

Name \_\_\_\_\_

# Chapter 4

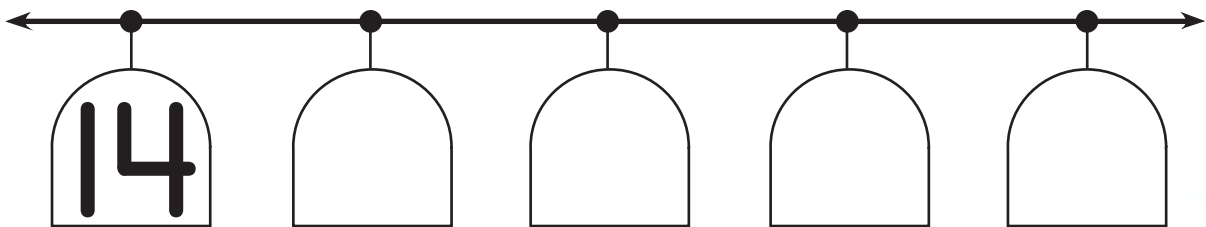
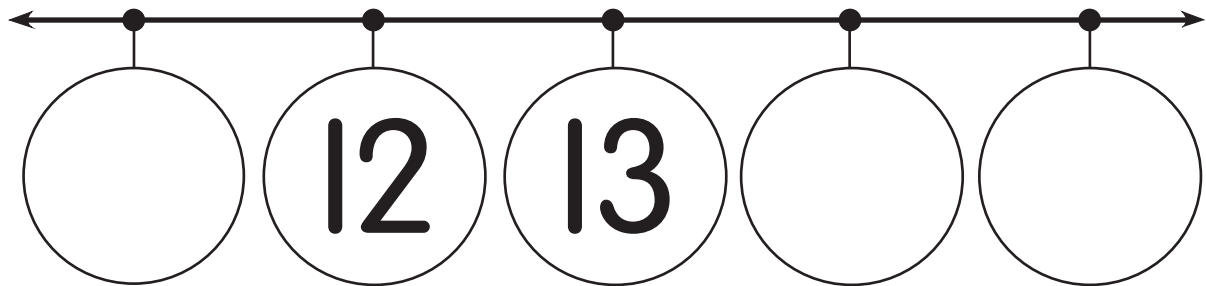
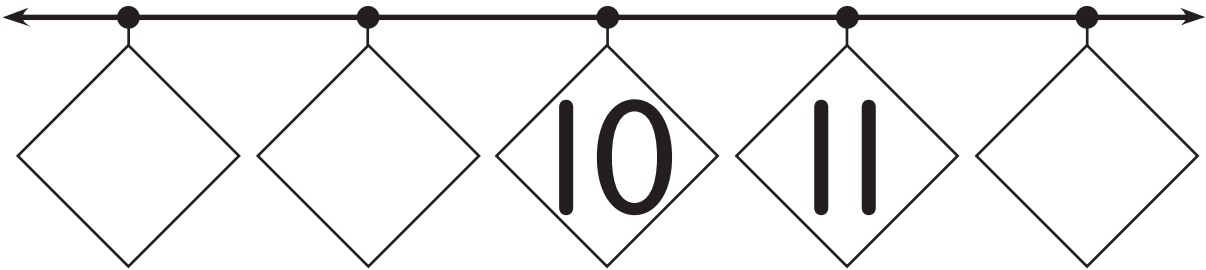
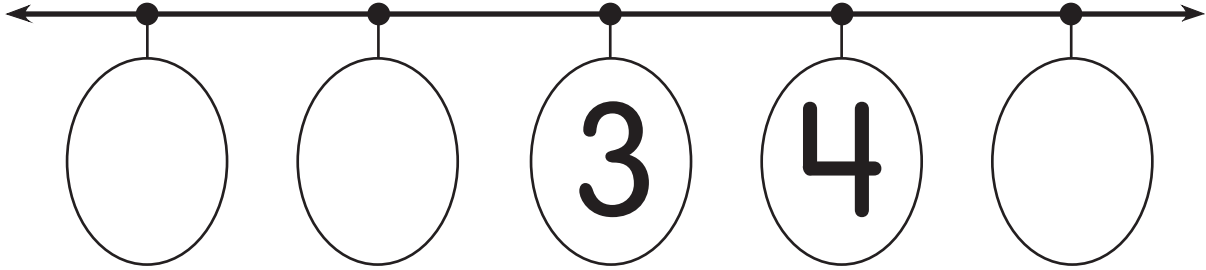
## Moving on the Number Line

The game board features a winding path of numbered squares from 0 to 20. The path starts at a yellow 'START' sign at 0 and ends at a yellow 'FINISH' sign at 20. The numbers are arranged in a zig-zag pattern: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20. A red dice is positioned at square 13. A red game piece is on square 12, and a blue game piece is on square 15. Two yellow arrows indicate the direction of play. At the bottom, there are two empty white boxes, one with a red game piece and one with a blue game piece. A cartoon animal character is at the bottom right, with a speech bubble that says 'Who is winning?'.

Investigation

# Reviewing the Number Line

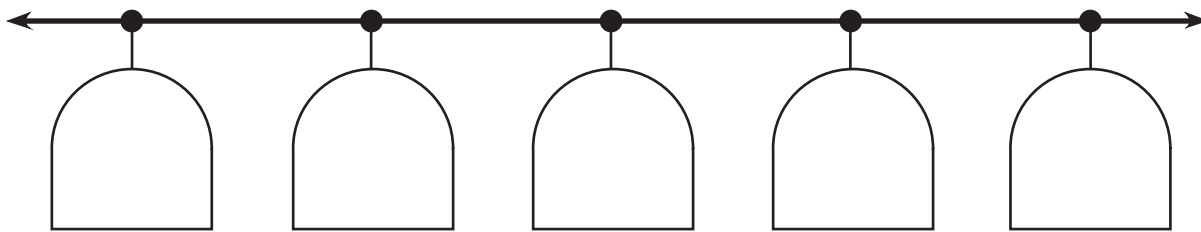
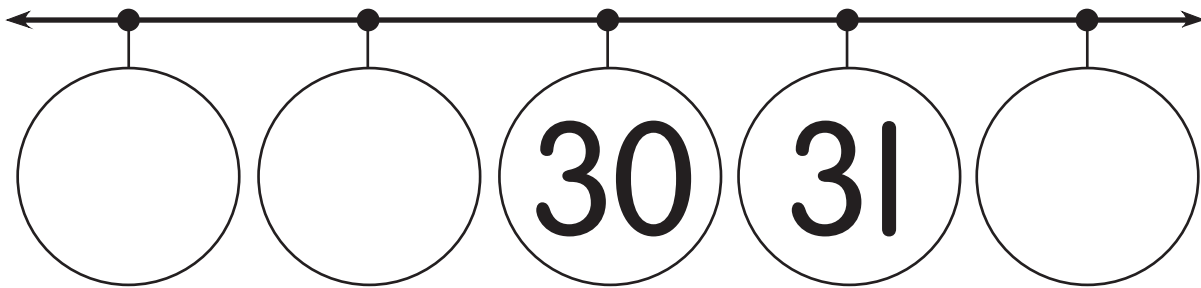
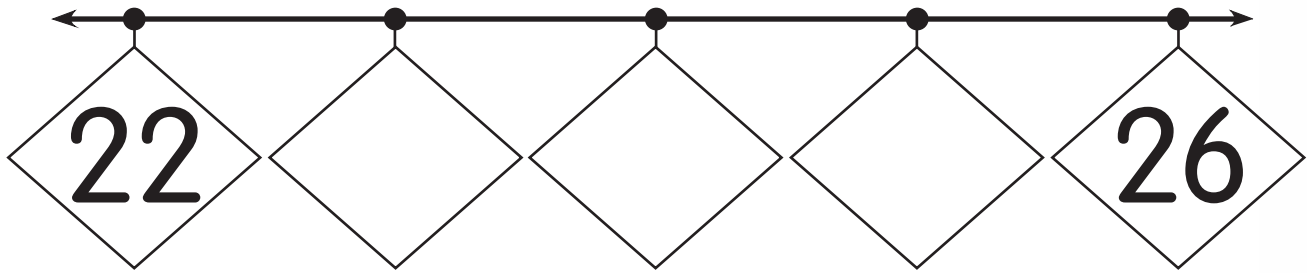
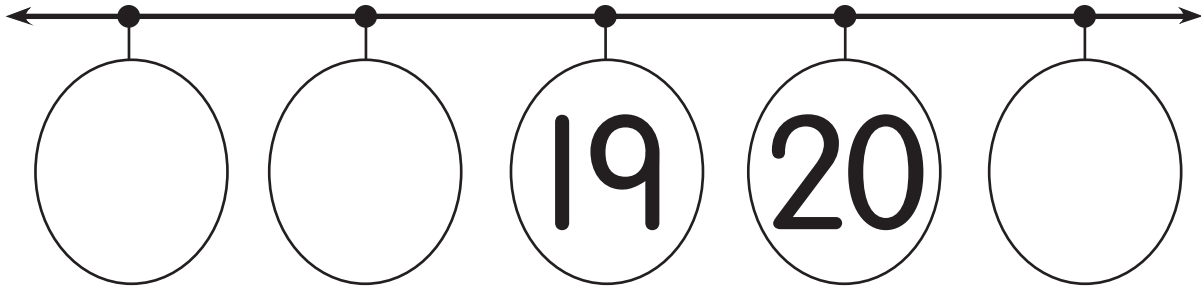
NCTM Standards 1, 2, 6, 8, 9, 10





Write the missing numbers.



**NOTE:** Your child is learning about number lines. Have your child count from 0 to 20, and then from 0 to 30.



   Write the numbers to complete each number line.  
 Write numbers to make your own number line.

100 one hundred

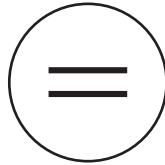
Name \_\_\_\_\_

# Comparing Using $>$ , $<$ , and $=$

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

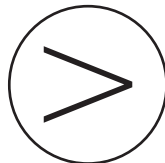






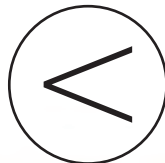












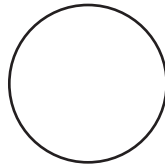
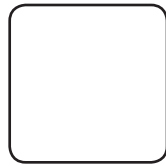
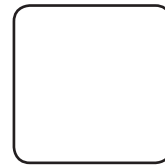
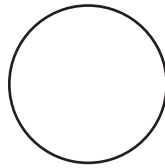

Draw pictures to match the symbols.  
Write the numbers to complete each number sentence.



**NOTE:** Your child is learning to compare quantities and record number sentences. For each problem, ask your child which group shows more now.



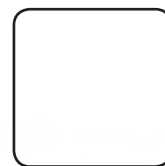
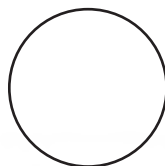
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4



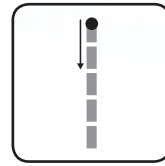
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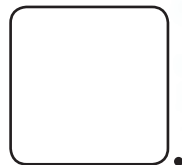
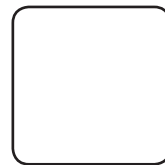
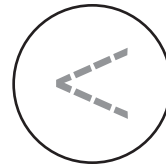
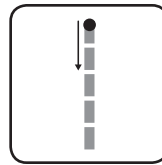
Draw pictures. Write the missing numbers.  
Write <, =, or >.

# Jumping on the Number Line

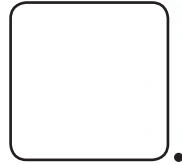
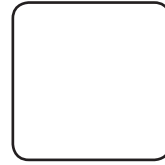
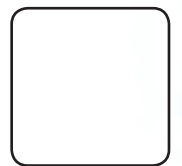
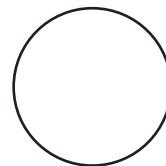
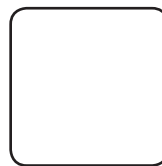
NCTM Standards 1, 2, 6, 7, 8, 9, 10



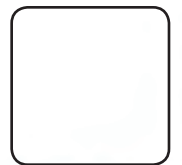
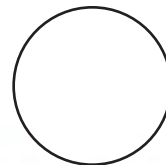
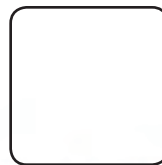
Jump from  to .



Jump from  to .



Jump from  to .



Write the starting number and the landing number.  
Then write the number sentence.



**NOTE:** Your child is learning to make jumps on the number line. Say a number. Ask your child to name the number that is one unit-jump more.



Jump from  to .



Jump from  to .



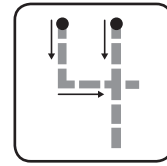
Jump from  to .



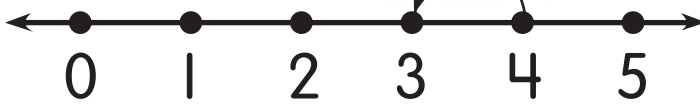
Write your own numbers on each number line. Write the starting and landing numbers, and the number sentence.

# Jumping Forward and Backward

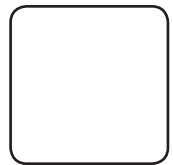
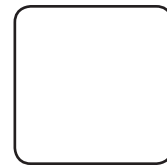
NCTM Standards 1, 2, 6, 7, 8, 9, 10



Jump from  to .



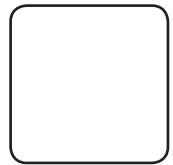
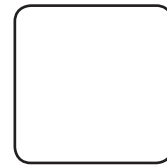
This is a  jump.



Jump from  to .



This is a  jump.



Jump from  to .



This is a  jump.

Write the starting number and the landing number.  
Write + or -.



**NOTE:** Your child is learning that jumps forward are plus jumps, and jumps backward are minus jumps. Ask your child to explain plus and minus jumps.





Jump from  to .



This is a  jump.



Jump from  to .



This is a  jump.



Jump from  to .

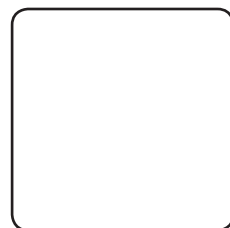
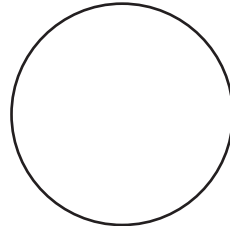
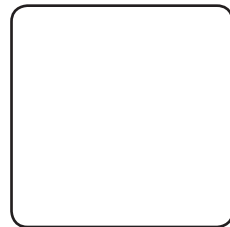
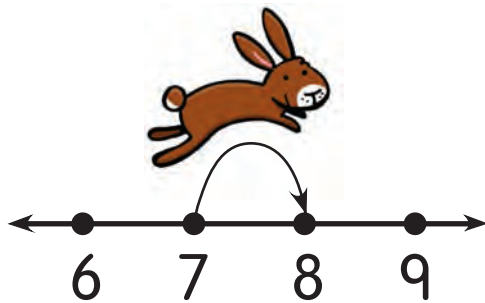
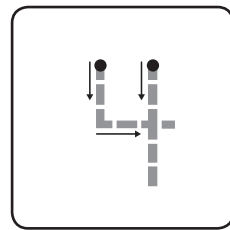
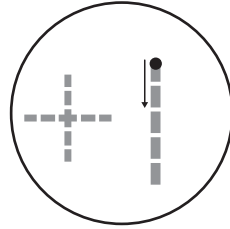
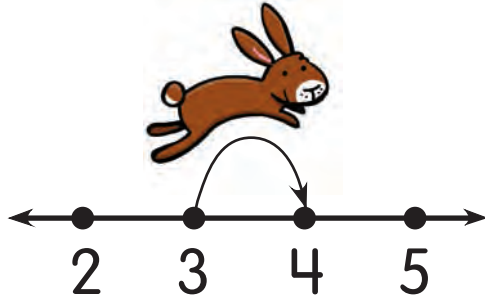


This is a  jump.

Write your own numbers on each number line. Write the starting and landing numbers. Write + or -.

# Recording Jumps on the Number Line

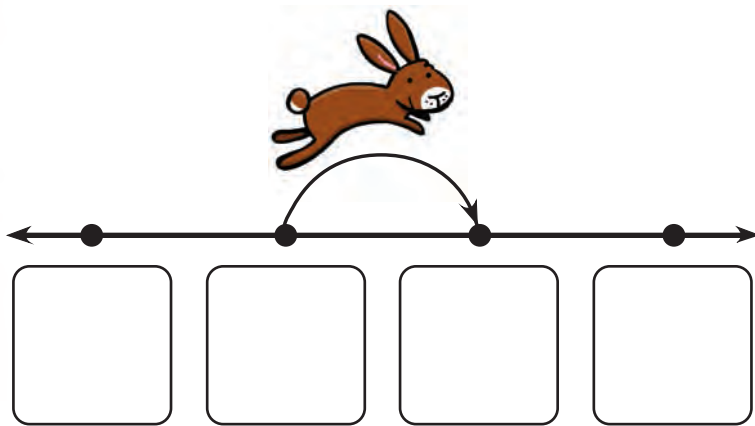
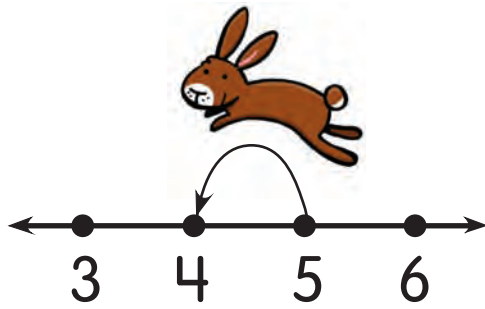
NCTM Standards 1, 2, 6, 7, 8, 9, 10



Write the numbers to record each jump.  
Write + or -.



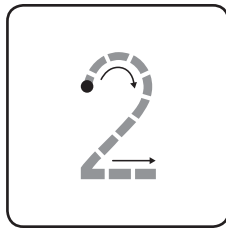
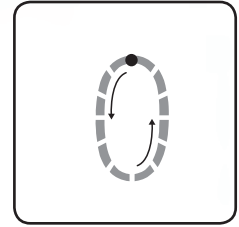
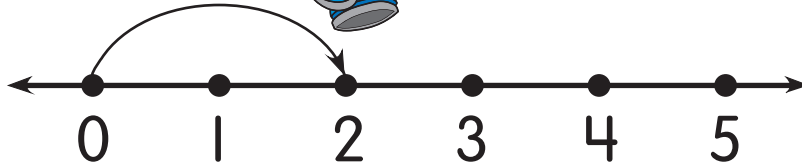
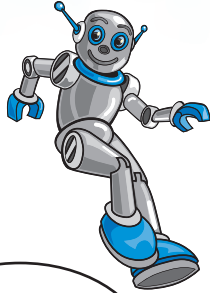
**NOTE:** Your child is learning to connect jumps on a number line to addition and subtraction. Have your child describe the number line jumps on these pages.



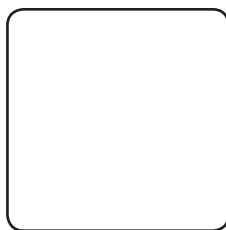
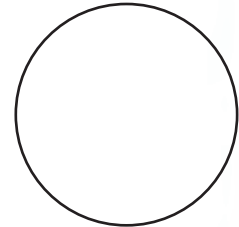
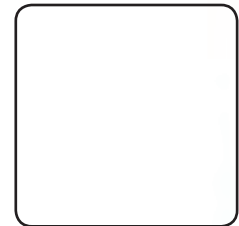
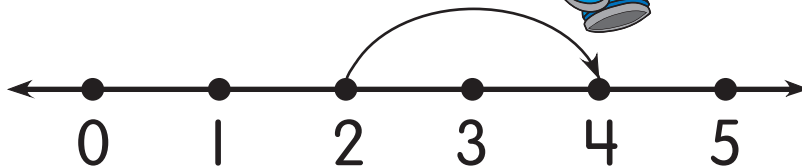
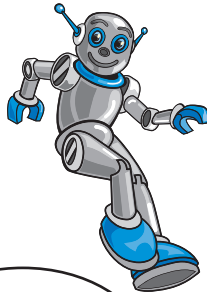
- Write the numbers to record each jump. Write + or -.
- Write your own numbers on the number line. Record the jump.

# Introducing Bigger Jumps

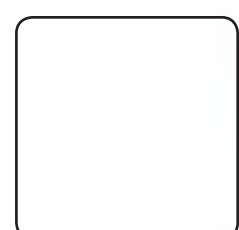
NCTM Standards 1, 2, 6, 9, 10



Jump  spaces.



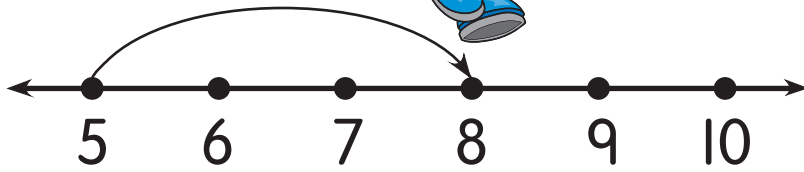
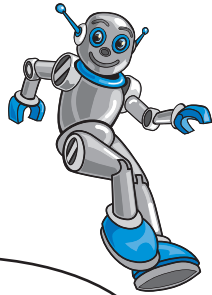
Jump  spaces.



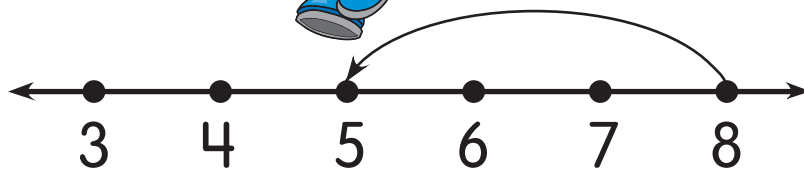
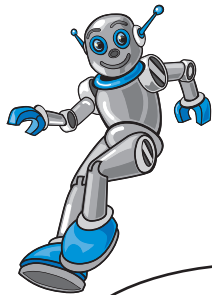
Write the number of spaces jumped.  
Record the jump. Write + or -.



**NOTE:** Point to a place on the number line. Ask your child to jump 2, 3, or 4 plus or minus spaces and name the landing point.



Jump  spaces.

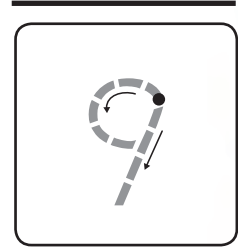
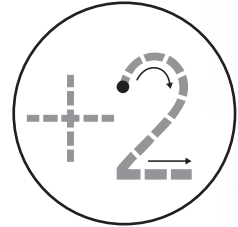
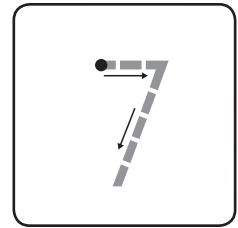
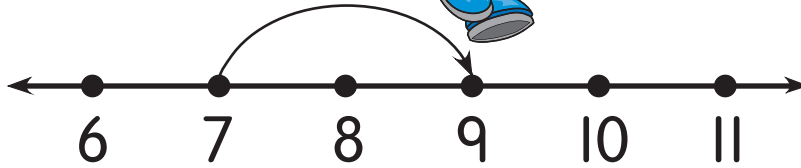
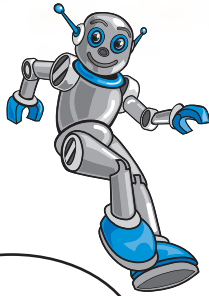


Jump  spaces.

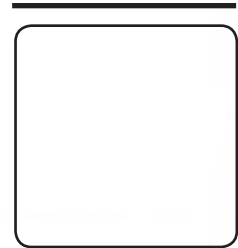
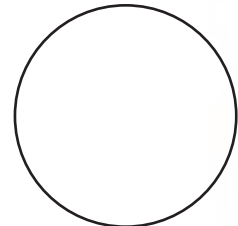
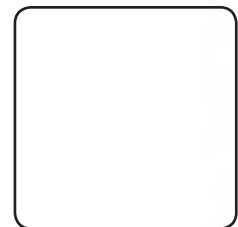
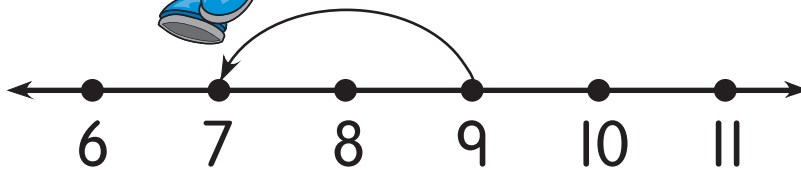
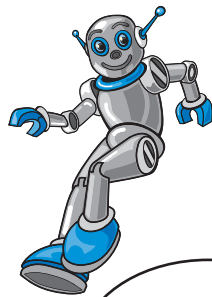
Write the number of spaces jumped.  
Record the jump. Write + or -.

# Relating Plus and Minus Jumps

NCTM Standards 1, 2, 6, 9, 10



Jump  spaces.

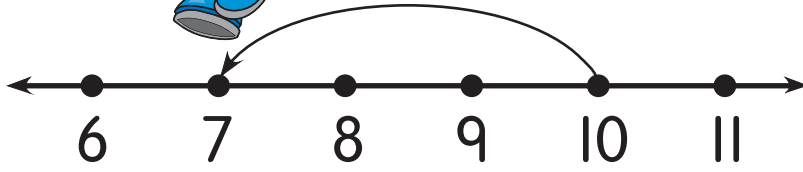
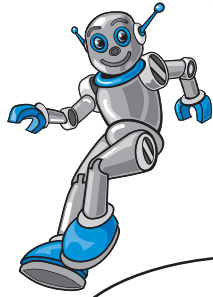


Jump  spaces.

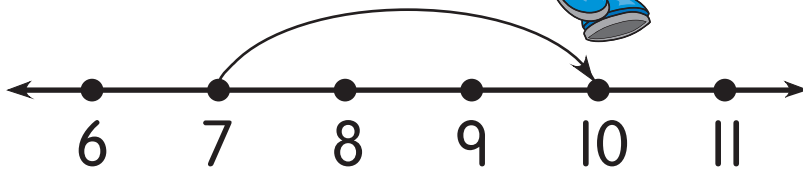
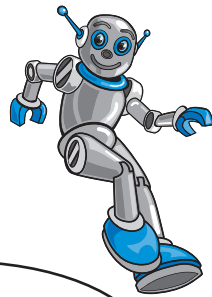
Write the number of spaces jumped.  
Record the jump. Write + or -.



**NOTE:** Your child is learning about forward and backward jumps of the same size. Have your child explain how 7, 2, and 9 are used on this page.



Jump  spaces.

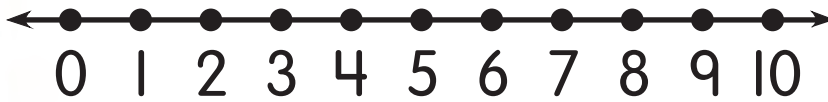


Jump  spaces.

Write the number of spaces jumped.  
Record the jump. Write + or -.

# Making and Combining Jumps

NCTM Standards 1, 2, 6, 9, 10





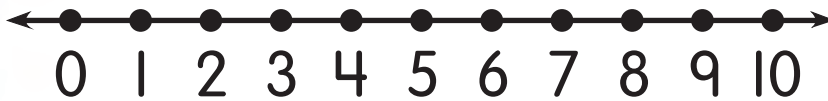


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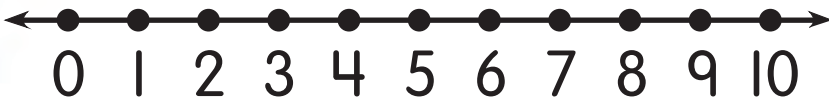
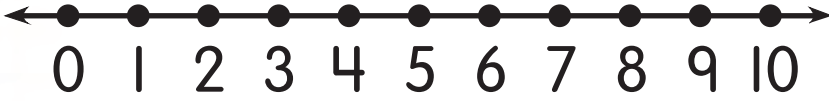


The teacher gives the starting number and two jumps. Draw the jumps and record them. Then combine the jumps to record one big jump.



**NOTE:** Ask your child to show you how two jumps were combined to make one big jump.

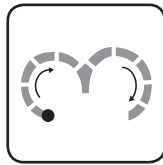
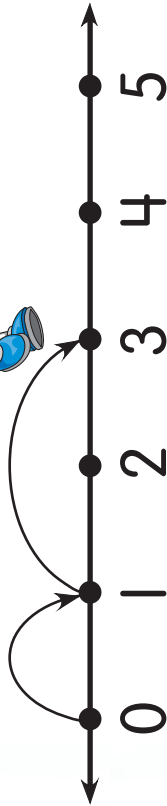
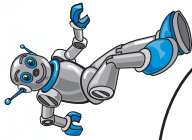




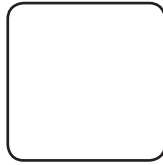
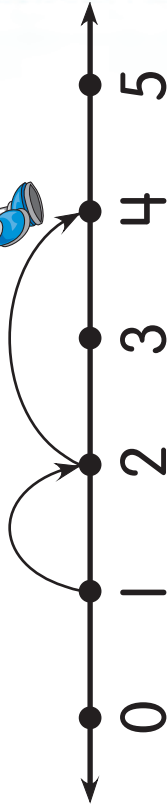
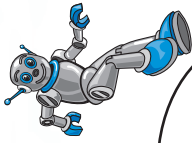
Record two jumps. Combine the jumps.  
Record one big jump.

# More About the Number Line

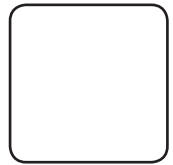
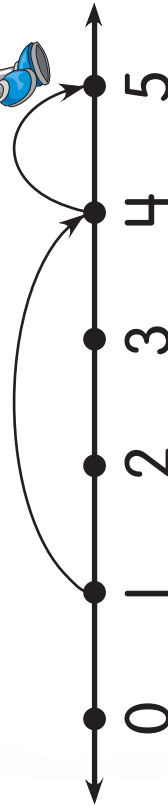
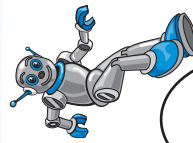
NCTM Standards 1, 2, 8, 9, 10



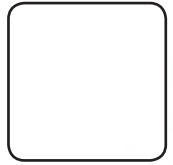
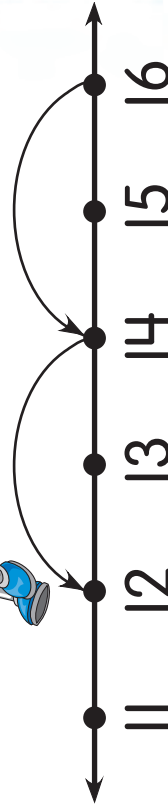
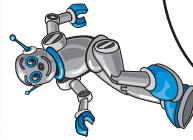
Jump \_\_\_\_\_ spaces.



Jump \_\_\_\_\_ spaces.



Jump \_\_\_\_\_ spaces.

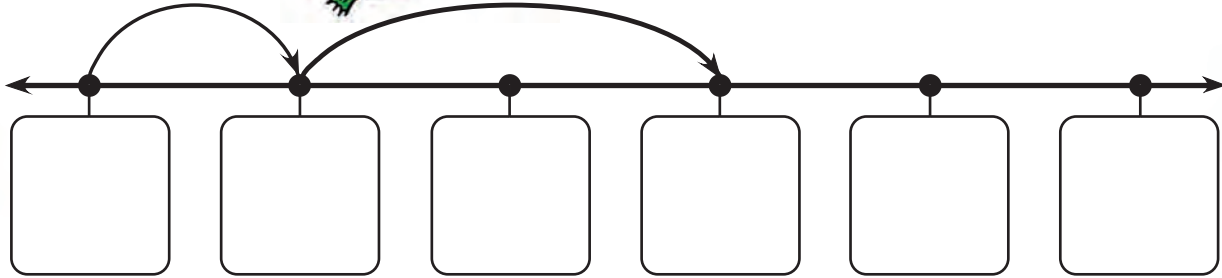


Jump \_\_\_\_\_ spaces.

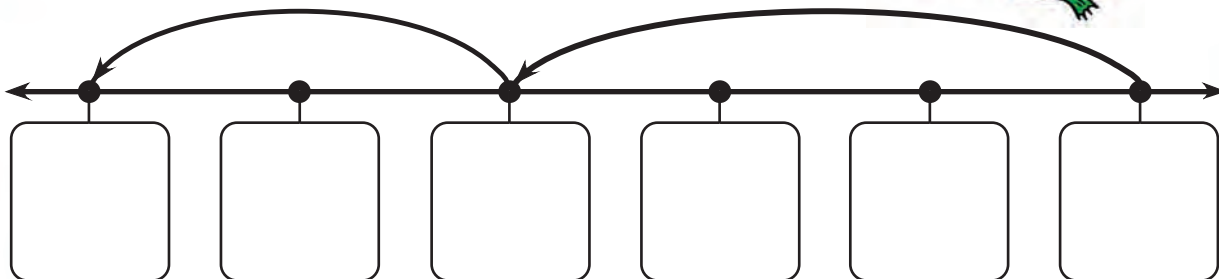
Write the number of spaces jumped.



**NOTE:** Your child is practicing jumps on the number line. Ask your child tell about one of the pictures.



The frog jumped  spaces.

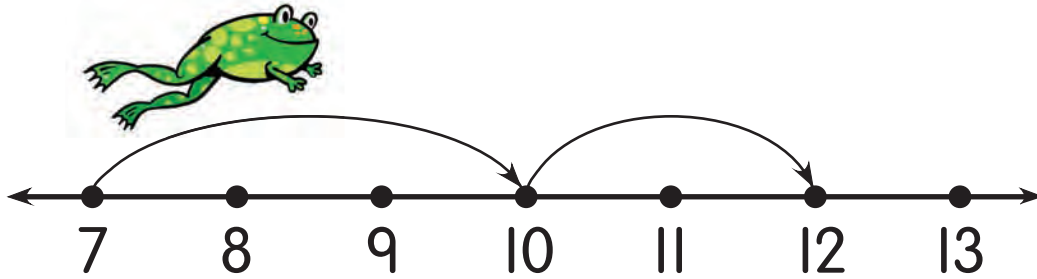


The frog jumped  spaces.

Write your own numbers. Then write the total number of spaces jumped.

# Jumping with Larger Numbers

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



The frog jumped  spaces.





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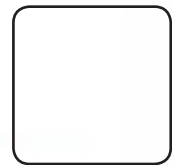
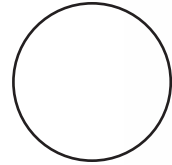
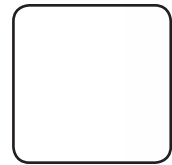
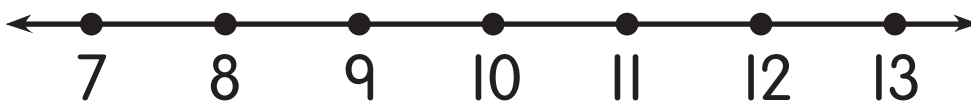
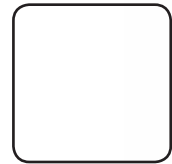
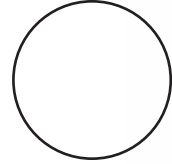
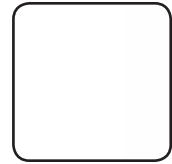
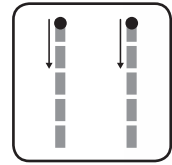
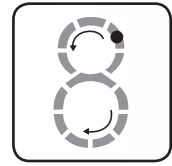
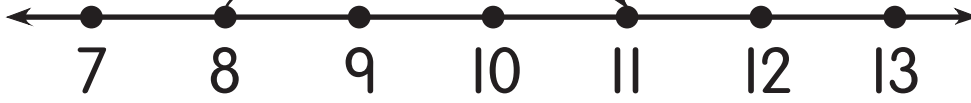

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Write the number of spaces jumped. Record each jump. Then record one big jump.



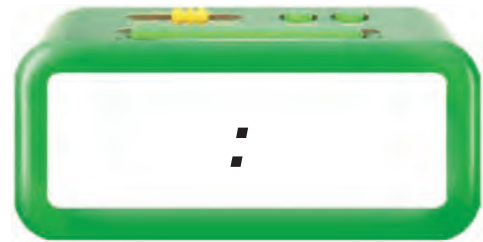
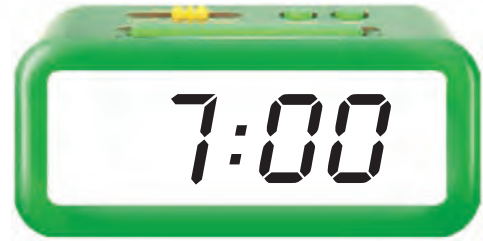
**NOTE:** Ask your child to explain how jumping 3 spaces and then 2 spaces is the same as jumping 5 spaces.



- Record the jump.
- Draw and record a jump of your own.

# Time

NCTM Standards 1, 4, 6, 8, 9, 10



Write a time to the hour for each picture.



**NOTE:** Your child is beginning to learn how to tell time to the hour. Have your child tell time to the hour at home.

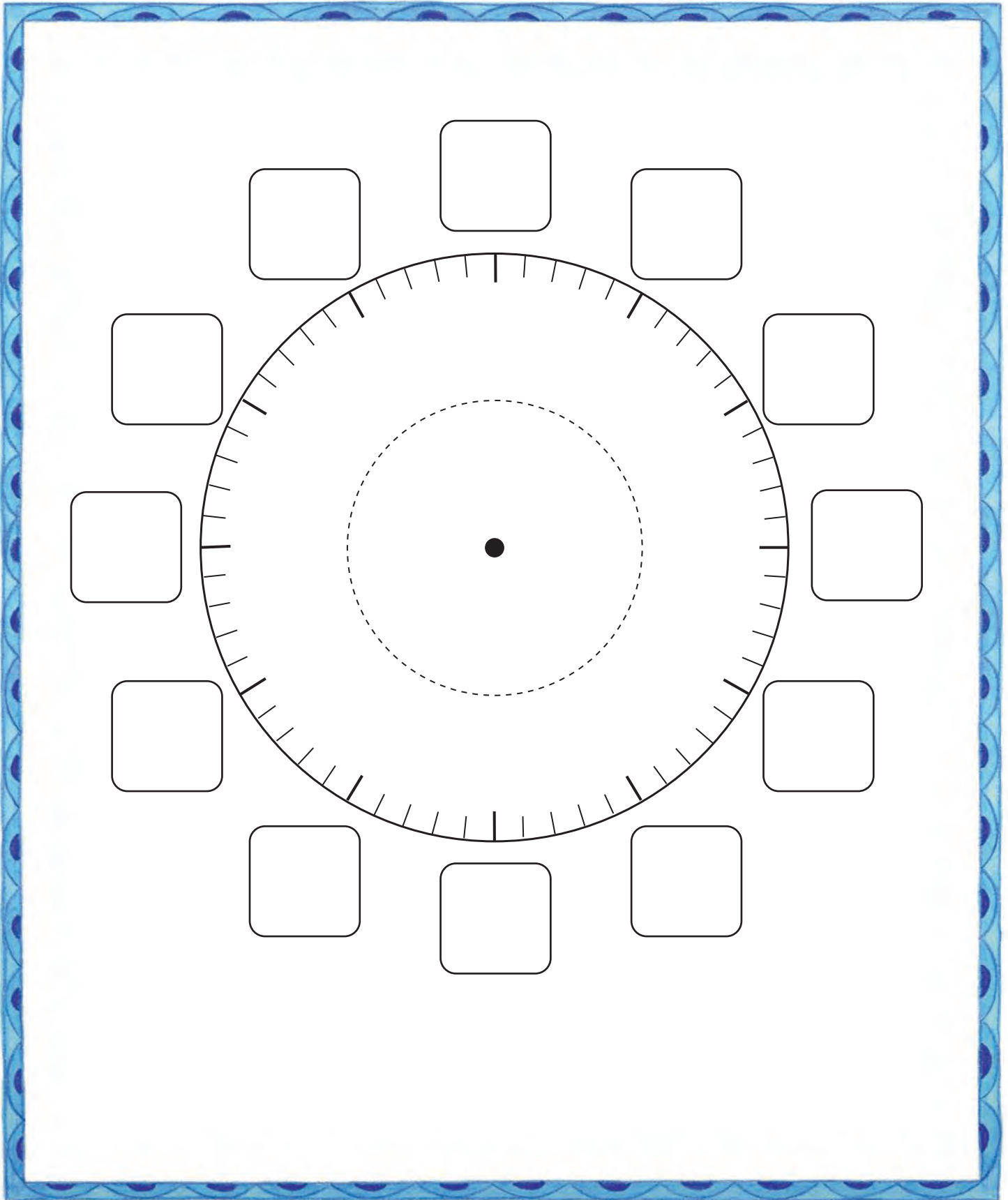
The image shows five rows of clock pairs. Each row consists of a digital clock on the left and an analog clock on the right. A dashed line connects the top digital clock (10:00) to the second analog clock (10:00).

Digital Clock	Analog Clock
10:00	3:00
8:00	10:00
3:00	12:00
9:00	9:00
12:00	12:00

Match the clocks that show the same time.

# Using Clocks and Number Lines

NCTM Standards 1, 2, 4, 6, 8, 10



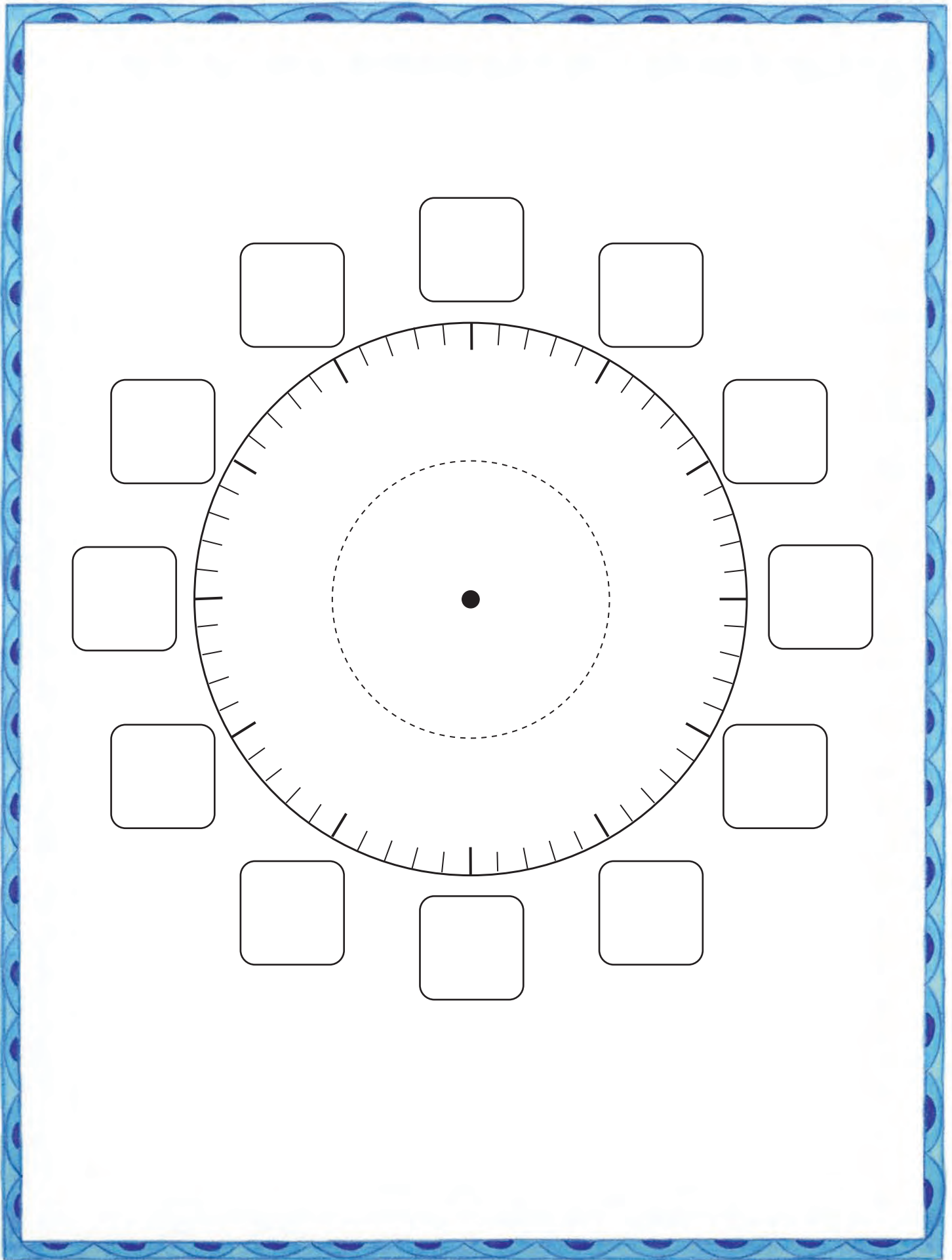
© Education Development Center, Inc.

Write numbers from 1 to 12 on the clock. Draw hands on the clock.



**NOTE:** Have your child count the numbers around the face of the clock from 1 to 12, saying o'clock after each number.





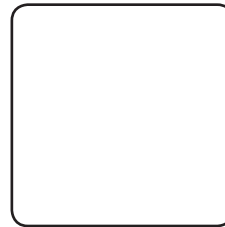
Write the numbers on the clock.  
Draw hands on the clock.

# Counting with Coins

NCTM Standards 1, 4, 6, 9, 10



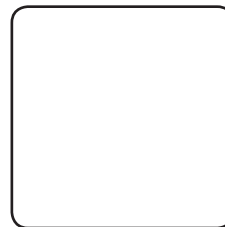
6¢



coins



11¢



coins

- Draw coins to show 6¢.
- Draw coins to show 11¢.



**NOTE:** Have your child use pennies and nickels to show more than one way to make amounts from 6¢ to 12¢.



2¢

coins



¢

coins



¢

coins



¢

coins

Write the value of each group of coins.  
Write the number of coins in each group.

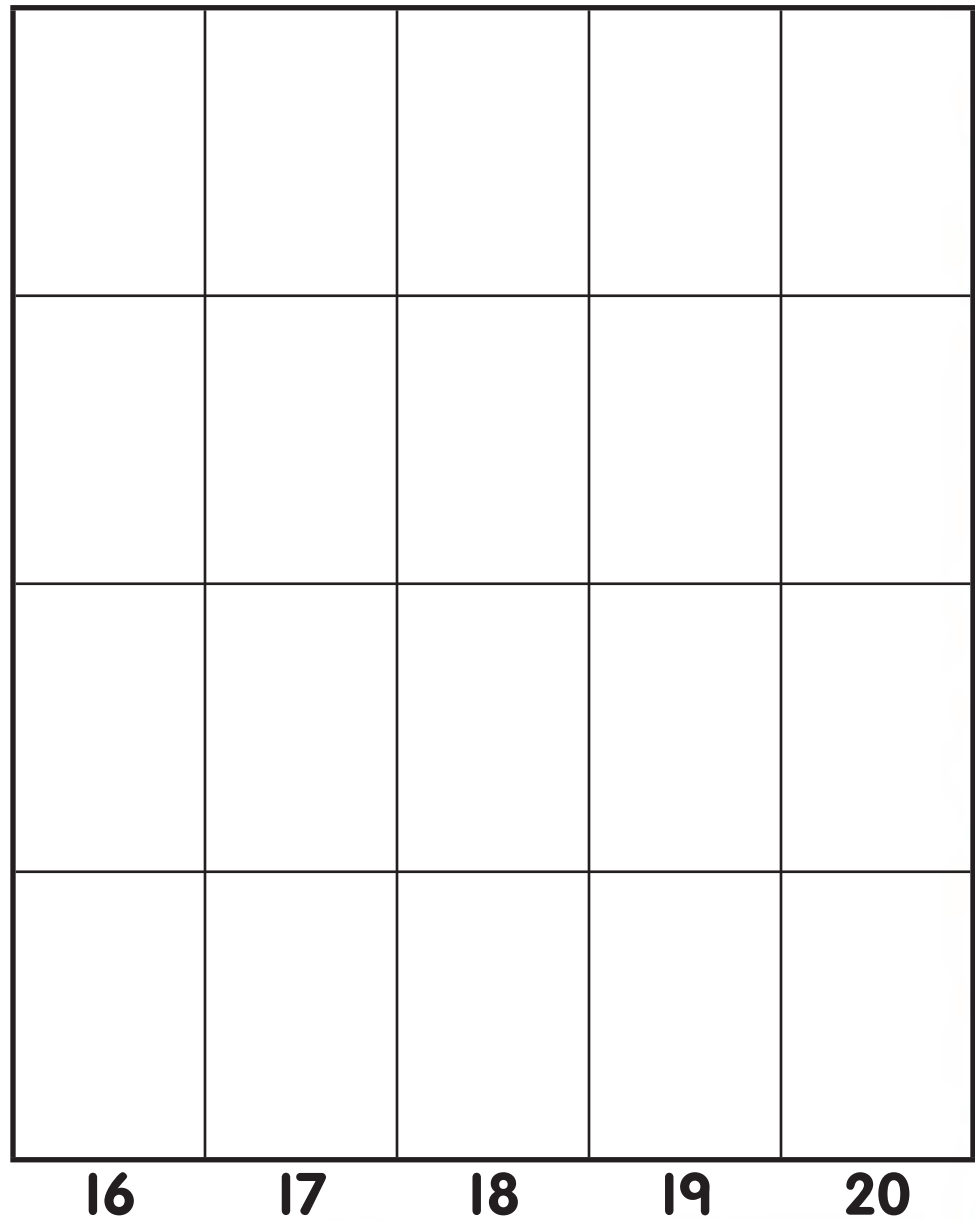
# Graphing Jumps in a Minute

NCTM Standards 1, 2, 4, 5, 6, 7, 9, 10

## Jumping Jacks

Liam	16
Yoshi	20
Mark	17
Lucy	18
Aki	17
Jose	17
Luis	18
Mary	18

## Jumping Jacks



Glue jumping jacks to show how many children make 16 jumps, 17 jumps, 18 jumps, 19 jumps, and 20 jumps.



**NOTE:** Your child is learning how to make a graph from a table. Ask your child to tell you about the graph on this page.



coins



coins



coins



coins

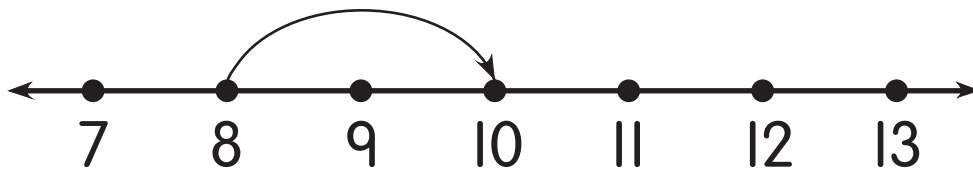
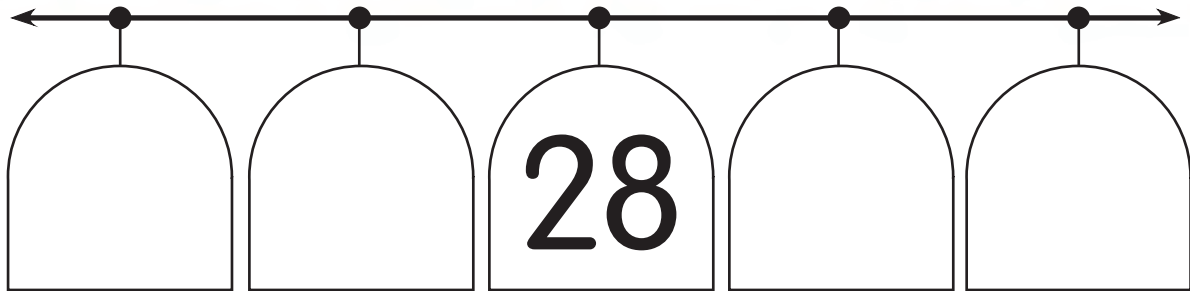
Write the value of each group of coins.  
Write the number of coins in each group.

Name \_\_\_\_\_

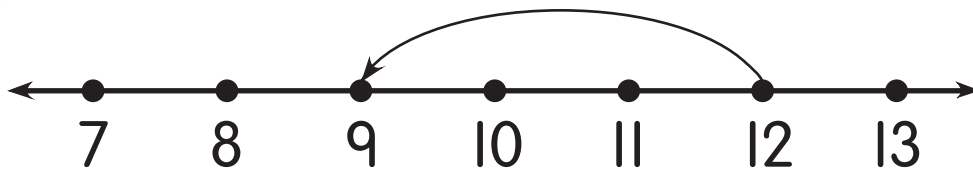
# Chapter 4

# Review/Assessment

NCTM Standards 1, 2, 4, 6, 7, 9, 10



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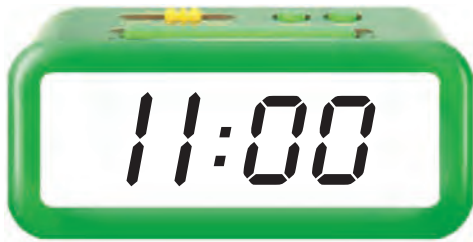
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- Write the missing numbers on the number line.
- Record the number line jumps.



**NOTE:** This page assesses your child's understanding of the number line and the results of jumping forward and backward.



¢

coins



¢

coins

Match clocks that show the same time.  
Write the value of each group. Write the number of coins.