Name **Answer Key**

1

a. Count using skips of 2.

7 9 11 13 15

Is 39 on the list?

b. Count backward by 3s starting at 99.
Is 66 on the list?

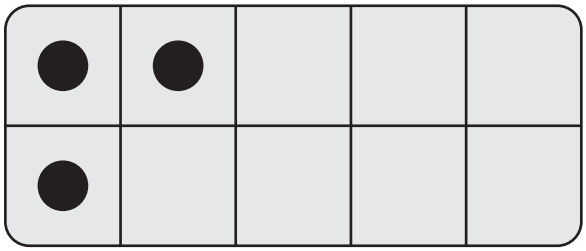
ANSWER: **a.** yes; **b.** yes

COMMENTS & EXTENSIONS: One strategy is to use loud and soft counting. For Part a: count **SEVEN**, eight, **NINE**, ten, **ELEVEN**, and so forth.

For Part b: children may want to use a hundred chart to keep track when counting backward.

Name **Answer Key**

Try This



3 (odd) even

Choose a tile. Draw it and write the number. Circle even or odd.

1.

Drawings will vary.

_____ odd even

Answers will vary.

2.

Drawings will vary.

_____ odd even

Answers will vary.

continued on the next page

Odd or Even

Name **Answer Key**

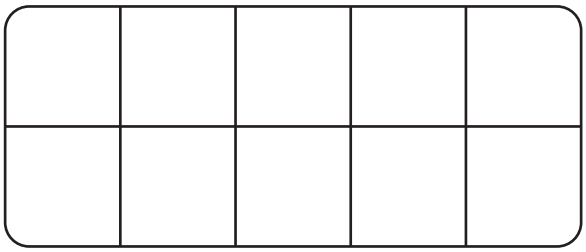
3.

Drawings will vary.

_____ odd even

Answers will vary.

4.



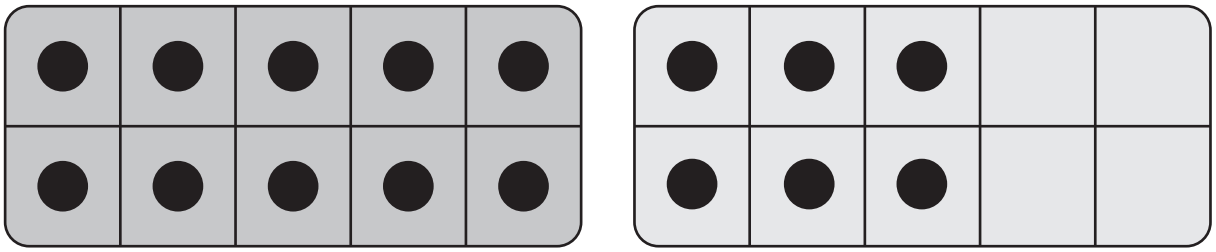
Drawings will vary.

_____ odd even

Answers will vary.

Write the number. Circle odd or even.

5.

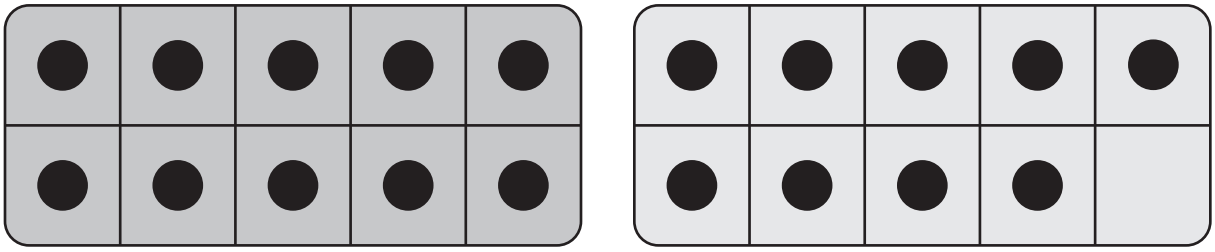


16 odd even

continued on the next page

Name **Answer Key**

6.



19

odd

even

Write the odd numbers.

7.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

8. Rosa has an even number of shoes in her closet.

She has 5 pairs.

Draw a picture of Rosa's shoes. How many shoes does she have?

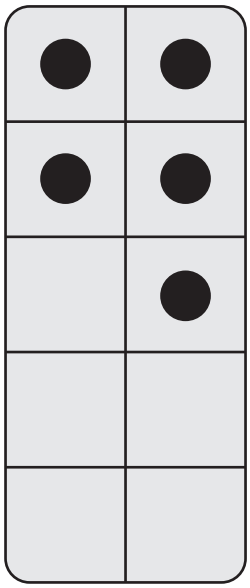
Drawings may vary, but should show 5 pairs of shoes, 10 in all.

10

Name Answer Key

1. Use counters to build the model. Circle odd or even.

5

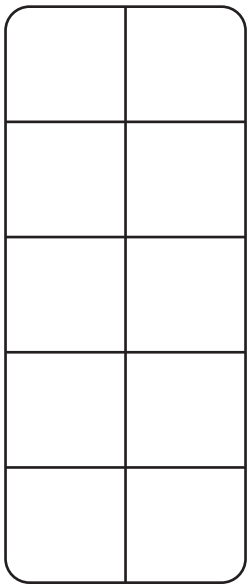


(odd) even

Use counters to model the number. Make a drawing of your model. Circle odd or even.

2.

8



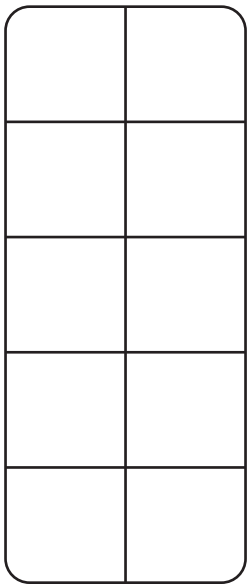
odd (even)

continued on the next page

Name **Answer Key**

3.

10



odd (even)

4. Color the odd numbers red. Color the even numbers blue.

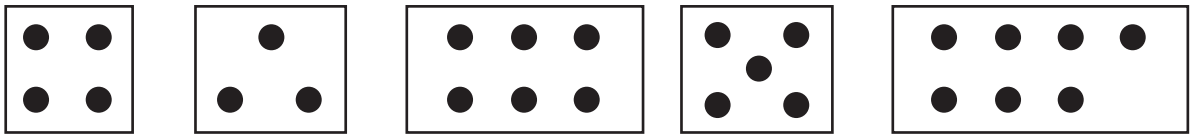
11	12	13	14	15	16	17	18	19	20

Odd numbers are colored red, even blue.

Name Answer Key

2

Count each group of dots below. Are there some groups where you can tell how many dots there are without counting?

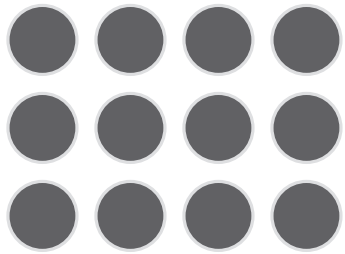


ANSWER: Sample: 4, 3, 6, 5, 7. I recognized 4, 3, 6, and 5 right away without counting.

COMMENTS & EXTENSIONS: Fill a see-through plastic bag with various items (macaroni, buttons, pebbles, and popcorn) and let children have a good look. Then challenge them to estimate the number of items in the bag and to justify their guesses. Then count the items with the children.

Name Answer Key

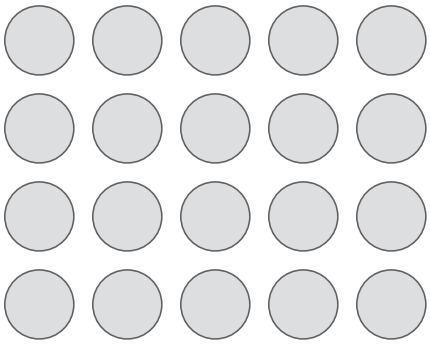
Use Two-Color Counters. Make each model. Fill in the blanks.

1. 

4 + 4 + 4

3 rows of 4 counters is

12 counters.

2. 

5 + 5 + 5 + 5

4 rows of 5 counters

is 20 counters.

Use Two-Color Counters to solve the problem. Draw a model on the back. Fill in the blanks.

3. Paul has 5 rows of stickers. There are 5 stickers in each row. How many stickers does Paul have in all?

5 + 5 + 5 + 5 + 5

5 rows of 5 stickers is 25 stickers.

continued on the next page

Name Answer Key

Use Two-Color Counters to solve the problem. Draw a model Write an addition sentence that matches.

4. Kirsten has 3 rows of forks.

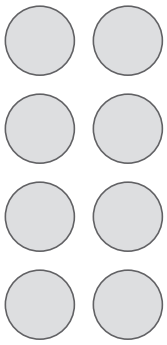
There are 5 forks in each row.

How many forks does Kirsten have in all?

5 + 5 + 5 = 15

Name **Answer Key**

Use Two-Color Counters to build the model. Answer the questions to help you fill in the blanks.

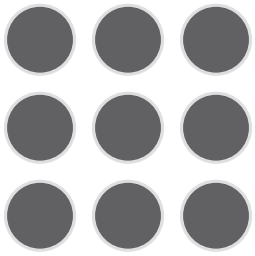
1. 

Remember the rows go side-to-side, and the columns go up-and-down.

How many rows did you make? 4

How many are in each row? 2

2 + 2 + 2 + 2 = 8

2. 

3 + 3 + 3 = 9

continued on the next page

Name Answer Key

3. I have 4 rows of 4 counters. How many counters do I have in all?

Make an array with counters. Draw your array. Write the addition sentence.

Possible array 4 circles in 4 rows.

4 + 4 + 4 + 4 = 16

4. Hiram put apples in 3 rows.

He puts 4 apples in each row.

How many apples does Hiram have in all?

Draw an array that matches the problem. Fill in the addition sentence.

Possible array 4 circles in 3 rows

4 + 4 + 4 = 12

Name *Answer Key*

3

a. An even number can be shown by holding the same number of marbles in two hands. Which of these numbers are even?

5 14 23 40 102

b. If you halve an even number, do you always get an even number?

ANSWER: **a.** 14, 40, 102; **b.** no

COMMENTS & EXTENSIONS: Keep an eye out for unusual ideas students have about testing for evenness. For instance, they may think that if a number has an even digit in it (such as 121), it is even. What can you find out about the way students in your class think?

Write a definition for odd numbers without using the given "marble" definition for even numbers.

Name **Answer Key**

Try This

Take 9 hundreds flats. Skip count by 100s. Draw a □ for each flat you count. Write the number that the flats show.

□□□□□□□□□

900

1. Take a handful of tens rods. Skip count by 10s. Draw a | for each rod. Write the number that the rods show.

Drawings will vary, between 1 and 10 rods.

Answers will vary; between 10 and 100.

2. Evan takes 8 tens rods and skip counts by 10s to find the number they model. What number does his rods show?

Draw the rods and write the number.

80

continued on the next page

Name **Answer Key**

3. Skip count by 5s. Follow the pattern. Write the missing numbers.

65, 70, 75 , 80 , 85, 90 , 95 , 100

4. Skip count. Follow the pattern. Write the missing numbers.

400, 410, 420, 430 , 440 , 450, 460, 470 , 480 , 490

5. Use the pattern to skip count. Write the missing numbers.

525, 530, 535 , 540, 545, 550 , 555, 560

6. There are 5 books in each box below. Skip count by 5s to find how many in all.

5	10	15							

How many books in all? 100

Name Answer Key

1. Use ones units to build the model. Put 1 unit on each number.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Skip count by 5s and color that number.

Write the numbers you count.

5 , 10 , 15 , 20

Children color 5, 10, 15, and 20.

2. Use flats to skip count by 100s. Draw the flats you show.

Check children's drawings. They may draw open squares for each flat.

Write the numbers you skip count:

100 , Answers will vary; 200 through 900.

continued on the next page

Name Answer Key

3. Use a hundred chart to skip count by 10s. Color those squares.

Write the squares you color:

Drawings will vary.

10 , 20, 30, 40, 50, 60, 70, 80, 90, 100

4. Use a hundred chart to skip count by 5s. Start at 50.

Write the numbers you skip count:

50 , 55, 60, 65, 70, 75... Children may continue on.

5. Skip count by 10s. Use the pattern. Write the missing numbers.

170, 180, 190 , 200, 210 , 220, 230 , 240

6. Skip count. Use the pattern. Write the missing numbers.

205, 210, 215, 220 , 225 , 230, 235