

School-Home Letter

Dear Family,

My class started Chapter 7 this week. In this chapter, I will compare numbers to show greater than or less than. I will also use $<$, $>$, and $=$ to compare numbers.

Love, _____

Vocabulary

is greater than $>$ a symbol used to show that a number is greater than another number

$$11 > 10$$

11 is greater than 10

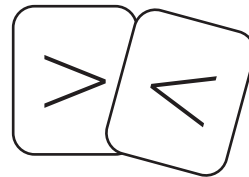
is less than $<$ a symbol used to show that a number is less than another number

$$10 < 11$$

10 is less than 11

Home Activity

Make flash cards for the greater than symbol $>$, and the less than symbol $<$. Each day, choose two numbers between 1 and 100. Use the flashcards with your child to compare the numbers.



Literature

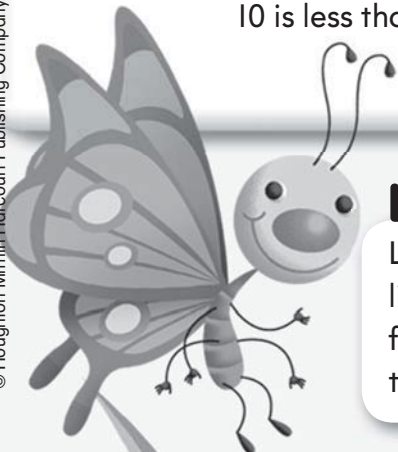
Look for these books in a library. Use $<$ and $>$ flashcards to compare the groups of objects.

Just Enough Carrots

by Stuart J. Murphy.
HarperTrophy, 1997.

More, Fewer, Less

by Tana Hoban.
Greenwillow, 1998.



Carta para la casa

Querida familia:

Mi clase comenzó el Capítulo 7 esta semana. En este capítulo, compararé números para mostrar los conceptos de mayor que y menor que. También usaré los símbolos $<$, $>$, e $=$ para comparar números.

Con cariño, _____

Vocabulario

es mayor que $>$ un símbolo que se usa para mostrar que un número es mayor que otro número

$$11 > 10$$

11 es mayor que 10

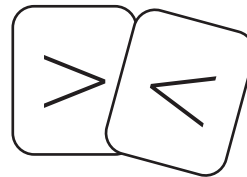
es menor que $<$ un símbolo que se usa para mostrar que un número es menor que otro número

$$10 < 11$$

10 es menor que 11

Actividad para la casa

Haga tarjetas nemotécnicas con el símbolo es mayor que $>$ y el símbolo es menor que $<$. Cada día, elija dos números entre 1 y 100. Use las tarjetas nemotécnicas con su hijo para comparar los números.



Literatura

Busque estos libros en una biblioteca. Use tarjetas nemotécnicas con $<$ y $>$ para comparar grupos de objetos.

Just Enough Carrots

por Stuart J. Murphy.
Harper Collins, 1997.

More, Fewer, Less

por Tana Hoban.
Greenwillow, 1998.

Algebra • Greater Than



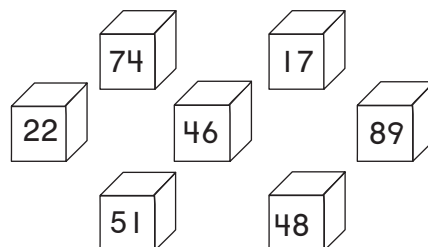
COMMON CORE STANDARDS—1.NBT.3
Understand place value.

Use   if you need to.

Circle the greater number.	Did tens or ones help you decide?	Write the numbers.
1. 22 42	tens ones	_____ is greater than _____. _____ > _____
2. 46 64	tens ones	_____ is greater than _____. _____ > _____
3. 88 86	tens ones	_____ is greater than _____. _____ > _____
4. 92 29	tens ones	_____ is greater than _____. _____ > _____

Problem Solving 

5. Color the blocks that show numbers greater than 47.



Lesson Check (1.NBT.3)

1. Circle the number that is greater than 65.
Write the numbers.

37

49

56

66

___ is greater than ___.

___ > ___

-
2. Circle the number that is greater than 29.
Write the numbers.

19

20

28

92

___ is greater than ___.

___ > ___

Spiral Review (1.OA.6, 1.NBT.1)

3. What is $5 + 7$? Write the sum.

$$5 + 7 = \underline{\quad}$$

-
4. Count forward. Write the number that is missing.

110, 111, _____, 113, 114

Name _____

HANDS ON Lesson 7.2

Algebra • Less Than



COMMON CORE STANDARD—1.NBT.3
Understand place value.

Use  if you need to.

Circle the number that is less.

Did tens or ones help you decide?

Write the numbers.

1.

34 36

tens ones

_____ is less than _____.

_____ < _____

2.

75 57

tens ones

_____ is less than _____.

_____ < _____

3.

80 89

tens ones

_____ is less than _____.

_____ < _____

4.

13 31

tens ones

_____ is less than _____.

_____ < _____

Problem Solving

Write a number to solve.

5. Lori makes the number 74. Gabe makes a number that is less than 74. What could be a number Gabe makes? _____

Lesson Check (1.NBT.3)

1. Circle the number that is less than 52.
Write the numbers.

25

52

64

88

___ is less than ___.

___ < ___

2. Circle the number that is less than 76.
Write the numbers.

100

81

77

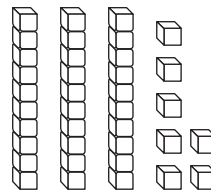
59

___ is less than ___.

___ < ___

Spiral Review (1.NBT.1, 1.NBT.2)

3. Write the number. What number does the model show?



___ tens and ___ ones = ___

4. Count by tens.
Write the missing numbers.

8, 18, 28, _____, _____, 58

Name _____

HANDS ON Lesson 7.3

Algebra • Use Symbols to Compare

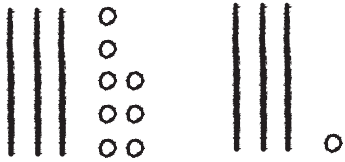


COMMON CORE STANDARD—1.NBT.3
Understand place value.

Write $<$, $>$, or $=$.

Draw a quick picture if you need to.

1.



$$38 \bigcirc 31$$

2.



$$26 \bigcirc 42$$

3.

$$88 \bigcirc 78$$

4.

$$77 \bigcirc 77$$

5.

$$91 \bigcirc 89$$

6.

$$80 \bigcirc 82$$

7.

$$33 \bigcirc 44$$

8.

$$51 \bigcirc 60$$

9.

$$70 \bigcirc 70$$

10.

$$99 \bigcirc 98$$

11.

$$85 \bigcirc 58$$

Problem Solving

Write $<$, $>$, or $=$ to solve. Circle your answer.

12. Tracey has 26 pennies. Heba has 29 pennies. Who has a greater number of pennies?

Tracey Heba

$$29 \bigcirc 26$$

Lesson Check (1.NBT.3)

1. Compare each pair of numbers. Write $<$, $>$, or $=$.

$$22 \bigcirc 28 \quad \begin{array}{c} \vdots \\ \vdots \\ \vdots \end{array} \quad 28 \bigcirc 28 \quad \begin{array}{c} \vdots \\ \vdots \\ \vdots \end{array} \quad 22 \bigcirc 22 \quad \begin{array}{c} \vdots \\ \vdots \\ \vdots \end{array} \quad 28 \bigcirc 22$$

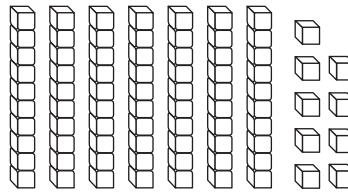
2. Compare each pair of numbers. Write $<$, $>$, or $=$.

$$78 \bigcirc 87 \quad \begin{array}{c} \vdots \\ \vdots \\ \vdots \end{array} \quad 78 \bigcirc 78 \quad \begin{array}{c} \vdots \\ \vdots \\ \vdots \end{array} \quad 87 \bigcirc 78 \quad \begin{array}{c} \vdots \\ \vdots \\ \vdots \end{array} \quad 87 \bigcirc 87$$

Spiral Review (1.NBT.2, 1.NBT.2b)

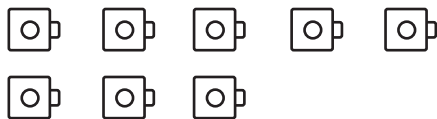
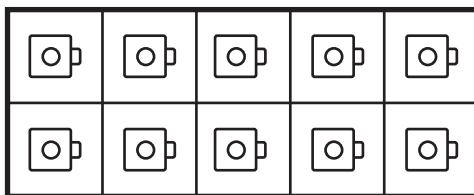
3. What number does the model show?

Write the numbers.



_____ tens and _____ ones = _____

4. Use the model. Write the number three different ways.



_____ ten _____ ones

_____ + _____

Name _____

PROBLEM SOLVING
Lesson 7.4

Problem Solving •
Compare Numbers



COMMON CORE STANDARD—1.NBT.3
Understand place value.

Make a model to solve.

1. Ava has these number cards. She gives away cards with numbers less than 34 and greater than 38. Which number cards does Ava have now?

32 33 35 37 39

Ava has number cards _____.

.....

2. Ron has these number cards. He keeps the cards with numbers greater than 60 and less than 56. Circle the number cards Ron keeps.

54 57 58 59 61

Ron keeps number cards _____.

.....

3. Mia has these number cards. She keeps the cards with numbers less than 85 and greater than 88. Circle the cards Mia keeps.

84 86 87 89 90

Mia keeps number cards _____.

Lesson Check (1.NBT.3)

1. Juan crosses out the numbers that are less than 45 and greater than 50. Circle the numbers that are left.

43 44 46 49 52

Spiral Review (1.OA.5, 1.OA.6)

2. Count back 3.
Write the difference.

$$9 - 3 = \underline{\quad}$$

-
3. Write the number to complete the related facts.

$$4 + 7 = 11$$

$$11 - 4 = 7$$

$$7 + 4 = 11$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Name _____

HANDS ON Lesson 7.5

10 Less, 10 More



COMMON CORE STANDARD—1.NBT.5
Use place value understanding and properties of operations to add and subtract.

Use mental math.
Complete the chart.

	10 Less		10 More
1.	_____	48	_____
2.	_____	25	_____
3.	_____	73	_____
4.	_____	89	_____
5.	8	_____	_____
6.	_____	_____	47

Problem Solving

Choose a way to solve. Draw or write to show your work.

7. Jim has 16 pennies. Doug has 10 fewer pennies than Jim. How many pennies does Doug have?



_____ pennies

Lesson Check (1.NBT.5)

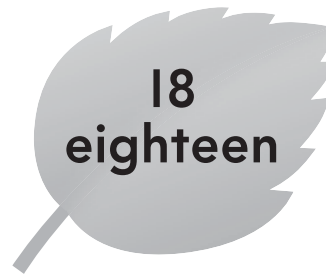
1. What number is 10 less than 67.
Write the number.

2. What number is 10 more than 39.
Write the number.

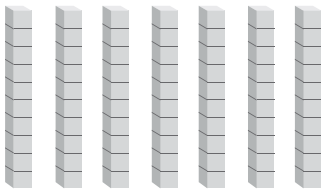
Spiral Review (1.NBT.2b, 1.NBT.2c)

3. How many tens and ones
make this number?
Write how many.

_____ ten _____ ones



-
4. Look at the model. Write the number.
What number does the model show?



_____ tens = _____