Grade 2
MATH
Fall Semester

80 Daily Learning Opportunities

"Layering a Sound Foundation"

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Website: amara4education.com

Important Request to Amara Resource Purchasers:

Amara Publishing is not a large education conglomerate. It is a small group consisting of 4 public school teachers, 3 administrators and a graphic artist that teamed up and collaboratively created these resources. A tremendous amount of time, years of professional classroom work in both Title 1 and non-Title 1 schools, and extensive research went into the formation of Amara resources.

As every educator is acutely aware, classroom teaching requires a significant investment in time and preparation in both core lessons and lesson resources. The Amara educators that created these resources not only prepared for teaching in their classrooms but invested additional time away from the classroom to produce these resources as well. The purchase cost of any Amara resource does not yield a high profit margin. However, it is our hope and goal to provide quality resources at a low price per teacher and grade level, and that these curricular resources are effective for children's learning in all socioeconomic settings.

Piracy of copyrighted products is against the law, but there are ethical issues as well. If Amara resources are implemented at your school, please respect the Amara copyright and officially purchase the curriculum.

Thank you,

Amara

AMARA 4
EDUCATION

Introduction and Implementation – Bridge Resource

Thank you for purchasing an instructional product from Amara 4 Education.

This introduction is intended to:

- Enhance teacher understanding on the overall design of the daily resource
- Detail recommended implementation processes to increase student performance
- Provide strategies for efficient and effective pedagogy to heighten student numeracy in the classroom

Bridge Resource Design: *Fall and Spring Semester*

Both the fall and spring semester Bridge Resources consist of eighty (80) daily learning opportunities with a detailed answer key located at the end of the 80 exercises. These two resources provide a simultaneous review of content as well as a daily opportunity for students to solve application word problems. The grade level is indicated by a series of triangles, dots, circles or stars in the learning opportunity header. These symbols are used in lieu of numbers to reduce self-esteem issues of children receiving special education services working in a below grade level Bridge Resource.

The Bridge Resource has a two-fold objective - build grade level numeracy and support the daily core lessons as well as rectify prior grade level numeracy skill gaps. The Bridge Resource is specifically designed for students to acquire rudimentary mathematical operational skills from both a conceptual and physical mathematics perspective. Each of the 80 Learning Opportunities is divided into three sections:

PART 1 -- Numeracy Development
PART 2 -- Application Practice
PART 3 -- Reflection and Conceptual Understanding.

The daily learning opportunities are designed to sequentially build and provide a spiral review. Students are exposed to skills and concepts prior to engaging in the associated application process on a daily opportunity and are provided repeated practice on specific skills to ensure verification of mastery.

A *Skill Support Package* is also available for purchase at each grade level. These resource skill packets contain specific numeracy skills (and solutions) that provide additional practice as well as pre-requisite skill building practice in key numeracy areas.

Bridge Resource Implementation

The implementation and consistent daily use are key aspects to the overall performance of any system. A Bridge Resource is not an exception to this thinking. In addition to the core lesson, it is paramount that a daily learning opportunity be a structural and consistent part of the daily ninety (90) minute math block. Students master skills and applications if sufficient practice is provided. Conversely, students will not master skills that are not adequately practiced.

It is important to note that effective implementation of a Bridge Resource usually requires more time at the beginning of the semester to set up and establish efficient routines and clearly communicate teacher expectations. However, as students are consistently engaged in the daily process, the time required for a student to complete a single daily learning opportunity is significantly lessened within a few weeks

of implementation. With any pedagogy or instructional resource, the teacher must guide and hold students accountable to ensure quality engagement each day.

Prior to implementation, it is advisable and frequently less expensive for a local reproduction company to copy all 80 learning opportunities pages and secure the pages with a plastic binder that allows a 'daily student resource' to lie flat on a desk when fully opened. It is also recommended that the pages be reproduced on single-sided sheets. Doing so will allow students to use the corresponding blank page to neatly show their work in an organized manner – as conveyed by the classroom teacher.

When each student is provided their own bound Bridge Resource, a running record is created so each child's work history can be reviewed by a teacher, administrator or parent to provide documentation of a student's daily progress over time. Individually bound Bridge Resources also afford time efficiency in a teacher's daily routines since he or she is not required to make Xerox copies each day or distribute and collect papers. Students readily retrieve their bound Bridge Resource from their desk and independently engage that day's learning opportunity.

The **implementation recommendations** listed below are intended to maximize student learning and academic performance using an Amara Bridge Resource.

1. It is highly recommended that the teacher solves the learning opportunity for that day in advance, so they are aptly prepared for the exercise solutions and any pedagogical points to emphasize on each exercise. Therefore, the teacher must also have an assigned booklet.
2. When students are first introduced to this resource, teachers should model their expectations on the quality and specific organizational structure of student daily work. The primary grade level teacher may model these expectations with a guided practice for at ***least*** 8 to 10 separate learning opportunities. At that point, students may work independently via a structured setting – complete a numbered exercise in accordance with teacher expectations – stop – and check the problem together. A deliberate and clearly modeled implementation process ensures high quality, accountable student work.
3. An effective means to accomplish this task is to require students to draw a rectangular grid on the corresponding blank page and show their computations for each numbered learning opportunity exercise in one of the grid's boxes.
4. Once the students begin to work through each of the problems, the teacher should continue to monitor the completion of problems by:
    - Stamping or 'marking with a check' that the problem(s) are/is correct.
    - Providing corrective feedback on those that are incorrect. If a student has made a computational error, have them check the problem and complete again, correctly.
    - Annotating in his/her own teacher booklet any conceptual or computational issues students may be struggling with due to lack of understanding. This assists the teacher to determine specific exercises that must be modeled and reviewed. Also, refer to the ***Skill Support Package*** or to the Formative Loop Resource Library to select appropriate skill practice and direction.
5. This resource and process serves as a daily diagnostic tool. If the teacher observes students incorrectly answer a specific skill or application, it is a clear indicator of a lack of skill or application mastery/retention. A short mini-lesson or spaced repetition instruction for three or four days invariably remedies a previous skill deficiency.
6. Upon completion of your allotted time for a learning opportunity, teacher may decide to guide students through a think-aloud of 1 or 2 problems that were challenging for the majority of students.

Introduction and Implementation – Bridge Resource

Recommendations on Numeracy Development

The 80 Learning Opportunities can be completed in less than 15 minutes each day ***with*** heightened student numeracy in basic fundamental operations. One of the most important numeracy aspects that an elementary student must master to automaticity is the basic math fact operations in addition and subtraction. The vast majority of operations involved in elementary arithmetic is highly dependent upon a student's ability to efficiently apply math fact knowledge. Fortunately, nearly all primary-aged grade level students can master their basic addition and subtraction operations during first and second grades, but an effective procedure must be securely in place.

A highly recommended and inexpensive daily numeracy program that assists students in learning and mastering both math fact and processing math skills is *Formative Loop*. This numeracy program requires a daily 5 minute paper-pencil ***written*** assessment and the program digitally tracks each student's progress. The *Formative Loop* numeracy program is individualized for each student, but a teacher can account for each student's progress in real time. The *Formative Loop* numeracy program also possesses a math fact sequence mastery in manageable chunks of daily exposure until the student is adequately prepared to successfully complete mixed addition (or, subtraction, multiplication, or division) one-digit facts. Finally, *Formative Loop* offers a skill resource library that assists the classroom teacher with skill practice on almost any mathematical topic readily available for immediate download.

In order to aid students in mastering math fact operations and processing skills, specific numeracy skills are presented within the daily learning opportunities. Those support skill sheets are also included for extra practice as needed in a grade level ***Skill Support Package*** available for purchase on the Amara 4 Education website. Additionally, Amara offers free downloadable math incentives that are singularly designed to intrinsically motivate students to master their math facts. The website also provides free downloadable white papers on various instructional pedagogy.

If any educator has constructive criticism on what we can do better, please contact us at the email address on the front cover. We appreciate any and all feedback that our team of teachers and administrators can use to better serve the needs of our students.

Thank you,

Amara

Fall and Spring Bridge Resource - Table of Contents	
Section 1	**Daily Learning Opportunities (01 – 80)**
Section 2	**Daily Learning Opportunities (01 – 80) Answer Key**

AMARA 4 EDUCATION

Grade 2

Mathematics

Fall Semester

80 Daily Learning Opportunities

Student Name: _____

Teacher Name: _____

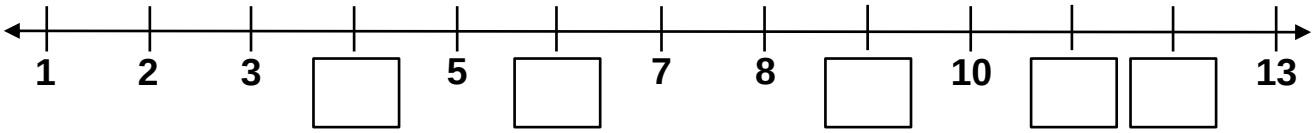
Fall Learning Opportunity 01
"Layering a Sound Foundation"

Name: _____

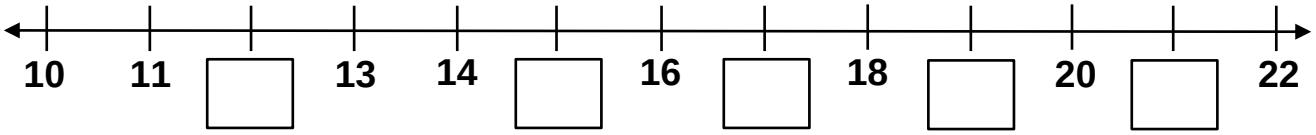
PART 1: *Numeracy Development*

1. Fill in the boxes with the missing numbers on the *whole number lines* shown below.

a.)



b.)



2. *Find* the **sums** – **addition facts**.

a.) $3 + 1 =$ ☐

b.) $2 + 3 =$ ☐

c.) $1 + 1 =$ ☐

3. *Find* the **differences** – **subtraction facts**.

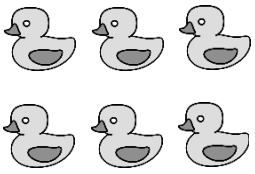
a.) $3 - 1 =$ ☐

b.) $2 - 1 =$ ☐

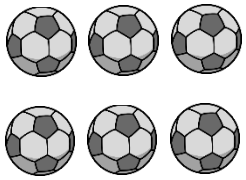
c.) $3 - 2 =$ ☐

4. ***Circle*** the **correct number** of objects so it **equals** the number's **value**.

3 =



2 =



5 =

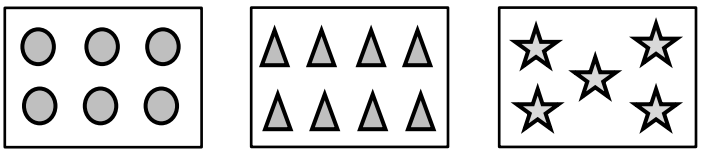
PART 2: *Application Practice*

5. Amara has 2 marbles. Her mother gave her 1 more marble. How many marbles does Amara have now?

Ⓐ 1 marble Ⓒ 3 marbles

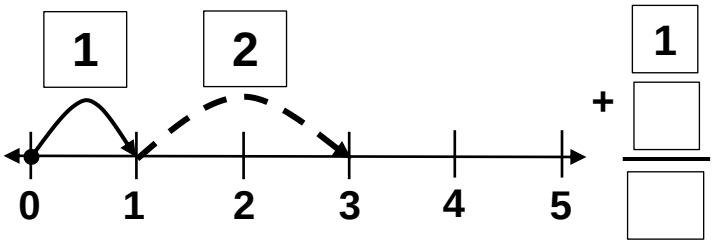
Ⓑ 2 marbles Ⓓ 4 marbles

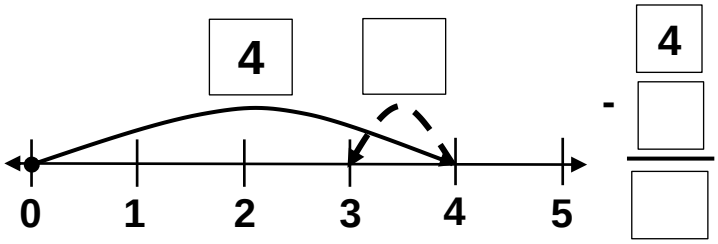
6. Circle the rectangle that has the ***MOST*** objects. Place an "X" on the rectangle with the ***LEAST*** or ***FEWEST*** objects.



PART 3: *Reflection and Conceptual Understanding*

Fill in the boxes that complete the **addition** and **subtraction** equations.





Fall Learning Opportunity 02
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. Fill in the boxes with the missing numbers on the *whole number lines* shown below.

a.)

1	2		4	5		7			10		13

b.)

11	12		14	15		17		19		21	23

2. *Find* the **sums** – **addition facts**.

a.) 2 + 2 = ☐

b.) 3 + 3 = ☐

c.) 1 + 4 = ☐

3. *Find* the **differences** – **subtraction facts**.

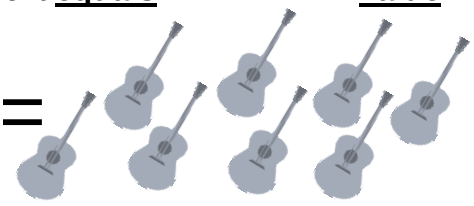
a.) 2 - 1 = ☐

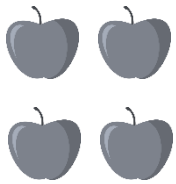
b.) 3 - 2 = ☐

c.) 4 - 2 = ☐

4. ***Circle*** the **correct number** of objects so it **equals** the number's **value**.

6 = 

7 = 

3 = 

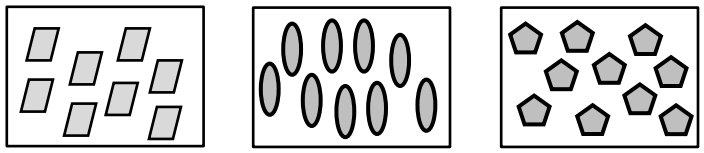
PART 2: *Application Practice*

5. John had 4 coins. He lost 2 coins. How many coins does John have left?

Ⓐ 1 coin Ⓒ 5 coins

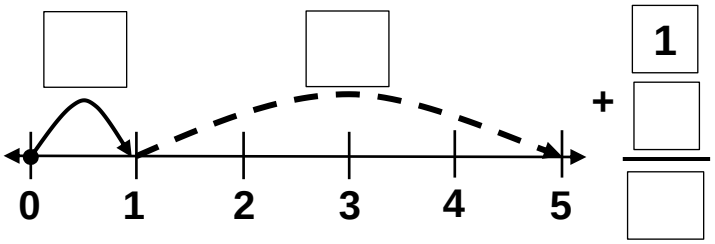
Ⓑ 2 coins Ⓓ 6 coins

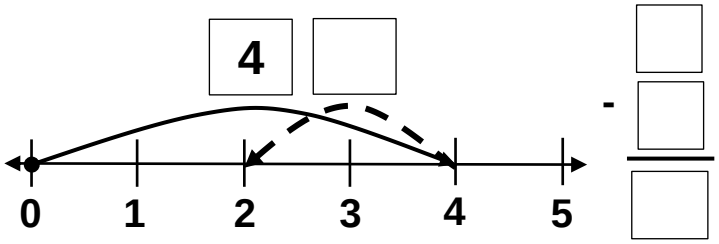
6. Circle the rectangle that has the ***MOST*** objects. Place an "X" on the rectangle with the ***LEAST*** or ***FEWEST*** objects.



PART 3: *Reflection and Conceptual Understanding*

Fill in the boxes that complete the **addition** and **subtraction** equations.





Fall Learning Opportunity 03
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. Fill in the boxes with the missing numbers on the *whole number lines* shown below.

a.)

8	9		11	12		14			17		20

b.)

21	22			25		27		29		31		33

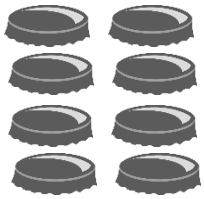
2. *Find* the **sums (DOUBLES)** – **addition facts**.

a.) 1 + 1 = ☐ **b.)** 2 + 2 = ☐ **c.)** 3 + 3 = ☐

3. *Find* the **differences** – **subtraction facts**.

a.) 4 - 1 = ☐ **b.)** 4 - 3 = ☐ **c.)** 4 - 4 = ☐

4. ***Circle*** the **correct number** of objects so it **equals** the number's **value**.

10 =  **8 =**  **0 =** 

PART 2: *Application Practice*

5. Lena walked 5 city blocks. Carol walked 2 city blocks. How many more city blocks did Lena walk than Carol?

Ⓐ 7 blocks Ⓒ 3 blocks

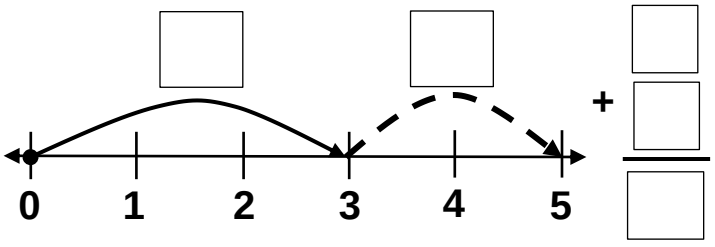
Ⓑ 2 blocks Ⓓ 4 blocks

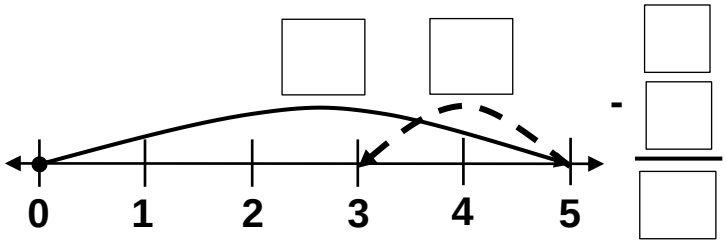
6. *Box* the circle that has the ***Largest*** number. *Place* an "X" on the circle with the ***Smallest*** number.

21 **12** **22**

PART 3: *Reflection and Conceptual Understanding*

Fill in the boxes that complete the **addition** and **subtraction** equations.





Fall Learning Opportunity 04
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **sums (DOUBLES)** – **addition facts**.

a.) $3 + 3 =$ ☐

b.) $5 + 5 =$ ☐

c.) $4 + 4 =$ ☐

2. *Find* the **differences** – **subtraction facts**.

a.) $4 - 3 =$ ☐

b.) $6 - 3 =$ ☐

c.) $5 - 4 =$ ☐

3. *Complete* the **number sequences** below.

3, 4, ___ , 6, ___ , 8

6, 5, ___ , 3, ___ , 1

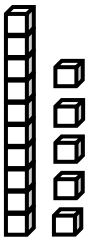
4. *Write*: **addend** or **sum**.

2 ➪ *addend*

\+ 2 ➪ _____

4 ➪ _____

5. *Write* the tens and ones and the number in **standard form**.

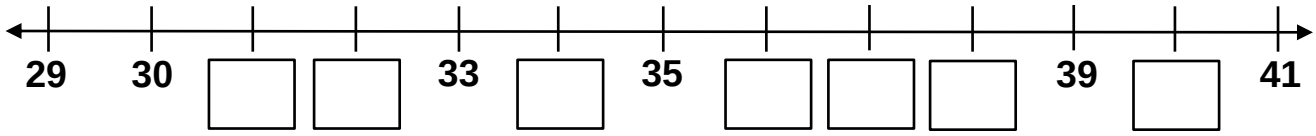


Tens	Ones

= **15**

Standard Form

6. Fill in the boxes with the missing numbers on the *whole number line* shown below.



PART 2: *Application Practice*

7. Jesus is 2 years old. His sister is *double* the age that Jesus is. How old is Jesus' sister?

Ⓐ 1 year old Ⓒ 3 years old

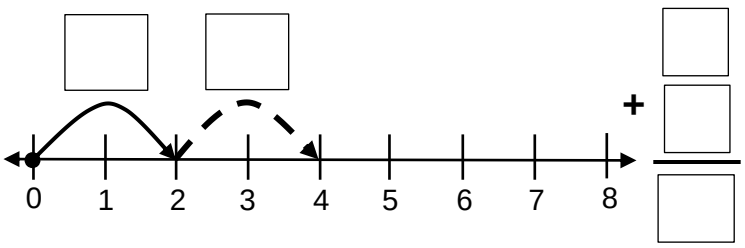
Ⓑ 2 years old Ⓓ 4 years old

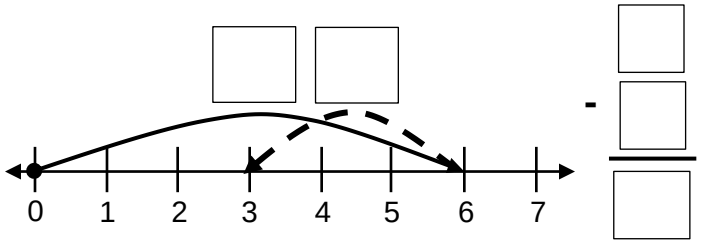
8. *Box* the circle that has the ***Largest*** number. *Place* an "X" on the circle with the ***Smallest*** number.

40 **29** **39**

PART 3: *Reflection and Conceptual Understanding*

Fill in the boxes that complete the **addition** and **subtraction** equations.





Fall Learning Opportunity 05
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **sums (DOUBLES)** – **addition facts**.

a.) 6 + 6 = ☐

b.) 4 + 4 = ☐

c.) 5 + 5 = ☐

2. *Find* the **differences** – **subtraction facts**.

a.) 5 - 2 = ☐

b.) 6 - 2 = ☐

c.) 6 - 4 = ☐

3. *Complete* the **number sequences** below.

6, 7, ____ , 9, ____ , 11

8, 7, ____ , 5, ____ , 3

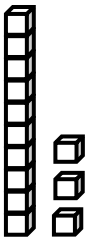
4. *Write*: **addend** or **sum**.

4 ➪ _____

\+ 2 ➪ _____

6 ➪ _____

5. *Write* the tens and ones and the number in **standard form**.

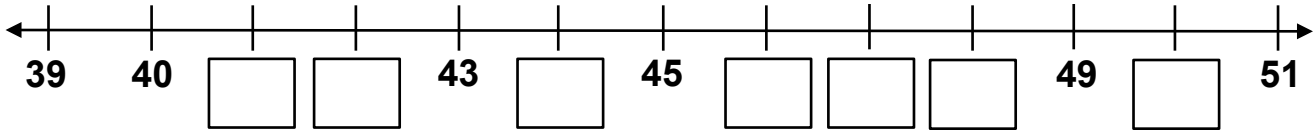


Tens	Ones

= ☐

Standard Form

6. Fill in the boxes with the missing numbers on the *whole number line* shown below.



PART 2: *Application Practice*

7. Addie is *double* the age of her brother. Her brother is 4. How old is Addie?

Ⓐ 8 years old Ⓒ 6 years old

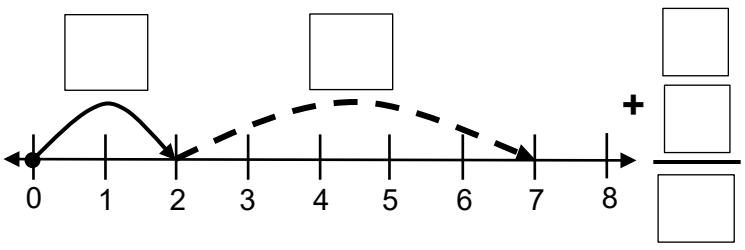
Ⓑ 4 years old Ⓓ 2 years old

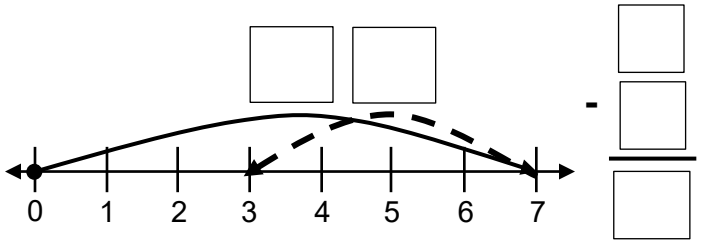
8. *Box* the circle that has the ***Largest*** number. *Place* an "X" on the circle with the ***Smallest*** number.

51 41 49

PART 3: *Reflection and Conceptual Understanding*

Fill in the boxes that complete the **addition** and **subtraction** equations.





Fall Learning Opportunity 06
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **sums (DOUBLES)** – **addition facts**.

a.) $4 + 4 =$ ☐

b.) $6 + 6 =$ ☐

c.) $3 + 3 =$ ☐

2. *Find* the **differences** – **subtraction facts**.

a.) $7 - 1 =$ ☐

b.) $6 - 4 =$ ☐

c.) $5 - 3 =$ ☐

3. *Complete* the **number sequences** below.

6, ___ , 8, ___ ,10, 11

10, 9, ___ , 7, ___ , 5

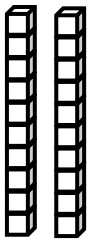
4. *Write*: **addend** or **sum**.

7 ➪ _____

\+ 3 ➪ _____

10 ➪ _____

5. *Write* the tens and ones and the number in **standard form**.

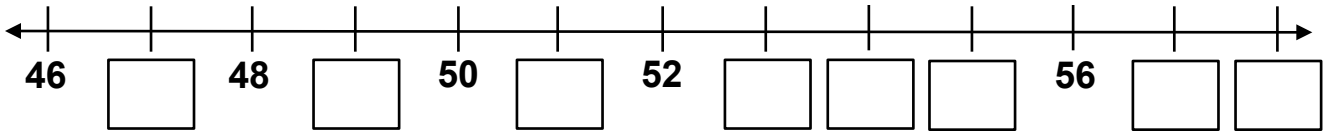


Tens	Ones

= ☐

Standard Form

6. Fill in the boxes with the missing numbers on the *whole number line* shown below.



PART 2: *Application Practice*

7. Luz has 7 dollars. Yessica has 3 dollars. How much more money does Luz have than Yessica?

Ⓐ 5 dollars Ⓒ 7 dollars

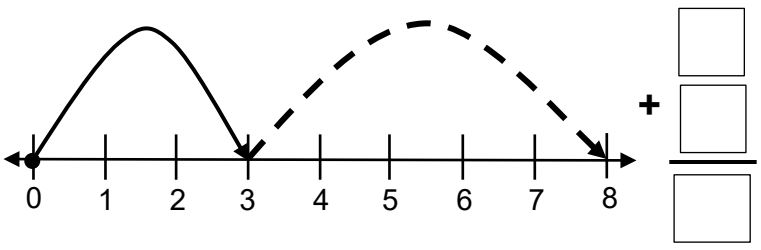
Ⓑ 4 dollars Ⓓ 10 dollars

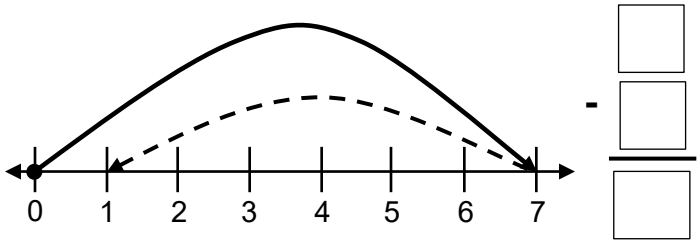
8. *Box* the circle that has the ***Largest*** number. *Place* an "X" on the circle with the ***Smallest*** number.

25 **35** **45**

PART 3: *Reflection and Conceptual Understanding*

Fill in the boxes that complete the **addition** and **subtraction** equations.





Fall Learning Opportunity 07
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **sums** – **addition facts**.

a.) $3 + 4 =$ ☐

b.) $6 + 2 =$ ☐

c.) $5 + 3 =$ ☐

2. *Find* the **differences** – **subtraction facts**.

a.) $7 - 6 =$ ☐

b.) $6 - 5 =$ ☐

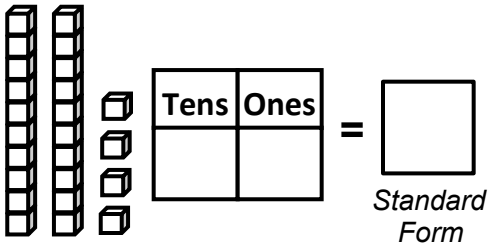
c.) $5 - 1 =$ ☐

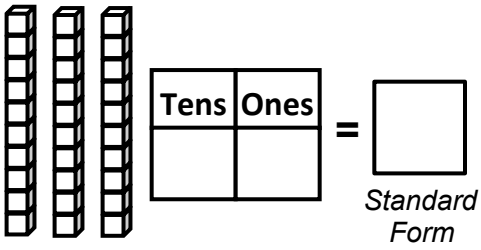
3. *Complete* the **number sequences** below.

____ , 8, 9, ____ , 11, 12

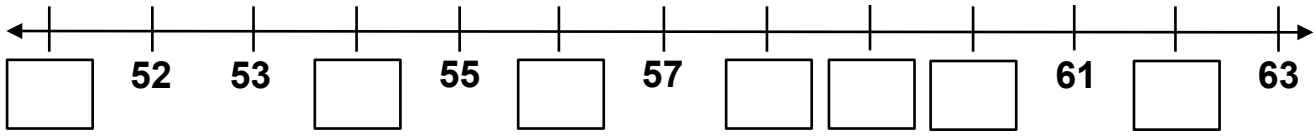
11, 10, ____ , 8, ____ , 6

4. *Write* the tens and ones and the number in **standard form**.





5. Fill in the boxes with the missing numbers on the *whole number line* shown below.



PART 2: *Application Practice*

6. Dao wrote the following number on the classroom white board.

26

How many **ones** are in Dao's number?

☐

7. *Order* the three numbers from ***least to greatest***.

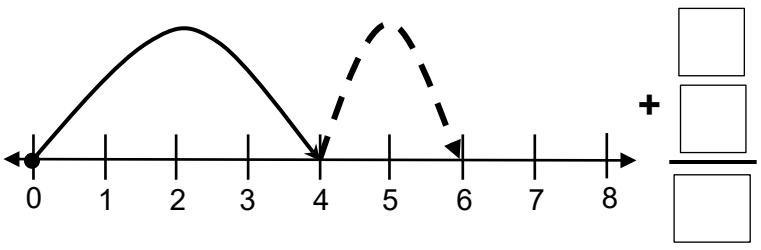
27 17 23

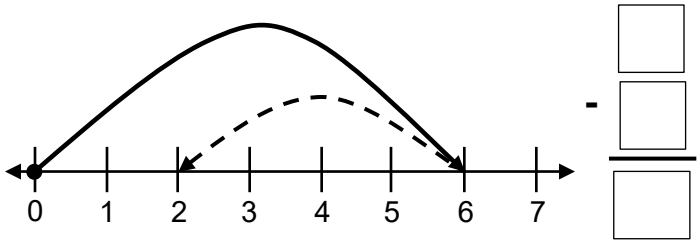
_____ , _____ , _____

Least *Greatest*

PART 3: *Reflection and Conceptual Understanding*

Fill in the boxes that complete the **addition** and **subtraction** equations.





Fall Learning Opportunity 08
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **sums** – **addition facts**.

a.) $5 + 4 =$ ☐

b.) $4 + 4 =$ ☐

c.) $3 + 6 =$ ☐

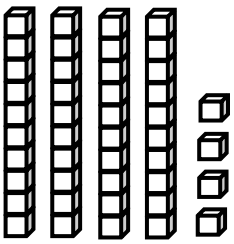
2. *Find* the **differences** – **subtraction facts**.

a.) $6 - 6 =$ ☐

b.) $6 - 4 =$ ☐

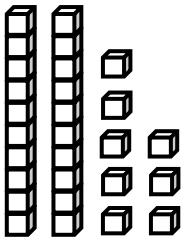
c.) $6 - 3 =$ ☐

3. *Write* the tens and ones and the number in **standard form**.



Tens	Ones

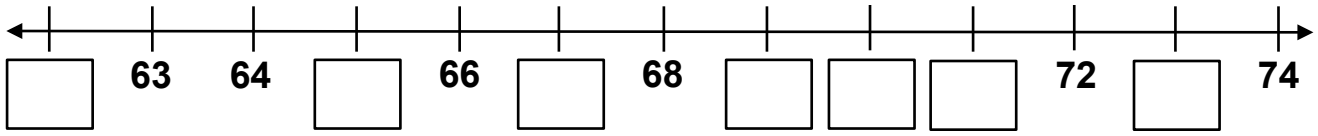
= ☐ *Standard Form*



Tens	Ones

= ☐ *Standard Form*

4. Fill in the boxes with the missing numbers on the *whole number line* shown below.



PART 2: *Application Practice*

5. Find the missing number in the sequence.

22, 23, ___ , 25

How many ***tens*** are in the missing number? ☐

6. *Order* the three numbers from ***least to greatest***.

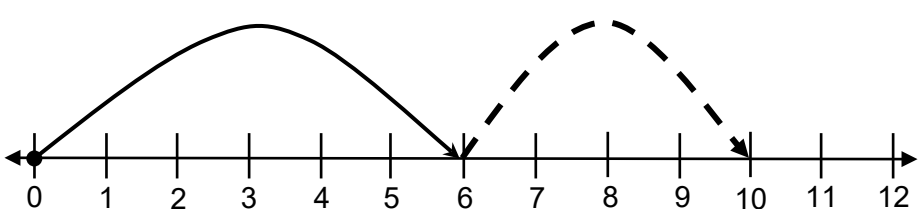
15 19 18

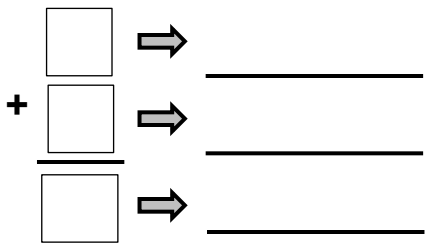
_____ , _____ , _____

Least *Greatest*

PART 3: *Reflection and Conceptual Understanding*

Fill in the boxes that complete the **addition equation** and *write* **addend** or **sum** on the line provided.





Fall Learning Opportunity 09
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

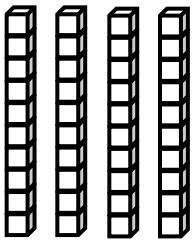
1. *Find* the **sums** – **addition facts**.

a.) $4 + 5 = \square$ b.) $5 + 5 = \square$ c.) $4 + 3 = \square$

2. *Find* the **differences** – **subtraction facts**.

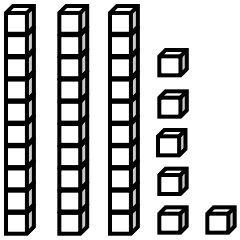
a.) $7 - 2 = \square$ b.) $7 - 4 = \square$ c.) $7 - 5 = \square$

3. *Write* the tens and ones and the number in **standard form**.



Tens	Ones

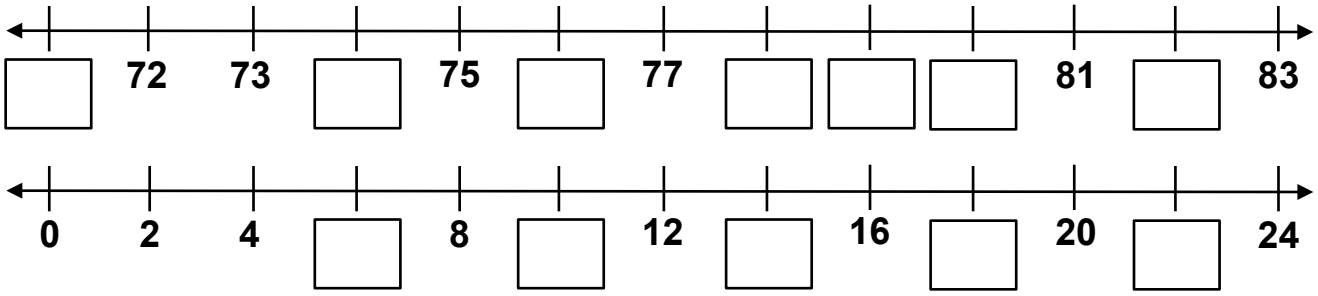
= ☐ *Standard Form*



Tens	Ones

= ☐ *Standard Form*

4. Fill in the boxes with the missing numbers on the *whole number lines* shown below.



PART 2: *Application Practice*

5. Mina said, "My father's favorite number is 31."

How many ***tens*** are in the number 31?

☐

6. *Order* the three numbers from ***least to greatest***.

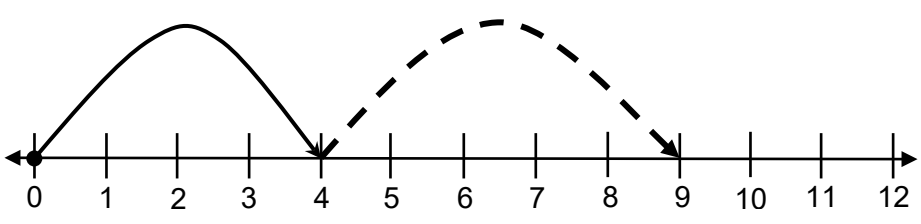
33 37 31

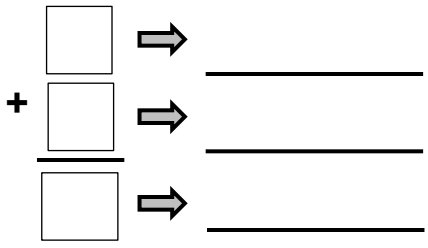
_____ , _____ , _____

Least *Greatest*

PART 3: *Reflection and Conceptual Understanding*

Fill in the boxes that complete the **addition equation** and *write* **addend** or **sum** on the line provided.





Fall Learning Opportunity 10
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. ***Make 10***: *Find* the number that sums to 10.

a.) 8 + ___ = 10 **d.)** 4 + ___ = 10

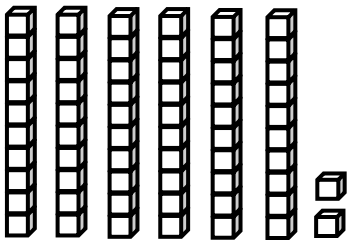
b.) 7 + ___ = 10 **e.)** 9 + ___ = 10

c.) 5 + ___ = 10 **f.)** 6 + ___ = 10

2. *Find* the **differences** – **subtraction facts**.

a.) 7 − 6 = ☐ **b.)** 8 − 4 = ☐ **c.)** 8 − 5 = ☐

3. *Write*: tens and ones and number in **standard form**.



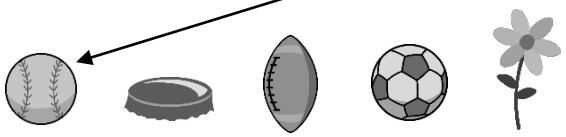
Tens	Ones

= ☐

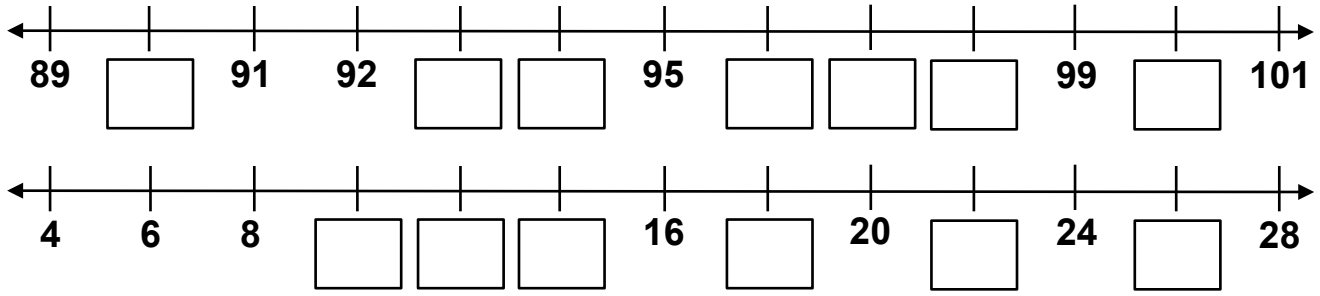
Standard Form

4. *Match* the **ordinal number** and object.

3rd 5th 2nd 4th 1st



5. Fill in the boxes with the missing numbers on the *whole number lines* shown below.



PART 2: *Application Practice*

6. *Answer* the questions.

a.) What is 1 more than 5? ____

b.) What is 1 less than 5? ____

c.) What is 2 more than 6? ____

7. *Order* the three numbers from ***least to greatest***.

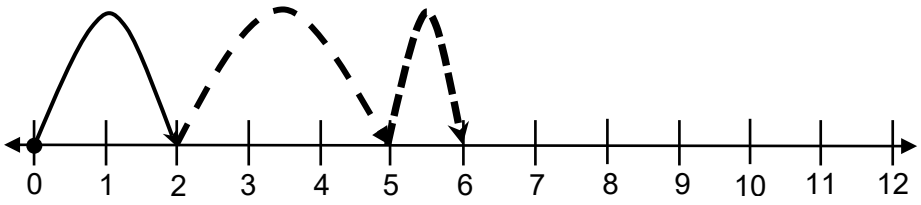
34 44 54

_____ , _____ , _____

Least *Greatest*

PART 3: *Reflection and Conceptual Understanding*

Fill in the boxes that complete the **addition equation**.



☐
\+ ☐
☐
6

Fall Learning Opportunity 11
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. ***Make 10***: *Find* the number that sums to 10.

a.) 2 + ___ = 10 **d.)** 0 + ___ = 10

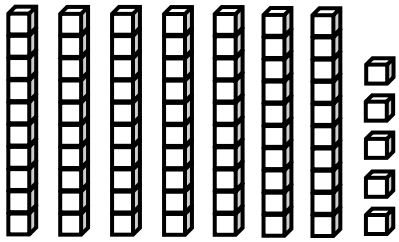
b.) 5 + ___ = 10 **e.)** 1 + ___ = 10

c.) 8 + ___ = 10 **f.)** 9 + ___ = 10

2. *Find* the **differences** – **subtraction facts**.

a.) 8 − 2 = ☐ **b.)** 9 − 4 = ☐ **c.)** 9 − 6 = ☐

3. *Write*: tens and ones and number in **standard form**.



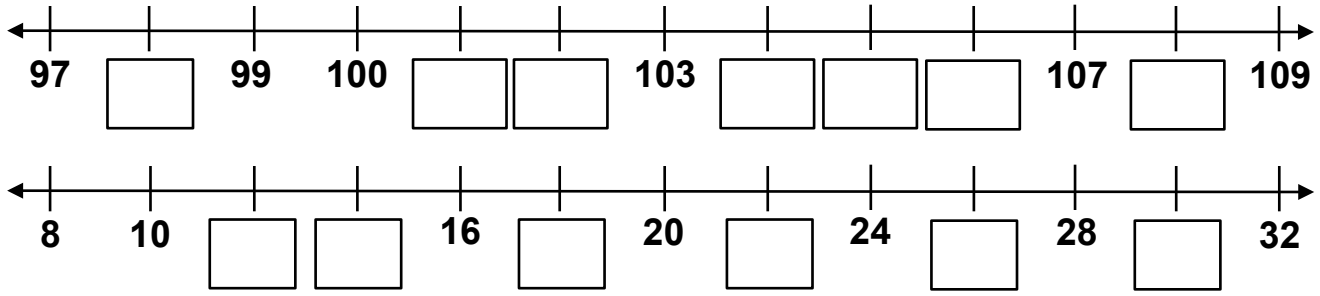
Tens	Ones

= ☐ *Standard Form*

4. *Match* the **ordinal number** and object.

4th 1st 5th 2nd 3rd

5. Fill in the boxes with the missing numbers on the *whole number lines* shown below.



PART 2: *Application Practice*

6. *Answer* the questions.

a.) What is 1 less than 7? ____

b.) What is 1 more than 8? ____

c.) What is 2 more than 4? ____

7. *Order* the three numbers from ***greatest to least***.

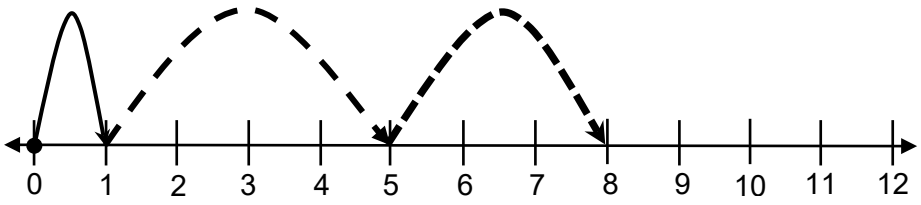
53 45 61

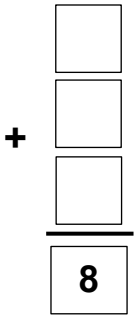
_____

Greatest ***Least***

PART 3: *Reflection and Conceptual Understanding*

Fill in the boxes that complete the **addition equation**.





Fall Learning Opportunity 12
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. ***Make 10****: Find* the number that sums to 10.

a.) 4 + ___ = 10 **d.)** 8 + ___ = 10

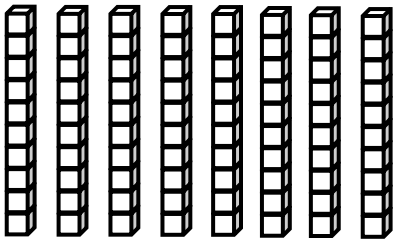
b.) 1 + ___ = 10 **e.)** 3 + ___ = 10

c.) 7 + ___ = 10 **f.)** 5 + ___ = 10

2. *Find* the **differences** – **subtraction facts**.

a.) 9 − 4 = ☐ **b.)** 9 − 7 = ☐ **c.)** 9 − 5 = ☐

3. *Write*: tens and ones and number in **standard form**.



Tens	Ones

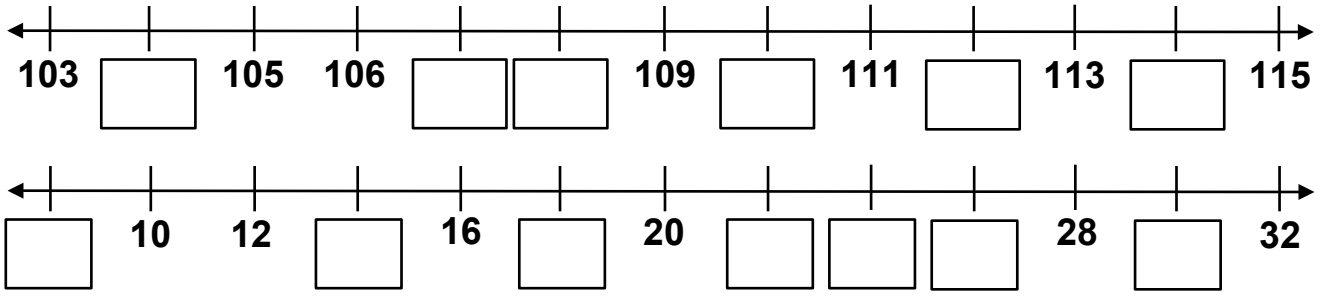
= ☐

Standard Form

4. *Match* the **ordinal number** and object.

Second Third First Fifth Fourth

5. Fill in the boxes with the missing numbers on the *whole number lines* shown below.



PART 2: *Application Practice*

6. *Answer* the questions.

a.) What is 2 less than 5? ____

b.) What is 1 more than 9? ____

c.) What is 2 more than 7? ____

7. *Order* the three numbers from ***greatest to least***.

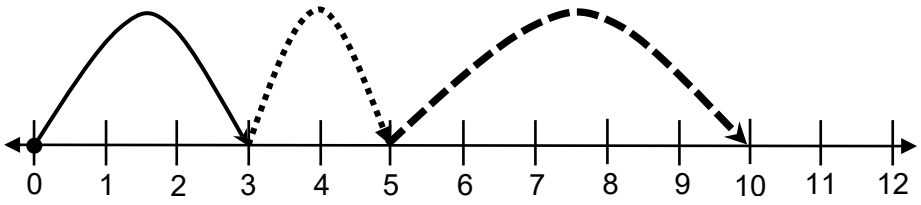
67 72 76

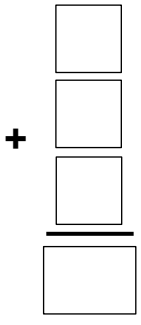
_____

Greatest ***Least***

PART 3: *Reflection and Conceptual Understanding*

Fill in the boxes that complete the **addition equation**.





Fall Learning Opportunity 13
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. ***Make 10****: Find* the number that sums to 10.

a.) 2 + ___ = 10 **d.)** 1 + ___ = 10

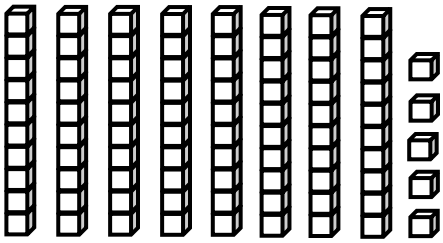
b.) 4 + ___ = 10 **e.)** 7 + ___ = 10

c.) 6 + ___ = 10 **f.)** 3 + ___ = 10

2. *Find* the **differences** – **subtraction facts**.

a.) 9 − 6 = ☐ **b.)** 9 − 2 = ☐ **c.)** 9 − 4 = ☐

3. *Write*: tens and ones and number in **standard form**.

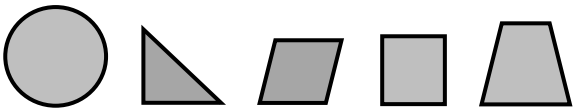


Tens	Ones

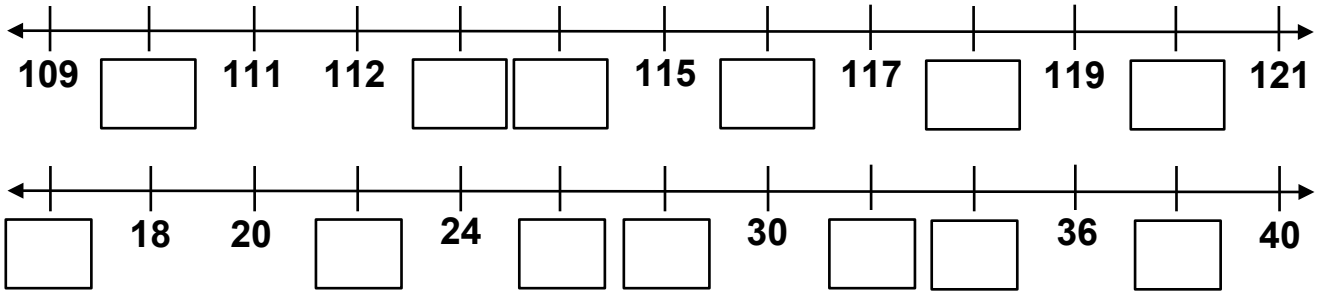
= ☐ *Standard Form*

4. *Match* the word and the object.

Third Second Fifth First Fourth



5. Fill in the boxes with the missing numbers on the *whole number lines* shown below.



PART 2: *Application Practice*

6. *Answer* the questions.

a.) What is 2 less than 10? ____

b.) What is 1 more than 12? ____

c.) What is 2 more than 15? ____

7. *Order* the three numbers from ***greatest to least***.

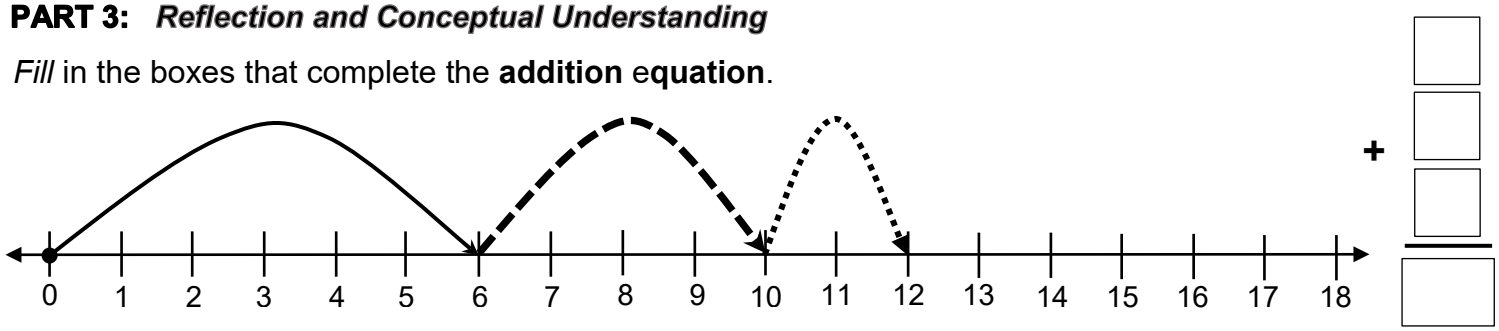
85 95 87

_____, _____, _____

Greatest ***Least***

PART 3: *Reflection and Conceptual Understanding*

Fill in the boxes that complete the **addition** e**quation**.



Fall Learning Opportunity 14
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. ***Make 10****. Find* the number that sums to 10.

8 + 2	0 + ☐	1 + ☐
9 + ☐	5 + ☐	4 + ☐
7 + ☐	3 + ☐	6 + ☐

2. *Find* the **differences** – **subtraction facts**.

a.) $\begin{array}{r} 7 \\ -\ 3 \\ \hline \end{array}$ ☐

b.) $\begin{array}{r} 8 \\ -\ 4 \\ \hline \end{array}$ ☐

c.) $\begin{array}{r} 9 \\ -\ 8 \\ \hline \end{array}$ ☐

3. Add. *Find* the sums.

a.) $\begin{array}{r} 10 \\ +\ 3 \\ \hline \end{array}$ ☐

b.) $\begin{array}{r} 11 \\ +\ 1 \\ \hline \end{array}$ ☐

c.) $\begin{array}{r} 15 \\ +\ 4 \\ \hline \end{array}$ ☐

d.) $\begin{array}{r} 21 \\ +\ 7 \\ \hline \end{array}$ ☐

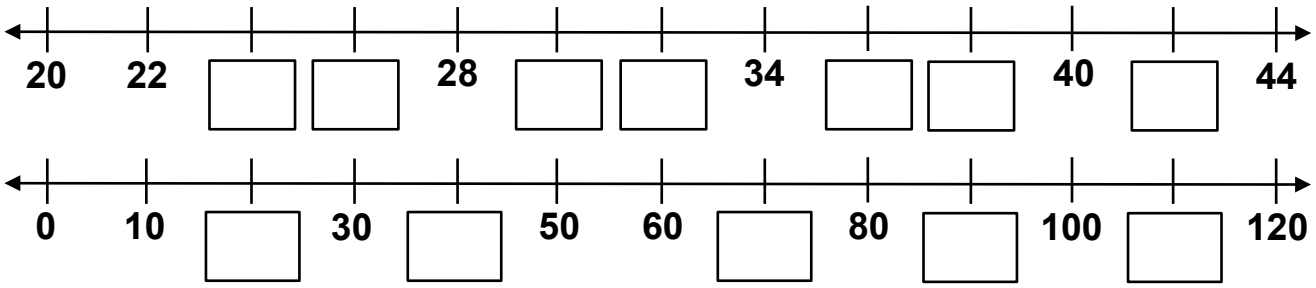
4. *Write:* **Subtrahend**, **Minuend** or **Difference** on the line.

$\begin{array}{r} 8 \\ -\ 2 \\ \hline 6 \end{array}$ ⇨ _____

⇨ *Subtrahend*

⇨ _____

5. Fill in the boxes with the missing numbers on the *whole number lines* shown below.



PART 2: *Application Practice*

6. *Answer* the questions.

a.) What is 2 less than 15? ____

b.) What is 1 less than 17? ____

c.) What is 2 more than 11? ____

7. *Order* the three numbers from ***greatest to least***.

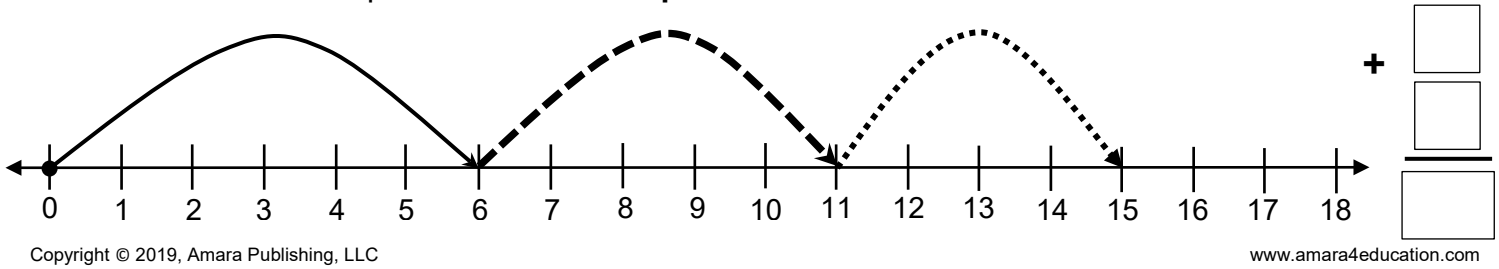
90 98 89

_____ , _____ , _____

Greatest ***Least***

PART 3: *Reflection and Conceptual Understanding*

Fill in the boxes that complete the **addition equation**.



☐ + ☐ + ☐ = ☐

Fall Learning Opportunity 15
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. ***Make 10****. Find* the number that sums to 10.

4 ☐	9 ☐	1 ☐
7 ☐	2 ☐	0 ☐
5 ☐	6 ☐	3 ☐

2. *Find* the **differences** – **subtraction facts**.

a.) 10 − 3 = ☐ b.) 10 − 5 = ☐ c.) 10 − 8 = ☐

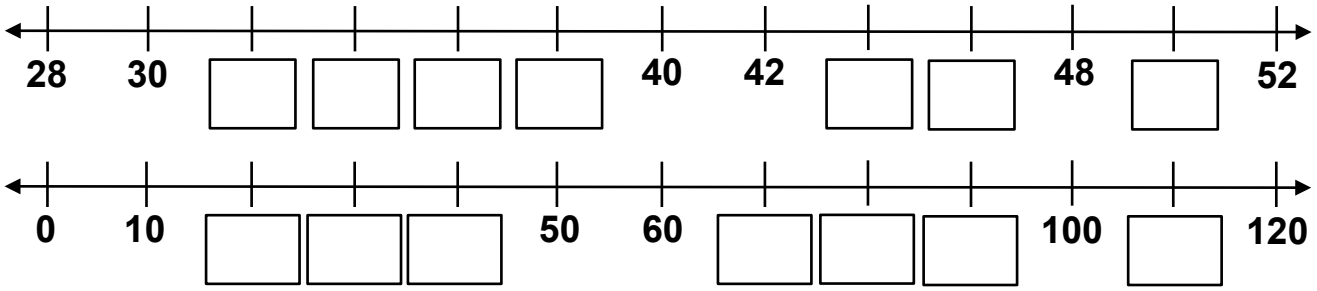
3. Add. *Find* the sums.

a.) 15 + 3 = ☐ b.) 21 + 6 = ☐ c.) 18 + 1 = ☐ d.) 22 + 7 = ☐

4. *Write:* **Subtrahend**, **Minuend** or **Difference** on the line.

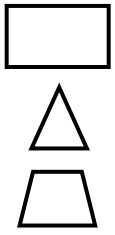
6 ⇨ _____
− 1 ⇨ _____
5 ⇨ _____

5. Fill in the boxes with the missing numbers on the *whole number lines* shown below.



PART 2: *Application Practice*

6. *Match* the **polygon** and its name.



Trapezoid

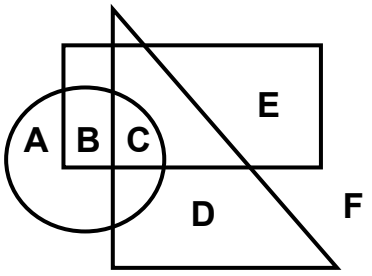
Rectangle

Triangle

7. *Use* the diagram to answer:

a.) What letter is *inside* only the rectangle? ____

b.) What letter is *inside* both the rectangle and circle, but not the triangle? ____



PART 3: *Reflection and Conceptual Understanding*

An addition equation can be written: **2 + 1 = 3**

OR, it can be written: **3 = 2 + 1**

Are both ways correct?

YES, *the same number of objects are on each side of equal (=) sign.*

NO, *addition equations can only be written one way.*

Fall Learning Opportunity 16
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. ***Make 10****. Find* the number that sums to 10.

3		7		10	
5		0		2	
9		1		8	

2. *Find* the **differences** – **subtraction facts**.

a.) 10 − 9 = ☐ b.) 10 − 3 = ☐ c.) 10 − 6 = ☐

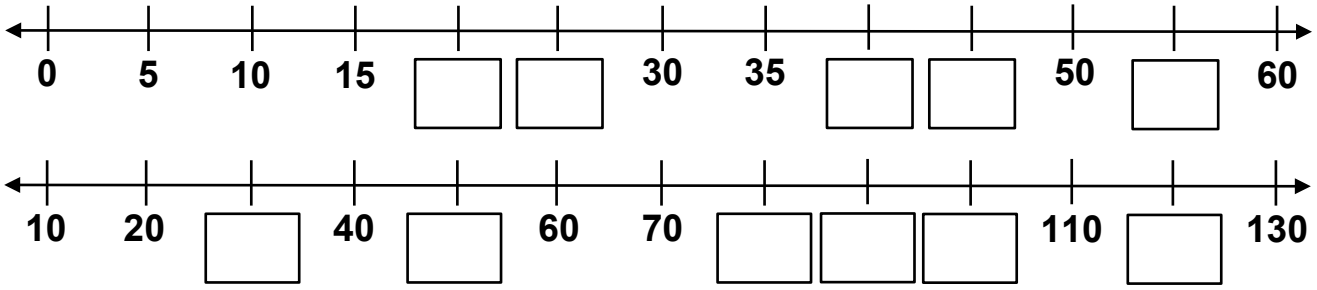
3. Add. *Find* the sums.

a.) 25 + 4 = ☐ b.) 20 + 8 = ☐ c.) 16 + 12 = ☐ d.) 20 + 10 = ☐

4. *Write:* **Subtrahend**, **Minuend** or **Difference** on the line.

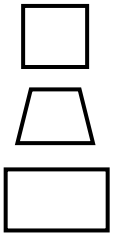
8 ⇨ _____
− 6 ⇨ _____
2 ⇨ _____

5. Fill in the boxes with the missing numbers on the *whole number lines* shown below.



PART 2: *Application Practice*

6. *Match* the **polygon** and its name.



Trapezoid

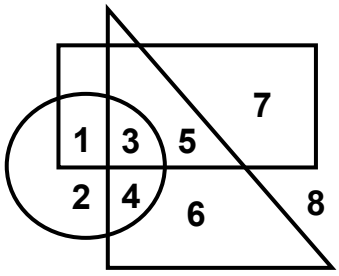
Rectangle

Square

7. *Use* the diagram to answer:

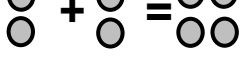
a.) What number is *inside* both the triangle and circle? ____

b.) What number is *inside* both the rectangle and triangle? ____



PART 3: *Reflection and Conceptual Understanding*

An addition equation can be written: **2 + 2 = 4**



OR, it can be written: **4 = 2 + 2**

Are both ways correct?

YES, *the same number of objects are on each side of equal (=) sign.*

NO, *addition equations can only be written one way.*

Fall Learning Opportunity 17
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. ***Make 10****. Find* the number that sums to 10.

5 ☐	8 ☐	3 ☐
1 ☐	6 ☐	4 ☐
7 ☐	9 ☐	2 ☐

2. *Find* the **differences** – **subtraction facts**.

a.) 11 − 8 = ☐ b.) 11 − 4 = ☐ c.) 11 − 2 = ☐

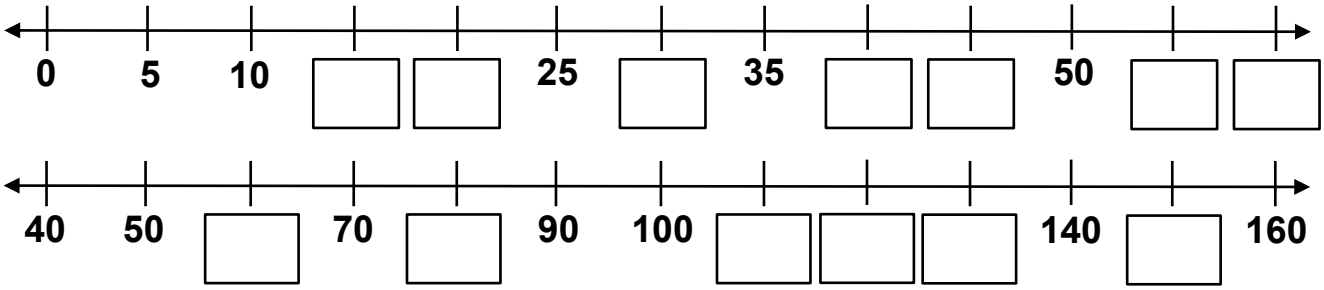
3. Add. *Find* the sums.

a.) 25 + 11 = ☐ b.) 10 + 13 = ☐ c.) 17 + 12 = ☐ d.) 10 + 20 = ☐

4. *Write:* **Subtrahend**, **Minuend** or **Difference** on the line.

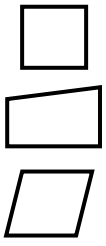
9 ⇨ _____
− 5 ⇨ _____
4 ⇨ _____

5. Fill in the boxes with the missing numbers on the *whole number lines* shown below.



PART 2: *Application Practice*

6. *Match* the **polygon** and its name.



Square

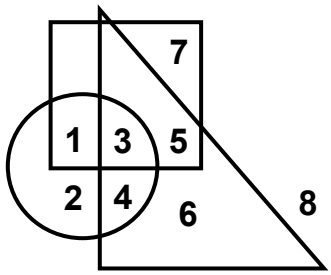
Rhombus

Trapezoid

7. *Use* the diagram to answer:

a.) What number is *outside* the diagram? ____

b.) What number is *inside* the circle, square and triangle? ____



PART 3: *Reflection and Conceptual Understanding*

Are these equations **equal**? Ring "Yes" or "No"

a.)

YES ***NO***

b.) 2 + 3 = 4 ***YES*** ***NO***

c.) 10 + 8 = 18 ***YES*** ***NO***

Fall Learning Opportunity 18
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. ***Doubles:*** *Find* the missing (equal) **addends**.

a.) 6 = **3** + **3**

b.) 2 = ___ + ___

c.) 8 = ___ + ___

d.) 4 = ___ + ___

e.) 10 = ___ + ___

f.) 12 = ___ + ___

2. *Find* the **differences** – **subtraction facts**.

a.) 11 − 6 = ☐

b.) 11 − 5 = ☐

c.) 11 − 3 = ☐

3. Add. *Find* the sums.

a.) 15 + 14 = ☐

b.) 12 + 17 = ☐

c.) 19 + 10 = ☐

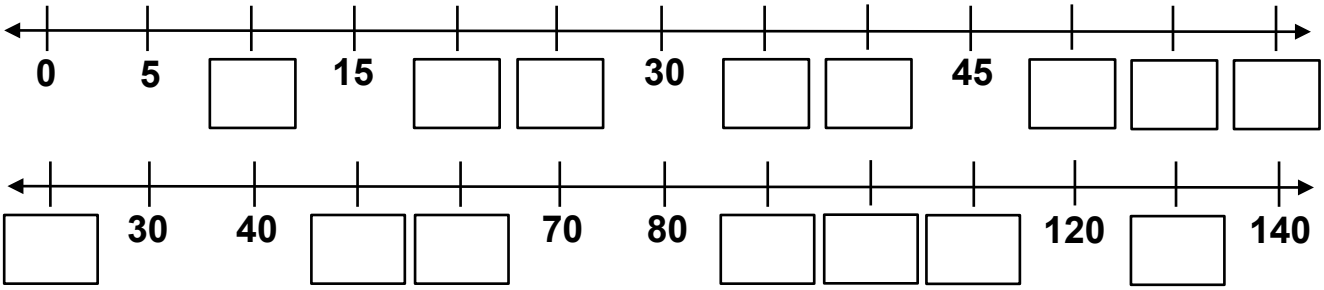
d.) 9 + 20 = ☐

4. Add. *Find* the sums.

a.) 5 + 5 + 5 = ☐

b.) 1 + 9 + 2 = ☐

5. Fill in the boxes with the missing numbers on the *whole number lines* shown below.



PART 2: *Application Practice*

6. *Match* the **polygon** and its name.


Pentagon

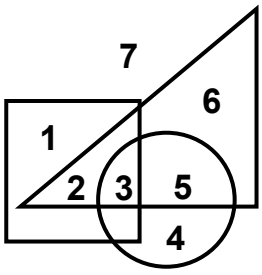

Octagon


Hexagon

7. *Use* the diagram to answer:

a.) Number 2 is inside what two polygons? _____

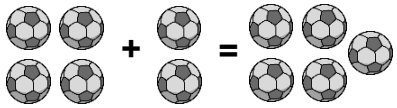
b.) Number 4 is inside what shape that is NOT a polygon? _____



PART 3: *Reflection and Conceptual Understanding*

Are these equations **equal**? Ring "Yes" or "No"

a.)


YES ***NO***

b.) 6 = 5 + 1 ***YES*** ***NO***

c.) 11 + 8 = 18 ***YES*** ***NO***

Fall Learning Opportunity 19
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Doubles:* *Find* the missing (equal) **addends**.

a.) 4 = ___ + ___

b.) 6 = ___ + ___

c.) 10 = ___ + ___

d.) 16 = ___ + ___

e.) 14 = ___ + ___

f.) 18 = ___ + ___

2. *Find* the **differences** – **subtraction facts**.

a.) 12 - 3 = ☐

b.) 12 - 4 = ☐

c.) 12 - 7 = ☐

3. Add. *Find* the sums.

a.) 25 + 24 = ☐

b.) 13 + 6 = ☐

c.) 36 + 11 = ☐

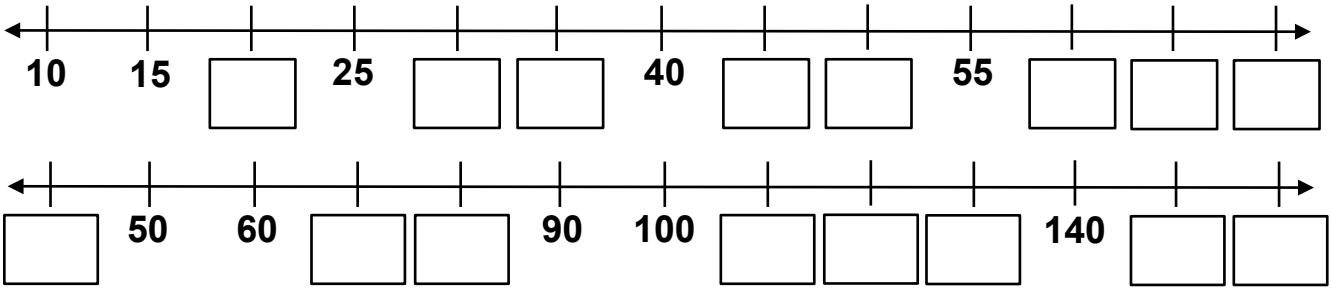
d.) 25 + 32 = ☐

4. Add. *Find* the sums. **Hint:** ***(Make 10)***

a.) 5 + 5 + 7 = ☐

b.) 3 + 8 + 2 = ☐

5. Fill in the boxes with the missing numbers on the *whole number lines* shown below.



PART 2: *Application Practice*

6. *Match* the **polygon** and its name.


Octagon

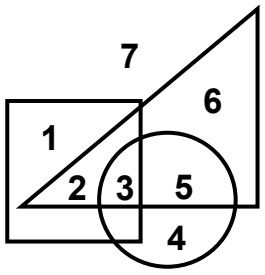

Pentagon


Hexagon

7. *Use* the diagram to answer:

a.) What number is inside the square but not inside the triangle? ____

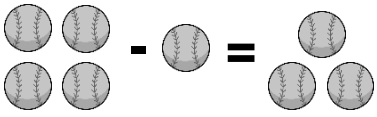
b.) What number is inside both the circle and the triangle? ____



PART 3: *Reflection and Conceptual Understanding*

Are these equations **equal**? Ring "Yes" or "No"

a.)



YES ***NO***

b.) 5 = 6 - 1 ***YES*** ***NO***

c.) 7 - 4 = 2 ***YES*** ***NO***

Fall Learning Opportunity 20
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. ***Doubles:*** *Find* the missing (equal) **addends**.

a.) 6 = ___ + ___ **d.)** 14 = ___ + ___

b.) 8 = ___ + ___ **e.)** 16 = ___ + ___

c.) 12 = ___ + ___ **f.)** 10 = ___ + ___

2. *Find* the **differences** – **subtraction facts**.

a.) 12 − 8 = ☐ **b.)** 12 − 3 = ☐ **c.)** 12 − 6 = ☐

3. Add. *Find* the sums.

a.) 13 + 44 = ☐ **b.)** 26 + 12 = ☐

4. *Expand* the left number.

a.) 12 = ***10 + 2***

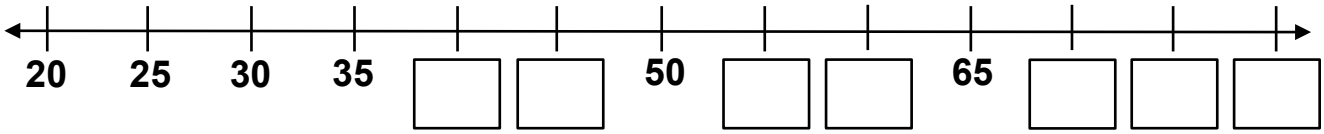
b.) 17 = _____

5. Add. *Find* the sums. (Make 10)

a.) 6 + 8 + 4 = ☐

b.) 2 + 8 + 9 = ☐

6. Fill in the boxes with the missing numbers on the *whole number line* shown below.



PART 2: *Application Practice*

7. *Match:* **polygon** and description.


8 vertices


6 sides


3 vertices


4 equal sides

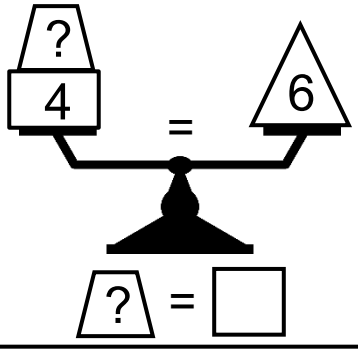

5 sides

8. *Complete* the **fact family** for:

1, 3 and 4

$$3 + 1 = 4 \qquad \_\_ + 4 = 4 \qquad 4 - 1 = 3 \qquad 4 - \_\_ = 3$$

9. *Find* the '?' value so the **scale** is equal.



PART 3: *Reflection and Conceptual Understanding*

Are these equations **equal**? Ring "Yes" or "No"

a.)

YES ***NO***

b.) 6 = 8 - 4 ***YES*** ***NO***

c.) 9 - 1 = 8 ***YES*** ***NO***

Fall Learning Opportunity 21
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. ***Doubles:*** *Find* the missing (equal) **addends**.

a.) __2__ + __2__ = 4 **d.)** ___ + ___ = 8

b.) ___ + ___ = 6 **e.)** ___ + ___ = 12

c.) ___ + ___ = 10 **f.)** ___ + ___ = 14

2. *Find* the **differences** – **subtraction facts**.

a.) 12 − 7 = ☐ **b.)** 12 − 4 = ☐ **c.)** 12 − 9 = ☐

3. Add. *Find* 1 more.

a.) 5 (+1) = **6**

b.) 8 (+1) = ☐

4. *Expand* the left number.

a.) 21 = ***20 + 1***

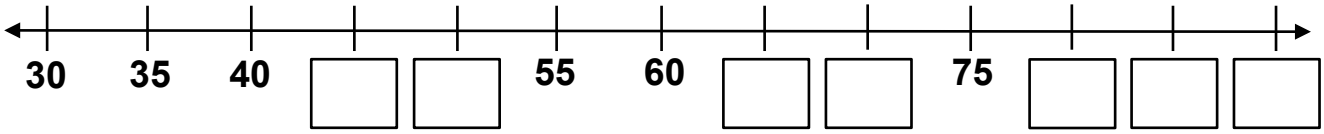
b.) 19 = _____

5. Add. *Find* the sums.

a.) 10 + 10 + 10 = ☐

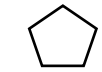
b.) 10 + 10 + 5 = ☐

6. Fill in the boxes with the missing numbers on the *whole number line* shown below.



PART 2: *Application Practice*

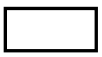
7. *Match:* **polygon** and description.


5 sides


6 vertices


3 sides


4 vertices


8 vertices

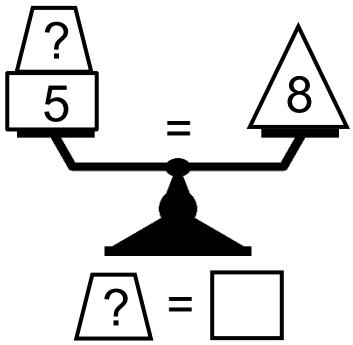
8. *Complete* the **fact family** for:

2, 3 and 5

$+\ \frac{2}{3}\ =\ \frac{5}{}\ -\ \frac{3}{2}$

$\frac{}{5}\ +\ \frac{}{5}\ =\ \frac{5}{3}$

9. *Find* the '?' value so the **scale** is equal.



PART 3: *Reflection and Conceptual Understanding*

An addition equation can be written like this: **1 + 4 = 5**

An addition equation can be written like this: **4 + 1 = 5**

*Can the **addends** be switched in addition?* **YES** **NO**

Fall Learning Opportunity 22
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. ***Doubles:*** *Find* the missing (equal) **addends**.

a.) ___ + ___ = 2 **d.)** ___ + ___ = 6

b.) ___ + ___ = 8 **e.)** ___ + ___ = 18

c.) ___ + ___ = 12 **f.)** ___ + ___ = 16

2. *Find* the **differences** – **subtraction facts**.

a.) 13 − 7 = ☐ **b.)** 13 − 4 = ☐ **c.)** 13 − 9 = ☐

3. Add. *Find* 1 more.

a.) 7 (+1) = ☐

b.) 10 (+1) = ☐

4. *Expand* the left number.

a.) 25 = _____

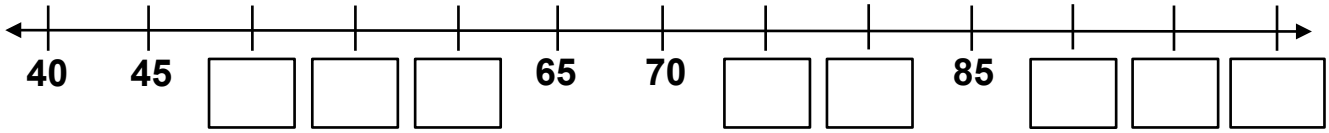
b.) 17 = _____

5. Add. *Find* the sums.

a.) 10 + 10 + 1 = ☐

b.) 10 + 5 + 5 = ☐

6. Fill in the boxes with the missing numbers on the *whole number line* shown below.



PART 2: *Application Practice*

7. *Match:* **polygon** and description.


5 vertices


6 sides


4 equal sides


4 sides

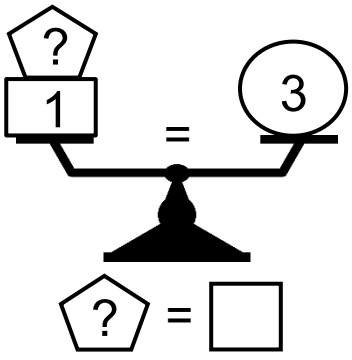

8 vertices

8. *Complete* the **fact family** for:

4, 2 and 6

4 + 2 = 6 2 + 4 = 6 6 − 4 = 2 6 − 2 = 4

9. *Find* the '?' value so the **scale** is equal.



PART 3: *Reflection and Conceptual Understanding*

An addition equation can be written like this: **2 + 4 = 6**

An addition equation can be written like this: **4 + 2 = 6**

*Can the **addends** be switched in addition?* **YES** **NO**

Fall Learning Opportunity 23
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Doubles:* *Find* the missing (equal) **addends**.

a.) ___ + ___ = 4 d.) ___ + ___ = 18

b.) ___ + ___ = 10 e.) ___ + ___ = 12

c.) ___ + ___ = 14 f.) ___ + ___ = 16

2. *Find* the **differences** – **subtraction facts**.

a.) 13 − 6 = ☐ b.) 13 − 8 = ☐ c.) 13 − 4 = ☐

3. Add. *Find* 1 more.

a.) 11 (+1) = ☐

b.) 15 (+1) = ☐

4. *Expand* the left number.

a.) 22 = _____

b.) 20 = _____

5. Add. *Find* the sums.

a.) 10 + 5 + 1 = ☐

b.) 1 + 5 + 1 = ☐

6. Fill in the boxes with the missing numbers on the *whole number line* shown below.

55 60 ☐ ☐ ☐ 80 85 ☐ ☐ 100 ☐ 110 ☐

PART 2: *Application Practice*

7. *Draw* the **polygon** named.

rhombus **rectangle**

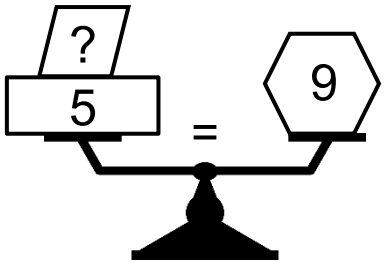
triangle **square**

8. *Complete* the **fact family** for:

1, 5 and 6

1 + 5 = 6 5 + 1 = 6 6 − 1 = 5 6 − 5 = 1

9. *Find* the '?' value so the **scale** is equal.



5 + ___ = 9

PART 3: *Reflection and Conceptual Understanding*

John wrote this subtraction problem. **7 - 2 = 5**

His sister wrote this subtraction problem. **2 - 7 = 5**

Can the **minuend** and **subtrahend** be switched in subtraction and get the same answer? **YES** **NO**

Fall Learning Opportunity 24
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **differences** – **subtraction facts**.

a.) 13 − 6 = ☐

b.) 13 − 8 = ☐

c.) 13 − 4 = ☐

2. *Find* the **DOUBLE** of the number on the left.

a.) 4 +4⇨ 8

b.) 2 +2⇨ ☐

c.) 5 +5⇨ ☐

d.) 3 +3⇨ ☐

3. Add. *Find* 1 more.

a.) 9 +1 = ☐

b.) 19 +1 = ☐

4. *Expand* the left number.

a.) 36 = _____

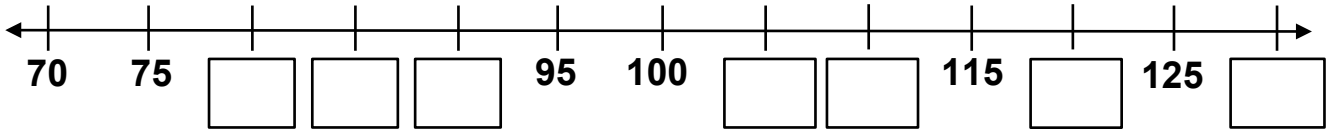
b.) 41 = _____

5. Add. *Find* the sums.

a.) 1 + 5 + 10 = ☐

b.) 25 + 1 + 1 = ☐

6. Fill in the boxes with the missing numbers on the *whole number line* shown below.



PART 2: *Application Practice*

7. *Draw* the **polygon** named.

trapezoid **square**

rhombus **rectangle**

8. *Complete* the **fact family** for:

5, 4 and 9

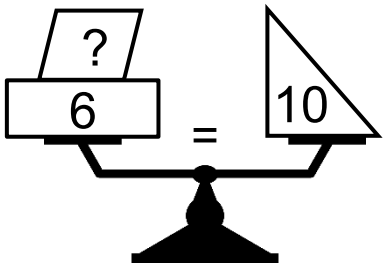
5 + ☐ = 9

4 + ☐ = 9

9 − ☐ = 4

9 − ☐ = 5

9. *Find* the '?' value so the **scale** is equal.



☐ + 6 = 10

PART 3: *Reflection and Conceptual Understanding*

Mia's teacher wrote a subtraction equation: **9 - 8 = 1**

Jef knew **addends** could be switched in addition. He did the same with subtraction. **8 - 9 = 1**

Can the **minuend** and **subtrahend** be switched in subtraction and get the same answer?

YES

NO

Fall Learning Opportunity 25
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **differences** – **subtraction facts**.

a.) 13 − 5 = ☐

b.) 13 − 7 = ☐

c.) 13 − 9 = ☐

2. *Find* the **DOUBLE** of the number on the left.

a.) 5 +5⇨ ☐

b.) 3 +3⇨ ☐

c.) 2 +2⇨ ☐

d.) 1 +1⇨ ☐

3. Add. *Find* 1 more.

a.) 21 +1⇨ = ☐

b.) 29 +1⇨ = ☐

4. *Expand* the left number.

a.) 55 = _____

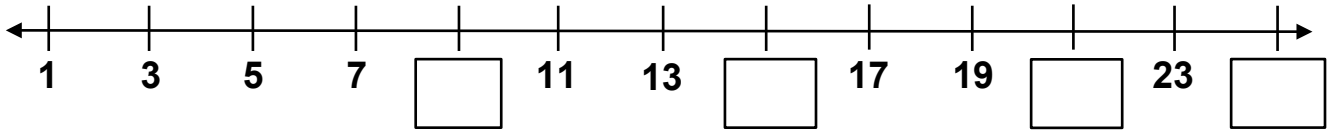
b.) 60 = _____

5. Add. *Find* the sums.

a.) 1 + 1 + 10 = ☐

b.) 25 + 5 + 1 = ☐

6. Fill in the boxes with the missing numbers on the *whole number line* shown below.



PART 2: *Application Practice*

7. *Draw* the **polygon** named.

trapezoid **pentagon**

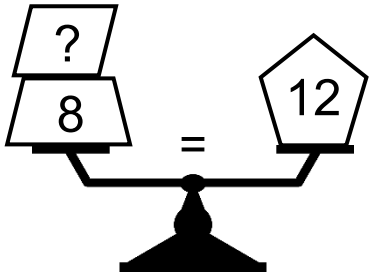
rhombus **triangle**

8. *Complete* the **fact family** for:

3, 4 and 7

\+ ___ + ___ − ___ − ___

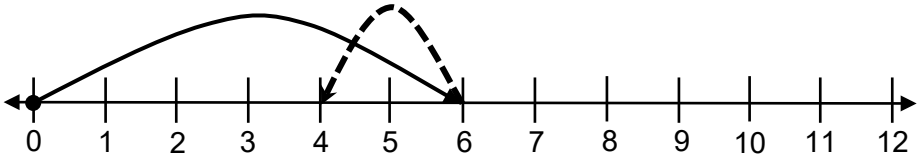
9. *Find* the '?' value so the **scale** is equal.



___ + 8 = 12

PART 3: *Reflection and Conceptual Understanding*

Fill in the boxes that complete the **subtraction** e**quation.** *Write* **difference**, **subtrahend** or **minuend** on the line provided.



6 ⇨ _____

− ☐ ⇨ _____

☐ ⇨ _____

Fall Learning Opportunity 26
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **differences** – **subtraction facts**.

a.) 14 − 8 = ☐

b.) 13 − 7 = ☐

c.) 14 − 5 = ☐

2. *Find* the **DOUBLE** of the number on the left.

a.) **2** ⇨ ☐

b.) **4** ⇨ ☐

c.) **1** ⇨ ☐

d.) **3** ⇨ ☐

3. Add. *Find* 2 more.

a.) **8** +2 = **10**

b.) **6** +2 = ☐

4. *Expand* the left number.

a.) 62 = _____

b.) 75 = _____

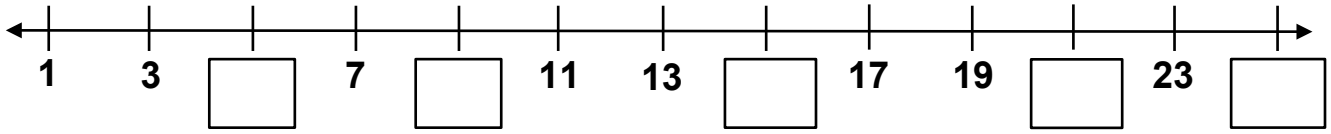
5. Add. *Find* missing **addend**.

a.) 3 + ___ = 7

b.) ___ + 2 = 10

c.) 6 + ___ = 9

6. Fill in the boxes with the missing numbers on the *whole number line* shown below.



PART 2: *Application Practice*

7. *Draw* the **polygon** named.

trapezoid **octagon**

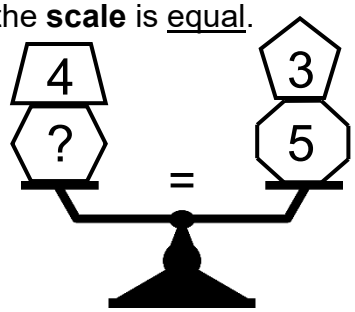
pentagon **hexagon**

8. *Complete* the **fact family** for:

1, 7 and 8

+ ___ + ___ − ___ − ___

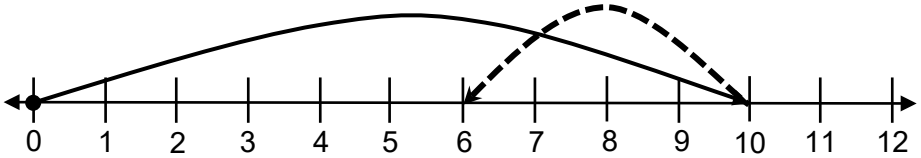
9. *Find* the '?' value so the **scale** is equal.



4 + ___ = 3 + 5

PART 3: *Reflection and Conceptual Understanding*

Fill in the boxes that complete the **subtraction** e**quation.** *Write* **difference**, **subtrahend** or **minuend** on the line provided.



☐ ⇨ _____

− ☐ ⇨ _____

☐ ⇨ _____

Fall Learning Opportunity 27
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **differences** – **subtraction facts**.

a.) 13 − 8 = ☐

b.) 13 − 6 = ☐

c.) 13 − 4 = ☐

2. *Find* the **DOUBLE** of the number on the left.

a.) 4 ⇨ ☐

b.) 6 ⇨ ☐

c.) 7 ⇨ ☐

d.) 9 ⇨ ☐

3. Add. *Find* 2 more.

a.) 5 (+2) = ☐

b.) 13 (+2) = ☐

4. *Expand* the left number.

a.) 85 = _____

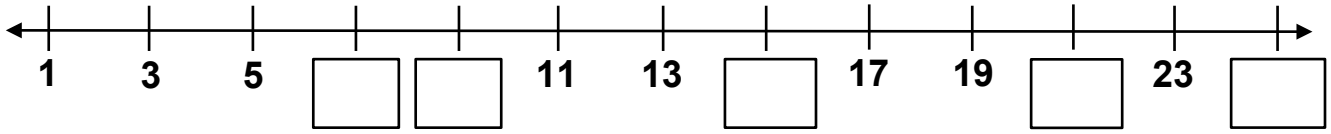
b.) 97 = _____

5. Add. *Find* the sums.

a.) 5 + 5 + 10 = ☐

b.) 25 + 5 + 5 = ☐

6. Fill in the boxes with the missing numbers on the *whole number line* shown below.



PART 2: *Application Practice*

7. *Draw* the **polygon** named.

rhombus **pentagon**

octagon **hexagon**

8. *Match* (⟶) each coin with its value.

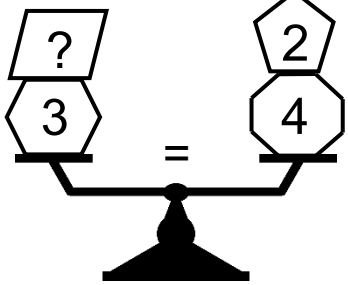
1¢ penny

5¢ nickel

10¢ dime

25¢ quarter

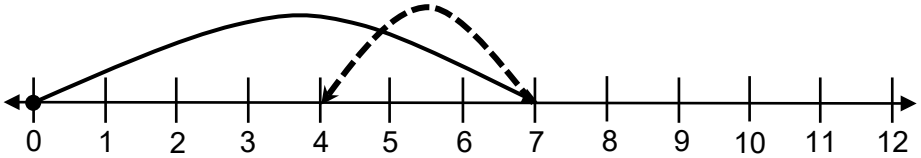
9. *Find* the '?' value so the **scale** is equal.



___ + 3 = 2 + 4

PART 3: *Reflection and Conceptual Understanding*

Fill in the boxes that complete the **subtraction** e**quation.** *Write* **difference**, **subtrahend** or **minuend** on the line provided.



☐ ⇨ _____

− ☐ ⇨ _____

☐ ⇨ _____

Fall Learning Opportunity 28
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **differences**.

a.) 14 − 5 = ☐

b.) 15 − 8 = ☐

c.) 14 − 7 = ☐

2. Add. *Find* 2 more.

a.) 8 (+2) = ☐

b.) 15 (+2) = ☐

3. Double the number.

a.) 4 ⇨ ☐

b.) 3 ⇨ ☐

4. Subtract. *Find* 1 less.

a.) 3 (-1) = 2

b.) 7 (-1) = ☐

5. *Write* the underlined digit's value.

17

1 ten = ☐

6. *Find* the missing **addend**.

a.) 5 + ___ = 6

b.) ___ + 1 = 10

c.) 7 + ___ = 9

7. *Find* the value of each person's **tally marks**.

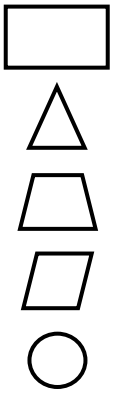
𝍸 = 5

Sally = 𝍸 𝍸 = ☐

Rafael = 𝍸 𝍸 𝍸 = ☐

PART 2: *Application Practice*

8. *Match* description and shape.

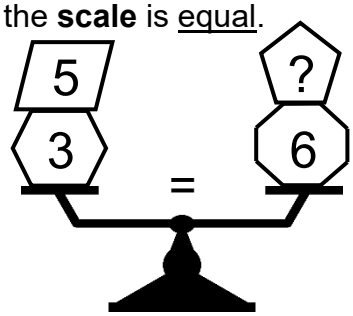


- trapezoid
- 4 angles
- 3 vertices
- 0 angles
- 4 = sides

9. *Match* (⟶) the coin and its value.

1¢ penny | 5¢ nickel | 10¢ dime | 25¢ quarter

10. *Find* the '?' value so the **scale** is equal.

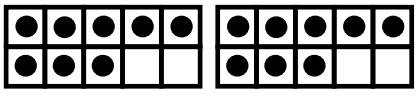


5 + 3 = ___ + 6

PART 3: *Reflection and Conceptual Understanding*

Use **Doubles** to learn a new addition math fact by Adding 1 more.

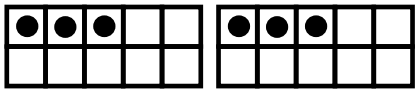
a.)



8 + 8 = 16

8 + 9 = 17

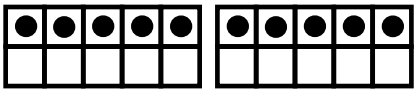
b.)



3 + 3 = ☐

3 + 4 = ☐

c.)



5 + 5 = ☐

5 + 6 = ☐

Fall Learning Opportunity 29
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **differences**.

a.) 14 - 6 = ☐

b.) 15 - 8 = ☐

c.) 14 - 5 = ☐

2. Add. *Find* 2 more.

a.) 13 (+ 2) = ☐

b.) 18 (+ 2) = ☐

3. Double the number.

a.) 8 ⇨ ☐

b.) 3 ⇨ ☐

4. Subtract. *Find* 1 less.

a.) 8 (- 1) = ☐

b.) 10 (- 1) = ☐

5. *Write* the underlined digit's value.

20

☐ *tens* = ☐

6. *Find* the missing **addend**.

a.) 3 + ____ = 7

b.) ____ + 5 = 10

c.) 4 + ____ = 9

7. *Find* the value of each person's **tally marks**.

𝍸 = 5

Jim = 𝍸 𝍸 | | | = ☐

April = 𝍸 𝍸 𝍸 𝍸 = ☐

PART 2: *Application Practice*

8. *Match* description and shape.


4 angles


4 = sides


0 sides


5 angles


6 vertices

9. *Match* (⟶) the coin and its value.

1¢ penny

5¢ nickel

10¢ dime

25¢ quarter

10. Jesus had 2 coins in his pocket.

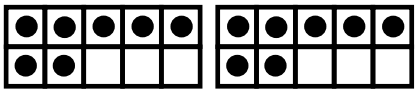
What is the total amount of money Jesus has?

☐ ¢

PART 3: *Reflection and Conceptual Understanding*

Use **Doubles** to learn a new addition math fact by Adding 1 more.

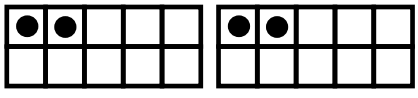
a.)



7 + 7 = ☐

7 + 8 = ☐

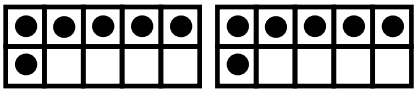
b.)



2 + 2 = ☐

2 + 3 = ☐

c.)



6 + 6 = ☐

6 + 7 = ☐

Fall Learning Opportunity 30
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **differences**.

a.) 14 − 5 = ☐

b.) 15 − 6 = ☐

c.) 14 − 9 = ☐

2. Add. *Find* 2 more.

a.) 15 → (+2) = ☐

b.) 19 → (+2) = ☐

3. Double the number.

a.) 5 ⇨ ☐

b.) 7 ⇨ ☐

4. Subtract. *Find* 1 less.

a.) 11 → (−1) = ☐

b.) 20 → (−1) = ☐

5. *Write* the underlined digit's value.

2<u>7</u>

☐ *ones* = ☐

6. *Find* the missing **addend**.

a.) ____ + 6 = 11

b.) 7 + ____ = 10

c.) ____ + 4 = 11

7. *Find* the value of each person's **tally marks**.

𝍸 = 5

Ana = 𝍸 𝍸 𝍸 𝍸 || = ☐

Joseph = 𝍸 𝍸 𝍸 𝍸 | = ☐

PART 2: *Application Practice*

8. *Match* description and shape.


4 angles


4 = sides


8 sides


5 vertices

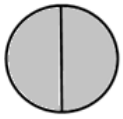

6 angles

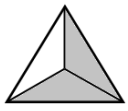
9. Joshua needs this amount of money to buy a candy cane.

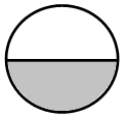
How much money does Joshua need to buy a candy cane?

☐ ¢

10. Match the **fractions** with the correct figure on the left.

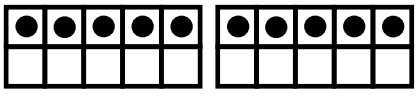

1/2


2/2


2/3

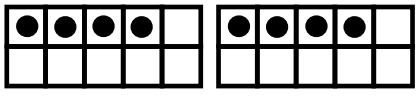
PART 3: *Reflection and Conceptual Understanding*

Use **Doubles** to learn a new addition math fact by Adding 1 more.

a.) 

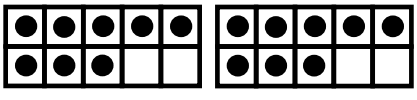
5 + 5 = ☐

5 + 6 = ☐

b.) 

4 + 4 = ☐

4 + 5 = ☐

c.) 

8 + 8 = ☐

8 + 9 = ☐

Fall Learning Opportunity 31
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **differences**.

a.) 14 − 7 = ☐

b.) 15 − 9 = ☐

c.) 14 − 6 = ☐

2. Add. *Find* 2 more.

a.) 21 (+ 2) = ☐

b.) 17 (+ 2) = ☐

3. Double the number.

a.) 4 ⇨ ☐

b.) 8 ⇨ ☐

4. Subtract. *Find* 1 less.

a.) 20 (- 1) = ☐

b.) 30 (- 1) = ☐

5. *Write* the underlined digit's value.

37

☐ *tens* = ☐

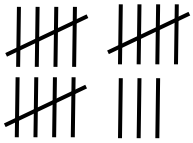
6. *Find* the missing **addend**.

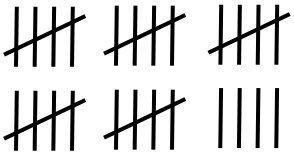
a.) ____ + 9 = 12

b.) 3 + ____ = 10

c.) ____ + 6 = 12

7. *Find* the value of each person's **tally marks**.

Luis =  = ☐

Bettina =  = ☐

PART 2: *Application Practice*

8. *Match* the clock and time.



12:00 o'clock

one o'clock

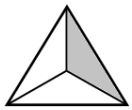
12:30

9. Priscilla gave Victor three nickels.

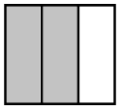
How many **cents** (¢) did Priscilla give Victor?

☐ ¢

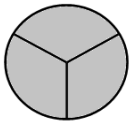
10. Match the **fractions** with the correct figure on the left.



2/3



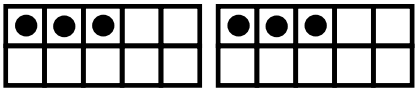
3/3



1/3

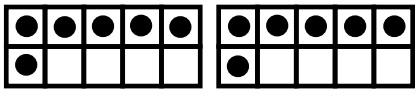
PART 3: *Reflection and Conceptual Understanding*

Use **Doubles** to learn a new addition math fact by Adding 1 more.

a.) 

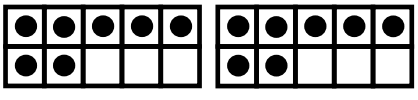
3 + 3 = ☐

3 + 4 = ☐

b.) 

6 + 6 = ☐

6 + 7 = ☐

c.) 

7 + 7 = ☐

7 + 8 = ☐

Fall Learning Opportunity 32
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **differences**.

a.) 15 − 9 = ☐

b.) 15 − 6 = ☐

c.) 15 − 8 = ☐

2. Add. *Find* 2 more.

a.) 21 (+2) = ☐

b.) 17 (+2) = ☐

3. Make 10 – sum to 10

4 + 6 = 10

5 + ☐ = 10

8 + ☐ = 10

3 + ☐ = 10

4. Subtract. *Find* 1 less.

a.) 15 (−1) = ☐

b.) 21 (−1) = ☐

5. *Write* the underlined digit's value.

3**5**

☐ *ones* = ☐

6. Add 10 more.

a.) 10 + 6 = ☐

b.) 12 + 10 = ☐

7. *Write* the **multiples** of 2 and 10. *Remember: The first multiple of any number is **always** zero (0).*

Multiples of 2: **0**, **2**, **4**, **6**, ___, ___, ___, ___, ___, ___, ___, ___

Multiples of 10: **0**, **10**, **20**, ___, ___, ___, ___, ___, ___, ___, ___, ___

PART 2: *Application Practice*

8. *Match* the clock and time.

noon *or* midnight

2:30

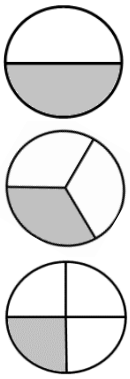
three o'clock

9. Bill has 3 coins.

How many **cents** (¢) are Bill's coins worth?

☐ ¢

10. Match the **fractions** with the correct figure on the left.



$\frac{1}{2}$

$\frac{1}{3}$

$\frac{1}{4}$

PART 3: *Reflection and Conceptual Understanding*

A **fraction** is written with a **numerator** and a **denominator**. ⇨

$\frac{2}{4}$ ← **n**umerator

$\frac{2}{4}$ ← **d**enominator

Look at problem 10. *What happens to the figure as the **denominator** gets bigger?*

Ⓐ Nothing. The figure does not change.

Ⓑ The figure has more pieces.

Ⓒ The figure has less pieces.

Fall Learning Opportunity 33
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **differences**.

a.) 16 − 9 = ☐

b.) 16 − 7 = ☐

c.) 16 − 8 = ☐

2. Add. *Find* 2 more.

a.) 28 +2 = ☐

b.) 19 +2 = ☐

3. Make 10 – sum to 10

3 ☐ 1 ☐

9 ☐ 7 ☐

4. Subtract. *Find* 1 less.

a.) 40 −1 = ☐

b.) 30 −1 = ☐

5. *Write* the underlined digit's value.

50

☐ *tens* = ☐

6. Add 10 more.

a.) 8 + 10 = ☐

b.) 19 + 10 = ☐

7. *Write* the **multiples** of 2 and 10. *Remember: The first multiple of any number is **always** zero (0).*

Multiples of 2: **0** , **2** , **4** , ___ , ___ , ___ , ___ , ___ , ___ , ___ , ___

Multiples of 10: **0** , **10** , ___ , ___ , ___ , ___ , ___ , ___ , ___ , ___ , ___

PART 2: *Application Practice*

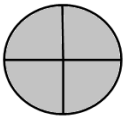
8. *Match* the clock and time.

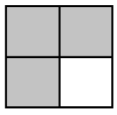
half past four | 5:30 | four o'clock

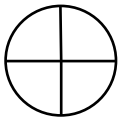
9. Jason had the four coins below in his pocket.

How many **cents** (¢) are in Jason's pocket? ☐ ¢

10. Match the **fractions** with the correct figure on the left.







$\frac{3}{4}$ $\frac{0}{4}$ $\frac{4}{4}$

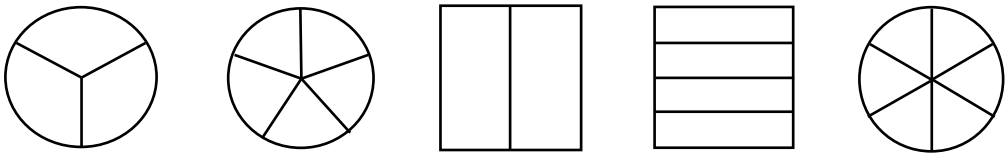
PART 3: *Reflection and Conceptual Understanding*

A **fraction** has a **numerator** and a **denominator**.

$\frac{1}{3}$ ← **n**umerator

$\frac{1}{3}$ ← **d**enominator

Write each figure's **denominator** in the box below.



3 ☐ ☐ ☐ ☐

Fall Learning Opportunity 34
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **differences**.

a.) 16 − 9 = ☐

b.) 16 − 7 = ☐

c.) 16 − 8 = ☐

2. *Find* the missing number.

a.) 12, 10, ___, 6, 4

b.) 7, 9, ___, 13, 15

3. Make 10 – sum to 10

7 ☐ 3 ☐

5 ☐ 2 ☐

4. Subtract. *Find* 1 less.

a.) 50 (-1) = ☐

b.) 40 (-1) = ☐

5. *Write* the underlined digit's value.

74

☐ *tens* = ☐

6. Add 10 more.

a.) 18 + 10 = ☐

b.) 25 + 10 = ☐

7. *Write* the **multiples** of 2 and 10. *Remember: The first multiple of any number is **always** zero (0).*

Multiples of 2: **0** , ___ , ___ , ___ , ___ , ___ , ___ , ___ , ___ , ___ , ___

Multiples of 10: ___ , ___ , ___ , ___ , ___ , ___ , ___ , ___ , ___ , ___ , ___

PART 2: *Application Practice*

8. *Match* the clock and time.

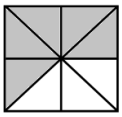
half past ten | 9:30 | 11:30

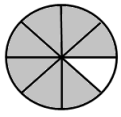
9. Paul gave Peter 3 coins.

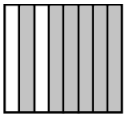
How many **cents** (¢) did Paul give Peter?

☐ ¢

10. Match the **fractions** with the correct figure on the left.







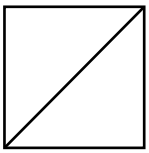
7/8

5/8

6/8

PART 3: *Reflection and Conceptual Understanding*

Write each figure's **denominator** *(the total number of pieces)* in the box below the figure.



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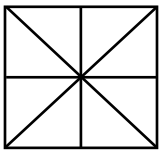

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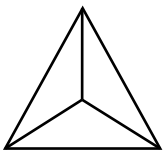

☐

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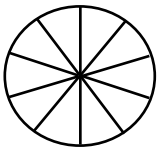


☐

Fall Learning Opportunity 35
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **differences**.

a.) 16 − 8 = ☐

b.) 17 − 8 = ☐

c.) 18 − 9 = ☐

2. *Find* the missing number.

a.) 16, 14, ___, 10

b.) 9, 11, ___, 15

3. Make 10 – sum to 10

9 ☐ 4 ☐

3 ☐ 6 ☐

4. Subtract. *Find* 2 less.

a.) 6 (- 2) = ☐

b.) 3 (- 2) = ☐

5. *Write* the underlined digit's value.

80

☐ *tens* = ☐

6. Subtract.

a.) 15 − 4 = ☐

b.) 20 − 10 = ☐

7. *Write* the **multiples** of 2 and 10. *Remember: The first multiple of any number is **always** zero (0).*

Multiples of 2: ___, ___, ___, ___, ___, ___, ___, ___, ___, ___, ___

Multiples of 10: ___, ___, ___, ___, ___, ___, ___, ___, ___, ___, ___

PART 2: *Application Practice*

8. *Match* the clock and time.

9:15 | 9:30 | 9:00 o'clock

9. The table shows the number of movie tickets Luz and Ana sold to raise money for Elm Elementary.

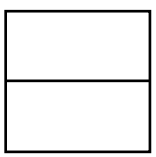
Find the total number of tickets each student sold.

Student	Tickets sold	Total
Luz	𝍸 𝍸	
Ana	𝍸 ||	

PART 3: *Reflection and Conceptual Understanding*

Write each figure's **denominator** *(the number of pieces)* in the box below the figure.

☐



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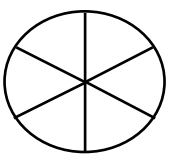

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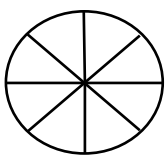

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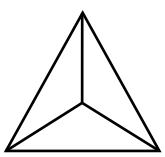


☐

Fall Learning Opportunity 36
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **differences**.

a.) 18 - 9 = ☐

b.) 17 - 9 = ☐

c.) 16 - 8 = ☐

2. *Find* the missing number.

a.) ___, 11, 12, 13

b.) ___, 10, 9, 8, 7

3. Make 10 – Make 100

8 + ___ = 10

80 + ___ = 100

9 + ___ = 10

90 + ___ = 100

4. Subtract. *Find* 2 less.

a.) 9 (- 2) = ☐

b.) 6 (- 2) = ☐

5. *Write* the underlined digit's value.

95

☐ *tens* = ☐

6. Subtract.

a.) 19 - 6 = ☐

b.) 25 - 13 = ☐

7. *Write* the **multiples** of 2 and 10. *Remember: The first multiple of any number is **always** zero (0).*

Multiples of 2: ___, ___, ___, ___, ___, ___, ___, ___, ___, ___, ___

Multiples of 10: ___, ___, ___, ___, ___, ___, ___, ___, ___, ___, ___

PART 2: *Application Practice*

8. *Match* the clock and time.

11:15 **10:15** **12:15**

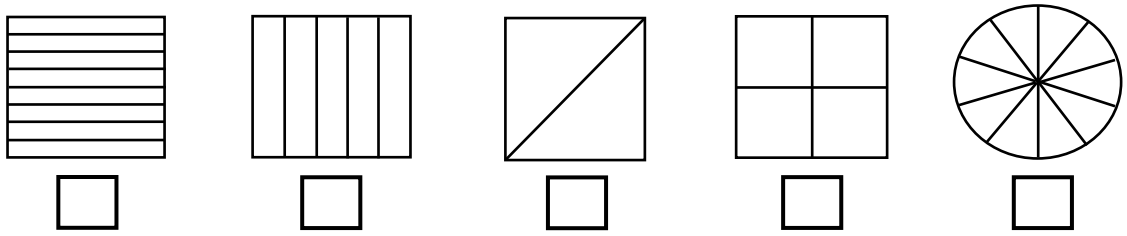
9. The table shows the number of goals that three soccer teams had during the season.

Calculate the total number of goals for each team.

Team	Soccer Goals	Total
Barcelona	𝍸 𝍸 𝍸 𝍸	
Manchester	𝍸 𝍸 𝍸 | | |	
Madrid	𝍸 𝍸 𝍸 𝍸 |	

PART 3: *Reflection and Conceptual Understanding*

Write each figure's **denominator** in the box below the figure.



Fall Learning Opportunity 37
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find:* **sums** and **differences**.

a.) $5 + 4 =$ ☐

b.) $11 - 2 =$ ☐

2. Make 10 – Make 100

7 + ___ = 10

70 + ___ = 100

5 + ___ = 10

50 + ___ = 100

3. *Spell* the number in word form. Use the Word Bank, as needed.

Word Bank				
three	six	eight	nine	ten
seven	one	five	four	two

1: ***one*** **6**: _____

2: _____ **7**: _____

3: _____ **8**: _____

4: _____ **9**: _____

5: _____ **10**: _____

4. Subtract. *Find* 2 less.

a.) **11** (- 2) = ☐

b.) **18** (- 2) = ☐

5. Add 10 more.

a.) $35 + 10 =$ ☐

b.) $50 + 10 =$ ☐

6. *Write* the **multiples** of 5. *Answer* the questions.

Multiples of 5: ***0*** , ***5*** , ***10*** , ___ , ___ , ___ , ___ , ___ , ___ , ___ , ___

a.) What do 2 ~ (5's) equal? ***10***

b.) What do 3 ~ (5's) equal? ☐

PART 2: *Application Practice*

7. *Match* the clock and time.

8:45 **7:15** **7:45**

8. The table shows the number of laps two boys ran around the school track in one week.

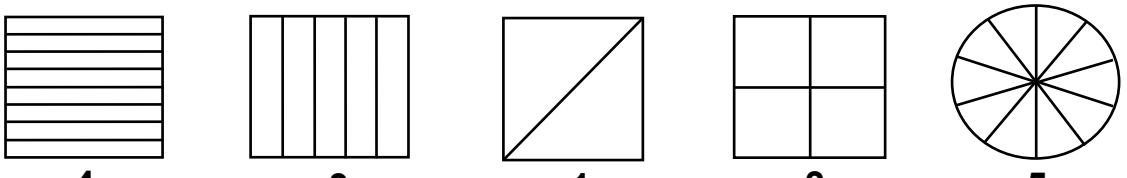
Name of Boy	Laps	Total
Nick	𝍸 𝍸 |||	
Martin	𝍸 𝍸	

Calculate the total number of laps for each boy.

What is the total laps both boys ran? ☐

PART 3: *Reflection and Conceptual Understanding*

Shade each figure's **numerator** from the fraction given under the figure.



4/8 **3/5** **1/2** **3/4** **5/10**

Fall Learning Opportunity 38
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find:* **sums** and **differences**.

a.) $3 + 6 =$ ☐

b.) $12 - 4 =$ ☐

2. Make 10 – Make 100

4 + ___ = 10

40 + ___ = 100

6 + ___ = 10

60 + ___ = 100

3. *Spell* the number in word form. Use the Word Bank, as needed.

Word Bank				
seven	two	three	five	ten
eight	six	nine	four	one

1: _____ **6**: _____

2: _____ **7**: _____

3: _____ **8**: _____

4: _____ **9**: _____

5: _____ **10**: _____

4. Subtract. *Find* 2 less.

a.) **13** (- 2) = ☐

b.) **20** (- 2) = ☐

5. Subtract – Differences.

a.) $27 - 15 =$ ☐

b.) $32 - 21 =$ ☐

6. *Write* the **multiples** of 5. *Answer* the questions.

Multiples of 5: **0** , ___ , ___ , ___ , ___ , ___ , ___ , ___ , ___ , ___ , ___

a.) What do 2 ~ (5's) equal? ☐

b.) What do 3 ~ (5's) equal? ☐

PART 2: *Application Practice*

7. *Match* the clock and time.

3:45 **3:15** **3:30**

8. The table shows the number of coin flips that were either heads or tails.

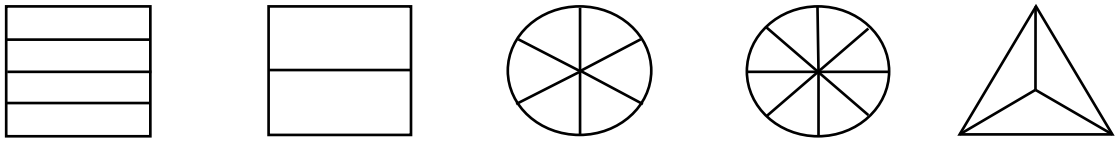
Coin Flip	Number of Heads or Tails	Total
HEADS	𝍸 𝍸 𝍸	
TAILS	𝍸 ||||	

Calculate the total number of heads or tails.

How many more times were Heads flipped than tails? ☐

PART 3: *Reflection and Conceptual Understanding*

Shade each figure's **numerator** from the fraction given under the figure.



$\frac{3}{4}$ $\frac{2}{2}$ $\frac{1}{6}$ $\frac{6}{8}$ $\frac{2}{3}$

Fall Learning Opportunity 39
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find:* **sums** and **differences**.

a.) $\begin{array}{r} 4 \\ +\ 8 \\ \hline \end{array}$ ☐

b.) $\begin{array}{r} 11 \\ -\ 7 \\ \hline \end{array}$ ☐

2. Make 10 – Make 100

1 + ___ = 10

10 + ___ = 100

3 + ___ = 10

30 + ___ = 100

3. *Spell* the number in word form. Use the Word Bank, as needed.

Word Bank

three two seven four one
eight ten nine five six

1: _____ **6**: _____

2: _____ **7**: _____

3: _____ **8**: _____

4: _____ **9**: _____

5: _____ **10**: _____

4. Subtract. *Find* 2 less.

a.) **17** $\overset{-2}{\curvearrowleft}$ = ☐

b.) **22** $\overset{-2}{\curvearrowleft}$ = ☐

5. Subtract – Differences.

a.) $\begin{array}{r} 43 \\ -\ 12 \\ \hline \end{array}$ ☐

b.) $\begin{array}{r} 40 \\ -\ 10 \\ \hline \end{array}$ ☐

6. *Write* the **multiples** of 5. *Answer* the questions.

Multiples of 5: ___, ___, ___, ___, ___, ___, ___, ___, ___, ___, ___

a.) What do 3 ~ (5's) equal? ☐

b.) What do 4 ~ (5's) equal? ☐

PART 2: *Application Practice*

7. *Match* the clock and time.

4:45 **5:15** **5:45**

8. The **pictograph** shows the number of touchdowns by 2 boys. *Answer* the questions.

Name	Touchdowns	Total
Dan	🏈🏈🏈🏈🏈	
Greg	🏈🏈🏈	

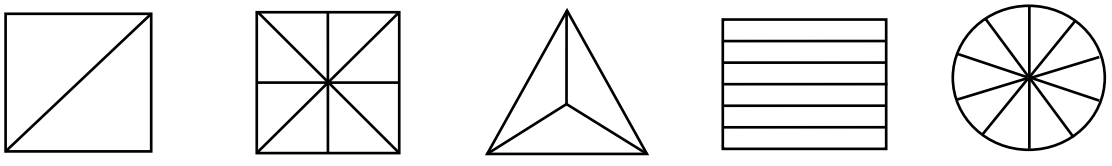
🏈 = 1 touchdown

Calculate each boy's touchdown total.

How many touchdowns did both boys score? ☐

PART 3: *Reflection and Conceptual Understanding*

Shade each figure's **numerator** from the fraction given under the figure.



$\frac{1}{2}$ $\frac{2}{8}$ $\frac{3}{3}$ $\frac{5}{6}$ $\frac{4}{10}$

Fall Learning Opportunity 40
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find:* **sums** and **differences**.

a.) $4 + 8 =$ ☐

b.) $11 - 7 =$ ☐

c.) $9 - 5 =$ ☐

2. Make 100

90 + ___ = 100

50 + ___ = 100

60 + ___ = 100

3. *Spell* the number in word form. Use the Word Bank.

Word Bank

thirteen eleven fourteen fifteen twelve

11: _____

12: _____

13: _____

14: _____

15: _____

4. *Order* from **least to greatest**.

a.) 32 19 20

19 , 20 , 32

b.) 17 14 21

___ , ___ , ___

5. *Find* the **sums**.

a.) $22 + 13 =$ ☐

b.) $11 + 18 =$ ☐

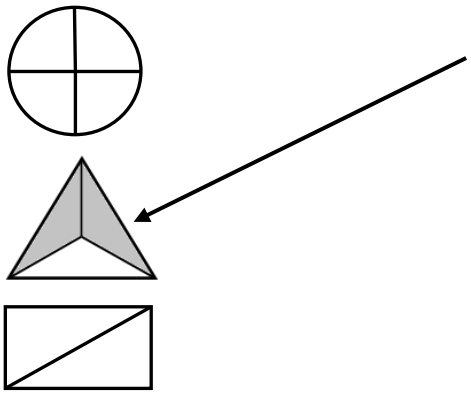
6. *Answer* the questions about **multiples of 5**: *0, 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60.*

a.) What do 2 ~ (5's) equal? ☐

b.) What do 3 ~ (5's) equal? ☐

PART 2: *Application Practice*

7. *Match* the **fraction**. *Shade* the figures.



$\frac{2}{3}$

$\frac{1}{2}$

$\frac{3}{4}$

8. The **pictograph** shows the favorite sport of the 2nd grade boys at PS Number 12. *Answer* the questions.

Name	Votes – Favorite Sport	Total
Soccer	⚽⚽⚽⚽⚽⚽⚽	
Football	🏈🏈🏈	

⚽ = **2** soccer votes 🏈 = **2** football votes

Calculate each sport's total.

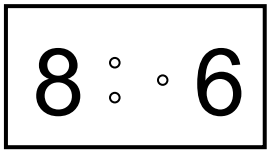
How many more boys liked soccer than football? ☐

PART 3: *Reflection and Conceptual Understanding*

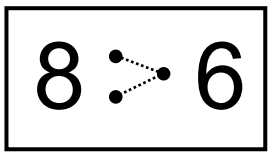
Use **dots** to *compare* **(<, >, =)** 8 and 6.

First, place 2 dots (⁚) by the largest number.

Second, place 1 dot (•) by the smallest number.



Third, *connect* the dots.



Fall Learning Opportunity 41
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find:* **sums** and **differences**.

a.) 5 + 9 = ☐

b.) 14 - 7 = ☐

c.) 10 - 8 = ☐

2. Make 100

70 + ___ = 100

30 + ___ = 100

10 + ___ = 100

3. *Spell* the number in word form. Use the Word Bank.

Word Bank

thirteen eleven fourteen fifteen twelve

11: _____

12: _____

13: _____

14: _____

15: _____

4. *Order* from **least to greatest**.

a.) 20 10 12

___, ___, ___

b.) 23 13 33

___, ___, ___

5. *Find* the **sums**.

a.) 30 + 25 = ☐

b.) 16 + 12 = ☐

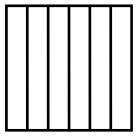
6. *Answer* the questions about **multiples of 5**: *0, 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60.*

a.) What do 4 ~ (5's) equal? ☐

b.) What do 6 ~ (5's) equal? ☐

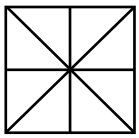
PART 2: *Application Practice*

7. *Match* the **fraction**. *Shade* the figures.



$\frac{1}{4}$

$\frac{6}{8}$



$\frac{2}{6}$

8. The **pictograph** shows the boxes of cookies Mika and Ava each sold. *Answer* the questions.

Name	Boxes Sold of Cookies	Total
Mika	5 boxes	
Ava	6 boxes	

= **5** boxes sold

Calculate each girl's total number of boxes sold.

How many total boxes of cookies were sold? ☐

PART 3: *Reflection and Conceptual Understanding*

Use **dots** to *compare* **(<, >, =)** 10 and 7.

First, place 2 dots (:) by the largest number.

Second, place 1 dot (•) by the smallest number.

10 : • 7

Third, *connect* the dots.

10 : • 7

Fall Learning Opportunity 42
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find:* **sums** and **differences**.

a.) $7 + 6 =$ ☐

b.) $15 - 7 =$ ☐

c.) $7 - 3 =$ ☐

2. Make 100

20 + ___ = 100

50 + ___ = 100

60 + ___ = 100

3. *Spell* the number in word form. Use the Word Bank.

Word Bank

thirteen eleven fourteen fifteen twelve

11: _____

12: _____

13: _____

14: _____

15: _____

4. *Order* from **least to greatest**.

a.) 38 58 44

___, ___, ___

b.) 49 50 57

___, ___, ___

5. *Find* the **differences**.

a.) $43 - 21 =$ ☐

b.) $49 - 30 =$ ☐

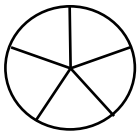
6. *Answer* the questions about **multiples of 5**: *0, 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60.*

a.) What do 3 ~ (5's) equal? ☐

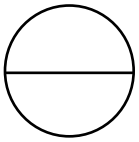
b.) What do 5 ~ (5's) equal? ☐

PART 2: *Application Practice*

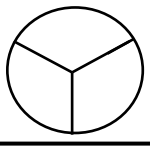
7. *Match* the **fraction**. *Shade* the figures.



1/3



0/5



2/2

8. *Answer* the following two word problems.

a.)

Al went fishing. He caught 7 fish. He threw 3 back into the lake. How many fish did Al keep?

☐

b.)

Joyce has 2 dogs, a cat and a rabbit. How many animals does Joyce own?

☐

PART 3: *Reflection and Conceptual Understanding*

Use **dots** to *compare* **(<, >, =)** 10 and 7.

First, place 2 dots (⁘) by the largest number.

Second, place 1 dot (•) by the smallest number.

10	7

Third, *connect* the dots.

10	7

Fall Learning Opportunity 43
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Compute*:

a.) What is 1 more than 8? ☐

b.) What is 1 less than 10? ☐

c.) What is 2 less than 7? ☐

2. Make 100

90 ⇨ ***10*** 50 ⇨ ☐

70 ⇨ ☐ 80 ⇨ ☐

3. *Spell* the number in word form. Use the Word Bank.

Word Bank

sixteen twenty nineteen
eighteen seventeen

16: _____

17: _____

18: _____

19: _____

20: _____

4. *Order* from **least to greatest**.

a.) **62 59 64**

_____ , _____ , _____

b.) **80 67 71**

_____ , _____ , _____

5. *Find* the **sums**.

a.) **57** + **32** = ☐

b.) **44** + **50** = ☐

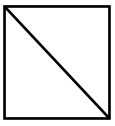
6. *Complete* the **number sequences**.

a.) 14, 16, _____ , 20, _____

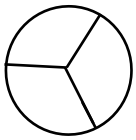
b.) 30, 40, _____ , 60, _____

PART 2: *Application Practice*

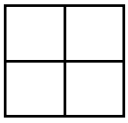
7. *Match* the **fraction**. *Shade* the figures.



2/3



3/4



1/2

8. *Answer* the following two word problems.

a.)

Josh has 2 nickels and 1 penny. How many **cents** does Josh have?

☐

b.)

Mical's cat had 5 kittens. He gave 2 kittens to a friend. How many kittens does Mical have?

☐

PART 3: *Reflection and Conceptual Understanding*

Use **dots** to *compare* **(<, >, =)** 11 and 10.

First, place 2 dots (⁘) by the largest number.

Second, place 1 dot (•) by the smallest number.

Third, *connect* the dots.

10 11

10 11

Fall Learning Opportunity 44
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Compute*:

a.) What is 2 more than 11? ☐

b.) What is 1 less than 20? ☐

c.) What is 2 less than 11? ☐

2. Make 100

80 ⇨ ☐ 60 ⇨ ☐

50 ⇨ ☐ 90 ⇨ ☐

3. *Spell* the number in word form. Use the Word Bank.

Word Bank

twenty sixteen eighteen seventeen nineteen

16: _____

17: _____

18: _____

19: _____

20: _____

4. *Order* from **least to greatest**.

a.) 59 61 73

_____ , _____ , _____

b.) 92 88 89

_____ , _____ , _____

5. *Find* the **sums**.

a.) 65 + 34 = ☐

b.) 53 + 32 = ☐

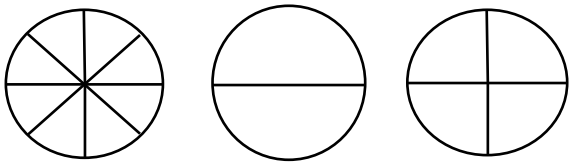
6. *Complete* the **number sequences**.

a.) 12, _____ , 16, 18, 20, _____

b.) 60, 70, _____ , 90, _____

PART 2: *Application Practice*

7. *Match* the **fraction**. *Shade* the figures.



2/4 **1/2** **3/8**

8. *Answer* the following two word problems.

a.)

Greg ate 1 of 2 cookies. What is the **fraction** that Greg ate of the cookies?

☐/☐

b.)

Kim has 8 marbles. Marci has 11 marbles. How many more marbles does Marci have than Kim?

☐

PART 3: *Reflection and Conceptual Understanding*

Use **dots** to *compare* **(<, >, =)** 12 and 12.

First, place 2 dots (⁚) by one of the 12's.

Second, place 2 dots (⁚) by the other 12.

12 12

Third, *connect* the dots.

12 12

Fall Learning Opportunity 45
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Compute*:

a.) What is 5 more than 5? ☐

b.) What is 1 more than 19? ☐

c.) What is 2 less than 13? ☐

2. Make 100

30 ⇨ ☐ 20 ⇨ ☐

10 ⇨ ☐ 40 ⇨ ☐

3. *Spell* the number in word form. Use the Word Bank.

Word Bank

nineteen twenty sixteen seventeen eighteen

16: _____

17: _____

18: _____

19: _____

20: _____

4. *Add* 10 more.

a.) 10 + 10 = ☐

b.) 7 + 10 = ☐

c.) 15 + 10 = ☐

5. *Find* the **differences**.

a.) **70** − **30** = ☐

b.) **57** − **23** = ☐

6. *Complete* the **number sequences**.

a.) _____ , 18, 20, 22, _____

b.) 90, 100, _____ , 120, _____

PART 2: *Application Practice*

7. *Use* Dots to **compare** numbers (<, >, =).

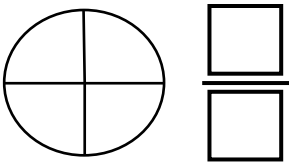
a.) 4 ☐ 1 **c.)** 5 ☐ 7

b.) 9 ☐ 4 **d.)** 6 ☐ 8

8. *Answer* the following two word problems.

a.)

Jo cut a pie in 4 equal pieces. She ate three pieces. What **fraction** of pie did Jo eat?



b.)

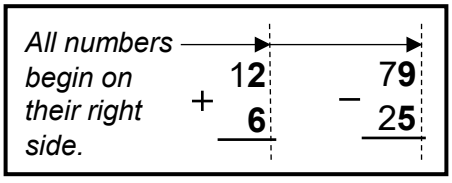
David has two dimes. How many **cents** does David have?

☐

PART 3: *Reflection and Conceptual Understanding*

When we add or subtract numbers, numbers are **lined-up** on their **right** digit.

All numbers begin on their right side.



Correctly ***rewrite*** these addition equations vertically.

a.) 12 + 5 = 17

b.) 10 + 15 = 25

Fall Learning Opportunity 46
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Compute*:

a.) What is 5 less than 10? ☐

b.) What is 1 less than 21? ☐

c.) What is 2 less than 17? ☐

2. Make 100

80 ⇨ ☐ 60 ⇨ ☐

50 ⇨ ☐ 30 ⇨ ☐

3. *Spell* the number in word form. Use the Word Bank.

Word Bank

forty thirty seventy fifty sixty

30: _____

40: _____

50: _____

60: _____

70: _____

4. *Add* 10 more.

a.) 10 + 12 = ☐

b.) 9 + 10 = ☐

c.) 18 + 10 = ☐

5. *Find* the **sums**.

a.) **72** + **16** = ☐

b.) **85** + **13** = ☐

6. *Complete* the **number sequences**.

a.) 1, 3, 5, _____, _____, _____

b.) _____, 30, 40, 50, _____

PART 2: *Application Practice*

7. *Use* Dots to **compare** numbers (<, >, =).

a.) 4 ◡ 9

b.) 12 __ 8

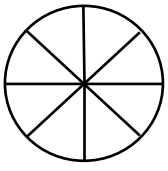
c.) 13 __ 15

d.) 16 __ 17

8. *Answer* the following two word problems.

a.)

Donny and his friends ate 6 sections of the pizza below. What **fraction** of the pizza did they eat?



☐/☐

b.)

Amida has a dime and a quarter. How many **cents** does Amida have?

¢

PART 3: *Reflection and Conceptual Understanding*

When we add or subtract numbers, numbers are **lined-up** on their **right** digit.

All numbers begin on their right side.

25 + **4** = ☐

35 − **21** = ☐

Rewrite these addition equations vertically.

a.) 21 + 7 = ?

\+ ☐

b.) 10 + 25 = ?

\+ ☐

Fall Learning Opportunity 47
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Compute*:

a.) What is 5 less than 10? ☐

b.) Find 10 more than 15. ☐

c.) What is 2 less than 13? ☐

2. Make 100

50 ⇨ ☐ 10 ⇨ ☐

20 ⇨ ☐ 40 ⇨ ☐

3. *Spell* the number in word form. Use the Word Bank.

Word Bank

sixty thirty fifty seventy forty

30: _____

40: _____

50: _____

60: _____

70: _____

4. *Add* 10 more.

a.) 10 + 15 = ☐

b.) 20 + 10 = ☐

c.) 25 + 10 = ☐

5. *Find* the **differences**.

a.) 48 − 46 = ☐

b.) 64 − 33 = ☐

6. *Complete* the **number sequences**.

a.) 1, 3, 5, 7, _____, _____ , _____

b.) _____, 50, 60, _____ , _____

PART 2: *Application Practice*

7. *Use* Dots to **compare** numbers (<, >, =).

a.) 7 ⁘ 7

c.) 23 __ 21

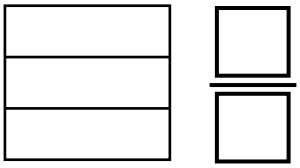
b.) 12 __ 21

d.) 16 __ 16

8. *Answer* the following two word problems.

a.)

Javier divided his chocolate bar into 3 sections and ate 2. What **fraction** of the bar did he eat?



b.)

Camila has 2 dimes and a nickel. How many **cents** does Camila have?

☐ ¢

PART 3: *Reflection and Conceptual Understanding*

When we add or subtract numbers, numbers are **lined-up** on their **right** digit.

All numbers begin on their right side.

25 + 4

35 − 21

Rewrite these addition equations vertically and **solve** them.

a.) 35 + 4 = ?

+

b.) 22 + 47 = ?

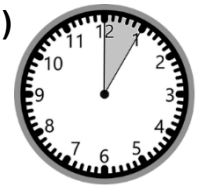
+

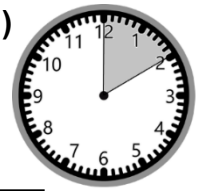
Fall Learning Opportunity 48
"Layering a Sound Foundation"

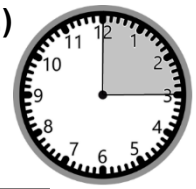
Name: _____

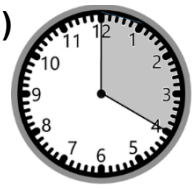
PART 1: *Numeracy Development*

1. *Find* the minutes that are shaded on each clock. ***(60 minutes = 1 hour)***

a.)  ☐ minutes

b.)  ☐ minutes

c.)  ☐ minutes

d.)  ☐ minutes

2. *Spell* the number in word form. Use the Word Bank.

Word Bank

sixty thirty fifty seventy forty

30: _____

40: _____

50: _____

60: _____

70: _____

3. *Add* 10 more.

a.) 30 + 10 = ☐

b.) 35 + 10 = ☐

4. *Find* the **differences**.

a.) **59** − **43** = ☐

b.) **67** − **25** = ☐

5. *Complete* the **number sequences**.

a.) 1, 3, 5, ___, ___ , ___ , ___

b.) ___ , 70, 80, ___ , ___, 110

PART 2: *Application Practice*

6. *Use* Dots to **compare** numbers (<, >, =).

a.) 18 __ 19

c.) 27 __ 37

b.) 39 __ 31

d.) 24 __ 24

7. *Answer* the following two word problems.

a.) Rick found 3 nickels under the seat of the car. How many cents did Rick find?

☐ ¢

b.) Katrina has 18 cents. Valeria has 7 cents. How much more money does Katrina have than Valeria?

☐ ¢

PART 3: *Reflection and Conceptual Understanding*

When we add or subtract numbers, numbers are **lined-up** on their **right** digit.

All numbers begin on their right side.

48 + 1 = ___

76 − 55 = ___

Rewrite these subtraction equations vertically and **solve** them.

a.) 19 - 4 = ?

-

b.) 25 - 13 = ?

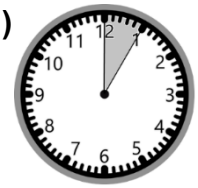
-

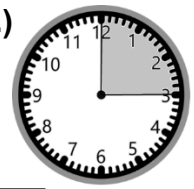
Fall Learning Opportunity 49
"Layering a Sound Foundation"

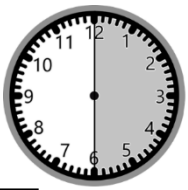
Name: _____

PART 1: *Numeracy Development*

1. *Find* the minutes that are shaded on each clock. ***(60 minutes = 1 hour)***

a.)  ☐ minutes

b.)  ☐ minutes

c.)  ☐ minutes

d.)  ☐ minutes

2. *Spell* the number in word form. Use the Word Bank.

Word Bank

eighty thousand hundred
ten thousand ninety

80: _____

90: _____

100: _____

1,000: _____

10,000: _____

3. *Add* 10 more.

a.) 42 + 10 = ☐

b.) 10 + 55 = ☐

4. *Find* the **differences**.

a.) **72** − **42** = ☐

b.) **77** − **53** = ☐

5. ***Skip Count*** *by* ***10*** *– Add 10 to the earlier number – (**5** + 10) , (**15** + 10) , (**25** + 10) , (**35** + 10).*

5 , ***15*** , ***25*** , ***35*** , ***45*** , ___ , ___ , ___ , ___ , ___ , ***105*** , ___ , ***125***

PART 2: *Application Practice*

6. *Use* Dots to **compare** numbers (<, >, =).

a.) 56 ___ 51

c.) 48 ___ 57

b.) 50 ___ 50

d.) 65 ___ 64

7. *Answer* the following two word problems.

a.) Cathy found 12 seashells. Her friend, Judy, picked up 10 seashells. How many seashells did both girls find at the beach?

☐

b.) Jimmy's mom gave him 10 dollars. Ethan got 13 dollars from his father. *How much more* money does Ethan have than Jimmy ?

$ ☐

PART 3: *Reflection and Conceptual Understanding*

Rewrite these addition and subtraction equations **vertically** and **solve** them.

a.) 17 - 5 = ?

-

b.) 36 + 13 = ?

+

c.) 46 - 24 = ?

-

d.) 21 + 8 = ?

+

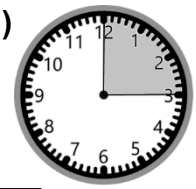
Fall Learning Opportunity 50

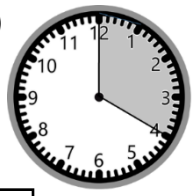
"Layering a Sound Foundation"

Name: _____

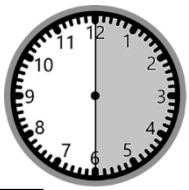
PART 1: *Numeracy Development*

1. *Find* the minutes that are shaded on each clock. ***(60 minutes = 1 hour)***

a.)  ☐ minutes

b.)  ☐ minutes

c.)  ☐ minutes

d.)  ☐ minutes

2. *Spell* the number in word form. Use the Word Bank.

Word Bank

ninety hundred eighty
thousand ten thousand

80: _____

90: _____

100: _____

1,000: _____

10,000: _____

3. *Double* each number.

2 ➡ **4** 3 ➡ ☐

20 ➡ **40** 30 ➡ ☐

4. *Find* the **differences**.

a.) **86** − **44** = ☐

b.) **95** − **52** = ☐

5. ***Skip Count*** *by* ***10*** *– Add 10 to the earlier number – (**5** + 10) , (**15** + 10) , (**25** + 10) , (**35** + 10).*

5 , **15** , **25** , **35** , **45** , ___ , ___ , ___ , ___ , ___ , **105** , ___ , **125**

PART 2: *Application Practice*

6. *Use* Dots to **compare** numbers (<, >, =).

a.) 67 __ 76

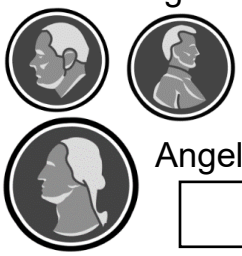
c.) 68 __ 70

b.) 58 __ 52

d.) 85 __ 79

7. *Answer* the following word problem.

Angel has the following coins:



Angel has ☐ ¢

Clark has these coins.

Clark has ☐ ¢

Which boy has the most money? ☐

PART 3: *Reflection and Conceptual Understanding*

Rewrite these addition and subtraction equations **vertically** and **solve** them.

a.) 19 - 8 = ?

b.) 46 + 32 = ?

c.) 66 - 33 = ?

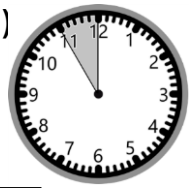
d.) 32 + 5 = ?

Fall Learning Opportunity 51
"Layering a Sound Foundation"

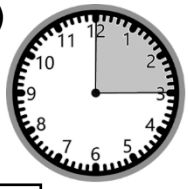
Name: _____

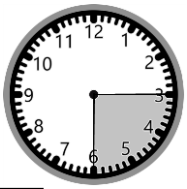
PART 1: *Numeracy Development*

1. *Find* the minutes that are shaded on each clock. ***(60 minutes = 1 hour)***

a.)  ☐ minutes

b.)  ☐ minutes

c.)  ☐ minutes

d.)  ☐ minutes

2. *Spell* the number in word form. Use the Word Bank.

Word Bank

eighty thousand ninety
ten thousand hundred

80: _____

90: _____

100: _____

1,000: _____

10,000: _____

3. *Double* each number.

3 ➡ **6** 1 ➡ ☐

30 ➡ ☐ 10 ➡ ☐

4. *Find* the **differences**.

a.) **99** − **77** = ☐

b.) **93** − **50** = ☐

***5. Skip Count** by **10** – Add 10 to the earlier number – (**5** + 10) , (**15** + 10) , (**25** + 10) , (**35** + 10).*

5 , ***15*** , ***25*** , ___ , ___ , ___ , ___ , ___ , ___ , ___ , ___ , ___ , ___

PART 2: *Application Practice*

6. *Use* Dots to **compare** numbers (<, >, =).

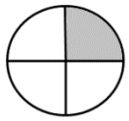
a.) 84 __ 84

c.) 81 __ 80

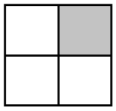
b.) 78 __ 87

d.) 89 __ 90

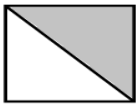
7. *Match* figure and description.



quarter of a square

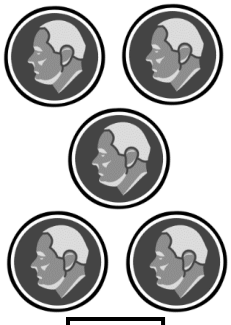


half of a rectangle



fourth of a circle

8. *Find* the coins' value.



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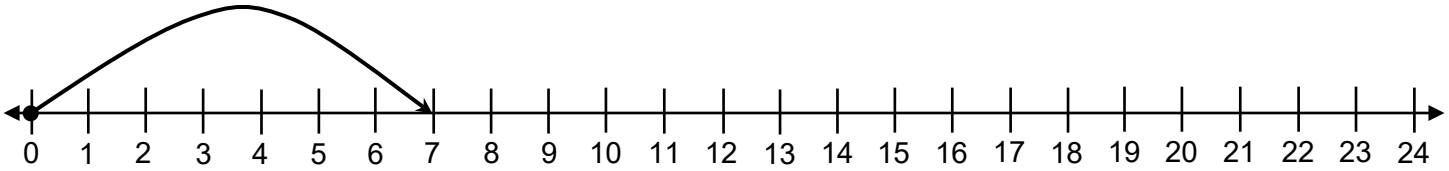
PART 3: *Reflection and Conceptual Understanding*

Complete the number line by adding the second arrow for the addition equation: **7 + 10 = 17**.

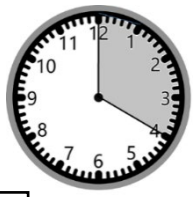


Fall Learning Opportunity 52
"Layering a Sound Foundation"

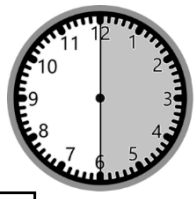
Name: _____

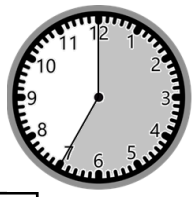
PART 1: *Numeracy Development*

1. *Find* the minutes that are shaded on each clock. ***(60 minutes = 1 hour)***

a.)  ☐ minutes

b.)  ☐ minutes

c.)  ☐ minutes

d.)  ☐ minutes

e.)  ☐ minutes

f.)  ☐ minutes

2. *Double* each number.

2 ➡ ☐ 5 ➡ ☐

20 ➡ ☐ 50 ➡ ☐

3. *Calculate* 10 more.

5 +10 = **15**

8 +10 = ☐

4. *Find* the missing **subtrahends**.

2 - ☐ **= 1** **7 -** ☐ **= 4**

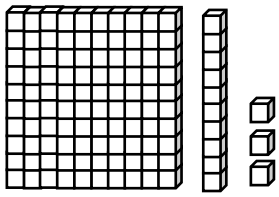
4 - ☐ **= 2** **3 -** ☐ **= 1**

5. *Write* the number in **standard form**.

a.) twenty-one = **21** b.) sixteen = ☐ c.) thirty = ☐

PART 2: *Application Practice*

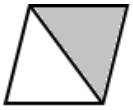
6. *Write*: "Hundreds", "Tens", "Ones." *Write* the number in **Standard Form**.



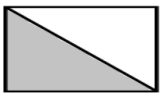
☐ Hundreds ☐ Tens ☐ Ones

Standard Form ⇨ ☐

7. *Match* figure and description.

 half of a rectangle

 half of a rhombus

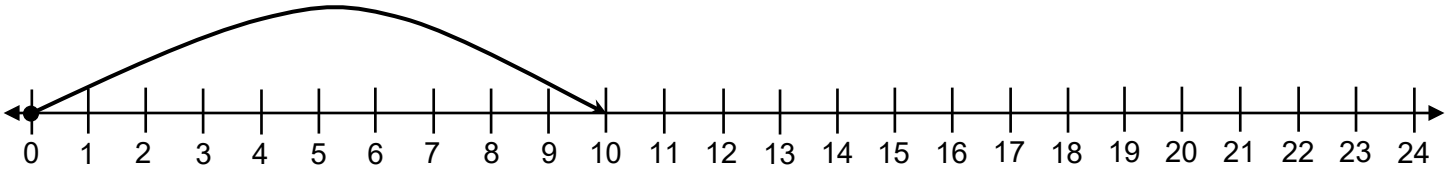
 half of a trapezoid

8. *Find* the coins' value.

☐ ¢

PART 3: *Reflection and Conceptual Understanding*

Complete the number line by adding the second arrow for the addition equation: **10 + 12 = 22**.

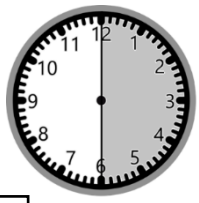


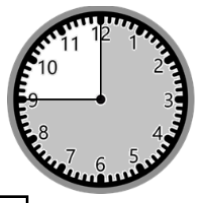
Fall Learning Opportunity 53
"Layering a Sound Foundation"

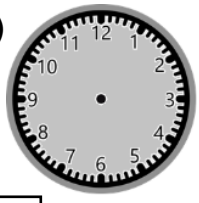
Name: _____

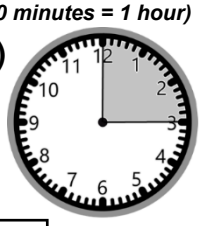
PART 1: *Numeracy Development*

1. *Find* the minutes that are shaded on each clock. ***(60 minutes = 1 hour)***

a.)  ☐ minutes

b.)  ☐ minutes

c.)  ☐ minutes

d.)  ☐ minutes

e.)  ☐ minutes

f.)  ☐ minutes

2. *Double* each number.

4 ➡ ☐ 6 ➡ ☐

40 ➡ ☐ 60 ➡ ☐

3. *Calculate* 10 more.

10 —*+10*→ **=** ☐

17 —*+10*→ **=** ☐

4. *Find* the missing **subtrahends**.

6 - ☐ = 5 **5 - ☐ = 3**

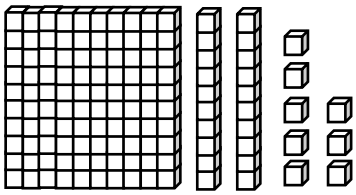
3 - ☐ = 3 **7 - ☐ = 6**

5. *Write* the number in **standard form**.

a.) twenty-seven = ☐ **b.)** thirteen = ☐ **c.)** thirty-five = ☐

PART 2: *Application Practice*

6. *Write*: "Hundreds", "Tens", "Ones." *Write* the number in **Standard Form**.



☐ Hundreds ☐ Tens ☐ Ones

Standard Form ⇨ ☐

7. *Match* figure and description.

 half of a hexagon

 half of a triangle

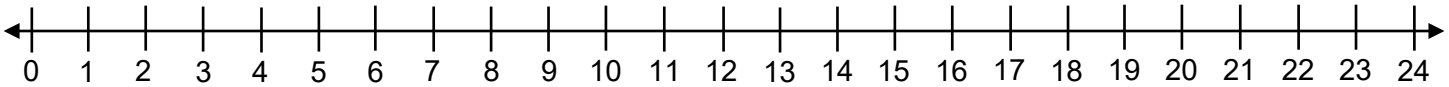
 half of a pentagon

8. *Find* the coins' value.

☐ ¢

PART 3: *Reflection and Conceptual Understanding*

Draw the arrows for the addition equation: **13 + 10 = 23**.

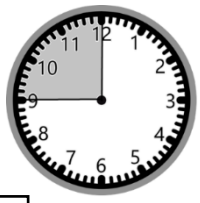


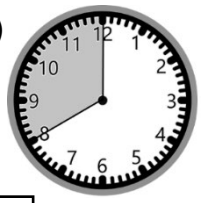
Fall Learning Opportunity 54
"Layering a Sound Foundation"

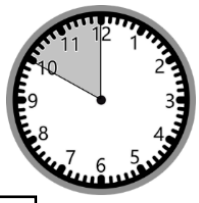
Name: _____

PART 1: *Numeracy Development*

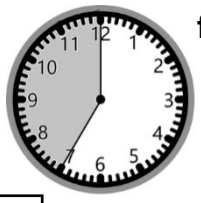
1. *Find* the minutes that are shaded on each clock. ***(60 minutes = 1 hour)***

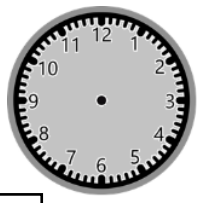
a.)  ☐ minutes

b.)  ☐ minutes

c.)  ☐ minutes

d.)  ☐ minutes

e.)  ☐ minutes

f.)  ☐ minutes

2. *Double* each number.

7 ➡ ☐ 8 ➡ ☐

70 ➡ ☐ 80 ➡ ☐

3. *Calculate* 10 more.

19 —(+10)→ **=** ☐

27 —(+10)→ **=** ☐

4. *Find* the missing **subtrahends**.

8 - ☐ = 4 **6 - ☐ = 4**

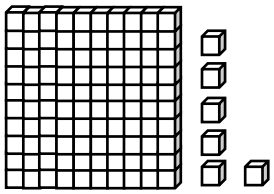
6 - ☐ = 2 **7 - ☐ = 2**

5. *Write* the number in **standard form**.

a.) forty-nine = ☐ **b.)** thirty-one = ☐ **c.)** fifty-eight = ☐

PART 2: *Application Practice*

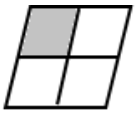
6. *Write*: "Hundreds", "Tens", "Ones." *Write* the number in **Standard Form**.

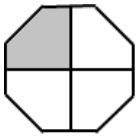


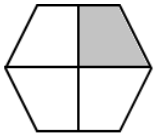
☐ Hundreds ☐ Tens ☐ Ones

Standard Form ⇨ ☐

7. *Match* figure and description.

 quarter of an octagon

 quarter of a hexagon

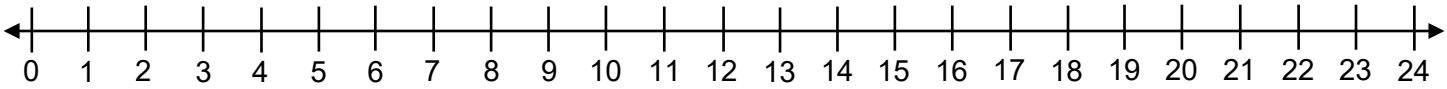
 quarter of a rhombus

8. *Find* the coins' value.

☐ ¢

PART 3: *Reflection and Conceptual Understanding*

Solve the addition equation. Then, *draw* the arrows on the number line: **12 + 11 = ?**.



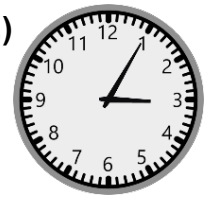
Fall Learning Opportunity 55
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Write* the time below each clock.

a.)  **2:15**

b.) 

c.) 

d.) 

e.) 

f.) 

2. *Double* each number.

30 ➡ ☐ 50 ➡ ☐

10 ➡ ☐ 20 ➡ ☐

3. *Calculate* 10 more.

32 —(+10)→ **=** ☐

45 —(+10)→ **=** ☐

4. *Find* the missing **subtrahends**.

9 - ☐ = 5 **5 - ☐ = 4**

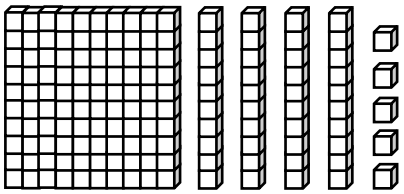
8 - ☐ = 3 **6 - ☐ = 1**

5. *Write* the number in **standard form**.

a.) fifty-two = ☐ b.) sixty-three = ☐ c.) seventy = ☐

PART 2: *Application Practice*

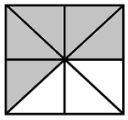
6. *Write*: "Hundreds", "Tens", "Ones." *Write* the number in **Standard Form**.

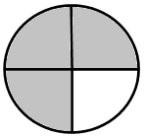


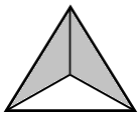
☐ Hundreds ☐ Tens ☐ Ones

Standard Form ⇨ ☐

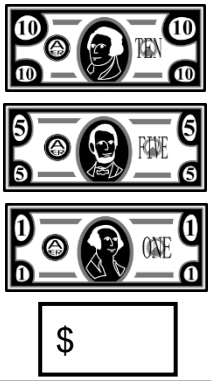
7. *Match* figure and description.

 three-quarters of a circle

 two-thirds of a triangle

 five-eighths of a square

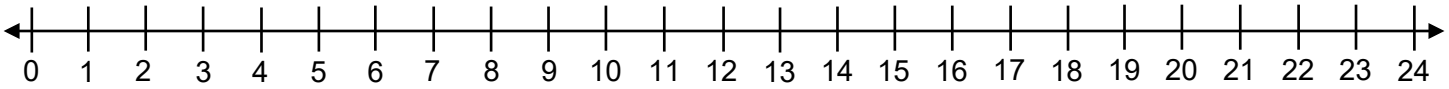
8. *Find* the bills' total value.



$ ☐

PART 3: *Reflection and Conceptual Understanding*

Solve the addition equation. Then, *draw* the arrows on the number line: **4 + 10 + 6 = ?**.

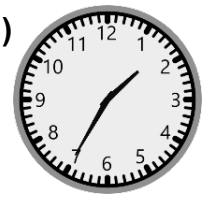


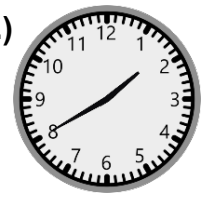
Fall Learning Opportunity 56
"Layering a Sound Foundation"

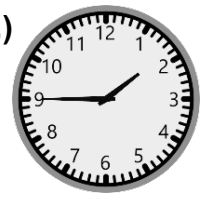
Name: _____

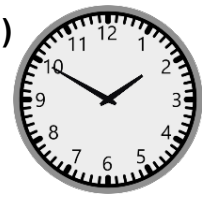
PART 1: *Numeracy Development*

1. *Write* the time below each clock.

a.)  **1:35**

b.) 

c.) 

d.) 

e.) 

f.) 

2. *Double* each number.

70 ➡ ____ 80 ➡ ____

90 ➡ ____ 60 ➡ ____

3. *Calculate* 10 more.

40 +10 **=** ____

55 +10 **=** ____

4. *Find* the missing **subtrahends**.

7 - ____ **= 5** **7 -** ____ **= 1**

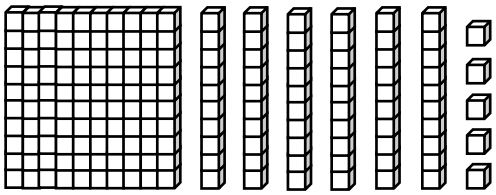
9 - ____ **= 6** **5 -** ____ **= 2**

5. *Write* the number in **standard form**.

a.) forty-five = ____ **b.)** seventy-five = ____ **c.)** eighty-one = ____

PART 2: *Application Practice*

6. *Write*: "Hundreds", "Tens", "Ones." *Write* the number in **Standard Form**.



____ Hundreds ____ Tens ____ Ones

Standard Form ➡ ____

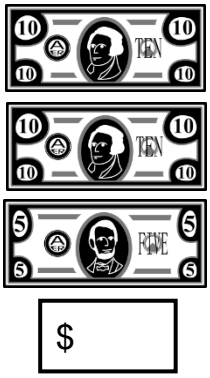
7. *Match:* clock and description.

 quarter ***after*** "shaded"

 half ***past*** "shaded"

 quarter ***till*** "shaded"

8. *Find* the bills' total value.



$ ____

PART 3: *Reflection and Conceptual Understanding*

A.) We say a "*fourth of a circle*" or a *"quarter of a circle."*

Does a ***fourth*** and a ***quarter*** mean the same thing?

Yes No

B.) *Spell* the word for the number 40 by writing the letters on the blank spaces.

f __ r __ __

__ __ __ t __

C.) Answer the clock question.

4:30 = half past four

Are these two clock times ***equal***?

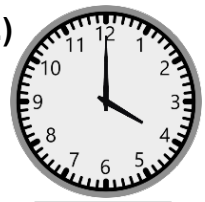
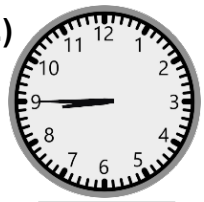
Yes No

Fall Learning Opportunity 57
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Write* the time below each clock.

a.)  **b.)**  **c.)**  **d.)**  **e.)**  **f.)** 

2. *Double* each number.

10 ➡ ☐ 40 ➡ ☐

50 ➡ ☐ 20 ➡ ☐

3. *Calculate* 10 more.

60 +10 **=** ☐

65 +10 **=** ☐

4. *Find* the missing **subtrahends**.

9 - ☐ **= 1** **9 -** ☐ **= 6**

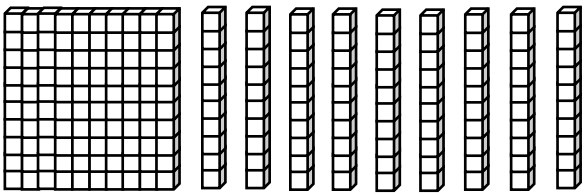
9 - ☐ **= 5** **9 -** ☐ **= 8**

5. *Write* the number in **standard form**.

a.) eighty = ☐ **b.)** ninety-nine = ☐ **c.)** one hundred one = ☐

PART 2: *Application Practice*

6. *Write*: "Hundreds", "Tens", "Ones." *Write* the number in **Standard Form**.



☐ Hundreds ☐ Tens ☐ Ones

Standard Form ⇨ ☐

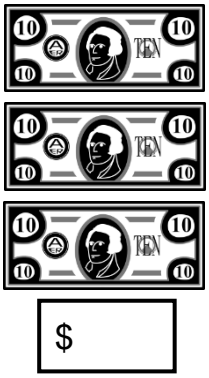
7. *Match:* clock and description.

 quarter ***after*** "shaded"

 half ***past*** "shaded"

 quarter ***till*** "shaded"

8. *Find* the bills' total value.



$ ☐

PART 3: *Reflection and Conceptual Understanding*

A.) We say a "*fourth of a square*" or a *"quarter of a square."*

Does a ***fourth*** and a ***quarter*** mean the same thing*?*

Yes No

B.) On the clock shown below:

Is "***5 minutes after 2***" and "***2:05***" the same time?

Yes No

C.) Answer the clock question.

2:15 = quarter *after* 2

Are these two clock times ***equal****?*

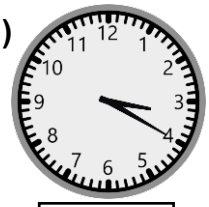
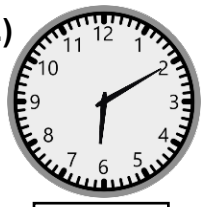
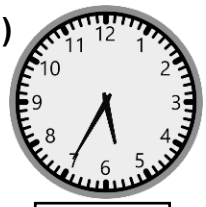
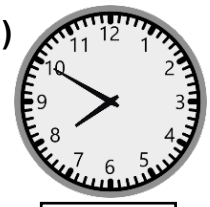
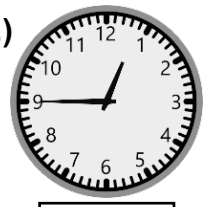
Yes No

Fall Learning Opportunity 58
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Write* the time below each clock.

a.)  b.)  c.)  d.)  e.)  f.) 

2. *10 Less* - **Subtract**.

a.) 12 − 10 = ☐

b.) 22 − 10 = ☐

3. *Calculate* 10 more.

74 +10 = ☐

80 +10 = ☐

4. *Find* **half** of the number.

Half of **6** ⇨ **3** **3** ➡ Half of **6** = **3**

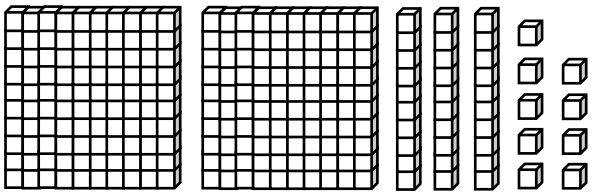
Half of **4** ⇨ ☐ ☐ ➡ Half of **4** = ☐

5. *Complete* the multiples of 100.

0	100	200						800		1,000

PART 2: *Application Practice*

6. *Write*: "Hundreds", "Tens", "Ones." *Write* the number in **Standard Form**.



☐ Hundreds ☐ Tens ☐ Ones

Standard Form ⇨ ☐

7. *Cross-out* the description that does **NOT** match the clock.

4:15 four fifteen

4:45 quarter ***after*** four

8. *Find* the bills' total value.

$ ☐

PART 3: *Reflection and Conceptual Understanding*

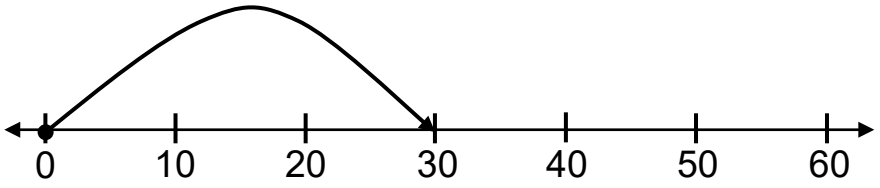
A.) **Multiples** of 15 and 25 are useful for clocks and money.

Complete the multiples below.

0, 15, _____ , 45, _____

0, 25, _____ , 75, _____

B.) *Draw* the arrow on the number line that shows: **30 + 20 = 50**

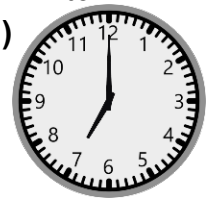


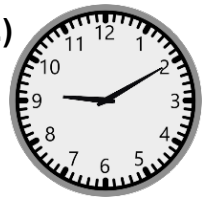
Fall Learning Opportunity 59
"Layering a Sound Foundation"

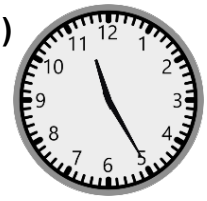
Name: _____

PART 1: *Numeracy Development*

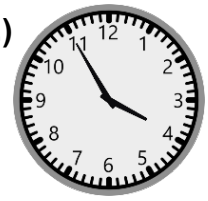
1. *Write* the time below each clock.

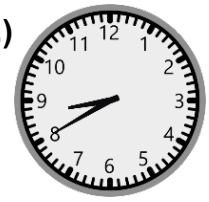
a.)  _____

b.)  _____

c.)  _____

d.)  _____

e.)  _____

f.)  _____

2. *10 Less* - **Subtract**.

a.) 25 − 10 = _____

b.) 30 − 10 = _____

3. *Calculate* 10 more.

83 +10 = _____

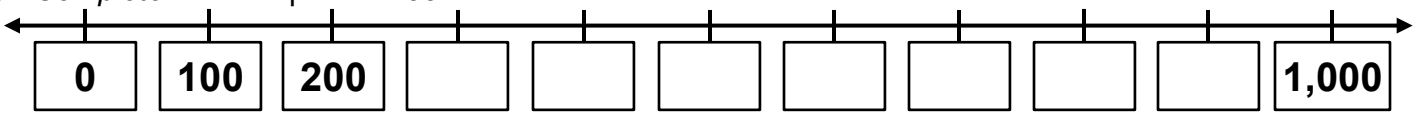
90 +10 = _____

4. *Find* **half** of the number.

Half of **2** ⇨ _____ ➡ Half of **2** = _____

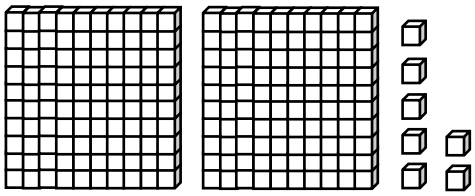
Half of **6** ⇨ _____ ➡ Half of **6** = _____

5. *Complete* the multiples of 100.



PART 2: *Application Practice*

6. *Write*: "Hundreds", "Tens", "Ones." *Write* the number in **Standard Form**.



_____ Hundreds _____ Tens _____ Ones

Standard Form ⇨ _____

7. *Cross-out* the description that does **NOT** match the clock.

three twenty three thirty

3:20 twenty after three

8. *Find* the bills' total value.

$ _____

PART 3: *Reflection and Conceptual Understanding*

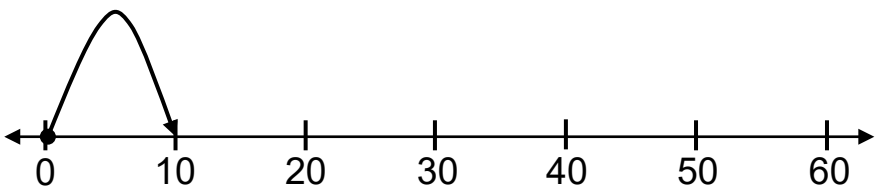
A.) **Multiples** of 15 and 25 are useful for clocks and money.

Complete the multiples below.

0, 15, _____ , 45, _____

0, 25, _____ , 75, _____

B.) *Draw* the arrow on the number line that shows: **10 + 20 = 30**



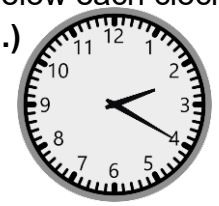
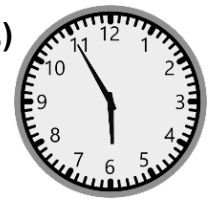
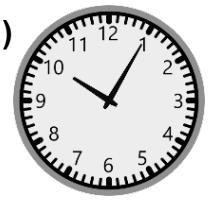
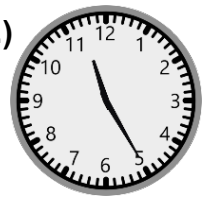
Fall Learning Opportunity 60

"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Write* the time below each clock.

a.)  **b.)**  **c.)**  **d.)**  **e.)**  **f.)** 

2. *10 Less* - **Subtract**.

a.) 32 − 10 = ____ **b.)** 41 − 10 = ____

3. *Calculate* 10 more.

90 +10 → ____ = ____

94 +10 → ____ = ____

4. *Find* **half** of the number.

Half of **8** ⇨ ____ ➡ Half of **8** = ____

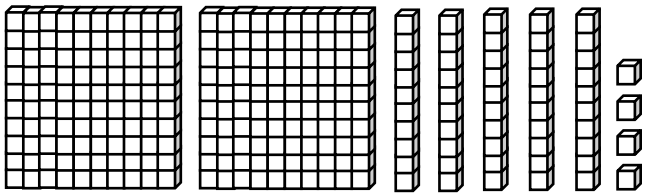
Half of **10** ⇨ ____ ➡ Half of **10** = ____

5. *Complete* the multiples of 100.

0 | **100** | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____

PART 2: *Application Practice*

6. *Write*: "Hundreds", "Tens", "Ones." *Write* the number in **Standard Form**.



____ Hundreds ____ Tens ____ Ones

Standard Form ⇨ ____

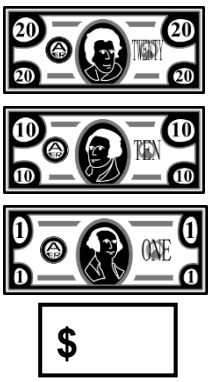
7. *Circle* **ALL** descriptions that match the clock.

12:00 midnight

noon 12 o'clock

All are correct

8. *Find* the bills' total value.



$ ____

PART 3: *Reflection and Conceptual Understanding*

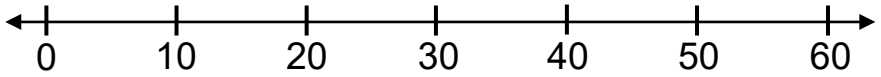
A.) **Multiples** of 15 and 25 are useful for clocks and money.

Complete the multiples below.

0, 15, ____ , ____ , ____

0, 25, ____ , ____ , ____

B.) <u>*Draw* the arrows</u> on the number line that shows: **40 + 20 = 60**



Fall Learning Opportunity 61
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. Fill in the number to **Make *10, Make 100,* and *Make 1,000***.

a.)	**b.)**	**c.)**
8 + ____ = 10	6 + ____ = 10	5 + ____ = 10
80 + ____ = 100	60 + ____ = 100	50 + ____ = 100
800 + ____ = 1,000	600 + ____ = 1,000	500 + ____ = 1,000

2. *10 Less* - **Subtract**.

a.) 65 − 10 = ☐

b.) 73 − 10 = ☐

3. *Find 5* before and 5 after.

10 , 15 , ____

____ , 30 , ***35***

40 , 45 , ____

4. *Find* **half** of the number.

*Half of **12*** ⇨ Half of **12** = ☐

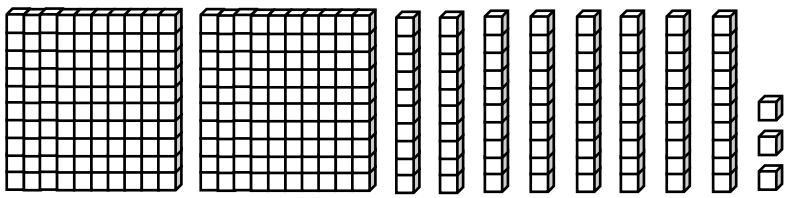
*Half of **14*** ⇨ Half of **14** = ☐

5. *Expand* each number.

150 = ***100 + 50 + 0*** 165 = _____ 106 = _____

PART 2: *Application Practice*

6. *Write*: "Hundreds", "Tens", "Ones." *Write* the number in **Standard Form**.



☐ Hundreds ☐ Tens ☐ Ones

Standard Form ⇨ ☐

7. *Find* the total value of bills and coins.

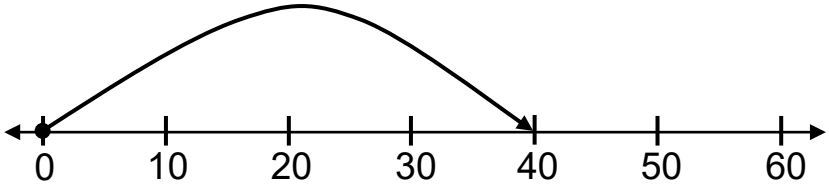
___**dollars** ____**cents** = **$**___**.**____

PART 3: *Reflection and Conceptual Understanding*

A.) *Find* the shaded minutes.

☐ ☐ ☐ ☐

B.) *Draw* the arrow on the number line that shows: **40 - 20 = 20**



Fall Learning Opportunity 62
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. Fill in the number to **Make *10, Make 100,* and *Make 1,000***.

a.)	7 + ____ = 10	**b.)**	2 + ____ = 10	**c.)**	4 + ____ = 10
	70 + ____ = 100		20 + ____ = 100		40 + ____ = 100
	700 + ____ = 1,000		200 + ____ = 1,000		400 + ____ = 1,000

2. *10 Less* - **Subtract**.

a.) 80 − 10 = ☐

b.) 96 − 10 = ☐

3. *Find 5* before and 5 after.

____ , 15 , ____

____ , 30 , ____

40 , 45 , ____

4. *Find* **half** of the number.

*Half of **10*** ⇨ Half of **10** = ☐

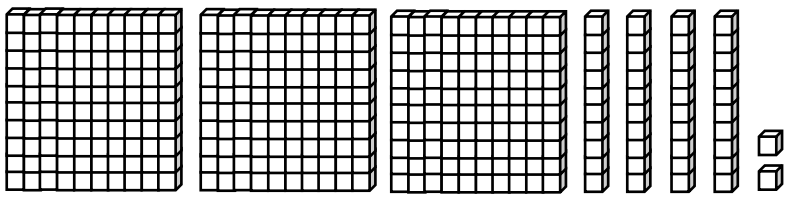
*Half of **16*** ⇨ Half of **16** = ☐

5. *Expand* each number.

207 = _____ 235 = _____ 287 = _____

PART 2: *Application Practice*

6. *Write*: "Hundreds", "Tens", "Ones." *Write* the number in **Standard Form**.



☐ Hundreds ☐ Tens ☐ Ones

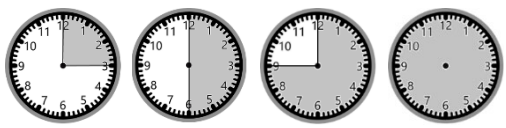
Standard Form ⇨ ☐

7. *Find* the total value of bills and coins.

___**dollars** ____**cents** = **$**___.____

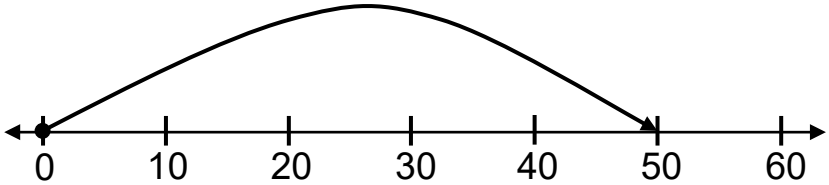
PART 3: *Reflection and Conceptual Understanding*

A.) *Find* the shaded minutes.



☐ ☐ ☐ ☐

B.) *Draw* the arrow on the number line that shows: **50 - 30 = 20**



Fall Learning Opportunity 63
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. Fill in the number to **Make *10, Make 100,* and *Make 1,000***.

a.) 1 + ____ = 10
10 + ____ = 100
100 + ____ = 1,000

b.) 3 + ____ = 10
30 + ____ = 100
300 + ____ = 1,000

c.) 6 + ____ = 10
60 + ____ = 100
600 + ____ = 1,000

2. *Add* – Find the sums.

a.)
150
\+ **200**
_____
[ ]

b.)
175
\+ **121**
_____
[ ]

3. *Find 5* before and 5 after.

____ , 15 , ____

____ , 30 , ____

____ , 45 , ____

4. *Find* **half** of the number.

Half of 18 ⇨ [ ] [ ] ➡ Half of **18** = [ ]

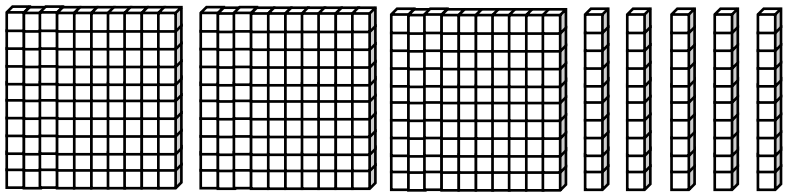
Half of 20 ⇨ [ ] [ ] ➡ Half of **20** = [ ]

5. *Expand* each number.

320 = _____ 376 = _____ 303 = _____

PART 2: *Application Practice*

6. *Write*: "Hundreds", "Tens", "Ones." *Write* the number in **Standard Form**.



[ ] Hundreds [ ] Tens [ ] Ones

Standard Form ⇨ [ ]

7. *Find* the total value of bills and coins.

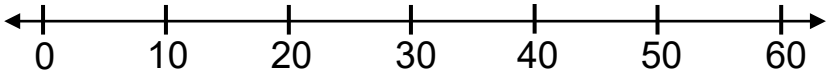
___**dollars** ____**cents** = **$**___**.**____

PART 3: *Reflection and Conceptual Understanding*

A.) *Find* the shaded minutes.

[ ] [ ] [ ] [ ]

B.) *Draw* the arrows on the number line that shows: **60 - 10 = 50**



Fall Learning Opportunity 64
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. Make *10, 100,* and *1,000*.

5 + _____ = 10

50 + _____ = 100

500 + _____ = 1,000

2. *Add* – Find the sums.

$$\begin{array}{r} 123 \\ +\ 146 \\ \hline \end{array} \qquad \begin{array}{r} 290 \\ +\ 206 \\ \hline \end{array}$$

3. *Complete* the **fact family**.

2 3 5

$$\begin{array}{r} 2 \\ +\ 3 \\ \hline 5 \end{array} \qquad \begin{array}{r} \\ +\ \\ \hline 2 \end{array} \qquad \begin{array}{r} 5 \\ -\ \\ \hline 2 \end{array} \qquad \begin{array}{r} 5 \\ -\ 2 \\ \hline \end{array}$$

4. *Draw* the shape named.

circle triangle

5. *Write* underlined digit's value.

1**4**5

_____ *tens* = _____

6. *Find* **half** of the number.

Half of 4 ➡ 2 + **2** ➡ *Half of 4* = **2**

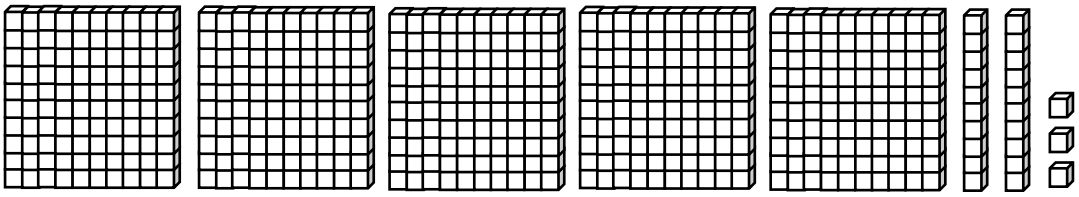
Half of 6 ➡ 3 + _____ ➡ *Half of 6* = _____

7. *Expand* each number.

401 = _____ 523 = _____ 450 = _____

PART 2: *Application Practice*

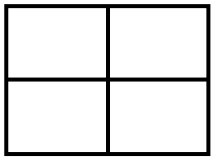
8. *Write*: "Hundreds", "Tens", "Ones." *Write* the number in **Standard Form**.



_____ Hundreds _____ Tens _____ Ones

Standard Form ⇨ _____

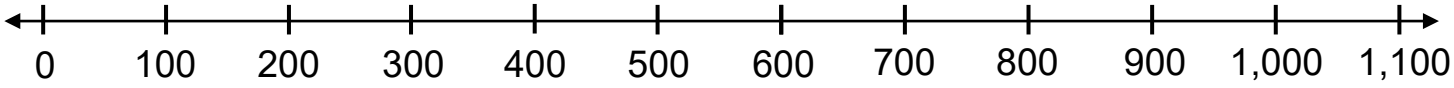
9. *Shade* a **quarter.**



Shade a **fourth.**

PART 3: *Reflection and Conceptual Understanding*

Draw the arrows on the number line that shows: **100 + 200 = 300**



Fall Learning Opportunity 65
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. Make *10, 100,* and *1,000*.

3 + _____ = 10

30 + _____ = 100

300 + _____ = 1,000

2. *Add* – Find the sums.

$$\begin{array}{r} 322 \\ +\ 165 \\ \hline \end{array} \qquad \begin{array}{r} 464 \\ +\ 213 \\ \hline \end{array}$$

3. *Complete* the **fact family**.

4 3 7

$$\begin{array}{rrrr} 4 & & 7 & \\ + & + & - & - \\ \_\_ & \_\_ & \_\_ & 3 \\ & 7 & & 4 \end{array}$$

4. *Draw* the shape named.

hexagon rhombus

5. *Write* underlined digit's value.

$14\underline{5}$

_____ *ones* = _____

6. *Find* **half** of the number.

Half of 4 ➡ 2 + _____ ➡ *Half of 4* = _____

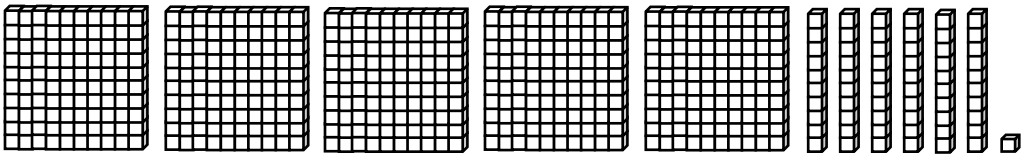
Half of 2 ➡ 1 + _____ ➡ *Half of 2* = _____

7. *Expand* each number.

488 = _____ 579 = _____ 608 = _____

PART 2: *Application Practice*

8. *Write*: "Hundreds", "Tens", "Ones." *Write* the number in **Standard Form**.



_____ Hundreds _____ Tens _____ Ones

Standard Form ⇨ _____

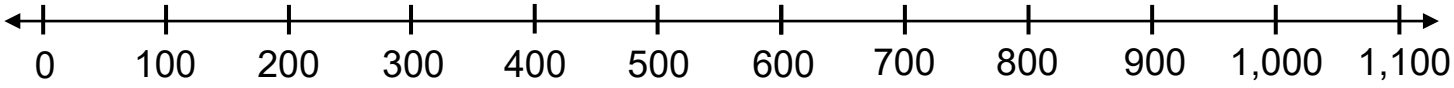
9. *Shade* **half** of the rectangle.

Half of 4 equal pieces is?

_____

PART 3: *Reflection and Conceptual Understanding*

Draw the arrows on the number line that shows: **300 + 400 = 700**



Fall Learning Opportunity 66
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. Make *10, 100,* and *1,000*.

8 + _____ = 10

80 + _____ = 100

800 + _____ = 1,000

2. *Add* – Find the sums.

$$\begin{array}{r} 624 \\ +\ 345 \\ \hline \end{array} \qquad \begin{array}{r} 531 \\ +\ 248 \\ \hline \end{array}$$

3. *Complete* the **fact family**.

5 4 9

4 + ___ = 9 — 9 + ___ = 4 — 9 − ___ = 5 — 9 − 5 = ___

4. *Draw* the shape named.

trapezoid pentagon

5. *Write* underlined digit's value.

205

☐ *hundreds* = ☐

6. *Find* **half** of the number.

Half of 8 ➡ 4 + ☐ ➡ *Half of 8* = ☐

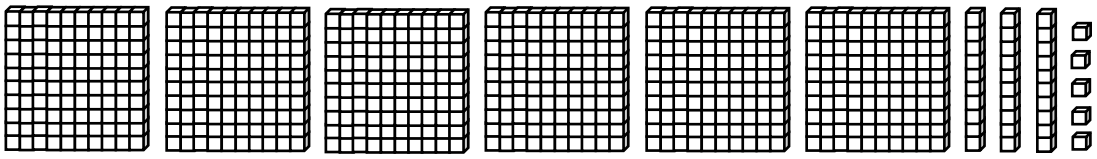
Half of 10 ➡ 5 + ☐ ➡ *Half of 10* = ☐

7. *Expand* each number.

520 = _____ 727 = _____ 803 = _____

PART 2: *Application Practice*

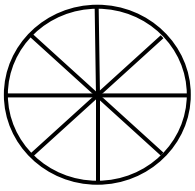
8. *Write*: "Hundreds", "Tens", "Ones." *Write* the number in **Standard Form**.



☐ Hundreds ☐ Tens ☐ Ones

Standard Form ⇨ ☐

9. *Shade* a **half** of the circle.

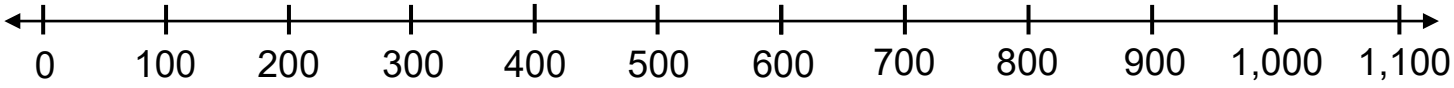


Half of 8 equal pieces is?

☐

PART 3: *Reflection and Conceptual Understanding*

Draw the arrows on the number line that shows: **500 + 500 = 1,000**



Fall Learning Opportunity 67
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the missing number.

$3 + 2 = 4 + \square$

$1 + 5 = 3 + \square$

2. *Find* the **differences.**

$274 - 102 = \square$

$186 - 54 = \square$

3. *Complete* the **fact family**.

6 2 8

$2 + \_\_ = \_\_$ $\_\_ + 2 = \_\_$ $\_\_ - \_\_ = \_\_$ $\_\_ - \_\_ = \_\_$

4. *Draw* the shape named.

5 angles 3 vertices

5. *Write* underlined digit's value.

$3\underline{0}2$

$\square$ *tens* = $\square$

6. *Find* **half** of the number.

Half of 12 ➡ $6 + \square$ ➡ *Half of 12* = $\square$

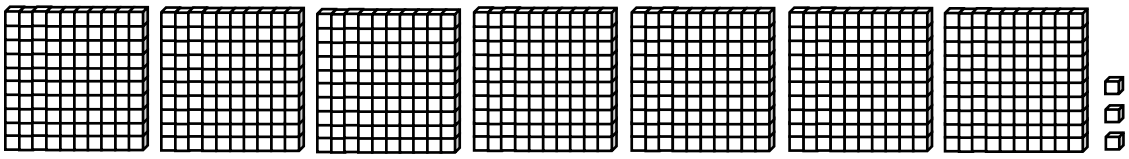
Half of 16 ➡ $8 + \square$ ➡ *Half of 16* = $\square$

7. *Expand* each number.

804 = _____ 890 = _____ 947 = _____

PART 2: *Application Practice*

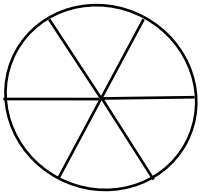
8. *Write*: "Hundreds", "Tens", "Ones." *Write* the number in **Standard Form**.



$\square$ Hundreds $\square$ Tens $\square$ Ones

Standard Form ⇨ $\square$

9. *Shade* a **half** of the circle.

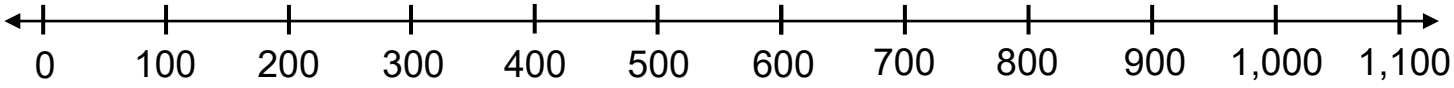


Half of 6 equal pieces is?

$\square$

PART 3: *Reflection and Conceptual Understanding*

Draw the arrows on the number line that shows: **400 - 100 = 300**



Fall Learning Opportunity 68
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the missing number.

$4 + 2 = \square + 5$

$8 + 2 = 7 + \square$

2. *Find* the **differences.**

$187 - 145 = \square$

$242 - 30 = \square$

3. *Complete* the **fact family**.

7	3	10

\+ ___ = ___ + ___ = ___

\- ___ = ___ - ___ = ___

4. *Draw* the shape named.

8 sides 6 vertices

5. *Write* underlined digit's value.

$41\underline{0}$

$\square$ *ones* = $\square$

6. *Find* **half** of the number.

Half of 18 ➡ 9 + $\square$ ➡ *Half of 18* = $\square$

Half of 14 ➡ 7 + $\square$ ➡ *Half of 14* = $\square$

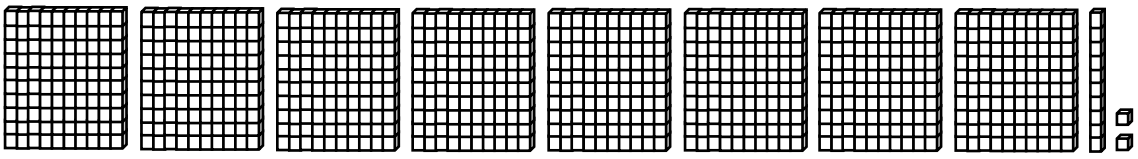
7. *Write* the number in **standard form**.

one hundred six = $\square$

one hundred twenty = $\square$

PART 2: *Application Practice*

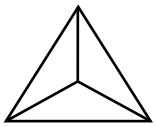
8. *Write*: "Hundreds", "Tens", "Ones." *Write* the number in **Standard Form**.



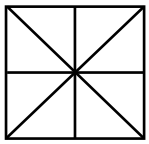
$\square$ Hundreds $\square$ Tens $\square$ Ones

Standard Form ⇨ $\square$

9. *Shade* a **third** of the triangle.

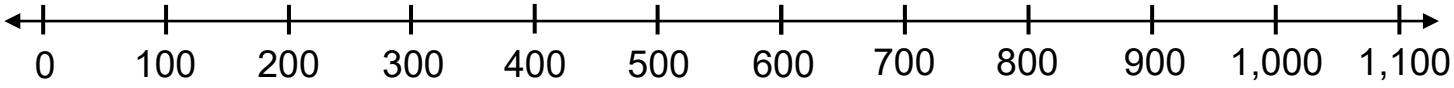


*Shade **five-eighths** of the square.*



PART 3: *Reflection and Conceptual Understanding*

Draw the arrows on the number line that shows: **600 - 200 = 400**



Fall Learning Opportunity 69
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the missing number.

$1 + 7 = \square + 4$

$5 + 5 = 9 + \square$

2. *Find* the **differences.**

$368 - 245 = \square$

$499 - 51 = \square$

$356 - 343 = \square$

3. *Find* the missing **minuends**.

$\_\_\_\_ - 1 = 1$

$\_\_\_\_ - 0 = 3$

4. *Draw* the shape named.

0 sides
0 angles

4 vertices
equal sides

5. *Write* underlined digit's value.

532

$\square$ *hundreds* = $\square$

6. *Find* **half** of the number.

Half of 4 = **2**

Half of 6 = $\square$

Half of 2 = $\square$

Half of 8 = $\square$

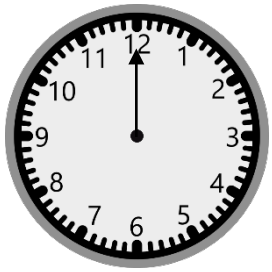
7. *Write* the number in **standard form**.

two hundred eleven = $\square$

one hundred forty-seven = $\square$

PART 2: *Application Practice*

8. *Draw* the *missing* clock hand that matches the named time.

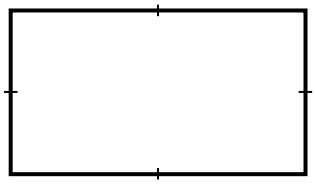


3 o'clock or 3:00

9. Al drew a rectangle.

Divide the rectangle into **4** equal parts.

Shade **two quarters** of the rectangle



10. Marissa had 21 cents. She found a dime at the store.

How many cents does she have now?

$\square$ ¢

11. *Compare* using <, > and =.

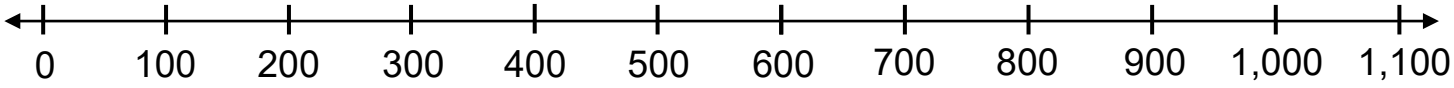
99 **<** 103

115 ___ 114

109 ___ 109

PART 3: *Reflection and Conceptual Understanding*

Draw the arrows on the number line that shows: **800 - 500 = 300**



Fall Learning Opportunity 70
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the missing number.

$1 + 3 = \square + 2$

$4 + \square = 3 + 2$

2. *Find* the **differences** or **sums.**

$+\ \underline{571\ \ 111}$ $-\ \underline{350\ \ 240}$ $+\ \underline{356\ \ 443}$

3. *Find* the missing **minuends**.

$\_\_\_\_ - 1 = 2$

$\_\_\_\_ - 3 = 1$

4. *Calculate* **10 Less.**

12 (-10) **=** ☐

15 (-10) **=** ☐

5. *Write* underlined digit's value.

609

☐ *tens* = ☐

6. *Find* **half** of the number.

Half of 6 = ☐ Half of 8 = ☐

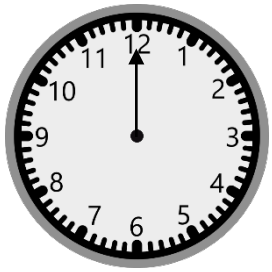
Half of 4 = ☐ Half of 2 = ☐

7. *Write* the number in **standard form**.

two hundred five = ☐ three hundred twenty-four = ☐

PART 2: *Application Practice*

8. *Draw* the *missing* clock hand that matches the named time.

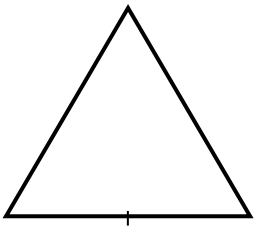


6 o'clock or 6:00

9. Luis drew a triangle.

Divide the triangle in **2** equal parts.

Shade **half** of the triangle.



10. Helen has 25 cents. She gave a nickel to her brother.

How many cents does she have now?

☐ ¢

11. *Compare* using <, > and =.

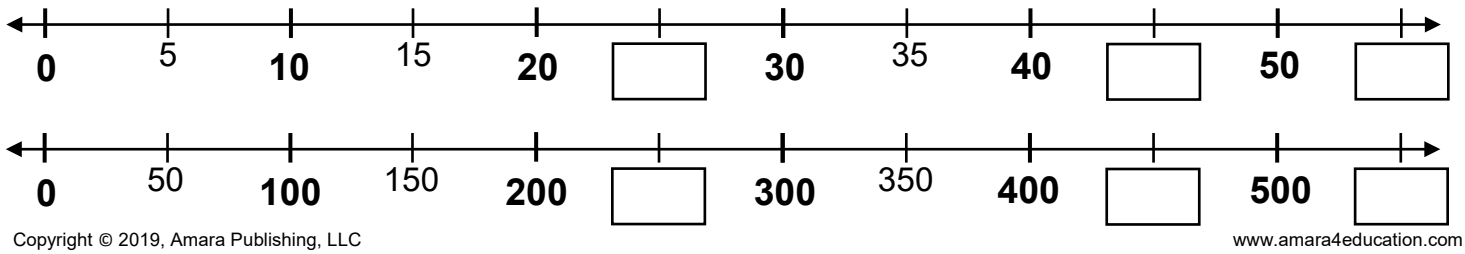
135 ___ 125

194 ___ 206

220 ___ 220

PART 3: *Reflection and Conceptual Understanding*

Fill in the boxes for the mid-points on each number line.



Fall Learning Opportunity 71
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Review* – **addition facts**.

5 + 6 = ☐

4 + 7 = ☐

2. *Find*: **difference** or **sum.**

+ 624 / 333 = ☐

- 541 / 30 = ☐

3. *Review* – **subtraction facts**.

11 - 6 = ☐

11 - 7 = ☐

4. *Calculate* **10 Less.**

19 (-10) = ☐

25 (-10) = ☐

5. *Write* underlined digit's value.

69<u>0</u>

☐ *ones* = ☐

6. *Find* **half** of the number.

Half of 10 = ☐ Half of 8 = ☐

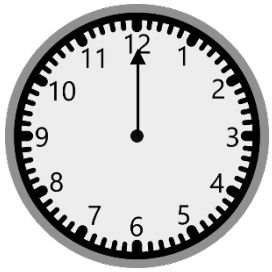
Half of 12 = ☐ Half of 6 = ☐

7. *Write* the number in **standard form**.

four hundred ten = ☐ four hundred forty-four = ☐

PART 2: *Application Practice*

8. *Draw* the *<u>missing</u>* clock hand that matches the named time.

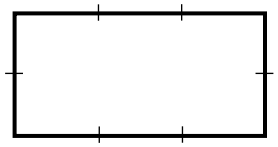


9 o'clock or 9:00

9. *Partition* the rectangle into **6** <u>equal</u> parts.

Divide the rectangle in **<u>half</u>** *<u>horizontally</u>* (↔).

Divide the rectangle in **<u>thirds</u>** *<u>vertically</u>* (↕).



10. Betty has 23 cents. Pedro has 30 cents.

How many cents do they have together?

☐ ¢

11. *Compare* using <, > and =.

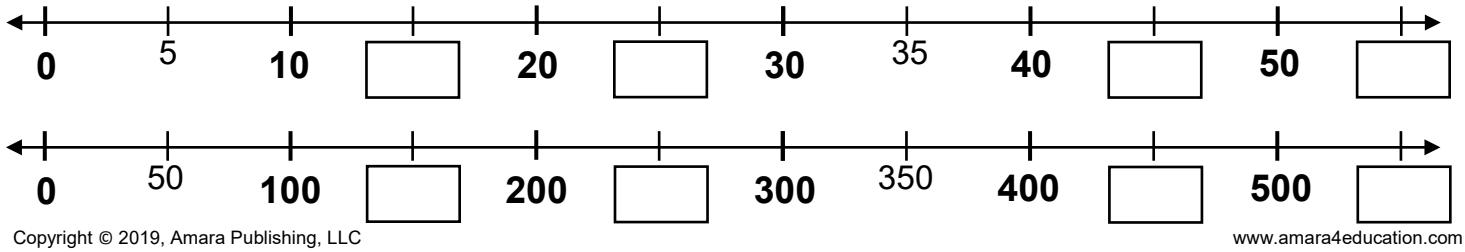
278 ___ 287

306 ___ 206

319 ___ 391

PART 3: *Reflection and Conceptual Understanding*

<u>Fill</u> in the boxes for the missing mid-points on each number line.



Fall Learning Opportunity 72
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Review* – **addition facts**.

7 + 6 = ☐

4 + 8 = ☐

2. *Find*: **difference** or **sum.**

691 + **308** = ☐

584 - **62** = ☐

3. *Review* – **subtraction facts**.

12 - 6 = ☐

13 - 7 = ☐

4. *Calculate* **10 Less.**

23 (-10) = ☐

35 (-10) = ☐

5. *Write* underlined digit's value.

701

☐ *hundreds* = ☐

6. *Find* **half** of the number.

Half of 18 = ☐ Half of 10 = ☐

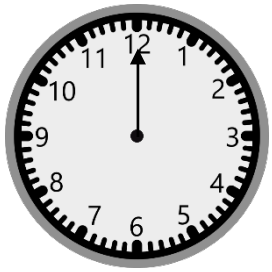
Half of 14 = ☐ Half of 16 = ☐

7. *Write* the number in **standard form**.

five hundred eighteen = ☐ six hundred fifty = ☐

PART 2: *Application Practice*

8. *Draw* the *missing* clock hand that matches the named time.

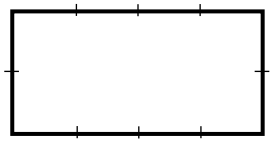


2 o'clock or 2:00

9. *Partition* the rectangle into **8** equal parts.

Divide the rectangle in **half** *horizontally* (↔).

Divide the rectangle in **fourths** *vertically* (↕).



10. 31 students were on the bus. Ten students got off the bus at the last stop.

How many students are still on the bus?

☐

11. *Compare* using <, > and =.

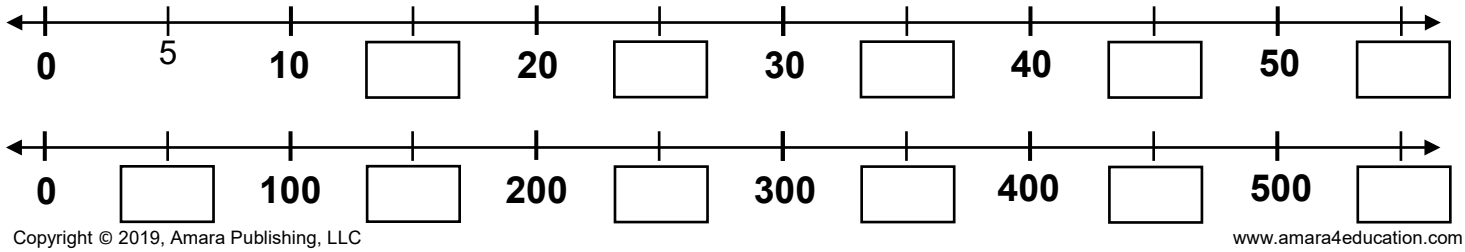
389 ___ 398

402 ___ 402

450 ___ 405

PART 3: *Reflection and Conceptual Understanding*

Fill in the boxes for the missing mid-points on each number line.



Fall Learning Opportunity 73
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Review* – **addition facts**.

6 + 8 = ☐

7 + 9 = ☐

2. *Find*: **difference** or **sum.**

$$\begin{array}{r} 617 \\ +\ 251 \\ \hline \end{array} \qquad \begin{array}{r} 779 \\ -\ 235 \\ \hline \end{array}$$

☐ ☐

3. *Review* – **subtraction facts**.

13 - 6 = ☐

14 - 7 = ☐

4. *Calculate* **10 Less.**

40 (-10) = ☐

45 (-10) = ☐

5. *Write* underlined digit's value.

7<u>9</u>1

☐ *tens* = ☐

6. *Find* **half** of the number.

Half of 16 = ☐ Half of 18 = ☐

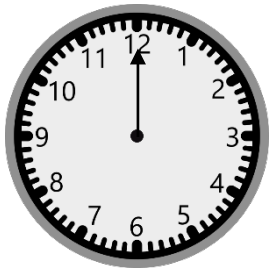
Half of 12 = ☐ Half of 14 = ☐

7. *Write* the number in **standard form**.

six hundred fifteen = ☐ seven hundred forty-nine = ☐

PART 2: *Application Practice*

8. *Draw* the *<u>missing</u>* clock hand that matches the named time.



11 o'clock or 11:00

9. *Partition* the rectangle into **4** <u>equal</u> parts.

Divide the rectangle in **<u>half</u>** *<u>horizontally</u>* (↔).

Divide the rectangle in **<u>half</u>** *<u>vertically</u>* (↕).

10. 52 students were on the bus. Fifteen more students got on the bus.

How many total students are on the bus?

☐

11. *Compare* using <, > and =.

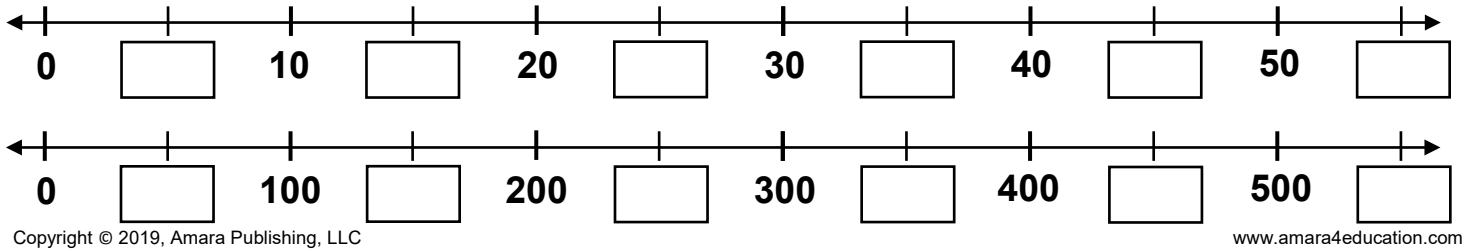
509 ___ 590

532 ___ 608

650 ___ 560

PART 3: *Reflection and Conceptual Understanding*

<u>Fill</u> in the boxes for the missing mid-points on each number line.



Fall Learning Opportunity 74
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Compute* the **sums.**

9 + 2 = ☐

9 + 5 = ☐

2. *Calculate*.

a.) What is 1 more than 9? ☐

b.) What is 1 less than 10? ☐

c.) What is 2 less than 9? ☐

3. *Compute* the **differences**.

12 - 3 = ☐

17 - 9 = ☐

4. *Calculate* **10 Less.**

65 (-10) **=** ☐

60 (-10) **=** ☐

5. *Write* underlined digit's value.

909

☐ *tens* = ☐

6. *Find* **half** of the number.

8 ⇨ ☐ **10** ⇨ ☐

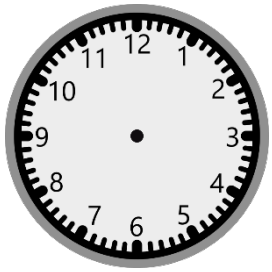
4 ⇨ ☐ **12** ⇨ ☐

7. *Write* the number in **standard form**.

eight hundred = ☐ nine hundred ninety-three = ☐

PART 2: *Application Practice*

8. *Draw* the *missing* clock hands that match the named time.

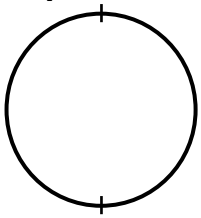


4 o'clock or 4:00

9. *Partition* the circle into **4** equal parts.

Divide the circle in **half** *horizontally* and *vertically*.

Shade **three-quarters** of the circle.



10. The teacher put 5 students each in 3 groups.

How many total students are in the 3 groups?

(5) (5) (5)

☐

11. *Compare* using <, > and =.

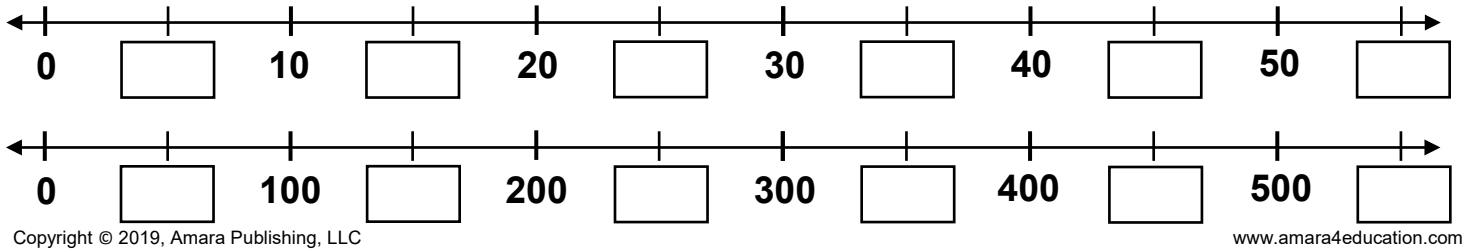
700 ___ 699

750 ___ 705

708 ___ 808

PART 3: *Reflection and Conceptual Understanding*

Fill in the boxes for the missing mid-points on each number line.



Fall Learning Opportunity 75
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Compute* the **sums.**

9 + 4 = ☐

7 + 5 = ☐

2. *Calculate*.

a.) What is 1 more than 19? ☐

b.) What is 2 less than 15? ☐

c.) What is 2 less than 11? ☐

3. *Compute* the **differences**.

14 - 5 = ☐

18 - 9 = ☐

4. *Calculate* **10 Less.**

73 (-10) = ☐

75 (-10) = ☐

5. ***Make*** **10**, **100** and **1,000**.

8 + ____ = 10

80 + ____ = 100

800 + ____ = 1,000

6. *Find* **half** of the number.

2 ⇨ ☐ **10** ⇨ ☐

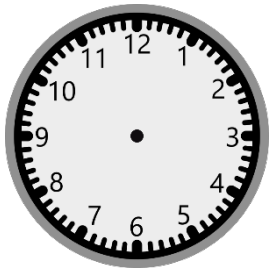
6 ⇨ ☐ **14** ⇨ ☐

7. *Write* the beginning four multiplies of 15 and 25.

15: 0, 15, ____ , ____ , 60 ***25:*** 0, 25, ____ , ____ , 100

PART 2: *Application Practice*

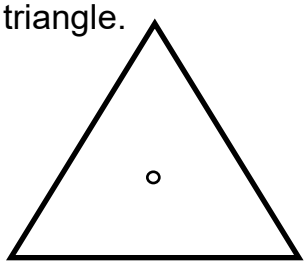
8. *Draw* the *missing* clock hands that match the named time.



7 o'clock or 7:00

9. *Partition* the triangle into **3** equal parts – *(Use the dot to help you.)*

Lightly shade **three-thirds** of the triangle.



10. Jasmine purchased a pencil for 8 cents. She paid with a dime.

How much change did she get back?

☐

11. *Compare* using <, > and =.

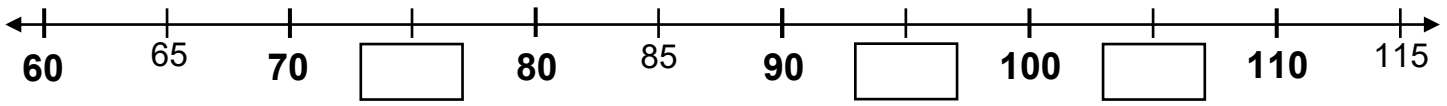
993 ___ 939

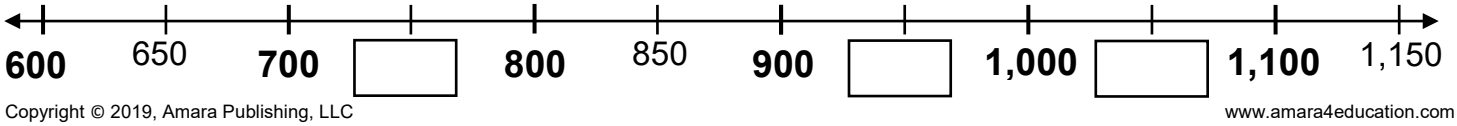
899 ___ 902

957 ___ 957

PART 3: *Reflection and Conceptual Understanding*

Fill in the boxes for the missing mid-points on each number line.





Fall Learning Opportunity 76
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Compute* the **sums.**

6 + 6 = ☐

5 + 8 = ☐

2. *Calculate*.

a.) What is 10 more than 9? ☐

b.) What is 2 less than 19? ☐

c.) What is 1 less than 22? ☐

3. *Compute* the **differences**.

15 - 8 = ☐

16 - 7 = ☐

4. *Calculate* **10 Less.**

95 (-10) = ☐

80 (-10) = ☐

5. ***Make*** **10**, **100** and **1,000**.

4 + _____ = 10

40 + _____ = 100

400 + _____ = 1,000

6. *Find* **half** of the number.

12 ⇨ ☐ **14** ⇨ ☐

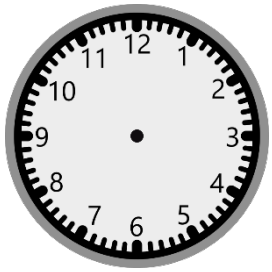
16 ⇨ ☐ **18** ⇨ ☐

7. *Write* the beginning four multiplies of 15 and 25.

15: 0, 15, _____ , _____ , _____ ***25:*** 0, 25, _____ , _____ , _____

PART 2: *Application Practice*

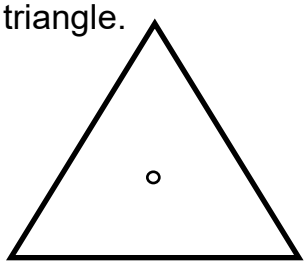
8. *Draw* the *missing* clock hands that match the named time.



10 o'clock or 10:00

9. *Partition* the triangle into **3** equal parts – *(Use the dot to help you.)*

Lightly shade **two-thirds** of the triangle.



10. Jaime made 12 dollars mowing a lawn. Nick made 14 dollars delivering papers.

How much money did they make combined?

☐

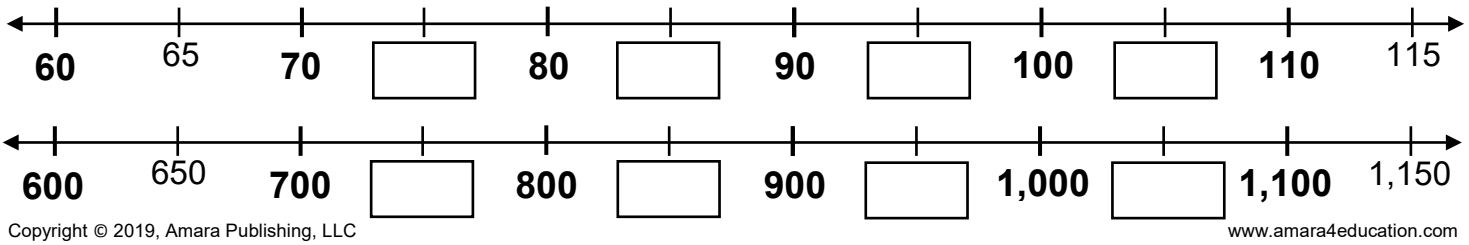
11. Cindy has 309 dollars in the bank.

What is the **value** of the digit in the t*ens* place in 309 dollars?

☐

PART 3: *Reflection and Conceptual Understanding*

Fill in the boxes for the missing mid-points on each number line.



Fall Learning Opportunity 77
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Compute* the **sums.**

9 + 9 = ☐

8 + 9 = ☐

2. *Calculate*.

a.) What is 10 more than 10? ☐

b.) What is 10 less than 15? ☐

c.) What is 1 less than 30? ☐

3. *Compute* the **differences**.

14 - 7 = ☐

12 - 9 = ☐

4. ***Make*** **10**, **100** and **1,000**.

1 + _____ = 10

40 + _____ = 100

500 + _____ = 1,000

5. *Find* **half** of the number.

2 ⇨ ☐ **4** ⇨ ☐ **6** ⇨ ☐ **8** ⇨ ☐

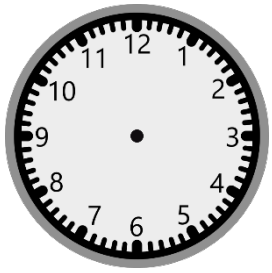
20 ⇨ ☐ **40** ⇨ ☐ **60** ⇨ ☐ **80** ⇨ ☐

6. *Write* the beginning four multiplies of 15 and 25.

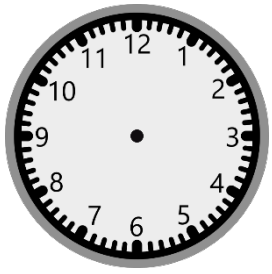
15: 0, _____ , _____ , _____ , _____ ***25:*** 0, _____ , _____ , _____ , _____

PART 2: *Application Practice*

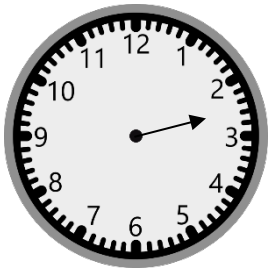
7. *Draw* the *missing* clock hands that match the named time.



1 o'clock or 1:00



12 o'clock or 12:00



half past 2 or 2:30

8. Jef bought a pack of gum for 21¢

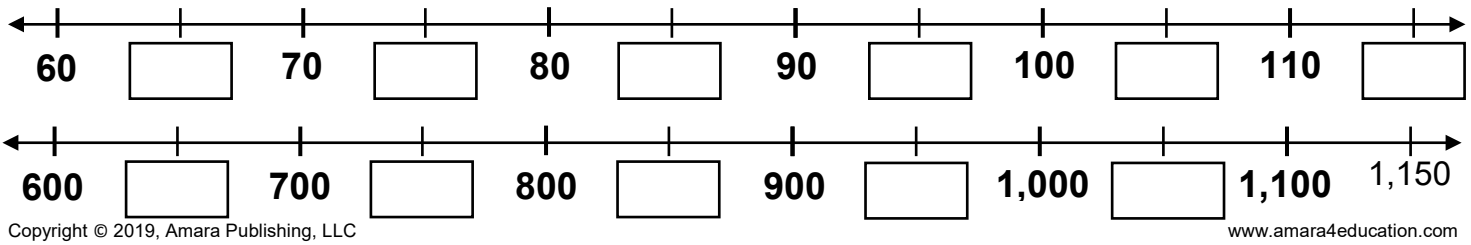
Jef paid with a quarter.

How much change did Jef receive?

☐

PART 3: *Reflection and Conceptual Understanding*

Fill in the boxes for the missing mid-points on each number line.



Fall Learning Opportunity 78
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Compute* the **sums.**

7 + 4 = ☐

6 + 6 = ☐

2. *Calculate*.

a.) What is 10 more than 15? ☐

b.) What is 10 less than 20? ☐

c.) What is 1 less than 40? ☐

3. *Compute* the **differences**.

15 - 8 = ☐

16 - 9 = ☐

4. ***Make*** **10**, **100** and **1,000**.

3 + _____ = 10

60 + _____ = 100

800 + _____ = 1,000

5. *Find* **half** of the number.

8 ⇨ ☐ **10** ⇨ ☐ **4** ⇨ ☐ **2** ⇨ ☐

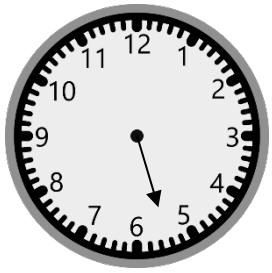
80 ⇨ ☐ **100** ⇨ ☐ **40** ⇨ ☐ **20** ⇨ ☐

6. *Write* the beginning four multiplies of 15 and 25.

15: 0, _____ , _____ , _____ , _____ ***25:*** 0, _____ , _____ , _____ , _____

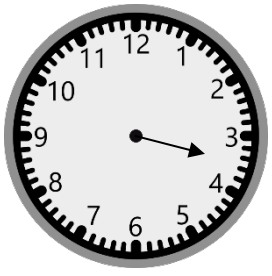
PART 2: *Application Practice*

7. *Draw* the *missing* clock hands that match the named time.



half past 5 or 5:30

half past 7 or 7:30



half past 3 or 3:30

8. Van has 42¢

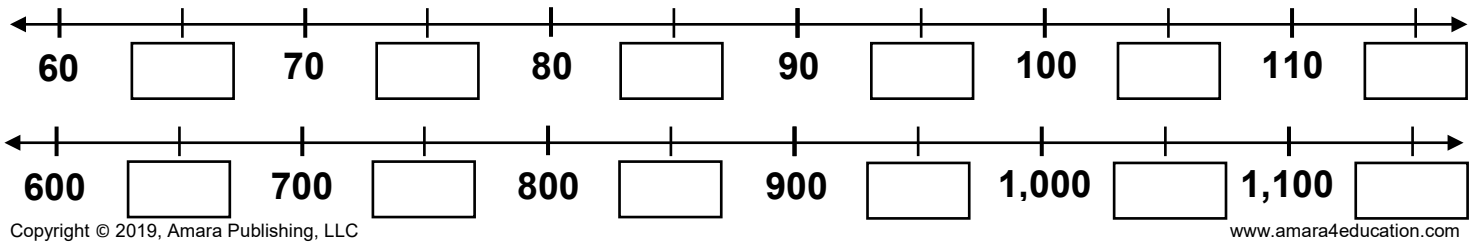
Amy has a dime and a nickel.

How much money do they have together?

☐

PART 3: *Reflection and Conceptual Understanding*

Fill in the boxes for the missing mid-points on each number line.



Fall Learning Opportunity 79
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Compute* the **sums.**

7 + 9 = ☐

6 + 5 = ☐

2. *Calculate*.

a.) What is 10 more than 27? ☐

b.) What is 10 less than 36? ☐

c.) What is 1 less than 50? ☐

3. *Compute* the **differences**.

18 - 9 = ☐

16 - 8 = ☐

4. ***Make*** **10**, **100** and **1,000**.

2 + _____ = 10

50 + _____ = 100

600 + _____ = 1,000

5. *Find* **half** of the number.

12 ⇨ ☐ **16** ⇨ ☐ **18** ⇨ ☐ **14** ⇨ ☐

120 ⇨ ☐ **160** ⇨ ☐ **180** ⇨ ☐ **140** ⇨ ☐

6. *Write* the beginning four multiplies of 15 and 25. *The first multiple is always zero – 0.*

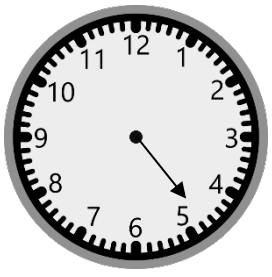
15: ____, ____ , ____ , ____ , ____ ***25:*** _____ , _____ , _____ , _____ , _____

PART 2: *Application Practice*

7. *Draw* the *missing* clock hands that match the named time.

half past 9 or 9:30

quarter past 1 or 1:15



quarter till 5 or 4:45

8. Ana ran 29 laps around the school track last month.

Vicki ran 14 laps.

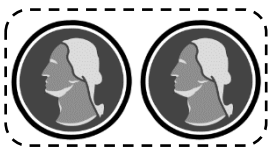
How many more laps did Ana run than Vicki?

☐

PART 3: *Reflection and Conceptual Understanding*

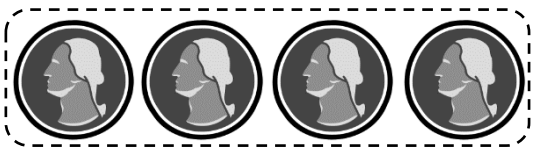
Count the quarters. *Write* the amount of money/cents under each group of quarters.

25¢



____¢

____¢



____¢

Fall Learning Opportunity 80
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Compute* the **sums.**

7 + 7 = ☐

8 + 8 = ☐

2. *Calculate*.

a.) What is 10 more than 37? ☐

b.) What is 10 less than 33? ☐

c.) What is 2 less than 50? ☐

3. *Compute* the **differences**.

15 - 8 = ☐

17 - 9 = ☐

4. ***Make*** **10**, **100** and **1,000**.

5 + ____ = 10

30 + ____ = 100

800 + ____ = 1,000

5. *Find* **half** of the number.

10 ⇨ ☐ **14** ⇨ ☐ **20** ⇨ ☐ **16** ⇨ ☐

100 ⇨ ☐ **140** ⇨ ☐ **200** ⇨ ☐ **160** ⇨ ☐

6. *Write* the beginning four multiplies of 15 and 25. *The first multiple is always zero – 0.*

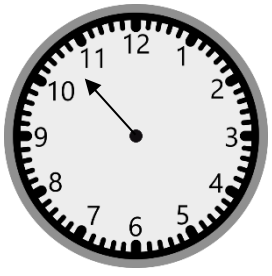
15: ____, ____ , ____ , ____ , ____ ***25:*** _____ , _____ , _____ , _____ , _____

PART 2: *Application Practice*

7. *Draw* the *missing* clock hands that match the named time.

half past 12 or 12:30

quarter past 8 or 8:15



quarter till 11 or 10:45

8. Addie scored 21 goals last season.

Jean made 18 soccer goals.

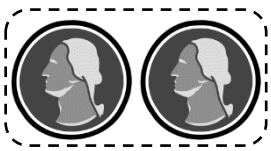
How many total goals were made by both girls?

☐

PART 3: *Reflection and Conceptual Understanding*

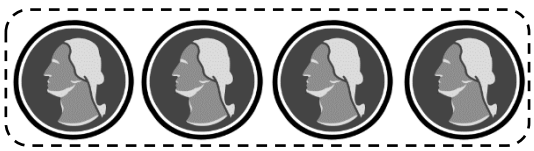
Count the quarters. *Write* the amount of money/cents under each group of quarters.

____¢



____¢

____¢



____¢

Grade 2

ANSWER KEY

80 Daily Learning Opportunities

Mathematics

Fall Semester

Learning Opportunity 01

Part 1 – Numeracy Development **CCSS**

1. **a.)** 4; 6; 9; 11; 12 **b.)** 12; 15; 17; 19; 21 **2.NBT.A.2**

2. **a.)** 4 **b.)** 5 **c.)** 2 **2.OA.B.2**

3. **a.)** 2 **b.)** 1 **c.)** 1 **2.OA.B.2**

4. Check Student work for correct number of circled objects for each numeral. **1.NBT.A.1**

Part 2 – Application Practice

5. **C** – **3 marbles** (i.e. 1 + 2 = 3) - Addition number line in Part 3 below is a physical (visual) model. **2.OA.A.1; 2.OA.B.2**

6. **Circle** the rectangle with 8 triangles; "**X**" on the rectangle with 5 Stars. Review Vocabulary, "Fewest, Least, Most." **2.NBT.A.2**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Addition Number Line: 1 + **2** = **3** Subtraction Number Line: **1**; 4 - **1** = **3** **1.OA.D.7; 2.OA.B.2**

Learning Opportunity 02

Part 1 – Numeracy Development **CCSS**

1. **a.)** 3; 6; 8; 9; 11; 12 **b.)** 13; 16; 18; 20; 22 **2.NBT.A.2**

2. **a.)** 4 **b.)** 6 **c.)** 5 **2.OA.B.2**

3. **a.)** 1 **b.)** 1 **c.)** 2 **2.OA.B.2**

4. Check Student work for correct number of circled objects for each numeral. **1.NBT.A.1**

Part 2 – Application Practice

5. **B** – **2 coins** (i.e. 4 - 2 = 2) - Subtraction number line in Part 3 below is a physical (visual) model. **2.OA.A.1; 2.OA.B.2**

6. **Circle** the rectangle with 10 pentagons; **"X"** on the rectangle with 8 rhombuses. Review Vocabulary, "Fewest, Least, Most." **2.NBT.A.2**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Addition Number Line: **1**; **4**; 1 + **4** = **5** Subtraction Number Line: **2**; **4** - **2** = **2** **1.OA.D.7; 2.OA.B.2**

Learning Opportunity 03

Part 1 – Numeracy Development **CCSS**

1. **a.)** 10; 13; 15; 16; 18; 19 **b.)** 23; 24; 26; 28; 30; 32 **2.NBT.A.2**

2. **a.)** 2 **b.)** 4 **c.)** 6 **NOTE:** Stress DOUBLES. DOUBLE plus 1, coming! **2.OA.B.2**

3. **a.)** 3 **b.)** 1 **c.)** 0 **2.OA.B.2**

4. Check Student work for correct number of circled objects for each numeral. **1.NBT.A.1**

Part 2 – Application Practice

5. **C** – **3 blocks** (i.e. 5 - 2 = 3) - Subtraction number line in Part 3 below is a physical (visual) model. **2.OA.A.1; 2.OA.B.2**

6. **Box** the circle with the number 22; **Make** an "X" on the circle with the number 12. Review Vocabulary, "Largest and Smallest." **2.NBT.A.2**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Addition Number Line: **3**; **2**; **3** + **2** = **5** Subtraction Number Line: **5**; **2**; **5** - **2** = **3** **1.OA.D.7; 2.OA.B.2**

Learning Opportunity 04

Part 1 – Numeracy Development **CCSS**

1. **a.)** 6 **b.)** 10 **c.)** 8 **2.OA.B.2**

2. **a.)** 1 **b.)** 3 **c.)** 1 **2.OA.B.2**

3. First Sequence: **5; 7** Second Sequence: **4; 2** **2.NBT.A.2**

4. Given; **2** is an addend; **4** is the sum **NOTE:** Stress Vocabulary of addition equations. **Vocab.**

5. **1** Ten **5** Ones = 15 (Given) **NOTE:** Stress Vocabulary: Tens, Ones and Standard Form of writing numbers **2.NBT.A.1**

6. 31; 32; 34; 36; 37; 38; 40 **2.NBT.A.2**

Part 2 – Application Practice

7. **D** – **4 years old** (i.e. 2 + 2 = 4) - Addition number line in Part 3 below is a physical (visual) model. **2.OA.A.1; 2.OA.B.2**

8. **Box** the circle with the number 40; "**X**" the circle with the number 29. Review Vocabulary, "Largest and Smallest" **2.NBT.A.2**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Addition Number Line: **2; 2;** **2** + **2** = **4** Subtraction Number Line: **6**; **3;** **6** - **3** = **3** **1.OA.D.7; 2.OA.B.2**

Learning Opportunity 05

Part 1 – Numeracy Development **CCSS**

1. **a.)** 12 **b.)** 8 **c.)** 10 **2.OA.B.2**

2. **a.)** 3 **b.)** 4 **c.)** 2 **2.OA.B.2**

3. First Sequence: **8; 10** Second Sequence: **6; 4** **2.NBT.A.2**

4. **4** is an addend; **2** is an addend; **4** is the sum **NOTE:** Stress Vocabulary of addition equations. **Vocab.**

5. **1** Ten **3** Ones = **13** **NOTE:** Stress Vocabulary: Tens, Ones and Standard Form of writing numbers **2.NBT.A.1**

6. 41; 42; 44; 46; 47; 48; 50 **2.NBT.A.2**

Part 2 – Application Practice

7. **A** – **8 years old** (i.e. 4 + 4 = 8) **2.OA.A.1; 2.OA.B.2**

8. **Box** the circle with the number 51; "**X**" the circle with the number 41. **2.NBT.A.2**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Addition Number Line: **2; 5;** **2** + **5** = **7** Subtraction Number Line: **7**; **4;** **7** - **4** = **3** **1.OA.D.7; 2.OA.B.2**

Learning Opportunity 06

Part 1 – Numeracy Development **CCSS**

1. **a.)** 8 **b.)** 12 **c.)** 6 **2.OA.B.2**

2. **a.)** 6 **b.)** 2 **c.)** 2 **2.OA.B.2**

3. First Sequence: **7; 9** Second Sequence: **8; 6** **2.NBT.A.2**

4. **7** is an addend; **3** is an addend; **10** is the sum **NOTE:** Stress Vocabulary of addition equations. **Vocab.**

5. **2** Tens **0** Ones = **20** **NOTE:** Stress Vocabulary: Tens, Ones and Standard Form of writing numbers **2.NBT.A.1**

6. 47; 49; 51; 53; 54; 55; 57; 58 **2.NBT.A.2**

Part 2 – Application Practice

7. **B** – **4 dollars** (i.e. 7 - 3 = 4) **2.OA.A.1; 2.OA.B.2**

8. **Box** the circle with the number 45; "**X**" the circle with the number 25. **2.NBT.A.2**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Addition Number Line: **3** + **5** = **8** Subtraction Number Line: **7** - **6** = **1** **1.OA.D.7; 2.OA.B.2**

Learning Opportunity 07

Part 1 – Numeracy Development **CCSS**

1. **a.)** 7 **b.)** 8 **c.)** 8 **2.OA.B.2**

2. **a.)** 1 **b.)** 1 **c.)** 4 **2.OA.B.2**

3. First Sequence: **7; 10** Second Sequence: **9; 7** **2.NBT.A.2**

4. **2** Tens **4** Ones = **24**; **3** Ten **0** Ones = **30** **2.NBT.A.1**

5. 51; 54; 56; 58; 59; 60; 62 **2.NBT.A.2**

Part 2 – Application Practice

6. **6** **2.NBT.A.1**

7. 17; 23; 27 **2.NBT.A.2**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Addition Number Line: **4** + **2** = **6** Subtraction Number Line: **6** - **4** = **2** **1.OA.D.7; 2.OA.B.2**

Learning Opportunity 08

Part 1 – Numeracy Development **CCSS**

1. **a.)** 9 **b.)** 8 **c.)** 9 **2.OA.B.2**

2. **a.)** 0 **b.)** 2 **c.)** 3 **2.OA.B.2**

3. **4** Tens **4** Ones = **44**; **2** Ten **8** Ones = **28** **2.NBT.A.1**

4. 62; 65; 67; 69; 70; 71; 73 **2.NBT.A.2**

Part 2 – Application Practice

5. **24**; **2** tens **2.NBT.A.1; 2.NBT.A.2**

6. 15; 18; 19 **2.NBT.A.2**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Addition Number Line: **6** + **4** = **10**; **6** and **4** are addends; **10** is the sum. **Vocab.; 1.OA.D.7; 2.OA.B.2**

Learning Opportunity 09

Part 1 – Numeracy Development **CCSS**

1. **a.)** 9 **b.)** 10 **c.)** 7 **2.OA.B.2**

2. **a.)** 5 **b.)** 3 **c.)** 2 **2.OA.B.2**

3. **4** Tens **0** Ones = **40**; **3** Ten **6** Ones = **36** **2.NBT.A.1**

4. 71; 74; 76; 78; 79; 80; 82 6; 10; 14; 18; 22 **2.NBT.A.2**

Part 2 – Application Practice

5. **3** tens **2.NBT.A.1**

6. 31; 33; 37 **2.NBT.A.2**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Addition Number Line: **4** + **5** = **9**; **4** and **5** are addends; **9** is the sum. **Vocab.; 1.OA.D.7; 2.OA.B.2**

Learning Opportunity 10

Part 1 – Numeracy Development **CCSS**

1. **a.)** 2 **b.)** 3 **c.)** 5 **d.)** 6 **e.)** 1 **f.)** 4 **2.OA.B.2**

2. **a.)** 1 **b.)** 4 **c.)** 3 **2.OA.B.2**

3. **6** Tens **2** Ones = **62** **2.NBT.A.1**

4. Check students' work for accuracy. **Vocab.**

5. 90; 93; 94; 96; 97; 98; 100 10; 12; 14; 18; 22; 26 **2.NBT.A.2**

Part 2 – Application Practice

6. **a.)** 6 **b.)** 4 **c.)** 8 **2.OA.B.2**

7. 34; 44; 54 **2.NBT.A.2**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Based on Addition Number Line: **2** + **3** + **1** = 6 **1.OA.D.7; 2.NBT.B.5**

Learning Opportunity 11

Part 1 – Numeracy Development **CCSS**

1. **a.)** 8 **b.)** 5 **c.)** 2 **d.)** 10 **e.)** 9 **f.)** 1 **2.OA.B.2**

2. **a.)** 6 **b.)** 5 **c.)** 3 **2.OA.B.2**

3. **7** Tens **5** Ones = **75** **2.NBT.A.1**

4. Check students' work for accuracy. **Vocab.**

5. 98; 101; 102; 104; 105; 106; 108 12; 14; 18; 22; 26; 30 **2.NBT.A.2**

Part 2 – Application Practice

6. **a.)** 6 **b.)** 9 **c.)** 6 **2.OA.B.2**

7. 61; 53; 45 **2.NBT.A.2**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Based on Addition Number Line: **1** + **4** + **3** = 8 **1.OA.D.7; 2.NBT.B.5**

Learning Opportunity 12

Part 1 – Numeracy Development **CCSS**

1. **a.)** 6 **b.)** 9 **c.)** 3 **d.)** 2 **e.)** 7 **f.)** 5 **2.OA.B.2**

2. **a.)** 5 **b.)** 2 **c.)** 4 **2.OA.B.2**

3. **8** Tens **0** Ones = **80** **2.NBT.A.1**

4. Check students' work for accuracy. **Vocab.**

5. 104; 107; 108; 110; 112; 114 8; 14; 18; 22; 24; 26; 30 **2.NBT.A.2**

Part 2 – Application Practice

6. **a.)** 3 **b.)** 10 **c.)** 9 **2.OA.B.2**

7. 76; 72; 67 **2.NBT.A.2**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Based on Addition Number Line: **3** + **2** + **5** = **10** **1.OA.D.7; 2.NBT.B.5**

Learning Opportunity 13

Part 1 – Numeracy Development **CCSS**

1. **a.)** 8 **b.)** 6 **c.)** 4 **d.)** 9 **e.)** 3 **f.)** 7 **2.OA.B.2**

2. **a.)** 3 **b.)** 7 **c.)** 5 **2.OA.B.2**

3. **8** Tens **5** Ones = **85** **2.NBT.A.1**

4. Check students' work for accuracy. **Vocab.**

5. 110; 113; 114; 116; 118; 120 16; 22; 26; 28; 32; 34; 38 **2.NBT.A.2**

Part 2 – Application Practice

6. **a.)** 8 **b.)** 13 **c.)** 17 **2.OA.B.2**

7. 95; 87; 85 **2.NBT.A.2**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Based on Addition Number Line: **6** + **4** + **2** = **12** **1.OA.D.7; 2.NBT.B.5**

Learning Opportunity 14

Part 1 – Numeracy Development **CCSS**

1. Down each column from the left: Given; 1; 3; 10; 5; 7; 9; 6; 4 **2.OA.B.2**

2. **a.)** 4 **b.)** 4 **c.)** 1 **2.OA.B.2**

3 **a.)** 13 **b.)** 12 **c.)** 19 **d.)** 28 **2.NBT.B.5**

4. **8**: Minuend; **2**: Given **6**: Difference **NOTE:** **S**ubtrahend is easy to remember: Number that is **S**ubtracted – starts with '**S**'. **Vocab.**

5. 24; 26; 30; 32; 36; 38; 42 20; 40; 70; 90; 110 **2.NBT.A.2**

Part 2 – Application Practice

6. **a.)** 13 **b.)** 16 **c.)** 13 **2.OA.B.2**

7. 98; 90; 89 **2.NBT.A.2**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Based on Addition Number Line: **6** + **5** + **4** = **15** **1.OA.D.7; 2.NBT.B.5**

Learning Opportunity 15

Part 1 – Numeracy Development **CCSS**

1. Down each column from the left: 6; 3; 5; 1; 8; 4; 9; 10; 7 **2.OA.B.2**

2. **a.)** 7 **b.)** 5 **c.)** 2 **2.OA.B.2**

3 **a.)** 18 **b.)** 27 **c.)** 19 **d.)** 29 **2.NBT.B.5**

4. **6**: Minuend; **1**: Subtrahend **5**: Difference **NOTE:** **S**ubtrahend is easy to remember: Number that is **S**ubtracted – starts with '**S**'. **Vocab.**

5. 32; 34; 36; 38; 44; 46; 50 20; 30; 40; 70; 80; 90; 110 **2.NBT.A.2**

Part 2 – Application Practice

6. Check students' work for accuracy. **NOTE:** **Polygon** is defined as any object that is closed and has STRAIGHT sides. **2.G.A.1**

7. **a.)** E **b.)** B **NOTE:** Letter 'C' is inside the rectangle, circle AND triangle **2.G.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answers: YES; It is highly recommended to stress that for an equation to be equal the *same* **quantity** or **number** must be on each side of the equal sign (=). **1.OA.D.7; 2.OA.B.2**

Learning Opportunity 16

Part 1 – Numeracy Development **CCSS**

1. Down each column from the left: 7; 5; 1; 3; 10; 9; 0; 8; 2 **2.OA.B.2**

2. **a.)** 1 **b.)** 7 **c.)** 4 **2.OA.B.2**

3 **a.)** 29 **b.)** 28 **c.)** 28 **d.)** 30 **2.NBT.B.5**

4. **8**: Minuend; **6**: Subtrahend **2**: Difference **NOTE:** **S**ubtrahend is easy to remember: Number that is **S**ubtracted – starts with '**S**'. **Vocab.**

5. 20; 25; 40; 45; 55; 30; 50; 80; 90; 100; 120 **2.NBT.A.2**

Part 2 – Application Practice

6. Check students' work for accuracy. **2.G.A.1**

7. **a.)** 4 **b.)** 5 **NOTE:** Number '3' is inside the rectangle, circle AND triangle **2.G.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answers: YES; It is highly recommended to stress that for an equation to be equal the *same* **quantity** or **number** must be on each side of the equal sign (=). **1.OA.D.7; 2.OA.B.2**

Learning Opportunity 17

Part 1 – Numeracy Development **CCSS**

1. Down each column from the left: 5; 9; 3; 2; 4; 1; 7; 6; 8 **2.OA.B.2**

2. **a.)** 3 **b.)** 7 **c.)** 9 **2.OA.B.2**

3 **a.)** 36 **b.)** 23 **c.)** 29 **d.)** 30 **2.NBT.B.5**

4. **9**: Minuend; **5**: Subtrahend **4**: Difference **NOTE:** **S**ubtrahend is easy to remember: Number that is **S**ubtracted – starts with '**S**'. **Vocab.**

5. 15; 20; 30; 40; 45; 55; 60 60; 80; 110; 120; 130; 150 **2.NBT.A.2**

Part 2 – Application Practice

6. Check students' work for accuracy. **2.G.A.1**

7. **a.)** 8 **b.)** 3 **2.G.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **a.)** YES **b.)** NO **c.)** YES **1.OA.D.7; 2.OA.B.2**

Learning Opportunity 18

Part 1 – Numeracy Development **CCSS**

1. **a.)** Given **b.)** 1; 1 **c.)** 4; 4 **d.)** 2; 2 **e.)** 5; 5 **f.)** 6; 6 **2.OA.B.2**

2. **a.)** 5 **b.)** 6 **c.)** 8 **2.OA.B.2**

3 **a.)** 29 **b.)** 29 **c.)** 29 **d.)** 29 **2.NBT.B.5**

4. **a.)** 15 **b.)** 12 **2.OA.B.2; 2.NBT.B.5**

5. 10; 20; 25; 35; 40; 50; 55; 60 20; 50; 60; 90; 100; 110; 130 **2.NBT.A.2**

Part 2 – Application Practice

6. Check students' work for accuracy. **2.G.A.1**

7. **a.)** square; triangle **b.)** circle **NOTE:** A circle is NOT a **polygon.** A polygon MUST have straight sides and be a closed figure. **2.G.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **a.)** NO **b.)** YES **c.)** NO **1.OA.D.7; 2.OA.B.2**

Learning Opportunity 19

Part 1 – Numeracy Development **CCSS**

1. **a.)** 2; 2 **b.)** 3; 3 **c.)** 5; 5 **d.)** 8; 8 **e.)** 7; 7 **f.)** 9; 9 **2.OA.B.2**

2. **a.)** 9 **b.)** 8 **c.)** 5 **2.OA.B.2**

3 **a.)** 49 **b.)** 19 **c.)** 47 **d.)** 57 **2.NBT.B.5**

4. **a.)** 17 **b.)** 13 **2.OA.B.2**

5. 20; 30; 35; 45; 50; 60; 65; 70; 40; 70; 80; 110; 120; 130; 150; 160 **2.NBT.A.2**

Part 2 – Application Practice

6. Check students' work for accuracy. **2.G.A.1**

7. **a.)** 1 **b.)** 5 **2.G.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **a.)** YES **b.)** YES **c.)** NO **1.OA.D.7; 2.OA.B.2**

Learning Opportunity 20

Part 1 – Numeracy Development **CCSS**

1. **a.)** 3; 3 **b.)** 4; 4 **c.)** 6; 6 **d.)** 7; 7 **e.)** 8; 8 **f.)** 5; 5 **2.OA.B.2**

2. **a.)** 4 **b.)** 9 **c.)** 6 **2.OA.B.2**

3 **a.)** 57 **b.)** 38 **2.NBT.B.5**

4. **a.)** Given **b.)** 10 + 7 **2.NBT.A.3**

5. **a.)** 18 **b.)** 19 **2.OA.B.2**

6. 40; 45; 55; 60; 70; 75; 80 **2.NBT.A.2**

Part 2 – Application Practice

7. Check students' work for accuracy. **2.G.A.1**

8. Addition equations: 1, 3; Subtraction equations; 3, 1 **2.OA.B.2**

9. ? = **2**; **NOTE:** Stress the equal (=) sign of the scale. Balanced means both sides are EQUAL **1.OA.D.7; 2.OA.B.2**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **a.)** NO **b.)** NO **c.)** YES **1.OA.D.7; 2.OA.B.2**

Learning Opportunity 21

Part 1 – Numeracy Development **CCSS**

1. **a.)** Given **b.)** 3; 3 **c.)** 5; 5 **d.)** 4; 4 **e.)** 6; 6 **f.)** 7; 7 **2.OA.B.2**

2. **a.)** 5 **b.)** 8 **c.)** 3 **2.OA.B.2**

3 **a.)** Given **b.)** 9 **2.NBT.A.2**

4. **a.)** Given **b.)** 10 + 9 **2.NBT.A.3**

5. **a.)** 30 **b.)** 25 **2.OA.B.2**

6. 45; 50; 65; 70; 80; 85; 90 **2.NBT.A.2**

Part 2 – Application Practice

7. Check students' work for accuracy. **2.G.A.1**

8. Addition equations: 3, 2; Subtraction equations; 5 **2.OA.B.2**

9. ? = **3**; **NOTE:** Stress the equal (=) sign of the scale. Balanced means both sides are EQUAL **1.OA.D.7; 2.OA.B.2**

Part 3 – Reflection and Conceptual Understanding

Student Answers: YES. Commutative Property of Addition. Show the addends can be switched with dots or blocks. **1.OA.D.7; 2.OA.B.2**

Learning Opportunity 22

:Part 1 – Numeracy Development **CCSS**

1. **a.)** 1; 1 **b.)** 4; 4 **c.)** 6; 6 **d.)** 3; 3 **e.)** 9; 9 **f.)** 8; 8 **2.OA.B.2**

2. **a.)** 6 **b.)** 9 **c.)** 4 **2.OA.B.2**

3 **a.)** 8 **b.)** 11 **2.NBT.A.2**

4. **a.)** 20 + 5 **b.)** 10 + 7 **2.NBT.A.3**

5. **a.)** 21 **b.)** 20 **NOTE:** Practice adding coin denominations while building numeracy skills. **2.NBT.B.5**

6. 50; 55; 60; 75; 80; 90; 95; 100 **2.NBT.A.2**

Part 2 – Application Practice

7. Check students' work for accuracy. **2.G.A.1**

8. Addition equations: 6, 2, 4 Subtraction equations; 2, 6, 4 **2.OA.B.2**

9. ? = **2**; **NOTE:** Stress the equal (=) sign of the scale. Balanced means both sides are EQUAL. **1.OA.D.7; 2.OA.B.2**

Part 3 – Reflection and Conceptual Understanding

Student Answers: YES **1.OA.D.7; 2.OA.B.2**

Learning Opportunity 23

Part 1 – Numeracy Development **CCSS**

1. **a.)** 2; 2 **b.)** 5; 5 **c.)** 7; 7 **d.)** 9; 9 **e.)** 6; 6 **f.)** 8; 8 **2.OA.B.2**

2. **a.)** 7 **b.)** 5 **c.)** 9 **2.OA.B.2**

3 **a.)** 12 **b.)** 16 **2.NBT.A.2**

4. **a.)** 20 + 2 **b.)** 20 + 2 **2.NBT.A.3**

5. **a.)** 16 **b.)** 7 **NOTE:** Practice adding coin denominations while building numeracy skills. **2.NBT.B.5**

6. 65; 70; 75; 90; 95; 105; 115 **2.NBT.A.2**

Part 2 – Application Practice

7. Check students' work for accuracy. **2.G.A.1**

8. Addition equations: 6, 5, 1 Subtraction equations; 5, 1, 1 **2.OA.B.2**

9. 5 + **4** = 9 **NOTE:** Stress the equal (=) sign of the scale. Balanced means both sides are EQUAL **1.OA.D.7; 2.OA.B.2**

Part 3 – Reflection and Conceptual Understanding

Student Answers: NO. Can't switch the minuend and subtrahend and compute the same difference/answer. **1.OA.D.7; 2.OA.B.2**

Learning Opportunity 24

Part 1 – Numeracy Development **CCSS**

1. **a.)** 7 **b.)** 5 **c.)** 9 **2.OA.B.2**

2. **a.)** Given **b.)** 4 **c.)** 10 **d.)** 6 **2.OA.B.2**

3 **a.)** 10 **b.)** 20 **2.NBT.A.2**

4. **a.)** 30 + 6 **b.)** 40 + 1 **2.NBT.A.3**

5. **a.)** 16 **b.)** 27 **NOTE:** Practice adding coin denominations while building numeracy skills. **2.NBT.B.5**

6. 80; 85; 90; 105; 110; 120; 130 **2.NBT.A.2**

Part 2 – Application Practice

7. Check students' work for accuracy. **NOTE:** Students can use problem 9 to have a 'visual' of the more difficult polygons. **2.G.A.1**

8. Addition equations: 4, 9, 4, 5 Subtraction equations; 4, 5, 9, 5 **2.OA.B.2**

9. **4** + 6 = 10 **NOTE:** Stress the equal (=) sign of the scale. Balanced means both sides are EQUAL **1.OA.D.7; 2.OA.B.2**

Part 3 – Reflection and Conceptual Understanding

Student Answers: NO. Can't switch the minuend and subtrahend and compute the same difference/answer. **1.OA.D.7; 2.OA.B.2**

Learning Opportunity 25

Part 1 – Numeracy Development **CCSS**

1. **a.)** 8 **b.)** 6 **c.)** 4 **2.OA.B.2**

2. **a.)** 10 **b.)** 6 **c.)** 4 **d.)** 2 **2.OA.B.2**

3 **a.)** 22 **b.)** 30 **2.NBT.A.2**

4. **a.)** 50 + 5 **b.)** 60 + 0 **2.NBT.A.3**

5. **a.)** 12 **b.)** 31 **NOTE:** Practice adding coin denominations while building numeracy skills. **2.NBT.B.5**

6. 9; 15; 21; 25 **2.NBT.A.2**

Part 2 – Application Practice

7. Check students' work for accuracy. **NOTE:** Students can use problem 9 to have a 'visual' of the more difficult polygons. **2.G.A.1**

8. Addition equations: **3** + **4** = **7**; **4** + **3** = **7**; Subtraction equations; **7** - **4** = **3**; **7** - **3** = **4** **2.OA.B.2**

9. **4** + 8 = 12 **NOTE:** Stress the equal (=) sign of the scale. Balanced means both sides are EQUAL **1.OA.D.7; 2.OA.B.2**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 6 – **2** = **4**; **6** is the minuend; **2** is the subtrahend; **4** is the difference. **1.OA.D.7; 2.OA.B.2**

Learning Opportunity 26

Part 1 – Numeracy Development **CCSS**

1. **a.)** 6 **b.)** 6 **c.)** 9 **2.OA.B.2**

2. **a.)** 4 **b.)** 8 **c.)** 2 **d.)** 6 **2.OA.B.2**

3 **a.)** Given **b.)** 8 **2.NBT.A.2**

4. **a.)** 60 + 72 **b.)** 70 + 5 **2.NBT.A.3**

5. **a.)** 4 **b.)** 8 **c.)** 3 **2.OA.B.2**

6. 5; 9; 15; 21; 25 **2.NBT.A.2**

Part 2 – Application Practice

7. Check students' work for accuracy. **NOTE:** Students can use problem 9 to have a 'visual' of the more difficult polygons. **2.G.A.1**

8. Addition equations: **1** + **7** = **8**; **7** + **1** = **8**; Subtraction equations; **8** - **7** = **1**; **8** - **1** = **7** **2.OA.B.2**

9. 4 + **4** = 3 + 5 **NOTE:** Stress the equal (=) sign of the scale. Balanced means both sides are EQUAL **1.OA.D.7; 2.OA.B.2**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **10** – **4** = **6**; **10** is the minuend; **4** is the subtrahend; **6** is the difference. **1.OA.D.7; 2.OA.B.2**

Learning Opportunity 27

Part 1 – Numeracy Development **CCSS**

1. **a.)** 5 **b.)** 7 **c.)** 9 **2.OA.B.2**

2. **a.)** 8 **b.)** 12 **c.)** 14 **d.)** 18 **2.OA.B.2**

3 **a.)** 7 **b.)** 15 **2.NBT.A.2**

4. **a.)** 80 + 5 **b.)** 90 + 7 **2.NBT.A.3**

5. **a.)** 20 **b.)** 35 **2.OA.B.2**

6. 7; 9; 15; 21; 25 **2.NBT.B.5**

Part 2 – Application Practice

7. Check students' work for accuracy. **NOTE:** Students can use problem 9 to have a 'visual' of the more difficult polygons. **2.G.A.1**

8. Check students' work for accuracy **2.MD.C.8**

9. **3** + 3 = 2 + 4 **NOTE:** Stress the equal (=) sign of the scale. Balanced means both sides are EQUAL **1.OA.D.7; 2.OA.B.2**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **7** – **3** = **4**; **7** is the minuend; **3** is the subtrahend; **4** is the difference. **1.OA.D.7; 2.OA.B.2**

Learning Opportunity 28

Part 1 – Numeracy Development **CCSS**

1. **a.)** 9 **b.)** 7 **c.)** 7 **2.OA.B.2**

2. **a.)** 10 **b.)** 17 **2.OA.B.2**

3 **a.)** 8 **b.)** 6 **2.OA.B.2**

4. **a.)** Given **b.)** 6 **2.OA.B.2**

5. 1 ten = **10** **2.NBT.A.3**

6. **a.)** 1 **b.)** 9 **c.)** 2 **2.OA.B.2**

7. Sally = 5 + 5 = **10**; Rafael = 5 + 5 + 5 = **15** **NOTE:** Students learn tally marks, numeracy, and better coin counting ability. **2.NBT.A.3**

Part 2 – Application Practice

8. Check students' work for accuracy. **2.G.A.1**

9. Check students' work for accuracy. **2.MD.C.8**

10. 5 + 3 = **2** + 6 **NOTE:** Stress the equal (=) sign of the scale. Balanced means both sides are EQUAL **1.OA.D.7; 2.OA.B.2**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **a.)** Given **b.)** 6; 7 **c.)** 10; 11 **2.OA.B.2**

Learning Opportunity 29

Part 1 – Numeracy Development **CCSS**

1. **a.)** 8 **b.)** 7 **c.)** 9 **2.OA.B.2**

2. **a.)** 15 **b.)** 20 **2.OA.B.2**

3 **a.)** 16 **b.)** 6 **2.OA.B.2**

4. **a.)** 7 **b.)** 9 **2.OA.B.2**

5. **2** tens = **20** **2.NBT.A.3**

6. **a.)** 4 **b.)** 5 **c.)** 5 **2.OA.B.2**

7. Jim = 5 + 5 + 3 = **13**; April = 5 + 5 + 5 + 5 = **20** **NOTE:** Students learn tally marks, numeracy, and better coin counting ability. **2.NBT.A.3**

Part 2 – Application Practice

8. Check students' work for accuracy. **2.G.A.1**

9. Check students' work for accuracy. **2.MD.C.8**

10. 10 + 1 = **11¢** **2.MD.C.8**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **a.)** 14; 15 **b.)** 4; 5 **c.)** 12; 13 **2.OA.B.2**

Learning Opportunity 30

Part 1 – Numeracy Development **CCSS**

1. **a.)** 9 **b.)** 9 **c.)** 5 **2.OA.B.2**

2. **a.)** 17 **b.)** 21 **2.OA.B.2**

3 **a.)** 10 **b.)** 14 **2.OA.B.2**

4. **a.)** 10 **b.)** 19 **2.OA.B.2**

5. **7** ones = **7** **2.NBT.A.3**

6. **a.)** 5 **b.)** 3 **c.)** 7 **2.OA.B.2**

7. Ana = 5 + 5 + 5 + 2 = **17**; Joseph = 5 + 5 + 5 + 5 + 1 = **21** **2.NBT.A.3**

Part 2 – Application Practice

8. Check students' work for accuracy. **2.G.A.1**

9. 10 + 5 = **15¢** **2.MD.C.8**

10. Check students' work for accuracy. **2.G.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **a.)** 10; 11 **b.)** 8; 9 **c.)** 16; 17 **2.OA.B.2**

Learning Opportunity 31

Part 1 – Numeracy Development **CCSS**

1. **a.)** 7 **b.)** 6 **c.)** 8 **2.OA.B.2**

2. **a.)** 23 **b.)** 19 **2.OA.B.2**

3 **a.)** 8 **b.)** 16 **2.OA.B.2**

4. **a.)** 19 **b.)** 29 **2.OA.B.2**

5. **3** tens = **30** **2.NBT.A.3**

6. **a.)** 3 **b.)** 7 **c.)** 6 **2.OA.B.2**

7. Luis = 5 + 5 + 5 + 3 = **18**; Bettina = 5 + 5 + 5 + 5 + 5 + 4 = **29** . **2.NBT.A.3**

Part 2 – Application Practice

8. Check students' work for accuracy. **2.MD.C.7**

9. 5 + 5 + 5 = **15¢** **2.MD.C.8**

10. Check students' work for accuracy. **NOTE:** Stress the vocabulary: Numerator and Denominator. $^{3}/_{3}$ is equal to 1 whole. **2.G.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **a.)** 6; 7 **b.)** 12; 13 **c.)** 14; 15 **2.OA.B.2**

Learning Opportunity 32

Part 1 – Numeracy Development **CCSS**

1. **a.)** 6 **b.)** 9 **c.)** 7 **2.OA.B.2**

2. **a.)** 23 **b.)** 19 **2.OA.B.2**

3 **1st column:** Given; 2 **2nd column:** 5; 7 **2.OA.B.2**

4. **a.)** 14 **b.)** 20 **2.OA.B.2**

5. **5** ones = **5** **2.NBT.A.3**

6. **a.)** 16 **b.)** 22 **2.NBT.B.5**

7. **Multiples of 2:** 8; 10; 12; 14; 16; 18; 20; **Multiples of 10:** 30; 40; 50; 60; 70; 80; 90; 100 **2.NBT.A.2**

Part 2 – Application Practice

8. Check students' work for accuracy. **2.MD.C.7**

9. 10 + 5 + 5 = **20¢** **2.MD.C.8**

10. Check students' work for accuracy. **2.G.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **Choice B –** As the denominator increases, the figure has more pieces. However, that means each slice or piece is smaller!! **Stress** as the denominator increases, more pieces, but each piece is smaller. **2.G.A.1**

Learning Opportunity 33

Part 1 – Numeracy Development **CCSS**

1. **a.)** 7 **b.)** 9 **c.)** 8 **2.OA.B.2**

2. **a.)** 30 **b.)** 21 **2.OA.B.2**

3 **1st column:** 7; 1 **2nd column:** 9; 3 **2.OA.B.2**

4. **a.)** 39 **b.)** 29 **2.OA.B.2**

5. **5** tens = **50** **2.NBT.A.3**

6. **a.)** 18 **b.)** 29 **2.NBT.B.5**

7. **Multiples of 2:** 6; 8; 10; 12; 14; 16; 18; 20; **Multiples of 10:** 20; 30; 40; 50; 60; 70; 80; 90; 100 **2.NBT.A.2**

Part 2 – Application Practice

8. Check students' work for accuracy. **2.MD.C.7**

9. 10 + 10 + 10 + 5 = **35¢** **2.MD.C.8**

10. Check students' work for accuracy. **2.G.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Given; 5; 2; 4; 6 **NOTE:** As the denominator increases, the figure has more pieces. However, that means each slice or piece is smaller!! Stress as the denominator increases, more pieces, but each piece is smaller. **2.G.A.1**

Learning Opportunity 34

Part 1 – Numeracy Development **CCSS**

1. **a.)** 7 **b.)** 9 **c.)** 8 **2.OA.B.2**

2. **a.)** 8 **b.)** 11 **2.NBT.A.3**

3 **1st column:** 3; 5 **2nd column:** 7; 8 **2.OA.B.2**

4. **a.)** 49 **b.)** 39 **2.OA.B.2**

5. **7** tens = **70** **2.NBT.A.3**

6. **a.)** 28 **b.)** 35 **2.NBT.B.5**

7. **Multiples of 2:** 2; 4; 6; 8; 10; 12; 14; 16; 18; 20; **Multiples of 10:** 0; 10; 20; 30; 40; 50; 60; 70; 80; 90; 100 **2.NBT.A.2**

Part 2 – Application Practice

8. Check students' work for accuracy. **2.MD.C.7**

9. 25 + 10 + 1 = **36¢** **2.MD.C.8**

10. Check students' work for accuracy. **NOTE:** Stress the vocabulary: **Numerator, Fraction** and **Denominator.** **2.G.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 2; 8; 3; 6; 10 **2.G.A.1**

NOTE: **D**enominator begins with '**D**'. So does the word '**D**own". Students can remember the denominator is always the *bottom number* in a fraction.

Learning Opportunity 35

Part 1 – Numeracy Development **CCSS**

1. **a.)** 8 **b.)** 9 **c.)** 9 **2.OA.B.2**

2. **a.)** 12 **b.)** 13 **2.NBT.A.3**

3 **1st column:** 1; 7 **2nd column:** 6; 4 **2.OA.B.2**

4. **a.)** 4 **b.)** 1 **2.OA.B.2**

5. **8** tens = **80** **2.NBT.A.3**

6. **a.)** 11 **b.)** 10 **2.NBT.B.5**

7. **Multiples of 2:** 0; 2; 4; 6; 8; 10; 12; 14; 16; 18; 20; **Multiples of 10:** 0; 10; 20; 30; 40; 50; 60; 70; 80; 90; 100 **2.NBT.A.2**

Part 2 – Application Practice

8. Check students' work for accuracy. **NOTE:** It is recommended to use terminology: "Quarter after"; "Quarter till"; "15 after/before" **2.MD.C.7**

9. Luz = 5 + 5 = **10**; Ana = 5 + 2 = **7** **NOTE:** Extensions: "How tickets did both girls sell?" or "How many more tickets…." **2.MD.D.10**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 4; 2; 6; 8; 3 **2.G.A.1**

NOTE: **D**enominator begins with '**D**'. So does the word '**D**own". Students can remember the denominator is always the *bottom number* in a fraction.

Learning Opportunity 36

Part 1 – Numeracy Development **CCSS**

1. **a.)** 9 **b.)** 8 **c.)** 8 **2.OA.B.2**

2. **a.)** 10 **b.)** 11 **2.NBT.A.3**

3 2; 20; 1; 10 **NOTE:** Show examples of Base 10 Application…Making 10 and Making 100 (side by sides) **2.OA.B.2; 2.NBT.B.5**

4. **a.)** 7 **b.)** 4 **2.OA.B.2**

5. **9** tens = **90** **2.NBT.A.3**

6. **a.)** 13 **b.)** 12 **2.NBT.B.5**

7. **Multiples of 2:** 0; 2; 4; 6; 8; 10; 12; 14; 16; 18; 20; **Multiples of 10:** 0; 10; 20; 30; 40; 50; 60; 70; 80; 90; 100 **2.NBT.A.2**

Part 2 – Application Practice

8. Check students' work for accuracy. **NOTE:** It is recommended to use terminology: "Quarter after"; "Quarter till"; "15 after/before" **2.MD.C.7**

9. Barcelona = 5 + 5 + 5 + 5 = **20**; Manchester = **18**; Madrid = **21** **NOTE:** Extensions: See Learning Opportunity 35 for examples. **2.MD.D.10**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 8; 5; 2; 4; 10 **2.G.A.1**

NOTE: **D**enominator begins with '**D**'. So does the word '**D**own". Students can remember the denominator is always the *bottom number* in a fraction.

Learning Opportunity 37

Part 1 – Numeracy Development **CCSS**

1. **a.)** 9 **b.)** 9 **2.OA.B.2**

2. 3; 30; 5; 50 **NOTE:** Show examples of Base 10 Application…Making 10 and Making 100 (side by sides) **2.OA.B.2; 2.NBT.B.5**

3 Check students' work for accuracy. **2.NBT.A.3**

4. **a.)** 9 **b.)** 16 **2.OA.B.2**

5. **a.)** 45 **b.)** 60 **2.NBT.B.5**

6. **Multiples of 5:** 15; 20; 25; 30; 35; 40; 45; 50; **a.)** Given **b.)** 5 + 5 + 5 = **15** **2.OA.B.2; 2.NBT.A.2**

Part 2 – Application Practice

7. Check students' work for accuracy. **2.MD.C.7**

8. Nick = **13**; Martin = **10**; 13 + 10 = **23** **2.OA.B.2; 2.NBT.B.5; 2.MD.D.10**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Check students' work for accuracy. **NOTE:** Stress vocabulary: fraction, numerator, denominator **2.G.A.1**

Learning Opportunity 38

Part 1 – Numeracy Development **CCSS**

1. **a.)** 9 **b.)** 8 **2.OA.B.2**

2. 6; 60; 4; 40 **NOTE:** Show examples of Base 10 Application…Making 10 and Making 100 (side by sides) **2.OA.B.2; 2.NBT.B.5**

3 Check students' work for accuracy. **2.NBT.A.3**

4. **a.)** 11 **b.)** 18 **2.OA.B.2**

5. **a.)** 12 **b.)** 11 **2.NBT.B.5**

6. **Multiples of 5:** 5; 10; 15; 20; 25; 30; 35; 40; 45; 50; **a.)** 5 + 5 = **10** **b.)** 5 + 5 + 5 = **15** **2.OA.B.2; 2.NBT.A.2**

Part 2 – Application Practice

7. Check students' work for accuracy. **2.MD.C.7**

8. HEADS = **15**; TAILS = **9**; 15 - 9 = **6** **2.OA.B.2; 2.MD.D.10**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Check students' work for accuracy. **NOTE:** Stress vocabulary: fraction, numerator, denominator **2.G.A.1**

Learning Opportunity 39

Part 1 – Numeracy Development **CCSS**

1. **a.)** 12 **b.)** 4 **2.OA.B.2**

2. 9; 90; 7; 70 **NOTE:** Show examples of Base 10 Application…Making 10 and Making 100 (side by sides) **2.OA.B.2; 2.NBT.B.5**

3 Check students' work for accuracy. **2.NBT.A.3**

4. **a.)** 15 **b.)** 20 **2.OA.B.2**

5. **a.)** 31 **b.)** 30 **2.NBT.B.5**

6. **Multiples of 5:** 0; 5; 10; 15; 20; 25; 30; 35; 40; 45; 50; **a.)** 5 + 5 + 5 = **15** **b.)** 5 + 5 + 5 + 5 = **20** **2.OA.B.2; 2.NBT.A.2**

Part 2 – Application Practice

7. Check students' work for accuracy. **2.MD.C.7**

8. Dan = **5**; Greg = **3**; 5 + 3 = **8** **2.OA.B.2; 2.MD.D.10**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Check students' work for accuracy. **NOTE:** Stress vocabulary: fraction, numerator, denominator **2.G.A.1**

Learning Opportunity 40

Part 1 – Numeracy Development **CCSS**

1. **a.)** 12 **b.)** 4 **c.)** 4 **2.OA.B.2**

2. 10; 50; 40 **2.NBT.B.5**

3 Check students' work for accuracy. **2.NBT.A.3**

4. **a.)** Given **b.)** 14; 17; 21 **2.NBT.A.4**

5. **a.)** 35 **b.)** 29 **2.NBT.B.5**

6. **a.)** 5 + 5 = **10** **b.)** 5 + 5 + 5 = **15** **2.OA.B.2**

Part 2 – Application Practice

7. Check students' work for accuracy. **2.G.A.1**

8. Soccer = **14**; Football = **6**; 14 - 6 = **8** **2.OA.B.2; 2.MD.D.10**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Check students' work for accuracy. **NOTE:** Practice with numbers on each side. Equal sign (2 dots on each number) **2.NBT.A.4**

Learning Opportunity 41

Part 1 – Numeracy Development **CCSS**

1. **a.)** 14 **b.)** 7 **c.)** 2 **2.OA.B.2**

2. 30; 70; 90 **2.NBT.B.5**

3 Check students' work for accuracy. **2.NBT.A.3**

4. **a.)** 10; 12; 20 **b.)** 13; 23; 33 **2.NBT.A.4**

5. **a.)** 55 **b.)** 28 **2.NBT.B.5**

6. **a.)** 5 + 5 + 5 + 5 = **20** **b.)** 5 + 5 + 5 + 5 + 5 + 5 = **30** **2.OA.B.2**

Part 2 – Application Practice

7. Check students' work for accuracy. **2.G.A.1**

8. Mika = **25**; Ava = **30**; 30 + 25 = **55** **2.OA.B.2; 2.NBT.B.5; 2.MD.D.10**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Check students' work for accuracy. **NOTE:** Practice with numbers on each side. Equal sign (2 dots on each number) **2.NBT.A.4**

Learning Opportunity 42

Part 1 – Numeracy Development **CCSS**

1. **a.)** 13 **b.)** 8 **c.)** 4 **2.OA.B.2**

2. 80; 50; 40 **2.NBT.B.5**

3 Check students' work for accuracy. **2.NBT.A.3**

4. **a.)** 38; 44; 58 **b.)** 49; 50; 57 **2.NBT.A.4**

5. **a.)** 12 **b.)** 19 **2.NBT.B.5**

6. **a.)** 5 + 5 + 5 = **15** **b.)** 5 + 5 + 5 + 5 + 5 = **25** **2.OA.B.2**

Part 2 – Application Practice

7. Check students' work for accuracy. **2.G.A.1**

8. **a.)** 7 - 3 = **4** **b.)** 2 + 1 + 1 = **4** **NOTE:** Recommend a system in problem solving. Example: **RACE** - an acronym. **2.OA.B.2; 2.OA.A.1**
R: **R**ead the problem. **A:** **A**ll needed data/information and the last sentence underlined.
C: **C**ompute/Calculate the answer. **E:** **E**valuate the reasonableness of solution.

NOTE: Children need a structured and systematic approach until they develop/create their own methods. The student should write the acronym (**RACE**) or whatever problem solving technique ***above*** the problem. Check off each time that part of the process is completed. Finally, the last sentence should be underlined so the student KNOWS what they are trying to find.

Part 3 – Reflection and Conceptual Understanding

Student Answers: Check students' work for accuracy. **NOTE:** Practice with numbers on each side. Equal sign (2 dots on each number) **2.NBT.A.4**

Learning Opportunity 43

Part 1 – Numeracy Development **CCSS**

1. **a.)** 9 **b.)** 9 **c.)** 5 **2.OA.B.2**

2. **1st column:** Given; 30; **2nd column:** 50; 20 **2.NBT.B.5**

3 Check students' work for accuracy. **2.NBT.A.3**

4. **a.)** 59; 62; 64 **b.)** 67; 71; 80 **2.NBT.A.4**

5. **a.)** 89 **b.)** 94 **2.NBT.B.5**

6. **a.)** 18; 22 **b.)** 50; 70 **2.NBT.A.2**

Part 2 – Application Practice

7. Check students' work for accuracy. **2.G.A.1**

8. **a.)** 5 + 5 + 1 = **11¢** **b.)** 5 - 2 = **3** **NOTE:** Recommend a system in problem solving. Example: **RACE** - an acronym. **2.OA.B.2; 2.OA.A.1**
R: **R**ead the problem. **A:** **A**ll needed data/information and the last sentence underlined.
C: **C**ompute/Calculate the answer. **E:** **E**valuate the reasonableness of solution.

NOTE: Children need a structured and systematic approach until they develop/create their own methods. The student should write the acronym (**RACE**) or whatever problem solving technique ***above*** the problem. Check off each time that part of the process is completed. Finally, the last sentence should be underlined so the student KNOWS what they are trying to find.

Part 3 – Reflection and Conceptual Understanding

Student Answers: Check students' work for accuracy. **NOTE:** Practice with numbers on each side. Equal sign (2 dots on each number) **2.NBT.A.4**

Learning Opportunity 44

Part 1 – Numeracy Development **CCSS**

1. **a.)** 13 **b.)** 19 **c.)** 9 **2.OA.B.2**

2. **1st column:** 20; 50; **2nd column:** 40; 10 **2.NBT.B.5**

3 Check students' work for accuracy. **2.NBT.A.3**

4. **a.)** 59; 61; 73 **b.)** 88; 89; 92 **2.NBT.A.4**

5. **a.)** 99 **b.)** 85 **2.NBT.B.5**

6. **a.)** 14; 22 **b.)** 80; 100 **2.NBT.A.2**

Part 2 – Application Practice

7. Check students' work for accuracy. **2.G.A.1**

8. **a.)** ½ **b.)** 11 - 8 = **3** **NOTE:** See LO 42 or 43 for information on problem solving structure. **2.OA.B.2; 2.G.A.1; 2.OA.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Check students' work for accuracy. **NOTE:** Practice with numbers on each side. Equal sign (2 dots on each number) **2.NBT.A.4**

Learning Opportunity 45

Part 1 – Numeracy Development **CCSS**

1. **a.)** 10 **b.)** 20 **c.)** 11 **2.OA.B.2**

2. **1st column:** 70; 90; **2nd column:** 80; 60 **2.NBT.B.5**

3 Check students' work for accuracy. **2.NBT.A.3**

4. **a.)** 20 **b.)** 17 **c.)** 25 **2.NBT.B.5**

5. **a.)** 40 **b.)** 34 **2.NBT.B.5**

6. **a.)** 16; 24 **b.)** 110; 130 **2.NBT.A.2**

Part 2 – Application Practice

7. **a.)** Given **b.)** 9 > 4 **c.)** 5 < 7 **d.)** 6 < 8 **2.NBT.A.4**

8. **a.)** ¾ **b.)** 10 + 10 = **20** **NOTE:** See LO 42 or 43 for information on problem solving structure. **2.OA.B.2; 2.G.A.1; 2.OA.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Check Student Work for Accuracy. **NOTE:** Emphasis that a 'one' is added to a 'one' – 'ten' to a 'ten.' **Place Value!** **2.NBT.B.9**

Learning Opportunity 46

Part 1 – Numeracy Development **CCSS**

1. **a.)** 5 **b.)** 20 **c.)** 15 **2.OA.B.2**

2. **1st column:** 20; 50; **2nd column:** 40; 70 **2.NBT.B.5**

3 Check students' work for accuracy. **NOTE:** Special attention should be given to students on the spelling of 'forty.' **2.NBT.A.3**

4. **a.)** 22 **b.)** 19 **c.)** 28 **2.NBT.B.5**

5. **a.)** 88 **b.)** 98 **2.NBT.B.5**

6. **a.)** 7, 9, 11 **b.)** 20, 60 **2.NBT.A.2**

Part 2 – Application Practice

7. **a.)** Given **b.)** 12 > 8 **c.)** 13 < 15 **d.)** 16 < 17 **2.NBT.A.4**

8. **a.)** $^{6}/_{8}$ **b.)** 25 + 10 = **35¢** **NOTE:** Recommend a system in problem solving. Example: **RACE** - an acronym. **2.G.A.1; 2.OA.A.1**
R: **R**ead the problem. **A:** **A**ll needed data/information and the last sentence underlined.
C: **C**ompute/Calculate the answer. **E:** **E**valuate the reasonableness of solution.

NOTE: Children need a structured and systematic approach until they develop/create their own methods. The student should write the acronym (**RACE**) or whatever problem solving technique ***above*** the problem. Check off each time that part of the process is completed. Finally, the last sentence should be underlined so the student KNOWS what they are trying to find.

Part 3 – Reflection and Conceptual Understanding

Student Answers: **a.)** 21 + 7 = **28**; **b.** 10 + 25 = **35** **NOTE:** Must line-up to the right digit to preserve place value. **2.NBT.B.9**

Learning Opportunity 47

Part 1 – Numeracy Development **CCSS**

1. **a.)** 5 **b.)** 25 **c.)** 11 **2.OA.B.2; 2.NBT.B.5**

2. **1st column:** 50; 80; **2nd column:** 90; 60 **2.NBT.B.5**

3 Check students' work for accuracy. **2.NBT.A.3**

4. **a.)** 25 **b.)** 30 **c.)** 35 **2.NBT.B.5**

5. **a.)** 2 **b.)** 31 **2.NBT.B.5**

6. **a.)** 9; 11; 13 **b.)** 40; 70; 80 **2.NBT.A.2**

Part 2 – Application Practice

7. **a.)** Given **b.)** 12 < 21 **c.)** 23 > 21 **d.)** 16 = 16 **2.NBT.A.4**

8. **a.)** $^{2}/_{3}$ **b.)** 10 + 10 + 5 = **25¢** **NOTE:** See LO 46 for information on problem solving structure. **2.OA.B.2; 2.NBT.B.5; 2.G.A.1; 2.OA.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **a.)** 35 + 4 = **39**; **b.** 22 + 47 = **69** **NOTE:** Must line-up to the right digit to preserve place value. **2.NBT.B.9**

Learning Opportunity 48

Part 1 – Numeracy Development **CCSS**

1. **a.)** 5 **b.)** 10 **c.)** 15 **d.)** 20 **NOTE:** Stress multiples of 5 on analog clocks. **2.OA.B.2; 2.MD.C.7**

2. Check students' work for accuracy. **2.NBT.A.3**

3 **a.)** 40 **b.)** 45 **2.NBT.B.5**

4. **a.)** 16 **b.)** 42 **2.NBT.B.5**

5. **a.)** 7; 9; 11; 13 **b.)** 60; 90; 100 **2.NBT.A.2**

Part 2 – Application Practice

6. **a.)** 18 < 19 **b.)** 39 > 31 **c.)** 27 < 37 **d.)** 24 = 24 **2.NBT.A.4**

7. **a.)** 5 + 5 + 5 = **15¢** **b.)** 18 – 7 = **11¢** **NOTE:** See LO 46 for information on problem solving structure. **2.OA.B.2; 2.MD.C.7; 2.OA.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **a.)** 19 - 4 = **15**; **b.** 25 - 13 = **12** **NOTE:** Must line-up to the right digit to preserve place value. **2.NBT.B.9**

Learning Opportunity 49

Part 1 – Numeracy Development **CCSS**

1. **a.)** 5 **b.)** 15 **c.)** 30 **d.)** 10 **NOTE:** Stress multiples of 5 on analog clocks. **2.OA.B.2; 2.MD.C.7**

2. Check students' work for accuracy. **2.NBT.A.3**

3 **a.)** 52 **b.)** 65 **2.NBT.B.5**

4. **a.)** 30 **b.)** 24 **2.NBT.B.5**

5. 55; 65; 75; 85; 95; 115 **2.NBT.A.2**

Part 2 – Application Practice

6. **a.)** 56 > 51 **b.)** 50 = 50 **c.)** 48 < 57 **d.)** 65 > 64 **2.NBT.A.4**

7. **a.)** 12 + 10 = **22** **b.)** 13 - 10 = **$3**; **NOTE:** Recommend a system in problem solving. Example: **RACE** - an acronym. **2.NBT.B.5; 2.OA.A.1**
R: **R**ead the problem. **A:** **A**ll needed data/information and the last sentence underlined.
C: **C**ompute/Calculate the answer. **E:** **E**valuate the reasonableness of solution.

NOTE: Children need a structured and systematic approach until they develop/create their own methods. The student should write the acronym (**RACE**) or whatever problem solving technique ***above*** the problem. Check off each time that part of the process is completed. Finally, the last sentence should be underlined so the student KNOWS what they are trying to find.

Part 3 – Reflection and Conceptual Understanding

Student Answers: **a.)** 17 - 5 = **12**; **b.)** 36 + 13 = **49** **c.)** 46 - 24 = **22**; **d.)** 21 + 8 = **29** **2.NBT.B.9**

Learning Opportunity 50

Part 1 – Numeracy Development **CCSS**

1. **a.)** 15 **b.)** 20 **c.)** 30 **d.)** 30 **NOTE:** 60 minutes in an hour. 30 to '6' and to 12 **2.OA.B.2; 2.MD.C.7**

2. Check students' work for accuracy. **2.NBT.A.3**

3 **1st column:** Given **2nd column:** 6; 60; **NOTE:** Show connection of doubles. *1 to 2. 10 to 20* **and** *4 to 8. 40 to 80* **2.NBT.B.5**

4. **a.)** 42 **b.)** 43 **2.NBT.B.5**

5. 55; 65; 75; 85; 95; 115 **2.NBT.A.2**

Part 2 – Application Practice

6. **a.)** 67 < 76 **b.)** 58 > 52 **c.)** 68 < 70 **d.)** 85 > 79 **2.NBT.A.4**

7. **a.)** 25 + 10 + 1 = **36** **b.)** 10 + 10 + 10 + 5 = **35**; **Angel;** **NOTE:** See LO 49 for systematic problem solving. **2.NBT.B.5; 2.MD.C.7; 2.OA.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **a.)** 19 - 8 = **11**; **b.)** 46 + 32 = **78** **c.)** 66 - 33 = **33**; **d.)** 32 + 5 = **37** **2.NBT.B.9**

Learning Opportunity 51

Part 1 – Numeracy Development **CCSS**

1. **a.)** 5 **b.)** 25 **c.)** 15 **d.)** 15 **2.OA.B.2; 2.MD.C.7**

2. Check students' work for accuracy. **2.NBT.A.3**

3 **1st column:** Given; 60; **2nd column:** 2; 20; **NOTE:** Show connection of doubles. *1 to 2. 10 to 20* **and** *3 to 6. 30 to 60* **2.NBT.B.5**

4. **a.)** 22 **b.)** 43 **2.NBT.B.5**

5. 35; 45; 55; 65; 75; 85; 95; 105; 115; 125 **2.NBT.A.2**

Part 2 – Application Practice

6. **a.)** 84 = 84 **b.)** 78 < 87 **c.)** 81 > 80 **d.)** 89 < 90 **2.NBT.A.4**

7. Check students' work for accuracy. **NOTE:** STRESS that quarters and fourths are the SAME thing in geometry. **2.G.A.1**

8. 5 dimes = 10 + 10 + 10 + 10 + 10 = **50 cents** **2.NBT.B.6; 2.MD.C.7**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Check students' work for accuracy. **2.OA.B.2**

Learning Opportunity 52

Part 1 – Numeracy Development **CCSS**

1. **a.)** 20 **b.)** 25 **c.)** 30 **d.)** 35 **e.)** 40 **f.)** 45 **2.OA.B.2; 2.MD.C.7**

2. **first column:** 4; 40 **second column:** 10; 100 **2.OA.B.2; 2.NBT.B.5**

3. Given**;** 18 **2.NBT.B.5**

4. **first column:** 1; 2 **second column:** 3; 2 **2.OA.B.2**

5. **a.)** Given **b.)** 16 **c.)** 30 **2.NBT.A.3**

Part 2 – Application Practice

6. **1** Hundred **1** Ten **3** Ones; Standard Form = **113** **2.NBT.A.1**

7. Check Student Work for Accuracy **2.G.A.1**

8. 25 + 10 + 10 + 1 = **46¢** **2.MD.C.8; 2.NBT.B.6**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Check student work for accuracy. Arrow should begin at 10 and end on 22 – for 12 spaces. **2.NBT.B.5**

Learning Opportunity 53

Part 1 – Numeracy Development **CCSS**

1. **a.)** 30 **b.)** 45 **c.)** 60 **d.)** 15 **e.)** 50 **f.)** 55 **2.OA.B.2; 2.MD.C.7**

2. **first column:** 8; 80 **second column:** 12; 120 **2.OA.B.2; 2.NBT.B.5**

3. 20; 27 **2.NBT.B.5**

4. **first column:** 1; 0 **second column:** 2; 1 **2.OA.B.2**

5. **a.)** 27 **b.)** 13 **c.)** 35 **2.NBT.A.3**

Part 2 – Application Practice

6. **1** Hundred **2** Tens **8** Ones; Standard Form = **128** **2.NBT.A.1**

7. Check Student Work for Accuracy **2.G.A.1**

8. 25 + 10 + 5 + 5 = **45¢** **2.MD.C.8; 2.NBT.B.6**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Check student work for accuracy. Two arrows drawn. From 0 to 10 **or** 13, AND from 10 **or** 13 to 23. **2.NBT.B.5**

Learning Opportunity 54

Part 1 – Numeracy Development **CCSS**

1. **a.)** 15 **b.)** 20 **c.)** 10 **d.)** 5 **e.)** 25 **f.)** 60 **2.OA.B.2; 2.MD.C.7**

2. **first column:** 14; 140; **second column:** 16; 160 **2.OA.B.2; 2.NBT.B.5**

3. 29; 37 **2.NBT.B.5**

4. **first column:** 4; 4; **second column:** 2; 5 **2.OA.B.2**

5. **a.)** 49 **b.)** 31 **c.)** 58 **2.NBT.A.3**

Part 2 – Application Practice

6. **1** Hundred **0** Ten **6** Ones; Standard Form = **106** **2.NBT.A.1**

7. Check Student Work for Accuracy **2.G.A.1**

8. 10 + 10 + 10 + 5 + 5 = **40¢** **2.MD.C.8; 2.NBT.B.6**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Check student work for accuracy. Two arrows drawn. From 0 to 11 **or** 12, AND from 11 **or** 12 to 23. 12 + 11 = **23** **2.NBT.B.5**

Learning Opportunity 55

Part 1 – Numeracy Development **CCSS**

1. **a.)** Given **b.)** 3:05 **c.)** 6:10 **d.)** 9:20 **e.)** 4:25 **f.)** 1:30 **2.MD.C.7**

2. **first column:** 60; 20 **second column:** 100; 40 **2.OA.B.2; 2.NBT.B.5**

3. 42; 55 **2.NBT.B.5**

4. **first column:** 4; 5 **second column:** 1; 5 **2.OA.B.2**

5. **a.)** 52 **b.)** 63 **c.)** 70 **2.NBT.A.3**

Part 2 – Application Practice

6. **1** Hundred **4** Tens **5** Ones; Standard Form = **145** **2.NBT.A.1**

7. Check Student Work for Accuracy **2.G.A.1**

8. 10 + 5 + 1 = **$16** **2.MD.C.8; 2.NBT.B.6**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Check student work for accuracy. Arrow should begin at 0; proceed to following numbers: 4, 10, 6. End at **20**. **2.NBT.B.5**

Learning Opportunity 56

Part 1 – Numeracy Development **CCSS**

1. **a.)** Given **b.)** 1:40 **c.)** 1:45 **d.)** 1:50 **e.)** 1:55 **f.)** 2:00 **2.MD.C.7**

2. **first column:** 140; 180 **second column:** 160; 120 **2.NBT.B.5**

3. 50; 65 **2.NBT.B.5**

4. **first column:** 2; 3 **second column:** 6; 3 **2.OA.B.2**

5. **a.)** 45 **b.)** 75 **c.)** 81 **2.NBT.A.3**

Part 2 – Application Practice

6. **1** Hundred **6** Tens **5** Ones; Standard Form = **165** **2.NBT.A.1**

7. Check Student Work for Accuracy **2.G.A.1; 2.MD.C.7**

8. 10 + 10 + 5 = **$25** **2.MD.C.8; 2.NBT.B.6**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **a.)** Yes **b.)** (**forty**) Yes Note: Stress that there is **No 'u' as in 'four.** **c.)** Yes **2.MD.C.8, 2.G.A.1; 2.NBT.A.3**

Learning Opportunity 57

Part 1 – Numeracy Development **CCSS**

1. **a.)** 12:05 **b.)** 3:55 **c.)** 4:00 **d.)** 6:15 **e.)** 7:40 **f.)** 8:45 **2.MD.C.7**

2. **first column:** 20; 100 **second column:** 80; 40 **2.NBT.B.5**

3. 70; 75 **2.NBT.B.5**

4. **first column:** 8; 4 **second column:** 3; 1 **2.OA.B.2**

5. **a.)** 80 **b.)** 99 **c.)** 101 **2.NBT.A.3**

Part 2 – Application Practice

6. **1** Hundred **9** Tens **0** Ones; Standard Form = **190** **2.NBT.A.1**

7. Check Student Work for Accuracy **2.G.A.1; 2.MD.C.7**

8. 10 + 10 + 10 = **$30** **2.MD.C.8; 2.NBT.B.6**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **a.)** Yes **b.)** Yes **c.)** Yes **2.MD.C.8, 2.G.A.1**

Learning Opportunity 58

Part 1 – Numeracy Development **CCSS**

1. **a.)** 3:20 **b.)** 6:10 **c.)** 5:35 **d.)** 7:50 **e.)** 9:05 **f.)** 12:45 **2.MD.C.7**

2. **a.)** 2 **b.)** 12 **2.NBT.B.5**

3. 84; 90 **2.NBT.B.5**

4. Given; 2; 2; 2 **2.OA.B.2; 2.G.A.3; 2.OA.C.3**

5. 300; 400; 500; 600; 700; 900 **2.NBT.A.2**

Part 2 – Application Practice

6. **2** Hundred **3** Tens **9** Ones; Standard Form = **239** **2.NBT.A.1**

7. Cross-out 4:45 **2.MD.C.7**

8. 5 + 1 + 2 = **$ 8** **2.OA.B.2; 2.MD.C.8**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **A.)** 30; 60; 50; 100; **NOTE:** It is highly recommend to teach students these multiples. **2.NBT.B.5**
B.) Check student work for accuracy. Arrow should begin at 30 AND end at **50**.

Learning Opportunity 59

Part 1 – Numeracy Development **CCSS**

1. **a.)** 7:00 **b.)** 9:10 **c.)** 11:25 **d.)** 2:45 **e.)** 3:55 **f.)** 8:40 **2.MD.C.7**

2. **a.)** 15 **b.)** 20 **2.NBT.B.5**

3. 93; 100 **2.NBT.B.5**

4. 1; 1; 1; 3; 3; 3 **2.OA.B.2; 2.G.A.3; 2.OA.C.3**

5. 300; 400; 500; 600; 700; 800; 900 **2.NBT.A.2**

Part 2 – Application Practice

6. **2** Hundred **0** Tens **7** Ones; Standard Form = **207** **2.NBT.A.1**

7. Cross-out three-thirty **2.MD.C.7**

8. 10 + 1 + 1 = **$ 12** **2.NBT.B.5; 2.MD.C.8**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **A.)** 30; 60; 50; 100; **NOTE:** It is highly recommend to teach students these multiples. **2.NBT.B.5**
B.) Check student work for accuracy. Arrow should begin at 10 AND end at **30**.

Learning Opportunity 60

Part 1 – Numeracy Development **CCSS**

1. **a.)** 3:30 **b.)** 2:20 **c.)** 5:50 **d.)** 5:55 **e.)** 10:05 **f.)** 11:25 **2.MD.C.7**

2. **a.)** 22 **b.)** 31 **2.NBT.B.5**

3. 100; 104 **2.NBT.B.5**

4. 4; 4; 4; 5; 5; 5 **2.OA.B.2; 2.G.A.3; 2.OA.C.3**

5. 200; 300; 400; 500; 600; 700; 800; 900; 1,000 **2.NBT.A.2**

Part 2 – Application Practice

6. **2** Hundred **5** Tens **4** Ones; Standard Form = **254** **2.NBT.A.1**

7. ALL are correct. **NOTE:** Students should know these times and expressions. It is helpful in teaching A.M. and P.M. **2.MD.C.7**

8. 20 + 10 + 1 = **$ 31** **2.NBT.B.5; 2.MD.C.8**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **A.)** 30; 45; 60; 50; 75; 100 **NOTE:** It is highly recommend to teach students these multiples. **2.NBT.B.5**
B.) Check student work for accuracy. First arrow should begin at 0 AND end at 20 or 30;
Second arrow should begin at 20 or 30 and end at **60**.

Learning Opportunity 61

Part 1 – Numeracy Development **CCSS**

1. **a.)** 2; 20; 200 **b.)** 4; 40; 400 **c.)** 5; 50; 500 **2.OA.B.2; 2.NBT.B.5**

2. **a.)** 55 **b.)** 63 **2.NBT.B.5**

3. Given; 20; 25; Given; Given; 50 **2.NBT.A.2; 2.NBT.B.5**

4. 6; 6; 6; 7; 7; 7 **2.OA.B.2; 2.G.A.3; 2.OA.C.3**

5. Given 165 = **100 + 60 + 5**; 106 = **100 + 0 + 6**; **NOTE:** If a digit is zero, have students **include** in expansion. **2.NBT.A.2**

Part 2 – Application Practice

6. **2** Hundreds **8** Tens **3** Ones; Standard Form = **283** **2.NBT.A.1**

7. **2** dollars **35** cents = $ **2.35** **NOTE:** It is highly recommended to *connect* dollars and cents to the decimal money form from beginning. **2.MD.C.8**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **A.)** Multiples of 15 via clock minutes: 15; 30; 45; 60 **2.NBT.B.5; 2.MD.C.7**

B.) Check student work for accuracy. Arrow should begin at 40 AND end at **20**.

Learning Opportunity 62

Part 1 – Numeracy Development **CCSS**

1. **a.)** 3; 30; 300 **b.)** 8; 80; 800 **c.)** 6; 60; 600 **2.OA.B.2; 2.NBT.B.5**

2. **a.)** 70 **b.)** 86 **2.NBT.B.5**

3. 10; 20; 25; 35; Given; 50 **2.NBT.A.2; 2.NBT.B.5**

4. 5; 5; 5; 8; 8; 8 **2.OA.B.2; 2.G.A.3; 2.OA.C.3**

5. 207 = **200 + 0 + 7**; 235 = **200 + 30 + 5** 287 = **200 + 80 + 7**; **NOTE:** If a digit is zero, have students **include** in expansion. **2.NBT.A.2**

Part 2 – Application Practice

6. **3** Hundreds **4** Tens **2** Ones; Standard Form = **342** **2.NBT.A.1**

7. **11** dollars **40** cents = $ **11.40** **NOTE:** It is highly recommended to *connect* dollars and cents to the decimal money form from beginning. **2.MD.C.8**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **A.)** Multiples of 15 via clock minutes: 15; 30; 45; 60 **2.NBT.B.5; 2.MD.C.7**

B.) Check student work for accuracy. Arrow should begin at 50 AND end at **20**.

Learning Opportunity 63

Part 1 – Numeracy Development **CCSS**

1. **a.)** 9; 90; 900 **b.)** 7; 70; 700 **c.)** 4; 40; 400 **2.OA.B.2; 2.NBT.B.5**

2. **a.)** 350 **b.)** 296 **2.NBT.B.5**

3. 10; 20; 25; 35; 45; 50 **2.NBT.A.2; 2.NBT.B.5**

4. 9; 9; 9; 10; 10; 10 **2.OA.B.2; 2.G.A.3; 2.OA.C.3**

5. 320 = **300 + 20 + 0**; 376 = **300 + 70 + 6** 303 = **300 + 0 + 3**; **NOTE:** See comments on LO 61 and 62. **2.NBT.A.2**

Part 2 – Application Practice

6. **3** Hundreds **5** Tens **0** Ones; Standard Form = **350** **2.NBT.A.1**

7. **17** dollars **37** cents = $ **17.37** **NOTE:** See comments on LO 61 and 62. **2.MD.C.8**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **A.)** Multiples of 15 via clock minutes: 15; 30; 45; 60 **2.NBT.B.5; 2.MD.C.7**

B.) Check student work for accuracy. Arrows should begin at 0 AND end at **60**. Arrow begins at **60**, ends at **50**.

Learning Opportunity 64

Part 1 – Numeracy Development **CCSS**

1. 5; 50; 500 **2.OA.B.2; 2.NBT.B.5**

2. 269; 496 **2.NBT.B.7**

3. 2 + 3 = **5**; **3** + **2** = 5; 5 – **3** = 2; 5 – 2 = **3** **2.OA.B.2**

4. Check student work for accuracy. **2.G.A.1**

5. **4** tens = **40** **2.NBT.A.1**

6. Given; 3; 3 **2.OA.B.2**

7. 401 = **400 + 0 + 1**; 523 = **500 + 20 + 3**; 450 = **400 + 50 + 0** **2.NBT.A.2**

Part 2 – Application Practice

8. **5** Hundreds **2** Tens **3** Ones; Standard Form = **523** **2.NBT.A.1**

9. Check student work for accuracy. **NOTE:** Stress the 'quarters' and 'fourths' mean the same basic geometric idea. **2.G.A.3**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Check student work for accuracy. **2.NBT.B.7**

Learning Opportunity 65

Part 1 – Numeracy Development **CCSS**

1. 7; 70; 700 **2.OA.B.2; 2.NBT.B.5**

2. 487 677 **2.NBT.B.7**

3. 4 + **3** = **7**; **3** + **4** = 7; 7 – **4** = **3**; **7** – 3 = 4 **2.OA.B.2**

4. Check student work for accuracy. **2.G.A.1**

5. **5** ones = **5** **2.NBT.A.1**

6. 2; 2 1; 1 **2.OA.B.2**

7. 488 = **400 + 80 + 8**; 579 = **500 + 70 + 9**; 608 = **600 + 0 + 8** **2.NBT.A.2**

Part 2 – Application Practice

8. **5** Hundreds **6** Tens **1** Ones; Standard Form = **561** **2.NBT.A.1**

9. Check student work for accuracy. **NOTE:** half of 4 = 2; same with numbers. **2.G.A.3**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Check student work for accuracy. **2.NBT.B.7**

Learning Opportunity 66

Part 1 – Numeracy Development **CCSS**

1. 2; 20; 200 **2.OA.B.2; 2.NBT.B.5**

2. 969 779 **2.NBT.B.7**

3. 4 + **5** = **9**; **5** + **4** = 9; 9 – **5** = **4**; **9** – **4** = 5 **2.OA.B.2**

4. Check student work for accuracy. **2.G.A.1**

5. **2** hundreds = **200** **2.NBT.A.1**

6. 4; 4 5; 5 **2.OA.B.2**

7. 520 = **500 + 20 + 0**; 727 = **700 + 20 + 7**; 803 = **800 + 0 + 3** **2.NBT.A.2**

Part 2 – Application Practice

8. **6** Hundreds **3** Tens **5** Ones; Standard Form = **635** **2.NBT.A.1**

9. Check student work for accuracy. **NOTE:** half of 8 = 4; same with numbers. **2.G.A.3**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Check student work for accuracy. **2.NBT.B.7**

Learning Opportunity 67

Part 1 – Numeracy Development **CCSS**

1. 1; 3; **2.OA.B.2**

2. 172; 132 **2.NBT.B.7**

3. 2 + **6** = **8**; **6** + **2** = **8**; **8** – **2** = **6**; **8** – **6** = **2** **2.OA.B.2**

4. Check student work for accuracy – pentagon; triangle **2.G.A.1**

5. **0** tens = **0** **2.NBT.A.1**

6. 6; 6 8; 8 **2.OA.B.2**

7. 804 = **800 + 0 + 4**; 523 = **800 + 90 + 0**; 947 = **900 + 40 + 7** **2.NBT.A.2**

Part 2 – Application Practice

8. **7** Hundreds **0** Tens **3** Ones; Standard Form = **703** **2.NBT.A.1**

9. Shade 3 of 6; 3 **2.OA.B.2**; **2.G.A.3**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Check student work for accuracy. **2.NBT.B.7**

Learning Opportunity 68

Part 1 – Numeracy Development **CCSS**

1. 1; 3; **2.OA.B.2**

2. 42; 212 **2.NBT.B.7**

3. **7** + **3** = **10**; **3** + **7** = **10**; **10** – **3** = **7**; **10** – **7** = **3** **2.OA.B.2**

4. Check student work for accuracy – octagon; hexagon **2.G.A.1**

5. **0** ones = **0** **2.NBT.A.1**

6. 9; 9 7; 7 **2.OA.B.2**

7. 106; 122; 120 **2.NBT.A.3**

Part 2 – Application Practice

8. **8** Hundreds **1** Tens **2** Ones; Standard Form = **812** **2.NBT.A.1**

9. Shade 1 of 3; Shade 5 of 8; **2.G.A.3**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Check student work for accuracy. **2.NBT.B.7**

Learning Opportunity 69

Part 1 – Numeracy Development **CCSS**

1. 4; 1; **2.OA.B.2**

2. 123; 448; 13 **2.NBT.B.7**

3. 2; 3; **NOTE:** Finding minuends and subtrahends is difficult for many students. Small practice and they are adept. **2.OA.B.2**

4. Check student work for accuracy – circle; square or rhombus **2.G.A.1**

5. **5** hundreds = **500** **2.NBT.A.1**

6. First Column: Given; **1** Second Column: **3**; **4** **2.OA.B.2**

7. 211; 147 **2.NBT.A.3**

Part 2 – Application Practice

8. Hour hand points directly at the 3 **2.MD.C.7**

9. Partition *each* side of the rectangle into halves – so polygon is in fourths/quarters; Shade 2 of 4 **2.G.A.2**

10. 21 + 10 = **31¢** **2.OA.A.1; 2.MD.C.8**

11. Given; 115 **>** 114; 109 **=** 109 **2.NBT.A.4**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Check student work for accuracy. **2.NBT.B.7**

Learning Opportunity 70

Part 1 – Numeracy Development **CCSS**

1. 2; 1 **2.OA.B.2**

2. 682; 110; 799 **2.NBT.B.7**

3. 3; 4; **NOTE:** Finding minuends and subtrahends is difficult for many students. Small practice and they are adept. **2.OA.B.2**

4. 2; 5 **2.NBT.B.5**

5. **0** tens = **0** **2.NBT.A.2**

6. First Column: **3**; **2** Second Column: **4**; **1** **2.OA.B.2**

7. 205; 324 **2.NBT.A.3**

Part 2 – Application Practice

8. Hour hand points directly at the 6 **2.MD.C.7**

9. Partition the triangle directly down the center– so polygon is in halves. Shade 1 of 2 **2.G.A.2**

10. 25 - 5 = **20¢** **2.OA.A.1; 2.MD.C.8**

11. 135 > 125; 194 **<** 206; 220 **=** 220 **2.NBT.A.4**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 25; 45; 55; 250; 450; 550 **NOTE** Provides schema of range of numbers. **2.NBT.A.2**

Learning Opportunity 71

Part 1 – Numeracy Development **CCSS**

1. 11; 11 **2.OA.B.2**

2. 957; 511 **2.NBT.B.7**

3. 5; 4 **2.OA.B.2**

4. 9; 15 **2.NBT.B.5**

5. **0** ones = **0** **2.NBT.A.2**

6. First Column: **5**; **6** Second Column: **4**; **3** **2.OA.B.2**

7. 410; 442 **2.NBT.A.3**

Part 2 – Application Practice

8. Hour hand points directly at the 9 **2.MD.C.7**

9. Partition the rectangle in **thirds** on the *horizontal* and **halves** on the *vertical* – so polygon is in **sixes**. **2.G.A.2**

10. 23 + 30 = **53¢** **2.OA.A.1; 2.MD.C.8**

11. 278 < 287; 306 **>** 206; 319 **<** 391 **2.NBT.A.4**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 15; 25; 45; 55; 150; 250; 450; 550 **NOTE** provides schema of range of numbers. **2.NBT.A.2**

Learning Opportunity 72

Part 1 – Numeracy Development **CCSS**

1. 13; 12 **2.OA.B.2**

2. 999; 522 **2.NBT.B.7**

3. 6; 6 **2.OA.B.2**

4. 13; 25 **2.NBT.B.5**

5. **7** hundreds = **700** **2.NBT.A.2**

6. First Column: **9**; **7** Second Column: **5**; **8** **2.OA.B.2**

7. 518; 650 **2.NBT.A.3**

Part 2 – Application Practice

8. Hour hand points directly at the 2 **2.MD.C.7**

9. Partition the rectangle in **fourths** on the *horizontal* and **halves** on the *vertical* – so polygon is in **eighths**. **2.G.A.2**

10. 31 - 10 = **21** **2.OA.A.1; 2.NBT.B.5**

11. 389 < 398; 402 **=** 402; 450 **>** 405 **2.NBT.A.4**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 15; 25; 35; 45; 55; 50; 150; 250; 350; 450; 550 **2.NBT.A.2**

Learning Opportunity 73

Part 1 – Numeracy Development **CCSS**

1. 14; 16 **2.OA.B.2**
2. 868; 544 **2.NBT.B.7**
3. 7; 7 **2.OA.B.2**
4. 30; 35 **2.NBT.B.5**
5. **9** tens = **90** **2.NBT.A.2**
6. First Column: **8**; **6** Second Column: **9**; **7** **2.OA.B.2**
7. 615; 749 **2.NBT.A.3**

Part 2 – Application Practice

8. Hour hand points directly at the 11 **2.MD.C.7**
9. Partition the rectangle in the center of each side (length or width) – so polygon is in **fourths** or **quarters**. **2.G.A.2**
10. 52 + 15 = **67** **2.OA.A.1; 2.NBT.B.5**
11. 509 < 590; 532 **<** 608; 650 **>** 560 **2.NBT.A.4**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 5; 15; 25; 35; 45; 55; 50; 150; 250; 350; 450; 550 **2.NBT.A.2**

Learning Opportunity 74

Part 1 – Numeracy Development **CCSS**

1. 11; 14 **2.OA.B.2**
2. 10; 9; 7 **2.OA.B.2**
3. 9; 8 **2.OA.B.2**
4. 55; 50 **2.NBT.B.5**
5. **0** tens = **0** **2.NBT.A.2**
6. First Column: **4**; **2** Second Column: **5**; **6** **2.OA.B.2**
7. 800; 993 **2.NBT.A.3**

Part 2 – Application Practice

8. Hour hand points directly at the 4; Minute hand points at the 12. **NOTE:** The hour hand should be *shorter* than the minute hand. **2.MD.C.7**
9. Partition the circle into **fourths**. Shade 3 of 4 sections. **2.G.A.3**
10. 5 + 5 + 5 = **15** **2.OA.A.1; 2.OA.B.2**
11. 700 > 699; 750 **>** 705; 708 **<** 808 **2.NBT.A.4**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 5; 15; 25; 35; 45; 55; 50; 150; 250; 350; 450; 550 **2.NBT.A.2**

Learning Opportunity 75

Part 1 – Numeracy Development **CCSS**

1. 13; 12 **2.OA.B.2**
2. 20; 13; 9 **2.OA.B.2**
3. 9; 9 **2.OA.B.2**
4. 63; 65 **2.NBT.B.5**
5. 2; 20; 200 **2.OA.B.2; 2.NBT.B.5**
6. First Column: **1**; **3** Second Column: **5**; **7** **2.OA.B.2**
7. 30; 45; 50; 75 **2.NBT.A.2**

Part 2 – Application Practice

8. Hour hand points directly at the 7; Minute hand points at the 12. **NOTE:** The hour hand should be *shorter* than the minute hand. **2.MD.C.7**
9. Partition the triangle into **thirds**. Shade 3 of 3 sections. **NOTE:** Stress that $^{3}/_{3}$ is equal to 1 whole. **2.G.A.3**
10. 10 - 8 = **2¢** **2.OA.A.1; 2.OA.B.2; 2.MD.C.8**
11. 993 > 939; 899 **<** 902; 957 **=** 957 **2.NBT.A.4**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 75; 95; 105; 750; 950; 1,050; **2.NBT.A.2**

Learning Opportunity 76

Part 1 – Numeracy Development **CCSS**

1. 12; 13 **2.OA.B.2**

2. 19; 17; 21 **2.NBT.B.5**

3. 7; 9 **2.OA.B.2**

4. 85; 70 **2.OA.B.2; 2.NBT.B.5**

5. 6; 60; 600 **2.NBT.A.2**

6. First Column: **6**; **8** Second Column: **7**; **9** **2.OA.B.2**

7. 30; 45; 60 50; 75; 100 **2.NBT.A.2**

Part 2 – Application Practice

8. Hour hand points directly at the 10; Minute hand points at the 12. **NOTE:** The hour hand should be *shorter* than the minute hand. **2.MD.C.7**

9. Partition the triangle in the three sections (use the dot) – so polygon is in **thirds.** Shade two-thirds. **2.G.A.3**

10. 12 + 14 = **$26** **2.OA.A.1; 2.NBT.B.5; 2.MD.C.8**

11. 0; 3**0**9 – tens place is 0. **2.NBT.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 75; 85; 95; 105; 750; 850; 950; 1050 **2.NBT.A.2**

Learning Opportunity 77

Part 1 – Numeracy Development **CCSS**

1. 18; 17 **2.OA.B.2**

2. 20; 5; 29 **2.NBT.B.5**

3. 7; 3 **2.OA.B.2**

4. 9; 60; 500 **2.OA.B.2; 2.NBT.B.5**

5. First Column: **1**; **10** Second Column: **2**; **20** Third Column: **3**; **30** Fourth Column: **4**; **40** **2.OA.B.2; 2.NBT.B.5**

6. 15; 30; 45; 60 25; 50; 75; 100 **2.NBT.A.2**

Part 2 – Application Practice

7. Hour hand points directly at the 1; Minute hand points at the 12; Hour hand AND minute hands point directly at the 12; Minute hand points directly at the 6 **2.MD.C.7**

8. 25 - 21 = **4¢** **2.OA.A.1; 2.NBT.B.5; 2.MD.C.8**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 65; 75; 85; 95; 105; 115 650; 750; 850; 950; 1050 **2.NBT.A.2**

Learning Opportunity 78

Part 1 – Numeracy Development **CCSS**

1. 11; 12 **2.OA.B.2**

2. 25; 10; 39 **2.NBT.B.5**

3. 7; 7 **2.OA.B.2**

4. 7; 40; 200 **2.OA.B.2; 2.NBT.B.5**

5. First Column: **4**; **40** Second Column: **5**; **50** Third Column: **2**; **20** Fourth Column: **1**; **10** **2.OA.B.2; 2.NBT.B.5**

6. 15; 30; 45; 60 25; 50; 75; 100 **2.NBT.A.2**

Part 2 – Application Practice

7. Minute hand points at the 6; Minute hand points at the 6; Minute hand points at the 6 **2.MD.C.7**

8. 42 + (10 + 5) = **57¢** **2.OA.A.1; 2.NBT.B.5; 2.MD.C.8**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 65; 75; 85; 95; 105; 115 650; 750; 850; 950; 1050; 1150 **2.NBT.A.2**

Learning Opportunity 79

Part 1 – Numeracy Development **CCSS**

1. 16; 11 **2.OA.B.2**

2. 37; 26; 49 **2.NBT.B.5**

3. 9; 8 **2.OA.B.2**

4. 8; 50; 400 **2.OA.B.2; 2.NBT.B.5**

5. First Column: **6**; **60** Second Column: **8**; **80** Third Column: **9**; **90** Fourth Column: **7**; **70** **2.OA.B.2; 2.NBT.B.5**

6. 0; 15; 30; 45; 60 0; 25; 50; 75; 100 **2.NBT.A.2**

Part 2 – Application Practice

7. Minute hand points at the 6; Minute hand points directly at the 3; Minute hand points directly at the 9 **2.MD.C.7**

8. 29 - 14 = **15** **2.OA.A.1; 2.NBT.B.5**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 50; 75; 100 **NOTE:** Stress 'quarter of a dollar' is 'a fourth of a dollar.' **2.NBT.A.2; 2.MD.C.8**

Learning Opportunity 80

Part 1 – Numeracy Development **CCSS**

1. 14; 16 **2.OA.B.2**

2. 47; 23; 48 **2.NBT.B.5**

3. 7; 8 **2.OA.B.2**

4. 5; 70; 200 **2.OA.B.2; 2.NBT.B.5**

5. First Column: **5**; **50** Second Column: **7**; **70** Third Column: **10**; **100** Fourth Column: **8**; **80** **2.OA.B.2; 2.NBT.B.5**

6. 0; 15; 30; 45; 60 0; 25; 50; 75; 100 **2.NBT.A.2**

Part 2 – Application Practice

7. Minute hand points at the 6; Minute hand points directly at the 3; Minute hand points directly at the 9 **2.MD.C.7**

8. 21 + 18 = **39** **2.OA.A.1; 2.NBT.B.5**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 25; 50; 75; 100 **NOTE:** Stress 'quarter of a dollar' is 'a fourth of a dollar.' **2.NBT.A.2; 2.MD.C.8**