

Answer Key

To the Teacher:

Some practices in this book require special instructions that you will need to read aloud. These instructions will appear in italicized type.

Chapter 1

1a *Read the instructions aloud and complete each step as a class. Have students point to the word, say the number, and clap. Give them enough time to finish each problem.*

- 1 1; Students should draw 1 circle
- 2 2; Students should draw 2 circles
- 3 3; Students should draw 3 circles
- 4 4; Students should draw 4 circles
- 5 5; Students should draw 5 circles
- 6 6; Students should draw 6 circles
- 7 7; Students should draw 7 circles
- 8 8; Students should draw 8 circles
- 9 9; Students should draw 9 circles
- 10 10; Students should draw 10 circles

1b *Give students time to count and write. Then, read the question aloud and give students time to circle an answer. Invite volunteers to discuss their answers.*

- 1 2
- 2 2
- 3 Yes
- 4 5
- 5 5
- 6 Yes

1c *Look at the pictures as a class. Then, read the words **more** and **fewer** aloud. Ask students to write the word that completes the sentence correctly.*

- 1 more
- 2 3
- 3 8; Students should draw 8 circles
Have students count and write the number of stars in each row. Then, discuss which number is greater and have students circle the number. Finally, have students use the numbers they wrote to complete the sentence. Invite volunteers to explain their answers.
- 4 9
- 5 6
- 6 Students should circle 9; 9; 6
Have students count and write the number of pictures in each row. Then, discuss which number is less and have students circle the number. Finally, have students use the numbers they wrote to complete the sentence. Invite volunteers to explain their answers.
- 7 9
- 8 6
- 9 Students should circle 6; 6; 9

1d *Ask students to count and write the number of cubes in each caterpillar. Then, ask them to look for a pattern and draw what comes next. Invite volunteers to explain their work.*

- 1 9
- 2 8
- 3 7
- 4 Students should draw a caterpillar with 6 parts; 6

Answer Key

1e Read the instructions aloud and give students time to complete each task before moving to the next. Invite volunteers to read and explain their sentences.

- 1 6
- 2 Students should draw a row of 7 cubes; 7
- 3 7; 6
- 4 8
- 5 Students should draw a row of 9 cubes; 9
- 6 9; 8
- 7 4
- 8 Students should cross out 1; 3
- 9 3; 4
- 10 5
- 11 Students should cross out 1; 4
- 12 4; 5

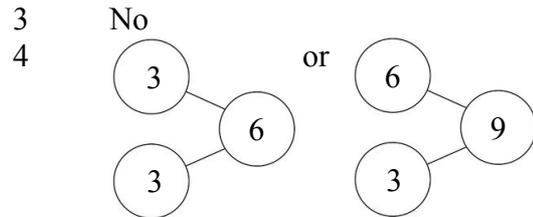
Chapter 2

2a Explain to students that a number bond shows parts that make a whole. Have students complete the first and second number bonds. Discuss the difference and similarity between the two number bonds.

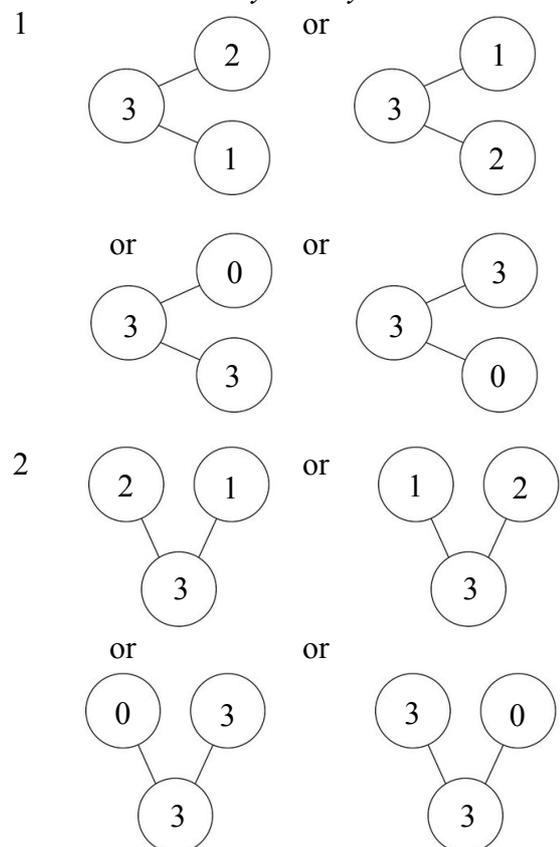
- 1 2; part
Have students label the parts and whole in their number bonds before they cut. Tell them to hold their number bonds in different ways on the page and decide which way to paste it. **Ask:** When we move the number bonds in different ways, did the parts and whole change? Why or why not?
- 2 Students should cut and paste a number bond with 5 as the whole. Parts will vary.
- 3 2

2b Invite volunteers to explain how the number bonds in Items 1 and 2 are the same. Invite other volunteers to explain how the number bonds are different.

- 1 2
- 2 3
Read aloud. Give students time to complete the number bond and discuss their work.

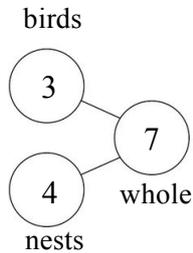


2c Draw the number bonds $2 = 2 + 0$ and $2 = 1 + 1$ on the board. Explain to students that they can use different parts to make the same whole. Have students identify the parts and whole. Read the instructions aloud. **Ask:** Will we all get the same parts for both number bonds? Why or why not?



Answer Key

- 2d** *Read the instructions aloud. Give students time to complete the number bond. Then, invite volunteers to discuss their answers.*



- 2e** *Read the instructions aloud. Give students time to complete the number bonds. Encourage students to use connecting cubes to support their answers. Invite volunteers to discuss their answers. Answers will vary, but the whole should be equal to 8.*

- 2f** *Read the instructions for Item 1 aloud and give students time to draw. Then, read the instructions for Item 2 aloud and give students time to discuss their work. Finally, read the instructions for Item 3 aloud. Give students time to write their answers.*

- 1 Students should draw 9 shapes.
- 2 Answers will vary, but the numbers should add up to 9.
- 3 Answers will vary. Sample: Students should write that the whole is the same, but the parts are the same or different, depending on the number of circles and squares drawn, when compared with a partner.

Chapter 3

- 3a** **Ask:** *Is there only one way to answer this question? Will we all have the same facts? How do you know?*

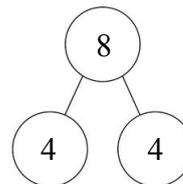
Let students explain their thinking.

Answers will vary, but the numbers should add up to 6.

3b

- 1 Students should color 4 squares in one color and 3 squares in another color.
- 2 3; 4; 7
- 3 Answers will vary. Sample: 5; 2
- 4 Answers will vary. Sample: 5 squares in one color and 2 squares in another color
- 5 Answers will vary. Sample: 5; 2; 7

3c



3d

- 1 4
- 2 4
- 3 1
- 4 6
- 5 2
- 6 3

3e

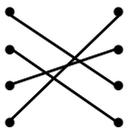
Say: *This is a partner activity. You will make mystery number bonds for your partner. Your number bonds will have missing parts that your partner will have to find. The whole can be less than or equal to 10, and the parts can be less than 10. Answers will vary.*

Answer Key

3f

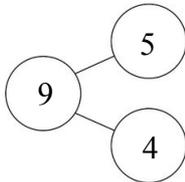
- 1 7; 8; 9
- 2 3; 9
- 3 4; Students should draw 4 blocks; 4; 8
- 4 8
- 5 Students should color 5 blocks; 5; 10
- 6 Students should color 4 blocks; 4; 10
- 7 5
- 8 Answers will vary, but the numbers should add up to 5.
- 9 4
- 10 Answers will vary, but the numbers should add up to 4.

3g *Ask: Are these facts the same? Why or why not?*

- | | | | |
|---|-------------|--|-------------|
| 1 | $1 + 1 = 2$ |  | $0 + 4 = 4$ |
| 2 | $2 + 1 = 3$ | | $2 + 3 = 5$ |
| 3 | $3 + 2 = 5$ | | $1 + 1 = 2$ |
| 4 | $4 + 0 = 4$ | | $1 + 2 = 3$ |

3h

- 1 6; 0; 6
- 2



5; 4; 9

3i Answers will vary, but the numbers should be equal to or less than 10.

3j

- 1 9; 9; True
- 2 7; 8; False
- 3 Answers will vary. Sample: 4; 0; 4; 4

Chapter 4

4a

- 1 2; 1; 0
- 2 5; 4; 3
- 3 9; 8; 7

4b

- 1 *Complete this item as a class, if necessary. Read the instructions aloud and give students time to answer.*
6
- 2 *Have students try this one independently.*
2

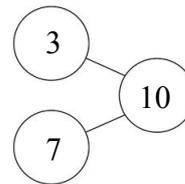
4c

- 1 Students should cross out 2 diamonds; 6; 2; 4
- 2 Students should cross out 4 hearts; 9; 4; 5

4d

- 1 Students should draw 6 apples inside the basket.
- 2 10; 4; 6
- 3 Students should draw 7 sea stars in the water.

4



- 5 10; 3; 7

4e

- 1 Answers will vary
- 2 Answers will vary, but the subtraction story should match the whole and parts presented in Item 1.
- 3 Answers will vary, but the number bond should match the whole and parts presented in Items 1 and 2.
- 4 Answers will vary, but the subtraction sentence should match the whole and parts presented in Items 1 to 3.

4f

- 1 3; 4; False
- 2 4; 6; False
- 3 10; 5; 5; 5

Answer Key

4g

- 1 $4 + 2 = 6$;
 $2 + 4 = 6$;
 $6 - 4 = 2$;
 $6 - 2 = 4$
- 2 Answers will vary
- 3 $6 - 4 = 2$;
 $6 - 2 = 4$
- 4 2; Students should circle $2 + 8 = 10$ and $10 - 8 = 2$
- 5 Change $10 + 2 = 8$ to $8 + 2 = 10$. Change $8 - 2 = 10$ to $10 - 2 = 8$.

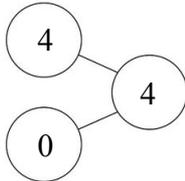
4h

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

Chapter 5

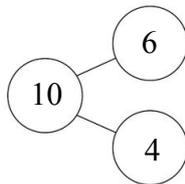
5a

- 1 4
 2 3
 3 4; 3; 7
 4 4
 5 0
 6



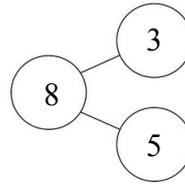
5b

1



$6 + 4 = 10$;
 $4 + 6 = 10$;
 $10 - 6 = 4$;
 $10 - 4 = 6$

2



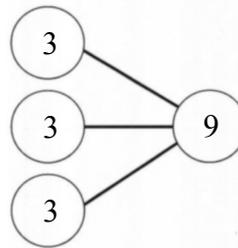
$3 + 5 = 8$;
 $5 + 3 = 8$;
 $8 - 3 = 5$;
 $8 - 5 = 3$

5c

Answers will vary, but should explain that Maria needs to draw two more squares to have the whole of 9 squares in her drawing.

5d

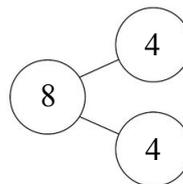
- 1 Students should circle the 3 corners; 3
- 2 Students should circle the 3 corners; 3
- 3 Students should circle the 3 corners; 3
- 4



- 3; 3; 3; 9
- 5 Answers will vary, but the picture should have 10 shapes in all.
- 6 Answers will vary, but the number sentence should match the number of shapes drawn in Item 5.

5e

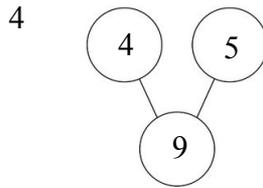
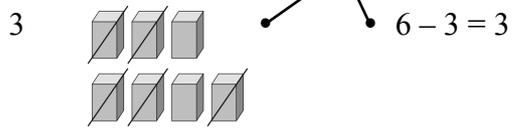
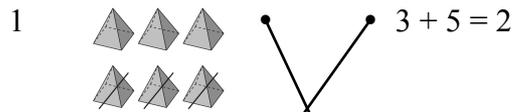
1



- 2 8; 4; 4; 4

Answer Key

5f



$$4 + 5 = 9;$$

$$5 + 4 = 9;$$

$$9 - 4 = 5;$$

$$9 - 5 = 4$$

5 Answers will vary

6 $9 - 4 = 5;$
 $9 - 5 = 4$

Use a sphere and a rectangular prism to explain the concept of flat sides. Place both solid shapes on a table to demonstrate. Allow the sphere to roll on the table.

Say: *What do you notice about the two solid shapes? Why does the rectangular prism stay in place?*

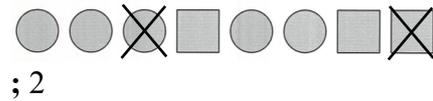
Explain that flat sides allow solid shapes to stack or slide. Ask students how many flat sides they see on the rectangular prism and the sphere. For an extra challenge, explain curved surfaces to advanced students.

- 7 6
 8 2
 9 6; 2; 8

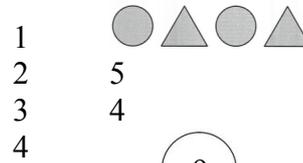
5g *Have students count on to 10.*

- 1 Students should draw 5 circles.
 2 5; 5; 10; 5

5h



5i



5j

- 1 Answers will vary, but the drawing should show 2 solid shapes.
 2 Answers will vary, but the pattern should have 2 solid shapes and the total number of shapes should be less than or equal to 10.
 3 Answers will vary, but the number bond should match the number of shapes in Item 2.
 4 Answers will vary, but the number sentence should match the number bond in Item 3.

Chapter 6

6a *Have students either label the building or use connecting cubes to model the problem, depending on their level of readiness and ability.*

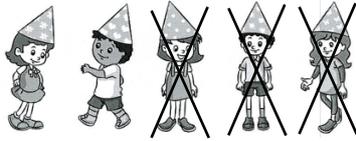
- 1 3
 2 $2 + 1 = 3$

6b Students should draw 3 students in line, with Allie 3rd in line; 3rd

Answer Key

6c

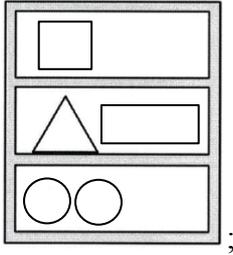
1



2 5; 3; 2; 2

3 2; 3; 5

6d Students should draw:



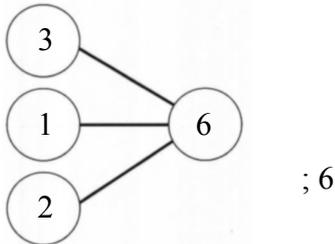
1; 2; 2; 5

6e

1

Students should draw 3 people in front of Roberto and 2 people behind him.

2



; 6

6f 6

6g Students should circle the 6th step.

Chapter 7

7a

1

Students should circle the first tens frame. Students should draw 5 stars in the second tens frame.

2 10; 5; 15

7b

1

10

2 10; 4; 14

7c

1

1

2

8

3

Tens	Ones
1	8

7d

1

Students should circle 1 tens rod and 2 ones cubes.

2

Tens	Ones
1	2

7e

1

13

2

10

3

13; 10

4

Students should add 3 more unit cubes to the set of ten cubes; 3

7f

1

15; 12

2

12; 15

3

Students should cross out 3 ones cubes in Set A; 3

7g

1

Tens	Ones

2

Tens	Ones

3

14; 16

4

16; 14

Answer Key

7h

- | | | | |
|---|---------------|---|---------------|
| 1 | $10 + 5 = 15$ |  | $8 + 10 = 18$ |
| 2 | $10 + 8 = 18$ |  | $7 + 10 = 17$ |
| 3 | $10 + 3 = 13$ |  | $5 + 10 = 15$ |
| 4 | $10 + 7 = 17$ |  | $3 + 10 = 13$ |

7i

- 1 9
- 2 7
- 3 2
- 4 10
- 5 10
- 6 6

7j

Answers will vary, but the number should be less than or equal to 19.

Chapter 8

8a

- 1 7; 6; Students should color the left side
- 2 3
- 3 Students should cross out 3 circles on the right side and draw 3 circles on the left side; 3; 13
- 4 8; 9; Students should color the right side
- 5 1
- 6 Students should cross out 1 circle on the left side and draw 1 circle on the right side; 7; 17

8b

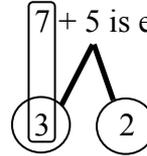
For Items 1 to 3, Say: Look at the greater number. How many more do you need to make a 10 with the greater number? Write how many more you need in the part of the number bond that is closer to the greater number. Circle those two numbers and make 10. Now, look at the number you are adding to the greater number. Write down the other part of that number in the part of the number bond that is blank. Then, write the number sentence that shows

how you made a 10. Add the left over ones. Is this equal to the parts you started with?

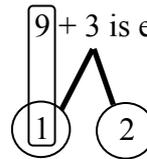
How do you know?

For Items 4 to 6, read aloud if necessary.

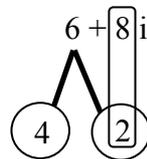
- 1



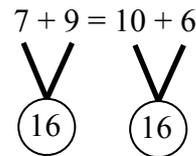
- 2



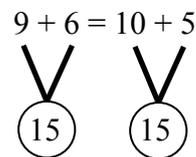
- 3



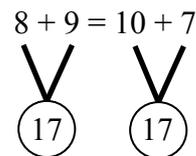
- 4



- 5



- 6



8c

- 1 Answers will vary. Sample: When I add the same number to itself to get a sum, it is a doubles fact.
- 2 2
- 3 6
- 4 4
- 5 8
- 6 10
- 7 12
- 8 14
- 9 18

Answer Key

- 10 16
 11 20
 12 Answers will vary. Sample:
 Doubles facts are helpful
 because when you know the
 sum of doubles facts it is easier
 to figure out other facts.

8d

- 1 Students should draw a tower
 of 7 cubes.
 2 14
 3 Doubles facts

8e

Say: Look at the greater
 number. Break the number into
 a double of the smaller number
 and count on to find the other
 part. Circle the doubles fact.
 Is this easier? Why?

1 $3 + 4 = 7$

2 $4 + 5 = 9$

3 $5 + 6 = 11$

4 $6 + 7 = 13$

5 $7 + 8 = 15$

6 $8 + 9 = 17$

- 7 Answers will vary. Samples:
 Using doubles facts is easier for
 me because it takes less time
 for me to figure out other facts,
 like doubles plus one facts.

Counting on is easier for me
 because it is fast to count on
 when I use smaller numbers
 such as 1 or 2.

8f

- 1 5
 2 7
 3 6
 4 8
 5 1
 6 9
 7 12
 8 13
 9 10
 10 15
 11 Answers will vary. Sample:
 When I add zero to a number,
 the number stays the same.

8g

Read the instructions aloud.
 Answers will vary

Chapter 9

9a

- 1 10; 8
Say: Look at the ones. How
 many do we have to take away
 from the ones place?
 After students say 6, have them
 cross out 6. How many do we
 have in the ones place now?
 Have students write the answer.
 2 2
 3 Students should circle the first
 tens frame; 2; 12
 4 12

Answer Key

Say: Break the greater number into tens and ones. Circle the ones. Subtract the ones. Then, add the 10 that is left over.

5 $12 - 1 = 11$

6 $14 - 2 = 12$

7 $19 - 6 = 13$

8 $18 - 2 = 16$

9 $16 - 2 = 14$

10 $15 - 4 = 11$

9b **Say:** Sometimes, we do not have enough ones in the whole to subtract the part. In these problems, we subtract the ones from a ten instead. We have to break the whole into tens and ones and subtract from the tens place. Then, we add the left-over ones.

Have students write the 10 closer to the smaller number to help them see which numbers are being subtracted.

1 $13 - 8 = 5$

2 $17 - 9 = 8$

3 $16 - 7 = 9$

4 $14 - 6 = 8$

9c

1 7; 7; 7; 14

2 6; 6; 6; 12

3 8; 8; 8; 16

4 9; 9; 9; 18

9d

1 14

2 Students should draw 9 tall buildings; 9

3 10; 3; 13; 13

9e

1 -

2 -

3 -

4 +

5 +

6 +

7 Answers will vary. Sample:
When I add, the sum is greater than the parts. When I subtract, the difference is less than the whole.

Answer Key

Chapter 10

10a

- 1 5; 12; Students should circle the right side
- 2 5; 12; 17
- 3 7; 10; 17

10b

- 1 10; 5
- 2 7; 9
- 3 No; Answers will vary.
Sample: When I added the numbers together, each scale had a different total. The first scale has a total of 15 and the second scale has a total of 16. The scales do not have an equal number of cubes.

10c

- 1 8; 10
- 2 Tens
- 3 18; 9; 9

10d

- 1 $8 + 10 = 18$;
 $10 + 8 = 18$;
 $18 - 8 = 10$;
 $18 - 10 = 8$
- 2 Making a 10

10e

- 1 3; 1
- 2 3; 4; Students should circle the scale
- 3 3; 4; 7

10f

- 1 $5 + 6 = 11$  $6 + 6 + 1 = 13$
- 2 $7 + 8 = 15$ $3 + 3 + 1 = 7$
- 3 $3 + 4 = 7$ $7 + 7 + 1 = 15$
- 4 $6 + 7 = 13$ $5 + 5 + 1 = 11$

10g

- 1 9; 9; 18
- 2 Doubles facts
- 3 3
- 4 3; 13

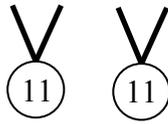
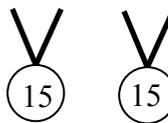
- 10h** Answers will vary

Chapter 11

- 11a** *This is a two-day partner activity. Have students answer Items 1 to 4 on Day 1 and Items 5 to 8 on Day 2.*

- 1 6
- 2 5
- 3 6; 5; 11; 11
- 4 Answers will vary
- 5 4
- 6 6
- 7 $4 + 6 = 10$;
 $6 + 4 = 10$;
 $10 - 4 = 6$;
 $10 - 6 = 4$
- 8 4, 6 and 10; Answers will vary.
Sample: I used 6, 4, and 10. 6 and 4 are the parts of the number bond and 10 is the whole.

- 11b** *This is a two-day activity. Have students answer Items 1 to 2 on Day 1 and Items 2 to 4 on Day 2.*

- 1 4; 8; 12; 12
- 2 2; 10; 12
- 3 $4 + 7 = 10 + 1$

- 4 $8 + 7 = 10 + 5$


- 11c** *This is a two-day activity. Have students answer Items 1 to 3 on Day 1 and Items 4 to 5 on Day 2.*

*On Day 1, discuss fact families.
Ask: How can fact families help you check your work?*

Help students recognize that they can use inverse operations to check their work and to solve problems.

Answer Key

1

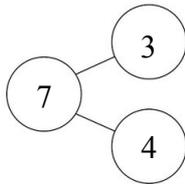
Kinds of Fruits	Tally	Number of Fruits
Pumpkin		10
Tomato		3
Eggplant		7

2 10; 7; 3

3 7; 3; 10

4 7; 3; 4

5



$$7 - 3 = 4;$$

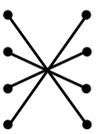
$$7 - 4 = 3;$$

$$3 + 4 = 7;$$

$$4 + 3 = 7$$

11d No; Answers will vary. Sample: Eve is incorrect. Jen borrowed 5 books and Corrine borrowed 7 books. Together, they borrowed 12 books, not 11. $7 + 5 = 12$, not 11.

11e

1	$19 - 5 = 14$		$8 + 6 = 14$
2	$18 - 7 = 11$		$7 + 5 = 12$
3	$12 - 5 = 7$		$11 + 7 = 18$
4	$14 - 6 = 8$		$14 + 5 = 19$

Chapter 12

12a

1 39; 32; Students should circle 39

2 23; 19; Students should circle 23

3 Answers will vary

4 28; 33; Students should circle 28

5 37; 25; Students should circle 25

6 Compare the tens first

7 Answers will vary. Sample: It is better to compare the tens first to know which number is greater.

12b

1 Students should draw 3 tens and 10 ones; 3; 10

2 Students should draw 1 ten and 10 ones; 1; 10

12c

1 25; 28; Students should circle 28

2 3

3 Students should draw 3 cubes on the left side.

4 38; 34; Students should circle 34

5 4

6 Students should cross out 4 cubes on the left side.

12d

1 17; 19; 28; 35

2 Answers will vary. Sample: I look at the tens place and then the ones place to order the numbers.

12e

Some students count the number they start with when counting on or back from the number. Have the students cross out the number that they start with to help them count effectively.

For students who need extra support, have them read each statement aloud and then say "what" when they reach the blank space.

1 35

2 38

3 30

4 Answers will vary

5 Answers will vary

6 28

7 21

8 28; 25

or 37; 34

8 34; 37

or 25; 28

Answer Key

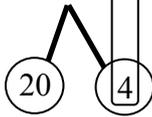
Chapter 13

13a For students who need extra support, have them say the number aloud and then use their fingers or counting tape to count on.

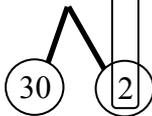
- 1 28
- 2 25
- 3 38
- 4 35
- 5 26
- 6 24
- 7 27
- 8 29

13b

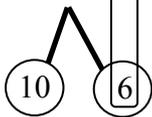
- 1 Students should draw 2 tens in the first row and 1 ten and 4 ones in the second row; 34
- 2 Students should draw 2 tens and 1 one in the first row and 1 ten and 7 ones in the second row; 38
- 3 39; 9; 9; 39
- 4 26; 3; 3; 6; 6; 20; 26
- 5 36; 1; 5; 6; 6; 30; 36
- 6 $24 + 4 = 28$



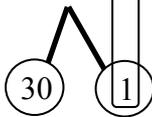
7 $32 + 5 = 37$



8 $16 + 3 = 19$



9 $31 + 7 = 38$

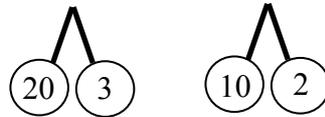


13c

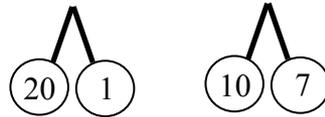
- 1 Students should draw 2 tens in the first row and 1 ten in the second row; 30
- 2 Students should draw 3 tens in the first row and 2 tens in the second row; 50
- 3 20
- 4 40
- 5 30
- 6 40

13d

1 $23 + 12 = 35$



2 $21 + 17 = 38$



- 3 Students should draw 1 ten and 5 ones in the first row and 1 ten and 4 ones in the second row; 29

- 4 Students should draw 2 tens and 2 ones in the first row and 1 ten and 6 ones in the second row; 38

- 5 26
- 6 37
- 7 29
- 8 37
- 9 39
- 10 39
- 11 29
- 12 30

13e

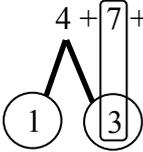
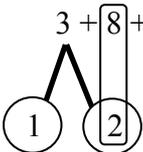
- 1 22
- 2 30
- 3 34
- 4 40
- 5 33

Answer Key

13f

- 1 Answers will vary. Sample: It is important to regroup when you have more than ten ones in the ones place. You have to put a ten in its correct place.
- 2 *Instruct students not to fill in the sums until it is time to check their partner's answer to the problem.*
Answers will vary, but the sums should be less than or equal to 40.
- 3 Answers will vary, but the sums should be less than or equal to 40.
- 4 Answers will vary and should list different strategies or ways students solved their partner's problem.

13g

- 1 4; 7; 5; 16
- 2 8; 8; 3; 19
- 3 $4 + 7 + 4 = 15$

- 4 $3 + 8 + 4 = 15$

- 5 18;
8;
7; 7; 14;
1; 3; 4;
14; 4; 18

13h

- 1 14; 6; 20; 20
- 2 4; 6; 3; 13; 13
- 3 16; 17; 33; 33

13i

- 1 38
- 2 39
- 3 27
- 4 38

- 5 19
- 6 29
- 7 Add the ones, then add the sum to the tens or Count on
- 8 29
- 9 33
- 10 20
- 11 36
- 12 26
- 13 34
- 14 25
- 15 37
- 16 Add the tens, then add the sum to the ones.

13j

- 1 17
- 2 Answers will vary. Sample: I used doubles plus one facts by adding $8 + 8 + 1 = 17$.

Chapter 14

14a *Some students count the number they start with when counting on or back from the number. Have the students cross out the number that they start with to help them count effectively. For students who need extra support, have them read each problem aloud and then say "what number" when they reach the blank space.*

- 1 25
- 2 25
- 3 20
- 4 21
- 5 36
- 6 30
- 7 30
- 8 10
- 9 20
- 10 10

14b

- 1 Students should cross out 6 ones; 20
- 2 Students should cross out 6 ones; 33

Answer Key

- 3 Students should cross out 1 ten and 2 ones; 13
4 Students should cross out 1 ten and 4 ones; 23

14c

1 $37 - 16 = 21$

The diagram shows two base ten blocks for 37: three tens rods and seven ones units. To the right, two base ten blocks for 16: one ten rod and six ones units. An equals sign and the number 21 are to the right. The result 21 is represented by two tens rods and one one unit.

2 $26 - 13 = 13$

The diagram shows two base ten blocks for 26: two tens rods and six ones units. To the right, two base ten blocks for 13: one ten rod and three ones units. An equals sign and the number 13 are to the right. The result 13 is represented by one ten rod and three one units.

14d

- 1 16
2 16

14e

- 1 16; 16; 19; 35
2 9; 9; 17; 26
3 16; 16; 16; 32
4 Answers will vary. Sample:
There were not enough ones in the whole in order to subtract, so I regrouped and took from the tens place.

14f

- 1 17; 11; 6; 6
2 19; 14; 5; 5

14g

- 1 6; 6
2 13; 13
3 11
4 2
5 32
6 11
7 21
8 31
9 Subtract the ones, then add the tens to the answer or Count back
10 13
11 24
12 16
13 7

Chapter 15

15a

- 1 $19 - 15 = 4$
2 $15 + 4 = 9$
3 I subtracted the ones or I added on

15b

- 1 $12 + 7 = 19$; 19 days
2 Answers will vary. Sample:
No, I did not regroup because I did not have ten ones in the ones place.
3 9 days; Answers will vary
4 Answers will vary. Sample:
There are 7 days in a week, so we can use doubles facts to add $7 + 7$ to get the answer.
5 $7; 7; 14$

15c

- 1 5; 12; 17
2 25; 10; 15

- 15d Answers will vary

Chapter 16

- 16a *Have students cut and paste the pictures starting from the picture with the 10 flowers, then the pictures with 1 flower each.*

Students should cut and paste the pictures of 10 flowers, 1 flower and 1 flower; 30; 31; 32

16b

- 1 35
2 101
3 47
4 56
5 114

16c

- 1 73
2 35

Answer Key

16d

- Students should point at the numbers in the table and count on by 5's.
- Answers will vary. Sample: I notice that when I count on by 5's, the ones place either has a five or zero in it, and the tens place changes as I count to a greater number.
- 82; 88; 92; 94; 98
- Answers will vary. Sample: I counted on by 2's.

16e

- 67
- 89
- 60

16f

- 64; 54; Students should circle 64
- 74; 47; Students should circle 74

16g

- <
- <
- >
- =
- <; 22; 14; 8
- >; 27; 12; 15
- 103; Answers will vary.
Sample: I counted one more than 102, and I knew the answer was 103.

Chapter 17

17a For students who need extra support, have them say the number aloud and then use their fingers or a counting tape to count on.

- 69
- 47
- 73
- 98
- 86
- 38
- 59
- 28

- 39
- 19
- 48
- 27
- 97
- 88

17b

1 $64 + 4 = 68$

2 $43 + 6 = 49$

3 $55 + 3 = 58$

4 $71 + 6 = 77$

17c

- Students should draw 4 tens in the first row and 3 tens in the second row; 70
- Students should draw 3 tens in the first row and 6 tens in the second row; 90
- Students should draw 7 tens in the first row and 1 ten in the second row; 80
- Students should draw 5 tens in the first row and 2 tens in the second row; 70

17d

- Students should draw 8 tens in the first row and 1 ten and 2 ones in the second row; 92
- Students should draw 5 tens in the first row and 2 tens and 4 ones in the second row; 74

Answer Key

3 52 + 36 = 88



4 34 + 34 = 68



5 77

6 87

7 88

8 88

9 85

10 104

11 62

12 97

13 Students should circle $44 + 44 = 88$ and $31 + 31 = 62$.

17e

1 60

2 94

3 66

4 84

5 96

6 70

7 51

8 45

17f *For students who need extra support, have them say the number aloud and then use their fingers or a counting tape to count back.*

1 92

2 64

3 85

4 53

5 72

6 47

7 Students should cross out 5 tens; 40

8 Students should cross out 2 tens; 50

9 60

10 40

11 30

17g

1 Students should cross out 3 ones; 76

2 Students should cross out 6 ones; 61

3 Students should cross out 5 ones; 90

4 Students should cross out 2 tens and 6 ones; 31

5 Students should cross out 3 tens and 3 ones; 32

6 Students should cross out 1 ten and 4 ones; 83

17h

1 50; $50 + 43 = 93$

2 61; $61 + 24 = 85$

3 Answers will vary. Sample: It is important to use fact families because it makes it easier to check your work quickly and know your answer is correct.

17i

1 27

2 46

17j

1 29; $29 + 45 = 74$

2 16; $16 + 37 = 53$

3 Answers will vary

4 Answers will vary, but should have the sum of 67.

5 Answers will vary, but should have the sum of 99.

6 Answers will vary

Chapter 18

18a

1 Students should cut and paste 3 pictures.

2 3

3 4

4 4; 4; 4; 12

5 Students should circle 8 groups of 2 bees.

6 8

7 16

8 5; 5; 5; 5; 20

Answer Key

18b

- 1 Students should cut and paste 2 pictures of apples on each table.
- 2 2
- 3 Students should draw 4 oranges in each bag; 4

18c

- 1 Students should circle 6 groups of 2 cherries.
- 2 6
- 3 Yes
- 4 4

18d Answers will vary

Chapter 19

19a

- 1 $20¢ + 10¢ = 30¢$; $30¢$
- 2 Doubles facts ($10 + 10 + 10$) or Add the ones, add the tens
- 3 $\$5 + \$3 + \$8 = \16 ; $\$16$
- 4 Answers will vary

19b

- 1 $95¢ - 37¢ = 58¢$; $58¢$
- 2 $45¢ - 37¢ = 8¢$; $8¢$

19c

- 1 $54¢$
- 2 I counted by tens, then by ones.
- 3 $52¢$
- 4 Answers will vary. Sample:
First, I counted the tens and got 40 cents. Then, I counted two nickels to make another ten. Next, I counted on two more cents. Finally, I made 52 cents.

19d

- 1 66
- 2 55
- 3 $74¢$
- 4 $80¢ - 70¢ = 10¢$
- 5 $65¢ - 5¢ = 60¢$
- 6 $52¢$
- 7 $39¢$
- 8 Answers will vary

19e

- 1 Students should draw 3 toys with a price that is equal to or less than 33 cents each.
- 2 Answers will vary
- 3 Answers will vary

Diagnostic Assessment

- | | |
|----|---|
| 1 | 1 |
| 2 | 5 |
| 3 | 4 |
| 4 | 2 |
| 5 | 3 |
| 6 | 3 |
| 7 | 2 |
| 8 | 4 |
| 9 | 4 |
| 10 | 1 |

Timed Mixed Practice: In a Minute I Can Do! Repeated Practice 1

- | | |
|---|---|
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |
| 4 | 4 |
| 5 | 5 |

Timed Mixed Practice: In a Minute I Can Do! Repeated Practice 2

- | | |
|---|----|
| 1 | 6 |
| 2 | 7 |
| 3 | 8 |
| 4 | 9 |
| 5 | 10 |

Timed Mixed Practice: In a Minute I Can Do! Repeated Practice 3

- | | |
|---|----|
| 1 | 6 |
| 2 | 1 |
| 3 | 7 |
| 4 | 8 |
| 5 | 10 |
| 6 | 8 |

Answer Key

Timed Mixed Practice: In a Minute I Can Do! Repeated Practice 4

1	3; 4; 5; 6
2	6; 4; 3; 2
3	3
4	9
5	6
6	6
7	6
8	5

Timed Mixed Practice: In a Minute I Can Do! Repeated Practice 5

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

Timed Mixed Practice: In a Minute I Can Do! Repeated Practice 6

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

Timed Mixed Practice: In a Minute I Can Do! Repeated Practice 7

1	15
2	13
3	16
4	12
5	14
6	18
7	17
8	19
9	11
10	10

Timed Mixed Practice: In a Minute I Can Do! Repeated Practice 8

1	9
2	5
3	6
4	4
5	6
6	1
7	2
8	8

Timed Mixed Practice: In a Minute I Can Do! Repeated Practice 9

1	2
2	8
3	18
4	20
5	6
6	12
7	10
8	4
9	14
10	16

Answer Key

Timed Mixed Practice: In a Minute I Can Do! Repeated Practice 10

1	3
2	9
3	15
4	7
5	17
6	13
7	5
8	11

Timed Mixed Practice: In a Minute I Can Do! Repeated Practice 11

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

Timed Mixed Practice: In a Minute I Can Do! Repeated Practice 12

1	22
2	20
3	12
4	13
5	31
6	33
7	36
8	27
9	10
10	23

Timed Mixed Practice: In a Minute I Can Do! Repeated Practice 13

1	35
2	38
3	27
4	18
5	19
6	27
7	26
8	34
9	29
10	39

Timed Mixed Practice: In a Minute I Can Do! Repeated Practice 14

1	28
2	36
3	39
4	37
5	26
6	39
7	27
8	34
9	36
10	38

Timed Mixed Practice: In a Minute I Can Do! Repeated Practice 15

1	10
2	14
3	23
4	20
5	22
6	25
7	10
8	20
9	13
10	14

Answer Key

Timed Mixed Practice: In a Minute I Can Do! Repeated Practice 16

1	81
2	68
3	91
4	93
5	90
6	60
7	82
8	51
9	82
10	91

Timed Mixed Practice: In a Minute I Can Do! Repeated Practice 19

1	45
2	8
3	26
4	94
5	38
6	83
7	48
8	17
9	14
10	73

Timed Mixed Practice: In a Minute I Can Do! Repeated Practice 17

1	82
2	36
3	44
4	15
5	11
6	14
7	14
8	41
9	50
10	42

Timed Mixed Practice: In a Minute I Can Do! Repeated Practice 18

1	28
2	48
3	36
4	19
5	6
6	8
7	7
8	9
9	19
10	4