Grade 1
MATH
Fall Semester

80 Daily Learning Opportunities

"Layering a Sound Foundation"

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Website: amara4education.com

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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 1

Mathematics

Fall Semester

80 Daily Learning Opportunities

Student Name: _____

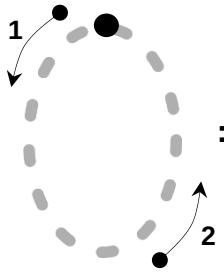
Teacher Name: _____

Fall Learning Opportunity 01
"Layering a Sound Foundation"

Name:_____

PART 1: *Numeracy Development*

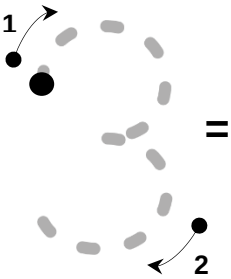
1. ***Trace*** each number along the dotted lines. Begin on the dot (●) and use the numbered arrows.



= zero

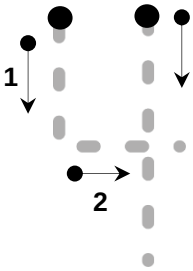
= one

= two

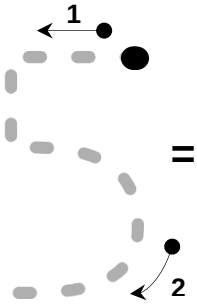


= three

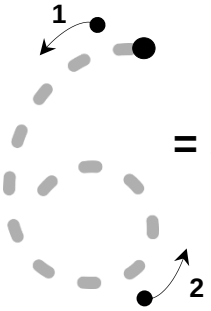
2. ***Trace*** each number along the dotted lines. Begin on the dot (●) and use the numbered arrows.



= four



= five



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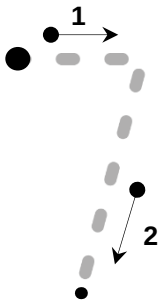
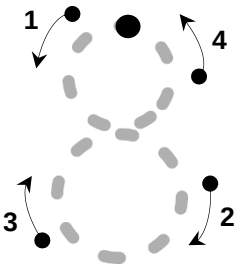


= seven

3. ***Trace*** each number along the dotted lines. Begin on the dot (●) and use the numbered arrows.



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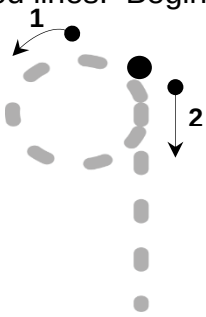
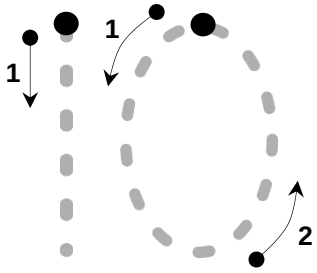


= nine

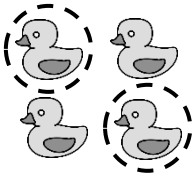


= ten

PART 2: *Application Practice*

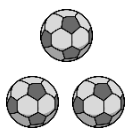
4. ***Circle*** the **correct number** of objects so it **equals** the number's **value**. Part **a.)** is completed.

a.) 2 =



b.) 3 =

c.) | =



PART 3: *Reflection and Conceptual Understanding*

A '**FOUR**' can be written like this: **4**. Or, a '**FOUR**' can be written like this: **4**.

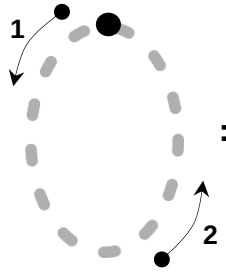
Does the **meaning** of a FOUR change on the way it is written? ***Circle*** 'YES' or 'NO'.

Fall Learning Opportunity 02
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

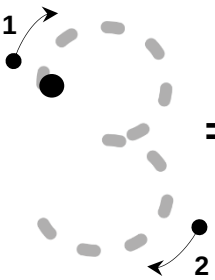
1. ***Trace*** each number along the dotted lines. Begin on the dot (●) and use the numbered arrows.



= zero

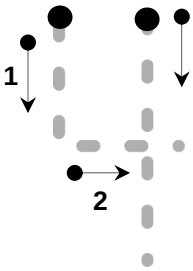
= one

= two

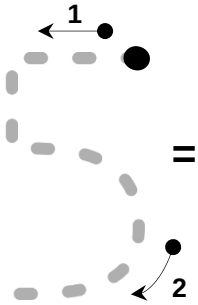


= three

2. ***Trace*** each number along the dotted lines. Begin on the dot (●) and use the numbered arrows.



= four



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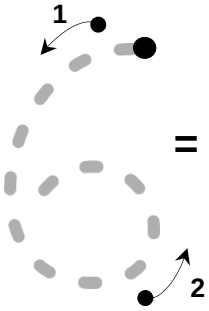
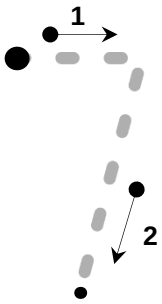
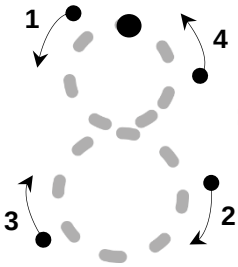


= six



= seven

3. ***Trace*** each number along the dotted lines. Begin on the dot (●) and use the numbered arrows.



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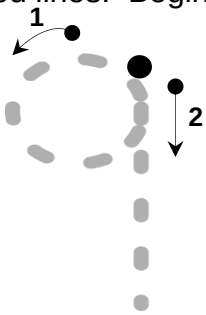
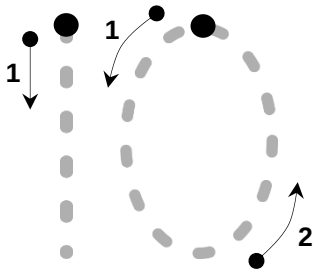


= nine

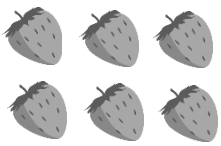


= ten

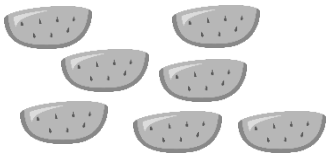
PART 2: *Application Practice*

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

a.) 5 =



b.) 7 =



c.) 0 =

PART 3: *Reflection and Conceptual Understanding*

A '**NINE**' can be written like this: 9. Or, a '**NINE**' can be written like this: ९.

Does the **meaning** of a NINE change on the way it is written? ***Circle*** 'YES' or 'NO'.

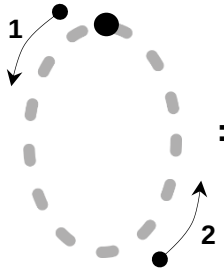
Fall Learning Opportunity 03

"Layering a Sound Foundation"

Name: _____

PART 1: ***Numeracy Development***

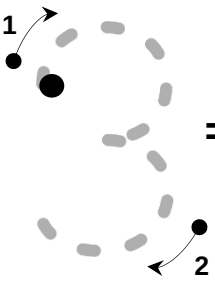
1. ***Trace*** each number along the dotted lines. Begin on the dot (●) and use the numbered arrows.



= zero

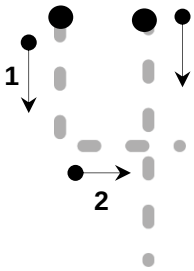
= one

= two



= three

2. ***Trace*** each number along the dotted lines. Begin on the dot (●) and use the numbered arrows.



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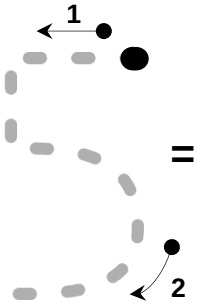
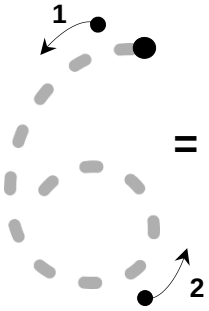


= five



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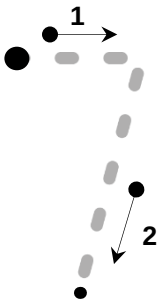
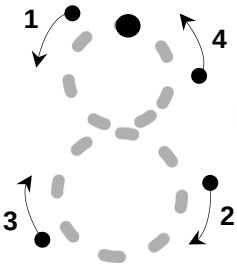
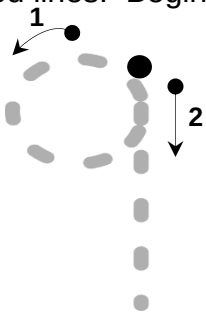


= seven

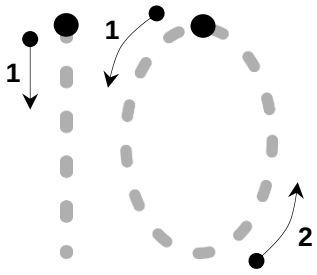
3. ***Trace*** each number along the dotted lines. Begin on the dot (●) and use the numbered arrows.



= eight



= nine

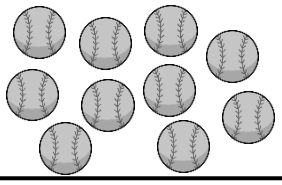


= ten

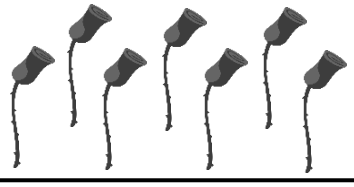
PART 2: ***Application Practice***

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

a.) 8 =



b.) 6 =

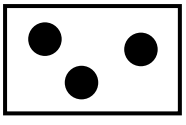


c.) | =

PART 3: ***Reflection and Conceptual Understanding***

Draw the correct number of DOTS (●) in the box so the dots equal the number's **value**.

a.) **3** =



b.) **2** =

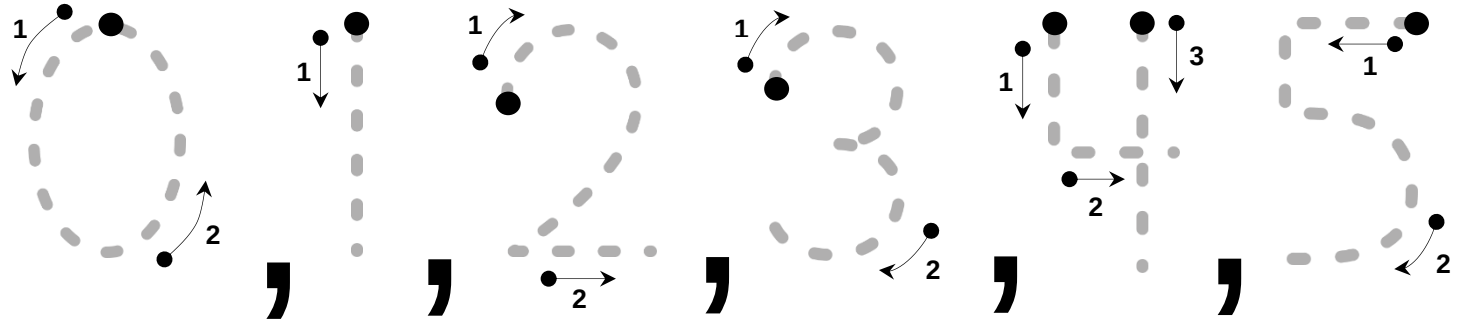
c.) **5** =

Fall Learning Opportunity 04
"Layering a Sound Foundation"

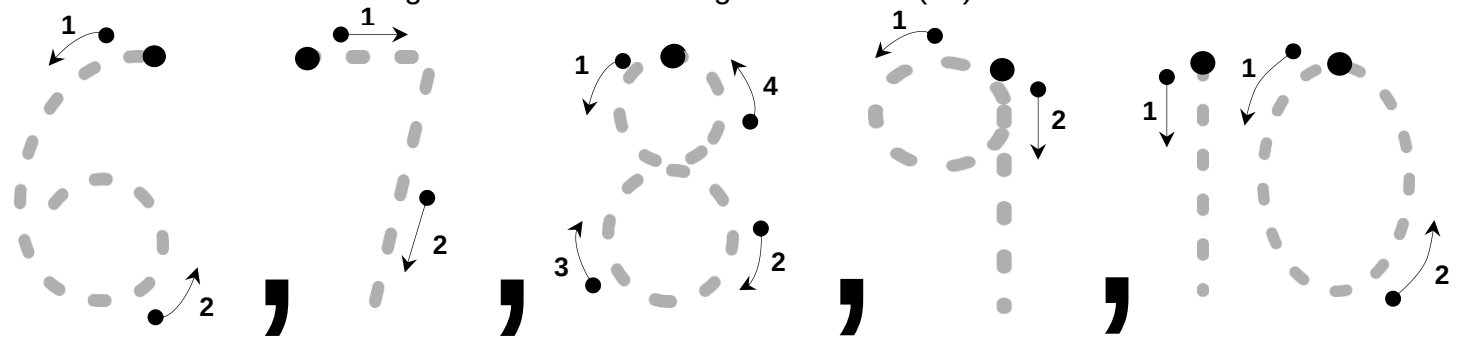
Name: _____

PART 1: *Numeracy Development*

1. ***Trace*** each number along the dotted lines. Begin on the dot (●) and use the numbered arrows.



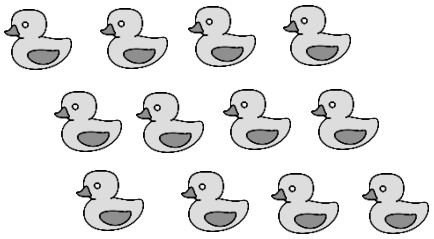
2. ***Trace*** each number along the dotted lines. Begin on the dot (●) and use the numbered arrows.



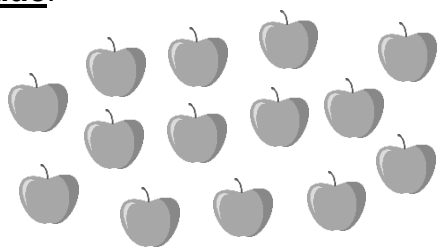
PART 2: *Application Practice*

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

a.) 9 =



b.) 10 =



4. ***Write*** the ***word name*** that matches its ***number value***. Use the WORD BANK to help you.

a.) **2 =** □□ **=** ***two***

b.) **3 =**  **=** _____

c.) **1 =** □ **=** _____

d.) **6 =**  **=** _____

e.) **5 =**  **=** _____

f.) **4 =**  **=** _____

WORD BANK

one	four
two	five
three	six

PART 3: *Reflection and Conceptual Understanding*

Draw the correct number of DOTS (●) in the box so the dots equal the number's **value**.

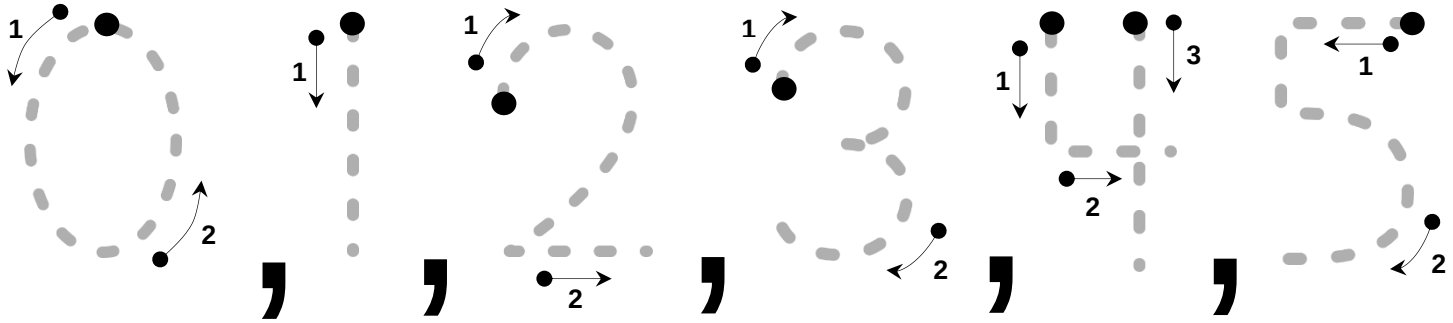
a.) 4 = ☐ **b.) 6 =** ☐ **c.) 0 =** ☐

Fall Learning Opportunity 05
"Layering a Sound Foundation"

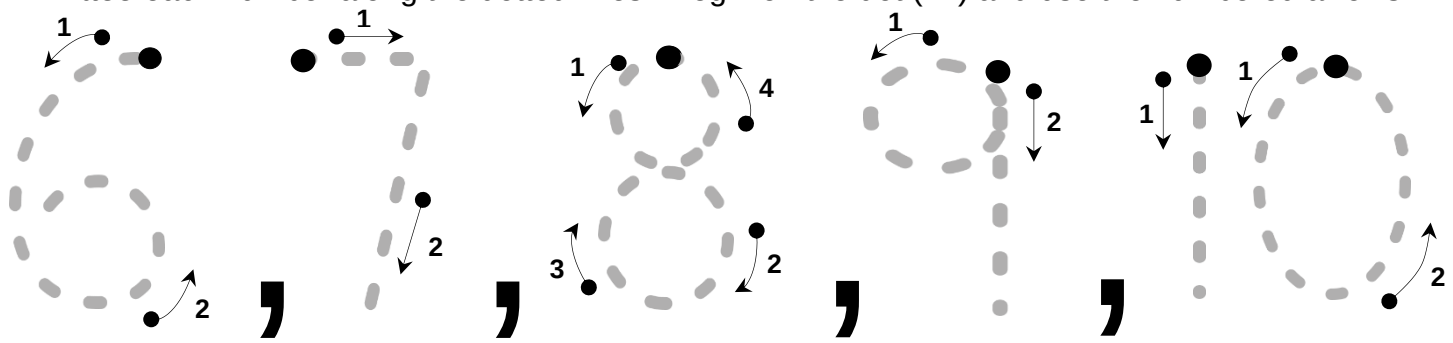
Name: _____

PART 1: *Numeracy Development*

1. ***Trace*** each number along the dotted lines. Begin on the dot (●) and use the numbered arrows.



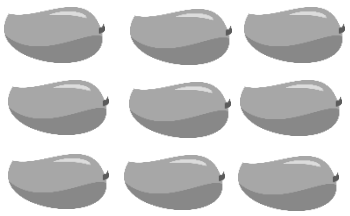
2. ***Trace*** each number along the dotted lines. Begin on the dot (●) and use the numbered arrows.



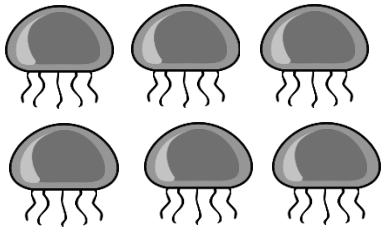
PART 2: *Application Practice*

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

a.) 7 =



b.) 5 =



4. ***Write*** the ***word name*** that matches its ***number value***. Use the WORD BANK to help you.

a.) 2 = oo = _____

b.) 6 = ooo ooo = _____

c.) 4 = oo oo = _____

d.) 8 = oooo oooo = _____

e.) 10 = ooooo ooooo = _____

f.) 9 = oo ooo oo = _____

WORD BANK	
two	eight
four	nine
six	ten

PART 3: *Reflection and Conceptual Understanding*

Draw the correct number of **Triangles** (▲) in the box so the triangles equal the number's **value**.

a.) 1 = ☐ **b.)** 3 = ☐ **c.)** 6 = ☐

Fall Learning Opportunity 06
"Layering a Sound Foundation"

Name: _____

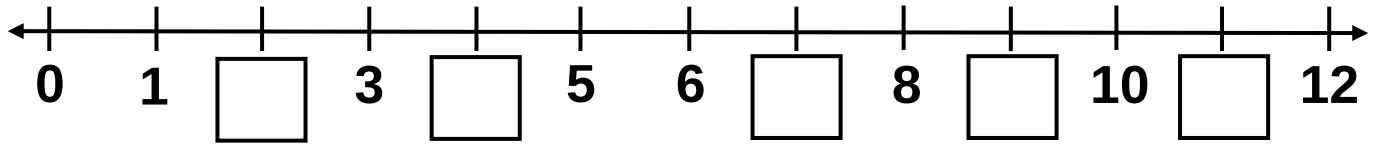
PART 1: *Numeracy Development*

1. ***Trace*** each number along the dotted lines. Begin on the dot (●) and use the arrows, as needed.

2. ***Fill*** in the missing numbers in each box in the ***number sequence*** and on the ***number line***.

a.) **0 , 1 , 2 , ☐ , ☐ , 5 , 6 , ☐ , ☐ , ☐ , 10**

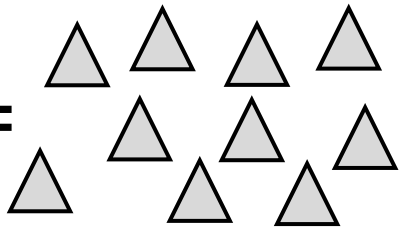
b.)



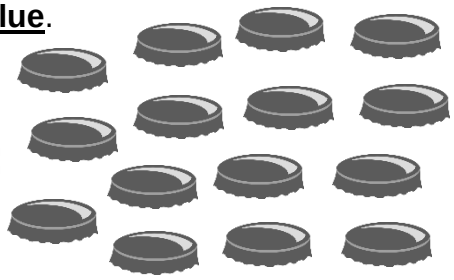
PART 2: *Application Practice*

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

a.) 6 =



b.) 12 =



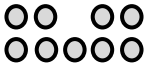
4. ***Write*** the ***word name*** that matches its ***number value***. Use the WORD BANK to help you.

a.) 0 = = _____

b.) 5 =  = _____

c.) 3 =  = _____

d.) 8 =  = _____

e.) 9 =  = _____

f.) 7 =  = _____

WORD BANK

zero	seven
three	eight
five	nine

PART 3: *Reflection and Conceptual Understanding*

Draw the correct number of **squares** (■) in the box so the squares equal the number's **value**.

a.) **2** = ☐ **b.)** **6** = ☐ **c.)** **10** = ☐

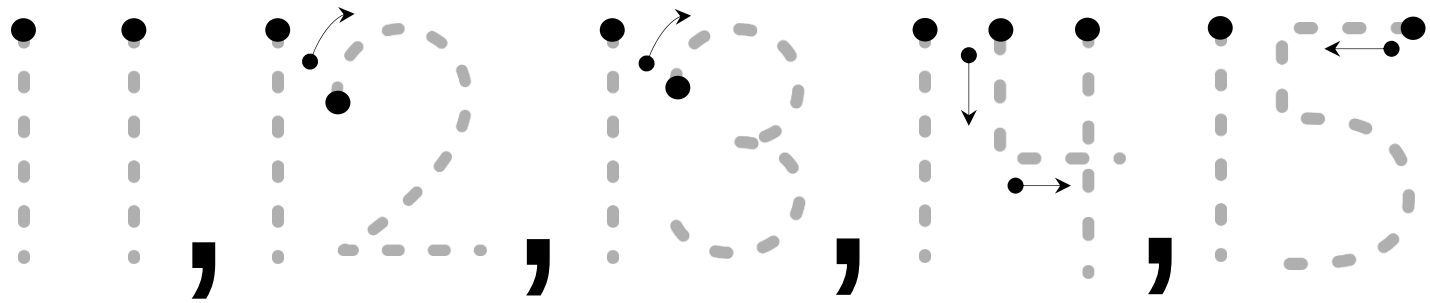
Fall Learning Opportunity 07

"Layering a Sound Foundation"

Name: _____

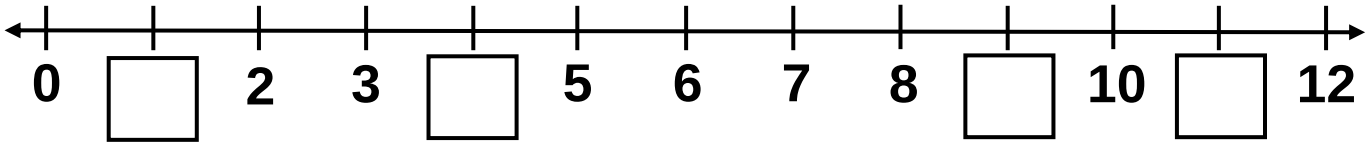
PART 1: *Numeracy Development*

1. ***Trace*** each number along the dotted lines. Begin on the dot (●) and use the arrows, as needed.



2. ***Fill*** in the missing numbers in each box on the ***number line*** and in the ***number sequences***.

a.)



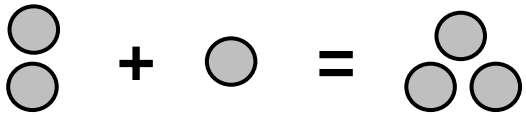
b.) 3 , 4 , 5 , ☐ , ☐ , 8

c.) 6 , 7 , ☐ , 9 , ☐

PART 2: *Application Practice*

3. ***Fill*** in the numbers that make the ***addition number sentences*** correct.

a.) 2 + 1 = ☐



b.) 1 + 1 = ☐

△ + △ = △△

4. ***Write*** the ***word name*** that matches its ***number value***. Use the WORD BANK to help you.

a.) 4 =  = _____

b.) 3 =  = _____

c.) 5 =  = _____

d.) 7 =  = _____

e.) 9 =  = _____

f.) 8 =  = _____

WORD BANK

three	seven
four	eight
five	nine

PART 3: *Reflection and Conceptual Understanding*

Draw the correct number of **dots** (●) in the box so the dots equal the number's **value**.

a.) 12 = ☐

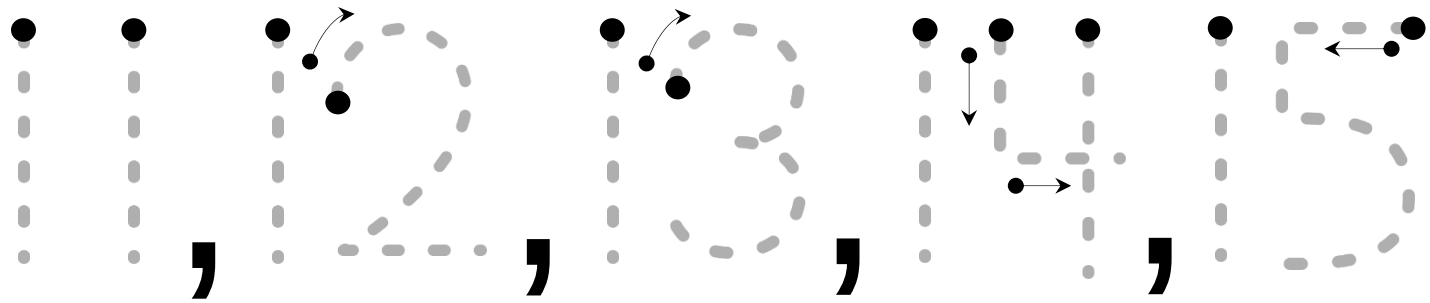
b.) 10 = ☐

Fall Learning Opportunity 08
"Layering a Sound Foundation"

Name: _____

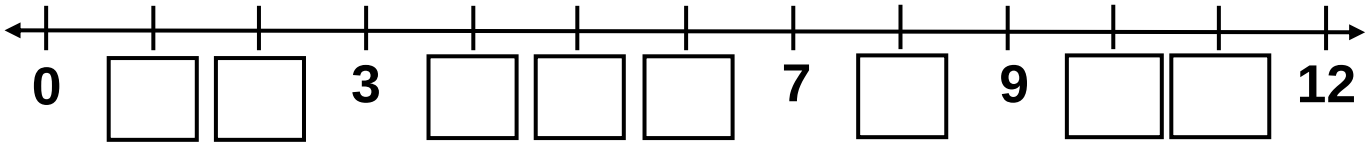
PART 1: *Numeracy Development*

1. ***Trace*** each number along the dotted lines. Begin on the dot (●) and use the arrows, as needed.



2. ***Fill*** in the missing numbers in each box on the ***number line*** and in the ***number sequences***.

a.)



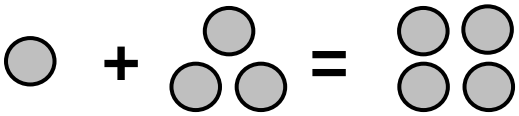
b.) 9 , ☐ , ☐ , ☐ , 13

c.) ☐ , ☐ , 7 , 8 , 9

PART 2: *Application Practice*

3. ***Fill*** in the numbers that make the ***addition number sentences*** correct.

a.) 1 + 3 = ☐



b.) 2 + 2 = ☐

4. ***Write*** the ***word name*** that matches its ***number value***. Use the WORD BANK to help you.

a.) 2 = ○○ = _____

b.) 0 = = _____

c.) 3 = ○○○ = _____

d.) 10 = ○○○○○○○○○○ = _____

e.) 8 = ○○○○ ○○○○ = _____

f.) 7 = ○○○○○○○ = _____

WORD BANK

zero	seven
two	eight
three	ten

PART 3: *Reflection and Conceptual Understanding*

Jesus asked his teacher, "How do we know that an ***addition sentence*** is correct?" His teacher said, *"There must be the same number of dots on each side of the equal (=) sign."*

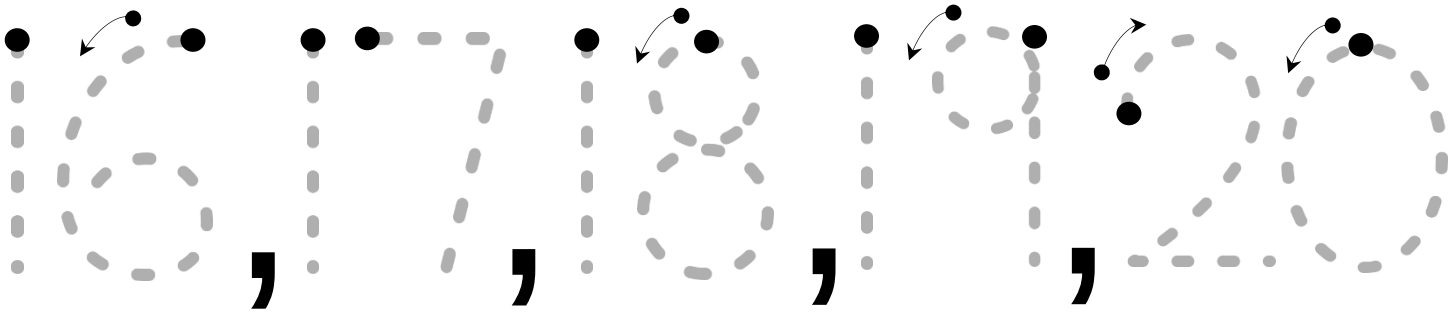
Is the addition sentence correct? **Circle:** YES or NO

Fall Learning Opportunity 09
"Layering a Sound Foundation"

Name: _____

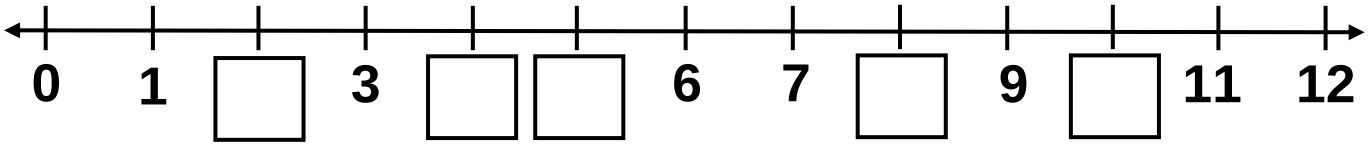
PART 1: *Numeracy Development*

1. ***Trace*** each number along the dotted lines. Begin on the dot (●) and use the arrows, as needed.



2. ***Fill*** in the missing numbers in each box on the ***number line*** and in the ***number sequences***.

a.)



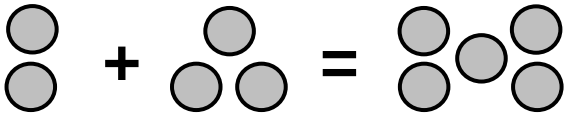
b.) 6 , 7 , ☐ , ☐ , 10

c.) ☐ , ☐ , 4 , ☐ , 6

PART 2: *Application Practice*

3. ***Fill*** in the numbers that make the ***addition number sentences*** correct.

a.) 2 + 3 = ☐



b.) 2 + 0 = ☐

4. ***Write*** the ***word name*** that matches its ***number value***. Use the WORD BANK to help you.

a.) 3 =  = _____

b.) 4 =  = _____

c.) 6 =  = _____

d.) 9 =  = _____

e.) 8 =  = _____

f.) 7 =  = _____

WORD BANK

three	seven
four	eight
six	nine

PART 3: *Reflection and Conceptual Understanding*

Kim asked her teacher, "How do we know that an ***addition sentence*** is correct?" Her teacher said, *"There must be the same number of* ▲ *on each side of the equal (=) sign."*

▲ + ▲▲ = ▲▲ Is the addition sentence correct? **Circle:** YES or NO

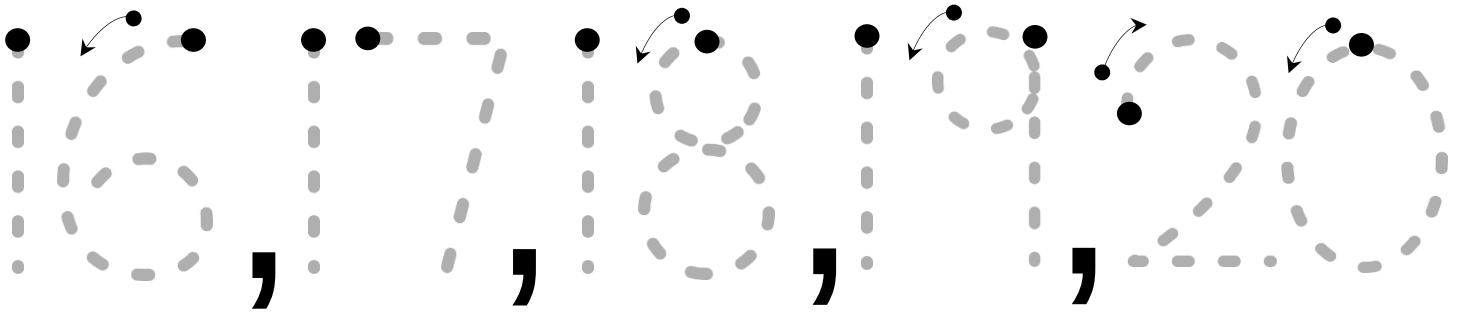
Fall Learning Opportunity 10

"Layering a Sound Foundation"

Name: _____

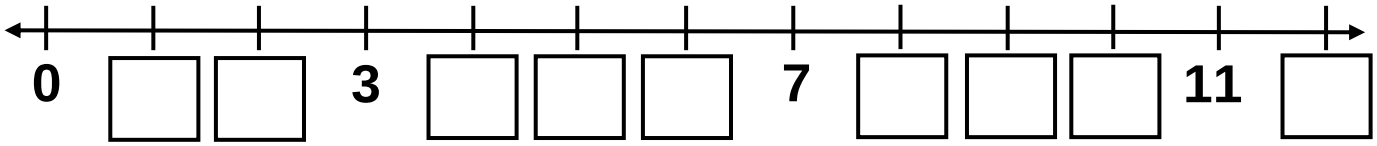
PART 1: ***Numeracy Development***

1. ***Trace*** each number along the dotted lines. Begin on the dot (●) and use the arrows, as needed.



2. ***Fill*** in the missing numbers in each box on the ***number line*** and in the ***number sequences***.

a.)



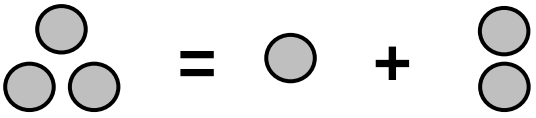
b.) 4 , 3 , 2 , ☐ , 0

c.) ☐ , ☐ , 2 , ☐ , 4

PART 2: ***Application Practice***

3. ***Fill*** in the numbers that make the ***addition number sentences*** correct.

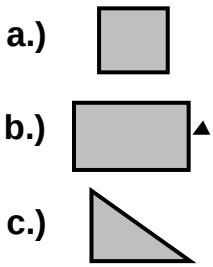
a.) ☐ = 1 + 2



b.) 1 + ☐ = 2

■ + ■ = ■■

4. ***Match*** the object with the object's name.



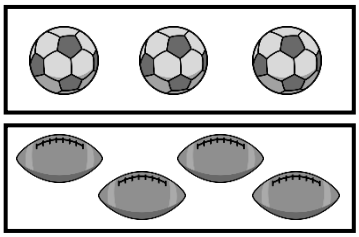
rectangle

triangle

square

5. Use an arrow → to match the rectangle with the **fewest** objects.

fewest



PART 3: ***Reflection and Conceptual Understanding***

Are the two addition sentences correct? ***Circle*** your answer on each.

a.)

YES NO

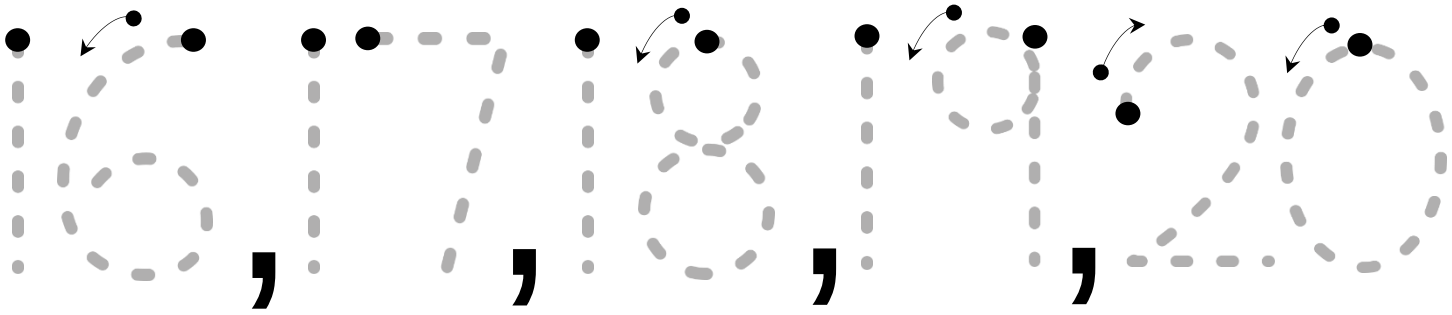
b.) 2 + 2 = 4 YES NO

Fall Learning Opportunity 11
"Layering a Sound Foundation"

Name: _____

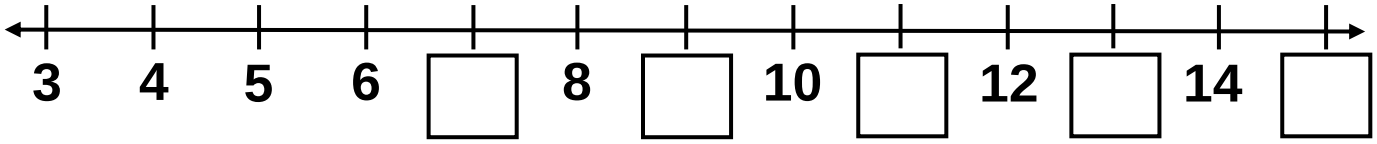
PART 1: *Numeracy Development*

1. ***Trace*** each number along the dotted lines. Begin on the dot (●) and use the arrows, as needed.



2. ***Fill*** in the missing numbers in each box on the ***number line*** and in the ***number sequences***.

a.)



b.) 5 , 4 , 3 , ☐ , 1

c.) ☐ , ☐ , 7 , 8 , 9

PART 2: *Application Practice*

3. ***Fill*** in the numbers that make the ***addition number sentences*** correct.

a.) ☐ = 0 + 3

b.) 2 + ☐ = 3

4. ***Match*** using an arrow → name to object.

a.)  **triangle**

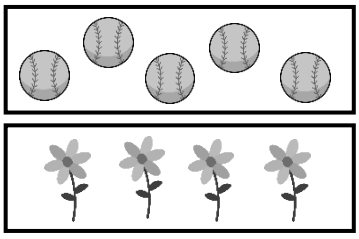
b.)  **rectangle**

c.)  **circle**

5. Use an arrow → to match the rectangle with the **fewest** and **most** objects.

fewest

most



PART 3: *Reflection and Conceptual Understanding*

Are the two addition sentences correct? ***Circle*** your answer on each.

a.)  **YES** **NO**

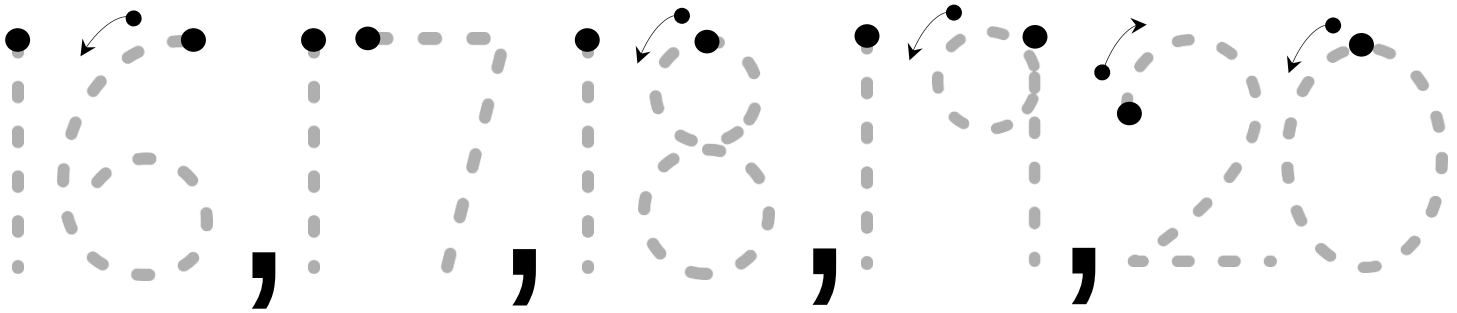
b.) 3 + 0 = 3 **YES** **NO**

Fall Learning Opportunity 12
"Layering a Sound Foundation"

Name: _____

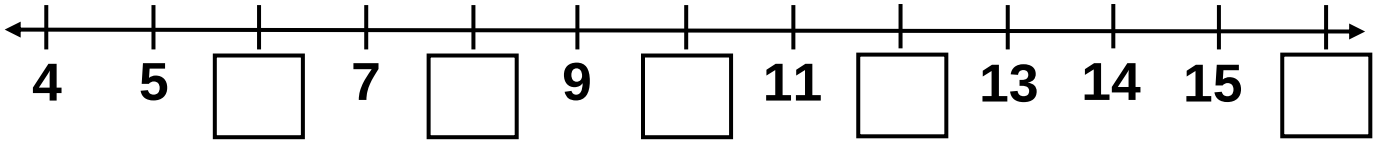
PART 1: *Numeracy Development*

1. ***Trace*** each number along the dotted lines. Begin on the dot (●) and use the arrows, as needed.



2. ***Fill*** in the missing numbers in each box on the ***number line*** and in the ***number sequences***.

a.)



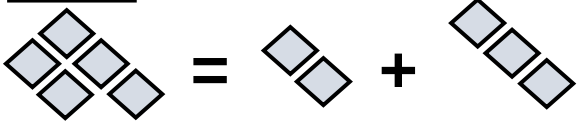
b.) 8 , 7 , 6 , ☐ , ☐

c.) ☐ , ☐ , 9 , 10 , 11

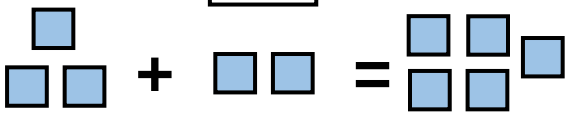
PART 2: *Application Practice*

3. ***Fill*** in the numbers that make the ***addition number sentences*** correct.

a.) ☐ = 2 + 3



b.) 3 + ☐ = 5



4. ***Match*** using an arrow → name to object.

a.)  **triangle**

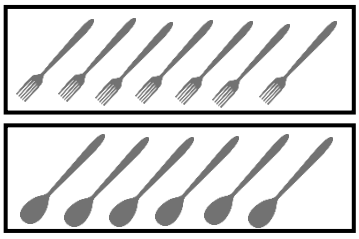
b.)  **square**

c.)  **circle**

5. Use an arrow → to match the rectangle with the **fewest** and **most** objects.

fewest

most



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**

Are both ways correct? **YES** **NO**

Fall Learning Opportunity 13
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. Find the **Addends**.

a.) 1 + ☐ = 3 ; ● + ●● = ●●●

b.) ☐ + ☐ = 4 ; ▭▭ + ▭▭ = ▭▭▭▭

2. ***Write*** either "**addend"** or "**sum"** on the line provided.

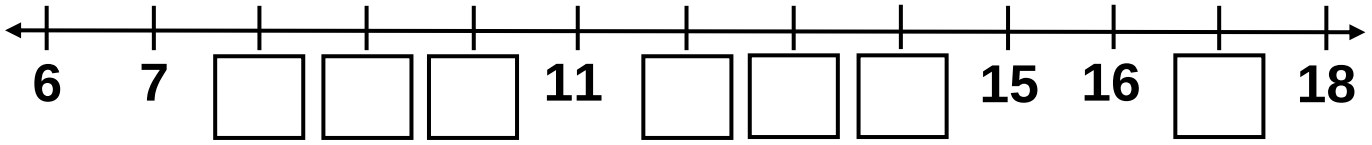
3 ⇦ *addend*

\+ 4 ⇦ _____

7 ⇦ _____

3. ***Fill*** in the missing numbers in each box on the ***number line*** and in the ***number sequences***.

a.)

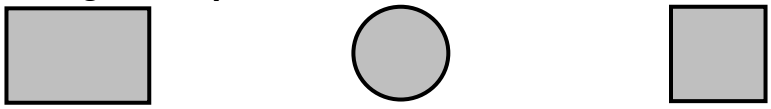


b.) 9 , 8 , ☐ , ☐ , ☐

c.) ☐ , ☐ , ☐ , 11 , 12

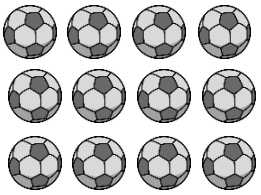
PART 2: *Application Practice*

4. ***Write*** the shape's name on the line: **triangle, circle, rectangle** or **square.**



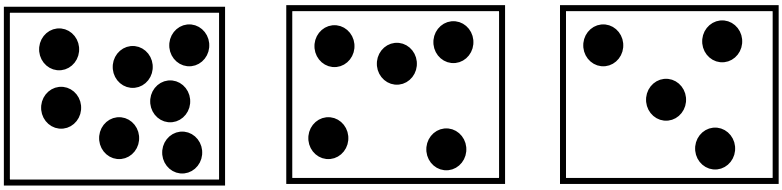
_____ _____ _____

5. ***Write*** the ***numeral*** that equals the total number of soccer balls.

☐ = 

6. ***Ring*** or ***circle*** the object on the ***left***. ***Place*** an "**X**" on the object on the ***right***.

7. ***Ring*** or ***circle*** the rectangle with the ***fewest*** dots. ***Place*** an "**X**" on the rectangle with the ***most*** dots.



PART 3: *Reflection and Conceptual Understanding*

An addition equation can be written like this: **3 + 5 = 8**

An addition equation can be written like this: **5 + 3 = 8**

Are both ways correct? **YES** **NO**

Fall Learning Opportunity 14
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. Find the **Addends**.

a.)

$$2 + \square = 5$$

b.)

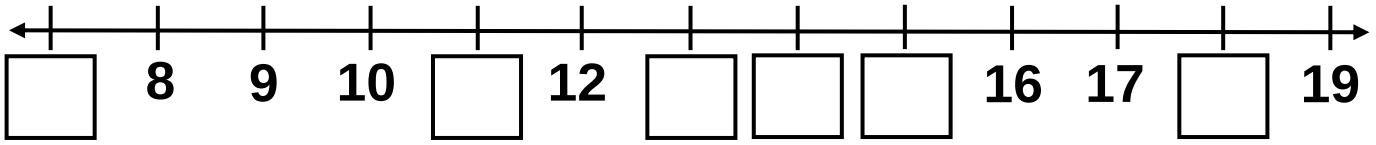
$$\square + \square = 6$$

2. ***Write*** either "**addend"** or "**sum"** on the line provided.

$$5 \Leftarrow \_\_\_\_\_$$
$$+\ 3 \Leftarrow \_\_\_\_\_$$
$$8 \Leftarrow \_\_\_\_\_$$

3. ***Fill*** in the missing numbers in each box on the ***number line*** and in the ***number sequences***.

a.)

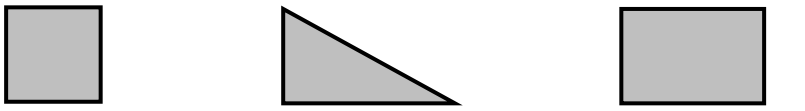


b.) 12 , 13 , ☐ , ☐ , ☐

c.) 8 , ☐ , ☐ , 5 , 4

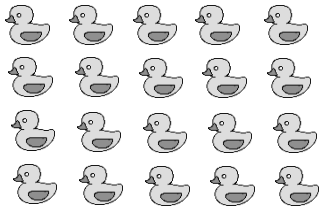
PART 2: *Application Practice*

4. *Write* the shape's name on the line: **triangle, circle, rectangle** or **square.**



_____ _____ _____

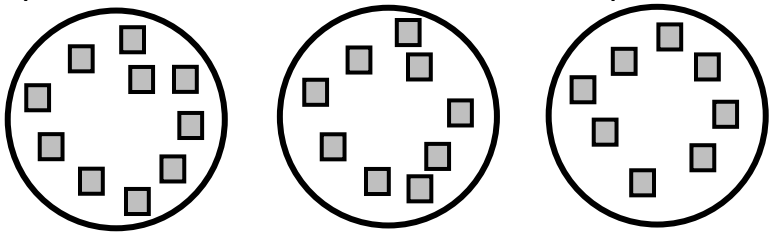
5. ***Write*** the ***numeral*** that equals the total number of baby ducks.



= ☐

6. ***Ring*** the object on the ***right***. ***Place*** an "**X**" on the object ***between*** the two objects. **Box** the object on the **left.**

7. ***Place*** an "**X**" on the circle with the ***fewest*** squares***. Box*** the circle with the ***most*** squares.



PART 3: *Reflection and Conceptual Understanding*

An addition equation can be written like this: **9 = 8 + 1**

An addition equation can be written like this: **8 + 1 = 9**

Are both ways correct? **YES** **NO**

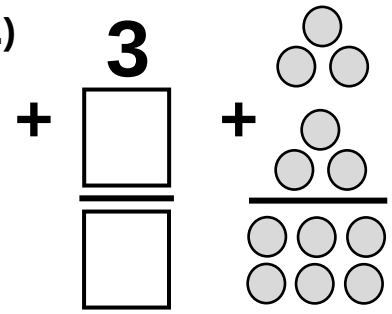
Fall Learning Opportunity 15
"Layering a Sound Foundation"

Name: _____

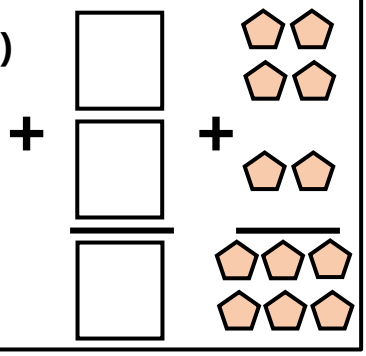
PART 1: *Numeracy Development*

1. Find the **addends** and **sums**.

a.)



b.)

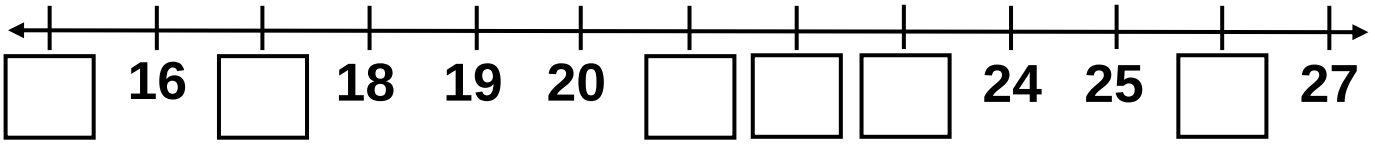


2. Write either "**addend**" or "**sum**" on the line provided.

5 ⇦ _____
+ 5 ⇦ _____
10 ⇦ _____

3. ***Fill*** in the missing numbers in each box on the ***number line*** and in the ***number sequences***.

a.)



b.) **16 , ☐ , 18 , ☐ , 20**

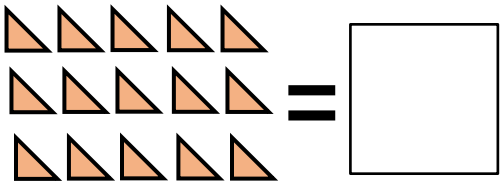
c.) **20, ☐ , ☐ , 17 , 16**

PART 2: *Application Practice*

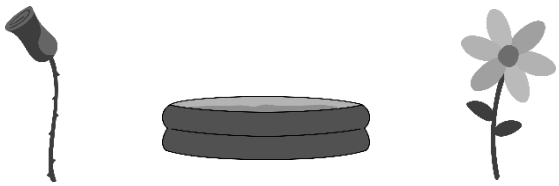
4. *Write* the shape's name on the line: **triangle, circle, rectangle** or **square.**

_____ _____ _____

5. ***Write*** the ***numeral*** that equals the total number of triangles.



6. ***Box*** the object on the ***left***. ***Place*** an "**X**" on the object ***between*** the two objects. **Ring** the object on the **right.**



7. ***Place*** an "**X**" on the circle with the ***largest number. Box*** the circle with the ***smallest number***.

PART 3: *Reflection and Conceptual Understanding*

Look at the following numbers: 15 13 17

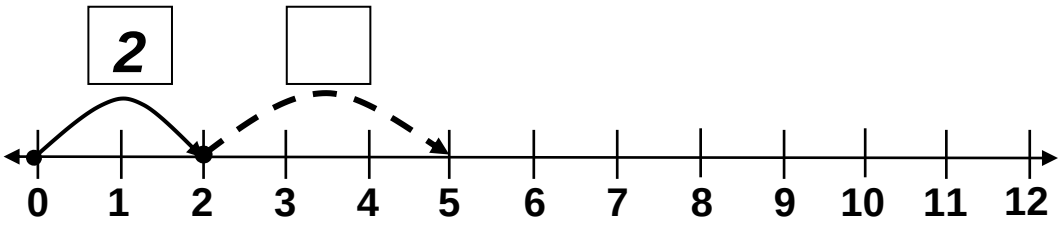
What number is on the **right**? _____ What number is on the **left**? _____

Fall Learning Opportunity 16
"Layering a Sound Foundation"

Name:_____

PART 1: ***Numeracy Development***

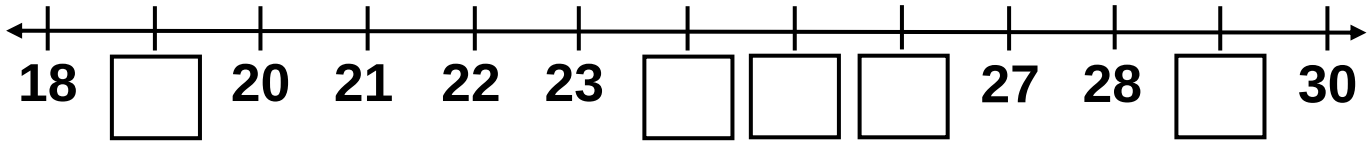
1. Write the numbers for each '*jump*' on the **number line**. Complete the **addition equation**.



$$\begin{array}{r} 2 \\ +\ 3 \\ \hline \square \end{array}$$

2. *Fill* in the missing numbers in each box on the ***number line*** and in the ***number sequences***.

a.)

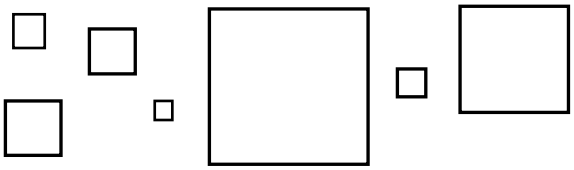


b.) 25 , ☐ , 27 , ☐ , 29

c.) 25, ☐ , ☐ , 22 , 21

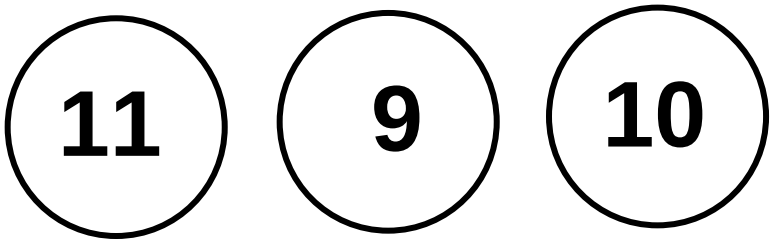
PART 2: ***Application Practice***

3. Answer the question about **squares**.



All squares have 4 equal sides? **YES** **NO**

4. *Place* an "**X**" on the circle with the ***largest number. Box*** the circle with the ***smallest number***.



PART 3: ***Reflection and Conceptual Understanding***

Look at the following 3 letters: H D S

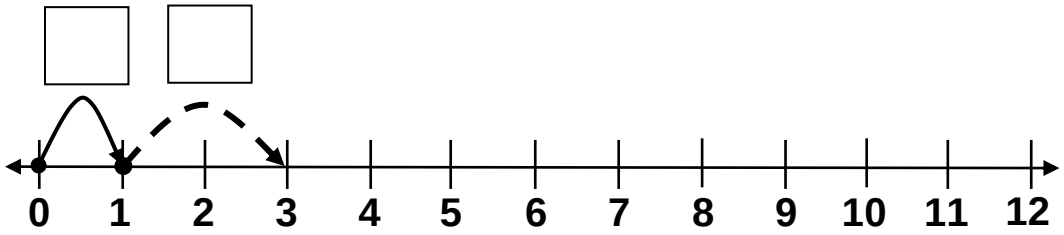
What letter is on the **left**? _____ What letter is **between** H and S? _____

Fall Learning Opportunity 17
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

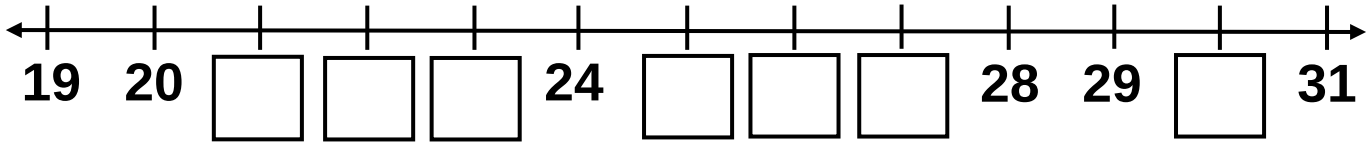
1. Write the numbers for each '*jump*' on the **number line**. Complete the **addition equation**.



$$\square + 1 = 2$$

2. *Fill* in the missing numbers in each box on the ***number line*** and in the ***number sequences***.

a.)

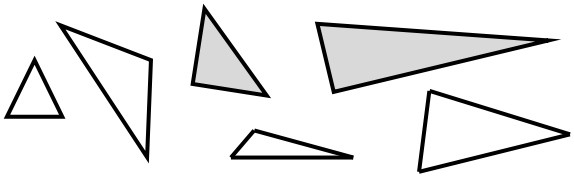


b.) 18 , 19 , 20 , ☐ , ☐

c.) 11, 10 , ☐ , ☐ , 7

PART 2: *Application Practice*

3. Answer the question about **triangles**.



How many **sides** do all triangles have? ___

4. *Place* an "**X**" on the square with the ***largest number. Box*** the square with the ***smallest number***.

21	**19**	**23**

PART 3: *Reflection and Conceptual Understanding*

Look at the following 3 numbers: 14 2 37

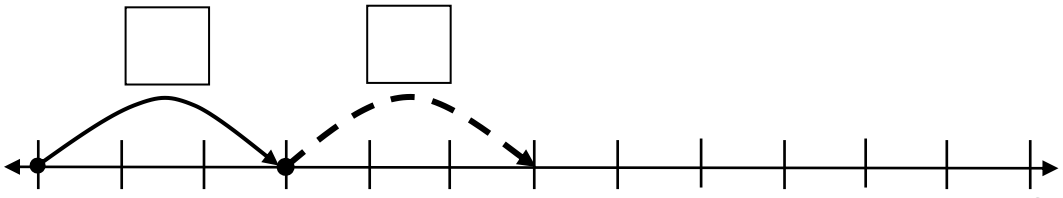
What number is on the **right**? _____ What number is **between** 37 and 14? _____

Fall Learning Opportunity 18
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

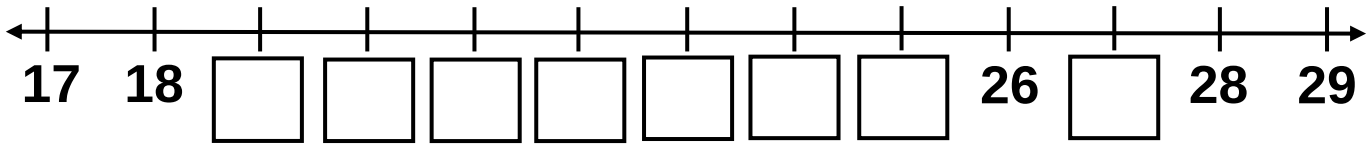
1. Write the numbers for each '*jump*' on the **number line**. Complete the **addition equation**.



$$\square + 3 = 6$$

2. *Fill* in the missing numbers in each box on the ***number line*** and in the ***number sequences***.

a.)

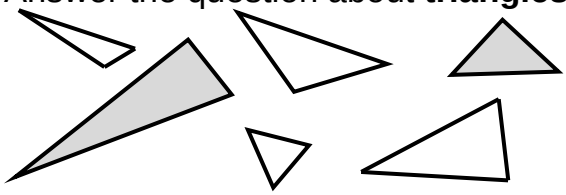


b.) 28 , 29 , 30 , ☐ , ☐

c.) 21, 20 , ☐ , ☐ , 17

PART 2: *Application Practice*

3. Answer the question about **triangles**.



How many **corners** or **vertices** are on all triangles? _____

4. *Look* at the letters in the box.

a.) What letter is **below** the letter **F**? **C**

b.) What letter is **above** the letter **F**? _____

c.) What letter is **below** the letter **A**? _____

A
F
C

PART 3: *Reflection and Conceptual Understanding*

Look at the following 4 letters: T P W E

What letter is **to** the **right** of W? _____

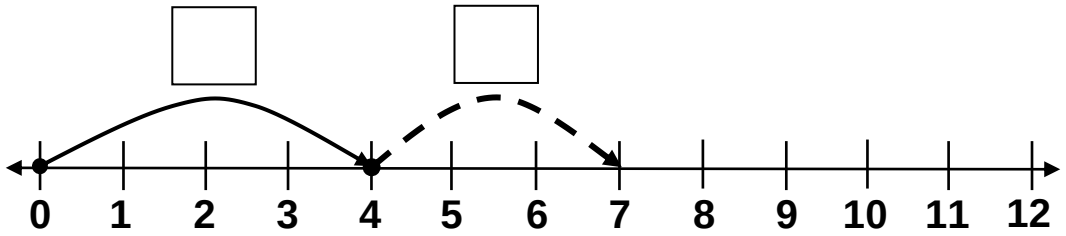
What letter is **between** T and W? _____

Fall Learning Opportunity 19
"Layering a Sound Foundation"

Name: _____

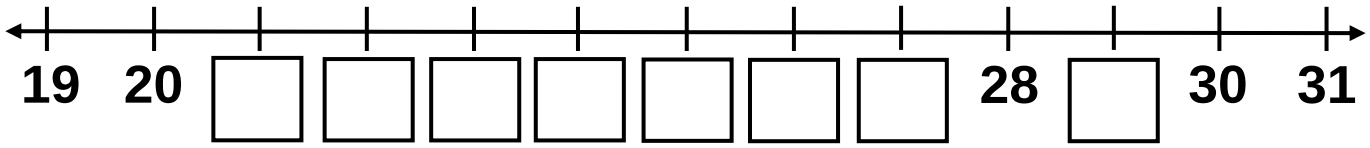
PART 1: *Numeracy Development*

1. Write the numbers for each '*jump*' on the **number line**. Complete the **addition equation**.



$$\square + 3 = 7$$

2. *Fill* in the missing numbers in each box on the **number line**.

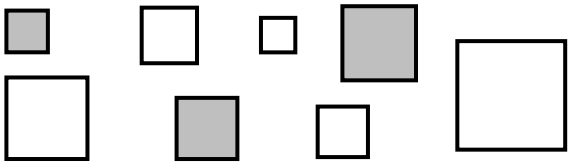


3. *Complete* the **multiple string** of ***1's*** by filling in the circles with correct numbers.

0 1 2 ◯ ◯ 5 6 ◯ 8 ◯ 10

PART 2: *Application Practice*

4. Answer the question about **squares**.



How many **corners** or **vertices** are on all squares? _____

5. *Look* at the letters in the box.

R
A
T

a.) What letter is **above** the letter **A**?_____

b.) What letter is **below** the letter **R**?_____

c.) What letter is **above** the letter **T**? _____

PART 3: *Reflection and Conceptual Understanding*

Look at the following 5 letters: N U R C Q

What letter is **to** the **left** of C? _____

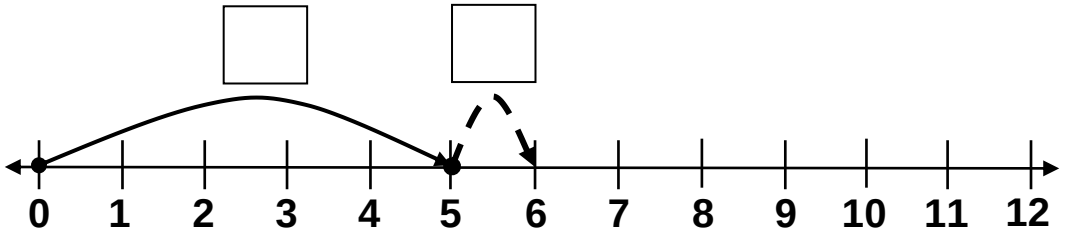
What letter is **between** U and C?_____

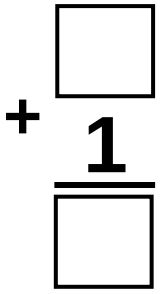
Fall Learning Opportunity 20
"Layering a Sound Foundation"

Name: _____

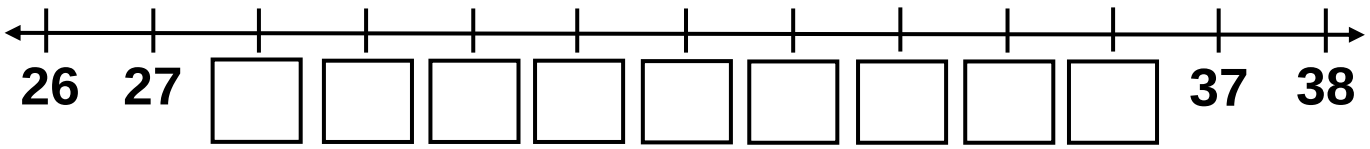
PART 1: *Numeracy Development*

1. Write the numbers for each '*jump*' on the **number line**. Complete the **addition equation**.

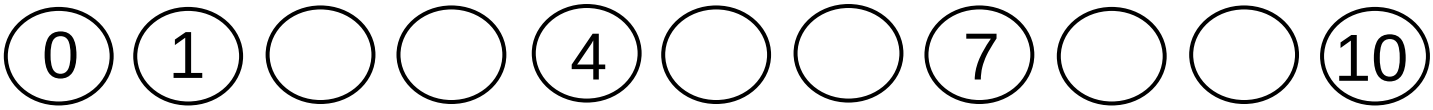




2. *Fill* in the missing numbers in each box on the **number line**.

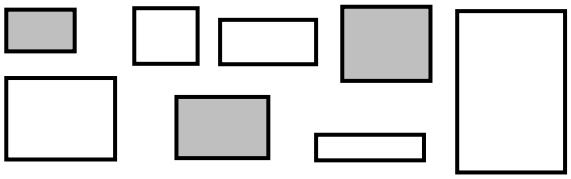


3. *Complete* the **multiple string** of ***1's*** by filling in the circles with correct numbers.



PART 2: *Application Practice*

4. Answer a question about **rectangles**.



How many **corners** or **vertices** are on all rectangles? _____

5. *Look* at the letters in the box.

a.) What letter is **above** the letter **T**? _____

b.) What letter is **below** the letter **A**? _____

c.) What letter is **above** the letter **R**? _____

A
R
T

PART 3: *Reflection and Conceptual Understanding*

A zip code for Detroit, Michigan is this number: 4 8 2 1 7

What number is **to** the **right** of 1? _____

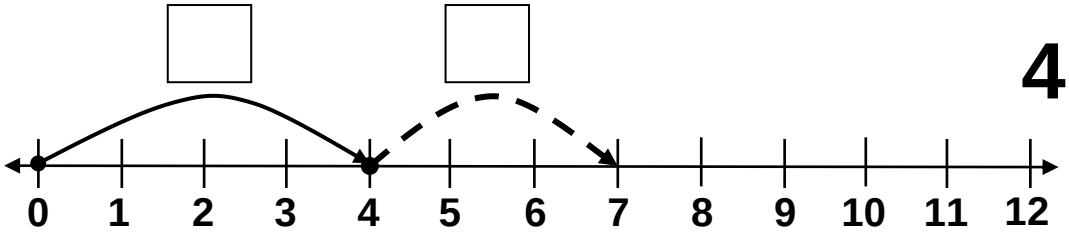
What number is **between** 4 and 2? _____

Fall Learning Opportunity 21
"Layering a Sound Foundation"

Name: _____

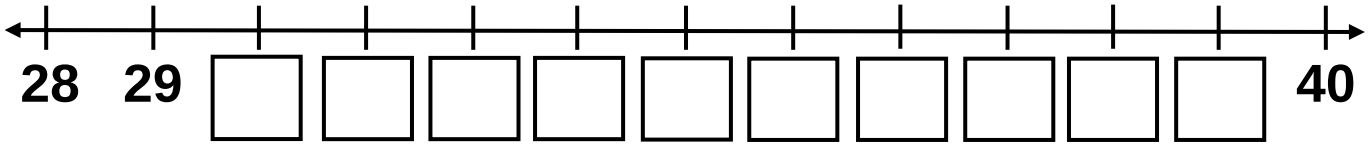
PART 1: *Numeracy Development*

1. Write the numbers for each '*jump*' on the **number line**. Complete the **addition equation**.

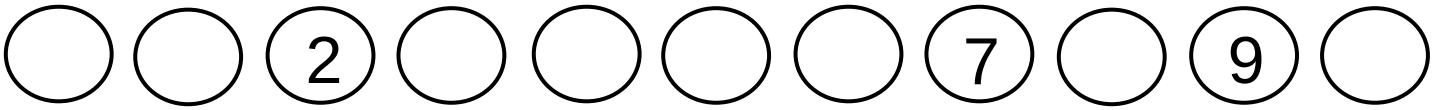


4 + 3 = ☐

2. *Fill* in the missing numbers in each box on the **number line**.

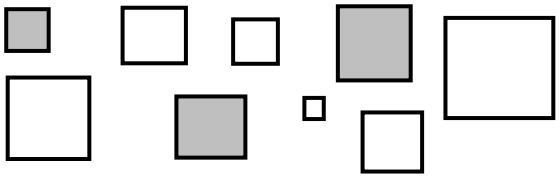


3. *Complete* the **multiple string** of ***1's*** by filling in the circles with correct numbers.



PART 2: *Application Practice*

4. Answer the question about **squares**.



How many **vertices** and **sides** are on all squares? _____

5. *Look* at the numbers in the box.

a.) What number is **above** the **2**? ____

b.) What number is **below** the **5**? ____

c.) What number is **above** the **9**? ____

5
9
2

PART 3: *Reflection and Conceptual Understanding*

Look at the following six numbers: 7 , 8 , 9 , 10 , 11 , 12

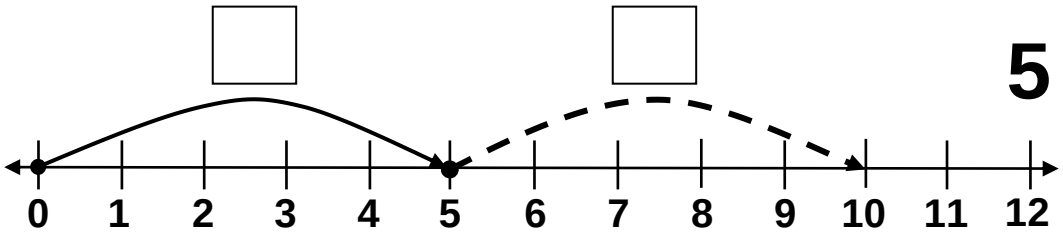
What *two numbers* are **next** to 11? _____ What *number* is **between** 7 and 9? _____

Fall Learning Opportunity 22
"Layering a Sound Foundation"

Name:_____

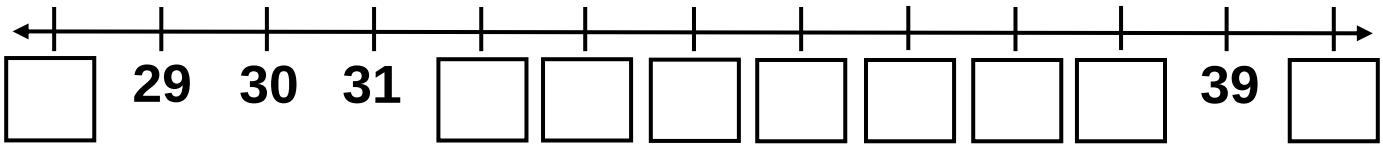
PART 1: *Numeracy Development*

1. Write the numbers for each '*jump*' on the **number line**. Complete the **addition equation**.



5 + 5 = ☐

2. *Fill* in the missing numbers in each box on the **number line**.

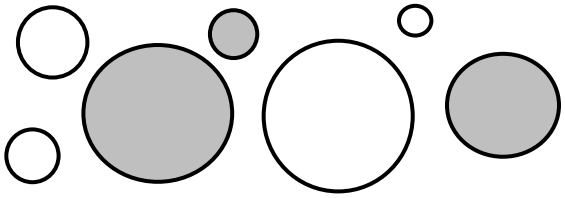


3. *Complete* the **multiple string** of ***2's*** by filling in the squares with correct numbers.

0	2	4		8	10		14		18	20

PART 2: *Application Practice*

4. Answer the question about **circles**.

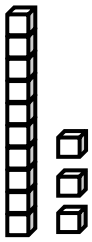


How many **vertices** and **sides** are on all circles?

_____

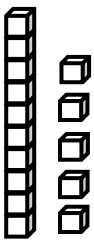
5. *Count* the Base 10 rods and blocks. *Fill* in the **Place Value Box** with the number of tens and ones.

a.)



Tens	Ones
1	3

b.)



Tens	Ones

PART 3: *Reflection and Conceptual Understanding*

Look at the following six numbers: 3 , 4 , 5 , 6 , 7 , 8

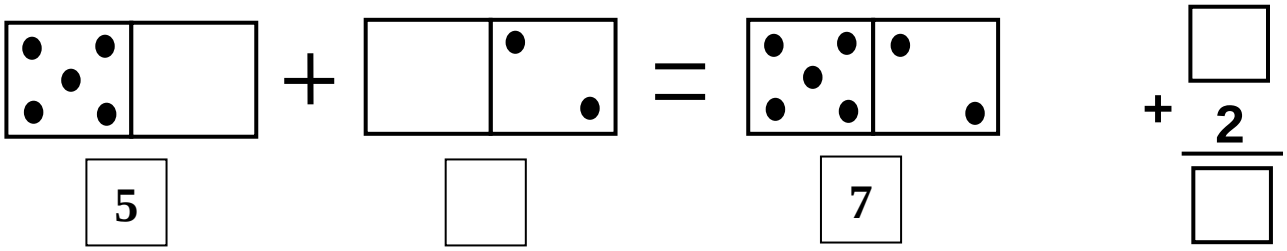
What *two numbers* are **next** to 5? _____ What *number* is **between** 6 and 8?_____

Fall Learning Opportunity 23
"Layering a Sound Foundation"

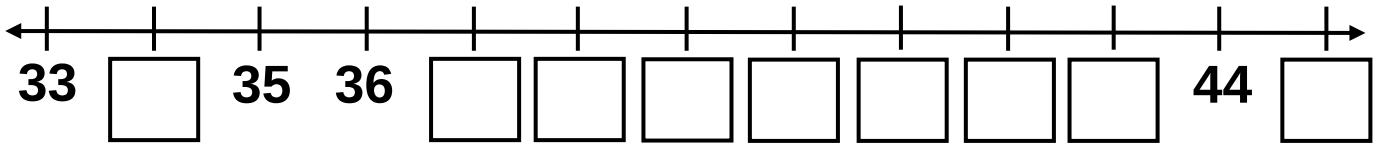
Name:_____

PART 1: *Numeracy Development*

1. *Count* the dots on the dominos. *Write* the totals in each box. *Complete* the **addition equation**.



2. *Fill* in the missing numbers in each box on the **number line**.



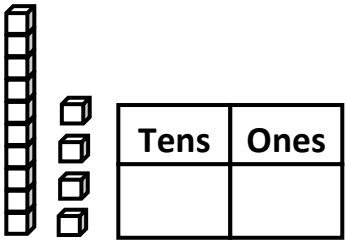
3. *Complete* the **multiple string** of ***2's*** by filling in the squares with correct numbers.

0	2	4			10		14			20

PART 2: *Application Practice*

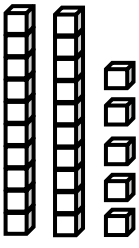
4. *Count* the Base 10 rods and blocks. *Fill* in the **Place Value Box** with the number of tens and ones.

a.)



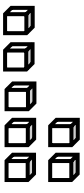
Tens	Ones

b.)



Tens	Ones

c.)



Tens	Ones

PART 3: *Reflection and Conceptual Understanding*

Complete the **number sequence**: 7 , 8 , ____ , 10 , ____ , 12

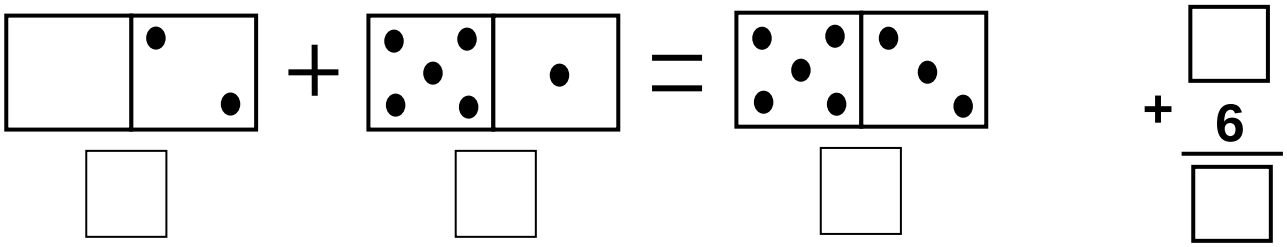
What *number* is **between** 8 and 10? _____ What *number* is **between** 10 and 12? _____

Fall Learning Opportunity 24
"Layering a Sound Foundation"

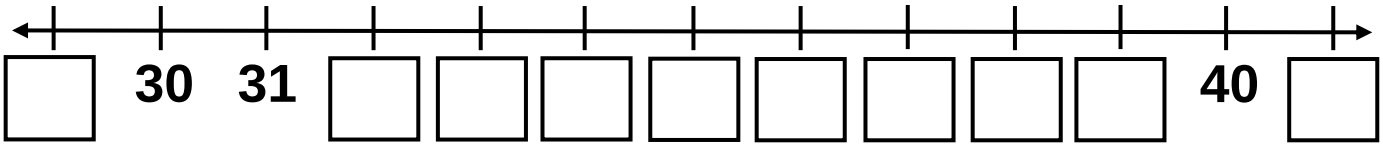
Name:_____

PART 1: *Numeracy Development*

1. *Count* the dots on the dominos. *Write* the totals in each box. *Complete* the **addition equation**.



2. *Fill* in the missing numbers in each box on the **number line**.



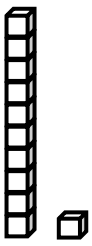
3. *Complete* the **multiple string** of ***2's*** by filling in the squares with correct numbers.

0	2				10			16		20

PART 2: *Application Practice*

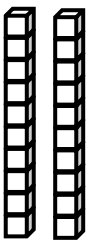
4. *Count* the Base 10 rods and blocks. *Fill* in the **Place Value Box** with the number of tens and ones.

a.)



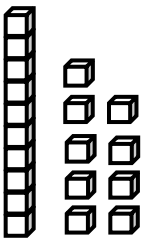
Tens	Ones

b.)



Tens	Ones

c.)



Tens	Ones

PART 3: *Reflection and Conceptual Understanding*

Complete the **number sequence**: ____, 12 , 13 , ____, 15 , 16

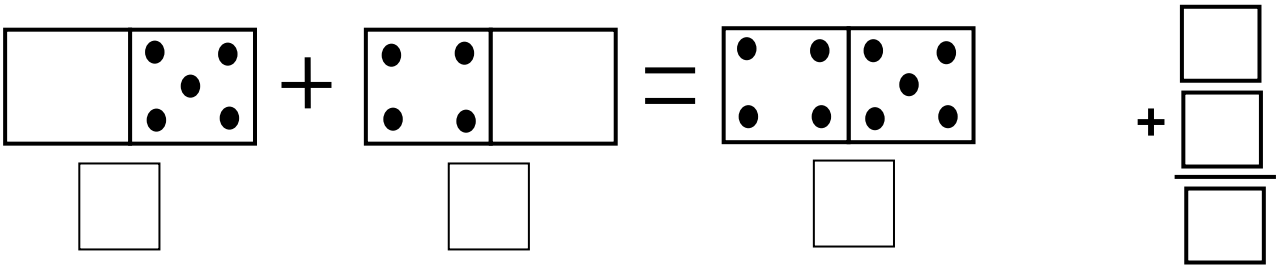
What *number* is **between** 11 and 13? _____ What *number* is **between** 13 and 15? _____

Fall Learning Opportunity 25
"Layering a Sound Foundation"

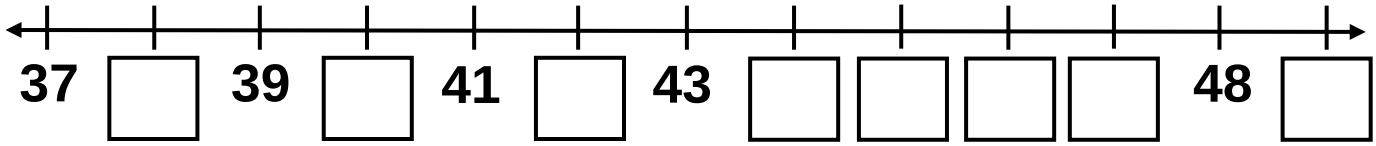
Name: _____

PART 1: *Numeracy Development*

1. *Count* the dots on the dominos. *Write* the totals in each box. *Complete* the **addition equation**.



2. *Fill* in the missing numbers in each box on the **number line**.



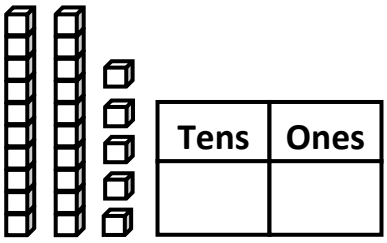
3. *Complete* the **multiple string** of ***2's*** by filling in the squares with correct numbers.

0	2				10				18	

PART 2: *Application Practice*

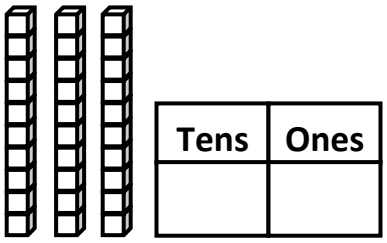
4. *Count* the Base 10 rods and blocks. *Fill* in the **Place Value Box** with the number of tens and ones.

a.)



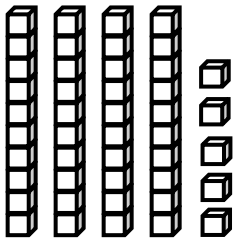
Tens	Ones

b.)



Tens	Ones

c.)



Tens	Ones

PART 3: *Reflection and Conceptual Understanding*

Complete the **number sequence**: ☐ , 11 , 10 , ☐ , 8 , 7 , ☐

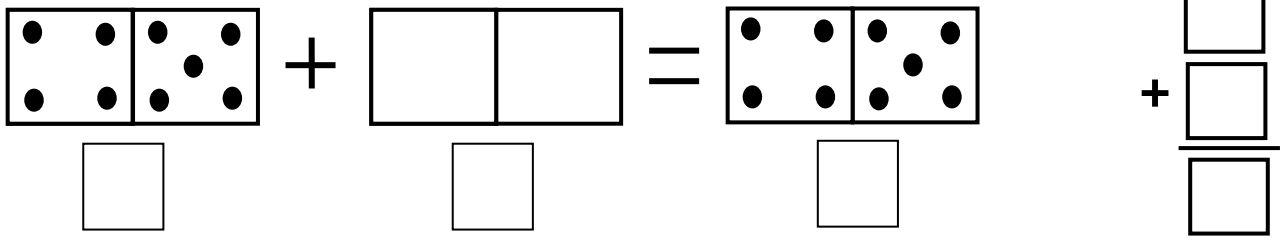
What *number* is **<u>between</u>** 11 and 9? _____ What *number* is **<u>to the</u>** left of 11? _____

Fall Learning Opportunity 26
"Layering a Sound Foundation"

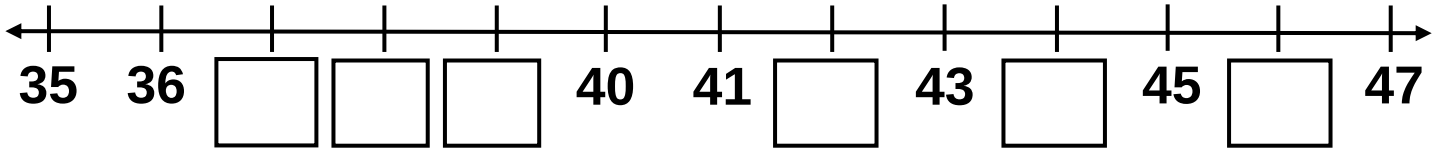
Name: _____

PART 1: *Numeracy Development*

1. *Count* the dots on the dominos. *Write* the totals in each box. *Complete* the **addition equation**.



2. *Fill* in the missing numbers in each box on the **number line**.



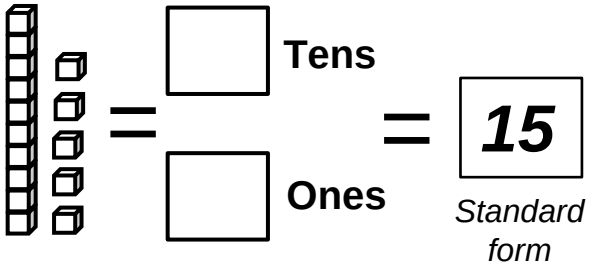
3. *Complete* the **multiple string** of ***2's*** by filling in the squares with correct numbers.

0		4		8						

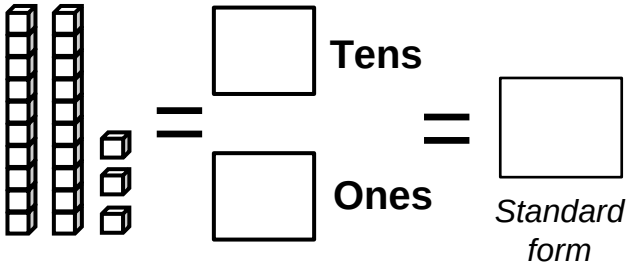
PART 2: *Application Practice*

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

a.)



b.)



PART 3: *Reflection and Conceptual Understanding*

Complete the **number sequence**: ☐ , 19 , 18 , ☐ , 16 , ☐

What *number* is **between** 18 and 16? _____ What *number* is **to the right** of 18? _____

Fall Learning Opportunity 27
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **sums** of the basic addition facts.

a.) 1 + 1 = ☐

b.) 1 + 0 = ☐

c.) 1 + 2 = ☐

d.) 2 + 2 = ☐

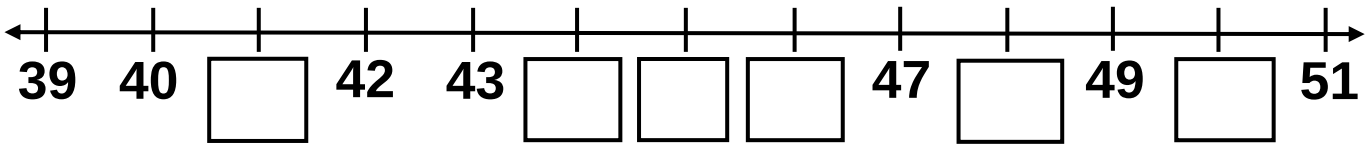
2. *Write:* **addend** *or* **sum**

2 ⇨ _____

\+ 3 ⇨ _____

5 ⇨ _____

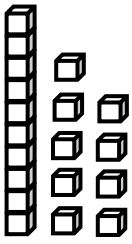
3. *Fill* in the missing numbers in each box on the **number line**.

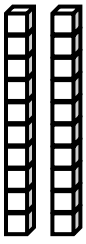


4. *Complete* the **multiple string** of ***10's*** by filling in the *pentagons* with correct numbers.

PART 2: *Application Practice*

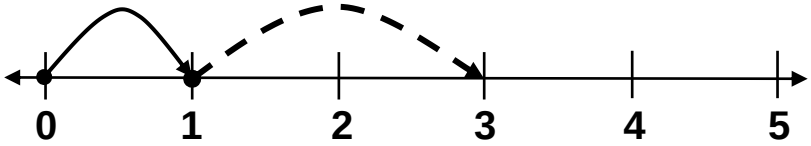
5. *Write* the number of tens and ones in the boxes and the number in **standard form**.

a.)  = ☐ Tens ☐ Ones = ☐ *Standard form*

b.)  = ☐ Tens ☐ Ones = ☐ *Standard form*

PART 3: *Reflection and Conceptual Understanding*

Use the number line to complete the addition equation.



☐ + 2 = ☐

Fall Learning Opportunity 28
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **sums** of the basic addition facts.

a.) 1 + 3 = ☐

b.) 2 + 3 = ☐

c.) 1 + 4 = ☐

d.) 4 + 1 = ☐

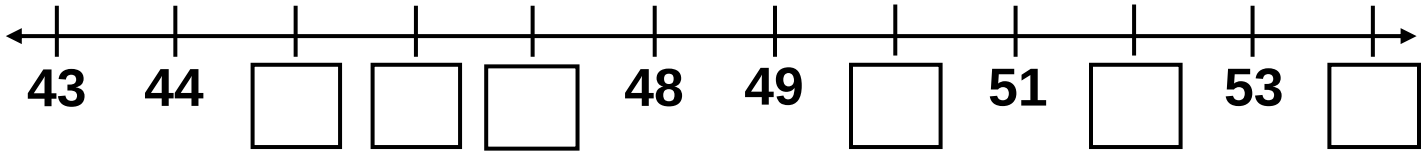
2. *Write:* **addend** *or* **sum**

2 ⇨ _____

\+ 7 ⇨ _____

9 ⇨ _____

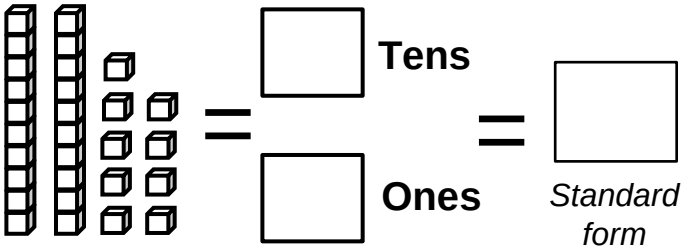
3. *Fill* in the missing numbers in each box on the **number line**.



4. *Complete* the **multiple string** of ***10's*** by filling in the *pentagons* with correct numbers.

PART 2: *Application Practice*

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

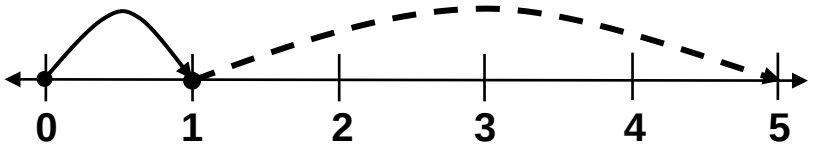


6. ***Draw*** the shape **above** the shape's name.

triangle **circle**

PART 3: *Reflection and Conceptual Understanding*

Use the number line to complete the addition equation.



☐ + ☐ = ☐

Fall Learning Opportunity 29
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **sums** of the "**DOUBLES**" – addition facts.

a.) 1 + 1 = ☐

b.) 2 + 2 = ☐

c.) 3 + 3 = ☐

d.) 4 + 4 = ☐

2. *Add* **1 MORE.**

a.) 3 (+1) = ***4***

b.) 6 (+1) = ☐

3. *Fill* in the missing numbers in each box on the **number line**.

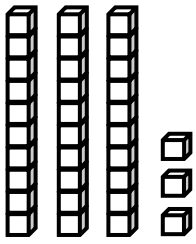
☐ 48 49 ☐ 51 52 ☐ ☐ ☐ 56 ☐ 58

4. *Count* by **2's** on the number line. *Write* the *correct* ***multiple*** in each **circle** on the number line.

0 2 ◯ 6 ◯ 10 ◯ 14 ◯ 18 ◯ 22

PART 2: *Application Practice*

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



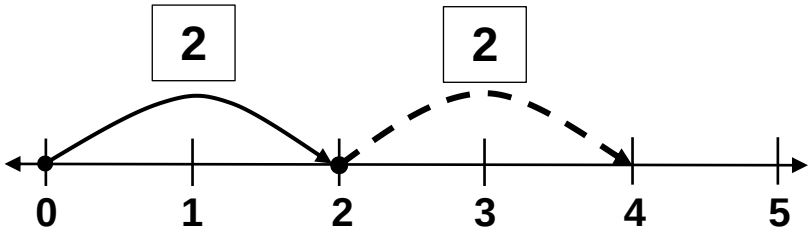
= ☐ **Tens** ☐ **Ones** = ☐ *Standard form*

6. ***Draw*** the shape **above** the name.

rectangle **square**

PART 3: *Reflection and Conceptual Understanding*

Use the number line to complete the addition equation.



☐ + ☐ = ☐

Fall Learning Opportunity 30
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

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

a.) 4 + 2 = ☐

b.) 2 + 5 = ☐

c.) 2 + 3 = ☐

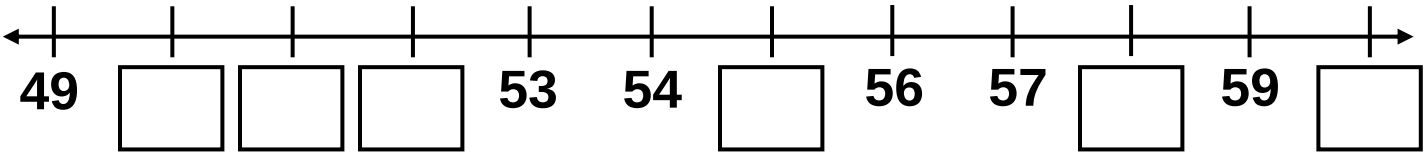
d.) 1 + 1 = ☐

2. *Add* **1 MORE.**

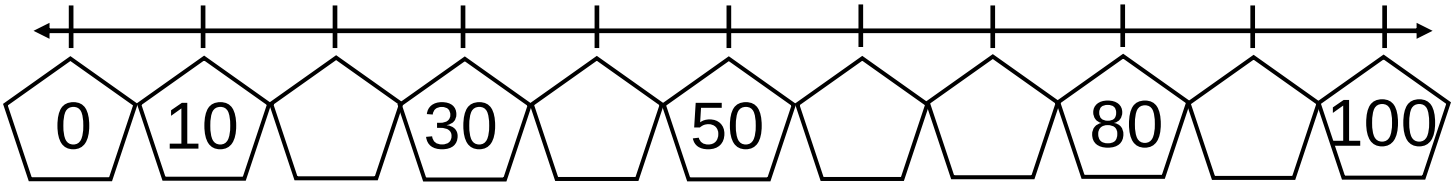
a.) 1 (+ 1) = ☐

b.) 7 (+ 1) = ☐

3. *Fill* in the missing numbers in each box on the **number line**.

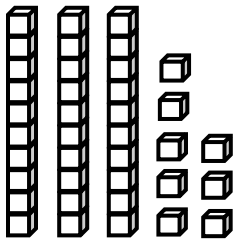


4. *Count* by **10's** on the number line. *Write* the *correct* ***multiple of 10*** in each pentagon.



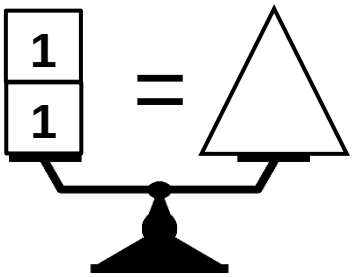
PART 2: *Application Practice*

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



= ☐ **Tens** ☐ **Ones** = ☐ *Standard form*

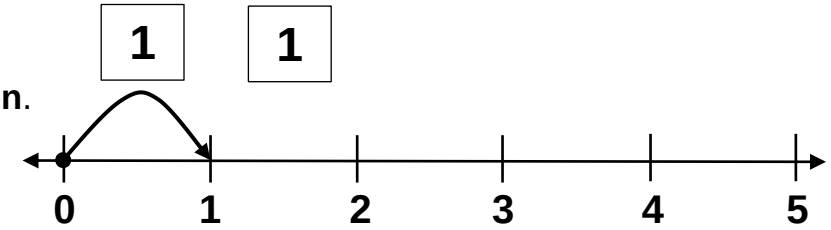
6. *Write* the *number* **inside** the **triangle** so the scale is *equal*.



1 + 1 = ?

PART 3: *Reflection and Conceptual Understanding*

Draw *the arrow* that *matches* the **addition equation**.



1 + 1 = 2

Fall Learning Opportunity 31
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

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

a.) 3 + 2 = ☐

b.) 1 + 6 = ☐

c.) 2 + 3 = ☐

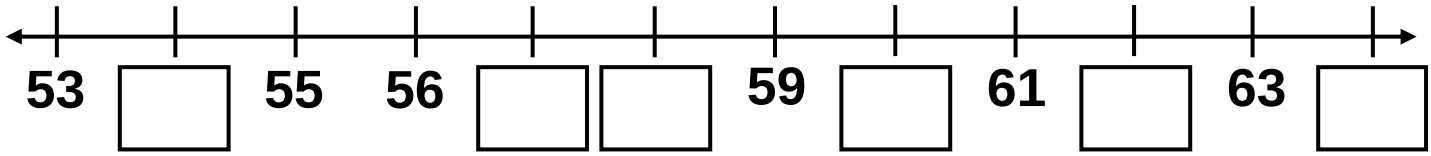
d.) 5 + 2 = ☐

2. *Add* **1 MORE.**

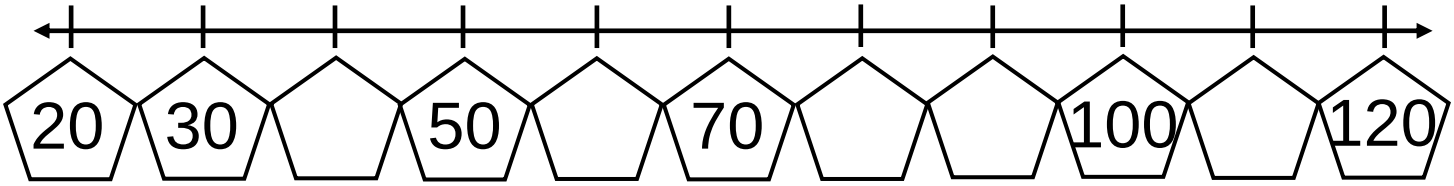
a.) 5 (+1) = ☐

b.) 9 (+1) = ☐

3. *Fill* in the missing numbers in each box on the **number line**.

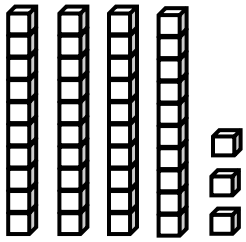


4. *Count* by **10's** on the number line. *Write* the *correct* ***multiple of 10*** in each pentagon.



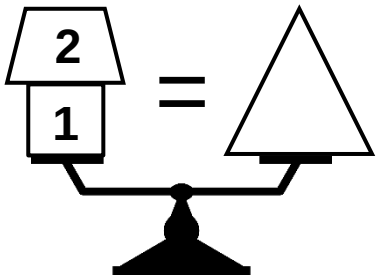
PART 2: *Application Practice*

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



= ☐ **Tens** ☐ **Ones** = ☐ *Standard form*

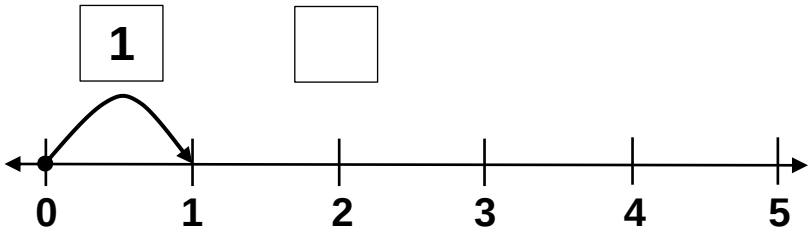
6. *Write* the *number* **inside** the **triangle** so the scale is *equal*.



2 + 1 = ?

PART 3: *Reflection and Conceptual Understanding*

***Draw** the arrow* that matches the addition equation.



1 + 2 = 3

Fall Learning Opportunity 32
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **sums** of the "**DOUBLES**" – addition facts.

a.) 3 + 3 = ☐

b.) 4 + 4 = ☐

c.) 6 + 6 = ☐

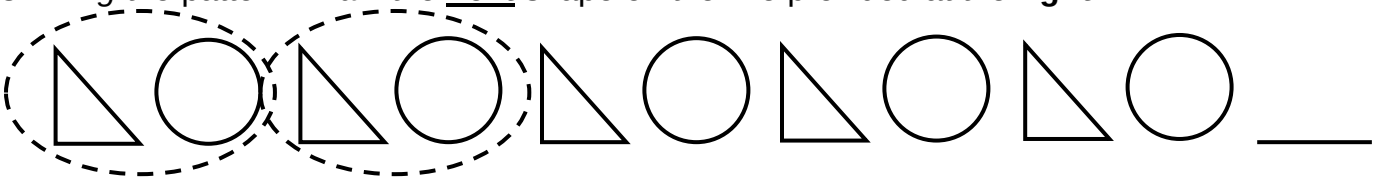
d.) 5 + 5 = ☐

2. *Add* **1 MORE.**

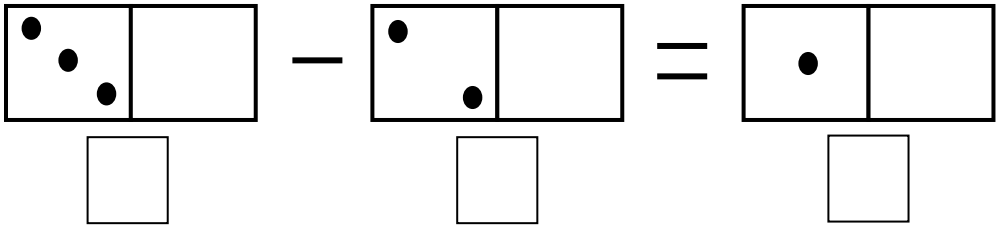
a.) 9 *+ 1* = ☐

b.) 11 *+ 1* = ☐

3. *Ring* the pattern. *Draw* the **next** shape on the line provided at the **right.**



4. *Count* the dots on the dominos. *Write* the totals in each box. *Complete:* **subtraction equation**.

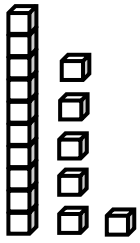


3 − 2 = ☐

PART 2: *Application Practice*

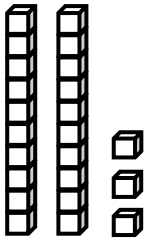
5. *Write* the number of tens and ones in **standard form**.

a.)



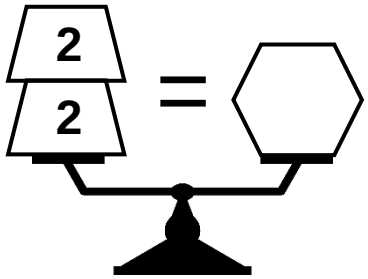
Standard form ☐

b.)



Standard form ☐

6. *Write* the *number* **inside** the **hexagon** so the scale is *equal*.



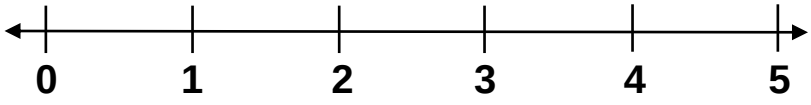
$$+\begin{array}{r} 2 \\ 2 \\ \hline \square \end{array}$$

PART 3: *Reflection and Conceptual Understanding*

***Draw** the arrows*

that match the addition equation.

2 1



2 + 1 = 3

Fall Learning Opportunity 33
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

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

a.) 4 + 3 = ☐

b.) 2 + 4 = ☐

c.) 5 + 3 = ☐

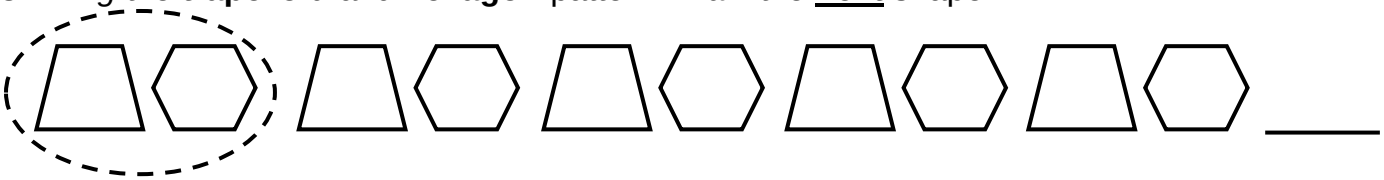
d.) 5 + 4 = ☐

2. *Add* **2 MORE.**

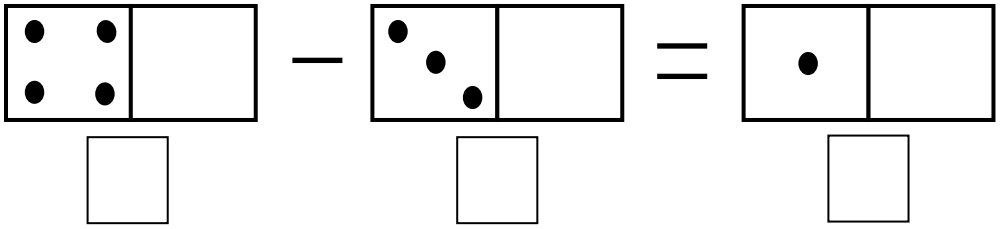
a.) 5 (+2) = ☐

b.) 7 (+2) = ☐

3. *Ring* the **trapezoid** and **hexagon** pattern. *Draw* the **next** shape.



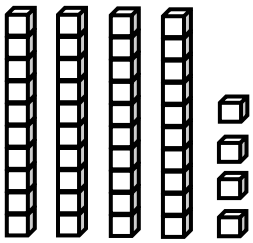
4. *Count* the dots on the dominos. *Write* the totals in each box. *Complete:* **subtraction equation**.



4 − 3 = ☐

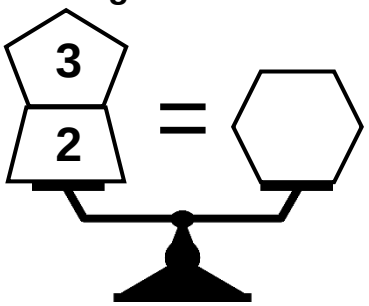
PART 2: *Application Practice*

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



= ☐ **Tens** ☐ **Ones** = ☐ *Standard form*

6. *Write* the *number* **inside** the **hexagon** so the scale is *equal*.

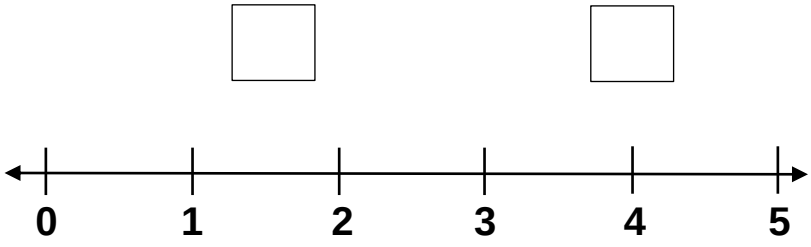


= ☐ + 3 2 = ☐

PART 3: *Reflection and Conceptual Understanding*

***Draw** the arrows*

that match the addition equation.



3 + 2 = ☐

Fall Learning Opportunity 34
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

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

a.) 5 + 3 = ☐

b.) 2 + 6 = ☐

c.) 3 + 3 = ☐

d.) 4 + 6 = ☐

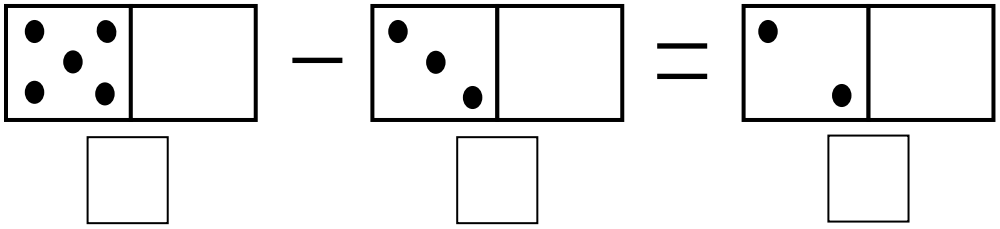
2. *Add* **2 MORE.**

a.) 6 (+2) = ☐

b.) 8 (+2) = ☐

3. *Ring* the **triangle, pentagon, hexagon** pattern. *Draw* the **next** shape.

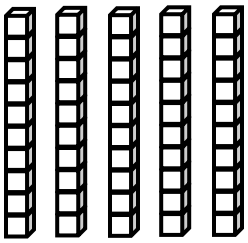
4. *Count* the dots on the dominos. *Write* the totals in each box. *Complete:* **subtraction equation**.



☐ – ☐ = ☐

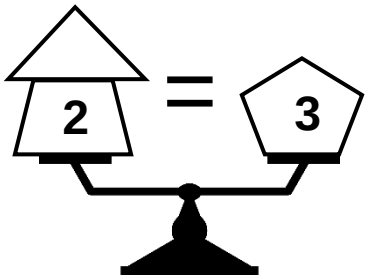
PART 2: *Application Practice*

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



= ☐ **Tens** ☐ **Ones** = ☐ *Standard form*

6. *Write* the *number* **inside** the **triangle** so the scale is *equal*.

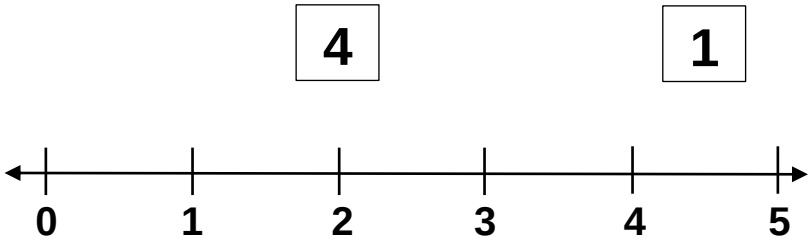


+ ☐ = 2 / 3

PART 3: *Reflection and Conceptual Understanding*

***Draw** the arrows*

that match the addition equation.



☐ + ☐ = ☐

Fall Learning Opportunity 35
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

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

a.) 5 + 4 = ☐

b.) 3 + 6 = ☐

c.) 2 + 7 = ☐

d.) 9 + 0 = ☐

2. *Add* **2 MORE.**

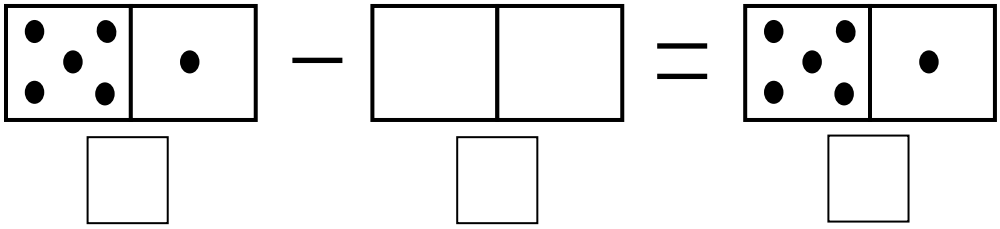
a.) 10 (+2) = ☐

b.) 9 (+2) = ☐

3. *Ring* the **number** pattern. *Write* the **next** *two numbers* in the pattern.

6 1 5 6 1 5 6 1 5 6 1 5 __ __

4. *Count* the dots on the dominos. *Write* the totals in each box. *Complete:* **subtraction equation**.

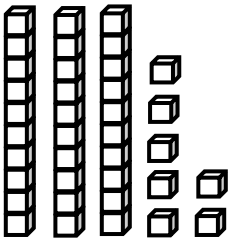


☐ – ☐ = ☐

PART 2: *Application Practice*

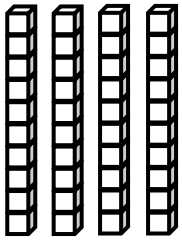
5. *Write* the number of tens and ones in **standard form**.

a.)



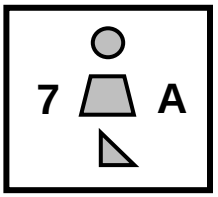
Standard form ☐

b.)



Standard form ☐

6. *Write* '**Y**es' or '**N**o'.



a.) The 'A' is **right** of the trapezoid. _____

b.) The '7' is **right** of the trapezoid. _____

c.) The triangle is **below** the circle and trapezoid. _____

PART 3: *Reflection and Conceptual Understanding*

An addition equation can be written like this: **4 + 7 = 11**

An addition equation can be written like this: **7 + 4 = 11**

Does it matter? **YES** **NO**

Fall Learning Opportunity 36
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

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

a.) 5 + 2 = ☐

b.) 3 + 2 = ☐

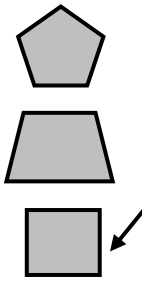
c.) 2 + 6 = ☐

d.) 2 + 8 = ☐

e.) 4 + 4 = ☐

f.) 4 + 0 = ☐

2. *Match* a shape with its name.



square

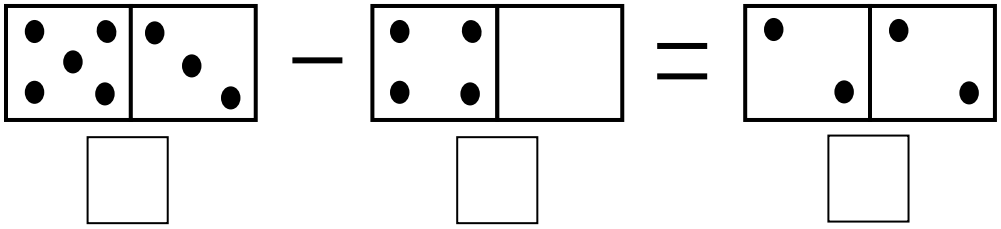
pentagon

trapezoid

3. *Ring* the pattern. *Write* the **next** symbol in the pattern.

5 F 9 5 F 9 5 ___

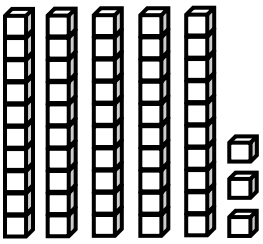
4. *Count* the dots on the dominos. *Write* the totals in each box. *Complete:* **subtraction equation**.



☐ – ☐ = ☐

PART 2: *Application Practice*

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



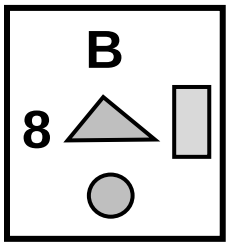
= ☐ **Tens** ☐ **Ones** = ☐ *Standard form*

6. *Write* '**Y**es' or '**N**o'.

a.) The '**B**' is **below** the triangle. _____

b.) The '**8**' is **left** of the triangle. _____

c.) The '**circle**' is **below** the triangle. _____



PART 3: *Reflection and Conceptual Understanding*

8 + 2 = 10 is an **addition equation** with **addends** of 8 and 2.

Use the *same* **addends** of 8 and 2 and make a new **addition equation**.

☐ + ☐ = 10

Fall Learning Opportunity 37
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

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

a.) 4 + 3 = ☐

b.) 3 + 5 = ☐

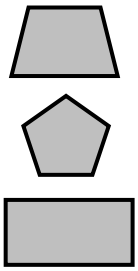
c.) 1 + 6 = ☐

d.) 1 + 7 = ☐

e.) 3 + 3 = ☐

f.) 2 + 2 = ☐

2. *Match* a shape with its name.



pentagon

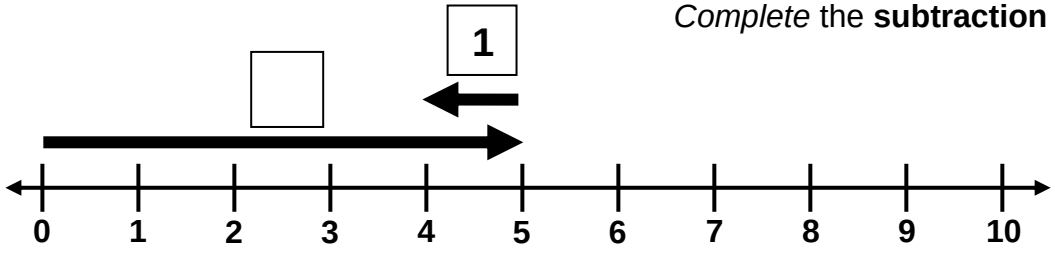
rectangle

trapezoid

3. *Ring* the pattern. *Write* the **next** symbol in the pattern.

1 V R 1 V R 1 __

4. *Write* the NUMBER in each box above each arrow to show the spaces 'moved.'

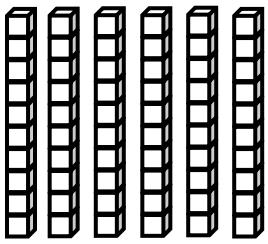


Complete the **subtraction equation.**

5 − 1 = ☐

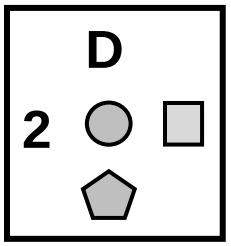
PART 2: *Application Practice*

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



= ☐ **Tens** ☐ **Ones** = ☐ *Standard form*

6. *Write* '**Y**es' or '**N**o'.



a.) The '**2**' is **left** of the circle. _____

b.) The '**D**' is **right** of the circle. _____

c.) The '**pentagon**' is **above** the circle. _____

PART 3: *Reflection and Conceptual Understanding*

5 + 3 = 8 is an **addition equation** with **addends** of 5 and 3.

Use the *same* **addends** of 5 and 3 and make a new **addition equation**.

☐ + ☐ = 8

Fall Learning Opportunity 38
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

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

a.) 5 + 3 = ☐

b.) 3 + 5 = ☐

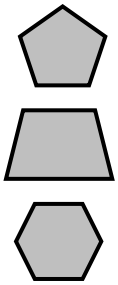
c.) 3 + 6 = ☐

d.) 1 + 9 = ☐

e.) 3 + 2 = ☐

f.) 4 + 4 = ☐

2. *Match* a shape with its name.



pentagon

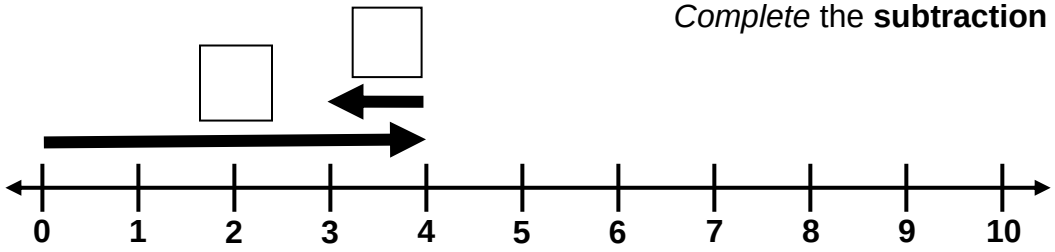
hexagon

trapezoid

3. *Complete* the ***next*** number in the **number sequence**.

58, 59, 60, ☐

4. *Write* the NUMBER in each box above each arrow to show the spaces 'moved.'

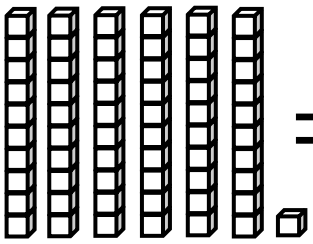


Complete the **subtraction equation.**

4 − 1 = ☐

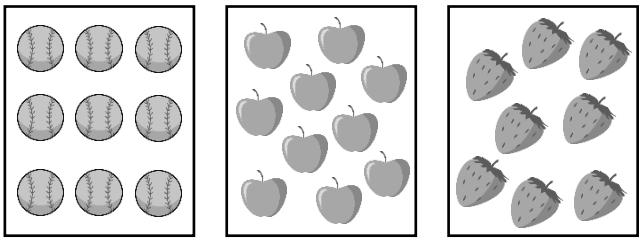
PART 2: *Application Practice*

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



= ☐ **Tens** ☐ **Ones** = ☐ *Standard form*

6. *Ring* the rectangle with the **fewest** objects. Make an *"X"* on the rectangle with the **most** objects.



PART 3: *Reflection and Conceptual Understanding*

Are the two **addition sentences** correct? ***Circle*** your answer on each.

a.)  **YES NO**

b.) **2 + 1 = 3** **YES NO**

Fall Learning Opportunity 39
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **sums** of the "**DOUBLES**" – addition facts.

a.) 2 + 2 = ☐

b.) 4 + 4 = ☐

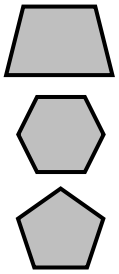
c.) 3 + 3 = ☐

d.) 6 + 6 = ☐

e.) 5 + 5 = ☐

f.) 1 + 1 = ☐

2. *Match* a shape with its name.



pentagon

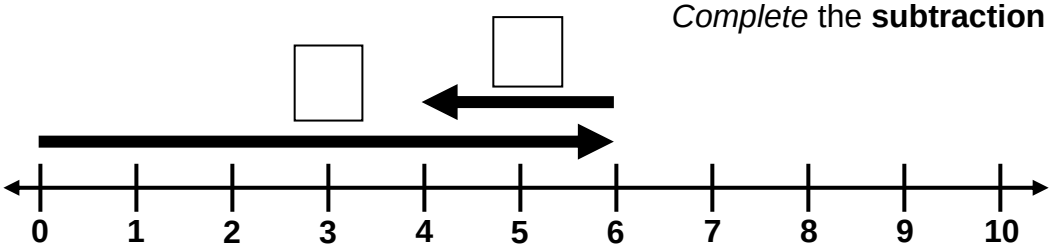
trapezoid

hexagon

3. *Complete* the ***next*** number in the **number sequence**.

57, 58, 59, ☐

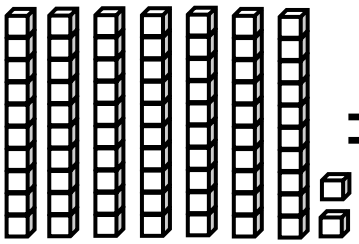
4. *Write* the NUMBER in each box above each arrow to show the spaces 'moved.'
Complete the **subtraction equation.**



6 − 2 = ☐

PART 2: *Application Practice*

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

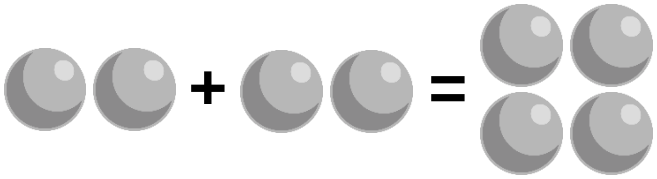


= ☐ **Tens** ☐ **Ones** = ☐ *Standard form*

6. *Ring* the pentagon with the **smallest** number. Make an *"X"* on the pentagon with the **largest** number.

PART 3: *Reflection and Conceptual Understanding*

Are the two **addition sentences** correct? ***Circle*** your answer on each.

a.)  **YES NO**

b.) **3 + 3 = 5** **YES NO**

Fall Learning Opportunity 40
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **sums** of the **addition facts** ***below***.

a.) 5 + 3 = ☐

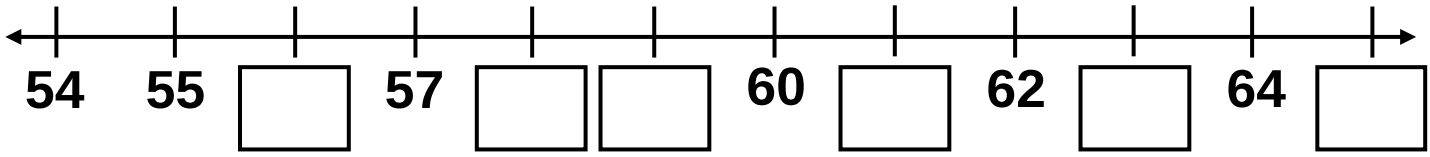
b.) 3 + 7 = ☐

c.) 5 + 4 = ☐

d.) 5 + 5 = ☐

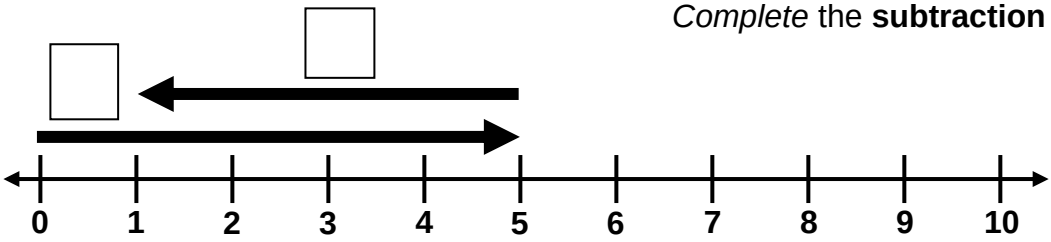
e.) 6 + 3 = ☐

2. *Fill* in the missing numbers in each box on the **number line**.



3. *Write* the NUMBER in each box above each arrow to show the spaces 'moved.'

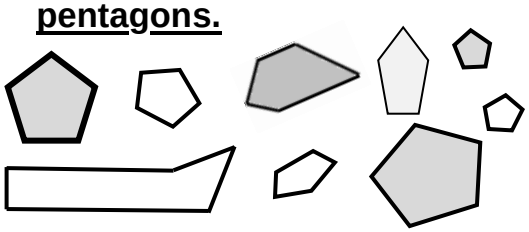
Complete the **subtraction equation.**



☐ − 4 = ☐

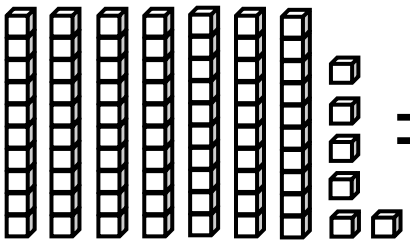
PART 2: *Application Practice*

4. *Answer* the question about **pentagons.**



How many **sides** and **vertices** do all pentagons have? _____

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



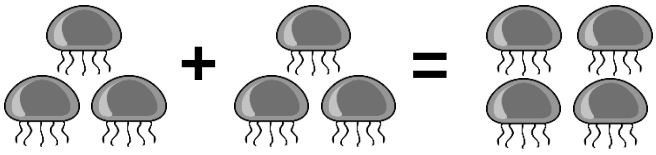
☐ **Tens**

☐ **Ones**

= ☐ *Standard form*

PART 3: *Reflection and Conceptual Understanding*

Are the two **addition sentences** correct? ***Circle*** your answer on each.

a.)  **YES** **NO**

b.) **6 = 2 + 4** **YES** **NO**

Fall Learning Opportunity 41
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **sums** of the **addition facts** ***below***.

a.) 3 + 6 = ☐

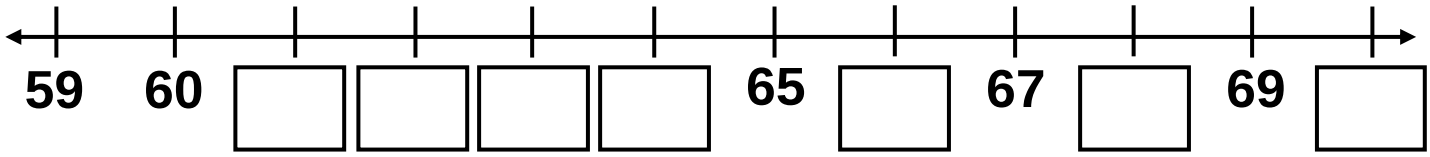
b.) 4 + 7 = ☐

c.) 8 + 2 = ☐

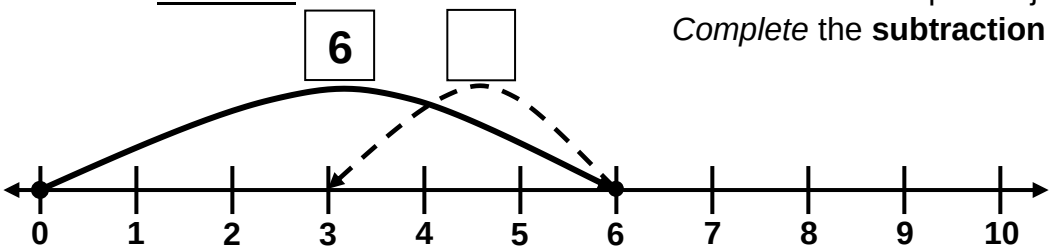
d.) 4 + 5 = ☐

e.) 6 + 4 = ☐

2. *Fill* in the missing numbers in each box on the **number line**.



3. *Write* the NUMBER in each box above each arrow to show the spaces 'jumped.'

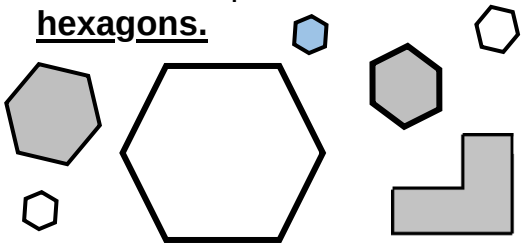


Complete the **subtraction equation.**

6 − ☐ = ☐

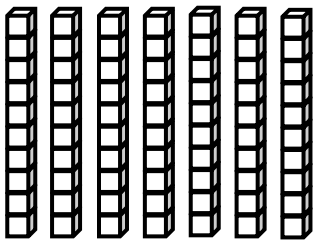
PART 2: *Application Practice*

4. *Answer* the question about **hexagons.**



How many **sides** and **vertices** do all **hexagons** have? _____

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



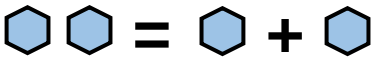
= ☐ Tens ☐ Ones = ☐

Standard form

PART 3: *Reflection and Conceptual Understanding*

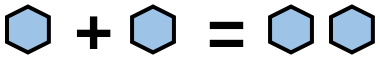
Are the **addition sentences** below correct? *Check each equation*. ***Circle*** your answer.

1 + 1 = 2



YES

2 = 1 + 1



NO

Fall Learning Opportunity 42
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **sums** of the **addition facts** ***below***.

a.) 4 + 6 = ☐

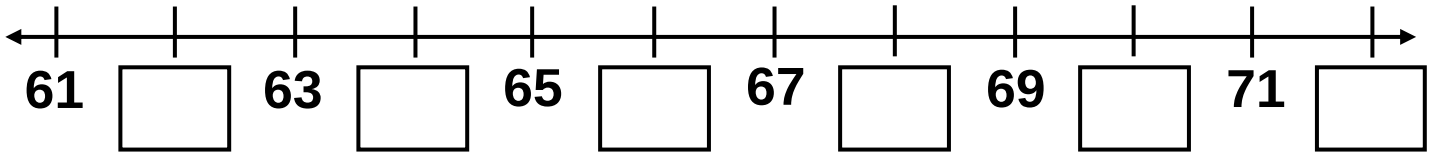
b.) 7 + 3 = ☐

c.) 9 + 2 = ☐

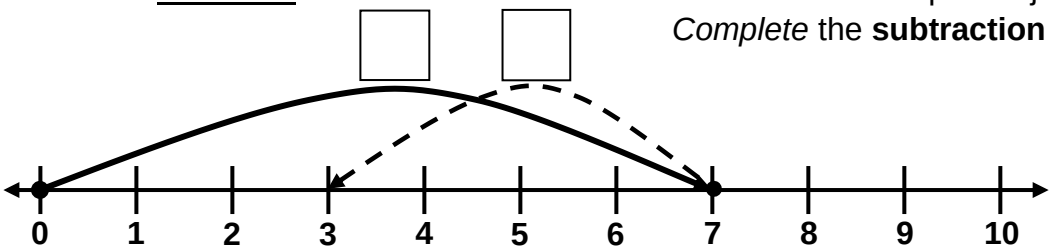
d.) 5 + 6 = ☐

e.) 7 + 4 = ☐

2. *Fill* in the missing numbers in each box on the **number line**.



3. *Write* the NUMBER in each box above each arrow to show the spaces 'jumped.'

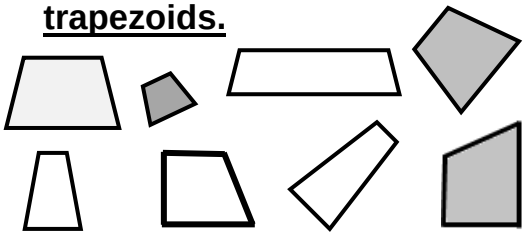


Complete the **subtraction equation.**

☐ − ☐ = 3

PART 2: *Application Practice*

4. *Answer* the question about **trapezoids.**



How many **sides** and **vertices** do all **trapezoids** have? _____

5. Sally and Luz made number sequences. *Complete* their **number sequences.**

Sally's number sequence:

45 , 46 , ☐ , 48 , ☐ , 50 , ☐

Luz's number sequence:

21 , 20 , ☐ , 18 , ☐ , 16 , ☐

PART 3: *Reflection and Conceptual Understanding*

Are the **addition sentences** below correct? *Check each equation*. ***Circle*** your answer.

☆☆ = ☆ + ☆☆ **2 = 1 + 2** **YES**

☆☆ + ☆ = ☆☆ **2 + 1 = 2** **NO**

Fall Learning Opportunity 43
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **sums** of the **addition facts** ***below***.

a.) 5 + 6 = ☐

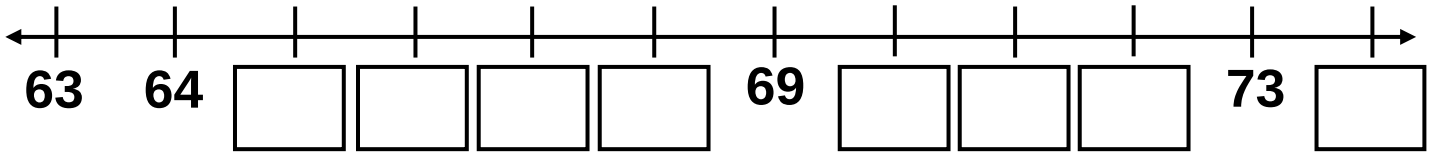
b.) 4 + 8 = ☐

c.) 8 + 3 = ☐

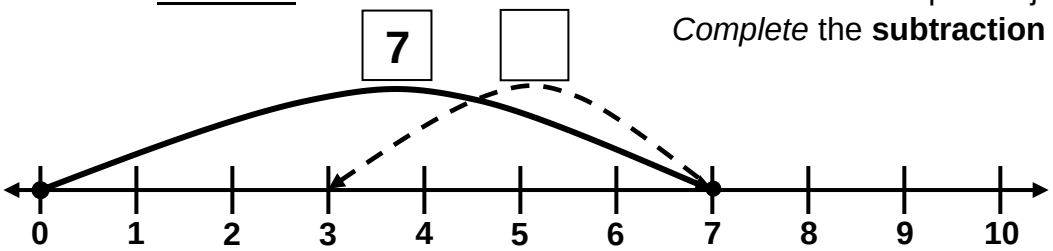
d.) 3 + 5 = ☐

e.) 6 + 2 = ☐

2. *Fill* in the missing numbers in each box on the **number line**.



3. *Write* the NUMBER in each box above each arrow to show the spaces 'jumped.'

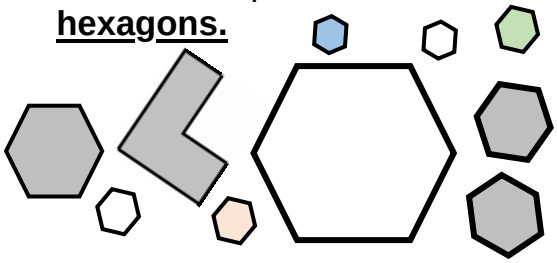


Complete the **subtraction equation.**

☐ − ☐ = ☐

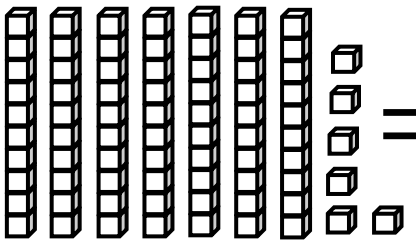
PART 2: *Application Practice*

4. *Answer* the question about **hexagons.**



How many **sides** and **vertices** do all **hexagons** have? _____

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



☐ **Tens** ☐ **Ones** = ☐ *Standard form*

PART 3: *Reflection and Conceptual Understanding*

Jill wrote these addition equations. Are they ***mathematically correct***? ***Circle*** your answer.

4 = 2 + 2 **YES**

4 = 2 + 2 **NO**

2 + 2 = 4 **YES**

2 + 2 = 4 **NO**

Fall Learning Opportunity 44
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **sums** of the "**DOUBLES**" – addition facts.

a.) 5 + 5 = ☐

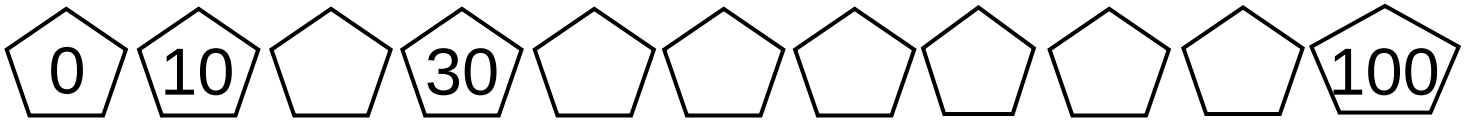
b.) 7 + 7 = ☐

c.) 4 + 4 = ☐

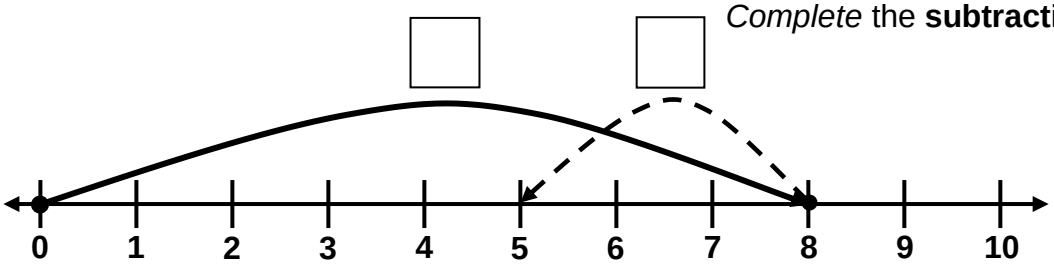
d.) 8 + 8 = ☐

e.) 6 + 6 = ☐

2. *Complete* the **multiple string** of ***10's*** by filling in the *pentagons* with correct numbers.



3. *Write* the NUMBER in each box above each arrow to show the spaces 'jumped.'



Complete the **subtraction equation.**

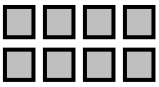
☐ − ☐ = ☐

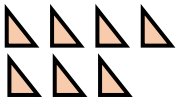
PART 2: *Application Practice*

4. ***Draw*** the shape **above** the name.

pentagon **trapezoid**

5. *Write* the name of the number on the line **next** to the objects. Use the Word Bank to help with the spelling.

a.)  = _____

b.)  = _____

c.)  = _____

WORD BANK

three	seven
four	eight
five	nine

PART 3: *Reflection and Conceptual Understanding*

Is this addition equation *correct*? ***Circle*** your answer.

YES

NO

Fall Learning Opportunity 45
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **sums** of the **addition facts** ***below***.

a.) 8 + 3 = ☐

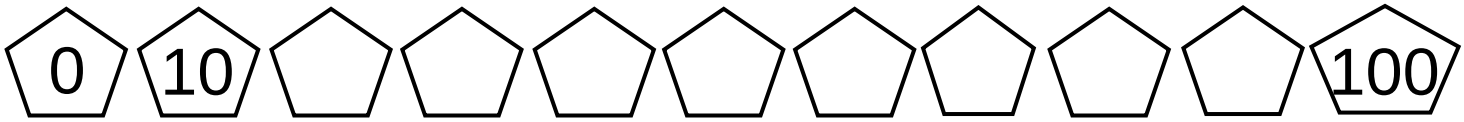
b.) 5 + 7 = ☐

c.) 9 + 9 = ☐

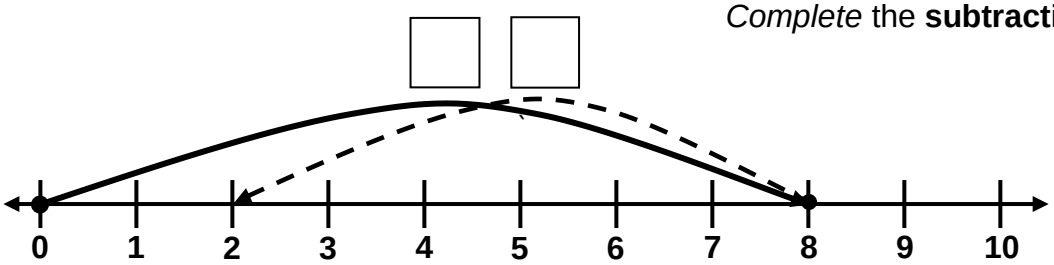
d.) 8 + 4 = ☐

e.) 7 + 6 = ☐

2. *Complete* the **multiple string** of ***10's*** by filling in the *pentagons* with correct numbers.



3. *Write* the NUMBER in each box above each arrow to show the spaces 'jumped.'



Complete the **subtraction equation.**

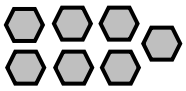
☐ − ☐ = ☐

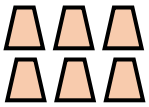
PART 2: *Application Practice*

4. ***Draw*** the shape **above** the name.

trapezoid **hexagon**

5. *Write* the name of the number on the line **next** to the objects. Use the Word Bank to help with the spelling.

a.)  = _____

b.)  = _____

c.)  = _____

WORD BANK

three	seven
five	eight
six	nine

PART 3: *Reflection and Conceptual Understanding*

Is this addition equation *correct*? ***Circle*** your answer.

YES

NO

Fall Learning Opportunity 46
"Layering a Sound Foundation"

Name: ______________

PART 1: ***Numeracy Development***

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

a.) $8 + 4 = \square$

b.) $7 + 4 = \square$

c.) $9 + 2 = \square$

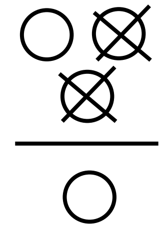
d.) $6 + 6 = \square$

2. *Find* the correct numbers in the **number sequence**.

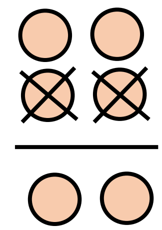
37, 38, ☐, 40, ☐, ☐

3. *Find* the **differences**

a.) $3 - 2 = \boxed{1}$ ➡



b.) $4 - 2 = \square$ ➡



4. *Complete* the **multiple string** of ***10's*** by filling in the *pentagons* with correct numbers.

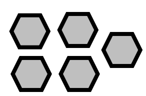
20, 30, ☐, 50, ☐, ☐, ☐, ☐, ☐, ☐, 120

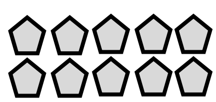
PART 2: ***Application Practice***

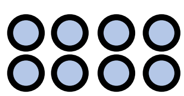
5. ***Draw*** the shape **above** the name.

hexagon **pentagon**

6. *Write* the name of the number **next** to the objects.

a.)  = ________

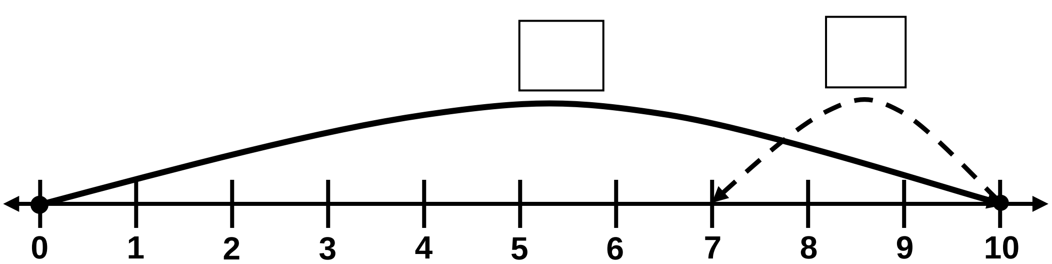
b.)  = ________

c.)  = ________

WORD BANK	
two	eight
three	nine
five	ten

PART 3: ***Reflection and Conceptual Understanding***

Write the NUMBER of 'jumps' in each box. *Complete* the **subtraction equation** on the **right.**



$\square - \square = \square$

Fall Learning Opportunity 47
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

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

a.) 9 + 3 = ☐

b.) 4 + 8 = ☐

c.) 9 + 1 = ☐

d.) 7 + 7 = ☐

2. *Find* the **differences**

a.) 2 - 1 = ☐ ➡ ○ ⊗ / ○

b.) 3 - 2 = ☐ ➡ ● ⊗ ⊗ / ●

3. *Find* the correct numbers in the **number sequence**.

48, 49, ☐, 51, ☐, ☐

4. *Complete* the **multiple string** of ***10's*** by filling in the *pentagons* with correct numbers.

☐ 20 30 ☐ ☐ ☐ ☐ ☐ ☐ ☐ 110

PART 2: *Application Practice*

5. *Draw* a **pentagon between** the duck and the football.

6. *Write* the *name* of the number **next** to the objects.

a.) ⬡⬡ = _____

b.) ⬡⬡⬡⬡⬡⬡⬡ = _____

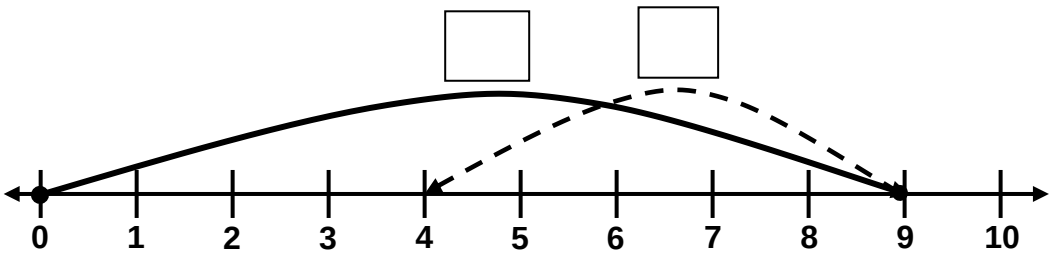
c.) ○○○○ = _____

WORD BANK

two	eight
three	nine
five	ten

PART 3: *Reflection and Conceptual Understanding*

Write the NUMBER of 'jumps' in each box. *Complete* the **subtraction equation** on the **right.**



☐ - ☐ = ☐

Fall Learning Opportunity 48
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

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

a.) 4 + 8 = ☐

b.) 6 + 5 = ☐

c.) 5 + 8 = ☐

d.) 8 + 8 = ☐

2. *Find* the **differences**

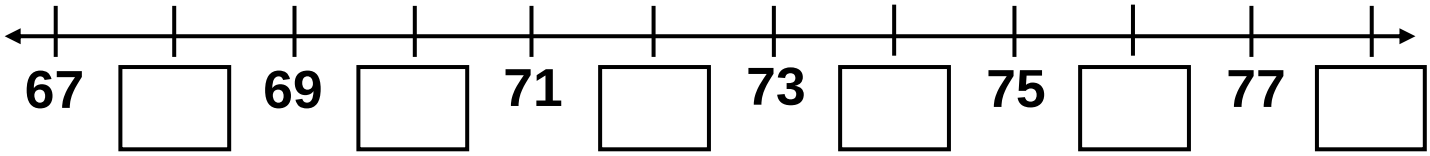
a.) 5 - 2 = ☐ ➡ ○○○ ○○ = ○○○

b.) 4 - 3 = ☐ ➡ △△ △△ = △

3. *Find* the correct numbers in the **number sequence**.

57, 58, ☐, 60, ☐, ☐

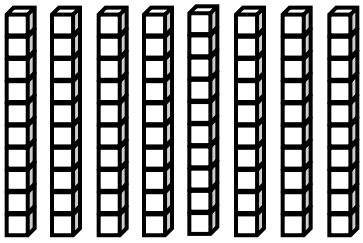
4. *Fill* in the missing numbers in each box on the **number line**.



PART 2: *Application Practice*

5. *Draw* a **hexagon** on the **right** of the flower.

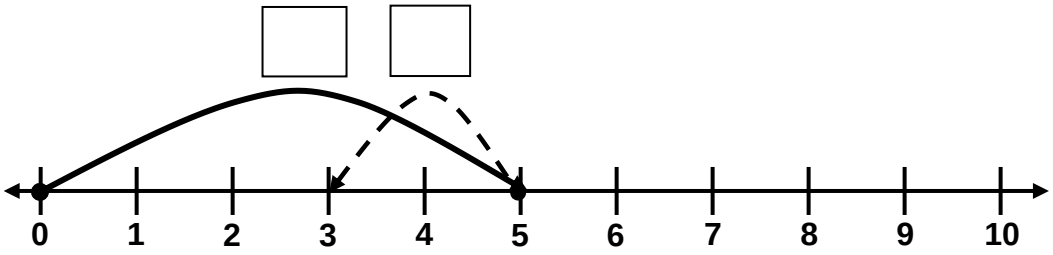
6. *Write* the number of tens and ones in the boxes and the number in **standard form**.



= ☐ **Tens** ☐ **Ones** = ☐ *Standard form*

PART 3: *Reflection and Conceptual Understanding*

Write the NUMBER of 'jumps' in each box. *Complete* the **subtraction equation** on the **right.**



☐ - ☐ = ☐

Fall Learning Opportunity 49
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **sums** of the "**DOUBLES**" – addition facts.

a.) 5 + 5 = ☐

b.) 7 + 7 = ☐

c.) 9 + 9 = ☐

d.) 8 + 8 = ☐

2. *Find* the **differences**

a.) 6 - 3 = ☐ ➡ ○○○ ○○○ = ○○○

b.) 8 - 4 = ☐ ➡ ▢▢▢▢ ▢▢▢▢ = ▢▢▢▢

3. *Find* the correct numbers in the **number sequence**.

52, 51, ☐, 49, ☐, ☐

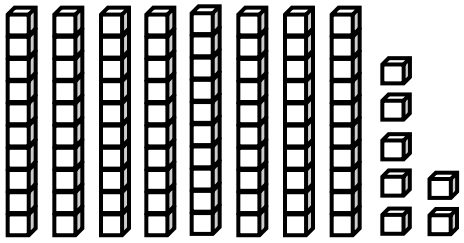
4. *Fill* in the missing numbers in each box on the **number line**.

75 76 ☐ ☐ 79 ☐ 81 82 ☐ ☐ 85 ☐

PART 2: *Application Practice*

5. *Draw* a **pentagon** on the **left** of the flower.

6. *Write* the number of tens and ones in the boxes and the number in **standard form**.



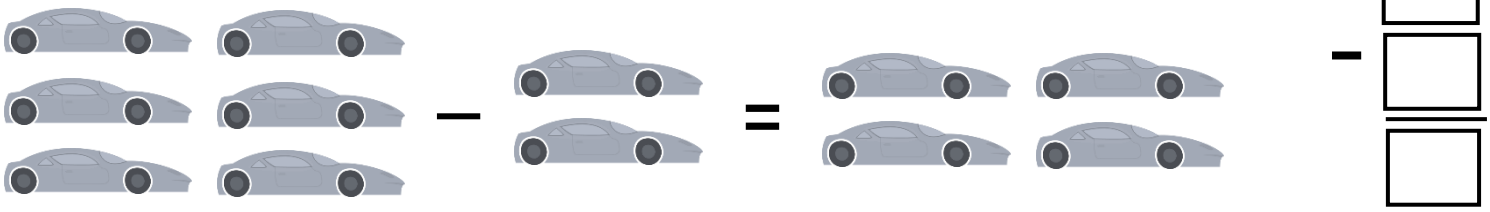
☐ **Tens**

☐ **Ones**

= ☐ *Standard form*

PART 3: *Reflection and Conceptual Understanding*

Complete the **subtraction equation** for the objects shown below.



Fall Learning Opportunity 50
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

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

a.) 9 + 5 = ☐

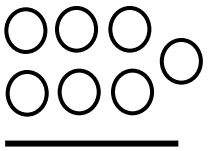
b.) 7 + 8 = ☐

c.) 8 + 9 = ☐

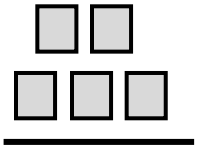
d.) 8 + 6 = ☐

2. *Find* the **differences**

a.) 7 - 5 = ☐ = ○○



b.) 5 - 5 = ☐ =



3. *Find* the correct numbers in the **number sequence**.

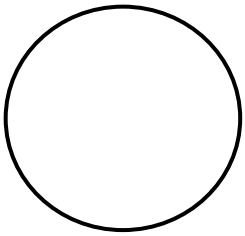
60, 59, ☐, 57, ☐, ☐

4. *Fill* in the missing numbers in each box on the **number line**.

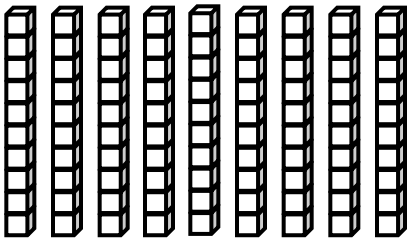
☐ 78 79 ☐ 81 ☐ 83 84 ☐ ☐ 87 ☐

PART 2: *Application Practice*

5. *Draw* a triangle **inside** the circle.



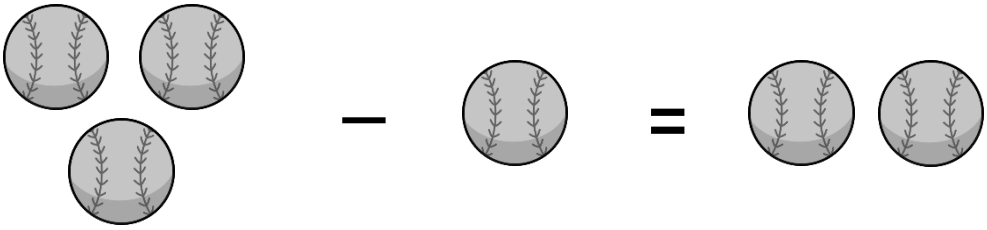
6. *Write* the number of tens and ones in the boxes and the number in **standard form**.



= ☐ **Tens** ☐ **Ones** = ☐ *Standard form*

PART 3: *Reflection and Conceptual Understanding*

Is the subtraction below correct? Ring "Yes" or "No."



YES

NO

Fall Learning Opportunity 51
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **sums**.

a.) $8 + 8 = \square$

b.) $8 + 7 = \square$

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

a.) $2 - 1 = \square$

b.) $2 - 2 = \square$

c.) $1 - 0 = \square$

d.) $3 - 2 = \square$

3. *Add* – 1 or 2 more.

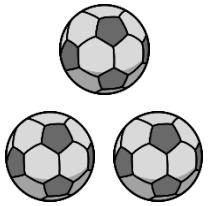
a.) $5 \xrightarrow{+1} = \square$

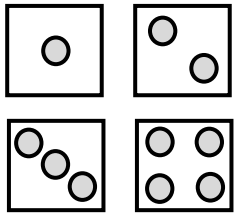
b.) $7 \xrightarrow{+1} = \square$

c.) $4 \xrightarrow{+2} = \square$

d.) $6 \xrightarrow{+2} = \square$

4. *Ring* the square with **1 less** dots than the number of soccer balls.





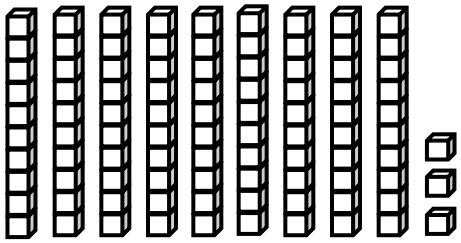
5. *Complete* the **multiple string** of ***1's*** by filling in the circles with correct numbers.

◯ ◯ 2 3 ◯ ◯ ◯ 7 ◯ 9 ◯

PART 2: *Application Practice*

6. *Draw* a circle **inside** the square. *Draw* a triangle **outside** the square.

7. *Write* the number of tens and ones in the boxes and the number in **standard form**.



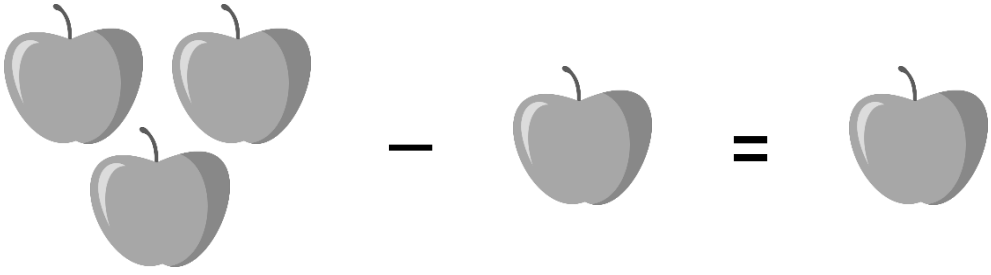
$= \square$ **Tens**

$= \square$ **Ones**

$=$ $\square$ *Standard form*

PART 3: *Reflection and Conceptual Understanding*

Is the **subtraction equation** correct? Ring "Yes" or "No."



YES

NO

Fall Learning Opportunity 52
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **sums**.

a.) $9 + 9 =$ ☐

b.) $9 + 8 =$ ☐

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

a.) $3 - 1 =$ ☐

b.) $2 - 1 =$ ☐

c.) $2 - 0 =$ ☐

d.) $2 - 2 =$ ☐

3. *Add* – 1 or 2 more.

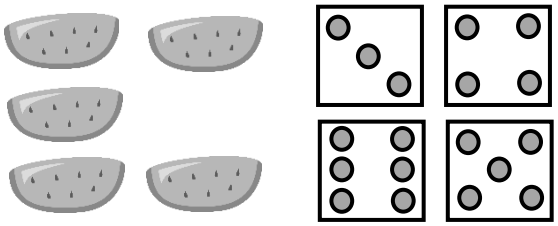
a.) $8 \xrightarrow{+1} =$ ☐

b.) $11 \xrightarrow{+1} =$ ☐

c.) $10 \xrightarrow{+2} =$ ☐

d.) $9 \xrightarrow{+2} =$ ☐

4. *Ring* the square with **1 less** dots than the number of watermelons.

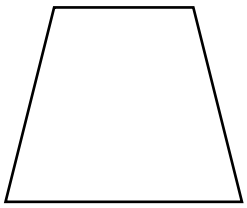


5. *Complete* the **multiple string** of ***5's*** by filling in the squares with correct numbers.

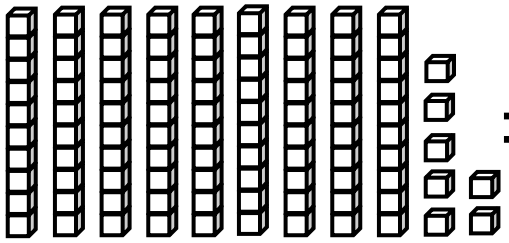
0	5	10		20			35		45	50

PART 2: *Application Practice*

6. *Draw* a pentagon **inside** the trapezoid. *Draw* a hexagon **outside** the trapezoid.



7. *Write* the number of tens and ones in the boxes and the number in **standard form**.



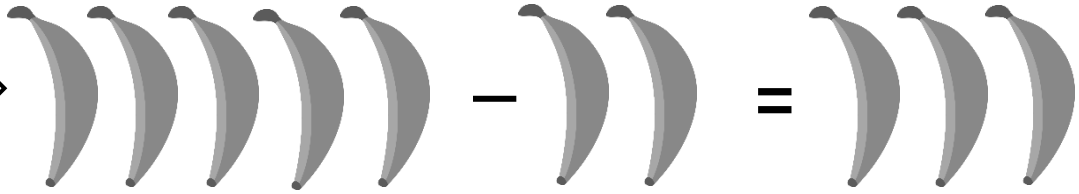
☐ **Tens**

☐ **Ones**

= ☐ *Standard form*

PART 3: *Reflection and Conceptual Understanding*

Are the **subtraction equations** correct? Ring "Yes" or "No."

$5 - 2 = 3$ ⇨ 

YES

NO

Fall Learning Opportunity 53
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **sums**.

a.) $9 + 7 = \square$ b.) $8 + 8 = \square$

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

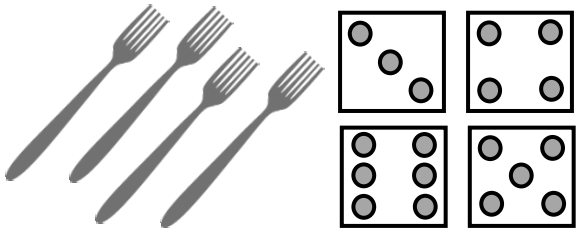
a.) $3 - 2 = \square$ b.) $3 - 1 = \square$ c.) $3 - 0 = \square$ d.) $2 - 1 = \square$

3. *Add* – 1 or 2 more.

a.) $9 \xrightarrow{+1} = \square$ b.) $19 \xrightarrow{+1} = \square$

c.) $8 \xrightarrow{+2} = \square$ d.) $12 \xrightarrow{+2} = \square$

4. *Ring* the square with **1 less** dots than the number of forks.



5. *Complete* the **multiple string** of ***5's*** by filling in the squares with correct numbers.

0	5			20	25					50

PART 2: *Application Practice*

6. *Write* the **number** next to the word.

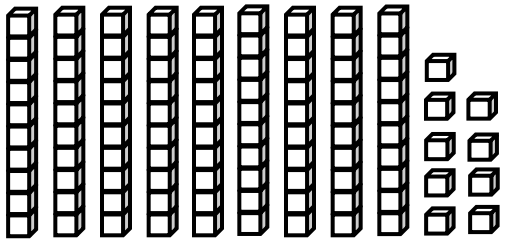
a.) one: ***1*** e.) nine: _____

b.) four: _____ f.) seven: _____

c.) six: _____ g.) five: _____

d.) two: _____ h.) eight: _____

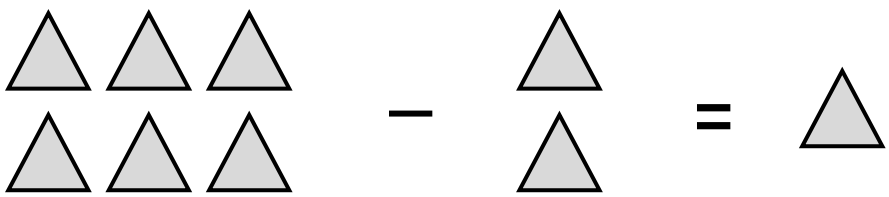
7. *Write* the number of rods and blocks in **standard form**.



= $\square$ *Standard form*

PART 3: *Reflection and Conceptual Understanding*

Are the **subtraction equations** correct? Ring "Yes" or "No."

$6 - 4 = 2$ ⇨ 

YES **NO**

Fall Learning Opportunity 54
"Layering a Sound Foundation"

Name: _____

PART 1: ***Numeracy Development***

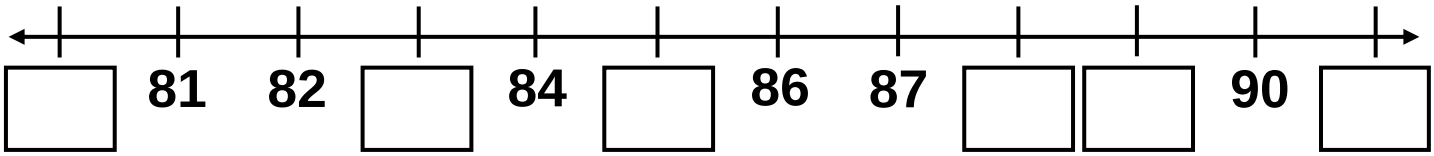
1. *Find* the **sums**.

a.) $7 + 8 = \square$ **b.)** $7 + 7 = \square$

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

a.) $3 - 1 = \square$ **b.)** $4 - 2 = \square$ **c.)** $4 - 0 = \square$ **d.)** $4 - 1 = \square$

3. *Fill* in the missing numbers in each box on the **number line**.



4. *Complete* the **multiple string** of ***5's*** by filling in the squares with correct numbers.

0	5								45	

PART 2: ***Application Practice***

5. *Write* the **number** next to the word.

a.) four:____ **f.)** ten:_____

b.) zero:____ **g.)** seven:_____

c.) five:_____ **h.)** nine:_____

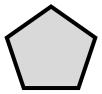
d.) six:_____ **i.)** eight:_____

e.) two:_____ **j.)** three:_____

6. *Draw* an arrow to match the name and its shape.

a.)  pentagon

b.)  trapezoid

c.)  octagon

d.)  rhombus

PART 3: ***Reflection and Conceptual Understanding***

A **subtraction equation** can be written like this: **3 - 2 = 1**

Or, the **subtraction equation** can be written: **1 = 3 - 2**

Are both correct? **YES** **NO**

Fall Learning Opportunity 55
"Layering a Sound Foundation"

Name: _____

PART 1: ***Numeracy Development***

1. *Find* the **sums**.

a.) 6 + 6 = ☐

b.) 6 + 7 = ☐

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

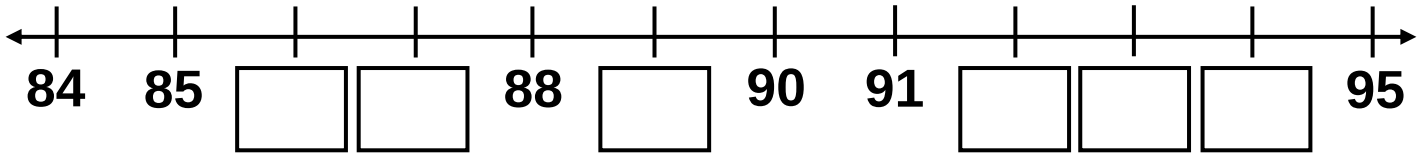
a.) 3 - 2 = ☐

b.) 4 - 3 = ☐

c.) 4 - 4 = ☐

d.) 4 - 2 = ☐

3. *Fill* in the missing numbers in each box on the **number line**.



4. *Complete* the **multiple string** of ***5's*** by filling in the squares with correct numbers.

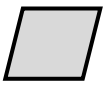
0					25					50

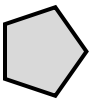
PART 2: ***Application Practice***

5. *Write* the **number** next to the word.

a.) five: ____
b.) six: ____
c.) four: ____
d.) ten: ____
e.) nine: ____
f.) one: ____
g.) seven: ____
h.) three: ____
i.) eight: ____
j.) zero: ____

6. *Draw* an arrow to match the name and its shape.

a.)  pentagon

b.)  trapezoid

c.)  octagon

d.)  rhombus

PART 3: ***Reflection and Conceptual Understanding***

A **subtraction equation** can be written like this: **4 - 1 = 3**

Or, the **subtraction equation** can be written: **3 = 4 - 1**

Are both correct? **YES** **NO**

Fall Learning Opportunity 56
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **sums**.

a.) 5 + 5 = ☐

b.) 5 + 6 = ☐

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

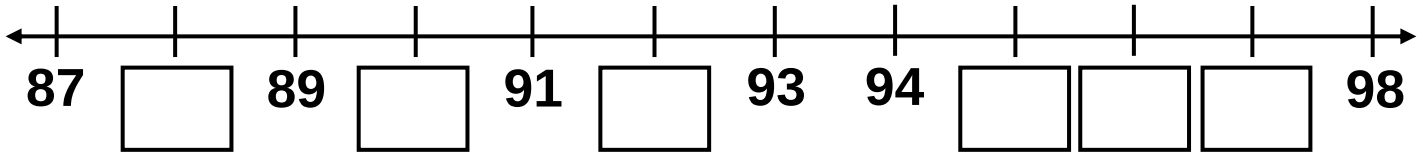
a.) 4 - 1 = ☐

b.) 4 - 4 = ☐

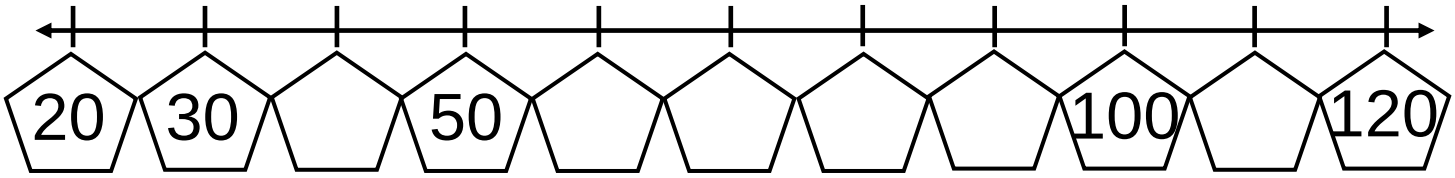
c.) 4 - 2 = ☐

d.) 4 - 3 = ☐

3. *Fill* in the missing numbers in each box on the **number line**.



4. *Count* by **10's** on the number line. *Write* the *correct* ***multiple of 10*** in each pentagon.



PART 2: *Application Practice*

5. *Write* the **number** next to the word.

a.) nine:____ **f.)** zero:_____

b.) ten:_____ **g.)** three:_____

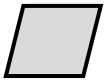
c.) five:____ **h.)** seven:_____

d.) two:_____ **i.)** six: _____

e.) four:____ **j.)** eight:_____

6. *Draw* an arrow to match the name and its shape.

a.)  pentagon

b.)  trapezoid

c.)  octagon

d.)  rhombus

PART 3: *Reflection and Conceptual Understanding*

A **subtraction equation** can be written like this: **4 - 2 = 2**

Or, the **subtraction equation** can be written: **2 = 4 - 2**

Are both correct? **YES** **NO**

Fall Learning Opportunity 57
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **sums**.

a.) 1 + 1 + 1 = ☐

b.) 1 + 0 + 2 = ☐

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

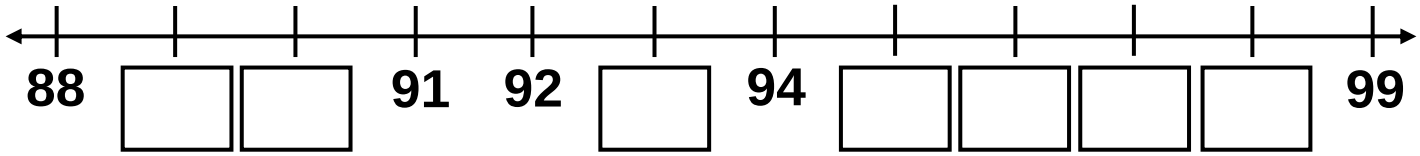
a.) 5 − 2 = ☐

b.) 5 − 1 = ☐

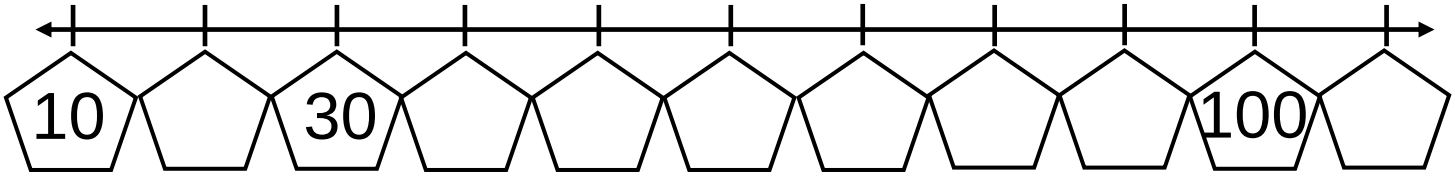
c.) 5 − 5 = ☐

d.) 5 − 4 = ☐

3. *Fill* in the missing numbers in each box on the **number line**.



4. *Count* by **10's** on the number line. *Write* the *correct* ***multiple of 10*** in each pentagon.



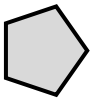
PART 2: *Application Practice*

5. *Match* the **number** and the **name**.

twelve	11
thirteen	12
fifteen	13
eleven	14
fourteen	15

6. *Match* the shape with the shape's description.

a.)  5 vertices

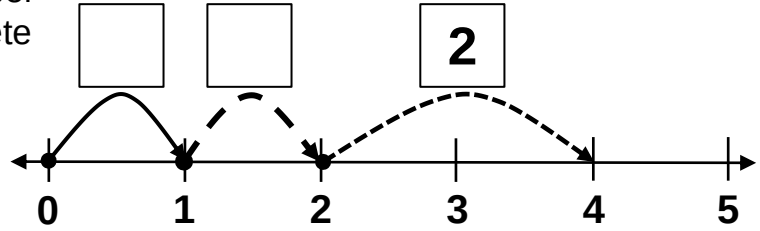
b.)  4 vertices

c.)  3 vertices

d.)  8 vertices

PART 3: *Reflection and Conceptual Understanding*

Use the number line to complete the **addition equation**.



☐ + ☐ + 2 = 4

Fall Learning Opportunity 58
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **sums**.

a.) 1 + 2 + 1 = ☐

b.) 2 + 1 + 1 = ☐

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

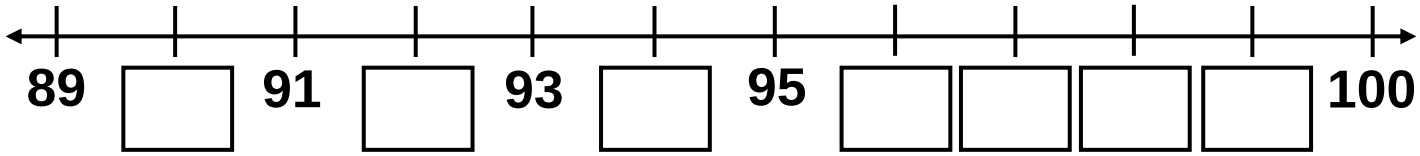
a.) 5 − 3 = ☐

b.) 6 − 1 = ☐

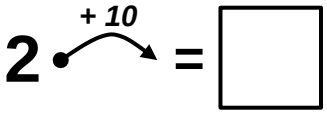
c.) 6 − 3 = ☐

d.) 6 − 4 = ☐

3. *Fill* in the missing numbers in each box on the **number line**.

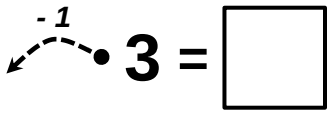


4. *Addition:* Adding **10 More.**



2 + 10 = 12

5. *Subtraction:* **1 Less.**



3 - 1 = 2

6. *Expand* each number on the left.

a.) 12 = *10 + 2*

b.) 15 = _____

PART 2: *Application Practice*

7. *Match* the **number** and the **name**.

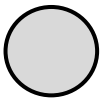
fourteen	11
eleven	12
twelve	13
thirteen	14
fifteen	15

8. *Match* the shape with the shape's description.

a.)  6 vertices and 6 sides

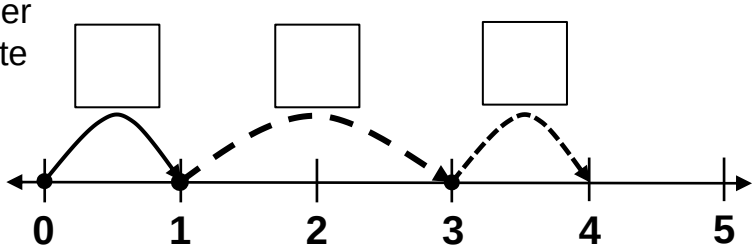
b.)  4 vertices and 4 sides

c.)  0 vertices and 0 sides

d.)  8 vertices and 8 sides

PART 3: *Reflection and Conceptual Understanding*

Use the number line to complete the **addition equation**.



☐ + ☐ + ☐ = 4

Fall Learning Opportunity 59
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **sums**.

a.) 2 + 1 + 2 = ☐

b.) 3 + 1 + 1 = ☐

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

a.) 6 − 2 = ☐

b.) 6 − 5 = ☐

c.) 6 − 4 = ☐

d.) 6 − 3 = ☐

3. *Addition:* Adding **10 More.**

1 (+10) = **11**

4 (+10) = ☐

5 (+10) = ☐

4. *Subtract:* **1 Less.**

(−1) 3 = **2**

(−1) 6 = ☐

(−1) 5 = ☐

5. *Find* the number.

a.) **Between** 1 and 3: ***2***

b.) **Between** 4 and 6: _____

6. *Expand* each number on the left.

a.) 18 = _____

b.) 21 = _____

PART 2: *Application Practice*

7. *Match* the **number** and the **name**.

fifteen	11
thirteen	12
eleven	13
twelve	14
fourteen	15

8. *Match* the shape with the shape's description.

a.)  4 vertices and a square

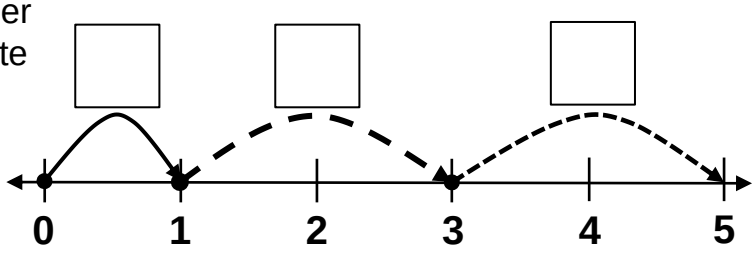
b.)  4 sides and a rhombus

c.)  3 vertices and 3 sides

d.)  6 vertices and 6 sides

PART 3: *Reflection and Conceptual Understanding*

Use the number line to complete the **addition equation**.



☐ + ☐ + ☐ = **5**

Fall Learning Opportunity 60
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **sums**.

a.) 2 + 0 + 3 = ☐

b.) 2 + 3 + 1 = ☐

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

a.) 6 − 3 = ☐

b.) 7 − 5 = ☐

c.) 7 − 1 = ☐

d.) 6 − 2 = ☐

3. *Addition:* Adding **10 More.**

2 (+10) = ☐

6 (+10) = ☐

8 (+10) = ☐

4. *Subtract:* **1 Less.**

(-1) 2 = ☐

(-1) 7 = ☐

(-1) 4 = ☐

5. *Find* the number.

a.) **Between** 1 and 3: _____

b.) **Between** 3 and 5: _____

6. *Expand* each number on the left.

a.) 19 = _____

b.) 20 = _____

PART 2: *Application Practice*

7. *Match* the **number** and the **name**.

seventeen	16
nineteen	17
sixteen	18
twenty	19
eighteen	20

8. *Find* the **smallest** and the **largest** numbers.

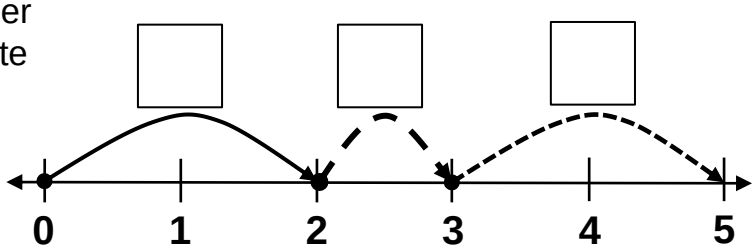
a.) 8 4 7 ⇨ **Smallest:** *4* **Largest:** *8*

b.) 12 6 9 ⇨ **Smallest:** ____ **Largest:** ____

c.) 11 13 10 ⇨ **Smallest:** ____ **Largest:** ____

PART 3: *Reflection and Conceptual Understanding*

Use the number line to complete the **addition equation**.



☐ + ☐ + ☐ = ☐

Fall Learning Opportunity 61
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **sums**.

a.) 3 + 1 + 3 = ☐

b.) 5 + 1 + 2 = ☐

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

a.) 6 − 4 = ☐

b.) 7 − 3 = ☐

c.) 7 − 0 = ☐

d.) 6 − 5 = ☐

3. *Addition:* Adding **10 More.**

5 (+10) = ☐

9 (+10) = ☐

10 (+10) = ☐

4. *Subtract:* **1 Less.**

9 (−1) = ☐

13 (−1) = ☐

11 (−1) = ☐

5. *Find* the number.

a.) **Between** 6 and 8: _____

b.) **Between** 7 and 9: _____

6. *Expand* each number on the left.

a.) 20 = _____

b.) 25 = _____

PART 2: *Application Practice*

7. *Match* the **number** and the **name**.

eighteen	16
sixteen	17
nineteen	18
twenty	19
seventeen	20

8. *Find* the **smallest** and the **largest** numbers.

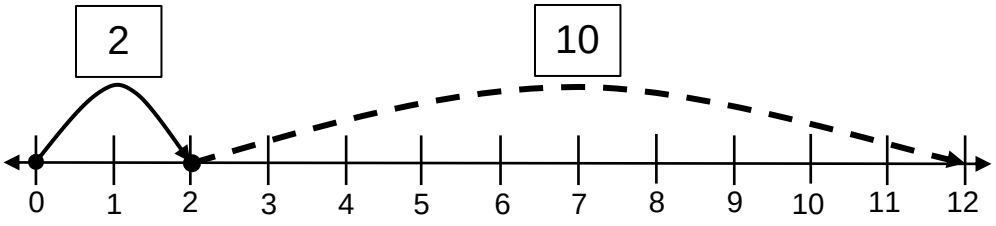
a.) 6 5 9 ⇨ **Smallest:** ____ **Largest:** ____

b.) 17 14 19 ⇨ **Smallest:** ____ **Largest:** ____

c.) 19 22 12 ⇨ **Smallest:** ____ **Largest:** ____

PART 3: *Reflection and Conceptual Understanding*

Use the number line to complete the **addition equation** of *adding 10 more.*



☐ + ☐ = ☐

Fall Learning Opportunity 62
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **sums**.

a.) 3 + 6 + 0 = ☐

b.) 5 + 3 + 2 = ☐

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

a.) 8 − 2 = ☐

b.) 7 − 5 = ☐

c.) 7 − 1 = ☐

d.) 7 − 4 = ☐

3. *Addition:* Adding **10 More.**

12 (+ 10) = ☐

9 (+ 10) = ☐

10 (+ 10) = ☐

4. *Subtract:* **1 Less.**

(- 1) **7** = ☐

(- 1) **10** = ☐

(- 1) **13** = ☐

5. *Find* the **next** two numbers:

a.) 46, 47, 48, 49, ____ , ____

b.) 63, 64, 65, 66, ____ , ____

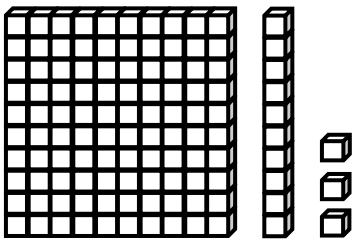
6. *Expand* each number on the left.

a.) 30 = _____

b.) 29 = _____

PART 2: *Application Practice*

7. *Fill* in the place value table.



Hundreds	Tens	Ones

8. *Find* the **smallest** and the **largest** numbers.

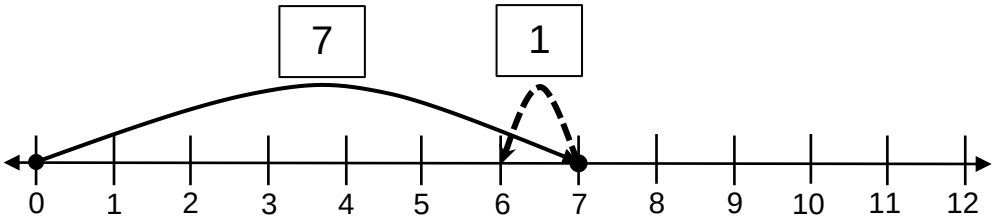
a.) 12 19 21 ⇨ **Smallest:** ____ **Largest:** ____

b.) 32 12 22 ⇨ **Smallest:** ____ **Largest:** ____

c.) 25 21 20 ⇨ **Smallest:** ____ **Largest:** ____

PART 3: *Reflection and Conceptual Understanding*

Use the number line to complete the **subtraction equation** of *finding 1 Less.*



☐ − ☐ = ☐

Fall Learning Opportunity 63
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **sums**.

a.) 4 + 4 + 2 = ☐

b.) 2 + 2 + 2 = ☐

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

a.) 8 − 3 = ☐ **b.)** 8 − 4 = ☐ **c.)** 8 − 1 = ☐ **d.)** 8 − 5 = ☐

3. *Addition:* Adding **10 More.**

13 (+ 10) = ☐

14 (+ 10) = ☐

15 (+ 10) = ☐

4. *Subtract:* **1 Less.**

(- 1) **8** = ☐

(- 1) **9** = ☐

(- 1) **10** = ☐

5. *Find* the **next** two numbers:

a.) 56, 57, 58, 59, ____ , ____

b.) 66, 67, 68, 69, ____ , ____

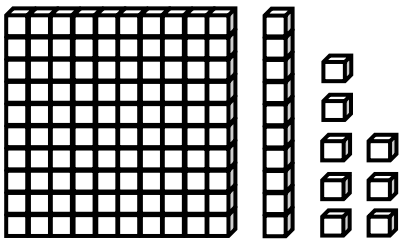
6. *Expand* each number on the left.

a.) 35 = _____

b.) 30 = _____

PART 2: *Application Practice*

7. *Fill* in the place value table.



Hundreds	Tens	Ones

8. *Find* the **smallest** and the **largest** numbers.

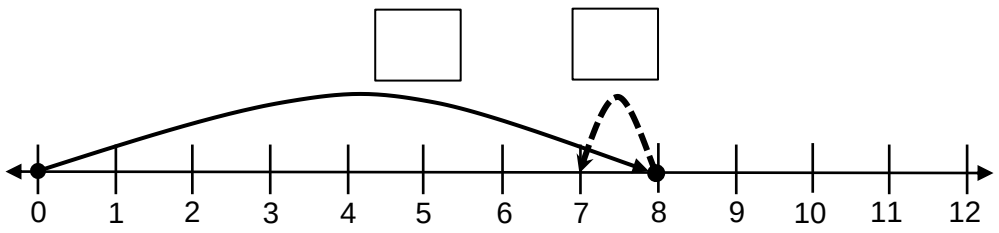
a.) 10 30 20 ⇨ **Smallest:** ____ **Largest:** ____

b.) 25 15 5 ⇨ **Smallest:** ____ **Largest:** ____

c.) 27 17 37 ⇨ **Smallest:** ____ **Largest:** ____

PART 3: *Reflection and Conceptual Understanding*

Use the number line to complete the **subtraction equation** of *finding 1 Less.*



☐ − ☐ = ☐

Fall Learning Opportunity 64
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **sums**.

a.) 5 + 2 + 3 = ☐

b.) 6 + 4 + 1 = ☐

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

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

3. *Addition:* Adding **10 More.**

20 (+10) = ☐

30 (+10) = ☐

40 (+10) = ☐

4. *Subtract:* **1 Less.**

(-1) 20 = ☐

(-1) 1 = ☐

(-1) 10 = ☐

5. *Find* the **next** two numbers:

a.) 76, 77, 78, 79, ____ , ____

b.) 86, 87, 88, 89, ____ , ____

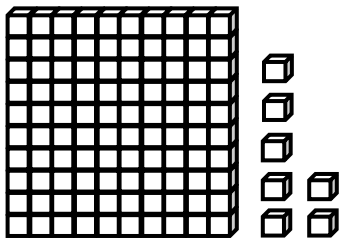
6. *Expand* each number on the left.

a.) 47 = _____

b.) 51 = _____

PART 2: *Application Practice*

7. *Fill* in the place value table.



Hundreds	Tens	Ones

8. *Find* the **smallest** and the **largest** numbers.

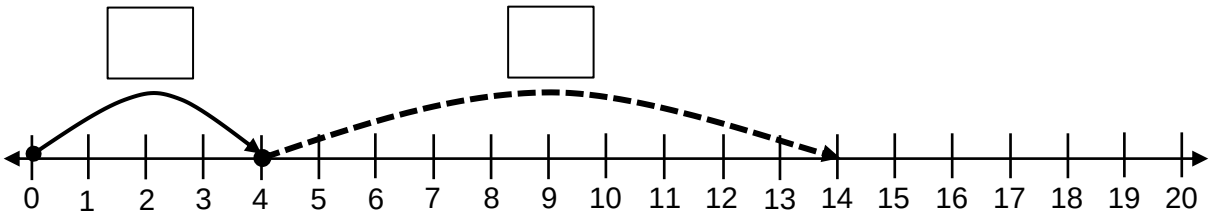
a.) 30 50 40 ⇨ **Smallest:** ____ **Largest:** ____

b.) 32 42 22 ⇨ **Smallest:** ____ **Largest:** ____

c.) 57 27 47 ⇨ **Smallest:** ____ **Largest:** ____

PART 3: *Reflection and Conceptual Understanding*

Use the number line to complete the **addition equation** of *finding 10 More.*



☐ + ☐ = ☐

Fall Learning Opportunity 65
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Find* the **sums**.

a.) 4 + 2 + 4 = ☐

b.) 3 + 3 + 3 = ☐

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

a.) 9 − 9 = ☐

b.) 9 − 7 = ☐

c.) 8 − 7 = ☐

d.) 8 − 2 = ☐

3. *Addition:* Adding **10 More.**

15 (+ 10) = ☐

25 (+ 10) = ☐

35 (+ 10) = ☐

4. *Subtract:* **2 Less.**

3 (- 2) = *1*

5 (- 2) = ☐

7 (- 2) = ☐

5. *Find* the **next** two numbers:

a.) 83, 84, 85, 86, ____ , ____

b.) 91, 92, 93, 94, ____ , ____

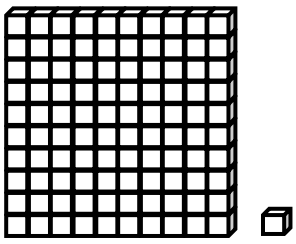
6. *Expand* each number on the left.

a.) 50 = _____

b.) 65 = _____

PART 2: *Application Practice*

7. *Fill* in the place value table. *Write* in standard form.

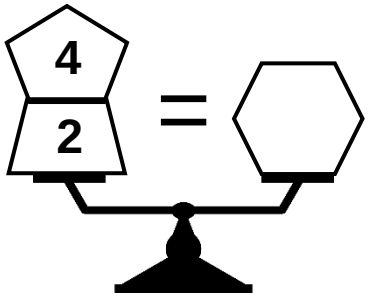


Hundreds	Tens	Ones

= *101*

Standard form

8. *Write* the *number* **inside** the **hexagon** so the scale is *equal*.

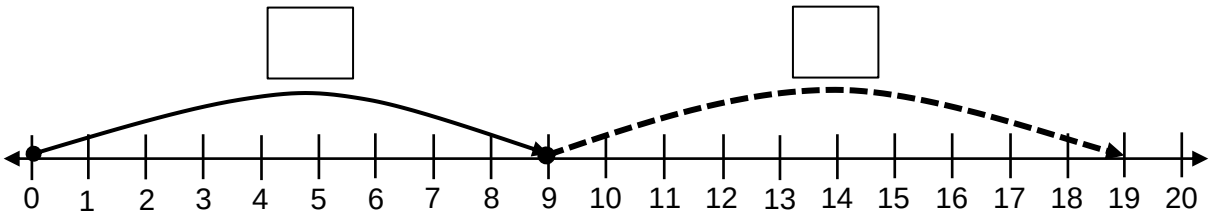


= ☐

+ 4 / 2 = ☐

PART 3: *Reflection and Conceptual Understanding*

Use the number line to complete the **addition equation** of *finding 10 More.*



☐ + ☐ = ☐

Fall Learning Opportunity 66
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Write:* **addend** *or* **sum.**

5 ⇨ _____

\+ 7 ⇨ _____

12 ⇨ _____

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

a.) 9 − 4 = ☐

b.) 9 − 6 = ☐

c.) 8 − 2 = ☐

d.) 9 − 3 = ☐

3. *Find* the sums: **10 More.**

a.) 2 + 10 = ____

b.) 10 + 5 = ____

4. *Subtract:* **2 Less.**

- 2 • 2 = ☐
- 2 • 7 = ☐
- 2 • 5 = ☐

5. *Find* the **next** two numbers:

a.) 88, 89, 90, 91, ____ , ____

b.) 94, 95, 96, 97, ____ , ____

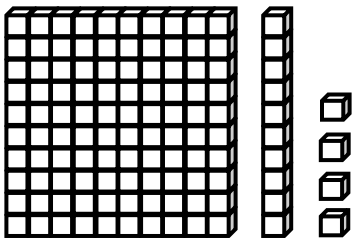
6. *Expand* each number on the left.

a.) 57 = _____

b.) 68 = _____

PART 2: *Application Practice*

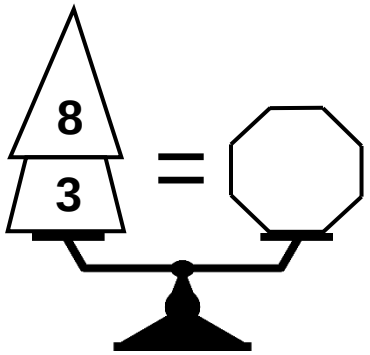
7. *Fill* in the place value table. *Write* in standard form.



Hundreds	Tens	Ones

= ☐ *Standard form*

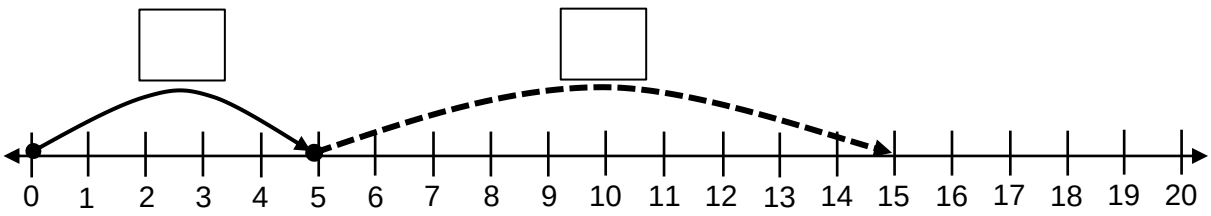
8. *Write* the *number* **inside** the **octagon** so the scale is *equal*.



\+ 8 / 3 = ☐

PART 3: *Reflection and Conceptual Understanding*

Use the number line to complete the **addition equation** of *finding 10 More.*



☐ + ☐ = ☐

Fall Learning Opportunity 67
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Write:* **addend** *or* **sum.**

8 ⇨ _____

\+ 2 ⇨ _____

10 ⇨ _____

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

a.) 10 - 1 = ☐

b.) 9 - 7 = ☐

c.) 10 - 3 = ☐

d.) 9 - 8 = ☐

3. *Find* the sums: **10 More.**

a.) 8 + 10 = _____

b.) 10 + 10 = _____

4. *Subtract:* **2 Less.**

8 (-2) = ☐

10 (-2) = ☐

9 (-2) = ☐

5. *Find* the **next** two numbers:

a.) 92, 93, 94, 95, ____ , ____

b.) 99, 100, 101, ____, ____

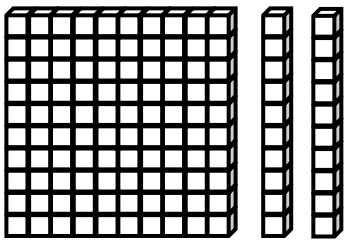
6. *Expand* each number on the left.

a.) 70 = _____

b.) 77 = _____

PART 2: *Application Practice*

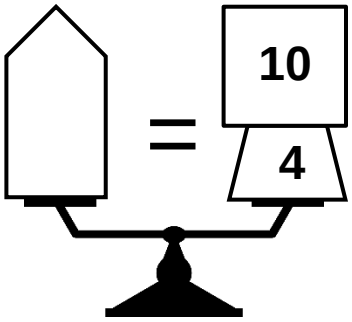
7. *Fill* in the place value table. *Write* in standard form.



Hundreds	Tens	Ones

= ☐ *Standard form*

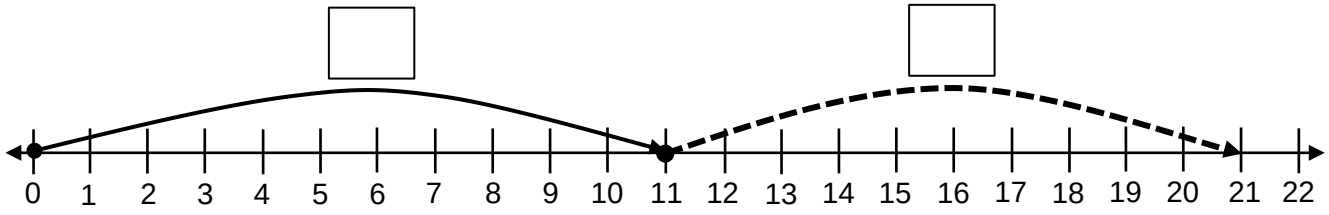
8. *Write* the *number* **inside** the **pentagon** so the scale is *equal*.



= ☐ + ☐ = ☐

PART 3: *Reflection and Conceptual Understanding*

Use the number line to complete the **addition equation** of *finding 10 More.*



☐ + ☐ = ☐

Fall Learning Opportunity 68
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Write:* **addend** *or* **sum.**

$$\begin{array}{r} 6 \Rightarrow \_\_\_\_ \\ +\ 8 \Rightarrow \_\_\_\_ \\ \hline 14 \Rightarrow \_\_\_\_ \end{array}$$

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

a.) $\begin{array}{r} 10 \\ -\ 2 \\ \hline \end{array}$ ☐ b.) $\begin{array}{r} 9 \\ -\ 5 \\ \hline \end{array}$ ☐ c.) $\begin{array}{r} 10 \\ -\ 4 \\ \hline \end{array}$ ☐ d.) $\begin{array}{r} 9 \\ -\ 7 \\ \hline \end{array}$ ☐

3. *Find* the sums: **10 More.**

a.) $\begin{array}{r} 8 \\ +\ 10 \\ \hline \end{array}$ b.) $\begin{array}{r} 15 \\ +\ 10 \\ \hline \end{array}$

4. *Subtract:* **2 Less.**

- 2 ⇠ 9 = ☐
- 2 ⇠ 11 = ☐
- 2 ⇠ 7 = ☐

5. *Find* the **next** two numbers:

a.) 96, 97, 98, 99, _____, _____

b.) 107, 108, 109, _____, _____

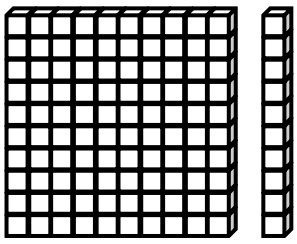
6. *Expand* each number on the left.

a.) 80 = _____

b.) 85 = _____

PART 2: *Application Practice*

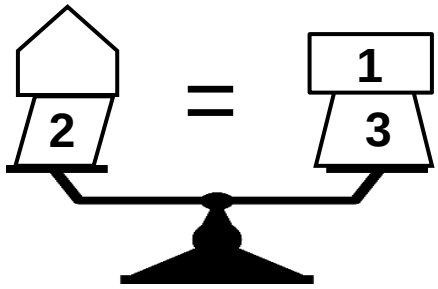
7. *Fill* in the table. *Write* in standard form.



Hundreds	Tens	Ones

= ☐ *Standard form*

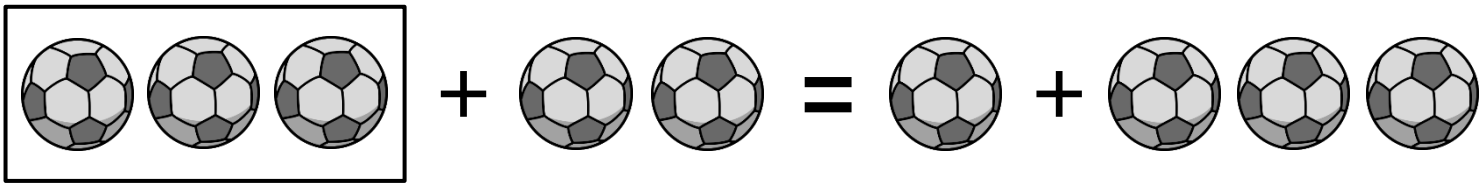
8. *Write* the *number* **inside** the **pentagon** so the scale is *equal*.



☐ + 2 = 1 + 3

PART 3: *Reflection and Conceptual Understanding*

Ring the correct number of soccer balls in the rectangle so the **addition equation** is **equal**.



Fall Learning Opportunity 69
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Write:* **difference** or **minuend.**

8 ⇨ _____

- 3 ⇨ *subtrahend*

5 ⇨ _____

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

a.) 10 − 4 = ☐

b.) 10 − 8 = ☐

c.) 10 − 3 = ☐

d.) 10 − 6 = ☐

3. *Find* the sums: **10 More.**

a.) 25 + 10 = ____

b.) 10 + 20 = ____

4. *Subtract:* **2 Less.**

6 (-2) = ☐

11 (-2) = ☐

10 (-2) = ☐

5. *Find* the **next** two numbers:

a.) 108, 109, 110, _____, _____

b.) 114, 115, 116, _____, _____

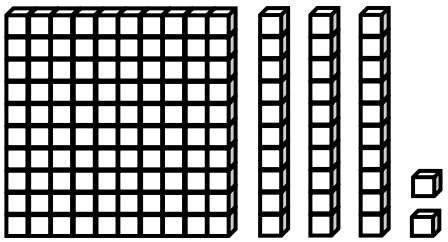
6. *Expand* each number on the left.

a.) 90 = _____

b.) 99 = _____

PART 2: *Application Practice*

7. *Fill* in the table. *Write* in standard form.



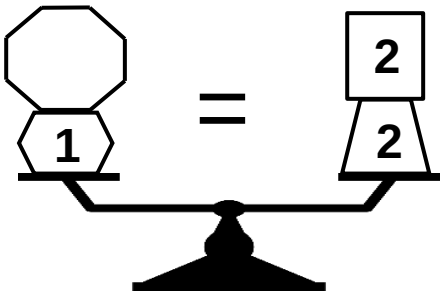
First Grade Challenge!

Standard form

Hundreds	Tens	Ones

= ☐

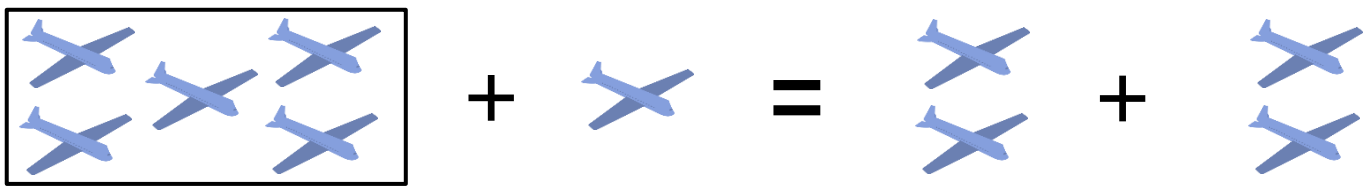
8. *Write* the *number* **inside** the **octagon** so the scale is *equal*.



☐ + 1 = 2 + 2

PART 3: *Reflection and Conceptual Understanding*

Ring the correct number of airplanes in the rectangle so the **addition equation** is **equal**.



Fall Learning Opportunity 70
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Write:* **difference** or **minuend.**

9 ⇨ _____

- 5 ⇨ *subtrahend*

4 ⇨ _____

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

a.) 11 − 2 = ☐

b.) 10 − 7 = ☐

c.) 10 − 1 = ☐

d.) 11 − 3 = ☐

3. *Find* the sums: **10 More.**

a.) 10 + 10 = ☐

b.) 20 + 10 = ☐

4. *Fill* in the missing numbers on the **number line**.

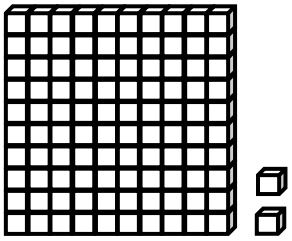
94 ☐ 96 97 98 ☐ ☐ 101

5. *Fill* in the missing **multiples of 10** on the **number line**.

50 60 70 ☐ 90 ☐ 110 120

PART 2: *Application Practice*

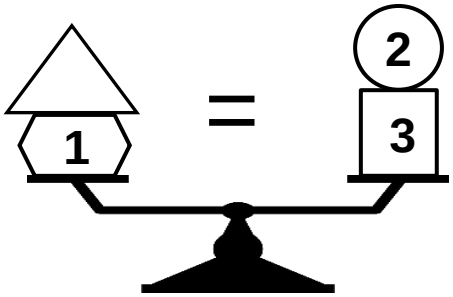
6. *Fill* in the table. *Write* in standard form.



Hundreds	Tens	Ones

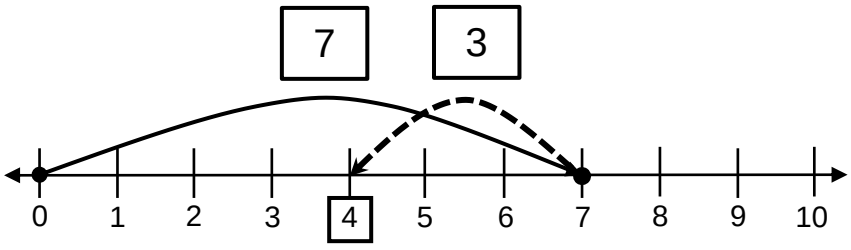
= ☐ *Standard form*

7. *Write* the *number* **inside** the **triangle** so the scale is *equal*.



☐ + 1 = 3 + 2

PART 3: *Reflection and Conceptual Understanding*



What number is the **subtrahend**? ☐

What number is the **difference**? ☐

What number is the **minuend**? ☐

Fall Learning Opportunity 71
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Write:* **subtrahend** or **minuend.**

10 ⇨ _____

- 4 ⇨ _____

6 ⇨ *difference*

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

a.) 11 − 5 = ☐

b.) 10 − 4 = ☐

c.) 11 − 4 = ☐

d.) 11 − 7 = ☐

3. *Find* the sums: **10 More.**

a.) 25 + 10 = ☐

b.) 10 + 15 = ☐

4. *Fill* in the missing numbers on the **number line**.

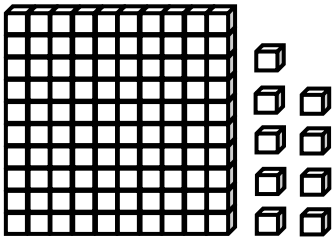
98 99 ☐ 101 102 ☐ ☐ 105

5. *Fill* in the missing **multiples of 10** on the **number line**.

50 60 ☐ 80 90 ☐ ☐ 120

PART 2: *Application Practice*

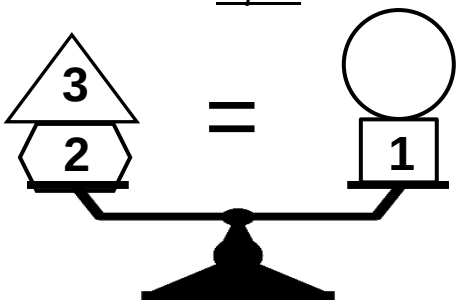
6. *Fill* in the table. *Write* in standard form.



Hundreds	Tens	Ones

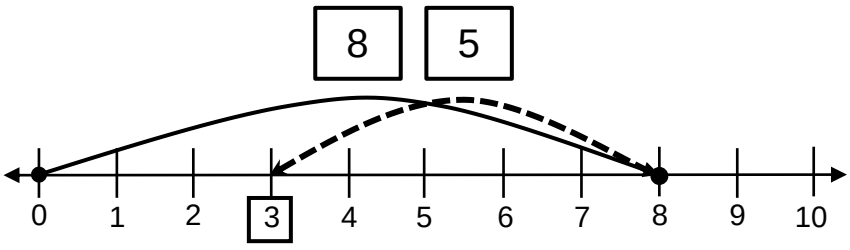
= ☐ *Standard form*

7. *Write* the *number* **inside** the **circle** so the scale is *equal*.



3 + 2 = 1 + ☐

PART 3: *Reflection and Conceptual Understanding*



What number is the **minuend**? ☐

What number is the **difference**? ☐

What number is the **subtrahend**? ☐

Fall Learning Opportunity 72
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

1. *Write:* **subtrahend** or **minuend.**

11 ⇨ _____

- 4 ⇨ _____

7 ⇨ *difference*

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

a.) 11 − 9 = ☐

b.) 11 − 5 = ☐

c.) 11 − 8 = ☐

d.) 11 − 6 = ☐

3. *Find* the sums: **10 More.**

a.) 35 + 10 = ☐

b.) 10 + 40 = ☐

4. *Fill* in the missing numbers on the **number line**.

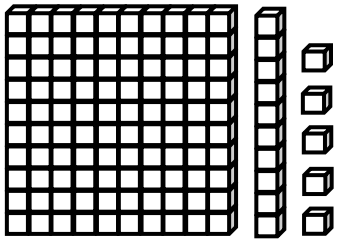
104 105 ☐ 107 108 ☐ ☐ 111

5. *Fill* in the missing **multiples of 10** on the **number line**.

50 60 ☐ ☐ ☐ ☐ ☐ 120

PART 2: *Application Practice*

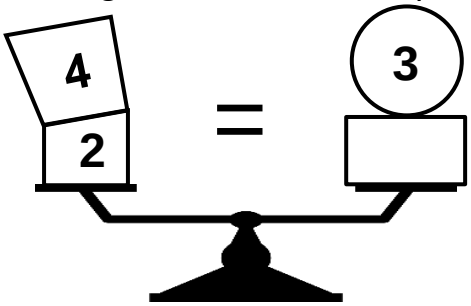
6. *Fill* in the table. *Write* in standard form.



Hundreds	Tens	Ones

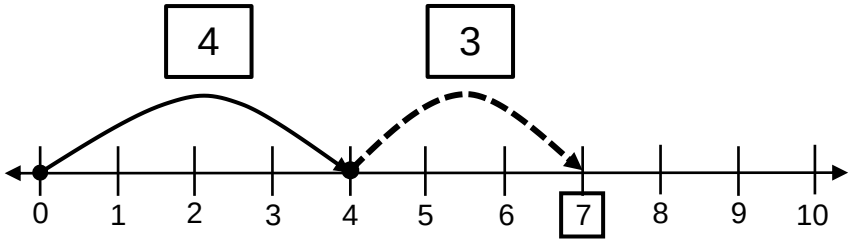
= ☐ *Standard form*

7. *Write* the *number* **inside** the **rectangle** so the scale is *equal*.



4 + **2** = ☐ + **3**

PART 3: *Reflection and Conceptual Understanding*



What number is the **sum**? ☐

What number is an **addend**? ☐

What number is an **addend**? ☐

Fall Learning Opportunity 73
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

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

a.) 12 − 9 = ☐

b.) 12 − 5 = ☐

c.) 12 − 8 = ☐

d.) 12 − 6 = ☐

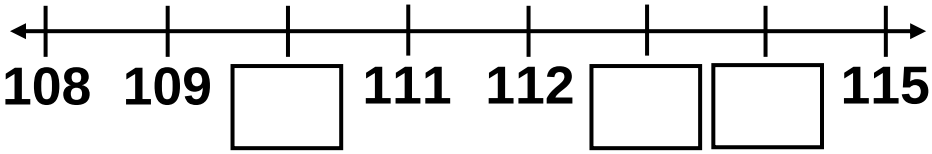
e.) 12 − 7 = ☐

f.) 12 − 3 = ☐

2. *Find* the sums: **10 More.**

45 + 10 = ____

3. *Fill* in the missing numbers on the **number line**.

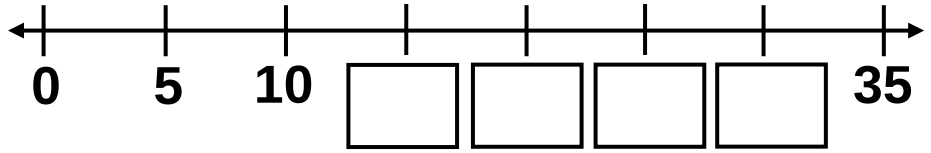


4. *Write* in **Standard Form.**

a.) 10 + 5 = *15*

b.) 10 + 7 = ____

5. *Fill* in the missing **multiples of 5** on the **number line**.



PART 2: *Application Practice*

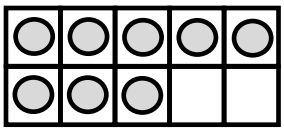
6. *Write* the value of the underlined digit.

25 = [*2*] *tens* = [*20*]

32 = [ ] *tens* = [ ]

1**7** = [ ] *ones* = [ ]

7. M*ake "10"* with dots.



[*8*] dots

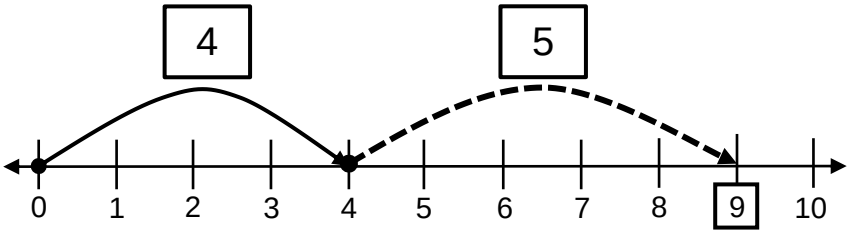
[*2*] more dots = 10

8 + [ ] = 10

8. *Find* the number (?) so the addition equation is *equal*.

? + 3 = 2 + 2

PART 3: *Reflection and Conceptual Understanding*



What number is an **addend**? ☐

What number is a **sum**? ☐

What number is an **addend**? ☐

Fall Learning Opportunity 74
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

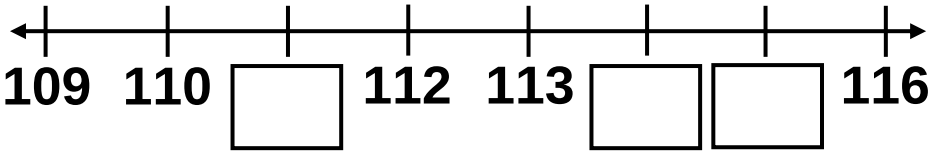
1. *Find* the **differences** – subtraction facts.

a.)	b.)	c.)	d.)	e.)	f.)
13	13	13	13	13	13
- 9	- 5	- 8	- 6	- 7	- 4
☐	☐	☐	☐	☐	☐

2. *Find* the sums: **10 More.**

10 + 50 = ____

3. *Fill* in the missing numbers on the **number line**.

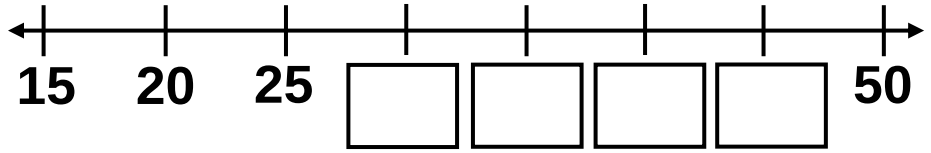


4. *Write* in **Standard Form.**

a.) 10 + 9 = _____

b.) 20 + 0 = _____

5. *Fill* in the missing **multiples of 5** on the **number line**.



PART 2: *Application Practice*

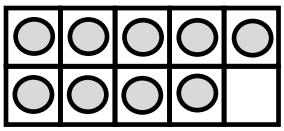
6. *Write* the value of the underlined digit.

36 = 3 *tens* = 30

3**2** = ☐ *ones* = ☐

17 = ☐ *ten* = ☐

7. M*ake "10"* with dots.



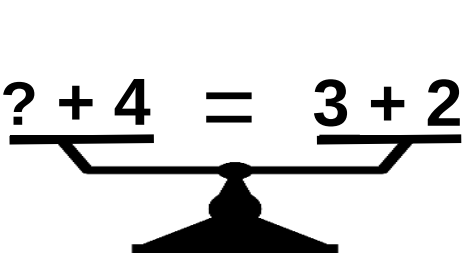
9 dots

1 more dot = 10

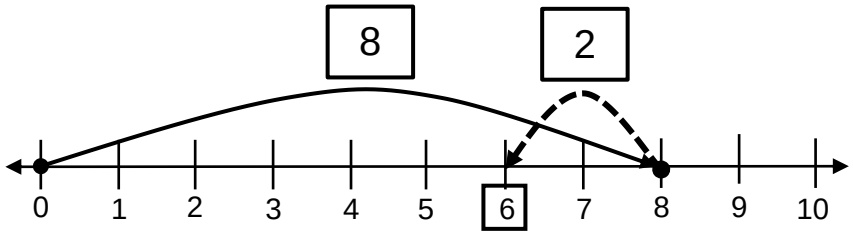
9 + ☐ = 10

8. *Find* the number (?) so the addition equation is *equal*.

? + 4 = 3 + 2



PART 3: *Reflection and Conceptual Understanding*



What number is the **subtrahend?** ☐

What number is the **minuend?** ☐

What number is the **difference**? ☐

Fall Learning Opportunity 75
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

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

a.) 14 − 8 = ☐ **b.)** 14 − 6 = ☐ **c.)** 14 − 9 = ☐ **d.)** 14 − 5 = ☐ **e.)** 14 − 7 = ☐ **f.)** 13 − 5 = ☐

2. *Find* the sums: **10 More.**

10 + 55 = ____

3. *Fill* in the missing numbers on the **number line**.

110 ☐ 112 113 ☐ ☐ ☐ ☐

4. *Write* in **Standard Form.**

a.) 20 + 7 = _____

b.) 30 + 0 = _____

5. *Fill* in the missing **multiples of 5** on the **number line**.

25 30 35 ☐ ☐ ☐ ☐ 60

PART 2: *Application Practice*

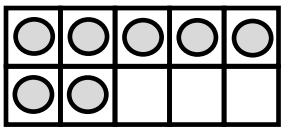
6. *Write* the value of the underlined digit.

41 = ☐ *tens* = ☐

2**9** = ☐ *ones* = ☐

50 = ☐ *tens* = ☐

7. M*ake "10"* with dots.



☐ dots

☐ more dots = 10

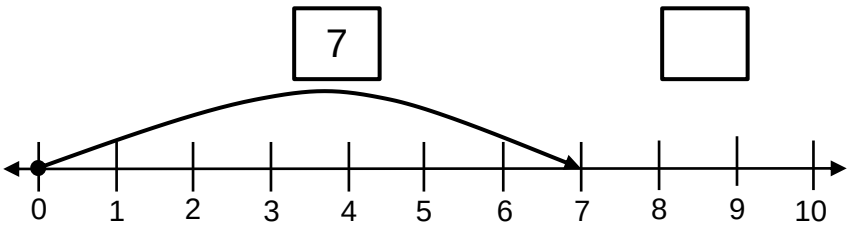
7 + ☐ = 10

8. *Find* the number (?) so the addition equation is *equal*.

2 + ☐ (?) = 1 + 3

2 + ? = 1 + 3

PART 3: *Reflection and Conceptual Understanding*



Draw the arrow ↷ to "*Make 10*."

7 + ☐ = 10

Fall Learning Opportunity 76
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

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

a.) 15 − 8 = ☐

b.) 15 − 6 = ☐

c.) 15 − 9 = ☐

d.) 15 − 7 = ☐

e.) 12 − 4 = ☐

f.) 14 − 5 = ☐

2. *Find* the sums: **10 More.**

60 + 10 = ____

3. *Fill* in the missing numbers on the **number line**.

111 ☐ 113 ☐ 115 ☐ ☐ ☐

4. *Write* in **Standard Form.**

a.) 30 + 3 = _____

b.) 40 + 8 = _____

5. *Fill* in the missing **multiples of 5** on the **number line**.

25 30 35 ☐ ☐ ☐ ☐ 60

PART 2: *Application Practice*

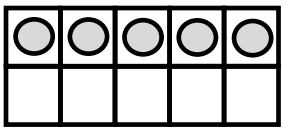
6. *Write* the value of the underlined digit.

52 = ☐ *tens* = ☐

5**0** = ☐ *ones* = ☐

60 = ☐ *tens* = ☐

7. M*ake "10"* with dots.



☐ dots

☐ more dots = 10

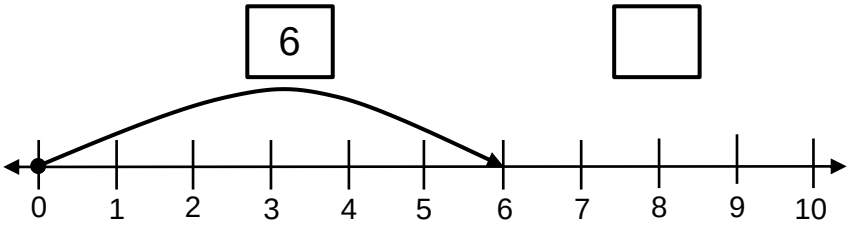
5 + ☐ = 10

8. *Find* the number (?) so the addition equation is *equal*.

3 + ☐ = 5 + 0 (? above the ☐)

3 + ? = 5 + 0

PART 3: *Reflection and Conceptual Understanding*



Draw the arrow ↷ to "*Make 10*."

6 + ☐ = 10

Fall Learning Opportunity 77
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

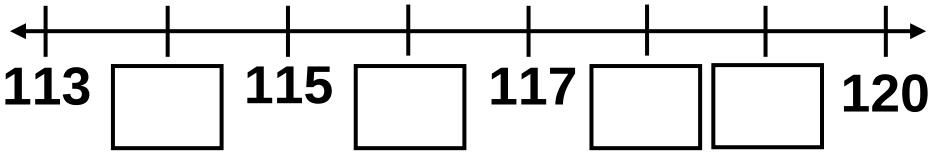
1. *Find* the **differences** – subtraction facts.

a.)	b.)	c.)	d.)	e.)	f.)
16	16	16	15	13	14
- 7	- 8	- 9	- 8	- 6	- 9
☐	☐	☐	☐	☐	☐

2. *Find* the sums: **10 More.**

10 + 65 = ____

3. *Fill* in the missing numbers on the **number line**.

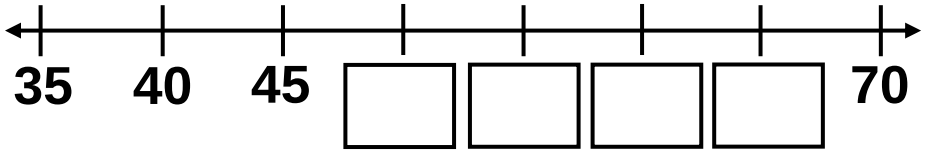


4. *Write* in **Standard Form.**

a.) 50 + 1 = _____

b.) 60 + 0 = _____

5. *Fill* in the missing **multiples of 5** on the **number line**.



PART 2: *Application Practice*

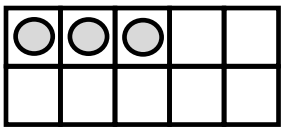
6. *Write* the value of the underlined digit.

7**3** = ☐ *ones* = ☐

70 = ☐ *tens* = ☐

7**7** = ☐ *ones* = ☐

7. M*ake "10"* with dots.



☐ dots

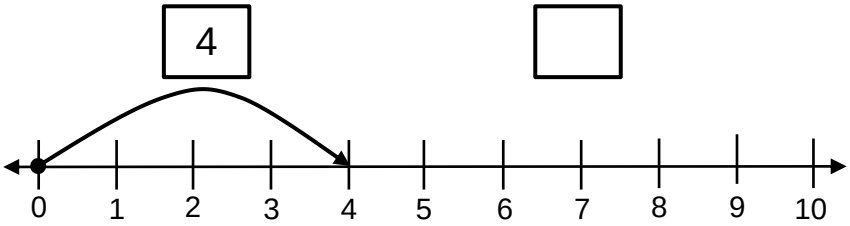
☐ more dots = 10

3 + ☐ = 10

8. *Find* the number (?) so the addition equation is *equal*.

3 + 3 = ? + 4

PART 3: *Reflection and Conceptual Understanding*



Draw the arrow ↷ to "*Make 10*."

4 + ☐ = 10

Fall Learning Opportunity 78
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

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

a.) 17 − 9 = ☐

b.) 17 − 8 = ☐

c.) 16 − 8 = ☐

d.) 15 − 9 = ☐

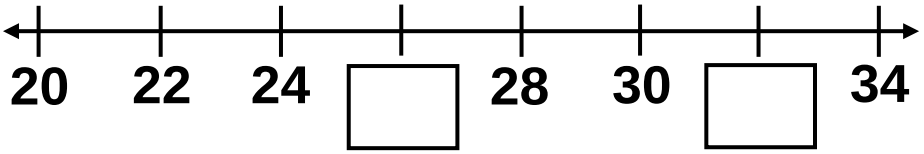
e.) 13 − 7 = ☐

f.) 12 − 5 = ☐

2. *Find* the sums: **10 More.**

70 + 10 = ____

3. *Fill* in the missing **multiples of 2** on the **number line**.

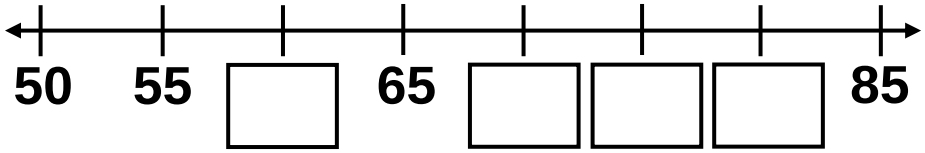


4. *Write* in **Standard Form.**

a.) 60 + 9 = _____

b.) 70 + 0 = _____

5. *Fill* in the missing **multiples of 5** on the **number line**.



PART 2: *Application Practice*

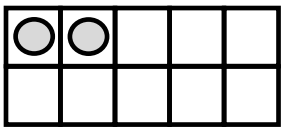
6. *Write* the value of the underlined digit.

7**3** = ☐ *ones* = ☐

70 = ☐ *tens* = ☐

7**7** = ☐ *ones* = ☐

7. M*ake "10"* with dots.



☐ dots

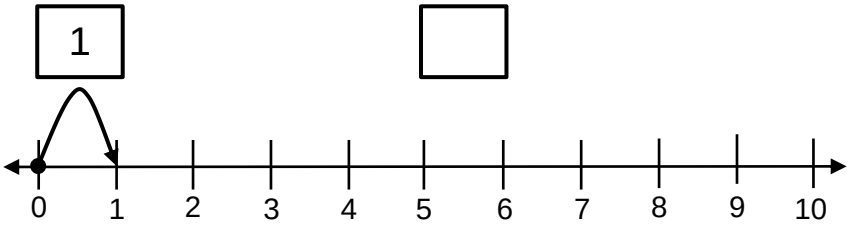
☐ more dots = 10

2 + ☐ = 10

8. *Find* the number (?) so the addition equation is *equal*.

4 + 3 = 5 + ?

PART 3: *Reflection and Conceptual Understanding*



Draw the arrow ↷ to "*Make 10*."

1 + ☐ = 10

Fall Learning Opportunity 79
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

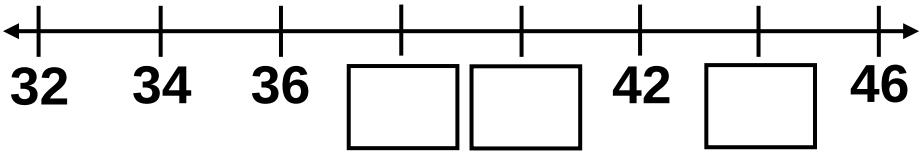
1. *Find* the **differences** – subtraction facts.

a.)	b.)	c.)	d.)	e.)	f.)
18 − 9 = ☐	17 − 9 = ☐	17 − 8 = ☐	16 − 8 = ☐	16 − 9 = ☐	15 − 8 = ☐

2. *Find* the sums: **10 More.**

85 + 10 = ____

3. *Fill* in the missing **multiples of 2** on the **number line**.

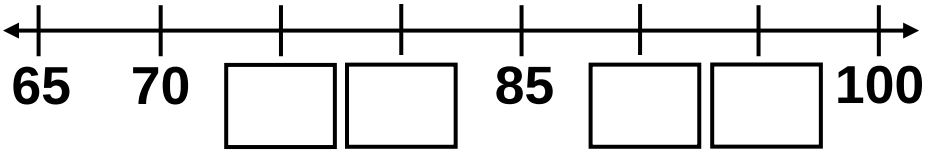


4. *Write* in **Standard Form.**

a.) 80 + 7 = _____

b.) 90 + 1 = _____

5. *Fill* in the missing **multiples of 5** on the **number line**.



PART 2: *Application Practice*

6. *Write* the value of the underlined digit.

85 = ☐ *tens* = ☐

90 = ☐ *tens* = ☐

8**8** = ☐ *ones* = ☐

7. *Draw* the shapes.

Pentagon

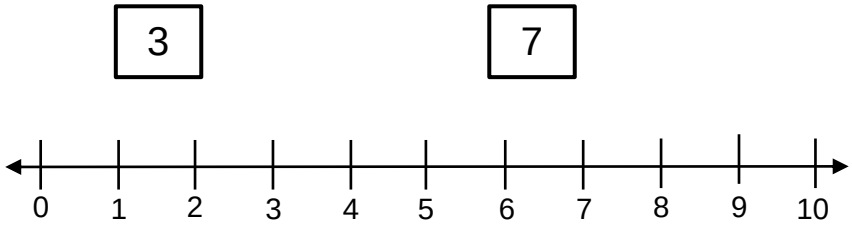
Trapezoid

8. *Find* the number (?) so the addition equation is *equal*.

3 + **?** = **4** + **2**

5 + **0** = **3** + **?**

PART 3: *Reflection and Conceptual Understanding*



Draw the arrows to "*Make 10*."

☐ + ☐ = 10

Fall Learning Opportunity 80
"Layering a Sound Foundation"

Name: _____

PART 1: *Numeracy Development*

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

a.) 18 − 9 = ☐

b.) 17 − 8 = ☐

c.) 17 − 9 = ☐

d.) 15 − 7 = ☐

e.) 16 − 8 = ☐

f.) 16 − 7 = ☐

2. *Find* the sums: **10 More.**

10 + 90 = ____

3. *Fill* in the missing **multiples of 2** on the **number line**.

☐ 38 40 ☐ ☐ ☐ ☐ 50

4. *Write* in **Standard Form.**

a.) 90 + 0 = _____

b.) 90 + 9 = _____

5. *Fill* in the missing **multiples of 5** on the **number line**.

85 90 ☐ ☐ 105 ☐ ☐ 120

PART 2: *Application Practice*

6. *Write* the value of the underlined digit.

95 = ☐ *tens* = ☐

9**0** = ☐ *ones* = ☐

9**9** = ☐ *ones* = ☐

7. *Draw* the shapes.

Hexagon

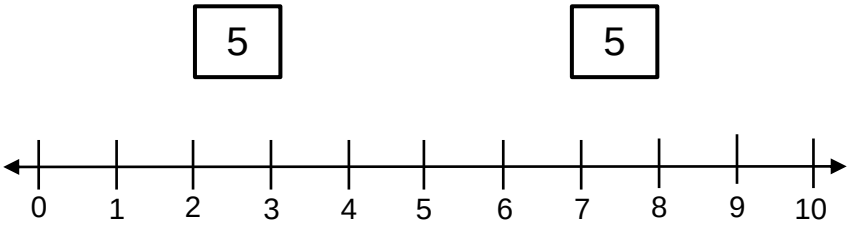
Rhombus

8. *Find* the number (?) so the addition equation is *equal*.

? + 5 = 3 + 4

6 + 1 = ? + 5

PART 3: *Reflection and Conceptual Understanding*



Draw the arrows ↷ to "*Make 10*."

☐ + ☐ = 10

Grade 1

ANSWER KEY

80 Daily Learning Opportunities

Mathematics

Fall Semester

Learning Opportunity 01

Part 1 – Numeracy Development **CCSS**

1. Check Student Work for Quality – **NOTE:** It is recommended to train students correctly in making number strokes. **K.CC.A.3**

2. Check Student Work for Quality – **NOTE:** It is recommended to engage in student practice until number writing skills are mastered. **K.CC.A.3**

3. Check Student Work for Quality and proper formation of numbers. **K.CC.A.3**

Part 2 – Application Practice

4. a.) Given **b.)** 3 apples circled **c.)** 1 soccer ball circled – **NOTE:** Students can number objects **1.NBT.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **No.** Note: Explain to students that the meaning does not change. Different ways to write the same number. **K.CC.B.4.A**

Learning Opportunity 02

Part 1 – Numeracy Development **CCSS**

1. Check Student Work for Quality – **NOTE:** It is recommended to train students correctly in making number strokes. **K.CC.A.3**

2. Check Student Work for Quality – **NOTE:** It is recommended to engage in student practice until number writing skills are mastered. **K.CC.A.3**

3. Check Student Work for Quality and proper formation of numbers. **K.CC.A.3**

Part 2 – Application Practice

4. a.) 5 strawberries circled **b.)** 7 watermelons circled **c.)** 0 flowers circled – zero is the empty set (null set) **1.NBT.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **No.** Note: Explain to students that the meaning does not change. Different ways to write the same number. **K.CC.B.4.A**

Learning Opportunity 03

Part 1 – Numeracy Development **CCSS**

1. Check Student Work for Quality – **NOTE:** It is recommended to train students correctly in making number strokes. **K.CC.A.3**

2. Check Student Work for Quality – **NOTE:** It is recommended to engage in student practice until number writing skills are mastered. **K.CC.A.3**

3. Check Student Work for Quality and proper formation of numbers. **K.CC.A.3**

Part 2 – Application Practice

4. a.) 8 baseballs circled **b.)** 6 tulips circled **c.)** 1 flower circled – **NOTE:** Students can number objects. **1.NBT.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **a.)** Given **b.)** 2 dots **c.)** 5 dots **1.NBT.A.1**

Learning Opportunity 04

Part 1 – Numeracy Development **CCSS**

1. Check Student Work for Quality – **NOTE:** It is recommended to train students correctly in making number strokes. **K.CC.A.3**

2. Check Student Work for Quality – **NOTE:** It is recommended to engage in student practice until number writing skills are mastered. **K.CC.A.3**

Part 2 – Application Practice

3. a.) 9 ducks circled **b.)** 10 apples circled – **NOTE:** Students can number objects. **1.NBT.A.1**

4. a.) Given **b.)** three **c.)** one **d.)** six **e.)** five **f.)** four **1.NBT.A.1**
NOTE: Practice as needed, in short mini-lessons – especially with 'three', 'seven', and 'eight.'

Part 3 – Reflection and Conceptual Understanding

Student Answers: **a.)** 4 dots **b.)** 6 dots **c.)** 0 dots **–** empty set/null set/no objects **1.NBT.A.1**

Learning Opportunity 05

Part 1 – Numeracy Development **CCSS**

1. Check Student Work for Quality – **NOTE:** It is recommended to train students correctly in making number strokes. **K.CC.A.3**

2. Check Student Work for Quality – **NOTE:** It is recommended to engage in student practice until number writing skills are mastered. **K.CC.A.3**

Part 2 – Application Practice

3. **a.)** 7 mangos circled **b.)** 5 jelly fish circled – **NOTE:** Students can number objects. **1.NBT.A.1**

4. **a.)** two **b.)** six **c.)** four **d.)** eight **e.)** ten **f.)** nine **1.NBT.A.1**
NOTE: Practice as needed, in short mini-lessons – especially with 'three', 'seven', and 'eight.' Place all words on math word wall.

Part 3 – Reflection and Conceptual Understanding

Student Answers: **a.)** 1 triangle **b.)** 3 triangles **c.)** 6 triangles **1.NBT.A.1**

Learning Opportunity 06

Part 1 – Numeracy Development **CCSS**

1. Check Student Work for Quality – **NOTE:** It is recommended to train students correctly in making number strokes. **K.CC.A.3**

2. **a.)** 3, 4, 7, 8, 9 **b.)** 2, 4, 7, 9, 11 **1.NBT.A.1**

Part 2 – Application Practice

3. **a.)** 6 triangles circled **b.)** 12 bottle caps circled – **NOTE:** Students can number objects. **1.NBT.A.1**

4. **a.)** zero **b.)** five **c.)** three **d.)** eight **e.)** nine **f.)** seven **1.NBT.A.1**
NOTE: Practice as needed, in short mini-lessons – especially with 'three', 'seven', and 'eight'.' Place all words on math word wall.

Part 3 – Reflection and Conceptual Understanding

Student Answers: **a.)** 2 squares **b.)** 6 squares **c.)** 10 squares **1.NBT.A.1**

Learning Opportunity 07

Part 1 – Numeracy Development **CCSS**

1. Check Student Work for Quality – **NOTE:** It is recommended to train students correctly in making number strokes. **K.CC.A.3**

2. **a.)** 1, 4, 9, 11 **b.)** 6, 7 **c.)** 8, 10 **1.NBT.A.1**

Part 2 – Application Practice

3. **a.)** 3 **b.)** 2 – **NOTE:** Teacher should stress that the same number of objects on each side of EQUAL sign **1.OA.A.1; 1.OA.D.8**

4. **a.)** four **b.)** three **c.)** five **d.)** seven **e.)** nine **f.)** eight **1.NBT.A.1**
NOTE: Practice as needed, in short mini-lessons – especially with 'three', 'seven', and 'eight.'

Part 3 – Reflection and Conceptual Understanding

Student Answers: **a.)** 12 dots **b.)** 10 dots **1.NBT.A.1**

Learning Opportunity 08

Part 1 – Numeracy Development **CCSS**

1. Check Student Work for Quality – **NOTE:** It is recommended to train students correctly in making number strokes. **K.CC.A.3**

2. **a.)** 1, 2, 4, 5, 6, 8, 10, 11 **b.)** 10, 11, 12 **c.)** 5, 6 **1.NBT.A.1**

Part 2 – Application Practice

3. **a.)** 4 **b.)** 4 – **NOTE:** Teacher should stress that the same number of objects on each side of EQUAL sign **1.OA.A.1; 1.OA.D.8**

4. **a.)** two **b.)** zero **c.)** three **d.)** ten **e.)** eight **f.)** seven **1.NBT.A.1**
NOTE: Practice as needed, in short mini-lessons – especially with 'three', 'seven', and 'eight.' Place all words on math word wall.

Part 3 – Reflection and Conceptual Understanding

Student Answers: YES; The same number of objects ON EACH SIDE of the EQUAL SIGN makes the number sentence equal. **1.OA.A.1; 1.OA.D.7**

Learning Opportunity 09

Part 1 – Numeracy Development **CCSS**

1. Check Student Work for Quality – **NOTE:** It is recommended to train students correctly in making number strokes. **K.CC.A.3**

2. **a.)** 2, 4, 5, 8, 10 **b.)** 8, 9 **c.)** 2, 3, 5 **NOTE**: Students can use the completed number line to assist them. **1.NBT.A.1**

Part 2 – Application Practice

3. **a.)** 5 **b.)** 2 – **NOTE:** It is recommended that teachers emphasize the same number of objects on each side of = sign **1.OA.D.8**

4. **a.)** three **b.)** four **c.)** six **d.)** nine **e.)** eight **f.)** seven **1.NBT.A.1**
NOTE: Practice as needed, in short mini-lessons – especially with 'three', 'seven', and eight. Place all words on math word wall.

Part 3 – Reflection and Conceptual Understanding

Student Answers: No. Not the same number of triangles on EACH side of the equal (=) sign. Emphasize what **equal** means. **1.OA.A.1; 1.OA.D.7**

Learning Opportunity 10

Part 1 – Numeracy Development **CCSS**

1. Check Student Work for Quality – **NOTE:** It is recommended to train students correctly in making number strokes. **K.CC.A.3**

2. **a.)** 1, 2, 4, 5, 6, 8, 9, 10, 12 **b.)** 1 **c.)** 0, 1, 3 **NOTE**: Students can use the completed number line to assist them. **1.NBT.A.1**

Part 2 – Application Practice

3. **a.)** 3 **b.)** 1 – **NOTE:** Emphasize with students that addition/subtraction equations mean the same thing reversed. **1.OA.D.8**

4. **a.)** square (all sides are equal in length) **b.)** Given (two pairs of sides are equal in length) **c.)** triangle (3 sided polygon) **1.G.A.1**
NOTE: Place polygons (and attributes) and vocabulary words on math word wall – refer with quick mini-lessons of spaced repetition.

5. **fewest:** rectangle of soccer balls. **NOTE:** Students should number objects (1, 2, 3 or 4) Write the final number in front of rectangles. **1.MD.C.4**

Part 3 – Reflection and Conceptual Understanding

Student Answers: a.) YES. Same number of objects on each side of = sign. **b.) YES.** Same problem in number equation as **a.)1.OA.A.1; 1.OA.D.7**

Learning Opportunity 11

Part 1 – Numeracy Development **CCSS**

1. Check Student Work for Quality – **NOTE:** It is recommended to train students correctly in making number strokes. **K.CC.A.3**

2. **a.)** 7, 9, 11, 13, 15 **b.)** 2 **c.)** 5, 6 **NOTE**: Students can use the completed number line to assist them. **1.NBT.A.1**

Part 2 – Application Practice

3. **a.)** 3 **b.)** 1 – **NOTE:** Emphasize with students that addition/subtraction equations mean the same thing reversed. **1.G.A.1**

4. **a.)** rectangle (two pairs of sides are equal in length) **b.)** circle (NOT a polygon – no straight sides) **c.)** triangle (3 sided polygon) **1.NBT.A.1**
NOTE: Place polygons (and attributes) and vocabulary words on math word wall – refer with quick mini-lessons of spaced repetition.

5. **fewest:** rectangle of flowers - 4. **most:** rectangle of baseballs - 5. **1.MD.C.4**
NOTE: Students should number objects (1, 2, 3, 4, or 5) Write the final number of objects in front of rectangles

Part 3 – Reflection and Conceptual Understanding

Student Answers: a.) No. Unequal number of objects on each side of = sign. **b.) YES.** 3 = 3 **1.OA.A.1; 1.OA.D.7**

Learning Opportunity 12

Part 1 – Numeracy Development **CCSS**

1. Check Student Work for Quality – **NOTE:** It is recommended to train students correctly in making number strokes. **K.CC.A.3**

2. **a.)** 6, 8, 10, 12, 16 **b.)** 5, 4 **c.)** 7, 8 **NOTE**: Students can use the completed number line to assist them. **1.NBT.A.1**

Part 2 – Application Practice

3. **a.)** 5 **b.)** 2 – **NOTE:** Emphasize with students that addition/subtraction equations mean the same thing reversed. **1.OA.D.8**

4. **a.)** triangle (3 sided polygon) **b.)** square (all sides are equal in length) **c.)** circle (NOT a polygon – no straight sides) **1.G.A.1**
NOTE: Place polygons (and attributes) and vocabulary words on math word wall – refer with quick mini-lessons of spaced repetition.

5. **fewest:** rectangle of spoons - 6. **most:** rectangle of forks - 7. **1.MD.C.4**
NOTE: Students should number objects (1, 2, 3, 4, 5, 6 or 7) Write the final number of objects in front of rectangles

Part 3 – Reflection and Conceptual Understanding

Student Answers: No. It does not matter. ***Commutative Property of Addition*.** Introduce addends and sum math vocabulary. **1.OA.A.1; 1.OA.D.7**

Learning Opportunity 13

Part 1 – Numeracy Development **CCSS**

1. **a.)** 2 **b.)** 2, 2 **1.OA.D.8**

2. 3: Given; 4: addend; 7: sum **NOTE:** Stress vocabulary – word wall – Students should learn correct vocabulary **Vocab.**

3. **a.)** 8, 9, 10, 12, 13, 14, 17 **b.)** 7, 6, 5 **c.)** 8, 9, 10 **NOTE:** Mini-Lessons on number sequences, as needed **1.NBT.A.1**

Part 2 – Application Practice

4. **a.)** rectangle **b.)** circle **c.)** square **1.G.A.1**

5. 12 **NOTE:** Students should number each soccer ball to count correctly and practice counting. **1.NBT.A.1**

6. **Ring** the school bus. "**X**" on the race car. **NOTE:** Students can use their hand as a tactile tool to help discern right from left. With their **left** hand, extend the index finger upward and stick out the thumb with palms facing **away** from body – an "L" is made – for **LEFT** – as a capital "L" is written. Right hand doesn't work. **K.CC.B.4**

7. **Fewest:** Rectangle with 4 dots; **Most:** Rectangle with 7 dots. **NOTE:** Students count and write numeral for total dots on diagram. **1.NBT.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Yes. *Commutative Property of Addition*. Show that the addends can be switched with dots or squares. **1.OA.A.1; 1.OA.D.7**

Learning Opportunity 14

Part 1 – Numeracy Development **CCSS**

1. **a.)** 3 **b.)** 2, 4 **1.OA.D.8**

2. 5, 3: addend; 8: sum **NOTE:** Stress vocabulary – word wall – Students should learn correct vocabulary **Vocab.**

3. **a.)** 7, 11, 13, 14, 15, 18 **b.)** 14, 15, 16 **c.)** 7, 6 **NOTE:** Mini-Lessons on number sequences, as needed **1.NBT.A.1**

Part 2 – Application Practice

4. **a.)** square **b.)** triangle **c.)** rectangle **1.G.A.1**

5. 20 **NOTE:** Students should number each baby duck to count correctly and practice counting. **1.NBT.A.1**

6. **Ring** the airplane. "**X**" on the banana. **Box** the car. **NOTE:** Students can use their hand as a tactile tool to help discern right from left. With their **left** hand, extend the index finger upward and stick out the thumb with palms facing **away** from body – an "L" is made – for **LEFT** – as a capital "L" is written. Right hand doesn't work. **K.CC.B.4**

7. **Fewest:** Circle with 8 squares; **Most:** Circle with 10 squares. **NOTE:** Students count and write numeral for total squares on diagram. **1.NBT.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answers: YES. Equal sign in equations is *independent* of direction. **Recommendation:** Write the equation vertically**.** Ask students if the equation is still equal or correct. Write the equation upside down. Ask students the same question. **1.OA.A.1; 1.OA.D.7**

Learning Opportunity 15

Part 1 – Numeracy Development **CCSS**

1. **a.)** 3, 6 **b.)** 4 + 2 = 6 **1.OA.D.8**

2. 5, 5: addend; 10; sum **NOTE:** Stress vocabulary – word wall – Students should learn correct vocabulary **Vocab.**

3. **a.)** 15, 17, 21, 22, 23, 26 **b.)** 17, 19, **c.)** 19, 18 **NOTE:** Mini-Lessons on number sequences, as needed **1.NBT.A.1**

Part 2 – Application Practice

4. **a.)** circle **b.)** triangle **c.)** square **1.G.A.1**

5. 15 **NOTE:** Students should number each triangle to count correctly and practice counting WHILE writing numbers. **1.NBT.A.1**

6. **Ring** the daisy. "**X**" on the swimming pool. **Box** the rose. **NOTE:** Students can use their hand as a tactile tool to help discern right from left. With their **left** hand, extend the index finger upward and stick out the thumb with palms facing **away** from body – an "L" is made – for **LEFT** – as a capital "L" is written. Right hand doesn't work. **K.CC.B.4**

7. **Smallest:** 5; **Largest:** 10. **1.NBT.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Right: **17**; Left: **15**; Refer to the **NOTE** in problem 6 above. **K.CC.B.4**

Learning Opportunity 16

Part 1 – Numeracy Development **CCSS**

1. 3; 5 **NOTE:** Stress and practice counting 'jumps' on a blank number line. See Grade Level skill package for blank number lines. **1.OA.D.8**

2. **a.)** 19, 24, 25, 26, 29 **b.)** 26, 28 **c.)** 24, 23 **NOTE:** Mini-Lessons on number sequences, as needed **1.NBT.A.1**

Part 2 – Application Practice

3. **Yes**. Squares all have sides of equal lengths. **1.G.A.1**

4. **Smallest:** 9; **Largest:** 11. – **Box**, 9 and **"X"**, 11 **1.NBT.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Left: **H**; Between: **D** **K.CC.B.4**

Learning Opportunity 17

Part 1 – Numeracy Development **CCSS**

1. 1; 2; 3 **NOTE:** Stress and practice counting 'jumps' on a blank number line. See Grade Level skill package for blank number lines. **1.OA.D.8**

2. **a.)** 21, 22, 23, 25, 26, 27, 30 **b.)** 21, 22 **c.)** 9, 8 **NOTE:** Mini-Lessons on number sequences, as needed **1.NBT.A.1**

Part 2 – Application Practice

3. **3**. Triangle all have 3 sides – side lengths can vary. **1.G.A.1**

4. **Smallest:** 19; **Largest:** 23. – **Box**, 19 and **"X"**, 23 **NOTE:** Use the number line in 2a to help students visualize the numbers. **1.NBT.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Right: **37**; Between: **2** **K.CC.B.4**

Learning Opportunity 18

Part 1 – Numeracy Development **CCSS**

1. 3; 3; 3 **NOTE:** Stress and practice counting 'jumps' on a blank number line. See Grade Level skill package for blank number lines. **1.OA.D.8**

2. **a.)** 19, 20, 21, 22, 23, 24, 25, 27 **b.)** 31, 32 **c.)** 19, 18 **NOTE:** Mini-Lessons on number sequences, as needed **1.NBT.A.1**

Part 2 – Application Practice

3. **3**. Triangles have 3 sides and 3 vertices. Introduce and use the word vertices (plural) or vertex (singular) for a corner on polygons. **1.G.A.1**

4. **a.)** C **b.)** A **c.)** F **K.CC.B.4**

Part 3 – Reflection and Conceptual Understanding

Student Answers: To the right: **E**; Between: **P** **NOTE:** Students will require practice on "To the right" or "To the left". **K.CC.B.4**

Learning Opportunity 19

Part 1 – Numeracy Development **CCSS**

1. 4; 3; 4 **NOTE:** Stress and practice counting 'jumps' on a blank number line. See Grade Level skill package for blank number lines. **1.OA.D.8**

2. 21, 22, 23, 24, 25, 26, 27, 29 **1.NBT.A.1**

3. 3, 4, 7, 9 **NOTE:** Stress **multiples** always start at '0' and they are also called 'skip counting' – Multiples of 2, 10 and 5 are coming. **1.NBT.A.1**

Part 2 – Application Practice

4. **4**. Squares all have 4 vertices and 4 sides of equal lengths. **1.G.A.1**

5. **a.)** R **b.)** A **c.)** A **K.CC.B.4**

Part 3 – Reflection and Conceptual Understanding

Student Answers: to the left: **R**; Between: **R** **NOTE:** Students will require practice on "To the right" or "To the left". **K.CC.B.4**

Learning Opportunity 20

Part 1 – Numeracy Development **CCSS**

1. 5; 1; 5; 6 **NOTE:** Stress the first arrow must begin at zero (0); Second arrow must end at the sum. **1.OA.D.8**

2. 28, 29, 30, 31, 32, 33, 34, 35, 36 **1.NBT.A.1**

3. 2, 3, 5, 6, 8, 9 **NOTE:** Stress **multiples** always start at '0' and they are also called 'skip counting' **1.NBT.A.1**

Part 2 – Application Practice

4. **4**: **NOTE:** Stress vocabulary on 'vertices' (plural) and 'vertex' (singular) **1.G.A.1**

5. **a.)** R **b.)** R **c.)** A **K.CC.B.4**

Part 3 – Reflection and Conceptual Understanding

Student Answers: to the right: **7**; Between: **8** **NOTE:** Students will require practice on "To the right" or "To the left". **K.CC.B.4**

Learning Opportunity 21

Part 1 – Numeracy Development **CCSS**

1. 4; 3; 7 **NOTE:** Stress and practice counting 'jumps' on a blank number line. See Grade Level skill package for blank number lines. **1.OA.D.8**

2. 30, 31, 32, 33, 34, 35, 36, 37, 38, 39 **1.NBT.A.1**

3. 0, 1, 3, 4, 5, 6, 8, 10 **NOTE:** Stress **multiples** always start at '0' and they are also called 'skip counting' **1.NBT.A.1**

Part 2 – Application Practice

4. **4**. Squares all have 4 corners or vertices and 4 equal sides. **1.G.A.1**

5. **a.)** 9 **b.)** 9 **c.)** 5 **K.CC.B.4**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Next to 11: **10** and **12**; Between 7 and 9: **8** **K.CC.B.4**

Learning Opportunity 22

Part 1 – Numeracy Development **CCSS**

1. 5; 5; 10 **NOTE:** Stress and practice counting 'jumps' on a blank number line. See Grade Level skill package for blank number lines. **1.OA.D.8**

2. 28, 32, 33, 34, 35, 36, 37, 38, 40; **1.NBT.A.1**

3. 6, 12, 16 **NOTE:** Stress that **multiples** always start at '0' and they are also called 'skip counting' **1.OA.C.5**

Part 2 – Application Practice

4. **0 – Zero**. Circles are NOT polygons. They have no straight sides and no corners/vertices. **1.G.A.1**

5. **a.)** Given **b.)** Tens: **1**; Ones: **5** **1.NBT.B.2**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Next to 5: **4** and **6**; Between 6 and 8: **7** **K.CC.B.4**

Learning Opportunity 23

Part 1 – Numeracy Development **CCSS**

1. 2; 5; 7 **NOTE:** See Grade Level skill package for blank number lines. **1.OA.D.8**

2. 34, 37, 38, 39, 40, 41, 42, 43, 45 **1.NBT.A.1**

3. 6, 8, 12, 16, 18 **NOTE:** Stress that **multiples** always start at '0' and they are also called 'skip counting' **1.OA.C.5**

Part 2 – Application Practice

4. **a.)** Tens: **1**; Ones: **4** **b.)** Tens: **2**; Ones: **5** **c.)** Tens: **0**; Ones: **7** **1.NBT.B.2**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 7, 8, **9**, 10, **11**, 12; Between 8 and 10: **9**; Between 10 and 12: **11** **K.CC.B.4**

Learning Opportunity 24

Part 1 – Numeracy Development **CCSS**

1. 2; 6; 8; **2** + 6 = **8**; **NOTE:** See Grade Level skill package for blank number lines. **1.OA.D.8**

2. 29, 32, 33, 34, 35, 36, 37, 38, 39, 41 **NOTE:** Use 100 charts and 120 charts for students who need assistance. **1.NBT.A.1**

3. 4, 6, 8, 12, 14, 18 **NOTE:** Stress that **multiples** always start at '0' and they are also called 'skip counting' **1.OA.C.5**

Part 2 – Application Practice

4. a.) Tens: **1**; Ones: **1** **b.)** Tens: **2**; Ones: **0** **c.)** Tens: **1**; Ones: **9** **1.NBT.B.2**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **11**, 12, 13, **14**, 15, 16; Between 11 and 13: **12**; Between 13 and 15: **14** **K.CC.B.4**

Learning Opportunity 25

Part 1 – Numeracy Development **CCSS**

1. 5; 4; 9; **5** + **4** = **9**; **NOTE:** See Grade Level skill package for blank number lines. **1.OA.D.8**

2. 38, 40, 42, 44, 45, 46, 47, 49; **NOTE:** Use 100 charts and 120 charts for students who need assistance. **1.NBT.A.1**

3. 4, 6, 8, 12, 14, 16, 20 **NOTE:** Stress that **multiples** always start at '0' and they are also called 'skip counting' **1.OA.C.5**

Part 2 – Application Practice

4. a.) Tens: **2**; Ones: **5** **b.)** Tens: **3**; Ones: **0** **c.)** Tens: **4**; Ones: **5** **1.NBT.B.2**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **12**, 11, 10, **9**, 8, 7, **6**; Between 11 and 9: **10**; To the left of 11: **12** **K.CC.B.4**

Learning Opportunity 26

Part 1 – Numeracy Development **CCSS**

1. 9; 0; 9; **9** + **0** = **9**; **NOTE:** See Grade Level skill package for blank number lines. **1.OA.D.8**

2. 37, 38, 39, 42, 44, 46 **NOTE:** Use 100 charts and 120 charts for students who need assistance. **1.NBT.A.1**

3. 2, 6, 10, 12, 14, 16, 18, 20 **NOTE:** Stress that **multiples** always start at '0' and they are also called 'skip counting' **1.OA.C.5**

Part 2 – Application Practice

4. a.) Tens: **1**; Ones: **5**; Standard Form: **Given** **b.)** Tens: **2**; Ones: **3**; Standard Form: **23** **1.NBT.B.2**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **20**, 19, 18, **17**, 16, **15**; Between 18 and 16: **17**; To the right of 11: **17** **K.CC.B.4**

Learning Opportunity 27

Part 1 – Numeracy Development **CCSS**

1. **a.)** 2 **b.)** 1 **c.)** 3 **d.)** 4 **1.OA.D.8**

2. 2 and 3: **addends**; 5: **sum** **Vocab.**

3. 41, 44, 45, 46, 48, 50; **NOTE:** Use 100 charts and 120 charts for students who need assistance **1.NBT.A.1**

4. 30, 70, 90 **NOTE:** Use 100 and 120 charts for any students who require support. **1.NBT.C.5**

Part 2 – Application Practice

5. a.) Tens: **1**; Ones: **9**; Standard Form: **19** **b.)** Tens: **2**; Ones: **0**; Standard Form: **20** **1.NBT.B.2**

Part 3 – Reflection and Conceptual Understanding

Student Answers: **1** + 2 = **3** **1.OA.D.8**

Learning Opportunity 28

Part 1 – Numeracy Development **CCSS**

1. **a.)** 4 **b.)** 5 **c.)** 5 **d.)** 5 **1.OA.D.8**

2. 2 and 7: **addends**; 9: **sum** **Vocab.**

3. 45, 46, 47, 50, 52, 54; **NOTE:** Use 100 charts and 120 charts for students who need assistance. **1.NBT.A.1**

4. 20, 40, 60, 70, 90 **1.NBT.C.5**

Part 2 – Application Practice

5. Tens: **2**; Ones: **9**; Standard Form: **29** **1.NBT.B.2**

6. Check students' work for accuracy and quality. **1.G.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 1 + 4 = 5 **1.OA.D.8**

Learning Opportunity 29

Part 1 – Numeracy Development **CCSS**

1. **a.)** 2 **b.)** 4 **c.)** 6 **d.)** 8 **1.OA.D.8**

2. **a.)** Given **b.)** 7 **1.OA.D.8**

3. 47, 50, 53, 54, 55, 57; **NOTE:** Use 100 charts and 120 charts for students who need assistance. **1.NBT.A.1**

4. 4, 8, 12, 16, 20 **1.OA.C.5**

Part 2 – Application Practice

5. Tens: **3**; Ones: **3**; Standard Form: **33** **1.NBT.B.2**

6. Check students' work for accuracy and quality. **1.G.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 2 + 2 = 4 **1.OA.D.8**

Learning Opportunity 30

Part 1 – Numeracy Development **CCSS**

1. **a.)** 6 **b.)** 7 **c.)** 5 **d.)** 2 **1.OA.D.8**

2. **a.)** 2 **b.)** 8 **1.OA.D.8**

3. 50, 51, 52, 55, 58, 60; **NOTE:** Use 100 charts and 120 charts for students who need assistance. **1.NBT.A.1**

4. 20, 40, 60, 70, 90 **1.NBT.C.5**

Part 2 – Application Practice

5. Tens: **3**; Ones: **8**; Standard Form: **38** **1.NBT.B.2**

6. Triangle = 2; **NOTE:** Demonstrate to students using a bucket scale or a similar scale with equal 1 kg. and 2 kg weights. **1.OA.D.8**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 1 + 1 = 2; Students should draw the arrow from the 1 to the 2 with an arrow tip on the '2' **1.OA.D.8**

Learning Opportunity 31

Part 1 – Numeracy Development **CCSS**

1. **a.)** 5 **b.)** 7 **c.)** 5 **d.)** 7 **1.OA.D.8**

2. **a.)** 6 **b.)** 10 **1.OA.D.8**

3. 54, 57, 58, 60, 62, 64; **NOTE:** Use 100 charts and 120 charts for students who need assistance. **1.NBT.A.1**

4. 40, 60, 60, 80, 90, 110 **1.NBT.C.5**

Part 2 – Application Practice

5. Tens: **4**; Ones: **3**; Standard Form: **43** **1.NBT.B.2**

6. Triangle = 3; **NOTE:** Demonstrate to students using a bucket scale or a similar scale with equal 1 kg. and 2 kg weights. **1.OA.D.8**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 1 + 2 = 3 Students should draw the arrow from the 1 to the 3 with an arrow tip on the '3' **1.OA.D.8**

Fall - Solutions

"Layering a Sound Foundation"

32 - 35

Learning Opportunity 32

Part 1 – Numeracy Development **CCSS**

1. a.) 6 **b.)** 8 **c.)** 12 **d.)** 10 **1.OA.D.8**

2. a.) 10 **b.)** 12 **1.OA.D.8**

3. Pattern: Ring each triangle and circle – 4 rings; **Draw:** A right triangle to match the pattern's triangle shape **K.CC.B.4.A**

4. 3, 2, 1; Subtraction equation: 3 – 2 = **1** **1.OA.D.8**

Part 2 – Application Practice

5. a.) 16 **b.)** 23 **1.NBT.B.2**

6. 4; 2 + 2 = **4** **NOTE:** Demonstrate to students using a bucket scale or a similar scale with equal 2 kg weights. **1.OA.D.8**

Part 3 – Reflection and Conceptual Understanding

Student Answer: 2 + 1 = 3 Students should draw the arrows from the 0 to the 2 and from 2 to 3 with an arrow tip on the '2' and '3' **1.OA.D.8**

Learning Opportunity 33

Part 1 – Numeracy Development **CCSS**

1. a.) 7 **b.)** 6 **c.)** 8 **d.)** 9 **1.OA.D.8**

2. a.) 7 **b.)** 9 **1.OA.D.8**

3. Pattern: Ring each trapezoid and hexagon – 4 rings; **Draw:** A trapezoid to match the pattern's trapezoid **K.CC.B.4.A**

4. 4, 3, 1; Subtraction equation: 4 – 3 = **1** **1.OA.D.8**

Part 2 – Application Practice

5. Tens: **4**; Ones: **4**; Standard Form: **44** **1.NBT.B.2**

6. 5; 3 + 2 = **5** **NOTE:** Demonstrate to students using a bucket scale or a similar scale with 2 kg, 3 kg. weights. **1.OA.D.8**

Part 3 – Reflection and Conceptual Understanding

Student Answer: 3 + 2 = 5 Students should draw the arrows from the 0 to the 3 and from 3 to 5 with an arrow tip on the '3' and '5' **1.OA.D.8**

Learning Opportunity 34

Part 1 – Numeracy Development **CCSS**

1. a.) 8 **b.)** 8 **c.)** 6 **d.)** 10 **1.OA.D.8**

2. a.) 8 **b.)** 10 **1.OA.D.8**

3. Pattern: Ring each triangle, pentagon and hexagon – 4 rings; **Draw:** An isosceles triangle to match the pattern's triangle **K.CC.B.4.A**

4. 5, 3, 2; Subtraction equation: **5** – **3** = **2** **1.OA.D.8**

Part 2 – Application Practice

5. Tens: **5**; Ones: **0**; Standard Form: **50** **1.NBT.B.2**

6. 1; **1** + 2 = 3 **NOTE:** Demonstrate to students using a bucket scale or a similar scale with equal 1 kg, 2 kg and 3 kg weights. **1.OA.D.8**

Part 3 – Reflection and Conceptual Understanding

Student Answers: 4 + 1 = 5; Students should draw the arrows from the 0 to the 4 and from 4 to 5 with an arrow tip on the '4' and '5' **1.OA.D.8**

Learning Opportunity 35

Part 1 – Numeracy Development **CCSS**

1. a.) 9 **b.)** 9 **c.)** 9 **d.)** 9 **1.OA.D.8**

2. a.) 12 **b.)** 11 **1.OA.D.8**

3. Pattern: Ring each 615 group – 4 rings; **Write:** 6 and 1 **K.CC.B.4.A**

4. 6, 0, 6; Subtraction equation: **6** – **0** = **6** **1.OA.D.8**

Part 2 – Application Practice

5. a.) 37 **b.)** 40 **1.NBT.B.2**

6. a.) Yes **b.)** No **c.)** Yes **K.CC.B.4**

Part 3 – Reflection and Conceptual Understanding

Student Answers: Yes. *Commutative Property of Addition*. Show that the addends can be interchanged with dots or squares. **1.OA.A.1; 1.OA.D.7**

Learning Opportunity 36

Part 1 – Numeracy Development **CCSS**

1. **a.)** 7 **b.)** 5 **c.)** 8 **d.)** 10 **e.)** 8 **f.)** 4 **1.OA.D.8**
2. Check Students' Work for accuracy **1.G.A.1**
3. **Pattern:** Ring each 5F9 – 2 complete rings; **Write:** F **K.CC.B.4.A**
4. 8, 4, 4; Subtraction equation: **8** – **4** = **4** **1.OA.D.8**

Part 2 – Application Practice

5. **5** Tens; **3** Ones; 53 **1.NBT.B.2**
6. **a.)** No **b.)** Yes **c.)** Yes **K.CC.B.4**

Part 3 – Reflection and Conceptual Understanding

Student Answer: 2 + 8 = 10; *In this order!* The addends must be reversed. Demonstrate with objects, as needed, to prove. **1.OA.A.1; 1.OA.D.7**

Learning Opportunity 37

Part 1 – Numeracy Development **CCSS**

1. **a.)** 7 **b.)** 8 **c.)** 7 **d.)** 8 **e.)** 6 **f.)** 4 **1.OA.D.8**
2. Check Students' Work for accuracy **1.G.A.1**
3. **Pattern:** Ring each 1VR – 2 complete rings; **Write:** V **K.CC.B.4.A**
4. 5; Subtraction equation: 5 – 1 = **4** **1.OA.D.8**

Part 2 – Application Practice

5. **6** Tens; **0** Ones; 60 **1.NBT.B.2**
6. **a.)** Yes **b.)** No **c.)** No **K.CC.B.4**

Part 3 – Reflection and Conceptual Understanding

Student Answer: 3 + 5 = 8 In this order…the addends must be reversed. Demonstrate with objects, as needed, to prove.**1.OA.A.1; 1.OA.D.7**

Learning Opportunity 38

Part 1 – Numeracy Development **CCSS**

1. **a.)** 8 **b.)** 8 **c.)** 9 **d.)** 10 **e.)** 5 **f.)** 8 **1.OA.D.8**
2. Check Students' Work for accuracy **1.G.A.1**
3. **61** **1.NBT.A.1**
4. 4, 1; Subtraction equation: 4 – 1 = **3** **1.OA.D.8**

Part 2 – Application Practice

5. **6** Tens; **1** One; 61 **1.NBT.B.2**
6. **Fewest:** 8; **Ring** the strawberries; **Most:** 10; **"X"** the apples; **1.NBT.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answer: a.) No. Unequal objects on each side of equal sign. **b.)** Yes. 3 = 3 **1.OA.A.1; 1.OA.D.7**

Learning Opportunity 39

Part 1 – Numeracy Development **CCSS**

1. **a.)** 4 **b.)** 8 **c.)** 6 **d.)** 12 **e.)** 10 **f.)** 2 **1.OA.D.8**
2. Check Students' Work for accuracy **1.G.A.1**
3. **60** **1.NBT.A.1**
4. 6, 2;; Subtraction equation: 6 – 2 = **4** **1.OA.D.8**

Part 2 – Application Practice

5. **7** Tens; **2** Ones; 72 **1.NBT.B.2**
6. **Smallest:** 33; **Ring** the 33 Pentagon; **Largest:** 37; **"X"** the 37 Pentagon; **1.NBT.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answer: a.) Yes. Same number of objects on each side of equal sign. **b.)** No. 6 does not equal 5 **1.OA.A.1; 1.OA.D.7**

Learning Opportunity 40

Part 1 – Numeracy Development **CCSS**

1. a.) 8 **b.)** 10 **c.)** 9 **d.)** 10 **e.)** 9 **1.OA.D.8**

2. 56; 58; 59; 61; 63; 65 **1.NBT.A.1**

3. 5, 4; Subtraction equation: **5** – 4 = **1** **1.OA.D.8**

Part 2 – Application Practice

4. All pentagons have **5** vertices and **5** sides. **1.G.A.1**

5. **7** Tens; **6** Ones; **76** **1.NBT.B.2**

Part 3 – Reflection and Conceptual Understanding

Student Answer: a.) No. Same number of jellyfish on each side of equal sign. **b.)** Yes. **1.OA.A.1; 1.OA.D.7**

Learning Opportunity 41

Part 1 – Numeracy Development **CCSS**

1. a.) 9 **b.)** 11 **c.)** 10 **d.)** 9 **e.)** 10 **1.OA.D.8**

2. 61; 62; 63; 64; 66; 68; 70 **1.NBT.A.1**

3. 3; Subtraction equation: 6 – **3** = **3** **1.OA.D.8**

Part 2 – Application Practice

4. All hexagons have **6** vertices and **6** sides. **1.G.A.1**

5. **7** Tens; **0** Ones; **70** **1.NBT.B.2**

Part 3 – Reflection and Conceptual Understanding

Student Answer: a.) YES! Same number of objects and same object types are on each side of the equal sign. **1.OA.A.1; 1.OA.D.7**

Learning Opportunity 42

Part 1 – Numeracy Development **CCSS**

1. a.) 10 **b.)** 10 **c.)** 11 **d.)** 11 **e.)** 11 **1.OA.D.8**

2. 62; 64; 66; 68; 70; 72 **1.NBT.A.1**

3. 7, 4; Subtraction equation: **7** – **4** = 3 **1.OA.D.8**

Part 2 – Application Practice

4. All trapezoids have **4** vertices and **4** sides. **1.G.A.1**

5. a.) 47, 49, 51 **b.)** 19, 17, 15 **1.NBT.B.2**

Part 3 – Reflection and Conceptual Understanding

Student Answer: a.) NO! NOT the same number of objects and same object types are on each side of the equal sign. **1.OA.A.1; 1.OA.D.7**

Learning Opportunity 43

Part 1 – Numeracy Development **CCSS**

1. a.) 11 **b.)** 12 **c.)** 11 **d.)** 8 **e.)** 8 **1.OA.D.8**

2. 65; 66; 67; 68; 70; 71; 72; 74 **1.NBT.A.1**

3. 4; Subtraction equation: **7** – **4** = **3** **1.OA.D.8**

Part 2 – Application Practice

4. All hexagons have **6** vertices and **6** sides. **1.G.A.1**

5. **7** Tens; **6** Ones; **76** **1.NBT.B.2**

Part 3 – Reflection and Conceptual Understanding

Student Answer: a.) YES! Students can turn paper until the equation is right side up to them. The addition equation remains equal. The equal sign is not dependent upon direction or orientation. Stress: Equal objects and totals on each side of the equal sign. **1.OA.A.1; 1.OA.D.7**

Learning Opportunity 44

Part 1 – Numeracy Development **CCSS**

1. a.) 10 **b.)** 14 **c.)** 8 **d.)** 16 **e.)** 12 **1.OA.D.8**

2. 20; 40; 50; 60; 70; 80; 90 **1.NBT.C.5**

3. 8, 3; Subtraction equation: **8** – **3** = **5** **1.OA.D.8**

Part 2 – Application Practice

4. Check student work for accuracy **1.G.A.1**

5. a.) eight **b.)** seven **c.)** three **NOTE:** Practice as needed, short mini-lessons. **1.NBT.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answer: Yes. Same number of cars on each side of equal sign. **NOTE:** Independent of operation: 6 cars = 6 cars!! **1.OA.A.1; 1.OA.D.7**

Learning Opportunity 45

Part 1 – Numeracy Development **CCSS**

1. a.) 11 **b.)** 12 **c.)** 18 **d.)** 12 **e.)** 13 **1.OA.D.8**

2. 20; 30; 40; 50; 60; 70; 80; 90 **1.NBT.C.5**

3. 8, 6; Subtraction equation: **8** – **6** = **2** **1.OA.D.8**

Part 2 – Application Practice

4. Check student work for accuracy **1.G.A.1**

5. a.) seven **b.)** six **c.)** three **NOTE:** Practice as needed, short mini-lessons. **1.NBT.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answer: No. There are not the same number of school buses on each side of equal sign. 7 does not equal 5! **1.OA.A.1; 1.OA.D.7**

Learning Opportunity 46

Part 1 – Numeracy Development **CCSS**

1. a.) 12 **b.)** 11 **c.)** 11 **d.)** 12 **1.OA.D.8**

2. a.) Given **b.)** 2 **NOTE:** Students should cross out objects that are subtracted (i.e. subtrahend) **1.OA.D.8**

3. 39, 41, 42 **1.NBT.A.1**

4. 40; 60; 70; 80; 90; 100; 110 **1.NBT.C.5**

Part 2 – Application Practice

5. Check student work for accuracy **1.G.A.1**

6. a.) five **b.)** ten **c.)** eight **NOTE:** Practice as needed, short mini-lessons. **1.NBT.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answer: 10, 3; Subtraction equation: **10** – **3** = **7** **1.OA.D.8**

Learning Opportunity 47

Part 1 – Numeracy Development **CCSS**

1. a.) 12 **b.)** 12 **c.)** 10 **d.)** 14 **1.OA.D.8**

2. a.) 1 **b.)** 1 **1.OA.D.8**

3. 50, 52, 53 **1.NBT.A.1**

4. 10; 40; 50; 60; 70; 80; 90; 100 **1.NBT.C.5**

Part 2 – Application Practice

4. Check student work for accuracy **1.G.A.1**

5. a.) three **b.)** nine **c.)** five **NOTE:** Practice as needed, short mini-lessons. **1.NBT.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answer: 9, 5; Subtraction equation: **9** – **5** = **4** **1.OA.D.8**

Learning Opportunity 48

Part 1 – Numeracy Development **CCSS**

1. a.) 12 **b.)** 11 **c.)** 13 **d.)** 16 **1.OA.D.8**

2. a.) 3 **b.)** 1 **NOTE:** Students should cross out the circles and triangles that match the subtrahend. **1.OA.D.8**

3. 59, 61, 62 **1.NBT.A.1**

4. 68; 70; 72; 74; 76; 78 **1.OA.C.5**

Part 2 – Application Practice

5. Check student work for accuracy **1.G.A.1**

6. **8** Tens; **0** Ones; **80** **1.NBT.B.2**

Part 3 – Reflection and Conceptual Understanding

Student Answer: 5, 2; Subtraction equation: **5** – **2** = **3** **1.OA.D.8**

Learning Opportunity 49

Part 1 – Numeracy Development **CCSS**

1. a.) 10 **b.)** 14 **c.)** 18 **d.)** 16 **NOTE:** Doubles minus 1/plus 1. **1.OA.D.8**

2. a.) 3 **b.)** 4 **NOTE:** Students should cross out the circles and squares that match the subtrahend. **1.OA.D.8**

3. 50, 48, 47 **NOTE:** Counting down is difficult for most students; however, with short mini-lessons, they become adept quickly. **1.NBT.A.1**

4. 77; 78; 80; 83; 84; 86 **1.NBT.A.1**

Part 2 – Application Practice

5. Check student work for accuracy **1.G.A.1**

6. **8** Tens; **7** Ones; **87** **1.NBT.B.2**

Part 3 – Reflection and Conceptual Understanding

Student Answer: 6 – 2 = 4. Same number of cars on each side of the equal sign. **1.OA.A.1; 1.OA.D.7**

Learning Opportunity 50

Part 1 – Numeracy Development **CCSS**

1. a.) 14 **b.)** 15 **c.)** 17 **d.)** 14 **1.OA.D.8**

2. a.) 2 **b.)** 0 **NOTE:** Students should cross out the circles and squares that match the subtrahend. **1.OA.D.8**

3. 58, 56, 55 **NOTE:** Counting down is difficult for most students; however, with short mini-lessons, they become adept quickly. **1.NBT.A.1**

4. 77; 80; 82; 85; 86; 88 **1.NBT.A.1**

Part 2 – Application Practice

5. Check student work for accuracy **1.G.A.1**

6. **9** Tens; **0** Ones; **90** **1.NBT.B.2**

Part 3 – Reflection and Conceptual Understanding

Student Answer: Yes. Same number of baseballs on each side of the equal sign. **1.OA.A.1; 1.OA.D.7**

Learning Opportunity 51

Part 1 – Numeracy Development **CCSS**

1. a.) 16 **b.)** 15 **NOTE:** Recommend that students learn DOUBLES to learn Doubles minus 1/plus 1 **1.OA.D.8**

2. a.) 1 **b.)** 0 **c.)** 1 **d.)** 1 **1.OA.D.8**

3. a.) 6 **b.)** 8 **c.)** 6 **d.)** 8 **1.OA.D.8**

4. Ring square with 2 dots **1.OA.D.8**

5. 0; 1; 4; 5; 6; 8; 10 **1.NBT.A.1**

Part 2 – Application Practice

6. Check student work for accuracy **1.G.A.1**

7. **9** Tens; **3** Ones; **93** **1.NBT.B.2**

Part 3 – Reflection and Conceptual Understanding

Student Answer: NO. Not the same number of apples on each side of the equal sign. 2 does not equal 1. **1.OA.A.1; 1.OA.D.7**

Learning Opportunity 52

Part 1 – Numeracy Development **CCSS**

1. a.) 18 **b.)** 17 **NOTE:** Recommend that students learn DOUBLES to learn Doubles minus 1/plus 1 **1.OA.D.8**

2. a.) 2 **b.)** 1 **c.)** 2 **d.)** 0 **1.OA.D.8**

3. a.) 9 **b.)** 12 **c.)** 12 **d.)** 11 **1.OA.D.8**

4. Ring square with 4 dots **1.OA.D.8**

5. 15; 25; 30; 40 **NOTE:** Students should be adept at multiples of 1, 2, 5, and 10. **1.OA.C.5**

Part 2 – Application Practice

6. Check student work for accuracy **1.G.A.1**

7. **9** Tens; **7** Ones; **97** **1.NBT.B.2**

Part 3 – Reflection and Conceptual Understanding

Student Answer: Yes. The same number of bananas on each side of the equal sign – matches subtraction equation. **1.OA.A.1; 1.OA.D.7**

Learning Opportunity 53

Part 1 – Numeracy Development **CCSS**

1. a.) 16 **b.)** 16 **1.OA.D.8**

2. a.) 1 **b.)** 2 **c.)** 3 **d.)** 1 **1.OA.D.8**

3. a.) 10 **b.)** 20 **c.)** 10 **d.)** 14 **1.OA.D.8**

4. Ring square with 3 dots **1.OA.D.8**

5. 10; 15; 30; 35; 40; 45 **NOTE:** Students should be adept at multiples of 1, 2, 5, and 10. **1.OA.C.5**

Part 2 – Application Practice

6. a.) Given **b.)** 4 **c.)** 6 **d.)** 2 **1.NBT.A.1**
e.) 9 **f.)** 7 **g.)** 5 **h.)** 8

7. 99 **1.NBT.B.2**

Part 3 – Reflection and Conceptual Understanding

Student Answer: NO. Not the same number of triangles on each side of the equal sign. 4 does not equal 1. **1.OA.A.1; 1.OA.D.7**

Learning Opportunity 54

Part 1 – Numeracy Development **CCSS**

1. a.) 15 **b.)** 14 **NOTE:** Recommend that students learn DOUBLES to learn Doubles minus 1/plus 1 **1.OA.D.8**

2. a.) 2 **b.)** 2 **c.)** 4 **d.)** 3 **1.OA.D.8**

3. 80; 83; 85; 88; 89; 91 **1.NBT.A.1**

4. 10; 15; 20; 25; 30; 35; 40; 50 **1.OA.C.5**

Part 2 – Application Practice

5. a.) 4 **b.)** 0 **c.)** 5 **d.)** 6 **e.)** 2 **1.NBT.A.1**
f.) 10 **g.)** 7 **h.)** 9 **i.)** 8 **j.)** 3

6. a.) trapezoid **b.)** rhombus **c.)** pentagon **d.)** octagon (**NOTE:** "Oct" sounds like 8 as "Hex" sounds like 6). **1.G.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answer: YES. Same number of objects and quantities are on each side of equal sign. ***Stress the meaning of the equal sign.*** **1.OA.D.7**

Learning Opportunity 55

Part 1 – Numeracy Development **CCSS**

1. a.) 12 **b.)** 13 **NOTE:** Recommend that students learn DOUBLES to learn Doubles minus 1/plus 1 **1.OA.D.8**

2. a.) 1 **b.)** 1 **c.)** 0 **d.)** 2 **1.OA.D.8**

3. 86; 87; 89; 92; 93; 94 **1.NBT.A.1**

4. 5; 10; 15; 20; 30; 35; 40; 45 **1.OA.C.5**

Part 2 – Application Practice

5. a.) 5 **b.)** 6 **c.)** 4 **d.)** 10 **e.)** 9 **1.NBT.A.1**
f.) 1 **g.)** 7 **h.)** 3 **i.)** 8 **j.)** 0

6. a.) rhombus **b.)** pentagon **c.)** octagon **d.)** trapezoid (**NOTE:** "Oct" sounds like 8 as "Hex" sounds like 6). **1.G.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answer: YES. Same number of objects and quantities are on each side of equal sign. ***Stress the meaning of the equal sign.*** **1.OA.D.7**

Learning Opportunity 56

Part 1 – Numeracy Development **CCSS**

1. a.) 10 **b.)** 11 **NOTE:** Recommend that students learn DOUBLES to learn Doubles minus 1/plus 1 **1.OA.D.8**

2. a.) 3 **b.)** 0 **c.)** 2 **d.)** 1 **1.OA.D.8**

3. 88; 90; 92; 95; 96; 97 **1.OA.C.5**

4. 40; 60; 70; 80; 90; 110 **1.NBT.C.5**

Part 2 – Application Practice

5. a.) 9 **b.)** 10 **c.)** 5 **d.)** 2 **e.)** 4 **1.NBT.A.1**
f.) 0 **g.)** 3 **h.)** 7 **i.)** 6 **j.)** 8

6. a.) octagon **b.)** rhombus **c.)** pentagon **d.)** trapezoid (**NOTE:** "Oct" sounds like 8 as "Hex" sounds like 6). **1.G.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answer: YES. Same number of objects and quantities are on each side of equal sign. ***Stress the meaning of the equal sign.*** **1.OA.D.7**

Learning Opportunity 57

Part 1 – Numeracy Development **CCSS**

1. a.) 3 **b.)** 3 **1.0A.C.6**

2. a.) 3 **b.)** 4 **c.)** 5 **d.)** 1 **1.OA.D.8**

3. 89; 90; 93; 95; 96; 97; 98 **1.NBT.A.1**

4. 20; 40; 50; 60; 70; 80; 90; 110 **1.NBT.C.5**

Part 2 – Application Practice

5. Check students work for accuracy **1.NBT.A.1**

6. a.) 3 Vertices **b.)** 5 Vertices **c.)** 8 Vertices **d.)** 4 Vertices (**NOTE:** Stress Vertices (corners) = number of sides.) **1.G.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answer: 1; 1; 1 + 1 + 2 = 4; NOTE: Stress that adding numbers – whether 2 numbers, 3 numbers, etc. is always the same on a number line **1.NBT.C.4**

Learning Opportunity 58

Part 1 – Numeracy Development **CCSS**

1. a.) 4 **b.)** 4 **1.OA.D.8**

2. a.) 2 **b.)** 5 **c.)** 3 **d.)** 2 **1.OA.D.8**

3. 90; 92; 94; 96; 97; 98; 99 **1.OA.C.5**

4. 12 **1.NBT.C.5**

5. 2 **1.OA.D.8**

6. a.) Given **b.)** 10 + 5 **NOTE:** Recommend asking students how many 'tens' and how many 'ones'. **1.NBT.B.2**

Part 2 – Application Practice

7. Check students work for accuracy **1.NBT.A.1**

8. a.) 4 Vertices/Sides **b.)** 8 Vertices/Sides **c.)** 6 Vertices/Sides **d.)** 0 Vertices/Sides **1.G.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answer: 1; 2; 1; **1** + **2** + **1** = 4 **1.NBT.C.4**

Learning Opportunity 59

Part 1 – Numeracy Development **CCSS**

1. a.) 5 **b.)** 5 **1.OA.C.6**

2. a.) 4 **b.)** 1 **c.)** 2 **d.)** 3 **1.OA.D.8**

3. Given; 14; 15 **1.NBT.C.5**

4. Given; 5; 4 **1.OA.D.8**

5. a.) Given **b.)** 5 **K.CC.B.4.C**

6. a.) 10 + 8 **b.)** 20 + 1 **NOTE:** Recommend asking students how many 'tens' and how many 'ones'. **1.NBT.B.2**

Part 2 – Application Practice

7. Check students work for accuracy **1.NBT.A.1**

8. a.) 4 sides/Rhombus **b.)** 4 Vertices/Square **c.)** 6 Vertices/Sides **d.)** 3 Vertices/Sides **1.G.A.1**

Part 3 – Reflection and Conceptual Understanding

Student Answer: 1; 2; 2; **1** + **2** + **2** = 5 **1.NBT.C.4**

Learning Opportunity 60

Part 1 – Numeracy Development **CCSS**

1. a.) 5 **b.)** 6 **1.OA.C.6**

2. a.) 3 **b.)** 2 **c.)** 6 **d.)** 4 **1.OA.D.8**

3. 12; 16; 18 **1.OA.C.5**

4. 1; 6; 3 **1.OA.D.8**

5. a.) 2 **b.)** 4 **K.CC.B.4.C**

6. a.) 10 + 9 **b.)** 20 + 0 **NOTE:** Recommend asking students how many 'tens' and how many 'ones'. **1.NBT.B.2**

Part 2 – Application Practice

7. Check students work for accuracy **1.NBT.A.1**

8. a.) Given **b.)** Smallest: **6**; Largest: **12** **c.)** Smallest: **10**; Largest: **13** **1.NBT.B.3**

Part 3 – Reflection and Conceptual Understanding

Student Answer: 2; 1; 2; **2** + **1** + **2** = 5 **1.NBT.C.4**

Learning Opportunity 61

Part 1 – Numeracy Development **CCSS**

1. **a.)** 7 **b.)** 8 **1.OA.C.6**

2. **a.)** 2 **b.)** 4 **c.)** 7 **d.)** 1 **1.OA.D.8**

3. 15; 19; 20 **1.NBT.C.5**

4. 8; 12; 10 **1.OA.D.8**

5. **a.)** 7 **b.)** 8 **K.CC.B.4.C**

6. **a.)** 20 + 0 **b.)** 20 + 5 **NOTE:** Recommend asking students how many 'tens' and how many 'ones'. **1.NBT.B.2**

Part 2 – Application Practice

7. Check students work for accuracy **1.NBT.A.1**

8. **a.)** Smallest: **5**; Largest: **9** **b.)** Smallest: **14**; Largest: **19** **c.)** Smallest: **12**; Largest: **22** **1.NBT.B.3**

Part 3 – Reflection and Conceptual Understanding

Student Answer: **2** + **10** = **12** **NOTE:** Use 100 charts for any students struggling to see the pattern of adding/subtracting 10 more/less. **1.NBT.C.4**

Learning Opportunity 62

Part 1 – Numeracy Development **CCSS**

1. **a.)** 9 **b.)** 10 **1.OA.C.6**

2. **a.)** 6 **b.)** 2 **c.)** 6 **d.)** 3 **1.OA.D.8**

3. 22; 19; 20 **1.NBT.C.5**

4. 6; 9; 12 **1.OA.D.8**

5. **a.)** 50; 51 **b.)** 67; 68 **1.NBT.A.1**

6. **a.)** 30 + 0 **b.)** 20 + 9 **NOTE:** Recommend asking students how many 'tens' and how many 'ones'. **1.NBT.B.2**

Part 2 – Application Practice

7. Hundreds: **1**; Tens: **1**; Ones: **3** **NOTE:** Recommend asking students what the number is in 'standard form.' **103** **1.NBT.A.1**

8. **a.)** Smallest: **12**; Largest: **21** **b.)** Smallest: **12**; Largest: **32** **c.)** Smallest: **20**; Largest: **25** **1.NBT.B.3**

Part 3 – Reflection and Conceptual Understanding

Student Answer: **7** - **1** = **6** . **1.OA.D.8**

Learning Opportunity 63

Part 1 – Numeracy Development **CCSS**

1. **a.)** 10 **b.)** 6 **1.OA.C.6**

2. **a.)** 5 **b.)** 4 **c.)** 7 **d.)** 3 **1.OA.D.8**

3. 23; 24; 25 **1.NBT.C.5**

4. 7; 8; 9 **1.OA.D.8**

5. **a.)** 60; 61 **b.)** 70; 71 **1.NBT.A.1**

6. **a.)** 30 + 5 **b.)** 30 + 0 **NOTE:** Recommend asking students how many 'tens' and how many 'ones'. **1.NBT.B.2**

Part 2 – Application Practice

7. Hundreds: **1**; Tens: **1**; Ones: **8** **NOTE:** Recommend asking students the number as written is 'standard form.' **118** **1.NBT.A.1**

8. **a.)** Smallest: **10**; Largest: **30** **b.)** Smallest: **5**; Largest: **25** **c.)** Smallest: **17**; Largest: **37** **1.NBT.B.3**

Part 3 – Reflection and Conceptual Understanding

Student Answer: 8; 1; **8** - **1** = **7** . **1.OA.D.8**

Learning Opportunity 64

Part 1 – Numeracy Development **CCSS**

1. **a.)** 10 **b.)** 11 **1.OA.C.6**

2. **a.)** 1 **b.)** 3 **c.)** 4 **d.)** 2 **1.OA.D.8**

3. 30; 40; 50 **1.NBT.C.4**

4. 19; 0; 9 **1.OA.D.8**

5. **a.)** 80, 81 **b.)** 90, 91 **1.NBT.A.1**

6. **a.)** 40 + 7 **b.)** 50 + 1 **NOTE:** Recommend asking students how many 'tens' and how many 'ones'. **1.NBT.B.2**

Part 2 – Application Practice

7. Hundreds: **1**; Tens: **0**; Ones: **7** **NOTE:** Recommend asking students the number as written is 'standard form.' **107** **1.NBT.A.1**

8. **a.)** Smallest: **30**; Largest: **50** **b.)** Smallest: **22**; Largest: **42** **c.)** Smallest: **27**; Largest: **57** **1.NBT.B.3**

Part 3 – Reflection and Conceptual Understanding

Student Answer: 4; 10; **4** + **10** = **14** **NOTE:** Use 100 charts for struggling students. **1.NBT.C.4**

Learning Opportunity 65

Part 1 – Numeracy Development **CCSS**

1. **a.)** 10 **b.)** 9 **1.OA.C.6**

2. **a.)** 0 **b.)** 2 **c.)** 1 **d.)** 6 **1.OA.D.8**

3. 25; 35; 45 **1.OA.C.5**

4. Given; 3; 5 **1.OA.D.8**

5. **a.)** 87, 88 **b.)** 95, 96 **1.NBT.A.1**

6. **a.)** 50 + 0 **b.)** 60 + 5 **NOTE:** Recommend asking students how many 'tens' and how many 'ones'. **1.NBT.B.2**

Part 2 – Application Practice

7. Hundreds: **1**; Tens: **0**; Ones: **1** **Standard Form:** Given **1.NBT.A.1**

8. **6;** 4 + 2 = **6** 1**.OA.D.8**

Part 3 – Reflection and Conceptual Understanding

Student Answer: 9; 10; **9** + **10** = **19** **NOTE:** Use 100 charts for struggling students. **1.NBT.C.4**

Learning Opportunity 66

Part 1 – Numeracy Development **CCSS**

1. 5 and 7: **addends**; 12: **sum** **Vocab.**

2. **a.)** 5 **b.)** 3 **c.)** 6 **d.)** 6 **1.OA.D.8**

3. 12; 15 **1.NBT.C.4**

4. 0; 5; 3 **1.OA.D.8**

5. **a.)** 92, 93 **b.)** 98, 99 **1.NBT.A.1**

6. **a.)** 50 + 7 **b.)** 60 + 8 **NOTE:** Recommend asking students how many 'tens' and how many 'ones'. **1.NBT.B.2**

Part 2 – Application Practice

7. Hundreds: **1**; Tens: **1**; Ones: **4** **Standard Form:** **114** **1.NBT.A.1**

8. **11;** 8 + 3 = **11** 1**.OA.D.8**

Part 3 – Reflection and Conceptual Understanding

Student Answer: 5; 10; **5** + **10** = **15** **NOTE:** Use 100 charts for struggling students. – Matches problem 3.b) above. **1.NBT.C.4**

Learning Opportunity 67

Part 1 – Numeracy Development **CCSS**

1. 8 and 2: **addends**; 10: **sum** **Vocab.**

2. **a.)** 9 **b.)** 2 **c.)** 7 **d.)** 1 **1.OA.D.8**

3. 18; 20 **1.NBT.C.4**

4. 6; 8; 7 **1.OA.D.8**

5. **a.)** 96, 97 **b.)** 102, 103 **1.NBT.A.1**

6. **a.)** 70 + 0 **b.)** 70 + 7 **NOTE:** Recommend asking students how many 'tens' and how many 'ones'. **1.NBT.B.2**

Part 2 – Application Practice

7. Hundreds: **1**; Tens: **2**; Ones: **0** **Standard Form:** **120** 1.**NBT.A.1**

8. **14**; **10** + **4** = **14** **NOTE:** Relating to 10 more skill. **1.OA.D.8**

Part 3 – Reflection and Conceptual Understanding

Student Answer: 11; 10; **11** + **10** = **21** **NOTE:** Use 100 charts for struggling students. **1.NBT.C.4**

Learning Opportunity 68

Part 1 – Numeracy Development **CCSS**

1. 6 and 8: **addends**; 14: **sum** **Vocab.**

2. **a.)** 8 **b.)** 4 **c.)** 6 **d.)** 2 **1.OA.D.8**

3. 18; 25 **1.NBT.C.4**

4. 7; 9; 5 **1.OA.D.8**

5. **a.)** 100, 101 **b.)** 110, 111 **NOTE:** Base 10 pattern repeats at 110, not 100. Students will struggle initially with counting past 109. Small amounts of practice is all that is needed. **1.NBT.A.1**

6. **a.)** 80 + 0 **b.)** 80 + 5 **NOTE:** Recommend asking students how many 'tens' and how many 'ones'. **1.NBT.B.2**

Part 2 – Application Practice

7. Hundreds: **1**; Tens: **1**; Ones: **0** **Standard Form:** **110** 1.**NBT.A.1**

8. **2**; **2** + 2 = 1 + 3; **NOTE:** Soccer ball problem is exactly the same concept and numbers in Part 3.) below. **1.OA.D.7; 1.OA.D.8**

Part 3 – Reflection and Conceptual Understanding

Student Answer: Ring 2 soccer balls; **2 soccer ball** + 2 soccer balls = 1 soccer ball + 3 soccer balls **1.OA.D.7; 1.OA.D.8**

Learning Opportunity 69

Part 1 – Numeracy Development **CCSS**

1. 8: **minuend**; 3: subtrahend (given); 5: **difference** **NOTE:** **S**ubtrahend is easy to remember – it is the number that is **S**ubtracted. **Vocab.**

2. **a.)** 6 **b.)** 2 **c.)** 7 **d.)** 4 **1.OA.D.8**

3. 35; 30 **1.OA.C.5**

4. 4; 9; 8 **1.OA.D.8**

5. **a.)** 111, 112 **b.)** 117, 118 **NOTE:** Base 10 pattern repeats at 110, not 100. Students will struggle initially with counting past 109. Small amounts of practice is all that is needed. **1.NBT.A.1**

6. **a.)** 90 + 0 **b.)** 90 + 9 **NOTE:** Recommend asking students how many 'tens' and how many 'ones'. **1.NBT.B.2**

Part 2 – Application Practice

7. Hundreds: **1**; Tens: **3**; Ones: **2** **Standard Form:** **132** **NOTE:** A couple 1st grade challenge problems above 120. **1.NBT.A.1**

8. **3**; **3** + 1 = 2 + 2; **NOTE:** Airplane problem is exactly the same concept and numbers in Part 3.) below. **1.OA.D.7; 1.OA.D.8**

Part 3 – Reflection and Conceptual Understanding

Student Answer: Ring 3 airplanes; **3 airplanes** + 1 airplane = 2 airplanes + 2 airplanes **1.OA.D.7; 1.OA.D.8**

Learning Opportunity 70

Part 1 – Numeracy Development **CCSS**

1. 9: **minuend**; 5: subtrahend (given); 4: **difference** **NOTE:** **S**ubtrahend is easy to remember – it is the number that is **S**ubtracted. **Vocab.**

2. **a.)** 9 **b.)** 3 **c.)** 9 **d.)** 8 **1.OA.D.8**

3. **a.)** 20 **b.)** 30 **1.NBT.C.4**

4. 95, 99, 100 **1.NBT.A.1**

5. 80, 100 **1.NBT.C.5**

Part 2 – Application Practice

6. Hundreds: **1**; Tens: **0**; Ones: **2** **Standard Form: 102** **1.NBT.A.1**

7. **4**; **4** + 1 = 3 + 2 **1.OA.C.6; 1.OA.D.7; 1.OA.D.8**

Part 3 – Reflection and Conceptual Understanding

Student Answer: **subtrahend**: 3; **difference**: 4; **minuend**: 7; Students can write the subtraction equation, if needed. **Vocab.**

Learning Opportunity 71

Part 1 – Numeracy Development **CCSS**

1. 10: **minuend**; 4: **subtrahend**; 6: difference (given) **NOTE:** **S**ubtrahend is easy to remember – it is the number that is **S**ubtracted. **Vocab.**

2. **a.)** 6 **b.)** 6 **c.)** 7 **d.)** 4 **1.OA.D.8**

3. **a.)** 35 **b.)** 25 **1.NBT.C.4**

4. 100, 103, 104 **1.NBT.A.1**

5. 70, 100, 110 **1.NBT.C.5**

Part 2 – Application Practice

6. Hundreds: **1**; Tens: **0**; Ones: **9** **Standard Form: 109** **1.NBT.A.1**

7. **4**; 3 + 2 = 1 + **4** **1.OA.C.6; 1.OA.D.7; 1.OA.D.8**

Part 3 – Reflection and Conceptual Understanding

Student Answer: **subtrahend**: 5; **difference**: 3; **minuend**: 8; Students can write the subtraction equation, if needed. **Vocab.**

Learning Opportunity 72

Part 1 – Numeracy Development **CCSS**

1. 11: **minuend**; 4: **subtrahend**; 7: difference (given) **NOTE:** **S**ubtrahend is easy to remember – it is the number that is **S**ubtracted. **Vocab.**

2. **a.)** 2 **b.)** 6 **c.)** 3 **d.)** 5 **1.OA.D.8**

3. **a.)** 45 **b.)** 50 **1.NBT.C.4**

4. 106, 109, 110 **1.NBT.A.1**

5. 70, 80, 90, 100, 110 **1.NBT.C.5**

Part 2 – Application Practice

6. Hundreds: **1**; Tens: **1**; Ones: **5** **Standard Form: 115** **1.NBT.A.1**

7. **3**; 4 + 2 = **3** + 3 **1.OA.C.6; 1.OA.D.7; 1.OA.D.8**

Part 3 – Reflection and Conceptual Understanding

Student Answer: **sum**: 7; **addend**: 3; **addend**: 4; Students can write the addition equation, if needed. **Vocab.**

Learning Opportunity 73

Part 1 – Numeracy Development **CCSS**

1. **a.)** 3 **b.)** 7 **c.)** 4 **d.)** 6 **e.)** 5 **f.)** 9 **1.OA.D.8**

2. 55 **1.NBT.C.4**

3. 110, 113, 114 **NOTE:** Students have difficulty correctly counting past 110. Practice as needed. **1.NBT.B.2**

4. **a.)** 15; Given **b.)** 17 **1.NBT.A.1**

5. 15, 20, 25; 30 **NOTE:** Practice as needed with short mini-lessons. Use 100 charts, if necessary for struggling students. **1.OA.C.5**

Part 2 – Application Practice

6. Given; **3** tens = **30**; **7** ones = **7** **1.NBT.B.2**

7. **2**; **NOTE:** Making 10 is a tremendous numeracy skill in a Base 10 system to master. **1.OA.C.6**

8. **1**; **1** + 3 = 2 + 2 **1.OA.C.6; 1.OA.D.7; 1.OA.D.8**

Part 3 – Reflection and Conceptual Understanding

Student Answer: **addend**: 4; **addend**: 5; **sum:** 9; Students can write the addition equation, if needed. **Vocab**

Learning Opportunity 74

Part 1 – Numeracy Development **CCSS**

1. **a.)** 4 **b.)** 8 **c.)** 5 **d.)** 7 **e.)** 6 **f.)** 9 **1.OA.D.8**

2. 60 **1.NBT.C.4**

3. 111, 114, 115 **NOTE:** Students have difficulty correctly counting past 110. Practice as needed. **1.NBT.B.2**

4. **a.)** 19 **b.)** 20 **1.NBT.A.1**

5. 30, 35, 40; 45 **NOTE:** Practice as needed with short mini-lessons. Use 100 charts, if necessary for struggling students. **1.OA.C.5**

Part 2 – Application Practice

6. Given; **2** ones = **2**; **1** ten = **10** **1.NBT.B.2**

7. **1**; **NOTE:** Making 10 is a tremendous numeracy skill in a Base 10 system to master. **1.OA.C.6**

8. **1**; **1** + 4 = 3 + 2 **1.OA.C.6; 1.OA.D.7; 1.OA.D.8**

Part 3 – Reflection and Conceptual Understanding

Student Answer: **subtrahend**: 2; **minuend:** 8; **difference:** 6; Students can write the addition equation, if needed. **Vocab**

Learning Opportunity 75

Part 1 – Numeracy Development **CCSS**

1. **a.)** 6 **b.)** 8 **c.)** 5 **d.)** 9 **e.)** 7 **f.)** 8 **1.OA.D.8**

2. 65 **1.NBT.C.4**

3. 111, 114, 115; 116; 117 **NOTE:** Students have difficulty correctly counting past 110. Practice as needed. **1.NBT.B.2**

4. **a.)** 27 **b.)** 30 **1.NBT.A.1**

5. 40, 45, 50; 55 **NOTE:** Practice as needed with short mini-lessons. Use 100 charts, if necessary for struggling students. **1.OA.C.5**

Part 2 – Application Practice

6. **4** tens = **40**; **9** ones = **9**; **5** tens = **50** **1.NBT.B.2**

7. **7** dots; **3** more dots = 10; 7 + **3** = 10; **NOTE:** Making 10 is a tremendous numeracy skill in a Base 10 system to master. **1.OA.C.6**

8. **2**; 2 + **2** = 1 + 2 **1.OA.C.6; 1.OA.D.7; 1.OA.D.8**

Part 3 – Reflection and Conceptual Understanding

Student Answer: Check students number lines for arrow from 7 to 10. Box = 3; 7 + **3** = 10 **1.NBT.B.2**

Learning Opportunity 76

Part 1 – Numeracy Development **CCSS**

1. **a.)** 7 **b.)** 9 **c.)** 6 **d.)** 8 **e.)** 8 **f.)** 9 **1.OA.D.8**

2. 70 **1.NBT.C.4**

3. 112, 114, 116; 117; 118 **NOTE:** Students have difficulty correctly counting past 110. Practice as needed. **1.NBT.A.1**

4. **a.)** 33 **b.)** 48 **1.NBT.A.1**

5. 40, 45, 50; 55 **NOTE:** Practice as needed with short mini-lessons. Use 100 charts, if necessary for struggling students. **1.OA.C.5**

Part 2 – Application Practice

6. **5** tens = **50**; **0** ones = **0**; **6** tens = **60** **1.NBT.B.2**

7. **5** dots; **5** more dots = 10; 5 + **5** = 10; **NOTE:** Making 10 is a tremendous numeracy skill in a Base 10 system to master. **1.OA.C.6**

8. **2**; 3 + **2** = 5 + 0 **1.OA.C.6; 1.OA.D.7; 1.OA.D.8**

Part 3 – Reflection and Conceptual Understanding

Student Answer: Check students number lines for arrow from 6 to 10. Box = **4**; 6 + **4** = 10 **1.NBT.B.2**

Learning Opportunity 77

Part 1 – Numeracy Development **CCSS**

1. **a.)** 9 **b.)** 8 **c.)** 7 **d.)** 7 **e.)** 7 **f.)** 5 **1.OA.D.8**

2. 75 **1.NBT.C.4**

3. 114, 116; 118; 119 **NOTE:** Students have difficulty correctly counting past 110. Practice as needed. **1.NBT.A.1**

4. **a.)** 51 **b.)** 60 **1.NBT.A.1**

5. 50, 55, 60; 65 **NOTE:** Practice as needed with short mini-lessons. Use 100 charts, if necessary for struggling students. **1.OA.C.5**

Part 2 – Application Practice

6. **3** ones = **3**; **7** tens = **70**; **7** ones = **7** **1.NBT.B.2**

7. **3** dots; **7** more dots = 10; 3 + **7** = 10; **NOTE:** Making 10 is a tremendous numeracy skill in a Base 10 system to master. **1.OA.C.6**

8. **2**; 3 + 3 = **2** + 4 **1.OA.C.6; 1.OA.D.7; 1.OA.D.8**

Part 3 – Reflection and Conceptual Understanding

Student Answer: Check students number lines for arrow from 4 to 10. Box = **6**; 4 + **6** = 10 **1.NBT.B.2**

Learning Opportunity 78

Part 1 – Numeracy Development **CCSS**

1. **a.)** 8 **b.)** 9 **c.)** 8 **d.)** 6 **e.)** 6 **f.)** 7 **1.OA.D.8**

2. 80 **1.NBT.C.4**

3. 26; 32 **1.NBT.C.5**

4. **a.)** 69 **b.)** 70 **1.NBT.A.1**

5. 60, 70, 75; 80 **NOTE:** Practice as needed with short mini-lessons. Use 100 charts, if necessary for struggling students. **1.OA.C.5**

Part 2 – Application Practice

6. **3** ones = **3**; **7** tens = **70**; **7** ones = **7** **1.NBT.B.2**

7. **2** dots; **8** more dots = 10; 2 + **8** = 10; **NOTE:** Making 10 is a tremendous numeracy skill in a Base 10 system to master. **1.OA.C.6**

8. **2**; 4 + 3 = 5 + **2** **1.OA.C.6; 1.OA.D.7; 1.OA.D.8**

Part 3 – Reflection and Conceptual Understanding

Student Answer: Check students number lines for arrow from 1 to 10. Box = **9**; 1 + **9** = 10 **1.NBT.B.2**

Learning Opportunity 79

Part 1 – Numeracy Development **CCSS**

1. **a.)** 9 **b.)** 8 **c.)** 9 **d.)** 8 **e.)** 7 **f.)** 7 **1.OA.D.8**

2. 95 **1.NBT.C.4**

3. 38; 40; 44 **1.NBT.C.5**

4. **a.)** 87 **b.)** 91 **1.NBT.A.1**

5. 75, 80, 90; 95 **NOTE:** Practice as needed with short mini-lessons. Use 100 charts, if necessary for struggling students. **1.OA.C.5**

Part 2 – Application Practice

6. **8** tens = **80**; **9** tens = **90**; **8** ones = **8** **1.NBT.B.2**

7. Check students work for accuracy. **1.G.A.1**

8. 3 + **3** = 4 + 2; 5 + 0 = 3 + **2**; **1.OA.C.6; 1.OA.D.7; 1.OA.D.8**

Part 3 – Reflection and Conceptual Understanding

Student Answer: Check students number lines for arrows from 0 to 3 and 3 to 10. **3** + **7** = 10 **1.NBT.B.2**

Learning Opportunity 80

Part 1 – Numeracy Development **CCSS**

1. **a.)** 9 **b.)** 9 **c.)** 8 **d.)** 8 **e.)** 8 **f.)** 9 **1.OA.D.8**

2. 100 **1.NBT.C.4**

3. 36; 42; 44; 46; 48 **1.NBT.C.5**

4. **a.)** 90 **b.)** 99 **1.NBT.A.1**

5. 95, 100, 110; 115 **NOTE:** Practice as needed with short mini-lessons. Use 120 charts, if necessary for struggling students. **1.OA.C.5**

Part 2 – Application Practice

6. **9** tens = **90**; **0** ones = **0**; **9** ones = **9** **1.NBT.B.2**

7. Check students work for accuracy. **1.G.A.1**

8. **2** + 5 = 3 + 4; 6 + 1 = **2** + 5; **1.OA.C.6; 1.OA.D.7; 1.OA.D.8**

Part 3 – Reflection and Conceptual Understanding

Student Answer: Check students number lines for arrows from 0 to 5 and 5 to 10. **5** + **5** = 10 **1.NBT.B.2**