Grade 2
MATH
Spring STAAR™ Sprint

80 Daily Learning Opportunities

"Racing to Success"

Spring Semester

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Important Request to Amara Resource Purchasers:

Amara Publishing is not a large education conglomerate. It is a small group consisting of 4 public school teachers, 3 administrators and a graphic artist that teamed up and collaboratively created these resources. A tremendous amount of time, years of professional classroom work in both Title 1 and non-Title 1 schools, and extensive research went into the formation of Amara resources.

As every educator is acutely aware, classroom teaching requires a significant investment in time and preparation in both core lessons and lesson resources. The Amara educators that created these resources not only prepared for teaching in their classrooms but invested additional time away from the classroom to produce these resources as well. The purchase cost of any Amara resource does not yield a high profit margin. However, it is our hope and goal to provide quality resources at a low price per teacher and grade level, and that these curricular resources are effective for children's learning in all socioeconomic settings.

Piracy of copyrighted products is against the law, but there are ethical issues as well. If Amara resources are implemented at your school, please respect the Amara copyright and officially purchase the curriculum.

Thank you,

Amara

AMARA 4
EDUCATION

Introduction and Implementation – Bridge Resource

Thank you for purchasing an instructional product from Amara 4 Education.

This introduction is intended to:

- Enhance teacher understanding on the overall design of the daily resource
- Detail recommended implementation processes to increase student performance
- Provide strategies for efficient and effective pedagogy to heighten student numeracy in the classroom

Bridge Resource Design: *Fall and Spring Semester*

Both the fall and spring semester Bridge Resources consist of eighty (80) daily learning opportunities with a detailed answer key located at the end of the 80 exercises. These two resources provide a simultaneous review of content as well as a daily opportunity for students to solve application word problems. The grade level is indicated by a series of triangles, dots, circles or stars in the learning opportunity header. These symbols are used in lieu of numbers to reduce self-esteem issues of children receiving special education services working in a below grade level Bridge Resource.

The Bridge Resource has a two-fold objective - build grade level numeracy and support the daily core lessons as well as rectify prior grade level numeracy skill gaps. The Bridge Resource is specifically designed for students to acquire rudimentary mathematical operational skills from both a conceptual and physical mathematics perspective. Each of the 80 Learning Opportunities is divided into three sections:

PART 1 -- Numeracy Development
PART 2 -- Application Practice
PART 3 -- Reflection and Conceptual Understanding.

The daily learning opportunities are designed to sequentially build and provide a spiral review. Students are exposed to skills and concepts prior to engaging in the associated application process on a daily opportunity and are provided repeated practice on specific skills to ensure verification of mastery.

A *Skill Support Package* is also available for purchase at each grade level. These resource skill packets contain specific numeracy skills (and solutions) that provide additional practice as well as pre-requisite skill building practice in key numeracy areas.

Bridge Resource Implementation

The implementation and consistent daily use are key aspects to the overall performance of any system. A Bridge Resource is not an exception to this thinking. In addition to the core lesson, it is paramount that a daily learning opportunity be a structural and consistent part of the daily ninety (90) minute math block. Students master skills and applications if sufficient practice is provided. Conversely, students will not master skills that are not adequately practiced.

It is important to note that effective implementation of a Bridge Resource usually requires more time at the beginning of the semester to set up and establish efficient routines and clearly communicate teacher expectations. However, as students are consistently engaged in the daily process, the time required for a student to complete a single daily learning opportunity is significantly lessened within a few weeks

of implementation. With any pedagogy or instructional resource, the teacher must guide and hold students accountable to ensure quality engagement each day.

Prior to implementation, it is advisable and frequently less expensive for a local reproduction company to copy all 80 learning opportunities pages and secure the pages with a plastic binder that allows a 'daily student resource' to lie flat on a desk when fully opened. It is also recommended that the pages be reproduced on single-sided sheets. Doing so will allow students to use the corresponding blank page to neatly show their work in an organized manner – as conveyed by the classroom teacher.

When each student is provided their own bound Bridge Resource, a running record is created so each child's work history can be reviewed by a teacher, administrator or parent to provide documentation of a student's daily progress over time. Individually bound Bridge Resources also afford time efficiency in a teacher's daily routines since he or she is not required to make Xerox copies each day or distribute and collect papers. Students readily retrieve their bound Bridge Resource from their desk and independently engage that day's learning opportunity.

The **implementation recommendations** listed below are intended to maximize student learning and academic performance using an Amara Bridge Resource.

1. It is highly recommended that the teacher solves the learning opportunity for that day in advance, so they are aptly prepared for the exercise solutions and any pedagogical points to emphasize on each exercise. Therefore, the teacher must also have an assigned booklet.
2. When students are first introduced to this resource, teachers should model their expectations on the quality and specific organizational structure of student daily work. The primary grade level teacher may model these expectations with a guided practice for at ***least*** 8 to 10 separate learning opportunities. At that point, students may work independently via a structured setting – complete a numbered exercise in accordance with teacher expectations – stop – and check the problem together. A deliberate and clearly modeled implementation process ensures high quality, accountable student work.
3. An effective means to accomplish this task is to require students to draw a rectangular grid on the corresponding blank page and show their computations for each numbered learning opportunity exercise in one of the grid's boxes.
4. Once the students begin to work through each of the problems, the teacher should continue to monitor the completion of problems by:
    - Stamping or 'marking with a check' that the problem(s) are/is correct.
    - Providing corrective feedback on those that are incorrect. If a student has made a computational error, have them check the problem and complete again, correctly.
    - Annotating in his/her own teacher booklet any conceptual or computational issues students may be struggling with due to lack of understanding. This assists the teacher to determine specific exercises that must be modeled and reviewed. Also, refer to the ***Skill Support Package*** or to the Formative Loop Resource Library to select appropriate skill practice and direction.
5. This resource and process serves as a daily diagnostic tool. If the teacher observes students incorrectly answer a specific skill or application, it is a clear indicator of a lack of skill or application mastery/retention. A short mini-lesson or spaced repetition instruction for three or four days invariably remedies a previous skill deficiency.
6. Upon completion of your allotted time for a learning opportunity, teacher may decide to guide students through a think-aloud of 1 or 2 problems that were challenging for the majority of students.

Recommendations on Numeracy Development

The 80 Learning Opportunities can be completed in less than 15 minutes each day ***with*** heightened student numeracy in basic fundamental operations. One of the most important numeracy aspects that an elementary student must master to automaticity is the basic math fact operations in addition and subtraction. The vast majority of operations involved in elementary arithmetic is highly dependent upon a student's ability to efficiently apply math fact knowledge. Fortunately, nearly all primary-aged grade level students can master their basic addition and subtraction operations during first and second grades, but an effective procedure must be securely in place.

A highly recommended and inexpensive daily numeracy program that assists students in learning and mastering both math fact and processing math skills is *Formative Loop*. This numeracy program requires a daily 5 minute paper-pencil ***written*** assessment and the program digitally tracks each student's progress. The *Formative Loop* numeracy program is individualized for each student, but a teacher can account for each student's progress in real time. The *Formative Loop* numeracy program also possesses a math fact sequence mastery in manageable chunks of daily exposure until the student is adequately prepared to successfully complete mixed addition (or, subtraction, multiplication, or division) one-digit facts. Finally, *Formative Loop* offers a skill resource library that assists the classroom teacher with skill practice on almost any mathematical topic readily available for immediate download.

In order to aid students in mastering math fact operations and processing skills, specific numeracy skills are presented within the daily learning opportunities. Those support skill sheets are also included for extra practice as needed in a grade level ***Skill Support Package*** available for purchase on the Amara 4 Education website. Additionally, Amara offers free downloadable math incentives that are singularly designed to intrinsically motivate students to master their math facts. The website also provides free downloadable white papers on various instructional pedagogy.

If any educator has constructive criticism on what we can do better, please contact us at the email address on the front cover. We appreciate any and all feedback that our team of teachers and administrators can use to better serve the needs of our students.

Thank you,

Amara

Fall and Spring Bridge Resource - Table of Contents	
Section 1	**Daily Learning Opportunities (01 – 80)**
Section 2	**Daily Learning Opportunities (01 – 80) Answer Key**

AMARA 4 EDUCATION

Grade 2

Mathematics

for STAAR

Spring Semester

80 Daily Learning Opportunities

Student Name: _____

Teacher Name: _____

SPRING STAAR SPRINT - Learning Opportunity 01
for TEKS/STAAR
"Racing to Success"

Name: _____

PART 1: *Numeracy Development*

1. *Compute* the **sums.**

5 + 5 =	3 + 3 =	2 + 2 =	1 + 1 =	4 + 4 =
☐	☐	☐	☐	☐

2. *Compute* the **differences**.

10 - 5 =	8 - 4 =	6 - 3 =	2 - 1 =	4 - 2 =
☐	☐	☐	☐	☐

3. *Double* each number.

2 ⇨ ***4*** **3** ⇨ ☐

5 ⇨ ☐ **1** ⇨ ☐

4. ***Make* 10**, **100** and **1,000**.

8 + ____ = 10

80 + ____ = 100

800 + ____ = 1,000

5. *Find* **half** of each number.

2 ⇨ ***1*** **10** ⇨ ☐

6 ⇨ ☐ **8** ⇨ ☐

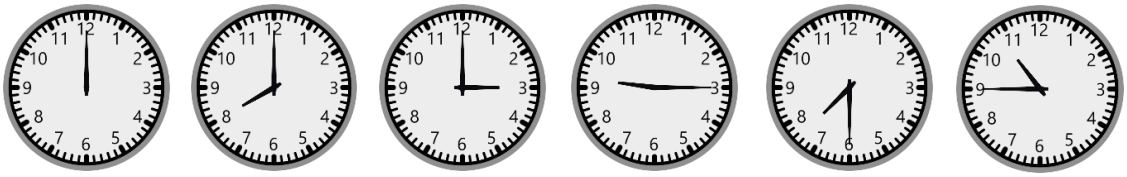
6. *Fill* in the missing boxes on the number lines (**multiples of 10 and 100**).

0	**10**	**20**	**30**							**100**		**120**

0	**100**	**200**	**300**							**1,000**		**1,200**

PART 2: *Application Practice*

7. *Write* the time shown on each clock.



☐ ☐ ☐ ☐ ☐ ☐

8. *Compare* using <, > and =.

69 ___ 59

160 ___ 106

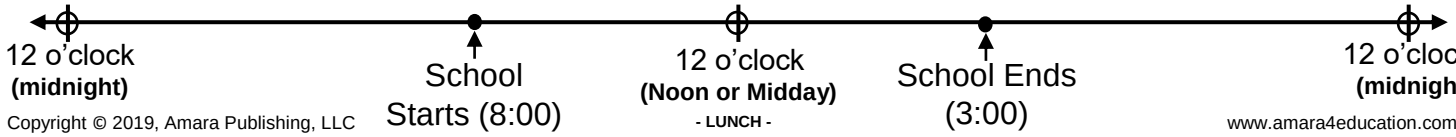
207 ___ 270

PART 3: *Reflection and Conceptual Understanding*

Write **AM** (**a**nte **m**eridiem) or **PM** (**p**ost **m**eridiem) in the box.

☐ ***for 12 hours***

☐ ***for 12 hours***



Note: 24 hours in 1 day.

SPRING STAAR SPRINT - Learning Opportunity 02
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

1. *Compute* the **sums.**

+ 4 / 5	+ 3 / 6	+ 7 / 2	+ 2 / 3	+ 1 / 4
☐	☐	☐	☐	☐

2. *Compute* the **differences**.

- 10 / 4	- 9 / 5	- 7 / 4	- 6 / 3	- 6 / 5
☐	☐	☐	☐	☐

3. *Double* each number.

5 ⇨ ☐ **4** ⇨ ☐

2 ⇨ ☐ **6** ⇨ ☐

4. ***Make* 10**, **100** and **1,000**.

7 + ____ = 10

70 + ____ = 100

700 + ____ = 1,000

5. *Find* **half** of each number.

4 ⇨ ☐ **12** ⇨ ☐

6 ⇨ ☐ **10** ⇨ ☐

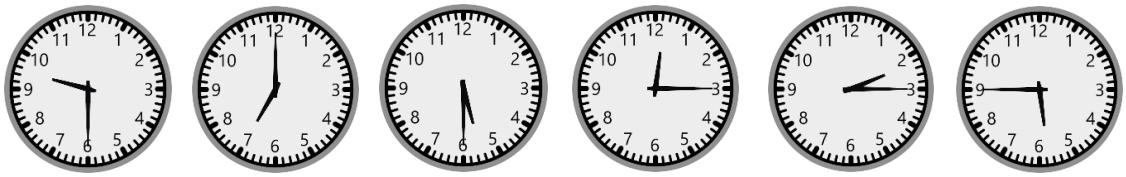
6. *Fill* in the missing boxes on the number lines (**multiples of 10 and 100**).

0	**10**	**20**								**100**		**120**

0	**100**									**1,000**		**1,200**

PART 2: *Application Practice*

7. *Write* the time shown on each clock.



☐ ☐ ☐ ☐ ☐ ☐

8. *Compare* using <, > and =.

312 ___ 307

486 ___ 490

255 ___ 255

PART 3: *Reflection and Conceptual Understanding*

Note: 24 hours in 1 day.

Write **AM** (**a**nte **m**eridiem) or **PM** (**p**ost **m**eridiem) in the box.

☐ ***for 12 hours*** ☐ ***for 12 hours***

12 o'clock **(midnight)** — I am eating breakfast (7:00) — 12 o'clock **(Noon or Midday)** - LUNCH - — I am eating supper (5:30) — 12 o'clock **(midnight)**

SPRING STAAR SPRINT - Learning Opportunity 03
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

1. *Compute* the **sums.**

7 + 7 =	5 + 6 =	8 + 3 =	4 + 8 =	3 + 5 =
☐	☐	☐	☐	☐

2. *Compute* the **differences**.

11 - 4 =	10 - 7 =	5 - 1 =	9 - 4 =	8 - 3 =
☐	☐	☐	☐	☐

3. *Double* each number.

7 ⇨ ☐ **9** ⇨ ☐

5 ⇨ ☐ **8** ⇨ ☐

4. ***Make* 10**, **100** and **1,000**.

3 + ____ = 10

50 + ____ = 100

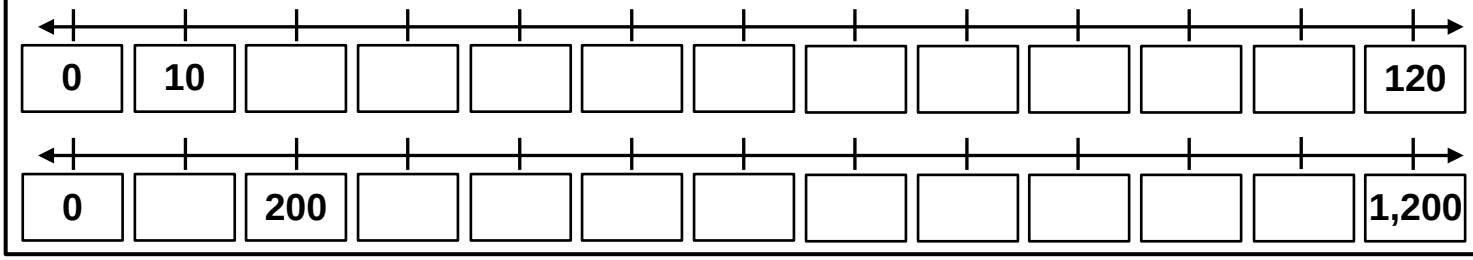
900 + ____ = 1,000

5. *Find* **half** of each number.

12 ⇨ ☐ **16** ⇨ ☐

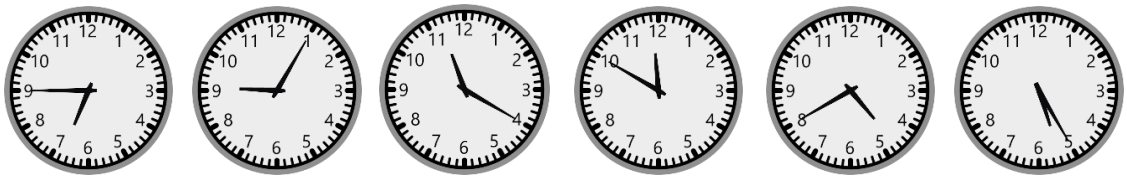
8 ⇨ ☐ **14** ⇨ ☐

6. *Fill* in the missing boxes on the number lines (**multiples of 10 and 100**).



PART 2: *Application Practice*

7. *Write* the time shown on each clock.



☐ ☐ ☐ ☐ ☐ ☐

8. *Compare* using <, > and =.

492 ___ 496

400 ___ 399

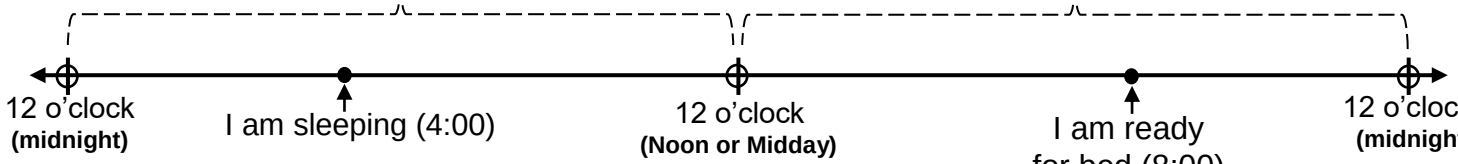
511 ___ 513

PART 3: *Reflection and Conceptual Understanding*

Write **AM** (**a**nte **m**eridiem) or **PM** (**p**ost **m**eridiem) in the box.

☐ ***for 12 hours***

☐ ***for 12 hours***



Note: 24 hours in 1 day.

SPRING STAAR SPRINT - Learning Opportunity 04
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

1. *Double* each number.

8 ⇨ ☐ **10** ⇨ ☐

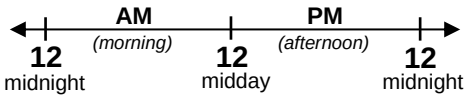
5 ⇨ ☐ **11** ⇨ ☐

2. *Add* or Subtract**.**

$+\ \begin{matrix}7\\8\end{matrix}$ $+\ \begin{matrix}5\\9\end{matrix}$ $-\ \begin{matrix}11\\5\end{matrix}$

☐ ☐ ☐

3. *Match* the description with the AM or PM clock times.



I am asleep in bed.	4:30 PM
I am playing afterschool.	2:00 AM
I am eating breakfast.	6:00 PM
I am eating supper.	7:00 AM

4. *Find* **half** of each number.

14 ⇨ ☐ **18** ⇨ ☐

10 ⇨ ☐ **20** ⇨ ☐

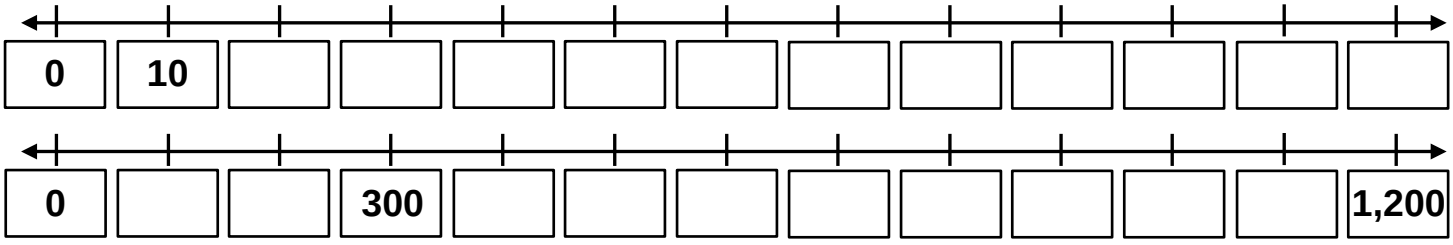
5. ***Make*** **10**, **100** and **1,000**.

4 + ____ = 10

70 + ____ = 100

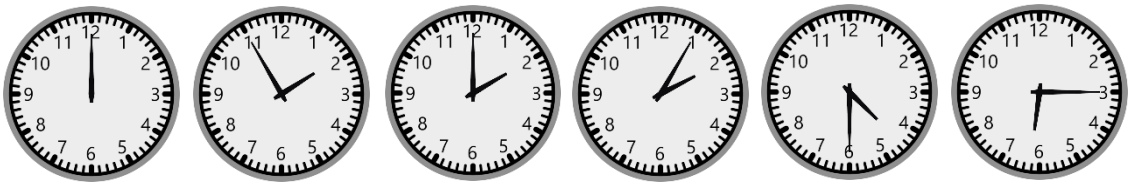
500 + ____ = 1,000

6. *Fill* in the missing boxes on the number lines (**multiples of 10 and 100**).



PART 2: *Application Practice*

7. *Write* the time shown on each clock.



☐ ☐ ☐ ☐ ☐ ☐

8. Greg saves $10 each week. How much money will Greg save in 3 weeks?

Ⓐ $ 10 Ⓒ $ 30

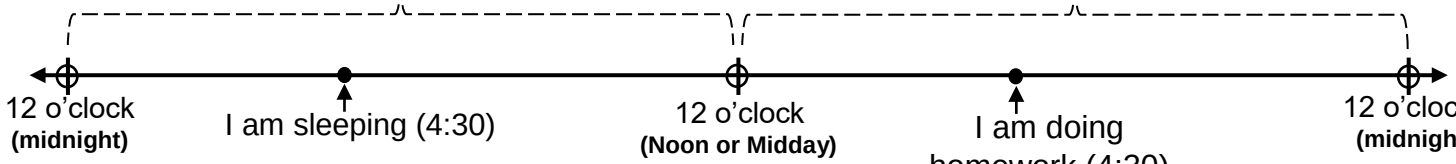
Ⓑ $ 20 Ⓓ $ 40

PART 3: *Reflection and Conceptual Understanding*

Note: 24 hours in 1 day.

Write **AM** (**a**nte **m**eridiem) or **PM** (**p**ost **m**eridiem) in the box.

☐ ***for 12 hours*** ☐ ***for 12 hours***



SPRING STAAR SPRINT - Learning Opportunity 05
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

1. *Double* each number.

2 ⇨ ☐ 3 ⇨ ☐

20 ⇨ ☐ 30 ⇨ ☐

2. *Add* or Subtract.

+ 9	+ 5	- 13
8	2	6
☐	☐	☐

3. *Match* the description with the AM or PM clock times.

AM (morning) — PM (afternoon)

12 midnight — 12 midday — 12 midnight

I am eating breakfast.	12:00 PM
School is dismissed	7:15 AM
It is 12:00 o'clock noon.	3:15 PM
I am walking home from school.	3:00 PM

4. *Find* **half** of each number.

2 ⇨ ☐ 4 ⇨ ☐

20 ⇨ ☐ 40 ⇨ ☐

5. ***Make*** **100** and **1,000**.

60 + ____ = 100

50 + ____ = 100

700 + ____ = 1,000

200 + ____ = 1,000

6. *Fill* in the missing boxes on the number lines (**multiples of 10 and 100**).

0		20		40								

0				400								1,200

PART 2: *Application Practice*

7. *Write* the time shown on each clock.

☐ ☐ ☐

8. Josh has four coins.

How many **cents** (¢) does Josh have? ☐ ¢

9. *Compare* using <, > and =.

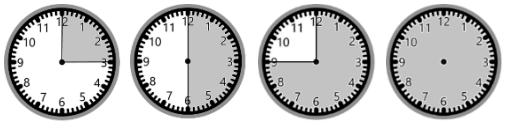
802 ___ 820

651 ___ 615

831 ___ 731

PART 3: *Reflection and Conceptual Understanding*

A.) *Find* the <u>shaded</u> minutes.



15			

B.) *<u>Draw</u>* <u>the arrows</u> on the number line that shows: **5 + 3 = 8**

0 1 2 3 4 5 6 7 8 9 10 11

SPRING STAAR SPRINT - Learning Opportunity 06
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

1. *Double* each number.

4 ⇨ ☐ 1 ⇨ ☐

40 ⇨ ☐ 10 ⇨ ☐

2. *Add* or Subtract.

+	-	-
9	9	15
9	3	6
☐	☐	☐

3. *Match* the description with the AM or PM clock times.

AM (*morning*) — PM (*afternoon*)

12 midnight | 12 midday | 12 midnight

I am waiting for the school bus.	3:35 PM
I am walking home afterschool.	7:10 AM
I am in math class.	12:00 PM
I am eating lunch.	2:05 PM

4. *Find* **half** of each number.

6 ⇨ ☐ 8 ⇨ ☐

60 ⇨ ☐ 80 ⇨ ☐

5. ***Make*** **100** and **1,000**.

90 + ____ = 100

20 + ____ = 100

300 + ____ = 1,000

600 + ____ = 1,000

6. *Fill* in the missing boxes on the number lines (**multiples of 2 and 5**).

0	2	4	6									

0	5	10	15									60

PART 2: *Application Practice*

7. *Draw* the **minute hand** on each clock.

9:00 **9:30** **9:15**

8. Amy has these coins and wants to buy a candy bar.

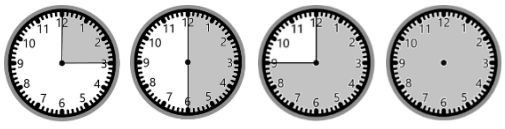
A candy bar costs 45¢. Does Amy have enough money? ***Yes*** ***No***

9. Betty wants to buy a book for $15. She saves $5 each week. How many weeks will it take until she has $15?

____ weeks

PART 3: *Reflection and Conceptual Understanding*

A.) *Find* the <u>shaded</u> minutes.



☐ ☐ ☐ ☐

B.) *<u>Draw</u>* <u>the arrows</u> on the number line that shows: **7 + 4 = 11**

0 1 2 3 4 5 6 7 8 9 10 11

SPRING STAAR SPRINT - Learning Opportunity 07
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

1. *Double* each number.

7 ⇨ ☐ 6 ⇨ ☐

70 ⇨ ☐ 60 ⇨ ☐

2. *Add* or Subtract.

$\begin{array}{r} 7 \\ +\ 5 \\ \hline \end{array}$ ☐ $\begin{array}{r} 13 \\ -\ 5 \\ \hline \end{array}$ ☐ $\begin{array}{r} 16 \\ -\ 8 \\ \hline \end{array}$ ☐

3. Add or subtract.

$\begin{array}{r} 23 \\ +\ 42 \\ \hline \end{array}$ ☐ $\begin{array}{r} 14 \\ +\ 54 \\ \hline \end{array}$ ☐ $\begin{array}{r} 36 \\ +\ 62 \\ \hline \end{array}$ ☐

$\begin{array}{r} 67 \\ -\ 52 \\ \hline \end{array}$ ☐ $\begin{array}{r} 34 \\ -\ 24 \\ \hline \end{array}$ ☐ $\begin{array}{r} 59 \\ -\ 32 \\ \hline \end{array}$ ☐

4. *Find* **half** of each number.

4 ⇨ ☐ 2 ⇨ ☐

40 ⇨ ☐ 20 ⇨ ☐

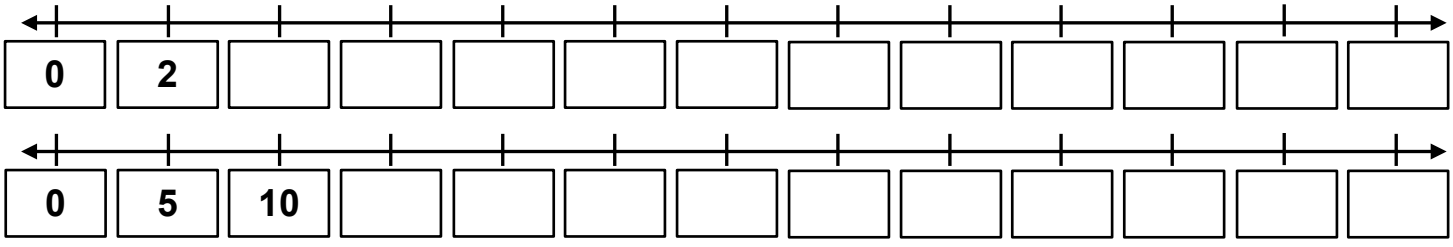
5. *Find* 5 more and 5 less.

10 , 15 , ***20***

_____ , 30 , _____

_____ , 45 , _____

6. *Fill* in the missing boxes on the number lines (**multiples of 2 and 5**).



PART 2: *Application Practice*

7. *Draw* the **minute hand** on each clock.

2:30 **2:15** **2:45**

8. Jess spent this many coins.

How much money did Jess spend? ☐ ¢

9. *Ring* the correct time.

Ana goes to school at ? ***7:30 AM*** ***7:30 PM***

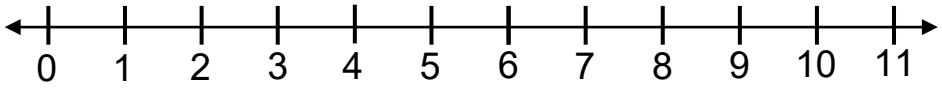
Lunch is at ? ***12:00 AM*** ***12:00 PM***

PART 3: *Reflection and Conceptual Understanding*

A.) *Find* the shaded minutes.

☐ ☐ ☐ ☐

B.) *Draw* the arrows on the number line that shows: **9 - 4 = 5**



SPRING STAAR SPRINT - Learning Opportunity 08
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

1. *Double* each number.

10 ⇨ ☐ **7** ⇨ ☐

100 ⇨ ☐ **70** ⇨ ☐

2. *Add* or Subtract.

+ 4	- 15	- 16
8	7	9
☐	☐	☐

3. Add or subtract.

+ 52	+ 19	+ 25
47	10	24
☐	☐	☐

- 73	- 44	- 67
12	31	56
☐	☐	☐

4. *Find* **half** of each number.

10 ⇨ ☐ **12** ⇨ ☐

100 ⇨ ☐ **120** ⇨ ☐

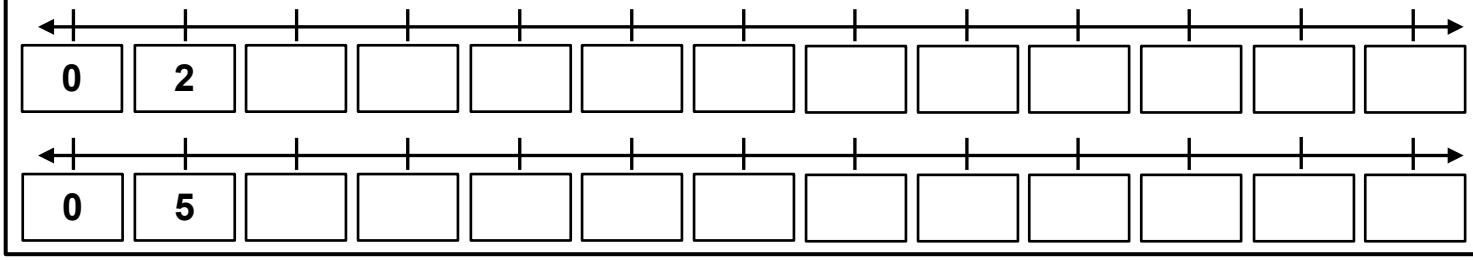
5. *Find* 5 more and 5 less.

_____ , 15 , _____

_____ , 30 , _____

_____ , 45 , _____

6. *Fill* in the missing boxes on the number lines (**multiples of 2 and 5**).



PART 2: *Application Practice*

7. *Draw* the **minute hand** on each clock.

4:15	5:30	7:45

8. Lance has the coins below.

How many cents does Lance have? ☐ ¢

9. *Ring* the correct time.

Ron plays soccer at ? ***4:45 AM*** ***4:45 PM***

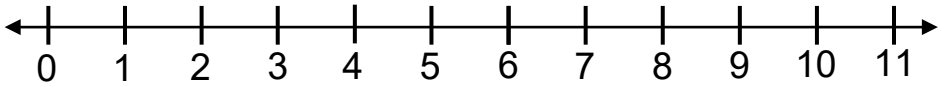
Yasmin is at school at ? ***12:00 AM*** ***12:00 PM***

PART 3: *Reflection and Conceptual Understanding*

A.) *Find* the shaded minutes.

☐ ☐ ☐ ☐

B.) *Draw* the arrows on the number line that shows: **10 - 4 = 6**

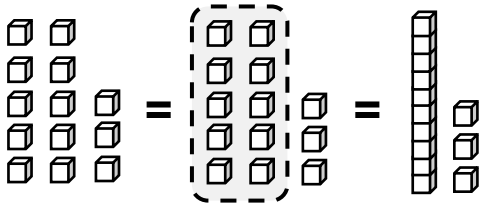


SPRING STAAR SPRINT - Learning Opportunity 09
for TEKS/STAAR *"Racing to Success"*

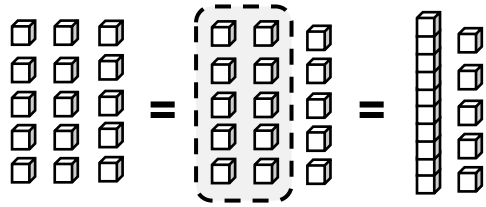
Name: _____

PART 1: *Numeracy Development*

1. *Regrouping* 10 ones to 1 ten.



13 ones = **10** ones + **3** ones = **1** ten **3** ones



___ ones = ___ ones + ___ ones = ___ ten ___ ones

2. *Add* or Subtract.

$$\begin{array}{r} 6 \\ +\ 5 \\ \hline \square \end{array} \qquad \begin{array}{r} 17 \\ -\ 8 \\ \hline \square \end{array}$$

3. Add or subtract.

$$\begin{array}{r} 33 \\ +\ 5 \\ \hline \square \end{array} \qquad \begin{array}{r} 28 \\ +\ 10 \\ \hline \square \end{array} \qquad \begin{array}{r} 80 \\ +\ 4 \\ \hline \square \end{array}$$

$$\begin{array}{r} 54 \\ -\ 2 \\ \hline \square \end{array} \qquad \begin{array}{r} 84 \\ 63 \\ \hline \square \end{array} \qquad \begin{array}{r} 39 \\ -\ 24 \\ \hline \square \end{array}$$

4. *Find* 5 more/5 less.

____ , 15 , ____

____ , 30 , ____

____ , 45 , ____

5. *Add* 10 more.

10 —(+10)→ = ☐

15 —(+10)→ = ☐

6. *Find* 10 less.

15 —(-10)→ = ☐

20 —(-10)→ = ☐

PART 2: *Application Practice*

7. *Draw* the **minute hand** on each clock.

12:30 **7:15** **5:45**

8. Olga has 3 quarters.

How many cents is 3 quarters? ¢

9. *Ring* the correct time.

Jesus goes to bed at ? ***8:15 AM*** ***8:15 PM***

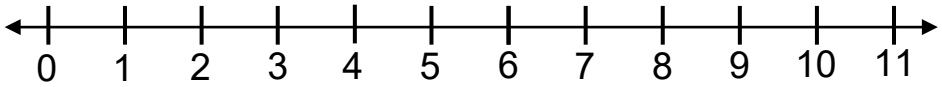
Alina ate lunch at ? ***11:30 AM*** ***11:30 PM***

PART 3: *Reflection and Conceptual Understanding*

A.) *Find* the shaded minutes.

☐ ☐ ☐ ☐

B.) *Draw* the arrows on the number line that shows: **11 - 7 = 4**

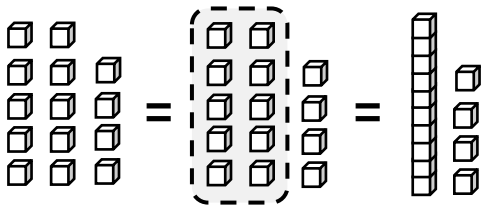


SPRING STAAR SPRINT - Learning Opportunity 10 for TEKS/STAAR "Racing to Success"

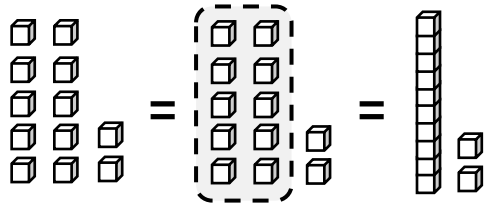
Name: _____

PART 1: *Numeracy Development*

1. *Composing* ones into tens and ones.



14 ones = ___ ones + ___ ones = ___ ten ___ ones



___ ones = ___ ones + ___ ones = ___ ten ___ ones

2. *Add* or Subtract.

$9 + 7 = \square$ $\quad 18 - 9 = \square$

3. Add or subtract.

$135 + 44 = \square$ $\quad 153 + 143 = \square$

$231 - 120 = \square$ $\quad 145 - 32 = \square$

4. *Find* 5 more/5 less.

___ , 10 , ___

___ , 20 , ___

___ , 40 , ___

5. *Add* 10 more.

25 (+10) = ☐

40 (+10) = ☐

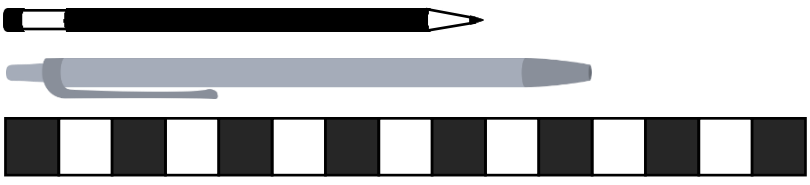
6. *Find* 10 less.

25 (-10) = ☐

30 (-10) = ☐

PART 2: *Application Practice*

7. *Find* the length of the pen and pencil.



Pen is ____ blocks long. **Pencil** is ____ blocks long.

How much longer is the pen than the pencil? ____ blocks

8. John's father gave him 5 coins.

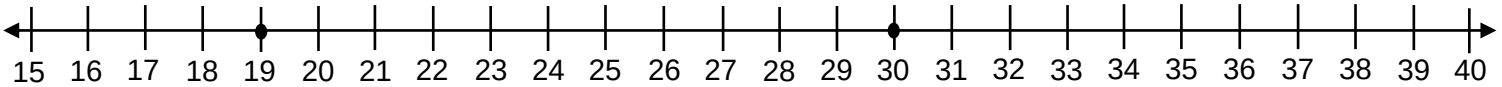
What is the value in cents of these 5 coins? ☐ ¢

PART 3: *Reflection and Conceptual Understanding*

Solve the **subtraction equation** to the right using the number line below.

$30 - 19 = \square$

How many equal spaces are between 19 and 30? _____

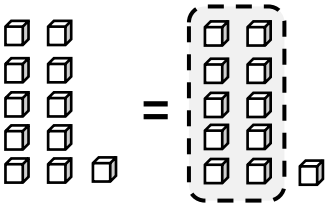


SPRING STAAR SPRINT - Learning Opportunity 11 for TEKS/STAAR "Racing to Success"

Name: _____

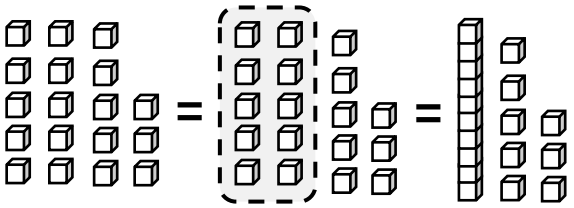
PART 1: *Numeracy Development*

1. *Composing* ones into tens and ones.



___ ones = ___ ones = ___ ten

+ ___ ones ___ ones



___ ones = ___ ones = ___ ten

+ ___ ones ___ ones

2. *Add* or Subtract.

$$\begin{array}{r} 7 \\ +\ 8 \\ \hline \square \end{array} \qquad \begin{array}{r} 13 \\ -\ 5 \\ \hline \square \end{array}$$

3. Add or subtract.

$$\begin{array}{r} 245 \\ +\ 34 \\ \hline \square \end{array} \qquad \begin{array}{r} 261 \\ +\ 327 \\ \hline \square \end{array}$$

$$\begin{array}{r} 784 \\ -\ 434 \\ \hline \square \end{array} \qquad \begin{array}{r} 269 \\ -\ 4 \\ \hline \square \end{array}$$

4. *Find* 5 more/5 less.

___ , 10 , ___

___ , 20 , ___

___ , 40 , ___

5. *Add* 10 more.

45 (+10) = ☐

42 (+10) = ☐

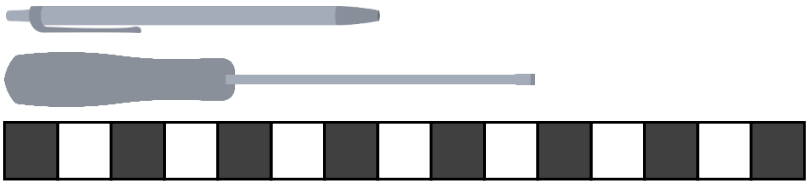
6. *Find* 10 less.

36 (-10) = ☐

50 (-10) = ☐

PART 2: *Application Practice*

7. *Find* the length of the pen and screwdriver.



Pen is ____ blocks long. **Screwdriver** is ____ blocks long.

What is their difference in length? ____ blocks

8. Find the total.

_____ ¢

9. Lettie wants to buy a candy bar for 80¢. She has a nickel. How many quarters she will need?

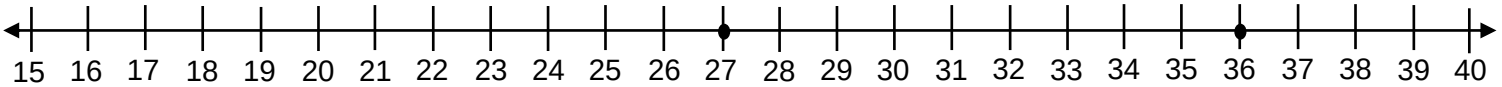
____ quarters

PART 3: *Reflection and Conceptual Understanding*

Solve the **subtraction equation** to the right using the number line below.

$$\begin{array}{r} 36 \\ -\ 27 \\ \hline \square \end{array}$$

How many equal spaces are between 27 and 36? _____

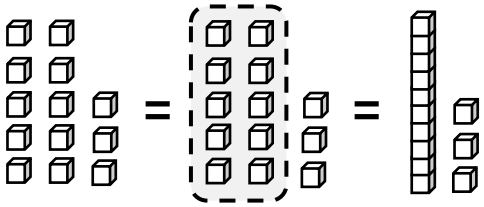


SPRING STAAR SPRINT - Learning Opportunity 12
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

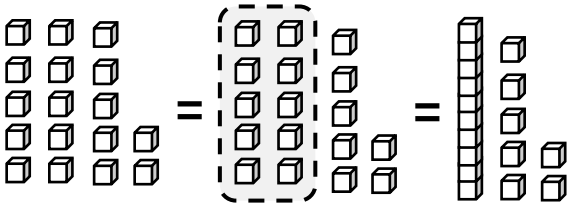
1. *Composing* ones into tens and ones.



___ ones = ___ ones = ___ ten

+ ___ ones ___ ones

___ ones



___ ones = ___ ones = ___ ten

+ ___ ones ___ ones

2. *Add* or Subtract.

$$\begin{array}{r} 8 \\ +\ 4 \\ \hline \square \end{array} \qquad \begin{array}{r} 11 \\ -\ 8 \\ \hline \square \end{array}$$

3. Add or subtract.

$$\begin{array}{r} 305 \\ +\ 4 \\ \hline \square \end{array} \qquad \begin{array}{r} 582 \\ +\ 417 \\ \hline \square \end{array}$$

$$\begin{array}{r} 862 \\ -\ 31 \\ \hline \square \end{array} \qquad \begin{array}{r} 468 \\ -\ 454 \\ \hline \square \end{array}$$

4. *Find* 5 more/5 less.

___ , 5 , ___

___ , 25 , ___

___ , 55 , ___

5. *Add* 10 more.

60 (+10) = ☐

55 (+10) = ☐

6. *Find* 10 less.

50 (-10) = ☐

57 (-10) = ☐

PART 2: *Application Practice*

7. *Find* the length of the comb and the spoon.

Comb is ____ blocks long. **Spoon** is ____ blocks long.

How much longer is the spoon than the comb? ____ blocks

8. What is the value of these coins?

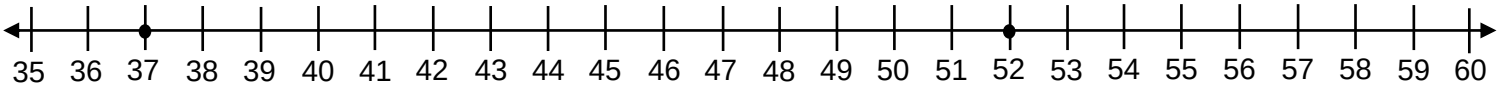
☐ ¢

PART 3: *Reflection and Conceptual Understanding*

Solve the **subtraction equation** to the right using the number line below.

$$\begin{array}{r} 52 \\ -\ 37 \\ \hline \square \end{array}$$

How many equal spaces are between 37 and 52? _____



SPRING STAAR SPRINT - Learning Opportunity 13
for TEKS/STAAR **"Racing to Success"**

Name: _____

PART 1: *Numeracy Development*

1. *Compose* ones into a ten – *Fill* in the numbers.

$$17 + 18$$

2 tens 15 ones ⇨ 2 tens 1 ten 5 ones ⇨ 3 tens 5 ones ⇨ ___

$$19 + 17$$

___ tens ___ ones ⇨ ___ tens 1 ten ___ ones ⇨ ___ tens ___ ones ⇨ ___

2. *Add* or Subtract.

$$8 + 6 = \square \qquad 12 - 7 = \square$$

3. Add or subtract.

$$883 + 106 = \square$$

$$677 - 52 = \square$$

4. *Find* 5 more/5 less.

___ , 5 , ___

___ , 25 , ___

___ , 55 , ___

5. *Find* 10 more.

70 +10 = ☐

73 +10 = ☐

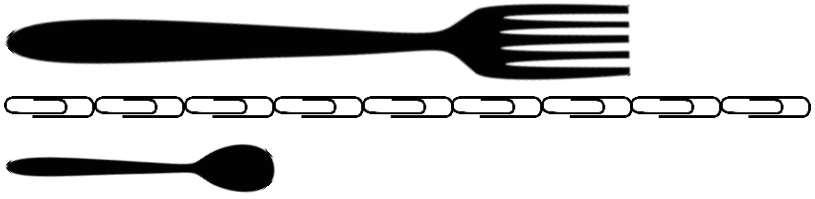
6. *Find* 10 less.

65 -10 = ☐

80 -10 = ☐

PART 2: *Application Practice*

7. *Find* the length of the fork and the spoon.



Fork: ____ paperclips long. **Spoon**: ____ paperclips long.

How much longer is the fork than the spoon? ___ paperclips

8. 6 girls were playing. ***Half*** of the girls went home to eat.

How many girls were still playing?

☐ girls

9. John jumped 46 inches. Rob jumped 32 inches.

What is the total inches both boys jumped?

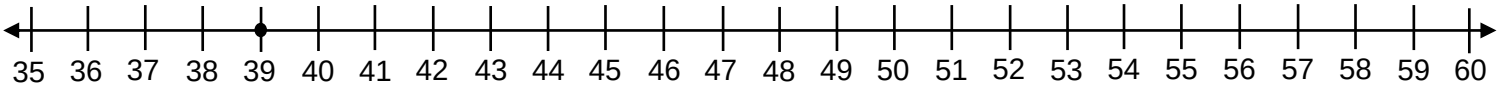
____ inches

PART 3: *Reflection and Conceptual Understanding*

Solve the **addition equation** to the right using the number line below.

$$39 + 12 = \square$$

Hint: Start at 39 and count 12 equal spaces.



SPRING STAAR SPRINT - Learning Opportunity 14 for TEKS/STAAR "Racing to Success"

Name: _____

PART 1: *Numeracy Development*

1. *Compose* ones into a ten – *Fill* in the numbers.

$$\begin{array}{r} 14 \\ +\ 27 \\ \hline \end{array}$$

tens | ones ⇨ tens | ten ones ⇨ tens | ones ⇨ ____

$$\begin{array}{r} 29 \\ +\ 16 \\ \hline \end{array}$$

tens | ones ⇨ tens | ten ones ⇨ tens | ones ⇨ ____

2. *Find.*

$$\begin{array}{r} 9 \\ +\ 6 \\ \hline \square \end{array} \qquad \begin{array}{r} 14 \\ -\ 7 \\ \hline \square \end{array}$$

3. *Spell* the number in word form. Use Word Bank, if needed.

Word Bank

seven	two	three	five	ten
eight	six	nine	four	one

1: _____ **6**: _____

2: _____ **7**: _____

3: _____ **8**: _____

4: _____ **9**: _____

5: _____ **10**: _____

4. *Find* 10 more.

80 +10 = ☐

86 +10 = ☐

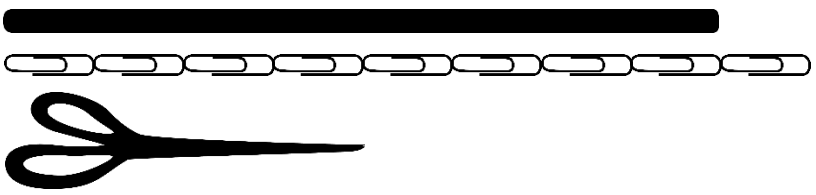
5. *Find* 10 less.

75 -10 = ☐

85 -10 = ☐

PART 2: *Application Practice*

6. *Find* the length of the straw and the scissors.



Straw: ____ paperclips long. **Scissors**: ____ paperclips long.

What is the two objects' *difference* in length? ___ paperclips

7. 10 boys went to the movie. ***Half*** of the boys liked the movie.

How many boys liked the movie?

☐ boys

8. Luz threw a baseball 27 feet.

Camila tossed the baseball 39 feet.

How much further did Camila throw the baseball?

____ feet

PART 3: *Reflection and Conceptual Understanding*

Solve the **addition equation** to the right using the number line below.

$$\begin{array}{r} 48 \\ +\ 15 \\ \hline \square \end{array}$$

Hint: Start at 48 and count.

45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70

SPRING STAAR SPRINT - Learning Opportunity 15 for TEKS/STAAR "Racing to Success"

Name: _____

PART 1: *Numeracy Development*

1. *Compose* ones into a ten – *Fill* in the numbers.

$$25 + 15$$

tens	ones
___	___

⇨

tens	ten	ones
___	___	___

⇨

tens	ones
___	___

⇨ ___

$$37 + 26$$

tens	ones
___	___

⇨

tens	ten	ones
___	___	___

⇨

tens	ones
___	___

⇨ ___

2. *Find.*

$$8 + 7 = \square$$

$$16 - 9 = \square$$

3. *Spell* the number in word form. Use Word Bank, if needed.

Word Bank

eight two seven four six
three ten five nine one

1: _____ **6**: _____

2: _____ **7**: _____

3: _____ **8**: _____

4: _____ **9**: _____

5: _____ **10**: _____

4. *Find* 10 more.

90 +10 = ☐

95 +10 = ☐

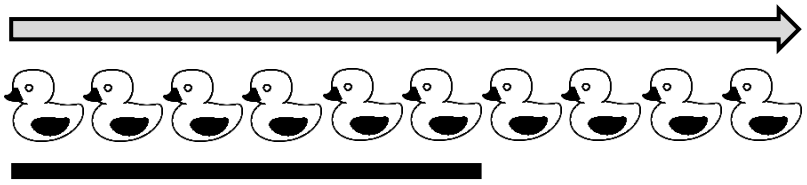
5. *Find* 10 less.

100 -10 = ☐

105 -10 = ☐

PART 2: *Application Practice*

6. *Find* the length of the arrow and the black line.



Black Line: ____ ducks long. **Arrow**: ____ ducks long.

What is the arrow and line's combined length? ___ ducks

7. Joe needs $300 *more* dollars for his vacation, what should he do?

Ⓐ Spend $300
Ⓑ Save $300
Ⓒ Invest $300

8. 83 children are in the 2nd grade.

52 students have school shirts.

How many kids do ***not*** have school shirts?

____ students

PART 3: *Reflection and Conceptual Understanding*

Solve the **subtraction equation** to the right using the number line below.

$$86 - 69 = \square$$

Hint: Equal spaces between the minuend and subtrahend.

65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90

SPRING STAAR SPRINT - Learning Opportunity 16
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

1. *Compose* ones into a ten – *Fill* in the numbers.

$$\begin{array}{r} 47 \\ +\ 38 \\ \hline \end{array}$$

tens | ones ⇨ tens | ten ones ⇨ tens | ones ⇨ _____

$$\begin{array}{r} 56 \\ +\ 26 \\ \hline \end{array}$$

tens | ones ⇨ tens | ten ones ⇨ tens | ones ⇨ _____

2. *Complete.*

90

80

☐

60

☐

40

☐

3. *Spell* the number in word form. Use the Word Bank.

Word Bank

thirteen eleven fourteen fifteen twelve

11: _____

12: _____

13: _____

14: _____

15: _____

4. *Find* 10 more.

105 +10 = ☐

100 +10 = ☐

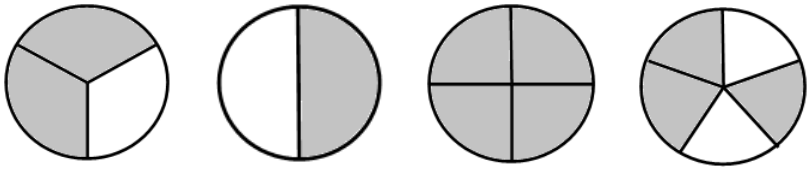
5. *Find* 10 less.

110 -10 = ☐

115 -10 = ☐

PART 2: *Application Practice*

6. *Write* each fraction's **numerator** and **denominator**.



2 / 3 ☐/☐ ☐/☐ ☐/☐

7. Ms. Chau asked her students to *double* these numbers.

5 ⇨ ☐

50 ⇨ ☐

500 ⇨ ☐

8. Dao is 59 inches tall.

His brother is 43 inches tall.

What is the difference in their heights?

____ inches

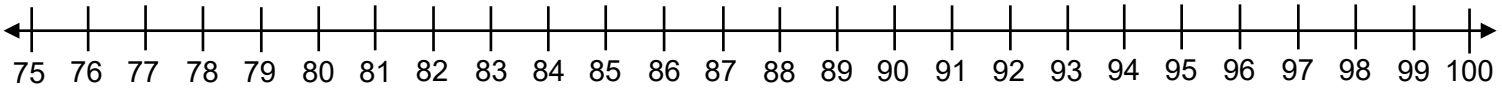
PART 3: *Reflection and Conceptual Understanding*

Solve the **subtraction equation** to the right using the number line below.

$$\begin{array}{r} 98 \\ -\ 79 \\ \hline \end{array}$$

☐

Hint: Equal spaces between the minuend and subtrahend.



SPRING STAAR SPRINT - Learning Opportunity 17
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

1. *Add* by composing a ten – **WITH regrouping**.

① 24 + 19 = **43**	○ 37 + 18 =	○ 15 + 16 =	○ 25 + 25 =
○ 19 + 9 =	○ 47 + 24 =	○ 14 + 26 =	○ 15 + 15 =

2. *Complete.*

120

110

☐

90

☐

70

☐

3. *Spell* the number in word form. Use the Word Bank.

Word Bank
fourteen twelve thirteen
eleven fifteen

11: _____

12: _____

13: _____

14: _____

15: _____

4. *Add* or Subtract- **WITHOUT regrouping**.

13 + 6 =	17 + 22 =	24 - 13 =	25 - 15 =

5. *Find* 10 more.

125 +10 = ☐

110 +10 = ☐

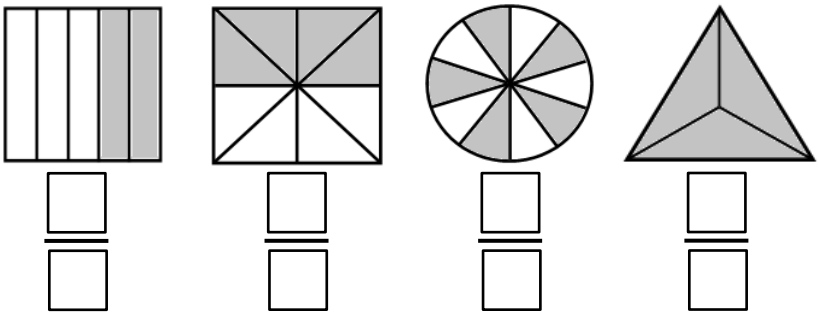
6. *Find* 10 less.

120 -10 = ☐

125 -10 = ☐

PART 2: *Application Practice*

7. *Write* each fraction's **numerator** and **denominator**.



☐/☐ ☐/☐ ☐/☐ ☐/☐

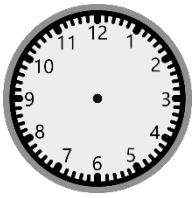
8. Alexis is 6 years old. Jalen is <u>double</u> her age. Caleb is <u>half</u> of Alexis' age.

Find Jalen and Caleb's ages.

Jalen's age = ____

Caleb's age = ____

9. *Add* the missing hands on the clock face.



3 o'clock

PART 3: *Reflection and Conceptual Understanding*

Count the quarters. *Write* the amount of money/cents under each group of quarters.

____¢ ____¢ ____¢ ____¢

SPRING STAAR SPRINT - Learning Opportunity 18 for TEKS/STAAR "Racing to Success"

Name: _____

PART 1: *Numeracy Development*

1. *Add* by composing a ten – **WITH regrouping**.

$$\begin{array}{r} 24 \\ +\ \ 8 \\ \hline \end{array} \qquad \begin{array}{r} 39 \\ +\ 28 \\ \hline \end{array} \qquad \begin{array}{r} 25 \\ +\ 17 \\ \hline \end{array} \qquad \begin{array}{r} 36 \\ +\ 45 \\ \hline \end{array}$$

$$\begin{array}{r} 69 \\ +\ \ 9 \\ \hline \end{array} \qquad \begin{array}{r} 46 \\ +\ 34 \\ \hline \end{array} \qquad \begin{array}{r} 69 \\ +\ 25 \\ \hline \end{array} \qquad \begin{array}{r} 25 \\ +\ 25 \\ \hline \end{array}$$

2. *Complete.*

140

130

☐

110

☐

90

☐

3. *Spell* the number in word form. Use the Word Bank.

Word Bank

sixteen twenty seventeen eighteen nineteen

16: _____

17: _____

18: _____

19: _____

20: _____

4. *Add* or Subtract- **WITHOUT regrouping**.

$$\begin{array}{r} 20 \\ +\ \ 8 \\ \hline \end{array} \qquad \begin{array}{r} 37 \\ +\ 52 \\ \hline \end{array} \qquad \begin{array}{r} 54 \\ -\ 33 \\ \hline \end{array} \qquad \begin{array}{r} 47 \\ -\ 27 \\ \hline \end{array}$$

5. *Find* 10 more.

135 (+10) = ☐

130 (+10) = ☐

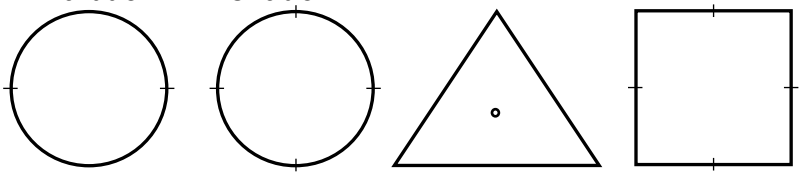
6. *Find* 10 less.

140 (-10) = ☐

135 (-10) = ☐

PART 2: *Application Practice*

7. *Partition* and *shade* each fraction.



1/2 1/4 2/3 4/4

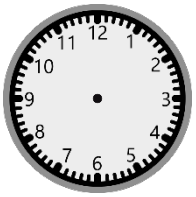
8. Jo has 8 cards. Al has half the cards Jo does. Tim has double the cards Jo owns.

How many cards do Al and Time own?

Al's cards = ____

Tim's cards = ____

9. *Add* the missing hands on the clock face.



2 o'clock

PART 3: *Reflection and Conceptual Understanding*

Count the quarters. *Write* the amount of money/cents under each group of quarters.

____¢ ____¢ ____¢ ____¢

SPRING STAAR SPRINT - Learning Opportunity 19 for TEKS/STAAR "Racing to Success"

Name: _____

PART 1: *Numeracy Development*

1. *Add*: WITH **regrouping** and **not regrouping**.

$$\begin{array}{r} 35 \\ +\ 6 \\ \hline \end{array} \qquad \begin{array}{r} 41 \\ +\ 28 \\ \hline \end{array} \qquad \begin{array}{r} 35 \\ +\ 27 \\ \hline \end{array} \qquad \begin{array}{r} 33 \\ +\ 45 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ +\ 5 \\ \hline \end{array} \qquad \begin{array}{r} 46 \\ +\ 44 \\ \hline \end{array} \qquad \begin{array}{r} 68 \\ +\ 23 \\ \hline \end{array} \qquad \begin{array}{r} 25 \\ +\ 14 \\ \hline \end{array}$$

2. *Complete.*

0

100

☐

300

☐

500

☐

3. *Spell* in word form.

Word Bank

twenty nineteen sixteen seventeen eighteen

16: _____

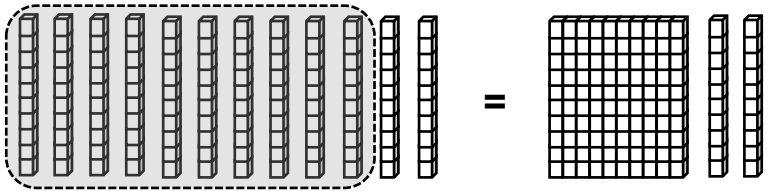
17: _____

18: _____

19: _____

20: _____

4. *Composing* tens into *hundreds and tens*. *Fill* in the numbers.



___ tens = ___ hundred ___ tens

5. *Expand each* digit.

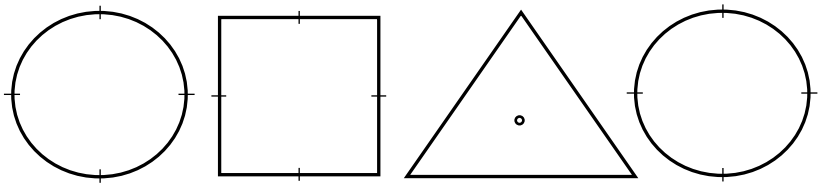
45 = ***40*** + ☐

What **digit** is in the tens place?

_____

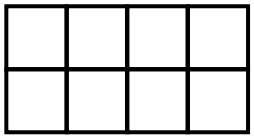
PART 2: *Application Practice*

6. *Partition* and *shade* each fraction from the description.



half of the circle | a quarter of the square | two-thirds of the triangle | four-fourths of the circle

7. *Answer* the questions below.



How many?

a.) Rows: ____

b.) Columns: ____

c.) Total squares: ___

8. *Draw* the missing minute hand on the clock face.

half past 3

PART 3: *Reflection and Conceptual Understanding*

Write the word that describes each number in the **addition or subtraction** equations on the line provided.

$$\begin{array}{r} 33 \\ +\ 45 \\ \hline 78 \end{array}$$ _____ _____ _____

Word Bank

difference addend sum subtrahend minuend

$$\begin{array}{r} 87 \\ -\ 55 \\ \hline 32 \end{array}$$ _____ _____ _____

SPRING STAAR SPRINT - Learning Opportunity 20 for TEKS/STAAR "Racing to Success"

Name: _____

PART 1: *Numeracy Development*

1. *Add*: WITH **regrouping** and **not regrouping**.

$$\begin{array}{r} 75 \\ +\ \ 6 \\ \hline \end{array} \qquad \begin{array}{r} 413 \\ +\ 282 \\ \hline \end{array} \qquad \begin{array}{r} 435 \\ +\ 127 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ +\ \ 6 \\ \hline \end{array} \qquad \begin{array}{r} 43 \\ +\ 27 \\ \hline \end{array} \qquad \begin{array}{r} 628 \\ +\ 164 \\ \hline \end{array}$$

2. *Complete.*

500

600

[ ]

800

[ ]

1,000

[ ]

3. *Spell* in word form.

Word Bank

forty sixty thirty fifty seventy

30: _____

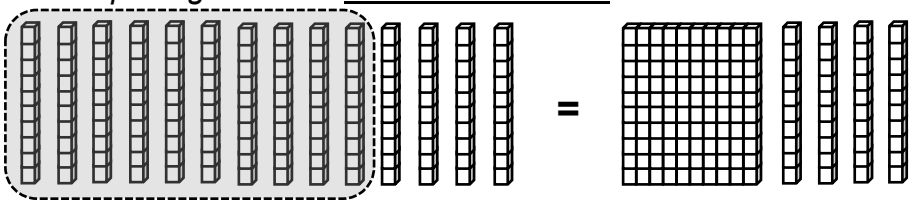
40: _____

50: _____

60: _____

70: _____

4. *Composing* tens into *hundreds and tens*. *Fill* in the numbers.



___ tens = ___ hundred ___ tens

5. *Expand each* digit.

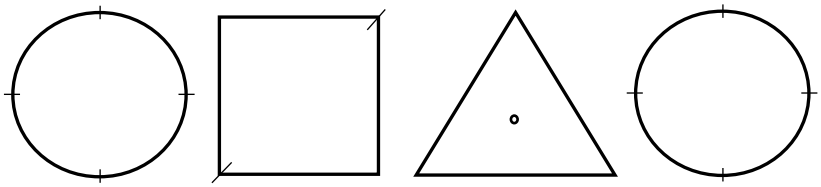
73 = [ ] + [ ]

What **digit** is in the tens place?

_____

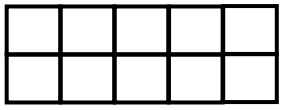
PART 2: *Application Practice*

6. *Partition* and *shade* each fraction from the description.



a quarter of the circle | half of the square | three-thirds of the triangle | two-fourths of the circle

7. *Answer* the questions below.



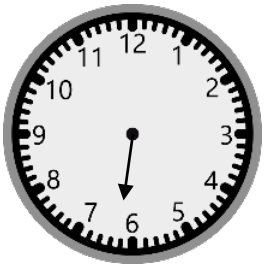
How many?

a.) Rows: ____

b.) Columns: ____

c.) Total squares: ___

8. *Draw* the missing minute hand on the clock face.



quarter past 6

PART 3: *Reflection and Conceptual Understanding*

Write the word that describes each number in the **addition or subtraction** equations on the line provided.

$$\begin{array}{r} 52 \\ +\ 44 \\ \hline 96 \end{array}$$ _____ _____ _____

Word Bank

minuend **sum**

addend **difference**

subtrahend

$$\begin{array}{r} 63 \\ -\ 51 \\ \hline 12 \end{array}$$ _____ _____ _____

SPRING STAAR SPRINT - Learning Opportunity 21 *for TEKS/STAAR* *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

1. *Add*: WITH **regrouping** and **not regrouping**.

$$\begin{array}{r} 55 \\ +\ 29 \\ \hline \end{array} \qquad \begin{array}{r} 847 \\ +\ 52 \\ \hline \end{array} \qquad \begin{array}{r} 739 \\ +\ 59 \\ \hline \end{array}$$

$$\begin{array}{r} 88 \\ +\ 1 \\ \hline \end{array} \qquad \begin{array}{r} 42 \\ +\ 57 \\ \hline \end{array} \qquad \begin{array}{r} 528 \\ +\ 468 \\ \hline \end{array}$$

2. *Complete.*

600

700

[ ]

900

[ ]

1,100

[ ]

3. *Spell* in word form.

Word Bank

thirty seventy sixty fifty forty

30: _____

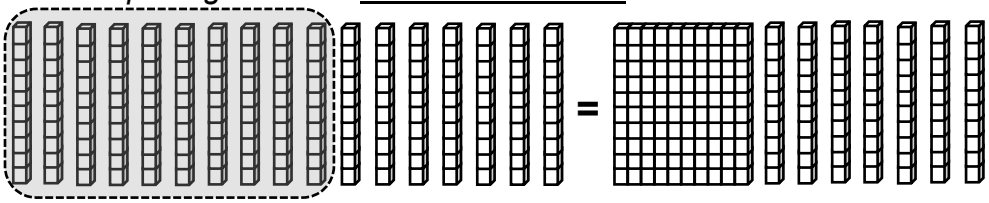
40: _____

50: _____

60: _____

70: _____

4. *Composing* tens into *hundreds and tens*. *Fill* in the numbers.



___ tens = ___ hundred ___ tens

5. *Expand each* digit.

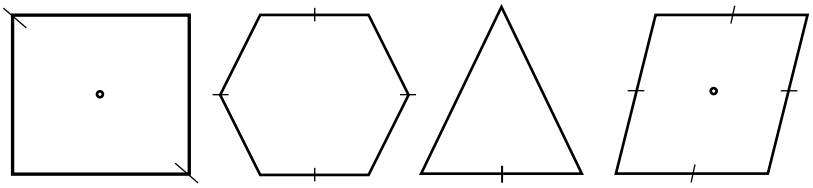
90 = [ ] + [ ]

What **digit** is in the ones place?

_____

PART 2: *Application Practice*

6. *Partition* and *shade* each fraction from the description.



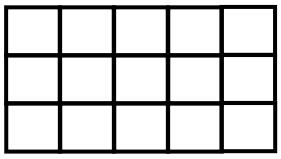
half of the rectangle

three-quarters of the hexagon

two-halves of the triangle

two-fourths of the rhombus

7. *Answer* the questions below.



How many?

a.) Rows: ____

b.) Columns: ____

c.) Total squares: ____

8. *Draw* the missing minute hand on the clock face.

quarter till 7

PART 3: *Reflection and Conceptual Understanding*

Write the word that describes each number in the **addition or subtraction** equations on the line provided.

$$\begin{array}{r} 35 \\ +\ 44 \\ \hline 79 \end{array} \qquad \begin{array}{r} 76 \\ -\ 43 \\ \hline 33 \end{array}$$

Word Bank

subtrahend **sum** **difference** **minuend** **addend**

SPRING STAAR SPRINT - Learning Opportunity 22 for TEKS/STAAR "Racing to Success"

Name: _____

PART 1: *Numeracy Development*

1. *Add*: WITH **regrouping** and **not regrouping -** ones only.

$$\begin{array}{r} 55 \\ +\ 29 \\ \hline \end{array} \qquad \begin{array}{r} 847 \\ +\ 52 \\ \hline \end{array} \qquad \begin{array}{r} 739 \\ +\ 159 \\ \hline \end{array} \qquad \begin{array}{r} 732 \\ +\ 154 \\ \hline \end{array}$$

2. *Spell* in word form.

Word Bank		
hundred	ninety	eighty
ten thousand		thousand

80: _____

90: _____

100: _____

1,000: _____

10,000: _____

3. *Compose* **tens** into a **hundred** and **tens** – *Fill* in the numbers.

$$\begin{array}{r} 264 \\ +\ 473 \\ \hline 6\,(13)\,7 \end{array} \quad \begin{array}{r} 264 \\ +\ 473 \\ \hline 6\,(\ \ )\,7 \end{array} \quad \begin{array}{r} \overset{1}{2}64 \\ +\ 473 \\ \hline \ \ \ 7 \end{array} \quad \begin{array}{r} 264 \\ +\ 473 \\ \hline \ \ \ \ \end{array}$$

hundreds | tens | ones → hundreds | tens | ones → hundreds | tens | ones

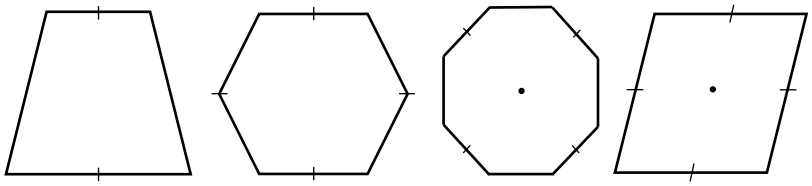
4. *Expand each* digit.

106 = _____ + _____ + _____

253 = _____ + _____ + _____

PART 2: *Application Practice*

5. *Partition* and *shade* each fraction from the description.



half of the trapezoid | two-quarters of the hexagon | three-fourths of the octagon | one-fourth of the rhombus

6. Cal deposits 2 dollars in his piggy bank each week. How much money will Cal deposit in his piggy bank in 4 weeks?

$ _____

7. Amy goes to school each morning at:

7:30 AM

7:30 PM

Amy goes to sleep each night at:

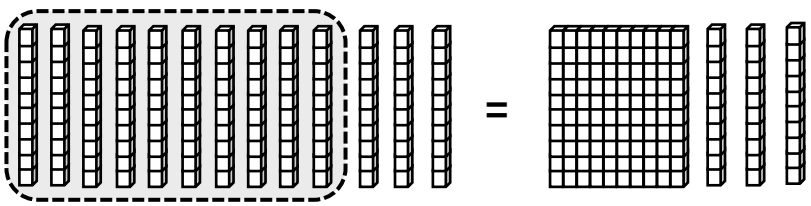
8:15 AM

8:15 PM

PART 3: *Reflection and Conceptual Understanding*

Composing *tens* into ***hundreds and tens***.

Fill in the numbers.



___ **tens** = ___ **hundred** ___ **tens**

SPRING STAAR SPRINT - Learning Opportunity 23 for TEKS/STAAR "Racing to Success"

Name: _____

PART 1: *Numeracy Development*

1. *Add*: WITH **regrouping** and **not regrouping -** ones only.

$$\begin{array}{r} 75 \\ +\ 13 \\ \hline \end{array} \qquad \begin{array}{r} \overset{\bigcirc}{6}37 \\ +\ \ 55 \\ \hline \end{array} \qquad \begin{array}{r} \overset{\bigcirc}{4}39 \\ +\ 357 \\ \hline \end{array} \qquad \begin{array}{r} 640 \\ +\ 249 \\ \hline \end{array}$$

2. *Spell* in word form.

Word Bank		
ninety	eighty	hundred
thousand	ten thousand	

80: _____

90: _____

100: _____

1,000: _____

10,000: _____

3. *Compose* **tens** into a **hundred** and **tens** – *Fill* in the numbers.

$$\begin{array}{r} 383 \\ +\ 275 \\ \hline \end{array} \qquad \begin{array}{r} 383 \\ +\ 275 \\ \hline \end{array} \qquad \begin{array}{r} \overset{\bigcirc}{3}83 \\ +\ 275 \\ \hline \end{array} \qquad \begin{array}{r} 383 \\ +\ 275 \\ \hline \end{array}$$

___ hundreds	(___ ***tens***)	___ ones

➡

___ hundred	(___ ***tens***)	___ ones

➡

___ hundreds	___ ***tens***	___ ones

➡ _____

4. *Expand each* digit.

209 = _____ + _____ + _____

380 = _____ + _____ + _____

PART 2: *Application Practice*

5. *Match* object with the description.

pentagon	no sides
circle	three vertices
rectangle	five angles
triangle	four sides

6. Nina paid for three notebooks, 5 pencils and a pen. She paid the cashier with the bills and coins below.

How much money did Nina pay?

__dollars ___cents = $__.___

7. Jorge is playing afterschool:

4:45 AM

4:45 PM

Jorge is asleep in his bed:

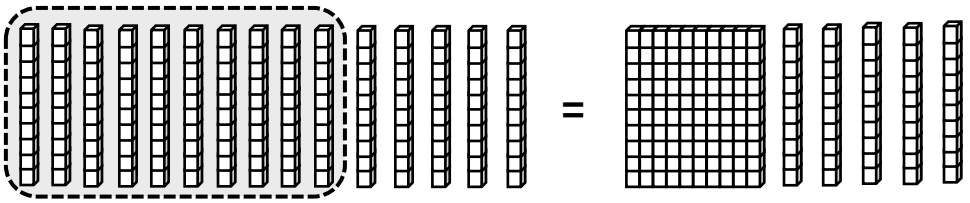
2:35 AM

2:35 PM

PART 3: *Reflection and Conceptual Understanding*

Composing *tens* into ***hundreds and tens***.

Fill in the numbers.



___ tens = ___ hundred ___ tens

SPRING STAAR SPRINT - Learning Opportunity 24 for TEKS/STAAR "Racing to Success"

Name: _____

PART 1: *Numeracy Development*

1. *Add*: WITH **regrouping** and **not regrouping -** ones only.

$$\begin{array}{r} 85 \\ +\ 5 \\ \hline \end{array} \qquad \begin{array}{r} 963 \\ +\ 7 \\ \hline \end{array} \qquad \begin{array}{r} 749 \\ +\ 139 \\ \hline \end{array} \qquad \begin{array}{r} 843 \\ +\ 145 \\ \hline \end{array}$$

2. *Find* the missing **addend** or **subtrahend**.

$3 + \square = 5$

$2 + \square = 6$

$4 - \square = 2$

$7 - \square = 4$

3. *Compose* **tens** into a **hundred** and **tens** – *Fill* in the numbers.

$$\begin{array}{r} 691 \\ +\ 293 \\ \hline \end{array}$$

hundreds	tens	ones

➡

hundreds	tens	ones

➡

hundreds	tens	ones

➡

4. *Expand each* digit.

400 = _____ + _____ + _____

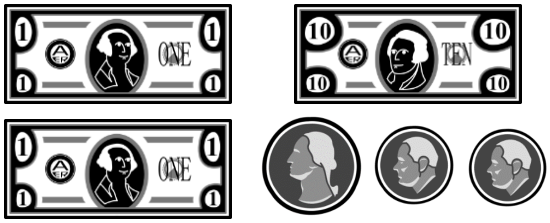
561 = _____ + _____ + _____

PART 2: *Application Practice*

5. *Match* object with the description.

hexagon	8 sides
trapezoid	six angles
square	four vertices
octagon	four equal sides

6. A Saturday movie, soft drink and a popcorn cost James this amount of money.



How much money did James pay?

___dollars ___cents = $___.___

7. Daquain is in math class.

10:55 AM

10:55 PM

Daquain is waiting for the school bus to go home.

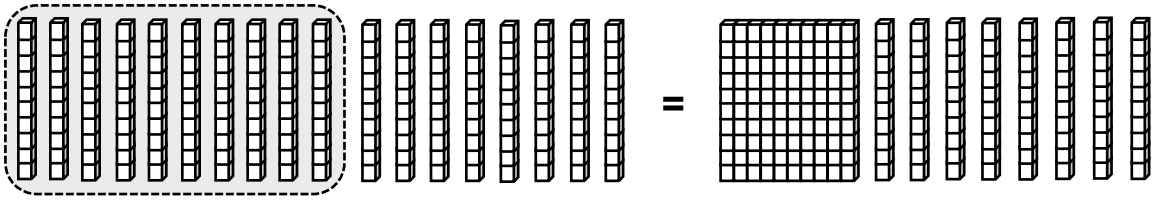
3:15 AM

3:15 PM

PART 3: *Reflection and Conceptual Understanding*

Composing *tens* into ***hundreds and tens***.

Fill in the numbers.



___ tens = ___ hundred ___ tens

SPRING STAAR SPRINT - Learning Opportunity 25 for TEKS/STAAR "Racing to Success"

Name: _____

PART 1: *Numeracy Development*

1. *Add*: WITH **regrouping** and **not regrouping -** ones only.

$$\begin{array}{r} 27 \\ +\ \ 6 \\ \hline \end{array} \qquad \begin{array}{r} 143 \\ +\ \ 49 \\ \hline \end{array} \qquad \begin{array}{r} 301 \\ +\ 238 \\ \hline \end{array} \qquad \begin{array}{r} 647 \\ +\ 244 \\ \hline \end{array}$$

2. *Find* the missing **addend** or **subtrahend**.

$2 + \square = 5$

$\square + 3 = 6$

$5 - \square = 4$

$6 - \square = 3$

3. *Compose* **tens** into a **hundred** and **tens** – *Fill* in the numbers.

$$\begin{array}{r} 882 \\ +\ \ 91 \\ \hline \end{array} \qquad \begin{array}{r} 882 \\ +\ \ 91 \\ \hline \end{array} \qquad \begin{array}{r} 882 \\ +\ \ 91 \\ \hline \end{array} \qquad \begin{array}{r} 882 \\ +\ \ 91 \\ \hline \end{array}$$

hundreds	tens	ones

➡

hundreds	tens	ones

➡

hundreds	tens	ones

➡

4. *Expand each* digit.

780 = _____ + _____ + _____

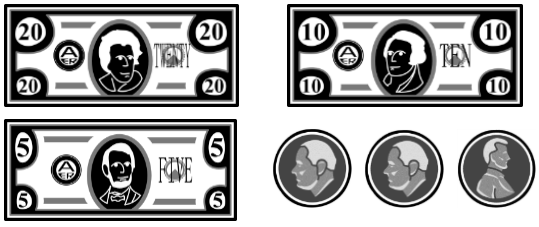
805 = _____ + _____ + _____

PART 2: *Application Practice*

5. *Match* object with the description.

rhombus	no vertices
trapezoid	five vertices
pentagon	four angles
circle	four equal sides

6. Jesus' father spent the following amount of money to purchase a new backpack. How much money did the backpack cost?



___dollars ___cents = $___.___

7. In a rock-throwing contest, Van threw a rock 55 feet. Jess hurled the rock 37 feet.

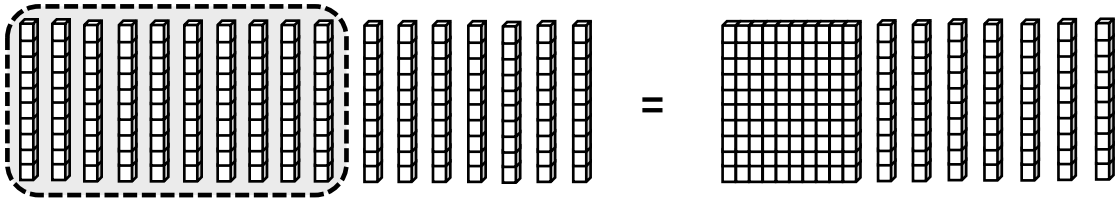
Find the total distance the rocks were thrown?

___ feet

PART 3: *Reflection and Conceptual Understanding*

Composing *tens* into ***hundreds and tens***.

Fill in the numbers.



___ tens = ___ hundred ___ tens

SPRING STAAR SPRINT - Learning Opportunity 26 *for TEKS/STAAR* *"Racing to Success"*

Name: _____

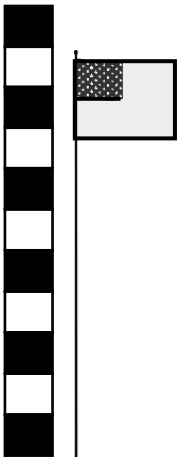
PART 1: *Numeracy Development*

1. *Add*: WITH **regrouping** and **not regrouping -** ones.

$$\begin{array}{r} 46 \\ +\ 8 \\ \hline \end{array} \qquad \begin{array}{r} 274 \\ +\ 15 \\ \hline \end{array} \qquad \begin{array}{r} 704 \\ +\ 209 \\ \hline \end{array}$$

2. How tall?

____ Blocks



3. *Find* the missing **addend** or **subtrahend**.

$7 = 5 + \square$

$\square + 4 = 8$

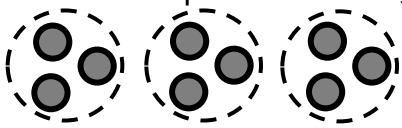
$3 = 7 - \square$

$8 - \square = 5$

4. *Add*: WITH **regrouping** and **not regrouping -** tens.

$$\begin{array}{r} 472 \\ +\ 316 \\ \hline \end{array} \qquad \begin{array}{r} 140 \\ +\ 89 \\ \hline \end{array} \qquad \begin{array}{r} 371 \\ +\ 238 \\ \hline \end{array}$$

5. *Write* an equation matching the dots.



$\square + \square + \square = \square$

6. *Write* in **word form**.

21 = *twenty-one*

8 = _____

7. *Complete*.

34

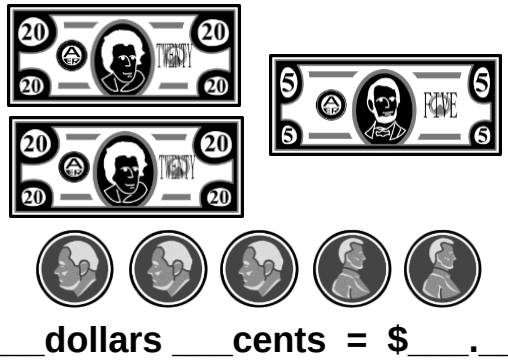
___ tens = ____

PART 2: *Application Practice*

8. *Match* object with the description.

square	three vertices
trapezoid	no angles
triangle	four equal angles
circle	four sides

9. Calculate the total amount of money in bills and coins below.



___dollars ___cents = $___.___

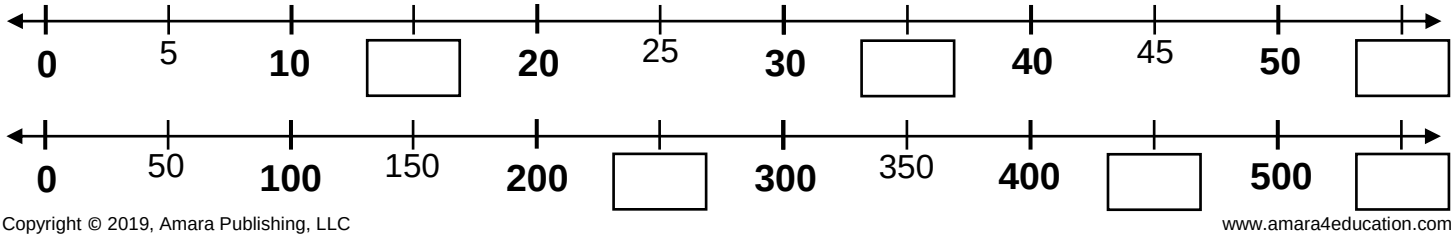
10. Kim ran 9 miles. Jim logged 12 miles, and Bo ran 16 miles.

How much farther did Bo run than Kim?

___ miles

PART 3: *Reflection and Conceptual Understanding*

Fill in the mid-points on each number line.



SPRING STAAR SPRINT - Learning Opportunity 27 *for TEKS/STAAR* *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

1. *Add*: WITH **regrouping** and **not regrouping -** ones.

$$\begin{array}{r} 67 \\ +\ 28 \\ \hline \end{array} \qquad \begin{array}{r} 53 \\ +\ 46 \\ \hline \end{array} \qquad \begin{array}{r} 519 \\ +\ 178 \\ \hline \end{array}$$

2. *Find* the missing **addend** or **subtrahend**.

$6 = 2 + \square$

$\square + 5 = 9$

$1 = 5 - \square$

$4 - \square = 0$

3. *Add*: WITH **regrouping** and **not regrouping -** tens.

$$\begin{array}{r} 290 \\ +\ 555 \\ \hline \end{array} \qquad \begin{array}{r} 375 \\ +\ 521 \\ \hline \end{array} \qquad \begin{array}{r} 672 \\ +\ 183 \\ \hline \end{array}$$

4. *Write* an equation matching the dots.

$\square + \square + \square = \square$

5. *Write* in **word form**.

28 = _____

11 = _____

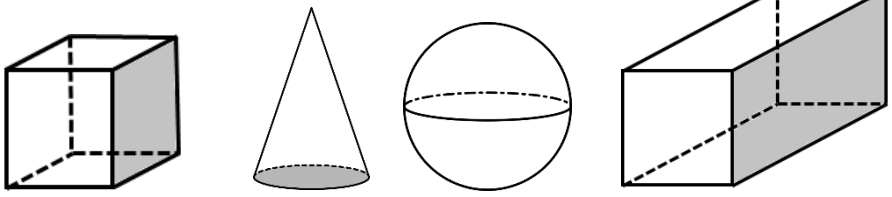
6. *Complete*.

59

___ tens = ____

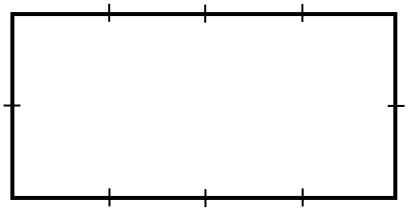
PART 2: *Application Practice*

7. *Match* the space figure with its name.



cone rectangular prism cube sphere

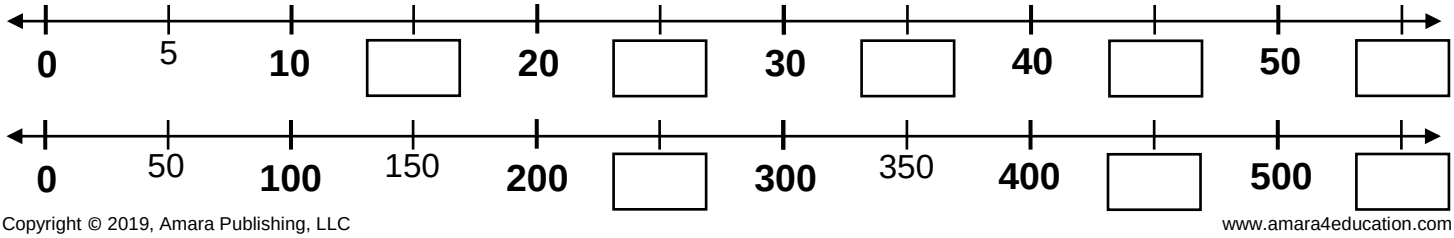
8. Partition the rectangle in 4 columns and 2 rows.



How many squares are inside the rectangle? $\square$

PART 3: *Reflection and Conceptual Understanding*

Fill in the mid-points on each number line.



SPRING STAAR SPRINT - Learning Opportunity 28 for TEKS/STAAR "Racing to Success"

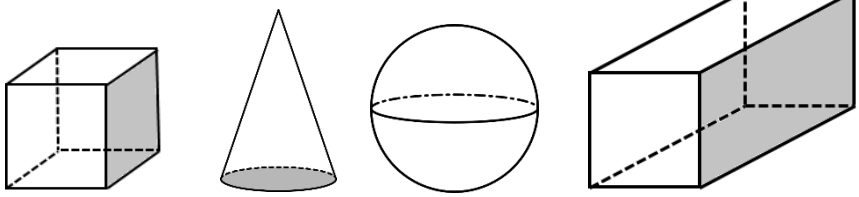
Name: _____

PART 1: *Numeracy Development*

1. *Add*:

$$\begin{array}{r} 67 \\ +\ 21 \\ \hline \end{array} \qquad \begin{array}{r} 519 \\ +\ 178 \\ \hline \end{array}$$

2. *Match* the space figure with its name.

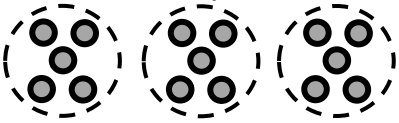


cube rectangular prism cone sphere

3. *Add*:

$$\begin{array}{r} 361 \\ +\ 475 \\ \hline \end{array} \qquad \begin{array}{r} 642 \\ +\ 256 \\ \hline \end{array}$$

4. *Write* an equation.



☐ + ☐ + ☐ = ☐

5. *Write* in **word form**.

43 = _____

17 = _____

58 = _____

6. *Complete*.

90

___ ones = ____

154

___ hundred = ____

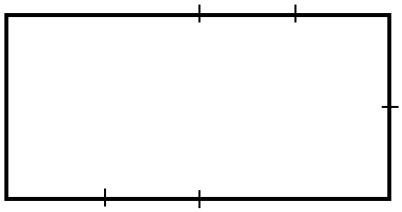
PART 2: *Application Practice*

7. The table shows the number of goals that three country's soccer teams had during the season.

Calculate the total number of soccer goals for each team.

Team	Soccer Goals	Total
Brazil	𝍸 𝍸 𝍸 𝍸 𝍸 ||||	
Spain	𝍸 𝍸 𝍸 𝍸 𝍸 |||	
Italy	𝍸 𝍸 𝍸 𝍸 |	

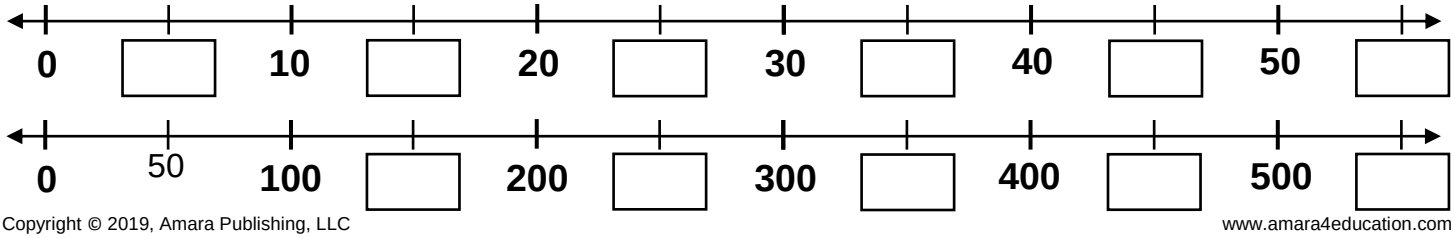
8. Partition the rectangle in **4 columns** and **2 rows**.



How many squares are inside the rectangle? ☐

PART 3: *Reflection and Conceptual Understanding*

Fill in the mid-points.



SPRING STAAR SPRINT - Learning Opportunity 29 for TEKS/STAAR "Racing to Success"

Name: _____

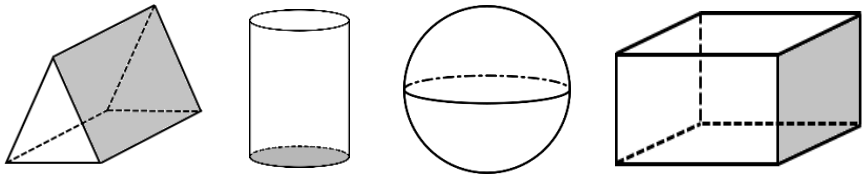
PART 1: *Numeracy Development*

1. *Add*:

$$\begin{array}{r} 77 \\ +\ 15 \\ \hline \end{array} \qquad \begin{array}{r} 721 \\ +\ 268 \\ \hline \end{array}$$

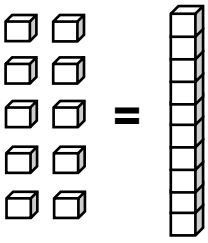
$$\begin{array}{r} 352 \\ +\ 545 \\ \hline \end{array} \qquad \begin{array}{r} 663 \\ +\ 276 \\ \hline \end{array}$$

2. *Match* the space figure with its name.



sphere | rectangular prism | cylinder | triangular prism

3. How many 1's in a 10?



= ☐ **ONES** *equal* ☐ **TEN**

4. *Write* in **word form**.

74 = _____

47 = _____

12 = _____

5. *Complete*.

106

___ tens = ___

250

___ hundreds = ____

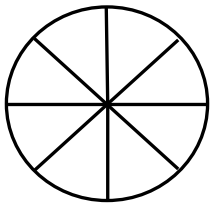
PART 2: *Application Practice*

6. The table shows the number of laps that 3 girls ran around the school track last month.

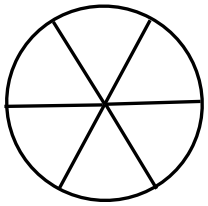
Calculate the total number of laps for each girl.

Girl	Laps Run at School Track	Total
Bettina	𝍸 𝍸 𝍸 𝍸 ||	
Priscilla	𝍸 𝍸 𝍸 𝍸 𝍸 |||	
Gina	𝍸 𝍸 𝍸 ||||	

7. *Shade* **<u>half</u>** of each figure.



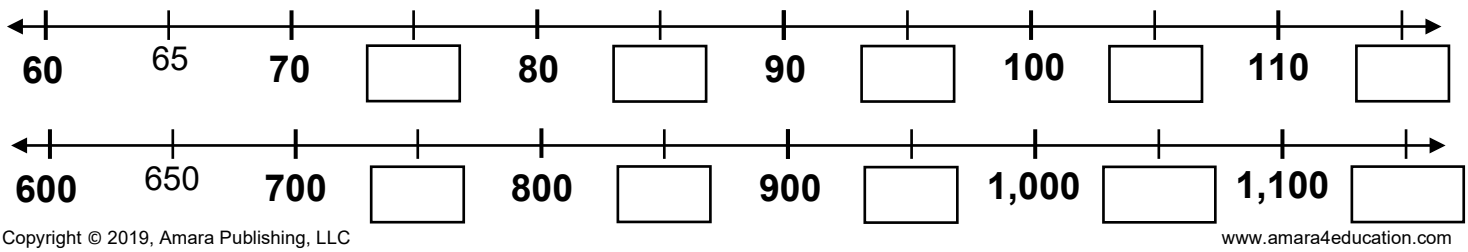
Half of 8 <u>equal</u> pieces is? ☐



Half of 6 <u>equal</u> pieces is? ☐

PART 3: *Reflection and Conceptual Understanding*

<u>Fill</u> in the mid-points.



SPRING STAAR SPRINT - Learning Opportunity 30 for TEKS/STAAR "Racing to Success"

Name: _____

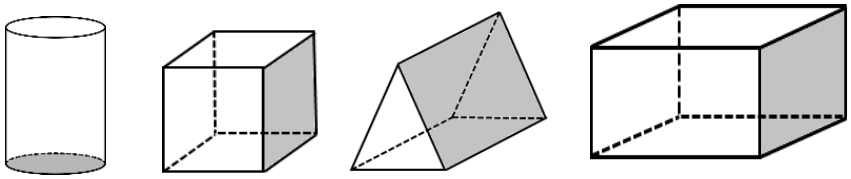
PART 1: *Numeracy Development*

1. *Add*:

$$\begin{array}{r} 38 \\ +\ 51 \\ \hline \end{array} \qquad \begin{array}{r} \overset{\circ}{4}76 \\ +\ \ 16 \\ \hline \end{array}$$

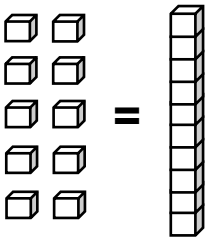
$$\begin{array}{r} 130 \\ +\ 360 \\ \hline \end{array} \qquad \begin{array}{r} \overset{\circ\,\circ}{2}67 \\ +\ 243 \\ \hline \end{array}$$

2. *Match* the space figure with its name.



cube | rectangular prism | cylinder | triangular prism

3. How many 1's in a 10?



= ☐ **ONES**

equal

☐ **TEN**

4. *Write* in **word form**.

95 = _____

88 = _____

13 = _____

5. *Complete*.

468

___ tens = ___

333

___ hundreds = ____

PART 2: *Application Practice*

6. The table shows the number of votes that 3 boys for the second grade school president.

Calculate the total number of votes for each boy.

Boy	Votes for 2nd Grade School President	Total
Pedro	𝍸 𝍸 𝍸 𝍸 𝍸 |	
Luis	𝍸 𝍸 𝍸 𝍸 𝍸 |||	
Sal	𝍸 𝍸 𝍸 |	

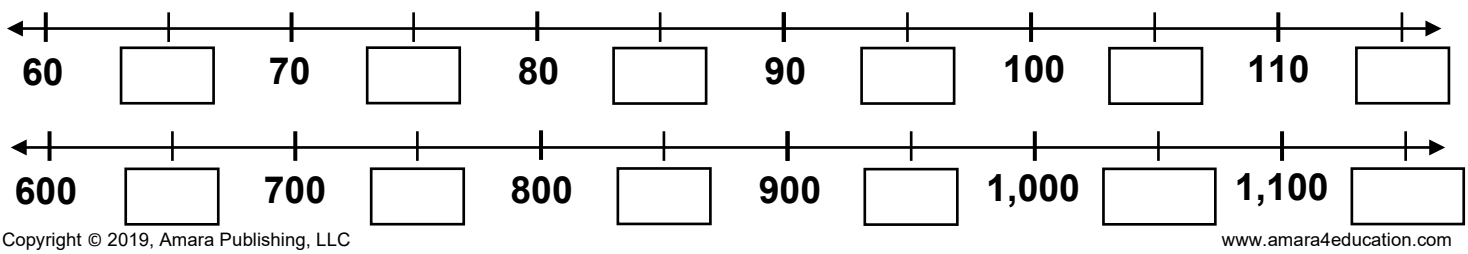
a.) What is the difference between Pedro and Sal's vote totals? ☐

b.) How many more votes did Luis receive than Sal? ☐

c.) What is the total number of Pedro and Luis' votes? ☐

PART 3: *Reflection and Conceptual Understanding*

Fill in the mid-points.



SPRING STAAR SPRINT - Learning Opportunity 31
for TEKS/STAAR **"Racing to Success"**

Name: _____

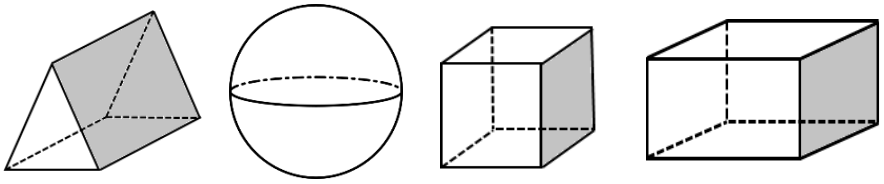
PART 1: *Numeracy Development*

1. *Add*:

$$\begin{array}{r} 53 \\ +\ \ 2 \\ \hline \end{array} \qquad \begin{array}{r} 745 \\ +\ \ 43 \\ \hline \end{array}$$

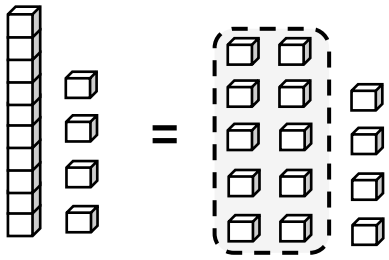
$$\begin{array}{r} 287 \\ +\ 561 \\ \hline \end{array} \qquad \begin{array}{r} 158 \\ +\ 273 \\ \hline \end{array}$$

2. *Match* the space figure with its name.

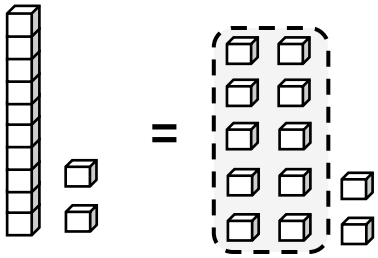


sphere | triangular prism | rectangular prism | cube

3. Decomposing *tens and ones* to an equivalent set of **ones**.



___ **ten** ___ **ones** = ___ **ones**



___ **ten** ___ **ones** = ___ **ones**

4. *Write* in **word form**.

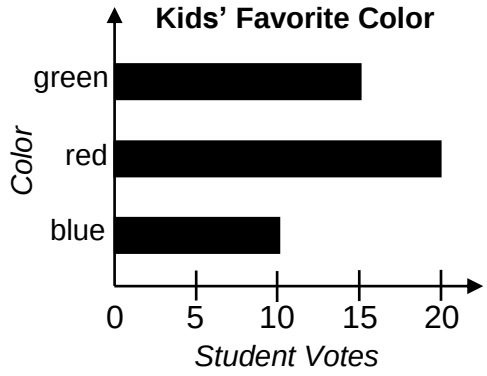
93 = _____

74 = _____

17 = _____

PART 2: *Application Practice*

5. The **bar graph** shows the favorite color of second grade students at Hill Elementary.



a.) Write the vote total at the end of each bar on the graph.

b.) What color received the most votes? The fewest?

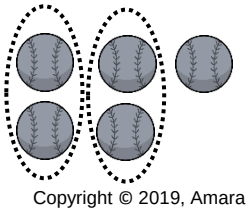
Most = _____ **Fewest =** _____

c.) How many total students voted? ☐

d.) How many more students voted for green than blue? ☐

PART 3: *Reflection and Conceptual Understanding*

Pair every two objects. *If objects are equally paired,* ***even number****. If NOT, then it is an* ***odd number.***



= 5 even / odd

= 4 even / odd

= 3 even / odd

Name: ______________________

PART 1: *Numeracy Development*

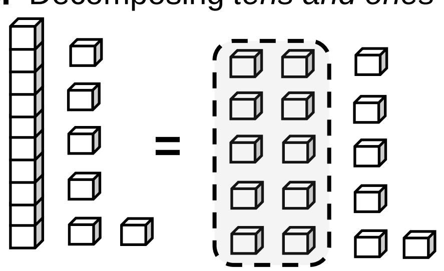
1. *Add*:

78 + 2 = ____	553 + 42 = ____	106 + 375 = ____	189 + 374 = ____

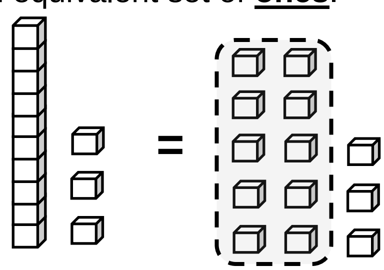
2. *Decompose* a ten into ones. *Fill* in the numbers.

tens	ones	→	tens	ones	→	tens	ones	↘	
4	3		3	3 + 10		__	13		__ __
4 3 − 1 5			~~4~~ 3 − 1 5			~~4~~ ~~3~~ − 1 5			~~4~~ ~~3~~ − 1 5
Only 3 ones – trying to take 5			(Regroup a 10) 1 ten = 10 ones			13 total ones in ones place			☐

3. Decomposing *tens and ones* to an equivalent set of **ones**.



___ ten
___ ones = ___ ones



___ ten
___ ones = ___ ones

4. A responsible **borrower** of money __________.

Borrowers receive money.
Lenders provide money.

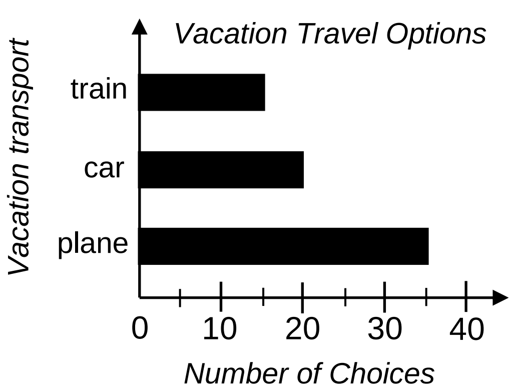
Ⓐ never pays money back.

Ⓑ takes money and forgets.

Ⓒ pays the money back on time.

PART 2: *Application Practice*

5. The **bar graph** shows the selections of vehicle choices to vacation spots.



a.) Write the total votes at the end of the each bar.

b.) What vehicle received the most votes? The fewest?

Most = __________ **Fewest =** __________

c.) How many people chose the train and the car? ☐

d.) How many more people chose the plane than train? ☐

PART 3: *Reflection and Conceptual Understanding*

Pair every two objects. *If objects are equally paired,* ***even number***. *If NOT, then it is an* ***odd number.***

 = 1 even / odd

 = 8 even / odd

 = 2 even / odd

SPRING STAAR SPRINT - Learning Opportunity 33 for TEKS/STAAR "Racing to Success"

Name: _____

PART 1: *Numeracy Development*

1. *Add*:

$$\begin{array}{r} 56 \\ +\ \ 8 \\ \hline \end{array} \qquad \begin{array}{r} 146 \\ +\ \ 31 \\ \hline \end{array}$$

$$\begin{array}{r} 862 \\ +\ \ 54 \\ \hline \end{array} \qquad \begin{array}{r} \bigcirc\bigcirc \\ 229 \\ +\ 289 \\ \hline \end{array}$$

2. *Decompose* a ten into ones. *Fill* in the numbers.

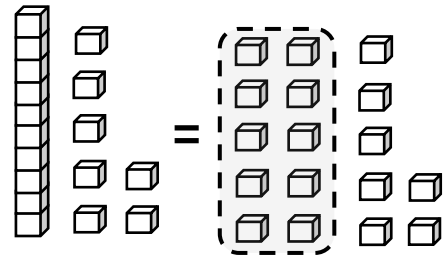
s	s		s		s		s	
n	e		n		n		n	
e	n		e		e		e	
t	o		t		t		t	
9	7		_		_		_	
			+ 10					
9	**7**		~~9~~	**7**	~~9~~	**7**	~~9~~	**7**
- **2**	**8**		- **2**	**8**	- **2**	**8**	- **2**	**8**

Only 7 ones – trying to take 8

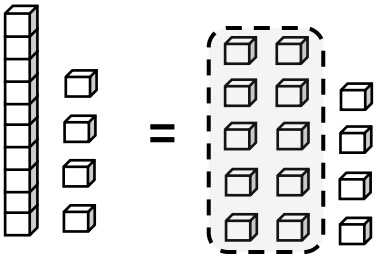
(Regroup a 10) 1 ten = 10 ones

17 total ones in ones place

3. Decomposing *tens and ones* to an equivalent set of **ones**.



___ **ten** ___ **ones** = ___ **ones**



___ **ten** ___ **ones** = ___ **ones**

4. *Write* in **word form**.

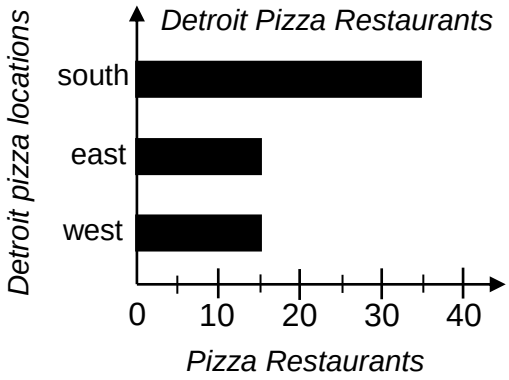
47 = _____

74 = _____

18 = _____

PART 2: *Application Practice*

5. The **bar graph** shows the number of pizza restaurants in east, west and south Detroit, Michigan.



a.) Write the total number of Detroit pizza places at the end of each bar.

b.) What two Detroit areas have the same number of pizza restaurants? _____

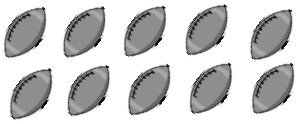
c.) Find the total Detroit number of east and west pizza places.

d.) How many more pizza places are located in south Detroit than in the eastern part of the city?

PART 3: *Reflection and Conceptual Understanding*

Pair every two objects. *If objects are equally paired,* ***even number****. If NOT, then it is an* ***odd number.***

 = 7 even odd

 = 10 even odd

 = 2 even odd

SPRING STAAR SPRINT - Learning Opportunity 34 for TEKS/STAAR "Racing to Success"

Name: _____

PART 1: *Numeracy Development*

1. *Add*:

$$\begin{array}{r} 16 \\ +\ 80 \\ \hline \end{array}$$

$$\begin{array}{r} 364 \\ +\ 75 \\ \hline \end{array}$$

2. Make 100

30 ⇨ **70**

90 ⇨ ☐

60 ⇨ ☐

80 ⇨ ☐

3. *Decompose* a ten into ones. *Fill* in the numbers.

set	seno
7	5

75 − 37

Only 5 ones – trying to take 7

set	seno
__	+

75 − 37

(Regroup a 10) 1 ten = 10 ones

set	seno
__	__

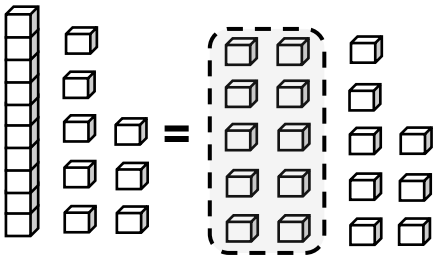
75 − 37

15 total ones in ones place

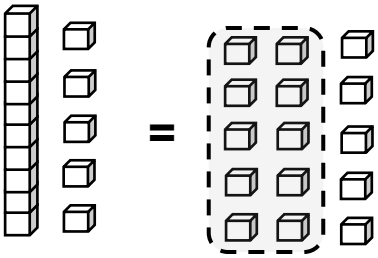
set	seno
__	__

75 − 37 = ☐

4. Decomposing *tens and ones* to an equivalent set of **ones**.



___ **ten** ___ **ones** = ___ **ones**



___ **ten** ___ **ones** = ___ **ones**

5. *Find* **half** of each number.

6 ⇨ **3**

8 ⇨ ☐

10 ⇨ ☐

20 ⇨ ☐

30 ⇨ ☐

40 ⇨ ☐

PART 2: *Application Practice*

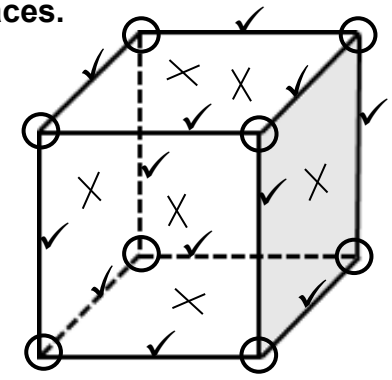
6. *Find* the **edges, vertices** and **faces.**

Use a check (✓) on each **edge.**
Use a circle on each **vertex.**
Use an "X" on each **face.**

Edges: _____

Vertices: ____

Faces: _____



Cube

7. *Order* the three numbers from **Greatest to Least.** *Compare* using < , > , = on the line provided.

95 119 109

_____

212 222 156

_____

PART 3: *Reflection and Conceptual Understanding*

Even numbers must always have *equal* **addends.** *Write* **equal addends** for each **even number.**

Even Numbers ⇨

2 = *1* + *1* **6 = __ + __** **10 = __ + __** **14 = __ + __** **18 = __ + __**

4 = __ + __ **8 = __ + __** **12 = __ + __** **16 = __ + __** **20 = __ + __**

SPRING STAAR SPRINT - Learning Opportunity 35 for TEKS/STAAR "Racing to Success"

Name: _____

PART 1: *Numeracy Development*

1. *Add*:

$$\begin{array}{r} 16 \\ +\ 47 \\ \hline \end{array}$$

$$\begin{array}{r} 392 \\ +\ 470 \\ \hline \end{array}$$

2. Make 100

60 ⇨ ☐

70 ⇨ ☐

50 ⇨ ☐

90 ⇨ ☐

3. *Decompose* a ten into ones. *Fill* in the numbers.

sn	se						
et	no	➡	et	no	➡	et	no
5	6		__	+ __		__	__
56			~~5~~6			~~5~~6	
- 29			- 29			- 29	

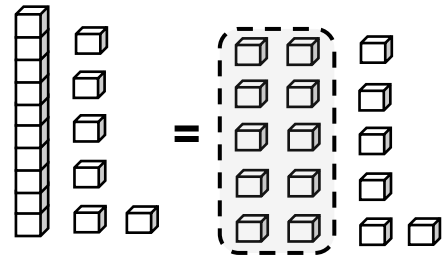
Only 6 ones – trying to take 9

(Regroup a 10) 1 ten = 10 ones

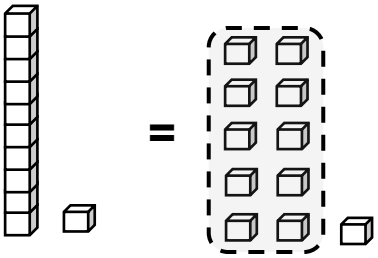
16 total ones in ones place

sn	se	➘
et	no	
__	__	__
~~5~~6		~~5~~6
- 29		- 29
		☐

4. Decomposing *tens and ones* to an equivalent set of **ones**.



___ ten
___ ones = ___ ones



___ ten
___ ones = ___ ones

5. *Find* **half** of each number.

4 ⇨ ☐ **20** ⇨ ☐

6 ⇨ ☐ **30** ⇨ ☐

12 ⇨ ☐ **40** ⇨ ☐

PART 2: *Application Practice*

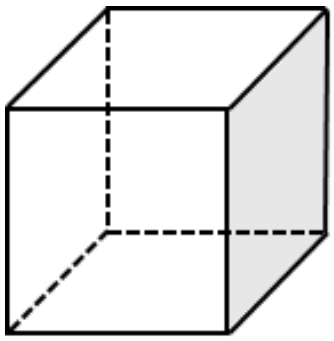
6. *Find* the **edges, vertices** and **faces.**

Use a check (✓) on each **edge.**
Use a circle on each **vertex.**
Use an "X" on each **face.**

Edges: _____

Vertices: ____

Faces: _____



Cube

7. *Order* the three numbers from **Greatest to Least.** *Compare* using < , > , = on the line provided.

243 204 204

_____

354 386 350

_____

PART 3: *Reflection and Conceptual Understanding*

Even numbers must always have *equal* **addends.** *Write* **equal addends** for each **even number.**

Even Numbers ⇨

2 = __ + __ **6** = __ + __ **10** = __ + __ **14** = __ + __ **18** = __ + __

4 = __ + __ **8** = __ + __ **12** = __ + __ **16** = __ + __ **20** = __ + __

SPRING STAAR SPRINT - Learning Opportunity 36 for TEKS/STAAR "Racing to Success"

Name: _____

PART 1: *Numeracy Development*

1. *Add*:

$$\begin{array}{r} 31 \\ +\ 34 \\ \hline \end{array}$$

$$\begin{array}{r} 654 \\ +\ 334 \\ \hline \end{array}$$

2. Make 100

10 ⇨ ☐

40 ⇨ ☐

70 ⇨ ☐

50 ⇨ ☐

3. *Decompose* a ten into ones. *Fill* in the numbers.

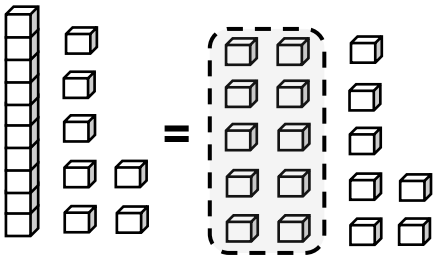
sn	se		
et	no	sn	se
		et	no
			+
61	61	61	61
-47	-47	-47	-47
			☐

Only 1 one – trying to take 7

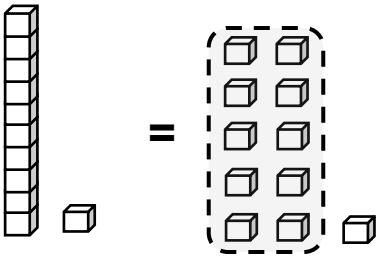
(Regroup a 10) 1 ten = 10 ones

11 total ones in ones place

4. Decomposing *tens and ones* to an equivalent set of **ones**.



___ ten
___ ones = ___ ones



___ ten
___ ones = ___ ones

5. *Find* **half** of each number.

8 ⇨ ☐ ***30*** ⇨ ☐

10 ⇨ ☐ ***40*** ⇨ ☐

16 ⇨ ☐ ***20*** ⇨ ☐

PART 2: *Application Practice*

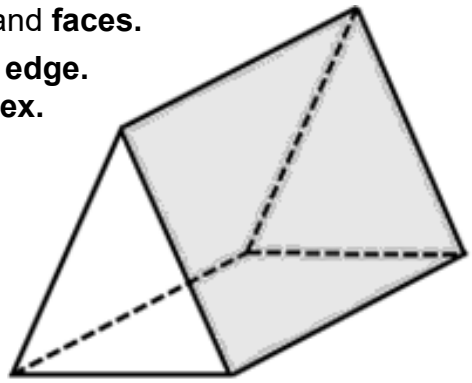
6. *Find* the **edges, vertices** and **faces.**

Use a check (✓) on each **edge.**
Use a circle on each **vertex.**
Use an "X" on each **face.**

Edges: _____

Vertices: ____

Faces: _____



triangular prism

7. *Order* the three numbers from **Greatest to Least.** *Compare* using < , > , = on the line provided.

451 415 451

_____

600 750 650

_____

PART 3: *Reflection and Conceptual Understanding*

Even numbers must always have *equal* **addends.** *Write* **equal addends** for each **even number.**

Even Numbers ⇨

2 = __ + __ **4** = __ + __ **6** = __ + __ **8** = __ + __ **10** = __ + __

12 = __ + __ **14** = __ + __ **16** = __ + __ **18** = __ + __ **20** = __ + __

SPRING STAAR SPRINT - Learning Opportunity 37 for TEKS/STAAR "Racing to Success"

Name: _____

PART 1: *Numeracy Development*

1. *Add*:

$$\begin{array}{r} 50 \\ +\ 52 \\ \hline \end{array}$$

$$\begin{array}{r} 459 \\ +\ 164 \\ \hline \end{array}$$

2. Make 1,000

100 ⇨ 900

800 ⇨ ☐

700 ⇨ ☐

500 ⇨ ☐

3. *Decompose* a ten into ones. *Fill* in the numbers.

tens	ones	
9	0	
6	9	
		0 ones – trying to take 9

➡

tens	ones	
~~9~~	~~0~~	
6	9	
	+	*(Regroup a 10) 1 ten = 10 ones*

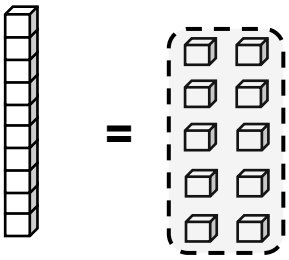
➡

tens	ones	
~~9~~	~~0~~	
6	9	
		10 total ones in ones place

➘

tens	ones	
~~9~~	~~0~~	
6	9	
	☐	

4. Decompose a ten to ones.



___ ten = ___ ones

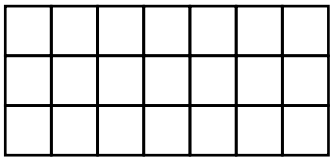
5. *Find* **half** of each number.

6 ⇨ ☐ 20 ⇨ ☐

2 ⇨ ☐ 30 ⇨ ☐

4 ⇨ ☐ 24 ⇨ ☐

6. *Find* the number of:



Rows = ____ Columns = ____

Squares = ____

PART 2: *Application Practice*

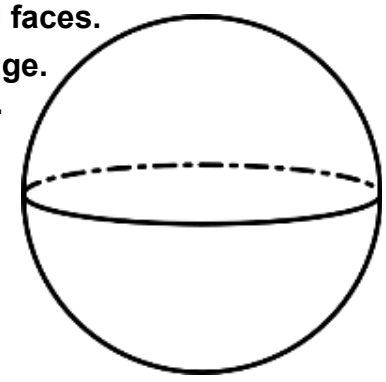
7. *Find* the **edges, vertices** and **faces.**

Use a check (✓) on each **edge.**
Use a circle on each **vertex.**
Use an "X" on each **face.**

Edges: _____

Vertices: ____

Faces: _____



sphere

8. *Write* the time on each clock face.

____ : ____ ____ : ____

PART 3: *Reflection and Conceptual Understanding*

A.) Ring ONLY the **even numbers**.

1 (6) 2 4 7

B.) Ring True or False.

*Even numbers have **equal** addends.* ***True*** ***False***

*Even numbers CAN be separated in 2 **equal** whole numbers.* ***True*** ***False***

SPRING STAAR SPRINT - Learning Opportunity 38 for TEKS/STAAR "Racing to Success"

Name: _____

PART 1: *Numeracy Development*

1. *Add*:

$$\begin{array}{r} 65 \\ +\ 57 \\ \hline \end{array}$$

$$\begin{array}{r} 364 \\ +\ 723 \\ \hline \end{array}$$

2. Make 1,000

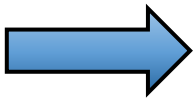
300 ⇨ ☐

600 ⇨ ☐

400 ⇨ ☐

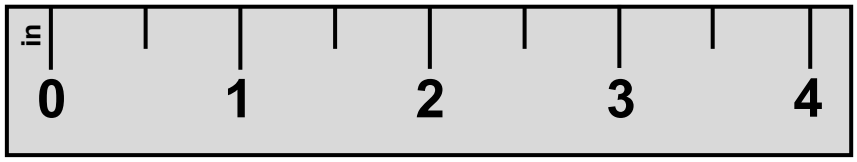
200 ⇨ ☐

3. *Measure* the arrow and paperclip to the nearest **inch**.



_____ inch

_____ inches



4. *Subtract.* **Regrouping** is possible.

$$\begin{array}{r} 65 \\ -\ 43 \\ \hline \end{array}$$

$$\begin{array}{r} {\scriptstyle 6\ 12} \\ \not{7}\not{2} \\ -\ 27 \\ \hline \end{array}$$

$$\begin{array}{r} 41 \\ -\ 19 \\ \hline \end{array}$$

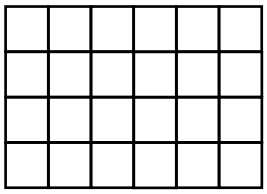
5. *Compute* **half.**

16 ⇨ ☐

14 ⇨ ☐

24 ⇨ ☐

6. *Find* the number of:



Rows = _____ Columns = _____

Squares = _____

PART 2: *Application Practice*

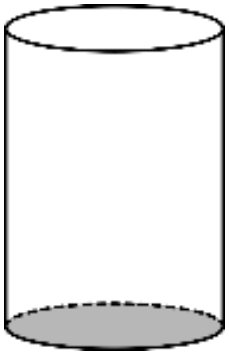
7. *Find* the **edges, vertices** and **faces.**

Use a check (✓) on each **edge.**
Use a circle on each **vertex.**
Use an "X" on each **face.**

Edges: _____

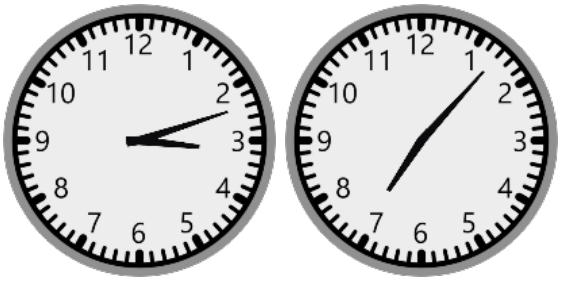
Vertices: _____

Faces: _____



cylinder

8. *Write* the time on each clock face.



_____ : _____ _____ : _____

PART 3: *Reflection and Conceptual Understanding*

Write the **even numbers** and **odd numbers** to 21.

Even Numbers: **0 , 2 , 4 , ___ , ___ , ___ , ___ , ___ , ___ , ___ , 20**

Odd Numbers: **1 , 3 , 5 , ___ , ___ , ___ , ___ , ___ , ___ , ___ , 21**

SPRING STAAR SPRINT - Learning Opportunity 39 for TEKS/STAAR "Racing to Success"

Name: _____

PART 1: *Numeracy Development*

1. *Add*:

$$\begin{array}{r} 15 \\ +\ 15 \\ \hline \end{array}$$

$$\begin{array}{r} 468 \\ +\ 703 \\ \hline \end{array}$$

2. Make 1,000

700 ⇨ ☐

500 ⇨ ☐

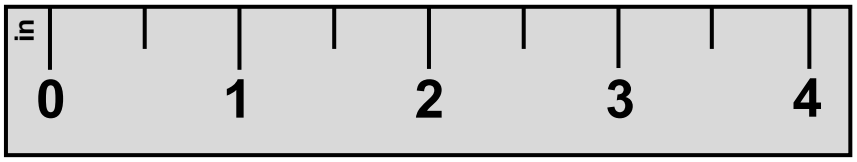
100 ⇨ ☐

300 ⇨ ☐

3. *Measure* the screwdriver and arrow to the nearest **inch**.

___ inches

____ inches



4. *Subtract.* **Regrouping** is possible.

$$\begin{array}{r} 48 \\ -\ 15 \\ \hline \end{array} \qquad \begin{array}{r} 7\ 18 \\ \cancel{8}\cancel{8} \\ -\ 39 \\ \hline \end{array} \qquad \begin{array}{r} 80 \\ -\ 36 \\ \hline \end{array}$$

5. *Compute* **half.**

30 ⇨ ☐

20 ⇨ ☐

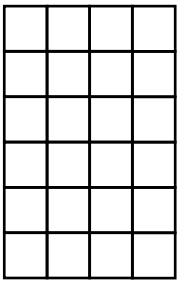
22 ⇨ ☐

6. *Find* the number of:

Rows = ____

Columns = ____

Squares = ____



PART 2: *Application Practice*

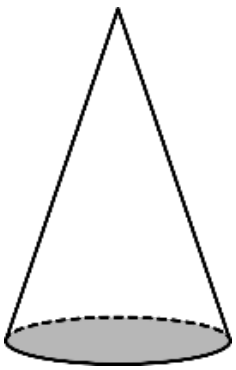
7. *Find* the **edges, vertices** and **faces.**

Use a check (✓) on each **edge.**
Use a circle on each **vertex.**
Use an "X" on each **face.**

Edges: _____

Vertices: ____

Faces: _____



cone

8. *Write* the time on each clock face.

____ : ____ ____ : ____

PART 3: *Reflection and Conceptual Understanding*

Write the **even numbers** and **odd numbers** to 21.

Even Numbers: **0 , 2 , ___ , ___ , ___ , ___ , ___ , ___ , ___ , ___ , 20**

Odd Numbers: **1 , 3 , ___ , ___ , ___ , ___ , ___ , ___ , ___ , ___ , 21**

SPRING STAAR SPRINT - Learning Opportunity 40 for TEKS/STAAR "Racing to Success"

Name: _____

PART 1: *Numeracy Development*

1. *Add*:

$$\begin{array}{r} 25 \\ +\ 25 \\ \hline \end{array}$$

$$\begin{array}{r} 465 \\ +\ 593 \\ \hline \end{array}$$

2. *Find* **half.**

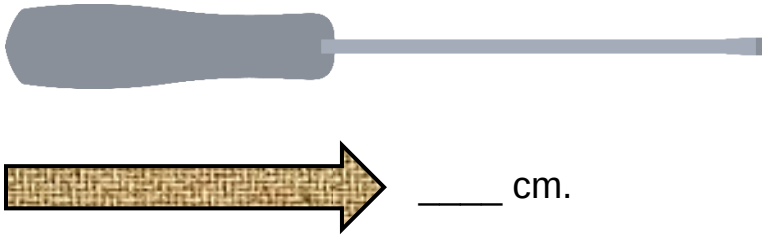
10 ⇨ ***5***

20 ⇨ ☐

30 ⇨ ☐

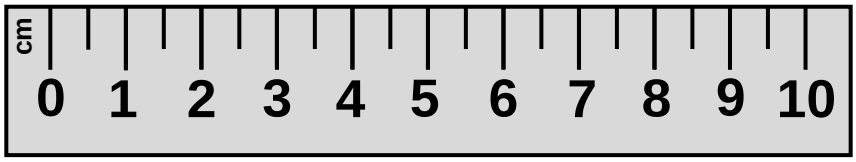
40 ⇨ ☐

3. *Measure* the screwdriver and arrow to the nearest **centimeter**.



___ cm.

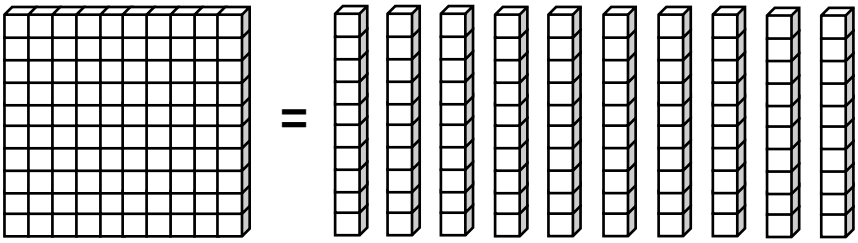
____ cm.



4. *Subtract.*

$$\begin{array}{r} 25 \\ -\ 10 \\ \hline \end{array} \qquad \begin{array}{r} 61 \\ -\ 48 \\ \hline \end{array}$$

5. *Decompose* a **hundred** to an equivalent set of **tens**.



☐ hundred = ☐ tens

PART 2: *Application Practice*

6. A school bus can only transport or carry 72 students.

There were 56 students riding on the bus.

How many more students could ride the school bus?

☐ students

7. Joe had 36 cents in his pocket.

His friend, Alma, had 55 cents in her purse.

How much money do Joe and Alma have combined?

☐ cents

8. What does an *irresponsible* **borrower** do?

Borrowers receive money.
Lenders provide money.

Ⓐ never pays money back.

Ⓑ takes money and forgets.

Ⓒ pays the money back on time.

Ⓓ Both A and B are correct.

PART 3: *Reflection and Conceptual Understanding*

A. *Fill* in the blanks for each **even number.**

6 = ***3*** + ***3*** **Half** of 6 is ***3***.

EVEN NUMBERS

8 = __ + __ **Half** of 8 is __.

2 = __ + __ **Half** of 2 is __.

B. Ring **True** or **False.**

*Even numbers have **equal** addends.* ***True*** ***False***

*Even numbers CAN be separated in 2 **equal** whole numbers.* ***True*** ***False***

SPRING STAAR SPRINT - Learning Opportunity 41 for TEKS/STAAR "Racing to Success"

Name: _____

PART 1: *Numeracy Development*

1. *Add*:

$$\begin{array}{r} 15 \\ +\ 15 \\ \hline \end{array}$$

$$\begin{array}{r} 415 \\ +\ 398 \\ \hline \end{array}$$

2. *Find* **half.**

20 ⇨ ☐

40 ⇨ ☐

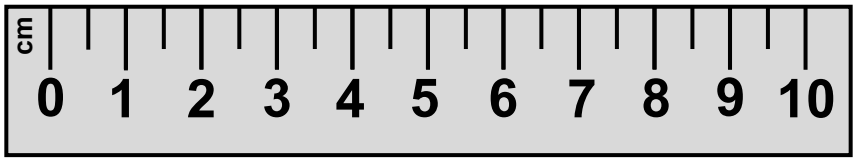
10 ⇨ ☐

30 ⇨ ☐

3. *Measure* the paperclip and arrow to the nearest **centimeter**.

____ cm.

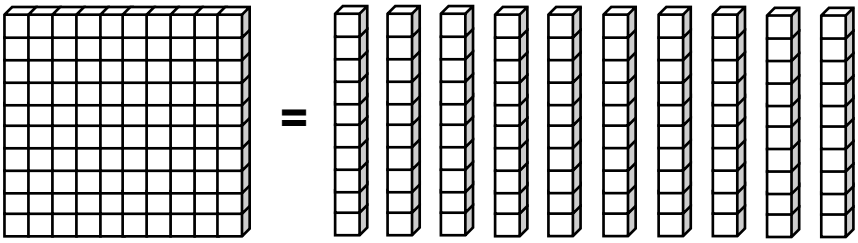
____ cm.



4. *Subtract.*

$$\begin{array}{r} 75 \\ -\ 37 \\ \hline \end{array} \qquad \begin{array}{r} 83 \\ -\ 67 \\ \hline \end{array}$$

5. *Decompose* a **hundred** to an equivalent set of **tens**.



☐ hundred = ☐ tens

PART 2: *Application Practice*

6. Bettina wanted to buy a rocking chair that costs 55 dollars.

Her daughter, Priscilla, had 35 dollars in her purse.

If Bettina has 24 dollars, do they have the money combined to buy the chair?

☐ dollars ***Yes*** ***No***

7. William had 49 cents.

He wanted to purchase a candy bar that cost 75 cents.

How much more money does William need to purchase the candy bar?

☐ cents

8. *Write* the time on each clock face.

____ : ____ ____ : ____

PART 3: *Reflection and Conceptual Understanding*

A. *Fill* in the blanks for each **even number.**

4 = __ + __ **Half** of 4 is __.

6 = __ + __ **Half** of 6 is __.

8 = __ + __ **Half** of 8 is __.

EVEN NUMBERS

B. Ring **Yes** or **No.**

Do even numbers have equal addends? ***Yes*** ***No***

Can even numbers be cut in half with two equal whole numbers? ***Yes*** ***No***

SPRING STAAR SPRINT - Learning Opportunity 42 for TEKS/STAAR "Racing to Success"

Name: _____

PART 1: *Numeracy Development*

1. *Complete.*

0
100
200
_____
_____
_____
_____

2. *Find* **half.**

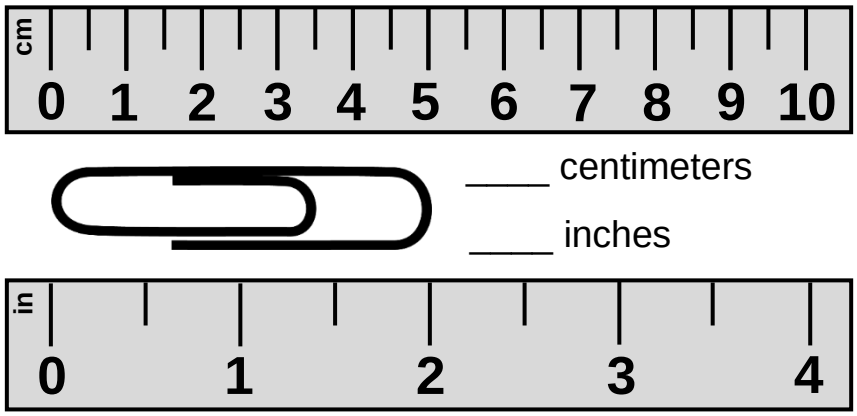
10 ⇨ _____

8 ⇨ _____

30 ⇨ _____

40 ⇨ _____

3. *Measure* the paperclip to the nearest **centimeter** and **inch**.



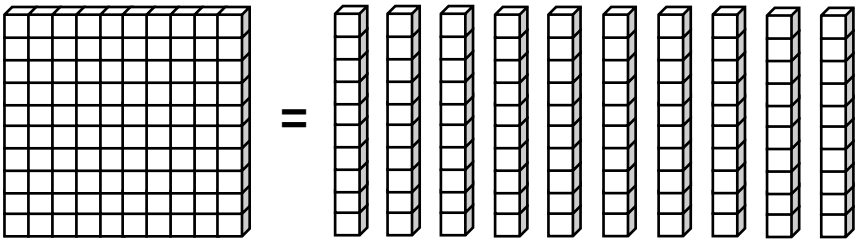
____ centimeters

____ inches

4. *Subtract.*

$$\begin{array}{r} 90 \\ -\ 55 \\ \hline \end{array} \qquad \begin{array}{r} 75 \\ -\ 25 \\ \hline \end{array}$$

5. *Decompose* a **hundred** to an equivalent set of **tens**.



_____ hundred = _____ tens

PART 2: *Application Practice*

6. Kimberly is 65 inches tall.

Her sister is 41 inches in height.

What is the difference in their heights?

_____ inches

7. James has 11 cents.

Bill has 13 cents.

Frank has 22 cents.

How much money do all three boys have together?

_____ cents

8. Which is the example of **lending**.

Borrowers receive money.
Lenders provide money.

Ⓐ Buying bread at the store.

Ⓑ A bank giving a loan.

Ⓒ Depositing money at the bank.

Ⓓ Stealing candy from the store.

PART 3: *Reflection and Conceptual Understanding*

The Rule of Even Numbers: If the ***ones digit*** is a 0, 2, 4, 6, or 8 – the number is an ***EVEN NUMBER***.

*Is the number **12** an even number?*

What is the ones digit? ***2***

Even / ***Odd***

*Is the number **18** an even number?*

What is the ones digit? ___

Even / ***Odd***

SPRING STAAR SPRINT - Learning Opportunity 43 for TEKS/STAAR "Racing to Success"

Name: _____

PART 1: *Numeracy Development*

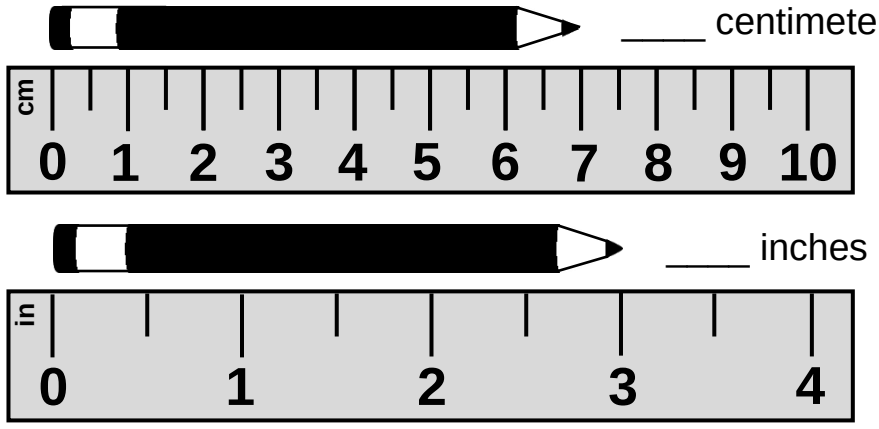
1. *Complete.*

600
700
800
_____
_____
_____
_____

2. *Complete.*

0
50
100
_____
_____
_____
_____

3. *Measure* the two pencils to the nearest **centimeter** and **inch**.



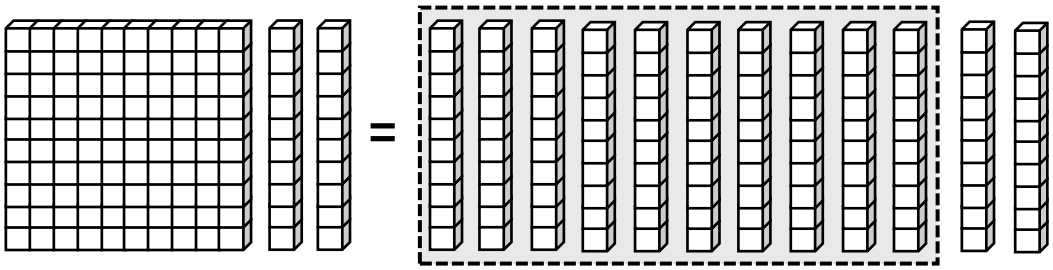
____ centimeters

____ inches

4. *Subtract.*

$$\begin{array}{r} 90 \\ -\ 55 \\ \hline \end{array} \qquad \begin{array}{r} 75 \\ -\ 25 \\ \hline \end{array}$$

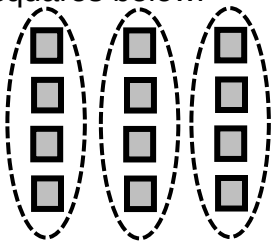
5. *Decompose* a **hundred** and **tens** to an equivalent set of **tens**.



____ hundred ____ tens = ____ tens

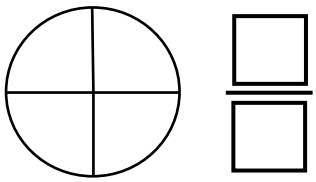
PART 2: *Application Practice*

6. *Complete* the **addition equation** that matches the squares below.

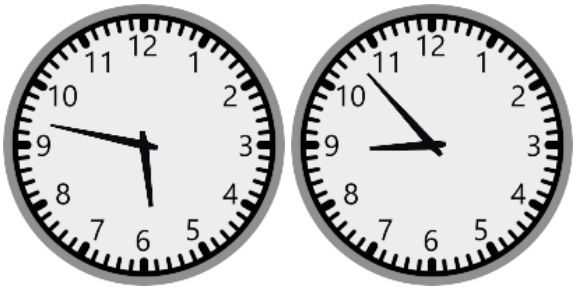


___ + ___ + ___ = ___

7. Charlie's family ate three-quarters of a cherry pie. *Shade* the diagram and *write* the **fraction** of the cherry pie Charlie's family ate.



8. *Write* the time on each clock face.



_____ : _____ _____ : _____

PART 3: *Reflection and Conceptual Understanding*

The Rule of Even Numbers: If the ***ones digit*** is a 0, 2, 4, 6, or 8 – the number is an ***EVEN NUMBER***.

*Is the number **18** an even number?*

What is the ones digit? ___ ***Even*** ***Odd***

*Is the number **13** an even number?*

What is the ones digit? ___ ***Even*** ***Odd***

SPRING STAAR SPRINT - Learning Opportunity 44 for TEKS/STAAR "Racing to Success"

Name: _____

PART 1: *Numeracy Development*

1. *Subtract.*

$$\begin{array}{r} 52 \\ -\ 16 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ -\ 35 \\ \hline \end{array}$$

2. *Decompose* a hundred into tens. *Fill* in the numbers. *Subtract.*

hundreds	tens	ones
7	4	2
	7	**4**	**2**
−	**1**	**6**	**1**

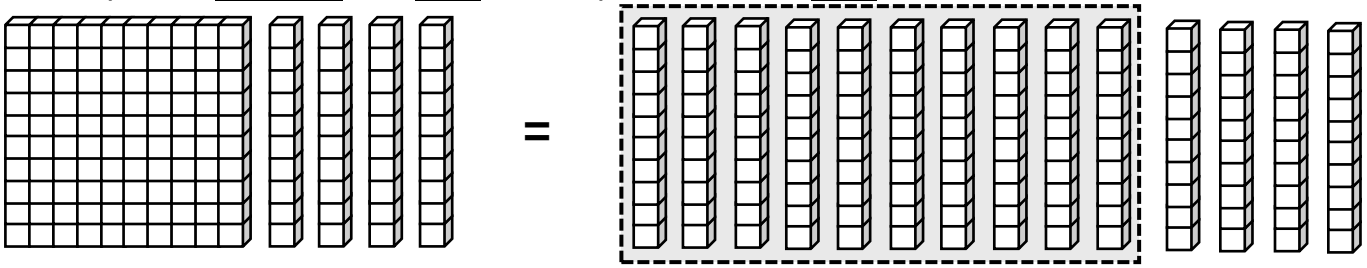
Only 4 tens – trying to take 6

hundreds	tens	ones
6	14	2
~~7~~	~~4~~	**2**
−	**1**	**6**	**1**

(Regroup a 1 hundred = 10 tens)
*10 tens + 4 tens = **14 tens***

$$\begin{array}{r} \_\ \_ \\ \cancel{7}\ \cancel{4}\ 2 \\ -\ 1\ 6\ 1 \\ \hline \end{array}$$

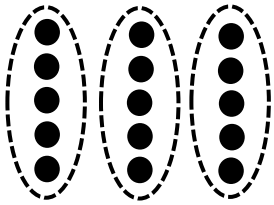
3. *Decompose* a **hundred** and **tens** to an equivalent set of **tens**.



____ hundred ____ tens = ____ tens

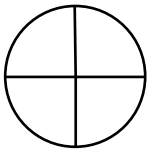
PART 2: *Application Practice*

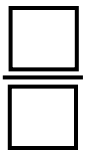
4. *Complete* the **addition equation** that matches the dots below.



___ + ___ + ___ = ___

5. Ms. Jackson drew a circle on the white board. She asked the class to *write* and *shade* the **fraction** that represents a quarter of the circle.





6. *Write* the time on each clock face.

_____ : _____

_____ : _____

PART 3: *Reflection and Conceptual Understanding*

The Rule of Even Numbers: If the ***ones digit*** is a 0, 2, 4, 6, or 8 – the number is an ***EVEN NUMBER***.

*Is the number **21** an even number?*

What is the ones digit? ___ ***Even*** ***Odd***

*Is the number **20** an even number?*

What is the ones digit? ___ ***Even*** ***Odd***

SPRING STAAR SPRINT - Learning Opportunity 45 for TEKS/STAAR "Racing to Success"

Name: _____

PART 1: *Numeracy Development*

1. *Subtract.*

$$\begin{array}{r} 61 \\ -\ 35 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ -\ 16 \\ \hline \end{array}$$

2. *Decompose* a hundred into tens. *Fill* in the numbers. *Subtract.*

sdernduh	*snet*	*seno*
5	3	8

$$\begin{array}{r} 538 \\ -\ 254 \\ \hline \end{array}$$

Only 3 tens – trying to take 5

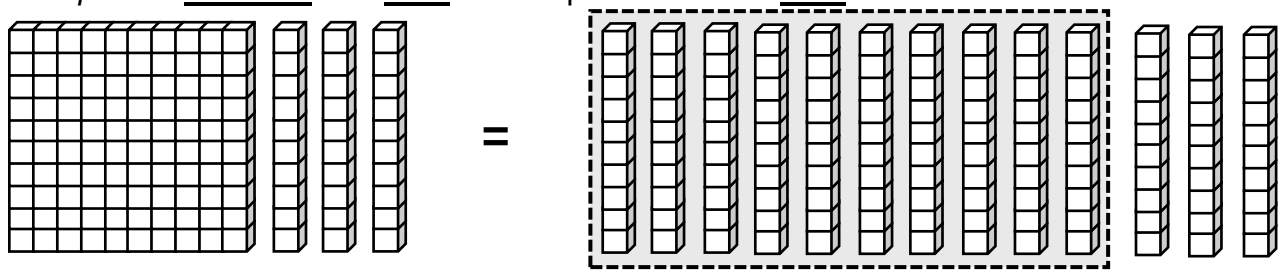
sdernduh	*snet*	*seno*
_	_	_

$$\begin{array}{r} 5\,\not{3}\,\not{8} \\ -\ 254 \\ \hline \end{array}$$

(Regroup a 1 hundred = 10 tens)
*10 tens + 3 tens = **13 tens***

$$\begin{array}{r} \_\ \_ \\ 5\,\not{3}\,\not{8} \\ -\ 254 \\ \hline \square \end{array}$$

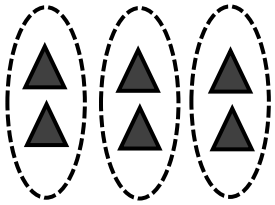
3. *Decompose* a **hundred** and **tens** to an equivalent set of **tens**.



____ hundred ____ tens = ____ tens

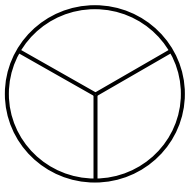
PART 2: *Application Practice*

4. *Complete* the **addition equation** that matches the triangles below.



___ + ___ + ___ = ___

5. Students drew the shape below and partitioned it in thirds. Shade three-thirds and write the fraction.



$\frac{\square}{\square}$

6. *Write* the time on each clock face.

_____ : _____

_____ : _____

PART 3: *Reflection and Conceptual Understanding*

The Rule of Even Numbers: If the ***ones digit*** is a 0, 2, 4, 6, or 8 – the number is an ***EVEN NUMBER***.

*Is the number **26** an even number?*

What is the ones digit? ___ ***Even*** ***Odd***

*Is the number **35** an even number?*

What is the ones digit? ___ ***Even*** ***Odd***

SPRING STAAR SPRINT - Learning Opportunity 46 for TEKS/STAAR "Racing to Success"

Name: _____

PART 1: *Numeracy Development*

1. *Add.*

$$\begin{array}{r} 72 \\ +\ 35 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ +\ 27 \\ \hline \end{array}$$

2. *Decompose* a hundred into tens. *Fill* in the numbers. *Subtract.*

hundreds	tens	ones
7	5	4
1	6	4

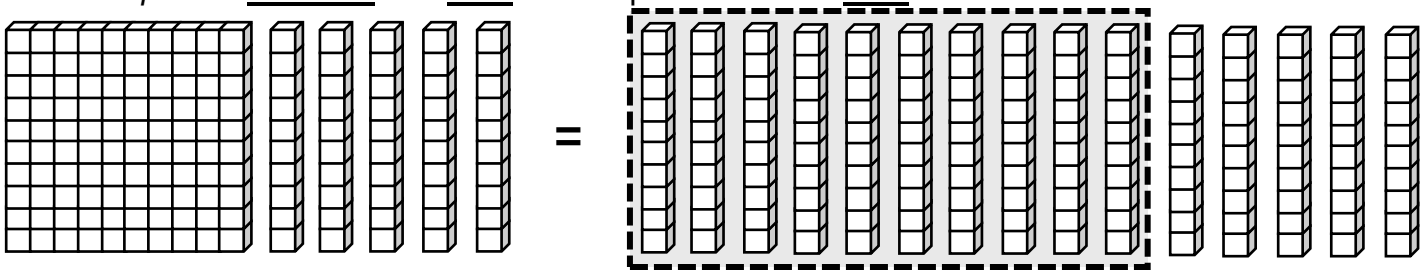
Only 5 tens – trying to take 6

hundreds	tens	ones
~~7~~ 6	~~5~~ 15	4
1	6	4

(Regroup a 1 hundred = 10 tens)
*5 tens + 10 tens = **15 tens***

hundreds	tens	ones
~~7~~ 6	~~5~~ 15	~~4~~
1	6	4

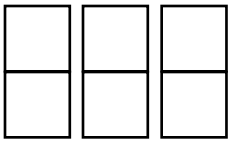
3. *Decompose* a **hundred** and **tens** to an equivalent set of **tens**.



____ hundred ____ tens = ____ tens

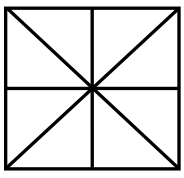
PART 2: *Application Practice*

4. *Complete* the **addition equation** that matches the number of squares in each column.



___ + ___ + ___ = ___

5. Amy drew the shape below and partitioned it. Shade five-eighths and write the fraction of this rectangle.



6. Yazmin makes cupcakes to sell at the school carnival for 20 cents each. Which of the following best describes Yazmin?

Ⓐ buyer

Ⓑ consumer

Ⓒ producer

Ⓓ purchaser

PART 3: *Reflection and Conceptual Understanding*

The Rule of Even Numbers: If the ***ones digit*** is a 0, 2, 4, 6, or 8 – the number is an ***EVEN NUMBER***.

*Is the number **39** an even number?*

What is the ones digit? ___ ***Even*** ***Odd***

*Is the number **42** an even number?*

What is the ones digit? ___ ***Even*** ***Odd***

SPRING STAAR SPRINT - Learning Opportunity 47
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

1. *Add.*

$$\begin{array}{r} 372 \\ +\ 67 \\ \hline \end{array}$$

$$\begin{array}{r} 586 \\ +\ 407 \\ \hline \end{array}$$

2. *Decompose* a hundred into tens. *Fill* in the numbers. *Subtract.*

hundreds	tens	ones
_	_	_
8	6	9
4	8	2

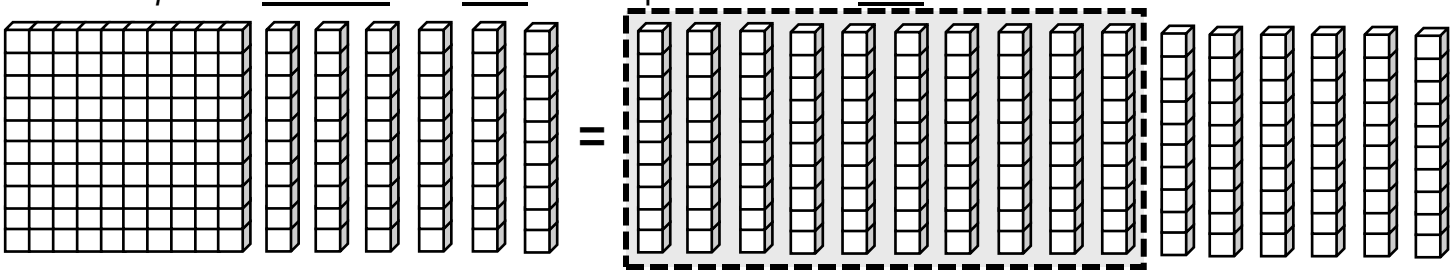
Only 6 tens – trying to take 8

hundreds	tens	ones
_	_	_
~~8~~	~~6~~	9
4	8	2

(Regroup a 1 hundred = 10 tens)
*6 tens + 10 tens = **16 tens***

$$\begin{array}{r} \_\ \_ \\ 8\ \cancel{6}\ 9 \\ -\ 4\ 8\ 2 \\ \hline \end{array}$$

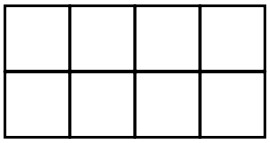
3. *Decompose* a **hundred** and **tens** to an equivalent set of **tens**.



____ hundred ____ tens = ____ tens

PART 2: *Application Practice*

4. *Complete* the **addition equation** that matches the number of squares in ***each column***.



___ + ___ + ___ + ___ = ___

5. Mr. Rodriguez wrote several numbers on the board. He said, *"Circle only the **even numbers**."*

12	**7**	**13**	**2**
1	**15**	**20**	**3**

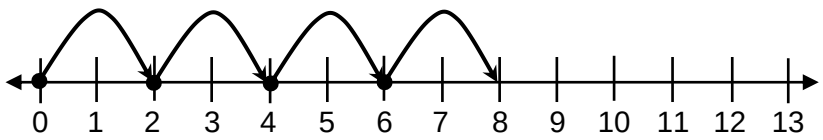
6. *Ring* the correct time.

We went outside for recess	**10:30 AM** **10:30 PM**
Jan was sound asleep in bed.	**2:45 AM** **2:45 PM**
It's lunch time.	**12:00 AM** **12:00 PM**

PART 3: *Reflection and Conceptual Understanding*

Complete the **addition equation** that matches the 4 arrow 'jumps' on the number line.

___ + ___ + ___ + ___ = ___



SPRING STAAR SPRINT - Learning Opportunity 48
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

1. *Add.*

$$\begin{array}{r} 503 \\ +\ \ 9 \\ \hline \end{array}$$

$$\begin{array}{r} 632 \\ +\ 279 \\ \hline \end{array}$$

2. *Decompose* a hundred into tens. *Fill* in the numbers. *Subtract.*

hundreds	tens	ones
4	7	5
1	9	5

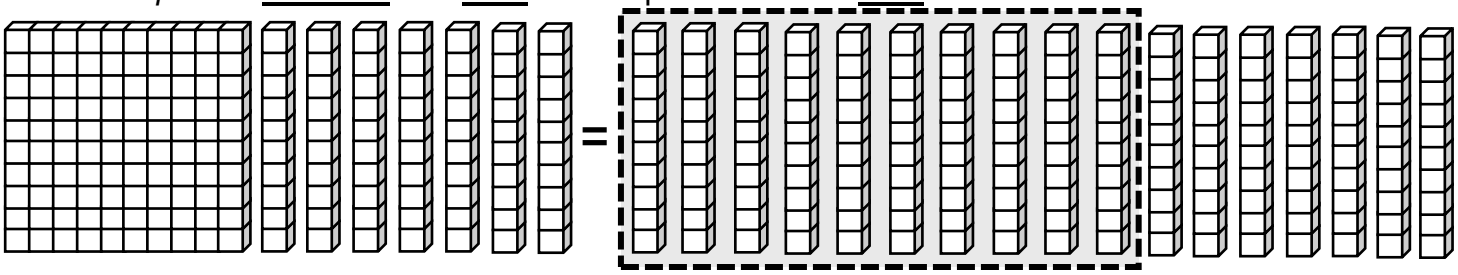
Only 7 tens – trying to take 9

hundreds	tens	ones
~~4~~ 3	~~7~~ 17	5
1	9	5

(Regroup a 1 hundred = 10 tens)
*7 tens + 10 tens = **17 tens***

$$\begin{array}{r} \cancel{4}\ 3 \quad \cancel{7}\ 17 \quad 5 \\ -\ \ 1 \quad\ \ 9 \quad\ \ 5 \\ \hline \end{array}$$

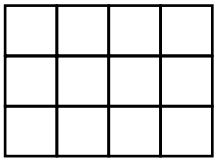
3. *Decompose* a **hundred** and **tens** to an equivalent set of **tens**.



____ hundred ____ tens = ____ tens

PART 2: *Application Practice*

4. *Complete* the **addition equation** that matches the number of squares in ***each column***.



___ + ___ + ___ + ___ = ___

5. *Circle* only the **even numbers**.

19	**5**	**16**	**0**
13	**2**	**30**	**4**
1	**26**	**23**	**3**

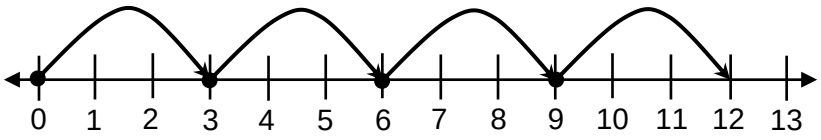
6. *Ring* the correct time.

It is midnight.	**12:00 AM** **12:00 PM**
There are this many hours in one day.	**12 hours** **24 hours**
There is this many hours of AM **or** PM.	**12 hours** **24 hours**

PART 3: *Reflection and Conceptual Understanding*

Complete the **addition equation** that matches the 4 arrow 'jumps' on the number line.

___ + ___ + ___ + ___ = ___



SPRING STAAR SPRINT - Learning Opportunity 49
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

1. *Add.*

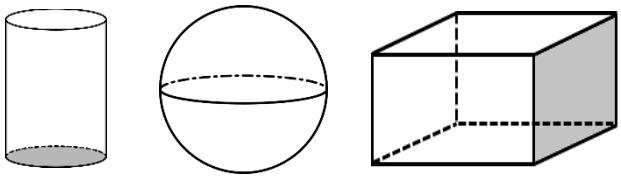
$$\begin{array}{r} 503 \\ +\ \ 9 \\ \hline \end{array} \qquad \begin{array}{r} 632 \\ +\ 279 \\ \hline \end{array}$$

2. *Subtract.* Regrouping possible.

$$\begin{array}{r} 86 \\ -\ 54 \\ \hline \end{array} \qquad \begin{array}{r} 61 \\ -\ 38 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ -\ \ 7 \\ \hline \end{array} \qquad \begin{array}{r} 513 \\ -\ 121 \\ \hline \end{array}$$

3. *Match* the space figure to the name.



Cylinder **Rectangular Prism** **Sphere**

4. *Write* in **word form**.

25 = _____

125 = ***one hundred twenty-five***

103 = _____

5. *Find* the missing **addend**.

$2 + \square = 5$

$\square + 4 = 6$

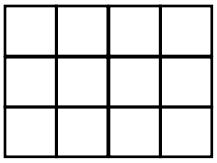
6. *Add* 100 more.

100 $\xrightarrow{+100}$ **=** ***200***

300 $\xrightarrow{+100}$ **=** $\square$

PART 2: *Application Practice*

7. *Complete* the **addition equation** that matches the number of squares in ***each ROW***.



___ + ___ + ___ = ____

8. *Circle* only the **even numbers**.

1	**7**	**0**	**3**
11	**2**	**10**	**6**
15	**20**	**18**	**9**

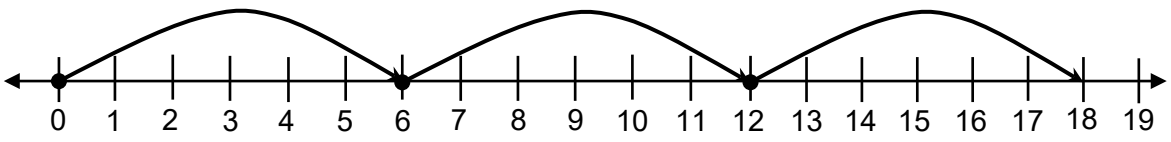
9. *Ring* the correct time.

It is five minutes after 2	**2:05** **2:50**
I am in math class	**10:00 AM** **10:00 PM**
There are this many hours in one day.	**20 hours** **24 hours**
There is this many hours of AM **or** PM.	**12 hours** **24 hours**

PART 3: *Reflection and Conceptual Understanding*

Complete the **addition equation** that matches the 3 arrow 'jumps' on the number line.

___ + ___ + ___ = ___



SPRING STAAR SPRINT - Learning Opportunity 50
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

1. *Add.*

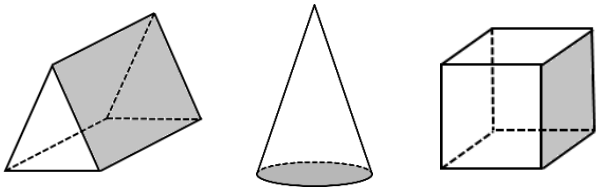
$$\begin{array}{r} 447 \\ +\ 29 \\ \hline \end{array} \qquad \begin{array}{r} 120 \\ +\ 979 \\ \hline \end{array}$$

2. *Subtract.* Regrouping possible.

$$\begin{array}{r} 99 \\ -\ 78 \\ \hline \end{array} \qquad \begin{array}{r} 52 \\ -\ 29 \\ \hline \end{array}$$

$$\begin{array}{r} 70 \\ -\ 8 \\ \hline \end{array} \qquad \begin{array}{r} 709 \\ -\ 314 \\ \hline \end{array}$$

3. *Match* the space figure to the name.



Cube **Triangular Prism** **Cone**

4. *Write* in **word form**.

42 = _____

142 = _____

204 = _____

5. *Compute.*

$5 + \square = 9$

$\square + 6 = 10$

6. *Add* 100 more.

200 +100 = ☐

150 +100 = ☐

PART 2: *Application Practice*

7. Jasper went to the store.

He purchased a candy bar for 35¢.

He also purchased a soda for 55¢.

How much money did Jasper spend at the store?

☐ **cents**

8. *Circle* only the **even numbers**.

23	**36**	**40**	**20**
17	**8**	**25**	**0**
12	**23**	**19**	**4**

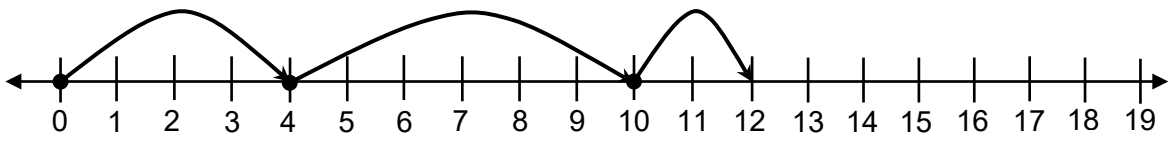
9. *Ring* the correct time.

It is quarter till four	**3:15** **3:45**
School is being dismissed	**3:00 AM** **3:00 PM**
There are this many days in 1 full week.	**5 days** **7 days**
Each month has this many weeks.	**12 weeks** **4 weeks**

PART 3: *Reflection and Conceptual Understanding*

Complete the **addition equation** that matches the 3 arrow 'jumps' on the number line.

___ + ___ + ___ = ___



SPRING STAAR SPRINT - Learning Opportunity 51
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

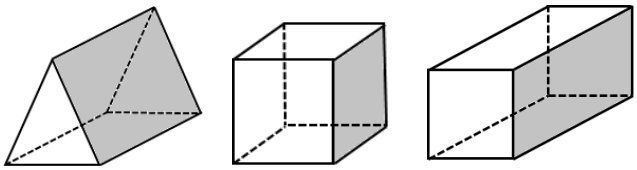
1. *Add.*

$$\begin{array}{r} 40 \\ +\ 76 \\ \hline \end{array} \qquad \begin{array}{r} 348 \\ +\ 239 \\ \hline \end{array}$$

2. *Subtract.* Regrouping possible.

$$\begin{array}{r} 64 \\ -\ 26 \\ \hline \end{array} \qquad \begin{array}{r} 54 \\ -\ 21 \\ \hline \end{array} \qquad \begin{array}{r} 74 \\ -\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 645 \\ -\ 74 \\ \hline \end{array}$$

3. *Match* the space figure to the name.



Rectangular Prism **Triangular Prism** **Cube**

4. *Write* in **word form**.

240 = _____

332 = _____

213 = _____

5. *Compute.*

$8 = \square + 5$

$\square + 3 = 10$

6. *Add* 100 more.

400 (+100) **=** ☐

50 (+100) **=** ☐

PART 2: *Application Practice*

7. Don was paid 25 dollars for mowing his father's yard for the month of June.

Jef earned 63 dollars for working on a farm during June.

How much more money did Jef earn than Don?

☐ **dollars**

8. At the carnival, Amy won 2 stuffed bears at the baseball throwing booth.

She sold the stuffed bears to a friend for 10 dollars *each*.

How much money did Amy receive for the two bears?

☐ **dollars**

9. *Ring* the correct time.

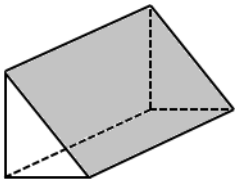
It is a quarter after seven.	**7:15** **7:45**
Ana is sleeping in her bed.	**2:30 AM** **2:30 PM**
There are this many days in 1 full week.	**5 days** **7 days**
Each month has this many weeks.	**4 weeks** **8 weeks**

PART 3: *Reflection and Conceptual Understanding*

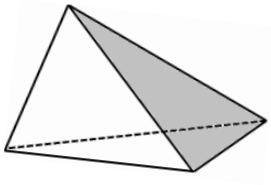
Angel asked, *"How can you tell a pyramid from a prism?"*

His teacher replied, *"A pyramid has 1 point."*

Label each space figure below: **Triangular Pyramid** or **Triangular Prism.**



_____
_____



_____
_____

SPRING STAAR SPRINT - Learning Opportunity 52
for TEKS/STAAR *"Racing to Success"*

Name: _____

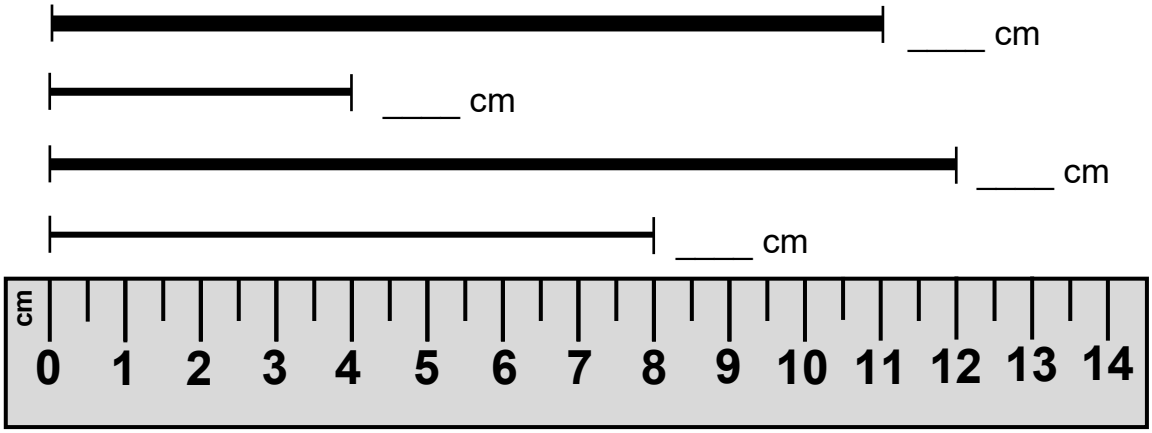
PART 1: *Numeracy Development*

1. *Subtract.*

$$\begin{array}{r} 75 \\ -\ 34 \\ \hline \end{array}$$

$$\begin{array}{r} 682 \\ -\ 274 \\ \hline \end{array}$$

2. *Measure* each line to the nearest **centimeter (cm).**



3. *Write* in **word form**.

508 = _____

450 = _____

449 = _____

4. *Compute.*

$7 = 3 +$ ☐

$6 +$ ☐ $= 12$

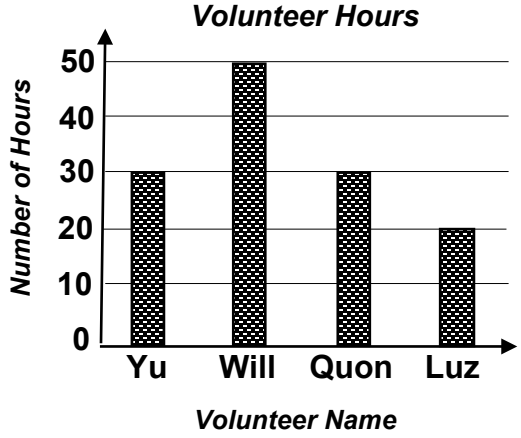
5. *Add* 100 more.

600 *+100* **=** ☐

350 *+100* **=** ☐

PART 2: *Application Practice*

6. The *bar graph* shows the number of volunteer hours each person worked last year.



a.) Label the hours at the end of each bar on the graph.

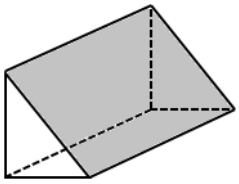
b.) What two volunteers have an **equal** number of hours?

c.) What two volunteers have a **sum** of 60 hours?

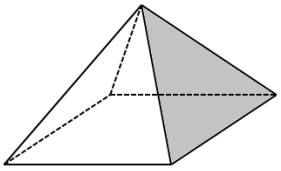
d.) What two volunteers have a **difference** of 30 hours?

PART 3: *Reflection and Conceptual Understanding*

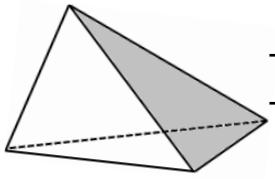
Label each space figure: **Triangular Pyramid** **Triangular Prism** **Rectangular Pyramid**



_____
_____



_____
_____



_____
_____

SPRING STAAR SPRINT - Learning Opportunity 53
for TEKS/STAAR *"Racing to Success"*

Name: _____

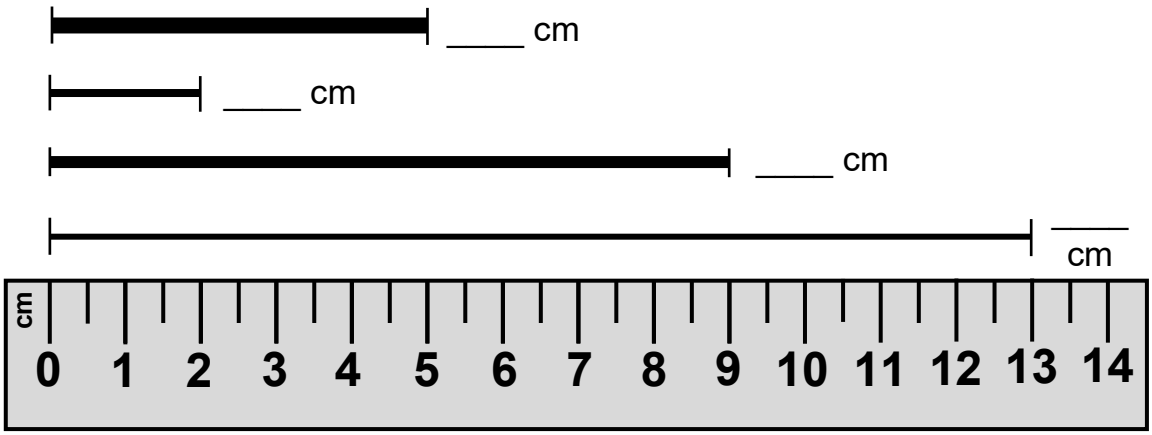
PART 1: *Numeracy Development*

1. *Subtract.*

$$\begin{array}{r} 90 \\ -\ 47 \\ \hline \end{array}$$

$$\begin{array}{r} 558 \\ -\ 383 \\ \hline \end{array}$$

2. *Measure* each line to the nearest **centimeter (cm).**



3. *Write* in **word form**.

743 = _____

609 = _____

586 = _____

4. *Compute.*

$9 = 1 + \square$

$3 + \square = 11$

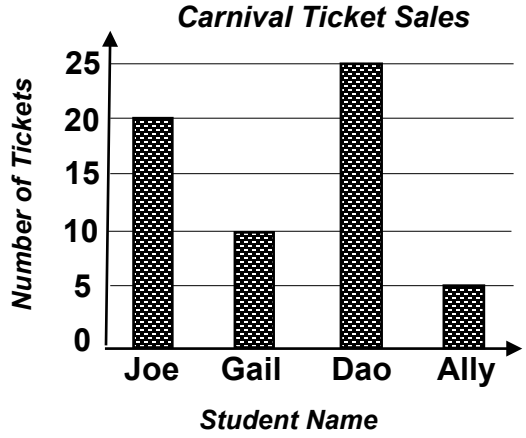
5. *Add* 100 more.

700 $\xrightarrow{+100}$ **=** $\square$

550 $\xrightarrow{+100}$ **=** $\square$

PART 2: *Application Practice*

6. The *bar graph* shows the number of tickets four students sold to the school carnival.



a.) Label the tickets at the end of each bar on the graph.

b.) What student sold the most tickets? The least tickets?

Most = ☐ **Least =** ☐

c.) What two students have a **sum** of 25 tickets sold?

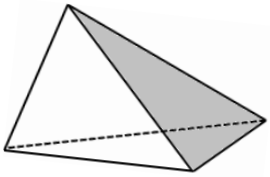
☐

d.) What two students have a **difference** of 10 tickets sold?

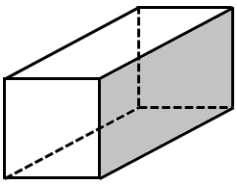
☐

PART 3: *Reflection and Conceptual Understanding*

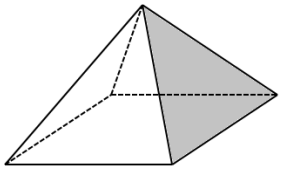
Label each space figure: **Rectangular Pyramid** **Rectangular Prism** **Triangular Pyramid**



_____ _____



_____ _____



_____ _____

SPRING STAAR SPRINT - Learning Opportunity 54
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

1. *Subtract.*

$$\begin{array}{r} 41 \\ -\ 10 \\ \hline \end{array}$$

$$\begin{array}{r} 603 \\ -\ 70 \\ \hline \end{array}$$

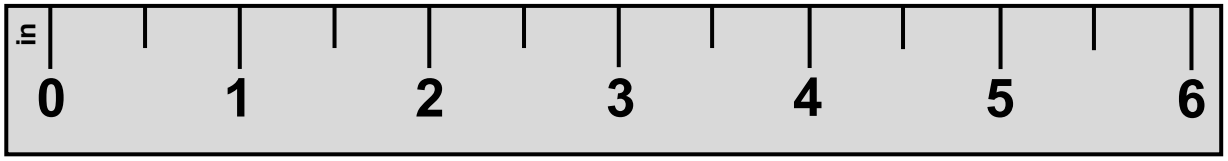
2. *Measure* each line to the nearest **inch (in).**


____ inches


____ inch


____ inches


____ inches



3. *Write* in **word form**.

801 = _____

763 = _____

619 = _____

4. *Compute.*

$9 = \square + 2$

$\square + 8 = 12$

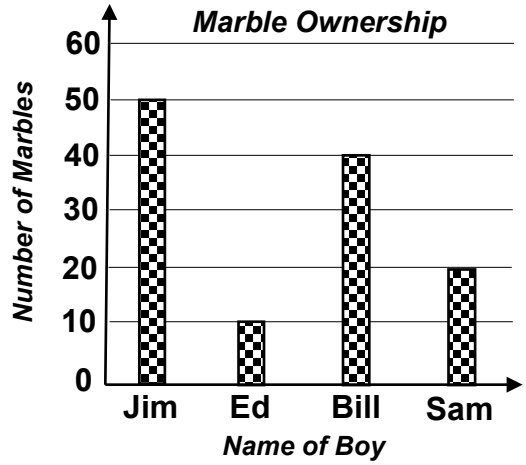
5. *Add* 100 more.

800 *+100* **=** ☐

750 *+100* **=** ☐

PART 2: *Application Practice*

6. The *bar graph* shows the number of marbles four boys own.



a.) Label the total number of marbles each boy owns above each vertical bar.

b.) How many more marbles does Jim have than Sam?

☐

c.) How many fewer marbles does Sam have than Bill?

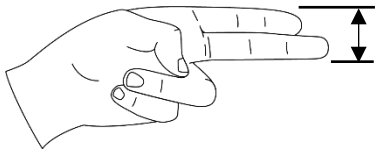
☐

d.) How many marbles do Sam and Ed have together?

☐

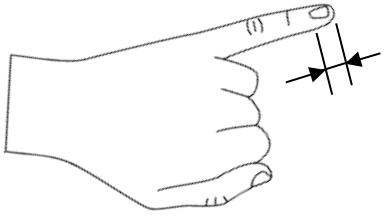
PART 3: *Reflection and Conceptual Understanding*

A.) ***About*** how big is an **inch**?



About the **width** of your *two* fingers.

B.) ***About*** how big is a **centimeter**?



About the **length** of your *little* finger's **fingernail**.

SPRING STAAR SPRINT - Learning Opportunity 55
for TEKS/STAAR *"Racing to Success"*

Name: _____

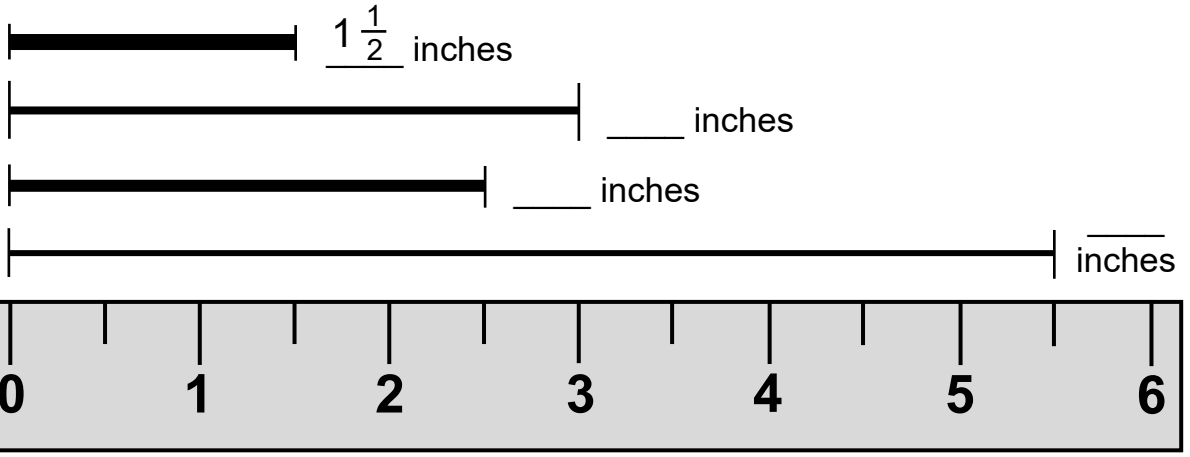
PART 1: *Numeracy Development*

1. *Subtract.*

$$\begin{array}{r} 83 \\ -\ 57 \\ \hline \end{array}$$

$$\begin{array}{r} 908 \\ -\ 365 \\ \hline \end{array}$$

2. *Measure* each line to the nearest **half inch** or **inch.**



3. *Write* in **word form**.

970 = _____

896 = _____

914 = _____

4. *Complete.*

7 = 8 - ☐

5 = 7 - ☐

5. *Add* 100 more.

900 +100 **=** ☐

125 +100 **=** ☐

PART 2: *Application Practice*

6. Mateo checked his pockets to count his money.

He had a 5-dollar bill and a 2-dollar bill.

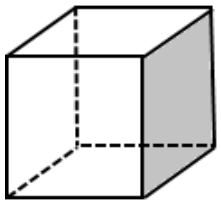
He had 3 dimes and 2 pennies.

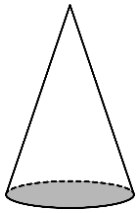
How much money does Mateo have?

___ dollars ____ cents

$ ___ . ____

7. Calculate the number of **edges, faces** and **vertices**.





___ Edges ___ Edge

___ Faces ___ Face

___ Vertices ___ Vertex

8. Quindon had 30 dollars.

His mother gave him 15 more dollars.

He spent 10 dollars at the store.

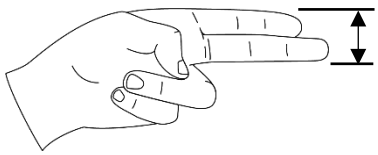
Which equation shows how much money Quindon has in his pocket now?

Ⓐ 30 + 15 + 10 Ⓒ 30 – 15 - 10

Ⓑ 30 – 15 + 10 Ⓓ 30 + 15 - 10

PART 3: *Reflection and Conceptual Understanding*

A.) ***About*** how big is an **inch**? *Complete*

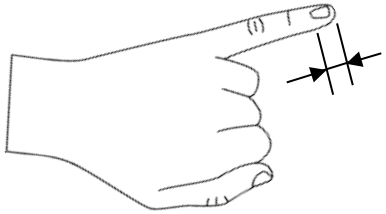


About the **width** of

_____

_____

B.) ***About*** how big is a **centimeter**? *Complete*



About the **length** of

_____

_____

SPRING STAAR SPRINT - Learning Opportunity 56
for TEKS/STAAR *"Racing to Success"*

Name: _____

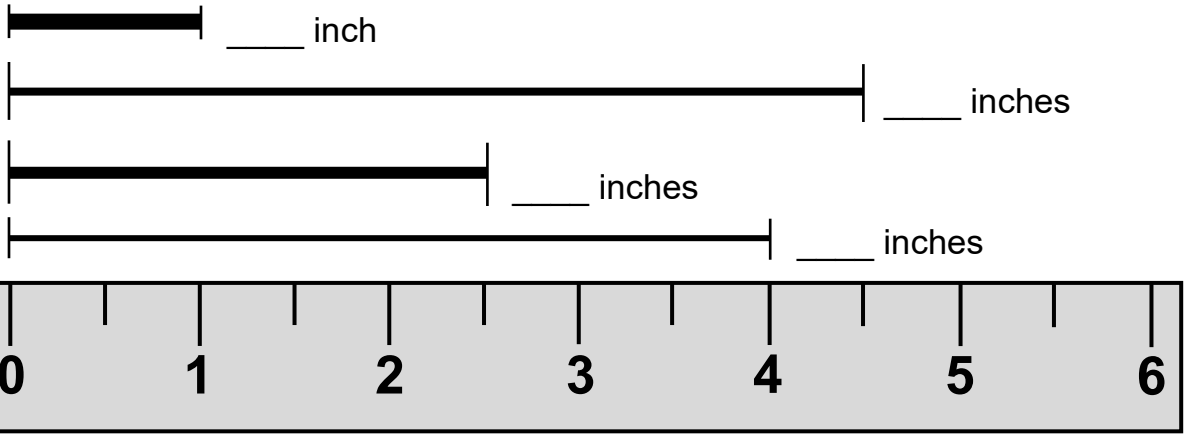
PART 1: *Numeracy Development*

1. *Subtract.*

$$\begin{array}{r} 99 \\ -\ 34 \\ \hline \end{array}$$

$$\begin{array}{r} 470 \\ -\ 212 \\ \hline \end{array}$$

2. *Measure* each line to the nearest **half inch** or **inch.**



3. *Write* **fact family.**

5 4 9

4 + ___ = 9

___ + 9 = 4

9 - ___ = 5

___ - 5 = 9

4. *Find* 100 less.

200 (- 100) = ☐

400 (- 100) = ☐

5. *Find* the **subtrahend.**

12 - ☐ = 7

9 - ☐ = 3

PART 2: *Application Practice*

6. Jill and Cynthia combined their money.

Cynthia had 10 dollars and a quarter.

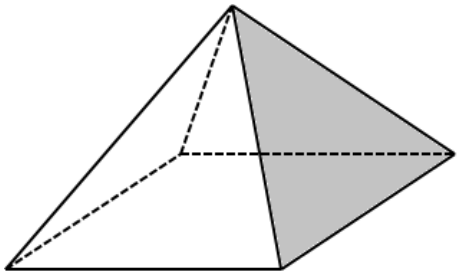
Jill had 5 dollars and a nickel.

How much money do the girls have together?

___ dollars ____ cents

$ ___ . ____

7. Calculate the number of **edges, faces** and **vertices**.



___ Edges ___ Faces

___ Vertices

8. James had 55 pennies.

He gave his sister 17 of his pennies.

He gave his friend 10 more.

Which equation shows how many pennies James has in his pocket, now?

Ⓐ 55 - 17 + 10 Ⓒ 55 - 17 - 10

Ⓑ 55 + 17 + 10 Ⓓ 55 + 17 - 10

PART 3: *Reflection and Conceptual Understanding*

A.) ***About*** how long is the paperclip in **inches**?

Paperclip length *estimate* in **inches**: _____

B.) ***About*** how long is the paperclip in **centimeters**?

Paperclip length *estimate* in **centimeters**: _____

SPRING STAAR SPRINT - Learning Opportunity 57
for TEKS/STAAR *"Racing to Success"*

Name: _____

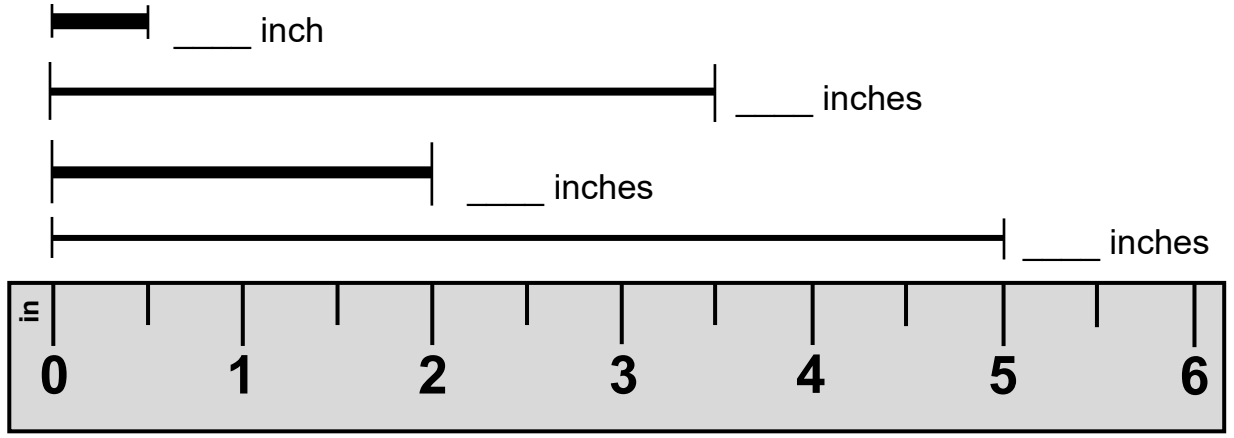
PART 1: *Numeracy Development*

1. *Subtract.*

$$\begin{array}{r} 70 \\ -\ 25 \\ \hline \end{array}$$

$$\begin{array}{r} 536 \\ -\ 72 \\ \hline \end{array}$$

2. *Measure* each line to the nearest **half inch** or **inch.**



3. *Write* **fact family.**

6 10 4

4 + ___ = **10** **10** − **6** = ___ **6**

4. *Find* 100 less.

300 (- 100) = ☐

600 (- 100) = ☐

5. *Find* the **subtrahend.**

14 - ☐ = 8

2 = 5 - ☐

PART 2: *Application Practice*

6. On a Saturday, Josh decided to buy a new skateboard. He counted his money.

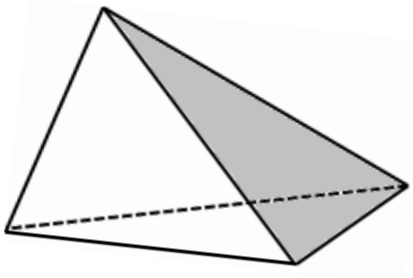
He had a 20 dollar bill, a ten-dollar bill and 4 - one dollar bills.

How much money does Josh have?

___ dollars ____ cents

$ ___ . ____

7. Calculate the number of **edges, faces** and **vertices**.



___ Edges ___ Faces

___ Vertices

8. Latrese had 80 cents.

She found a quarter on the ground.

She spent 20 cents at the store.

Which equation shows how many cents Latrese has now?

Ⓐ 80 - 25 + 20 Ⓒ 80 - 25 - 10

Ⓑ 80 + 25 - 20 Ⓓ 80 + 25 - 10

PART 3: *Reflection and Conceptual Understanding*

A.) ***About*** how long is the line in **inches**?

Length of line *estimate* in **inches**: _____

B.) ***About*** how long is the line in **centimeters**?

Length of line *estimate* in **centimeters**: _____

SPRING STAAR SPRINT - Learning Opportunity 58
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

1. *Calculate.*

$$\begin{array}{r} 30 \\ +\ 15 \\ \hline 25 \end{array} \qquad \begin{array}{r} 536 \\ -\ 72 \\ \hline \end{array}$$

2. *Match* the clock time.


5 minutes till 2


quarter after 12


5 minutes after 2

3. *Write* the clock time.


____:____


____:____


____:____


____:____

4. *Draw* the missing **minute hand** on each clock.


3:30


5:45


8:15


10:00

5. *Write* **fact family.**

8 15 7

7

+ ___ + ___ - ___ - ___

15

6. *Find* 100 less.

700 *- 100* = ☐

150 *- 100* = ☐

7. *Find* the **subtrahend.**

16 - ☐ = 9

6 = 9 - ☐

PART 2: *Application Practice*

8. The *pictograph* shows the number of tickets that students sold to the circus, a movie, or the rodeo.

Entertainment Choices		
☼ ☼ ☼ ☼ ☼	☼ ☼	☼ ☼ ☼ ☼ ☼
Circus	**Movie**	**Rodeo**
Activity Choice		

Each ☼ *means 10 tickets*

a.) Write the total number of tickets for each *Activity Choice* above each column (Circus, Movie or Rodeo).

b.) How many total tickets were sold to all three activities? ☐

c.) How many more Rodeo tickets were sold than Movie tickets? ☐

d.) How many fewer Movie tickets were sold than Circus tickets? ☐

PART 3: *Reflection and Conceptual Understanding*

A.) ***About*** how long is the comb in i**nches**?

Length of comb *estimate* in **inches**: _____

B.) ***About*** how long is the comb in **centimeters**?

Length of comb *estimate* in **centimeters**: _____

SPRING STAAR SPRINT - Learning Opportunity 59
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

1. *Calculate.*

$$\begin{array}{r} 47 \\ +\ 25 \\ \hline 30 \end{array} \qquad \begin{array}{r} 978 \\ -\ 326 \\ \hline \end{array}$$

2. *Match* the clock time.


half past three


quarter till 11


midnight or noon

3. *Write* the clock time.


____:____


____:____


____:____


____:____

4. *Draw* the missing **minute hand** on each clock.


6:00


5:20


8:30


10:15

5. *Write* **fact family.**

6	13	7

\+ ___ + ___ - ___ - ___

13

6. *Find* 100 less.

900 *- 100* = ☐

550 *- 100* = ☐

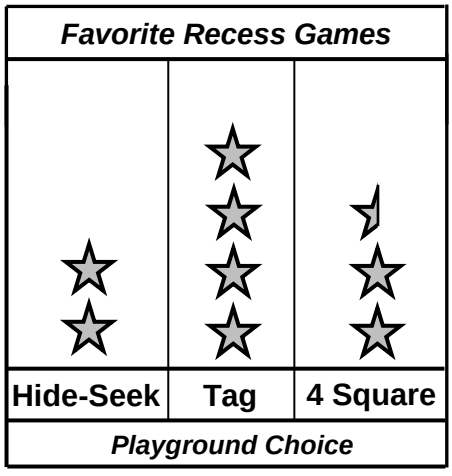
7. *Find* the **subtrahend.**

17 - ☐ = 8

4 = 11 - ☐

PART 2: *Application Practice*

8. The *pictograph* shows the vote totals for 2nd grade favorite recess – playground choices.



Each ☆ *means 10 tickets*

a.) Write the number of votes for each playground choice above the column of 'stars.'

b.) How many students chose 4-Square and Tag? ☐

c.) How many total students voted? ☐

d.) How many fewer students chose Hide-Seek than 4-Square? ☐

PART 3: *Reflection and Conceptual Understanding*

Write the number from with the **NUMBER BANK** and match the description.

NUMBER BANK:		
60	7	24
365	4	12

Days in a year:_____ Hours in a day:_____

Days in a week:_____ Minutes in an hour:_____

Weeks in a month:_____ Months in a year:____

SPRING STAAR SPRINT - Learning Opportunity 60
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

1. *Calculate.*

$$\begin{array}{r} 50 \\ +\ 28 \\ \hline 40 \end{array}$$

$$\begin{array}{r} 419 \\ -\ 222 \\ \hline \end{array}$$

2. *Match* the clock time.

twenty till 4

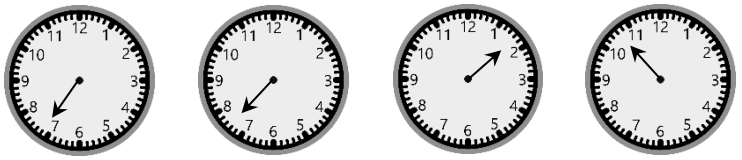
ten till 4

twenty after 4

3. *Write* the clock time.

____:____ ____:____ ____:____ ____:____

4. *Draw* the missing **minute hand** on each clock.



7:10 7:25 1:40 10:30

5. *Write* **fact family.**

8 17 9

+ ___ **+** ___ **-** ___ **-** ___

6. *Find* 100 less.

950 *- 100* = ☐

125 *- 100* = ☐

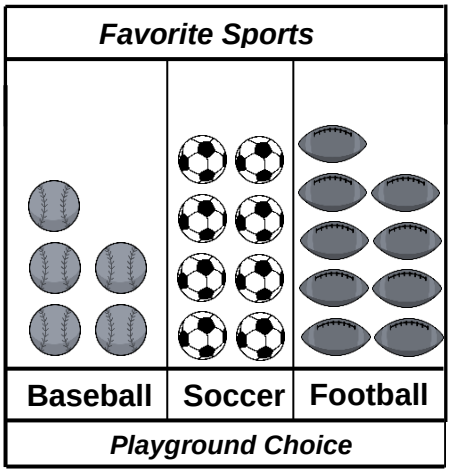
7. *Find* the **subtrahend.**

16 - ☐ = 8

3 = 10 - ☐

PART 2: *Application Practice*

8. The *pictograph* shows the vote totals for favorite sports for the North Elementary second graders.



Each ⚾ , 🏈 or ⚽ *means 5 tickets*

a.) Write the number of votes for each sport above the column of 'balls.'

b.) How many more students chose soccer over baseball? ☐

c.) How many students chose soccer and football? ☐

d.) How many fewer students chose baseball than football? ☐

PART 3: *Reflection and Conceptual Understanding*

Write the number from the **NUMBER BANK** and match the description.

NUMBER BANK:		
24	12	60
52	365	7

Months in a year:_____ Minutes in an hour:_____

Days in a year:_____ Days in an week:_____

Weeks in a year:_____ Hours in a day:____

SPRING STAAR SPRINT - Learning Opportunity 61
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

1. *Add.*

$$\begin{array}{r} 32 \\ +\ 50 \\ 18 \\ \underline{40} \end{array}$$

2. *Match* the clock time.

six forty-five

six fifteen

six thirty

3. *Write* the clock time.

___:___

___:___

___:___

___:___

4. *Draw* the missing **minute hand** on each clock.

9:55

2:45

3:05

11:55

5. *Find* the number described.

What is 10 more than 25? _____

What is 5 less than 20? _____

6. *Find* the **minuend.**

$\square - 2 = 1$

$\square - 1 = 3$

PART 2: *Application Practice*

7. Ashley baked 52 cookies. She sold 27 cookies. How many cookies does she have left?

_____

8. Write the 2-digit number that has a:

- five in the ones place.
- one in the tens place.

_____

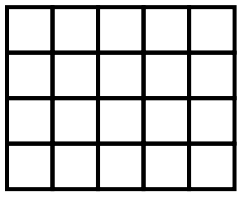
9. *Find* the Number.

What *even number* is between 3 and 5? _____

What *one digit, even number* is greater than 7 but less than 13? _____

What is the *value* of the 8 in the number 482? _____

10. Answer the questions.



How many rows? ____

How many columns? ____

How many squares? ____

PART 3: *Reflection and Conceptual Understanding*

Write the number from with the **NUMBER BANK** and match the description.

NUMBER BANK:

24	12	60
52	365	7

Weeks in a year:_____

Days in a week:_____

Months in a year:_____

Minutes in an hour:_____

Days in a year:_____

Hours in a day:____

SPRING STAAR SPRINT - Learning Opportunity 62
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

1. *Add.*

$$\begin{array}{r} 41 \\ +\ 32 \\ 23 \\ \underline{14} \end{array}$$

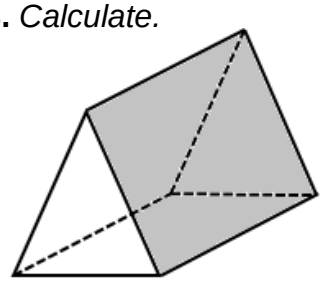
2. *Solve* the equation.

30 + 40 – 10 = ☐

15 – 5 + 15 = ☐

50 – 20 – 10 = ☐

3. *Calculate.*



Edges: ____

Faces: ____

Vertices: ____

4. *Estimate* the length of each object.

____ **cm.**

____ **in.**

____ **cm.**

____ **in.**

5. *Find* the number described.

What is 20 more than 25? ☐

What is double 15? ☐

6. *Find* the **minuend.**

☐ - 1 = 1

☐ - 2 = 0

PART 2: *Application Practice*

7. Joan and John sell cups of lemonade to their neighbors.

They prepared 75 cups of lemonade.

They sold 37 cups.

How many cups of lemonade do they have left?

☐

8. *Find* the Number.

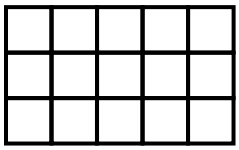
Add 4 and 7. Is the sum even or odd? ☐

Write the 3-digit number on the blanks below that has a:

- zero in the tens place.
- 7 in the ones place.
- two in the hundreds place.

___ ___ ___

9. Answer the questions.



How many **rows**? ____

Complete the equation for finding the total number of squares in the rectangle.

____ + ____ + ____ = ____

PART 3: *Reflection and Conceptual Understanding*

Fill in the number line.

Use **Making 10** to *subtract **1** digit* numbers **from** ***2*** *digit* numbers.

$$\begin{array}{r} 14 \\ -\ 8 \\ \hline \end{array}$$

Make 10. From 8 to 10 is (2) spaces.

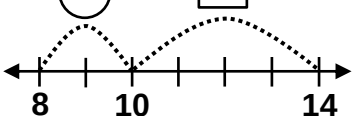
$$\begin{array}{r} 14 \\ -\ 8\,(2) \\ \hline \end{array}$$

4 more spaces to 14.

2 + 4 = **6 total spaces**

$$\begin{array}{r} 14\,(2) \\ -\ 8 \\ \hline 6 \end{array}$$

☐ **total spaces**



SPRING STAAR SPRINT - Learning Opportunity 63
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

1. *Add.*

$$\begin{array}{r} 50 \\ +\ 40 \\ 25 \\ 15 \\ \hline \end{array}$$

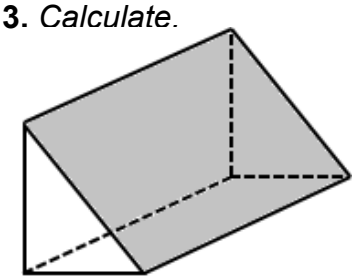
2. *Solve* the equation.

60 + 30 – 10 = ☐

40 – 5 + 20 = ☐

70 – 30 – 40 = ☐

3. *Calculate.*

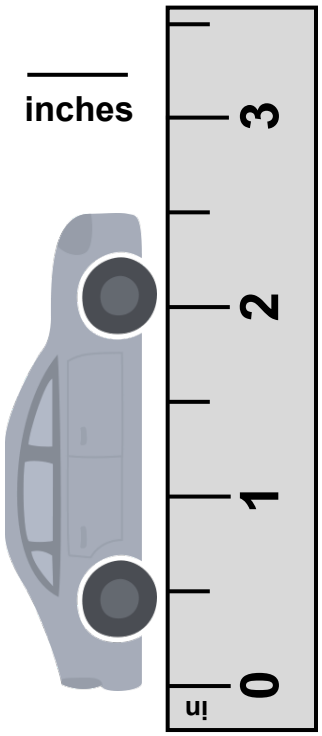


Edges: ____

Faces: ____

Vertices: ____

4. *Measure* the length of the car in **inches**.



5. *Find* the number described.

What is 20 less than 25? ☐

What is double 25? ☐

6. *Find* the **minuend.**

☐ - 4 = 2

☐ - 4 = 1

PART 2: *Application Practice*

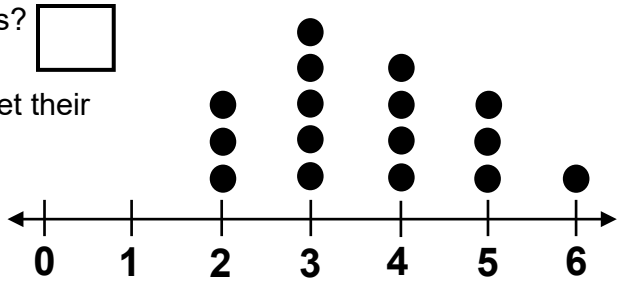
7. The **Line** or **Dot Plot** shows the number of times Ms. Kline's students met their reading goal.

How many students are in Ms. Kline's class? ☐

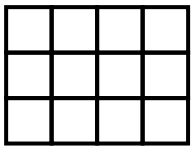
How many students met their goal **more** than 3 times? ☐

How many students met their goal 2 times? ☐

Each ● equals 1 student.



8. Answer the questions.



How many **rows**? ____

Complete the equation for finding the total number of squares in the rectangle.

____ + ____ + ____ = ____

PART 3: *Reflection and Conceptual Understanding*

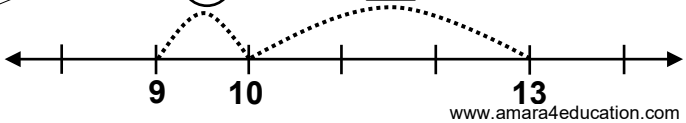
Use **Making 10** to subtract a ***1 digit*** number **from** a ***2 digit*** number.

Fill in the circles and boxes.

$$\begin{array}{r} 13 \\ -\ 9 \\ \hline \end{array} \Rightarrow \begin{array}{r} 13 \\ -\ 9 \\ \hline \square \end{array}$$

(1)

☐ **total spaces**



SPRING STAAR SPRINT - Learning Opportunity 64
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

1. *Add.*

$$\begin{array}{r} 15 \\ +\ 23 \\ 25 \\ \underline{32} \end{array}$$

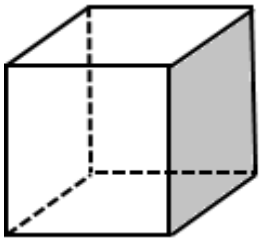
2. *Solve* the equation.

50 – 30 – 5 = ☐

40 + 15 + 20 = ☐

30 – 20 + 50 = ☐

3. *Calculate.*

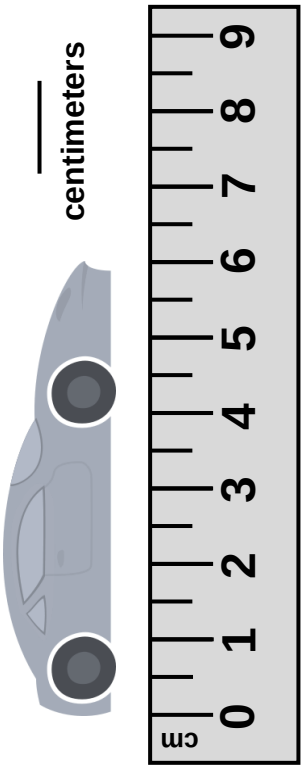


Edges: ____

Faces: ____

Vertices: ____

4. *Measure* the length of the sports car.



5. *Find* the number described.

Double 10. Then, add 5. ☐

What is double 50? ☐

6. *Find* the **minuend.**

☐ - 5 = 3

☐ - 6 = 2

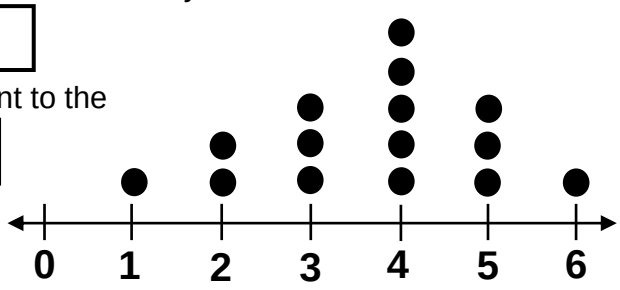
PART 2: *Application Practice*

7. The **Line** or **Dot Plot** shows the number of times 15 teachers took their classes to the library last month.

How many classes went to the library **4 or more** times? ☐

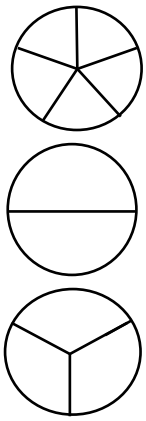
How many classes went to the library **<u>less</u>** than 4 times? ☐

How many classes went to the library 6 times? ☐



Each ● equals 1 teacher's class.

8. *Match* the **fraction**. *<u>Shade</u>* the figures.



$\frac{1}{3}$

$\frac{3}{5}$

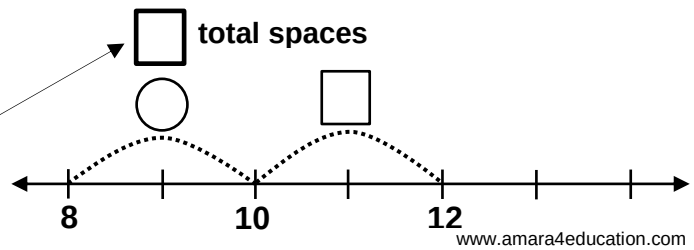
$\frac{2}{2}$

PART 3: *Reflection and Conceptual Understanding*

Use **Making 10** to subtract a ***<u>1</u>*** *<u>digit</u>* number **<u>from</u>** a ***<u>2</u>*** *<u>digit</u>* number.

Fill in the circles and boxes.

$$\begin{array}{r} 12 \\ -\ 8 \\ \hline \end{array} \Rightarrow \begin{array}{r} 12 \\ -\ 8 \\ \hline \square \end{array}$$



SPRING STAAR SPRINT - Learning Opportunity 65
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

1. *Subtract. Check* by *adding up*.

$$\begin{array}{r} 77 \\ -\ 23 \\ \hline \square \end{array} \qquad \begin{array}{r} 54 \\ +\ 23 \\ \hline \square \end{array}$$

2. *Solve* the equation.

70 + 30 – 5 = ☐

10 + 15 + 15 = ☐

3. *Make 10, 100* and *1,000*.

5 → ☐ 6 → ☐

70 → ☐ 50 → ☐

600 → ☐ 800 → ☐

PART 2: *Application Practice*

4. Your teacher gave the class the following math work.

"Sum 12 and 5." ☐

"Is the sum an even or odd number?" ☐

5. *Write* the 3 digit number on the three blank spaces below.

- The hundreds digit is eight.
- The ones digit is two.
- The tens digit is nine.

___ ___ ___

6. Ashley flipped a quarter 27 centimeters with her little finger.

Shelly flipped the quarter 34 centimeters.

What is the combined length the girls flipped the quarter?

☐

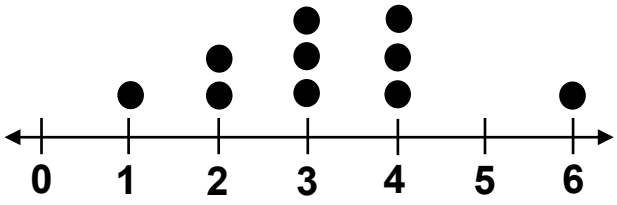
7. The **Line** or **Dot Plot** shows the number of soccer goals that 10 students scored in the last 7 games.

How many students made more than three soccer goals? ☐

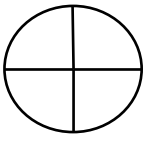
How many students scored two or three soccer goals? ☐

How many students scored five soccer goals? ☐

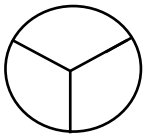
Each ● equals 1 student.



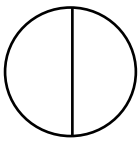
8. *Match* the **fraction**. *Shade* the figures.



$\frac{1}{2}$



$\frac{3}{3}$



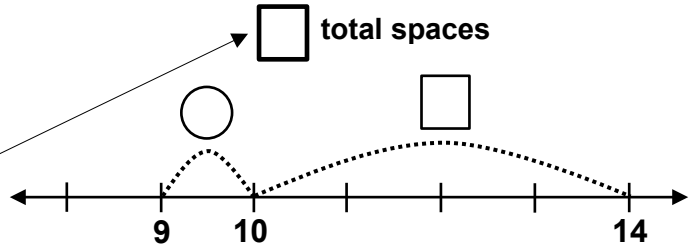
$\frac{3}{4}$

PART 3: *Reflection and Conceptual Understanding*

Subtract by making 10.

Fill in the circles and boxes.

$$\begin{array}{r} 14 \\ -\ 9 \\ \hline \end{array} \Rightarrow \begin{array}{r} 1\,4 \\ -\ 9 \\ \hline \square \end{array}$$



SPRING STAAR SPRINT - Learning Opportunity 66
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

1. *Subtract. Check* by adding up.

$$\begin{array}{r} 89 \\ -\ 46 \\ \hline \square \end{array} \qquad + \begin{array}{r} \square \\ 46 \\ \hline \square \end{array}$$

2. *Subtract.* **Make 10** for a 2 digit subtracting a 1 digit equation.

$$\begin{array}{r} 15 \\ -\ 7 \\ \hline 8 \end{array} \qquad \begin{array}{r} 11 \\ -\ 6 \\ \hline \square \end{array} \qquad \begin{array}{r} 6 \\ -\ 2 \\ \hline \square \end{array} \qquad \begin{array}{r} 12 \\ -\ 8 \\ \hline \square \end{array}$$

3. *Make 100.*

60 → ☐

80 → ☐

40 → ☐

PART 2: *Application Practice*

4. Your teacher gave the class the following math work.

"Find the difference of 14 and 8." ☐

"Is the difference an even or odd number?" ☐

5. *Write* the 3 digit number on the three blank spaces below.

- The tens digit is six.
- The hundreds digit is four.
- The ones digit is a zero.

___ ___ ___

6. Cameron wants to give her 2 friends each a quarter.

How many cents will she give her 2 friends?

☐ ¢

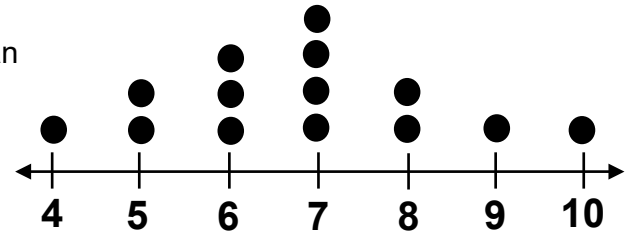
7. The **Line** or **Dot Plot** shows the number of minutes 14 students were able to skip rope without stopping.

How many students skipped rope 6 or 7 minutes? ☐

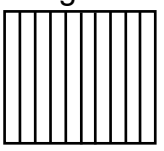
How many students skipped rope 8 or more minutes? ☐

How many students skipped rope less than 7 minutes? ☐

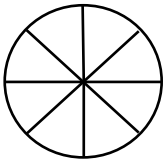
Each ● equals 1 student.



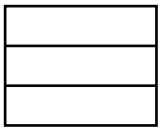
8. *Match* the **fraction**. *Shade* the figures.



five-eighths



three-thirds



six-tenths

PART 3: *Reflection and Conceptual Understanding*

Write the number from with the **NUMBER BANK** and match the description.

NUMBER BANK:

100	36	5,280
12	3	1,000

feet in a yard:____ inches in a yard:____

centimeters in a meter:____ feet in a mile:_____

meters in a kilometer:_____ inches in a foot:____

SPRING STAAR SPRINT - Learning Opportunity 67
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

1. *Subtract. Check* by adding up.

$$\begin{array}{r} 72 \\ -\ 35 \\ \hline \square \end{array} \qquad + \begin{array}{r} \square \\ 35 \\ \hline \square \end{array}$$

2. *Subtract.* **Make 10** for a 2 digit subtracting a 1 digit equation.

$$\begin{array}{r} 14 \\ -\ 6 \\ \hline \square \end{array} \qquad \begin{array}{r} 10 \\ -\ 6 \\ \hline \square \end{array} \qquad \begin{array}{r} 9 \\ -\ 4 \\ \hline \square \end{array} \qquad \begin{array}{r} 17 \\ -\ 8 \\ \hline \square \end{array}$$

3. *Make 100.*

30 → ☐

70 → ☐

20 → ☐

PART 2: *Application Practice*

4. *Ring* ONLY the **even numbers**.

10 3 6 11

24 13 40 31

5. A New Jersey State road number is shown below.

469

What is the value of the 4? _____

6. Zarita received 3 one-dollar bills and a five dollar bill.

She also received 3 quarters.

How much money did Zarita receive?

$ ____ . ____

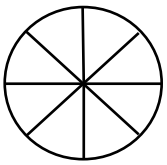
7. Use the table to answer the questions.

2nd Grade Classrooms – Cook Elementary School	
Teacher	**Number of Students**
Ms. Schultz	21
Ms. Brown	20
Mr. Rodriguez	20
Ms. Chang	18

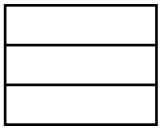
What is the total number of 2nd graders at Cook Elementary? ☐

How many students are in Ms. Schultz and Ms. Chang's classrooms? ☐

8. *Shade* the figures.



two-thirds



six-eighths

9. What is the *approximate* ***height*** of this sheet of paper?

____ inches = ___ foot

PART 3: *Reflection and Conceptual Understanding*

Write the number from with the **NUMBER BANK** and match the description.

NUMBER BANK:

1,000	12	3
5,280	36	100

feet in a mile:_____ inches in a foot:____

centimeters in a meter:____ feet in a yard:____

meters in a kilometer:_____ inches in a yard:____

SPRING STAAR SPRINT - Learning Opportunity 68
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

1. *Subtract. Check* by adding up.

$$\begin{array}{r} 80 \\ -\ 28 \\ \hline \square \end{array} \qquad + \begin{array}{r} \square \\ 28 \\ \hline \square \end{array}$$

2. *Subtract.* **Make 10** for a 2 digit subtracting a 1 digit equation.

$$\begin{array}{r} 16 \\ -\ 8 \\ \hline \square \end{array} \qquad \begin{array}{r} 11 \\ -\ 2 \\ \hline \square \end{array} \qquad \begin{array}{r} 7 \\ -\ 6 \\ \hline \square \end{array} \qquad \begin{array}{r} 13 \\ -\ 4 \\ \hline \square \end{array}$$

3. *Make 100.*

10 → ☐

50 → ☐

80 → ☐

PART 2: *Application Practice*

4. Kim was given the following four numbers.

33 41 2 130

Find the sum of these numbers.

_____

5. Estimate the distance from the floor to the top of your desk.

_____ **feet**

6. Mariposa and Luz 'pooled' their money.

Mariposa had $ 3.45. Luz had $ 4.28.

How much money did both girls have together?

$ ____ . ____

7. Use the table to answer the questions.

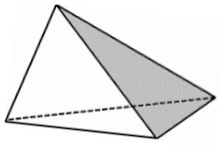
Animals owned by 2nd grade students	
Animal	**Number**
Cats	43
Dogs	39
Birds	12
Snakes	8

Find the total number of cats and dogs that are owned? _____

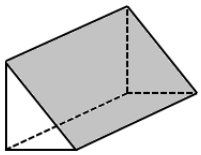
How many more dogs are owned than snakes? _____

Compare the number of cats and dogs using < , > , =. _____

8. *Match* the space figures.



triangular prism



triangular pyramid

9. What is the ***approximate length*** of your pencil?

____ **centimeters**

PART 3: *Reflection and Conceptual Understanding*

Write the number from with the **NUMBER BANK** and match the description.

NUMBER BANK:

1,000	100	12
5,280	3	36

feet in a mile:_____ feet in a yard:____

centimeters in a meter:____ inches in a foot:____

meters in a kilometer:_____ inches in a yard:____

SPRING STAAR SPRINT - Learning Opportunity 69
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

1. *Subtract. Check* by adding up.

$$\begin{array}{r} 75 \\ -\ 24 \\ \hline \square \end{array} \qquad + \begin{array}{r} \square \\ \square \\ \hline \square \end{array}$$

2. *Subtract.* **Make 10** for a 2 digit subtracting a 1 digit equation.

$$\begin{array}{r} 14 \\ -\ 7 \\ \hline \square \end{array} \qquad \begin{array}{r} 12 \\ -\ 4 \\ \hline \square \end{array} \qquad \begin{array}{r} 8 \\ -\ 1 \\ \hline \square \end{array} \qquad \begin{array}{r} 15 \\ -\ 6 \\ \hline \square \end{array}$$

3. *Make 1,000.*

100 → ☐

500 → ☐

800 → ☐

PART 2: *Application Practice*

4. Josh buys two tickets to go to a movie with his brother. Josh is a _____.

Ⓐ Lender

Ⓑ Producer

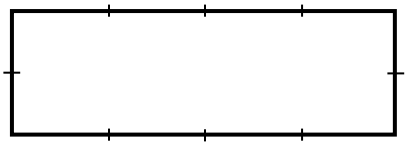
Ⓒ Consumer

5. *Estimate* the **height** and **width** of your math book.

Height: _____ inches

Width: _____ inches

6. Partition the rectangle in 4 columns and rows.



How many smaller rectangles are inside the large rectangle? _____

7. Use the table to answer the questions.

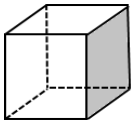
School Lap Contest for Month of May	
Grade Level	**Total Number of Laps**
2nd Graders	400
3rd Graders	360
4th Graders	650
5th Graders	790

What is the difference between the 4th and 5th graders? _____

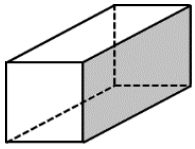
Compare the 3rd and 4th grade laps using < , > , =.

_____

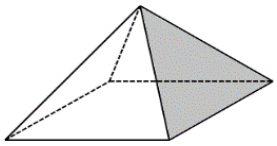
8. *Match* the space figures.



rectangular prism



rectangular pyramid

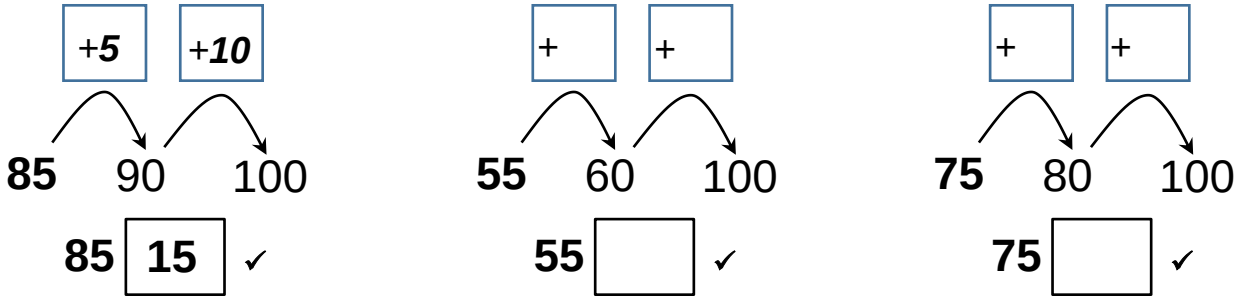


cube

PART 3: *Reflection and Conceptual Understanding*

Making 100 by **adding up**.

Fill in the missing numbers.



SPRING STAAR SPRINT - Learning Opportunity 70
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

1. *Subtract. Check* by adding up.

$$\begin{array}{r} 99 \\ -\ 76 \\ \hline \square \end{array} \qquad + \begin{array}{r} \square \\ \square \\ \hline \square \end{array}$$

2. *Subtract.* **Make 10** for a 2 digit subtracting a 1 digit equation.

$$\begin{array}{r} 17 \\ -\ 8 \\ \hline \square \end{array} \qquad \begin{array}{r} 13 \\ -\ 5 \\ \hline \square \end{array} \qquad \begin{array}{r} 9 \\ -\ 6 \\ \hline \square \end{array}$$

3. *Make 1,000.*

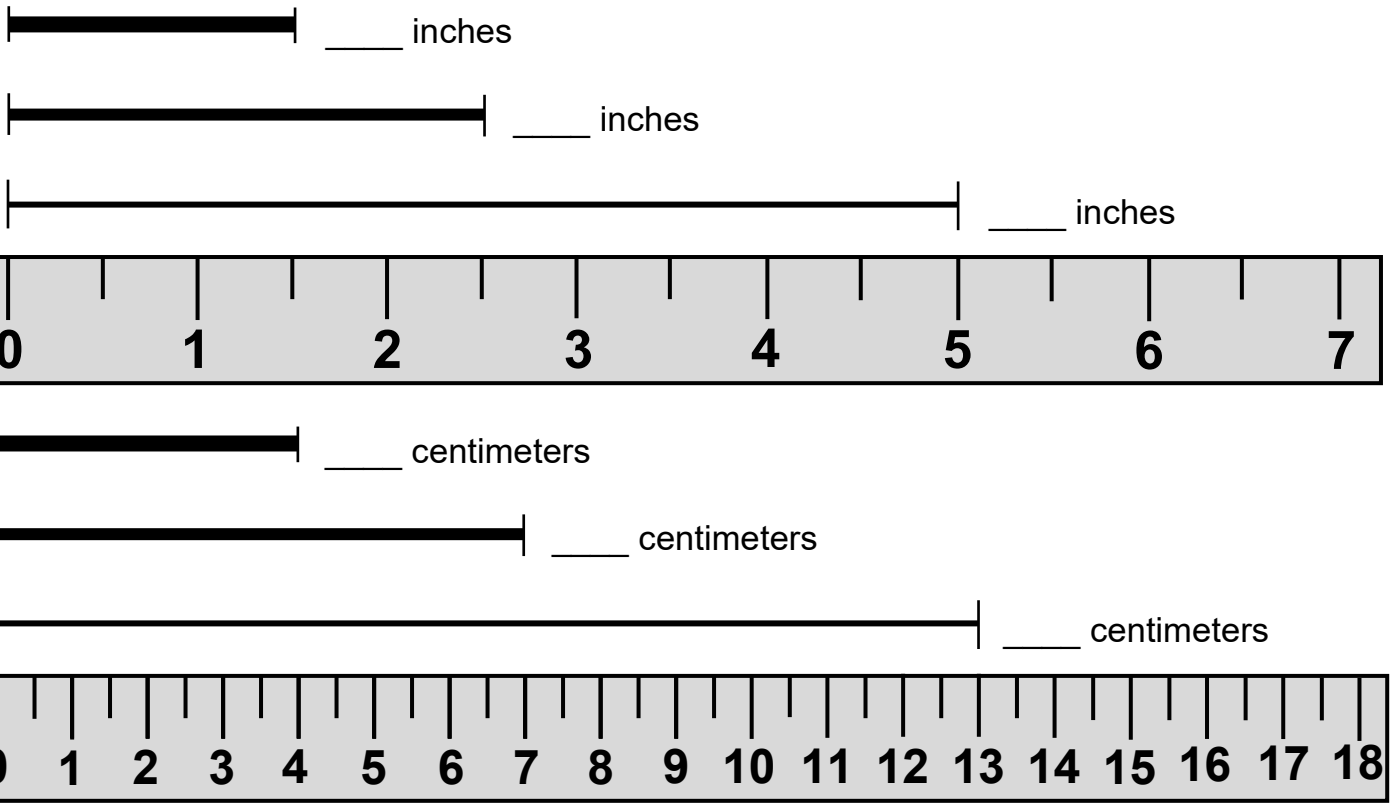
100 → ☐

500 → ☐

800 → ☐

PART 2: *Application Practice*

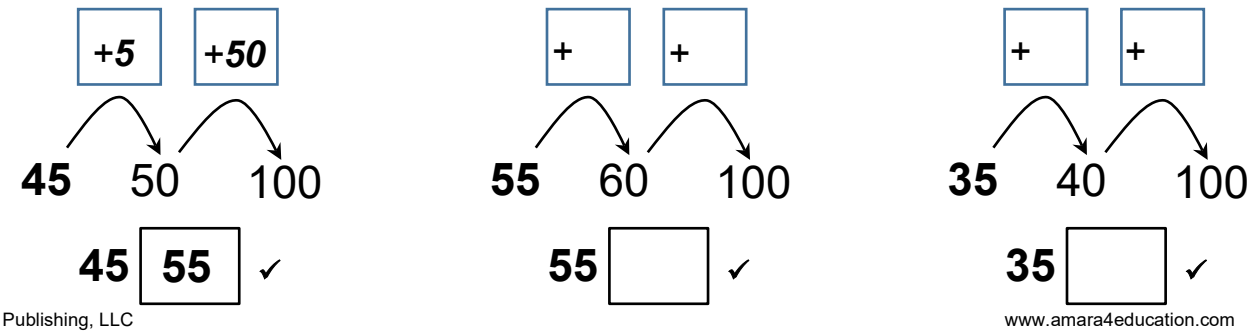
4. Measure the lines below.



PART 3: *Reflection and Conceptual Understanding*

Making 100 by **adding up**.

Fill in the missing numbers.



SPRING STAAR SPRINT - Learning Opportunity 71 for TEKS/STAAR "Racing to Success"

Name: _____

PART 1: *Numeracy Development*

1. *Subtract. Check* by adding up.

$$\begin{array}{r} 375 \\ -\ 162 \\ \hline \end{array} \qquad + \qquad \begin{array}{r} \square \\ \square \\ \hline \square \end{array}$$

2. *Subtract.* **Make 10** for a 2 digit subtracting a 1 digit equation.

$$\begin{array}{r} 15 \\ -\ 9 \\ \hline \square \end{array} \qquad \begin{array}{r} 12 \\ -\ 7 \\ \hline \square \end{array} \qquad \begin{array}{r} 7 \\ -\ 3 \\ \hline \square \end{array}$$

3. *Make 1,000.*

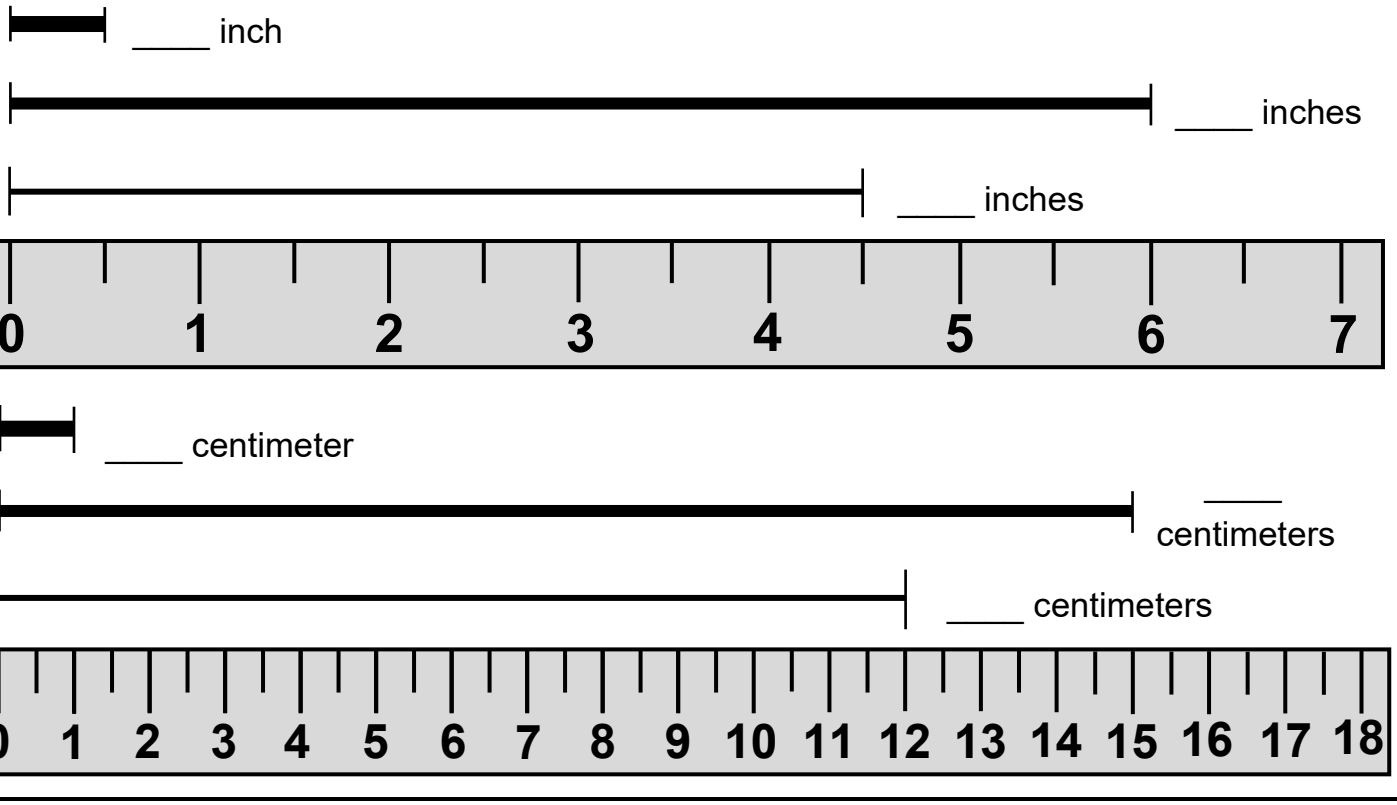
900 → ☐

600 → ☐

400 → ☐

PART 2: *Application Practice*

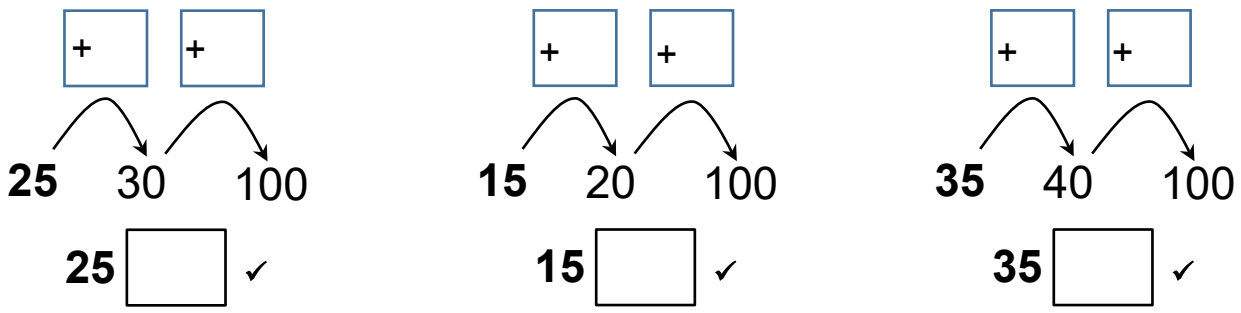
4. Measure the lines below.



PART 3: *Reflection and Conceptual Understanding*

Making 100 by **adding up**.

Fill in the missing numbers.



SPRING STAAR SPRINT - Learning Opportunity 72
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

1. *Subtract. Check* by adding up.

$$\begin{array}{r} 203 \\ -\ 51 \\ \hline \end{array} \quad + \quad \begin{array}{r} \square \\ \square \\ \hline \square \end{array}$$

2. *Subtract.* **Make 10** for a 2 digit subtracting a 1 digit equation.

$$\begin{array}{r} 11 \\ -\ 8 \\ \hline \square \end{array} \qquad \begin{array}{r} 10 \\ -\ 4 \\ \hline \square \end{array} \qquad \begin{array}{r} 6 \\ -\ 5 \\ \hline \square \end{array}$$

3. *Make 1,000.*

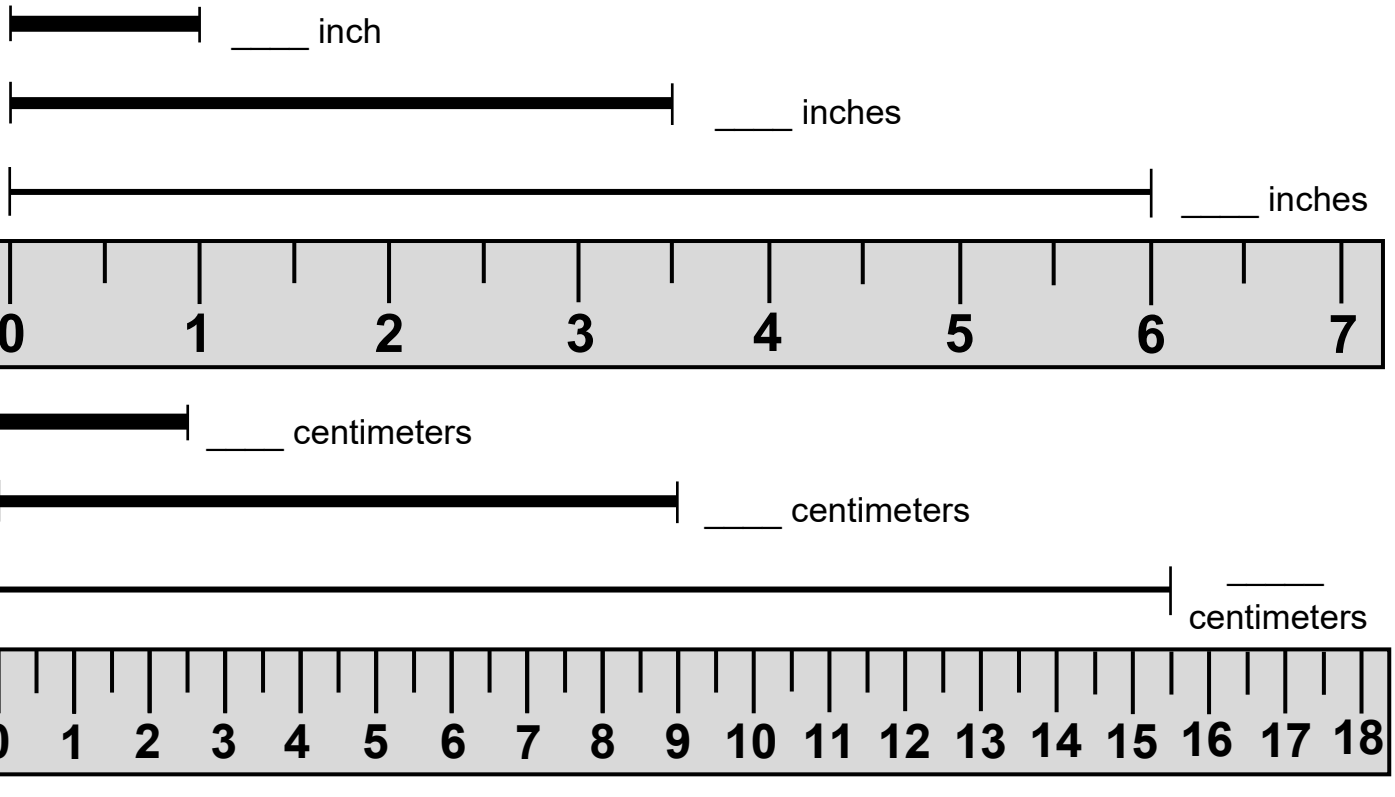
300 → ☐

100 → ☐

500 → ☐

PART 2: *Application Practice*

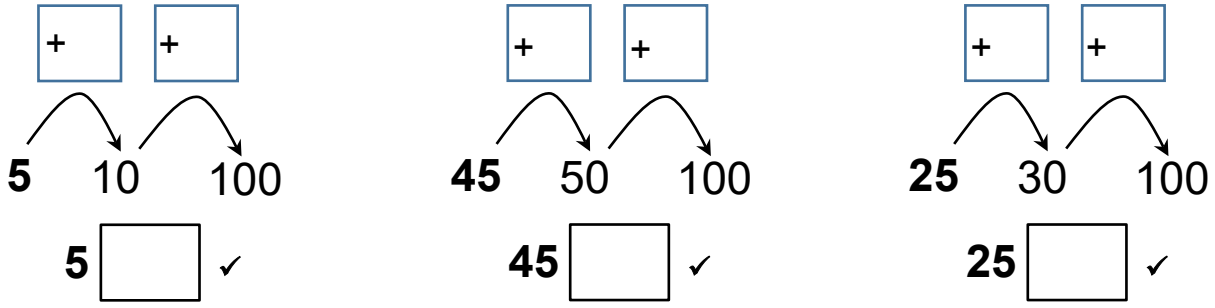
4. Measure the lines below.



PART 3: *Reflection and Conceptual Understanding*

Making 100 by **adding up**.

Fill in the missing numbers.



SPRING STAAR SPRINT - Learning Opportunity 73
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

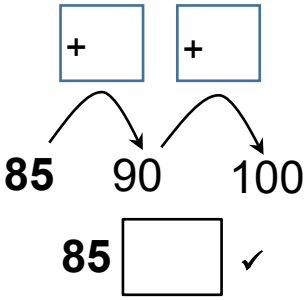
1. *Subtract.* Add up to check.

$$\begin{array}{r} 753 \\ -\ 270 \\ \hline \square \end{array} \qquad + \begin{array}{|c|} \hline \\ \hline \\ \hline \\ \hline \end{array}$$

2. *Subtract.* **Make 10** for a 2 digit subtracting a 1 digit equation.

$$\begin{array}{r} 11 \\ -\ 7 \\ \hline \square \end{array} \qquad \begin{array}{r} 13 \\ -\ 8 \\ \hline \square \end{array} \qquad \begin{array}{r} 8 \\ -\ 1 \\ \hline \square \end{array}$$

3. *Make 100.* Add up.



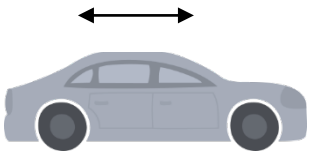
PART 2: *Application Practice*

4. Sammy has 12 dollars and 45 cents.

Jaime has 15 dollars and 36 cents.

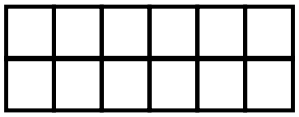
How much money do the two boys have together? $ ____ . ____

5. About how **long** is a car?



____ feet ____ yards

6. *Calculate.*



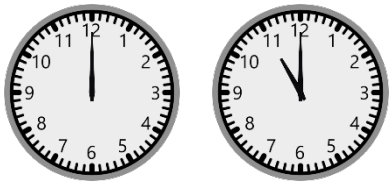
What is the **area** or total number of squares in the figure? ☐

7. Amara left school to go to the doctor at 9:00 AM.

She was gone for 2 hours.

What time did she return to school after going to the doctor?

Ring the clock with the correct time she returned to school.



8. Pat saved $ 6.50.

She gave her sister, Emma, $1.70.

Luz gave Pat $3.25.

What equation shows how much money Pat has, now?

Ⓐ 6.50 – 1.70 – 3.25

Ⓑ 6.50 – 1.70 + 3.25

Ⓒ 6.50 + 1.70 + 3.25

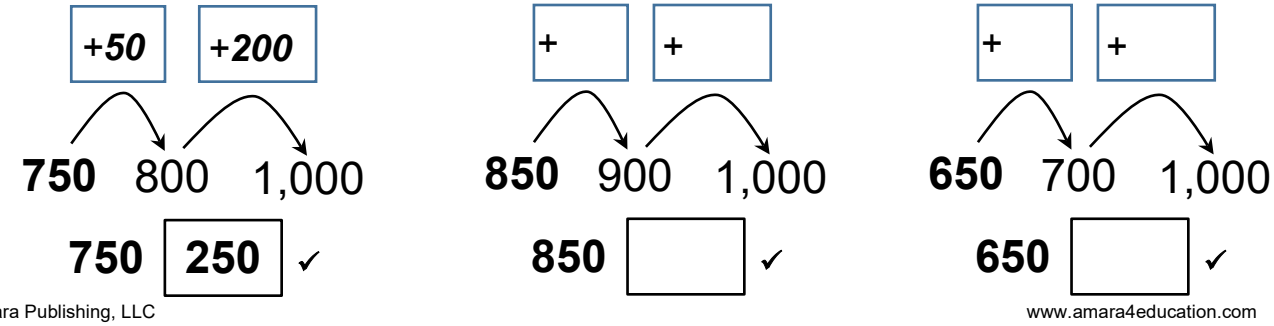
9. *Match*: times and description.

2:17 AM	I am doing my homework.
4:45 PM	I am going to school.
7:30 AM	I am asleep in bed.

PART 3: *Reflection and Conceptual Understanding*

Making 1,000 by **adding up**.

Fill in the missing numbers.



SPRING STAAR SPRINT - Learning Opportunity 74 for TEKS/STAAR "Racing to Success"

Name: _____

PART 1: *Numeracy Development*

1. *Subtract.* Add up to check.

$$\begin{array}{r} 380 \\ -\ \ 54 \\ \hline \end{array} \qquad + \quad \frac{\square\square}{\square\square}$$

2. *Subtract.* **Make 10** for a 2 digit subtracting a 1 digit equation.

$$\begin{array}{r} 11 \\ -\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 13 \\ -\ 7 \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ -\ 3 \\ \hline \end{array}$$

3. *Make 100.* Add up.

+ +

65 70 100

65 ☐ ✓

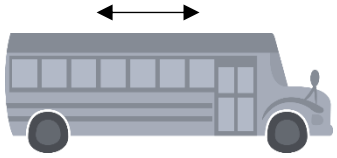
PART 2: *Application Practice*

4. Rich and Kent counted the birds near a lake.

Rich counted 120 blackbirds.
Kent counted 85 robins.

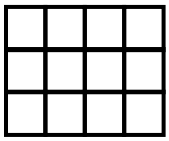
How many more blackbirds are there than robins? ☐

5. What is the *approximate* **length** of a *large* school bus?



_____ yards _____ meters

6. *Calculate.*



What is the **area** or total number of squares in the figure? ☐

7. Jorge's mother told him he could play outside for 2 hours.

He left the house at 3:00 o'clock.

Ring the clock with the correct time when Jorge must be back home.

8. a.) Betty is a **lender**. What is ***not*** something she should lend to someone?

Ⓐ Soccer ball
Ⓑ medicine
Ⓒ money

b.) Amara buys cookies. She is a _____.

Ⓐ borrower
Ⓑ producer
Ⓒ consumer

9. *Match*: times and description.

12:00 AM	School is dismissed for the day.
12:00 PM	I have been in bed for hours.
3:00 PM	I am eating lunch.

PART 3: *Reflection and Conceptual Understanding*

Making 1,000 by **adding up**.

Fill in the missing numbers.

+ +

450 500 1,000

450 ☐ ✓

+ + ***0***

950 1,000 1,000

950 ☐ ✓

+ +

550 600 1,000

550 ☐ ✓

SPRING STAAR SPRINT - Learning Opportunity 75
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

1. *Make 100.* Add up.

+ +

55 60 100

55 ☐ ✓

2. *Subtract.* **Make 10** on the 1 digit from 2 digit equations.

11 - 6 = ☐

12 - 8 = ☐

9 - 2 = ☐

3. *Make 1,000.* Add up.

+ +

450 500 1,000

450 ☐ ✓

PART 2: *Application Practice*

4. Samantha has 12 pieces of candy.

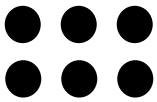
She gave **half** of her candy to her friend, Todd.

How many pieces of candy did Samantha give Todd? ☐

5. About how **tall** is a school bus?

____ feet

6. *Add.*



Complete the addition equation to find the total number of dots.

____ + ____ + ____ = ____

7. The table shows pizza votes of Oak Elementary.

Favorite Pizza Choices – Oak Elementary	
Pizza Type	**Votes**
Peperoni	105
Canadian Bacon	90
Cheese	55

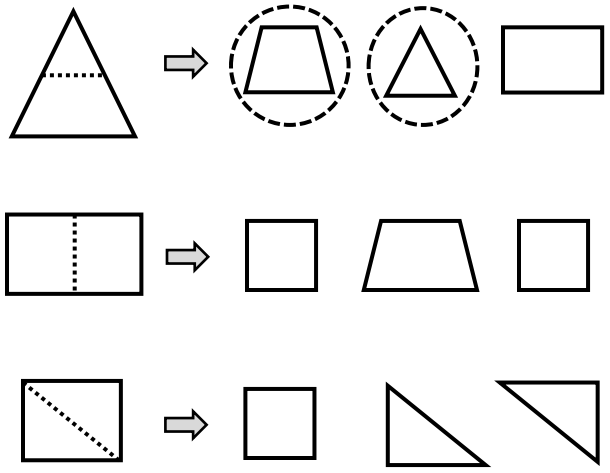
How many students liked peperoni more than cheese pizza?

_____

How many students liked peperoni and Canadian bacon pizza?

_____

8. *Ring* the parts that fit inside the shape.



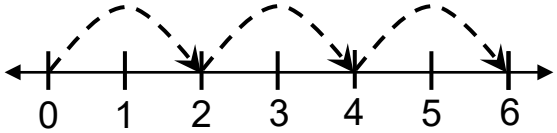
PART 3: *Reflection and Conceptual Understanding*

Multiplication is a fast way to add.

Fill in the missing numbers.

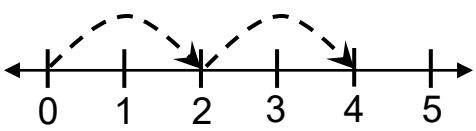
3 x 2 = ____

2 + **2** + **2** = ____



2 x 2 = ____

____ + ____ = ____



SPRING STAAR SPRINT - Learning Opportunity 76
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

1. *Make 100.* Add up.

85 ☐ *85 to 90, 90 to 100*

65 ☐ *65 to 70, 70 to 100*

75 ☐ *75 to 80, 80 to 100*

2. *Subtract.* **Make 10** on the 1 digit from 2 digit equations.

12 − 5 = ☐

13 − 7 = ☐

8 − 5 = ☐

3. *Make 1,000.* Add up.

+ ☐ + ☐

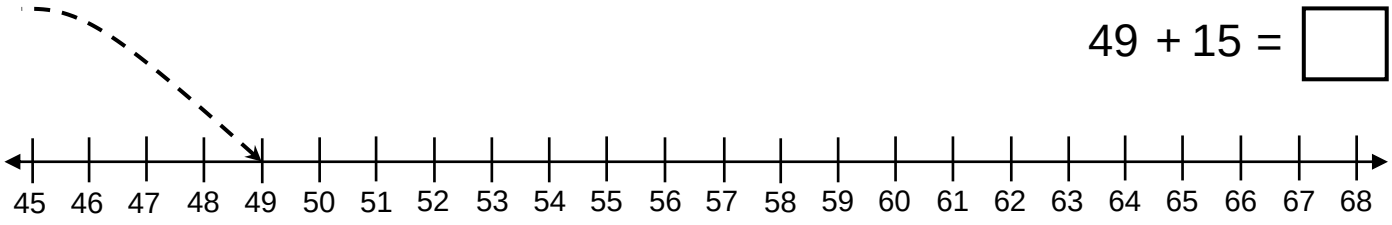
350 400 1,000

350 ☐ ✓

PART 2: *Application Practice*

4. *Solve* the **addition equation** by *drawing the missing arrow* on the number line below.

49 + 15 = ☐



5. *Match:* **polygon** and description.

 8 vertices

 6 angles

 3 vertices

 4 equal sides

 5 sides

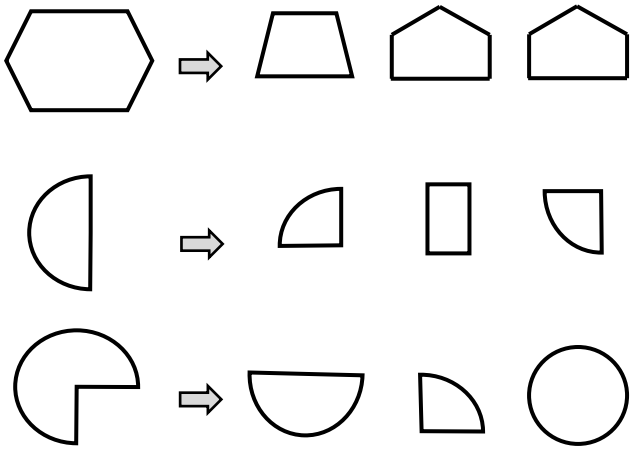
6. Andrea had 8 cards. Carl had 10 cards.

Andrea and Carl each gave half of their cards to Luis.

How many cards did Luis receive from Andrea and Carl?

☐

7. *Ring* the parts that fit inside the shape.



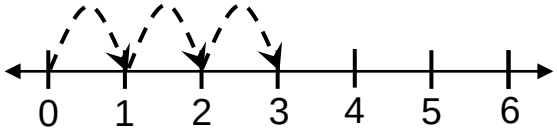
PART 3: *Reflection and Conceptual Understanding*

Multiplication is a fast way to add.

Fill in the missing numbers.

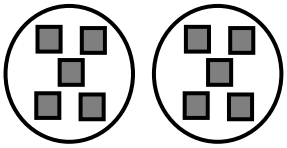
3 x 1 = ____

____ + ____ + ____ = ____



2 x 5 = ____

____ + ____ = ____



SPRING STAAR SPRINT - Learning Opportunity 77
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

1. *Make 100.* Add up.

95 ☐ *95 to 95 100 to 100*

55 ☐ *55 to 60 60 to 100*

85 ☐ *85 to 90 90 to 100*

2. *Subtract.* **Make 10** on the 1 digit from 2 digit equations.

$$\begin{array}{r} 13 \\ -\ 9 \\ \hline \square \end{array} \qquad \begin{array}{r} 15 \\ -\ 7 \\ \hline \square \end{array} \qquad \begin{array}{r} 5 \\ -\ 2 \\ \hline \square \end{array}$$

3. *Make 1,000.* Add up.

☐ + ☐ +

250 300 1,000

250 ☐ ✓

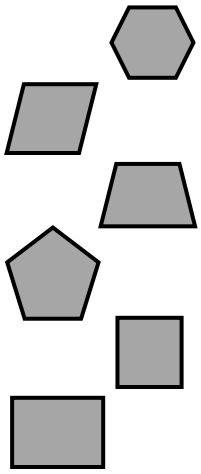
PART 2: *Application Practice*

4. *Solve* the **subtraction equation** by *drawing the missing arrow* on the number line below.

64 - 46 = ☐

45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68

5. *Match:* **polygon** and name.



Rhombus

Hexagon

Pentagon

Square

Trapezoid

Rectangle

6. Tonia kicked a soccer ball 65 feet.

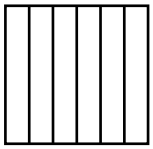
Xenia kicked the ball 47 feet.

How much further did Tonia kick the ball than Xenia?

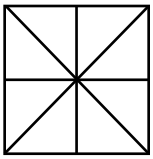
☐

7. *Match* the **fraction**. *Shade* the figures.

$\frac{2}{6}$



$\frac{6}{8}$



$\frac{1}{4}$

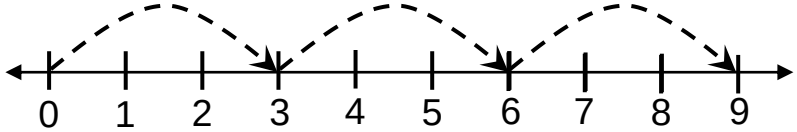
PART 3: *Reflection and Conceptual Understanding*

Multiplication is a fast way to add.

Fill in the missing numbers.

3 x 3 = ___

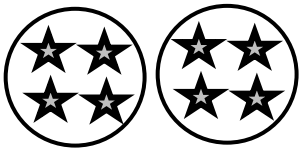
___ + ___ + ___ = ___



0 1 2 3 4 5 6 7 8 9

2 x 4 = ___

___ + ___ = ___



SPRING STAAR SPRINT - Learning Opportunity 78
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

1. *Make 100.* Add up.

45 ☐ *45 to 50* *50 to 100*

25 ☐ *25 to 30* *30 to 100*

15 ☐ *15 to 20* *20 to 100*

2. *Subtract.* **Make 10** on the 1 digit from 2 digit equations.

$$\begin{array}{r} 16 \\ -\ 8 \\ \hline \end{array} \qquad \begin{array}{r} 15 \\ -\ 8 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ -\ 3 \\ \hline \end{array}$$

☐ ☐ ☐

3. *Make 1,000.* Add up.

750 ☐ *750 to 800* *800 to 1,000*

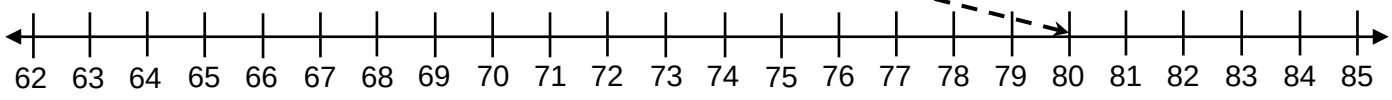
850 ☐ *850 to 900* *900 to 1,000*

950 ☐ *950 to 1,000* *1,000 to 1,000*

PART 2: *Application Practice*

4. *Solve* the **subtraction equation** by *drawing the missing arrow* on the number line below.

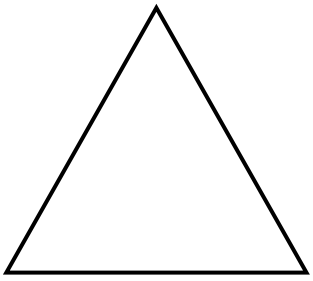
80 - 67 = ☐



5. Chad drew a triangle.

Divide the triangle in **2** <u>equal</u> parts.

Shade **half** of the triangle.



6. *Draw* the <u>*missing*</u> clock hands that match the named time.

quarter after 5

half past 7

quarter till 5

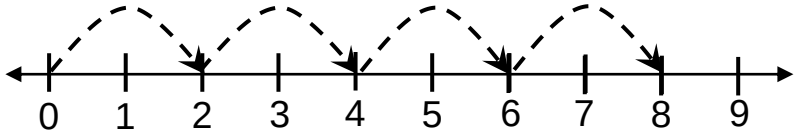
PART 3: *Reflection and Conceptual Understanding*

Multiplication is a fast way to add.

Fill in the missing numbers.

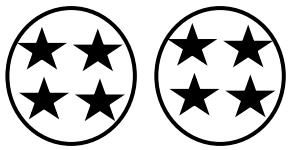
4 x 2 = ___

____ + ____ + ____ + ____ = ____



2 x 4 = ___

____ + ____ = ____



SPRING STAAR SPRINT - Learning Opportunity 79
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

1. *Make 100.* Add up.

5 ☐ *5 to 10* *10 to 100*

35 ☐ *35 to 40* *40 to 100*

25 ☐ *25 to 30* *30 to 100*

2. *Subtract.* **Make 10** on the 1 digit from 2 digit equations.

$$\begin{array}{r} 15 \\ -\ 9 \\ \hline \square \end{array} \qquad \begin{array}{r} 12 \\ -\ 3 \\ \hline \square \end{array} \qquad \begin{array}{r} 8 \\ -\ 5 \\ \hline \square \end{array}$$

3. *Make 1,000.* Add up.

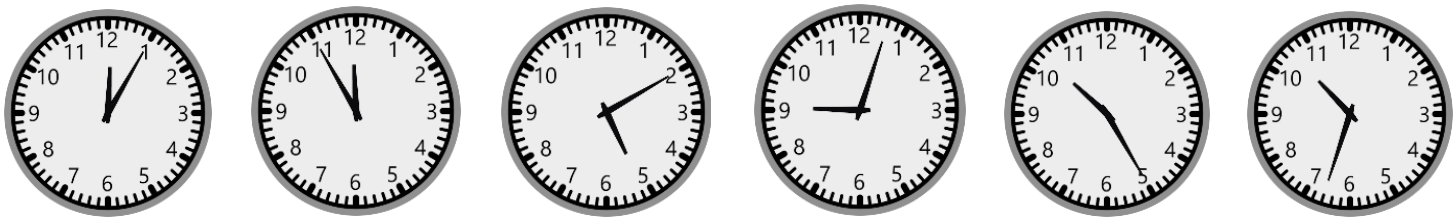
650 ☐ *650 to 700* *700 to 1,000*

550 ☐ *550 to 600* *600 to 1,000*

750 ☐ *750 to 800* *800 to 1,000*

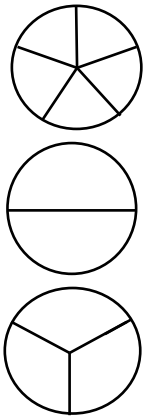
PART 2: *Application Practice*

4. *Write* the time for each clock below.



_____ : _____ _____ : _____ _____ : _____ _____ : _____ _____ : _____ _____ : _____

5. *Match* the **fraction**. *Shade* the figures.

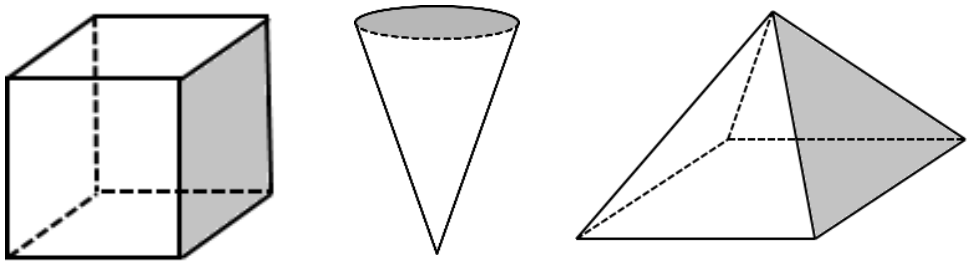


2/3

4/5

2/2

6. *Write* the **edges**, **faces** and **vertices** for each space figure.



___ Edges ___ Faces ___ Vertices

___ Edge ___ Face ___ Vertex

___ Edges ___ Faces ___ Vertices

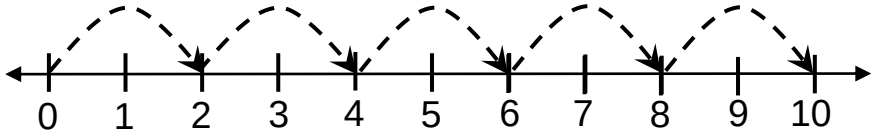
PART 3: *Reflection and Conceptual Understanding*

Multiplication is a fast way to add.

Fill in the missing numbers.

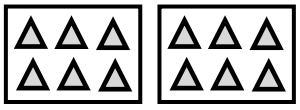
5 x 2 = ____

____ + ____ + ____ + ____ + ____ = ____



2 x 6 = ____

____ + ____ = ____



SPRING STAAR SPRINT - Learning Opportunity 80
for TEKS/STAAR *"Racing to Success"*

Name: _____

PART 1: *Numeracy Development*

1. *Make 100.* Add up.

15 ☐ *15 to 20* *20 to 100*

55 ☐ *55 to 60* *60 to 100*

35 ☐ *35 to 40* *40 to 100*

2. *Subtract.* **Make 10** on the 1 digit from 2 digit equations.

$$\begin{array}{r} 12 \\ -\ 5 \\ \hline \end{array} \qquad \begin{array}{r} 11 \\ -\ 7 \\ \hline \end{array} \qquad \begin{array}{r} 5 \\ -\ 5 \\ \hline \end{array}$$

☐ ☐ ☐

3. *Make 1,000.* Add up.

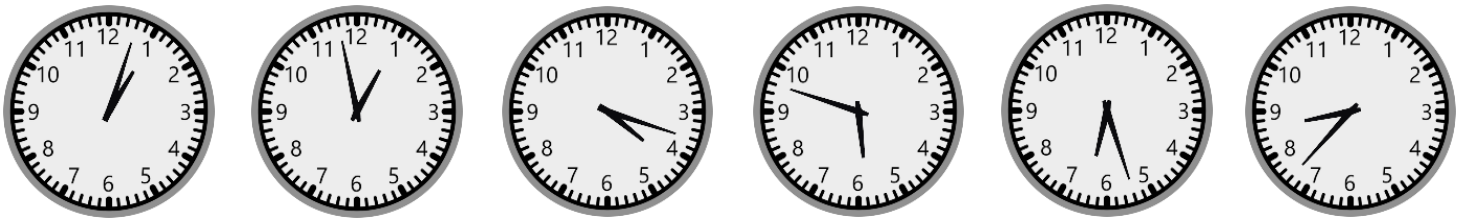
150 ☐ *150 to 200* *200 to 1,000*

250 ☐ *250 to 300* *300 to 1,000*

450 ☐ *450 to 500* *500 to 1,000*

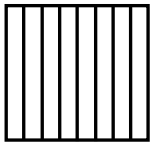
PART 2: *Application Practice*

4. *Write* the time for each clock below.

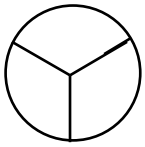


_____ : _____ _____ : _____ _____ : _____ _____ : _____ _____ : _____ _____ : _____

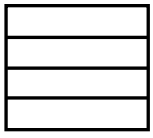
5. *Match* the **fraction**. *Shade* the figures.



three-thirds

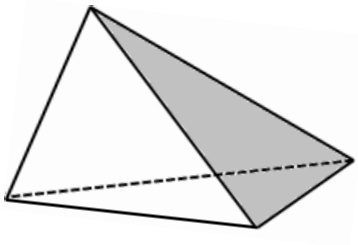


one-quarter

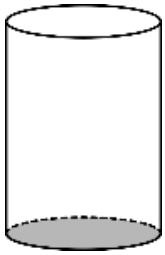


five-eighths

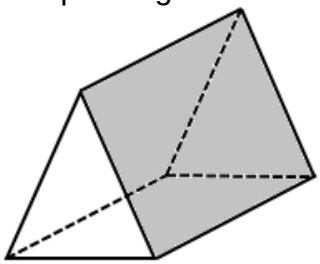
6. *Write* the **edges**, **faces** and **vertices** for each space figure.



___ Edges ___ Faces ___ Vertices



___ Edges ___ Faces ___ Vertices



___ Edges ___ Faces ___ Vertices

PART 3: *Reflection and Conceptual Understanding*

Multiplication is a fast way to add.

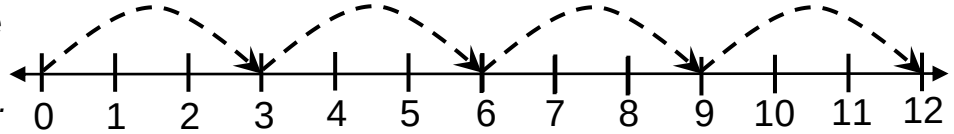
4 x 3 = ____

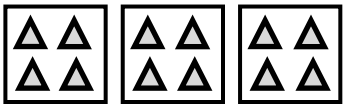
____ + ____ + ____ + ____ = ____

3 x 4 = ____

____ + ____ + ____ + ____ = ____

Fill in the missing numbers.





Grade 2

ANSWER KEY

80 Daily Learning Opportunities

Mathematics

Spring Semester

Learning Opportunity 01

Part 1 – Numeracy Development **TEKS**

1. 10; 6; 4; 2; 8 **2.4A**

2. 5; 4; 3; 1; 2 **2.4A**

3. **1st column:** Given; 10; **2nd column:** 6; 2 **2.4A**

4. 2; 20; 200 **2.4A; 2.4B**

5. **1st column:** Given; 3; **2nd column:** 5; 4 **2.4A**

6. 40; 50; 60; 70; 80; 90; 110; 400; 500; 600; 700; 800; 900; 1,100 **2.2F**

Part 2 – Application Practice

7. 12 noon/midnight or 12:00 or 12 o'clock; 8:00 or 8 o'clock; 3:00 or 3 o'clock; 9:15 or a quarter past 9; 7:30 or half past 7; 10:45 or a quarter till 11 **2.9G**

8. 69 > 59; 160 > 106; 207 < 270 **2.2D**

Part 3 – Reflection and Conceptual Understanding

Student Answers: AM; PM **NOTE:** Stress **AM** is **NOT** "After Midnight." It is from the Latin phrase, 'ante meridiem' and means 'before midday'. Of course, **PM** is from the Latin phrase, 'post meridiem.' Stress that there are 24 hours in one day --- 12 hours AM and 12 hours PM totaling 24 hours in one 'Earth' day. It takes for the Earth to make one complete revolution on its axis. **2.9G**

Learning Opportunity 02

Part 1 – Numeracy Development **TEKS**

1. 9; 9; 9; 5; 5 **2.4A**

2. 6; 4; 3; 3; 1 **2.4A**

3. **1st column:** 10; 4; **2nd column:** 8; 12 **2.4A**

4. 3; 30; 300 **2.4A; 2.4B**

5. **1st column:** 2; 3; **2nd column:** 6; 5 **2.4A**

6. 30; 40; 50; 60; 70; 80; 90; 110; 200; 300; 400; 500; 600; 700; 800; 900; 1,100 **2.2F**

Part 2 – Application Practice

7. 9:30 or half-past 9; 7:00 or 7 o'clock; 5:30 or half-past 5; 12:15 or a quarter past 12; 2:15 or quarter past 2; 5:45 or a quarter till 6 **2.9G**

8. 312 > 307; 486 < 490; 255 = 255 **2.2D**

Part 3 – Reflection and Conceptual Understanding

Student Answers: AM; PM **NOTE:** Stress **AM** is **NOT** "After Midnight." It is from the Latin phrase, 'ante meridiem' and means 'before midday'. Of course, **PM** is from the Latin phrase, 'post meridiem.' Stress that there are 24 hours in one day --- 12 hours AM and 12 hours PM totaling 24 hours in one 'Earth' day. **2.9G**

Learning Opportunity 03

Part 1 – Numeracy Development **TEKS**

1. 14; 11; 11; 12; 8 **2.4A**

2. 7; 3; 4; 5; 5 **2.4A**

3. **1st column:** 14; 10; **2nd column:** 18; 16 **2.4A**

4. 7; 50; 100 **2.4A; 2.4B**

5. **1st column:** 6; 4; **2nd column:** 8; 7 **2.4A**

6. 20; 30; 40; 50; 60; 70; 80; 90; 100; 110; 100; 300; 400; 500; 600; 700; 800; 900; 1,100 **2.2F**

Part 2 – Application Practice

7. 6:45 or quarter till 7; 9:05 or five after 9; 11:20 or twenty after 11; 11:50 or ten till 12; 4:40 or twenty till 5; 5:25 or twenty-five after 5 **2.9G**

8. 492 < 496; 400 > 399; 511 < 513 **2.2D**

Part 3 – Reflection and Conceptual Understanding

Student Answers: AM; PM **NOTE:** Stress **AM** is **NOT** "After Midnight." It is from the Latin phrase, 'ante meridiem' and means 'before midday'. Of course, **PM** is from the Latin phrase, 'post meridiem.' Stress that there are 24 hours in one day --- 12 hours AM and 12 hours PM totaling 24 hours in one 'Earth' day. It takes for the Earth to make one complete revolution on its axis. **2.9G**

Learning Opportunity 04

Part 1 – Numeracy Development **TEKS**

1. **1st column:** 16; 10; **2nd column:** 20; 22 **2.4A**

2. 15; 14; 6 **2.4A**

3. Check Students' work. **NOTE:** for AM – (**a**fter **m**idnight) is a way to remember AM means morning times – but AM = ante meridiem. **2.4A**

4. **1st column:** 7; 5; **2nd column:** 9; 10 **2.4A**

5. 6; 30; 500 **2.4A; 2.4B**

6. 20; 30; 40; 50; 60; 70; 80; 90; 110; 120 100; 200; 400; 500; 600; 700; 800; 900; 1,100 **2.2F**

Part 2 – Application Practice

7. 12 noon/midnight or 12:00 or 12 o'clock; 1:55 or five to 2; 2:00 or 2 o'clock ; 2:05 or 5 minutes after 2; 4:30 or half past 4; 6:15 or a quarter after 6 **2.9G**

8. **C $30;** ($10 x 3 weeks = 30 dollars) **2.11A**

Part 3 – Reflection and Conceptual Understanding

Student Answers: AM; PM **NOTE:** Stress **AM** is **NOT** "After Midnight." It is from the Latin phrase, 'ante meridiem' and means 'before midday'. Of course, **PM** is from the Latin phrase, 'post meridiem.' Stress that there are 24 hours in one day --- 12 hours AM and 12 hours PM totaling 24 hours in one 'Earth' day. It takes for the Earth to make one complete revolution on its axis. **2.9G**

Learning Opportunity 05

Part 1 – Numeracy Development **TEKS**

1. **1st column:** 4; 40; **2nd column:** 6; 60 **2.4A**

2. 17; 7; 7 **2.4A**

3. Check Students' work. **NOTE:** for AM – (**a**fter **m**idnight) is a way to remember AM means morning times – but AM = ante meridiem. **2.4A**

4. **1st column:** 1; 10; **2nd column:** 2; 20 **2.4A**

5. 40; 50; 300; 800 **2.4B**

6. 10; 30; 50; 60; 70; 80; 90; 110; 120 100; 200; 300; 500; 600; 700; 800; 900; 1,100 **2.2F**

Part 2 – Application Practice

7. 6:25 or 25 after six; 10:55 or five to 11; 11:15 or a quarter after 11; **2.9G**

8. **35¢** i.e. (10 + 10 + 10 + 5 = **35¢)** **2.5A**

9. 802 < 820; 651 > 615; 831 > 731 **2.2D**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **A.)** Given; 30; 45; 60; **B.)** Number Line: Check students' work for accuracy. **2.9G; 2.4A**

Learning Opportunity 06

Part 1 – Numeracy Development **TEKS**

1. **1st column:** 8; 80; **2nd column:** 2; 20 **2.4A**

2. 18; 6; 9 **2.4A**

3. Check Students' work. **NOTE:** for AM – (**a**fter **m**idnight) is a way to remember AM means morning times – but AM = ante meridiem. **2.4A**

4. **1st column:** 3; 30; **2nd column:** 4; 40 **2.4A**

5. 10; 80; 700; 400 **2.4B**

6. 8; 10; 12; 14; 16; 18; 20; 22; 24; 20; 25; 30; 35; 40; 45; 50; 55 **2.2F**

Part 2 – Application Practice

7. minute hand points directly at 12; minute hand points directly at 6 minute hand points directly at 3 **2.9G**

8. Amy has 50¢. Yes. 50 > 45. She has sufficient money to purchase the candy bar. i.e. (25 + 10 + 10 + 5 = **50¢**) **2.5A**

9. **3 weeks.** (i.e. $5 + $5 + $5 = $15) **2.11A**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **A.)** 15; 30; 45; 60; **B.)** Number Line: Check students' work for accuracy. **2.9G; 2.4A**

Learning Opportunity 07

Part 1 – Numeracy Development **TEKS**

1. **1st column:** 14; 140; **2nd column:** 12; 120 **2.4A; 2.4B**

2. 12; 8; 8 **2.4A**

3. 65; 68; 98; 15; 10; 27 **2.4B**

4. **1st column:** 2; 20; **2nd column:** 1; 10 **2.4A; 2.4B**

5. Given 25; 35; 40; 50 **2.4B**

6. 4; 6; 8; 10; 12; 14; 16; 18; 20; 22; 24; 15; 20; 25; 30; 35; 40; 45; 50; 55; 60 **2.2F**

Part 2 – Application Practice

7. minute hand points directly at 6; minute hand points directly at 3 minute hand points directly at 9 **2.9G**

8. **46¢** i.e. (25 + 10 + 10 + 1 = **46¢)** **2.5A**

9. 7:30 AM; 12:00 PM **2.9G**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **A.)** 15; 30; 45; 60; **B.)** Number Line: Check students' work for accuracy. **2.9G; 2.4A**

Learning Opportunity 08

Part 1 – Numeracy Development **TEKS**

1. **1st column:** 20; 200; **2nd column:** 14; 140 **2.4A; 2.4B**

2. 12; 8; 7 **2.4A**

3. 99; 29; 49; 61; 13; 11 **2.4B**

4. **1st column:** 5; 50; **2nd column:** 6; 60 **2.4A; 2.4B**

5. 10; 20 25; 35 40; 50 **2.4B**

6. 4; 6; 8; 10; 12; 14; 16; 18; 20; 22; 24; 15; 20; 25; 30; 35; 40; 45; 50; 55; 60 **2.2F**

Part 2 – Application Practice

7. minute hand points directly at 3; minute hand points directly at 6 minute hand points directly at 9 **2.9G**

8. **60¢** i.e. (25 + 25 + 10 = **60¢)** **2.5A**

9. 4:45 PM; 12:00 PM **2.9G**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **A.)** 5; 10; 20; 25; **B.)** Number Line: Check students' work for accuracy. **2.9G; 2.4A**

Learning Opportunity 09

Part 1 – Numeracy Development **TEKS**

1. **15** ones = **10** ones + **5 ones** = **1** Ten **5** ones **2.2A**

2. 11; 9; **2.4A**

3. 38; 38; 84; 52; 21; 15 **2.4B**

4. 10; 20 25; 35 40; 50 **2.4B**

5. 20; 25 **2.4B**

6. 5; 10 **2.4B**

Part 2 – Application Practice

7. minute hand points directly at 6; minute hand points directly at 3 minute hand points directly at 9 **2.9G**

8. **75¢** i.e. (25 + 25 + 25 = **75¢)** **2.5A**

9. 8:15 PM; 11:30 AM **2.9G**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **A.)** 20; 35; 55; 50; **B.)** Number Line: Check students' work for accuracy. **2.9G; 2.4A**

Learning Opportunity 10

Part 1 – Numeracy Development **TEKS**

1. Given; **10** ones + **4** ones; **1** ten **4** ones; **12** ones; **10** ones + **2** ones; **1** ten **2** ones **2.4B**

2. 16; 9 **2.4A**

3. **1st row:** 179; 296; **2nd row:** 111; 113 **2.4B**

4. 5; 15; 15; 25; 35; 45 **2.4A; 2.4B**

5. 35; 50 **2.4B**

6. 15; 20 **2.4B**

Part 2 – Application Practice

7. Pen: **11** Blocks; Pencil: **9** Blocks; Difference = **2** Blocks (i.e. 11 – 9 = **2**) **2.9A; 2.9D**

8. **75¢** i.e. (25 + 25 + 10 + 10 + 5 = **75¢)** **2.9G**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **11** equal spaces between 19 and 30. 30 – 19 = **11**. **NOTE:** Stress the meaning of subtraction is always the equal number of spaces between the subtrahend and minuend. Always. **2.9C**

Learning Opportunity 11

Part 1 – Numeracy Development **TEKS**

1. **11**; **10** ones + **1** ones; **1** ten **1** ones; **18** ones; **10** ones + **8** ones; **1** ten **8** ones **2.4B**

2. 15; 8 **2.4A**

3. **1st row:** 279; 588; **2nd row:** 350; 265 **2.4B**

4. 5; 15; 15; 25; 35; 45 **2.4A; 2.4B**

5. 55; 52 **2.4B**

6. 26; 40 **2.4B**

Part 2 – Application Practice

7. Pen: **7** Blocks; Screwdriver: **10** Blocks; Difference = **3** Blocks (i.e. 10 – 7 = **3**) **2.9A; 2.9D**

8. **80¢** i.e. (25 + 25 + 25 + 5 = **80¢)** **2.9G**

9. **3 quarters. NOTE:** Use problem 8 for a visual, if needed. **2.11B**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **9** equal spaces between 27 and 36. 36 – 27 = **9**. **NOTE:** Stress the meaning of subtraction is always the equal number of spaces between the subtrahend and minuend. Always. **2.9C**

Learning Opportunity 12

Part 1 – Numeracy Development **TEKS**

1. **13**; **10** ones + **3** ones; **1** ten **3** ones; **17** ones; **10** ones + **7** ones; **1** ten **7** ones **2.4B**

2. 12; 3 **2.4A**

3. **1st row:** 309; 999; **2nd row:** 831; 14 **2.4B**

4. 0; 10; 20; 30; 50; 60 **2.4A; 2.4B**

5. 70; 65 **2.4B**

6. 40; 47 **2.4B**

Part 2 – Application Practice

7. Comb: **5** Blocks; Spoon: **9** Blocks; Difference = **4** Blocks (i.e. 9 – 5 = **4**) **2.9A; 2.9D**

8. **100¢** i.e. (25 + 25 + 25 + 25 = **100¢)** **2.9G**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **15** equal spaces between 37 and 52. 52 – 37 = **15**. **NOTE:** Stress the meaning of subtraction is always the equal number of spaces between the subtrahend and minuend. Always. **2.9C**

Learning Opportunity 13

Part 1 – Numeracy Development **TEKS**

1. **35**; **2** tens (**16** ones) --- **2** tens (**1** ten **6** ones) --- **1** (ten) in circle --- **3** tens **6** ones --- **36** **2.4B**

2. 14; 5 **2.4A**

3. 989; 625 **2.4B**

4. 0; 10; 20; 30; 50; 60 **2.4A; 2.4B**

5. 80; 83 **2.4B**

6. 55; 70 **2.4B**

Part 2 – Application Practice

7. Fork: **7** paperclips; Spoon: **3** paperclips; Difference = **4** paperclips (i.e. 7 – 3 = **4**) **2.9A; 2.9D**

8. **3** girls; (i.e. Half of 6 is **3**.) **2.4C; 2.4A**

9. **78** inches; (i.e. 46 inches + 32 inches = **78** inches) **2.4B; 2.9E**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **12** equal spaces from 39 = 51. 39 + 12 = **51**. **NOTE:** Stress the meaning of addition is always the equal number of spaces laid end-to-end of the two addends. **2.9C**

Learning Opportunity 14

Part 1 – Numeracy Development **TEKS**

1. **3** tens (**11** ones) --- **3** tens (**1** ten **1** ones) --- **1** (ten) in circle --- **4** tens **1** ones --- **41**
3 tens (**15** ones) --- **3** tens (**1** ten **5** ones) --- **1** (ten) in circle --- **4** tens **5** ones --- **45** **2.4B**

2. 15; 7 **2.4A**

3. Check Students' Work for Accuracy **2.2B**

4. 90; 96 **2.4B**

5. 55; 75 **2.4B**

Part 2 – Application Practice

6. Straw: **8** paperclips; Scissors: **4** paperclips; Difference = **4** paperclips (i.e. 8 – 4 = **4**) **2.9A; 2.9D**

7. **5** boys; (i.e. Half of 10 is **5**.) **2.4C; 2.4A**

8. **12** feet; (i.e. 39 inches - 27 inches = **12** inches) **2.4B; 2.9E**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **15** equal spaces from 48 = 63. 48 + 15 = **63**. **NOTE:** Stress the meaning of addition is always the equal number of spaces laid end-to-end of the two addends. **2.9C**

Learning Opportunity 15

Part 1 – Numeracy Development **TEKS**

1. **3** tens (**10** ones) --- **3** tens (**1** ten **0** ones) --- **1** (ten) in circle --- **4** tens **0** ones --- **40**
5 tens (**13** ones) --- **5** tens (**1** ten **3** ones) --- **1** (ten) in circle --- **6** tens **3** ones --- **63** **2.4B**

2. 15; 7 **2.4A**

3. Check Student Work for accuracy **2.4B**

4. 100; 105 **2.4B**

5. 90; 95 **2.4B**

Part 2 – Application Practice

6. Arrow: **10** ducks; Black Line: **6** ducks; Sum = **16** ducks (i.e.10 + 6 = **16**) **2.9A; 2.9D**

7. **B –** Save $300 dollars. **NOTE:** Provide more situations where students understand they need a simple saving plan to have money. **2.11B**

8. **31** students; (i.e. 83 students – 52 students = **31** students) **2.4C; 2.4B**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **17** equal spaces between 86 and 69. 86 – 69 = **17**. **NOTE:** Stress the meaning of subtraction is always the equal number of spaces between the subtrahend and minuend. Always. **2.9C**

Learning Opportunity 16

Part 1 – Numeracy Development **TEKS**

1. **7** tens (**15** ones) --- **7** tens (**1** ten **5** ones) --- **1** (ten) in circle --- **8** tens **5** ones --- **85** **2.4B**
7 tens (**12** ones) --- **7** tens (**1** ten **2** ones) --- **1** (ten) in circle --- **8** tens **2** ones --- **82**

2. 70, 50, 30 **2.2E**

3. Check Students' Work for Accuracy **2.2B**

4. 115; 120 **2.4B**

5. 100; 105 **2.4B**

Part 2 – Application Practice

6. Given; ½; $^{4}/_{4;}$ $^{3}/_{5}$ **NOTE:** Stress numerator and **d**enominator ('**d**' for **d**own) vocabulary. **2.3B**

7. 10; 100; 1,000 **2.4C; 2.4A; 2.4B**

8. **16** inches; (i.e. 59 inches - 43 inches = **16** inches) **2.4B; 2.9E**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 19 equal spaces between 79 and 98. 98 – 79 = 19. NOTE: Stress the meaning of subtraction is always the equal number of spaces between the subtrahend and minuend. Always. **2.9C**

Learning Opportunity 17

Part 1 – Numeracy Development **TEKS**

1. Given; 55; 31; 50; 28; 71; 40; 30 **2.4B**

2. 100, 80, 60 **2.2E**

3. Check Students' Work for Accuracy **2.2B**

4. 19; 39 11; 10 **2.4B**

5. 135; 120 **2.4B**

6. 110; 115 **2.4B**

Part 2 – Application Practice

7. $^{2}/_{5}$; $^{4}/_{8}$; $^{5}/_{10;}$ $^{3}/_{3}$ NOTE: Stress numerator and **d**enominator ('**d**' for **d**own) **2.3B**

8. Jalen = **12**; Caleb = **3** **2.4C; 2.4A**

9. Hour hand points to 3; Minute Hand points to 12; **NOTE:** Stress hour hand is SHORTER than minute hand on clocks. **2.9G**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 25; 50; 75; 100 **2.4B; 2.5A**

Learning Opportunity 18

Part 1 – Numeracy Development **TEKS**

1. 32; 67; 42; 81; 78; 80; 94; 50 **2.4B**

2. 120, 100, 80 **2.2E**

3. Check Students' Work for Accuracy **2.2B**

4. 28; 89 21; 20 **2.4B**

5. 145; 140 **2.4B**

6. 130; 125 **2.4B**

Part 2 – Application Practice

7. Check Students' Work for Accuracy. **NOTE:** Stress the '**d**' – **d**enominator identifies the **equal** number of segments of a whole. **2.3B**

8. Al = **4**; Tim = **16** **2.4C; 2.4A**

9. Hour hand points to 2; Minute Hand points to 12; **NOTE:** Stress hour hand is SHORTER than minute hand on clocks. **2.9G**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 25; 50; 75; 100 **2.4B; 2.5A**

Learning Opportunity 19

Part 1 – Numeracy Development **TEKS**

1. 41; 69; 62; 78; 28; 90; 91; 39 **2.4B**

2. 200, 400, 600 **2.2F**

3. Check Students' Work for Accuracy **2.2B**

4. **12** tens = **1** hundred **2** tens **NOTE:** Stress with students that **10 tens = 100** and **10 ones = 1 ten**. **2.2A**

5. Given, 5; **4** is in the tens' place **2.2B**

Part 2 – Application Practice

6. Check Students' Work for Accuracy **NOTE:** Stress **d**enominator ('**d**' for **d**own) determines the equal spacing of the 2D shape. **2.3B**

7. Rows: **2**; Columns: **4**; Total squares: **8** **2.9F**

8. Minute Hand points to 6; **NOTE:** Stress hour hand is SHORTER than minute hand on clocks. **2.9G**

Part 3 – Reflection and Conceptual Understanding

Student Answers: addend = 33, addend = 45, sum = 78; minuend = 87, subtrahend = 55, difference = 32 **Vocab.**

Learning Opportunity 20

Part 1 – Numeracy Development **TEKS**

1. 81; 695; 562; 59; 70; 792; **2.4B**

2. 700, 900, 1,100 **2.2F**

3. Check Students' Work for Accuracy **2.2B**

4. **14** tens = **1** hundred **4** tens **NOTE:** Stress with students that **10 tens = 100** and **10 ones = 1 ten**. **2.2A**

5. 70 + 3; **7** is in the tens place **2.2B**

Part 2 – Application Practice

6. Check Students' Work for Accuracy **NOTE:** Stress **d**enominator ('**d**' for **d**own) determines the equal spacing of the 2D shape. **2.3B**

7. Rows: **2**; Columns: **5**; Total squares: **10** **2.9F**

8. Minute Hand points to 3 **2.9G**

Part 3 – Reflection and Conceptual Understanding

Student Answers: addend = 52, addend = 44, sum = 96; minuend = 63, subtrahend = 51, difference = 12 **Vocab.**

Learning Opportunity 21

Part 1 – Numeracy Development **TEKS**

1. 84; 899; 798; 89; 99; 996; **2.4B**

2. 800, 1,000, 1,200 **2.2F**

3. Check Students' Work for Accuracy **2.2B**

4. **17** tens = **1** hundred **7** tens **NOTE:** Stress with students that **10 tens = 100** and **10 ones = 1 ten**. **2.2A**

5. 90 + 0; **0** is in the ones place **2.2B**

Part 2 – Application Practice

6. Check Students' Work for Accuracy **NOTE:** Stress **d**enominator ('**d**' for **d**own) determines the equal spacing of the 2D shape. **2.3B**

7. Rows: **3**; Columns: **5**; Total squares: **15** **2.9F**

8. Minute Hand points to 9 **2.9G**

Part 3 – Reflection and Conceptual Understanding

Student Answers: addend = 35, addend = 44, sum = 79; minuend = 76, subtrahend = 43, difference = 33 **Vocab.**

Learning Opportunity 22

Part 1 – Numeracy Development **TEKS**

1. 84; 899; 898; 886 **2.4B**

2. Check Students' Work for Accuracy **2.2B**

3. Given; Given, **1** hundred **3** tens, Given; **7** hundreds, **3** tens, Given; **737** **2.2A; 2.4B**

4. 106 = **100** + **0** + **6**; 253 = **200** + **50** + **3**; **2.2B**

Part 2 – Application Practice

5. Check Students' Work for Accuracy **NOTE:** Stress **d**enominator ('**d**' for **d**own) determines the equal spacing of the 2D shape. **2.3A**

6. **$8**; ($2 x 4 **or** $2 + $2 + $2 + 2 = $8) **2.11C**

7. 7:30 AM; 8:15 PM **2.9G**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **13** tens = **1** hundred **3** tens; **NOTE:** A visual that matches the composing tens to hundred/ten in problem 3 above. **2.2A**

Learning Opportunity 23

Part 1 – Numeracy Development **TEKS**

1. 88; 692; 796; 889 **2.4B**

2. Check Students' Work for Accuracy **2.2B**

3. **5** hundreds; **15** tens; **8** ones; **5** hundreds; **1** hundred **5** tens; **8** ones; **6** hundreds, **5** tens, **8** ones; **658** **2.2A; 2.4B**

4. 209 = **200** + **0** + **9**; 380 = **300** + **80** + **0**; **2.2B**

Part 2 – Application Practice

5. Check Students' Work for Accuracy **NOTE:** Students have drawn polygons/circles during fall, described, partitioned, must visualize. **2.8C**

6. **6** dollars **65** cents = $ **6.65** **2.5B**

7. 4:45 PM; 2:35 AM **2.9G**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **15** tens = **1** hundred **5** tens; **NOTE:** A visual that matches the composing tens to hundred/ten in problem 3 above. **2.2A**

Learning Opportunity 24

Part 1 – Numeracy Development **TEKS**

1. 90; 970; 888; 988 **2.4B**

2. 2; 4; 2; 3 **2.4A**

3. **8** hundreds; **18** tens; **4** ones; **8** hundreds; **1** hundred **8** tens; **4** ones; **9** hundreds, **8** tens, **4** ones; **984** **2.2A; 2.4B**

4. 400 = **400** + **0** + **0**; 561 = **500** + **60** + **1**; **2.2B**

Part 2 – Application Practice

5. Check Students' Work for Accuracy **NOTE:** Students have drawn polygons/circles during fall, described, partitioned, must visualize. **2.3D**

6. **12** dollars **45** cents = $ **12.45** **2.5B**

7. 10:55 AM; 3:15 PM **2.9G**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **18** tens = **1** hundred **8** tens; **NOTE:** A visual that matches the composing tens to hundred/ten in problem 3 above. **2.2A**

Learning Opportunity 25

Part 1 – Numeracy Development **TEKS**

1. 33; 192; 539; 891 **2.4B**

2. 3; 3; 1; 3 **2.4A**

3. **8** hundreds; **17** tens; **3** ones; **8** hundreds; **1** hundred **7** tens; **3** ones; **9** hundreds, **7** tens, **3** ones; **973** **2.2A; 2.4B**

4. 780 = **700** + **80** + **0**; 805 = **800** + **0** + **5** **2.2B**

Part 2 – Application Practice

5. Check Students' Work for Accuracy **2.8C**

6. **35** dollars **21** cents = $ **35.21** **2.5B**

7. 55 + 37 = **92** feet **2.9E**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **17** tens = **1** hundred **7** tens; **NOTE:** A visual that matches the composing tens to hundred/ten in problem 3 above. **2.2A**

Learning Opportunity 26

Part 1 – Numeracy Development **TEKS**

1. 54; 289; 913 **2.4B**

2. **10** blocks **2.2A**

3. 2; 4; 4; 3 **2.4A**

4. 788; 229; 609 **2.4B**

5. **3** + **3** + **3** = **9** **2.9F**

6. Given; 8 = **eight** **2.2B**

7. **3** tens = **30** **2.2A**

Part 2 – Application Practice

8. Check Students' Work for Accuracy **2.8C**

9. **45** dollars **32** cents = $ **45.32** **2.5B**

10. **7** miles; (i.e. 16 – 9 = **7** miles) **2.4A; 2.9E**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 15, 35, 55; 250; 450, 550 **2.2F**

Learning Opportunity 27

Part 1 – Numeracy Development **TEKS**

1. 95; 99; 697 **2.4B**

2. 4; 4; 4; 4 **2.4A**

3. 845; 896; 855 **2.4B**

4. **4** + **4** + **4** = **12** **2.9F**

5. 28 = **twenty-eight**, 11 = **eleven** **NOTE:** Stress the 'hyphen' between the two numbers in word form. **2.2B**

6. **5** tens = **50** **2.2A**

Part 2 – Application Practice

7. Check Students' Work for Accuracy **2.8C**

8. Check students' work for accuracy. **8** squares. **2.9F**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 15, 25, 35, 45, 55; 250; 450, 550 **2.2F**

Learning Opportunity 28

Part 1 – Numeracy Development **TEKS**

1. 88; 697 **2.4B**

2. Check students' work for accuracy **2.8B**

3. 836; 898 **2.4B**

4. **5** + **5** + **5** = **15** **2.9F**

5. 43 = **forty-three**, 17 = **seventeen** 58 = **fifty-eight** **NOTE:** Stress the spelling of "forty" – no 'u'. **2.2B**

6. **0** ones **0**; **1** hundred = **100** **2.2A**

Part 2 – Application Practice

7. 29, 28, 21 **2.2E; 2.10.C**

8. Check students' work for accuracy; **8** squares **2.9F**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 5, 15, 25, 35, 45, 55; 150, 250; 350, 450, 550 **2.2E**

Learning Opportunity 29

Part 1 – Numeracy Development **TEKS**

1. 92; 989; 897; 939 **2.4B**

2. Check students' work for accuracy **2.8B**

3. **10** ones = **1** ten **2.2A**

4. 74 = **seventy-four**, 47 = **forty-seven** 12 = **twelve** **NOTE:** Stress the spelling of "forty" – no 'u'. **2.2B**

5. **0** tens **0**; **2** hundreds = **200** **2.2A**

Part 2 – Application Practice

7. 22, 28, 19 **2.2E; 2.10.C**

8. 4; 3 **2.4A; 2.8B**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 75, 85, 95, 105, 115; 750, 850; 950, 1,050, 1,150 **2.2E**

Learning Opportunity 30

Part 1 – Numeracy Development **TEKS**

1. 89; 492; 490; 510 **2.4B**

2. Check students' work for accuracy **2.8B**

3. **10** ones = **1** ten **2.2A**

4. 95 = **ninety-five**, 88 = **eighty-eight** 13 = **thirteen** **2.2B**

5. **6** tens **60**; **3** hundreds = **300** **2.2A**

Part 2 – Application Practice

6. 26, 28, 16; **10** (26 – 26 = **10**); **12** (28 – 16 = **12**); **54** (26 + 28 = **54**) **2.2E; 2.10.C**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 65, 75, 85, 95, 105, 115; 650, 750, 850, 950, 1,050, 1,150 **2.2E**

Learning Opportunity 31

Part 1 – Numeracy Development **TEKS**

1. 55; 788; 748; 431 **2.4B**

2. Check students' work for accuracy **2.8B**

3. **1** ten **4** ones = **14** ones; **1** ten **2** ones = **12** ones; **2.2A**

4. 93 = **ninety-three**, 74 = **seventy-four** 17 = **seventeen** **2.2B**

Part 2 – Application Practice

5. 15, 20, 10; **b.)** Most = **Red**; Fewest = **Blue**; **c.) 45** (15 + 10 + 20 = **45**); **d.) 5** (15 – 10 = **5**) **2.2F; 2.10C**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Given; 4: **even** 3: **odd** **2.7A**

NOTE: Tactile method: Students use each hand. If the number is '2', they raise their index finger on each hand. Then, they match the fingers. If there is a finger on each hand that matches, the number is 'even.' If not, the number is 'odd.'

Learning Opportunity 32

Part 1 – Numeracy Development **TEKS**

1. 80; 595; 481; 563 **2.4B**

2. **3;** **3, 13;** Difference = **28** **2.2A; 2.4B**

3. **1** ten **6** ones = **16** ones; **1** ten **3** ones = **13** ones; **NOTE:** Same physical grouping as in problem 2 above. **2.2A**

4. **C –** pays the money back on time. **NOTE:** distinguish repeatedly from types of borrowers and lenders. **2.11D**

Part 2 – Application Practice

5. 15, 20, 35; **b.)** Most = **Plane**; Fewest = **Train**; **c.) 35** (15 + 20 = **35**); **d.) 20** (35 – 15 = **20**) **2.2F; 2.10C**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 1: **odd**; 8: **even** 2: **even** **2.7A**

NOTE: Tactile method: Students use each hand. If the number is '2', they raise their index finger on each hand. Then, they match the fingers. If there is a finger on each hand that matches, the number is 'even.' If not, the number is 'odd.'

Learning Opportunity 33

Part 1 – Numeracy Development **TEKS**

1. 64; 177; 916; 518 **2.4B**

2. **8,** (**7** + 10); **8, 17;** **8; 17;** Difference = **69** **2.2A; 2.4B**

3. **1** ten **7** ones = **17** ones; **1** ten **4** ones = **14** ones; **NOTE:** Same physical grouping as in problem 2 above. **2.2A**

4. 47 = **forty-seven**, 74 = **seventy-four** 18 = **eighteen** **2.2B**

Part 2 – Application Practice

5. 35, 15, 15; **b.) east, west**; **c.) 30** (15 + 15 = **30**); **d.) 20** (35 – 15 = **20**) **2.2F; 2.10C**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 7: **odd**; 10: **even** 2: **even** **2.7A**

NOTE: Tactile method: Students use each hand. If the number is '2', they raise their index finger on each hand. Then, they match the fingers. If there is a finger on each hand that matches, the number is 'even.' If not, the number is 'odd.'

Learning Opportunity 34

Part 1 – Numeracy Development **TEKS**

1. 96; 439 **2.4B**

2. Given; 10; 40; 20 **2.4B**

3. **6,** (**5** + **10**); **6, 15; 6; 15;** Difference = **38** **NOTE:** Talk your students through this process, so they 'get-it.' **2.2A; 2.4B**

4. **1** ten **8** ones = **18** ones; **1** ten **5** ones = **15** ones; **NOTE:** Physical model for problem 3 above. **2.2A**

5. **1st column:** Given; 4; 5; **2nd column:** 10; 15; 20 **2.4A; 2.4B**

Part 2 – Application Practice

6. Edges: 12, Vertices: 8, Faces: 6 **2.8B**

7. 119 > 109 > 95; 222 > 212 > 156 **2.2D**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Given; 6 = **3** + **3**; 10 = **5** + **5**; 14 = **7** + **7**; 18 = **9** + **9**; **2.7A**
4 = **2** + **2**; 8 = **4** + **4**; 12 = **6** + **6**; 16 = **8** + **8**; 20 = **10** + **10**

Learning Opportunity 35

Part 1 – Numeracy Development **TEKS**

1. 63; 862 **2.4B**

2. 40; 30; 50; 10 **2.4B**

3. **5, 6; 4,** (**6** + **10**); **4, 16; 4; 16;** Difference = **27** **2.2A; 2.4B**

4. **1** ten **6** ones = **16** ones; **1** ten **1** ones = **11** ones; **NOTE:** Physical model for problem 3 above. **2.2A**

5. **1st column:** 2; 3; 6; **2nd column:** 10; 15; 20 **2.4A; 2.4B**

Part 2 – Application Practice

6. Edges: 12, Vertices: 8, Faces: 6 **2.8B**

7. 243 > 204 = 204; 386 > 354 > 350 **2.2D**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 2 = **1** + **1;** 6 = **3** + **3**; 10 = **5** + **5**; 14 = **7** + **7**; 18 = **9** + **9**; **2.7A**
4 = **2** + **2**; 8 = **4** + **4**; 12 = **6** + **6**; 16 = **8** + **8**; 20 = **10** + **10**

Learning Opportunity 36

Part 1 – Numeracy Development **TEKS**

1. 65; 988 **2.4B**

2. 90; 60; 30; 50 **2.4B**

3. **6, 1; 5,** (**1** + **10**); **5, 11; 5; 11;** Difference = **14** **2.2A; 2.4B**

4. **1** ten **7** ones = **17** ones; **1** ten **1** ones = **11** ones; **NOTE:** Physical model for problem 3 above. **2.2A**

5. **1st column:** 4; 5; 8; **2nd column:** 15; 20; 10 **2.4A; 2.4B**

Part 2 – Application Practice

6. Edges: 9, Vertices: 6, Faces: 5 **2.8B**

7. 451 = 451 > 415; 750 > 650 > 600 **2.2D**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 2 = **1** + **1;** 4 = **2** + **2**; 6 = **3** + **3**; 8 = **4** + **4**; 10 = **5** + **5**; **2.7A**
12 = **6** + **6**; 14 = **7** + **7**; 16 = **8** + **8**; 18 = **9** + **9**; 20 = **10** + **10**

Learning Opportunity 37

Part 1 – Numeracy Development **TEKS**

1. 102; 623 **2.4B**

2. Given; 200; 300; 500 **2.4B**

3. **9, 0;** **8,** (**0** + **10**); **8, 10;** **8; 10;** Difference = **21** **2.2A; 2.4B**

4. **1** ten = **10** ones; **NOTE:** Physical model for problem 3 above. **2.2A**

5. **1st column:** 3, 1, 2; **2nd column:** 10, 15, 12 **2.4A; 2.4B**

6. Rows: **3**; Columns: **7**; Squares: **21** **2.9F**

Part 2 – Application Practice

7. Edges: 0, Vertices: 0, Faces: 0 **2.8B**

8. 1:03; 2:17; **NOTE:** Students will initially have difficulty writing time under 10 minutes because of the '0' – 03, etc. **2.9G**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Given, 2, 4; True – equal addends; True – even numbers must be divisible by 2 (half) **2.7A**

Learning Opportunity 38

Part 1 – Numeracy Development **TEKS**

1. 122; 1,087 **2.4B**

2. 700; 400; 600; 800 **2.4B**

3. 1 inch; 3 inches; **NOTE:** An **inch** is approximately the **width** of two extended fingers (pointer and index fingers) **2.9D**

4. 22; 45; 22 **2.4B**

5. 8; 7; 12 **2.4A; 2.4B**

6. Rows: **4**; Columns: **6**; Squares: **24** **2.9F**

Part 2 – Application Practice

7. Edges: 2, Vertices: 0, Faces: 2; **NOTE:** A face must be a FLAT face, not curved. – Same with a sphere. **2.8B**

8. 3:12; 7:07; **NOTE:** Students will initially have difficulty writing time under 10 minutes because of the '0' – 07. **2.9G**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Even Numbers: 6, 8, 10, 12, 14, 16, 18; Odd Numbers: 7, 9, 11, 13, 15, 17, 19 **2.7A**

Learning Opportunity 39

Part 1 – Numeracy Development **TEKS**

1. 30; 1,171 **2.4B**

2. 300; 500; 900; 600 **2.4B**

3. 4 inches; 2 inches; **NOTE:** An **inch** is approximately the **width** of two extended fingers (pointer and index fingers) **2.9D**

4. 33; 49; 44 **2.4B**

5. 15; 10; 11 **2.4A; 2.4B**

6. Rows: **6**; Columns: **4**; Squares: **24** **2.9F**

Part 2 – Application Practice

7. Edges: 1, Vertices: 1, Faces: 1; **NOTE:** A face must be a FLAT face, not curved. . **2.8B**

8. 9:21; 10:27; **NOTE:** Students will initially have difficulty writing time under 10 minutes because of the '0' – 07. **2.9G**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Even Numbers: 4, 6, 8, 10, 12, 14, 16, 18; Odd Numbers: 5, 7, 9, 11, 13, 15, 17, 19 **2.7A**

Learning Opportunity 40

Part 1 – Numeracy Development **TEKS**

1. 50; 1,058 **2.4B**

2. Given; 10; 15; 20 **2.4A; 2.4B**

3. 10 centimeters (cm); 5 centimeters (cm) **NOTE:** A centimeter is ***about*** the width of a student's little fingernail. **2.9D**

4. 15; 13 **2.4B**

5. **1** hundred = **10** tens **2.2A**

Part 2 – Application Practice

6. **16** students (i.e. 72 – 56 = **16** students) **2.4B**

7. **91** cents (i.e. 55 + 36 = **91** cents) **2.9E**

8. **D –** Both A and B are correct. **NOTE:** Distinguish between lenders and borrowers, and the reasons why people borrow money. **2.11D**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Given; 4, 4, 4; 1, 1, 1; True – equal addends; True – even numbers must be divisible by 2 (half) **2.7A**

Learning Opportunity 41

Part 1 – Numeracy Development **TEKS**

1. 30; 813 **2.4B**

2. 10; 20; 5; 15 **2.4A; 2.4B**

3. **3** centimeters (cm); **7** centimeters (cm) **NOTE:** A centimeter is ***about*** the width of a student's little fingernail. **2.9D**

4. 38; 16 **2.4B**

5. **1** hundred = **10** tens **2.2A**

Part 2 – Application Practice

6. **59** dollars (i.e. 35 + 24 = **59** dollars); **YES,** 59 > 55. **2.2D; 2.9E**

7. **26** cents (i.e. 75 - 49 = **26** cents) **2.4B**

8. 12:28; 6:33 **2.9G**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 2, 2, 2; 3, 3, 3; 4, 4, 4; **YES** – equal addends; **YES** – *even **WHOLE** numbers* CAN be cut in half **2.7A**

Learning Opportunity 42

Part 1 – Numeracy Development **TEKS**

1. 300, 400, 500, 600 **2.2F**

2. 5; 4; 15; 20 **2.4A; 2.4B**

3. **5** centimeters (cm); **2** centimeters (cm) **NOTE:** A centimeter is ***about*** the width of a student's little fingernail. **2.9D**

4. 35; 50 **2.4B**

5. **1** hundred = **10** tens **2.2A**

Part 2 – Application Practice

6. **24** inches (i.e. 65 - 41 = **24** inches) **2.9E**

7. **46** cents (i.e. 11 + 13 + 22 = **46** cents) **2.4B**

8. **B –** A bank giving a loan. **2.11E**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Given; 8, Even. **NOTE:** Half of 18 is 9; 18 = 9 + 9 Equal Addends. **2.4A; 2.7A**
NOTE: Stress that the one digit determines whether a number is classified as an even or odd number.

Learning Opportunity 43

Part 1 – Numeracy Development **TEKS**

1. 900, 1,000, 1,100, 1,200 **2.2F**

2. 150, 200, 250, 300 **2.2F**

3. 7 centimeters (cm); 3 inches (in) **NOTE:** A centimeter is ***about*** the **width** of a student's little fingernail. **2.9D**

4. 35; 50 **2.4B**

5. **1** hundred **2** tens = **12** tens **2.2A**

Part 2 – Application Practice

6. **4** + **4** + **4** = **12** **2.9F**

7. Check student work on shading of fraction. ¾ **2.8C; 2.3A**

8. 5:47; 8:53; **NOTE:** Students will initially have difficulty writing time on minutes close to an hour. Practice! **2.9G**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 8, Even; 3, Odd. **2.4A; 2.7A**

NOTE: Stress that the one digit determines whether a number is classified as an even or odd number.

NOTE: **Teacher Proof on one's digit.** An even number is always divisible by 2 – half of the number in two **equal** whole addends or whole numbers. Any multiple of 10, 100, 1,000, etc. can always be separated equally in half. For example; Half of 10 is 5; Half of 20 is 10; Half of 30 is 15, Half of 100 is 50, Half of 700 is 350, Half of 7,000 is 3,500. Hence, the only digit that matters is the one's digit in even or odd classification is the one's digit, regardless of the size of the number. 257 = 200 + 50 + 7. Half of 200 is 100; Half of 50 is 25; Can't take half of 7 in whole numbers. Therefore, the whole number – 257 – is an odd number.

Learning Opportunity 44

Part 1 – Numeracy Development **TEKS**

1. 36; 30 **2.4B**

2. 6, 14; 581 **NOTE:** It is recommended to slowly explain this process to students. **2.4B**

3. **1** hundred **4** tens = **14** tens **NOTE:** This physical model is the same transfer of tens in problem 2 above. **2.2A**

Part 2 – Application Practice

4. **5** + **5** + **5** = **15** **2.9F**

5. Check student work on shading of fraction. ¼ **2.8C; 2.3A**

6. 8:58; 9:03; **NOTE:** Students will initially have difficulty writing time on minutes close to an hour. Practice! **2.9G**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 1, Odd; 0, Even. **2.7A**

NOTE: Stress that the one digit determines whether a number is classified as an even or odd number.

NOTE: Refer to the statements of discussion on even and odd numbers in Learning Opportunity 43 above.

Learning Opportunity 45

Part 1 – Numeracy Development **TEKS**

1. 26; 23 **2.4B**

2. 5, 3, 8; 4, 13, 8; 4, 13; 284 **NOTE:** It is recommended to slowly explain this process to students. **2.4B**

3. **1** hundred **3** tens = **13** tens **NOTE:** This physical model is the same transfer of tens in problem 2 above. **2.2A**

Part 2 – Application Practice

4. **2** + **2** + **2** = **6** **2.9F**

5. Check student work on shading of fraction. $^{3}/_{3}$ **2.8C; 2.3A**

6. 1:58; 2:04; **NOTE:** Students will initially have difficulty writing time on minutes close to an hour. Practice! **2.9G**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 6, Even; 5, Odd . **2.7A**

NOTE: Stress that the one digit determines whether a number is classified as an even or odd number.

NOTE: Refer to the statements of discussion on even and odd numbers in Learning Opportunity 43 above.

Learning Opportunity 46

Part 1 – Numeracy Development **TEKS**

1. 107; 85 **2.4B**

2. 7, 5, 4; 6, 15, 4; 6, 15; 590 **NOTE:** It is recommended to slowly (**repeatedly**) explain this process to students. **2.4B**

3. **1** hundred **5** tens = **15** tens **2.2A**

Part 2 – Application Practice

4. **2** + **2** + **2** = **6** **2.9F**

5. Check student work on shading of fraction. $^{5}/_{8}$ **2.8C; 2.3A**

6. **C –** producer **NOTE:** recreate these terms for both consumer and producers in different situations. **2.11F**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 9, Odd; 2, Even **2.4A; 2.7A**

NOTE: Stress that the one digit determines whether a number is classified as an even or odd number.

NOTE: **Teacher Proof on one's digit.** An even number is always divisible by 2 – half of the number in two **equal** whole addends or whole numbers. Any multiple of 10, 100, 1,000, etc. can always be separated equally in half. For example; Half of 10 is 5; Half of 20 is 10; Half of 30 is 15, Half of 100 is 50, Half of 700 is 350, Half of 7,000 is 3,500. Hence, the only digit that matters is the one's digit in even or odd classification is the one's digit, regardless of the size of the number. 257 = 200 + 50 + 7. Half of 200 is 100; Half of 50 is 25; Can't take half of 7 in whole numbers. Therefore, the whole number – 257 – is an odd number.

Learning Opportunity 47

Part 1 – Numeracy Development **TEKS**

1. 439; 993 **2.4B**

2. 8, 6, 9; 7, 16, 9; 7, 16; 387 **NOTE:** It is recommended to slowly (**repeatedly**) explain this process to students. **2.4B**

3. **1** hundred **6** tens = **16** tens **NOTE:** This physical model is the same transfer of tens in problem 2 above. **2.2A**

Part 2 – Application Practice

4. **2** + **2** + **2** + **2** = **8** **2.9F**

5. 12; 2; 20 **2.7A**

6. 10:30 AM; 2:45 AM; 12:00 PM **2.9G**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **2** + **2** + **2** + **2** = **8**; **NOTE:** Same addition model as in problem 4 for arrays. **2.4A; 2.9F**

Learning Opportunity 48

Part 1 – Numeracy Development **TEKS**

1. 512; 911 **2.4B**

2. 4, 7, 5; 3, 17, 5; 3, 17; 280 **NOTE:** It is recommended to slowly (**repeatedly**) explain this process to students. **2.4B**

3. **1** hundred **7** tens = **17** tens **NOTE:** This physical model is the same transfer of tens in problem 2 above. **2.2A**

Part 2 – Application Practice

4. **3** + **3** + **3** + **3** = **12** **2.9F**

5. 16; 0; 2; 30; 4; 26 **2.7A**

6. 12:00 AM; 24 hours; 12 hours of AM and 12 hours of PM – Total is 24 hours in one day. **2.9G**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **3** + **3** + **3** + **3** = **12**; **NOTE:** Same addition model as in problem 4 for arrays. **2.4A; 2.9F**

Learning Opportunity 49

Part 1 – Numeracy Development **TEKS**

1. 512; 911 **2.4B**

2. first column: 32, 42; second column: 23, 392; **2.4B**

3. Check students' work for accuracy. **2.8C**

4. 25 = twenty-five; Given; 103 = one hundred three; **NOTE:** Stress the 'hyphen.' There is NO 'and' in whole number word form. **2.2B**

5. 3; 2 **2.4A**

6. Given; 400 **2.4B**

Part 2 – Application Practice

7. **4** + **4** + **4** = **12** **2.9F**

8. 0; 2; 10; 6; 20; 18 **2.7A**

9. 2:05; 10:00 AM; 24 hours; 12 hours **2.9G**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **6** + **6** + **6** = **18** **2.4A**

Learning Opportunity 50

Part 1 – Numeracy Development **TEKS**

1. 476; 1,099 **2.4B**

2. first column: 21, 62; second column: 23, 395 **2.4B**

3. Check students' work for accuracy. **2.8C**

4. 42 = forty-two; 142 = one hundred forty-two; 204 = two hundred four; **NOTE:** There is NO 'and' in whole number word form. **2.2B**

5. 4; 4 **2.4A**

6. 300; 250 **2.4B**

Part 2 – Application Practice

7. **90 cents** (i.e. 35 + 55 = **90 cents)** **2.9E**

8. 36; 40; 20; 8; 0; 12; 4 **2.7A**

9. 3:45; 3:00 PM; 7 days; 4 weeks **2.9G**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **4** + **6** + **2** = **12** **2.4A**

Learning Opportunity 51

Part 1 – Numeracy Development **TEKS**

1. 116; 587 **2.4B**

2. first column: 38, 71; second column: 33, 571; **2.4B**

3. Check students' work for accuracy. **2.8C**

4. 240 = two hundred forty; 332 = three hundred thirty-two; 213 = two hundred thirteen; **2.2B**

5. 3; 7 **2.4A**

6. 500; 150 **2.4B**

Part 2 – Application Practice

7. **38 dollars** (63 – 25 = **38** dollars) **2.9E**

8. **20 dollars** (10 + 10 = **20** dollars) **2.4A**

9. 7:15; 2:30 AM; 7 days; 4 weeks **2.9G**

Part 3 – Reflection and Conceptual Understanding

Student Answers: triangular PRISM; triangular PYRAMID; **NOTE:** All edges converge to ONE POINT on a pyramid. **2.8C**

Learning Opportunity 52

Part 1 – Numeracy Development **TEKS**

1. 41; 408 **2.4B**

2. 11 cm; 4 cm; 12 cm; 8 cm **2.9D**

3. 508 = five hundred eight 450 = four hundred fifty; 449 = four hundred forty-nine; **NOTE:** Stress the 'hyphen.' **2.2B**

4. 4; 6 **2.4A**

5. 700; 450 **2.4B**

Part 2 – Application Practice

6. **a.)** Check students' work. **b.)** Yu and Quon **c.)** Yu and Quon **d.)** Will and Luz **2.10.C**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Triangular PRISM; Rectangular PYRAMID; Triangular PYRAMID **2.8B**

Learning Opportunity 53

Part 1 – Numeracy Development **TEKS**

1. 43; 175 **2.4B**

2. 5 cm; 2 cm; 9 cm; 13 cm **2.9D**

3. 743 = seven hundred forty-three 609 = six hundred nine; 586 = five hundred eighty-six; **NOTE:** No 'and' in whole numbers. **2.2B**

4. 8; 8 **2.4A**

5. 800; 650 **2.4B**

Part 2 – Application Practice

6. **a.)** Check students' work. **b.)** Most = Dao; Least = Ally **c.)** Joe; Ally **d.)** Joe; Gail **2.10.C**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Triangular PYRAMID; Rectangular PRISM; Rectangular PYRAMID **2.8B**

Learning Opportunity 54

Part 1 – Numeracy Development **TEKS**

1. 31; 533 **2.4B**

2. 2 inches; 1 inch; 4 inches; 5 inches **2.9D**

3. 801 = eight hundred one 763 = seven hundred sixty-three; 619 = six hundred nineteen; **NOTE:** No 'and' in whole numbers. **2.2B**

4. 7; 4 **2.4A**

5. 900; 850 **2.4B**

Part 2 – Application Practice

6. **a.)** Check students' work. **b.)** 30 (i.e. 50 – 20 = 30) **c.)** 20 (i.e. 40 – 20 = 20) **d.)** 30 (i.e. 10 + 20 = 30) **2.10.C**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Practice with students so they always have a tactile method of approximating the size of an inch and a centimeter. **2.9E**

Learning Opportunity 55

Part 1 – Numeracy Development **TEKS**

1. 26; 543 **2.4B**

2. Given; 3 inches; 2 ½ inches; 5 ½ inches **2.9D**

3. 970 = nine hundred seventy 896 = eight hundred ninety-six; 914 = nine hundred fourteen **2.2B**

4. 1; 2 **2.4A**

5. 1,000; 225 **2.4B**

Part 2 – Application Practice

6. **7** dollars **32** cents = $ **7.32** **2.5B**

7. **12** edges **6** faces **8** vertices; **1** edge **1** face **1** vertex **2.8B**

8. **D –** 30 + 15 – 10 **2.4B**

Part 3 – Reflection and Conceptual Understanding

Student Answers: "two (2) extended fingers." "of the fingernail on you pinkie or small finger." **2.9E**

Learning Opportunity 56

Part 1 – Numeracy Development **TEKS**

1. 65; 258 **2.4B**

2. 1 inch; 4 ½ inches; 2 ½ inches; 4 inches **2.9D**

3. 5; 9; 5; 4; 5; 4; 9; 4 **2.2B**

4. 100; 300 **2.4B**

5. 5; 6 **2.4A**

Part 2 – Application Practice

6. **15** dollars **30** cents = $ **15.30** **2.5B**

7. **8** edges **5** faces **5** vertices; **2.8B**

8. **C –** 55 - 17 – 10 **2.4B**

Part 3 – Reflection and Conceptual Understanding

Student Answers: about 2 inches; about 4 to 6 centimeters **2.9E**

Learning Opportunity 57

Part 1 – Numeracy Development **TEKS**

1. 45; 464 **2.4B**

2. ½ inch; 3 ½ inches; 2 inches; 5 inches **2.9D**

3. 6; 10; 6; 4; 10; 4; 10; 4 **2.2B**

4. 200; 500 **2.4B**

5. 6; 3 **2.4A**

Part 2 – Application Practice

6. **34** dollars **0** cents = $ **34.00** **2.5B**

7. **6** edges **4** faces **4** vertices; **2.8B**

8. **B –** 80 + 25 – 20 **2.4B**

Part 3 – Reflection and Conceptual Understanding

Student Answers: about 3 inches; about 6 to 8 centimeters **2.9E**

Learning Opportunity 58

Part 1 – Numeracy Development **TEKS**

1. 70; 464 **2.4B**

2. Check students' work for accuracy. **2.9G**

3. 3:05; 3:35; 5:50; 7:20 **2.9G**

4. minute hand points directly at 6; minute hand points directly at 9; minute hand points directly at 3; minute hand points directly at 12; **2.9G**

5. 8, 15; 8, 7; 15, 7, 8; 15, 8, 7 **2.4A**

6. 600; 50 **2.4B**

7. 7; 3 **2.4A**

Part 2 – Application Practice

8. **a.)** Check students' work. **b.)** **110** (i.e. 50 + 40 + 20 = **110**) **c.)** **20** (i.e. 40 – 20 = **20**) **d.)** **30** (i.e. 50 – 20 = **30**) **2.10.C**

Part 3 – Reflection and Conceptual Understanding

Student Answers: about 3 inches; about 6 to 8 centimeters **2.9E**

Learning Opportunity 59

Part 1 – Numeracy Development **TEKS**

1. 112; 652 **2.4B**

2. Check students' work for accuracy. **2.9G**

3. 9:10; 8:55; 10:40; 11:20 **2.9G**

4. minute hand points directly at 12; minute hand points directly at 4; minute hand points directly at 6; minute hand points directly at 3; **2.9G**

5. 6, 7, 13; 7, 6; 13, 7, 6; 13, 6, 7 **2.4A**

6. 800; 450 **2.4B**

7. 9; 7 **2.4A**

Part 2 – Application Practice

8. **a.)** Check students' work. **b.)** **65** (i.e. 40 + 25 = **65**) **c.)** **85** (i.e. 40 + 10 + 25 = **85**) **d.)** **15** (i.e. 25 – 10 = **15**) **2.10.C**

Part 3 – Reflection and Conceptual Understanding

Student Answers: first column: 365; 7; 4; second column: 24; 60; 12 **2.9G**

Learning Opportunity 60

Part 1 – Numeracy Development **TEKS**

1. 102; 197 **2.4B**

2. Check students' work for accuracy. **2.9G**

3. 2:03; 1:59; 9:53; 9:57 **2.9G**

4. minute hand points directly at 2; minute hand points directly at 5; minute hand points directly at 8; minute hand points directly at 6; **2.9G**

5. 8, 9, 17; 9, 8; 17 17, 8, 9; 17, 9, 8 **2.4A**

6. 850; 25 **2.4B**

7. 8; 7 **2.4A**

Part 2 – Application Practice

8. **a.)** Check students' work. **b.)** **15** (i.e. 40 - 25 = **15**) **c.)** **85** (i.e. 40 + 45 = **85**) **d.)** **5** (i.e. 25 – 20 = **5**) **2.10.C**

Part 3 – Reflection and Conceptual Understanding

Student Answers: first column: 12; 365; 52; second column: 60; 7; 24 **2.9G**

Learning Opportunity 61

Part 1 – Numeracy Development **TEKS**

1. 140 **2.4B**

2. Check students' work for accuracy. **2.9G**

3. 12:11; 6:17; 8:04; 10:42 **2.9G**

4. minute hand points directly at 11; minute hand points directly at 9; minute hand points directly at 1; minute hand points directly at 11; **2.9G**

5. 35; 15 **2.4B**

6. 3; 4 **2.4A**

Part 2 – Application Practice

7. **25** (i.e. 52 – 27 = **25**) **2.4B**

8. 15 **2.2A**

9. 4; 8; 80 **2.2A**

10. **4** rows; **5** columns; **20** squares **2.9F**

Part 3 – Reflection and Conceptual Understanding

Student Answers: first column: 52; 7; 12; second column: 60; 365; 24 **2.9G**

Learning Opportunity 62

Part 1 – Numeracy Development **TEKS**

1. 110 **2.4B**

2. 60; 25; 20 **2.4B**

3. Edges = **9**; Faces = **5**; Vertices = **6** **2.8B**

4. Pencil: 7 to 8 cm; 3 to 4 inches; Cookie: 4 to 5 cm; 2 inches **2.9E**

5. 45; 30 **2.4B**

6. 2; 2 **2.4A**

Part 2 – Application Practice

7. **38** (i.e. 75 – 37 = **38**) **2.4D; 2.4B**

8. **Odd** (i.e. 4 + 7 = **11;** 11 is an odd number); 207 **2.4A; 2.7A; 2.2B**

9. **3** rows; **5** + **5** + **5** = **15** **2.9F**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **6** spaces, **2** (to make 10); **4** spaces from 10 to 14; **NOTE:** Slowly guide students through this process. **2.4A**

NOTE: Some students have difficulty learning their subtraction facts, especially the single digit from a double-digit math fact. This process helps those students learn the more difficult subtraction facts without memorization, but visualization of of the 'difference' process on a number line. *This process only works for single digit subtracted from two digits.*

Learning Opportunity 63

Part 1 – Numeracy Development **TEKS**

1. 130 **2.4B**

2. 80; 55; 0 **2.4B**

3. Edges = **9**; Faces = **5**; Vertices = **6** **2.8B**

4. Car – 2 ½ inches **2.9D**

5. 5; 50 **2.4B**

6. 6; 5 **2.4A**

Part 2 – Application Practice

7. 16; 8; 3 **2.10C**

8. **3** rows; **4** + **4** + **4** = **12** **2.9F**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **4;** **4** spaces, **1** (to make 10); **3** spaces from 10 to 13; **NOTE:** Students must understand number line. Practice. **2.4A**

Learning Opportunity 64

Part 1 – Numeracy Development **TEKS**

1. 95 **2.4B**

2. 15; 75; 60 **2.4B**

3. Edges = **12**; Faces = **6**; Vertices = **8** **2.8B**

4. Car – 6 centimeters **2.9D**

5. 25; 100 **2.4B**

6. 8; 8 **2.4A**

Part 2 – Application Practice

7. 9; 6; 1 **2.10C**

8. Check student work for accuracy. **2.8C**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **4;** **2** spaces, **4; 2** (to make 10); **2** spaces from 10 to 12; **NOTE:** Students must understand number line. Practice. **2.4A**

Learning Opportunity 65

Part 1 – Numeracy Development **TEKS**

1. 54; 77; **NOTE:** Students should be shown that to check subtraction they can "ADD UP" – Not only practice on addition and subtraction algorithmic skills – it relates the two computations as opposite operations! **2.4B**

2. 95; 40 **2.4B**

3. First column: 5, 30, 400; Second column: 4, 50, 200 **2.4A; 2.4B**

Part 2 – Application Practice

4. 17; Odd **2.4A; 2.7A**

5. 892 **2.2B**

6. **61** (i.e. 67 + 34 = **61**) **2.4B**

7. 4; 5; 0 **2.10C**

8. Check student work for accuracy. **2.8C**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **5;** **1** spaces, **5; 1** (to make 10); **4** spaces from 10 to 14; **NOTE:** Students must understand number line. Practice. **2.4A**

Learning Opportunity 66

Part 1 – Numeracy Development **TEKS**

1. 43; 43; 89; **NOTE:** Students should be shown that to check subtraction they can "ADD UP" – Not only practice on addition and subtraction algorithmic skills – it relates the two computations as opposite operations! **2.4B**

2. Given; 5; 4; 4; **NOTE:** Only works for 2 digit subtracting 1 digit. Review number lines for physical meaning. With sufficient practice EVERY student that struggled with subtraction, all students will be adept. **2.4A**

3. 40; 20; 60 **2.4B**

Part 2 – Application Practice

4. 6; Even **2.4A; 2.7A**

5. 460 **2.2B**

6. **50¢** (i.e. 25 + 25 = **50¢**) **2.4B**

7. 7; 4; 6 **2.10C**

8. Check student work for accuracy. **2.8C**

Part 3 – Reflection and Conceptual Understanding

Student Answers: First column: 3; 100, 1,000; Second column: 36, 5,280, 12; **NOTE:** Find objects that the students can relate to the physical length of objects. For example, this paper is almost 12 inches in height. Three of these papers is almost a yard. A yard is ABOUT equal to 1 meter. A mile and kilometer – find and communicate a distance the students can relate near school. **2.9D**

Learning Opportunity 67

Part 1 – Numeracy Development **TEKS**

1. 37; 37; 72; **NOTE:** Students should be shown that to check subtraction they can "ADD UP" – Not only practice on addition and subtraction algorithmic skills – it relates the two computations as opposite operations! **2.4B**

2. 8; 4; 5; 9 **2.4A**

3. 70; 30; 80 **2.4B**

Part 2 – Application Practice

4. 10; 6; 24; 40 **2.7A**

5. 400 **2.2A**

6. **$ 8.75** (i.e. 3 + 5 = $ 8 dollars) + (25 x 3 = 75 cents) **2.4A; 2.5B**

7. 79; 39 **2.4B; 2.C10**

8. Check student work for accuracy. **2.8C**

9. **12** inches = **1** foot; **NOTE:** A piece of 8.5 x 11 inch paper is a good reminder of a foot. 3 sheets laid end-to-end = 1 yard. **2.9E**

Part 3 – Reflection and Conceptual Understanding

Student Answers: First column: 5,280; 100, 1,000; Second column: 12, 3, 36; **NOTE:** Find objects that the students can relate to the physical length of objects. For example, this paper is almost 12 inches in height. Three of these papers is almost a yard. A yard is ABOUT equal to 1 meter. A mile and kilometer – find and communicate a distance the students can relate near school. **2.9D**

Learning Opportunity 68

Part 1 – Numeracy Development **TEKS**

1. 52; 52; 80; **NOTE:** Students should be shown that to check subtraction they can "ADD UP" **2.4B**

2. 8; 9; 1; 9 **2.4A**

3. 90; 50; 20 **2.4B**

Part 2 – Application Practice

4. 206 (i.e. 33 + 41 + 2 + 130 = 206) **2.4B**

5. Students' answers will vary. Check to ensure they are reasonable. Use a sheet of paper (HEIGHT) as an estimating 12 inch ruler. **2.9E**

6. **$ 7.73** (i.e. 3.45 + 4.28 = **7.73**) **2.4A; 2.5B**

7. 82; 27; 43 > 39 **2.2D; 2.4B; 2.C10**

8. Check student work for accuracy. **2.8C**

9. 6 to 16 cm; Check student work for reasonableness. **2.9E**

Part 3 – Reflection and Conceptual Understanding

Student Answers: First column: 5,280; 100, 1,000; Second column: 3, 12, 36 **2.9D**

Learning Opportunity 69

Part 1 – Numeracy Development **TEKS**

1. 51; 51; 24; 75 **NOTE:** Students should be shown that to check subtraction they can "ADD UP" – Not only practice on addition and subtraction algorithmic skills – it relates the two computations as opposite operations! **2.4B**

2. 7; 8; 7; 9; **NOTE:** Only works for 2 digit subtracting 1 digit. Review number lines for physical meaning. With sufficient practice EVERY student that struggled with subtraction, all students will be adept. **2.4A**

3. 900; 500; 200 **2.4B**

Part 2 – Application Practice

4. **C -** Consumer **2.11F**

5. Students' answers will vary. Check to ensure their answers are reasonable. **2.9E**

6. Check students' work for accuracy. 8 smaller rectangles. **2.3A**

7. **140** (i.e. 790 – 650 = **140**); 650 > 360 **2.4B; 2.2B; 2.C10**

8. Check student work for accuracy. **2.8C**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Given; 5; 40; 45; 5; 20; 25; **NOTE:** Practice skill and students will be numerically adept. **2.4A; 2.4B**

Learning Opportunity 70

Part 1 – Numeracy Development **TEKS**

1. 23; 23; 76; 99 **NOTE:** Students should be shown that to check subtraction they can "ADD UP" – Not only practice on addition and subtraction algorithmic skills – it relates the two computations as opposite operations! **2.4B**

2. 9; 8; 3 **2.4A**

3. 900; 500; 200 **2.4B**

Part 2 – Application Practice

4. INCHES: 1 ½; 2 ½; 5; CENTIMETERS: 4; 7; 13 **2.9D**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Given; 5; 40; 45; 5; 60; 65; **NOTE:** Practice skill and students will be numerically adept. **2.4A; 2.4B**

Learning Opportunity 71

Part 1 – Numeracy Development **TEKS**

1. 213; 213; 162; 375 **NOTE:** Students should be shown that to check subtraction they can "ADD UP". **2.4B**

2. 6; 5; 4 **2.4A**

3. 100; 400; 600 **2.4B**

Part 2 – Application Practice

4. INCHES: ½; 6; 4 ½; CENTIMETERS: 1; 15; 12 **2.9D**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 5; 70; 75; 5; 80; 85; 5; 60; 65; **2.4A; 2.4B**

Learning Opportunity 72

Part 1 – Numeracy Development **TEKS**

1. 152; 152; 51; 203 **NOTE:** Students should be shown that to check subtraction they can "ADD UP". **2.4B**

2. 3; 6; 1 **2.4A**

3. 700; 900; 500 **2.4B**

Part 2 – Application Practice

4. INCHES: 1; 3 ½; 6; CENTIMETERS: 2 ½; 9; 15 ½ **2.9D**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 5; 90; 95; 5; 50; 55; 5; 70; 75; **2.4A; 2.4B**

Learning Opportunity 73

Part 1 – Numeracy Development **TEKS**

1. 483; 483; 270; 753 **2.4B**

2. 4; 5; 7 **2.4A**

3. 5; 10; 15; **NOTE:** Practice skill and students will be numerically adept. **2.4A; 2.4B**

Part 2 – Application Practice

4. $27.81 (12.45 + 15.36 = 27.81) **2.4B; 2.5B**

5. 12-16 feet; 4-6 yards; **NOTE:** Check students work for reasonableness. Show the approximate 'car' distance in the classroom. **2.2B**

6. 12; **NOTE:** Stress that '**area**' is the INSIDE of an object. **2.9F**

7. 11 o'clock; **NOTE:** Easy elapsed time. Practice with students – hours only. Remain in either AM or PM. **2.9G**

8. **B.** (i.e. 6.50 – 1.70 + 3.25) **2.4B**

9. Check students' work for accuracy. **2.9G**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Given; 50; 100; 150; 50; 300; 350; **NOTE:** Practice skill and students will be numerically adept. **2.4A; 2.4B**

Learning Opportunity 74

Part 1 – Numeracy Development **TEKS**

1. 326; 326; 54; 380 **2.4B**

2. 8; 6; 3 **2.4A**

3. 5; 30; 35; **NOTE:** Practice skill and students will be numerically adept. **2.4A; 2.4B**

Part 2 – Application Practice

4. 35 (i.e. 120 – 85 = **35**) **2.4B**

5. 10-14 yards; 10-14 meters; **NOTE:** Students should KNOW that a meter's length and a yard's length are about the same. **2.2B**

6. 12; **NOTE:** Stress that '**area**' is the INSIDE of an object. **2.9F**

7. 5 o'clock; **NOTE:** Easy elapsed time. Practice with students – hours only. Remain in either AM or PM. **2.9G**

8. **a.) B -** Medicine **b.) C -** Consumer **2.11E; 2.11F**

9. Check students' work for accuracy. **2.9G**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 50; 500; 550; 50; Given; 50; 50; 400; 450; **2.4A; 2.4B**

Learning Opportunity 75

Part 1 – Numeracy Development **TEKS**

1. 5; 40; 45; **NOTE:** Practice skill and students will be numerically adept. **2.4A; 2.4B**

2. 5; 4; 7 **2.4A**

3. 50; 500; 550 **2.4B**

Part 2 – Application Practice

4. 6 (i.e. Half of 12 is **6**) **2.4B**

5. 8-12 feet; **NOTE:** Use the classroom ceiling as a reference length. **2.2B**

6. **2** + **2** + **2** = **6** **2.9F**

7. 50 (i.e. 105 – 50 = **50**); 195 (i.e. 105 + 90 = **195**) **2.10C**

8. Check students' work for accuracy. **2.9G**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 6, 6; 4; 2 + 2 = 4: **NOTE:** Stress the number line model or draw a picture of a group model (below) **3.4F**

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Learning Opportunity 76

Part 1 – Numeracy Development	**TEKS**
1. 15; 35 25	**2.4B**
2. 7; 6; 3	**2.4A**
3. 50; 600; 650	**2.4B**
Part 2 – Application Practice	
4. 64; Check Students' Work for Accuracy.	**2.4B; 2.9C**
5. Check Students' Work for Accuracy.	**2.8C**
6. 9; Half of 8 is 4; Half of 10 is 5; 4 + 5 = 9.	**2.4A**
7. Check Students' Work for Accuracy.	**2.3A**
Part 3 – Reflection and Conceptual Understanding	
Student Answers: 3; 1 + 1 + 1 = 3; 10; 5 + 5 = 10	**3.4F**

Learning Opportunity 77

Part 1 – Numeracy Development	**TEKS**
1. 5; 45 15	**2.4B**
2. 4; 8; 3	**2.4A**
3. 50; 700; 750	**2.4B**
Part 2 – Application Practice	
4. 18; Check Students' Work for Accuracy.	**2.4B; 2.9C**
5. Check Students' Work for Accuracy.	**2.8C**
6. 18 (i.e. 65 – 47 = 18)	**2.4B; 2.9E**
7. Check Students' Work for Accuracy.	**2.3A**
Part 3 – Reflection and Conceptual Understanding	
Student Answers: 9; 3 + 3 + 3 = 9; 8; 4 + 4 = 8	**3.4F**

Learning Opportunity 78

Part 1 – Numeracy Development	**TEKS**
1. 55; 75 85	**2.4B**
2. 8; 7; 4	**2.4A**
3. 250; 150; 50	**2.4B**
Part 2 – Application Practice	
4. 13; Check Students' Work for Accuracy.	**2.4B; 2.9C**
5. Check Students' Work for Accuracy.	**2.3A**
6. Minute hand points directly to the 3; Minute hand points directly to the 6; Minute hand points directly to the 9	**2.9G**
Part 3 – Reflection and Conceptual Understanding	
Student Answers: 8; 2 + 2 + 2 + 2 = 8; 8; 4 + 4 = 8	**3.4F**

Learning Opportunity 79

Part 1 – Numeracy Development **TEKS**

1. 95; 65 75 **2.4B**

2. 6; 9; 3 **2.4A**

3. 350; 450; 250 **2.4B**

Part 2 – Application Practice

4. 12:05; 11:55 5:10; 9:03; 10:25; 10:33 **2.9G**

5. Check Students' Work for Accuracy. **2.8C**

6. **12** edges, **6** faces, **8** vertices; **1** edge, **1** face, **1** vertex; **8** edges, **5** faces, **5** vertices **2.8C**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 10; 2 + 2 + 2 + 2 + 2 = 10; 12; 6 + 6 = 12 **3.4F**

Learning Opportunity 80

Part 1 – Numeracy Development **TEKS**

1. 85; 45 65 **2.4B**

2. 7; 4; 0 **2.4A**

3. 850; 750; 550 **2.4B**

Part 2 – Application Practice

4. 1:03; 12:57 4:18; 5:48; 6:27; 8:37 **2.9G**

5. Check Students' Work for Accuracy. **2.8C**

6. **6** edges, **4** faces, **4** vertices; **2** edges, **2** faces, **0** vertices; **9** edges, **5** faces, **6** vertices **2.8C**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 12; 3 + 3 + 3 + 3 = 12; 12; 4 + 4 + 4 = 12 **3.4F**