

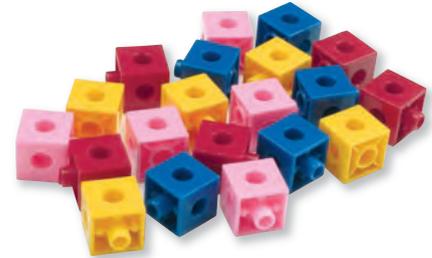
# Number Lines and Time

## Lining Up Cubes

### You need

- 20 connecting cubes

Work with a partner.  
Each makes a cube train.



### STEP 1 Drawing the Cube Trains

Your Train

Your Partner's Train

### STEP 2 Comparing the Trains

Which train has more cubes? How do you know?

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### STEP 3 Making a Bigger Train

How many cubes do you need to make a bigger train? Explain.

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# School-Home Connection

## Dear Family,

Today we started Chapter 2 of *Think Math!* In this chapter, I will learn about number lines and see that jumping forward on a number line is adding, and jumping back is subtracting. I will also explore time and learn to tell time to the hour. There are NOTES on the Lesson Activity Book pages to explain what I am learning every day.

Here are some activities for us to do together at home. These activities will help me learn to add, subtract, and tell time.

Love,

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## Family Fun

### What's My Number?

Work with your child to identify a mystery number.

- One player thinks of a number from 0 to 10.
- The other player asks *yes/no* questions to discover the mystery number. Here are some sample questions
  - “Is the number less than 5?”
  - “Is the number greater than 2?”
  - “Is the number 4?”
- If there is a number that cannot be the mystery number, you may wish to draw a number line and cover the number with a dry bean or other small object.
- Try to find the mystery number with the fewest questions.



### Time Tic-Tac-Toe

Work with your child to investigate time to the hour.

- Copy this gameboard or make up a similar one of your own.
- The first player chooses a time on the board and thinks of an activity that is done at that time. If both players agree that the time for that activity is reasonable, that player places an “X” on that time.
- The second player names an activity and if both players agree, places an “O” on that time.
- The first player to mark three squares in a row, column, or diagonal, wins.

7:00 Morning	9:00 Morning	6:00 Morning
3:00 Afternoon	1:00 Afternoon	2:00 Afternoon
5:00 Evening	6:00 Evening	7:00 Evening

# Introducing the Number Line

NCTM Standards 1, 2, 6, 9, 10

How long is each jump?

Continue each pattern.

1.

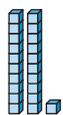
2.

© Education Development Center, Inc.

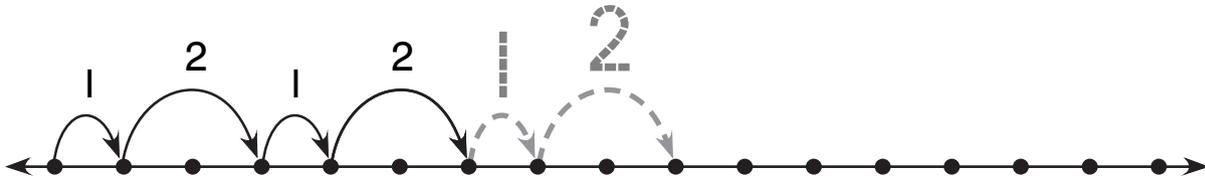


**NOTE:** Your child is beginning to learn about number lines.

In this lesson, children draw jumps on a dot line and continue patterns.



3. Continue the pattern.



4. Make your own.



### Challenge

5. Continue the pattern.

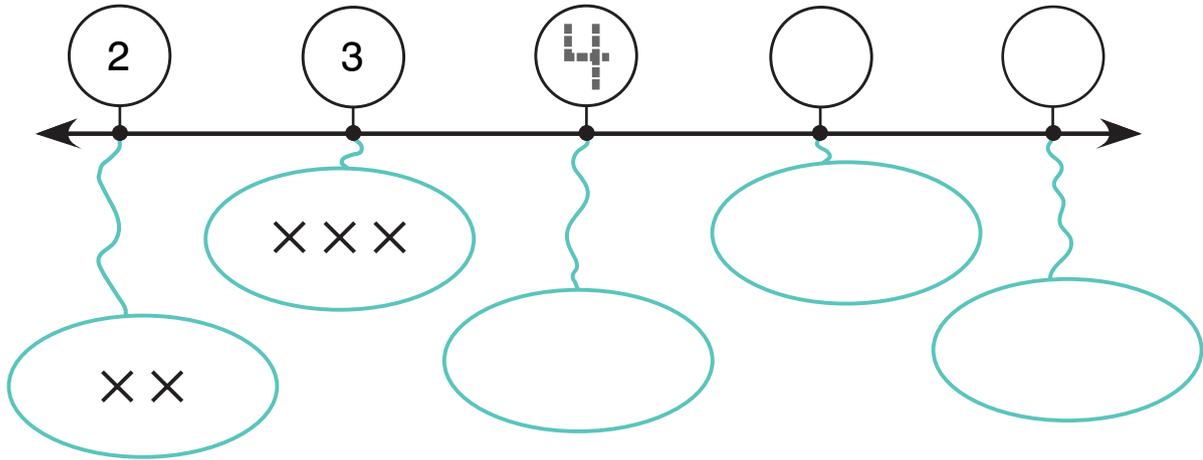


# Jumping on the Number Line

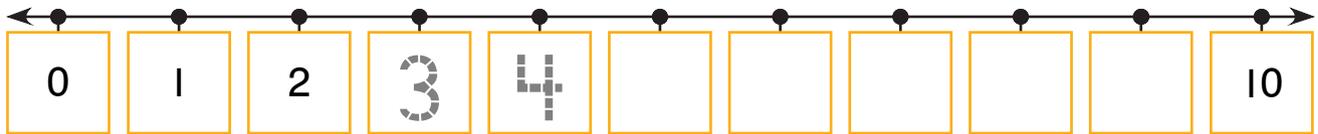
NCTM Standards 1, 2, 6, 8, 9, 10

What is missing?

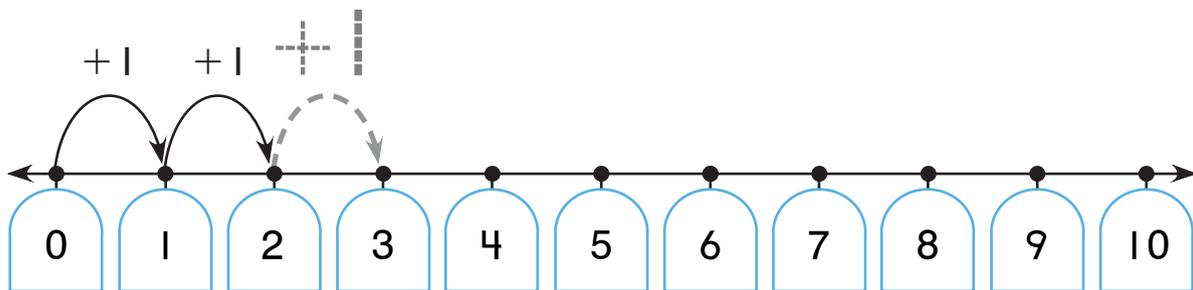
1.



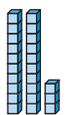
2.



3. Continue the pattern.

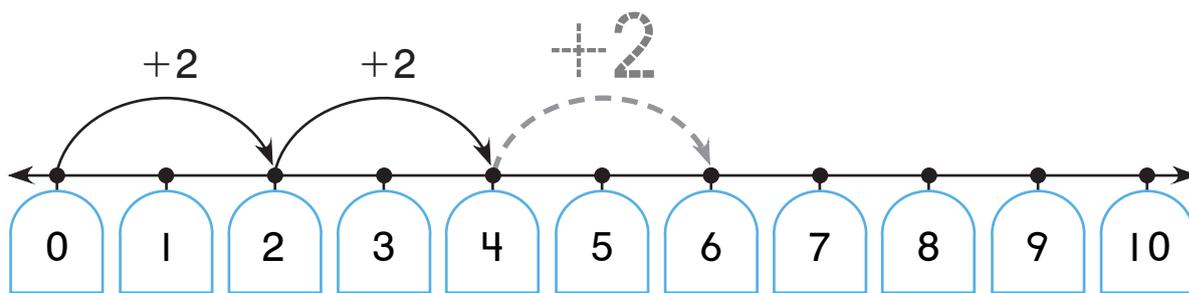


**NOTE:** Your child is beginning to identify missing numbers on a number line and to see that a jump forward can be indicated with a + sign, and a jump backward with a - sign.



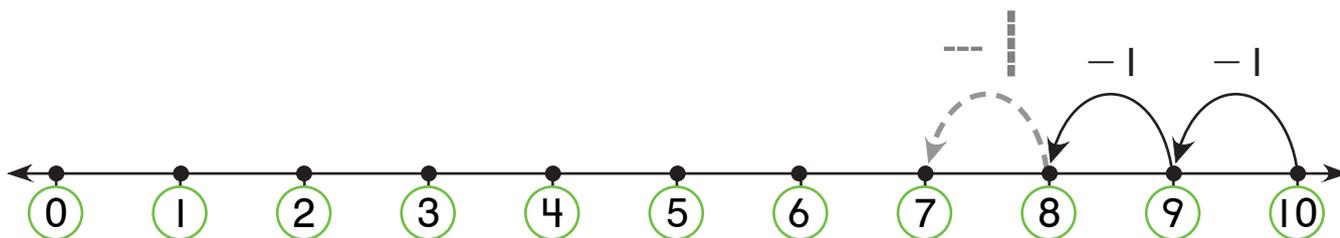
Continue each pattern.  
Describe the jump.

4.



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

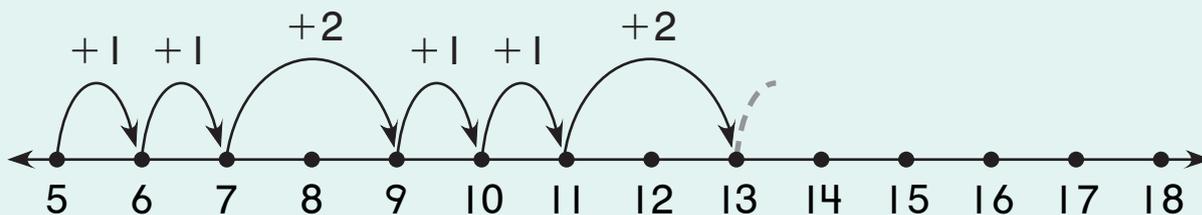
5.



Jump backward \_\_\_\_\_ space.

### Challenge

6. Continue the pattern.



24

twenty-four

XXIV



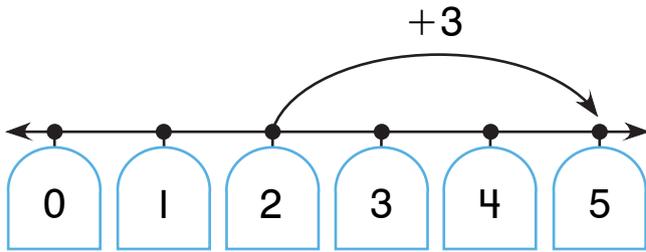
2 dozen

# Recording Jumps as Addition and Subtraction

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

Find the missing jumps and numbers.

1.

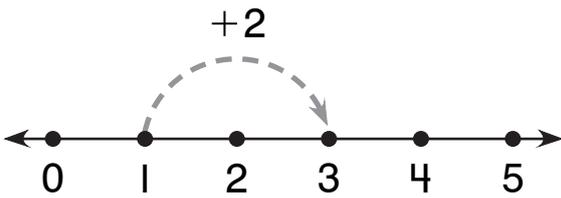


2
---

+3
----

5
---

2.

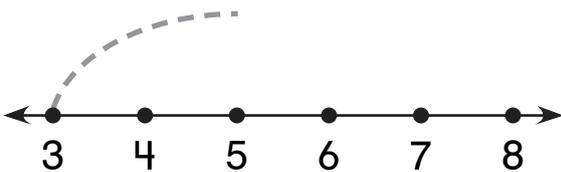


1
---

+2
----

--

3.



3
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+4
----

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**NOTE:** Your child is learning to connect addition and subtraction with jumps on a number line. A jump forward is addition. A jump backward is subtraction.

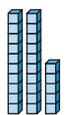


5



XXV

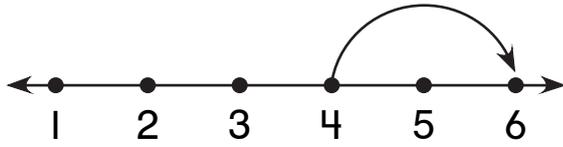
twenty-five



25

Find the missing numbers.

4.

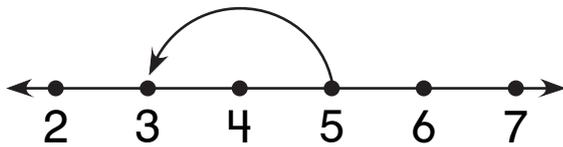


4

○

6

5.



5

- 2

□

## Problem Solving

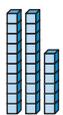
6. Draw the jump.  
Find the missing number.



□

+ 4

6

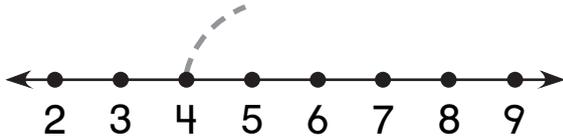


# Relating Addition and Subtraction

NCTM Standards 1, 2, 6, 9, 10

Draw the jump. Find the missing numbers.

1.

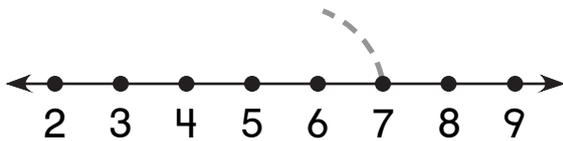


4

+ 3

7

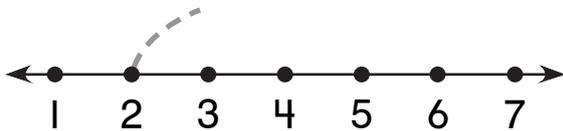
2.



7

- 3

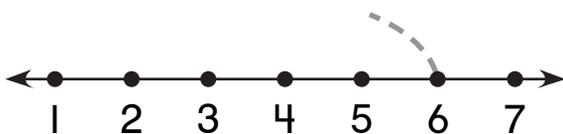
3.



2

6

4.

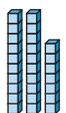


6

2

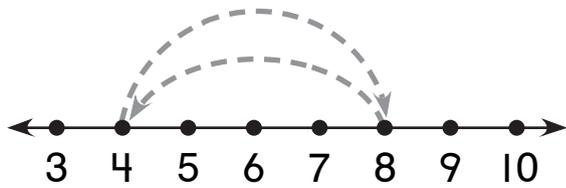


**NOTE:** Your child is learning that addition and subtraction *undo* each other. If you jump forward 3 spaces on the number line then jump backward 3 spaces, you will end up where you started.



Draw the jump. Find the missing numbers.

5.



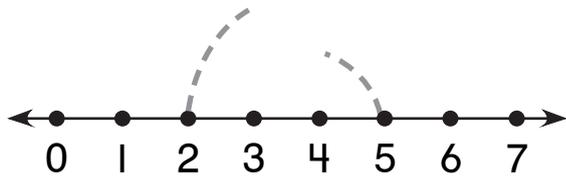
4

8

+ 4

- 4

6.



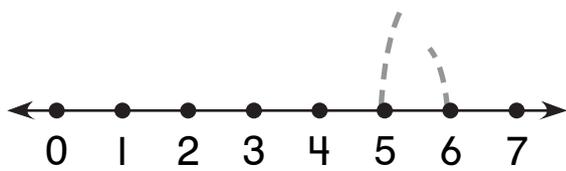
2

5

+ 3

- 3

7.



5

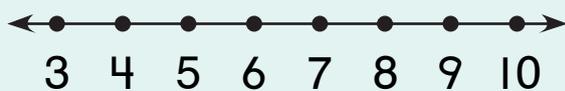
6

6

5

## Challenge

8.



9

+ 6

- 6

9

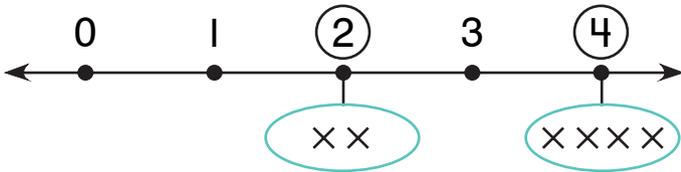


# Comparing Numbers on the Number Line

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

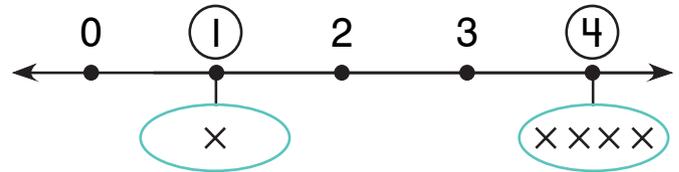
Write the missing number or symbol.

1.



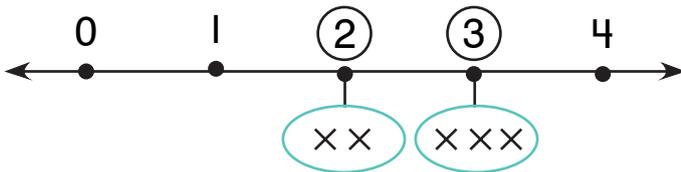
$$2 \text{ } \langle \text{ } 4$$

2.



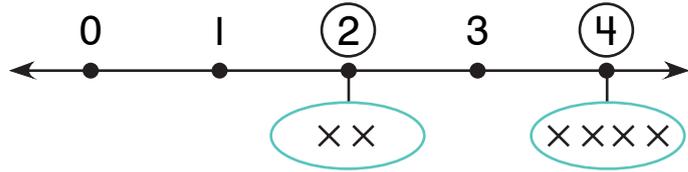
$$1 \text{ } \bigcirc \text{ } 4$$

3.



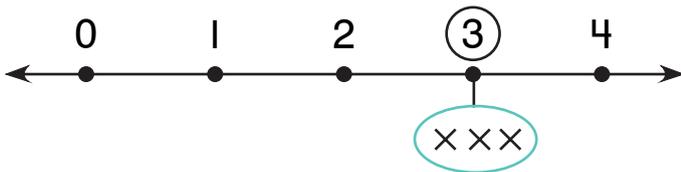
$$3 \text{ } \bigcirc \text{ } 2$$

4.



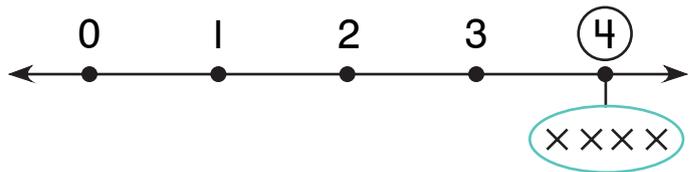
$$4 \text{ } \bigcirc \text{ } 2$$

5.



$$3 \text{ } \square$$

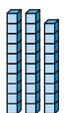
6.



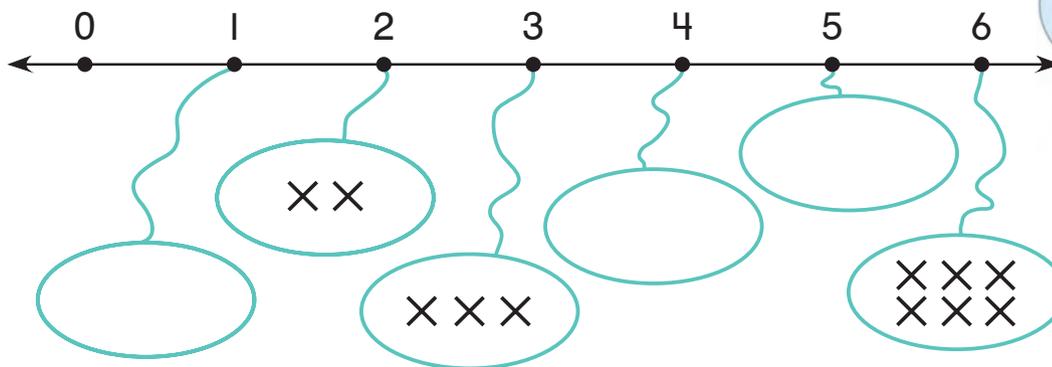
$$4 \text{ } \square$$



**NOTE:** Your child is learning to use symbols to compare numbers and sets of objects. Ask your child to tell you what the symbols  $>$ ,  $<$ , and  $\square$  mean.



7. What is missing?



8.  $2 < 5$

10.  $4 \bigcirc 3$

12.  $3 \bigcirc 0$

9.  $1 \bigcirc 6$

11.  $2 \bigcirc 2$

13.  $1 \bigcirc 5$

14. Look at the number line. How can you tell that 5 is greater than 3?

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**Challenge**

15. Write the numbers. Draw the Xs.

$2 < \square < \square$

Below the first square is a box containing '2', and below it is an oval containing two 'X's. Below the second and third squares are empty ovals.

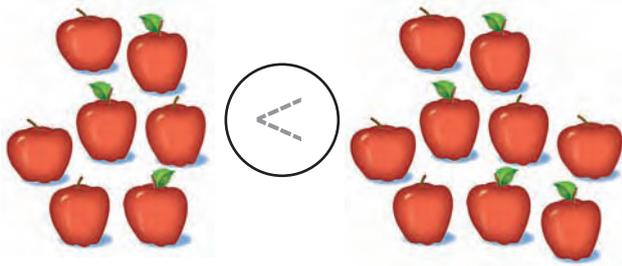
30 thirty **XXX** 6

# Comparing Numbers and Quantities

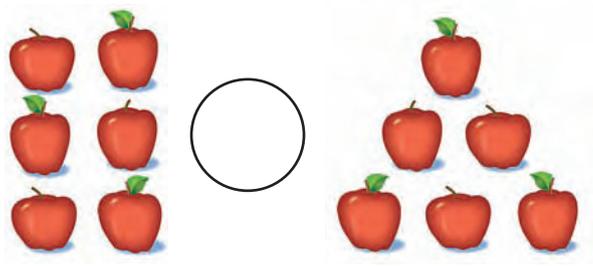
NCTM Standards 1, 2, 6, 7, 9, 10

Write  $<$ ,  $>$ , or  $=$ .

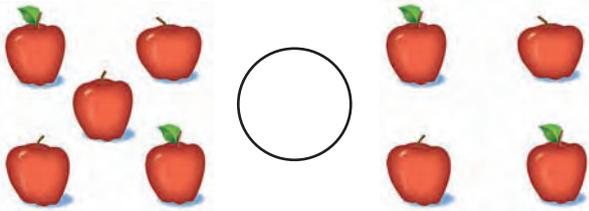
1.



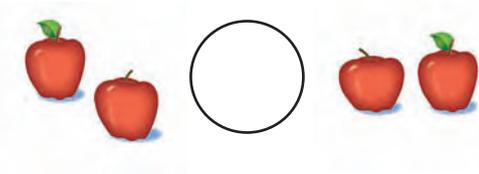
2.



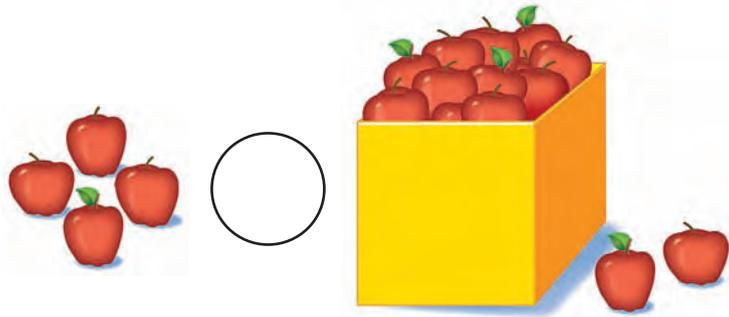
3.



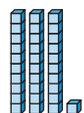
4.



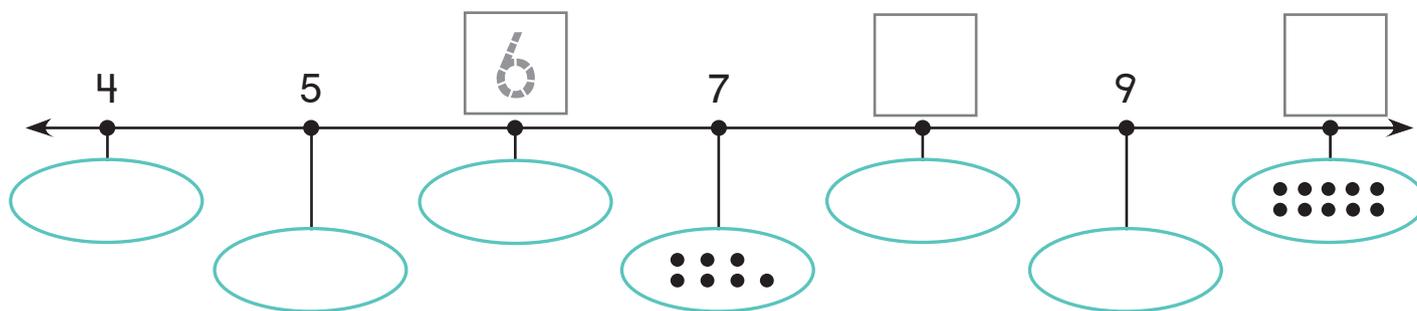
5.



**NOTE:** Your child is learning to compare the number of objects in two sets. Ask your child to explain how to compare each pair without counting.



6. What is missing?



Compare.

7.  $8 > 7$

8.  $5 \bigcirc 9$

9.  $6 \bigcirc 4$

10.  $\square < 10$

11.  $10 \square$

12.  $10 \square$

Make your own.

13.  $\square > \square$

14.  $\square < \square$

### Problem Solving

15. Which creature has more legs? \_\_\_\_\_

Write a number sentence to compare the numbers.

$\square \bigcirc \square$



spider

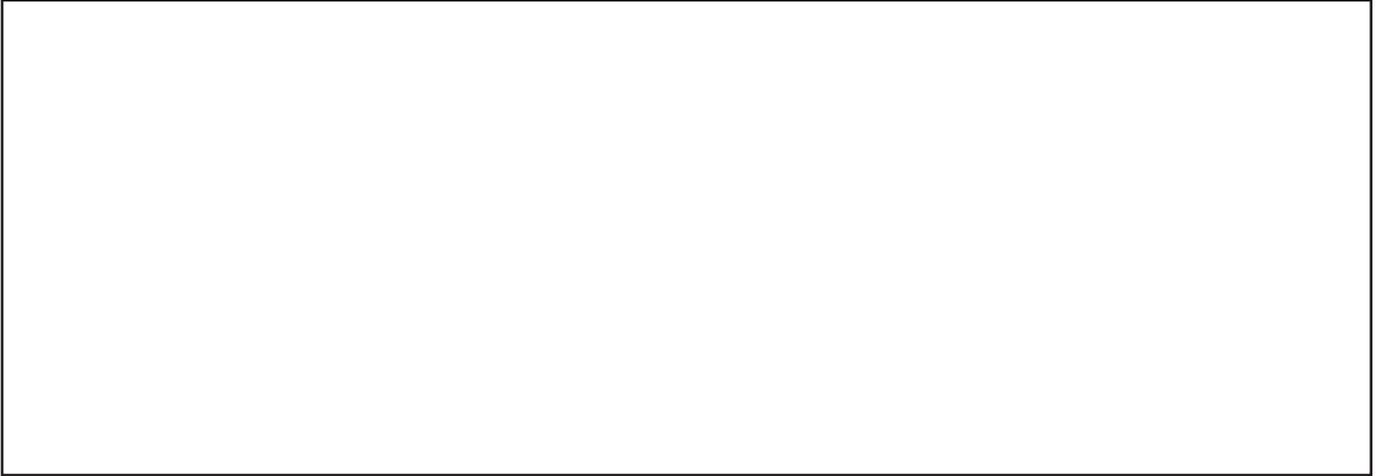


ladybug

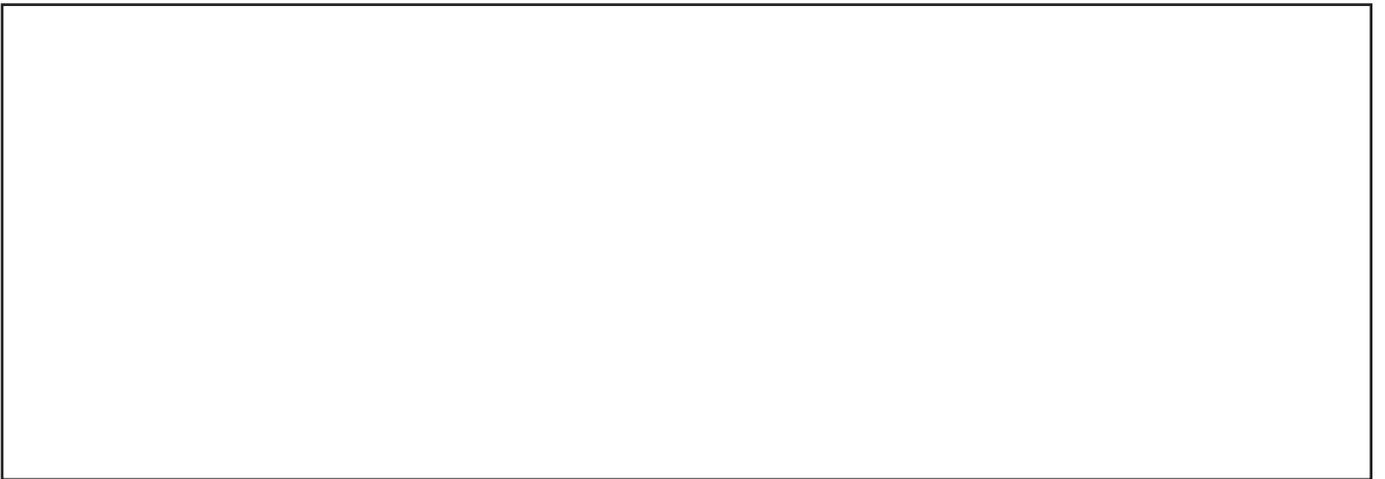
# Investigating Time and Events

NCTM Standards 4, 6, 7, 8, 9, 10

1. Draw something you do **before** school.



2. Draw something you do **after** school.

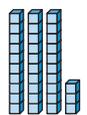


3. Which takes more time? Explain.

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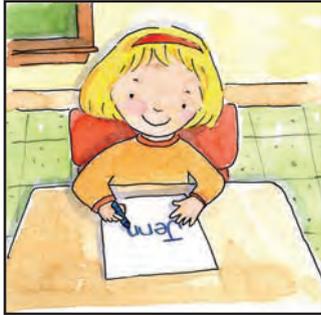
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Work with a partner. Do one activity.  
Your partner does the other.  
Start at the same time.  
Circle the activity that takes longer.

4. Write your name.



Count to 30 by ones.



5. Clap 10 times.



Jump up and down 10 times.



6. Order the activities from least amount of time to most.  
Write 1, 2, or 3 to show the order.



Eat breakfast \_\_\_\_\_

Be in school \_\_\_\_\_

Brush teeth \_\_\_\_\_

# Telling Time to the Hour

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

## What time is it?

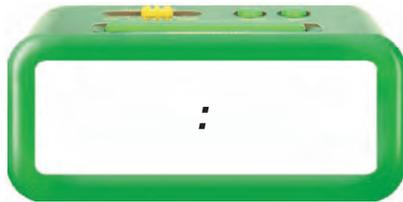
1.



2.



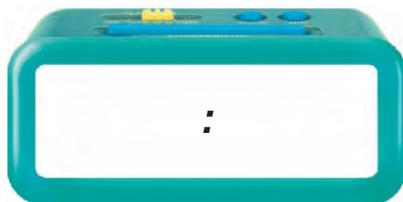
3.



4.



5.



6.

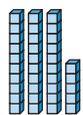


**NOTE:** Your child is learning to tell time to the hour and to distinguish the hour hand from the minute hand.



7

XXXV thirty-five



35

Draw the missing hour hand.

7.



8.



9.



10.



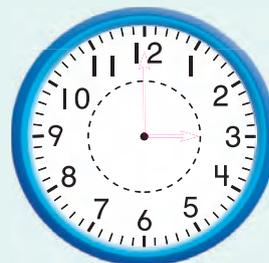
### Challenge

Draw the missing hands.

11.



12.



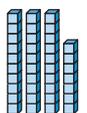
# Ordinal Numbers and the Calendar

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

Complete the calendar for this month.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

- Color the second Monday yellow.
- Color the first Friday blue.
- Color the tenth day of the month red.
- What day is the fifth day of the month? \_\_\_\_\_
- What is the ninth day of the month? \_\_\_\_\_



The boy below is getting ready for school.  
Put the things he does in order.

first	second	third	fourth	fifth	sixth
1st	2nd	3rd	4th	5th	6th

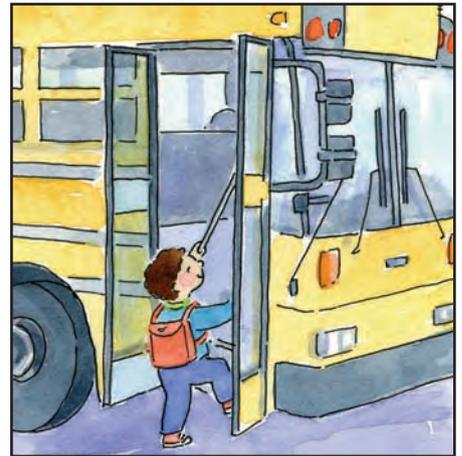


\_\_\_\_\_



first

\_\_\_\_\_



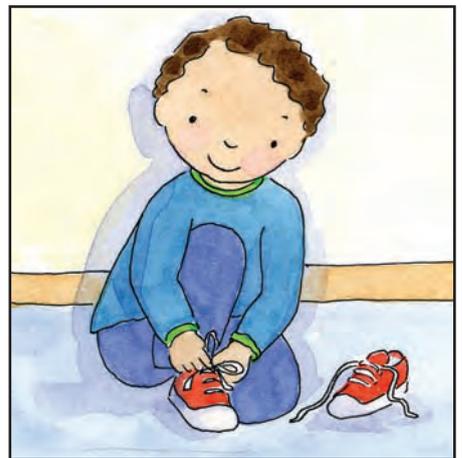
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

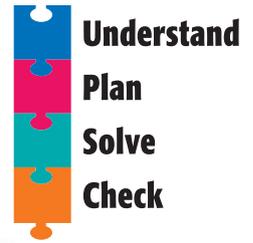


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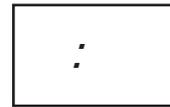
# Problem Solving Strategy

## Work Backward

NCTM Standards 1, 2, 4, 6, 7, 8, 9, 10



1. Cary plays outside for 2 hours.  
He stops at 5 o'clock.  
What time did Cary start playing?



2. Abby had 7 baseball cards.  
Now she has 9 cards.  
How many more cards did she get?

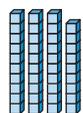
\_\_\_\_\_ more cards

3. Steve and his sister have 10 minutes  
until bedtime.  
They play a game for 4 minutes.  
How much more time do they have to play?

\_\_\_\_\_ minutes



**NOTE:** Your child is exploring different ways to solve problems. Sometimes you need to use the information and work backward to solve a problem.



# Problem Solving Test Prep

1. Harry draws a figure with 4 sides and 4 corners.

What figure could he have drawn?

- (A) triangle      (C) square  
(B) heart      (D) circle

2. Ethan writes this pattern.

A C E G I K

What letter comes next?

- (A) L      (C) N  
(B) M      (D) O

## Show What You Know

3. Kaylie makes this pattern.



What figure comes next?

\_\_\_\_\_

Explain how you know.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Jenny has 6 shells.

She finds 1 more.

How many shells does Jenny have now?

\_\_\_\_\_ shells

Explain.

\_\_\_\_\_

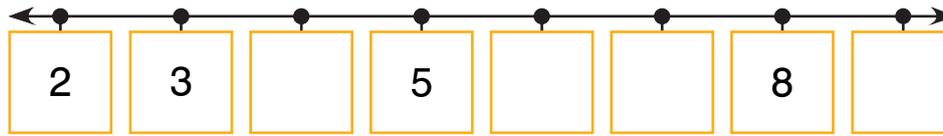
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**Chapter 2**

**Review/Assessment**

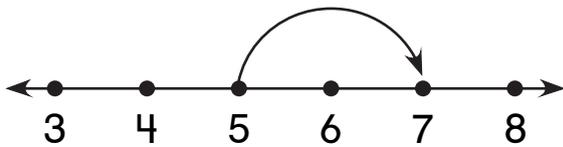
NCTM Standards 1, 2, 4, 6, 7, 8, 9, 10

1. What numbers are missing? Lessons 1 and 2



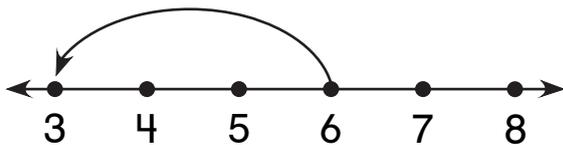
Find the missing numbers and jumps. Lessons 3 and 4

2.



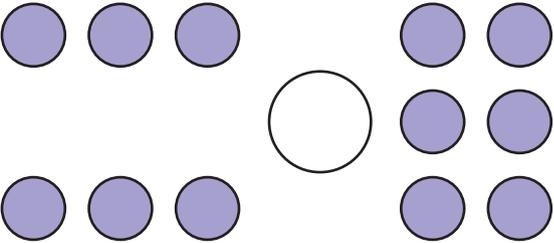
5
+ 2

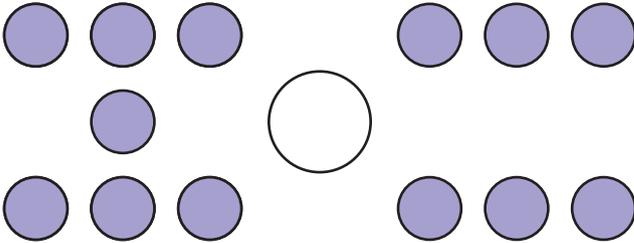
3.



6
3

Compare. Write  $>$ ,  $<$ , or  $=$ . Lessons 5 and 6

4. 

5. 

What is missing? Lesson 8

6. 

7. 

8. What day is the second day of the month? Lesson 9

\_\_\_\_\_

### JANUARY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11

### Problem Solving Lesson 10

9. It takes 1 hour for the bus to get to the city.  
The bus gets in at 7:00.  
What time did the bus leave?

