RIGHTSTARTTM MATHEMATICS

by Joan A. Cotter, Ph.D. with Tracy Mittleider, MSEd

SECOND GRADE LESSONS



A special thank you to Kathleen Cotter Clayton for all her work on the preparation of this manual.

Copyright © 2014 by Activities for Learning, Inc.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without written permission of Activities for Learning, Inc.

The publisher hereby grants permission to reproduce the worksheets and appendix for a single teacher's use only.

Printed in the United States of America

www.RightStartMath.com

For more information: info@RightStartMath.com Supplies may be ordered from: www.RightStartMath.com

Activities for Learning, Inc. 321 Hill Street Hazelton, ND 58544-0468 United States of America 888-775-6284 or 701-782-2000 701-782-2007 fax

ISBN 978-1-931980-72-2 April 2023

RIGHTSTART[™] MATHEMATICS OBJECTIVES FOR SECOND GRADE

Name

Numeration

Can skip count by 2s, by 5s, by 10s, and by 100s to 1000 Can compare numbers up to 1000 using <, =, and > Can read and construct Roman numerals to 1000 Understands place value and can write numbers to 9999 with numerals, words, and expanded form

Addition

Knows addition facts Can add 2-digit numbers mentally Can add 4-digit numbers

Subtraction

Understands subtraction Knows subtraction facts Can subtract 2-digit numbers mentally Can subtract 4-digit numbers

Multiplication

Understands multiplication as arrays Knows multiplication facts to 5×5

Problem Solving

Solves problems in more than one way Persists in solving problems Can solve addition and subtraction problems Can solve compare problems

Time and Money

Can tell time to the minute

Can find the value of up to five coins and make change

Measurement

Can measure in inches, feet, centimeters, and meters Can find perimeter and area in customary and metric Can read a ruler to halves

Geometry

Can identify basic 2D and 3D shapes

Can determine number of angles, sides, and faces in shapes

Fractions

Understands fractions as a type of division Knows unit fractions up to 1/10

Data

Gathers and shows data with line plots and intreprets results

Calculator

Can add, subtract, and multiply whole numbers Can solve two-step problems

Quarter 1	Quarter 2	Quarter 3	Quarter 4

N/A		
N/A		
N/A		
N/A		

N/A		
N/A	N/A	

N/A		
N/A	N/A	

N/A	N/A		
N/A	N/A	N/A	

N/A	N/A	N/A	
N/A	N/A	N/A	
N/A	N/A	N/A	

N/A	N/A	N/A	
N/A	N/A		

N/A	N/A	N/A	
N/A	N/A	N/A	

N/A	N/A	N/A	
-----	-----	-----	--

N/A	N/A	N/A	
N/A	N/A	N/A	

Year _____

Lesson 1	Review Subitizing Quantities 1 to 7
Lesson 2	Review Subitizing Quantities 8 to 10
Lesson 3	Review Tens and Ones on the Abacus
Lesson 4	Review Hundreds on the Abacus
Lesson 5	Review The Math Balance
Lesson 6	Review Part-Whole Circle Sets
Lesson 7	Ones Strategy on the Addition Table
Lesson 8	Twos Strategy on the Addition Table
Lesson 9	Tens and Near Tens on the Addition Table
Lesson 10	Two-Fives Strategy on the Addition Table
Lesson 11	Doubles Strategies on the Addition Table
Lesson 12	Making Ten Strategy on the Addition Table
Lesson 13	The Completed Addition Table
Lesson 14	Evens and Odds
Lesson 15	Early Roman Numerals from 1 to 49
Lesson 16	Early Roman Numerals from 1 to 499
Lesson 17	Roman Numerals from 1 to 4999
Lesson 18	Trading on Side 2 of the AL Abacus
Lesson 19	Adding on Side 2 of the AL Abacus
Lesson 20	Adding 2-Digit Numbers
Lesson 21	Mental Addition
Lesson 22	Adding Several 2-Digit Numbers
Lesson 23	Review and Games 1
Lesson 24	Composing Numbers in the Thousands
Lesson 25	Adding 1, 10, and 100 to Numbers
Lesson 26	Comparing Numbers
Lesson 27	Adding with Base-10 Picture Cards
Lesson 28	More Adding with Base-10 Picture Cards
Lesson 29	Adding 4-Digit Numbers on the AL Abacus
Lesson 30	Adding 4-Digit Numbers on Paper
Lesson 31	Review and Games 2
Lesson 32	Introducing Arrays
Lesson 33	Multiplication through Arrays
Lesson 34	Comparing Addition and Multiplication
Lesson 35	Multiplication Equations

Lesson 36	Multiples of 2 to 5
Lesson 37	Area
Lesson 38	Area and Perimeter
Lesson 39	Assessment Review 1
Lesson 40	Review Games
Lesson 41	Assessment 1
Lesson 42	Solving Missing Addend Problems
Lesson 43	Ones and Twos Subtraction Strategies
Lesson 44	Consecutive Numbers Subtraction Strategies
Lesson 45	Tens and Near Tens Subtraction Strategies
Lesson 46	Subtracting from Five Strategy
Lesson 47	Subtracting from Ten Strategies
Lesson 48	Subtraction Facts Practice
Lesson 49	More Subtraction Facts Practice
Lesson 50	Completing the Subtraction Table
Lesson 51	Review and Games 4
Lesson 52	Subtracting Fives and Tens
Lesson 53	Subtracting 1-Digit Numbers
Lesson 54	Subtracting 2-Digit Numbers
Lesson 55	Finding and Correcting Errors
Lesson 56	Subtracting from One Hundred
Lesson 57	More Subtracting 2-Digit Numbers
Lesson 58	Tens and Subtracting 2-Digit Numbers
Lesson 59	Review and Games 5
Lesson 60	Drawing Five-Sided Stars
Lesson 61	Drawing Horizontal Lines
Lesson 62	Drawing Vertical Lines
Lesson 63	Drawing Diagonals in a Hexagon
Lesson 64	Dividing Equilateral Triangles into Halves
Lesson 65	Dividing Equilateral Triangles into Thirds
Lesson 66	Dividing Equilateral Triangles into Fourths
Lesson 67	Making Pyramids
Lesson 68	Dividing Equilateral Triangles into Twelfths
Lesson 69	Dividing Equilateral Triangles into Sixths
Lesson 70	Enrichment More Dividing Triangles

Lesson 71	Drawing a Star in a Hexagon
Lesson 72	Drawing Another Star in the Hexagon
Lesson 73	Tessellating
Lesson 74	Geometry Terms and Symmetry
Lesson 75	Assessment Review 2
Lesson 76	Tessellation Art and Game Day
Lesson 77	Assessment 2
Lesson 78	Reading Scales
Lesson 79	Drawing a Clock
Lesson 80	Hours in a Day
Lesson 81	Hours and Minutes on a Clock
Lesson 82	Telling Time to Five Minutes
Lesson 83	More Telling Time
Lesson 84	Telling Time to the Minute
Lesson 85	Review and Games 7
Lesson 86	Comparison Problems with More
Lesson 87	Comparison Problems with Fewer or Less
Lesson 88	Subtracting with Base-10 Picture Cards
Lesson 89	Subtracting on Side 2 of the AL Abacus
Lesson 90	Recording Subtracting on Paper
Lesson 91	Subtraction Activities
Lesson 92	More Subtraction Activities
Lesson 93	Review and Games 8
Lesson 94	Pennies, Nickels, and Dimes
Lesson 95	Adding the Value of Coins
Lesson 96	Making Change from Fifty Cents
Lesson 97	Ways to Make a Dollar
Lesson 98	Making Change from a Dollar
Lesson 99	Dollars and Cents
Lesson 100	Money Problems
Lesson 101	Review and Games 9
Lesson 102	Measuring in Centimeters
Lesson 103	Measuring in Centimeters and Inches
Lesson 104	Measuring in Feet
Lesson 105	Problems Using Feet

Lesson 106	Measuring with the Meter Stick
Lesson 107	Estimating Lengths
Lesson 108	Reading Rulers
Lesson 109	Measuring Area
Lesson 110	Area on Geoboards
Lesson 111	Review and Games 10
Lesson 112	Introducing Line Plots
Lesson 113	Addition Sums Line Plot
Lesson 114	Area Line Plots
Lesson 115	Making Squares with Tangrams
Lesson 116	Making Rectangles with Tangrams
Lesson 117	Making Trapezoids with Tangrams
Lesson 118	Making Reflections with Tangrams
Lesson 119	Missing Factors
Lesson 120	More Missing Factors
Lesson 121	Introducing Division
Lesson 122	Unit Fractions
Lesson 123	Fraction Chart Project
Lesson 124	Non-Unit Fractions
Lesson 125	Solving Fractional Problems
Lesson 126	Two Fractions Equaling One
Lesson 127	One Made with Halves, Quarters, & Eighths
Lesson 128	Fractions Games
Lesson 129	Introducing Negative Numbers
Lesson 130	More Negative Numbers
Lesson 131	Building Prisms and Pyramids
Lesson 132	Comparing Cubes
Lesson 133	Geometry Review
Lesson 134	Geometry Assessment
Lesson 135	Measurement and Data Review and Games
Lesson 136	Measurement and Data Assessment
Lesson 137	Numbers & Operations in Base Ten Review
Lesson 138	Numbers & Operations in Base Ten Assessment
Lesson 139	Operations & Algebraic Thinking Review
Lesson 140	Operations & Algebraic Thinking Assessment

LESSON 26: COMPARING NUMBERS

OBJECTIVES:

1. To compare numbers using =, <, and > symbols

MATERIALS:

- 1. Dry erase boards
- 2. Worksheet 9, Comparing Numbers

ACTIVITIES FOR TEACHING:	EXPLANATIONS:
<i>Warm-up.</i> Ask: What is 34 plus 10? [44] What is 36 plus 10? [46] What is 72 plus 10? [82] What is 89 plus 10? [99]	
Write for all to see $1000 + 800 + 30 + 1$. Ask the children to write their answer on their dry erase board. [1831] Repeat for $8000 + 100 + 40 + 5$. [8145]	
Ask: Which is more, ten hundreds or one thousand? [same] Which is more, one hundred or one thousand? [one thousand]	
<i>Comparing numbers.</i> Write for the children to see:	
9 6 + 3	
Ask: Is 9 equal to 6 plus 3? [yes] What do we write on the line? [an equal sign] Tell a child to write an equal sign.	
Below the first equation, write: $10 _ 6 + 3$	
Ask: Is 10 equal to 6 plus 3? [no] Is 10 greater than or less than 6 + 3? [greater]	The > and < symbols were taught in first grade by drawing two dots at the greater number and one dot at the lesser number, and then connecting the dots.
The > symbol. Show them how to write the greater than symbol by starting at the top of the larger number, draw a line to the middle of the smaller number, and finish by drawing to the bottom of the larger number. See below.	
10 ≥ 6 + 3 10 ≥ 6 + 3	10 > 6 + 3
<i>The < symbol.</i> Tell the children suppose the equation is changed and written as:	
6 + 3 10	
Write the equation below the first two equations. Ask: What symbol do we need now? [less than] Tell them we can write it the same way by starting at the larger number. See below.	
6 + 3 ⁴ 10 6 + 3 ≤ 10	

ACTIVITIES FOR TEAC	CHING:	EXPLANATIONS:
Reading the > and < sy to tell the difference when less than symbols. Write > it from left to right as show many points do you see? [than. Repeat for the < sym right as shown below on t do you see? [1] Say: One po	(mbols. Show the children how a reading the greater than and b, cover it, and slowly uncover wn below on the left. Ask: How 2] Say: Two points mean greater abol, uncovering it from left to he right. Ask: How many points oint means less than.	
Reading the > symbol.	Reading the < symbol.	
Write the three equations them aloud. 9 = 6 + 3 [Nine equals since the second secon	and ask the children to read	
10 > 6 + 3 [Ten is greate 6 + 3 < 10 [Six plus thre	r than six plus three.] e is less than ten.]	
More comparisons. Wr	rite the following:	
48	40 + 7	
Ask: Which symbol do we need? [>] Ask a child to explain their answer. [48 is 40 plus 8, which is more than 40 plus 7.]		
Write another example:		
201 -	+ 10 211	
Ask: Which symbol do we need? [=] Ask a child to explain their answer. [1 plus 10 = 11; 200 plus 11 does equal 211.]		
Write a third example:		
863 + 2	1 861 + 10	
Ask: Which symbol do we need? [<] Ask a child to explain their answer. [863 plus 1 equals 864; 861 plus 10 equals 871, which is more than 864.]		
<i>Worksheet 9.</i> Give the children the worksheets and have them complete the equations. The solutions are below.		
38 + 6 > 30 + 6 506 < 560 99 + 10 = 109 250 + 10 = 251 + 9 700 + 80 > 708 1000 = 300 + 700	99 + 64 < 100 + 64 211 > 200 + 10 99 + 100 > 190 89 + 63 < 100 + 73 38 = 30 + 8 461 > 400 + 60	
611 + 100 > 611 + 10 95 + 10 + 5 = 110 455 + 10 + 1 > 100 + 365		
<i>In conclusion.</i> Ask: What is the mathematical word for more? [greater] What is the opposite of greater? [less] Name all numbers greater than 5 and less than 9. [6, 7, and 8]		2.NBT.4

Name:_____

Date:

Write >, <, or = on the lines to make the equations true.

38 + 6 30 + 6	99 + 64 100 + 64
506 560	211 200 + 10
99 + 10 109	99 + 100 190
250 + 10 251 + 9	89 + 63 100 + 73
700 + 80 708	38 30 + 8
1000 300 + 700	461 400 + 60

Write >, <, or = and explain your answer.

611 + 100 _____ 611 + 10

95 + 10 + 5 _____ 110

455 + 10 + 1 _____ 100 + 365

LESSON 38: AREA AND PERIMETER

OBJECTIVES:

- 1. To introduce the term *perimeter*
- 2. To learn about square inches
- 3. To learn about square cm

MATERIALS:

- 1. AL Abacuses
- 2. Tiles
- 3. Centimeter cubes
- 4. Worksheet 17, Area and Perimeter

ACTIVITIES FOR TEACHING:	EXPLANATIONS:
<i>Warm-up.</i> Ask: What is area? [the space that something takes up]	
Ask the children to say the multiples of 4 as a child moves over groups of 4s on the abacus to 40. [4, 8, 12,, 40] Ask the children to say the multiples of 3 to 30. [3, 6, 9,, 30]	
Play the Comes Before game for counting by 2s. Ask: What comes before 8, [6] 12, [10] 40, [38] 20, [18] and 38? [36] Repeat using 5s.	
Ask the children to say the months of the year. Then play the Comes After game. Ask: What month comes after March? [April] After August? [September] After October? [November]	
Inches. Distribute the tiles and centimeter cubes to the children. Tell them to look at one tile. See the left figure below. Remind them that the distance along one edge is 1 inch. Ask: What is the distance around the whole square?	
[4 inches] 1 tile 2 tiles 3 by 2 array	
Tell them the math word for distance around a shape is <i>perimeter</i> . Ask: What is the perimeter of one tile? [4 inches] Show them how to write it:	To remember the basic meaning of the word <i>perimeter</i> , some children might find it helpful to point to each side of a rectangle
Tell them to place another tile next to the first tile as shown above in the second figure. Ask: What is the perimeter now? [6 inches] Ask a child to write it for all to see.	while saying "pe-rim-e-ter" as shown below: pee- ter
6 inches	

ACTIVITIES FOR T	EACHING:	EXPLANATIONS:		
<i>Worksheet 17, pro</i> worksheets. Tell the problems. Remind th figures below.	blems 1 and 2. Distribute the children to solve the first two tem to write the word inches. See the			
Bectangle F.	Bectangle G.			
1. 2+2+2+2=8i	nches			
2. 4+2+4+2=12	inches			
Ask for explanations	on how to solve the problems.			
Square inches. Tel We can measure area is 1 square inch. Ask inches]	ll them to look again at one tile. Say: a with these tiles. The area of one tile : What is the area of 2 tiles? [2 square			
Problems 3 and 4. and 4. Remind them the same figures abo	Tell the children to solve problems 3 to write the words <i>square inches</i> . See ve.			
Ask for explanations 3. 2 by 2 = 4 square 4. 4 by 2 = 8 square	. The areas are: e inches e inches			
Ask: Do you think re rectangle F? [Yes, rec rectangle G is 8 squa	ctangle G is twice as large as stangle F is 4 square inches and re inches, which is twice as much.]			
Ask: Is the perimeter explanations.	twice as much? [no] Ask for			
Square centimeter centimeter cube. Say in the last lesson. As area of one cube? [sq	rs. Tell them to look at one : We measured area with these cubes k: What do you think we call the uare centimeter]	The term <i>sq cm</i> is used only temporarily. The standard cm ² will be introduced later.		
Problems 5–8. Ask worksheet. Tell them whole rectangles wit the answers without below.	the children to finish the that they do not have to fill in the h the cubes if they can figure out all of them. The solutions are shown			
5. 5 + 5 + 5 + 5 = 20 6. 10 + 5 + 10 + 5 =	cm 30 cm			

- 7. 5 by 5 = 25 sq cm
- 8. 10 by 5 = 50 sq cm

In conclusion. Ask: What is perimeter? [the distance around] What is area? [the amount of space something takes up]

2.MD.4, 2.OA.4

Name:_			
Date: _			

F	G

1. Find the perimeter of rectangle F with tiles.

2. Find the perimeter of rectangle G with tiles.

3. Find the area of rectangle F with tiles.

4. Find the area of rectangle G with tiles.

5. Find the perimeter of rectangle F with centimeter cubes.

1 cm 1 sq cm

1 inch

1 square

inch

6. Find the perimeter of rectangle G with centimeter cubes.

7. Find the area of rectangle F with centimeter cubes.

8. Find the area of rectangle G with centimeter cubes.

LESSON 86: COMPARISON PROBLEMS WITH MORE

OBJECTIVES:

1. To solve word problems that compare using the word more

MATERIALS:

- 1. Base-10 picture cards
- 2. Place-value cards
- 3. Worksheet 54, Comparison Problems with More
- 4. AL Abacuses

ACTIVITIES FOR TEACHING:	EXPLANATIONS:	
<i>Warm-up.</i> Show a 10 from the base-10 cards and say: Suppose I had 80 of these cards. Ask: How much would it show? [800] Have a child explain it. [Each group of ten cards is 100, so 8 groups of 10 would be 800.] Show the 800 place-value card and ask: Is it the same? [yes] Why? [it shows 80-ten or 8 hundred]		
Ask: Which is more, 2 thousand or 6 hundred? [2 thousand] Which is greater, 1 thousand or 10 hundred? [same] Which is less, 1 hundred or 11? [11]		
Ask: How much is 1000 plus 5000? [6000] How much is 6000 plus 2000? [8000] How much is 2000 plus 5000? [7000]		
<i>Worksheet 54.</i> Distribute the worksheets and abacuses. Explain to the children that we have done story problems where things were put together or partitioned. The problems for today and in the next lesson are compare problems. This means we will compare two things and think about which is longer, shorter, taller, more, less, fewer, and so on.	This lesson is a mixture of compare problems to discourage the children from memorizing a particular procedure.	
Problem 1. Tell the children to read the first problem.		
Mr. Black is 6 feet tall. His son is 4 feet tall. How much taller is the father?		
Tell them to show it on their abacuses. See the left figure below. Ask: What is the larger amount? [6] Tell the children to write the larger amount in the whole-circle. Ask: What is the smaller amount being compared? [4] Tell them to write it in the left part-circle. Ask: What is the difference? [2] Tell them to write the difference in the right part-circle. See below. Tell the children to write the equation. $[6 - 4 = 2 \text{ feet}]$	The answer is underlined so that the missing portion of the equation is quickly identified.	
Showing the difference of 2. $4 = 2 \text{ feet}$		

ACTIVITIES FOR TEACHING:

Model checking. Draw a partwhole circle set as shown on the right. Tell them it is a math model for solving compare problems.

Problem 2. Ask the children to read and solve problem 2.

Mrs. Jackson is 170 cm tall. Her daughter is 119 cm tall. How

much taller is the mother? [170 - 119 = 51 cm]

Then ask them to compare results with their partners.

Problem 3. Tell the children to read problem 3.

Jasmine has five pillows. Oliver has four more pillows than Jasmine. How many pillows does Oliver have?

Ask: Who has more pillows, Jasmine or Oliver? [Oliver] How do you know? [Oliver has four more than Jasmine.] Tell them to show it on the abacus. Then ask: Are the five pillows the larger or smaller set? [smaller] Ask: What is the four? [difference] Tell them to solve the problem on their worksheets. See below. Discuss their solutions.



 $5 + 4 = \underline{9}$

5 - 3 = 2

larger set

Part-whole circle set

model for compare

smaller

set

problems.

differ-

ence

5 pillows and 4 more for Oliver.

Ask: Does the answer make sense? [Jasmine has 5. Oliver has 9, which is 4 more than Jasmine.]

5

Problem 4. Tell them to solve problem 4.

Logan has 12 more cherries than Matt. Matt has 25 cherries. How many cherries does Logan have? [25 + 12 = 37]

Problem 5. Tell the children to read problem 5.

Shauna has 3 more flowers than Jacob. Shauna has 5 flowers. How many flowers does Jacob have?

Ask: Are the three flowers a difference or the number of flowers somebody has? [difference] Ask them to solve it on their abacuses and on their worksheets. See below.



5 flowers; Jacob has 3 less.

Problem 6. The equation for this problem is 20 - 11 = 9. *In conclusion.* Ask: Is the difference a part or a whole? [part]

2.NBT.1, 2.NBT.5

EXPLANATIONS:

Name:_____

Date:

Write the equations and solve the problems.

1. Mr. Black is 6 feet tall. His son is 4 feet tall. How much taller is the father?

2. Mrs. Jackson is 170 cm tall. Her daughter is 119 cm tall. How much taller is the mother?

3. Jasmine has five pillows. Oliver has four more pillows than Jasmine. How many pillows does Oliver have?

4. Logan has 12 more cherries than Matt. Matt has 25 cherries. How many cherries does Logan have?

5. Shauna has 3 more flowers than Jacob. Shauna has 5 flowers. How many flowers does Jacob have?

6. James has 20 grapes. James has 11 more grapes than Lily. How many grapes does Lily have?











LESSON 126: TWO FRACTIONS EQUALING ONE

OBJECTIVES:

1. To find pairs of fractions equaling one

MATERIALS:

- 1. Warm-up Practice 7
- 2. Fraction pieces
- 3. Fraction cards, 1 set per pair of children*
- 4. Math Card Games book, F3
- 5. Worksheet 86, Non-Unit Fractions

ACTIVITIES FOR TEAC	HING:	EXPLANATIONS:
<i>Warm-up.</i> Ask the childr Practice 7. The questions a below	en to do section 3 on Warm-up and hundred chart are shown	*Remove the percentage cards before giving them to the children.
102 - 14 = 88	$\frac{1}{2}$ of 18 = 9	
\$1 00 - 41c = 59c	8 dimes + 2 nickels = 90¢	
31 less than 50 = 19	Half hour – 1 minute = 29	
Eighty-two – three = 79	Nine plus nine is 18	
10 × 5 + 19 = 69	150 – 100 – 1 = 49	
40 – 2 halves = 39	Ten tens minus eleven = 89	
pieces and ask them to ass fraction charts are completeneeded to equal one? [three much more do you need to Next ask them to separate pieces for three fifths und more fifths are needed to figure below.	semble the charts. When the ete, ask: How many thirds are ee] If you have two thirds, how o equal one? [one third] the one and to lay the fraction er the one. Ask: How many make one? [two fifths] See the	
	1	
$\frac{1}{5}$ $\frac{1}{5}$	$\frac{1}{5}$ $\frac{1}{5}$ $\frac{1}{5}$ $\frac{1}{5}$	
Three fifths and two fifths make one.		
Repeat for other fractions, such as one sixth, [five sixths] seven tenths, [three tenths] and one half. [one half] Write: $\frac{3}{8}$		To focus the students' attention on fractions, not arithmetic, avoid teaching the algorithm that the sum of the two numerators equals the denominator.
Ask what is needed to ma	ke one. [five eighths] Repeat for	

one tenth [nine tenths] and two thirds. [one third]

ACTIVITIES FOR TEACHING:	EXPLANATIONS:				
<i>Finding pairs to equal one.</i> Distribute the fraction cards to pairs of children. Tell them to spread their cards out face up. Next they are to pick up a card and find the match so the two cards equals one. Tell them to find ten different pairs.	By finding these matches, the children are sorting the cards they will need to play the Concentrating on One game.				
Concentrating on One game. Have the children play the Concentrating on One game, found in the <i>Math Card Games</i> book, F3, with the pairs of cards that they found.	If the children have duplicate pairs, they car still play the game, although it may take a bi longer.				
Worksheet 86. Distribute the worksheets from a prior lesson and tell the children to complete the worksheet. The solutions are shown below. $\frac{2}{4} \xrightarrow{2}{10} \xrightarrow{4}{6} \\ \frac{2}{10} \xrightarrow{2}{6} \xrightarrow{4}{6} \\ \frac{3}{10} \xrightarrow{2}{4} \\ \frac{4}{8} \xrightarrow{5}{10} \\ \frac{4}{8} \\ \frac{6}{9} \\ \frac{2}{8} \\ \frac{5}{5} \\ \frac{5}{10} \\ \frac{4}{8} \\ \frac{6}{8} \\ \frac{5}{3} \\ \frac{5}{10} \\ \frac{4}{8} \\ \frac{6}{8} \\ \frac{5}{3} \\ \frac{5}{10} \\ \frac{6}{8} \\ \frac{5}{10} \\ \frac{6}{10} \\ \frac{6}{$	The pairs on the worksheet are fractions not found on the cards, which have only simplified fractions.				

253

In conclusion. Ask: Why does it take 10 tenths to make 1, but only 3 thirds to make 1? [tenths are smaller] How many twelfths do you need to make a whole? [twelve]

Name:_____

Date: _____

Write the fractions that are circled in each row.

1											
 $\frac{1}{2}$					1/2						
	$\frac{1}{3}$			$\frac{1}{3}$		<u>1</u> 3					
 <u>1</u> 4			$\frac{1}{4}$	$\begin{array}{c c} 1\\ \hline 4 \end{array}$ $\begin{array}{c} 1\\ \hline 4 \end{array}$				<u>1</u> 4	$\frac{1}{4}$		
 $\frac{1}{5}$		<u>1</u> 5	5		$\frac{1}{5}$		$\frac{1}{5}$			$\frac{1}{5}$	
 $\frac{1}{6}$		$\frac{1}{6}$		<u>1</u> 6		$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$	
 $\frac{1}{7}$	$\frac{1}{7}$		<u>1</u> 7		7	<u>1</u> 7		$\frac{1}{7}$		$\frac{1}{7}$	
$\frac{1}{8}$	<u>1</u> 8		<u>1</u> 8	<u>1</u> 8	<u>1</u> 8		<u>1</u> 8	Ē	3	$\frac{1}{8}$	
 <u>1</u> 9	$\frac{1}{9}$	<u>1</u> 9	<u>1</u> 9			<u>1</u> 9	<u>1</u> 9		<u>1</u> 9	$\frac{1}{9}$	
 $\frac{1}{10}$	$\frac{1}{10}$	<u>1</u> 10	<u>1</u> 10	$\frac{1}{10}$	$\frac{1}{10}$	<u>1</u>	-	<u>1</u> 10	<u>1</u> 10	$\frac{1}{10}$	

Match the fractions that will be equal to one.

<u>2</u> 4	$\frac{4}{6}$
<u>2</u>	<u>8</u>
10	10
<u>2</u>	<u>2</u>
6	4
<u>4</u>	<u>5</u>
8	10
<u>6</u> 9	$\frac{4}{8}$
<u>2</u>	<u>6</u>
8	8
<u>5</u>	<u>3</u>
10	9