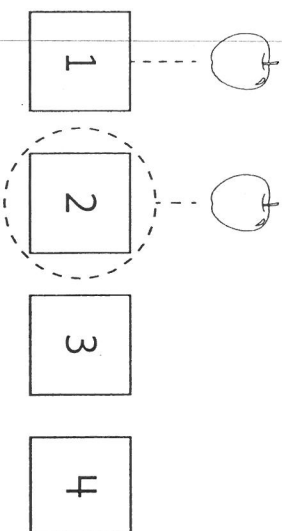


Understanding Counting

Name _____

Example



1	2	3	4
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1	2	3	4
---	---	---	---



1	2	3	4
---	---	---	---



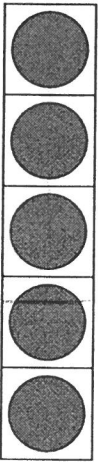
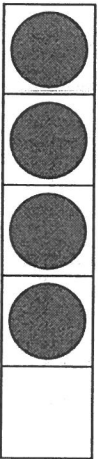
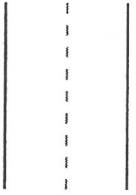
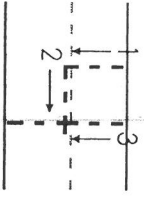
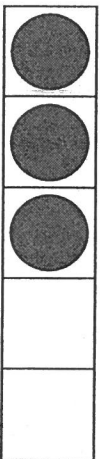
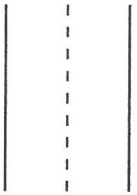
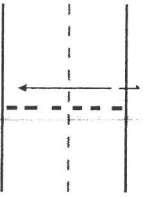
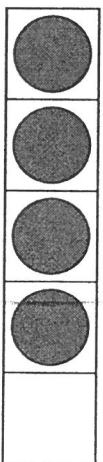
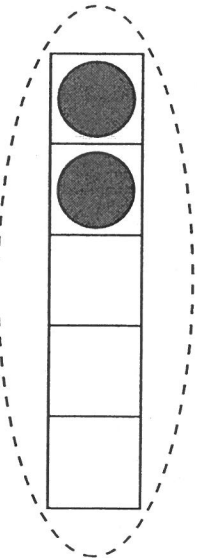
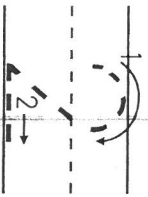
1	2	3	4
---	---	---	---

Have children match each object to a tile to find the number of objects. Have children draw a line from each object to a number, starting with 1 and continuing in order. Ask children to circle the number that tells how many objects are in each group.

Numbers 0 to 5

Name _____

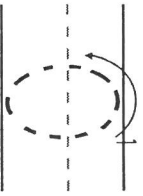
Example



Have children practice writing the numerals 0–5 and then find the picture that shows that number. Ask children to trace and write the numerals shown. Then have them circle the picture that shows that number.

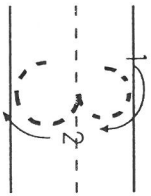
Numbers 0 to 5 continued

Name _____



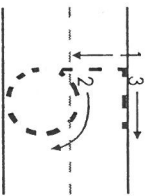
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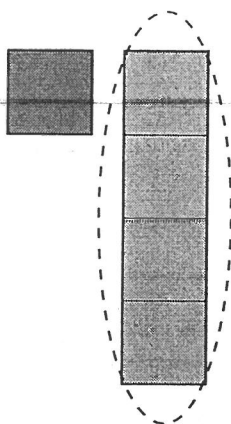
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Have children practice writing the numerals 0–5 and then find the picture that shows that number. Ask children to trace and write the numerals shown. Then have them circle the picture that shows that number.

Comparing Within 5

Name _____

Example



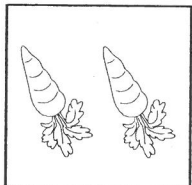
4

1



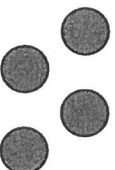
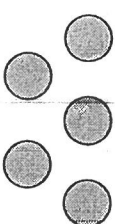
2

3



0

2



5

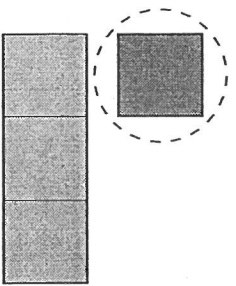
4

Have children compare the two groups of objects and circle the group with more. Then ask children to circle the number that is greater. For each problem, ask children to explain how they can tell which group has the number that is more.

Comparing Within 5 continued

Name _____

Example



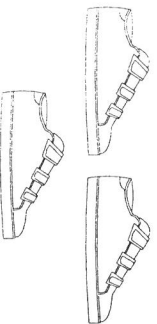
1

3



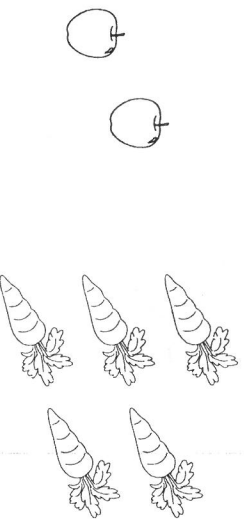
4

2



3

3



2

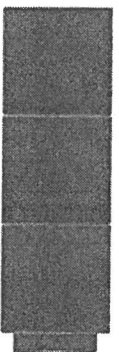
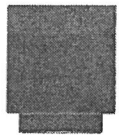
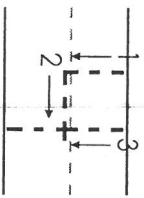
5

Have children compare the two groups of objects and circle the group with fewer. Then ask children to circle the number that is less. If the groups are equal, have children circle both groups and both numbers. For each problem, ask children to explain how they can tell which group has the number that is less.

Making 3, 4, and 5

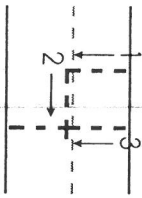
Name _____

Example

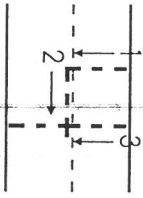


1 and

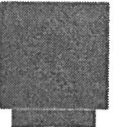
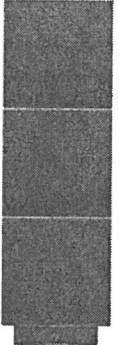
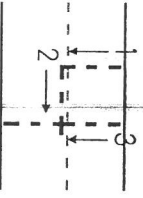
3



0 and



2 and

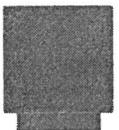
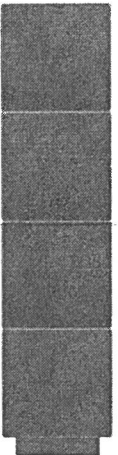
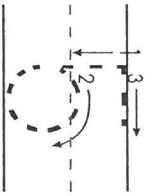


3 and

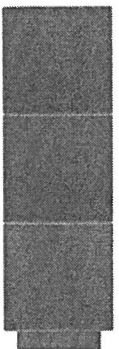
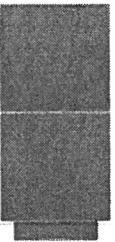
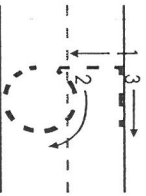
Have children show pairs of numbers that make 4. Have children trace the 4. Then ask them to write the missing number that is used to make 4 in each picture.

Making 3, 4, and 5 continued

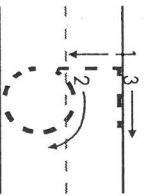
Name _____



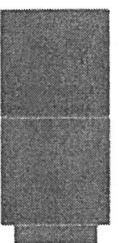
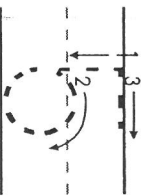
4 and



2 and



5 and



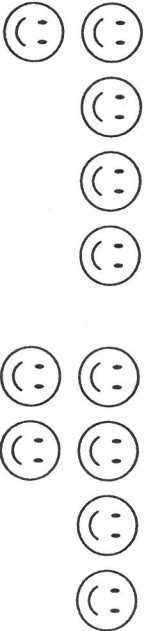
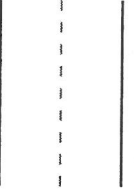
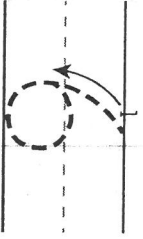
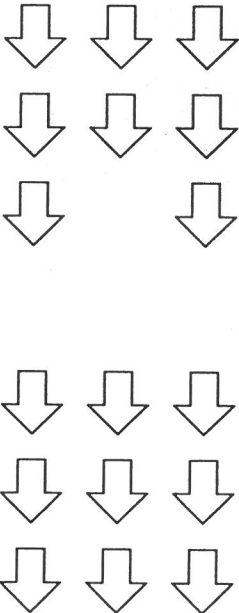
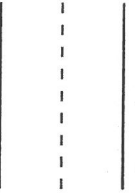
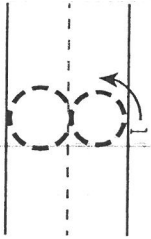
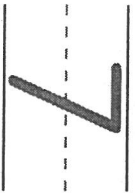
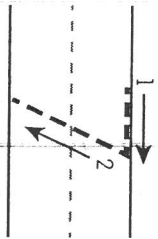
3 and

Have children show pairs of numbers that make 5. Have children trace the 5. Then ask them to write the missing number that is used to make 5 in each picture.

Counting and Writing to 8

Name _____

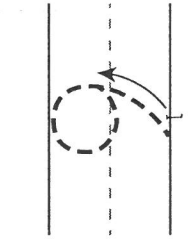
Example

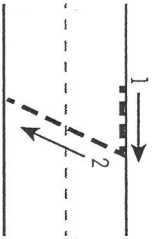
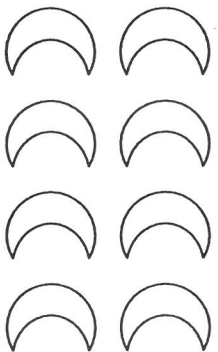


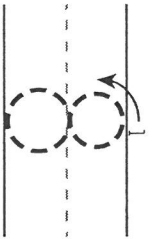
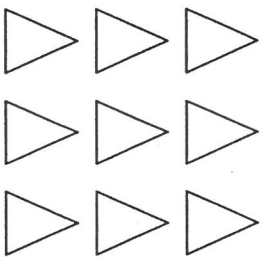
Have children practice writing 6, 7, and 8 and counting 6, 7, and 8 objects. Ask children to trace and then write the numeral at the beginning of each problem. Then have children color the group with that number of objects.

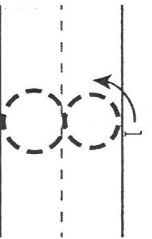
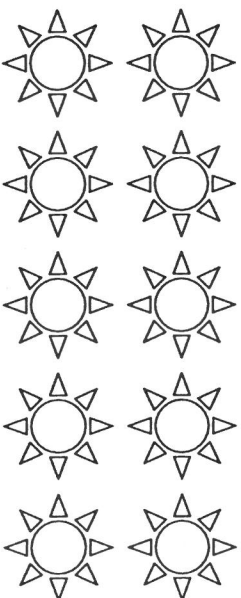
Counting and Writing to 8 continued

Name _____







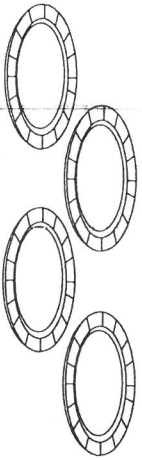


Have children practice writing 6, 7, and 8 and counting out 6, 7, or 8 objects. For each problem, ask children to trace and write the numeral shown. Then have children color that number of objects. In the last problem, have children trace and write 8 and then draw 8 shapes or objects.

Understanding 1 More

Name _____

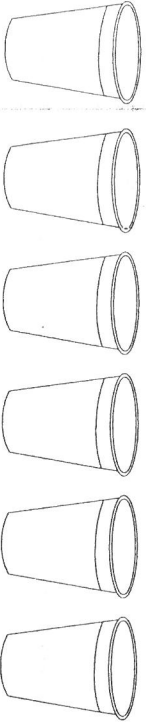
Example

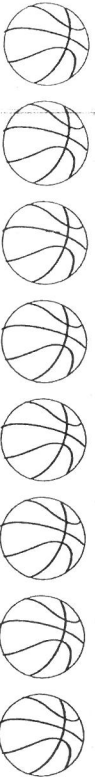


4

1 More

5



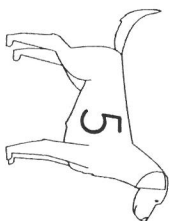


Have children find 1 more than a group of objects. Have children count how many are in each group and write the number in the first column. Then have children draw 1 more object, count again, and write the number in the next column.

Understanding 1 More continued

Name _____

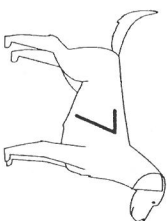
Example



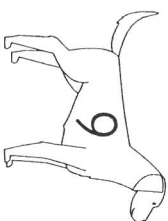
1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



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



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



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



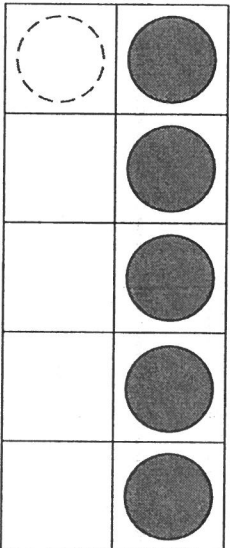
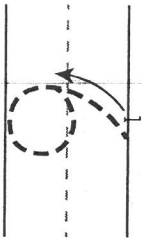
1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Have children use number paths to find 1 more than a number. Have children look at the number on the dog and then, starting at 1 on the number path, color all the way to that number. Have children circle the next number to show what is 1 more.

Making 6 and 7

Name _____

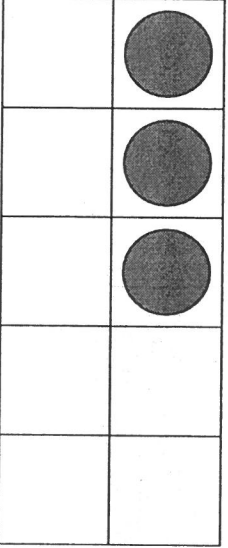
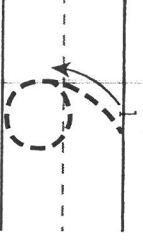
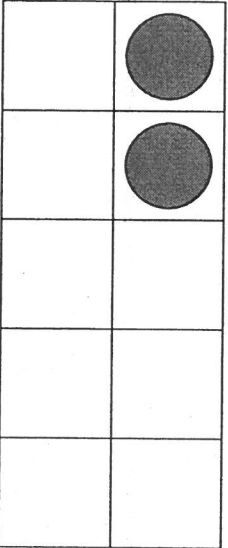
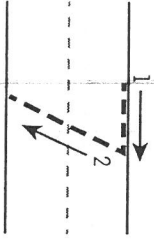
Example



5



1



Have children trace the numbers on the left and draw more counters in the 10-frames to show a total of 6 or 7. On the right, have children write the number of gray counters shown and the number of counters drawn to make the total.

Making 6 and 7 continued

Name _____



4
3



2
4



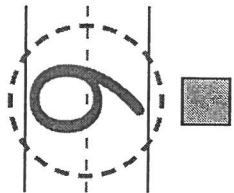
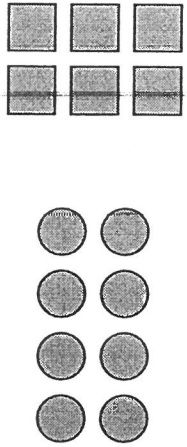
1
6

Have children show number pairs for 6 and 7 by drawing counters. Have children use the numbers shown to complete the model with two colors. Then have them write the total on the left.

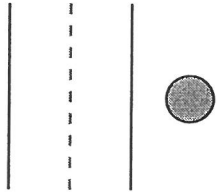
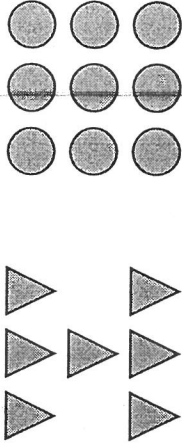
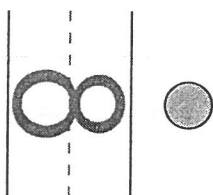
Comparing Within 10

Name _____

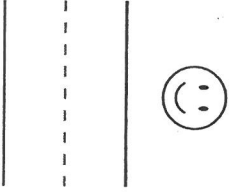
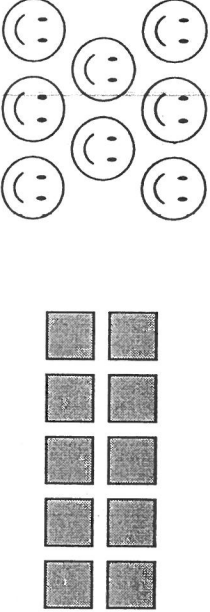
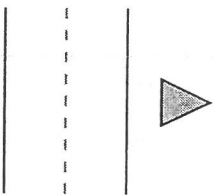
Example



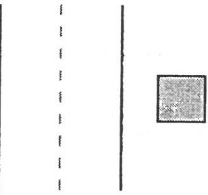
or



or



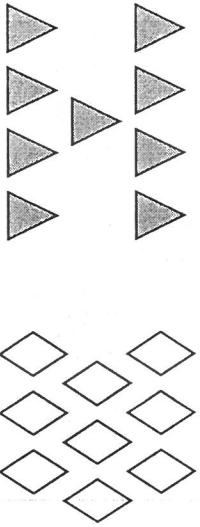
or



In each problem, have children compare the numbers of objects. Have children write how many are in each group and then circle the number that is less. If the groups have the same number, have children circle both numbers.

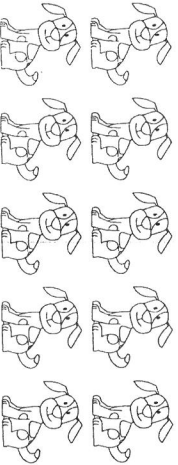
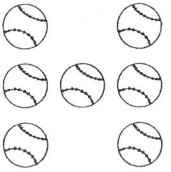
Comparing Within 10 continued

Name _____



or





or

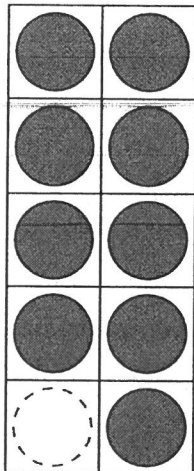


In each problem, have children compare the numbers of objects. Have children write how many are in each group and then circle the number that is less. If the groups have the same number, have children circle both numbers.

Making 10

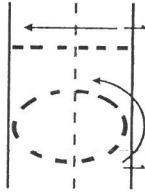
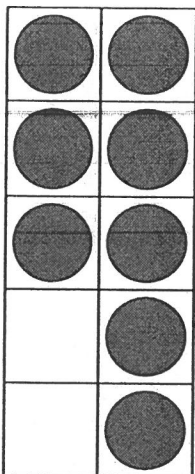
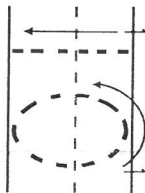
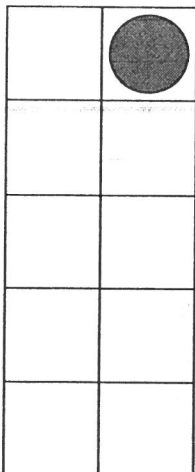
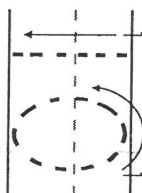
Name _____

Example



9

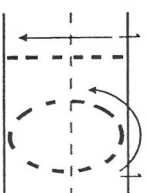
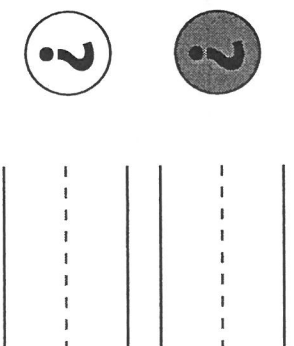
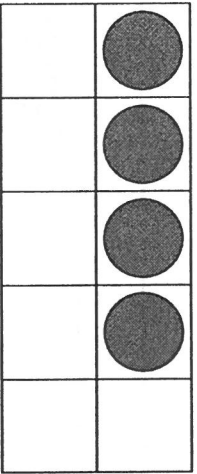
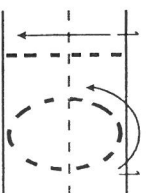
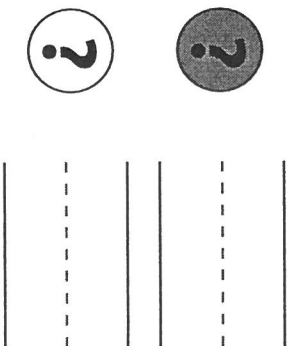
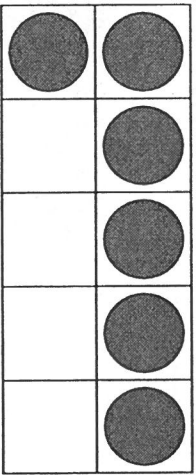
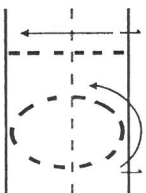
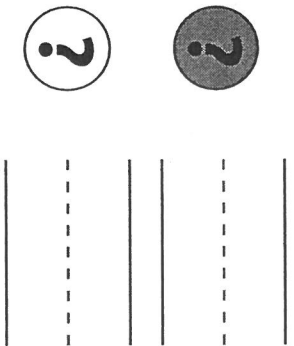
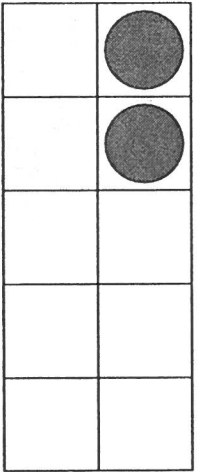
1



Ask children to draw counters to finish each picture so that it shows 10. Have children write the number of dark gray counters and the number of counters that they drew. Finally, have children trace the numeral 10 to show the total.

Making 10 continued

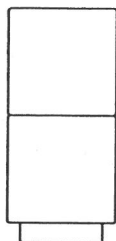
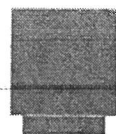
Name _____



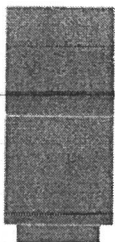
Ask children to draw counters to finish each picture so that it shows 10. Have children write the number of dark gray counters and the number of counters that they drew. Finally, have children trace the numeral 10 to show the total.

Understanding Addition

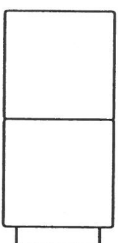
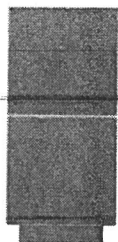
Name _____



$$2 + 3 = 5$$



$$2 + 2 = 4$$

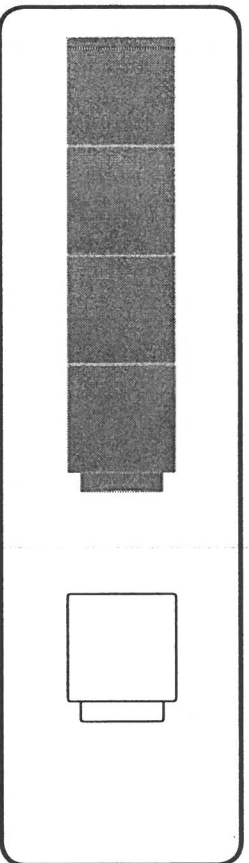


$$1 + 2 = 3$$

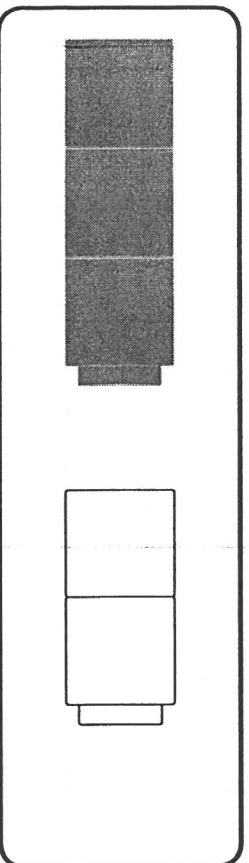
Have children match pictures to addition equations. Have children describe how many cubes are being added in each picture. Read each equation aloud together and discuss the meaning of each. Then have children draw lines to match each picture with its equation.

Understanding Addition continued

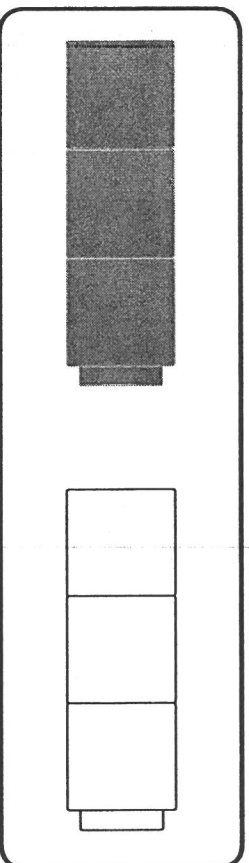
Name _____



$$3 + 3 = 6$$



$$4 + 1 = 5$$



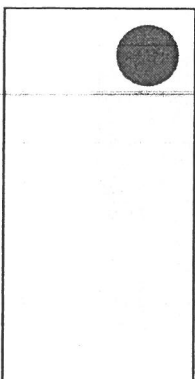
$$3 + 2 = 5$$

Have children match pictures to addition equations. Have children describe how many cubes are being added in each picture. Read each equation aloud together and discuss the meaning of each. Then have children draw lines to match each picture with its equation.

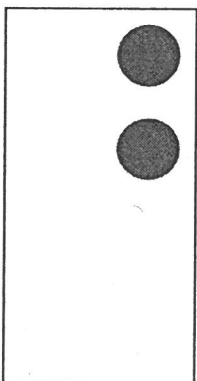
Adding Within 5

Name _____

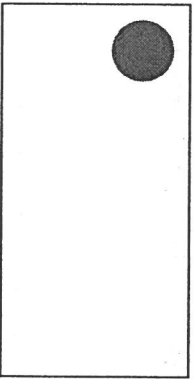
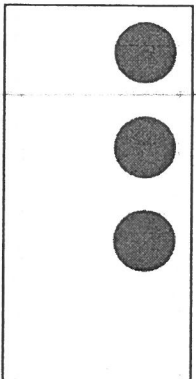
Example



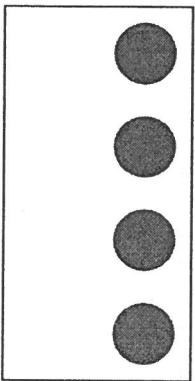
$$1 + 1 = \underline{\quad 2 \quad}$$



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



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

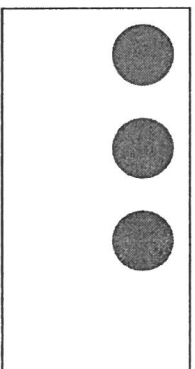
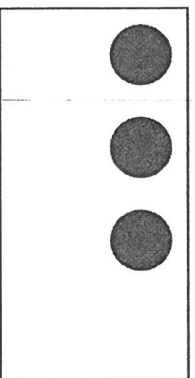


$$4 + 1 = \underline{\quad \quad}$$

Ask children to write equations to match the dot cards. Have children write the total in each equation.

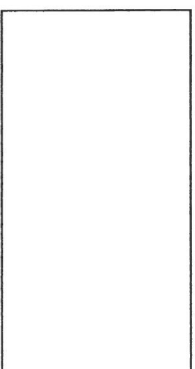
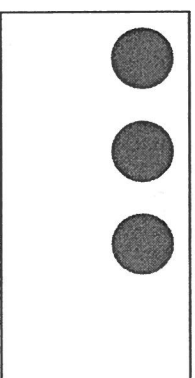
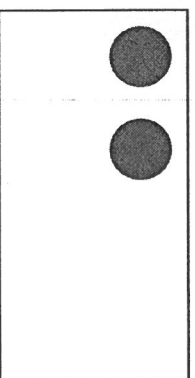
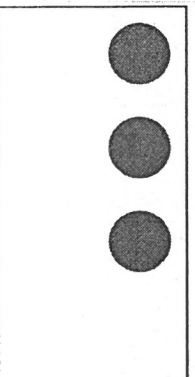
Adding Within 5 continued

Name _____



$$1 + 3 = \underline{\hspace{2cm}}$$

$$0 + 3 = \underline{\hspace{2cm}}$$



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

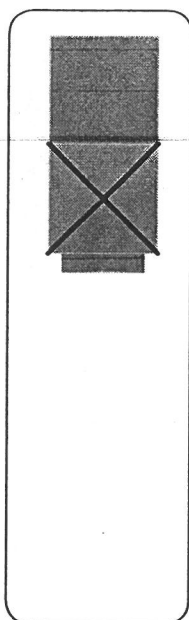
$$3 + 0 = \underline{\hspace{2cm}}$$

Ask children to write equations to match the dot cards. Have children write the total in each equation.

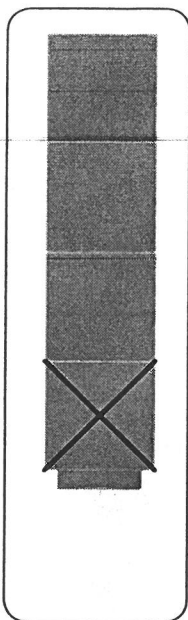
Understanding Subtraction

Name _____

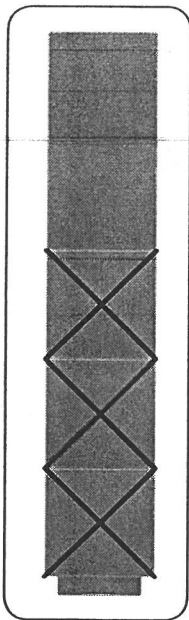
Example



$$4 - 1 = 3$$



$$2 - 1 = 1$$

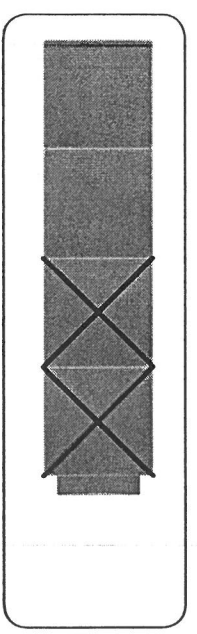


$$5 - 3 = 2$$

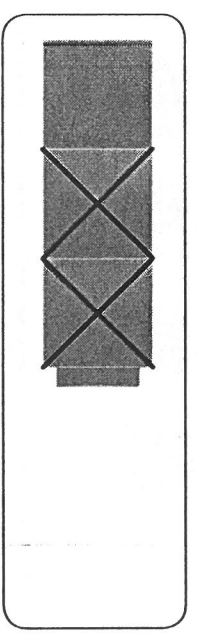
Ask children to match each picture with an equation. Discuss the number of cubes in each picture and how many are taken away. Read and discuss the meaning of each equation. Then have children draw lines to match.

Understanding Subtraction continued

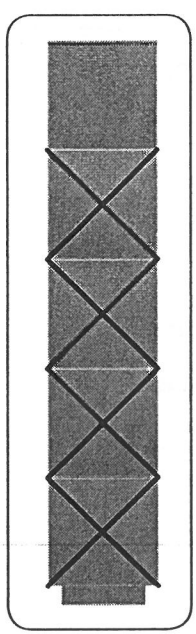
Name _____



$$5 - 4 = 1$$



$$4 - 2 = 2$$



$$3 - 2 = 1$$

Ask children to match each picture with an equation. Discuss the number of cubes in each picture and how many are taken away. Read and discuss the meaning of each equation. Then have children draw lines to match.

Subtracting Within 5

Name _____

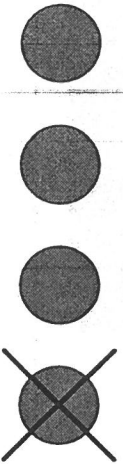
Example



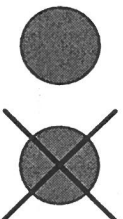
$$5 - 1 = \underline{\quad 4 \quad}$$



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



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

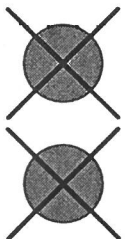


$$2 - 1 = \underline{\quad \quad}$$

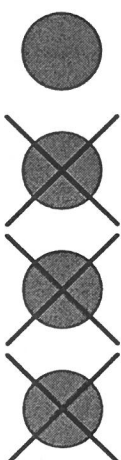
Ask children to write equations to match the pictures. Have children write the answer to each subtraction equation.

Subtracting Within 5 continued

Name _____



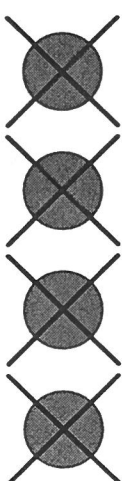
$$\begin{array}{r} \underline{\hspace{1cm}} \\ 2 - 2 = \text{-----} \\ \underline{\hspace{1cm}} \end{array}$$



$$\begin{array}{r} \underline{\hspace{1cm}} \\ 4 - 3 = \text{-----} \\ \underline{\hspace{1cm}} \end{array}$$



$$\begin{array}{r} \underline{\hspace{1cm}} \\ 3 - 2 = \text{-----} \\ \underline{\hspace{1cm}} \end{array}$$



$$\begin{array}{r} \underline{\hspace{1cm}} \\ 4 - 4 = \text{-----} \\ \underline{\hspace{1cm}} \end{array}$$

Ask children to write equations to match the pictures. Have children write the answer to each subtraction equation.

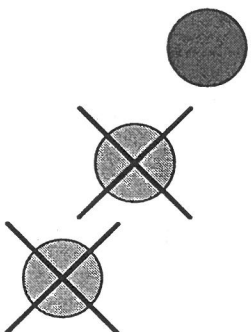
Facts to 5

Name _____

Example



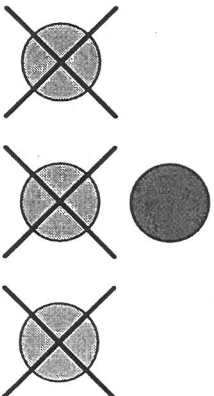
$$1 + 2 = \underline{\quad 3 \quad}$$



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



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

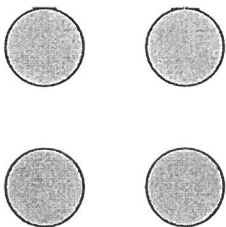


$$4 - 3 = \underline{\quad \quad}$$

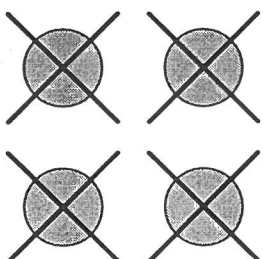
Have children use the picture to help complete each equation. Read each equation aloud together. Encourage children to compare the equations and look for patterns. For example, $1 + 2 = 3$, so if you start with 3 and take away 2, you have 1 left.

Facts to 5 continued

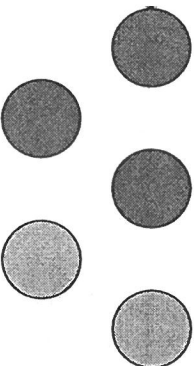
Name _____



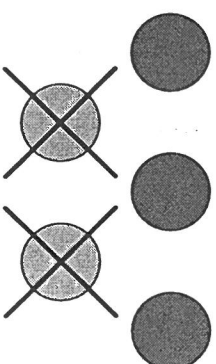
$$0 + 4 = \underline{\hspace{2cm}}$$



$$4 - 4 = \underline{\hspace{2cm}}$$



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

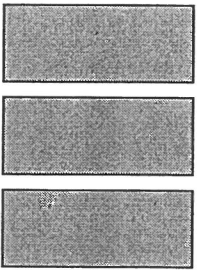
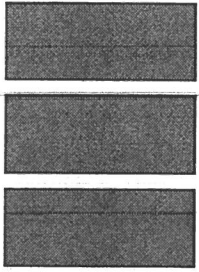


$$5 - 2 = \underline{\hspace{2cm}}$$

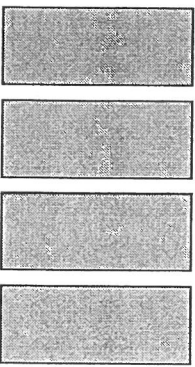
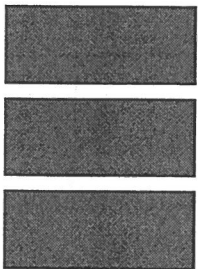
Have children use the picture to help complete each equation. Read each equation aloud together. Encourage children to compare the equations and look for patterns. For example, $1 + 2 = 3$, so if you start with 3 and take away 2, you have 1 left.

Adding Within 10

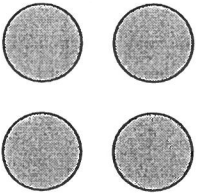
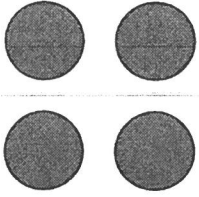
Name _____

Example

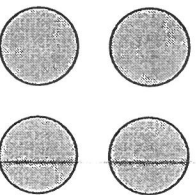
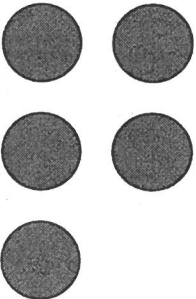
$$3 + 3 =$$

6

$$3 + 4 =$$



$$4 + 4 =$$

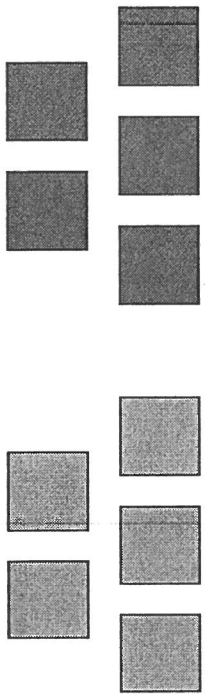


$$5 + 4 =$$

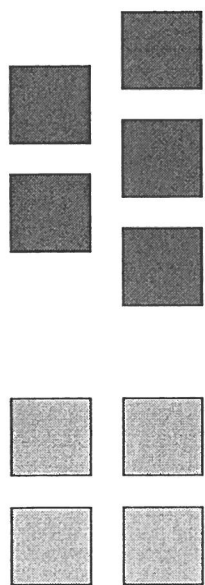
Ask children to compare each picture with the equation and count and write the total. Have them read the completed equation aloud. Then have children connect the written total with the total number of items shown.

Adding Within 10 continued

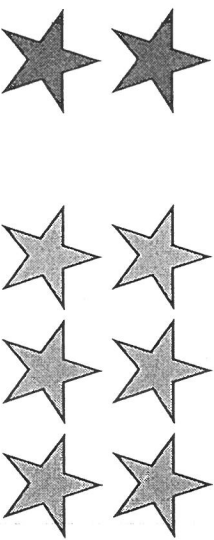
Name _____



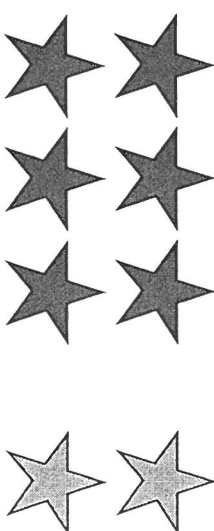
$$5 + 5 = \underline{\hspace{2cm}}$$



$$5 + 4 = \underline{\hspace{2cm}}$$



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



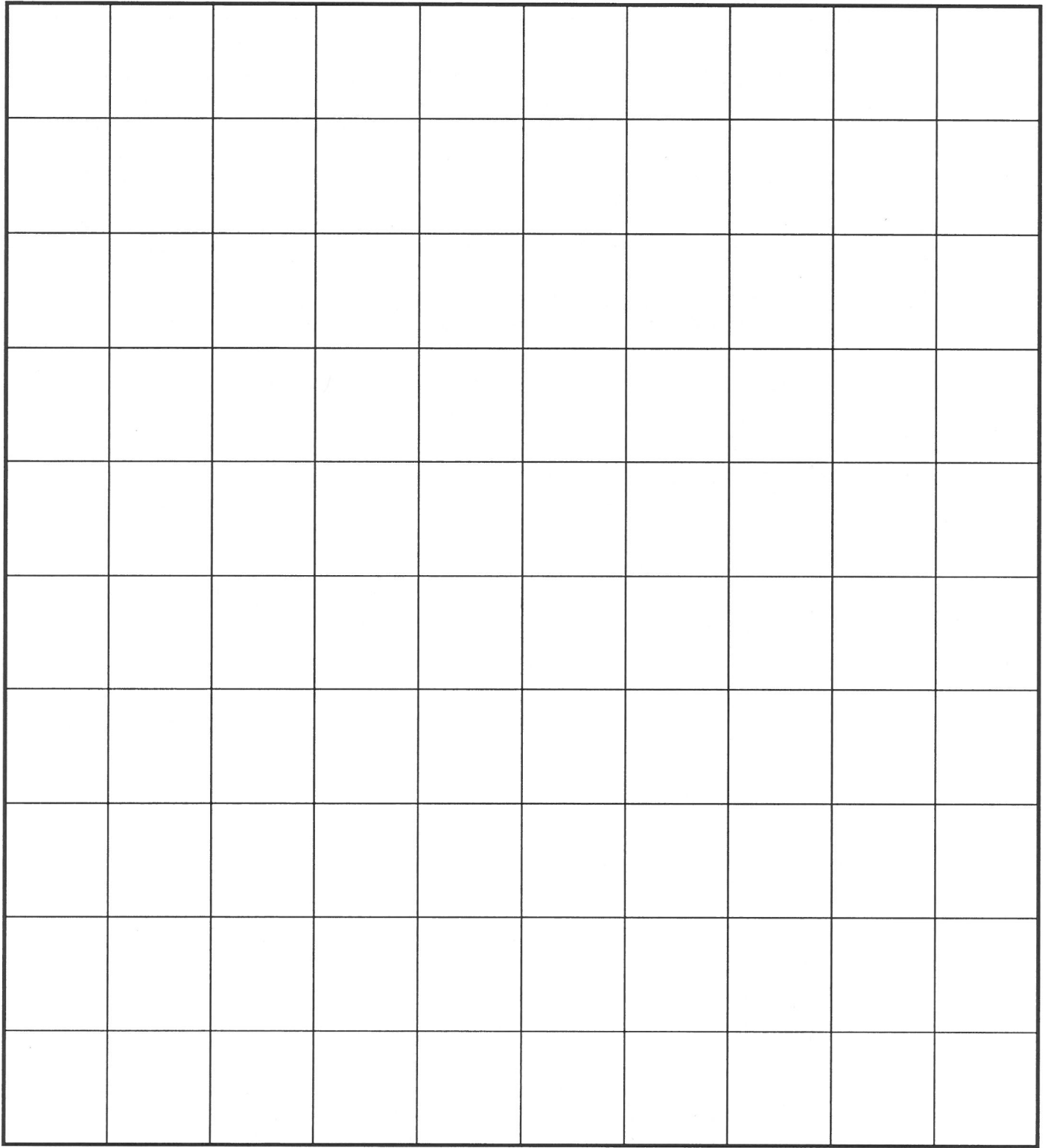
$$6 + 2 = \underline{\hspace{2cm}}$$

Ask children to compare each picture with the equation and count and write the total. Have them read the completed equation aloud. Then have children connect the written total with the total number of items shown.

Hundred Chart

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

Hundred Chart



Blank Hundred Chart

DIRECTIONS:

- Give each student a blank hundred chart. **NOTE:** placing a blank hundred chart in a sheet protector allows students to use dry erase markers and erase work so that the same sheets can be reused on a regular basis to help students acquire hundred chart proficiency.
- A hundred chart should be displayed in the classroom for student reference, as needed, to complete these activities.
- Monitoring student solution methods (e.g. using 100 chart patterns or counting on by 1s) provides insight into student proficiency and helps teachers design future tasks.
- The hundred chart is a critical tool for young mathematical learners that can be used to solve problems and should be as familiar as the ABC's of literacy.
- Write the numbers 1 – 10 in the spaces of the first row.
- Count by 10. Write those numbers on the chart.
- Write the number 25 where it belongs.
- Write the number 45 where it belongs.
- Write the number 31 where it belongs.
- Write the number 51 where it belongs.
- Write the number 75 where it belongs.
- Put your finger on the number 25. Write the number that comes before 25. Write the number that comes after 25.
- Put your finger on 50. Write the number that comes before 50.
- Put your finger on 31. Write the rest of the number in that row.
- Put our finger on 1. If you move down the column, what number goes underneath it? Write that number. What number should come next moving down the column? Write it in.
- Write the number 63 where it belongs.
- Write the number 78 where it belongs.
- Fill in all of the numbers in the last row.
- Fill in the 40s row.
- Fill in the 60s row.
- Fill in the 70s row.
- Fill in the rest of the numbers in the 4 column.
- Fill in the rest of the numbers in the hundred chart.

VARIATION: Allow pairs of students to challenge each other. One student has a blank hundred chart. The other partner has a preprinted hundred chart so that he/she can check his/her partner's work as they "play" with the hundred chart.