

01

Name _____

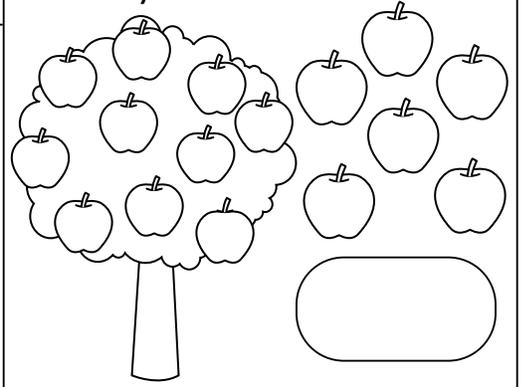


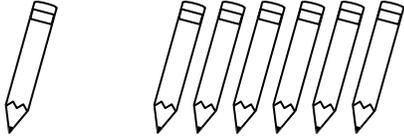
$$4 + \square = 5$$



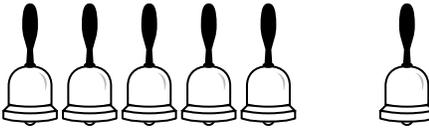
$$3 = \square + \square$$

How many are there?





$$7 = \square + \square$$



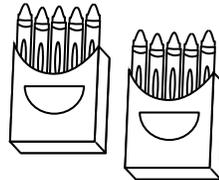
$$\square + \square = 6$$

I can fluently add numbers to 20.

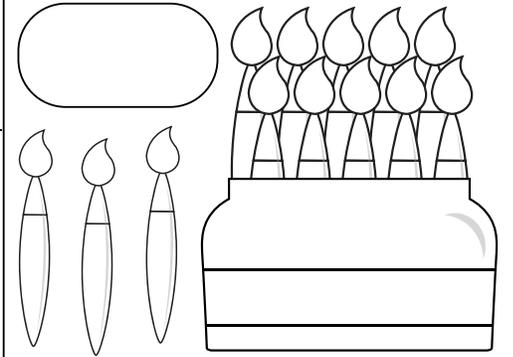
There are _____ crayons in each box.

There are 2 boxes of crayons.

There are _____ crayons in all.



I can solve problems about grouping.



I compose numbers with tens and ones.

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02

Name _____

Skip count by 10.



10







40





60



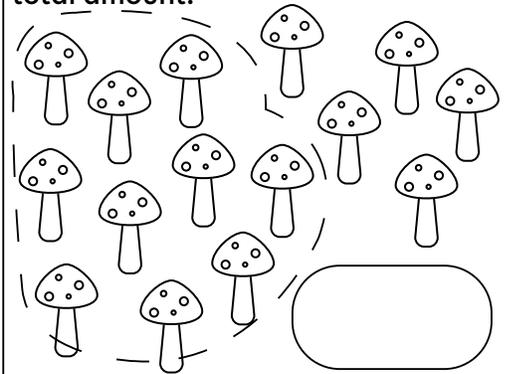




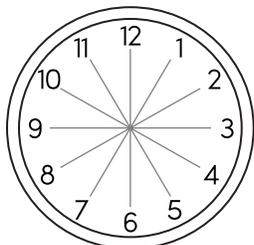


I can skip count by 10.

Circle a group of 10. Then write the total amount.

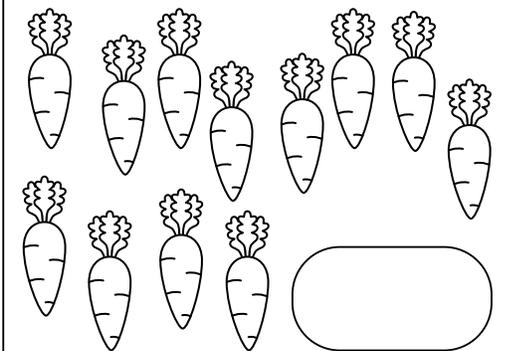
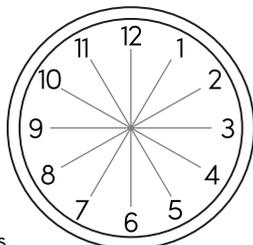


The area between the 3 and 4 is the 3 o'clock hour. Shade the 3 o'clock space.



I can use analog clocks.

The area between the 7 and 8 is the 7 o'clock hour. Shade the 7 o'clock space.



I compose numbers with tens and ones.

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03

Name _____

Shade one box on the graph for each of the school supplies.



School Supplies in the Class

glue					
scissors					
pencils					

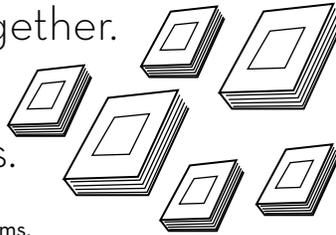
- There are _____ scissors.
- There are _____ more pencils than glue bottles.

I can make and use a bar graph.

There are _____ books altogether.

There are 2 big books.

There are _____ small books.



I can solve word problems.

Circle the correct number.

sixteen



seventeen



eleven



fourteen



I can represent numbers with words.

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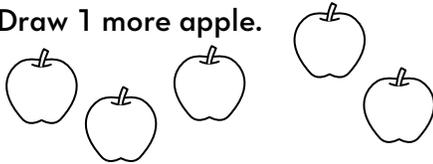
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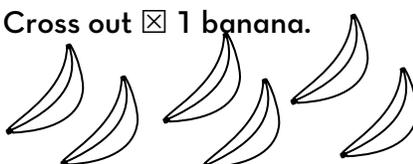
04

Name _____

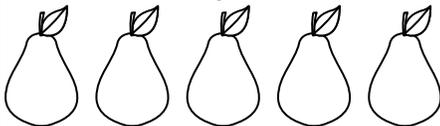
Draw 1 more apple.



1 more than 5 is _____.

Cross out 1 banana.

1 less than 6 is _____.

Cross out 1 pear.

1 less than 5 is _____.

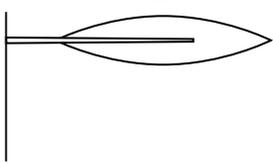
Draw 1 more peach.



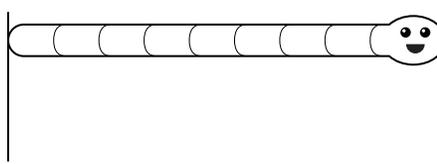
1 more than 3 is _____.

I can fluently add numbers to 20.

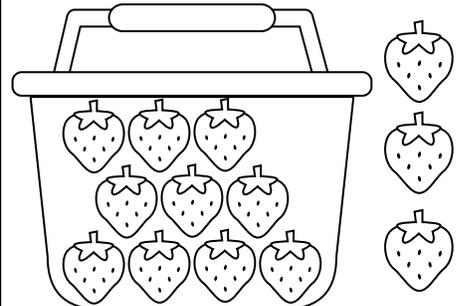
Draw a longer leaf.



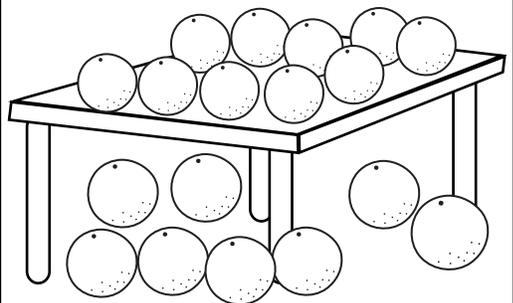
Draw a shorter worm.



I can compare the lengths of objects.

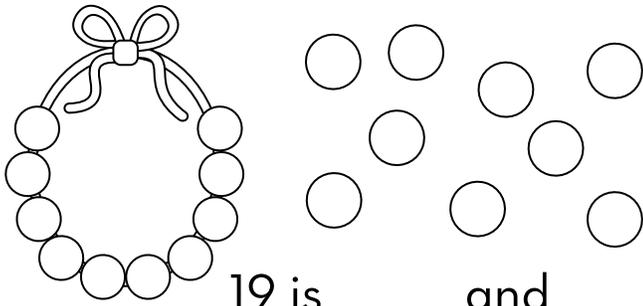


10 and 3 make _____.



10 and 8 make _____.

I compose numbers with tens and ones.



19 is _____ and _____.

I compose numbers with tens and ones.

There are _____ hats with stripes.
 There are _____ hats with stars.
 There are _____ hats altogether.



I can solve word problems.

Solve.

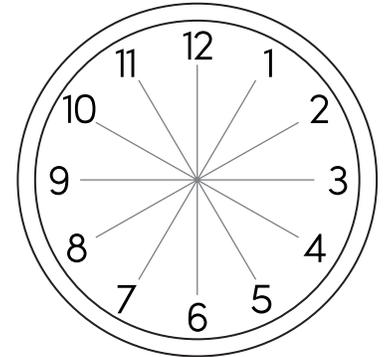
$4 + 2 = \square$ $3 + 1 = \square$

$0 + 5 = \square$ $2 + 3 = \square$

$3 + 2 = \square$ $1 + 3 = \square$

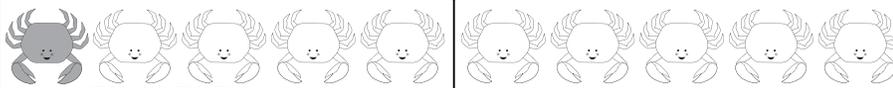
I can fluently add numbers to 20.

The area between the 4 and 5 is the 4 o'clock hour.
 Shade the 4 o'clock space.



I can use analog clocks.

Shade crabs in each group to show different combinations of 5.



EXAMPLE

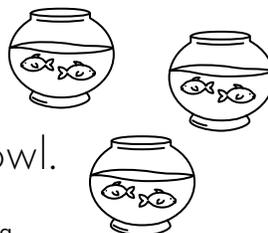
1 and 4 is 5 \square and \square is 5



\square and \square is 5 \square and \square is 5

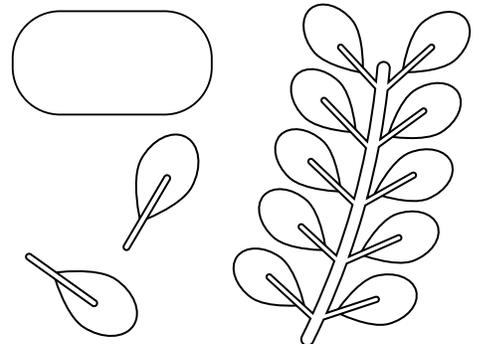
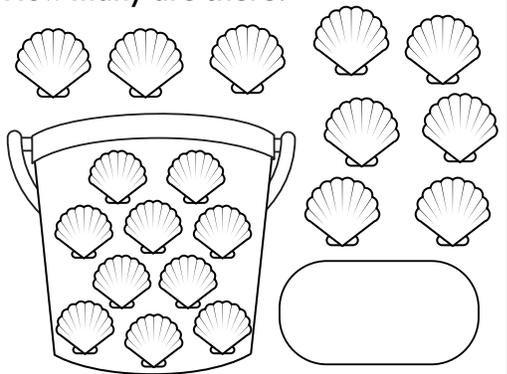
I can fluently add numbers to 20.

6 fish are partitioned equally among _____ bowls.
 There are _____ fish in each bowl.



I can solve problems about grouping.

How many are there?

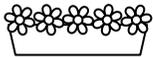
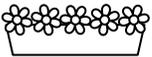
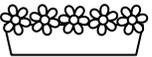
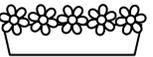


I compose numbers with tens and ones.

07

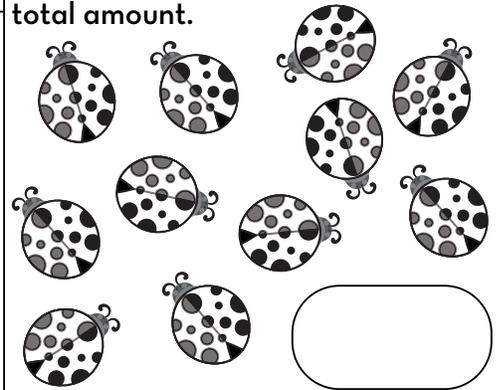
Name _____

Skip count by 5.

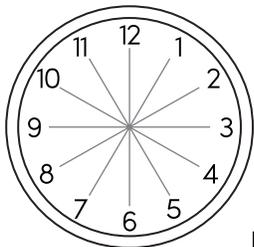
				
<input type="text"/>	<input type="text"/>	15	<input type="text"/>	<input type="text"/>
				
30	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

I can skip count by 5.

Circle a group of 10. Then write the total amount.

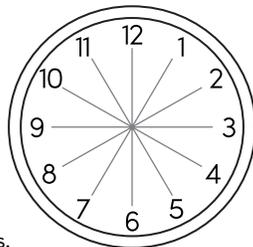
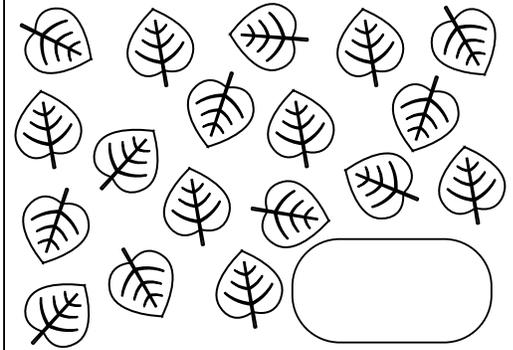


The area between the 1 and 2 is the 1 o'clock hour. Shade the 1 o'clock space.



I can use analog clocks.

The area between the 9 and 10 is the 9 o'clock hour. Shade the 9 o'clock space.

I compose numbers with tens and ones.

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08

Name _____

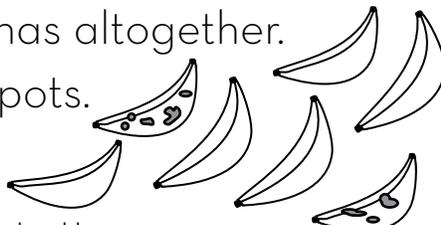
Shade one box on the graph for each of the fruits.

			Fruits in the Kitchen			
			APPLES	<input type="text"/>	<input type="text"/>	<input type="text"/>
			LEMONS	<input type="text"/>	<input type="text"/>	<input type="text"/>
			PEARS	<input type="text"/>	<input type="text"/>	<input type="text"/>

- There are _____ apples.
- There are _____ more lemons than pears.

I can make and use a bar graph.

There are _____ bananas altogether.
 _____ bananas have spots.
 _____ have no spots.



I can solve word problems.

Circle the correct number.

eighteen

18 81 19

twelve

21 10 12

thirteen

11 13 31

fifteen

51 15 14

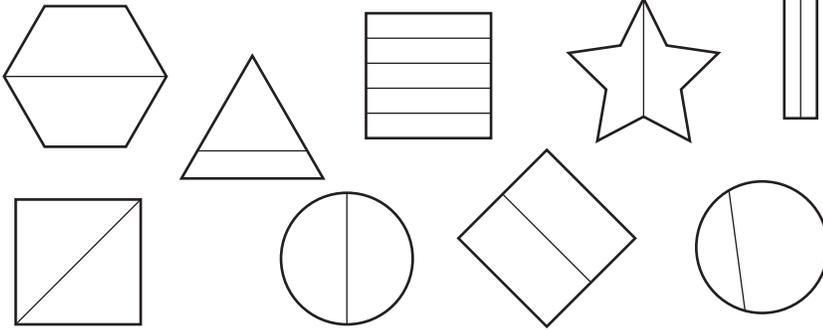
I can represent numbers with words.

09

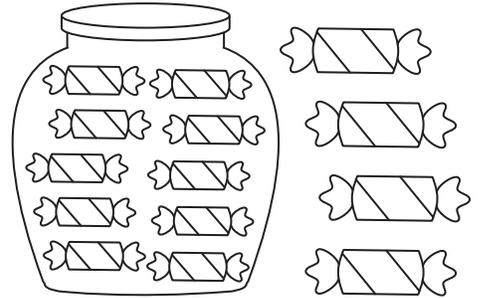
Name _____

Circle shapes that show halves. Cross out shapes that don't.

Halves are two equal parts of a whole.



I recognize halves as 2 equal partitions of an area.



10 and 4 make _____.



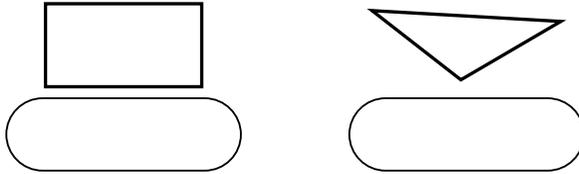
10 and 3 make _____.

I compose numbers with tens and ones.

Select words from the word bank to label the shapes.

WORD BANK

triangle
circle
rectangle



I can identify two-dimensional shapes.

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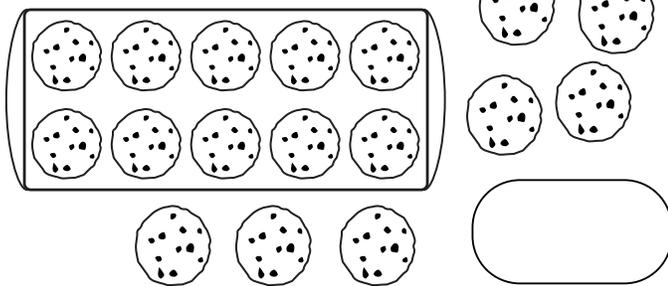
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10

Name _____

WEEK 2 REVIEW

How many are there?



I compose numbers with tens and ones.

There are _____ cookies.
 There are _____ cupcakes.
 There are _____ treats altogether.



I can solve word problems.

Solve.

$$2 + 2 = \square \quad 4 + 1 = \square$$

$$1 + 3 = \square \quad 5 + 2 = \square$$

$$4 + 2 = \square \quad 3 + 3 = \square$$

I can fluently add numbers to 20.

Look at the pattern.

5, 10, 15, 20, 25, 30, _____
 The next number is 40.

Do you agree? Explain your thinking.

I can skip count.

11

Name _____



Draw 2 more raindrops.

$$\square + 2 = \square$$



Draw 2 more umbrellas.

$$\square + 2 = \square$$

I can fluently add numbers to 20.

There are _____ frogs on each log.

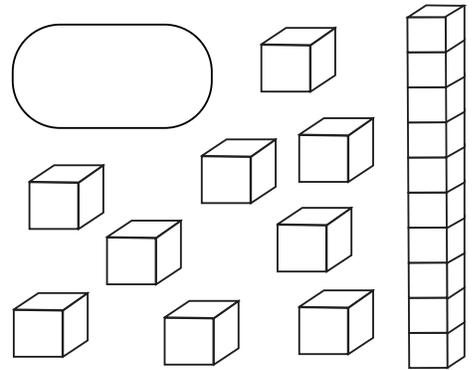
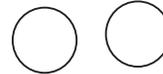
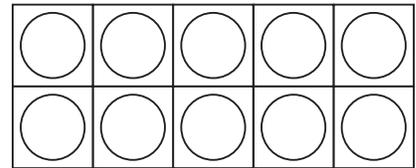
There are _____ logs.

There are _____ frogs in all.



I can solve problems about grouping.

How many are there?

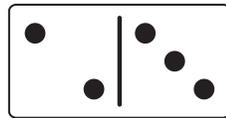
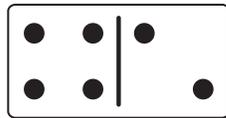
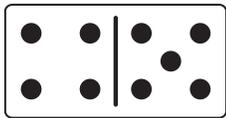
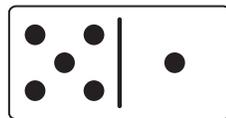
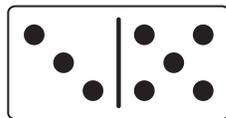
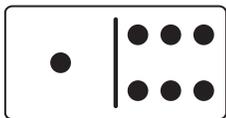


I compose numbers with tens and ones.

12

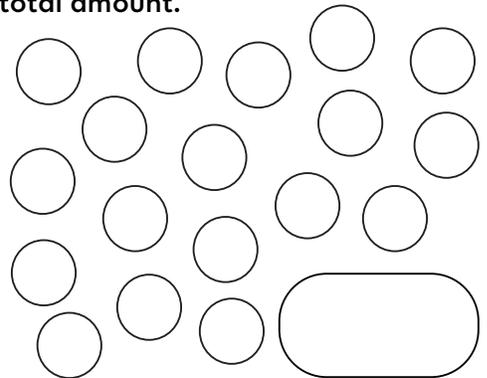
Name _____

Circle the **greater** number on each domino.

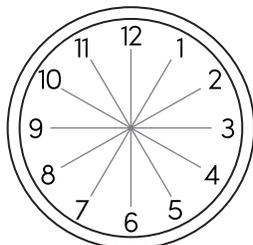


I can compare numbers.

Circle a group of 10. Then write the total amount.

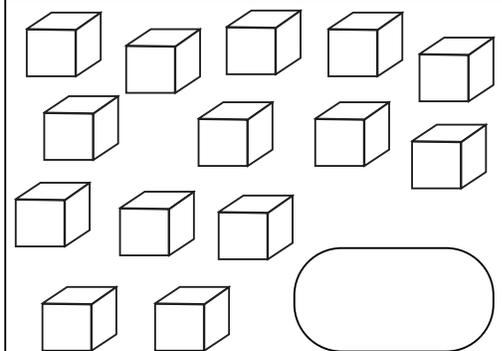
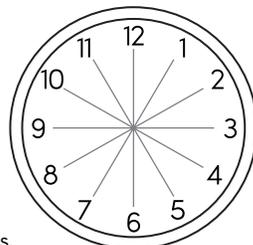


The area between the 11 and 12 is the 11 o'clock space.
Shade the 11 o'clock space.



I can use analog clocks.

The area between the 6 and 7 is the 6 o'clock space.
Shade the 6 o'clock space.



I compose numbers with tens and ones.

Shade one space on the bar graph for each tally on the chart.

CAR COLORS	
red	
blue	
black	
white	

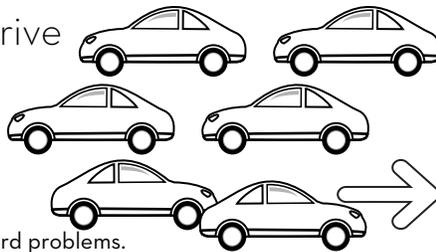
Car Colors in the Parking Lot						
RED						
BLUE						
BLACK						
WHITE						

- The fewest number of cars are _____.
- There is one more _____ car than black.

I can make and use a bar graph.

There are 6 cars. 2 cars drive away. _____ cars are left.

$$6 - 2 = \square$$



I can solve word problems.

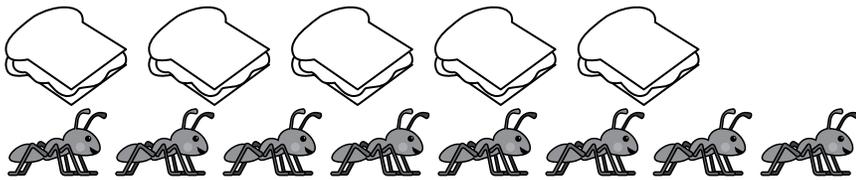
Match.

nineteen	•	•	10
ten	•	•	15
fourteen	•	•	14
fifteen	•	•	19
eleven	•	•	18
eighteen	•	•	16
sixteen	•	•	11

I can represent numbers with words.



There are _____ more butterflies than flowers.



There are _____ more ants than sandwiches.

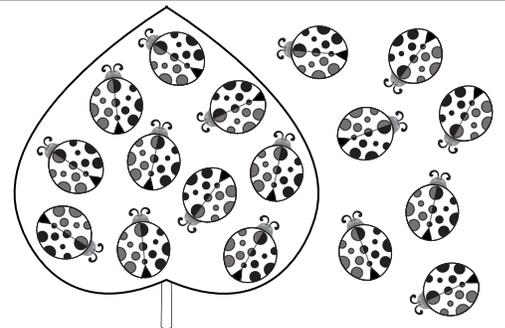
I can compare numbers.

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

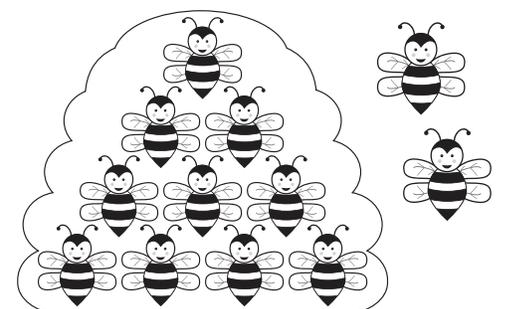
I start at 4 and hop forward 2 spaces. I am on _____.

I start at 8 and hop back 5 spaces. I am on _____.

I can use a number line to add and subtract.



17 is _____ and _____.



12 is _____ and _____.

I compose numbers with tens and ones.

Draw circles to show the number on the ten frames.



I compose numbers with tens and ones.

There are 20 stars.

Circle: **TRUE** or **FALSE**

Prove it.



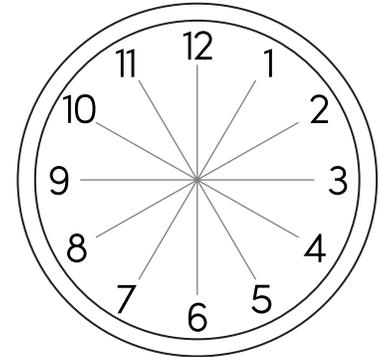
I can reason to solve problems.

Solve.

$6 - 2 = \square$	$5 - 4 = \square$
$3 - 0 = \square$	$7 - 2 = \square$
$4 - 2 = \square$	$6 - 3 = \square$

I can fluently subtract numbers to 20.

The area between the 6 and 7 is the 6 o'clock hour. Shade the 6 o'clock space.



I can use analog clocks.

Shade bubbles in each group to show different combinations of 6.



EXAMPLE

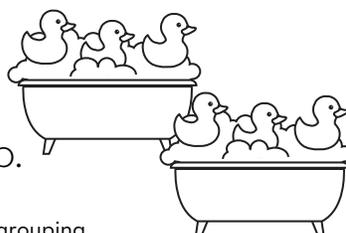
\square	and	\square	is	6	\square	and	\square	is	6
-----------	-----	-----------	----	---	-----------	-----	-----------	----	---



\square	and	\square	is	6	\square	and	\square	is	6
-----------	-----	-----------	----	---	-----------	-----	-----------	----	---

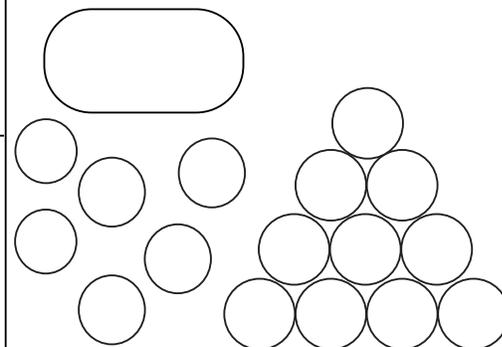
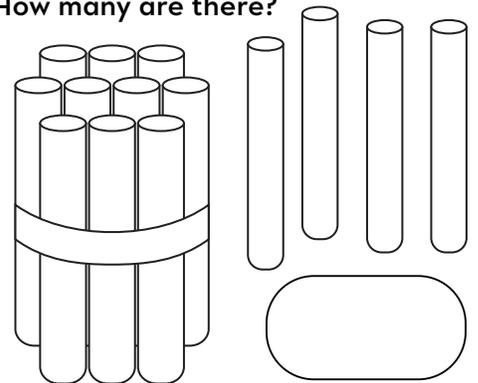
I can fluently add numbers to 20.

6 ducks are split equally among _____ tubs. There are _____ ducks in each tub.



I can solve problems about grouping.

How many are there?



I compose numbers with tens and ones.

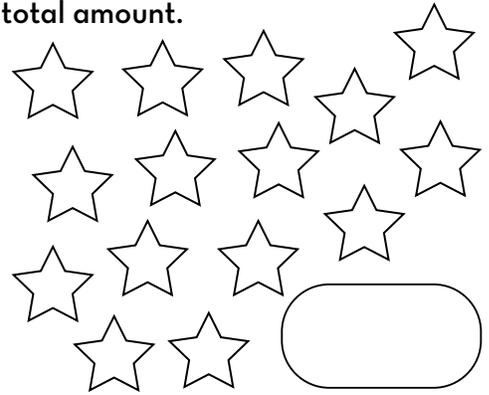
Circle the **greatest** number in each group.

13 20 15 10 12 19

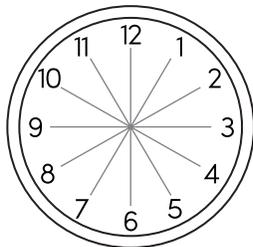
26 13 19 31 18 27

I can compare numbers..

Circle a group of 10. Then write the total amount.

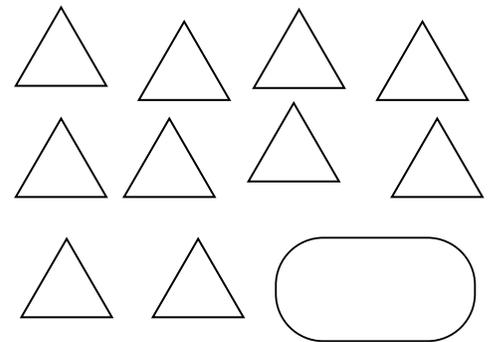
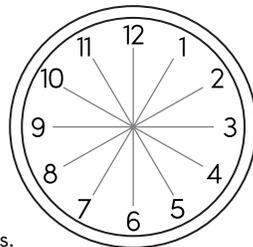


The area between the 12 and 1 is the 12 o'clock space. Shade the 12 o'clock space.



I can use analog clocks.

The area between the 5 and 6 is the 5 o'clock space. Shade the 5 o'clock space.



I compose numbers with tens and ones.

Shade one space on the bar graph for each tally on the chart.

SLICES EATEN	
1 slice	
2 slices	
3 slices	
4 slices	

Pizza Slices Kids Ate							
1 SLICE							
2 SLICES							
3 SLICES							
4 SLICES							

- One kid ate _____ slices of pizza.
- _____ kids ate 2 slices of pizza.

I can make and use a bar graph.

There are 7 slices of pizza. 2 slices are plain cheese. _____ slices have lots of toppings.

$7 - 2 = \square$



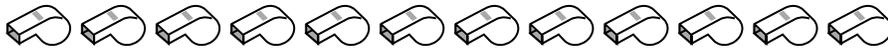
I can solve word problems.

Match.

thirteen	•	•	18
sixteen	•	•	16
eleven	•	•	13
eighteen	•	•	12
twenty	•	•	11
twelve	•	•	19
nineteen	•	•	20

I can represent numbers with words.

Arun and Daisia want to share 12 whistles so that they each get the same number of whistles. How many whistles does each child get?

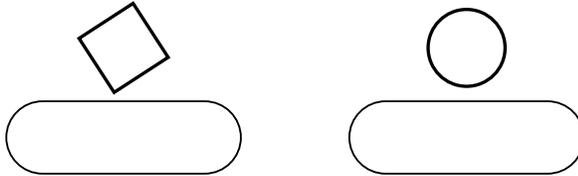


How do you know you shared the whistles fairly?

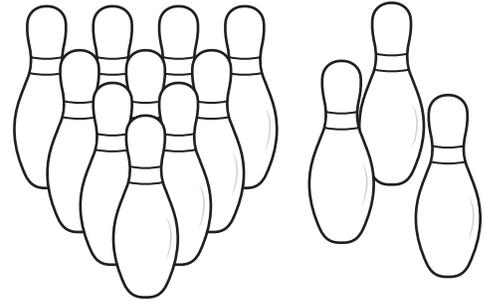
I can partition a set of objects into two equal groups.

Select words from the word bank to label the shapes.

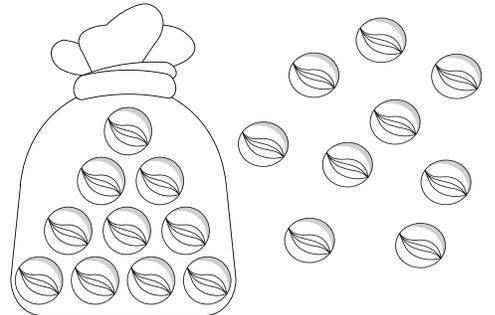
WORD BANK
hexagon
circle
square



I can identify two-dimensional shapes.



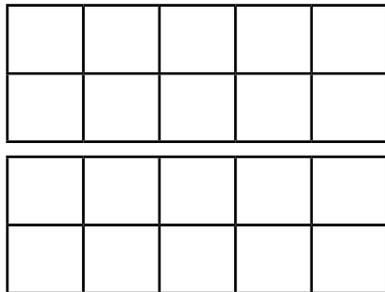
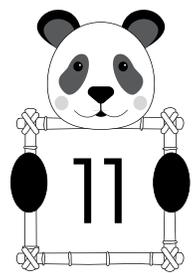
13 is _____ and _____.



19 is _____ and _____.

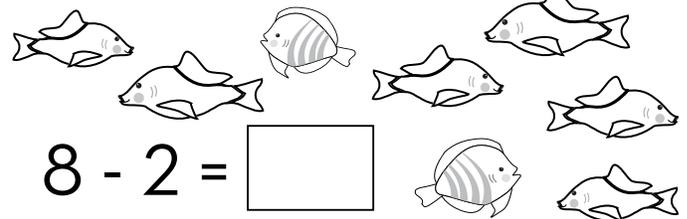
I compose numbers with tens and ones.

Draw circles to show the number on the ten frames.



I compose numbers with tens and ones.

There are 8 fish. 2 fish have stripes. _____ fish do not have stripes.



$8 - 2 = \square$

I can solve word problems.

Write 4 number sentences that equal 7.

I can write equations.

Look at the pattern.

60, 70, 80, 90, 100, _____
The next number is 200.

Do you agree? Explain your thinking.

I can skip count.

21

Name _____

Solve.

$2 + 1 = \square$

$6 - 0 = \square$

$0 + 8 = \square$

$5 - 2 = \square$

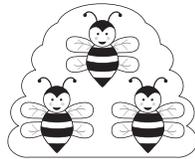
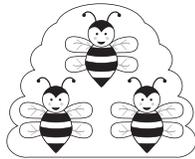
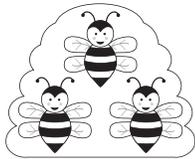
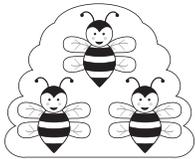
$7 + 2 = \square$

$1 - 0 = \square$

$3 + 0 = \square$

$4 - 1 = \square$

I can fluently add and subtract numbers to 20.



$3 + 3 + 3 + 3 = \underline{\quad}$

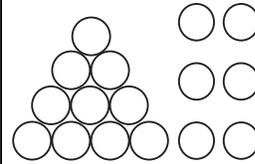
$4 \text{ groups of three} = \underline{\quad}$

I can solve problems about grouping.

Write the numbers in different forms.

16 can be written as:

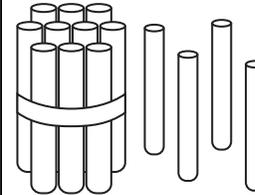
1 group of ten and 6 ones
or 16 ones.



tens	ones
1	6

14 can be written as:

___ group of ten and ___ ones
or ___ ones.



tens	ones

I compose numbers with tens and ones.

22

Name _____

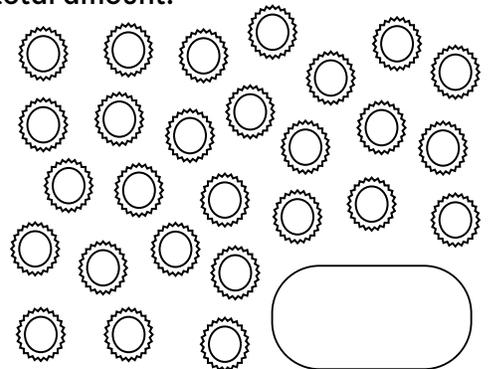
Write the numbers in order from **greatest to least**.

17 20 12 19 24 21

--	--	--	--	--	--

I can compare numbers.

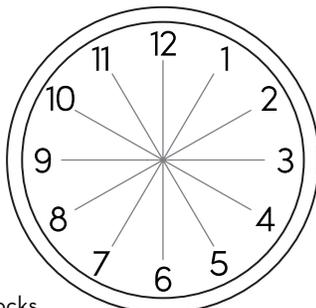
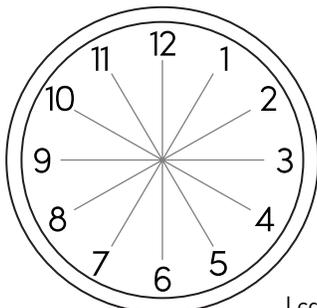
Circle groups of 10. Then write the total amount.



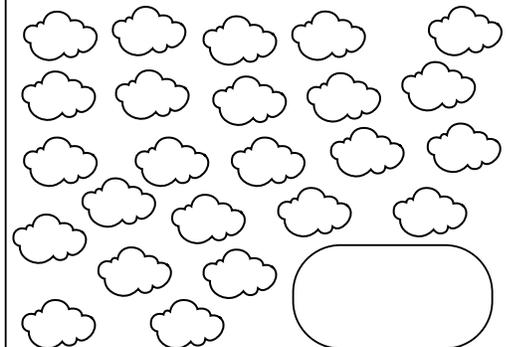
I compose numbers with tens and ones.

Shade the 9 o'clock space.

Shade the 5 o'clock space.



I can use analog clocks.



Donna, Lee, and Shaun baked some cookies.

Number of Cookies Baked	
Donna	
Lee	
Shaun	

KEY:
 = 1 cookie

- _____ baked the most.
- Shaun baked _____ cookies.
- Donna baked _____ more cookies than Lee.

I can interpret data on a pictograph.

Lucy found 6 seashells at the beach. Then she found 2 more. How many does she have now?

+ =

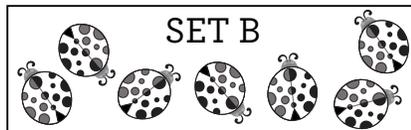
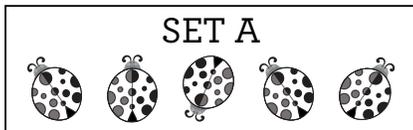
She has _____ seashells now.

I can solve word problems.

Write each number on the sail.

I can represent numbers with words.

Count the ladybugs in each set.



SET A has _____ ladybugs. SET B has _____ ladybugs.

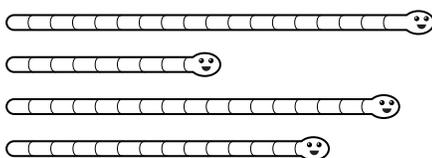
SET _____ has the most ladybugs.

SET A has _____ fewer ladybugs than SET B.

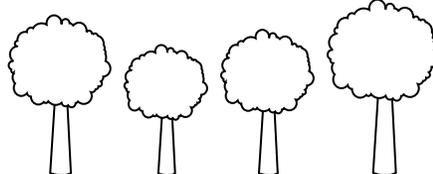
SET _____ is smaller than SET _____.

I can compare numbers.

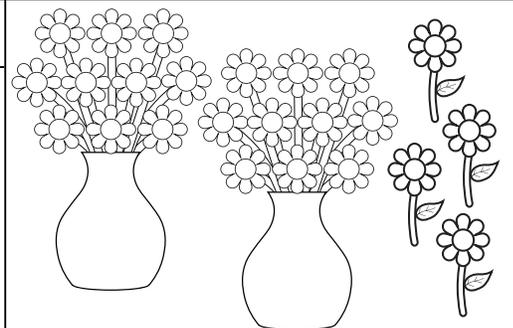
Circle the longest worm.



Circle the shortest tree.



I can compare the lengths of objects.



20 and 4 make _____.



20 and 6 make _____.

I compose numbers with tens and ones.

18 can be written as:

___ group of ten and ___ ones

or ___ ones.

tens	ones

I compose numbers with tens and ones.

Solve. Explain your thinking using words, numbers, or pictures.

8 kids are playing at the beach. 2 kids leave. How many kids are left?

I can solve word problems.

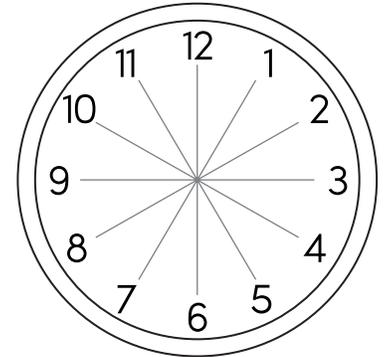
Write a story problem that has an answer of 4 shells.

Write a number sentence that matches your story.



I can write equations.

Shade the 11 o'clock space.



I can use analog clocks.

Draw lines to split the set in two parts. Write the missing numbers.

<p>4 and <input type="text"/> is 5</p> <p>whole</p> <table border="1" style="margin: 0 auto;"> <tr> <td>5</td> </tr> <tr> <td>4 <input type="text"/></td> </tr> <tr> <td>part part</td> </tr> </table>	5	4 <input type="text"/>	part part	<p>3 and <input type="text"/> is 5</p> <p>whole</p> <table border="1" style="margin: 0 auto;"> <tr> <td>5</td> </tr> <tr> <td>3 <input type="text"/></td> </tr> <tr> <td>part part</td> </tr> </table>	5	3 <input type="text"/>	part part
5							
4 <input type="text"/>							
part part							
5							
3 <input type="text"/>							
part part							

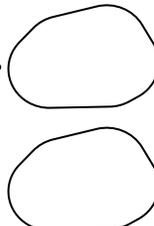
I know number combinations to 20.

Draw an equal number of snakes on each rock.

There are ___ snakes in all.

There are ___ rocks.

There are ___ snakes on each rock.



I can solve problems about grouping.

Write the numbers in different forms.

19 can be written as:

___ group of ten and ___ ones

or 19 ones.

tens	ones

17 can be written as:

___ group of ten and ___ ones

or ___ ones.

tens	ones

I compose numbers with tens and ones.

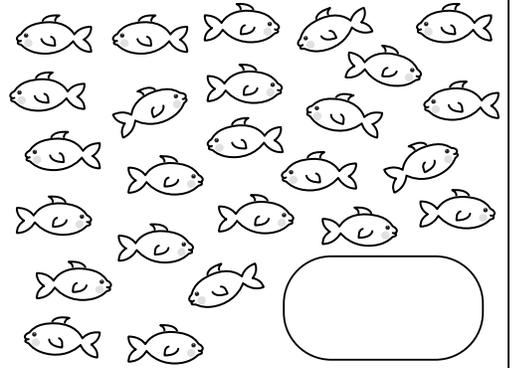
Write the numbers in order from **greatest to least**.

29 13 17 22 30 25

--	--	--	--	--	--

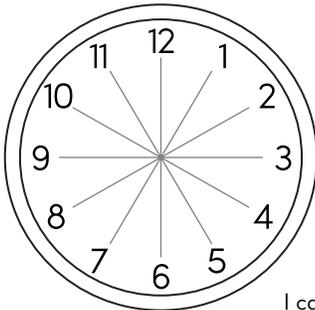
I can compare numbers.

Circle groups of 10. Then write the total amount.

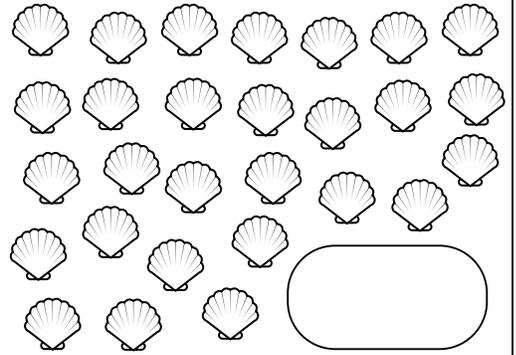
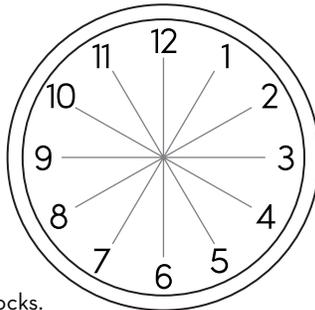


Shade the 7 o'clock space.

Shade the 3 o'clock space.



I can use analog clocks.



I compose numbers with tens and ones.

The students counted the butterflies in the garden for three days.

Number of Butterflies Seen in the Garden	
Thursday	
Friday	
Saturday	

KEY:
 = 1 butterfly

- There were _____ on Friday.
- The fewest butterflies were seen on _____.
- There were _____ fewer Thursday than Friday.

I can interpret data on a pictograph.

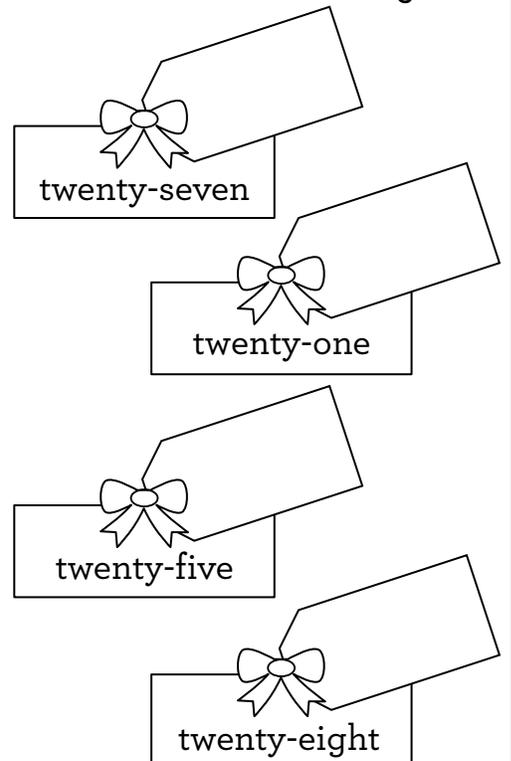
There are 9 butterflies. 2 butterflies fly away. How many butterflies are left?

- =

There are _____ butterflies left.

I can solve word problems.

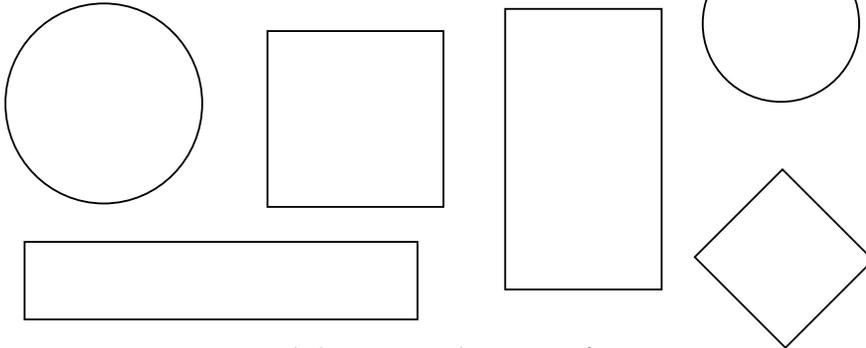
Write each number on the tag.



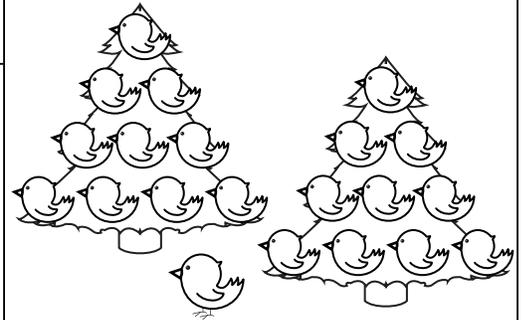
I can represent numbers with words.

Draw lines to partition each shape in half.

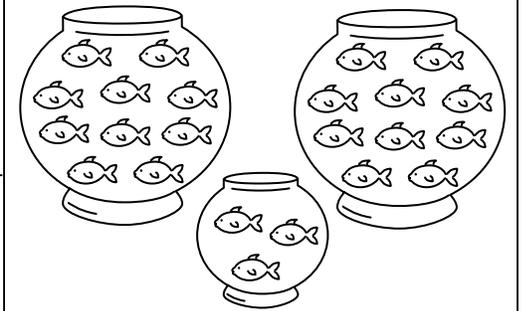
Halves are two equal parts of a whole.



I recognize halves as 2 equal partitions of an area.



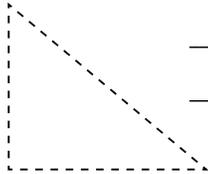
21 is _____ and _____.



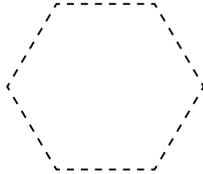
23 is _____ and _____.

I compose numbers with tens and ones.

Trace the sides of each shape. Circle the angles.



_____ sides
_____ angles



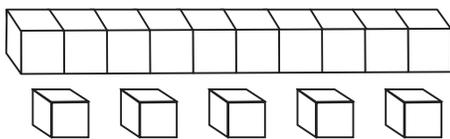
_____ sides
_____ angles

I recognize the attributes of shapes.

15 can be written as:

_____ group of ten and _____ ones

or _____ ones.



I compose numbers with tens and ones.

tens	ones

Solve. Explain your thinking using words, numbers, or pictures.

There are 6 frogs at the pond. 3 more frogs come. How many frogs are there now?



I can solve word problems.

Write 4 number sentences that equal 8.

I can write equations.

The numbers are written from greatest to least.

28 24 17 13 11 6

Where would 21 belong in this set?

Explain your thinking.

I can compare numbers.

Solve.

$15 - 10 = \square$

$2 + 10 = \square$

$18 - 8 = \square$

$10 + 7 = \square$

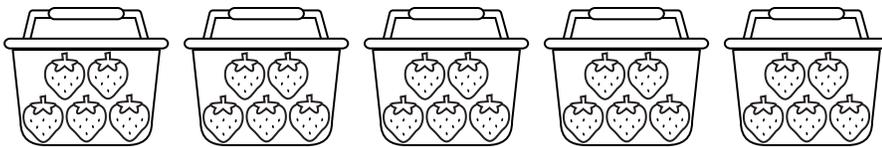
$16 - 10 = \square$

$9 + 10 = \square$

$13 - 3 = \square$

$10 + 4 = \square$

I can fluently add and subtract numbers to 20.



$5 + 5 + 5 + 5 + 5 = \underline{\quad}$ 5 groups of five = $\underline{\quad}$

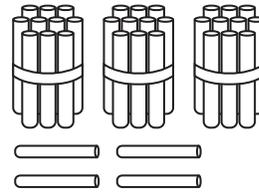
I can solve problems about grouping.

Write the numbers in different forms.

34 can be written as:

___ groups of ten and ___ ones

or **34** ones.

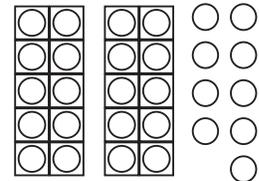


tens	ones

29 can be written as:

___ groups of ten and ___ ones

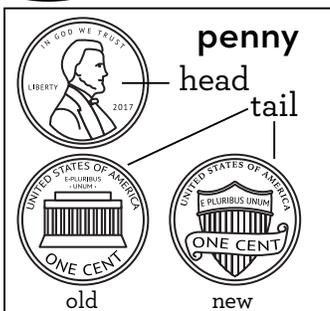
or ___ ones.



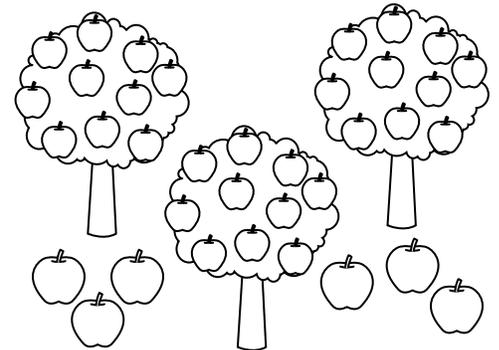
tens	ones

I compose numbers with tens and ones.

Circle all the pennies.

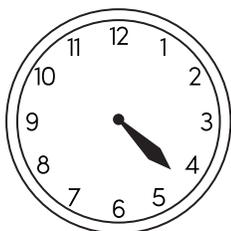


I can identify coins.



6 more than 30 is _____.

This clock has only an HOUR HAND. Tell about what time it is by looking at the hour hand.

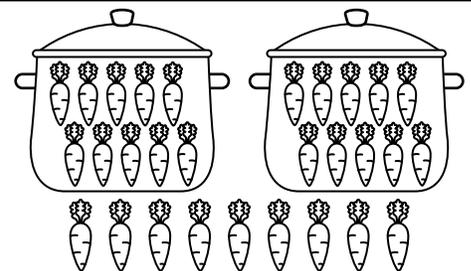


It is after 4 o'clock.

It is not yet _____ o'clock.

The time is in the _____ o'clock hour.

I can use analog clocks.



9 more than 20 is _____.

I compose numbers with tens and ones.

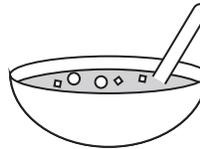
The line plot shows how often chili was ordered at Sid's Diner.

Bowls of Chili Sold



- The most chili was sold on _____.
- _____ bowls were sold on Tuesday.
- Sid sold _____ bowls of chili in all.

I can interpret data on a line plot.



At lunch, Sid sold 10 grilled cheese sandwiches and 4 tuna sandwiches. How many did he sell in all?



+ =

He sold _____ sandwiches in all.

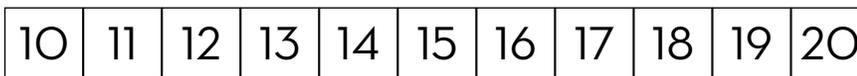
I can solve word problems.

Match.

twenty-seven	•	•	40
forty	•	•	21
twelve	•	•	39
thirty-five	•	•	27
twenty-one	•	•	35
eighteen	•	•	12
thirty-nine	•	•	18

I can represent numbers with words.

Use the number tape to compare the numbers.



13

17

17 is 4 more than _____.

17 is greater than _____.

19

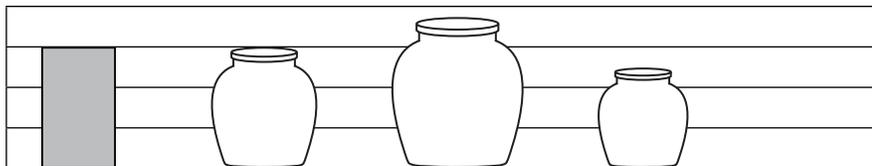
12

19 is _____ more than _____.

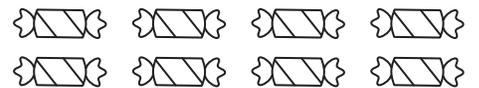
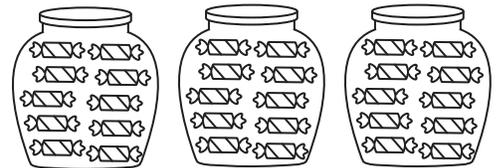
_____ is greater than _____.

I can compare numbers.

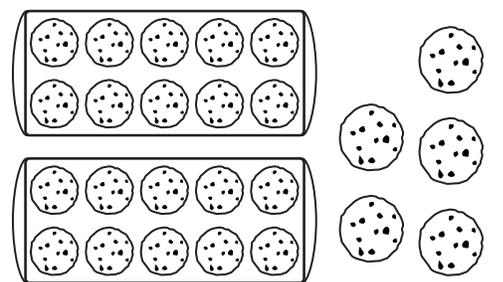
Circle the jar that is shorter than the rectangle.



I can compare the heights of objects.



$30 + 8 = \square$



$20 + \square = 25$

I compose numbers with tens and ones.

33 can be written as:

___ groups of ten and ___ ones

or ___ ones.

tens	ones

I compose numbers with tens and ones.

Solve. Explain your thinking using words, numbers, or pictures.

There were 16 balloons. Some balloons popped. There are still 10 balloons left. How many balloons popped?

I can solve word problems.

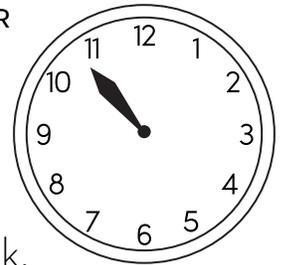
Write a story problem that has an answer of 12 balloons.



Write a number sentence that matches your story.

I can write equations.

This clock has only an HOUR HAND. Tell about what time it is by looking at the hour hand.



It is after 10 o'clock.

It is not yet ___ o'clock.

The time is in the ___ o'clock hour.

I can use analog clocks.

Draw lines to split the set in two parts. Write the missing numbers.

<p>4 and <input type="text"/> is <input type="text"/></p> <div style="display: flex; justify-content: center; align-items: center;"> <div style="text-align: center;"> <p>whole</p> <div style="border: 1px solid black; padding: 5px; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; font-size: 24px;">6</div> </div> <div style="margin: 0 10px;"> <p>part</p> <div style="border: 1px solid black; padding: 5px; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; font-size: 24px;">4</div> </div> <div style="margin: 0 10px;"> <p>part</p> <div style="border: 1px solid black; padding: 5px; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; font-size: 24px;"> </div> </div> </div>	<p>5 and <input type="text"/> is <input type="text"/></p> <div style="display: flex; justify-content: center; align-items: center;"> <div style="text-align: center;"> <p>whole</p> <div style="border: 1px solid black; padding: 5px; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; font-size: 24px;">6</div> </div> <div style="margin: 0 10px;"> <p>part</p> <div style="border: 1px solid black; padding: 5px; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; font-size: 24px;">5</div> </div> <div style="margin: 0 10px;"> <p>part</p> <div style="border: 1px solid black; padding: 5px; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; font-size: 24px;"> </div> </div> </div>
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I know number combinations to 20.

Draw an equal number of paintbrushes in each jar.

There are ___ brushes in all.

There are ___ jars.

There are ___ brushes in each jar.

I can solve problems about grouping.

Write the numbers in different forms.

25 can be written as:

___ groups of ten and ___ ones

or ___ ones.

tens	ones

32 can be written as:

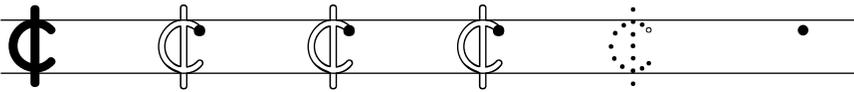
___ groups of ten and ___ ones

or ___ ones.

tens	ones

I compose numbers with tens and ones.

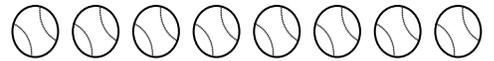
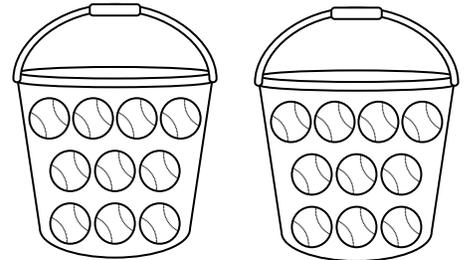
The cent sign looks like this: ¢. Make a c and draw a line through it. Practice writing the cent sign. Start at the dot.



1 penny is worth 1¢. Tell how much this group of pennies is worth.



I can use the cent sign.



8 more than 20 is _____.

This clock has only an HOUR HAND. Tell about what time it is by looking at the hour hand.

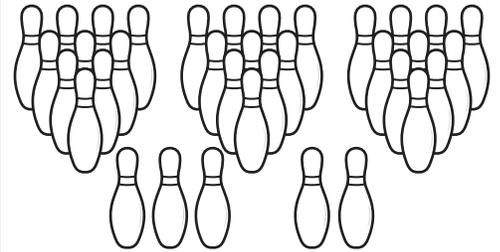


It is after _____ o'clock.

It is not yet _____ o'clock.

The time is in the _____ o'clock hour.

I can use analog clocks.

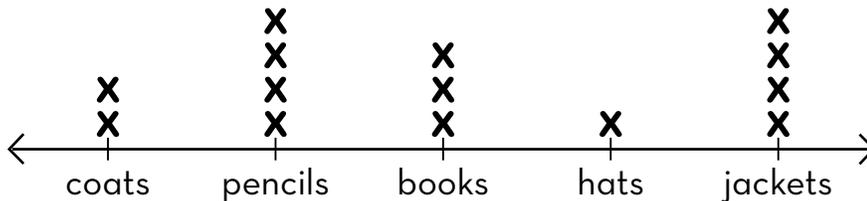


5 more than 30 is _____.

I compose numbers with tens and ones.

The students sorted the items in the class lost and found.

Lost and Found Items



1. There are 3 _____ in the lost and found.

2. There is one more coat than _____.

3. There are _____ jackets.

I can interpret data on a line plot.

There are 17 pencils. 7 are broken and the rest are sharp. How many pencils are sharp?

$$\square - \square = \square$$

_____ pencils are sharp.

I can solve word problems.

Circle the correct number.

thirty



twenty-one



thirty-eight

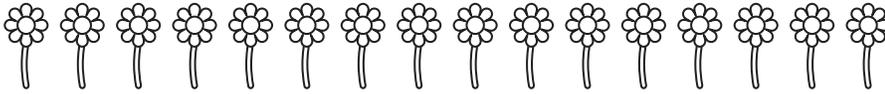


thirty-three



I can represent numbers with words.

Susan has 2 vases and 16 flowers. She wants to put an equal number of flowers in each vase. How many flowers will go in each vase?



How do you know you partitioned the flowers fairly?

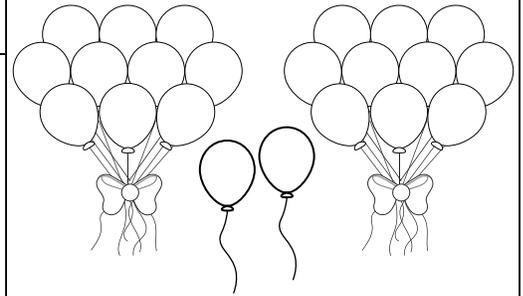
I can partition a set of objects into two equal groups.

Trace the sides of each shape. Circle the angles.

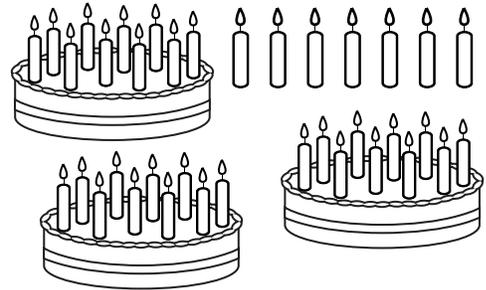
_____ sides
_____ angles

_____ sides
_____ angles

I recognize the attributes of shapes.



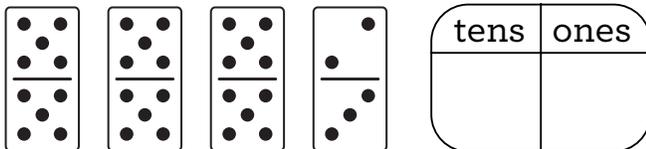
$$20 + \square = 22$$



$$30 + 7 = \square$$

I compose numbers with tens and ones.

35 can be written as:
_____ groups of ten and _____ ones
or _____ ones.



I compose numbers with tens and ones.

Solve. Explain your thinking using words, numbers, or pictures.

There are 18 shirts at the store. 10 shirts are blue and the rest are red. How many shirts are red?



I can solve word problems.

Write 4 number sentences that equal 9.

I can write equations.

The numbers are written from greatest to least.

40 36 29 14 12 5

Where would 31 belong in this set?

Explain your thinking.

I can compare numbers.

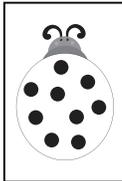
Tell how many spots are on each ladybug. Write a number sentence to tell how many spots there would be if 10 more were added.



It has 3 spots.
10 more would be:
 $3 + 10 = 13$



It has _____ spots.
10 more would be:

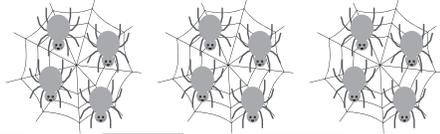


It has _____ spots.
10 more would be:



It has _____ spots.
10 more would be:

I can fluently add and subtract numbers to 20.

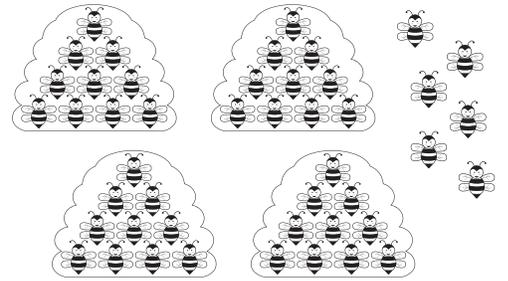


+ + =

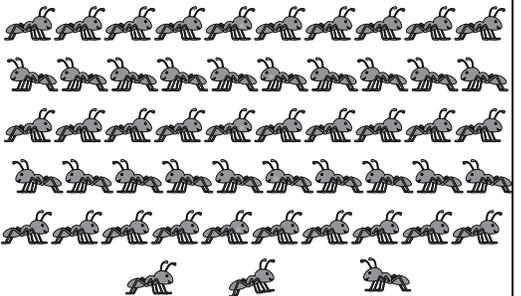
3 fours = _____

I can solve problems about grouping.

Write how many tens and ones.



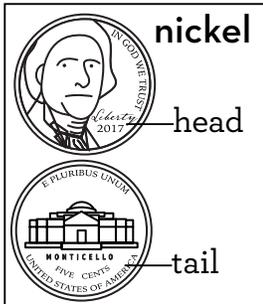
46 = _____ tens _____ ones



53 = _____ tens _____ ones

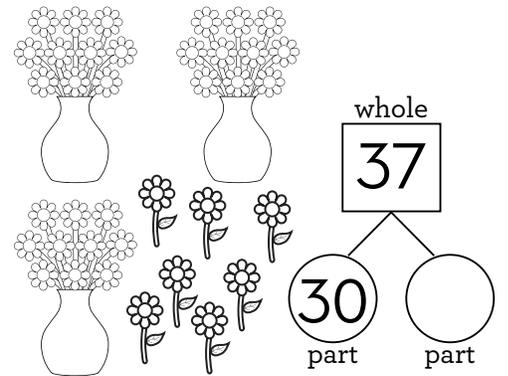
I compose numbers with tens and ones.

Circle all the nickels.

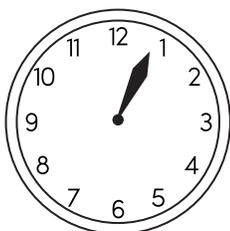


I can identify coins.

Fill in the missing numbers.

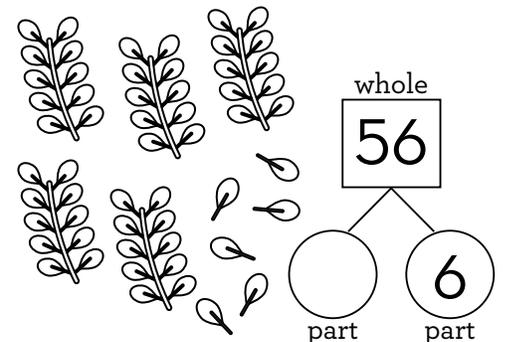


This clock has only an **HOUR HAND**. Tell *about* what time it is by looking at the hour hand.



It is after 12 o'clock.
It is not yet _____ o'clock.
The time is in the _____ o'clock hour.

I can use analog clocks.



I compose numbers with tens and ones.

The tally chart shows how many games each team won.

GAMES WON	
Lions	I
Pirates	
Vipers	
Comets	II

Number of Games Won									
Lions									
Pirates									
Vipers									
Comets									
	0	1	2	3	4	5	6	7	8

- Vipers won 2 fewer games than _____.
- _____ won the fewest games.



I can make and use a bar graph.

In the gym closet there are 6 baseballs, 4 mitts, and 3 bats. How many pieces are there in all?

I can solve word problems.

Write the number on the basketball.

thirty-eight

fifty-five

sixty

forty-seven

I can represent numbers with words.

Use the number tape to compare 36 and 43.



36 is 7 less than 43.

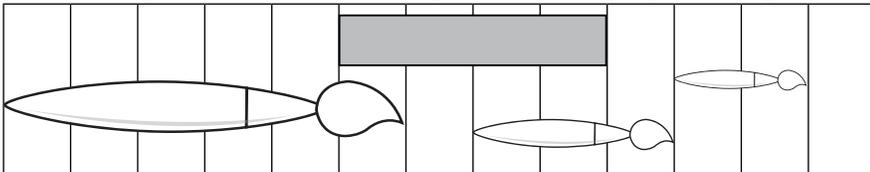
36 is less than _____.

43 is _____ more than _____.

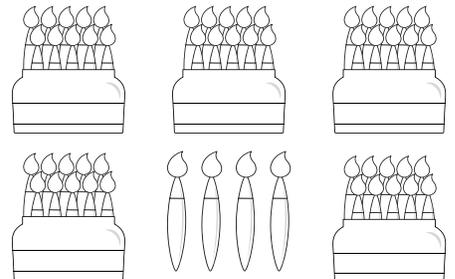
_____ is greater than _____.

I can compare numbers.

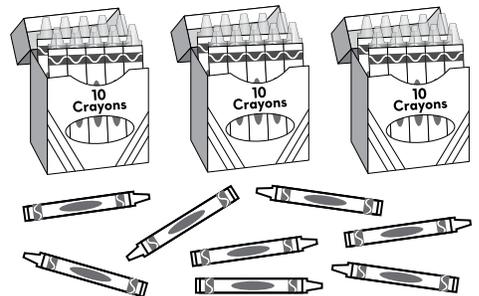
Circle the paintbrush that is longer than the gray rectangle.



I can compare the lengths of objects.



$$50 + \square = 54$$



$$\square + 8 = 38$$

I compose numbers with tens and ones.

I compose numbers with tens and ones.

Solve. Explain your thinking using words, numbers, or pictures.

I picked 4 strawberries. My friend picked 5 strawberries. Will they all fit in a basket that holds 10 strawberries?

I can solve word problems.

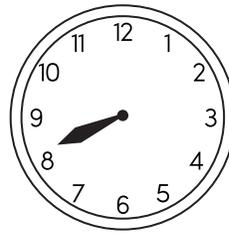
Write a story problem that has an answer of 16 strawberries.

Write a number sentence that matches your story.



I can write equations.

This clock has only an HOUR HAND. Tell about what time it is by looking at the hour hand.



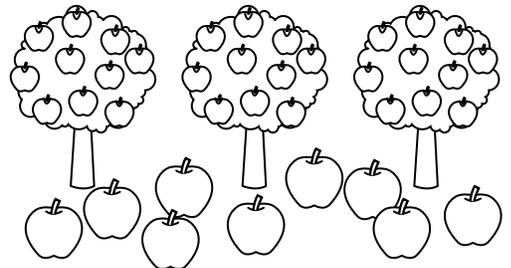
- It is after ____ o'clock.
- It is not yet ____ o'clock.
- The time is in the ____ o'clock hour.

I can use analog clocks.

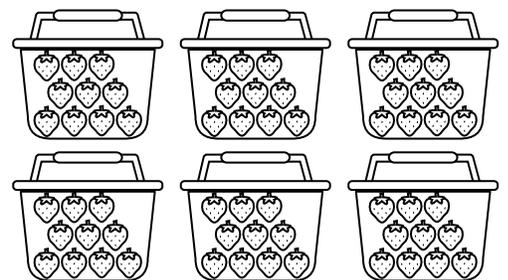
Shade some blocks. Write the number combination that matches. For example, if you shade one block, the combination is 1 and 6.

I know number combinations to 20.

Write how many tens and ones.



39 = ____ tens ____ ones



60 = ____ tens ____ ones

Draw an equal number of oranges in each bag.

There are ____ oranges in all.

There are ____ bags.

There are ____ oranges in each bag.



I can solve problems about grouping.

I compose numbers with tens and ones.

Nickels are worth 5¢. Write the total amount of each group.



_____ nickels = _____ ¢



_____ nickels = _____ ¢

I can count coins.

This clock has only an HOUR HAND. Tell about what time it is by looking at the hour hand.



It is after _____ o'clock.

It is not yet _____ o'clock.

The time is in the _____ o'clock hour.

I can use analog clocks.

Fill in the missing numbers.

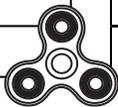
whole
45
part part

whole
□
part 7
part

I compose numbers with tens and ones.

The tally chart shows the colors of spinners the students have.

SPINNER COLORS	
black	
gold	
blue	
red	



Colors of Students' Spinners							
black							
gold							
blue							
red							

0 1 2 3 4 5 6 7 8

- _____ students have black or gold.
- The same number have _____ and _____.

I can make and use a bar graph.

There are 7 kids playing. Some more kids come to play. Now there are 13 kids. How many kids came to play?

I can solve word problems.

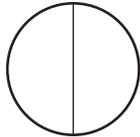
Write the number.

twenty-eight	fifty-seven
fifty-four	forty-five
twenty-three	fifty-six
forty-nine	thirty-one

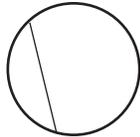
I can represent numbers with words.

Halves are two equal parts of a whole.

Both circles are split into 2 parts. Explain why **Circle A** is partitioned in half, but **Circle B** is not partitioned in half.



Circle A

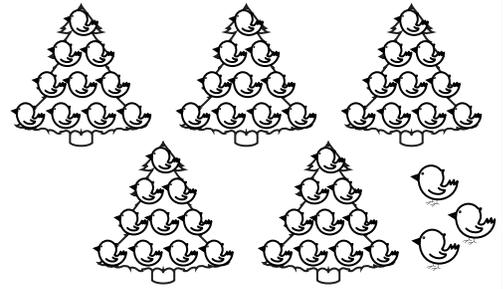


Circle B

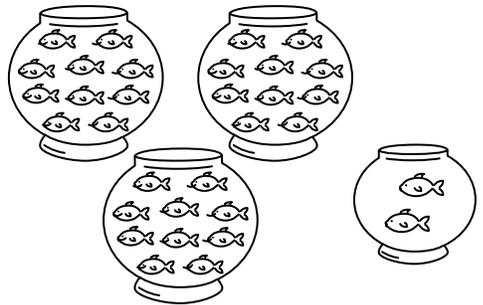
I recognize halves as 2 equal partitions of an area.

Draw a shape with 4 sides and 4 angles. Tell the name of your shape.

I recognize the attributes of shapes.



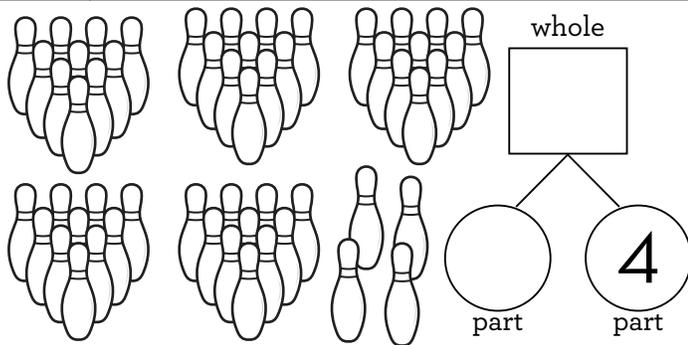
$$53 = 50 + \square$$



$$32 = \square + 2$$

I compose numbers with tens and ones.

WEEK 10 REVIEW



I compose numbers with tens and ones.

Solve. Explain your thinking using words, numbers, or pictures.

Elena has 10 popsicles. She sold 3 to Mike, 2 to David, and 4 to Melanie. How many popsicles are left?

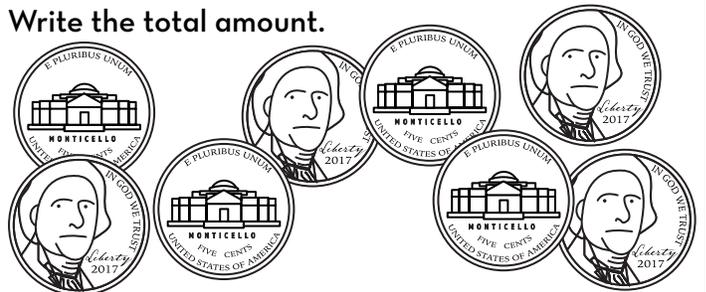
Who has the most popsicles? _____

I can solve word problems.

Write 4 number sentences that equal 16.

I can write equations.

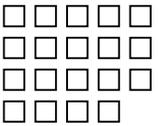
Write the total amount.

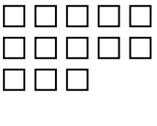


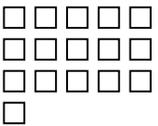
$$\underline{\hspace{2cm}} \text{ nickels} = \underline{\hspace{2cm}} \text{¢}$$

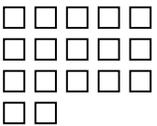
I can count coins.

Cross out ten blocks in each group. Write a number sentence to tell how many are left.

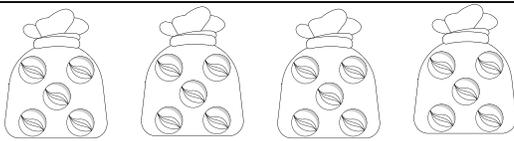
19

 10 less is:
 $19 - 10 = \underline{\quad}$

13

 10 less is:

16

 10 less is:

17

 10 less is:

I can fluently add and subtract numbers to 20.



4 fives = _____

+ + + =

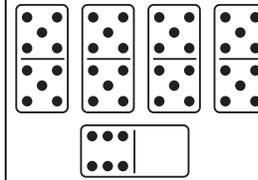
I can solve problems about grouping.

Write the numbers in different forms.

46 can be written as:

_____ groups of ten and _____ ones

or 46 ones.

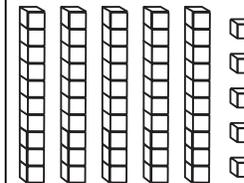


tens	ones

55 can be written as:

_____ groups of ten and _____ ones

or _____ ones.

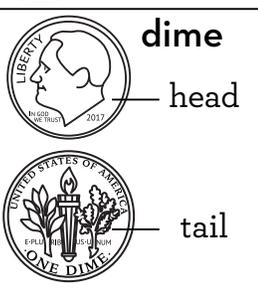


tens	ones

I compose numbers with tens and ones.

Circle all the dimes.

dime

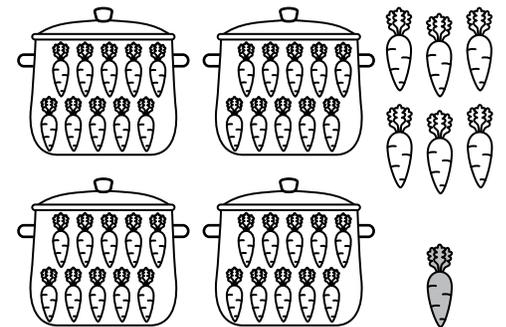


head

tail

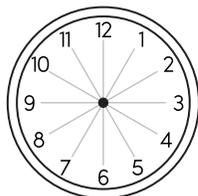


I can identify coins.

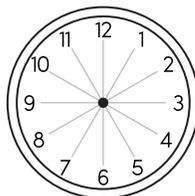


1 more than 46 is _____.

Draw the hour hand for each clock.

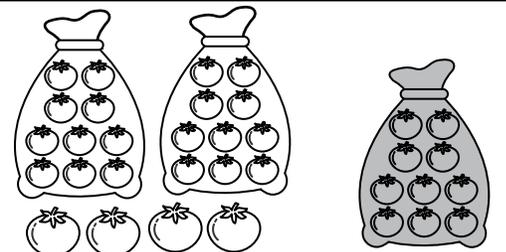


Draw the hour hand in the 10 o'clock space.



Draw the hour hand in the 5 o'clock space.

I can use analog clocks.



10 more than 24 is _____.

I compose numbers with tens and ones.

The kids raked leaves in the yard. The leaves were put in bags.

Number of Bags of Leaves	
Danny	
Angel	
Lacy	

KEY:
 = 1 bag

- _____ raked the least amount.
- _____ and _____ raked the same amount.
- Lacy raked _____ more bags than Angel.

I can interpret data on a pictograph.

On a walk, Rigden collected 8 red leaves and 11 yellow leaves. How many more yellow leaves did he collect than red?

I can solve word problems.

Match.

fifty-two	•	•	25
forty-two	•	•	42
sixteen	•	•	52
twenty-five	•	•	54
fifty-four	•	•	38
sixty	•	•	16
thirty-eight	•	•	60

I can represent numbers with words.

Compare the numbers. Use the number tape for help.

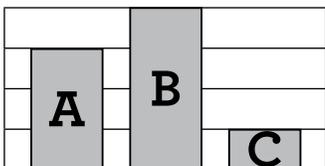


31 **26** _____ is 5 more than _____.
 _____ is greater than _____.

22 **29** 22 is _____ less than _____.
 _____ is smaller than _____.

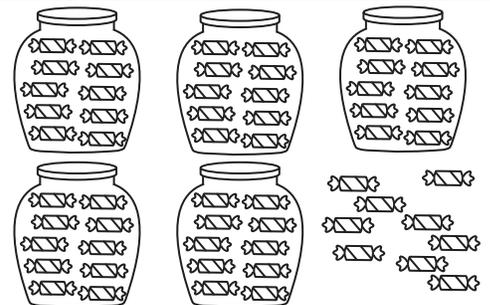
I can compare numbers.

Fill in the blanks.

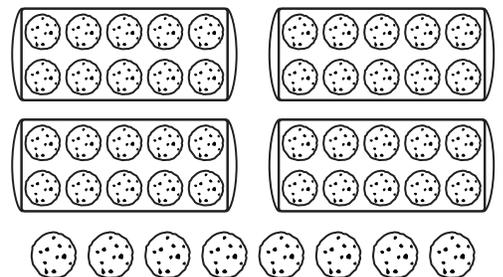


Box _____ is shortest.
 Box A is shorter than Box _____.
 Box A is taller than Box _____.

I can compare the heights of objects.

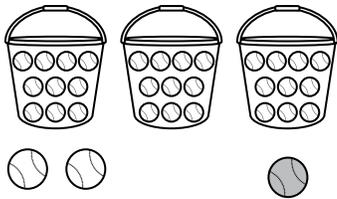


$$59 = \square + 9$$



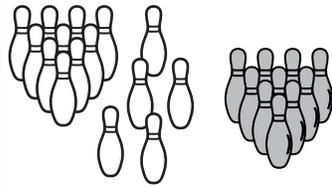
$$\square + \square = 48$$

I compose numbers with tens and ones.



1 more than
32 is ____.

I compose numbers with tens and ones.



10 more than
15 is ____.

Solve. Explain your thinking using words, numbers, or pictures.

Carrie scored 6 points at the basketball game. Samar scored 10 more points than Carrie. How many points did Samar score?



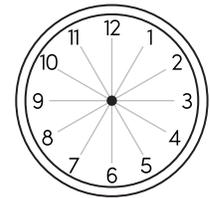
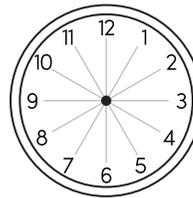
I can solve word problems.

Write a story problem that has an answer of 9 basketballs.

Write a number sentence that matches your story.

I can write equations.

Draw the hour hand for each clock.



Draw the hour hand in the 7 o'clock space. Draw the hour hand in the 11 o'clock space.

I can use analog clocks.

Circle the 2 numbers in each group that can be added to make 7.

0 5 2

7 8 0

○ + ○ = 7

○ + ○ = 7

1 4 6

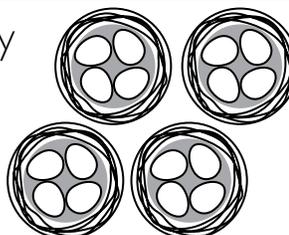
4 3 2

○ + ○ = 7

○ + ○ = 7

I know number combinations to 20.

16 eggs are partitioned equally among ____ nests. There are ____ eggs in each nest.



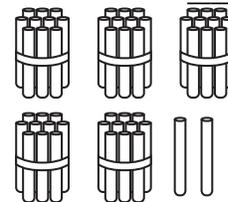
I can solve problems about grouping.

Write the numbers in different forms.

53 can be written as:

__ groups of ten and __ ones

or __ ones.

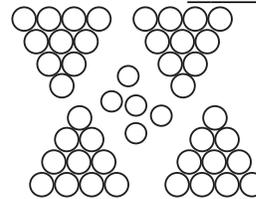


tens	ones

45 can be written as:

__ groups of ten and __ ones

or __ ones.



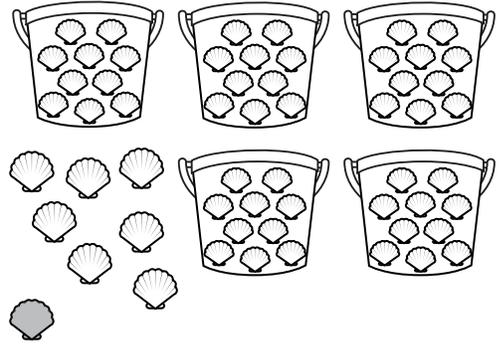
tens	ones

I compose numbers with tens and ones.

Cross out the pennies, the nickles, the dimes.

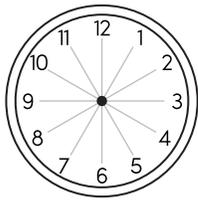


I can identify coins.

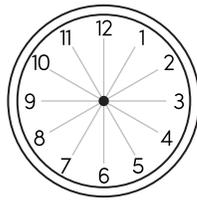


1 more than 57 is _____.

Draw the hour hand for each clock.

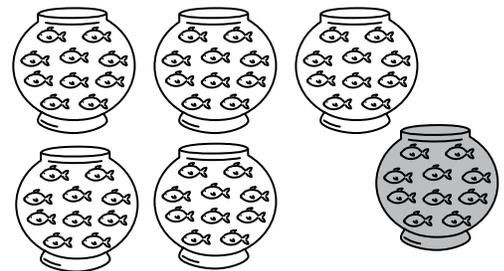


Draw the hour hand in the 3 o'clock space.



Draw the hour hand in the 9 o'clock space.

I can use analog clocks.



10 more than 50 is _____.

I compose numbers with tens and ones.

The bakery tracked the types of pies it sold for one day.

Types of Pie Sold on Wednesday	
apple	
pumpkin	
pecan	

KEY: = 1 pie

- Two _____ pies were sold.
- _____ pies were sold in all.
- They sold _____ more pumpkin than apple.

I can interpret data on a pictograph.

I baked 8 cookies and some cupcakes. I have 18 treats in all. How many cupcakes did I bake?

I can solve word problems.



Circle the correct number.

forty-six



thirty



fifty-four



forty-one



I can represent numbers with words.

Logan and Frida have 14 apples. If they share the apples equally, how many apples does each child get?

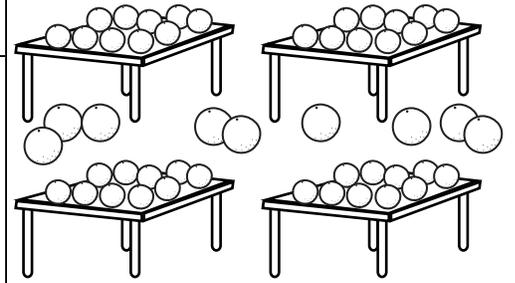


How do you know you partitioned the apples fairly?

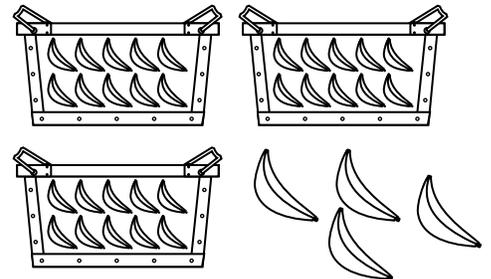
I can partition a set of objects into two equal groups.

Draw a shape with 3 sides and 3 angles. Tell the name of your shape.

I recognize the attributes of shapes.



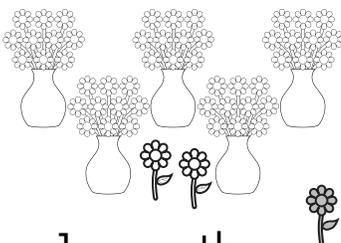
$$\square + \square = 49$$



$$34 = 4 + \square$$

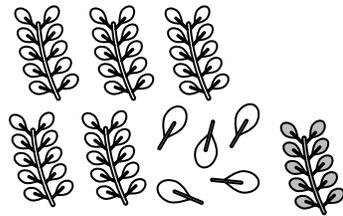
I compose numbers with tens and ones.

WEEK 12 REVIEW



1 more than
52 is ____.

I compose numbers with tens and ones.



10 more than
55 is ____.



I can solve word problems.

Solve. Explain your thinking using words, numbers, or pictures.

Ten flowers fit in a vase. There are 6 vases. How many flowers can be put in the vases?

Write 5 number sentences that equal 20.

I can write equations.

Write the name of each coin.

penny nickel dime



Four empty rectangular boxes for writing the names of the coins.

I can identify coins.

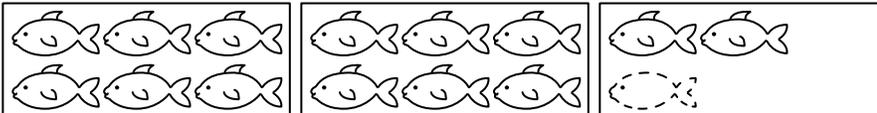
Add 10	
4	14
7	
10	
6	
3	
9	

What do you notice? What happens to a number when you add 10?

If you add 10 to 8, what do you get? How do you know?

I can fluently add and subtract numbers to 20.

Draw the missing pictures. Then write the answer.



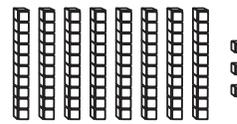
3 groups of six fish = _____ fish

I can solve problems about grouping.

Write the numbers in different forms.

83 can be written as:

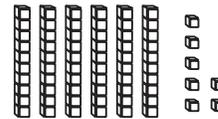
- _____ tens _____ ones
- 80 + 3
- _____ ones



tens	ones

67 can be written as:

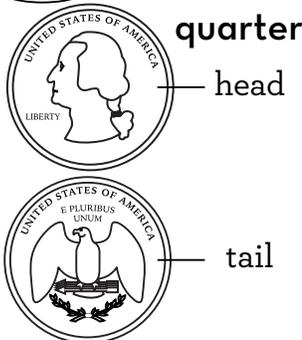
- _____ tens _____ ones
- _____ + _____
- 67 ones



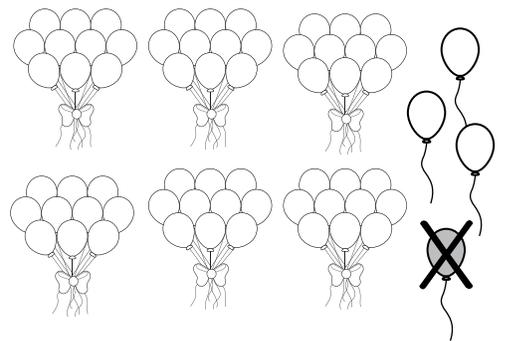
tens	ones

I compose numbers with tens and ones.

Circle all the quarters.

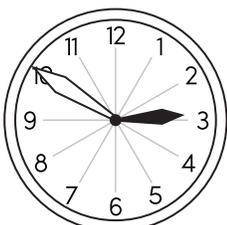


I can identify coins.

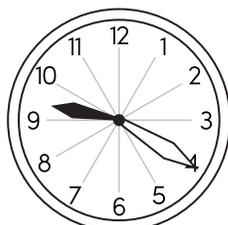


1 less than 64 is _____.

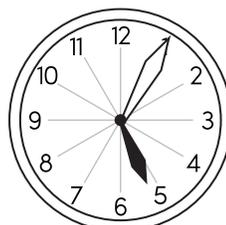
Write the HOUR each clock shows.



: 50

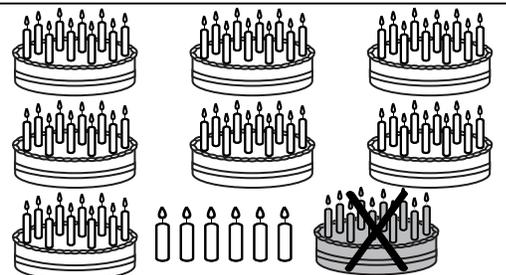


: 20



: 05

I can use analog clocks.

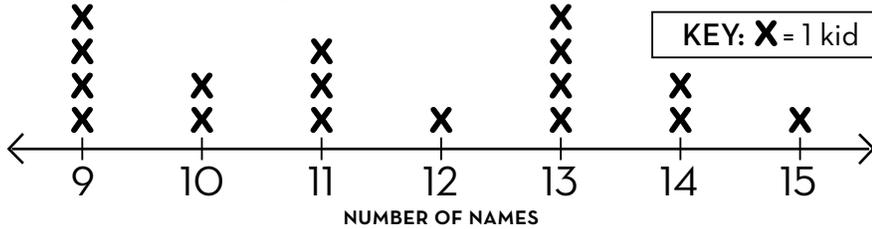


10 less than 86 is _____.

I compose numbers with tens and ones.

The kids wrote their names as many times as they could in 1 minute.

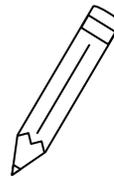
X How Many Names Written in 1 Minute



- _____ kids wrote their names 11 times.
- Five kids wrote their names _____ times.
- _____ kids wrote their names MORE than 12 times.

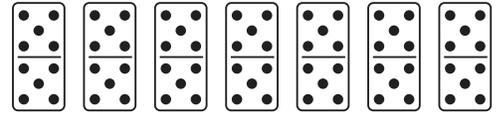
I can interpret data on a line plot.

Linda has 11 plain pencils, 24 colored pencils, and 4 sparkle pencils. How many does she have in all?

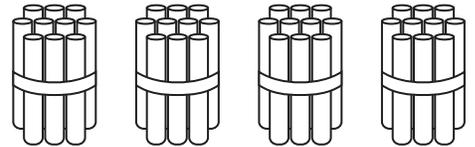


I can solve word problems.

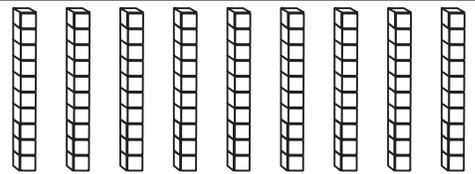
Write how many tens. Then write the number.



7 tens = _____



_____ tens = 40



_____ tens = _____

I can represent numbers in multiple ways.

Write greater or less to compare the numbers.

78	79	80	81	82	83	84	85	86	87	88
----	----	----	----	----	----	----	----	----	----	----

85 is _____ than 87. 86 is _____ than 78.

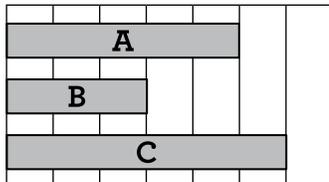
78 is _____ than 86. 84 is _____ than 85.

84 is _____ than 80. 87 is _____ than 78.

81 is _____ than 88. 79 is _____ than 78.

I can compare numbers.

Fill in the blanks.

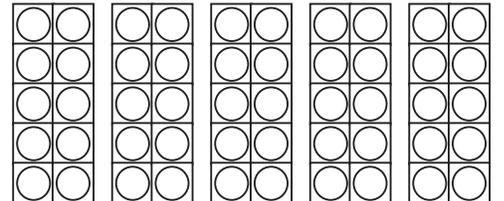


Box _____ is the longest.

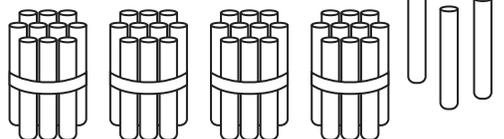
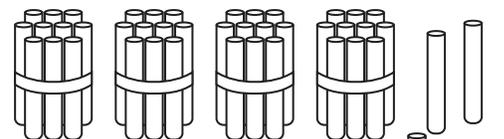
Box A is shorter than Box _____.

Box A is longer than Box _____.

I can compare the lengths of objects.



58 = +



85 = +

I compose numbers with tens and ones.

$96 = \square + \square$

I compose numbers with tens and ones.

Solve. Explain your thinking using words, numbers, or pictures.

Leland collected 17 black buttons and 27 brown buttons. How many more brown buttons does he have?

I can solve word problems.

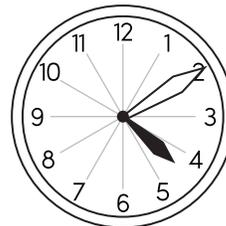
Solve. Explain your thinking using words, numbers, or pictures.

Heather has 38 buttons. How many stacks of ten can she make?

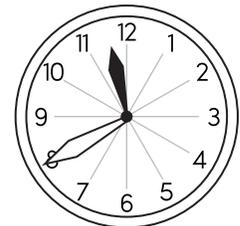


I can solve word problems.

Write the HOUR each clock shows.



: 10



: 40

I can use analog clocks.

Shade some blocks. Write the number combination that matches. For example, if you shade one block, the combination is 1 and 7.

whole 8

part part

whole 8

part part

$\bigcirc + \bigcirc = 8$ $\bigcirc + \bigcirc = 8$

I know number combinations to 20.

Write the numbers in different forms.

76 can be written as:

- _____ tens _____ ones
- _____ + _____
- 76 ones

tens	ones

90 can be written as:

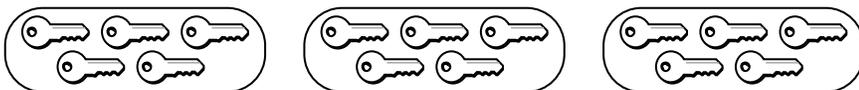
- _____ tens _____ ones
- _____ + _____
- _____ ones

tens	ones

I compose numbers with tens and ones.

15 keys are partitioned into 3 equal groups.

There are _____ keys in each group.



I can solve problems about grouping.

Fill in the missing numbers.

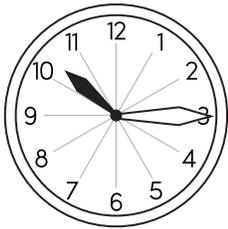
count by 5 55, _____, _____, _____, 75 _____, _____

count by 5 15, _____, _____, _____, 35 _____, _____

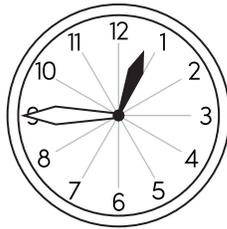
count by 10 40, _____, _____, _____, 80 _____, _____

I can skip count by 5 and 10.

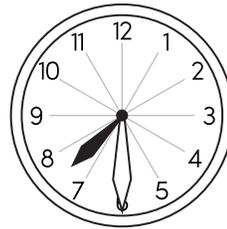
Write the HOUR each clock shows.



: 15

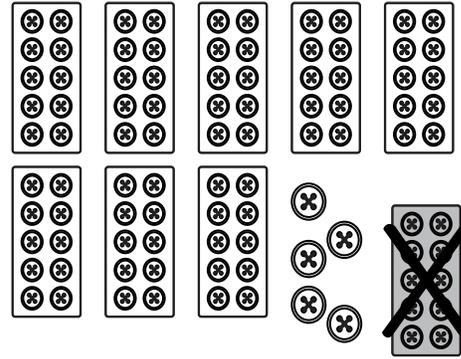


: 45



: 30

I can use analog clocks.



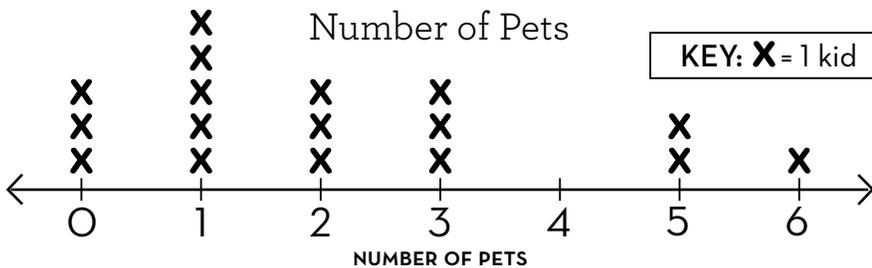
10 less than 95 is _____.



1 less than 66 is _____.

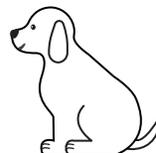
I compose numbers with tens and ones.

The line plot shows how many pets each kid has.



- _____ kids don't have any pets.
- Five kids have _____ pet.
- _____ kids have MORE than 2 pets.

I can interpret data on a line plot.

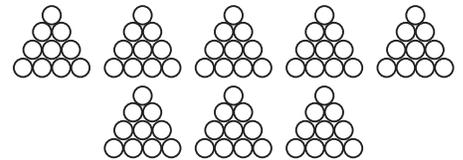


Polly Parrot can say 15 words. She learns some more words. Now she can say 25 words. How many more words did she learn?

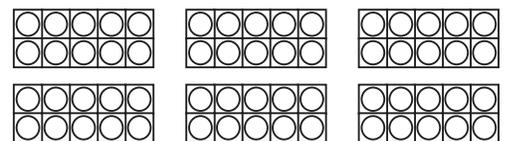


I can solve word problems.

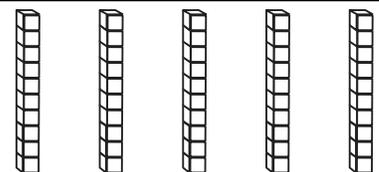
Write how many tens. Then write the number.



_____ tens = _____



_____ tens = _____

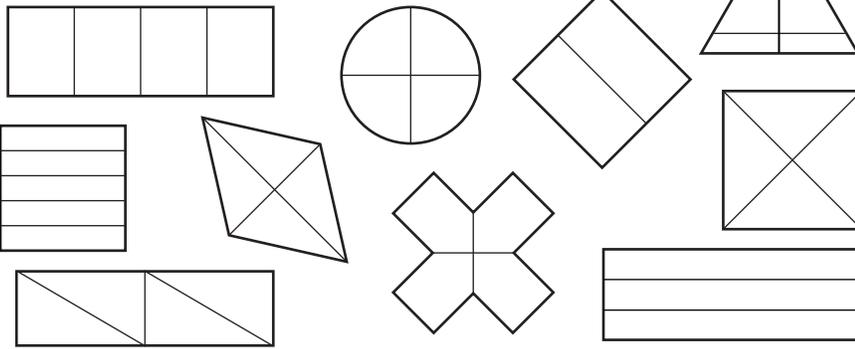


_____ tens = _____

I can represent numbers with words.

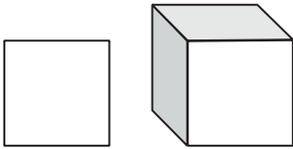
Circle shapes that show fourths. Cross out shapes that don't.

Fourths are four equal parts of a whole.

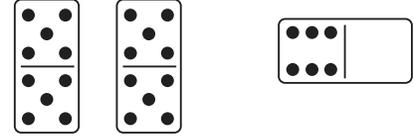
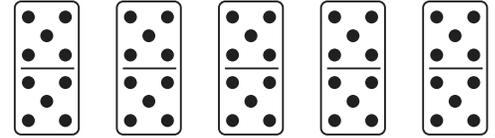


I recognize fourths as 4 equal partitions of an area.

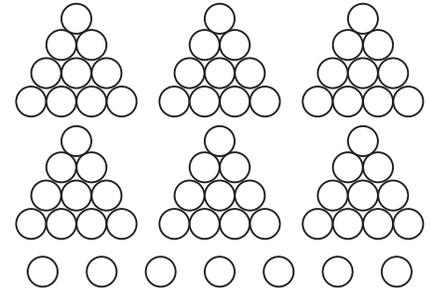
How are these shapes alike? How are they different?



I analyze the attributes of shapes to understand their properties.



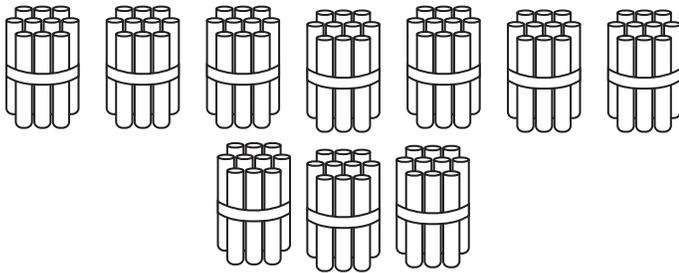
$$76 = \square + \square$$



$$67 = \square + \square$$

I compose numbers with tens and ones.

WEEK 14 REVIEW



$$\underline{\hspace{2cm}} \text{ tens} = \underline{\hspace{2cm}}$$

I compose numbers with tens and ones.

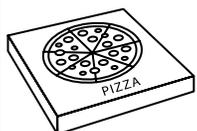
Solve. Explain your thinking using words, numbers, or pictures.

The pizzeria sold 19 pizzas at lunch. At dinner, they sold 10 more than they did at lunch. How many pizzas did they sell at dinner?

I can solve word problems.

Solve. Explain your thinking using words, numbers, or pictures.

The pizzeria can bake 10 pizzas in an hour. How many pizzas can they bake in 2 hours?



I can solve word problems.

Look at the pattern.

75, 80, 85, 90, 95, 100, _____

The next number is 110.

Do you agree? Explain your thinking.

I can skip count.

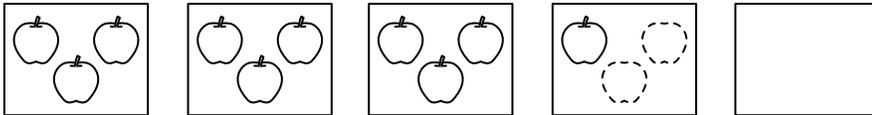
Subtract 10	
18	8
12	
15	
20	
11	
13	

What do you notice? What happens to a number when you subtract 10?

If you subtract 10 from 17, what do you get? How do you know?

I can fluently add and subtract numbers to 20.

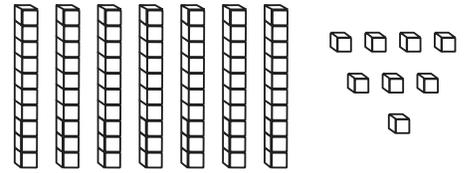
Draw the missing pictures. Then write the answer.



5 groups of three apples = _____ apples

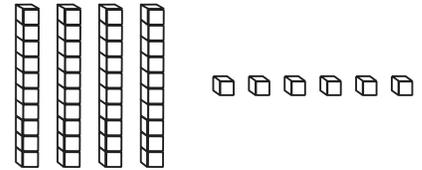
I can solve problems about grouping.

What number do the blocks show?



tens	ones

write the number



tens	ones

I compose numbers with tens and ones.

Fill in the missing numbers.

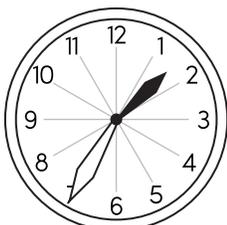
count by 5 85, _____, _____, _____, _____, _____

count by 10 70, _____, _____, _____, _____, _____

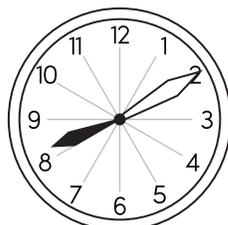
count by 25 25, _____, _____, _____, _____, _____

I can skip count.

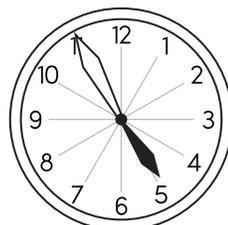
Write the HOUR each clock shows.



: 35

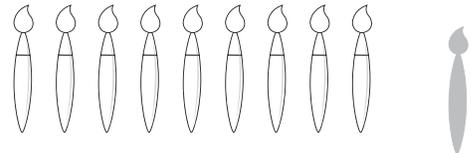
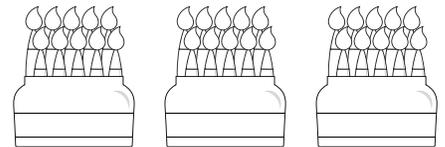


: 10

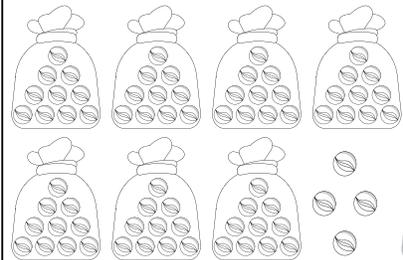


: 55

I can use analog clocks.

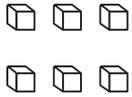
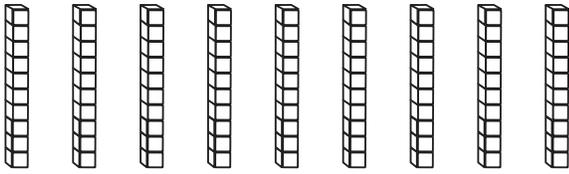


1 more than 39 is _____.



10 more than 74 is _____.

I compose numbers with tens and ones.



tens	ones

→

I compose numbers with tens and ones.

Solve. Explain your thinking using words, numbers, or pictures.

There are 22 crayons. Some are red and 10 are blue. How many red crayons are there?

I can solve word problems.

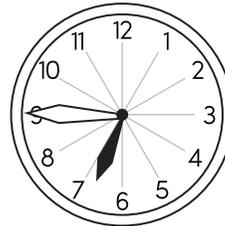
Write a story problem that has an answer of 25 crayons.



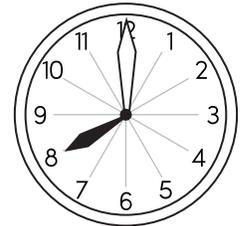
Write a number sentence that matches your story.

I can write equations.

Write the HOUR each clock shows.



: 45



: 00

I can use analog clocks.

Circle the 2 numbers in each group that can be added to make 8.

3 5 2

7 1 0

 + =

8

 + =

8

1 2 6

4 3 4

 + =

8

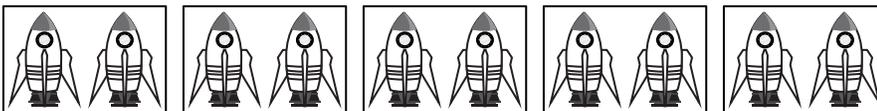
 + =

8

I know number combinations to 20.

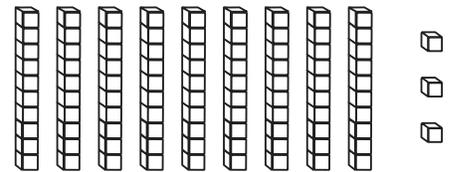
10 rockets are partitioned into 5 equal groups.

There are _____ rockets in each group.



I can solve problems about grouping.

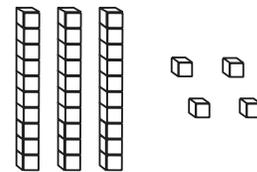
What number do the blocks show?



tens	ones

→

write the number



tens	ones

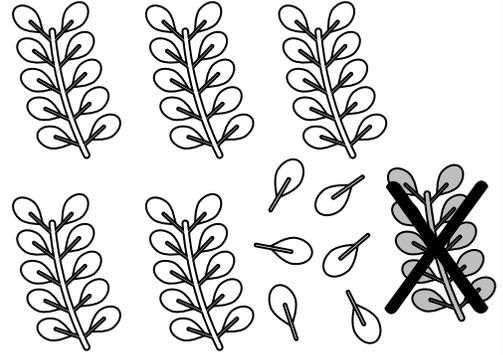
→

I compose numbers with tens and ones.

Determine the value of each group. Don't forget the cent sign ¢!

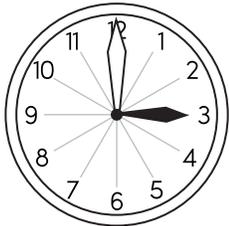


I can find the total of a group of like coins.

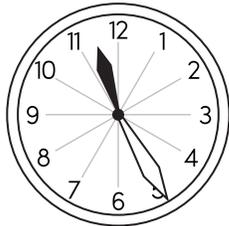


10 less than 66 is _____.

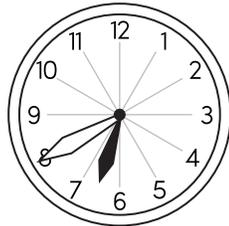
Write the HOUR each clock shows.



: 00

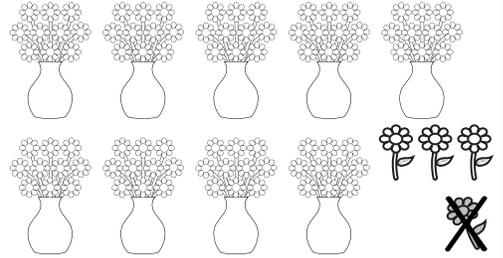


: 25



: 40

I can use analog clocks.



1 less than 94 is _____.

I compose numbers with tens and ones.

The table shows how many flies each frog ate in one day.

Number of Flies Each Frog Ate	
Greeny	9
Bumpy	7
Hoppy	14
Swimmy	7
Jumpy	8

- _____ ate the most flies.
- _____ and _____ ate the same number of flies.
- Greeny ate one more than _____.
- If Swimmy eats 2 more flies, she will have eaten the same as _____.
- In all, _____ flies were eaten.

I can interpret information on a data table.

Hoppy Frog jumped on 26 rocks. Greeny jumped on 10 less than Hoppy. How many did Greeny jump on?

I can solve word problems.



Match.

● 20 ●	● 10 tens ●
twenty ●	● 60 ●
● 60 ●	hundred ●
● 100 ●	● 2 tens ●
sixty ●	● 10 ●
● 10 ●	ten ●
● 90 ●	● 6 tens ●
ninety ●	● 9 tens ●
● 90 ●	ten ●
● 1 ten ●	ninety ●

I can represent numbers with words.

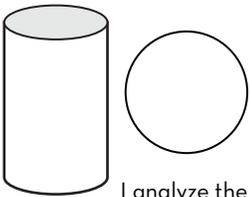
Maite and Oscar want to share 5 slices of pizza so that they each get the same amount. How many slices should each child get?



How do you know you split the pizza fairly?

I can partition a set of objects into two equal groups.

How are these shapes alike? How are they different?



I analyze the attributes of shapes to understand their properties.

$3 + 5 =$ _____	$23 + 5 =$ _____	$33 + 5 =$ _____

$14 + 10 =$ _____	$34 + 10 =$ _____	$44 + 10 =$ _____

I can add tens and ones.

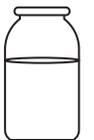
WEEK 16 REVIEW

$36 + 10 =$ _____	$46 + 10 =$ _____	$66 + 10 =$ _____

I compose numbers with tens and ones.

Solve. Explain your thinking using words, numbers, or pictures.

Ten pickles fit in a jar. How many jars are needed for 53 pickles?



I can solve word problems.

List as many numbers as you can think of that are less than 100 and have 7 tens.

I understand place value.

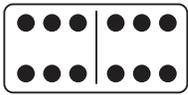
Write the total amount.



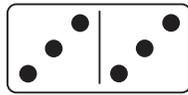
_____ quarters = _____ ¢

I can find the total of a group of single value coins.

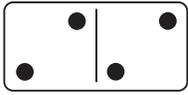
Write the doubles addition fact each domino shows.



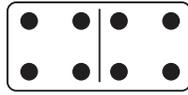
$$\square + \square = \square$$



$$\square + \square = \square$$



$$\square + \square = \square$$



$$\square + \square = \square$$

I can fluently add and subtract numbers to 20.

There are _____ bees in a group.

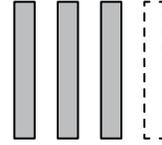


There are _____ bees altogether.

I can solve problems about grouping.

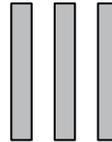
Draw the missing tens and ones.

$$54 = \square + \square$$



tens	ones

$$76 = \square + \square$$



tens	ones

I compose numbers with tens and ones.

Circle the number of pennies equal to the worth of one nickel.

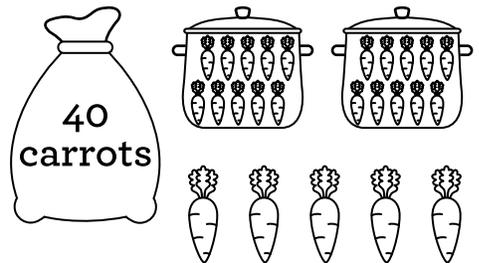


I can identify equivalent values of coins.

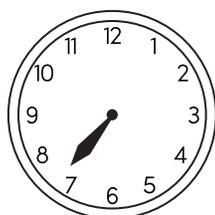
Circle the number of nickels equal to the worth of one quarter.



There are 40 carrots in the bag. There are _____ carrots in all.



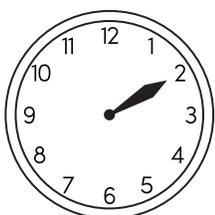
The clocks show only the HOUR HAND. Circle the answer that tells **about** what time it is.



It's a little after 7 o'clock.

It's almost 8 o'clock.

It's halfway between 7 and 8.



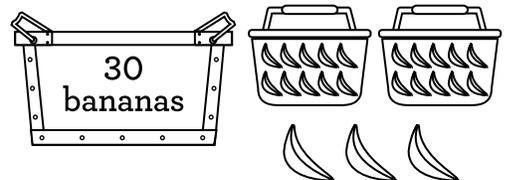
It's halfway between 2 and 3.

It's about 2 o'clock.

It's almost 3 o'clock.

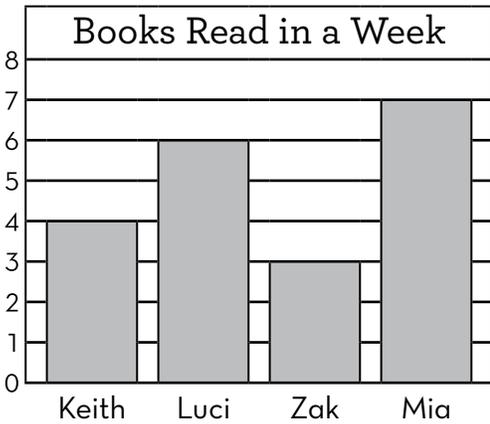
I can use analog clocks.

There are 30 bananas in the crate. There are _____ bananas in all.



I can add tens and ones.

The kids tracked how many books they read in a one week.



1. Keith read ____ books.
2. _____ read the most books.
3. Zak read ____ fewer books than Luci.
4. The kids read ____ books in all.

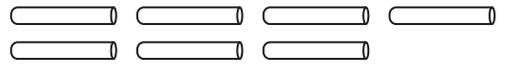
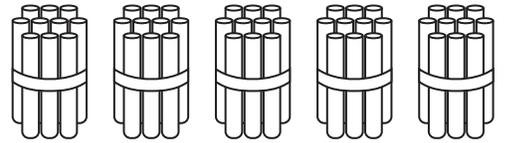
I can interpret data on a bar graph.

Shakinna read some books last week. This week she read 8 books. In all, she read 14 books. How many of those books did she read last week?



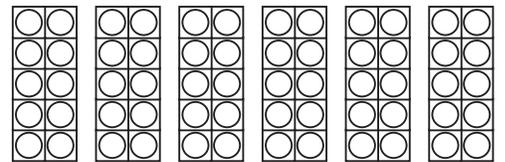
I can solve word problems.

There are 57 straws.



Circle the straws that show the 7 part of 57.

There are 68 dots.



Circle the dots that show the 6 part of 68.

I understand the value of digits in 2-digit numbers.

Write greater or less to compare the numbers.

27 is _____ than 67.

43 is _____ than 34.

89 is _____ than 22.

95 is _____ than 59.

14 is _____ than 78.

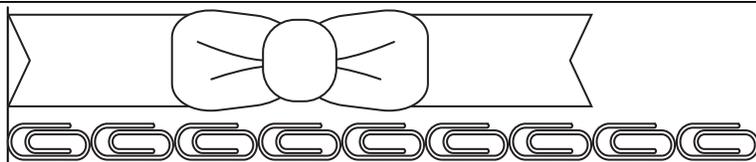
Write 3 numbers that could make each statement true.

79 is less than: _____

23 is greater than: _____

92 is greater than: _____

I can compare numbers.



The bow is about as long as _____ paper clips.

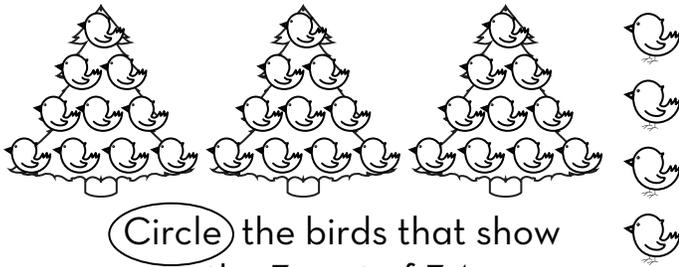
I can measure length using nonstandard units.

7 - 6 = _____	27 - 6 = _____	37 - 6 = _____

14 - 10 = _____	34 - 10 = _____	44 - 10 = _____

I can subtract tens and ones.

There are 34 birds.



Circle the birds that show the 3 part of 34.

I understand the value of digits in 2-digit numbers.

Solve. Explain your thinking using words, numbers, or pictures.

There are 25 birds in the garden. Some of the birds are robins. 18 of the birds are sparrows. How many of the birds are robins?

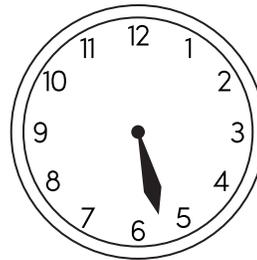
I can solve word problems.

Solve. Explain your thinking using words, numbers, or pictures.

1 scoop of birdseed will feed 10 birds. How many scoops are needed for 47 birds?

I can solve word problems.

The clock shows only the HOUR HAND. Circle the answer that tells about what time it is.



- It's a little after 4 o'clock.
- It's halfway between 5 and 6.
- It's almost 7 o'clock.

I can use analog clocks.

Shade some blocks. Write the number combination that matches. For example, if you shade one block, the combination is 1 and 8.

whole

9

+

=

9

part part

whole

9

+

=

9

part part

I know number combinations to 20.

Partition the 12 lollipops by circling groups of 3.



There are _____ groups of 3 lollipops.

I can solve problems about grouping.

Draw the missing tens and ones.

$$39 = \square + \square$$

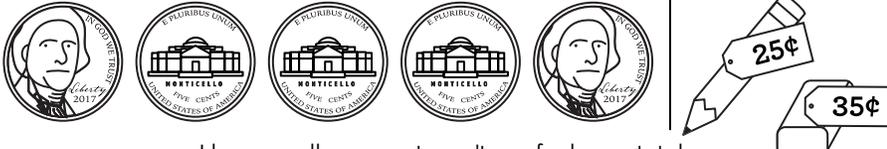
tens	ones

$$93 = \square + \square$$

tens	ones

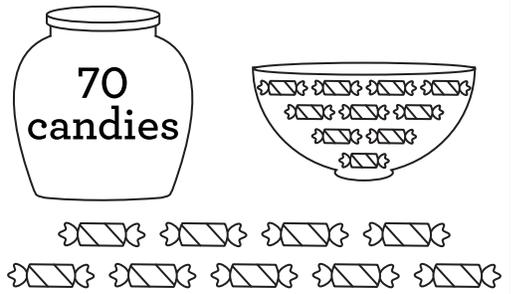
I compose numbers with tens and ones.

Circle the item you could buy with the coins in each group.

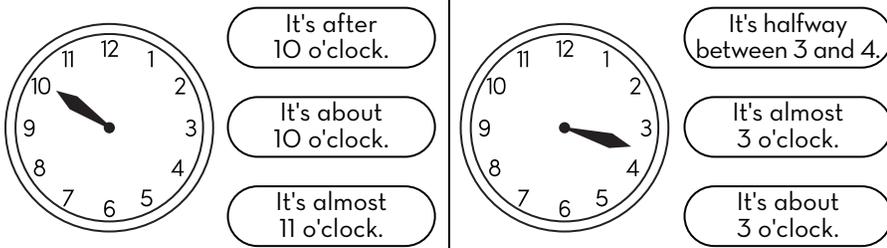


I know smaller amounts can't pay for larger totals.

There are 70 candies in the jar. There are _____ candies in all.

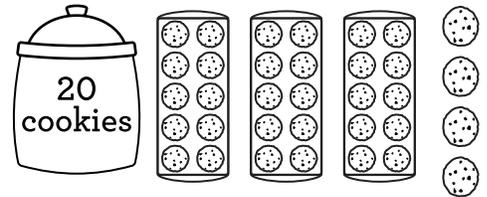


The clocks show only the HOUR HAND. Circle the answer that tells **about** what time it is.



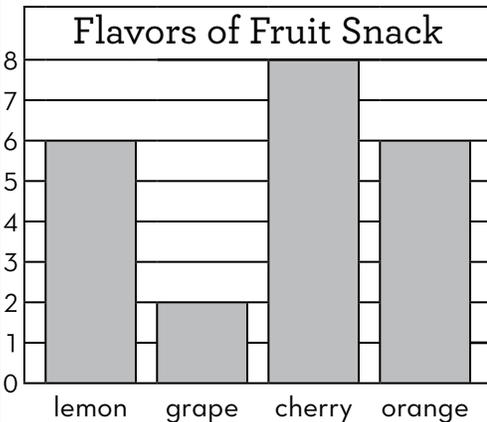
I can use analog clocks.

There are 20 cookies in the jar. There are _____ cookies in all.



I can add tens and ones.

Andy graphed the flavors in a pack of fruit snacks.



1. There are _____ lemon.
2. There are the fewest _____ flavor snacks.
3. There are _____ more cherry than orange.
4. There are _____ fruit snacks in all.

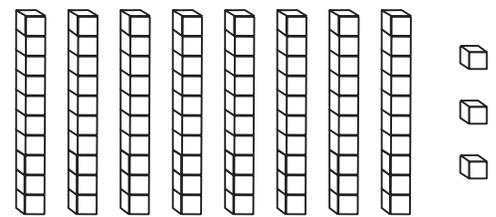
I can interpret data on a bar graph.

In a box of fruit snacks, there were 20 more lemon fruit snacks than cherry. There were 35 cherry fruit snacks. How many lemon fruit snacks were there?



I can solve word problems.

There are 83 blocks.



Circle the blocks that show the 8 part of 83.

There are 35 dots.

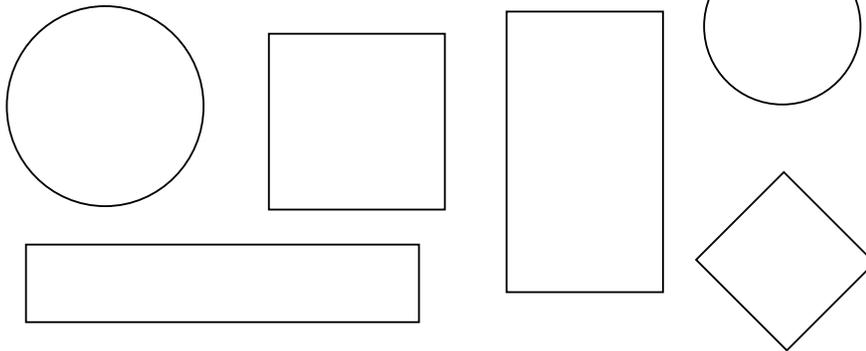


Circle the dots that show the 5 part of 35.

I understand the value of digits in 2-digit numbers.

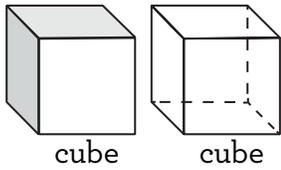
Draw lines to partition each shape in fourths.

Fourths are four equal parts of a whole.



I recognize fourths as 4 equal partitions of an area.

Tell everything you know about this shape.



I analyze the attributes of shapes to understand their properties.

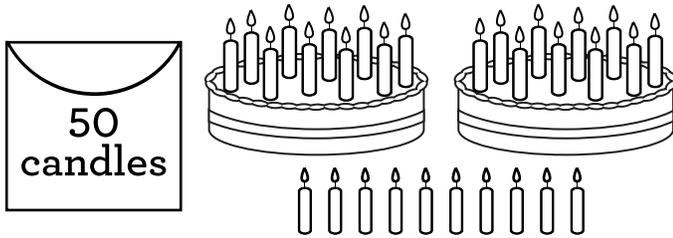
$15 - 10 =$	$35 - 10 =$	$65 - 10 =$
_____	_____	_____

$26 - 2 =$	$46 - 2 =$	$66 - 2 =$
_____	_____	_____

I can subtract tens and ones.

WEEK 18 REVIEW

There are 50 candles in the box.
There are _____ candles in all.



I can add tens and ones.

Solve. Explain your thinking using words, numbers, or pictures.

There are 4 boxes of cupcakes. Each box has 10 cupcakes. Are there enough cupcakes for 35 people to each have one?

I can solve word problems.

Solve. Explain your thinking using words, numbers, or pictures.

I have 6 nickels. Can I buy a birthday card for 50¢?



I can solve word problems.

Circle the gift you could buy with the coins.

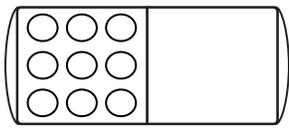


I know smaller amounts can't pay for larger totals.

91

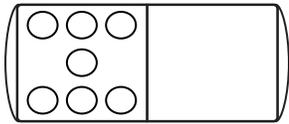
Name _____

Double the cookies on each tray. Then write a number sentence.



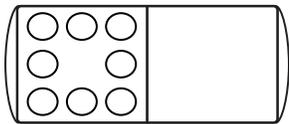
$$\square + \square = \square$$

double 9 = _____



$$\square + \square = \square$$

double 7 = _____



$$\square + \square = \square$$

double 8 = _____

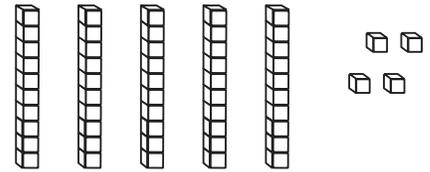
I can fluently add and subtract numbers to 20.

There are _____ cupcakes on a plate.



There are _____ cupcakes altogether.

I can solve problems about grouping.



5 tens 4 ones = 54

Draw another way to make 54 with blocks.

Hint: break apart a ten.

KEY: $\square = 10$ $\circ = 1$

_____ tens _____ ones = 54

Draw one more way to make 54.

_____ tens _____ ones = 54

I compose numbers in multiple ways.

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92

Name _____

Fill in the missing numbers.

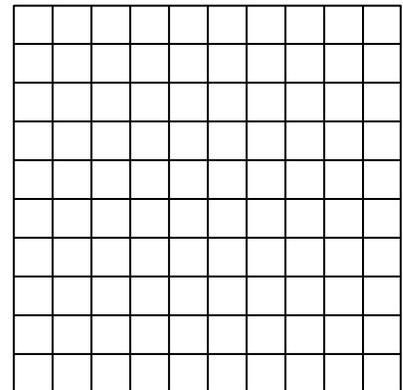
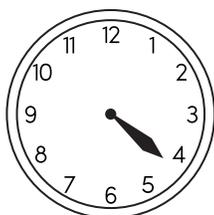
count by 10 16, 26, 36, _____, _____, _____, _____

count by 10 41, 51, _____, _____, _____, _____, _____

count by 10 34, _____, _____, _____, _____, _____

I can skip count by ten from any number.

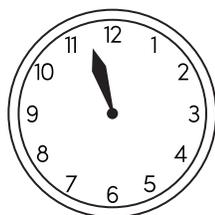
Shade 76 squares.

The clocks show only the HOUR HAND. Circle the answer that tells **about** what time it is.

It's almost 5 o'clock.

It's almost 3 o'clock.

It's a little after 4 o'clock.



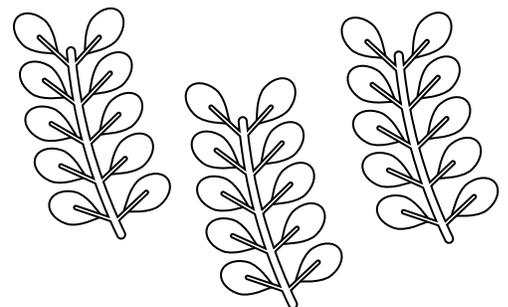
It's halfway between 11 & 12.

It's almost 12 o'clock.

It's almost 11 o'clock.

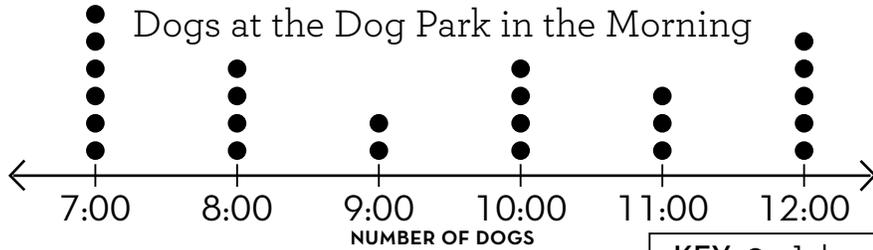
I can use analog clocks.

Shade 28 leaves.



I compose numbers with tens and ones.

The graph shows how many dogs came to the dog park each hour.



- _____ dogs were there at 8:00.
- Three dogs were at the park at _____.
- The most dogs were at the park at _____.

I can interpret data on a dot plot.

Brooke walked her dog for 35 minutes. Ke'olani walked her dog for 15 minutes longer than Brooke. How long did Ke'olani walk her dog?



I can solve word problems.

Circle the correct number.

4 tens 6 ones

(46) (47) (36)

3 tens 0 ones

(20) (31) (30)

5 tens 4 ones

(55) (54) (44)

4 tens 1 one

(41) (14) (51)

I can represent numbers in multiple ways.

Write numbers to make each sentence true.

60 > is greater than

46 > is greater than

60 < is less than

46 < is less than

73 > is greater than

59 > is greater than

73 < is less than

59 < is less than

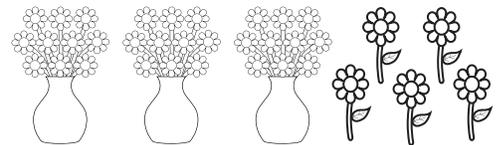
I can compare numbers.



The feather is about as long as _____ coins.

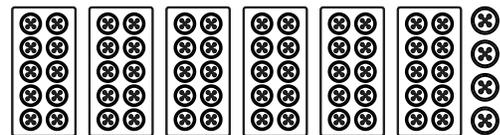
I can measure length using nonstandard units.

There are 3 tens 5 ones.



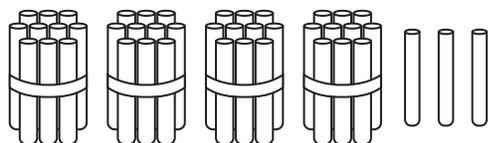
20 less is _____.

There are 6 tens 4 ones.



30 less is _____.

There are 4 tens 3 ones.



10 less is _____.

I can subtract tens.

There are 7 tens 5 ones.



40 less is _____.

I can subtract tens.

Solve. Explain your thinking using words, numbers, or pictures.

Cali tied 18 bows. She tied 11 fewer bows than Ziven. How many bows did Ziven tie?

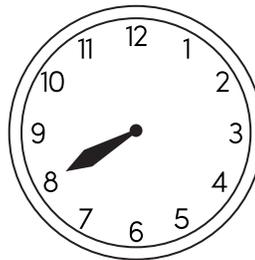
I can solve word problems.

Solve. Explain your thinking using words, numbers, or pictures.

How many nickels would you need to equal the value of 4 dimes?

I can solve word problems.

The clock shows only the HOUR HAND. Circle the answer that tells about what time it is.



It's halfway between 7 and 8.

It's about 8 o'clock.

It's almost 9 o'clock.

I can use analog clocks.

Circle the 2 numbers in each group that can be added to make 9.

4 5 6

2 4 7

○ + ○ = 9

○ + ○ = 9

8 2 1

5 6 3

○ + ○ = 9

○ + ○ = 9

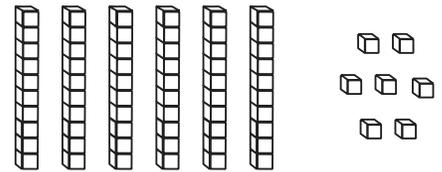
I know number combinations to 20.

Partition the 14 watches by circling groups of 2.



There are _____ groups of 2 watches.

I can solve problems about grouping.



6 tens 7 ones = 67

Draw another way to make 67 with blocks.

Hint: break apart a ten.

KEY: $\square = 10$ $\circ = 1$

_____ tens _____ ones = 67

Draw one more way to make 67.

_____ tens _____ ones = 67

I compose numbers in multiple ways.

Start skip counting by 25. Switch to a different rule at the arrows.

↓ count by 25

25

↓ count by 10

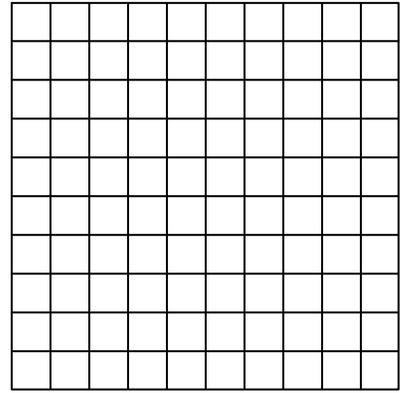
60

↓ count by 5

85

I can switch rules while skip counting.

Shade 89 squares.



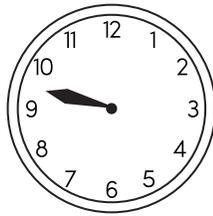
The clocks show only the HOUR HAND. Circle the answer that tells **about** what time it is.



It's about 2 o'clock.

It's halfway between 1 & 2.

It's a little after 1 o'clock.



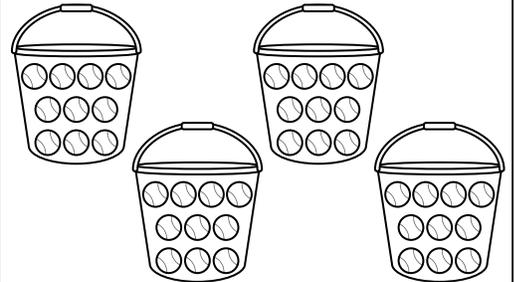
It's halfway between 9 & 10.

It's a little after 10 o'clock.

It's almost 9 o'clock.

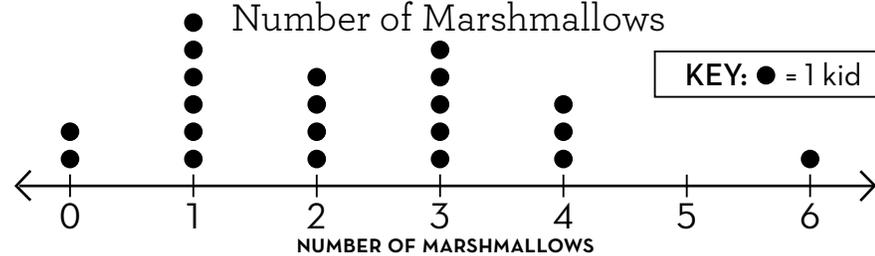
I can use analog clocks.

Shade 32 baseballs.



I compose numbers with tens and ones.

The chart shows how many marshmallows the kids put in cocoa.



- _____ kids put 3 marshmallows in their cocoa.
- Zero kids put in _____ marshmallows.
- The most kids put in _____ marshmallow.

I can interpret data on a dot plot.

Wade put 24 marshmallows into a pot of hot cocoa. 8 of the marshmallows were big and the rest were little. How many little marshmallows did Wade use?



I can solve word problems.

Match.

2 tens 8 ones ● ● 6

0 tens 6 ones ● ● 75

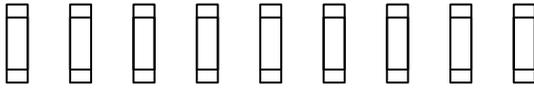
7 tens 5 ones ● ● 57

6 tens 0 ones ● ● 28

5 tens 7 ones ● ● 60

I can represent numbers in multiple ways.

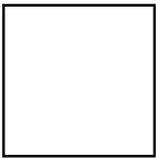
2 children want to share 9 sticks of gum so that each child gets the same amount. How many sticks of gum does each child get?



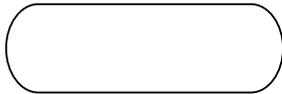
How do you know you partitioned the gum fairly?

I can solve equal sharing problems with fractions.

Tell about the attributes of the shape.



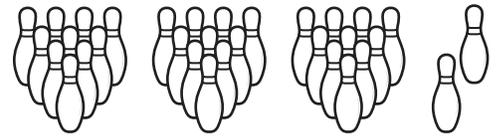
This is a _____ It has _____ angles.



It has _____ sides.

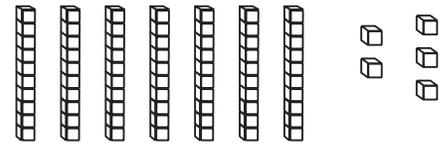
I analyze the attributes of shapes to understand their properties.

There are 3 tens 2 ones.



30 more is _____.

There are 7 tens 5 ones.



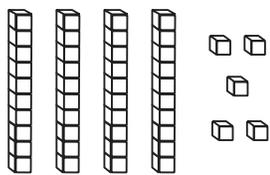
10 more is _____.

There are 5 tens 9 ones.



20 more is _____.

I can add tens.



4 tens 5 ones =
45

Draw another way to make 45 with blocks.

Hint: break apart a ten.

KEY: $\square = 10$ $\circ = 1$

_____ tens _____ ones = 45

I compose numbers with tens and ones.

Solve. Explain your thinking using words, numbers, or pictures.

Rebecca had 10¢. She earned some more money and now she has 35¢. How much money did she earn?

I can solve word problems.

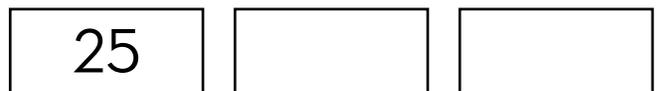
Write a story problem that has an answer of 40¢.

Write a number sentence that matches your story.

I can write equations.

Count by 25. Switch counting rules at the arrows.

↓ count by 25

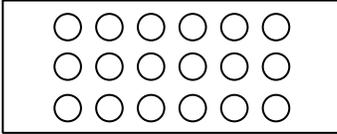


↓ count by 5



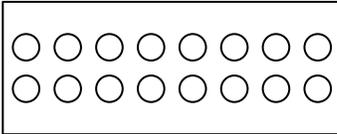
I can switch rules while skip counting.

Find half of each total.



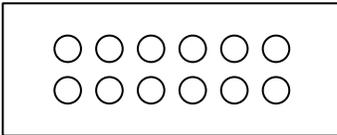
half of 18 = _____

$$18 - \square = \square$$



half of 16 = _____

$$16 - \square = \square$$

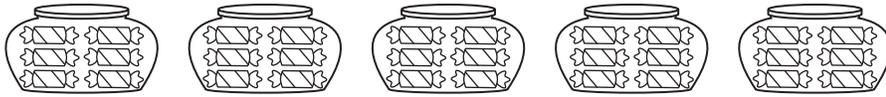


half of 12 = _____

$$12 - \square = \square$$

I can fluently add and subtract numbers to 20.

There are _____ candies in a jar.

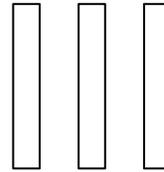


There are _____ candies altogether.

I can solve problems about grouping.

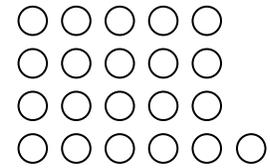
Draw ones to show 41 with 3 tens 11 ones

KEY: $\square = 10$ $\circ = 1$



Draw tens to show 41 with _____ tens 21 ones

KEY: $\square = 10$ $\circ = 1$



I compose numbers in multiple ways.

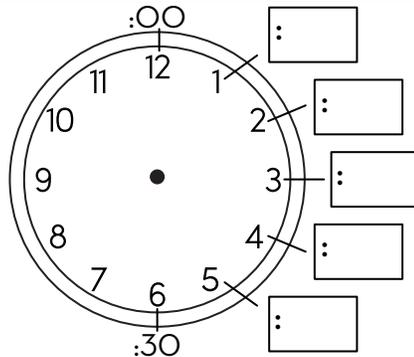
Determine the value of each group. Don't forget the cent sign ¢!



I can find the total of a group of coins.

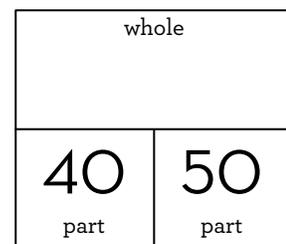
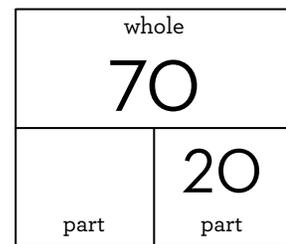
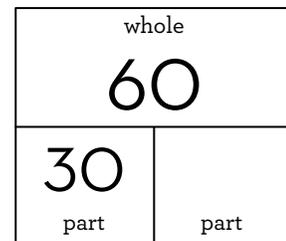
When finding minutes on a clock, each large number stands for a group of 5 minutes.

Count by 5 around the clock from the hour to the half hour.



I can use analog clocks.

Write the missing numbers.



I can add tens.

The kids are raising money for the school by selling gift wrap.

Rolls of Wrapping Paper Sold

Ines	
Russell	
Kessie	

KEY:
 = 1 roll

- _____ sold 6 rolls of paper.
- Russell sold _____ more rolls than Ines.
- The kids sold _____ rolls of paper in all.

I can interpret data on a pictograph.

Rafael had 4 ten-dollar bills. He spent \$20 on a gift for his aunt. How much money does he have left?

I can solve word problems.

Write each number on the tag.

8 ones 2 tens

4 tens 16 ones

11 ones 7 tens

9 tens 5 ones

I can represent numbers in multiple ways.

Compare the numbers using the symbols.

is greater than
 is less than
 is equal to

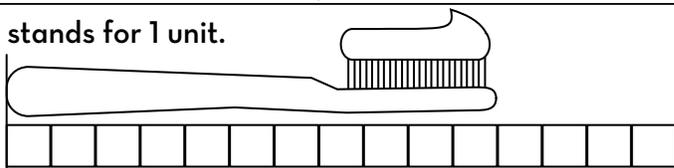
49 ○ 61 19 ○ 80

8 ○ 18 65 ○ 56

37 ○ 37 29 ○ 92

I can compare numbers.

Each stands for 1 unit.



The length of the toothbrush is about _____ units.

I can measure length using nonstandard units.

6 tens + 3 tens = 9 tens

60 + 30 = _____

1 ten + 4 tens = _____ tens

10 + 40 = _____

2 tens + 5 tens = _____ tens

20 + 50 = _____

7 tens + 1 ten = _____ tens

70 + 10 = _____

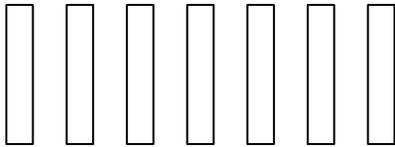
3 tens + 2 tens = _____ tens

30 + 20 = _____

I can add tens.

Draw ones to show 85 with
7 tens ___ ones

KEY: $\square = 10$ $\circ = 1$



I compose numbers in multiple ways.

Solve. Explain your thinking using words, numbers, or pictures.

After giving away 20 paper clips to his brother, Colton still has 40 paper clips left. How many paper clips did he start with?

I can solve word problems.

Solve. Explain your thinking using words, numbers, or pictures.

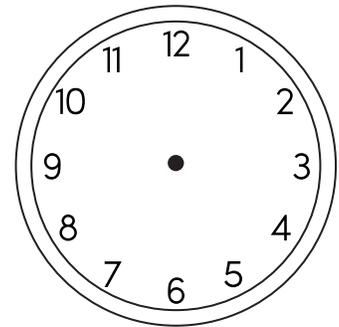
50 paper clips fit in one box. There are 10 paper clips on the desk and 30 in the drawer. Can I fit them all in one box?



I can solve word problems.

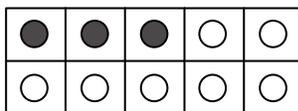
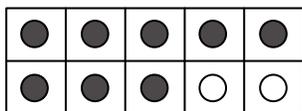
Circle the number on the clock that stands for 15 minutes.

Cross out \boxtimes out the number that stands for 25 minutes.



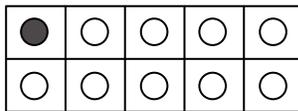
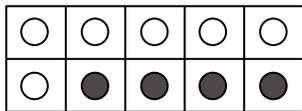
I can use analog clocks.

Write the equation that matches each ten frame.



$10 = \square + \square$

$10 = \square + \square$

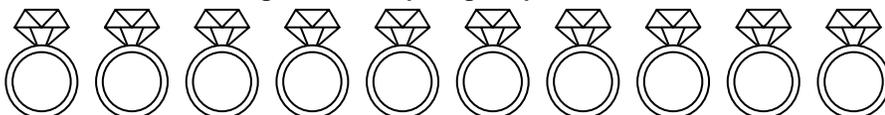


$10 = \square + \square$

$10 = \square + \square$

I know number combinations to 20.

Partition the 10 rings into 2 equal groups.

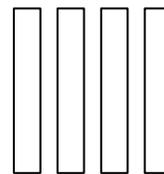


There are ___ rings in each group.

I can solve problems about grouping.

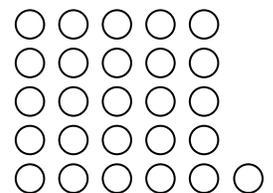
Draw ones to show 56 with
4 tens ___ ones

KEY: $\square = 10$ $\circ = 1$



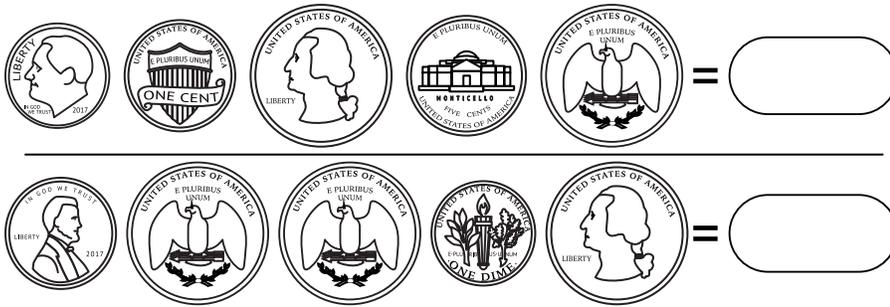
Draw tens to show 56 with
___ tens 26 ones

KEY: $\square = 10$ $\circ = 1$



I compose numbers in multiple ways.

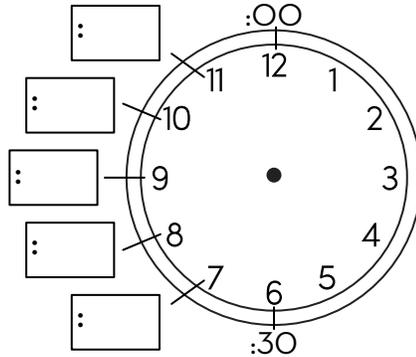
Determine the value of each group. Don't forget the cent sign ¢!



I can find the total of a group of coins.

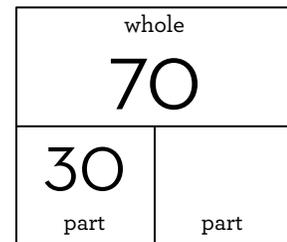
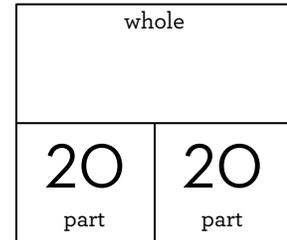
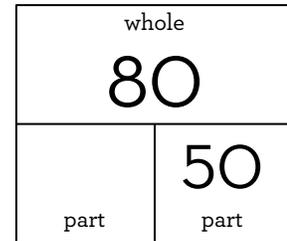
When finding minutes on a clock, each large number stands for a group of 5 minutes.

Count by 5 around the clock from the half hour to the hour.



I can use analog clocks.

Write the missing numbers.



I can add tens.

The kids tracked how many shooting stars they saw one night.

Number of Shooting Stars Seen	
Karey	☆☆☆☆☆☆☆☆☆☆
Alissa	☆☆☆☆
Cam	☆☆☆☆☆☆☆☆

KEY:
☆ = 1 star

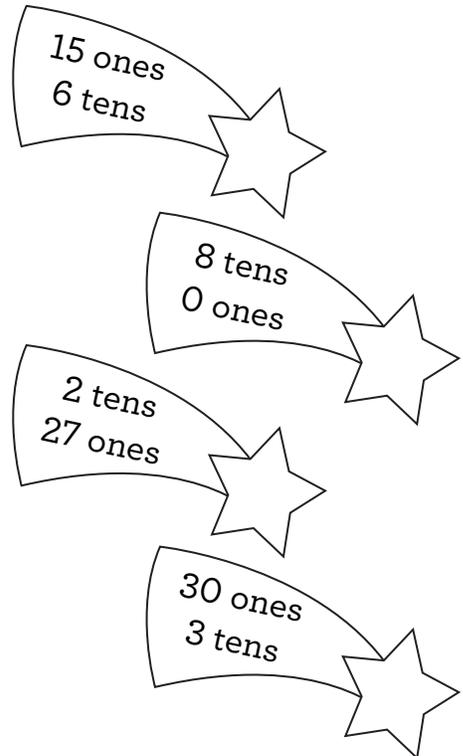
- _____ saw the most stars.
- Alissa saw _____ fewer stars than Cam.
- Together Karey and Cam saw _____ stars.

I can interpret data on a pictograph.

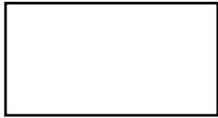
Edria counted 45 shooting stars on Monday night and 22 shooting stars on Tuesday night. How many more did she see on Monday than Tuesday?

I can solve word problems.

Write each number on the star.



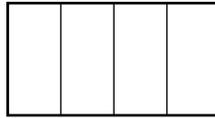
I can represent numbers in multiple ways.



whole



halves



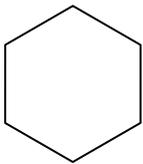
fourths

What changed the rectangle from whole to halves?

What changed the rectangle from halves to fourths?

I understand the relationship between halves and fourths.

Tell about the attributes of the shape.



This is a _____

It has _____ angles.



It has _____ sides.

I analyze the attributes of shapes to understand their properties.

$$8 \text{ tens} - 4 \text{ tens} = 4 \text{ tens}$$

$$80 - 40 = \underline{\quad}$$

$$3 \text{ tens} - 1 \text{ ten} = \underline{\quad} \text{ tens}$$

$$30 - 10 = \underline{\quad}$$

$$6 \text{ tens} - 5 \text{ tens} = \underline{\quad} \text{ tens}$$

$$60 - 50 = \underline{\quad}$$

$$9 \text{ tens} - 3 \text{ tens} = \underline{\quad} \text{ tens}$$

$$90 - 30 = \underline{\quad}$$

$$4 \text{ tens} - 2 \text{ tens} = \underline{\quad} \text{ tens}$$

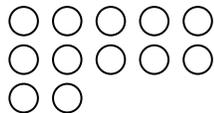
$$40 - 20 = \underline{\quad}$$

I can subtract tens.

WEEK 22 REVIEW

Draw tens to show 92 with _____ tens 12 ones

KEY: $\square = 10$ $\circ = 1$



I compose numbers in multiple ways.

Solve. Explain your thinking using words, numbers, or pictures.

Farmer Fran has 35 cows. She has 10 fewer sheep than she has cows. How many sheep does she have?

I can solve word problems.

Solve. Explain your thinking using words, numbers, or pictures.

Each horse needs 4 horseshoes. How many horseshoes do 5 horses need?



I can solve word problems.

Determine the value of the group of coins.



I can find the total of a group of coins.

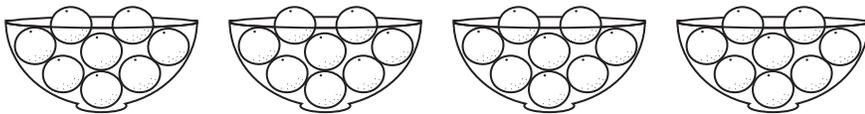
DOUBLE		HALF	
4	8	8	4
5	10	10	
6		12	
7		14	
8		16	
9		18	
10		20	

What do you notice about the charts?

How does knowing a double help you know a half?

I can fluently add and subtract numbers to 20.

There are _____ oranges in a bowl.



There are _____ oranges altogether.

I can solve problems about grouping.

Circle true statements.

Cross out false statements.

29 can be expressed as:

2 hundreds
90 ones

1 ten
19 ones

2 tens
9 ones

29 ones

73 can be expressed as:

3 ones
7 tens

73 ones

7 ones
3 tens

73 tens

I can represent numbers in multiple ways.

Draw coins to show 2 different ways to make 30¢.

30¢

30¢

I can represent the same amount in multiple ways.

Where is the hour hand pointing?

How many minutes have passed?

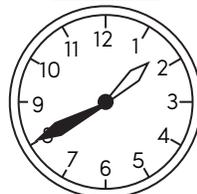


What time is it?

_____ : _____

Where is the hour hand pointing?

How many minutes have passed?

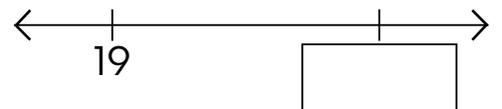
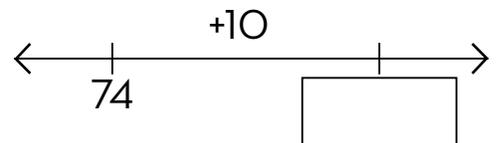
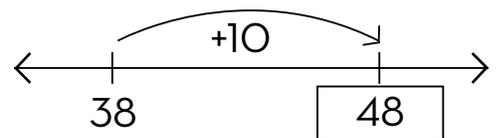


What time is it?

_____ : _____

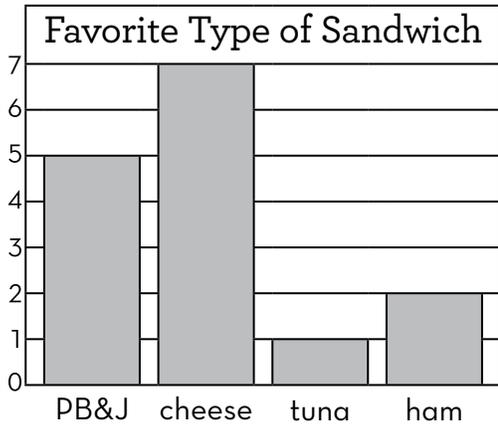
I can tell and write time to the nearest 5 minutes.

Draw arrows to add ten on the open number line. You do NOT need to make a mark for each number on the line. EXAMPLE:



I can add tens.

The students voted on their favorite type of sandwich.



- PB&J got ____ votes.
- _____ got the fewest votes.
- Ham got ____ fewer votes than cheese.
- Together cheese and PB&J got ____ votes.

I can interpret data on a bar graph.

On Thursday, the lunchroom sold 50 turkey sandwiches. They sold more turkey sandwiches on Friday. In all, 76 turkey sandwiches were sold. How many were sold on Friday?



I can solve word problems.

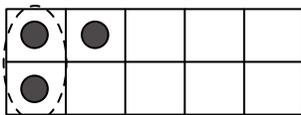
My mystery number has 3 tens 26 ones. What number am I thinking of?

My mystery number has 38 ones 4 tens. What number am I thinking of?

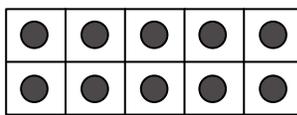
My mystery number has 7 tens 15 ones. What number am I thinking of?

I can represent numbers in multiple ways.

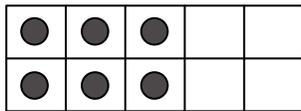
Circle pairs of dots. Find the total and tell if it's even or odd.



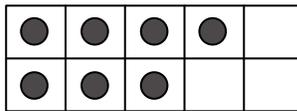
3 is



is



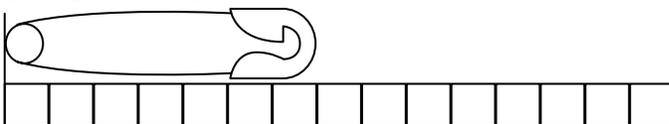
is



is

I can prove a number is even or odd by pairing objects.

Each stands for 1 unit.



The length of the pin is about ____ units.

I can measure length using nonstandard units.

$$3 + 6 = \underline{\quad}$$

$$13 + 6 = \underline{\quad}$$

$$33 + 6 = \underline{\quad}$$

$$7 + 2 = \underline{\quad}$$

$$17 + 2 = \underline{\quad}$$

$$47 + 2 = \underline{\quad}$$

$$1 + 4 = \underline{\quad}$$

$$21 + 4 = \underline{\quad}$$

$$81 + 4 = \underline{\quad}$$

I can add ones.

Circle true statements. Cross out false statements.

42 can be expressed as:

4 ones 2 tens	42 ones	4 hundreds 2 tens
42 tens	3 tens 12 ones	2 ones 4 tens

I can represent numbers in multiple ways.

Solve. Explain your thinking using words, numbers, or pictures.

Aiko has 63 Superkid Cards. Bale has 21 fewer cards than Aiko. How many Superkid Cards does Bale have?

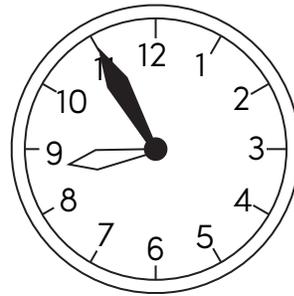
I can solve word problems.

2 dimes is the same amount as 3 nickels and 5 pennies.

Circle: **TRUE** or **FALSE**

Prove it.

I can represent the same amount in multiple ways.



Where is the hour hand pointing?

How many minutes have passed?

What time is it?

 :

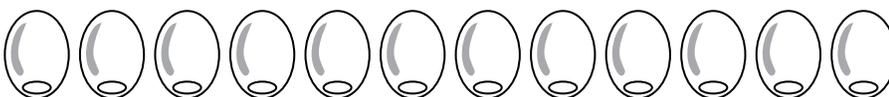
I can tell and write time to the nearest 5 minutes.

Draw circles in the 10-frame to finish each number combination.

 $6 + \square = 10$	 $2 + \square = 10$
 $\square + 9 = 10$	 $\square + \square = 10$

I know number combinations to 20.

There are 12 olives. Circle groups of 4.



There are _____ groups of 4 olives.

I can solve problems about grouping.

Circle true statements.

Cross out false statements.

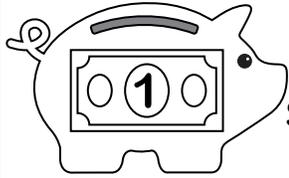
85 can be expressed as:

6 tens 25 ones	85 ones
85 tens	8 ones 5 tens

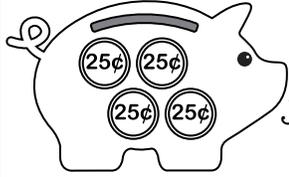
51 can be expressed as:

5 tens 1 one	5 hundreds 1 ten
11 ones 4 tens	51 ones

I can represent numbers in multiple ways.



Sam's Bank



Julia's Bank

I understand that 100 cents equals a dollar.

Who has more money in their bank? Explain how you know.

Where is the hour hand pointing?



How many minutes have passed?

What time is it?

 :

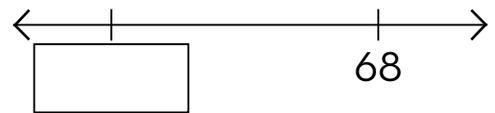
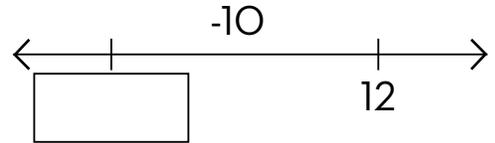
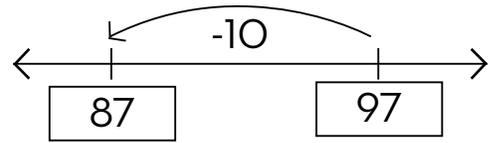
Where is the hour hand pointing?

What time is it?

 :

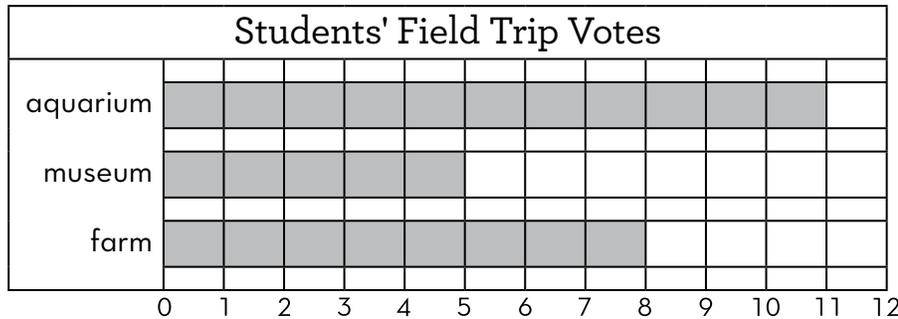

I can tell and write time to the nearest 5 minutes.

Draw arrows to subtract ten on the open number line. You do NOT need to make a mark for each number on the line. **EXAMPLE:**



I can subtract tens.

The graph shows the students' favorite field trip choice.

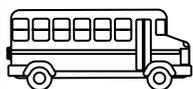


_____ students voted for an aquarium field trip.

3 fewer students voted for museum than for _____.

I can interpret data on a bar graph.

Ms. Martin's class has 16 students. Mr. Lopez's class has 22 students. Mrs. Wan's class has 20 students. Can they all fit on a bus that holds 50 students?



I can solve word problems.

My mystery number has 4 tens 9 ones. What number am I thinking of?

My mystery number has 22 ones 5 tens. What number am I thinking of?

My mystery number has 3 tens 16 ones. What number am I thinking of?

I can represent numbers in multiple ways.

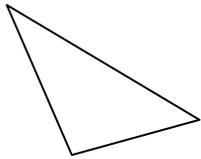
Jackson has 2 bunnies. He wants to share 7 carrots evenly among the bunnies. How many carrots does each bunny get?



How do you know you partitioned the carrots fairly?

I can solve equal sharing problems with fractions.

Tell about the attributes of the shape.



This is a _____ It has _____ angles.



It has _____ sides.

I analyze the attributes of shapes to understand their properties.

$5 + 3 = \underline{\quad}$

$15 + 3 = \underline{\quad}$

$25 + 3 = \underline{\quad}$

$2 + 2 = \underline{\quad}$

$32 + 2 = \underline{\quad}$

$62 + 2 = \underline{\quad}$

$6 + 4 = \underline{\quad}$

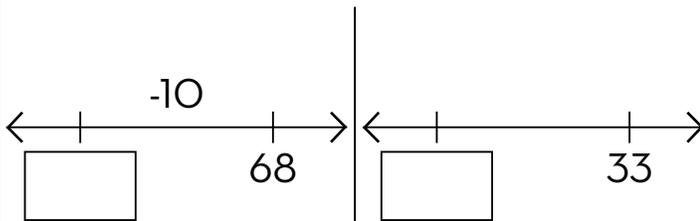
$46 + 4 = \underline{\quad}$

$76 + 4 = \underline{\quad}$

I can add ones.

WEEK 24 REVIEW

Draw arrows to subtract ten on the open number line. You do NOT need to make a mark for each number on the line.



I can subtract tens.

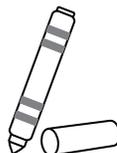
Solve. Explain your thinking using words, numbers, or pictures.

10 markers fit in a box. In the art room, there are 3 full boxes of markers and 17 markers on the table. How many markers are there in all?

I can solve word problems.

Solve. Explain your thinking using words, numbers, or pictures.

There are 42 markers on the shelf. 11 of them are missing their caps. How many of the markers still have caps?



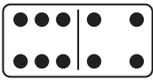
I can solve word problems.

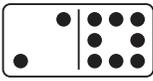
Determine the value of the group of coins.

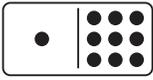


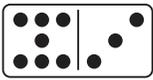
I can find the total of a group of coins.

Write 2 subtraction equations for each domino.

 $10 - 6 = \square$ $10 - 4 = \square$

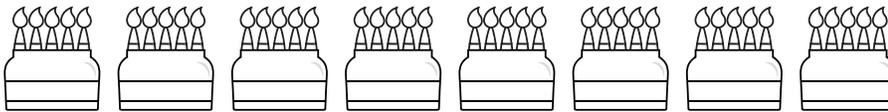
 $10 - \square = \square$ $10 - \square = \square$

 $10 - \square = \square$ $10 - \square = \square$

 $10 - \square = \square$ $10 - \square = \square$

I can fluently add and subtract numbers to 20.

There are _____ groups of 5 paintbrushes.

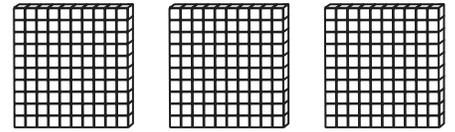
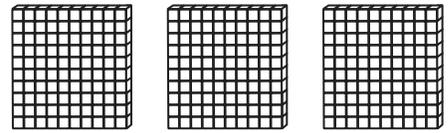


There are _____ paintbrushes altogether.

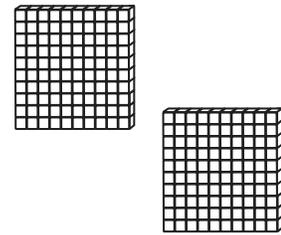
I can solve problems about grouping.

Write how many hundreds.

Then write the number.



6 hundreds = _____



_____ hundreds = _____

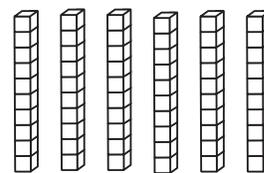
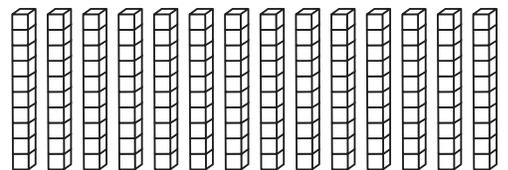
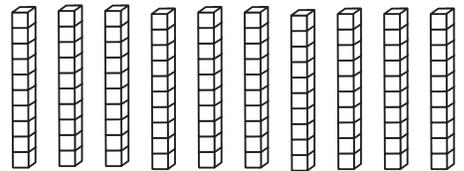
I can represent numbers in multiple ways.

I have 3 quarters and 2 nickels. How much money do I have?

Renu has 4 nickels in her pocket and 2 dimes in her purse. How much does she have in all?

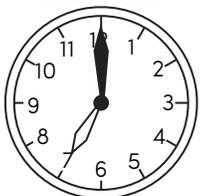
I can find the value of a set of coins in a word problem.

Circle groups of 10 tens. Write the total amount the blocks represent.



I understand that 10 tens equal a hundred

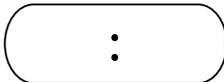
Where is the hour hand pointing?



How many minutes have passed?



What time is it?



Where is the hour hand pointing?



What time is it?



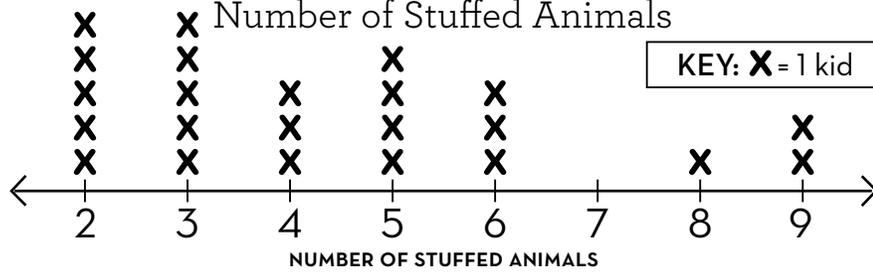
How many minutes have passed?



I can tell and write time to the nearest 5 minutes.

Write each number on the tag.

The line plot shows how many stuffed animals the kids have.



5 hundreds

9 hundreds

4 hundreds

1 hundred

- _____ kids have 3 stuffed animals.
- Four kids have _____ stuffed animals.
- _____ kids have MORE than 7 stuffed animals.

I can interpret data on a line plot.

At the store, there are 100 teddy bears. 60 of the bears are little and the rest are big. How many big teddy bears are at the store?



I can solve word problems.

I can represent numbers in multiple ways.

6 hundreds + 2 hundreds =

Compare the numbers using the symbols.

$>$ is greater than $<$ is less than $=$ is equal to

8 hundreds

$600 + 200 = \underline{\hspace{2cm}}$

14 ○ 14 32 ○ 23

1 hundred + 5 hundreds =

_____ hundreds

22 ○ 50 77 ○ 77

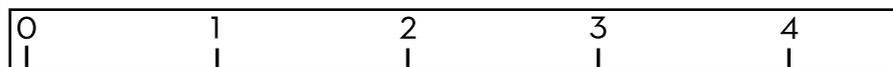
$100 + 500 = \underline{\hspace{2cm}}$

68 ○ 86 91 ○ 19

I can compare numbers.

4 hundreds + 3 hundreds =

_____ hundreds



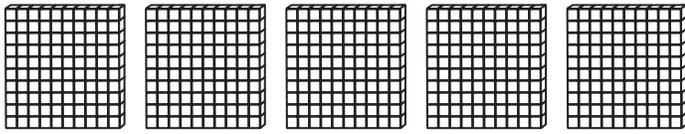
The length of the fork is about _____ inches.

I can measure length using inches.

$400 + 300 = \underline{\hspace{2cm}}$

I can add hundreds.

Write how many hundreds. Then write the number.



___ hundreds = _____

I can represent numbers in multiple ways.

Solve. Explain your thinking using words, numbers, or pictures.

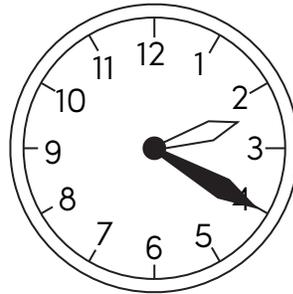
Tremell has 67 stickers. He has 25 more stickers than Joelle. How many stickers does Joelle have?



I can solve word problems.

Solve. Explain your thinking using words, numbers, or pictures.

Leila had 88¢. She spent 5 dimes on a pack of stickers. How much money does she have now?



Where is the hour hand pointing?

How many minutes have passed?

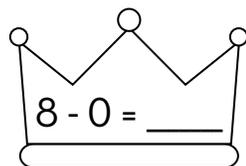
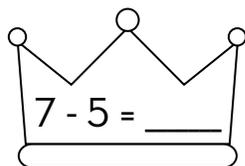
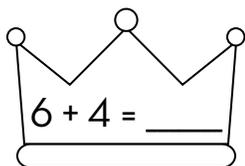
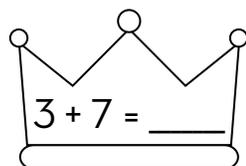
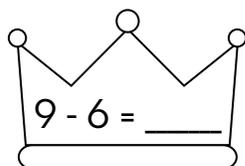
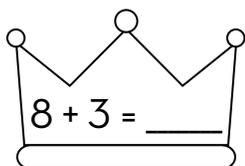
What time is it?

I can solve word problems.

I can tell and write time to the nearest 5 minutes.

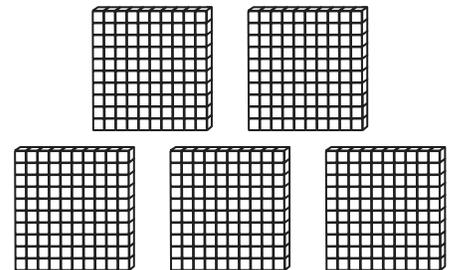
Write how many hundreds. Then write the number.

Solve. Circle crowns that equal 10.



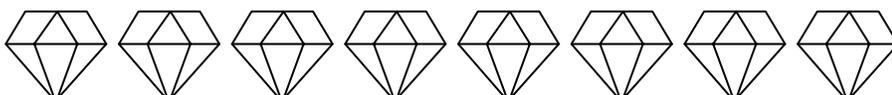
I know number combinations to 20.

Write how many hundreds. Then write the number.



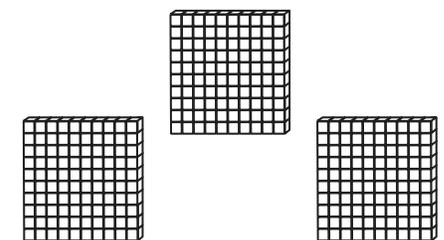
___ hundreds = _____

There are 8 gems. Circle groups of 2.



There are ___ groups of 2 gems.

I can solve problems about grouping.



___ hundreds = _____

I can represent numbers in multiple ways.

Liam has 2 nickels, a dime, and 2 quarters. Shonda has 5 dimes and 18 pennies. How much money does each child have?

Liam = Shonda =

Who has more money?

I can solve word problems about money.

Where is the hour hand pointing?



How many minutes have passed?

What time is it?

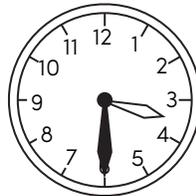
 :

Where is the hour hand pointing?

What time is it?

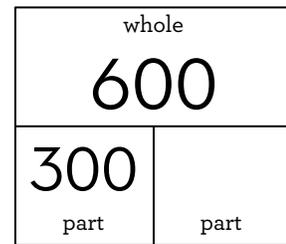
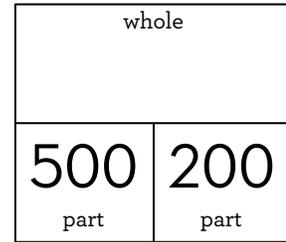
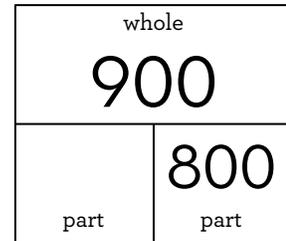
 :

How many minutes have passed?



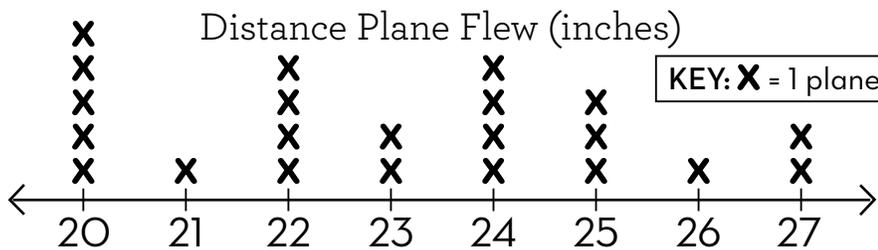
I can tell and write time to the nearest 5 minutes.

Write the missing numbers.



I can add hundreds.

The line plot shows how many inches each paper airplane flew.



- _____ paper airplanes flew 22 inches.
- Three paper airplanes flew _____ inches.
- _____ more planes flew 24 inches than flew 23.

I can interpret data on a line plot.

Romina's paper airplane flew 35 inches farther than Weston's plane. Weston's paper airplane flew 24 inches. How far did Romina's plane fly?

I can solve word problems.

Match.

3 hundreds • • 100

8 hundreds • • 300

1 hundred • • 400

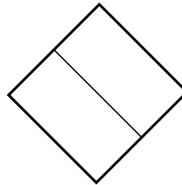
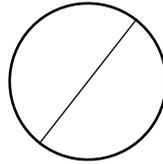
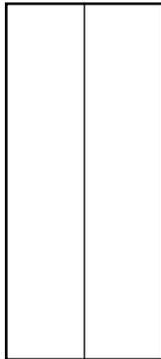
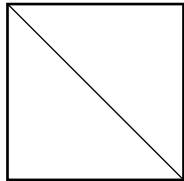
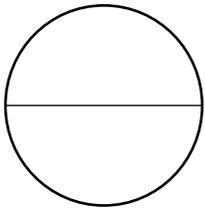
7 hundreds • • 800

4 hundreds • • 700

I can represent numbers in multiple ways.

Shade a half of each shape.

A **half** is 1 out of 2 equal parts.



I can identify a half of a partitioned whole.



Tell everything you know about this shape.

cone

cone

Where might you find a cone in real life?

I analyze the attributes of shapes to understand their properties.

$6 + 2 = \underline{\quad}$

$60 + 20 = \underline{\quad}$

$600 + 200 = \underline{\quad}$

$1 + 5 = \underline{\quad}$

$10 + 50 = \underline{\quad}$

$100 + 500 = \underline{\quad}$

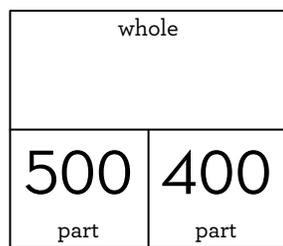
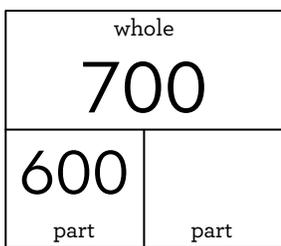
$4 + 3 = \underline{\quad}$

$40 + 30 = \underline{\quad}$

$400 + 300 = \underline{\quad}$

I compose numbers in multiple ways.

WEEK 26 REVIEW



I can add hundreds.

Solve. Explain your thinking using words, numbers, or pictures.

There were 32 people on the bus. At the bus stop, some more people got on. Now there are 58 people on the bus. How many people got on at the bus stop?

I can solve word problems.

Solve. Explain your thinking using words, numbers, or pictures.

Reese's mom gave her a quarter and a nickel. She got 2 quarters and a dime from her dad. How much does she have in all?

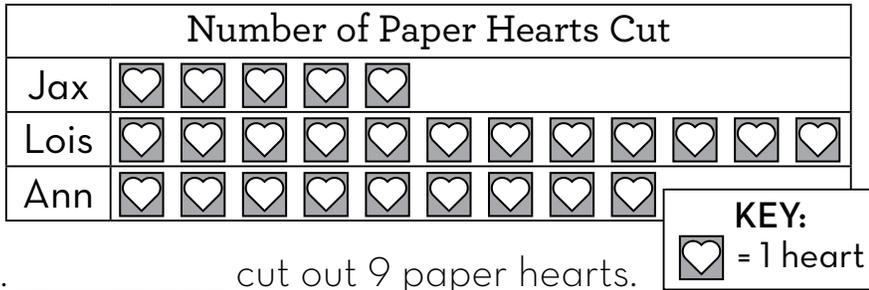
I can solve word problems.

Determine the value of the group of coins.



I can find the total of a group of coins.

The kids cut out paper hearts for an art project.



- _____ cut out 9 paper hearts.
- Jax cut out _____ fewer hearts than Lois.
- Together, Jax and Ann cut out _____ hearts.

I can interpret data on a pictograph.

Mr. Ford's class cut out 63 paper hearts. Ms. Boyle's class cut out 21 more hearts than Mr. Ford's class. How many paper hearts did Ms. Boyle's class cut out?



I can solve word problems.

Match.

6 hundreds
3 tens
2 ones

243

2 hundreds
4 tens
3 ones

847

0 hundreds
9 tens
2 ones

632

8 hundreds
4 tens
7 ones

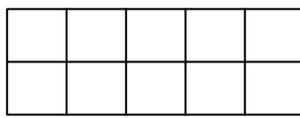
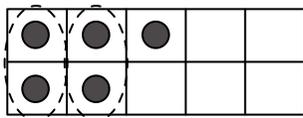
505

5 hundreds
0 tens
5 ones

92

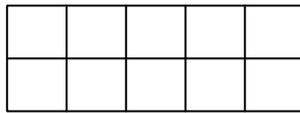
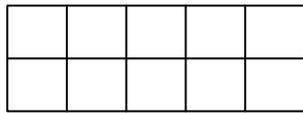
I can represent numbers in multiple ways.

Fill in the 10-frames. Tell if the number is even or odd.



5 is

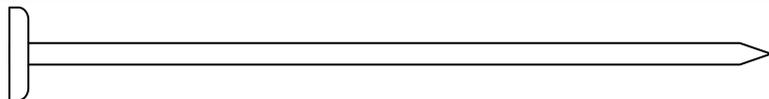
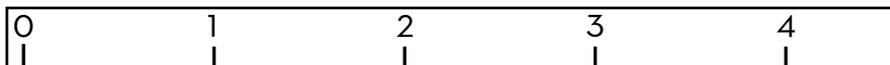
8 is



4 is

11 is

I can prove a number is even or odd by pairing objects.



The length of the nail is about _____ inches.

I can measure length using inches.

$$692$$

$$= \underline{6} \text{ hundreds } \underline{9} \text{ tens } \underline{2} \text{ ones}$$

$$= \underline{600} + \underline{90} + \underline{2}$$

$$817$$

$$= \underline{\quad} \text{ hundreds } \underline{\quad} \text{ ten } \underline{\quad} \text{ ones}$$

$$= \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$441$$

$$= \underline{\quad} \text{ hundreds } \underline{\quad} \text{ tens } \underline{\quad} \text{ one}$$

$$= \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$503$$

$$= \underline{\quad} \text{ hundreds } \underline{\quad} \text{ tens } \underline{\quad} \text{ ones}$$

$$= \underline{\quad} + \underline{\quad} + \underline{\quad}$$

I understand place value.

In the number **758**

the digit **7** stands for **7 hundreds** or **700.**

the digit **5** stands for **5 tens** or **50.**

the digit **8** stands for **8 ones** or **8.**

I understand the value of the digits in a 3-digit numbers.

Solve. Explain your thinking using words, numbers, or pictures.

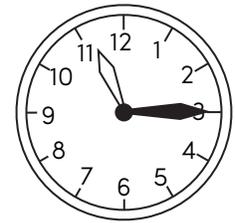
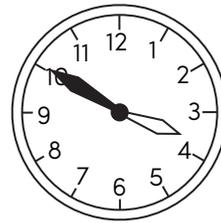
Calvin baked 48 muffins on Monday and 22 muffins on Tuesday. How many more muffins did he bake on Monday?

I can solve word problems.

I want to buy a muffin for 56¢. Draw coins to show one way I could pay for the muffin.



I can represent amounts with coins.



I can tell and write time to the nearest 5 minutes.

Find the missing number to make each equation true.

$2 + \square = 10$

$11 - \square = 4$

$11 - 5 = \square$

$11 - \square = 1$

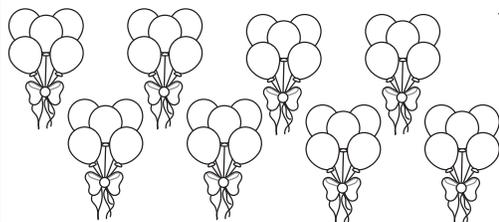
$\square + 3 = 11$

$10 - 6 = \square$

$2 + 9 = \square$

$\square + 7 = 10$

I know number combinations to 20.



There are 8 groups of _____ balloons.

There are _____ balloons altogether.

I can solve problems about grouping.

In the number **191**

the digit **1** stands for **1 hundred** or **100.**

the digit **9** stands for **9 tens** or **90.**

the digit **1** stands for **1 one** or **1.**

In the number **762**

the digit **7** stands for **7 hundreds** or **700.**

the digit **6** stands for **6 tens** or **60.**

the digit **2** stands for **2 ones** or **2.**

In the number **435**

the digit **4** stands for **4 hundreds** or **400.**

the digit **3** stands for **3 tens** or **30.**

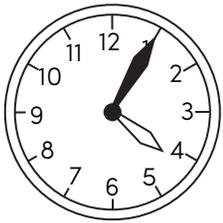
the digit **5** stands for **5 ones** or **5.**

Franco spent 3 dimes on a balloon and 2 quarters on a whistle. How much did he spend in all?

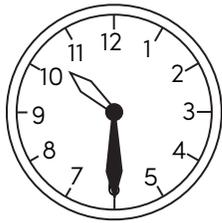
Kira found 4 nickels, 6 pennies, and 2 dimes under her bed. How much did she find?

I can find the value of a set of coins in a word problem.

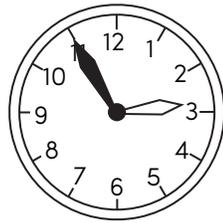
Write the times.



_____ : _____



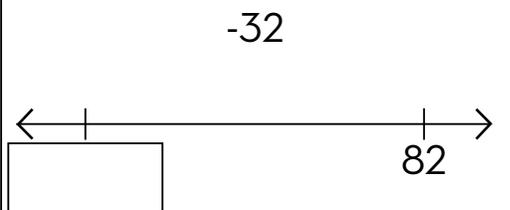
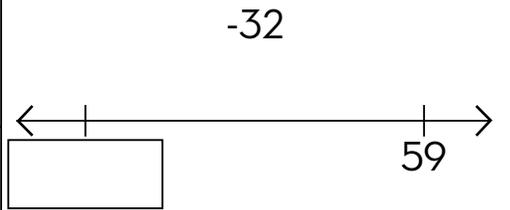
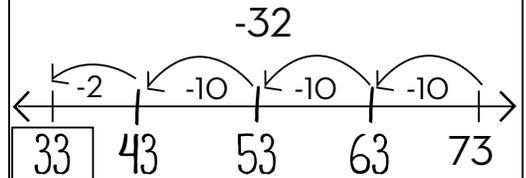
_____ : _____



_____ : _____

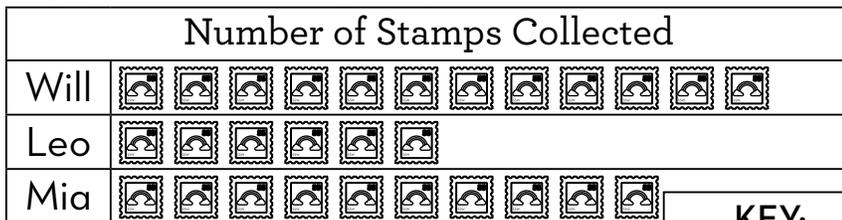
I can tell and write time to the nearest 5 minutes.

Make jumps of tens and ones to subtract 32. Write the ending number. **EXAMPLE:**



I can subtract tens and ones.

The graph shows how many stamps each kid has collected.



KEY:
 = 1 stamp

- _____ has the fewest stamps.
- Mia has _____ fewer stamps than Will.
- Will has 6 more stamps than _____.

I can interpret data on a pictograph.

Nevaeh had some stamps in her collection. She went to the Stamp Expo and bought 30 more stamps. Now she has 64 stamps in her collection. How many stamps did she have before the expo?

I can solve word problems.

Match.

4 hundreds
5 tens
0 ones

● ● **864**

8 hundreds
1 ten
7 ones

● ● **817**

4 hundreds
1 ten
5 ones

● ● **450**

8 hundreds
6 tens
4 ones

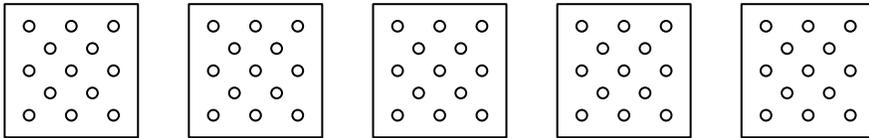
● ● **596**

5 hundreds
9 tens
6 ones

● ● **415**

I can represent numbers in multiple ways.

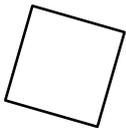
4 children want to share 5 crackers so that each child gets the same amount. How many crackers does each child get?



How do you know you partitioned the crackers fairly?

I can solve equal sharing problems with fractions.

Use what you know about shapes to explain why this shape is a **square**.



I analyze the attributes of shapes to understand their properties.

$$= \underline{9} \text{ hundreds } \underline{\quad} \text{ tens } \underline{\quad} \text{ ones}$$

$$= \underline{900} + \underline{\quad} + \underline{\quad}$$

$$= \underline{\quad} \text{ hundred } \underline{\quad} \text{ tens } \underline{\quad} \text{ ones}$$

$$= \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$= \underline{\quad} \text{ hundreds } \underline{\quad} \text{ tens } \underline{\quad} \text{ ones}$$

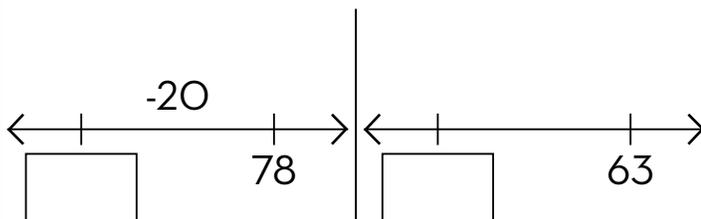
$$= \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$= \underline{\quad} \text{ hundreds } \underline{\quad} \text{ tens } \underline{\quad} \text{ ones}$$

$$= \underline{\quad} + \underline{\quad} + \underline{\quad}$$

I understand place value.

Draw arrows to subtract twenty on the open number line. You do NOT need to make a mark for each number on the line.



I can subtract tens.

Solve. Explain your thinking using words, numbers, or pictures.

Marcel is shopping for new shoes. The red shoes cost \$26. The black shoes cost \$48. How much more do the black shoes cost?

I can solve word problems.

Solve. Explain your thinking using words, numbers, or pictures.

How many shoes do 16 children need?

You have:



Draw more coins to show 52¢ in all.



I can solve word problems.

I can find the total of a group of coins.

Make the problems easier, by adding **doubles**. Then find the total.

$$\begin{array}{r} 3 + 4 + 3 = 10 \\ + 4 \end{array}$$

$$10 + 7 + 7 = \underline{\hspace{2cm}}$$

$$8 + 8 + 1 = \underline{\hspace{2cm}}$$

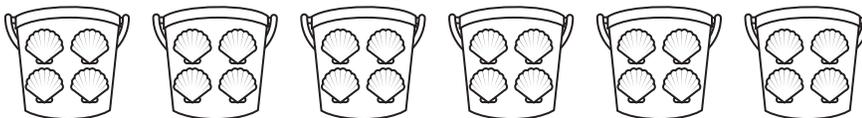
$$6 + 8 + 6 = \underline{\hspace{2cm}}$$

$$9 + 2 + 9 = \underline{\hspace{2cm}}$$

$$5 + 3 + 5 + 3 = \underline{\hspace{2cm}}$$

I can fluently add and subtract numbers.

There are groups of 4 seashells.



There are seashells altogether.

I can solve problems about grouping.

850 can be represented as:

 8 hundreds 5 tens
or 85 tens
or 850 ones.

620 can be represented as:

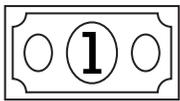
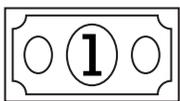
 hundreds tens
or tens
or ones.

390 can be represented as:

 hundreds tens
or tens
or ones.

I can represent numbers in multiple ways.

Find the total.



I can write amounts correctly.

Keaton spent 5 nickels on a juice. Christel spent 2 quarters on a yogurt. Who spent more money? How much more?

I can compare amounts.

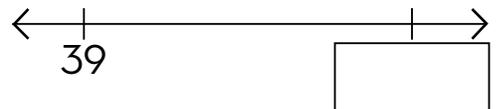
Draw lines to match.



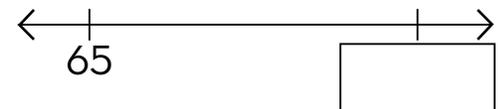
I can tell and write time to the nearest 5 minutes.

Make jumps of tens and ones to add 42. Write the ending number.

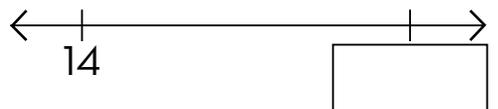
+42



+42

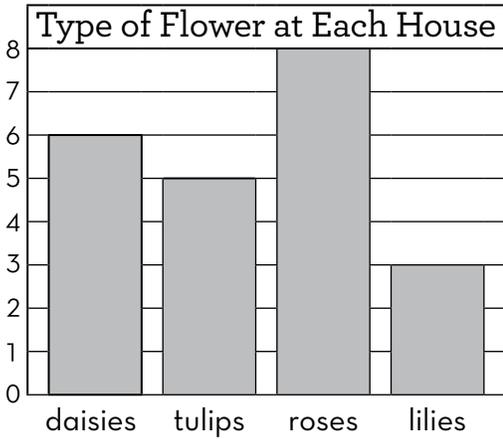


+42



I can add tens and ones.

The graph shows the flowers at each house in the neighborhood.



1. _____ houses have roses.
2. 6 houses have _____.
3. Two more houses have tulips than have _____.
4. Two fewer houses have daisies than have _____.

I can interpret data on a bar graph.



At the park, the scouts planted 48 pansies and 36 marigolds. How many flowers did they plant in all?

I can solve word problems.

1 hundred
4 tens
2 ones

142

7 hundreds
1 ten
0 ones

9 hundreds
9 tens
4 ones

5 hundreds
0 tens
6 ones

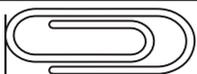
2 hundreds
8 tens
1 one

I can represent numbers in multiple ways.

Compare the numbers using >, <, or =.

- | | |
|-----------|-----------|
| 503 ○ 146 | 83 ○ 813 |
| 190 ○ 91 | 690 ○ 609 |
| 428 ○ 248 | 856 ○ 856 |
| 39 ○ 309 | 717 ○ 117 |

I can compare numbers.



The clip is _____ inch long. The pencil is



_____ inches long.

I can measure length using inches.

638

= 6 hundreds ____ tens ____ ones
= 600 + ____ + ____

341

= ____ hundreds ____ tens ____ one
= ____ + ____ + ____

= 2 hundreds 3 tens 7 ones
= ____ + ____ + ____

= ____ hundreds ____ tens ____ ones
= 500 + 40 + 9

I understand place value.

Fill in the blanks.

470 can be
represented as:4 hundreds 7 tens

or _____ tens

or _____ ones.

I can represent numbers in multiple ways.

930 can be
represented as:

_____ hundreds _____ tens

or 93 tens

or _____ ones.

I can solve word problems.

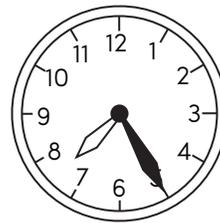
Solve. Explain your thinking using words, numbers, or pictures.

Sebastien has 57 marbles. Marta has 18 more marbles than Sebastien. How many marbles does Marta have?

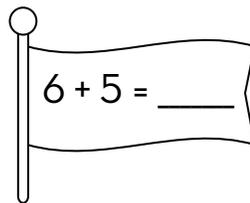
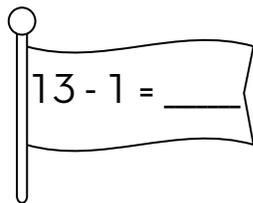
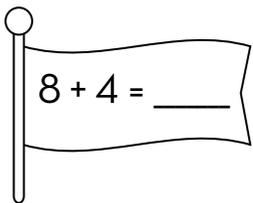
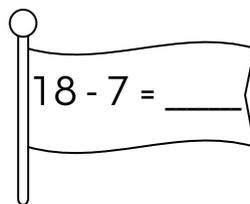
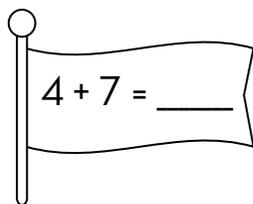
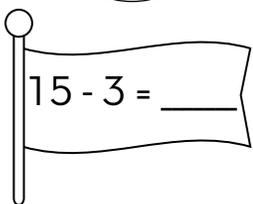
Write a story problem that has an
answer of 41 marbles.

Write a number sentence that matches your story.

I can write equations.



I can tell and write time to the nearest 5 minutes.

Solve. Circle flags that equal 12. Cross out flags that equal 11.

I know number combinations to 20.

309 can be represented as:

3 hundreds 0 tens 9 onesor 30 tens 9 onesor 309 ones.

704 can be represented as:

_____ hundreds _____ tens _____ ones

or _____ tens _____ ones

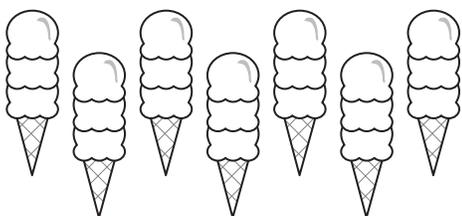
or _____ ones.

805 can be represented as:

_____ hundreds _____ tens _____ ones

or _____ tens _____ ones

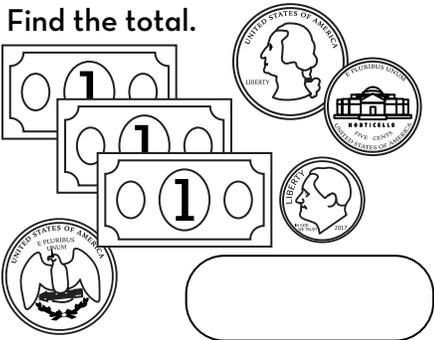
or _____ ones.

There are 7 cones with
_____ ice cream scoops.There are _____ scoops
altogether.

I can solve problems about grouping.

I can represent numbers in multiple ways.

Find the total.

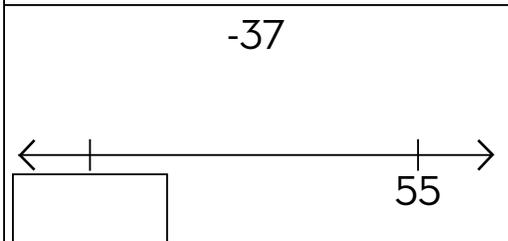
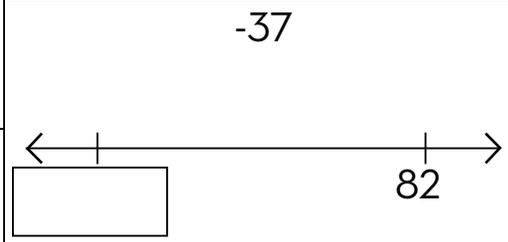
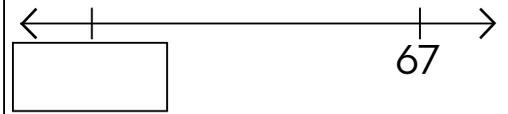


I can write amounts correctly.

Akela wants a crazy straw that costs 85¢. She has 2 quarters and a nickel. How much more does she need to get the straw?

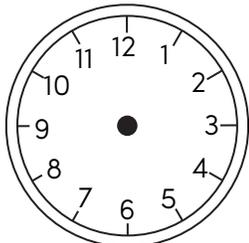
I can solve word problems about money.

Make jumps of tens and ones to subtract 37. Write the ending number. -37

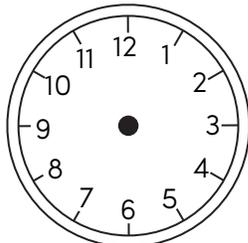


I can subtract tens and ones.

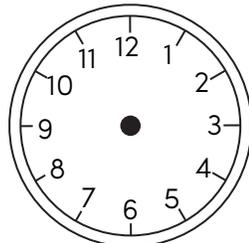
Draw hands on the clocks to show the times.



11:40



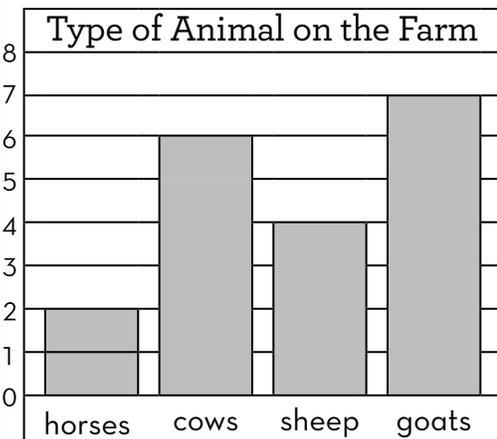
6:55



1:20

I can tell and write time to the nearest 5 minutes.

The bar graph shows the different animals on Freddy's Farm.



- There are _____ goats.
- There are 3 more goats than _____.
- There are _____ fewer horses than cows.
- There are _____ cows and horses in all.

I can interpret data on a bar graph.

There were 18 chickens on the farm. Some new chicks hatched. Now there are 34 chickens on the farm. How many chicks hatched?



I can solve word problems.

4 hundred
9 tens
6 ones

496

3 hundreds
8 tens
1 one

__ hundreds
__ tens
__ ones

725

__ hundreds
__ tens
__ ones

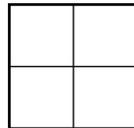
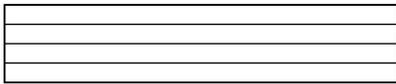
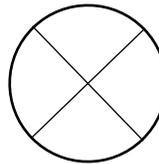
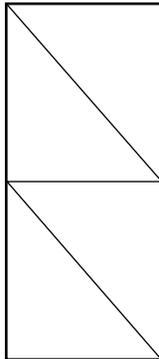
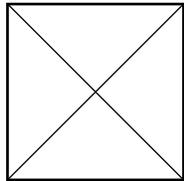
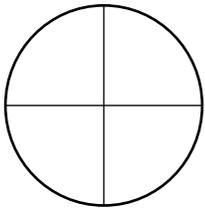
643

3 hundreds
5 tens
4 ones

I can represent numbers in multiple ways.

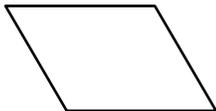
Shade a fourth of each shape.

A **fourth** is 1 out of 4 equal parts.



I can identify a quarter of a partitioned whole.

A **quadrilateral** is any shape with 4 straight sides and 4 angles.
Explain how you know a parallelogram is a quadrilateral.



I analyze the attributes of shapes to understand their properties.

= ___ hundreds ___ tens ___ ones

= 800 + 70 + 4

= ___ hundreds ___ tens ___ ones

= ___ + ___ + ___

= ___ hundreds ___ tens ___ one

= ___ + ___ + ___

= 3 hundreds 5 tens 0 ones

= ___ + ___ + ___

I understand place value.

WEEK 30 REVIEW

Fill in the blanks.

838

746



___ hundreds
___ tens
___ ones

___ hundreds
___ tens
___ ones

2 hundreds
1 ten
5 ones

I can represent numbers in multiple ways.

Solve. Explain your thinking using words, numbers, or pictures.

Micah spent \$64 on a skateboard and a helmet. The skateboard was \$38. How much did the helmet cost?

I can solve word problems.

Solve. Explain your thinking using words, numbers, or pictures.

Claudia rode her skateboard 45 meters to the park and then 26 meters to the school. How far did she skateboard in all?

Draw coins and bills to show one way to make \$3.26



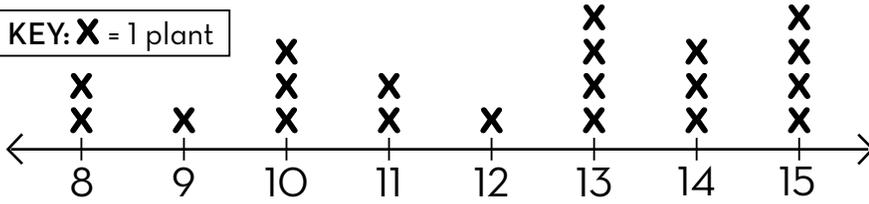
I can solve word problems.

I can represent amounts with coins and bills.

The line plot shows how tall each student's plant grew in 2 weeks.

Height of Plant (in centimeters)

KEY: X = 1 plant



- _____ plants grew 10 centimeters tall.
- Four plants grew to _____ centimeters tall.
- _____ more plants grew to 15 cm than 14 cm.

I can interpret data on a line plot.

In the garden, Ivan planted some carrot seeds and 36 radish seeds. In all, he planted 83 seeds. How many of the seeds were carrot seeds?



I can solve word problems.

Match.

3 hundreds
1 ten
6 ones

263

6 hundreds
3 tens
2 ones

632

300 +
60 +
2

623

2 hundreds
63 ones

316

2 tens
3 ones
6 hundreds

362

I can represent numbers in multiple ways.

Circle a number:

11 12 13 14 15 16 17 18 19 20

Draw a picture to show if your number is even or odd:



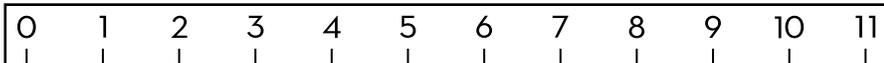
Circle:

odd
or
even

A number sentence that matches my picture:

_____ + _____ = _____

I can determine whether a number is even or odd.

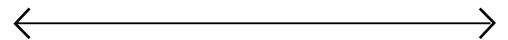


Start at the dot. Draw a 9 centimeter line.

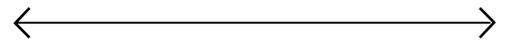
I can measure length using centimeters.

Use the number lines to solve the problems.

$59 - 36 = \underline{\quad}$



$74 - 44 = \underline{\quad}$



$63 - 17 = \underline{\quad}$



I can subtract 2-digit numbers.

$50 + 30 + 6 + 5 = \underline{\hspace{2cm}}$

$20 + 30 + 9 + 4 = \underline{\hspace{2cm}}$

I can add tens and ones.

Solve. Explain your thinking using words, numbers, or pictures.

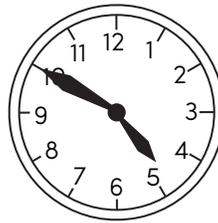
Jaron planted 82 plants in his garden. 56 of the plants were tomatoes and the rest were peppers. How many peppers did he plant?

I can solve word problems.

Natasha is gardening. She plants 5 rows of tomatoes. Each row has 4 plants. How many tomatoes did she plant in all?



I can add objects in arrays.



I can tell and write time to the nearest 5 minutes.

Find the missing number to make each equation true.

$5 + 6 = \square$

$\square - 4 = 9$

$12 - \square = 3$

$11 - 8 = \square$

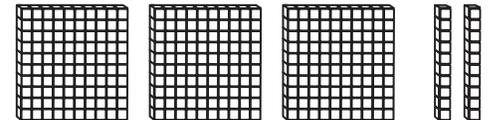
$13 - 5 = \square$

$6 + \square = 13$

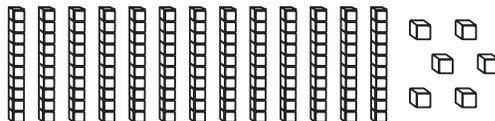
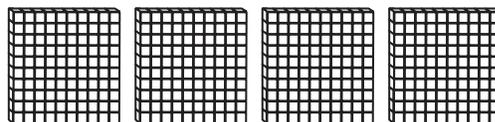
$4 + \square = 6$

$7 + \square = 11$

I know number combinations to 20.

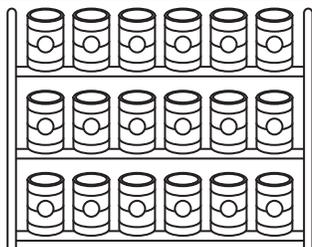


hundreds	tens	ones	write the number
			→



hundreds	tens	ones	write the number
			→

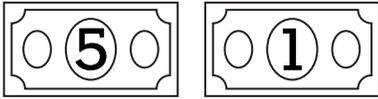
I compose numbers with place value understanding.



There are _____ rows of cans.
 There are _____ cans in each row.
 There are _____ cans in all.

$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

Find the total.



I can write amounts correctly.

Sarama had 60¢. She got a dollar and a quarter from her grandma. How much does she have now?

I can solve word problems about money.

Subtract.

$80 - 40 - 5 = \underline{\quad}$

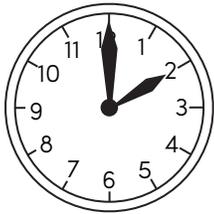
$30 - 20 - 1 = \underline{\quad}$

$60 - 10 - 8 = \underline{\quad}$

$90 - 30 - 2 = \underline{\quad}$

I can subtract tens and ones.

Circle the time shown on the clock.



12:10

2:00

12:02



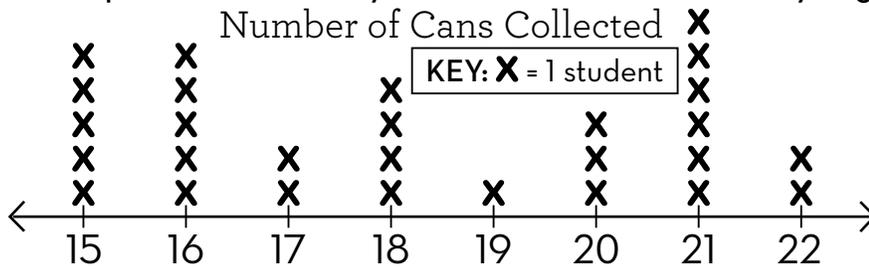
10:35

7:45

9:35

I can tell and write time to the nearest 5 minutes.

The line plot shows how many cans students collected for recycling.



- _____ students collected 21 cans.
- Four students collected _____ cans.
- _____ fewer students collected 17 cans than 16 cans.



I can interpret data on a line plot.

In the first week, students collected 35 cans for recycling. They collected even more cans the second week. In all, they collected 94 cans. How many of the cans were collected the 2nd week?

I can solve word problems.

Match.

500 +
80 +
4

458

8 hundreds
45 ones

584

8 ones
5 tens
4 hundreds

854

4 hundreds
8 tens

480

50 +
4 +
800

845

I can represent numbers in multiple ways.

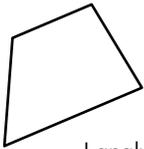
4 friends want to share 9 cookies so that each child gets the same amount. How many cookies does each child get?



How do you know you partitioned the cookies fairly?

I can solve equal sharing problems with fractions.

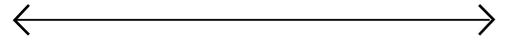
A *quadrilateral* is any shape with 4 straight sides and 4 angles. Explain how you know a trapezoid is a quadrilateral.



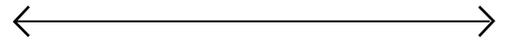
I analyze the attributes of shapes to understand their properties.

Use the number lines to solve the problems.

$$44 + 17 = \underline{\quad}$$



$$72 + 18 = \underline{\quad}$$



$$25 + 36 = \underline{\quad}$$



I can add 2-digit numbers.

$$90 - 40 - 9 = \underline{\quad}$$

$$60 - 30 - 7 = \underline{\quad}$$

I can subtract tens and ones.

Solve. Explain your thinking using words, numbers, or pictures.

The basketball team had 56 points at halftime. By the end of the game, they had 93 points. How many points did the score in the second half of the game?

I can solve word problems.

Solve. Explain your thinking using words, numbers, or pictures.

Nora is playing basketball. She made four 3-point baskets. How many points did she score in all?



I can solve word problems.

You have:



Draw more coins to show 90¢ in all.

I can find the total of a group of coins.

Solve. Make the problems easier by making a 10 or using doubles.

$7 + 4 + 3 = \underline{\quad}$

$6 + 2 + 7 + 2 = \underline{\quad}$

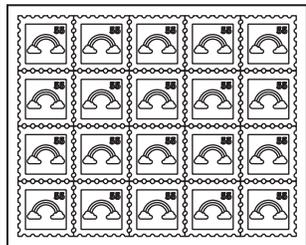
$1 + 8 + 2 + 9 = \underline{\quad}$

$9 + 5 + 9 + 5 = \underline{\quad}$

$5 + 8 + 6 + 2 = \underline{\quad}$

$7 + 6 + 3 + 3 = \underline{\quad}$

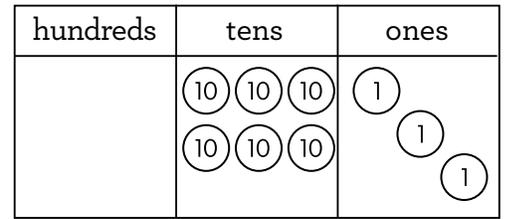
I can fluently add and subtract numbers.



There are _____ rows of stamps.
 There are _____ stamps in each row.
 There are _____ stamps in all.

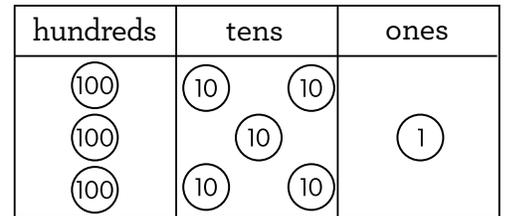
$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$

What number does the chart show?



write the number

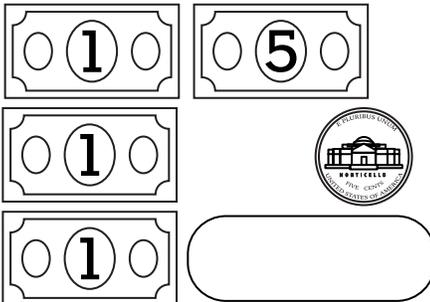
What number does the chart show?



write the number

I compose numbers with place value understanding.

Find the total.



I can write amounts correctly.

Alex wants a toy plane that costs \$1.80. He has 5 nickels and a quarter. How much more does he need to buy the plane?

I can compare amounts.

Draw lines to match.



I can tell and write time to the nearest 5 minutes.

Subtract.

$54 - 30 - 2 = \underline{\quad}$

$54 - 32 = \underline{\quad}$

$84 - 40 - 6 = \underline{\quad}$

$84 - 46 = \underline{\quad}$

$72 - 50 - 5 = \underline{\quad}$

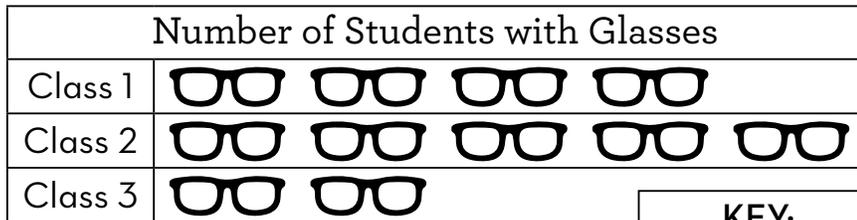
$72 - 55 = \underline{\quad}$

$40 - 20 - 9 = \underline{\quad}$

$40 - 29 = \underline{\quad}$

I can subtract tens and ones.

The graph shows the number of students with glasses in 3 classes.



KEY:
 = 1 student

- Class _____ has the most glasses.
- Class 3 has _____ fewer glasses than Class 1.
- In all, _____ students wear glasses.

I can interpret data on a pictograph.

Purple glasses cost \$50 more than black glasses. Black glasses cost \$120. How much do the purple glasses cost?



I can solve word problems.

= ___ hundreds ___ tens ___ ones

= _____ + _____ + _____

Circle numbers with 9 in the hundreds place.

972 590 945 981

923 789 491

What number is 100 more than 68?

A number has 35 ones 4 tens. What is the number?

I understand place value.

Compare the numbers using $>$, $<$, or $=$.

732 ○ 732 588 ○ 858

458 ○ 485 380 ○ 308

957 ○ 975 513 ○ 513

641 ○ 461 267 ○ 276

I can compare numbers.



_____ = _____ cm

● _____ = _____ cm

Start at the dot. Draw a line 3 centimeters longer than the top line.

Tell the length of each line.

Add.

$$200 + 60 + 3 + 5 = \underline{\quad}$$

$$30 + 400 + 9 + 2 = \underline{\quad}$$

$$100 + 80 + 70 + 4 = \underline{\quad}$$

$$50 + 700 + 8 + 6 = \underline{\quad}$$

I can add hundreds, tens, and ones.

Fill in the blanks.

680 can be represented as:

_____ hundreds _____ tens

or _____ tens

or 680 ones.

390 can be represented as:

_____ hundreds _____ tens

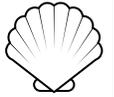
or 39 tens

or _____ ones.

I can represent numbers in multiple ways.

Solve. Explain your thinking using words, numbers, or pictures.

Graeme collects seashells. He has 14 spotted shells, 21 striped shells, and 23 plain shells. How many seashells are in his collection?

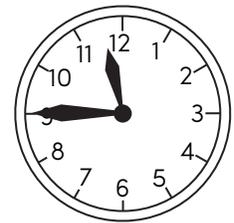
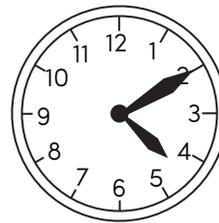


I can solve word problems.

Write a story problem that has an answer of 147 seashells.

Write a number sentence that matches your story.

I can write equations.



I can tell and write time to the nearest 5 minutes.

Solve. Circle all the crayons that equal 14.

$20 - 6 = \underline{\quad}$

$11 - 3 = \underline{\quad}$

$7 + 7 = \underline{\quad}$

$5 + 4 = \underline{\quad}$

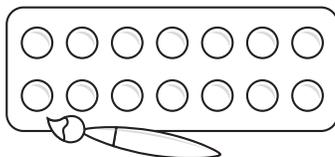
$10 - 8 = \underline{\quad}$

$8 + 6 = \underline{\quad}$

$9 + 5 = \underline{\quad}$

$18 - 4 = \underline{\quad}$

I know number combinations to 20.



There are _____ rows of paints.

There are _____ paints in each row.

There are _____ paints in all.

_____ + _____ = _____

What number does the chart show?

hundreds	tens	ones
100		1 1 1
100		1 1 1
100		1 1 1

300 more than 309 is _____

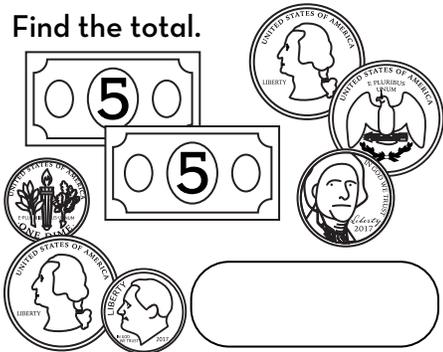
What number does the chart show?

hundreds	tens	ones
100 100 100	10 10	1 1
100 100	10	1 1
	10 10	1

20 less than 554 is _____

I compose numbers with place value understanding.

Find the total.



I can write amounts correctly.

Matthew had 94¢. He spent 3 quarters and a dime on a bottle of water. How much does he have left?

I can solve word problems about money.

Subtract.

$61 - 30 - 9 = \underline{\quad}$

$61 - 39 = \underline{\quad}$

$73 - 10 - 4 = \underline{\quad}$

$73 - 14 = \underline{\quad}$

$85 - 50 - 2 = \underline{\quad}$

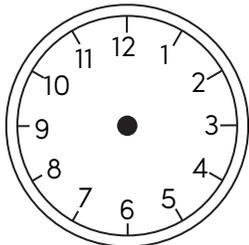
$85 - 52 = \underline{\quad}$

$93 - 40 - 7 = \underline{\quad}$

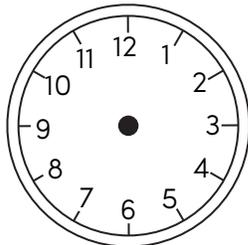
$93 - 47 = \underline{\quad}$

I can subtract tens and ones.

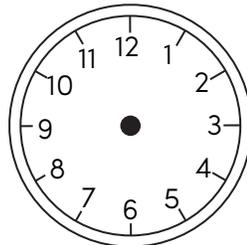
Draw hands on the clocks to show the times.



12:40



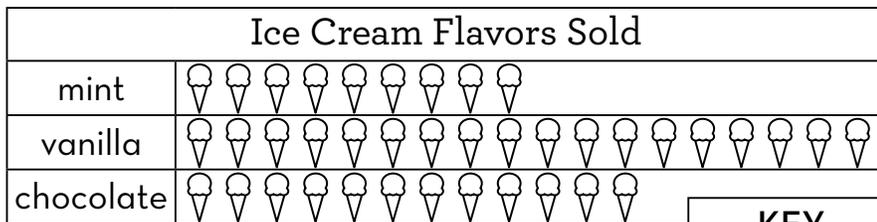
5:15



7:55

I can tell and write time to the nearest 5 minutes.

The bar graph shows the flavors of ice cream cones sold today.



KEY:
 = 1 cone

- _____ chocolate cones were sold.
- _____ more vanilla cones were sold than mint.
- _____ was the flavor with the fewest sold.

I can interpret data on a pictograph.

This week, 96 chocolate ice cream cones and 58 vanilla cones were sold. How many more chocolate ice cream cones were sold?

I can solve word problems.

394

= ___ hundreds ___ tens ___ ones

= _____ + _____ + _____

Circle numbers with 6 in the ones place.

652 816 906 665

646 356 268

What number is 100 more than 23?

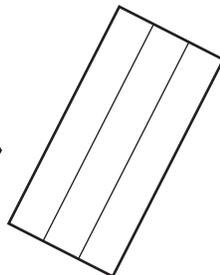
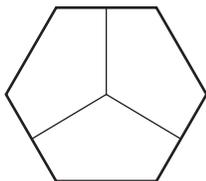
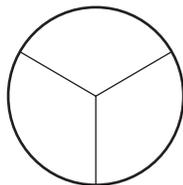
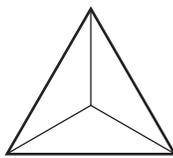
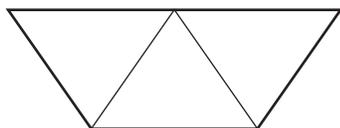
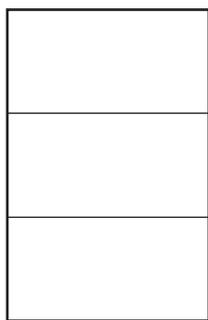
In the number 575, how are the two fives different?

I understand place value.

Add.

$$150 + 20 + 6 + 5 = \underline{\quad}$$

Shade a third of each shape.

A **third** is 1 out of 3 equal parts.

I can identify a third of a partitioned whole.

$$40 + 730 + 3 + 7 = \underline{\quad}$$

$$210 + 50 + 7 + 50 = \underline{\quad}$$

Draw a *quadrilateral*. Explain how you know your shape is a quadrilateral.

I analyze the attributes of shapes to understand their properties.

$$90 + 400 + 8 + 8 = \underline{\quad}$$

I can add hundreds, tens, and ones.

WEEK 34 REVIEW

Fill in the blanks.

What number is
100 less than 52
tens?

What number is 10
more than 796?

I can represent numbers in multiple ways.

Solve. Explain your thinking using words, numbers, or pictures.

The school is having a carnival. The first day they sold 68 tickets. The second day they sold 54 tickets. How many tickets have they sold in all?

I can solve word problems.

Solve. Explain your thinking using words, numbers, or pictures.

The school wants to sell 400 carnival tickets. After a week, they've sold 335. How many more do they need to sell to reach their goal?

I can solve word problems.

Draw coins and bills to show one way to make \$8.55

I can represent amounts with coins and bills.

Use 3 numbers from the box in each problem.

6 8 3 2 10 9 1 4 5 7

___ + ___ + ___ = 15

___ + ___ + ___ = 16

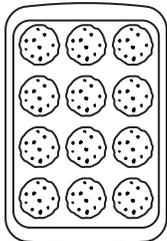
___ + ___ + ___ = 17

___ + ___ + ___ = 18

___ + ___ + ___ = 19

___ + ___ + ___ = 20

I can fluently add and subtract numbers.



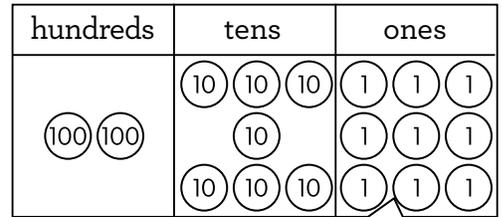
There are ___ rows of cookies.

There are ___ cookies in each row.

There are ___ cookies in all.

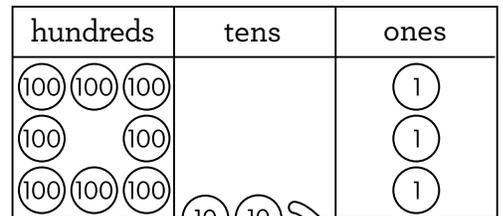
___ + ___ + ___ + ___ = ___

What number does the chart show?



4 more than 279 is _____

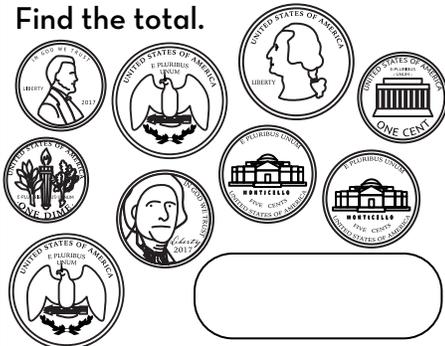
What number does the chart show?



20 less than 823 is _____

I compose numbers with place value understanding.

Find the total.



I can write amounts correctly.

Gabby had \$2.55. Her mom gave her 2 more quarters. How much does she have now?

I can solve word problems about money.

Subtract.

87 - 59 = _____

70 - 12 = _____

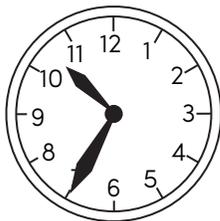
53 - 26 = _____

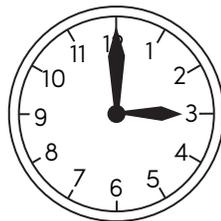
168 - 41 = _____

I use strategies to subtract 2-digit numbers.

Write the times.







I can tell and write time to the nearest 5 minutes.

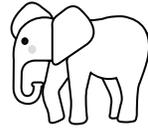
The table shows the length of each animal's tail in centimeters.

Animal Tail Length (in centimeters)	
Lion	91
Elephant	121
Hippo	35
Giraffe	100
Baboon	52

1. A lion's tail is _____ cm long.
2. An elephant's tail is _____ cm longer than a giraffe's tail.
3. A hippo's tail is 17 cm shorter than a _____ tail.
4. A lion's tail is _____ cm shorter than an elephant's tail.

I can interpret information on a data table.

The elephant ate 135 pounds of leaves yesterday. Today she ate 128 pounds of leaves. How many pounds of leaves did she eat in 2 days?



I can solve word problems.

Circle true statements.

Cross out false statements.

316 can be expressed as:

3 hundreds
16 ones

6 ones
3 hundreds
1 ten

316 tens

31 tens
6 ones

458 can be expressed as:

45 ones
8 tens

4 hundreds
5 tens
8 ones

458 ones

45 hundreds
8 tens

I can represent numbers in multiple ways.

Circle a number:

21 22 23 24 25 26 27 28 29 30

Draw a picture to show if your number is even or odd:



Circle:

odd
or
even

A number sentence that matches my picture:

I can determine whether a number is even or odd.



_____ = _____ cm

● _____ = _____ cm

Start at the dot. Draw a line 4 centimeters shorter than the top line.

Tell the length of each line.

Add.

$$79 + 81 = \underline{\quad}$$

$$90 + 47 = \underline{\quad}$$

$$21 + 36 + 32 = \underline{\quad}$$

$$135 + 404 = \underline{\quad}$$

I use strategies to add 2 and 3-digit numbers.

$154 - 33 = \underline{\quad}$

$65 - 28 = \underline{\quad}$

$119 + 56 = \underline{\quad}$

$72 + 72 = \underline{\quad}$

I use strategies to add and subtract 2-digit numbers.

Solve. Explain your thinking using words, numbers, or pictures.

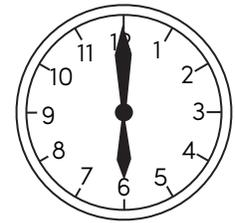
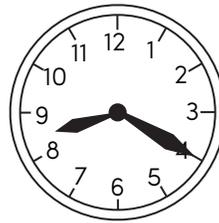
Simone bought 2 tubs of dinosaur figures. Each tub has 125 dinosaurs. How many dinosaurs does she have in all?



I can solve word problems.

Marcos is playing with his dinosaurs. He lines them up in 6 rows. He puts 5 dinosaurs in each row. How many dinosaurs does he have in all?

I can add objects in arrays.



I can tell and write time to the nearest 5 minutes.

Find the missing number to make each equation true.

$\square - 5 = 15$

$11 - 4 = \square$

$16 - \square = 8$

$6 + \square = 18$

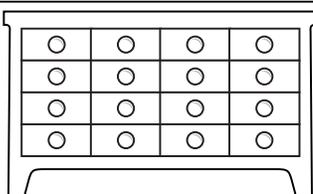
$17 - 7 = \square$

$\square + 2 = 13$

$\square + 3 = 9$

$11 + 8 = \square$

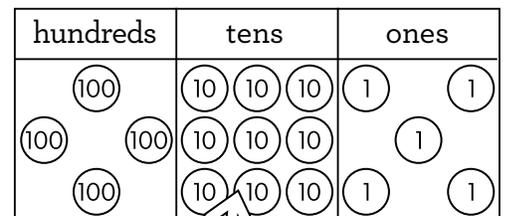
I know number combinations to 20.



There are _____ rows of drawers.
 There are _____ drawers in each row.
 There are _____ drawers in all.

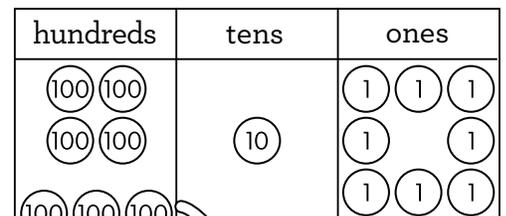
$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$

What number does the chart show?



30 more than 495 is _____

What number does the chart show?



300 less than 718 is _____

I compose numbers with place value understanding.

Subtract.

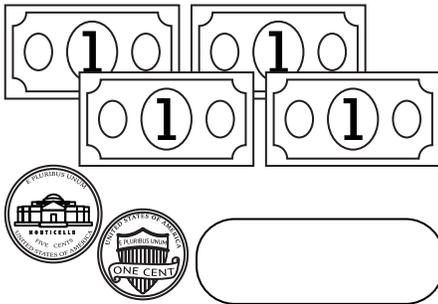
$65 - 18 = \underline{\quad}$

$549 - 24 = \underline{\quad}$

$280 - 46 = \underline{\quad}$

$71 - 35 = \underline{\quad}$

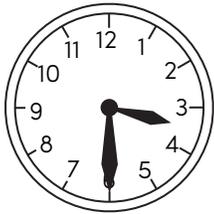
I use strategies to subtract 2-digit numbers.

Find the total.

I can write amounts correctly.

Tristan had \$3.82. He spent 3 quarters on a balloon. How much does he have left?

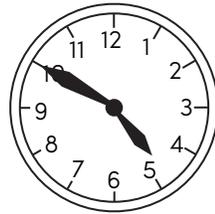
I can solve word problems about money.

Circle the time shown on the clock.

6:15

3:30

4:30



4:50

10:25

5:50

I can tell and write time to the nearest 5 minutes.

Circle true statements.**Cross out false statements.**

The table shows how many letters Max the mail carrier delivered.

Number of Letters Delivered Each Day	
Monday	127
Tuesday	302
Wednesday	116
Thursday	71
Friday	283

1. Max delivered _____ letters on Wednesday.

2. He delivered the most letters on _____.

3. He delivered _____ letters on Monday and Tuesday.

4. He delivered _____ more letters on Friday than on Thursday.

I can interpret information on a data table.

This week, Max delivered 899 letters. Last week he delivered 245 fewer letters than he did this week. How many letters did he deliver last week?

I can solve word problems.



590 can be expressed as:

59 hundreds
0 ones9 tens
0 ones
5 hundreds

59 tens

5 hundreds
9 tens

762 can be expressed as:

2 ones
7 hundreds
6 tens

762 ones

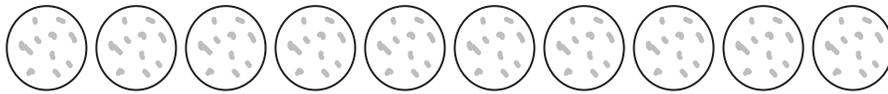
2 ones
76 tens7 tens
6 ones
2 hundreds

I can represent numbers in multiple ways.

Add.

$252 + 413 = \underline{\quad}$

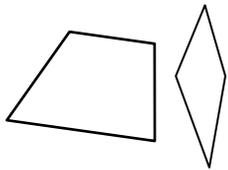
4 friends want to share 10 quesadillas so that each person gets the same amount. How many quesadillas does each person get?



How do you know you partitioned the quesadillas fairly?

I can solve equal sharing problems with fractions.

Explain how both of these shapes can be *quadrilaterals*.



I analyze the attributes of shapes to understand their properties.

I use strategies to add 2 and 3-digit numbers.

WEEK 36 REVIEW

$227 + 63 = \underline{\quad}$

$348 + 31 = \underline{\quad}$

Solve. Explain your thinking using words, numbers, or pictures.

The store sold 432 red shirts. They sold 165 more blue shirts than red shirts. How many blue shirts were sold?

$865 - 44 = \underline{\quad}$

$62 - 19 = \underline{\quad}$

I use strategies to add and subtract 2-digit numbers.

I can solve word problems.

Solve. Explain your thinking using words, numbers, or pictures.

At the store, there are 5 racks of shirts. Each rack has 10 shirts. If 15 shirts are sold, how many shirts are left?



I can solve word problems.

Draw coins and bills to show one way to make \$10.81.

I can represent amounts with coins and bills.