

For use with Lessons 3, 4, 5, 6, 7, 9,  
10, and 26

## One-Dollar Bills



For use with Lessons 3, 4, 5, 6, 7, 9,  
10, and 26

## Ten-Dollar Bills



For use with Lessons 3, 4, 5, 6,  
7, 9, 10, and 26

## One Hundred-Dollar Bills



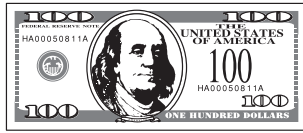
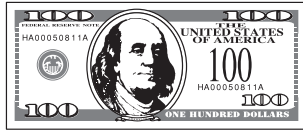
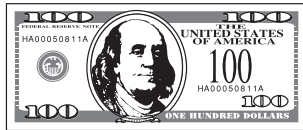
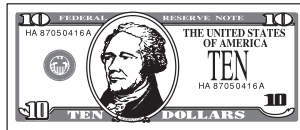
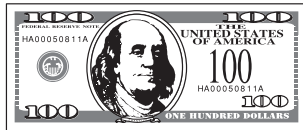
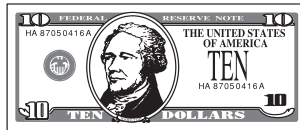
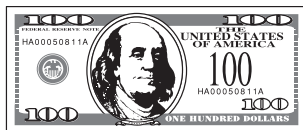
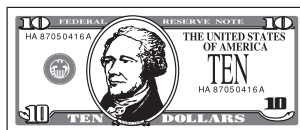
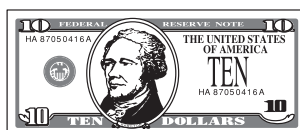
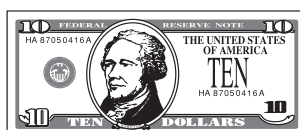
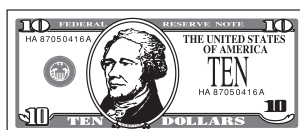
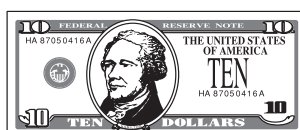
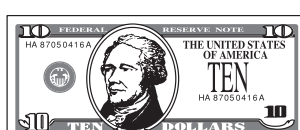
Name \_\_\_\_\_

## Lesson Activity

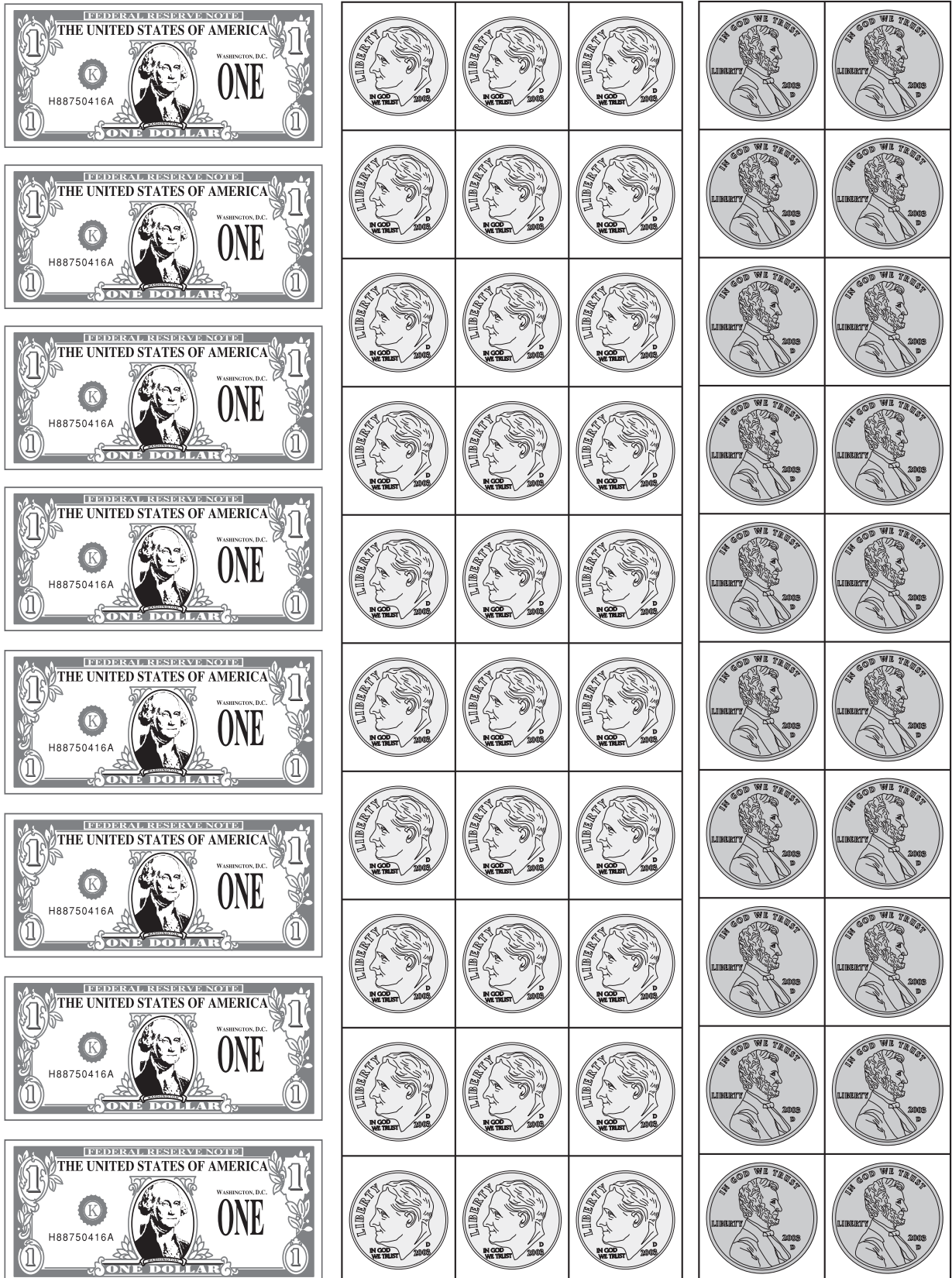
4

For use with Lessons 3, 4, 5, 6, 7, 9,  
and 10

### Currency



# Using Money to Model Arithmetic



## Quarters

|                                                                                                           |                                                                                                           |                                                                                                             |
|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| quarter  $\frac{1}{4}$   | quarter  $\frac{1}{4}$   | quarter  $\frac{1}{4}$   |
| quarter  $\frac{1}{4}$   | quarter  $\frac{1}{4}$   | quarter  $\frac{1}{4}$   |
| quarter  $\frac{1}{4}$  | quarter  $\frac{1}{4}$  | quarter  $\frac{1}{4}$  |
| quarter  $\frac{1}{4}$ | quarter  $\frac{1}{4}$ | quarter  $\frac{1}{4}$ |
| quarter  $\frac{1}{4}$ | quarter  $\frac{1}{4}$ | quarter  $\frac{1}{4}$ |
| quarter  $\frac{1}{4}$ | quarter  $\frac{1}{4}$ | quarter  $\frac{1}{4}$ |

**Dimes and Pennies**

|                                                                                                         |                                                                                                         |                                                                                                             |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| dime  $\frac{1}{10}$   | dime  $\frac{1}{10}$   | penny  $\frac{1}{100}$   |
| dime  $\frac{1}{10}$   | dime  $\frac{1}{10}$   | penny  $\frac{1}{100}$   |
| dime  $\frac{1}{10}$   | dime  $\frac{1}{10}$   | penny  $\frac{1}{100}$   |
| dime  $\frac{1}{10}$   | dime  $\frac{1}{10}$   | penny  $\frac{1}{100}$   |
| dime  $\frac{1}{10}$ | dime  $\frac{1}{10}$ | penny  $\frac{1}{100}$ |
| dime  $\frac{1}{10}$ | dime  $\frac{1}{10}$ | penny  $\frac{1}{100}$ |
| dime  $\frac{1}{10}$ | dime  $\frac{1}{10}$ | penny  $\frac{1}{100}$ |
| dime  $\frac{1}{10}$ | dime  $\frac{1}{10}$ | penny  $\frac{1}{100}$ |
| dime  $\frac{1}{10}$ | dime  $\frac{1}{10}$ | penny  $\frac{1}{100}$ |
| dime  $\frac{1}{10}$ | dime  $\frac{1}{10}$ | penny  $\frac{1}{100}$ |

Name \_\_\_\_\_

*For use with Lessons 3, 7, 48,  
and 52*

## Place-Value Template

|                             |          |  |
|-----------------------------|----------|--|
| <b>Place-Value Template</b> | ones     |  |
|                             | tens     |  |
|                             | hundreds |  |

For use with Lessons 3, 7, 48,  
and 52

## Place Value Charts

|                   |                   |
|-------------------|-------------------|
| hundred billions  | hundred thousands |
| ten billions      | ten thousands     |
| billions          | thousands         |
| ,                 | ,                 |
| hundred millions  | hundreds          |
| ten millions      | tens              |
| millions          | ones              |
| ,                 |                   |
| hundred thousands |                   |
| ten thousands     |                   |
| thousands         |                   |
| ,                 |                   |
| hundreds          |                   |
| tens              |                   |
| ones              |                   |

|                 |          |      |      |
|-----------------|----------|------|------|
| Billions        | hundreds | tens | ones |
| billions comma  | hundreds | tens | ones |
| millions comma  | hundreds | tens | ones |
| Thousands       | hundreds | tens | ones |
| thousands comma | hundreds | tens | ones |
| Units (Ones)    | hundreds | tens | ones |

Name \_\_\_\_\_

*For use with Lesson 5*

## Checks

|                                                          |                                                                                                                              |
|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>0001</b>                                              |                                                                                                                              |
| _____<br>My Street<br>My Town, USA                       | DATE _____                                                                                                                   |
| PAY TO THE<br>ORDER OF _____                             | \$ <span style="border: 1px solid black; display: inline-block; width: 100px; height: 20px; vertical-align: middle;"></span> |
| _____ DOLLARS                                            |                                                                                                                              |
| *MYBANK                                                  |                                                                                                                              |
| Memo _____                                               |                                                                                                                              |
| THIS CHECK IS NONNEGOTIABLE, FOR EDUCATION PURPOSES ONLY |                                                                                                                              |

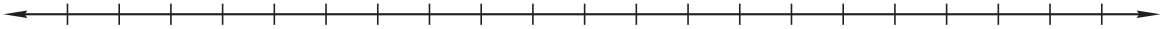
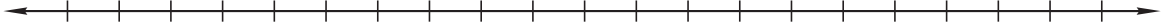
|                                                          |                                                                                                                              |
|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>0002</b>                                              |                                                                                                                              |
| _____<br>My Street<br>My Town, USA                       | DATE _____                                                                                                                   |
| PAY TO THE<br>ORDER OF _____                             | \$ <span style="border: 1px solid black; display: inline-block; width: 100px; height: 20px; vertical-align: middle;"></span> |
| _____ DOLLARS                                            |                                                                                                                              |
| *MYBANK                                                  |                                                                                                                              |
| Memo _____                                               |                                                                                                                              |
| THIS CHECK IS NONNEGOTIABLE, FOR EDUCATION PURPOSES ONLY |                                                                                                                              |

|                                                          |                                                                                                                              |
|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>0003</b>                                              |                                                                                                                              |
| _____<br>My Street<br>My Town, USA                       | DATE _____                                                                                                                   |
| PAY TO THE<br>ORDER OF _____                             | \$ <span style="border: 1px solid black; display: inline-block; width: 100px; height: 20px; vertical-align: middle;"></span> |
| _____ DOLLARS                                            |                                                                                                                              |
| *MYBANK                                                  |                                                                                                                              |
| Memo _____                                               |                                                                                                                              |
| THIS CHECK IS NONNEGOTIABLE, FOR EDUCATION PURPOSES ONLY |                                                                                                                              |

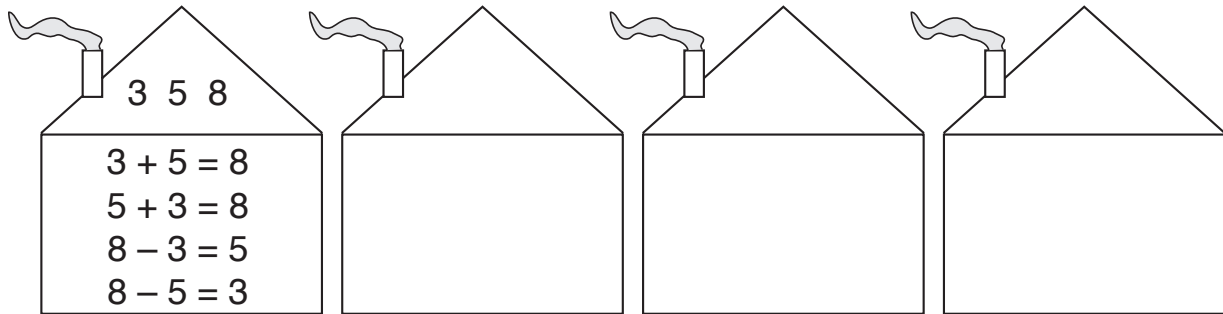
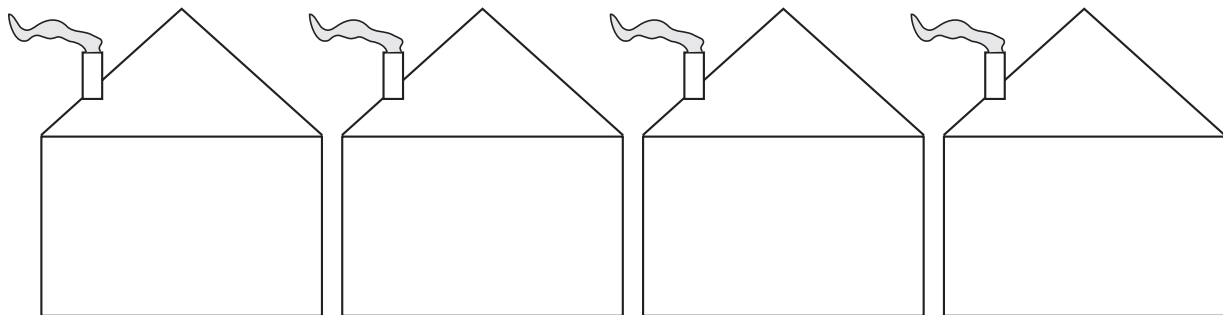
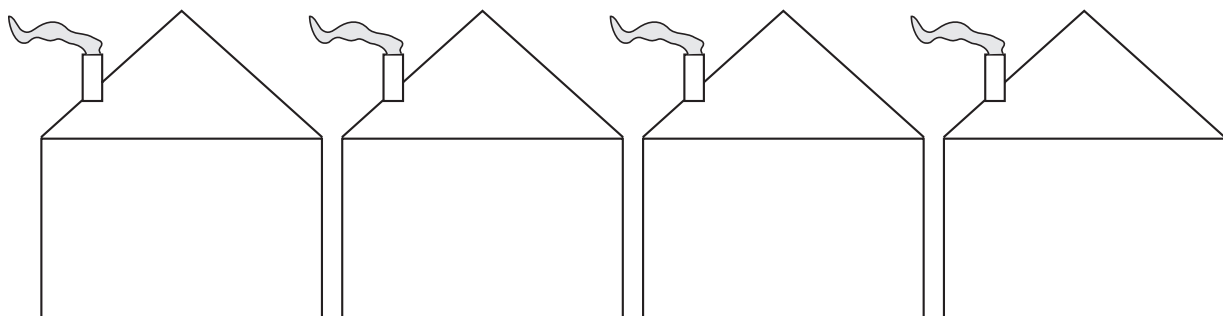
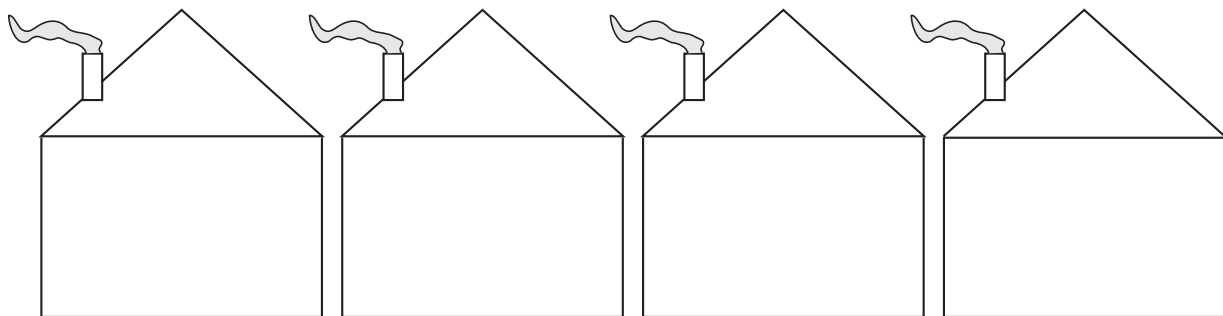
Name \_\_\_\_\_

*For use with Lessons 12, 27, 33, 38,  
98, and 104*

## Number Lines



## Fact Family Houses



## Problems About Combining

- a.** The troop hiked 8 miles in the morning.
- b.** The troop hiked 7 miles in the afternoon.
- c.** Altogether, the troop hiked 15 miles in the morning and afternoon.

Complete the question that replaces the missing statement in each of the following paragraphs.

- 1.** Sentence **a** is missing:

The troop hiked 7 miles in the afternoon. Altogether, the troop hiked 15 miles in the morning and afternoon.

How many miles \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 2.** Sentence **b** is missing:

The troop hiked 8 miles in the morning. Altogether, the troop hiked 15 miles in the morning and afternoon.

How many miles \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 3.** Sentence **c** is missing:

The troop hiked 8 miles in the morning. The troop hiked 7 miles in the afternoon.

Altogether, how many miles \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Problems About Separating

- d. Jack went to the store with \$28.
- e. Jack spent \$12 at the store.
- f. Jack left the store with \$16.

Complete the question that replaces the missing statement in each of the following paragraphs.

4. Sentence **d** is missing:

Jack spent \$12 at the store. Jack left the store with \$16.

How much money \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Sentence **e** is missing:

Jack went to the store with \$28. Jack left the store with \$16.

How much money \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Sentence **f** is missing:

Jack went to the store with \$28. Jack spent \$12 at the store.

How much money \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Problems About Equal Groups

- g.** At Lincoln School there are 4 classes of fifth grade students.
- h.** There are 30 students in each fifth grade class.
- i.** Altogether, there are 120 fifth grade students at Lincoln School.

Complete the question that replaces the missing statement in each of the following paragraphs.

- 7.** Sentence **g** is missing:

There are 30 students in each fifth grade class. Altogether, there are 120 fifth grade students at Lincoln School.

How many classes \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 8.** Sentence **h** is missing:

At Lincoln School there are 4 classes of fifth grade students. Altogether, there are 120 fifth grade students at Lincoln School.

How many classes \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 9.** Sentence **i** is missing:

At Lincoln School there are 4 classes of fifth grade students. There are 30 students in each fifth grade class.

Altogether, how many \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Problems About Comparing

- j. Abe is 5 years old.
- k. Gabe is 11 years old.
- I. Version 1: Gabe is 6 years older than Abe.
- I. Version 2: Abe is 6 years younger than Gabe.

Complete the question that replaces the missing statement in each of the following paragraphs.

- 10.** Sentence **j** is missing:

Gabe is 11 years old. Gabe is 6 years older than Abe.

How old \_\_\_\_\_  
\_\_\_\_\_

- 11.** Sentence **k** is missing:

Abe is 5 years old. Abe is 6 years younger than Gabe.

How old \_\_\_\_\_  
\_\_\_\_\_

- 12.** Sentence **I**, version 1 is missing:

Abe is 5 years old. Gabe is 11 years old.

Gabe is \_\_\_\_\_  
\_\_\_\_\_

- 13.** Sentence **I**, version 2 is missing:

Abe is 5 years old. Gabe is 11 years old.

Abe is \_\_\_\_\_  
\_\_\_\_\_

## Word Problems

1. Below is a three-frame story about Arnold's trip to the store. Can you help Arnold

find out how much money he will get back? \_\_\_\_\_



2. Write a combining word problem that can be solved by adding.

---

---

3. Write a separating word problem that can be solved by subtracting.

---

---

4. Write an "equal groups" word problem that can be solved by multiplying.

---

---

5. Write an "equal groups" word problem that can be solved by dividing.

---

---

6. Write a comparison word problem that can be solved by subtracting.

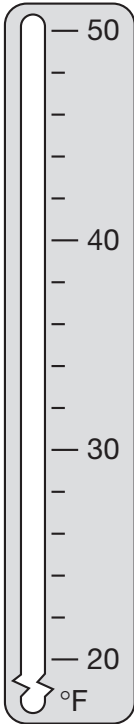
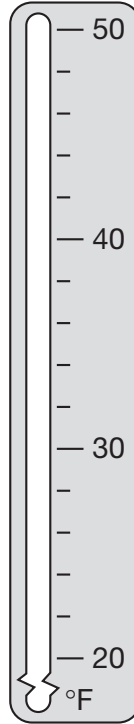
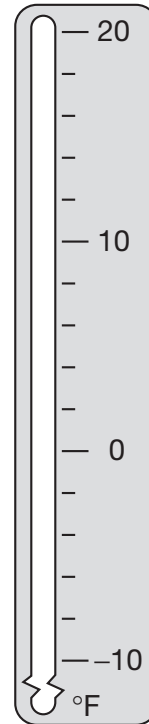
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7. Select one written word problem from problems 2-6 and illustrate it in three frames.

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

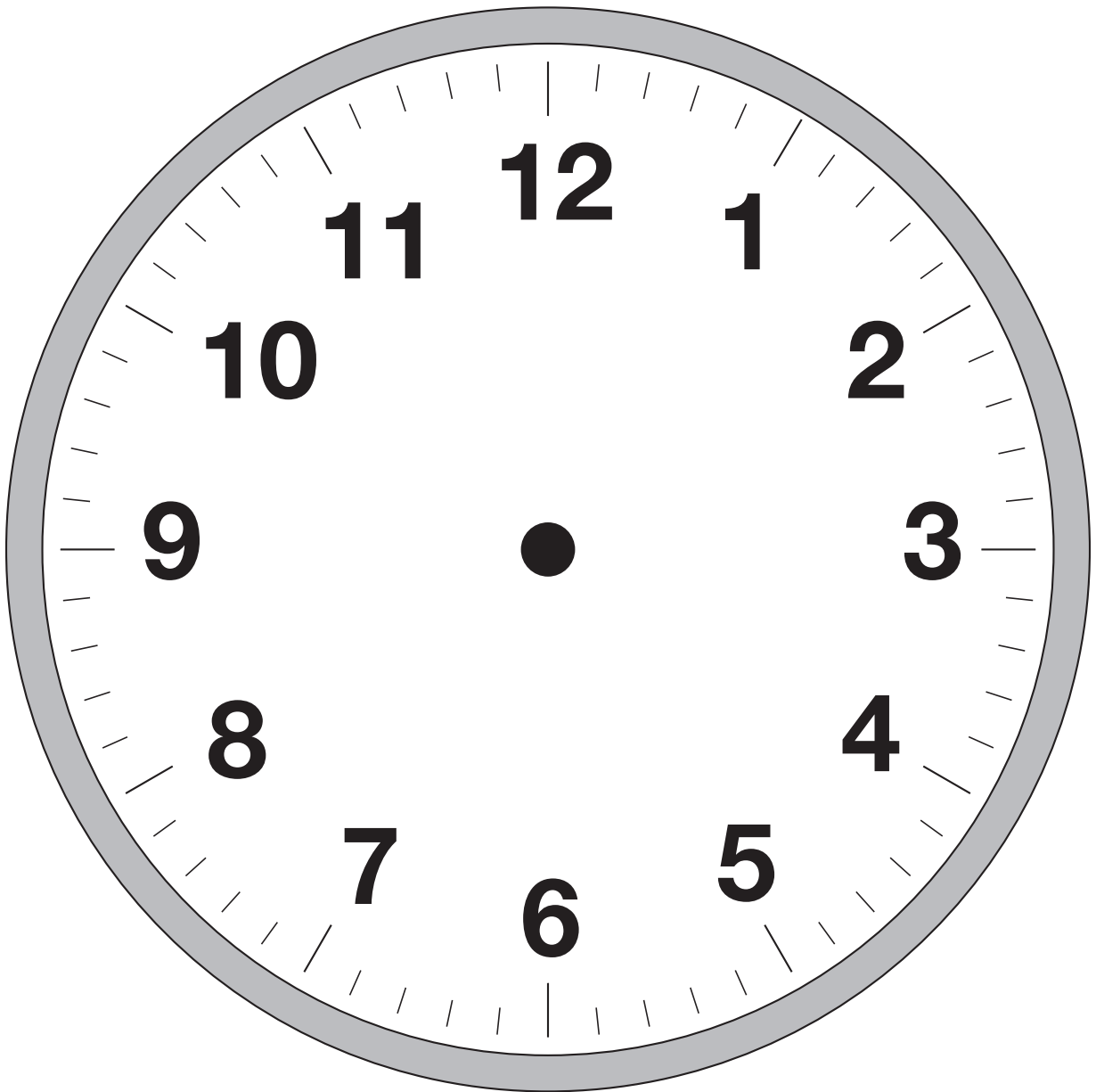
## Celsius and Fahrenheit Thermometers



Name \_\_\_\_\_

*For use with Lesson 28*

## Clock Face



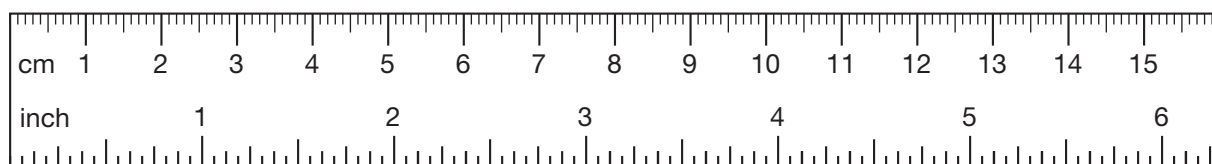
Name \_\_\_\_\_

**Lesson Activity**

**20**

*For use with Lessons 44, 66,  
and 74*

# Ruler



## Hundred Number Chart

|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20  |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30  |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40  |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50  |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80  |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90  |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

## Making a Multiplication Table

|    | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|----|---|---|---|---|---|---|---|---|---|---|----|
| 0  |   |   |   |   |   |   |   |   |   |   |    |
| 1  |   |   |   |   |   |   |   |   |   |   |    |
| 2  |   |   |   |   |   |   |   |   |   |   |    |
| 3  |   |   |   |   |   |   |   |   |   |   |    |
| 4  |   |   |   |   |   |   |   |   |   |   |    |
| 5  |   |   |   |   |   |   |   |   |   |   |    |
| 6  |   |   |   |   |   |   |   |   |   |   |    |
| 7  |   |   |   |   |   |   |   |   |   |   |    |
| 8  |   |   |   |   |   |   |   |   |   |   |    |
| 9  |   |   |   |   |   |   |   |   |   |   |    |
| 10 |   |   |   |   |   |   |   |   |   |   |    |

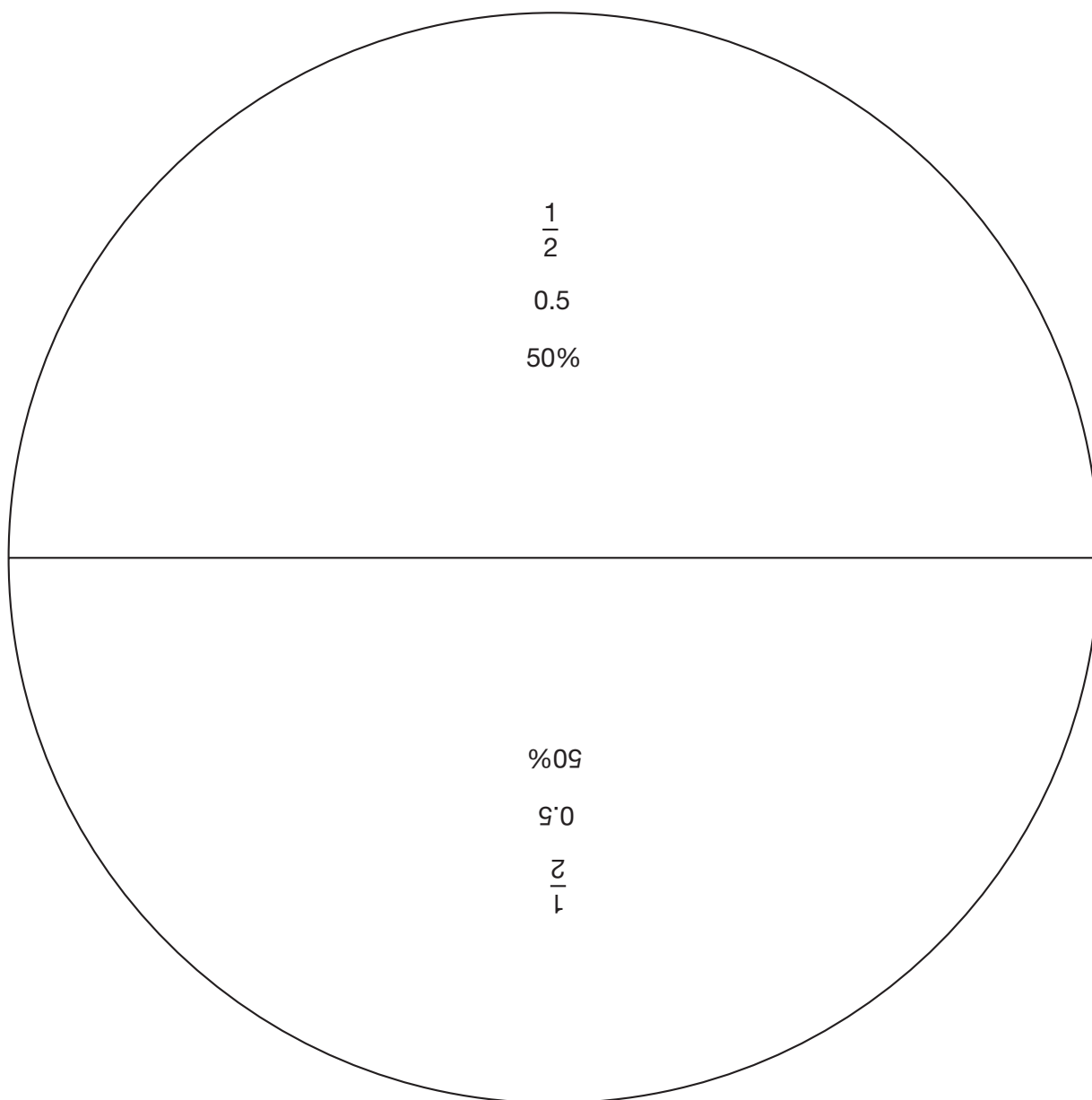
# Multiplication Table

|    | 0 | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9   | 10  | 11  | 12  |
|----|---|----|----|----|----|----|----|----|----|-----|-----|-----|-----|
| 0  | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0   | 0   | 0   | 0   |
| 1  | 0 | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9   | 10  | 11  | 12  |
| 2  | 0 | 2  | 4  | 6  | 8  | 10 | 12 | 14 | 16 | 18  | 20  | 22  | 24  |
| 3  | 0 | 3  | 6  | 9  | 12 | 15 | 18 | 21 | 24 | 27  | 30  | 33  | 36  |
| 4  | 0 | 4  | 8  | 12 | 16 | 20 | 24 | 28 | 32 | 36  | 40  | 44  | 48  |
| 5  | 0 | 5  | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45  | 50  | 55  | 60  |
| 6  | 0 | 6  | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54  | 60  | 66  | 72  |
| 7  | 0 | 7  | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63  | 70  | 77  | 84  |
| 8  | 0 | 8  | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72  | 80  | 88  | 96  |
| 9  | 0 | 9  | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81  | 90  | 99  | 108 |
| 10 | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90  | 100 | 110 | 120 |
| 11 | 0 | 11 | 22 | 33 | 44 | 55 | 66 | 77 | 88 | 99  | 110 | 121 | 132 |
| 12 | 0 | 12 | 24 | 36 | 48 | 60 | 72 | 84 | 96 | 108 | 120 | 132 | 144 |

Name \_\_\_\_\_

*For use with Investigations 2 and 3, and  
Lessons 30, 41, 59, 71, 76, 81, and 87*

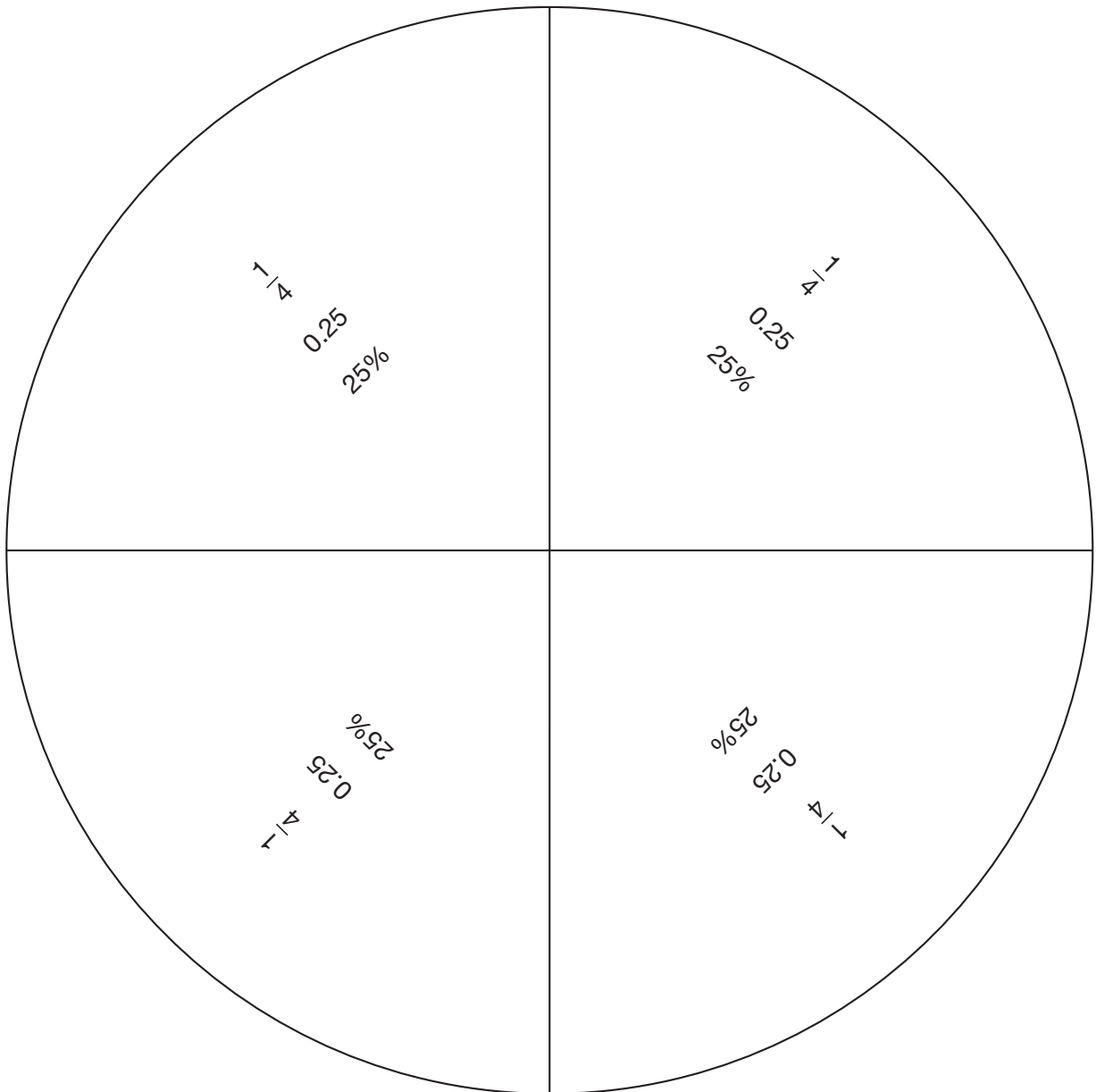
## Halves



Name \_\_\_\_\_

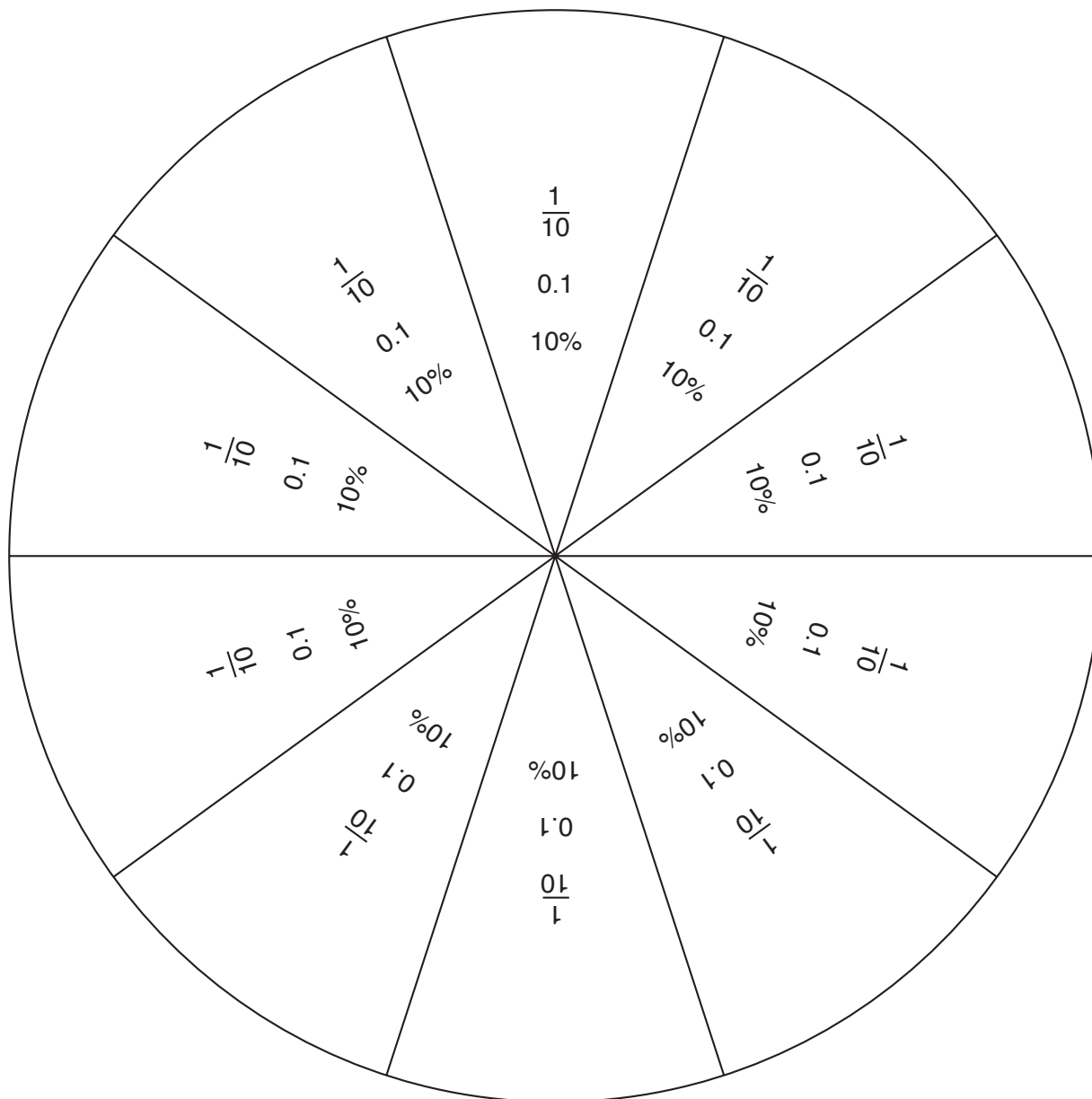
*For use with Investigations 2 and 3, and  
Lessons 30, 41, 59, 71, 76, 81, and 87*

## Fourths



For use with Investigations 2 and 3, and  
Lessons 30, 41, 59, 71, 76, 81, and 87

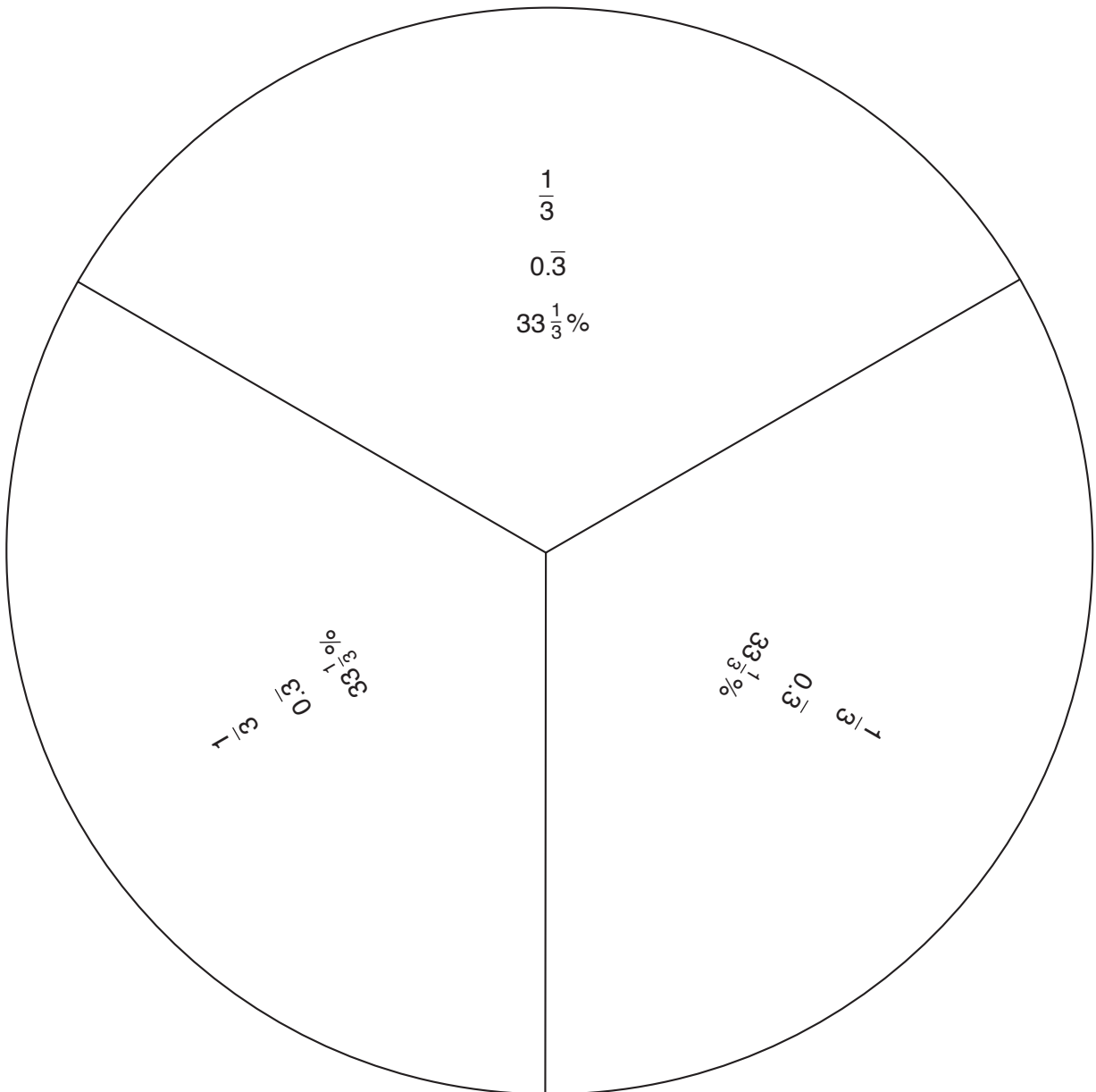
## Tenths



Name \_\_\_\_\_

*For use with Investigation 3 and  
Lessons 59, 71, 76, 81, and 87*

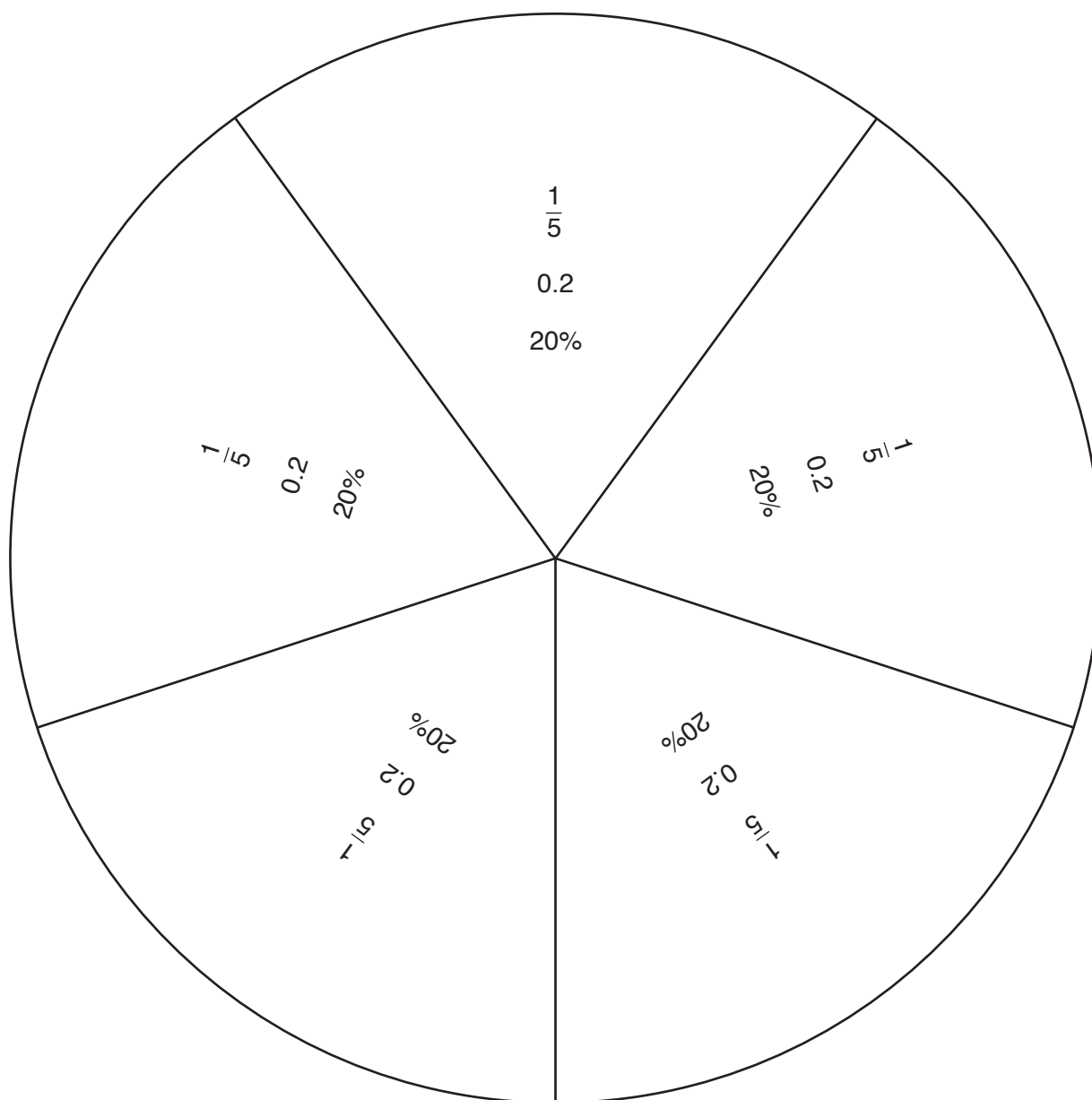
## Thirds



Name \_\_\_\_\_

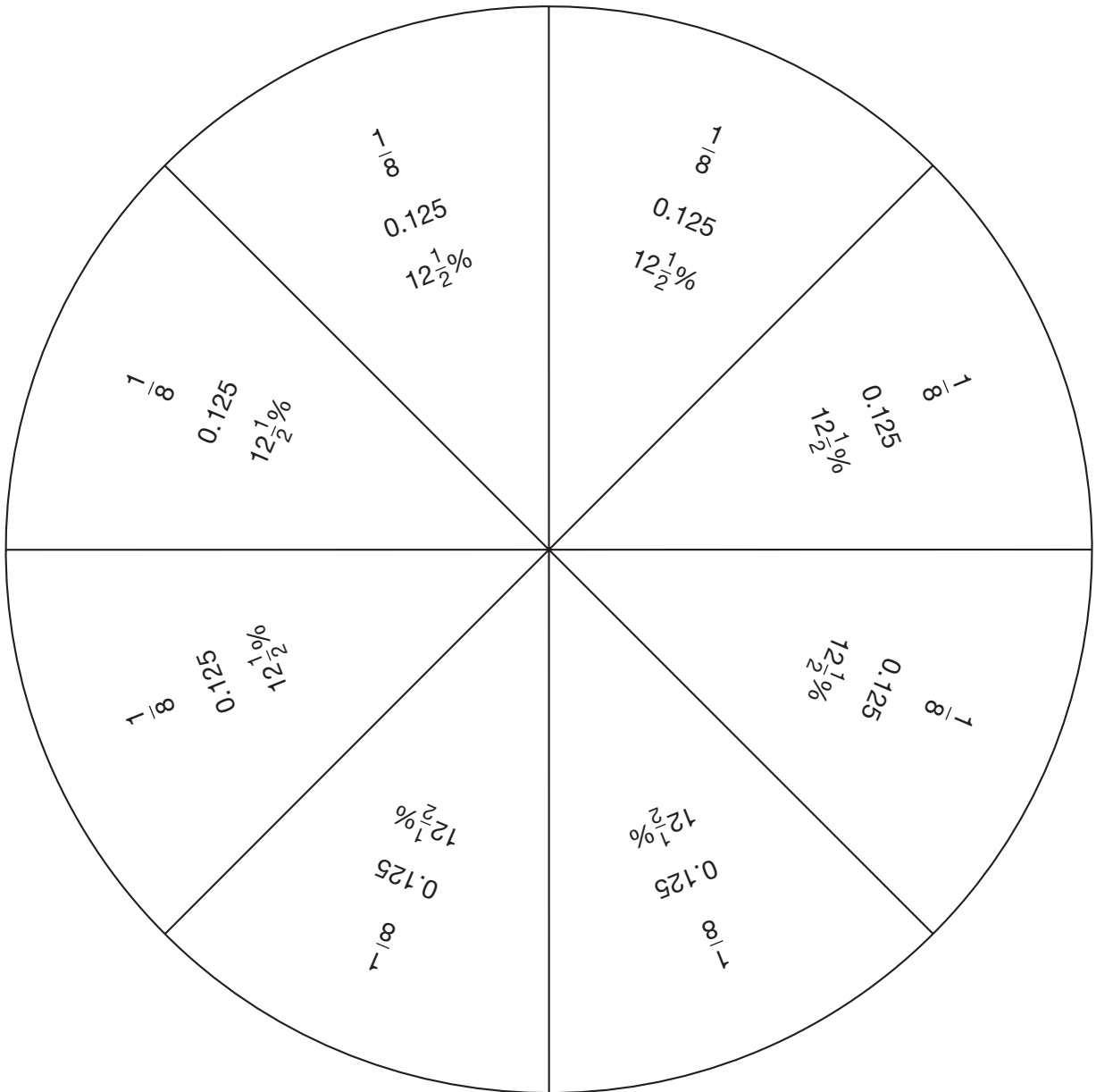
*For use with Investigation 3 and  
Lessons 59, 71, 76, 81, and 87*

## Fifths



For use with Investigation 3 and  
Lessons 59, 71, 76, 81, and 87

## Eighths



Name \_\_\_\_\_

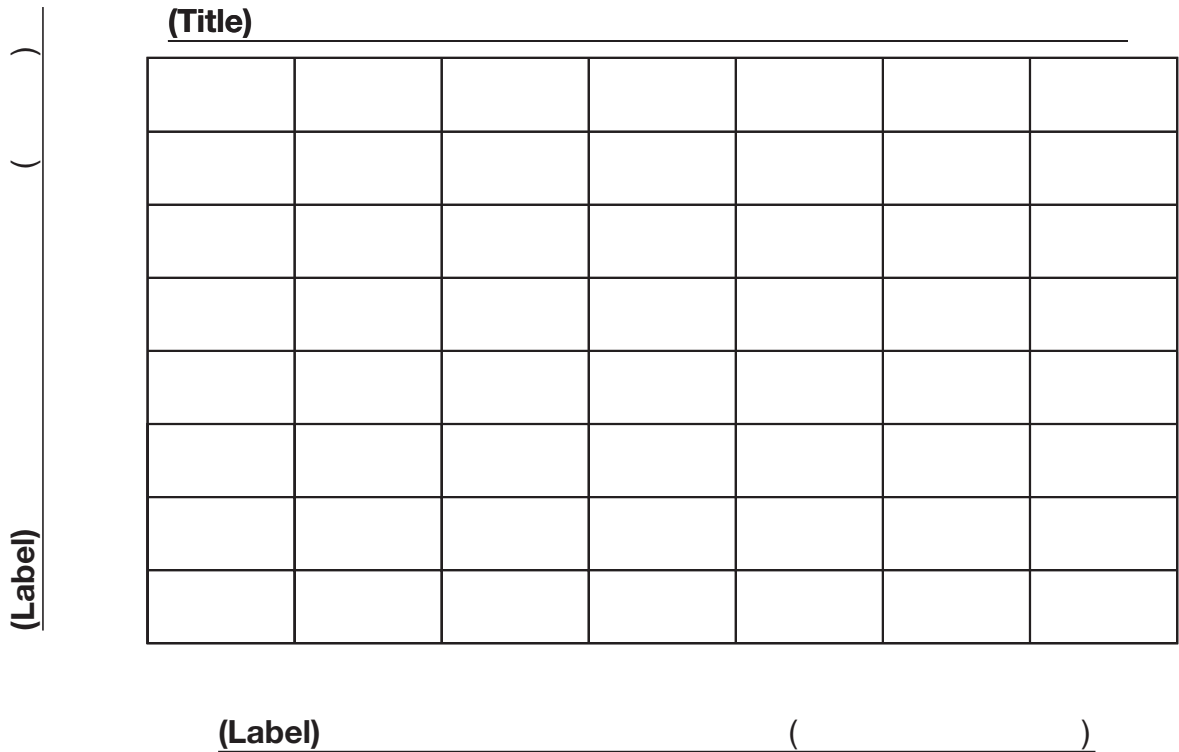
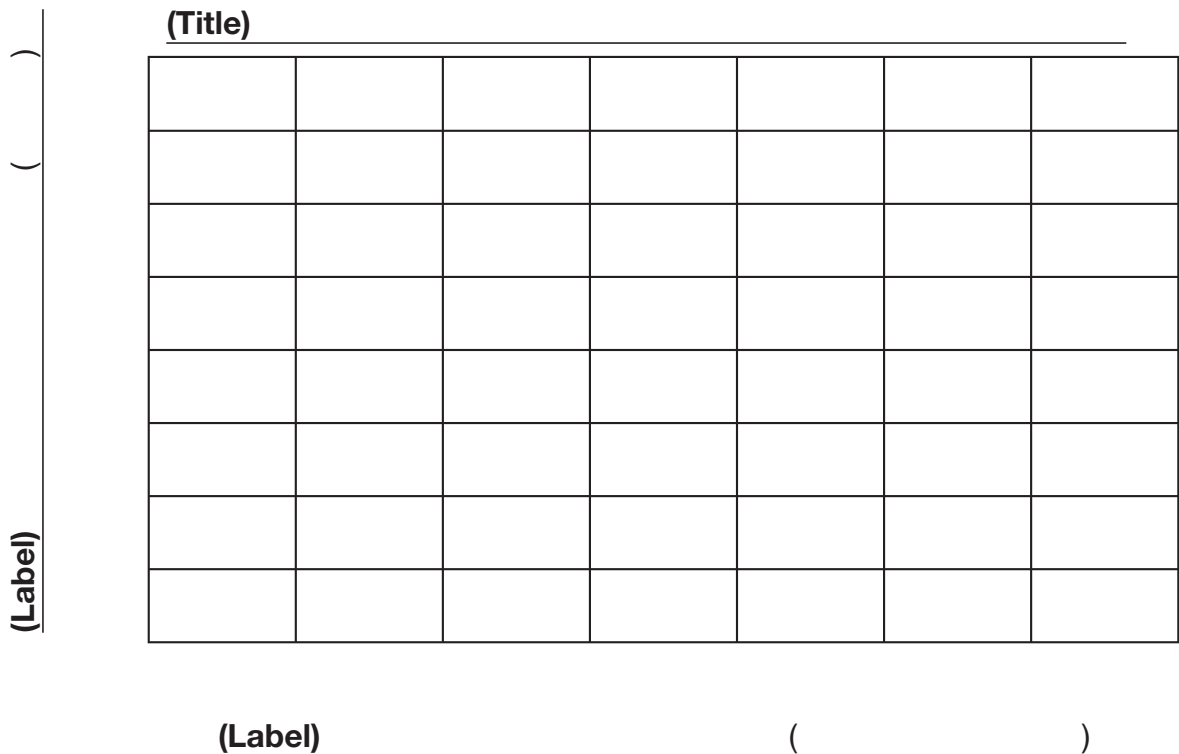
*For use with Investigations 5, 7,  
and 9*

## Frequency Tables

| _____ | Tally | Frequency |
|-------|-------|-----------|
| _____ |       |           |
| _____ |       |           |
| _____ |       |           |
| _____ |       |           |
| _____ |       |           |
| _____ |       |           |
| _____ |       |           |

| _____ | Tally | _____ |
|-------|-------|-------|
| _____ |       |       |
| _____ |       |       |
| _____ |       |       |

# Line Graphs



Name \_\_\_\_\_

*For use with Investigation 5, 6, and  
7, and Lesson 93*

## Pictographs and Bar Graphs

|                |  |
|----------------|--|
| <b>(Title)</b> |  |
|                |  |
|                |  |
|                |  |
|                |  |
|                |  |
|                |  |

Key: \_\_\_\_\_

**(Title)** \_\_\_\_\_

|                |  |
|----------------|--|
| <b>(Label)</b> |  |
|                |  |
|                |  |
|                |  |
|                |  |
|                |  |
|                |  |
|                |  |
|                |  |

**(Label)** \_\_\_\_\_

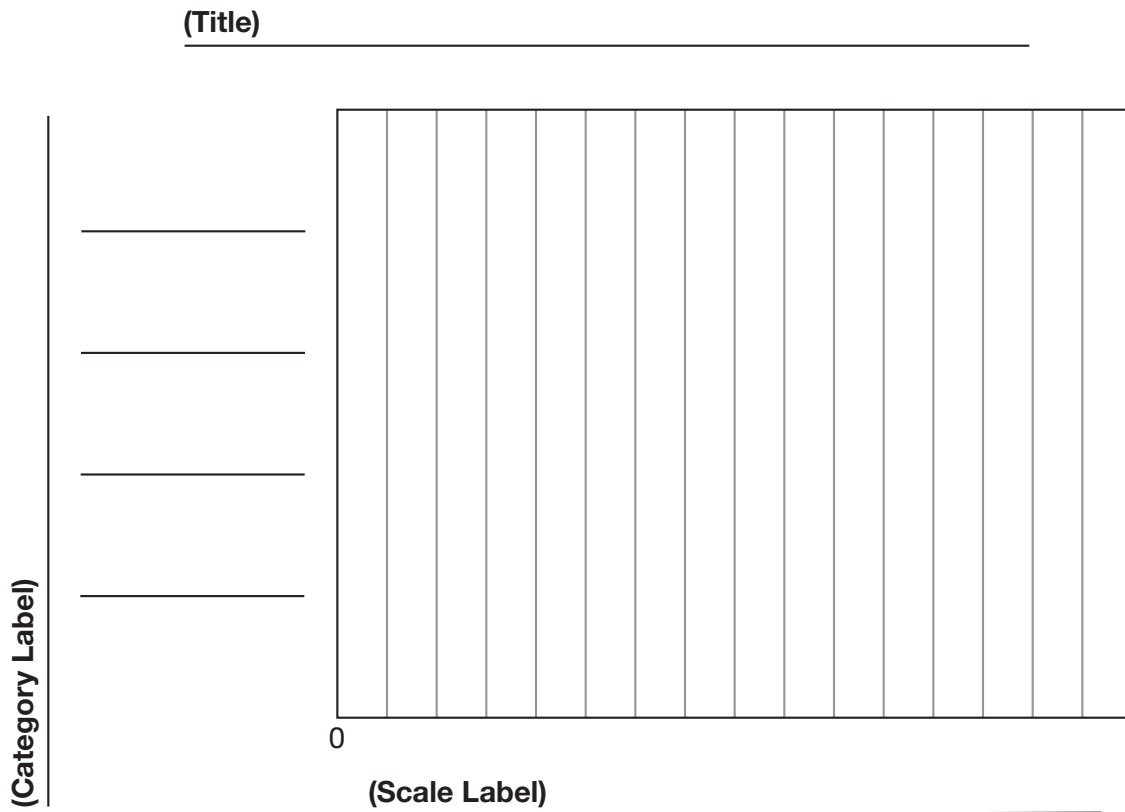
## Horizontal Bar Graph

Give your graph a title.

Label your categories.

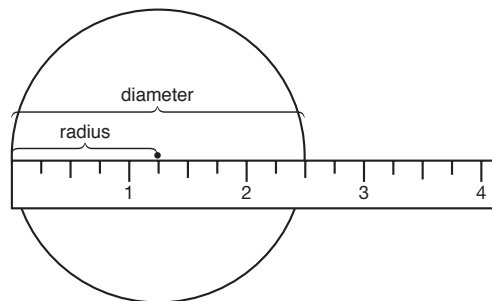
Label the horizontal axis with your scale.

Draw more lines on the graph if necessary to show the correct increments.

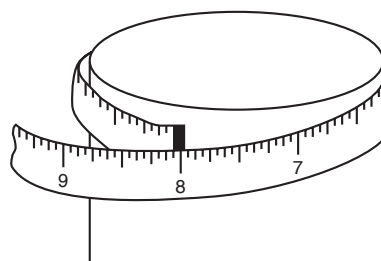


## Measuring Circles

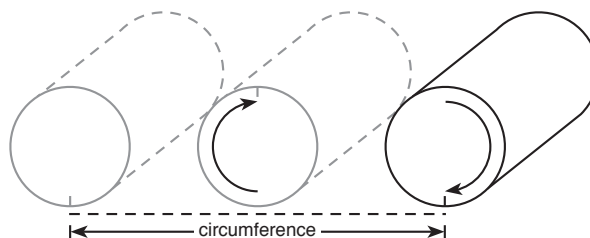
To measure the radius and the diameter of a circle or circular object, first locate the center of the circle. The **radius** is the distance from the center to the circle. The **diameter** is the distance across the circle through its center.



The **circumference** is the distance around the circle. To find the circumference of a circular object, wrap a cloth tape measure around the object. If a tape measure is not available, wrap string around the object. Then unwrap the string and measure the part that wrapped once around the object.



Another way to measure a circumference is to make a mark on the edge of the object and to roll the object around once. The distance between the two points where the mark touched down is the circumference.



Use one of these methods to measure the diameter, the radius, and the circumference of several circular objects.

| Object | Diameter | Radius | Circumference |
|--------|----------|--------|---------------|
|        |          |        |               |
|        |          |        |               |
|        |          |        |               |
|        |          |        |               |

## Metric Unit Strips

Below are decimeter, centimeter, and millimeter strips. Cut out the strips and glue or tape them to Lesson Activity Master 22 to make the five lengths shown. You will need to cut the centimeter strips and millimeter strips into smaller pieces to complete the activity.

|                             |
|-----------------------------|
| 1 decimeter (10 cm, 100 mm) |
| 1 decimeter (10 cm, 100 mm) |
| 1 decimeter (10 cm, 100 mm) |
| 1 decimeter (10 cm, 100 mm) |
| 1 decimeter (10 cm, 100 mm) |

|         |         |         |         |         |         |         |         |         |         |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1<br>cm | 1<br>cm | 1<br>cm | 1<br>cm | 1<br>cm | 1<br>cm | 1<br>cm | 1<br>cm | 1<br>cm | 1<br>cm |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|

|         |         |         |         |         |         |         |         |         |         |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1<br>cm | 1<br>cm | 1<br>cm | 1<br>cm | 1<br>cm | 1<br>cm | 1<br>cm | 1<br>cm | 1<br>cm | 1<br>cm |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|

|         |         |         |         |         |         |         |         |         |         |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1<br>cm | 1<br>cm | 1<br>cm | 1<br>cm | 1<br>cm | 1<br>cm | 1<br>cm | 1<br>cm | 1<br>cm | 1<br>cm |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|

|          |          |          |          |          |          |          |          |          |          |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 10<br>mm | 10<br>mm | 10<br>mm | 10<br>mm | 10<br>mm | 10<br>mm | 10<br>mm | 10<br>mm | 10<br>mm | 10<br>mm |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|

## Decimal Parts of a Meter

Paste or tape the metric unit strips from Lesson Activity 35 onto this page to make each length. The first length is marked as an example to show which strips to use and where to paste them. Before making each length, decide which metric units to use and how many of each unit are needed. You will need to cut the centimeter and millimeter strips into smaller pieces to complete this activity.

|         |             |      |      |      |      |      |
|---------|-------------|------|------|------|------|------|
| 0.15 m  | 1 decimeter | 1 cm | 1 cm | 1 cm | 1 cm | 1 cm |
| 0.123 m |             |      |      |      |      |      |
| 0.1 m   |             |      |      |      |      |      |
| 0.075 m |             |      |      |      |      |      |
| 0.105 m |             |      |      |      |      |      |

Refer to the lengths you made to complete these problems:

1. Write the five lengths above in order from shortest to longest.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

2. Compare:

a.  $0.15 \text{ m} \bigcirc 0.123 \text{ m}$

b.  $0.075 \text{ m} \bigcirc 0.1 \text{ m}$

c.  $0.15 \text{ m} \bigcirc 0.075 \text{ m}$

d.  $0.150 \text{ m} \bigcirc 0.15 \text{ m}$

3. Convert:

a. 0.15 meters is how many centimeters? \_\_\_\_\_

b. 0.123 meters is how many millimeters? \_\_\_\_\_

4. Round:

a. Is 0.123 meters closer in length to 0.1 meters or 0.15 meters? \_\_\_\_\_

b. Is 0.123 meters closer in length to 0.1 meters or 0.2 meters? \_\_\_\_\_

5. Add by counting the parts:

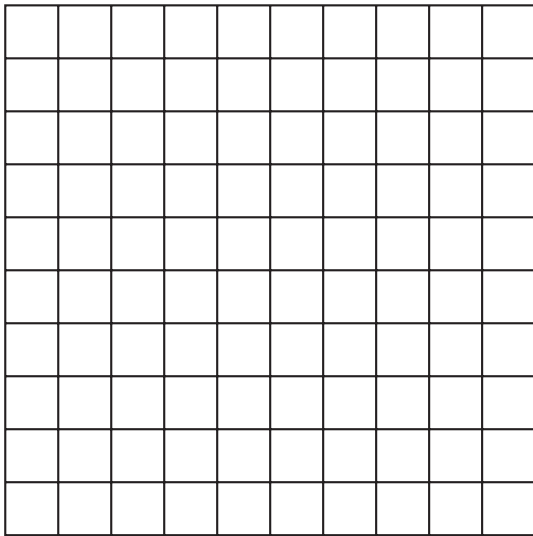
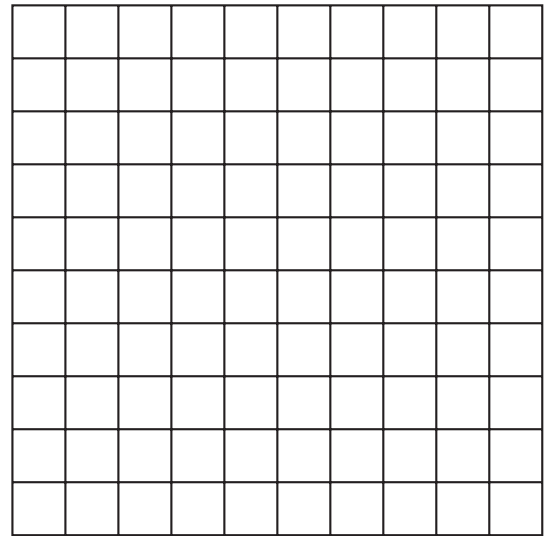
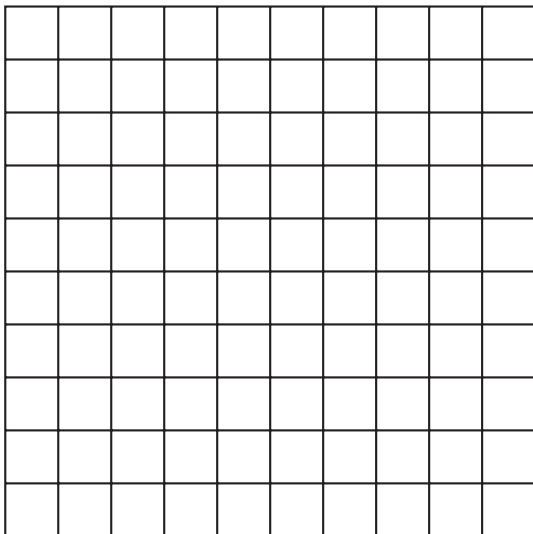
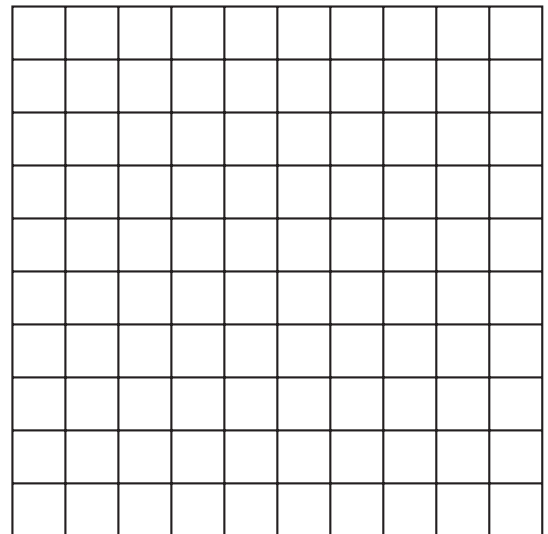
a.  $0.15 \text{ m} + 0.123 \text{ m} =$  \_\_\_\_\_

b.  $0.15 \text{ m} + 0.1 \text{ m} =$  \_\_\_\_\_

Name \_\_\_\_\_

*For use with Lessons 67 and  
109*

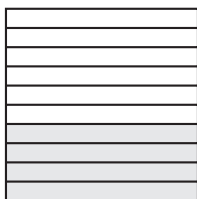
## Base Ten Squares



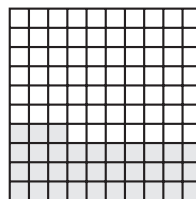
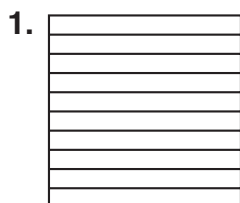
## Comparing Decimal Numbers

Shade the squares to represent each decimal number. Then compare the decimal numbers by comparing the shaded part of each square. The first problem is marked as an example.

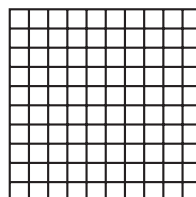
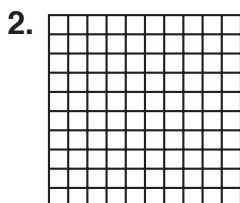
**Example:**



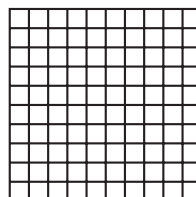
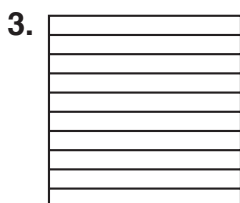
$$0.4 > 0.33$$



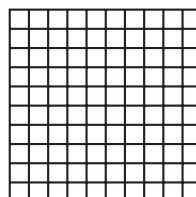
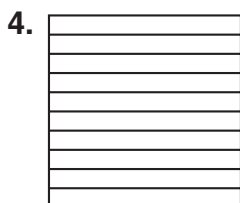
$$0.1 \bigcirc 0.01$$



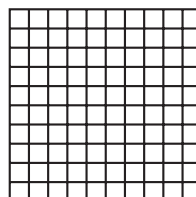
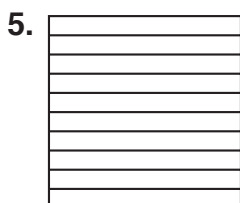
$$0.12 \bigcirc 0.21$$



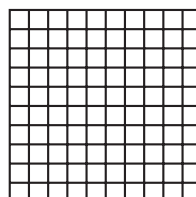
$$0.3 \bigcirc 0.30$$



$$0.5 \bigcirc 0.05$$



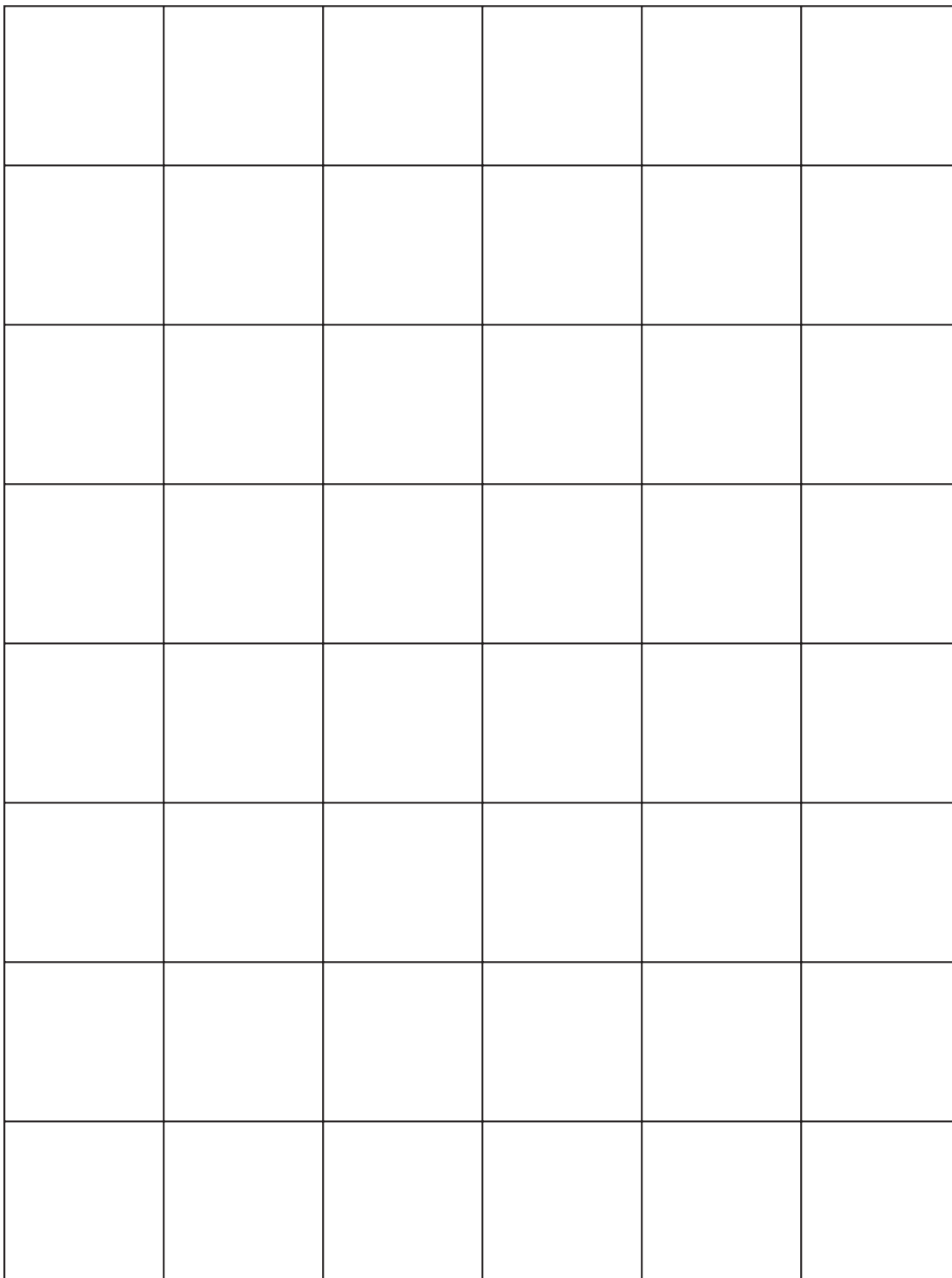
$$0.6 \bigcirc 0.67$$



Name \_\_\_\_\_

*For use with Investigation 8,  
and Lesson 105*

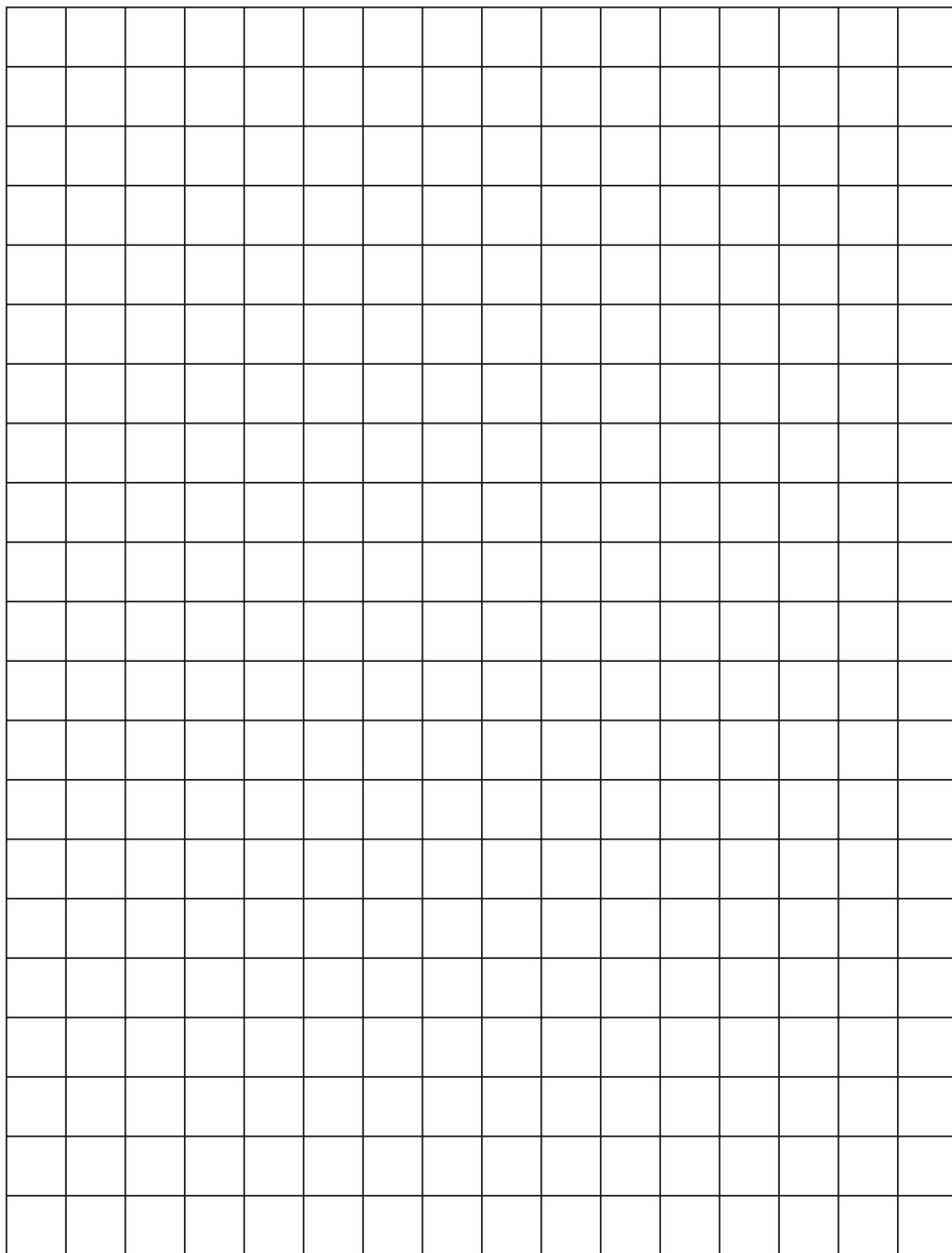
## 1-Inch Grid



Name \_\_\_\_\_

*For use with Investigation 8,  
and Lesson 105*

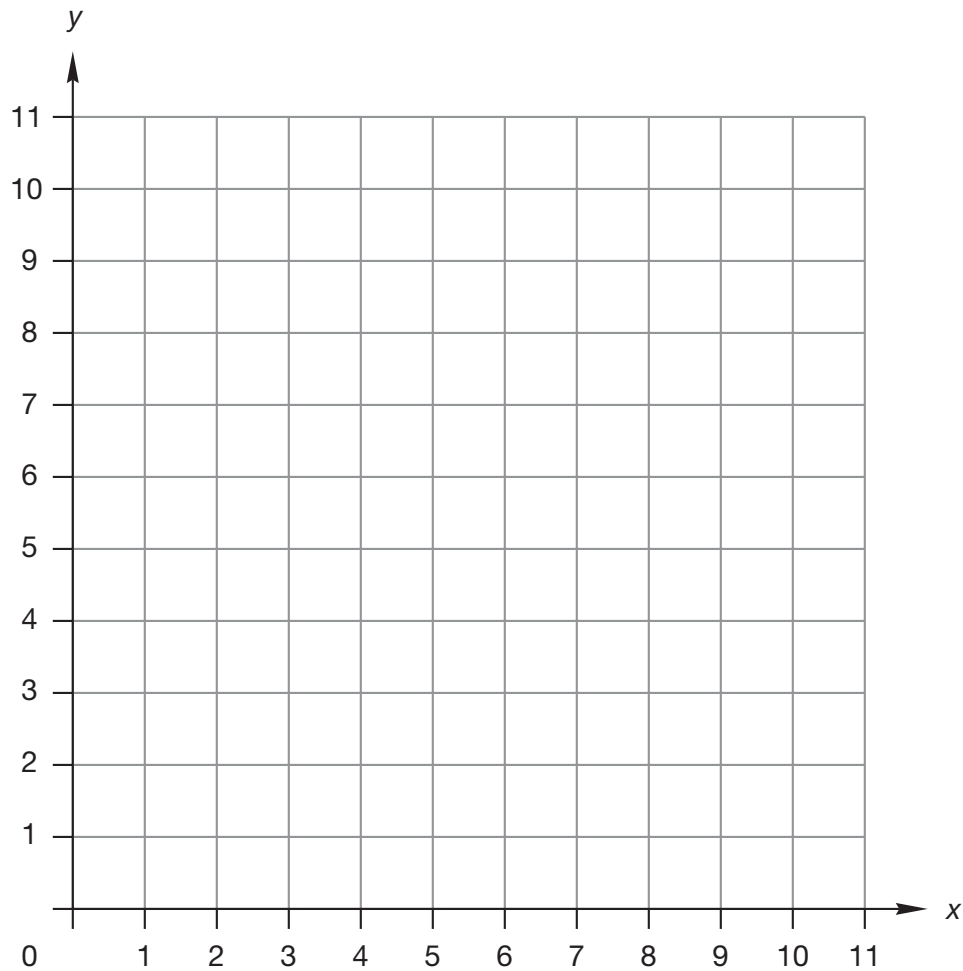
## 1-Centimeter Grid



Name \_\_\_\_\_

*For use with Investigation 8, and  
Lessons 88 and 105*

## Coordinate Plane



## Measuring Angles

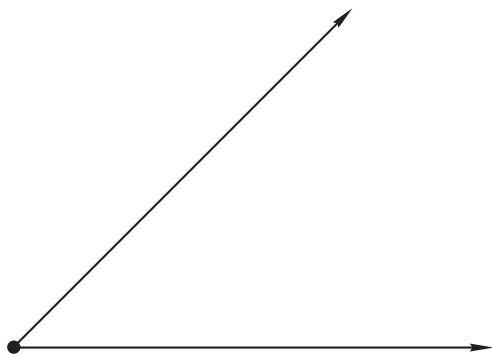
Use a protractor to measure each angle on this page. Write your measurements inside each angle.

Position the protractor on the angle so that:

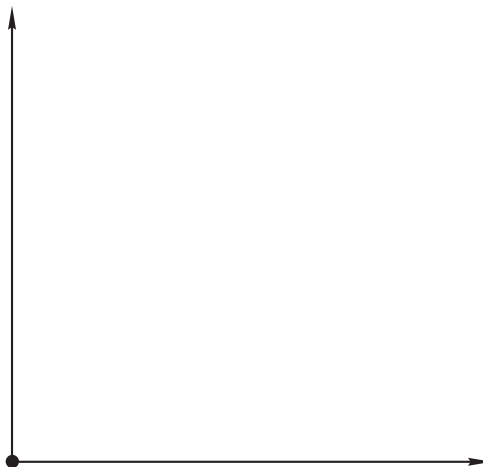
1. the protractor is centered on the vertex.
2. one side of the angle passes through one of the  $0^\circ$  marks on the protractor.
3. the other side of the angle passes through the scale.

To decide which scale to read, first note whether you are measuring an acute angle (less than  $90^\circ$ ) or an obtuse angle (greater than  $90^\circ$ ).

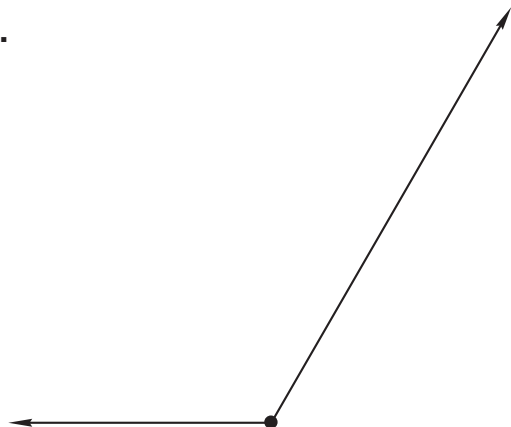
a.



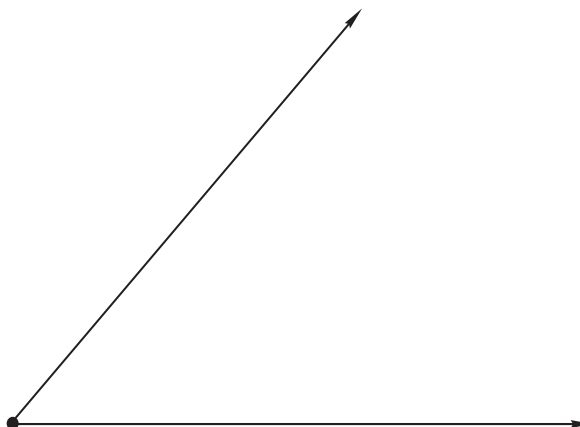
b.



c.



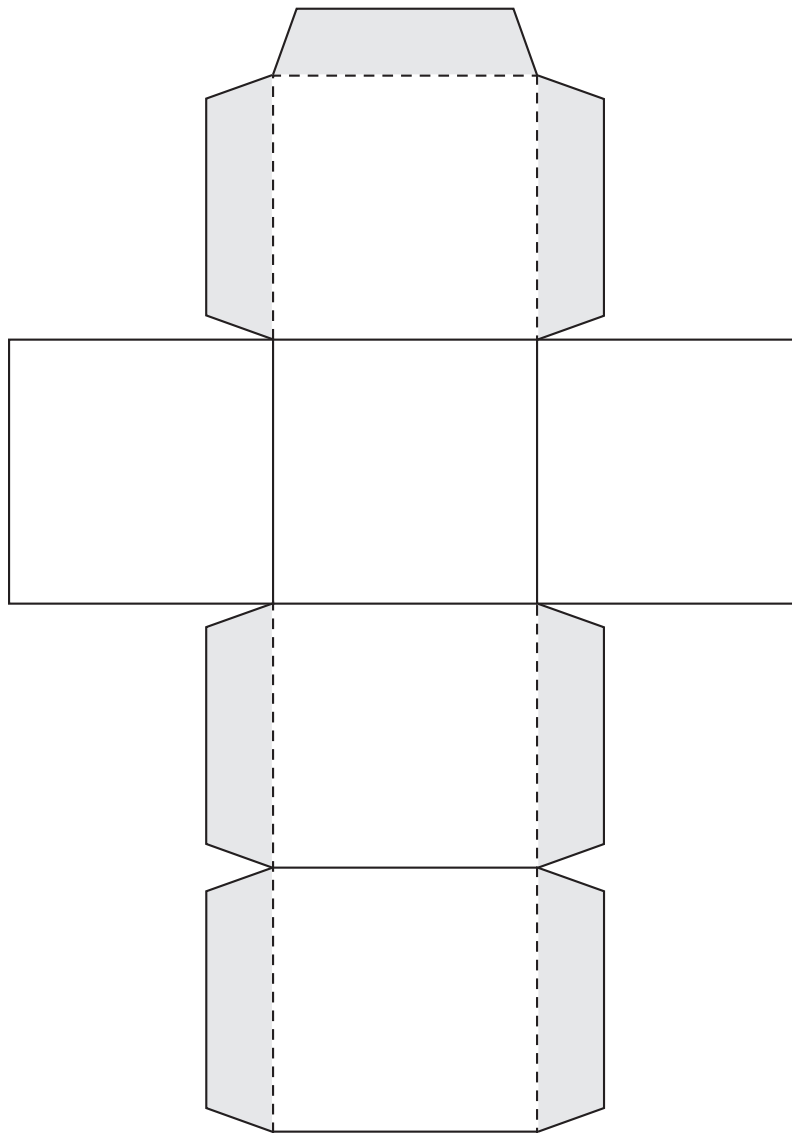
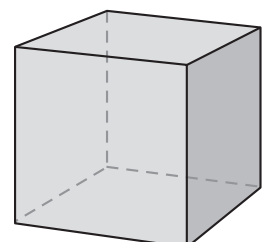
d.



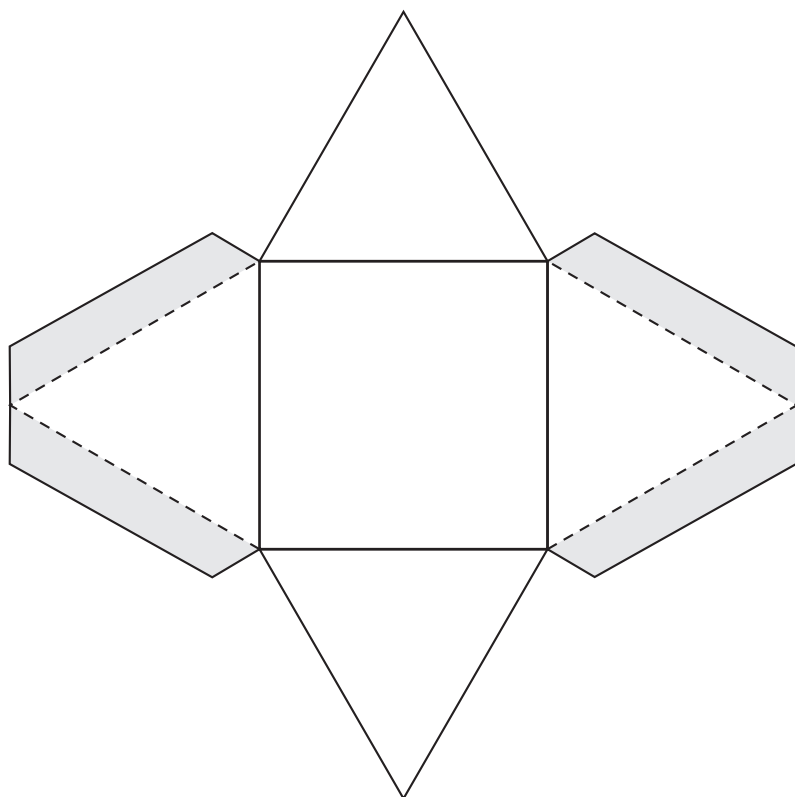
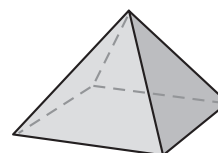
Name \_\_\_\_\_

*For use with Lesson 103*

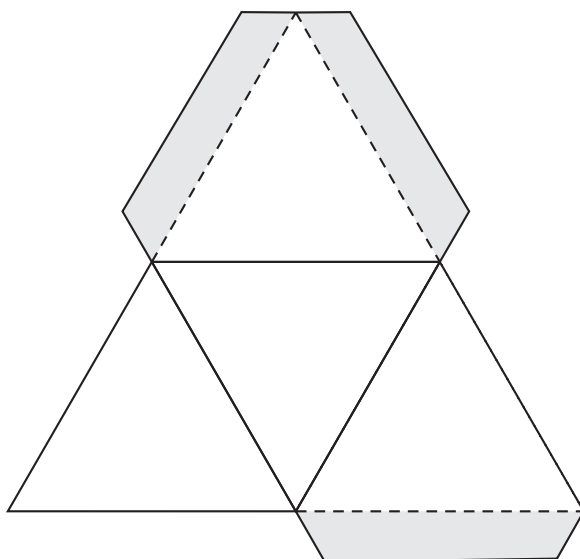
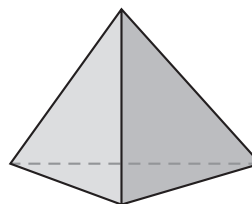
## Cube Pattern



## Pyramid Patterns



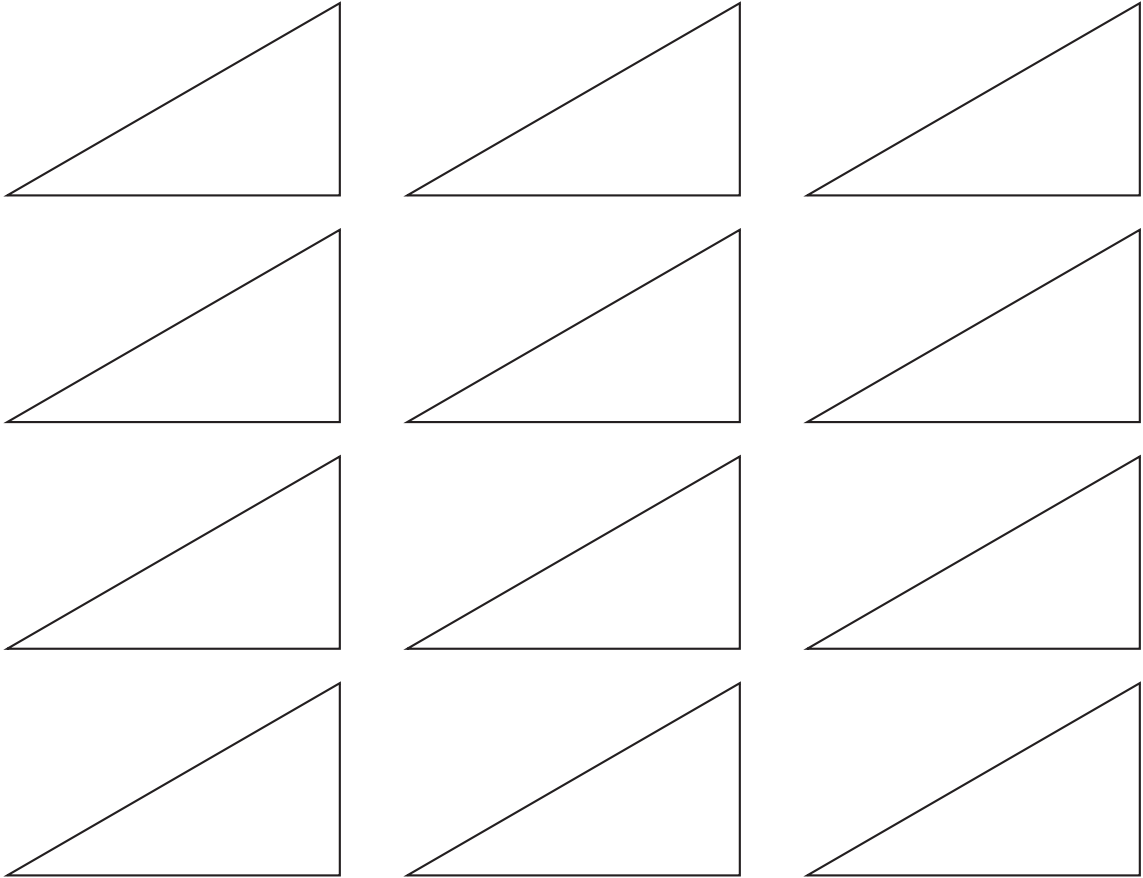
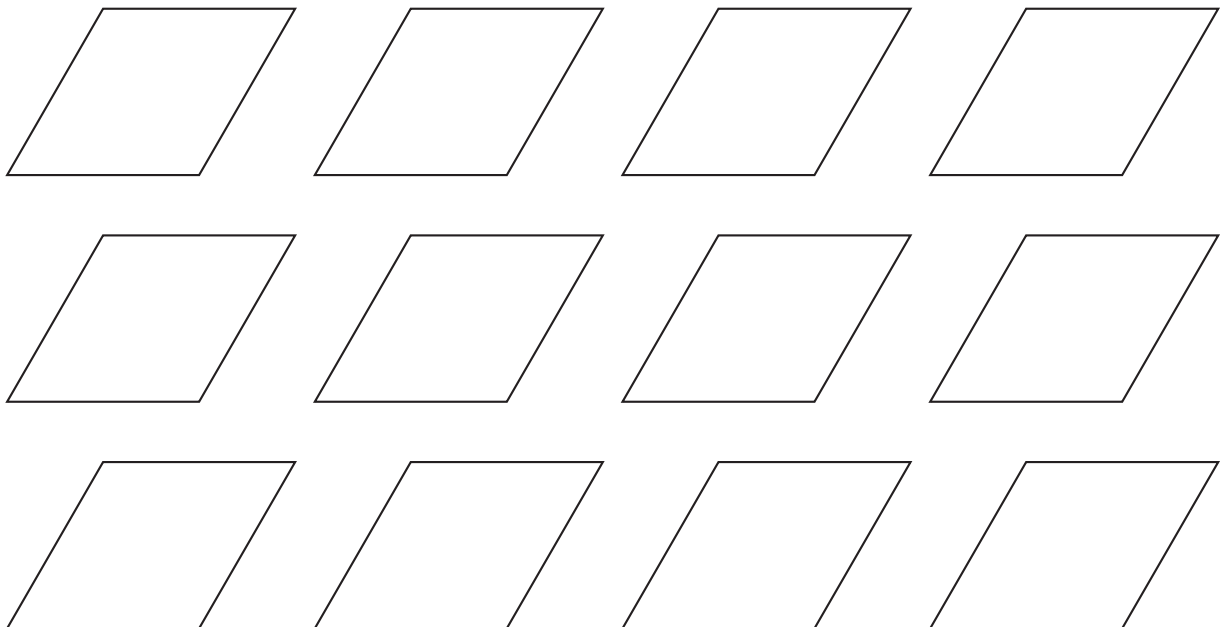
**Square Pyramid**



**Triangular Pyramid**

## Tessellations, Part 1

Carefully cut out these polygons. Form a tessellation using the triangles.  
Then form a tessellation using the quadrilaterals.



## Tessellations, Part 2

Follow the instructions in Investigation 12 to create a tessellation in the box below.

