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Geometry

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Measurement and Data

Chapter 11 Metric Units and Volume
Chapter 12 Money

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Mathematical Practices

Woven Throughout

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Our lead authors ensure that the McGraw-Hill mathematics programs are vertically aligned by beginning with the end in mind—success in Algebra 1 and beyond. By "backmapping" the content from the high school programs, all of our mathematics programs are well articulated in their scope and sequence and solidly support the State Standards.

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In Memoriam
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Dr. Carol Malloy was a fervent supporter of mathematics education. She was a Professor at the University of North Carolina, Chapel Hill, NCTM Board of Directors member, President of the Benjamin Banneker Association (BBA), and 2013 BBA Lifetime Achievement Award for Mathematics winner. She joined McGraw-Hill in 1996. Her influence significantly improved our programs' focus on real-world problem solving and equity. We will miss her inspiration and passion for education.

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Apply Addition and Subtraction Concepts

ESSENTIAL QUESTION
What strategies can I use to add and subtract?

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ESSENTIAL QUESTION
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ESSENTIAL QUESTION
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ESSENTIAL QUESTION
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Chapter 9 Time

ESSENTIAL QUESTION

How do I use and tell time?

Away We Go!

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Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

= focused on in this chapter

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Name _____

Am I Ready?

Circle the time.

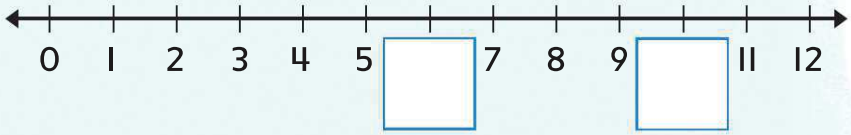
1.

7 o'clock 2 o'clock 6 o'clock

2.

4:00 5:00 6:00

Find the missing numbers.

3. 

4. 2, 4, _____, 8, _____, 12, 14, 16, _____, 20

5. 5, _____, _____, 20, _____, _____, 35, 40, _____

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6. Suhaila is walking home from school. Circle the time of day for the activity.

morning afternoon evening

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How Did I Do?

Shade the boxes to show the problems you answered correctly.

1	2	3	4	5	6

Name _____

My Math Words

Review Vocabulary

afternoon	evening	morning

Write about an activity you do for each time of day.
Use *morning*, *afternoon*, or *evening* in each sentence.

morning

_____

_____

_____

afternoon

_____

_____

_____

evening

_____

_____

_____

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My Vocabulary Cards

Mathematical Practices

Lesson 9–6

A.M.

Lesson 9–1

analog clock

Lesson 9–1

digital clock

Lesson 9–2

half hour

half past 5
5:30

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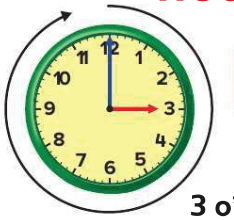
Lesson 9–1

hour



hour
3 o'clock
3:00

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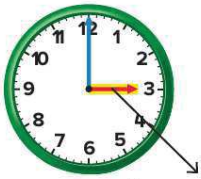
Lesson 9–1

hour hand



hour hand

Teacher Directions:
Ideas for Use
Directions:

- Tell students to create riddles for each word. Ask them to work with a friend to guess the word for each riddle.
- Ask students to arrange cards to show an opposite pair. Have them explain the meaning of their pairing.

A clock that has an hour hand and a minute hand.

The hours from midnight until noon.

One half hour is 30 minutes. Sometimes called half past.

A clock that uses only numbers to show time.

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The shorter hand on a clock that tells the hour.

A unit to measure time.
1 hour = 60 minutes

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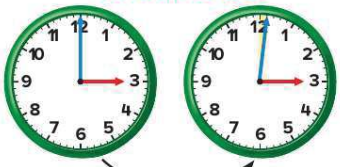
My Vocabulary Cards

Mathematical Practices

Lesson 9–2

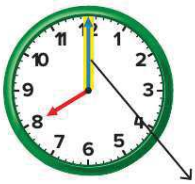
minute



1 minute
60 seconds

Lesson 9–1

minute hand



minute hand

Lesson 9–6

P.M.

Lesson 9–4

quarter hour

12:15

quarter past 12

12:45

quarter till 1

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Teacher Directions:
More Ideas for Use

- Tell students to draw a picture to show the meaning of a word. Have them work with a friend to guess the word.
- Have students use a blank card to write this chapter's essential question. On the back, have them write or draw examples that help them answer the question.

The longer hand on a clock that tells the number of minutes.

A unit to measure time. Each tick mark on an analog clock.
1 minute = 60 seconds
60 minutes = 1 hour

A quarter hour is 15 minutes. Sometimes called quarter past or quarter till.
4 quarter hours = 1 hour

The hours from noon until midnight.

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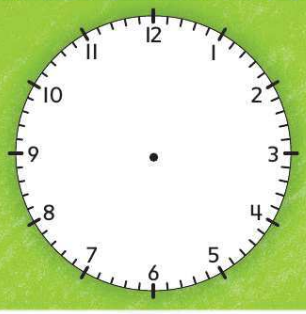
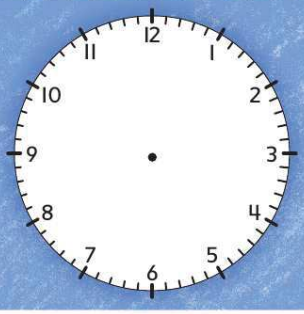
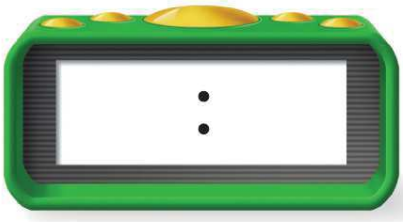
My Foldable

FOLDABLES Follow the steps on the back to make your Foldable.

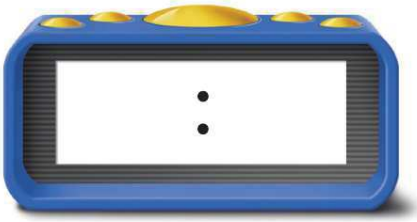


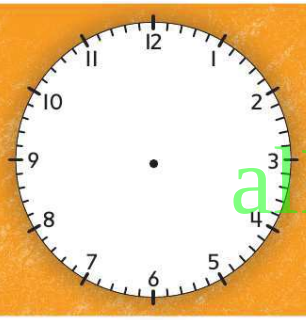


A.M. P.M.

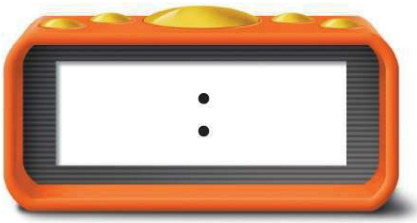


A.M. P.M.

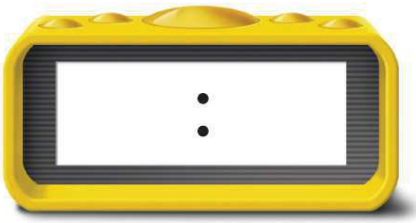




A.M. P.M.



A.M. P.M.



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1 o'clock

quarter till 9

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quarter past 2

half past 3

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Name _____

Time to the Hour

Lesson 1

ESSENTIAL QUESTION
How do I use and tell time?

Explore and Explain

_____ P.M.

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Teacher Directions: Write the missing numbers on the clock.

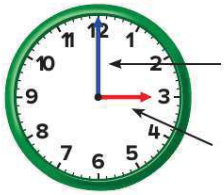
Use to show time to each hour. Draw hands on the clock to show 4 P.M. Write the time.

See and Show

Mathematical Practices

On an **analog clock**, the **hour hand** points to the **hour**. It is shorter.

The **minute hand** points to the **minute**. It is longer.

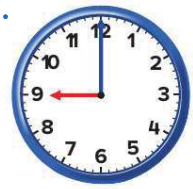


A **digital clock** shows the hour and minutes on a screen.

3 _____ o'clock

Use **. Tell what time is shown. Write the time.**

1.



_____ o'clock

2.

_____ o'clock

3.

_____ o'clock

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Talk Math How is an analog clock similar to a number line?

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Name _____

On My Own

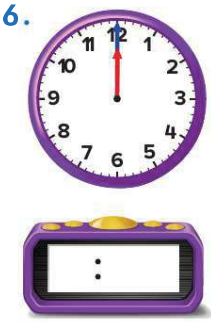
Use . Tell what time is shown. Write the time.

4.

_____ o'clock

5.

_____ o'clock

6. 

_____ o'clock

Draw the hands on the clock. Write the time.

7. 5 o'clock

8. 10 o'clock

9. 3 o'clock

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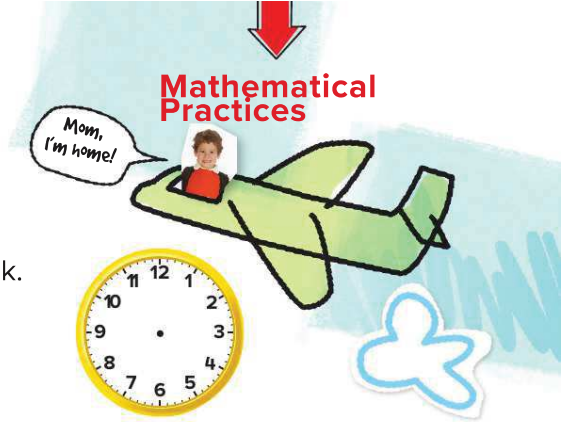
Problem Solving

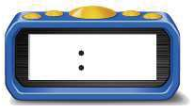
Mathematical Practices



Show the time on each clock.

10. Mohammed gets home at 3 o'clock. Yousif gets home one hour later. What time does Yousif get home?

11. Basketball practice starts at 4:00. Hamid eats a snack 2 hours before practice. What time does Hamid eat his snack?



12. It is after 7 o'clock and before 9 o'clock. What time is it if it is exactly on the hour? Show the time on the analog clock face.

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Write Math What time is it when the hour hand is on 5 and the minute hand is on 12? How do you know?

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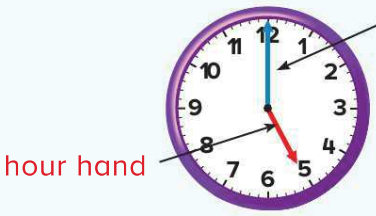
Name _____

My Homework

Lesson 1
Time to the Hour

Homework Helper

You can tell and write time to the hour.

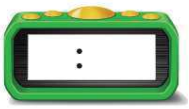


It is 5 o'clock or 5:00.

Practice

Tell what time is shown. Write the time.

1.

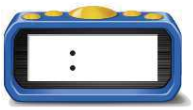


_____ o'clock

2.

_____ o'clock

3.



_____ o'clock

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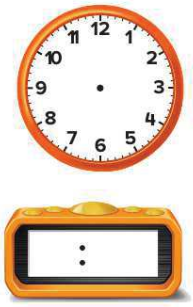
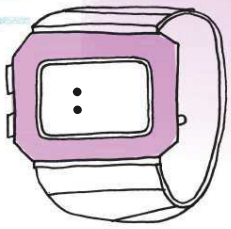
Draw the hands on each clock. Then write the time.

4. 2 o'clock



5. 4:00

6. The time on Khalid's watch is 3 hours after 2:00. Write the time on his watch.



Vocabulary Check

Complete each sentence.

hour hand **analog clock** **minute hand** **digital clock**

7. An _____ has an hour and a minute hand.
8. The _____ points to the hour on an analog clock.
9. A _____ uses numbers on a screen to show time.
10. The _____ points to the minute on an analog clock.

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Math at Home Throughout the day, ask your child to look at an analog or digital clock showing a time to the hour and have them tell you the time.

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Name _____

Time to the Half Hour

Lesson 2

ESSENTIAL QUESTION
How do I use and tell time?

Explore and Explain

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half past _____

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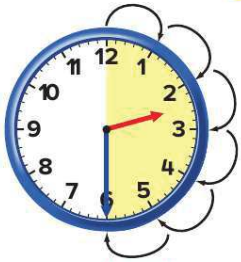
Teacher Directions: Use a to show 5 o'clock. Move the minute hand to 6. What time is it? Repeat with other times showing hour and half past the hour. Draw hands to show one of the times and write the time.

See and Show

Mathematical Practices

You can show time to the half hour.
One half hour is 30 minutes.
These clocks show **half past** 2.



The hour hand points between 2 and 3. The minute hand points to 6.

Helpful Hint
The hour hand moves halfway to the next number as a half hour passes.

It is 2:30.

Use **. Tell what time is shown. Write the time.**

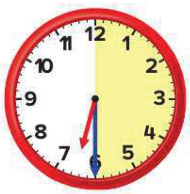
1.

half past _____

2.

half past _____

3.



half past _____

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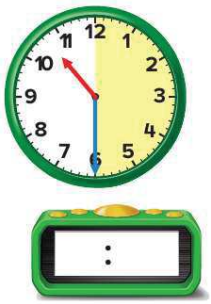
Talk Math It is half past 8. Explain what *half past* means.

Name _____

On My Own

Use . Tell what time is shown. Write the time.

4.



half past _____

5.

half past _____

6.

half past _____

Draw the hands on each clock. Write the time.

7. half past 4

8. half past 7

9. half past 6

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Problem Solving

Mathematical Practices

10. Ali woke up at half past 7. He needs to leave for school one hour later. Show and write the time he needs to leave for school.

Use the clocks shown below.

School starts

Football practice

Alarm goes off

What happens at each of these times?

11. 6:30 _____

12. 3:30 _____

13. 8:30 _____

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Write Math How is reading a digital clock different from reading an analog clock? Explain.

_____

_____

_____

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Name _____

My Homework

Lesson 2

Time to the Half Hour

Homework Helper

You can tell and write time to the half hour.

It is half past 3 or 3:30.

Practice

Tell what time is shown. Write the time.

1.

half past _____

2.

half past _____

3.

half past _____

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Draw the hands on each clock. Write the time.

4. half past I

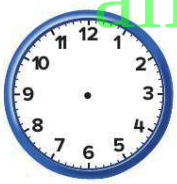
5. half past II

6. Amani is going to the city with her family. They will leave one hour after she gets home from school. Amani gets home from school at 3:30. What will the clocks look like when they leave?

Vocabulary Check

Show a **half hour** later on the second clock.

7.



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Math at Home Give your child a time to the hour. Have him or her tell you the position of the clock hands for half past that hour or in a half hour.

Name _____

Problem Solving

STRATEGY: Find a Pattern

Lesson 3

ESSENTIAL QUESTION
How do I use and tell time?

The buses leave in order every half hour. Bus 1 leaves at 9:30. Bus 2 leaves at 10:00. What time do buses 3 and 4 leave?

1 Understand Underline what you know.
Circle what you need to find.

2 Plan How will I solve the problem?

3 Solve Find a pattern.

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9:30	10:00	10:30	11:00
Bus 1	Bus 2	Bus 3	Bus 4

4 Check Is my answer reasonable?

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Practice the Strategy

Each class at school will go to recess 30 minutes after the other. The first class goes to recess at 1:00. What time will the fourth class go?

1 Understand Underline what you know.
Circle what you need to find.

2 Plan How will I solve the problem?

3 Solve I will...

_____, _____, _____, _____

Class 1 Class 2 Class 3 Class 4

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4 Check Is my answer reasonable? Explain.

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Name _____

Mathematical Practices

Apply the Strategy

Find a pattern to solve. Use the space provided.

1. In the morning, Ms. Muna's students change activities every hour. Reading starts at 8:30. Her students go to three more activities. When do each of the activities start?

8:30, _____, _____, _____

2. Students start work in learning stations at 10:30. After two hours, they go to recess. What time do students go to recess?

_____

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3. In the afternoon, Ms. Muna's students change activities every half hour. Math starts at 1:00. Writing starts after math. What time will writing start?

_____

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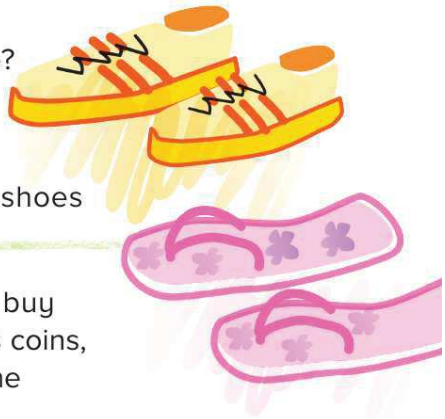
Review the Strategies

Choose a strategy
- Find a pattern.
- Act it out.
- Draw a picture.

4. Mohra has 8 shoes. She places an equal number of shoes in two suitcases. How many shoes will be in each suitcase?



_____ shoes

5. A postcard costs 45 fils. Majed wants to buy 2 postcards. He has 2 25-fils coins, 2 10-fils coins, and 3 5-fils coins. How much money does he have?

_____

How many fils does he need to so that he can buy the postcards?

_____ fils

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6. The subway arrives at the station on the hour and half hour. It is now 4:30. Hana's family is on the way but it will take one hour to get there. What is the earliest time her family can get on the subway?

_____

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Name .....

My Homework

Lesson 3

Problem-Solving: Find a Pattern

Huda's family is going to visit their grandma. It will take them four hours to get there. They leave at 10:30. What time will they get to grandma's house?

1 Understand

Underline what you know.
Circle what you need to find.

2 Plan

How will I solve the problem?

3 Solve

Find a pattern.

10:30 → 11:30 → 12:30 → 1:30 → 2:30

1 hour 1 hour 1 hour 1 hour

They will arrive at 2:30.

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4 Check

Is my answer reasonable?

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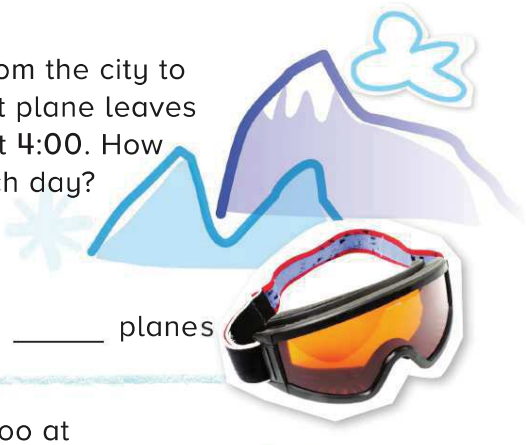
Problem Solving

Underline what you know. Circle what you need to find. Find a pattern to solve.

1. There is one plane that leaves from the city to the ski resort every hour. The first plane leaves at 10:00. The last plane leaves at 4:00. How many planes fly to the resort each day?



_____ planes

2. Mr. Salem's class arrived at the zoo at 9:30. They met the zookeeper 30 minutes later. Another 30 minutes after that, they saw the penguins. What time did they see the penguins?

_____

3. Mansour's family wants to take a ride on a tour bus. It leaves the bus station every half hour. It is 4:00. They just missed the bus. What are the times for the next two buses?

_____, _____

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Math at Home Ask your child to keep a journal for one evening. At each half hour, have your child write the time and record his or her activity at that time. At the end of the evening, see if there were any repeating or other patterns in their activities.

Name _____

Check My Progress

Vocabulary Check

Complete each sentence.

minute **analog clock** **hour**
digital clock **half hour**

1. 60 minutes is one _____.
2. 30 minutes is one _____.
3. 60 seconds is one _____
4. A _____ uses only numbers to show time.
5. An _____ has an hour hand and minute hand to show time.

Concept Check

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Tell what time is shown. Write the time.

6.

7.

8.

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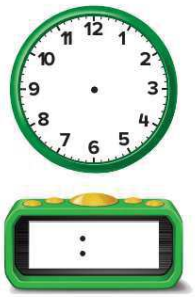
Draw the hands on each clock. Write the time.

9. half past 8



:

10. 11 o'clock

:

11. half past 1

:

Write the time.

12.

half past _____

13.

_____ o'clock

14. Saeed has three classes in a row. Each class is 2 hours long. Saeed's first class is at 7:00. When will Saeed's last class end?

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Test Practice

15. The class bell rings every 30 minutes. The first one rings at 8:30. What time will the 4th bell ring?

10:30	10:00	11:30	9:30
○	○	○	○

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Name _____

Time to the Quarter Hour

Lesson 4

ESSENTIAL QUESTION
How do I use and tell time?

Explore and Explain

alManahj.com/ae

quarter past _____

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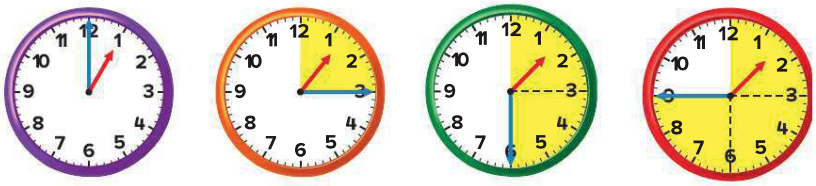
Teacher Directions: Have students fold a paper plate, or circular piece of paper in half. Fold it again in quarters. Unfold and look at the fold marks. On the clock above, place cubes on the quarter hours referring back to their plate or circle. Draw hands on the clock to show quarter past an hour. Write the time.

See and Show

Mathematical Practices

You can show time to the **quarter hour**. There are 15 minutes in a quarter hour. There are 4 quarter hours in an hour.

1 o'clock	quarter past 1	half past 1	quarter till 2
1:00	1:15	1:30	1:45



Use . Tell what time is shown. Write the time.

1.

2.

3.

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Talk Math At 4:15, where is the minute hand? Explain.

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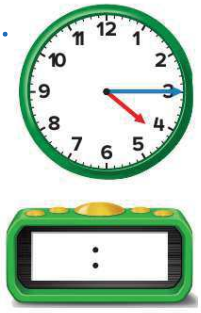
Name _____

On My Own

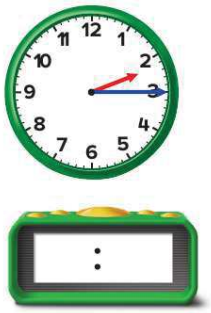
Use . Tell what time is shown. Write the time.

4.



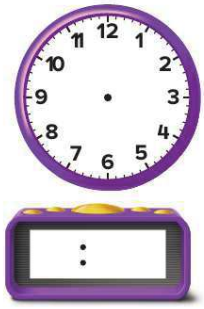
5.

6.



Draw the hands on each clock. Write the time.

7. quarter till 2



8. quarter past 5

9. quarter past 12

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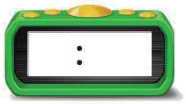
Read the time. Write the time on the digital clock.

10. twelve forty-five

11. four fifteen

12. nine thirty



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Problem Solving

Mathematical Practices

13. Muhra is at school. School is over at 3:15. She has 3 more hours to wait. What time is it now?

_____

14. Faleh goes to his friend's house at 2:15. Circle the clock that shows this time.

15. Noura's family went hiking. They left at 9:45. They drove for 3 hours. Then they stopped for lunch. Lunch took one hour. What time did they finish lunch?

_____

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HOT Problem Why is each 15-minute period on a clock called one quarter hour?

_____

_____

_____

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Name _____

My Homework

Lesson 4

Time to the Quarter Hour

Homework Helper

You can show time to the quarter hour.

quarter past 8

half past 8

quarter till 9

Practice

Use . Tell what time is shown. Write the time.

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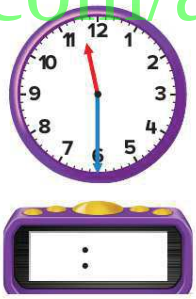
1.

2.

3.



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Draw the hands on each clock. Write the time.

4. quarter past 6

5. quarter till 3

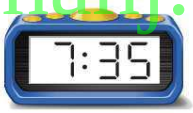
6. quarter past 7

7. Najat left for school at 8:15. She left school at 2:45. If she arrived at school at 8:45, how many hours was she in school?

_____ hours

Vocabulary Check

8. Circle the clock that shows an example of quarter hour.



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Math at Home Have your child use the words quarter till and quarter past to describe the time at 6:15 and 6:45.

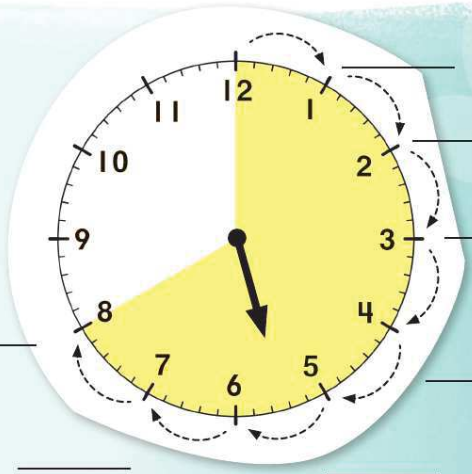
Name _____

Time to Five Minute Intervals

Lesson 5

ESSENTIAL QUESTION
How do I use and tell time?

Explore and Explain



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Teacher Directions: Count by 5s as you trace the dotted line. Label each jump 5, 10, 15 and so on. Draw the minute hand. Write that time on the digital clock.

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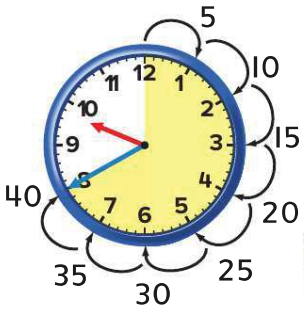
See and Show

Mathematical Practices

It takes 5 minutes for the minute hand to move to the next number. You can skip count by 5s to tell the time.



This clock shows 40 minutes after 9 o'clock.
Write the time another way.

Helpful Hint
Each mark on the clock face is one minute.

Tell what time is shown. Use to help.
Write the time.

1.

2.

3.

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4. Tell what time is shown. Draw the minute hand to show the time.

Talk Math Explain how you skip count by 5s to tell time.

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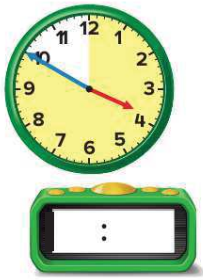
Name _____

On My Own

Tell what time is shown. Use to help. Write the time.

5.



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6.

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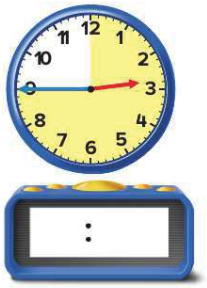
7.



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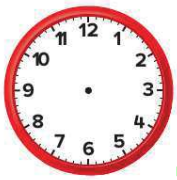
Tell what time is shown. Draw the hands to show the time.

8.



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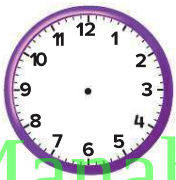

10.

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11. 2:20

12. 8:45

13. 1:25

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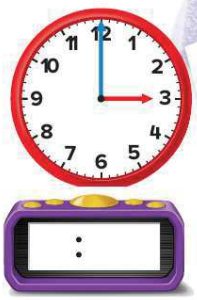
Problem Solving

Mathematical Practices

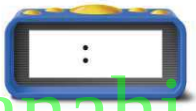
14. If the hour hand is close to the 11 and the minute hand is pointing to the 10. What time is it?

_____

15. A group of people get on an amusement park ride every 5 minutes. It is now 3:00. There are 7 groups ahead of Lamis and her family. What time will her family go on the ride?



16. It takes 20 minutes to watch the movie previews. The previews start at 7 o'clock. What time will the movie start?



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Write Math What time is it when the hour hand is between 5 and 6 and the minute hand is on 7? Explain.

_____

_____

_____

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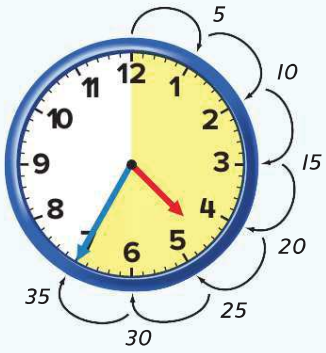
Name _____

My Homework

Lesson 5

Time to Five-Minute Intervals

Homework Helper



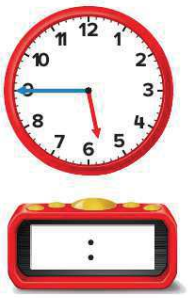
It takes 5 *minutes for the minute hand to move to the next number. Skip count by* 5*s to tell time.*

This clock shows 35 *minutes after* 4 *o'clock.*

The time is shown another way.

Practice

Read the time. Write the time.

1. 

2.

3.

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Tell what time is shown. Draw the minute hand to show the time.

4.

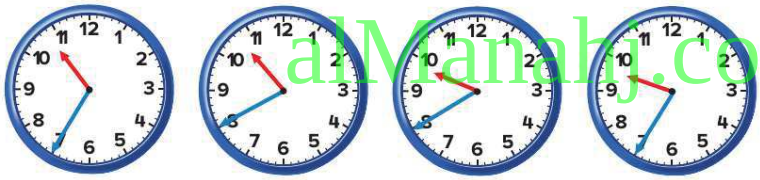
5.

6.

7. *It is 1:00. Sultan is waiting for Amer. Amer said he would meet Sultan in 25 minutes but he arrived 5 minutes late. What time does Amer meet Sultan?*

Test Practice

8 *A train leaves at 10:40. Which clock shows 10:40?*



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Math at Home *Ask your child to look at an analog clock on the hour. Have him or her tell you what time it will be in 5 minutes, 10 minutes, 25 minutes, and 50 minutes.*

Name _____

A.M. and P.M.

Lesson 6

ESSENTIAL QUESTION
How do I use and tell time?

Explore and Explain

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Teacher Directions: Think of things that you do during the day and at night. Draw pictures of the activities on the correct side of the page.

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See and Show

Mathematical Practices

The hours from midnight until noon are labeled **A.M.** The hours from noon until midnight are labeled **P.M.**

Helpful Hint
12:00 P.M. is noon.
12:00 A.M. is midnight.

Go to School

8:00 A.M.

Read a Bedtime Story

8:00 P.M.

Tell what time is shown for the activity. Write the time. Circle A.M. or P.M.

1 Art class

A.M.
P.M.

2 Go to Bed

A.M.
P.M.

3 Play after School

A.M.
P.M.

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Talk Math How can you remember if it is A.M. or P.M.?

Name _____

On My Own

Tell what time is shown for the activity. Write the time. Circle A.M. or P.M.

4. Eat Breakfast

: A.M. P.M.

5. Groom the Horse

: A.M. P.M.

6. Go Swimming

: A.M. P.M.

Tell what time is shown for the activity. Draw the hands on the clock to show the time. Circle A.M. or P.M.

7. Football Practice

A.M. P.M.

8. Sleeping in Bed

A.M. P.M.

9. Eat Dinner

A.M. P.M.

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Complete each sentence. Write *midnight* or *noon*.

midnight **noon**

10. At _____, I am usually asleep.

11. At _____, I may be eating my lunch.

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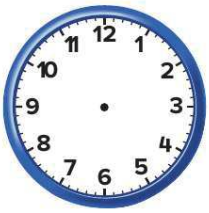
Problem Solving

Mathematical Practices

12. Badr has football practice at 4:00. Would that likely be at 4:00 A.M. or 4:00 P.M.?

_____

13. It is 2:25. Reem is going to the library in 1 hour. On the clock show the time she will go to the library.
Circle A.M. or P.M.



A.M. P.M.

14. It is 3:00 A.M. Are you more likely to be on your way home from school or sleeping in your bed?

_____

Write Math Mouza wants to go to her friend Asma's lunch party. The invitation says the lunch party starts at 1:30 A.M. This is wrong. What mistake was made on the invitation?

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_____

_____

_____

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Name _____

My Homework

Lesson 6
A.M. and P.M.

Homework Helper

The hours from midnight until noon are labeled A.M. The hours from noon until midnight are labeled P.M.

Helpful Hint
12:00 P.M. is noon.
12:00 A.M. is midnight.

Wake Up

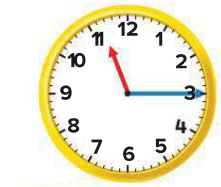
9:00 A.M.

Look at the Moon

9:00 P.M.

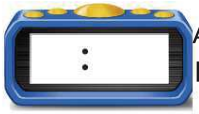
Tell what time is shown for the activity. Write the time. Circle A.M or P.M.

1. Go to the Park



: A.M. P.M.

2. Go Bowling



: A.M. P.M.

3. Make your Bed

: A.M. P.M.

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Tell what time is shown for the activity.
Draw the hands on the clock. Circle A.M. or P.M.

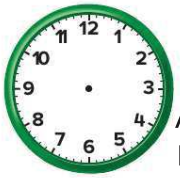
4. Rooster Crowing

A.M.
P.M.

5. Flying a Kite

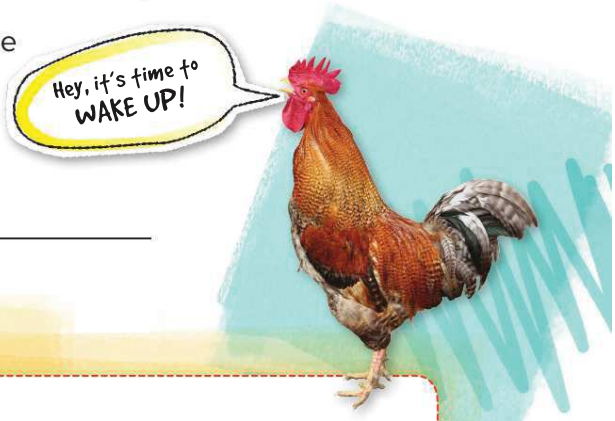
A.M.
P.M.

6. Going Shopping



A.M.
P.M.

7. Ahmed and Jassim went to the county fair with Jassim's parents. They got there at 10:00 A.M. They stayed for 4 and a half hours. Did they get home in the A.M or P.M.? _____



Vocabulary Check

Complete each sentence.

A.M. **P.M.**

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8. Bilal has an art lesson at 4:30. _____.

9. Jamal eats dinner at 6:30 _____ .

10. Manal eats breakfast at 6:00 _____ .

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Math at Home Several times in the next 24 hours, ask your child for the time and then if it is A.M. or P.M.

Name _____

Time Relationships

Lesson 7

ESSENTIAL QUESTION

How do you use and tell time?

Explore and Explain

1. smiling at a friend	2. washing your face	3. shopping for groceries
seconds	seconds	hours
hour	minutes	days

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Teacher Directions: Circle the better unit to measure the time for each event.

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See and Show

Mathematical Practices

Choose the best units to measure time.

Time Relationships	
1 minute	= 60 seconds
1 hour	= 60 minutes
1 day	= 24 hours
1 week	= 7 days
1 month	= about 4 weeks
1 year	= 12 months or 52 weeks

Circle the better unit to measure the time for each event.

1. to blow your nose

(seconds)

hours

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Circle the better unit to measure the time for each event.

2. to get ready for school

seconds

minutes

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Name _____

On My Own

Circle the best unit to measure the time for each event.

3. to do the dishes

hours

minutes

4. to complete second grade

months

days

5. to go to the store

weeks

hours

6. to build a treehouse

day

month

7. to eat lunch

hours

minutes

8. to sharpen your pencil

seconds

hours

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Problem Solving

Mathematical Practices

Use a problem solving strategy to solve the problems. Write your answer.

9. Khadija went to the beach with her family for 4 weeks. How many days was Khadija at the beach?

_____ days

10. How old are you to the nearest years, months, and days?

_____ days

11. Omar lived in London with his family for 2 years. How many weeks did he live in London?

_____ weeks

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Name _____

My Homework

Lesson 7
Time Relationships

Homework Helper

Choose the best units to measure time.

Time Relationships	
1 minute	= 60 seconds
1 hour	= 60 minutes
1 day	= 24 hours
1 week	= 7 days
1 month	= about 4 weeks
1 year	= 12 months or 52 weeks

1. **Circle the better unit to measure the time for each event.**

to play with the cat

minutes

days

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2. Circle the better unit to measure the time for each event.

to build a house

seconds

year

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Circle the better unit to measure the time for each event.

3. a canoe ride

I second I minute I hour

4. Read the time. Circle the correct clock.

9:00

5. Saleh is going on vacation to visit his aunt and uncle. He will be gone for one month. About how long will Saleh be gone?

_____ days

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6. How many hours in two days?

_____

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Name _____

Using a Calendar

Lesson 8

ESSENTIAL QUESTION
How do you use and tell time?

Explore and Explain

A calendar shows **days**, **weeks**, and **months** in a **year**.

June

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

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Teacher Directions: Point to the month in this calendar. Name the month. Name the month that comes next. Find the 8th. Color the day that comes next. Find the 23rd. Color the day that comes before.

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Name _____

On My Own

Use the calendar to answer the questions.

March						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5		7	8	9	10
11	12	13	14	15		17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

4. What is the date before Ahmed's lunch party?

_____

5. Find the date that Ahmed is presenting his science project about dinosaurs.

_____

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6. Ahmed's lunch party is the third Friday in March. What is the date of his lunch party?

_____

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Name _____

On My Own

Use the calendar to answer the questions.

March						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5		7	8	9	10
11	12	13	14	15		17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

4. What is the date before Ahmed's lunch party?

_____

5. Find the date that Ahmed is presenting his science project about dinosaurs.

_____

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6. Ahmed's lunch party is the third Friday in March. What is the date of his lunch party?

_____

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Problem Solving

Mathematical Practices

Use a problem solving strategy to solve the problems. Write your answer.

7. Write the days of the week in order starting with Wednesday and ending with Tuesday.

_____

_____

_____

8. Write the months in a year in order starting with January and ending with December.

_____

_____

_____

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Name _____

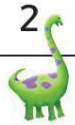
My Homework

Lesson 8
Using a Calendar

Homework Helper

Use the calendar to answer the questions.

March						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8		10	11	12	13
14	15	16	17	18		20
21	22	23	24	25	26	27
28	29	30	31			



1. Today is March 11. What date will it be 13 days from now? _____

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Use the calendar to answer the questions.

2. Asma left for vacation 1 week ago. Today is March 23. What was the date Asma left for vacation? _____

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3. How many days are in 1 week?

_____ days

4. How many months are in 1 year?

_____ months

5. How many days are in March?

_____ days

6. How many days are in June?

_____ days

Vocabulary Check

Write the correct word in the blank. Use words from the box.

hour **day** **week** **year**

1. School lasts about 7 _____s a day.
2. Every _____ your date of birth happens.
3. You should brush your teeth every _____.
4. Friday happens once a _____.

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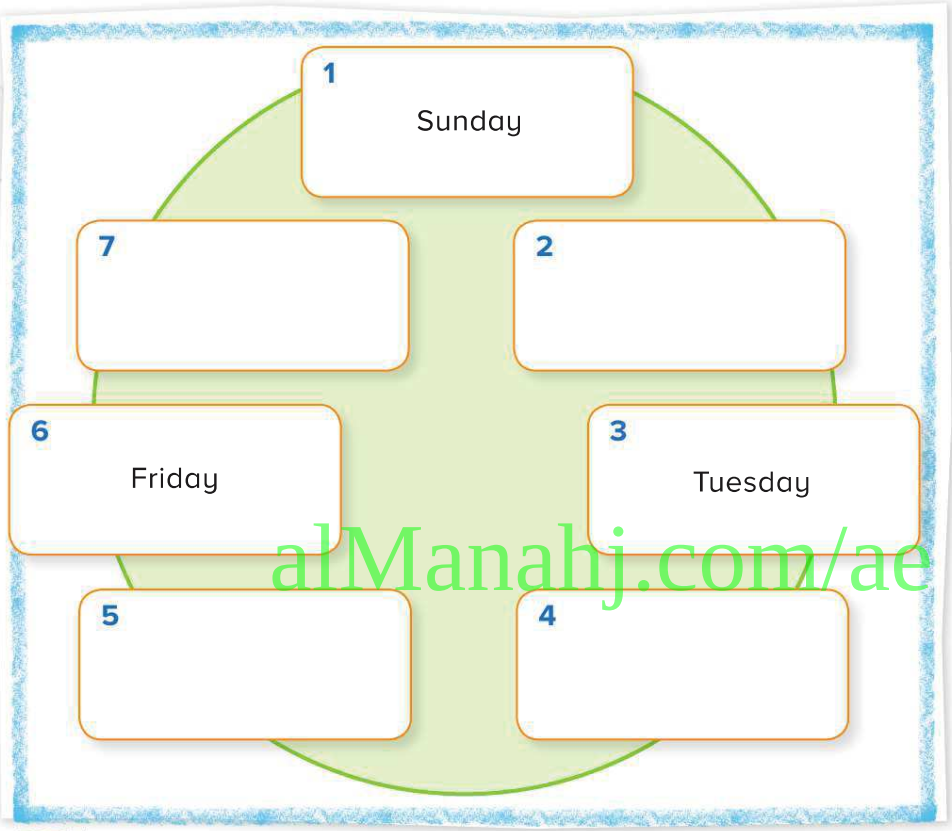
Name _____

Units of Time

Lesson 9

ESSENTIAL QUESTION
How do you use and tell time?

Explore and Explain



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Teacher Directions: Fill in the missing days.

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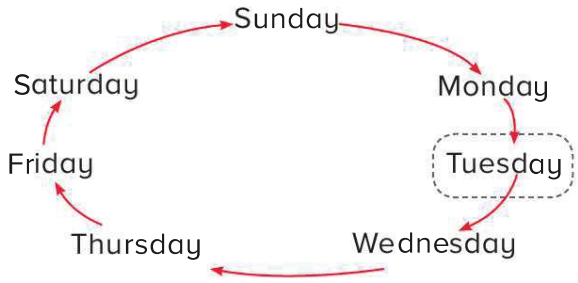
See and Show

Mathematical Practices

There are seven **days** in one **week**.
What day is it today?



Use today to complete the table. Write the day it was and the day it will be.

1.

Number of Days	Day It Was	Day It Will Be
1	Monday	Wednesday
2	Sunday	Thursday

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2.

Number of Days	Day It Was	Day It Will Be
8		
9		

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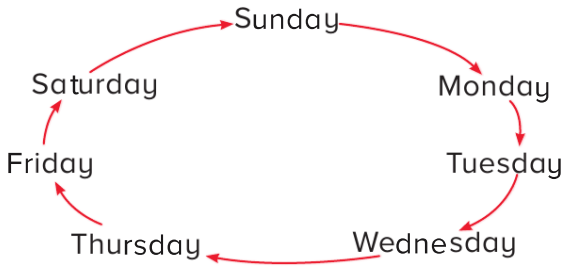
Name _____

On My Own

Use today to complete the table. Write the day it was and the day it will be.



3.

Number of Days	Day It Was	Day It Will Be
8		
14		
21		
69		
70		
71		

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Mathematical Practices

Problem Solving

Use a problem solving strategy to solve the problems. Write your answer.

4. How many Mondays are in 35 days? Explain.

5. How many Mondays are in 70 days? Explain.

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Name _____

My Homework

Lesson 9

Units of Time

Homework Helper

There are seven days in a week.

1. If today is Wednesday, what will tomorrow be?

Thursday

What day is it?

2. If today is Saturday, what was yesterday?

_____

3. If today is Tuesday, what will tomorrow be?

_____

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4. If today is Sunday, what day will it be in 2 days?

_____

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5. What day does the week start with?

_____

6. What day does the week end with?

_____

7. How many Mondays are in 350 days?

_____

8. How many Mondays are in 364 days?

_____

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Name _____

My Review

Chapter 9
Time

Vocabulary Check

Complete each sentence.

hour	half hour	quarter hour	minute
A.M.	P.M.	digital	analog

1. The long hand on an analog clock is the _____ hand.

2. The short hand on an analog clock is the _____ hand.

3. 15 minutes is a _____.

4. 30 minutes is a _____.

5. A clock that uses hands to show the time is an _____ clock.

6. A clock that uses numbers to show the time is a _____ clock.

7. The hours from noon to midnight are _____.

8. The hours from midnight to noon are _____.

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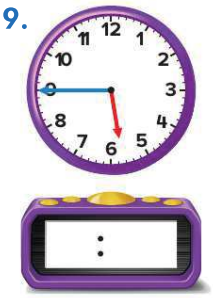
Concept Check

Read the time. Write the time.

9. 

:

10.

:

11.

Estimate the time for the event. Circle your answer.

12. saying hello

1 second	1 minute	1 hour

Circle the best choice.

13.	Feed the goat.	10:45	A.M.	P.M.
14.	Go hiking.	4:30	A.M.	P.M.

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Fill in the blanks.

15. Tuesday _____ Thursday

16. _____ Friday Saturday

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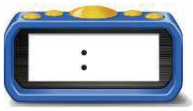
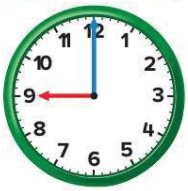
Name _____

Problem Solving

17. On a clock, the hour hand is between the 2 and 3. The minute hand is on the 5. What time is it? Show the time on both clocks.



18. The time is 9:00. In 6 hours, Ismail will leave school. What time will it be in 6 hours? Circle A.M. or P.M.



_____ A.M. P.M.

19. Today is October 12. What date will it be 6 days from now?

_____

20. Tomorrow is Monday, July 5. What day of the week and date was yesterday?

_____

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Test Practice

21. The boat picked up passengers every half hour. If the first boat arrives at 8:00 A.M., when will the fourth boat arrive?

12:00 P.M. ○ 10:00 A.M. ○ 9:30 A.M. ○ 10:30 A.M. ○

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Reflect

Chapter 9
Answering the Essential Question

Show the ways to write and use time.

Draw the hands to show the time.

Digital

Analog

Write the time.

ESSENTIAL QUESTION

How do I use and tell time?

Skip count by 5s. Tell the time.

Skip count by fives.

The time is _____.

Draw the hands. Write the time.

quarter past 5

half past 5

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You'll sail through this!

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Chapter 10

Geometric Shapes and Equal Shares

ESSENTIAL QUESTION

How do I use shapes and equal parts?

Let's Go to the Park!

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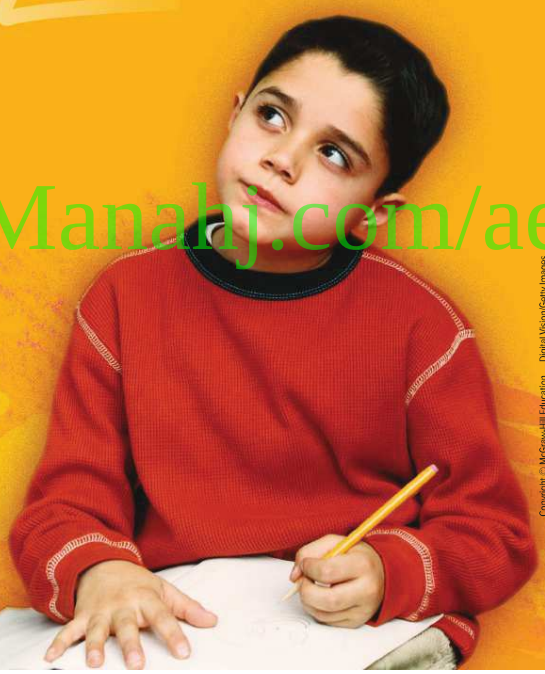
Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

= focused on in this chapter



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Name _____

Am I Ready?

Draw an X over the object that is a different shape.

1.

2.

Draw a line to match the objects that are the same shape.

3.

4.

5.

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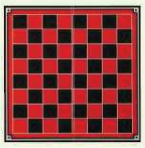
6. What shape is the game board?
Circle the word.

triangle square circle



How Did I Do?

Shade the boxes to show the problems you answered correctly.

1	2	3	4	5	6

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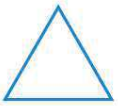
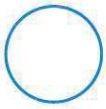
Name _____

My Math Words

Review Vocabulary

circle rectangle square

Use the review vocabulary to complete the chart.
The first row is done for you.

Word	Example	Not an Example
triangle		
_____		
_____		
_____		

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My Vocabulary Cards

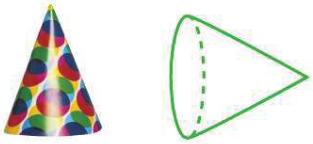
Mathematical Practice

Lesson 10–2

angle

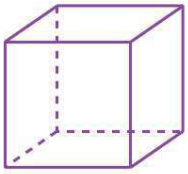
Lesson 10–4

cone



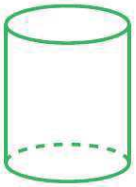
Lesson 10–4

cube



Lesson 10–4

cylinder



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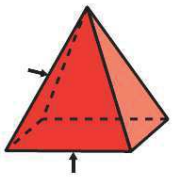
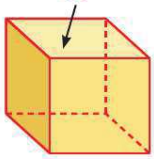
Lesson 10–5

edge



Lesson 10–5

face



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Directions:
Ideas for Use

- Group 2 or 3 common words. Add a word that is unrelated to the group. Ask another student to name the unrelated word.
- Have students draw an example for each card. Have them make drawings that are different from what is shown on each card.

A three-dimensional shape that narrows to a point from a circular face.

Where two sides on a two-dimensional shape meet.

A three-dimensional shape that is shaped like a can.

A three-dimensional shape with 6 square faces.

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The flat part of a three-dimensional shape.

The line segment where two faces of a three-dimensional shape meet.

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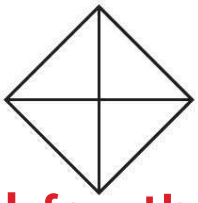
My Vocabulary Cards

Mathematical Practice

Lesson 10–7

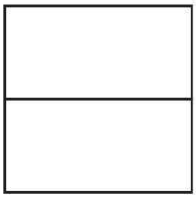
fourths



4 fourths

Lesson 10–7

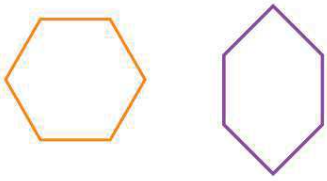
halves



2 halves

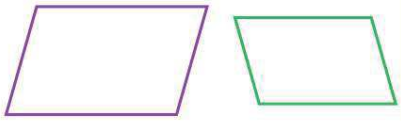
Lesson 10–1

hexagon



Lesson 10–1

parallelogram



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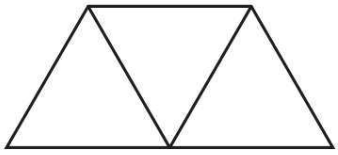
Lesson 10–7

partition



Lesson 10–1

pentagon

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Directions:
More Ideas for Use

- Create a riddle for each word. Have a friend guess the word for each riddle.
- Have students write a tally mark on each card every time they read the word in this chapter or use it in their writing. Challenge them to try to use at least 10 tally marks for each word card.

Two equal parts.

Four equal parts.

A two-dimensional shape that has two pairs of sides that are the same length and are equal distance apart.

A two-dimensional shape that has six sides.

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A polygon with five sides.

To divide into groups or "break up."

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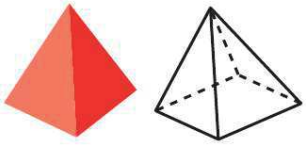
My Vocabulary Cards

Mathematical Practice

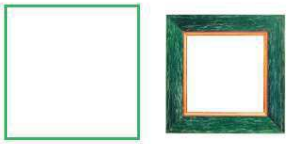
Lesson 10–4

pyramid



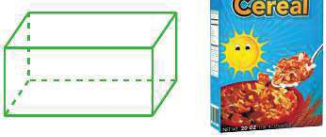
Lesson 10–1

quadrilateral



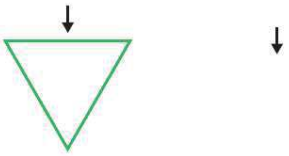
Lesson 10–2

rectangular prism



Lesson 10–4

side



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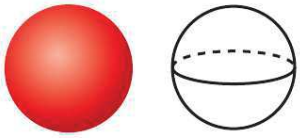
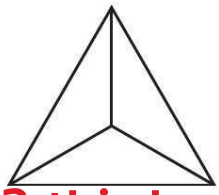
Lesson 10–6

sphere



Lesson 10–1

thirds



3 thirds

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Directions:
More Ideas for Use

- Have students sort the words by the number of syllables in each word.
- Ask students to find pictures to show each word. Have them work with a friend to guess which word the picture shows.

A shape that has 4 sides and 4 angles.

A three-dimensional shape with a polygon as a base and other faces that are triangles.

One of the line segments that make up a shape.

A three-dimensional shape with 6 faces that are rectangles.

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Three equal parts.

A three-dimensional shape that has the shape of a round ball.

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My Vocabulary Cards

Mathematical Practice

Lesson 10–4

three-dimensional shapes

Lesson 10–7

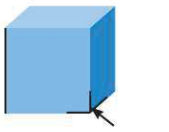
trapezoid

Lesson 10–1

two-dimensional shapes

Lesson 10–1

vertex



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Directions:

More Ideas for Use

- Have students arrange the cards in alphabetical order.
- Group 2 or 3 common words. Add a word that is unrelated to the group. Ask another student to name the unrelated word.

A two-dimensional shape with four sides and only two opposite sides that are parallel.

A shape that has: length, width, and height.

The point where three or more faces of a three-dimensional shape meet.

A shape having the two dimensions length and width.

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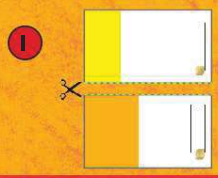
Study Organizer



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Name _____

Two-Dimensional Shapes

Lesson 1

ESSENTIAL QUESTION
How do I use shapes and equal parts?

Explore and Explain

circle

hexagon

square

rectangle

triangle

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Teacher Directions: Use small attribute blocks. Trace and identify each shape. Draw a line from each shape to its name.

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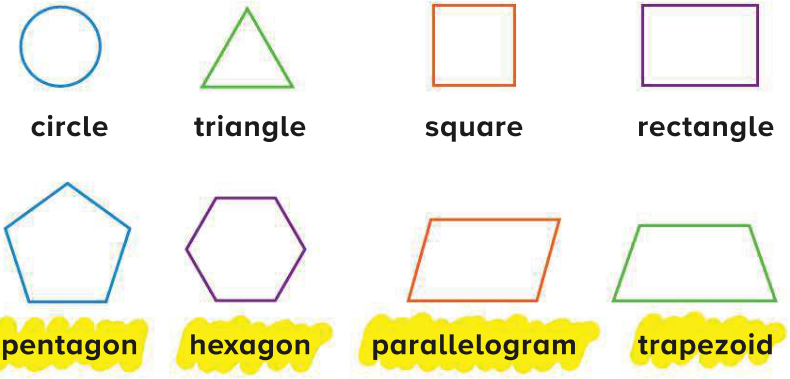
See and Show

Mathematical Practice

A **two-dimensional shape** is a shape with only length and width.



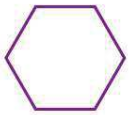
Circle the shapes that match the name.

1. parallelogram

2. triangle

Write the name of the shape.
Circle the shape that matches.

3.



_____

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Talk Math What is the difference between a pentagon and a hexagon? How are they alike?

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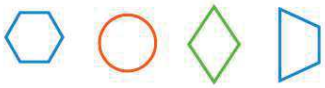
Name _____

On My Own

Circle the shapes that match the name.

4. trapezoid

5. hexagon



6. triangle

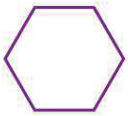
7. pentagon

Write the name of the shape.
Circle the shape that matches.

8.

_____

9.



_____

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Circle the shape that does not belong in each group.

10.

11.

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Problem Solving

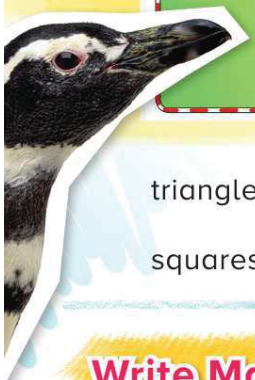
Mathematical Practice

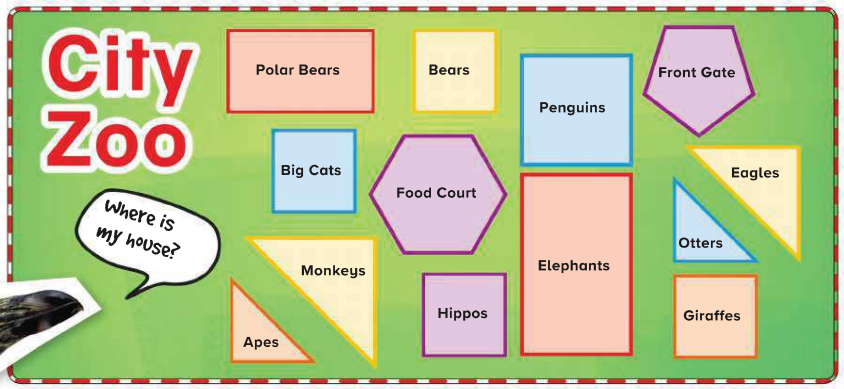
12. Identify the shape of each sign.

_____ _____

How many of each shape do you see?

13.





triangles _____ hexagons _____ rectangles _____

squares _____ pentagons _____ circles _____

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Write Math Give examples of objects in your school that look like triangles and squares.

_____

_____

_____

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Name .....

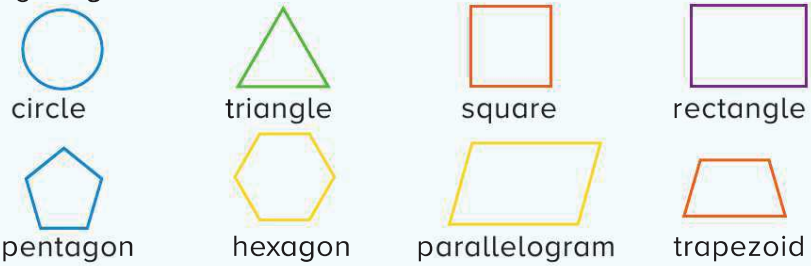
My Homework

Lesson 1

Two-Dimensional Shapes

Homework Helper

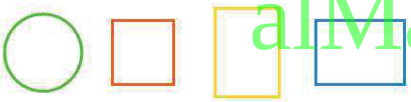
A two-dimensional shape is a shape with only length and width.



Practice

Circle the shapes that match the name.

1. rectangle



2. triangle

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3. trapezoid

4. hexagon

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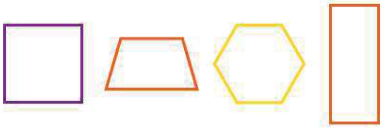
Write the name of the shape. Circle the shape that matches.

5.

_____



6.

_____

7. Zayed cut out a shape to glue onto a picture. The shape looked like an ice cream cone. What shape did he cut out?

_____

Vocabulary Check

8. Circle the **hexagons.**

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Math at Home Point to two-dimensional shapes around your house (triangles, squares, rectangles, hexagons, and pentagons) and have your child identify each shape.

Name _____

Sides and Angles

Lesson 2

ESSENTIAL QUESTION
How do I use shapes and equal parts?

Explore and Explain

_____ sides _____ angles

_____ sides _____ angles

_____ sides _____ angles

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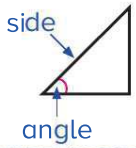
Teacher Directions: Have students sort triangle, square, parallelogram, trapezoid, and hexagon pattern blocks by their number of sides and angles. Trace them. Write how many sides and angles.

See and Show

Mathematical Practice

You can describe two-dimensional shapes by the number of **sides** and **angles**.

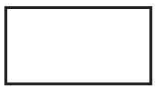
triangle



_____ sides

_____ angles

quadrilateral



_____ sides

_____ angles

pentagon

_____ sides

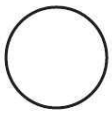
_____ angles

hexagon

_____ sides

_____ angles

circle



_____ sides

_____ angles

Trace each shape. Write how many sides and angles.

1.

_____ sides

_____ angles

2.

_____ sides

_____ angles

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3. Circle the objects that have 0 sides and 0 angles.

Talk Math How are a square and a hexagon alike? How are they different?

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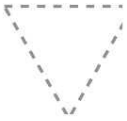
Name _____

On My Own

Trace each shape. Write how many sides and angles.

4. 
_____ sides
_____ angles

5.
_____ sides
_____ angles

6.
_____ sides
_____ angles

7.
_____ sides
_____ angles

Circle the objects that match the description.

8. 3 sides and 3 angles

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9. 4 sides and 4 angles

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Problem Solving

Mathematical Practice

Draw a picture to solve.

10. Ayesha draws a shape with 6 sides and 6 angles. What shape does she draw?

_____

11. Faris draws a shape with 3 sides and 3 angles. What shape does Faris draw?

_____

12. Abdalla drew 3 squares. Adnan drew 2 triangles and 1 square. Who drew more angles?

_____

Write Math

Write the name of each shape. Describe two things about each shape.

_____

1. _____
2. _____

_____

1. _____
2. _____

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Name _____

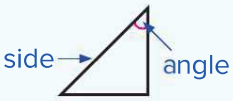
My Homework

Lesson 2
Sides and Angles

Homework Helper

A two-dimensional shape can be described by its sides and angles.

triangle

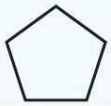


3 sides
3 angles

quadrilateral

4 sides
4 angles

pentagon

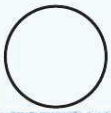


5 sides
5 angles

hexagon

6 sides
6 angles

circle



0 sides
0 angles

Practice

Trace each shape. Write how many sides and angles.

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1.

_____ sides

_____ angles

2.

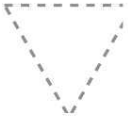
_____ sides

_____ angles

3.

_____ sides

_____ angles

4. 

_____ sides

_____ angles

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5. Circle the object that has 8 sides and 8 angles.

6. Laila drew a shape that has 6 sides. What shape did he draw?

_____

7. Eiman drew a triangle and a square. Reham drew a shape with 6 sides and 6 angles. Who drew more sides and angles?

_____

Vocabulary Check

Connect the name of each shape to its number of sides or angles.

8.	**hexagon**	4 sides and 4 angles
9.	**quadrilateral**	5 sides and 5 angles
10.	**triangle**	6 sides and 6 angles
11.	**pentagon**	3 sides and 3 angles

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Math at Home While driving or walking, look at road signs together. Ask your child to name and describe the shapes of the signs he or she sees.

Problem Solving

STRATEGY: Draw a Diagram

Check My Progress

Lesson 3

ESSENTIAL QUESTION

How do I use shapes and equal parts?

Laila drew a shape. The shape has 6 sides. It also has 6 angles. What shape did Laila draw?

1 Understand Underline what you know. Circle what you need to find.

2 Plan How will I solve the problem?

3 Solve Draw a diagram.

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Laila drew a _____.

4 Check Is my answer reasonable? Explain.

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Practice the Strategy

Yasmin drew a shape.
It has 5 sides. It has 5 angles.
What shape did she draw?

1 Understand Underline what you know.
Circle what you need to find.

2 Plan How will I solve the problem?

3 Solve I will...

Yasmin drew a _____.

4 Check Is my answer reasonable? Explain

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Drawing at the park is fun!

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Name _____

Apply the Strategy

1. If a shape has 3 sides and 3 angles, what shape is it? Draw the shape.

_____

2. Saleh draws a triangle. Tarek draws a shape that has 1 more side than a triangle. What shape did Tarek draw? Draw the shape.

_____

3. Khalid drew a shape that has more sides than a triangle or rectangle but less angles than a hexagon. What shape did he draw? Draw the shape.

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_____

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Review the Strategies

Choose a strategy

- Write a number sentence.
- Draw a diagram.
- Use logical reasoning.

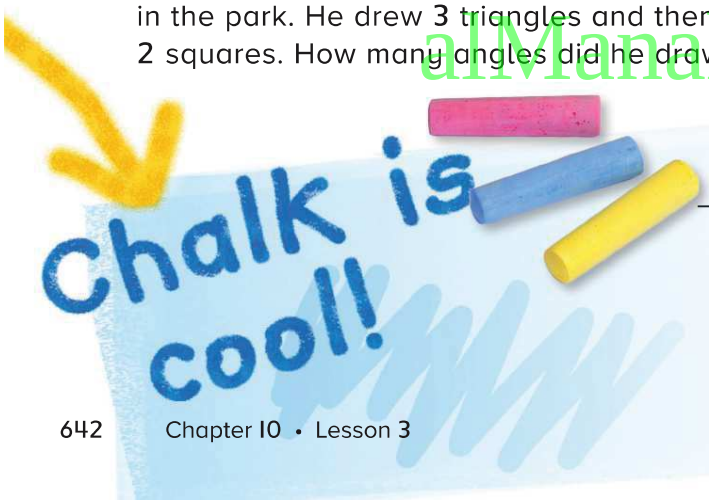
4. Abeer saw a two-dimensional shape. The shape has 6 sides and 6 angles. Two of the sides are longer than the others. What shape did Abeer see?

_____

5. The sign at the end of Mohammad's street is a two-dimensional shape. It has 4 sides and 4 angles. The sides are all the same length. What shape is the sign?

_____

6. Laila was drawing shapes with sidewalk chalk in the park. He drew 3 triangles and then 2 squares. How many angles did he draw?



_____ angles

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Name .....

My Homework

Lesson 3

Problem Solving: Draw a Diagram

Nasser was looking for shapes in the stars. He found one with 4 equal length sides and 4 angles.
What shape did Nasser see in the stars?

1 Understand Underline what you know.
Circle what you need to find.

2 Plan How will I solve the problem?

3 Solve Draw a diagram.

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Nasser saw a square.

4 Check Is my answer reasonable? Explain.

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Underline what you know. Circle what you need to find. Draw a diagram to solve.

1. Hidaya drew a house. She drew a square for the bottom. She drew a triangle on top of the square for the roof. Trace the outside of the house. What shape is Hidaya's house? Draw it.

2. Yousif saw a sign while walking through the park. The sign had no sides and no angles. What shape is the sign?

3. Fahd painted a shape that had 4 sides. The shape had 4 angles. What kind of shape did he paint?

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Math at Home Describe a shape to your child. Have him or her draw the shape you described and identify the shape.

Name _____

Check My Progress

Vocabulary Check

Complete each sentence.

angle	**hexagon**	**pentagon**
side	**triangle**	**two-dimensional shape**

1. A _____ has 5 sides and 5 angles.
2. A _____ has 3 sides and 3 angles.
3. A _____ has 6 sides and 6 angles.

Concept Check

Circle the shape or shapes that match the name.

4. triangle

5. pentagon

6. hexagon

7. quadrilateral

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Write the name of the shape. Circle the shapes that match.

8. _____

9. _____

Write how many sides and angles.

10.

_____ sides

_____ angles

11.

_____ sides

_____ angles

12.

_____ sides

_____ angles

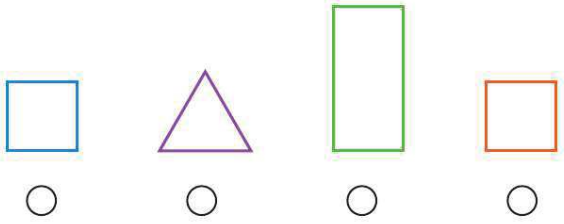
13.

_____ sides

_____ angles

Test Practice

14. Look at the shapes. Mark the shape that does not belong.



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Name _____

Three-Dimensional Shapes

Lesson 4

ESSENTIAL QUESTION

How do I use shapes and equal parts?

Explore and Explain

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Teacher Directions: Look at the picture. Circle the three-dimensional shapes that you see. Identify and describe each shape.

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See and Show

A **three-dimensional shape** is a shape with length, width, and height.

sphere

cube

pyramid

cone

cylinder

rectangular prism

Write the name of the shape. Circle the objects that are the same shape.

1.

2.

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Talk Math Name two objects in your classroom that are the same shape as a rectangular prism.

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Name _____

On My Own

Write the name of the shape. Circle the objects that are the same shape.

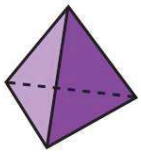
3.

_____

4.

_____

5.



_____

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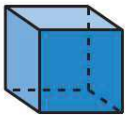
6.



_____

7.

_____

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Problem Solving

Mathematical Practice

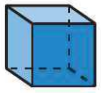
8. Nahla is wrapping a present that is in a box. The box is square on all sides. What shape is the box Nahla is wrapping?

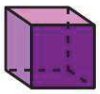
_____

9. I am a three-dimensional shape. I have a circle at the bottom. I have a point at the top. What shape am I?

_____

10. If you stack two cubes together what three-dimensional shape will you make?





_____

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Write Math How can you tell if a shape is three-dimensional?

_____

_____

_____

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Name _____

My Homework

Lesson 4
Three-Dimensional Shapes

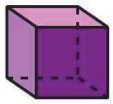
Homework Helper

A three-dimensional shape has length, width, and height.

sphere cube pyramid cone cylinder rectangular prism

Practice

Write the name of the shape. Circle the objects that are the same shape.

1. 

_____

2.

_____

3.

_____

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Write the name of each shape. Circle the objects that are the same shape.

4. _____

5. _____

6. I have 6 surfaces. 2 of my surfaces are smaller than the others. I can stand up tall. What shape am I?

_____

Vocabulary Check

Draw lines to match.

7. cylinder
8. rectangular prism
9. cube
10. cone

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Math at Home Have your child identify items in your home that match the shapes he or she learned about in this lesson.

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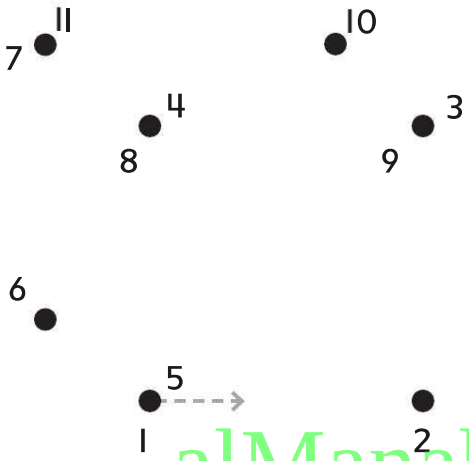
Name _____

Faces, Edges, and Vertices

Lesson 5

ESSENTIAL QUESTION
How do I use shapes and equal parts?

Explore and Explain



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The shape is a _____.

Teacher Directions: Start at **1**. Connect the dots in number order. Write the name of the shape you drew.

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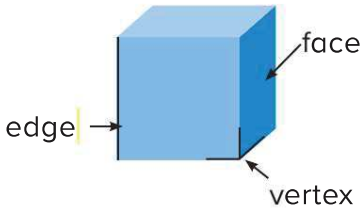
See and Show

Mathematical Practice

You can describe three-dimensional shapes by the number of faces, edges, and vertices.



A **face** is a flat surface.

An **edge** is where 2 faces meet.

A **vertex** is where 3 or more faces meet.

Use three-dimensional shapes. Count the faces, edges, and vertices.

Shape	Faces	Edges	Vertices
1. cube	_____	_____	_____
2. rectangular prism	_____	_____	_____
3. pyramid	_____	_____	_____
4. sphere	_____	_____	_____

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Talk Math What figure has 6 equal faces? How do you know?

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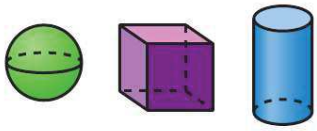
Name _____

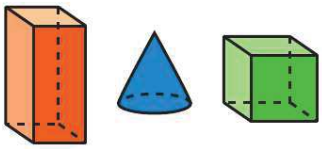
On My Own

Circle the shapes that match the description.

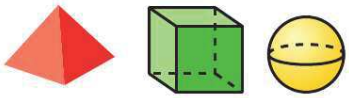
5. 0 faces, 0 edges, 0 vertices



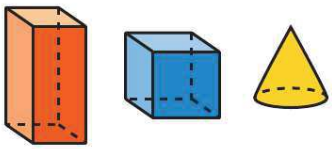
6. 6 faces, 12 edges, 8 vertices



7. 5 faces, 8 edges, 5 vertices



8. 6 equal faces, 12 edges, 8 vertices



Circle the objects that match the description.

9. 6 faces, 12 edges, 8 vertices

10. 0 faces, 0 edges, 0 vertices

11. 6 faces, 12 edges, 8 vertices

12. 5 faces, 8 edges, 5 vertices

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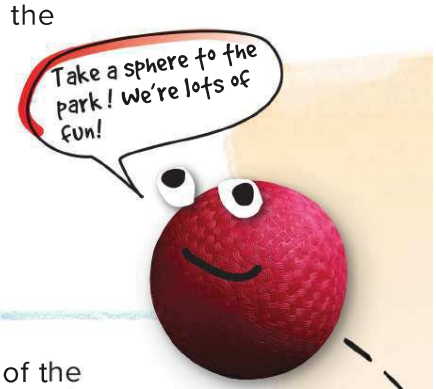
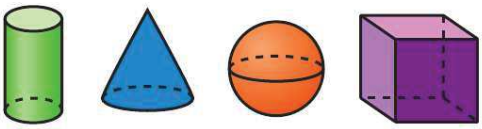
Problem Solving

Mathematical Practice

13. Afaf drew the three shapes below. Circle the shape that has 6 faces and 12 edges.



14. Eissa has a poster. The poster shows all of the shapes that have less than three faces. Circle the shape that is not on the poster.



HOT Problem Which shape does not belong? Circle it. Explain why it does not belong.

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Name _____

My Homework

Lesson 5

Faces, Edges, and Vertices

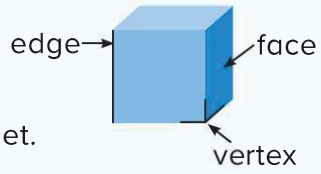
Homework Helper

Three-dimensional shapes are described by the number of faces, edges, and vertices.

A face is a flat surface.

An edge is where 2 faces meet.

A vertex is where 3 or more faces meet.



Practice

Circle the shapes or objects that matches the description.

1. 6 faces, 12 edges, 8 vertices

2. 0 faces, 0 edges, 0 vertices

3. 5 faces, 8 edges, 5 vertices

4. 6 faces, 12 edges, 8 vertices

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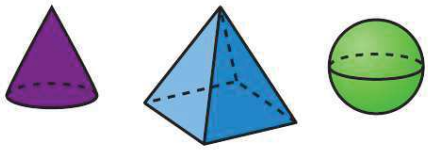
Circle the objects that match the descriptions.

5. 6 faces, 12 edges, 8 vertices

6. 0 faces, 0 edges, 0 vertices

7. I am a three-dimensional shape. I have 5 faces. I have 8 edges and 5 vertices. What shape am I?



Vocabulary Check

Complete each sentence.

face edge vertex

8. A _____ is a flat surface.

9. A _____ is where 3 or more faces meet.

10. An _____ is where 2 faces meet.

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Math at Home Have your child identify real-life objects in your home that have the same shape as one of the shapes learned in this lesson.

Name _____

Relate Shapes and Solids

Lesson 6

ESSENTIAL QUESTION
How do I use shapes and equal parts?

Explore and Explain

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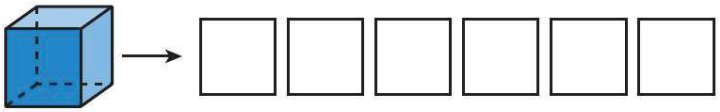
Teacher Directions: Trace one face of a cube. Identify the shape. Trace the other faces of the cube. Describe the faces of a cube.

See and Show

Mathematical Practice

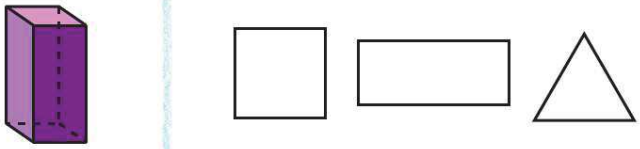
The faces of three-dimensional shapes are two-dimensional shapes.

Helpful Hint
A cube has 6 equal faces. The faces are squares.

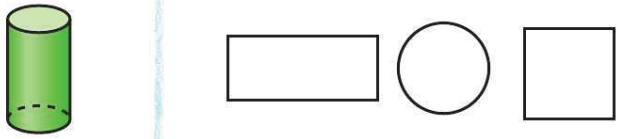


Circle the faces that make the shape.

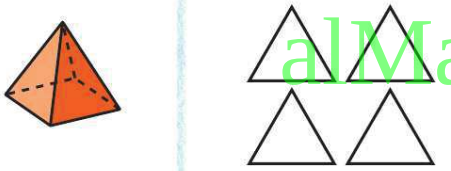
1.



2.



3.



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Talk Math Explain how two-dimensional shapes and three-dimensional shapes are related.

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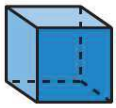
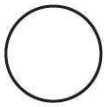
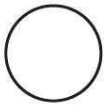
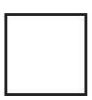
Name _____

On My Own

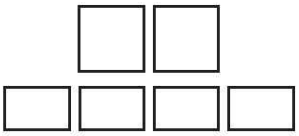
Circle the faces that make the shape.

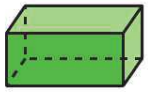
4. 

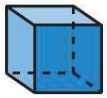


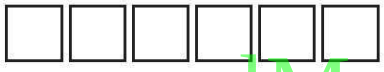
5.



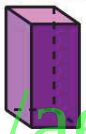
Circle the shape made by the faces.

6. 





7. 



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8. Which of these shapes does not have a square as one of its faces?

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Problem Solving

Mathematical Practice

9. I have 6 equal faces. I have 8 vertices. What shape am I?

_____

10. I have no faces and no vertices. What shape am I?

_____

11. Fatema wants to trace a circle. Which objects could she use? Circle the objects.

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Write Math Describe the faces that make a pyramid.

_____

_____

_____

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Name _____

My Homework

Lesson 6

Relate Shapes and Solids

Homework Helper

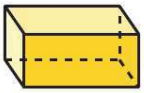
The faces of three-dimensional shapes are two-dimensional shapes.

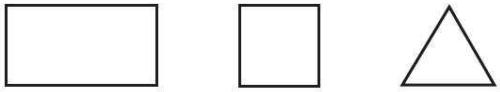
Helpful Hint

A rectangular prism has 4 rectangles and 2 squares as faces.

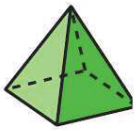
Practice

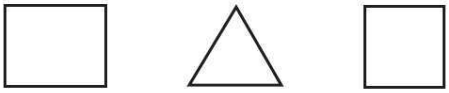
Circle the faces that make the shape.

1. 



2.

3. 



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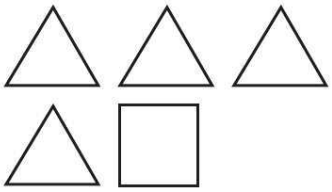
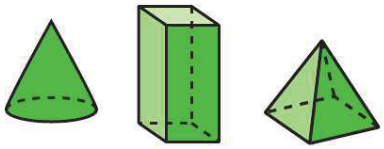
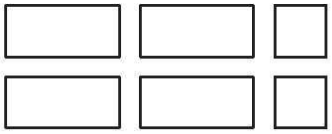
Circle the shape made by the faces.

4.

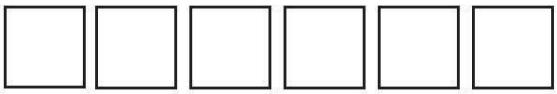




5.



6. If you put these shapes together, what three-dimensional shape could you make? Write the name of the shape.



_____

Test Practice

7. Identify the shape that does not belong.

○ ○ ○ ○

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Math at Home Ask your child to find an object at home that he or she could use to trace a rectangle on a piece of paper. Challenge your child to see if he or she can find something to trace for a circle.

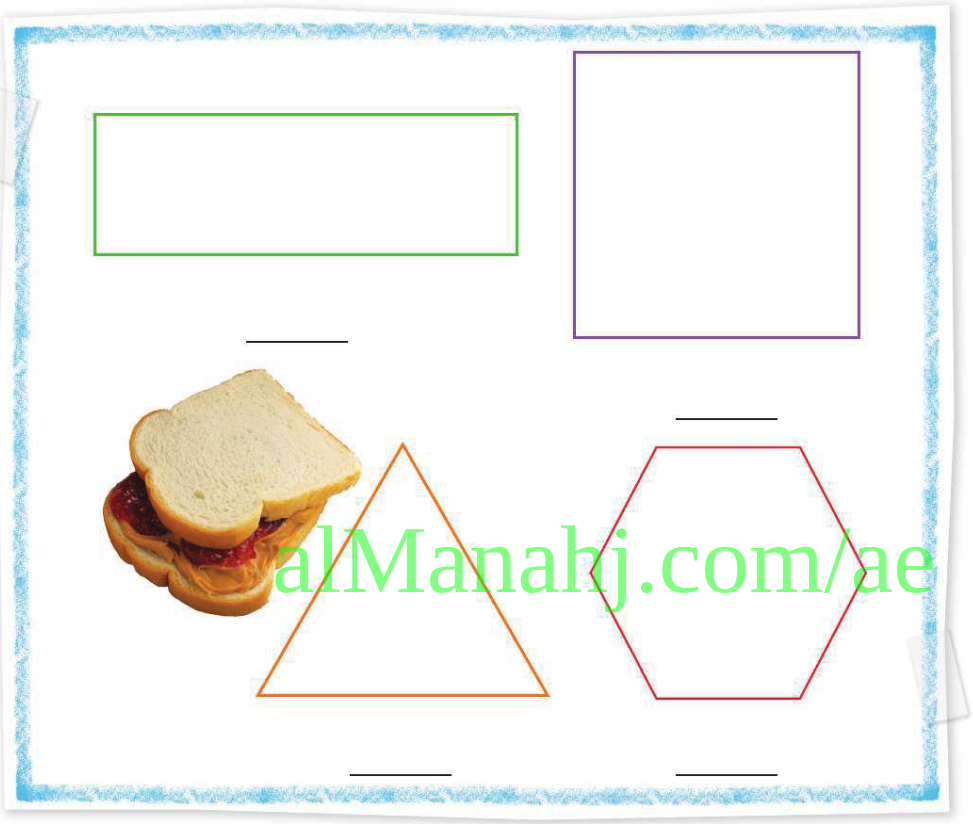
Name _____

Halves, Thirds, and Fourths

Lesson 7

ESSENTIAL QUESTION
How do I use shapes and equal parts?

Explore and Explain



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Teacher Directions: Use square, triangle, and trapezoid pattern blocks to cover each shape. Trace the blocks to show the shapes you used. Write how many blocks you used to cover each shape.

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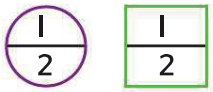
See and Show

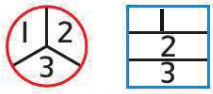
Mathematical Practice

You can **partition**, or separate, shapes into equal parts.

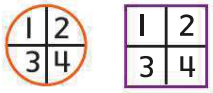
Two equal parts or two **halves.**
Each part is **half of** the whole.



Three equal parts or three **thirds.**
Each part is a **third of** the whole.



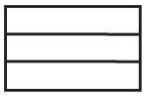
Four equal parts or four **fourths.**
Each part is a **fourth of** the whole.



Describe the equal parts. Write *two halves*, *three thirds*, or *four fourths*.

1. _____

2. _____

3.  _____

4. _____

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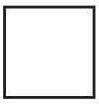
Draw lines to partition each shape.

5.
2 equal parts

6. 
4 equal parts

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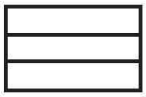
Talk Math Explain how you can divide a pie so that four people each get an equal part.

Name _____

On My Own

Describe the equal parts. Write *two halves, three thirds, or four fourths*.

7.  _____

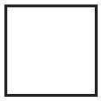
8. _____

Draw lines to partition each shape.

9.
4 equal parts

10.
2 equal parts

11.
3 equal parts

12. 
2 equal parts

Partition the shape in a different way.
Show the same number of equal parts.

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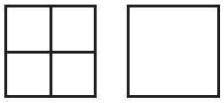
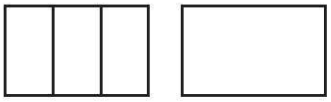
13.

14.

15. 

16. 

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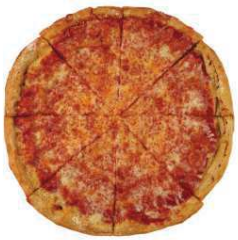
Problem Solving

Mathematical Practice

17. Hana's mom bought a pizza. Hana ate one equal part. Her friend ate one equal part. There was one equal part left for Hana's mom. How much of the pizza was left for Hana's mom?



_____ of the pizza

18. Hiyam had a round slice of watermelon. She and her sister shared the slice equally. How much did each girl eat?

_____ of the watermelon slice

19. Wafa is making a picture for her cousin. She folds a piece of paper in half. Then she folds it in half again. She opens the paper. How many equal parts are there?

_____

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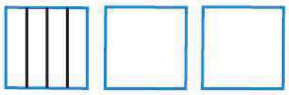
HOT Problem Show the same number of equal parts in two different ways.



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Name _____

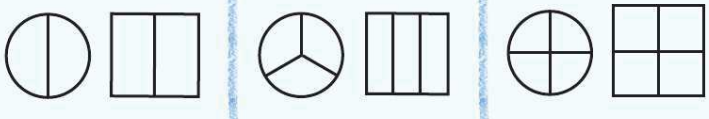
My Homework

Lesson 7

Halves, Thirds, and Fourths

Homework Helper

You can partition, or separate, shapes into equal parts.



halves | thirds | fourths

Practice

Describe the equal parts. Write *two halves, three thirds, or four fourths.*

1.

_____

2.

_____

3.

_____

4.

_____

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Draw lines to partition each shape.

5.

3 equal parts

6.

2 equal parts

7.

4 equal parts

8. Noura and Nabila are sharing a sandwich. They each have an equal part. How much of the sandwich does each girl have?

_____ sandwich

Partition the shape in a different way.
Show the same number of equal shares.

9.

10.

Vocabulary Check

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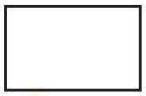
Color each shape as described.

11.

one half green

12.

one fourth blue

13. 

one third red

Math at Home Cut your child's food into either halves, thirds, or fourths. Ask him or her to identify how many equal parts you have created.

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Name _____

Area

Lesson 8

ESSENTIAL QUESTION
How do I use shapes and equal parts?

Explore and Explain

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We're for 4-Square!

Teacher Directions: Use color tiles to cover each shape. Draw lines to show how the squares fit together to make the shape. Write how many tiles you used.

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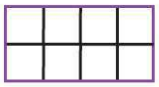
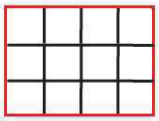
See and Show

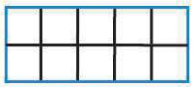
Mathematical Practice

Rectangles can be partitioned into equal-sized squares. You can count the squares to describe its size.

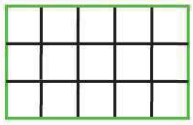
 8 squares

 12 squares

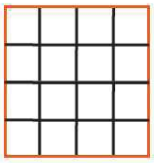
Count the squares. Write how many squares make each rectangle.

1. 

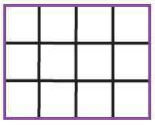
_____ squares

2. 

_____ squares

3. 

_____ squares

4. 

_____ squares

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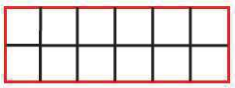
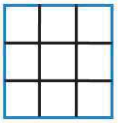
5. 

_____ squares

6. 

_____ squares

Talk Math Explain how you would partition a rectangle into 6 equal-sized squares.

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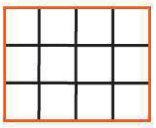
Name _____

On My Own

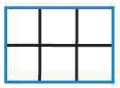
Count the squares.
Write how many squares make each rectangle.

7.



_____ squares

8.



_____ squares

Use color tiles to cover each rectangle.
Write how many tiles were used.

9.

_____ tiles

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10.

_____ tiles

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Problem Solving

Mathematical Practice

Draw a picture to solve.

11. Najla and Maysa each have a group of dominoes. Najla places 4 dominoes in each row. She made 5 rows. Maysa places 5 dominoes in each row. She made 3 rows. Who has more dominoes?

_____

12. Majed was placing crackers on a tray. The tray held 4 rows of crackers. There were 16 crackers on the plate in all. How many crackers were in each column?

_____ crackers

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Write Math Explain two ways to partition a rectangle into 4 equal parts.

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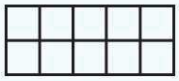
Name _____

My Homework

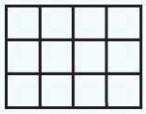
Lesson 8
Area

Homework Helper

A rectangle can be partitioned into squares to describe its size.



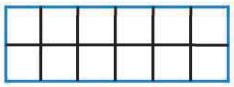
This rectangle is partitioned into 10 squares.



This rectangle is partitioned into 12 squares.

Practice

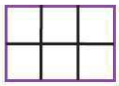
Count the squares. Write how many squares make each rectangle.

1. 

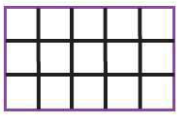
_____ squares

2.

_____ squares

3. 

_____ squares

4. 

_____ squares

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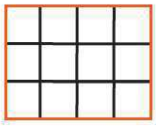
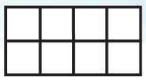
Count the squares. Write how many squares make each rectangle.

5.

_____ squares

6. 

_____ squares

7. 

_____ squares

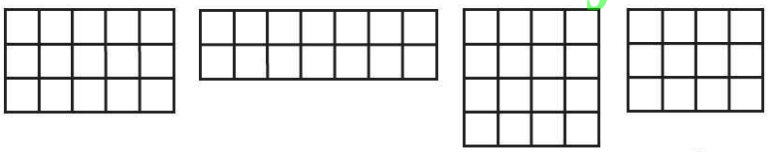
Draw a picture to solve.

8. Fatheya is cutting a rectangular pan of brownies. She cut them in half and then cut each of those halves in half again. She did the same thing going the other direction. How many brownies does she have?

_____ brownies

Test Practice

9. Choose the rectangle below that is partitioned using the greatest number of squares.



○ ○ ○ ○

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Math at Home Find an opportunity to have your child help you determine how to cut something you are going to serve such as a casserole, brownies, cake, or rice treats. Together determine how many equal pieces you want and how to cut it.

Name .....

My Review

Chapter 10
Geometric Shapes and Equal Shares

Vocabulary Check

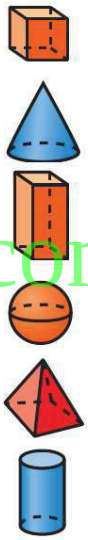
Draw each shape.

1. hexagon

2. quadrilateral

Match each word to the correct shape.

3. cone
4. pyramid
5. sphere
6. cube
7. cylinder
8. rectangular prism



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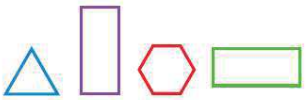
Concept Check

Circle the shapes that match the name.

9. rectangle



10. pentagon

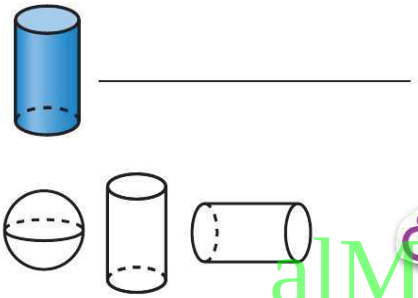
Circle the shape that matches the description.

11. 3 sides and 3 angles

12. 6 sides and 6 angles

Write the name of the shape. Color the shapes that match.

13.



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Circle the object that matches the description.

14. 6 faces, 12 edges, 8 vertices

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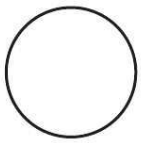
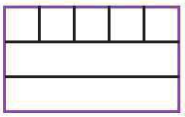
Name _____

Problem Solving

15. Manal's family is having pizza for dinner. There are 4 people in Manal's family. Draw lines to show how Manal's family should cut the pizza so that everyone gets an equal part.



16. Abdulkarim drew a rectangle. He wants to partition it into equal-sized squares. He starts to partition the rectangle. Finish partitioning his rectangle. Write the total number of squares.



_____ squares

Test Practice

17. Sultan has a peanut butter and jelly sandwich for lunch. He wants to share it with his 2 friends. Circle the word that tells how Sultan should partition his sandwich.

halves	thirds	fourths	fifths
○	○	○	○

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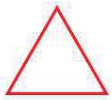
Reflect

Chapter 10

Answer the essential question

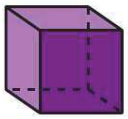
Show the ways you can use shapes and equal parts.

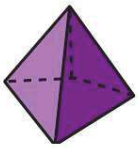
Identify each shape.



_____ _____

Identify each shape.



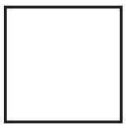


_____ _____

ESSENTIAL QUESTION

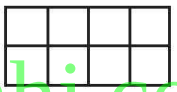
How do I use shapes and equal parts?

Partition the shape to match the description.



thirds

Write how many squares make the rectangle.



_____ squares

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Get the Swing of it!

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Chapter 11 Metric Units and Volume

ESSENTIAL QUESTION

How can I measure objects?

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Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

= focused on in this chapter

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Name _____

Am I Ready?

Add or subtract.

1. $\begin{array}{r} 34 \\ +18 \\ \hline \end{array}$

2. $\begin{array}{r} 26 \\ -17 \\ \hline \end{array}$

3. $\begin{array}{r} 38 \\ +36 \\ \hline \end{array}$

Measure the length of the object in cubes.

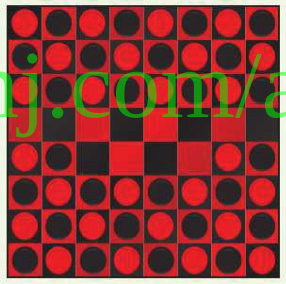
4.

_____ cubes

5.

_____ cubes

6. Ibrahim's hand is 5 cubes long. He measures this checkerboard. It is 3 hands long. How many cubes long is the checkerboard?



_____ cubes

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How Did I Do?

Shade the boxes to show the problems you answered correctly.

1	2	3	4	5	6

Name _____

My Math Words

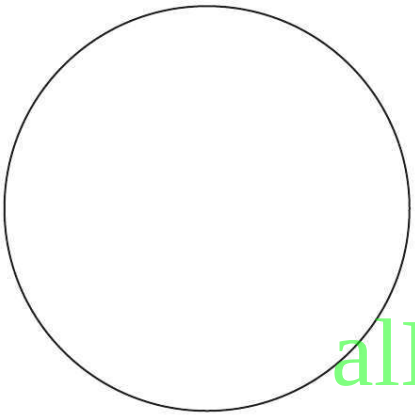
Review Vocabulary

compare longest shortest

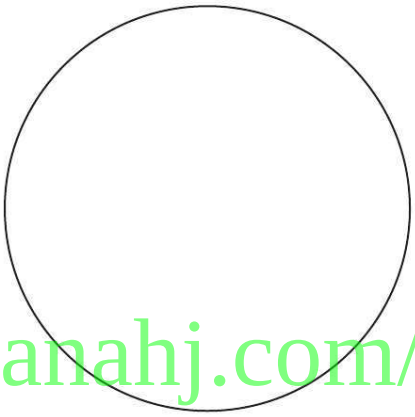
Find three classroom objects. List them. Compare their lengths. Write the longest object. Write the shortest object.

_____ _____ _____

Longest



Shortest



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How did you compare your objects?

_____

_____

_____

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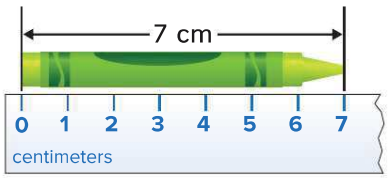
My Vocabulary Cards

Mathematical Practice

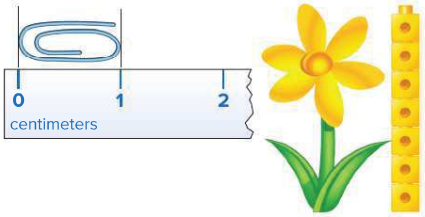
centimeter (cm)



estimate

length

measure



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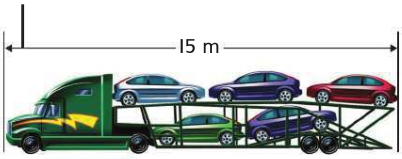
meter (m)



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Directions:
Ideas for Use

- Have students group 2 or 3 common words. Ask them to add a word that is unrelated to the group. Have them ask a friend to name the unrelated word.
- Ask students to find pictures to show an example of each word. Have them ask a friend to guess which word the picture shows.

To find a number close to an exact amount.

A metric unit for measuring length.

To find length using standard or nonstandard units.

How long or how far away something is.

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A metric unit used to measure length.
1 m = 100 cm

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My Foldable

FOLDABLES Follow the steps on the back to make your Foldable.

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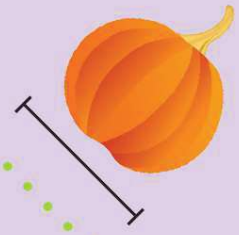
FOLDABLES®
Study Organizer

1

2



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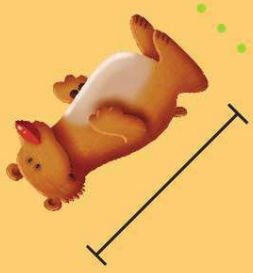

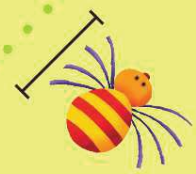

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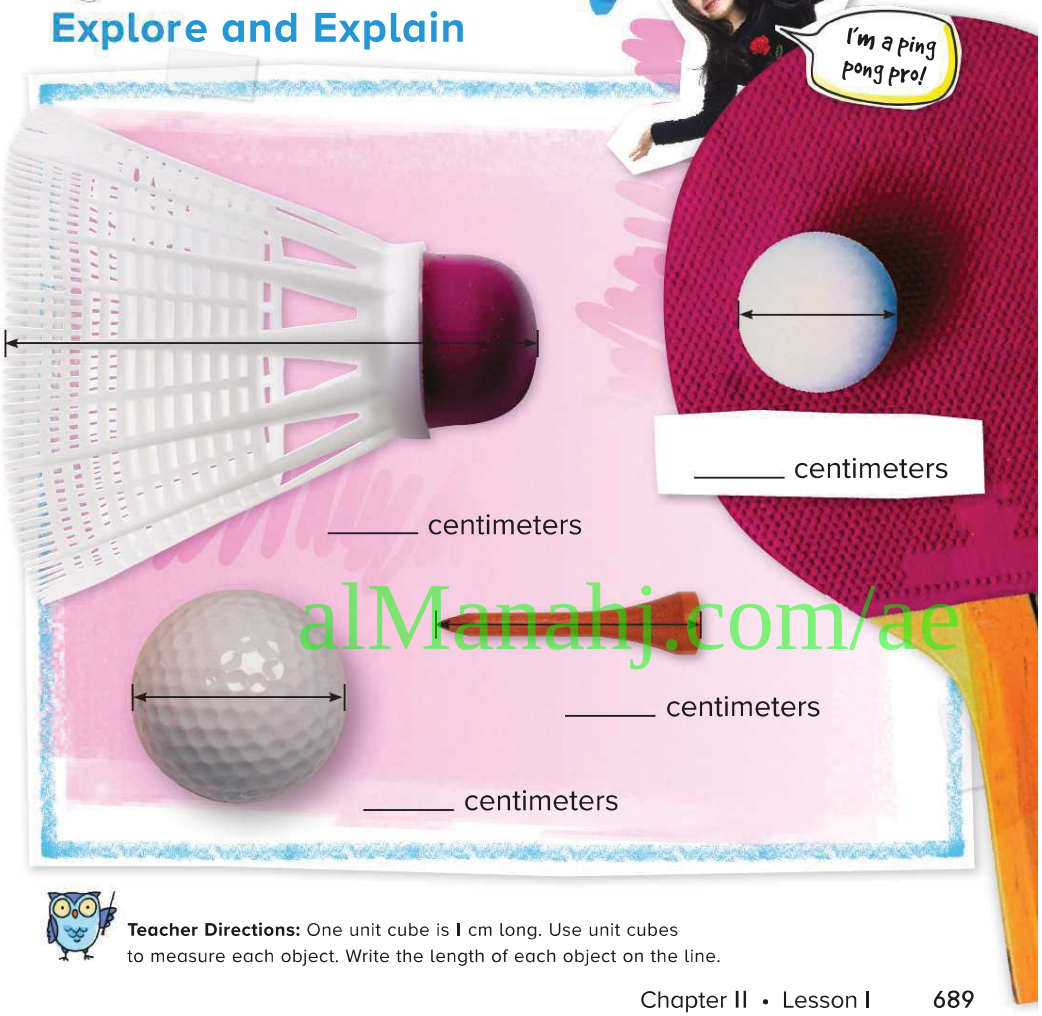
Name _____

Centimeters and Meters

Lesson I

ESSENTIAL QUESTION
How can I measure objects?

Explore and Explain



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Teacher Directions: One unit cube is **1** cm long. Use unit cubes to measure each object. Write the length of each object on the line.

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See and Show

Mathematical Practice

Use a centimeter ruler to measure in **centimeters**. Use a meterstick to measure in **meters**. There are 100 centimeters in a meter.

Helpful Hint
Use centimeters to measure shorter objects. Use meters to measure longer objects.

A paper clip is about 5 cm long.

Find the object. Estimate the length. Measure each object in centimeters or meters.

Object	Estimate	Measure
1.	about _____ centimeters	about _____ centimeters
2.	about _____ meters	about _____ meters
3.	about _____ centimeters	about _____ centimeters

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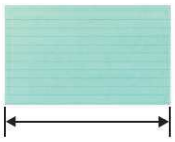
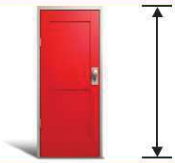
Talk Math Identify objects in the classroom that are about 1 cm long.

Name _____

On My Own

Find the object. Estimate the length. Measure each object in centimeters or meters.

Object	Estimate	Measure
4.	about _____ centimeters	about _____ centimeters
5. 	about _____ centimeters	about _____ centimeters
6.	about _____ centimeters	about _____ centimeters
7. 	about _____ meters	about _____ meters
8.	about _____ meters	about _____ meters

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Problem Solving

Mathematical Practice

9. Rashid runs the 100 m dash two times.
How many meters does he run in all?

_____ meters

10. Suhaila's ski poles are 65 cm tall.
Her sister's ski poles are 80 cm tall.
How much shorter are Suhaila's ski poles?

_____ centimeters

11. Shaikha's wagon is 100 cm long.
How many meters long is Shaikha's wagon?

_____ meter

HOT Problem The length of Badria's bed is 2 m. How many centimeters long is Badria's bed? Explain.

_____

_____

_____

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Name _____

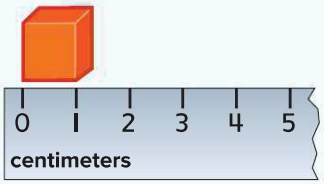
My Homework

Lesson 1

Centimeters and Meters

Homework Helper

The cube is 1 cm long.
There are 100 cm in 1 m.



Practice

Find the object. Estimate the length. Measure each object in centimeters or meters.

Object	Estimate	Measure
1.	about _____ centimeters	about _____ centimeters
2.	about _____ centimeters	about _____ centimeters
3.	about _____ meters	about _____ meters

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Find the object. Estimate the width. Measure each object in centimeters or meters.

Object	Estimate	Measure
4.	about _____ centimeters	about _____ centimeters
5.	about _____ meters	about _____ meters

6. One pine tree is 4 m tall. The other pine tree is 3 m tall. How many centimeters taller is the first pine tree?

_____ cm

Vocabulary Check

7. Circle the answer that is the same as 1 **meter**.

1 centimeter 10 centimeters

100 centimeters 1,000 centimeters

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Math at Home Have your child identify objects he or she would measure using centimeters.

Name _____

Select and Use Metric Tools

Lesson 2

ESSENTIAL QUESTION
How can I measure objects?

Explore and Explain

1.

2.

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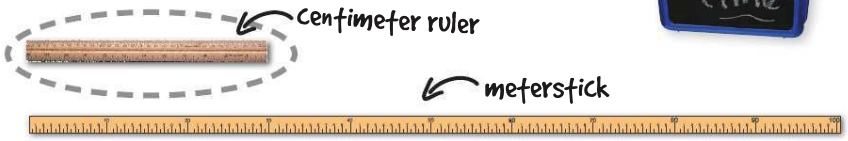
Teacher Directions: Draw a picture of an object you would measure with a centimeter ruler in box 1. Draw a picture of an object you would measure with a meterstick in box 2.

See and Show

Mathematical Practice

A centimeter ruler measures smaller objects.
A meterstick measures larger objects.
Circle the tool you would use to measure a lunchbox.



Find the object. Choose the tool and measure it. Explain why you chose that tool.

Object	Tool	Measure
1.	_____	about _____
2.	_____	about _____
3.	_____	about _____

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Talk Math Can you measure a paper clip with a meterstick? Explain.

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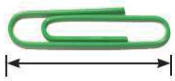
Name _____

On My Own

Find the object. Choose the tool and measure it. Explain why you chose that tool.

Object	Tool	Measure
4. 	_____	about _____
5.	_____	about _____
6.	_____	about _____
7.	_____	about _____
8.	_____	about _____

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Problem Solving

Mathematical Practice

9. A wall in Rashid's garage is 5 m long. He is painting 2 m of the wall blue. He wants to paint the rest of the wall red. How many meters will he paint red?

_____ meters

10. A sandbox is 300 cm long. How many meters long is it?

_____ meters

11. Shaima swam 50 m in the morning. She swam 40 m in the evening. How many meters did Shaima swam in all?

_____ meters

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HOT Problem Why do we learn how to measure in different units such as in meter and centimeter?

_____

_____

_____

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Name _____

My Homework

Lesson 2

Select and Use Metric Tools

Homework Helper

A centimeter ruler is used to measure smaller objects.

A meterstick is used to measure longer objects.

Practice

Find the object. Choose the tool and measure it. Explain why you chose that tool.

Object	Tool	Measure
1.	_____	about _____
2.	_____	about _____

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Find the object. Choose the tool and measure it. Explain why you chose that tool.

Object	Tool	Measure
3.	_____	about _____
4.	_____	about _____

5. A tall slide at the pool is 10 m high. A small slide is 4 m high. How much higher is the tall slide?

_____ meters

6. The hundred meter dash is marked with a blue line. The 400 m dash is marked with a red line. How much farther is the red line?

_____ meters

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Test Practice

7. Eight meters is equal to _____ centimeters.

400	600	800	900
○	○	○	○

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Math at Home Have your child identify objects he or she would measure using meters and centimeters.

Name _____

Compare Metric Lengths

Lesson 3

ESSENTIAL QUESTION
How can I measure objects?

Explore and Explain

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_____ centimeters

_____ centimeters

Teacher Directions: Find two objects in your classroom. Draw a picture of each object. Measure each object in centimeters. Write how many centimeters long each object is. Circle the object that is longer.

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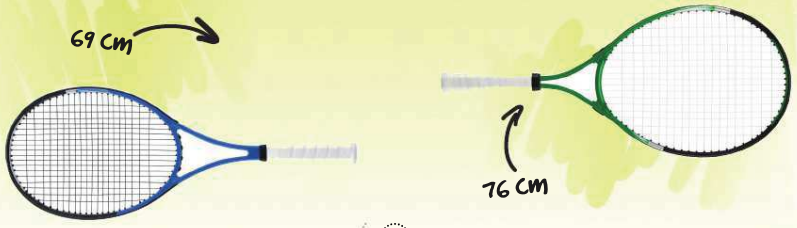
See and Show

Mathematical Practice

You can compare lengths of objects.



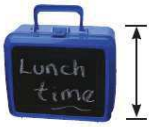
The blue tennis racket is 69 cm long.

The green tennis racket is 76 cm long.

The blue racket is 7 cm shorter than the green racket.

Find the objects. Measure them. Write the lengths. Write longer or shorter.

1.



_____ centimeters _____ centimeters

The lunchbox is _____ centimeters _____.

2.

_____ meters _____ meters

The car is _____ meters _____.

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Name _____

On My Own

Find the objects. Measure them. Write the lengths. Write longer or shorter.

3.

_____ meters

_____ meters

The slide is _____ meters _____.

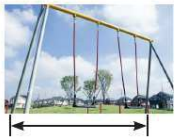
4.

_____ centimeters

_____ centimeters

The knife is _____ centimeters _____.

5.



_____ meters

_____ meters

The swing set is _____ meters _____.

6.

_____ centimeters

_____ centimeters

The hair brush is _____ centimeters _____.

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Problem Solving

7. The red skateboard is 75 cm long. The purple skateboard is 83 cm long. How much longer is the purple skateboard?

_____ centimeters

8. Zayed ran 50 m. Will ran 67 m. How much farther did Will run?

_____ meters

9. Abeer rode her bike 82 m. Alia rode her bike 14 m farther than Abeer. How far did Alia ride her bike?

_____ meters

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Write Math How can you compare a measurement in centimeters to a measurement in meters?

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Name _____

My Homework

Lesson 3

Compare Metric Lengths

Homework Helper

You can compare lengths of objects.

The brown hamster is 3 cm longer.

Practice

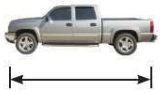
Find the objects. Measure them. Write the lengths. Write longer or shorter.

1.

_____ centimeters _____ centimeters

The spoon is _____ centimeters _____.

2.



_____ meters _____ meters

The house is _____ meters _____.

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Find the objects. Measure them. Write the lengths. Write longer or shorter.

3.

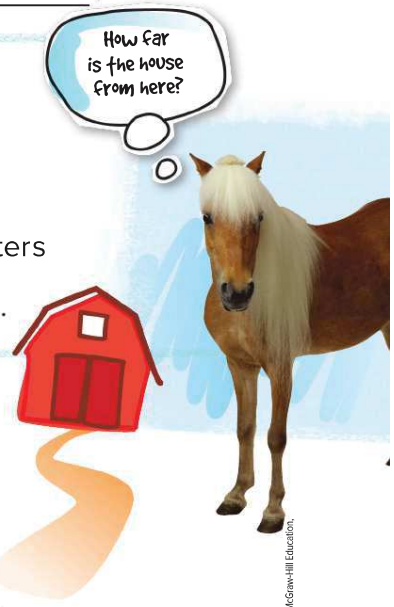
_____ centimeters _____ centimeters

The crayon is _____ centimeters _____.

4.

_____ meters _____ meters

The couch is _____ meters _____.



5. The path from my house to the barn is 50 m. The path from the barn to the pond is 30 m. How long is the path in all?

_____ meters

Test Practice

6. 56 m + 35 m = _____ m.

86	87	91	95
○	○	○	○

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Math at Home Have your child measure two beds in your house and compare the lengths in meters.

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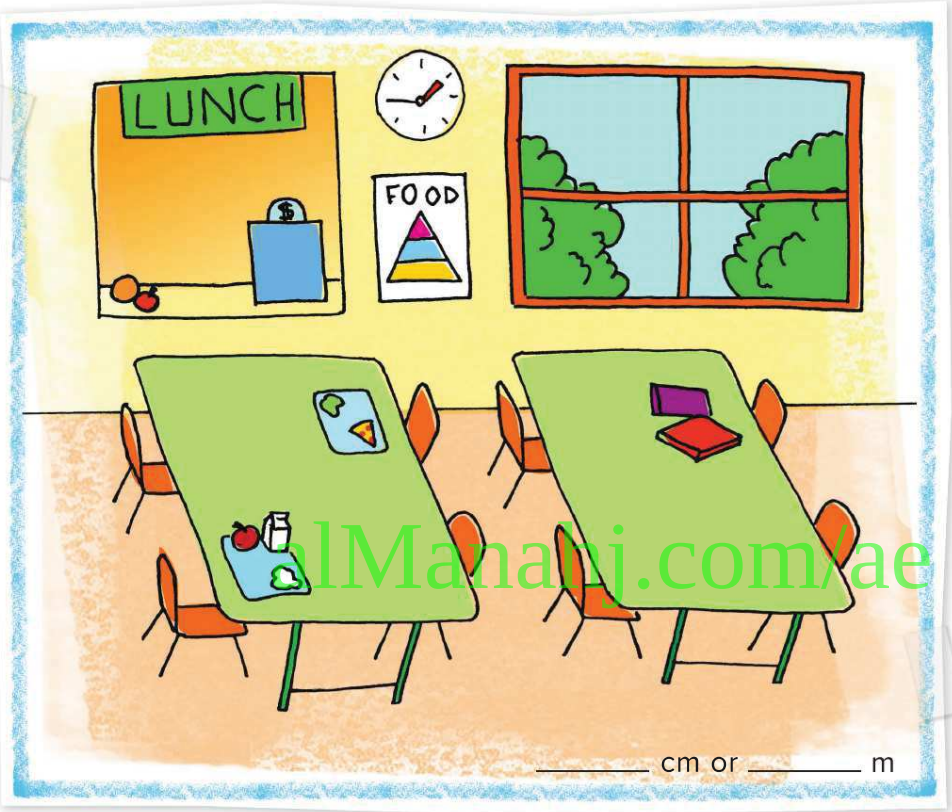
Name _____

Relate Centimeters and Meters

Lesson 4

ESSENTIAL QUESTION
How can I measure objects?

Explore and Explain



_____ cm or _____ m

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Teacher Directions: Choose a large object from the picture such as a table or window. Find it in your school. Measure the object in centimeters. Measure the object in meters. Discuss the measurements.

See and Show

Mathematical Practice

You can use different units of length to measure the same object.

The basketball hoop is about 3 m tall.

It is about 300 cm tall.

Helpful Hint
1 m = 100 cm

Find the object. Measure the length of each object twice.

Object	Measure
1.	_____ centimeters _____ meters
2.	_____ centimeters _____ meters
3.	_____ centimeters _____ meters

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Talk Math Which unit of measure gives you a more exact measurement?

Name _____

On My Own

Find the object. Measure the length of each object twice.

Object	Measure
4.	_____ centimeters _____ meters
5.	_____ centimeters _____ meters
6.	_____ centimeters _____ meters
7.	_____ centimeters _____ meters
8.	_____ centimeters _____ meters

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Problem Solving

Mathematical Practice

9. Ghaya's garden is 9 m long. Fatema's garden is 954 cm long. Whose garden is longer?

_____

10. Fatheya's bedroom is 6 m wide. Fawzia's bedroom is 596 cm wide. Whose bedroom is wider?

_____

11. Salem walks 10 m to his mailbox. Saeed walks 757 cm to his mailbox. Who walks farther?

_____

HOT Problem Lamya's ribbon was 5 m long. She cut off 35 cm. How long is the piece of ribbon now? Explain.

_____

_____

_____

_____

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Name _____

My Homework

Lesson 4
Relate Centimeters and Meters

Homework Helper

You can use different units of length to measure the same object.

The yarn is 2 m long.
It is 200 cm long.

Practice

Find the object. Measure the length of each object twice.

Object	Measure
1.	_____ centimeters _____ meters
2.	_____ centimeters _____ meters
3.	_____ centimeters _____ meters

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Find the object. Measure the length of each object twice.

Object	Measure
4.	_____ centimeters _____ meters
5.	_____ centimeters _____ meters

6. At the end of the race, Lamis was 3 m ahead of Laila. How many centimeters was she ahead of Laila?

_____ centimeters

Test Practice

7. 35 cm + 65 cm = _____

1 cm	1 m	90 cm	2 m
○	○	○	○

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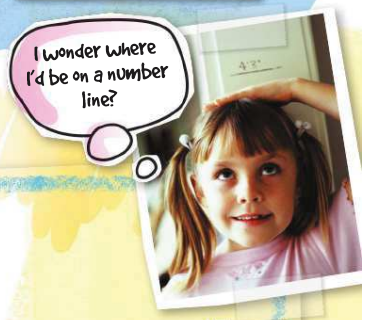
Math at Home Have your child measure an object in your house using centimeters and meters. Discuss how each measurement relates to the size of the unit.

Name _____

Measure on a Number Line

Lesson 5

ESSENTIAL QUESTION
How can I measure objects?



Explore and Explain

centimeters

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

_____ − _____ = _____

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Teacher Directions: Place a crayon and a pair of scissors on the number line. Line up the ends at 0. How much longer are the scissors than the crayon? Repeat with other pairs of objects. Draw a pair of objects on the number line and write the subtraction sentence that shows how much longer one object is than another.

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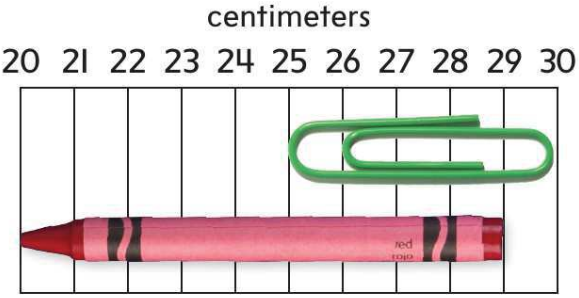
See and Show

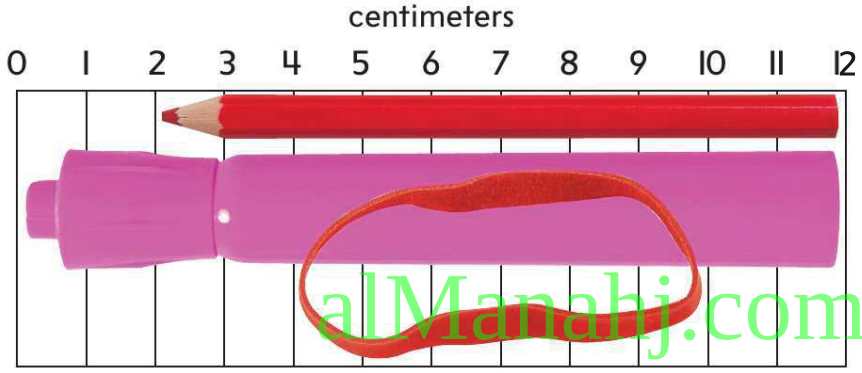
Mathematical Practice



The crayon is 9 centimeters long.

The paper clip is 5 centimeters long.

Use the number line to answer the questions.



1. How long is the pencil? _____ centimeters

2. How much longer is the marker than the rubber band? _____ centimeters

Talk Math How does the number line help you compare measurements?

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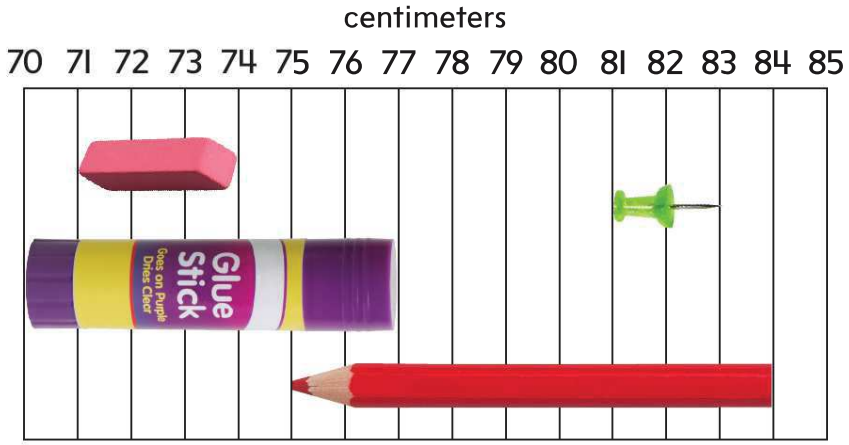
Name _____

On My Own

Use the number line to answer the questions.



3. How long is the glue stick? _____ centimeters

4. How long is the push pin? _____ centimeters

5. How long is the eraser? _____ centimeters

6. How much longer is the pencil than the glue stick? _____ centimeters

7. How long are the glue stick and push pin in all? _____ centimeters

8. How much shorter is the push pin than the pencil? _____ centimeters

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Problem Solving

Mathematical Practice

9. Manal is 98 cm tall. Her brother is 66 cm tall. How much taller is Manal?

_____ centimeters

10. Lamis' sheep is 55 cm long. Her cat, is 43 cm long. How much longer is the sheep?

_____ centimeters

11. Sultan found a trail in the woods that is 54 m long. Then he found a second trail that is 83 m long. How much longer is the second trail?

_____ meters

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Write Math How can a number line help you measure objects? Explain.

_____

_____

_____

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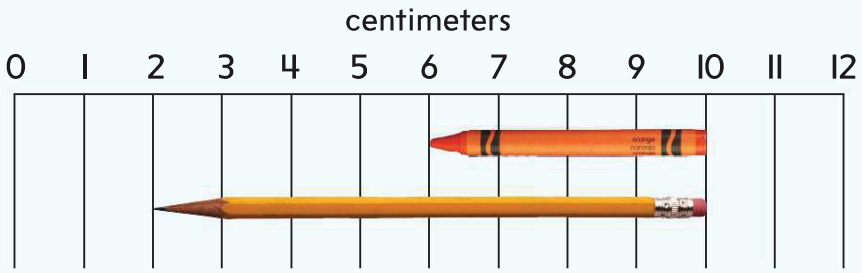
Name _____

My Homework

Lesson 5

Measure on a Number Line

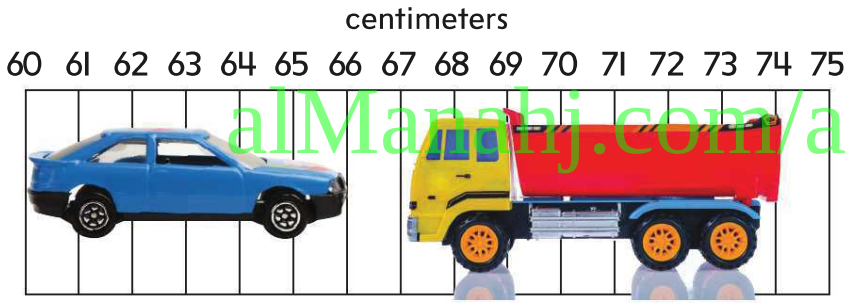
Homework Helper



The pencil is 4 cm longer than the crayon.

Practice

Use the number line to answer the questions.



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1. How long is the truck? _____ centimeters

2. How long is the car? _____ centimeters

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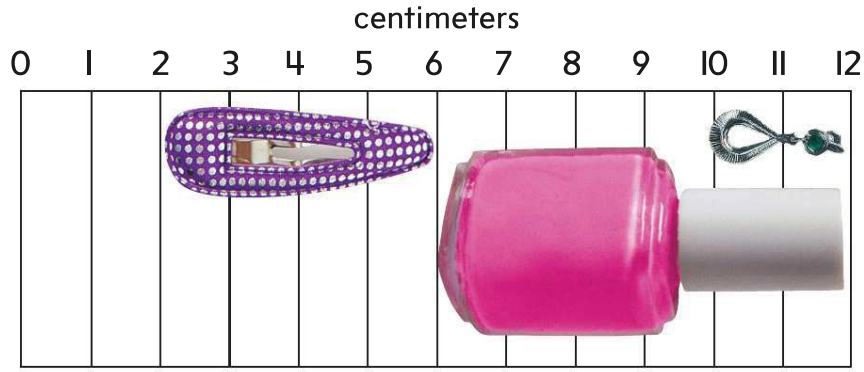
Use the number line to answer the questions.



3. How long is the barrette? _____ centimeters

4. How much longer is the nail polish than the earring? _____ centimeters

5. Saleh builds a block tower that is 35 cm high. Tarek builds a block tower that is 27 cm high. How much higher is Saleh's tower?

_____ centimeters

Test Practice

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6. 36 cm + 26 cm = _____

52 cm	62 cm	52 m	62 m
○	○	○	○

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Math at Home Help your child create a large number line measured in centimeters. Have him or her measure objects from your home using the number line.

Name _____

Measurement Data

Lesson 6

ESSENTIAL QUESTION
How can I measure objects?

Explore and Explain

I am "Green Ruler Man"!

Pencil Lengths

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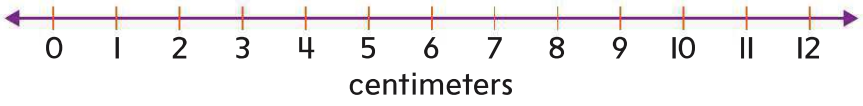

Teacher Directions: Measure five of your classmates' pencils with a ruler. Make a line plot using the data from your measurements.

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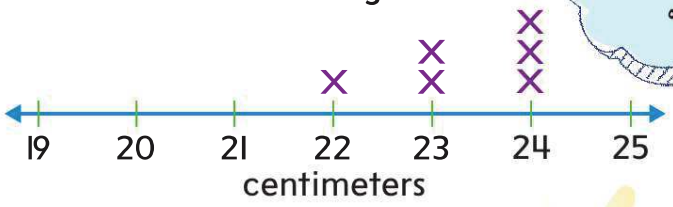
See and Show

Mathematical Practice

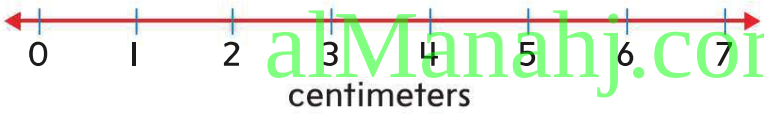
Helpful Hint
Remember a line plot tells how many times a number occurs in data.



How many people have shoes that are 23 cm long? 2

Measure the length of the right hand of 10 people in centimeters. Use the data to make a line plot.

Hand Lengths



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1. How long are most of the hands? _____ centimeters

2. How long is the longest hand? _____ centimeters

Talk Math How does a line plot help to show measurement data?

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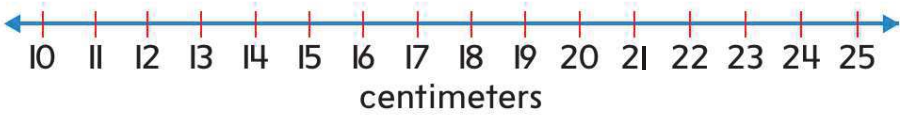
Name _____

On My Own

Measure 15 books from your classroom library in centimeters. Use the data to make a line plot.

Book Lengths



3. How long are most books? _____ centimeters

4. How long is the longest book? _____ centimeters

Measure 15 used crayons in centimeters. Use the data to make a line plot.

Crayon Lengths

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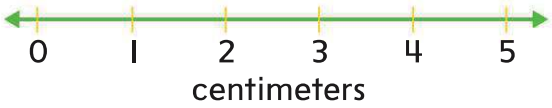

5. How short is the shortest crayon? _____ centimeters

6. How long is the longest crayon? _____ centimeters

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Problem Solving

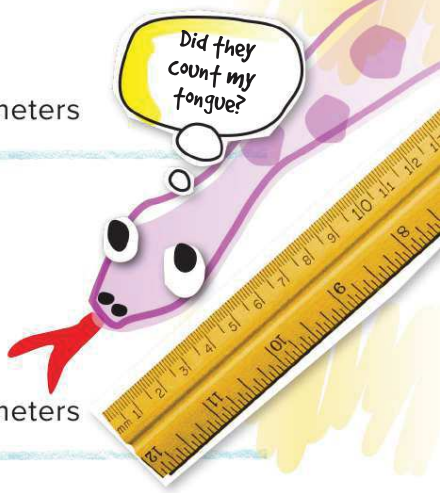
Mathematical Practice

7. A line plot shows that 12 people are 99 cm tall, 8 people are 98 cm tall, and 9 people are 94 cm tall. How tall are most of the people?

_____ centimeters

8. Four snakes are 50 cm, 2 snakes are 62 cm, and 4 snakes are 45 cm. What is the difference in length between the longest and the shortest snake?

_____ centimeters



9. Four people went down the slide 8 times. Eight people went down the slide 6 times. Two people went down the slide 12 times. How many times did most people go down the slide?

_____ times

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Name _____

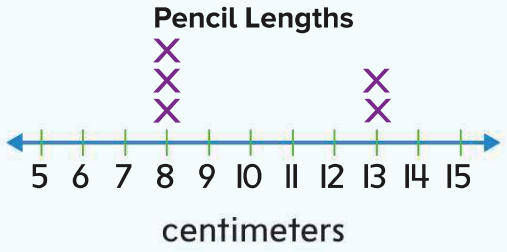
My Homework

Lesson 6
Measurement Data

Homework Helper

Three people have pencils that are 8 cm long.

Two people have pencils that are 13 cm long.



Practice

Measure the thumb length of each of your family members. Use the data to make a line plot.

Helpful Hint
Line plots show how often a number occurs in data.

Thumb Lengths

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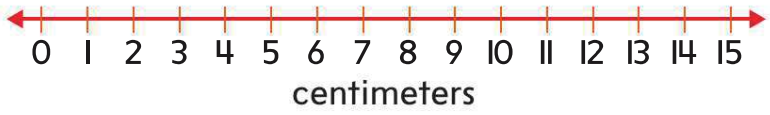

1. How long is the longest thumb? _____ centimeters

2. How short is the shortest thumb? _____ centimeters

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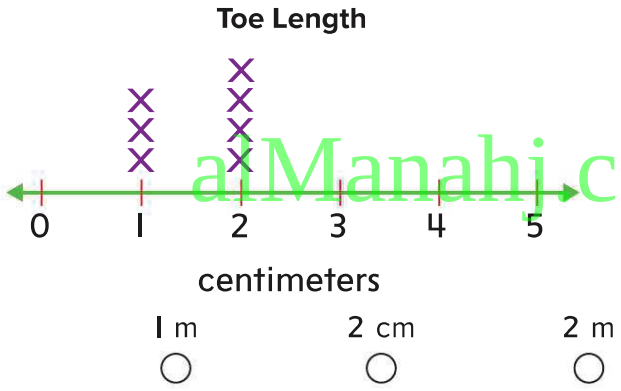
3. Make a line plot to show how tall each flower is. Four flowers are 10 cm, 3 flowers are 13 cm, and 6 flowers are 17 cm.

4. Muna ran 50 m 3 times. She ran 100 m 2 times, and she ran 150 m 1 time. How far did she run most of the time?

_____ meters

Test Practice

5. Use the line plot below to answer the question. How long are most toes?



1 cm ○ 1 m ○ 2 cm ○ 2 m ○

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Math at Home Have your child create a line plot to show the heights of everyone in your family.

Name _____

Liquid Volume

Lesson 7

ESSENTIAL QUESTION
How can I measure objects?

Explore and Explain

Look at the units of liquid volume. Liquid volume can also be called capacity.

cup
A yogurt container is about 1 cup.

liter
A container of milk is about 1 liter.

Use a measuring cup to fill a liter container.
How many cups did it take to fill the container?

_____ cups

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Teacher Directions: Look at the units of volume. Find the liquid volume of each container. Ask: Which container has the greatest liquid volume?

See and Show

Mathematical Practice

Circle the better unit of measure.

1.

cup liter

Circle the better unit of measure.

2.

cup liter

3.

cup liter

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Name _____

On My Own

Circle the better unit of measure.

4.

cup liter

5.

cup liter

Compare. Use >, <, or =.

6. cup ◯ liter

7. liter ◯ cup

8. cup ◯ cup

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9. Name some containers from around your house or class that would be about the same size as a cup and liter.

_____

_____

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Problem Solving

Mathematical Practice

Use a problem solving strategy to solve the problems. Write your answer.

10. If you were to fill a bathtub, which unit would you use? Explain.

_____

_____

_____

11. What do you notice about the liter container compared to the cup container? Explain.

_____

_____

_____

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12. Abdulrahman is heating a can of soup for lunch. Is it right to say he is heating a cup or a liter of soup? Explain.

_____

_____

_____

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Name .....

My Homework

Lesson 7
Liquid Volume

Homework Helper

Circle the better unit to measure each liquid volume.

1.

cup (liter)

Circle the better unit to measure each liquid volume.

2.

cup liter

3.

cup liter

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Circle the better unit to measure each liquid volume.

4.

cup liter

5.

cup liter

6. Maha was filling a small sink with a liter jug of water. The sink overflowed. Why did the sink overflow?

_____

_____

_____

_____

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Name _____

Metric Units of Liquid Volume

Lesson 8

ESSENTIAL QUESTION

How can I measure objects?

Explore and Explain

cup liter

cup liter

cup liter

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Teacher Directions: Look at the units of volume. Circle the better unit to measure each liquid volume.

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See and Show

Mathematical Practice

capacity cup liquid volume liter

The amount a container can hold is its liquid volume or capacity. The metric units of measure for capacity are the cup (c), and liter (L).

Circle the better unit to measure each liquid volume.

1.

cup (liter)

Circle the better unit to measure each liquid volume.

2.

cup liter

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3.

cup liter

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Name

On My Own

Circle the better unit to measure each liquid volume.

4

cup liter

5

cup liter

6

cup liter

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7

cup liter

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Problem Solving

Mathematical Practice

Find the container. Circle the better estimate. Measure. Circle the closer measure.

Container	Estimate	Measure
8	about 8 L about 40 L	8 L 40 L
9	about 4 L about 8 L	4 L 8 L
10	about 1 c about 6 c	1 c 6 c
11	about 3 L about 7 L	3 L 7 L
12	about 1 c about 3 c	1 c 3 c

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Name .....

My Homework

Lesson 8
Metric Units of Liquid Volume

Homework Helper

Circle the better unit to measure each liquid volume.

1.

cup (liter)

Circle the better unit to measure each liquid volume.

2.

cup liter

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3.

cup liter

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Problem Solving

Solve.

4. Obaid has 6 glasses and a pitcher of juice. Each glass holds 1 c. The pitcher holds 8 c of juice. Will Obaid be able to fill the 6 c?

_____

How do you know?

_____

5. Adnan is making a mug of hot chocolate. Should he use one cup or one liter of milk? Explain.

_____

_____

6. Ali put two cups of water in a container. He put one liter of water in another container. He pours both containers into one container. How many cups of water are in the container?

_____cups

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Name _____

My Review

Chapter II
Metric Lengths and Volume

Vocabulary Check

Write the correct word in each blank.

length estimate measure
centimeter meter

1. You can _____ to find a number close to an exact amount.

2. _____ is how long or how far away something is.

3. To _____ is to find the length, height, or weight using standard or nonstandard units.

4. A base-ten cube is about one _____ long.

5. A _____ is equal to 100 centimeters.

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Concept Check

Find the object. Estimate the length. Measure the object in centimeters.

Object	Estimate	Measure
6.	about _____ cm	about _____ cm

Find the object. Choose the tool and measure it.

Object	Tool	Measure
7.	_____	about _____

Find the objects. Measure them. Write the lengths. Write longer or shorter.

8.

_____ centimeters _____ centimeters

The glue stick is _____ cm _____.

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Find the object. Measure the length of it twice.

Object	Measure
9.	_____ centimeters _____ meters

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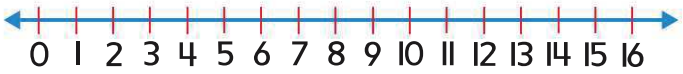
Name _____

Problem Solving

10. Use the data to make a line plot.
6 pieces of yarn were 10 cm long,
3 pieces of yarn were 5 cm long,
2 pieces of yarn were 15 cm long,
and 1 piece of yarn was 12 cm long.

Yarn Lengths



centimeters

11. Omar's bike is 2 m long. Salem's bicycle is 1 m long.
How many centimeters longer is Omar's bike than Salem's?

_____ centimeters

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Test Practice

12. Ghalia's golf club is 1 m long. How many centimeters long is Ghalia's golf club?

50	100	200	400
○	○	○	○

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Reflect

Complete each sentence.

ESSENTIAL QUESTION How can I measure objects?

Metric Lengths

A meter is equal to _____ centimeters.

My foot is about _____ centimeters long.

I can measure metric lengths with a _____ or a _____.

We are winners!

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Chapter

12 Money

ESSENTIAL QUESTION

How do I count and use money?

Let's count Money!

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Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

= focused on in this chapter

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Name _____

Am I Ready?

1. Skip count by 5s.

   5, 10, _____, _____, _____, _____

2. Skip count by 10s.

   10, 20, _____, _____, _____, _____

Count on to add.

3. $\begin{array}{r} 25 \\ +\ 1 \\ \hline \end{array}$

4. $\begin{array}{r} 30 \\ +\ 2 \\ \hline \end{array}$

5. $\begin{array}{r} 18 \\ +\ 3 \\ \hline \end{array}$

6. $\begin{array}{r} 16 \\ +\ 4 \\ \hline \end{array}$

7. $\begin{array}{r} 20 \\ +\ 5 \\ \hline \end{array}$

8. $\begin{array}{r} 35 \\ +10 \\ \hline \end{array}$

9. Noura is counting her mittens. She skip counts by 2s. She counts up to 12. How many pairs of mittens does Noura have?

_____ pairs

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How Did I Do?

Shade the boxes to show the problems you answered correctly.

1	2	3	4	5	6	7	8	9

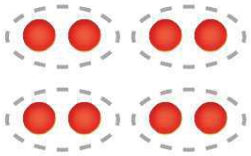
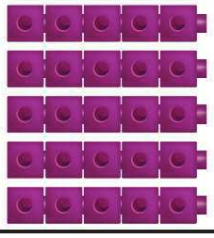
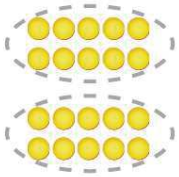
Name _____

My Math Words

Review Vocabulary

equal groups | repeated addition | skip count

Look at each example. Complete each sentence to describe the example. Then write the repeated addition sentence.

Example	Describe	Write
	Equal groups of _____. Skip count by _____.	
	Equal groups of _____. Skip count by _____.	
	Equal groups of _____. Skip count by _____.	

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My Vocabulary Cards

Mathematical Practice

1 fils

5 fils

10 fils

25 fils

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dirham

100 **fils** or
AED 1.00

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Directions:
Ideas for Use

- Have students think of words that rhyme with some of the words.
- Arrange the cards in alphabetical order.
- Tell students to create riddles for each word. Ask them to work with a friend to guess the word for each word card.

5 fils

A 5-fils coin has a value of 5 fils.

1 fils

A 1-fils coin has a value of 1 fils.

25 fils

A 25-fils coin has a value of 25 fils.

10 fils

A 10-fils coin has a value of 10 fils.

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1 dirham

One dirham has a value of 100 fils.

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My Foldable

FOLDABLES® Follow the steps on the back to make your Foldable.

78fils

27fils

50fils

95fils

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FOLDABLES®
Study Organizer

1 2 3

Manal

Yasmin

Hana

Khalid

Salem

Saeed

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Name _____

Coins of 1 Fils, 5 Fils, and 10 Fils

Lesson 1

ESSENTIAL QUESTION
How do I count and use money?

Explore and Explain

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Teacher Directions: Use 1 fils, 5-fils, and 10 fils. Sort the coins. Find the value of each group of coins. Write the value on each bouncy ball machine.

See and Show

Mathematical Practice

10 fils

Count by 10s.

10 fils 20 fils

5 fils

Count by 5s.

5 fils 10 fils

1 fils

Count by 1s.

1 fils 2 fils

To find the value of coins, start counting with the coin that has the greatest value.

10 fils, 20 fils, 25 fils, 30 fils, 31 fils, 32 fils = 32 fils

Count to find the value of the coins.

1.

_____fils, _____fils, _____fils = _____fils

2.

_____fils, _____fils, _____fils, _____fils, _____fils, = _____fils

Talk Math How many 10 fils are equal to 70 fils?

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Name _____

On My Own

Count to find the value of the coins.

3.

_____fils, _____fils, _____fils, _____fils, _____fils = _____fils

4.

_____fils, _____fils, _____fils, _____fils, _____fils, _____fils,

_____fils = _____fils

5.

_____fils, _____fils, _____fils, _____fils, _____fils, _____fils,

_____fils, = _____fils

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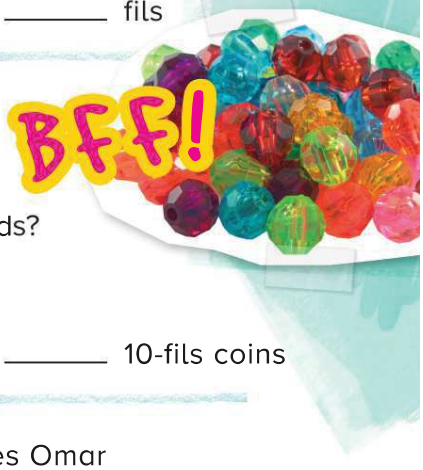
Problem Solving

Mathematical Practice

6. Eiman had **six** 10-fils coins and **four** 5-fils coins. She lost 2 of each of them. How much does she still have?

_____ fils

7. Hamdah wants to buy beads that cost **80 fils** to make a friendship bracelet. If she has 2 5-fils coins, how many 10-fils coins does she need to buy the beads?



_____ 10-fils coins

8. Mohammad has some 10-fils coins. He gives Omar 4 10-fils coins. He gives Omar 3 10-fils coins. How much money did Mohammad give away?

_____ fils

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HOT Problem Eissa finds 5 10-fils coins and 2 5-fils coins. He counts them and says he has **50 fils.** Tell why Eissa is wrong. Make it right.

_____

_____

_____

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Name .....

My Homework

Lesson 1

Coins of 1 Fils, 5 Fils, and 10 Fils

Homework Helper

10 fils

Count by 10s.

10 fils, 20 fils

5 fils

Count by 5s.

5 fils, 10 fils

1 fils

Count by 1s.

1 fils, 2 fils

To find the value of coins, start counting with the coin that has the greatest value.

10 fils, 20 fils, 25 fils, 30 fils, 31 fils, 32 fils = 32 fils

Count to find the value of the coins.

1.

_____fils, _____fils, _____fils, _____fils, _____fils = _____fils

2.

___ fils, ___ fils, ___ fils, ___ fils, ___ fils, ___ fils = ___ fils

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Count to find the value of the coins.

3.

_____fils, _____fils, _____fils, _____fils, _____fils = _____fils

4.

_____fils, _____fils, _____fils, _____fils, _____fils = _____fils

5. Obaid has **80 fils.** His friend has **4** 10-fils coins. How many 5-fils coins does his friend need to have the same amount of money as Obaid?

_____ five-fils coins

Vocabulary Check

Circle the correct answer.

6. **10 fils**

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Math at Home Have your child count coins to total 90 fils.

Name _____

Coins of 25 Fils

Lesson 2

ESSENTIAL QUESTION

How do I count and use money?

Explore and Explain

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Teacher Directions: Use 25 fils, 10 fils, 5 fils, and 1 fils. Sort the coins into the correct columns. Count to find the value of the coins. Write the value on each column.

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See and Show

Mathematical Practice

25 fils

Count by 25s.

25 fils, 50 fils, 75 fils

Start counting with the coin that has the greatest value.

___fils, ___fils, ___fils, ___fils, ___fils, ___fils, ___fils = ___fils

Count to find the value of the coins.

1.

___fils, ___fils, ___fils, ___fils, ___fils, ___fils = ___fils

2.

___fils, ___fils, ___fils, ___fils, ___fils, ___fils = ___fils

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Talk Math How many 25-fils coins do you need to make 100 fils?

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Name _____

On My Own

Count to find the value of the coins.

3.

____fils, ____fils, ____fils, ____fils, ____fils, ____fils, ____fils = ____fils

4.

____fils, ____fils, ____fils, _____fils = ____fils

5.

____fils, ____fils, ____fils, ____fils, ____fils, ____fils, ____fils = ____fils

How many 25-fils coins do you need to purchase each item?

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6.

____ 25-fils coins

7.

____ 25-fils coins

8.

____ 25-fils coins

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Problem Solving

Mathematical Practice

Use the information to answer each question.

9. Obaid found a 25-fils coin, a 10-fils coin, and three 5-fils coins under the sofa. His mom gave him another 25-fils coin. Does he have enough money to buy a school basketball game ticket that costs 50 fils? _____

Can Obaid also buy a juice box for 25 fils?

_____

10. Buthaina has 2 25-fils coins and 5 10-fils coins. She gives her friend 1 25-fils coin. Buthaina needs 100 fils to buy a stuffed animal. Does she have enough to buy the toy?

_____

11. Maysoun has 100 fils in 25-fils coins. She wants to buy bracelets. Each bracelet costs 25 fils. How many bracelets can she buy?

_____

HOT Problem Faleh buys water for 75 fils. He uses 3 25-fils coins. Describe another way Faleh could have paid for the water.

_____

_____

_____

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Name .....

My Homework

Lesson 2
Coins of 25 Fils

Homework Helper

25 fils =

25 fils, 50 fils, 75 fils

Start with the coin that has the greatest value.

25 fils, 50 fils, 60 fils, 70 fils, 75 fils, 80 fils, 81 fils = 81 fils

Practice

Count to find the value of the coins.

1.

___fils, ___fils, ___fils, ___fils, ___fils, ___fils = ___fils

2.

___fils, ___fils, ___fils, ___fils, ___fils, ___fils, ___fils = ___fils

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Count to find the value of the coins.

3.

____fils, ____fils, ____fils, ____fils, ____fils, ____fils = ____fils

Circle the correct number of 25-fils coins.

4. Jamal wants to donate **75 fils** to the animal shelter. How many 25-fils coins would that be?

5. Adnan has **3 25** fils-coins. His friend has **2** 25-fils coins. How many more fils does Adnan have than his friend?

_____fils

Vocabulary Check

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Circle the correct answer.

6. 25 fils

Math at Home Have your child use 25-fils coins to show you **50 fils** and **75 fils**.

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Name _____

Count Coins

Lesson 3

ESSENTIAL QUESTION
How do I count and use money?

Explore and Explain

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The value of all of the coins is _____.

Teacher Directions: Use 25-fils, 10-fils, 5-fils, and 1-fils coins. Sort the coins into the appropriate columns. Trace them. Write the total value of the coins.

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See and Show

Mathematical Practices

To count a group of coins, start with the coin that has the greatest value. Count to find the total.

25 fils 25 fils 10 fils 1 fils 1 fils

___fils, ___fils, ___fils, ___fils, ___fils

= ___fils

Count to find the value of the coins.

1.

10 fils 10 fils 5 fils 5 fils 5 fils 1 fils

___fils, ___fils, ___fils, ___fils, ___fils, ___fils

= ___fils

2.

25 fils 10 fils 10 fils 10 fils 5 fils 1 fils

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___fils, ___fils, ___fils, ___fils, ___fils, ___fils

= ___fils

Talk Math How does skip counting help you count groups of different coins?

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Name

On My Own

Count to find the value of the coins.

3.

___fils, ___fils, ___fils, ___fils, ___fils, ___fils

= ___fils

4.

___fils, ___fils, ___fils, ___fils, ___fils, ___fils

= ___fils

Draw and label the coins from greatest to least.
Find the value of the coins.

5.

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= _____fils

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Problem Solving

Mathematical Practices

6. Suppose you have 1 25-fils coin, 3 10-fils coins, 1 5-fils coin, and 7 1-fils coins. How much money do you have?

_____fils

7. Abdalla wants to buy a bouncy ball that costs 25 fils. He has five 1-fils coins, 1 10-fils coin, and 2 5-fils coins. Does Abdalla have enough money?

_____

8. Amer has a 25-fils coin and a 5-fils coin. He gets 2 more 25-fils coins for helping around the house. How much money does he have now?

_____fils

Write Math Sultan has 5 10-fils coins. Adnan has 10 5-fils coins. Who has more money? Explain.

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Name _____

My Homework

Lesson 3

Count Coins

Homework Helper

To count coins, start with the coin that has the greatest value. Count to find the total value.

25 fils, 50 fils, 60 fils, 65 fils, 70 fils, 71 fils

= 71 fils

Count to find the value of the coins.

1.

_____ fils, _____ fils, _____fils, _____ fils, _____ fils,

_____ fils

= _____ fils

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Count to find the value of the coins.

2.

_____fils, _____fils,_____fils,_____fils,

_____ fils

= _____fils

3.

_____ fils, _____ fils, _____ fils, _____ fils,

_____ fils, _____ fils

= _____fils

4. Maysoun has 6 10-fils, 5 5-fils and 4 1-fils coins. How much money does Maysoun have?

_____fils

Test Practice

5. Find the value of the coins.

41 fils ○ 46 fils ○ 51 fils ○ 36 fils ○

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Math at Home Give your child coins with a value under 1 dirham and have him or her practice counting the coins. Then pretend you are buying and selling things using the coins.

Name _____

Check My Progress

Vocabulary Check

1 fils | 5 fils | 10 fils | 25 fils

Complete each sentence.

1. A coin that has a value of 25 fils is a _____.

2. A coin that has a value of 5 fils is a _____.

3. A coin that has a value of 1 fils is a _____.

4. A coin that has a value of 10 fils is a _____.

Concept Check

Count to find the value of the coins.

5.

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_____fils, _____fils, _____fils, _____fils, _____fils, _____fils,

_____fils = _____fils

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Count to find the value of the coins.

6.

_____fils, _____fils, _____fils, _____fils, _____fils,

_____fils = _____fils

7.

_____fils, _____fils, _____fils, _____fils, _____fils, _____fils,

_____fils, _____fils

=_____fils

Test Practice

8. Mariam needs 55 fils to buy a bag of popcorn. Which coins should she use?

25 fils, 25 fils ○

25 fils, 1 fils, 5 fils ○

25 fils, 25 fils, 5 fils ○

25 fils, 25 fils, 1 fils ○

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Name _____

Problem Solving

STRATEGY: Act It Out

Lesson 4

ESSENTIAL QUESTION
How do I count and use money?

Maha has 2 25-fils coins, 1 10-fils coin, and 1 5-fils coin. Does he have enough money to buy this toy?

1 Understand

Underline what you know.
Circle what you need to find.

2 Plan

How will I solve the problem?

3 Solve

Act it out.

25 fils 25 fils 10 fils 5 fils

25 fils , 50 fils , 60 fils , 65 fils = 65 fils

Does Maha have enough money to buy the toy?

yes

4 Check

Is my answer reasonable? Explain.

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Practice the Strategy

Khawla wants to buy 3 rings. Each ring costs 20 fils. She has 1 25-fils coin, 2 10-fils coins, and 5 5-fils coins. Does she have enough money?

1 Understand Underline what you know. Circle what you need to find.

2 Plan How will I solve the problem?

3 Solve I will...

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4 Check Is my answer reasonable? Explain.

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Name _____

Mathematical Practice

Apply the Strategy

1. Wafa has 1 25-fils coin in her cashbox. Her mom gives her a 10 5-fils coin. How much money does Wafa have in all?

_____

2. Ali has 2 25-fils coins, 1 10-fils coin, and a 1-fils coin. He wants to buy a toy truck for 55 fils. Does he have enough money to buy the toy truck?

_____

3. Jassim has 2 25-fils coins, 3 10-fils coins, and 2 5-fils coins. He has enough money to buy a race car. What is the greatest amount of money that the race car could cost?

_____

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Review the Strategies

Choose a strategy

- Act it out.
- Draw a picture.
- Use logical reasoning.

4. Hamdah has 1 10-fils coin, 3 5-fils coins, and 4 1-fils coins. Does she have enough to buy a cookie that costs 30 fils?

How much more does she need?

5. Hessa has coins to buy a gel pen at the store. It costs 85 fils. She has 2 25-fils coins and 1 5-fils coin. What two coins does she still need?

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6. A notebook costs 40 fils. What three coins could you use to pay for the toy?

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Name .....

My Homework

Lesson 4

Problem-Solving: Act It Out

Hamad has 3 10-fils coins and 2 5-fils coins.
Does he have enough money to buy the pack of stickers that costs 50 fils?

1 Understand

Underline what you know.
Circle what you need to find.

2 Plan

How will I solve the problem?

3 Solve

Act it out.

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10 fils, 20 fils, 30 fils, 35 fils, 40 fils = 40 fils

He has 40 fils. He needs 50 fils.
So, he does not have enough money.

4 Check

Is my answer reasonable?

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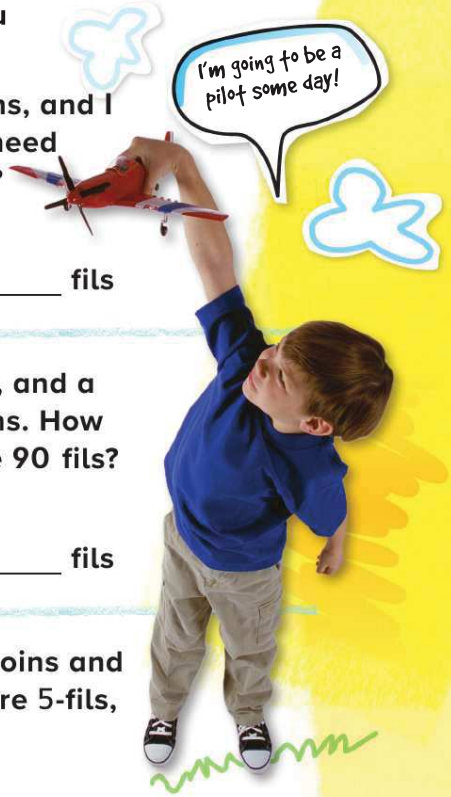
Problem Solving

Underline what you know. Circle what you need to find. Act it out to solve.



1. **Hareb has 1 25-fils coin, 3 10-fils coins, and 1 5-fils coin.How much more does he need to buy an airplane that costs 75 fils?**

_____ **fils**

2. **Hind has 1** 10-**fils coin, 2** 10-**fils coins, and a** 5-**fils coin. Her sister has 3 5-fils coins. How many more fils do they need to have 90 fils?**

_____ **fils**

3. **Usama has 75 fils. He has 2** 25-**fils coins and 1** 10-**fils coin. If the rest of his coins are** 5-**fils, how many** 5-**fils coins does he have?**

_____ **5-fils coins**

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4. **Hala has 1** 25-**fils coin, 1** 10-**fils coin, 3** 5-**fils coins, and 3 1-fils coins. How much money does she have?**

_____ **fils**

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Math at Home Have your child show you the coins needed to buy a toy that costs 64 fils.

Name _____

Dirhams

Lesson 5

ESSENTIAL QUESTION
How do I count and use money?

Explore and Explain

one dirham = 100 fils

_____ _____ _____ _____

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Teacher Directions: Count 1 fils to 100 fils. Write the number of 25-fils coins it takes to equal 100 fils. Do the same for the 10-fils coin and each of the other coins.

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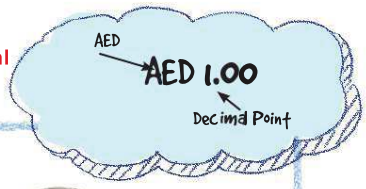
See and Show

Mathematical Practices



One **dirham** has a value of 100 fils.

Use a decimal point to separate the dirhams from the fils.

one dirham = AED 1.00

100 fils = AED 1	20 5-fils coins = AED 1	10 10-fils coins = AED 1	4 25-fils coins = AED 1

Count to find the value of the coins.
Circle the combinations that equal 1 dirham.

1.

2.

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Name _____

On My Own

Count to find the value of the coins.
Circle the combinations that equal 1 dirham.

3.

_____

4.

_____

5.

_____

6.

_____

7.

_____

8.

_____

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Problem Solving

Mathematical Practice

9. Hiyam has 1 25-fils coin, 2 10-fils coins, 1 50-fils coin, and 4 1-fils coins. She needs 1 dirham to buy a book. How much money does she have?

_____

How much more does she need to have one dirham?

_____

10. Badr needs 1 dirham. He has three 25-fils coins and one 10-fils coin. How much does he have?

_____

How much more does he need to make 1 dirham?

_____

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Write Math Think of 2 combinations of coins that equal one dirham and write them here.

_____

_____

_____

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Name _____

My Homework

Lesson 5
Dirhams

Homework Helper

One dirham has a value of 100 fils.

one-dirham coin

AED 1.00 is equal to

Count to find the value of the coins.
Circle combinations that equal 1 dirham.

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1.

_____

2.

_____

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Count the coins. Write the value.
Circle combinations that equal 1 dirham.

3.

_____

4.

_____

5. Shaikha has 2 25-fils coins and 4 10-fils coins. She wants to buy 1 bag of pretzels for 1 dirham. How much more money does she need?

_____

6. Humaid has 3 25-fils coins, 1 10-fils coin, and 1 5-fils coin. How many more 5-fils coins does he need to have 1 dirham?

_____ 5-fils coins

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Vocabulary Check

Circle the correct choices.

7. one dirham AED 1 1 AED AED 1.00

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Math at Home Have your child use various coins to show you two ways to make 1 dirham.

Name _____

My Review

Chapter 12
Answering the Essential Question

Vocabulary Check

Draw lines to match.

1. 10-fils coin
2. 1-fils coin
3. 25-fils coin
4. 1 dirham
5. 5-fils coin

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Concept Check

Count to find the value of the coins.

6.

_____fils, _____fils, _____fils, _____fils, _____fils = _____ fils

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Concept Check

Count to find the value of the coins.

7.

_____fils, _____fils, _____fils, _____fils, _____fils, _____fils = _____fils

Count to find the value of the group of coins.

8.

___fils, ___fils, ___fils, ___fils, ___fils, ___fils

= _____fils

Count to find the value of the coins.
Circle the combinations that equal 1 dirham.

9.

_____

10.

_____

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Use each coin to make one dirham.
Write the number of coins you used.

11.

_____

12.

_____

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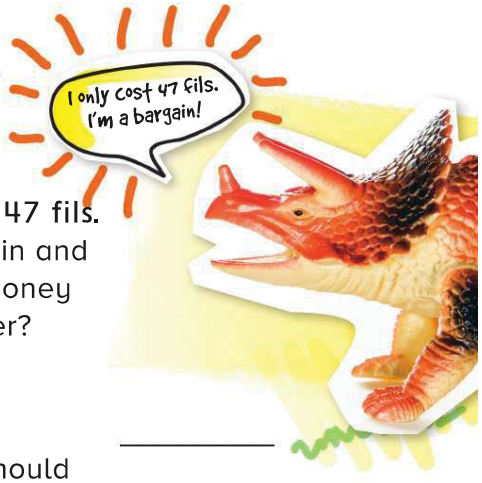
Name _____



Problem Solving

13. Hamad buys a toy dinosaur for 47 fils. He gives the cashier 1 25-fils coin and 1 10-fils coin. How much more money does he need to give the cashier?

_____

Circle the three coins Hamad should give the cashier.

14. Khalaf has two 10-fils coins. Adnan has two 25-fils coins. How much money do the two boys have in all?

_____

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Test Practice

15. Abeer found 1 25-fils coin and 1 10-fils coin. She already had 30 fils. Alia has 85 fils. How much more money does Alia have?

10 fils	20 fils	25 fils	30 fils
○	○	○	○

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Reflect

Chapter 12
Answering the Essential Question

1-fils coin

_____, _____, _____ = _____

_____ 1-fils coins make 1 dirham.

5-fils coin

_____, _____, _____ = _____

_____ 5-fils coins make 1 dirham.

ESSENTIAL QUESTION

How do I count and use money?

10-fils coin

_____, _____, _____ = _____

_____ 10-fils coins make 1 dirham.

25-fils coin

_____, _____, _____ = _____

_____ 25-fils coins make 1 dirham.

Count on it!

Success is yours!

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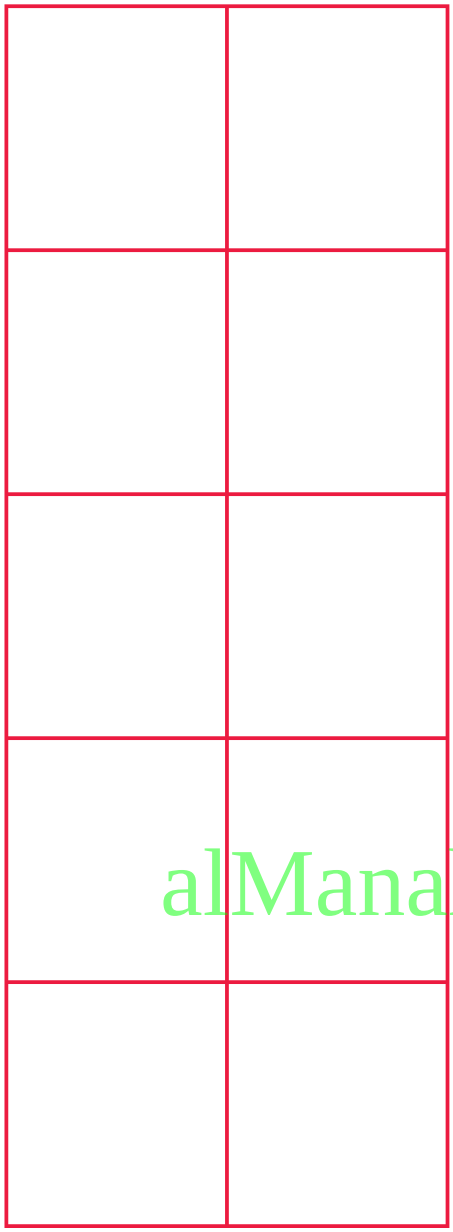
Work Mat I: Ten-Frame



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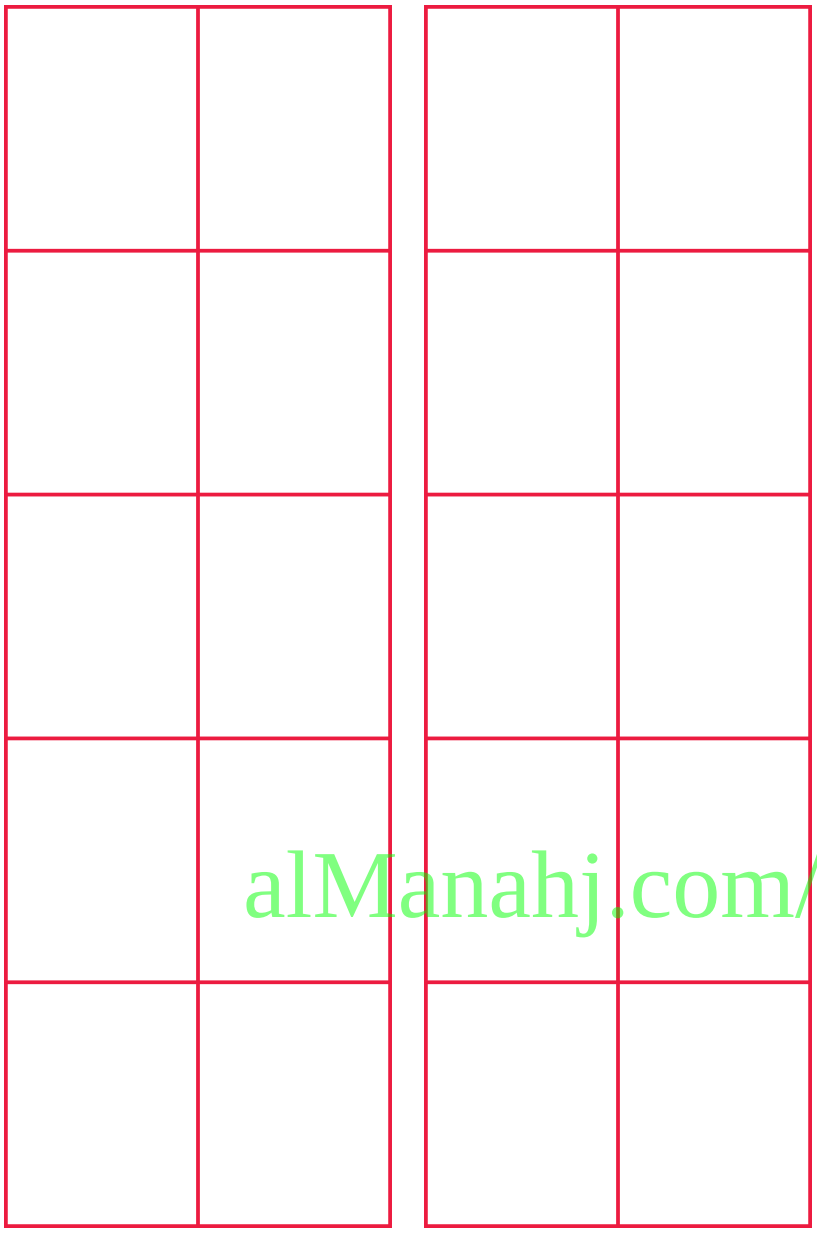
Work Mat **2**: Ten-Frames



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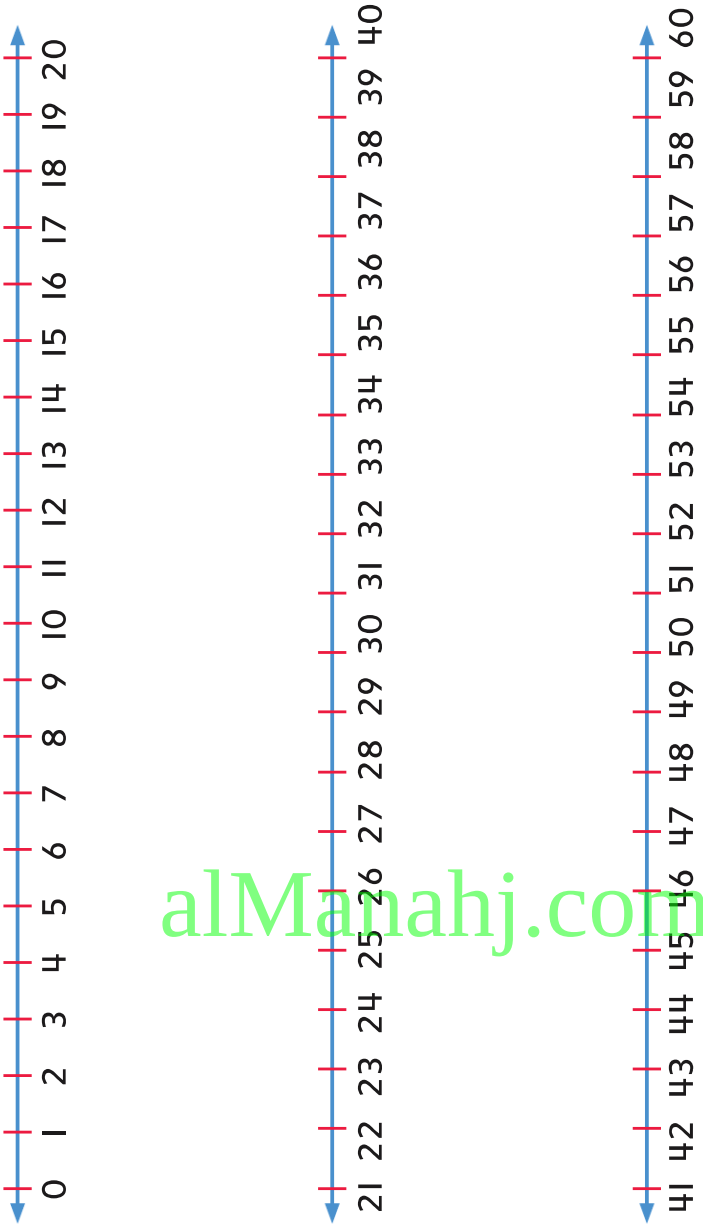
Work Mat 3: Number Lines



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Work Mat 4: Number Lines

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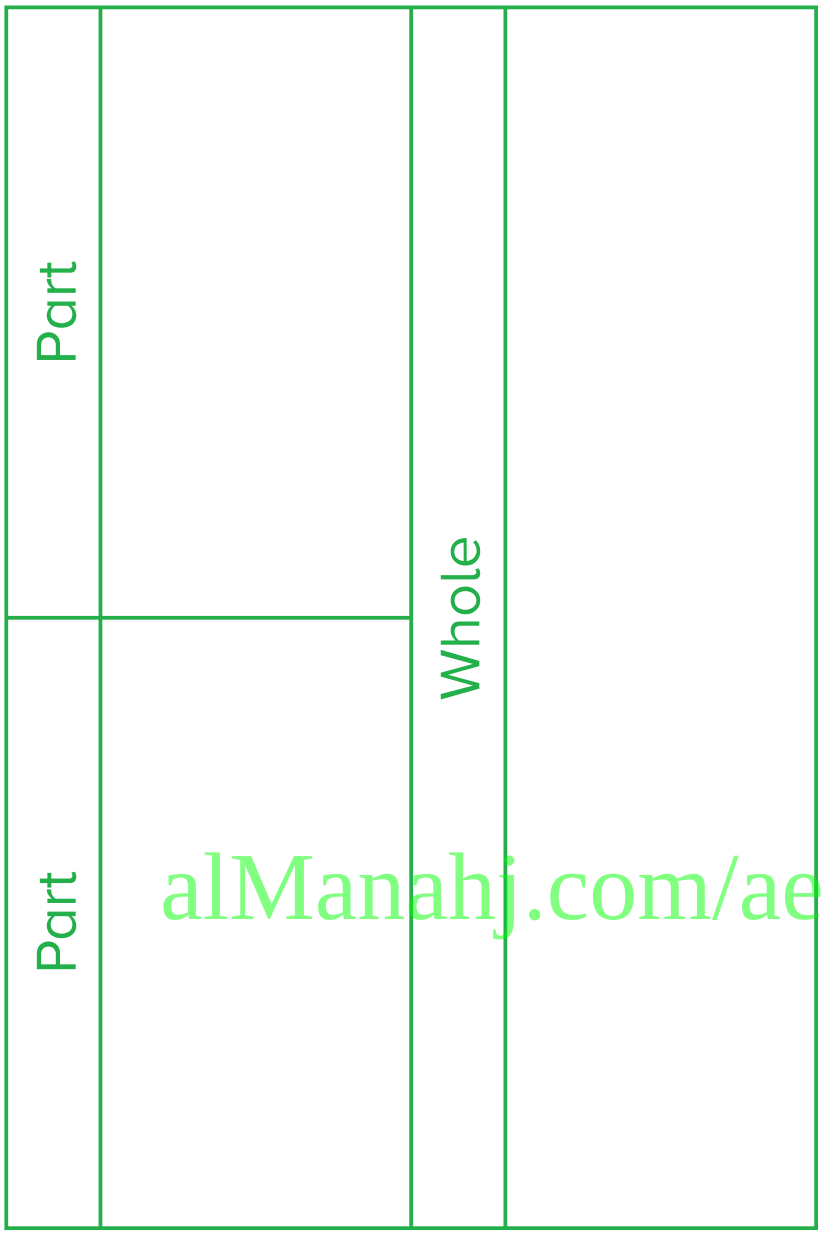
Work Mat **5**: Part-Part-Whole



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Work Mat **6**: Tens and Ones Chart

Tens	Ones

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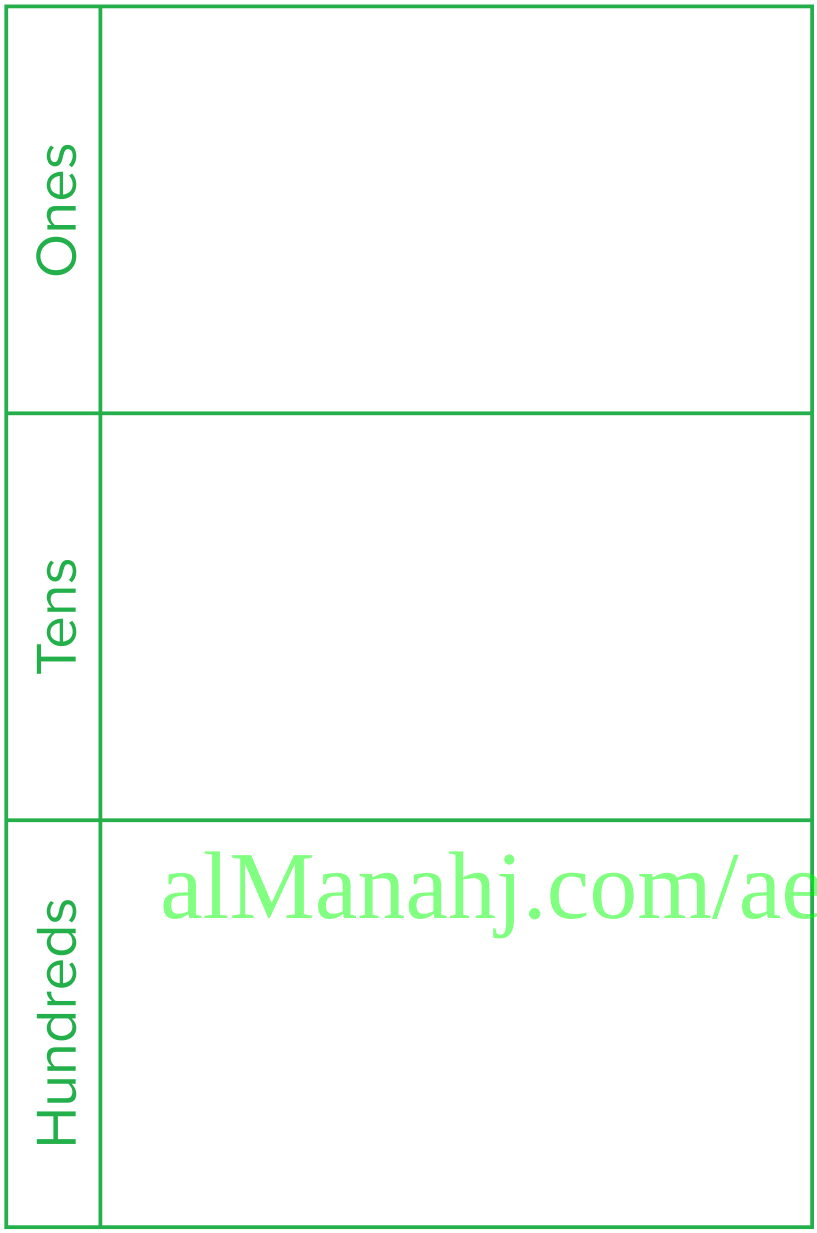
Name & Date

Work Mat **7**: Hundreds, Tens, and Ones Chart



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Work Mat **8**: Thousands, Hundreds, Tens, and Ones Chart

Thousands	Hundreds	Tens	Ones

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Roman Numerals

Representation of Arabic and Roman Numerals

I = I	II = XI
2 = II	I2 = XII
3 = III	I3 = XIII
4 = IV	I4 = XIV
5 = V	I5 = XV
6 = VI	I6 = XVI
7 = VII	I7 = XVII
8 = VIII	I8 = XVIII
9 = IX	I9 = XIX
I0 = X	20 = XX

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Special Numbers:

50 = L	500 = D
I00 = C	I000 = M

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Indian Numerals

Representation of Arabic and Indian Numerals

١ = ١	١١ = ١١
٢ = ٢	١٢ = ١٢
٣ = ٣	١٣ = ١٣
٤ = ٤	١٤ = ١٤
٥ = ٥	١٥ = ١٥
٦ = ٦	١٦ = ١٦
٧ = ٧	١٧ = ١٧
٨ = ٨	١٨ = ١٨
٩ = ٩	١٩ = ١٩
١٠ = ١٠	٢٠ = ٢٠

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Special Numbers:

٠ = 0	٥٠ = 50
٢٥ = 25	١٠٠ = 100

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Glossary/القاموس

Aa

English	العربية
A.M. The hours from midnight until noon.	**صباحًا (AM)** يرمز إلى الساعات من منتصف الليل وحتى الظهيرة.
add (addition) Join together sets to find the total or sum. The opposite of ***subtract***. $2 + 5 = 7$	**الجمع** هو ضم المجموعات معًا لإيجاد ناتج جمعها أو عددها الإجمالي. وهو عكس *الطرح*. $2 + 5 = 7$
addend Any numbers or quantities being added together. In $2 + 3 = 5$, 2 is an addend and 3 is an addend. $2 + 3 = 5$	**حد جمعي** هو أي أعداد أو كميات يتم جمعها إلى بعضها البعض. ففي $2 + 3 = 5$، الرقم 2 حد جمعي وكذلك الرقم 3. $2 + 3 = 5$

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Aa

after Follow in place or time.

5 6 7 8

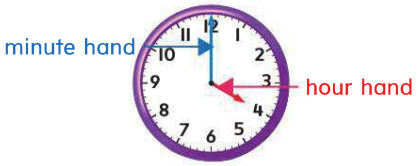
6 is just ***after*** 5

بعد هو التالي في المكان أو الزمان.

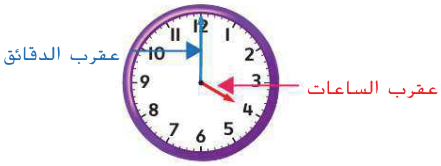
5 6 7 8

يأتي الرقم 6 بعد الرقم 5 مباشرة

analog clock A clock that has an hour hand and a minute hand.



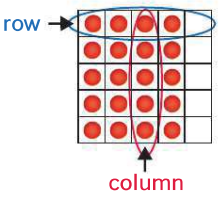
الساعة التناظرية هي ساعة بها عقرب للساعات وآخر للدقائق.



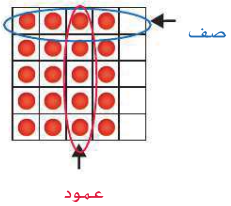
angle Two sides on a two-dimensional shape meet to form an angle.

الزاوية هي ضلعان متقاطعان في شكل ثنائي الأبعاد يتقاطعان لتكوين زاوية.

array Objects displayed in rows and columns.



المصفوفة هي أجسام معروضة في صفوف وأعمدة.



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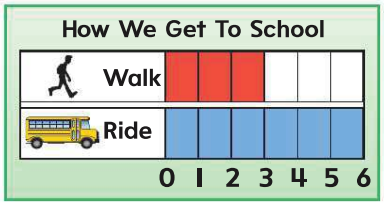
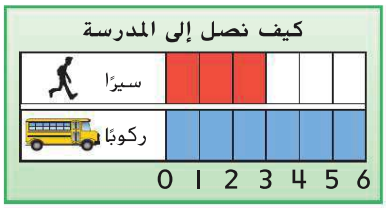
Bb

bar graph A graph that uses bars to show data.



التمثيل البياني بالأعمدة هو رسم بياني يستخدم الأعمدة لعرض البيانات.



before

5 6 7 8

6 is just ***before*** 7

قبل

5 6 7 8

يأتي الرقم 6 *قبل* الرقم 7 مباشرة

between

47 48 49 50

49 is ***between*** 48 and 50

بين

47 48 49 50

يقع العدد 49 بين العددين 48 و50

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Cc

centimeter (cm) A metric unit for measuring length.

السنتيمتر (cm) هو وحدة مترية لقياس الطول.

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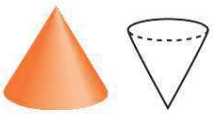
circle A closed, round two-dimensional shape.

الدائرة هي شكل مغلق مستدير ثنائي الأبعاد.

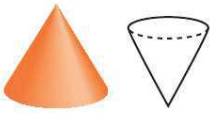
compare Look at objects, shapes, or numbers and see how they are alike or different.

المقارنة هي النظر إلى الأجسام أو الأشكال أو الأعداد ورؤية أوجه التشابه أو الاختلاف.

cone A three-dimensional shape that narrows to a point from a circular face.

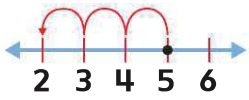


المخروط هو شكل ثلاثي الأبعاد يضيق وصولاً إلى نقطة مدببة، وقاعدته عبارة عن وجه دائري.



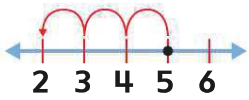
count back On a number line, start at the greater number (5) and count back (3).

$5 - 3 = 2$



العد التنازلي على خط الأعداد، ابدأ العد من الحد الجمعي الأكبر 5 وعد للوراء بمقدار 3.

$5 - 3 = 2$



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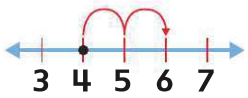
Cc

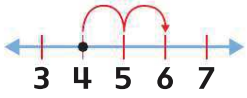
count on On a number line, start at the first addend (4) and count on (2).

$4 + 2 = 6$

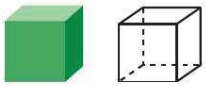


العد التصاعدي على خط الأعداد، ابدأ العد من الحد الجمعي الأول (4) وعد للأمام بمقدار (2).

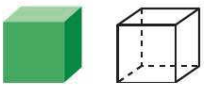
$4 + 2 = 6$



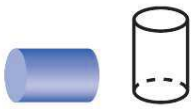
cube A three-dimensional shape with 6 square faces.



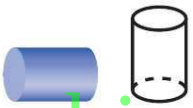
المكعب هو شكل ثلاثي الأبعاد له 6 وجوه مربعة.



cylinder A three-dimensional shape that is shaped like a can.



أسطوانة شكل ثلاثي الأبعاد يشبه علبة الصفيح.



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Dd

data Numbers or symbols, sometimes collected from a survey or experiment, that show information. ***Data*** is plural.

Name	Number of Pets
Huda	3
Tareq	1
Zayed	4

البيانات هي أعداد أو رموز لعرض المعلومات، ويتم جمعها في بعض الأحيان من استطلاع رأي أو تجربة. وهي جمع لكلمة ***بيان***.

الاسم	عدد الحيوانات الأليفة
هدى	3
طارق	1
زايد	4

day 1 day = 24 hours
Examples: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

يوم 1 يوم = 24 ساعة مثل:
الأحد، الاثنين، الثلاثاء، الأربعاء، الخميس، الجمعة، السبت

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difference The answer to a subtraction problem.

$3 - 1 = 2$

The difference is 2.

الفرق هو الناتج المخصص لمسألة الطرح.

$3 - 1 = 2$

الفرق هنا هو 2.

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Dd

digit A symbol used to write numbers. The ten digits are 0, 1, 2, 3, 4, 5, 6, 7, 8, 9.

الرقم هو رمز يستخدم في كتابة الأعداد. والأرقام العشرة هي 0, 1, 2, 3, 4, 5, 6, 7, 8, 9.

digital clock A clock that uses only numbers to show time.

الساعة الرقمية هي ساعة تستخدم الأرقام فقط لعرض الوقت.

dirham The official currency of the UAE.

one dirham = AED 1 or AED 1.00

الدرهم هو العملة الرسمية لدولة للإمارات العربية المتحدة.

الدرهم الواحد = AED 1 أو 1 درهم

doubles (and near doubles)
Two addends that are the same number.

6 + 6 = 12 ← doubles

6 + 7 = 13 ← near doubles

مضاعفات الجمع (شبه مضاعفات للجمع)
هما حدّا جمع متماثلان.

6 + 6 = 12 ← مضاعفات جمع

6 + 7 = 13 ← شبه مضاعفات الجمع

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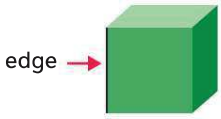
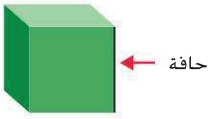
Ee

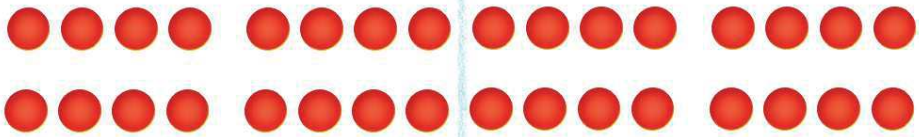
edge The line segment where two ***faces*** of a three-dimensional shape meet.



الحافة هي القطعة المستقيمة التي يتقابل فيها ***وجهان*** من شكل ثلاثي الأبعاد.



equal groups Each group has the same number of objects.

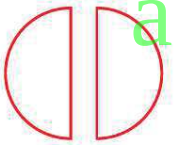


There are four equal groups of counters.

المجموعات المتساوية هي كل مجموعة تحتوي على نفس عدد الأشياء.

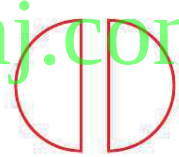
يوجد أربع مجموعات متساوية من الكرات.

equal parts Each part is the same size.



This circle is cut into 2 equal parts.

الأجزاء المتساوية هي كل جزء له الحجم نفسه.



هذه الدائرة مقسومة إلى جزءين متساويين.

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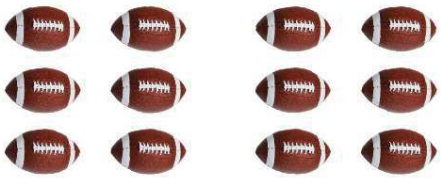
Ee

equal to =



6 = 6

6 is ***equal to*** or the same as 6.

estimate Find a number close to an exact amount.

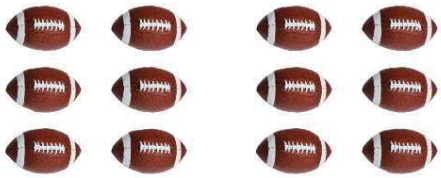
47 + 22 rounds to 50 + 20.
The estimate is 70.

even number Numbers that end with 0, 2, 4, 6, 8.

expanded form
The representation of a number as a sum that shows the value of each digit. Sometimes called ***expanded notation***.

536 is written as 500 + 30 + 6.

يساوي =



6 = 6

الرقم 6 ***يساوي*** أو هو نفسه الرقم 6.

التقدير هو إيجاد العدد القريب من الكمية الدقيقة.

47 + 22 يساوي بالتقريب 50 + 20.
والتقدير هنا هو 70.

العدد الزوجي هو العدد الذي ينتهي بالأرقام 0، 2، 4، 6، 8.

الصيغة الموسعة
هو تمثيل العدد على هيئة ناتج جمع بشكل يوضح قيمة كل رقم. ويُسمى في بعض الأحيان باسم ***الشكل الموسع***.

فمثلاً 536 تُكتب 500 + 30 + 6

D. Hurst/Alamy
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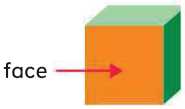
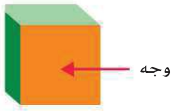
Ff

face The flat part of a three-dimensional shape.



A square is a face of a cube.

الوجه هو الجزء المسطح من الشكل ثلاثي الأبعاد.



فيُعد المربع أحد أوجه المكعب.

fact family Addition and subtraction sentences that use the same numbers.

$6 + 7 = 13$ $13 - 7 = 6$
$7 + 6 = 13$ $13 - 6 = 7$

عائلة الحقائق هي جمل الجمع أو الطرح التي تستخدم الأعداد نفسها.

$6 + 7 = 13$ $13 - 7 = 6$
$7 + 6 = 13$ $13 - 6 = 7$

fourths Four equal parts of a whole. Each part is a fourth, or a quarter of the whole.

الأرباع هي أربعة أجزاء متساوية من الكل. ويسمى كل جزء منها ربعًا من الكل.

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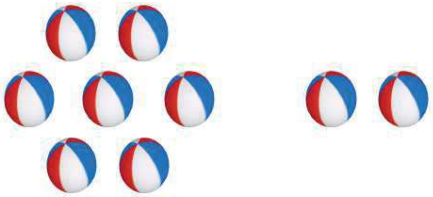
Gg

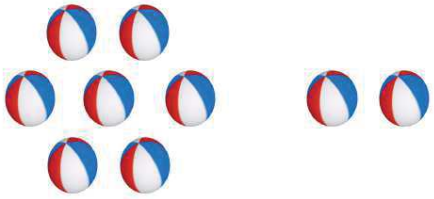
greater than >



7 > 2

7 is greater than 2.

أكبر من >



7 > 2

فيُعد الرقم 7 أكبر من الرقم 2.

group A set of objects.

1 group of 4

المجموعة هي تجميعة من الأشياء.

مجموعة واحدة من 4 أشياء

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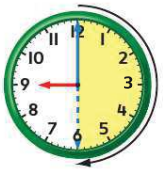
half hour (or half past) A unit to measure time. Sometimes called ***half past*** or ***half past the hour***.

a half hour = 30 minutes

نصف الساعة هي وحدة قياس زمنية. وتلحق الساعة، فنقول ***ساعة ونصف*** أو ***ساعتان ونصف*** مثلاً.

نصف ساعة = 30 دقيقة



halves Two equal parts of a whole. Each part is a half of the whole.

النصفان هما جزآن متساويان من الكل. ويُسمى كل جزء منهما نصفًا من الكل.

hexagon A 2-dimensional shape that has six sides.

الشكل السداسي هو شكل ثنائي الأبعاد له ستة أضلاع.

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hour A unit to measure time.

1 hour = 60 minutes

الساعة هي وحدة قياس زمنية.

1 ساعة = 60 دقيقة

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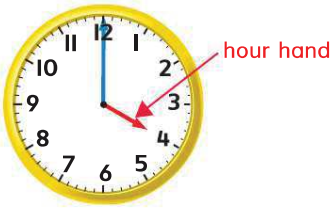
Hh

hour hand The hand on a clock that tells the hour. It is the shorter hand.



عقرب الساعات العقرب في الساعة الذي يعبر عن الساعات، وهو العقرب الأقصر.

hundreds The numbers in the range of 100–999. It is the place value of a number.

365

3 is in the hundreds place.
6 is in the tens place.
5 is in the ones place.

المئات هي الأعداد التي تتراوح من 100 إلى 999. وهي القيمة المكانية للرقم.

365

يقع الرقم 3 في منزلة المئات.
ويقع الرقم 6 في منزلة العشرات.
أما الرقم 5 فيقع في منزلة الآحاد.

Ii

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inverse Operations that are opposite of each other.

Addition and subtraction are inverse or opposite operations.

العمليات العكسية هي العمليات المضادة لبعضها البعض.

فالجمع والطرح عمليتان عكسيتان، أو متضادتان.

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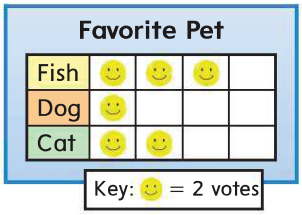
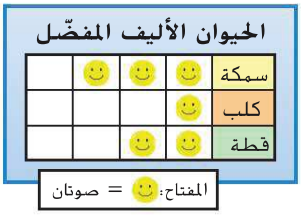
Kk

key Tells what (or how many) each symbol stands for.

مفتاح الرسم يوضح ما الذي يمثله الرمز في التمثيل البياني (أو عدده).





Ll

length How long or how far away something is.

الطول هو مقدار طول الشيء أو امتداده.

length

الطول

less than <

أصغر من <

4 < 7

4 is less than 7.

4 < 7

الرقم 4 أصغر من الرقم 7.

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line plot A graph that shows how often a certain number occurs in data.

التمثيل البياني بالنقاط المجمعة هو رسم بياني يبين مدى تكرار عدد معين في البيانات.

Mm

measure To find the length, height, weight, capacity, or temperature using standard or nonstandard units.

القياس هو إيجاد الطول أو الارتفاع أو الوزن أو السعة أو درجة الحرارة باستخدام الوحدات القياسية وغير القياسية.

meter (m) A metric unit for measuring length.

1 meter = 100 centimeters

المتر (m) هو وحدة مترية لقياس الطول.

1 متر = 100 سنتيمتر

minute (min) A unit to measure time. Each tick mark is one minute.

1 minute = 60 seconds

1 دقيقة = 60 ثانية

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minute hand The longer hand on a clock that tells the minutes.

عقرب الدقائق هو العقرب الأطول في الساعة الذي يعبر عن الدقائق.

missing addend The missing number in a number sentence that makes the number sentence true.

$9 + \square = 16$

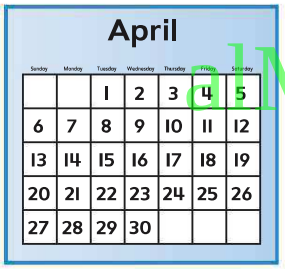
The missing addend is 7.

الحد الجمعي الناقص هو العدد المفقود في الجملة العددية الذي يجعل تلك الجملة صحيحة.

$9 + \square = 16$

الحد الجمعي الناقص هو 7.

month A unit of time.
12 months = 1 year

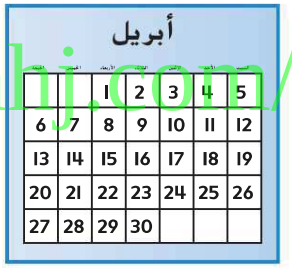


April

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

This is the month of April.

الشهر هو وحدة زمنية.
12 شهرًا = 1 عام



أبريل

			1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

هذا هو شهر أبريل.

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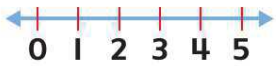
Nn

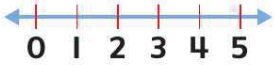
near doubles Addition facts in which one addend is exactly 1 more or 1 less than the other addend.

شبه مضاعفات الجمع هما حقائق جمع يكون فيها أحد حدي الجمع أكبر من الحد الآخر أو أصغر منه بمقدار 1 فقط.

number line A line with number labels.

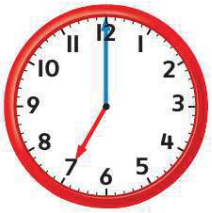


مستقيم الأعداد خط مكتوب عليه الأعداد.



Oo

o'clock At the beginning of the hour.



It is 7 o'clock.

تمام الساعة تُستخدم في التعبير بدء الساعة.

الوقت في تمام الساعة السابعة.

odd number Numbers that end with 1, 3, 5, 7, 9.

العدد الفردي هو العدد الذي ينتهي بالأرقام 1، 3، 5، 7، 9.

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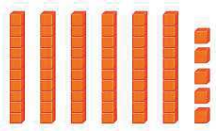
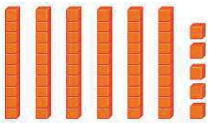
ones The numbers in the range of 0-9. A place value of a number.



65

5 is in the ones place.

الآحاد هي الأعداد التي تتراوح من 0–9. وهي إحدى القيم المكانية للرقم.



65

الرقم 5 فيقع في منزلة الآحاد.

order

1, 3, 6, 8, 10

These numbers are in order from least to greatest.

الترتيب

1, 3, 6, 8, 10

هذه الأرقام مرتبة من الأصغر إلى الأكبر.

Pp

p.m. The hours from noon until midnight.

مساءً (pM) تدل على الساعات من الظهيرة وحتى منتصف الليل.

parallelogram A two-dimensional shape that has four sides. Each pair of opposite sides is equal and parallel.

متوازي الأضلاع هو شكل ثنائي الأبعاد له أربعة أضلاع. وكل ضلعين متقابلين فيه متساويان ومتوازيان.

partition To divide or "break up."

التقسيم هي عملية التجزئة أو "الفصل".

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Pp

pattern An order that a set of objects or numbers follows over and over.

pattern unit

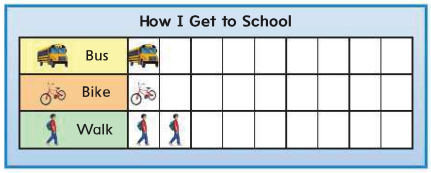
النمط هو ترتيب تتبعه مجموعة من الأجسام أو الأعداد مرارًا وتكرارًا.

وحدة نمطية

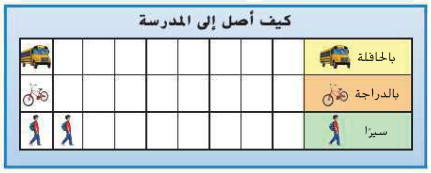
pentagon A polygon with five sides.

خماسي الأضلاع هو مضلع له خمسة أضلاع.

picture graph A graph that has different pictures to show information collected.



التمثيل البياني بالصور هو تمثيل يستخدم صورًا مختلفة لعرض المعلومات المجمعة.



place value The value given to a ***digit*** by its place in a number.

1,365

1 is in the thousands place.
3 is in the hundreds place.
6 is in the tens place.
5 is in the ones place.

القيمة المكانية هي القيمة التي يحملها **رقم** بسبب مكانه داخل العدد.

1,365

يقع الرقم 1 في منزلة الآلاف.
ويقع الرقم 3 في منزلة المئات.
بينما يقع الرقم 6 في منزلة العشرات.
أما الرقم 5 فيقع في منزلة الآحاد.

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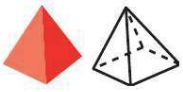
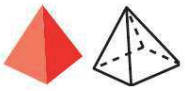
Pp

pyramid A three-dimensional shape with a polygon as a base and other faces that are triangles.



الهرم هو شكل ثلاثي الأبعاد له قاعدة على شكل مضلع والأوجه على شكل مثلثات.



Qq

quadrilateral A shape that has 4 sides and 4 angles.

الشكل الرباعي هو شكل له 4 أضلاع و4 زوايا.

quarter hour A quarter hour is 15 minutes. Sometimes called ***quarter past*** or ***quarter til***.

ربع الساعة ربع الساعة يساوي 15 دقيقة. ويلحق الساعة، فنقول ***ساعة وربع*** أو ***ساعتان وربع*** مثلاً.

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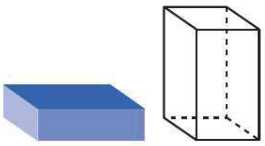
Rr

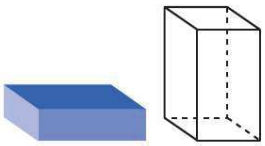
rectangle A plane shape with four sides and four corners.

المستطيل هو شكل مستوٍ مكون من أربعة أضلاع وأربع زوايا.

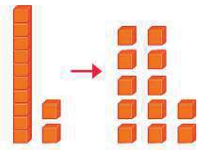
rectangular prism A three-dimensional shape with 6 faces that are rectangles.



منشور مستطيل هو شكل ثلاثي الأبعاد له 6 أوجه مستطيلة.

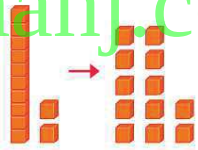


regroup Take apart a number to write it in a new way.



1 ten + 2 ones becomes 12 ones.

إعادة التجميع هو تفكيك العدد لكتابته بطريقة جديدة.



1 عشرات + 2 آحاد تصبح 12 آحادًا.

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related fact(s) Basic facts using the same numbers. Sometimes called a ***fact family***.

$4 + 1 = 5$ $\quad 5 - 4 = 1$
$1 + 4 = 5$ $\quad 5 - 1 = 4$

حقائق مترابطة هي حقائق أساسية تستخدم نفس الأعداد. ويُطلق عليها في بعض الأحيان ***عائلة الحقائق***.

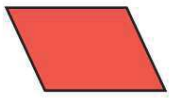
$4 + 1 = 5$ $\quad 5 - 4 = 1$
$1 + 4 = 5$ $\quad 5 - 1 = 4$

repeated addition To use the same addend over and over.

الجمع المتكرر هو استخدام نفس الحد الجمعي مرارًا وتكرارًا.

rhombus A shape with 4 sides of the same length.

المعين هو شكل له 4 أضلاع بنفس الطول.



round Change the ***value*** of a number to one that is easier to work with.

24 rounded to the nearest ten is 20.

التقريب هو تغيير ***قيمة*** العدد إلى قيمة أخرى يكون من الأسهل التعامل معها.

وعند تقريب العدد 24 إلى أقرب عشرة، يصبح 20.

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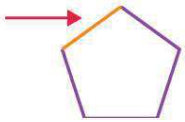
Ss

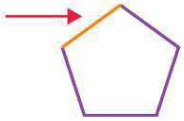
side One of the line segments that make up a shape.

A pentagon has five sides.



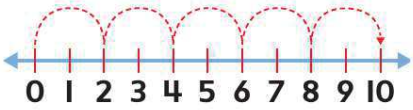
الضلع هو إحدى القطع المستقيمة التي تكون شكلاً.

ويحتوي الشكل الخماسي على خمسة أضلاع.



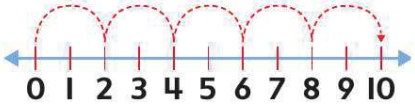
skip count Count objects in equal groups of two or more.

2, 4, 6, 8, 10



العد بالتجاوز هو عد الأشياء في مجموعات متساوية من عنصرين أو أكثر.

2, 4, 6, 8, 10



slide To move a shape in any direction to another place.

slide

الإنزلاق هو إزاحة شكل في أي اتجاه إلى مكان آخر.

الإنزلاق

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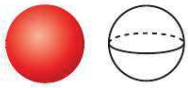
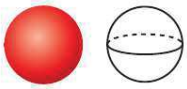
sphere A three-dimensional shape that has the shape of a round ball.



الكرة هي شكل ثلاثي الأبعاد مستدير.



square A two-dimensional shape that has four equal sides. Also a rectangle.

المربع هو شكل ثنائي الأبعاد له أربعة أضلاع متساوية. وهذا هو نفس الحال بالنسبة للمستطيل.

subtract (subtraction) Take away, take apart, separate, or find the difference between two sets. The opposite of ***add***.

$5 - 5 = 0$

الطرح هو النقصان أو الاستقطاع أو إيجاد الفرق بين مجموعتين. وهو عملية عكسية ***للجمع***.

$5 - 5 = 0$

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Ss

sum The answer to an addition problem.

$2 + 4 = 6$

المجموع/ناتج الجمع هو حل مسألة جمع.

$2 + 4 = 6$

survey Collect data by asking people the same question.

Favorite Animal	
Rabbit	𝍸 |
Cat	𝍸

This survey shows favorite animals.

استطلاع رأي هي جمع البيانات بطرح السؤال ذاته على الأشخاص.

الحيوان المفضّل	
أرنب	𝍸 |
قطة	𝍸

يتناول استطلاع الرأي هذا الحيوانات المفضلة.

symbol A letter or figure that stands for something.

This symbol means to add.

+

الرمز هو حرف أو شكل يشير إلى شيء ما.

هذا الرمز يعني الجمع.

+

Tt

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tally marks A mark used to record data collected in a survey.

tally marks

علامات الإحصاء هي علامات تستخدم لتسجيل البيانات المجمعة في استطلاع الرأي.

علامات الإحصاء

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tens The numbers in the range of 10–99. It is the place value of a number.

65

6 is in the tens place.
5 is in the ones place.

العشرات هي الأعداد التي تتراوح من 10 إلى 99. وهي القيمة المكانية للرقم.

65

يقع الرقم 6 في منزلة العشرات.
يقع الرقم 5 في منزلة الآحاد.

thirds Three equal parts.

الأثلاث هي ثلاثة أجزاء متساوية.

thousand(s) The numbers in the range of 1,000–9,999. It is the place value of a number.

1,365

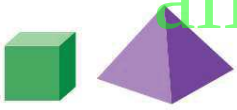
1 is in the thousands place.
3 is in the hundreds place.
6 is in the tens place.
5 is in the ones place.

الآلاف هي الأعداد التي تتراوح من 1,000 إلى 9,999. وتمثل الآلاف قيمة مكانية للأرقام.

1,365

يقع الرقم 1 في منزلة الآلاف.
يقع الرقم 3 في منزلة المئات.
ويقع الرقم 6 في منزلة العشرات.
أما الرقم 5 فيقع في منزلة الآحاد.

three-dimensional shape A shape that has length, width, and height.



الشكل الثلاثي الأبعاد هو شكل له طول وعرض وارتفاع.

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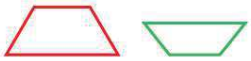
trapezoid A two-dimensional shape with four sides and only two opposite sides that are parallel.



شبه المنحرف هو شكل ثنائي الأبعاد له أربعة أضلاع. منها فقط اثنان متقابلان ومتوازيان.

triangle A three-dimensional shape with three sides and three angles.

المثلث هو شكل ثلاثي الأبعاد له ثلاثة أضلاع وثلاث زوايا.

two-dimensional shape The outline of a shape - such as a triangle, square, or rectangle - that has only ***length*** and ***width***.

الشكل ثنائي الأبعاد هو إطار الشكل، مثل المثلث أو المربع أو المستطيل، ويتسم بأن له ***طولاً*** و***عرضًا*** فقط.

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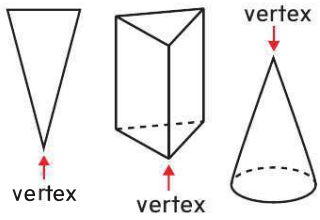
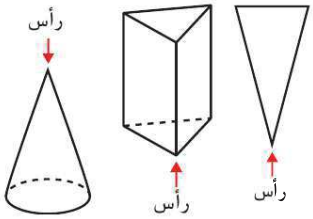
Vv

vertex



الرأس



Ww

week A part of a calendar.
1 week = 7 day

الأسبوع هو جزء من التقويم.
1 أسبوع = 7 أيام

whole The entire amount or object.

الكُل هو إجمالي الكمية أو الجسم.

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Yy

year A way to count how much time has passed or will pass. 1 year = 12 months

العام هو طريقة لحساب مقدار الوقت المنقضي أو الذي سوف ينقضي. 1 عام = 12 شهرًا

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