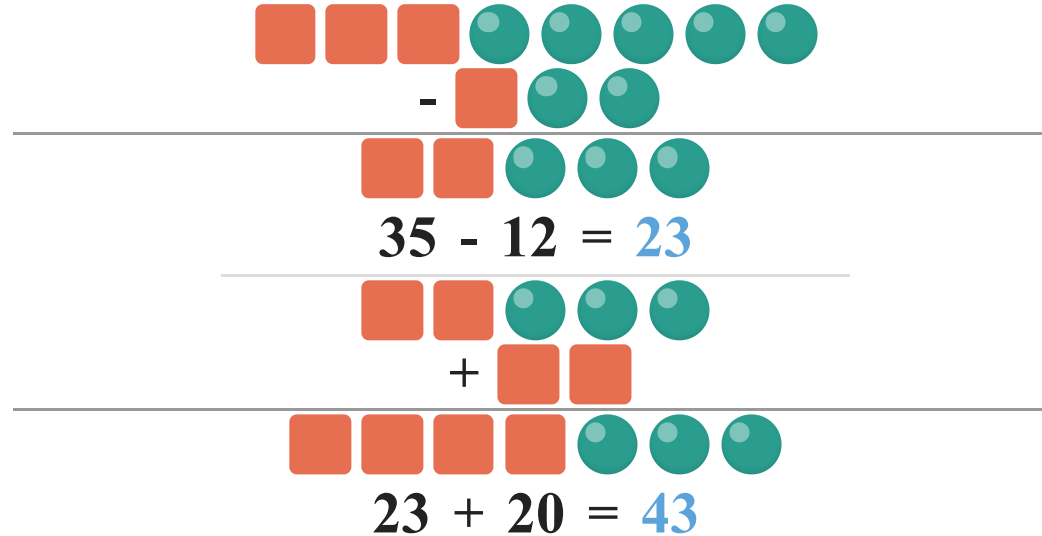


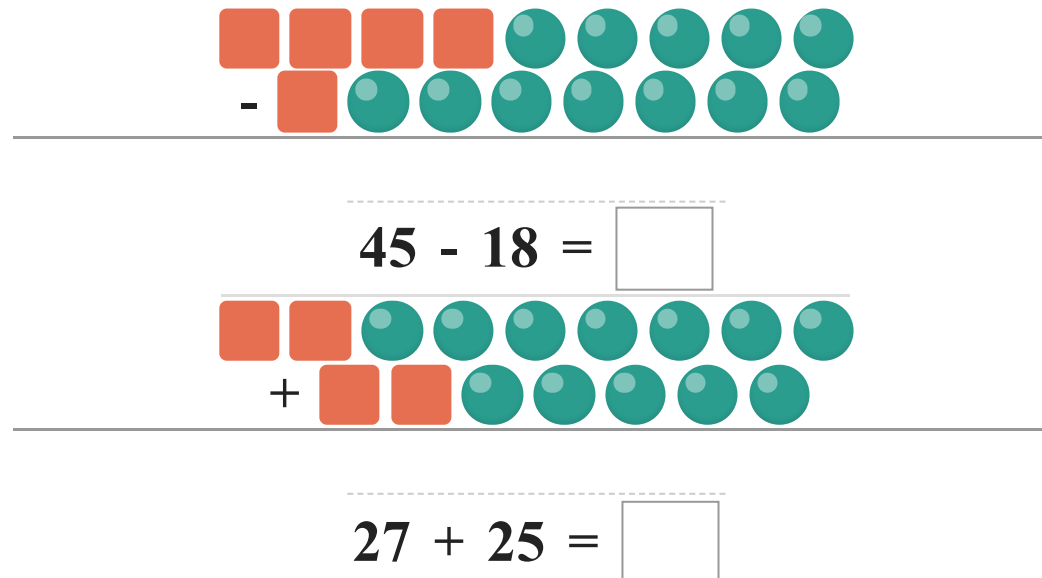
1. Two-Step Addition and Subtraction Word Problems within 100

 =10  =1

- a) Tom has 35 stickers. He gives 12 to his friend, and his mom gives him 20 more. How many stickers does Tom have now?



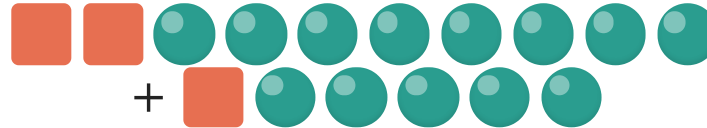
- b) There are 45 balloons in the shop. In the morning, they sold 18, and in the afternoon, they received 25 more. How many balloons does the shop have now?



1. Two-Step Addition and Subtraction Word Problems within 100

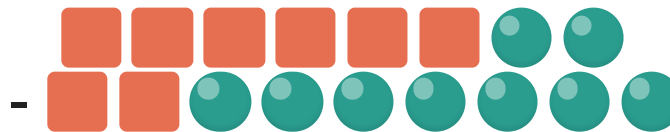
 =10  =1

- c) Amy has 28 candies, and Lily has 15 candies. How many candies do they have in total?



$$28 + 15 = \boxed{}$$

- d) There are 62 cars in the parking lot. 27 cars drive away. How many cars remain in the parking lot?

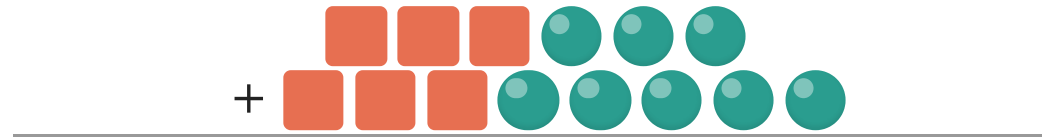


$$62 - 27 = \boxed{}$$

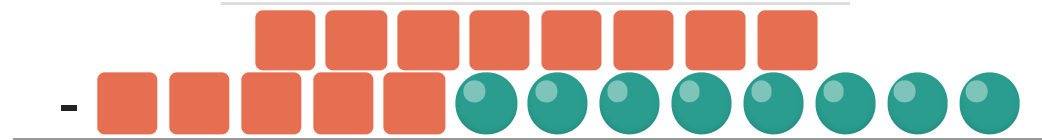
1. Two-Step Addition and Subtraction Word Problems within 100

■ =10 ● =1

- e) A book has 80 pages. On the first day, I read 23 pages. On the second day, I read 35 pages. How many pages are left unread?



$$23 + 35 = \square$$



$$80 - 58 = \square$$

- f) There are 36 rose bushes in the garden, and they planted 24 more. How many rose bushes are in the garden now?

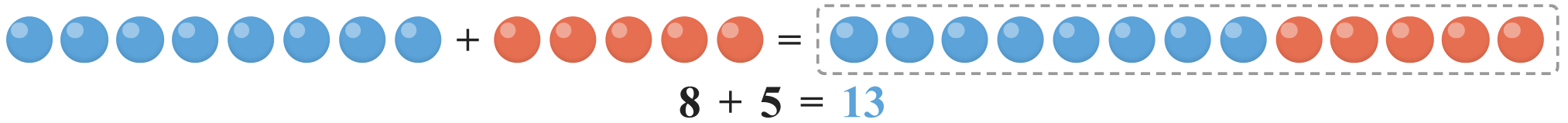


$$36 + 24 = \square$$

2. Fluency in Addition and Subtraction within 20

● =First number ● =Second number

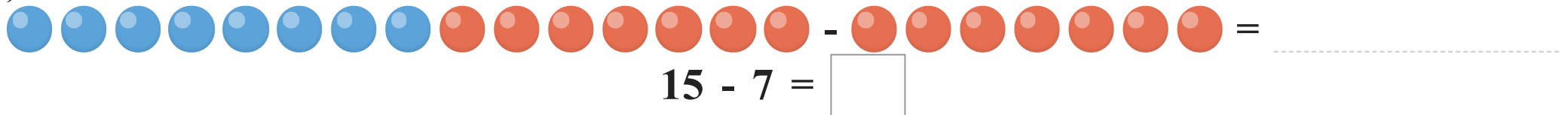
a)


$$8 + 5 = 13$$

b)


$$9 + 4 = \square$$

c)


$$15 - 7 = \square$$

2. Fluency in Addition and Subtraction within 20

 =First number  =Second number

d)

 +  = _____

$6 + 8 = \boxed{}$

e)

  = _____

$12 - 5 = \boxed{}$

f)

 +  = _____

$7 + 9 = \boxed{}$

3. Odd and Even Numbers

a) There are 8 balls. Can they be paired up?



$$8 = 4 + 4$$

Even ✓

b) There are 7 balls. Can they be paired up?



$$7 = 3 + 3 + 1$$

Odd ✗

c) There are 10 balls. Can they be paired up?



$$10 = 5 + 5$$

Even ✓

3. Odd and Even Numbers

d) There are 9 balls. Can they be paired up?



$$9 = 4 + 4 + 1$$

Odd ✗

e) There are 12 balls. Can they be paired up?



$$12 = 6 + 6$$

Even ✓

f) There are 11 balls. Can they be paired up?



$$11 = 5 + 5 + 1$$

Odd ✗

4. Rectangular Arrays (Introduction to Multiplication)

a) 3 rows and 4 columns. How many in total?



$$3 + 3 + 3 + 3 = 12$$

$$3 \times 4 = 12$$

b) 2 rows and 3 columns. How many in total?

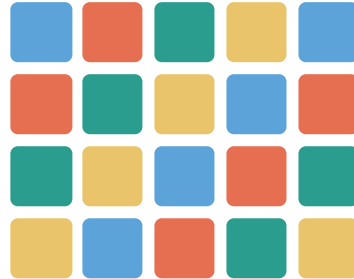


$$2 + 2 + 2 = \square$$

$$2 \times 3 = \square$$

4. Rectangular Arrays (Introduction to Multiplication)

c) 4 rows and 5 columns. How many in total?



$$4 + 4 + 4 + 4 + 4 = \boxed{}$$

$$4 \times 5 = \boxed{}$$

d) 1 row and 4 columns. How many in total?



$$1 + 1 + 1 + 1 = \boxed{}$$

$$1 \times 4 = \boxed{}$$

4. Rectangular Arrays (Introduction to Multiplication)

e) 3 rows and 3 columns. How many in total?



$$3 + 3 + 3 = \boxed{}$$

$$3 \times 3 = \boxed{}$$

f) 2 rows and 5 columns. How many in total?



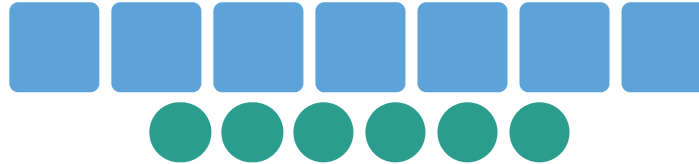
$$2 + 2 + 2 + 2 + 2 = \boxed{}$$

$$2 \times 5 = \boxed{}$$

5. Three-Digit Numbers: Hundreds, Tens, and Ones



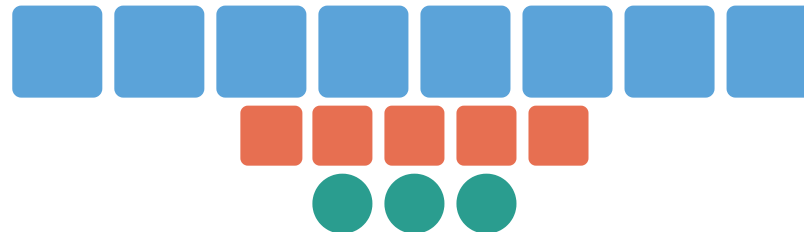
a) Identify the hundreds, tens, and ones in **706**.



$$706 = 7 \times 100 + 6 \times 1$$

Hundreds = 7 Tens = 0 Ones = 6

b) Identify the hundreds, tens, and ones in **853**.



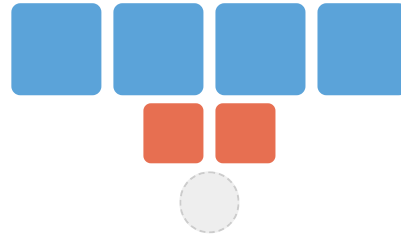
$$853 = 8 \times 100 + 5 \times 10 + 3 \times 1$$

Hundreds = Tens = Ones =

5. Three-Digit Numbers: Hundreds, Tens, and Ones



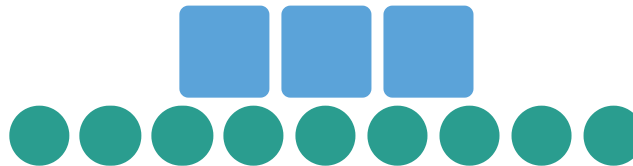
c) Identify the hundreds, tens, and ones in **420**.



$$420 = 4 \times 100 + 2 \times 10$$

Hundreds = Tens = Ones =

d) Identify the hundreds, tens, and ones in **309**.



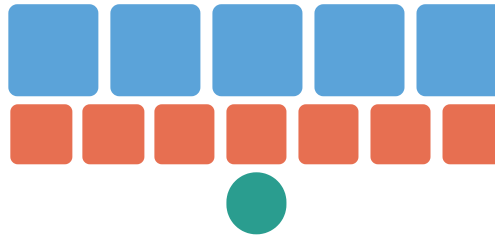
$$309 = 3 \times 100 + 9 \times 1$$

Hundreds = Tens = Ones =

5. Three-Digit Numbers: Hundreds, Tens, and Ones



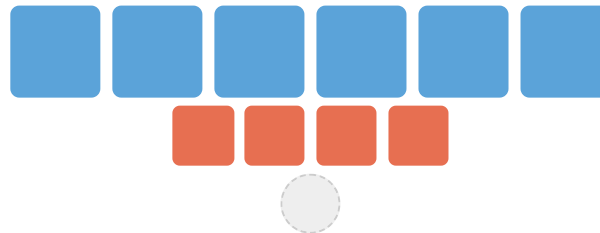
e) Identify the hundreds, tens, and ones in **571**.



$$571 = 5 \times 100 + 7 \times 10 + 1 \times 1$$

Hundreds = Tens = Ones =

f) Identify the hundreds, tens, and ones in **640**.

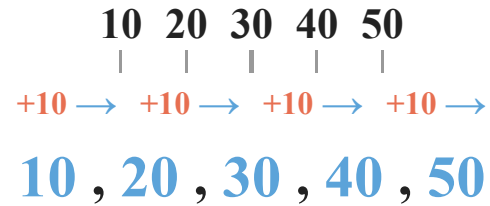


$$640 = 6 \times 100 + 4 \times 10$$

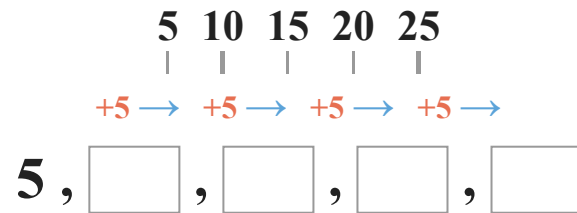
Hundreds = Tens = Ones =

6. Counting and Skip Counting within 1000

a) Start at **10**, add **10** each time, count to **50**.

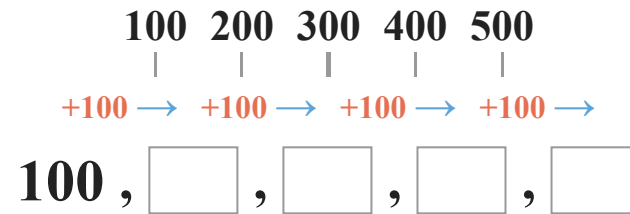


b) Start at **5**, add **5** each time, count to **25**.

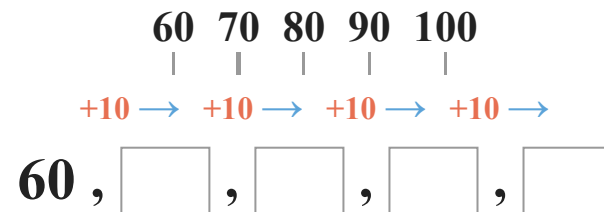


6. Counting and Skip Counting within 1000

c) Start at **100**, add **100** each time, count to **500**.

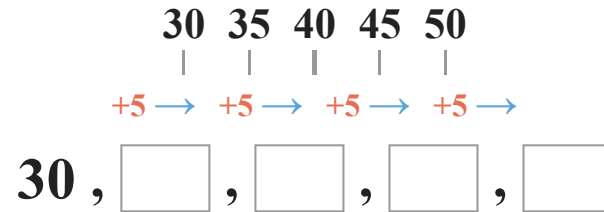


d) Start at **60**, add **10** each time, count to **100**.

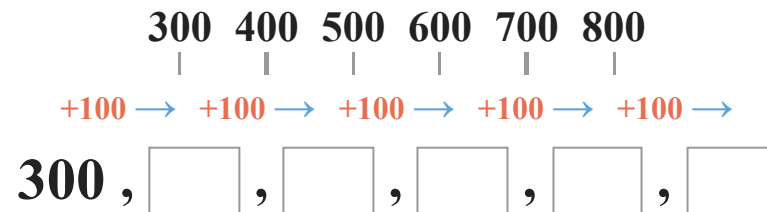


6. Counting and Skip Counting within 1000

e) Start at **30**, add **5** each time, count to **50**.



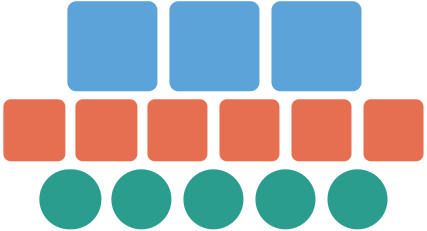
f) Start at **300**, add **100** each time, count to **800**.



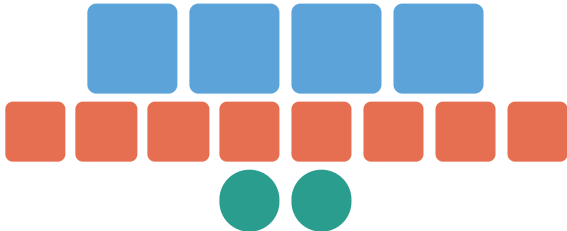
7. Reading and Writing Numbers within 1000



a) Write the expanded form of **365**.


$$365 = 3 \times 100 + 6 \times 10 + 5 \times 1$$
$$365 = 300 + 60 + 5$$

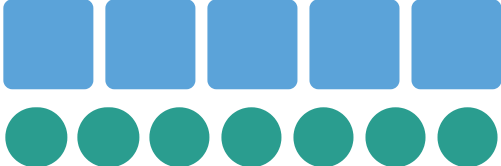
b) Write the expanded form of **482**.


$$482 = \square \times 100 + \square \times 10 + \square \times 1$$
$$482 = \square + \square + \square$$

7. Reading and Writing Numbers within 1000



c) Write the expanded form of **507**.


$$507 = \square \times 100 + \square \times 1$$
$$507 = \square + \square$$

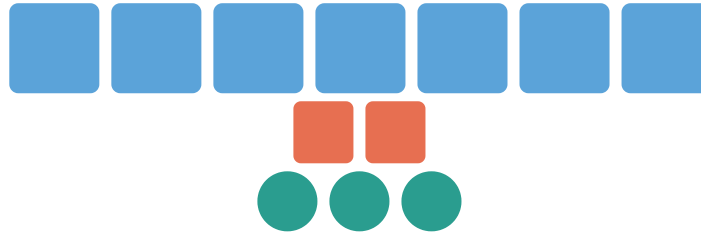
d) Write the expanded form of **640**.


$$640 = \square \times 100 + \square \times 10$$
$$640 = \square + \square$$

7. Reading and Writing Numbers within 1000

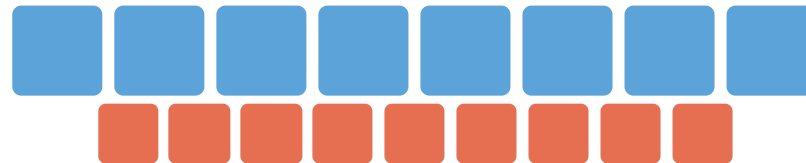


e) Write the expanded form of **723**.



$$723 = \square \times 100 + \square \times 10 + \square \times 1$$
$$723 = \square + \square + \square$$

f) Write the expanded form of **890**.



$$890 = \square \times 100 + \square \times 10$$
$$890 = \square + \square$$

8. Comparing Three-Digit Numbers

 =100  =10  =1

a) Compare the numbers.



356 > 298



b) Compare the numbers.



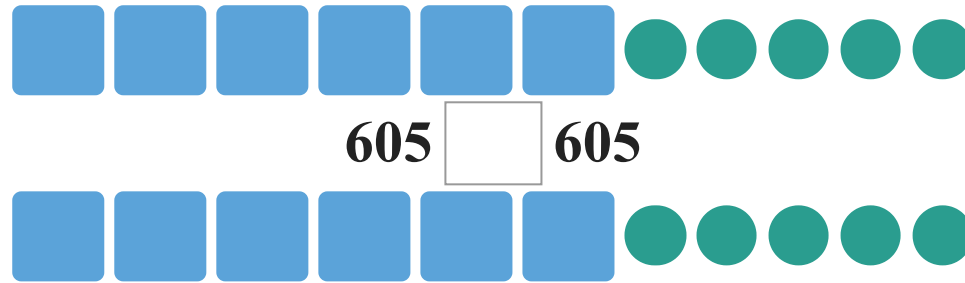
472 527



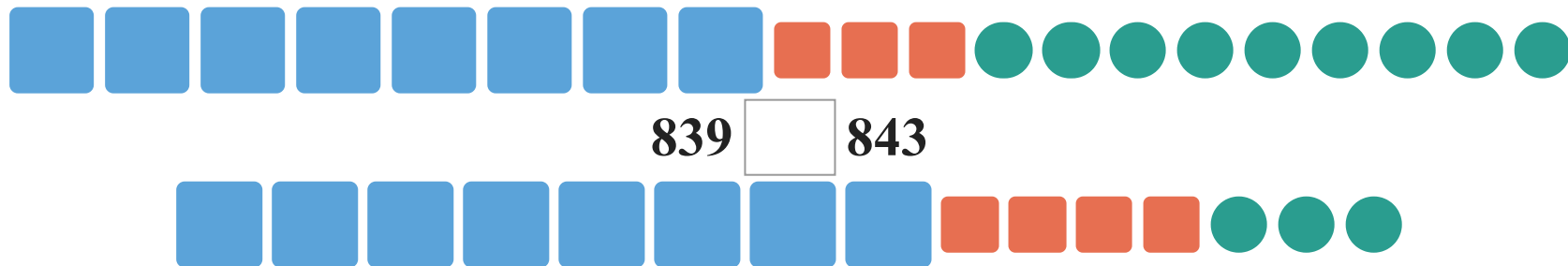
8. Comparing Three-Digit Numbers

 =100  =10  =1

c) Compare the numbers.



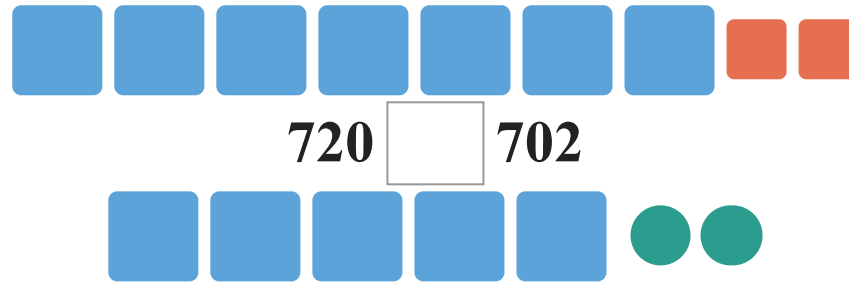
d) Compare the numbers.



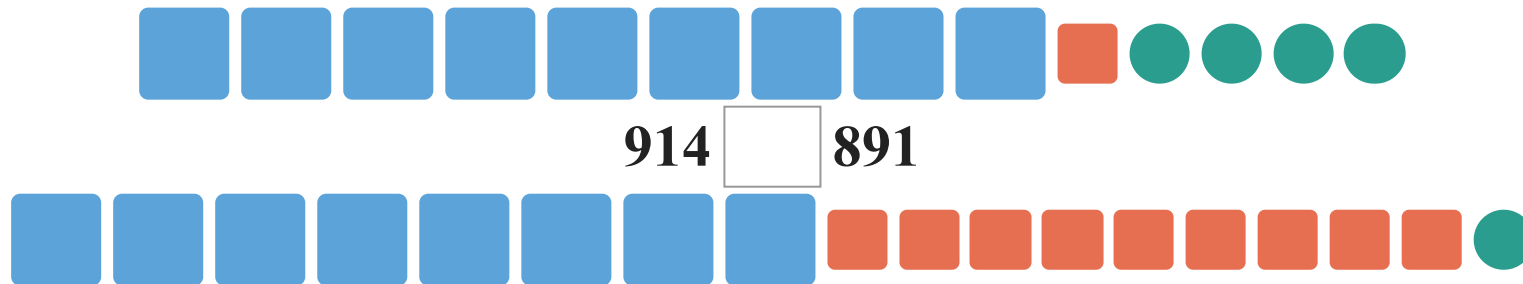
8. Comparing Three-Digit Numbers

 =100  =10  =1

e) Compare the numbers.



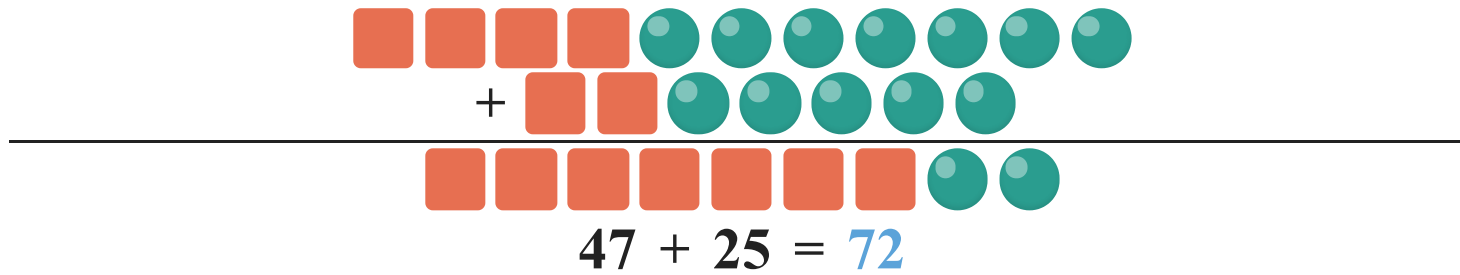
f) Compare the numbers.



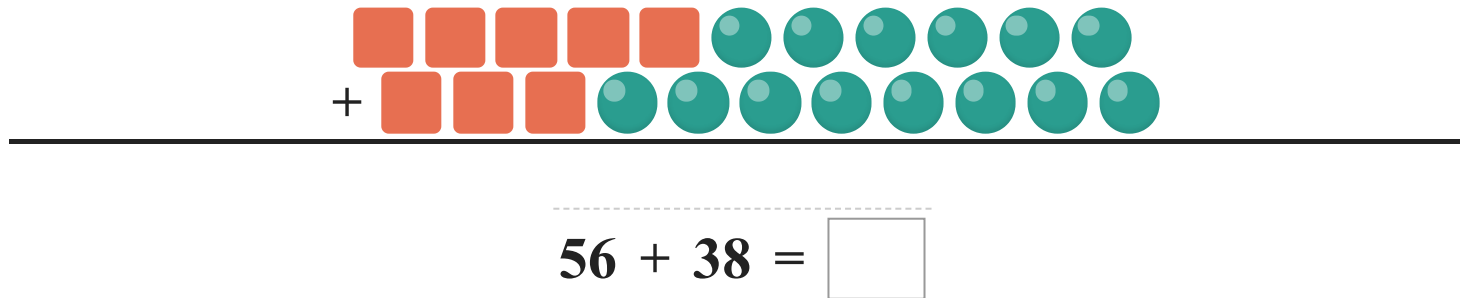
9. Fluency in Addition and Subtraction within 100

■ =10 ● =1

a)



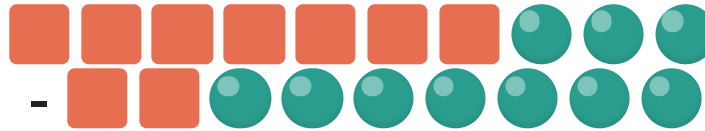
b)



9. Fluency in Addition and Subtraction within 100

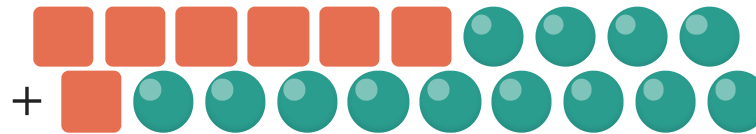
 =10  =1

c)



$$73 - 27 = \boxed{}$$

d)

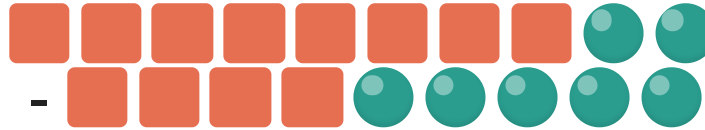


$$64 + 19 = \boxed{}$$

9. Fluency in Addition and Subtraction within 100

 =10  =1

e)



$$82 - 45 = \boxed{}$$

f)



$$55 + 36 = \boxed{}$$

10. Adding Four Two-Digit Numbers

 =10  =1

a) Add: $23 + 15 + 31 + 12$



23

$$23 + 15 = 38$$

$$38 + 31 = 69$$

$$69 + 12 = 81$$

$$23 + 15 + 31 + 12 = 81$$

b) Add: $14 + 22 + 33 + 11$



14

$$14 + 22 = \boxed{}$$

$$36 + 33 = \boxed{}$$

$$69 + 11 = \boxed{}$$

$$14 + 22 + 33 + 11 = \boxed{}$$

10. Adding Four Two-Digit Numbers

 =10  =1

c) Add: $25 + 34 + 12 + 21$



25

$$25 + 34 = \boxed{}$$

$$59 + 12 = \boxed{}$$

$$71 + 21 = \boxed{}$$

$$25 + 34 + 12 + 21 = \boxed{}$$

d) Add: $42 + 15 + 23 + 10$



42

$$42 + 15 = \boxed{}$$

$$57 + 23 = \boxed{}$$

$$80 + 10 = \boxed{}$$

$$42 + 15 + 23 + 10 = \boxed{}$$

10. Adding Four Two-Digit Numbers

 =10  =1

e) Add: $31 + 24 + 13 + 22$



31

$$31 + 24 = \boxed{}$$

$$55 + 13 = \boxed{}$$

$$68 + 22 = \boxed{}$$

$$31 + 24 + 13 + 22 = \boxed{}$$

f) Add: $11 + 33 + 25 + 14$



11

$$11 + 33 = \boxed{}$$

$$44 + 25 = \boxed{}$$

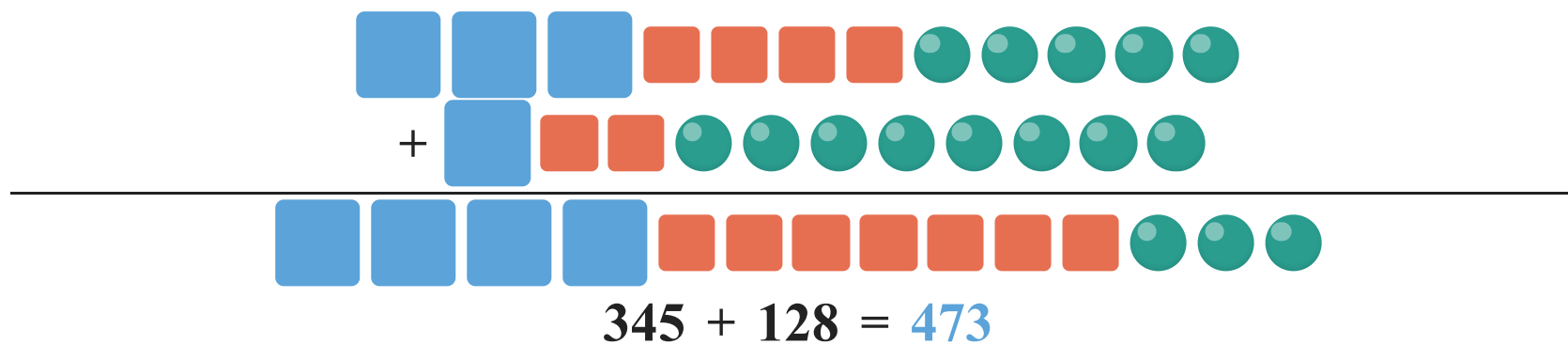
$$69 + 14 = \boxed{}$$

$$11 + 33 + 25 + 14 = \boxed{}$$

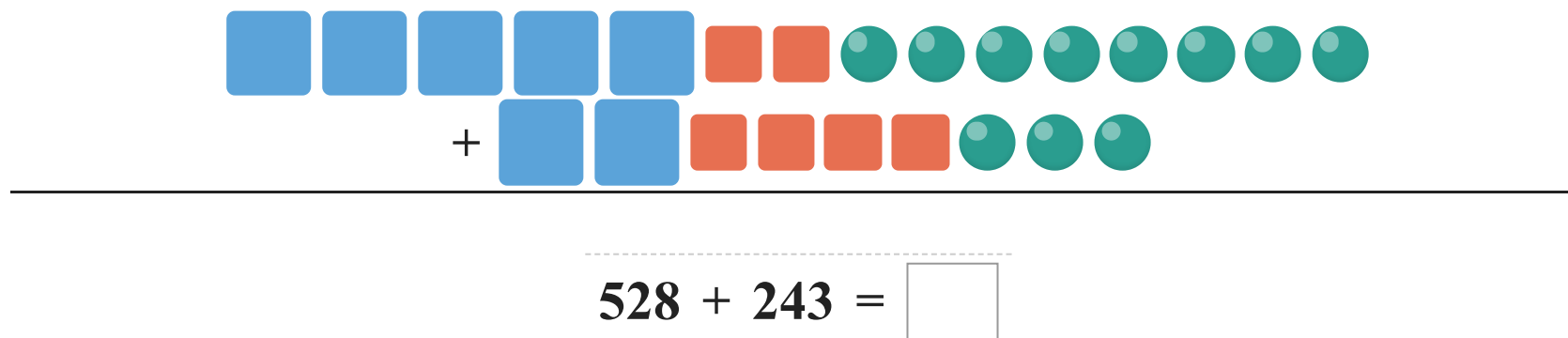
11. Addition and Subtraction within 1000

 =100  =10  =1

a)



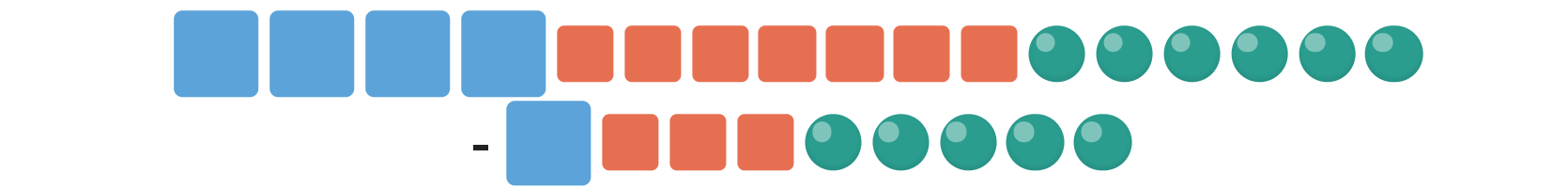
b)



11. Addition and Subtraction within 1000

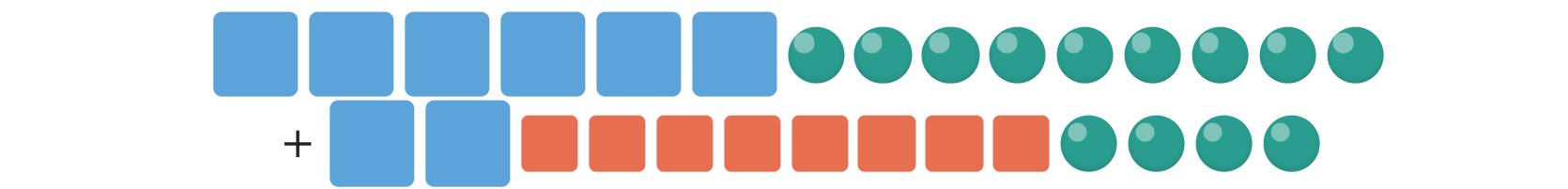
 =100  =10  =1

c)



$$476 - 135 = \square$$

d)

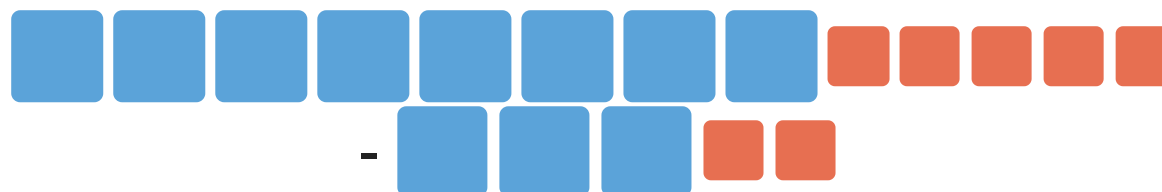


$$609 + 284 = \square$$

11. Addition and Subtraction within 1000

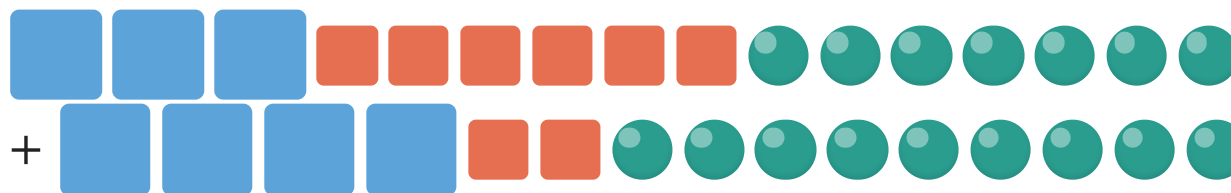
 =100  =10  =1

e)



$$850 - 320 = \boxed{}$$

f)

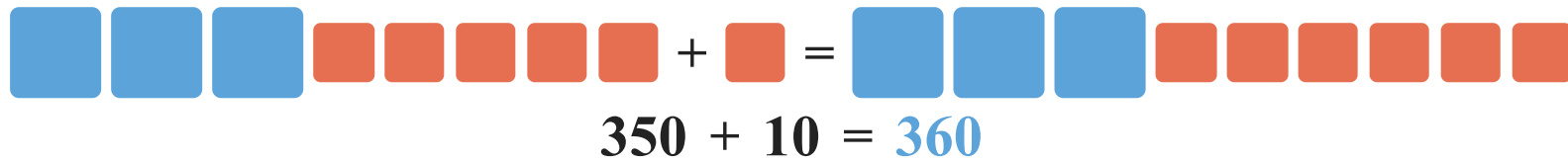


$$367 + 429 = \boxed{}$$

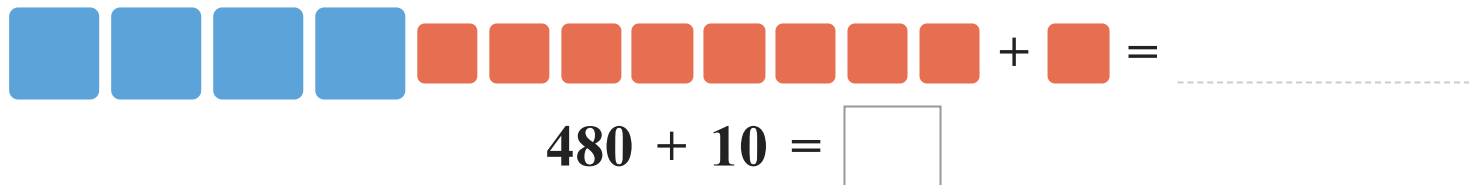
12. Mental Math: Adding and Subtracting 10 or 100

 =100  =10  =1

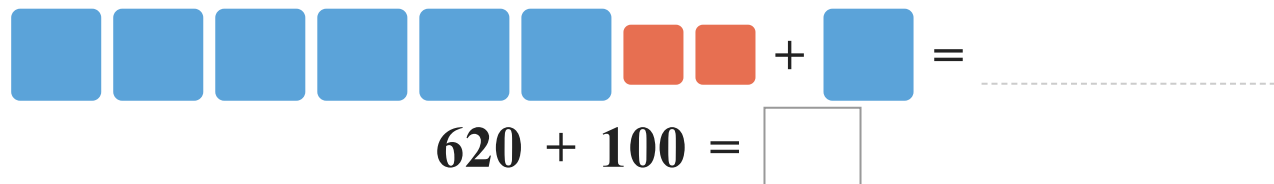
a) Mental math: $350 + 10$



b) Mental math: $480 + 10$



c) Mental math: $620 + 100$



12. Mental Math: Adding and Subtracting 10 or 100

 =100  =10  =1

d) Mental math: **750 - 10**

            -  =

750 - 10 =

e) Mental math: **300 - 100**

   -  =

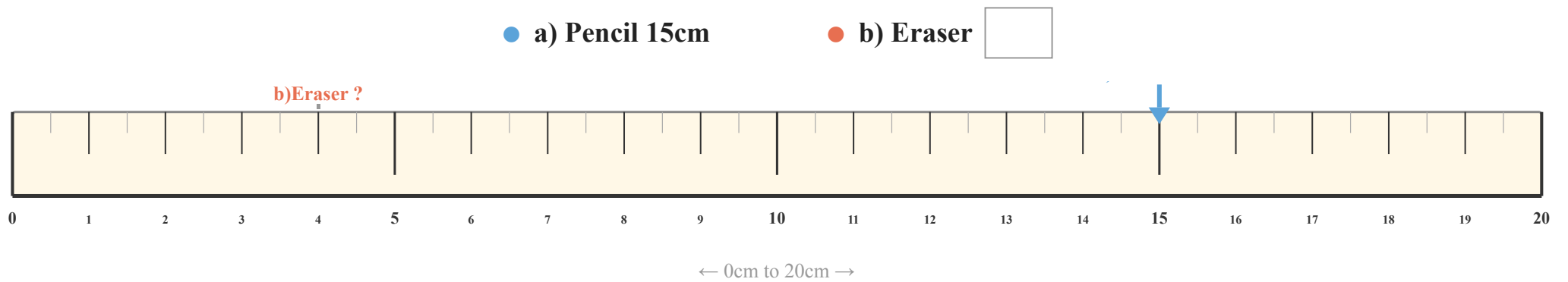
300 - 100 =

f) Mental math: **560 + 10**

           +  =

560 + 10 =

13. Measuring and Estimating Length



13. Measuring and Estimating Length

● c) Crayon

● d) Mobile phone

c)Crayon ?

d)Mobile phone ?



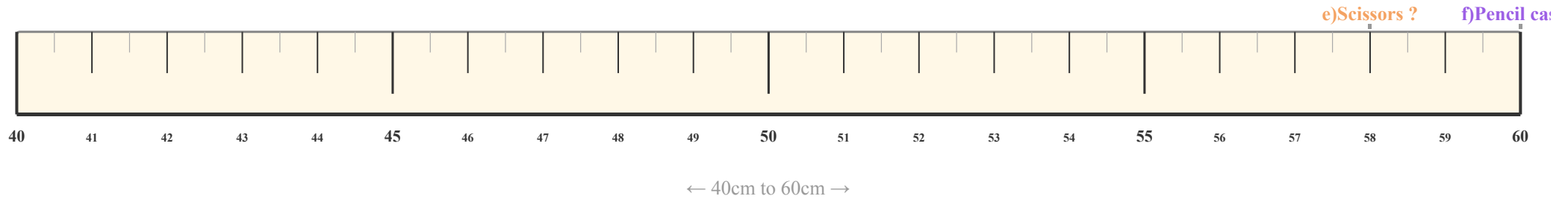
20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40

← 20cm to 40cm →

13. Measuring and Estimating Length

● e) Scissors

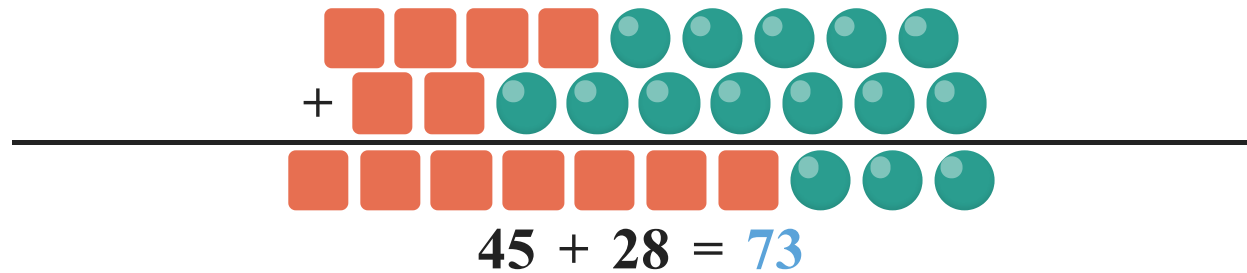
● f) Pencil case



14. Word Problems with Length

■ =10 ● =1

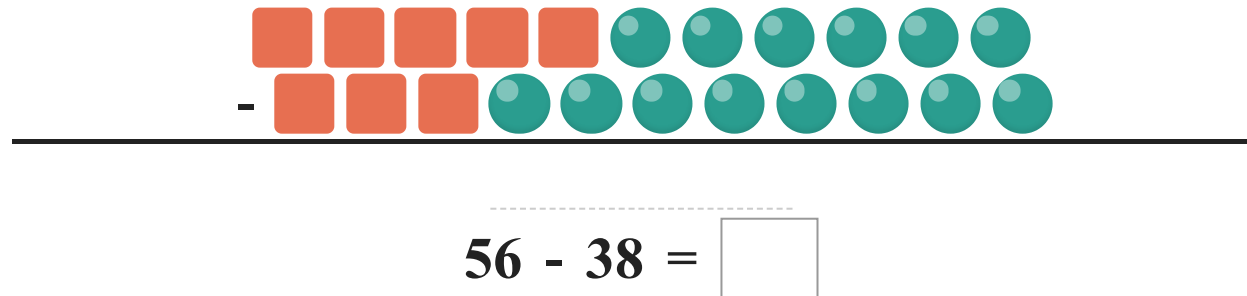
- a) One rope is 45 cm long, another is 28 cm long. How long are the two ropes together?



A diagram showing the addition of two numbers using base ten blocks. The first number, 45, is represented by 4 orange squares (tens) and 5 green circles (ones). The second number, 28, is represented by 2 orange squares (tens) and 8 green circles (ones). A plus sign is placed between the two numbers. A horizontal line separates the blocks from the result. Below the line, the sum is shown as 45 + 28 = 73, where 73 is written in blue. The result is represented by 7 orange squares (tens) and 3 green circles (ones).

$$45 + 28 = 73$$

- b) Tom jumped 56 cm, Amy jumped 38 cm. How much farther did Tom jump than Amy?



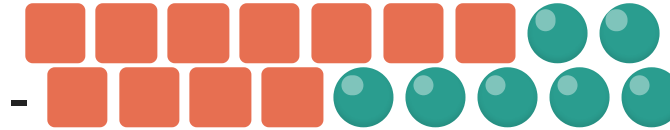
A diagram showing the subtraction of two numbers using base ten blocks. The first number, 56, is represented by 5 orange squares (tens) and 6 green circles (ones). The second number, 38, is represented by 3 orange squares (tens) and 8 green circles (ones). A minus sign is placed between the two numbers. A horizontal line separates the blocks from the result. Below the line, the subtraction is shown as 56 - 38 = . The result is represented by 1 orange square (ten) and 8 green circles (ones).

$$56 - 38 = \boxed{}$$

14. Word Problems with Length

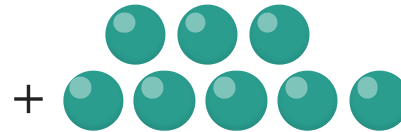
 =10  =1

- c) A road is 72 m long, 45 m has been paved. How many meters are left unpaved?



$$72 - 45 = \boxed{}$$

- d) One tree is 3 m tall, another tree is 5 m tall. How tall are the two trees together?



$$3 + 5 = \boxed{}$$

14. Word Problems with Length

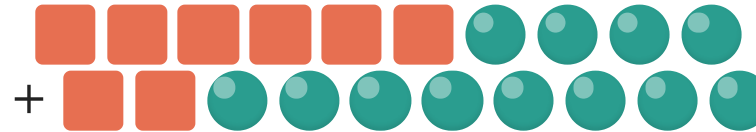
 =10  =1

- e) A ribbon is 90 cm long, 35 cm was used. How many cm are left?



$$90 - 35 = \boxed{}$$

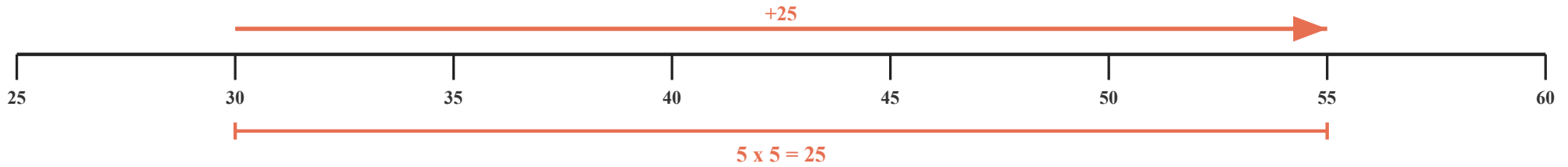
- f) A rope is 64 cm long, then 28 cm was added. How long is the rope now?



$$64 + 28 = \boxed{}$$

15. Addition and Subtraction on a Number Line

a) Show $30 + 25$ on the number line



$$30 + 25 = 55$$

b) Show $20 + 35$ on the number line



$$20 + 35 = \boxed{}$$

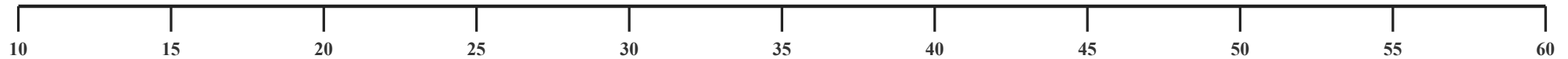
15. Addition and Subtraction on a Number Line

c) Show **60 - 25** on the number line



$$60 - 25 = \boxed{}$$

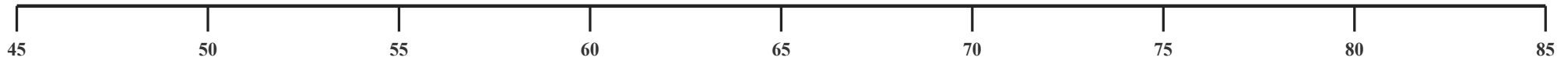
d) Show **15 + 40** on the number line



$$15 + 40 = \boxed{}$$

15. Addition and Subtraction on a Number Line

e) Show **80 - 30** on the number line



$$80 - 30 = \boxed{}$$

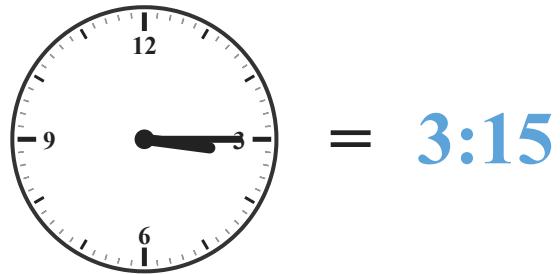
f) Show **45 + 35** on the number line



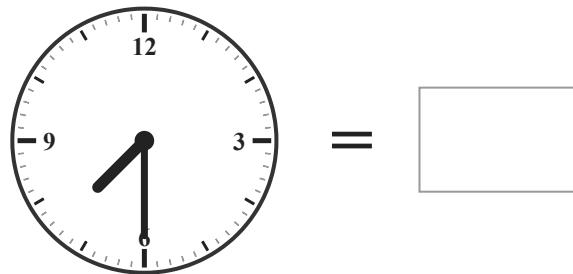
$$45 + 35 = \boxed{}$$

16. Telling Time (to the Nearest 5 Minutes)

a)

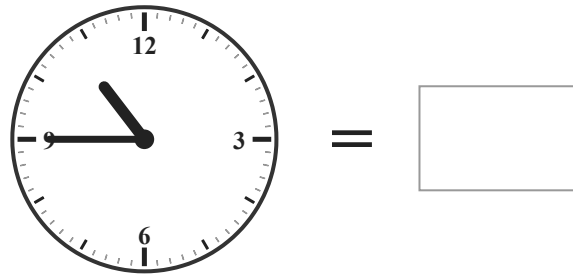


b)

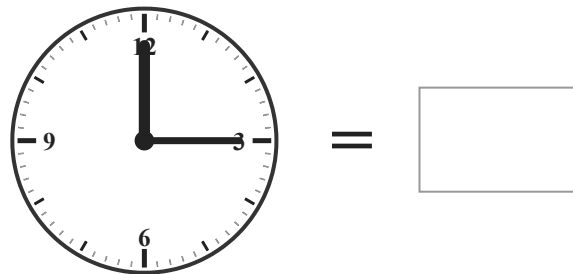


16. Telling Time (to the Nearest 5 Minutes)

c)



d)



17. Money Calculations

a)

Tom has **1** ¥5 bill and **3** ¥1 coins. How much money does he have in all?

$$\text{\$5} + 1 + 1 + 1 = \text{\$8}$$

b)

Amy has **2** ¥10 bills and **4** ¥1 coins. How much money does she have in all?

$$\text{\$10} + \text{\$10} + 1 + 1 + 1 + 1 = \boxed{}$$

17. Money Calculations

c)

Ben has **1** ¥5 bill and **2** ¥1 bills. How much money does he have in all?

$$\begin{array}{|c|} \hline \$5 \\ \hline \end{array} \quad \begin{array}{|c|} \hline \$1 \\ \hline \end{array} \quad \begin{array}{|c|} \hline \$1 \\ \hline \end{array} = \boxed{}$$

d)

Lily has **3** ¥5 bills and **2** 50-cent coins. How much money does she have in all?

$$\begin{array}{|c|} \hline \$5 \\ \hline \end{array} \quad \begin{array}{|c|} \hline \$5 \\ \hline \end{array} \quad \begin{array}{|c|} \hline \$5 \\ \hline \end{array} \quad \begin{array}{|c|} \hline 5 \\ \hline \end{array} \quad \begin{array}{|c|} \hline 5 \\ \hline \end{array} = \boxed{}$$

17. Money Calculations

e)

Sam has **1** ¥20 bill, **1** ¥5 bill and **3** ¥1 coins. How much money does he have in all?

$$\begin{array}{c} \$20 \\ \$5 \\ 1 \\ 1 \\ 1 \end{array} = \boxed{}$$

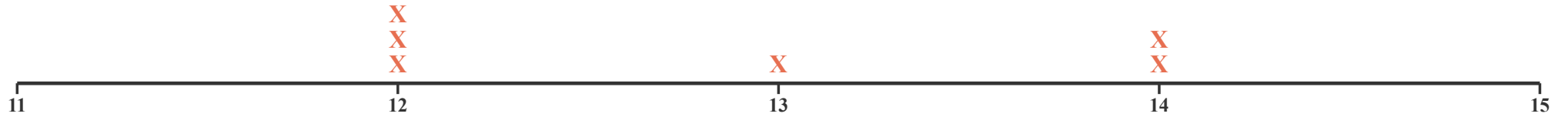
f)

Lucy has **2** ¥10 bills, **1** ¥5 bill and **4** ¥1 coins. How much money does she have in all?

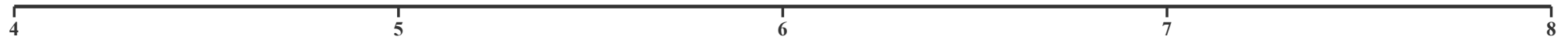
$$\begin{array}{c} \$10 \\ \$10 \\ \$5 \\ 1 \\ 1 \\ 1 \\ 1 \end{array} = \boxed{}$$

18. Line Plots (Measurement Data)

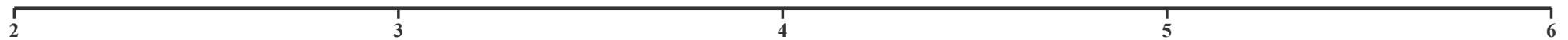
- a)** Tom measured the lengths (in cm) of **6** pencils: 12, 14, 12, 13, 14, 12. Mark the data on the line plot.



- b)** Amy measured the lengths (in cm) of **7** leaves: 5, 6, 5, 7, 6, 5, 6. Mark the data on the line plot.

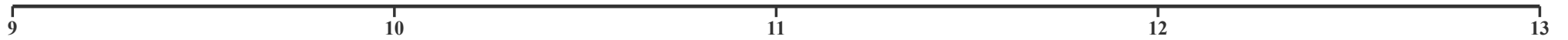


- c)** Ben measured the lengths (in cm) of **6** erasers: 3, 4, 3, 5, 4, 3. Mark the data on the line plot.

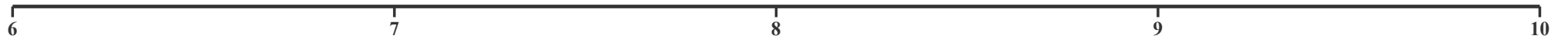


18. Line Plots (Measurement Data)

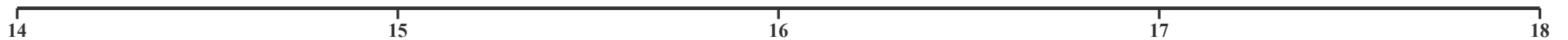
- d)** Sam measured the lengths (in cm) of **8** ribbons: 10, 11, 10, 12, 11, 10, 11, 10. Mark the data on the line plot.



- e)** Lily measured the lengths (in cm) of **5** crayons: 7, 8, 7, 9, 8. Mark the data on the line plot.

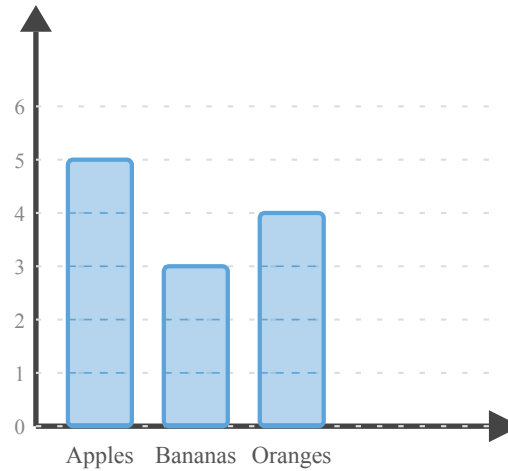


- f)** Jack measured the lengths (in cm) of **6** straws: 15, 16, 15, 17, 16, 15. Mark the data on the line plot.

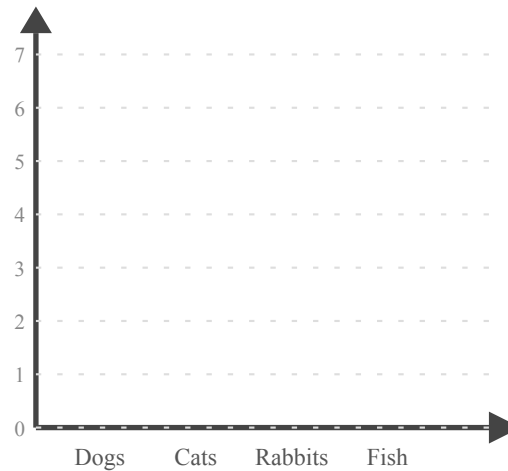


19. Bar Graphs and Picture Graphs

a) The table below shows the number of classmates' favorite fruits: Apples 5, Bananas 3, Oranges 4. Please draw a bar graph based on the data.

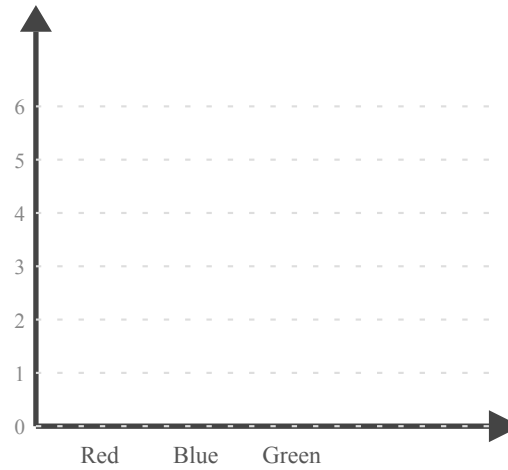


b) The table below shows the number of classmates' favorite animals: Dogs 6, Cats 4, Rabbits 3, Fish 2. Please draw a bar graph based on the data.

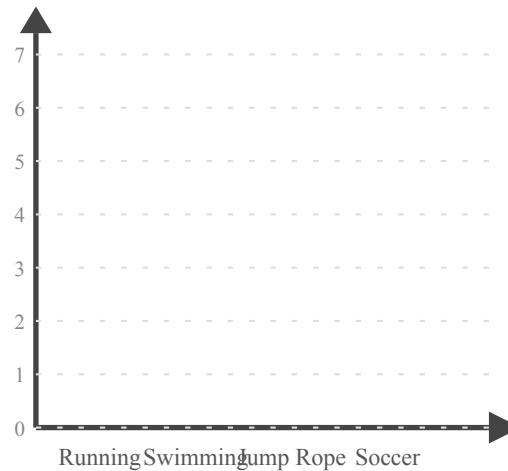


19. Bar Graphs and Picture Graphs

- c)** The table below shows the number of classmates' favorite colors: Red 4, Blue 5, Green 2. Please draw a bar graph based on the data.

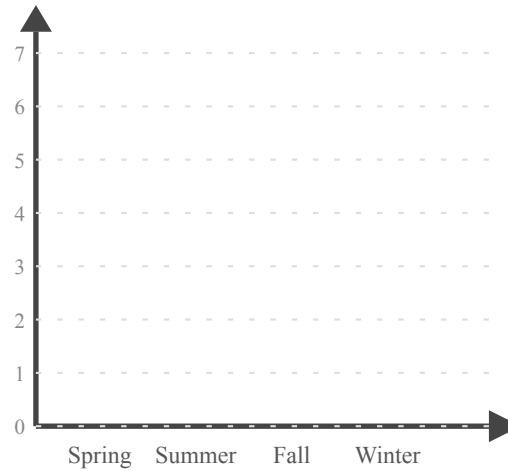


- d)** The table below shows the number of classmates' favorite sports: Running 7, Swimming 3, Jump Rope 5, Soccer 6. Please draw a bar graph based on the data.

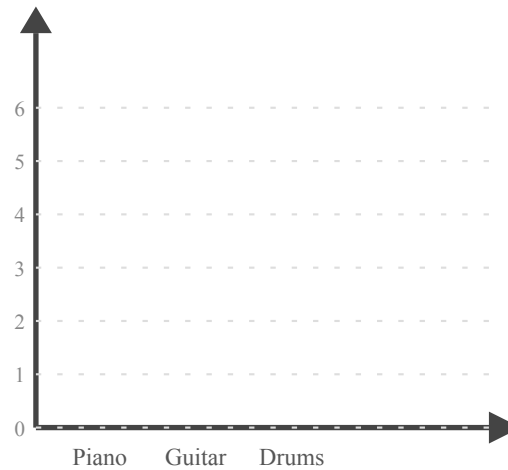


19. Bar Graphs and Picture Graphs

e) The table below shows the number of classmates' favorite seasons: Spring 4, Summer 6, Fall 2, Winter 3. Please draw a bar graph based on the data.

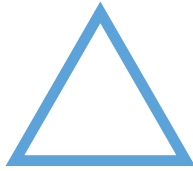


f) The table below shows the number of classmates' favorite instruments: Piano 5, Guitar 3, Drums 4. Please draw a bar graph based on the data.



20. Recognizing and Drawing Shapes

a)



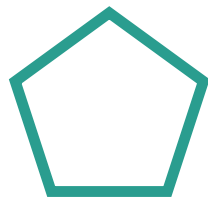
This shape has 3 angles, 3 sides

b)



This shape has _____ angle(s), _____ side(s)

c)



This shape has _____ angle(s), _____ side(s)

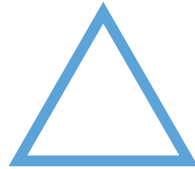
20. Recognizing and Drawing Shapes

d)



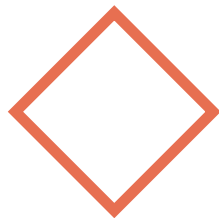
This shape has _____ angle(s), _____ side(s)

e)



This shape has _____ angle(s), _____ side(s)

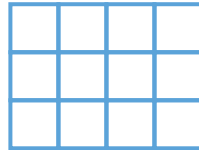
f)



This shape has _____ angle(s), _____ side(s)

21. Dividing Rectangles into Rows and Columns

a)



A 3-row 4-column rectangle has a total of 12 small squares

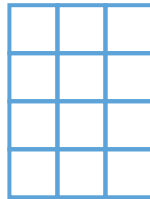
b)



A _____-row _____-column rectangle has a total of _____ small squares

21. Dividing Rectangles into Rows and Columns

c)



A _____-row _____-column rectangle has a total of _____ small squares

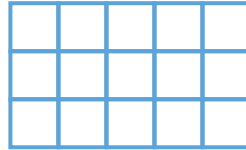
d)



A _____-row _____-column rectangle has a total of _____ small squares

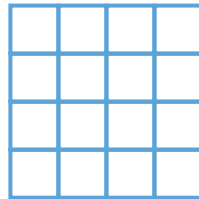
21. Dividing Rectangles into Rows and Columns

e)



A ____-row ____-column rectangle has a total of ____ small squares

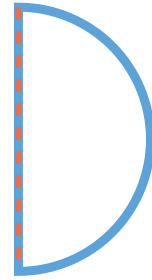
f)



A ____-row ____-column rectangle has a total of ____ small squares

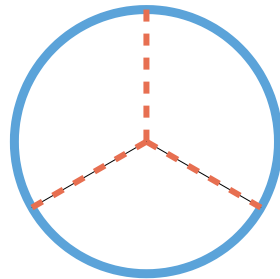
22. Dividing Circles and Rectangles into Equal Parts

a)



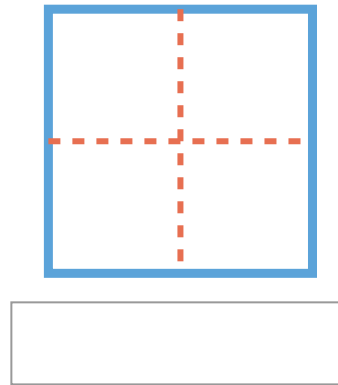
Divide the circle into 2 equal parts, each part is one half

b)

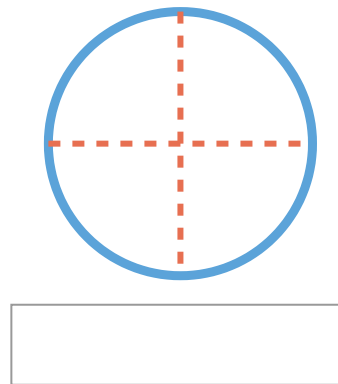


22. Dividing Circles and Rectangles into Equal Parts

c)

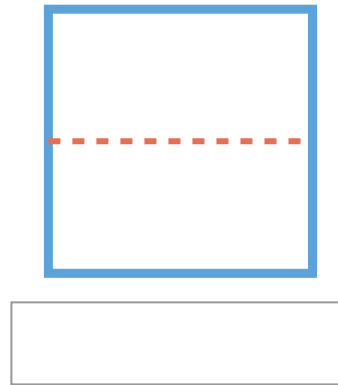


d)



22. Dividing Circles and Rectangles into Equal Parts

e)



f)

