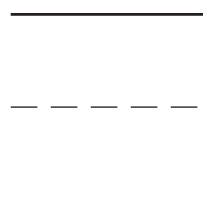
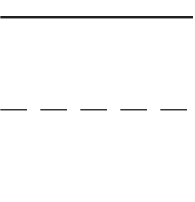
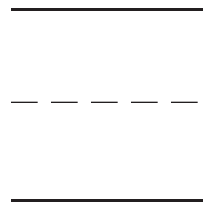
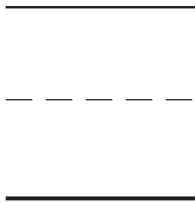
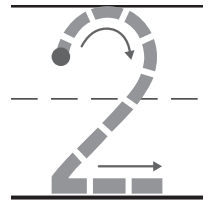
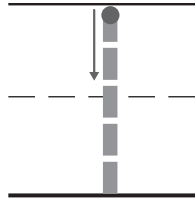


Name \_\_\_\_\_

# HANDS ON

## Lesson 1

### Add One



**DIRECTIONS** 1. Place cubes as shown above the numbers.

Trace the cubes. Trace to complete the addition sentence.

2-3. Use cubes to show the number. Draw the cubes.

Show and draw one more cube. Complete the addition sentence.



5



Blank handwriting lines for the first addend



Blank handwriting lines for the second addend



6



Blank handwriting lines for the first addend



Blank handwriting lines for the second addend



7



Blank handwriting lines for the first addend



Blank handwriting lines for the second addend

**DIRECTIONS** 4–6. Use cubes to show the number. Draw the cubes. Show and draw one more cube. Complete the addition sentence.



**HOME ACTIVITY** • Show your child a set of one to nine pennies. Have him or her use pennies to show how to add one to the set. Then have him or her tell how many in all.

Name \_\_\_\_\_

# Add Two



1



2



3

**DIRECTIONS** 1. Count how many shells in the first group. Trace the two shells. Trace to complete the addition sentence. 2–3. Count how many shells. Write the number. Draw two more shells. Complete the addition sentence.

4



\_\_\_\_\_  
-----  
\_\_\_\_\_



\_\_\_\_\_  
-----  
\_\_\_\_\_



\_\_\_\_\_  
-----  
\_\_\_\_\_

5



\_\_\_\_\_  
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\_\_\_\_\_



\_\_\_\_\_  
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\_\_\_\_\_



\_\_\_\_\_  
-----  
\_\_\_\_\_

6



\_\_\_\_\_  
-----  
\_\_\_\_\_



\_\_\_\_\_  
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\_\_\_\_\_



\_\_\_\_\_  
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\_\_\_\_\_

**DIRECTIONS** 4–6. Count how many shells there are. Write the number. Draw two more shells. Complete the addition sentence.



**HOME ACTIVITY** • Draw objects in a column beginning with a set of 1 to a set of 8. Have your child draw two more objects beside each set, and write how many in all.

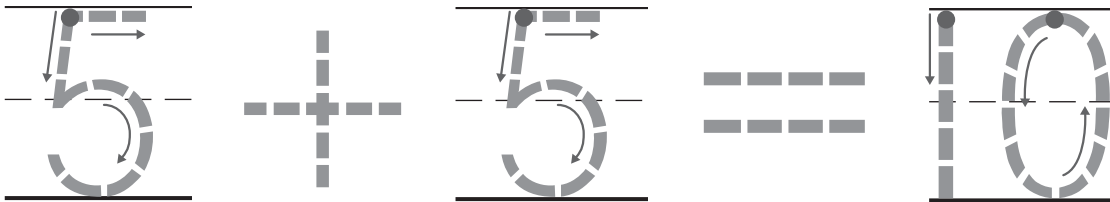
**GR4** four

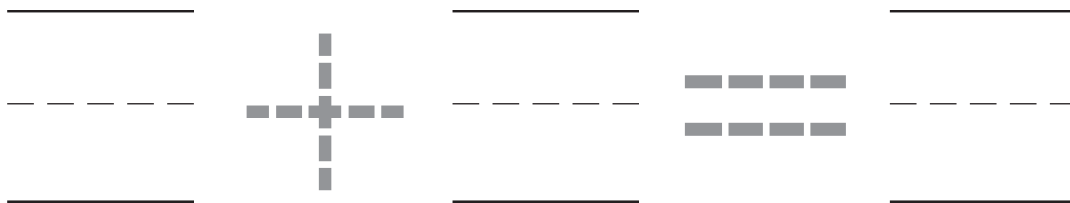
Name \_\_\_\_\_

# Add on a Ten Frame



red	red	red	red	red
yellow	yellow	yellow	yellow	yellow



**DIRECTIONS** 1. Place counters on the ten frame as shown. Trace the addition sentence. 2. Place some counters red side up on the ten frame. Add more counters yellow side up to fill the ten frame. Complete the addition sentence.

3


_____		_____		_____
- - - - -	+	- - - - -	=	- - - - -
_____		_____		_____

4


_____		_____		_____
- - - - -	+	- - - - -	=	- - - - -
_____		_____		_____

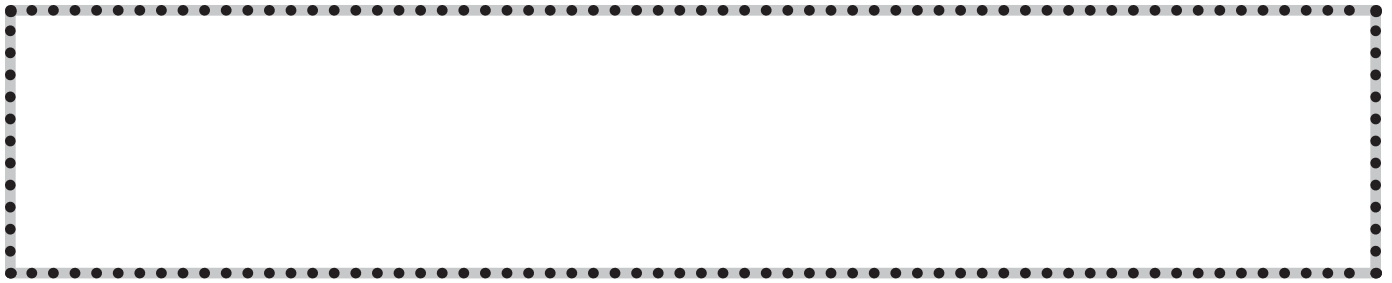
**DIRECTIONS** 3–4. Place a different number of counters red side up on the ten frame. Add more counters yellow side up to fill the ten frame. Complete the addition sentence.



**HOME ACTIVITY** • Give your child some household objects, such as two different kinds of buttons. Have your child arrange the buttons to show different ways to make 10, such as 6 red buttons and 4 blue buttons. Write the addition sentence.

Name \_\_\_\_\_

# Part-Part-Whole



Whole	
<p><b>2</b></p>	
Part	Part
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>



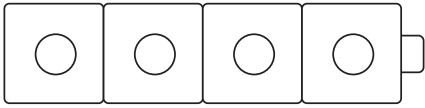
Whole	
<p><b>3</b></p>	
Part	Part
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

**DIRECTIONS** 1–2. How many cubes are there in all? Place that many cubes in the workspace. Show the parts that make the whole. Complete the chart to show all the parts that make the whole.

3

Whole

4



Part

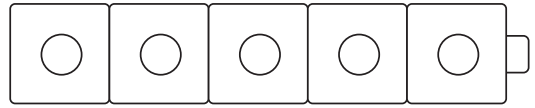
Part

_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----

4

Whole

5



Part

Part

_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----

**DIRECTIONS** 3–4. How many cubes are there in all? Complete the chart to show all the parts that make the whole.



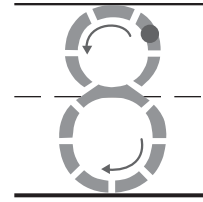
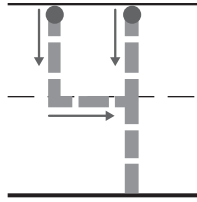
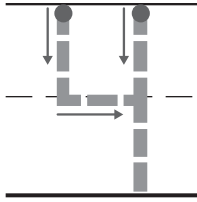
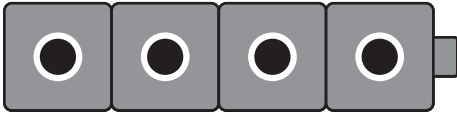
**HOME ACTIVITY** • Have your child use buttons or macaroni pieces to show the different parts that make the whole set of 8 (e.g. 7 and 1, 6 and 2, 5 and 3, 4 and 4.)



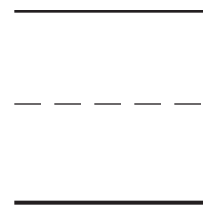
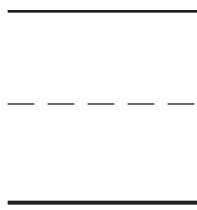
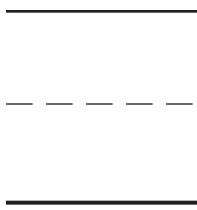
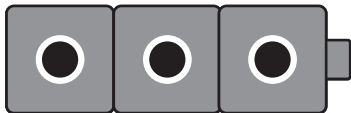
Name \_\_\_\_\_

# Equal Sets

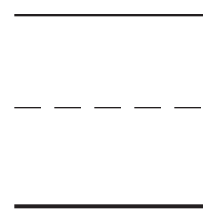
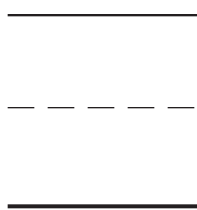
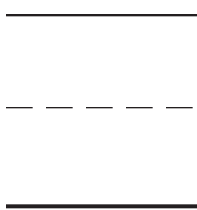
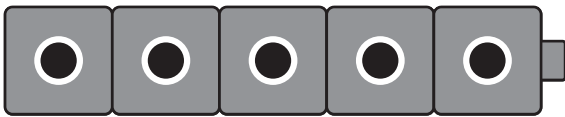
1



2



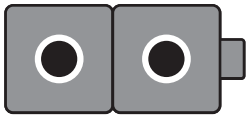
3



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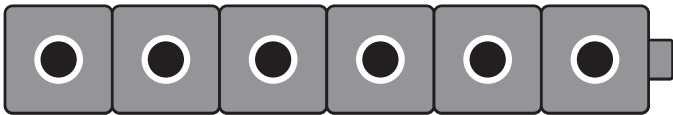
**DIRECTIONS** Count the cubes. Use cubes to make an equal set.  
1. Trace the cubes. Trace the addition sentence. 2–3. Draw the cubes. Write and trace to complete the addition sentence.

4



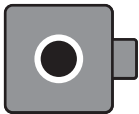
_____		_____		_____
-----	+	-----	=	-----
_____		_____		_____

5



_____		_____		_____
-----	+	-----	=	-----
_____		_____		_____

6



_____		_____		_____
-----	+	-----	=	-----
_____		_____		_____

**DIRECTIONS** 4-6. Count the cubes. Use cubes to make an equal set. Draw the cubes. Write and trace to complete the addition sentence.



**HOME ACTIVITY** • Have your child show equal sets by holding up an equal number of fingers on each hand. Then have your child say the addition sentence.

**GR10** ten

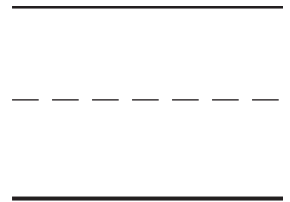
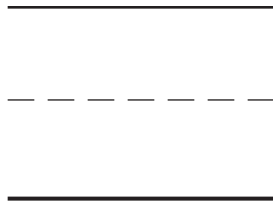
Name \_\_\_\_\_

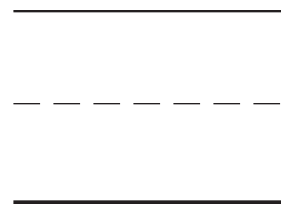
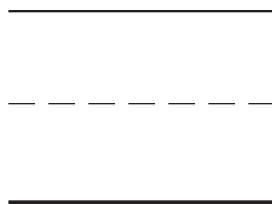
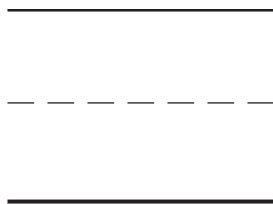
# ✓ Checkpoint

## Concepts and Skills



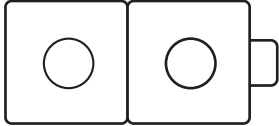
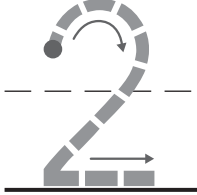
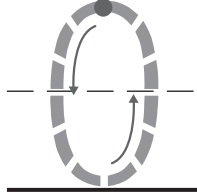
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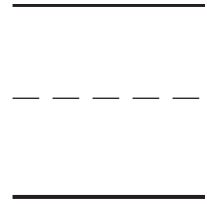
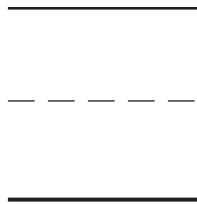



- DIRECTIONS**
1. Use cubes to show the number. Draw the cubes. Show and draw one more cube. Complete the addition sentence.
  2. Place some counters red side up on the ten frame. Add more counters yellow side up to fill the ten frame. Complete the addition sentence.

3

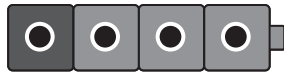
Whole	
2	
	
Part	Part
	
<hr/> <hr style="border-top: 1px dashed;"/> <hr/>	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
<hr/> <hr style="border-top: 1px dashed;"/> <hr/>	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>

4



**DIRECTIONS** 3. How many cubes are there in all? Place that many cubes in the workspace. Show the different parts that make the whole. Complete the chart to show all the parts that make the whole. 4. Count the cubes. Use cubes to make an equal set. Draw the cubes. Trace and write to complete the addition sentence.

# Related Addition Equations



**DIRECTIONS** Look at the cube trains. 1. Trace to complete the equation. 2–3. Trace and write to complete the equation.

4



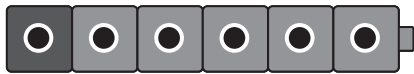
_____		_____		_____		_____
_____	+	_____	=	_____	+	_____
_____		_____		_____		_____

5



_____		_____		_____		_____
_____	+	_____	=	_____	+	_____
_____		_____		_____		_____

6



_____		_____		_____		_____
_____	+	_____	=	_____	+	_____
_____		_____		_____		_____

**DIRECTIONS** 4-6. Look at the cube trains. Trace and write to complete the equation.



**HOME ACTIVITY** • Place 5 pennies on the table. Have your child group the pennies in different ways, such as 3 + 2 or 4 + 1.

**GRI4** fourteen

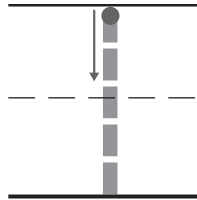
Name \_\_\_\_\_

# Subtract One



10

— — —

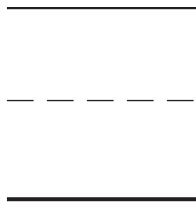


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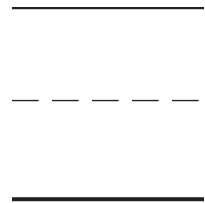


9

— — —

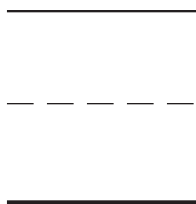


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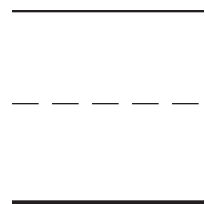


8

— — —



=



**DIRECTIONS** 1. Place cubes on the ones shown. Trace the cubes. Trace the circle and X on the cube being taken away. Trace to complete the subtraction sentence. 2–3. Use cubes to show the number. Draw the cubes. Take away one cube. Circle the cube that you took away and mark an X on it. Complete the subtraction sentence.



7



Blank handwriting lines for the number 7



Blank handwriting lines for the number 7



6



Blank handwriting lines for the number 6



Blank handwriting lines for the number 6



5



Blank handwriting lines for the number 5



Blank handwriting lines for the number 5

**DIRECTIONS** 4–6. Use cubes to show the number. Draw the cubes. Take away one cube. Circle the cube that you took away and mark an X on it. Complete the subtraction sentence.



**HOME ACTIVITY** • Ask your child to use toys to demonstrate and describe the number pattern in the subtraction sentences on this page.

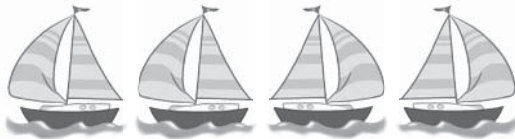


Name \_\_\_\_\_

# Subtract Two



	-		=	
_____		_____		_____
-----		-----		-----
_____		_____		_____



_____		_____		_____
-----		-----		-----
_____		_____		_____



_____		_____		_____
-----		-----		-----
_____		_____		_____

**DIRECTIONS** 1. Count how many boats there are in all. Trace the circle and the X that shows the boats that sail away. Trace to complete the subtraction sentence. 2-3. Count how many boats there are in all. Write the number. Two boats sail away. Circle the boats that sail away. Mark an X on them. Complete the subtraction sentence.

4



_____	_____	_____
-----	-----	-----
_____	_____	_____

5



_____	_____	_____
-----	-----	-----
_____	_____	_____

6



_____	_____	_____
-----	-----	-----
_____	_____	_____

**DIRECTIONS** 4-6. Count how many boats there are in all. Write the number. Two boats sail away. Circle the boats that sail away. Mark an X on them. Complete the subtraction sentence.

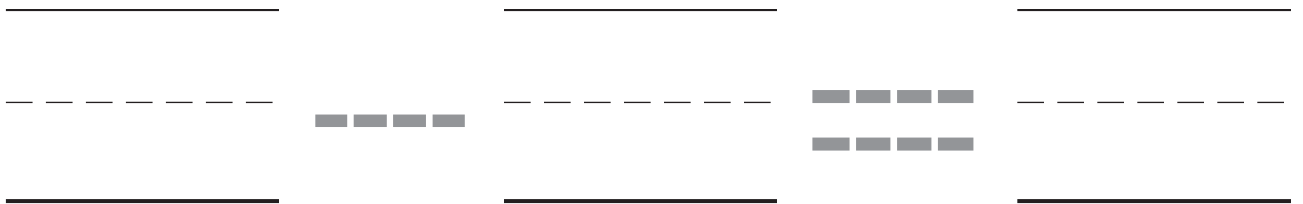
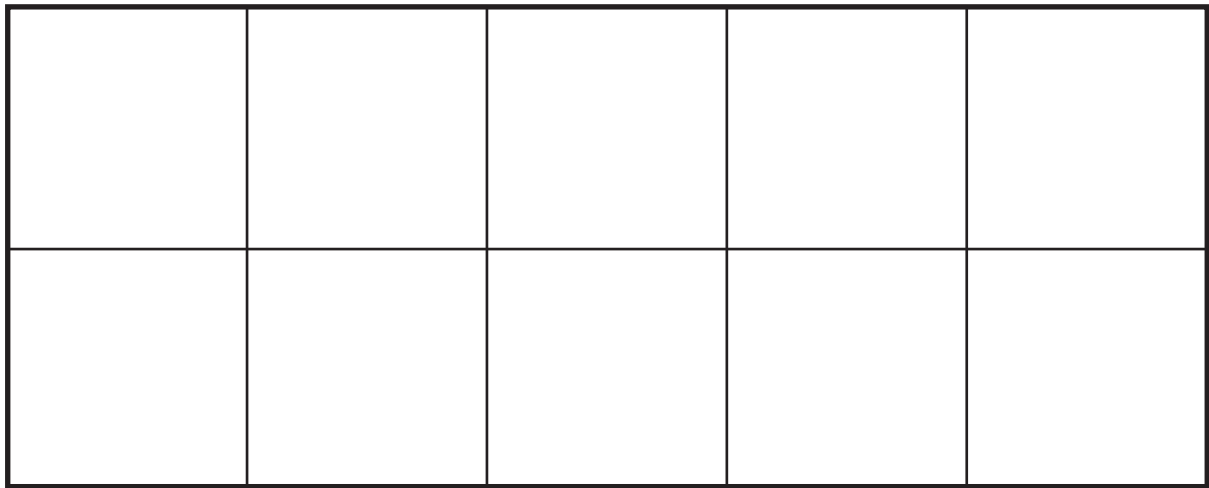
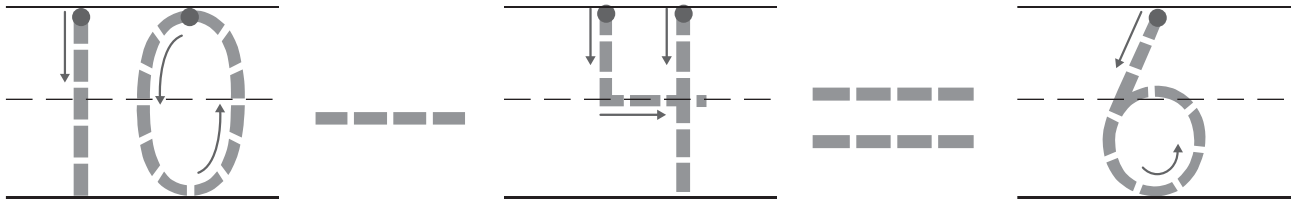
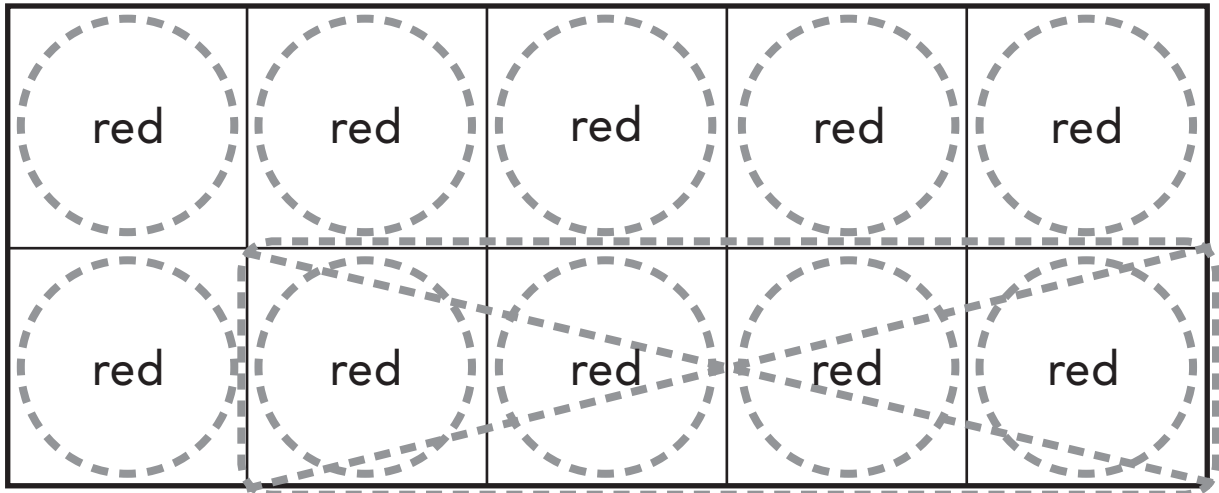


**HOME ACTIVITY** • Give your child five buttons. Have your child take away two buttons and tell how many are left.

**GRI8** eighteen

Name \_\_\_\_\_

# Subtract on a Ten Frame



**DIRECTIONS** 1. Place 10 counters as shown on the ten frame. Take away 4 counters. Trace the circle around the set of counters that you took away. Trace the X on that set. Trace the subtraction sentence. 2. Place 10 counters on the ten frame. Draw the counters. Take away some counters. Circle the set of counters that you took away. Mark an X on that set. Complete the subtraction sentence.

3



4



**DIRECTIONS** 3–4. Place 10 counters on the ten frame. Draw the counters. Take away some counters. Circle the set of counters that you took away. Mark an X on that set. Complete the subtraction sentence.



**HOME ACTIVITY** • Give your child ten household objects, such as buttons. Have your child take some of the objects away. Then have him or her tell the subtraction sentence.

Name \_\_\_\_\_

# Algebra: Missing Part



Whole	
<p><b>2</b></p>	
Part	Part
<b>2</b>	
<b>1</b>	_____ - - - - - _____
<b>0</b>	_____ - - - - - _____

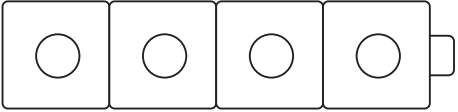


Whole	
<p><b>3</b></p>	
Part	Part
<b>3</b>	_____ - - - - - _____
<b>2</b>	_____ - - - - - _____
<b>1</b>	_____ - - - - - _____
<b>0</b>	_____ - - - - - _____

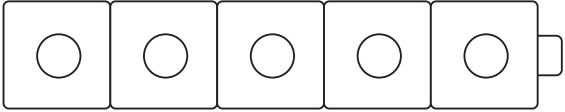
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**DIRECTIONS** 1–2. How many cubes are there in all? Complete the chart to show the missing part that makes the whole.

3

Whole	
4	
	
Part	Part
4	_____ - - - - - _____
3	_____ - - - - - _____
2	_____ - - - - - _____
1	_____ - - - - - _____
0	_____ - - - - - _____

4

Whole	
5	
	
Part	Part
5	_____ - - - - - _____
4	_____ - - - - - _____
3	_____ - - - - - _____
2	_____ - - - - - _____
1	_____ - - - - - _____
0	_____ - - - - - _____

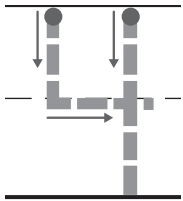
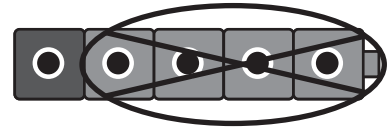
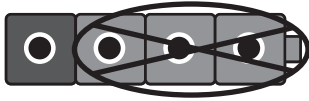
**DIRECTIONS** 3-4. How many cubes are there in all? Complete the chart to show the missing part that makes the whole.



**HOME ACTIVITY** • Place 8 spoons on the table. Cover 3 of the spoons. Tell your child that you started with 8 spoons. Ask him or her to tell you how many spoons are covered.

Name \_\_\_\_\_

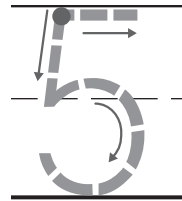
# Related Subtraction Equations



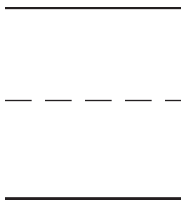
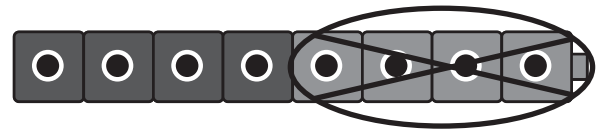
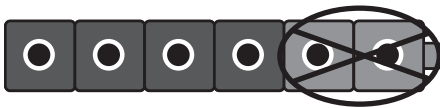
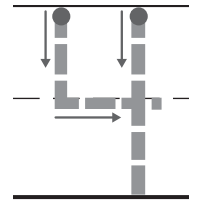
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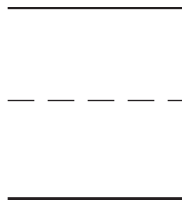
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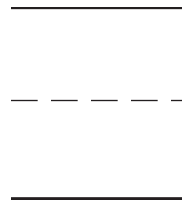
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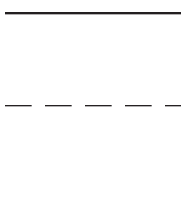
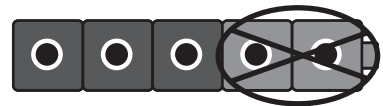
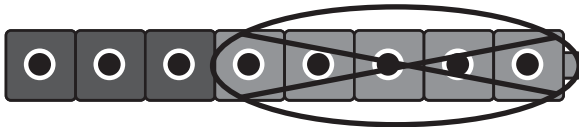
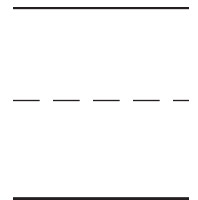
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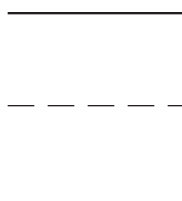
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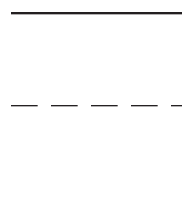
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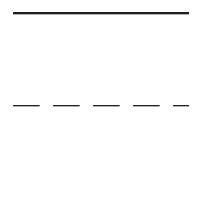
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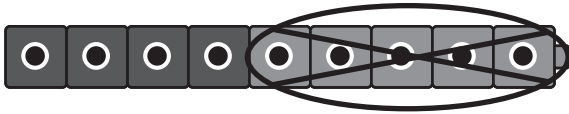


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**DIRECTIONS** Look at the cube trains. 1. Trace to complete the equation.  
2–3. Trace and write to complete the equation.

4

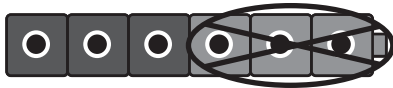


Blank lines for writing the equation: \_\_\_\_\_  
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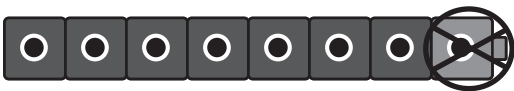


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Blank lines for writing the equation: \_\_\_\_\_  
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Blank lines for writing the equation: \_\_\_\_\_  
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**DIRECTIONS** 4-6. Look at the cube trains. Trace and write to complete the equation.

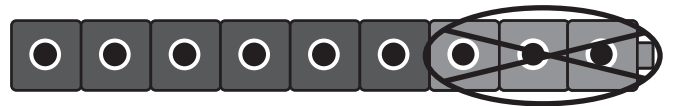
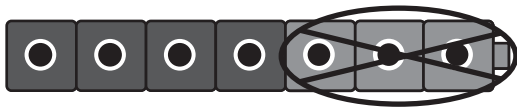
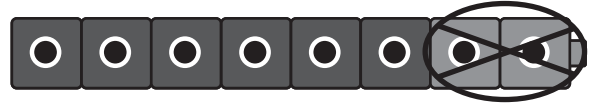


**HOME ACTIVITY** • Say a subtraction fact with a difference of 2. Have your child say another subtraction fact with a difference of 2.



Name \_\_\_\_\_

# Related Addition and Subtraction Equations



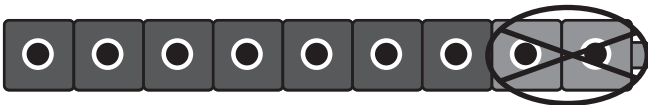
**DIRECTIONS** Look at the cube trains. 1. Trace to complete the equation. 2–3. Trace and write to complete the equation.

4



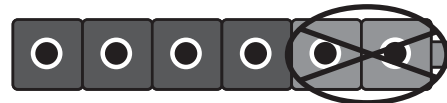
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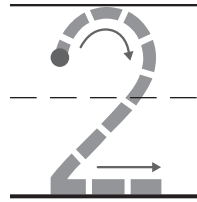
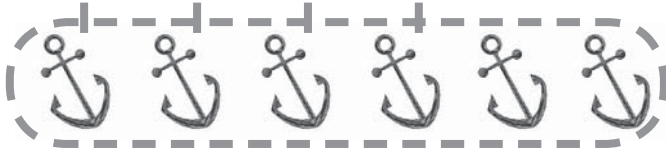
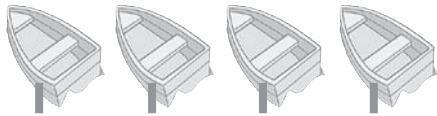
**DIRECTIONS** 4-6. Look at the cube trains. Trace and write to complete the equation.



**HOME ACTIVITY** • Say an addition fact with a sum of 5. Then ask your child to say a subtraction fact with a difference of 5.

Name \_\_\_\_\_

# Subtract to Compare



more

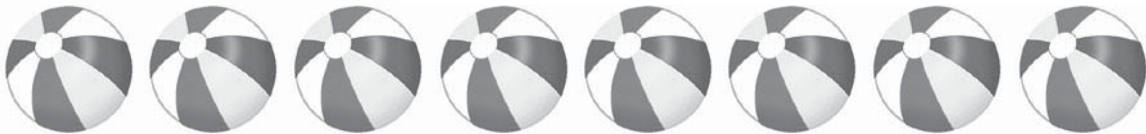


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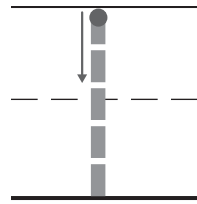
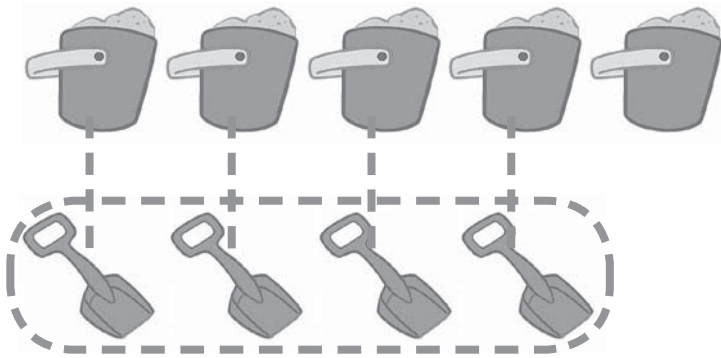
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**DIRECTIONS** 1. Trace the lines to match the objects in the top row to the objects in the bottom row. Compare the sets. Trace the circle that shows the set with more objects. Trace the number. 2–3. Draw lines to match the objects in the top row to the objects in the bottom row. Compare the sets. Circle the set that has more objects. Write how many more.

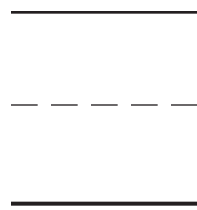
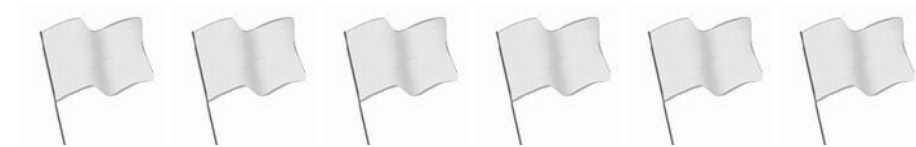
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fewer



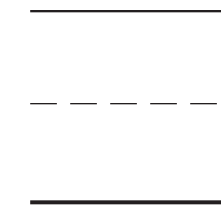
5



fewer



6



fewer



**DIRECTIONS** 4. Trace the lines to match the objects in the top row to the objects in the bottom row. Compare the sets. Trace the circle that shows the set with fewer objects. Trace the number. 5–6. Draw lines to match the objects in the top row to the objects in the bottom row. Compare the sets. Circle the set that has fewer objects. Write how many fewer.



**HOME ACTIVITY** • Show your child a row of seven pennies and a row of three nickels. Have your child compare the sets, identify which has fewer coins, and tell how many fewer. Repeat with other sets of coins up to ten.

Name \_\_\_\_\_

# ✓ Checkpoint

## Concepts and Skills



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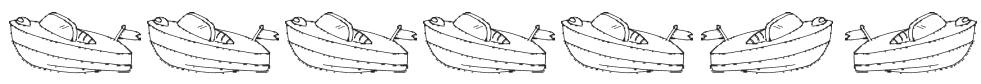
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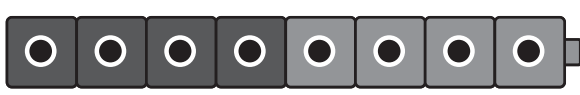
**DIRECTIONS** 1. Use cubes to show the number. Draw the cubes. Take away one cube. Circle the cube that you took away and mark an X on it. Complete the subtraction sentence. 2. Place 10 counters on the ten frame. Draw the counters. Take away some counters. Circle and mark an X on the counters that you took away. Complete the subtraction sentence.

3



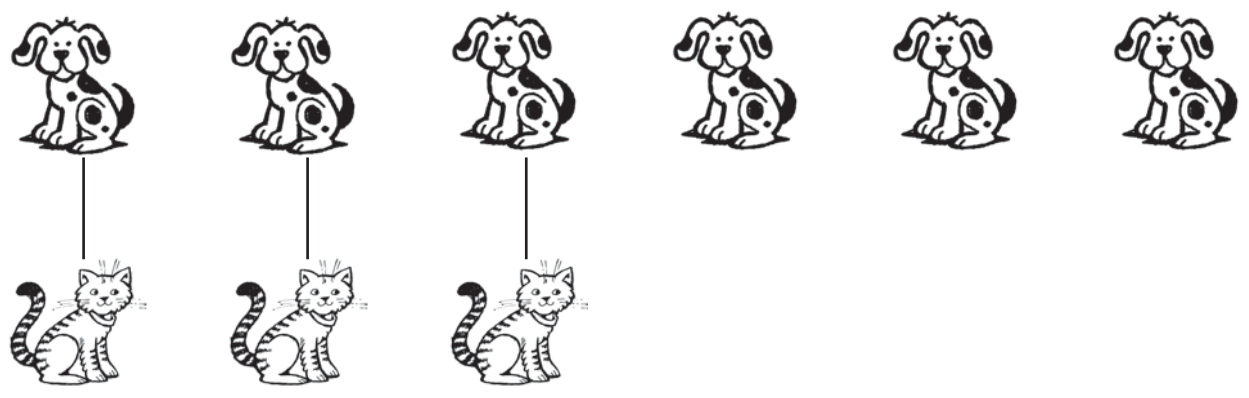
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5



2  
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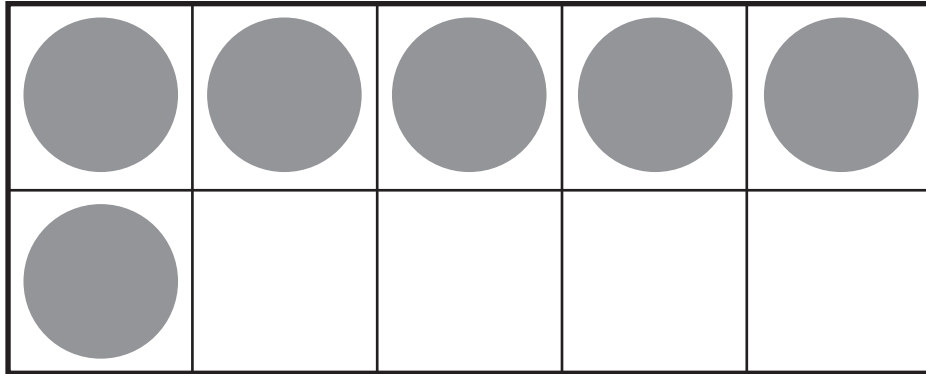
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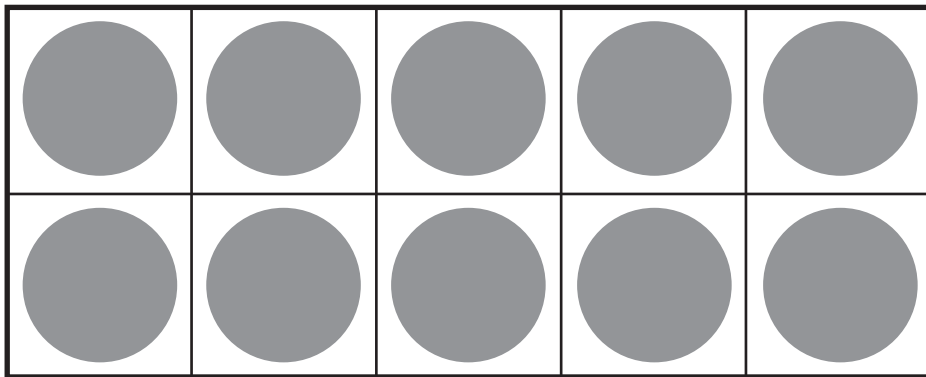
**DIRECTIONS** 3. Count and write how many boats in all. Two boats leave. Circle and mark an X on those boats. Complete the subtraction sentence. 4. Look at the cube trains. Trace and write to complete the equation. 5. Compare the sets. Mark under the number that shows how many more dogs are shown in the picture.

Name \_\_\_\_\_

**Hands On: How Many Ones?**

\_\_\_\_\_

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\_\_\_\_\_ **ones**

\_\_\_\_\_

\_\_\_\_\_

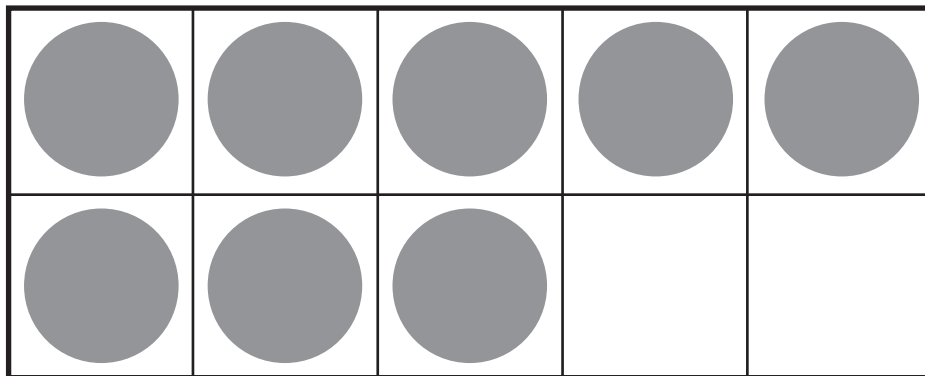
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\_\_\_\_\_ **ones or \_\_\_\_\_ ten**

**DIRECTIONS** Place counters on the ones shown. **1.** How many ones are there? Write the number. **2.** How many ones are there? Write the number. How many tens is that? Write the number.

3

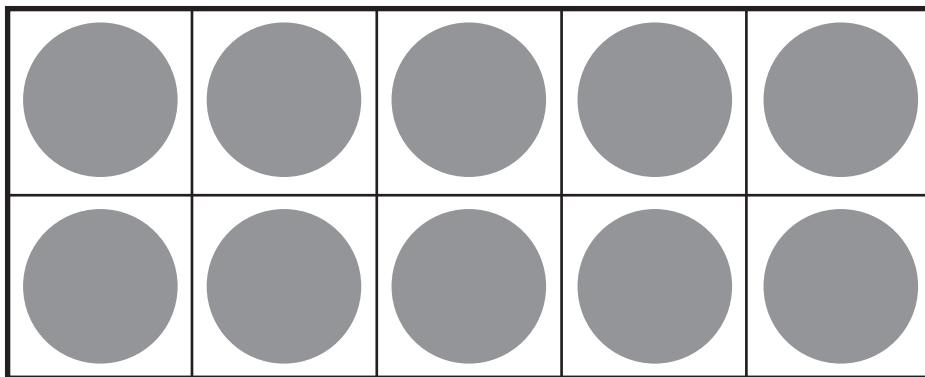


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\_\_\_\_\_ ones

4



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\_\_\_\_\_ ones      or      \_\_\_\_\_ ten

**DIRECTIONS** Place counters on the ones shown. **3.** How many ones are there? Write the number. **4.** How many ones are there? How many tens is that? Write the number.

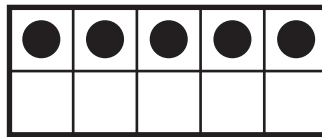
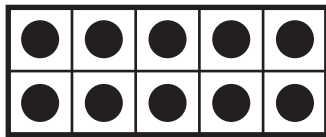
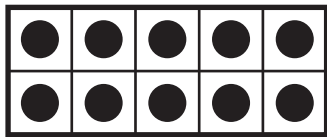
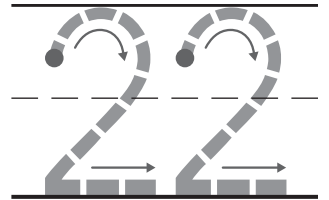
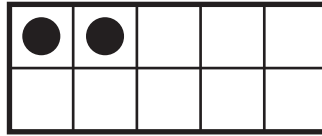
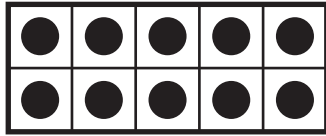
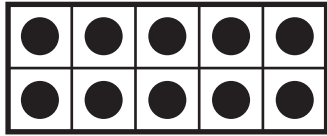


**HOME ACTIVITY** • Place 10 small items on a table. Ask your child to count and write how many ones that is. Then ask him or her to write how many tens that is.



Name \_\_\_\_\_

# Read and Write Numbers 20 to 30



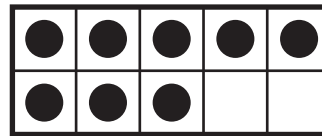
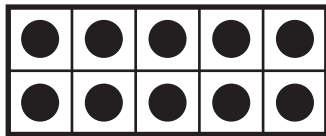
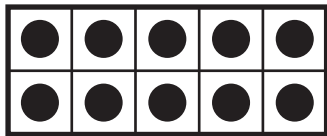

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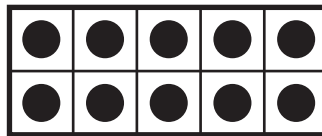
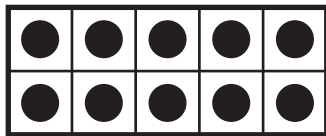
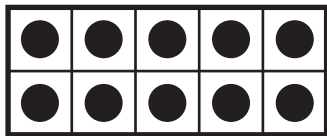

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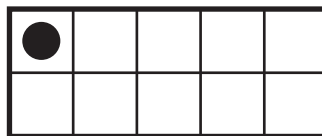
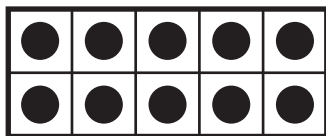
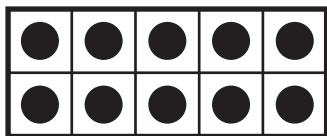

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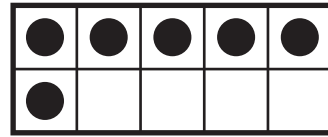
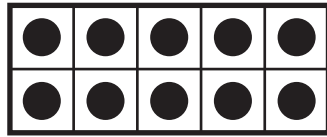
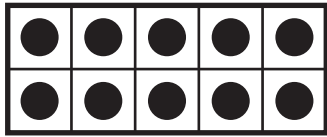


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**DIRECTIONS** How many counters are there? 1. Trace the number. 2-5. Write the number.



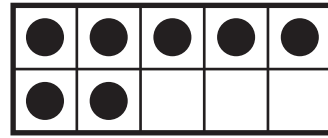
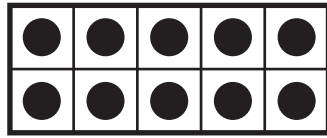
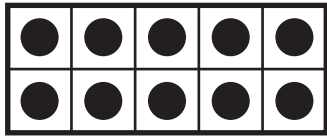

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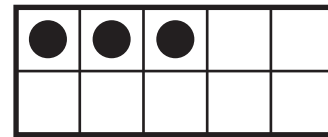
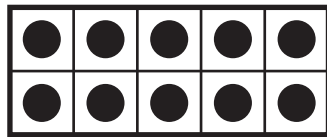
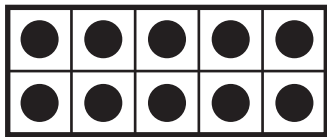

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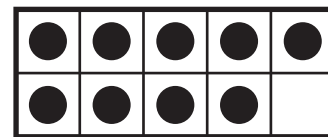
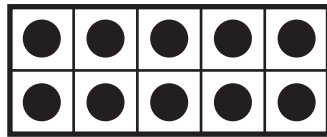
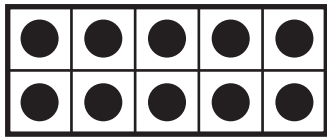

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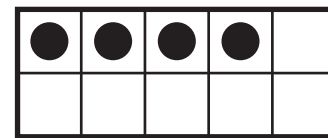
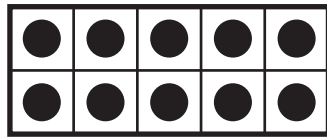
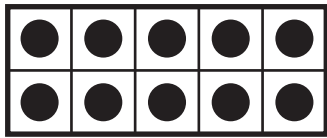

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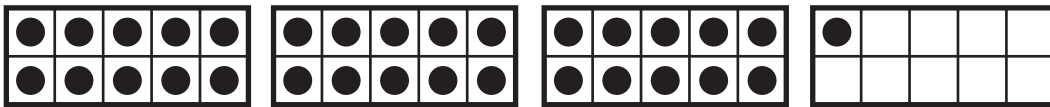
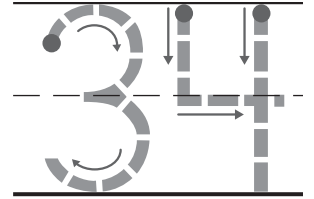
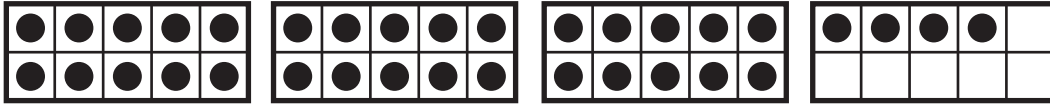
**DIRECTIONS** 6–10. How many counters are there? Write the number.



**HOME ACTIVITY** • Give your child 20 to 30 paper clips. Have your child count the paper clips and write how many.

Name \_\_\_\_\_

# Read and Write Numbers 30 to 40



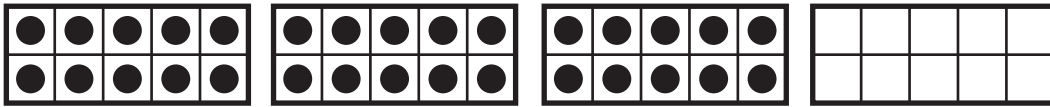

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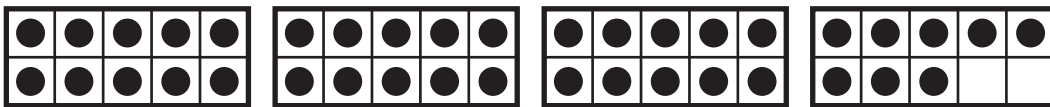

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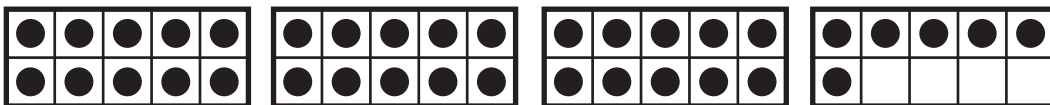

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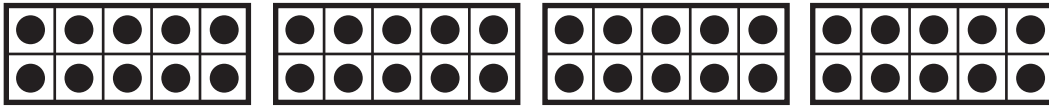
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**DIRECTIONS** How many counters are there? 1. Trace the number. 2-5. Write the number.

6




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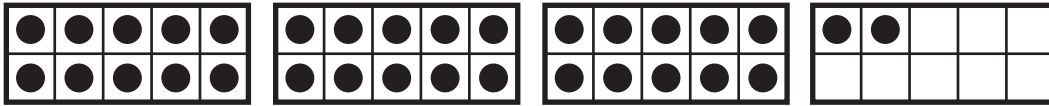


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7




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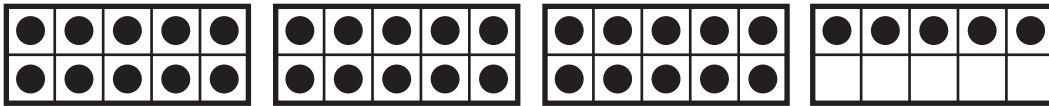


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8




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9




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10




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**DIRECTIONS** 6–10. How many counters are there? Write the number.



**HOME ACTIVITY** • Have your child count out cereal pieces for different numbers from 30 to 40.

Name \_\_\_\_\_

# Read and Write Numbers 40 to 50



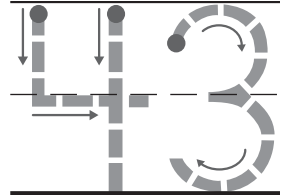
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●	●	●		

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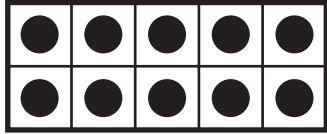
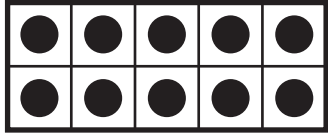
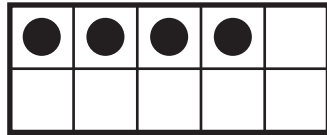
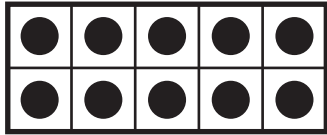
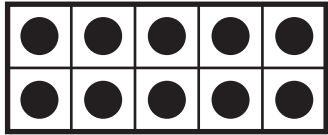
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**DIRECTIONS** How many counters are there?  
 1. Trace the number. 2-4. Write the number.

5




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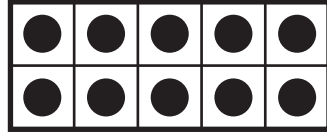
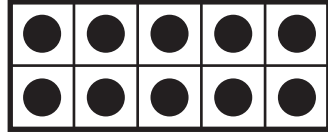
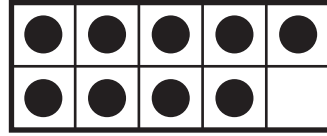
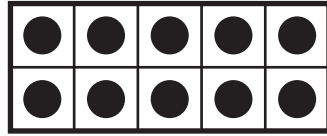
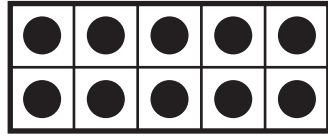


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6




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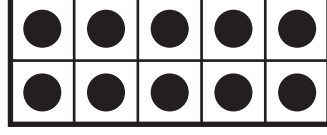
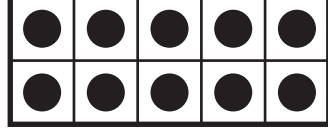
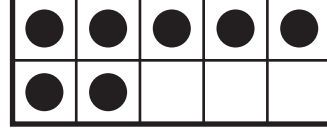
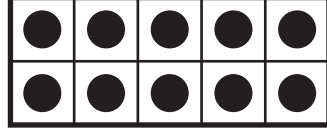
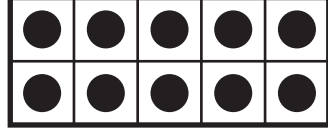


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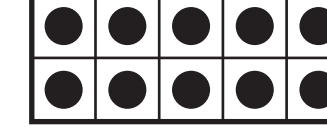
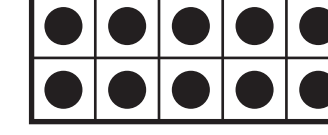
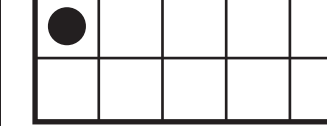
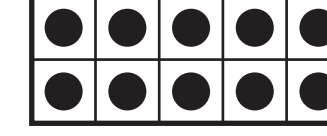
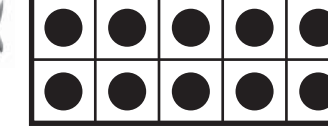


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8




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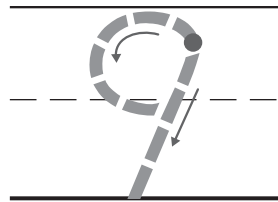
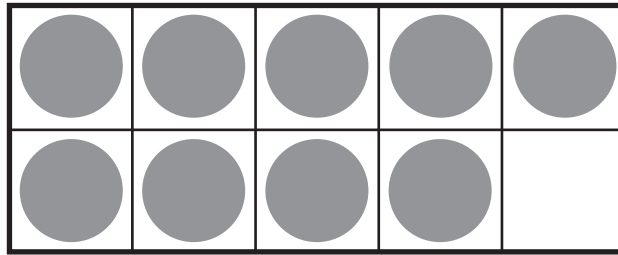
**DIRECTIONS** 5–8. How many counters are there? Write the number.



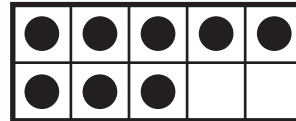
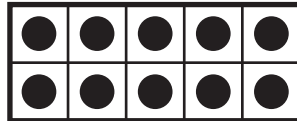
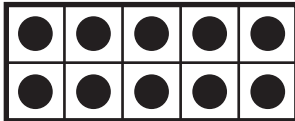
**HOME ACTIVITY** • Help your child count four sets of ten cereal pieces each. Then have him or her tell how many cereal pieces there are.

Name \_\_\_\_\_

# ✓ Checkpoint



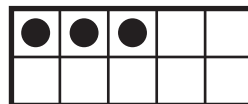
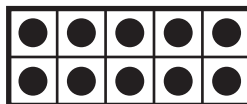
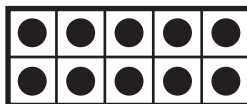
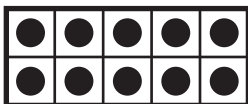
ones



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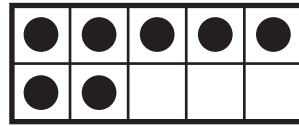
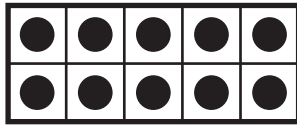
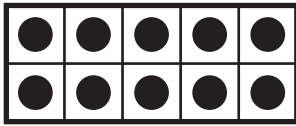
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**DIRECTIONS** 1. How many ones are there? Write the number. 2-3. How many counters are there? Write the number.

# 4



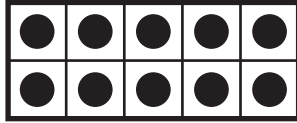
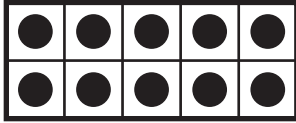

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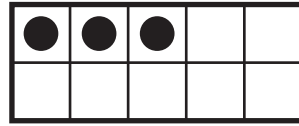
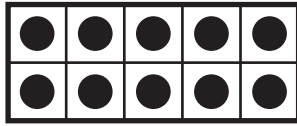
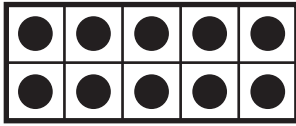
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# 5




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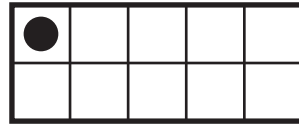
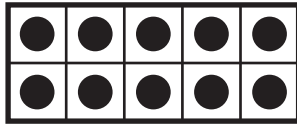
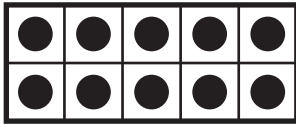


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# 6



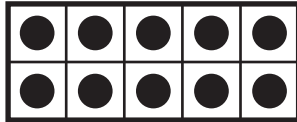
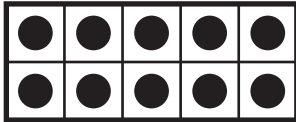

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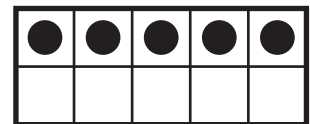
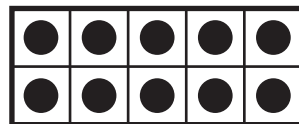
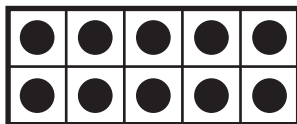
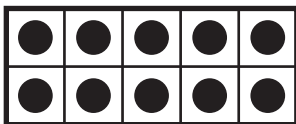
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# 7



25  
○

30  
○

35  
○

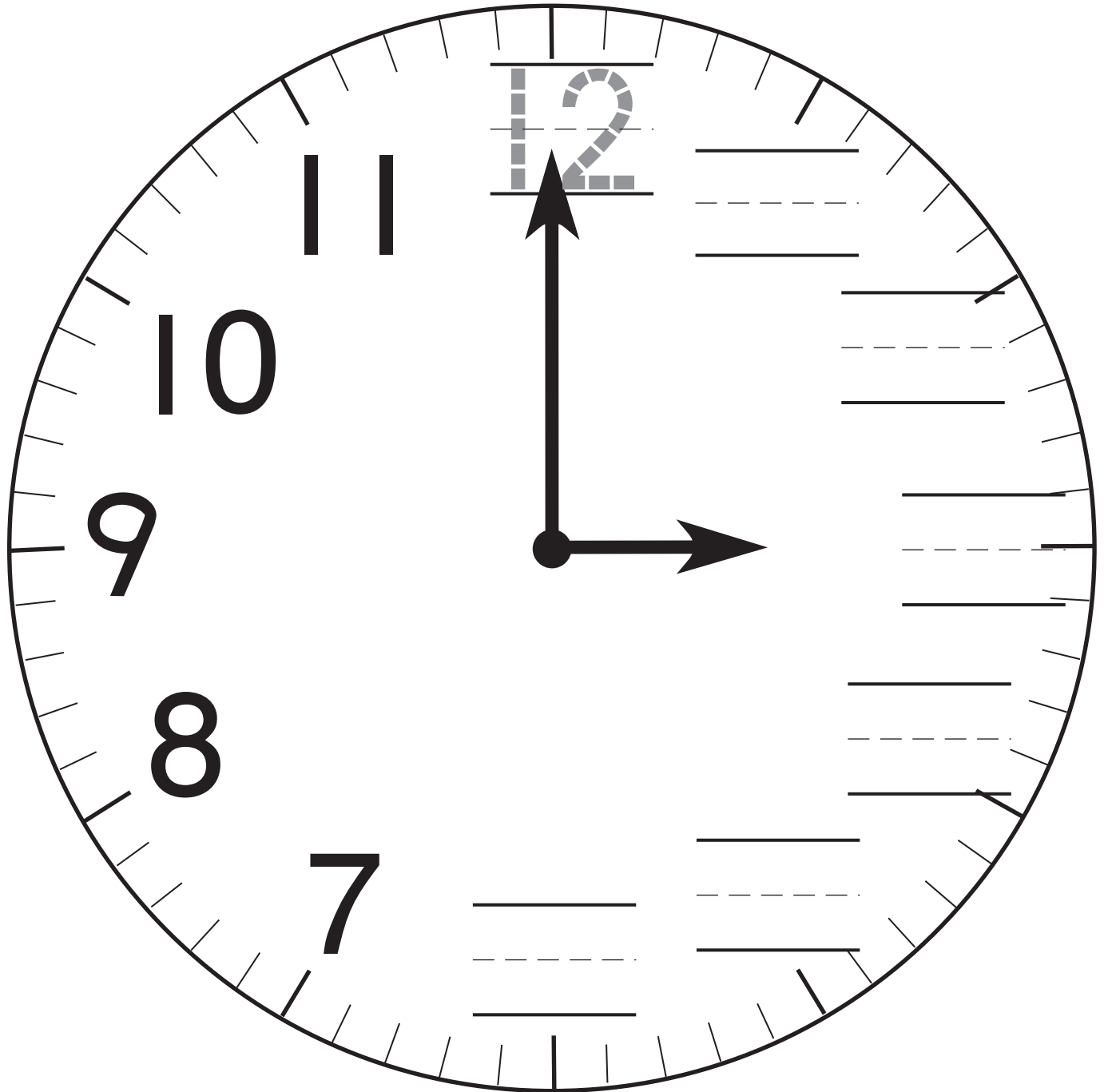
40  
○

**DIRECTIONS** 4–6. How many counters are there? Write the number.  
7. How many counters are shown? Mark under the number of counters.

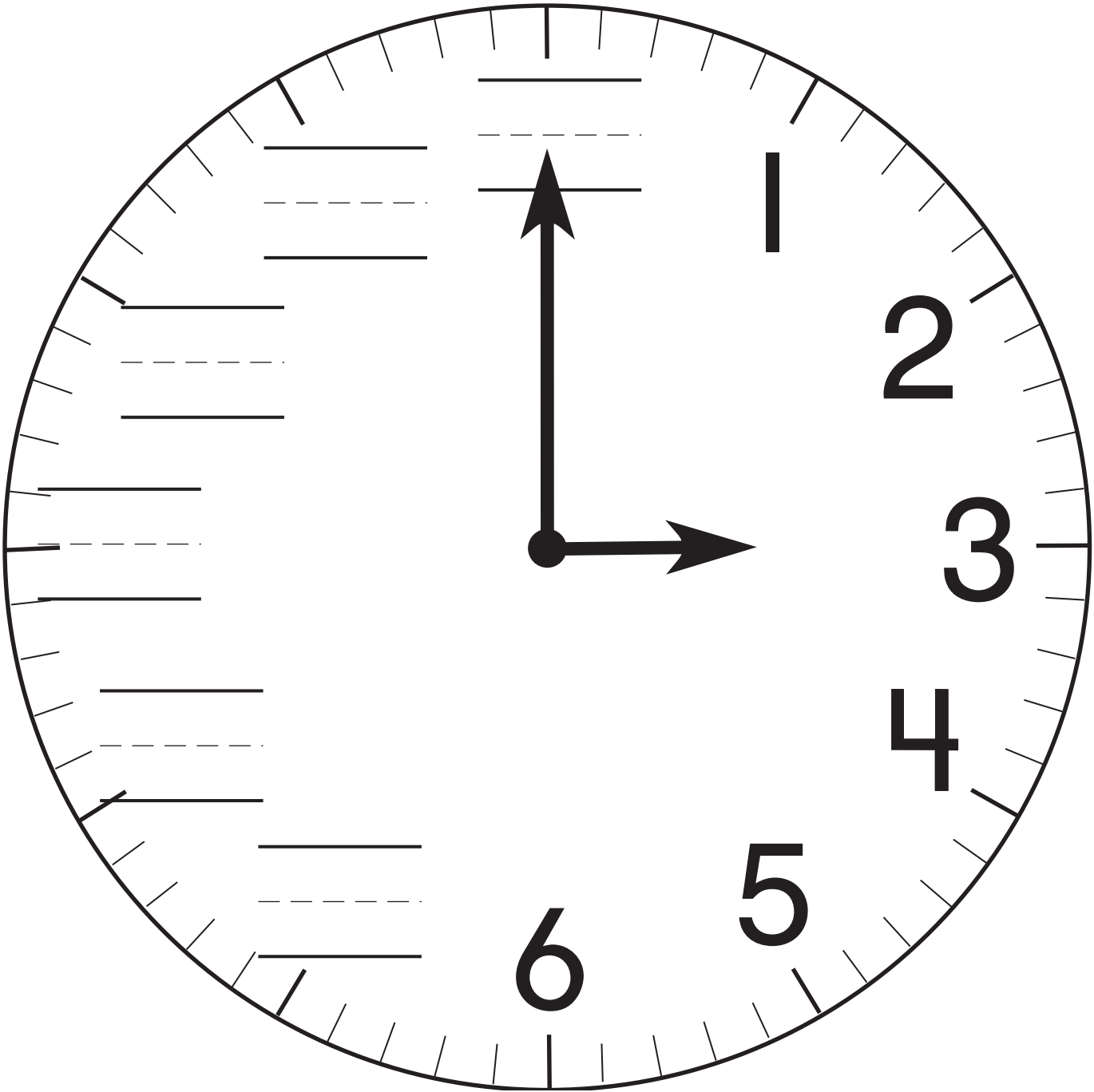


Name \_\_\_\_\_

# Numbers on a Clock



**DIRECTIONS** 1. Trace 12 at the top of the clock. Write the numbers 1 to 6 in order on the clock.



**DIRECTIONS** 2. Find 6 on the the clock. Write the numbers 7 to 12 in order on the clock.

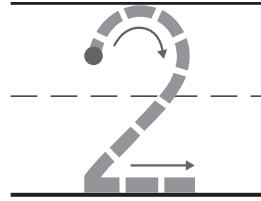


**HOME ACTIVITY** • Have your child point to and name the numbers on an analog clock.

Name \_\_\_\_\_

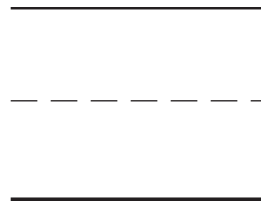
## Use an Analog Clock

1



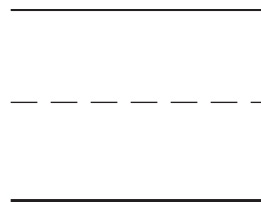
o'clock

2



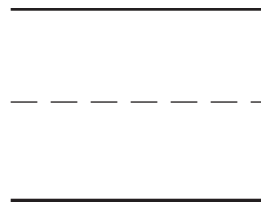
o'clock

3



o'clock

4



o'clock

**DIRECTIONS** 1. About what time does the clock show?  
Trace the number. 2-4. About what time does the clock show?  
Write the number.



before 6 o'clock    about 6 o'clock    after 6 o'clock

---

5



before 2 o'clock  
about 2 o'clock  
after 2 o'clock

---

6



before 7 o'clock  
about 7 o'clock  
after 7 o'clock

---

7



before 11 o'clock  
about 11 o'clock  
after 11 o'clock

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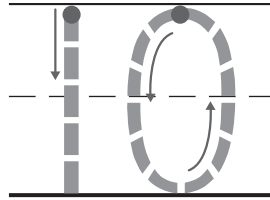
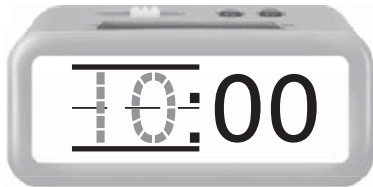
**DIRECTIONS** 5–7. Circle the time shown on the clock.



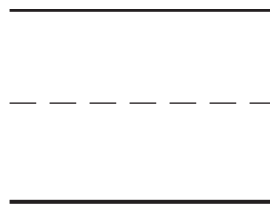
**HOME ACTIVITY** • Look at or draw a simple clock. Ask your child questions such as: *Where does the hour hand go to show about 8 o'clock? About 1 o'clock? About 4 o'clock?*

Name \_\_\_\_\_

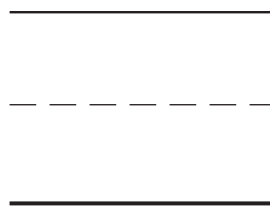
## Use a Digital Clock



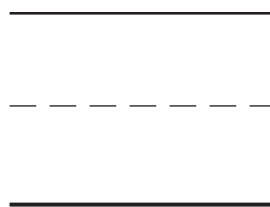
\_\_\_\_\_ o'clock



\_\_\_\_\_ o'clock



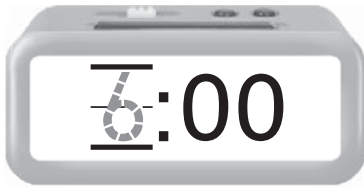
\_\_\_\_\_ o'clock



\_\_\_\_\_ o'clock

**DIRECTIONS** 1. Trace the hour number on the digital clock. Trace to show another way to write that time. 2-4. Trace the hour number on the digital clock. Show another way to write that time.

5



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

o'clock

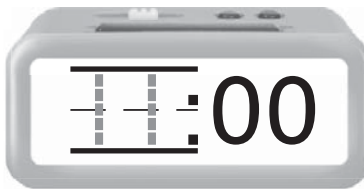
6



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

o'clock

7



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

o'clock

8



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

o'clock

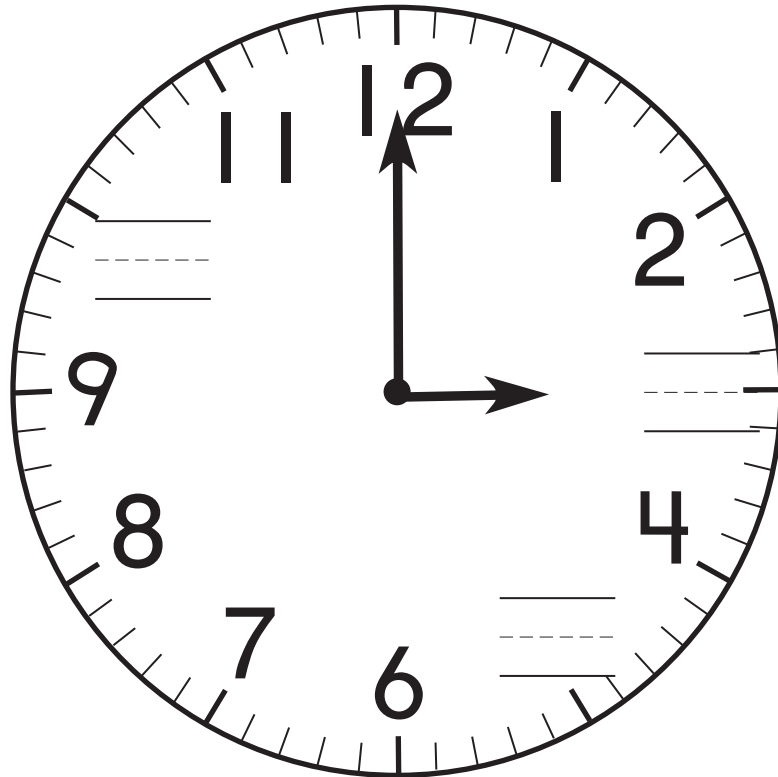
**DIRECTIONS** 5–8. Trace the hour number on the digital clock. Show another way to write that time.



**HOME ACTIVITY** • Ask your child to explain or draw what a digital clock looks like at 3:00.

Name \_\_\_\_\_

# ✓ Checkpoint



before 9 o'clock

about 9 o'clock

after 9 o'clock

**DIRECTIONS** 1. Write the missing numbers on the clock.  
2. Circle the time shown on the clock.

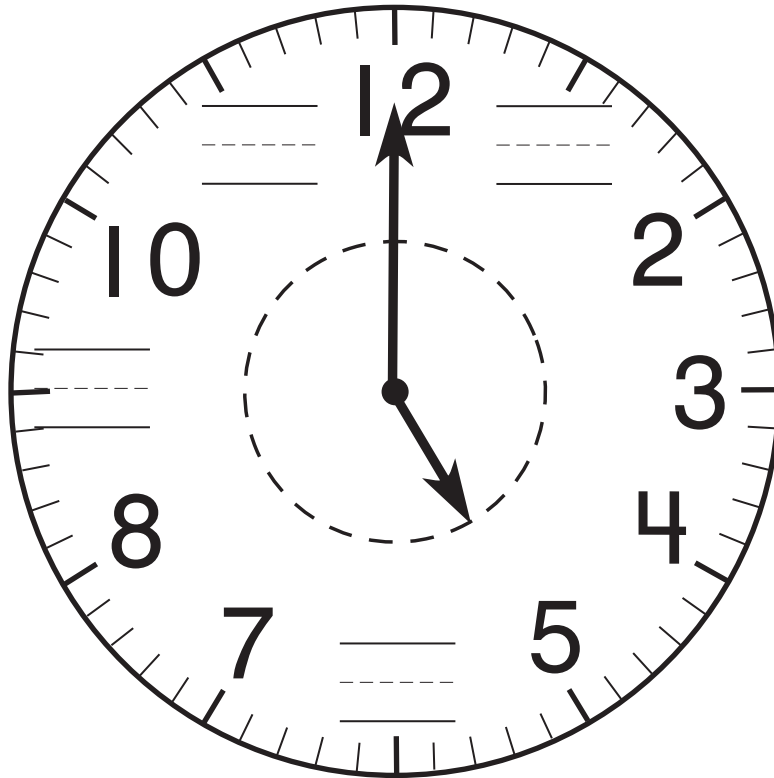
3



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

o'clock

4



5



2



6



7



8



**DIRECTIONS** 3. Trace the hour number on the clock. Show another way to write that time. 4. Write the missing numbers on the clock. 5. Mark under the number that shows about what time is on the clock.

**GR48** forty-eight