

Name \_\_\_\_\_

# Two-Dimensional Figures and Quantities

Which ones match?

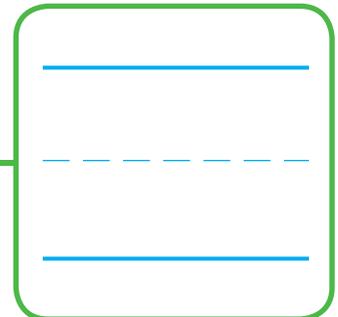
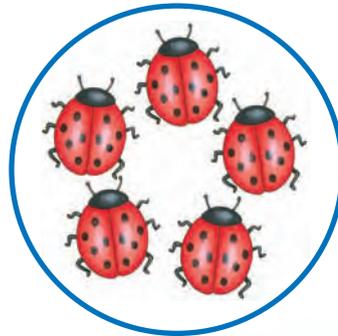
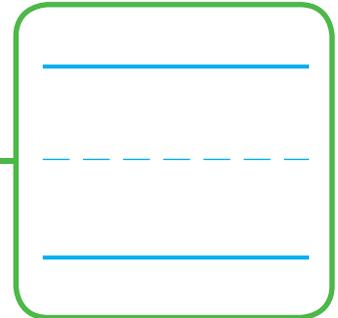
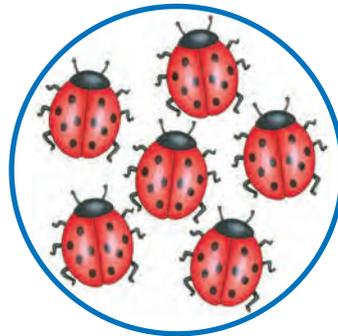
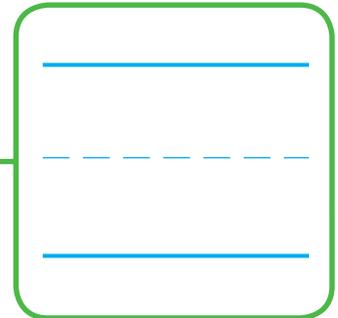
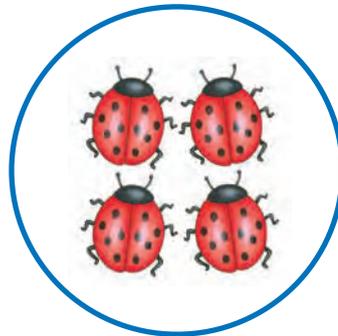
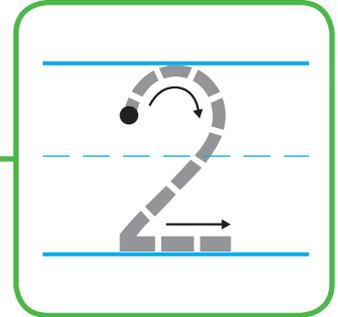
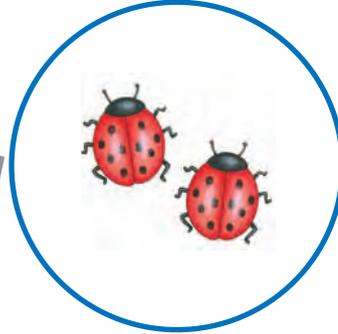
Draw a line to match the same shapes.



**NOTE:** Your child is learning to match figures that are alike. Help your child look for circles, rectangles, and triangles at home.

# Same and Different

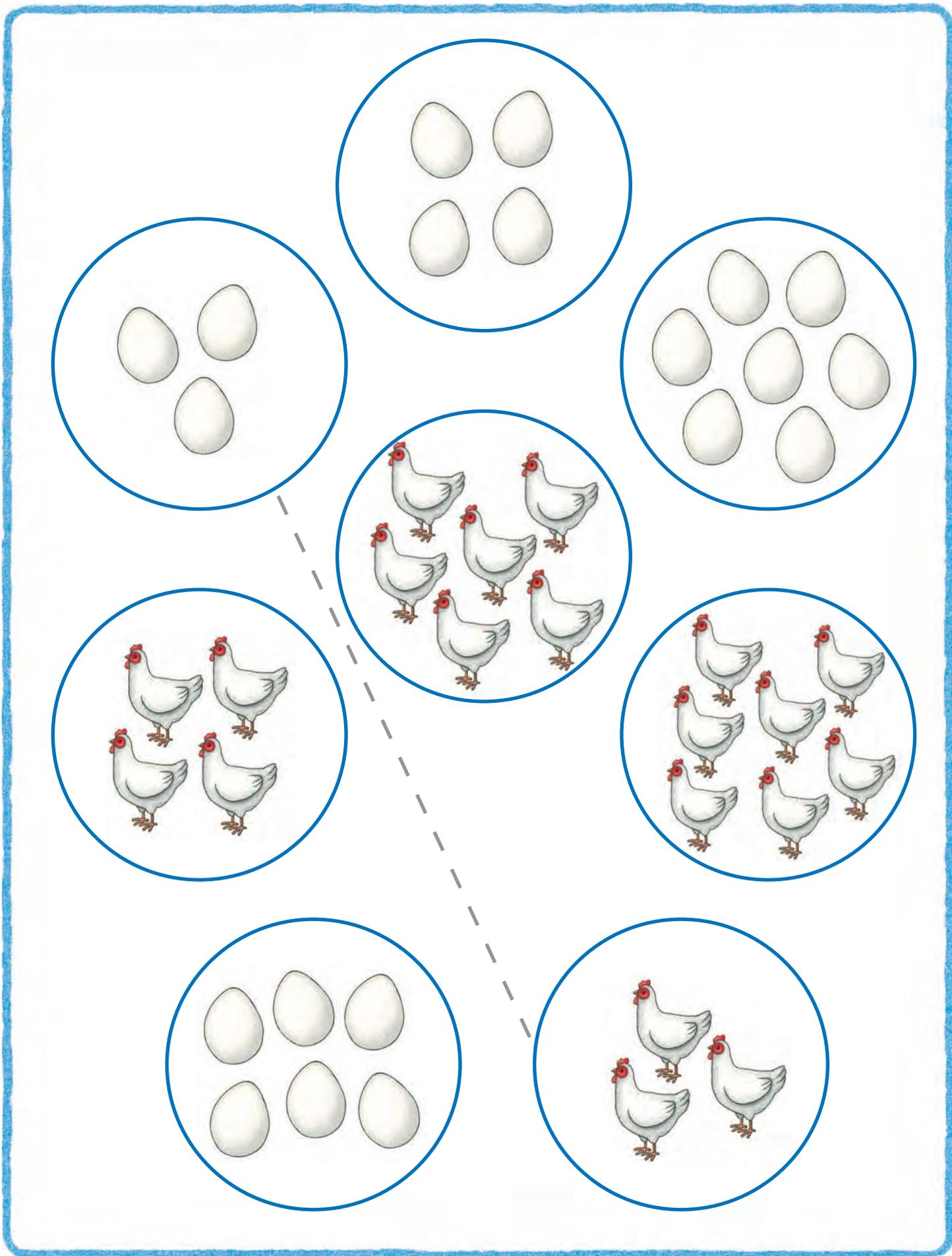
NCTM Standards 1, 6, 7, 9, 10



Draw a line to match the same quantities.  
Write the number.



**NOTE:** Your child is learning to match quantities that are the same. Ask your child to show a set of forks and a set of spoons with the same number of items.

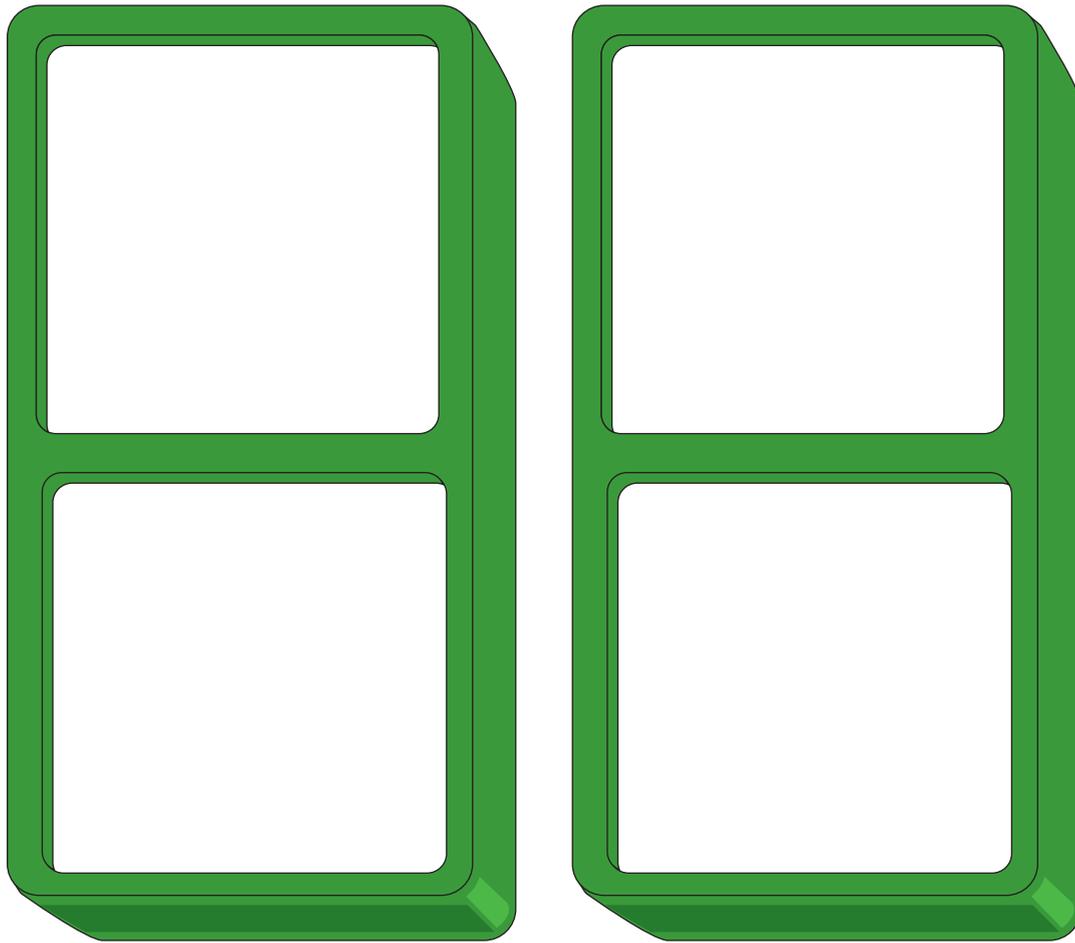


Draw lines to match sets that have the same number of eggs as hens.

# One More, One Less

NCTM Standards 1, 2, 6, 9, 10

One More

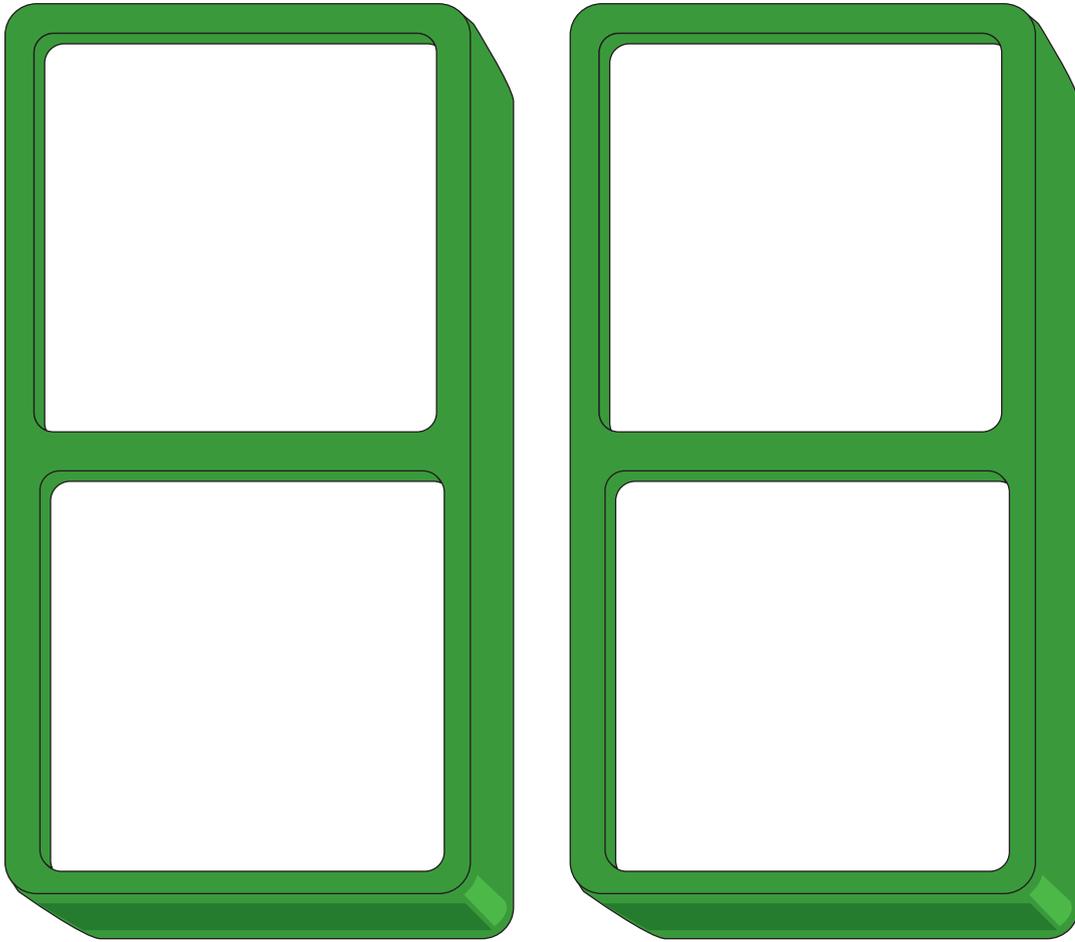


Draw dots on the domino. Then draw dots on the other domino to show one more.



**NOTE:** Show your child five to ten objects and have your child identify what number is one more and what number is one less.

## One Less



Draw dots on the domino. Then draw dots on the other domino to show one less.

# Number Before, Number After

NCTM Standards 1, 2, 6, 7, 8, 9, 10



A number line with three points. The first point has a box with a dashed number 1 and a downward arrow indicating the stroke direction. The second point has a box with the number 2. The third point has an empty box with three horizontal lines (top, middle dashed, bottom) for writing.



A number line with three points. The first point has an empty box with three horizontal lines (top, middle dashed, bottom) for writing. The second point has a box with the number 6. The third point has an empty box with three horizontal lines (top, middle dashed, bottom) for writing.

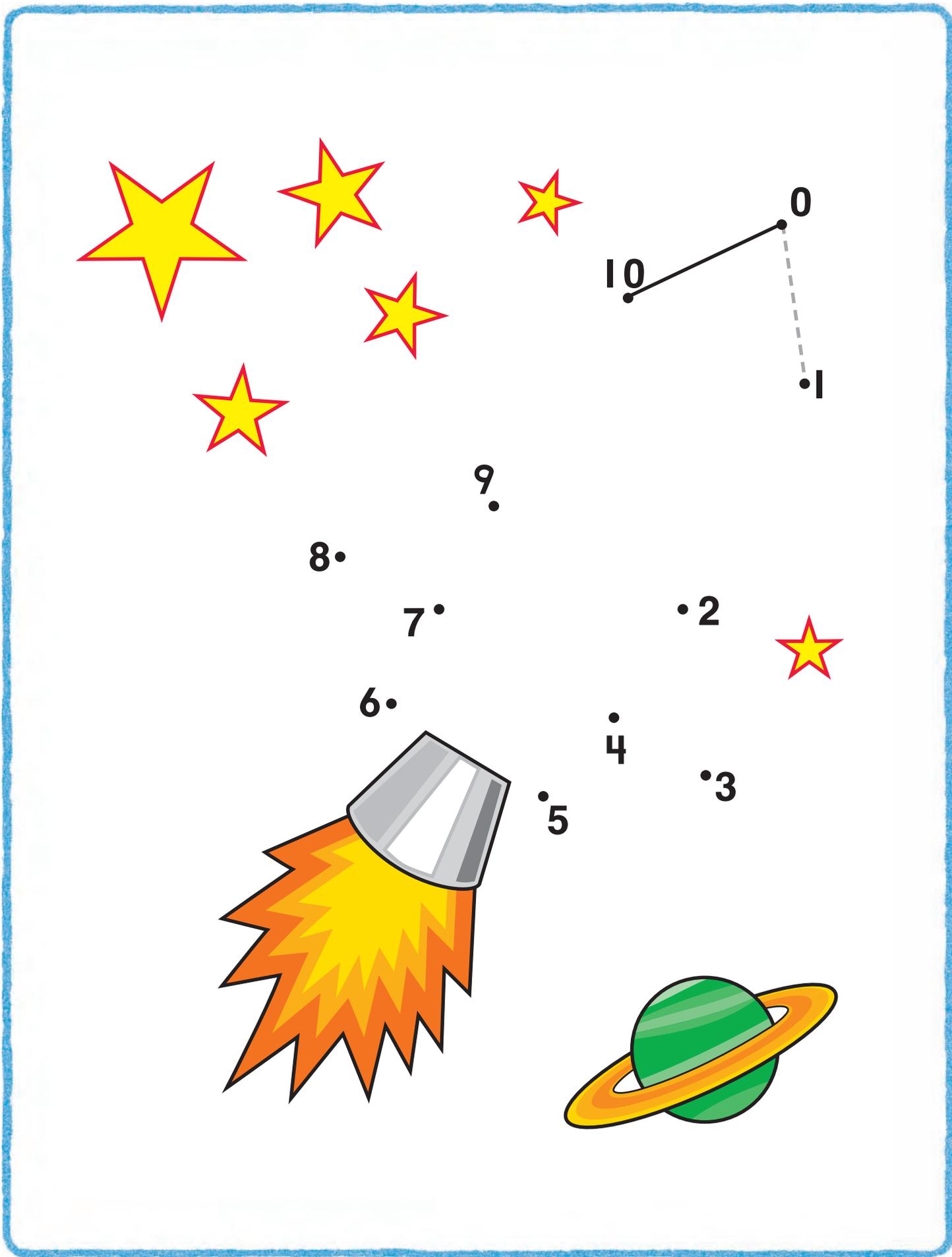


A number line with three points. The first point has an empty box with three horizontal lines (top, middle dashed, bottom) for writing. The second point has a box with the number 4. The third point has an empty box with three horizontal lines (top, middle dashed, bottom) for writing.

Write the number that comes before and the number that comes after.



**NOTE:** Say a number from 1 to 10 and have your child identify the number that comes before and the number that comes after.

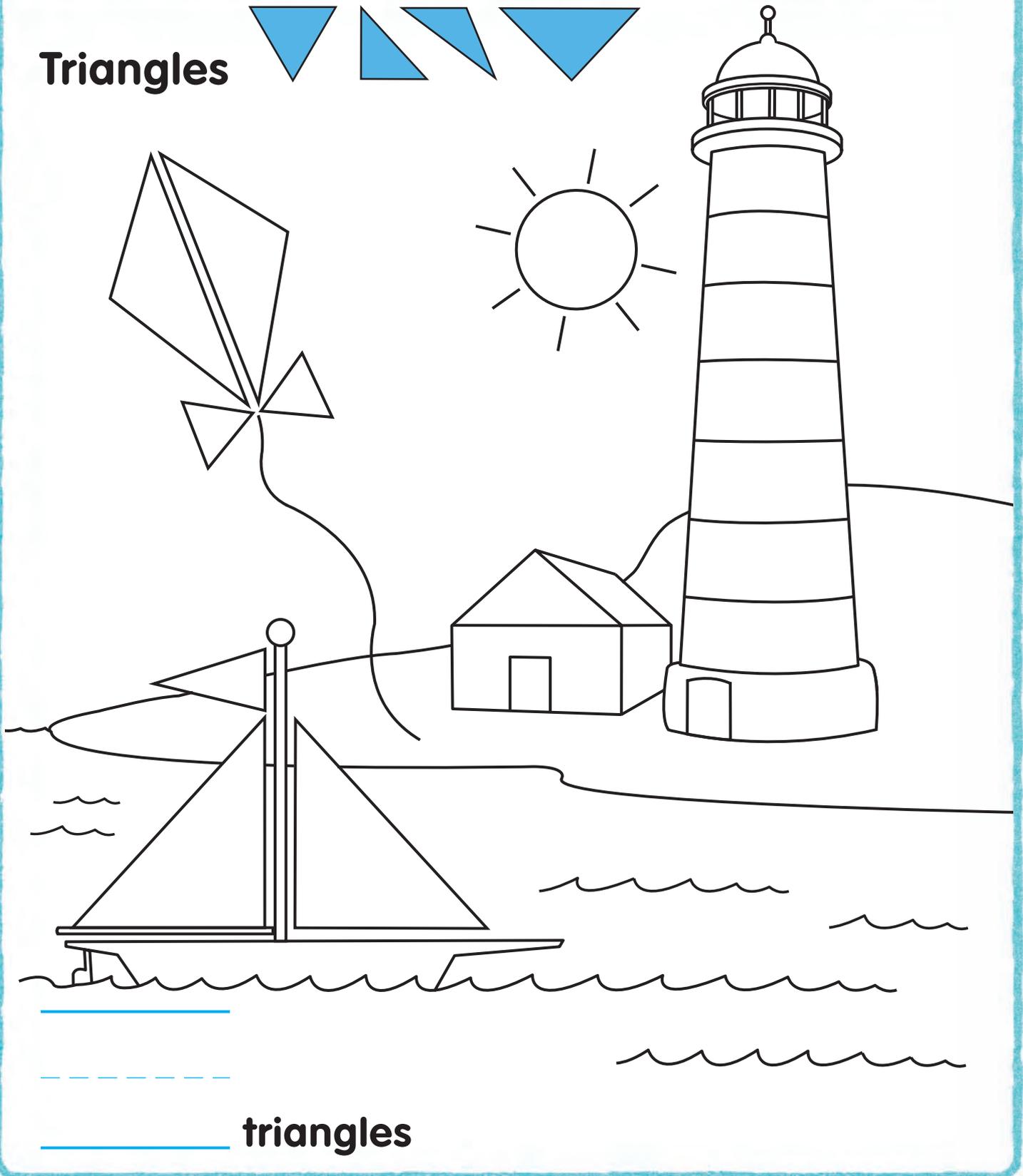
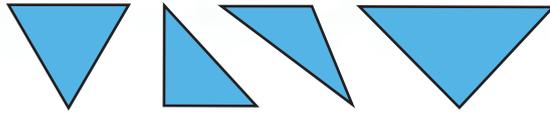


Draw lines to connect the dots in order from 0 to 10.

# Triangles

NCTM Standards 1, 3, 6, 7, 8, 9, 10

## Triangles

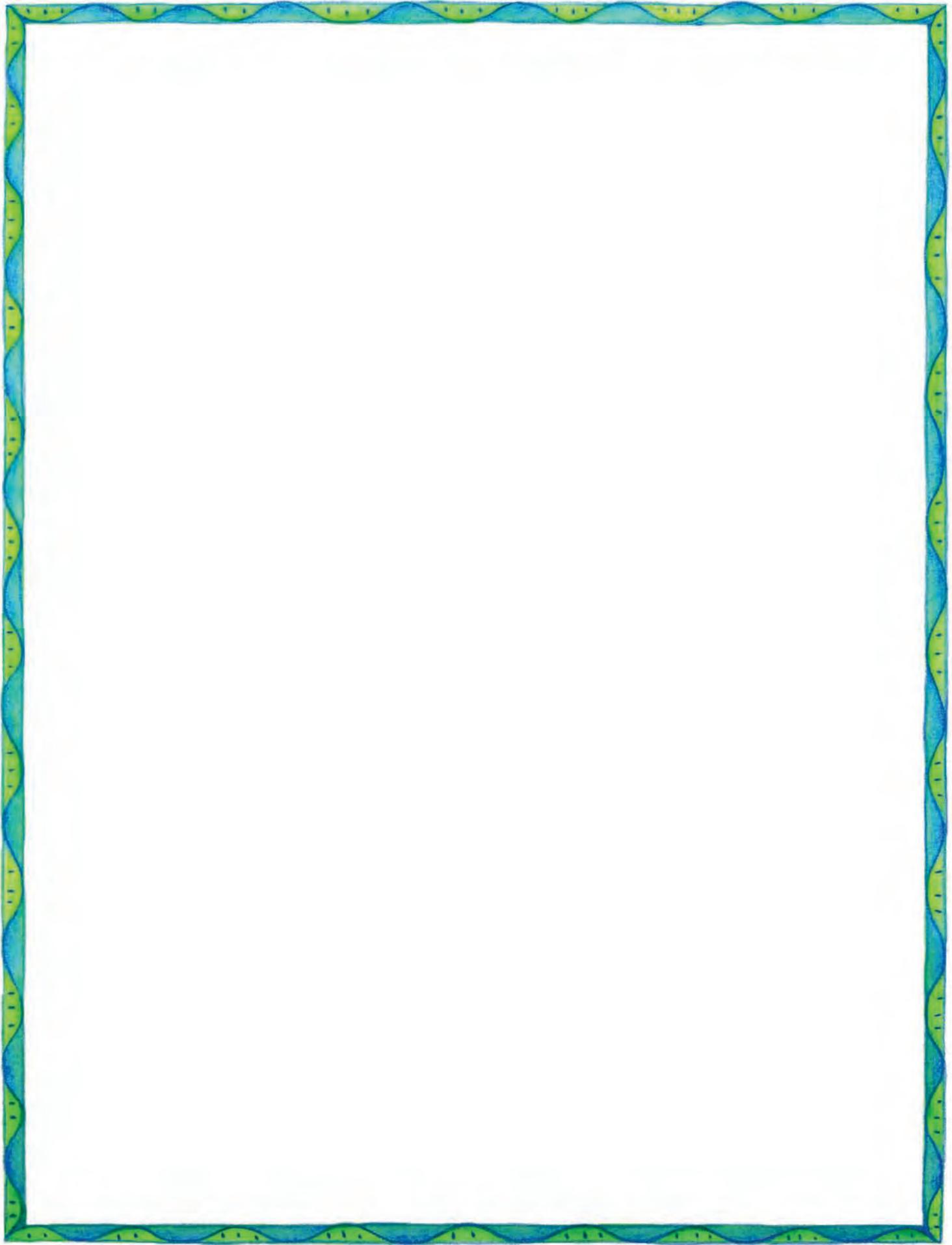


\_\_\_\_\_ triangles

Color all the triangles. Write how many.



**NOTE:** Your child is learning to identify triangles. Ask your child to draw a triangle and explain why it is a triangle.

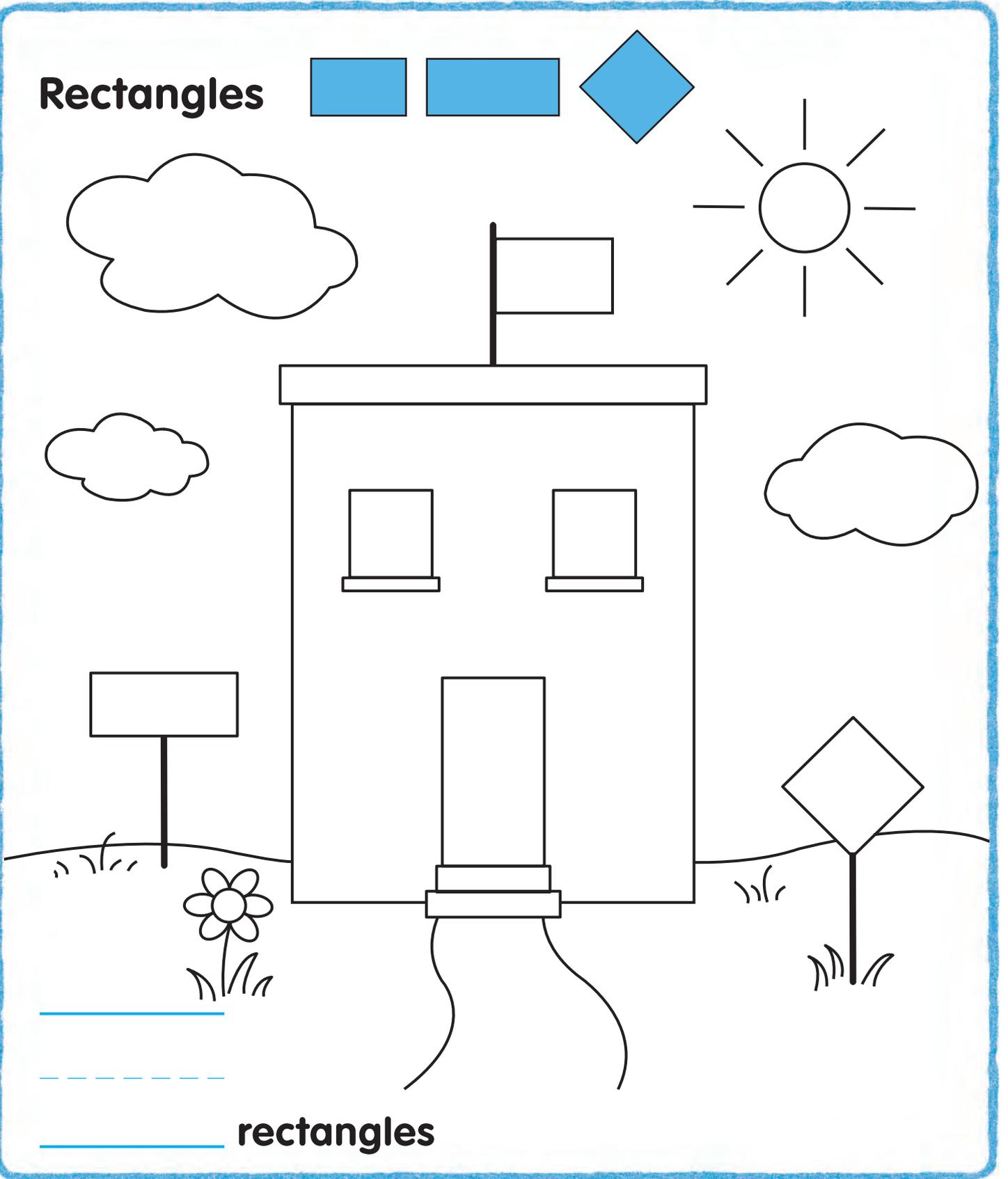
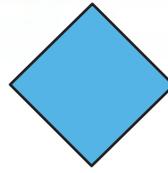


Draw a picture that includes at least one triangle.

# Rectangles

NCTM Standards 1, 3, 6, 7, 9, 10

## Rectangles

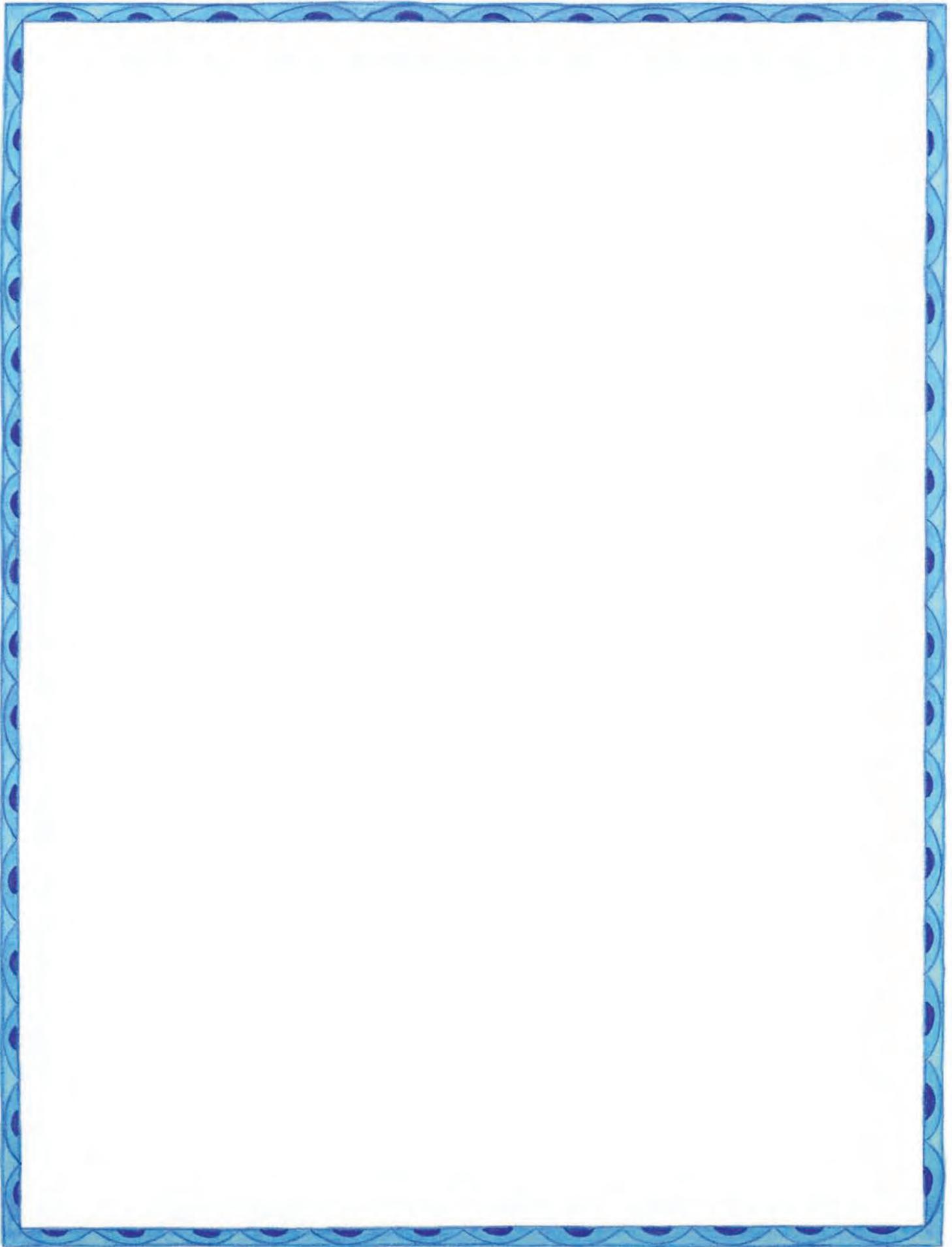


\_\_\_\_\_ rectangles

Color all the rectangles. Write how many.



**NOTE:** Your child is learning to identify rectangles. Ask your child to find three objects in your home that are shaped like rectangles.

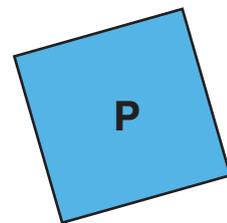
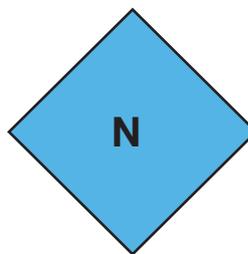
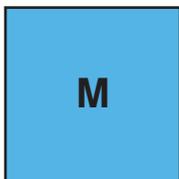
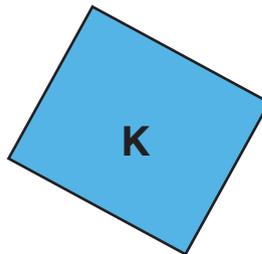
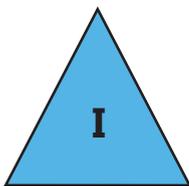
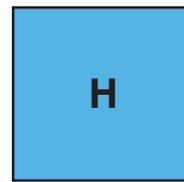
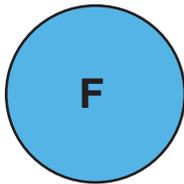
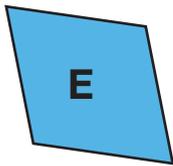
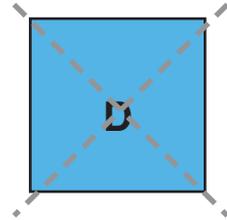
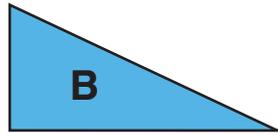
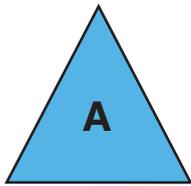


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Draw a picture that includes at least one rectangle.

# Triangles and Rectangles

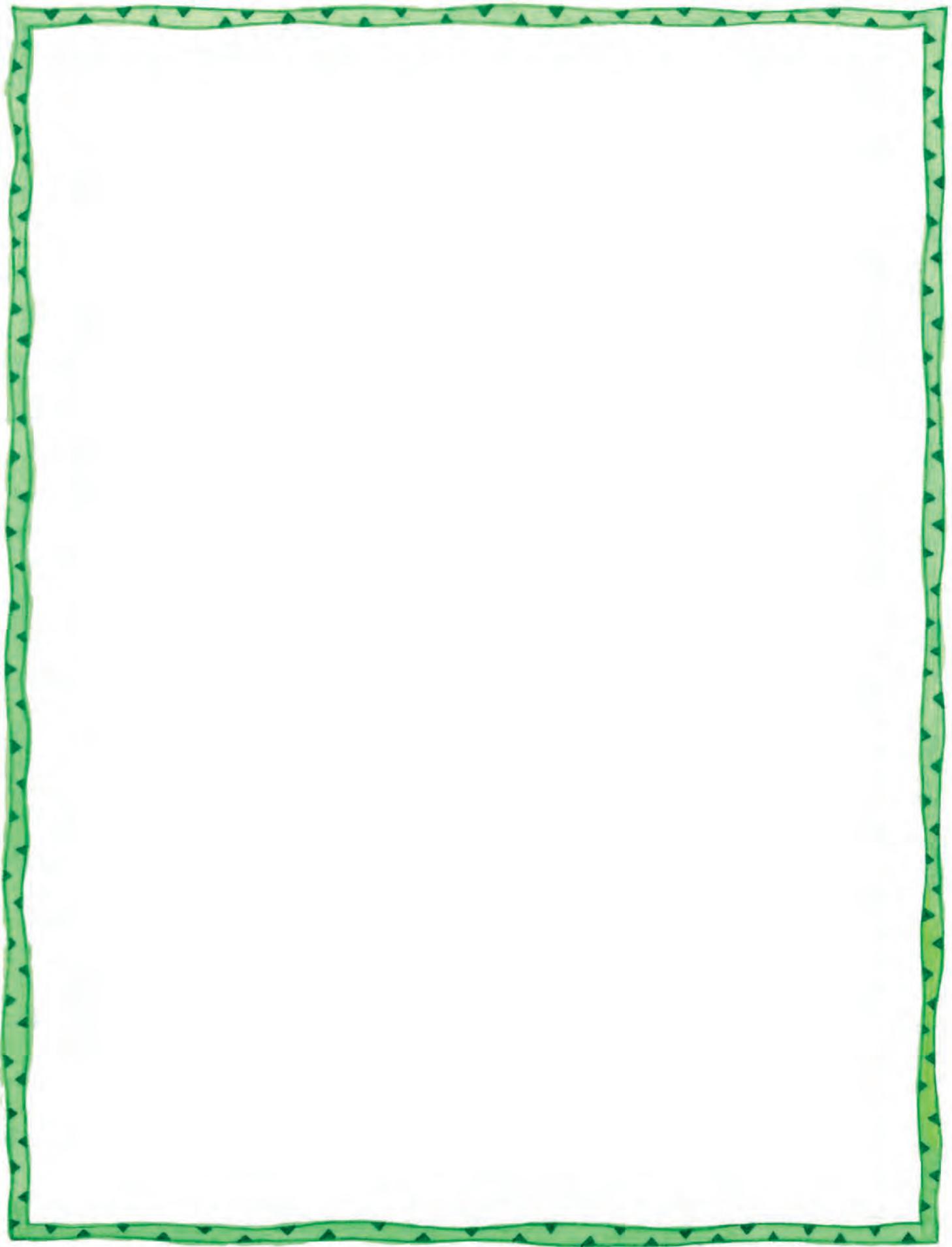
NCTM Standards 3, 6, 7, 9, 10



Put an X on the shape in each group that does not belong.



**NOTE:** Your child is learning to compare shapes. Ask your child to pick two shapes and tell how they are the same and how they are different.



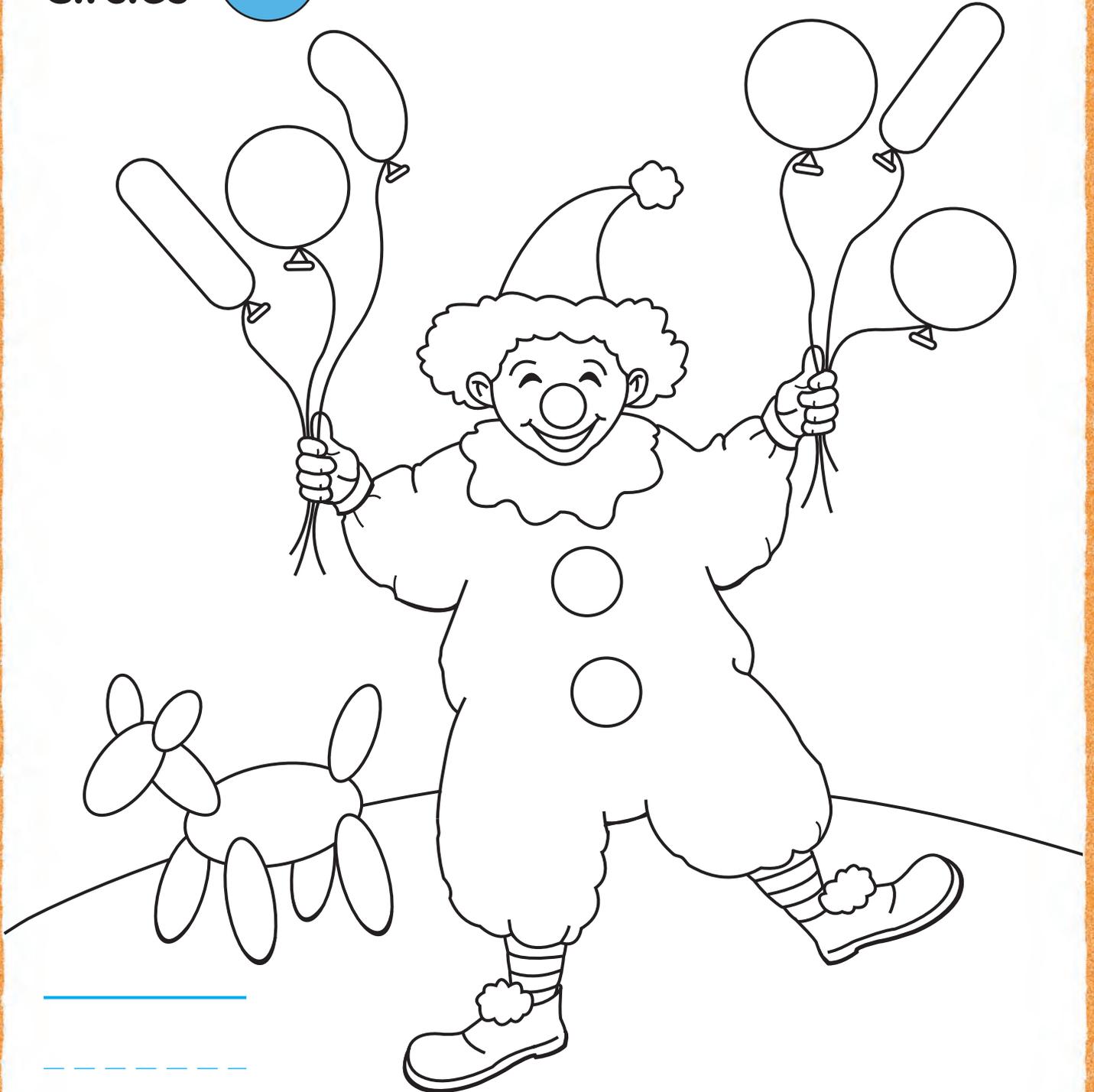
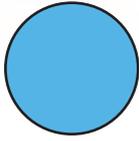
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Draw three figures that are alike in some way and one figure that is different in that way.

# Circles

NCTM Standards 1, 3, 6, 7, 9, 10

Circles

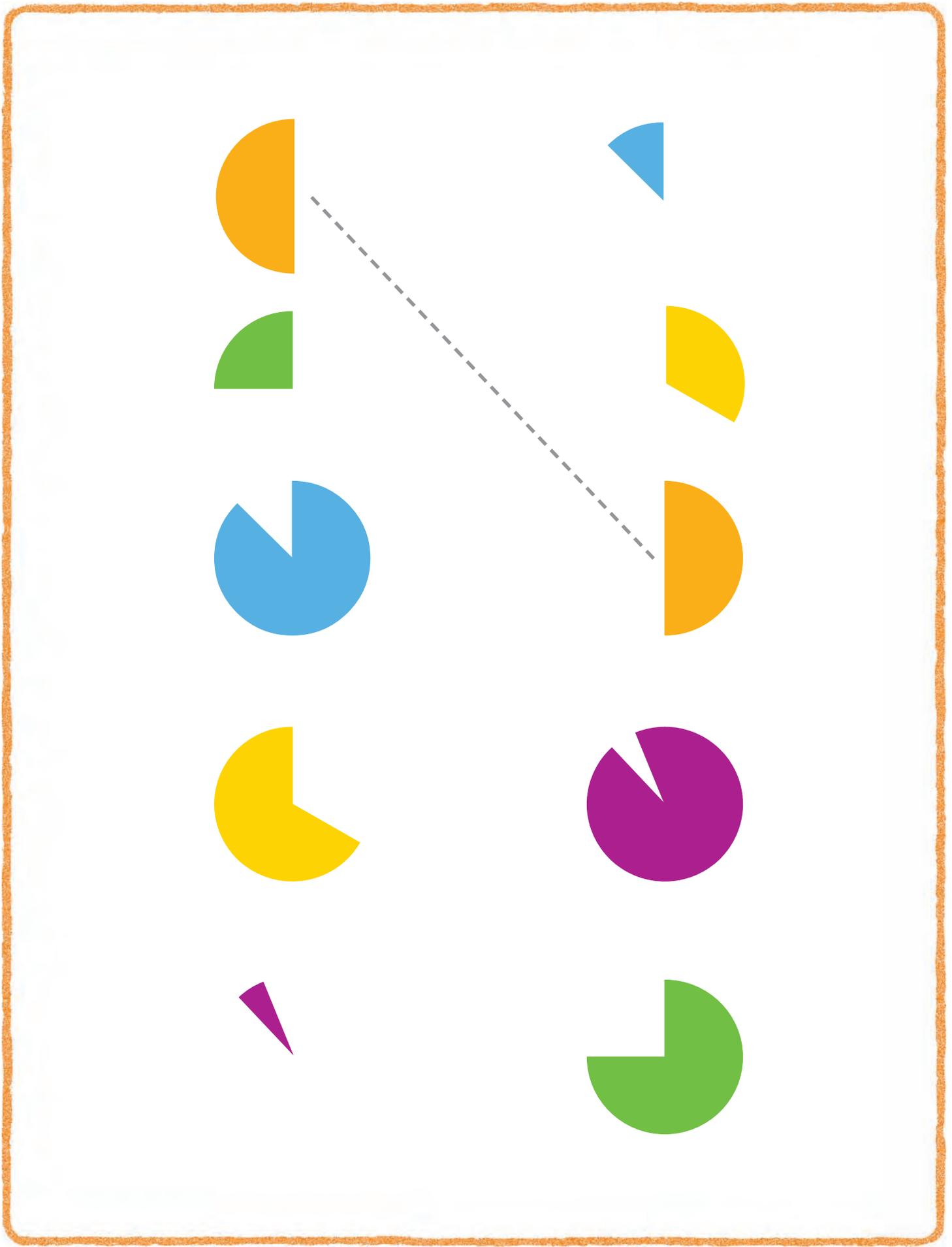


**circles**

Color all the circles. Write how many.



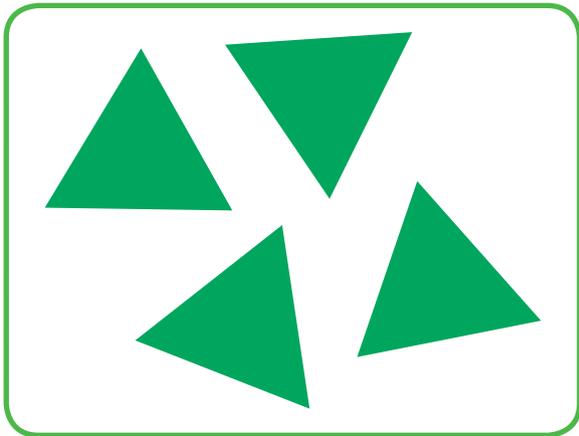
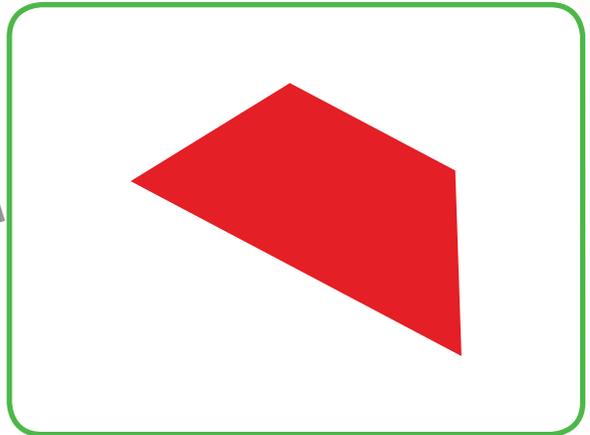
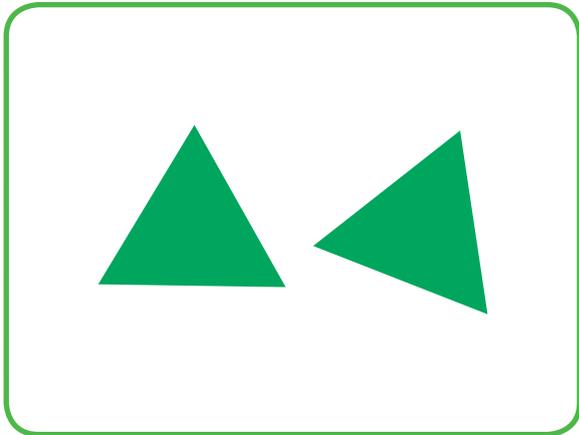
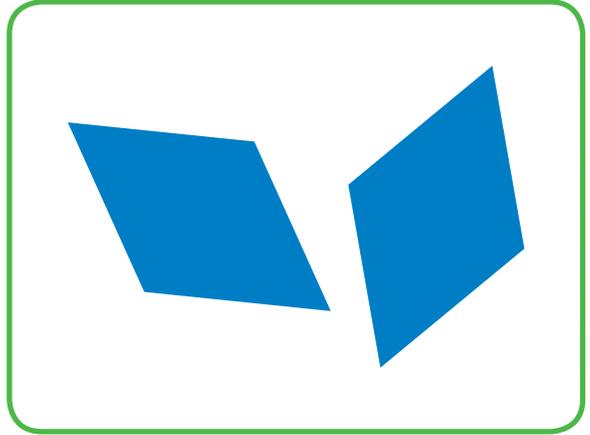
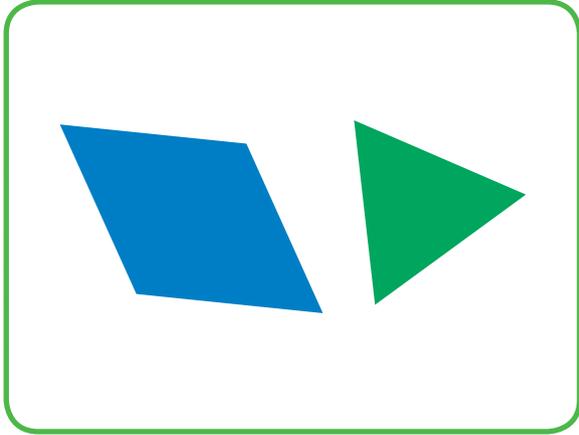
**NOTE:** Your child is learning to identify circles. Ask your child to find three objects in your home that are shaped like circles.



Draw lines to match the pieces that could be put together to make a circle.

# Triangles and Pattern Blocks

NCTM Standards 2, 3, 6, 7, 10



Draw lines to match blocks that can make the same shape.



**NOTE:** Your child is learning to put blocks together to make a new shape. Ask your child to tell how the blocks fit together to make the matching shapes.

Two large, empty rounded rectangular boxes are positioned side-by-side. They are connected by a horizontal line that runs through the middle of both boxes. The boxes are outlined in green.Two large, empty rounded rectangular boxes are positioned side-by-side. They are connected by a horizontal line that runs through the middle of both boxes. The boxes are outlined in green.

Draw shapes that can be traded.

# Finding Missing Numbers

NCTM Standards 1, 2, 6, 7, 10



← ————— →

1	2	3	
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← ————— →

3	4		
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← ————— →

	5	6	
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← ————— →

		8	9
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Write the missing numbers.



**NOTE:** Your child is learning to recognize the order of numbers. Say a number from 0 to 5 and ask your child to count from that number to 10, then back.



←-----→

_____	_____	_____	_____
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_____	_____	_____	_____



←-----→

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____



←-----→

_____	_____	_____	_____
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_____	_____	_____	_____



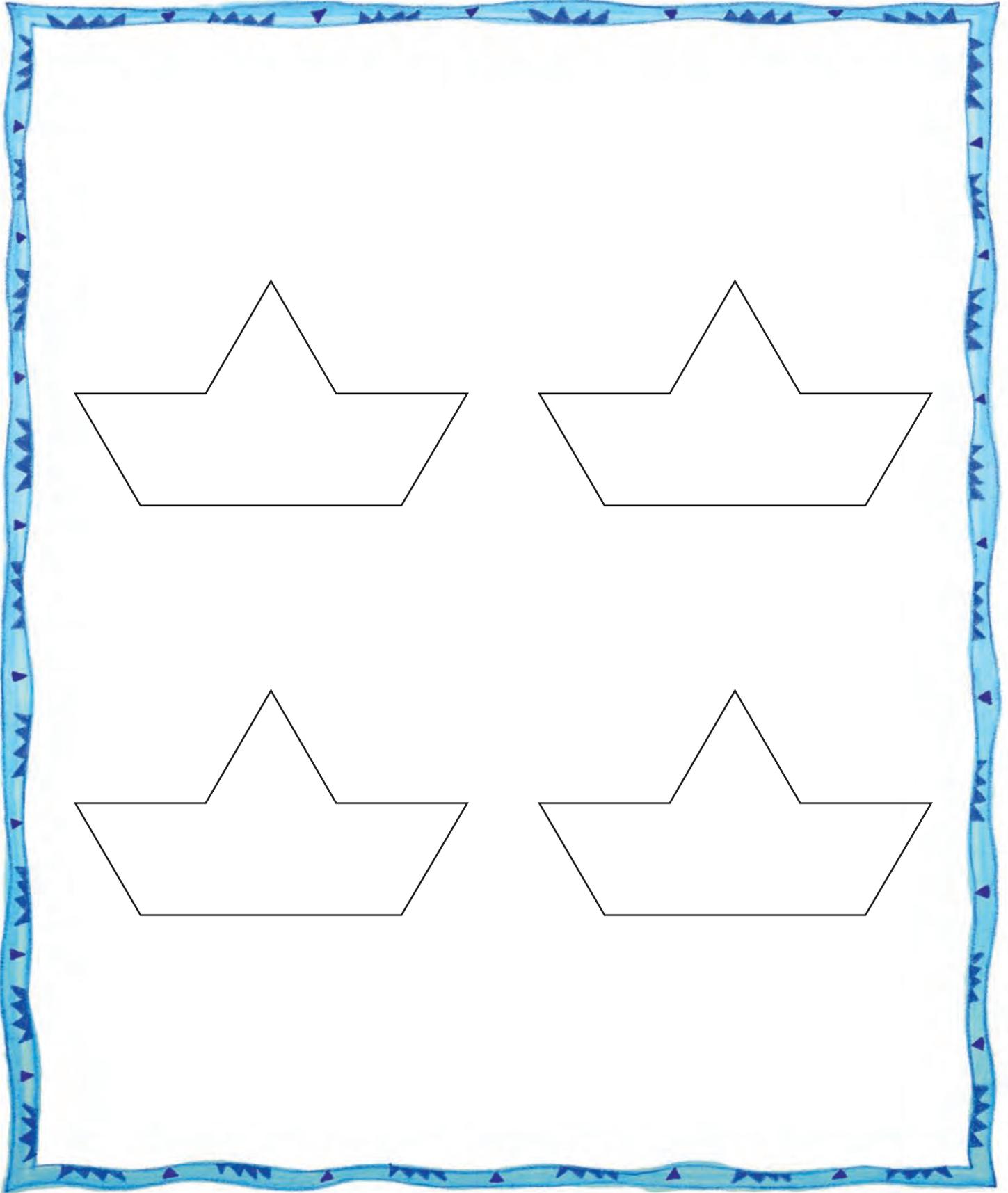
←-----→

_____	_____	_____	_____
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_____	_____	_____	_____

Write numbers to make different number lines.

# More Than One Answer

NCTM Standards 3, 6, 10

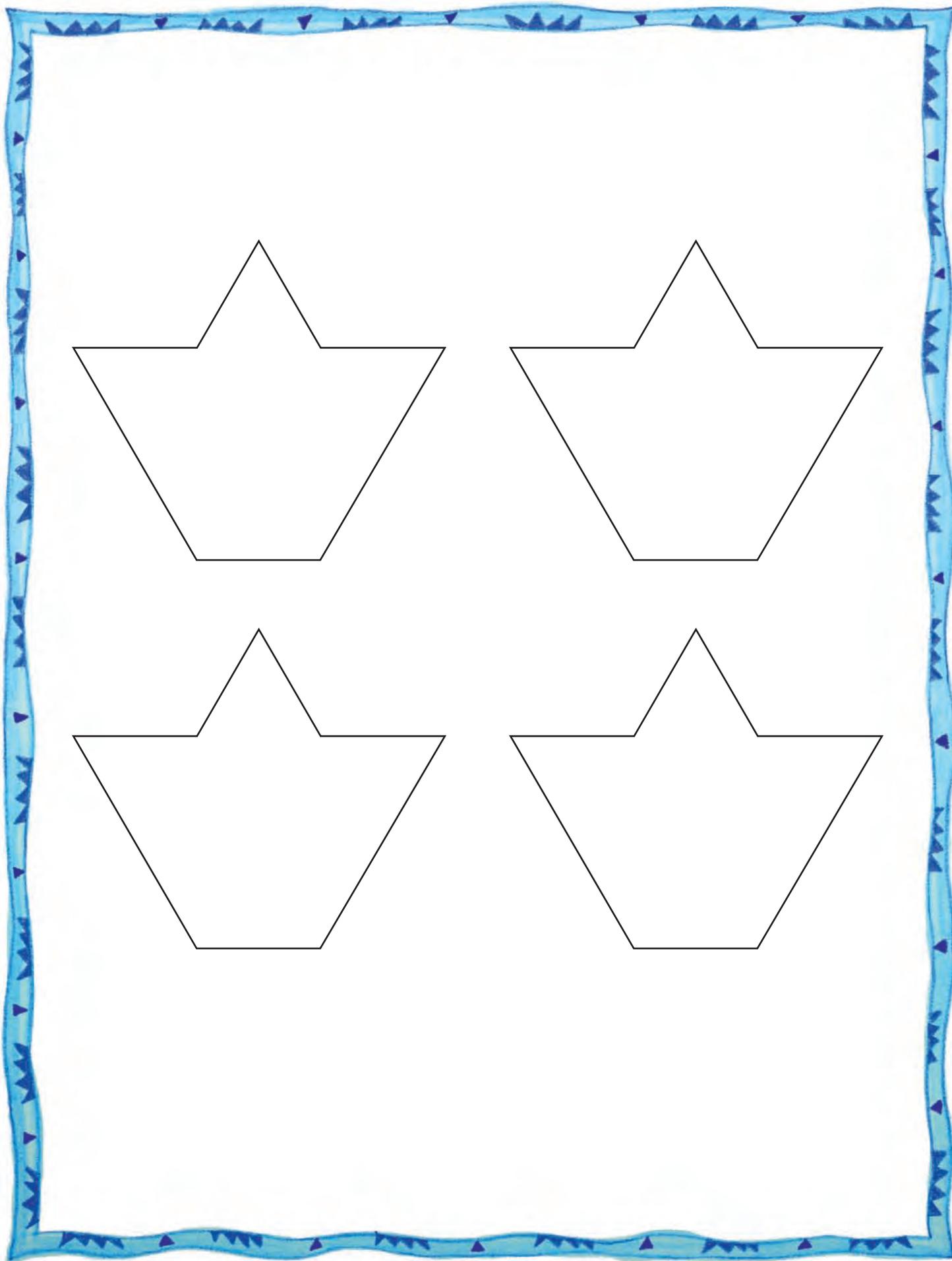


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Fill the outlines with pattern blocks in different ways.  
Then draw and color the blocks that you used.



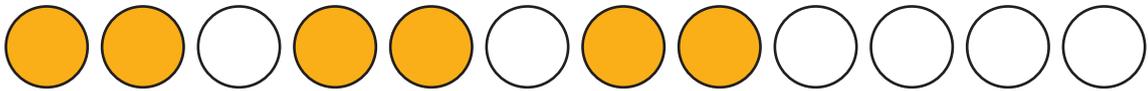
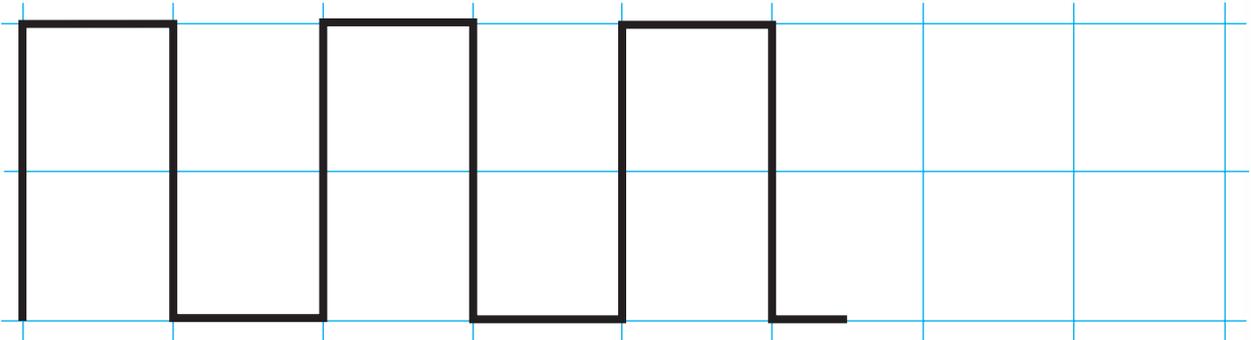
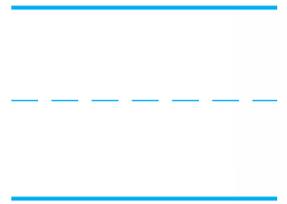
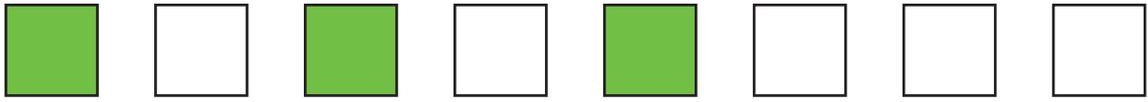
**NOTE:** Your child is learning that sometimes there is more than one correct answer. Have your child tell about the shapes used in each drawing.



Fill the outlines with pattern blocks in different ways.  
Draw and color the blocks that you used.

# What Goes Next?

NCTM Standards 1, 2, 3, 6, 7, 8, 9, 10



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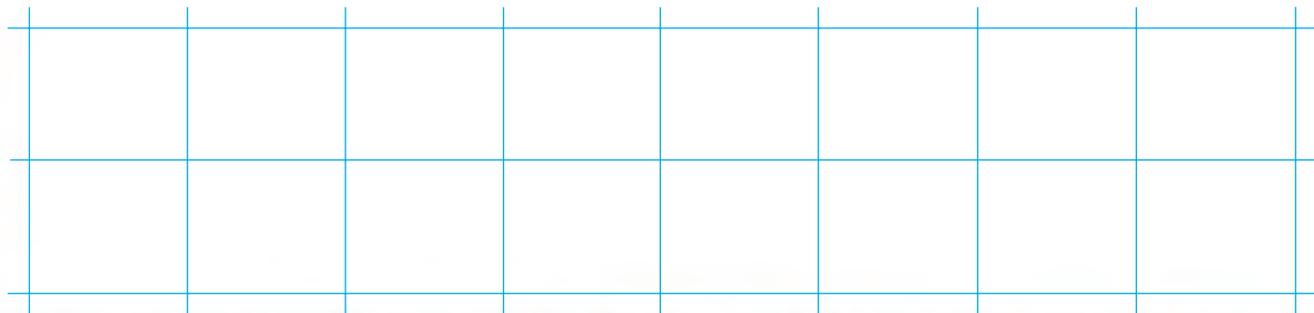
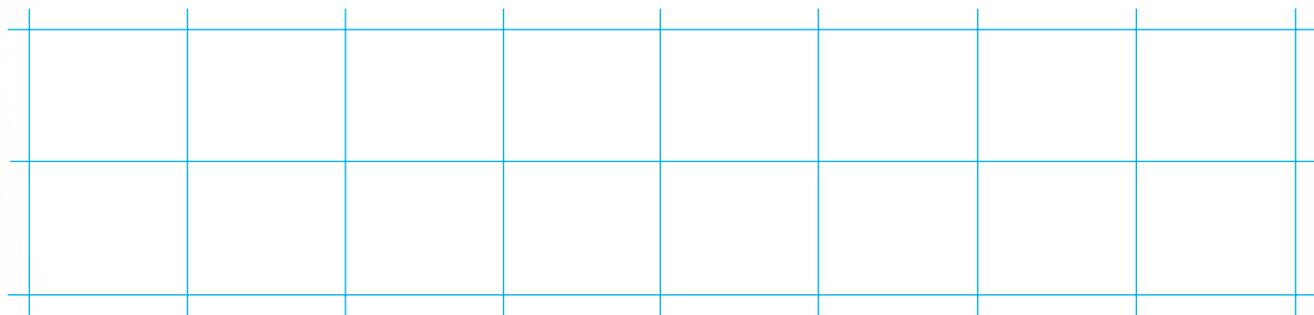
Complete each pattern.



**NOTE:** Your child is learning to identify and extend patterns. Ask your child to describe the pattern in each row.



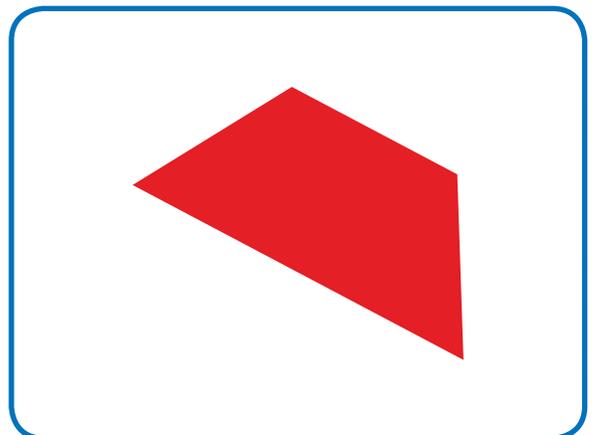
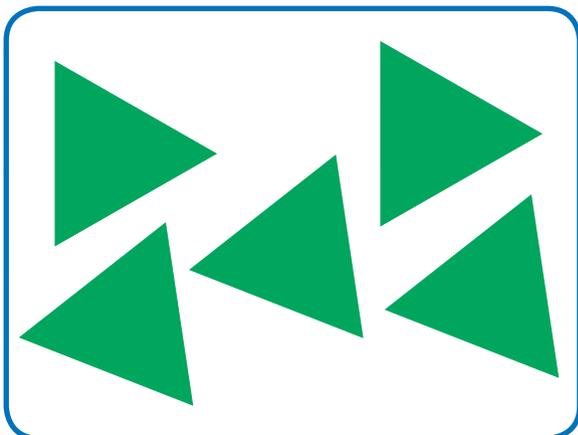
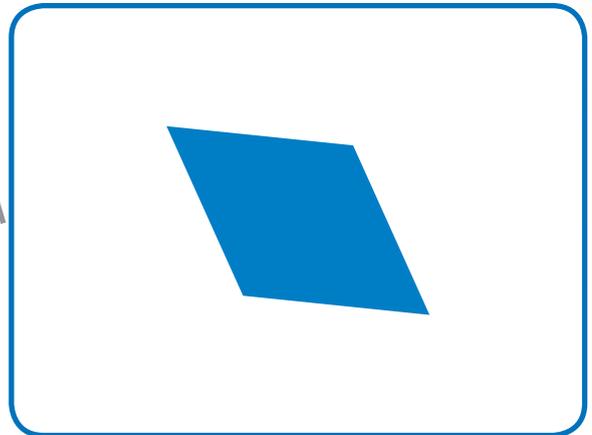
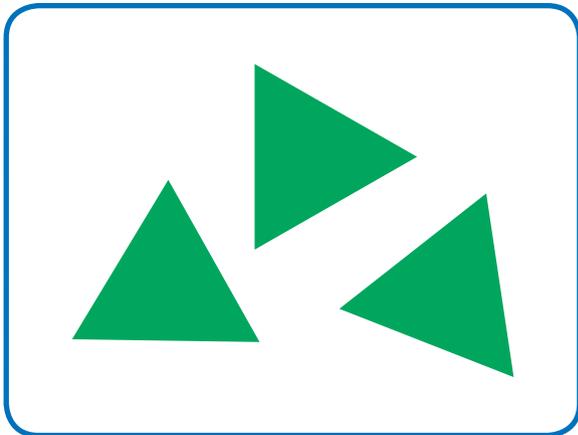
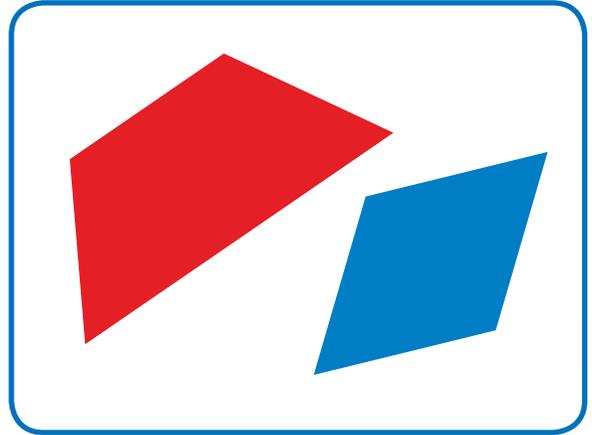
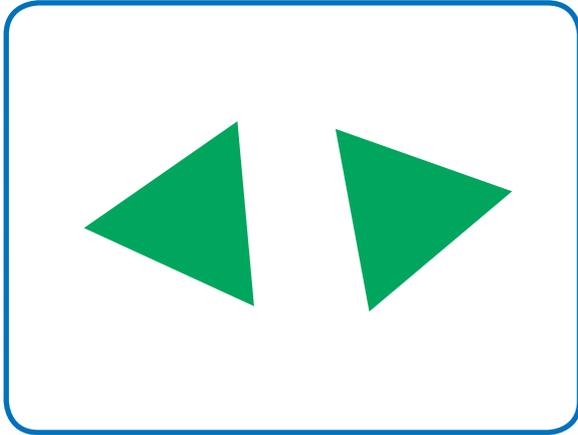
0 2 4



Complete the pattern.  
 Make your own pattern.

# The Red Pattern Block

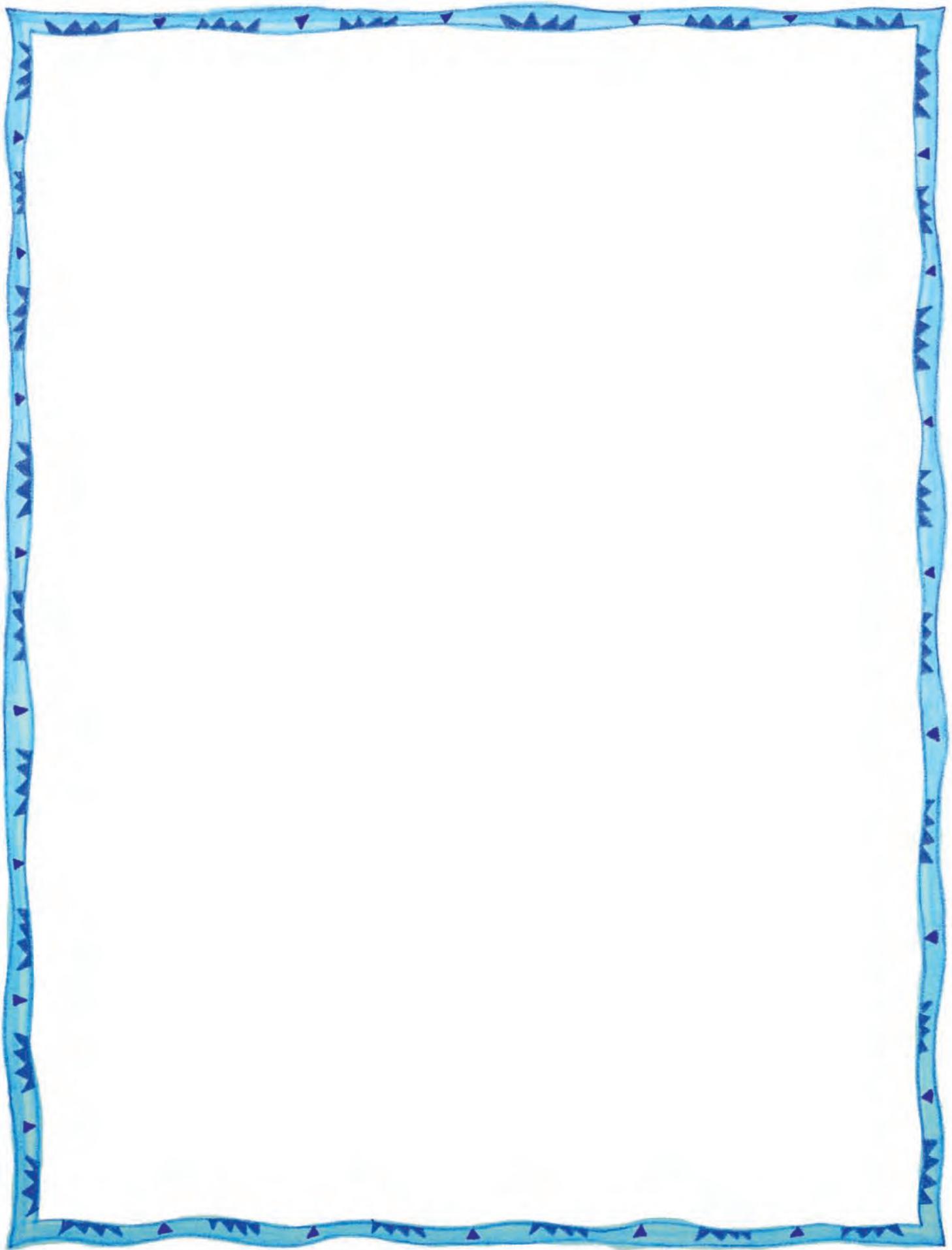
NCTM Standards 2, 3, 6, 7, 9



Draw lines to match blocks that can make the same shape.



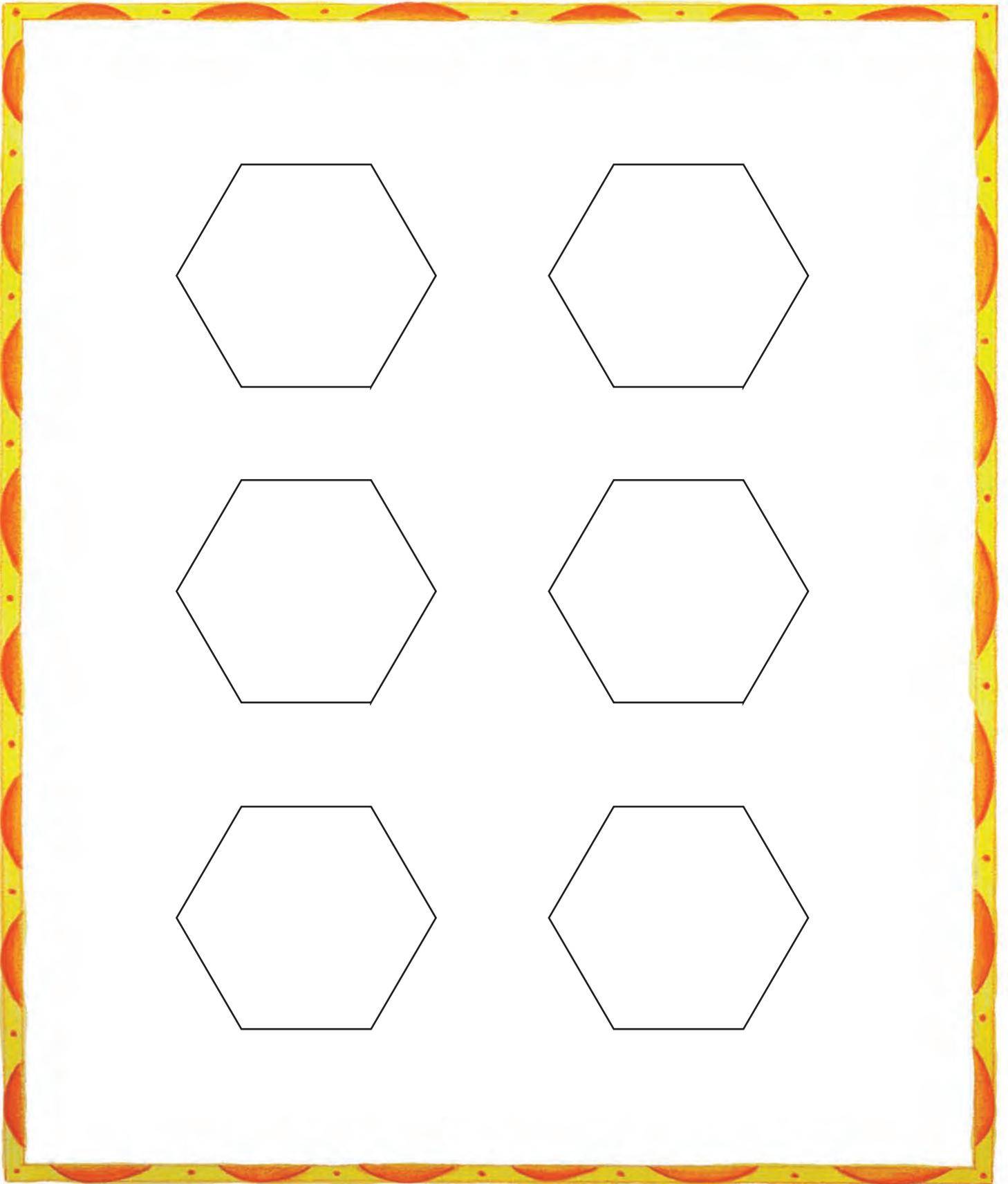
**NOTE:** Your child is putting blocks together to make a new shape. Ask your child to tell how the blocks fit together to make the shapes in the right column.



Draw a picture. Include at least one red pattern block in your drawing.

# The Yellow Pattern Block

NCTM Standards 1, 2, 3, 6, 7, 8, 9, 10

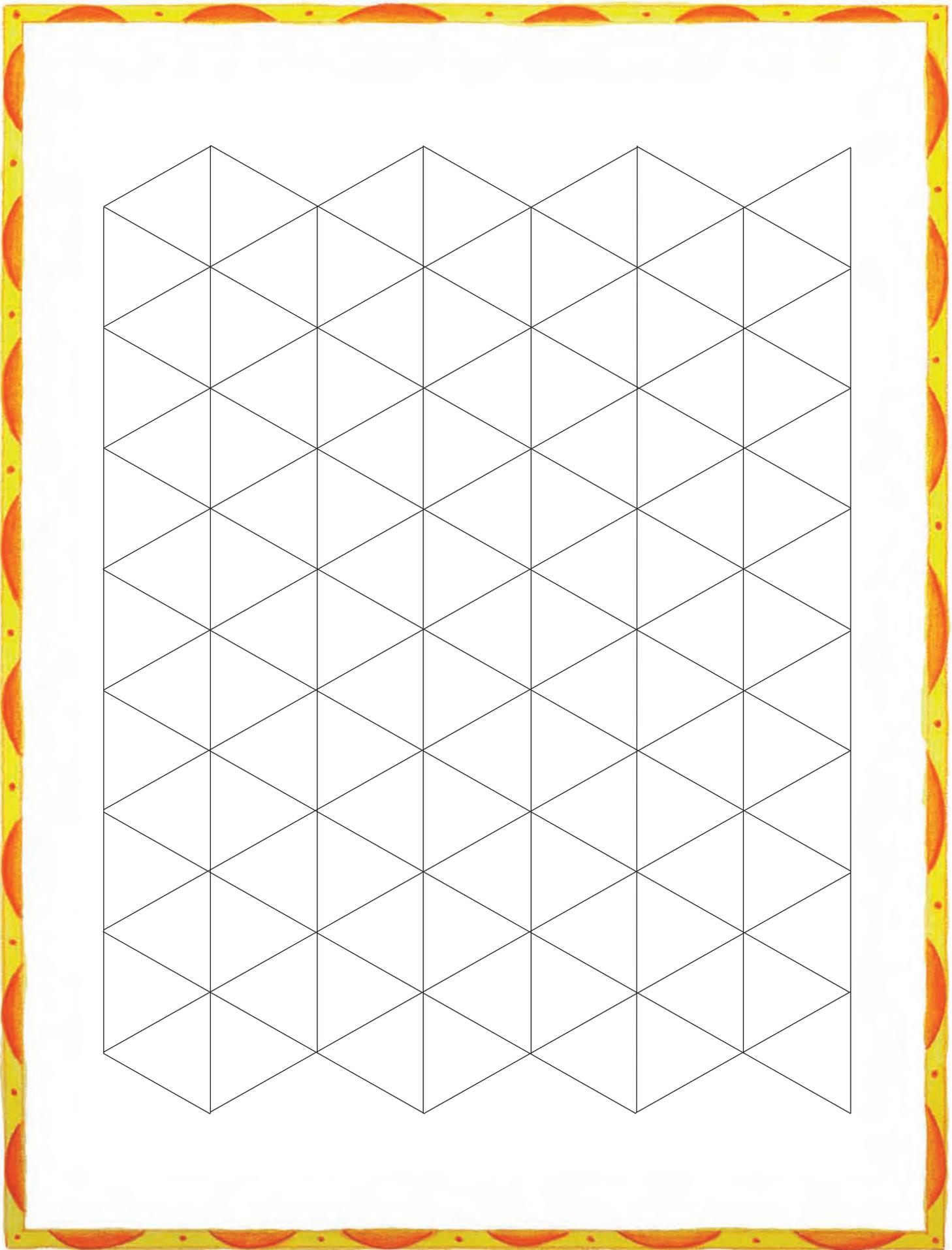


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Fill the outlines with pattern blocks in different ways.  
Draw and color the blocks that you used.



**NOTE:** Ask your child to tell you which blocks and how many were used to fill each outline.

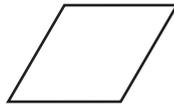
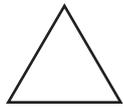
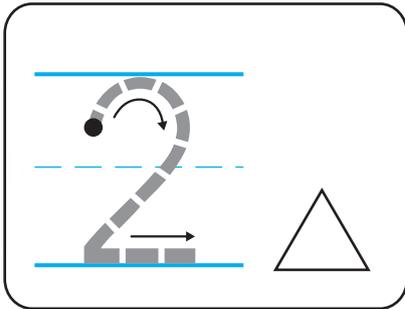
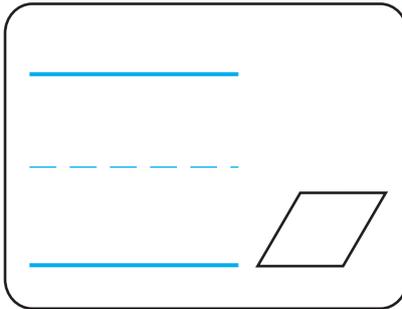
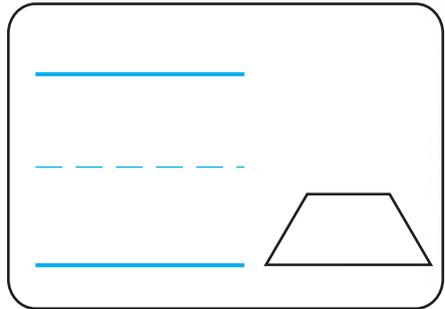
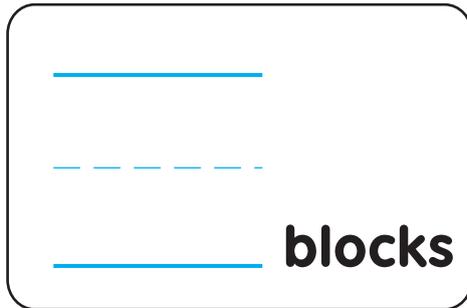


Make a design with pattern blocks. Trace and color the blocks.

# Graphing Using Pattern Blocks

NCTM Standards 1, 3, 5, 6, 7, 9, 10

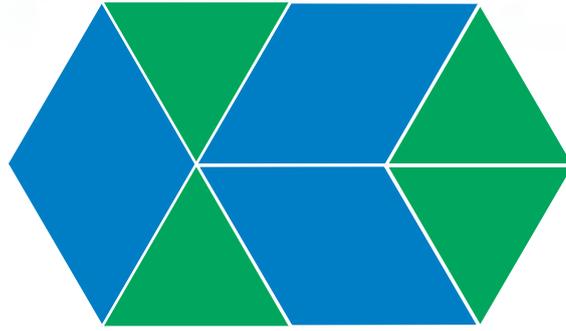
		
		
		

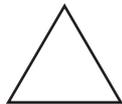






Write the number of each shape and the total number of blocks.



**NOTE:** Your child is learning how to read and interpret a graph. Ask your child to tell you about the graph on this page.



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



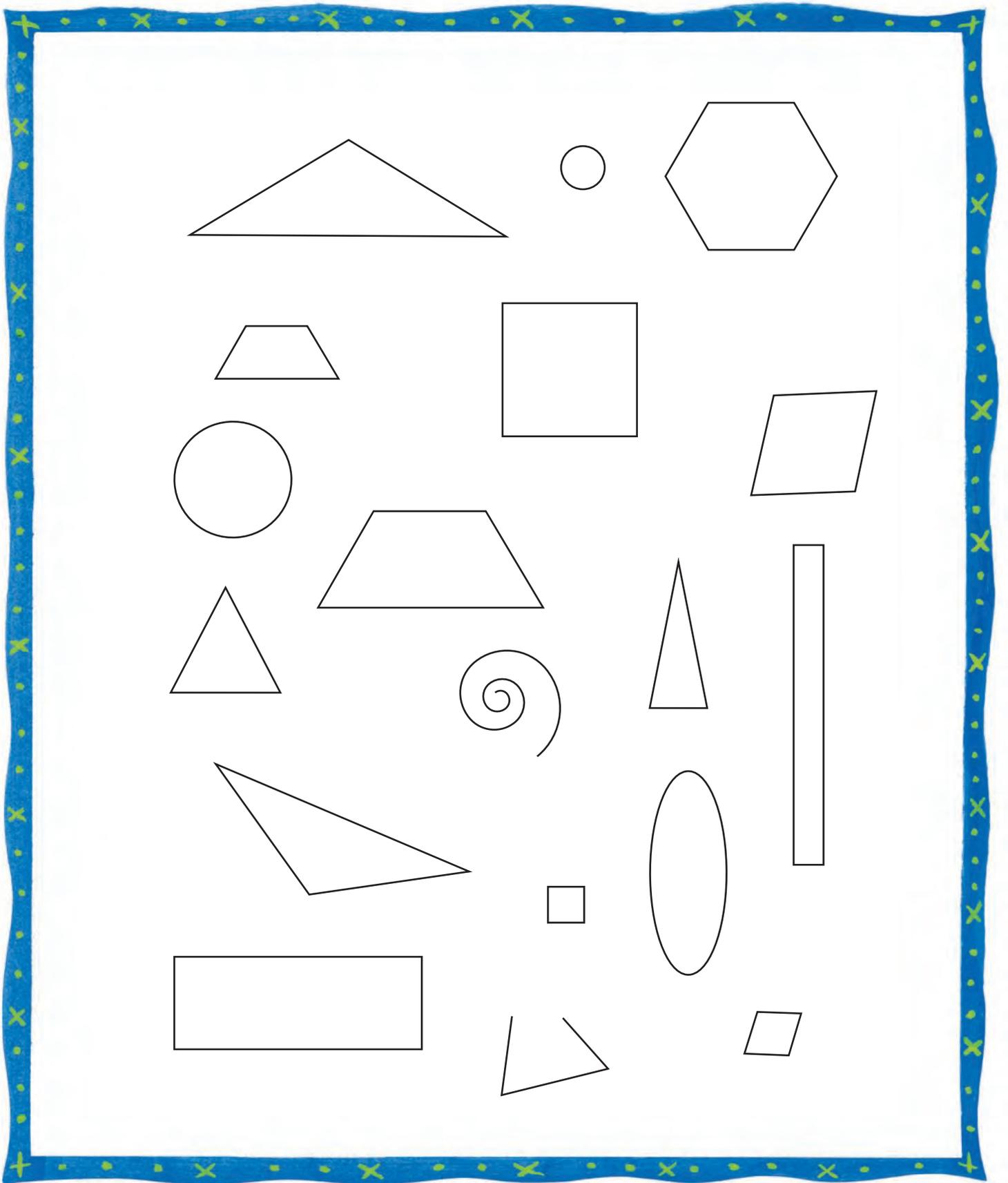
-  Look at the pattern block design at the top of the page. Draw or trace pattern blocks to make a graph for the design.
-  Write the number for each shape.

Name \_\_\_\_\_

# Chapter 2

# Review/Assessment

NCTM Standards 1, 2, 3, 6, 7, 9, 10



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Color each circle. Put an X on each rectangle.  
Ring each triangle.



**NOTE:** Have your child tell you which figures are circles, which are rectangles, and which are triangles.

Write the missing numbers.  
 Draw the missing circles.