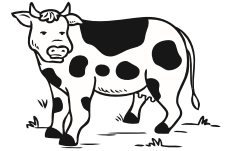




Good details give important, interesting information.

- A. Read the two paragraphs. Draw a line under each interesting detail.
Mark an **X** in the box by the paragraph that has better details.



Milk from Cows

Did you know that milk comes from cows? Cows live on a farm. A farmer feeds the cows. The cows like different kinds of food. Mother cows make milk. The farmer milks the cows. Then he sends the milk to a factory. From there it goes to the store where you can buy it.

Get Milk!

The milk you drink comes from cows. Cows live on a dairy farm. A dairy farmer feeds the cows. Did you know that cows eat cereal like you do? Sometimes they even eat cookies or potato chips. They like hay, corn, and grass, too. A mother cow's body makes milk. The farmer milks the cows. He sends the milk to a factory. The factory puts the milk into cartons. Then the cartons go by truck to the store.

- B. Change the sentence. Add an interesting detail.

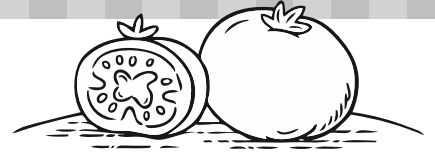
A farmer feeds his cows.

- C. Circle the plural nouns that end in s in both paragraphs.



Choose details that are important and interesting.

- A. Read the description. Draw a line under the details that tell how a tomato grows.



Tomato Garden

Would you like to grow tomatoes? They are grown from tomato seeds. Plant the seeds in a sunny place. Give them water every day. The plants will grow tall. Soon, they will be thick with leaves. One day, small yellow flowers will peek out of the leaves. Days later, a green tomato will grow under each flower! The tomatoes will grow bigger. They will turn yellow and then red-orange. When the tomatoes are big and red, pick one. It will be the best one you ever tasted!

- B. Think about a tomato. What does the skin look and feel like? What does the inside look and feel like? Write an interesting detail sentence about a tomato.

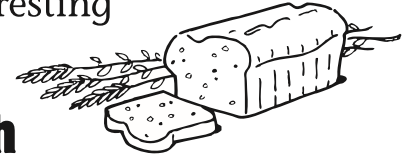
- C. Make these nouns plural. Add an s.

seed_____ plant_____ flower_____ day_____



Choose details that are important and interesting.

- A. Read the paragraph. Then write a sentence with an interesting detail to add to the end of the story.



From the Field to Your Lunch

Do you have a slice of bread in your lunch today? It came from a farmer's field! Here's how it happened. A farmer plowed up his field. Next, he planted wheat seeds. He watered the wheat. He got rid of bugs and weeds. When the wheat was ripe, the farmer picked it. If bad weather came, it could hurt the wheat. So he worked for days to pick it. Then, he sold the wheat. It was ground into flour, and the flour was baked into bread.

Ending Sentence:

- B. Write four nouns from the story that name more than one person, place, or thing.



Choose details that are important and interesting.

Tell about your favorite bread. Write interesting details.



Topic:

My favorite bread: _____

Details:

What I eat on it: _____

When I eat it: _____

Where I eat it: _____

Whom I eat it with: _____

Why I like it: _____

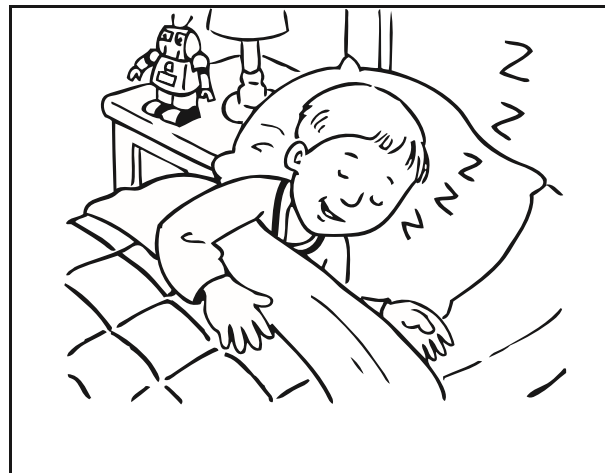
How I like to eat it: _____



Stick to the topic to make your ideas clear.

A. Read the topic. Circle the pictures that stick to the topic.

Topic: Why I Like Blue Sky Elementary School



B. Why does the writer like Blue Sky Elementary School?
Write two reasons from the pictures.



Stick to the topic to make your ideas clear.

A. Read each story. Cross out the detail that does not belong.

1. I read a good book.
Megan is my friend.
I took a quiz about the book.
The quiz had ten questions.
I answered them all correctly!

2. Trevor brings his lunch to school.
He does not bring it on Fridays.
He has pizza on Fridays.
His teacher is Mrs. Sey.
Pizza is his favorite lunch!



3. I was almost late for the bus.
I ran out the door.
Oh, no! I forgot my backpack.
I went back to get it.
My pink socks are new.

B. Add a detail to story 3. Write a telling sentence that sticks to the topic.
Write a period where it belongs.



Stick to the topic to make your ideas clear.

A. Read the story. Cross out the two sentences that do not stick to the topic.



New at School

My teacher says we will have a new student. Her name is Kamry. We talked about how to help her. We can show her where to put her coat. We can sit by her in the lunchroom. She can play with us on the playground. I like to sing in music class. We can show her where to line up. She can sit with me on the bus. I like math best.

B. Write two new sentences to add to the story. Make sure that they stick to the topic. Put periods where they belong.

1. _____

2. _____



Stick to the topic to make your ideas clear.

Add up the details. Think of things that make your school special.
Write them in the boxes.

Detail:

+

Detail:

+

Detail:

+

Detail:

=

Topic:

You can use place-value patterns and mental math to count by 1s and 10s to 100.

31	32	33	34	35	36	37
41	42	43	44	45	46	47
51	52	53	54	55	56	57

The **ones digits** go up by 1 from left to right.
The **tens digits** go up by 1 from top to bottom.

37, 38, 39, 40, 41!



You can also use place-value patterns and mental math to count by 1s and 10s to 1,000.

531	532	533	534	535	536	537
541	542	543	544	545	546	547
551	552	553	554	555	556	557

The **ones digits** go up by 1 from left to right.
The **tens digits** go up by 1 from top to bottom.

537, 547,
557, 567!



Do You Understand?

Show Me! Use mental math and place-value patterns to write each missing number.

536, 537, _____, 539, 540

531, 541, _____, 561, 571

★ Guided Practice ★

Use place-value patterns and mental math to find the missing numbers.

1.

784	785	786	787	788	789	790
794	795	796	797	798	799	800
804	805	806	807	808	809	810

2.

412		414		416		418
422			425		427	
432	433		435	436	437	

Independent Practice

Use place-value patterns and mental math to find the missing numbers.

3.

884			887		889
	895			898	
904	905		907	908	

4.

	146	147			150
155				159	
	166	167		169	170

5. 456, 457, 458, _____, _____,
461, 462, _____, _____, _____

6. 620, 630, 640, _____, 660, _____,
680, 690, _____, 710, _____

7. 232, 242, _____, 262, _____,
_____, 292, 302, _____, _____

8. 175, 176, _____, _____, 179,
_____, 181, _____, 183, _____

Number Sense Describe each number pattern.

9. 130 → 230 → 330 → 430 → 530

10. 320 → 330 → 340 → 350 → 360

11. © **MP.7 Look for Patterns** Sally sees a pattern in these numbers. Describe the pattern.

500, 501, 502, 503, 504, 505

12. © **MP.7 Look for Patterns** Yoshi sees a pattern in these numbers. Describe the pattern.

341, 351, 361, 371, 381, 391

13. **Higher Order Thinking** Write your own three-digit numbers. Describe the number pattern for your numbers.

_____, _____, _____, _____, _____

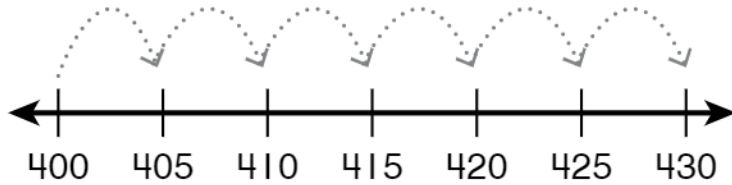
14. © **Assessment** Use the numbers on the cards. Write the missing numbers in the number chart.

222 214 224 231

210	211	212	213		215
220	221		223		225
230		232	233	234	235

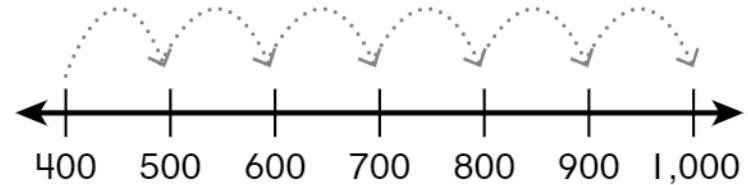
This number line shows skip counting by 5s.

I see a pattern in the ones digits!



This number line shows skip counting by 100s.

I see a pattern in the hundreds digits!



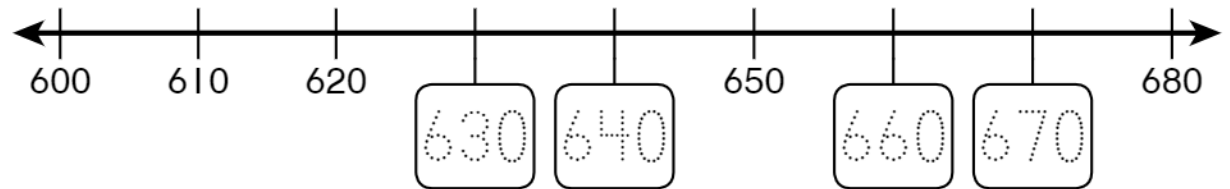
Do You Understand?

Show Me! How could you use the number line in the first box above to skip count by 10s starting at 400?

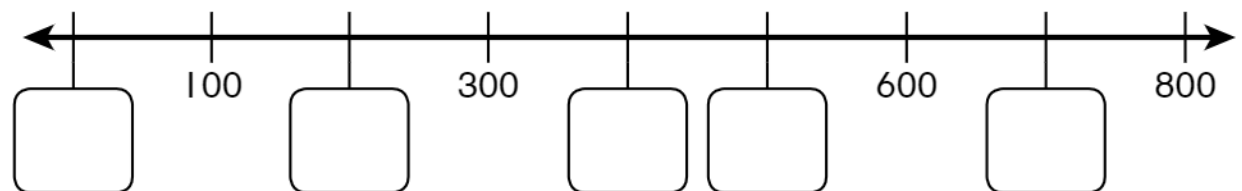
★ Guided Practice ★

Skip count on the number line. Write the missing numbers.

1.

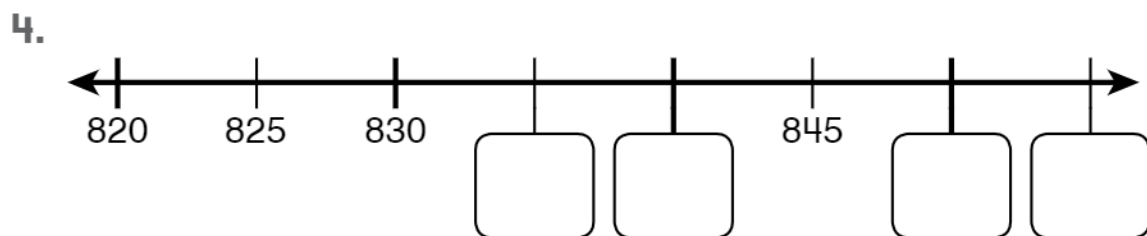
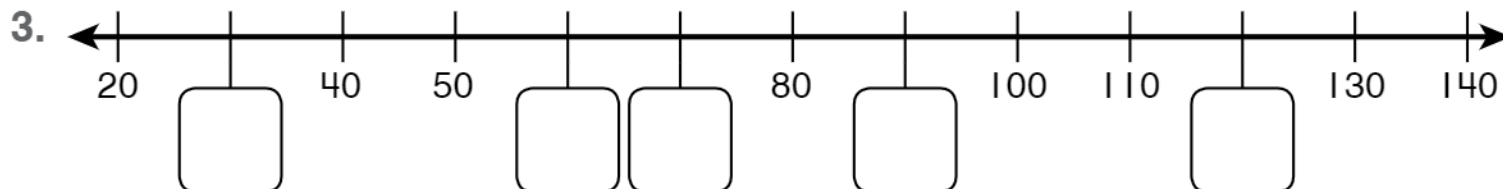


2.



Independent Practice

Skip count on the number line.
Write the missing numbers.



You can skip count by 5s, 10s, or 100s.



Look at the skip counting pattern. Write the missing numbers.

5. 100, 200, 300, 400, _____, _____

6. 930, 940, _____, 960, 970, _____

7. 480, 490, 500, _____, _____, 530

8. 745, 750, _____, _____, 765, _____

9. **Algebra** Write the missing numbers.

$300 + \underline{\hspace{2cm}} = 400$

$85 + \underline{\hspace{2cm}} = 90$

$990 + \underline{\hspace{2cm}} = 1,000$

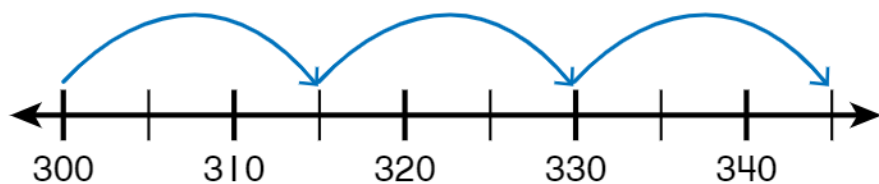
10. © **MP.2 Reasoning** Greg is skip counting. He writes 430, 435, 440 on paper. Greg wants to write 3 more numbers after 440. What should they be?

_____, _____, _____

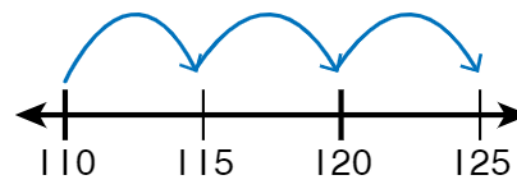
11. © **MP.2 Reasoning** Zoe is skip counting. She writes 300, 400, 500 on paper. Zoe wants to write 3 more numbers after 500. What should they be?

_____, _____, _____

12. **Higher Order Thinking** What number is used to skip count on this number line? How do you know? What numbers did the arrows land on at the jumps?



13. © **Assessment** Roy played 4 video games. He scored 110, 115, 120, and 125 points. Skip counting by what number from 110 to 125 is shown on the number line?



- (A) 2 (B) 5 (C) 10 (D) 100



To **compare** numbers, start with the digit that has the greatest place value.

Compare 325 and 225.

Hundreds	Tens	Ones
3	2	5
2	2	5

Compare the **hundreds** first.

300 is **greater than** 200.

So, 325 \gt 225.

Compare 736 and 756.

Hundreds	Tens	Ones
7	3	6
7	5	6

If the hundreds are equal, compare the **tens**.

30 is **less than** 50.

So, 736 \lt 756.

Compare 897 and 897.

Hundreds	Tens	Ones
8	9	7
8	9	7

The hundreds, the tens, and the **ones** are **equal**.

897 is equal to 897.

So, 897 $=$ 897.

Do You Understand?

Show Me! How would you compare 995 and 890?

★ Guided Practice ★

Compare. Write greater than, less than, or equal to. Then write \gt , \lt , or $=$.

1. 264 is greater than 178.

264 \gt 178

Hundreds	Tens	Ones
2	6	4
1	7	8

2. 816 is _____ 819.

816 \bigcirc 819

Hundreds	Tens	Ones

Name _____

Independent Practice

Compare. Write greater than, less than, or equal to. Then write $>$, $<$, or $=$.

3.
572 is _____ 577.
572 ○ 577

4.
256 is _____ 243.
256 ○ 243

5.
837 is _____ 837.
837 ○ 837

6.
486 is _____ 468.
486 ○ 468

7.
208 is _____ 208.
208 ○ 208

8.
936 is _____ 836.
936 ○ 836

9.
821 is _____ 821.
821 ○ 821

10.
347 is _____ 437.
347 ○ 437

11.
286 is _____ 189.
286 ○ 189

12. **Higher Order Thinking** Find one number that will make all three comparisons true.

_____ $<$ 111

_____ $>$ 109

_____ $=$ 110

Compare. Write $>$, $<$, or $=$.
Then answer the question.

13. **MP.2 Reasoning** Ming sells 319 tickets.
Josie sells 315 tickets.
Who sells more tickets?

319 ○ 315

_____ sells more tickets.

How
can you use
symbols to
relate the
numbers?



14. **MP.2 Reasoning** Jared earned 189 pennies doing chores.
Tara earned 200 pennies doing chores.
Who earned more pennies?

189 ○ 200

_____ earned more pennies.

15. **Higher Order Thinking** Compare the numbers 298 and 289. Write the comparison two ways. Then explain your thinking.

____ ○ ____
____ ○ ____

16. **Assessment** Solve the riddle to find the number of coins in the second chest. Then compare the numbers.

The two numbers have the same digits.
The hundreds digits are the same.
The tens and ones digits are in different orders.



(A) $556 < 665$

(B) $556 > 565$

(C) $556 = 565$

(D) $556 < 565$

The red team is sorting their jersey numbers from least to greatest. What is the next jersey number?



First sort the numbers. Then look for a number pattern.

How can I use patterns to help me solve the problem?

I can see if the numbers have anything in common.



The tens and ones digits do not change. The hundreds increase by one hundred each time.

The pattern will **decrease** if the team sorts the numbers from greatest to least.

The pattern rule is **increase** by 100. The next red jersey number is 624.



Do You Understand?

Show Me! How can you use the pattern to find the next three red jersey numbers?

★ Guided Practice Look for a pattern to solve each problem.

1. The yellow team is sorting their uniforms.



Sort the first four jersey numbers from least to greatest.

_____ , _____ , _____ , _____

2. Look for a pattern in the sorted jersey numbers. What is the pattern rule?

3. What is the next greatest yellow jersey number? _____

Name _____

Independent Practice

Break the problem into simpler parts to solve. Use a hundreds chart, a number line, or place value chart if you need to.

4. The blue team wants to sort their jersey numbers from greatest to least. After they sort the numbers, what number would come next?



List the jersey numbers from greatest to least.

_____, _____, _____, _____

Look for a pattern in the sorted jersey numbers. What is the pattern rule?

What jersey number is next in the pattern?



Compare two numbers at a time to help you put the numbers in order.

5. A librarian sorted these books. Find the missing book number. _____
Describe one pattern you notice.

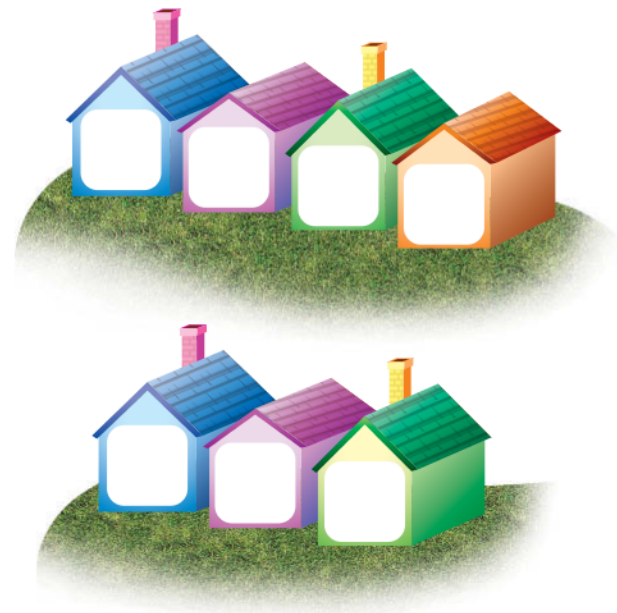


© Performance Assessment

Mail Delivery

Sam delivered mail to four houses numbered 115, 120, 110, and 105. He started at the house with the least number and continued to the house with the greatest number.

If the number pattern continues, what are the next three house numbers?



6. **MP.2 Reasoning** Sort the numbers of the first four houses from least to greatest. Then write the sorted numbers on the houses in the top row above.

7. **MP.7 Look for Patterns** What is the pattern rule for the four house numbers you sorted?

What are the next three house numbers?

Write the numbers of the houses in the bottom row of houses above.

8. **MP.3 Explain** Why do you sort the numbers before looking for a pattern? Explain.
