

On the last day of Units 3, 5, 7, 9, and 11, you can use an application problem called Stretch Your Skills. Stretch Your Skills is designed for students to work in groups to apply what they are learning in the intervention to a real-world story, situation, or problem that is similar to core instruction.

### Unit 3

**TEKS 1.10A** Draw conclusions and answer questions using information organized in real object graphs, picture graphs, and bar-type graphs.

Directions: Have students answer the questions about the graph of hamburgers, ice cream, and french fries. *(You may read the questions to the students.)*

### Unit 5

**TEKS 1.10A** Draw conclusions and answer questions using information organized in real object graphs, picture graphs, and bar-type graphs.

Directions: Read the story about Mr. Garcia's class. Have students complete the graph about the sides and corners of the shapes. Then, have students answer the questions about the graphs. *(You may read the questions to the students.)*

### Unit 7

**TEKS 1.7B** Compare and order two or more concrete objects according to length (from longest to shortest.)

Directions: Have students compare the writing instruments to answer the questions about the length of the writing instruments. *(You may read the questions to the students.)*

**TEKS 1.7E** Compare and order two or more containers according to capacity (from holds the most to holds the least.)

Directions: Have students compare the containers to answer the questions about the capacity of the containers. *(You may read the questions to the students.)*

### Unit 9

**TEKS 1.1C** Identify individual coins by name and value and describe relationships among them.

Directions: Have students use the pictures to answer the questions about money. *(You may read the questions to the students.)*

### Unit 11

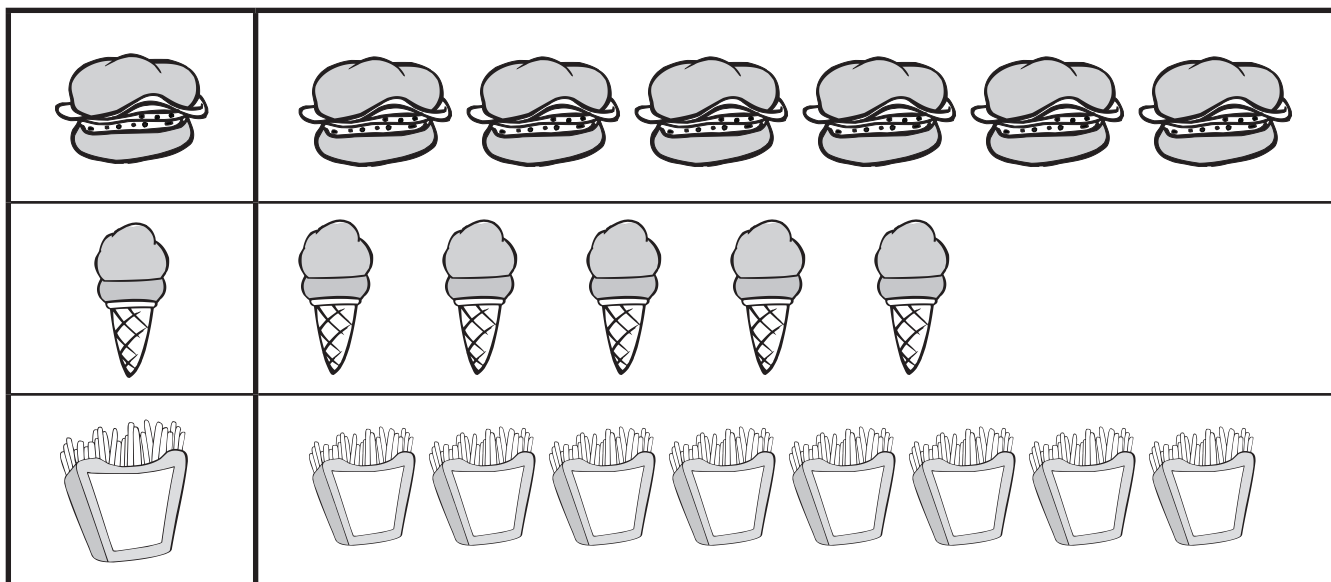
**TEKS 1.2A** Separate a whole into two, three, or four equal parts and use appropriate language to describe the parts such as three out of four equal parts.

Directions: Read the story about the pizza. Discuss how to cut the pizza. Have students fill in the blanks and shade the appropriate parts of the pizza so that each friend gets an equal part of the whole pizza. *(You may read the directions to the students.)*

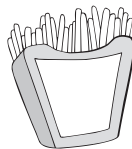
## Unit 3

### Stretch Your Skills

**Story:** Some children voted for their favorite food at Burger Town.



**Which food did the children like best?**

☐☐☐

**How many more children voted for fries than for ice cream?**

5

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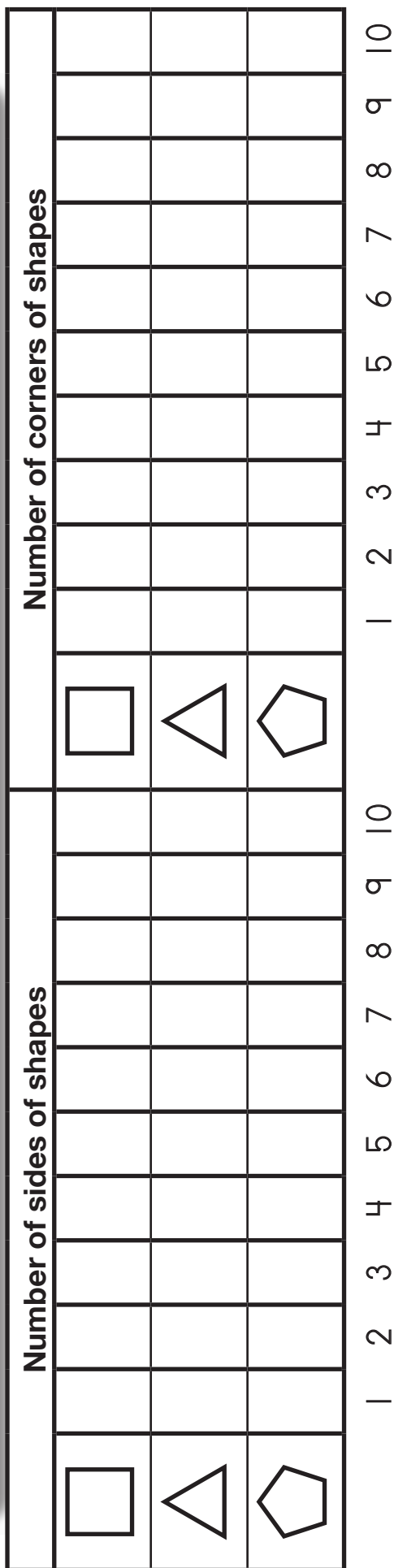
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**Story: Mr. Garcia's class counted how many sides and corners each shape has to create graphs. Make the bar-type graph below that Mr. Garcia's class is making.**



**Which shape has the greatest number of sides?**



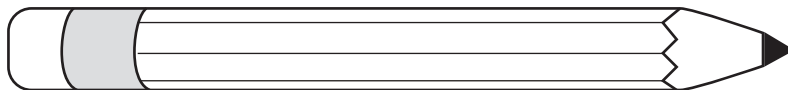
**Which shape has the least number of corners?**



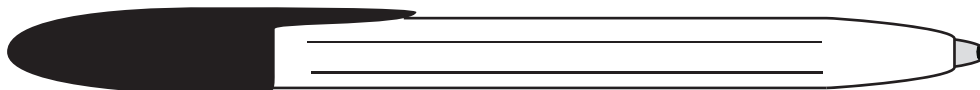
## Unit 7

### Stretch Your Skills

A



B



C



Which is the shortest?

A

☐

B

☐

C

☐

Which is the longest?

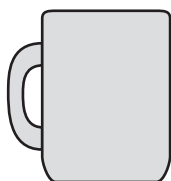
A

☐

B

☐

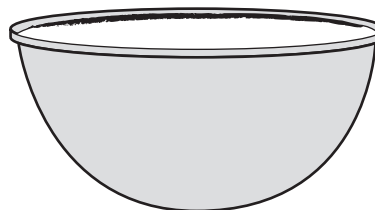
C

☐

A



B



C

Which holds the most?

A

☐

B

☐

C

☐

Which holds the least?

A

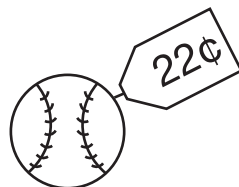
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B

☐

C

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Which group of coins could Alex use to buy the baseball?



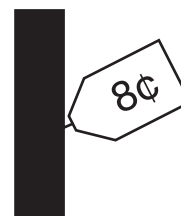
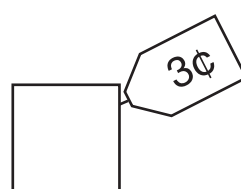
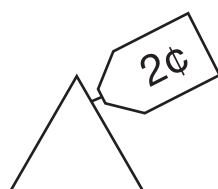
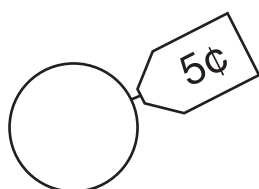
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Amy spent 10¢ at the store. Which 2 items did she buy?



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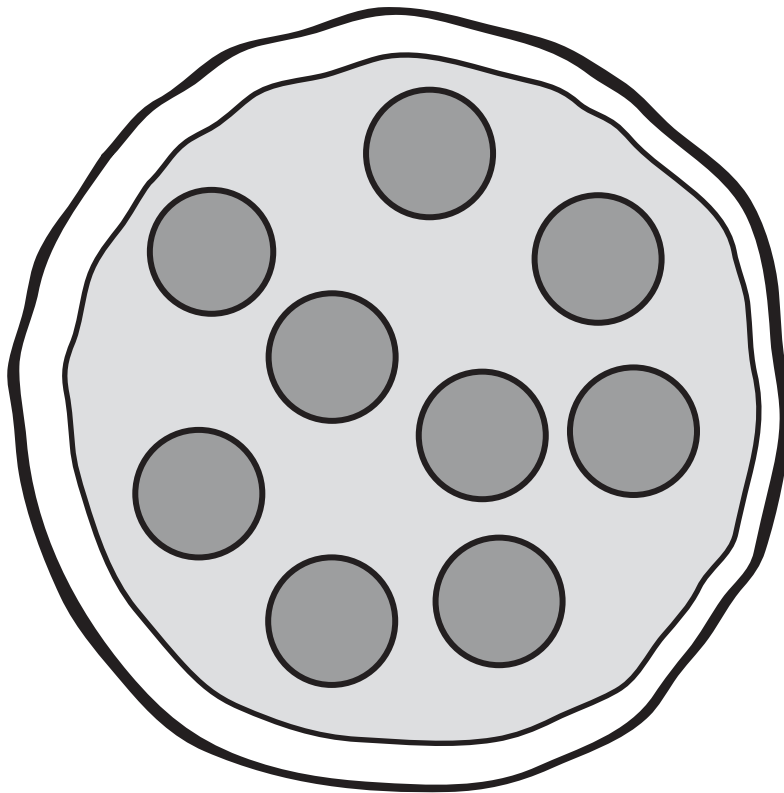


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## Unit 11

### Stretch Your Skills

**Story:** 2 friends want to split a pizza. How could they cut the pizza so that each friend gets an equal part of the whole pizza?



**Shade the pizza to show \_\_\_ out of \_\_\_ parts, so that each friend gets an equal part of the whole pizza.**