AchieveMath

Student Book

Volume 1

Name:

Catapult Learning™

Unit 1:

Understanding Equality

Catapult Learning™

Catapult Learning™

Catapult Learning, LLC
1-800-841-8730

www.catapultlearning.com

Printed in the United States of America.

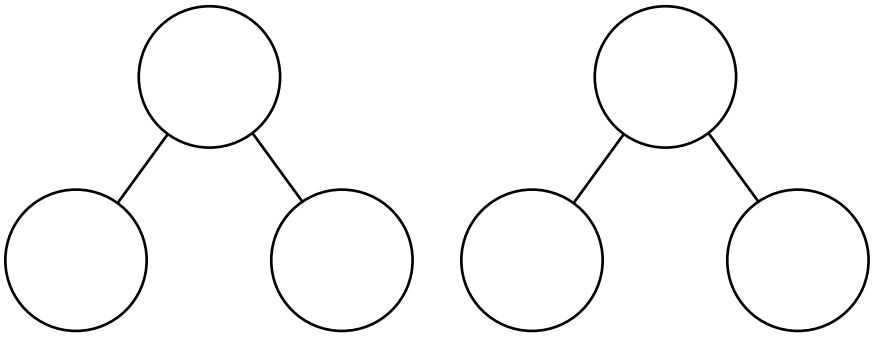
Playground Friends

Part 1: Linking Cubes

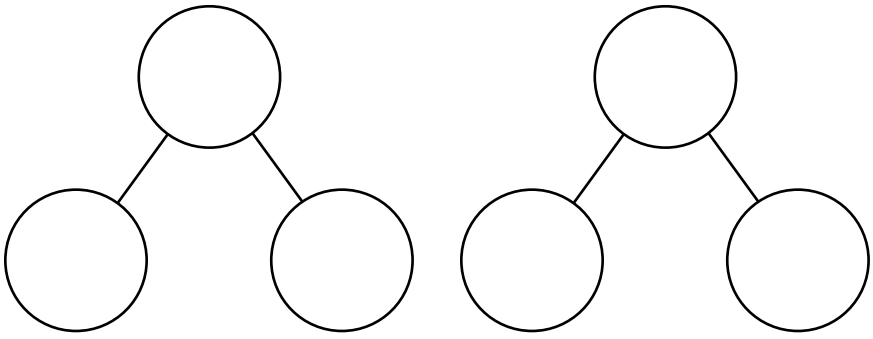
4 + 1 = 3 + 2	true	false
6 – 2 = 5	true	false
2 + 4 = 5 + 1	true	false

Part 2: Number Bonds

3 + 3 = 5 + 2	true	false



4 – 3 = 8 – 7	true	false



Directions: Part 1) Have students model each equation with linking cubes to determine whether it is true or false. **Part 2)** Have students model each equation with number bonds to determine whether it is true or false.

Playing in the Sandbox

Tia and Tim want **equal** pails.

1 + 2 = 3 + _____

Tia and Tim want **equal** blocks.

7 – 3 = 8 – _____

Tia and Tim want **equal** shovels.

6 = 1 + _____

Tia and Tim want **equal** cans.

2 + 3 = 4 + _____

Tia and Tim want **equal** cups.

8 – 6 = 9 – _____

Tia and Tim want **equal** rakes.

2 + 4 = _____

Tia and Tim want **equal** scoops.

7 + 1 = _____

Tia and Tim want **equal** shapes.

1 + 1 = 10 – _____

Directions: Have students use linking cubes or number bonds to make true equations.

Lesson 1 Exit Ticket

1. Linking Cubes

$7 + 2 = 8 + 1$ true false

$6 - 1 = 8 - 3$ true false

2. Number Bonds

$4 + 6 = 5 + 4$ true false

$9 - 7 = 5 - 3$ true false

3. Make the equation true.

$4 + 2 = 3 + \_\_\_\_\_$

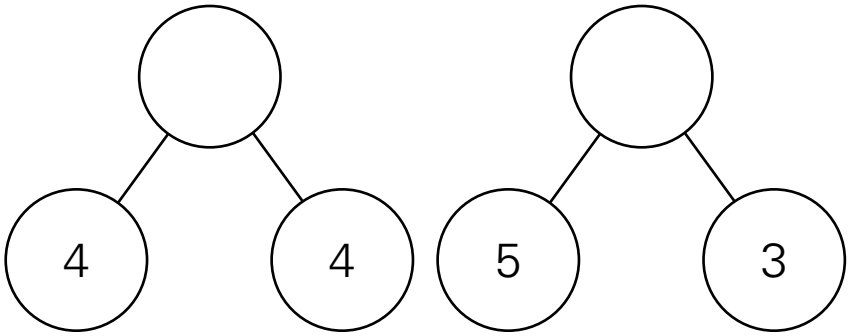
$8 - 7 = 9 - \_\_\_\_\_$

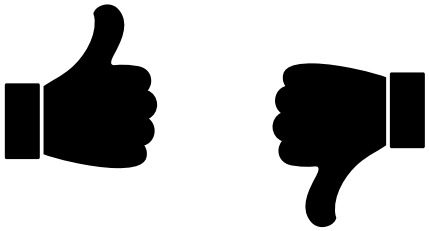
$6 = 10 - \_\_\_\_\_$

Directions: 1) Have students use linking cubes to determine which equations are true. **2)** Have students use number bonds to determine which equations are true. **3)** Have students use linking cubes or number bonds to make true equations.

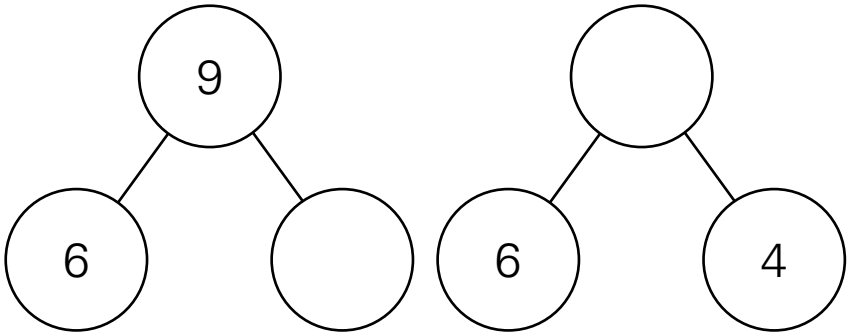
Extra Practice: Thumbs Up or Down

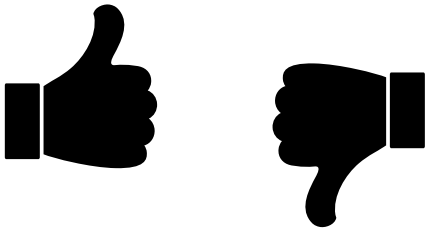
1. 4 + 4 = 5 + 3



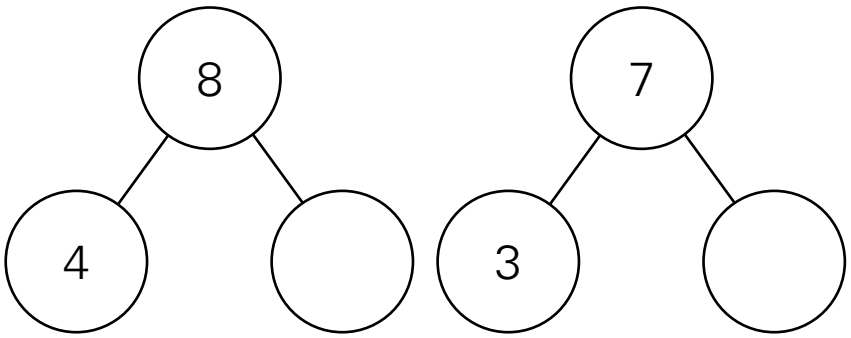


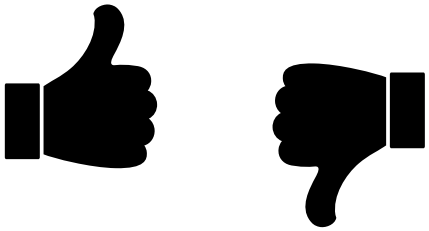
2. 9 – 6 = 6 + 4





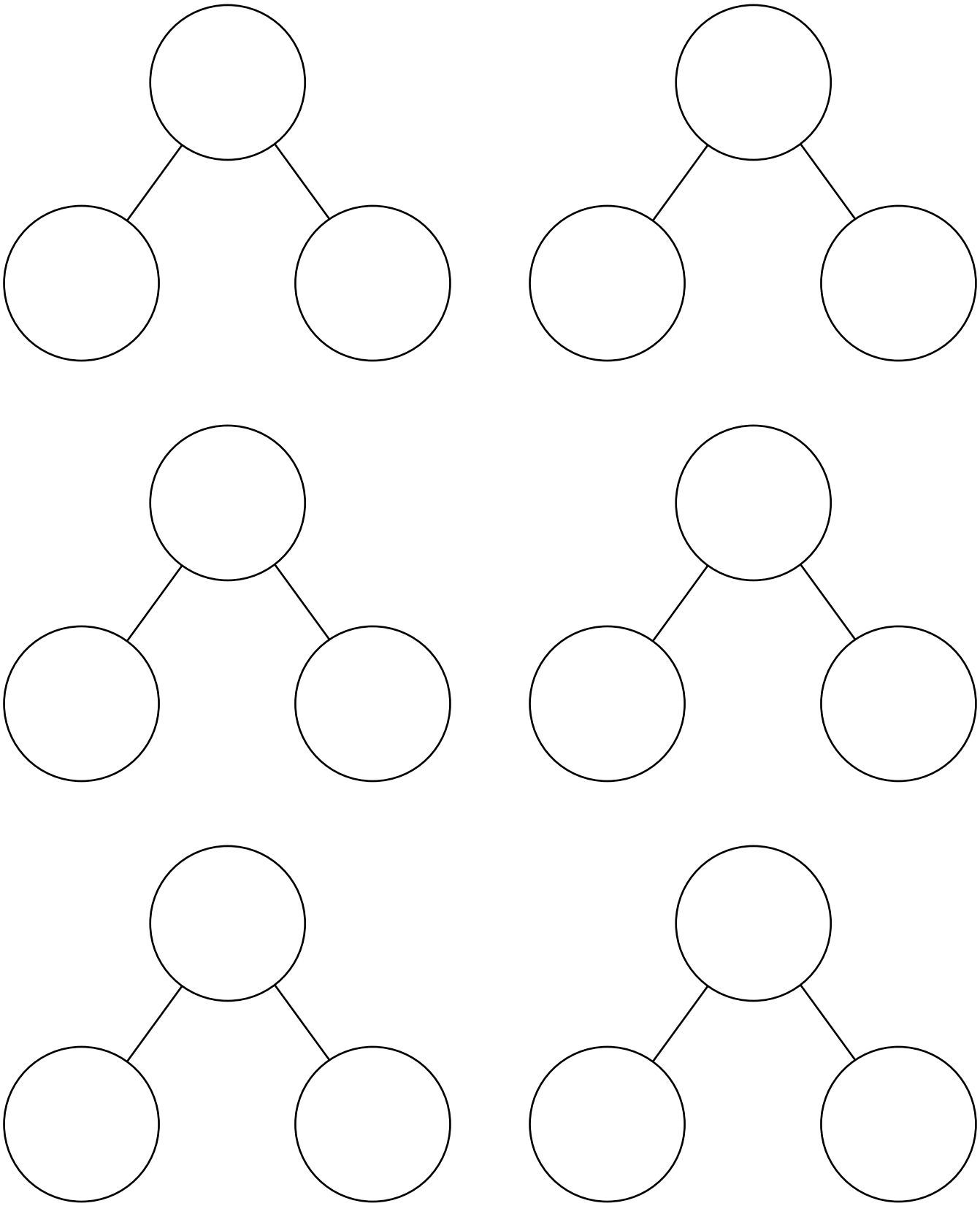
3. 8 – 4 = 7 – 3



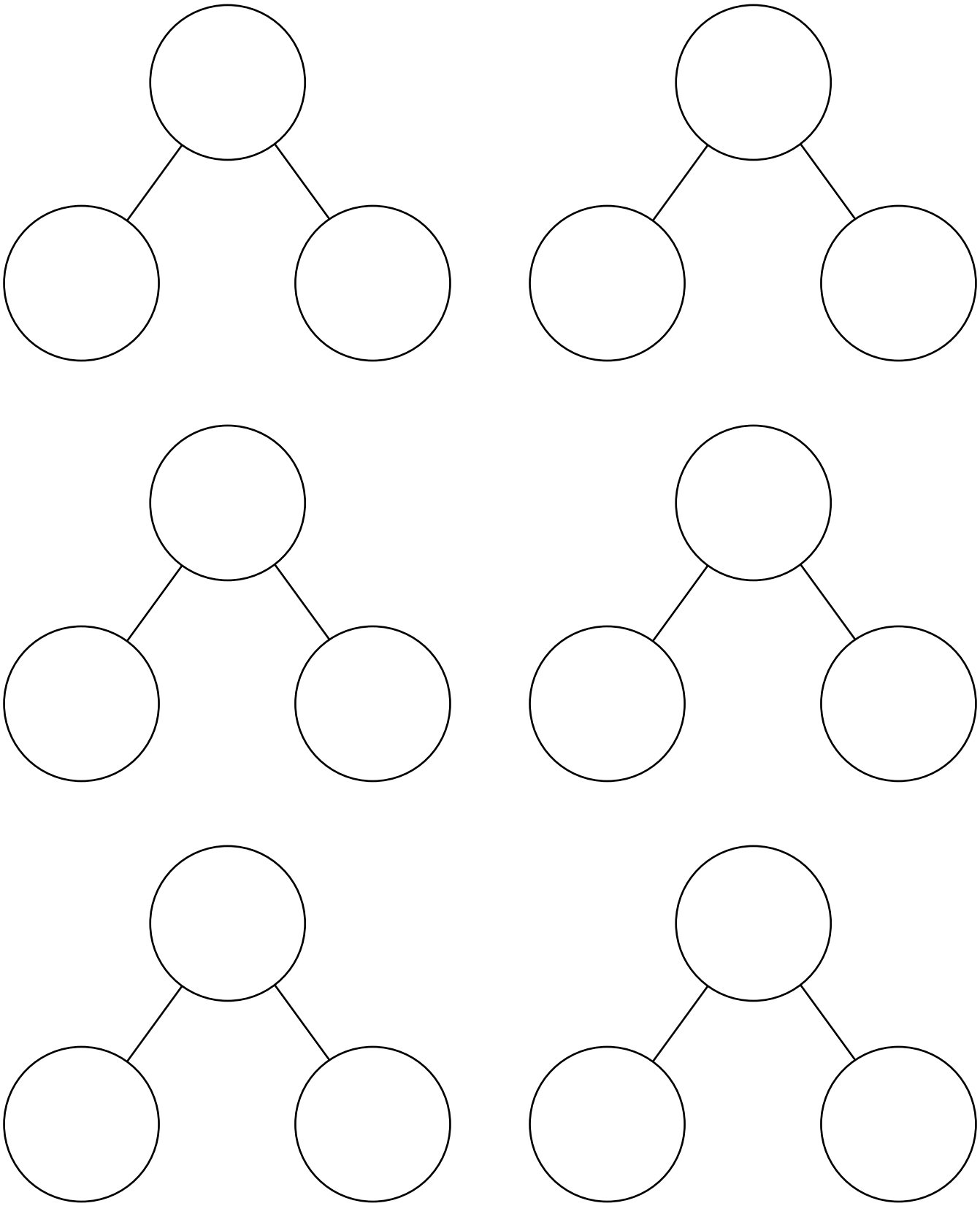


Directions: Have students complete the number bonds to model the equation. Have students circle the thumbs-up if the equation is true, and the thumbs-down if the equation is false.

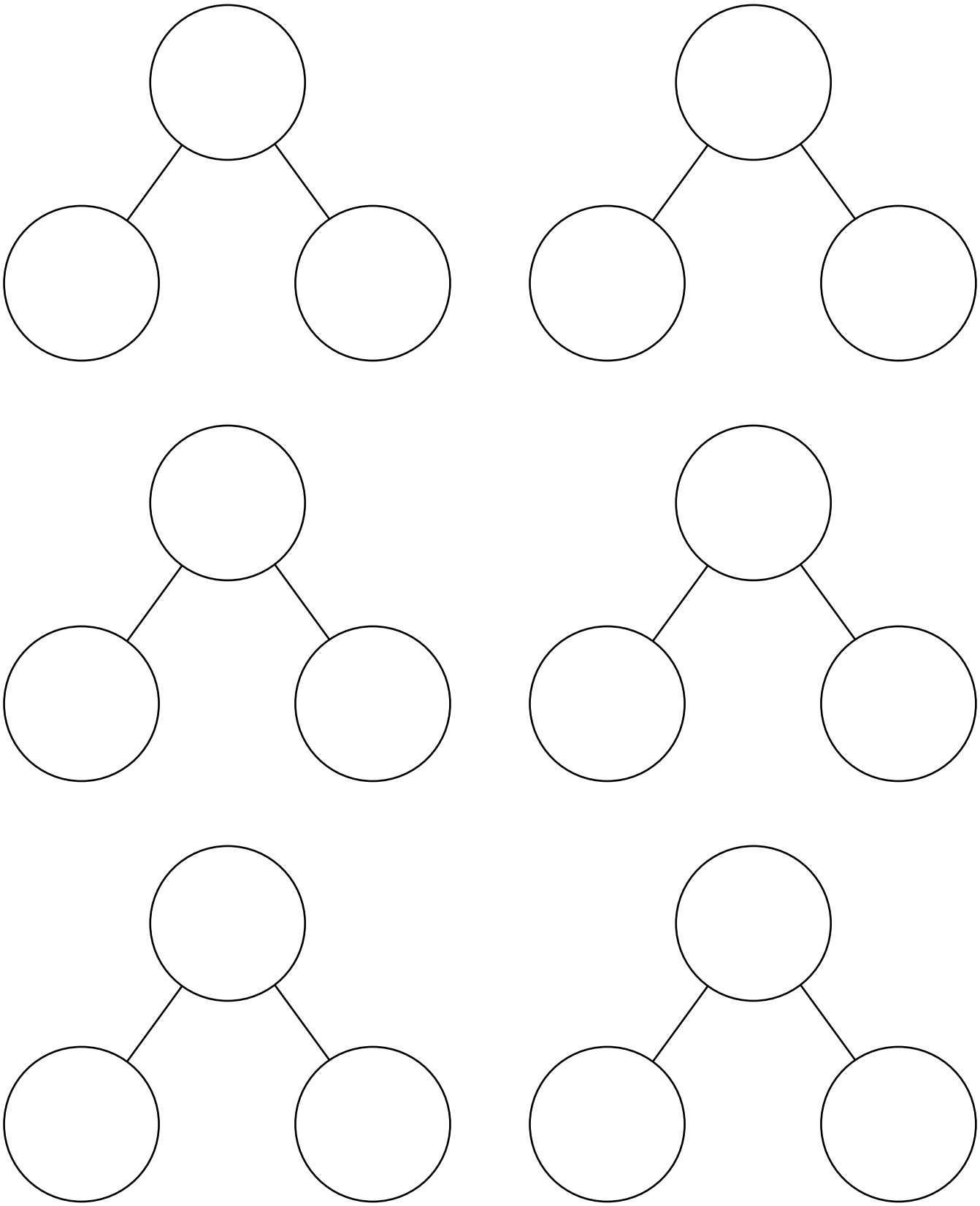
Number Bonds



Number Bonds



Number Bonds



Benji's Bunnies

1. $8 - 1 =$ ☐ $8 + 1 =$ ☐

$6 - 3 =$ ☐ $6 + 3 =$ ☐

2. $14 - 2 =$ ☐ $14 + 2 =$ ☐

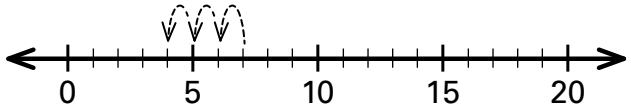
$13 - 1 =$ ☐ $13 + 1 =$ ☐

$4 - 3 =$ ☐ $4 + 3 =$ ☐

Directions: 1) Have students model the problems with linking cubes then complete the equation.
2) Have students model the problems with a number line then complete the equation.

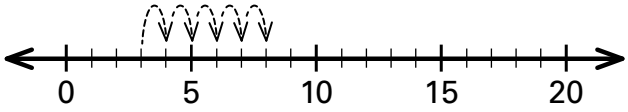
Bunny Hops

1. Bobo hops to 7.
Then Bobo hops back 3.



7 − 3 = 4

Bobo hops to 3.
Then Bobo hops 5 more.



3 + 5 = 8

2. Bobo hops to 11.
Then Bobo hops back 8.

□ ○ □ = □

Bobo hops to 17.
Then Bobo hops 3 more.

□ ○ □ = □

3. Bobo hops to 20.
Then Bobo hops back 6.

□ ○ □ = □

Bobo hops to 13.
Then Bobo hops 6 more.

□ ○ □ = □

Directions: Have students model the problems with number lines. Then, have students write an equation that shows the addition or subtraction.

Lesson 2 Exit Ticket

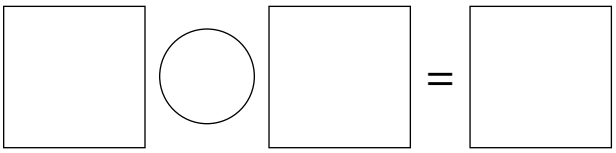
1. $9 - 2 = \square$

$16 + 1 = \square$

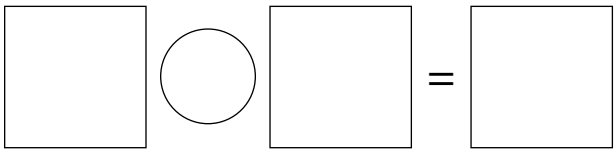
$6 + 1 = \square$

$14 - 3 = \square$

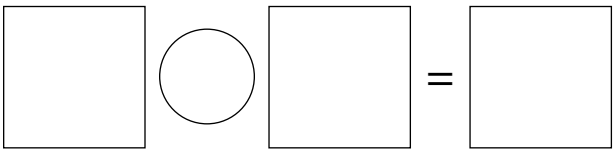
2. Bobo hops to 2.
Then Bobo hops back 1.



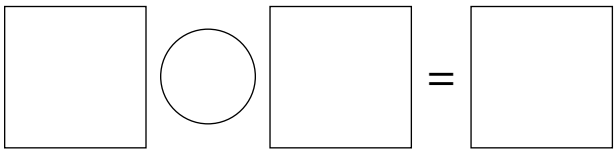
Bobo hops to 11.
Then Bobo hops 6 more.



Bobo hops to 18.
Then Bobo hops back 4.



Bobo hops to 15.
Then Bobo hops 3 more.



Directions: 1) Have students use linking cubes to help them add or subtract. **2)** Have students use number lines to add or subtract and write the related equation.

Extra Practice: Kickball Teams

The Birds have 15 players. The Cats have 5 more.

15 + 5 = ☐

The Cats have ☐ players.

The Dogs have 14 players. The Snakes have 1 less.

☐ ○ ☐ = ☐

The Snakes have ☐ players.

The Birds have 15 players. The Bugs have 6 less.

☐ ○ ☐ = ☐

The Bugs have ☐ players.

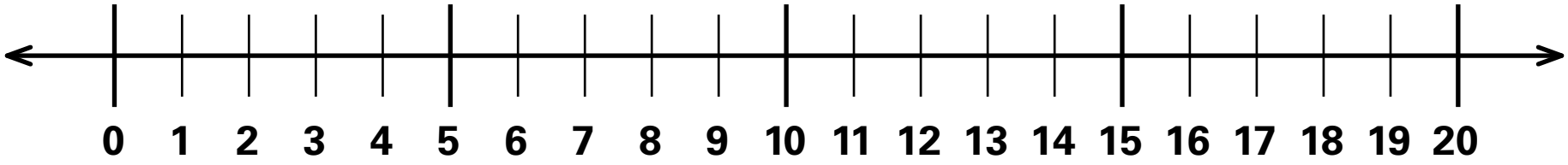
The Dogs have 14 players. The Lions have 4 more.

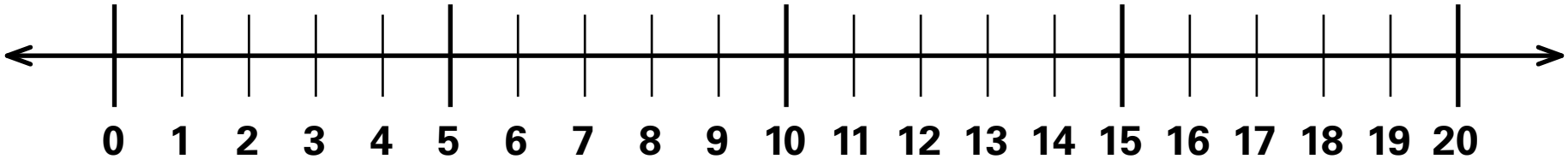
☐ ○ ☐ = ☐

The Lions have ☐ players.

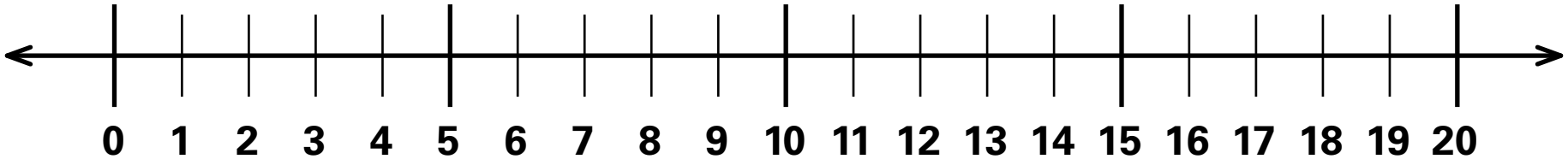
Directions: Have students choose a strategy to model the problems. Then have students write an equation that shows their work.

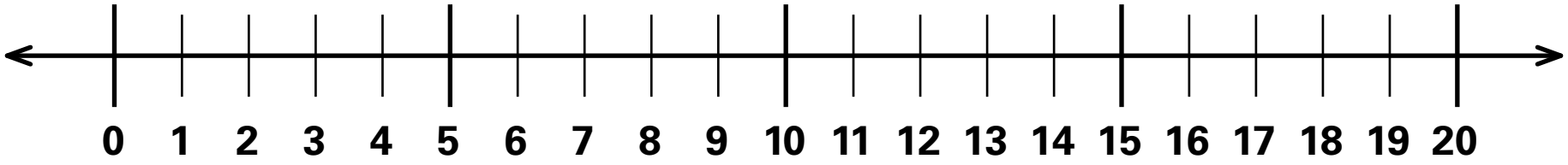
Number Lines





Number Lines





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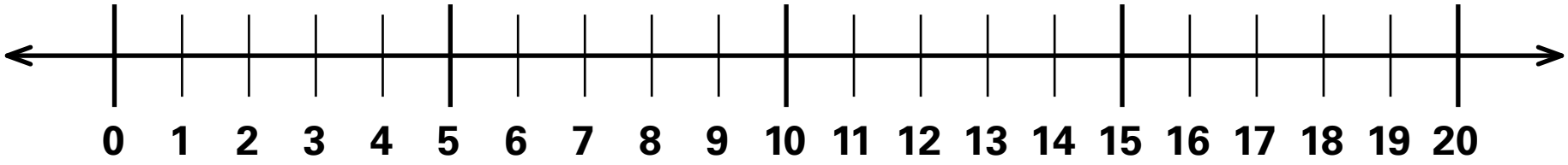
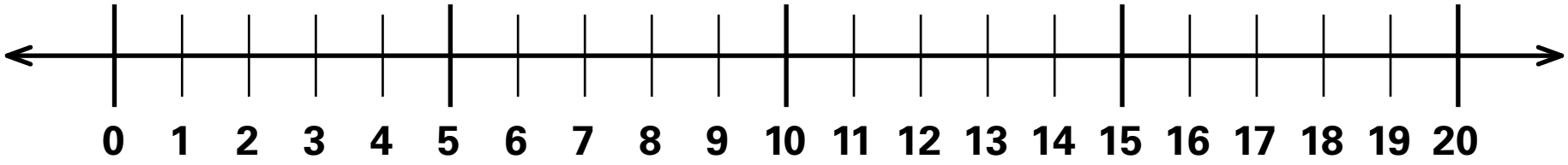
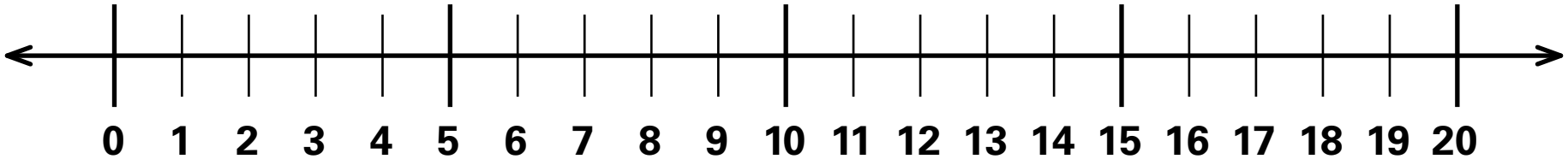
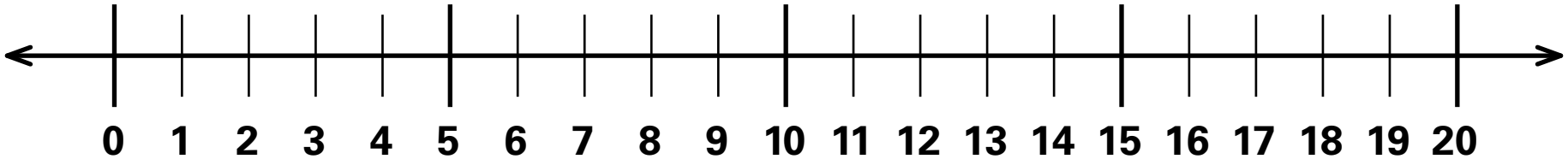




Number Lines





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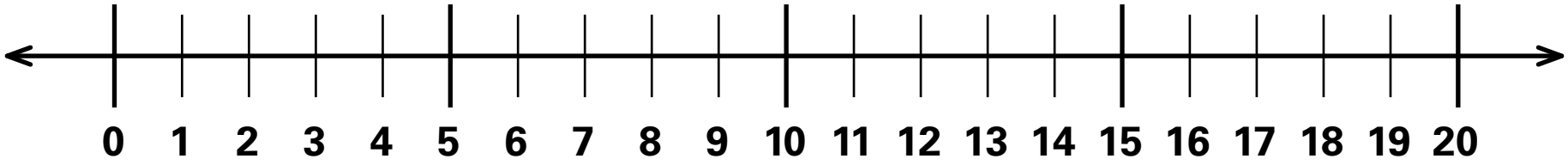

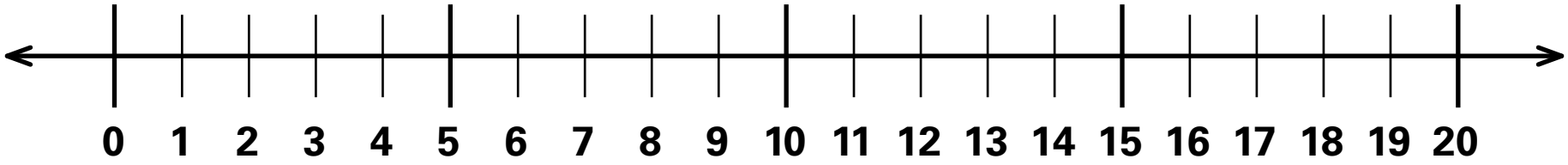

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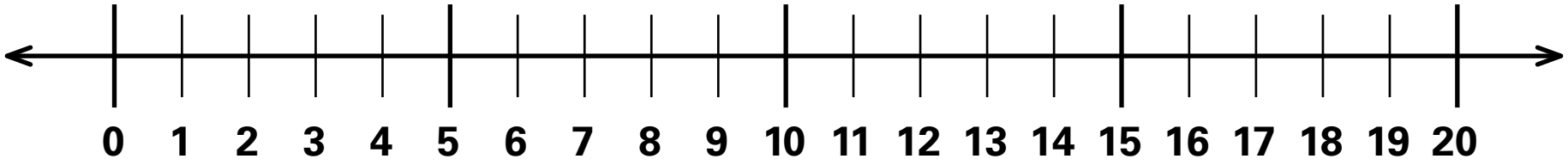

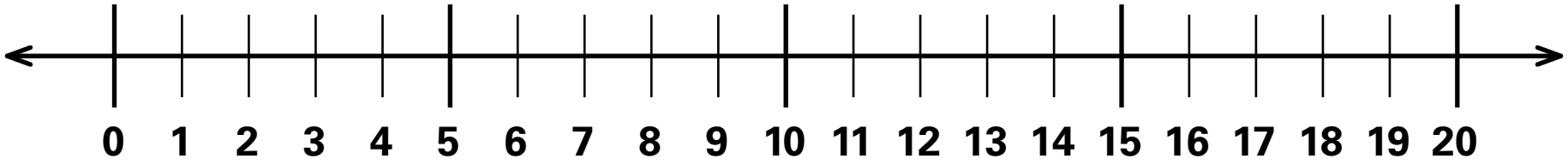

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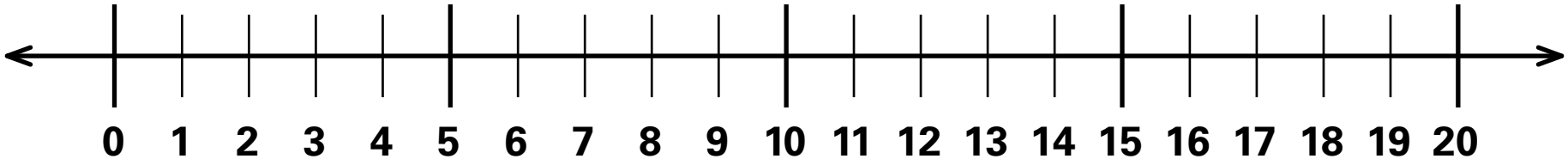

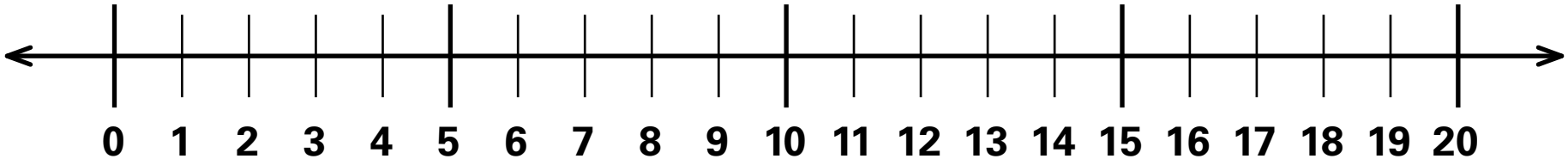

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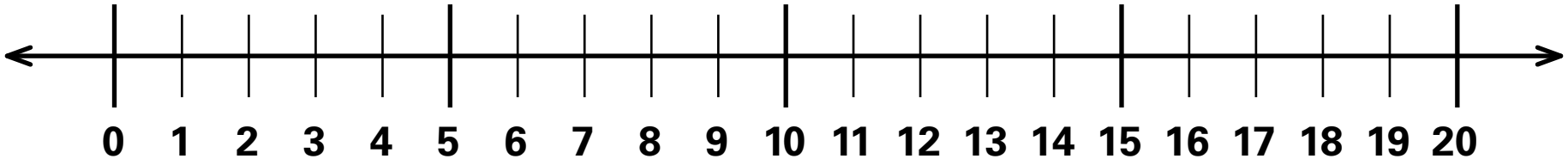

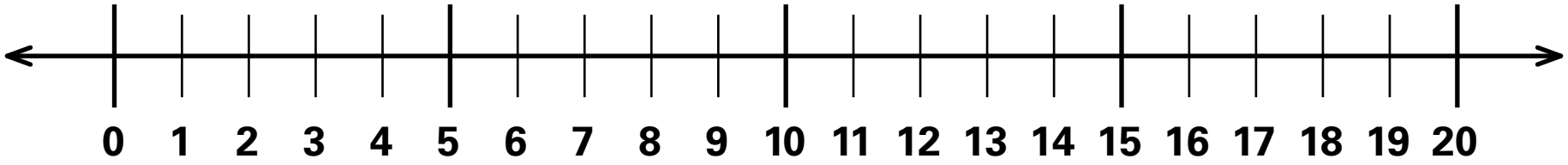

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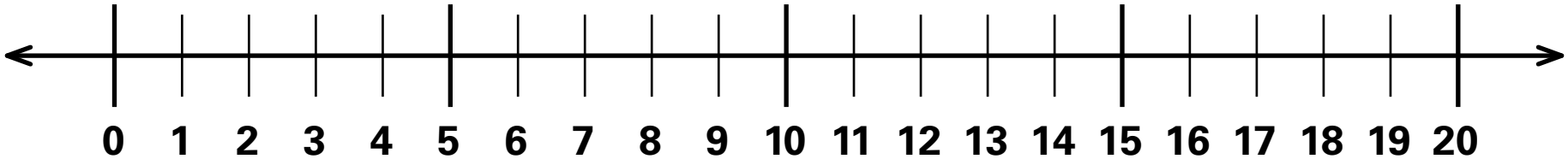
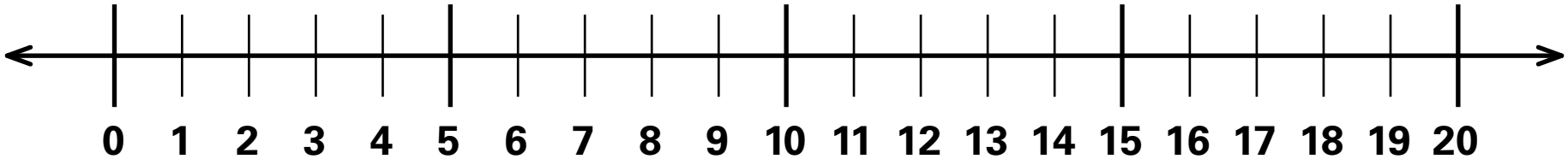




I Spy

I spy	You spy
●●●●● ○ ●●●●	○ ●●●● ●●●●
9 + 1 = 10	1 + 9 = ☐

I spy	You spy
●●●●● ○○○○	○○○○ ●●●●●
5 + 4 = 9	☐ + ☐ = 9

I spy	You spy
●●● ○○○○○	○○○○○ ●●●
3 + 5 = ☐	☐ + ☐ = ☐

I spy	You spy
●●●●● ●● ○○○	○○○ ●●●●● ●●
☐ + ☐ = ☐	☐ + ☐ = ☐

Directions: Have students use counters to model and complete each equation using the commutative property.

Trains

1.

Bindi's Train

Bob's Train

3 + 5 = 5 + 3

8 cars all together

Bindi's Train

Bob's Train

4 + 3 = ☐ + 4

☐ cars all together

2. Match

4 + 2	5 + 2
2 + 5	3 + 6
6 + 3	2 + 4

Directions: 1) Have students color the models to match each equation, then use the commutative property complete the expressions. **2)** Have students draw lines to match the expressions.

Lesson 3 Exit Ticket

1.

Sally's Counters	Sam's Counters
●●●●● ○○○○	○○○○ ●●●●●
5 + 4 = 9	4 + ☐ = ☐

2. **Sally's Train** **Sam's Train**

4 + 6 = ☐ + 4

☐ cars all together

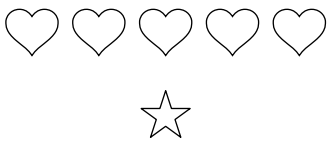
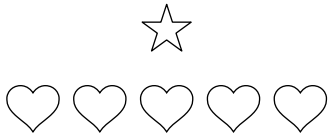
3.

Sally has	Sam has
4 + 3	3 + 6
3 + 7	3 + 4
6 + 3	7 + 3

Directions: 1) Have students use counters to model and complete the equations. **2)** Have students color the models to match the equations, then complete the expressions. **3)** Have students draw lines to match the expressions.

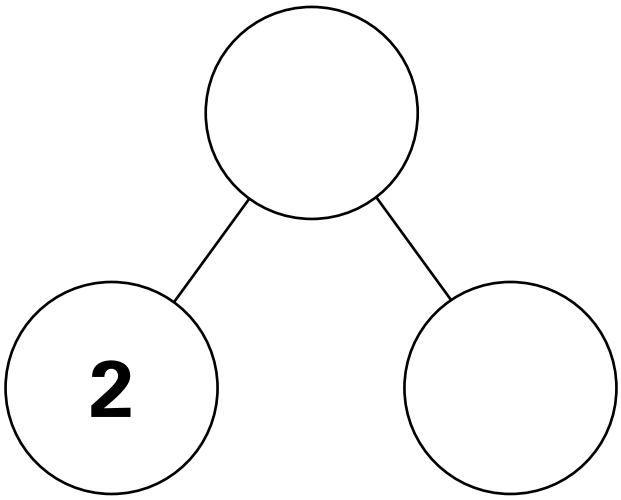
Extra Practice: Turn-Around Partners

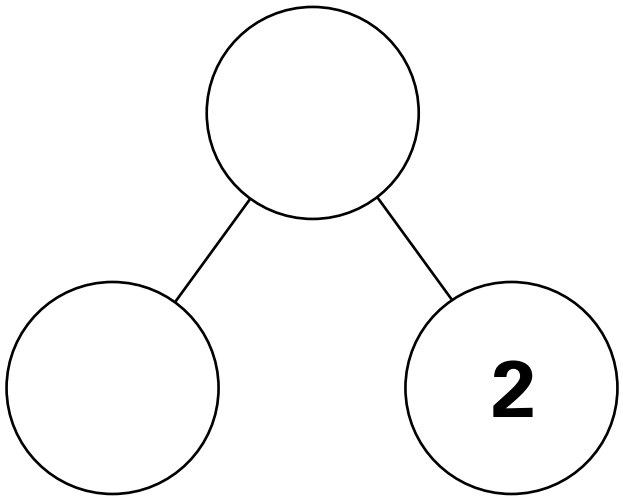
Make turn-around partners.

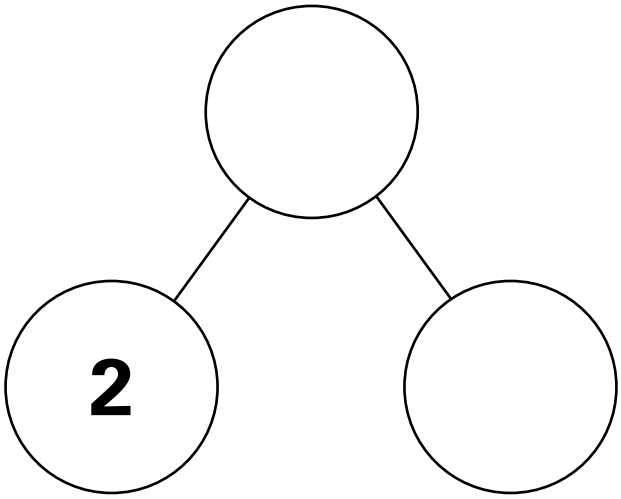
 5 + 1 = 6	=	 1 + 5 = ☐
 2 + 5 = 7	=	☐ + 2 = ☐
 3 + 4 = ☐	=	4 + ☐ = 7
 2 + 3 = ☐	=	☐ + ☐ = ☐

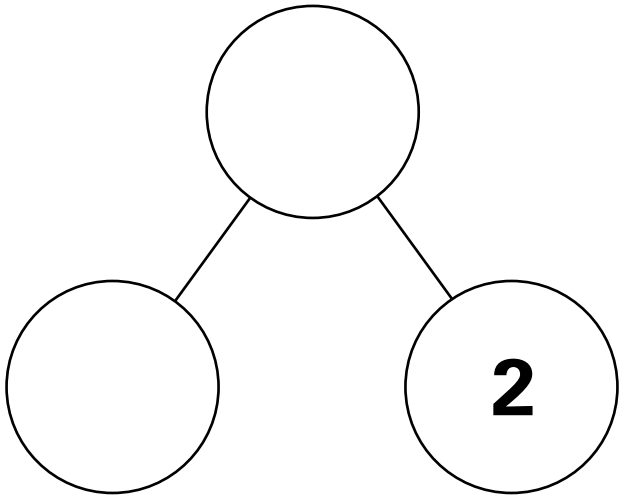
Directions: Have students use the commutative property of addition to draw models and complete each equation.

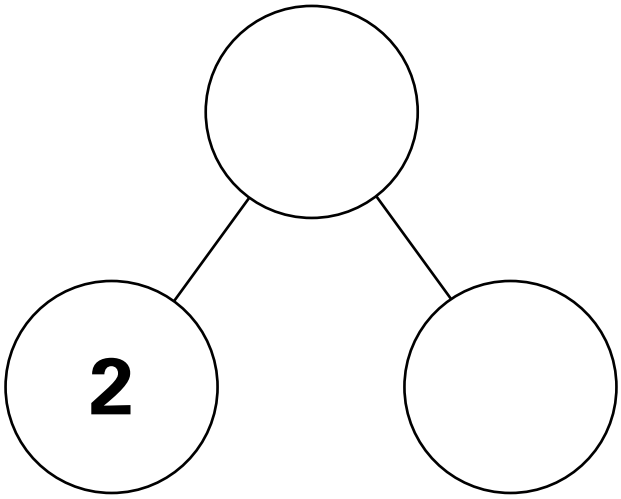
Number Bonds

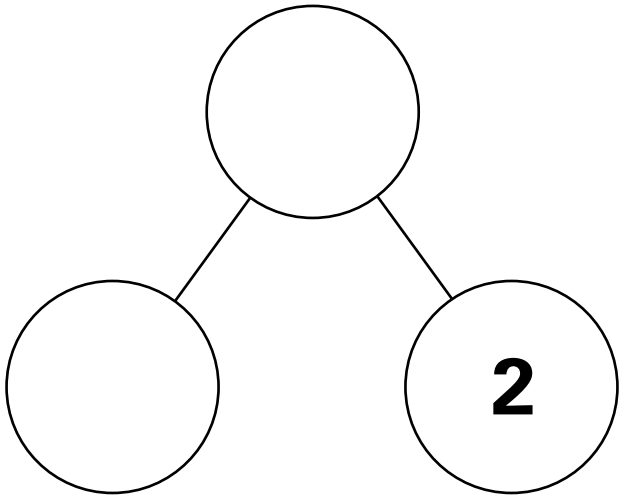










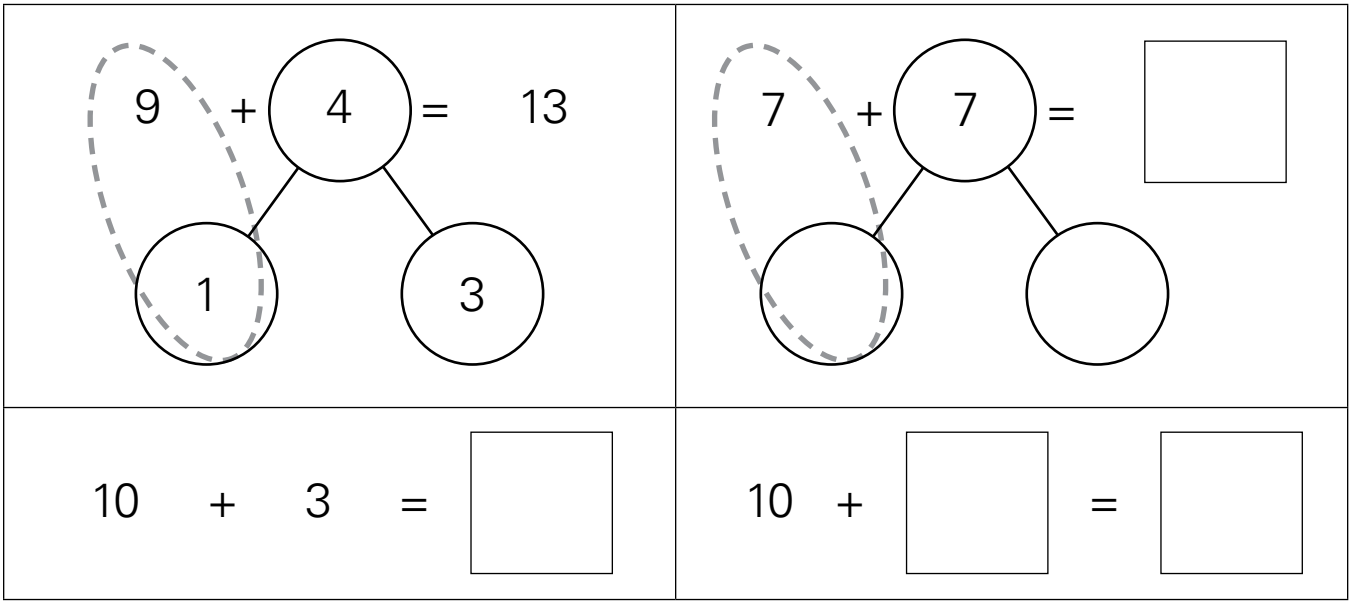


Commutative Property Memory

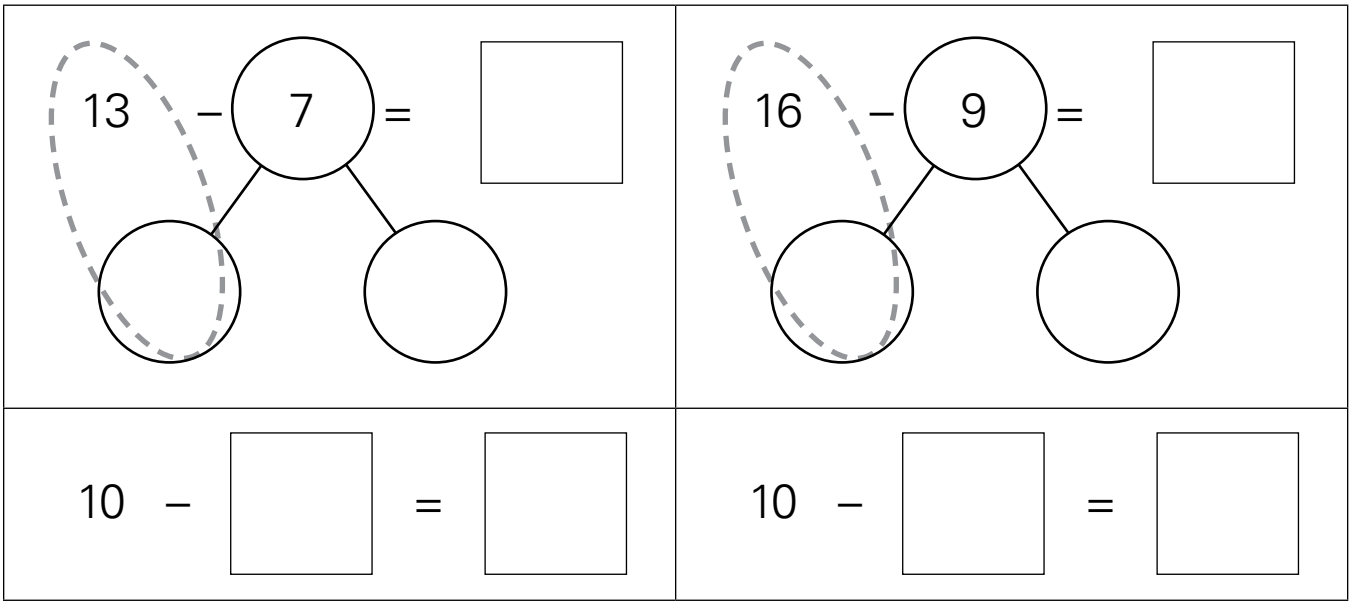
6 + 1	1 + 6	2 + 8
8 + 2	6 + 2	2 + 6
3 + 6	6 + 3	5 + 1
1 + 5	2 + 3	3 + 2
3 + 1	1 + 3	3 + 0
0 + 3	4 + 5	5 + 4

Tippy Towers Game

1. Make 10 to add.



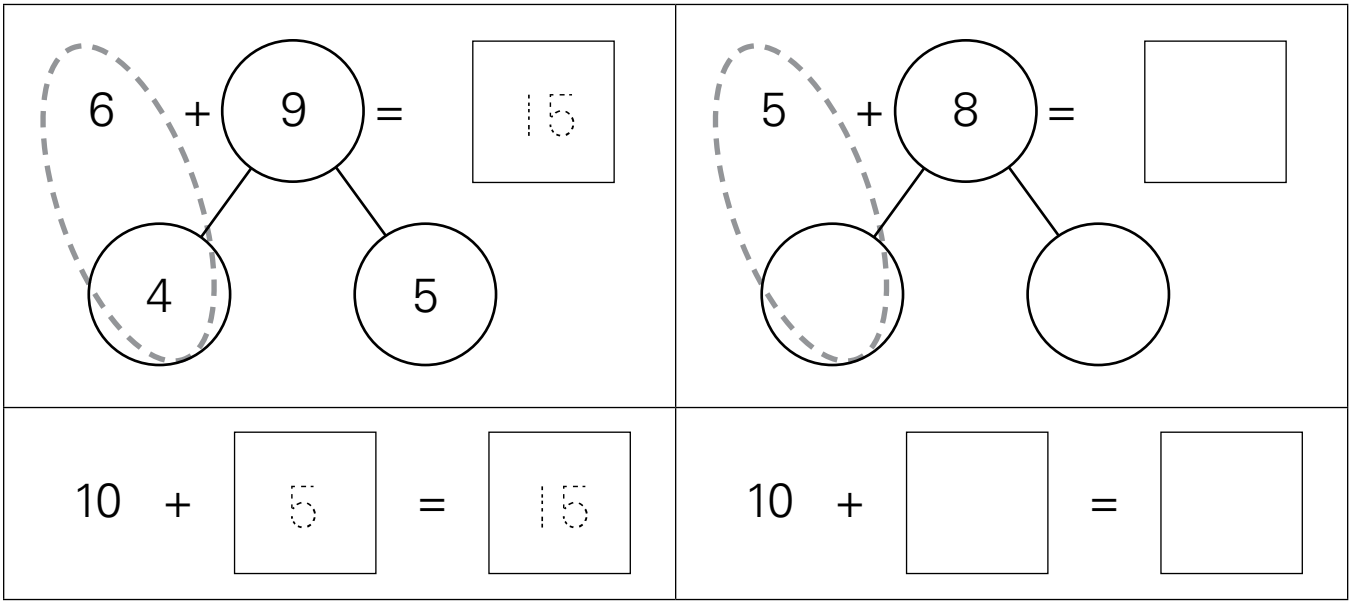
2. Make 10 to subtract.



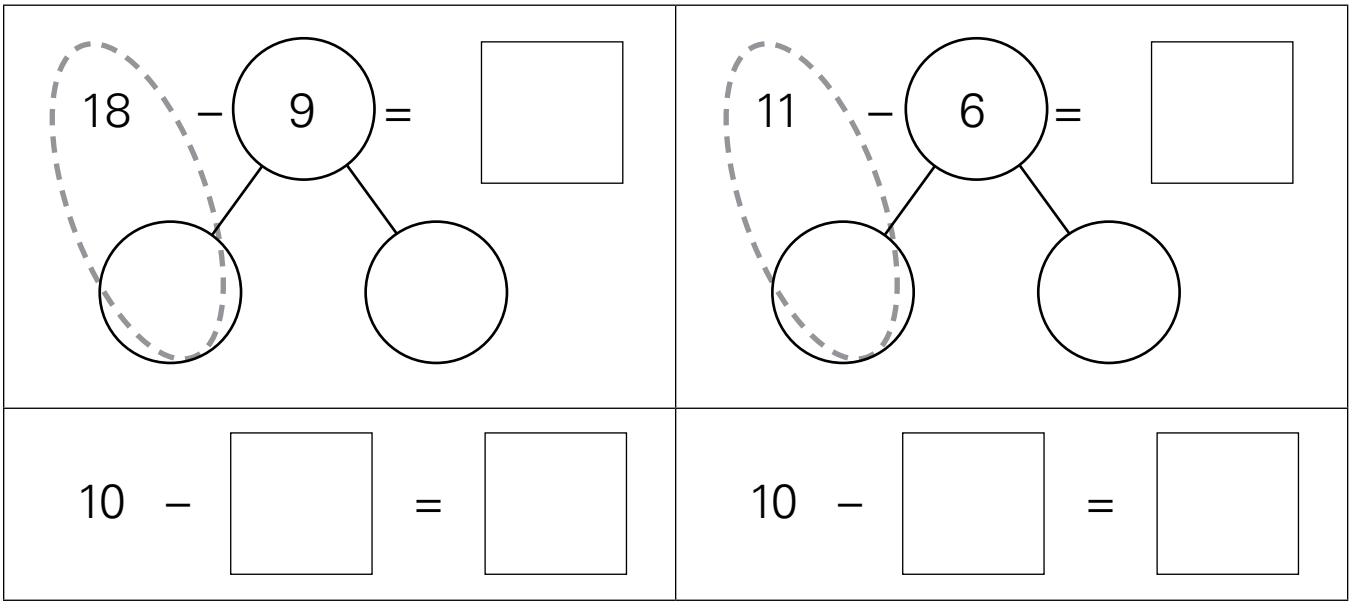
Directions: 1) Have students use linking cubes and 10-frames to decompose an addend to make 10, then add. **2)** Have students use linking cubes and 10-frames to decompose a to make 10, then subtract.

Make 10

1. Make 10 to add.



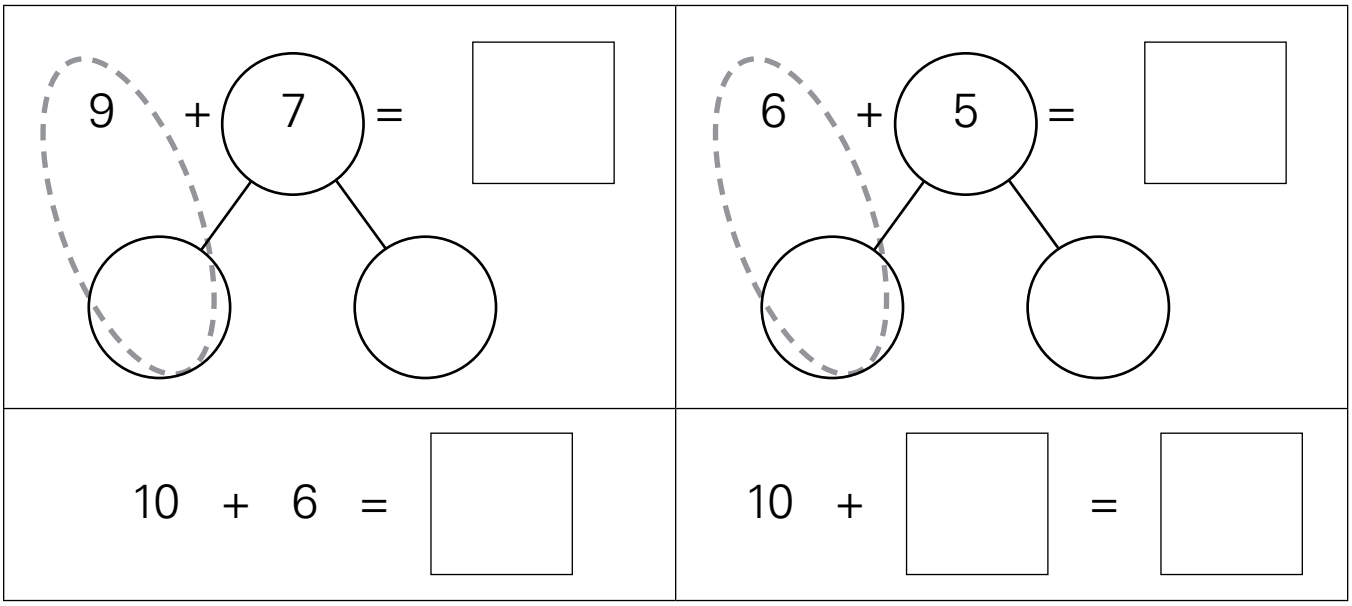
2. Make 10 to subtract.



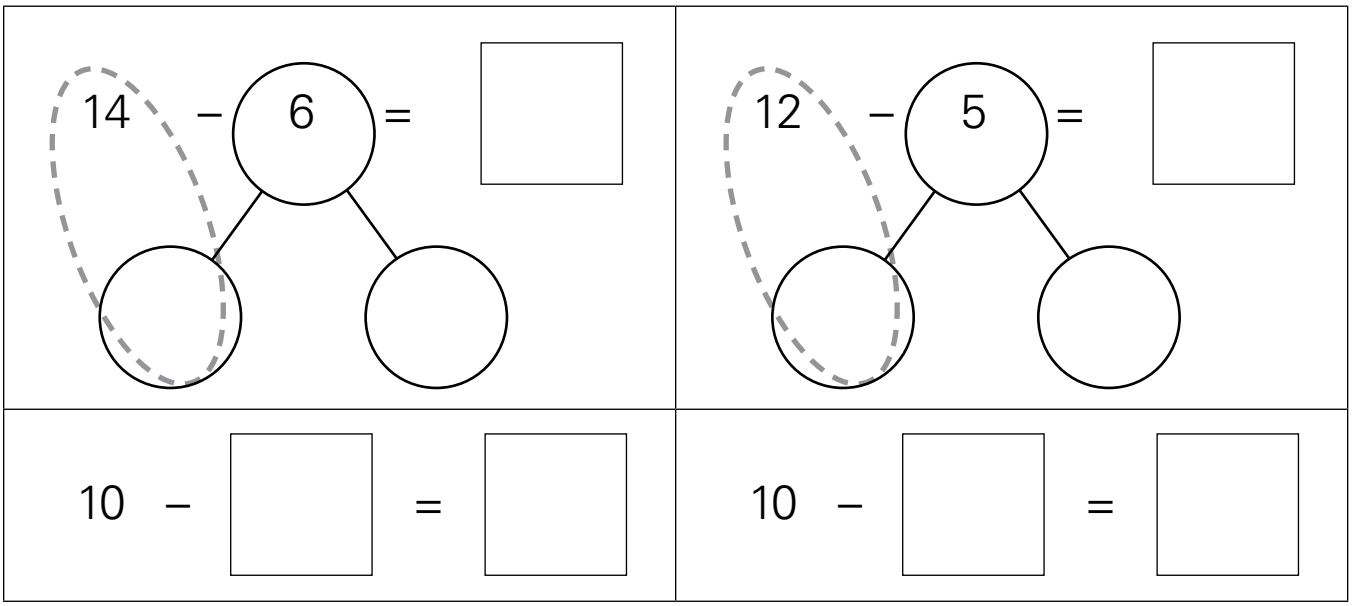
Directions: 1) Have students use linking cubes and 10-frames to decompose an addend to make 10, then add. **2)** Have students use linking cubes and 10-frames to decompose a part to make 10, then subtract.

Lesson 4 Exit Ticket

1. Make 10 to add.



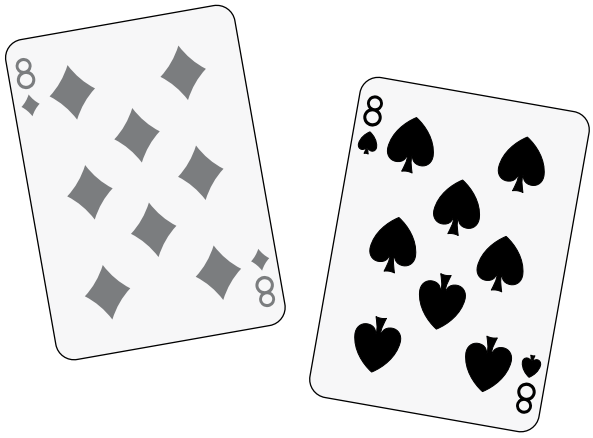
2. Make 10 to subtract.



Directions: 1) Have students use linking cubes and 10-frames to decompose an addend to make 10, then add. **2)** Have students use linking cubes and 10-frames to decompose a to make 10, then subtract.

Extra Practice: Card Game

1. Make 10 to add.

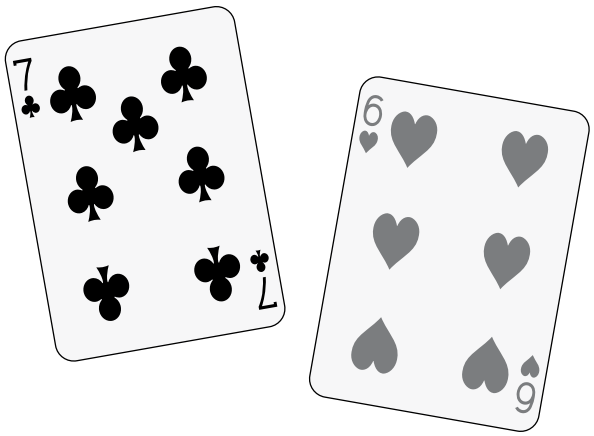


8 + 8 = ?

8 + ☐ = 10

10 + ☐ = ☐

So, 8 + 8 = ☐



7 + 6 = ?

7 + ☐ = 10

10 + ☐ = ☐

So, 7 + 6 = ☐

2. Make 10 to subtract.

15

15 – 8 = ?

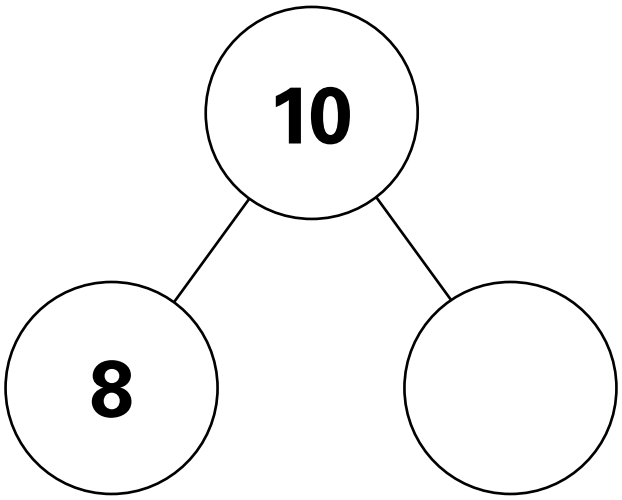
15 – ☐ = 10

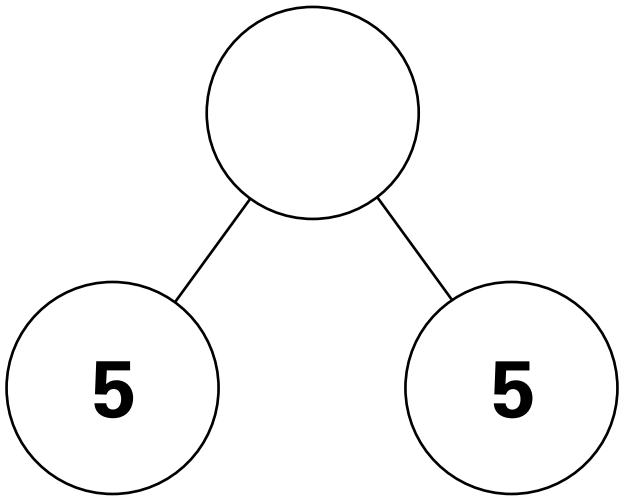
10 – ☐ = ☐

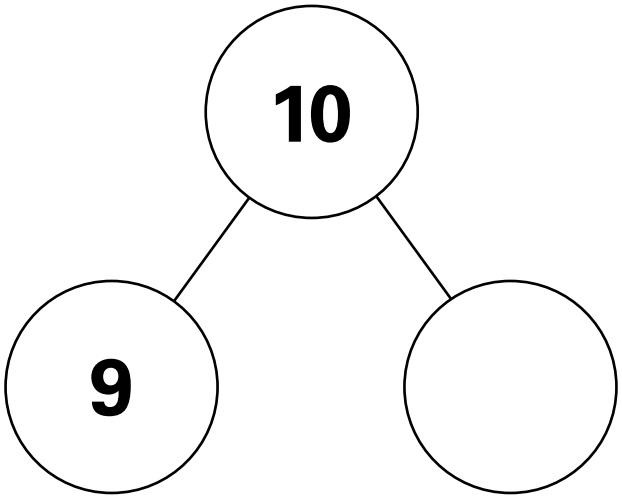
So, 15 – 8 = ☐

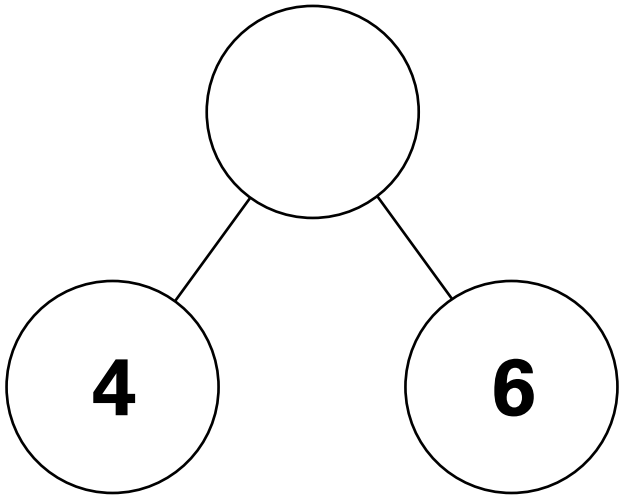
Directions: Have students use 10-frames and counters to make 10 to add or subtract.

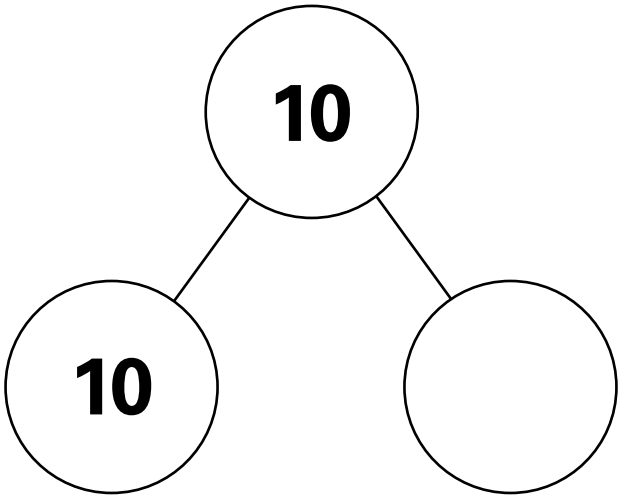
Number Bonds

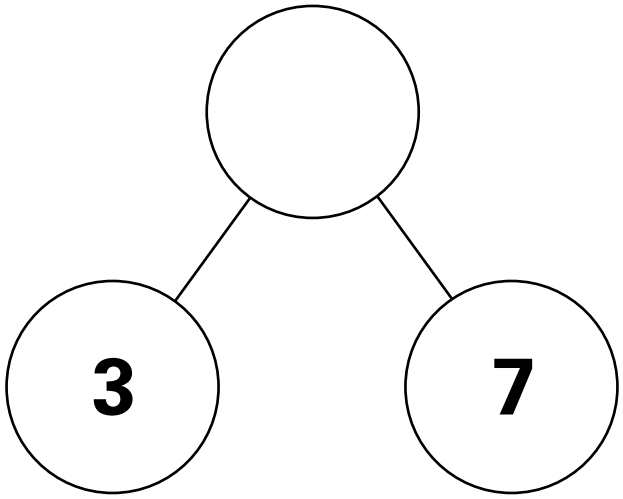




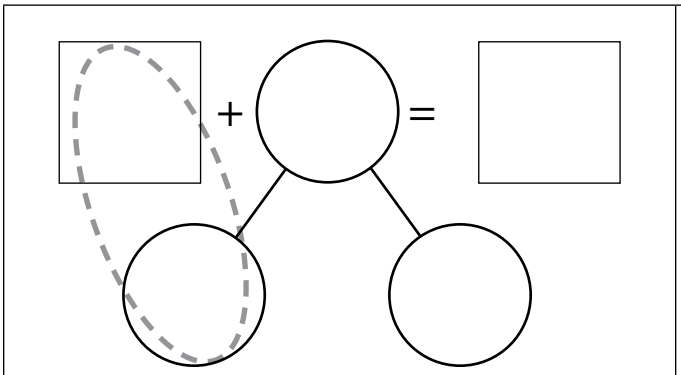




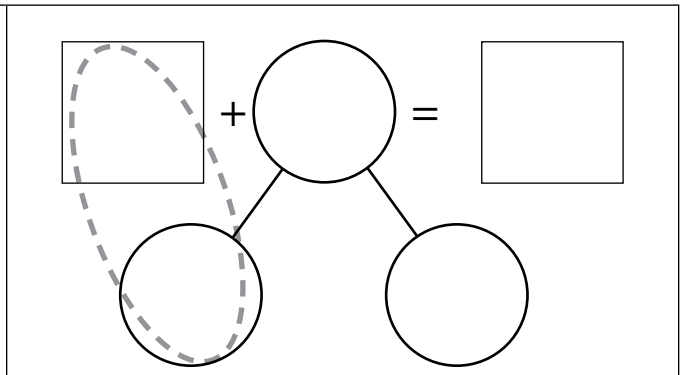




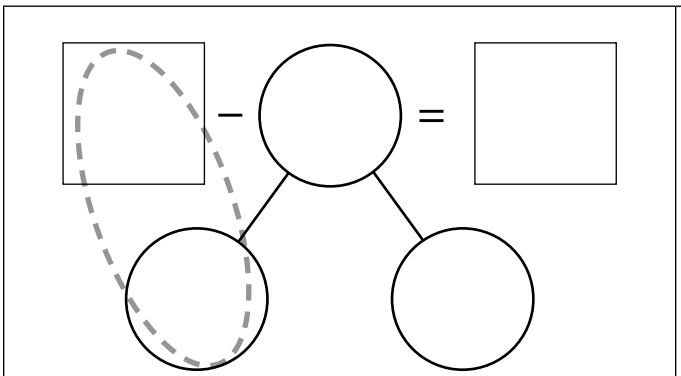
Make 10 Number Bonds



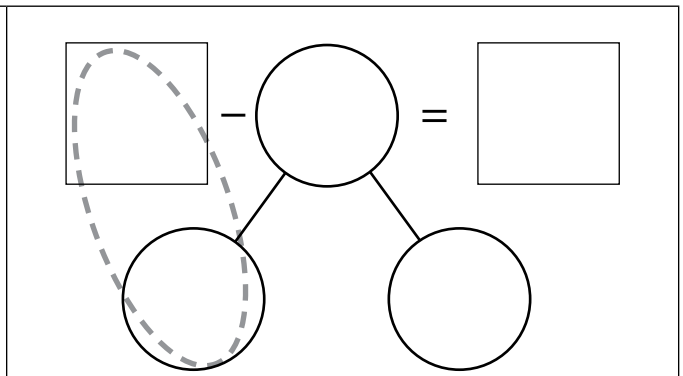
10 + ☐ = ☐



10 + ☐ = ☐

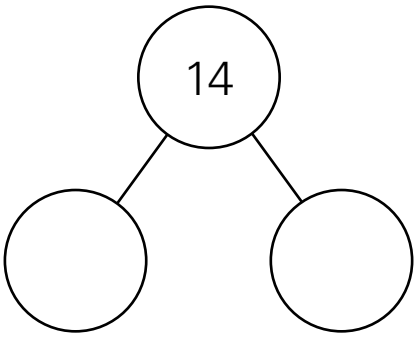


10 − ☐ = ☐



10 − ☐ = ☐

Cindy and Mindy's Stuffed Animals

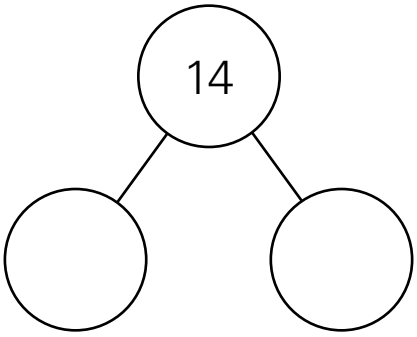


$\square + \square = 14$

$14 - \square = \square$

Cindy has _____ minis.

Mindy has _____ minis.



$\square + \square = 14$

$14 - \square = \square$

Cindy has _____ minis.

Mindy has _____ minis.

Directions: Have students show two ways to decompose 14 by completing the number bonds, equations, and sentences.

Sharing Toys

Daniel and David share **9** robots.

Daniel	David	Total Robots
●●●	○○○○○ ○	●●●●● ●●●●

Add: 3 + 6 = 9 **Subtract:** 9 − 3 = 6

Daniel and David share **7** dolls.

Daniel	David	Total Dolls
	●●●●	●●●●● ●●

Add: _____ **Subtract:** _____

Daniel and David share **10** trucks.

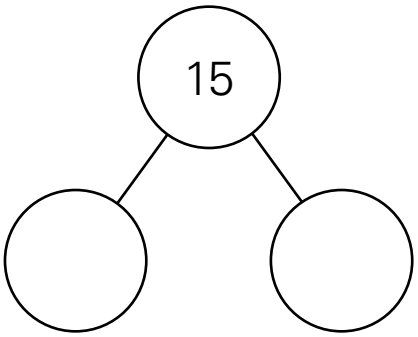
Daniel	David	Total Trucks
●●●●●		●●●●● ●●●●●

Add: _____ **Subtract:** _____

Directions: Have students complete the table by drawing circles and writing equations to show how to share the toys.

Lesson 5 Exit Ticket

1. Gwen and Ben share **15** cars.



$\square + \square = 15$

$15 - \square = \square$

Gwen has _____ cars.

Ben has _____ cars.

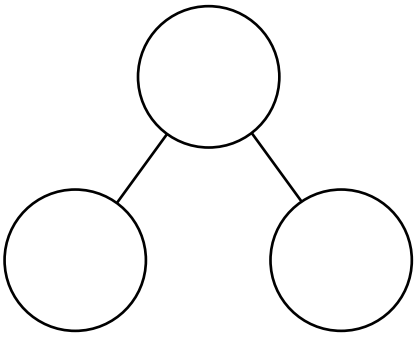
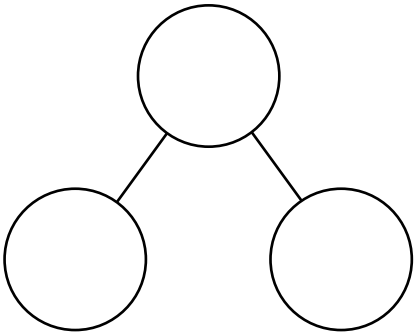
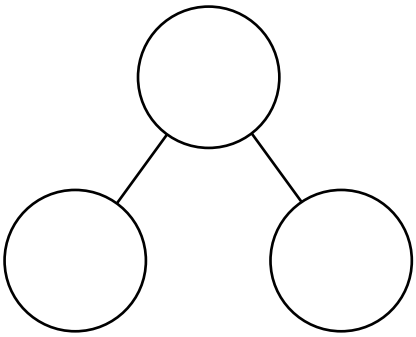
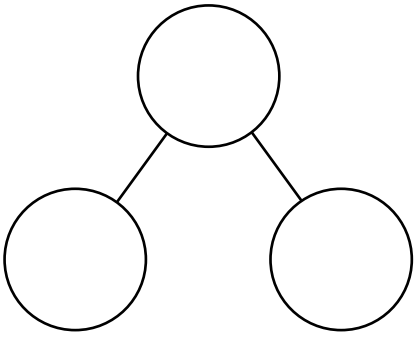
2. Gwen and Ben share **15** cars.

Ben	Gwen	Total Cars
●●●●● ●●●●● ●●		●●●●● ●●●●● ●●●●●

Add: _____ **Subtract:** _____

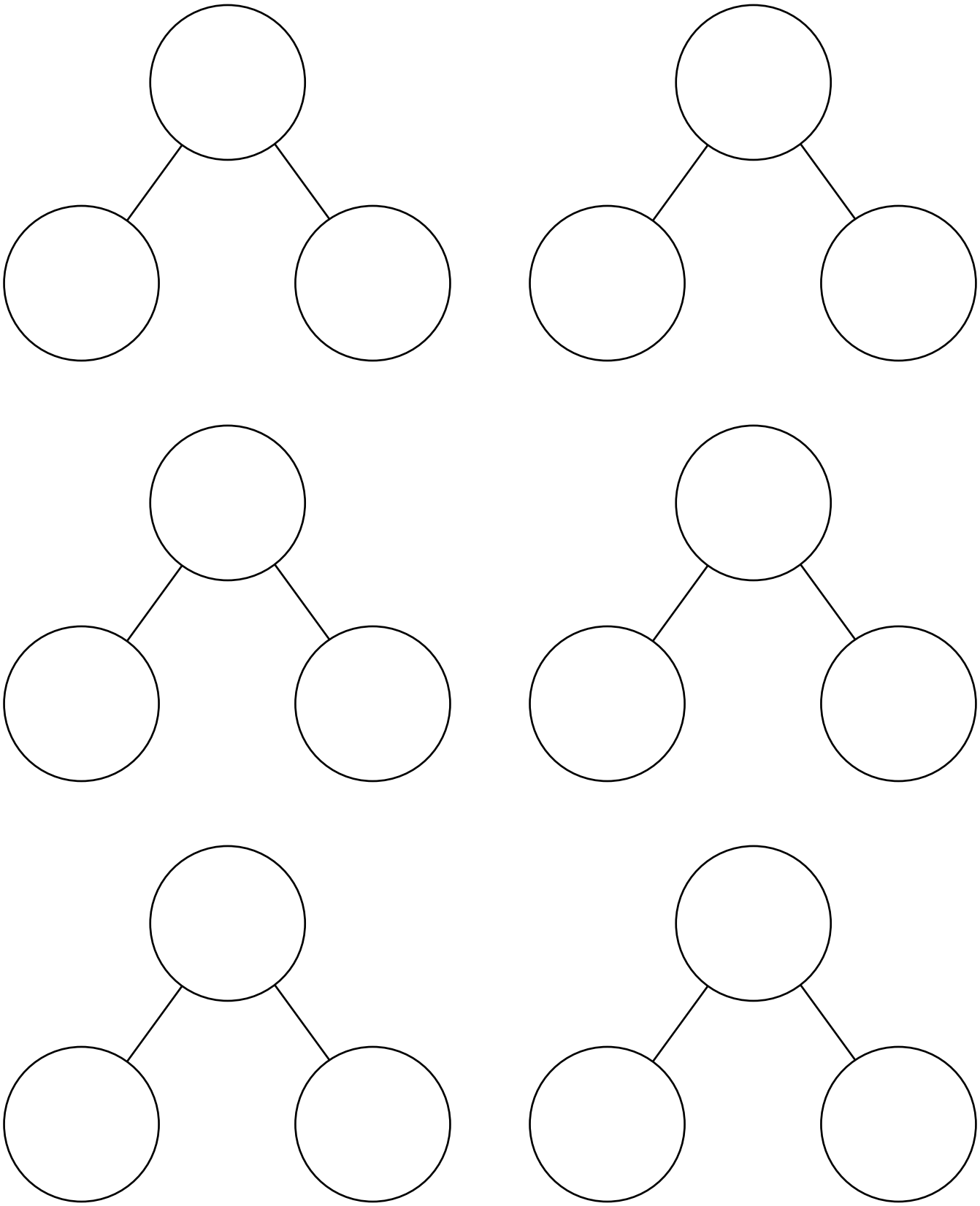
Directions: 1) Have students show one way to decompose 15 by completing the number bonds, equations, and sentences. **2)** Have students complete the table by drawing circles and writing equations to show how to share the cars.

Extra Practice: Cover-Up

Number of counters	Anthony shows this many.	Anthony covers up this many.	Number bond
8	●●●		
11	●●●●●		
6	●●		
13	●●●●● ●●●●●		

Directions: Have students complete the table by drawing circles and number bonds to show the counters Anthony covered up.

Number Bonds

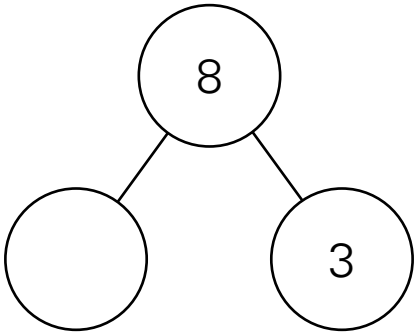


Snack Time

Add.

$\square + 3 = 8$

$3 + \square = 8$



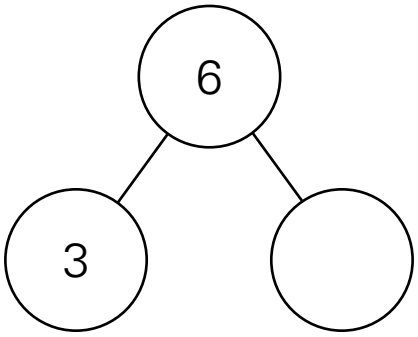
Subtract.

$8 - 3 = \square$

$8 - \square = 3$

Add.

$3 + \square = 6$



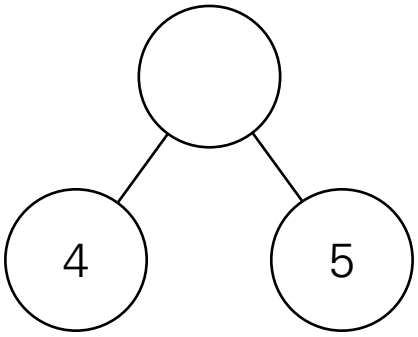
Subtract.

$6 - 3 = \square$

Add.

$4 + 5 = \square$

$5 + 4 = \square$



Subtract.

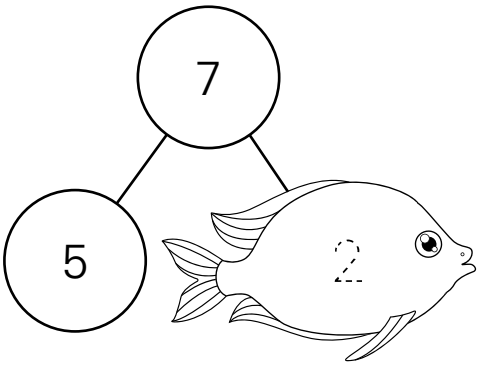
$\square - 4 = 5$

$\square - 5 = 4$

Directions: Have students model the fact families with counters. Then have students complete the number bonds and equations.

Hiding Fish

How many fish are hiding?

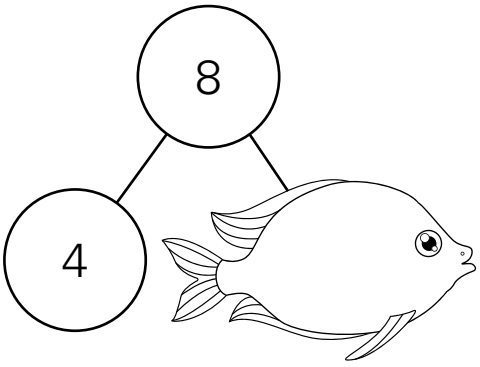


5 + 2 = 7

7 – 5 = 2

2 fish are hiding.

How many fish are hiding?

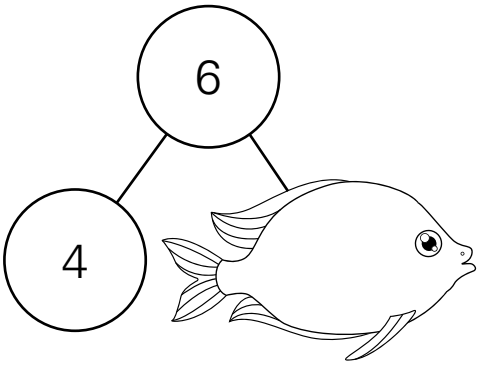


– =

+ =

fish are hiding.

How many fish are hiding?



+ =

– =

fish are hiding.

Directions: Have students use counters and number bonds to model the problem and find the unknown value.

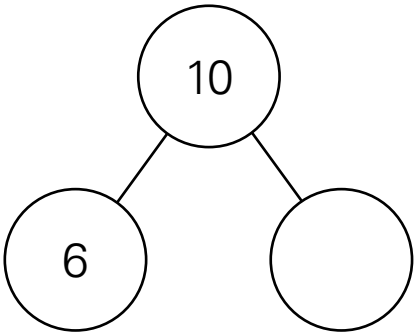
Lesson 6 Exit Ticket

1. Find the missing value.

Add.

$6 + \square = 10$

$\square + 6 = 10$



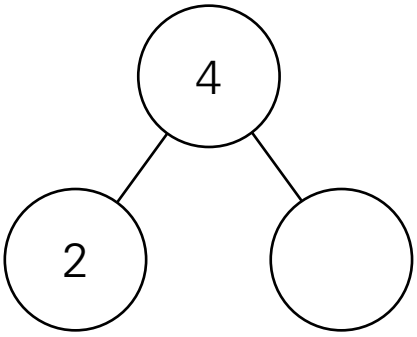
Subtract.

$10 - 6 = \square$

$10 - \square = 6$

Add.

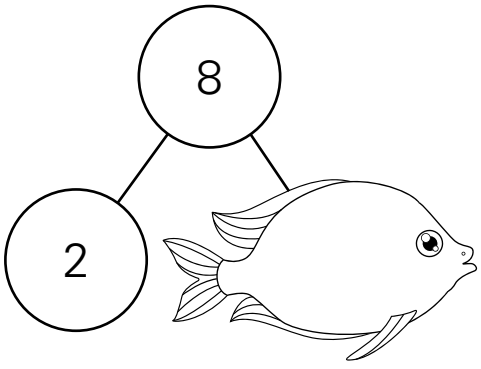
$2 + \square = 4$



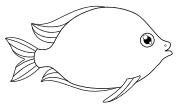
Subtract.

$4 - 2 = \square$

2. How many fish are hiding?



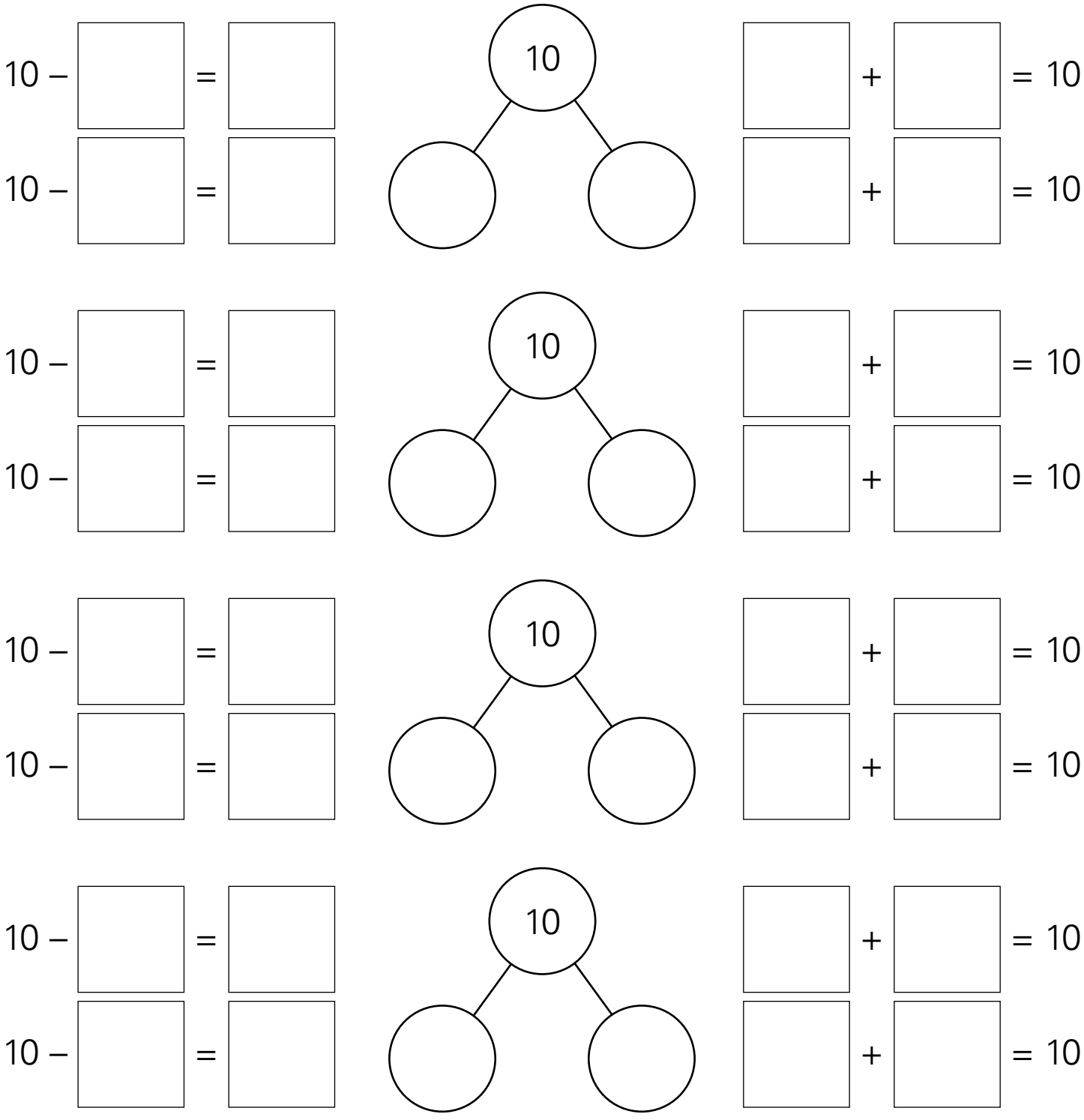
$\square - \square =$ 

$\square +$  $= \square$

$\square$ fish are hiding.

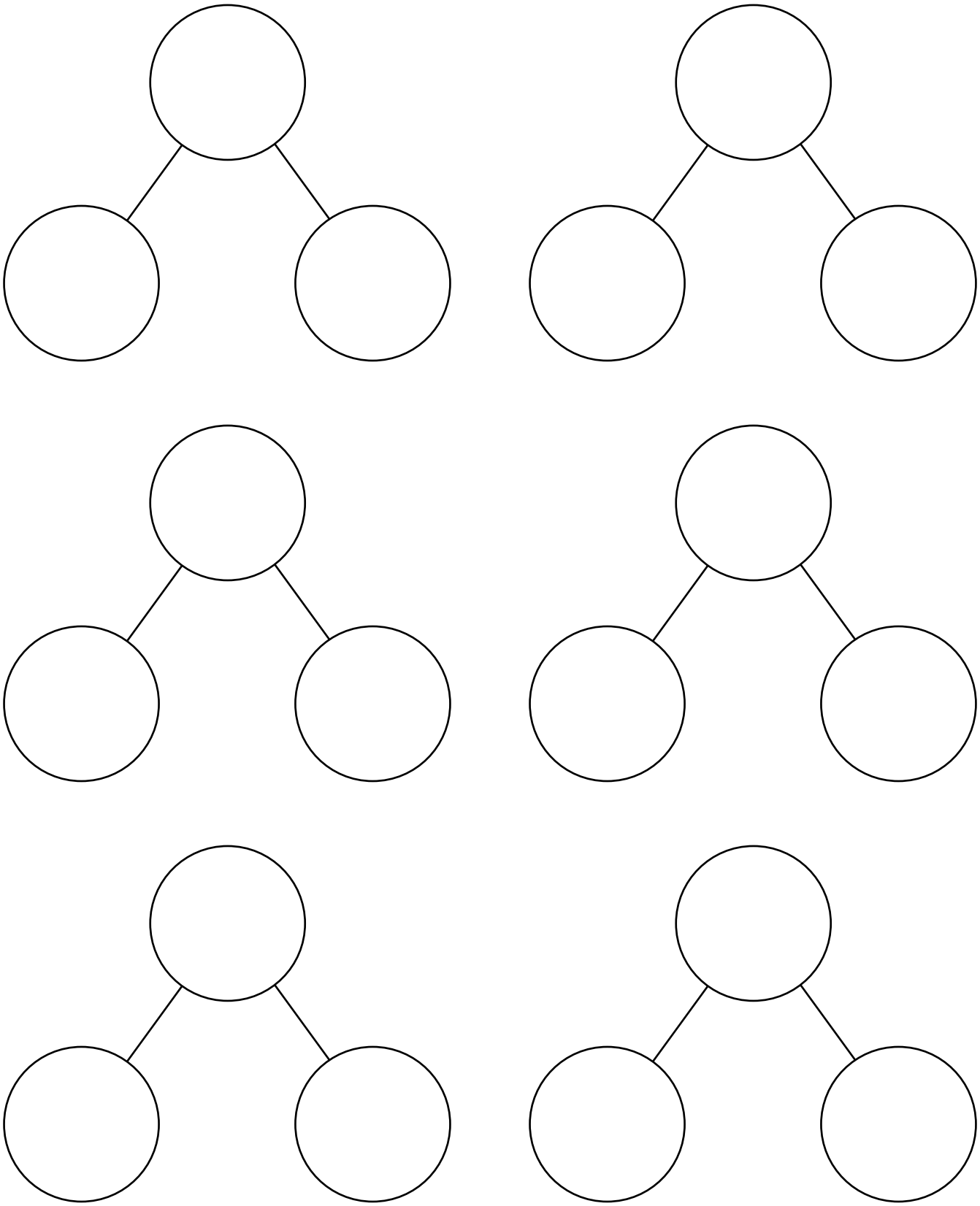
Directions: 1) Have students use counters and the number bond to complete the equations.
2) Have students model the number bond with counters and find the missing part.

Extra Practice: Teddy Bear Share



Directions: Have students use counters to complete the number bonds then record the fact family.

Number Bonds



The Three Little Pigs

1. House of Straw

Fay Pig	3 bundles
Kay Pig	6 bundles
May Pig	4 bundles

How can you make 10?

$\square + \square = 10$

How can you add on?

$10 + \square = \square$

2. House of Sticks

Fay Pig	3 sticks
Kay Pig	7 sticks
May Pig	4 sticks

How can you make 10?

$\square + \square = 10$

How can you add on?

$10 + \square = \square$

3. House of Bricks

Fay Pig	2 bricks
Kay Pig	2 bricks
May Pig	8 bricks

How can you make 10?

$\square + \square = 10$

How can you add on?

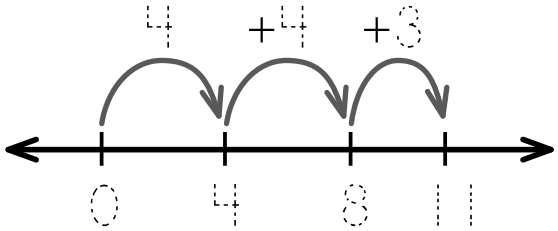
$10 + \square = \square$

Directions: Have students model each addend with counters then make 10 to add.

The Three Bears

Books

Mama Bear	4
Papa Bear	3
Baby Bear	4



The bears have [11] books all together.

Crayons

Mama Bear	7
Papa Bear	6
Baby Bear	4

The bears have [ ] crayons all together.

Hats

Mama Bear	3
Papa Bear	6
Baby Bear	3

The bears have [ ] hats all together.

Dolls

Mama Bear	3
Papa Bear	5
Baby Bear	7

The bears have [ ] dolls all together.

Directions: Have students use open number lines to find the sum.

Lesson 7 Exit Ticket

1. Make 10 to add. Then count on.

8
2
6

How can you make 10? ☐ + ☐ = 10

How can you add on? 10 + ☐ = ☐

9
4
1

How can you make 10? ☐ + ☐ = 10

How can you add on? 10 + ☐ = ☐

2. Use a number line to add.

Bowls

Mama Bear	7
Papa Bear	5
Baby Bear	7

The bears have ☐ bowls all together.

Chairs

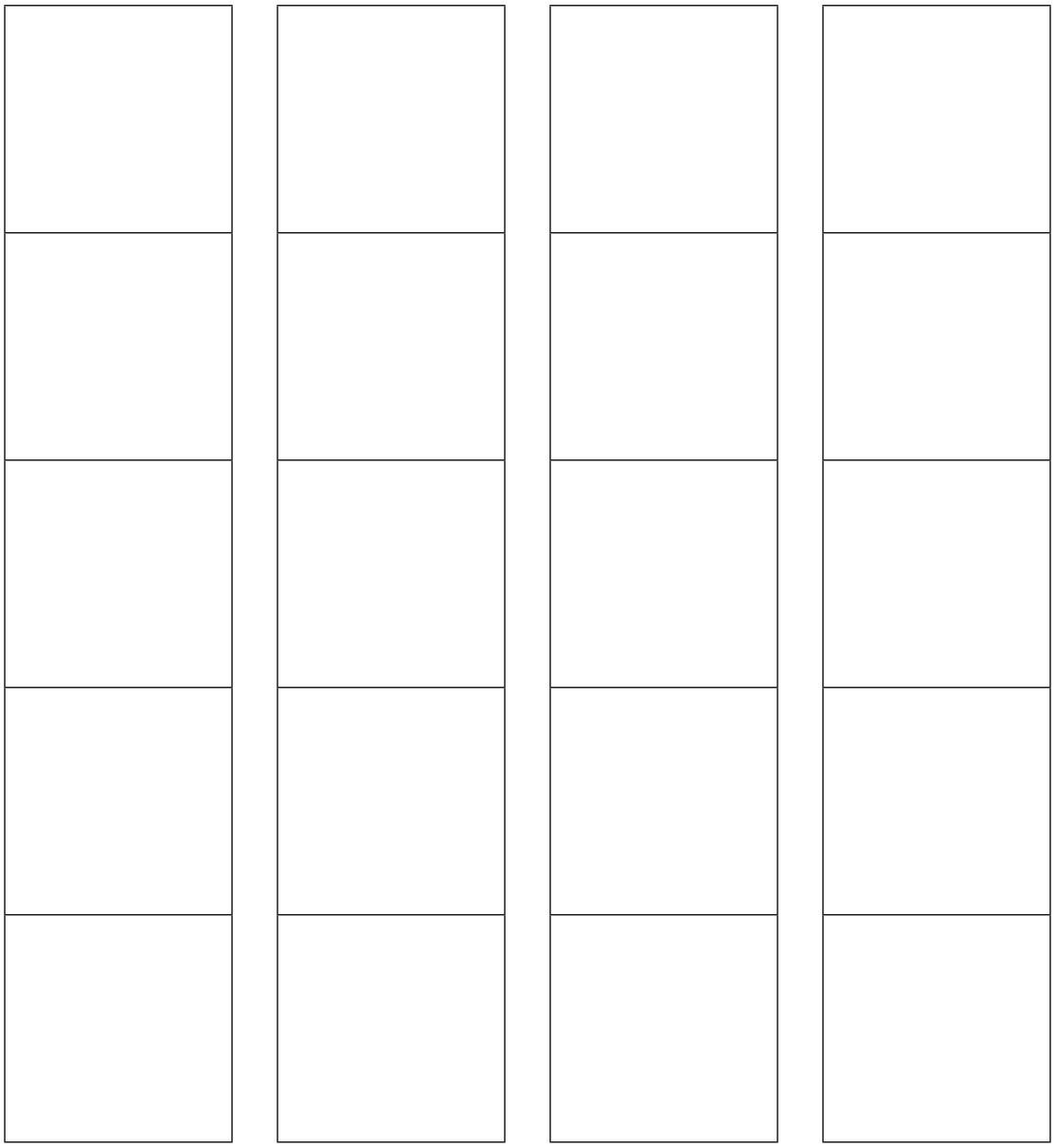
Mama Bear	9
Papa Bear	2
Baby Bear	2

The bears have ☐ chairs all together.

Directions: 1) Have students use counters and 5-frames to add three numbers. **2)** Have students use open number lines to add three numbers.

Extra Practice: Flowers

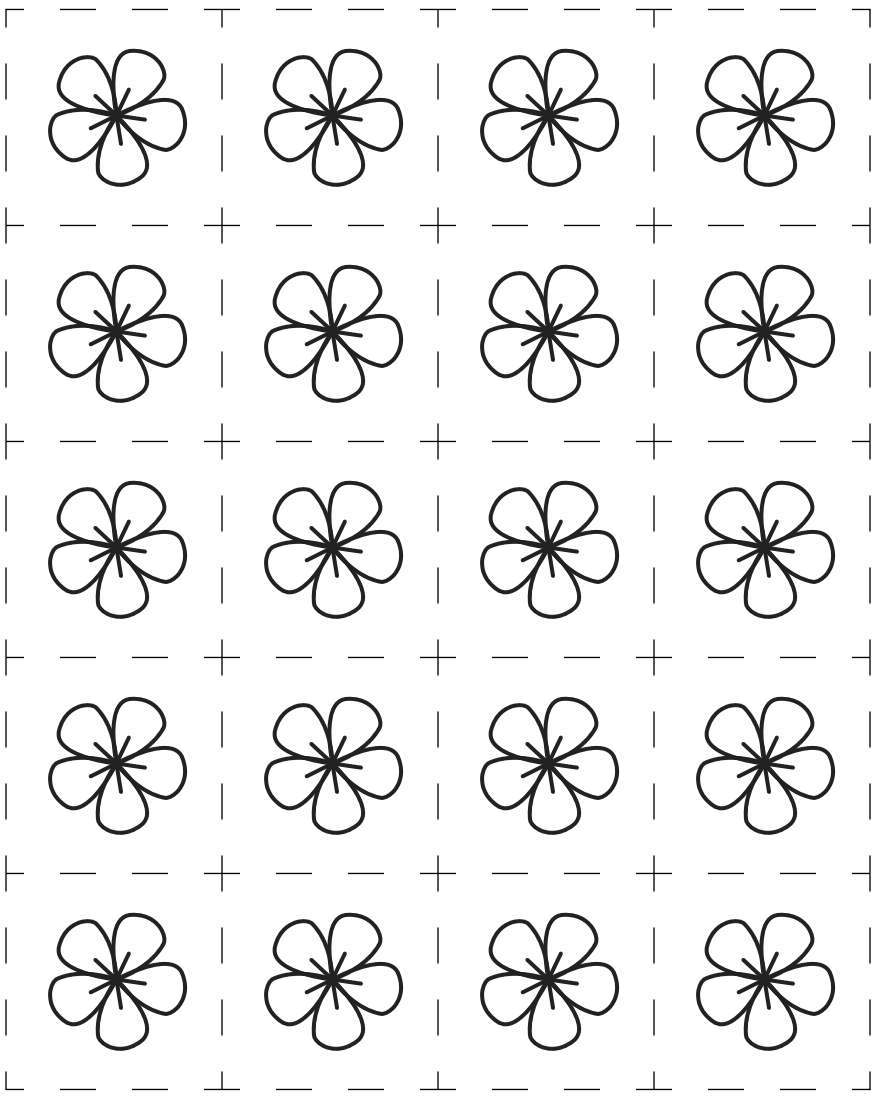
Christine picks 2 flowers. Olivia picks 8 flowers.
Keke picks 7 flowers.



They picked ☐ flowers in all.

Directions: Have students cut out the flowers and glue them on the 5-frames to find the sum.

Flower Counters



Open Number Lines

Open Number Lines

Open Number Lines

Open Number Lines

Open Number Lines

Open Number Lines

Assessment

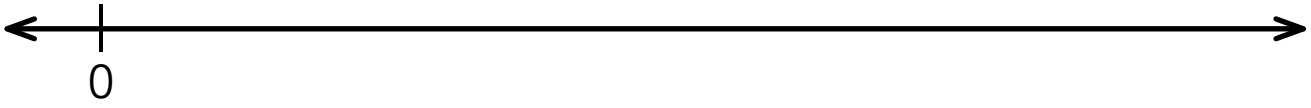
Unit 1 Assessment

1. Which are true?

$7 = 7$ $\qquad$ $6 = 3 + 4$

$5 - 2 = 2 + 1$ $\qquad$ $3 + 5 = 18$

2.



$11 + 1 =$ ☐

3.

I spy

●●●●● ○○

●●

$7 + 2 =$ ☐

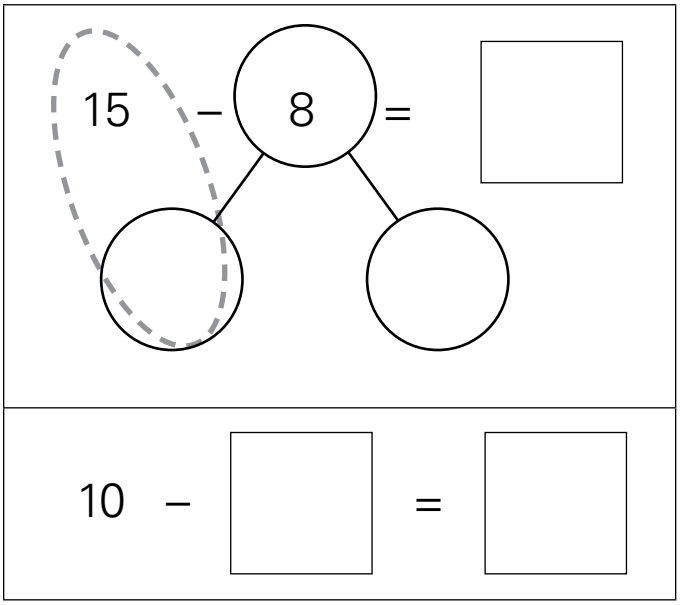
You spy

○○ ●●●●●

●●

☐ + ☐ = ☐

4. Make 10 to subtract.



5. Dana and Jake share **10** blocks.

Dana	Jake	Total Blocks
●●●●		●●●●● ●●●●●

Add: _____ **Subtract:** _____

6. Find the missing value.

Add.

$\square + 2 = 9$

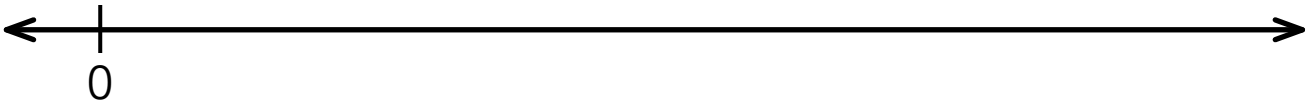
$2 + \square = 9$

Subtract.

$9 - 2 = \square$

$9 - \square = 2$

7. How many?

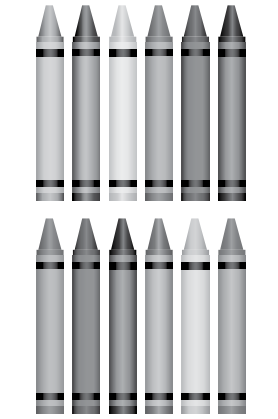


$4 + 6 + 4 = \square$

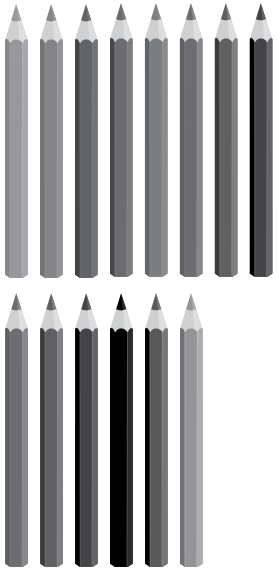

STOP

Unit 1 Cumulative Review

1. Write how many.



☐ crayons

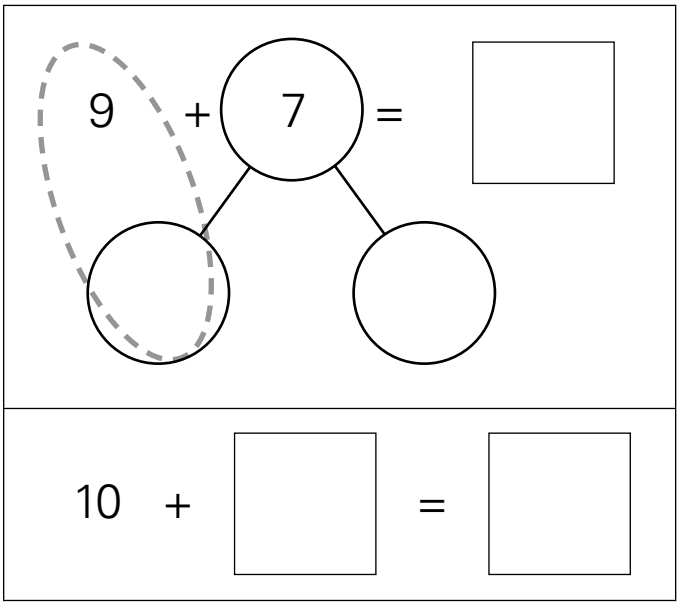


☐ pencils

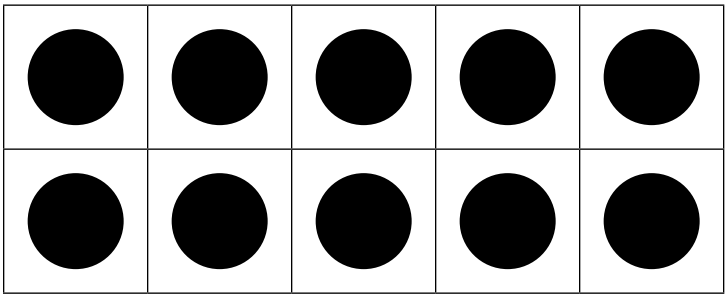
2. Use the 10-frame to solve.

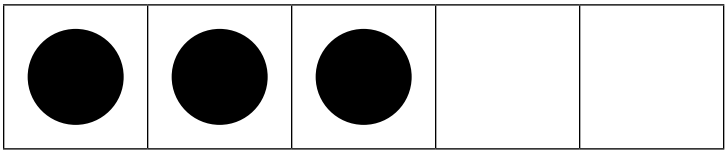
6 – 2 = ☐

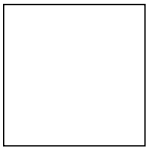
3. Make 10. Then add.



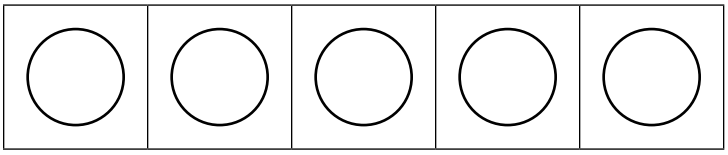
4. How many?







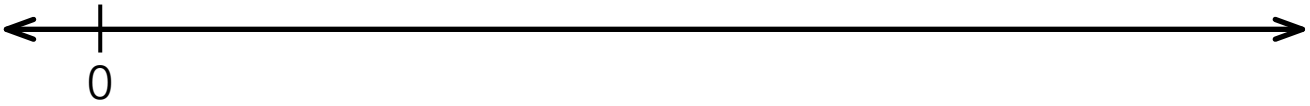
5. Show 2 + 3.



6. Start at 7. Count on 2.

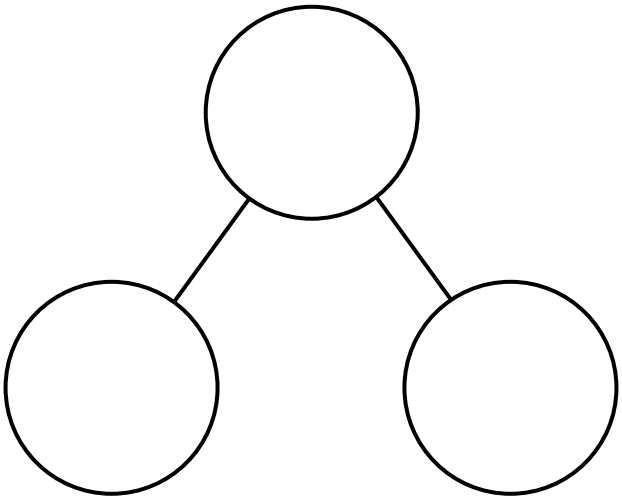
Where do you stop? ☐

7. Add 3 + 9 + 7.



3 + 9 + 7 = ☐

8. 8 turtles are on the log. 2 jump into the water.
How many turtles are left on the log?

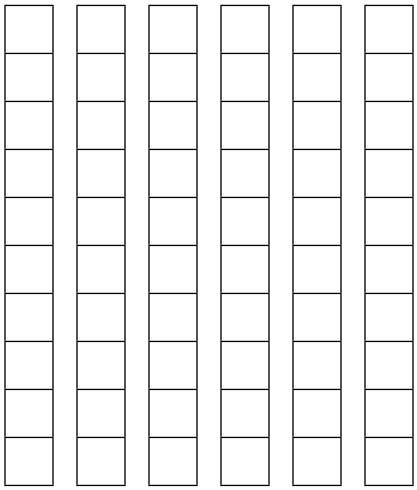


☐ turtles are left.

9. How many more make 10?

☐ more make 10.

10. Count by 10s.



How many? ☐

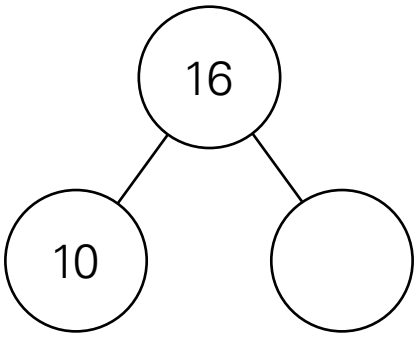
Unit 2:

The Base-10 System

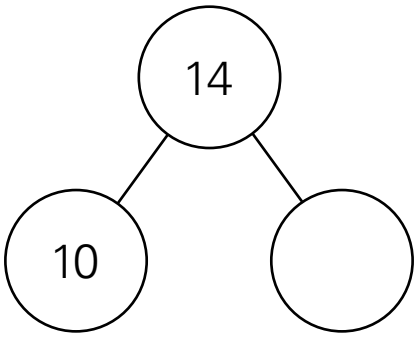
Catapult Learning™

Dog Barkery

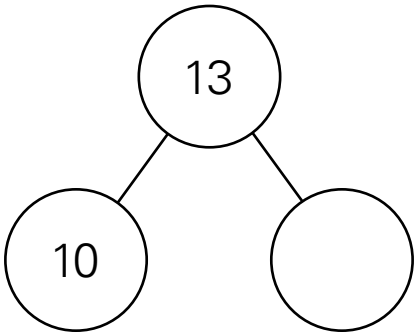
1. 10 + _____ = 16



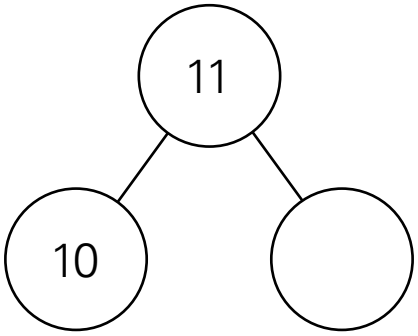
2. 10 + _____ = 14



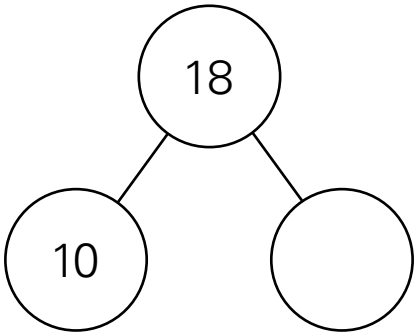
3. 10 + _____ = 13



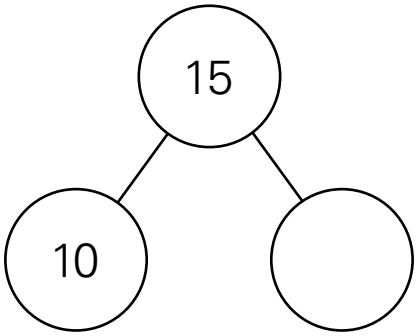
4. 10 + _____ = 11



5. 10 + _____ = 18



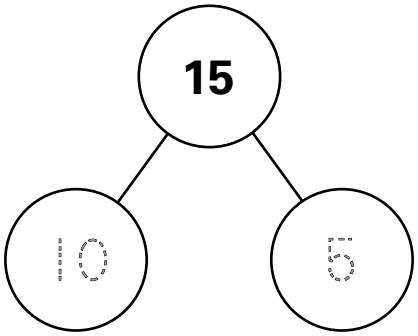
6. 10 + _____ = 15



Directions: Have students use counters or a Rekenrek to model each number. Then have them complete the number bond and equation to show their work.

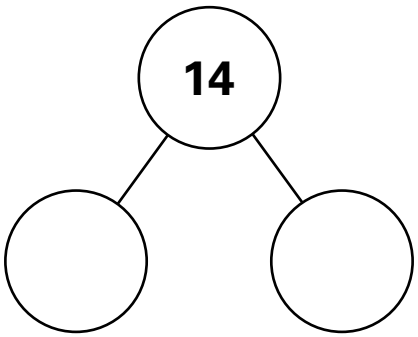
Dog Treats

2.



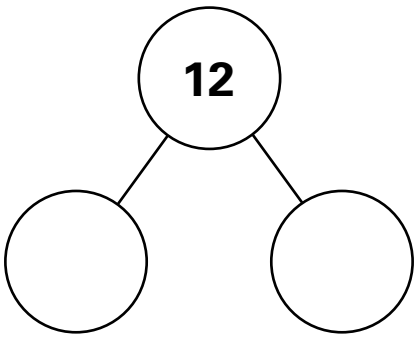
15 = 10 + 5

2.



14 = _____ + _____

3.



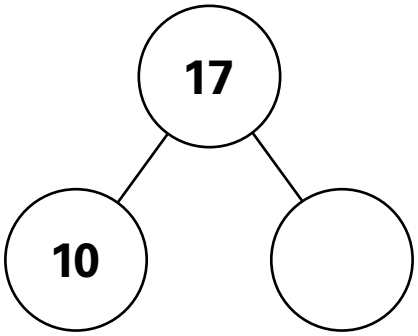
12 = _____ + _____

4. **13** = _____ + _____ **16** = _____ + _____

Directions: Have students decompose the number into 10 and some ones. Students complete the number bond and equation to show that the number is made of 10 and some ones.

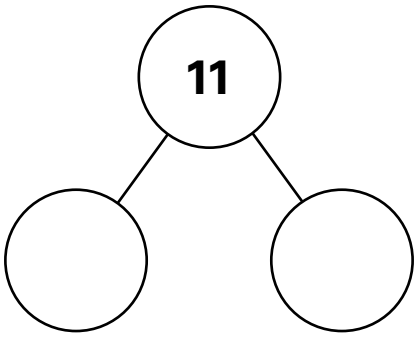
Lesson 9 Exit Ticket

1. Show 17.



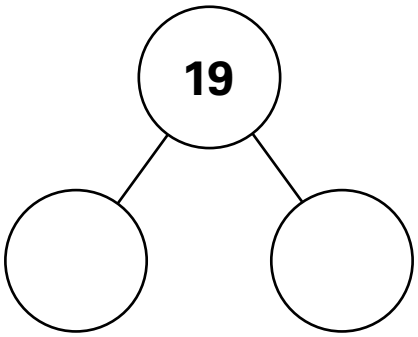
17 = 10 + _____

2.



_____ = _____ + _____

3.

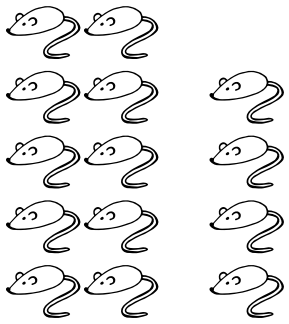


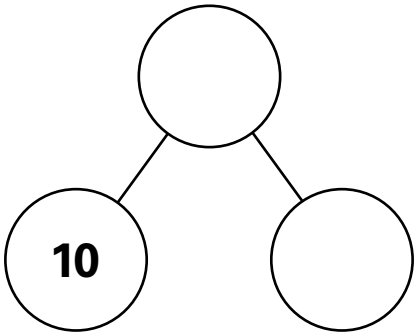
_____ = _____ + _____

Directions: 1) Have students use counters and 10-frames or Rekenreks to model the number. Then have them complete the number bond and equation to show their work. **2–3)** Have students decompose the number into 10 and some ones. Students complete the number bond and equation to show that the number is made of 10 and some ones.

Extra Practice: Cat Toys

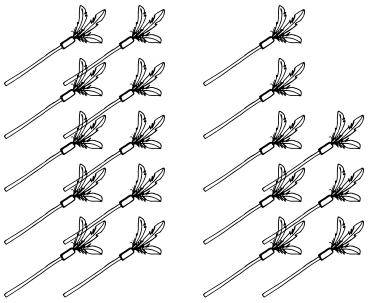
1.

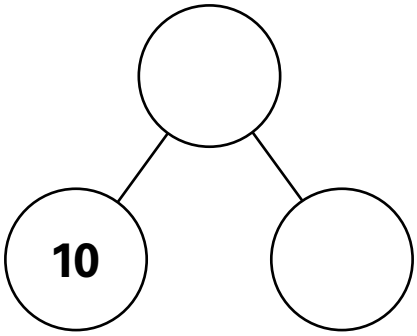




_____ + _____ = _____

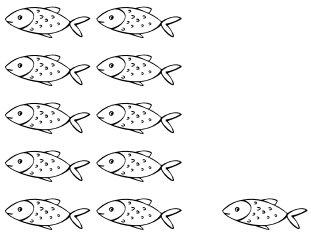
2.

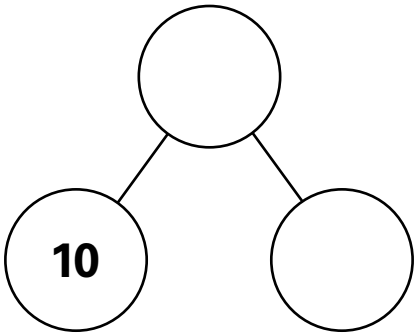




_____ + _____ = _____

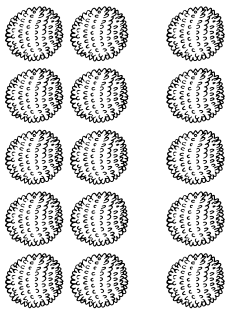
3.

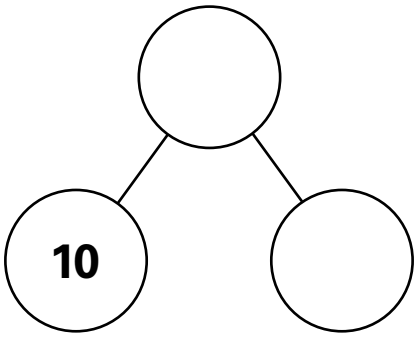




_____ + _____ = _____

4.

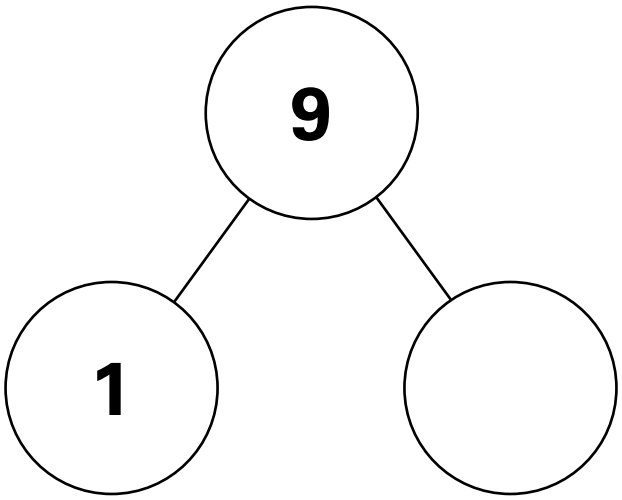


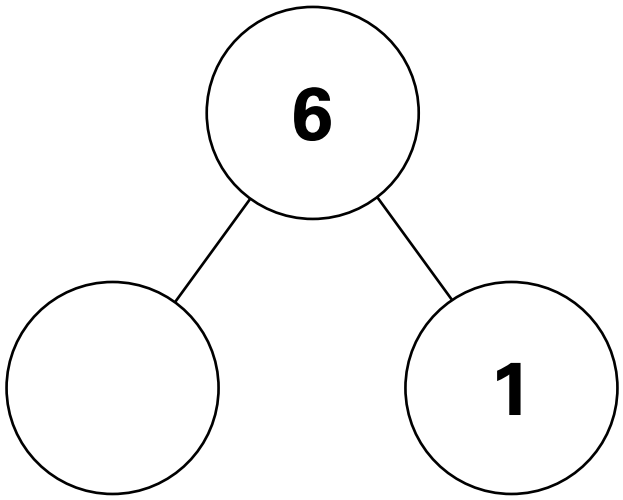


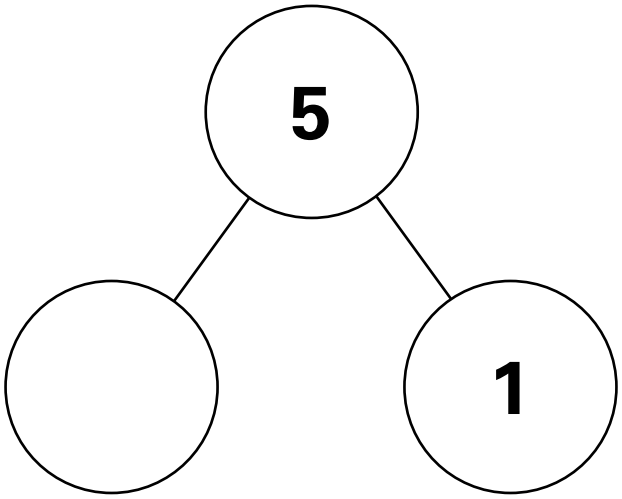
_____ + _____ = _____

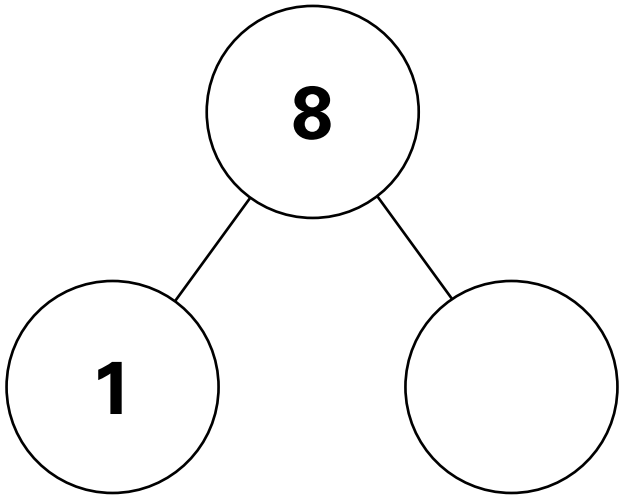
Directions: Have students count the pictures in the 10-frames. Then have them write the missing whole and part in the number bond. Students then complete the addition equation.

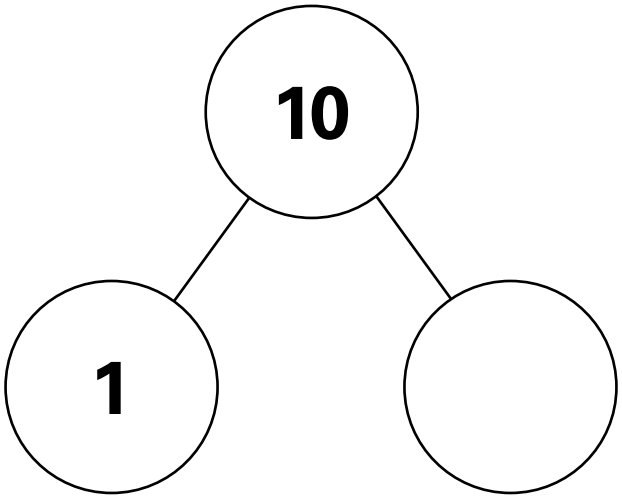
Fluency Number Bonds

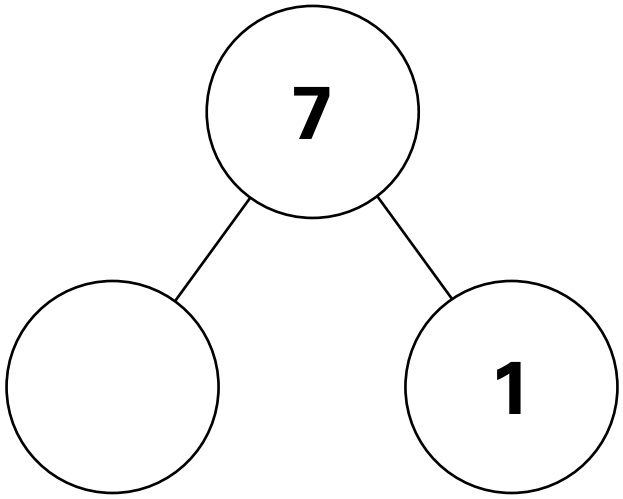




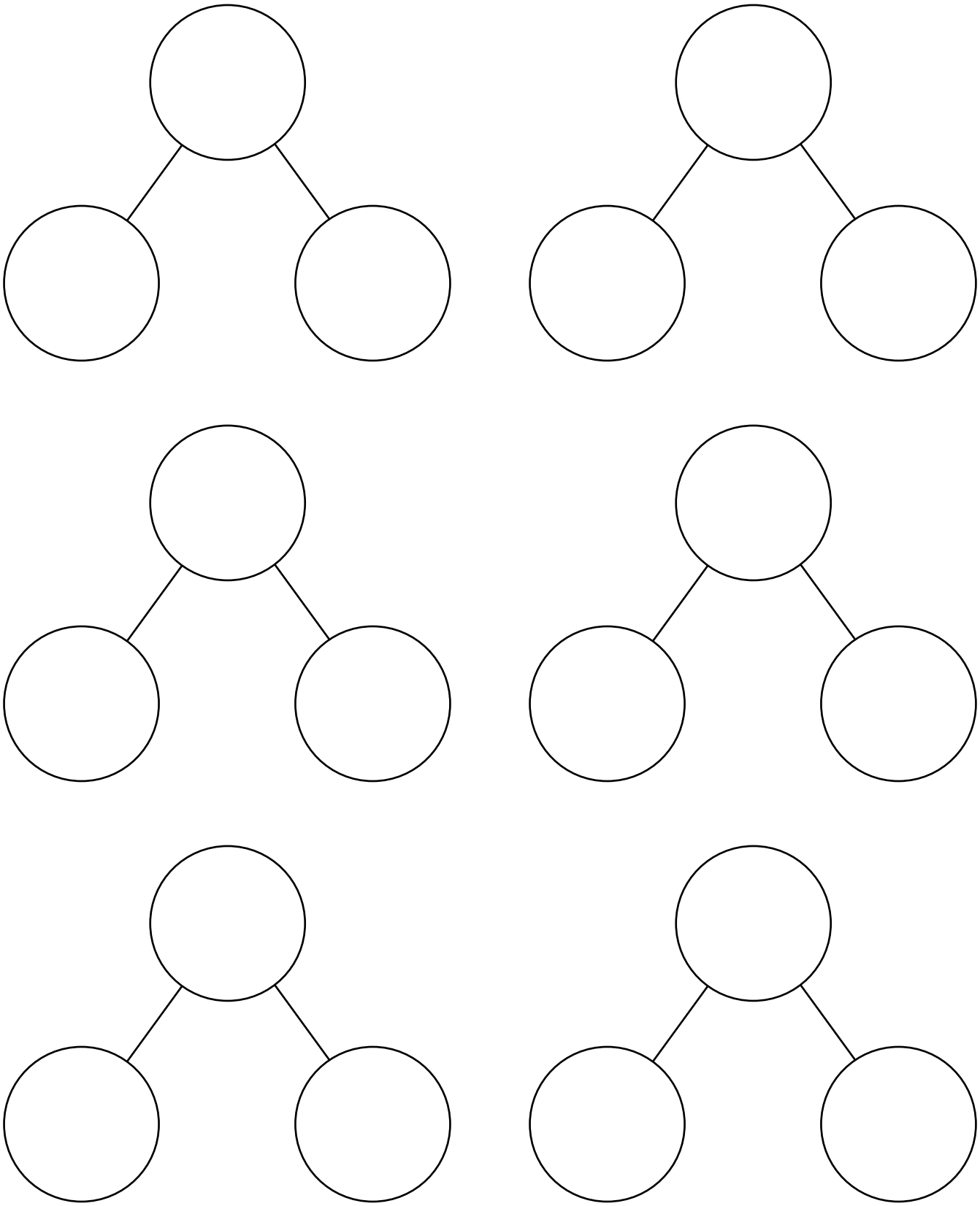








Number Bonds



Game Inventors

	What did you roll?	How many ones do you have?	Can you trade for a ten?	How many tens do you have?	How many ones are left over?
Roll 1					
Roll 2					
Roll 3					
Roll 4					
Roll 5					
Roll 6					
Roll 7					
Roll 8					
Roll 9					
Roll 10					
Roll 11					
Roll 12					
Roll 13					
Roll 14					
Roll 15					
Roll 16					
Roll 17					
Roll 18					
Roll 19					
Roll 20					

Directions: Have students roll a die and place the number of ones cubes in the 10-frame on the Make a Flat Game Board, trading 10 ones cubes for 1 tens rod. Students then record the number of tens and leftover ones. Students play until they can trade 10 tens rods for 1 hundreds flat.

What's Your Number?

	Starts with	Rolls	Trade for a ten?	How many tens?	How many ones left?
Darius	3 ones, 1 ten	6	no	1	9

	Starts with	Rolls	Trade for a ten?	How many tens?	How many ones left?
Malik	7 ones, 2 tens				

	Starts with	Rolls	Trade for a ten?	How many tens?	How many ones left?
Asa	5 ones, 4 tens				

	Starts with	Rolls	Trade for a ten?	How many tens?	How many ones left?
Jae	8 ones, 1 ten				

Directions: Have students model the number of tens and ones each player starts with on the Make a Flat Game Board. Then have students roll a die and place the number of ones cubes in the 10-frame on the game board, trading 10 ones cubes for 1 tens rod. Students then record the number of tens and leftover ones.

Lesson 10 Exit Ticket

1.

	Starts with	Rolls	Trade for a ten?	How many tens?	How many ones left?
Eve	8 ones, 3 tens	5			

2.

	Starts with	Rolls	Trade for a ten?	How many tens?	How many ones left?
Jada	7 ones, 9 tens	3			

3.

	Starts with	Rolls	Trade for a ten?	How many tens?	How many ones left?
Jin	5 ones, 6 tens	6			

4. Which player has enough tens to trade for 1 hundred?

_____

Directions: 1–3) Have students model the number of tens and ones each player starts with on the Make a Flat Game Board on page 85. Then have them place the number of ones cubes the student rolled in the 10-frame on the game board, trading 10 ones cubes for 1 tens rod. Students then record the number of tens and leftover ones. **4)** Have students identify which player has 10 tens.

Extra Practice: Making Tens

1. Roll 3 times.

Start With	Rolls
0 ones, 0 tens	
I have ____ ten and ____ left over.	

2. Roll 3 times.

Start With	Rolls
0 ones, 0 tens	
I have ____ ten and ____ left over.	

3. Roll 4 times.

Start With	Rolls
0 ones, 0 tens	
I have ____ ten and ____ left over.	

4. Roll 4 times.

Start With	Rolls
0 ones, 0 tens	
I have ____ ten and ____ left over.	

Directions: Have students use the Make a Flat Game Board on page 91. Have students roll a die multiple times and place the number of ones cubes on the 10-frame, trading 10 ones cubes for 1 tens rod when possible. Students then record the number of tens and leftover ones.

Make a Flat Game Board

Tens

1	2	3	4	5	6	7	8	9	10

Ones

Make a Flat Table

	What did you roll?	How many ones do you have?	Can you trade for a ten?	How many tens do you have?	How many ones are left over?
Roll 1					
Roll 2					
Roll 3					
Roll 4					
Roll 5					
Roll 6					
Roll 7					
Roll 8					
Roll 9					
Roll 10					
Roll 11					
Roll 12					
Roll 13					
Roll 14					
Roll 15					
Roll 16					
Roll 17					
Roll 18					
Roll 19					
Roll 20					

Make a Flat Table

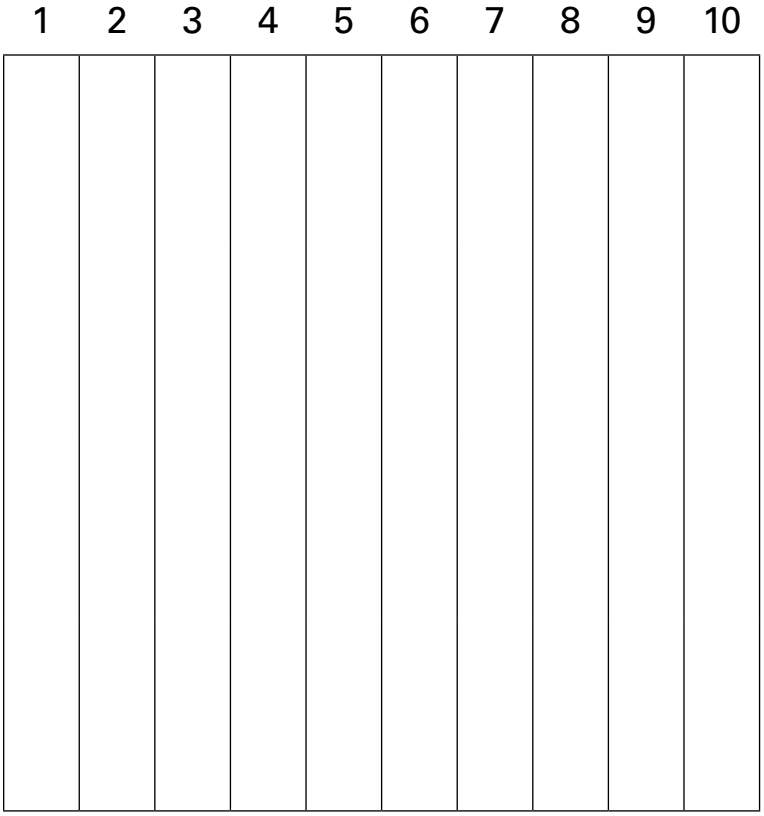
	What did you roll?	How many ones do you have?	Can you trade for a ten?	How many tens do you have?	How many ones are left over?
Roll 1					
Roll 2					
Roll 3					
Roll 4					
Roll 5					
Roll 6					
Roll 7					
Roll 8					
Roll 9					
Roll 10					
Roll 11					
Roll 12					
Roll 13					
Roll 14					
Roll 15					
Roll 16					
Roll 17					
Roll 18					
Roll 19					
Roll 20					

Make a Flat Table

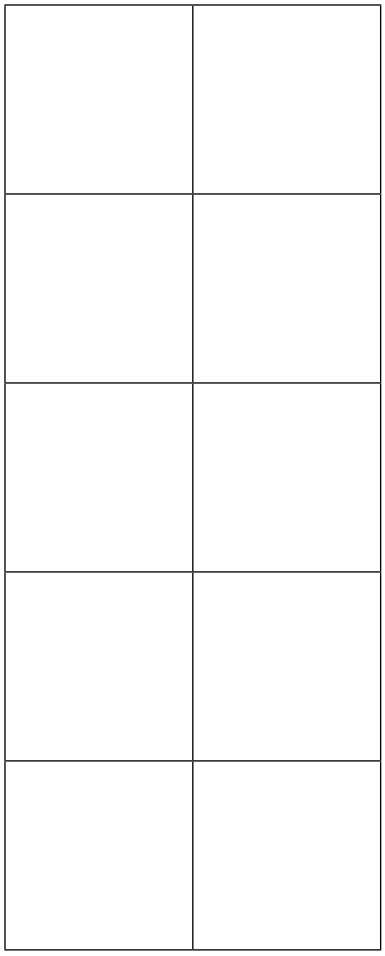
	What did you roll?	How many ones do you have?	Can you trade for a ten?	How many tens do you have?	How many ones are left over?
Roll 1					
Roll 2					
Roll 3					
Roll 4					
Roll 5					
Roll 6					
Roll 7					
Roll 8					
Roll 9					
Roll 10					
Roll 11					
Roll 12					
Roll 13					
Roll 14					
Roll 15					
Roll 16					
Roll 17					
Roll 18					
Roll 19					
Roll 20					

Make a Flat Game Board

Tens



Ones



Strawberry Picking

1. Fill in the missing numbers.

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		
	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52		54	55	56	57	58	59	60
61	62					67	68	69	70
		73	74	75	76	77	78	79	80
81	82	83	84	85	86	87		89	90
91	92	93	94	95	96	97		99	
101			104	105	106			109	110
	112	113	114	115		117	118	119	120

2. Count by tens.

10, 20, _____, _____, _____, 60, _____, _____, _____,

_____, _____, _____

3. Count by ones.

109, 110, _____, _____, _____, 114, _____, _____, _____,

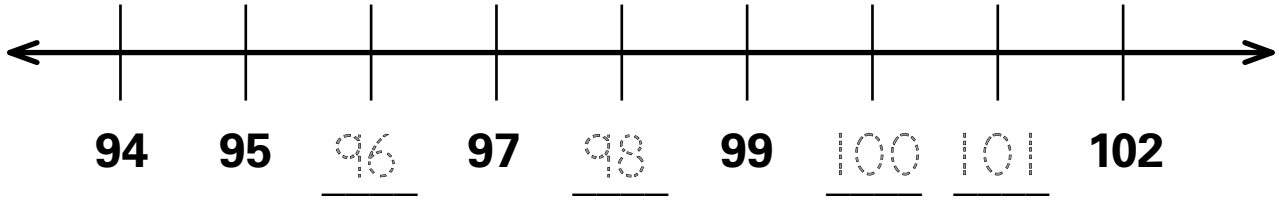
_____, _____, _____

Directions: 1) Have students use the 120 chart to count and write in the missing numbers. **2)** Have students count by tens from 10–120 and write the numbers. **3)** Have students count by ones from 109–120 and write the numbers.

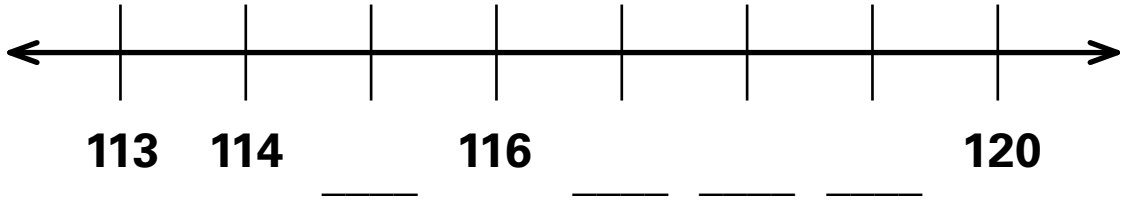
Jam Making

Count by ones.

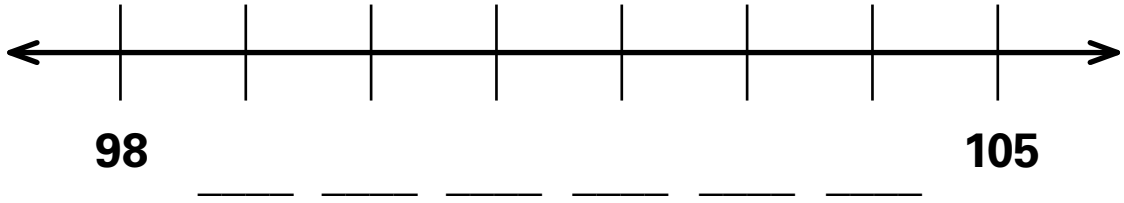
1.



2.

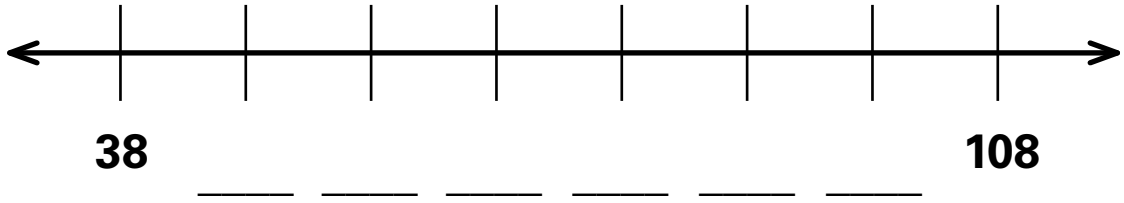


3.

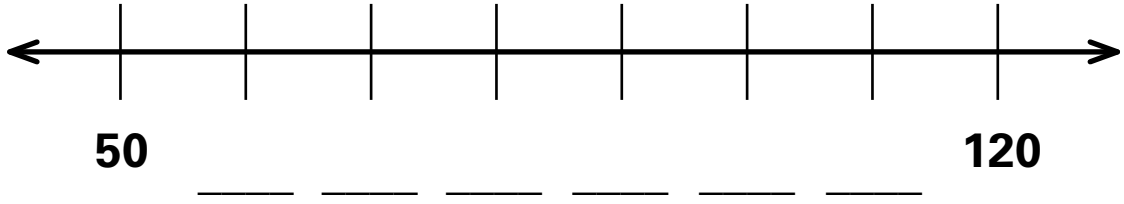


Count by tens.

4.



5.



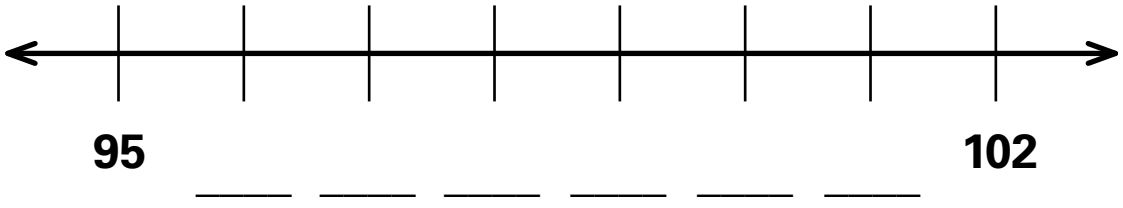
Directions: 1–3) Have students count on the number line by ones, writing in the missing numbers.
4–5) Have students count on the number line by tens, writing in the missing numbers.

Lesson 11 Exit Ticket

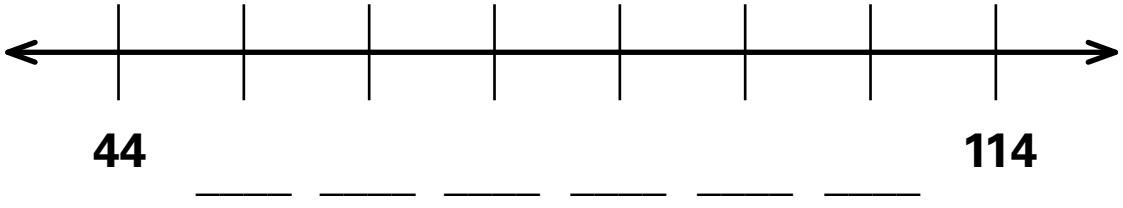
1. Count to 120 by ones.

2. Count to 120 by tens.

3. Count by ones.



4. Count by tens.



Directions: 1) Have each student count to 120 by ones orally. **2)** Have each student count to 120 by tens orally. **3)** Have students count by ones and fill in the numbers on the number line. They may use a 120 chart to help. **4)** Have students count by tens and fill in the numbers on the number line. They may use a 120 chart to help.

Extra Practice: Counting Beads

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
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

1. Start at 7. End at 21. Color the path yellow.

2. Start at 28. End at 43. Color the path orange.

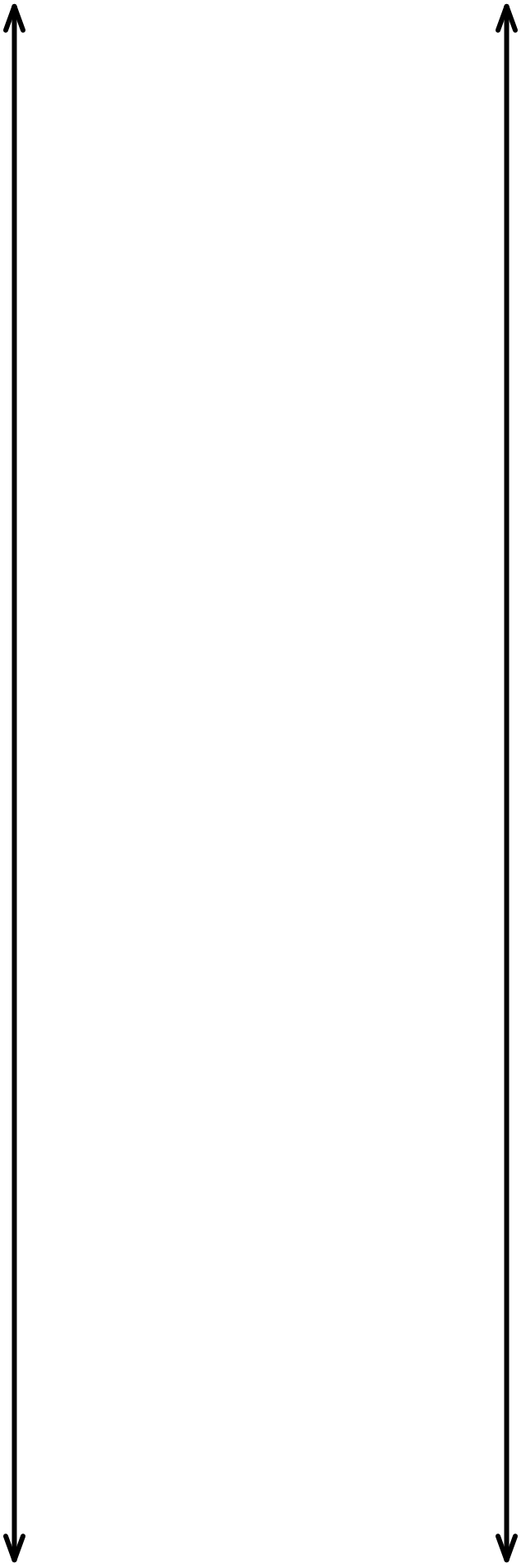
3. Start at 56. End at 76. Color the path red.

4. Start at 81. End at 110. Color the path blue.

5. Start at 112. End at 120. Color the path purple.

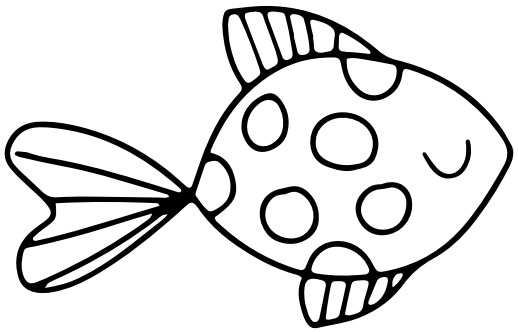
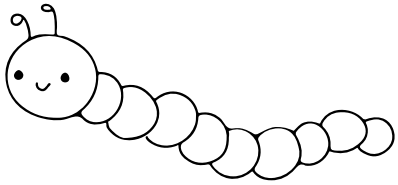
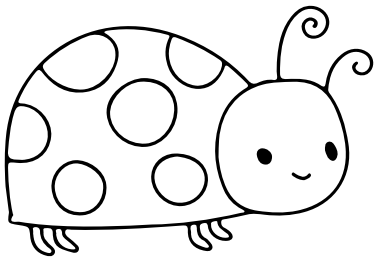
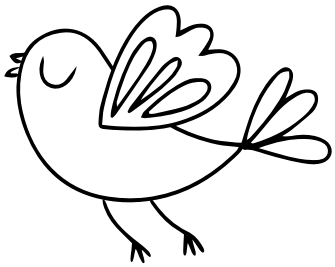
Directions: Have students use the 120 chart to count orally by ones between the two given numbers. Have students color the numbers counted.

Open Number Lines



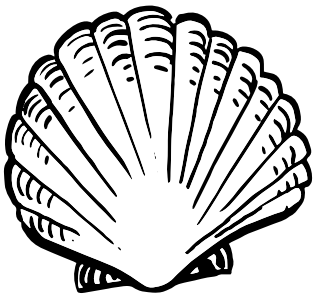
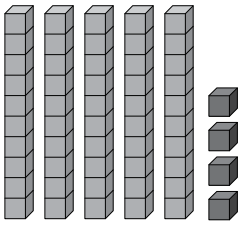
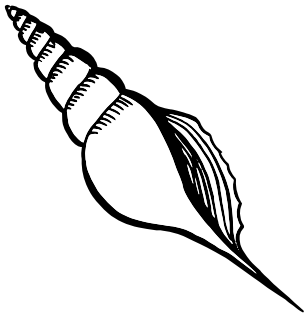
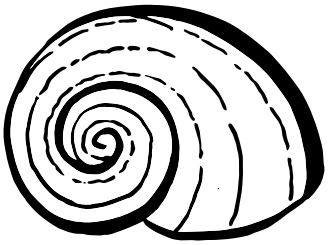
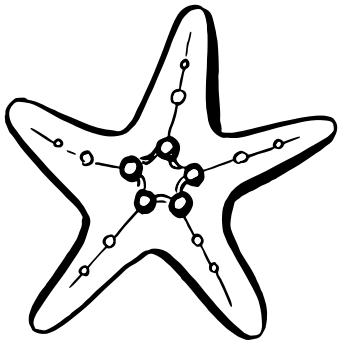
Open Number Lines

Camp Journal

	13 I used _____ tens rod and _____ ones cubes.
	52 I used _____ tens rods and _____ ones cubes.
	68 I used _____ tens rods and _____ ones cubes.
	70 I used _____ tens rods and _____ ones cubes.

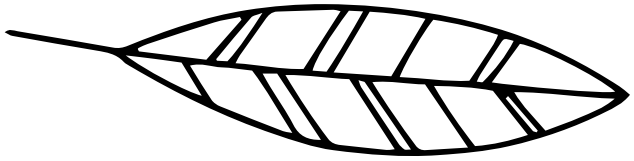
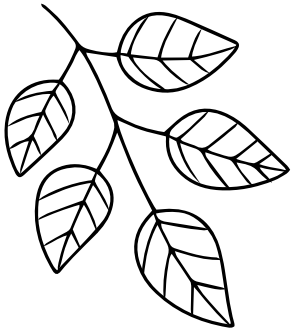
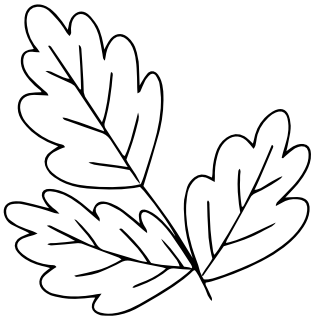
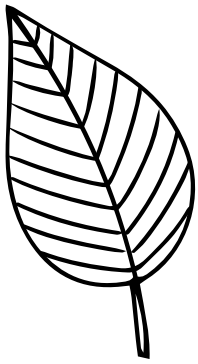
Directions: Have students use tens rods and ones cubes to represent each number. Then have students write the number of tens and ones.

Shell Collections

	54  5 tens and 4 ones
	37 _____ tens and _____ ones
	70 _____ tens and _____ ones
	89 _____ tens and _____ ones

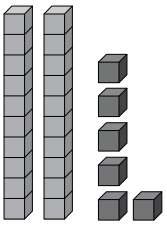
Directions: Have students use tens rods and ones cubes to represent each number. Then have students write the number of tens and ones.

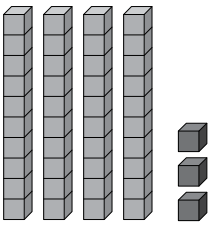
Lesson 12 Exit Ticket

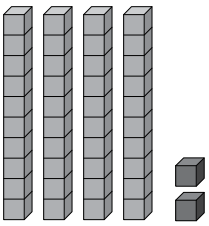
	42 I used _____ tens and _____ ones.
	29 I used _____ tens and _____ ones.
	30 _____ ten _____ ones
	17 _____ ten _____ ones

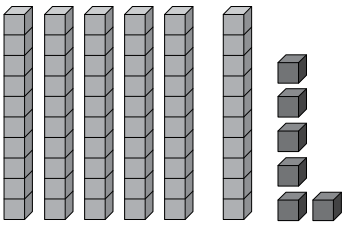
Directions: Have students use tens rods and ones cubes to represent each number. Then have students write the number of tens and ones.

Extra Practice: Road Signs





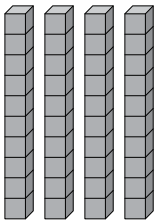




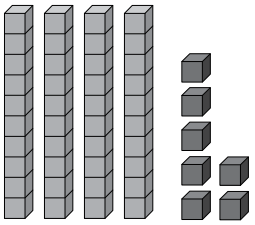
Directions: Have students model each number with base-10 blocks. Then have them draw lines to match the number on the road sign to the picture that matches their model.

Jump Rope Challenge

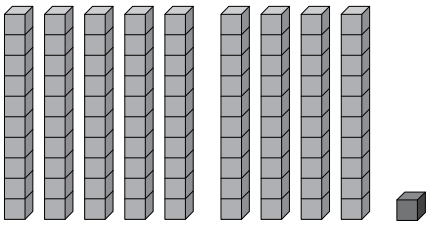
47



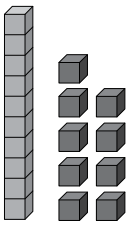
19



40



91



Directions: Have students draw a line from the number to the tens and ones drawing that represents each number.

Team Challenge

1.	30	 3 tens and 0 ones
2.	58	_____ tens and _____ ones
3.	26	_____ tens and _____ ones
4.	74	_____ tens and _____ ones

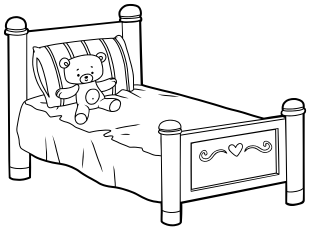
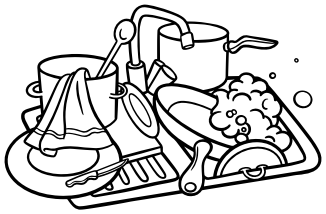
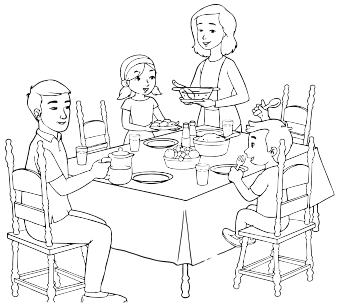
Directions: Have students draw tens lines and ones dots to represent each number. Then have students write the number of tens and ones.

Lesson 13 Exit Ticket

1.	24	_____ tens and _____ ones
2.	92	_____ tens and _____ ones
3.	38	_____ tens and _____ ones
4.	16	_____ ten and _____ ones

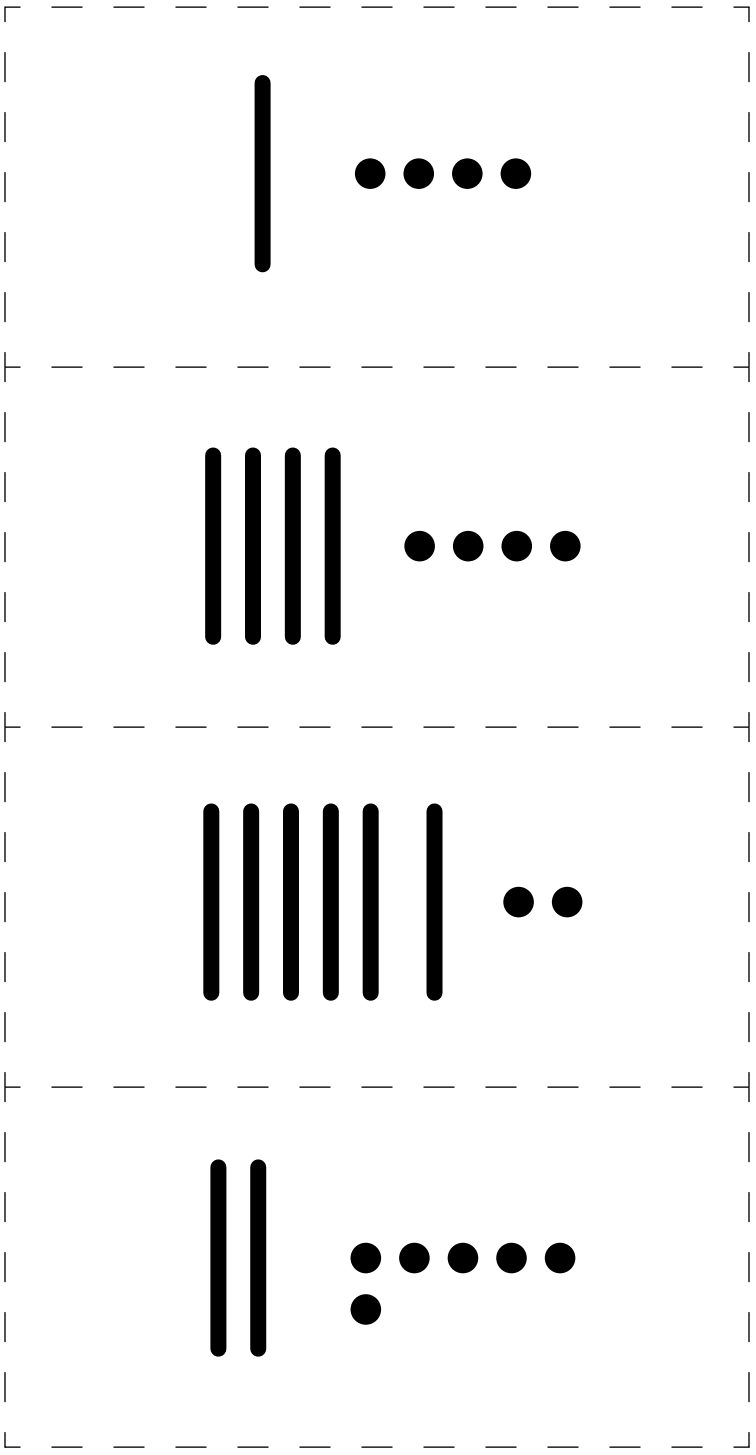
Directions: Have students draw tens lines and ones dots to represent each number. Then have students write the number of tens and ones.

Extra Practice: Chore Board

	44	
	26	
	62	
	14	

Directions: Have students cut out the base-10 drawings on page 107. Then have students glue the base-10 drawing next to the number it represents.

Chore Cards



Big City Adventure

1. 34

Tens	Ones

2. 75

Tens	Ones

3. 50

Tens	Ones

4. 48

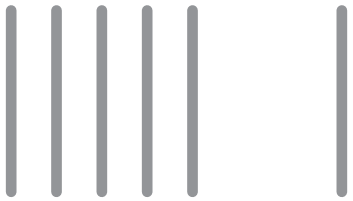
Tens	Ones

Directions: Have students model each number with base-10 blocks. Then have students represent the number with base-10 drawings.

So Much to See

1.

63

Tens	Ones
	
6	3

2.

57

Tens	Ones

3.

21

Tens	Ones

4.

80

Tens	Ones

Directions: Have students circle the digit in the tens place and underline the digit in the ones place. Then have students represent the number with base-10 drawings. Finally, have students record the number of tens and ones.

Lesson 14 Exit Ticket

1. 84

Tens	Ones

2. 90

Tens	Ones

3. 17

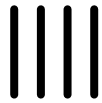
Tens	Ones

4. 71

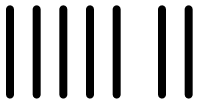
Tens	Ones

Directions: Have students circle the digit in the tens place and underline the digit in the ones place. Then have students represent the number with base-10 drawings. Finally, have students record the number of tens and ones.

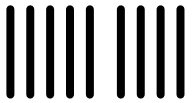
Extra Practice: Riddle

Tens	Ones
	

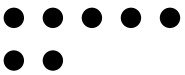
U

Tens	Ones
	

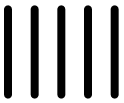
N

Tens	Ones
	

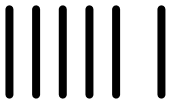
E

Tens	Ones
	

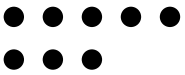
O

Tens	Ones
	

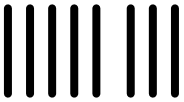
Y

Tens	Ones
	

A

Tens	Ones
	

M

Tens	Ones
	

R

What belongs to you, but other people use it more than you?

____	____	____	____		____	____	____	____
52	37	43	81		72	64	28	96

Directions: Have students record the number of tens and ones. Then have them find the matching number and write the letter to solve the riddle.

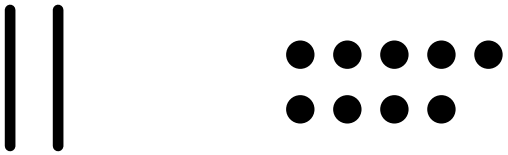
Bundles of Stickers

1.  _____

_____ tens _____ ones

2.  _____

_____ tens _____ ones

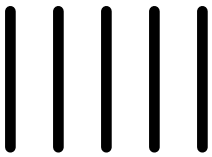
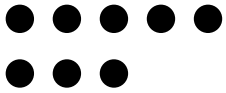
3.  _____

_____ tens _____ ones

Directions: Have students record the number of tens and ones, and then write the number in standard form.

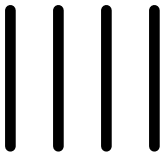
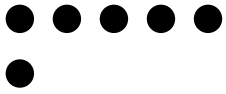
Stuck on Stickers

1.

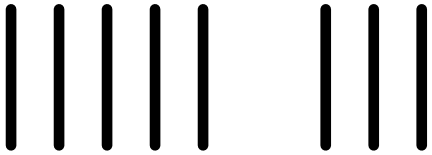
Tens	Ones
	
5	8

58

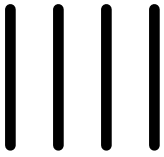
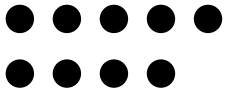
2.

Tens	Ones
	

3.

Tens	Ones
	

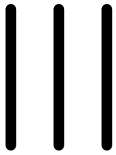
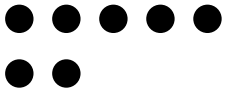
4.

Tens	Ones
	

Directions: Have students count and record the number of tens and ones. Then have them write the number in standard form.

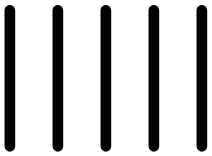
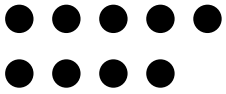
Lesson 15 Exit Ticket

1.

Tens	Ones
	

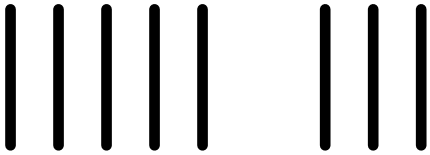
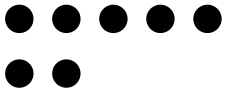
_____

2.

Tens	Ones
	

_____

3.

Tens	Ones
	

_____

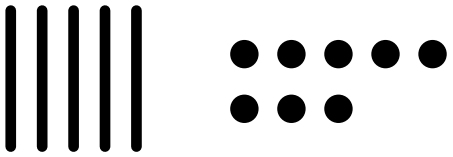
4.

Tens	Ones
	

_____

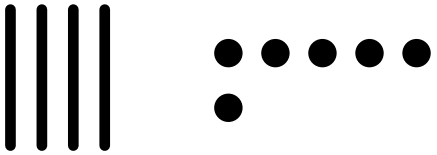
Directions: Have students count and record the number of tens and ones. Then have them write the number in standard form.

Extra Practice: Double Match



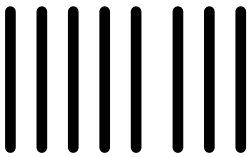
4 tens 6 ones

80



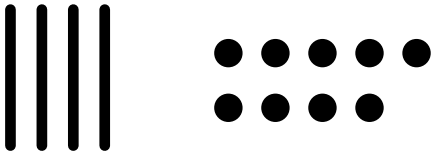
4 tens 9 ones

58



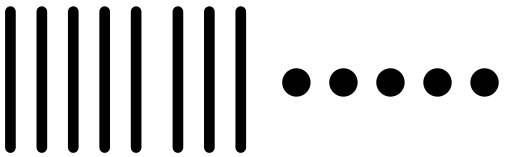
5 tens 8 ones

46



8 tens 0 ones

49



8 tens 5 ones

85

Directions: Have students draw a line to match the base-10 drawing to the number of tens and ones. Then have them draw a line to match the number of tens and ones to the number in standard form.

Place Value Charts (Tens and Ones)

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Place Value Charts (Tens and Ones)

Tens	Ones

Tens	Ones

Tens	Ones

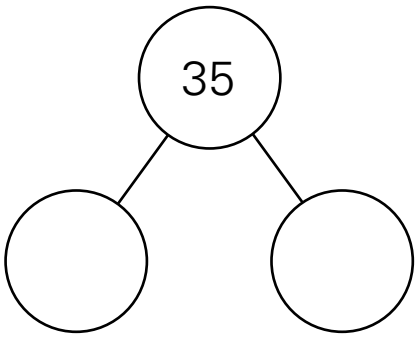
Tens	Ones

Tens	Ones

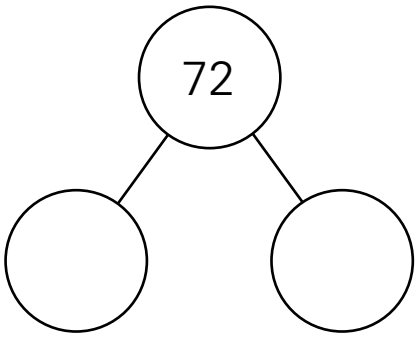
Tens	Ones

Standing Room Only!

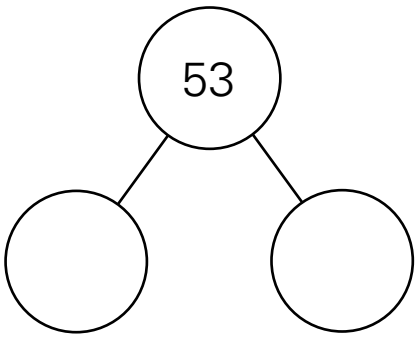
Tens	Ones
|||	●●●●●



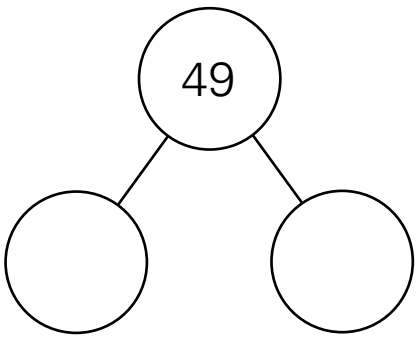
Tens	Ones
||||| ||	●●



Tens	Ones
|||||	●●●

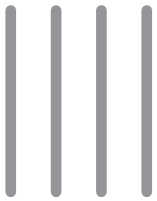


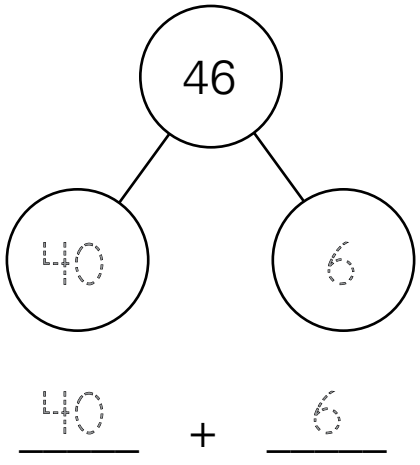
Tens	Ones
||||	●●●●● ●●●●



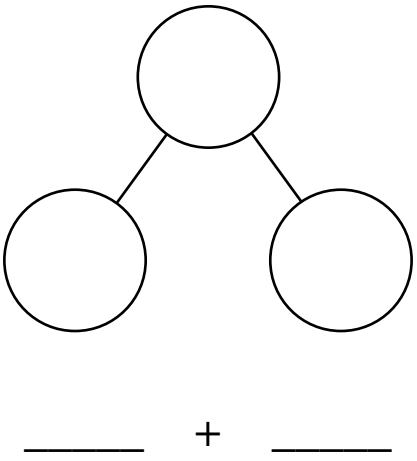
Directions: For each base-10 drawing, have students record the value of the tens and the value of the ones in the number bond.

Talent Show Performers

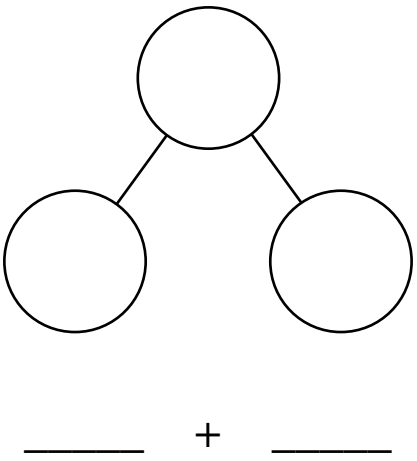
	Tens	Ones
46		



	Tens	Ones
38		



	Tens	Ones
97		

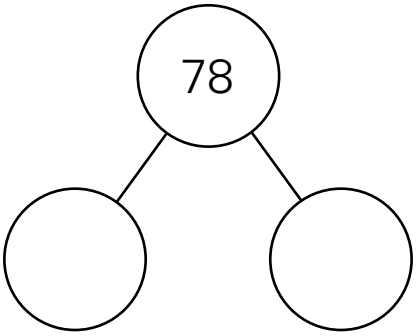


Directions: For each 2-digit number, have students make a base-10 drawing, record the value of the tens and the value of the ones in the number bond, and write the number in expanded form.

Lesson 16 Exit Ticket

1.

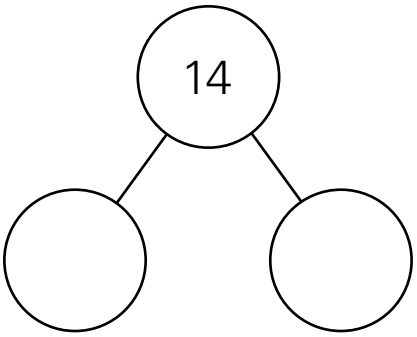
	Tens	Ones
78		



_____ + _____

2.

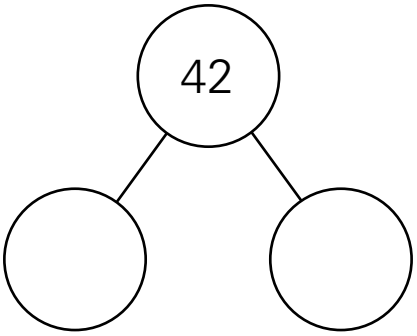
	Tens	Ones
14		



_____ + _____

3.

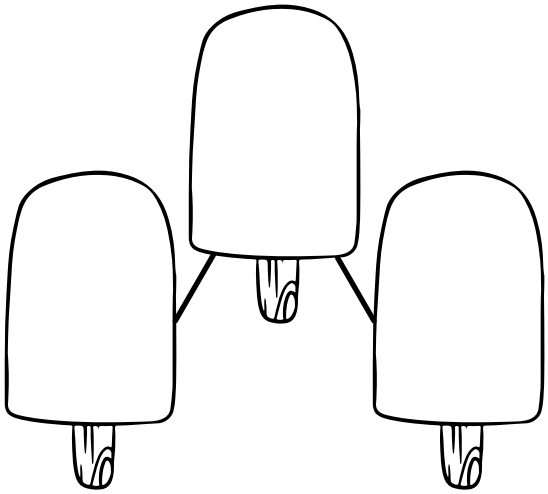
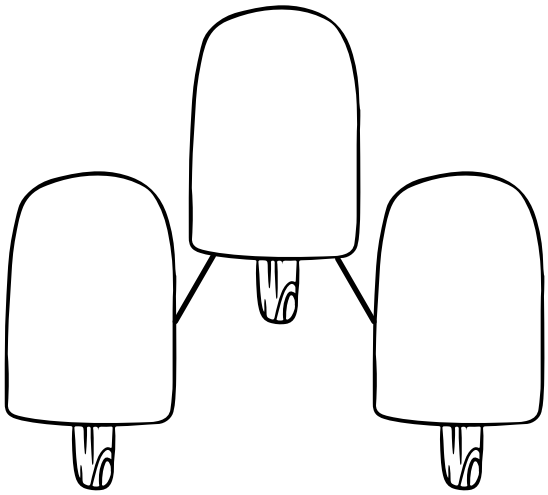
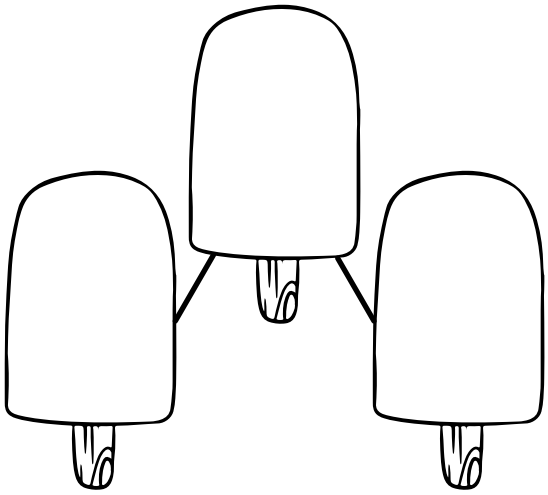
	Tens	Ones
42		



_____ + _____

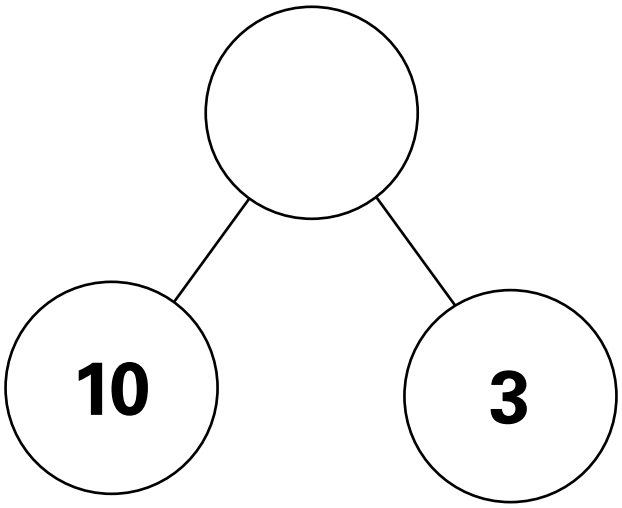
Directions: For each 2–digit number, have students make a base-10 drawing, record the value of the tens and the value of the ones in the number bond, and write the number in expanded form.

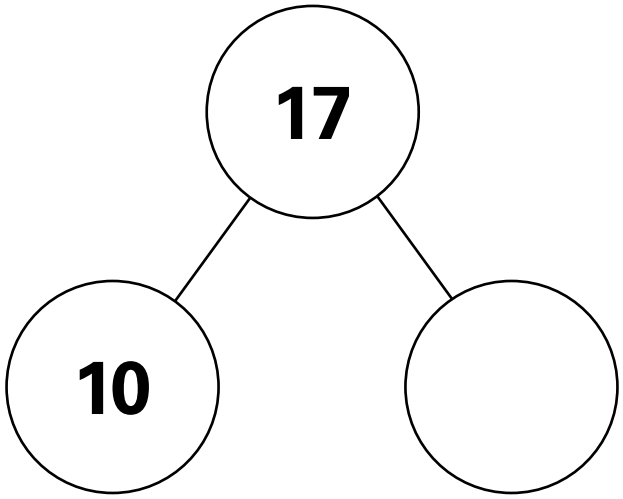
Extra Practice: Frozen Yogurt Bars

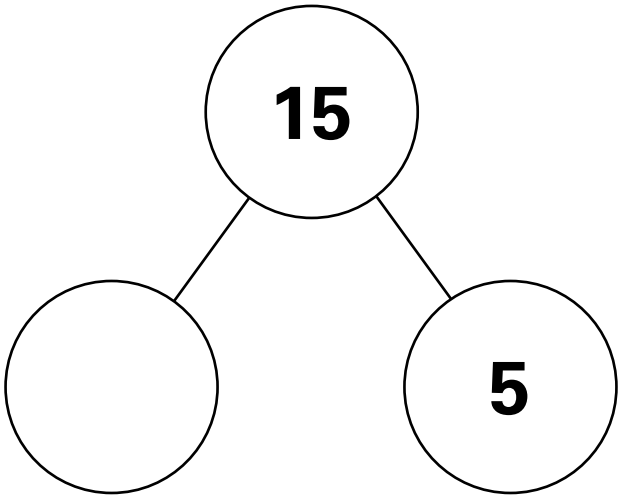
32		____ + ____
59		____ + ____
26		____ + ____

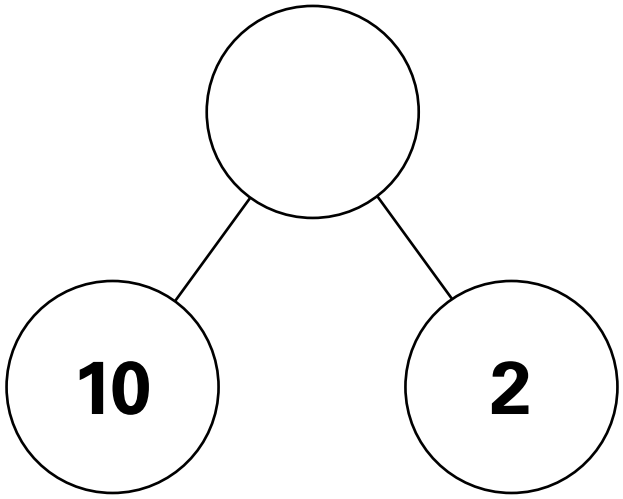
Directions: For each number, have students complete the number bond. Then have them write the number in expanded form.

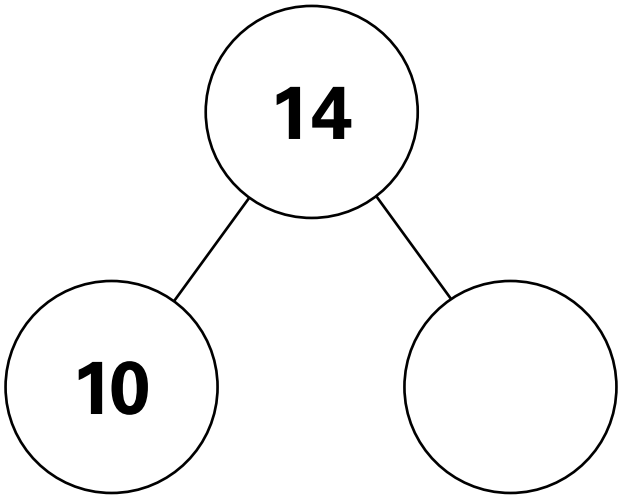
Fluency Number Bonds

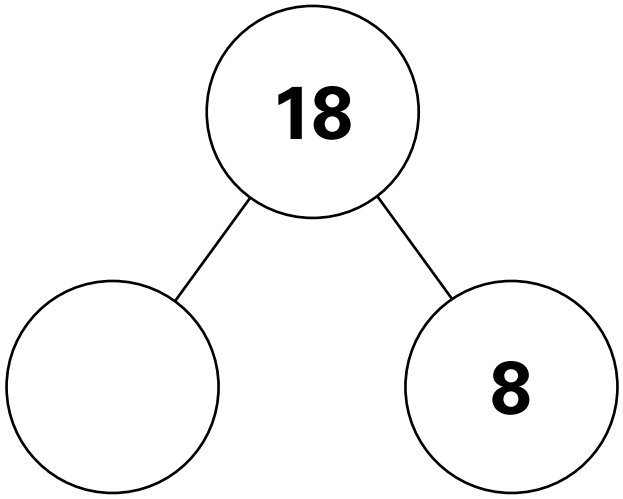




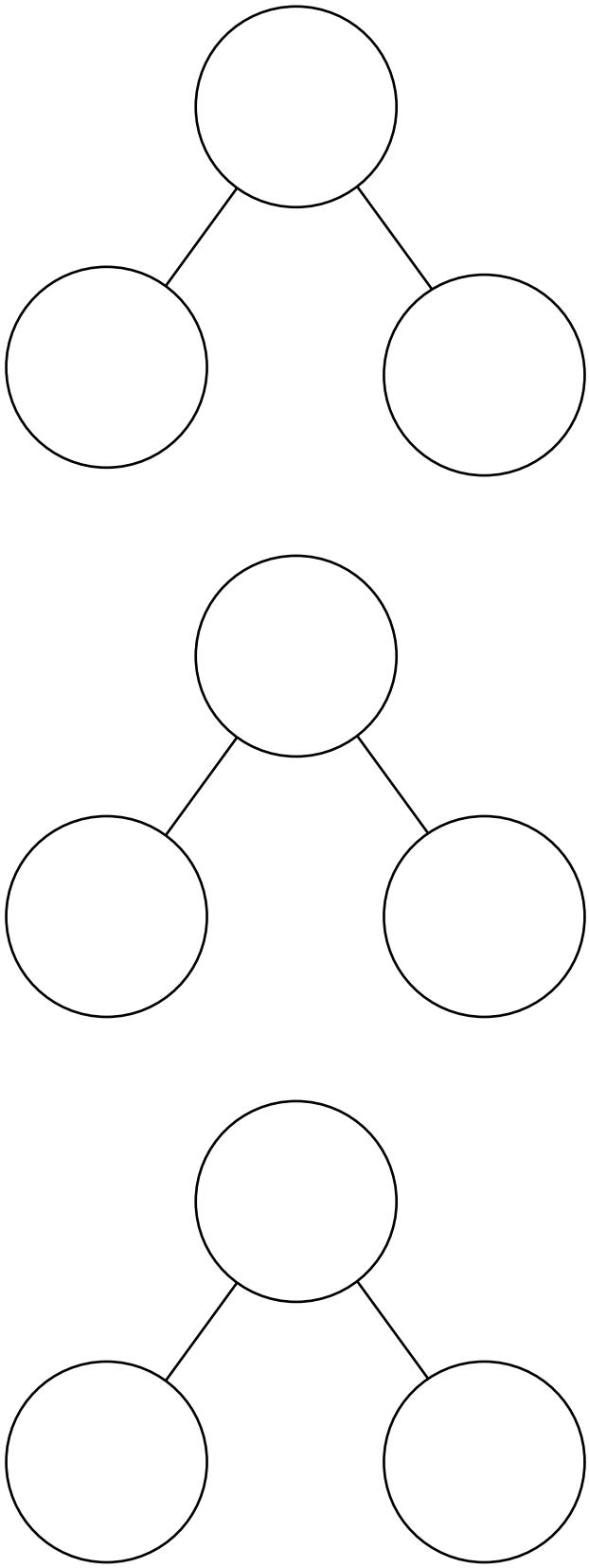








Talent Show Number Bonds



Plant Experiment

1. Which is greater?

27	99

_____ is greater than _____.

32	29

_____ is greater than _____.

2. Which is less?

39	48

_____ is less than _____.

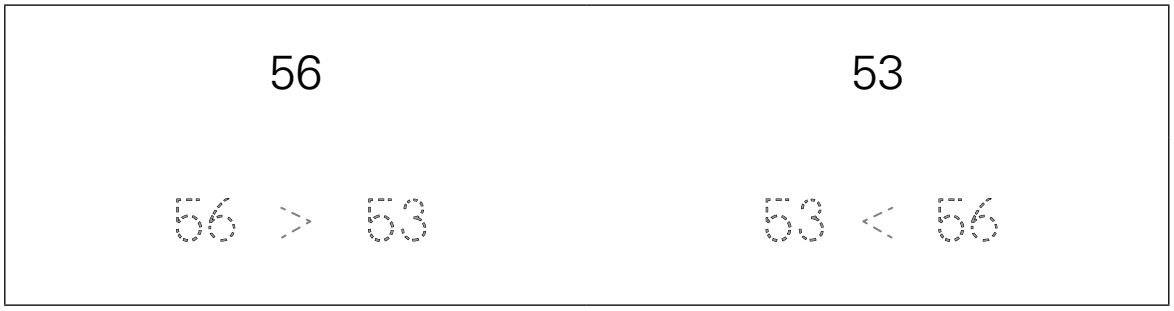
23	21

_____ is less than _____.

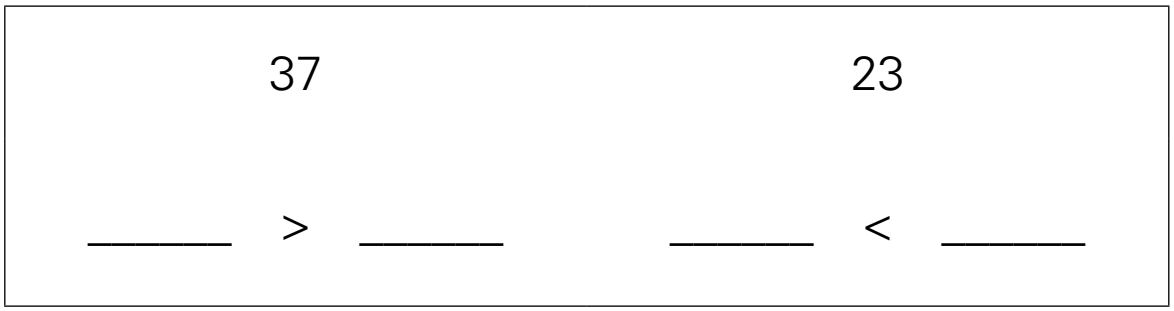
Directions: 1) Have students use base-10 blocks to model the numbers. Then have them circle the number that is greater and write the numbers to complete the sentence to make it true. **2)** Have students use base-10 blocks to model the numbers. Then have them circle the number that is less and write the number to complete the sentence to make it true.

Sunflowers

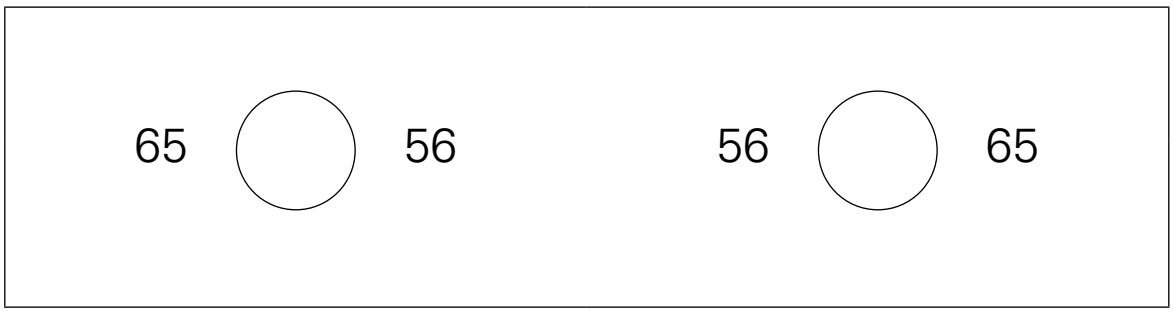
1.



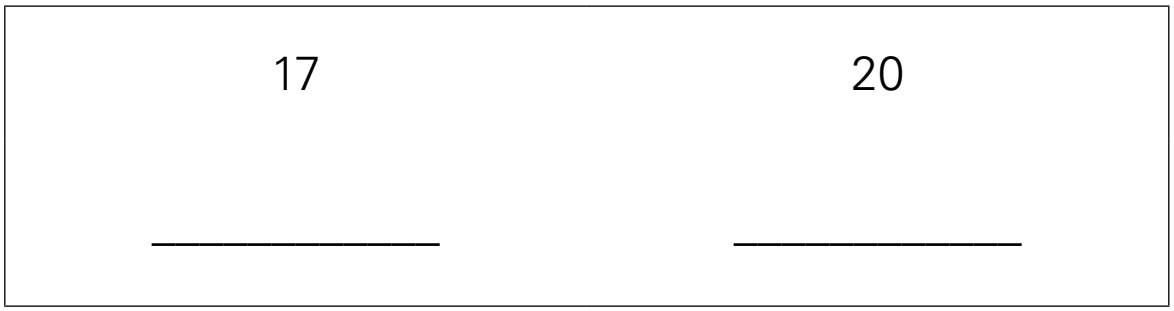
2.



3.



4.



Directions: Have students use base-10 blocks to model the numbers. **1–2)** Have students write the numbers to make the statement true. **3)** Have students write the greater than or less than sign to make the statement true. **4)** Have students write two inequalities that show how the numbers compare.

Lesson 17 Exit Ticket

1.

44 55

_____ is greater than _____.

2.

24 29

_____ > _____ _____ < _____

3.

33 ◯ 40 40 ◯ 33

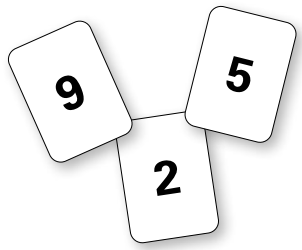
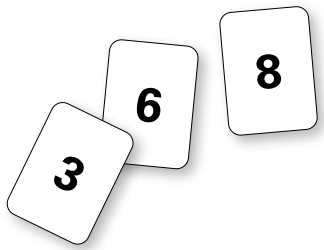
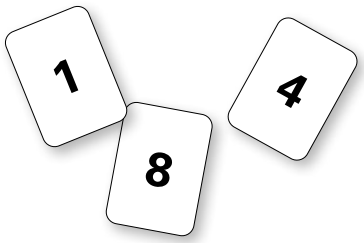
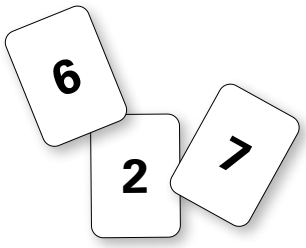
4.

56 43

_____ _____

Directions: Have students use base-10 blocks to model the numbers. **1)** Have students circle the number that is greater and write the numbers to complete the sentence to make it true. **2)** Have students write the numbers to make the statement true. **3)** Have students write the greater than or less than sign to make the statement true. **4)** Have students write two inequalities that show how the numbers compare.

Extra Practice: Number Jumble

Digits	My Numbers	Comparison
	_____ _____	_____ > _____
	_____ _____	_____ < _____
	_____ _____	_____ < _____
	_____ _____	_____ > _____
	_____ _____	_____ < _____

Directions: Have students use the 3 digits given to make two different 2-digit numbers and model them with base-10 blocks on a place value mat. Then have students compare the numbers and write the numbers to make the statement true.

Wacky World Wild Animals

1. Compare the numbers. Use the less than (<) sign.

25 ____ ◯ ____ 29	53 ____ ◯ ____ 57
46 ____ ◯ ____ 42	88 ____ ◯ ____ 82

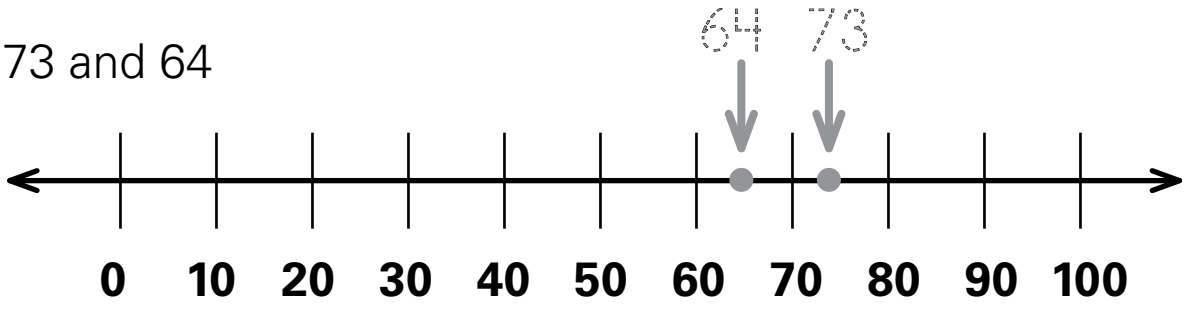
2. Compare the numbers. Use the greater than (>) sign.

58 ____ ◯ ____ 52	38 ____ ◯ ____ 39
74 ____ ◯ ____ 79	92 ____ ◯ ____ 95

Directions: Have students make base-10 drawings to model the numbers. **1)** Have students compare the numbers using the less than sign. **2)** Have students compare the numbers using the greater than sign.

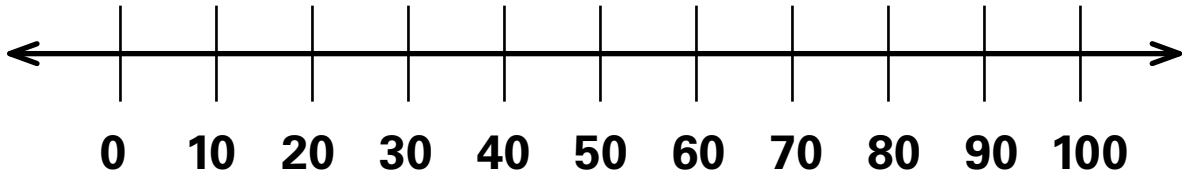
Stuffed Animal Sale

1. 73 and 64



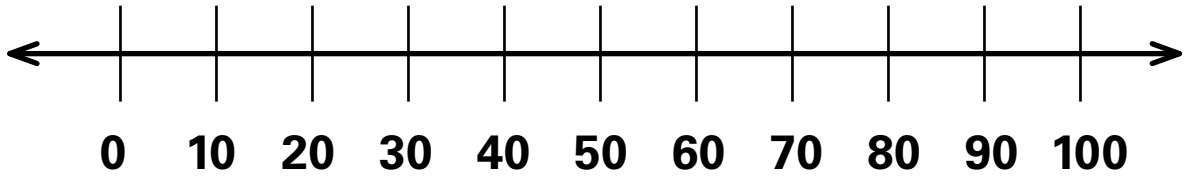
73 is greater than 64. 73 > 64

2. 96 and 87



_____ is less than _____. _____

3. 45 and 52



_____ is greater than _____. _____

Directions: Have students mark the numbers on the number line and write the numbers to make the statement true. Then have students write the comparison statement using the greater than or less than sign.

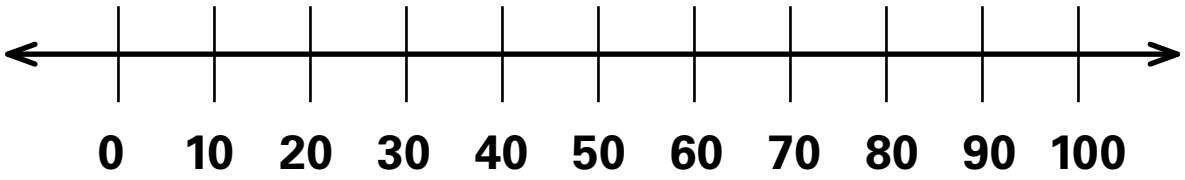
Lesson 18 Exit Ticket

1.

	Tens	Ones
79		
74		

_____ < _____

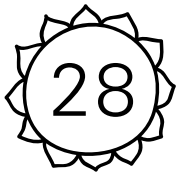
2. 16 and 23



_____ > _____

Directions: 1) Have students make base-10 drawings to compare the numbers. Then have them write the numbers to make the comparison statement true. **2)** Have students mark the numbers on the number line to compare them. Then have students write the numbers to make the comparison statement true.

Extra Practice: Sunny Days

Sunny Days	My Drawings
	
	
Comparison	

Sunny Days	My Drawings
	
	
Comparison	

Directions: Have students complete the missing sections by modeling the numbers with base-10 drawings and writing a comparison statement using the greater than or less than sign.

Place Value Mats

Tens	Ones

Tens	Ones

Tens	Ones

Place Value Mats

Tens	Ones

Tens	Ones

Tens	Ones

Place Value Mats

Tens	Ones

Tens	Ones

Tens	Ones

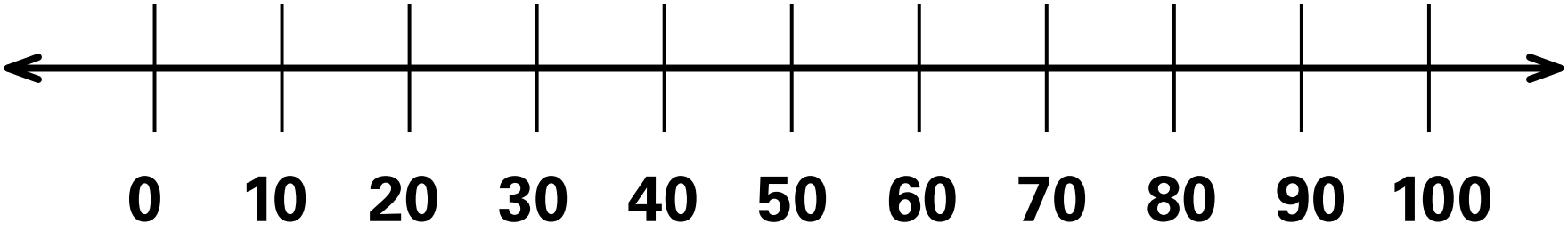
Place Value Mats

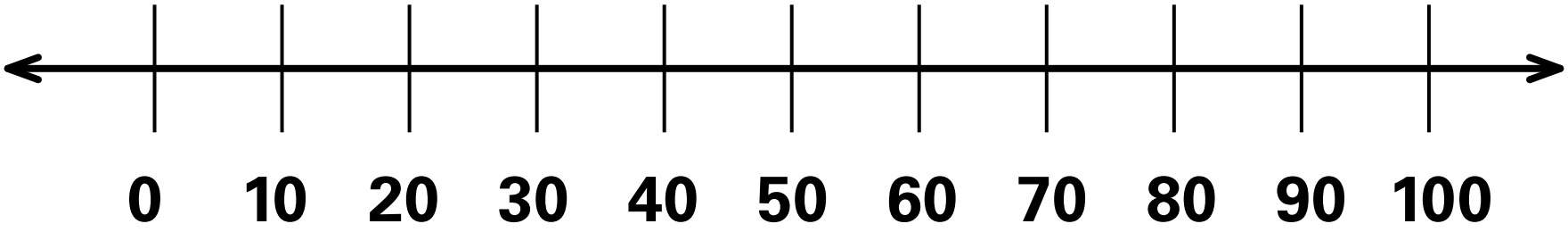
Tens	Ones

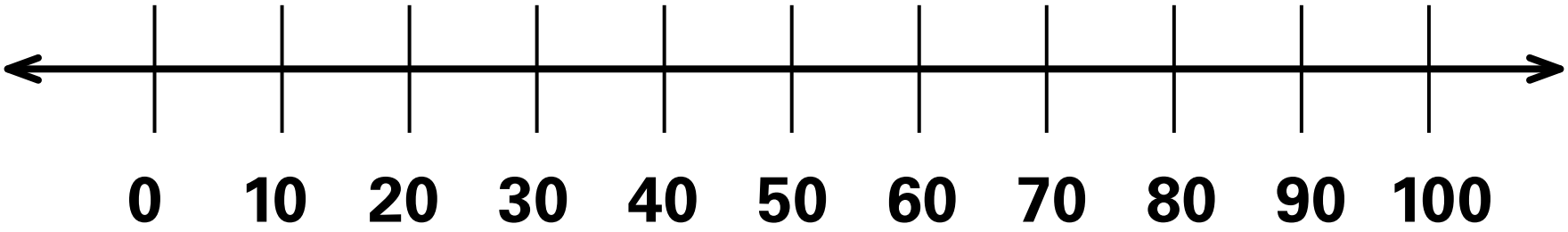
Tens	Ones

Tens	Ones

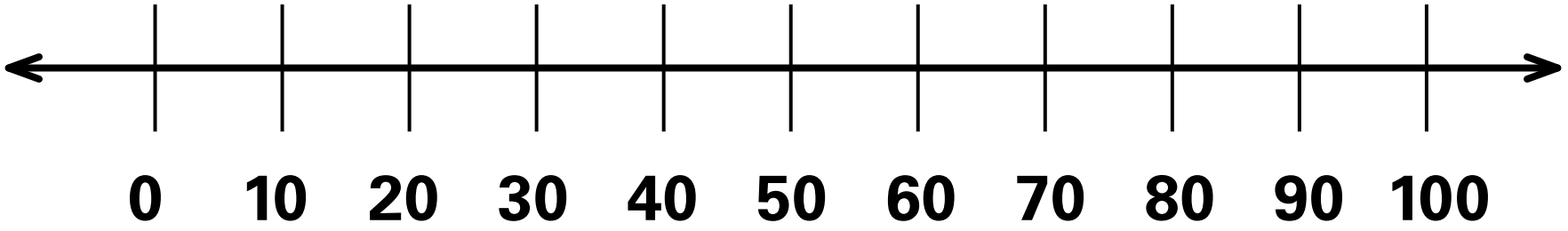
Number Lines

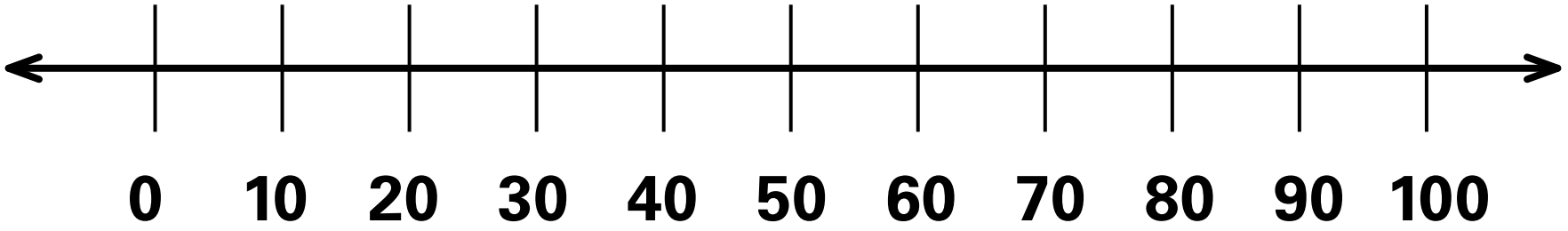


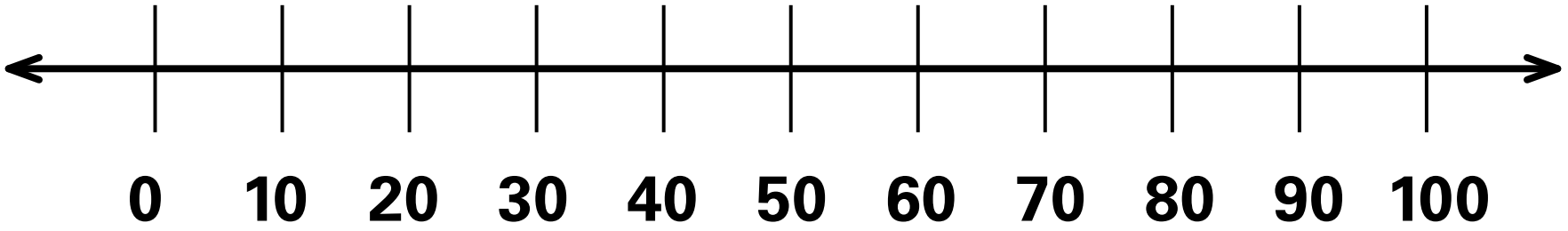




Number Lines







Thank-You Notes

1.

Tens	Ones
3	5
4	5

35 ◯ 45

2.

Tens	Ones
7	2
7	6

72 ◯ 76

3.

Tens	Ones
6	2
5	7

62 ◯ 57

4.

Tens	Ones
8	4
4	8

84 ◯ 48

5.

Tens	Ones
2	6
1	9

26 ◯ 19

6.

Tens	Ones
2	5
3	4

25 ◯ 34

7.

Tens	Ones
3	5
3	8

35 ◯ 38

8.

Tens	Ones
9	7
9	6

97 ◯ 96

Directions: Have students compare the digits in each place and their values. Then have them write the greater than or less than sign to complete the comparison statement.

Letter Deliveries

1. Letters to Firefighters

1st graders	53	46 < 53 53 > 46	What place did you use to compare? (tens) ones
2nd graders	46		

2. Letters to Nurses

1st graders	38	38 ◯ 32	What place did you use to compare? tens ones
2nd graders	32	32 ◯ 38	

3. Letters to Librarians

1st graders	96	96 ◯ 97	What place did you use to compare? tens ones
2nd graders	97	97 ◯ 96	

4. Letters to Police Officers

1st graders	56	56 ◯ 85	What place did you use to compare? tens ones
2nd graders	85	85 ◯ 56	

Directions: Have students compare the numbers and write the sign to complete the comparison statements. Then have students circle whether they used the tens or ones place to compare.

Lesson 19 Exit Ticket

1.

Tens	Ones
2	3
2	4

23 ◯ 24

Which number is greater? _____

2.

Tens	Ones
5	0
3	8

_____ < _____

Which number is greater? _____

3.

48	48 ◯ 84
84	84 ◯ 48

Which number is greater? _____

4.

53	_____ > _____
57	_____ < _____

Which number is greater? _____

Directions: Have students compare the digits in each place and their values. Then have students write the numbers or the sign to complete the comparison statement and identify the greater number.

Extra Practice: Cross Country Team

1.

Runner		Tens	Ones
Leah	23		
Sam	14		

Compare. 14 ◯ _____ _____ ran more miles.

2.

Runner		Tens	Ones
Davi	44		
Eva	45		

Compare. 48 ◯ _____ _____ ran fewer miles.

3.

Runner		Tens	Ones
Tim	33		
Jamie	40		

Compare. 40 ◯ _____ _____ ran fewer miles.

4.

Runner		Tens	Ones
Wu	14		
Lola	24		

Compare. 14 ◯ _____ _____ ran more miles.

Directions: Have students use place value to compare the two numbers. Then have them complete the comparisons using the greater than or less than sign and write the correct name to complete the sentence.

Place Value Charts (Tens and Ones)

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Place Value Charts (Tens and Ones)

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

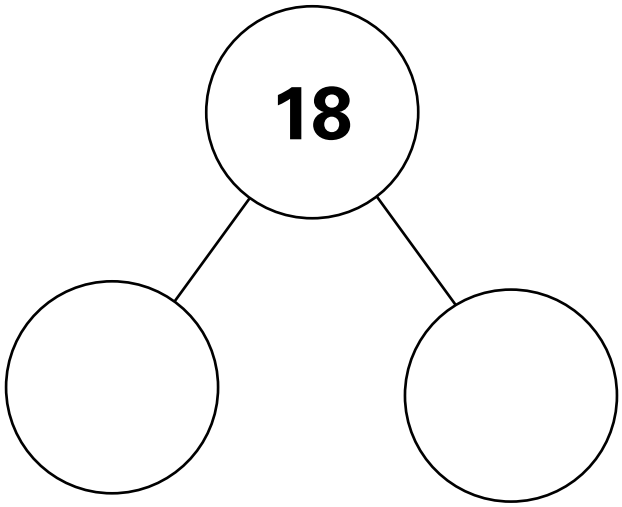
Tens	Ones

Tens	Ones

Assessment

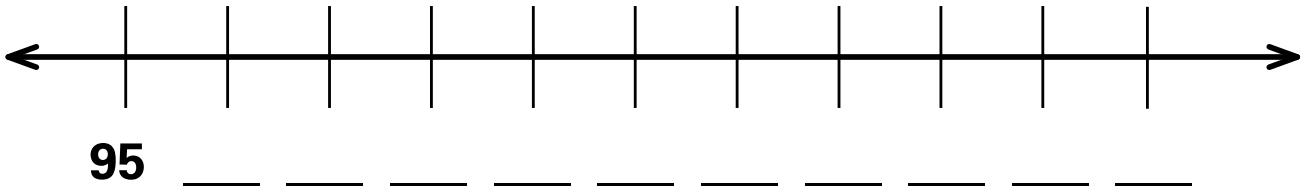
Unit 2 Assessment

1.



_____ = _____ + _____

2. Count by ones. Start at 95. End at 105.



3. Show 64 with base-10 drawings.

_____ tens lines and _____ ones dots

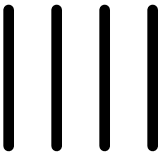
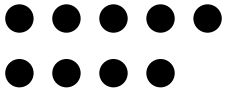
4.

47

Tens	Ones

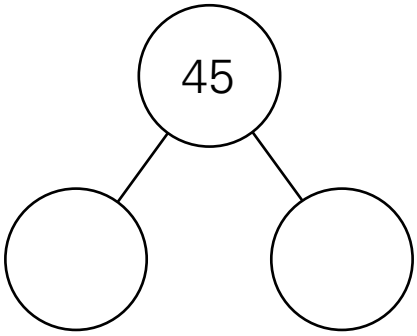
5.

_____

Tens	Ones
	

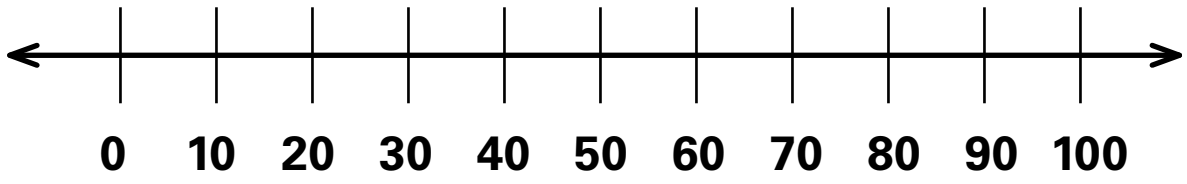
6.

45	Tens	Ones



_____ + _____ = 45

7. 62 and 58



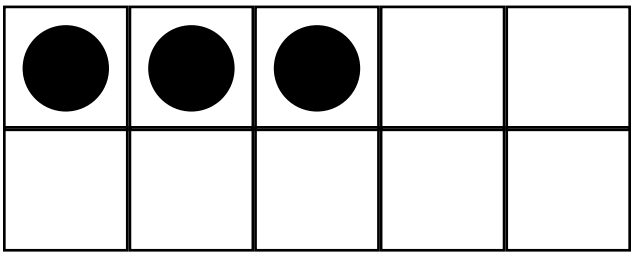
_____ > _____

8.

73	73 ◯ 37	What place did you use to compare?
37	37 ◯ 73	tens ones

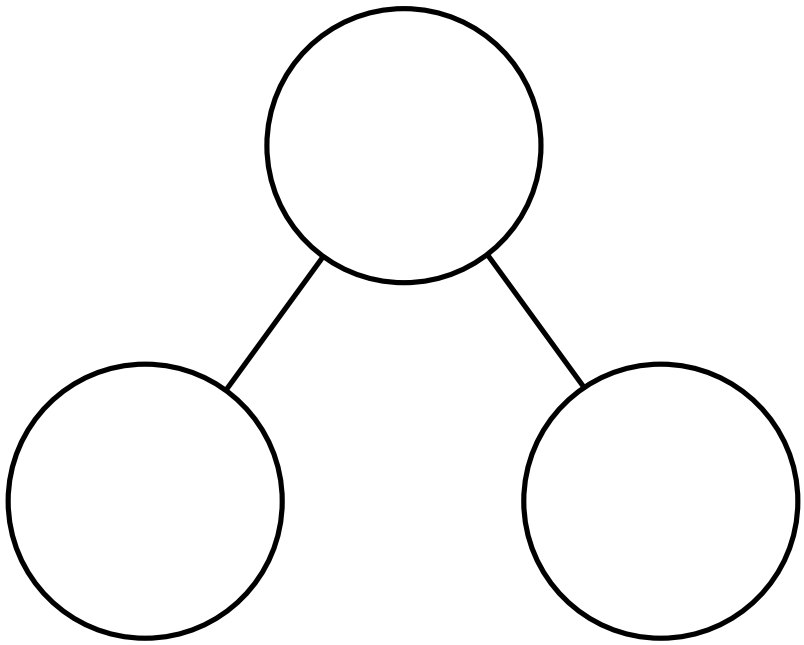
Unit 2 Cumulative Review

1. Make 10.

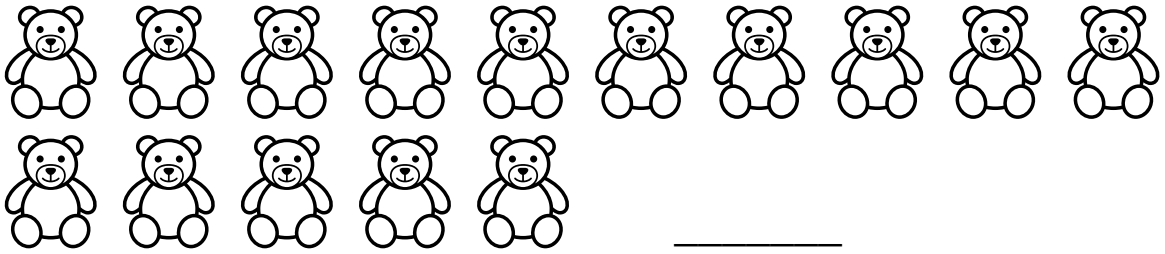


3 + _____ = 10

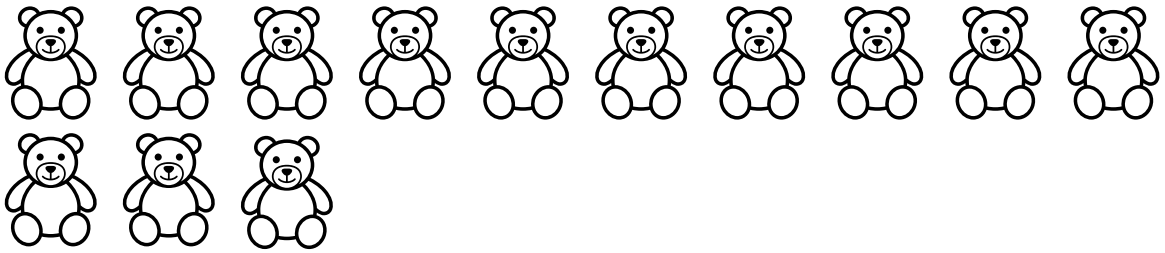
2. Three flowers are red. Four are yellow. Draw dots to show the whole.



3. How many bears?



_____



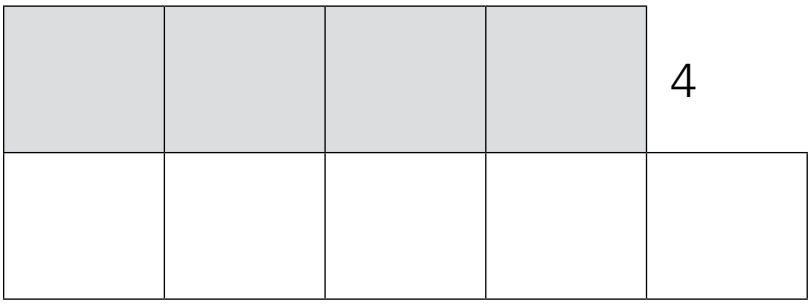
_____

4. Compare.

Tens	Ones
4	6
5	2

52 ◯ 46

5. Add 1. How many?



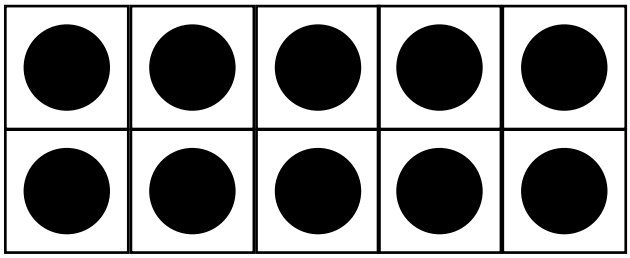
4 + _____ = _____

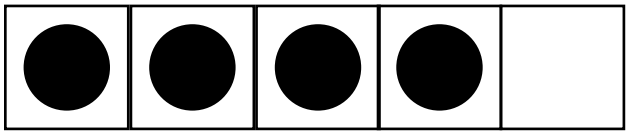
6. Cate and Tim share 8 blocks. Draw Cate's blocks.

Cate	Tim	Total Blocks
	●●●●●	●●●●● ●●●

Add: _____ Subtract: _____

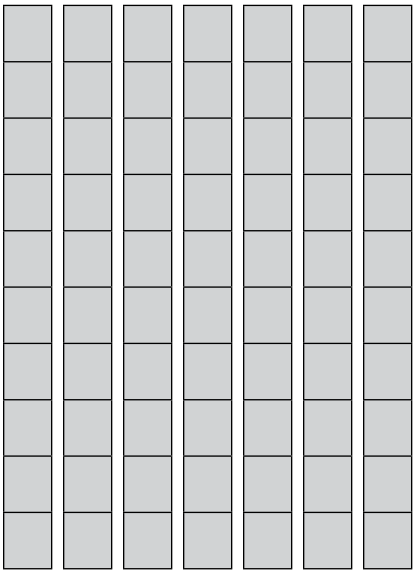
7. How many?





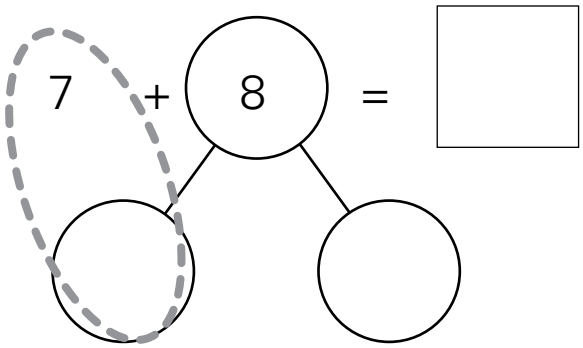
_____ + _____ = _____

8. Count by 10s.



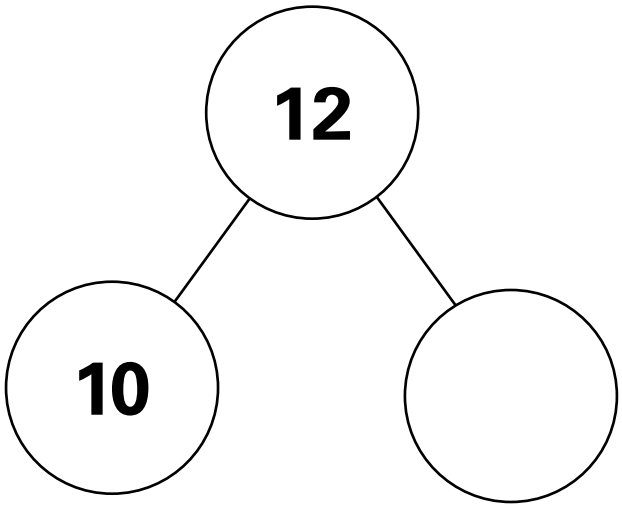
_____

9. Make 10 to add.



10 + ☐ = ☐

10. Show 12.



12 = 10 + _____