

Grade K

Learning

Guide

Math

Topics:

- Counting by 1s and 10s to 100, starting anywhere.
- Different ways to make 10 (1 + 9, 2 + 8, etc)
- Representing numbers in different ways
- Drawing pictures, using models, and writing equations to add and subtract within 10
- Counting objects
- Writing numbers

What Your Student is Learning:

- Your student is becoming flexible with representing, making, and breaking apart numbers. They are using number bonds, number trains, hundred charts, ten-frames, equations, and other representations. You want them to be flexible with these different strategies and to see how they are related. You are also working on counting and writing numbers.

Background and Context for Parents:

Page	Notes
1	By the end of Kindergarten, students should count to 100 by 1s and by 10s. Hundred charts like this can be helpful and you will revisit and count in different ways throughout this packet.
2	If you do not have crayons, students can write the letter for the color inside of the shape. Ask questions like: What is that shape called? How do you know? What do all of your triangles have in common (3 sides, 3 corners/vertices)? Are these shapes 2D or 3D, how do you know? (Point) Is this shape above or below that shape (point)?
3	Ask questions like: What shape is that? How do you know?
4	Students need to be able to start counting anywhere, not just at 1. The hundreds chart helps them. Do students need to use it, or can they count without it? Do you notice they have trouble going from one decade to the next?
5	Students might point to touch the objects as they count. Watch and listen to them do this. You might also ask them to write the number themselves beside where it is typed. This will give them practice writing numbers.
6	Again, they likely will point as they count. Ask: How many are there? How do you know? Are they able to write the numbers? If they have trouble, you might model how to write them number and let them practice tracing it.
7	Notice we are getting to higher and higher numbers. Are students still successful? Can they count without the chart or do they need it? Maybe they are okay without it for lower numbers but need it for higher. Can you practice counting before bed? While walking the dog? When climbing the stairs?
8	Based on the quality of printing, you might not be able to see the shading. In the first example, there should be 1 square colored in, so it represents: 1 (shaded) + 9 (unshaded) = 10 total. The second should be 2 colored in, so it represents: 2 (shaded) + 8 (unshaded) = 10 total. This page is important because

	students need to understand different ways to break apart 10. They see it visually by coloring the blocks and they see it with equations.
9	This continues the last page of ways to make 10. Before students do their own, look at the example and ask them: Where do you see the 6? Where do you see the 10? How does this picture match the equation?
10	Keep counting! If you need to start with smaller numbers, do that too.
11	This language of ___ and ___ make ___ is a precursor to addition. It helps students to understand addition before they are required to fully use the + and = symbols. As students work, notice if they “just know” the numbers that are represented on the dice, or if they have to count them. If you have dice, showing the concrete object can help.
12	Although only one set of dice is provided, you could ask students, “Are there any other ways you could make 4?” How do you know? You could supplement these pages by rolling dice and turning it into a game. Roll and ask: What do you get?
13	Now you are reaching 100! You might want to count together, in unison. You could clap as you count. You could touch the numbers on the chart as you count. Are there certain numbers that students have trouble with?
14	As you continue to practice with the dice, continue to notice if students know the numbers or count them. How are they adding?
15	More dice practice
16	Are there multiple ways to make 5? How do students know their way makes 5?
17	We are always able to represent the same thing in multiple ways in math. In this case, we are showing the number 6 in many ways. Ask students to compare the models. How does this one show 6? How are they similar? How are they different?
18	Now that students have counted by 1s, starting from different places, you are working on counting by 10s. Have them point to the tens as they say them.
19	Instead of just representing a number multiple ways, you are representing a mathematical expression ($3 + 2$) multiple ways. How does each way show $3 + 2$? Where is the 3? Where is the 2?
20	The equations are fairly abstract. The ten-frames with the circles and squares in them are a representation. Seeing it visually helps the abstract equation to make sense. Ask students how the picture and equation match. Where did you get the 4? The 2? The 6?
21	You previously practiced 6, so now is your chance to practice 7. Do you notice students are better with a certain model? Maybe they have trouble with 10 frames. Help them to understand and use the models.
22	Counting by tens is harder than ones. Keep practicing. Count as you walk around the house and up the stairs.
23	One thing missing from this page is the idea of a story problem. You could make up (or

	ask your child to make up) a story that matches $4 + 3$. Help them understand when we add. Even something simple: There were 4 birds. 3 more arrived. How many are there now?
24-25	If students have trouble with ten-frames, you can draw your own ten-frame and find your own small objects to place in it. Making it hands-on could help if children are struggling.
26	Now you are on to the number 8. In addition to completing the page, can the child find 8 objects to make a collection of 8? Can they find the number 8 in a book or newspaper?
27	More practice to count by 10s. You might want to mix in some 1s. For example, also count by ones from 67 to 81.
28-29	The first two subtractions have been done for you. Ask questions about them. Where is the 5? Where do you see minus 1? Where do you see 4? Make sure they can read it aloud as well, "Five minus one equals 4."
30	Where do students see 9 in their world? Can they find it written on something in the kitchen? Can they show 9 with their fingers? Toes?
31-33	This might seem confusing. The first two are done for you, so explore those with your child. What is happening in each column? Where is the 10? The 1? The 9? The middle column is a number bond. Your child may not be familiar with this model. The two parts at the bottom make the top. So, since $1+9=10$, that is a number bond. You can also show this with subtraction: $10-1=9$ or $10-9=1$. For the rest of the problems, students will have to choose what to model. All of them have a total of 10, but there are different ways to break apart 10. Making and breaking apart 10 is very important in Kindergarten.
34	Where do we see 10 in our world? Can you find it in a magazine? Can you tell a story about the number 10? What about our fingers and toes? What about money?
35	Keep counting by 10s. Maybe start somewhere other than 10. For example, start at 30.
36-39	Continue to practice subtraction. Continue to ask students how the model matches the equation. Where do you see the 10 in your model? The minus 1? The 9? Continue to explore all of the different ways to make and break apart 10.

Ways to support your student:

- Read the problem out loud to them.
- Remember, focus on strategies instead of answers. We want students to understand and be flexible with numbers and to believe that their ideas are important.
- Before giving your student the answer to their question or specific help, ask them "What have you tried so far? What do you know? What might be a next step?"
- After your student has solved it, and before you tell them it's correct or not, have them explain to you how they got their solution and if they think their answer makes sense.

Online Resources for Parents and Students:

- Interactive Hundred Chart for counting activities:
https://www.abcya.com/games/interactive_100_number_chart

- Online Practice Games for Kindergarten Content:
<https://www.splashlearn.com/math-skills/kindergarten>
- This has some good online manipulatives for hundred chart, counting with tiles, linking cubes, etc. You could go to the linking cubes, drag out up to 20 cubes randomly, and let your child organize and count them by dragging/moving them and counting. Free 30 day accounts available:
<https://app.brainingcamp.com/>
- Cheesy song video for ways to make 10:
https://www.youtube.com/watch?v=YBkpC29_Gal

Learning Support for Mathematics

For students that are approaching grade level and have learning gaps/ differences in mathematics, provide numerous opportunities for explorations at the concrete (manipulatives) and representational (visual) levels before progressing to the abstract (numbers) level. Students that need learning supports should be provided with:

- Intensive Direct Instruction and daily guided practice
- scaffolded supports
- the use of visuals as models and aids
- numerous opportunities to think out loud
- support to help them understand the why
- use of manipulatives and tools to support understanding
- Bar Modeling Representations to decode word problems
- the use of mnemonics to enhance retention of skills
- daily practice with basic facts
- the presentation of content in varied contexts and varied levels
- opportunities to use diagrams and draw math concepts
- graph paper to support understanding
- numerous opportunities to draw pictures of word problems
- the use of smaller numbers to address number operations
- opportunities for success to build a growth mindset
- computer time to allow for needed practice
- opportunities to engage in metacognition (the building and reinforcing of thinking and reasoning) skills

See examples for each bulleted item on the following pages

- **Intensive Direct Instruction and daily guided practice**

(Intensive Direct Instruction means to explain the skill / concept to the student with several examples repeatedly to help them understand)

https://youtu.be/F_HzrRBOU7I / https://youtu.be/OJJkkUPC_yM

- **Scaffolded Supports**

(Scaffolded supports means to introduce the skill one step at a time – allowing the student to understand one section part, before moving on to

the next part) ex. $5+1=6$, $9+1=10$, $24+1=25$ - it is the same as “what number comes after 5, after 9, after 24

https://youtu.be/5hWDbSx_kdo

- **Visuals as models and aides**

(Pictures of objects that can be used to help students understand the math)

<https://studentsatthecenterhub.org/resource/helping-struggling-students-build-a-growth-mind-set/>

- **Thinking out loud**

(Allows students to talk and think about the skills they are learning, which allows them to better remember the skill)

<https://youtu.be/f-4N7OxSMok>

- **Understanding the why**

(When students understand why a strategy works, they will apply it to other skills) ex. $5 \times 5 = 25$, $45 \times 1 = 45$, $320 \times 1 = 320$

- **Manipulatives and Tools**

(Manipulatives can be counters, beans, blocks, etc. – Tools can be rulers, calculators, scales, etc.) <https://youtu.be/uWBZF-Lyq58>

- **Bar Modeling Representations**

(Bar Modeling Representations consist of visuals that help students understand the skill they are learning.

Ex.

70	
35	35

https://youtu.be/TbayTZvS_bc

- **Mnemonics**

(Mnemonics consist of strategies to help students remember skills – ex.

Mnemonic Devices

Every Good Boy Does Fine

Elvis' Guitar Broke Down Friday Eat Good Burritos During Fiesta

Treble clef
Line notes

E4 G4 B4 D5 F5

STARRY TABS

Mnemonic

Please	P	- Parenthesis
Excuse	E	- Exponent
My	M	- Multiplication
Dear	D	- Division
Aunt	A	- Addition
Sally	S	- Subtraction

<https://youtu.be/dXvvGc9TIdY>

- **Basic Facts**

(Basic facts include addition, subtraction, division, multiplication facts –

ex. $8+2=10$, $2+8=10$, $10-2=8$, $10-8=2$ / $2 \times 5=10$, $5 \times 2=10$, $10/2=5$, $10/5=2$

https://youtu.be/TbayTZvS_bc

- **Content with varied contexts and varied levels**

Means to show student how to solve a problem different ways to allow them to use the skill that way they understand best

<https://youtu.be/FVg9n0I0Gf0>

- **Diagrams**

(Diagrams provide students with visuals / pictures that help them solve the problem and they help them read the problem with less words)

https://youtu.be/TbayTZvS_bc

- **Graph paper**

(Graph paper helps students to solve the problem by making it visual / easier to see the answer)

<https://youtu.be/mX43cn3IASI>

- **Drawing Pictures**

(Drawing pictures allow students to show they can solve the problem without using words that they may not know or be able to write)

https://youtu.be/TbayTZvS_bc

- **Smaller Numbers**

(The use of smaller numbers can help students understand the process of a skill, so that when they move on to bigger numbers, they will see that the process is still the same, they acquire understanding of the skill) ex. $5x = 5$, $45x1 = 45$, $320x1 = 320$

- **Growth Mindset**

(A growth mindset is a process that helps to improve intelligence (thinking), ability (skill) and performance (actions). This means that by helping students to develop a growth mindset, we can help them to learn to think and be problem solvers. This is a process that occurs over time by helping them improve by building success over time.

<https://studentsatthecenterhub.org/resource/helping-struggling-students-build-a-growth-mindset/>

- **Computer Time**

(Computer time allows students to use websites, games, activities that will help them learn math skills and concepts)

mathgametime.com, pbs.com, bestkidsolutions.com, firstinmath.com, helpingkidsrise.org

- **Metacognition**

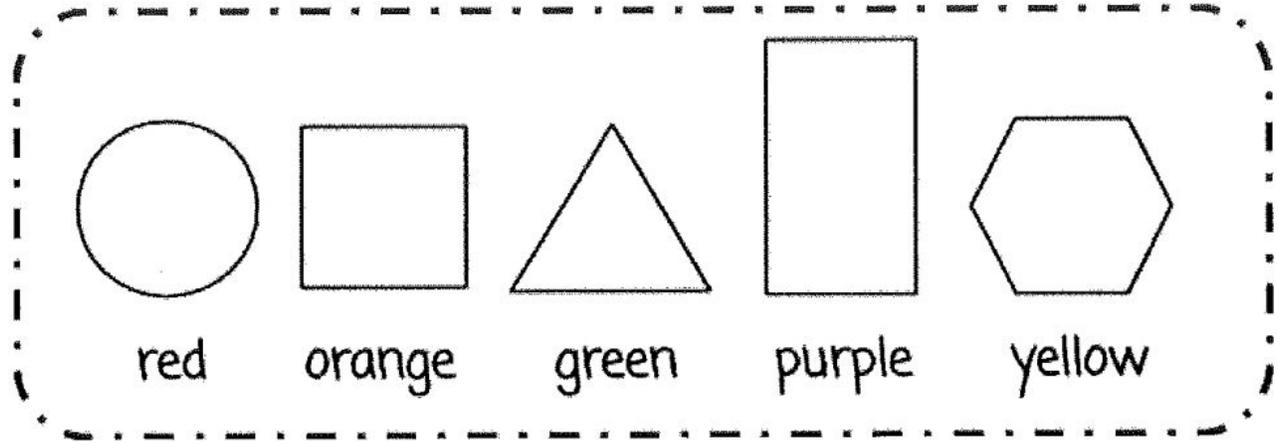
(Metacognition means to help students think about what they are thinking, the steps they are using, the words and numbers that they are using- It helps students to better focus on the skills they are using- it is a process that occurs over time) / <https://youtu.be/HKFOhd5sMEc/>

<http://www.spencerauthor.com/metacognition/>

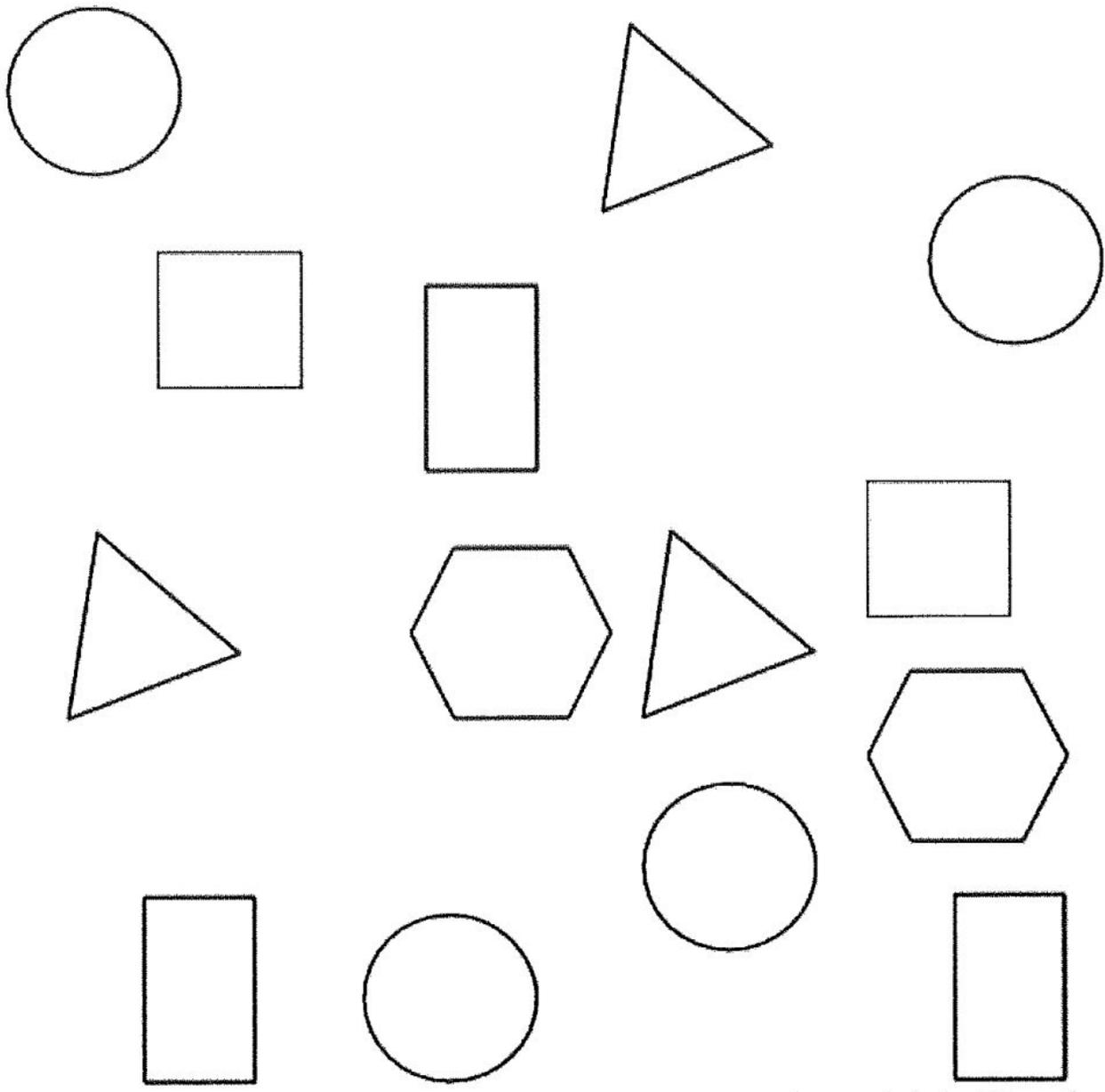
Count from 1 to 20 on the Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Color each shape its assigned color.



A dashed-line box containing a legend for coloring. It lists five shapes with their corresponding colors written below them: a circle labeled 'red', a square labeled 'orange', a triangle labeled 'green', a vertical rectangle labeled 'purple', and a hexagon labeled 'yellow'.



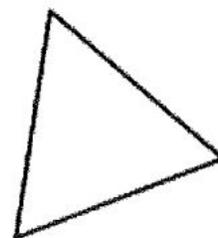
A collection of 15 uncolored shapes scattered across the page for coloring. The shapes include: a circle, a square, a vertical rectangle, a triangle, a hexagon, and another circle. There are also several other shapes including a square, a vertical rectangle, a triangle, a hexagon, a circle, a vertical rectangle, and another circle.

Draw a line to connect the shape to its name.

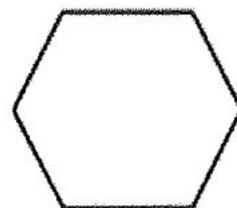
Circle



Square



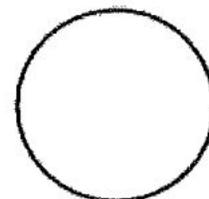
Rectangle



Triangle



Hexagon



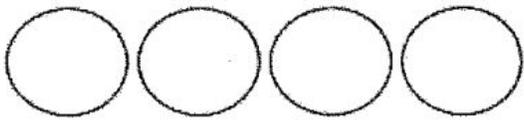
Start at 5 and count to 20 on the Hundreds Chart.

Start at 15 and count to 28.

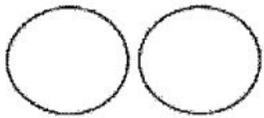
Start at 34 and count to 48

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

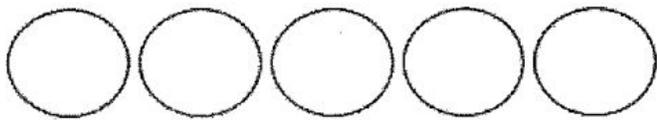
Draw a line to connect each group of circles to the matching number.



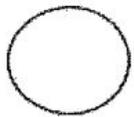
2



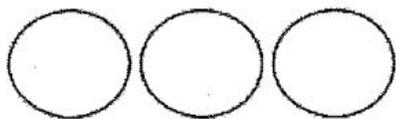
1



4

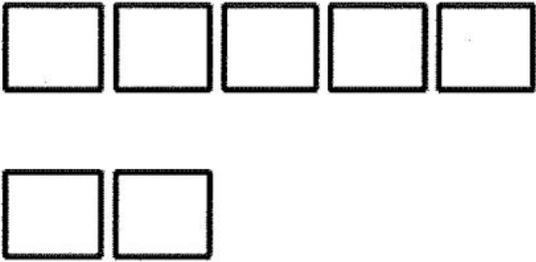
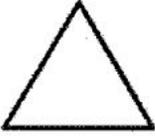
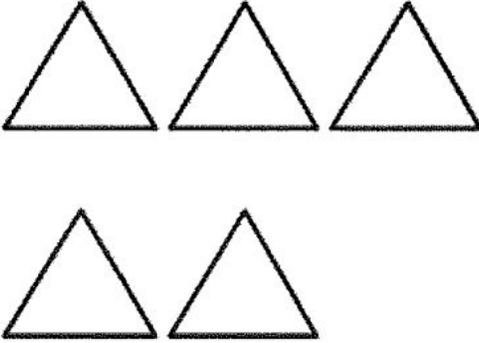
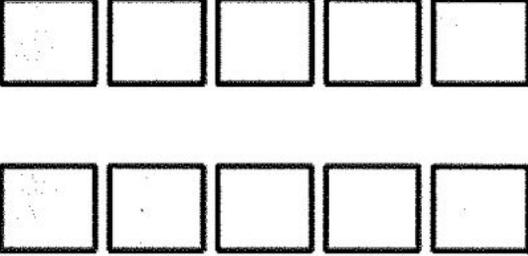
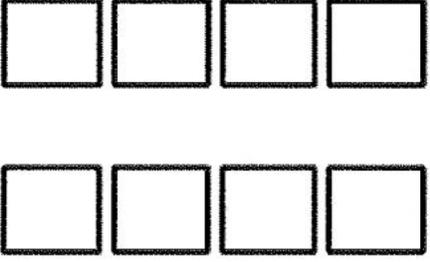
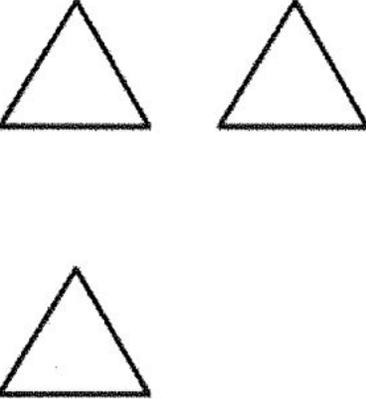


5



3

Count the number of shapes write the number in the box.

Represent the number 8 in a drawing using shapes.

Start at 43 and count to 58.

Start at 50 and count to 63.

	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Part 2: What are all the combinations of numbers that add to 10?

Color the 10-sticks with two colors and write equations like the examples:



$$1 + 9 = 10$$



$$2 + 8 = 10$$



$$_ + _ = 10$$



$$_ + _ = 10$$



$$_ + _ = 10$$



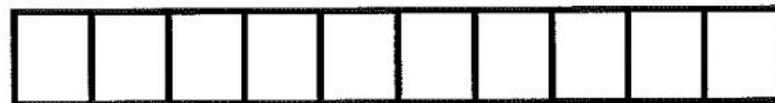
$$_ + _ = 10$$



$$_ + _ = 10$$



$$_ + _ = 10$$



$$_ + _ = 10$$



$$_ + _ = 10$$

Make your own drawing of numbers that add to 10

Example:



A visual equation where the number 6 is represented by six triangles arranged in two rows of three. This is followed by a plus sign, the number 4 represented by four squares arranged in two rows of two, an equals sign, and the number 10.

$$\triangle \triangle \triangle + \square \square = 10$$



A second visual equation showing the number 6 represented by six triangles in two rows of three, followed by a plus sign, the number 4 represented by four squares in two rows of two, and an equals sign.

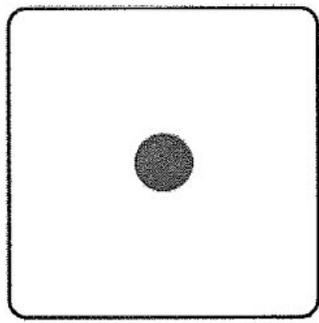
$$\triangle \triangle \triangle + \square \square =$$

$$6 + 4 = 10$$

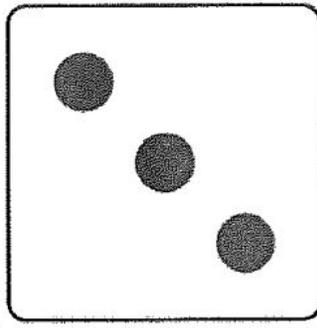
Start at 55 and count to 64.

Start at 75 and count to 85.

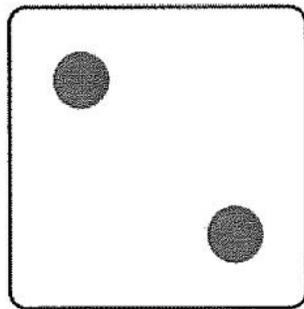
	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



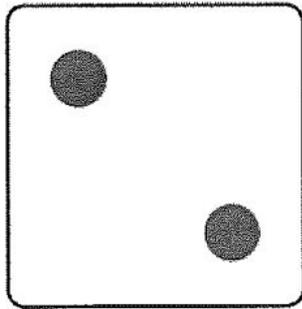
and



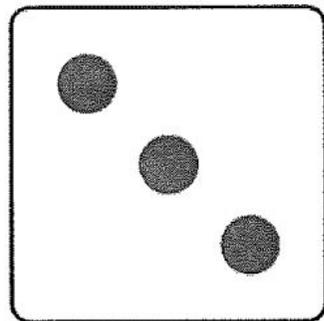
make



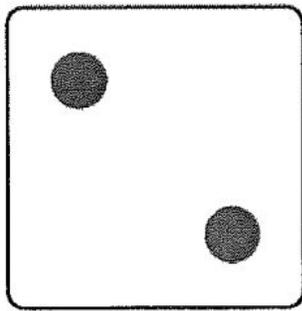
and



make

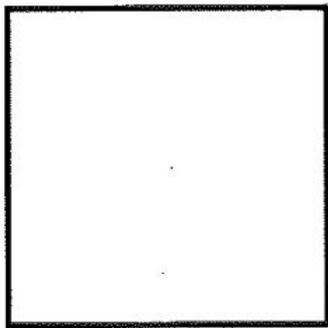


and

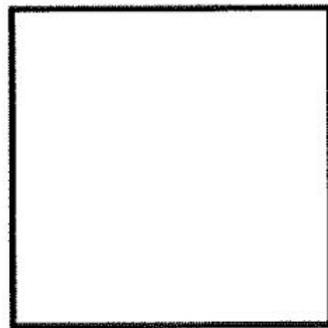


make

Draw your own dots on the dice to make 4.



and



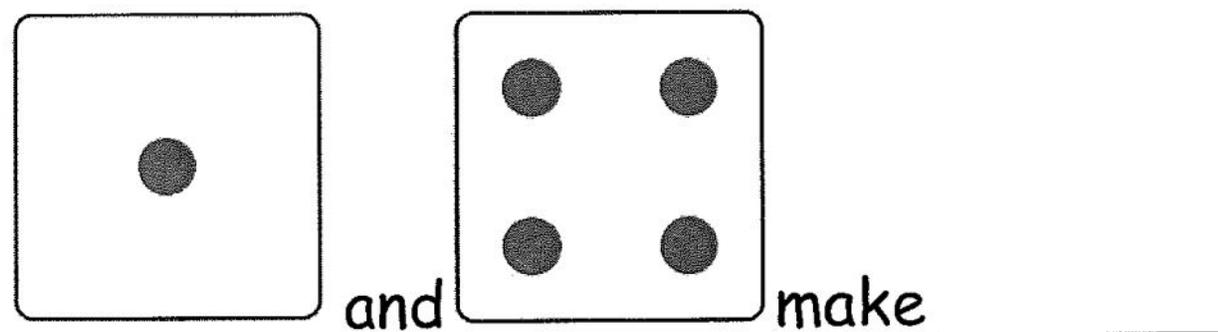
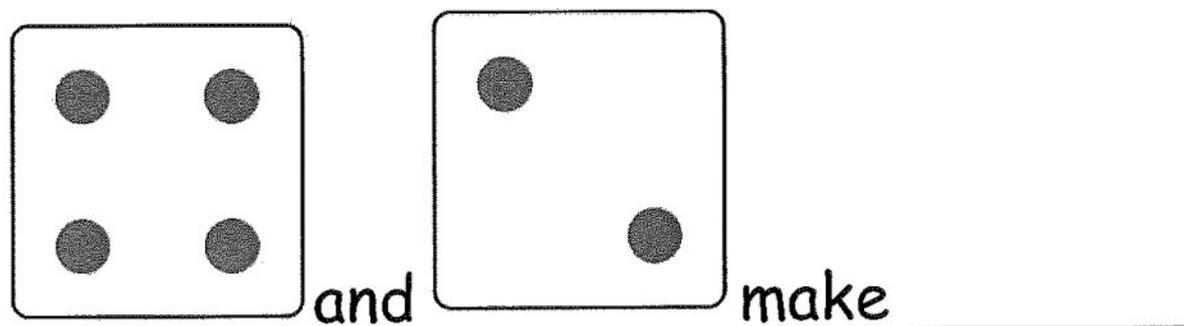
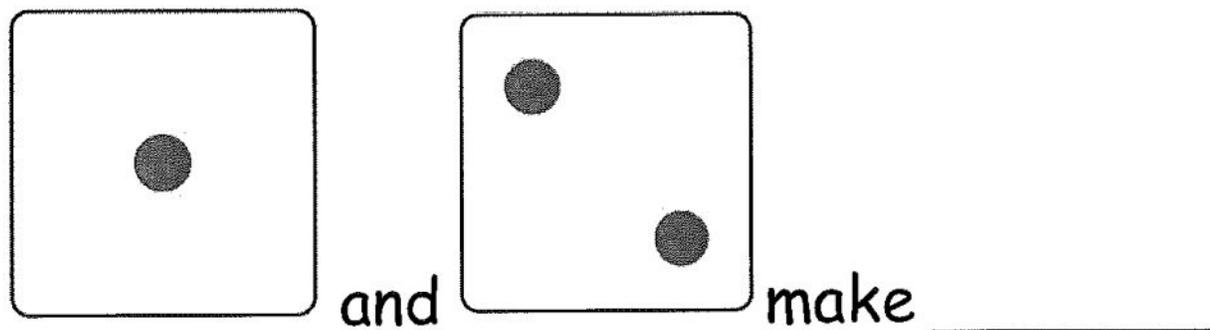
make **4**

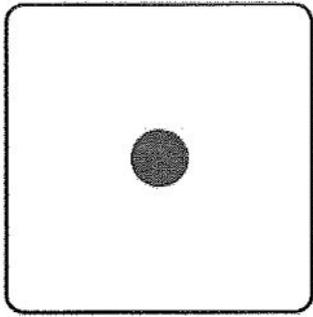
Start at 72 and count to 84.

Start at 88 and count to 100.

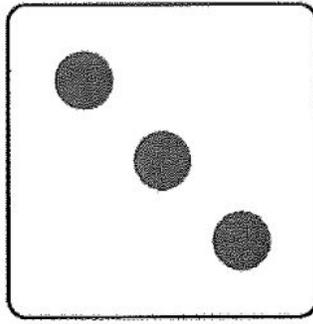
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Part 2 Adding with Dice

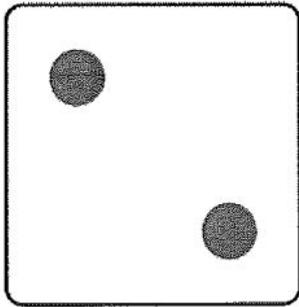




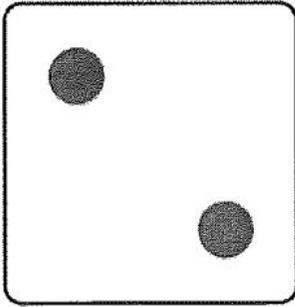
and



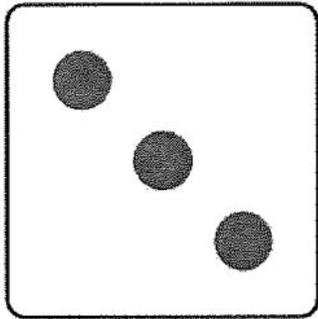
make _____



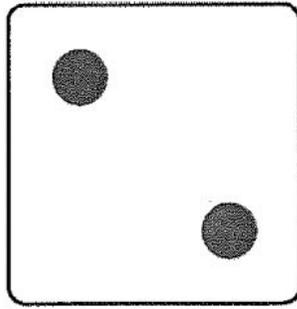
and



make _____

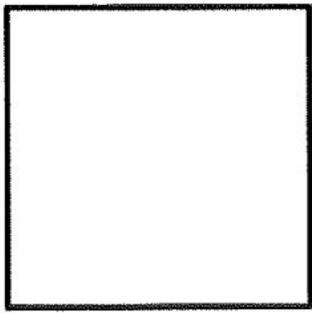


and

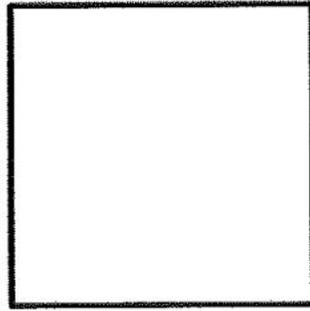


make _____

Draw your own dots on the dice to make 5.



and



make **5**

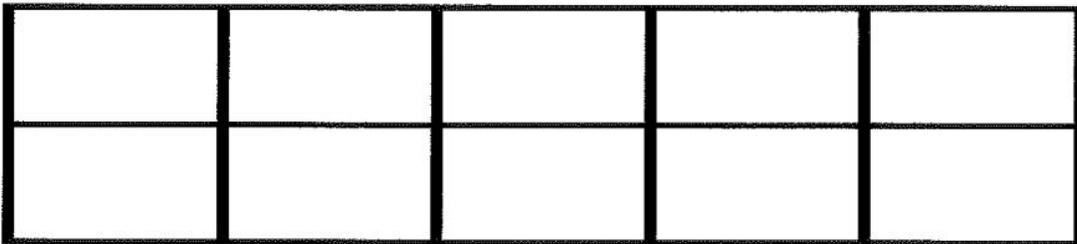
Trace the number 6.



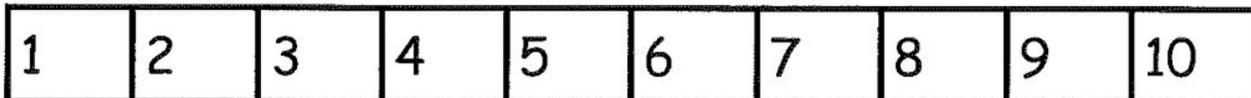
Write the word Six.



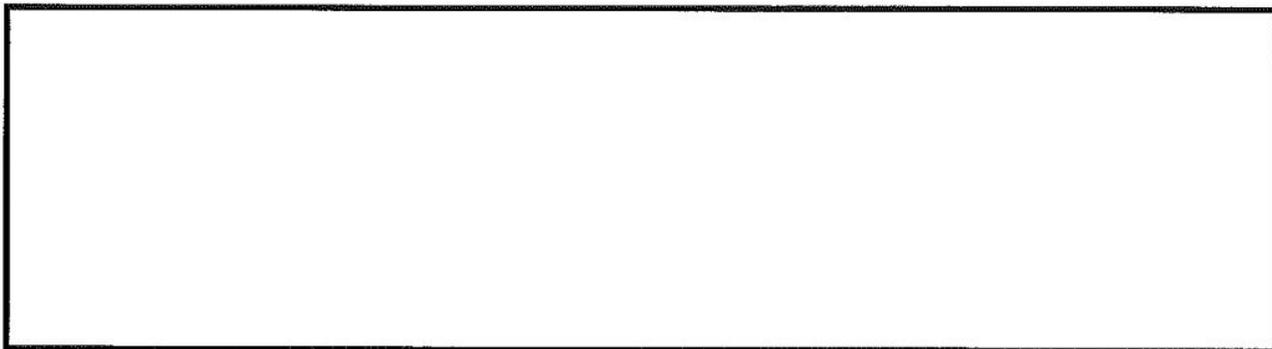
Show the number on a ten frame.



Circle the number 6 on a number train.



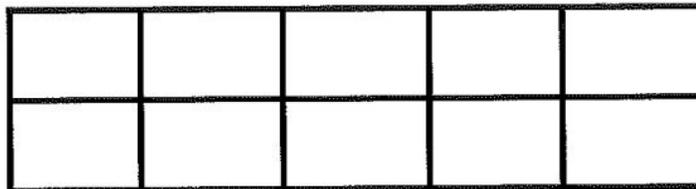
Draw 6 objects.



Addition Problem $3 + 2$

Draw a picture to match the addition problem.

Show the solution in a ten frame.



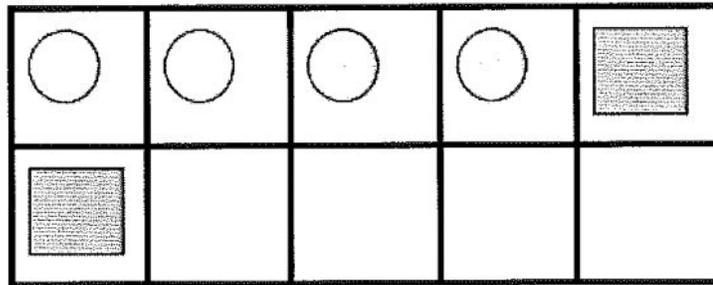
Show the solution on a number train.

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

Write the equation.

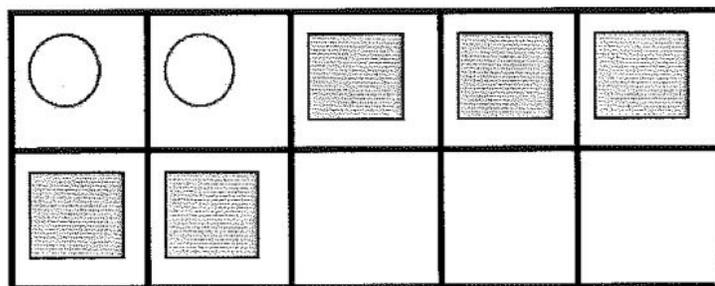
$$\underline{\quad\quad\quad} + \underline{\quad\quad\quad} = \underline{\quad\quad\quad}$$

Write an addition equation to match the ten frame.



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

Write an addition equation to match the ten frame.



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

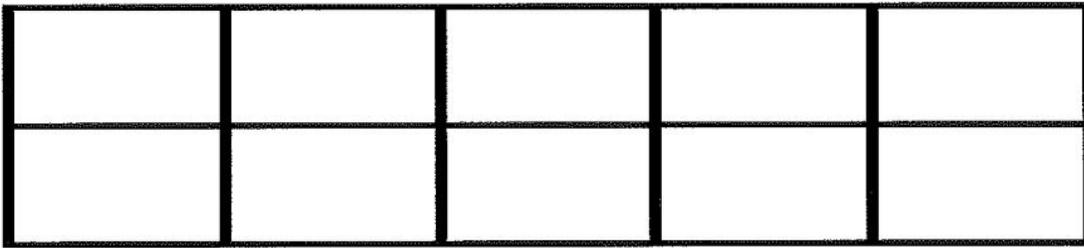
Trace the number 7.



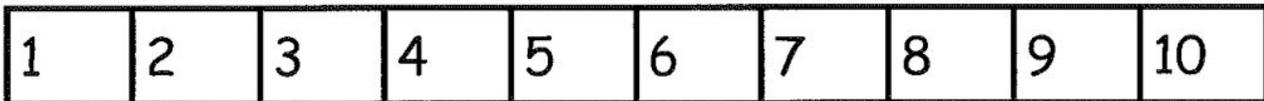
Write the word Seven.



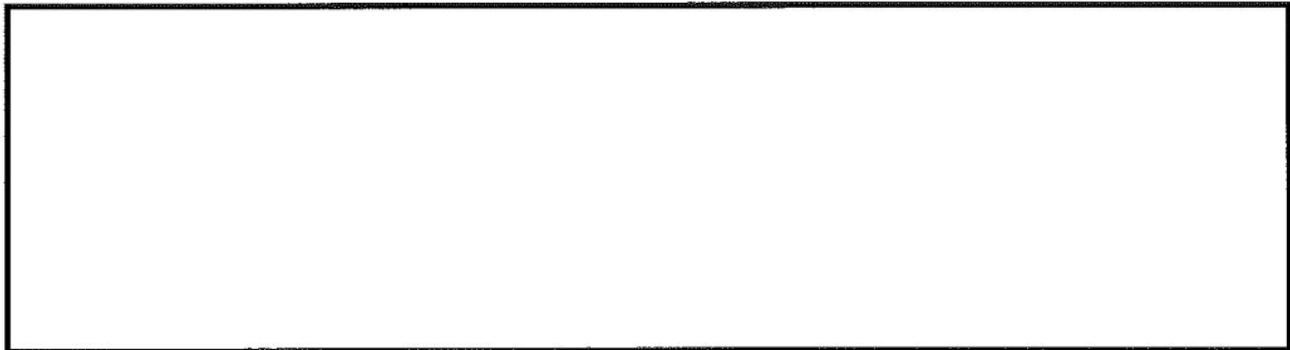
Show the number 7 on a ten frame.



Circle the number 7 on a number train.



Draw 7 objects.



Count by 10s on the Hundreds Chart

	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

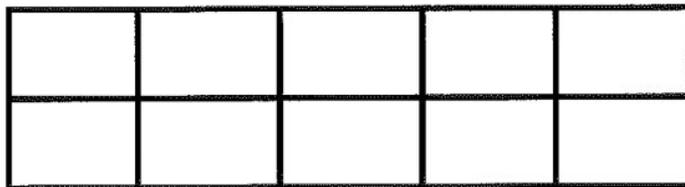
Count by 10s on the Hundreds Chart

	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

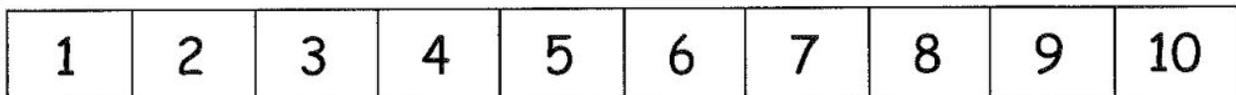
Addition $4 + 3$

Draw a picture to match the addition problem.

Show the solution in a ten frame.



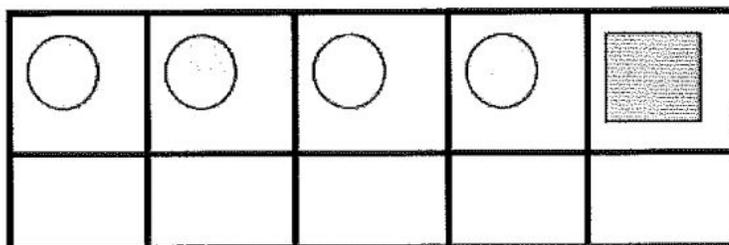
Show the solution on a number train.



Write the equation.

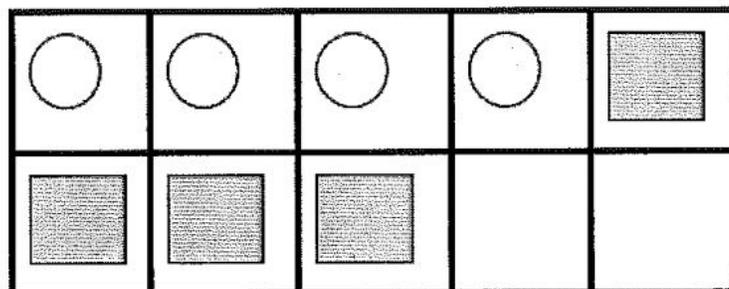
$$\underline{\quad\quad\quad} + \underline{\quad\quad\quad} = \underline{\quad\quad\quad}$$

What addition problem does this ten frame solve?



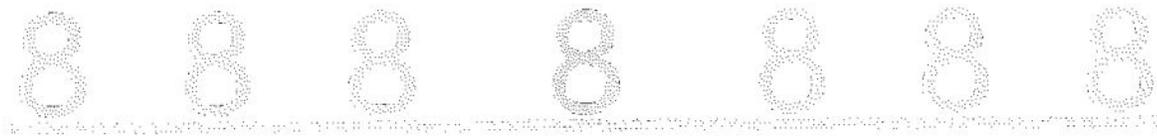
$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

What addition problem does this ten frame solve?



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

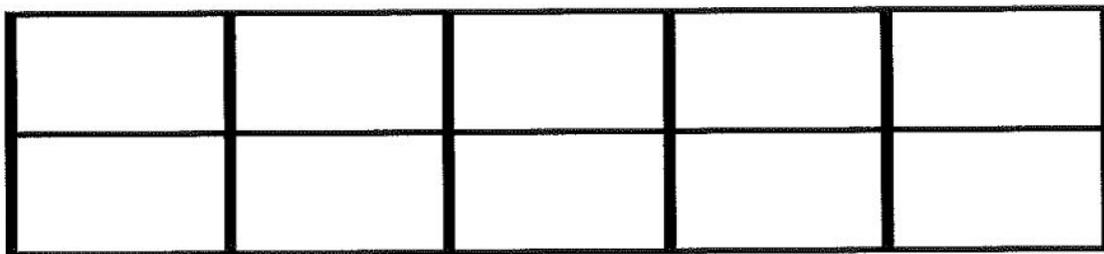
Trace the number 8.



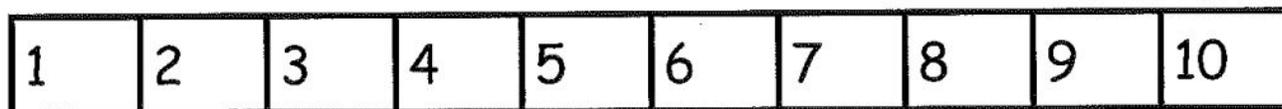
Write the word Eight.



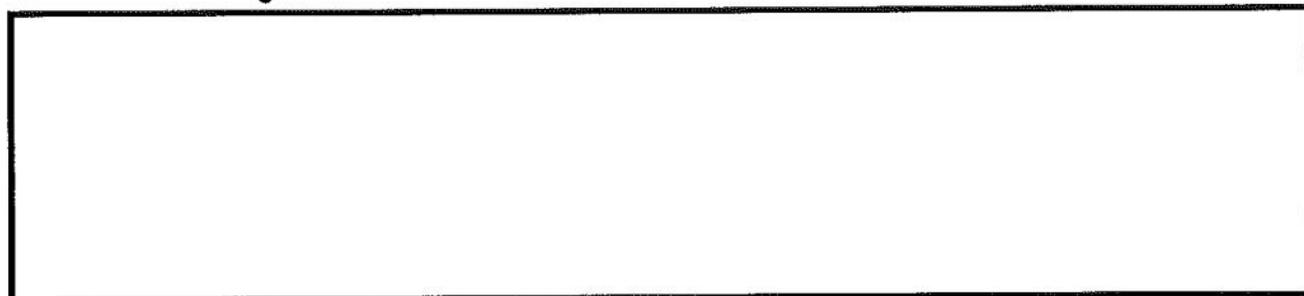
Show the number on a ten frame.



Circle the number 8 on a number train.



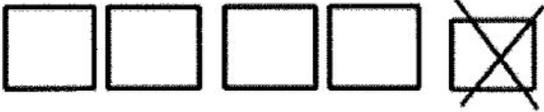
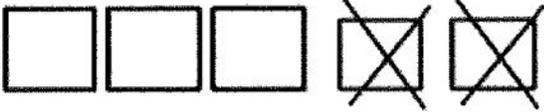
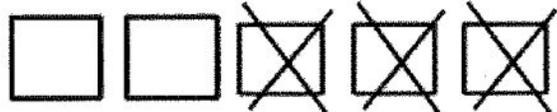
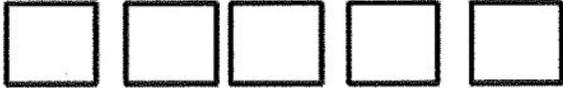
Draw 8 objects.



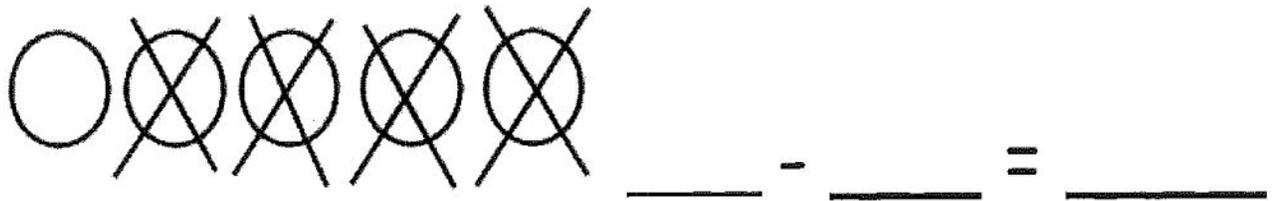
Count by 10s on the Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Subtract 1 square at a time and write the equation.

	$5 - 1 = 4$
	$5 - 2 = 3$
	$5 - \underline{\quad} = \underline{\quad}$
	$5 - \underline{\quad} = \underline{\quad}$
	$5 - \underline{\quad} = \underline{\quad}$

Write an equation that goes with this drawing.



_____ - _____ = _____

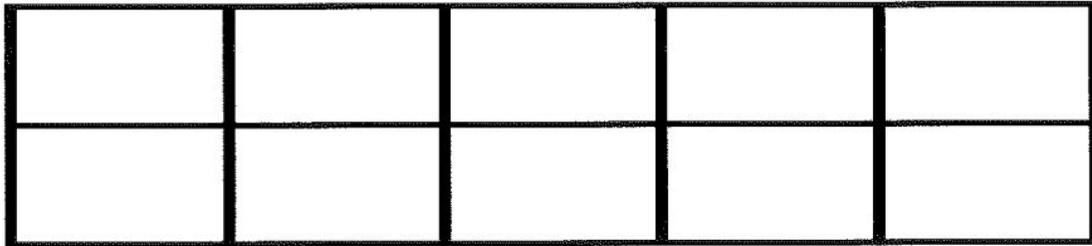
Trace the number 9.



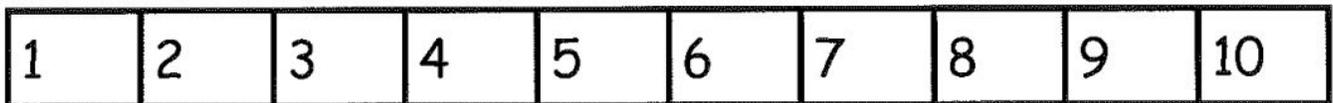
Write the word nine.



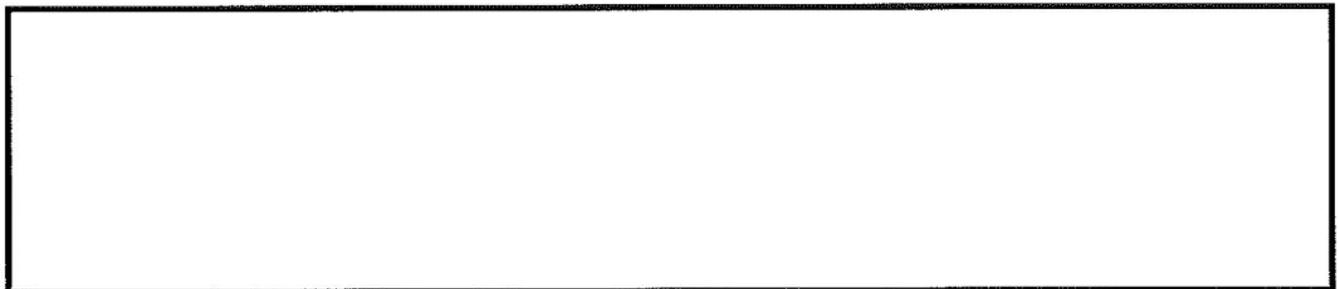
Show the number on a ten frame.



Circle the number 9 on a number train.

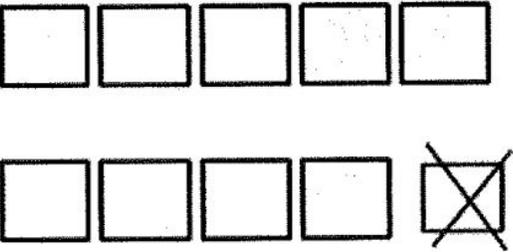
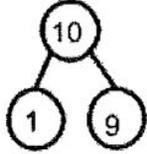
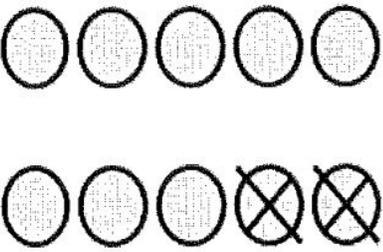
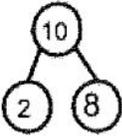
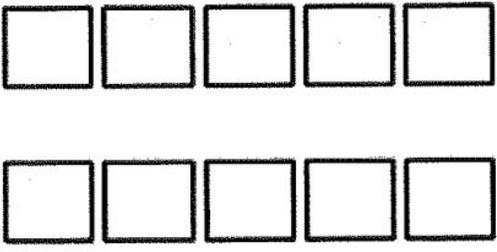
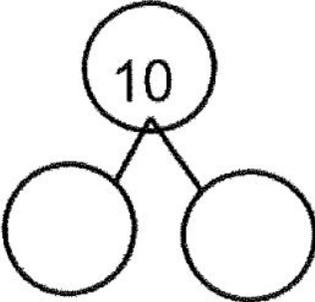
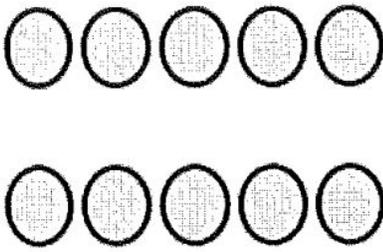
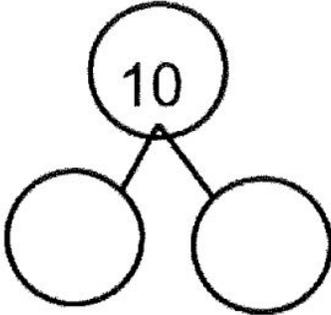


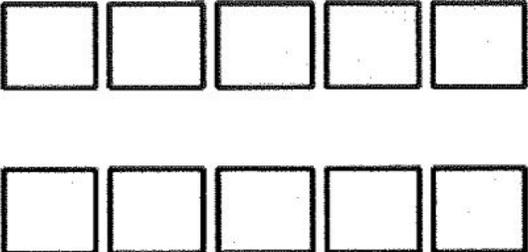
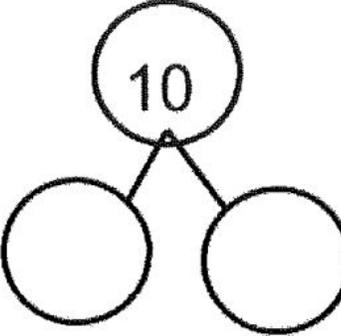
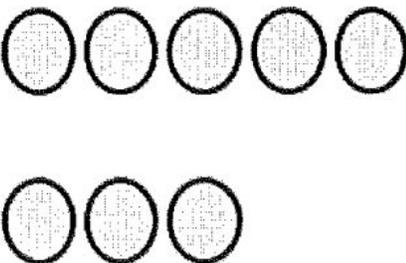
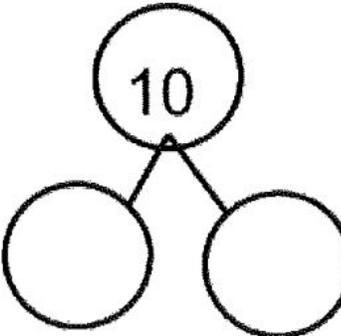
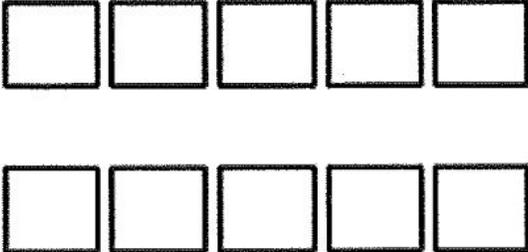
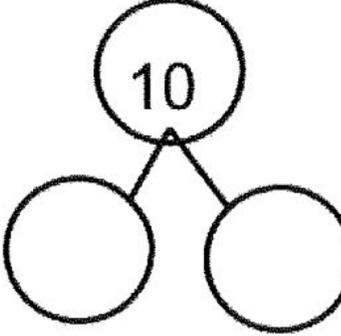
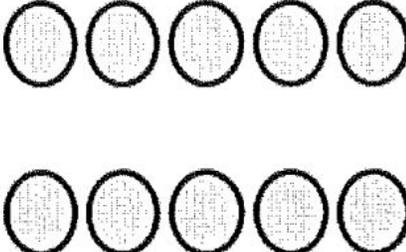
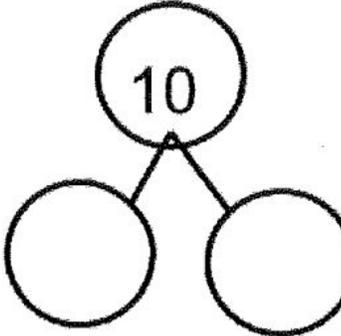
Draw 9 objects.

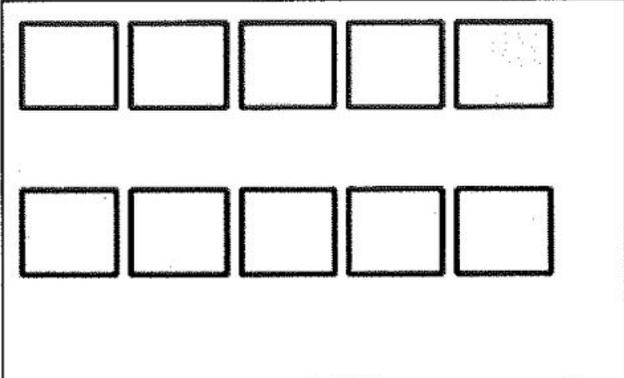
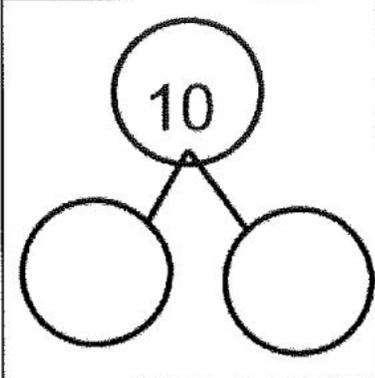
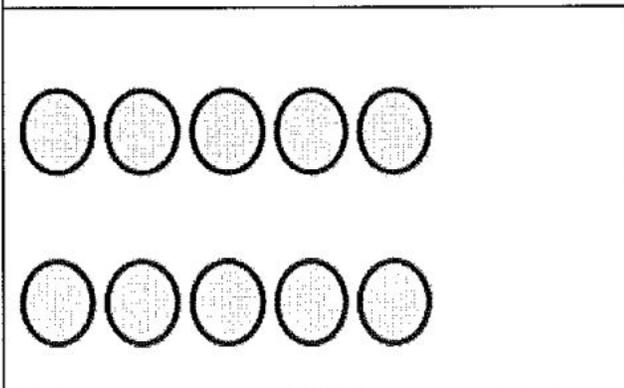
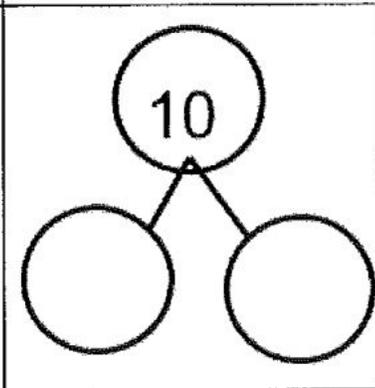


What are all the combinations of numbers that add to 10?

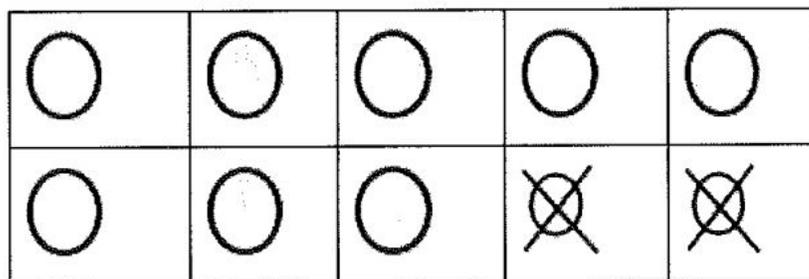
Cross out the shapes one at a time and represent the numbers in a number bond and then write the equation .

		$10 - 1 = 9$
		$10 - 2 = 8$
		$10 - \underline{\quad} = \underline{\quad}$
		$10 - \underline{\quad} = \underline{\quad}$

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

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

Write the equation that goes with this ten frame.



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

Trace the number 10.

10 10 10 10 10

Write the word ten. race the number.

ten ten ten ten

Show the number on a ten frame.

Circle the number 10 on a number train.

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

Draw 10 objects.

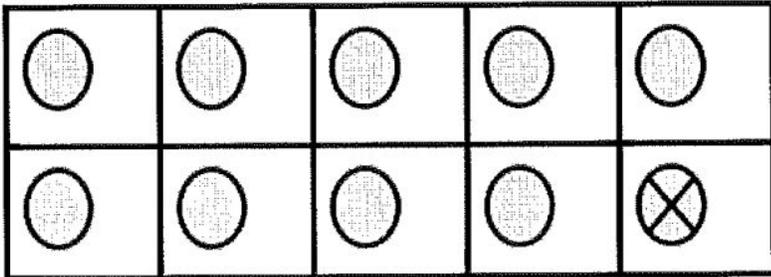
--

Count by 10s on the Hundreds Chart

	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

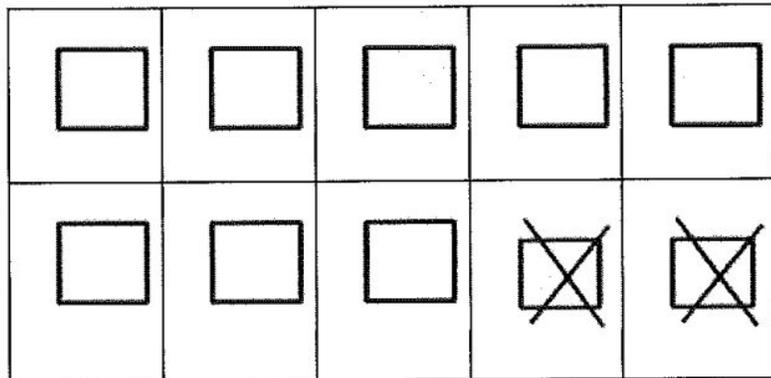
Subtract one more apple in each ten frame and write the equation that goes with it.

Subtract 1



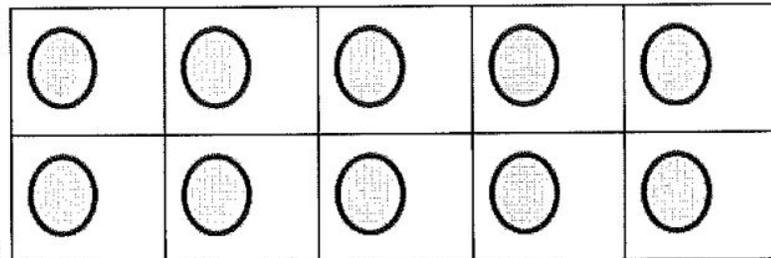
$$10 - 1 = 9$$

Subtract 2



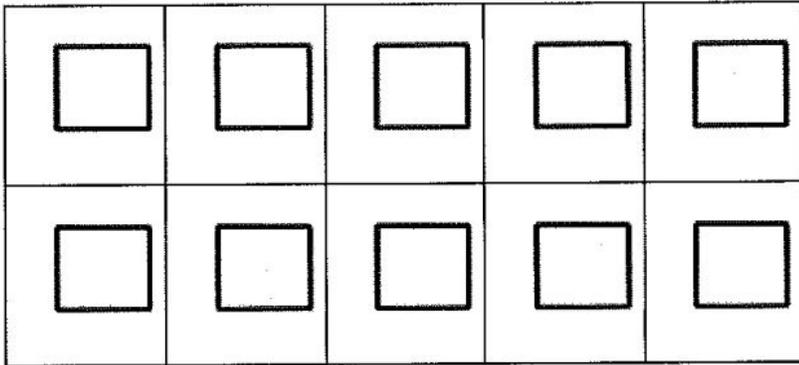
$$10 - 2 = 8$$

Subtract 3



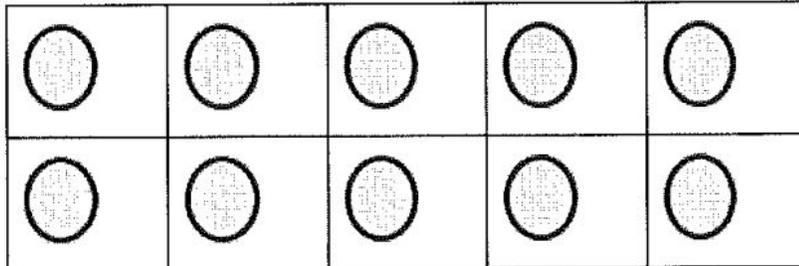
$$10 - \underline{\quad} = \underline{\quad}$$

Subtract 4



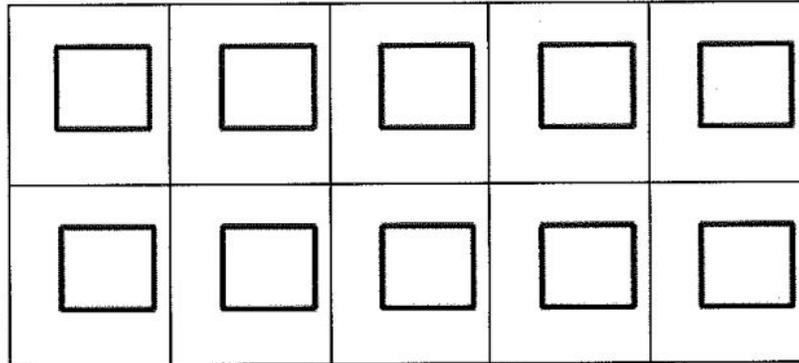
$10 - \underline{\quad} = \underline{\quad}$

Subtract 5



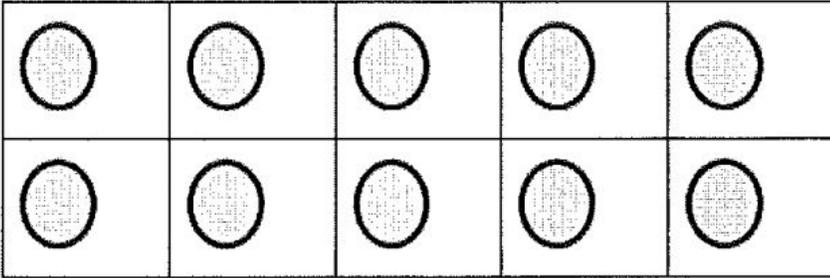
$10 - \underline{\quad} = \underline{\quad}$

Subtract 6



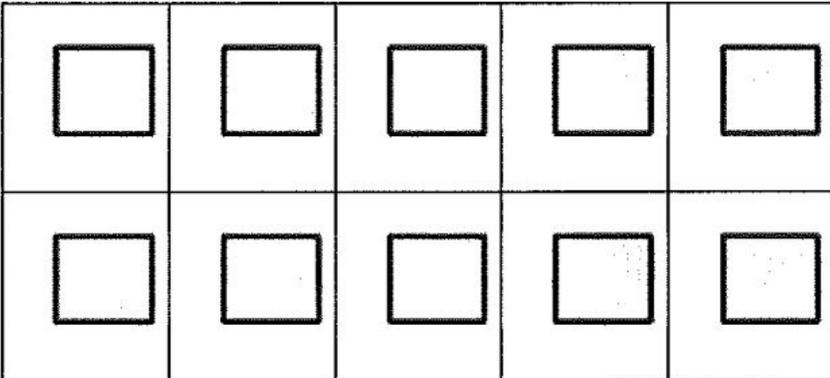
$10 - \underline{\quad} = \underline{\quad}$

Subtract 7



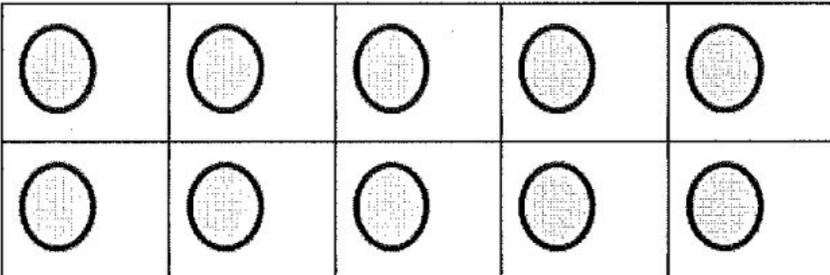
$$10 - \underline{\quad} = \underline{\quad}$$

Subtract 8



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

Subtract 9



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

Write the equation that goes with this 10 frame.

○	○	○	○	○
○	○	○	○	○

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

ANSWER

KEY

Draw a line to connect the shape to its name.

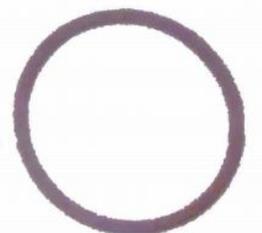
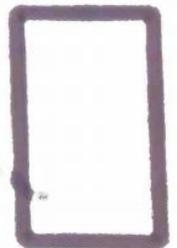
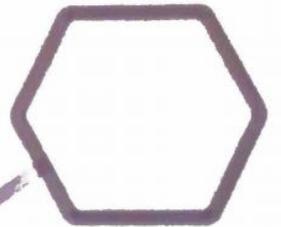
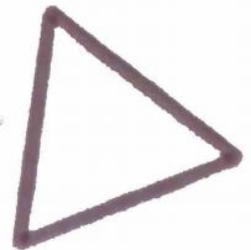
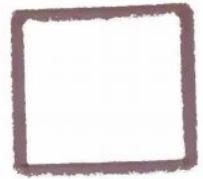
Circle

Square

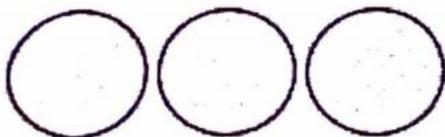
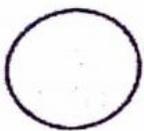
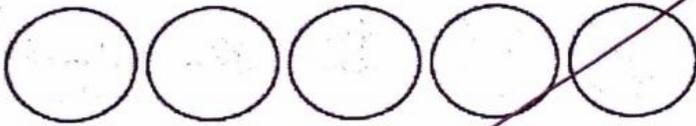
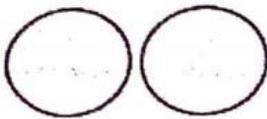
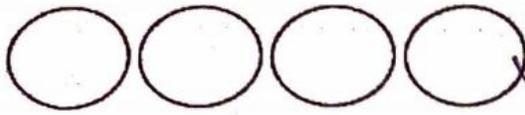
Rectangle

Triangle

Hexagon



Draw a line to connect each group of circles to the matching number.



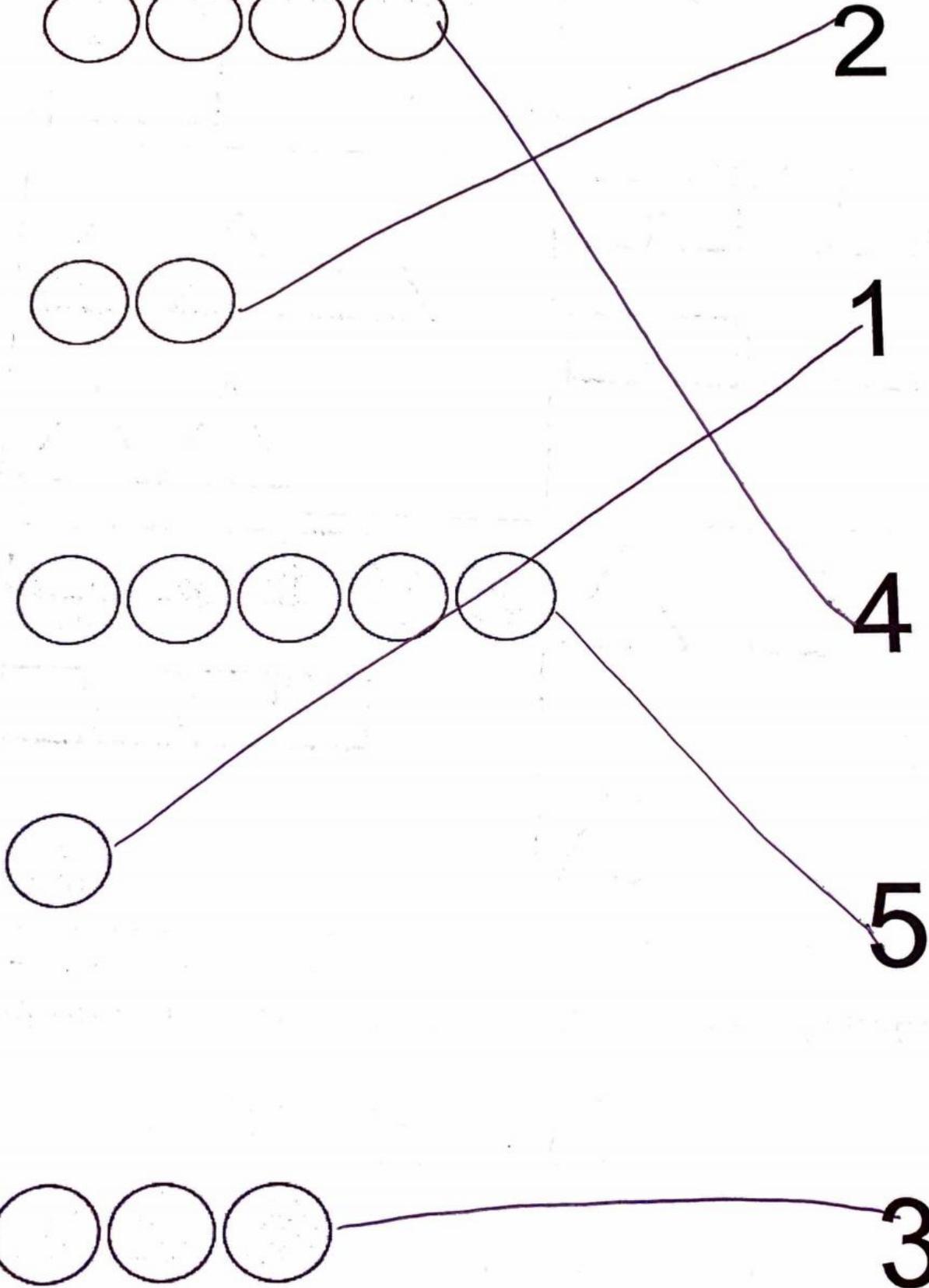
2

1

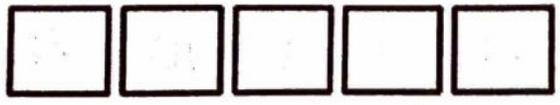
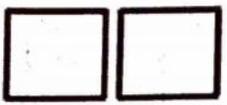
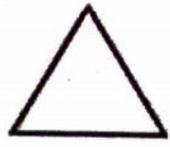
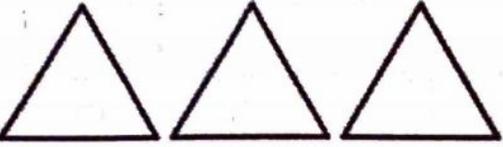
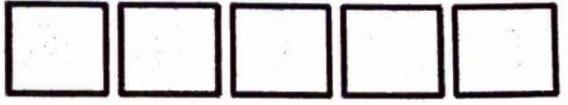
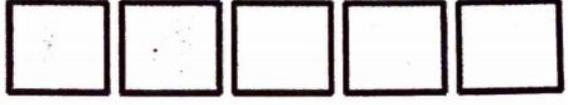
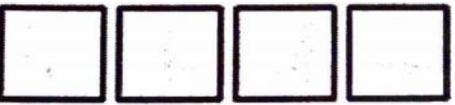
4

5

3



Count the number of shapes write the number in the box.

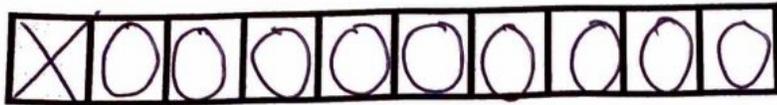
  7	 1
  5	  10
  8	  3

Represent the number 8 in a drawing using shapes.

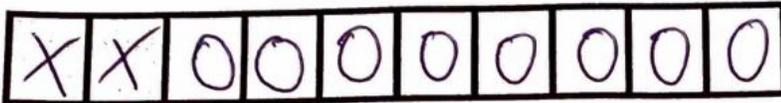


Part 2: What are all the combinations of numbers that add to 10?

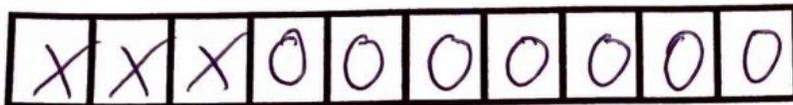
Color the 10-sticks with two colors and write equations like the examples:



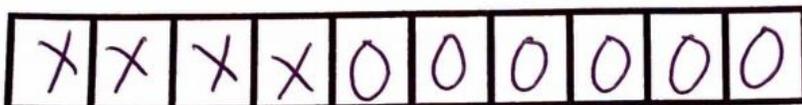
$$1 + 9 = 10$$



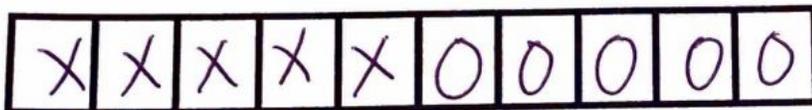
$$2 + 8 = 10$$



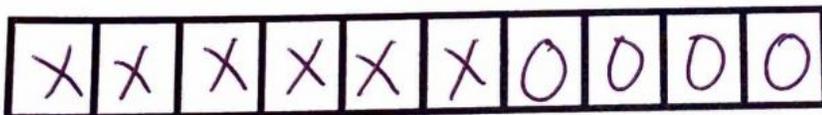
$$\underline{3} + \underline{7} = 10$$



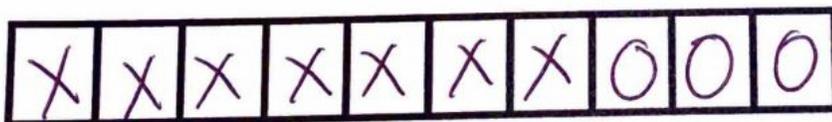
$$\underline{4} + \underline{6} = 10$$



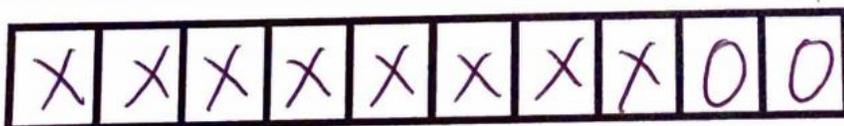
$$\underline{5} + \underline{5} = 10$$



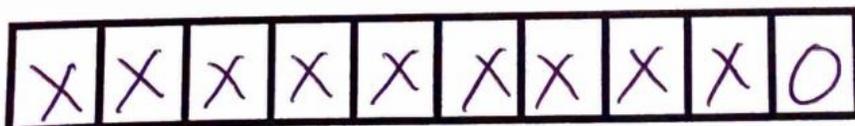
$$\underline{6} + \underline{4} = 10$$



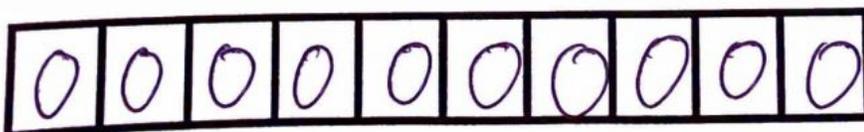
$$\underline{7} + \underline{3} = 10$$



$$\underline{8} + \underline{2} = 10$$

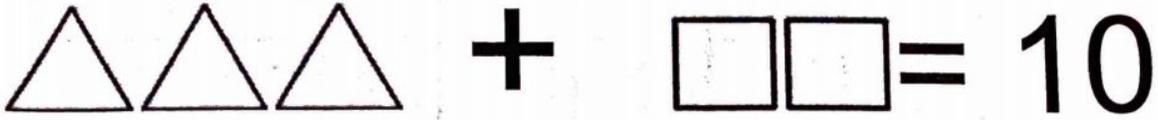


$$\underline{9} + \underline{1} = 10$$



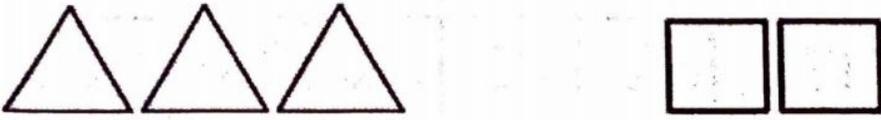
$$\underline{0} + \underline{10} = 10$$

Example:



A visual equation on a grid background. On the left, there are two rows of three triangles each, representing the number 6. To the right of these is a plus sign. Further right, there are two rows of two squares each, representing the number 4. To the right of the squares is an equals sign, followed by the number 10.

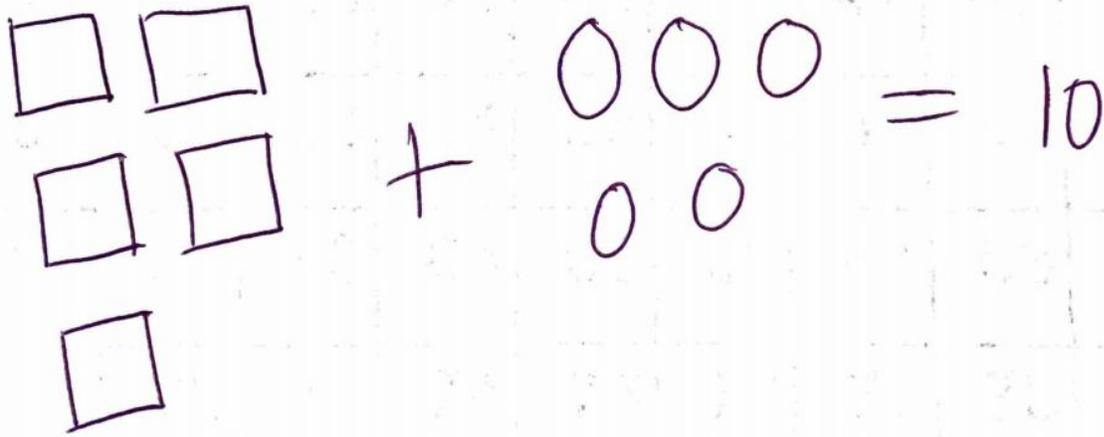
$$\triangle \triangle \triangle + \square \square = 10$$



A second visual equation on a grid background, identical to the one above. It shows two rows of three triangles followed by a plus sign, then two rows of two squares followed by an equals sign and the number 10.

$$\triangle \triangle \triangle + \square \square = 10$$

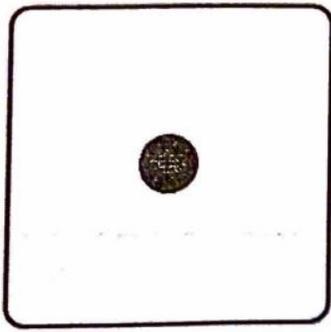
$$6 + 4 = 10$$



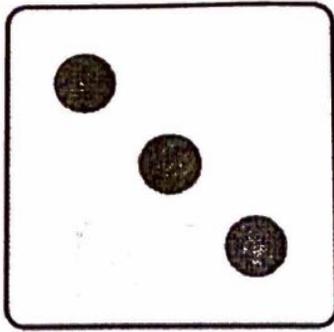
A handwritten visual equation on a grid background. On the left, there are two rows of two squares each and one square below them, representing the number 5. To the right of these is a plus sign. Further right, there are two rows of two circles each, representing the number 5. To the right of the circles is an equals sign, followed by the number 10.

$$\square \square + \circ \circ = 10$$

$$5 + 5 = 10$$

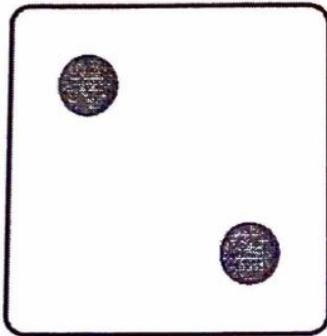


and



make

4

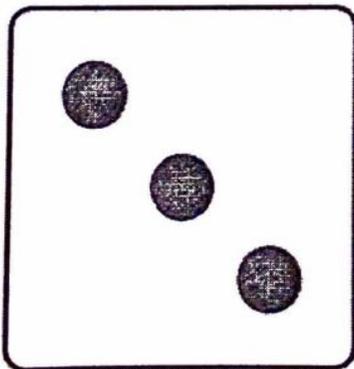


and

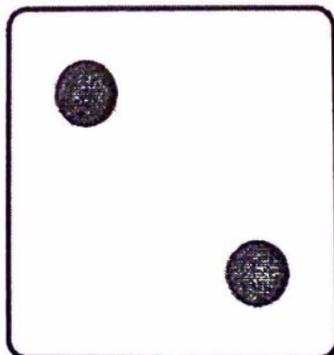


make

4



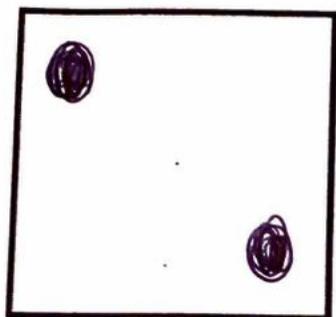
and



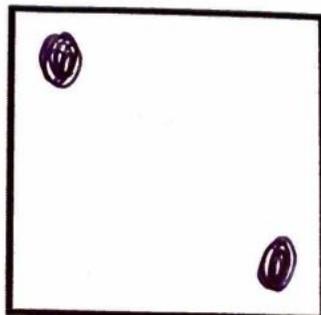
make

5

Draw your own dots on the dice to make 4.

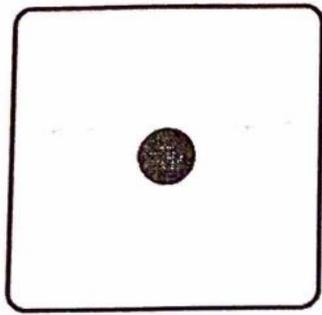


and

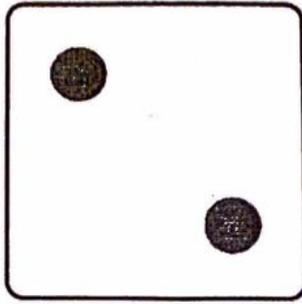


make 4

Part 2 Adding with Dice

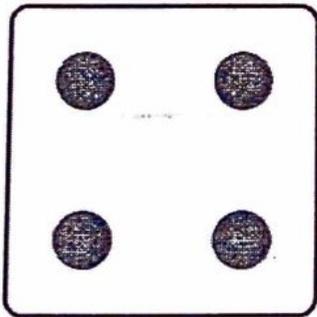


and



make

3



and

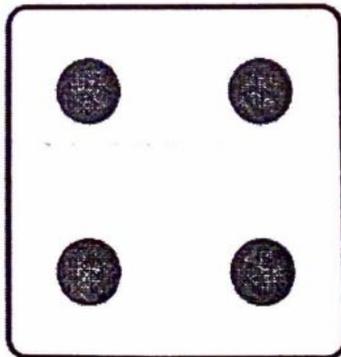


make

6

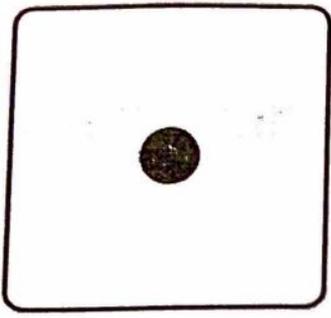


and

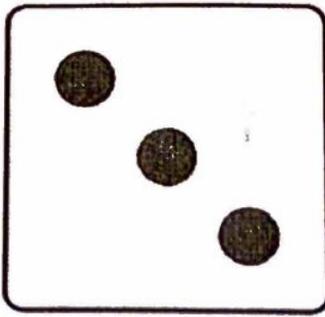


make

5

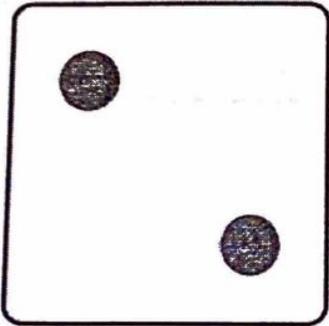


and

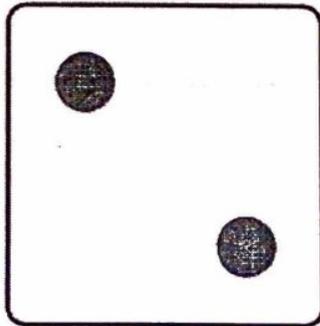


make

4

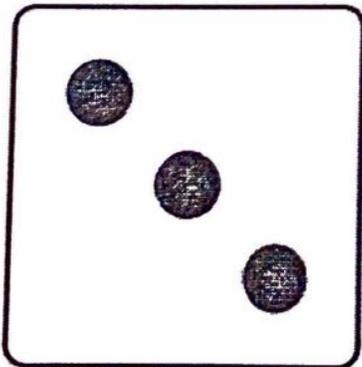


and

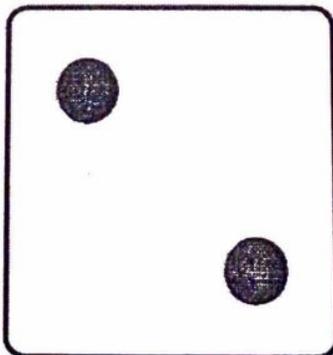


make

4



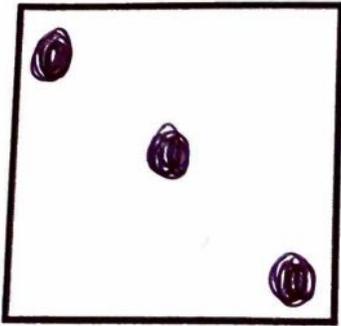
and



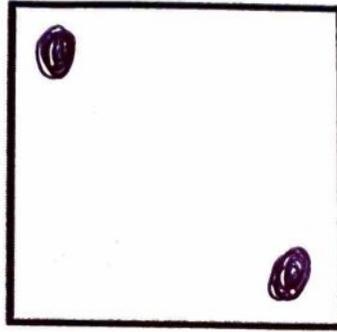
make

5

Draw your own dots on the dice to make 5.



and



make **5**

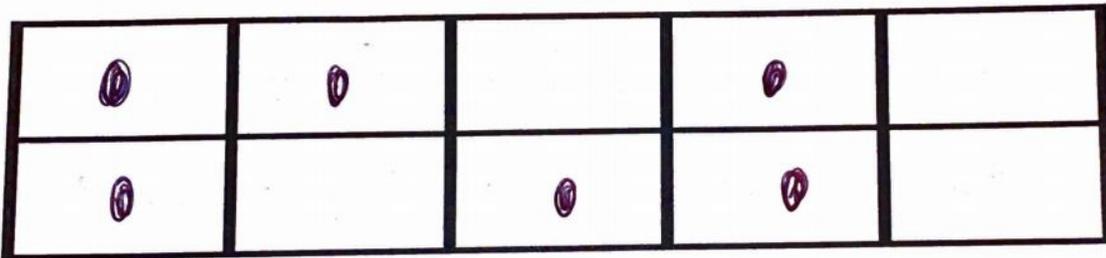
Trace the number 6.



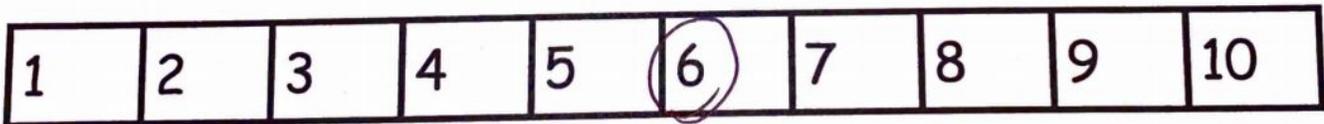
Write the word Six.



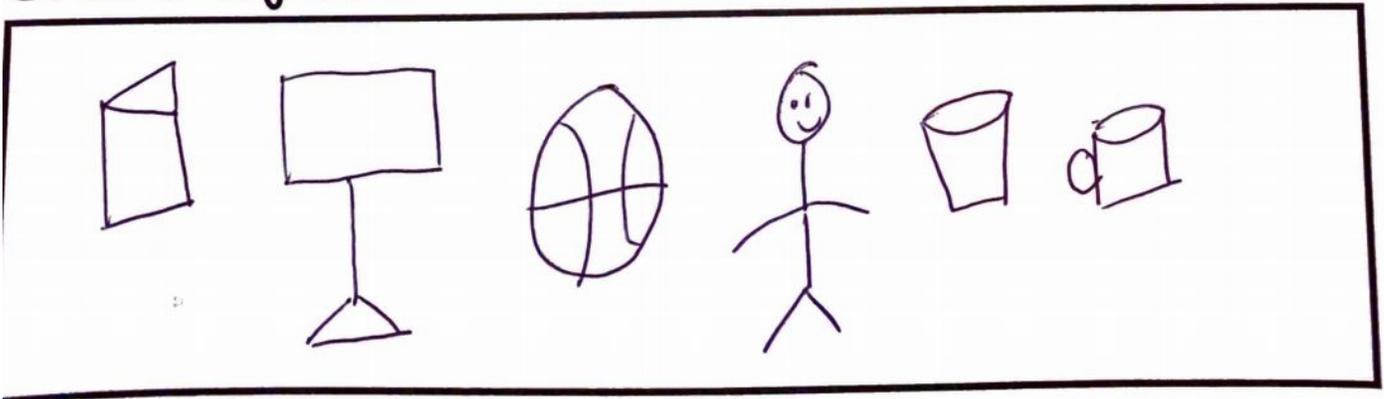
Show the number on a ten frame.



Circle the number 6 on a number train.



Draw 6 objects.



Count by 10s on the Hundreds Chart

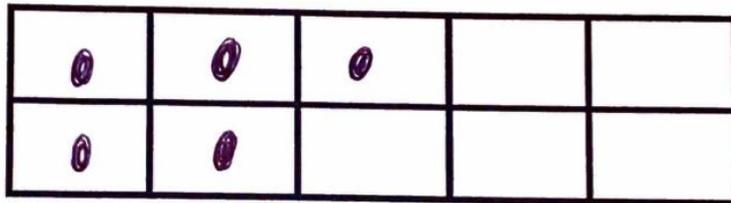
	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Addition Problem 3 + 2

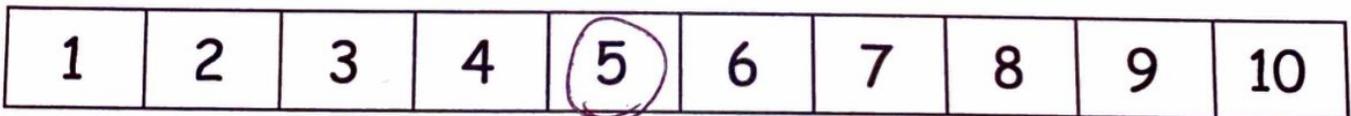
Draw a picture to match the addition problem.



Show the solution in a ten frame.



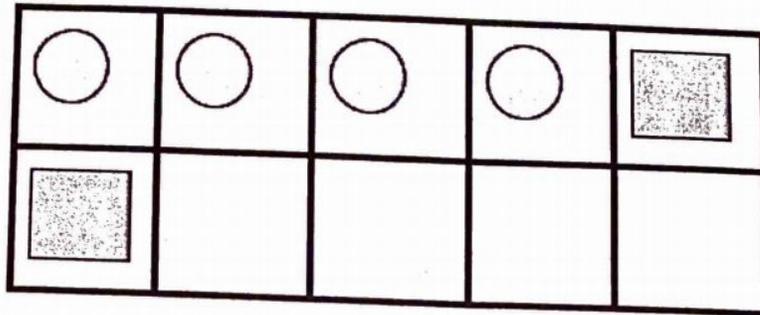
Show the solution on a number train.



Write the equation.

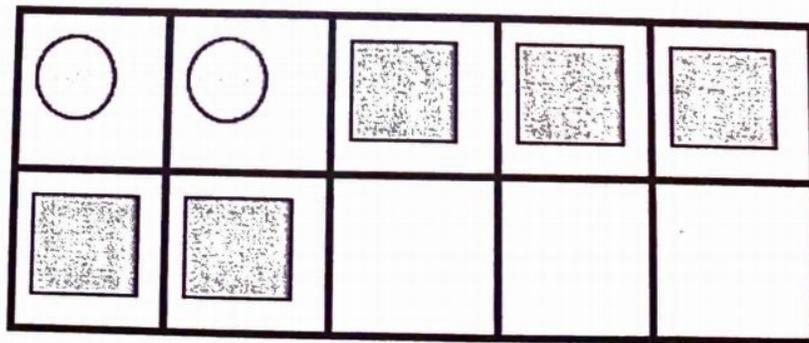
$$\underline{3} + \underline{2} = \underline{5}$$

Write an addition equation to match the ten frame.



$$\underline{4} + \underline{2} = \underline{6}$$

Write an addition equation to match the ten frame.



$$\underline{2} + \underline{5} = \underline{7}$$

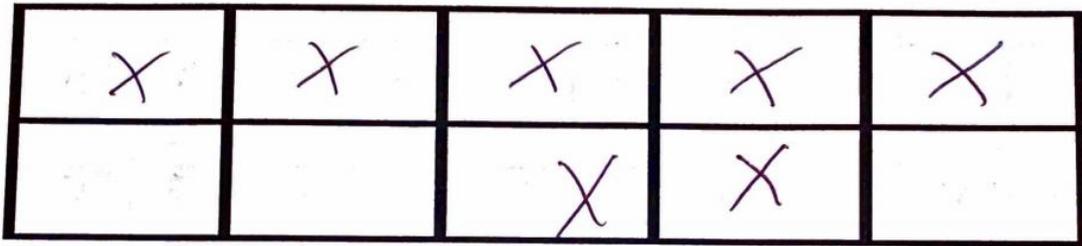
Trace the number 7.



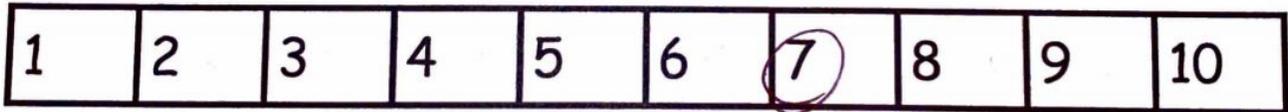
Write the word Seven.

Seven Seven Seven

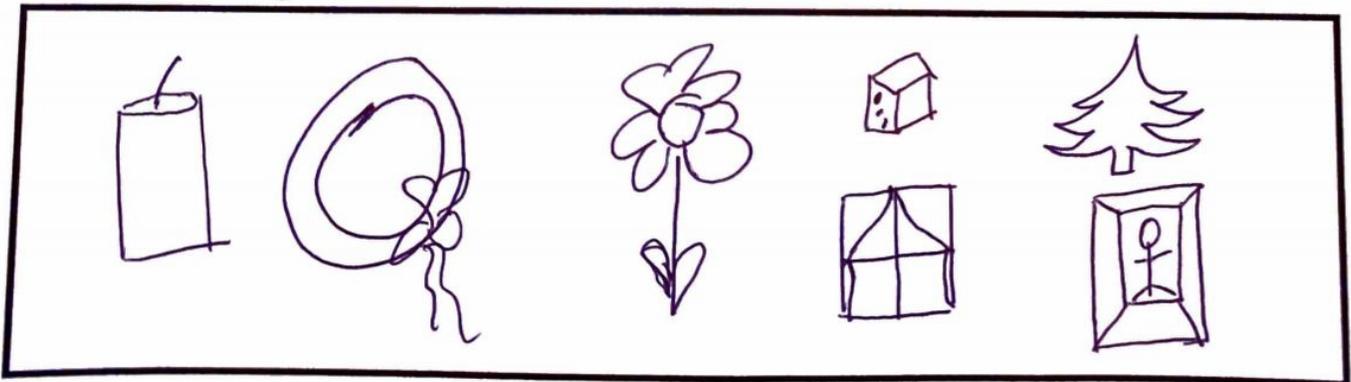
Show the number 7 on a ten frame.



Circle the number 7 on a number train.

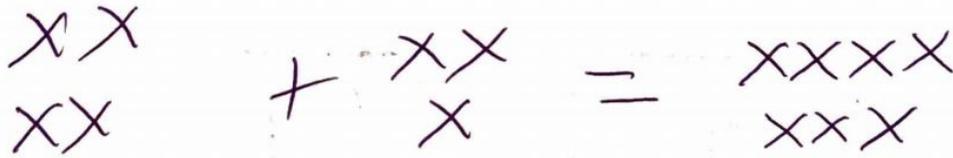


Draw 7 objects.



Addition 4 + 3

Draw a picture to match the addition problem.



Show the solution in a ten frame.

X	X	X	X	X
X	X			

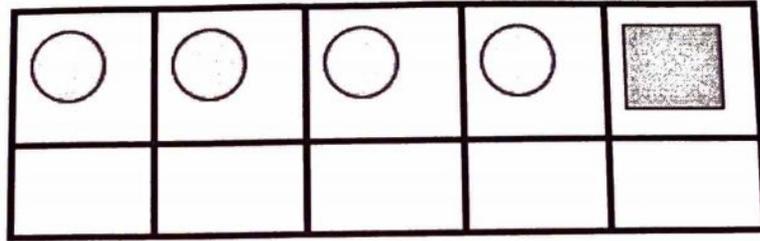
Show the solution on a number train.

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

Write the equation.

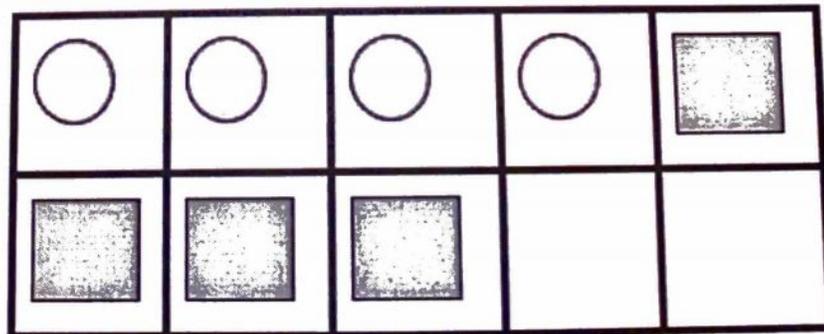
$$\underline{4} + \underline{3} = \underline{7}$$

What addition problem does this ten frame solve?



$$\underline{4} + \underline{1} = \underline{5}$$

What addition problem does this ten frame solve?



$$\underline{4} + \underline{4} = \underline{8}$$

Number of the Day 8

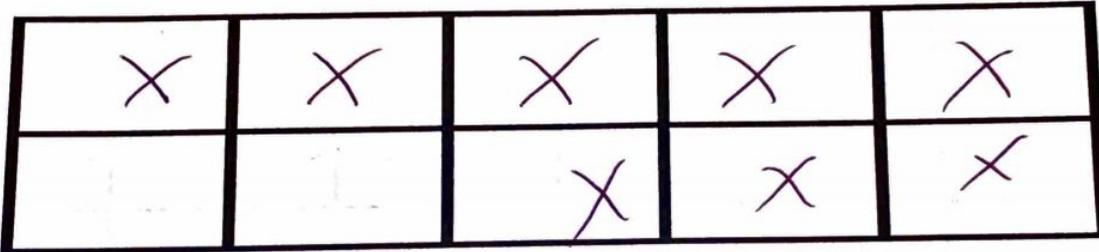
Trace the number 8.



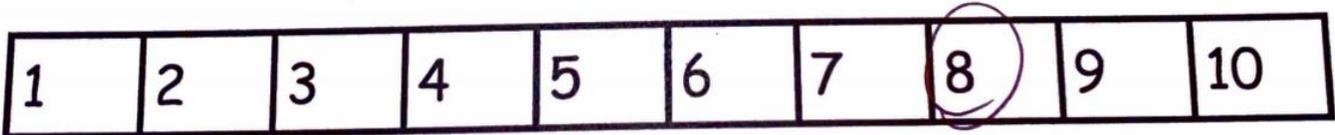
Write the word Eight.

Eight Eight Eight

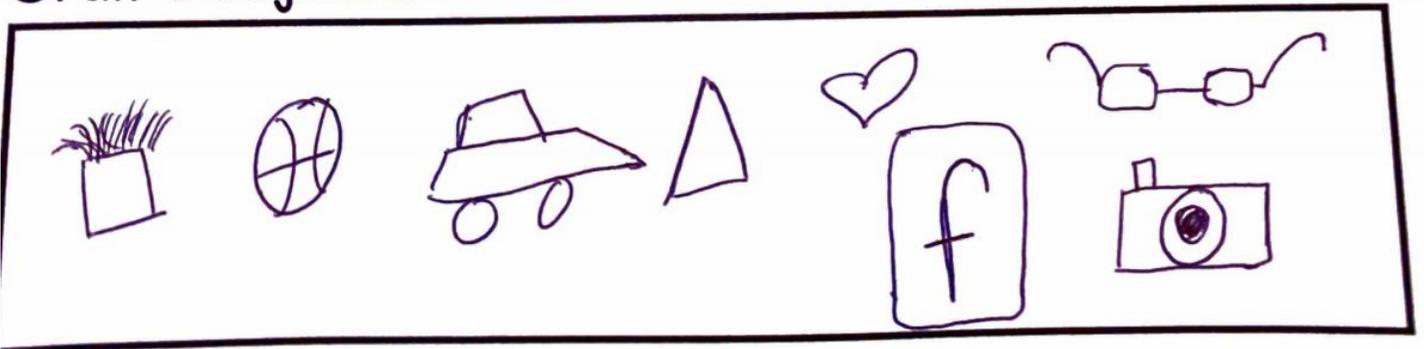
Show the number on a ten frame.



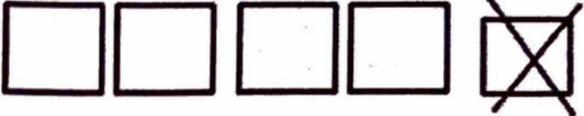
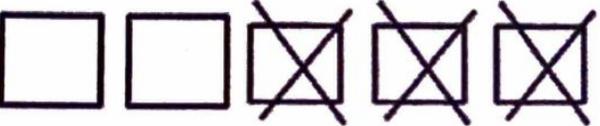
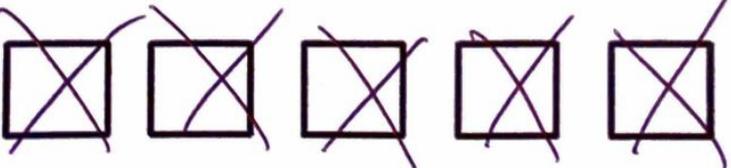
Circle the number 8 on a number train.



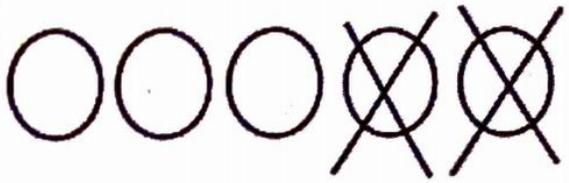
Draw 8 objects.



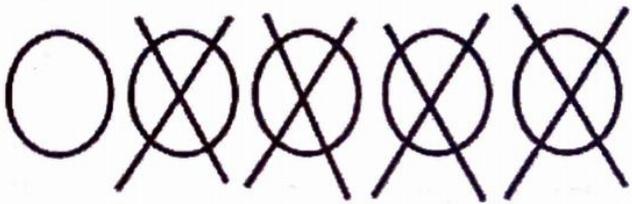
Subtract 1 square at a time and write the equation.

	$5 - 1 = 4$
	$5 - 2 = 3$
	$5 - \underline{3} = \underline{2}$
	$5 - \underline{4} = \underline{1}$
	$5 - \underline{5} = \underline{0}$

Write an equation that goes with this drawing.



$$\underline{5} - \underline{2} = \underline{3}$$



$$\underline{5} - \underline{4} = \underline{1}$$

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

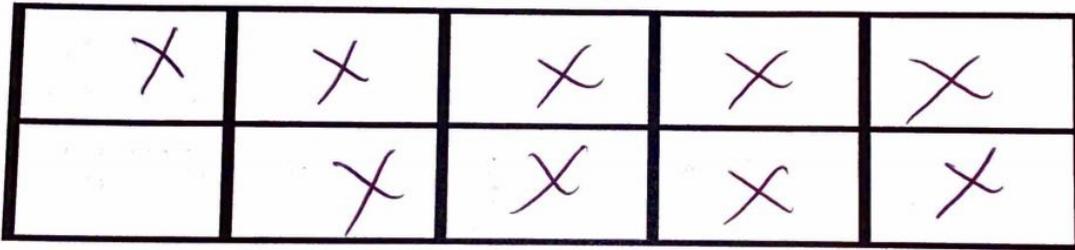
Trace the number 9.



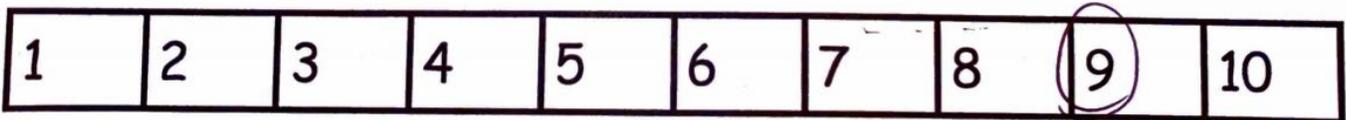
Write the word nine.

nine nine nine nine

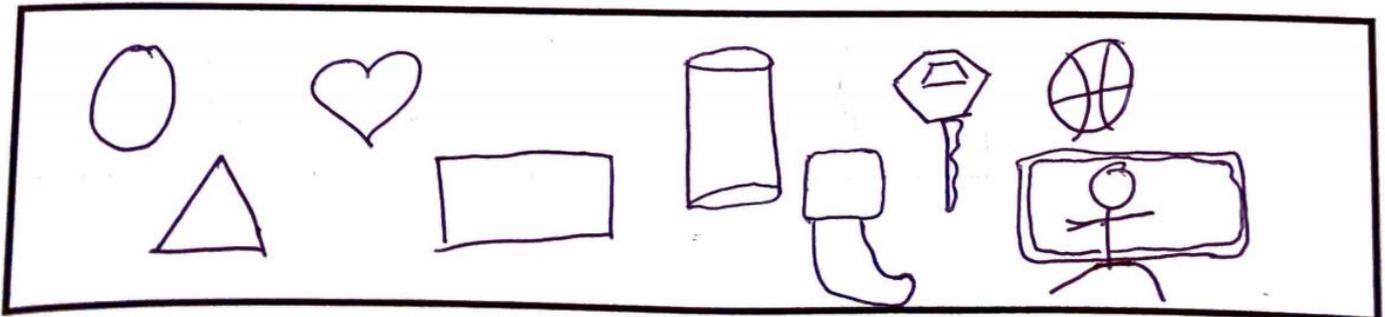
Show the number on a ten frame.



Circle the number 9 on a number train.

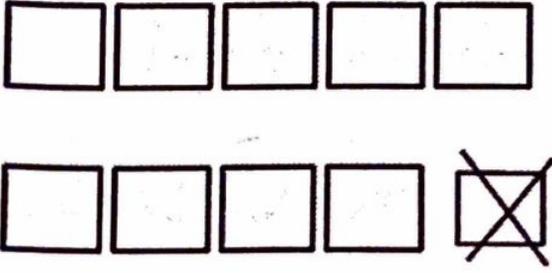
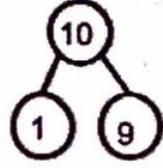
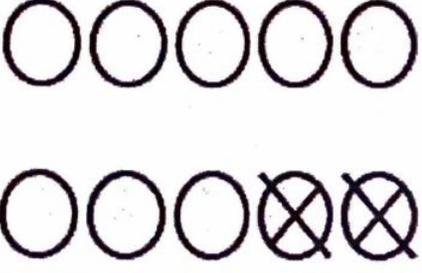
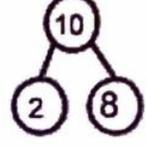
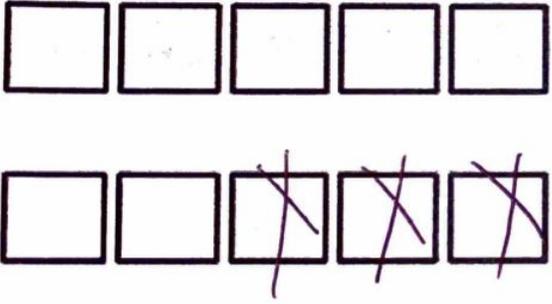
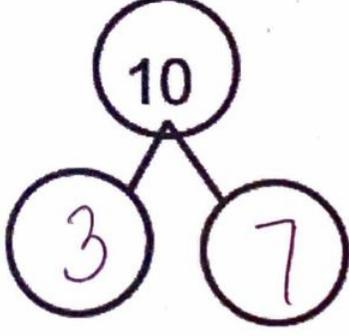
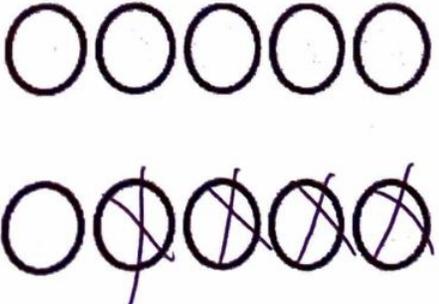
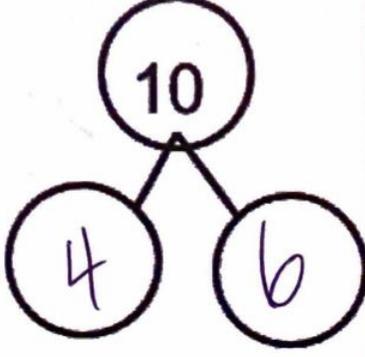


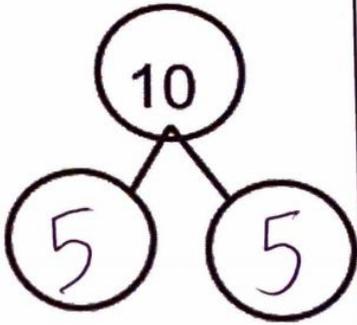
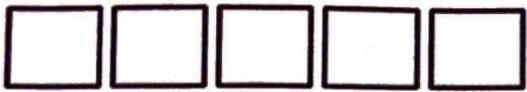
Draw 9 objects.



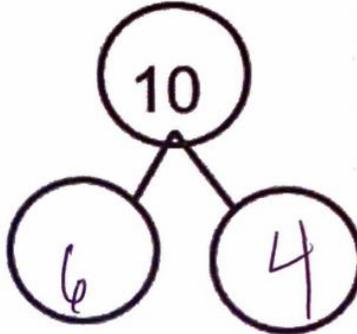
What are all the combinations of numbers that add to 10?

Cross out the shapes one at a time and represent the numbers in a number bond and then write the equation .

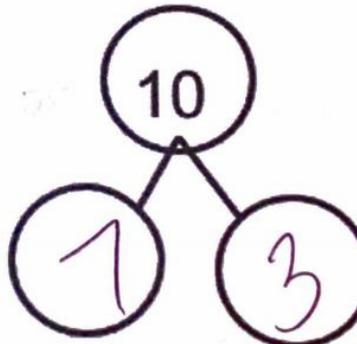
		$10 - 1 = 9$
		$10 - 2 = 8$
		$10 - 3 = 7$
		$10 - 4 = 6$



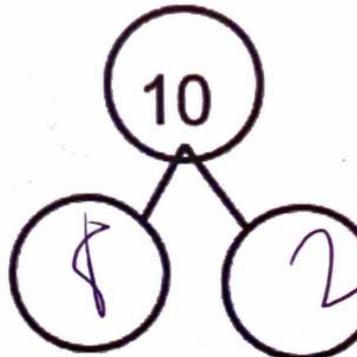
$$10 - \underline{5} = \underline{5}$$



$$10 - \underline{6} = \underline{4}$$



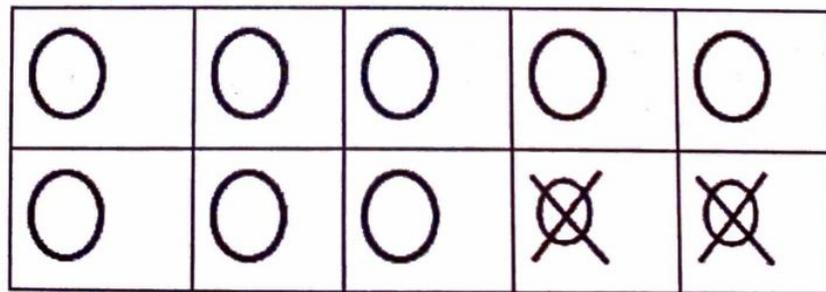
$$10 - \underline{7} = \underline{3}$$



$$10 - \underline{8} = \underline{2}$$

		$10 - \underline{9} = \underline{1}$
		$10 - \underline{10} = \underline{0}$

Write the equation that goes with this ten frame.



$$\underline{10} - \underline{2} = \underline{8}$$

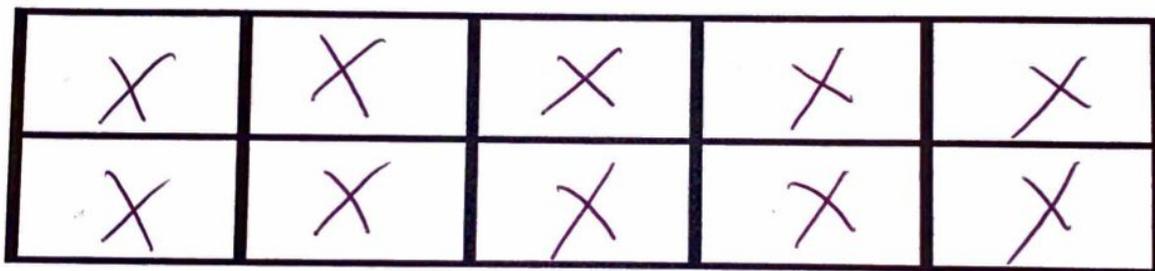
Trace the number 10.

10 10 10 10 10

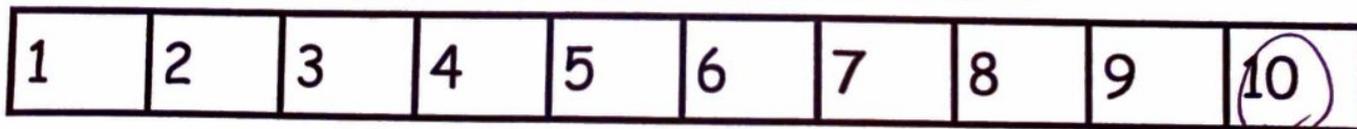
Write the word ten. race the number.

ten ten ten ten

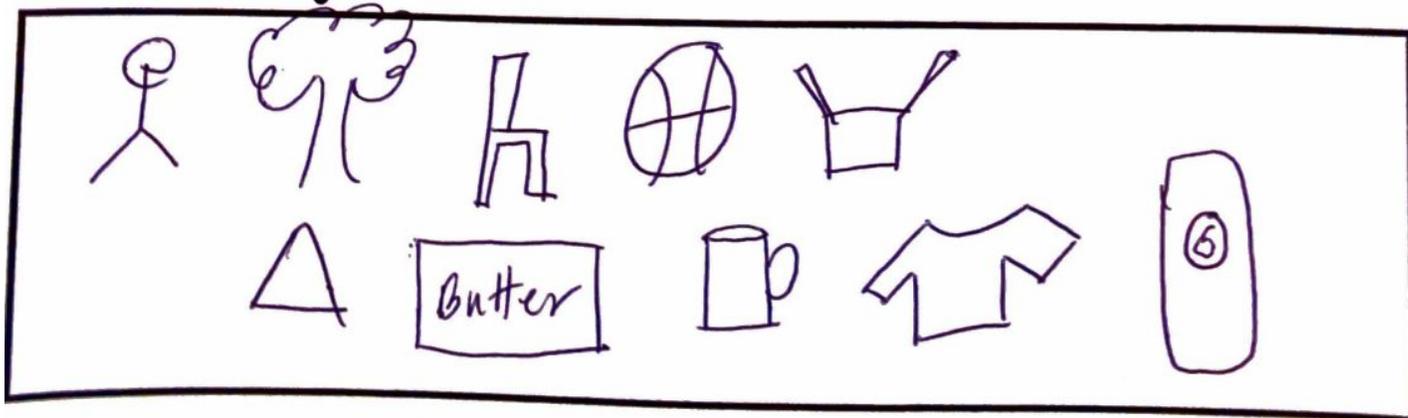
Show the number on a ten frame.



Circle the number 10 on a number train.

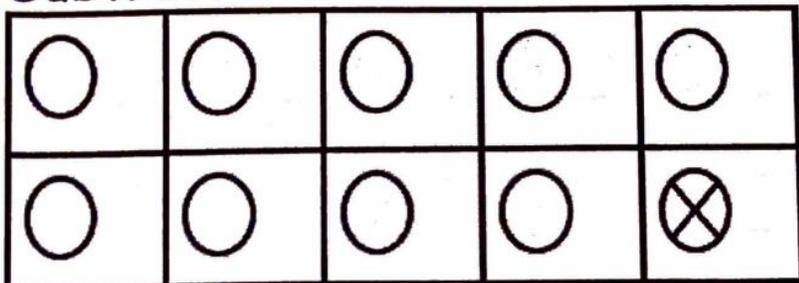


Draw 10 objects.



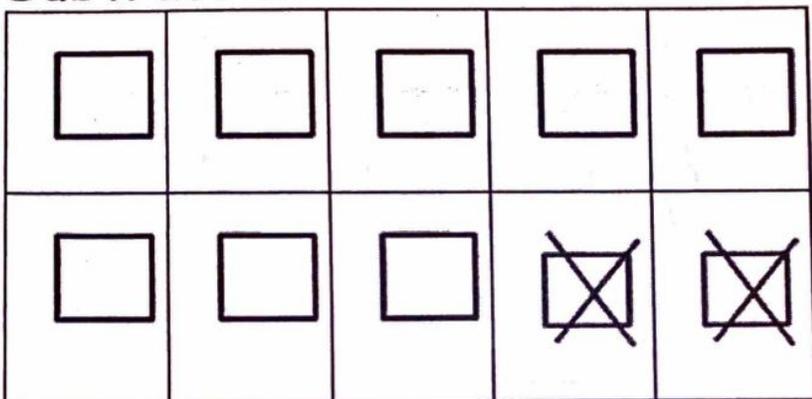
Subtract one more apple in each ten frame and write the equation that goes with it.

Subtract 1



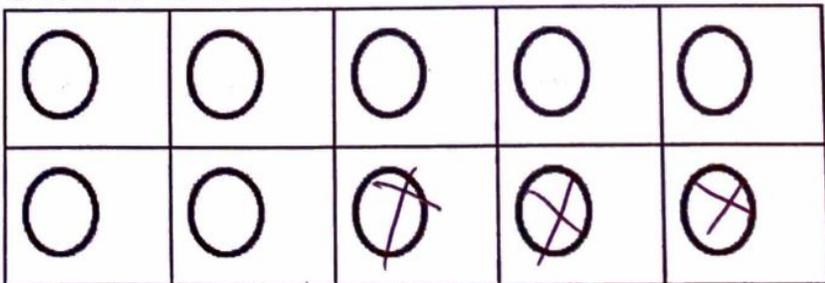
$$10 - 1 = 9$$

Subtract 2



$$10 - 2 = 8$$

Subtract 3



$$10 - \underline{3} = \underline{7}$$

Subtract 4

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

$$10 - \underline{4} = \underline{6}$$

Subtract 5

<input type="checkbox"/>				
<input checked="" type="checkbox"/>				

$$10 - \underline{5} = \underline{5}$$

Subtract 6

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>				

$$10 - \underline{6} = \underline{4}$$

Subtract 7

○	○	○	⊗	⊗
⊗	⊗	⊗	⊗	⊗

$$10 - \underline{7} = \underline{3}$$

Subtract 8

□	□	⊗	⊗	⊗
⊗	⊗	⊗	⊗	⊗

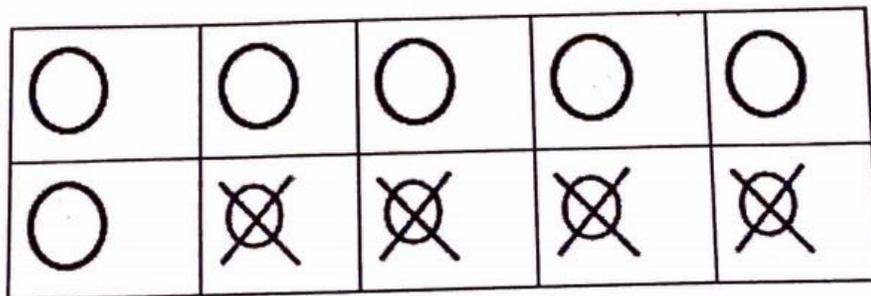
$$10 - \underline{8} = \underline{2}$$

Subtract 9

○	⊗	⊗	⊗	⊗
⊗	⊗	⊗	⊗	⊗

$$10 - \underline{9} = \underline{1}$$

Write the equation that goes with this 10 frame.



$$\underline{10} - \underline{4} = \underline{6}$$