

Name _____

Making and Breaking Numbers

NCTM Standards 1, 2, 6, 7, 8, 9, 10



How many socks are there?



Name _____

Grouping and Counting

NCTM Standards 1, 2, 3, 6, 7, 8, 9, 10



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



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

Sort objects then draw or trace them.
Write a number sentence to match.



NOTE: Your child is learning to sort objects and to record a number sentence to match the sort. Have your child explain how each group was sorted.



Large empty rectangular box for drawing or tracing.

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



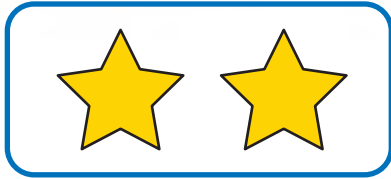
Large empty rectangular box for drawing or tracing.

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

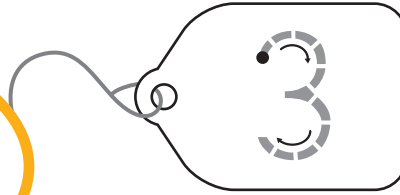
Sort objects then draw or trace them.
Write a number sentence to match.

Above, Below, In All

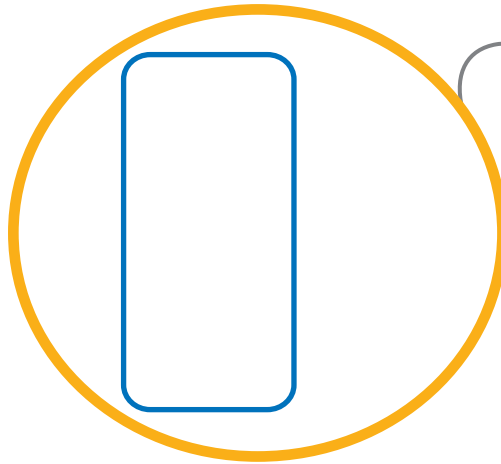
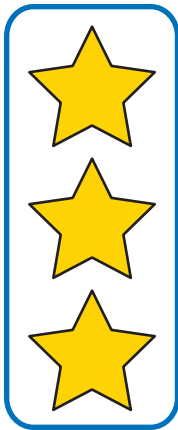
NCTM Standards 1, 2, 6, 7, 8, 9, 10



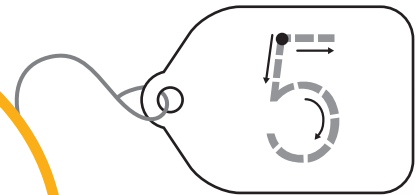
All



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



All

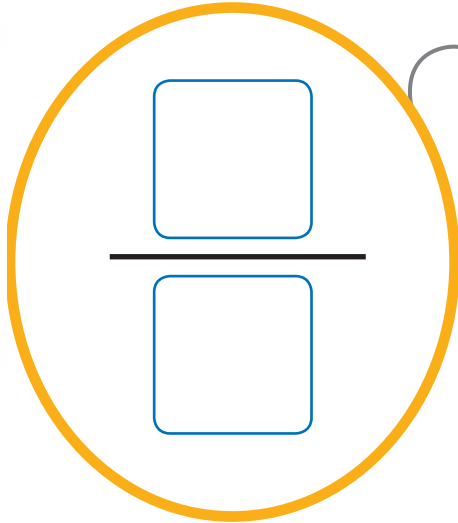
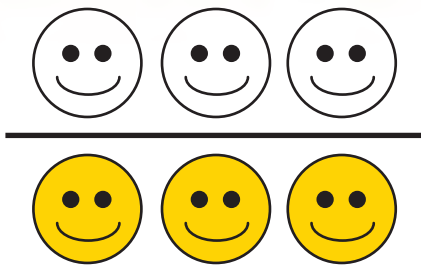


$$\square = \square + \square$$

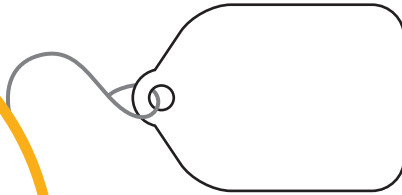
Write the number in each group. Write the number in all.
Complete each number sentence.



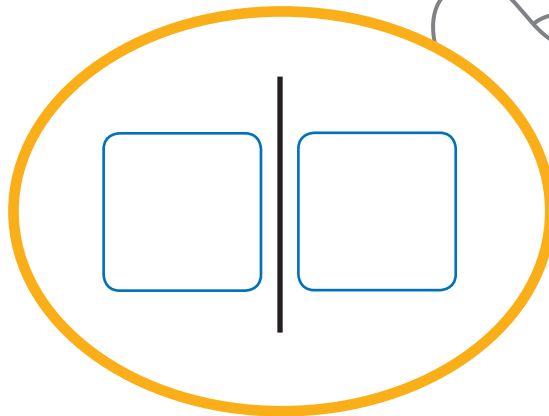
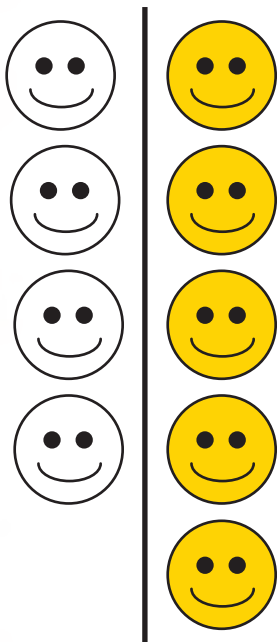
NOTE: Have your child explain how the number sentences match the pictures.



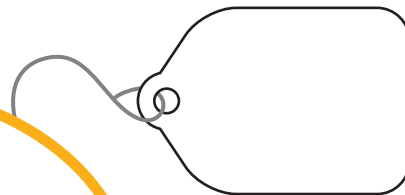
All



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



All





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


Write the number in each group. Write the number in all.
Complete each number sentence.


Sorting by Two Attributes


NCTM Standards 1, 2, 3, 6, 7, 8, 9, 10


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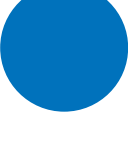















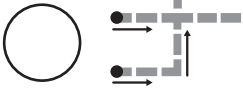


All

=



+



=

Blue

+

Green

A

A

A

B

A

A

All

=

A

+

B

=

Blue

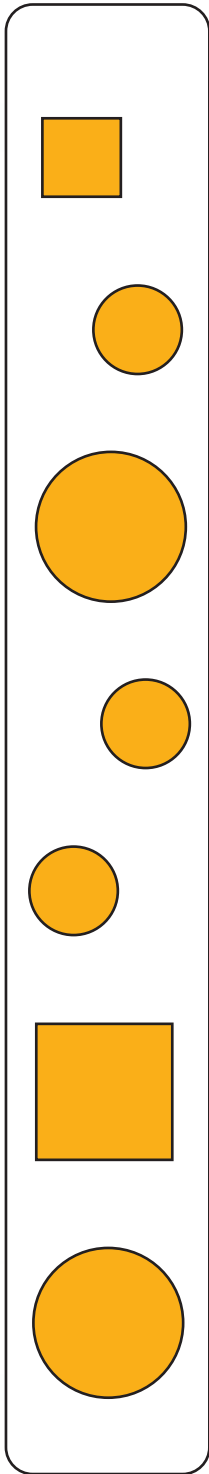
+









Green

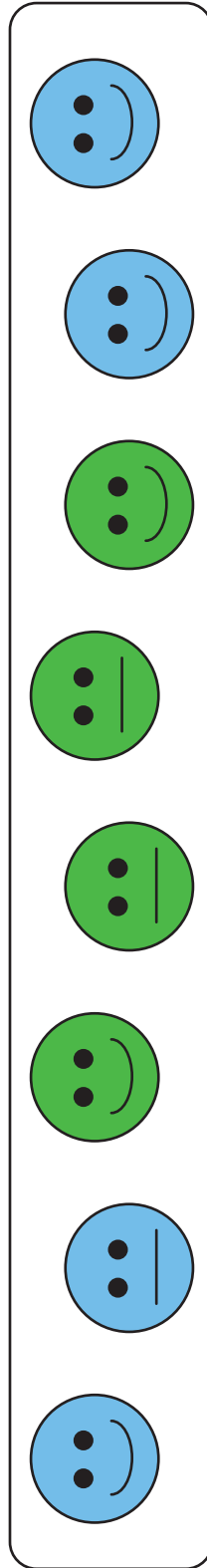
Write the numbers to show how the objects can be sorted.












NOTE: Your child is learning to sort objects by more than one attribute. Ask your child to explain how the number sentences match the pictures.



All =  +  =  +  +  +  +  + 

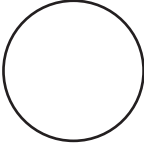



All =  +  +  +  +  +  +  +  + 

Write the numbers to show how the objects can be sorted.

Using a Sorting Table

NCTM Standards 1, 2, 3, 5, 6, 7, 8, 9, 10

	Blue	Orange
		
		

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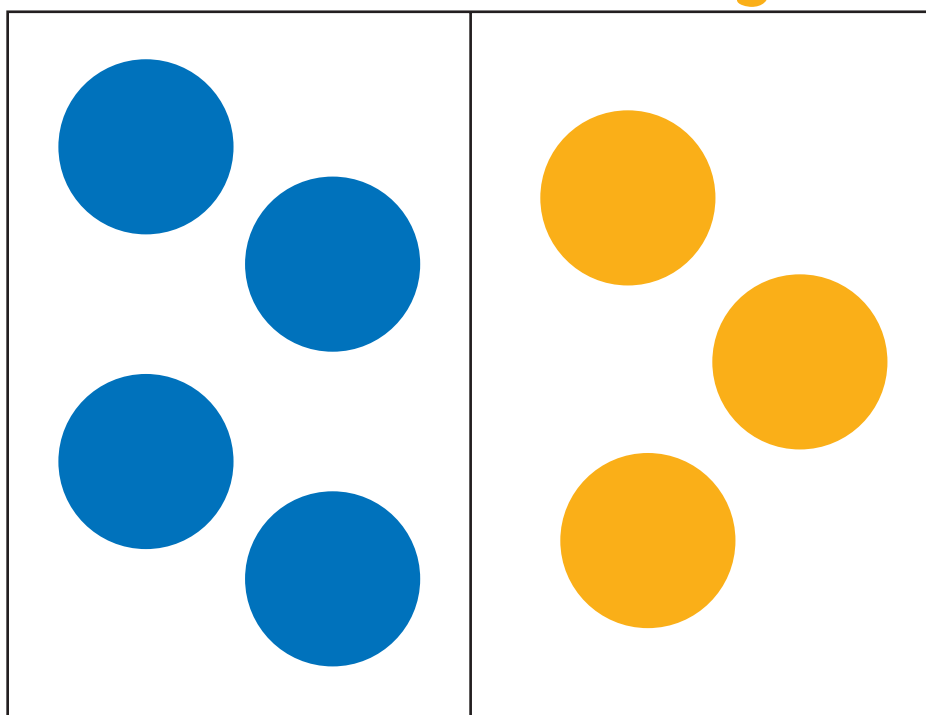
Sort blue and orange circles and stars.
Glue them into the correct box.



NOTE: Your child is learning to use a table to show how to sort objects. Have your child explain what the table shows.

Blue

Orange



+

=

All









Write a number sentence to match the table.

Name _____

Introducing Number Tables

NCTM Standards 1, 2, 3, 5, 6, 7, 8, 9, 10

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Blue	Orange	Blue	Orange
			
			

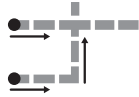
Write numbers in the table to show how many of each shape and color.



NOTE: Give your child a group of objects to sort, such as socks. Ask your child to explain how the objects are sorted.

Red

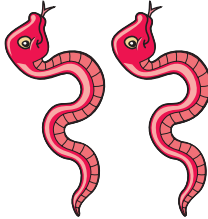
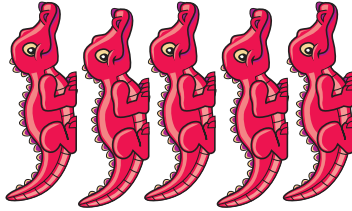
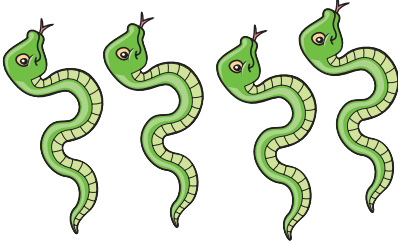
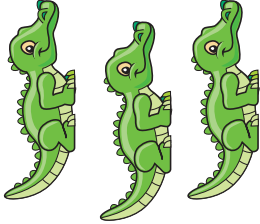
Green



Red

Green






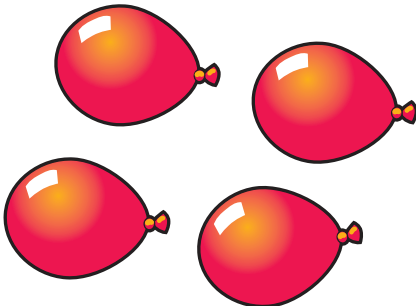
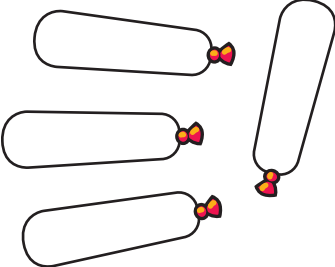
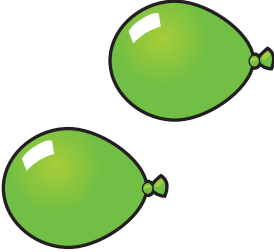
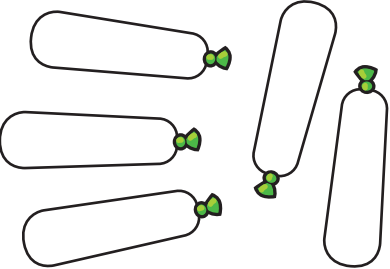


Write numbers in the table to show how many.

Name _____

Same Table, Different Collections

NCTM Standards 1, 2, 3, 5, 6, 7, 8, 9, 10

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Red			
Green			
			
Red			
Green			
			


Write numbers in the table to show how many balloons of each color and size.



NOTE: Help your child practice using a sorting table by explaining what each number represents.

Stars

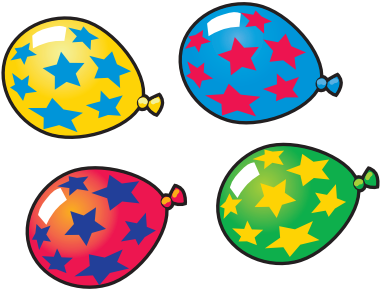
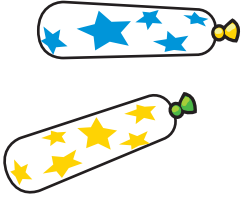
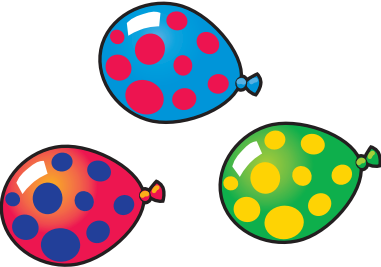
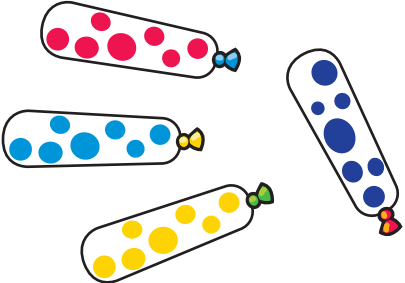
Dots



Stars

Dots

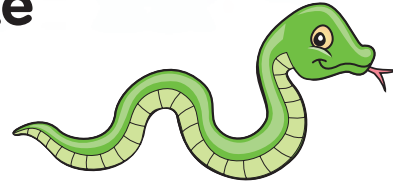
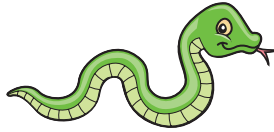
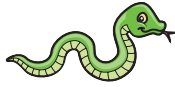


Write numbers in the table to show how many balloons are round, how many are long, how many have dots, and how many have stars.

Modeling Addition Problems

NCTM Standards 1, 2, 6, 7, 8, 9, 10

Growing a Snake



+

=

+

=

+

=

+

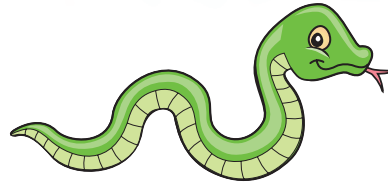
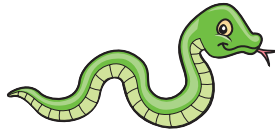
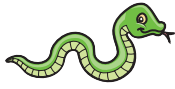
=

Start with 0. Toss a number cube. Add that number and write the number sentence. Use the sum to start the next row.



NOTE: Have your child use beans or other small objects to model addition sentences and show how the “snake” of objects grows.

Growing a Snake



+

=

+

=

+

=

+

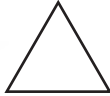

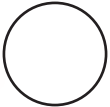
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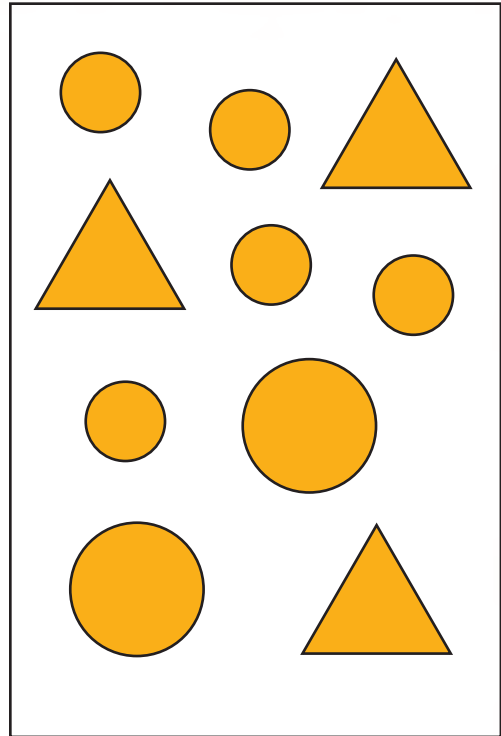
Keep adding to the numbers from LAB page 143.


Sorting Tables and Number Tables

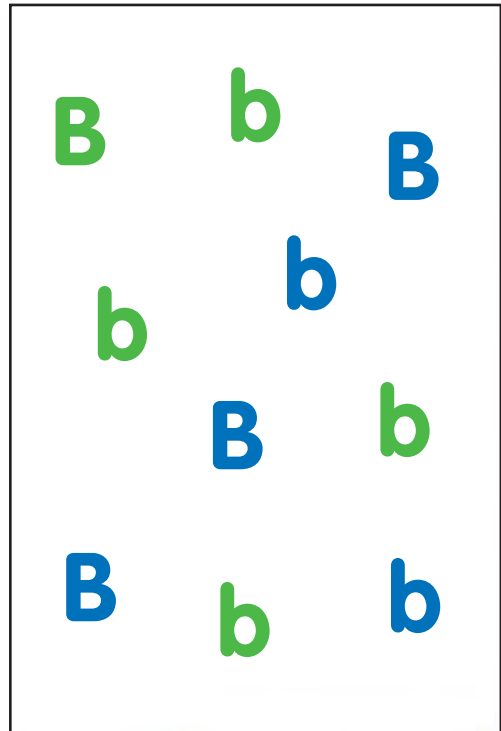
NCTM Standards 1, 2, 6, 7, 8, 9, 10



	BIG	small
		
		



	Green	Blue
B		
b		



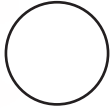


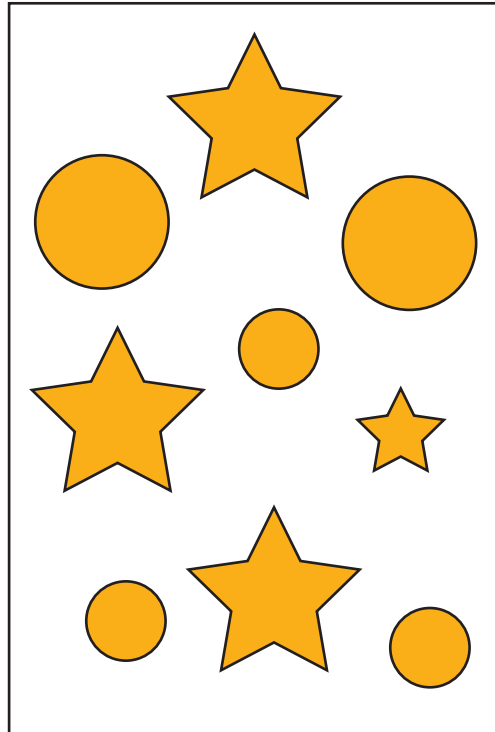
-  Count the figures. Write the numbers.
-  Count the letters. Write the numbers.



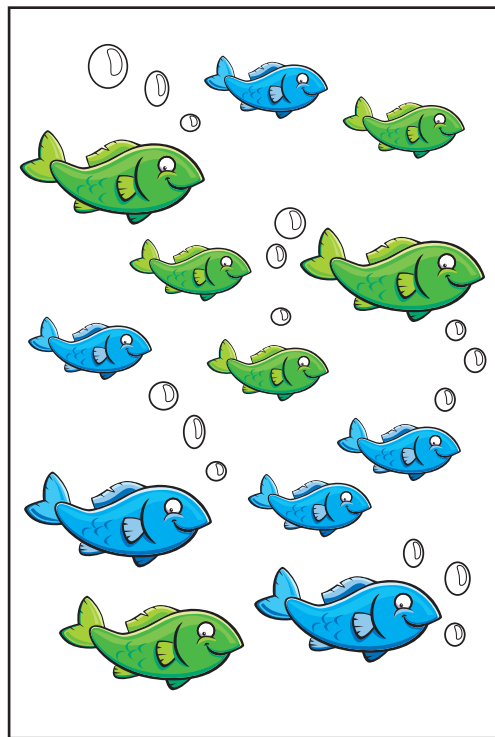
NOTE: Ask your child to show you how to count objects in a collection and record the numbers in a number table.



	BIG	small
	 	
		



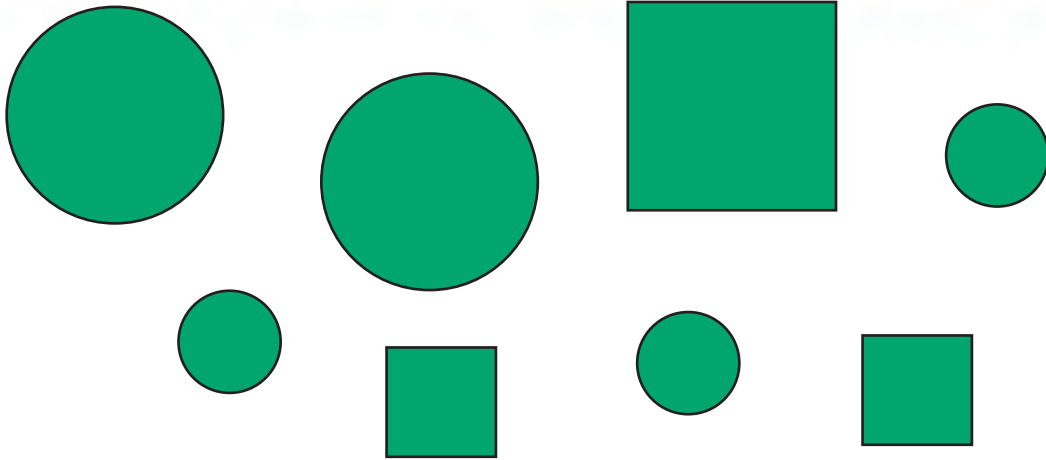
	Green	Blue
BIG		
small		



Count each group. Write the numbers in the sorting tables.

Totals in Tables

NCTM Standards 1, 2, 3, 5, 6, 7, 8, 9, 10



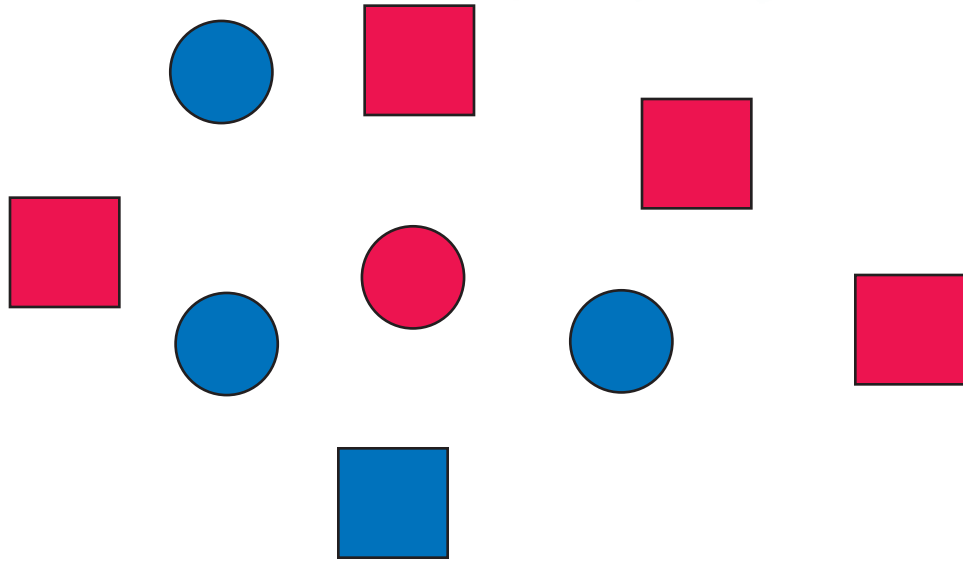
	BIG	small	All
○		3	
□			
All			

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Complete the table.



NOTE: Your child is learning to write sums in tables. Have your child say an addition sentence for each row and column.

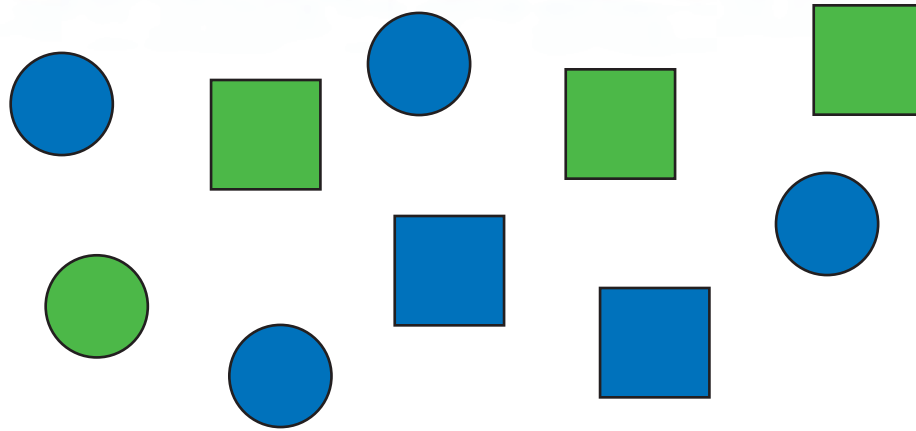


	Blue	Red	All
○			
□	↓		
All			

Complete the table.

Missing Numbers

NCTM Standards 1, 2, 3, 5, 6, 7, 8, 9, 10



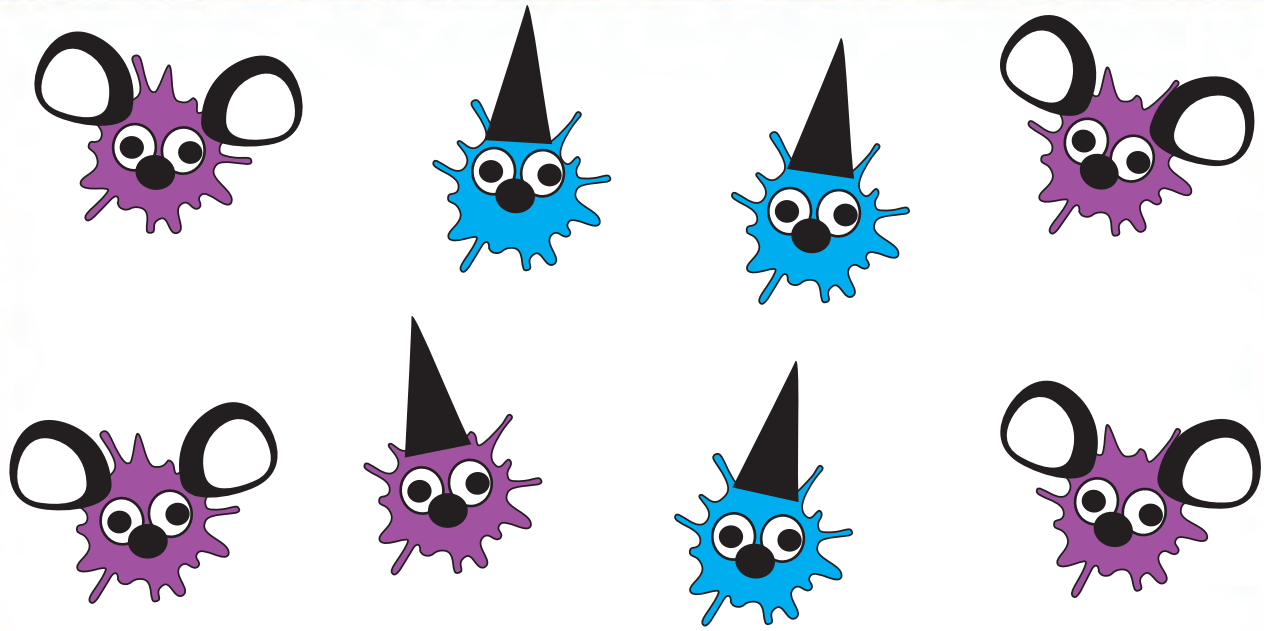
	Blue	Green	All
Circle	4		
Square			
All			



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Complete the table.



NOTE: Ask your child to explain what each number in the table means.

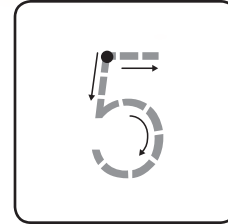


			All
Blue			
Purple			
All			

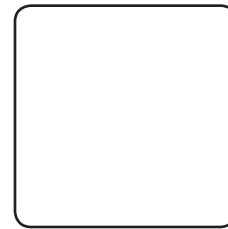
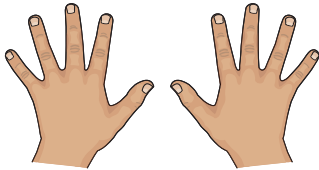
Complete the table.

Skip-Counting with Pictures and Objects

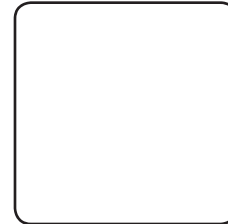
NCTM Standards 1, 4, 6, 7, 8, 9, 10



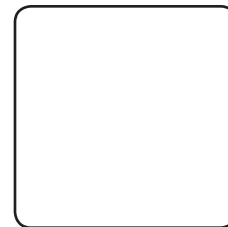
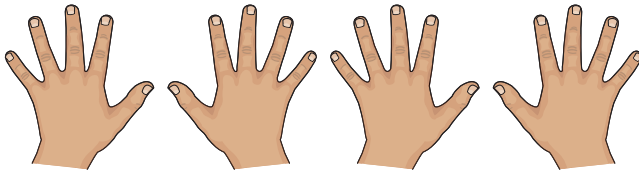
fingers



fingers



fingers



fingers

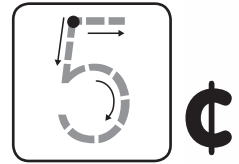


fingers

Count by fives. Write the numbers.



NOTE: Help your child practice counting by fives by counting all the fingers in your family. Also count by fives to find the value of five or six nickels.



Count by fives to find the value of each collection of nickels.

Introducing Tally Marks

NCTM Standards 1, 5, 6, 7, 8, 9, 10

<p>Heads</p> 	
<p>Tails</p> 	



times



times

Flip a penny 10 or more times. Draw a tally mark for each time it lands on heads or tails. Write the totals.



NOTE: Your child is learning to use tally marks to record outcomes. Ask your child to flip a coin a few times and record the outcomes.

Heads



Tails



times



times

Flip a penny. Draw a tally mark to show how it lands each time. Write the totals. Compare them to the previous page.

Modeling Subtraction Problems

NCTM Standards 1, 4, 6, 7, 8, 9, 10



Spending Money



$$\square \text{¢} - \square \text{¢} = \square \text{¢}$$

$$\square \text{¢} - \square \text{¢} = \square \text{¢}$$

$$\square \text{¢} - \square \text{¢} = \square \text{¢}$$

$$\square \text{¢} - \square \text{¢} = \square \text{¢}$$

Start with some dimes and/or pennies. Toss a number cube. Subtract that many cents. Write the number sentence. Use the difference as the first number in the next row.



NOTE: Use 1 dime, 2 nickels, and 10 pennies. Ask your child to show a way to subtract 4¢ from a dime. Then practice subtracting other amounts from a dime.



Spending Money



$$\square \text{¢} - \square \text{¢} = \square \text{¢}$$

$$\square \text{¢} - \square \text{¢} = \square \text{¢}$$

$$\square \text{¢} - \square \text{¢} = \square \text{¢}$$

$$\square \text{¢} - \square \text{¢} = \square \text{¢}$$

Continue tossing a number cube and subtracting that amount. Write the number sentences.

Using Tally Marks

NCTM Standards 1, 5, 6, 7, 8, 9, 10

<p>Tails</p> 	
<p>Heads</p> 	



times



times

The coin was flipped

times.

Read the tally table. Write the totals. Write how many times the coin was flipped.



NOTE: Ask your child to describe the information shown in the tally table. Have your child flip a penny 20 times to see if the results are the same.

Tails



Heads



times



times

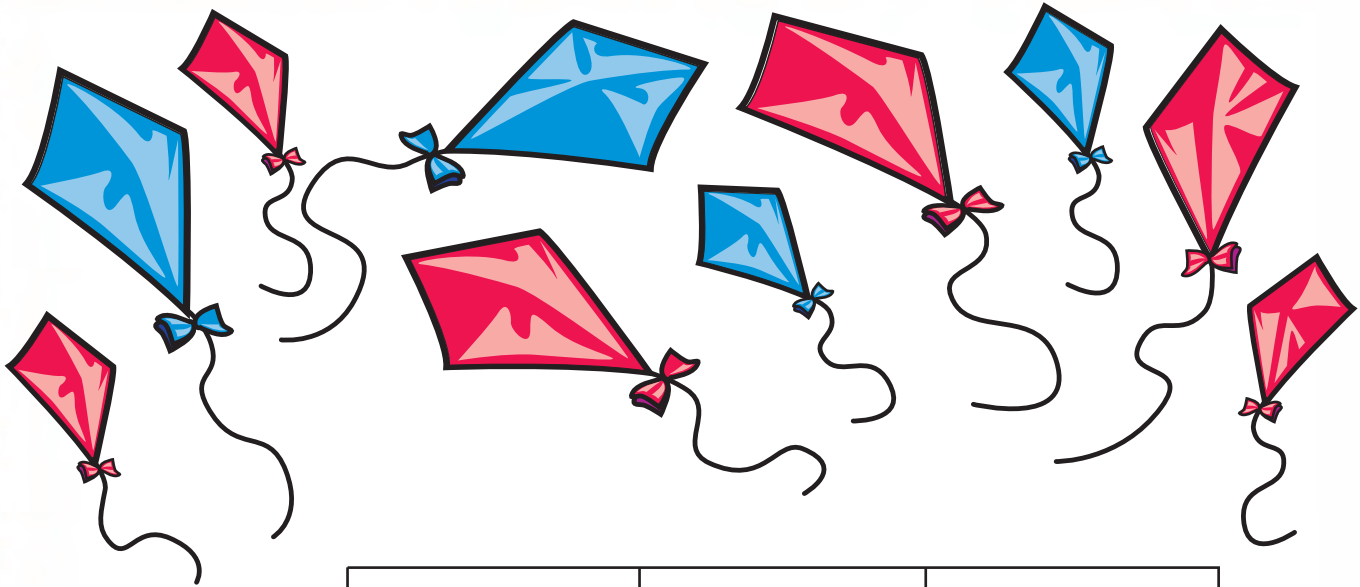
The coin was flipped times.

Flip a penny again and again. Draw a tally mark for each time it lands on heads or tails. Count the tally marks and write the numbers.

158 one hundred fifty-eight

Review/Assessment

NCTM Standards 1, 2, 3, 5, 6, 7, 8, 9, 10



	BIG	small	All
Red	3		
Blue			
All			

Complete the table.





NOTE: Help your child review chapter concepts by explaining how the table was completed.



A collection of 10 geometric shapes: 2 blue circles, 1 green triangle, 1 green circle, 1 blue triangle, 1 green circle, 1 green circle, 1 green circle.

All =



 +


 =


Blue +

Green






<p>Tails </p>	<p>Heads </p>
<p> # </p>	<p># </p>

 times

 times

in all

-  Write the numbers to show how the figures can be sorted.
-  Count the tally marks and write the numbers.

 **NOTE:** Have your child tell how the figures match the number sentence. Then ask your child to tell about the information shown in the tally table.