

Student Activity Book

What's My Number Sentence
(SAB pp. 101–102)

Questions 1–5

Number sentences will vary. Some possible number sentences are given.


1. A. $3 + 3 = 6$ (color or row)
 B. $2 + 2 + 2 = 6$ (column)
 C. $3 + 3 = 2 + 2 + 2$
2. A. $1 + 2 + 3 + 2 + 1 = 9$ (diagonal)
 B. $2 + 3 + 4 = 9$ (color)
 C. $1 + 2 + 3 + 2 + 1 = 2 + 3 + 4$
3. A. $1 + 3 + 5 = 9$ (row)
 B. $1 + 2 + 3 + 2 + 1 = 9$ (column)
 C. $1 + 3 + 5 = 1 + 2 + 3 + 2 + 1$
4. A. $2 + 4 + 8 = 14$ (color)
 B. $1 + 2 + 4 + 4 + 2 + 1 = 14$ (column)
 C. $2 + 4 + 8 = 1 + 2 + 4 + 4 + 2 + 1$
5. A. $6 + 6 = 12$ (color)
 B. $2 + 4 + 4 + 2 = 12$ (row)
 C. $6 + 6 = 2 + 4 + 4 + 2$

Copyright © Kendall Hunt Publishing Company

Name _____ Date _____

What's My Number Sentence


Write two number sentences for each tile design. Use the A and B spaces for each design. Your teacher will explain how to complete C.

1. 

A. _____

B. _____

C. _____

2. 

A. _____

B. _____

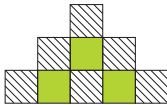
C. _____

Copyright © Kendall Hunt Publishing Company

Number Sentences for Tile Designs SAB • Grade 2 • Unit 3 • Lesson 1 101

Student Activity Book - Page 101

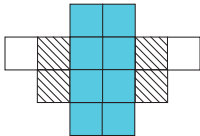
Name _____ Date _____

3. 

A. _____

B. _____

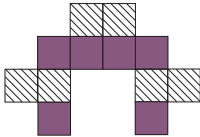
C. _____

4. 

A. _____

B. _____

C. _____

5. 

A. _____

B. _____

C. _____

Copyright © Kendall Hunt Publishing Company

102 SAB • Grade 2 • Unit 3 • Lesson 1 Number Sentences for Tile Designs

Student Activity Book - Page 102


*Answers and/or discussion are included in the lesson.

Name _____ Date _____

Compare Two Sides

1. Read each number sentence. Write $>$, $<$, or $=$ in the circle to make each statement true.

$<$ less than
 $>$ greater than
 $=$ equal to



A. $8 + 4$ $6 + 6$ B. $4 + 4$ $5 + 6$

C. $6 + 3$ $5 + 4$ D. $2 + 6$ $3 + 4$

E. $7 + 6$ $7 + 8$ F. $8 + 6$ $9 + 5$

G. 13 $8 + 3$ H. $4 + 8$ $5 + 9$

2. Read each number sentence. Write if it is true or false.

A. $7 + 3 = 9 + 4$ _____

B. $14 = 7 + 7$ _____

C. $7 + 5 = 5 + 8$ _____

D. $7 + 4 = 8 + 4$ _____

E. Show or tell how you know your answer to Question 2D is correct.

Copyright © Kendall Hunt Publishing Company

Number Sentences for Tile Designs
SAB • Grade 2 • Unit 3 • Lesson 1
103

Compare Two Sides (SAB p. 103)

Questions 1–2

1. A. =
 B. * <
 C. =
 D. >
 E. <
 F. =
 G. >
 H. <
2. A. False
 B. True
 C. False
 D. False
 E. Answers will vary. Possible response: I know it is false because you are adding 4 to both sides. On one side you start at 7 and on the other side you start at 8. The answer to $7 + 4$ is 11 and the answer to $8 + 4$ is 12.

Make Your Own Tile Design
(SAB pp. 105–106)

Designs and number sentences will vary.

Name _____ Date _____

Make Your Own Tile Design

Use tiles to make a design on the grid. Color the squares to record your design.

Copyright © Kendall Hunt Publishing Company

Number Sentences for Tile Designs SAB • Grade 2 • Unit 3 • Lesson 1 **105**

Student Activity Book - Page 105

Name _____ Date _____

Write a number sentence for your tile design. Then ask your partner to write a different number sentence. Use your number sentence and your partner's number sentence to make a true statement.

Number sentence _____

How did you look at your design?

color row column diagonal

Partner's name: _____

Partner's number sentence _____

How did your partner look at you design?

color row column diagonal

We put the two number sentences together to make a true statement.

106 SAB • Grade 2 • Unit 3 • Lesson 1 Number Sentences for Tile Designs

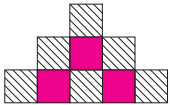
Copyright © Kendall Hunt Publishing Company

Student Activity Book - Page 106

Name _____ Date _____

Tile Designs and Number Sentences

Mara made this design using color tiles.



1. Mara wrote this number sentence to describe the design.
 $1 + 2 + 3 + 2 + 1 = 9$
 How was Mara looking at the design when she wrote her number sentence?

2. Kim wrote this number sentence to describe it.
 $1 + 3 + 5 = 9$
 How was Kim looking at the design when she wrote her number sentence?

Copyright © Kendall Hunt Publishing Company

Number Sentences for Tile Designs SAB • Grade 2 • Unit 3 • Lesson 1 107

Student Activity Book - Page 107

Name _____ Date _____

3. Write a different number sentence to describe Mara's design.

 Tell how you were looking at the design when you wrote your number sentence.

4. Read each number sentence. Write if it is true or false.

A. $7 = 6 + 5$ _____

B. $6 + 4 = 7 + 4$ _____

C. $9 + 9 = 8 + 7$ _____

D. $8 + 4 = 7 + 5$ _____

E. $5 + 9 = 7 + 7$ _____

F. $11 = 7 + 4$ _____

G. $3 + 9 = 5 + 8$ _____

H. Show or tell how you know your answer to Question 4G is correct.

Copyright © Kendall Hunt Publishing Company

108 SAB • Grade 2 • Unit 3 • Lesson 1 Number Sentences for Tile Designs

Student Activity Book - Page 108

**Tile Designs and Number Sentences
 (SAB pp. 107–108)
 Questions 1–4**

1. Mara looked at the columns in the design. The first column has 1 tile, the second has 2, the third has 3, the fourth has 2, and the last has 1.
2. Kim looked at the design by rows. The first row has 1, the second has 3, and the last has 5.
3. Possible number sentences: $3 + 6 = 9$ (color) or $3 + 2 + 2 + 1 + 1 = 9$ (diagonal)
4. A. False
 B. False
 C. False
 D. True
 E. True
 F. True
 G. False
 H. Responses will vary. Possible response: I know it's false because I started at 9 on the number line and made 3 jumps and my answer was 12. Then I started at 8 on the number line and made 5 jumps and my answer was 13.

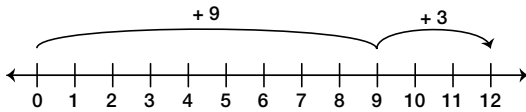
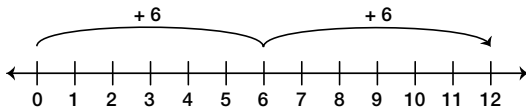
Teacher Guide

True or False (TG)

Homework

Questions A–I

- A. False
- B. True
- C. True
- D. True
- E. False
- F. True
- G. False
- H. False
- I. Possible response:



Name _____ Date _____

True or False



Dear Family Member:

In math class, your child has been analyzing number sentences to determine whether they are true or false. Ask your child to explain to you how he or she decided for the questions below.

Thank you.

Read each number sentence. Write if it is true or false.

- A. $6 + 4 = 12$ _____
- B. $9 = 5 + 4$ _____
- C. $8 = 3 + 5$ _____
- D. $2 + 5 = 6 + 1$ _____
- E. $5 + 6 = 8 + 4$ _____
- F. $6 + 6 = 9 + 3$ _____
- G. $2 + 7 = 3 + 5$ _____
- H. $3 + 8 = 5 + 5$ _____

- I. On the back, show or tell how you know your answer to Question F is correct.

TG • Grade 2 • Unit 3 • Lesson 1

Homework Master

Copyright © Kendall Hunt Publishing Company

Teacher Guide