

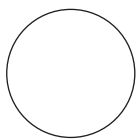
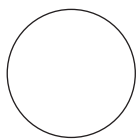
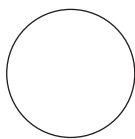
Name _____

1

Draw an X for each finger your teacher shows.



1.



2.



3.

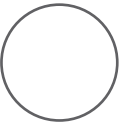
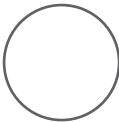
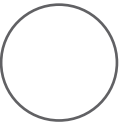
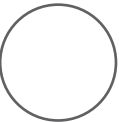
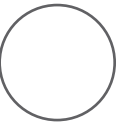


Directions

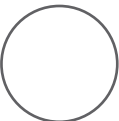
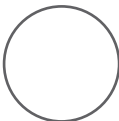
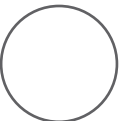
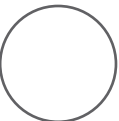
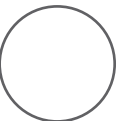
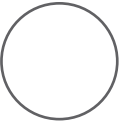
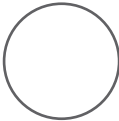
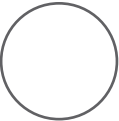
Read aloud to children:

1. Let's count to 3 together. Now, use counters to match the number of suns and color in the outlines to show how many. 2. Let's count to 8. Draw x's under each counter to show. Draw x's in each heart to show 8 kisses for someone you love. 3. Below the smiley face, draw a face for each year you are old. If you're five, you'll draw 5 faces. If you're six, you'll draw 6 faces. What could you do if you weren't sure how old you are?

1.

2.

Directions

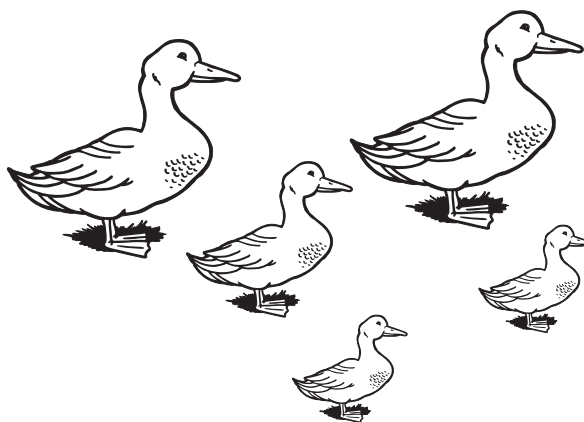
1. Say: Count out 5 Two-Color Counters. Color 5 counters in the first ten-frame to match your model. In the box below, draw 5 quick pictures of something you like to count. **2. Say:** Count to 8. Color 8 counters. Now draw 8 circles in the ten-frame below to represent the counters. In the box below that, draw 8 quick pictures of something you like to count and eat.

Name _____

2

Count the ducks.

Write the number
to tell how many.



1.  fun sun

2.  blue shoes

3.  wee trees

4.  more doors

5.  live hives

Directions

Say: There is a rhyme for each number from 1 to 10. After I read each rhyme, use counters to make a group to match the number. Then, draw a picture to illustrate it.

After you read each rhyme—

Say: Can you think of any other words that rhyme with [the number you read]?

6.  pick-up sticks

7.  kids named Kevin

8.  straight gates

9.  fine lines

10. Five eggs and five eggs,

that makes 

Sitting on top is a mother hen.

Name _____

1.

8

 - - - - -

2.

4

 - - - - -

3.

7

 - - - - -

Directions

Read to students—

One, two, three, four, five, Once I caught a fish alive. Six, seven, eight, nine, ten, Then I let it go again!

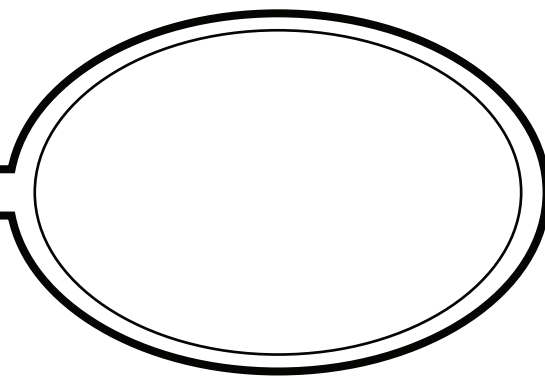
Have children use Snap Cubes to model.

1–3. Draw Snap Cubes in the net to match each number. Write the number. **4–7.** Draw a fish in the net to match each number. Write the number.

Name _____

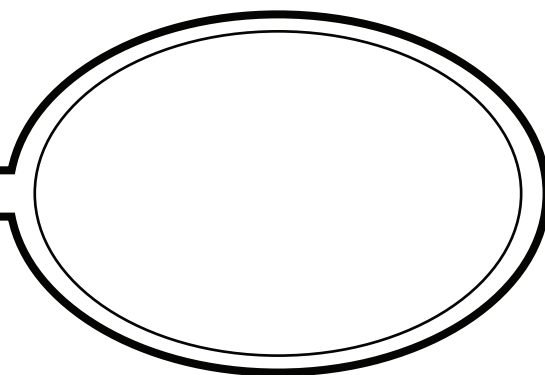
4.

6



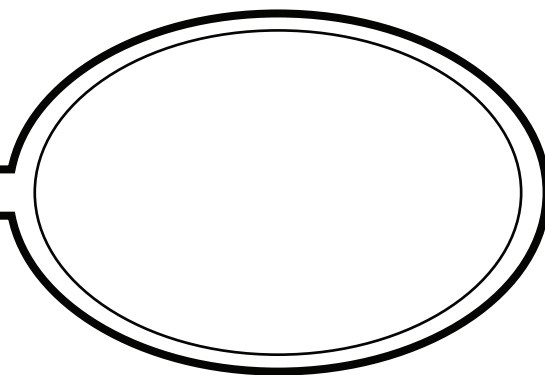
5.

9



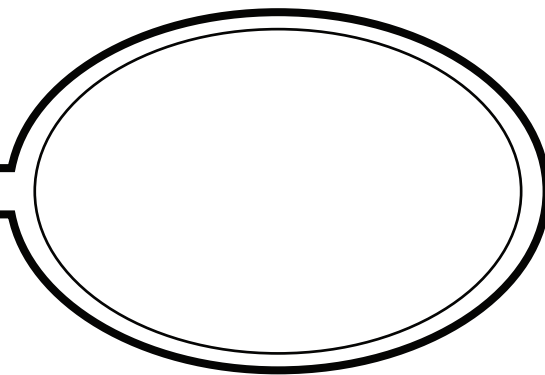
6.

5



7.

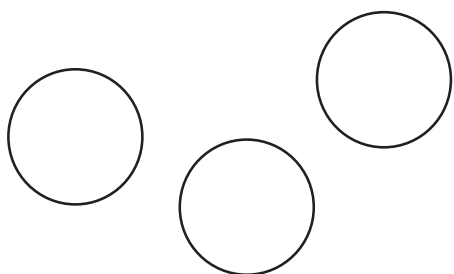
10



Name _____

3

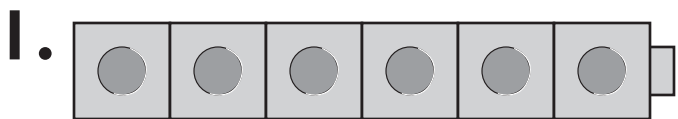
Here are some
circles.



Draw a set of
circles with one
more.

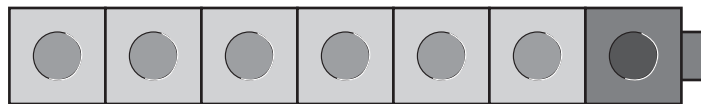


Name _____



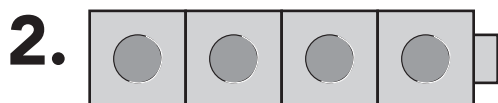
How many?

4 or 6



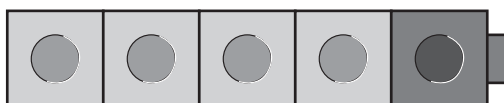
How many now?

5 or 7



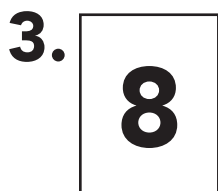
How many?

4 or 6



How many now?

3 or 5



How many?

— — —

Show one more.
How many now?

— — —

Directions

Have children use Snap Cubes® to:

1–3. Build a model of the cubes and circle the matching number. Then, make a model to show one more and circle or write the number. **3.** Place cubes in a pile and select a handful. Have children drop the cubes, then draw them and write the number. Repeat showing one more.

Name _____

4. How many?

— — —

Show one more.
How many now?

— — —

5. How many?

— — —

Show one more.
How many now?

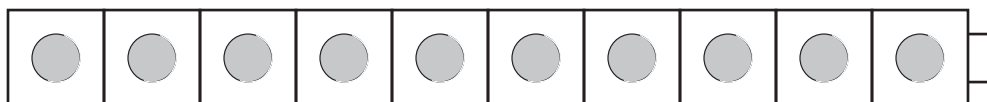
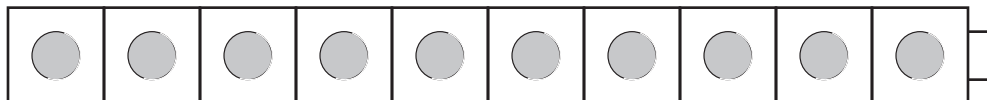
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Directions

Have children use Snap Cubes® to:

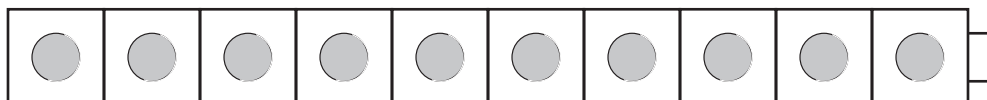
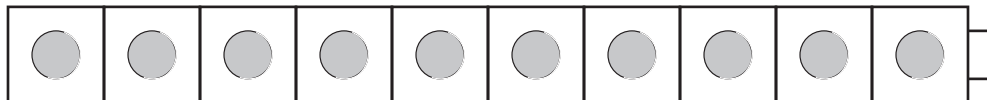
4.–5. Place cubes in a pile and select a handful. Have children drop the cubes, then draw them and write the number. Repeat showing one more.

1. **6**



— — — —

2. **5**

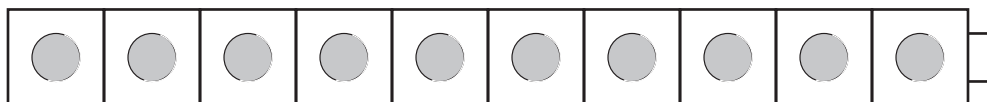
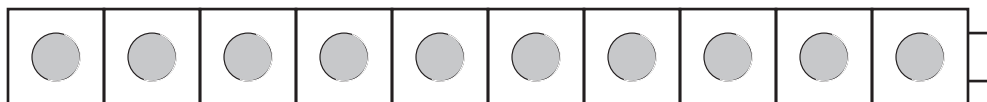


— — — —

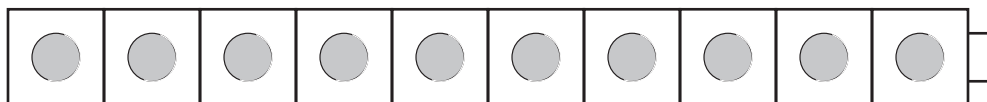
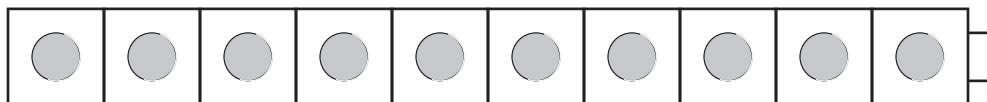
Directions

Have children use Snap Cubes® to build a tower with the given number of cubes. Then have children color the correct number of cubes and write the number. Next, children should build a tower with one more and color the other tower to match.

3.



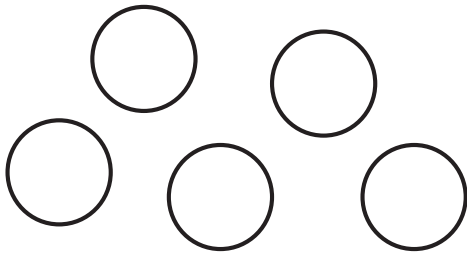
4.



Name _____

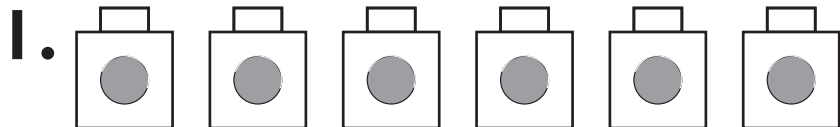
4

Here are some
big circles.



Draw the same
number of small
circles here.

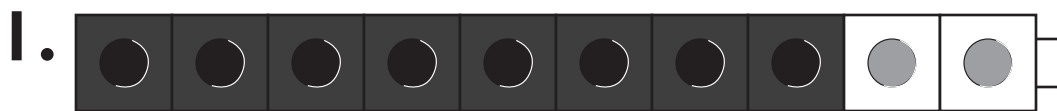




3.

Directions

1. Read the problem: Elaina has 6 leaves. Some are brown and some green. Use Snap Cubes to show how many could be brown and how many could be green. Color the Snap Cubes to match your model. **2.** Show three more ways to make 6 by coloring the three rows of leaves. **3.** Elaina has 6 leaves. If 3 leaves are green, how many are brown? Draw a picture to show the leaves and write numbers to match your drawing.

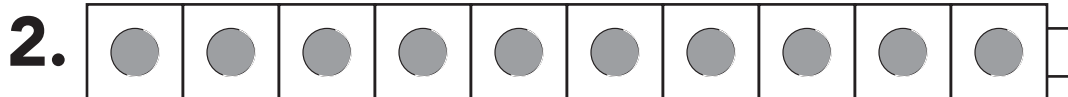


— — —

— — —

_____ are gray.

_____ are white.

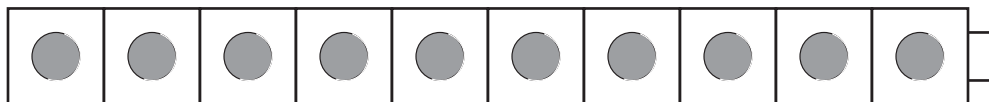


— — —

— — —

_____ are green.

_____ are red.

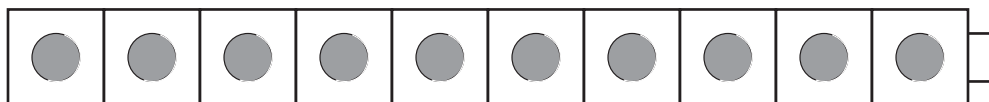


— — —

— — —

_____ are green.

_____ are red.



— — —

— — —

_____ are green.

_____ are red.

Directions

Read to students—

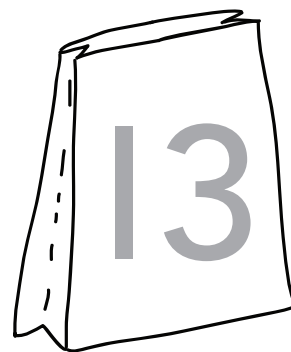
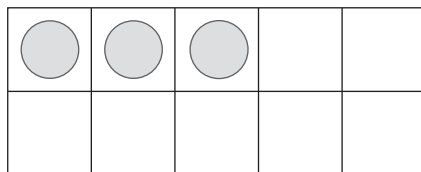
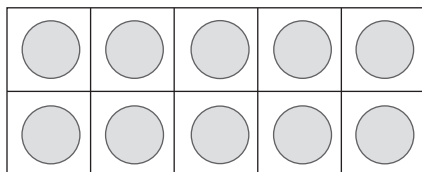
1. Model this cube train using Snap Cubes. How many are gray? Write the number. How many are white? Write that number. 2. Use Snap Cubes to make a train with red and green cubes. Show how you make 10 with two number partners. Color the train you made. Make two more trains to show different ways to make 10 with red and green cubes. Write a number for each partner in each train.

Name _____

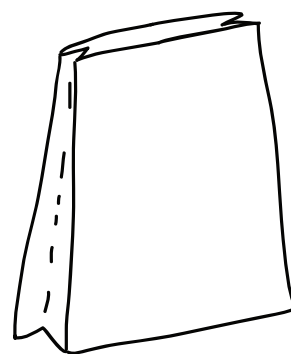
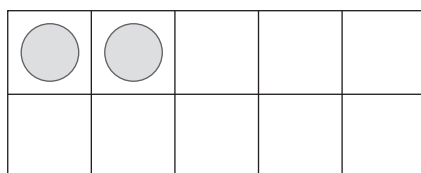
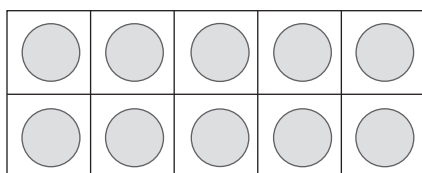
5

Write all the numbers between
5 and 10.

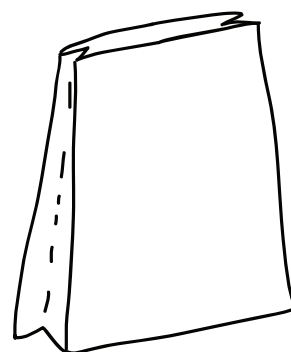
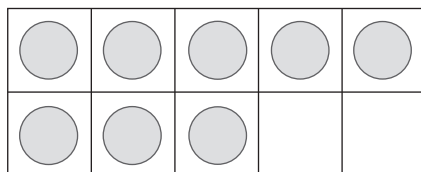
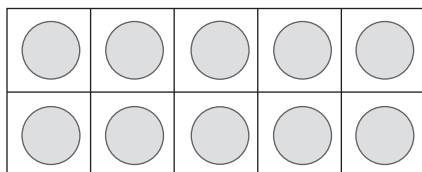




1.



2.

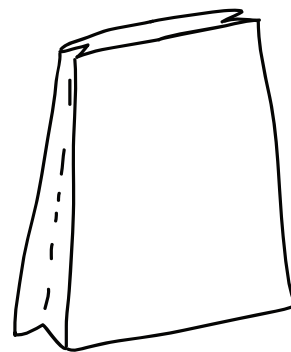
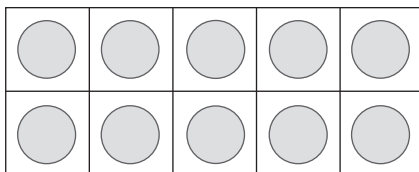
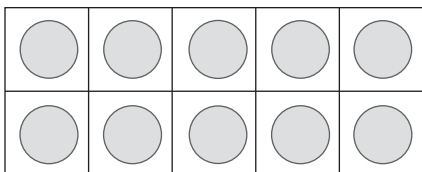


Directions

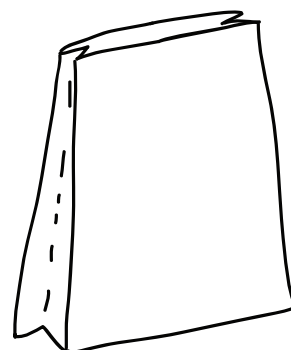
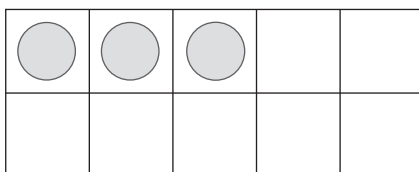
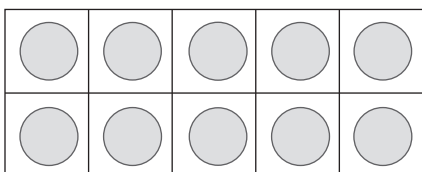
Use counters and BLM 5. Have children build the model, count how many, and then say and write the number.

Name _____

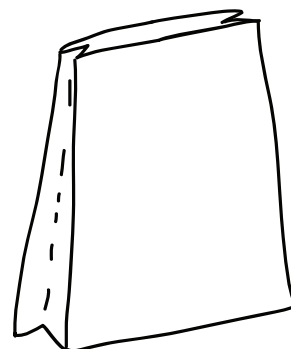
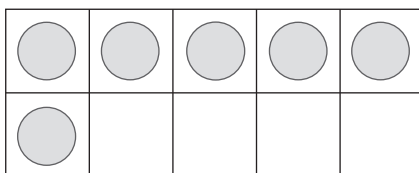
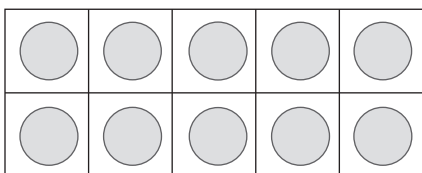
3.



4.



5.



1. **16**

2. **17**

3. **18**

4. **19**

5. **20**

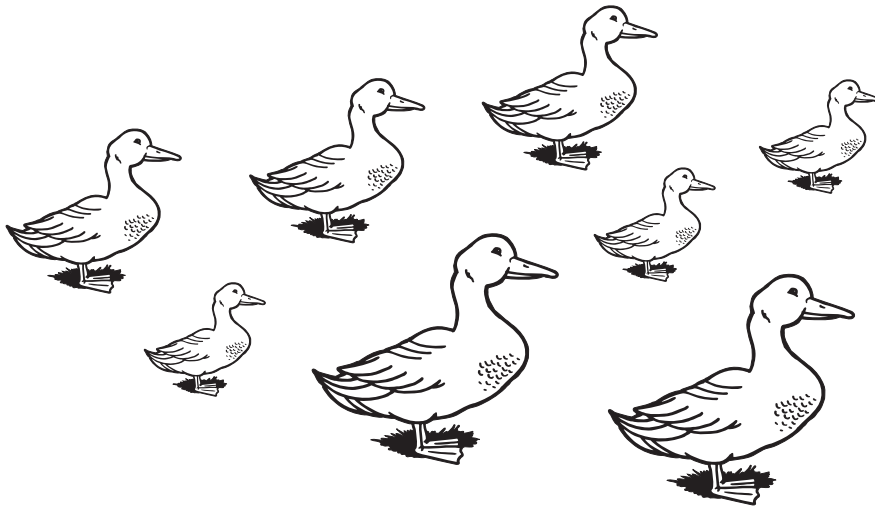
Directions

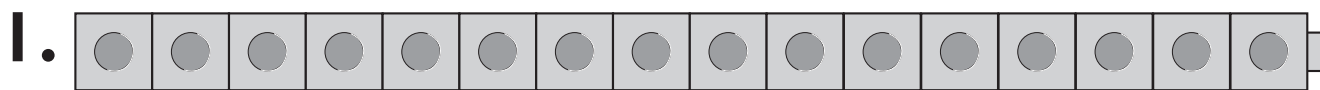
Have children use Two-Color Counters and double ten-frames to model the numbers. Color the same number of squares on the double ten-frame. Then, have children write the number.

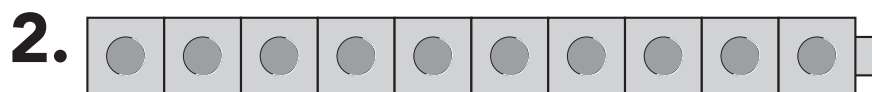
Name _____

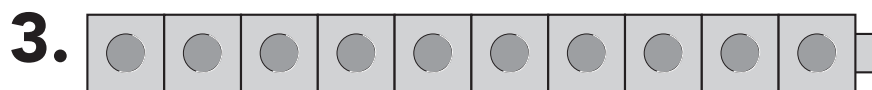
6

How many ducks are there?



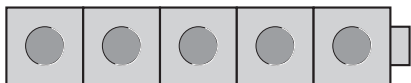
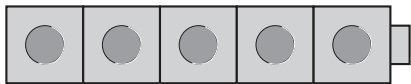
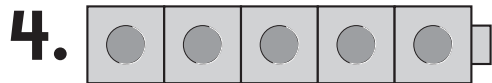






Directions

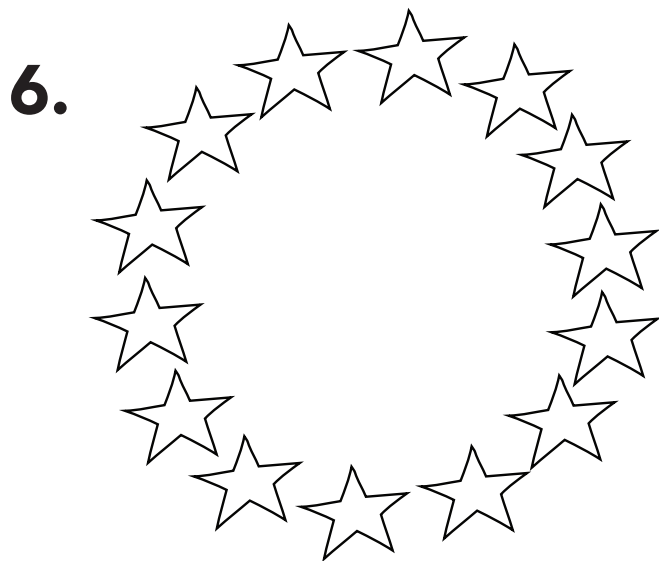
Use Snap Cubes® to model the problems. Count the number of objects, and then write a number to tell how many.



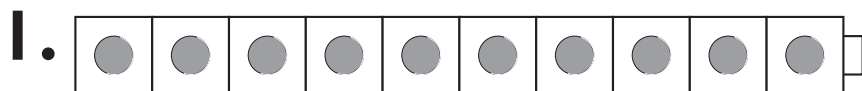
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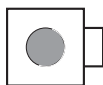
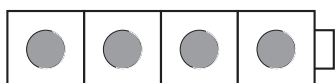


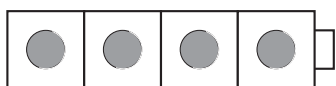
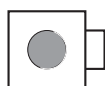
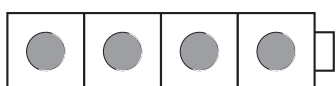
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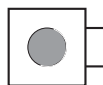
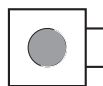
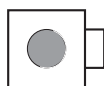
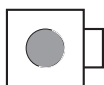
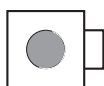












Directions

Read the problems. Have children share their explanations aloud.

1–3. Use the Snap Cubes® to build the model shown. How many are there? Write the number.

4. Draw 12 balls and write the number.

Name _____

7

Kayla has 14 pennies.

Draw a picture to show her pennies.



1.

Tens	Ones
1	3

Write the number .

2.

Tens	Ones

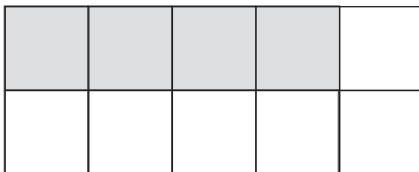
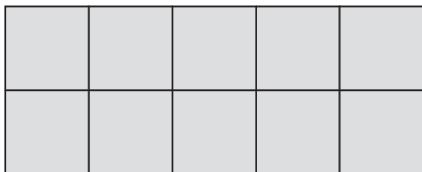
Write the number .

Directions

Have children use Color Tiles. Read the directions aloud:

- 1-3. Build the amount on your Double Ten Frame. How many tens? How many ones? Write and say the number.
4. Look at how many tens and ones. Write and say the number.

3.



Tens	Ones

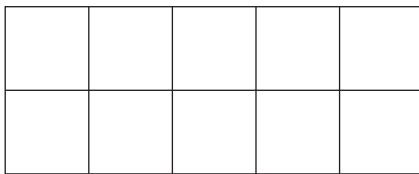
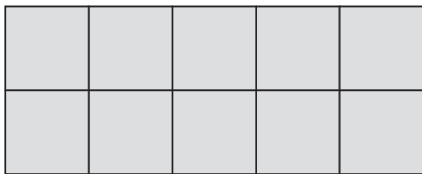
Write the number — — — — .

4.

Tens	Ones
I	I

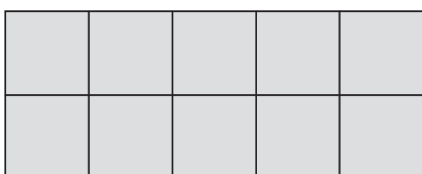
Write the number — — — — .

1.



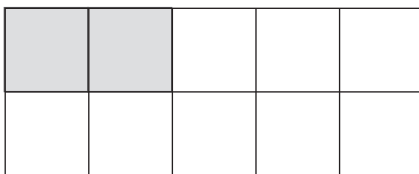
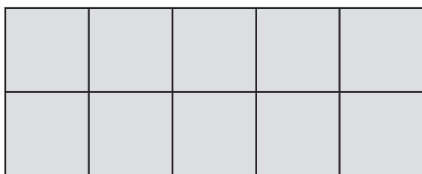
— — — — —

2.



— — — — —

3.



Tens	Ones
_____	_____
— — — — —	— — — — —
_____	_____

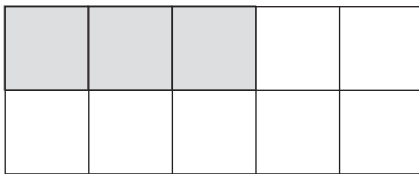
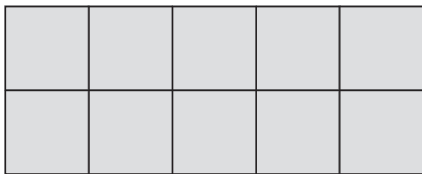
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Directions

Have children use Color Tiles and double ten frames to model each example.

1–2. Write and say the number. **3–s.** Complete the place value frame by writing the tens and ones. Then, write and say the number.

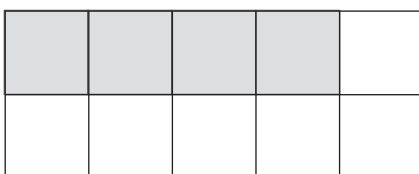
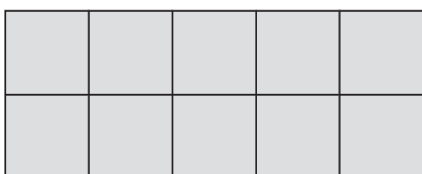
4.



Tens	Ones
_____	_____
_____	_____
_____	_____

Write the number .

5.



Tens	Ones
_____	_____
_____	_____
_____	_____

Write the number .
