

Mathematics

Grade K



Dear DPSCD Families,

The Office of Mathematics is partnering with families to support Distance Learning while students are home. As your child's first teacher, we empower you to utilize the resources provided to foster a deeper understanding of grade-level mathematics.

Students in grades K-8 will work from our core curriculum, Eureka Math, utilizing this Academic Packet supported by Knowledge on the Go recorded videos. The videos have a Eureka Math instructor presenting a lesson for students to engage in grade-level mathematics. The instructor will guide students to work through the lesson by completing problems simultaneously with your child and/or asking them to pause the video for independent solving and then check. As the instructor demonstrates sample problems in the Problem Set, Application Problems, Fluency Activities, Examples and/or Exercises, parents feel free to engage your child in this work. Ask students to show work and explain their answers. When appropriate have students add models or drawings to help them solve and record answers in complete sentences.

Daily lesson guidance can be found on the pages that follow. Each day has been designed to provide you access to materials from the Eureka Math Knowledge on the Go website <https://gm.greatminds.org/en-us/knowledgeonthego> . After you have accessed the site, click your child's grade level, and scroll down to find the desired lesson. The resources are found at the bottom of the page and we recommend the lessons be completed in order.



Eureka Math is our core curriculum, but we also recognize it is necessary to differentiate mathematics instruction to meet all students' needs. Students took the **i-Ready** diagnostic earlier this year and it created a Learning Path for students to follow. Students work weekly on the goals set on the i-



Ready Learning Path. After their core math lesson, if able, we ask that students continue to work on their Learning Path by logging on to www.clever.com and selecting the i-Ready icon. In addition, students may also access the i-Ready Teacher-Assigned Lessons which would be an enrichment to grade-level content and should be utilized if extension activities are needed.

If one-on-one, live support is required, please feel free to call the **Homework Hotline** at 1-833-466-3978. Please check the [Homework Hotline page](#) for operating hours. We have DPSCD mathematics teachers standing by and are ready to assist.



If students need additional help, and parents have internet access, please refer to the **Homework Helper** document and sign up for an account. Homework Helper provides step by step explanations of how to work the Eureka Math problems. Also, provided on the Eureka Math Knowledge on the Go website is a plethora of **Additional Resources** that consists of Templates, Homework, Parent Tip Sheets, and more.

We appreciate your continued dedication, support and partnership with Detroit Public Schools Community District and with your assistance we can press forward with our priority: Outstanding Achievement. Be safe. Be well!

A handwritten signature in black ink that reads "Tony R. Hank". The signature is written in a cursive, flowing style.

Deputy Executive Director of K-12 Mathematics

Notice of Non-Discrimination

DPSCD does not discriminate on the basis of race, color, national origin, sex, sexual orientation, transgender identity, disability, age, religion, height, weight, citizenship, marital or family status, military status, ancestry, genetic information, or any other legally protected category, in its educational programs and activities, including employment and admissions. Questions? Concerns? contact the Civil Rights Coordinator at (313) 240-4377 or dpscd.compliance@detroitk12.org or 3011 West Grand Boulevard, 14th Floor, Detroit MI 48202.

Parents,

Find additional resources aligned to Eureka Math here:



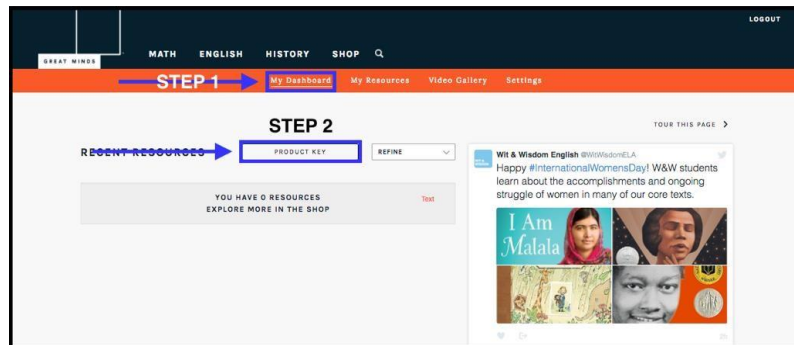
ACCESSING HOMEWORK HELPER eBooks

STEP 1: CREATE AN ACCOUNT

Sign up for a free account at GreatMinds.org/store/signup.

STEP 2: ACCESS YOUR DASHBOARD

Once you have created an account at GreatMinds.org, you will be taken to your Dashboard.



After you have logged in you can also access your Dashboard by clicking “MY DASHBOARD” in the upper right-hand corner of the site.

STEP 3: ENTER YOUR PRODUCT KEY

In your Dashboard you will see several buttons, select “PRODUCT KEY” and enter **H00688525** to access your Homework Helper eBook.



STEP 4: ACCESS YOUR HOMEWORK HELPER eBook

After you’ve entered your Product Key, select a grade-level, and the Homework Helper eBook will be added to your Dashboard. Click “LAUNCH PRODUCT” to navigate into the eBook. Note: if you are viewing the Homework Helper eBooks on a mobile device or tablet, we recommend using landscape view.

Questions? Contact us at info@GreatMinds.org.

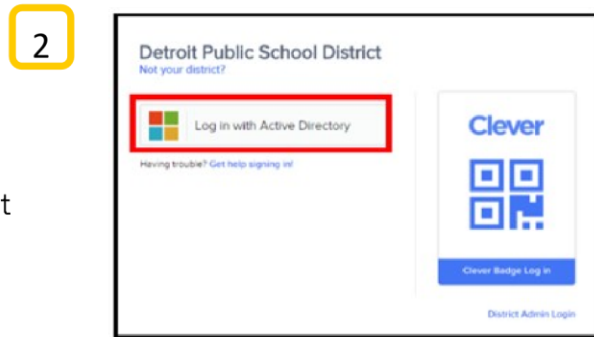
Clever—How to access DPSCD Curriculum Applications through Clever.com



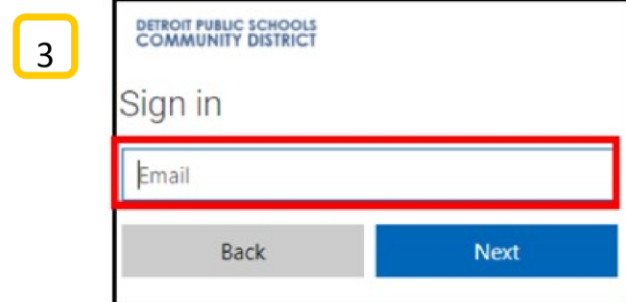
1 Click on the Clever desktop shortcut or open Google Chrome and go to clever.com/in/dpscd



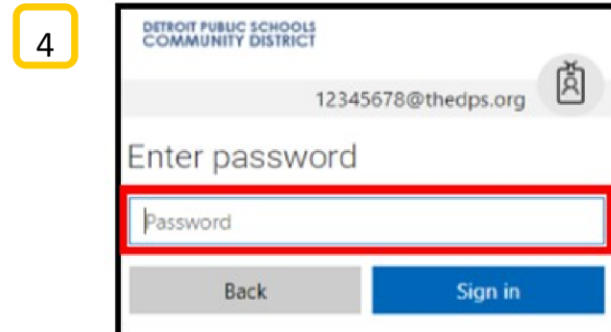
2 Click “Log in with Active Directory”
Teacher’s will use the same credentials that they use to login to their email.
Student’s will follow the following format listed below



3 Enter student’s username in the space identified. The username will consist of the students ID # with @thedps.org appended on.
 For example 12345678@thedps.org

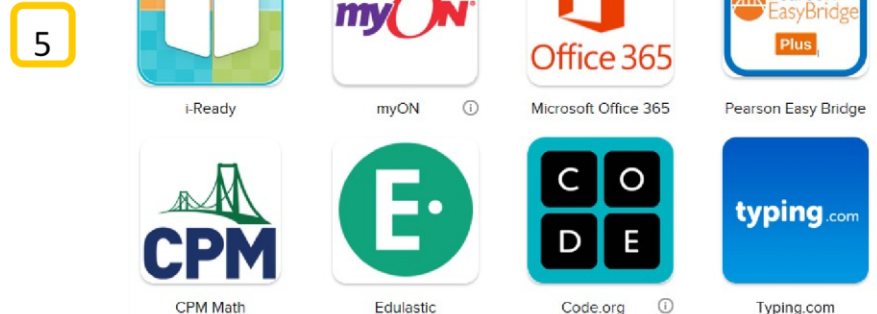


4 Enter the student’s password. The password will consist of the following:
 First letter of first name in upper case
 First letter of last name in lower case
 2 digit of their birth month
 2 digit of their birth year
 01 (male) or 02 (female)



For example: Jane Doe’s birthday is May 13, 2004.
 Her password is Jd050402







5 Click on the application you are interested in accessing



Kindergarten Mathematics

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

4/14/20 - 4/17/20 Week 1 (4 days)

Directions:	<p>Parents: Assist students with accessing the “Knowledge on the Go” videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student’s progress while working on the videos and/or online lessons.</p> <p>Students: Click or watch the “Knowledge on the Go” video each day and complete the daily Problem Set. Visit i-Ready to continue your learning path and complete Teacher-Assigned lessons.</p>
Target Standard(s)	K.OA.A.1, K.OA.A.3, K.OA.A.5
Module Topic	Module 4: Number Pairs, Addition and Subtraction to 10 Topic A: Compositions and Decompositions of 2, 3, 4, and 5
Materials Needed:	<ul style="list-style-type: none"> • Access to Knowledge on the Go Lesson Videos & Resources including Templates & Homework Helpers which provide guidance with worked examples for each lesson. • Clever Access for i-Ready (see links and QR codes below) • Paper, Pencil, Academic Packet including Problem Sets <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">   </div> <div style="text-align: center;">   </div> <div style="text-align: center;">   </div> </div> <p style="text-align: center; margin-top: 10px;"> Knowledge on the Go Clever.com Additional Resources </p>



	Daily Lesson (50 Minutes)	Extension (10-15 minutes)	Intervention (10 minutes)
Day 1	Knowledge on the Go Video for Module 4, Lesson 1 Module 4, Problem Set 1 (English / Spanish)	i-Ready “Teacher Assigned” Lesson clever.com	i-Ready “My Path” Lesson clever.com
Day 2	Knowledge on the Go Video for Module 4, Lesson 2 Module 4, Problem Set 2 (English / Spanish) Number Bond Template (English / Spanish)	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 3	Knowledge on the Go Video for Module 4, Lesson 3 Module 4, Problem Set 3 (English / Spanish) Number Bond Template (English / Spanish)	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 4	Knowledge on the Go Video for Module 4, Lesson 4 Module 4, Problem Set 4 (English / Spanish) Number Bond Template (English / Spanish)	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson

Click the Knowledge on the Go Lesson Materials link or scan the Knowledge on the Go QR Code in the Materials section. Then scroll down and click on the corresponding Module and Lesson. Problem sets are included in this academic packet.

Daily Fluency Practice

Mathematical Fluencies: In Kindergarten, students are expected by the end of the year to master addition and subtraction within 5. This is a great time to practice these skills.



Lesson 1

Standard	K.OA.A.1, K.OA.A.3, K.OA.A.5
Learning Target	Model composition and decomposition of numbers to 5 using actions, objects, and drawings
Launch	 Recommended: Students will view the Knowledge on the Go Video for Module 4, Lesson 1 Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.
Guided Practice	Recommended: Students will complete the Problem Set for Module 4, Lesson 1 from the “Knowledge on the Go” video along with the instructor. These are included in this academic packet or can be accessed here: Module 4, Problem Set 1 (English / Spanish)
Closing	Recommended: Students will reflect and share their learning on Module 4 Lesson 1
Extend	 Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

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Lesson 2

Standard	K.OA.A.1, K.OA.A.3, K.OA.A.5
Learning Target	Model composition and decomposition of numbers to 5 using fingers and linking cube sticks
Launch	 Recommended: Students will view the Knowledge on the Go Video for Module 4, Lesson 2 Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.
Guided Practice	Recommended: Students will complete the Problem Set for Module 4, Lesson 2 from the “Knowledge on the Go” video along with the instructor. These are included in this academic packet or can be accessed here: Module 4, Problem Set 2 (English / Spanish)
Closing	Recommended: Students will reflect and share their learning on Module 4 Lesson 2
Extend	 Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Daily Fluency Practice

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Lesson 3

Standard	K.OA.A.1, K.OA.A.3, K.OA.A.5
Learning Target	Represent composition story situations with drawings using numeric number bonds
Launch	 Recommended: Students will view the Knowledge on the Go Video for Module 4, Lesson 3 Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.
Guided Practice	Recommended: Students will complete the Problem Set for Module 4, Lesson 3 from the “Knowledge on the Go” video along with the instructor. These are included in this academic packet or can be accessed here: Module 4, Problem Set 3 (English/Spanish)
Closing	Recommended: Students will reflect and share their learning on Module 4 Lesson 3
Extend	 Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Daily Fluency Practice

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Lesson 4

Standard	K.OA.A.1, K.OA.A.3, K.OA.A.5
Learning Target	Represent decomposition story situations with drawings using numeric number bonds
Launch	 Recommended: Students will view the Knowledge on the Go Video for Module 4, Lesson 4 Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.
Guided Practice	Recommended: Students will complete the Problem Set for Module 4, Lesson 4 from the “Knowledge on the Go” video along with the instructor. These are included in this academic packet or can be accessed here: Module 4, Problem Set 4 (English/Spanish)
Closing	Recommended: Students will reflect and share their learning on Module 4 Lesson 4
Extend	 Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Kindergarten Mathematics

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

4/20/20 - 4/24/20 Week 2 (5 days)

Directions:	<p>Parents: Assist students with accessing the “Knowledge on the Go” videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student’s progress while working on the videos and/or online lessons.</p> <p>Students: Click or watch the “Knowledge on the Go” video each day and complete the daily Problem Set. Visit i-Ready to continue your learning path and complete Teacher-Assigned lessons.</p>
Target Standard(s)	K.OA.A.1, K.OA.A.3, K.OA.A.5
Module Topic	<p>Module 4: Number Pairs, Addition and Subtraction to 10</p> <p>Topic A: Compositions and Decompositions of 2, 3, 4, and 5</p> <p>Topic B: Decomposition of 6, 7, and 8 into Number Pairs</p>
Materials Needed:	<ul style="list-style-type: none"> • Access to Knowledge on the Go Lesson Videos & Resources including Templates & Homework Helpers which provide guidance with worked examples for each lesson. • Clever Access for i-Ready (see links and QR codes below) • Paper, Pencil, Academic Packet including Problem Sets <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>SCAN ME</p> </div> <div style="text-align: center;">  <p>SCAN ME</p> </div> <div style="text-align: center;">  <p>SCAN ME</p> </div> </div> <p style="text-align: center;"> Knowledge on the Go Clever.com Additional Resources </p>



	Daily Lesson (50 minutes)	Extension (10-15 minutes)	Intervention (15 minutes)
Day 5	Knowledge on the Go Lesson Materials for Module 4, Lesson 5	i-Ready “Teacher Assigned” Lesson clever.com	i-Ready “My Path” Lesson clever.com
Day 6	Knowledge on the Go Lesson Materials for Module 4, Lesson 6	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 7	Knowledge on the Go Lesson Materials for Module 4, Lesson 7	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 8	Knowledge on the Go Lesson Materials for Module 4, Lesson 8	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 9	Knowledge on the Go Lesson Materials for Module 4, Lesson 9	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson

Click the Knowledge on the Go Lesson Materials link or scan the Knowledge on the Go QR Code in the Materials section. Then scroll down and click on the corresponding Module and Lesson. Problem sets are included in this academic packet.

Daily Fluency Practice

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Lesson 5

Standard	K.OA.A.1, K.OA.A.3, K.OA.A.5
Learning Target	Represent composition and decomposition of numbers to 5 using pictorial and numeric number bonds
Launch	 Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 5 Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.
Guided Practice	Recommended: Students will complete the Problem Set for Module 4, Lesson 5 from the “Knowledge on the Go” video along with the instructor. These are included in this academic packet or can be accessed here: Module 4, Problem Set 5
Closing	Recommended: Students will reflect and share their learning on Module 4 Lesson 5
Extend	 Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Daily Fluency Practice

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Lesson 6

Standard	K.OA.A.1, K.OA.A.3, K.OA.A.5
Learning Target	Use dimes and pennies as representations of tens and ones.
Launch	 <p>Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 6</p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
Guided Practice	<p>Recommended: Students will complete the Problem Set for Module 4, Lesson 6 from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: Module 4, Problem Set 6</p>
Closing	<p>Recommended: Students will reflect and share their learning on Module 4 Lesson 6</p>
Extend	 <p>Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.</p>
Intervention	<p>Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.</p>

Daily Fluency Practice

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Lesson 7

Standard	K.OA.A.1, K.OA.A.3
Learning Target	Model decompositions of 6 using a story situation, objects, and number bonds
Launch	 <p>Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 7</p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
Guided Practice	<p>Recommended: Students will complete the Problem Set for Module 4, Lesson 7 from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: Module 4, Problem Set 7</p>
Closing	<p>Recommended: Students will reflect and share their learning on Module 4 Lesson 7</p>
Extend	 <p>Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.</p>
Intervention	<p>Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.</p>

Daily Fluency Practice

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Lesson 8

Standard	K.OA.A.1, K.OA.A.3
Learning Target	Model decompositions of 7 using a story situation, objects, and number bonds
Launch	 Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 8 Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.
Guided Practice	Recommended: Students will complete the Problem Set for Module 4, Lesson 8 from the “Knowledge on the Go” video along with the instructor. These are included in this academic packet or can be accessed here: Module 4, Problem Set 8
Closing	Recommended: Students will reflect and share their learning on Module 4 Lesson 8
Extend	 Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Daily Fluency Practice

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Lesson 9

Standard	K.OA.A.1, K.OA.A.3
Learning Target	Model decompositions of 8 using a story situation, arrays, and number bonds
Launch	 Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 9 Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.
Guided Practice	Recommended: Students will complete the Problem Set for Module 4, Lesson 9 from the “Knowledge on the Go” video along with the instructor. These are included in this academic packet or can be accessed here: Module 4, Problem Set 9
Closing	Recommended: Students will reflect and share their learning on Module 4 Lesson 9
Extend	 Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Kindergarten Mathematics

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

4/27/20 - 5/1/20 Week 3 (5 days)

Directions:	<p>Parents: Assist students with accessing the “Knowledge on the Go” videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student’s progress while working on the videos and/or online lessons.</p> <p>Students: Click or watch the “Knowledge on the Go” video each day and complete the daily Problem Set. Visit i-Ready to continue your learning path and complete Teacher-Assigned lessons.</p>
Target Standard(s)	K.OA.A.1, K.OA.A.2, K.OA.A.3
Module Topic	<p>Module 4: Number Pairs, Addition and Subtraction to 10</p> <p>Topic B: Decomposition of 6, 7, and 8 into Number Pairs</p> <p>Topic C: Addition with Totals of 6, 7, and 8</p>
Materials Needed:	<ul style="list-style-type: none"> • Access to Knowledge on the Go Lesson Videos & Resources including Templates & Homework Helpers which provide guidance with worked examples for each lesson. • Clever Access for i-Ready (see links and QR codes below) • Paper, Pencil, Academic Packet including Problem Sets <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">   </div> <div style="text-align: center;">   </div> <div style="text-align: center;">   </div> </div> <p style="text-align: center; margin-top: 10px;"> Knowledge on the Go Clever.com Additional Resources </p>



	Daily Lesson (50 minutes)	Extension (10-15 minutes)	Intervention (15 minutes)
Day 10	Knowledge on the Go Lesson Materials for Module 4, Lesson 10	i-Ready “Teacher Assigned” Lesson clever.com	i-Ready “My Path” Lesson clever.com
Day 11	Knowledge on the Go Lesson Materials for Module 4, Lesson 11	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 12	Knowledge on the Go Lesson Materials for Module 4, Lesson 12	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 13	Knowledge on the Go Lesson Materials for Module 4, Lesson 13	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 14	Knowledge on the Go Lesson Materials for Module 4, Lesson 14	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson

Click the Knowledge on the Go Lesson Materials link or scan the Knowledge on the Go QR Code in the Materials section. Then scroll down and click on the corresponding Module and Lesson. Problem sets are included in this academic packet.

Daily Fluency Practice

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Lesson 10

Standard	K.OA.A.1, K.OA.A.3
Learning Target	Model decompositions of 6-8 using linking cube sticks to see patterns
Launch	 <p>Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 10</p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
Guided Practice	<p>Recommended: Students will complete the Problem Set for Module 4, Lesson 10 from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: Module 4, Problem Set 10</p>
Closing	<p>Recommended: Students will reflect and share their learning on Module 4 Lesson 10</p>
Extend	 <p>Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.</p>
Intervention	<p>Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.</p>

Daily Fluency Practice

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Lesson 11

Standard	K.OA.A.1, K.OA.A.3, K.OA.A.5
Learning Target	Represent decompositions for 6-8 using horizontal and vertical number bonds
Launch	 <p>Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 11</p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
Guided Practice	<p>Recommended: Students will complete the Problem Set for Module 4, Lesson 11 from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: Module 4, Problem Set 11</p>
Closing	<p>Recommended: Students will reflect and share their learning on Module 4 Lesson 11</p>
Extend	 <p>Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.</p>
Intervention	<p>Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.</p>

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Lesson 12

Standard	K.OA.A.1, K.OA.A.3
Learning Target	Use 5-groups to represent the $5 + n$ pattern to 8
Launch	 <p>Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 12</p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
Guided Practice	<p>Recommended: Students will complete the Problem Set for Module 4, Lesson 12 from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: Module 4, Problem Set 12</p>
Closing	<p>Recommended: Students will reflect and share their learning on Module 4 Lesson 12</p>
Extend	 <p>Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.</p>
Intervention	<p>Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.</p>

Daily Fluency Practice

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Lesson 13

Standard	K.OA.A.1, K.OA.A.3
Learning Target	Represent decomposition and composition addition stories to 6 with drawings and equations with no unknown
Launch	 Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 13 Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.
Guided Practice	Recommended: Students will complete the Problem Set for Module 4, Lesson 13 from the “Knowledge on the Go” video along with the instructor. These are included in this academic packet or can be accessed here: Module 4, Problem Set 13
Closing	Recommended: Students will reflect and share their learning on Module 4 Lesson 13
Extend	 Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Daily Fluency Practice

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Lesson 14

Standard	K.OA.A.1, K.OA.A.3
Learning Target	Represent decomposition and composition addition stories to 7 with drawings and equations with no unknown
Launch	 Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 14 Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.
Guided Practice	Recommended: Students will complete the Problem Set for Module 4, Lesson 14 from the “Knowledge on the Go” video along with the instructor. These are included in this academic packet or can be accessed here: Module 4, Problem Set 14
Closing	Recommended: Students will reflect and share their learning on Module 4 Lesson 14
Extend	 Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Kindergarten Mathematics

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

5/4/20 - 5/8/20 Week 4 (5 days)

Directions:	<p>Parents: Assist students with accessing the “Knowledge on the Go” videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student’s progress while working on the videos and/or online lessons.</p> <p>Students: Click or watch the “Knowledge on the Go” video each day and complete the daily Problem Set. Visit i-Ready to continue your learning path and complete Teacher-Assigned lessons.</p>
Target Standard(s)	K.OA.A.1, K.OA.A.2, K.OA.A.3
Module Topic	<p>Module 4: Number Pairs, Addition and Subtraction to 10</p> <p>Topic C: Addition with Totals of 6, 7, and 8</p> <p>Topic D: Subtraction from Numbers to 8</p>
Materials Needed:	<ul style="list-style-type: none"> • Access to Knowledge on the Go Lesson Videos & Resources including Templates & Homework Helpers which provide guidance with worked examples for each lesson. • Clever Access for i-Ready (see links and QR codes below) • Paper, Pencil, Academic Packet including Problem Sets <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">   </div> <div style="text-align: center;">   </div> <div style="text-align: center;">   </div> </div> <p style="text-align: center; margin-top: 10px;"> Knowledge on the Go Clever.com Additional Resources </p>



	Daily Lesson (50 minutes)	Extension (10-15 minutes)	Intervention (15 minutes)
Day 15	Knowledge on the Go Lesson Materials for Module 4, Lesson 15	i-Ready “Teacher Assigned” Lesson clever.com	i-Ready “My Path” Lesson clever.com
Day 16	Knowledge on the Go Lesson Materials for Module 4, Lesson 16	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 17	Knowledge on the Go Lesson Materials for Module 4, Lesson 17	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 18	Knowledge on the Go Lesson Materials for Module 4, Lesson 18	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 19	Knowledge on the Go Lesson Materials for Module 4, Lesson 19	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson

Click the Knowledge on the Go Lesson Materials link or scan the Knowledge on the Go QR Code in the Materials section. Then scroll down and click on the corresponding Module and Lesson. Problem sets are included in this academic packet.

Daily Fluency Practice

Mathematical Fluencies: In Kindergarten, students are expected by the end of the year to master addition and subtraction within 5. This is a great time to practice these skills.



Lesson 15

Standard	K.OA.A.1, K.OA.A.3	
Learning Target	Represent decomposition and composition addition stories to 8 with drawings and equations with no unknown	
Launch	 <p>Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 15</p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>	
Guided Practice	<p>Recommended: Students will complete the Problem Set for Module 4, Lesson 15 from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: Module 4, Problem Set 15</p>	
Closing	<p>Recommended: Students will reflect and share their learning on Module 4 Lesson 15</p>	
Extend	 <p>Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.</p>	
Intervention	<p>Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.</p>	

Daily Fluency Practice

Mathematical Fluencies: In Kindergarten, students are expected by the end of the year to master addition and subtraction within 5. This is a great time to practice these skills.



Lesson 16

Standard	K.OA.A.1, K.OA.A.2
Learning Target	Solve add to with result unknown word problems to 8 with equations. Bos the unknown
Launch	 <p>Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 16</p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
Guided Practice	<p>Recommended: Students will complete the Problem Set for Module 4, Lesson 16 from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: Module 4, Problem Set 16</p>
Closing	<p>Recommended: Students will reflect and share their learning on Module 4 Lesson 16</p>
Extend	 <p>Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.</p>
Intervention	<p>Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.</p>

Daily Fluency Practice

Mathematical Fluencies: In Kindergarten, students are expected by the end of the year to master addition and subtraction within 5. This is a great time to practice these skills.



Lesson 17

Standard	K.OA.A.1, K.OA.A.2
Learning Target	Solve put together with total unknown word problems to 8 using objects and drawings
Launch	 <p>Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 17</p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
Guided Practice	<p>Recommended: Students will complete the Problem Set for Module 4, Lesson 17 from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: Module 4, Problem Set 17</p>
Closing	<p>Recommended: Students will reflect and share their learning on Module 4 Lesson 17</p>
Extend	 <p>Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.</p>
Intervention	<p>Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.</p>

Daily Fluency Practice

Mathematical Fluencies: In Kindergarten, students are expected by the end of the year to master addition and subtraction within 5. This is a great time to practice these skills.



Lesson 18

Standard	K.OA.A.1, K.OA.A.2, K.OA.A.3
Learning Target	Solve both addends unknown word problems to 8 to find addition patterns in number pairs
Launch	 <p>Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 18</p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
Guided Practice	<p>Recommended: Students will complete the Problem Set for Module 4, Lesson 18 from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: Module 4, Problem Set 18</p>
Closing	<p>Recommended: Students will reflect and share their learning on Module 4 Lesson 18</p>
Extend	 <p>Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.</p>
Intervention	<p>Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.</p>

Daily Fluency Practice

Mathematical Fluencies: In Kindergarten, students are expected by the end of the year to master addition and subtraction within 5. This is a great time to practice these skills.




Lesson 19

Standard	K.OA.A.1, K.OA.A.2
Learning Target	Use objects and drawing to find how many are left
Launch	 <p>Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 19</p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
Guided Practice	<p>Recommended: Students will complete the Problem Set for Module 4, Lesson 19 from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: Module 4, Problem Set 19</p>
Closing	<p>Recommended: Students will reflect and share their learning on Module 4 Lesson 19</p>
Extend	 <p>Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.</p>
Intervention	<p>Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.</p>

Kindergarten Mathematics

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

5/11/20 - 5/15/20 Week 5 (5 days)

Directions:	<p>Parents: Assist students with accessing the “Knowledge on the Go” videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student’s progress while working on the videos and/or online lessons.</p> <p>Students: Click or watch the “Knowledge on the Go” video each day and complete the daily Problem Set. Visit i-Ready to continue your learning path and complete Teacher-Assigned lessons.</p>
Target Standard(s)	K.OA.A.1, K.OA.A.2, K.OA.A.3
Module Topic	Module 4: Number Pairs, Addition and Subtraction to 10 Topic D: Subtraction from Numbers to 8
Materials Needed:	<ul style="list-style-type: none"> • Access to Knowledge on the Go Lesson Videos & Resources including Templates & Homework Helpers which provide guidance with worked examples for each lesson. • Clever Access for i-Ready (see links and QR codes below) • Paper, Pencil, Academic Packet including Problem Sets <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>SCAN ME</p> </div> <div style="text-align: center;">  <p>SCAN ME</p> </div> <div style="text-align: center;">  <p>SCAN ME</p> </div> </div> <p style="text-align: center; margin-top: 10px;"> Knowledge on the Go Clever.com Additional Resources </p>



	Daily Lesson (50 minutes)	Extension (10-15 minutes)	Intervention (15 minutes)
Day 20	Knowledge on the Go Lesson Materials for Module 4, Lesson 20	i-Ready “Teacher Assigned” Lesson clever.com	i-Ready “My Path” Lesson clever.com
Day 21	Knowledge on the Go Lesson Materials for Module 4, Lesson 21	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 22	Knowledge on the Go Lesson Materials for Module 4, Lesson 22	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 23	Knowledge on the Go Lesson Materials for Module 4, Lesson 23	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 24	Knowledge on the Go Lesson Materials for Module 4, Lesson 24	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson

Click the Knowledge on the Go Lesson Materials link or scan the Knowledge on the Go QR Code in the Materials section. Then scroll down and click on the corresponding Module and Lesson. Problem sets are included in this academic packet.

Daily Fluency Practice

Mathematical Fluencies: In Kindergarten, students are expected by the end of the year to master addition and subtraction within 5. This is a great time to practice these skills.



Lesson 20

Standard	K.OA.A.1, K.OA.A.2, K.OA.A.3
Learning Target	Solve take from with result unknown expressions and equations using the minus sign with no unknown
Launch	 <p>Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 20</p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
Guided Practice	<p>Recommended: Students will complete the Problem Set for Module 4, Lesson 20 from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: Module 4, Problem Set 20</p>
Closing	<p>Recommended: Students will reflect and share their learning on Module 4 Lesson 20</p>
Extend	 <p>Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.</p>
Intervention	<p>Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.</p>

Daily Fluency Practice

Mathematical Fluencies: In Kindergarten, students are expected by the end of the year to master addition and subtraction within 5. This is a great time to practice these skills.



Lesson 21

Standard	K.OA.A.1, K.OA.A.2, K.OA.A.3
Learning Target	Represent subtraction story problems using objects, drawings, expressions, and equations
Launch	 <p>Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 21</p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
Guided Practice	<p>Recommended: Students will complete the Problem Set for Module 4, Lesson 21 from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: Module 4, Problem Set 21</p>
Closing	<p>Recommended: Students will reflect and share their learning on Module 4 Lesson 21</p>
Extend	 <p>Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.</p>
Intervention	<p>Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.</p>

Daily Fluency Practice

Mathematical Fluencies: In Kindergarten, students are expected by the end of the year to master addition and subtraction within 5. This is a great time to practice these skills.



Lesson 22

Standard	K.OA.A.1, K.OA.A.2, K.OA.A.3
Learning Target	Decompose the number 6 using 5-group drawings by breaking off or removing a part, and record each decomposition with a drawing
Launch	 <p>Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 22</p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
Guided Practice	<p>Recommended: Students will complete the Problem Set for Module 4, Lesson 22 from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: Module 4, Problem Set 22</p>
Closing	<p>Recommended: Students will reflect and share their learning on Module 4 Lesson 22</p>
Extend	 <p>Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.</p>
Intervention	<p>Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.</p>

Daily Fluency Practice

Mathematical Fluencies: In Kindergarten, students are expected by the end of the year to master addition and subtraction within 5. This is a great time to practice these skills.



Lesson 23

Standard	K.OA.A.1, K.OA.A.2, K.OA.A.3
Learning Target	Decompose the number 7 using 5-group drawings by hiding a part, and record each decomposition with a drawing and subtraction
Launch	 <p>Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 23</p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
Guided Practice	<p>Recommended: Students will complete the Problem Set for Module 4, Lesson 23 from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: Module 4, Problem Set 23</p>
Closing	<p>Recommended: Students will reflect and share their learning on Module 4 Lesson 23</p>
Extend	 <p>Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.</p>
Intervention	<p>Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.</p>

Daily Fluency Practice

Mathematical Fluencies: In Kindergarten, students are expected by the end of the year to master addition and subtraction within 5. This is a great time to practice these skills.







Lesson 24

Standard	K.OA.A.1, K.OA.A.2, K.OA.A.3
Learning Target	Decompose the number 8 using 5-group drawings by hiding a part, and record each decomposition with a drawing and subtraction
Launch	 <p>Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 24</p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
Guided Practice	<p>Recommended: Students will complete the Problem Set for Module 4, Lesson 24 from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: Module 4, Problem Set 24</p>
Closing	<p>Recommended: Students will reflect and share their learning on Module 4 Lesson 24</p>
Extend	 <p>Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.</p>
Intervention	<p>Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.</p>

Kindergarten Mathematics

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

5/18/20 - 5/22/20 Week 6 (5 days)

Directions:	<p>Parents: Assist students with accessing the “Knowledge on the Go” videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student’s progress while working on the videos and/or online lessons.</p> <p>Students: Click or watch the “Knowledge on the Go” video each day and complete the daily Problem Set. Visit i-Ready to continue your learning path and complete Teacher-Assigned lessons.</p>
Target Standard(s)	K.OA.A.1, K.OA.A.2, K.OA.A.3
Module Topic	<p>Module 4: Number Pairs, Addition and Subtraction to 10</p> <p>Topic E: Decompositions of 9 and 10 into Number Pairs</p> <p>Topic F: Addition with Totals of 9 and 10</p>
Materials Needed:	<ul style="list-style-type: none"> • Access to Knowledge on the Go Lesson Videos & Resources including Templates & Homework Helpers which provide guidance with worked examples for each lesson. • Clever Access for i-Ready (see links and QR codes below) • Paper, Pencil, Academic Packet including Problem Sets <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">   </div> <div style="text-align: center;">   </div> <div style="text-align: center;">   </div> </div> <p style="text-align: center; margin-top: 10px;"> Knowledge on the Go Clever.com Additional Resources </p>



	Daily Lesson (50 minutes)	Extension (10-15 minutes)	Intervention (15 minutes)
Day 25	Knowledge on the Go Lesson Materials for Module 4, Lesson 25	i-Ready “Teacher Assigned” Lesson clever.com	i-Ready “My Path” Lesson clever.com
Day 26	Knowledge on the Go Lesson Materials for Module 4, Lesson 26	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 27	Knowledge on the Go Lesson Materials for Module 4, Lesson 27	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 28	Knowledge on the Go Lesson Materials for Module 4, Lesson 28	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 29	Knowledge on the Go Lesson Materials for Module 4, Lesson 29	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson

Click the Knowledge on the Go Lesson Materials link or scan the Knowledge on the Go QR Code in the Materials section. Then scroll down and click on the corresponding Module and Lesson. Problem sets are included in this academic packet.

Daily Fluency Practice

Mathematical Fluencies: In Kindergarten, students are expected by the end of the year to master addition and subtraction within 5. This is a great time to practice these skills.



Lesson 25

Standard	K.OA.A.1, K.OA.A.2, K.OA.A.3
Learning Target	Model decompositions of 9 using a story situation, objects, and number bonds
Launch	 <p>Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 25</p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
Guided Practice	<p>Recommended: Students will complete the Problem Set for Module 4, Lesson 25 from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: Module 4, Problem Set 25</p>
Closing	<p>Recommended: Students will reflect and share their learning on Module 4 Lesson 25</p>
Extend	 <p>Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.</p>
Intervention	<p>Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.</p>

Daily Fluency Practice

Mathematical Fluencies: In Kindergarten, students are expected by the end of the year to master addition and subtraction within 5. This is a great time to practice these skills.



Lesson 26

Standard	K.OA.A.1, K.OA.A.2, K.OA.A.3
Learning Target	Model decompositions of 9 using fingers, linking cubes, and number bonds
Launch	 <p>Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 26</p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
Guided Practice	<p>Recommended: Students will complete the Problem Set for Module 4, Lesson 26 from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: Module 4, Problem Set 26</p>
Closing	<p>Recommended: Students will reflect and share their learning on Module 4 Lesson 26</p>
Extend	 <p>Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.</p>
Intervention	<p>Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.</p>

Daily Fluency Practice

Mathematical Fluencies: In Kindergarten, students are expected by the end of the year to master addition and subtraction within 5. This is a great time to practice these skills.



Lesson 27

Standard	K.OA.A.1, K.OA.A.2, K.OA.A.3
Learning Target	Model decompositions of 10 using a story situation, objects, and number bonds
Launch	 Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 27 Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.
Guided Practice	Recommended: Students will complete the Problem Set for Module 4, Lesson 27 from the “Knowledge on the Go” video along with the instructor. These are included in this academic packet or can be accessed here: Module 4, Problem Set 27
Closing	Recommended: Students will reflect and share their learning on Module 4 Lesson 27
Extend	 Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Daily Fluency Practice

Mathematical Fluencies: In Kindergarten, students are expected by the end of the year to master addition and subtraction within 5. This is a great time to practice these skills.



Lesson 28

Standard	K.OA.A.1, K.OA.A.2, K.OA.A.3
Learning Target	Model decompositions of 10 using fingers, sets, linking cubes, and number bonds
Launch	 <p>Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 28</p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
Guided Practice	<p>Recommended: Students will complete the Problem Set for Module 4, Lesson 28 from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: Module 4, Problem Set 28</p>
Closing	<p>Recommended: Students will reflect and share their learning on Module 4 Lesson 28</p>
Extend	 <p>Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.</p>
Intervention	<p>Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.</p>

Daily Fluency Practice

Mathematical Fluencies: In Kindergarten, students are expected by the end of the year to master addition and subtraction within 5. This is a great time to practice these skills.







Lesson 29

Standard	K.OA.A.1, K.OA.A.3
Learning Target	Represent pictorial decomposition and composition addition stories to 9 with 5-group drawings and equations with no unknown
Launch	 <p>Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 29</p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
Guided Practice	<p>Recommended: Students will complete the Problem Set for Module 4, Lesson 29 from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: Module 4, Problem Set 29</p>
Closing	<p>Recommended: Students will reflect and share their learning on Module 4 Lesson 29</p>
Extend	 <p>Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.</p>
Intervention	<p>Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.</p>

Kindergarten Mathematics

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

5/26/20 - 5/29/20 Week 7 (4 days)

Directions:	<p>Parents: Assist students with accessing the “Knowledge on the Go” videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student’s progress while working on the videos and/or online lessons.</p> <p>Students: Click or watch the “Knowledge on the Go” video each day and complete the daily Problem Set. Visit i-Ready to continue your learning path and complete Teacher-Assigned lessons.</p>
Target Standard(s)	K.OA.A.1, K.OA.A.2, K.OA.A.3
Module Topic	<p>Module 4: Number Pairs, Addition and Subtraction to 10</p> <p>Topic F: Addition with Totals of 9 and 10</p> <p>Topic G: Subtraction from 9 and 10</p>
Materials Needed:	<ul style="list-style-type: none"> • Access to Knowledge on the Go Lesson Videos & Resources including Templates & Homework Helpers which provide guidance with worked examples for each lesson. • Clever Access for i-Ready (see links and QR codes below) • Paper, Pencil, Academic Packet including Problem Sets <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">   </div> <div style="text-align: center;">   </div> <div style="text-align: center;">   </div> </div> <p style="text-align: center; margin-top: 10px;"> Knowledge on the Go Clever.com Additional Resources </p>



	Daily Lesson (50 minutes)	Extension (10-15 minutes)	Intervention (15 minutes)
Day 30	Knowledge on the Go Lesson Materials for Module 4, Lesson 30	i-Ready “Teacher Assigned” Lesson clever.com	i-Ready “My Path” Lesson clever.com
Day 31	Knowledge on the Go Lesson Materials for Module 4, Lesson 31	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 32	Knowledge on the Go Lesson Materials for Module 4, Lesson 32	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 33	Knowledge on the Go Lesson Materials for Module 4, Lesson 33	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson

Click the Knowledge on the Go Lesson Materials link or scan the Knowledge on the Go QR Code in the Materials section. Then scroll down and click on the corresponding Module and Lesson. Problem sets are included in this academic packet.

Daily Fluency Practice

Mathematical Fluencies: In Kindergarten, students are expected by the end of the year to master addition and subtraction within 5. This is a great time to practice these skills.



Lesson 30

Standard	K.OA.A.1, K.OA.A.3
Learning Target	Represent pictorial decomposition and composition addition stories to 10 with 5-group drawings and equation with no unknown
Launch	 <p>Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 30</p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
Guided Practice	<p>Recommended: Students will complete the Problem Set for Module 4, Lesson 30 from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: Module 4, Problem Set 30</p>
Closing	<p>Recommended: Students will reflect and share their learning on Module 4 Lesson 30</p>
Extend	 <p>Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.</p>
Intervention	<p>Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.</p>

Daily Fluency Practice

Mathematical Fluencies: In Kindergarten, students are expected by the end of the year to master addition and subtraction within 5. This is a great time to practice these skills.



Lesson 31

Standard	K.OA.A.1, K.OA.A.2, K.OA.A.3
Learning Target	Solve add to with total unknown and put together with total unknown problems with totals 9 and 10
Launch	 <p>Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 31</p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
Guided Practice	<p>Recommended: Students will complete the Problem Set for Module 4, Lesson 31 from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: Module 4, Problem Set 31</p>
Closing	<p>Recommended: Students will reflect and share their learning on Module 4 Lesson 31</p>
Extend	 <p>Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.</p>
Intervention	<p>Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.</p>

Daily Fluency Practice

Mathematical Fluencies: In Kindergarten, students are expected by the end of the year to master addition and subtraction within 5. This is a great time to practice these skills.



Lesson 32

Standard	K.OA.A.1, K.OA.A.2, K.OA.A.3
Learning Target	Solve both addends unknown word problems with totals of 9 and 10 using 5-group drawings
Launch	 Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 32 Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.
Guided Practice	Recommended: Students will complete the Problem Set for Module 4, Lesson 32 from the “Knowledge on the Go” video along with the instructor. These are included in this academic packet or can be accessed here: Module 4, Problem Set 32
Closing	Recommended: Students will reflect and share their learning on Module 4 Lesson 32
Extend	 Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Daily Fluency Practice

Mathematical Fluencies: In Kindergarten, students are expected by the end of the year to master addition and subtraction within 5. This is a great time to practice these skills.




Lesson 33

Standard	K.OA.A.1, K.OA.A.3
Learning Target	Solve take from equations with no unknown using numbers to 10
Launch	 <p>Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 33</p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
Guided Practice	<p>Recommended: Students will complete the Problem Set for Module 4, Lesson 33 from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: Module 4, Problem Set 33</p>
Closing	<p>Recommended: Students will reflect and share their learning on Module 4, Lesson 33</p>
Extend	 <p>Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.</p>
Intervention	<p>Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.</p>

Kindergarten Mathematics

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

6/1/20 - 6/5/20 Week 8 (5 days)

Directions:	<p>Parents: Assist students with accessing the “Knowledge on the Go” videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student’s progress while working on the videos and/or online lessons.</p> <p>Students: Click or watch the “Knowledge on the Go” video each day and complete the daily Problem Set. Visit i-Ready to continue your learning path and complete Teacher-Assigned lessons.</p>
Target Standard(s)	K.OA.A.1, K.OA.A.2, K.OA.A.3
Module Topic	<p>Module 4: Number Pairs, Addition and Subtraction to 10</p> <p>Topic G: Subtraction from 9 and 10</p> <p>Topic H: Patterns with Adding 0 and 1 and Making 10</p>
Materials Needed:	<ul style="list-style-type: none"> • Access to Knowledge on the Go Lesson Videos & Resources including Templates & Homework Helpers which provide guidance with worked examples for each lesson. • Clever Access for i-Ready (see links and QR codes below) • Paper, Pencil, Academic Packet including Problem Sets <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>SCAN ME</p> </div> <div style="text-align: center;">  <p>SCAN ME</p> </div> <div style="text-align: center;">  <p>SCAN ME</p> </div> </div> <p style="text-align: center; margin-top: 10px;"> Knowledge on the Go Clever.com Additional Resources </p>



	Daily Lesson (50 minutes)	Extension (10-15 minutes)	Intervention (15 minutes)
Day 34	Knowledge on the Go Lesson Materials for Module 4, Lesson 34	i-Ready “Teacher Assigned” Lesson clever.com	i-Ready “My Path” Lesson clever.com
Day 35	Knowledge on the Go Lesson Materials for Module 4, Lesson 35	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 36	Knowledge on the Go Lesson Materials for Module 4, Lesson 36	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 37	Knowledge on the Go Lesson Materials for Module 4, Lesson 37	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 38	Knowledge on the Go Lesson Materials for Module 4, Lesson 38	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson

Click the Knowledge on the Go Lesson Materials link or scan the Knowledge on the Go QR Code in the Materials section. Then scroll down and click on the corresponding Module and Lesson. Problem sets are included in this academic packet.

Daily Fluency Practice

Mathematical Fluencies: In Kindergarten, students are expected by the end of the year to master addition and subtraction within 5. This is a great time to practice these skills.



Lesson 34

Standard	K.OA.A.1, K.OA.A.2, K.OA.A.3
Learning Target	Represent subtraction story problems by breaking off, crossing out, and hiding a part
Launch	 Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 34 Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.
Guided Practice	Recommended: Students will complete the Problem Set for Module 4, Lesson 34 from the “Knowledge on the Go” video along with the instructor. These are included in this academic packet or can be accessed here: Module 4, Problem Set 34
Closing	Recommended: Students will reflect and share their learning on Module 4 Lesson 34
Extend	 Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Daily Fluency Practice

Mathematical Fluencies: In Kindergarten, students are expected by the end of the year to master addition and subtraction within 5. This is a great time to practice these skills.



Lesson 35

Standard	K.OA.A.1, K.OA.A.2, K.OA.A.3
Learning Target	Decompose the number 9 using 5-group drawings, and record each decomposition with a subtraction equation
Launch	 <p>Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 35</p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
Guided Practice	<p>Recommended: Students will complete the Problem Set for Module 4, Lesson 35 from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: Module 4, Problem Set 35</p>
Closing	<p>Recommended: Students will reflect and share their learning on Module 4 Lesson 35</p>
Extend	 <p>Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.</p>
Intervention	<p>Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.</p>

Daily Fluency Practice

Mathematical Fluencies: In Kindergarten, students are expected by the end of the year to master addition and subtraction within 5. This is a great time to practice these skills.



Lesson 36

Standard	K.OA.A.1, K.OA.A.2, K.OA.A.3
Learning Target	Decompose the number 10 using 5-group drawings, and record each decomposition with a subtraction equation
Launch	 <p>Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 36</p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
Guided Practice	<p>Recommended: Students will complete the Problem Set for Module 4, Lesson 36 from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: Module 4, Problem Set 36</p>
Closing	<p>Recommended: Students will reflect and share their learning on Module 4 Lesson 36</p>
Extend	 <p>Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.</p>
Intervention	<p>Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.</p>

Daily Fluency Practice

Mathematical Fluencies: In Kindergarten, students are expected by the end of the year to master addition and subtraction within 5. This is a great time to practice these skills.



Lesson 37

Standard	K.OA.A.1, K.OA.A.2
Learning Target	Add or subtract 0 to get the same number and related to word problems wherein the same quantity that joins a set, separates
Launch	 <p>Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 37</p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
Guided Practice	<p>Recommended: Students will complete the Problem Set for Module 4, Lesson 37 from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: Module 4, Problem Set 37</p>
Closing	<p>Recommended: Students will reflect and share their learning on Module 4, Lesson 37</p>
Extend	 <p>Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.</p>
Intervention	<p>Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.</p>

Daily Fluency Practice




Mathematical Fluencies: In Kindergarten, students are expected by the end of the year to master addition and subtraction within 5. This is a great time to practice these skills.

Lesson 38

Standard	K.OA.A.1, K.OA.A.2, K.CC.B.4c
Learning Target	Add 1 to numbers 1-9 to see the pattern of the next number using 5-group drawings and equations
Launch	 <p>Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 38</p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
Guided Practice	<p>Recommended: Students will complete the Problem Set for Module 4, Lesson 38 from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: Module 4, Problem Set 38</p>
Closing	<p>Recommended: Students will reflect and share their learning on Module 4, Lesson 38</p>
Extend	 <p>Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.</p>
Intervention	<p>Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.</p>

Kindergarten Mathematics WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

6/8/20 - 6/12/20 Week 9 (5 days)

Directions:	<p>Parents: Assist students with accessing the “Knowledge on the Go” videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student’s progress while working on the videos and/or online lessons.</p> <p>Students: Click or watch the “Knowledge on the Go” video each day and complete the daily Problem Set. Visit i-Ready to continue your learning path and complete Teacher-Assigned lessons.</p>
Target Standard(s)	K.OA.A.1, K.OA.A.2, K.OA.A.3, K.OA.A.4, K.CC.B.4a, K.CC.B.4c, K.NBT.A.1
Module Topic	<p>Module 4: Number Pairs, Addition and Subtraction to 10</p> <p>Topic H: Patterns with Adding 0 and 1 and Making 10</p> <p>Module 5: Numbers 10-20 and Counting to 100</p> <p>Topic A: Count 10 Ones and Some Ones</p>
Materials Needed:	<ul style="list-style-type: none"> • Access to Knowledge on the Go Lesson Videos & Resources including Templates & Homework Helpers which provide guidance with worked examples for each lesson. • Clever Access for i-Ready (see links and QR codes below) • Paper, Pencil, Academic Packet including Problem Sets <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>SCAN ME</p> <p>Knowledge on the Go</p> </div> <div style="text-align: center;">  <p>SCAN ME</p> <p>Clever.com</p> </div> <div style="text-align: center;">  <p>SCAN ME</p> <p>Additional Resources</p> </div> </div>



	Daily Lesson (50 minutes)	Extension (10-15 minutes)	Intervention (15 minutes)
Day 39	Knowledge on the Go Lesson Materials for Module 4, Lesson 39	i-Ready “Teacher Assigned” Lesson clever.com	i-Ready “My Path” Lesson clever.com
Day 40	Knowledge on the Go Lesson Materials for Module 4, Lesson 40	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 41	Knowledge on the Go Lesson Materials for Module 4, Lesson 41	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 42	Knowledge on the Go Lesson Materials for Module 5, Lesson 1	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 43	Knowledge on the Go Lesson Materials for Module 5, Lesson 2	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson

Click the Knowledge on the Go Lesson Materials link or scan the Knowledge on the Go QR Code in the Materials section. Then scroll down and click on the corresponding Module and Lesson. Problem sets are included in this academic packet.

Daily Fluency Practice

Mathematical Fluencies: In Kindergarten, students are expected by the end of the year to master addition and subtraction within 5. This is a great time to practice these skills.



Lesson 39

Standard	K.OA.A.1, K.OA.A.2, K.CC.A.4
Learning Target	Find the number that makes 10 for numbers 1-9 and record each with a5-group drawing
Launch	 Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 39 Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.
Guided Practice	Recommended: Students will complete the Problem Set for Module 4, Lesson 39 from the “Knowledge on the Go” video along with the instructor. These are included in this academic packet or can be accessed here: Module 4, Problem Set 39
Closing	Recommended: Students will reflect and share their learning on Module 4 Lesson 39
Extend	 Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Daily Fluency Practice

Mathematical Fluencies: In Kindergarten, students are expected by the end of the year to master addition and subtraction within 5. This is a great time to practice these skills.



Lesson 40

Standard	K.OA.A.1, K.OA.A.4
Learning Target	Find the number that makes 10 for numbers 1-9 and record each with an addition equation
Launch	 <p>Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 40</p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
Guided Practice	<p>Recommended: Students will complete the Problem Set for Module 4, Lesson 40 from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: Module 4, Problem Set 40</p>
Closing	<p>Recommended: Students will reflect and share their learning on Module 4 Lesson 40</p>
Extend	 <p>Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.</p>
Intervention	<p>Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.</p>

Daily Fluency Practice

Mathematical Fluencies: In Kindergarten, students are expected by the end of the year to master addition and subtraction within 5. This is a great time to practice these skills.



Lesson 41

Standard	K.OA.A.1, K.OA.A.3
Learning Target	Culminating task-choose tools strategically to model and represent a stick of 10 cubes broken into two parts
Launch	 Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 4, Lesson 41 Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.
Guided Practice	Recommended: Students will complete the Problem Set for Module 4, Lesson 41 from the “Knowledge on the Go” video along with the instructor. These are included in this academic packet or can be accessed here: Module 4, Problem Set 41
Closing	Recommended: Students will reflect and share their learning on Module 4 Lesson 41
Extend	 Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Daily Fluency Practice

Mathematical Fluencies: In Kindergarten, students are expected by the end of the year to master addition and subtraction within 5. This is a great time to practice these skills.



Lesson 42

Standard	K.CC.B.4a, K.CC.B.5
Learning Target	Count straws into piles of ten; count the piles as 10 ones
Launch	 <p>Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 5, Lesson 1</p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
Guided Practice	<p>Recommended: Students will complete the Problem Set for Module 5, Lesson 1 from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: Module 5, Problem Set 1</p>
Closing	<p>Recommended: Students will reflect and share their learning on Module 5, Lesson 1</p>
Extend	 <p>Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.</p>
Intervention	<p>Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.</p>

Daily Fluency Practice

Mathematical Fluencies: In Kindergarten, students are expected by the end of the year to master addition and subtraction within 5. This is a great time to practice these skills.




Lesson 43

Standard	K.CC.B.4a, K.CC.B.5, K.NBT.A.1
Learning Target	Count 10 objects with counts of 10 to 20 objects and describe as 10 ones and ___ ones.
Launch	 <p>Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 5, Lesson 2</p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
Guided Practice	<p>Recommended: Students will complete the Problem Set for Module 5, Lesson 2 from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: Module 5, Problem Set 2</p>
Closing	<p>Recommended: Students will reflect and share their learning on Module 5, Lesson 2</p>
Extend	 <p>Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.</p>
Intervention	<p>Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.</p>

Kindergarten Mathematics

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

6/15/20 - 6/18/20 Week 10 (4 days)

Directions:	<p>Parents: Assist students with accessing the “Knowledge on the Go” videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student’s progress while working on the videos and/or online lessons.</p> <p>Students: Click or watch the “Knowledge on the Go” video each day and complete the daily Problem Set. Visit i-Ready to continue your learning path and complete Teacher-Assigned lessons.</p>
Target Standard(s)	K.CC.A.3, K.CC.B.4a, K.CC.B.5, K.NBT.A.1
Module Topic	<p>Module 5: Numbers 10-20 and Counting to 100</p> <p>Topic A: Count 10 Ones and Some Ones</p> <p>Topic B: Compose Numbers 11-20 from 10 Ones and Some Ones; Represent and Write Teen Numbers</p>
Materials Needed:	<ul style="list-style-type: none"> • Access to Knowledge on the Go Lesson Videos & Resources including Templates & Homework Helpers which provide guidance with worked examples for each lesson. • Clever Access for i-Ready (see links and QR codes below) • Paper, Pencil, Academic Packet including Problem Sets <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>SCAN ME</p> <p>Knowledge on the Go</p> </div> <div style="text-align: center;">  <p>SCAN ME</p> <p>Clever.com</p> </div> <div style="text-align: center;">  <p>SCAN ME</p> <p>Additional Resources</p> </div> </div>



	Daily Lesson (50 minutes)	Extension (10-15 minutes)	Intervention (15 minutes)
Day 44	Knowledge on the Go Lesson Materials for Module 5, Lesson 3	i-Ready “Teacher Assigned” Lesson clever.com	i-Ready “My Path” Lesson clever.com
Day 45	Knowledge on the Go Lesson Materials for Module 5, Lesson 4	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 46	Knowledge on the Go Lesson Materials for Module 5, Lesson 5	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson
Day 47	Knowledge on the Go Lesson Materials for Module 5, Lesson 6	i-Ready “Teacher Assigned” Lesson	i-Ready “My Path” Lesson

Click the Knowledge on the Go Lesson Materials link or scan the Knowledge on the Go QR Code in the Materials section. Then scroll down and click on the corresponding Module and Lesson. Problem sets are included in this academic packet.

Daily Fluency Practice

Mathematical Fluencies: In Kindergarten, students are expected by the end of the year to master addition and subtraction within 5. This is a great time to practice these skills.



Lesson 44

Standard	K.CC.B.4.a, K.CC.B.5, K.NBT.A.1
Learning Target	Count and circle 10 objects within images of 10 to 20 objects, and describe as 10 ones and __ ones
Launch	 <p>Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 5, Lesson 3</p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
Guided Practice	<p>Recommended: Students will complete the Problem Set for Module 5, Lesson 3 from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: Module 5, Problem Set 3</p>
Closing	<p>Recommended: Students will reflect and share their learning on Module 5, Lesson 3</p>
Extend	 <p>Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.</p>
Intervention	<p>Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.</p>

Daily Fluency Practice

Mathematical Fluencies: In Kindergarten, students are expected by the end of the year to master addition and subtraction within 5. This is a great time to practice these skills.



Lesson 45

Standard	K.NBT.A.1
Learning Target	Count straws the Say Ten way to 19; make a pile for each 10
Launch	 <p>Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 5, Lesson 4</p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
Guided Practice	<p>Recommended: Students will complete the Problem Set for Module 5, Lesson 4 from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: Module 5, Problem Set 4</p>
Closing	<p>Recommended: Students will reflect and share their learning on Module 5, Lesson 4</p>
Extend	 <p>Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.</p>
Intervention	<p>Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.</p>

Daily Fluency Practice

Mathematical Fluencies: In Kindergarten, students are expected by the end of the year to master addition and subtraction within 5. This is a great time to practice these skills.



Lesson 46

Standard	K.NBT.A.1
Learning Target	Count straws the Say Ten way to 20; make a pile for each 10
Launch	 <p>Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 5, Lesson 5</p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
Guided Practice	<p>Recommended: Students will complete the Problem Set for Module 5, Lesson 5 from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: Module 5, Problem Set 5</p>
Closing	<p>Recommended: Students will reflect and share their learning on Module 5, Lesson 5</p>
Extend	 <p>Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.</p>
Intervention	<p>Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.</p>

Daily Fluency Practice

Mathematical Fluencies: In Kindergarten, students are expected by the end of the year to master addition and subtraction within 5. This is a great time to practice these skills.

Lesson 47

Standard	K.CC.A.3, K.NBT.A.1
Learning Target	Model with objects and represent numbers 10 to 20 with place value or Hide Zero cards
Launch	 <p>Recommended: Students will view the Knowledge on the Go Lesson Materials for Module 5, Lesson 6</p> <p>Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the “Knowledge on the Go” videos.</p>
Guided Practice	<p>Recommended: Students will complete the Problem Set for Module 5, Lesson 6 from the “Knowledge on the Go” video along with the instructor.</p> <p>These are included in this academic packet or can be accessed here: Module 5, Problem Set 6</p>
Closing	<p>Recommended: Students will reflect and share their learning on Module 5, Lesson 6</p>
Extend	 <p>Recommended: Students will complete the “Teacher Assigned” lesson in i-Ready. Visit Clever.com to access i-Ready.</p>
Intervention	<p>Recommended: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.</p>

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10 9 8 7 6 5 4 3 2 1

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Julia found 3 seashells.

Megan found 2 seashells.

How many did they find in all?



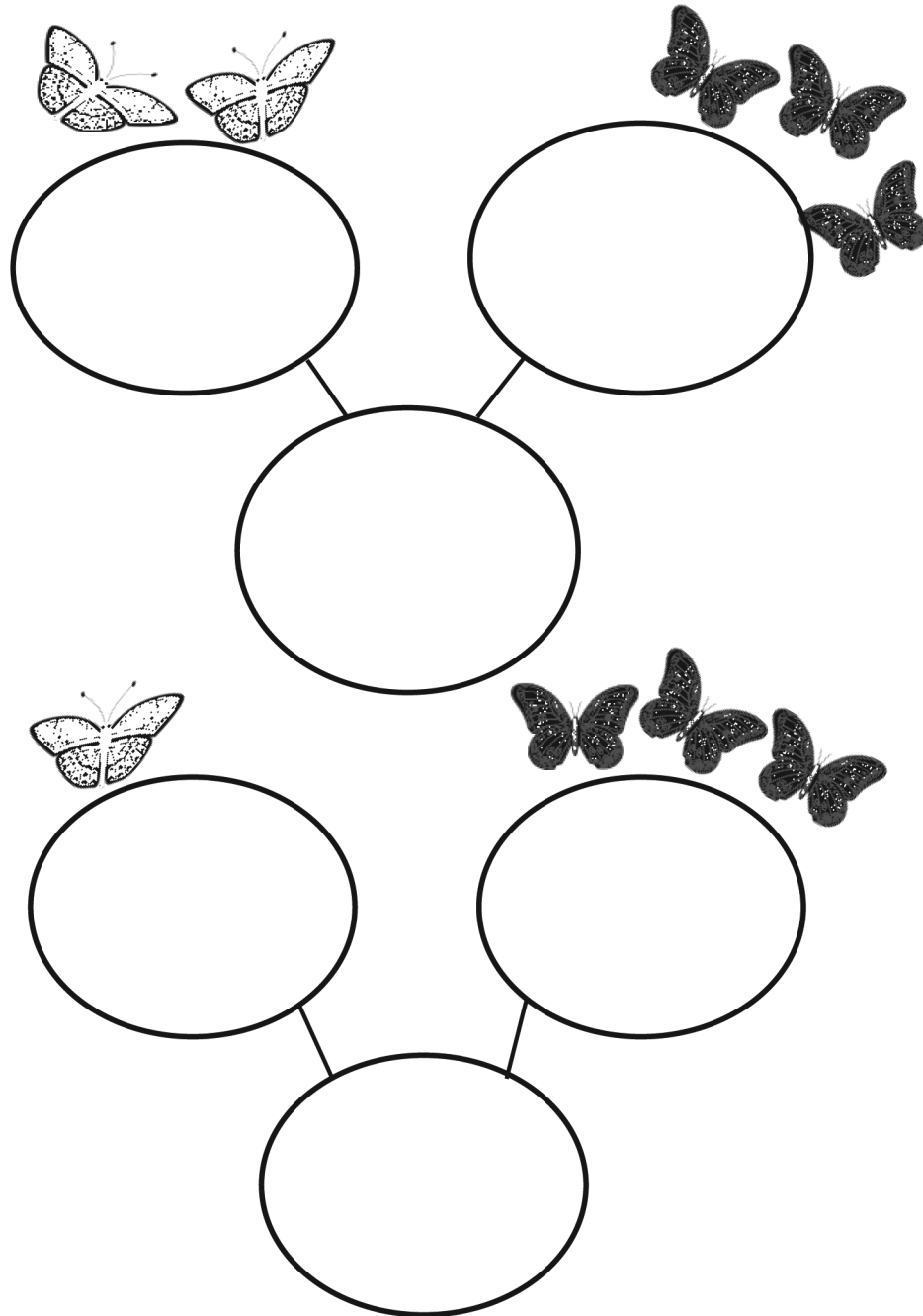
Draw

Draw the seashells the girls found. Tell your partner how many seashells the girls found.

Name _____

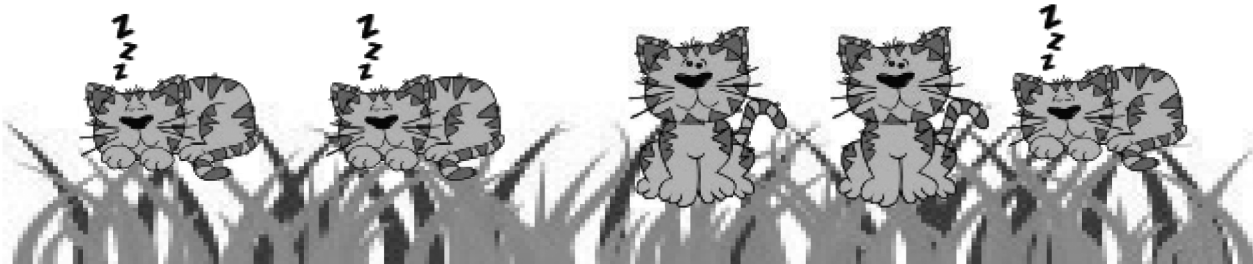
Date _____

Draw the light butterflies in the number bond. Then, draw the dark butterflies. Show what happens when you put the butterflies together.



Name _____

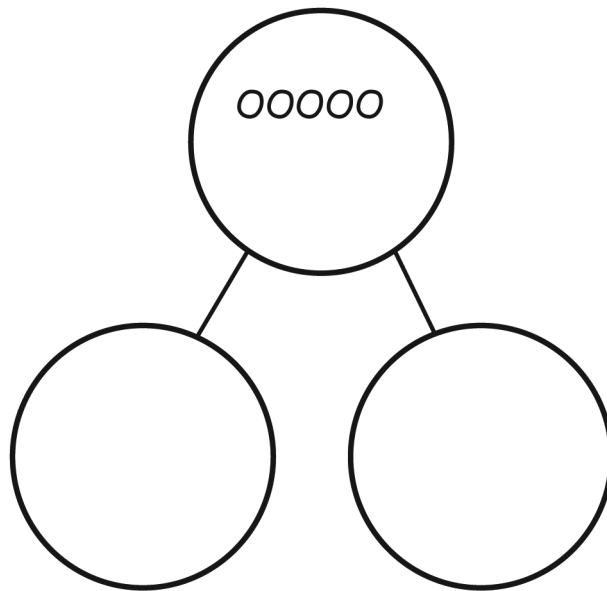
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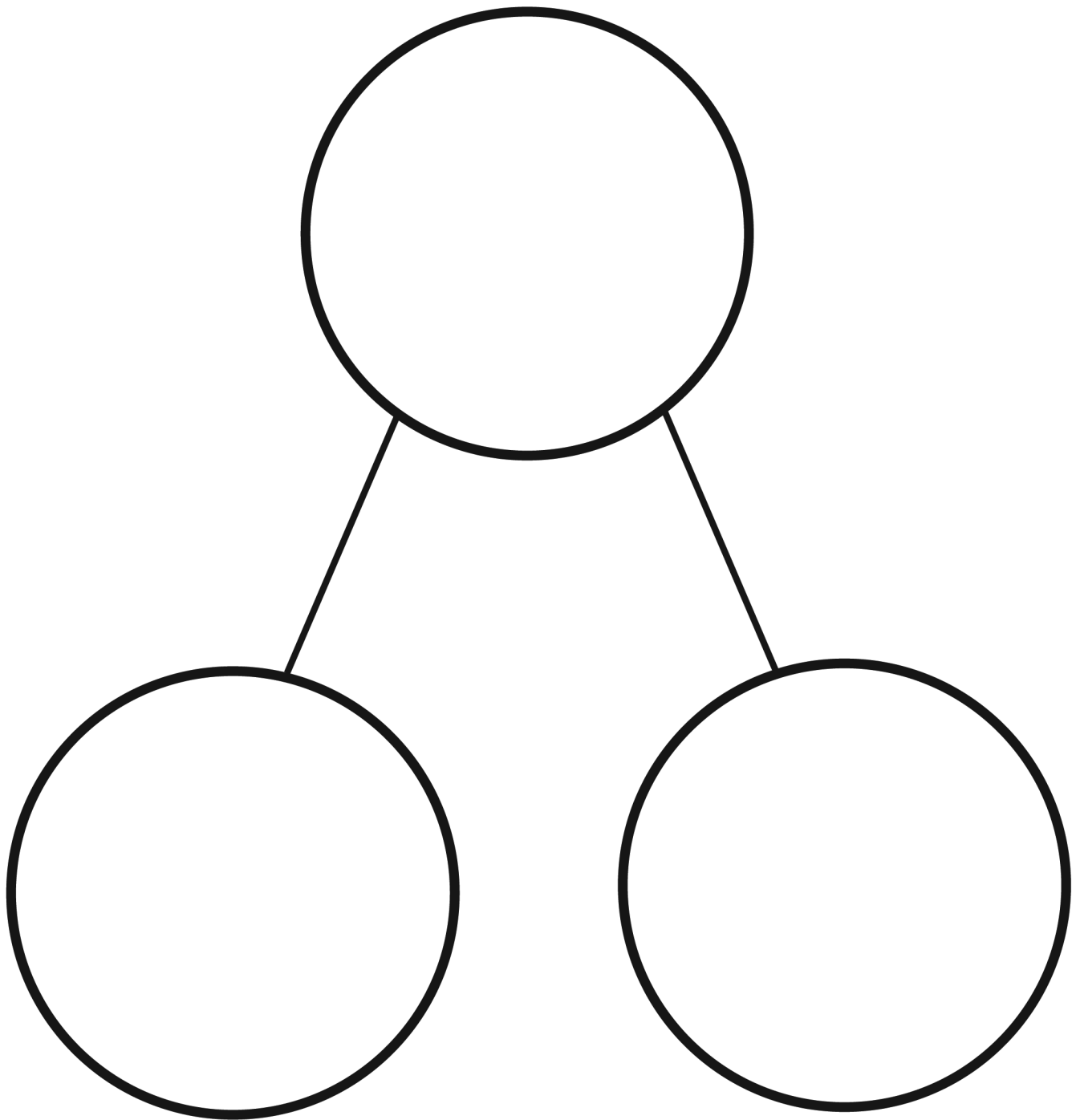


How many  ?

How many  ?

Draw to show how to take apart the group of cats to show 2 groups, the ones sleeping and the ones awake.



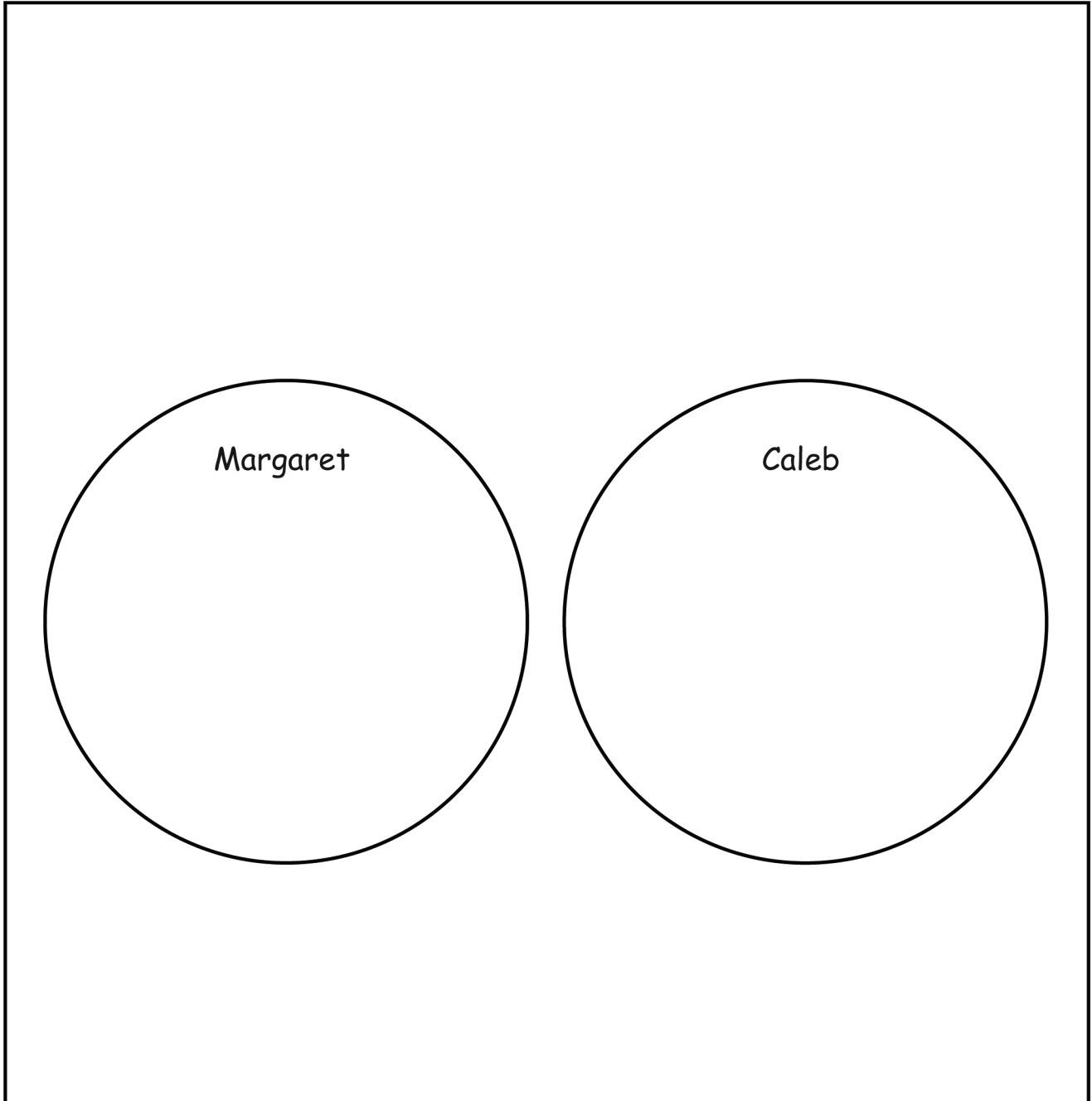


number bond

Together, Margaret and Caleb have 5 pennies.



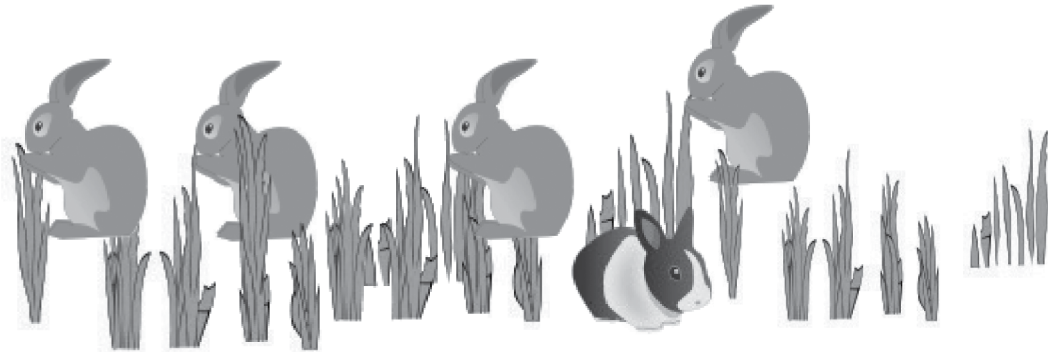
Draw



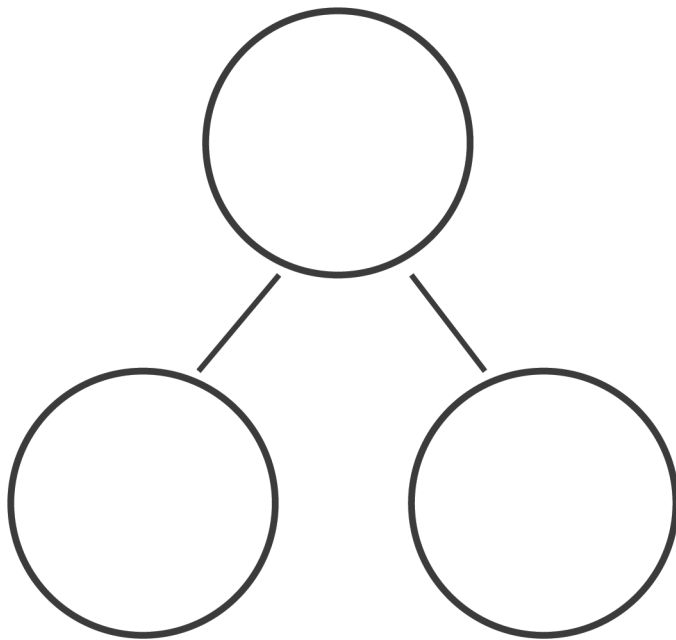
(Give each student 5 pennies.) Take your 5 pennies. Put some pennies in Margaret's circle. Put the other pennies in Caleb's circle. Tell your friend how many pennies Margaret and Caleb each have. Could you take apart the pennies in a different way?

Name _____

Date _____



The squares below represent a cube stick. Color the squares to match the rabbits. 4 squares gray. 1 square black. Draw the squares in the number bond.



Show the parts of the number bond on your fingers. Color the fingers you used.

rabbits and rabbit make rabbits.

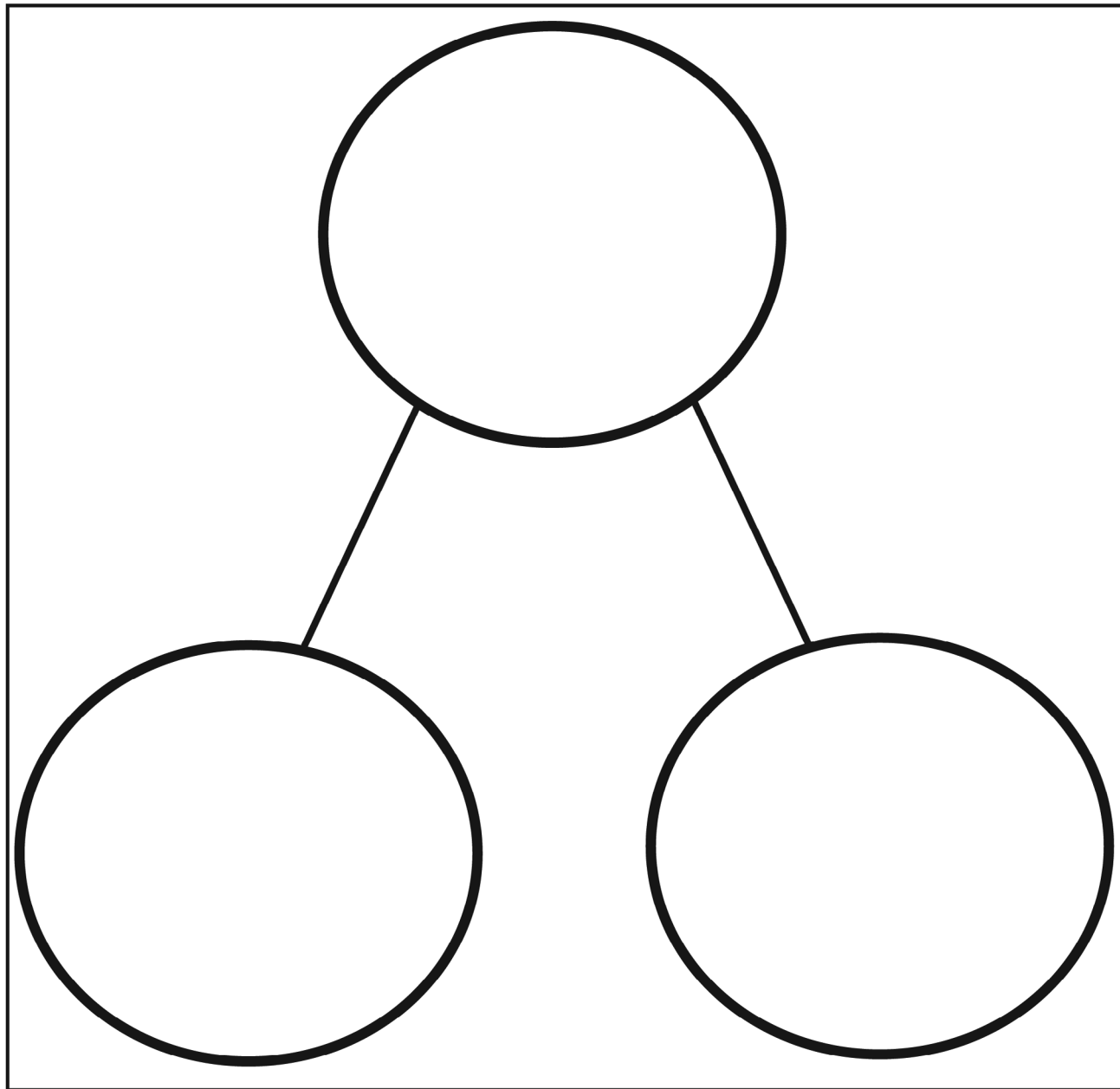
Chris has 3 baseball cards.

Katharine has 2 baseball cards.

How many cards do they have together?



Draw



(Give students 5 linking cubes.) Use your linking cubes to show the story. Draw a picture and make a number bond about your story. Talk about your work with a partner.

Name _____

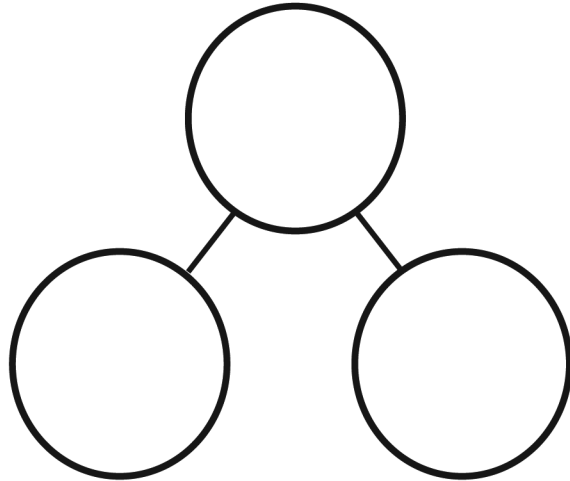
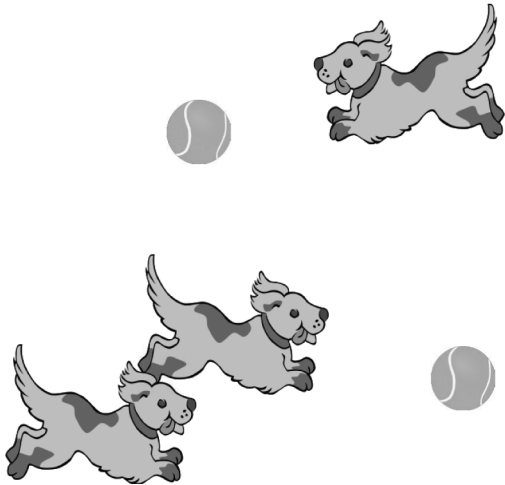
Date _____

Draw the shapes and write the numbers to complete the number bonds.

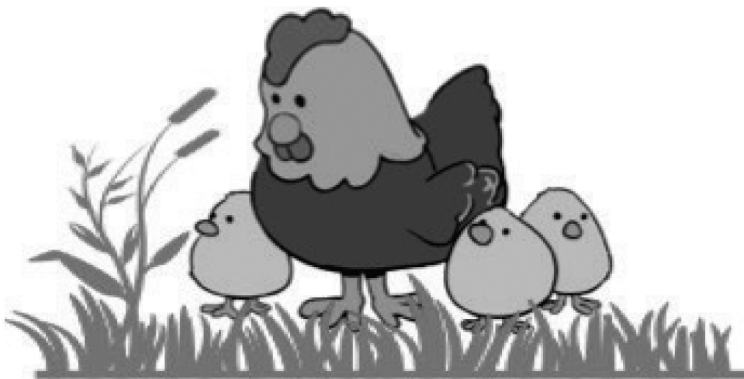
The image shows two number bond diagrams. The left diagram consists of a large circle on the left containing five smiley faces (three grey and two white), connected by lines to two empty circles on the right. Above this diagram are five loose smiley faces: three grey and two white. The right diagram consists of a large circle on the left containing the number '5', connected by lines to two empty circles on the right.

The image shows two empty number bond diagrams. The left one has a large circle on the left connected to two empty circles on the right. The right one has a large circle on the left connected to two empty circles on the right. Above these diagrams are three shapes: a grey triangle, a grey square, and a white square.

Write numbers to complete the number bond. Put the dogs in one part and the balls in the other part.



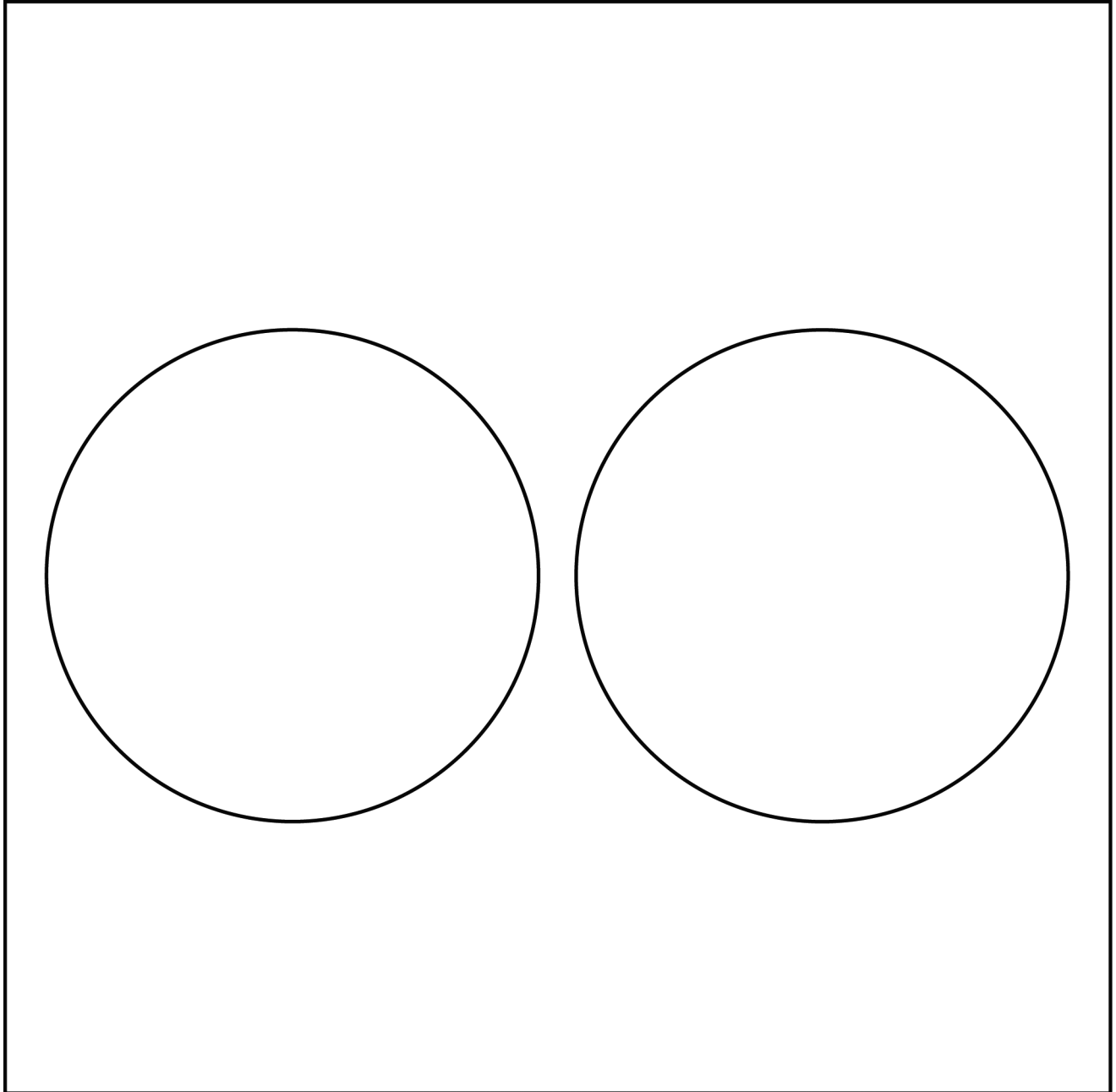
Look at the picture. Tell a story about the birds going home to your neighbor. Draw a number bond, and write numbers that match your story.



Anthony had 5 bananas.



Draw

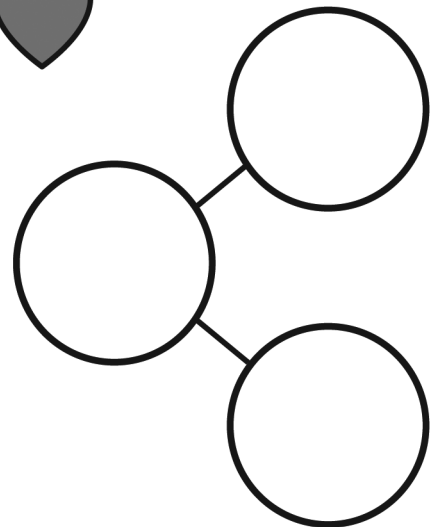
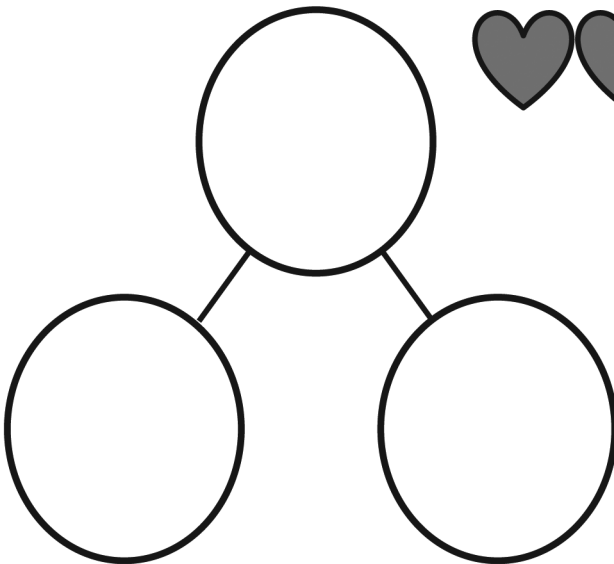
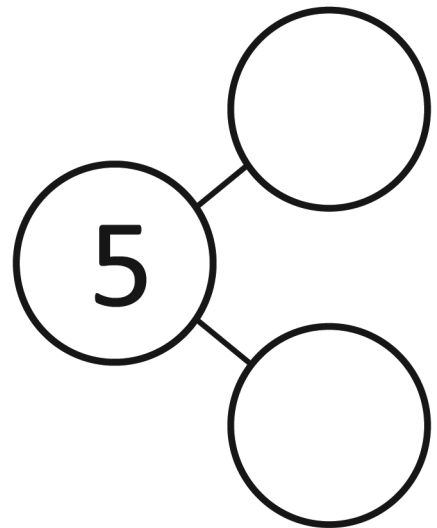
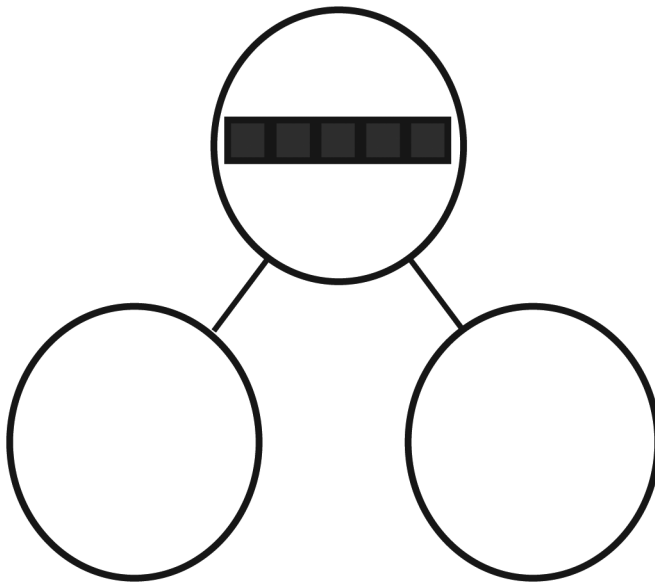


(Give students a small piece of clay.) Make the 5 bananas with your clay. Anthony wanted to share the bananas with a friend. Put the bananas on the circles to show one way he could share the bananas with his friend. Draw a number bond to show how he shared his 5 bananas.

Name _____

Date _____

Draw and write the numbers to complete the number bonds.



Look at the picture. Tell your neighbor a story about the dogs standing and sitting. Draw a number bond, and write numbers that match your story.



A puppy had 5 bones.

He buried some in the yard and put some by his dish.

Draw his bones.



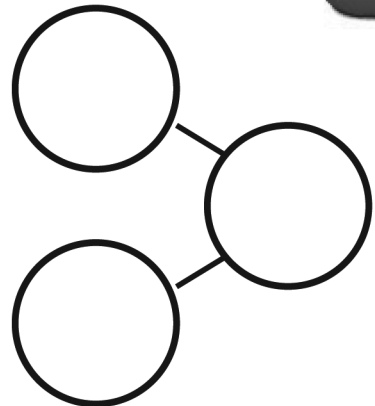
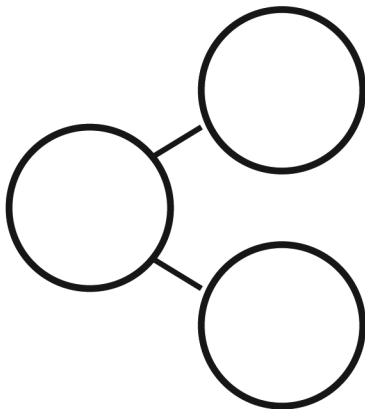
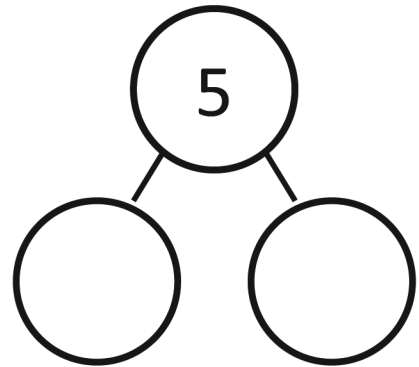
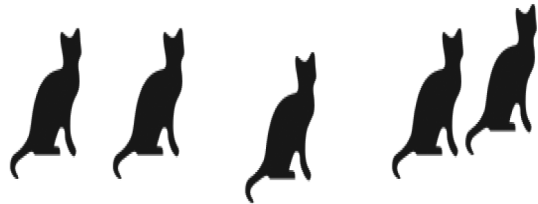
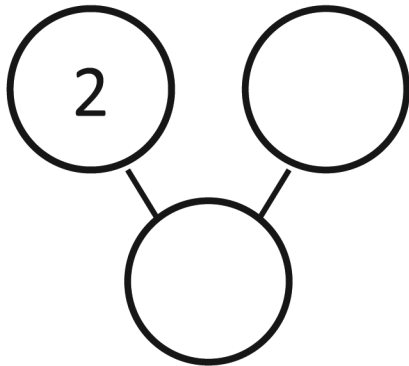
Draw

Compare your picture with a friend's. Did you make your pictures the same? Tell your friend how your pictures are alike. Tell your friend how your pictures are different.

Name _____

Date _____

Write numbers to fill in the number bonds.



Play a game called Snap with a friend.



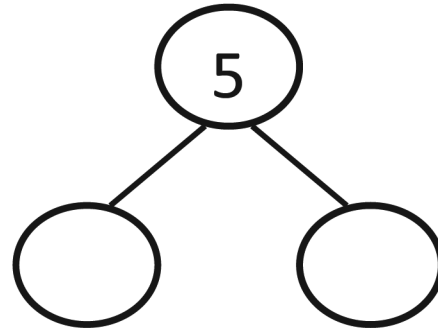
Draw

(Give students a 5-stick of linking cubes.) Take turns with a partner. Hold your 5-stick behind your back. When your partner says, “Snap!” break it into two parts. Show one of the parts while keeping the other behind your back. Can your partner guess the other part? Show the missing piece. Draw a number bond to show the two parts you made.

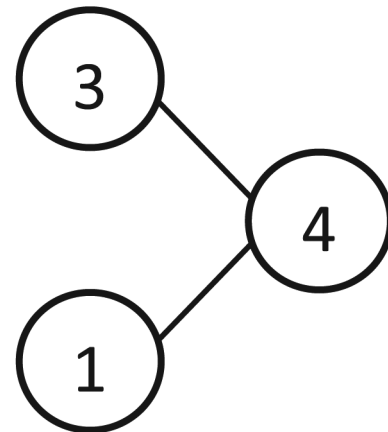
Name _____

Date _____

Fill in the number bond. Tell a story about the birds to your friend.

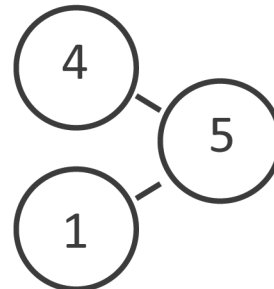
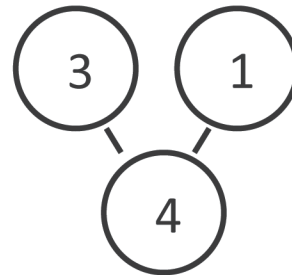
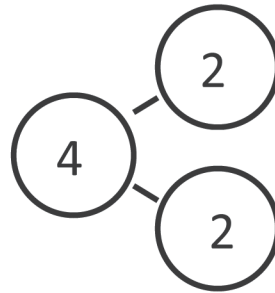
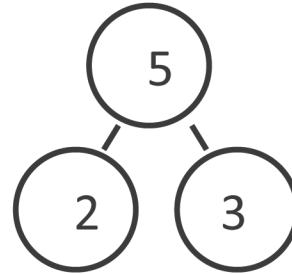


Tell a story that matches the number bond. Draw pictures that match your story.



Tell a story. Draw pictures and a number bond that match your story.

The squares below represent cube sticks. Draw a line to match the number bond to the cube stick.



Draw a number bond to show how many claps.



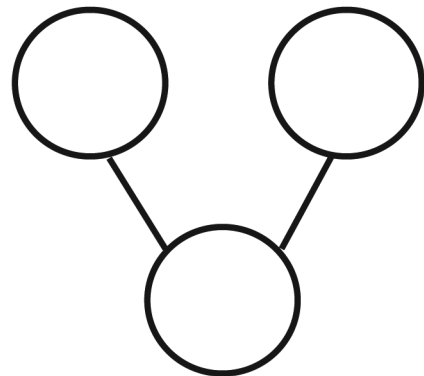
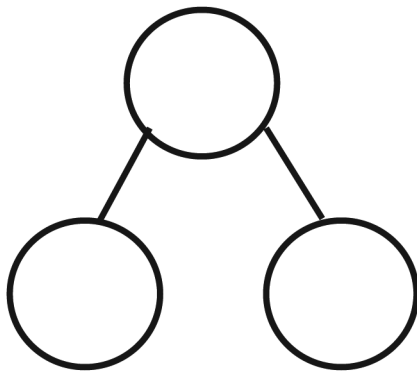
Close your eyes, and count each time I clap. (Clap 5 times; pause, and then clap 1 more time.) Open your eyes. How many claps did you hear? (Allow time for students to answer.) Let's do it 1 more time. (Repeat.) How many claps did you hear? What is 1 more than 5? (Repeat the exercise several times, using claps and instrument sound parts of 4 and 2, 3 and 3, 2 and 4, and 1 and 5.) Now, try the game with a partner. Take turns clapping different **number partners** for 6.

Name _____

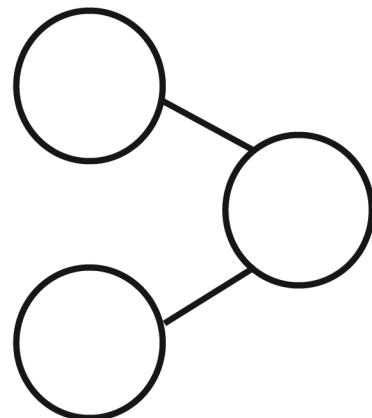
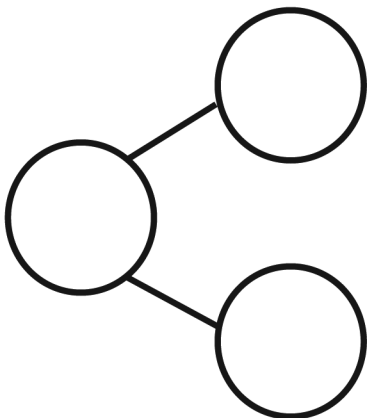
Date _____



Look at the birds. Make 2 different number bonds. Tell a friend about the numbers you put in one of the bonds.



Color some squares green and the rest yellow. Write numbers in the bonds to match the colors of your squares.



Ming has 5 raisins.

Dan has 2 raisins.

How many raisins are there in all?



Draw

A large, empty rectangular box with a black border, intended for students to draw a model for the problem.

(Give students a ball of clay.) Use the clay to show Ming's and Dan's raisins. Put Ming's raisins into a 5-group. Put Dan's raisins in a row under Ming's raisins. Draw a number bond to show Ming's and Dan's raisins.

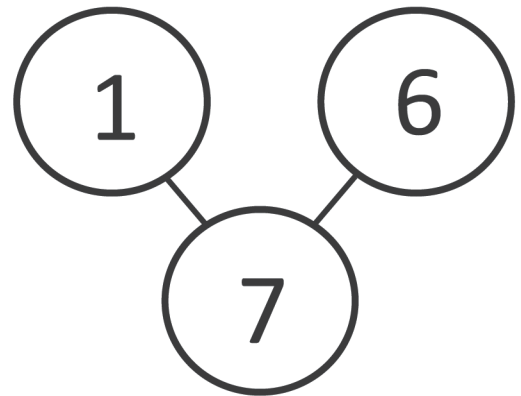
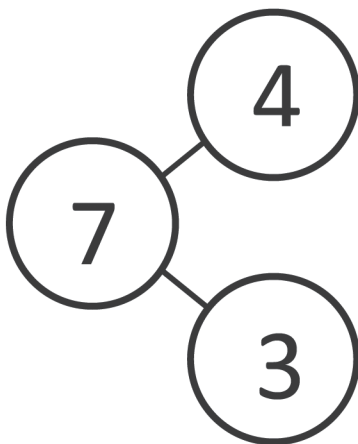
Name _____

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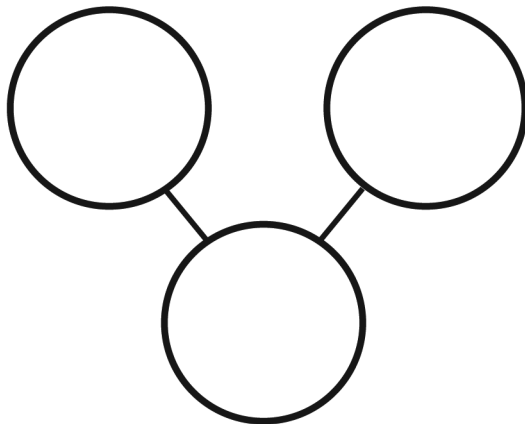
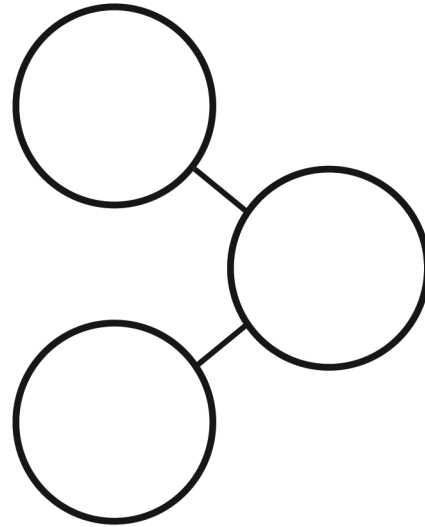
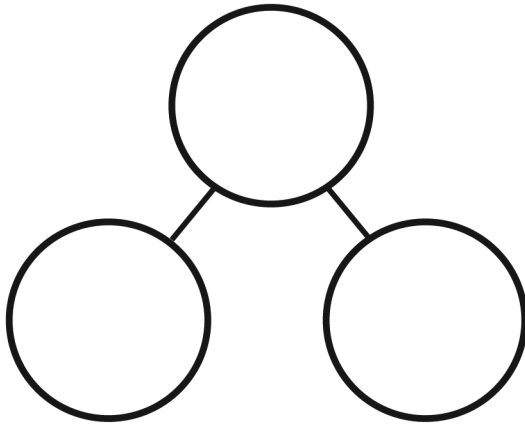
Tell a story about the shapes. Complete the number bond.

triangles squares make shapes

The squares below represent cube sticks. Color the cube stick to match the number bond.



In each stick, color some cubes orange and the rest purple. Fill out the number bond to match. Tell a story about one of your number bonds to a friend.



Draw a 7-stick, and use 2 colors to make 7. Make a number bond, and fill it in.

Take a 5-stick. Add 1 more cube.

How many cubes are in your stick now?

Draw a number bond to show how many cubes are in your stick now.



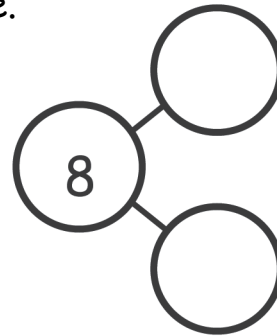
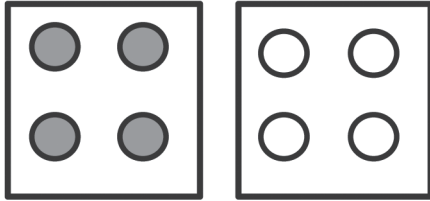
Draw

(Give students two linking cube 5-sticks, one each of two colors.) Add 1 more cube. How many are in your stick now? (7.) Add another cube. Now, how many cubes are in your stick? (8.) Take your 8-stick apart. Work with your partner to make two rows of cubes out of your stick. Make sure you have the same number of cubes in each row. How many cubes are in each row? (4.) Now, take your cubes, and make a tiny row of 2. Make another tiny row of 2 underneath. Keep going until all of your cubes are used up. How many cubes are in each row? (2.) How many tiny rows do you have? (4.) Talk to your partner about the ways you made your 8 look.

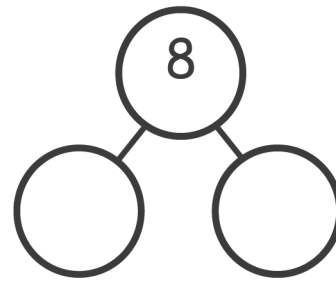
Name _____

Date _____

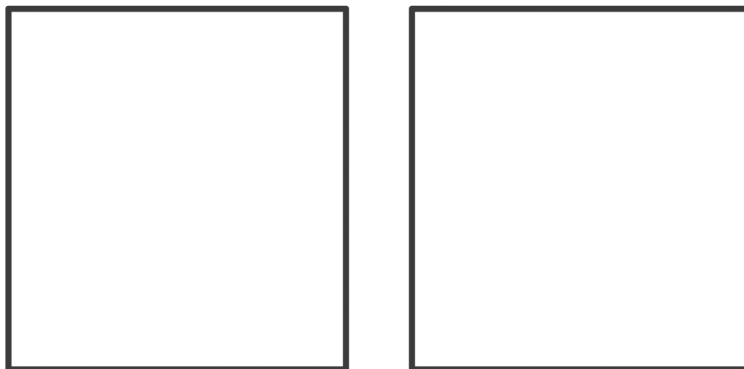
Fill in the number bond to match the picture.



Draw some more dots to make 8 dots in all, and finish the number bond.

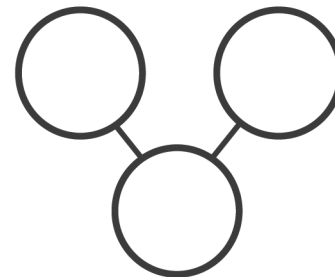


Draw 8 dots, some blue and the rest red. Fill in the number bond.

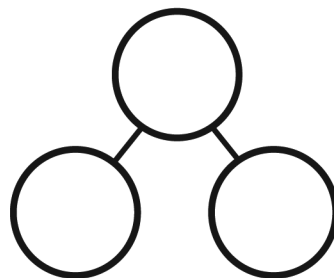
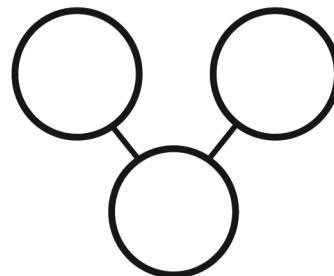
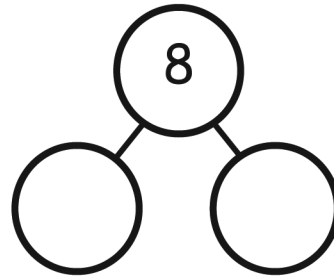
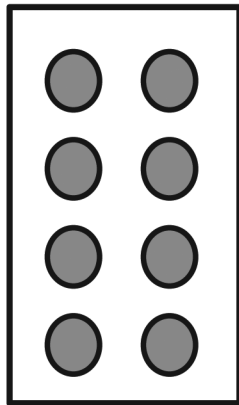
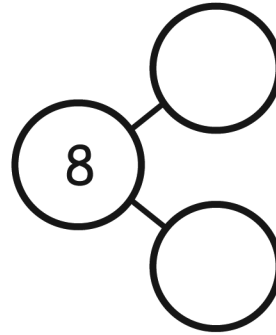
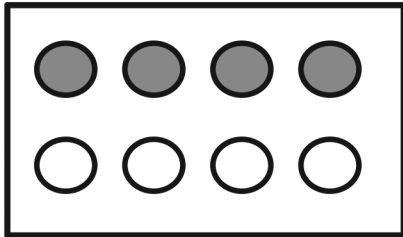


Blue Dots

Red Dots



Draw a line to make 2 groups of dots. Fill in the number bond.



Play a game called Snap with a friend.



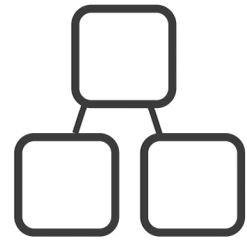
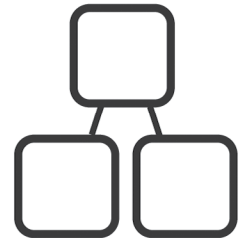
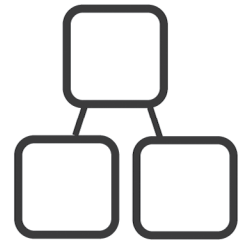
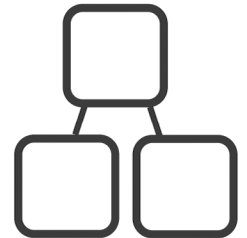
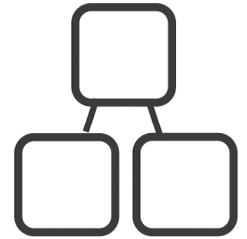
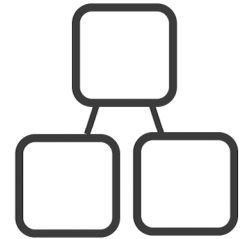
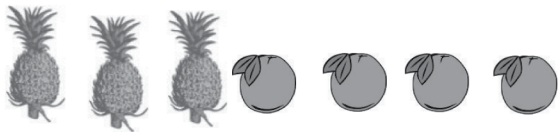
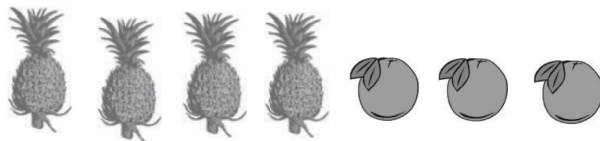
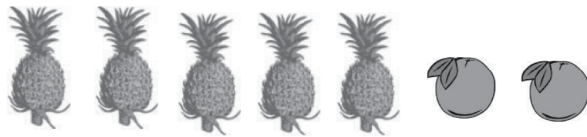
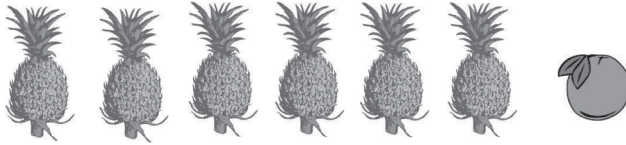
Draw

(Give students a 6-stick of linking cubes.) Take turns with a partner. Hold your 6-stick behind your back. When your partner says, “Snap!” break it into two parts. Show one of the parts while keeping the other behind your back. Can your partner guess the other part? Show the missing piece. Draw a number bond to show the two parts you made.

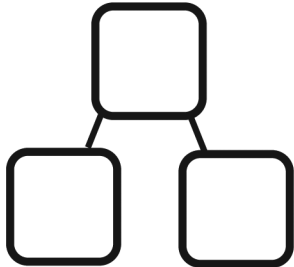
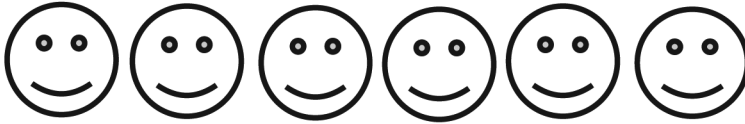
Name _____

Date _____

Fill in the number bond to match.



Color some of the faces orange and the rest blue. Fill in the number bond.



6

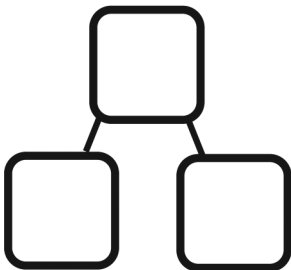
is



and



Color some of the faces orange and the rest blue. Fill in the number bond.



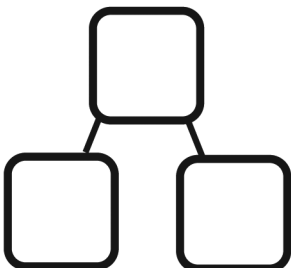
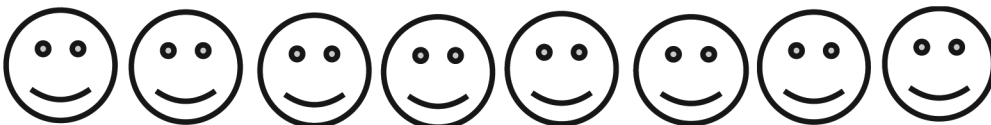
is



and



Color some of the faces orange and the rest blue. Fill in the number bond.



is



and



Nesim has 5 toy cars.

Awate has 3 toy cars.

How many cars do they have together?



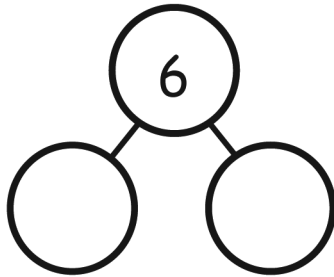
Draw

Draw a picture to show Nesim's and Awate's cars. Draw a number bond to show Nesim's and Awate's cars. Tell a friend about your number bond.

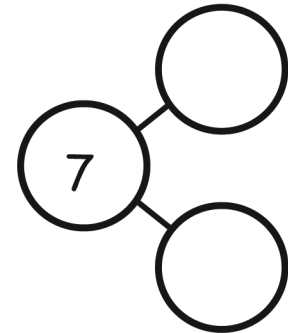
Name _____

Date _____

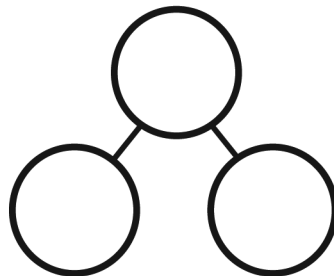
These squares represent cubes. Draw a line to break the stick into 2 parts. Complete the number bond and number sentence.



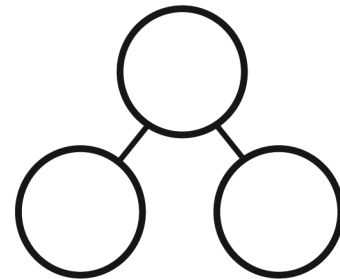
6 is and



is and



is and



is and

On the back of your paper, draw a cube stick with some red cubes and some blue cubes. Draw a number bond to match.

5 bees buzz around a flower.
2 more bees come to join them.
How many bees are there now?



Draw

A large, empty rectangular box with a black border, intended for the student to draw a picture and a number bond related to the word problem.

Draw the bees and a number bond to go with the story. Talk to your partner about your picture.

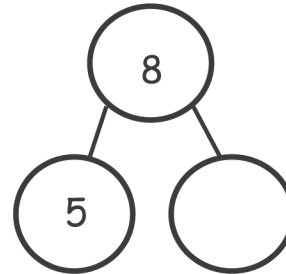
Name _____

Date _____

5 boxes are colored. Color 3 more boxes to make 8. Complete the number bond.



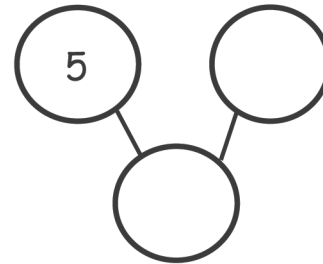
5 and more is



5 boxes are colored. Color more boxes to make 7. Complete the number bond.



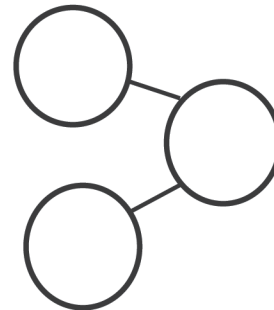
5 and more is



Color 6 cubes. Complete the number bond.

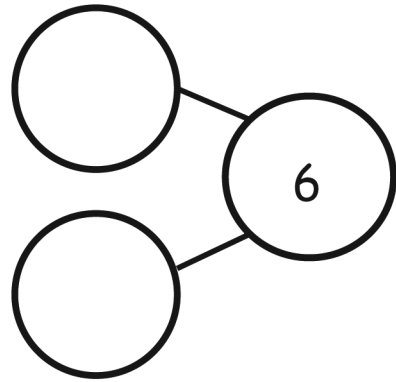


5 and more is



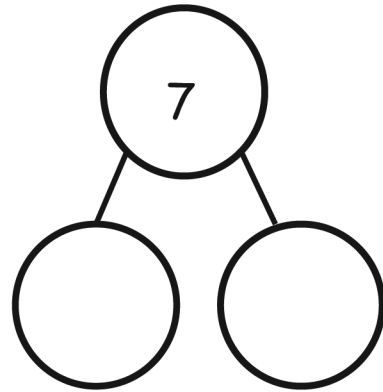
Draw more to make 6. Complete the number bond.

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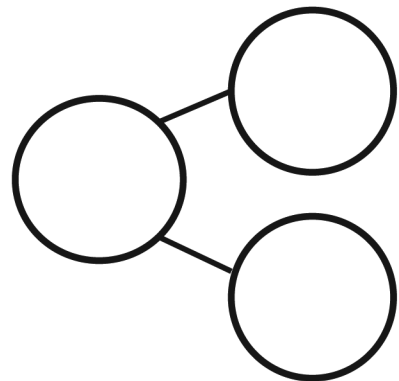
Draw more to make 7. Complete the number bond.

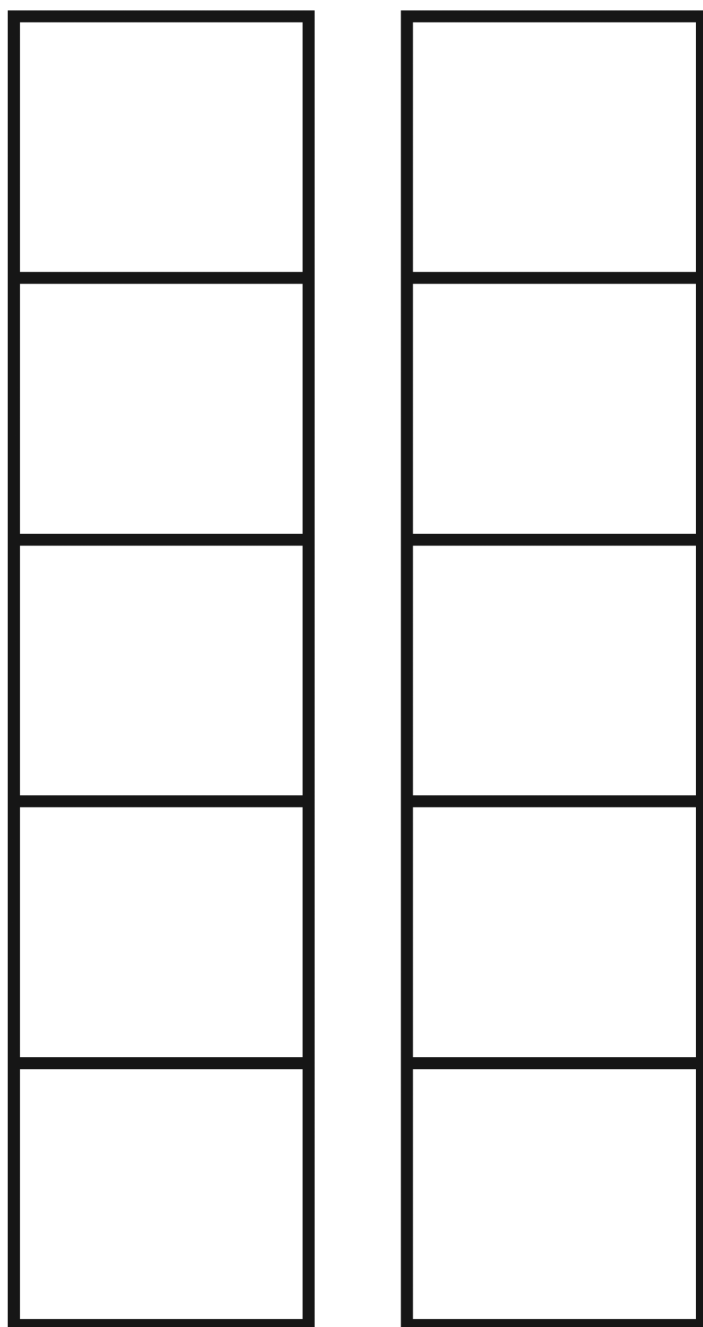
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Draw more to make 8. Complete the number bond.

--	--	--	--	--





two 5-group mat

4 seals play in the water.

2 more seals come to play.

How many seals are playing now?



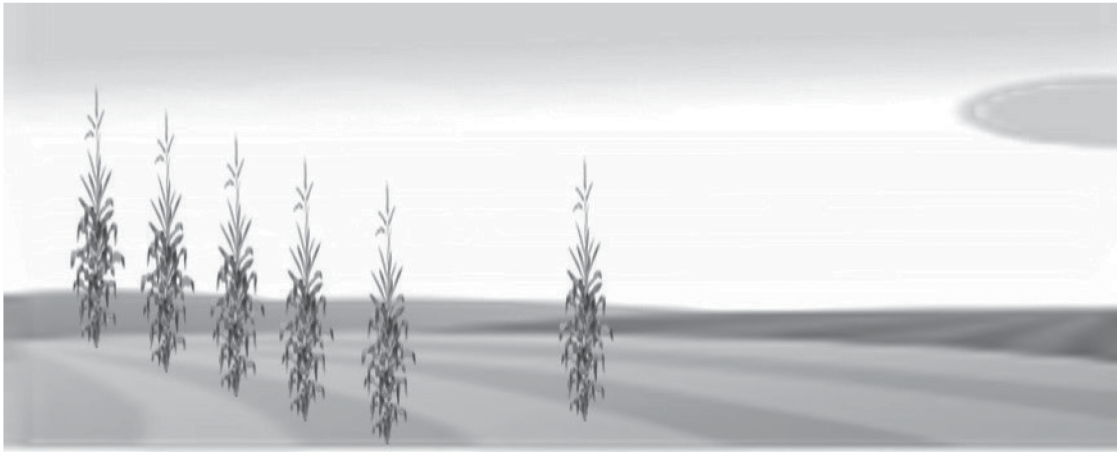
Draw

(Give students 6 linking cubes.) Use your linking cubes to show how many seals are playing. Draw a number bond to go with the story.

Name _____

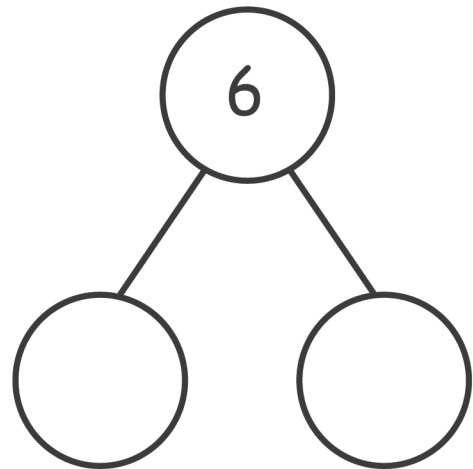
Date _____

Fill in the number bond and number sentences.



There are 6 cornstalks. 5 cornstalks are in the first row. 1 cornstalk is in the second.

$$6 = \square + \square$$



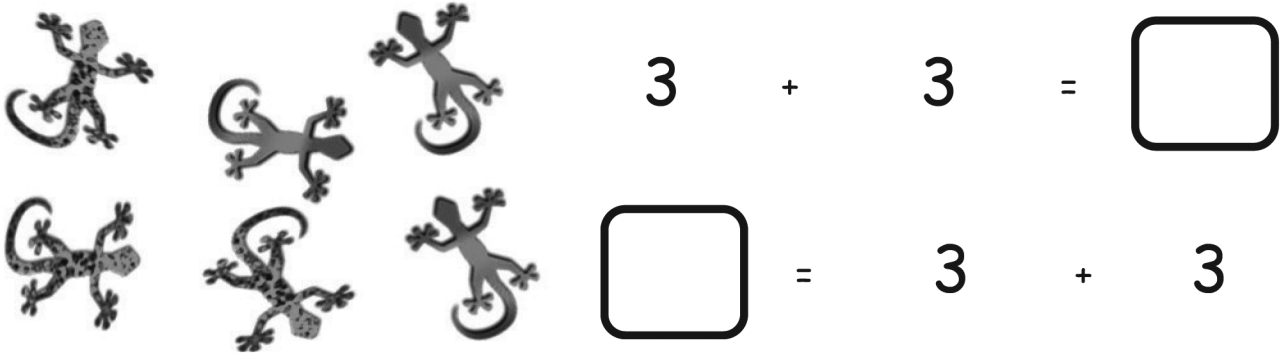
There are 6 cars on the road. 2 cars are big, and 4 are small.



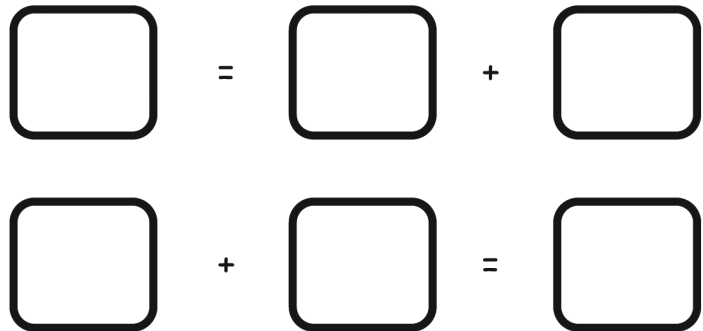
$$\square \text{ is } \square \text{ and } \square$$

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

3 geckos have black spots, and 3 geckos have no spots. There are 6 geckos.



There are 6 monkeys. 4 monkeys are swinging on the tree, and 2 monkeys are taking a nap. Draw a picture to go with the story.



Create your own story, and tell your partner. Have your partner draw a picture of your story and create a number sentence to go with the picture.

Larry the train is pulling 7 cars.

3 cars are full.

4 cars are empty.



Draw

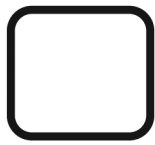
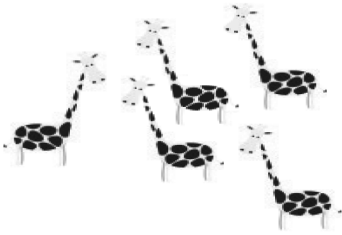
Draw the train, and make a number bond about your picture. Discuss your work with your partner.

Extension: Can you make a number sentence to go with your picture?

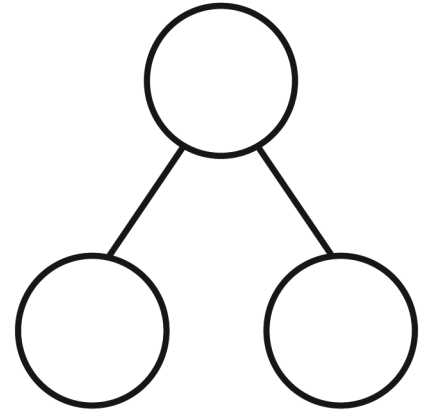
Name _____

Date _____

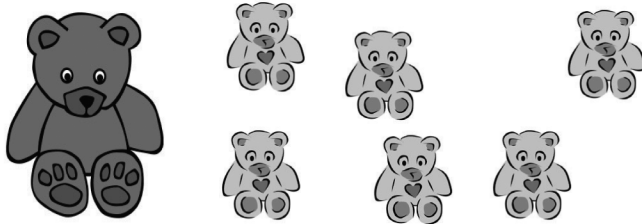
There are 7 animals. There are 5 giraffes and 2 elephants.



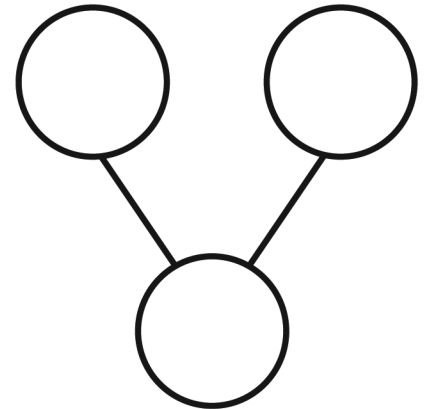
$$= 5 + 2$$



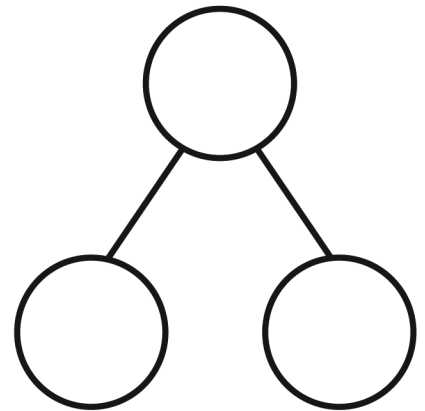
At the store, there was 1 big bear and 6 small bears. There were 7 bears.



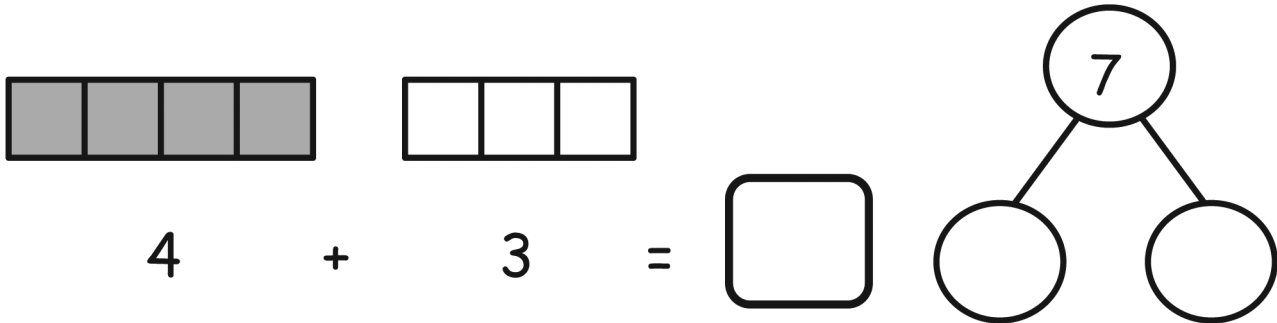
$$1 + 6 = \square$$



$$\square = 2 + 5$$



The squares below represent cubes.
4 gray cubes and 3 white cubes are 7 cubes.

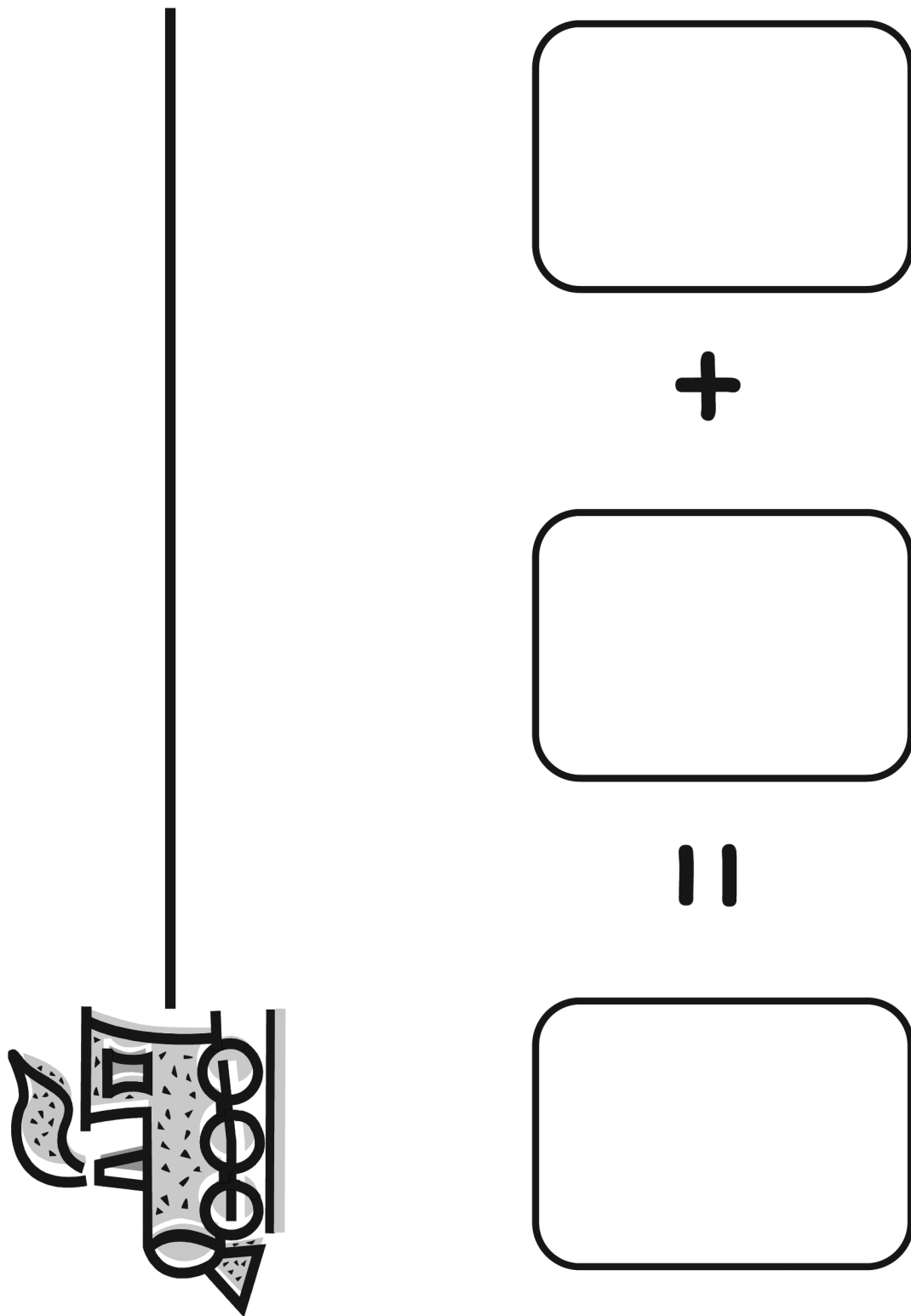


Color the cubes to match the cubes above. Fill in the number sentence.



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

Create your own story, and tell your partner. Have your partner draw a picture of your story and create a number sentence to go with the picture.



train

You are having a party!

You get 8 presents.

2 presents have stripes, and 6 presents have polka dots.



Draw

Draw the presents, and write the number sentences two different ways.



Write



Name _____

Date _____

Fill in the number sentences.

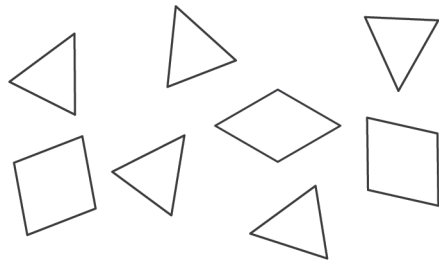
There are 8 fish. There are 4 striped fish and 4 goldfish.



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

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

There are 8 shapes. There are 5 triangles and 3 diamonds.



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

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



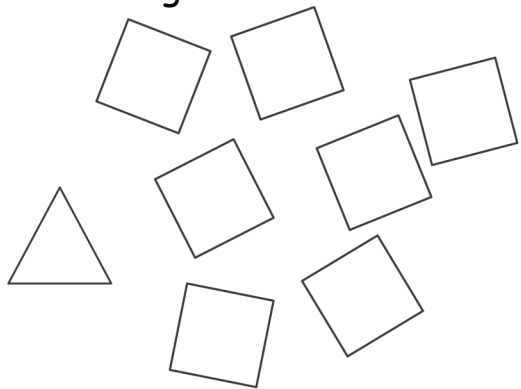
There are 6 stars and 2 moons.

There are 8 shapes.

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

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

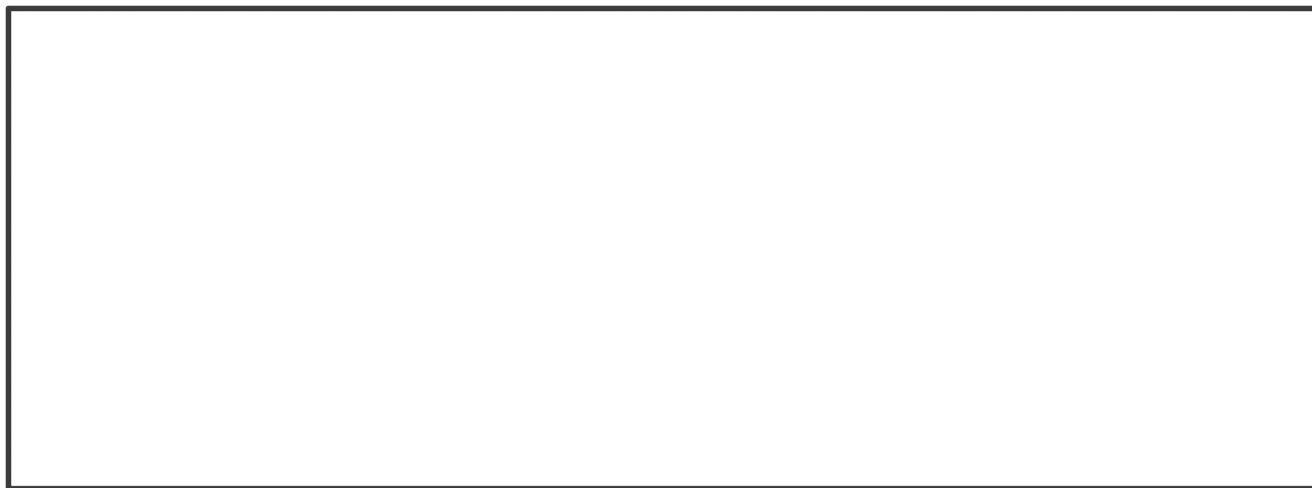
There are 8 shapes. Count and circle the squares. Count and circle the triangle.



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

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

There are 8 flowers. Some flowers are yellow, and some flowers are red. Draw a picture to go with the story.



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

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

Create your own story, and tell your partner. Have your partner draw a picture of your story and create a number sentence to go with the picture.

3 airplanes were flying in the air.

3 more airplanes came to join them.

How many airplanes were flying in the air?



Draw

(Give students 10 linking cubes.) Use your linking cubes to show how many airplanes were flying in the air. Write a number sentence to go with the story. Share your number sentence with a partner.



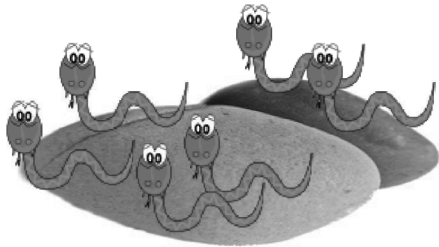
Write



Name _____

Date _____

There are 4 snakes sitting on the rocks. 2 more snakes slither over. How many snakes are on the rocks now? Put a box around all the snakes, trace the mystery box, and write the answer inside it.



$$4 + 2 =$$



There are 5 turtles swimming. Draw 2 more turtles that come to swim. How many turtles are swimming now? Draw a box around all the turtles, draw a mystery box, and write the answer.



$$5 + 2 =$$

Today is your birthday! You have 7 presents. A friend brings another present. Draw the present. How many presents are there now? Draw a mystery box, and write the answer inside it.



$$7 + 1 =$$

Listen and draw. There were 6 girls playing soccer. A boy came to play. How many children were playing soccer then? Draw a box around all the children.

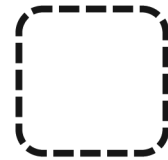


6

+

1

=



Listen and draw. There were 3 frogs on a log. 5 more frogs hopped onto the log. How many frogs were on the log then? Draw a box around the frogs, and box the answer.



3

+

5

=

Marissa is playing with shapes.

She has 5 triangles and 2 circles.

Draw the shapes, and write a number sentence.



Draw

Talk to your partner about your picture and number sentence.



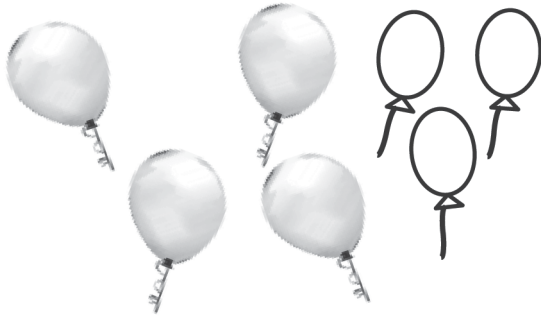
Write



Name _____

Date _____

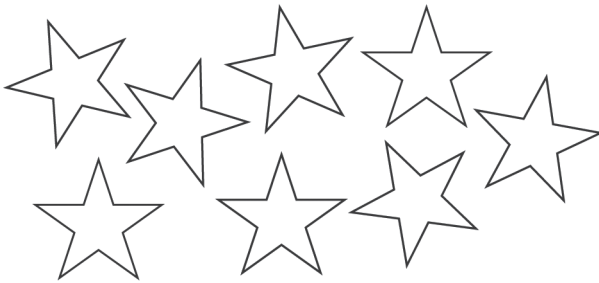
There are 4 green balloons and 3 orange balloons in the air. How many balloons are in the air? Color the balloons to match the story, and fill in the number sentences.



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

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

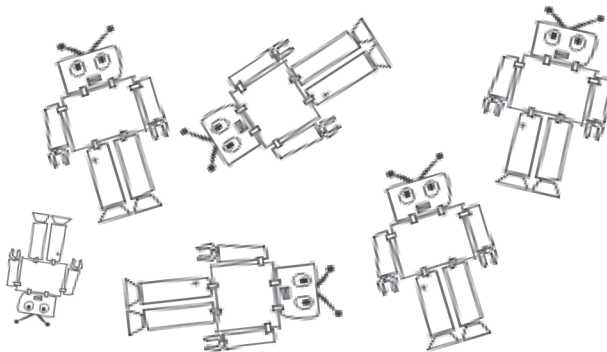
Dominic has 6 yellow star stickers and 2 blue star stickers. How many stickers does Dominic have? Color the stars to match the story, and fill in the number sentences.



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

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

There are 5 big robots and 1 little robot. How many robots are there? Fill in the number sentences.



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

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

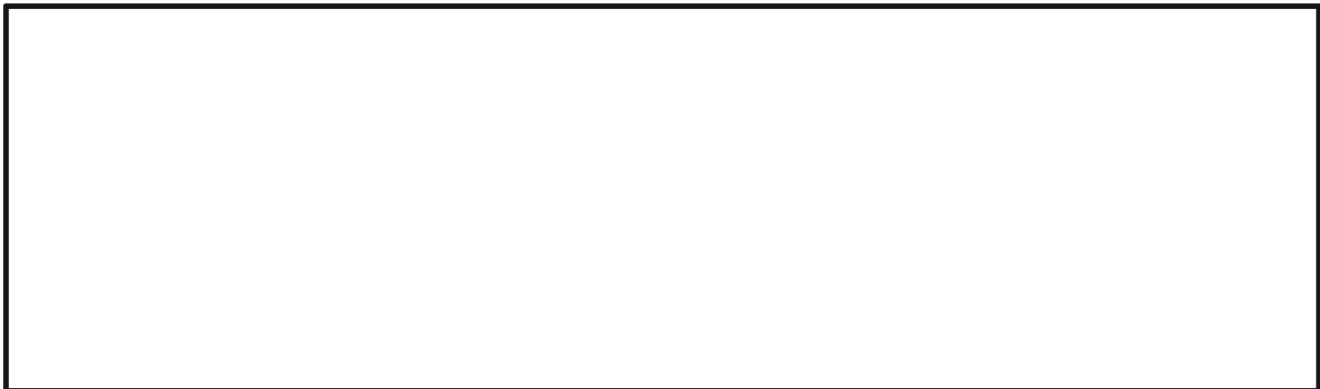
Listen and draw. Charlotte is playing with pattern blocks. She has 3 squares and 3 triangles. How many shapes does Charlotte have?



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

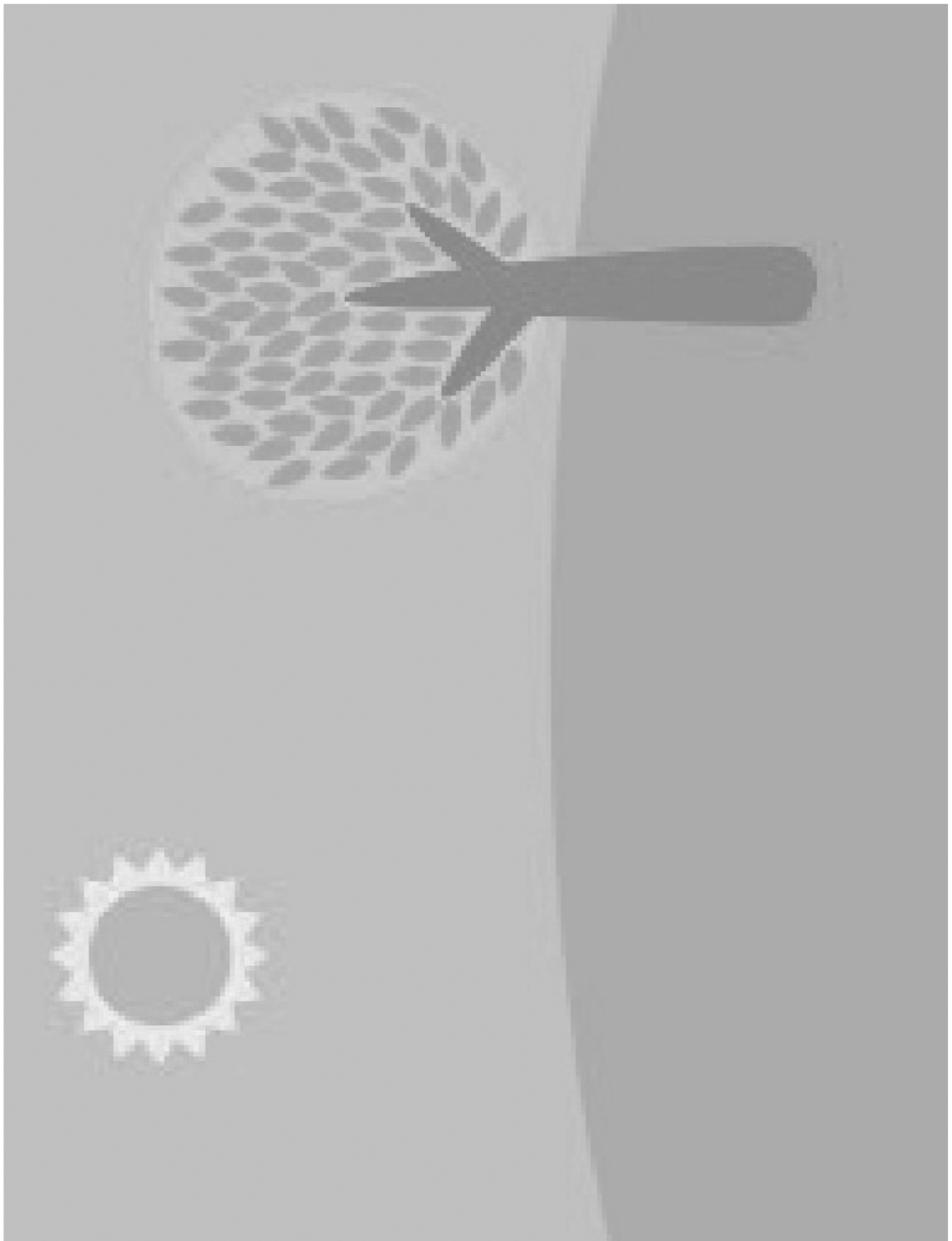
$$\square = \square + \square$$

Listen and draw. Gavin is making a tower with linking cubes. He has 5 purple and 3 orange cubes. How many linking cubes does Gavin have?



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

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



tree and sun

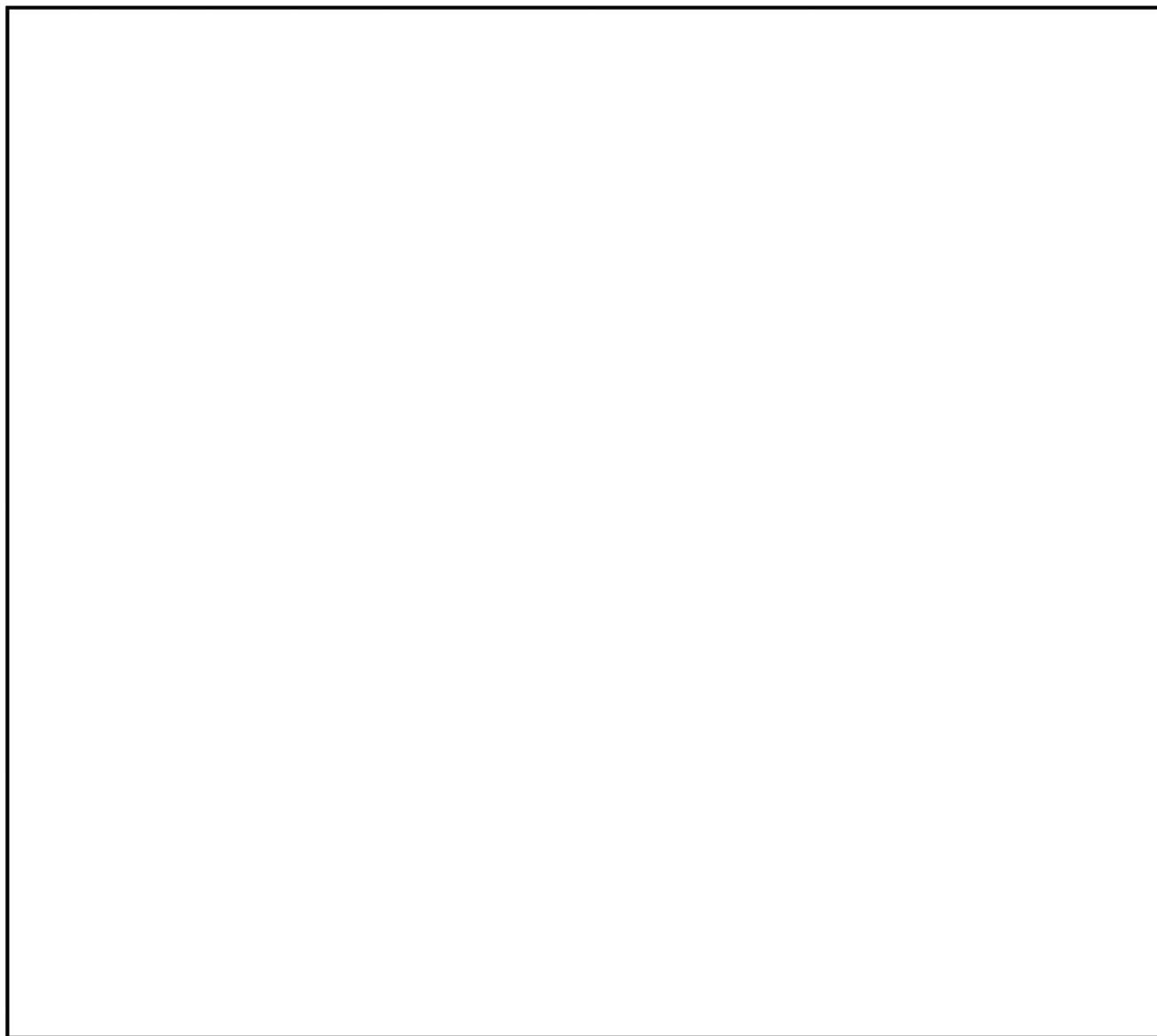
Sam bought 8 pieces of fruit.

Some were apples and some were oranges.

Draw a plate, and show Sam's fruit on the plate.



Draw



Show your picture to a friend. Do your plates look the same? Make a number bond and number sentence to go with your picture.



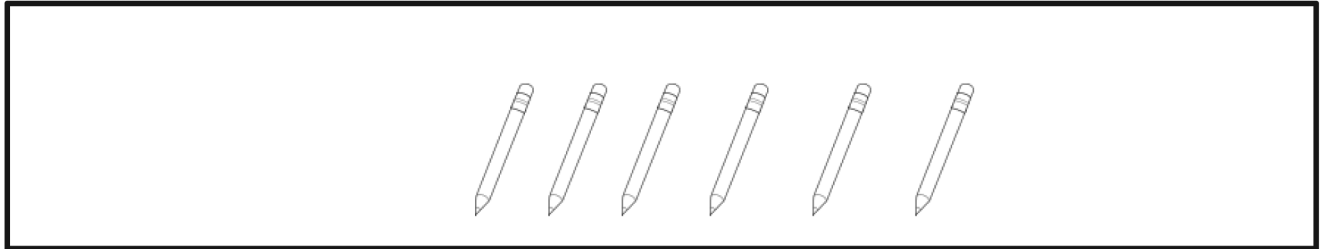
Write



Name _____

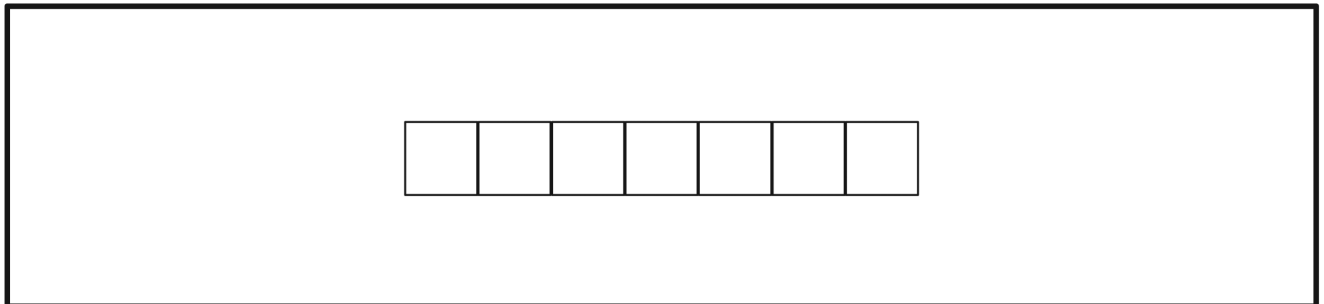
Date _____

Devin has 6 Spiderman pencils. He put some in his desk and the rest in his pencil box. Write a number sentence to show how many pencils Devin might have in his desk and pencil box.



$$6 = \square + \square$$

Shania made 7 necklaces. She wore some of the necklaces and put the rest in her jewelry box. Use the linking cubes to help you think about how many necklaces Shania might have on and how many are in her jewelry box. Then, complete the number sentences.



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

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

Tommy planted 8 flowers. He planted some in his garden and some in flowerpots. Draw how Tommy may have planted the flowers. Fill in the number sentences to match your picture.



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

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

Create your own story, and draw a picture. Fill in the number sentences. Tell your story to a friend.



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

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

Make 5 little pieces of cheese out of your clay.

2 mice each stole a piece of cheese.



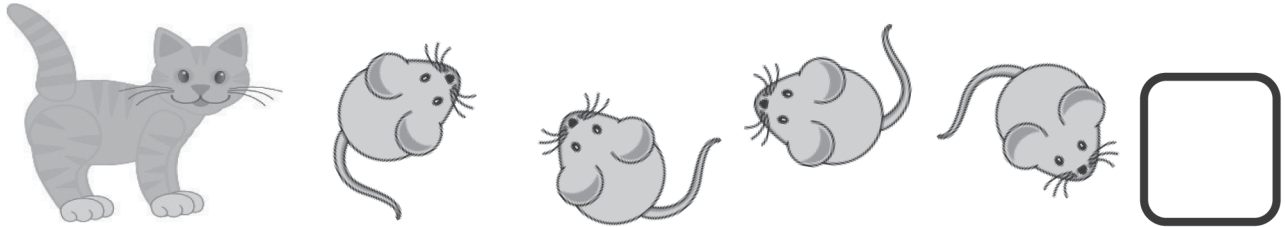
Draw

(Give students a ball of clay.) Take away pieces to show that the mice ate them. How many pieces are left? Act out the story again with 4 pieces of cheese. How many are left? Talk about the mice and cheese with your partner. Did your partner have the same number of pieces left each time? What do you think would happen if you only had 3 pieces of cheese?

Name _____

Date _____

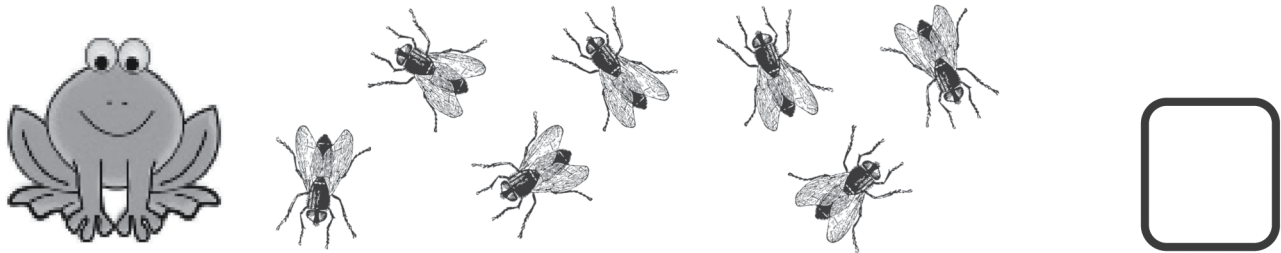
The cat ate 3 mice. Cross out 3 mice. Write how many mice are left.



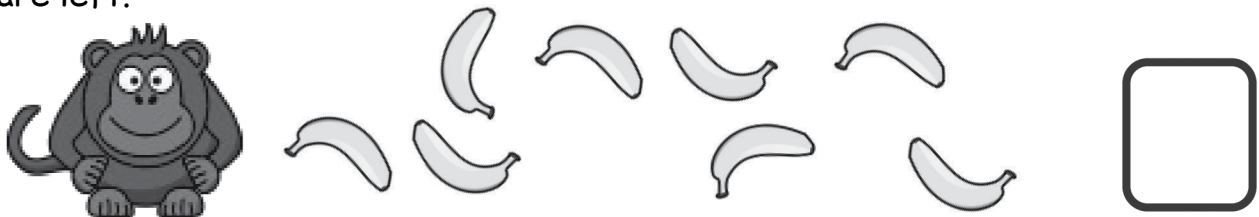
The fish ate 2 worms. Cross out 2 worms. Write how many worms are left.



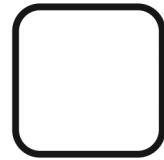
The frog ate 5 flies. Cross out 5 flies. Write how many flies are left.



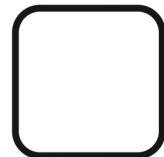
The monkey ate 4 bananas. Cross out 4 bananas. Write how many bananas are left.



Draw 6 balls. The boy kicked 3 balls down the hill. How many balls does he have left?



There are 5 butterflies flying around the flower. Draw them. 1 of the butterflies flew away, so cross it out. How many butterflies are left?



Draw 5 monkeys jumping on the bed.

Decide how many monkeys stayed on the bed.

Cross off the monkeys who fell off and bumped their heads.



Share your picture with your partner. How many monkeys did you start with? How many did you take away? How many were left? How is your number story different from your partner's?

Name _____

Date _____

Draw a line from the picture to the number sentence it matches.



$$3 - 1 = 2$$



$$5 - 4 = 1$$



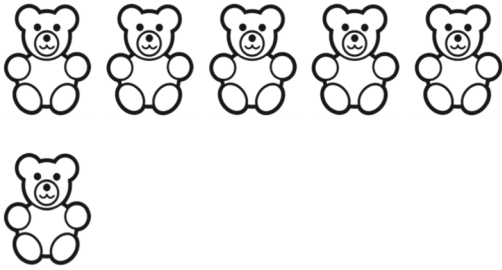
$$4 - 2 = 2$$



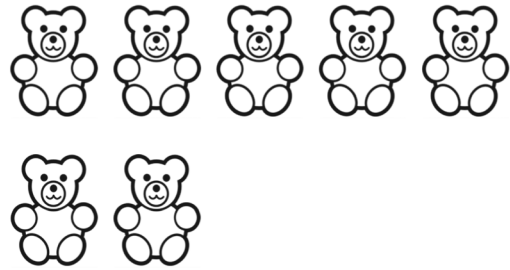
$$5 - 1 = 4$$

Pick 1 mouse picture, and tell a story to your partner. See if your partner can pick the picture you told the story about.

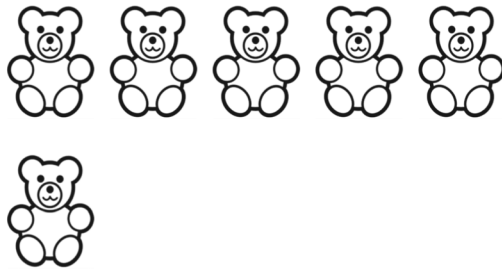
Cross out the bears to match the number sentences.



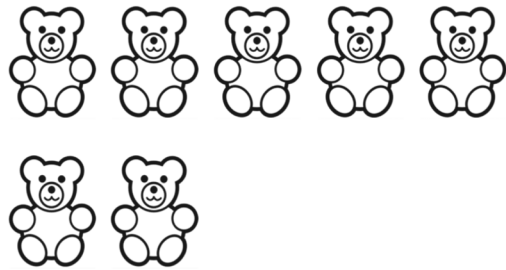
$$6 - 1 = 5$$



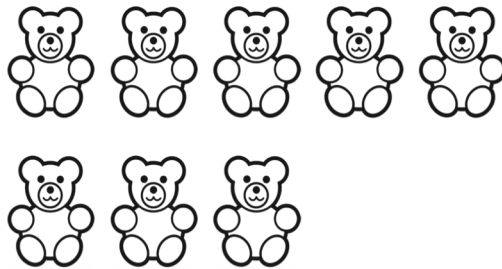
$$7 - 2 = 5$$



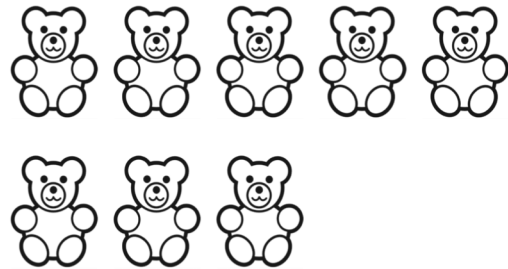
$$6 - 4 = 2$$



$$7 - 3 = 4$$



$$8 - 1 = 7$$



$$8 - 2 = 6$$

5 frogs were sitting by the pond.

2 frogs hopped into the pond.

How many frogs were still sitting by the pond?



Draw

Draw the frogs. Cross out the frogs in your picture to show the ones who hopped into the pond. Talk to your partner about the story. How can you write about your story in a number sentence?

Name _____

Date _____

Tyler bought a cone with 4 scoops. He ate 1 scoop. Cross out 1 scoop. How many scoops were left?



$$4 - 1 = \square$$

Eva ate ice cream, too. She ate 2 scoops. How many scoops were left?



$$4 - 2 = \square$$

There were 4 bottles. 3 of them broke. How many bottles were left?



$$4 - 3 = \square$$

Anthony had 5 erasers in his pencil box. He dropped his pencil box, and 4 erasers fell on the floor. How many erasers are in Anthony's pencil box now? Draw the erasers, and fill in the number sentence.

$$5 - 4 = \square$$

Tanisha had 5 grapes. She gave 3 grapes to a friend. How many grapes does Tanisha have now? Draw the grapes, and fill in the number sentence.

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

Play Snap with a friend.



Draw

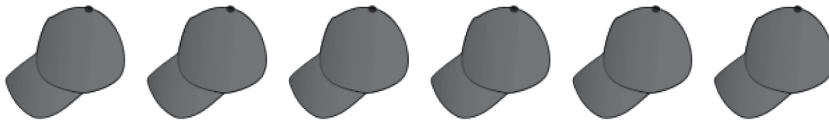
(Give students a 6-stick of linking cubes.) Take turns with a partner. Hold your 6-stick behind your back. When your partner says, “Snap!” break it into two parts. Show one of the parts while keeping the other behind your back. Can your partner guess the other part? Show the missing piece. Draw a number bond to show the two parts you made. Can you and your partner think of a take away number sentence to tell about the snap?

Name _____

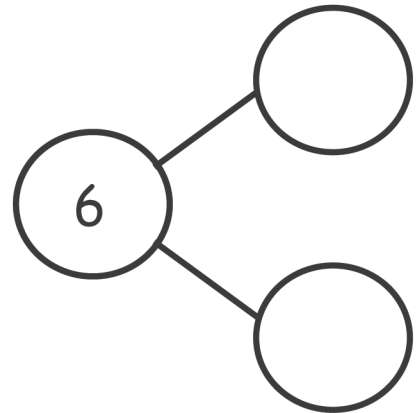
Date _____

Fill in the number bonds.

Cross out 1 hat.



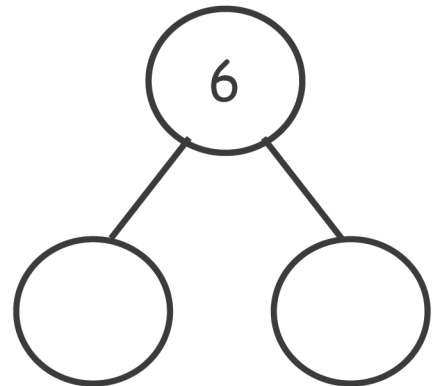
$$6 - 1 = 5$$



Cross out 5 snowflakes.



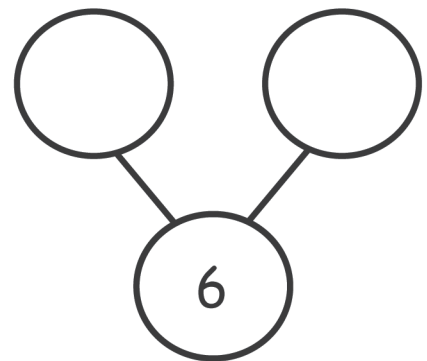
$$6 - 5 = 1$$



Cross out 2 snowflakes.

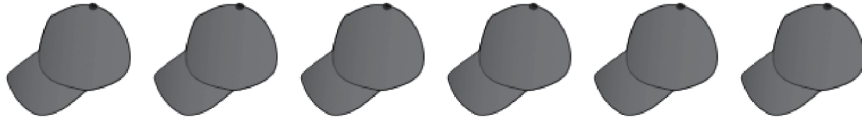


$$6 - 2 = 4$$

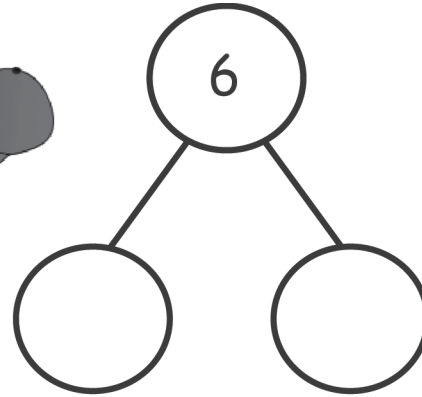


Fill in the number sentences and the number bonds.

Take away 3 hats.



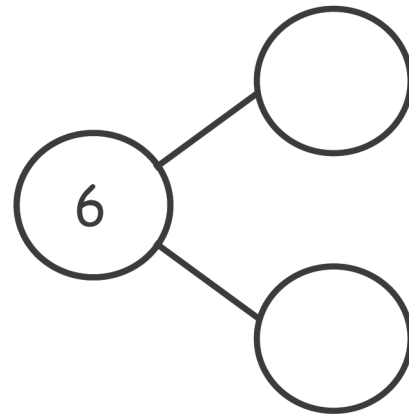
$$\boxed{6} - \boxed{} = \boxed{}$$



Take away 4 cubes.

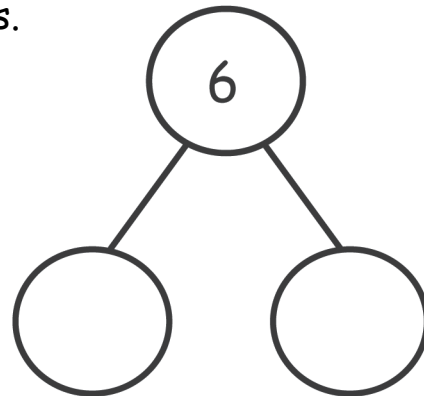


$$\boxed{6} - \boxed{} = \boxed{}$$



Draw 6 circles in a 5-group. Take away 2 circles.

$$\boxed{} - \boxed{} = \boxed{}$$



Noah had 7 red balloons.

2 balloons popped.

Draw Noah's balloons.



Draw

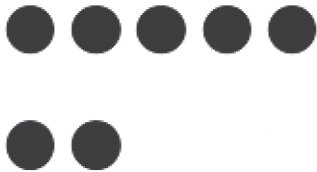
How would you show that 2 balloons popped in your picture? Make a number sentence to go with your picture. Draw a number bond to go with your picture.

**Write**

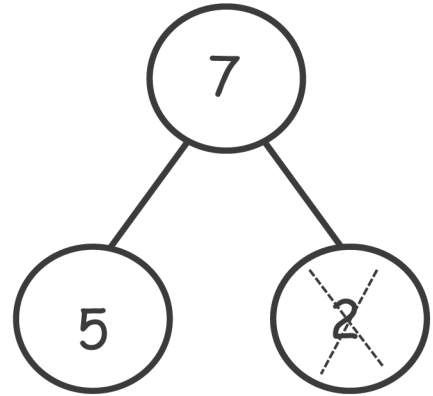
Name _____

Date _____

Say the number sentence. Fill in the blanks. Cross out the number.
Cross out 2 dots.



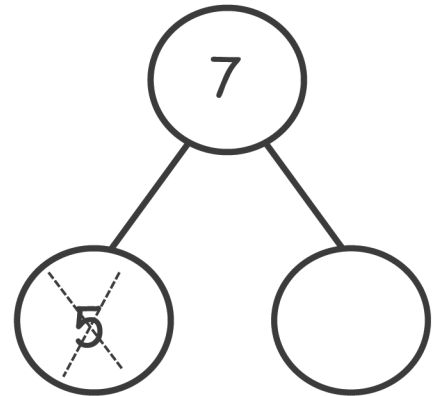
$$7 - 2 = \square$$



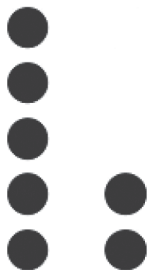
Cross out 5 dots.



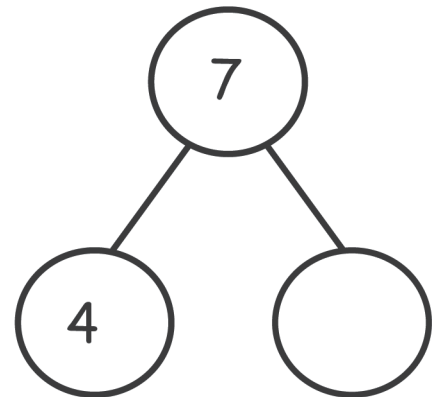
$$7 - 5 = \square$$



Cross out 4 dots.

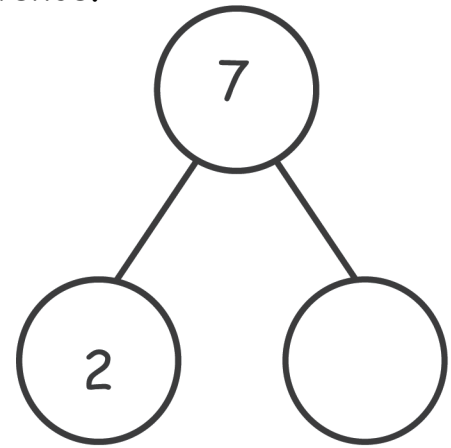


$$7 - 4 = \square$$



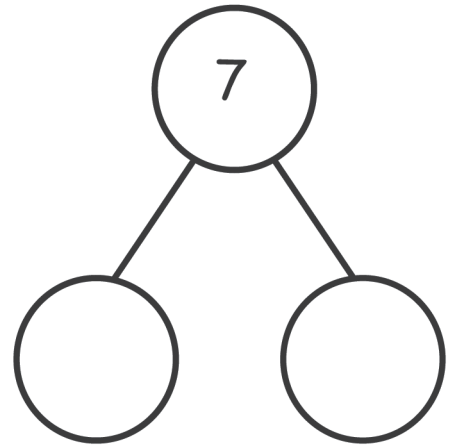
Draw and fill in the number bond and number sentence.
 Draw 7 dots. Cross out 2 dots.

$$\boxed{7} - \boxed{2} = \boxed{}$$



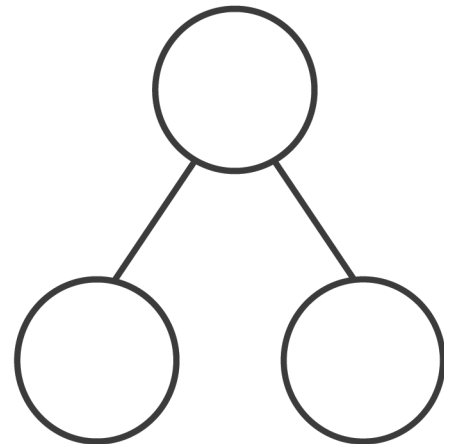
Draw 7 dots in a 5-group. Cross out 3 dots.

$$\boxed{7} - \boxed{} = \boxed{}$$



Draw 7 dots in a 5-group. Cross out 4 dots.

$$\boxed{} - \boxed{} = \boxed{}$$



Robin had 8 cats in her house.

3 of the cats went outside to play.

How many cats were still in the house?



Draw

Draw Robin's cats. Use your picture to help you draw a number bond about the cats. Can you make a number sentence to tell how many cats were still inside the house?



Write

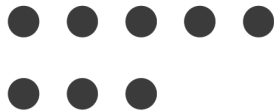


Name _____

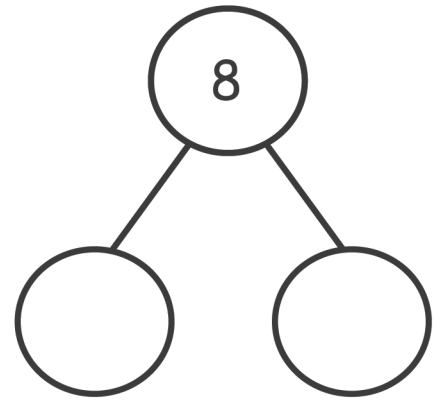
Date _____

Fill in the number sentences and number bonds.

Put an X on 3 dots.



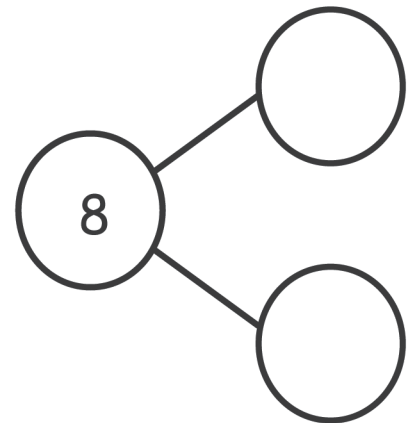
$$\boxed{8} - \boxed{} = \boxed{}$$



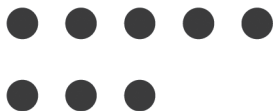
Put an X on 5 dots.



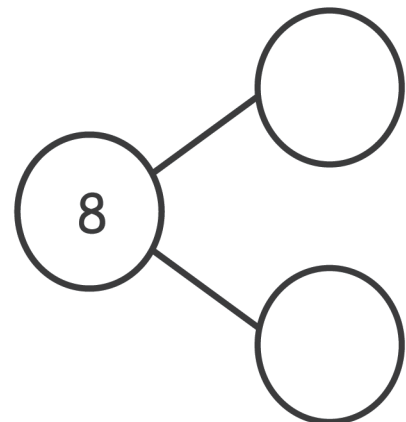
$$\boxed{} - \boxed{} = \boxed{}$$



Put an X on some dots.

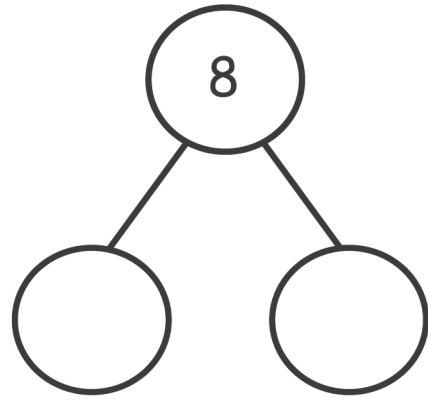


$$\boxed{} - \boxed{} = \boxed{}$$



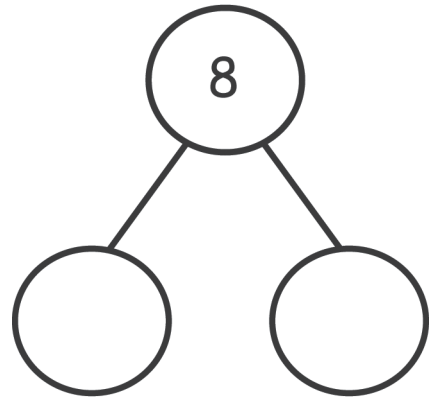
Draw 8 dots. Put an X on 1 dot.

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



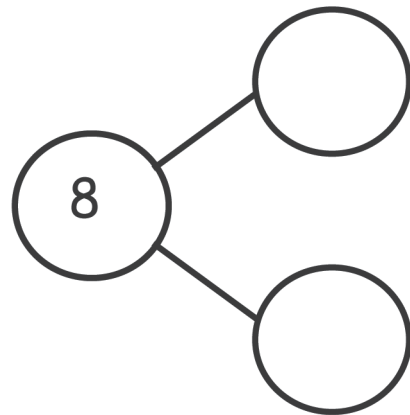
Draw 8 dots in a 5-group. Put an X on 7 dots.

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



Draw 8 dots in a 5-group. Put an X on some dots.

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



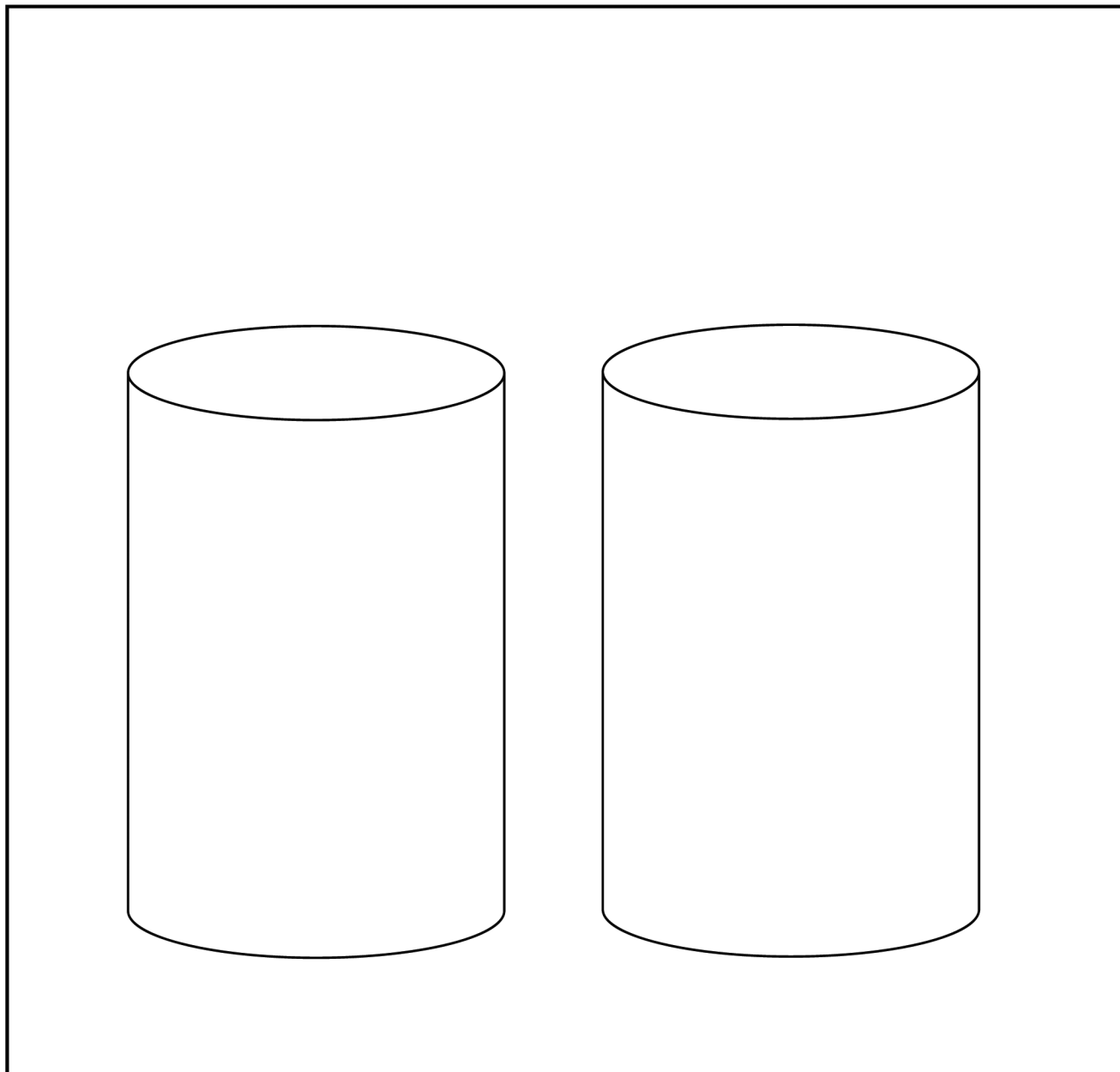
There were 9 flowers in Casey's garden.

She had 2 vases.

Draw 1 way she could have put all the flowers into the vases.



Draw

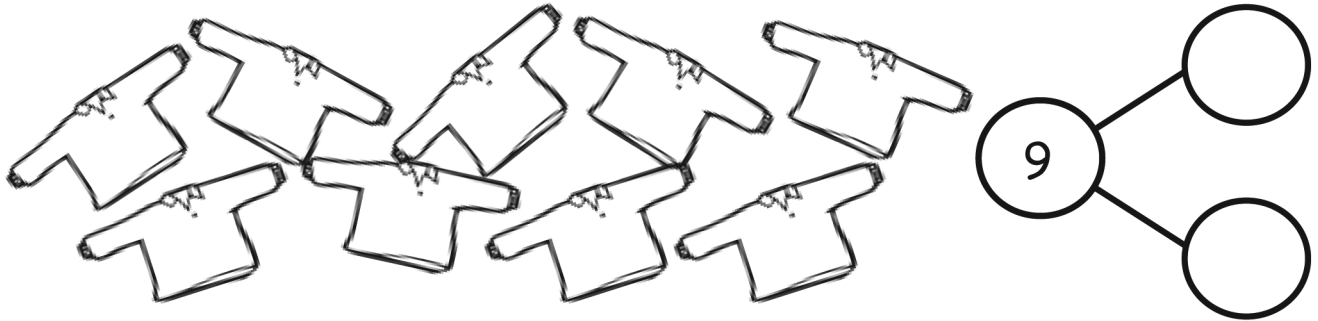


Show your picture to a friend. Did your friend draw the flowers in the vases the same way? Are both ways right? Are there other ways you could have shown the flowers?

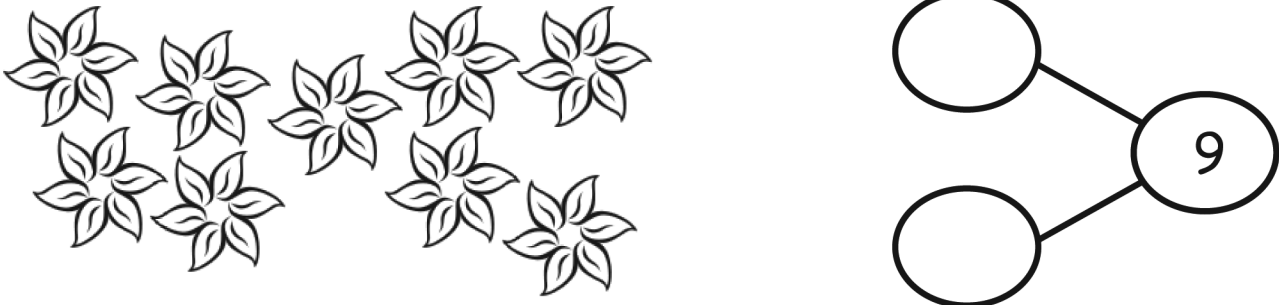
Name _____

Date _____

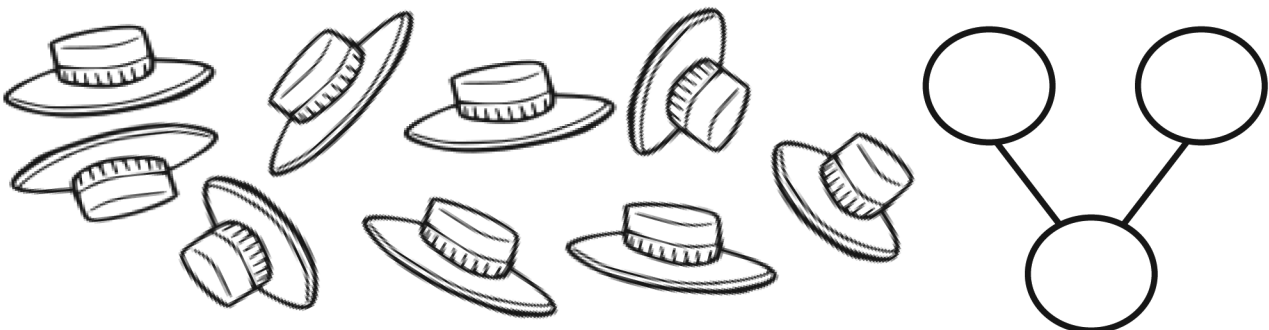
There are 9 shirts. Color some with polka dots and the rest with stripes. Fill in the number bond.



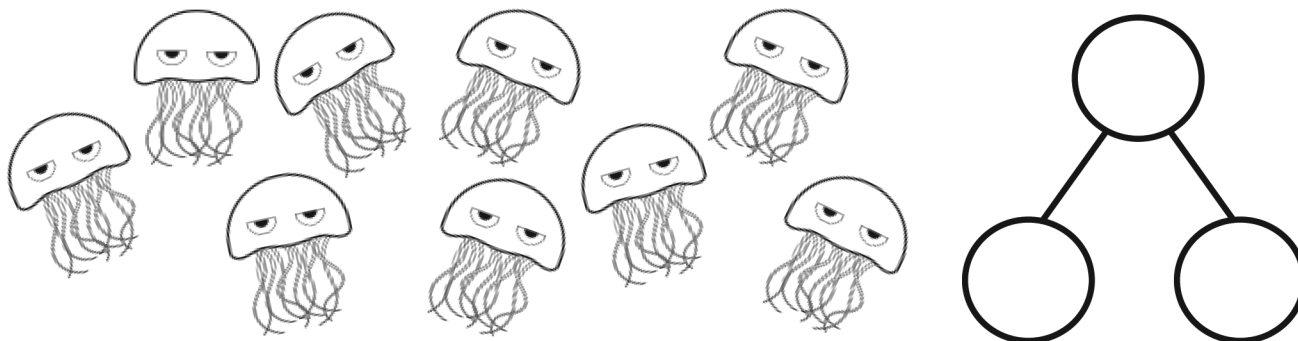
There are 9 flowers. Color some yellow and the rest red. Fill in the number bond.



There are 9 hats. Color some brown and the rest green. Fill in the number bond.



There are 9 jellyfish. Color some blue and the rest a different color. Fill in the number bond.



There are 9 butterflies. Color some butterflies orange and the rest a different color. Fill in the number bond.



Draw 9 balloons. Color some red and the rest blue. Make a number bond to match your drawing.

There are 9 socks.

Some are green, and the rest are blue.

Draw the set of green socks and the set of blue socks.



Draw

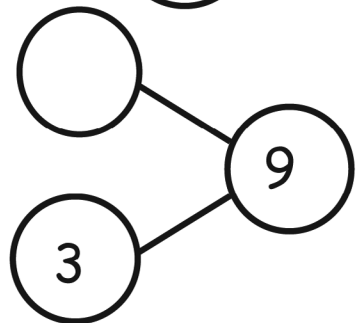
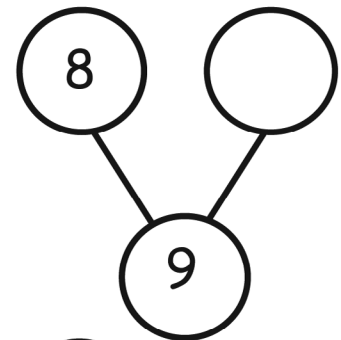
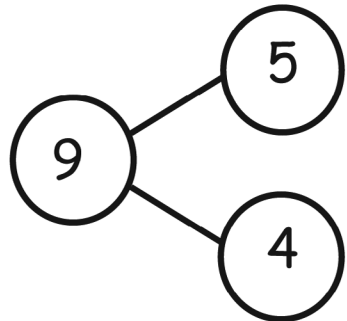
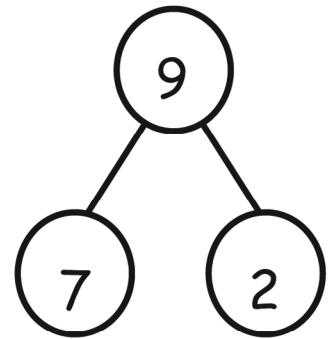
Make a number bond to show the green and blue socks. Show your picture to a friend. Do they look alike? How could you show the socks a different way?

Name _____

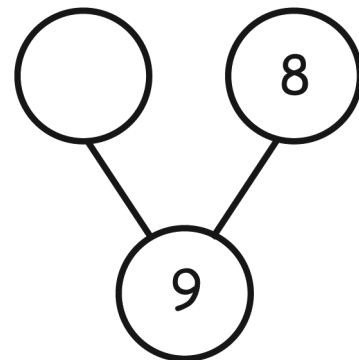
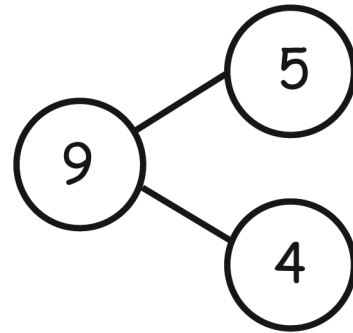
Date _____

The squares below represent cube sticks.

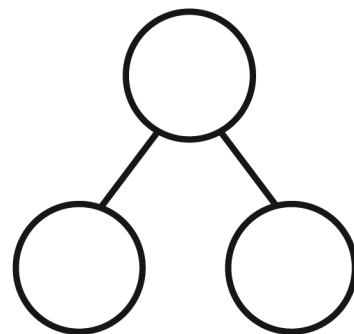
Draw a line from the cube stick to the matching number bond. Fill in the number bond if it isn't complete.



Draw and color cube sticks to match the number bonds. Fill in the number bond if it isn't complete.



Create your own 9-cube stick, and fill in the number bond to match.



It's your birthday party!

You need 10 party hats for your friends.

Draw 10 hats.

Color some hats red and some blue.



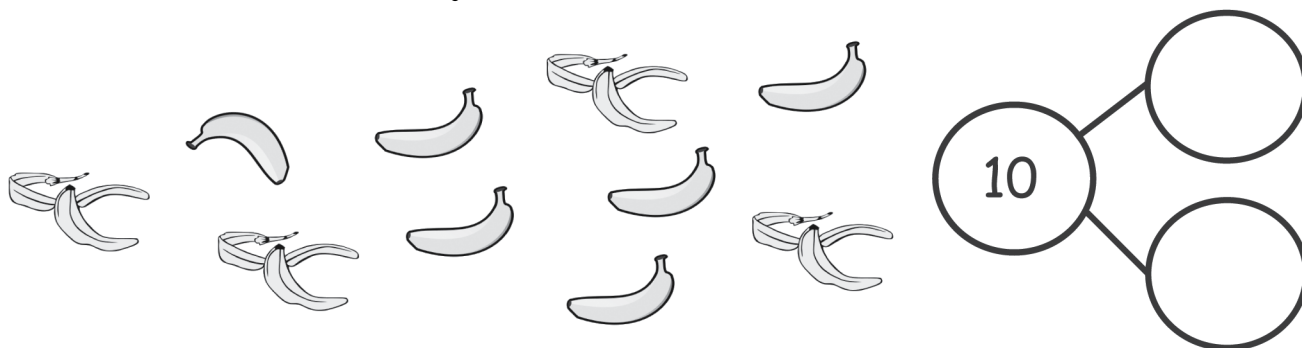
Draw

Make a number bond to go with your picture. Turn and talk with your partner. Do your pictures look the same? Explain to your partner how you decided which way to color your hats. Talk about how your number bonds are the same or different.

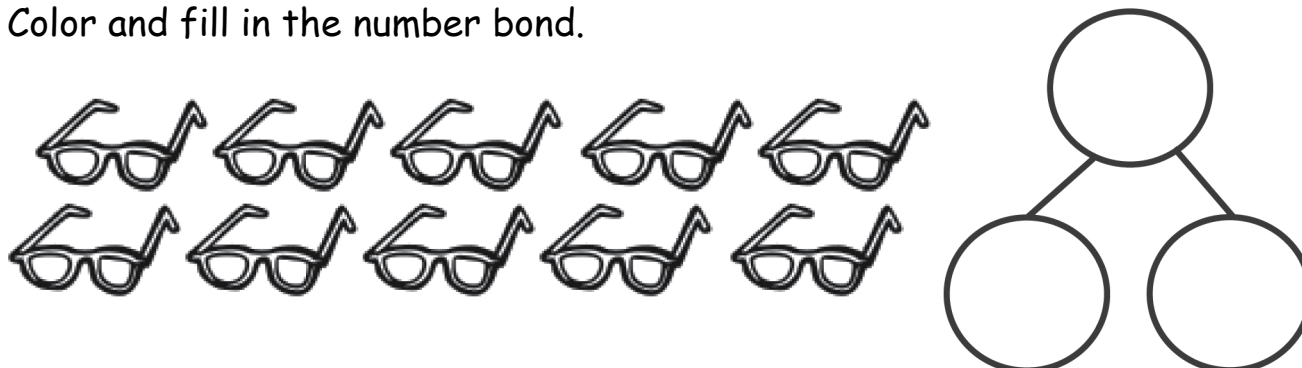
Name _____

Date _____

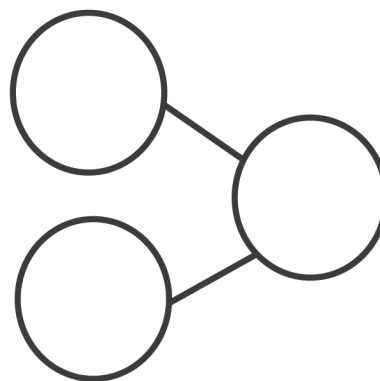
Benjamin had 10 bananas. He dropped some of the bananas. Fill in the number bond to show Benjamin's bananas.



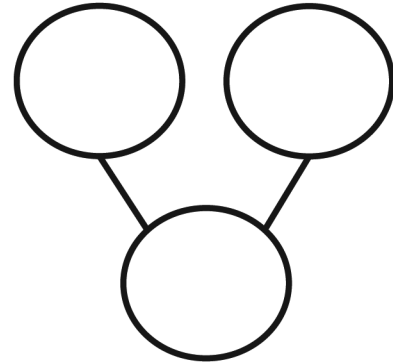
Savannah has 10 pairs of glasses. 5 are green, and the rest are purple. Color and fill in the number bond.



Xavier had 10 baseballs. Some were white, and the rest were gray. Draw the balls, and color to show how many may be white and gray. Fill in the number bond.



There were 10 dragons playing. Some were flying, and some were running.
Draw the dragons. Fill in the number bond.



Create your own story of 10. Draw your story and a number bond to go with it.

Use your clay to make 10 tiny grapes.

Put some of the grapes on one plate and the rest on the other plate.

How many grapes do you have in all?

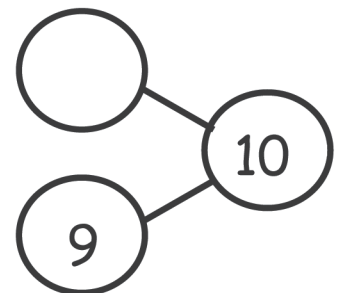
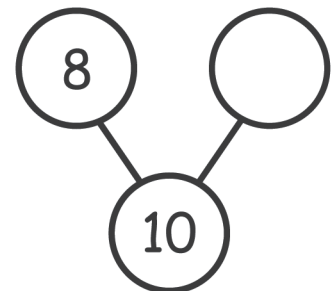
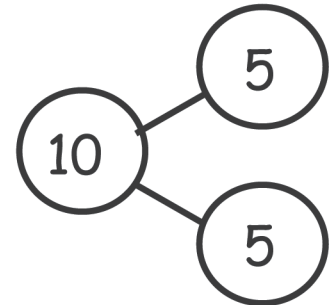
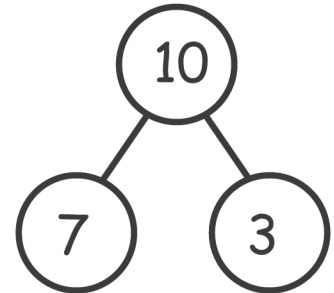


(Give students a ball of clay.) Draw a number bond to show the grapes. Talk about your grapes with a partner. Did she do it in the same way? Take off the grapes and try again.

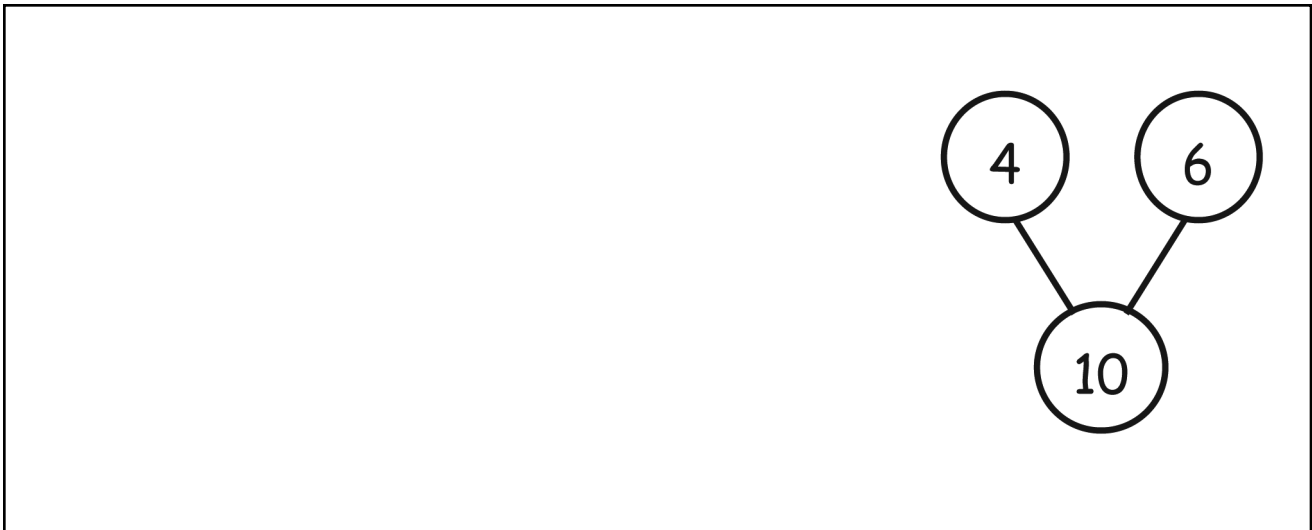
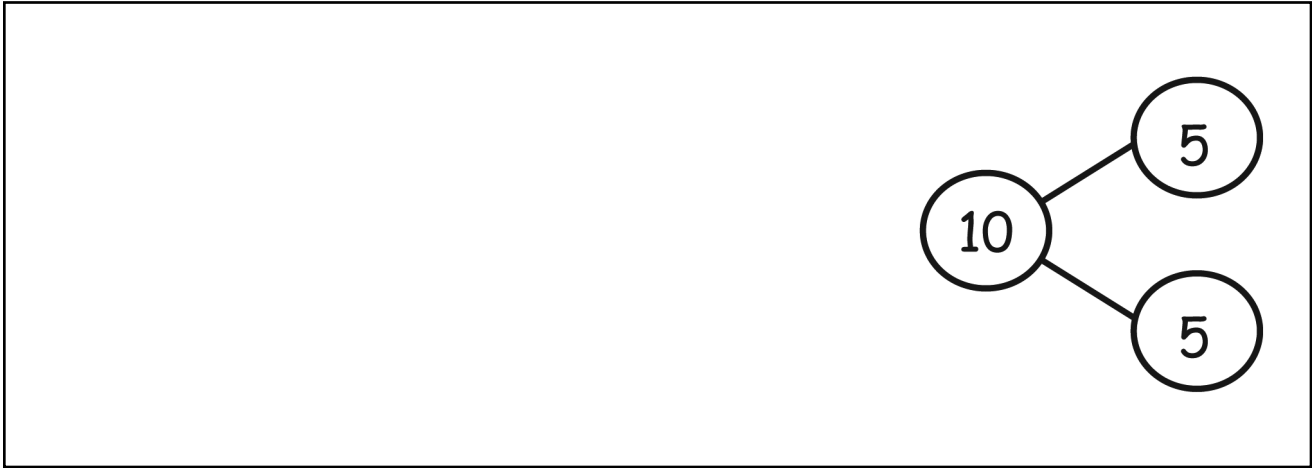
Name _____

Date _____

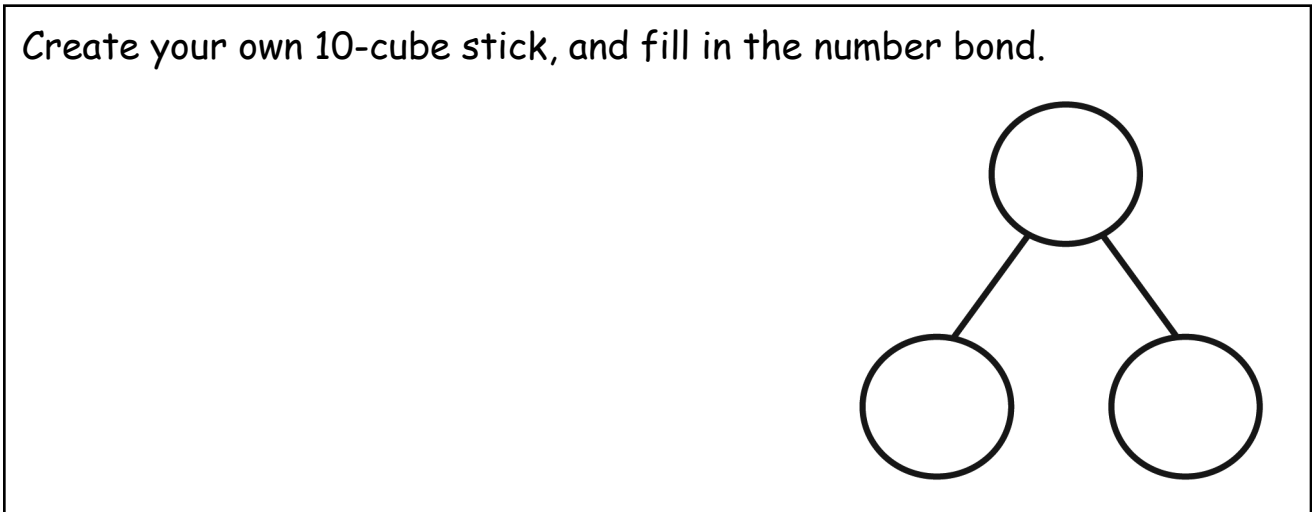
These squares represent cube sticks. Look at the linking cube sticks. Draw a line from the cube stick to the number bond that matches. Fill in the number bond if it is not complete.



Draw and color cube sticks to match the number bonds.



Create your own 10-cube stick, and fill in the number bond.



Emma had 9 pennies. Show her pennies in the middle of the desk. She wanted to use 4 pennies to buy gum and 5 pennies to buy a balloon. Count and slide apart the pennies she needs to buy gum and the balloon.


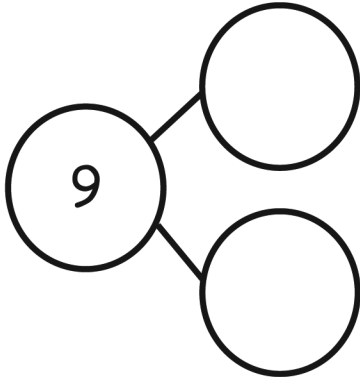


(Give students 9 pennies.) Draw a number bond to go with the story. Slide your groups of pennies together again. How many pennies in all? How could you create a new number bond with your pennies? Turn and talk to your partner about your work.

Name _____

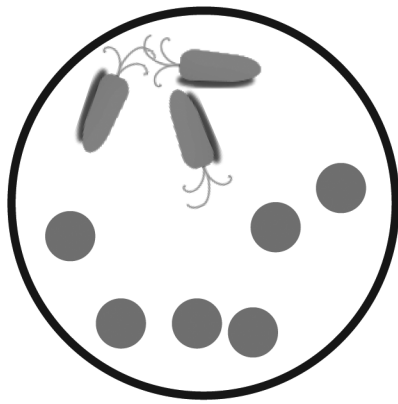
Date _____

Izzy had a tea party with 7 teddy bears and 2 dolls. There were 9 friends at the party. Fill in the number bond and number sentence.

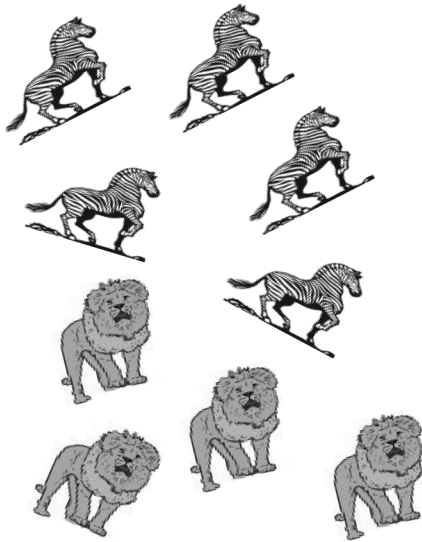
$$9 = \square + \square$$

Robin had 9 vegetables on her plate. She had 3 carrots and 6 peas. Draw the carrots and peas in the 5-group way. Fill in the number sentence.



$$9 = \square + \square$$

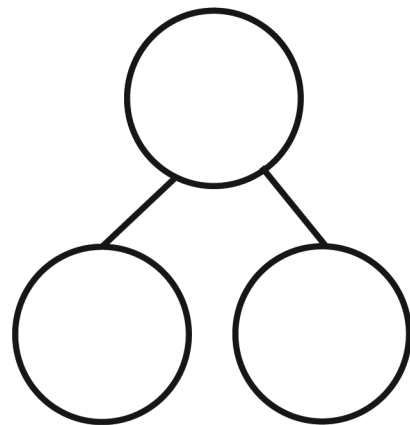
Shane played with 5 toy zebras and 4 toy lions. He had 9 animal toys in all. Draw black and tan circles to show the zebras and the lions in the 5-group way. Fill in the number sentence.



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

Jimmy had 9 marbles. 8 were red, and 1 was green. Draw the marbles in the 5-group way. Fill in the number bond and number sentence.

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

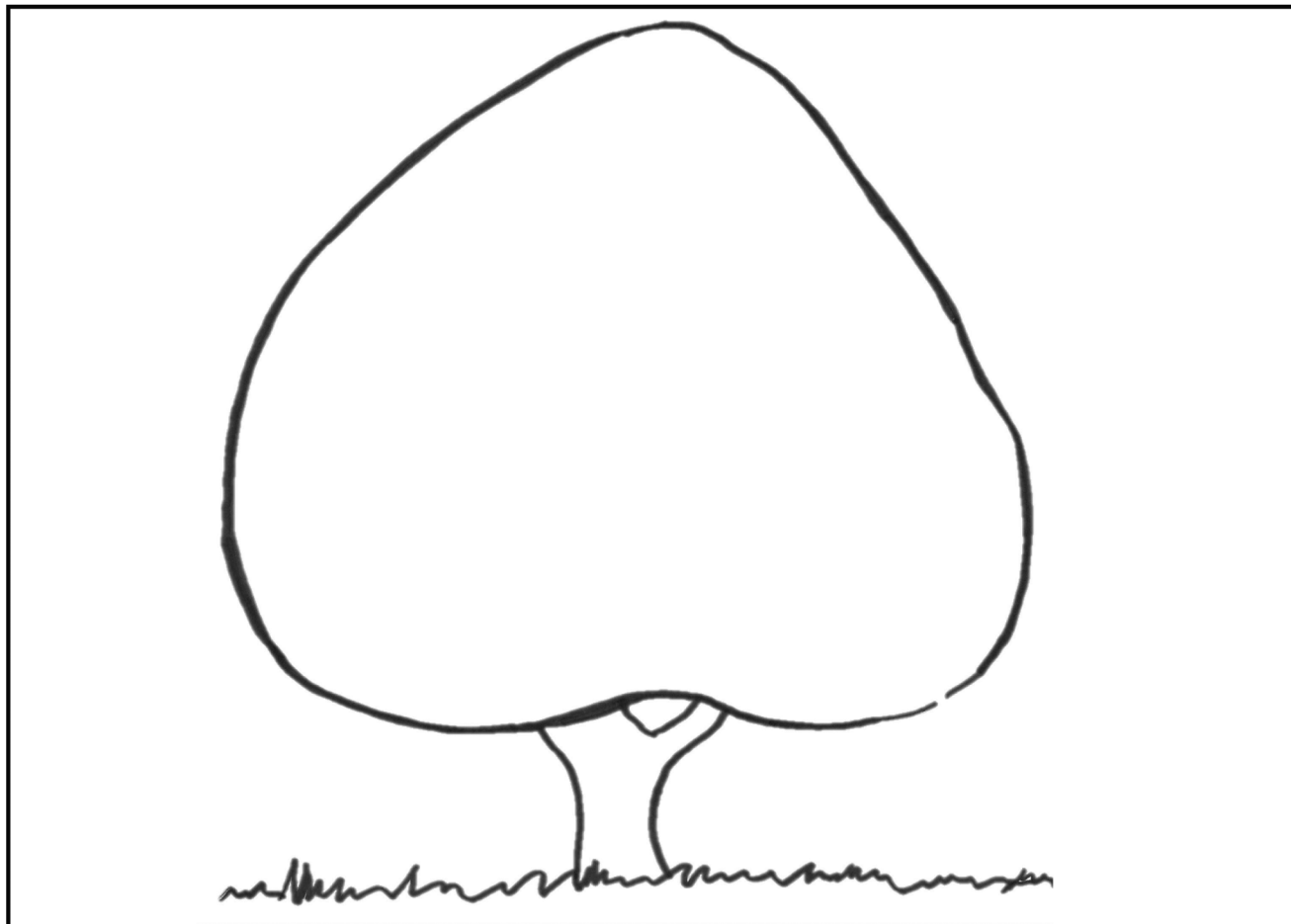


Pretend your linking cubes are pears from the pear tree.

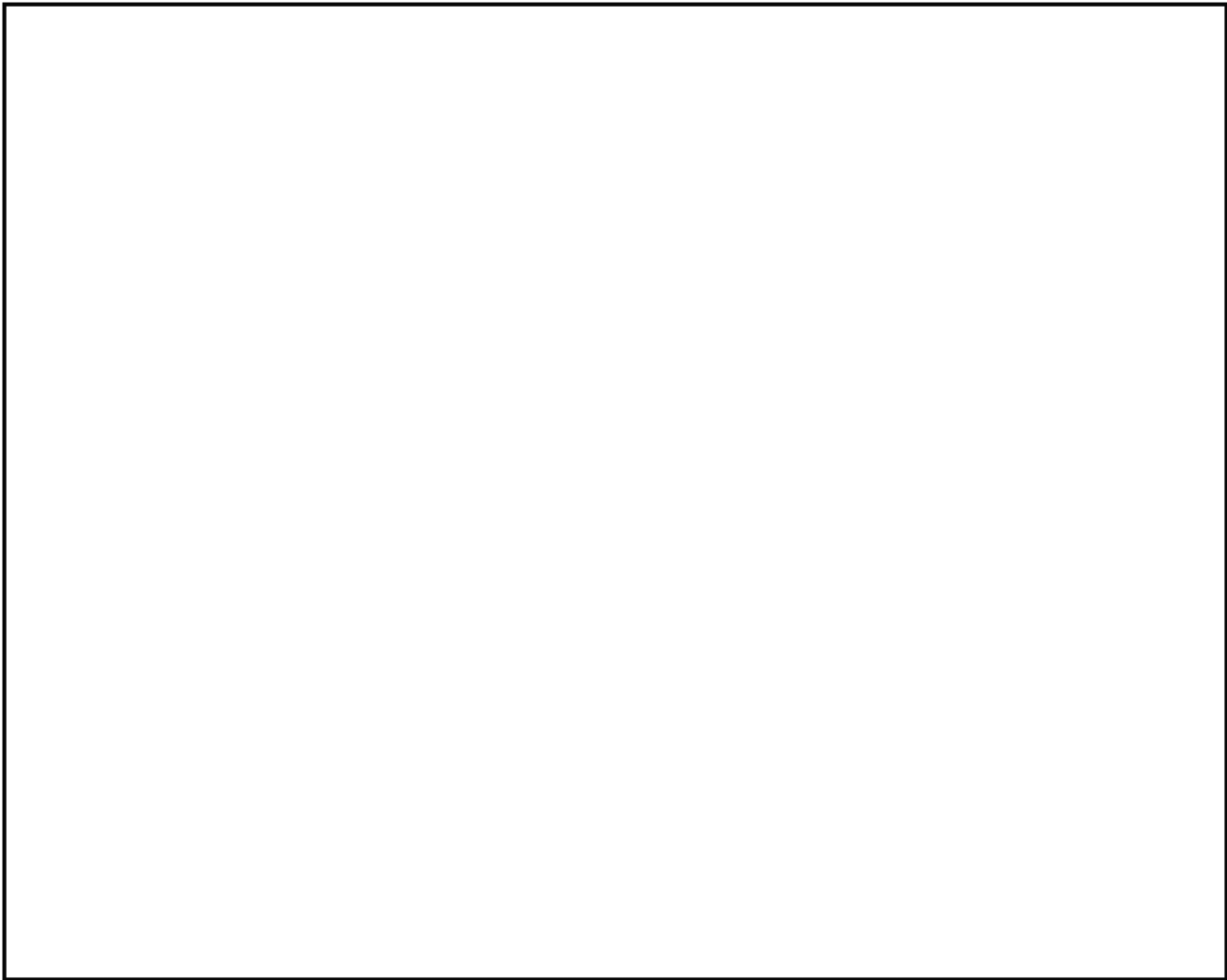
Put 5 pears on the tree and 5 pears on the ground.



Draw



(Give students 10 linking cubes.) How many pears do you have in all? Make a number bond about the pears. (Number bonds can be written on the next page or on a personal white board.) Tell a partner about the pears. Can you think of a number sentence? Now, show another pear falling out of the tree. How many pears are in the tree now? Would your number bond change? Is there a different number sentence you would use to tell about what you did? Talk about your ideas with a partner.



Write

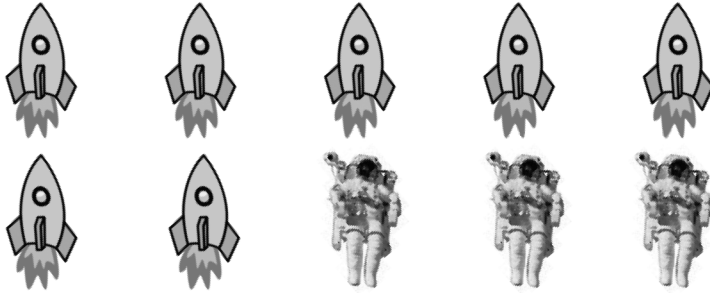


Name _____

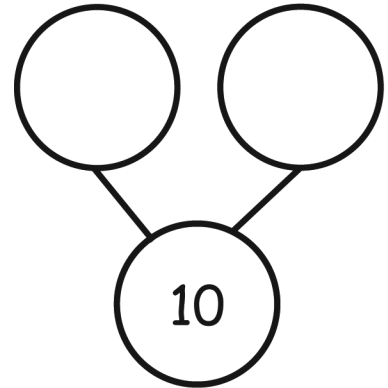
Date _____

Fill in the number bonds, and complete the number sentences.

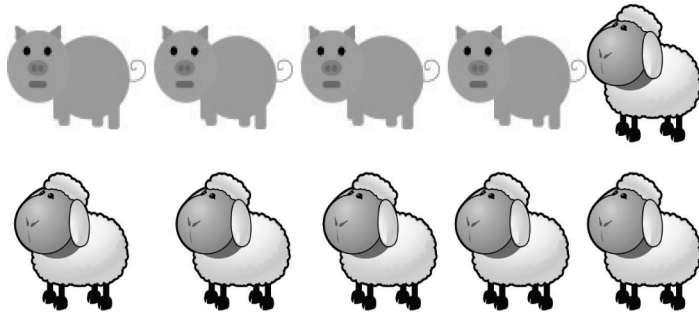
Ricky has 10 space toys. He has 7 rockets and 3 astronauts.



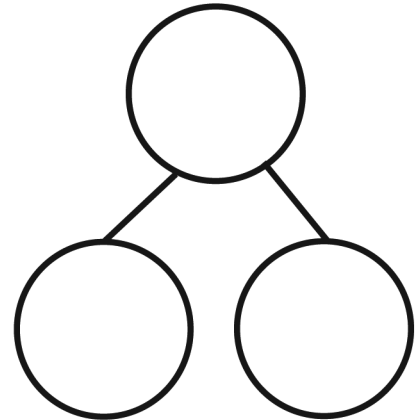
$$10 = \square + \square$$



Bianca has 4 pigs and 6 sheep on her farm. She has 10 animals altogether.



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

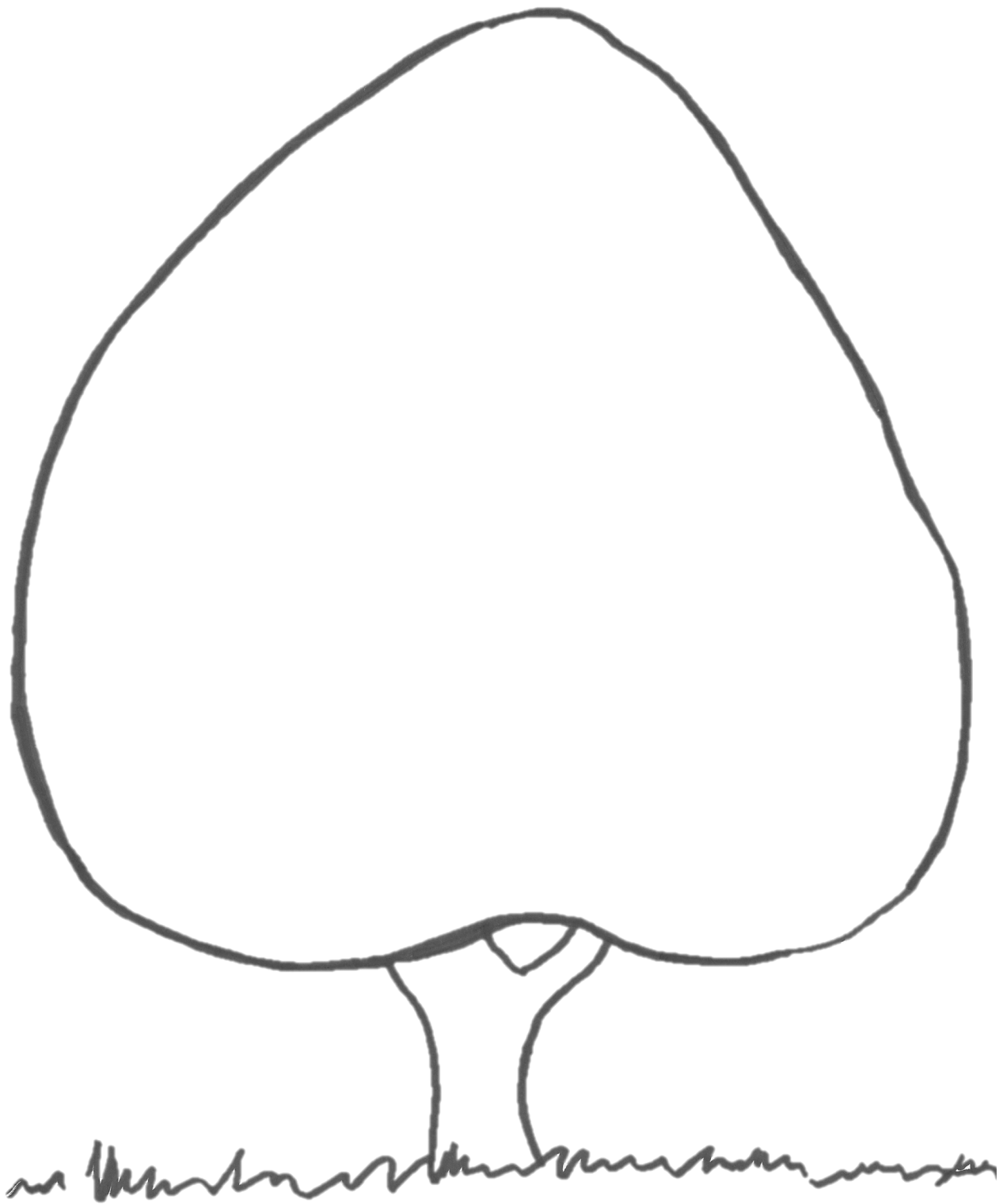


Danica had 5 green balloons. Her friend gave her 5 blue balloons. Draw all of her balloons in the 5-group way. Fill in both number sentences.

$$\begin{array}{r} \square \\ \square \end{array} = \begin{array}{r} \square \\ \square \end{array} + \begin{array}{r} \square \\ \square \end{array}$$
$$\begin{array}{r} \square \\ \square \end{array} + \begin{array}{r} \square \\ \square \end{array} = \begin{array}{r} \square \\ \square \end{array}$$

Jason is playing with 10 bouncy balls. He has 8 on the table and 2 on the floor. Draw the bouncy balls in the 5-group way. Fill in both number sentences.

$$\begin{array}{r} \square \\ \square \end{array} + \begin{array}{r} \square \\ \square \end{array} = \begin{array}{r} \square \\ \square \end{array}$$
$$\begin{array}{r} \square \\ \square \end{array} = \begin{array}{r} \square \\ \square \end{array} + \begin{array}{r} \square \\ \square \end{array}$$



tree

5 children were playing soccer in the park.

Draw the children.

4 more children came to play.

Draw the new players.



Draw

How many children were playing soccer? How did you know? Turn and talk to your partner about your answer. Do you agree?

Name _____

Date _____

Draw the story. Fill in the number sentence.

Zayne had 6 round crackers and 3 square crackers. How many crackers did Zayne have in all?

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

Riley had 9 crayons. Her friend gave her 1 crayon. How many crayons did Riley have in all?

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

Draw the story. Write a number sentence to match.

Jenny had 3 red and 7 purple pieces of construction paper. How many pieces of construction paper did Jenny have altogether?

Rhett had 5 square blocks. His friend gave him 4 rectangle blocks. How many blocks did Rhett have altogether?



equation

Chen had 9 pencils.

Some of his pencils were red, and some were blue.

Draw Chen's pencils.



Make a number bond to show the pencils. Turn and talk to your partner about your picture and number bond. Do your pictures look the same? Are your number bonds the same? Are they both correct?

Name _____

Date _____

Listen to the word problem. Fill in the number sentence.

Cecilia has 9 bows. Some have polka dots, and some have stripes. How many polka dot and how many striped bows do you think Cecilia has?

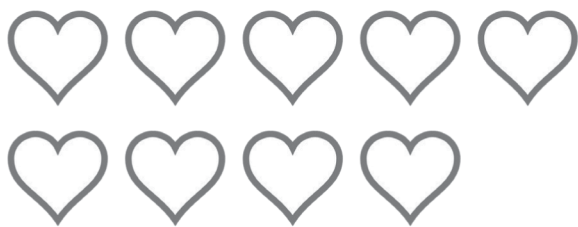


$$9 = \square + \square$$

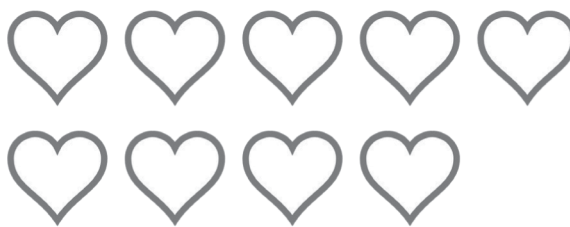
Keegan has 10 train cars. Some are black, and some are green. How many black and green train cars do you think Keegan has?

$$10 = \square + \square$$

Kate has 9 heart stickers. Some are yellow, and the rest are green. Show two different ways Kate's stickers could look. Fill in the number sentences to match.

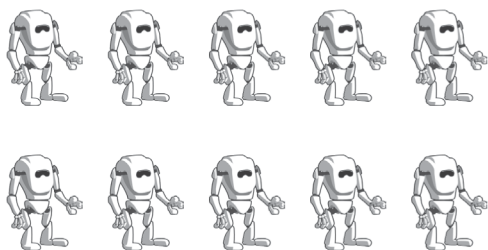


$$9 = \square + \square$$

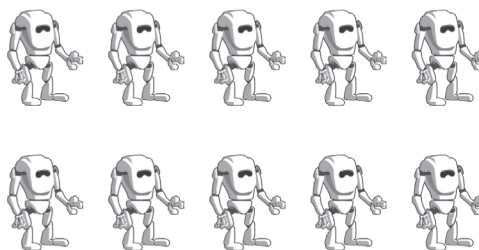


$$9 = \square + \square$$

Danny has 10 robots. Some are red, and the rest are gray. Show two different ways Danny's robots could look. Fill in the number sentences to match.



$$10 = \square + \square$$



$$10 = \square + \square$$

Pretend your linking cubes are ants and the box is a picnic blanket.

Put all the ants on the blanket.

Now, pretend some of the ants crawled off the blanket.

Slide some ants off the blanket to show the ones that crawled away.



(Give students 9 linking cubes.) Make a number bond to show the ants that stayed on the blanket and the ants that crawled away. Show your number bond to a friend.

Name _____

Date _____

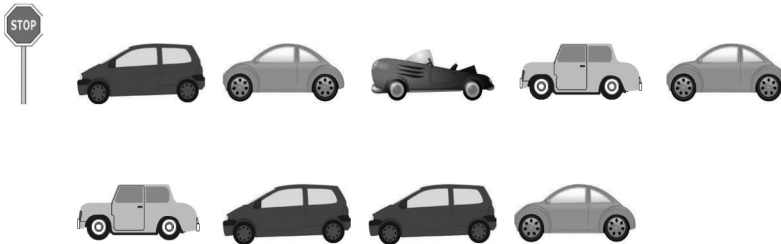
Fill in the number sentence to match the story.

There were 7 trains. 2 trains rolled away. Now there are 5 trains.



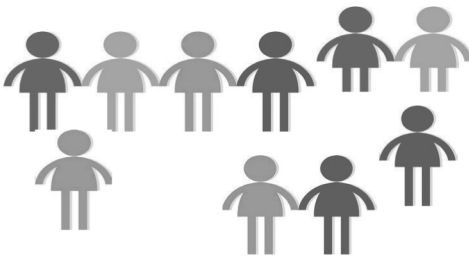
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

There were 9 cars at the stop sign. 7 drove away. There are 2 cars left.



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

There were 10 people. 6 people got on the bus. Now there are 4 people.



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

Draw the story. Fill in the number sentence to match.

The bus had 10 people. 5 people got off. Now there are 5 people left.

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

There were 9 planes in the sky. 3 planes landed. Now there are 6 planes in the sky.

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



subtraction equation

Tony had 8 checkers.

His friend took 3 away.

How many checkers did Tony have left?



Draw

Draw a picture of the story. Make a number bond and a number sentence about the story.

Show your work to a friend. Did you both do it the same way?

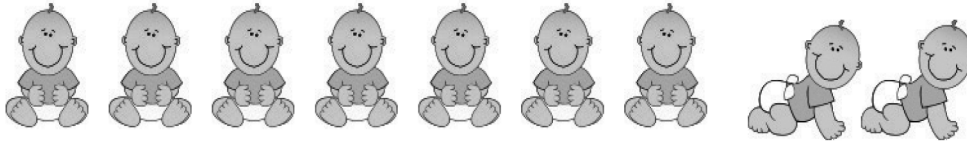
**Write**

Name _____

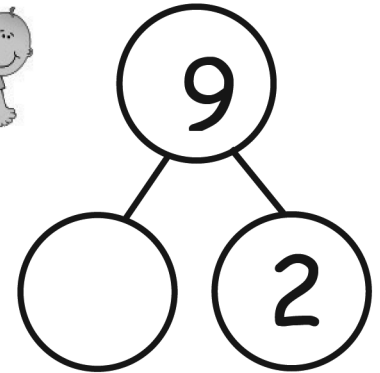
Date _____

Fill in the number sentences and number bonds.

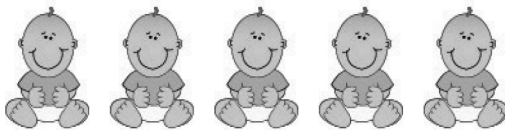
There are 9 babies playing. 2 crawl away. How many babies are left?



$$9 - 2 = \underline{\quad}$$

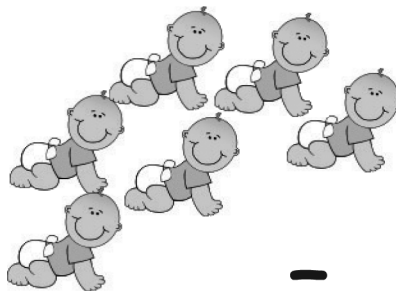


There are 10 babies playing. 1 crawls away. How many babies are left?

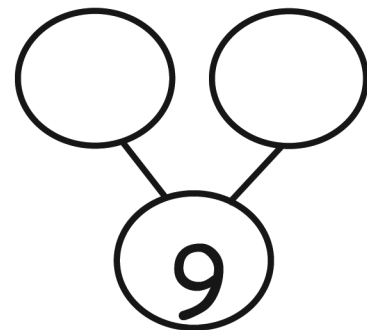


$$\underline{10} - \underline{\quad} = \underline{\quad}$$

There are 9 babies playing. 6 crawl away. How many babies are left?

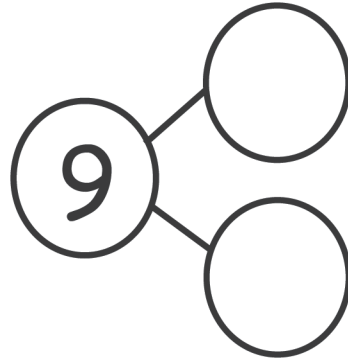


$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



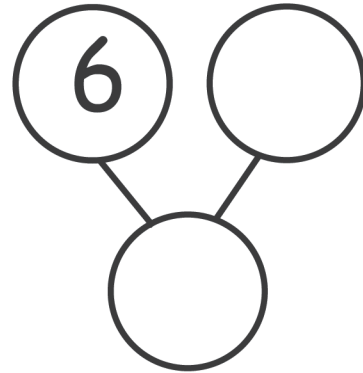
The squares below represent cube sticks.

Carlos had a 9-stick. He broke off 4 cubes to share with his friend.
How many cubes are left? Draw a line to show where he broke his stick.



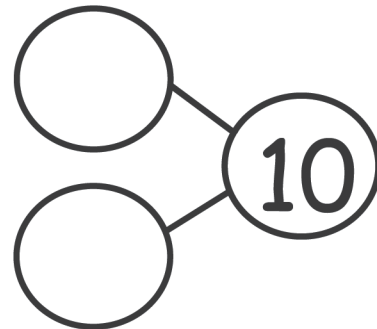
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Sophie had 10 grapes. She ate 6 grapes. How many grapes are left?
Draw her grapes, and cross off the ones she ate.



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

Spot had 10 bones. He hid 8 bones in the ground. How many bones does
he have now? Draw Spot's bones.



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

Steve had 9 pennies.

He wanted to put some pennies into each of his two pockets.



Draw

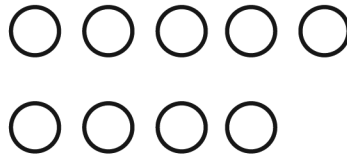
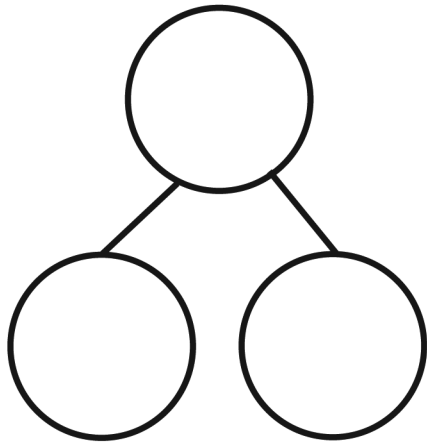
(Give students 9 pennies.) Use your pennies to show one way he could have separated them. Make a number bond about your idea. Show your number bond to your partner. Did he do it the same way? How many different ways can you separate the pennies?

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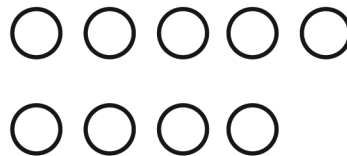
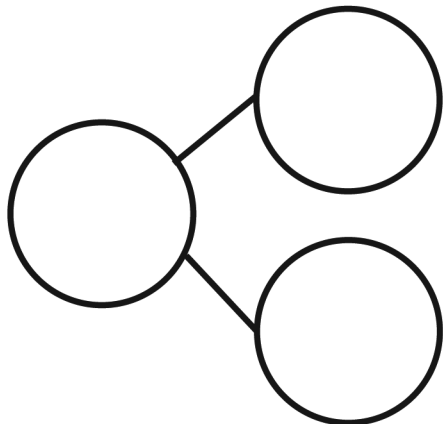
Cross off the part that goes away. Fill in the number bond and number sentence.

Jeremy had 9 baseballs. He took 5 baseballs outside to play, and they got lost. How many balls are left?



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

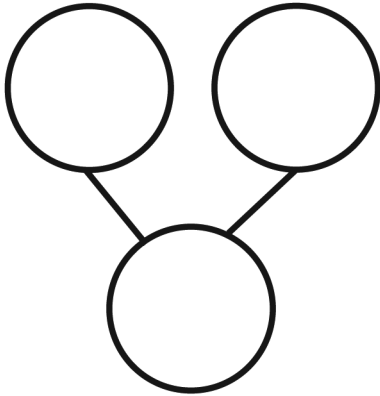
Sandy had 9 leaves. Then, 4 leaves blew away. How many leaves are left?



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

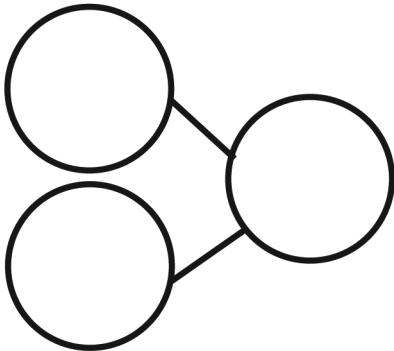
Make a 5-group drawing to show the story. Cross off the part that goes away. Fill in the number bond and number sentence.

Ryder had 9 star stickers. He gave 3 to his friend. How many star stickers does Ryder have now?



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

Jen had 9 granola bars. She gave 8 of the granola bars to her teammates. How many granola bars does she have left?



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

Subtract.

$2 - 1 = \square$

$3 - 2 = \square$

$4 - 3 = \square$

$5 - 4 = \square$

Martin had 10 building blocks.

Pretend your linking cubes are his blocks.

Count to make sure there are 10.



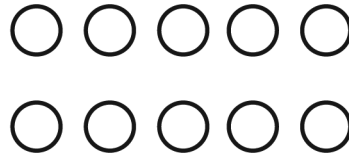
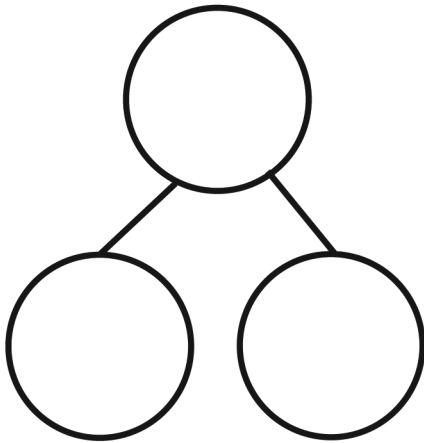
(Give students 10 linking cubes.) He shared 4 blocks with his sister. Move 4 blocks to show the ones he shared. How many blocks did he still have? Make a number bond about the story. Now, make a number sentence. Show your work to your partner. Did she do it the same way? Put your blocks back together. Act out the story again, sharing a different number of blocks this time. How does your number sentence change?

Name _____

Date _____

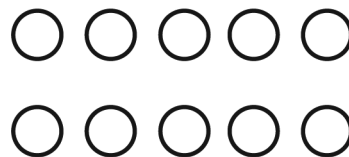
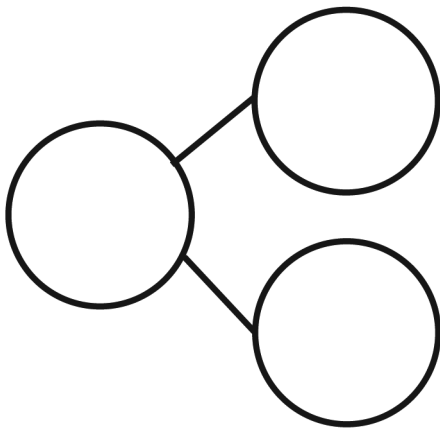
Fill in the number bond and number sentence. Cross off the part that goes away.

Stan had 10 blueberries. He ate 5 berries. How many blueberries are left?



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

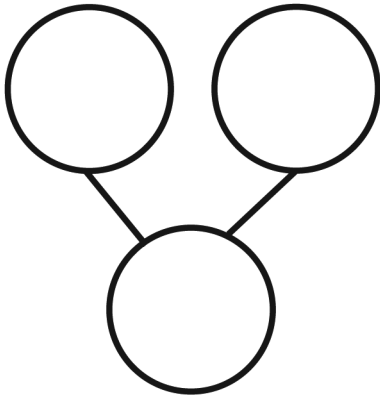
Tracy had 10 heart stickers. She lost 1 sticker. How many stickers are left?



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

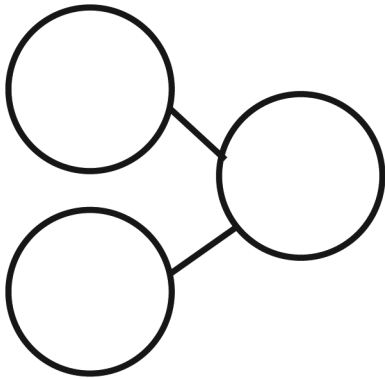
Make a 5-group drawing to show the story. Fill in the number bond and number sentence. Cross off the part that goes away.

Nick had 10 party hats. 7 hats were thrown away. How many hats does Nick have now?



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

Tatiana had 10 juice boxes. 3 juice boxes broke and spilled. How many full juice boxes does she have left?



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

Subtract.

$5 - 1 = \square$

$5 - 2 = \square$

$5 - 3 = \square$

$5 - 4 = \square$

Chico the puppy had 8 tennis balls.

His owner threw 2 of the balls, but Chico brought them back.

Make 8 balls with your clay.



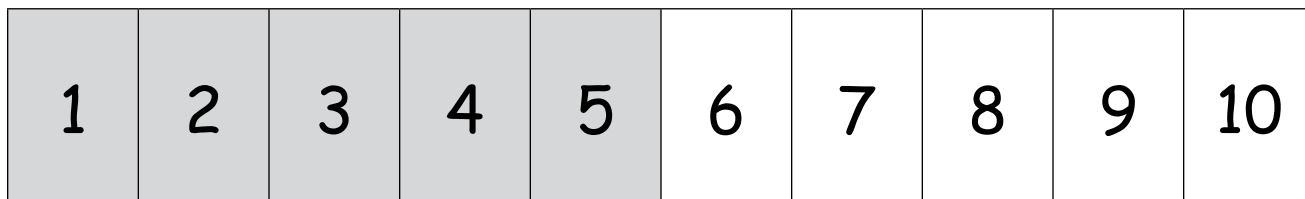
Draw

(Give students a ball of clay.) Show the story with the clay balls you created. Don't throw them. Remember, Chico brought them right back. Did Chico lose any of the tennis balls? Did he find any more? How many tennis balls does Chico have at the end of the story? Turn and tell your partner how you can create number sentences about Chico's adventures. Then, act out the story with different numbers.

Name _____

Date _____

Listen to each story. Show the story with your fingers on the number path. Then, fill in the number sentence.



Freddy had 3 strawberries for a snack. His dad gave him 2 more strawberries. How many strawberries does Freddy have now?

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

Freddy ate 2 of his strawberries. How many strawberries does Freddy have now?

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

Logan had 7 frogs. 2 frogs hopped away. How many frogs does Logan have now?

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

Pretend that Logan's 2 frogs hopped back. How many frogs does he have now?

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

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

Stella had 4 pennies. She found 3 more pennies. How many pennies does Stella have now?

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

Stella gave the 3 pennies to her dad. How many pennies does she have now?

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

Marissa made 8 bracelets. She loved them so much she did not give any away. How many bracelets does Marissa have now?

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

Jackson found 6 toys under his bed. He looked and did not find any more toys. How many toys does Jackson have now?

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

Solve.

$2 + 0 = \square$

$2 - 0 = \square$

$4 - 0 = \square$

$3 + 0 = \square$

Pretend your cubes are dinosaurs.

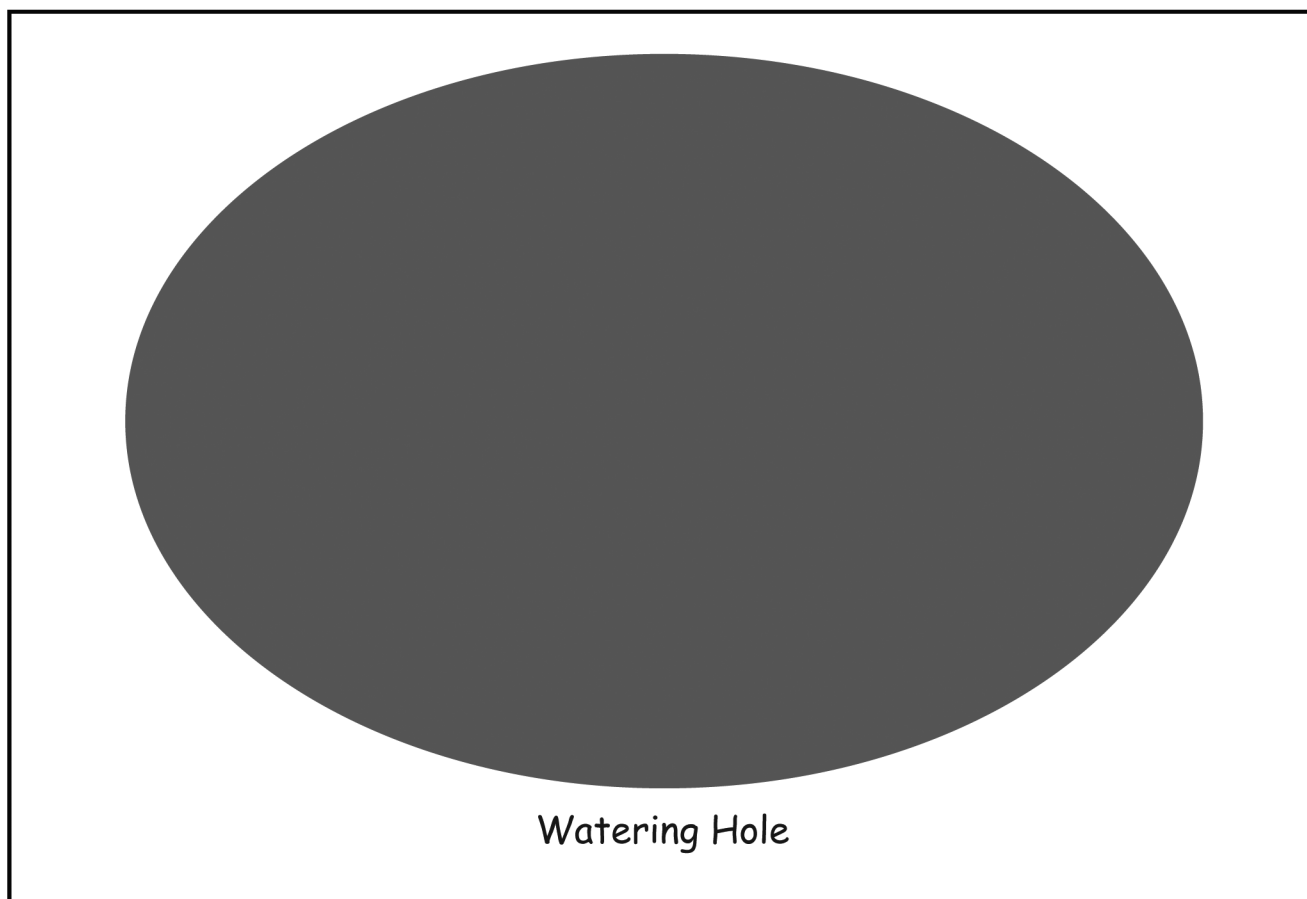
1 dinosaur went to the watering hole because he was thirsty.

Move 1 of your cubes to the watering hole.

1 more dinosaur got thirsty, too.

Add another cube to the watering hole.

How many dinosaurs are at the watering hole?



(Give students 10 linking cubes.) Turn to a partner, and talk about an addition sentence that would tell what you just did. Another dinosaur got thirsty. Add another cube to the watering hole. Now how many dinosaurs are at the watering hole? Talk to your partner about the new addition sentence. Keep acting out the story until all the dinosaurs are drinking water. Do you notice any patterns?

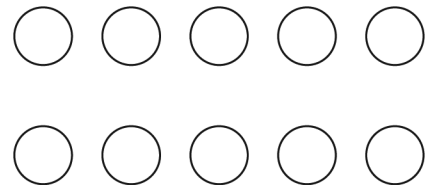
Name _____

Date _____

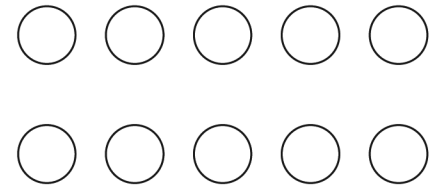
1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Use the number path to add. Write the number in the box. Color the circles to match. Use a different color to show 1 more.

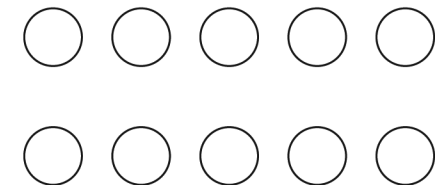
$$1 + 1 =$$



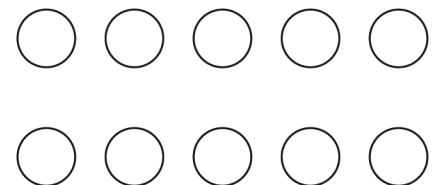
$$2 + 1 =$$



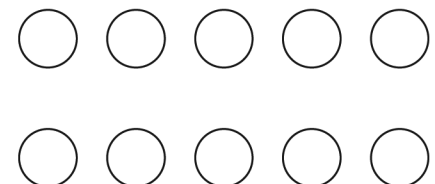
$$3 + 1 =$$



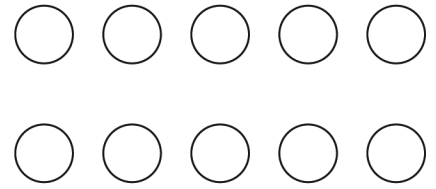
$$4 + 1 =$$



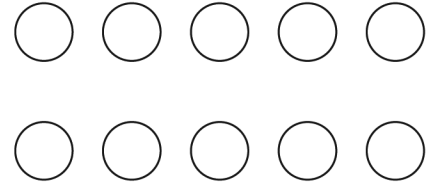
$$5 + 1 =$$



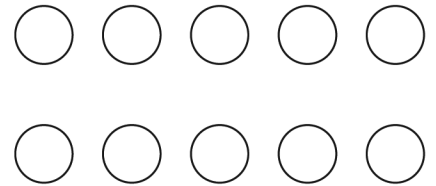
$$6 + 1 = \square$$



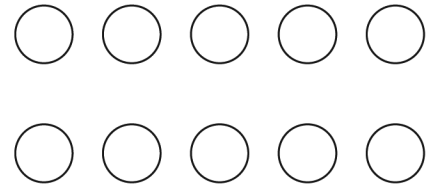
$$7 + 1 = \square$$



$$8 + 1 = \square$$

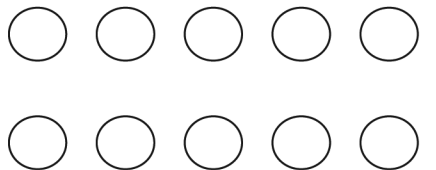


$$9 + 1 = \square$$

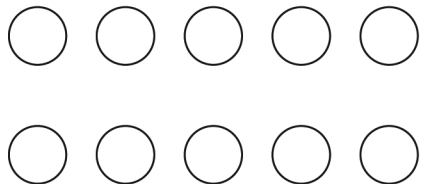


Fill in the number sentences. Color the circles.

$$\square + 1 = \square$$



$$\square + 1 = \square$$



Tim had 10 friends. Draw his 10 friends.

Tim had 7 oranges. Draw his 7 oranges.

He wanted to give an orange to each of his friends.

Does he have enough?



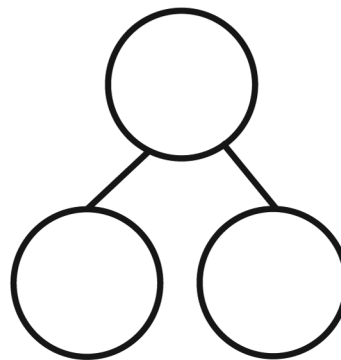
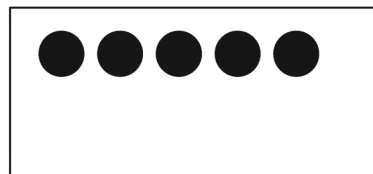
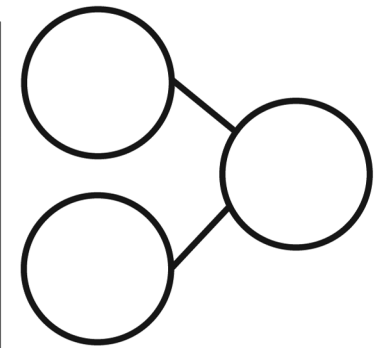
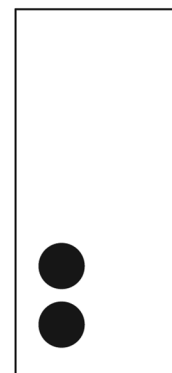
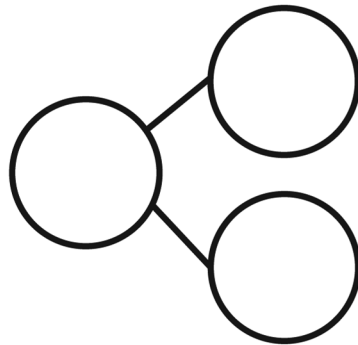
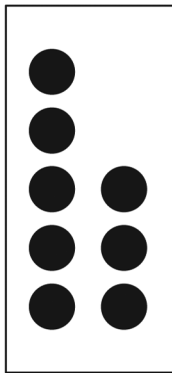
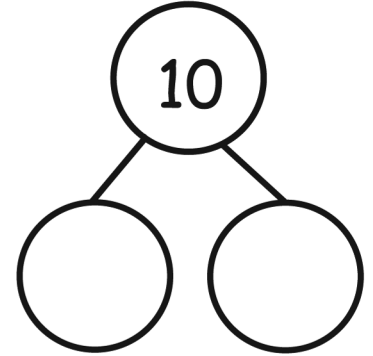
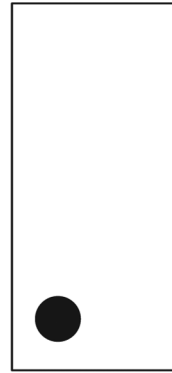
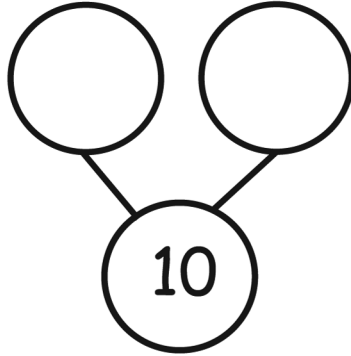
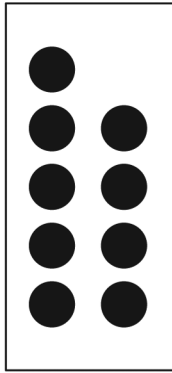
Draw

Draw more oranges so there are enough for all of his friends. Circle the new oranges. How many more oranges did he need? Check your work by drawing a line to match each friend with an orange. Now, show your work to a friend. Did she do it the same way? Talk about what would have happened if Tim had started with 8 oranges.

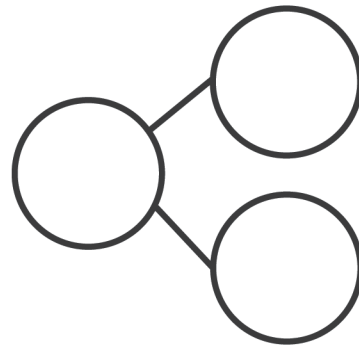
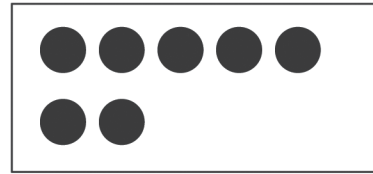
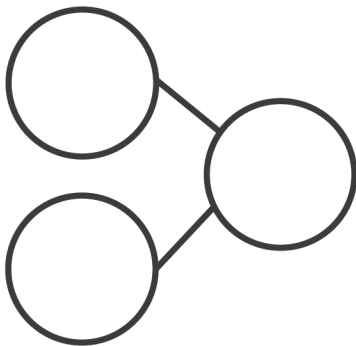
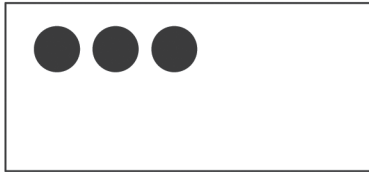
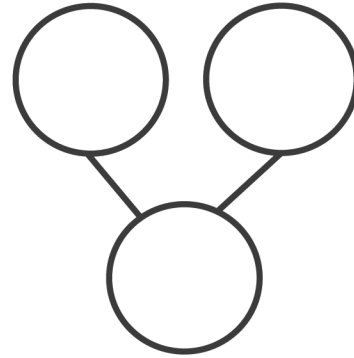
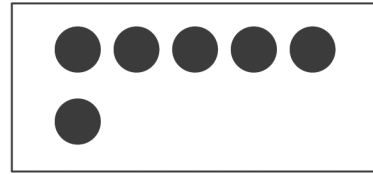
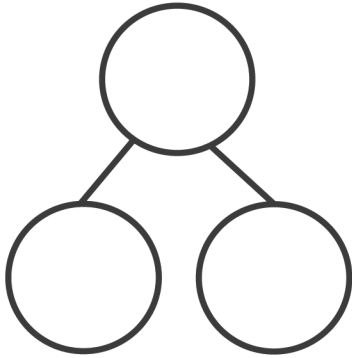
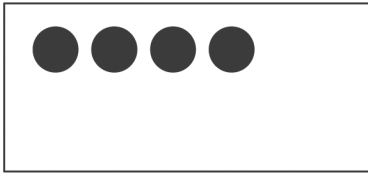
Name _____

Date _____

Draw dots to make 10. Fill in the number bond.



Draw dots to make 10. Fill in the number bond.



Solve.

$9 + 1 =$

$5 + 5 =$

$7 + 3 =$

$10 + 0 =$

Ming has 3 baseball caps. There are 10 girls on her team.

Make a 5-group drawing to find how many more caps her team needs.



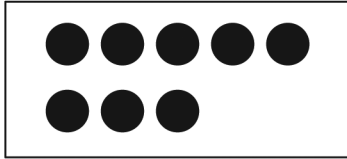
Draw

Make a number bond about your picture. Share your work with a partner. Do your pictures and number bonds look the same?

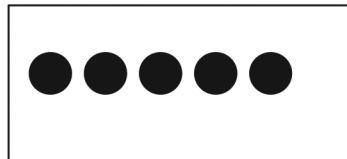
Name _____

Date _____

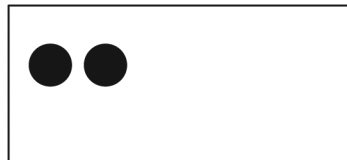
Look at the 5-group cards. Draw dots to make 10. Fill in the number sentences.



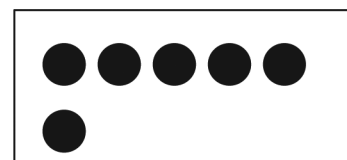
$$\square + \square = 10$$



$$\square + \square = 10$$



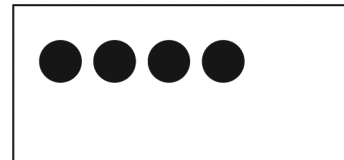
$$\square + \square = 10$$



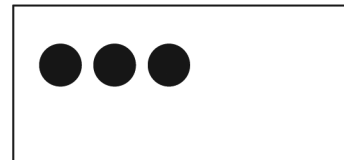
$$\square + \square = 10$$



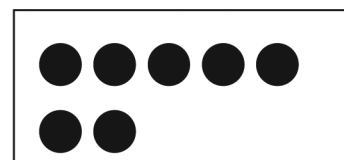
$$\square + \square = 10$$



$$\square + \square = 10$$



$$\square + \square = 10$$



$$\square + \square = 10$$

On the back of this page, create a 5-group card. Draw dots to make 10, and write a number sentence.

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10 9 8 7 6 5 4 3 2 1

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GK-M5-M6-L-05.2018

Marta loves to share her peanuts.

She counted 10 peanuts into the hands of her friend Joey.

Draw a picture of the peanuts in Joey's hands.

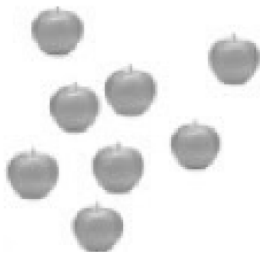
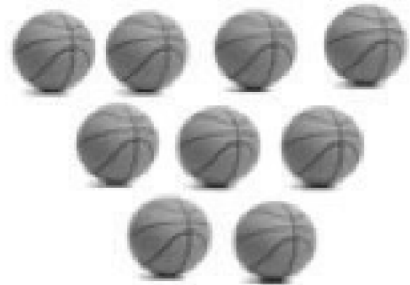
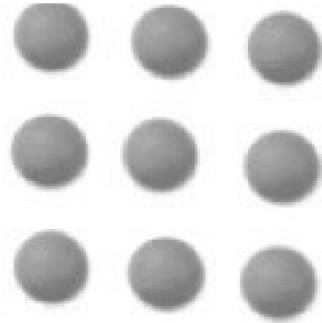


Draw

Name _____

Date _____

Circle the groups that have 10 ones.



How many times did you count 10 ones?

Lisa counted some sticks into one pile of 10.

She counted 5 other sticks into another pile.

Draw a picture to show Lisa's piles of sticks.



Draw

A large, empty rectangular box with a black border, intended for the student to draw Lisa's piles of sticks.

Extension: Have early finishers draw Lisa's piles on another day when she made one pile of 10 sticks and one pile of 8 sticks.

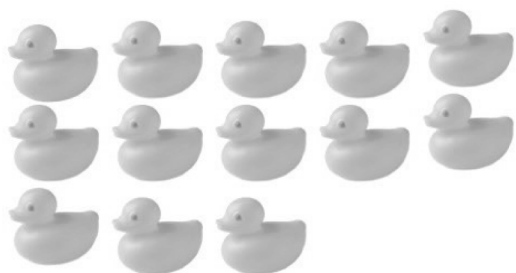
Name _____

Date _____



I have 10 ones and 2 ones.

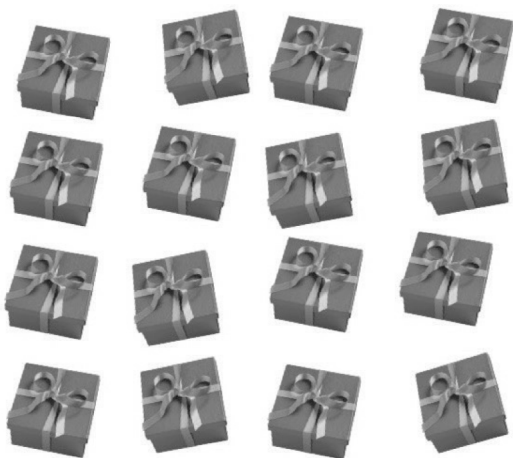
Touch and count 10 things. Put a check over each one as you count 10 things.



I have 10 ones and ____ ones.



I have 10 ones and ____ ones.



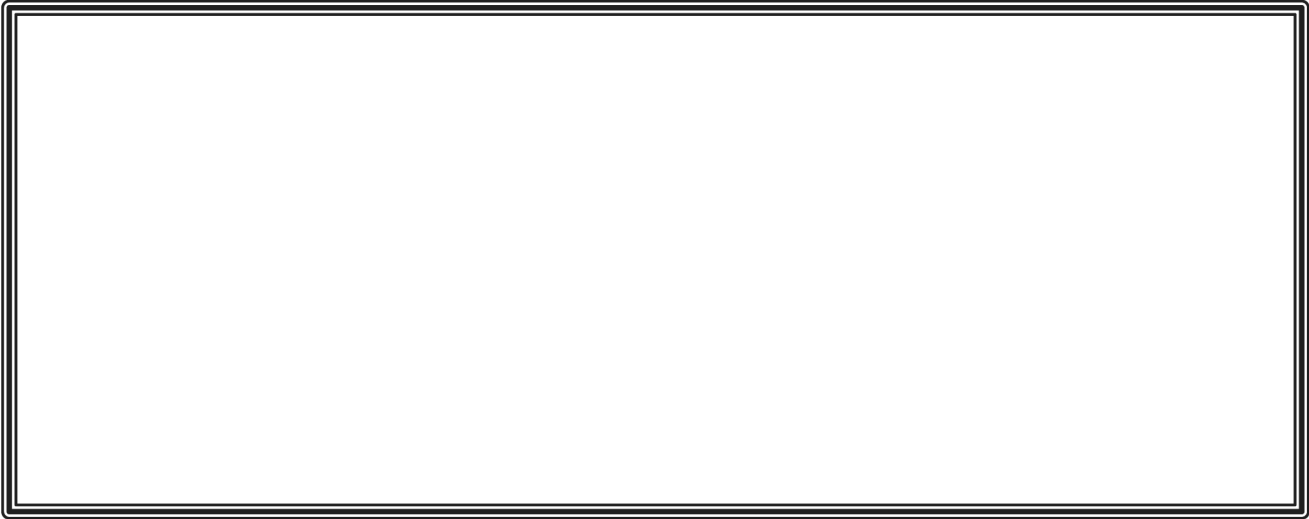
I have ____ ones and ____ ones.



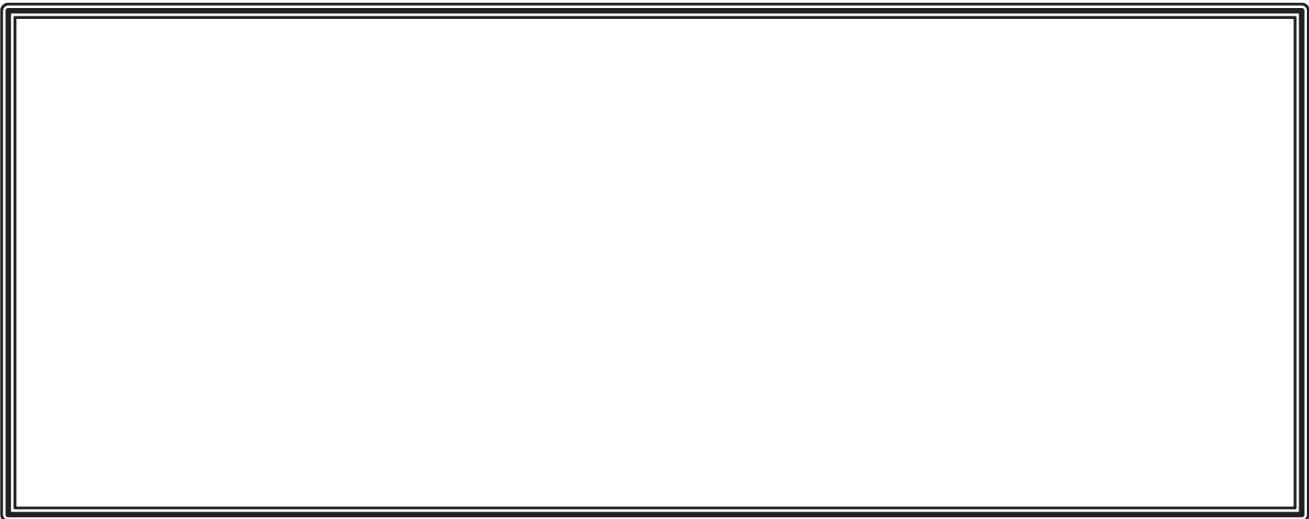
I have ____ ones and ____ ones.

Draw pictures to match the words.

I have 10 small circles and 2 small circles:



I have 10 ones and 4 ones:



A gingerbread man has 10 sprinkles as buttons and 2 sprinkles as eyes.
Draw to show the 12 sprinkles as 10 buttons and 2 eyes.



Draw

A large empty rectangular box with a black border, intended for drawing 10 buttons and 2 eyes using 12 sprinkles.

Name _____

Date _____

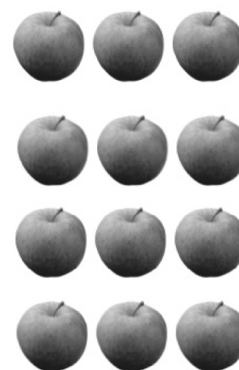


I have 10 ones and 2 ones.

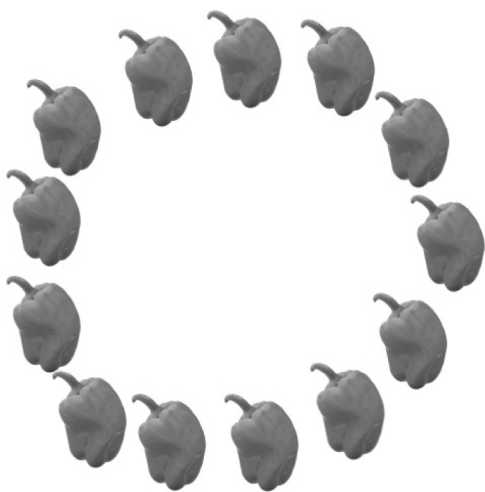
Count and circle 10 things. Tell how many there are in two parts, 10 ones and some more ones.



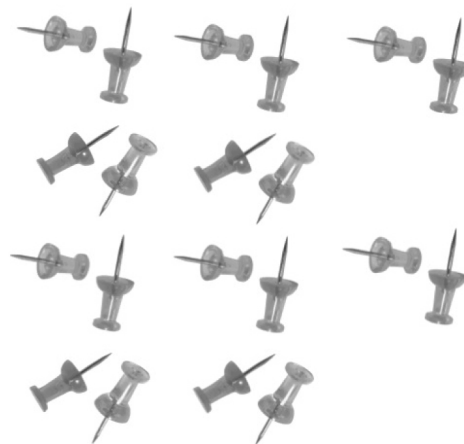
I have 10 ones and ____ ones.



I have ____ ones and ____ ones.



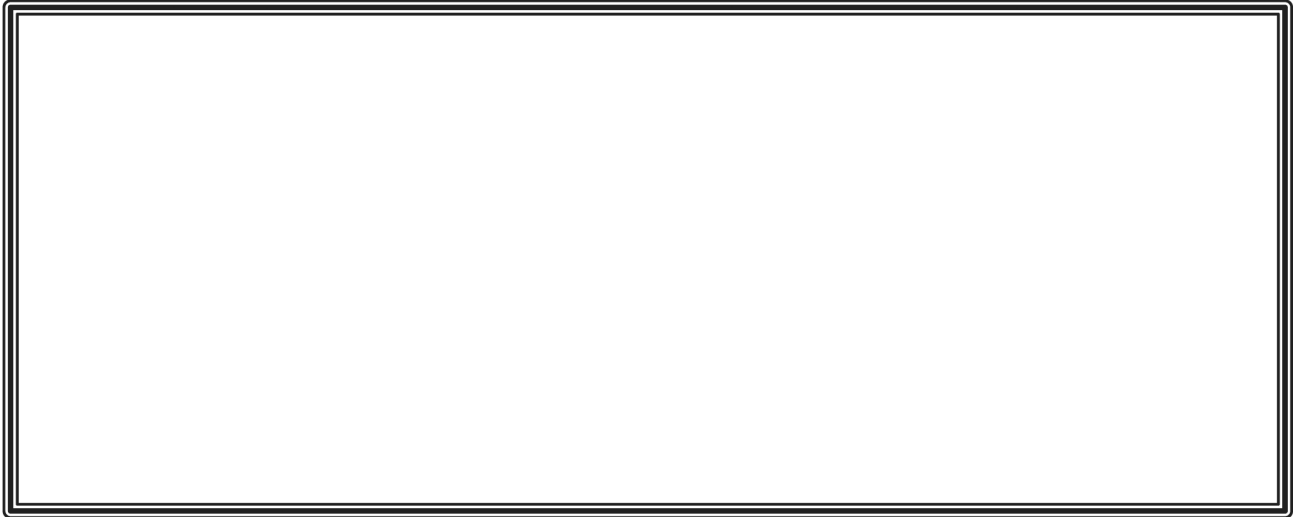
I have ____ ones and ____ ones.



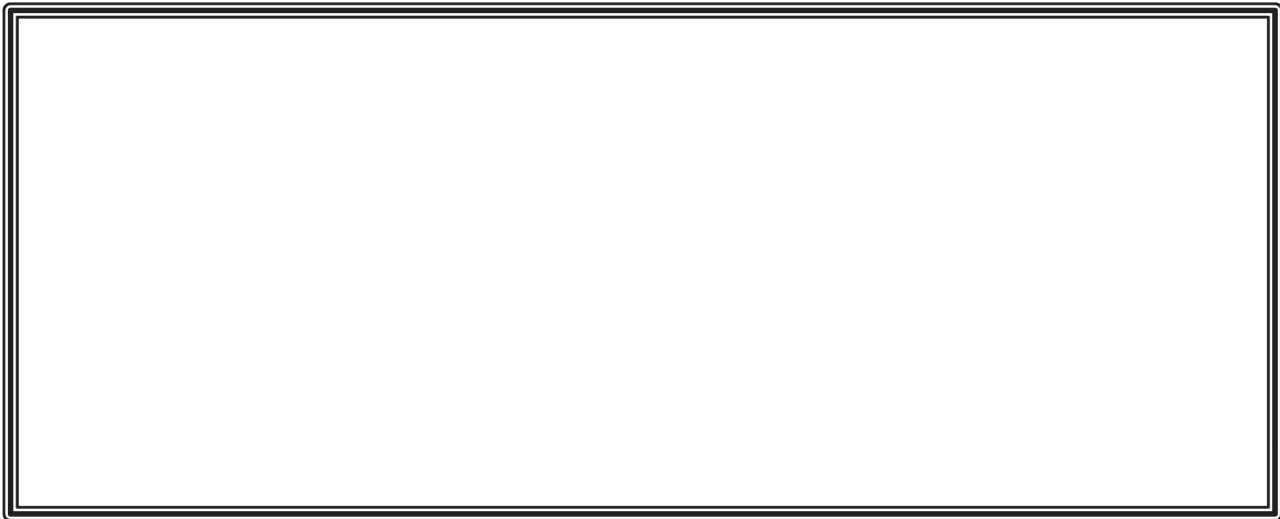
I have ____ ones and ____ ones.

Draw your picture to match the words. Circle 10 ones.

I have 10 ones and 3 ones:



I have 10 ones and 8 ones:



At recess, 17 students were playing.

10 students played handball while 7 students played tetherball.



Draw

A large, empty rectangular box with a black border, intended for the student to draw a representation of the 17 students playing handball and tetherball.

Draw to show the 17 students as 10 students playing handball and 7 students playing tetherball.

Name _____ Date _____

Draw 10 ones and some ones. Whisper count as you work the Say Ten Way.

I can make ten three.

10 3

I can make ten seven.

10 7

I can make ten two . 10 2		

I can make ten nine . 10 9		

Pat covered 16 holes when playing the flute.

She covered 10 holes with her fingers on the first note she played. She covered 6 holes on the next note she played.



Draw

Draw the 10 holes. Draw the 6 holes. Use your drawing to count all the holes the Say Ten way.

Name _____

Date _____

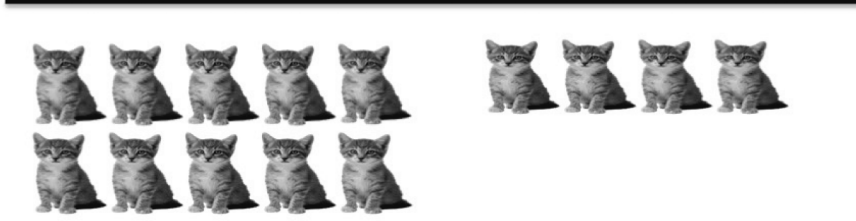
Ten	two
10	2



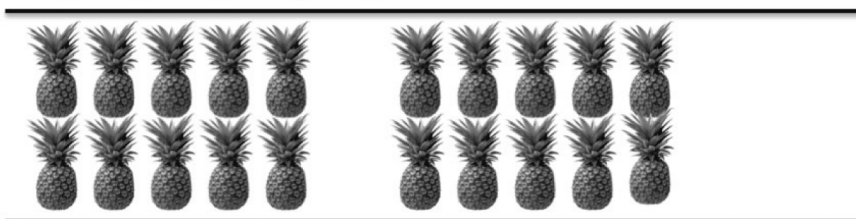
Circle 10 things. Touch and count the Say Ten way. Count your 10 ones first. Put a check over the loose ones. Draw a line to match the number.



Ten	one
10	1



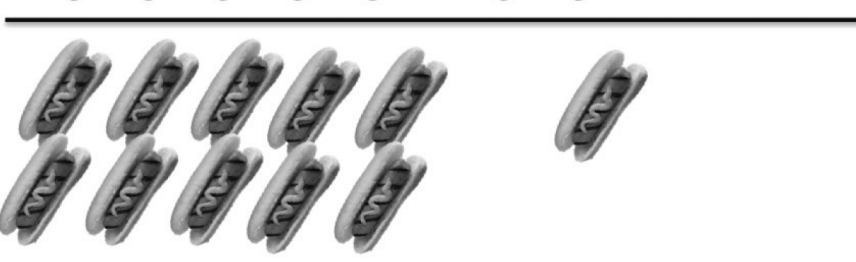
Ten	seven
10	7



Ten	three
10	3



Ten	four
10	4



Two	ten
10	10

Ten	eight
10	8

There are 18 students: 10 girls and 8 boys.

Draw the 18 students as 10 girls and 8 boys.



Draw

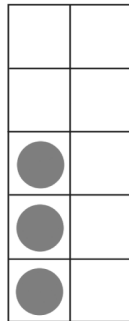
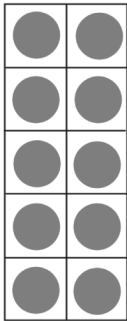
A large, empty rectangular box with a black border, intended for the student to draw 18 students (10 girls and 8 boys).

(Note: Remember that the focus is on counting all to find the total rather than counting on or addition.)

Name _____

Date _____

Write and draw the number. Use your Hide Zero cards to help you.

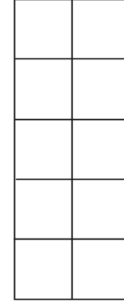
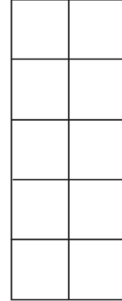


1 0

3

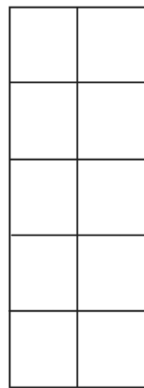
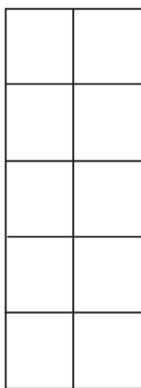


1 3



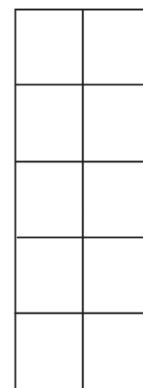
1 0

5



1 0

8



1 0

6



Gregory drew 10 smiley faces and 5 smiley faces.

He put them together and had 15 smiley faces.

Draw the 15 smiley faces as 10 smiley faces and 5 smiley faces.



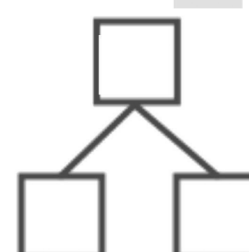
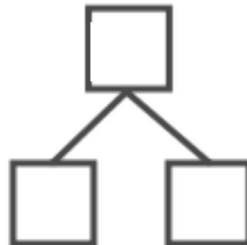
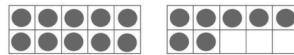
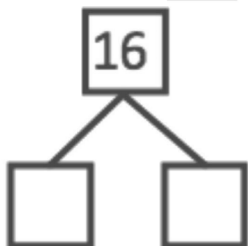
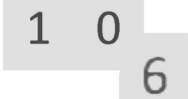
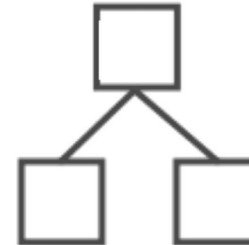
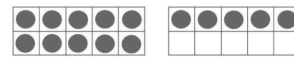
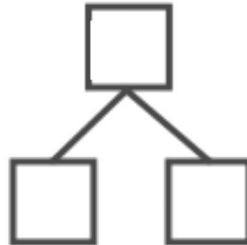
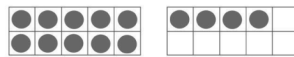
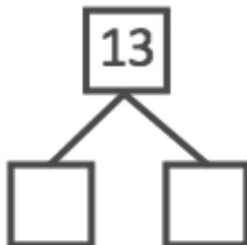
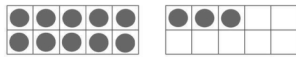
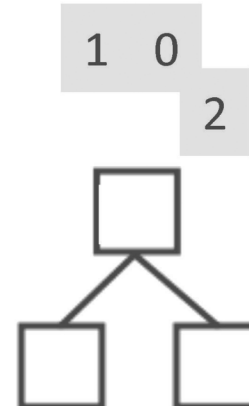
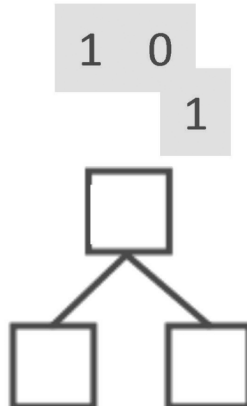
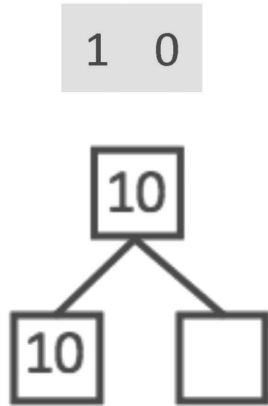
Draw

(Give students one Hide Zero card and 5-group cards 1–9.) Now, draw 15 with Hide Zero cards when the zero is hiding and when the zero is not hiding.

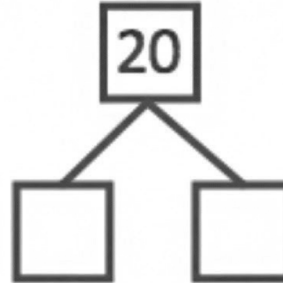
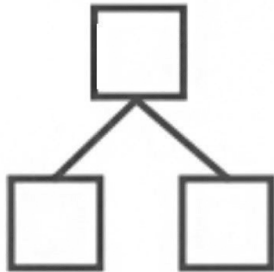
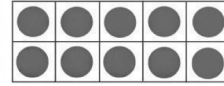
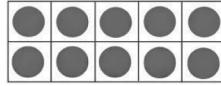
Name _____

Date _____

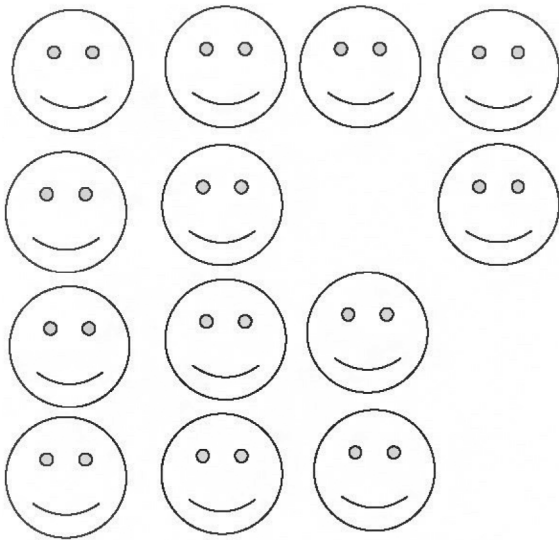
Look at the Hide Zero cards or the 5-group cards. Use your cards to show the number. Write the number as a number bond.

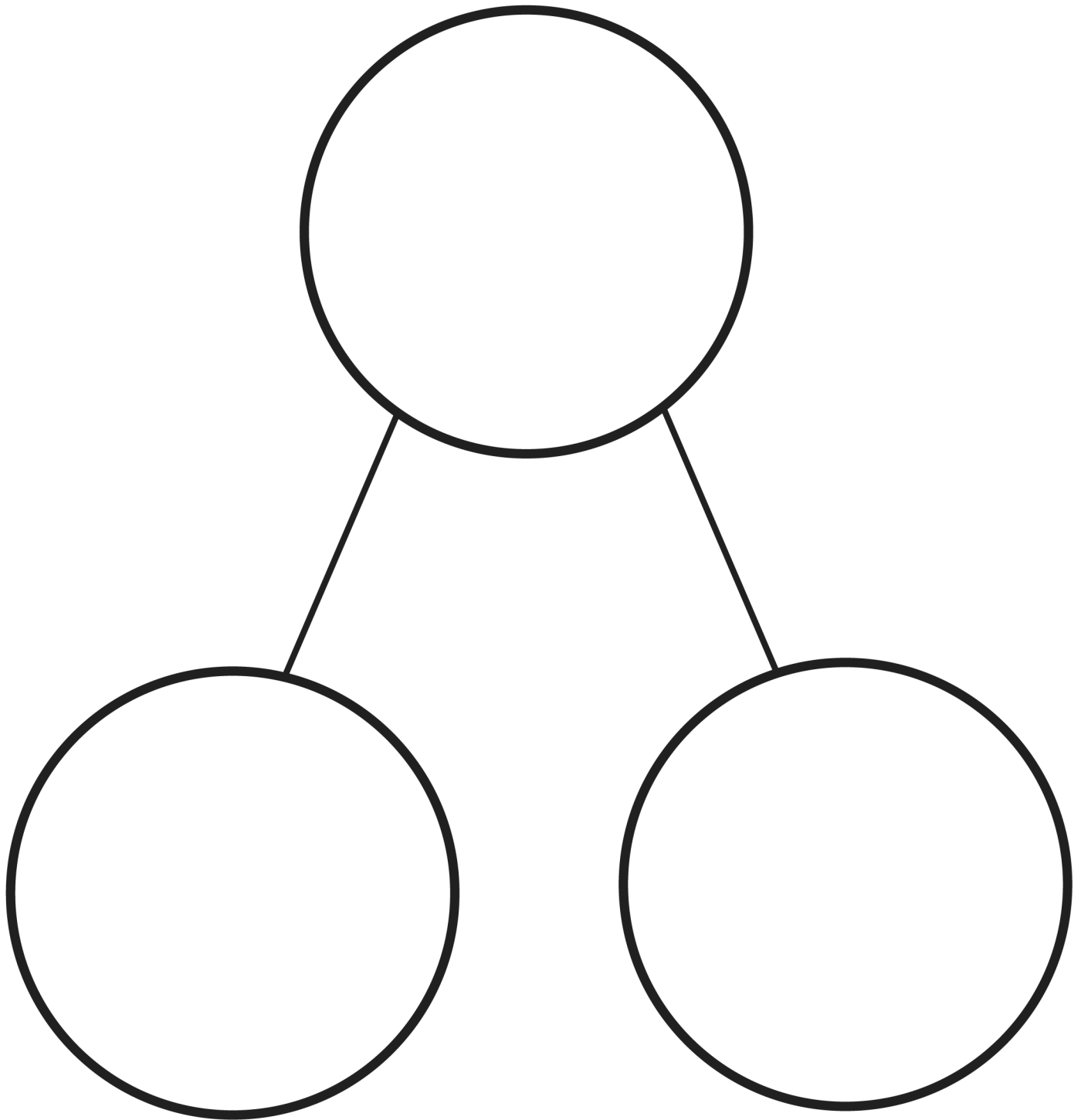


1 0 9



Circle 10 smiley faces. Draw a number bond to match the total number of faces.





number bond

Peter drew a number bond of 13 as 10 and 3.

Bill drew a number bond, too, but he switched around the 10 and 3.

Show both Bill's and Peter's number bonds.

Draw thirteen things as 10 ones and 3 ones.



Draw

Explain to your partner what you notice about the two number bonds.

Name _____

Date _____

Use your materials to show each number as 10 ones and some more ones. Use your 5-groups way of drawing. Show each number with your Hide Zero cards. Whisper count as you work.

11

18

15

14

12

17

20

13

Jenny drew 15 things with 1 chip and 5 more chips.

Draw 15 things as 10 ones and 5 ones.



Draw

Explain to your partner why you think Jenny made her mistake.

Name _____

Date _____

Whisper count as you draw the number. Fill one 10-frame first. Show your numbers with your Hide Zero cards.

12

17

16

13

Draw and circle 10 ones and some more ones to show each number.

20

11

Choose a teen number to draw. Circle 10 ones and some ones to show each number.



--	--	--	--	--

--	--	--	--	--

--	--	--	--	--

--	--	--	--	--

double 10-frame

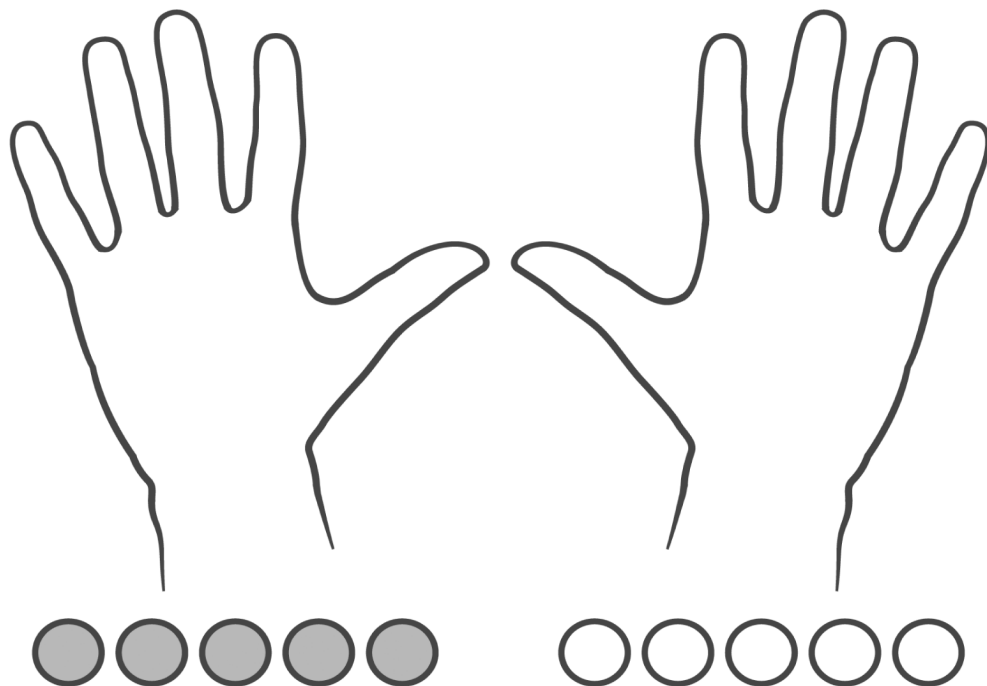
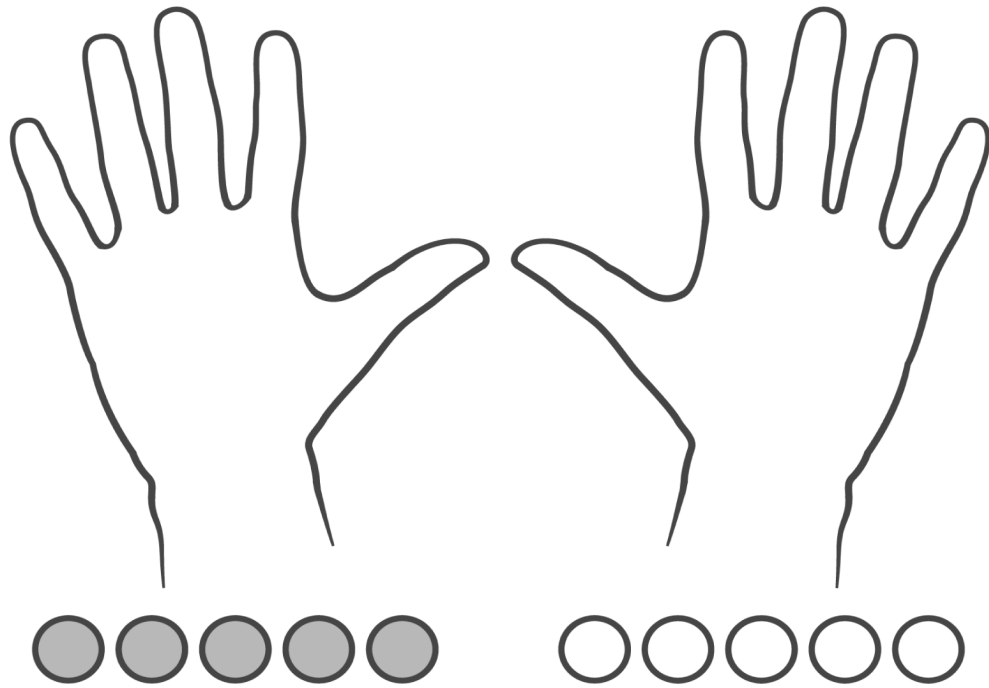
Ms. Garcia is painting her fingernails. She painted all the nails on her left hand except her thumb. How many more nails does she need to paint? How many does she have left to paint after she paints her left thumb? Draw a picture to help you.



Draw

Name _____

Date _____



Mary has 10 toy trucks. She told her mom she likes to spread them out on the floor. She said she doesn't like to put them away neatly in the little toy box because there are fewer toys.



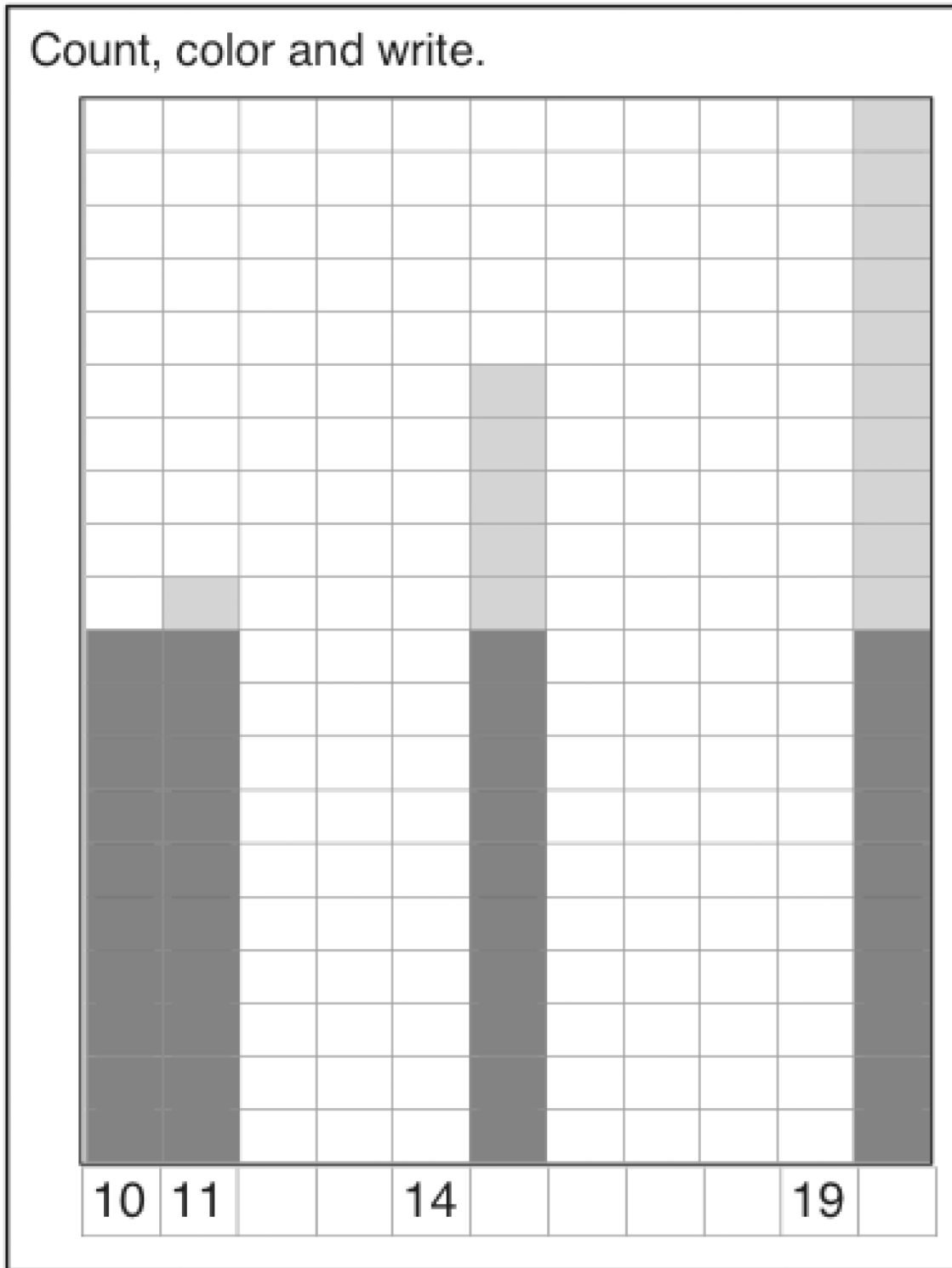
Draw

A large, empty rectangular box with a black border, intended for a student to draw a picture illustrating the concept of equal sets.

Draw a picture to prove to Mary that the number of toy trucks is the same when they are all spread out as when they are in the little toy box.

Name _____

Date _____



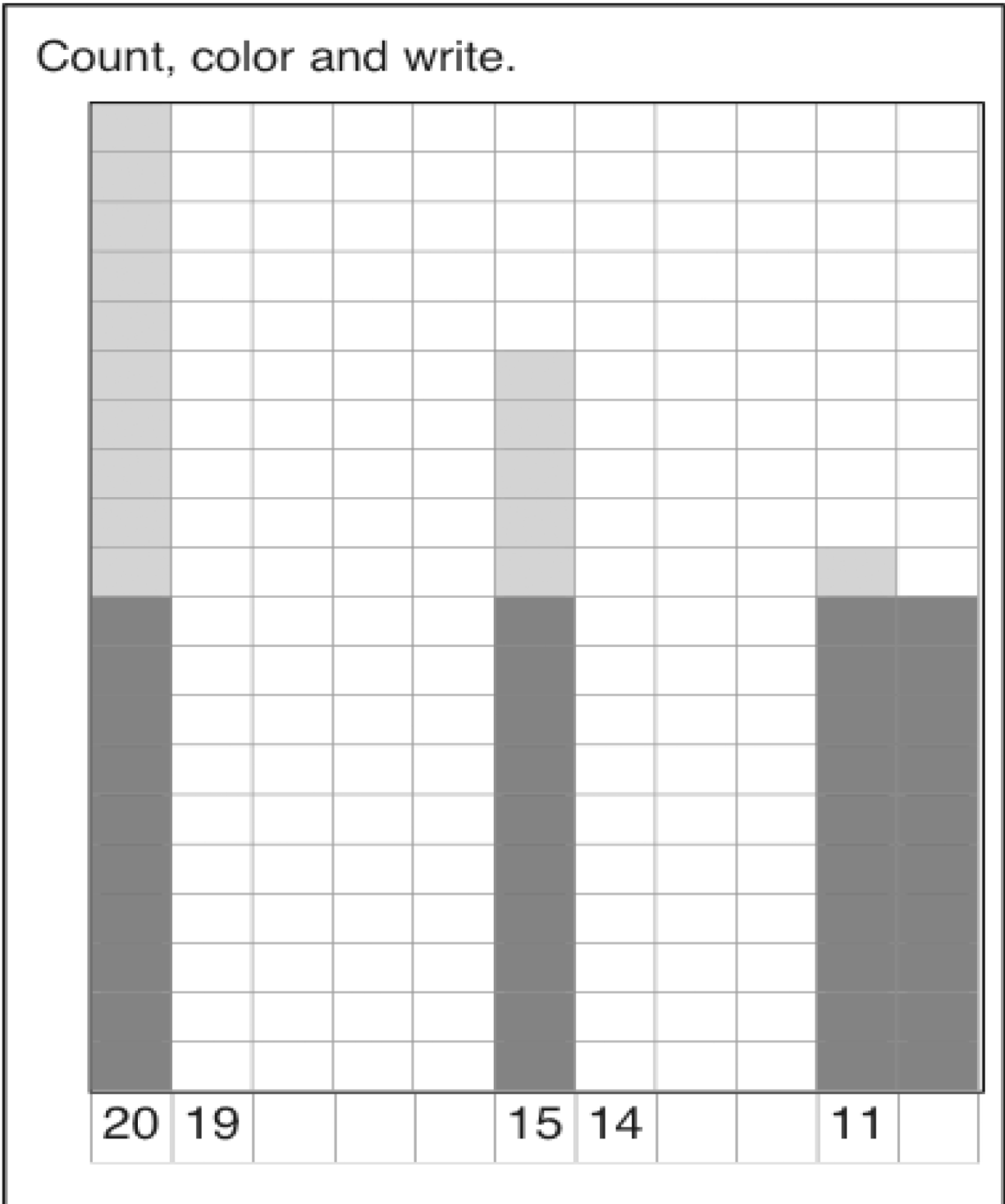
Peter was sitting at lunch eating his french fries. He counted 8 left on his plate. He ate 1 french fry. He ate another french fry. Then, he ate another french fry. How many french fries did Peter have then?



Draw

Name _____

Date _____



Vincent's father made 15 tacos for the family.

Show the 15 tacos as 10 tacos and 5 tacos.

Draw a number bond to match.



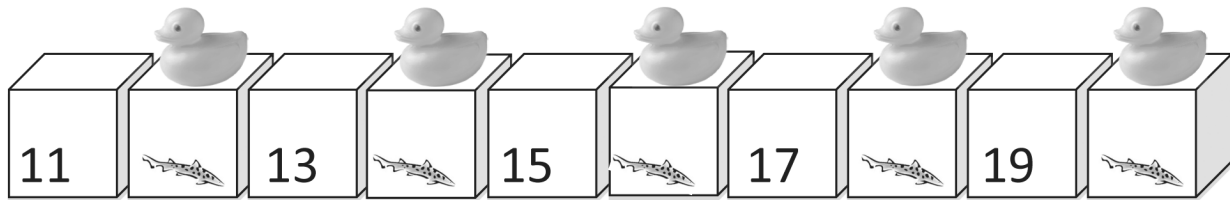
Draw

Name _____

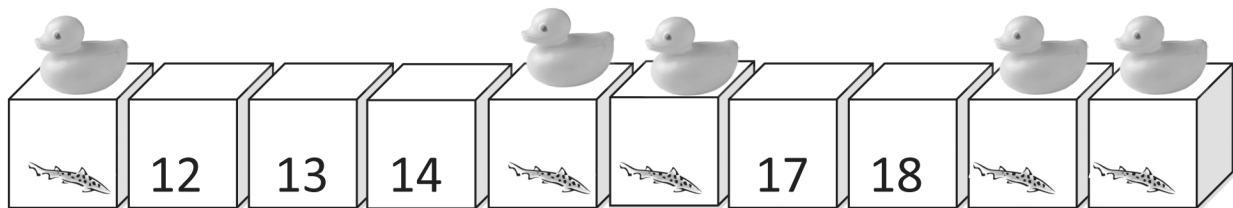
Date _____

The ducks found some tasty fish to eat in the boxes!
Count up on the number path.

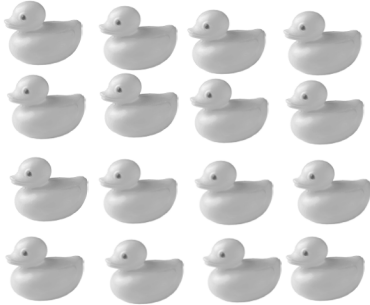
Write the missing numbers for the boxes that have a duck on top.

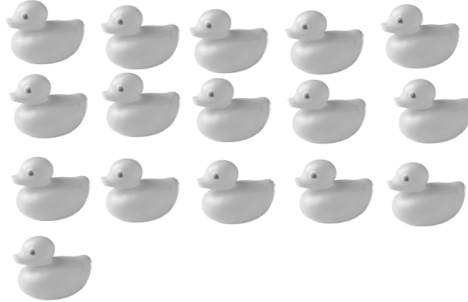


Write the missing numbers for the boxes that have a duck on top.



How many ducks do you count?





In the space below, draw 15 circles in rows.

In the space below, draw 12 squares in rows.

Eva put 12 cookies on a cookie sheet in 2 rows of 6.

Draw Eva's cookies. Show her 12 cookies as a number bond of 10 ones and 2 ones. Circle the 10 cookies that are inside the 12 cookies.



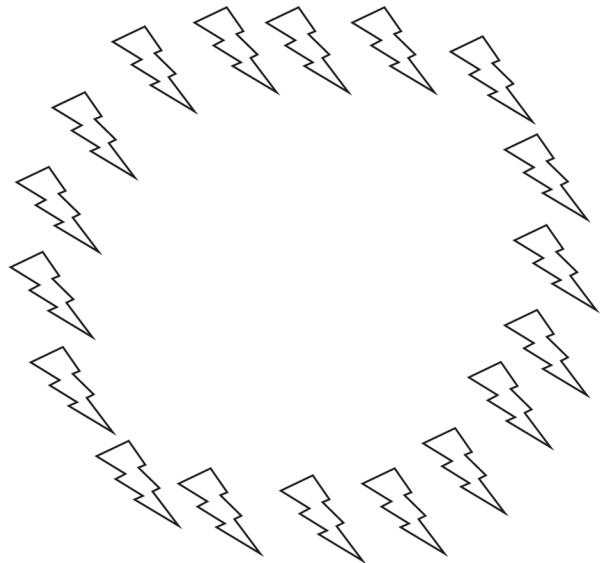
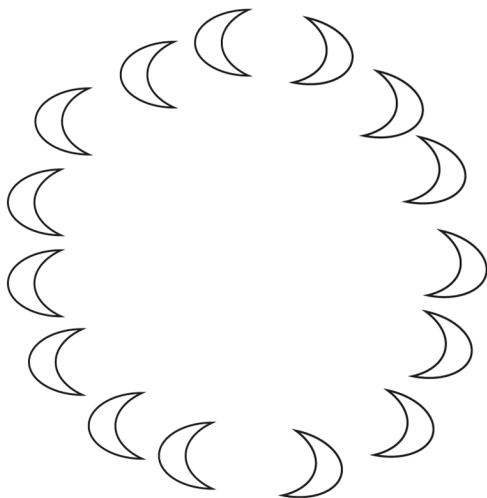
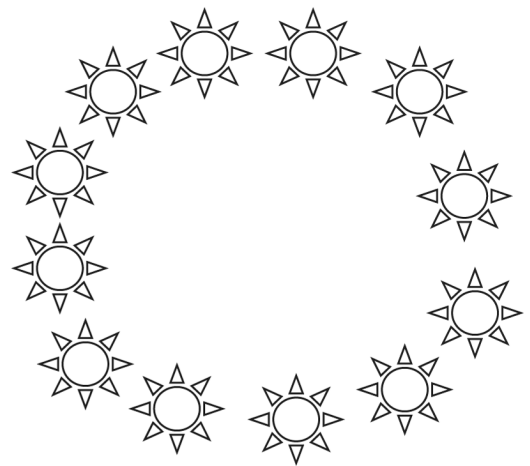
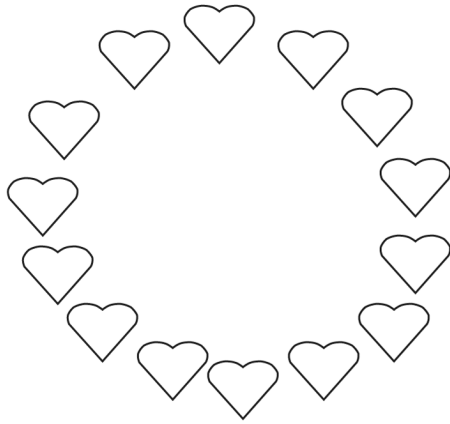
Draw

(Give students Hide Zero Cards.) Show the 12 cookies using your Hide Zero cards. Explain to a partner how the parts of the number bond match the parts of your drawing and the Hide Zero cards.

Name _____

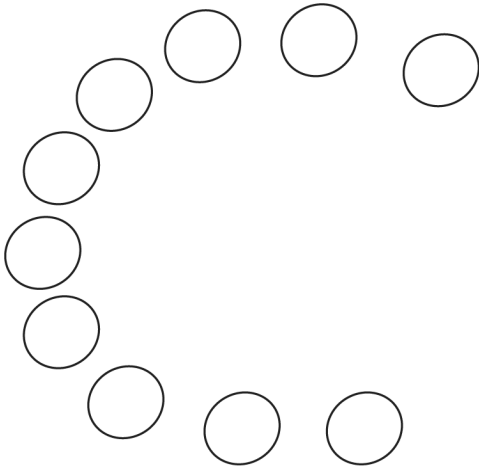
Date _____

Whisper count how many objects there are. Write the number.

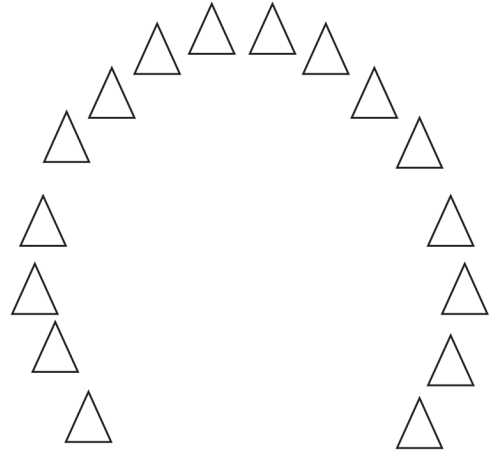


Whisper count and draw in more shapes to match the number.

13



20



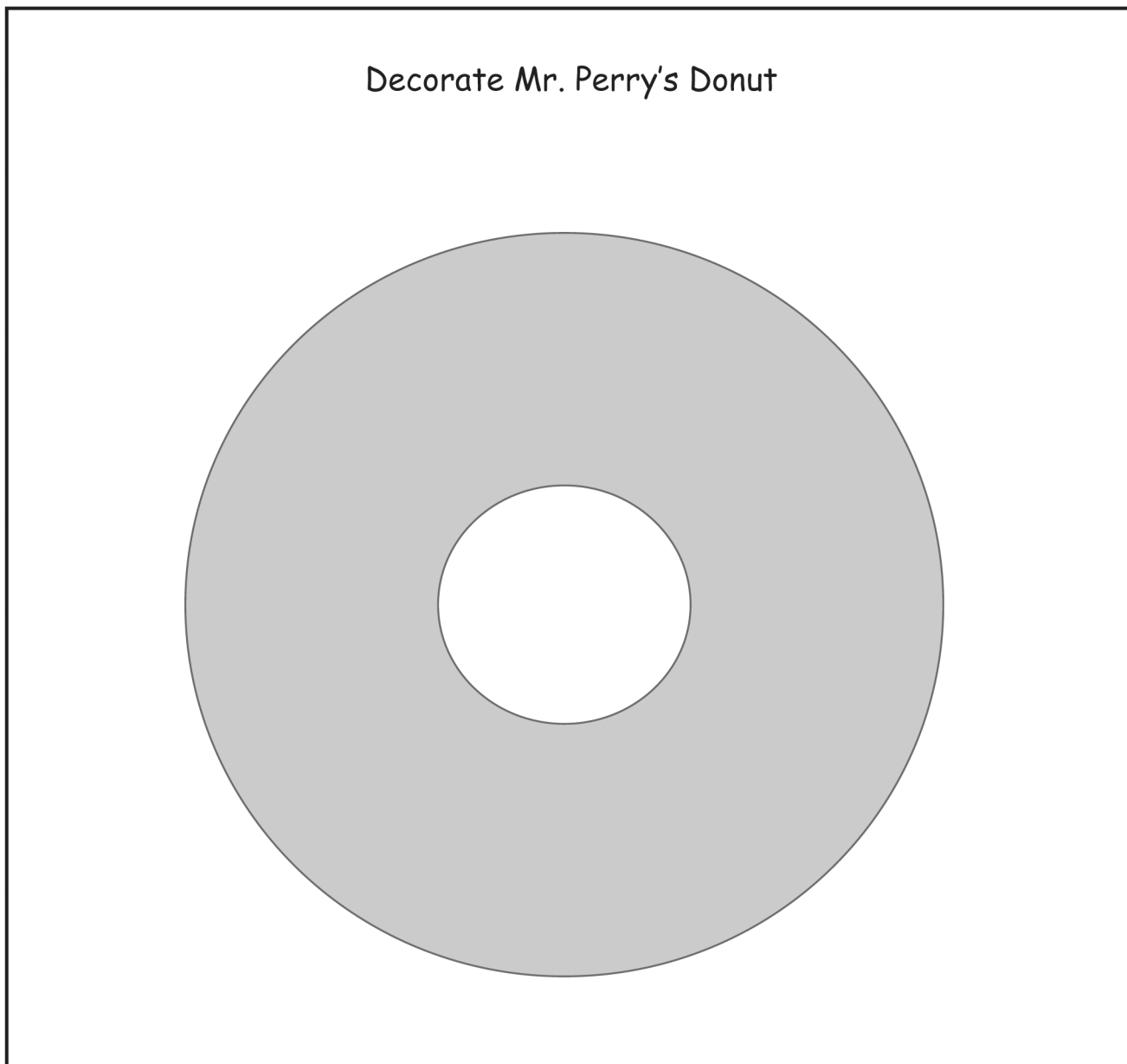
Early finishers: Write your own teen number in the box. Draw a picture to match your number.



Mr. Perry is decorating donuts. He puts 14 little dots of chocolate in rows. Show him an idea about how to put the 14 dots in a circle on his donut.



Draw


















(Give students 14 cubes and Hide Zero cards.) Use the cubes first, and then draw the chocolate dots on his donut. Show the total number of dots of chocolate with a number bond and the Hide Zero cards.

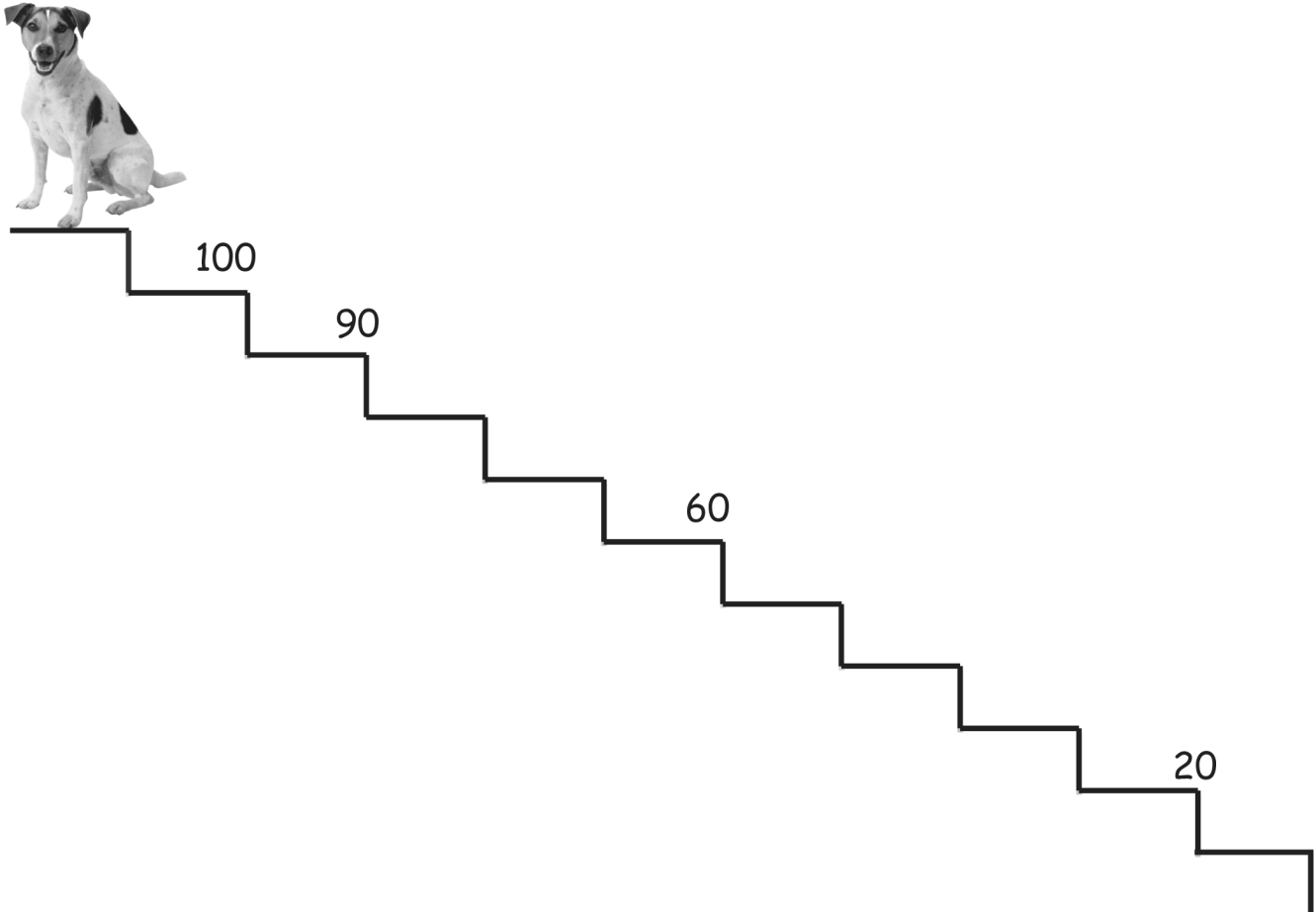
Name _____

Date _____

Count up by tens, and write the numbers.

	10
	20
	
	
	50
 	
 	
 	
 	
 	

Help the puppy down the stairs! Count down by tens. Write the numbers.



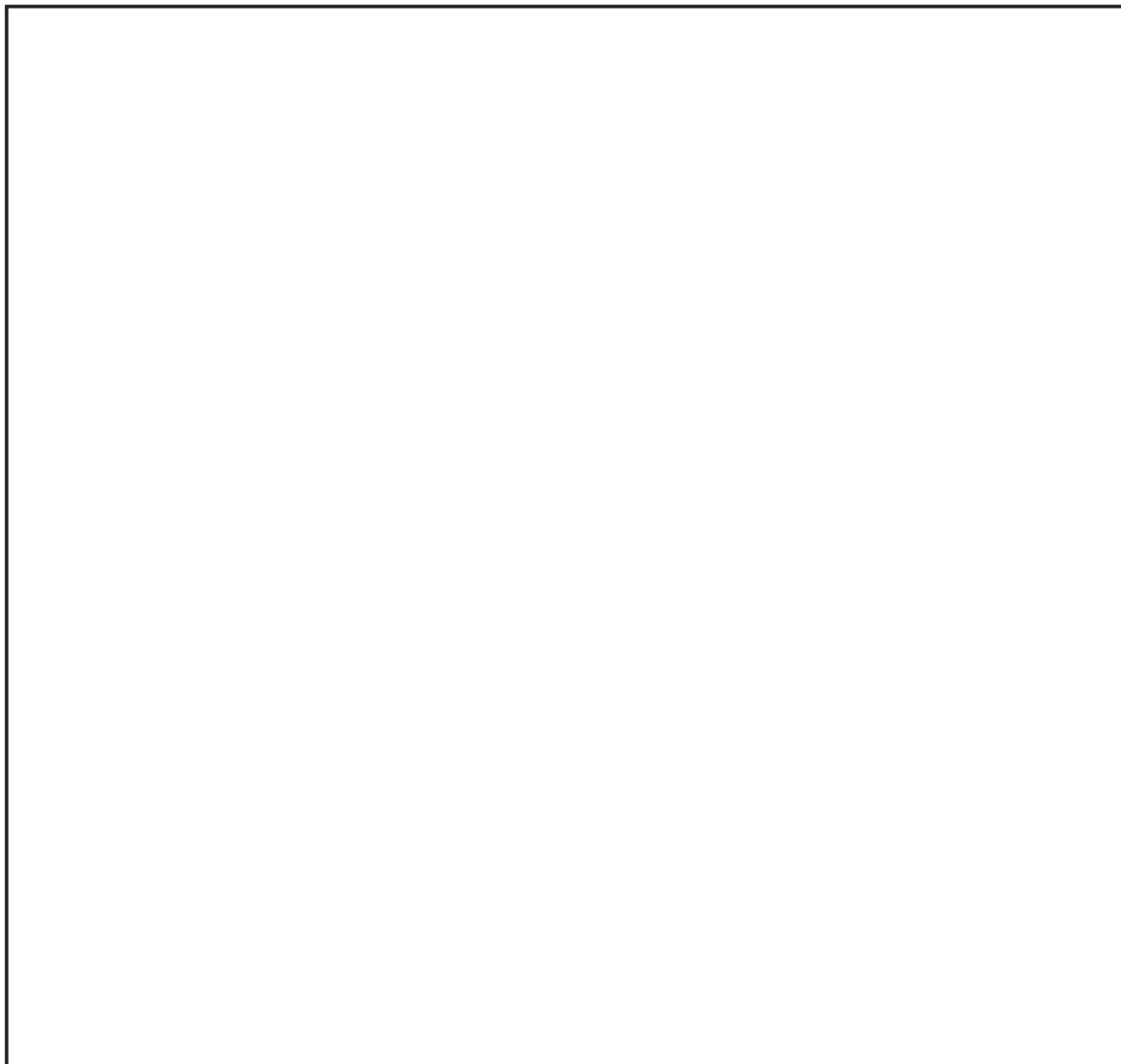
Count up by tens the Say Ten way.

ten	_____ tens	3 tens	_____ tens
↪			
_____ tens	_____ tens	_____	_____

7 students are putting their handprints on a poster board.

How many fingers will show on the poster?

Use the 2-hand cards to help you.



(Give students 2-hand cards.)

Name _____

Date _____

Count up or down by 1s. Help the animals and the girl get what they want!

20 22 24 26

40 44 46 48

92 98 99

Count up.

Stop!

Count down.

63	64			
----	----	--	--	--

66			
----	--	--	--

Sammy's mom has 10 apples in a bag.

Some are red and some are green.

What might be the number of each color apple in her bag?



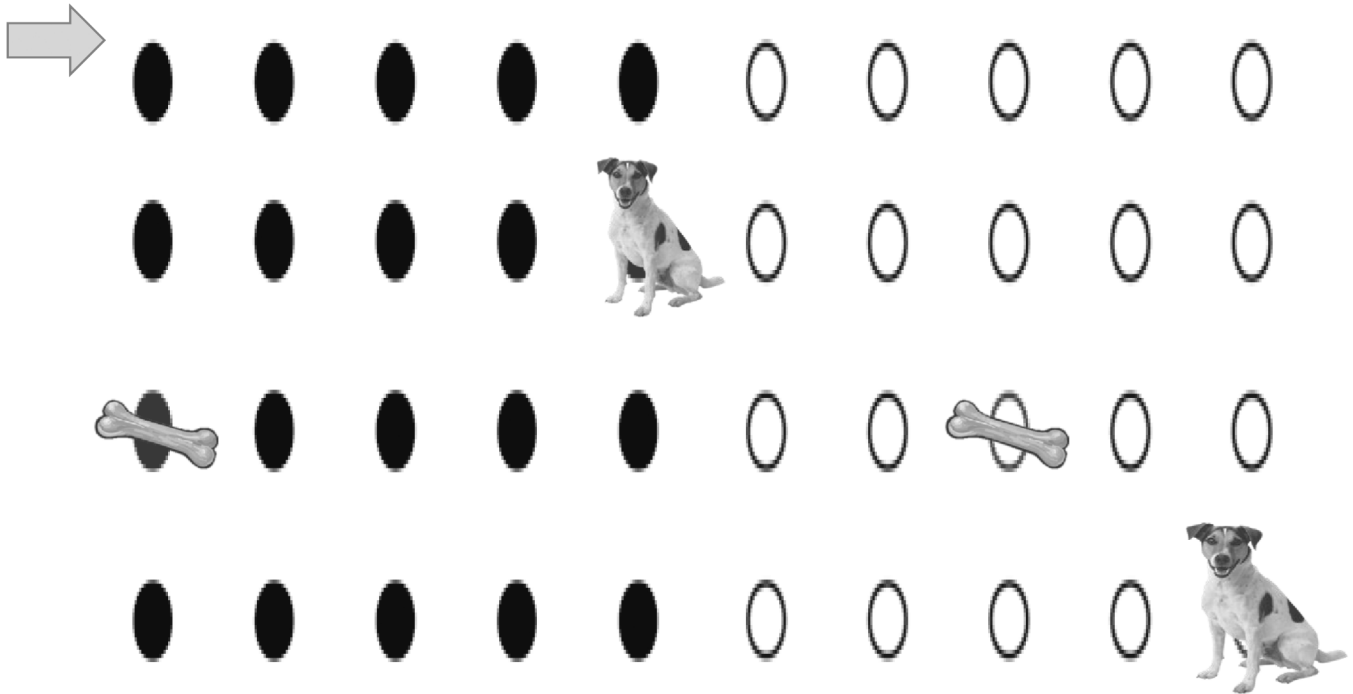
Draw

There is more than one possible answer. See how many different answers can be found. Show the answers with number bonds. Label the parts as R and G.

Name _____

Date _____

Touch and count the dots from left to right starting at the arrow. Count to the puppy, and then keep counting to his bones and twin brother!

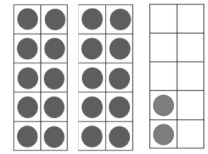
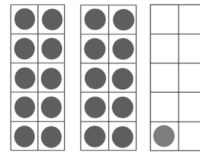
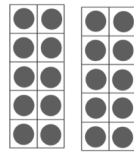
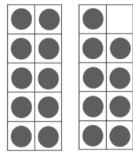
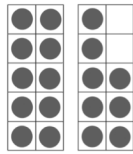
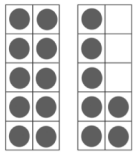


Count again and color the last dot of each row green. When you have finished, go back and see if you can remember your green numbers!

What number did you say when you touched the first puppy?

- The first bone?
- The second bone?
- His twin brother?

Count each number by 1s. Write the number below when there is a box.



17

21

Touch and count the rocks from the cow to the grass!



Count up by 1s. Help the kitty play with her yarn!



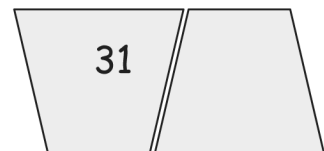
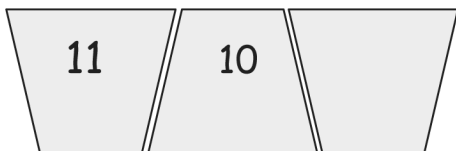
31

32

36



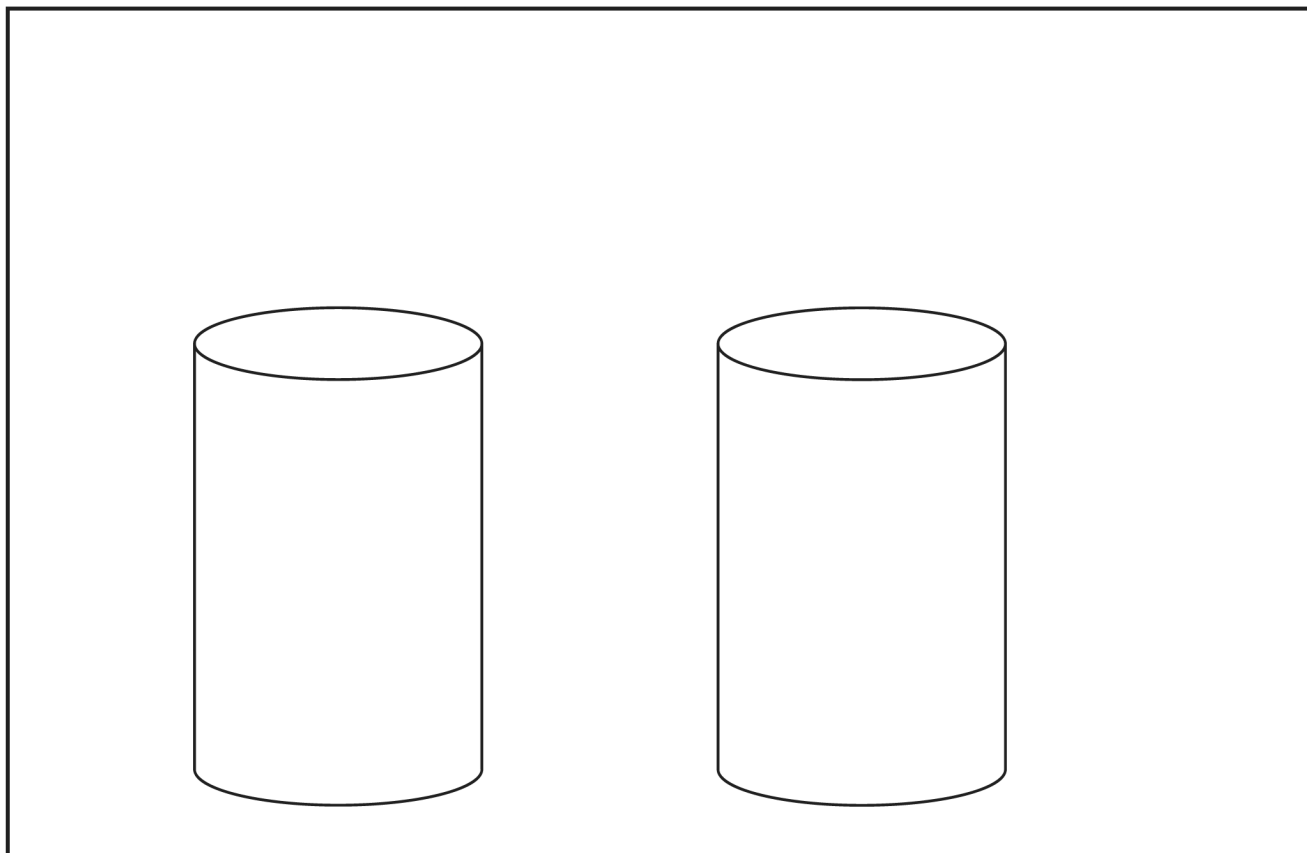
Count down by 1s.



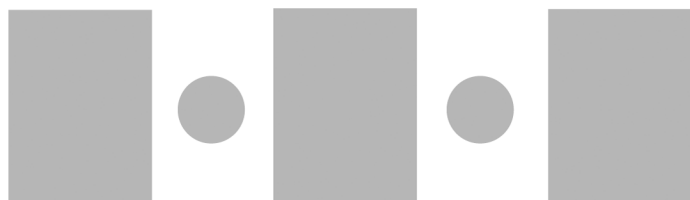
Susan puts 9 flowers in two vases.

Draw the flowers to show a way she might do that.

Make a number bond and a number sentence to match your picture.



Extension: See if there is another way to put the flowers in the vases.



Teachers' Directions for the Rekenrek Problem Set

Have students show 50 dots by using their hiding paper to cover the other rows.

Then, have students whisper count all the dots. Say the last number in each row loudly, and color the circle green.

Have students show 60 dots using their hiding paper to cover 4 rows.

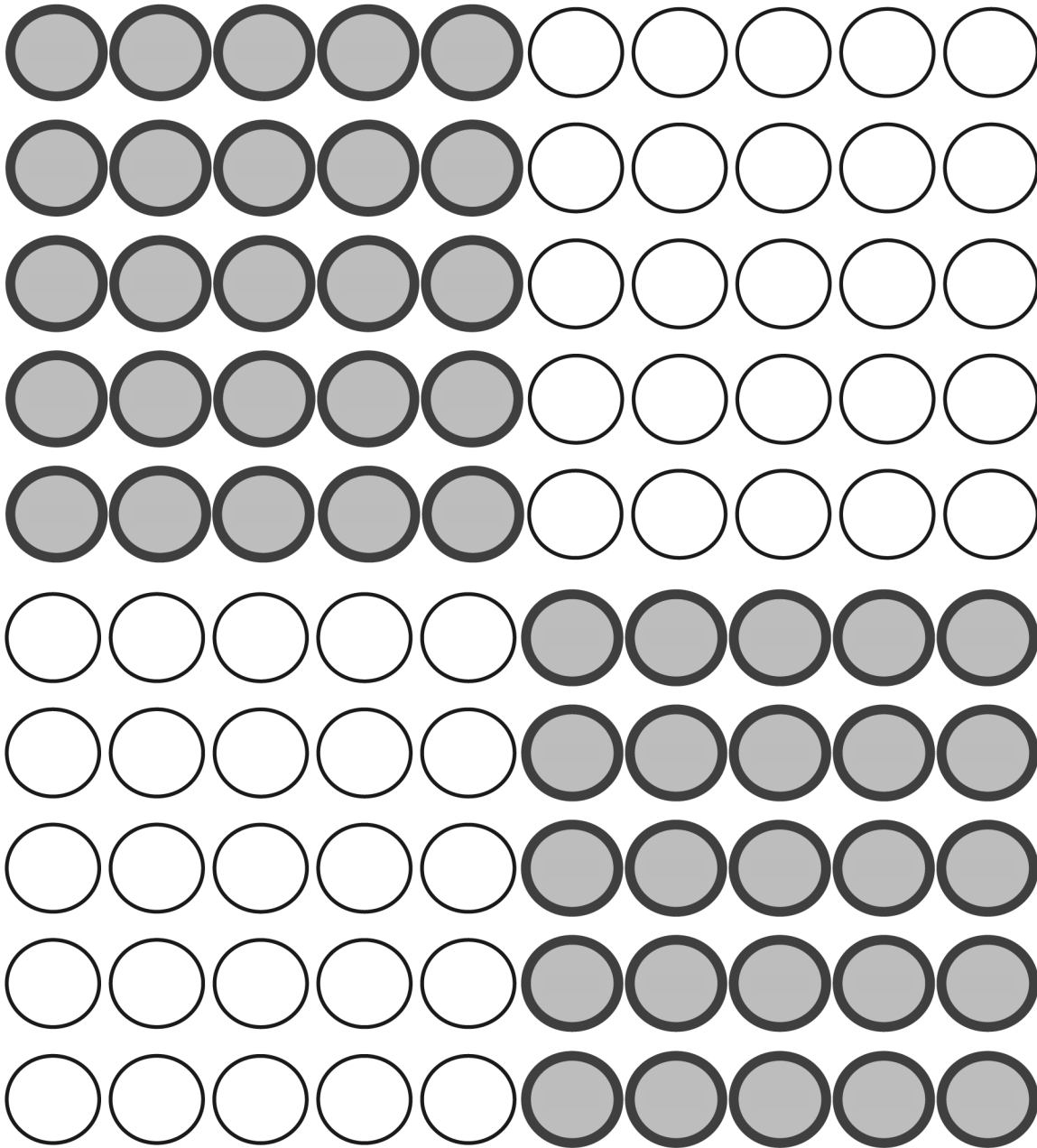
Then, have students whisper count all the dots. Have them box the first dot in each row with blue and say its number loudly.

Have students show 70 dots by hiding 30 dots.

Then, have students whisper count all the dots. Have them put a triangle around the fifth dot in each row with red and say those numbers loudly.

Name _____

Date _____

Rekenrek

The light is out, and it's dark.

Peter left 7 blue and green beads for his crafts on his desk.

But he can't see how many are blue or how many are green in the dark.

Draw a picture to show what the colors of his beads might be when he turns on the light.



Draw

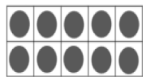
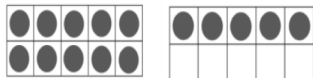
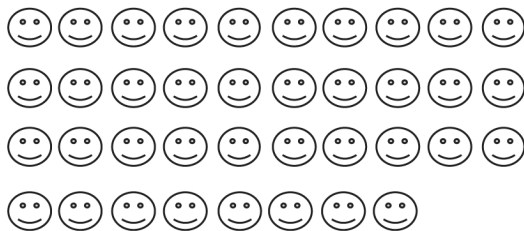
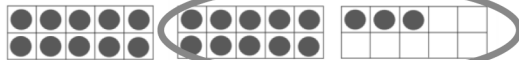
Compare your work with a partner. Did you show your beads the same way? Why or why not? How is this problem like the problems in previous lessons with the flowers and the apples?

Name _____

Date _____

Find the Hidden Teen Number

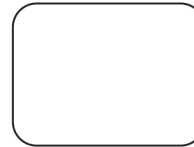
Show each number on your Rekenrek with your partner. Write how many. Circle the teen number inside the big number. Draw a line from the big number to the teen number that hides inside it.



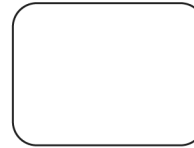
18



15



13



17



11



12

Each student was given 6 colored pencils and 4 regular pencils.

How many pencils did each student get?

Draw a picture and a number bond. Then, write a number sentence.



Draw



Write

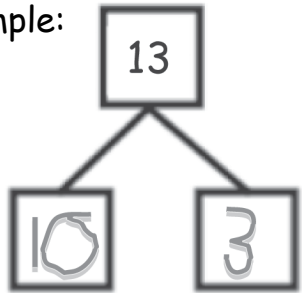


Name _____

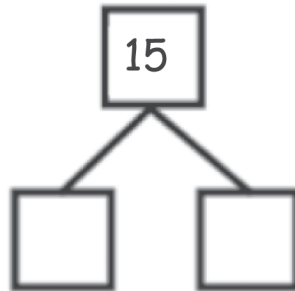
Date _____

Fill in each number bond, and write a number sentence to match.

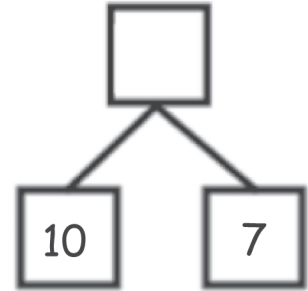
Example:



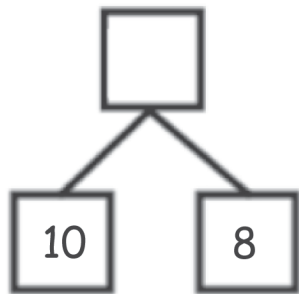
$$13 = 10 + 3$$



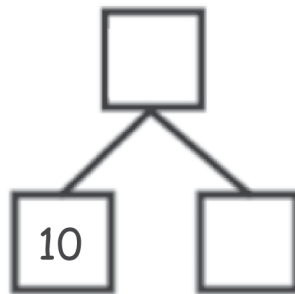
$$15 = \underline{\quad} + \underline{\quad}$$



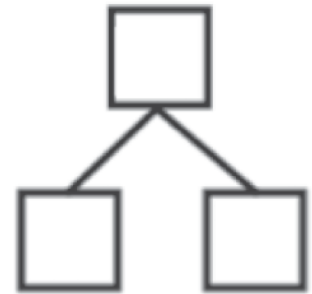
$$17 = \underline{\quad} + \underline{\quad}$$



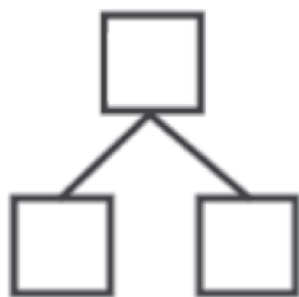
$$10 + 8 = \underline{\quad}$$



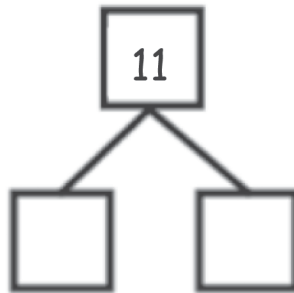
$$10 + 6 = \underline{\quad}$$



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



$$12 = \underline{\quad} + \underline{\quad}$$



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

Early finishers:
Make up your own
teen number
bonds and number
sentences on the
back!

Peter saw 8 puppies at the pet store.

While he was watching them, 2 hid in a box.

How many puppies could Peter see then?

Draw a picture, and write a number bond and number sentence to match the story.



Draw

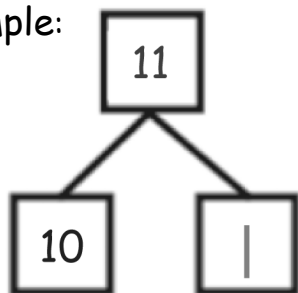
**Write**

Name _____

Date _____

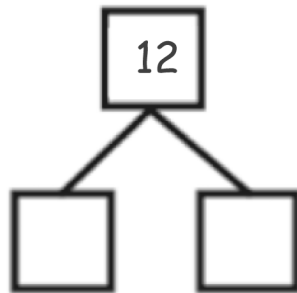
Model each number with cubes on your number bond mat. Then, complete the number sentences and number bonds.

Example:



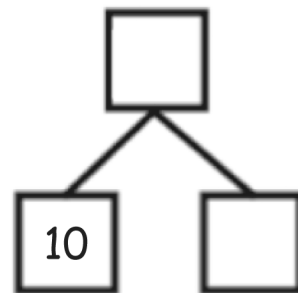
$$11 = 10 + \underline{\quad}$$

$$10 + \underline{\quad} = 11$$



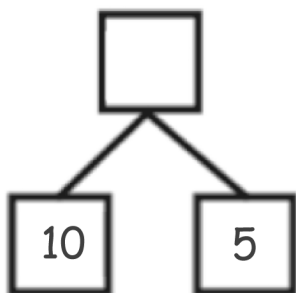
$$12 = 10 + \underline{\quad}$$

$$10 + \underline{\quad} = 12$$



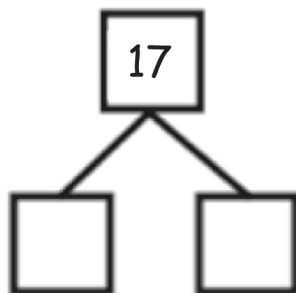
$$13 = 10 + \underline{\quad}$$

$$10 + \underline{\quad} = 13$$



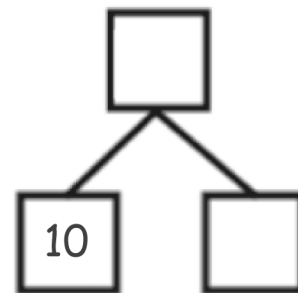
$$\underline{\quad} + 5 = 15$$

$$15 = \underline{\quad} + 5$$



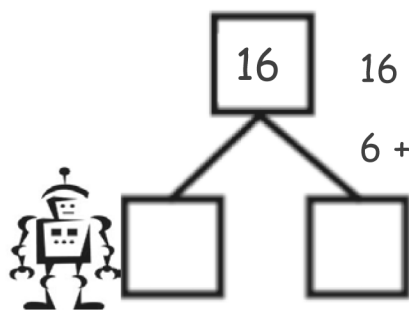
$$\underline{\quad} + 7 = 17$$

$$17 = \underline{\quad} + 7$$



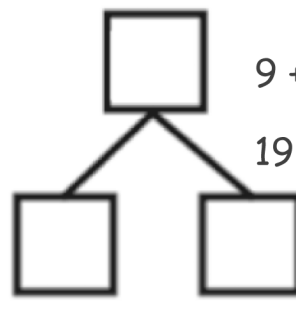
$$\underline{\quad} + 8 = 18$$

$$18 = 10 + \underline{\quad}$$



$$16 = 6 + \underline{\quad}$$

$$6 + \underline{\quad} = 16$$



$$9 + \underline{\quad} = 19$$

$$19 = 10 + \underline{\quad}$$

Lisa has 5 pennies in her hand and 2 in her pocket.

Draw Lisa's pennies.

Matt has 6 pennies in his hand and 2 in his pocket.

Draw Matt's pennies.



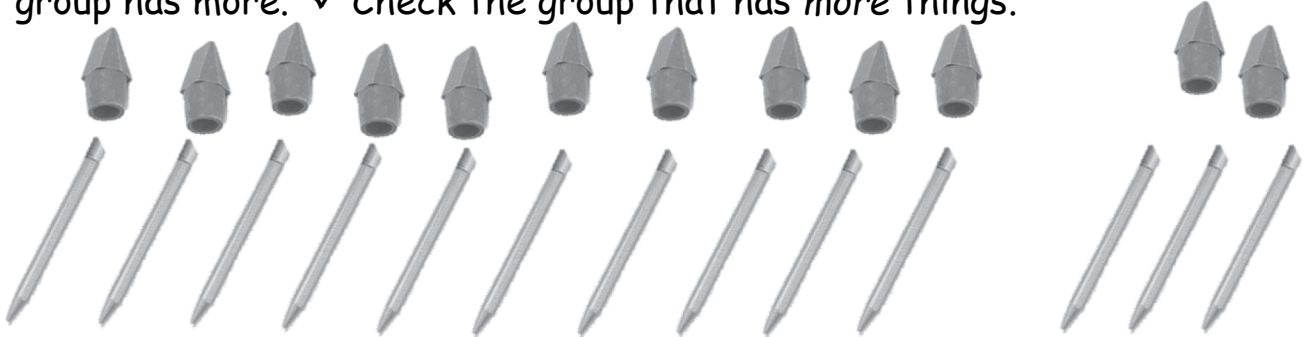
Draw

Who has fewer pennies? How do you know?

Name _____

Date _____

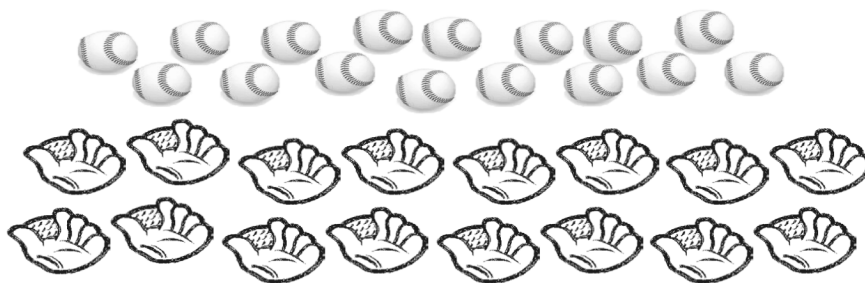
Circle 10 erasers. Circle 10 pencils. Match the extra ones to see which group has more. ✓ Check the group that has *more* things.



Circle 10 sandwiches. Circle 10 milk cartons. ✓ Check the group that has *less* things.

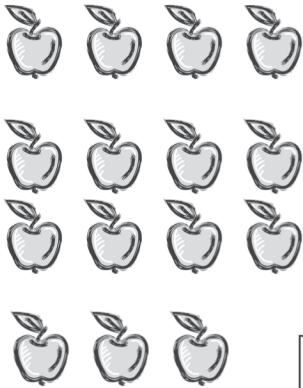


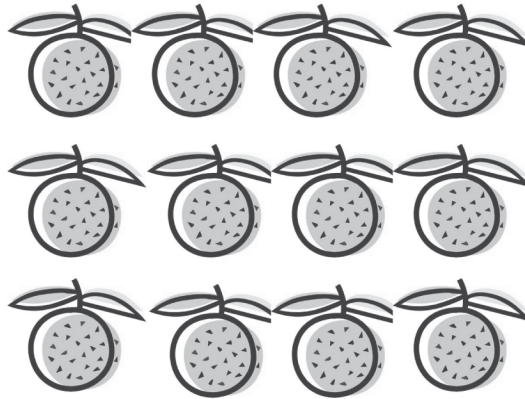
Circle 10 baseballs. Circle 10 gloves. Write how many are in each group. ✓ Check the group that has *more* things.



Circle 10 apples. Circle 10 oranges. Write how many are in each group.

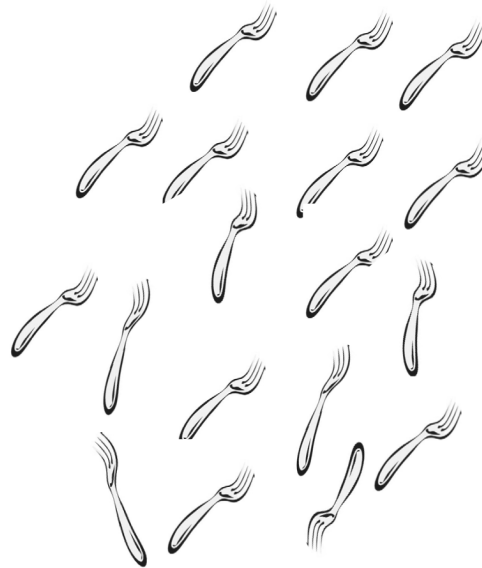
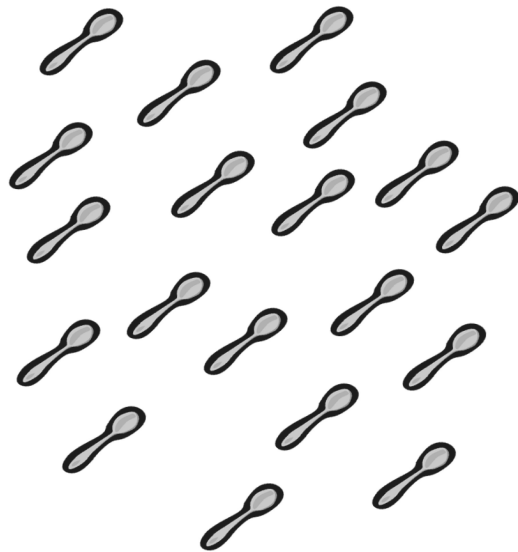
✓ Check the group that has *less*.





Circle 10 spoons. Circle 10 forks. Write how many are in each group.

Circle *more* or *less*.



is

more



than

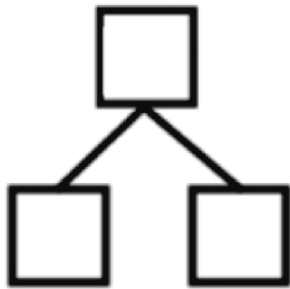
less

Name _____

Date _____

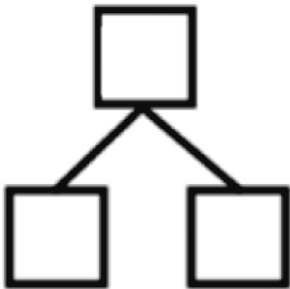
Robin sees 5 apples in a bag and 10 apples in a bowl. Draw a picture to show how many apples there are.

Write a number bond and an addition sentence to match your picture.



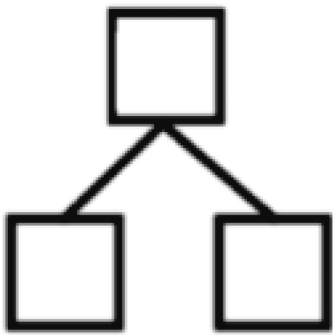
Sam has 13 toy trucks. Draw and show the trucks as 10 ones and some ones.

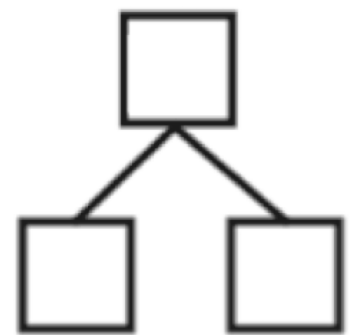
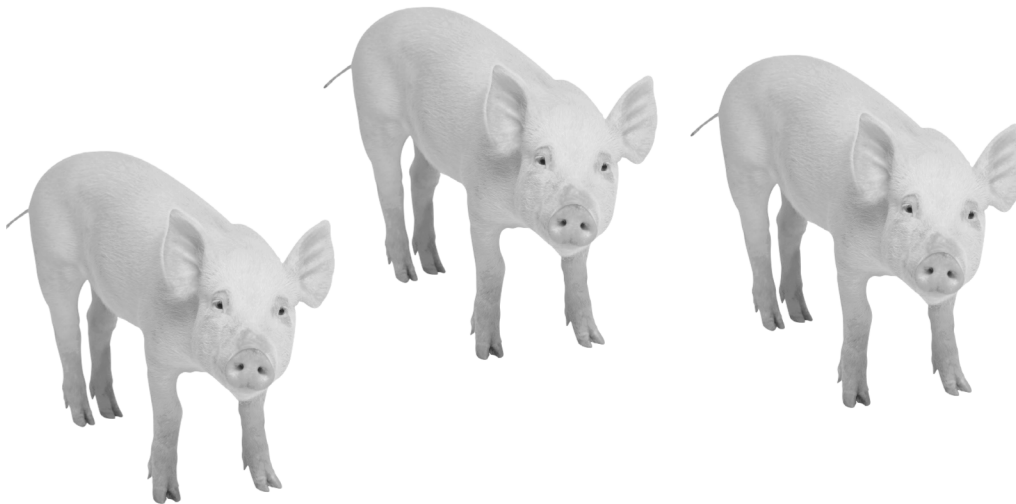
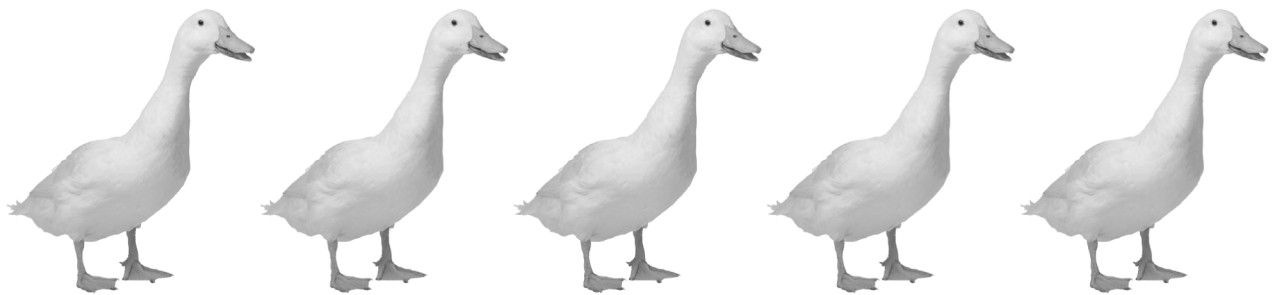
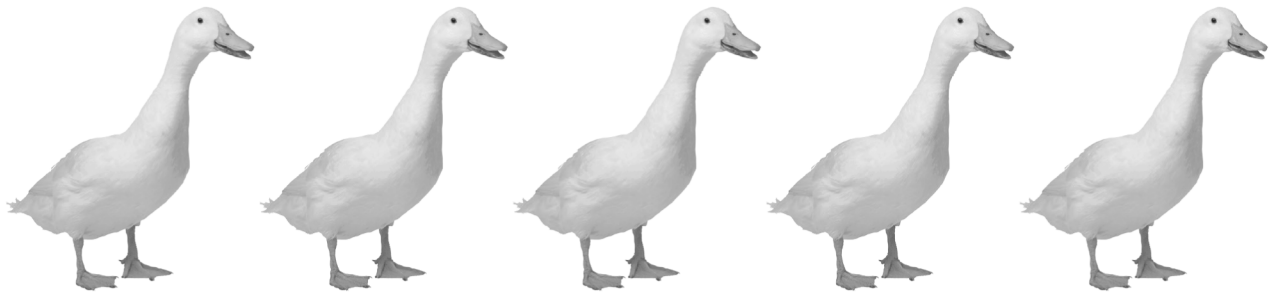
Write a number bond and an addition sentence to match your picture.



Our class has 16 bags of popcorn. Draw and show the popcorn bags as 10 ones and some ones.

Write a number bond and an addition sentence to match your picture.





picture and word problem

Draw several things you saw this past week that looked like shapes you know.



Draw

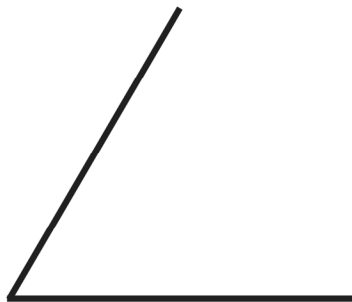
Share your picture with your partner. What are the different shapes called? Talk about each of the shapes and how you knew its name. Does your partner agree with you?

Name _____

Date _____

Listen to the directions.

First, draw the missing line to finish the triangle using a ruler. **Second**, color the corners red. **Third**, draw another triangle.



First, use your ruler to draw 2 lines to make a square. **Second**, color the corners red. **Third**, draw another square.



First, draw a triangle using your ruler. **Second**, draw a different triangle using your ruler. **Third**, show your pictures to your partner.

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

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

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

$$3 + 1 = \underline{\quad}$$

$$\underline{\quad} = 5 + 0$$

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

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

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

$$3 - 0 = \underline{\quad}$$

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

$$2 - 1 = \underline{\quad}$$

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

$$1 - 0 = \underline{\quad}$$

$$3 - 0 = \underline{\quad}$$

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

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

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

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

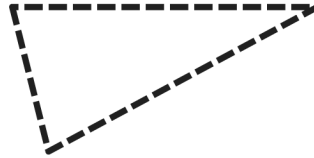
$$4 - 0 = \underline{\quad}$$

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

Name _____

Date _____

First, use a ruler to trace the shapes. Second, follow the directions in each box. Use your ruler to draw the shapes.



Draw 3 different triangles.

Draw 2 different rectangles.

Draw 1 hexagon.

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

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

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

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

$5 - 0 = \underline{\quad}$

$0 + 1 = \underline{\quad}$

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

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

$3 + 1 = \underline{\quad}$

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

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

$2 - 1 = \underline{\quad}$

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

$3 - 1 = \underline{\quad}$

$5 - 0 = \underline{\quad}$

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

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

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

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

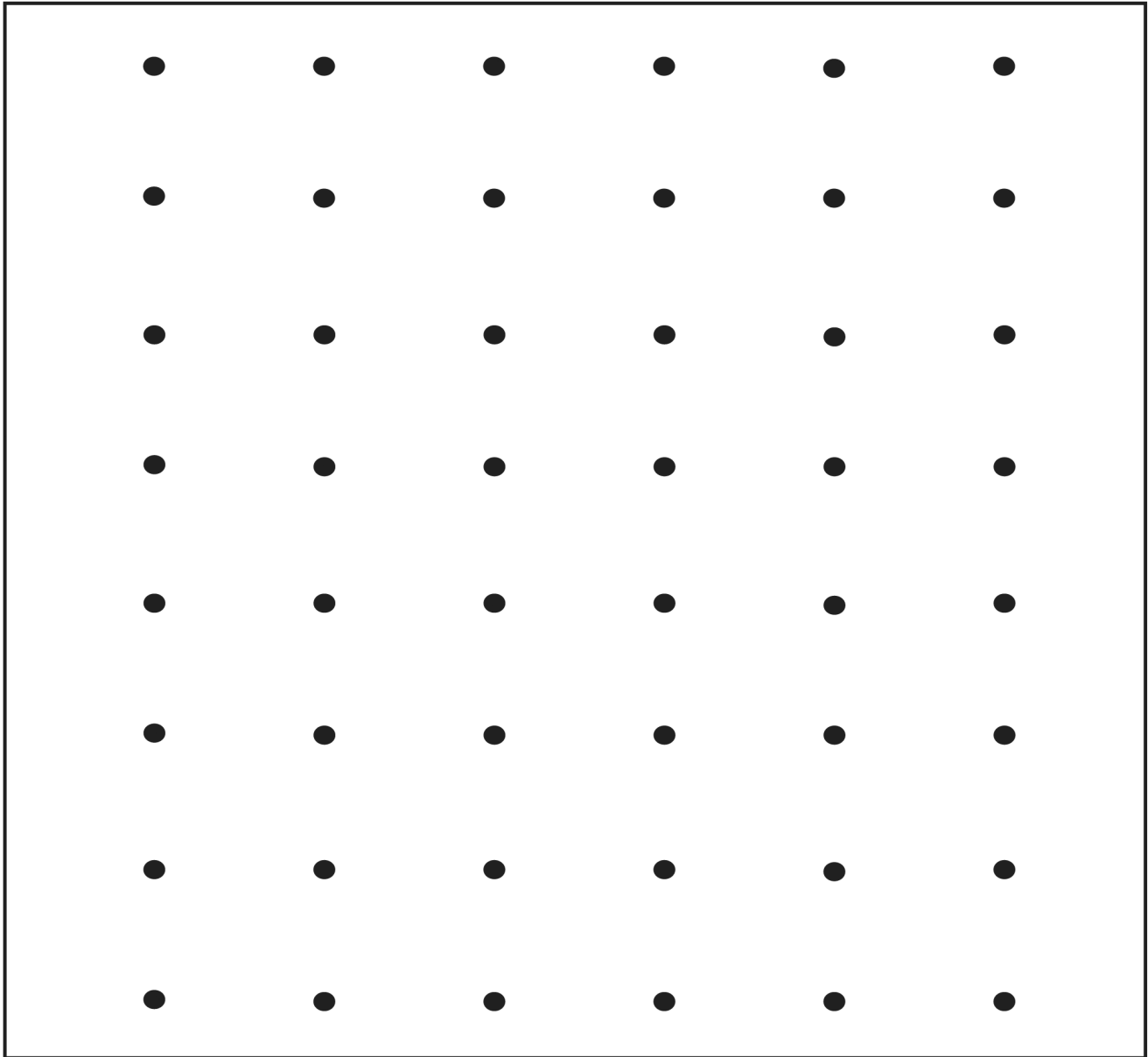
$5 - 4 = \underline{\quad}$

Connect the dots to make a shape with 3 sides.

Connect the dots to make a shape with 4 sides.



Draw

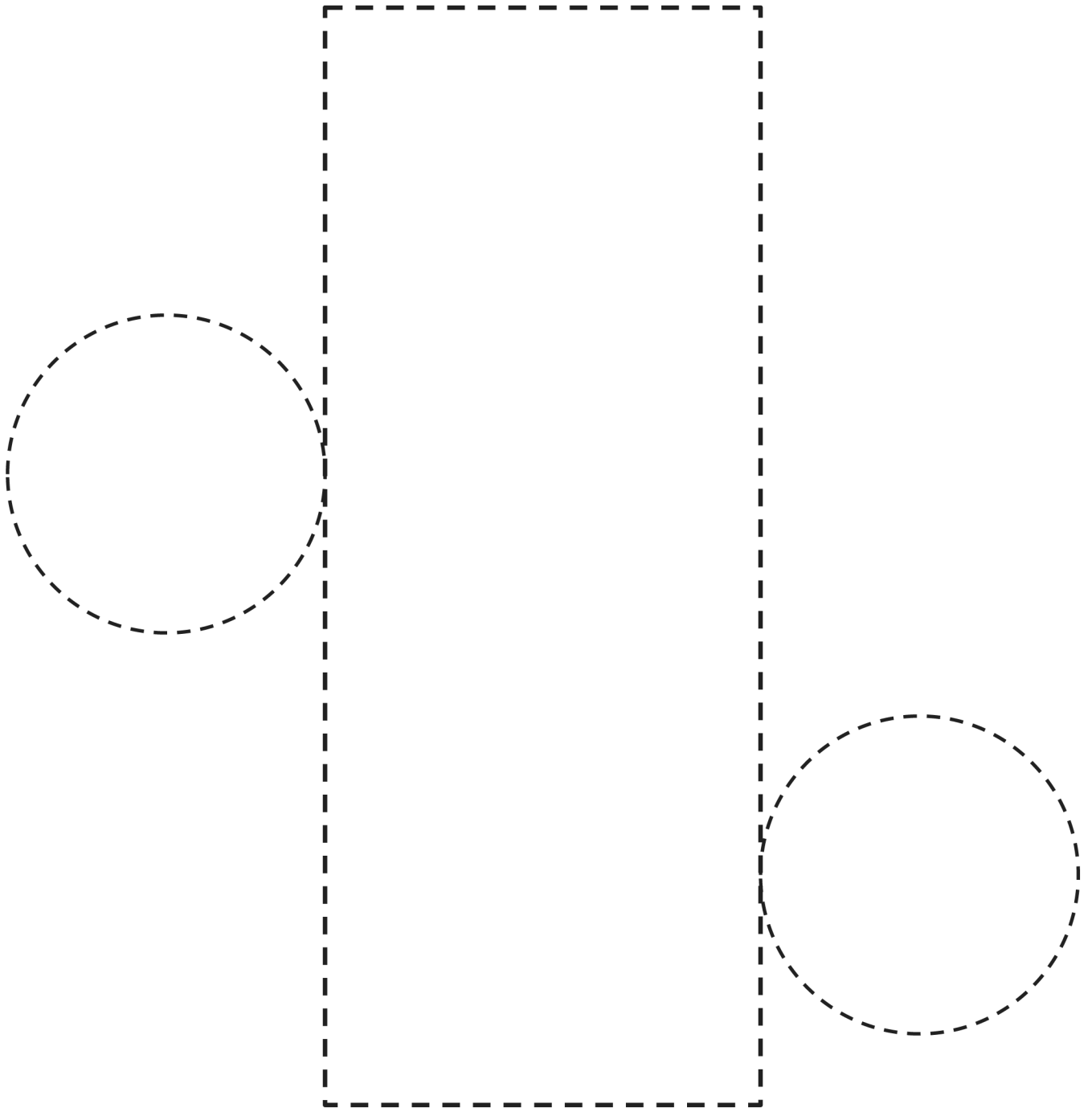


(Instruct students to use a straight edge to connect the dots to make the shapes.) Compare your 3-sided shape to your friend's. Do they look the same? Name the shapes. Compare your 4-sided shape to your friend's. Do they look the same? Name the shapes.

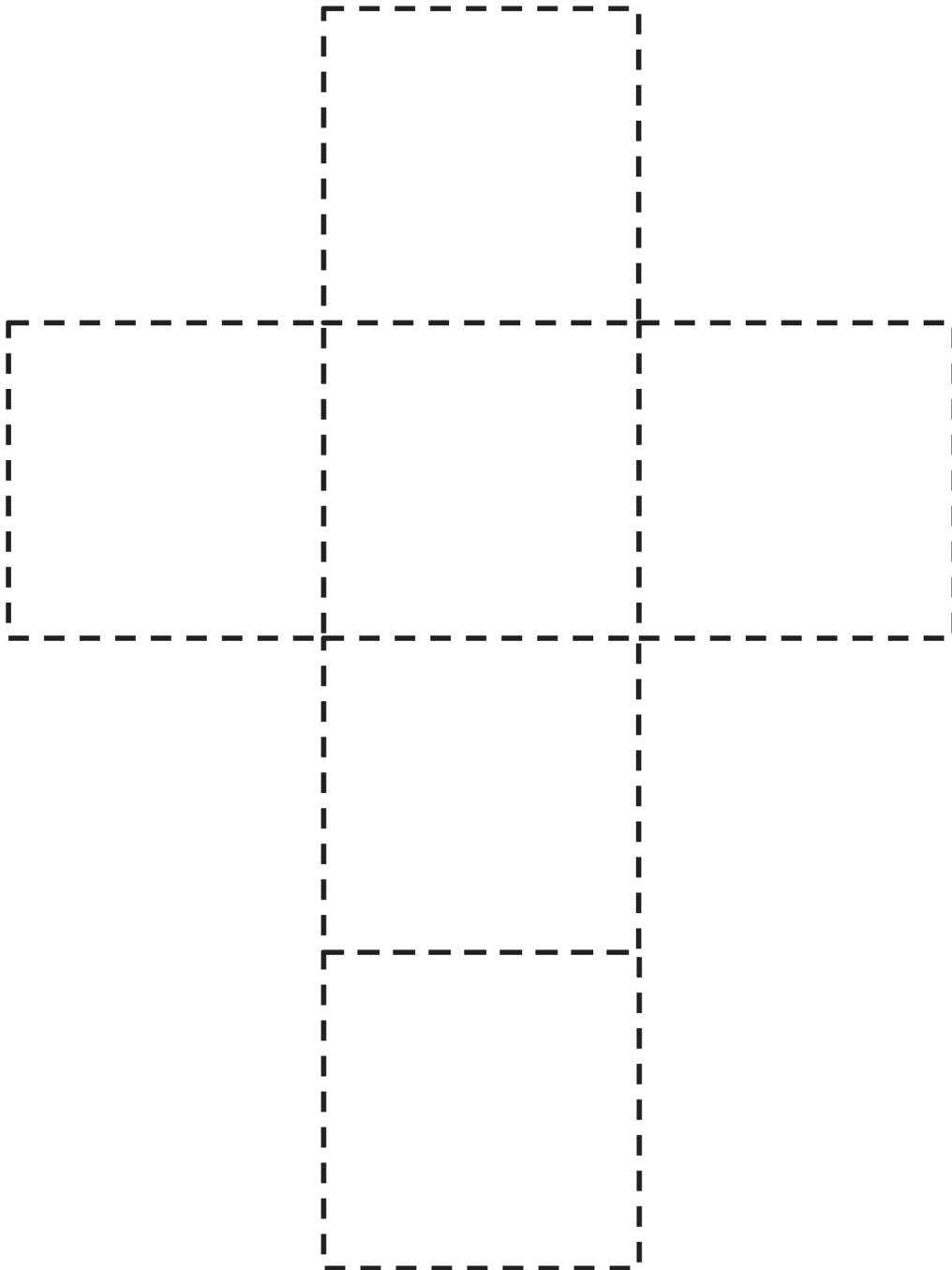
Name _____

Date _____

Trace the circles and rectangle. Cut out the shape. Fold and tape to create a cylinder.



Trace the squares. Cut out the shape. Fold and tape to create a cube.



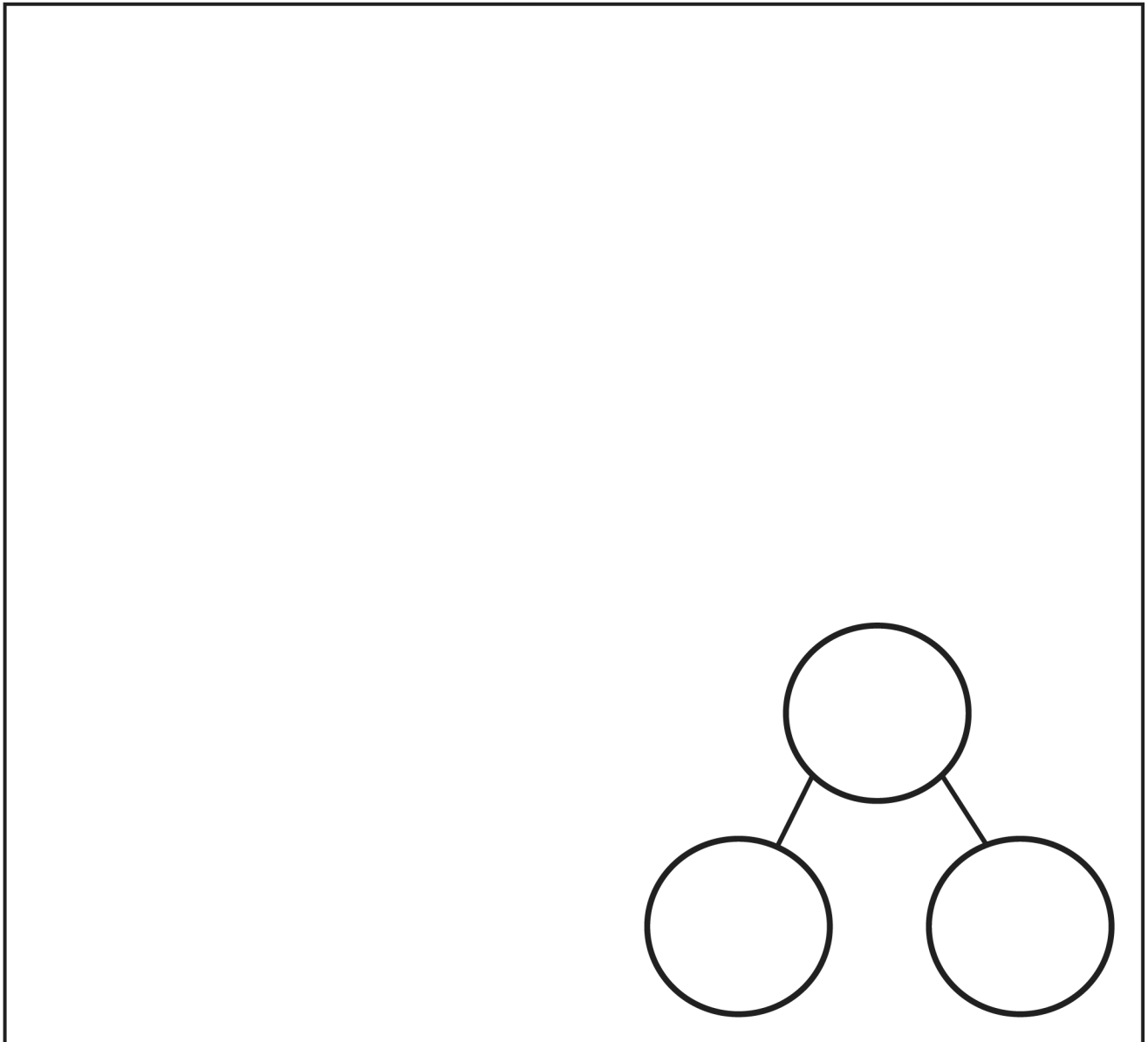
Draw 3 three-sided shapes.

Draw 4 four-sided shapes.

Complete the number bond, and write a number sentence to tell how many shapes you drew in all.



Draw



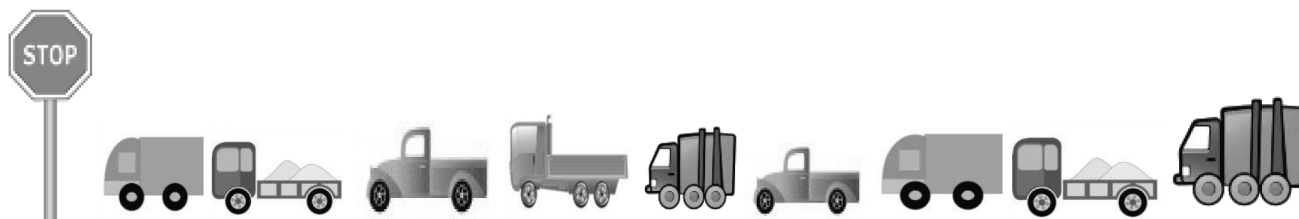
**Write**

Compare your work to a friend's. Do your shapes look the same? Do your number bonds look the same? Do your number sentences look the same?

Name _____

Date _____

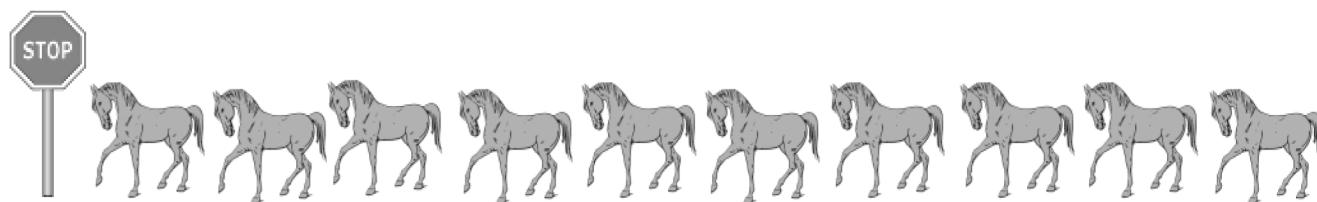
Circle the 2nd truck from the stop sign. Draw a square around the 5th truck. Draw an X on the 9th truck.



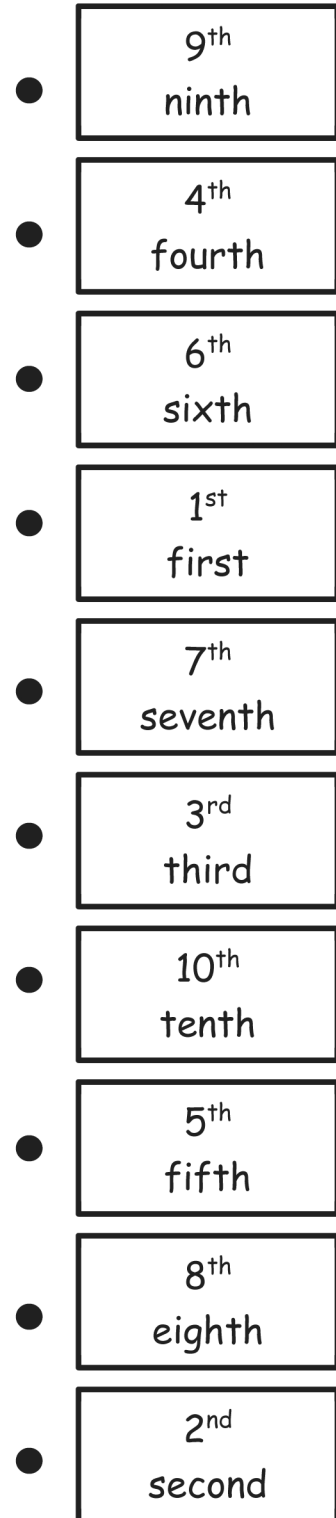
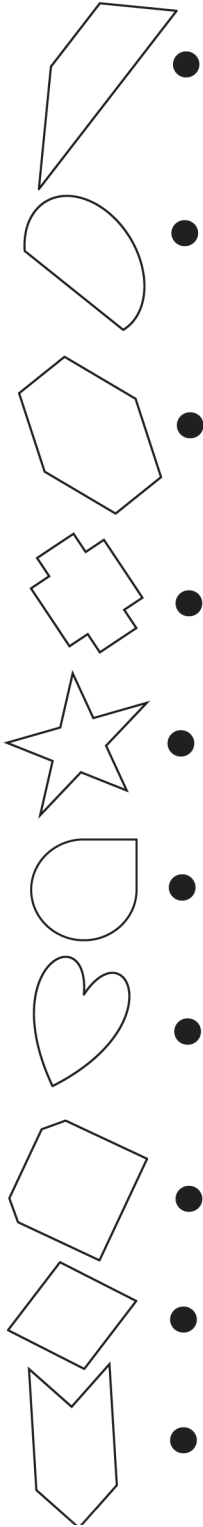
Draw a triangle around the 4th vehicle from the stop sign. Draw a circle around the 1st vehicle. Draw a square around the 6th vehicle.

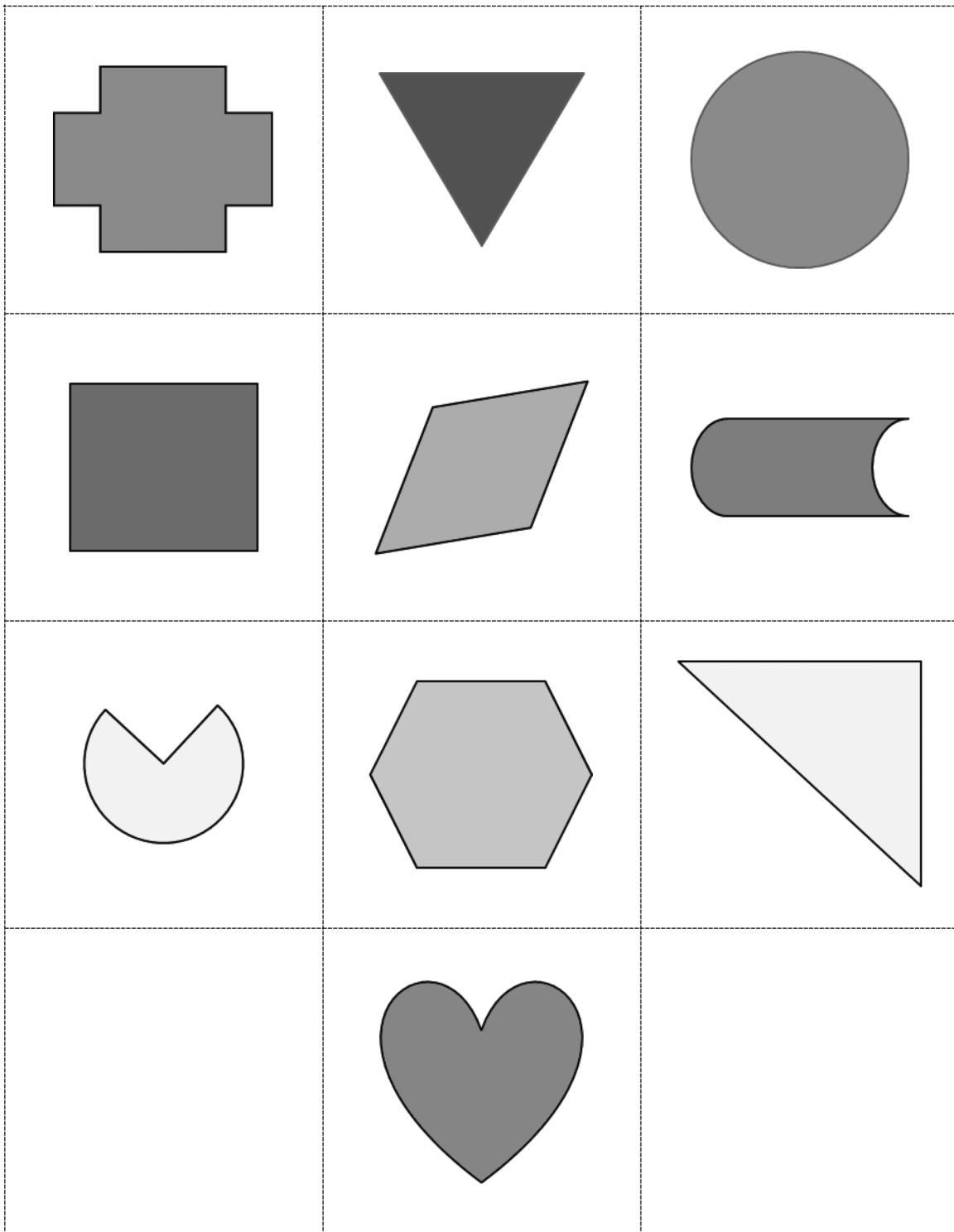


Put an X on the 10th horse from the stop sign. Draw a triangle around the 7th horse. Draw a circle around the 3rd horse. Draw a square around the 8th horse.



Draw a line from the shape to the correct ordinal number, starting at the top.



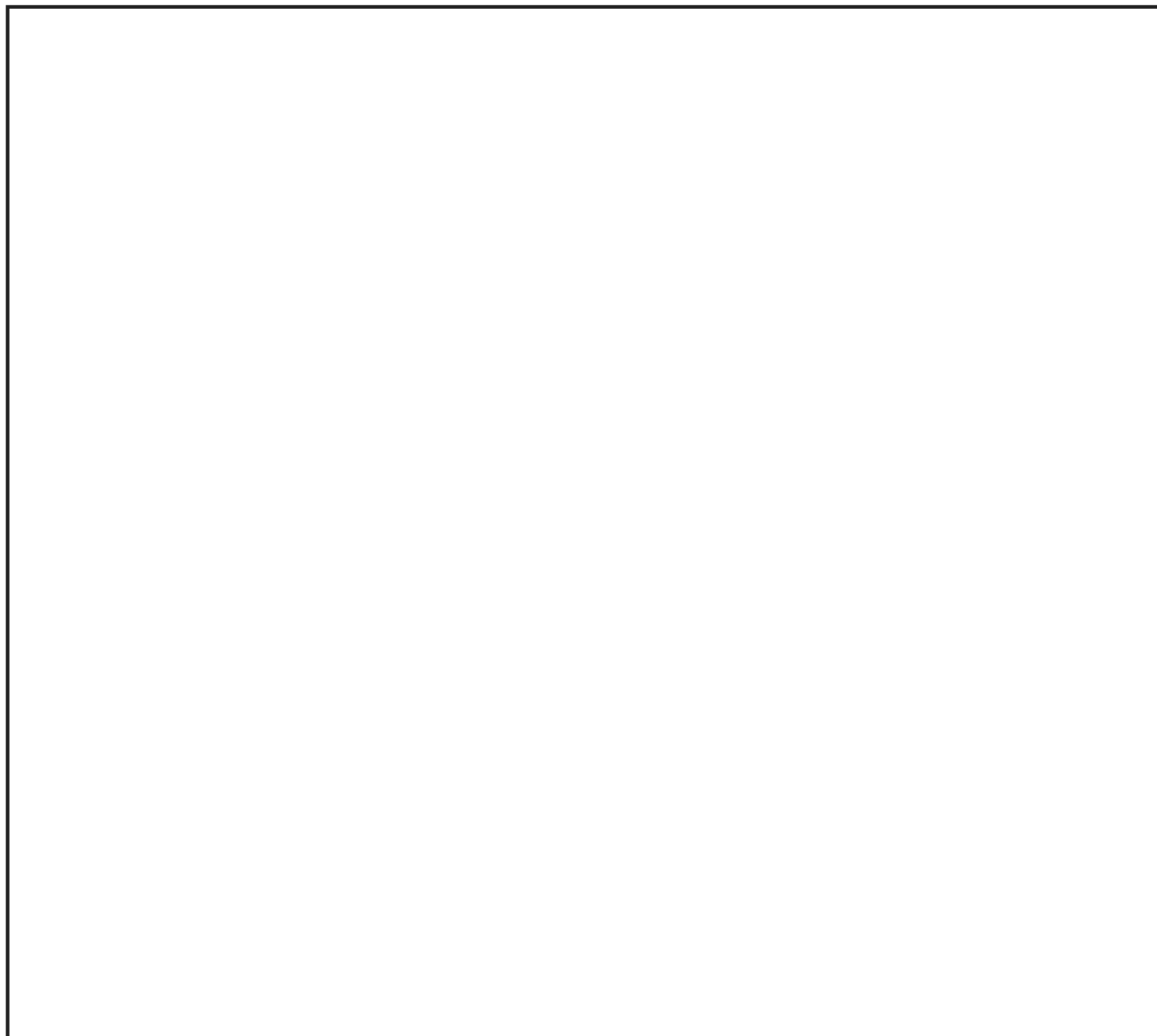


shapes

Listen as we draw a house together.



Draw



First, draw a square for the big part of your house. Second, make a triangle roof. Third, make a door of any shape. Fourth, find somewhere in your picture to use two more squares or rectangles. Fifth, use a circle in your picture. Sixth, use a hexagon in your picture. Don't forget to draw yourself. Show your picture to your partner. Do your houses look alike? How did you use the shapes differently in your pictures?

Name _____

Date _____

Choose 4 shapes to create a new shape in Box 1. Give the same 4 shapes to your partner. Have your partner create a different shape in Box 2.

1

2

Choose 5 shapes to create a new shape in Box 3. Give the same 5 shapes to your partner. Have your partner create a different shape in Box 4.

3

4

Subtract.

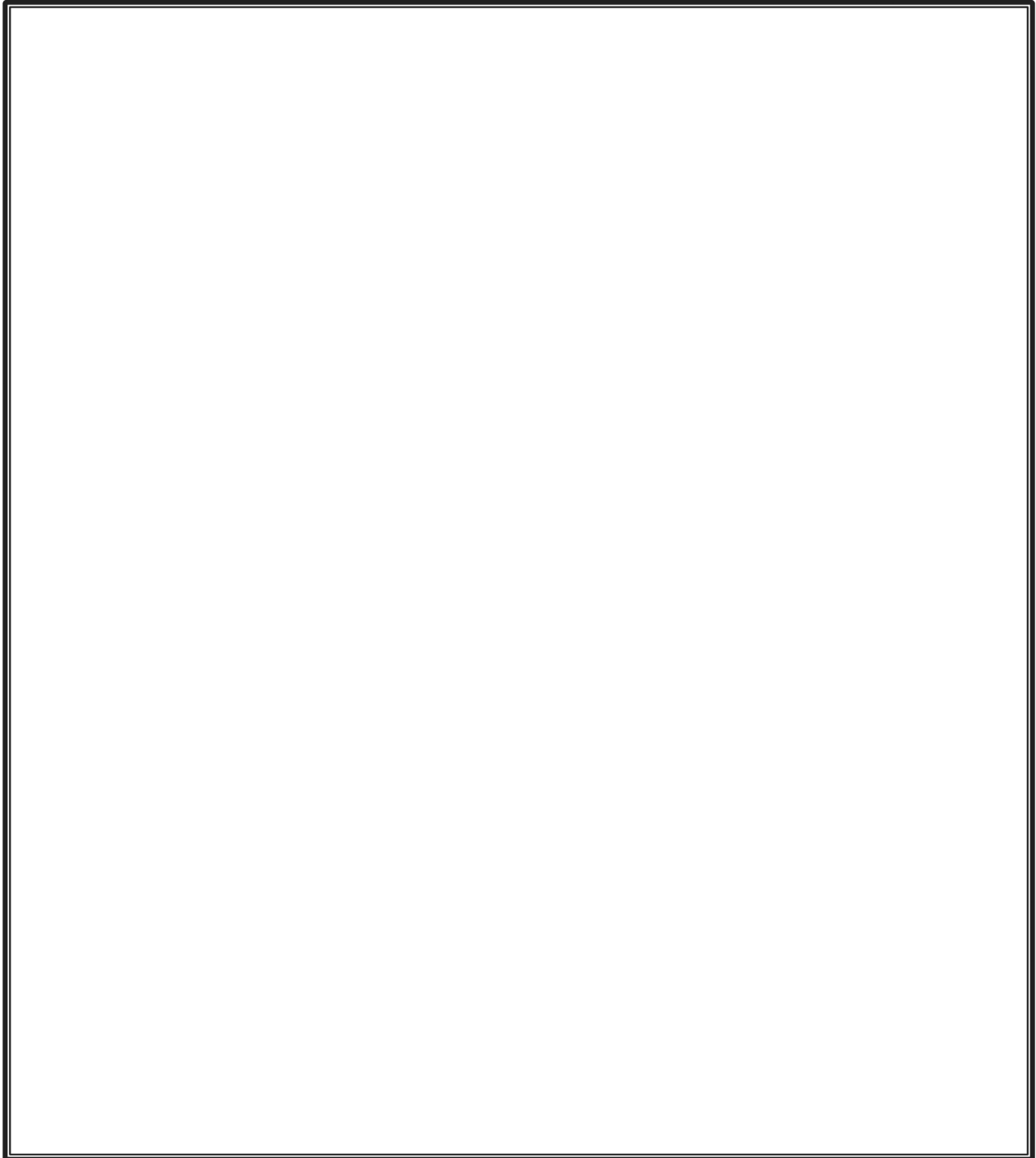
$5 - 1 =$

$5 - 2 =$

$5 - 3 =$

$5 - 4 =$

I Can Make New Shapes!



I can make new shapes recording sheet

Look around the classroom to find something made of more than one shape.

Draw what you found.

Use a marker to trace the shapes in the object you drew.



Draw

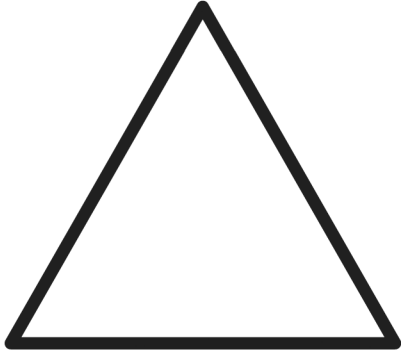
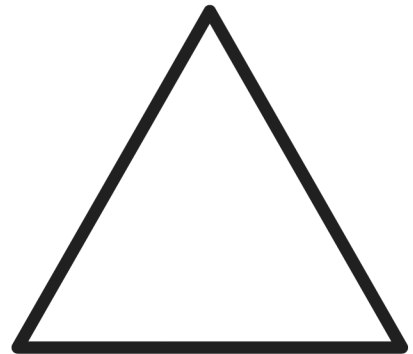
A large, empty rectangular box with a thin black border, intended for students to draw an object from their classroom.

(If necessary, give hints about items with more than one shape that can be drawn. Help students find and highlight the shapes within shapes in their drawings.)

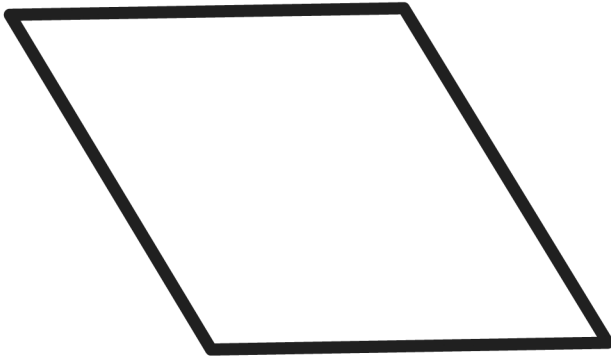
Name _____

Date _____

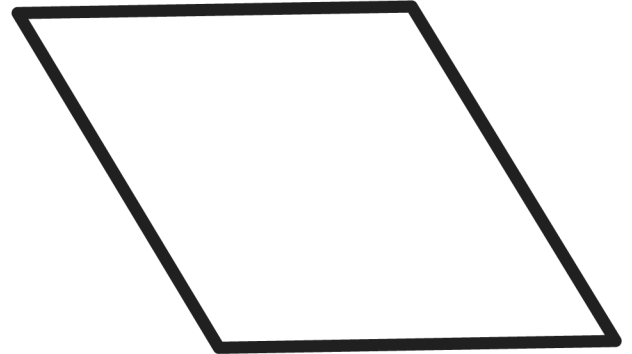
Trace to show 2 ways to make each shape. How many shapes did you use?

I used 3 shapes.

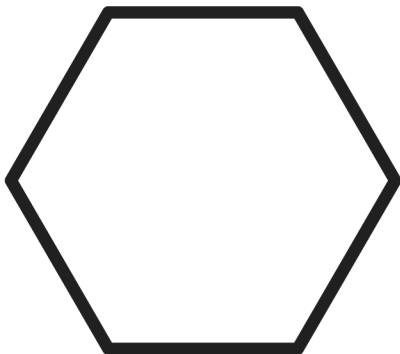
I used ____ shapes.



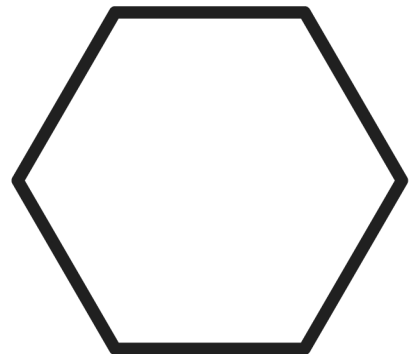
I used ____ shapes.



I used ____ shapes.

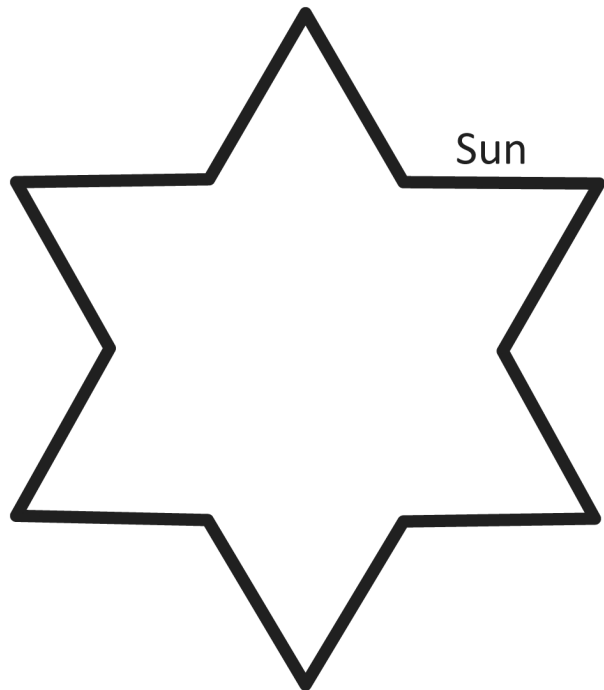
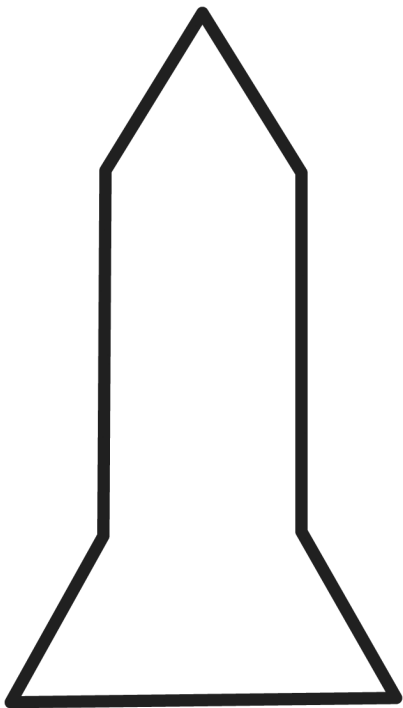
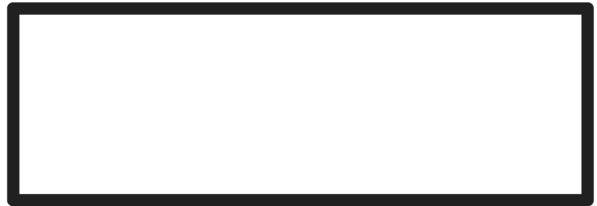


I used ____ shapes.

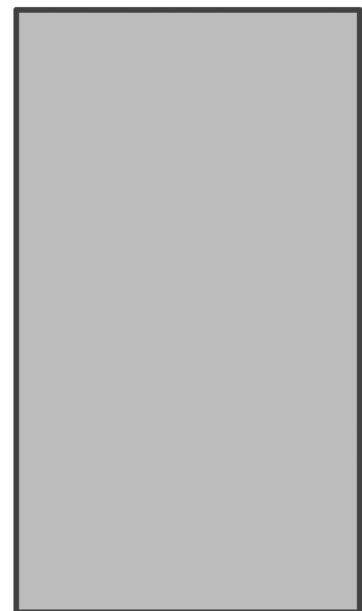
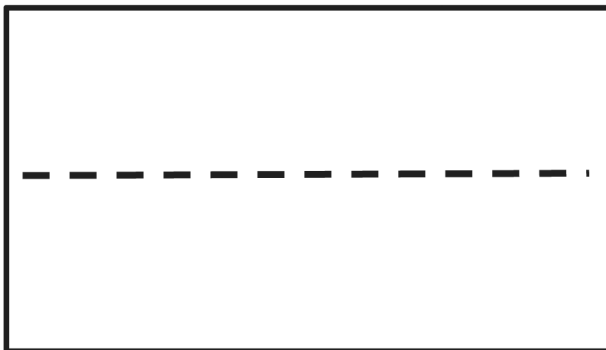
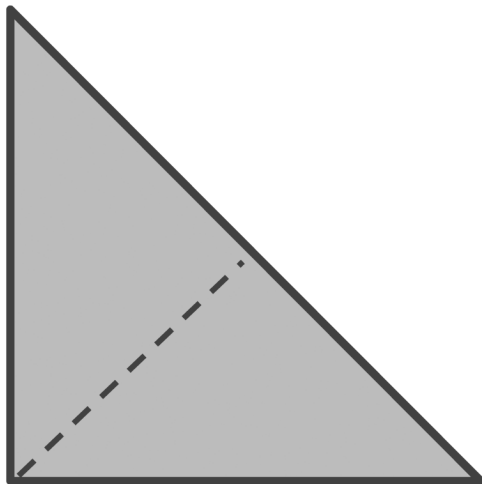
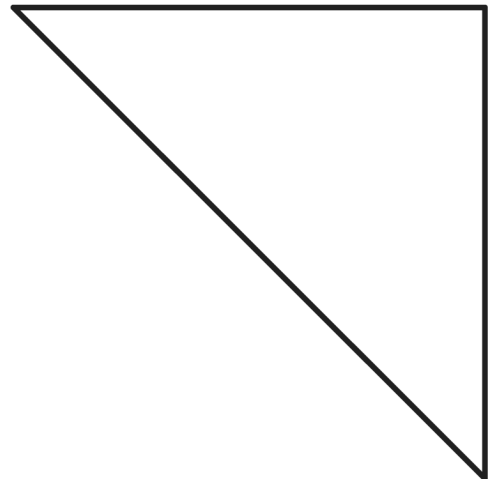
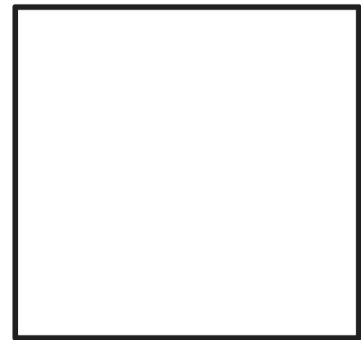
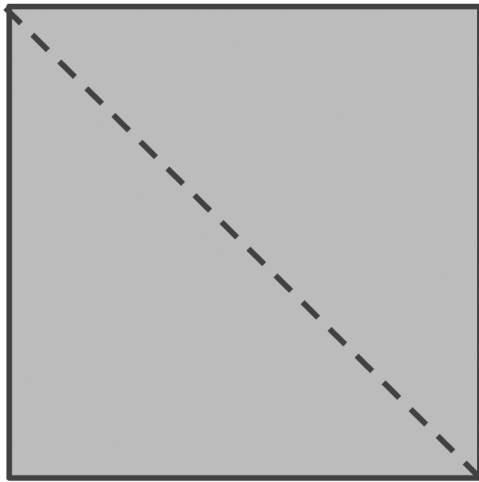


I used ____ shapes.

Fill in each shape with pattern blocks. Trace to show the shapes you used.



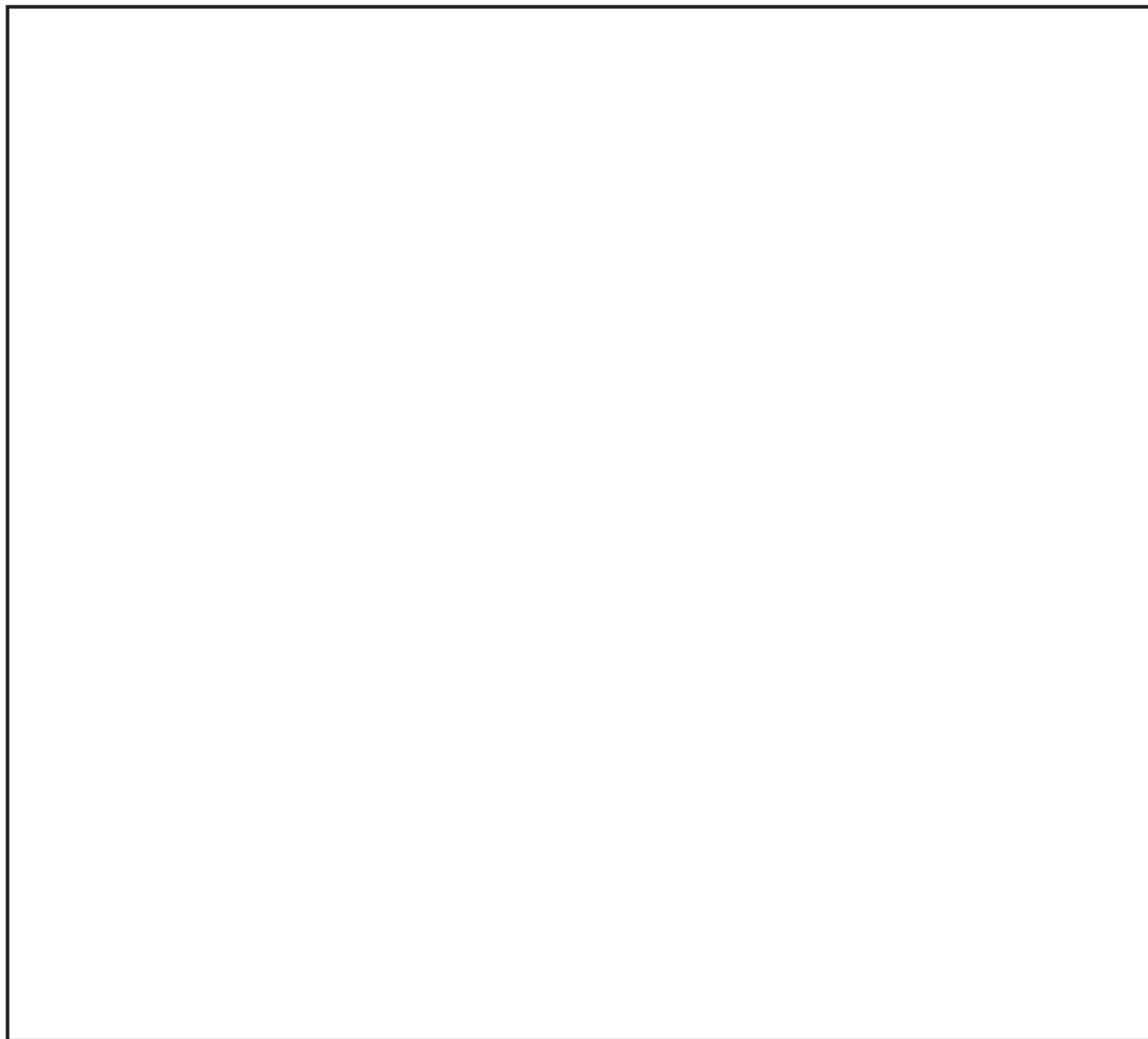
How many different ways can you cover the sun picture with pattern blocks?



shape sheet

Draw a big rectangle and pretend it is a cake.

Draw 2 lines to cut the cake.

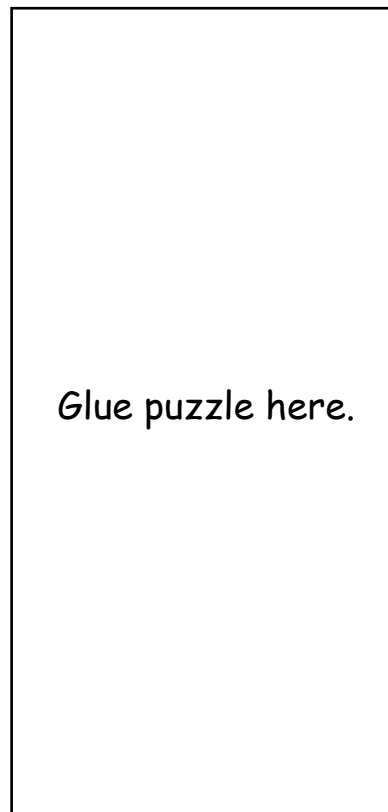


Look at how your neighbor cut his cake. Did you both cut the cake the same way? Do you both have the same number of pieces? Does one of you have more pieces? Does one of you have fewer pieces?

Name _____

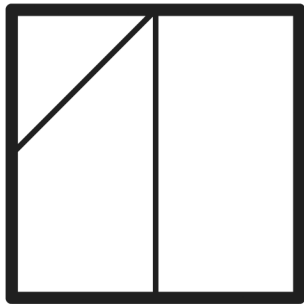
Date _____

Glue your puzzles into the frames.

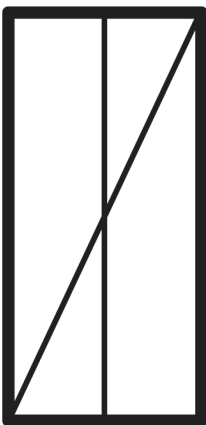


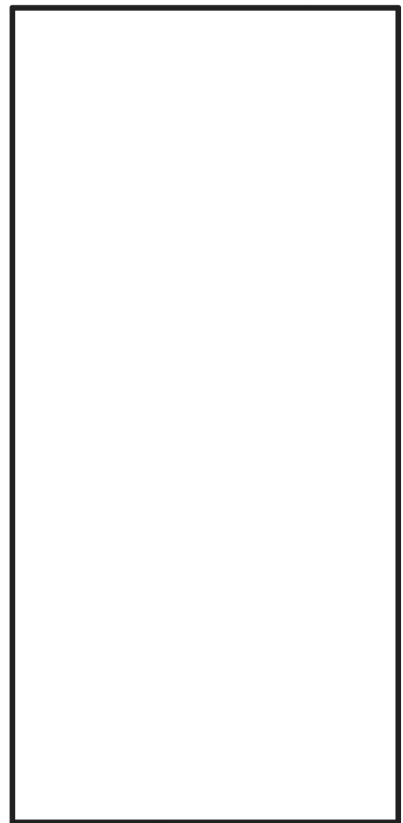
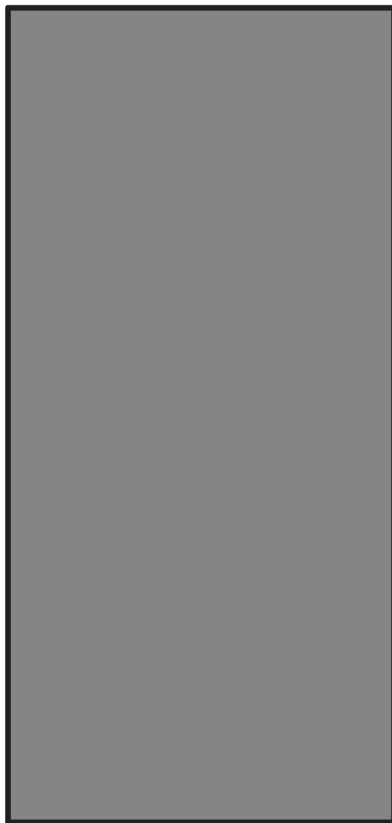
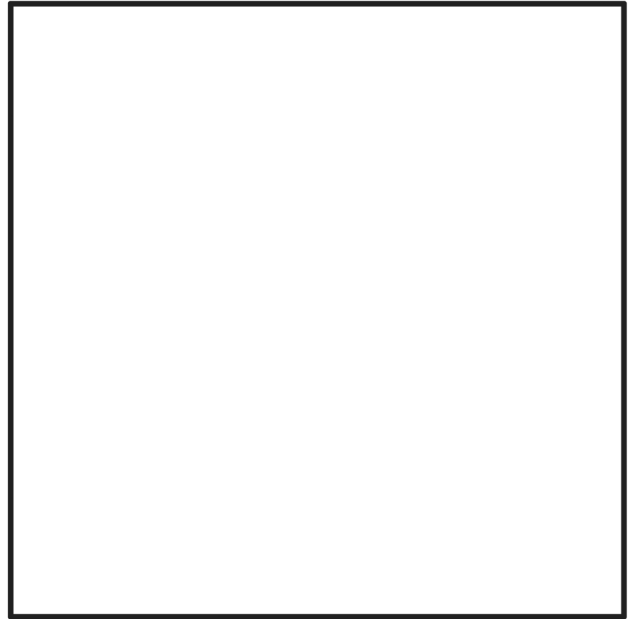
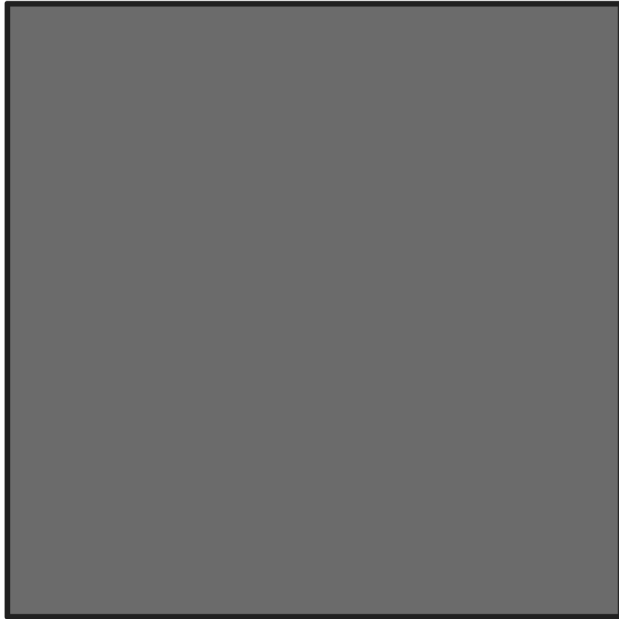
Draw some of the shapes that you had after you cut your rectangles.

Carlos drew 2 lines on his square. You can see his square before he cut it. Circle the shapes Carlos had after he cut.



India drew 2 lines on her rectangle. You can see her rectangle before she cut it. Circle the shapes India had after she cut.





shape puzzle