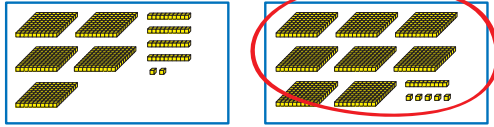


Teacher Guide

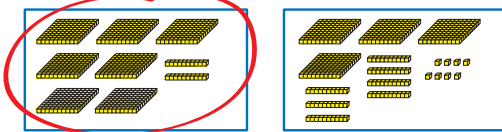
Which is Greater (TG pp. 1–2)
Homework
Questions 1–2

1. A.



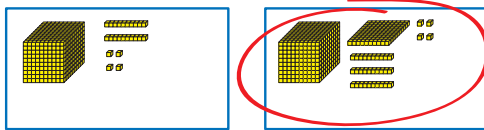
$542 < 815$ or $815 > 542$

B.



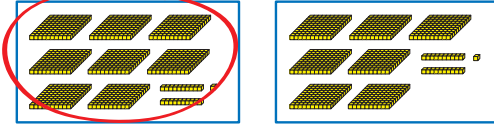
$720 > 478$ or $478 < 720$

C.



$1024 < 1134$ or $1134 > 1024$

D.



$821 > 721$ or $721 < 821$

2. A. > B. >
C. < D. >
E. > F. <

Name _____ Date _____

Which is Greater



Dear Family Member:

The numbers in each box are represented with base-ten pieces. The pack represents 1000, the flat represents 100, the skinny represents 10, and the bit represents 1. We use the base-ten shorthand system to simplify the recording of base-ten pieces. The symbol \square represents 1000, the symbol \square represents 100, the symbol $|$ represents 10, and the symbol \bullet represents 1. Thank you.

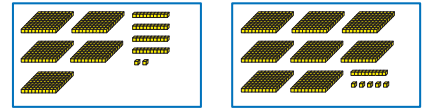
1. Circle the box that shows the greater number. Write a number sentence using $<$ or $>$ to compare the numbers.

Example



Number sentence $375 > 309$

A.



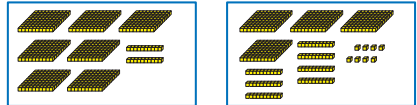
Number sentence _____



Teacher Guide - Page 1

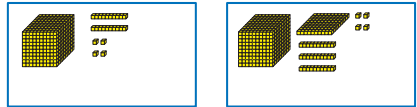
Name _____ Date _____

B.



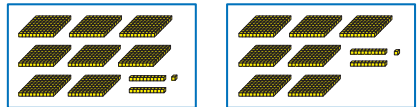
Number sentence _____

C.



Number sentence _____

D.



Number sentence _____

2. Compare the numbers below. Write $<$ or $>$ in the circle.

- A. 699 ○ 624 B. 1000 ○ 749
C. 456 ○ 480 D. 1029 ○ 901
E. 1077 ○ 1034 F. 1008 ○ 1097

Teacher Guide - Page 2

Name _____ Date _____

Unit 14: Home Practice

Part 1 Subtraction Flash Cards: Group F

Take home your *Triangle Flash Cards: Group F*. Ask a family member to choose one flash card at a time for you to solve. Sort the flash cards into three piles: Facts I Know Quickly, Facts I Can Figure Out, and Facts I Need to Learn. Update your *Subtraction Facts I Know* chart. Clip the cards in the Facts I Know Quickly pile together and place them back into the envelope. Practice the facts in the last two piles again.

Part 2 Subtraction Practice with Tens and Hundreds

- A. $15 - 5 = \square$ B. $150 - 50 = \square$
 C. $1500 - 500 = \square$ D. $\square = 15 - 6$
 E. $\square = 150 - 60$ F. $\square = 1500 - 600$
 G. $\square = 16 - 9$ H. $\square = 160 - 90$
 I. $\square = 1600 - 900$

J. Show or tell how you would use addition to solve Question G.

Copyright © Kendall Hunt Publishing Company

Teacher Guide

Part 2. Subtraction Practice with Tens and Hundreds (TG p. 1)

Questions A–J

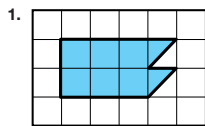
- A. 10 B. 100
 C. 1000 D. 9
 E. 90 F. 900
 G. 7 H. 70
 I. 700
 J. Possible response: I know $10 + 6 = 16$, so $9 + 7 = 16$ and $16 - 9 = 7$.

Teacher Guide - Page 1

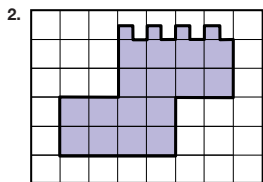
Name _____ Date _____

Part 3 Area of Shapes

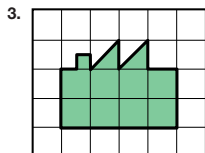
Find the area of each shape in square centimeters.



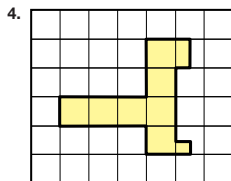
Area _____



Area _____



Area _____



Area _____

Copyright © Kendall Hunt Publishing Company

Part 3. Area of Shapes (TG p. 2)

Questions 1–4

1. 7 sq cm
2. 17 sq cm
3. 9 and one-fourth sq cm
4. 7 and three-fourths sq cm

Copyright © Kendall Hunt Publishing Company

Teacher Guide - Page 2