

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 aloud. Give enough wait time for students to do each part of the problem.*

Students should trace 1.; 1;
Students should cut and paste the apple.

1b Students should trace 2.;
Students should color 2 circles.

1c *Read aloud. Give enough wait time for students to do each part of the problem.*

1 1
2 2

1d Students should color 1 in each set.

1e Students should color 2 in each set.

1f

1 Students should cut and paste to make a set of 2 bears.

2 1
3 1
4 2

1g Students should draw a tower of 3 cubes.; 3

1h

1 1
2 2
3 3
4 4

1i 1; 2; 3; 4

1j *Think of a number. It can be 1, 2, 3, or 4. Draw a picture or shapes that show the number. Have a friend count and write the number down.*

Answers will vary

1k

1 Students should cut and paste to make a set of 4 birds.

2 2
3 2
4 4

1l

1 2
2 4
3 5

Students should circle the chickens.

4 Students should draw 5 objects.

1m *Have students point to the word, say, and clap the number. Give them enough wait time to finish each problem.*

1 2; Answers will vary
2 3; Answers will vary
3 4; Answers will vary
4 5; Answers will vary

1n

Read aloud. Encourage different artistic ways of showing the number chosen. Say: Choose your favorite number. Then use pictures or tallies to show the number. Show the number in three different ways.

Answers will vary

Chapter 2

2a

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

Answer Key

2b Students should color 2 groups of 6 worms.

2c

- 1 Students should draw 5 petals.
- 2 Students should draw 6 petals.
- 3 Students should draw 7 petals.

2d

- 1 5
- 2 1
- 3 6

2e

- 1 6
- 2 1
- 3 7

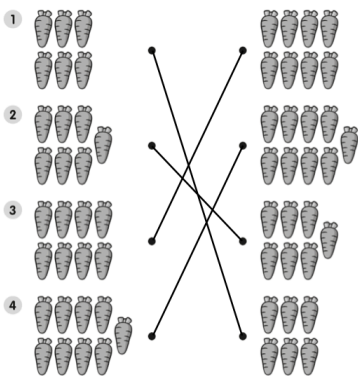
2f

- 1 8
- 2 8
- 3 Students should draw 8 objects.; 8
- 4 Answers will vary

2g

- 1 Students should color 3 bees yellow and 3 bees brown.
- 2 3
- 3 3
- 4 6

2h



2i

- 1 Students should color 4 basketballs orange and 4 basketballs brown.
- 2 4
- 3 4
- 4 8

2j 4; 5; 6; 7; 8; 9; 10

2k

Say: *Think of a number. It can be 5, 6, 7, 8, 9, or 10. Draw something that shows the number. Then trade pictures with a partner. Count what you see and then write the number. Trade pictures again. Tell your partner why you chose your number.*

Answers will vary

2l

- 1 Students should color the whole apples green and the bitten apples red.
- 2 5
- 3 5
- 4 10

2m

Have students point to the word, say, and clap the number.

- 1 7; Answers will vary
- 2 8; Answers will vary
- 3 9; Answers will vary
- 4 10; Answers will vary

2n

Say: *This is a picture of an ocean. Draw 5 to 10 animals that may live in the ocean. Write the number that matches your picture.*

Answers will vary. Sample: There should be 5 to 10 sea creatures drawn.; Answers will vary. Sample: The number written should match the number of sea creatures drawn.

Chapter 3

3a

Students should trace numbers 1 to 10.

3b

If students need more support, have them build towers using math manipulatives as well and

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then put them together to see the parts of a whole.

- 1 1
- 2 4

Students should circle the tower of 4 cubes.

3c

- 1 2
- 2 3

Students should color the tower of 2 cubes.

- 3 5

3d

- 1 7
- 2 8

Students should circle the set of 8 cubes.

3e

- 1 Students should cut and paste to make sets of 4 paperclips and 2 paperclips.; Students should circle the set of 4 paperclips.
- 2 6

3f

- 1 Students should draw 1 to 8 cubes.
- 2 Answers will vary

3g

- 1 1; 9; Students should circle the 9-cube side.
 - 2 10
- Answers will vary. Sample: 1 is smaller than 9, which would make the side with fewer cubes lighter.

Chapter 4

4a

- 1 Students should cut and paste to make a set of 5 fruits.
- 2 3
- 3 Students should trace 5.

4b **Say:** *We have to color all of the circles. Take out a red crayon and a green crayon. You are going to choose how many you color red or green. At the end of the practice, ask students if their ways to make 4 will all be the same. Have a discussion about it.*

- 1 Students should color 2, 4, or 1 circle red and color 2, 0, or 3 circles green.
- 2 Accept 2, 4, or 1
- 3 Accept 2, 0, or 3
- 4 Students should trace 4.

4c **Say:** *We have to color all of the cubes. Take out an orange crayon and a purple crayon. You are going to choose how many you color orange or purple. At the end of the practice, ask students if their ways to make 3 will all be the same. Have a discussion about it.*

- 1 Students should color 2 or 1 cube orange and color 1 or 2 cubes purple.
- 2 Accept 2 or 1
- 3 Accept 1 or 2
- 4 Students should trace 3.

4d Answers will vary
(Each answer box must have 1 picture and the pictures make the number 2.)

4e *Talk to students about the meanings of equal, are, and make, before this practice. The goal is to give them an opportunity to hear and use different math vocabulary.*

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

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4f

- 1 Students should cut and paste to make a set of 2 strawberries.;
2
- 2 Students should cut and paste to make a set of 3 strawberries.;
3
- 3 Students should cut and paste to make a set of 4 strawberries.;
4
- 4 Students should cut and paste to make a set of 5 strawberries.;
5

4g

Say: Turn to the end of the book. We have to color all of the cubes. Take out a yellow crayon and a green crayon. You choose how many you color yellow or green. At the end of the practice, ask students if their ways to make 5 will all be the same. Have a discussion about it.

- 1 Students should cut and paste to make a set of 5 cubes and make color combinations that are equal to 5.
- 2 Answers will vary. Sample: 1 and 4, 4 and 1, 2 and 3, or 3 and 2

4h 2; 2; 4

4i

- 1 3
- 2 1
- 3 4
- 4 3; 1

4j

Before this practice, ask students to use both of their hands to show sums. Say: Show me 1. Put up 1 finger on one hand, and a closed fist of the other. Show me 2. Put up 2 fingers on one hand, and a closed fist on the other. Ask students if there is another way to make 2 with both hands.

Continue this type of questioning where you see fit, then allow students to complete the practice.

- 1 1; 1; 2
- 2 1; 2; 3
- 3 2; 2; 4

4k

Before this practice, ask students to use both of their hands to show sums. Say: Show me 3. Put up 3 fingers on one hand, and a closed fist of the other. Show me 4. Put up 2 fingers on one hand, and 2 fingers on the other. Ask students if there is another way to make 4 with both hands. Continue this type of questioning where you see fit, then allow students to complete the practice.

5, 4, or 3; 0, 1, or 2; 5

4l

Say: Look at the birds. How many birds do you count? Look at the nests. How many nests do you count? How many more nests do you need to make the two sets the same amount? Elicit responses. Ask students to draw, to figure out how many more are needed to make the two sets the same amount, and then write how many more they drew in the frame. Repeat this questioning for the next question if necessary.

- 1 Students should draw 3 bird nests.; 3
- 2 Students should draw 2 lily pads.; 2
- 3 Students should 2 mittens.; 2
- 4 Students should draw 4 socks.;
4

4m

Say: Cross out one. How many are left? Write the number.

- 1 Students should cross out 1 soccer ball.; 2

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2 Students should cross out
1 tricycle.; 0

4n **Say:** *Look at both groups of shapes. Cross out the group that has fewer.*

1 5; 4; Students should cross out the group of apples.

2 4; 3; Students should cross out the group of circles.

3 2; 3; Students should cross out the group of brooms.

4 1; 2; Students should cross out the cell phone.

4o

1 7; 8; Students should circle the group of milk buckets.

2 5; 6; Students should circle the group of bird nests.

3 6; 7; Students should circle the group of lily pads.

4p *Please read each item aloud.*

1 Students should cross out the set of 3 elephants.; 6

2 10

4q Answers will vary

Chapter 5

5a

1 5; 5; 10

2 3; 7; 10

3 4; 6; 10

5b

To put this into context, have students stand up by the chairs at their desks. First, ask them to stand behind the chairs.

*Next, ask them to pull their chairs out and stand next to their chairs. Then, ask the children to sit. **Say:** Look at the picture. Read each question aloud. Allow time for students to write their answers before moving to the next question.*

1 3

2 4

3 7

5c

*To put this into context, place a piece of construction paper and a cube on the table. Ask students to put the cube on top of the paper, and then under the paper. **Say:** Look at the picture. Read each question aloud. Allow time for students to write their answers before moving to the next question.*

1 5

2 4

3 9

5d

1 3

2 4

3 7

5e

1 2

2 3

3 5

5f

*Tell students they will do this practice with a partner. **Ask:** Do they fit? **Say:** Circle yes or no. Tell your partner why. Use the words **more** or **less**.*

1 No

2 Yes

5g

1 8

2 Students should draw a cube at the end of the set.

3 10

5h

Please read the instructions aloud and give students time to draw, count, and write the number.

Answers will vary

Chapter 6

Answer Key

- 6a** **Say:** *Count the cubes. Draw what comes next in the pattern. Write the number. What comes after 1? How many cubes should we draw? What number do we write? How do you know?*
2; Students should draw a tower of 2 cubes.; 5; Students should draw a tower of 5 cubes.
- 6b** 7; 9
- 6c** Students should circle 10 smiley faces.
- 6d**
- 1 12; Students should circle 10 keys.
- 2 13
- 6e**
- 1 20
- 2 Students should draw 4 flowers.
- 3 4
- 6f**
- 1 Students should draw 5 oranges.
- 2 16
- 3 Answers will vary
- 4 Answers will vary
- 6g** 6; 7; 8; 9; 10; 14; 15; 16; 17; 18; 19
- 6h** *You may want to explain to students that some answers will be placed under brackets, so that they get used to seeing it and know where to write their answers on the page.*
- 1 10
- 2 2
- 3 12
- 6i**
- 1 10
- 2 9
- 3 19
- 6j** *Please read the clues aloud. Have students draw the base numbers in the air, and then count on or count back from the said numbers.*
- 1 17
- 2 11
- 3 5
- 6k** *Write the numbers 11 to 20 on the board. Tell students that for this practice, they are working with partners. Ask students to choose a number from the board and then, in Item 1, write the number on their papers. Then have students trade papers. Ask students to read the number on the page. Then direct students' attention to Item 2, and ask them to write a number that is smaller than the number they see on the page. Ask them to talk about why the number they wrote is smaller. You might want to ask a volunteer to help you model this practice.*
Answers will vary
- 6l** *Write the numbers 11 to 20 on the board. Tell students that for this practice, they are working with partners. Ask students to choose a number from the board and then, in Item 1, write the number on their papers. Then have students trade papers. Ask students to read the number on the page. Then direct students' attention to Item 2, and ask them to draw a picture that shows the same amount as the number they see on the page. Ask them to talk about why the number and the picture show the same amount. You might want to ask a*

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volunteer to help you model this practice.

Answers will vary

- 6m** *Tell students that for this practice, they are working with partners. Students should write a number from 1 to 5, and draw circles to match the number. The students' partners should then write a number that is greater, and draw circles to match the greater number. Get them to talk about what they notice.*
Answers will vary

Chapter 7

7a **Say:** *Count the flat faces.*

- 1 2
2 1

7b **Say:** *Count the sides.*

- 1 4
2 3

7c *Please read aloud. Get students ready for this practice with a red and orange crayon. Ask: Which shape is the cone? Which shape is the rectangular prism? How do you know?*

- 1 Students should color the 5 cones red.; Students should color the 5 rectangular prisms orange.
2 5
3 5
4 10

7d

- 1 10
2 3
3 13
4 6

7e *You may want students to look at blocks of two shapes and identify the sides on both*

separately and then together. Then, start the practice.

- 1 3
2 3
3 6
4 4
5 4
6 8

7f

- 1 Students should draw 2 big circles.
2 Students should draw 2 small circles.
3 4
4 Students should draw 2 small triangles.
5 Students should draw 1 big circle.
6 3

7g **Say:** *You will draw shapes inside the ten-frame. Your partner will draw the same amount.*

- 1 Answers will vary
2 The number of shapes the partner draw must match the number of shapes drawn.
3 Answers will vary

7h Answers will vary

7i

- 1 4
2 3
3 9
4 5
5 6

Chapter 8

8a

- 1 Students should cut and paste to make a set of 8 squares.
2 8

8b 10

8c Students should circle 18.

Answer Key

- 8d**
- 1 Students should circle 2 groups of 5.
 - 2 Students should circle 11.
- 8e**
- 1 Students should color 2 groups of 5.
 - 2 Students should circle 14.
- 8f**
- 1 10
 - 2 Students should draw 10 tally marks.
 - 3 Students should draw 10 circles.
- 8g** **Say:** *Look at the picture. Make a choice to count by 2 or 5.*
- 1 Students should color 12 penguins.
 - 2 Students should circle 12.
 - 3 Answers will vary. Sample: 5; Answers will vary
- 8h** **Say:** *Look at the picture. Make a choice to count by 2 or 5.*
- 1 Students should trace 13.
 - 2 Answers will vary. Sample: 2; Answers will vary
- 8i** *Ask students to look at the last column of the hundreds chart. As you read the numbers with the class, have them say the numbers with you and highlight them with a yellow crayon.*
Say: *Ten, (give them time to highlight) twenty, ..., one hundred. What number were we counting by? How do you know?*
- 1 Students should color the numbers in the last column.
 - 2 Students should circle 10.
- 8j** **Say:** *What did you count by? Tell your partner how you know.*
- 1 Students should circle 40.
 - 2 Answers will vary. Sample: 10; Answers will vary
- 8k** *Prepare students for this practice with a purple crayon.*
Say: *How many 10s do you see? Have a discussion. Circle groups of 10. You may want to do this practice with the whole class. Stress that you are looking at the groups of 10 (how many times they circled a group of 10), as opposed to how many circles are in the ten-frame. Then, focus on the part that is left over, and color it. Finally, have students count how many in all.*
- 1 Students should circle 2 groups of 10.; Students should color 5 circles purple.
 - 2 2
 - 3 5
 - 4 Students should circle 25.
- 8l** *Please read aloud.*
Answers will vary
- 8m** *This is a partner practice that requires a set of number cubes. Please note that for this practice, we are using the number cubes as a marker for the tens and ones place.*
Answers will vary
- 8n** **Say:** *Use a yellow crayon. Color the numbers 90 to 99. If students have trouble writing, let them speak to a partner about what they notice.*
- 1 Students should color the numbers 90 to 99.
 - 2 Answers will vary. Sample: The digit in the tens place stays the same but the digit in the ones place changes.

Chapter 9

Answer Key

9a **Say:** *How many cubes are in each set? Write your answers. Now, look at the set that has more cubes. Circle the set. Count on from this set to find out how many cubes there are in all.*

1 5

2 3

Students should circle the set of 5 cubes.

3 8

9b **Say:** *How many cubes are in each set? Write your answers. Now, look at the set that has more cubes. Circle the set. Count on from this set to find out how many cubes there are in all.*

1 10

2 9

Students should circle the set of 10 cubes.

3 Students should circle 19.

9c **Say:** *Circle the set with more cubes. Cross out cubes in the greater set to make both sets the same. How many did you cross out?*

1 7

2 5

Students should circle the set of 7 cubes and cross out 2 cubes in the set.

3 2

9d **Say:** *Circle the set with fewer cubes. Cross out cubes in the greater set to make both sets the same. How many did you cross out?*

1 9

2 12

Students should circle the set of 9 cubes and cross out 3 cubes in the greater set.

3 3

9e

1 10

2 7

Students should draw 3 circles.

3 3

4 Answers will vary

9f *Read aloud if necessary.*

1 1

2 4

3 5

4 4; 1; 5

9g

1 5

2 4

3 9

9h

1 5

2 3

3 8

9i Students should trace 17.

9j

1 Students should color all of the cups.; Students should draw a cup above the numbers 11 and 12.

2 Students should circle 12.

9k **Say:** *How many hearts do you see in all? Cross out 5. How many are left?*

Students should circle 13.

9l

1 12

2 3

3 Students should circle 15.

9m

1 Answers will vary. Sample: 3; 5

2 Answers will vary. Sample: 0; 15

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9n This could be a whole class or an independent practice depending on students' readiness.

- 1 7; 3
- 2 Students should circle 10.

Chapter 10

10a

- 1 Students should trace 34.
- 2 I counted the tens.
- 3 I counted the ones.
- 4 I traced my answer.

Answers will vary

10b

- 1 3
- 2 1
- 3 4

10c When students finish drawing, ask them to either:
*point to the child that is first,
point to the child that is last,
point to the child that is third,
point to the child that comes after the first girl in line,
point to the child that comes before the last child in line,
and so on, depending on the concepts your class needs reinforcement in. Say: How many girls did you draw? How many boys did you draw? How many girls and boys did you draw in all?*

- 1 Students should draw 5 girls first.; Students should draw 1 boy after the girls.
- 2 6
- 3 5; 1; 6

10d Read aloud if necessary.
Answers will vary

10e This is a partner practice. Draw a picture for your partner, with up to 10 of the same objects (if students do not

know what an object is, explain to them). Then, make up a story for your partner and have your partner solve. Your partner could add or take away from your picture. Use only the words **more** or **less**, and **1 to 10** for numbers.

Answers will vary

Chapter 11

11a Read aloud.
6

11b 5

11c 7

11d **Say:** Make up a story for your friend. Tell your friend to cross out a date and find how many more or less days to get to another date on the calendar.
Answers will vary

11e Read Aloud.
7

Chapter 12

12a Students will need one number cube for this practice. They should roll the number cube and write the number shown. Have students say the rolled number aloud and then count on.
Answers will vary

12b

- 1 Students should draw 6 hearts.
- 2 Students should draw 8 smiley faces.

12c Students should draw 6 circles.;
4; 6

12d This practice requires a number cube. Please stress to

Answer Key

students that they are only rolling once, and that they have to say the number they get and then count on to 10 to find the missing number.
Answers will vary

12e Students should draw 8 cats.;
12; 8

12f *Please prepare students for this practice with a red and orange crayon. Please read aloud.*
Say: *There are 2 cherries and some oranges. Draw 2 cherries. (give them time to draw) Draw more oranges to make 5.*

1 Students should draw
2 cherries in one part.; Students
should draw 3 oranges in the
other part.

2 3

12g *Please read aloud. Say: There are 10 cats and dogs. 4 of them are cats. How many of the animals are not cats?*

6

12h *Please read aloud. Say: There are 5 pigs on a farm. Color 5.*

1 Students should color 5 pigs.

2 5

3 5; 0; 5

12i *Read aloud if necessary.*

1 Students should color 6 stalks
of broccoli green.; Students
should color 4 carrots orange.

2 6

3 4

4 10

5 6; 4; 10

6 Answers will vary

7 Answers will vary

12j *Read aloud if necessary.*

1 Students should color 3 apples
red.; Students should color 2
mangoes yellow.

2 3

3 2

4 5

12k *Have students direct their attention to the previous practice.*

1 Students should color 3 cubes.

2 Students should color 2 cubes.

3 Students should circle the
apple.

Chapter 13

13a

1 Students should cut and paste
to make a set of 2 frogs and 1
lily pad.

2 7

13b 6

13c

1 5

Students should draw a triangle.

2 6

3 4

4 2

13d **Say:** *This is a challenge to make a pattern to 10. Draw a pattern to 10 using hearts and circles. Ask a friend to identify how many of each shape you drew to make 10.*

Answers will vary

13e *Read aloud.*

1 5

2 5

3 Answers will vary. Sample: I
counted by 1 or I counted by 5.

4 Answers will vary

Chapter 14

Answer Key

- 14a** Give students two different color crayons to color the sets. Color within the brackets. Write.
- 1 Students should color 2 cubes in one color.; Students should color 3 cubes in another color.; 2; 3
- 2 Students should color 3 cubes in one color.; Students should color 2 cubes in another color.; 3; 2
- 3 Students should color 4 cubes in one color.; Students should color 1 cube in another color.; 4; 1
- 14b** Give each student one color crayon and have a partner finish coloring their set with a different color crayon. Answers will vary
- 14c** Show students what you mean by a part if necessary. Some students need reinforcement that each part is already within the boundaries of the brackets.
- 1 5; 1
- 2 6
- 3 5; 2
- 4 7
- 14d** Read aloud.
- 1 Students should circle the sentence ‘I think the number of cubes in the sets are the same.’.
- 2 Answers will vary. Sample: The parts are the same. They are just shown in different colors.
- 14e**
- 1 **Say:** This problem says 13 is 10 and something. Let us look at the bar model. What number does it show us? How can we find the other part? (elicit answers) Ask students to say the number of the part they see and count on to get to 13.
3; 3
- 2 **Say:** This problem says 18 is 10 and something. Let us look at the bar model. What number does it show us? How can we find the other part? (elicit answers) Ask students to say the number of the part they see and count on to get to 18.
8; 8
- 14f** Ask students to look for groups of 5 and count how many circles they drew to find the groups of 5.
- 1 Students should circle 3 groups of 5.
- 2 3
Ask students to look for groups of 2 by putting 2 fingers on the circles in the five-frames and then circling them. Then instruct them to count how many circles they drew to find the groups of 2.
- 3 Students should circle 6 groups of 2.
- 4 6
- 14g** Ask students to look for groups of 5 and count how many circles they drew to find the groups of 5.
- 1 Students should circle 2 groups of 5.
- 2 2
Ask students to look for groups of 2 by putting 2 fingers on the circles in the five-frames and then circling them. Then instruct them to count how many circles they drew to find the groups of 2.
- 3 Students should circle 5 groups of 2.
- 4 5

Answer Key

14h Ask students to look for groups of 10 and count how many circles they drew to find the groups of 10.

1 Students should circle 2 groups of 10.

2 2

Ask students to look for groups of 10 and count how many circles they drew to find the groups of 10.

3 Students should circle 1 group of 10.

4 1

14i

1 5; 1

2 10; 2

14j

1 Students should color 9 circles green.; Students should color 1 circle yellow.

2 Students should color 8 circles orange.; Students should color 2 circles blue.

3 Answers will vary. Sample:
The wholes are the same but the parts are different.

14k

Say: Count the ducks. How many ducks are there? Ask students to write their answers in the box below the ducks. Then, ask the class to say the number 10 aloud and draw more ducks until they get to 15. Have students write the number below their drawings.

Students should draw 5 ducks.;
10; 5

14l

Say: Count the balloons. How many balloons are there? Ask students to write their answers in the box below the balloons. Then, ask the class to say the number 10 aloud and draw more balloons until they get to

15. Have students write the number below their drawings. Students should draw 4 balloons.; 11; 4

Chapter 15

15a Students should color 3 cubes in one color.; Students should color 2 cubes in another color.;
3; 2; 5

15b 5; 4; 9

15c

1 Students should color the 2-cube tower blue.; Students should color the 3-cube tower yellow.

2 5

3 2; 3; 5

15d **Say:** Draw a picture of two cube towers. Each tower can be made up of up to 5 cubes. Ask your partner a question about your towers.
Answers will vary

Chapter 16

16a

1 Students should cut and paste a square.; Students should cut and paste 2 circles.

2 3

3 3

4 6

16b **Say:** Color the big shapes orange. Color the small shapes purple.

1 Students should color the 5 big shapes orange.; Students should color the 5 small shapes purple.

2 5

3 5

4 10

Answer Key

16c **Say:** *Color the triangles red.*

Color the circles green.

1 Students should color the triangles red.; Students should color the circles green.

2 4

3 4

4 8

16d **Say:** *Look at the shapes. What shapes do you see? (elicit responses) The question asks how many rectangles, and how many hexagons are there. Do you see rectangles? Do you see hexagons? (elicit responses)*

Ask: *Why would a question ask you about something that is not there? What number do we use to show that there are no hexagons?*

1 Students should color 7 rectangles.

2 7

3 0

4 7; 0

16e

1 Students should draw 1 big shape and 10 small shapes.

2 11

Chapter 17

17a

1 3; 5; 8; 5; 3; 8

2 Students should circle the sentence 'I think the addition sentences are the same.'

3 Answers will vary. Sample: The numbers in each set and the sum are the same.

17b 2; 5

17c 2; 5; 7

17d

1 2; 4; 2; 4

2 6; 4; 2; 4; 2

17e

1 3; 1; 4

2 Answers will vary

17f

1 8

2 Answers will vary

3 Answers will vary

17g *Read aloud.*

1 Answers will vary; +; Answers will vary; =; Answers will vary

2 Answers will vary

3 Answers will vary

Chapter 18

18a

1 5; 2; 3

2 8; 3; 5

18b

1 6; 2; 4

2 6; 2; 4

3 2; 4; 6

18c *Read aloud if necessary.*

1 10; 5; 5

2 5; 5; 10

3 8; 3; 5

4 3; 5; 8

18d **Say:** *Draw a picture to show the whole. Mark an X to show what you are subtracting. Write the answer.*

1 3

2 Answers will vary

3 1

4 Answers will vary

18e **Say:** *Draw a picture to show the whole. Mark an X to show what you are subtracting. Write the answer.*

1 7

2 Answers will vary

3 2

4 Answers will vary

Answer Key

- 18f** **Say:** *Make a subtraction sentence for your partner with a whole that goes up to 10. Have your partner answer your question and draw a picture to go with your work.*
- 1 Answers will vary; $-$; Answers will vary; $=$; Answers will vary
 - 2 Answers will vary
 - 3 Answers will vary

Chapter 19

19a

- 1 Students should color all of the 13 cubes.
- 2 13
- 3 13

19b

- 1 Students should color all of the 6 cubes.
- 2 6
- 3 3; 3; 6

19c

Read aloud.

- 1 Students should circle the side with 9 cubes.
- 2 9
- 3 4
- 4 5

19d

Read aloud if necessary.

- 1 Students should color all of the 10 cubes.
- 2 10
- 3 10

19e

Read aloud if necessary.

- 1 6
- 2 2
- 3 4
- 4 6; 2; 4

19f

- 1 Students should color all of the 9 cubes.; 5; 4; 9
- 2 9

19g

- 1 Students should cut and paste the 2-cube tower on the left.; Students should cut and paste the 5-cube tower on the right.
- 2 7
- 3 2; 5; 7

Chapter 20

20a

- 1 Answers will vary. Sample: Accept any number sentences that adds up to 5.
- 2 Answers will vary. Sample: Accept any number sentences that adds up to 4.

20b 10; 7; 17

20c

Answers will vary. Sample: Accept answers that explain that a penny and a nickel have different values (1 penny = 1¢; 1 nickel = 5¢).

20d

Read aloud. Prepare students with a red and yellow crayon.
Say: *Color the amount of pennies you need for the 4-cent stamp yellow. (wait) Color the amount of pennies you need for the 1-cent stamp red. (wait) Then, write the number sentence to match what you colored.*

- 1 Students should color 4 pennies in one color.; Students should color 1 penny in another color.
- 2 4; 1; 5

20e

Read aloud.
Students should cross out 3 pennies.; 5; $-$; 3; $=$; 2

Timed Mixed Practice: In a Minute I can do! Repeated Practice 1

- 1 1
- 2 2

Answer Key

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 5
2 5
3 4
4 2
5 3

Timed Mixed Practice: In a Minute I can do! Repeated Practice 4

1 10
2 8
3 6
4 4
5 2

Timed Mixed Practice: In a Minute I can do! Repeated Practice 5

1 5
2 4
3 3
4 2
5 1

Timed Mixed Practice: In a Minute I can do! Repeated Practice 6

1 11
2 13
3 15
4 17
5 19

Timed Mixed Practice: In a Minute I can do! Repeated Practice 7

1 9
2 7
3 6
4 10
5 8

Timed Mixed Practice: In a Minute I can do! Repeated Practice 8

1 10
2 10
3 8
4 4
5 10

Timed Mixed Practice: In a Minute I can do! Repeated Practice 9

1 3
2 3
3 2
4 4
5 1

Timed Mixed Practice: In a Minute I can do! Repeated Practice 10

1 7
2 10
3 8
4 10
5 9

Timed Mixed Practice: In a Minute I can do! Repeated Practice 11

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

Timed Mixed Practice: In a Minute I can do! Repeated Practice 12

1 1
2 2
3 6

Answer Key

4 4

5 5

Timed Mixed Practice: In a Minute I can do! Repeated Practice 13

1 4

2 4

3 5

4 6

5 5

Timed Mixed Practice: In a Minute I can do! Repeated Practice 14

1 3; 7

2 4; 1

3 5; 2

4 4; 0

5 1; 1

Timed Mixed Practice: In a Minute I can do! Repeated Practice 15

1 3; 2; 3; 2

2 1; 3; 1; 3

Timed Mixed Practice: In a Minute I can do! Repeated Practice 16

1 9

2 10

3 8

Timed Mixed Practice: In a Minute I can do! Repeated Practice 17

1 4; 1; 5

2 1; 1; 2

3 1; 2; 3

Timed Mixed Practice: In a Minute I can do! Repeated Practice 18

1 4; 3; 1

2 2; 1; 1

3 5; 2; 3

Timed Mixed Practice: In a Minute I can do! Repeated Practice 19

1 5 2 3

3 4 4 1

5 5 6 5

7 5 8 2

9 5 10 5

Timed Mixed Practice: In a Minute I can do! Repeated Practice 20

1 4 2 1

3 2 4 3

5 0 6 3

7 2 8 3

9 0 10 1