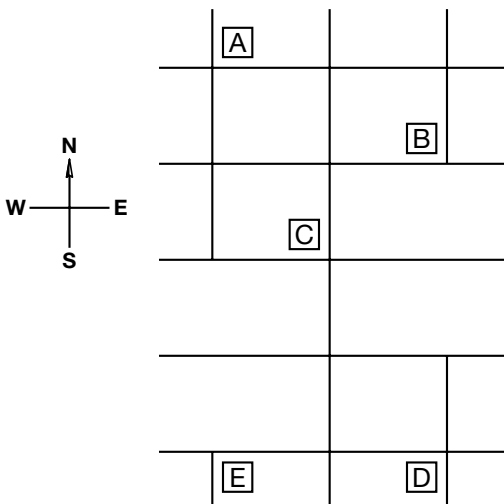


• Writing Directions

- When we tell how to go from one place to another, we describe the distance and the direction. To describe the direction we use *north*, *south*, *east*, or *west*.
- Maps are usually drawn so that the top of the map is north.
- The directions north, east, south, and west are often marked on the map's legend with the capital letters N, E, S, and W.

Practice:

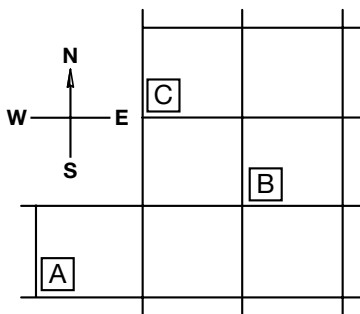
Use the map below to write directions for problems 1 and 2.



1. Write the directions for traveling from location C to location D.

2. Write the directions for traveling from location D to location A.

Use the map below to write directions for problems 3–5.



3. Name the location that is 2 blocks east and 1 block north of location A.

4. Name the location that is 1 block east and 2 blocks north of location A.

5. Write the directions for traveling from location C to location A.

• Reading and Writing Numbers Through 999,999

- When we read a number in the thousands, we first read the digits to the left of the comma, say “thousand” at the comma, and then name the digits to the right of the comma.
 - When we write a number that is a thousand or more, we place a comma between the hundreds and thousands place.
 - The number 2,657 written in words would be *two thousand, six hundred fifty-seven*.
 - We can use expanded form to help read large numbers.
 - The number 2,657 written in expanded form would be $2,000 + 600 + 50 + 7$.
-

Practice:

1. Write these numbers with a comma.

a. 32657 _____ b. 28954 _____

c. 847123 _____ d. 258710 _____

2. Use words to write these numbers.

a. 16,182 _____

b. 26,493 _____

3. Use digits to write these numbers.

a. seven thousand, six hundred twenty-two _____

b. eighteen thousand, four hundred fifty _____

4. Compare.

a. 69,457 ○ 68,523 b. 5,999 ○ 12,261

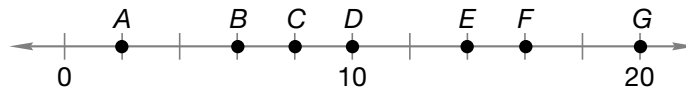
c. 256,256 ○ 256,562 d. 25,987 ○ 25,897

• More About Number Lines

- A **number line** shows numbers on a line in counting order.
- Tick marks on a number line follow a counting pattern.

Practice:

First fill in the blanks on the number line below. Then, use the number line to answer problems 1–7.



1. What number does point *D* stand for? _____

2. What point stands for 14? _____

3. What number does point *F* stand for? _____

4. What point stands for 10? _____

5. What number does point *G* stand for? _____

6. What point stands for 2? _____

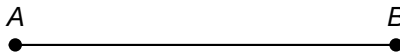
7. What number does point *B* stand for? _____

• Inches, Feet, and Yards

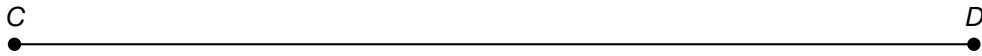
- Inches, feet, and yards are used to measure distances in the U.S. Customary System.
- A ruler can be used to measure the length of an object.

Practice:

1. Use your ruler to find the distance from point A to point B to the nearest inch.



2. Use your ruler to find the distance from point C to point D to the nearest inch.



3. Use your ruler to find the distance from point E to point F to the nearest inch.



4. The table below shows how many feet are in 1, 2, and 3 yards. Extend the table to find how many feet are in 6 yards.

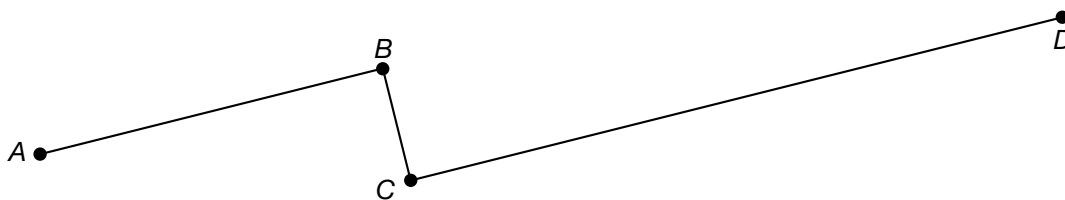
Yards	1	2	3	4	5	6
Feet	3	6	9			

• Measuring to the Nearest Quarter Inch

- The length of most objects is between inch marks on a ruler.
- Objects that have lengths that are between inch marks are measured using the number of whole inches plus the fraction of an inch.

Practice:

Use a ruler to measure the distances in inches between the points given in problems 1–3.



1. Measure the distance from point *A* to point *B*. _____
2. Measure the distance from point *B* to point *C*. _____
3. Measure the distance from point *C* to point *D*. _____

Use your ruler to draw a line segment for each of the measures in problems 4–6.

4. $1\frac{1}{2}$ inches
5. 3 inches
6. $2\frac{1}{4}$ inches

• Some and Some More Stories, Part 2

- A some and some more story has three or more parts.

$$\text{some} + \text{some more} = \text{total}$$

- We can also write the information this way:

$$\begin{array}{r} \text{Some} \\ + \text{Some more} \\ \hline \text{Total} \end{array}$$

Practice:

Write a number sentence for each story. Answer each question with a complete sentence.

1. Lisl had \$16. Her grandmother gave her money for her birthday. She now has \$25. How much money did her grandmother give her?

2. Bill had 37 trading cards in his collection. After buying new cards at the store, he now has 42 cards. How many cards did he buy at the store?

3. There are 9 players on a baseball team. There are 3 players in the outfield. All other players are in the infield. How many players are in the infield?

• Estimating Lengths and Distances

- We can estimate lengths and distances before measuring.
- It helps to have a mental image of the units to estimate lengths.

Unit	Example
1 inch	the distance across a quarter
1 foot	the length of a man's shoe
1 yard	the length of a big step

Practice:

Estimate in inches the length of each object in problems **1–4**. Then use a ruler to measure each object.

	Estimated Length	Actual Length
1. the length of your math book	_____	_____
2. the width of your math book	_____	_____
3. the length of your desk	_____	_____
4. the width of your desk	_____	_____
5. Name an object in your classroom that is about 1 foot in length.		

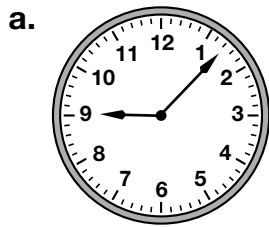
6. Name an object in your classroom that is about 1 yard in length.		

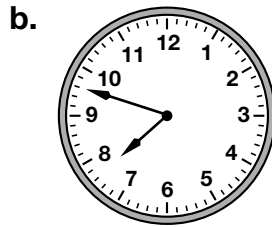
• **Reading a Clock to the Nearest Minute**

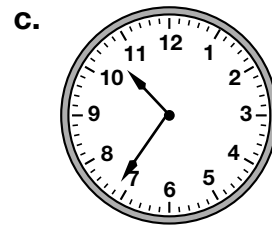
- The short hand of a clock is the hour hand.
- The long hand of a clock is the minute hand.
- On an analog clock, each tick mark is one minute.

Practice:

1. It is morning. Write the time shown on each clock in digital form.

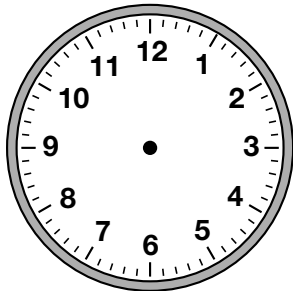




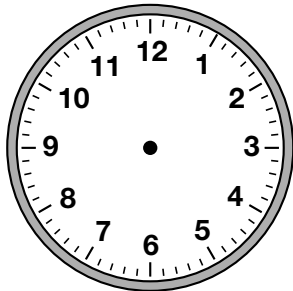


2. Draw hands on each clock to show the time.

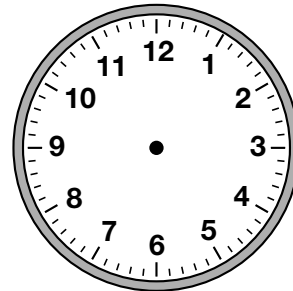
a. 8:18 p.m.



b. 6:12 a.m.



c. 4:51 p.m.



• Stories About Comparing

- To find the number of years between two dates, subtract the earlier date from the later date.

$$\text{later} - \text{earlier} = \text{difference}$$

- To find the difference between two amounts being compared, subtract the lesser amount from the greater amount.

$$\text{greater} - \text{lesser} = \text{difference}$$

Practice:

Write *later - earlier = difference* number sentences for problems **1** and **2**.

Then answer each question.

1. Thomas Jefferson wrote the Declaration of Independence in 1776. He became the president of the United States in 1801. He became president how many years after he wrote the Declaration of Independence?

2. Mickey's father bought a new car in 1999. He sold the car in 2007. How many years did Mickey's father own the car?

Write *greater - lesser = difference* number sentences for problems **3** and **4**.

Then answer each question.

3. A large concrete truck can haul 10 tons of concrete. A small concrete truck can haul 4 tons of concrete. How many more tons of concrete can the large truck haul?

4. Cristina bought a pair of shoes that cost \$79. Michael bought a pair of shoes that cost \$129. How much more did Michael spend for his shoes than Cristina?

- **Missing Numbers in Subtraction**
- **Some Went Away Stories, Part 2**

- If the first number of a subtraction problem is missing, we can add the other two numbers to find it.
- If the second number of a subtraction problem is missing, we can subtract the last number from the first number to find it.
- We can write a number sentence to find a missing number in a some went away story problem.

$$\text{some} - \text{some went away} = \text{what is left}$$

Practice:

Find each missing number in problems 1–6.

1. $\square - 9 = 19$

2. $\square - 32 = 8$

3. $\square - 12 = 100$

4. $75 - \square = 25$

5. $112 - \square = 98$

6. $320 - \square = 200$

Write a some went away number sentence for problems 7 and 8. Then answer each question.

7. After paying \$28 at the grocery store, Andy had \$32 left in his wallet. How much did he have in his wallet before buying groceries?

8. Smith gave 11 baseball cards to his friends. Now he has 88 baseball cards in his collection. How many baseball cards did he have before he gave cards to his friends?
