center.

Greatest of Them All

Two-Digit Numbers

Let's make and compare two-digit numbers.

Name _____

For Problems 1 and 2, order and record the numbers from *least* to *greatest*.

1

32	68	45	8

_____, _____, _____, _____

least greatest

2

45	54	24	52

_____, _____, _____, _____

least greatest

For Problems 3 and 4, order and record the numbers from *greatest* to *least*.

3

53	31	15	35

_____, _____, _____, _____

greatest least

4

9	86	68	98

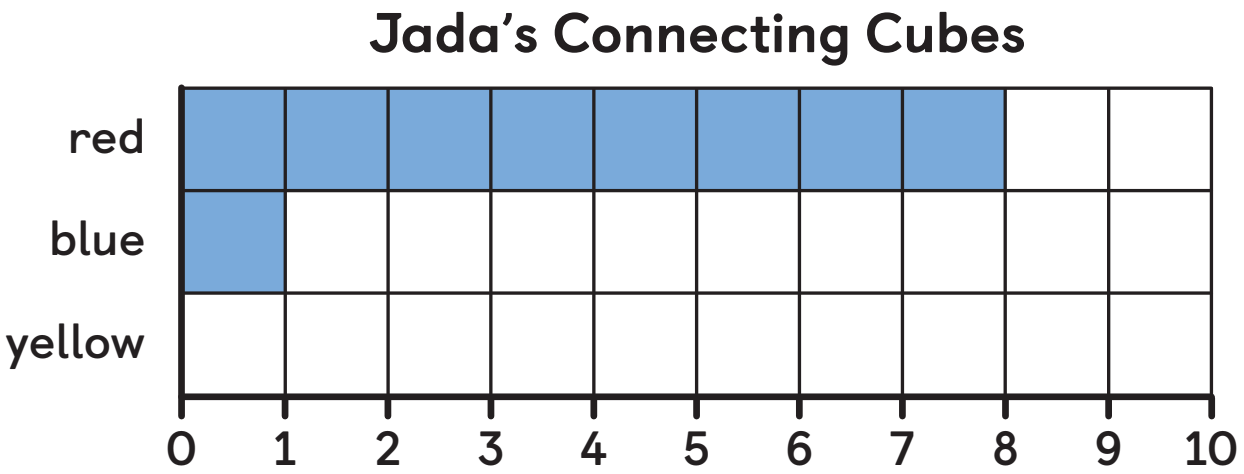
_____, _____, _____, _____

greatest least

Name _____

Spiral Review

Look at the data that shows Jada's connecting cube collection.



For Problems 5 and 6, use the data to answer the question.

5 If Jada has 19 connecting cubes, how many yellow cubes does she have?

_____

6 How many *more* red cubes does Jada have than blue cubes?

_____

7 Circle **4** equations that show equal values on both sides.

7 + 8 = 15	10 − 6 = 9 - 5	6 + 3 = 5 − 2
7 − 1 = 10 - 2	13 = 6 + 7	11 − 0 = 5 + 6

Sub-Unit

4

Income, Spending, and Saving

Unit Story: The Collectors

Chekunov Aleksandr/Shutterstock.com

Coupons can be used to pay a lower price on goods and services.

Why do you think Milton chose to save the coupons in his collection rather than use them to save money?

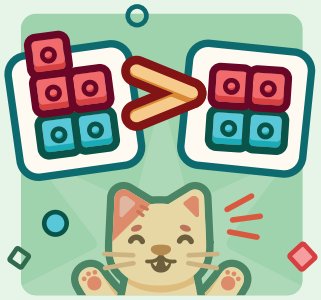
Unit 4
Lesson
17

Name _____

TEKS: 1.1.A, 1.9.A, 1.9.B

How Do We Make Purchases?

Let's buy things!

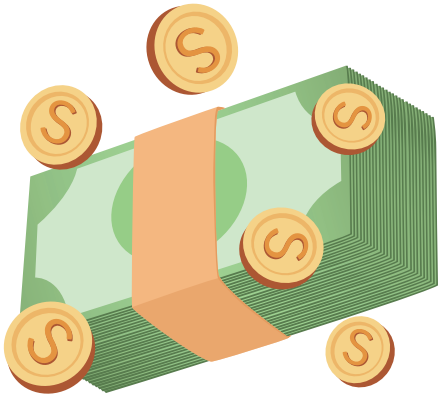


Warm-Up eyes on teacher

We are a math community.
Why is listening to the thinking of other mathematicians important in a math community?

Activity 1 Making Purchases Using Income

1 Circle the picture that shows Steph's mom's income.



money

Curioso cards

Name _____

Making Purchases Using Income (continued)

2 Draw a need or a want that Steph's mom could purchase with her income.

Draw

3 **Discuss**

Steph wants her mom to use her income to pay for an expensive concert ticket. Could Steph's mom use her income for this? Why or why not?

- Steph's mom could use her income because _____.
- Steph's mom could not use her income because _____.

Activity 2

Name _____

What Should Steph's Mom Do?

For Problems 4–6, circle to show if the purchase is a good or a service.

4 Steph's mom wants to hire someone to mow the lawn.

good service

5 Steph's mom wants to buy some flowers from the farmers' market.

good service

6 Steph's mom needs a winter jacket to keep herself warm during the winter.

good service

Name _____

What Should Steph's Mom Do? (continued)

7 Discuss

Steph's mom would like to purchase all of the things in Problems 4–6, but she does not have enough money. What could Steph's mom do?

- Steph's mom could _____.

Summary 4.17

Income is money that you earn by working at a job or by doing chores. You can buy **goods** and **services** you want and need with the money you earn, but sometimes you may have to choose what to buy.

goods Items purchased that can be used or eaten.

services Purchases that involve doing work for someone.

Practice 4.17

Choose from these Centers.

Cover Up

Subtract 1 or 2

Cover Up

Make 10

Greatest of Them All

Two-Digit Numbers

Name _____

1 Solve the problem and write an equation to show how you solved it.

Use an underline to show the answer in the equation.

Diego earned 2 dollars doing chores and 7 dollars selling some lemonade.

How much was Diego's income?

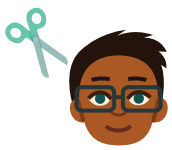
Show your thinking.

answer: _____ **dollars**

equation: _____

2 Diego wants to use his income to pay for all the things shown, but he does not have enough money.

Circle **1** thing he should choose to buy using his income earned in Problem 1.



haircut
15 dollars

T-shirt
8 dollars

jeans
10 dollars

toy truck
7 dollars

Name _____

Spiral Review

For Problems 3–10, find the sum or difference.

3 6 + 2 = _____

4 2 + 3 = _____

5 3 + 3 = _____

6 5 + 2 = _____

7 8 − 0 = _____

8 4 − 2 = _____

9 10 − 1 = _____

10 9 − 2 = _____

For Problems 11–14, find the number that makes the equation true.

11 9 + _____ = 10

12 8 + _____ = 10

13 7 + _____ = 10

14 6 + _____ = 10

15 Circle **4** equations that show equal values on both sides.

5 + 5 = 10

10 = 6 + 2

7 - 5 = 1 + 1

10 - 5 = 3 + 2

4 + 3 = 6 + 4

9 + 1 = 8 + 2

Unit 4
Lesson
18

Name _____

TEKS:1.1.F, 1.9.C

What Can I Do With Money?

Let's save up for what we want!

I am a doer of math.
How do you use money in your everyday life?

Warm-Up eyes on teacher

Activity 1 Spending or Saving?

Hands-On

Circle to show if it is an example of spending money or saving money.

1. Steph's mom bought a snack while shopping.
   spending saving

2. Steph put 2 dollars in her piggy bank.
   spending saving

3. Steph paid 4 dollars for a pack of Curioso cards.
   spending saving

4. Steph put 5 dollars her aunt gave her in the bank.
   spending saving

Activity 2

Name _____

More Money, Less Money

Tell your partner how you know if Steph *saved* or *spent* money.

5 Discuss

Steph had 11 dollars in her piggy bank on Monday. By Thursday, she had 20 dollars in her piggy bank.

I know that she _____ because _____.

6 Discuss

Steph had 10 dollars in the morning. After shopping with her mom, Steph had 6 dollars.

I know that she _____ because _____.

Summary 4.18

We can **save** money or **spend** money. When you spend money, you have less. You can save money to buy things you want in the future.

saving Keeping money to buy goods or services in the future.

spending Using money to buy goods or services.

Practice 4.18

Choose from these Centers.

Cover Up

Subtract 1 or 2

Cover Up

Make 10

Greatest of Them All

Two-Digit Numbers

Name _____

For Problems 1–4, circle to show if the money in each sentence is being *spent*.

1 Clare buys a new tube of slime at the store.

2 Han gives a friend a new keychain for their backpack.

3 Diego picks out a new pair of shoes and buys them.

4 Priya waits to get a new book because she does not have enough money yet.

Practice 4.18

Name _____

Spiral Review

For Problems 5–12, find the sum or difference.

5 2 + 5 = _____

6 1 + 7 = _____

7 4 + 4 = _____

8 5 + 1 = _____

9 2 − 0 = _____

10 6 − 4 = _____

11 9 − 5 = _____

12 7 − 6 = _____

13 Circle **4** expressions that equal 10.

7 + 3	10 − 5	2 − 8
4 + 6	17 − 7	9 + 0

14 Circle **4** equations that show equal values on both sides

1 + 0 = 10	9 + 1 = 1 + 9	8 = 3 + 5
6 − 3 = 2 + 1	7 = 7 + 1	8 − 1 = 5 + 2

Unit 4
Lesson
19

Name _____

TEKS: 1.1.F, 1.9.B, 1.9.C, 1.9.D

It's Time to Give Back!

Let's help those who are in need.

I am a doer of math.
When have you helped a person in need?

Warm-Up eyes on teacher

Activity 1 What Can We Give?

Circle to show if each scenario describes a donation or making money

1. receiving money to mow the neighbor's lawn
   donation making money
2. giving used clothes to a charity
   donation making money
3. selling lemonade
   donation making money
4. giving canned goods to a charity
   donation making money
5. Walking through the neighborhood and picking up trash.
   donation making money

Name _____

What Can We Give? (continued)

6 Steph received 20 dollars for her birthday. She spent 4 dollars on a toy. She will save 10 dollars and donate the rest to a charity. How much will she donate?

Show your thinking.

answer: _____ dollars

7 Steph and her friend collected canned food to donate. Steph collected 8 cans and her friend collected 7 cans. How many cans did they collect in all?

Show your thinking.

answer: _____ cans

Activity 2

Name _____

Positive Impacts

Draw lines to match each donation with its positive impact.

	Donation	Positive impact
8		hungry families have food to eat
9		people have clean clothes to wear
10		people can buy what they need

Activity 2

Name _____

Positive Impacts (continued)

11 Discuss

If you had a chance, what would you donate to a charity?

Who would benefit from it? Why?

- I would donate _____.
- _____ would benefit from it because _____.

Summary 4.19

You can **donate** money, goods, or services to help people in your communities.

donate To give money, goods, or services to those who are in need.

Practice 4.19

Choose from these Centers.

Cover Up

Subtract 1 or 2

Cover Up

Make 10

Greatest of Them All

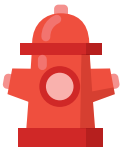
Two-Digit Numbers

Name _____

1 Circle **6** items that you could donate that people need.










2 Why is it important to donate items people need before donating items people want?

_____

_____

Name _____

Spiral Review

For Problems 3–10, find the sum or difference.

3 6 + 4 = _____

4 8 + 4 = _____

5 3 + 10 = _____

6 13 + 1 = _____

7 10 − 7 = _____

8 16 − 4 = _____

9 18 − 10 = _____

10 9 − 6 = _____

11 Circle **4** expressions that equal 10.

3 + 5	9 + 1	3 + 8
7 + 3	20 − 10	5 + 5

12 Circle **4** equations that show equal values on both sides.

4 + 0 = 14	10 + 1 = 11	12 = 3 + 15
8 − 3 = 2 + 3	1 + 6 = 6 + 1	6 − 2 = 3 + 1

Notes: