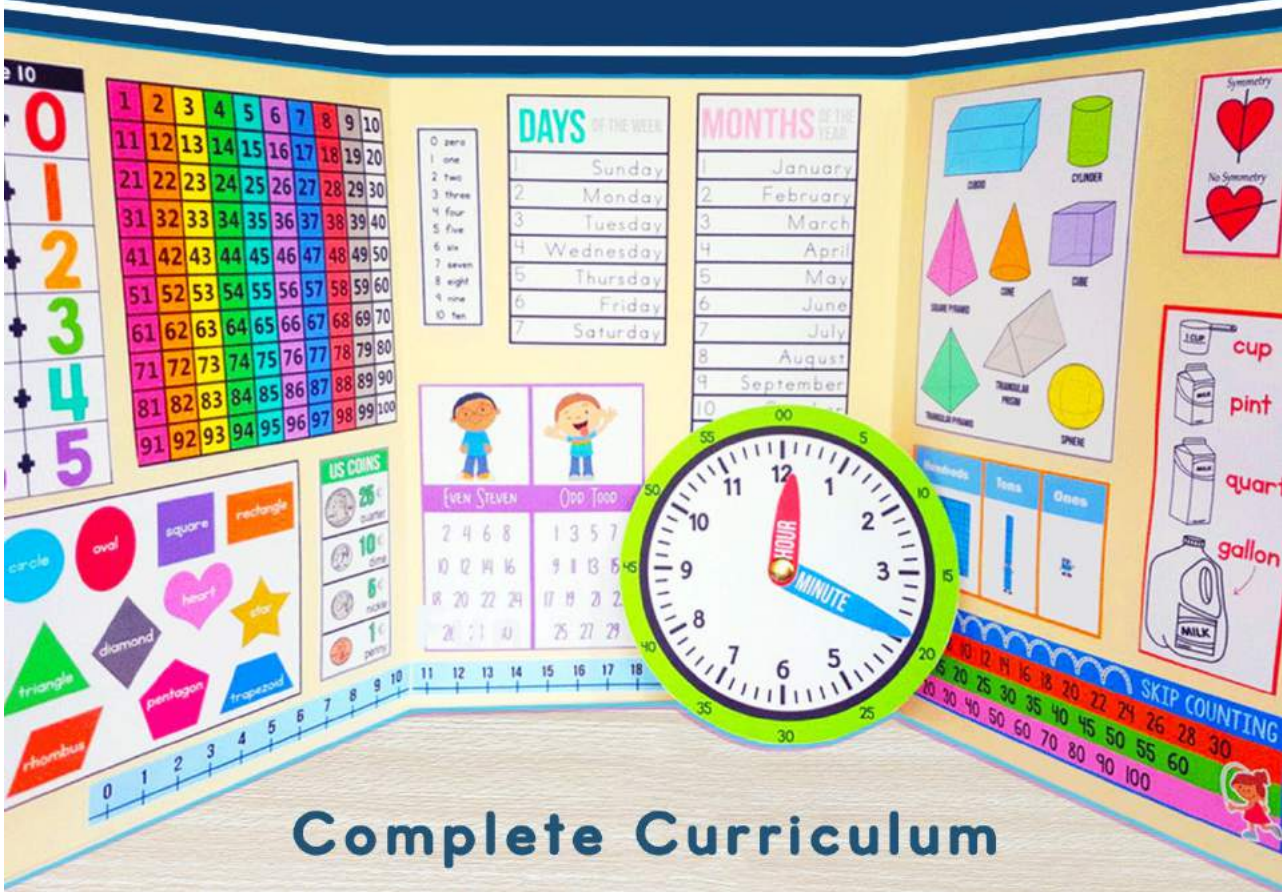
KINDERGARTEN

INTERACTIVE MATH



Complete Curriculum

Interactive MATH Curriculum Notebook

www.KindergartenMom.com

Contact: valerie@thecraftyclassroom.com Visit our eStore for more!

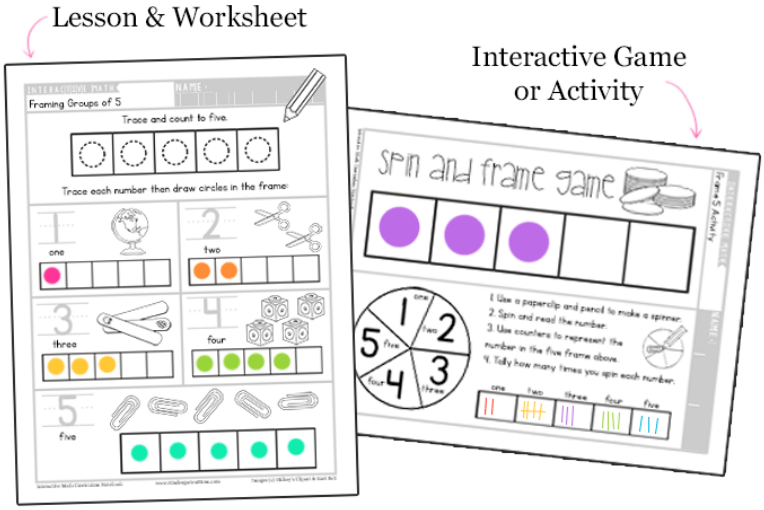
Weekly Schedule:

Monday	Tuesday	Wednesday	Thursday
Warm-Up Folder	Warm-Up Folder	Warm-Up Folder	Warm-Up Folder
Lesson Sheet	Lesson Sheet	Lesson Sheet	Lesson Sheet
Hands-on Activity	Hand- on Activity	Hands-on Activity	Hands-on Activity

*Indicates optional hands-on printables available in appendix.

Curriculum Overview:

General Setup:



Daily Lesson Worksheet

For each daily lesson, students receive an instructional worksheet covering a new concept or skill. Students follow simple instructions to complete the activity. As the week progresses, students build upon each specific skill with new and engaging activities. Each daily lesson is reinforced with a hands-on activity that prints on the back side of the page.

Daily Hands-on Activities

For each daily lesson, students complete a hands-on activity page or game to reinforce the new concept or skill. We've taken great care to make sure these games require minimal prep work and use supplies that you are likely to have on hand. Below we have a small list of suggested resources you'll want to keep on hand during the course of this curriculum. We've also listed optional resources and product recommendations, but please do not feel as though these are necessary for the curriculum.

Simple Supplies to keep on hand:	Optional Items to Purchase (Not Required)
• **Playdough** • **Q-Tips** • **Dice** • **Coins** • **Candy graphing** • **Bead and or nut sorting** • **Playing Cards** • **Money (Coins and Bills)** • **Bingo Daubers**	These items are not required to use the curriculum, but will provide additional hands on learning opportunities throughout the course. • **Peg Board & Rubber bands** • **Snap Cubes (Unifex)** • **Pan Balance Scale** • **Judy Clock**

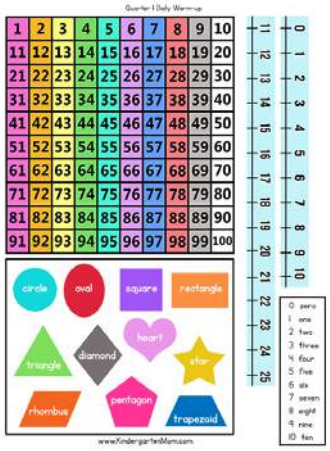
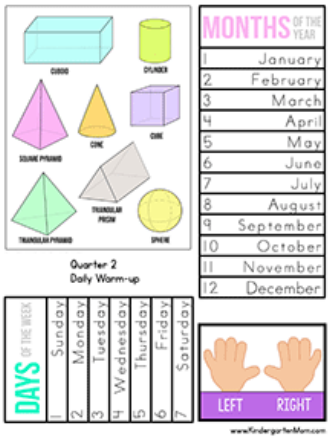
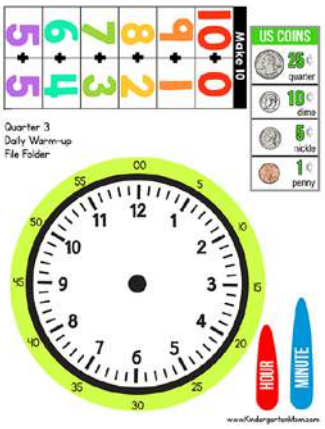
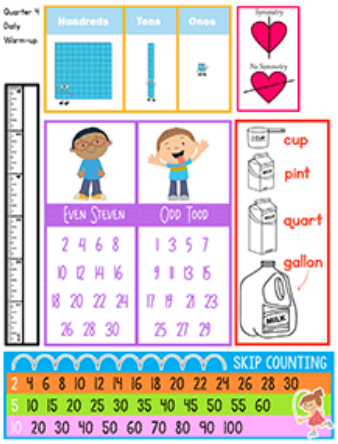
Daily Warm-Up Folder:

Purpose: Each day your student will review their daily warm up folder prior to starting any new lessons. This folder serves as a simple way to work on key math skills in small time chunks over the entire year. While we have teaching suggestions below, this is intended to be quick, unscripted time for you to connect with your student to cover key concepts.

Assembly: We recommend using two manila file folders (glued together) to form a tri-folding folder. At the start of each quarter you will glue in the listed components so that your student has warm-up work that corresponds with what they are learning in their lessons. Use the suggested placement as depicted in the image above.

Use: Each morning set aside 5 minutes to review the key skills as outlined on the following page. These are intended to be quick touching points that will help build necessary math vocabulary and comprehension over the course of the school year. After your student is familiar with each item in their folder, ask them a few impromptu questions based on their ability level. Choose a couple of the suggested tasks in the following chart and give students a prompt to show you they can accomplish the task.

Sample Prompts for Daily Warm-up

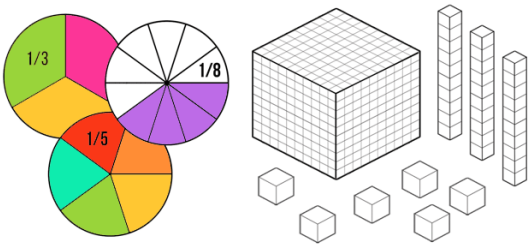
Quarter 1 Weeks 1-9	Quarter 2 Weeks 10-18	Quarter 3 Weeks 19-27	Quarter 4 Weeks 28-36
			
Hundreds Board **Shapes** **Number Line** **Number Words**	**3D Solid Shapes** **Days of the Week** **Months of the Year** **Left & Right Hands**	**Number Bonds to 10** **US Coins** **Moveable Clock** (use a small brad to assemble)	**Skip Counting** **Place Value** **Symmetry** **Even & Odd** **Measurement**
Hundreds Board: Counting Forwards Counting Backwards Point and Say Number Place Value Skip Counting Roll to 100 Games Find a Number Find a Number +10 more	**3D Solid Shapes:** Shape Names Object in Room Hunt Sides, Faces, Corners **Left & Right:** Identification Touch First Finger on the Left Hand…..etc	**Clock:** Hour & Minute Hands Time to the Hour Time to the Half Hour Telling the Time Setting Clock to Match the Time	**Skip Counting:** Counting by 2's Counting by 5's Counting by 10's Early Multiplication ("What are 5 tens worth? Hop 5 times to find out.")
Shapes: Shape Names Number of Sides Number of Corners Shapes Around Me	**Days of the Week:** 7 Days Song Today Is….. What Day Comes After? What Day Comes Before?	**US Coins:** Coin Names Coin Values Coin Equalities	**Place Value:** Say & Write Numbers Build Numbers w/Blocks **Symmetry:** Shapes w/Symmetry
Number Line: Addition Problems Subtraction Problems **Number Words:** Verbal Spelling	**Months of the Year:** Months Song Month Numbers What Month Comes After? Holidays	**Number Bonds:** Addition Questions Subtraction Questions	**Even & Odd:** Recitation Hundreds Board **Measurement:** Ruler to Measure Capacity

Review Weeks:

Review weeks cycle every five weeks and provide students with the opportunity to demonstrate mastery of concepts learned during the previous four weeks. For each day during a review week we provide "Show What You Know" worksheets alongside a suggested game or link for students to visit. The suggested games and activities are intended to reinforce and build upon that month's skills. All links are provided in the Curriculum Overview (page 2) and are clickable from your web browser.

Please note that the game links will take you to a variety of different websites as they are available free online. While we've diligently chosen kid-friendly websites, we are not in control of the content published and things could change from our point of publishing till the time you click on the link. To plan for this we've included multiple game suggestions for each week. Please contact us with any problems that arise.

Additional Printable Materials (Appendix)



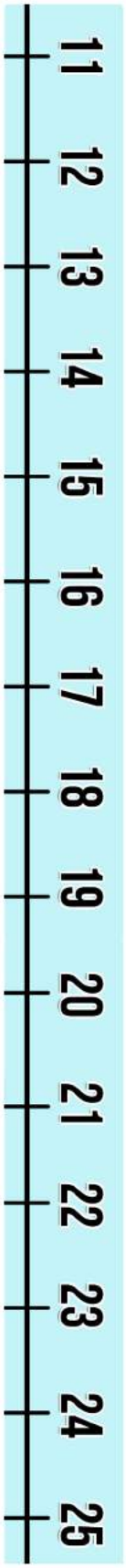
The appendix of this curriculum includes many printable math manipulatives you can use to reinforce key math concepts covered over the year. It is recommended that you print these resources on cardstock or laminate them for durability.

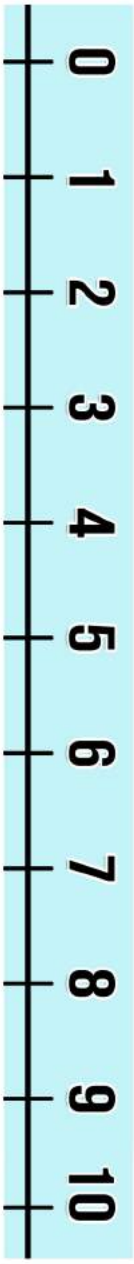
Each manipulative set is referenced by the corresponding week in the curriculum, however we suggest using these any time over the course of this program for review.

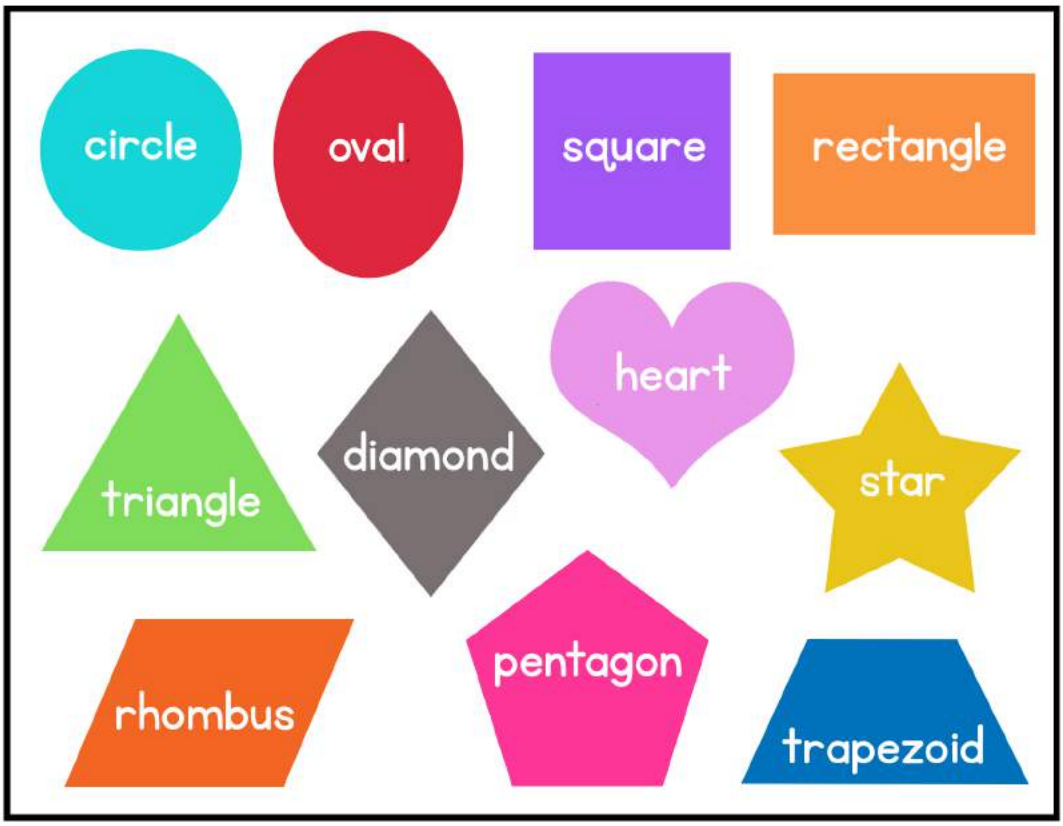
Manipulatives	Corresponding Lessons
Blank Shape Templates	Week 4
Tangrams	Week 4
Printable Dominos	Week 6
Addition Flashcards	Week 8+
Blank Skip Counting Worksheets	Weeks 9, 16, 28
3D Nets	Week 14
Calendar (Calendar is taught in Week 19, however you can start the calendar at the start of the year if you like)	Week 19
Base 10	Week 27
Fraction Circles & Bar Fractions	Optional Practice

Quarter 1 Daily Warm-up

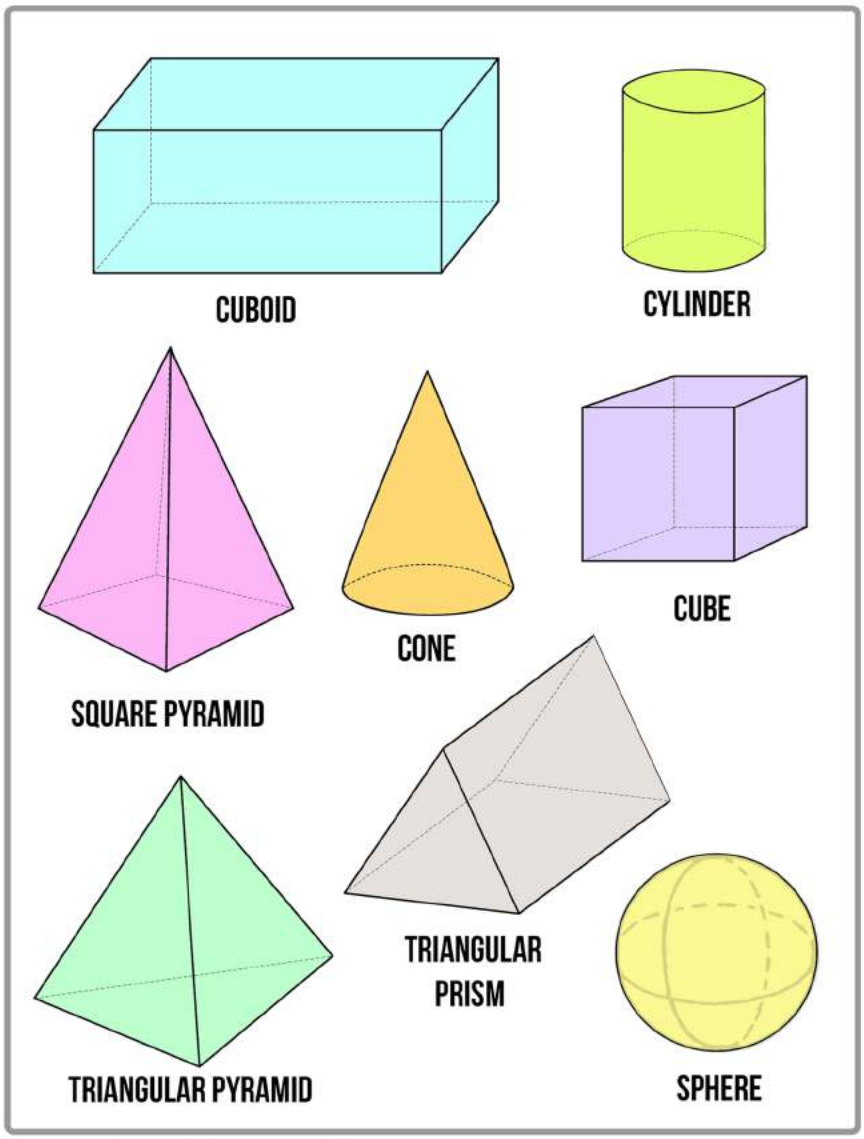
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100







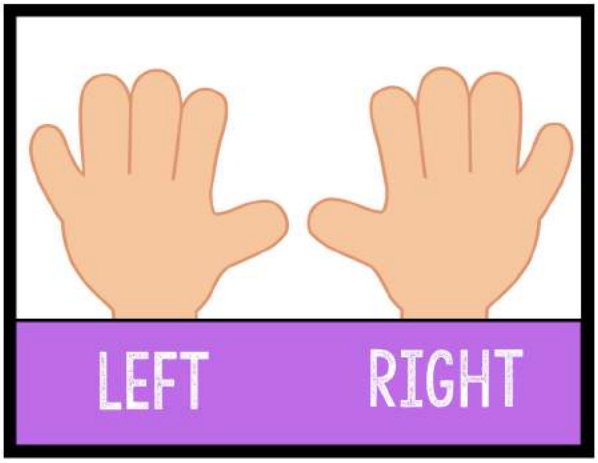
0	zero
1	one
2	two
3	three
4	four
5	five
6	six
7	seven
8	eight
9	nine
10	ten



Quarter 2
Daily Warm-up

MONTHS OF THE YEAR	
1	January
2	February
3	March
4	April
5	May
6	June
7	July
8	August
9	September
10	October
11	November
12	December

DAYS OF THE WEEK	
1	Sunday
2	Monday
3	Tuesday
4	Wednesday
5	Thursday
6	Friday
7	Saturday



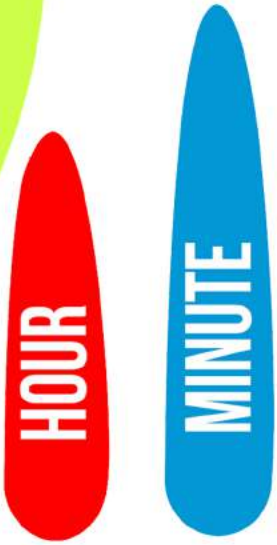
Make 10

5 + 5	6 + 4	7 + 3	8 + 2	9 + 1	10 + 0

US COINS

25 ¢ quarter	
10 ¢ dime	
5 ¢ nickel	
1 ¢ penny	

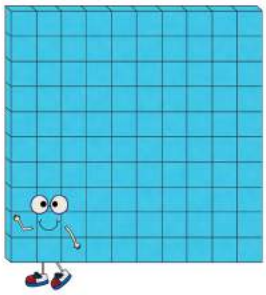
Quarter 3
Daily Warm-up
File Folder

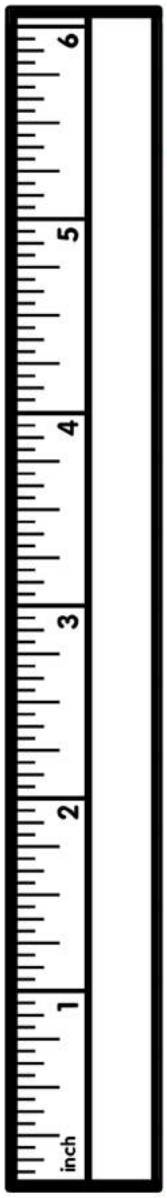


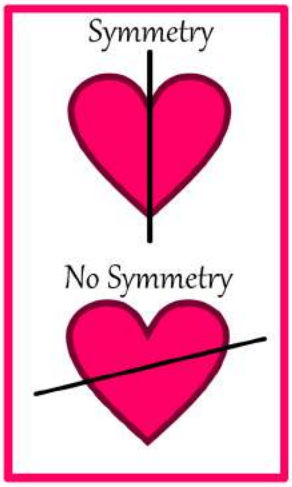
Quarter 4

Daily

Warm-up

Hundreds	Tens	Ones
		

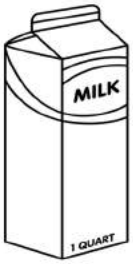




	
Even Steven	Odd Todd
2 4 6 8	1 3 5 7
10 12 14 16	9 11 13 15
18 20 22 24	17 19 21 23
26 28 30	25 27 29

cup

pint



quart

gallon

SKIP COUNTING

2	4	6	8	10	12	14	16	18	20	22	24	26	28	30
5	10	15	20	25	30	35	40	45	50	55	60			
10	20	30	40	50	60	70	80	90	100					

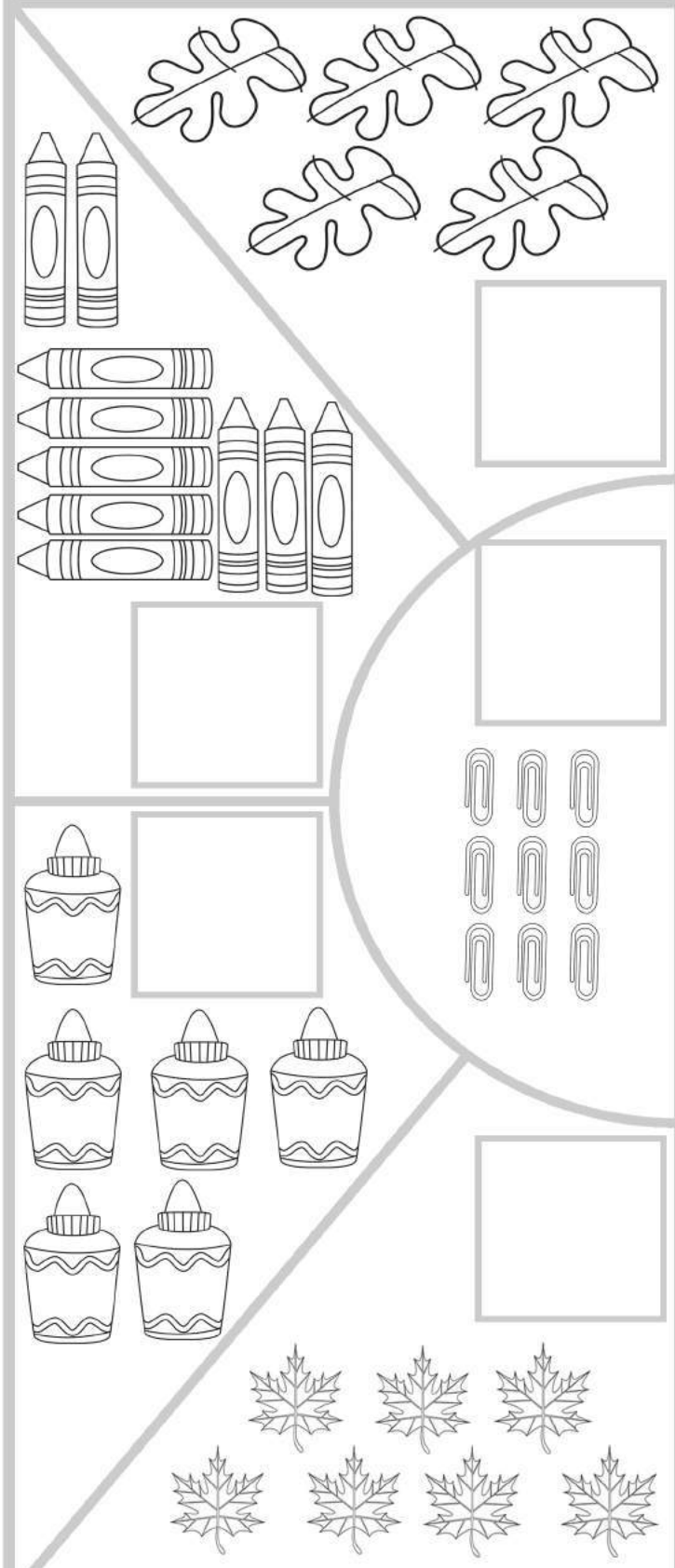
INTERACTIVE MATH

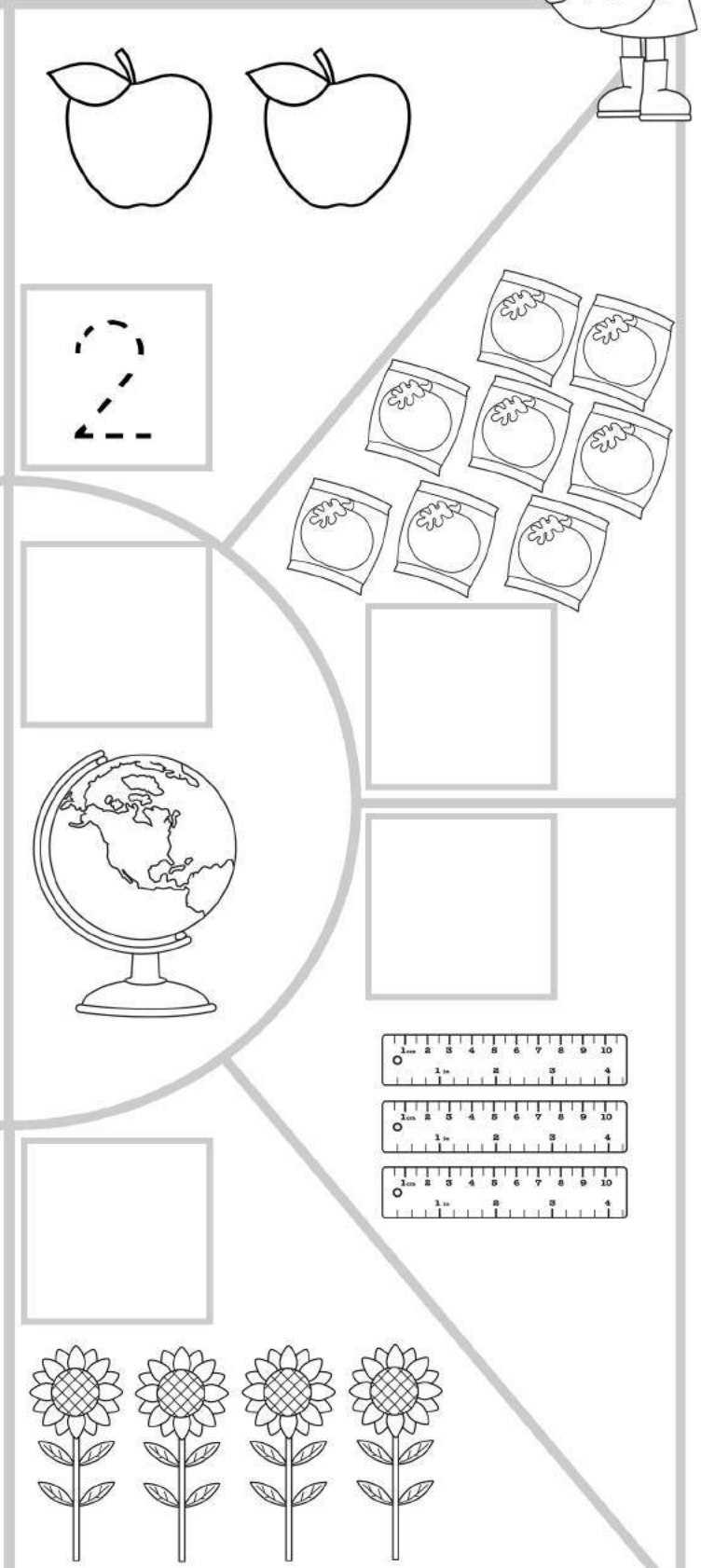
Counting & Writing Numbers

NAME :

Count the objects and write the number in the box.

1 2 3 4 5 6 7 8 9 10

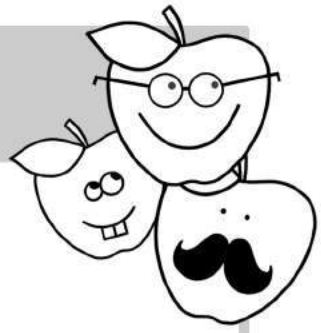




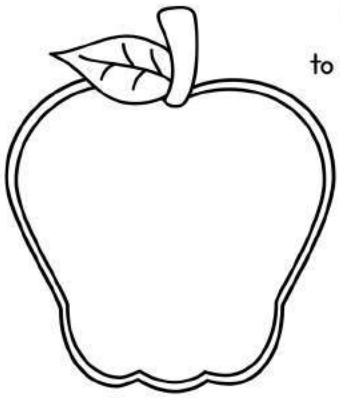
INTERACTIVE MATH

Count & Dab

NAME :



Use a q-tip and paint to add seeds to each apple.



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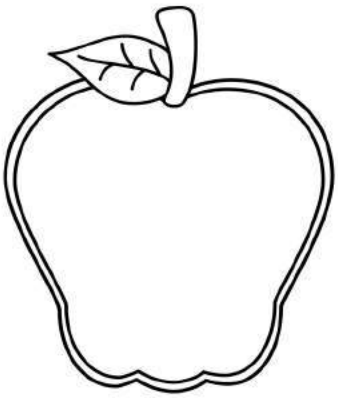

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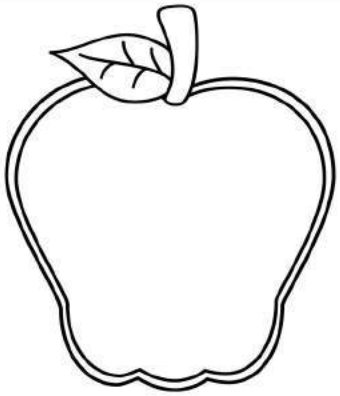

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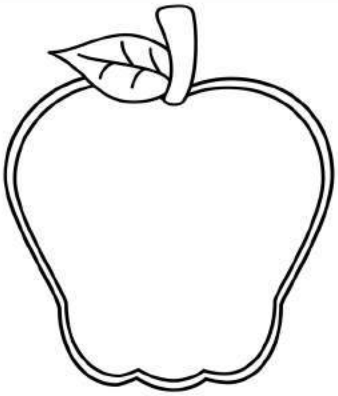
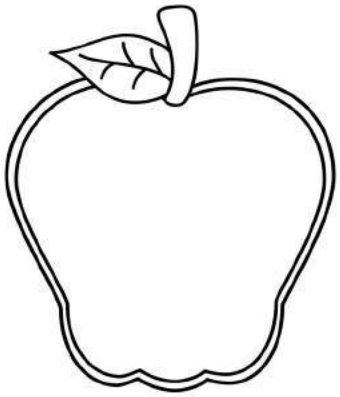


1



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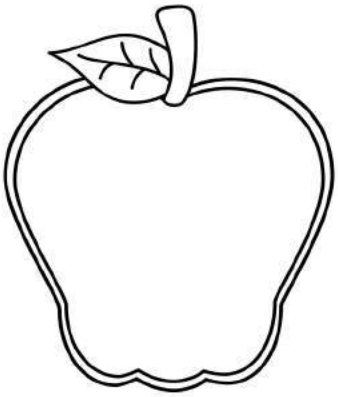

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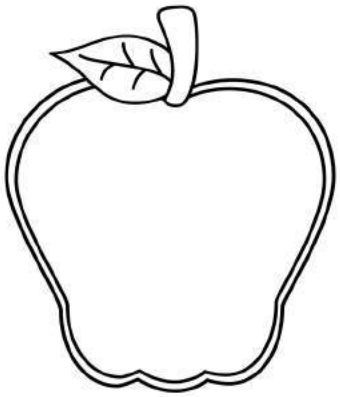

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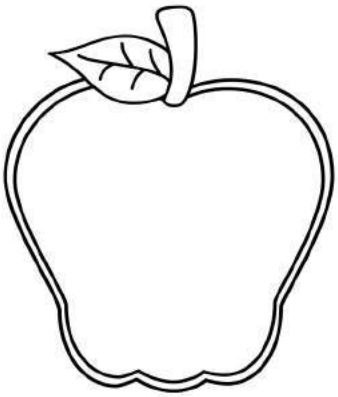


6

INTERACTIVE MATH

NAME :

Counting Numbers 1-9

Count each set of school supplies. Draw a line to match the number of objects.

5

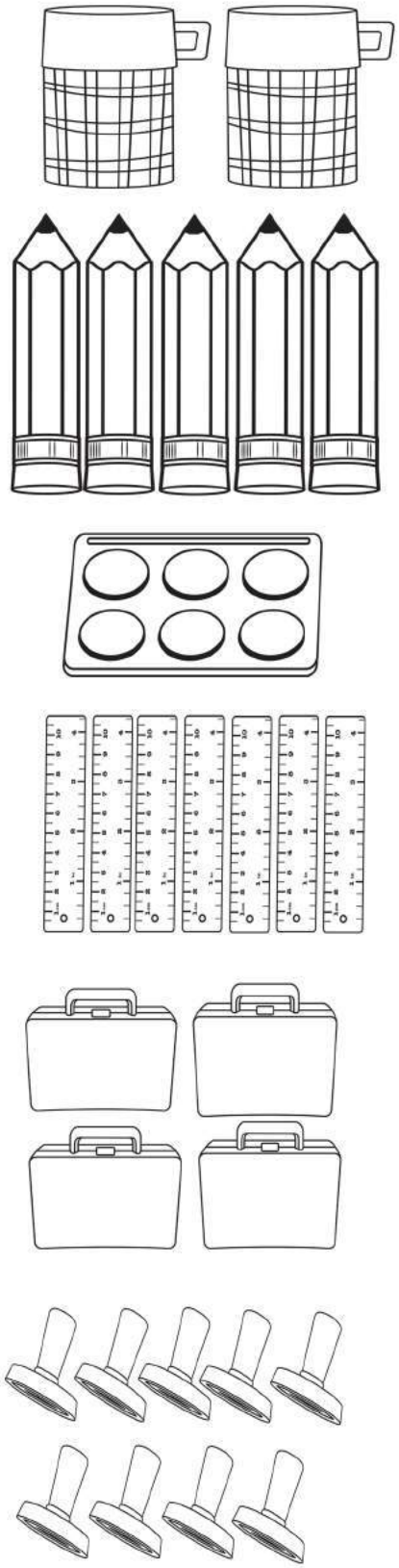
7

2

6

9

4



INTERACTIVE MATH

NAME:

Count & Color Numbers 1-9

Color 2 acorns RED.

Color 6 acorns BLUE.

Color 5 acorns BROWN.

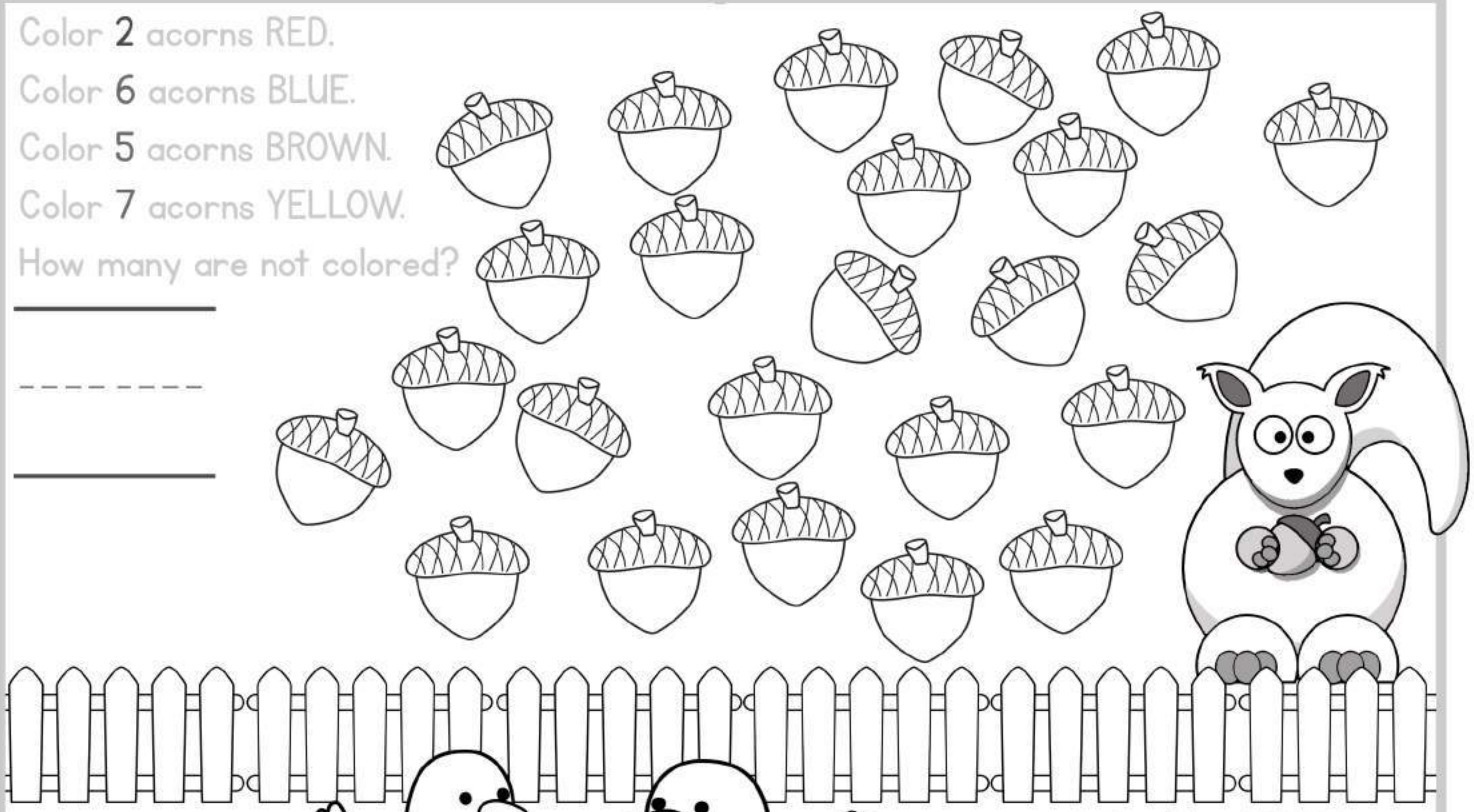
Color 7 acorns YELLOW.

How many are not colored?

_____

- - - - - - - -

_____

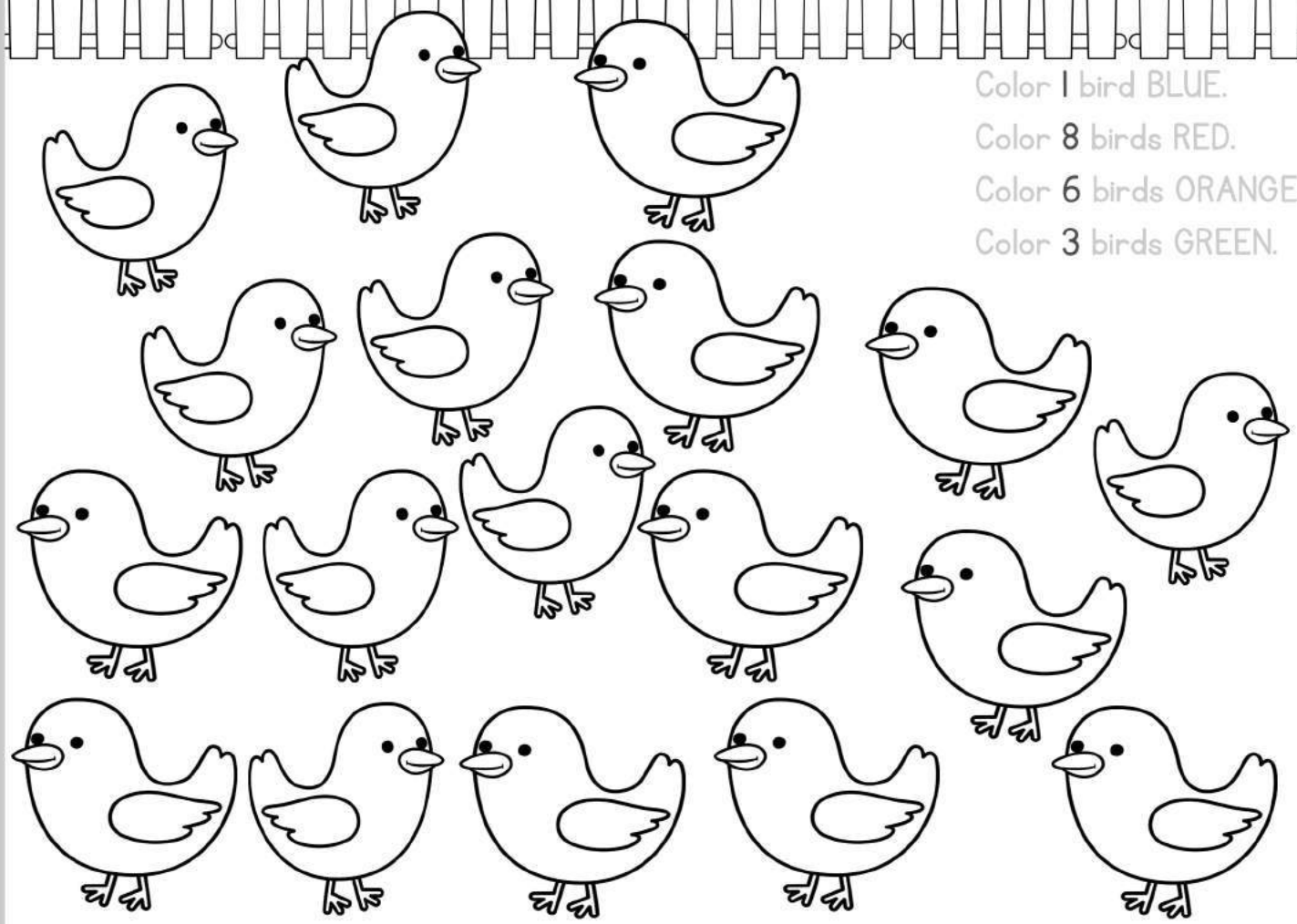


Color 1 bird BLUE.

Color 8 birds RED.

Color 6 birds ORANGE.

Color 3 birds GREEN.

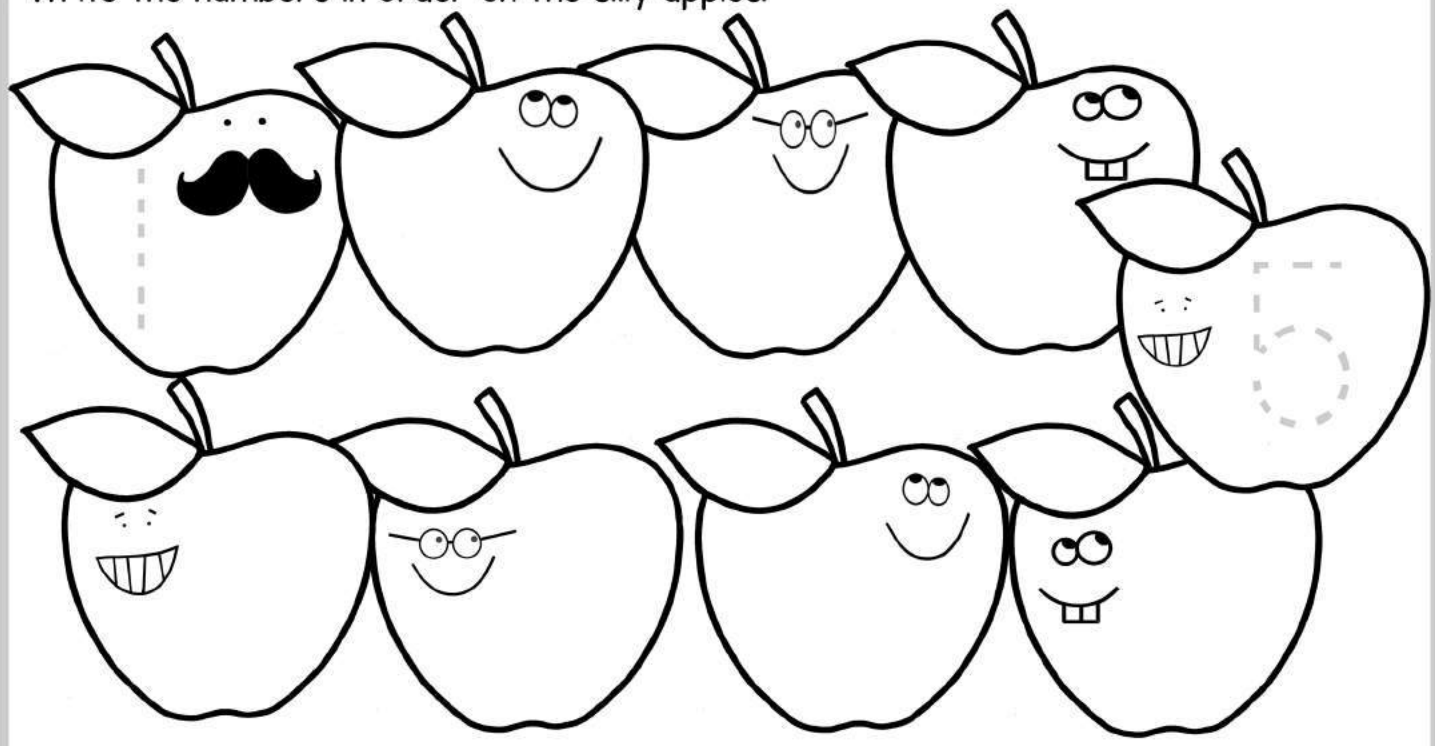


INTERACTIVE MATH

NAME :

Writing Numbers 1-20

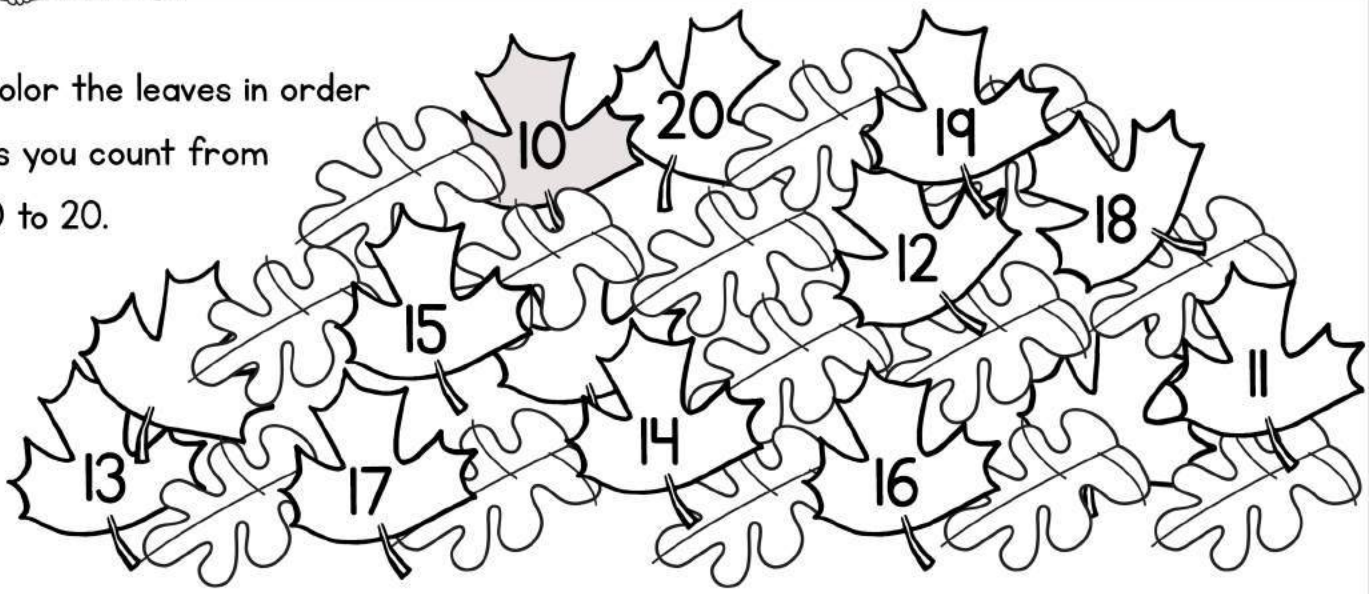
Write the numbers in order on the silly apples.



Write the numbers 10-20

10 11

Color the leaves in order as you count from 10 to 20.



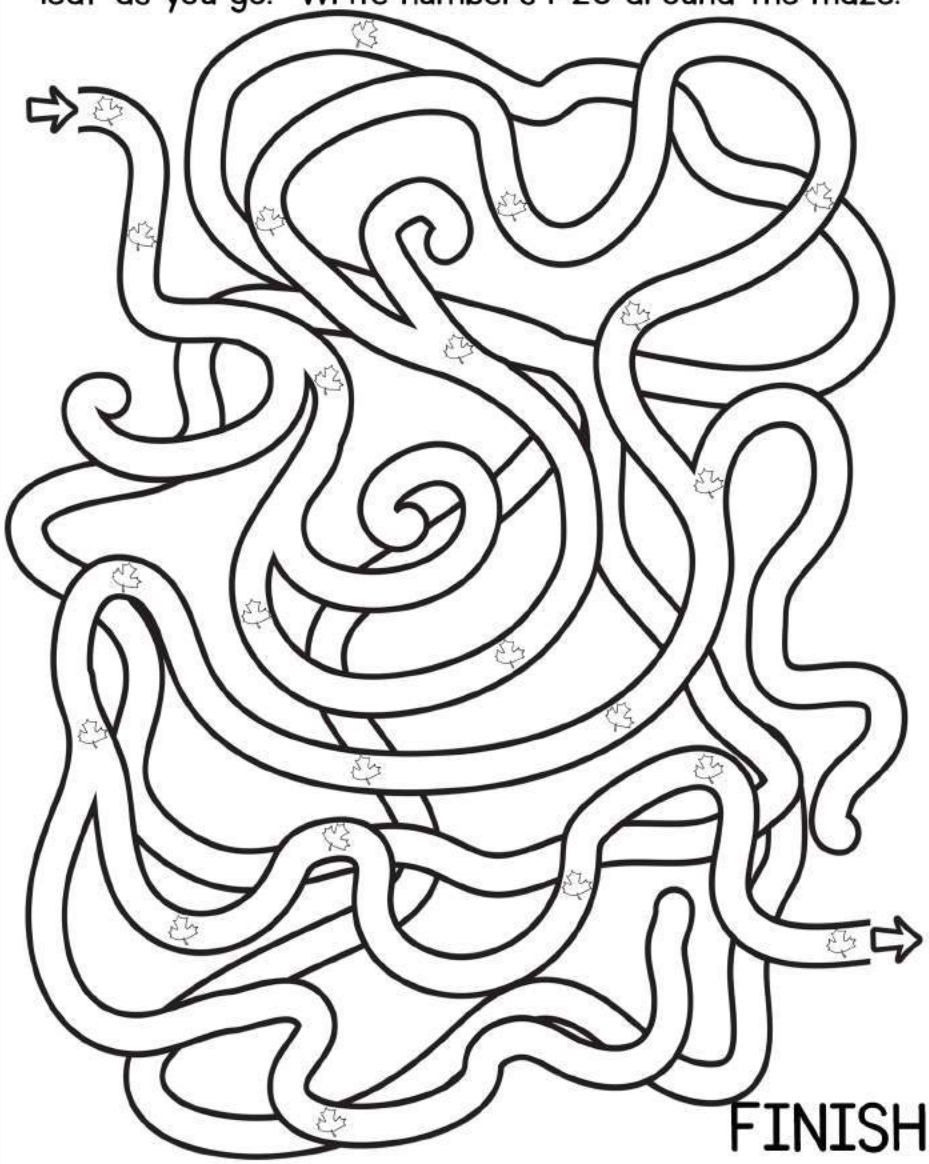
INTERACTIVE MATH

NAME :

Writing Numbers 1-20

START

Collect leaves through the maze. Count each leaf as you go. Write numbers 1-20 around the maze.

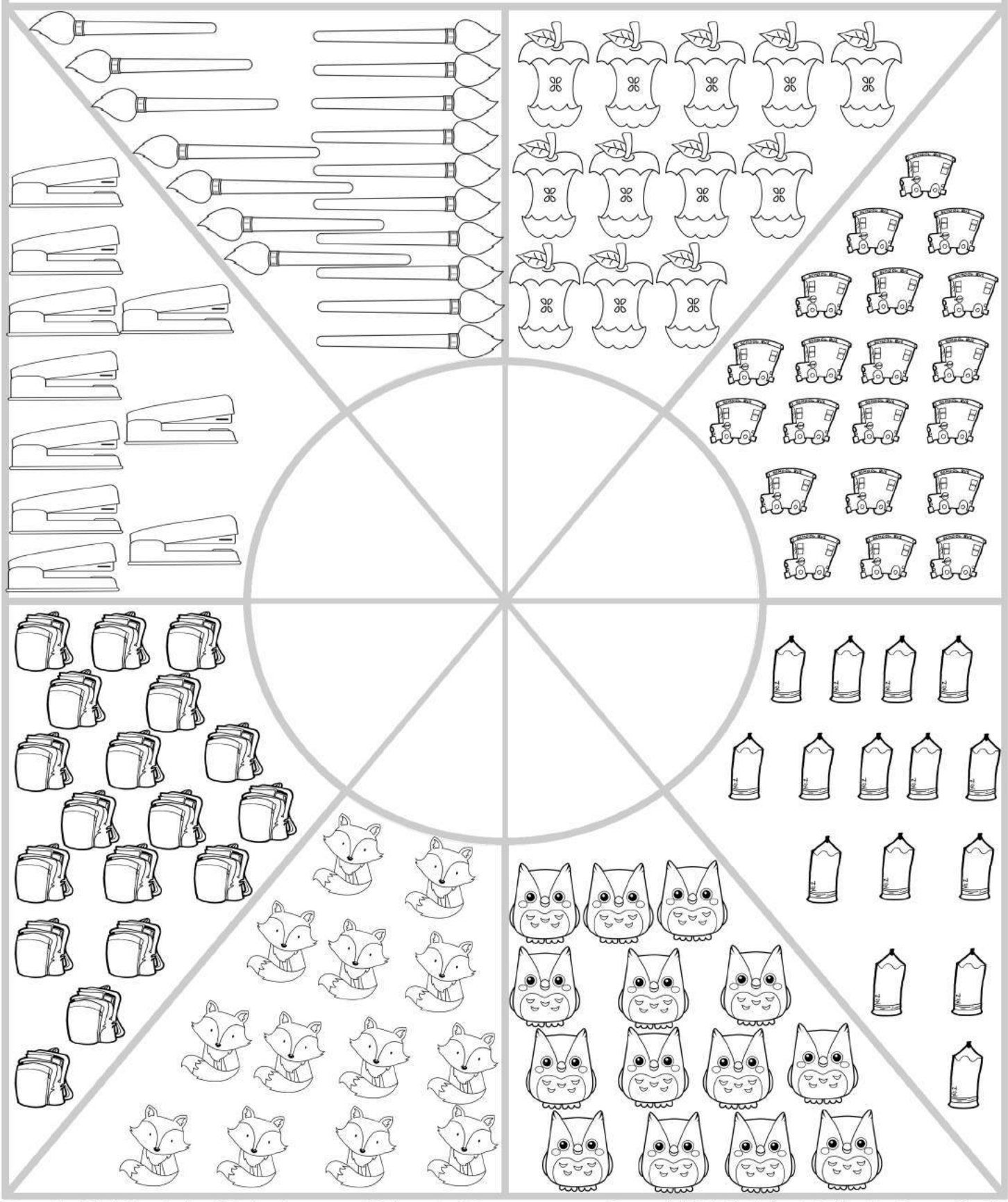


INTERACTIVE MATH

NAME:

Numbers 10-20

Count the items. Cut out the numbers on the next page and glue them in the correct spot below:



INTERACTIVE MATH NAME :

Number Order

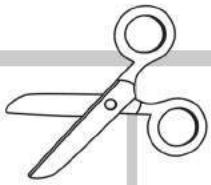
1 2 3 4

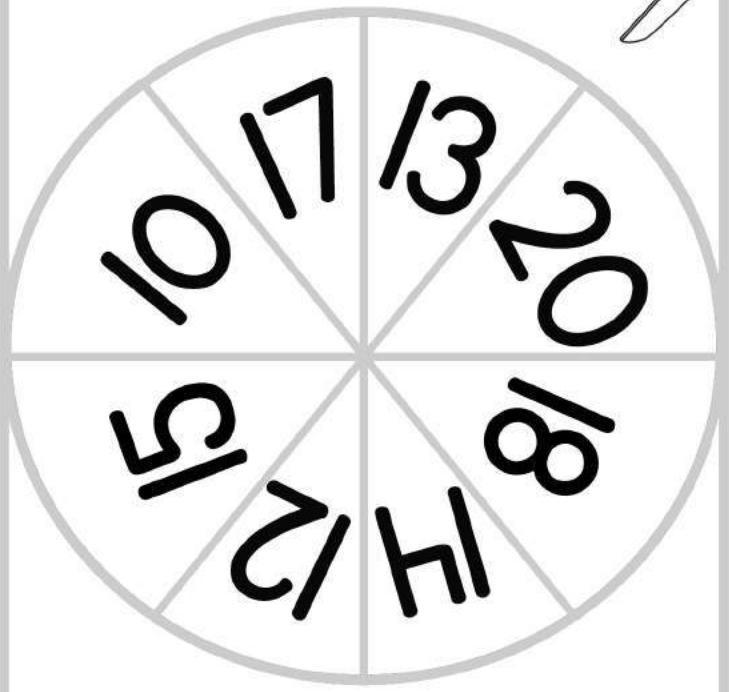
5 6 7

9 10 11 13 14

15 16 17 19

Write in the missing numbers





Cut out the pieces of pizza and glue them to the matching objects on today's lesson sheet.

INTERACTIVE MATH

NAME:

Framing Groups of 5

Trace and count to five.

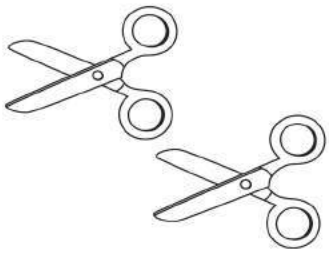
Trace each number then draw circles in the frame:

1

one

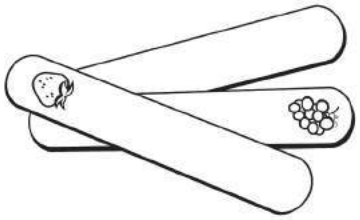
2

two



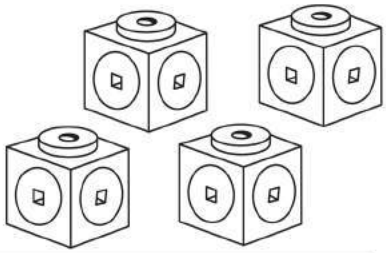
3

three



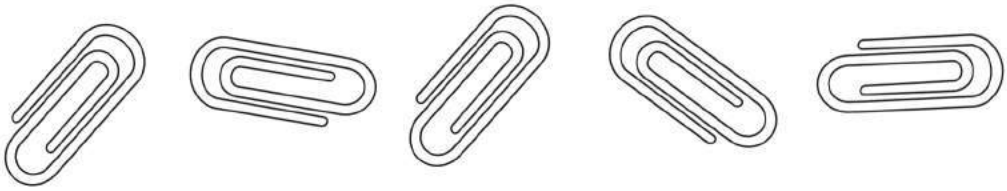
4

four



5

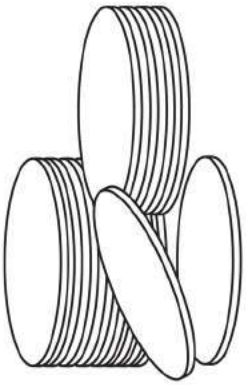
five

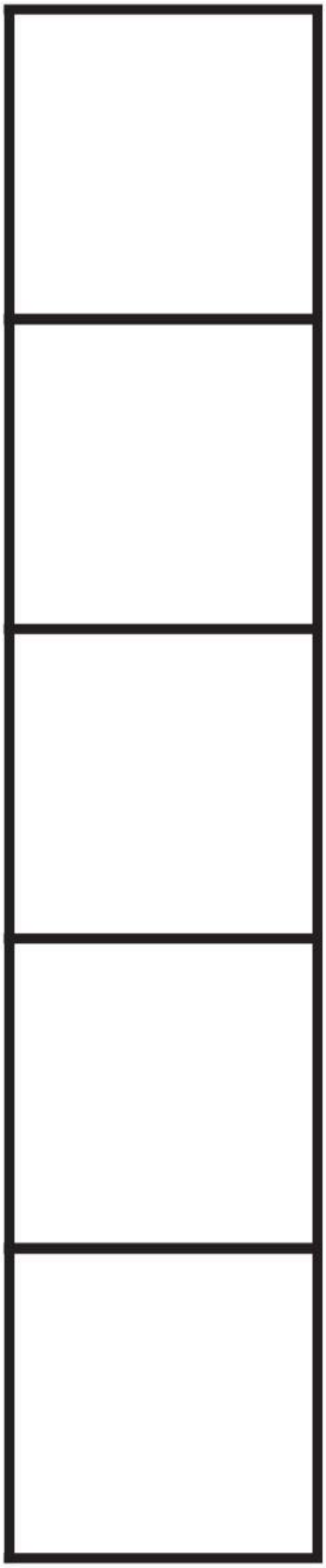


NAME :

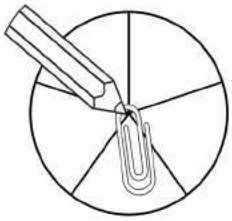
Frame 5 Activity

Spin and frame game



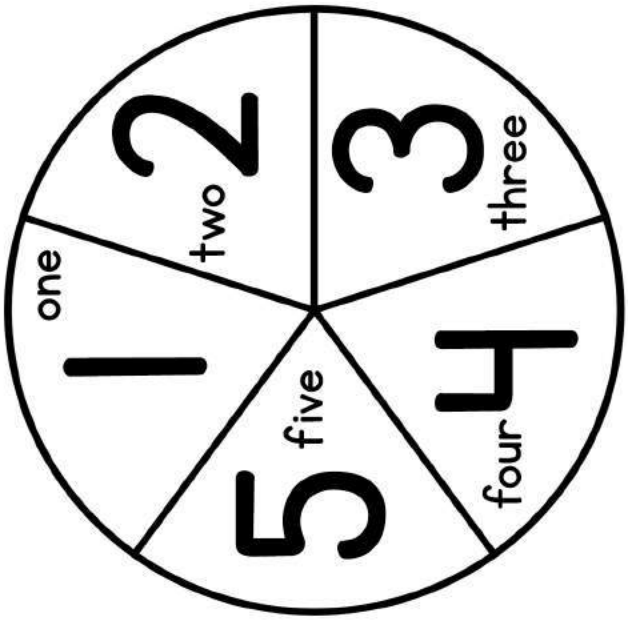


1. Use a paperclip and pencil to make a spinner.



2. Spin and read the number.
3. Use counters to represent the number in the five frame above.
4. Tally how many times you spin each number.

one	two	three	four	five

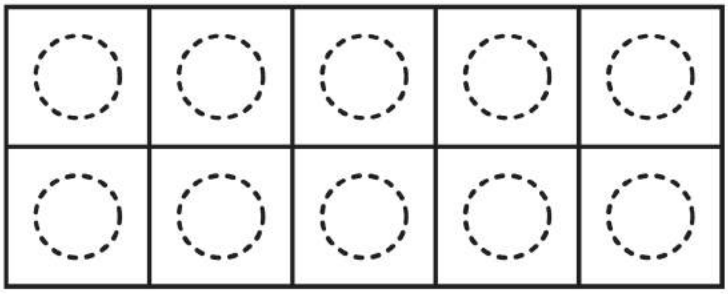


INTERACTIVE MATH

NAME:

Framing Groups of 10

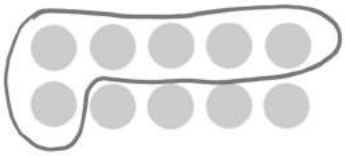
Dab and count to ten.



Trace each number. Circle the right amount. Frame the number.

6

Circle six:



7

Circle seven:

8

Circle eight:

9

Circle nine:

10

Circle ten:

INTERACTIVE MATH

NAME:

Frame 10 Activity

Gather ten counters (rocks, bears etc...). Place them into a jar. Children reach in and grab a handful and place on he table. Children count, write the number word, and frame.

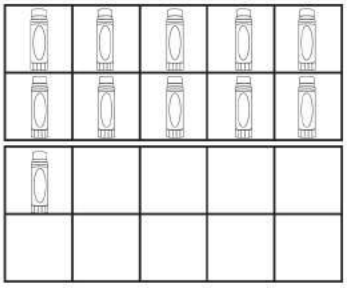
one two three four five six seven eight nine ten

count	write	frame
7	seven	

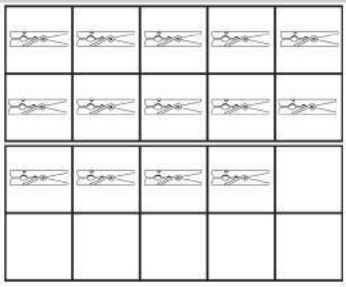
INTERACTIVE MATH NAME:

Numbers 10-20

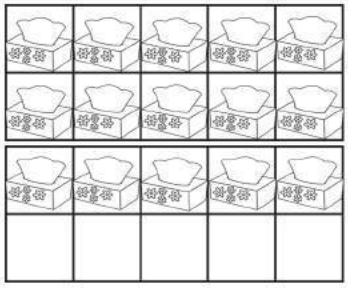
Count the objects and fill in the bubble that matches the number of objects.



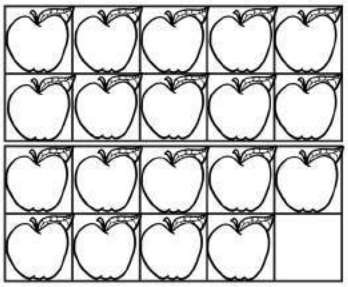
10 13 11



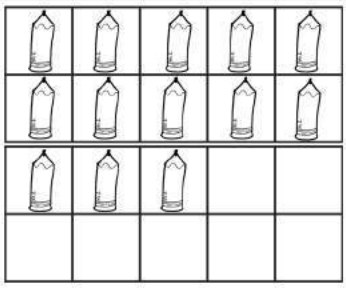
14 16 10



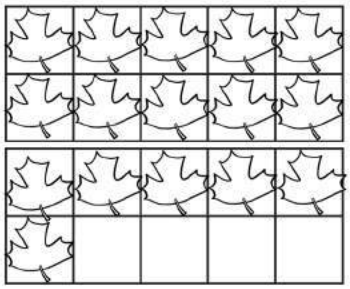
18 20 15



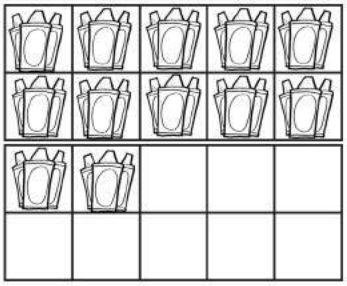
19 20 16



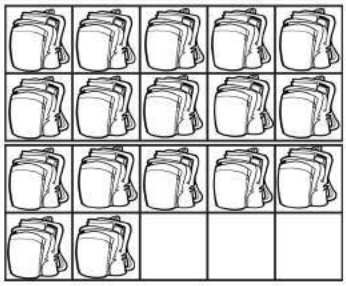
19 13 18



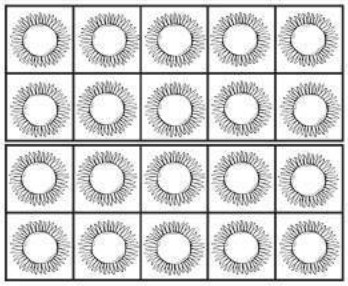
12 17 16



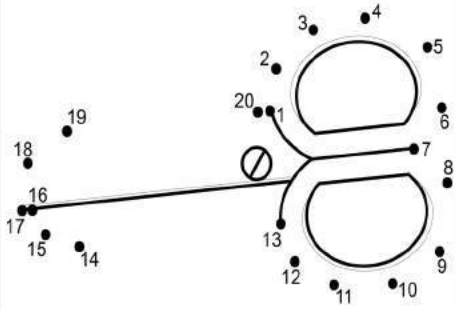
12 10 15

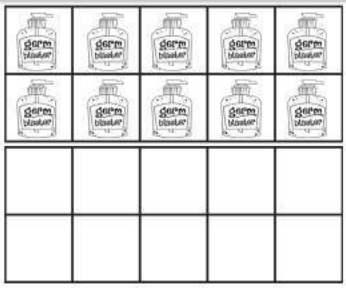


13 17 11

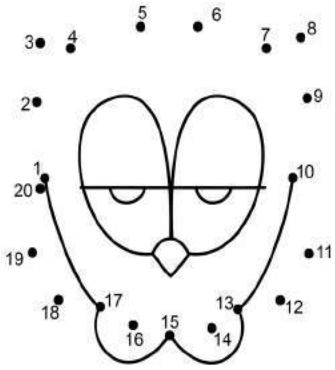


19 12 20





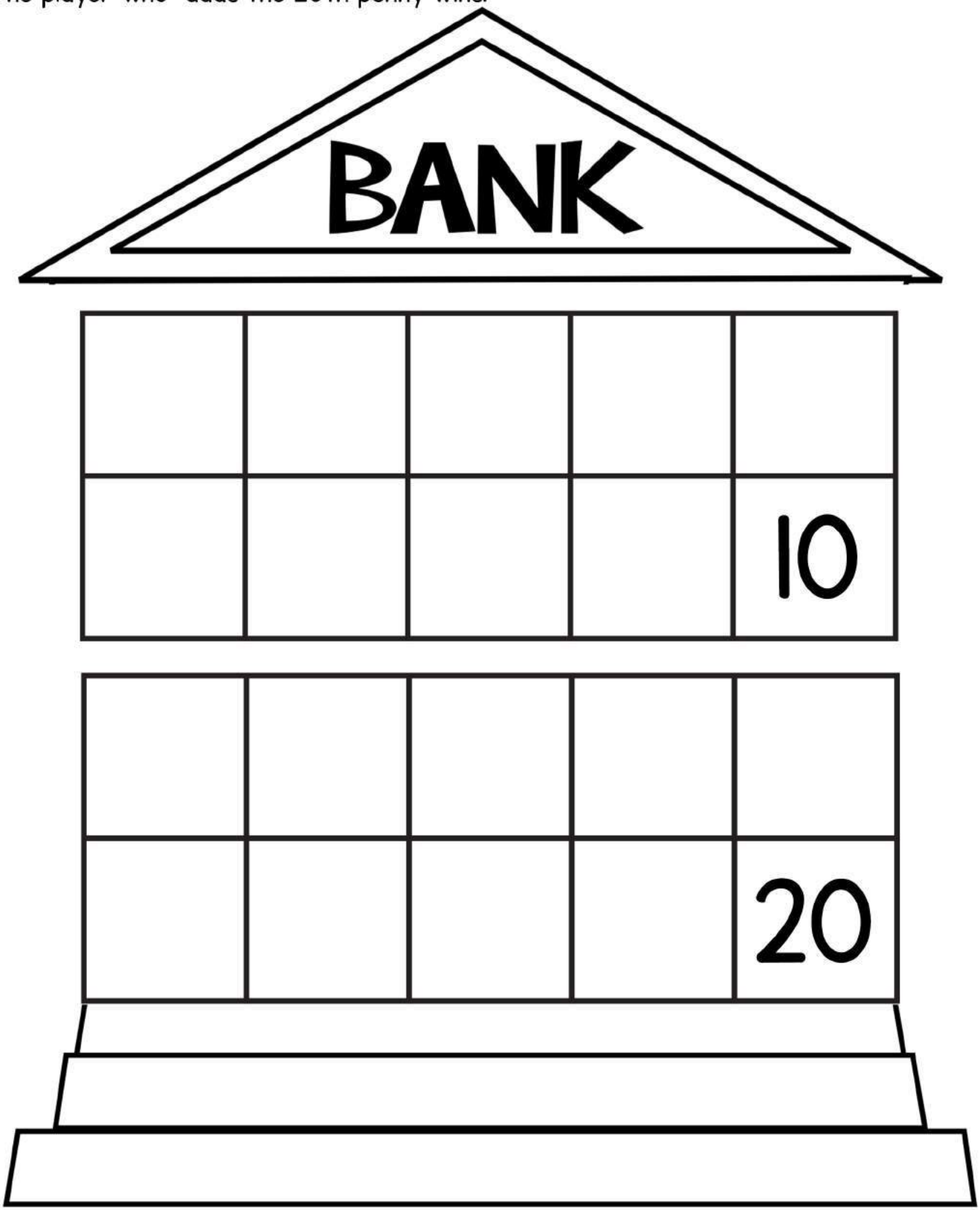
13 17 10



NAME:

Bank 20 Game

Use pennies for counters. Take turns rolling a die and filling up each ten frame. The player who adds the 20th penny wins.

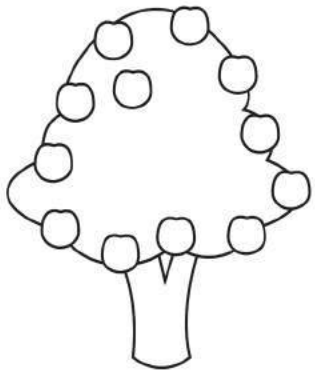


INTERACTIVE MATH

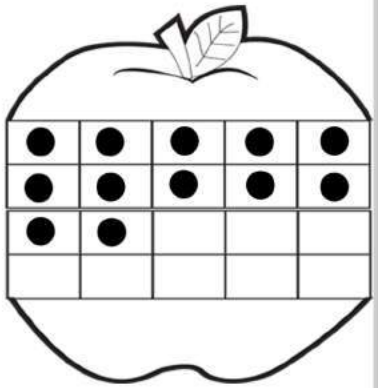
NAME :

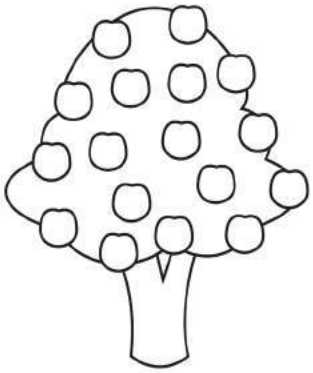
Numbers 10-20

Count and match the apples to the correct number and frame.

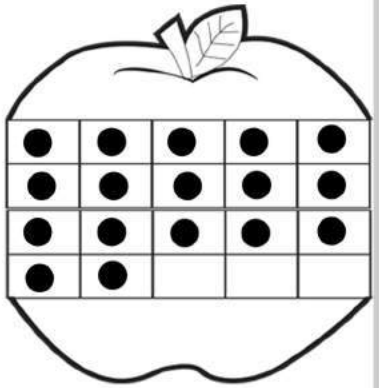


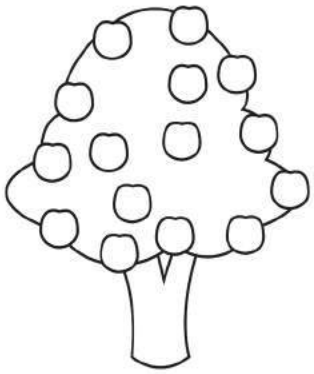
15





12





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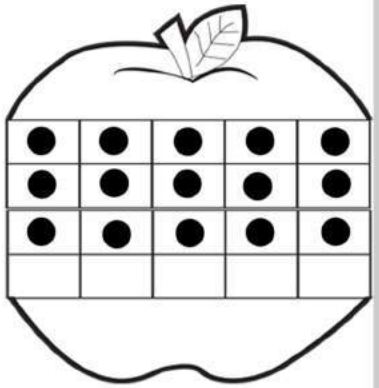

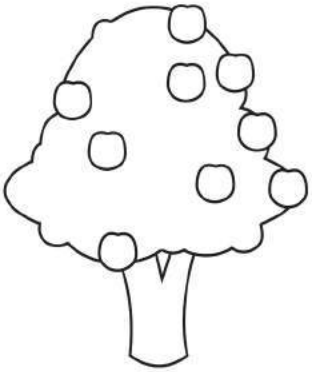

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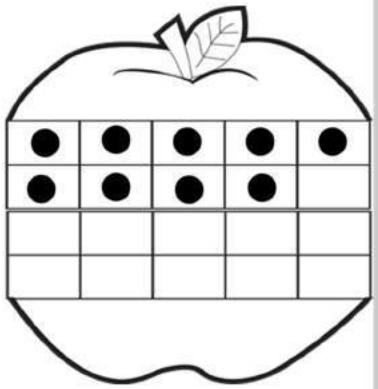
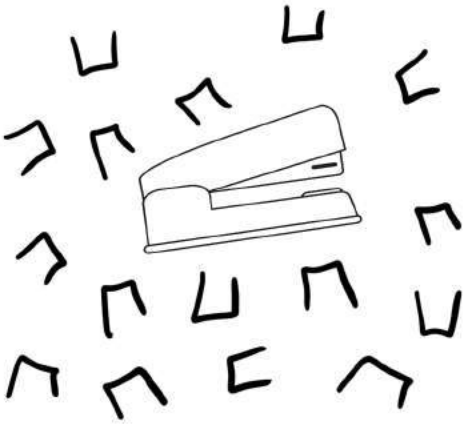


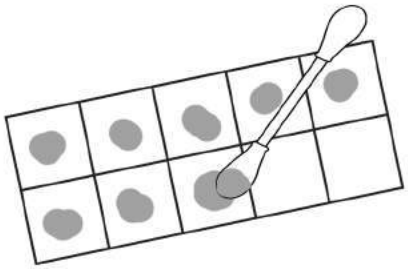
INTERACTIVE MATH

NAME :

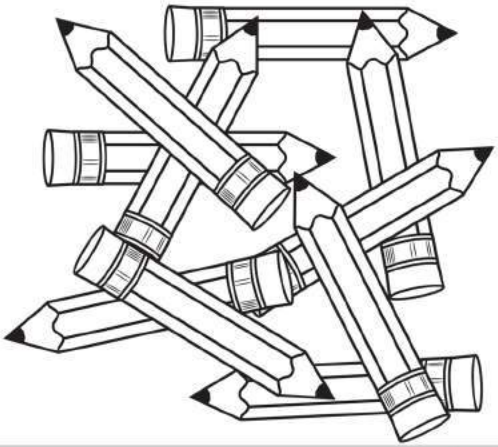
Frame 20

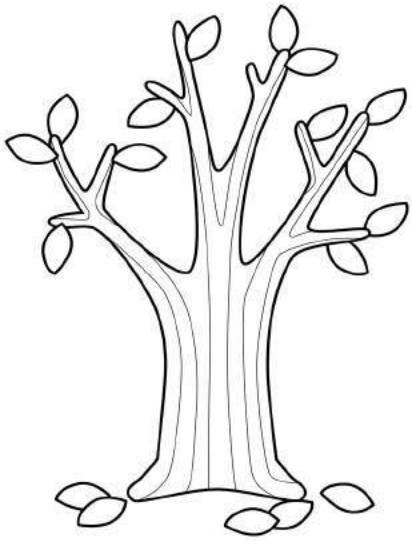


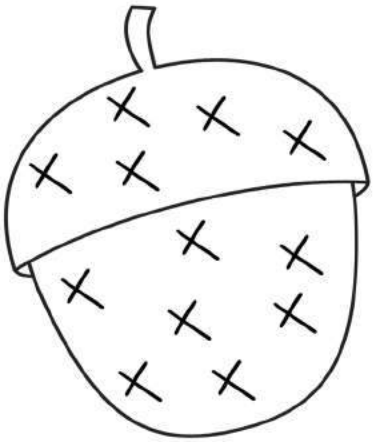
Count and Frame

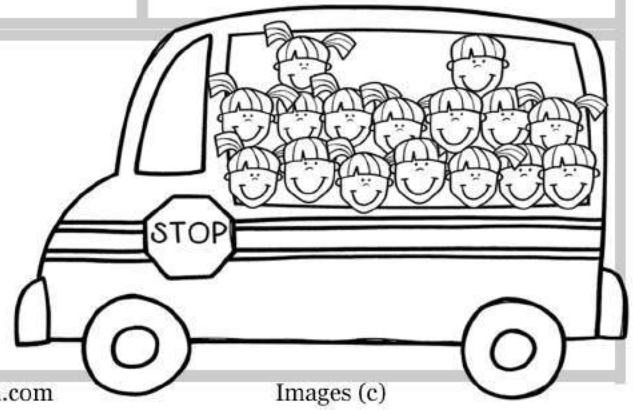


Dip and Dab









INTERACTIVE MATH

NAME :

Addition: +1 More

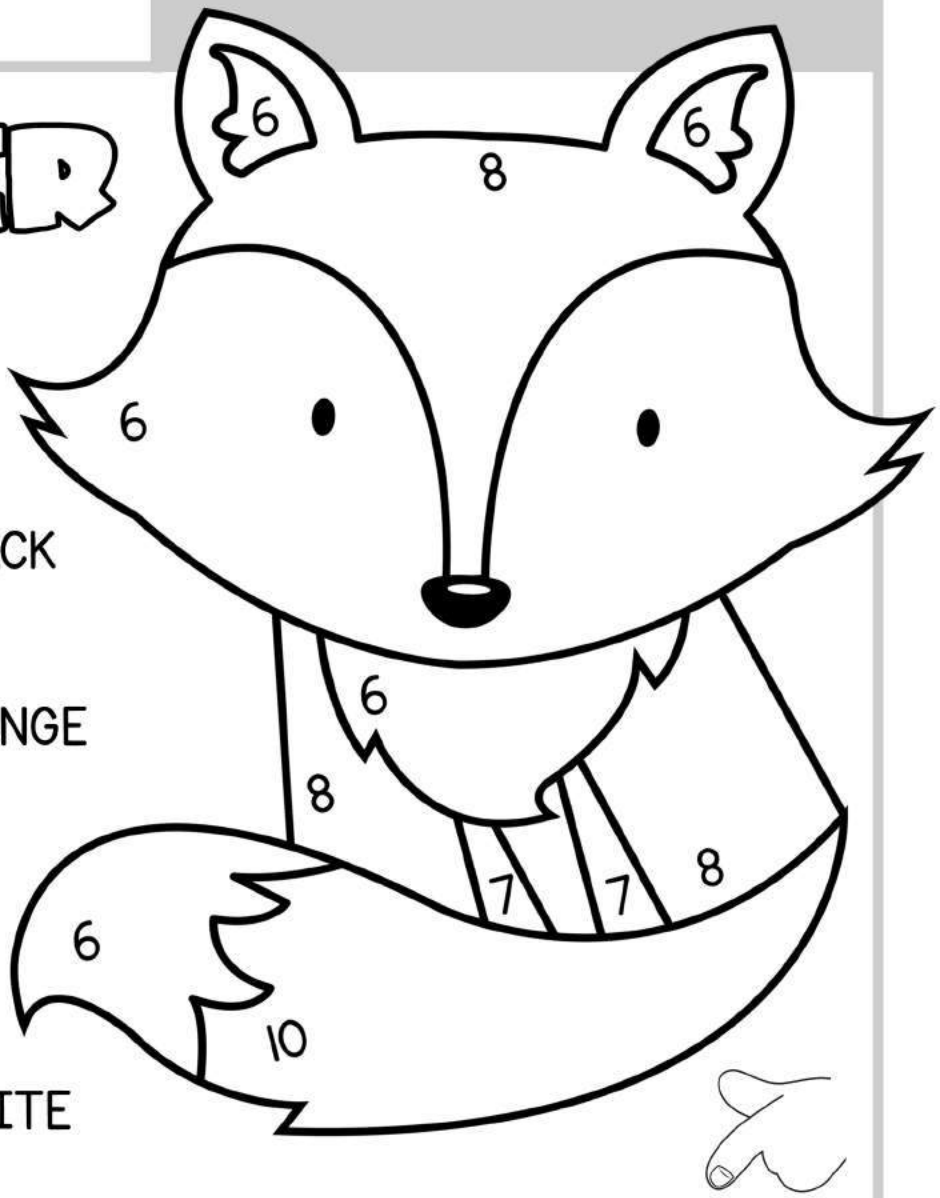
Count the items and write the number.	Look! Now, there is one more item:	Draw and write how many you have now.
_____		_____
_____		_____
_____		_____

INTERACTIVE MATH

NAME:

Addition: +1 More

NUMBER FOX



Color 1 more than 6, BLACK

Color 1 more than 7, ORANGE

Color 1 more than 9, RED

Color 1 more than 5, WHITE

Write the number that is one more than 2: _____

Write the number that is one more than 4: _____

Write the number that is one more than 8: _____

INTERACTIVE MATH

NAME:

Counting On

Begin at 7 and end at 14.

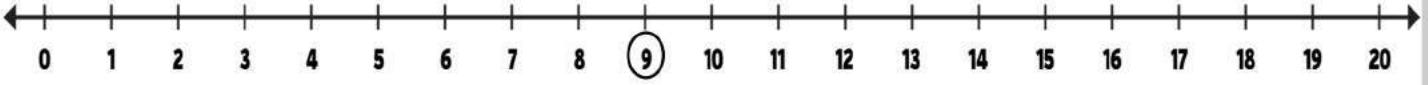
7							14

Begin at 14 and end at 21.

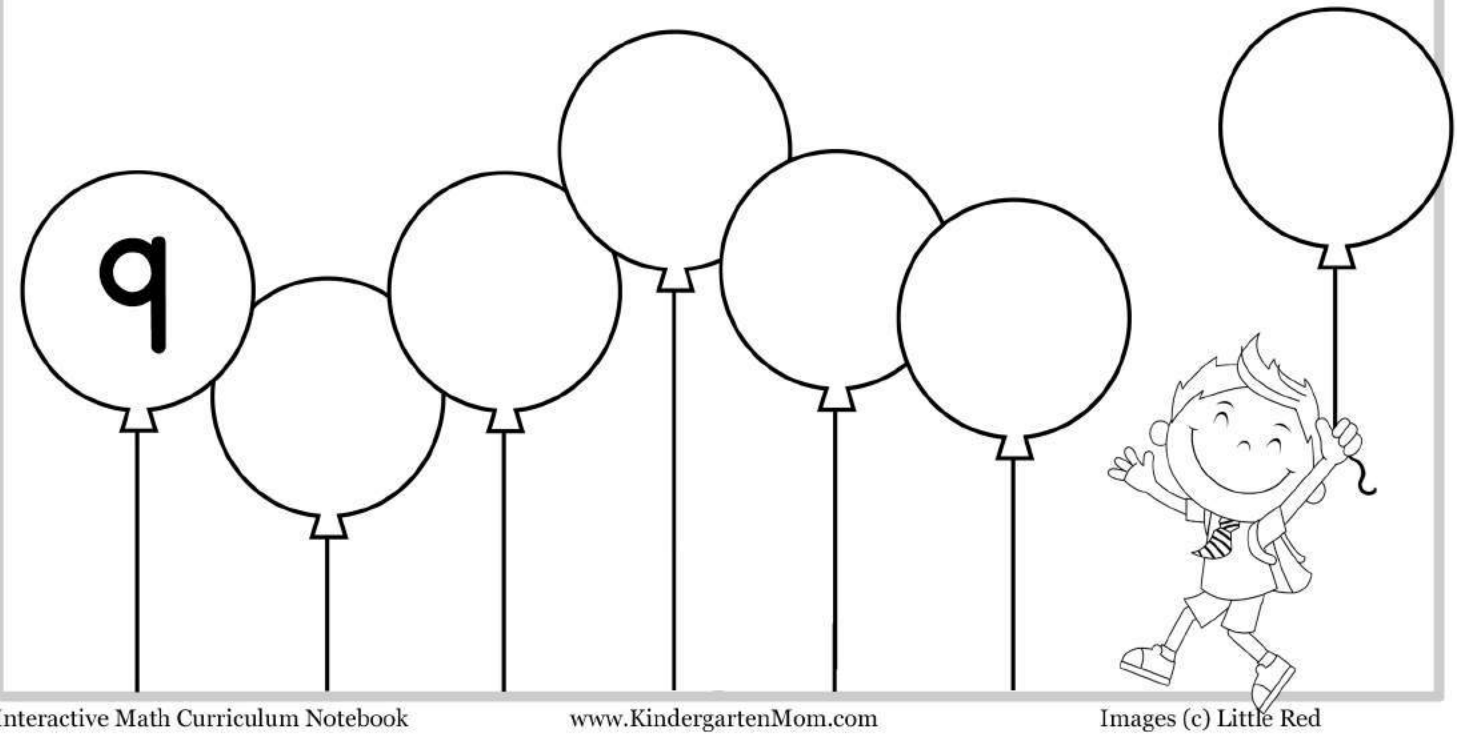
14							21

Begin at 13 and end at 20.

12							19



Begin with number 9 and count on. Write the numbers on the balloons.

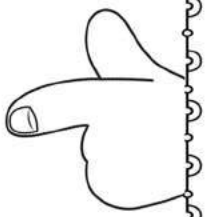


My Important Numbers

Color the numbers you have in your phone number.

I can dial my phone number:

1	2	3
4	5	6
7	8	9
*	0	#



Write your phone number:

_____ - _____ - _____

Write your address:

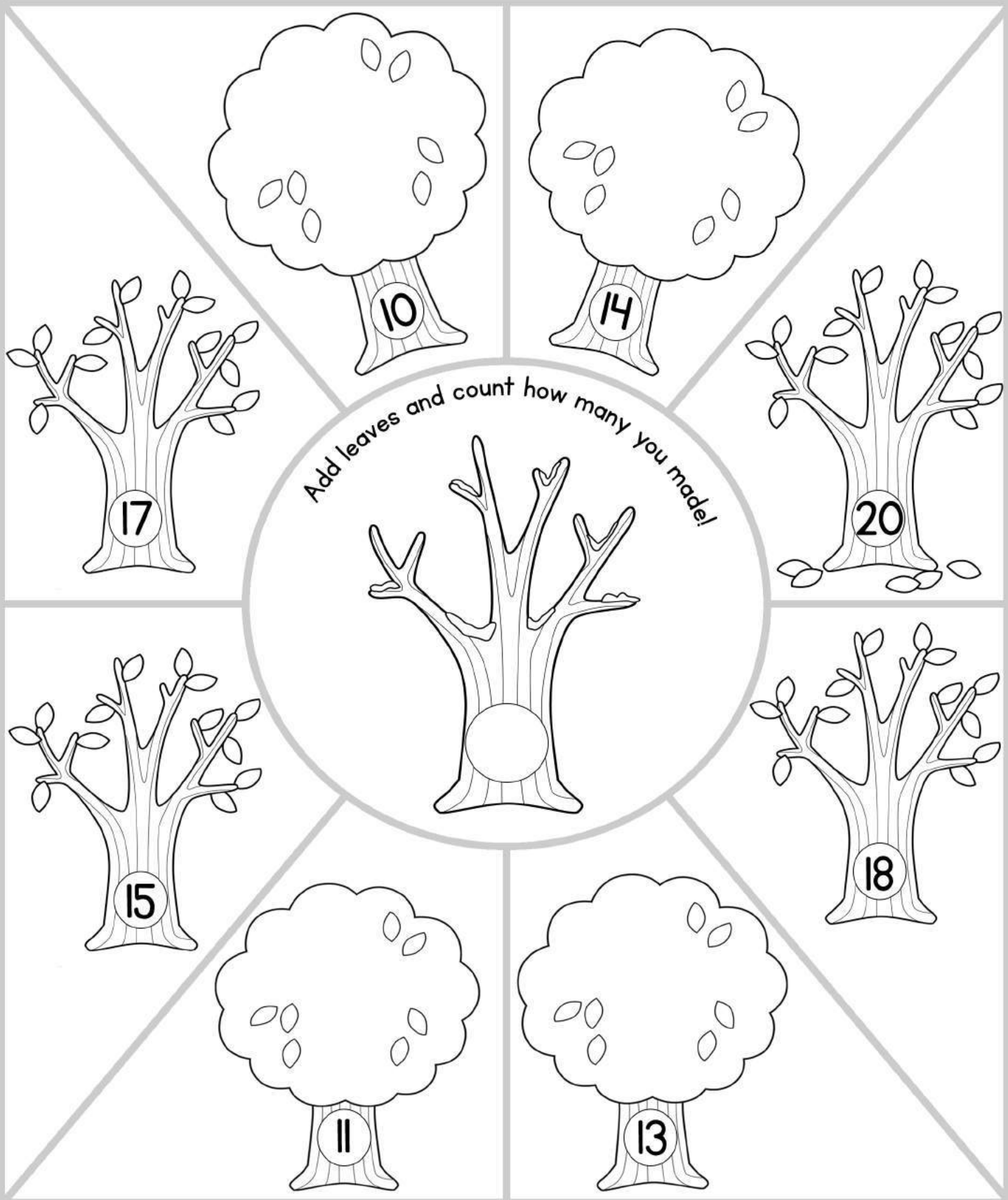
IN CASE OF EMERGENCY:_____

INTERACTIVE MATH

NAME:

Counting On

Count the leaves on each tree. Add more leaves to equal the number on the trunk.

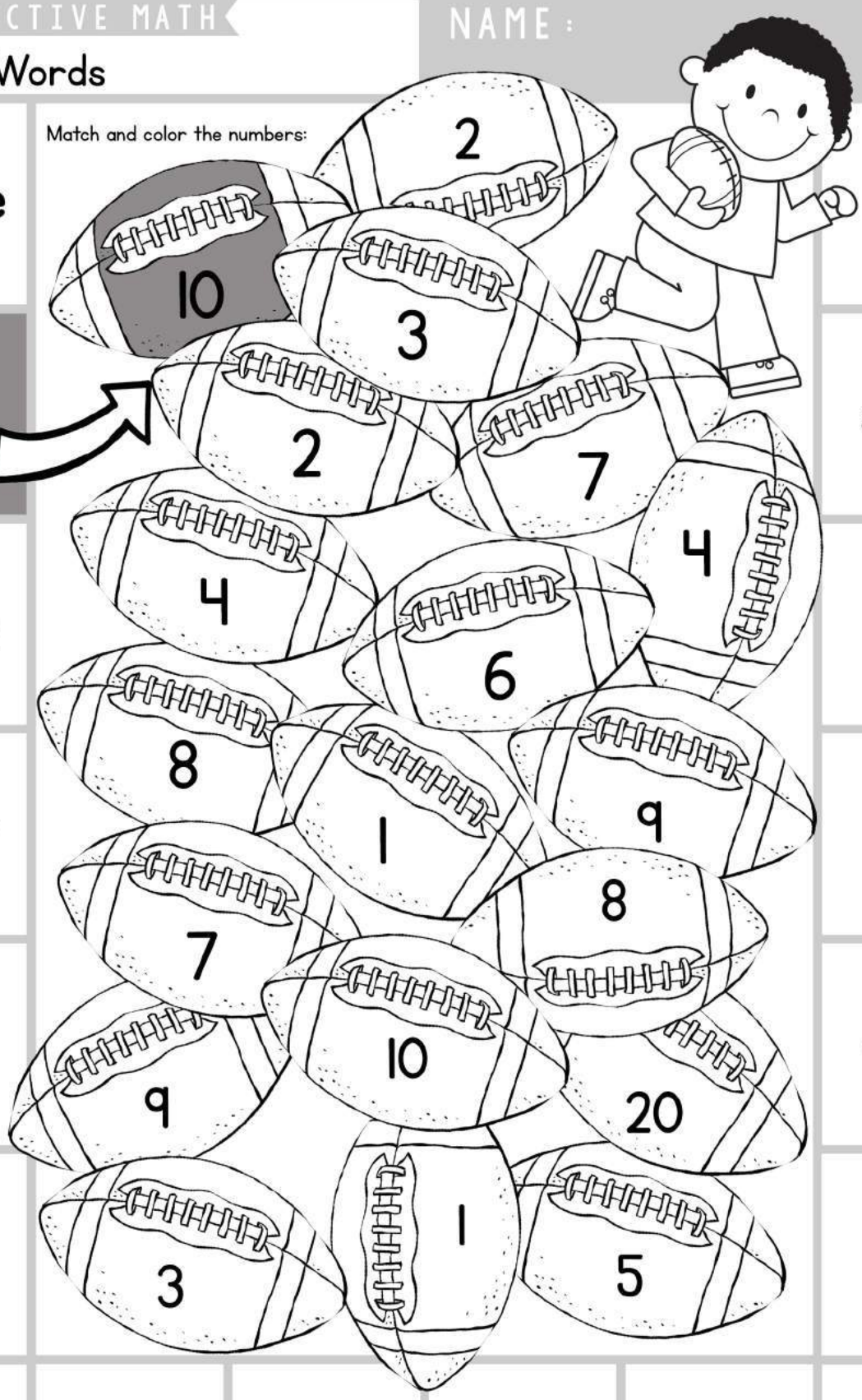


INTERACTIVE MATH

NAME :

Number Words

Match and color the numbers:



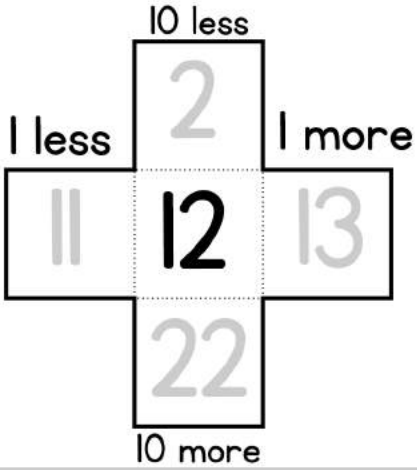
three					six
ten					seven
seven					one
eight					two
nine					eight
six					ten
two	four	one	five	nine	three

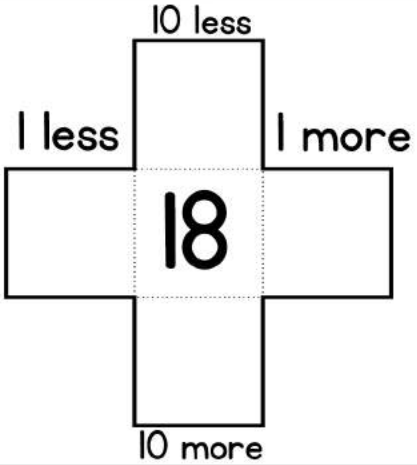
INTERACTIVE MATH

NAME :

More & Less 1-100

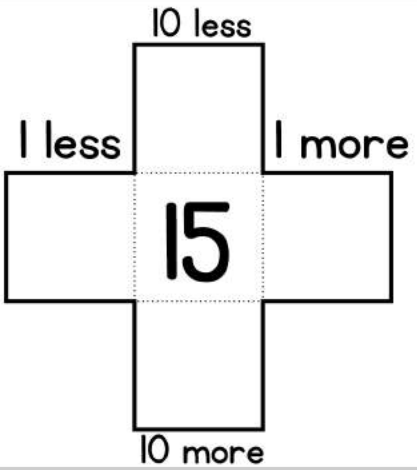
1. Find the number in the center of the cross. Now find it on the hundreds chart and color it.
2. Find the number that is one more. Write it on the cross and color it on the hundreds chart.
3. As a challenge: Find 10 more and 10 less!

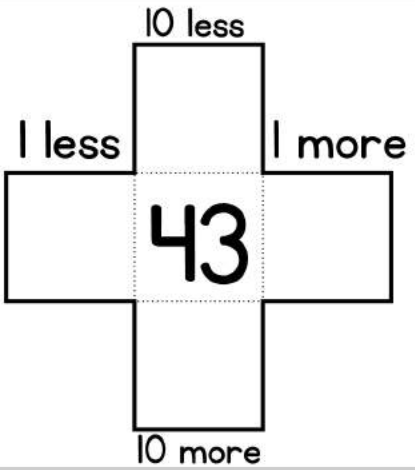


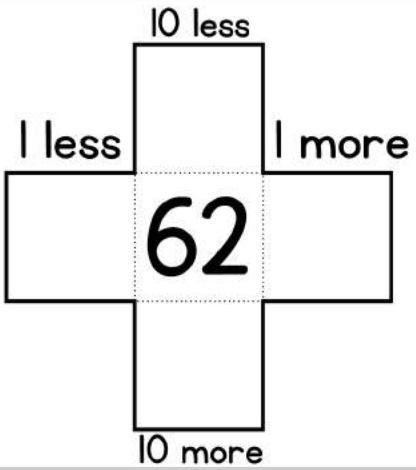


One Hundreds Chart

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



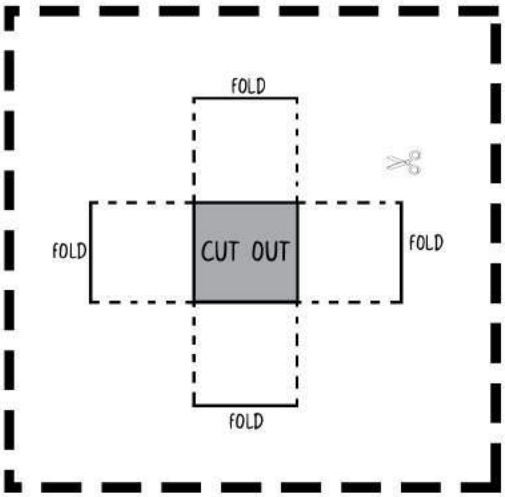




INTERACTIVE MATH

NAME:

10 more, 10 less



Cut out this box and follow the directions to make this tool.

Use it with your hundreds chart to answer the questions below.

1. Find the number 32. _____

What is 10 more than 32? _____

What number is 1 more than 32? _____

2. Find the number 89. _____

What number is 10 less than 89? _____

What number is 1 less than 89? _____

3. Find the number 54. _____

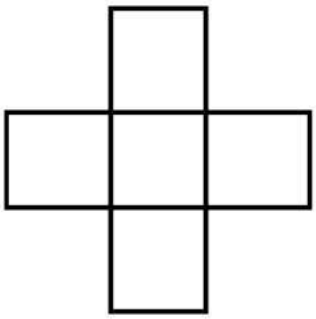
What number is 10 more than 54? _____

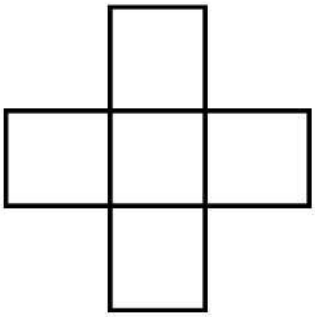
What number is 10 less than 54? _____

4. Find the number 48. _____

What number is 10 more than 48? _____

Choose 2 numbers. Fill in the squares using your hundreds chart.

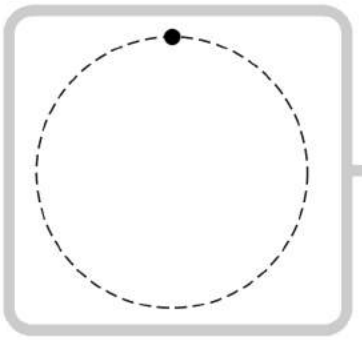




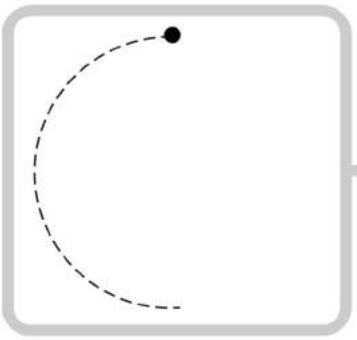
INTERACTIVE MATH

NAME :

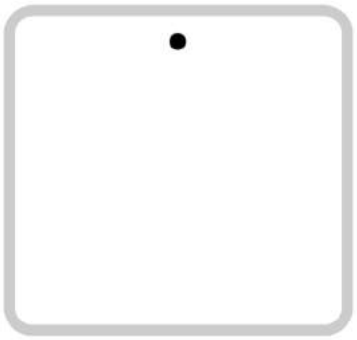
Shapes and Shape Names

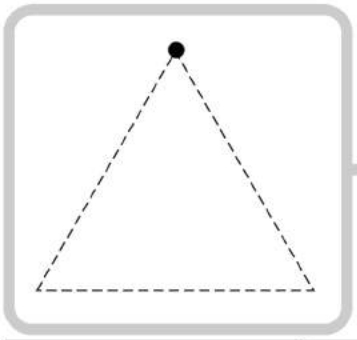


circle

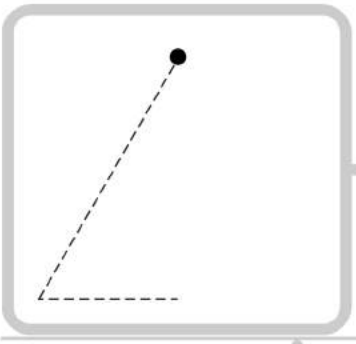


circle

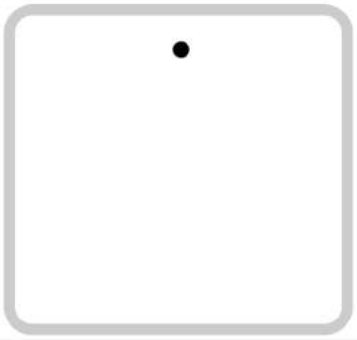


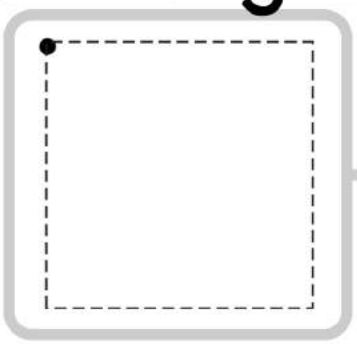


triangle

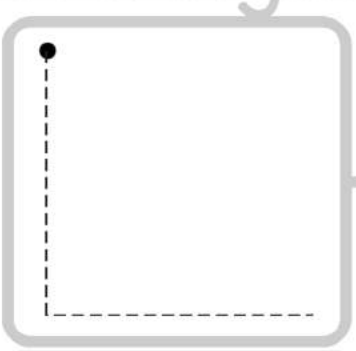


triangle

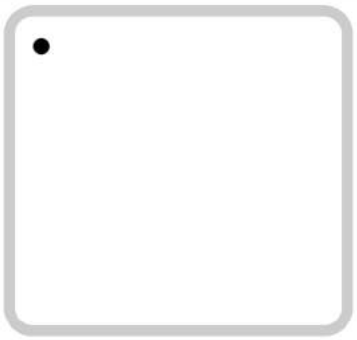


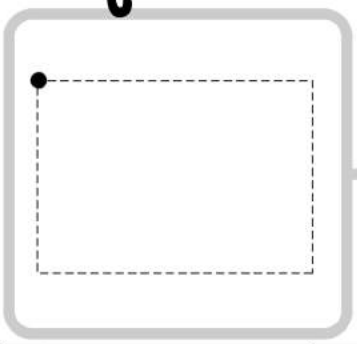


square

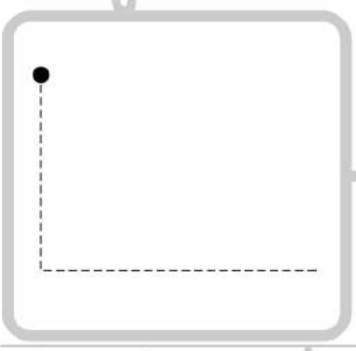


square

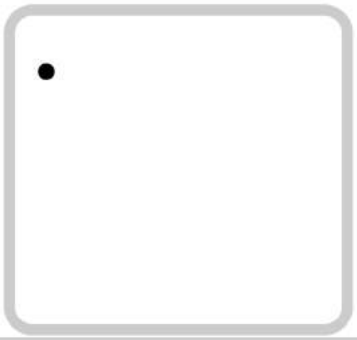




rectangle



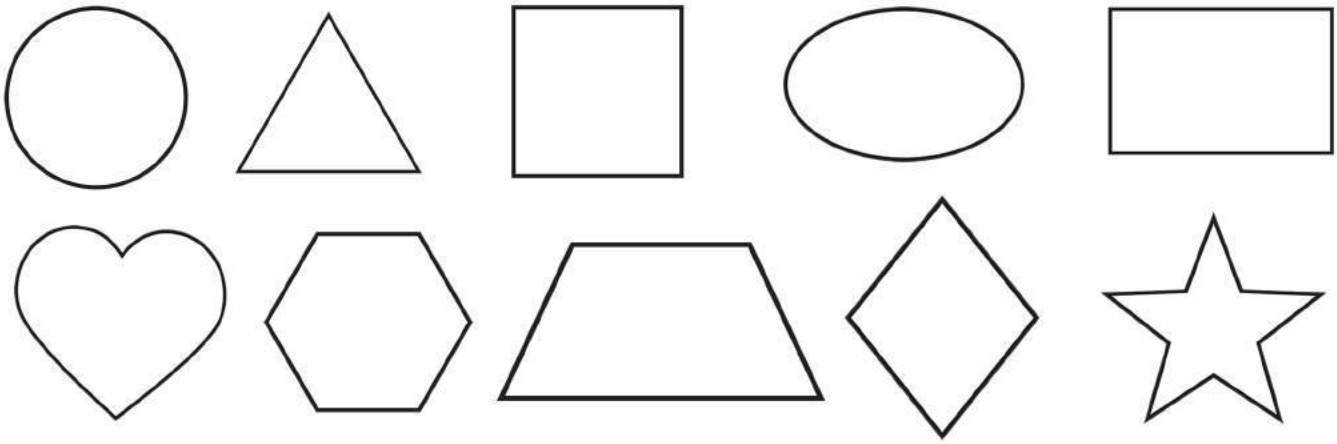
rectangle

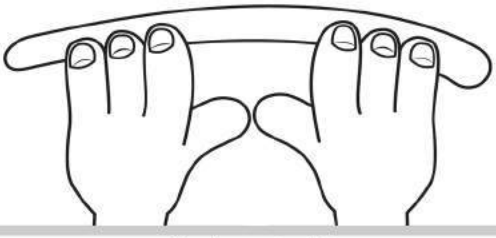


NAME:

Shape Mat

Use play dough to create each of the shapes below:



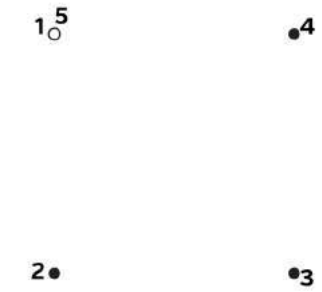
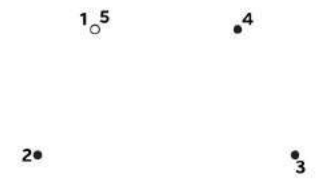
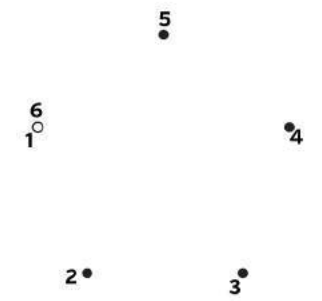
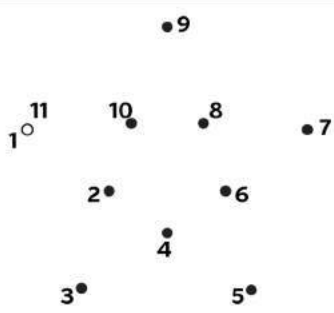


INTERACTIVE MATH

NAME:

Shape Sides and Corners

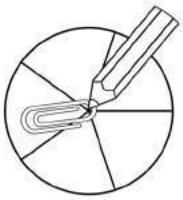
Trace each shape. Count and write the number of sides and corners.

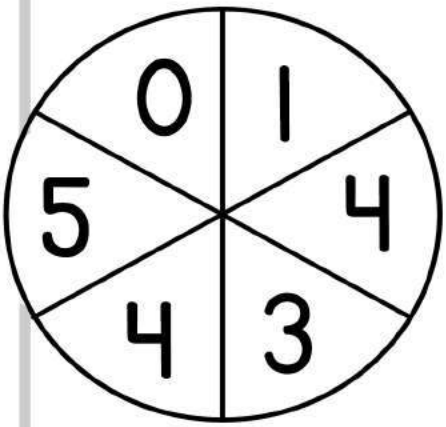
Shape	Sides	Corners	Dot 2 Dot
square			
triangle			
trapezoid			
pentagon			
star			

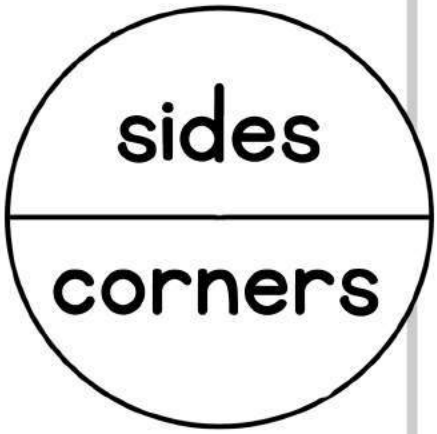
NAME:

Shape Spinner

Spin for a number then spin for sides or corners. Find and color a shape fitting that description until all shapes are colored.



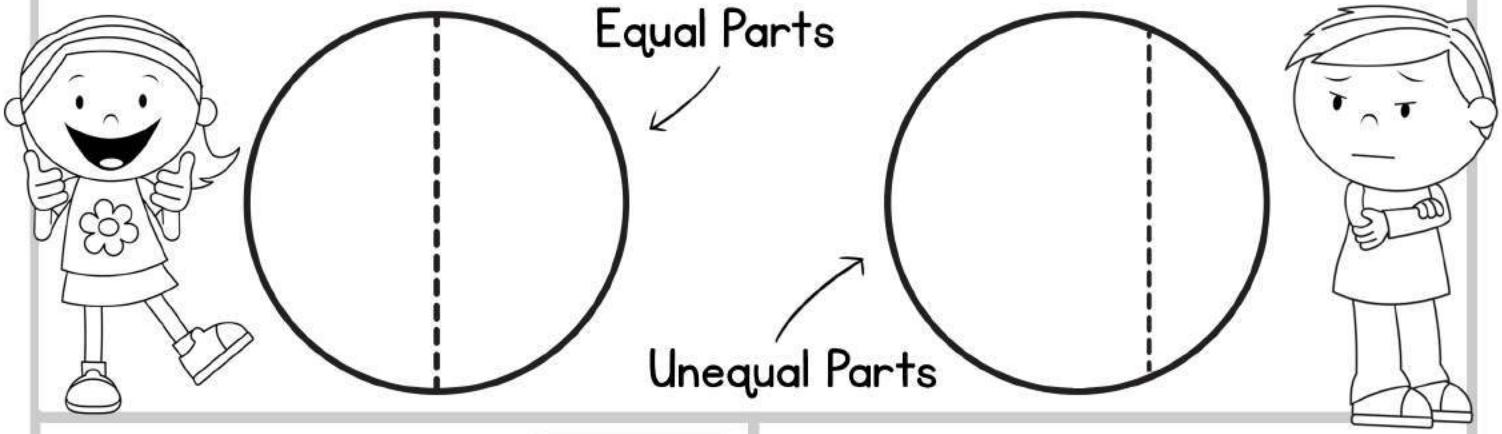


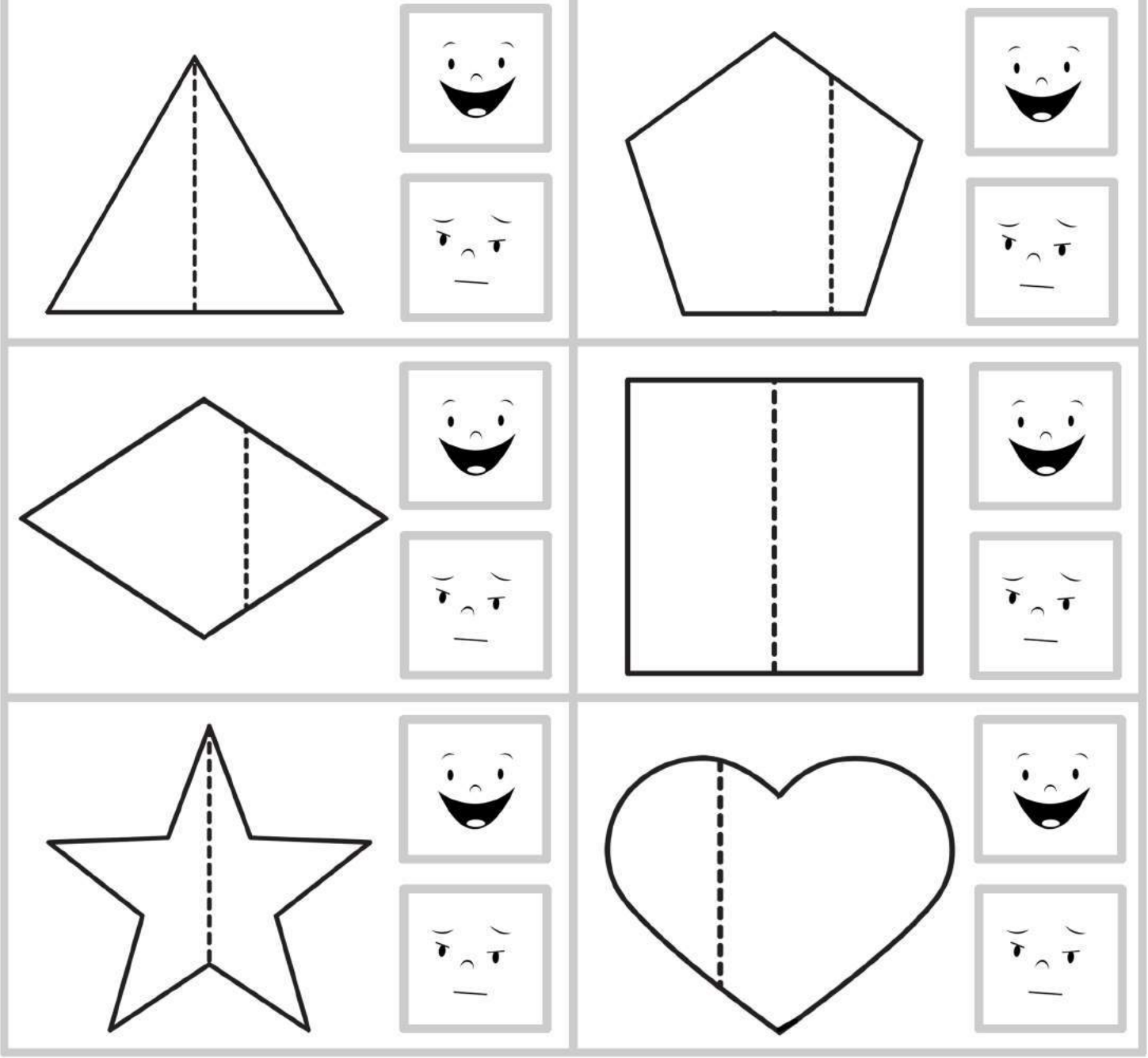


INTERACTIVE MATH

NAME :

Equal and Unequal Parts



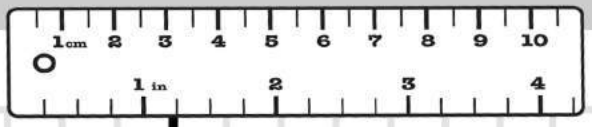


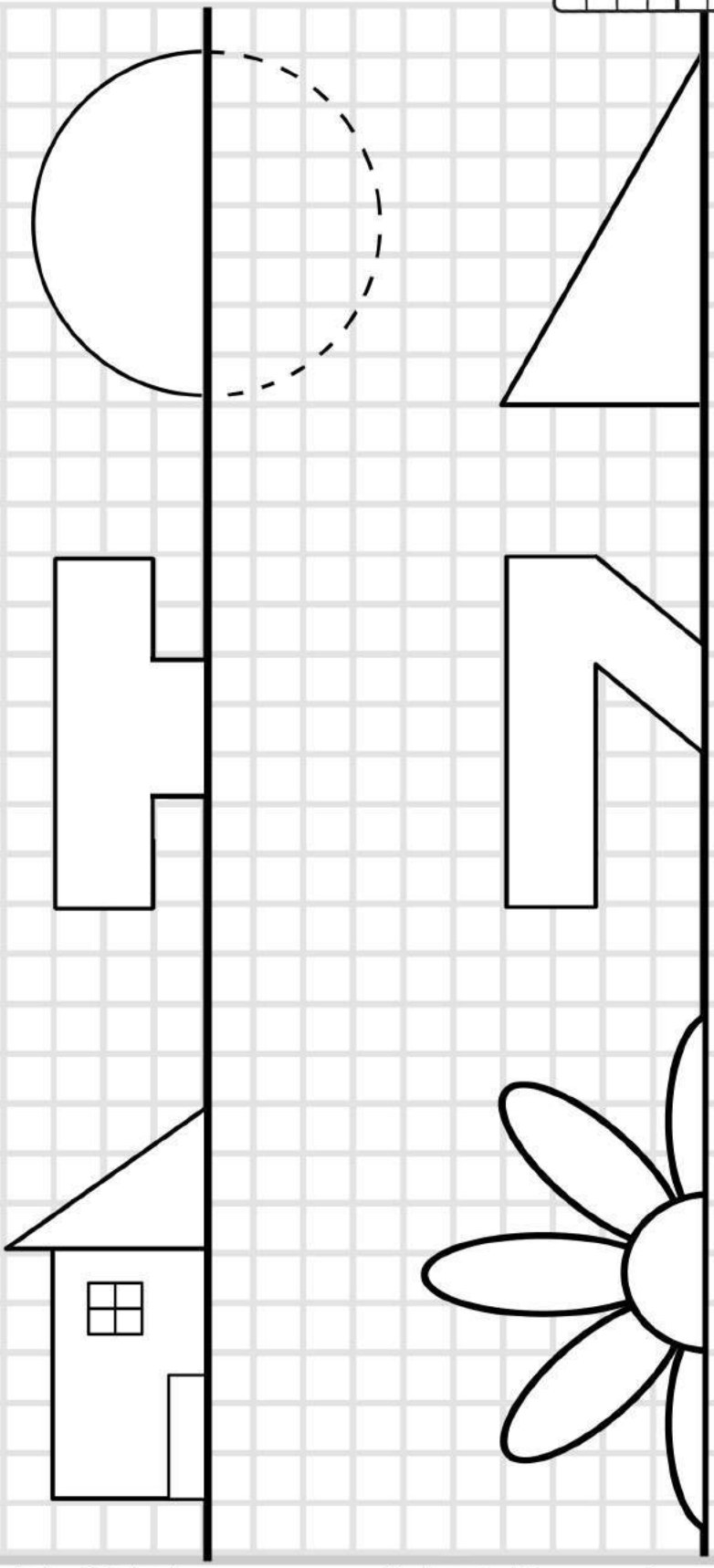
INTERACTIVE MATH

NAME:

Shape Symmetry

Finish drawing each of these symetrical shapes.



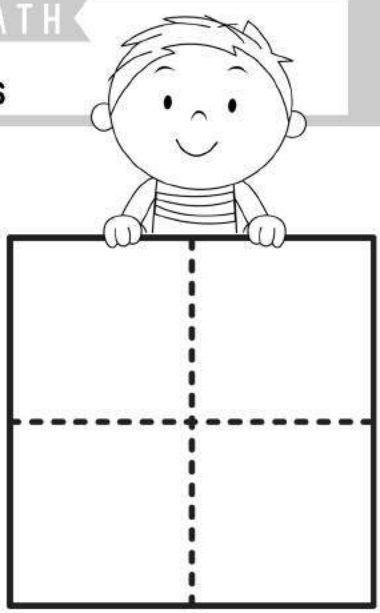


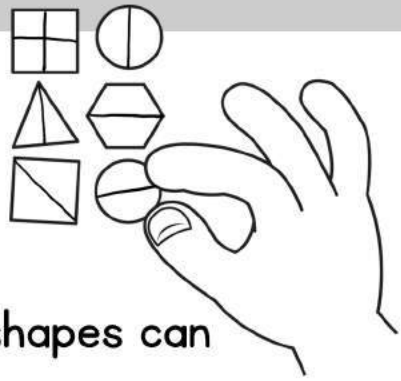
INTERACTIVE MATH

NAME :

Shapes in Shapes

Shapes can be divided into smaller shapes.

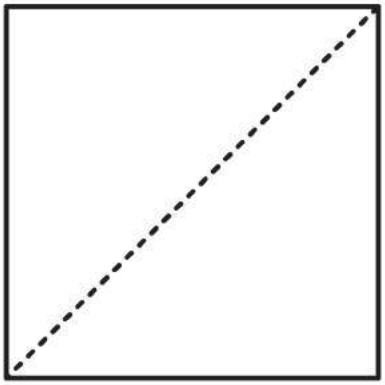




Smaller shapes can be arranged into new, bigger shapes.

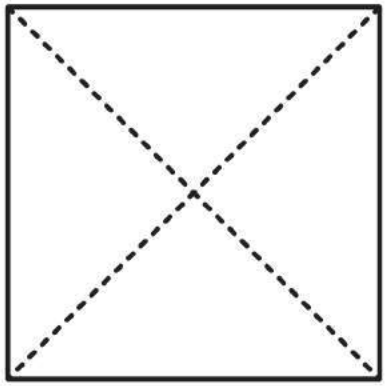
Trace each line to divide the shapes. Color the smaller shapes.

1 square =



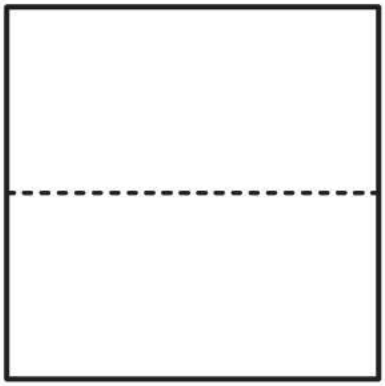
2 triangles

1 square =



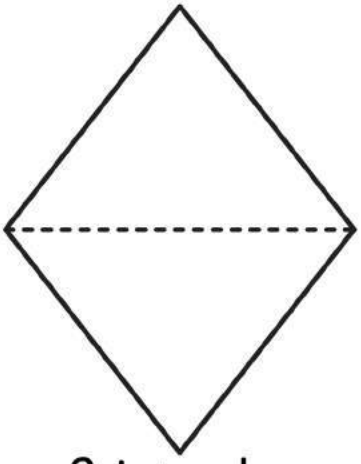
4 triangles

1 square =



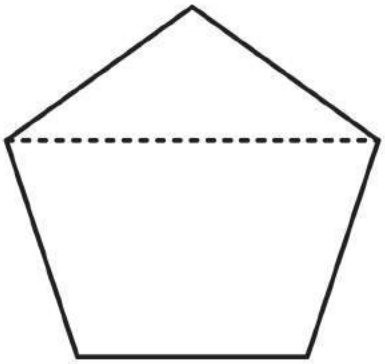
2 rectangles

1 diamond =



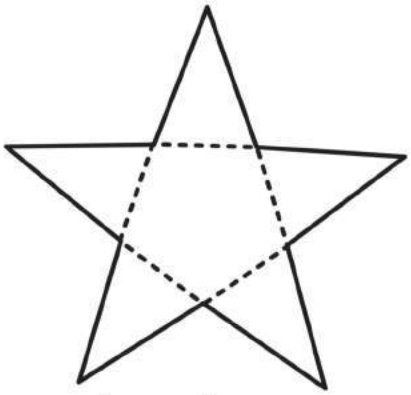
2 triangles

1 pentagon =



1 triangle
1 trapezoid

1 star =

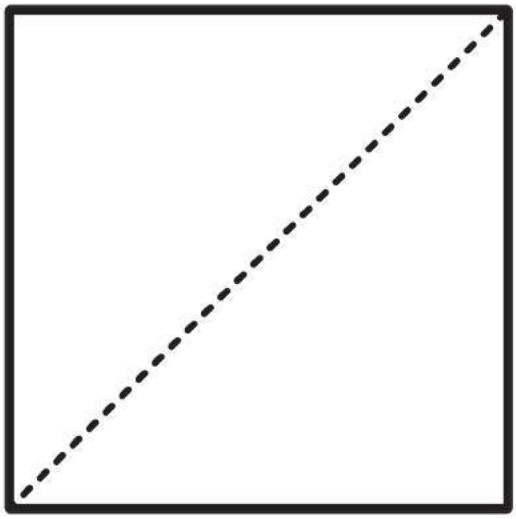


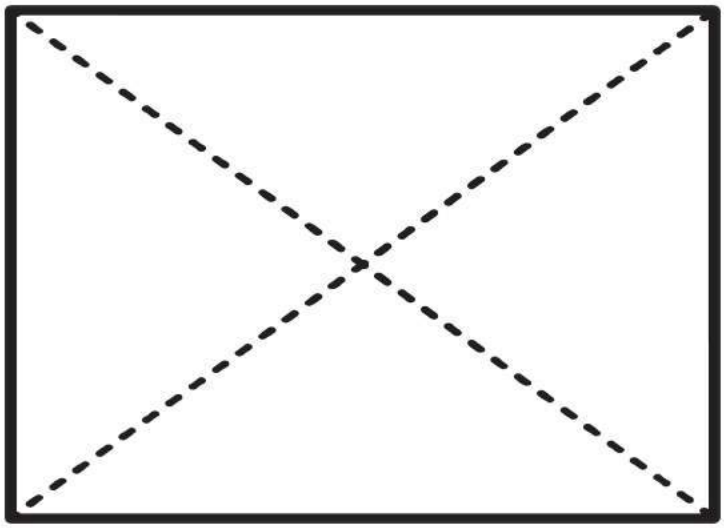
1 pentagon
5 triangles

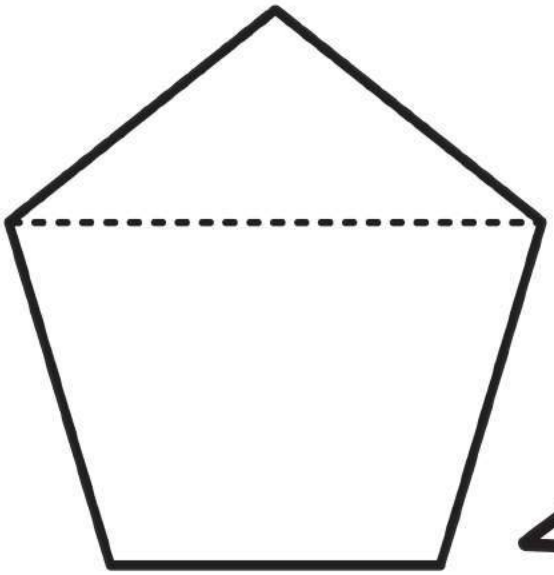
NAME:

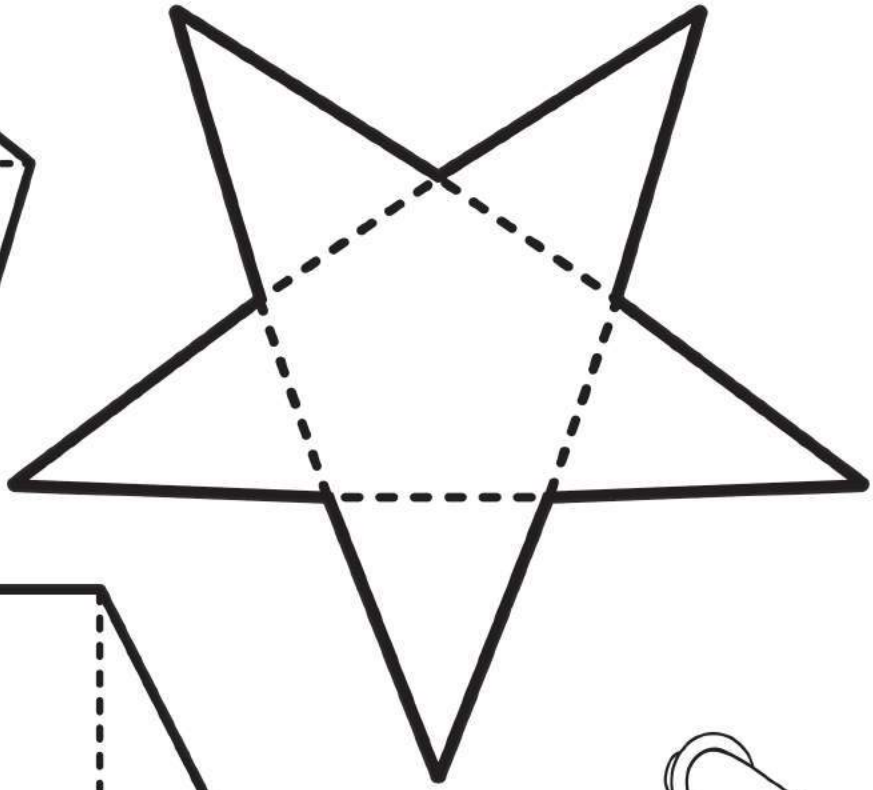
Shapes Make Shapes

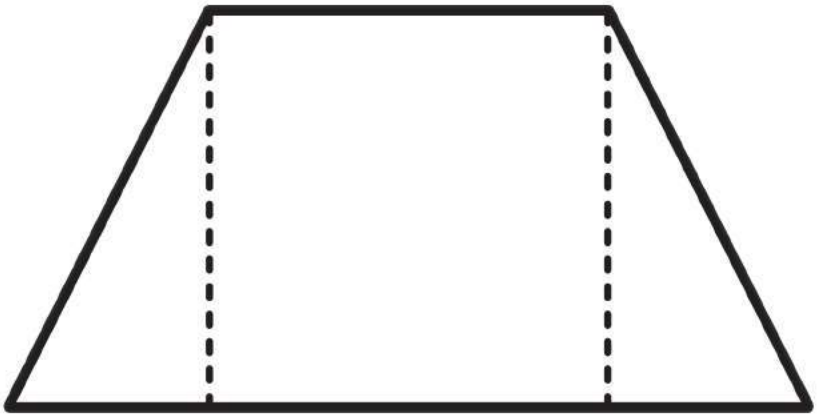
Name each shape and the shapes inside. Color each inside shape a different color. Cut out your shapes and reassemble. Try to make new shapes with your set.

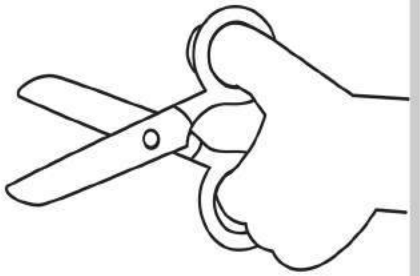








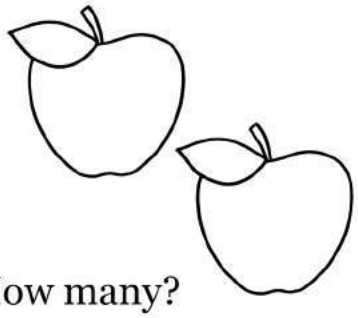




INTERACTIVE MATH

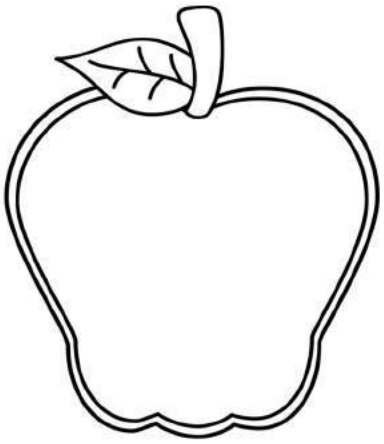
NAME :

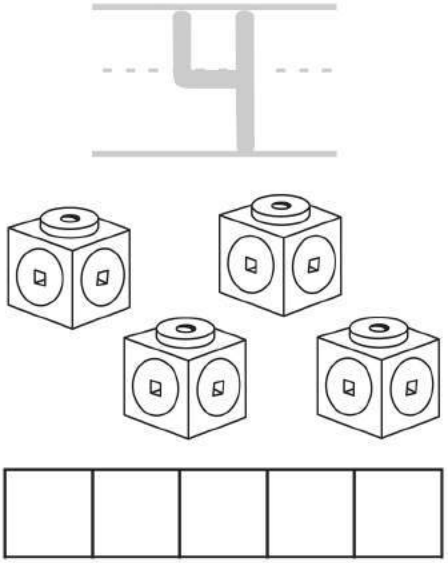
Review Week 1 Day 1

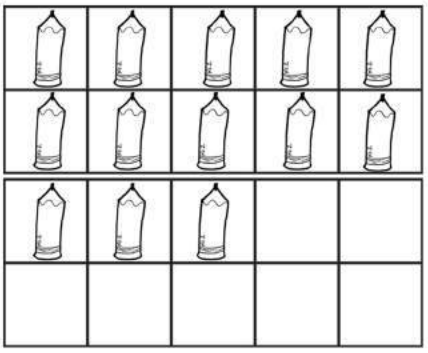


How many?

Draw seven seeds:

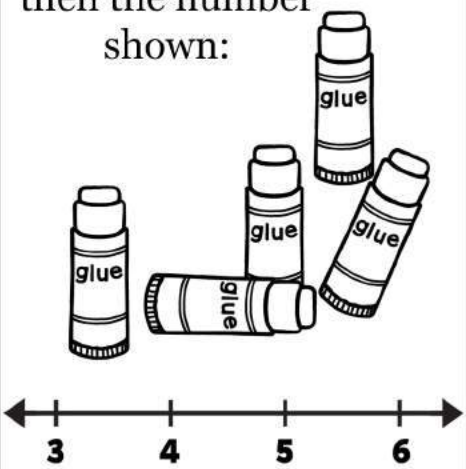




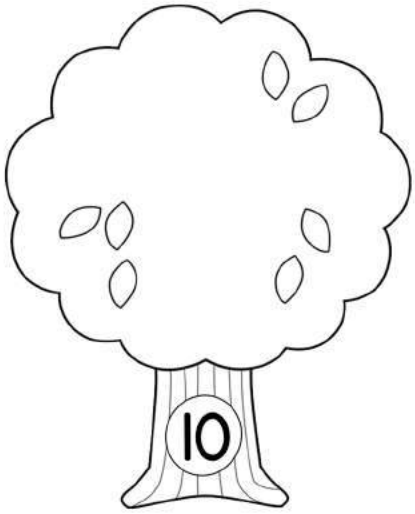


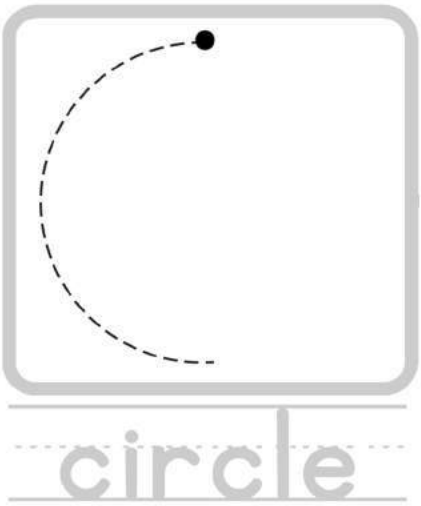
19 13 18

Circle one more then the number shown:

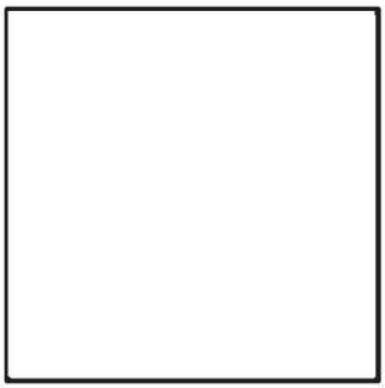


Draw leaves until you have 10.





Show how to turn one square into two triangles:

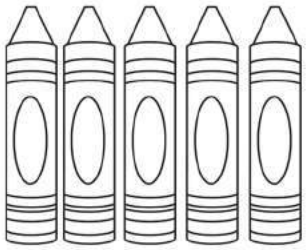


INTERACTIVE MATH

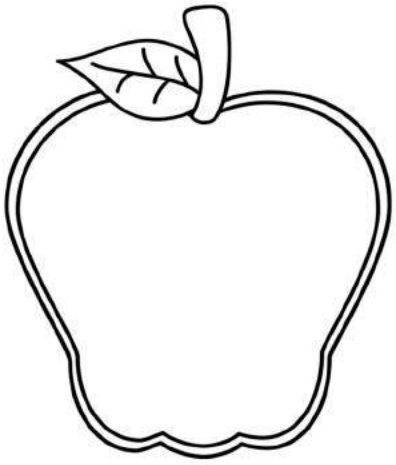
NAME :

Review Week 1 Day 2

How many?

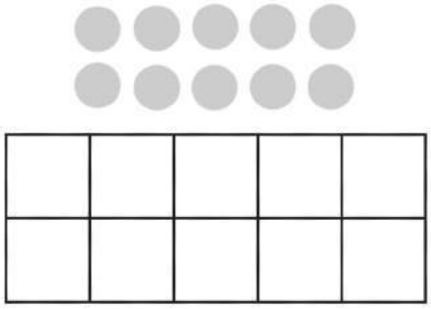


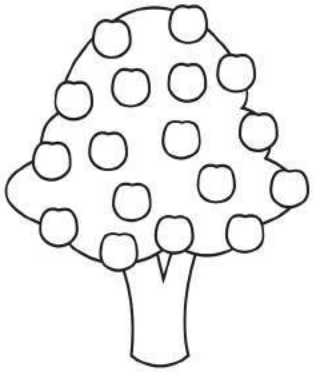
Draw 12 seeds:



6

Circle six:



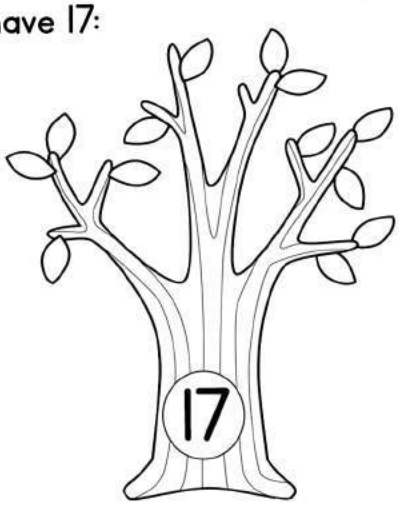


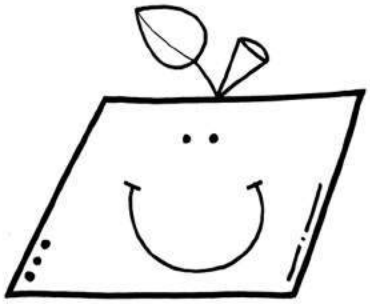
12 17 15

Write the next two numbers:

10, 11, 12, 13...

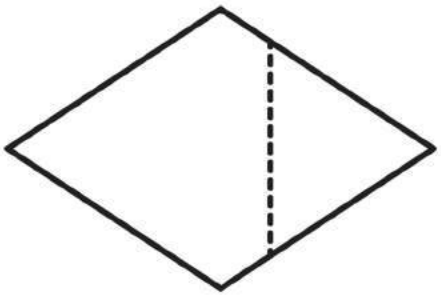
Draw more leaves until you have 17:





sides_____

corners_____

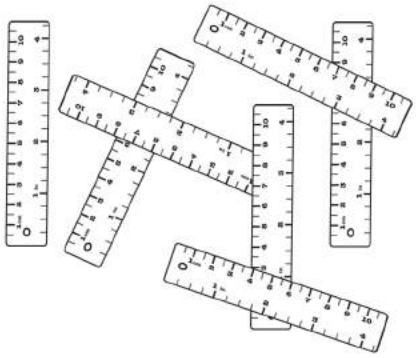


INTERACTIVE MATH

NAME :

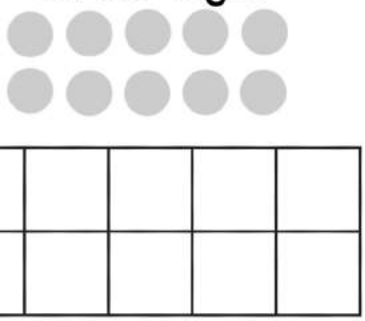
Review Week 1 Day 3

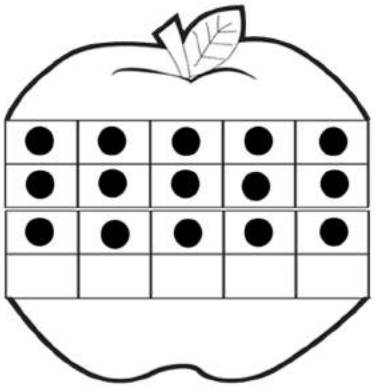
Count and write one more:



9 8 7

Circle eight:



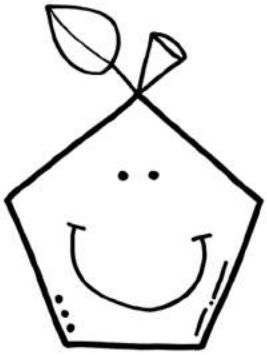


13 18 15

Write the next two numbers:

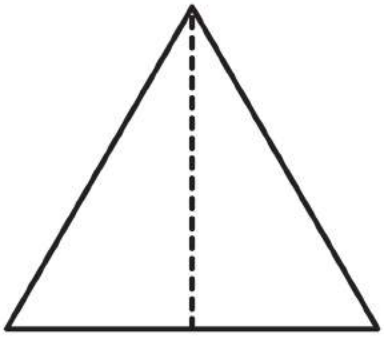
15, 16, 17....

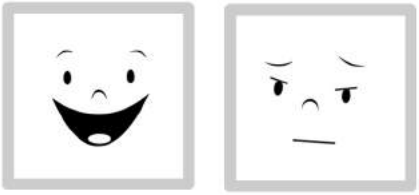
one	4
two	2
three	3
four	1



sides:_____

corners:_____



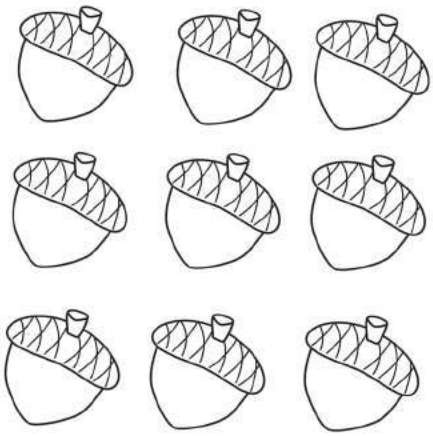


INTERACTIVE MATH

NAME :

Review Week 1 Day 4

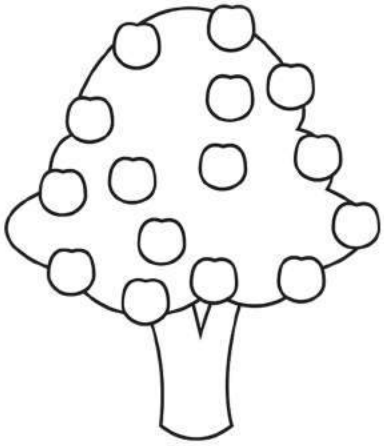
Color eight acorns:



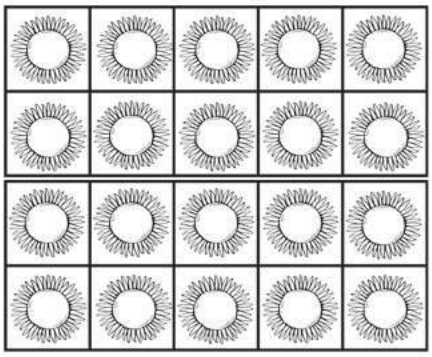
Write numbers 1-6:

1 2 3

4 5 6



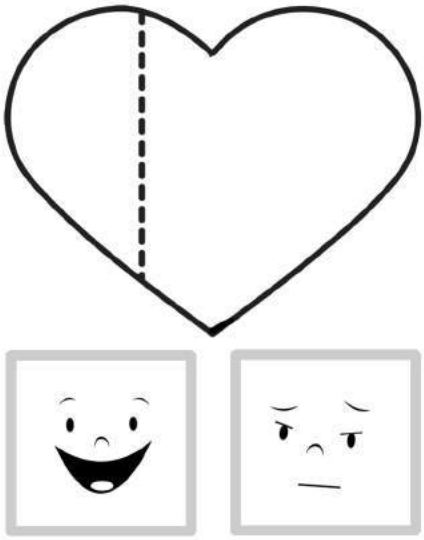
13 16 15



19 12 20

Write your phone number:

five	8
six	7
seven	6
eight	5



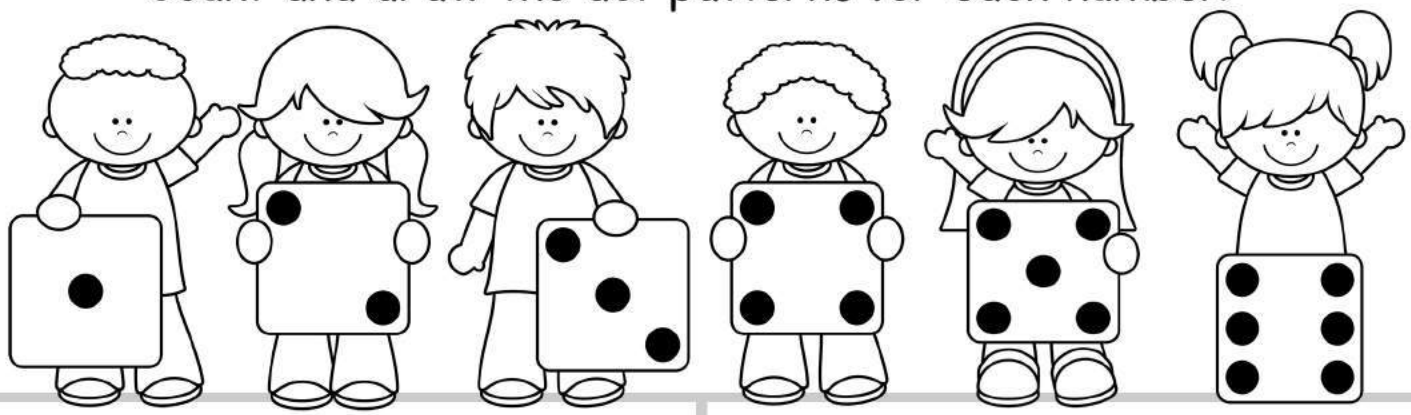
Show how to turn one square into four triangles:

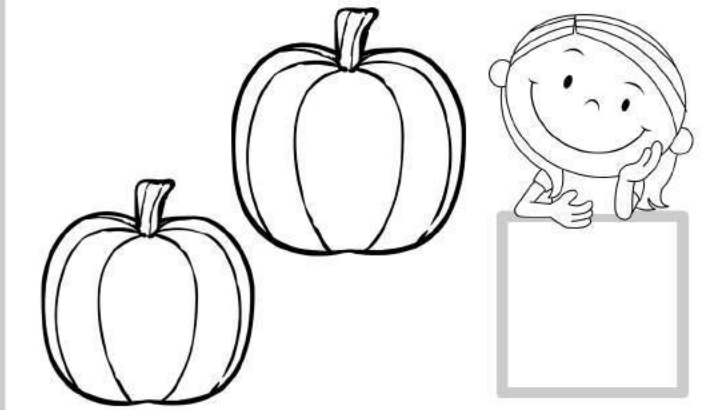
INTERACTIVE MATH

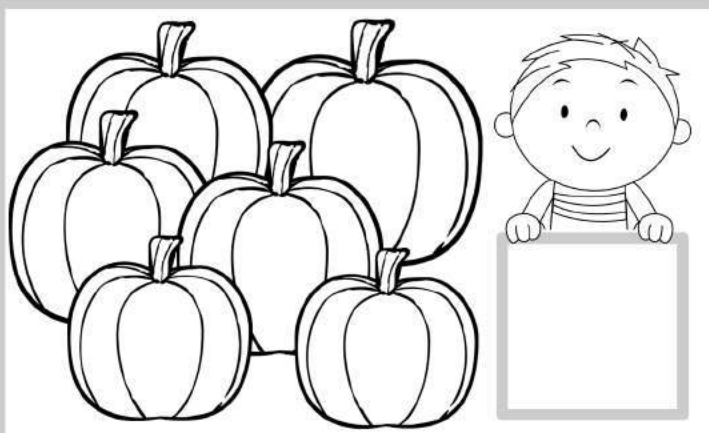
NAME :

Number Arrangements

Count and draw the dot patterns for each number.



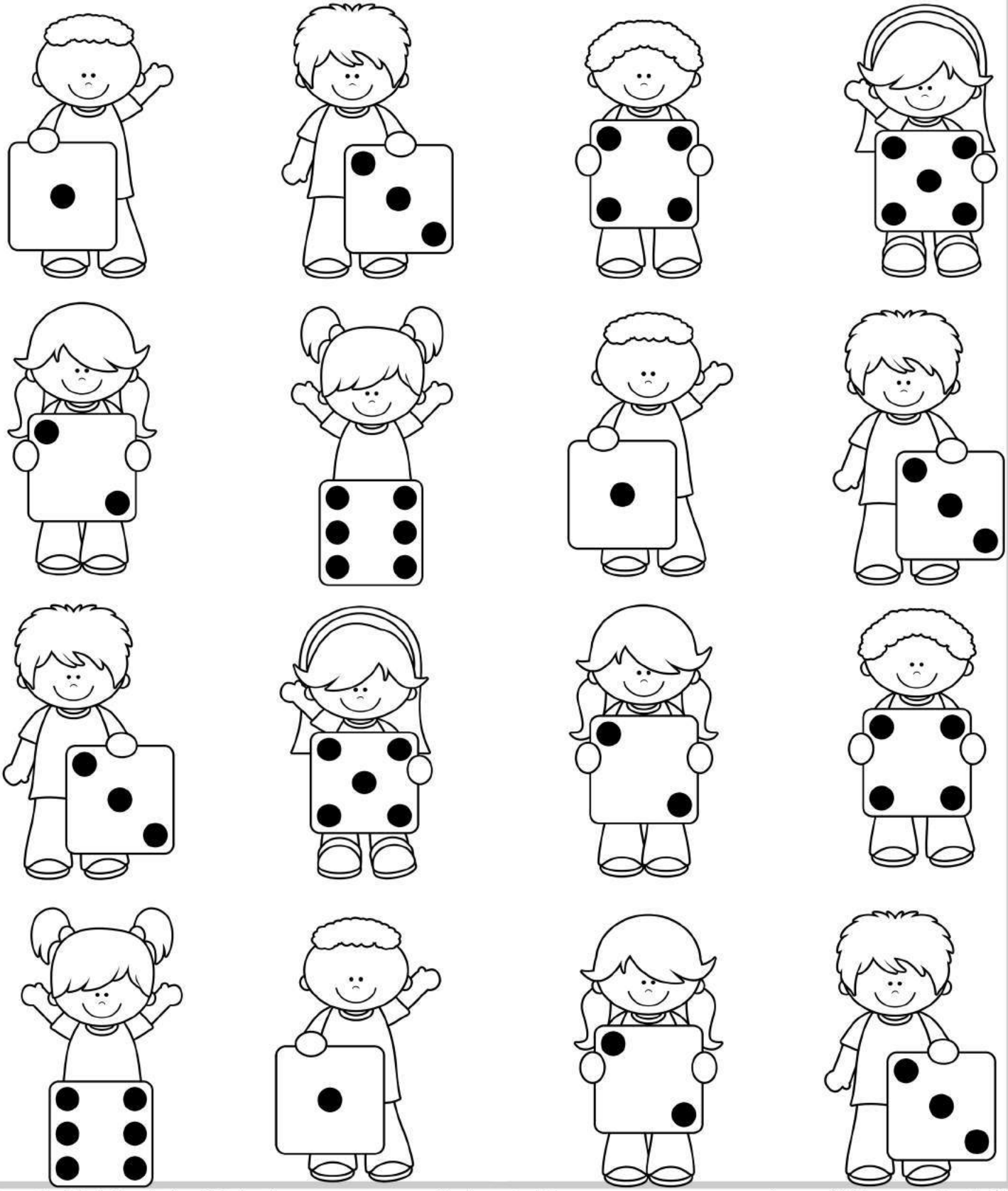




NAME:

4 in a Row BUMP Game!

Two Players. 10 markers each. Roll a single die. Cover the number you rolled with a marker. Bump someone off if necessary. Get four in a row to win!



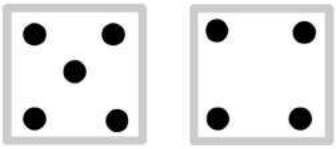
INTERACTIVE MATH

NAME :

Roll to Add

Roll a die and draw the number pattern on Roll 1.
Roll the die again and draw the number on Roll 2.
Use the numbers to write an addition sentence.

Roll 1 Roll 2



5 + 4 = 9

Roll 1 Roll 2

__ + __ = __

Roll 1 Roll 2

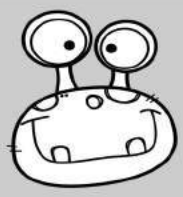
__ + __ = __

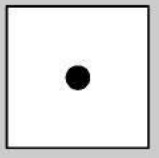
Roll 1 Roll 2

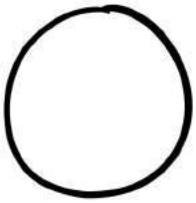
__ + __ = __

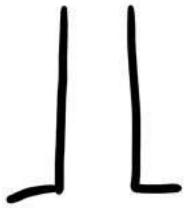
Roll 1 Roll 2

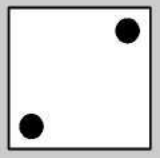
__ + __ = __

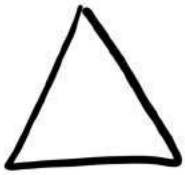


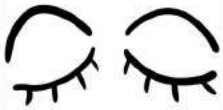


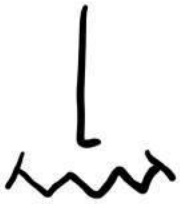


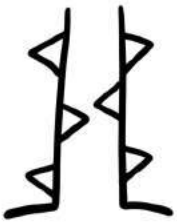


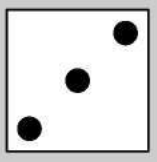


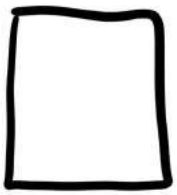


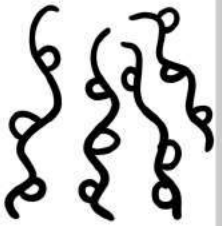


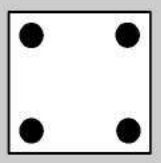


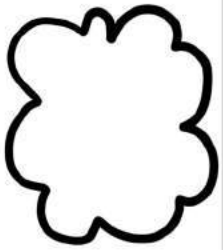


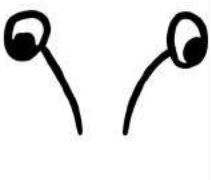


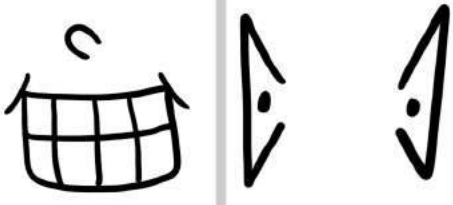


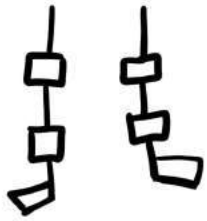


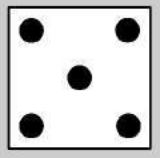


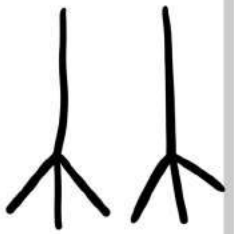


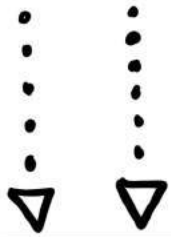












INTERACTIVE MATH

Roll & Draw a Monster!

NAME:

Roll a die and draw the body part on your paper to make a silly monster:

	Roll 1 body	Roll 2 eyes	Roll 3 nose & mouth	Roll 4 ears	Roll 5 legs
⚀					
⚁					
⚂					
⚃					
⚄					
⚅					

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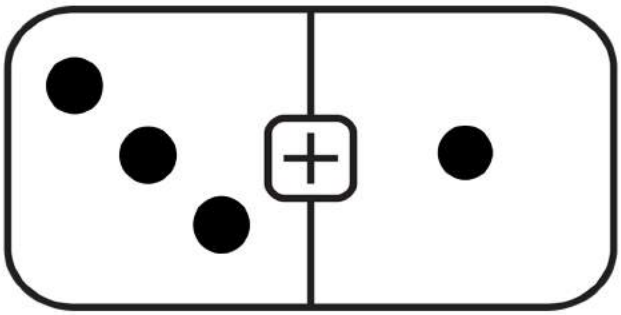
INTERACTIVE MATH

NAME :

Counting to Add

three one



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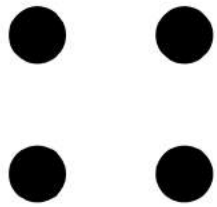
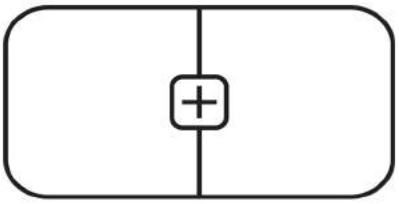


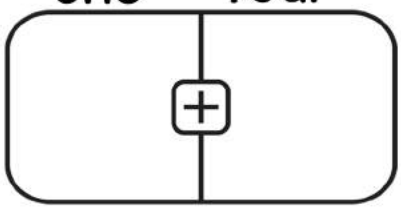
four

two three



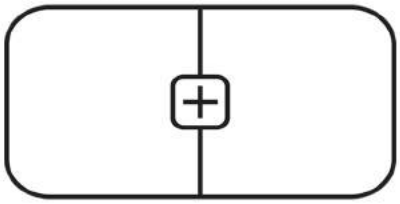
=

one four



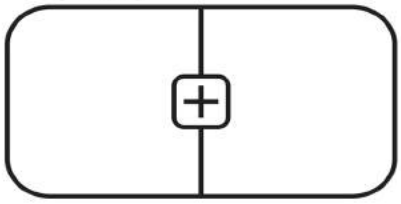
=

six zero



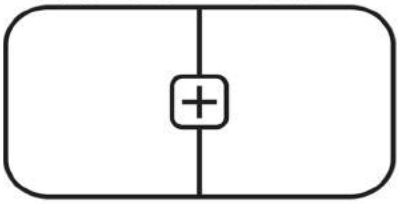
=

five one



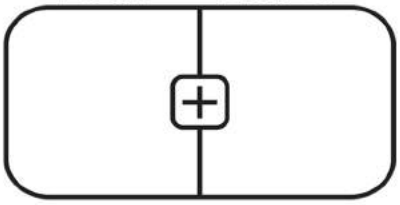
=

three one



=

four zero



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INTERACTIVE MATH

NAME:

Domino Bingo

Cut apart into two bingo boards. Place dominos (that add up to zero-ten) upside down on the table. Take turns drawing a domino, adding the dots and placing it on your board. Return the domino to the pile if you don't have the number. Fill the board to win!

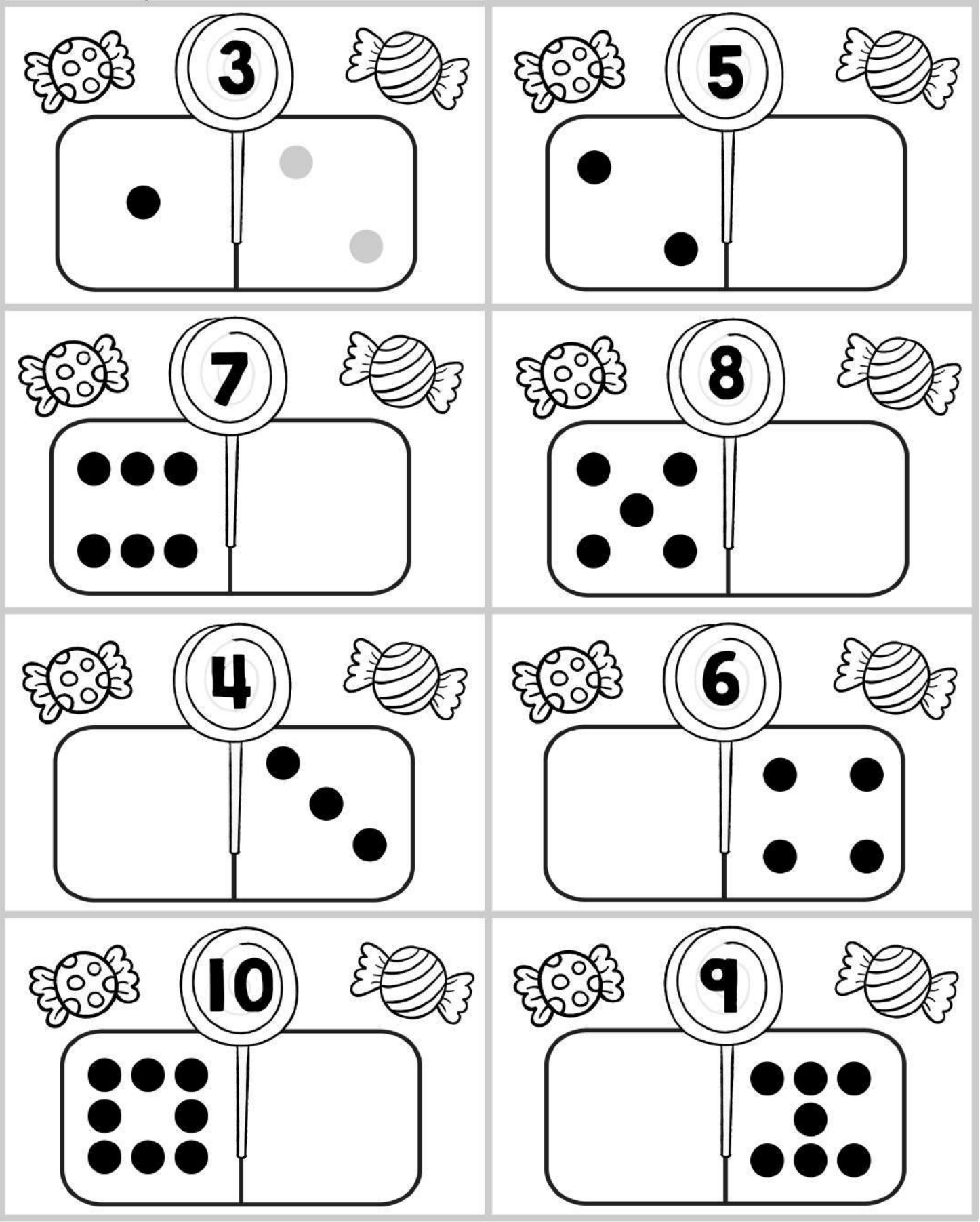
2	6	4
7	9	8
5	10	0

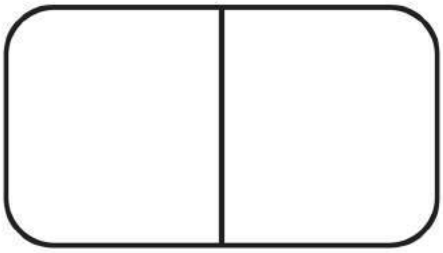
8	7	5
4	3	10
6	9	1

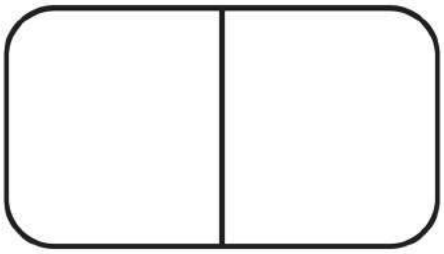
INTERACTIVE MATH

NAME :

How Many More?







INTERACTIVE MATH

NAME:

Domino FLIP!

Choose a domino. Draw the number pattern. Write and add the dot value. Flip the domino around. Write and add the dot value. Does it matter which number is first?

☐ + ☐ = ☐

☐ + ☐ = ☐

☐ + ☐ = ☐

☐ + ☐ = ☐

☐ + ☐ = ☐

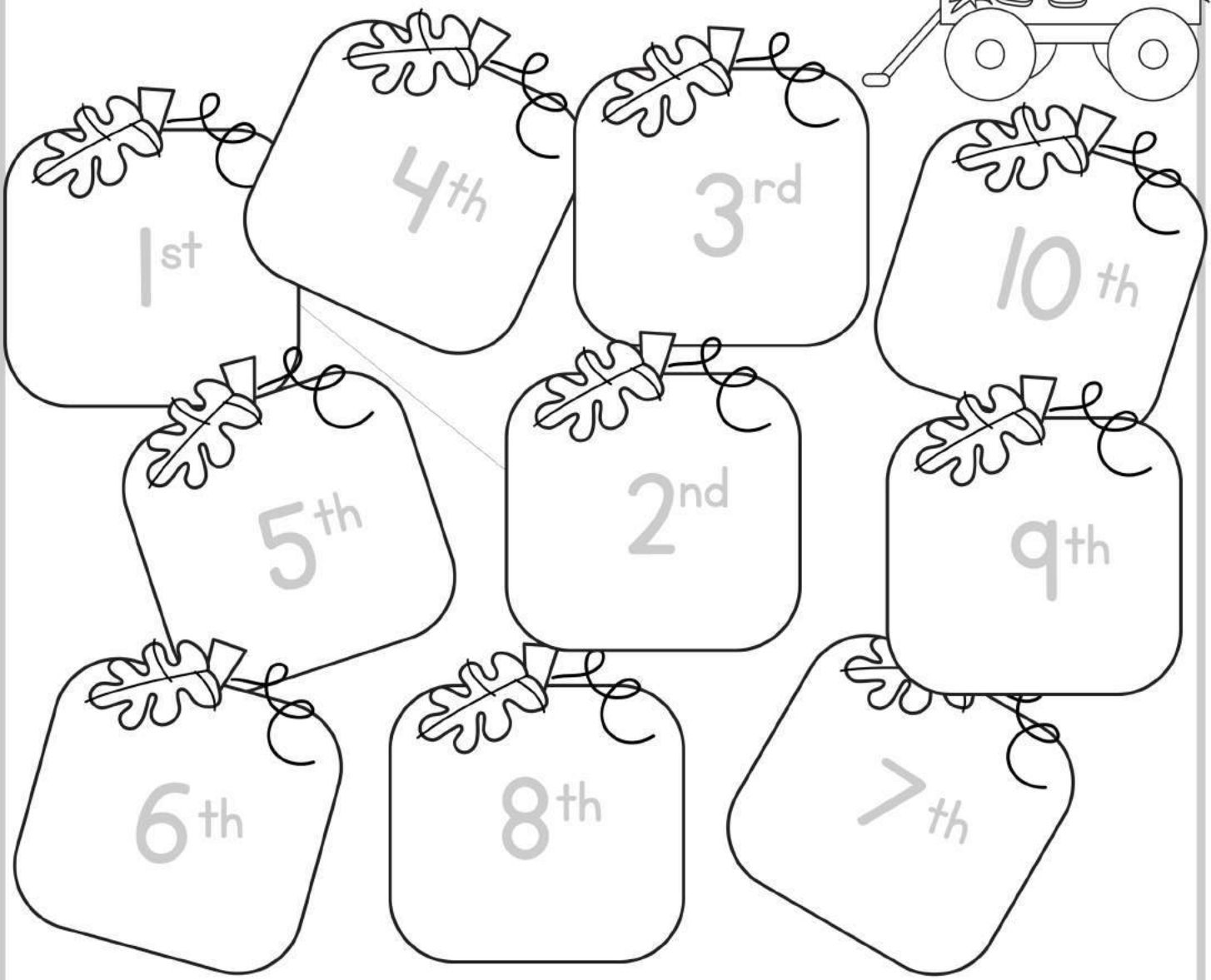
☐ + ☐ = ☐

INTERACTIVE MATH

NAME :

Ordinal Numbers

Connect the pumpkins from least to greatest:



Trace and write in the correct suffix:

1st 2 3 4 5

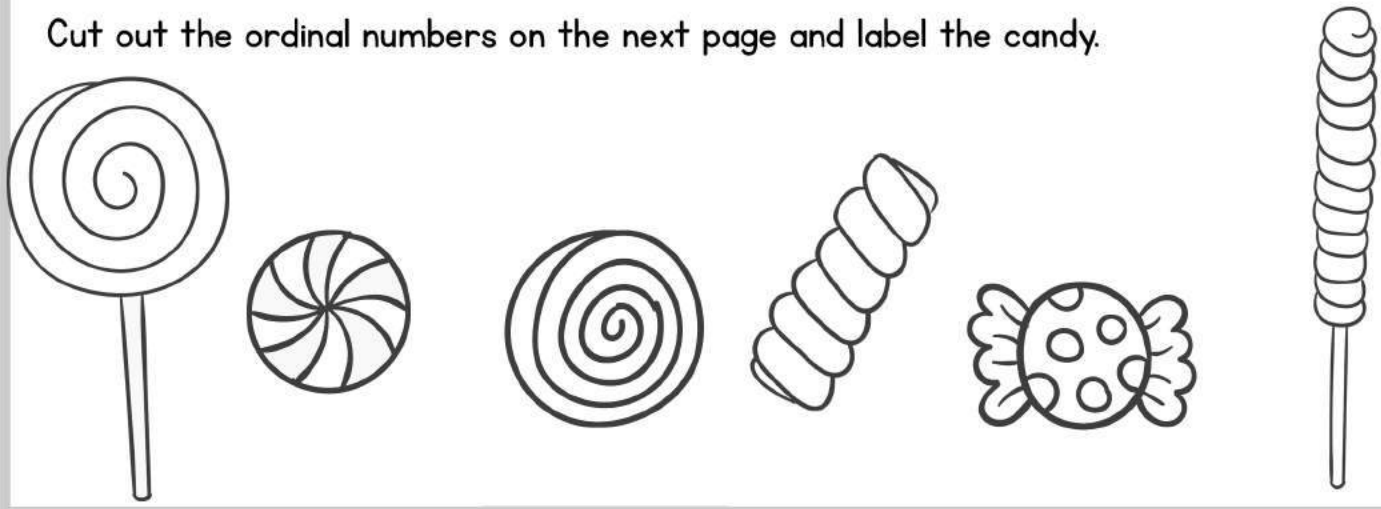
6 7 8 9 10

INTERACTIVE MATH

NAME:

Ordinal Numbers

Cut out the ordinal numbers on the next page and label the candy.



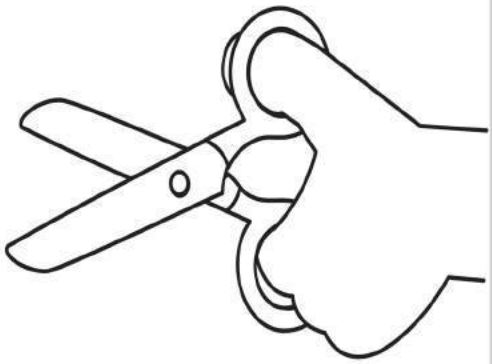
1st					

Cut out the monster pieces on the next page. Glue them in number order.

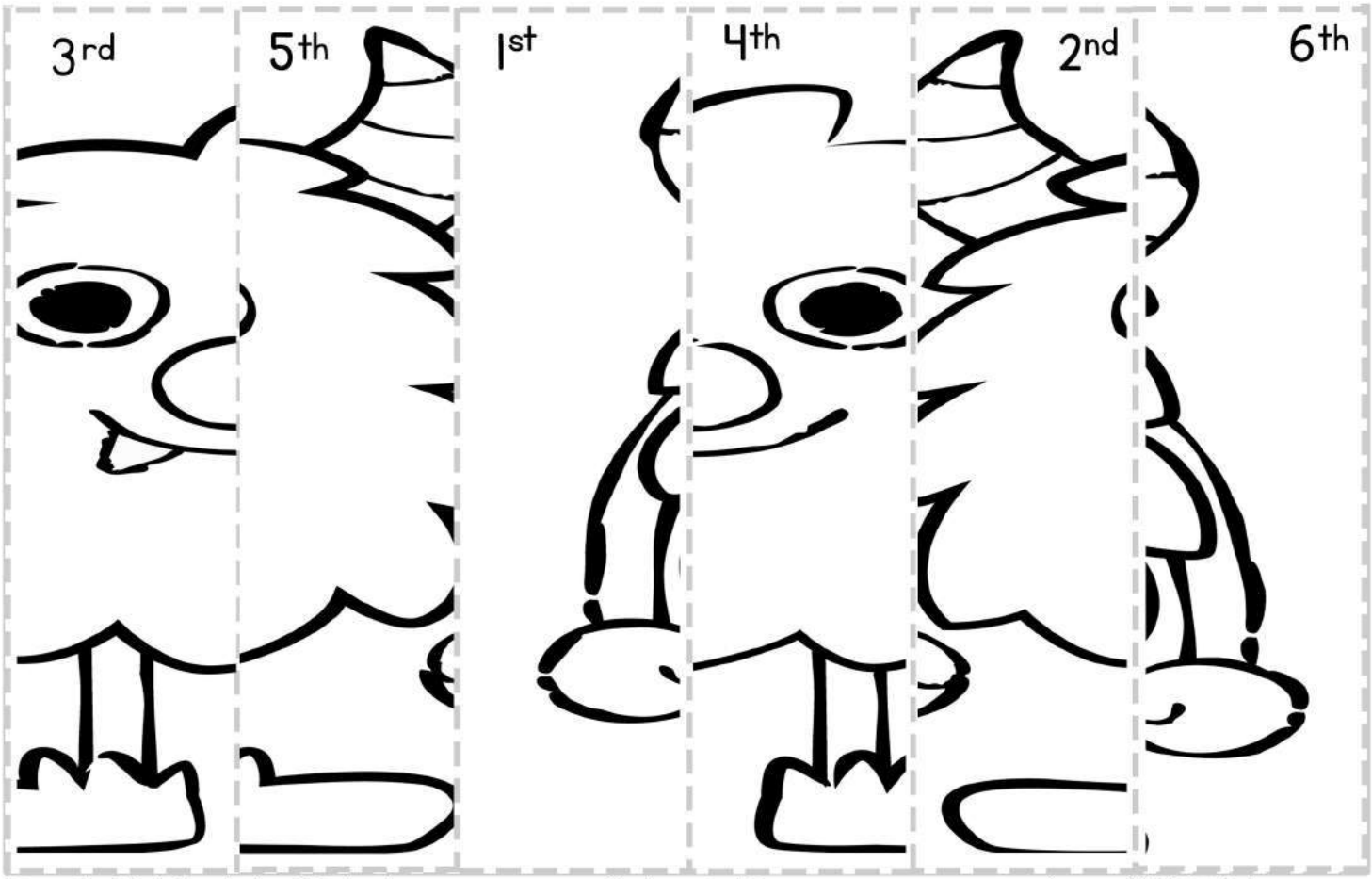
NAME:

Ordinal Number Cut Outs

Cut on the dotted lines and glue each section on the previous page. Color the monster when the glue is dry.



1st	2nd	3rd	4th	5th	6th



INTERACTIVE MATH

NAME :

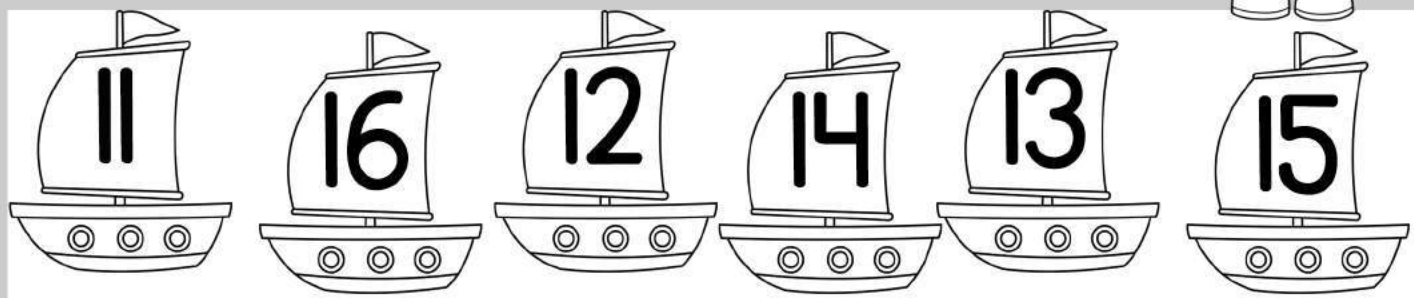
Number Order

Find the number that is least and color it.

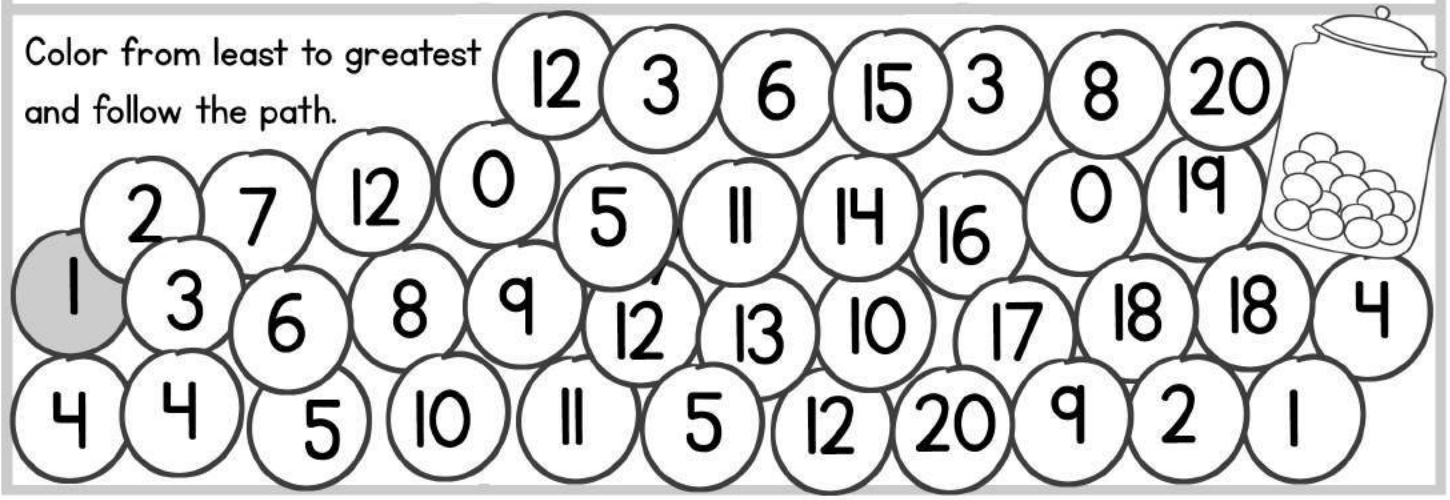
Write the number on the line.

Continue until all your numbers are colored and written on the line.

Count the numbers out loud to make sure you have them in order from least to greatest.



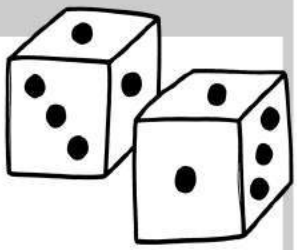
Color from least to greatest and follow the path.



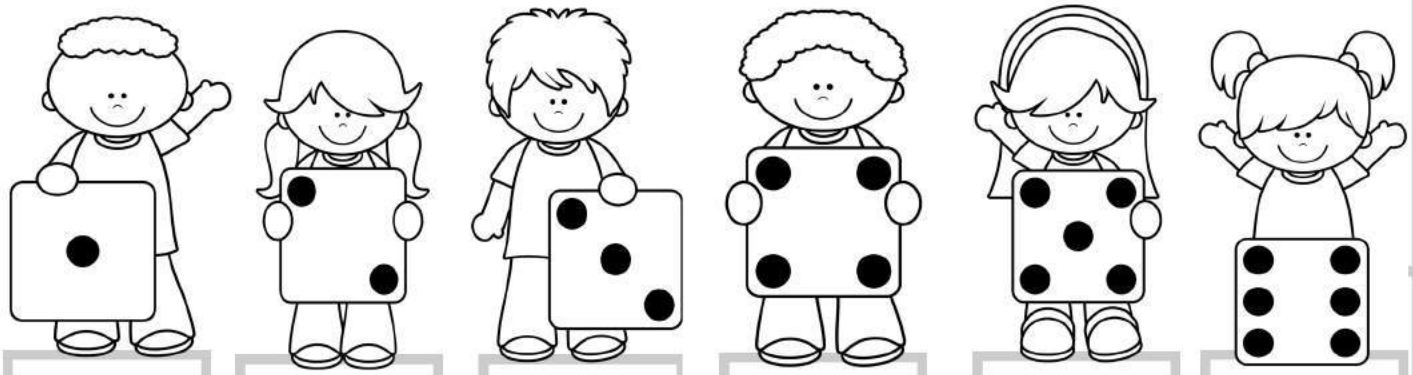
INTERACTIVE MATH NAME:

Least to Greatest

Roll a single die. Write the number in the box each time you roll.
Sort the numbers from least to greatest by writing them on the line.

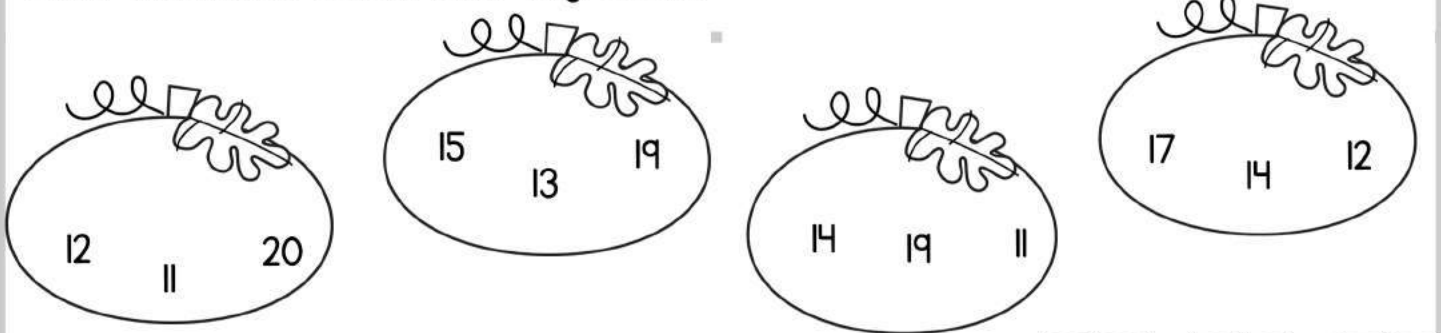


Label the boys and girls as 1st, 2nd, 3rd, 4th, 5th and 6th



1st

Order the numbers from least to greatest.

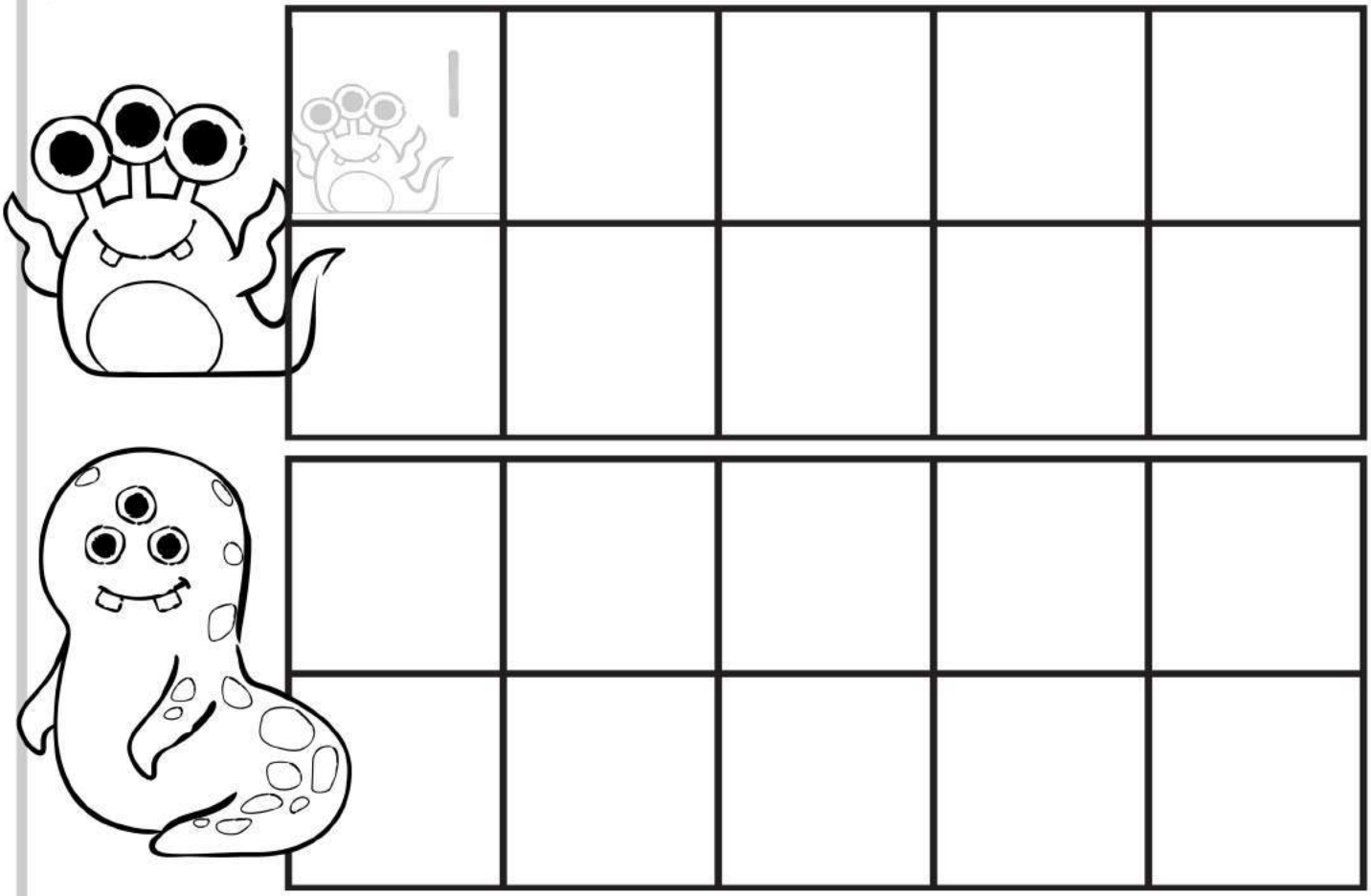


INTERACTIVE MATH

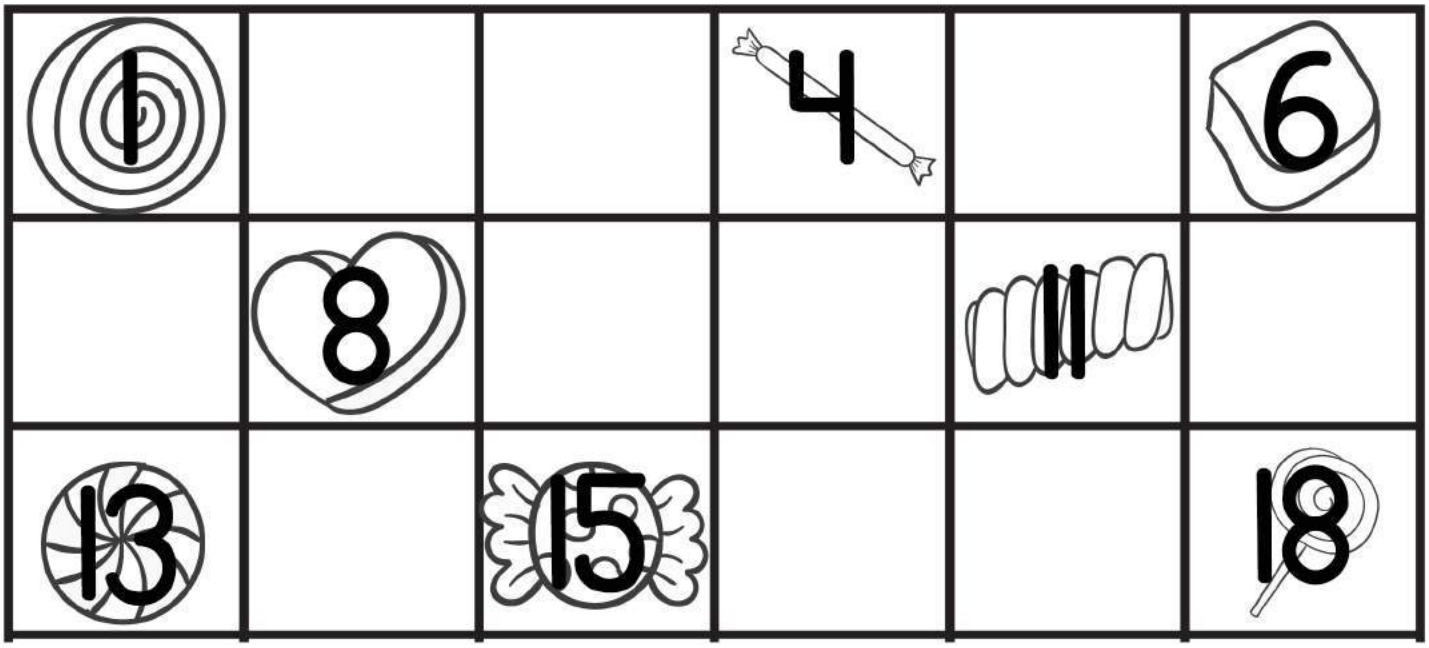
NAME:

Least to Greatest 1-20

Cut out the number blocks on the next page and glue them in order from least to greatest.



Fill in the missing numbers.



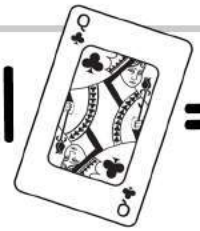
INTERACTIVE MATH

NAME :

Before and After

Use a deck of cards. Choose a card and write it's number on the starred card. Write the numbers before and after.

=11

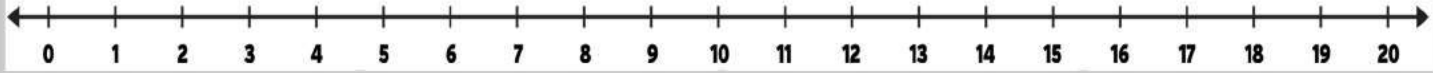


=12

=13

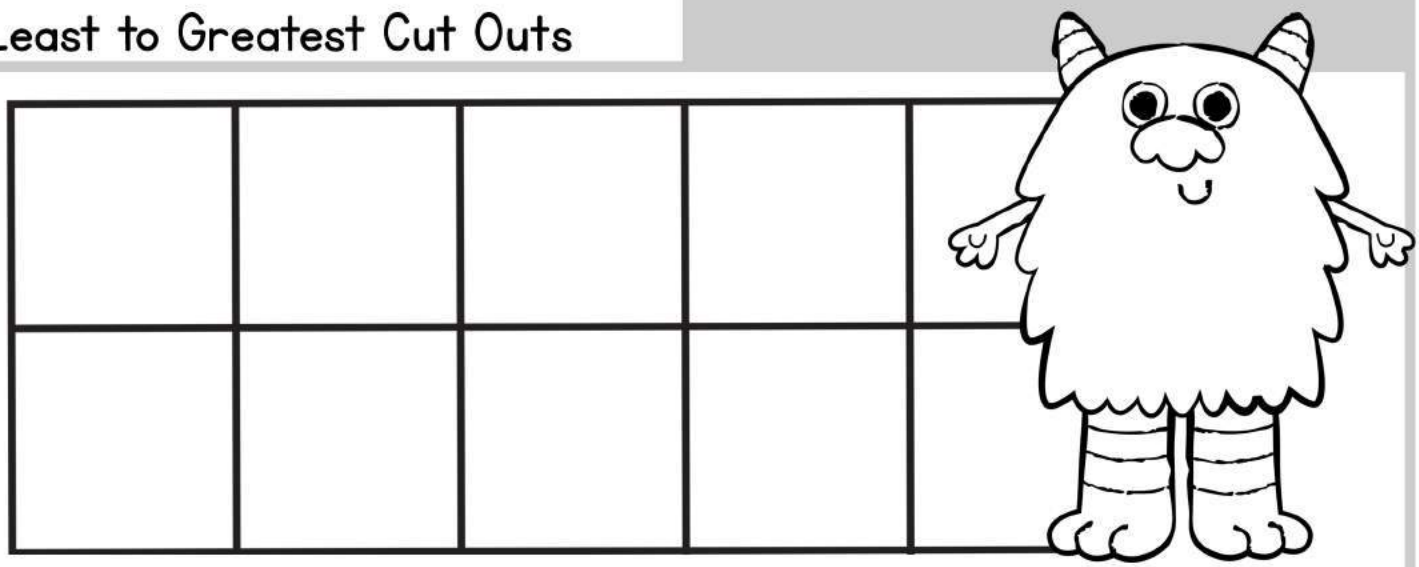
=1

Your choice!
Pick a number
13-14-15-16-17-18

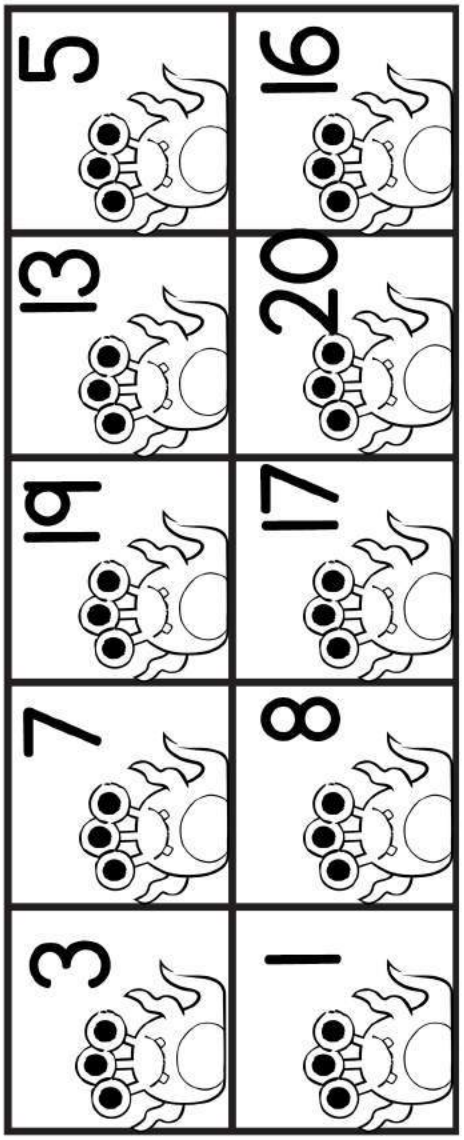


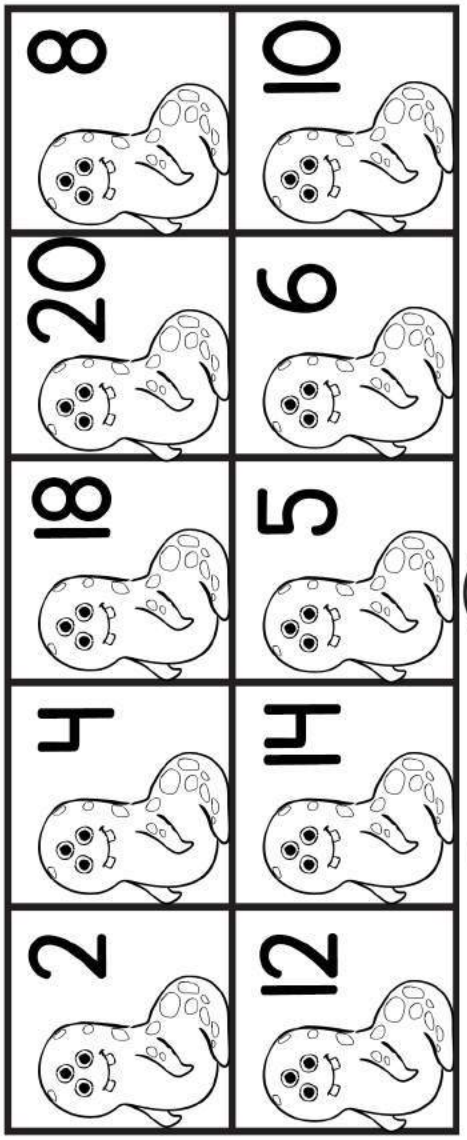
NAME:

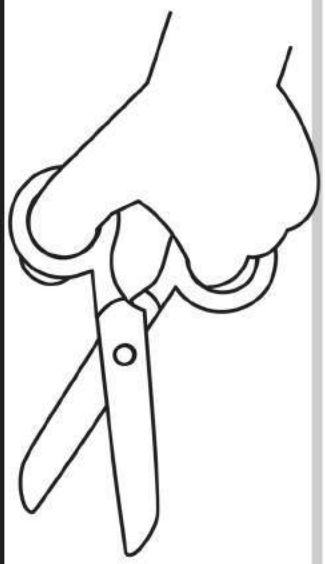
Least to Greatest Cut Outs



Cut out the monster squares and assemble them on the first page.



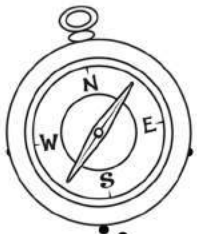




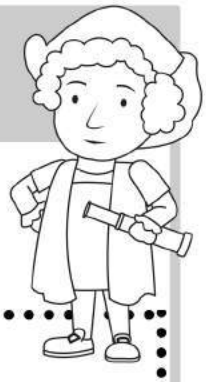
INTERACTIVE MATH

NAME :

Before, After and In Between



Write in the number that comes before, after or in between.



BEFORE	IN BETWEEN	AFTER
___12	7___9	9___
___10	10___12	29___
___7	16___18	25___
___19	23___25	13___
___23	18___20	4___

INTERACTIVE MATH

NAME:

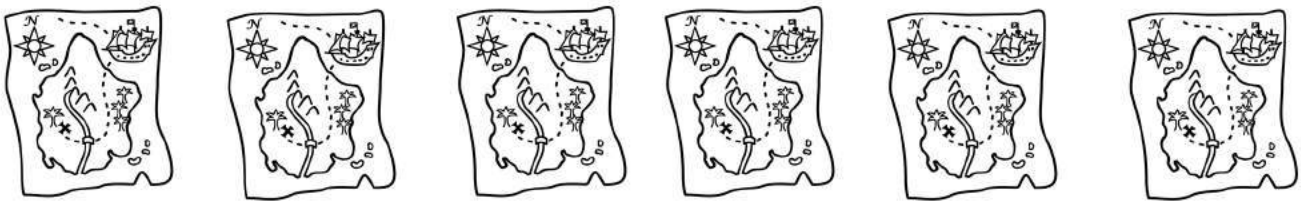
Ordinal Numbers

Circle the 4th boat.
Underline the 1st boat.

Color the 2nd boat red.

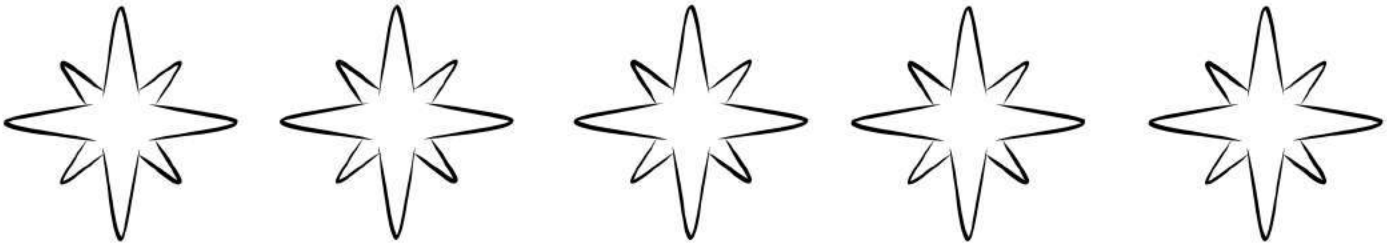
Circle the 2nd compass.
Underline the 5th compass.

Color the 5th compass blue.



Put a square around the 3rd map.
Put a triangle around the 6th map.

Cross out the 2nd map.



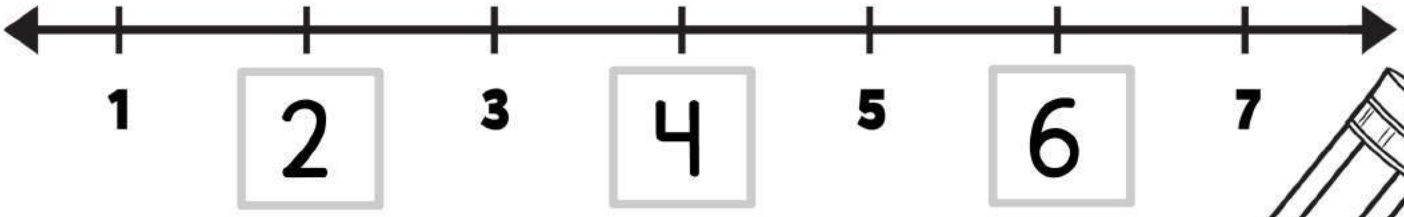
Underline the 2nd star.
Color in the 5th star.

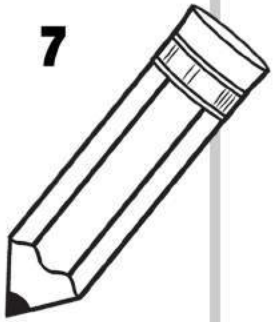
Draw a happy face on the 3rd star

INTERACTIVE MATH

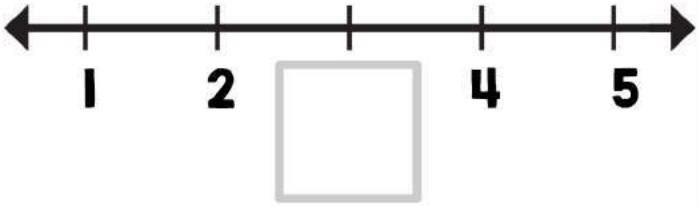
NAME :

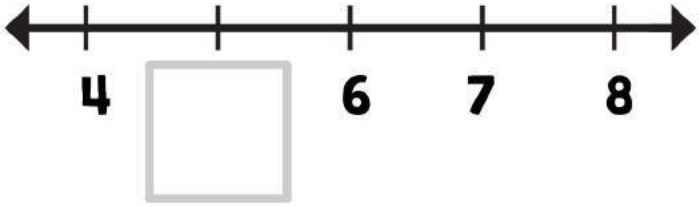
Missing Numbers

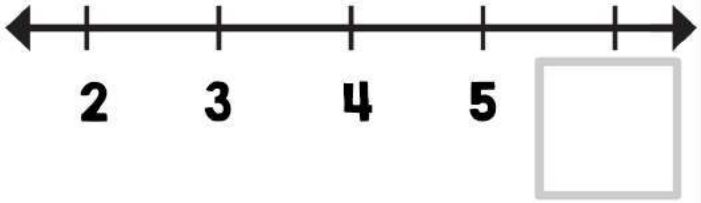


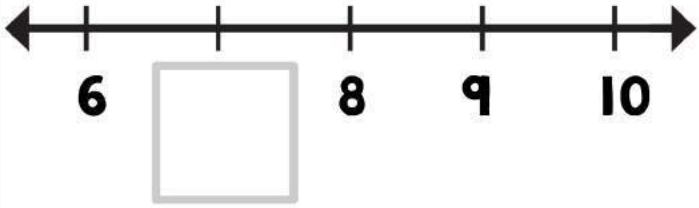


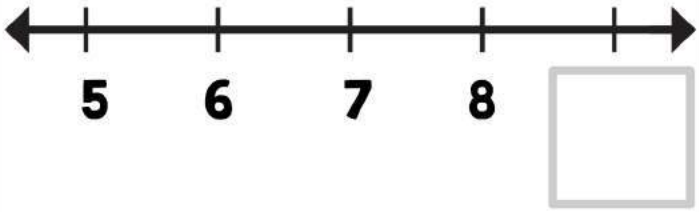
Identify and write in the missing numbers on each number line.
Write the number word below each number.

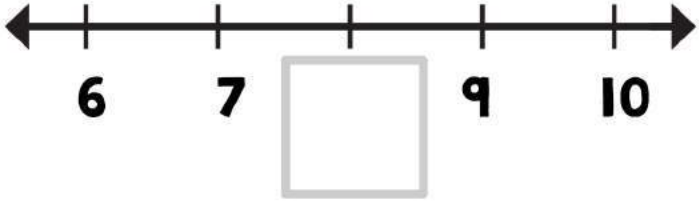








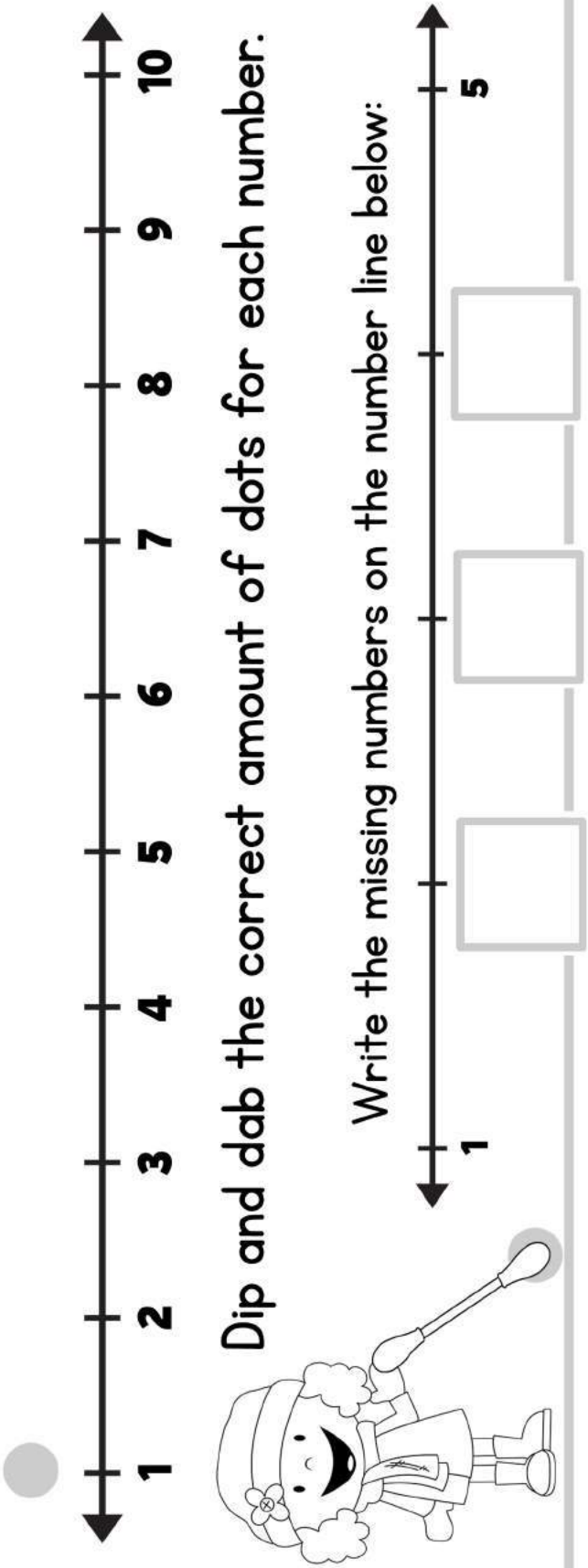




INTERACTIVE MATH

NAME:

Number Line Dip & Dab

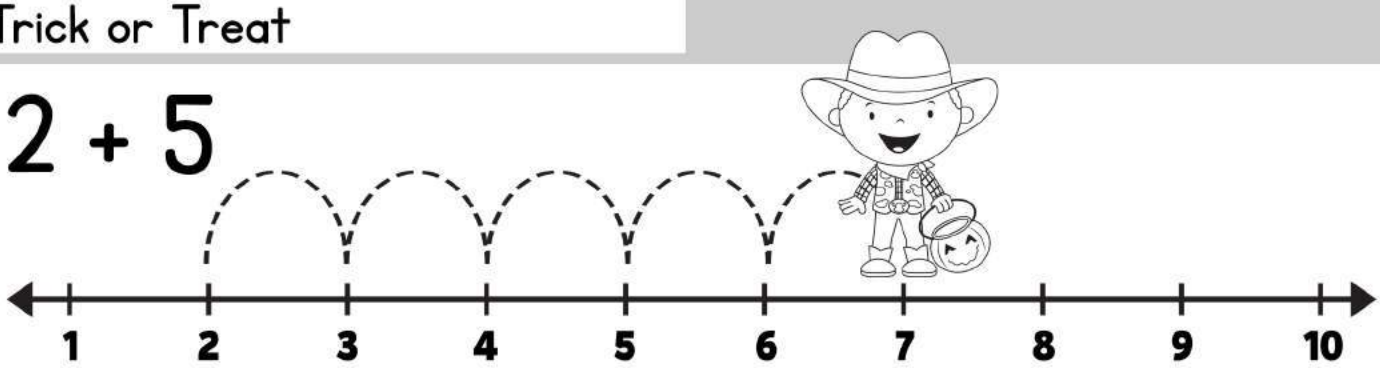


INTERACTIVE MATH

NAME:

Trick or Treat

2 + 5



Start at 2. Hop 5 times. The answer is the number you land on. 2 + 5 = 7

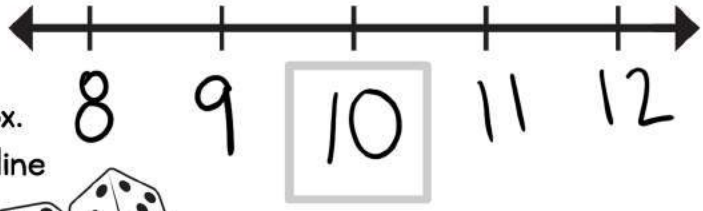
2 + 2 =	4 + 2 =
6 + 2 =	8 + 2 =
4 + 3 =	2 + 3 =
5 + 4 =	5 + 5 =
1 + 8 =	2 + 4 =
7 + 2 =	5 + 3 =
3 + 5 =	2 + 7 =

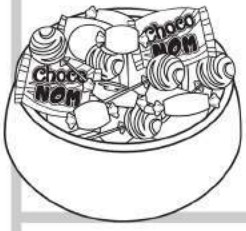
INTERACTIVE MATH

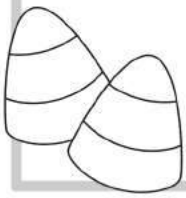
NAME :

Roll and Write Number Line

Roll and add two dice.
Write your number in the box.
Finish filling out the number line





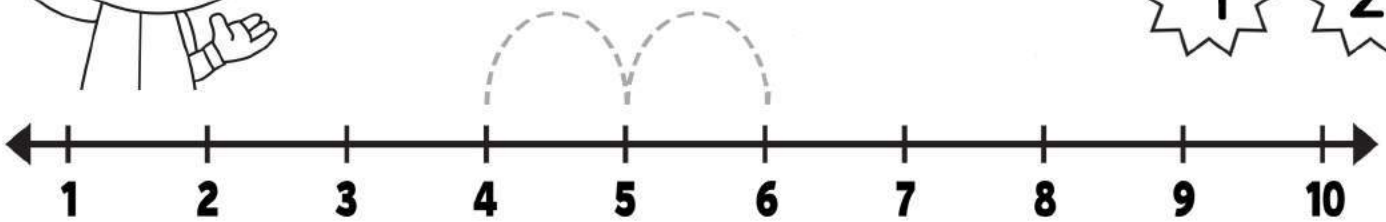


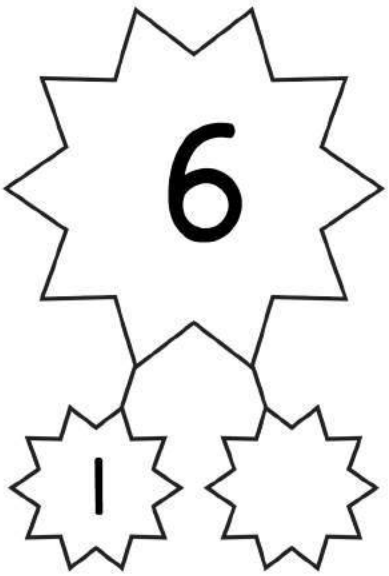
INTERACTIVE MATH

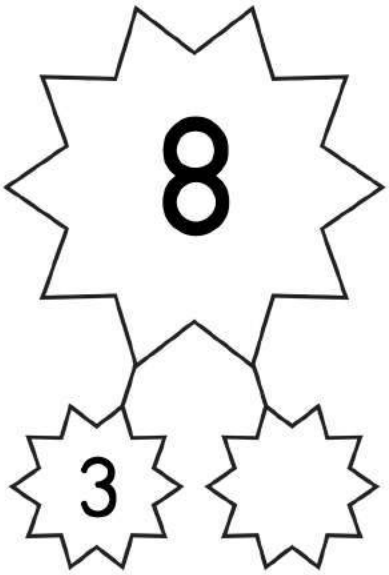
NAME:

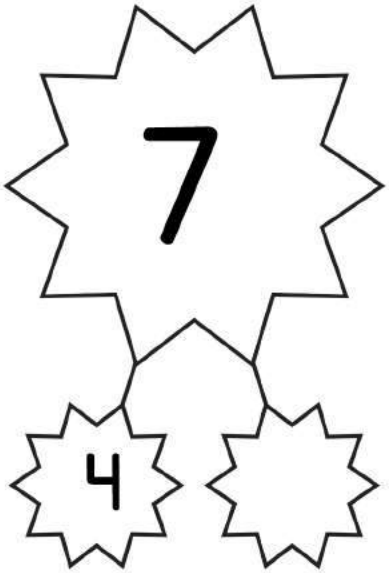
Number Line Bonds

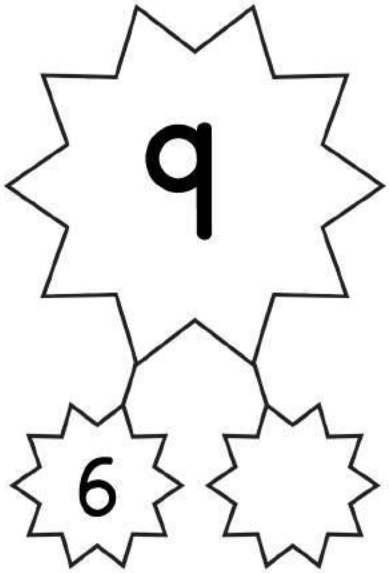
4 + ? = 6

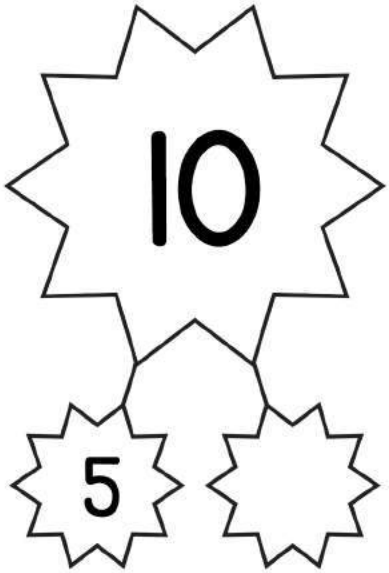








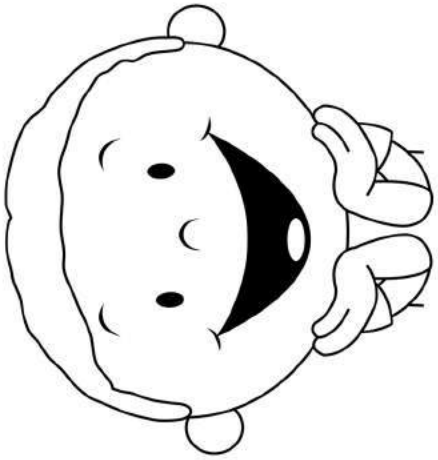




Number Line WAR!

NAME:

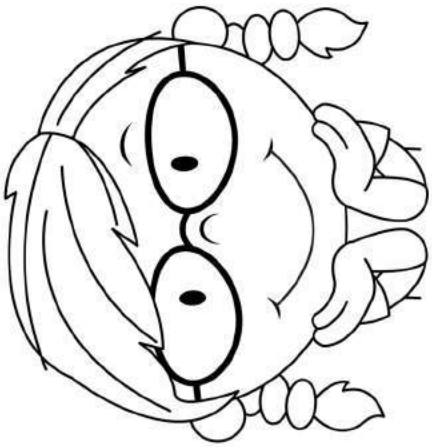
Number Line WAR



Materials: 22 counters 2 dice

Each player places their counters on the number line. Players take turn rolling the dice, adding them up and then taking that counter off their opponents board.

The first player to remove all of the other players counters wins.



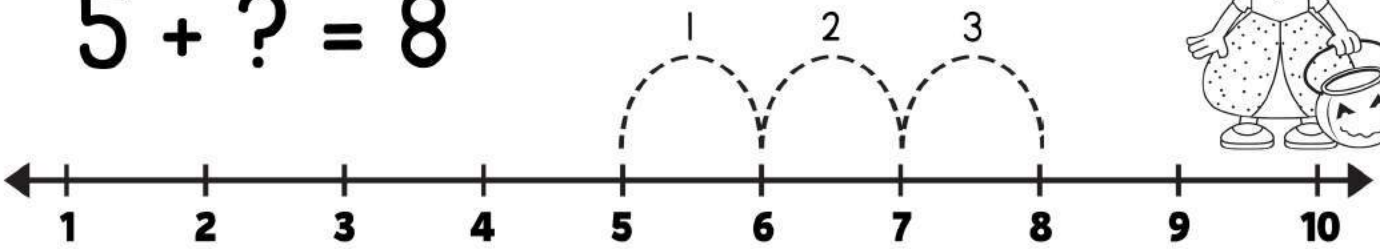
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
	12	

INTERACTIVE MATH

NAME :

Missing Number

$5 + ? = 8$

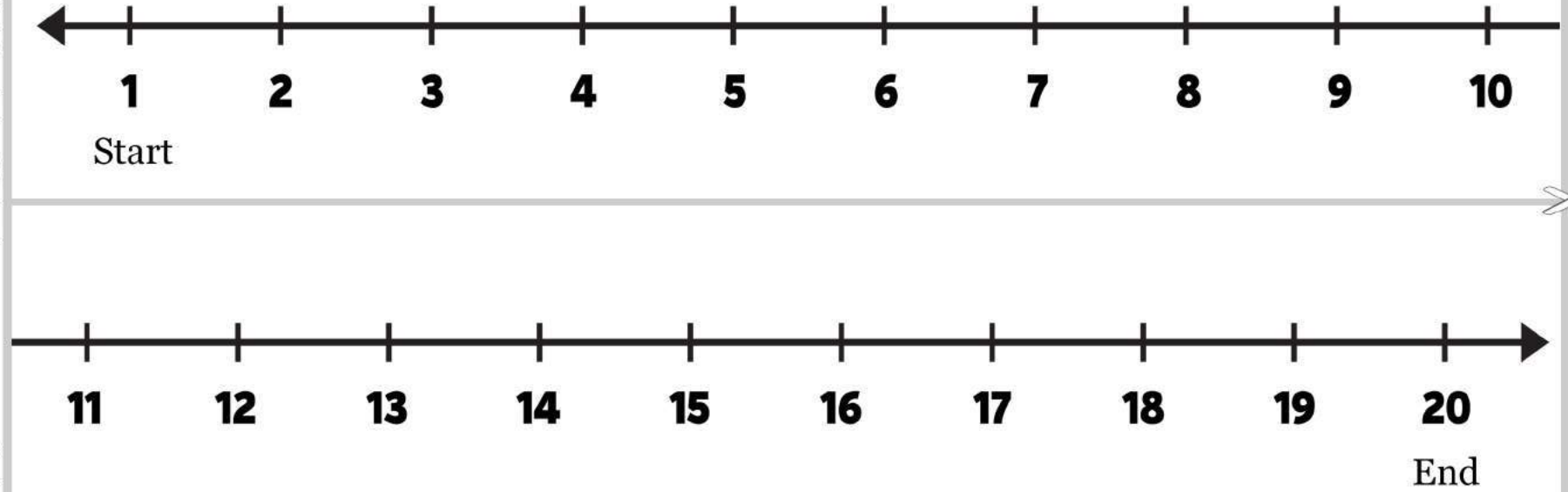


Start at 5. Count how many hops it takes until you land on eight. 5 + 3 = 8

2 + _____ = 5	1 + _____ = 5
2 + _____ = 6	4 + _____ = 7
4 + _____ = 8	2 + _____ = 8
5 + _____ = 6	9 + _____ = 10
1 + _____ = 7	3 + _____ = 7
7 + _____ = 9	6 + _____ = 9
3 + _____ = 5	5 + _____ = 7

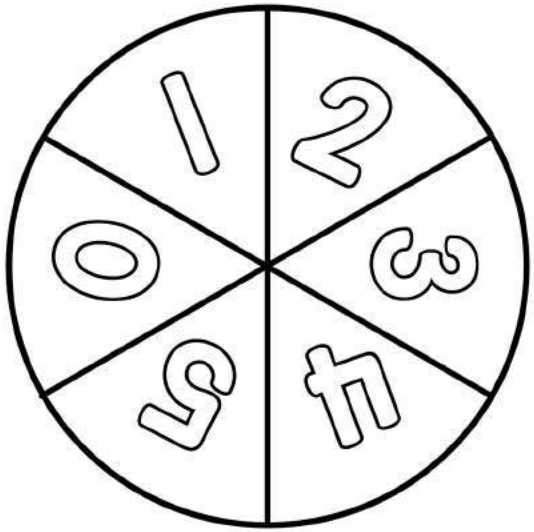
Treat Trot

NAME :

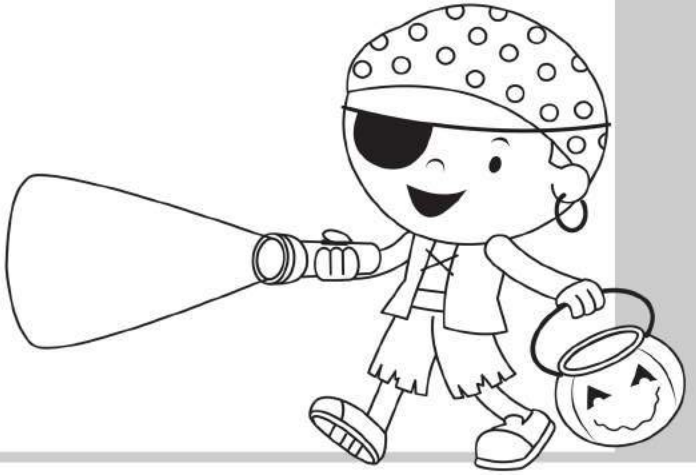


Cut out and assemble the number line. Use coins or small counters for playing pieces. Take turns spinning and adding your way across the numberline. The first one to reach 20 is the winner.

Tip: Encourage children to verbalize the math as they go, "Two plus four more equals six."



Treat TROT



INTERACTIVE MATH

NAME:

Finding Missing 1-100

Fill in the missing numbers 1-100.

1 3 10

12 15 17

23 26 30

31 35 37 40

42 44 48 50

51 53 55 59

62 64 67 70

71 73 76 78 80

81 83 85 87

92 94 96 99

NAME :

Hundred Coloring Chart

Use the color key to color the numbers.

GREEN= 5, 6, 15, 16

ORANGE= 23, 24, 25, 26, 27 28, 32, 33, 34, 35, 36, 37, 38, 39, 41, 42, 43, 45, 46, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 63, 64, 67, 68, 70, 71, 72, 74, 75, 76, 77, 79, 80, 82, 83, 88, 89, 93, 94, 95, 96, 97, 98

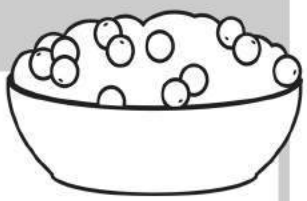
BLACK= 44, 47, 62, 65, 66, 69, 73, 78, 84, 85, 86, 87

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

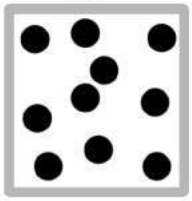
INTERACTIVE MATH

NAME :

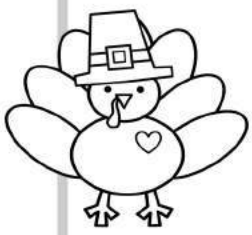
Counting by 10's to 100



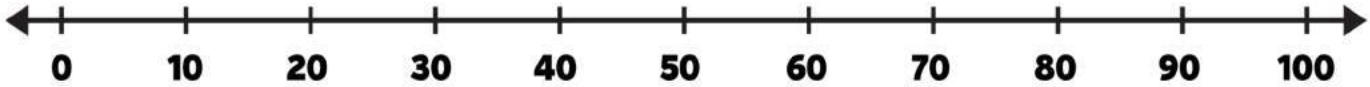
Add 10 cranberries to each square. Count to 100 by 10's



10 10 10 10 10 10 10 10 10 10



Use your finger to hop to 100. Count aloud as you hop:



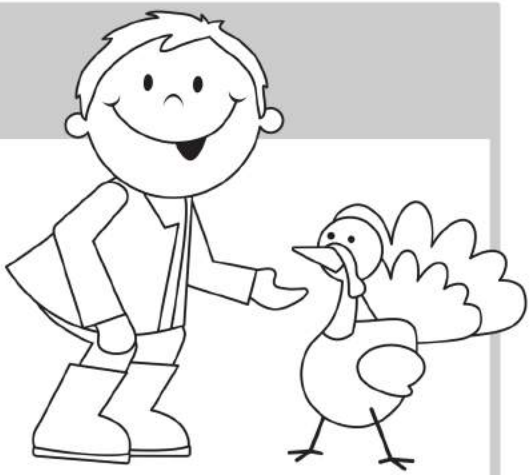
Count and draw by 10's to 100:

90	40
10	100
70	20
30	60
50	80

INTERACTIVE MATH

NAME :

Using a Hundreds Chart



Practice counting from 1 to 100.

Use the number shapes on the following page to find the missing numbers.

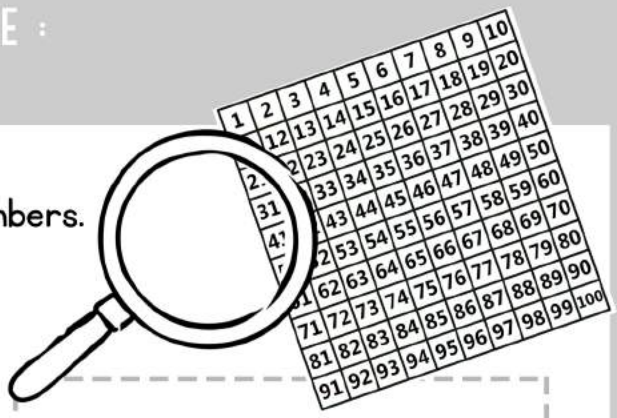
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

INTERACTIVE MATH

NAME :

Using a Hundreds Chart

Use your hundreds chart to find the mystery numbers.



3	4	

22	

	15	

	55	

21		

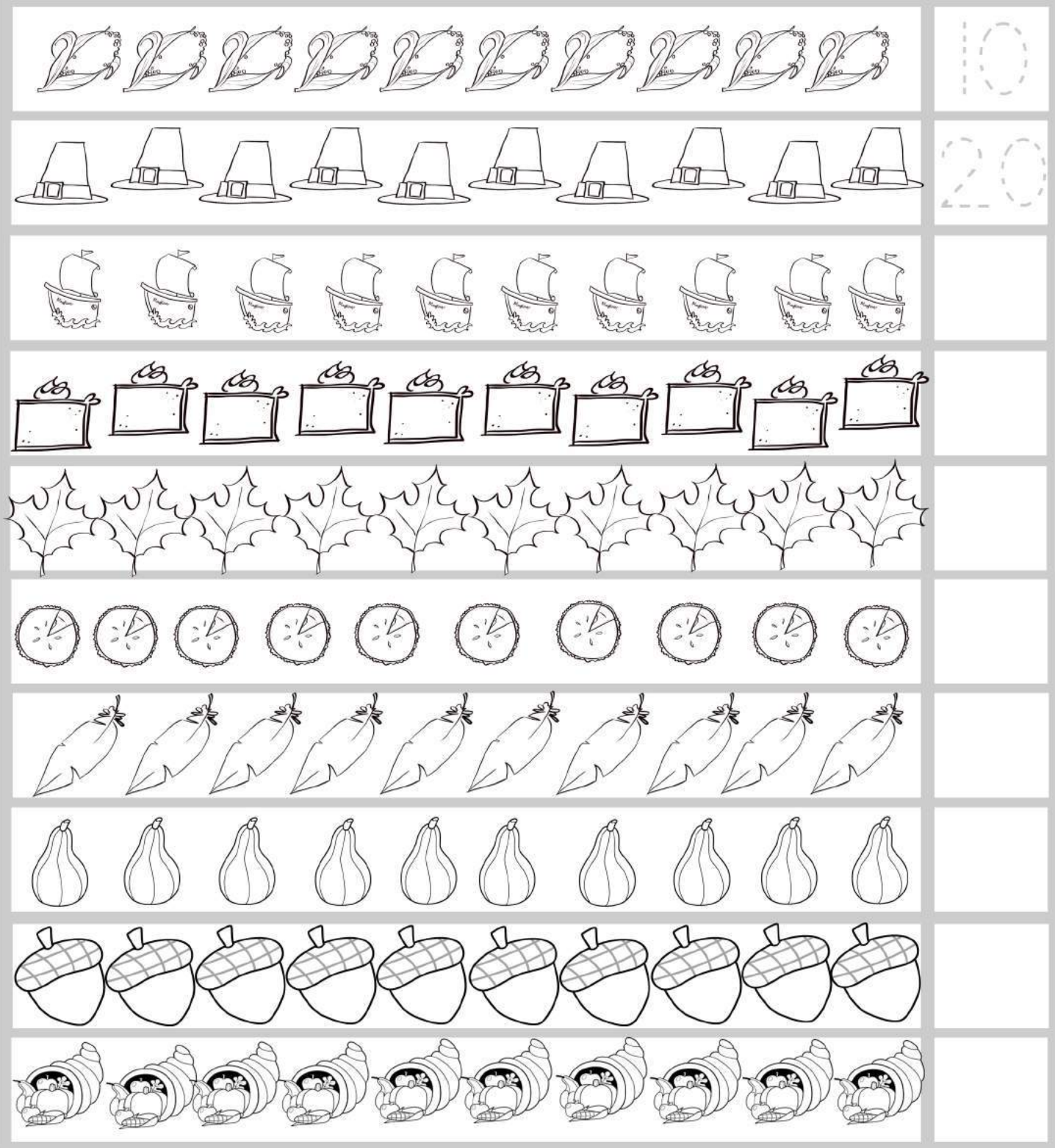
88		

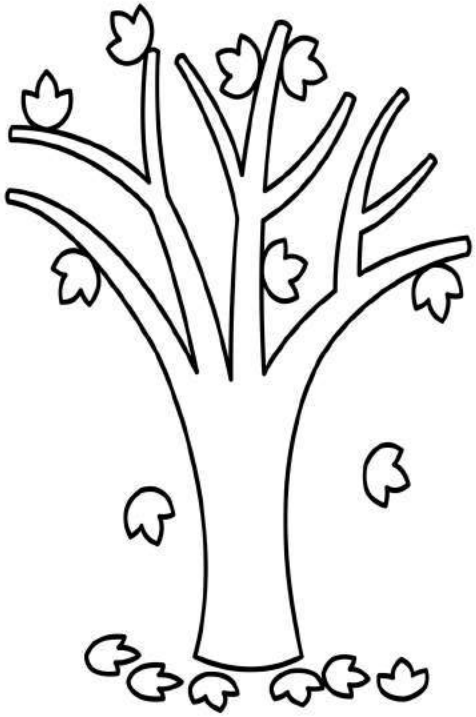
NAME :

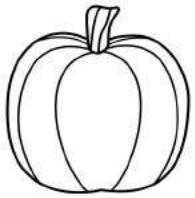
Counting up to 100

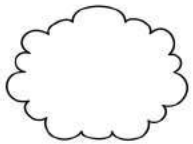
Counting Objects to 100

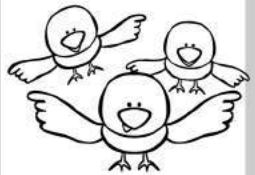
Start with 1 and build all the way to 100!

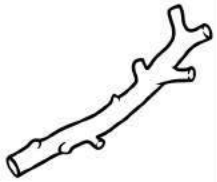


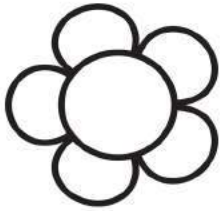


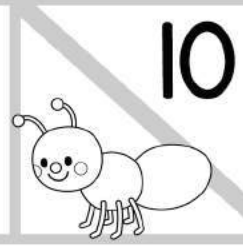












NAME :

Numbers 1-9

Add ten of each item to decorate this picture. The leaves are done for you. When you are finished you will have drawn 100 items.

10

10

10

10

10

10

10

10

10

10

NAME:

Hundreds Board

Exploring through 100!!

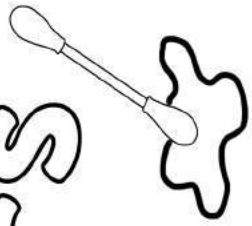
1. Count by 10's to 100 and color the squares you land on.
2. Color your age blue. Color your teachers age purple.
3. Color the number of people in your family, red.
4. Color every number ending in 5, yellow.

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

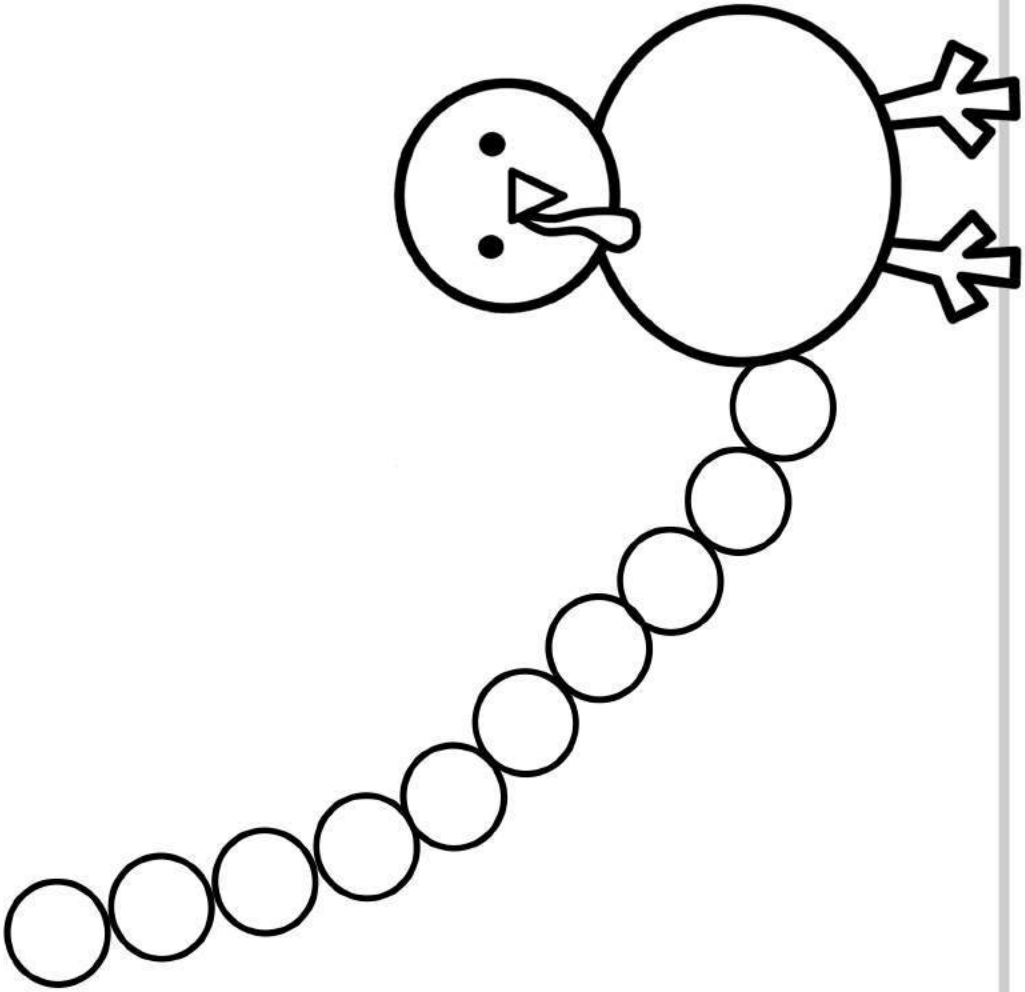
NAME:

Counting to 100

Turkey Feathers



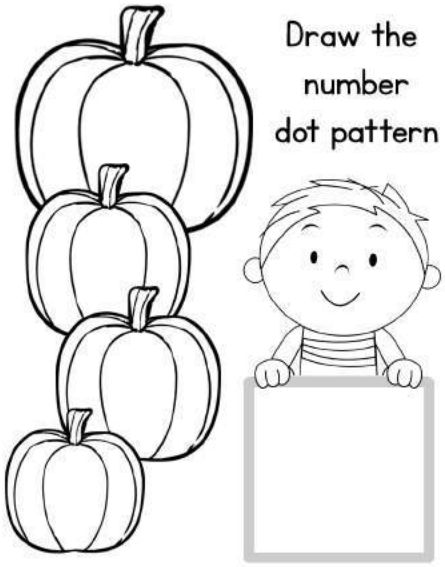
Add 10 dots of 10 to make 100!



INTERACTIVE MATH

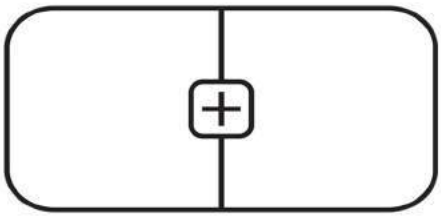
NAME :

Review Week 2 Day 1



Draw and solve:

four three

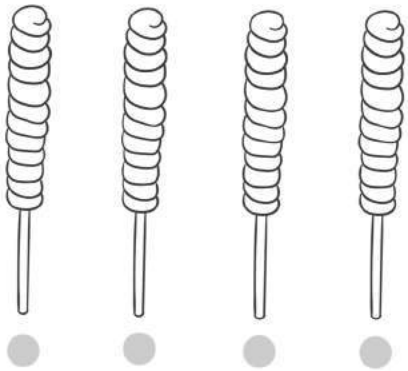


Color the 1st lollipop red.

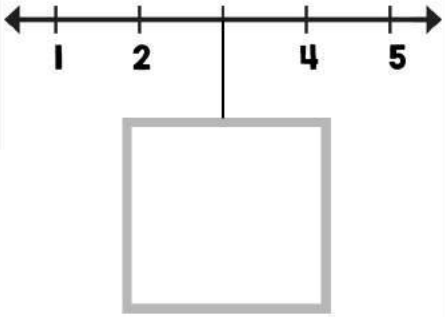
Color the 2nd lollipop yellow.

Color the third lollipop blue.

Draw a line to match:



2nd 4th 3rd 1st



2 + 2 =

6 + 2 =

One more and one less:

___ 15 ___

___ 22 ___

___ 32 ___

Trace and count:

10 20 30

40 50 60

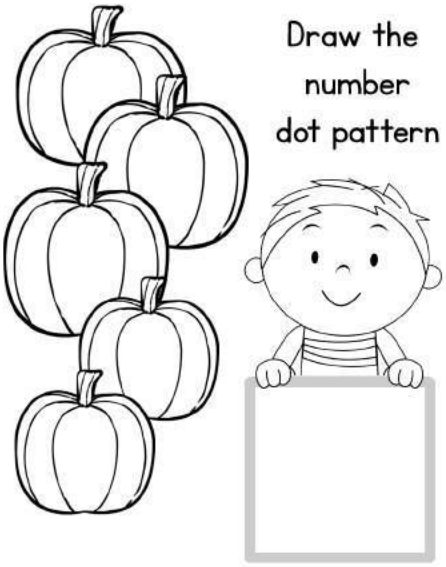
70 80 90

100

INTERACTIVE MATH

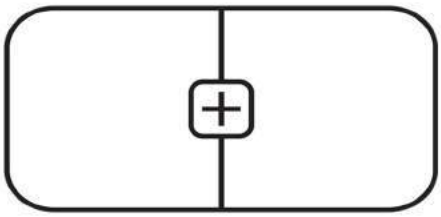
NAME :

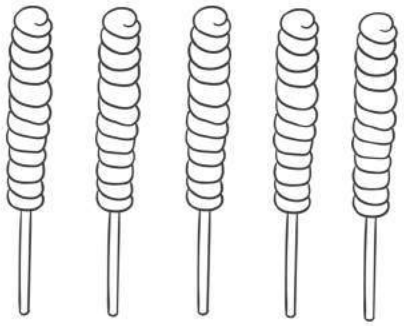
Review Week 2 Day 2



Draw and solve:

six three





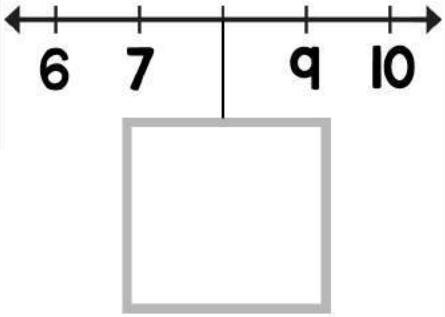
Color the 3rd lollipop red.

Color the 4th lollipop yellow.

Color the 1st lollipop blue.

Order from tallest to shortest

1st 2nd 3rd 4th



4 + 3 =

6 + 4 =

One more and one less:

___ 23 ___

___ 35 ___

___ 46 ___

Write in the missing numbers

10 ☐ 30

40 50 60

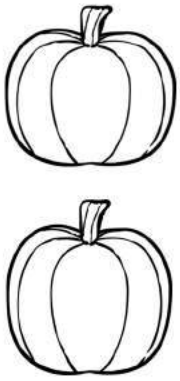
70 ☐ 90

100

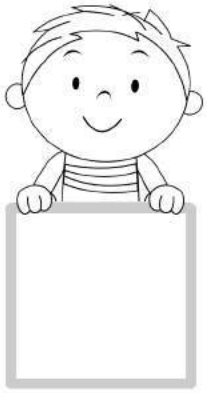
INTERACTIVE MATH

NAME :

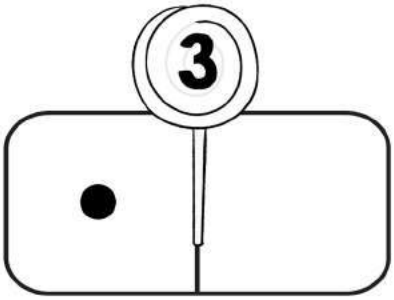
Review Week 2 Day 3



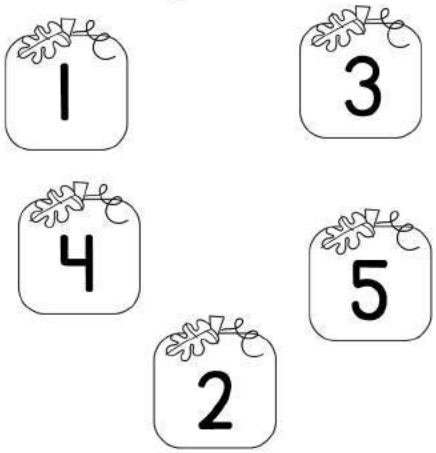
Draw the number dot pattern



How many more?

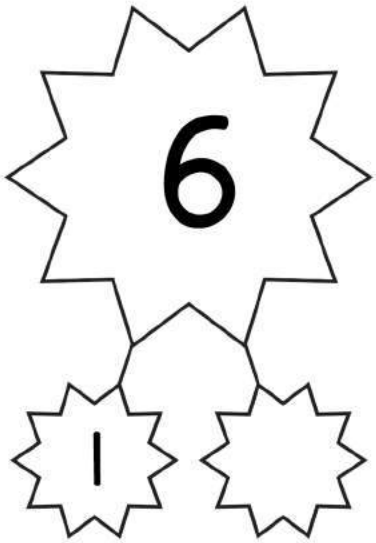


Connect from least to greatest.



Fill in the missing numbers:

5	6	
8		10
	12	



4 + ____ = 5

2 + ____ = 5

3 + ____ = 5

One more and one less:

___ 57 ___

___ 68 ___

___ 74 ___

Write in the missing numbers

10 ___ ___

40 50 60

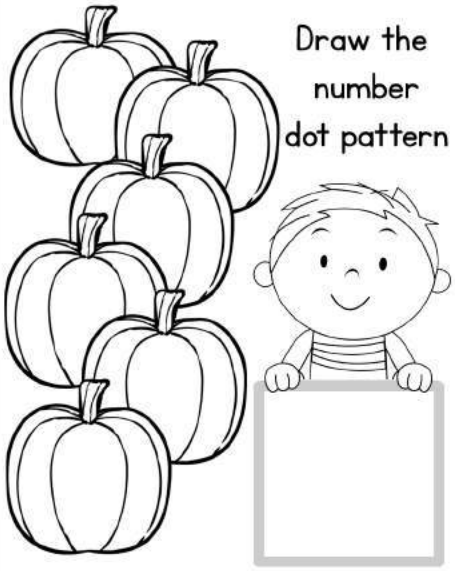
___ ___ 90

100

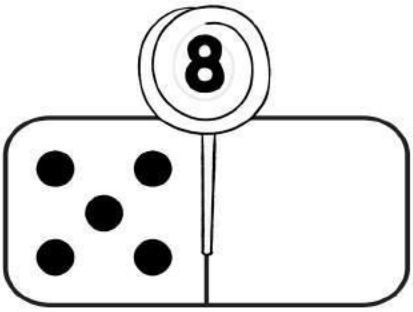
INTERACTIVE MATH

NAME :

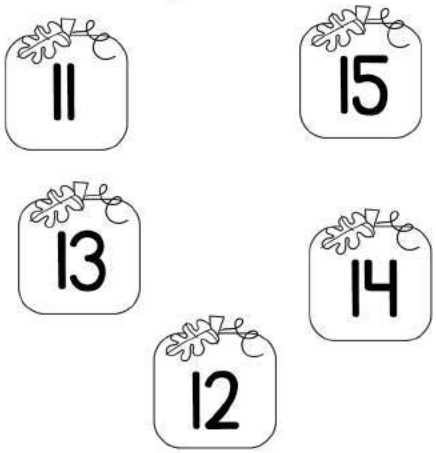
Review Week 2 Day 4



How many more?

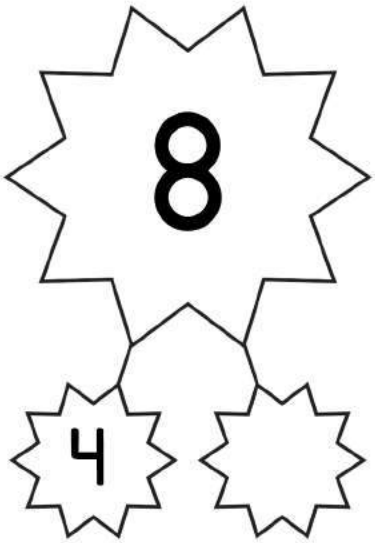


Connect from least to greatest.



Fill in the missing numbers:

15	16	
18		20
	22	



4 + ____ = 10

2 + ____ = 10

3 + ____ = 10

One more and one less:

___ 87 ___

___ 91 ___

___ 99 ___

Count by 10's to 100!

100

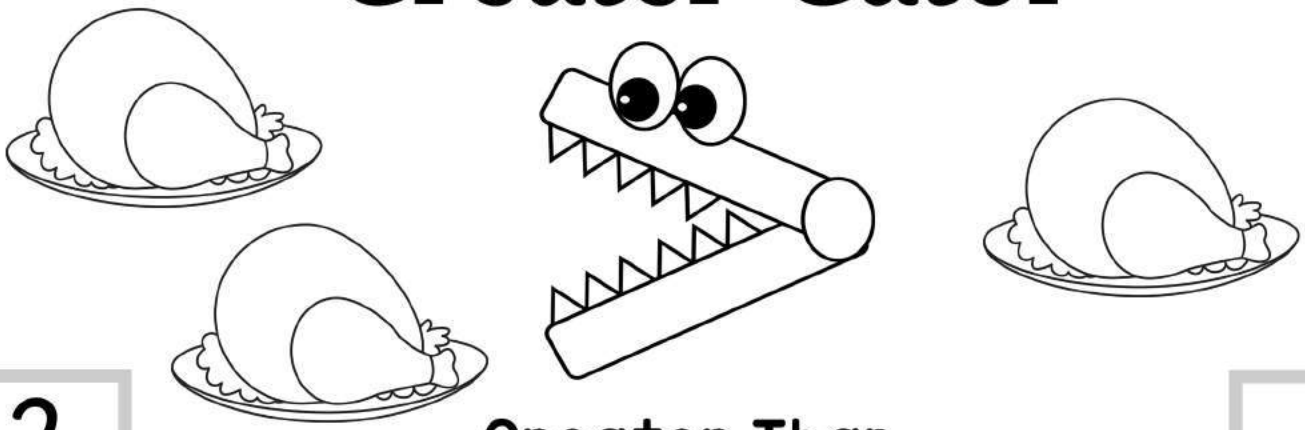
INTERACTIVE MATH

NAME :

Greater Than *Optional cut-outs on following page

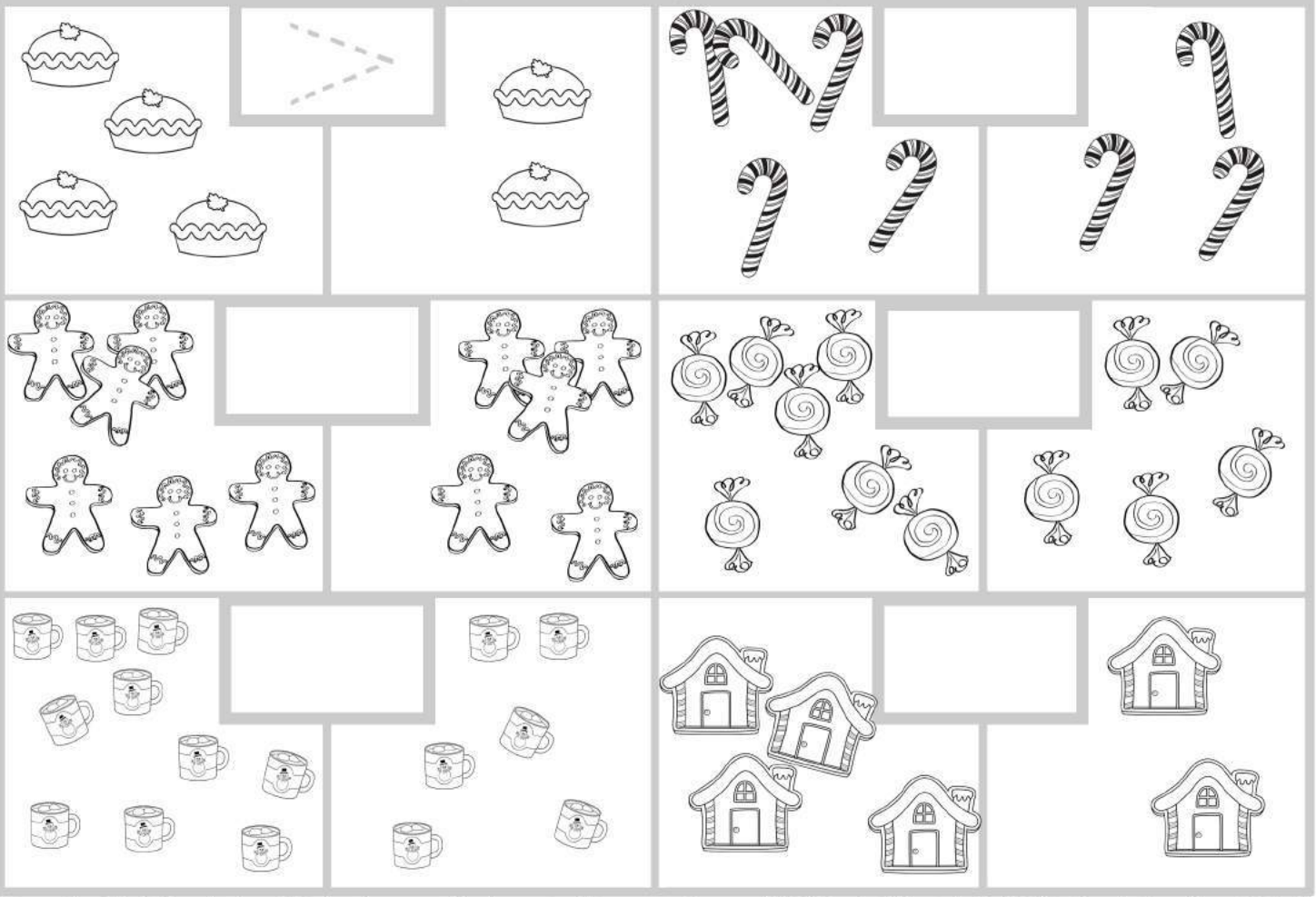
Mr. alligator is hungry for lunch. find the bigger Group and crunch, crunch, crunch!!

Greater Gator



2 **Greater Than** 1

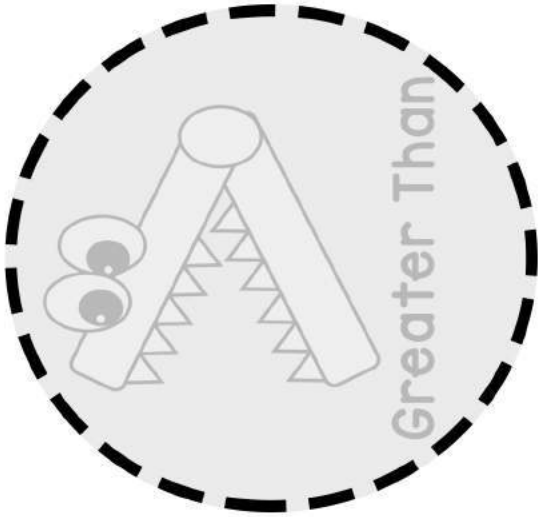
Use your cut outs and glue them into place below:



NAME:

Greater Than

Use goldfish crackers or small blocks and practice using the greater than Alligator.

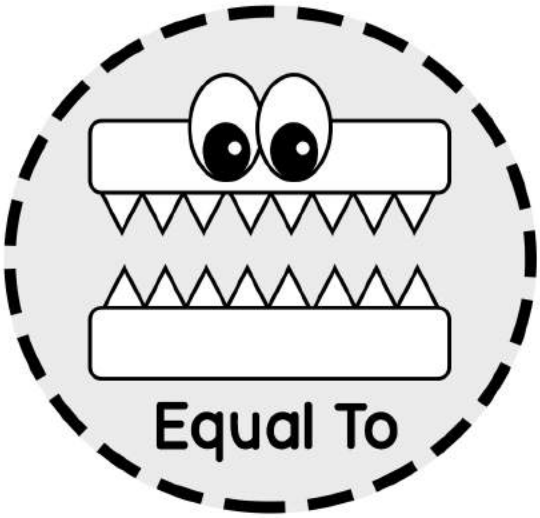


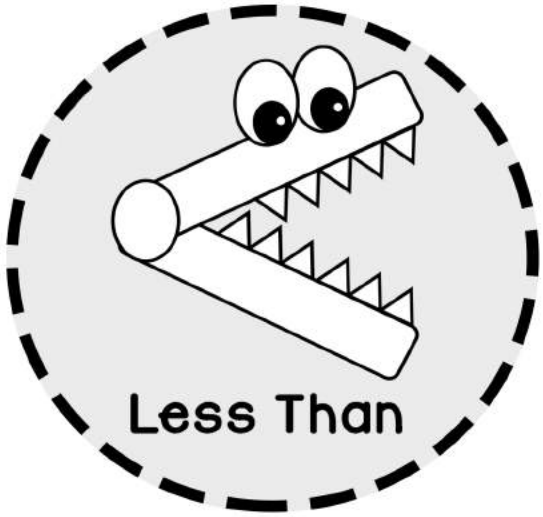
When this side is more, SAY...

" _____ is greater than_____ "

NAME:

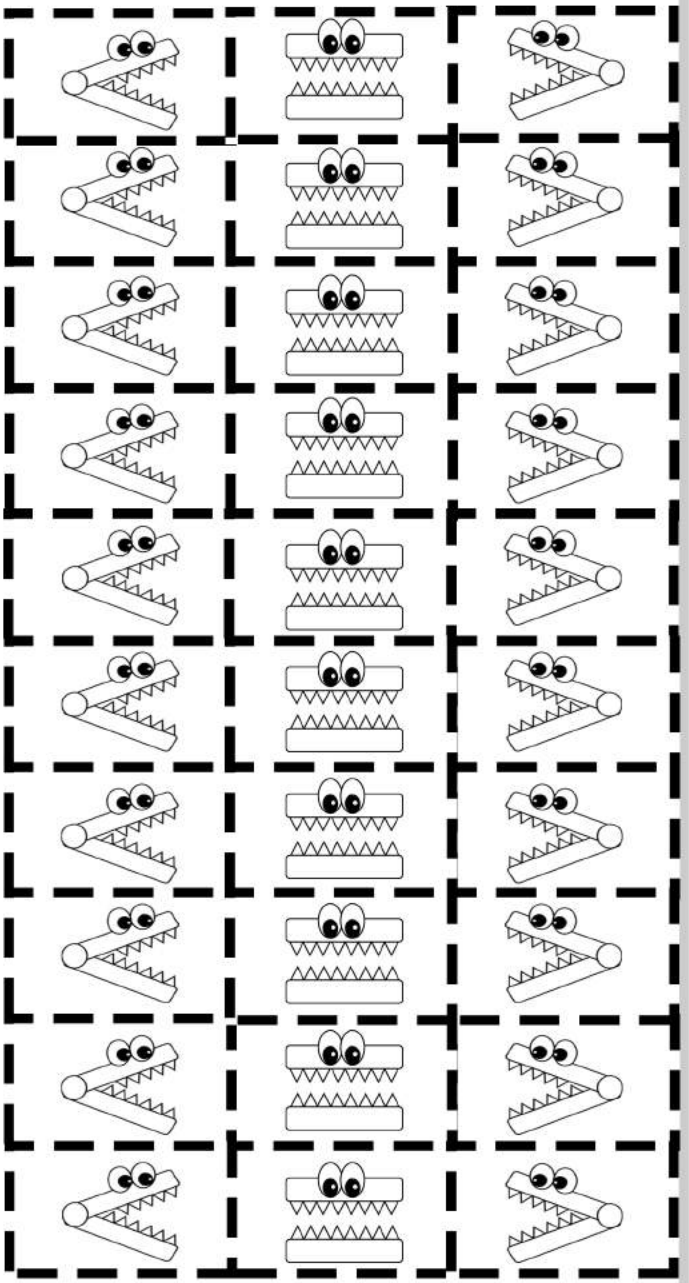
Inequality Cut-Outs





IMPORTANT:

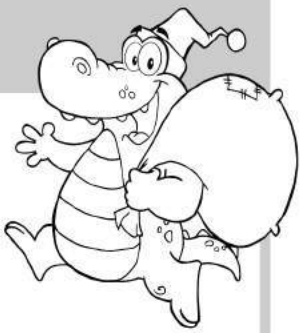
You will use these cut-outs all week. Keep them in a bag and use what you need each day.



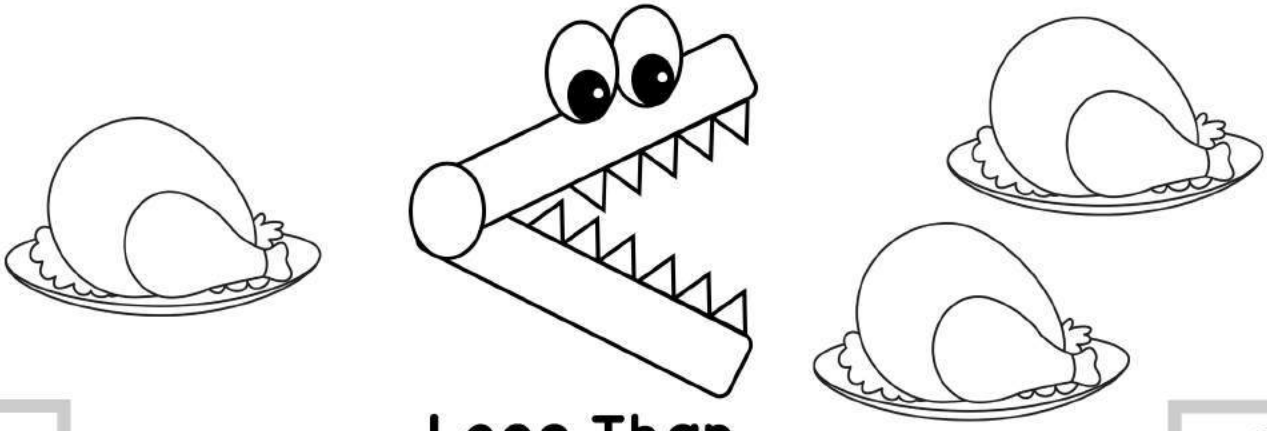
INTERACTIVE MATH

NAME:

Less Than



Mr. Alligator is hungry for MORE! His mouth will stay open, so his tummy doesn't ROAR!

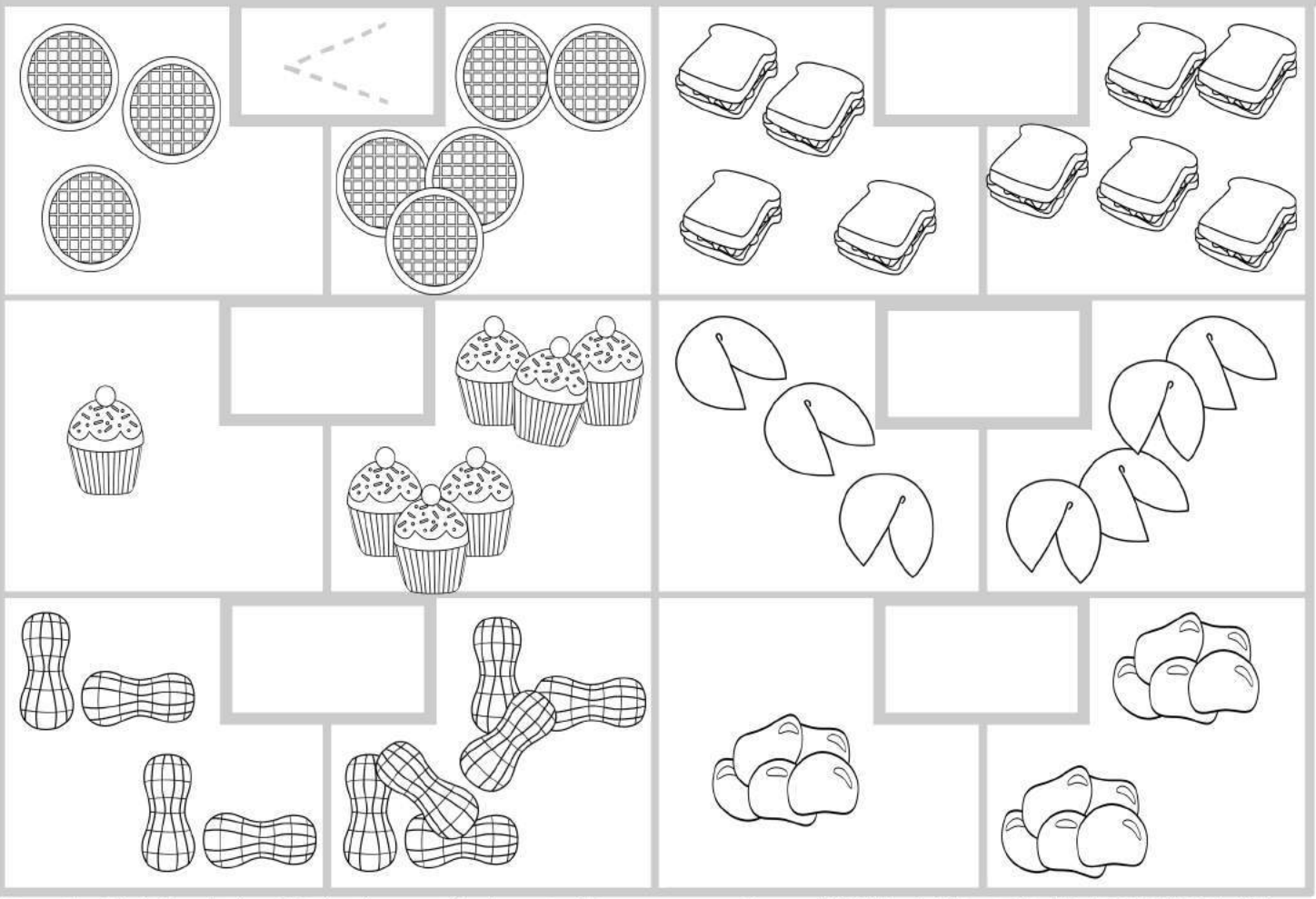


1

Less Than

2

Use your cut outs and glue them into place below:



NAME:

Less Than

Use goldfish crackers or small blocks and practice using the "less than" Alligator.

When this side is less, SAY...

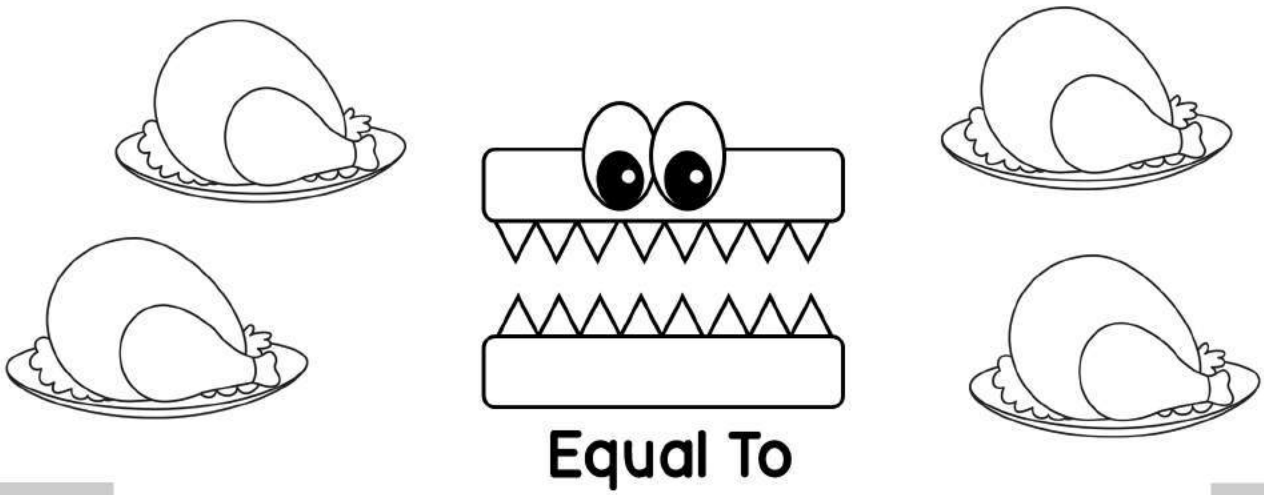
"_____ is less than_____"

INTERACTIVE MATH

NAME:

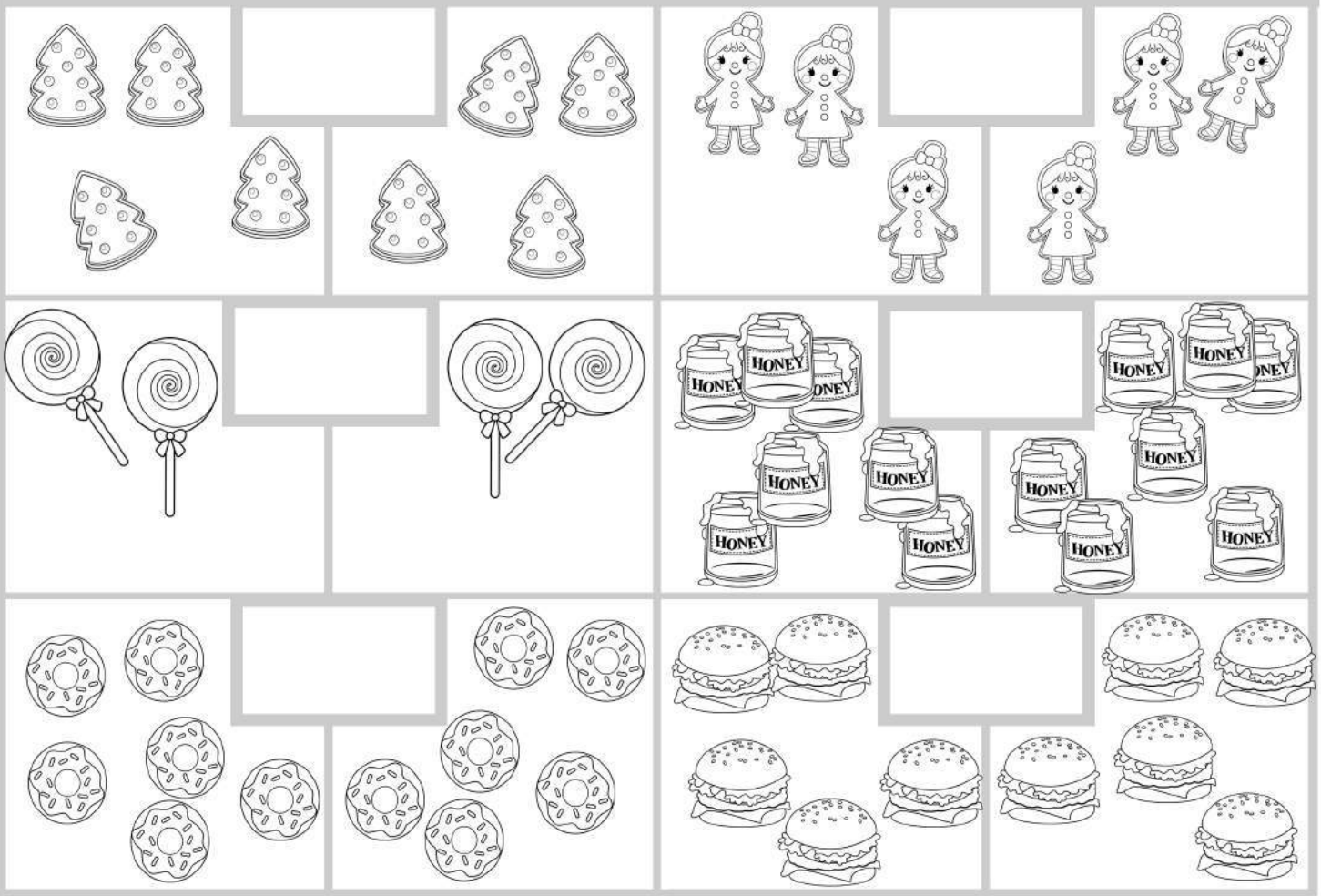
Comparing Equal Number Groups

When both sides have the same we say they are, "Equal."
Show Mr. Alligator that these piles have the same amount.



2 2

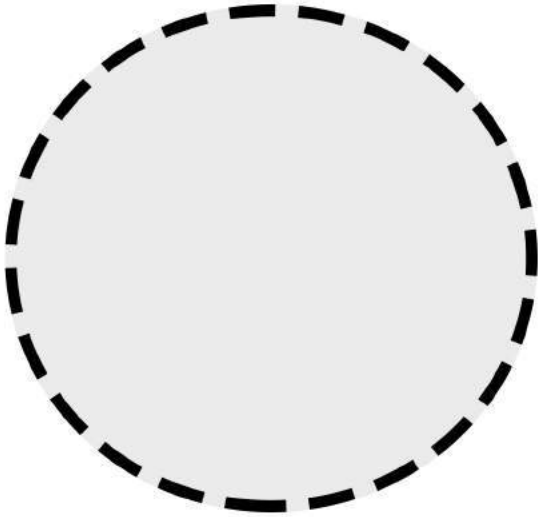
Use your cut outs and glue them into place below:



NAME:

Greater Than, Less Than, Equal

Use goldfish crackers or small blocks and practice using the greater than, less than and equal to alligators.



SAY...

"_____ is greater than_____."

or

"_____is less than _____"

or

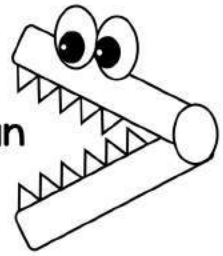
"_____ is equal to _____"

INTERACTIVE MATH

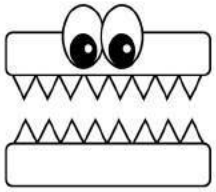
NAME:

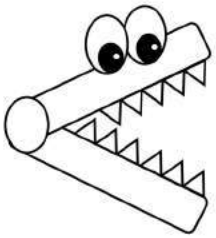
Comparing Number Groups

greater than



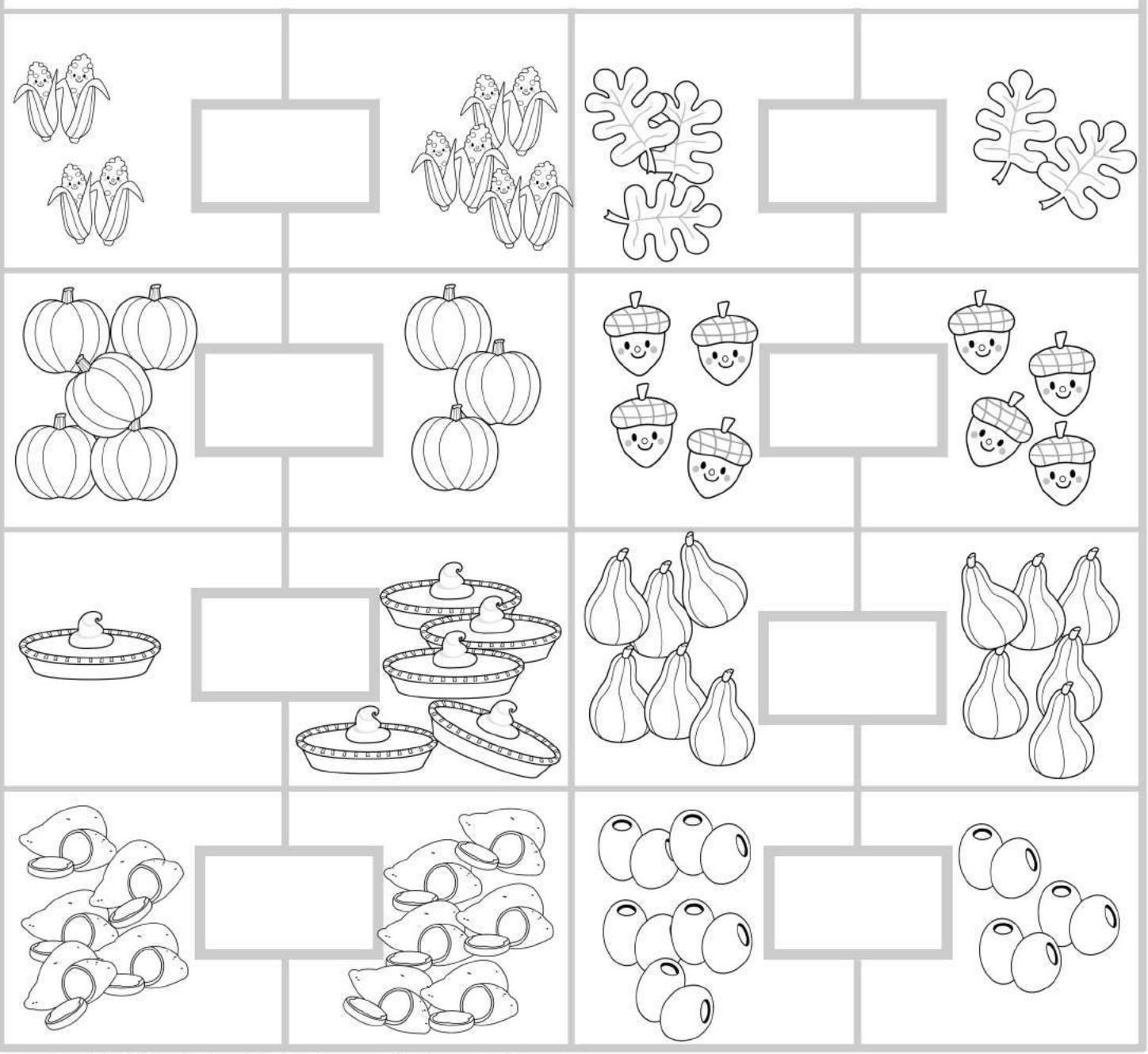
equal to





less than

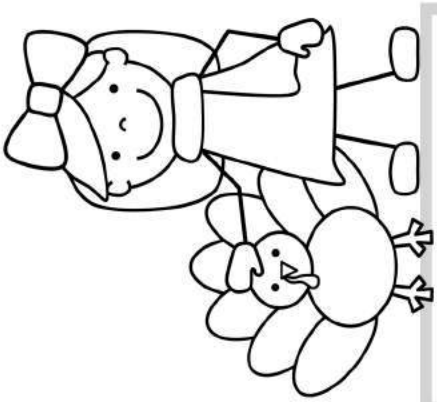
Use your skills to place Mr. Alligator where he belongs:



NAME:

Story Problem

Draw a turkey story problem and show one side as more, less or equal to the other side. Use the symbol and write a sentence to match.

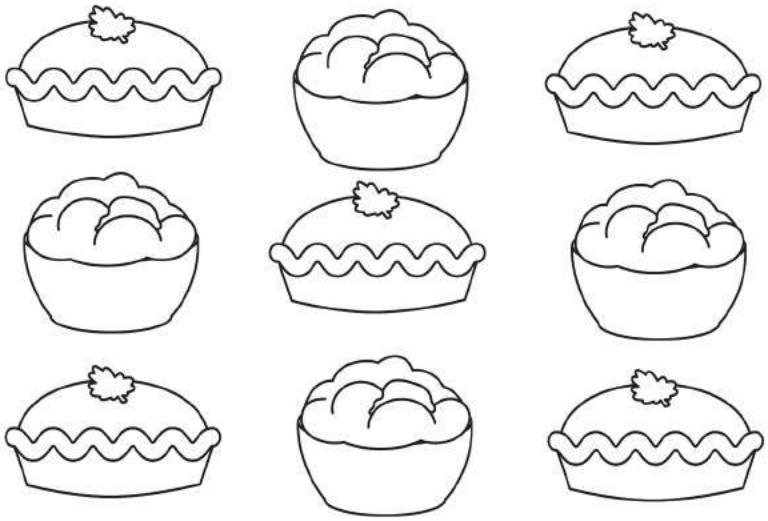


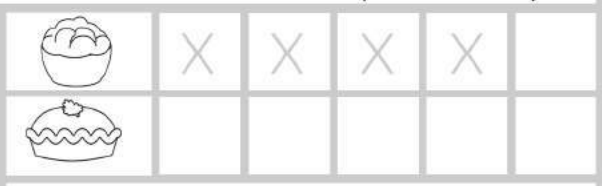
INTERACTIVE MATH

NAME :

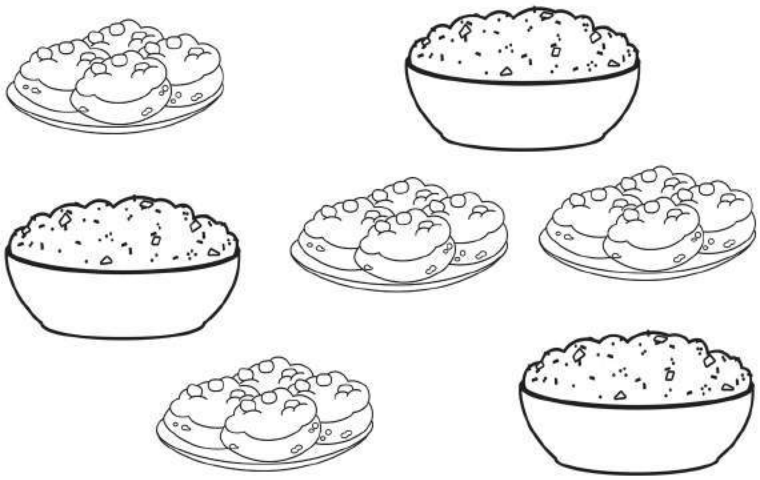
Count, Graph, and Write

Count the items pictured. Make a picture graph for each item.
Write the correct number words on the line to finish the statement.

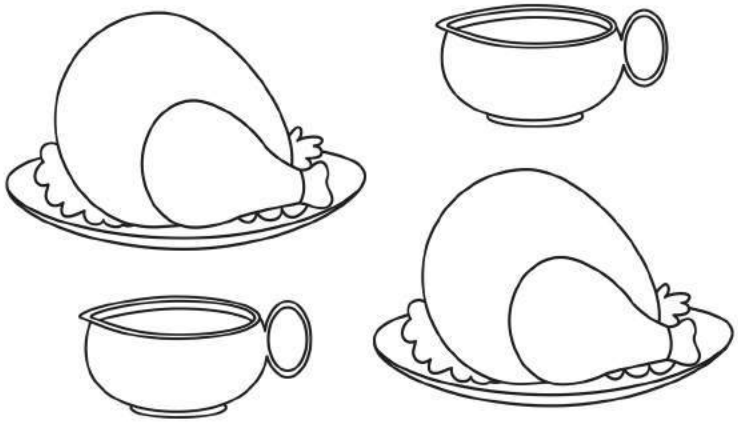


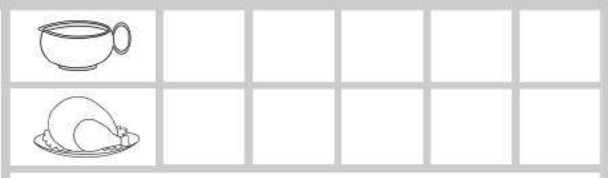


is greater than



is less than



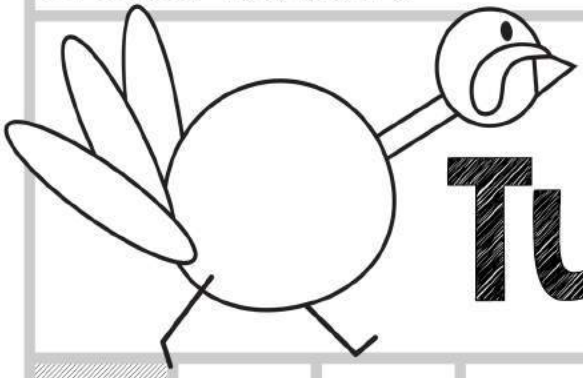


is equal to

INTERACTIVE MATH

Greater Numbers

NAME :



Help the turkey through the maze by hopping on a greater number.

Turkey Run

2	3	5	2	8	9	2	4	13	2
1	2	7	1	14	12	6	13	7	26
7	11	9	6	7	22	42	34	32	7
13	12	8	7	13	43	45	47	48	13
15	6	5	15	34	38	34	24	49	50
16	18	20	19	32	36	21	42	46	42
12	10	22	16	23	33	31	74	76	74
11	15	23	24	27	30	27	89	54	55
34	19	21	21	20	25	29	34	90	34
56	33	25	44	29	56	76	38	56	67

INTERACTIVE MATH

Greater Than, Less Than

NAME:

1	2	3	4	5	6	7	8	9	10
five	six	two	three	one	four	seven	ten	nine	eight

5 ☐ 7

Write the larger number:

9 ☐ 3

Write the larger number:

8 ☐ 10

Write the larger number:

2 ☐ 6

Write the larger number:

7 ☐ 4

Write the larger number:

5 ☐ 1

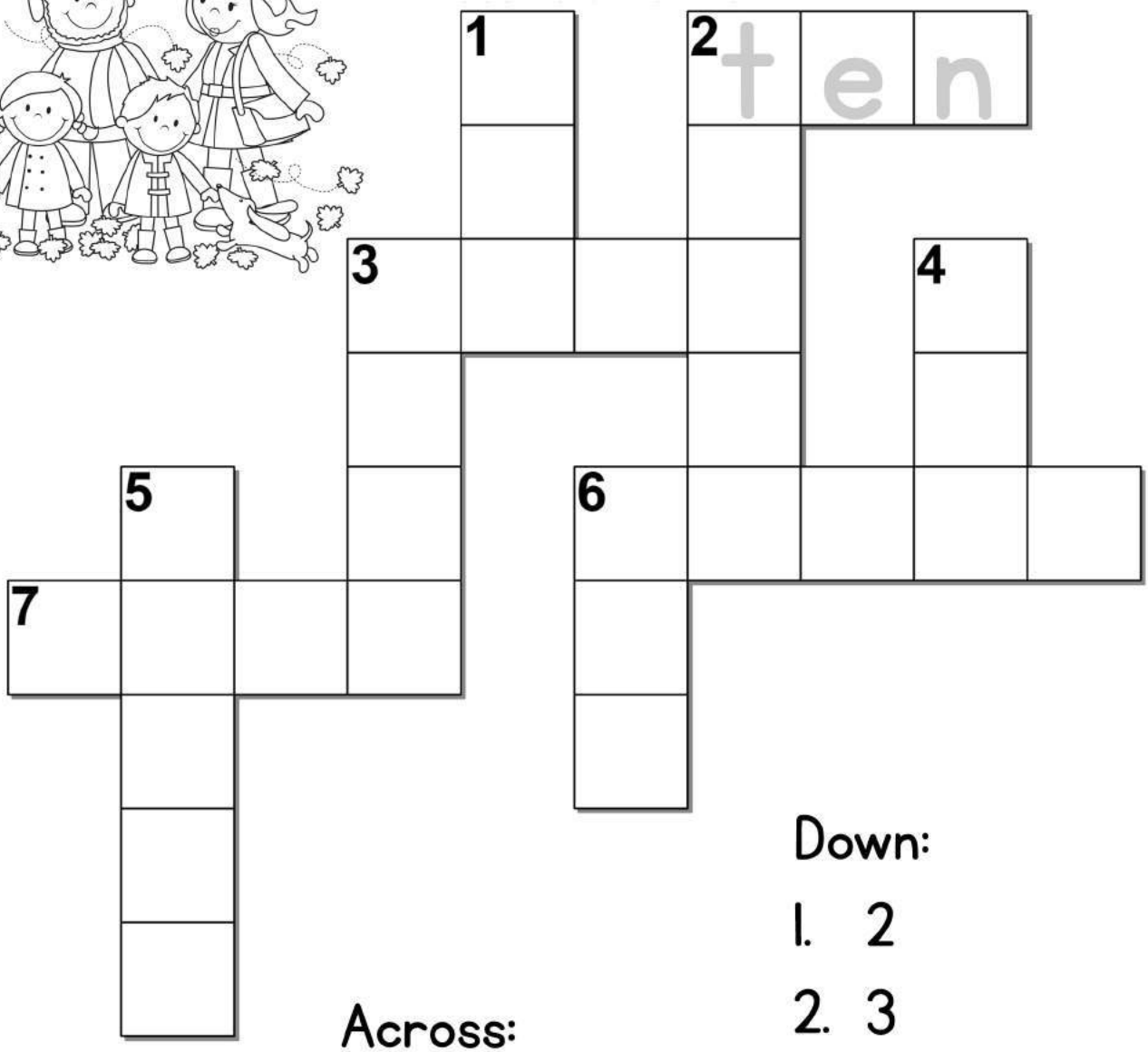
Write the larger number:

INTERACTIVE MATH

NAME :

Number Words

Solve the crossword puzzle by writing the number words.



Across:

2. 10
3. 4
6. 7
7. 9

Down:

1. 2
2. 3
3. 5
4. 1
5. 8
6. 6

INTERACTIVE MATH

Comparing Numbers

NAME :

Write the correct symbol in the circle. < > =

7 < 12

Use your hundreds chart for reference if needed.

9 ◯ 11	13 ◯ 13
12 ◯ 18	24 ◯ 28
15 ◯ 13	16 ◯ 23
17 ◯ 8	19 ◯ 29
20 ◯ 21	26 ◯ 26
14 ◯ 16	30 ◯ 13

INTERACTIVE MATH

NAME:

High Roller

Roll two dice and write the numbers in the squares.

Write the correct symbol between them. < > =

6	>	5			

INTERACTIVE MATH

Adding & Comparing Numbers

NAME:

Add each set of numbers.
Write the correct symbol
in the circle. < > =

3 5

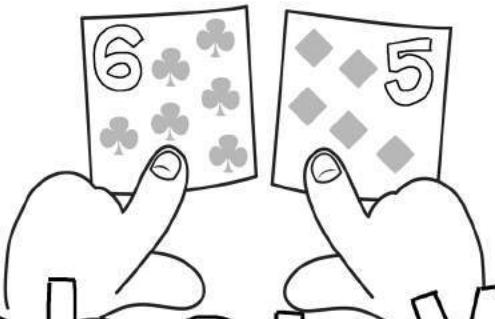
1 + 2 < 3 + 2

1 2 3 4 5 6 7 8 9 10

6 + 1 ◯ 4 + 2	1 + 2 ◯ 4 + 3
2 + 2 ◯ 4 + 0	2 + 4 ◯ 6 + 1
3 + 5 ◯ 4 + 2	3 + 2 ◯ 8 + 2
1 + 5 ◯ 7 + 2	2 + 2 ◯ 3 + 4
2 + 6 ◯ 3 + 2	7 + 2 ◯ 4 + 0
3 + 4 ◯ 6 + 1	2 + 3 ◯ 3 + 2

NAME:

Number War



Number WAR!

Using a deck of cards, turn over one card for each player and place it on the board. Decide which card value is greater than the other and give both cards to that player. The player with the most cards at the end of the deck wins.

Jack = 11
Queen = 12
King = 13

NAME:

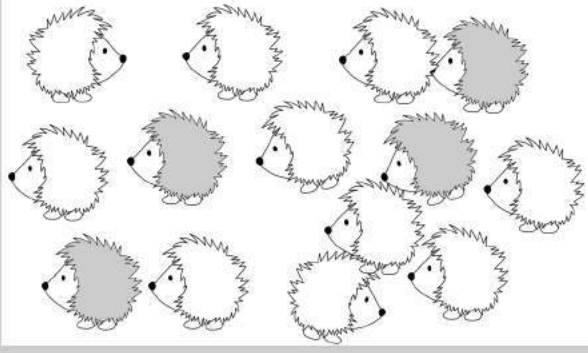
Number Sentences

When you hear these words you know you will need to add.

All Together

Total

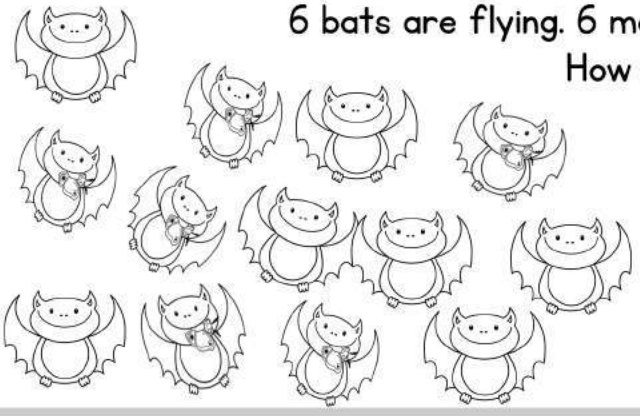
In All



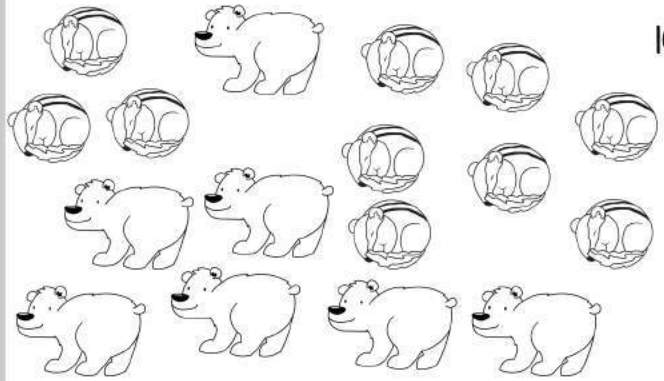
4 hedgehogs are grey. 10 hedgehogs are white.
How many hedgehogs are in all?

4 + 10 = 14

6 racoons are sleeping. 9 racoons are awake.
How many racoons are there all together?



6 bats are flying. 6 more bats are flying with a moth in their mouth.
How many total bats are there?



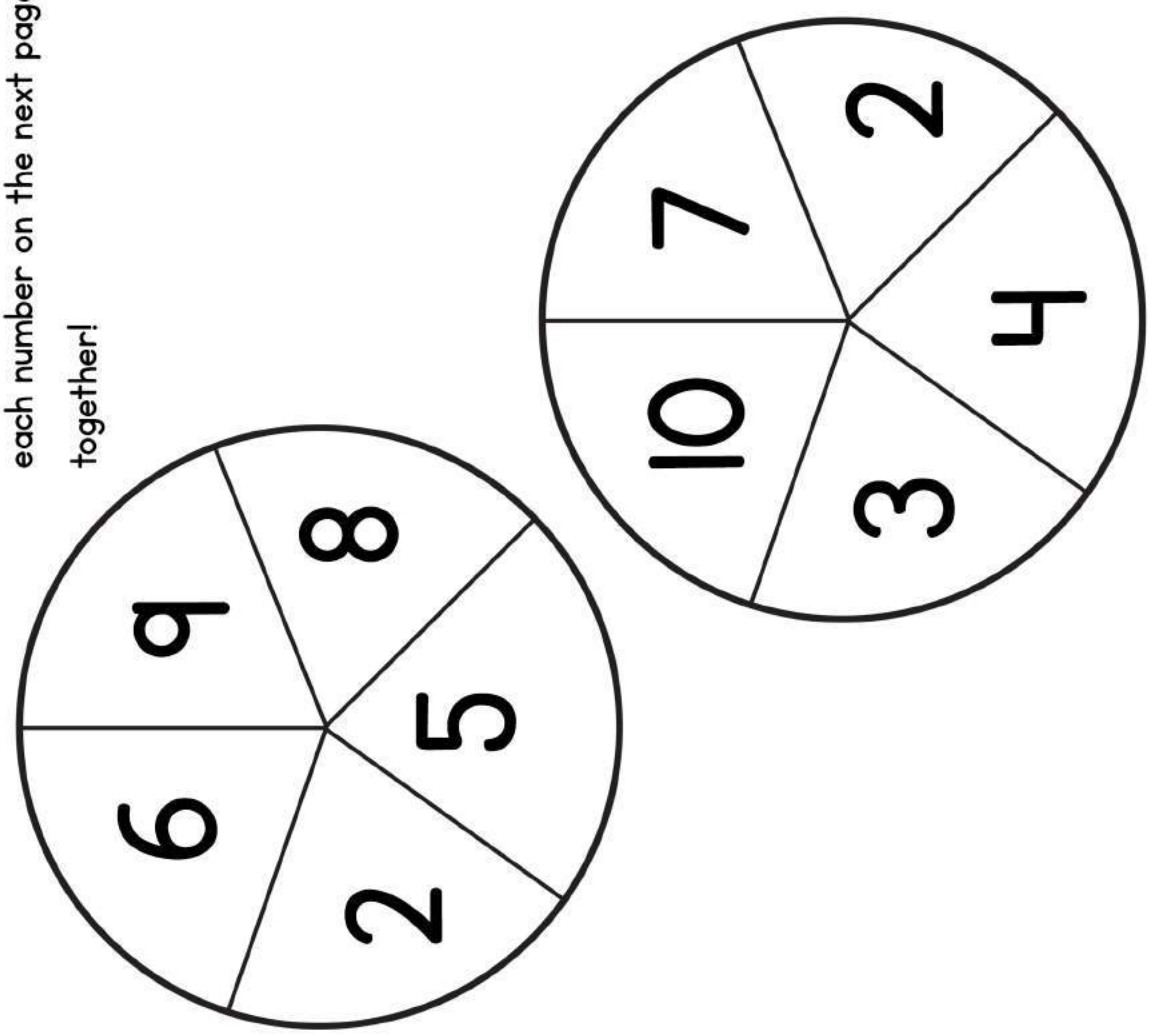
10 chipmunks are sleeping. 7 bears are smiling.
How many animals in all?

NAME:

Spin & Add

SPINNER ADDITION

Use the tools. Spin the paperclip twice and record each number on the next page. Add the two numbers together!



	+		=		+		=		+		=		+		=	

INTERACTIVE MATH

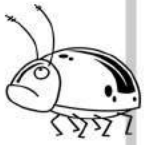
NAME:

Addition Story Problems

Draw an acorn story to match this number problem.

10 + 6 =_____

Draw a bug story to match this number problem.



9 + 8 =_____

Draw a hedgehog story to match this number problem.

7 + 7 =_____

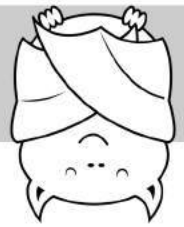
Draw a bat story to match this number problem.

5 + 8 =_____

INTERACTIVE MATH

NAME:

Addition True and False



TRUE OR FALSE?

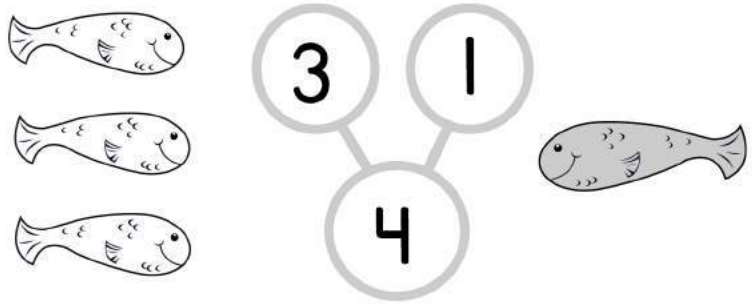
Examine each problem. If it is correct, color the "T" for True. If it is incorrect, color the "F" for false. Write the correct answer in the "Fix it" space provided.

			Fix it here.
9 + 6 = 14	T	F	9 + 5 = 14
10 + 2 = 12	T	F	
8 + 8 = 14	T	F	
5 + 6 = 11	T	F	
6 + 9 = 15	T	F	
2 + 9 = 12	T	F	
1 + 13 = 14	T	F	
10 + 4 = 18	T	F	
9 + 9 = 14	T	F	
Your Turn			

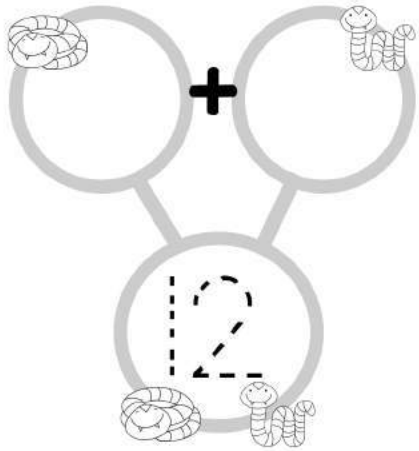
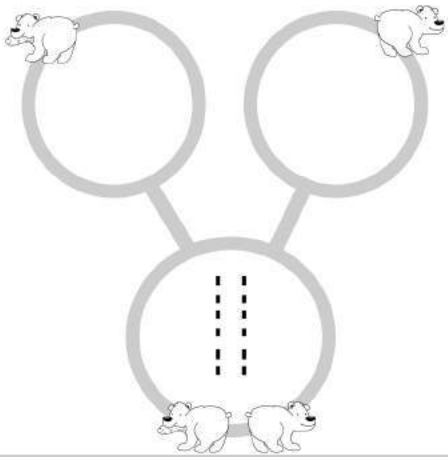
INTERACTIVE MATH

NAME :

Numbers Bond Addition



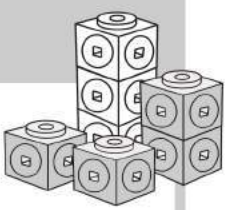
This is a number bond. We write one number in each small circle. Then we bond or add the two numbers and write their total.

There were 12 snakes. 8 were sleeping. How many were awake?	Draw a picture to help you find the answer.	
There were 11 bears in all. 6 bears had fish. How many did not?	Draw a picture to help you find the answer.	
There were 10 berries total. 5 berries were on one branch. How many berries were on the other?	Draw a picture to help you find the answer.	

INTERACTIVE MATH

NAME:

Building Number Bonds



Build number bonds with two different colors of blocks. Record your equations below. Make 5 above 10 and 5 under 10

+	=		+	=	
+	=		+	=	
+	=		+	=	

INTERACTIVE MATH

NAME:

Addition Word Problems

Rocky Racoon has 12 acorns in his den. He finds four more. Now how many acorns does Rocky have in all?

TEN FRAME

DRAW TO SOLVE

+ WRITE THE EQUATION =

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Heather Hedgehog found 8 leaves in the meadow. Then, she found 6 more leaves on the hill. How many leaves does she have all together?

DRAW TO SOLVE

TEN FRAME

+ WRITE THE EQUATION =

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

INTERACTIVE MATH

NAME :

Showing Addition

Addition sentences can be written in many ways. Solve the addition problem and then write it in the boxes to show you know each way.

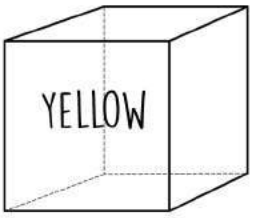
9+5=14	5 +9 14	5 9 14	
10+2=			
8+6=			
12+3=			
15+1=			

INTERACTIVE MATH

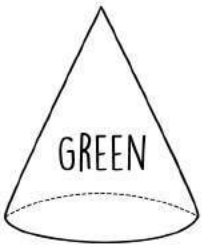
NAME:

3D Shapes

Assemble the 3D shapes using the templates in the appendix.

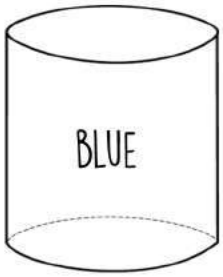


Cube

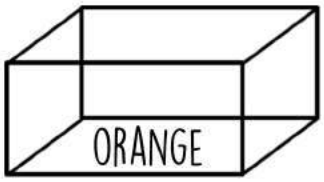


Cone

Sphere

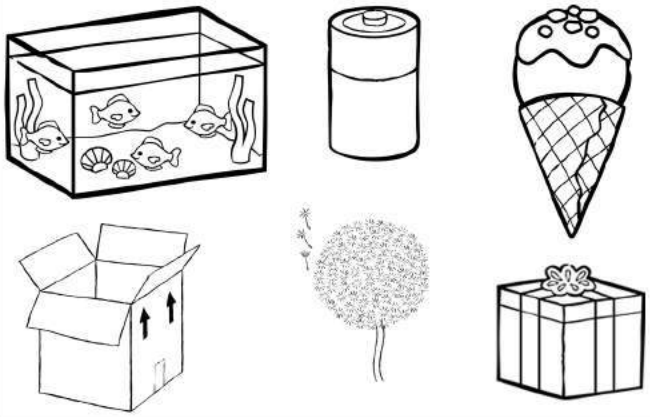


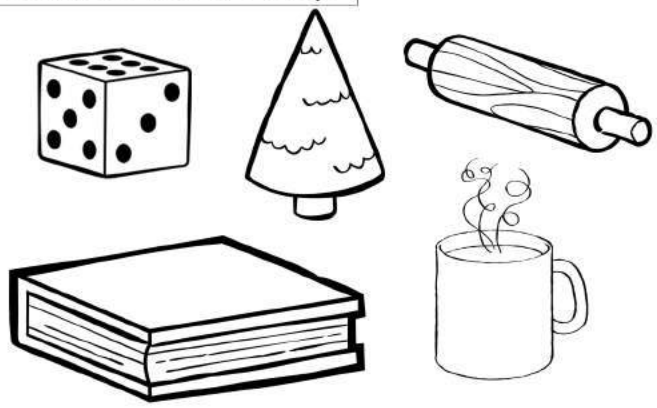
Cylinder

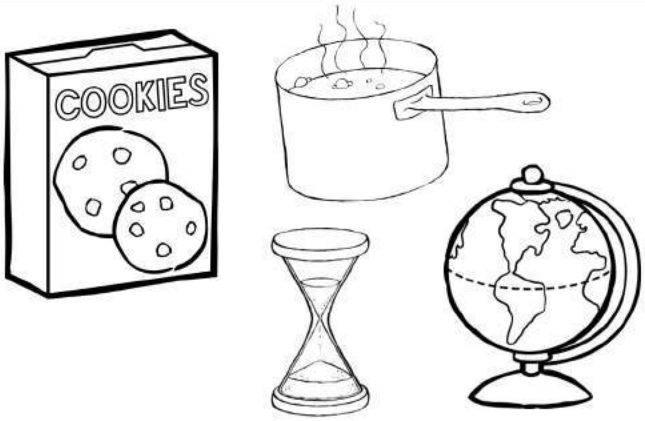


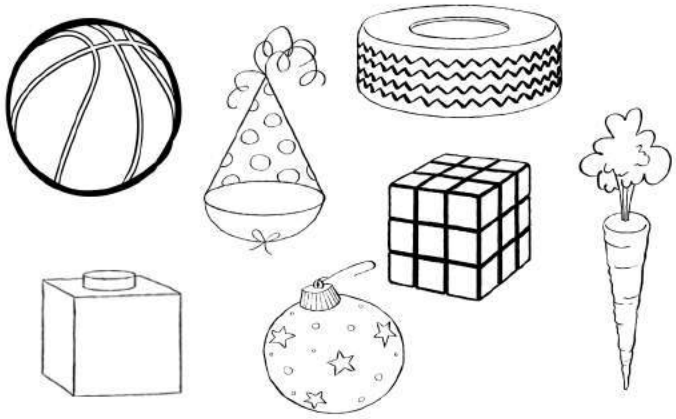
Rectangular Prism

Color the real-life objects to match the 3D shape.





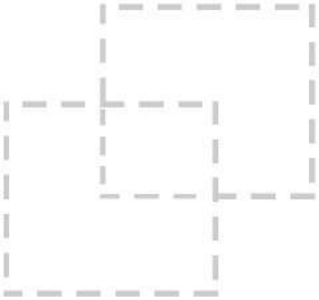




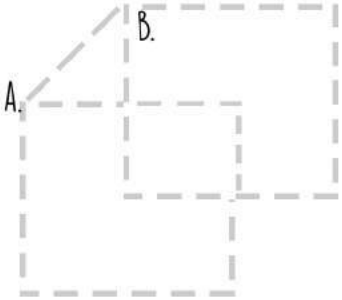
LEARN HOW TO DRAW A CUBE.

1. DRAW A SQUARE.

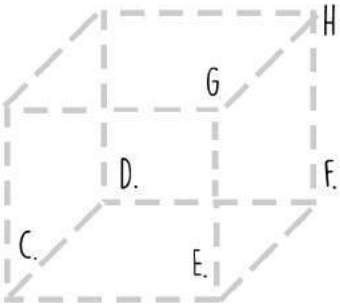
2. DRAW A SECOND SQUARE OVERLAPPING TO THE MIDDLE.



3. CONNECT CORNER A TO CORNER B WITH A LINE.



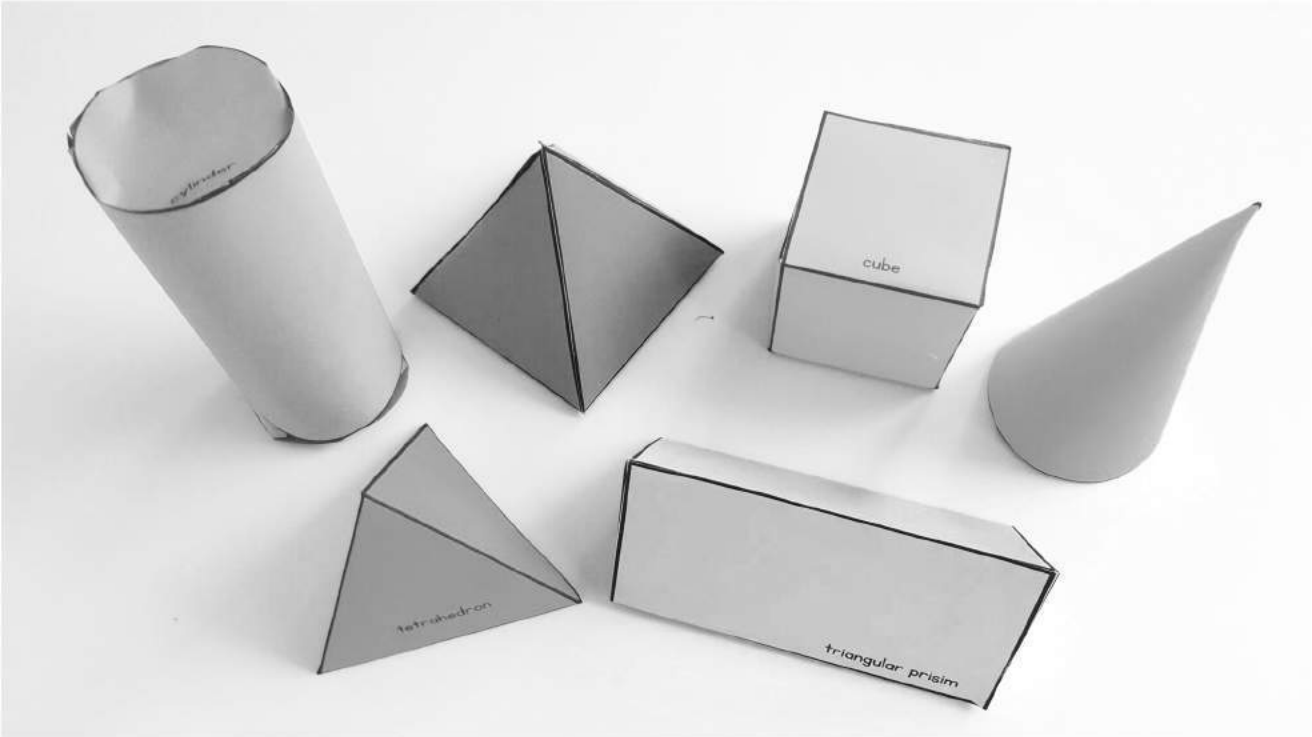
4. CONNECT CORNER C TO D AND E TO F AND G TO H.



NAME:

Make Your Own 3D Shapes

This activity requires quite a bit of parental help. In fact, you may find it easier to preassemble the shapes beforehand so they are ready for your student. Shape templates can be found in the appendix section.



Materials:

Shape Templates
Glue Stick and or Tape

Directions:
Cut out the templates and fold along the lines. Fold the flaps and apply a good amount of glue. Carefully glue the flaps to the inside until you have the desired shape.

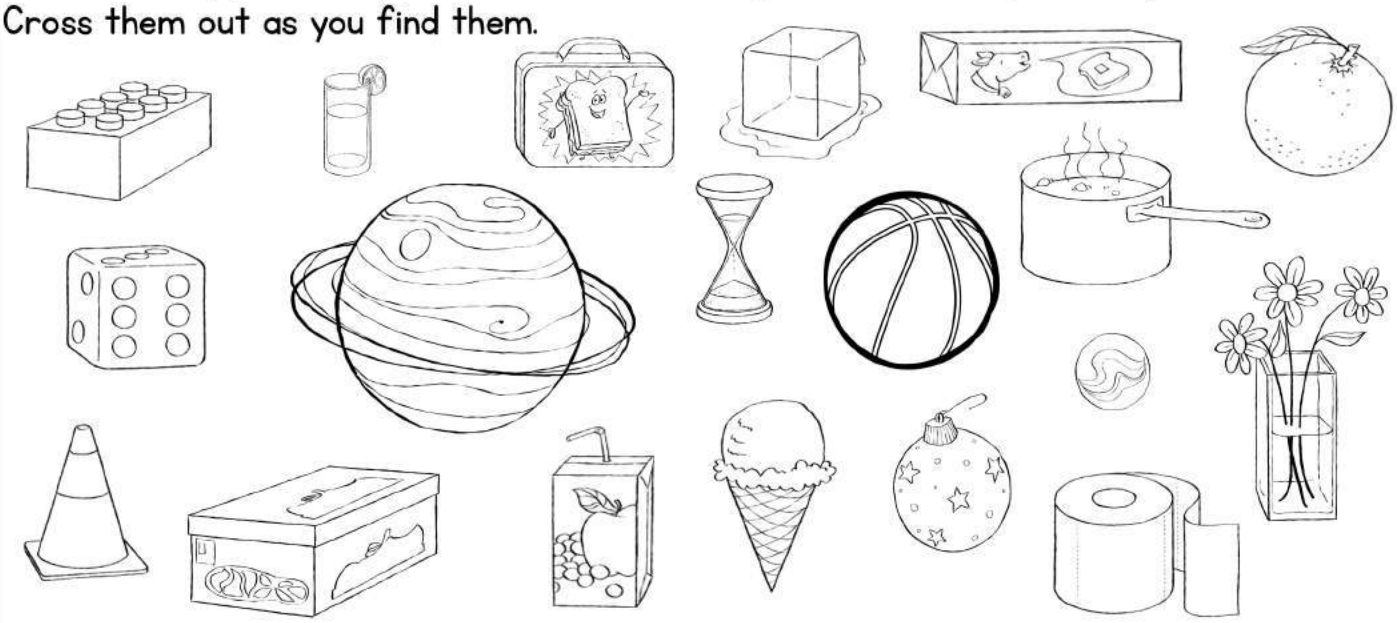
Talk with your student about the differences between each shape. Look at the sides (faces), edges and corners (vertices). Which shapes do they recognize from items around them? Review the names of each type of shape and save them for this week's activities.

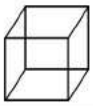
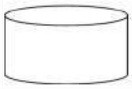
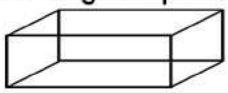
INTERACTIVE MATH

NAME:

Graphing 3D Objects

Count each type of shape and fill in one rectangle for each shape that you find.
Cross them out as you find them.

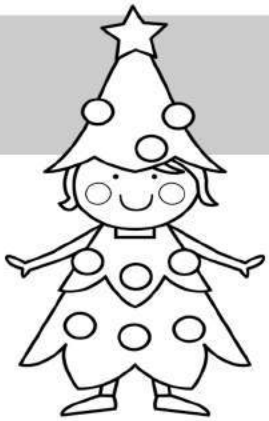


7					
6					
5					
4					
3					
2					
1					
	 cube	 cylinder	 sphere	rectangular prism 	 cone

INTERACTIVE MATH

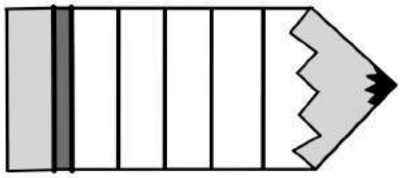
NAME:

3D Solid Shapes

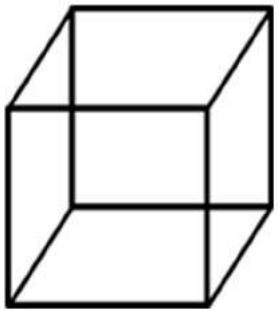


FIND IT N' DRAW IT

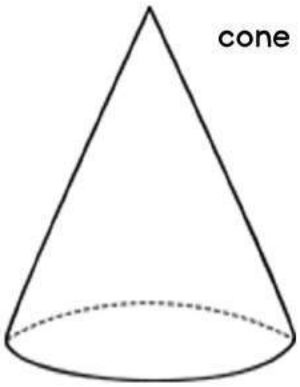
Find each shape around your house or classroom. Then, draw it in the space!



DRAW 3 CUBES



cube



cone

DRAW 3 CONES

DRAW 3 SPHERES

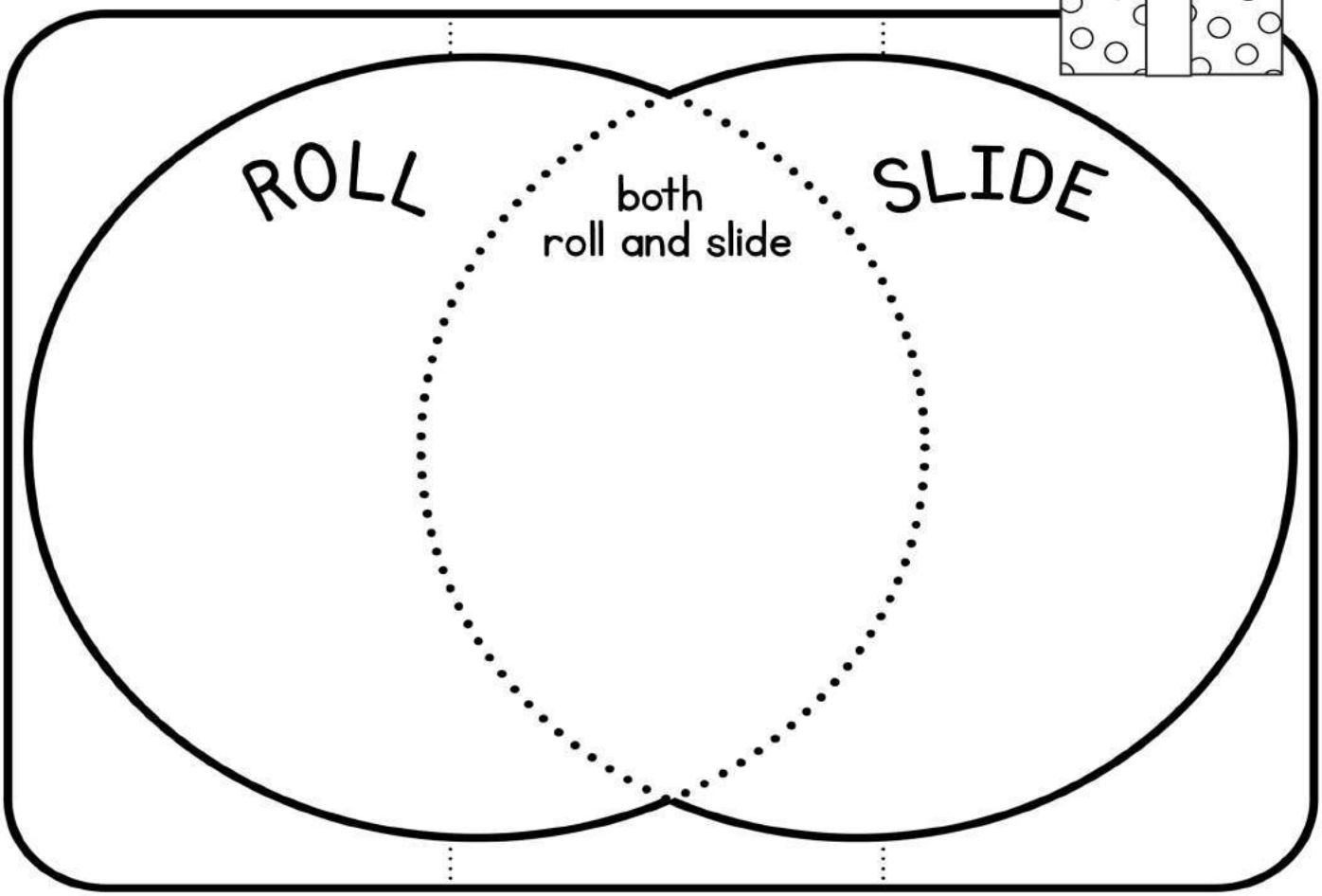
sphere

INTERACTIVE MATH

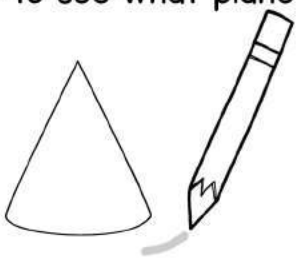
NAME:

Solid Figure Sorting

Use the solid shapes you made on Day 1 to see if they can slide, roll or do both. Draw them in this Venn Diagram.

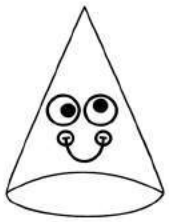


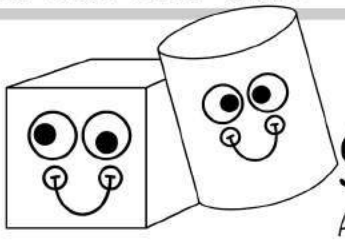
Place the solid figures in this space. Trace around the bottom of each solid shape one to see what plane shape you create.



NAME :

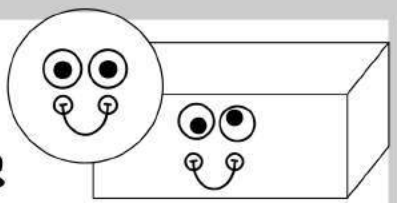
3D Solid Shapes Cut and Glue





Shapes

Author Unknown



Glue your favorite here.

glue

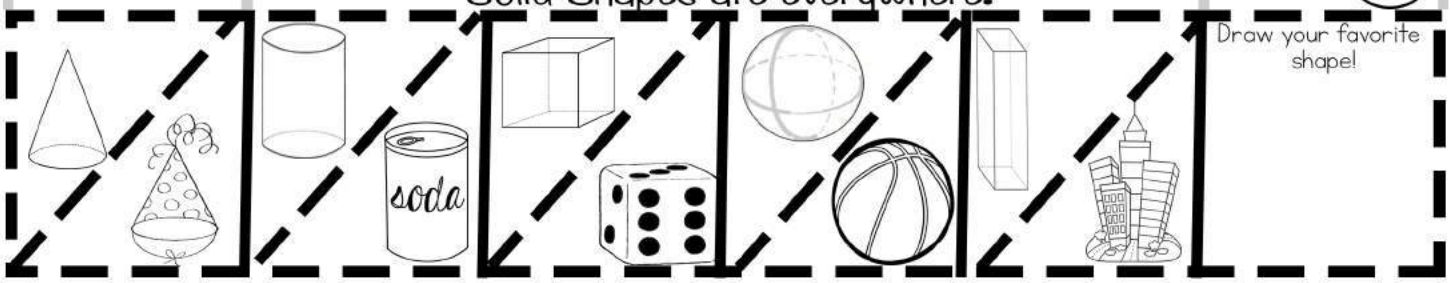
Solid Shapes are fat, not flat.
A cone is like a party hat.

A sphere is like a bouncy ball.

A prism is a building tall.

A cyclinder is a can of pop,

A cube is like a dice you drop.
Solid Shapes are here and there.
Solid Shapes are everywhere!



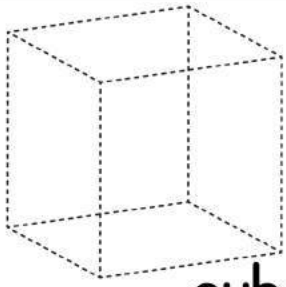
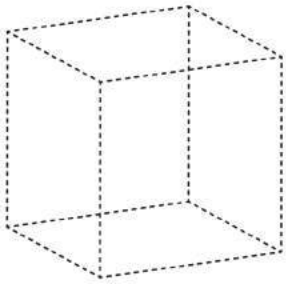
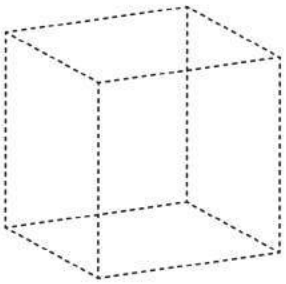
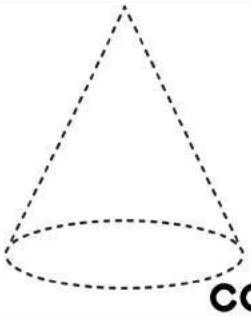
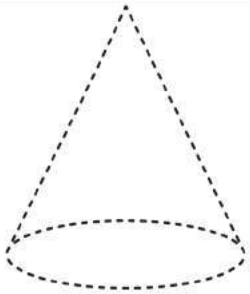
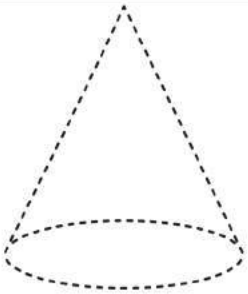
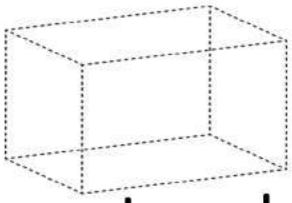
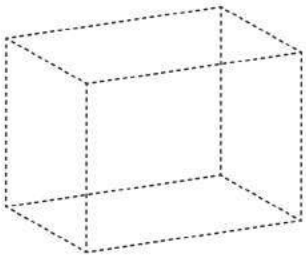
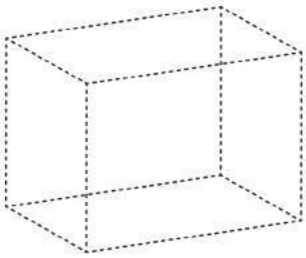
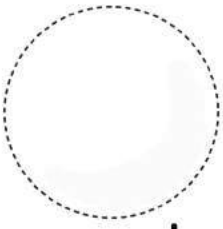
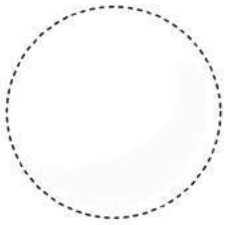
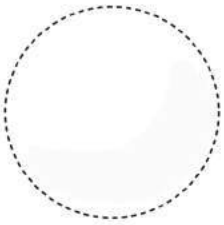
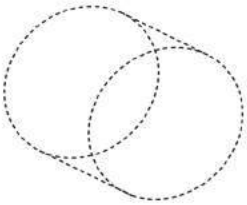
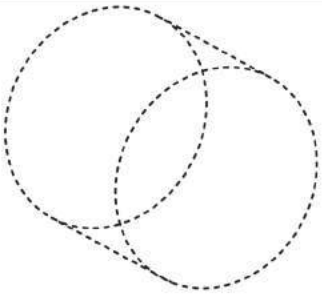
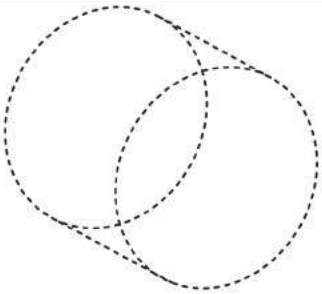
Draw your favorite shape!

INTERACTIVE MATH

NAME:

Solid 3D Shapes

Trace each shape. Count and write the number of sides and corners.

Shape	Sides	Corners	Draw a real-life object.
 cube			
 cone			
 rectangular prism			
 sphere			
 cylinder			

INTERACTIVE MATH

NAME:

Plain and Solid/3D shapes

=dark blue =light green =dark green

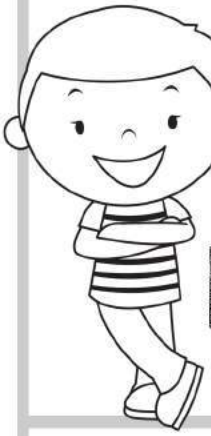
=yellow =light blue =orange =purple =red

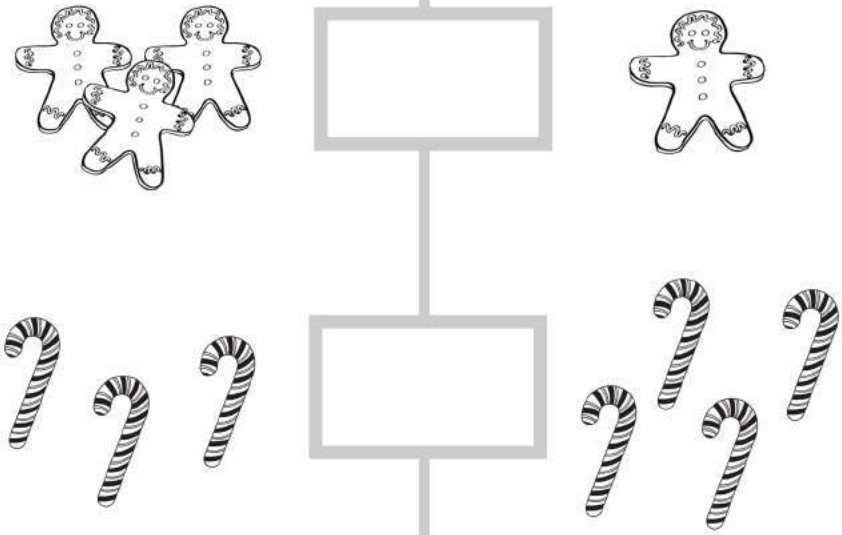
INTERACTIVE MATH

NAME :

Review Week 3 Day 1

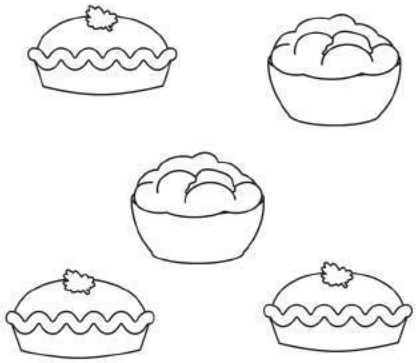
Show what you know

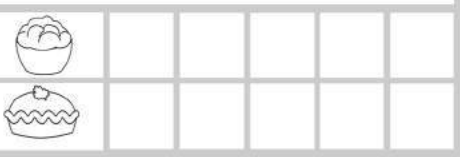


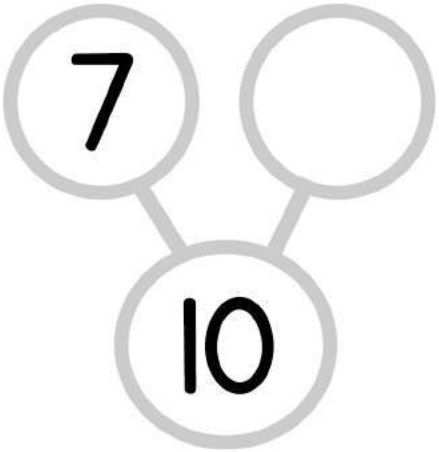


5 > 2

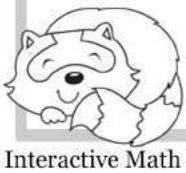
is greater than



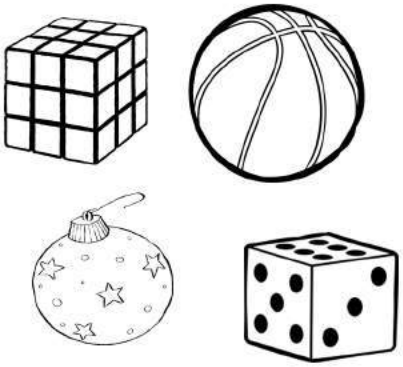




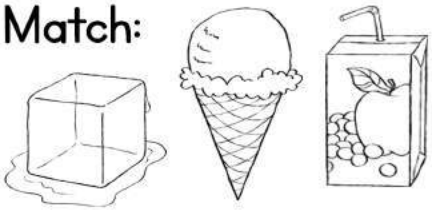
8 racoons are sleeping.
9 racoons are awake.
How many racoons are there all together?

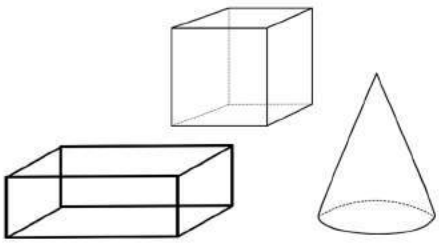


Circle all of the cubes:



Match:



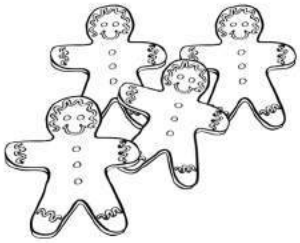


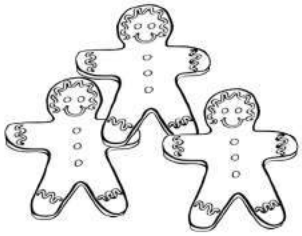
INTERACTIVE MATH

NAME :

Review Week 3 Day 2

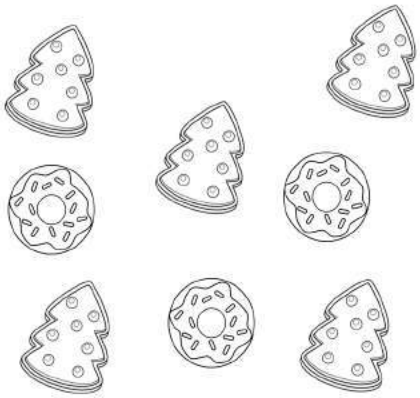
Show what you know

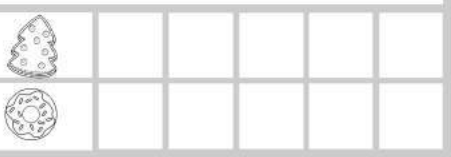


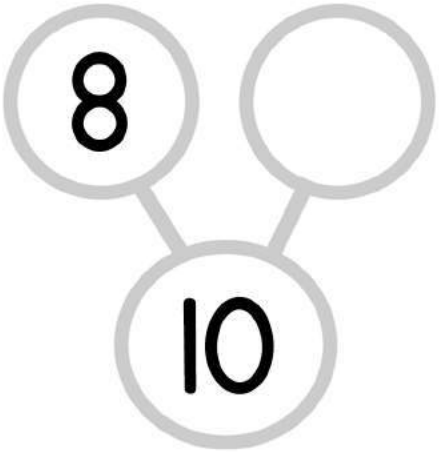


7 > 3

is greater than

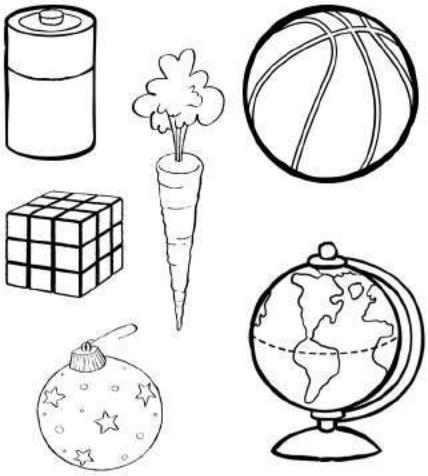




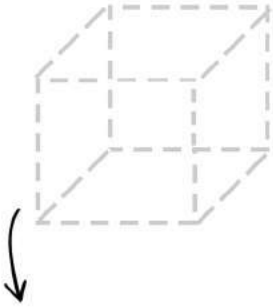


9 chipmunks are sleeping.
7 bears are sleeping.
How many animals in all?

Circle the spheres:



Trace and Draw:

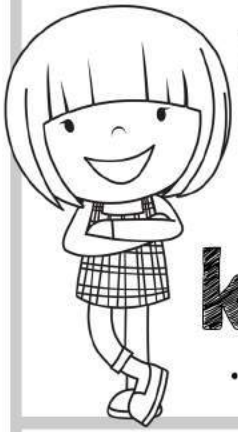


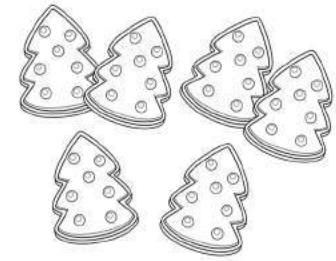
INTERACTIVE MATH

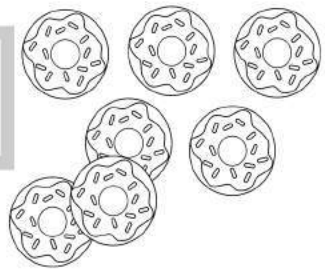
NAME :

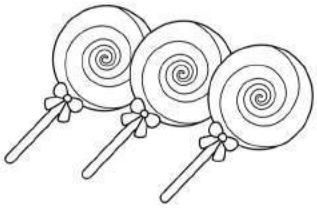
Review Week 3 Day 3

Show what you **know** . . . . . .>









9 > 4

is greater than

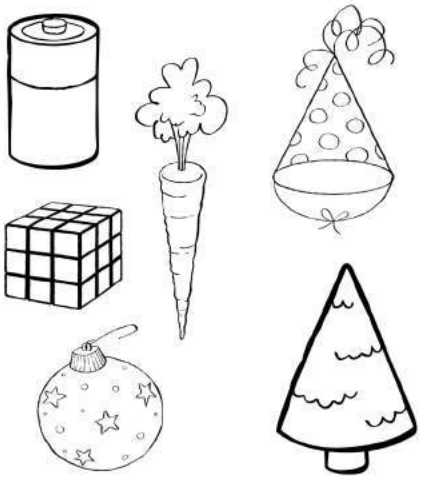
9 ☐ 3

5 ☐ 7

4 6

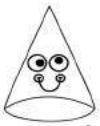
6 bats are flying.
7 more bats are sleeping
How many total bats are there?

Circle the cones:

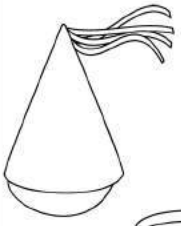


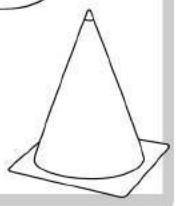
Color:

green



red

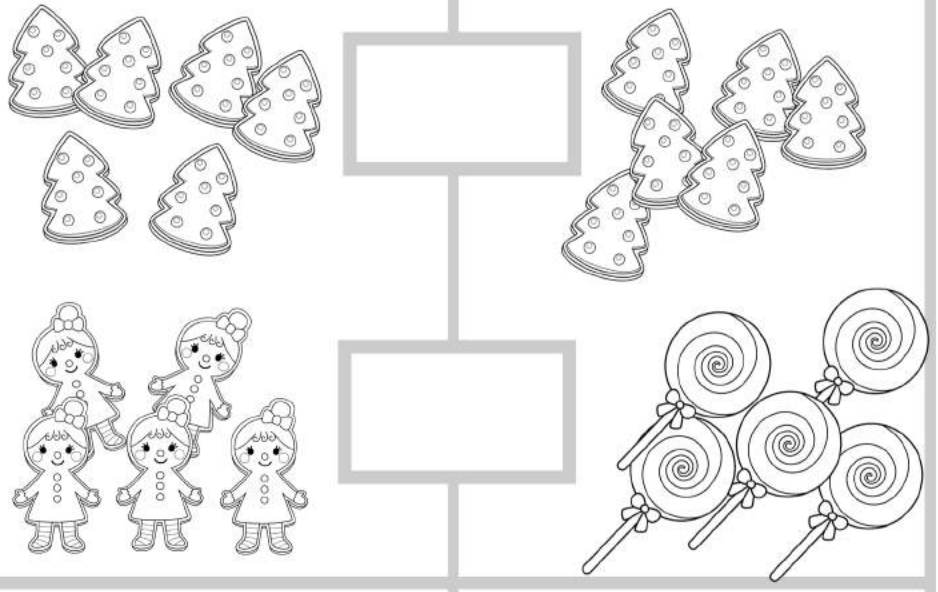




INTERACTIVE MATH

NAME :

Review Week 3 Day 4



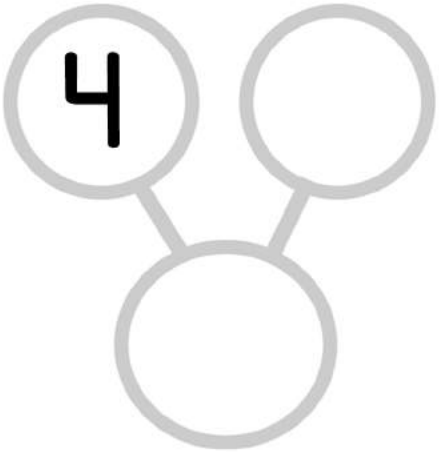
1 2 3 4

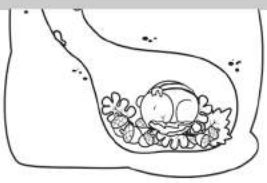
one two

three four

8 ☐ 8

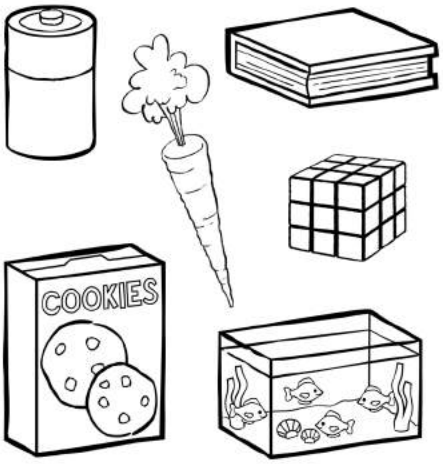
4 ☐ 14



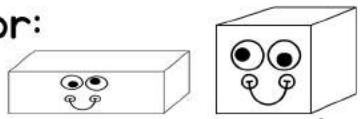


The chipmunk gathered 8 acorns Then the chipmunk gathered 8 more. How many acorns did he gather in all ?

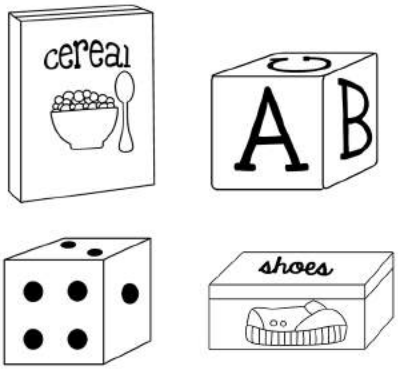
Circle the rectangular prisms:



Color:



green red

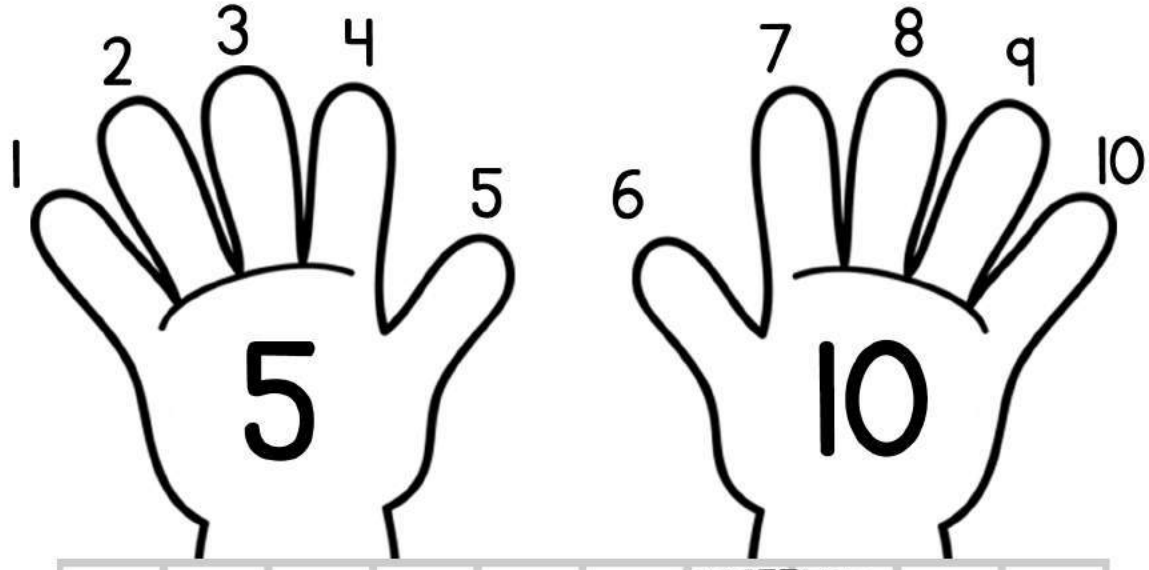


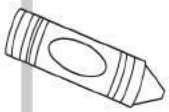
INTERACTIVE MATH

NAME:

Counting by 5's

Counting by 5's is a fast way to count. Practice counting by 5's on you hundreds board.





Color the numbers you land on when counting by 5's.

Look at the pattern you make when you count by 5's.

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

Use your finger to hop back and forth to each number as you count.

NAME:

Ordering Multiples of 5

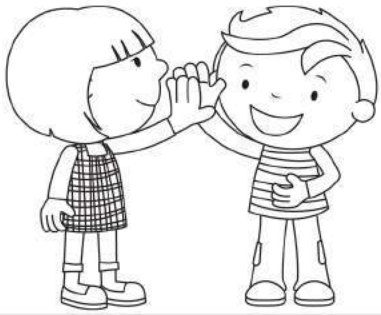
Cut out the cards and mix them up. Line them up in the right order as fast as you can.

75	55	35	80
90	50	20	40
45	5	95	10
15	60	100	65
70	25	30	85

INTERACTIVE MATH

NAME :

Counting by 5's



Count by 5's to fill in the missing numbers. Use your hundreds board if needed, and look for patterns.

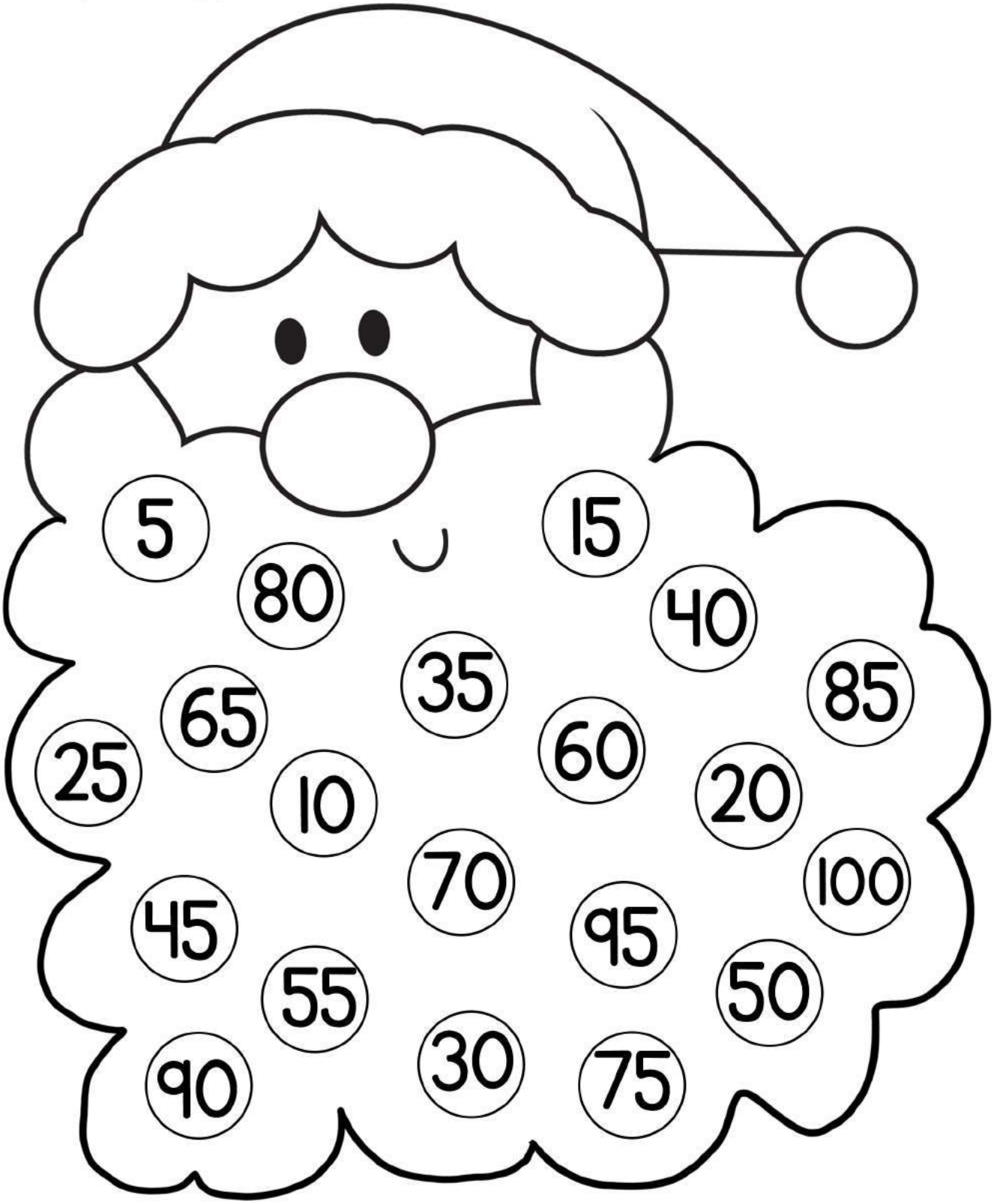
1	2	3	4		6	7	8	9	
11	12	13	14		16	17	18	19	
21	22	23	24		26	27	28	29	
31	32	33	34		36	37	38	39	
41	42	43	44		46	47	48	49	
51	52	53	54		56	57	58	59	
61	62	63	64		66	67	68	69	
71	72	73	74		76	77	78	79	
81	82	83	84		86	87	88	89	
91	92	93	94		96	97	98	99	

INTERACTIVE MATH

NAME:

Skip Counting with Santa

Count by 5's. Using pennies or a bingo dauber, cover the numbers in the correct order.



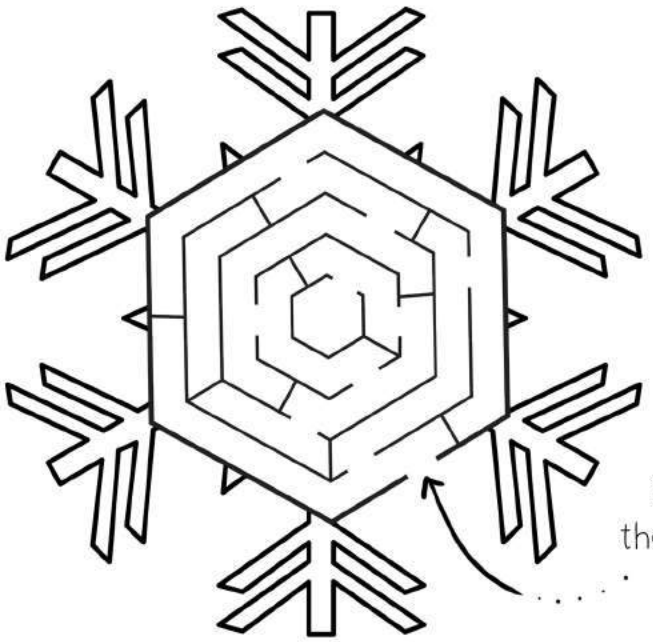
INTERACTIVE MATH

NAME :

Counting by 5's

Count by 5's and write in the missing numbers.

5	10		20	25		35		



Solve the maze!

15		25			40			

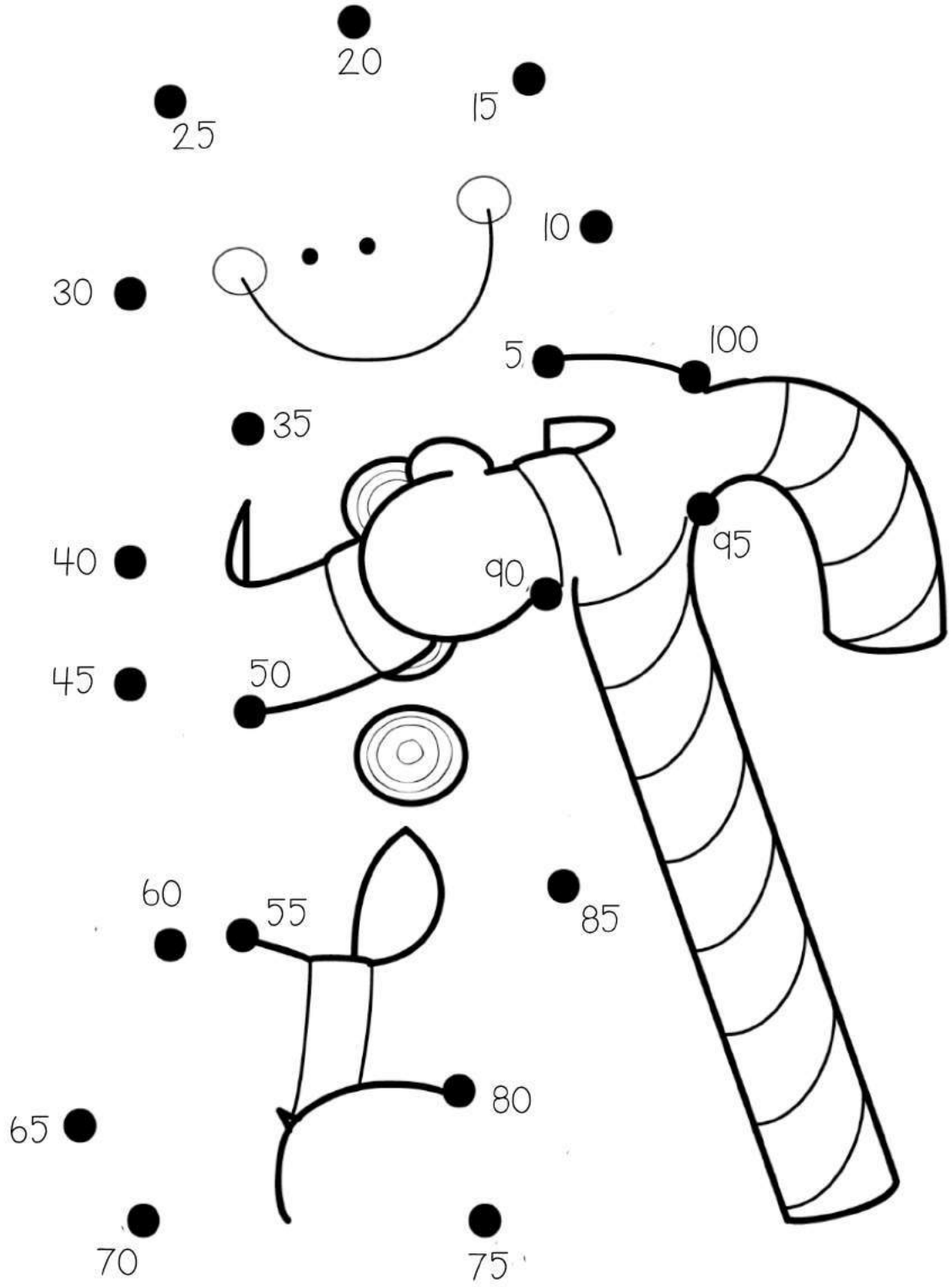
30				50				70

INTERACTIVE MATH

NAME:

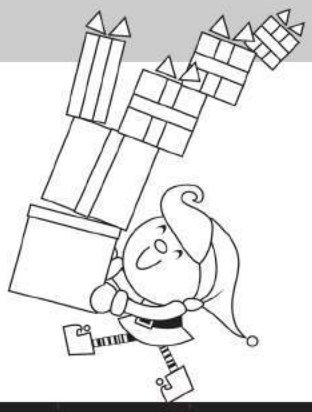
Skip Counting Dot-to-Dot

Count by 5's to complete the dot-to-dot. Color in the image you made.



INTERACTIVE MATH NAME:

Counting by 5's



This elf has been working extra hard to get presents ready for Christmas. Help him take a break and color in his path to a nice hot mug of cocoa. You'll need to count by 5's to find your way there.

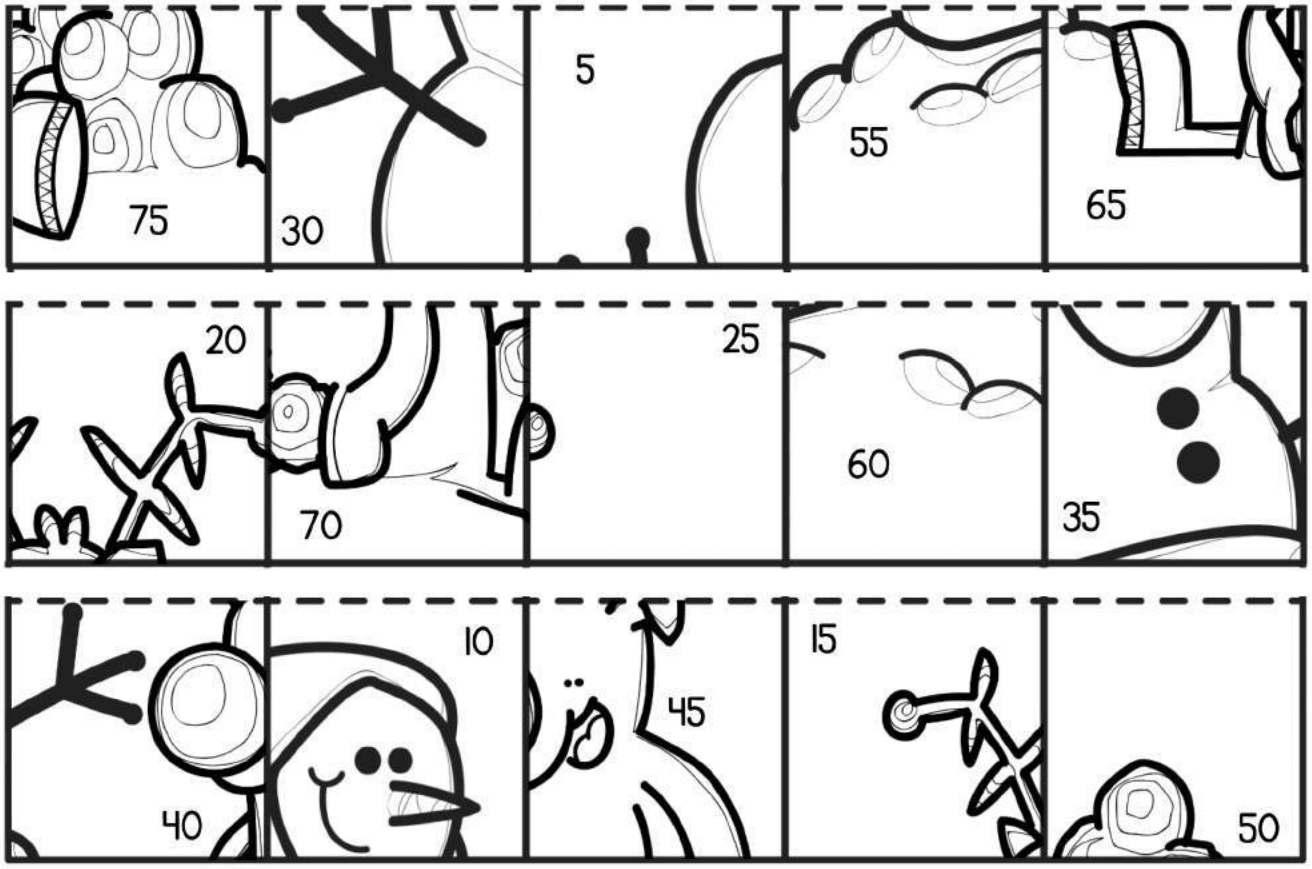
			5	10	5	10	15	20	25	30
			8	15	20	14	24	28	35	42
			10	12	25	48	70	72	74	73
4	8	16	34	14	30	4	68	78	76	77
14	12	50	45	40	35	61	66	80	82	84
85	24	55	20	0	60	62	64	90	88	86
33	26	60	65	70	58	96	94	92	14	45
30	28	50	48	75	80	85	90	78	87	78
32	29	99	46	16	33	67	95			
34	39	42	44	51	50	49	100			
36	38	40	41	44	45	47	48			

NAME:

Mystery Picture Cut & Paste

5				

Cut out the number squares. Paste them in order above to reveal the picture.



INTERACTIVE MATH

NAME:

Addition Snowballs

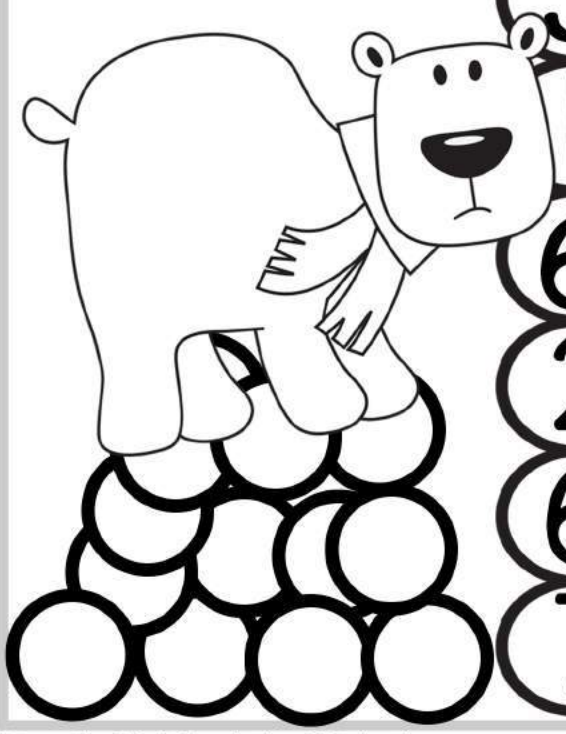
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Collect snowballs for Mr. Polar Bear. Find addition clusters and color them in. Start at the arrow and find your way connecting number snowballs. The first one is done for you.

8 + 2 = 10

Hint: The next snowball is 6

Start 8 1 5
2 10 2 9
1 6 17 12 5 4 10
4 3 9 2 1 4 6
1 5 9 11 5 4 9 8 7
4 12 2 1 11 15 5 5 8
5 1 8 3 12 5
1 16 15 8 4 12
6 9 3 2 5 6
2 9 0 6 9 3
6 18 7 12 2 12
7 8 1 6 11 Finish

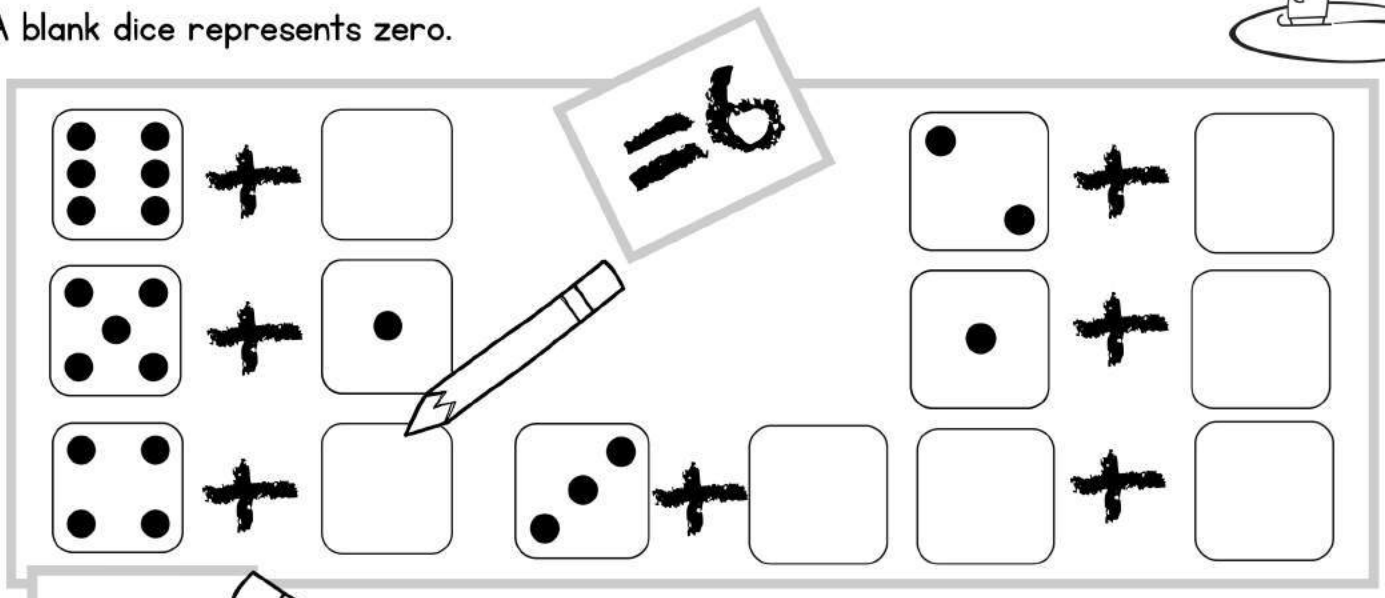


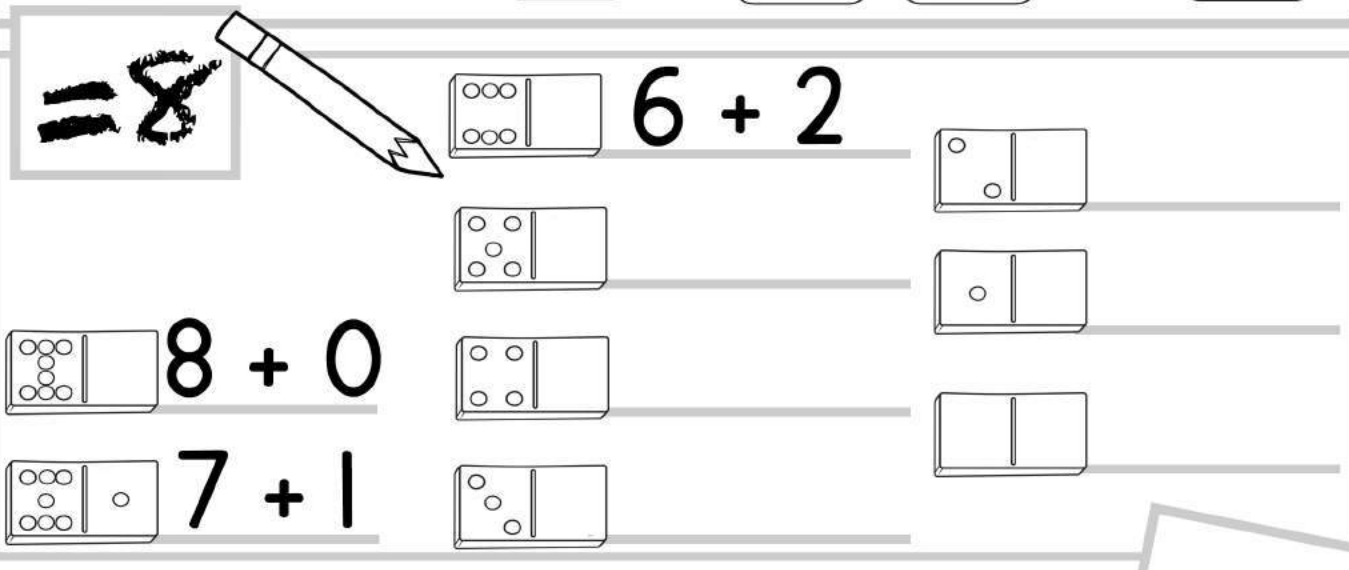
INTERACTIVE MATH

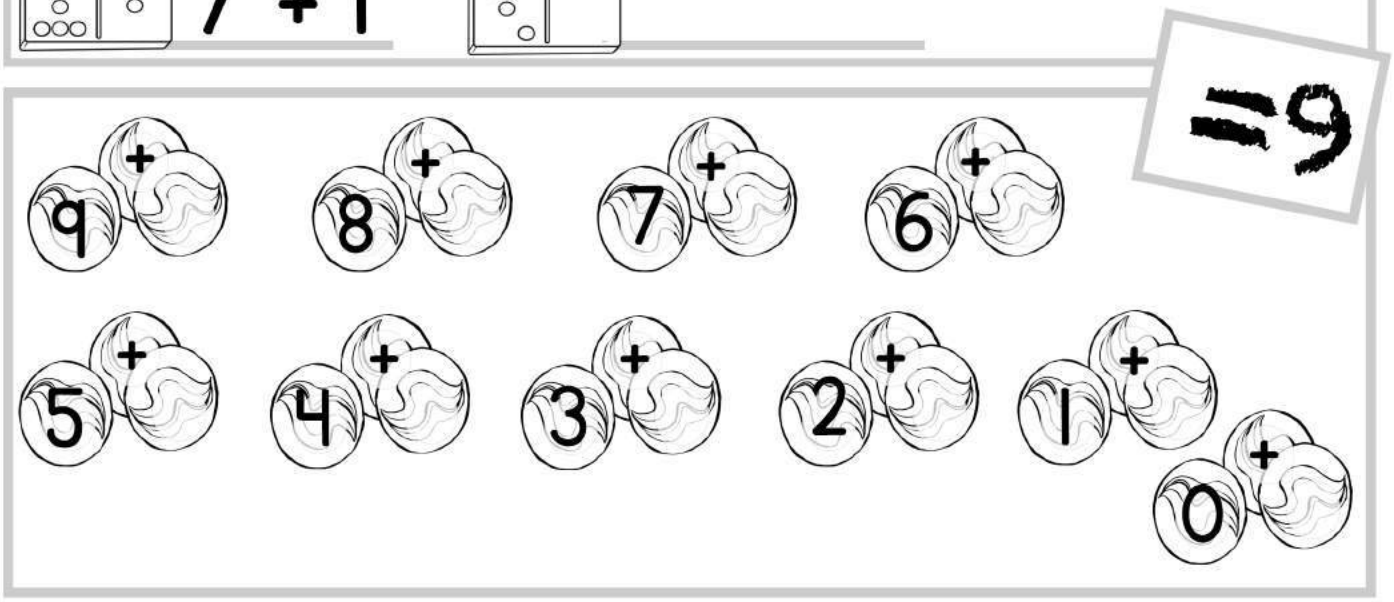
NAME :

Building Facts

Draw dots on each dice, dominos or marbles to make all the sets of 6, 8 and 9.
Notice as the numbers decrease on one side, they increase on the other side.
A blank dice represents zero.





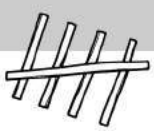


INTERACTIVE MATH

NAME:

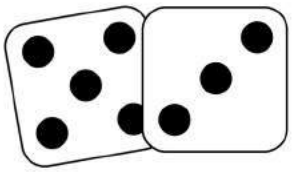
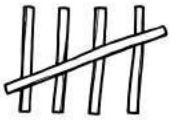
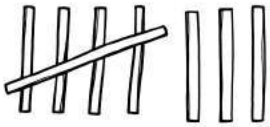
Tally Marks

A Tally Tale



Five stick friends were walking straight and tall.
The fifth one tripped on a rock, and he began to fall.
His friends caught him, he did not touch the ground.
So from now on when you tally, show the fifth mark
lying down.

-Author Unknown-

1 Roll 2 dice	2 Draw Tally Marks for Dice 1	3 Draw Tally Marks for Dice 2	4 Add the Tallys Draw the total
			

INTERACTIVE MATH

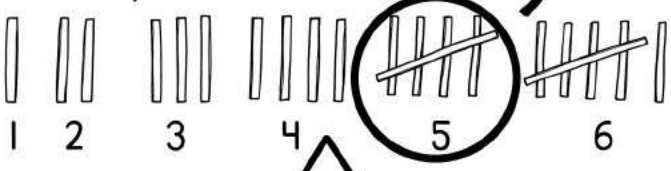
NAME:

Tally Marks

Count the ornaments by their pattern.

Keep track using pretzel Tally Marks.

Record your information.



Remember:
Cross on the
5th number.

RECORD

Draw Tally Marks for Each Number

❶ _____ ❹ _____

❷ _____ ❺ _____

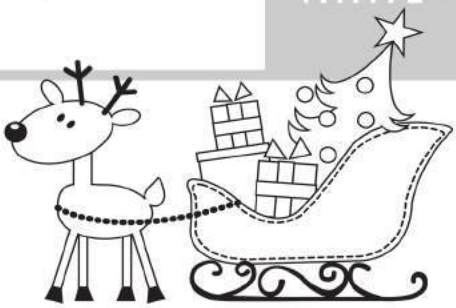
❸ _____ ❻ _____

INTERACTIVE MATH

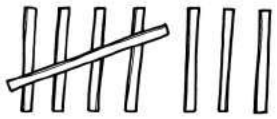
NAME :

Tally Mark Sort

Match the tallys to the word and the word to the number!

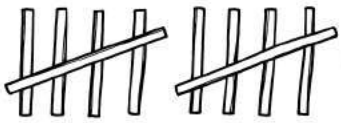


Help the reindeer get organized.



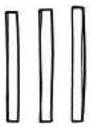
eight

3



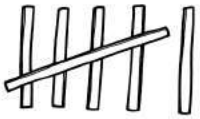
six

6



seven

8



five

10

three

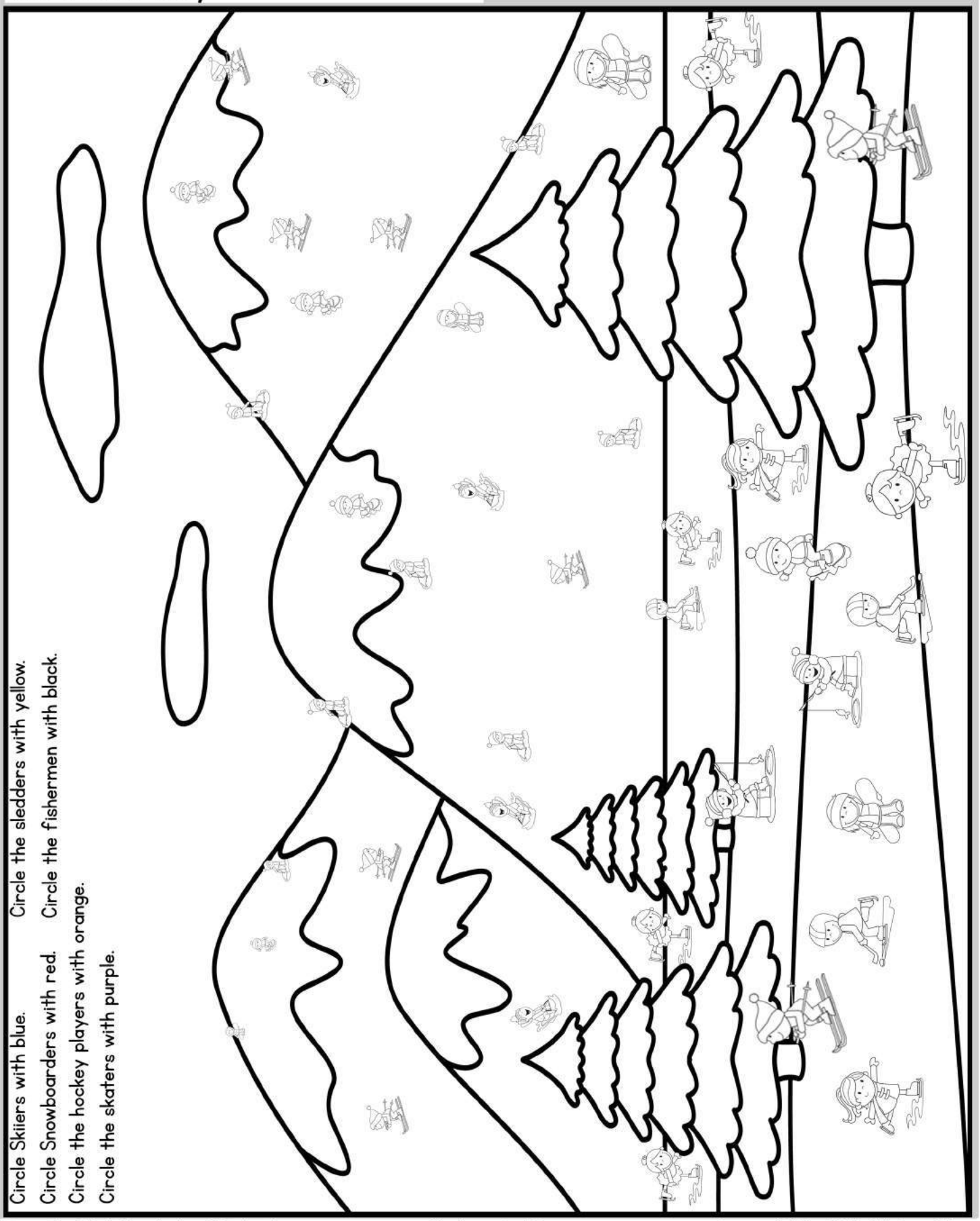
7

ten

5

NAME :

Sort and Tally



Circle Skiiers with blue.

Circle Snowboarders with red.

Circle the hockey players with orange.

Circle the skaters with purple.

Circle the sledders with yellow.

Circle the fishermen with black.

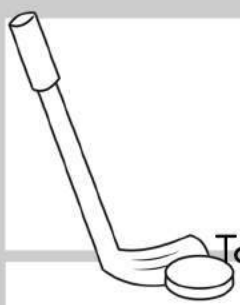
INTERACTIVE MATH

NAME :

Find and Tally

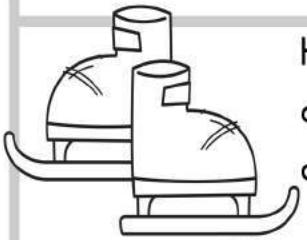
How many snowboarders do you see? Tally them up and write the number.

Tally	Number



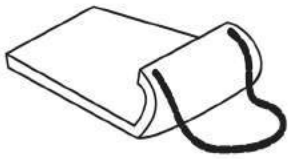
How many hockey players do you see? Tally them up and write the number.

Tally	Number



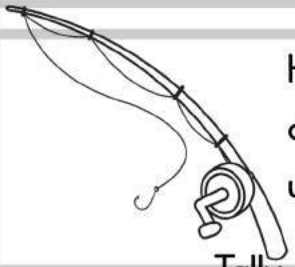
How many ice skaters do you see? Tally them up and write the number.

Tally	Number



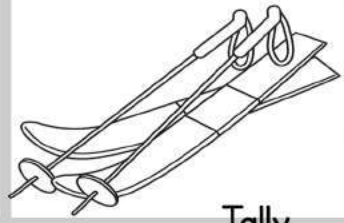
How many sledders do you see? Tally them up and write the number.

Tally	Number



How many fishermen do you see? Tally them up and write the number.

Tally	Number



How many skiiers do you see? Tally them up and write the number.

Tally	Number

Find boots in your house. How many boots did you find? Tally them up and write the number.

Tally	Number

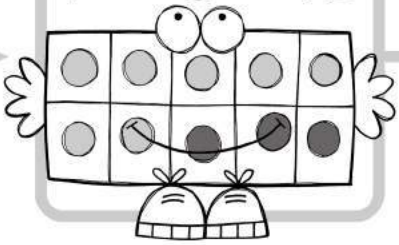
Find mittens or gloves in your house. How many pairs did you find? Tally them up and write the number.

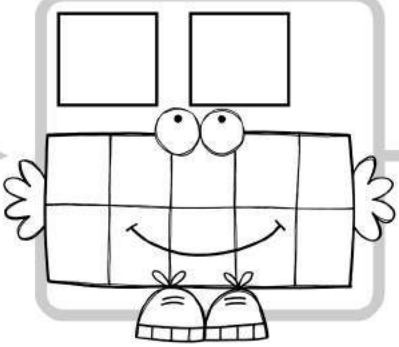
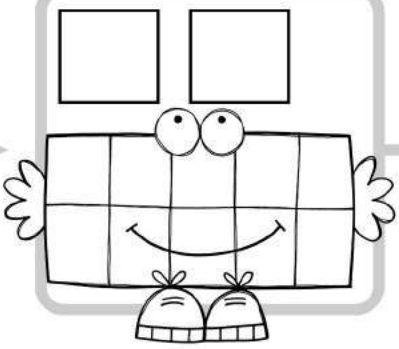
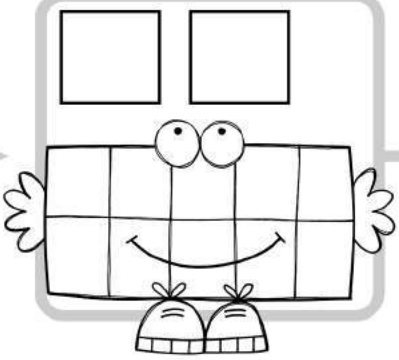
Tally	Number

INTERACTIVE MATH

NAME :

Making Ten and Adding On

Find a 10		Add On
7 3 + 2	7 + 3 = 10 	10 + 2

Find a 10	Add	Add
8 8 + 2		10 + ☐
9 9 + 1		+
10 8 + 2		+

INTERACTIVE MATH

NAME:

Add and Color

Complete the addition problems. Use the color chart to color your Christmas picture.

Red: Answers= 11, 12

Green: Answers= 13, 14, 15

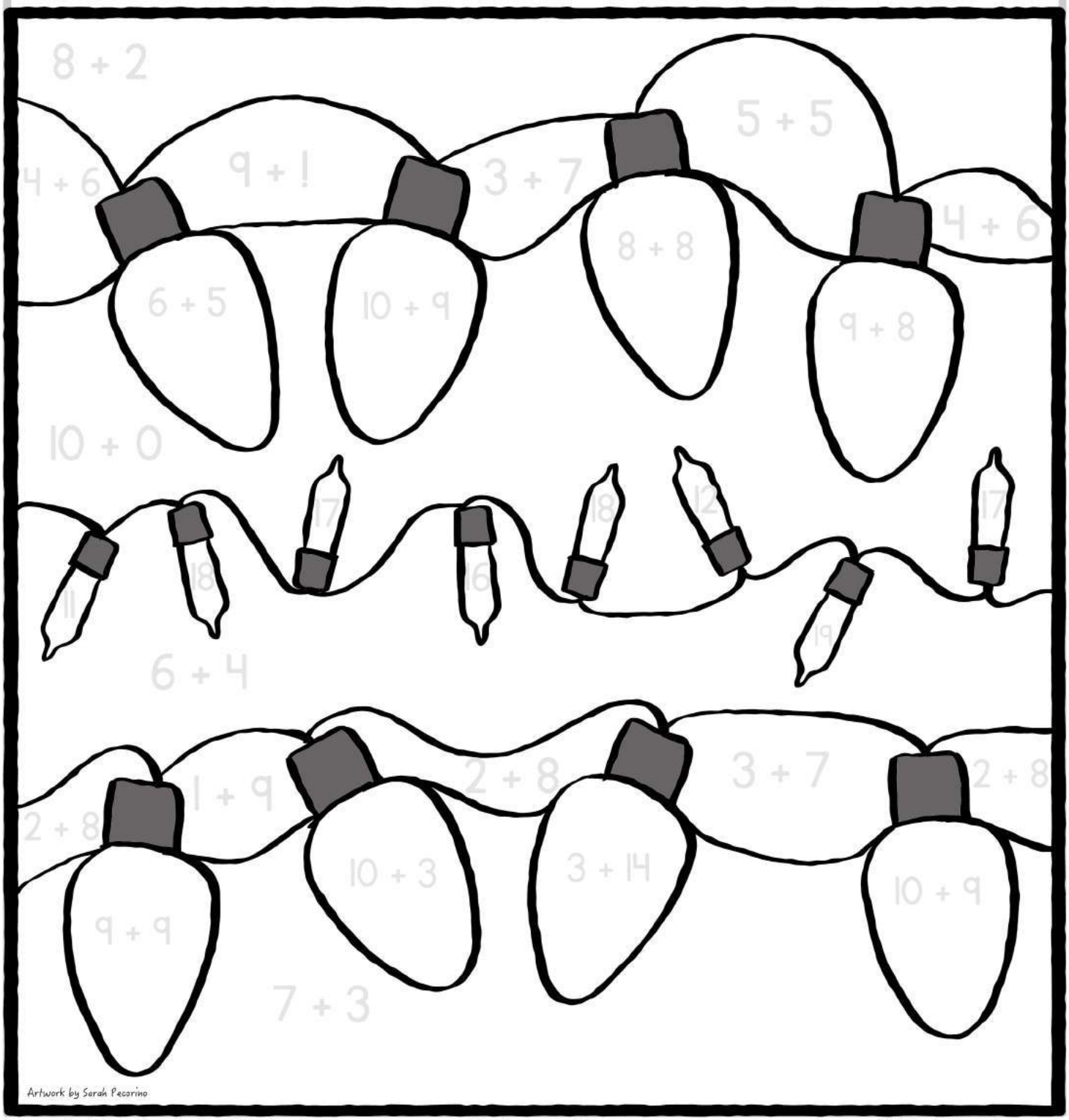
Light Blue: 10

Dark Blue: 16,

Purple: 17

Orange: 18

Yellow: 19



INTERACTIVE MATH

NAME :

Addition Sentences

There are five parts of an addition sentence:

3 + 4 = 7

Addend Plus Sign Addend Equal Sign Sum

Write your own addition sentences below:

11	+		=	
		12		
	+			20
9			=	

NAME:

Sentence Sums Game

Cut out the number cards. Shuffle and turn all cards over like a game of memory. Take turns turning over two cards at a time. Use the numbers to write an addition sentence on a separate sheet of paper. The player with the larger sum, wins the four number cards. Repeat the game play until all cards are won.

10	5	9	8
7	6	9	3
9	7	6	5
7	8	4	10

INTERACTIVE MATH

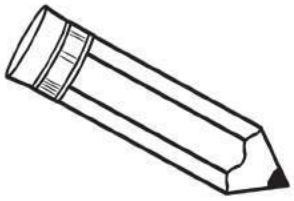
Addition Word Problems

NAME:

STEPS TO SOVLE AN ADDITION WORD PROBLEM

- ☐ Circle the addends.
- ☐ Underline the question.
- ☐ Write an addition sentence.
- ☐ Draw & solve to find the sum.

Sally got 4 crackers with breakfast. Then she got 5 more with lunch. How many crackers did Sally get in all?



4 + 5 = 9

John found 3 pennies. Later, John found 7 more pennies. How many pennies did John find in all?

Linn ate 5 green grapes. Then, she ate 5 red grapes. How many grapes did Linn eat in all?

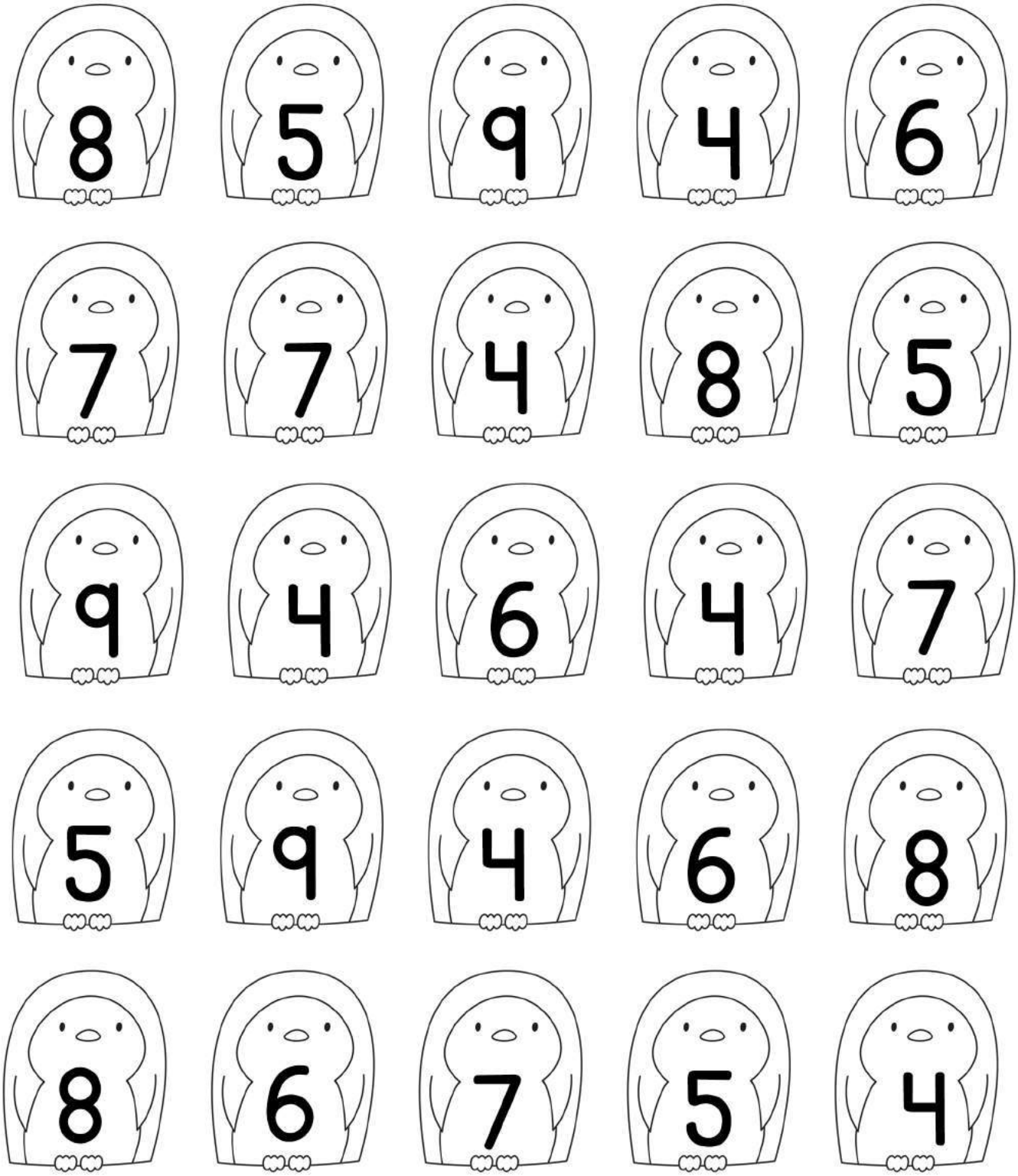
Sawyer painted 4 pictures before snack. After snack, he painted 6 more. How many pictures did he paint in all?

Pipi has 8 socks in her drawer. Her mom put 2 more socks in the drawer. Now, how many socks are in Pipi's drawer?

NAME:

Roll & Cover Sums of Ten

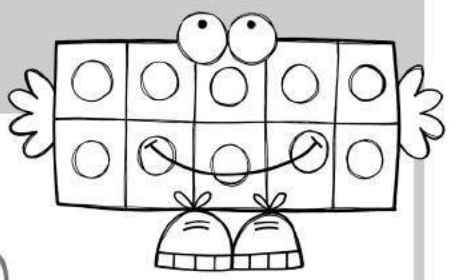
Two different sets of counters are needed (pennies and nickles work well.) Roll a single die and find a penguin with the number you need to make ten. (If you roll a 4 you need to find a penguin with the number 6) Place a marker on the pengin and it's the next players turn. Be strategic because the first one to get four penguins in a row wins!



INTERACTIVE MATH

NAME :

Addition Word Problems



Solve the word problems by looking for tens:

7+3=10

John found 7 pennies. Later, John found 4 more pennies. Then Sally gave John 3 pennies. How many pennies did John find in all?

7+3=10 10+4=14

Sam ate 6 grapes off one bunch and 5 grapes off another. Then, she ate 4 more grapes. How many grapes did Sam eat in all?

Georgina drew 3 cats and 5 dogs on her paper. Then, she drew 5 chickens. How many animals did she draw in all?

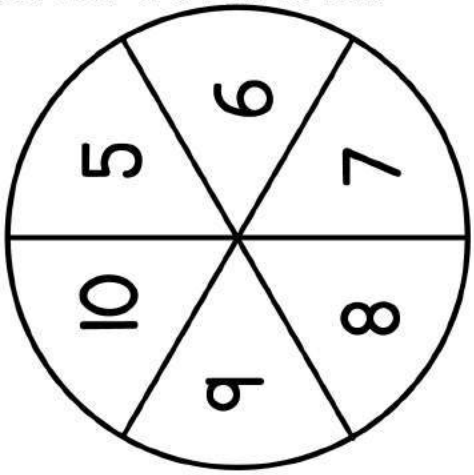
Ruth found 8 pencils in her desk and 2 pencils in her backpack. Later she found 3 pencils in the kitchen. How many pencils did she find in all?

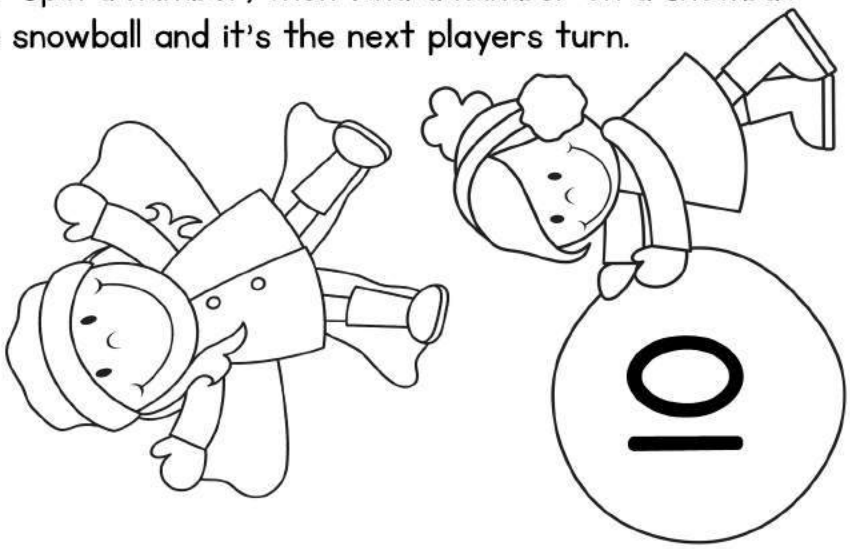
Gunner made 7 baskets in his first game and 6 baskets in his second. Then, he made 3 baskets in his third game. How many baskets did he make in all?

NAME:

Spin to 10

Use a paperclip to make a spinner. Spin a number, then find a number on a snowball you can use to make 10. Color the snowball and it's the next players turn. Get four in a row to win.





Spin & Color Snowballs

0	1	2	3	4	5	0
5	0	1	2	3	4	5
4	5	0	1	2	3	4
3	4	5	0	1	2	3
2	3	4	5	0	1	2
1	2	3	4	5	0	1
0	1	2	3	4	5	0

INTERACTIVE MATH

NAME:

Equation Search

Find and circle touching numbers that you can use to make an addition sentence.
Write the addition sentence on the line.

8	7	2	8	10
2	5	5	10	3
10	9	4	4	6
3	7	10	9	5
5	5	10	1	3
6	3	7	10	2
4	6	10	3	8
10	3	7	2	6
5	2	5	5	10
3	7	10	6	2
9	1	11	8	1

2 + 8 = 10

INTERACTIVE MATH

NAME:

Make 10 Card Game

Use a standard deck of cards with the face cards removed. Sort the cards face up into six piles below. Look at the cards to see if you can combine two to make ten. If you can make ten remove the cards and you score a point. If you get stuck remove one card from the board until you can continue to play. Removed cards count as minus one point. Total your points when the cards are gone.

NAME:

Calendar Time

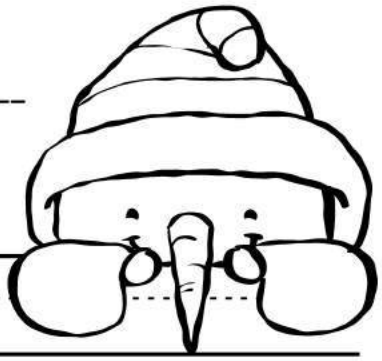
Use a calendar to find the first day of the month.
Fill in the numbers for the month, then follow these steps.

1. Color the first Wednesday YELLOW.

2. What is the number on the second Friday? _____

3. How many Sundays are there in this month? _____

4. Color all Thursdays ORANGE.



Current Month

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Sunday Friday Tuesday Thursday

Days of the Week

Monday Saturday Wednesday

1

Monday is the 2nd day of the week.

Trace the day of the week using 2 colors.

Monday

4

Unscramble the letters to spell the 5th day of the week.

T u h r d y a s

_____

_____

is the 5th day of the week.

7

Sing them now with me.

(to the tune of "The Adam's Family.")

Days of the week (Clap, Clap)
Days of the week (Clap, Clap)

1, 2, 3, 4, 5, 6, 7!

Seven days are in a week.
Count them now with me!

2

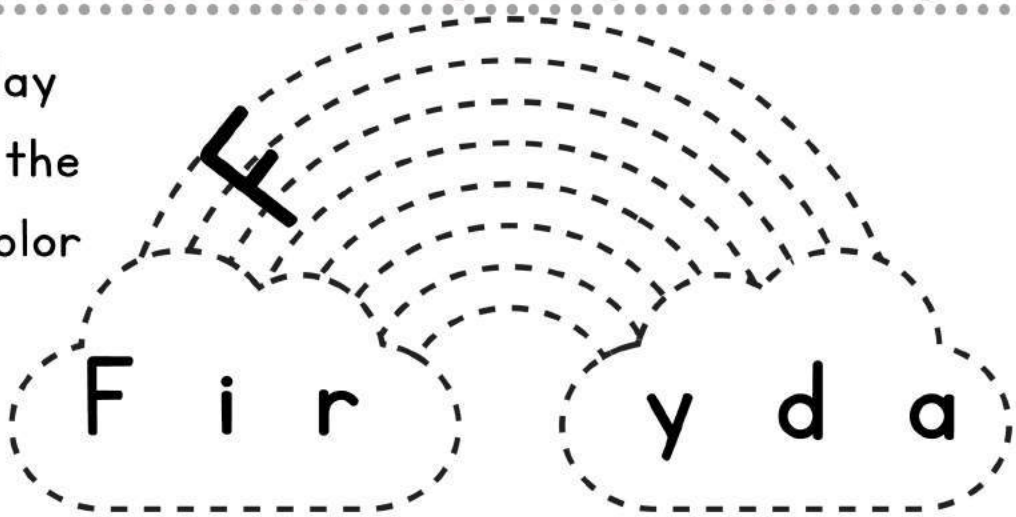
Find the 3rd day of the week.

COLOR THE LETTERS FOR THE 3RD DAY OF THE WEEK.

A	R	T	O	M	N	Z	G
B	T	U	E	S	D	A	Y
F	Y	I	A	H	Q	W	K

5

Write the 6th day of the week on the rainbow. Then color the rainbow.

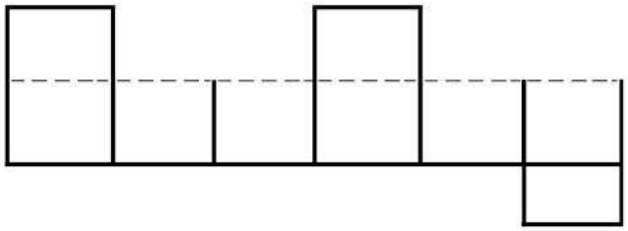


8

There is Sunday and there's
Monday, Tuesday and there's
Wednesday, Thursday and there's
Friday and then there's Saturday.

Days of the week (Clap, Clap)
Days of the week (Clap, Clap)

Fill in the letter blanks with the letters in the box.



is the

S		n
	y	d
u		a

1st day of the week.

3

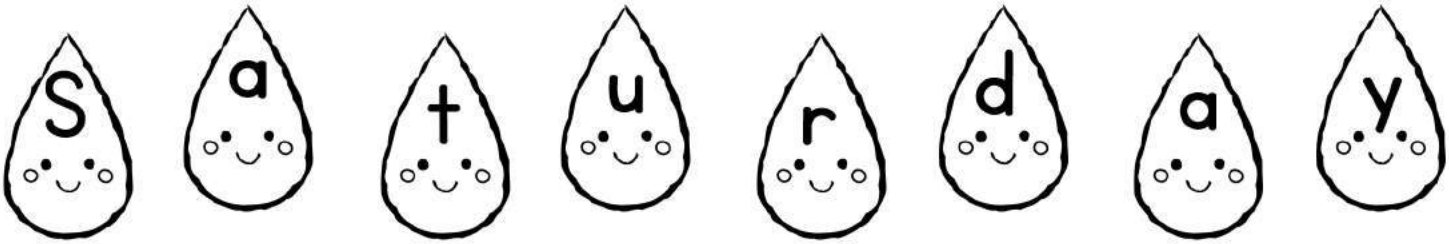
Wednesday is the _____ day of the week.

Fill in the oval that is correct and write the answer on the line.

6th 5th 4th

Then write the day of the week below.

6



is the 7th and last day of the week!

4

1. Sunday 2. Monday 3. Tuesday

4. Wednesday 5. Thursday

6. Friday 7. Saturday

NAME:

Using a Calendar

JANUARY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

If today is January 8:

What day of the week is it?

What will tomorrow be?

January ☐, 20_____

How many days are in January?

28 29 31

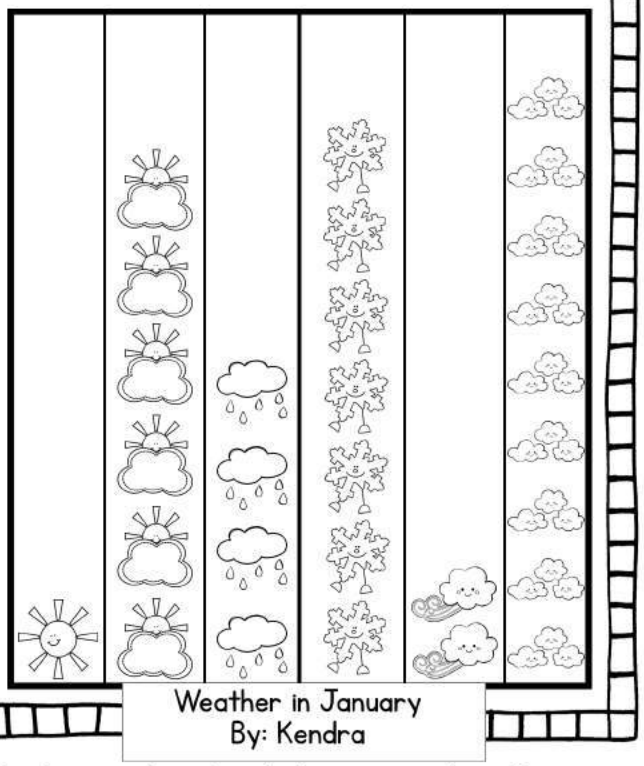
What is the date of the 3rd Friday?

Which month will come after January?

Circle the correct month and write it above.

March
June
February

Kendra kept track of the weather for one month. She made this pictograph.



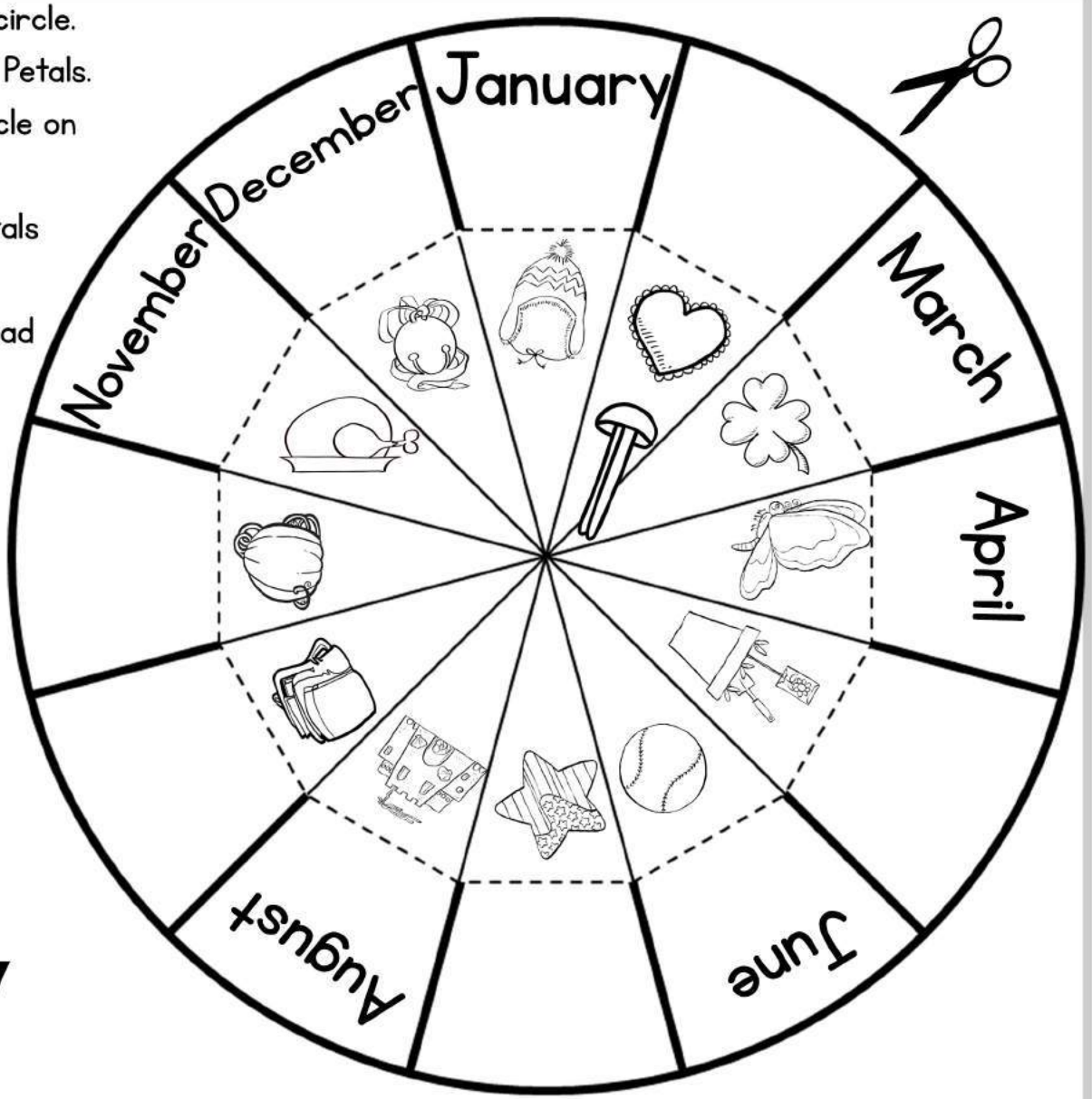
Weather in January
By: Kendra

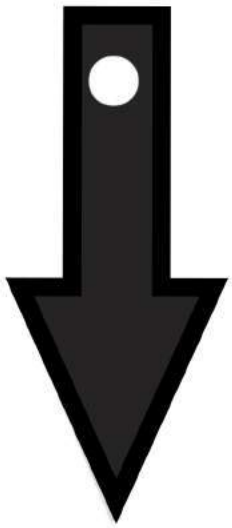
Which weather had the most days?
Which weather had the least?
How many days were snowy?

NAME:

Months of the Year Spin

1. Cut out the circle.
2. Cut out the Petals.
3. Glue the circle on a paper plate.
4. Glue the petals in order.
5. Place the brad through the arrow and through the plate.





February

May

July

September

October

INTERACTIVE MATH

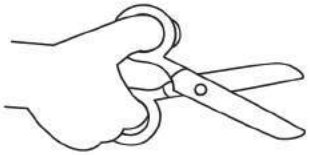
NAME:

Month Abbreviations

January	Dec.
February	Feb.
March	May
April	June
May	Jan.
June	Aug.
July	July
August	Nov.
September	Sept.
October	Apr.
November	Oct.
December	Mar.

Days of the Week

NAME:



Color each day of the week a different color.
Cut out the days of the week.
Glue them in order on the bracelet.

Sunday | Tuesday | Monday | Thursday | Saturday | Wednesday | Friday

Glue

S | M | T | W | Th | F | S

Yesterday was:

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

Today is:

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

Tomorrow will be:

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

INTERACTIVE MATH

NAME:

Days of the Week/Calendar

What day of the week is it today? Circle the day of the week green.

What day of the week will it be tomorrow? Put a blue box around the day.

Sunday Monday Tuesday Wednesday

Thursday Friday Saturday

MARCH

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1. Find March 4th on this calendar. Color it Yellow.

2. If it is Friday March 8th today, what will the date be next Friday?

_____

Adam's birthday is on the 3rd Wednesday of March. What will the date be? Make sure you include a comma after the number.

_____

20

Sandy plays soccer on Wednesdays and Fridays. Use tally marks to count how many practices she will have in March.

Write the number here:_____

INTERACTIVE MATH

NAME:

Calendar Time

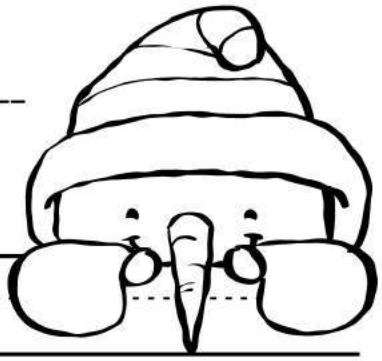
Use a calendar to find the first day of the month.
Fill in the numbers for the month, then follow these steps.

1. Color the first Wednesday YELLOW.

2. What is the number on the second Friday? _____

3. How many Sundays are there in this month? _____

4. Color all Thursdays ORANGE.



Current Month

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

INTERACTIVE MATH

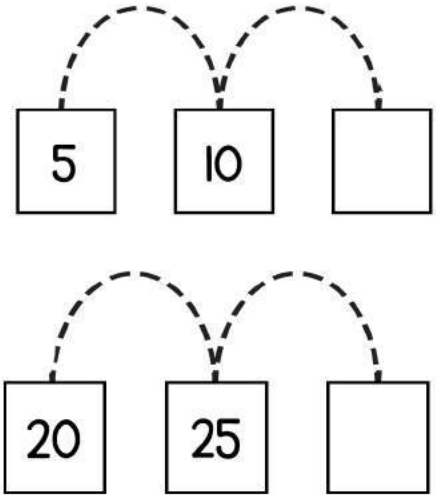
NAME :

Review Week 4 Day 1

1 2 3 4

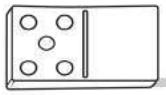
6 7 8 9

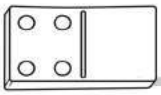
11 12 13 14

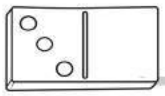


Draw in dots to make 10.

Write the addition sentence:







Show the numbers using tally marks:

7 _____

6 _____

12 _____

John found 2 pennies. Later, John found 8 more pennies. How many pennies did John find in all?

_____

Linn ate 4 green grapes. Then, she ate 6 red grapes. How many grapes did Linn eat in all?

_____

Recite and circle the weekdays.

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

Sunday

Tuesday

Wednesday

INTERACTIVE MATH

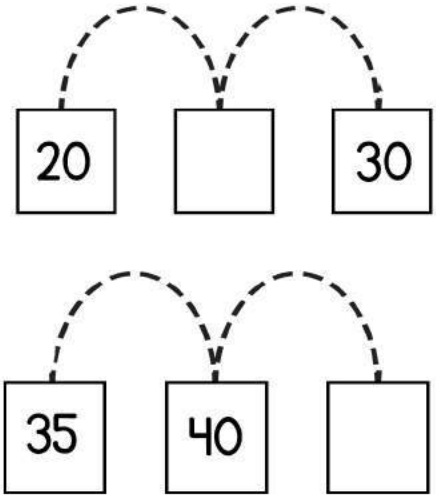
NAME :

Review Week 4 Day 2

11 12 13 14

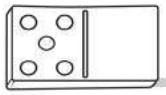
16 17 18 19

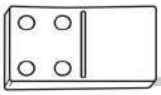
21 22 23 24

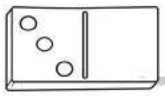


Draw in dots to make 9.

Write the addition sentence:







Show the numbers using tally marks:

9 _____

4 _____

13 _____

John found 5 pennies. Later, John found 4 more pennies. How many pennies did John find in all?

_____

Linn ate 3 green grapes. Then, she ate 6 red grapes. How many grapes did Linn eat in all?

_____

Recite and circle the weekends

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

Monday

Thursday

INTERACTIVE MATH

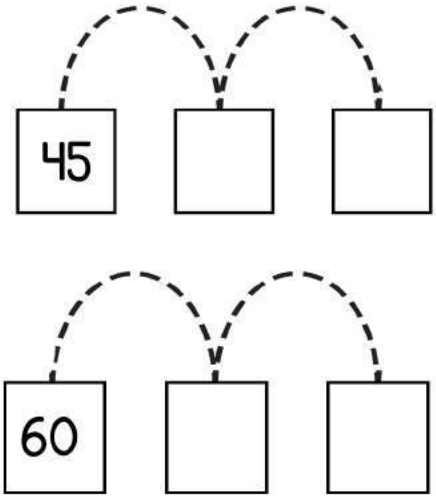
NAME :

Review Week 4 Day 3

26 26 28 29

31 32 33 34

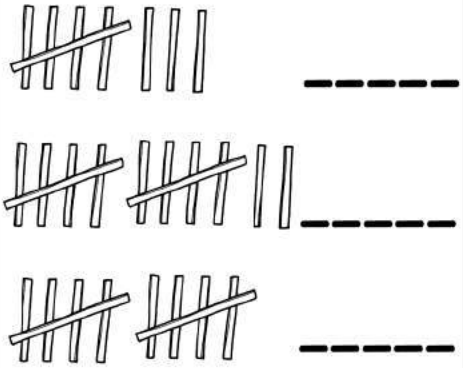
36 37 38 39



Match the number to the word:

8	seven
7	four
3	eight
4	three

Count the tally marks and write the number:



_____

_____

_____

Find a 10 and add on:

8	10
8	8
+2	+ 2

Circle the addends.
Underline the sums.

7 + 3 = 10

6 + 4 = 10

2 + 8 = 10

Write the abbreviations:

January

February

March

April

May

Write the missing months:

January

April

INTERACTIVE MATH

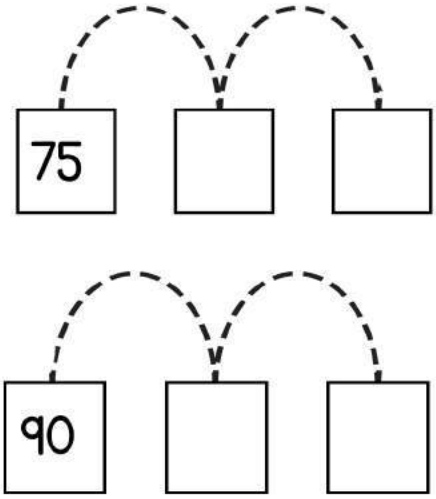
NAME :

Review Week 4 Day 3

41 42 43 44

46 47 48 49

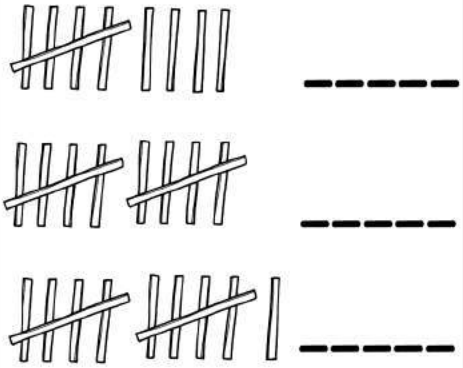
51 52 53 54



Match the number to the word:

9	six
10	two
2	nine
6	ten

Count the tally marks and write the number:



_____

_____

_____

Find a 10 and add on:

9	7
9	7
+ 1	+ 3
_____	_____

Circle the addends.
Underline the sums.

10 + 3 = 13

10 + 4 = 14

10 + 8 = 18

Write the abbreviations:

June

July

August

September

October

Write the missing months:

May

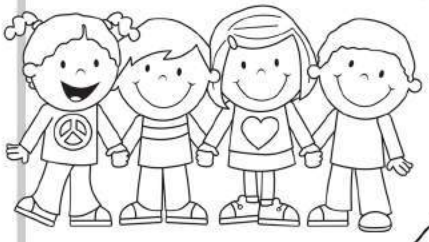
August

INTERACTIVE MATH

NAME :

Subtraction Sentences

There are five parts of a subtraction sentence:



8 - 5 = 3

Minuend

Minus Sign

Subtrahend

Equal Sign

Difference

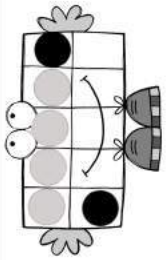
Write your own subtraction sentences below:

Remember to start with the largest number.

	-	2	=	
8		4		
	-			8
			=	

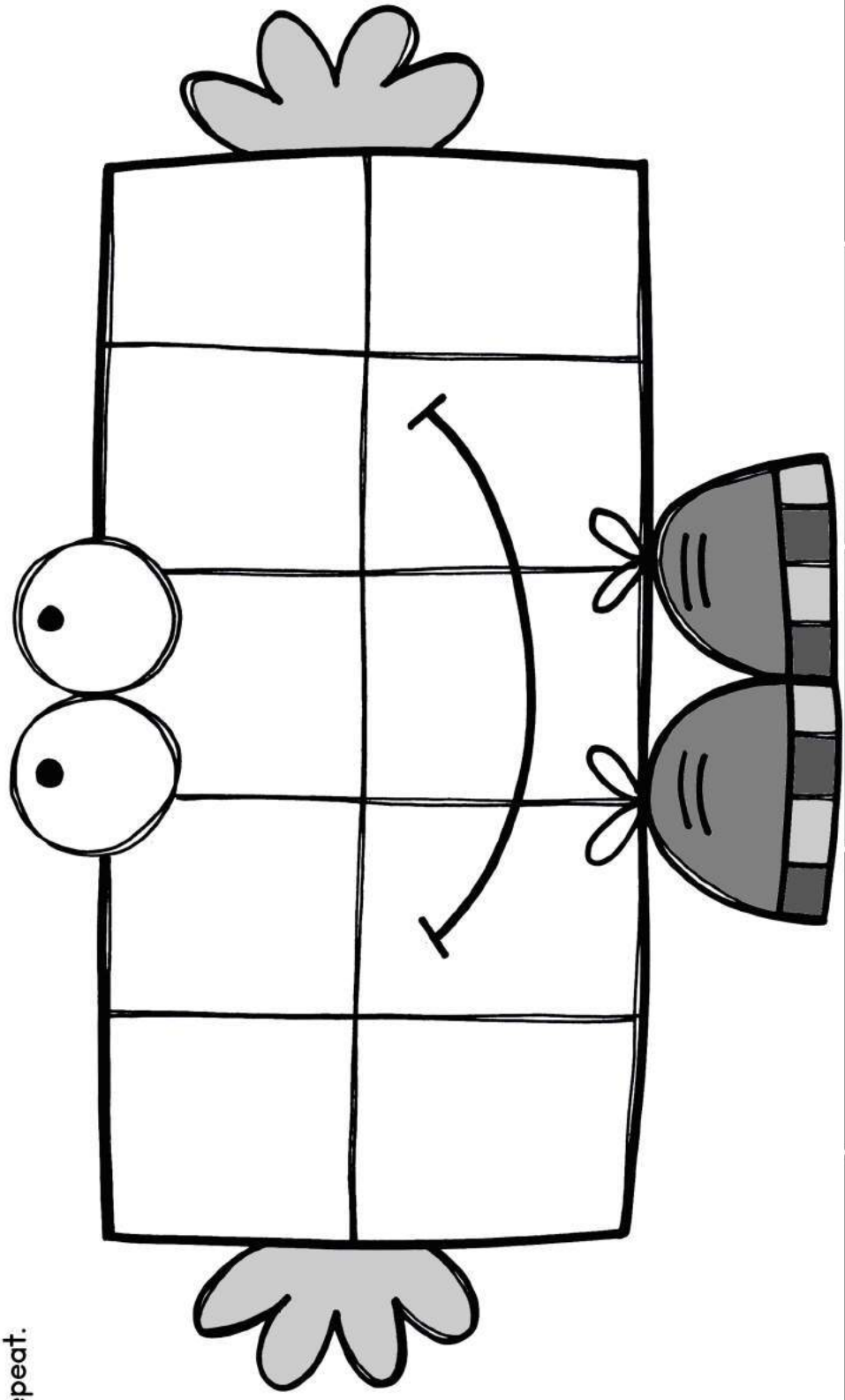
NAME :

Subtraction Mash



6 - 2 =

1. You will need 10 small balls of clay.
2. Put one ball on each square for the **minuend** (the first and largest number in a subtraction problem).
3. Smash the number you are taking away, (the subtrahend.)
4. Write the number that is left.
5. Repeat.



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

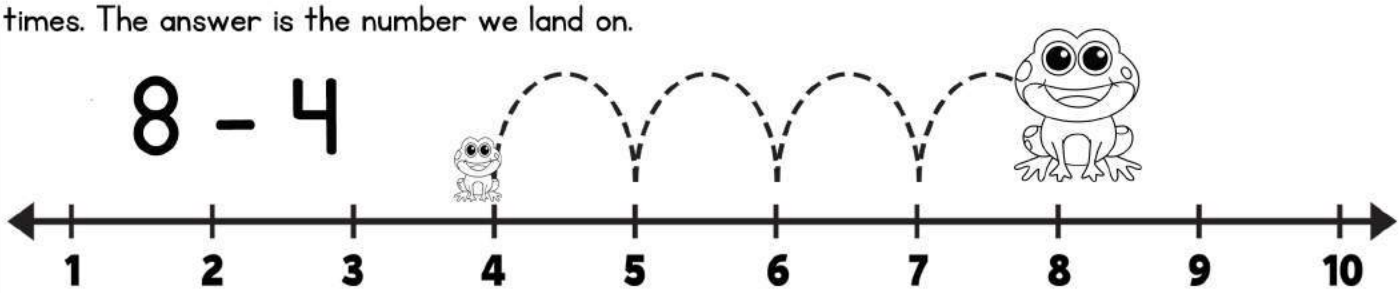
INTERACTIVE MATH

NAME :

Subtraction 1-10

When we subtract, we start with our finger on the first number (the minuend). Then we look at the smaller number (the subrtrahend). We hop backwards that many times. The answer is the number we land on.

8 - 4



Difference

9 - 2 = ☐

10 - 4 = ☐

6 - 5 = ☐

9 - 7 = ☐

4 - 3 = ☐

8 - 5 = ☐

8 - 3 = ☐

4 - 4 = ☐

7 - 4 = ☐

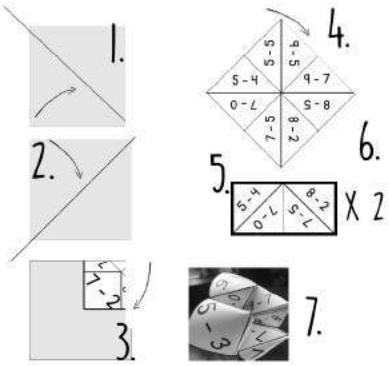
6 - 2 = ☐

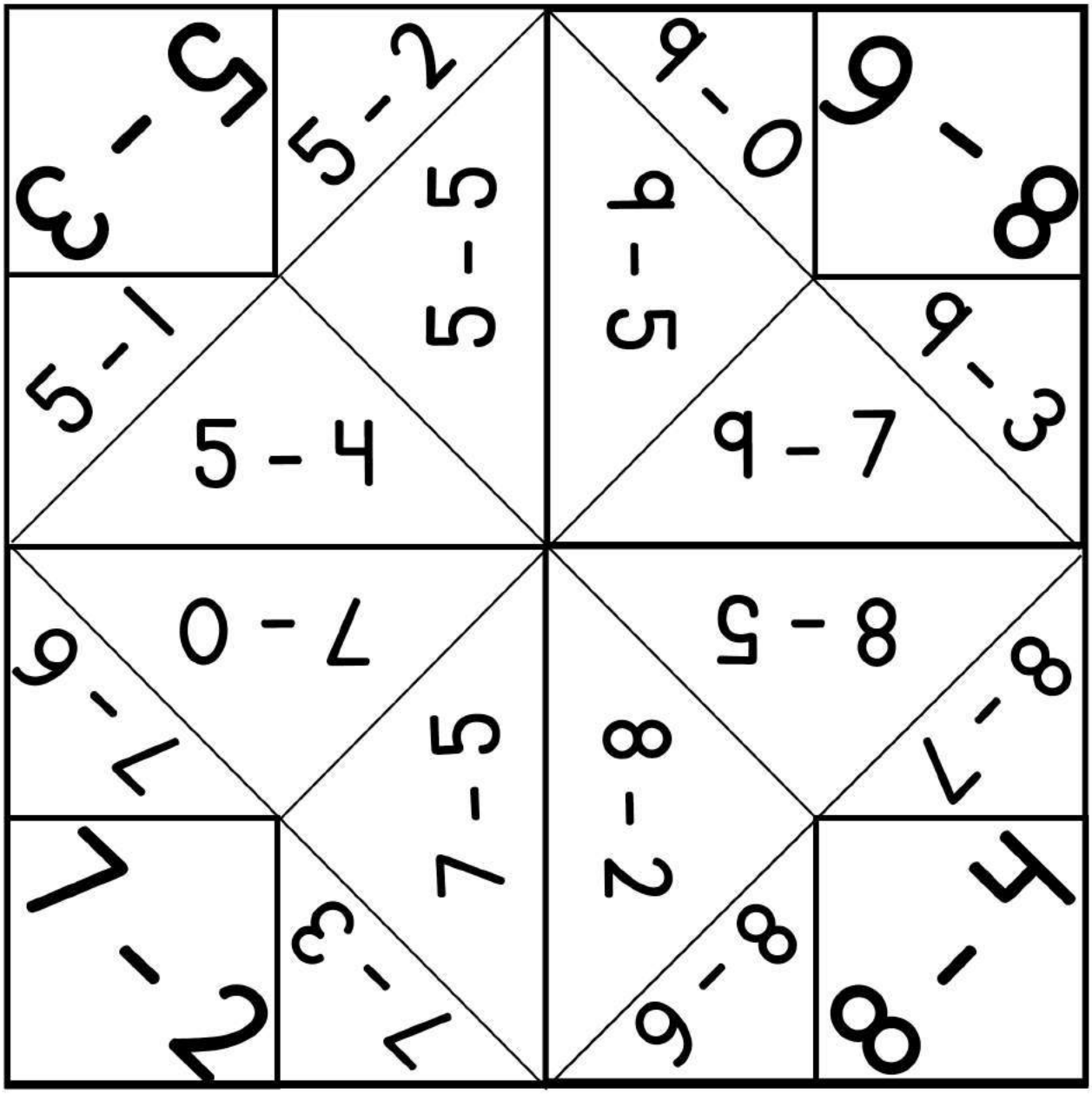
NAME:

Subtraction Cootie Catcher

CUT AROUND THE OUTER SQUARE. FOLLOW THE FOLDING DIRECTIONS.
PLAY WITH A FRIEND OR PARENT.

1. Place printed side down. Fold diagnally and open.
2. Fold the opposite way and open.
3. Fold all corners to the center.
4. Turn catcher over and fold all corners to the center.
5. Fold in half and open.
6. Fold in half the other way.
7. Put fingers in slots and play game.



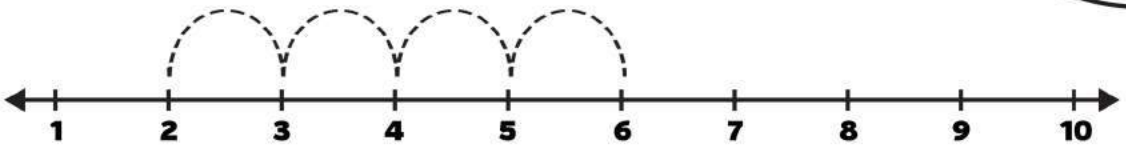


INTERACTIVE MATH

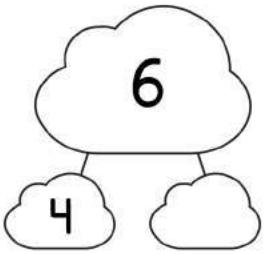
NAME:

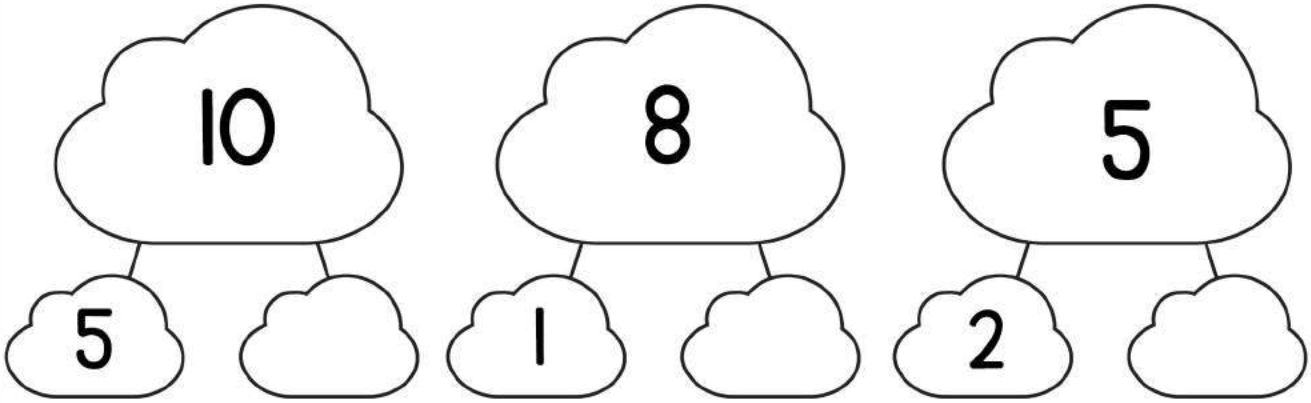
Number Bond Subtraction

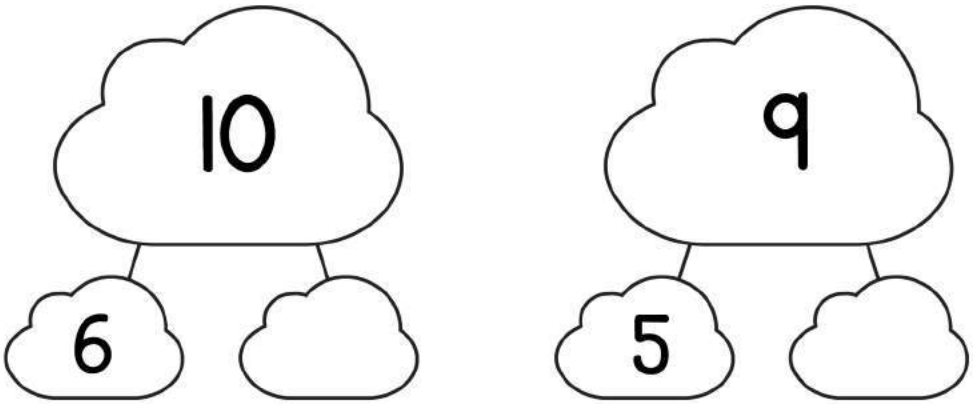
I have a dream...



6 - 4 = ?





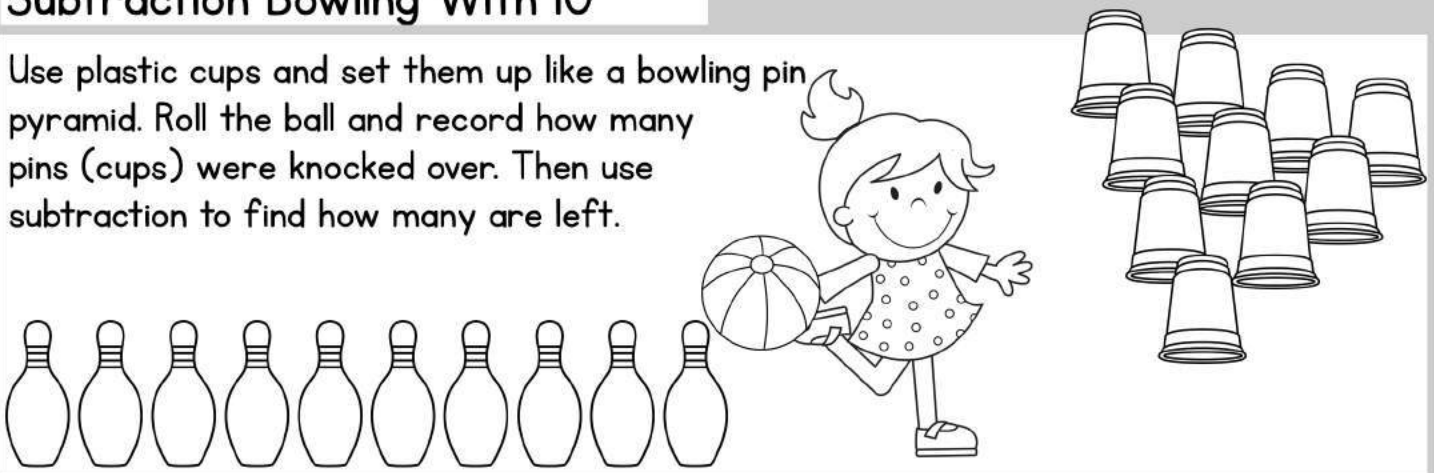


INTERACTIVE MATH

NAME :

Subtraction Bowling With 10

Use plastic cups and set them up like a bowling pin pyramid. Roll the ball and record how many pins (cups) were knocked over. Then use subtraction to find how many are left.



10 - _____ = ☐

10 - _____ = ☐

10 - _____ = ☐

10 - _____ = ☐

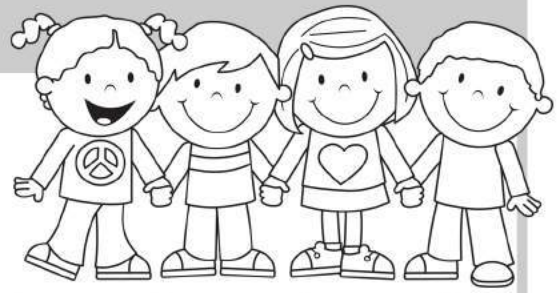
10 - _____ = ☐

10 - _____ = ☐

INTERACTIVE MATH

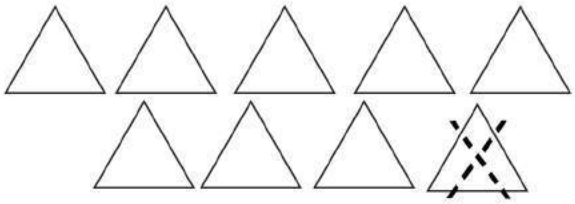
NAME :

Building Subtraction Problems



Fill in the numbers to make a number sentence.
Draw a shape picture to show
the problem using a picture.

1 2 3 4 5 6 7 8 9 10



10 - [ ] = [ ]

[ ] - 6 = [ ]

8 - [ ] = [ ]

[ ] [ ]

[ ] - [ ] = 2

[ ] - 4 = [ ]

INTERACTIVE MATH

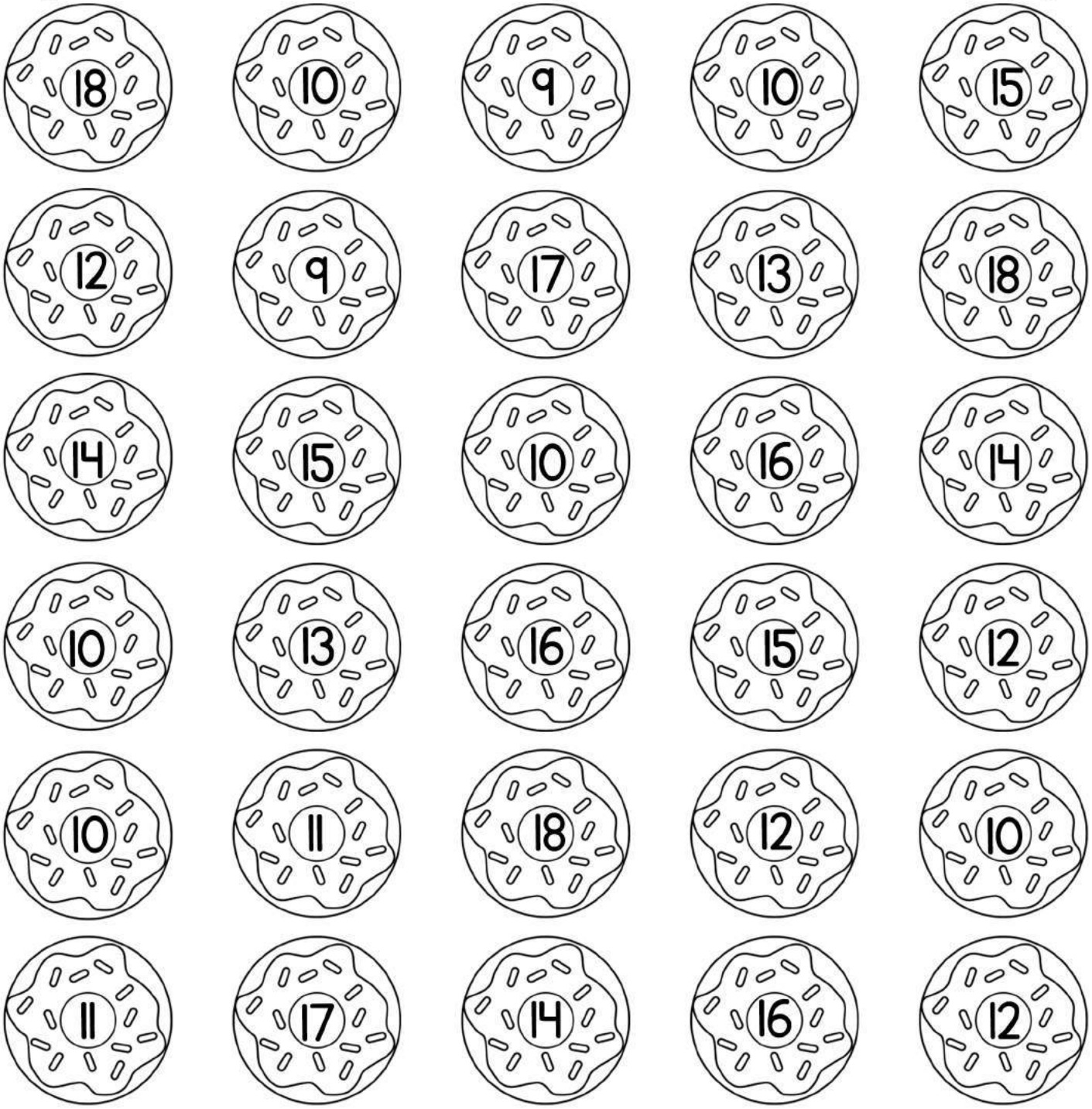
NAME:

Doughnut Subtraction

1. Roll 2 dice.
2. Add them together.

20 – 10 =

3. Subtract this number from 20 and color the doughnut with the matching difference.
4. Play with a partner. The winner can be the one with the most doughnuts colored, or the one who has 4 doughnuts in a row. Use counters to play again.



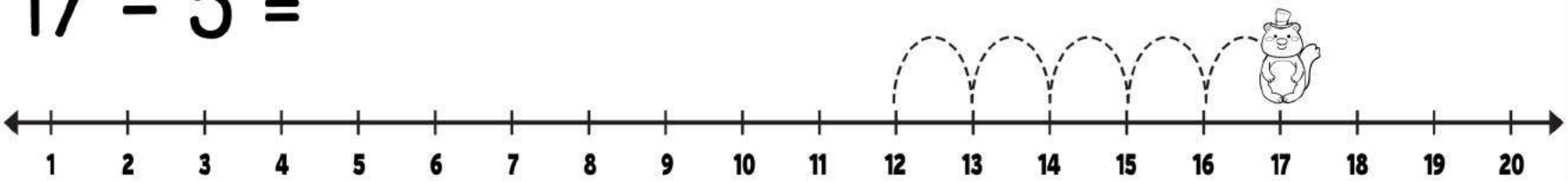
INTERACTIVE MATH

Numberline Subtraction

NAME :

17 - 5 =

Start at 17. Hop back 5 times. The answer is the number you land on. 17 - 5 = 12



19 - 5 =

12 - 7 =

13 - 6 =

18 - 4 =

20 - 9 =

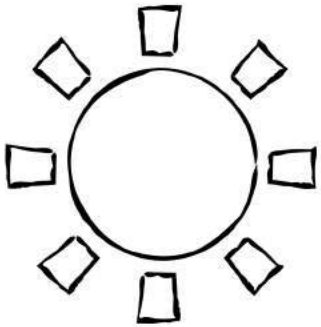
14 - 2 =

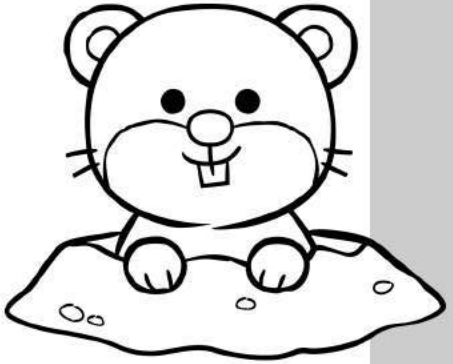
16 - 8 =

11 - 3 =

17 - 7 =

9 - 8 =





INTERACTIVE MATH

NAME :

Subtraction Sentences

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

Use your number cards to build a subtraction sentence. Read the sentence aloud then write the sentence on your paper.

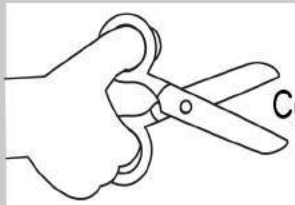
☐ − ☐ = ☐

Example:

20	−	8	=	12		☐	−	☐	=	☐
☐	−	☐	=	☐		☐	−	☐	=	☐
☐	−	☐	=	☐		☐	−	☐	=	☐

NAME:

Number Cards 1-20



Cut out the number cards and save them for use in this week's games.

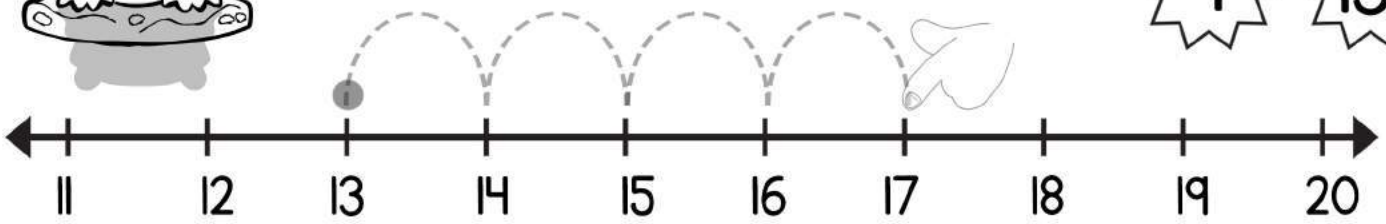
1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20

INTERACTIVE MATH

NAME:

Number Line Bonds

17 - 4 = ?



17

4 13

15

2

16

1

18

3

20

4

19

6

17

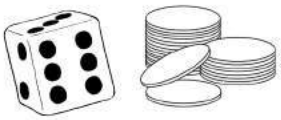
5

INTERACTIVE MATH

NAME :

Subtraction Bump

Use pennies and nickles for markers. Roll a single die and subtract the number you roll from 20 to find the difference. Place your marker on the number board. First one to get four in a row wins. If a space is taken you can "BUMP" them off.



14	16	17	18
19	15	14	15
18	16	17	19
15	14	16	17
17	18	19	18

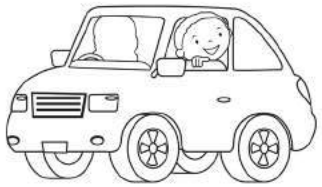
INTERACTIVE MATH

Subtraction Stories

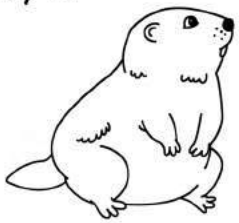
NAME:

Use the numberline to write and solve the subtraction word problems.

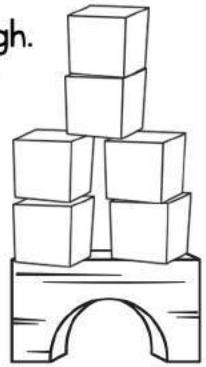
There were 20 drops of rain on the car. Jim dried off 9 of the drops. Now how many drops of rain are there?



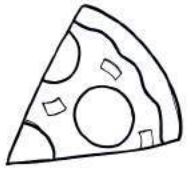
Gerty groundhog came out of her den and took 20 steps forward. It was cloudy outside so she took 13 steps backwards. How many steps away is she from her den?



Dan made a tower that was 15 blocks high. 8 of the blocks fell off. Now how many blocks high is the tower?

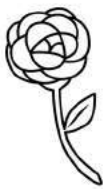


There were 14 slices of pepperoni on the pizza. Sam picked 12 slices off and ate them. Now how many slices are on the pizza?



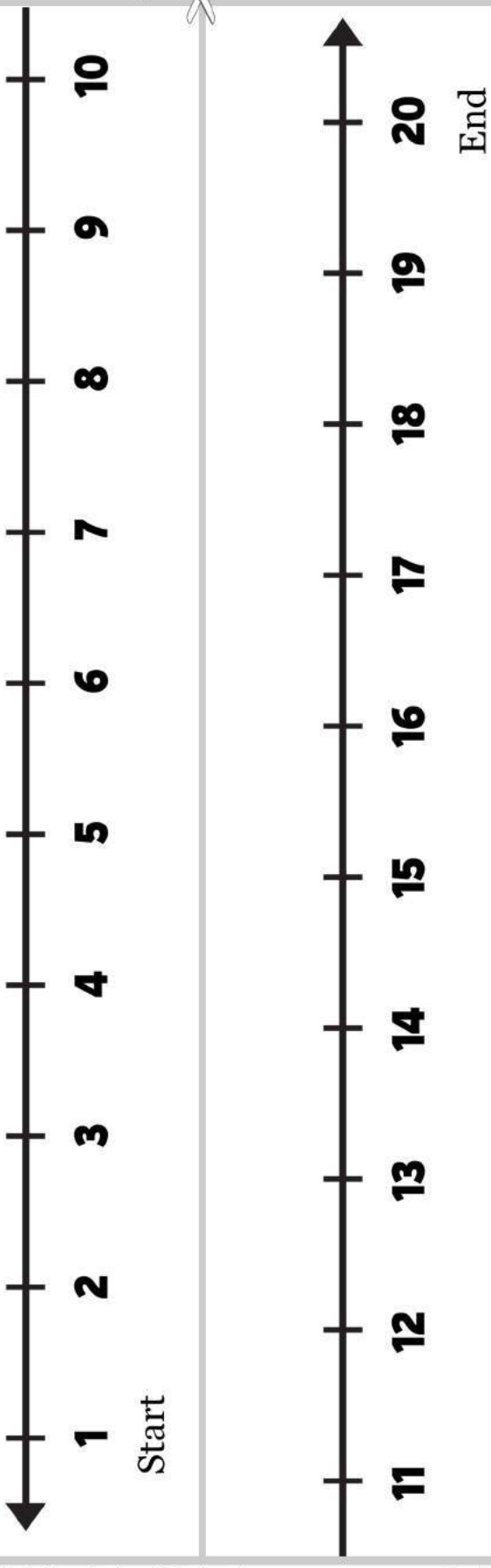
There were 15 clovers in the field. Gerty groundhog came and ate 7 of the clovers. How many clovers are left in the field?

Silly Sam bought 16 rose bushes for his garden. By winter, 9 of his rose bushes were dead. How many rosebushes did Silly Sam have left?

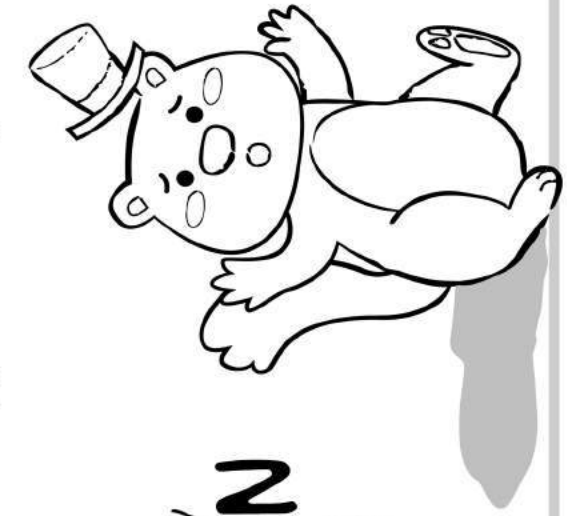


NAME :

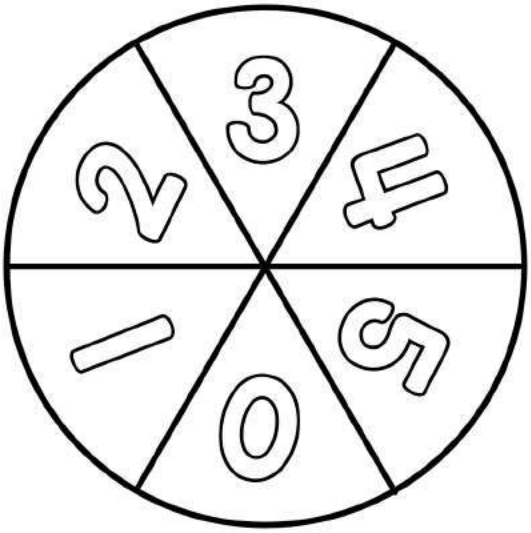
Bump n' Jump



Cut out and assemble the number line. Use coins or small counters for playing pieces. Start at 20, then take turns spinning and subtracting your way down the numberline. If you land on someone else, you BUMP them back to 20. The first one to reach 1 is the winner. Tip: Encourage children to verbalize the math as they go, "17 minus 2 equals 15."



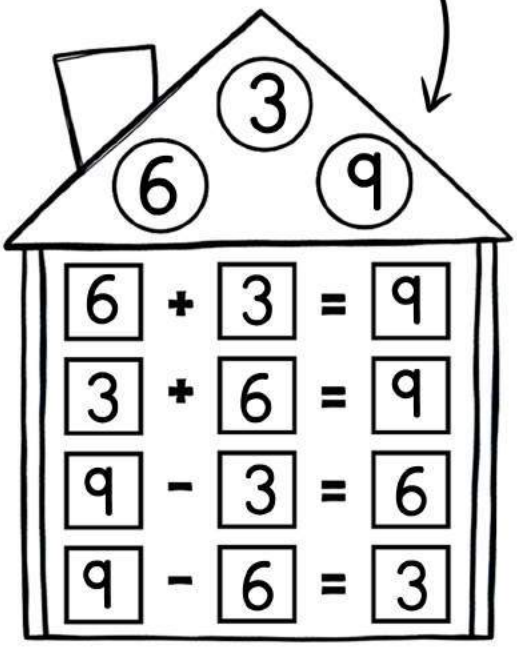
BUMP'N JUMP

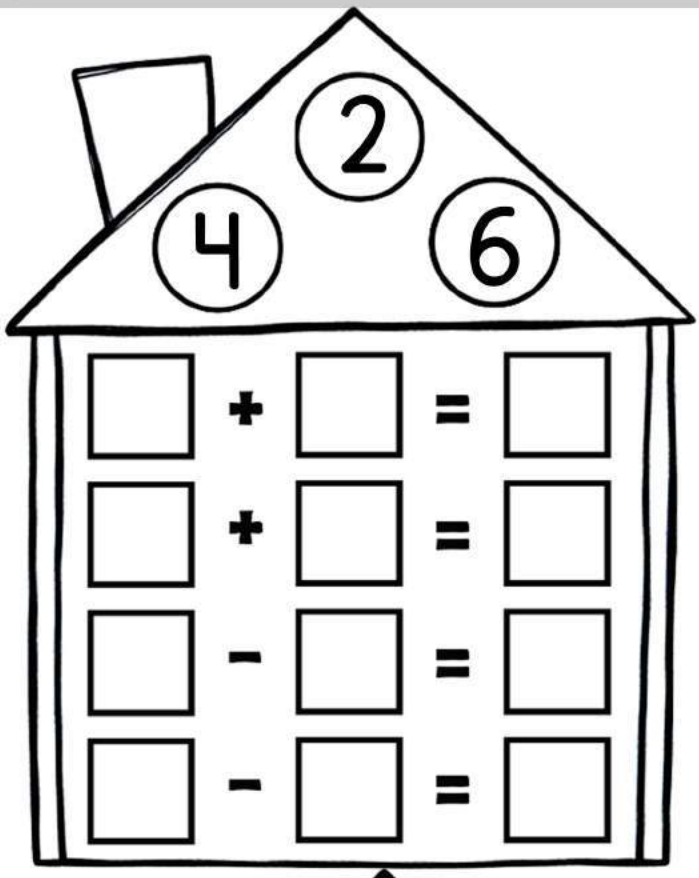


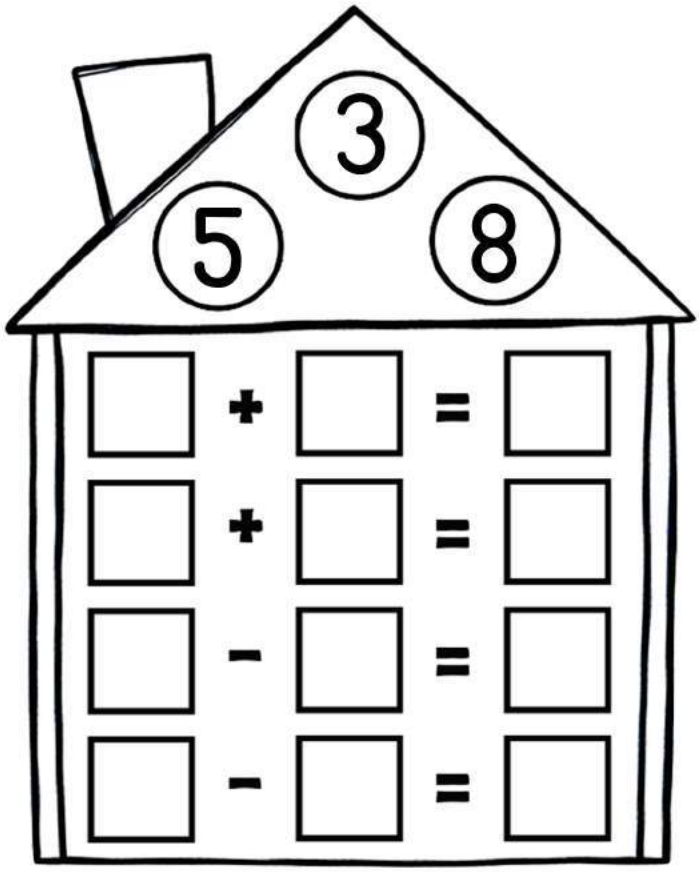
NAME:

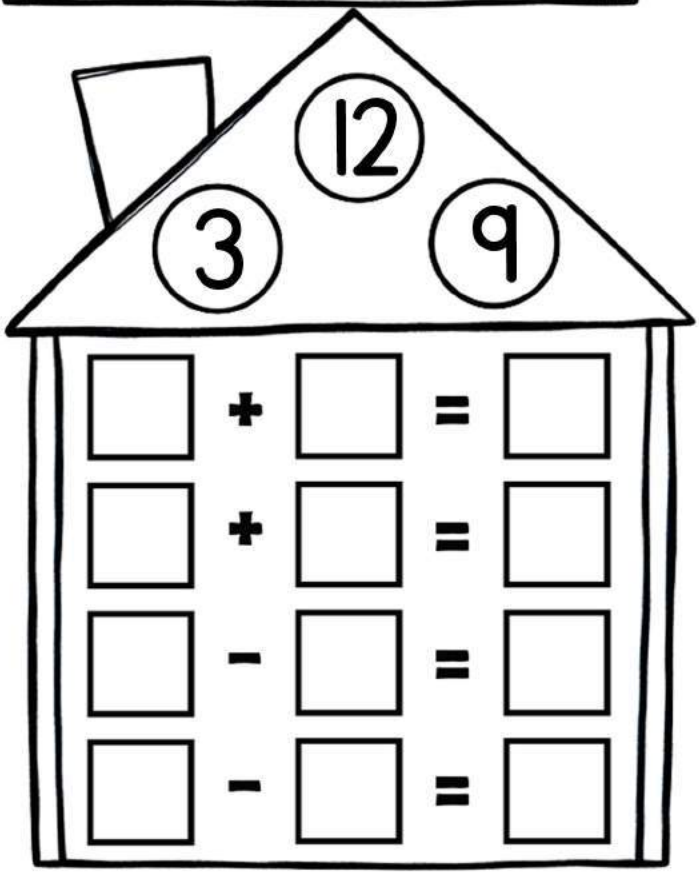
Fact Familes

Three numbers can make a fact family. Use the numbers to make addition and subtraction sentences.





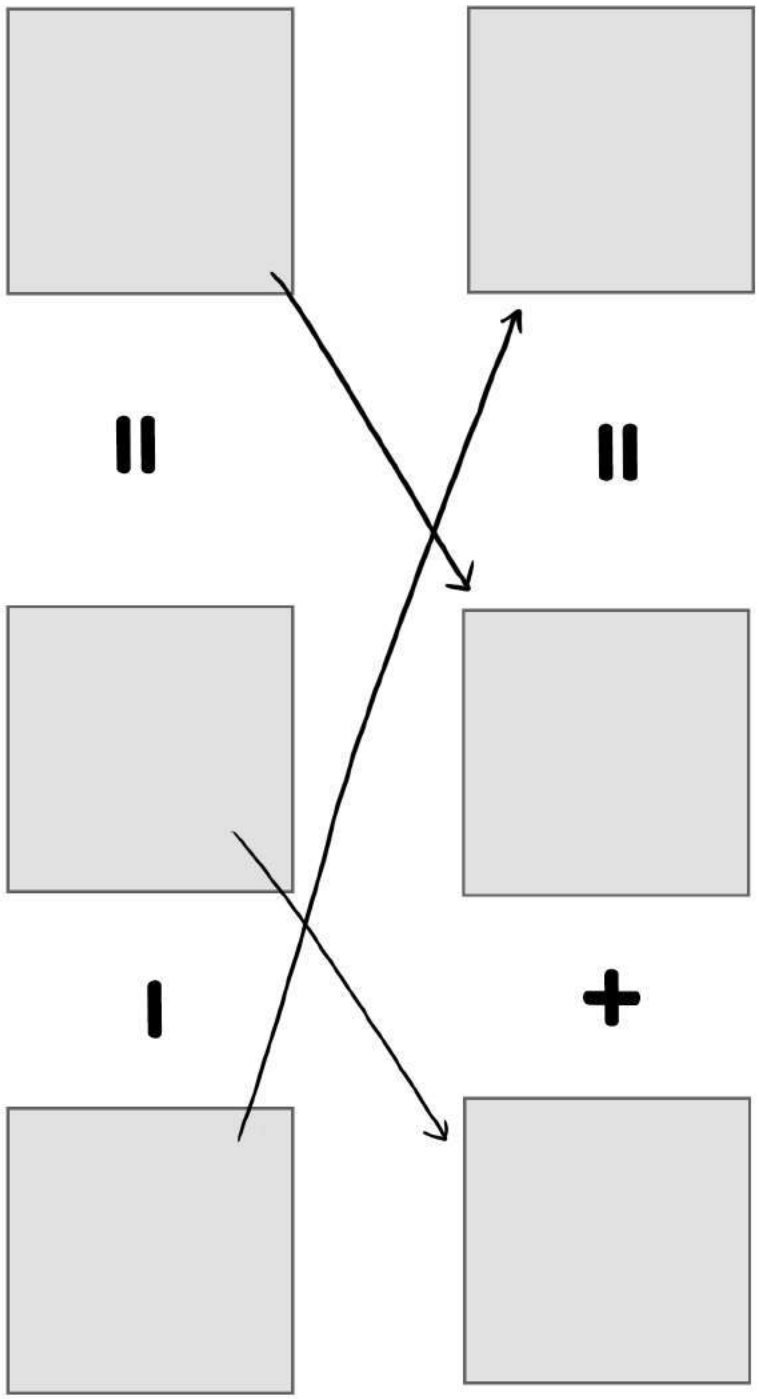




INTERACTIVE MATH NAME:

Subtraction Swap

Use your number cards to build a subtraction sentence. Read the sentence aloud then write the sentence on your paper (next page). Swap your numbers around to make an addition sentence. Write the sentence on your paper. Notice how we can use the same numbers to build addition and subtraction sentences!



Example:

20 − 8 = 12

8 + 12 = 20

INTERACTIVE MATH

NAME:

Subtraction Swap

Fill in the subtraction sentences then swap the numbers to make addition sentences.

20 − 4 = 16

4 + 16 = 20

INTERACTIVE MATH

NAME :

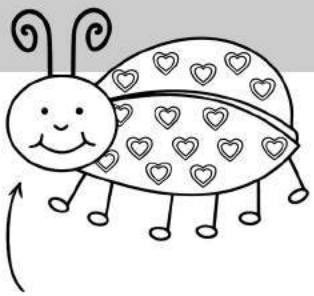
Subtract with Objects

When you hear these words, you will know you need to subtract or take away.

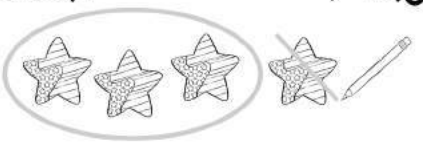
many more

difference

are left?



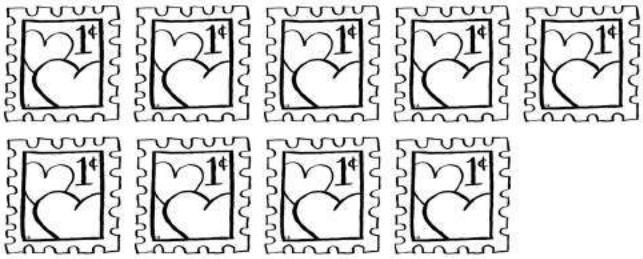
4 - 1 =



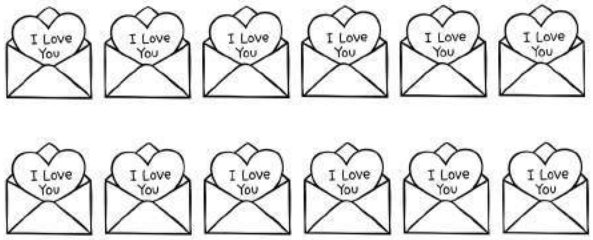
15 - 8 =_____

9 stamps were on the desk. 3 fell off. How many are left?

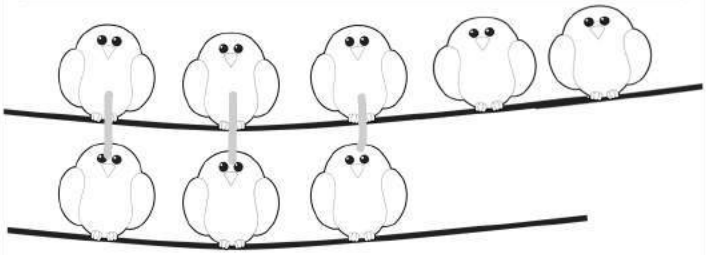
9 - 3 =



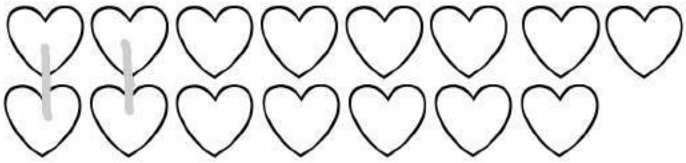
12 cards were made. 8 were sent off. How many cards were left?



5 birds were on the top wire. 3 birds were on the bottom. How many more birds were on the top than the bottom?

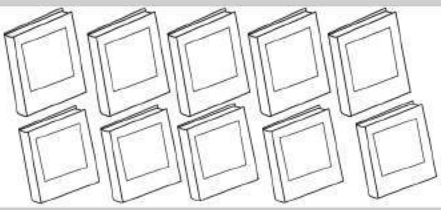


8 hearts were on the top row. 7 hearts are on the bottom. What is the difference between the two rows. Match one to one.



11 boxes of chocolate were on the table. 8 were for boys. How many were for girls?

There were 10 books in all. Sam read 4. How many more does he need to read?

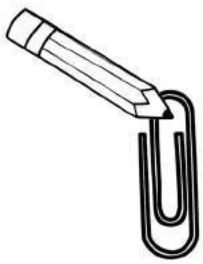


Fish Scraps, Sarah Pecorino

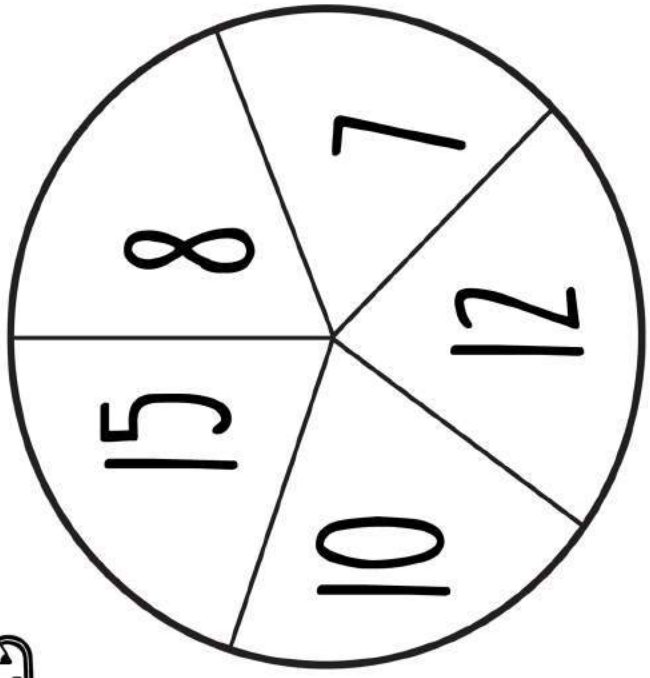
NAME:

Spinner Subtraction

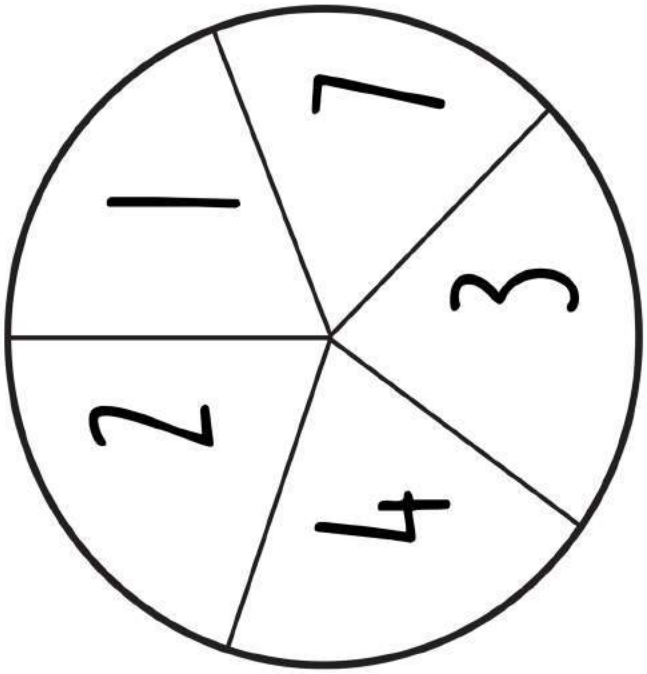
SPINNER SUBTRACTION

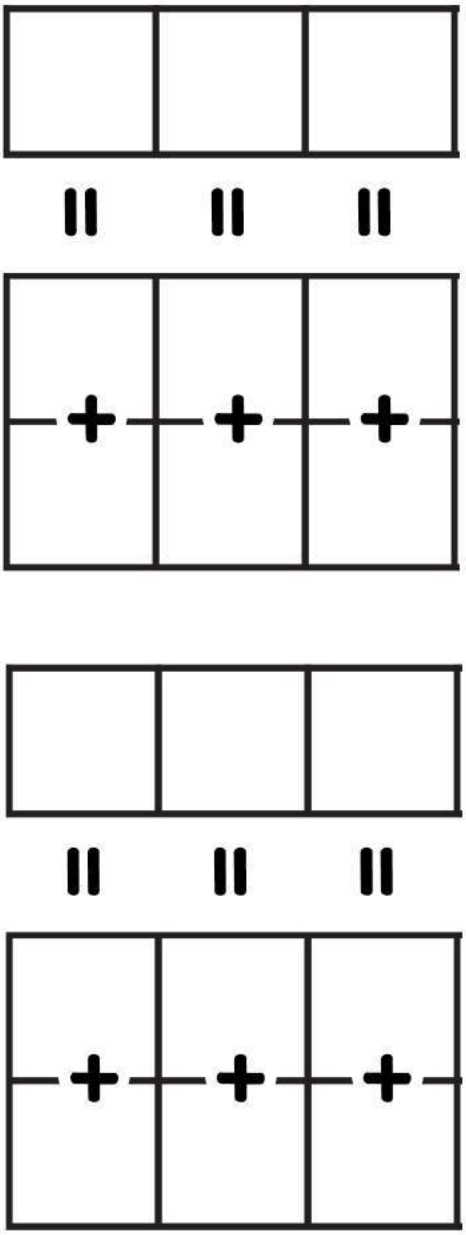


Left



Right





Use the tools. Spin the left paperclip and then spin the right paperclip. Build a subtraction sentence.

Example: Spin #1 = 7
Spin #2 = 3
Number Sentence:
7 - 3 = 4

INTERACTIVE MATH

NAME:

Subtraction with Drawing

Draw a heart story to match this number sentence.

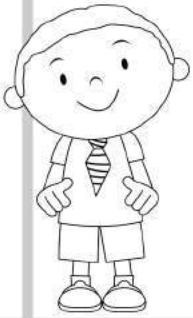
11 - 2 =_____

Draw a friend story to match this number sentence.

10 - 4 =_____

Draw a necktie story to match this number sentence.

14 - 4 =_____



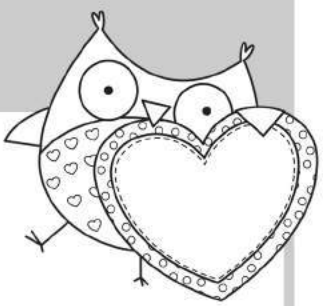
Draw a star story to match this number sentence.

12 - 9 =_____

INTERACTIVE MATH

NAME:

Subtraction: True or False



TRUE OR FALSE?

Examine each problem. If it is correct, color the "T" for True.
If it is incorrect, color the "F" for false.

Write the correct answer in the "Fix it" space provided.

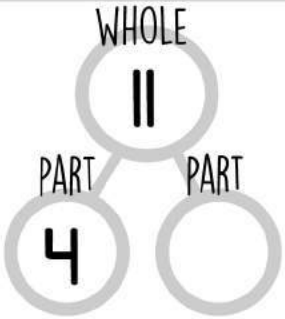
12 - 2 = 10	T	F	
15 - 4 = 11	T	F	
10 - 9 = 1	T	F	
14 - 7 = 6	T	F	
13 - 3 = 11	T	F	
9 - 6 = 3	T	F	
11 - 4 = 7	T	F	
18 - 9 = 10	T	F	
9 - 2 = 7	T	F	
Your Turn			

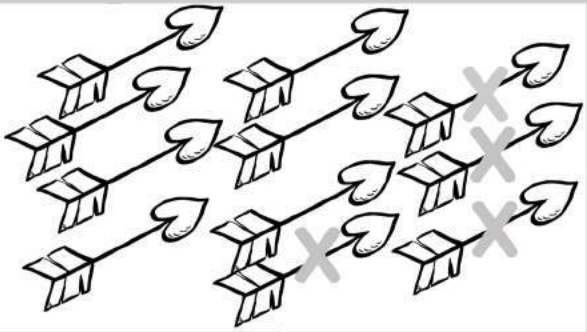
INTERACTIVE MATH

NAME :

Numbers Bond Subtraction

You have used a number bond with addition. Now we will use it to subtract a part from the whole.





There were 12 hearts all together. 5 hearts were used. How many were left?

Draw a picture to help you find the answer.

There were 10 cards in all. 9 were full. How many were empty?

Draw a picture to help you find the answer.

There were 10 strawberries total. 5 were on top. How many were on the bottom?

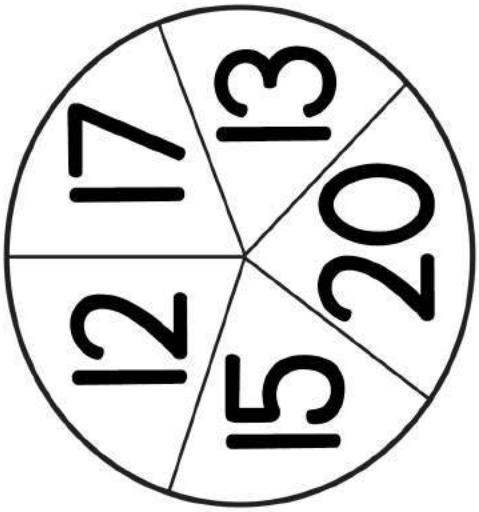
Top

Bottom

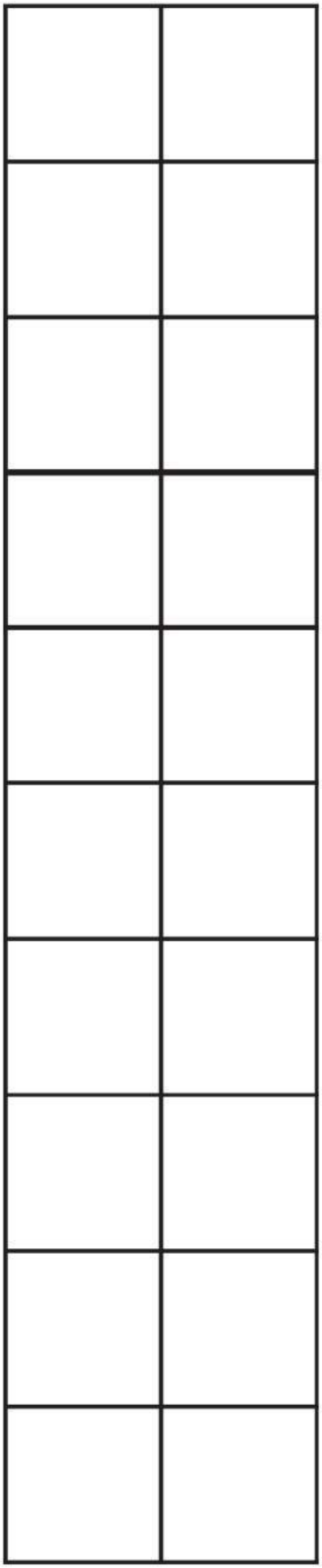
NAME:

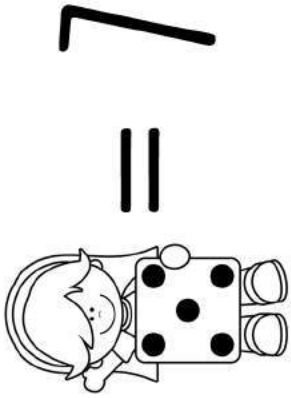
Subtraction Action

-SUBTRACTION ACTION-



1. SPIN THE PAPERCLIP.
2. COUNT THAT NUMBER OF BLOCKS AND PLACE THEM HERE.





3. ROLL THE DICE.
4. TAKE THAT MANY BLOCKS AWAY.
5. WHAT NUMBER DID YOU GET?
6. RECORD TEN NUMBER SENTENCES ON THE NEXT PAGE.

INTERACTIVE MATH

NAME:

Subtraction Action

Record your number sentences here. Bonus points for more than ten sentences.

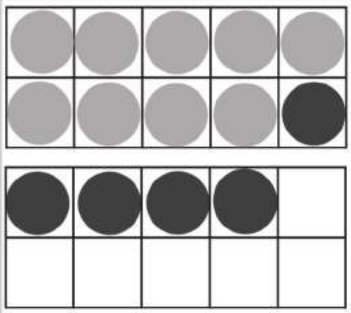
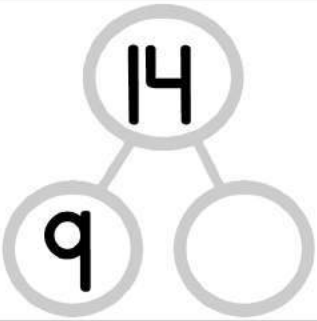
+	=		+	=	
+	=		+	=	
+	=		+	=	
+	=		+	=	
+	=		+	=	
+	=		+	=	
+	=		+	=	
+	=		+	=	
+	=		+	=	

INTERACTIVE MATH

NAME:

Showing Subtraction

Subtraction sentences can be written in many ways.
Demonstrate how to solve each problem with each method:

There were 14 balls. 9 were grey. How many were black? 14 - 9 =			14 - 9
There were 18 balls. 10 were red. How many were blue? 18 - 10 =			
There were 15 balls. 9 were green. How many were purple? 15 - 9 =			
There were 11 balls. 6 were orange. How many were blue? 11 - 6 =			
There were 18 balls. 7 were yellow. How many were red? 18 - 7 =			

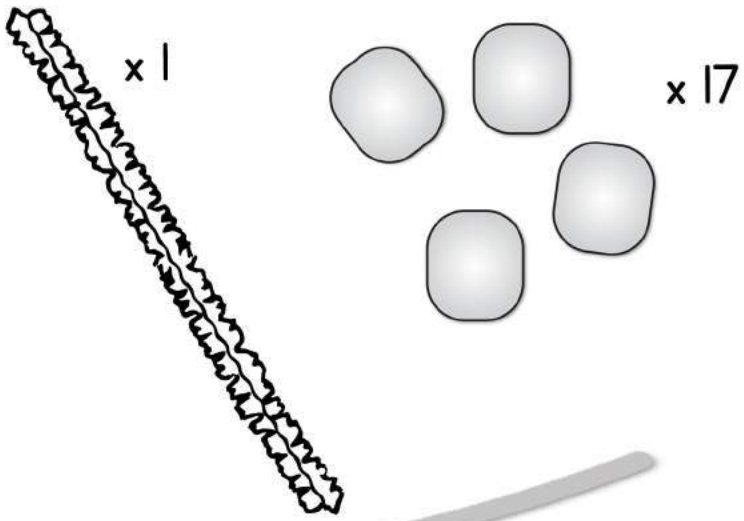
INTERACTIVE MATH

NAME :

Number Sentence Bracelet

Pipecleaner works best for this braceleet abacus.

Lace the beads on the pipecleaner.
Wind the ends together to form a circle.
Put the total beads on one side.
Move beads away to find how many are left when you subtract.



17 - 8 =

17 - 5 =

17 - 11 =

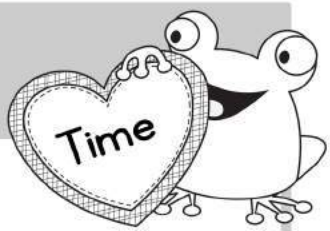
17 - 7 =

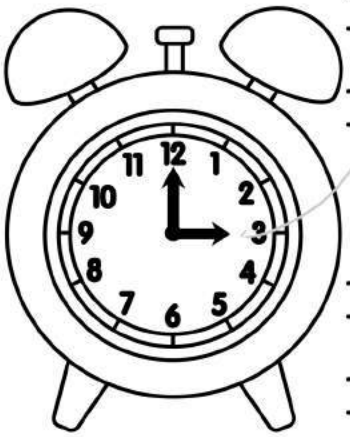
Now you can choose your own number of beads. Write 2 number sentences.

INTERACTIVE MATH

NAME :

Time to the Hour



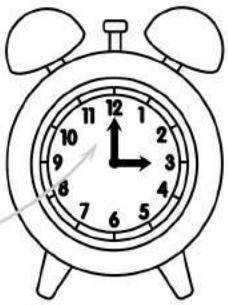


I'm the hour hand, short and stout.

I tell the hour and give a shout!

I'm the minute hand, long and tall.

I tell the minute and that is all!



	The hour hand is on the 1.	The minute hand is on the 12 and is said "o'clock".	 We put it together and say. 1 o'clock.
	On which number is the hour hand? _____ _____	On which number is the minute hand? _____ _____	It is _____ _____ o'clock.
	On which number is the hour hand? _____ _____	On which number is the minute hand? _____ _____	It is _____ _____ o'clock.
	On which number is the hour hand? _____ _____	On which number is the minute hand? _____ _____	It is _____ _____ o'clock.

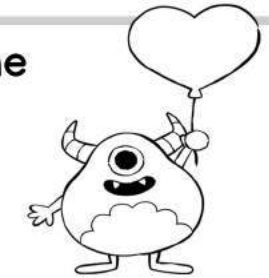
INTERACTIVE MATH

NAME:

Time to the Hour

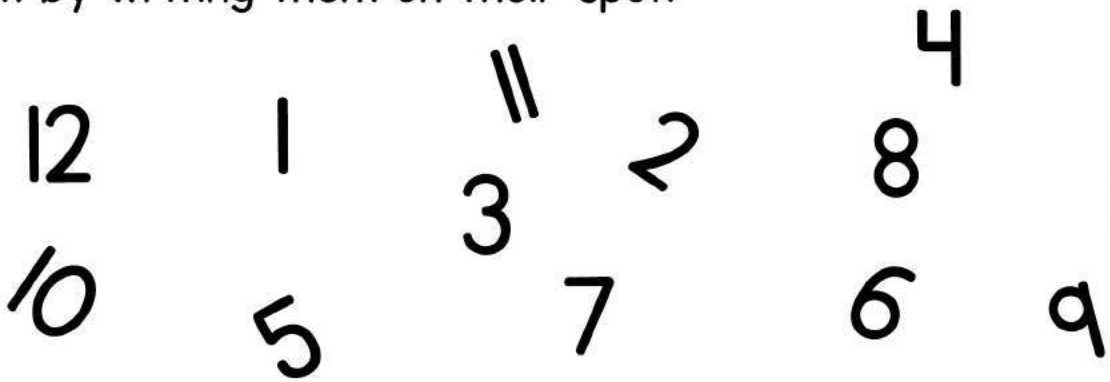
The wise owl says, "It is time for Valentines Day." Which clock reads 3 o'clock? Use a bingo dobber or crayon and color 3 o'clock.

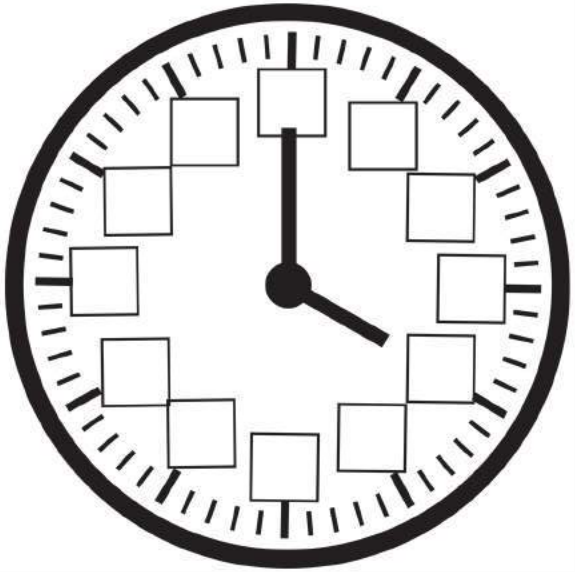
This silly monster wants to let go of the balloon at 5 o'clock. Color the clock that reads 5 o'clock.



Jack is going to his grandma's house at six o'clock. Which clock shows 6 o'clock?

The numbers fell off the clock! Help them get back by writing them on their spot.





INTERACTIVE MATH

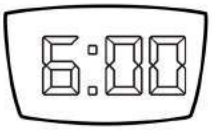
NAME :

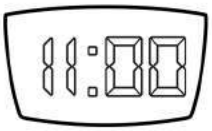
Analog and Digital Clocks

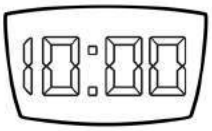
3 o'clock on an analog clock looks like this: 

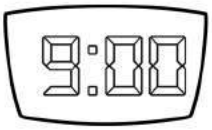
3 o'clock on a digital clock looks like this: 3:00

Match the analog time to the digital time.





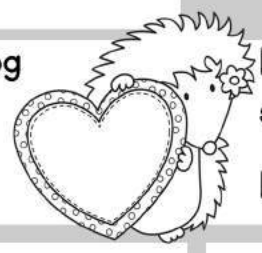




NAME:

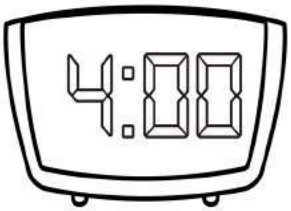
Hands on a Clock

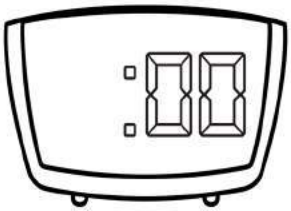
Draw the hour hand on the analog clock to show the same time on the digital clock.

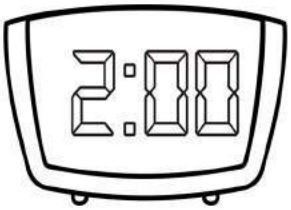


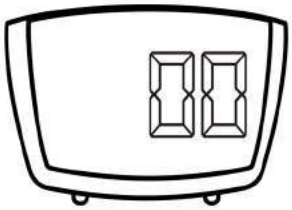
Draw the time on the digital clock to show the same time on the analog clock.

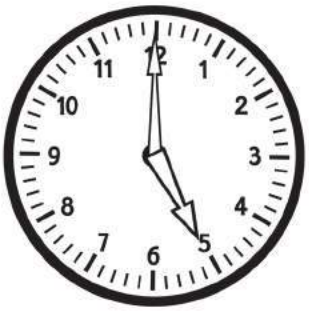
Don't forget to use a colon. :

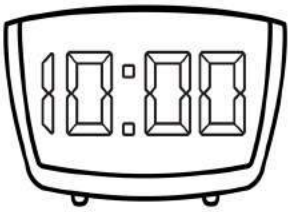


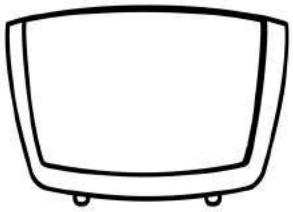


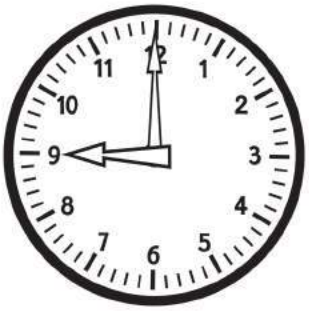


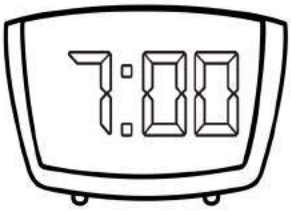


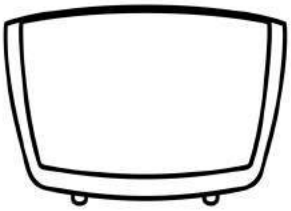


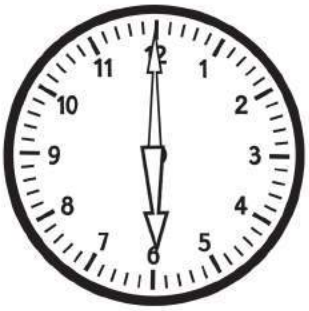










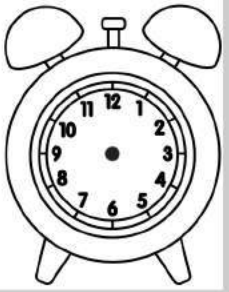


INTERACTIVE MATH

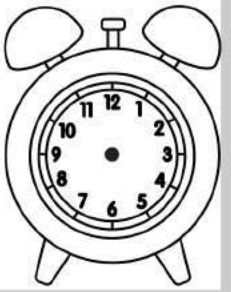
Time to the Hour: Schedule

NAME :

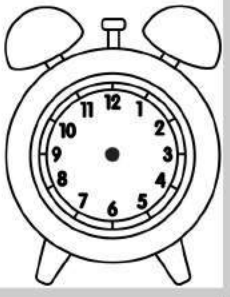
I wake up at:



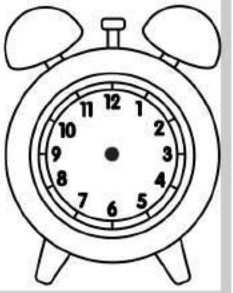
I eat lunch at:



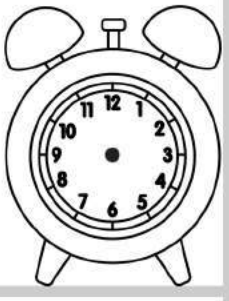
I eat breakfast at:



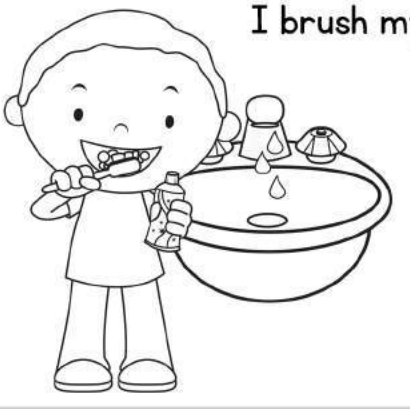
I have playtime at:

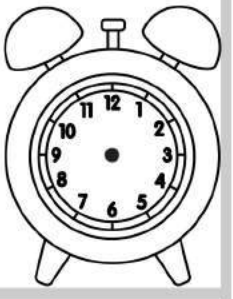


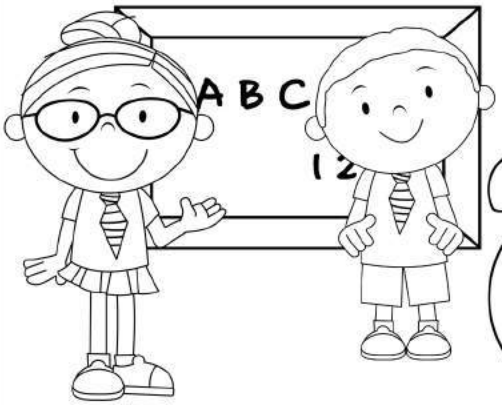
I get dressed at:



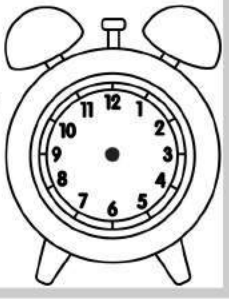
I brush my teeth at:



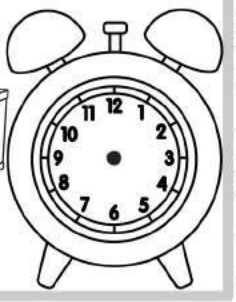




I begin school at:



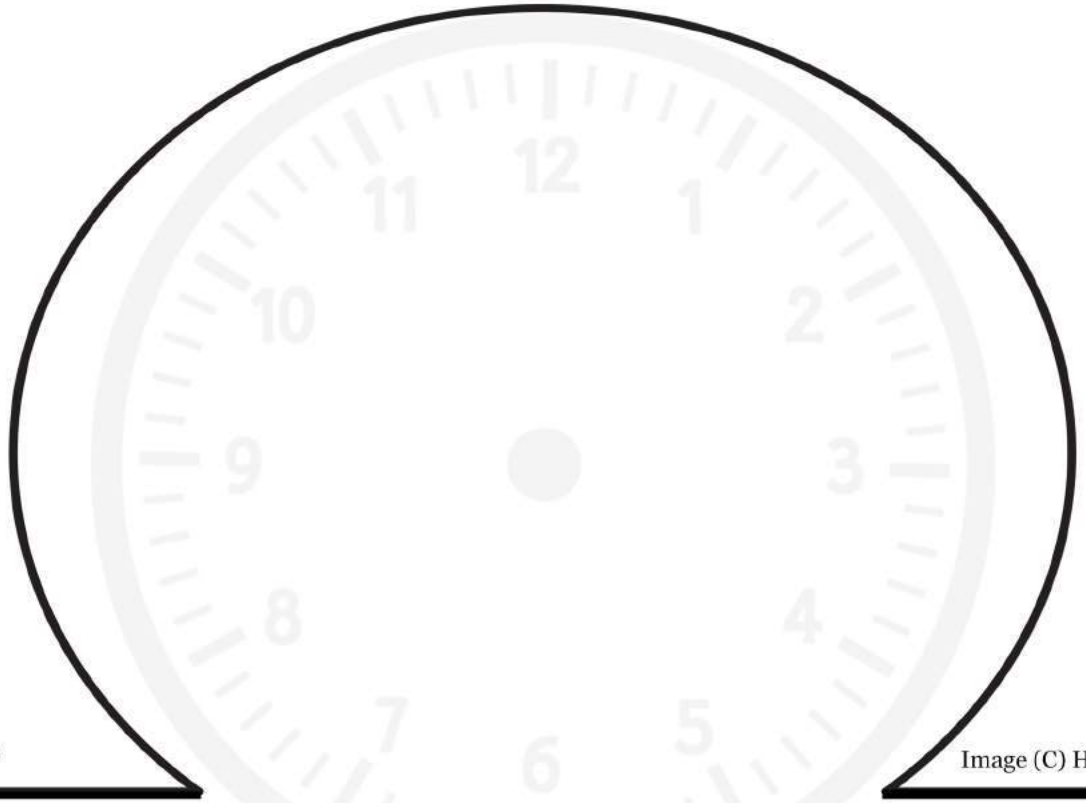
I go to bed at:



a.m.

12
midnight

color
cut
glue
staple
wear



p.m.

12
noon

www.KindergartenMom.com

Image (C) Hidesy's Clipart

12
midnight

a.m.

12
noon

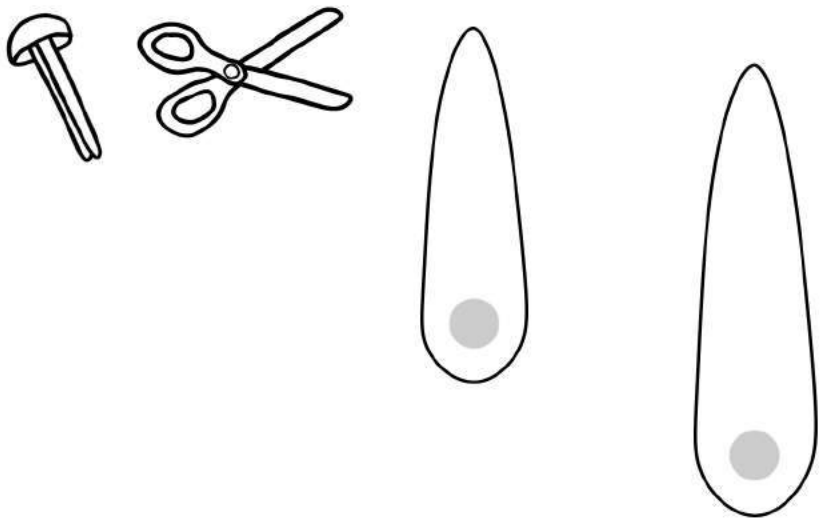
p.m.

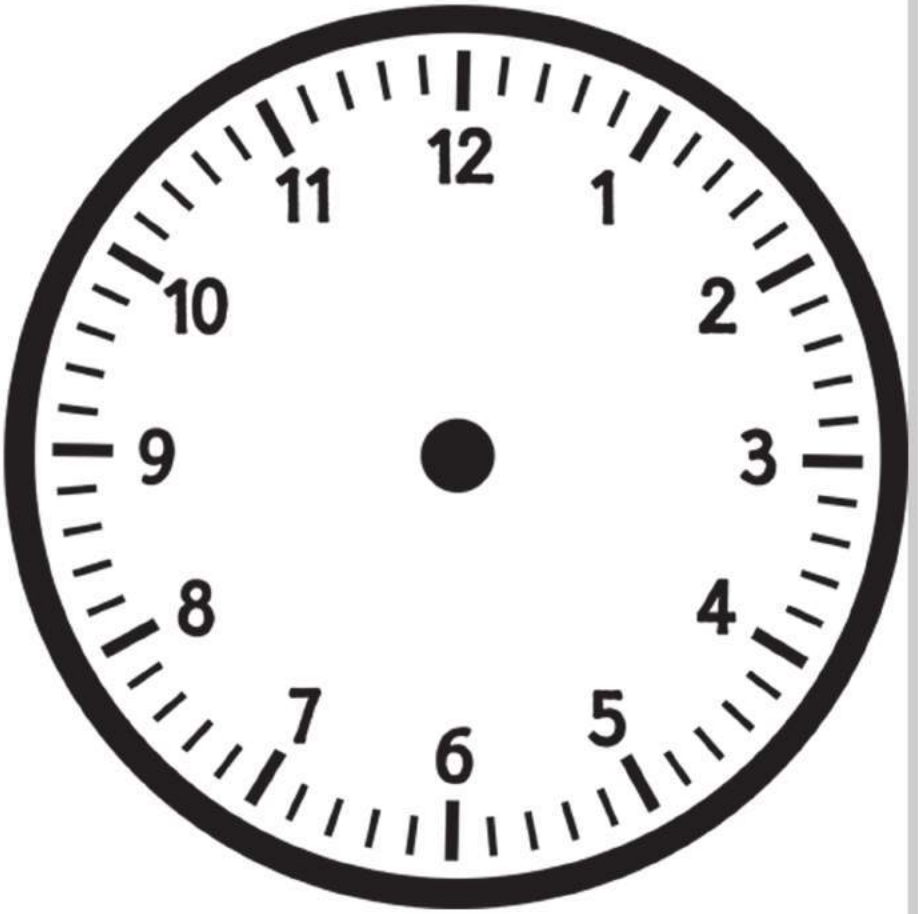
Name:

NAME:

Clock Crown Pieces

Extra Piece for crown.

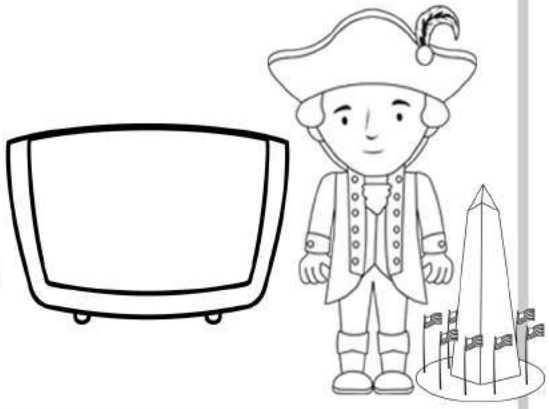




INTERACTIVE MATH NAME:

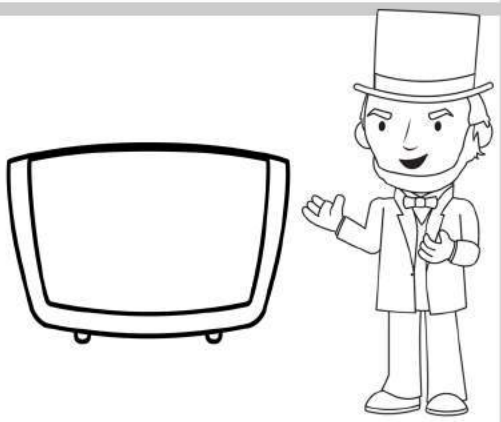
Time Word Problems

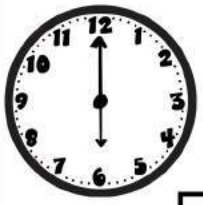
George had to go home at 3 o'clcock. Color the correct time yellow. Then write it on the the digital clock face.



What time does the other clock say? _____

Abe met his wife for dinner at 6 o'clock. Color the time blue. Then write the time on the digital clock.





Was this time a.m. or p.m.? _____

I chose ☐ because _____

The President had a meeting at 2:00 p.m. It will last 4 hours. Write the times that will come next to find what time it will be when the meeting ends.

Meeting Begins	1 hour	2 hours	3 hours	4 hours	Meeting Ends
2:00					

What do you think the president will do when the meeting is over? Circle your answer.

Eat Breakfast Eat Dinner Go to Bed

NAME :

A.M. and P.M. Sort

THERE ARE 24 HOURS IN A DAY.

THE FIRST 12 HOURS ARE a.m. THE SECOND 12 HOURS ARE p.m.

a.m.

A.M. begins in the wee hours of the morning when most of us are asleep.

This is an hour. There are 60 minutes in an hour.

Only the farmer is awake!

Wake up!

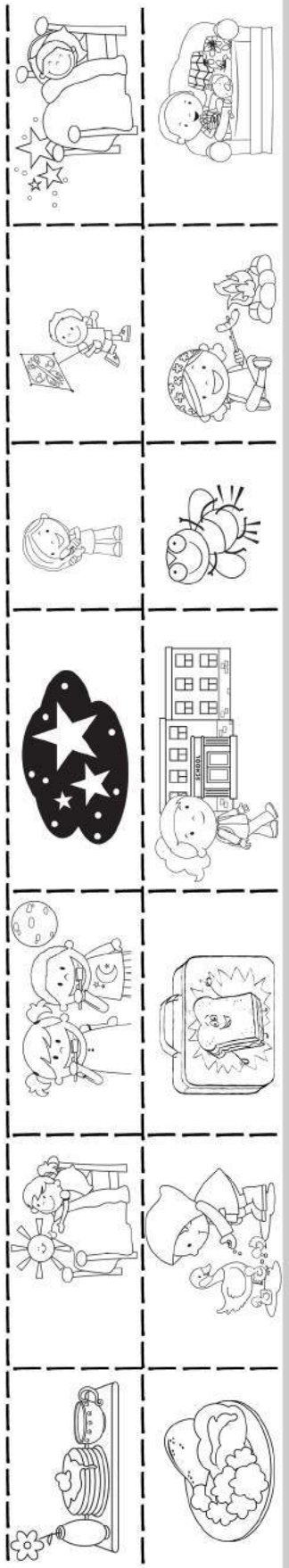
p.m.

P.M. begins at lunchtime.

Bedtime

Dinnertime

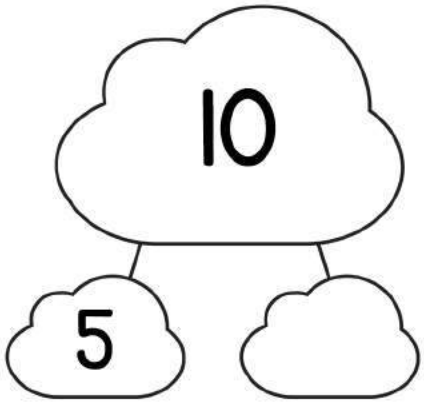
Cut out the pictures. Sort them and place them on either the a.m. or p.m. clock.

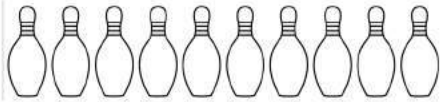


INTERACTIVE MATH

NAME :

Review Week 5 Day 1





10 - ____ = ☐

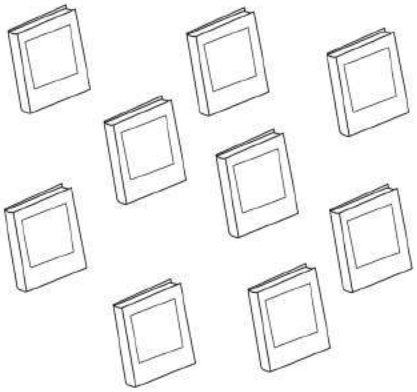
10 - ____ = ☐

12 - 7 =

13 - 6 =

18 - 4 =

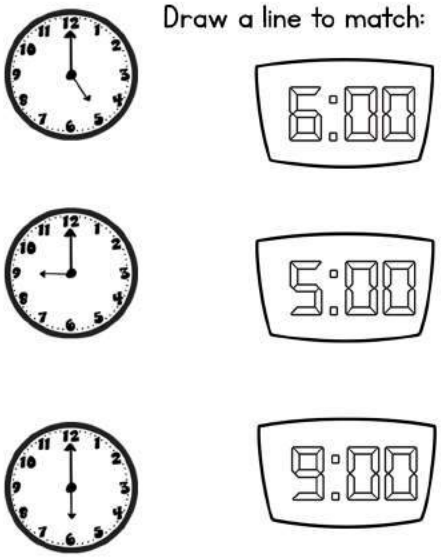
There were 10 books in all. Sam read 6. How many more does he need to read?

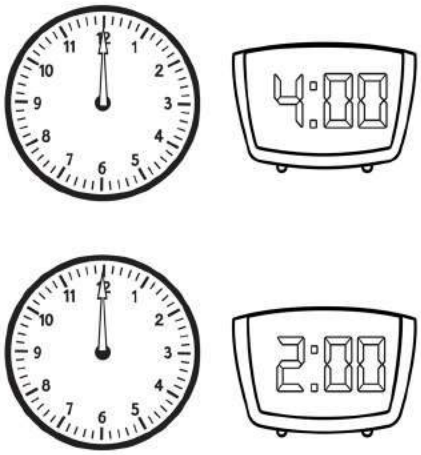


Draw a heart story to match this number sentence.

10 - 3 = ____

Draw a line to match:

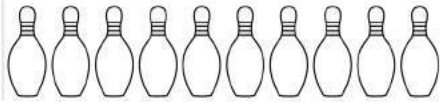




INTERACTIVE MATH

NAME :

Review Week 5 Day 2



10 - ____ = ☐

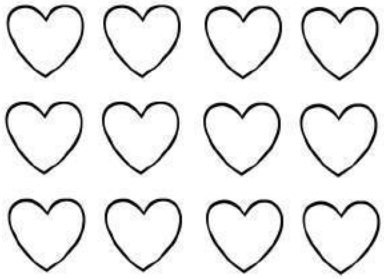
10 - ____ = ☐

14 - 2 =

16 - 8 =

11 - 3 =

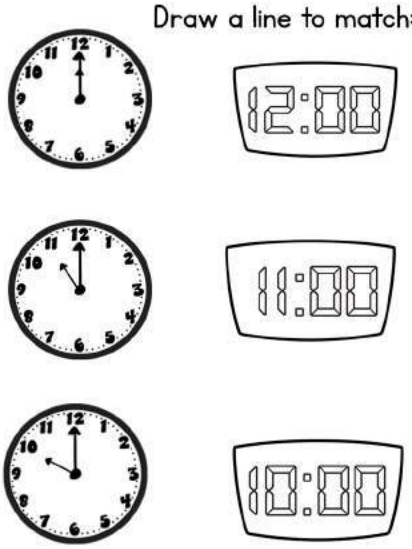
Dixie drew 12 hearts on her paper. She colored 8 of the hearts. How many hearts are not colored?



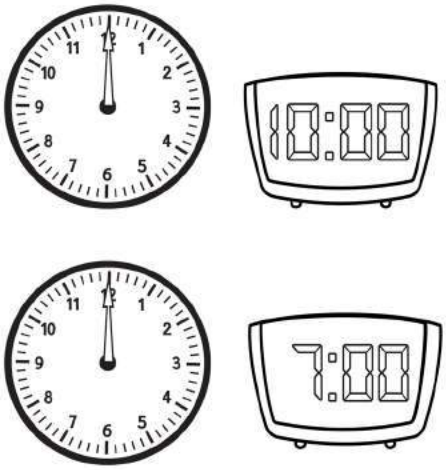
Draw a star story to match this number sentence.

15 - 5 = ____

Draw a line to match:



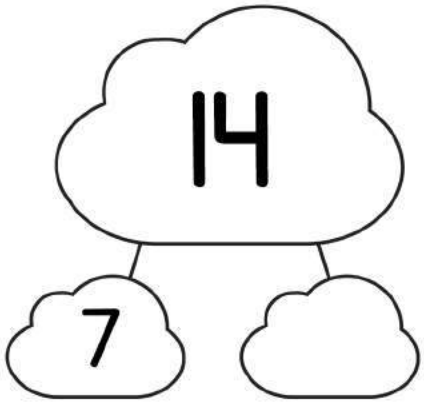
Draw the hour hands to match:

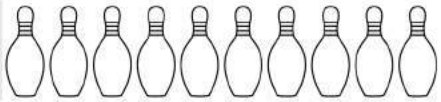


INTERACTIVE MATH

NAME :

Review Week 5 Day 3

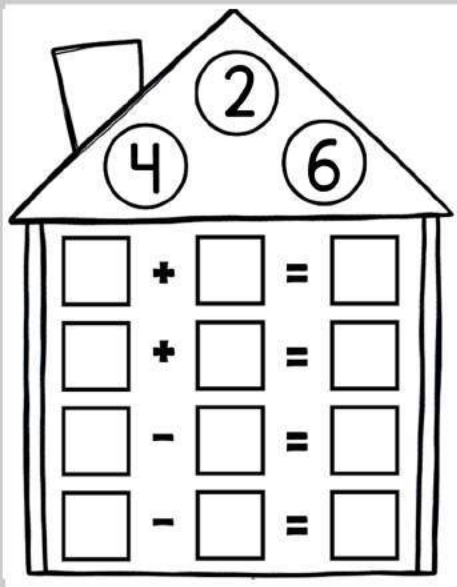




10 - ____ = ☐

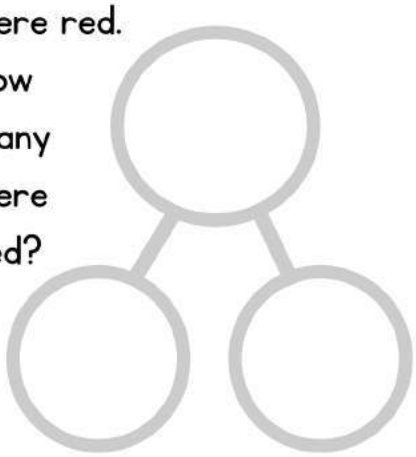
10 - ____ = ☐

There were 20 clovers in the field. Gerty groundhog came and ate 7 of the clovers.
How many clovers are left in the field?



There were 18 balls. 10 were red. How many were blue?

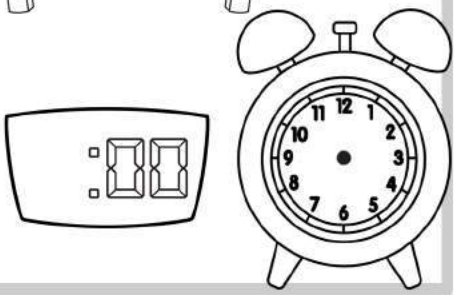
There were 15 fish in all. Six were blue and the rest were red.
How many were red?



The hour hand is on the:

The minute hand is on the:

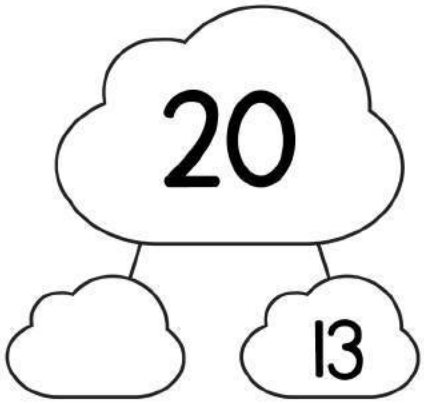
What time do you wake up?

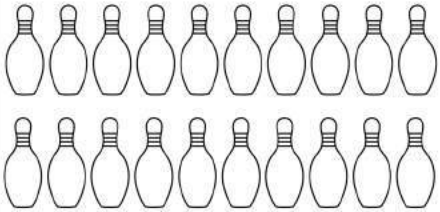


INTERACTIVE MATH

NAME :

Review Week 5 Day 4

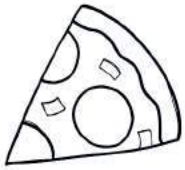


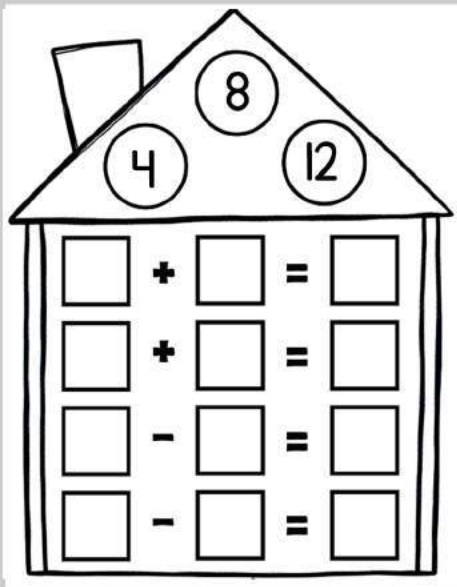


20 - ____ = ☐

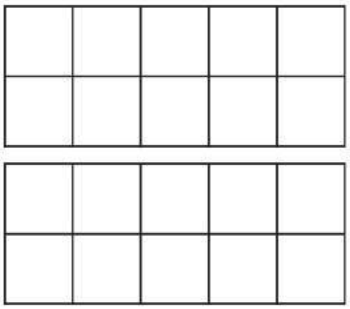
20 - ____ = ☐

There were 18 slices of pizza. Ben ate 4 slices and Sam ate 6. How many slices of pizza are left?

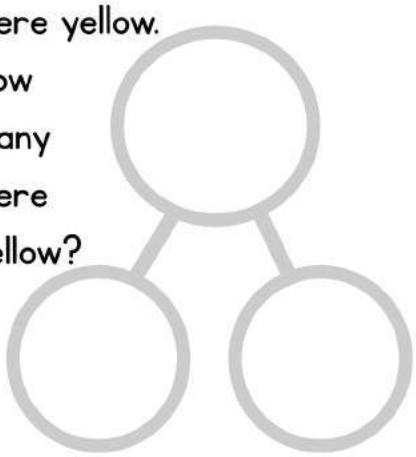




There were 14 balls. 9 were grey and the rest were white. How many were white?



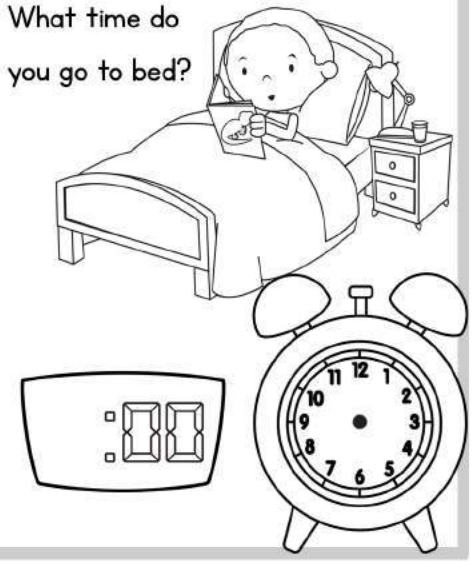
There were 13 flowers in all. 8 were blue and the rest were yellow. How many were yellow?



The hour hand is on the:

The minute hand is on the:

What time do you go to bed?



INTERACTIVE MATH

NAME :

Decomposing Numbers

Numbers can be broken into smaller numbers:

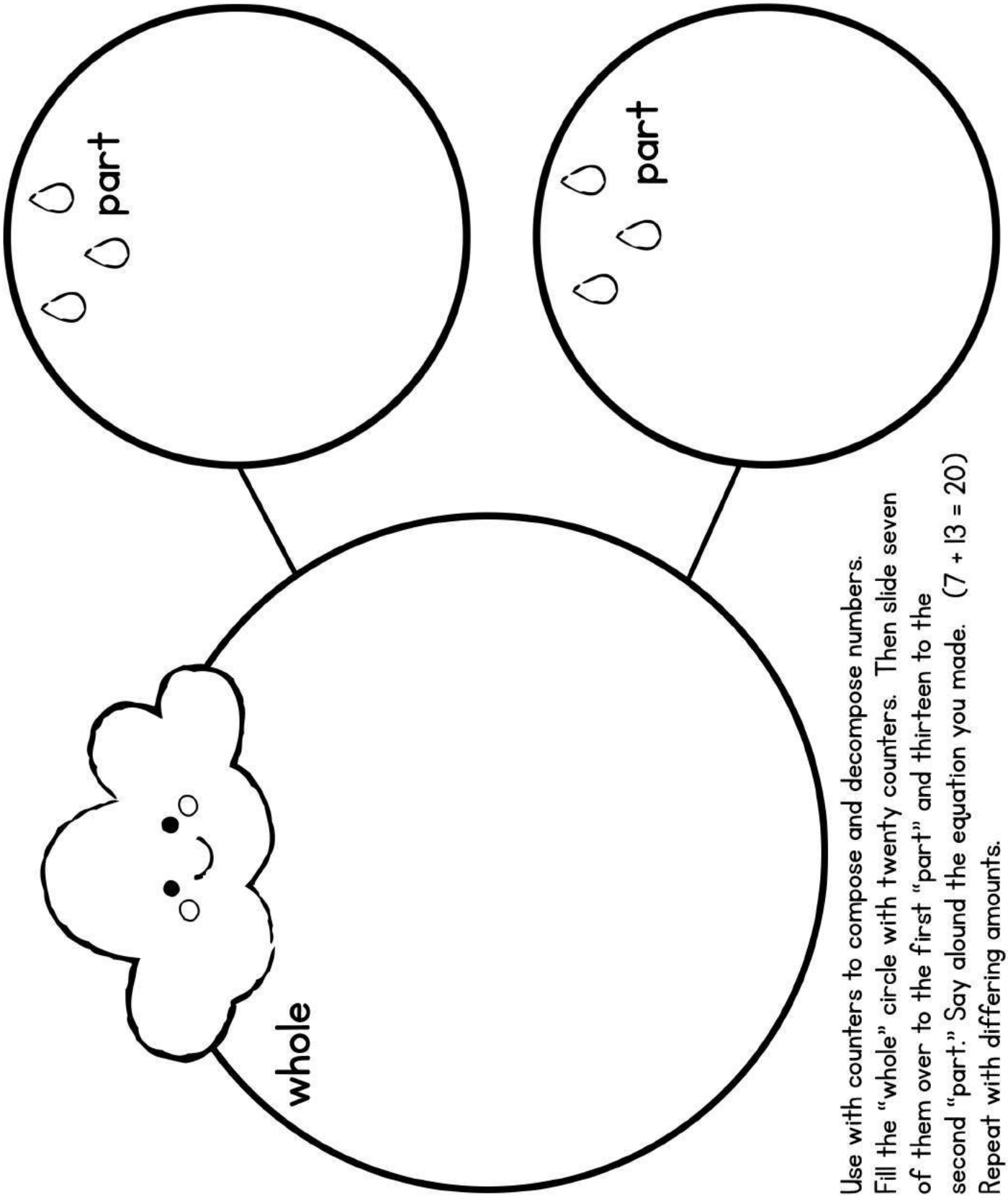
8 = 7 + 1 5 + 3
6 + 2 4 + 4

10	15	20
9 + 1	12 + 3	18 + 2
+	+	+
+	+	+
+	+	+
+	+	+

INTERACTIVE MATH

NAME:

Decomposing Mat

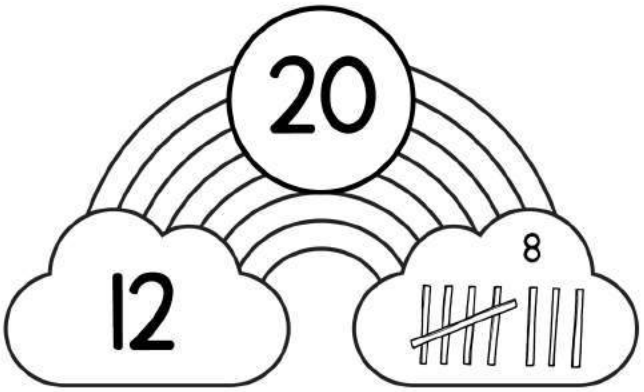


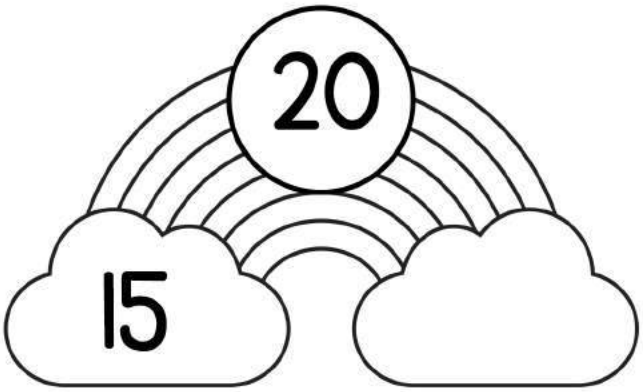
Use with counters to compose and decompose numbers.
Fill the "whole" circle with twenty counters. Then slide seven of them over to the first "part" and thirteen to the second "part." Say alound the equation you made. (7 + 13 = 20)
Repeat with differing amounts.

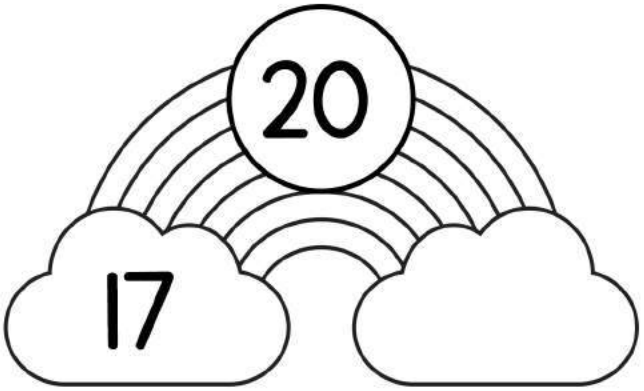
NAME:

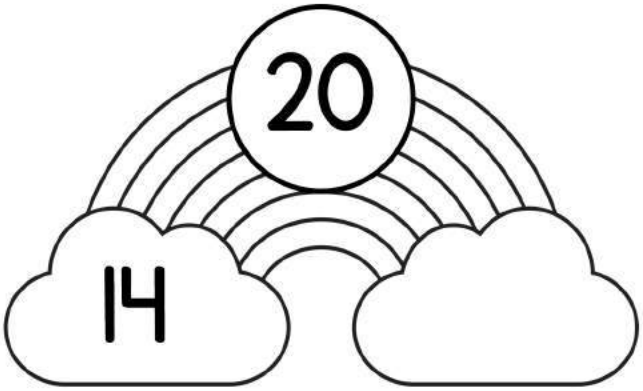
Missing Parts

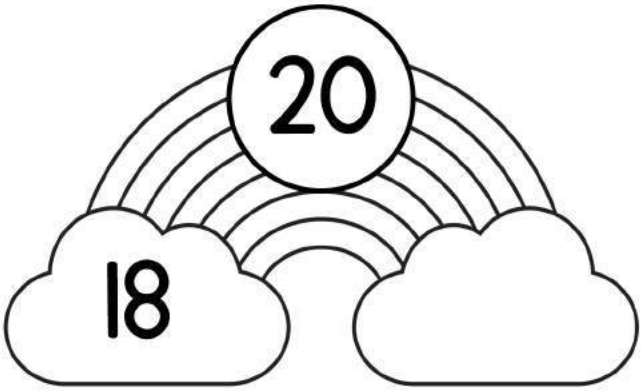
Count on by using tally marks to find the missing part.

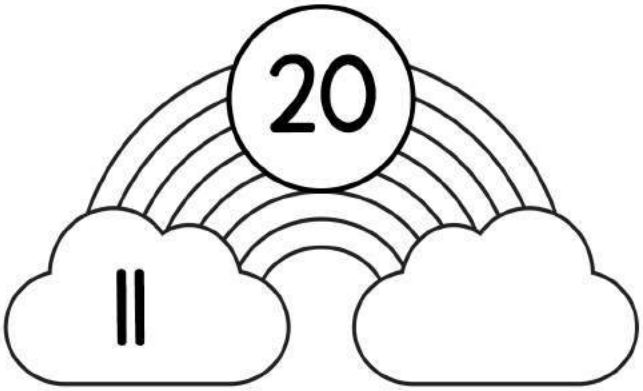


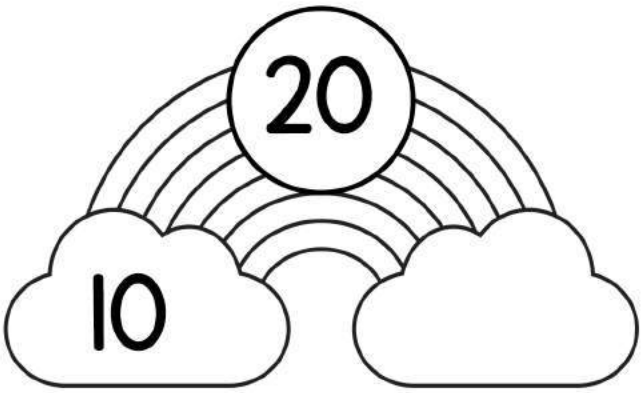


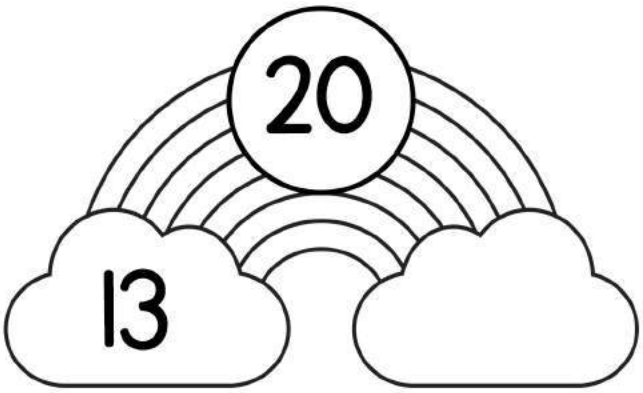








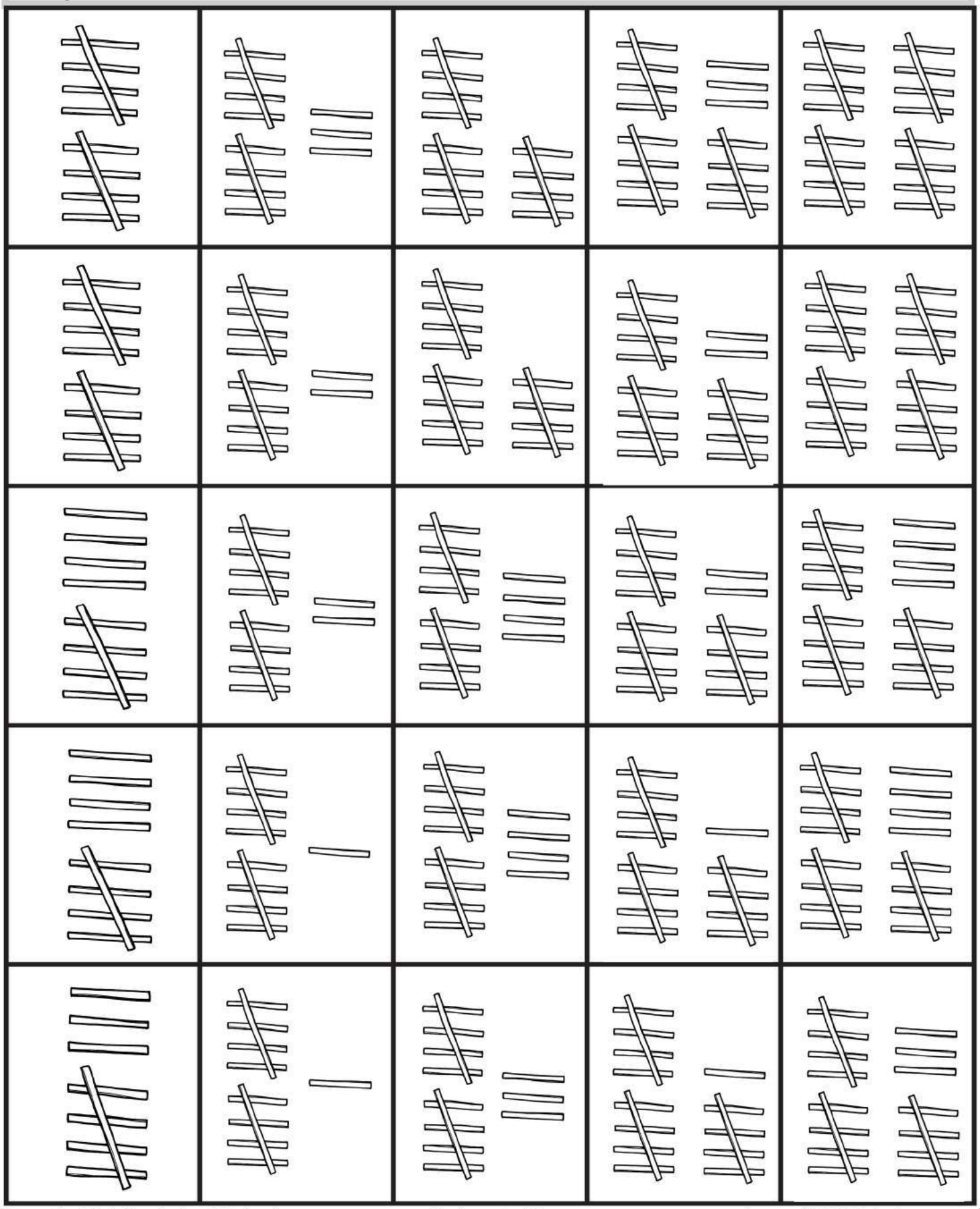




INTERACTIVE MATH

Tally Mark WAR!

Cut out cards and stack into two piles, one for each player. At the same time, players turn over the top card and place into the middle. The player with the larger number wins both cards and adds them to the bottom of their deck. Play for 5-10 minutes and the winner is the player with the most cards

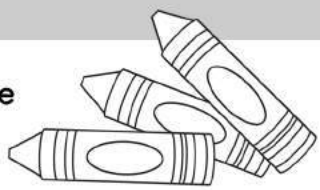


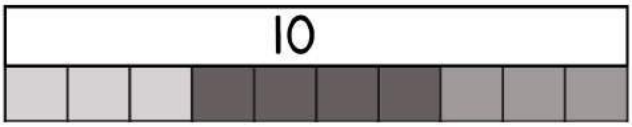
INTERACTIVE MATH

NAME:

Decomposing into 3 parts

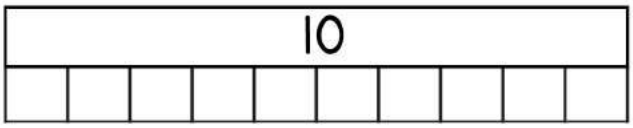
Use three different colors to mark three parts of the whole. Write the equation you made on the line.





3 + 4 + 3 = 10

_____



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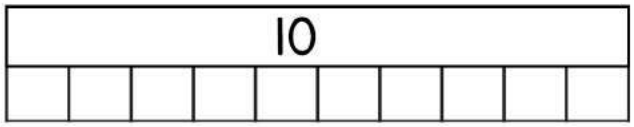

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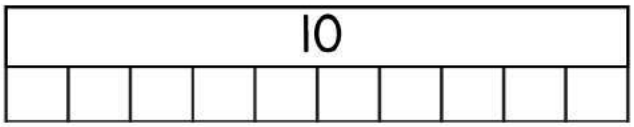

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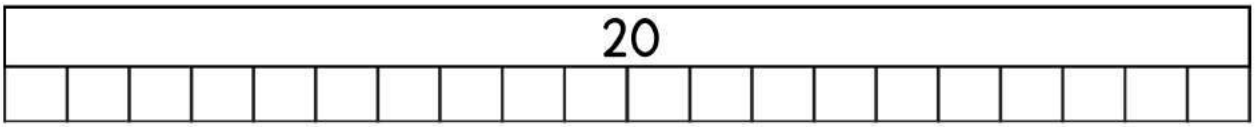

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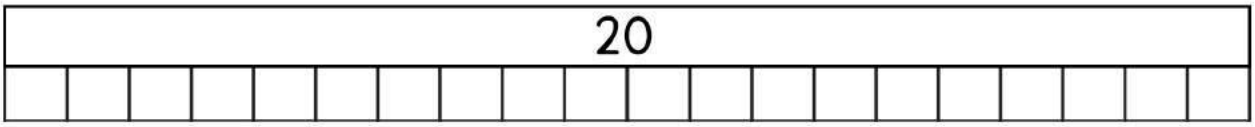

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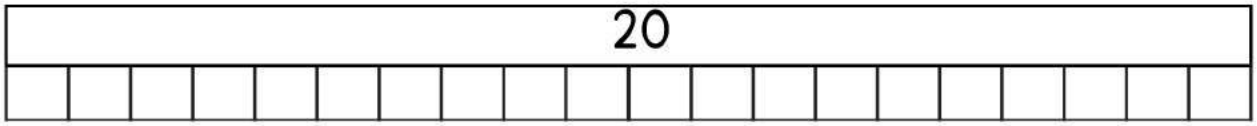


_____

INTERACTIVE MATH

NAME:

Heads or Tails?

Place 20 pennies inside a cup. Shake them up and spill them onto the table.
Count and tally how many came up heads and how many came up tails.

Roll 1		
Roll 2		
Roll 3		
Roll 4		
Roll 5		

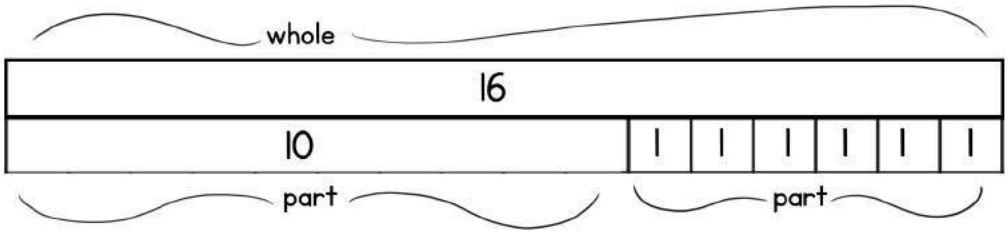
INTERACTIVE MATH

NAME:

Tens and Ones

Numbers can be grouped into tens and ones.

How Many?



tens	ones

18

tens	ones

14

tens	ones

16

tens	ones

12

tens	ones

17

tens	ones

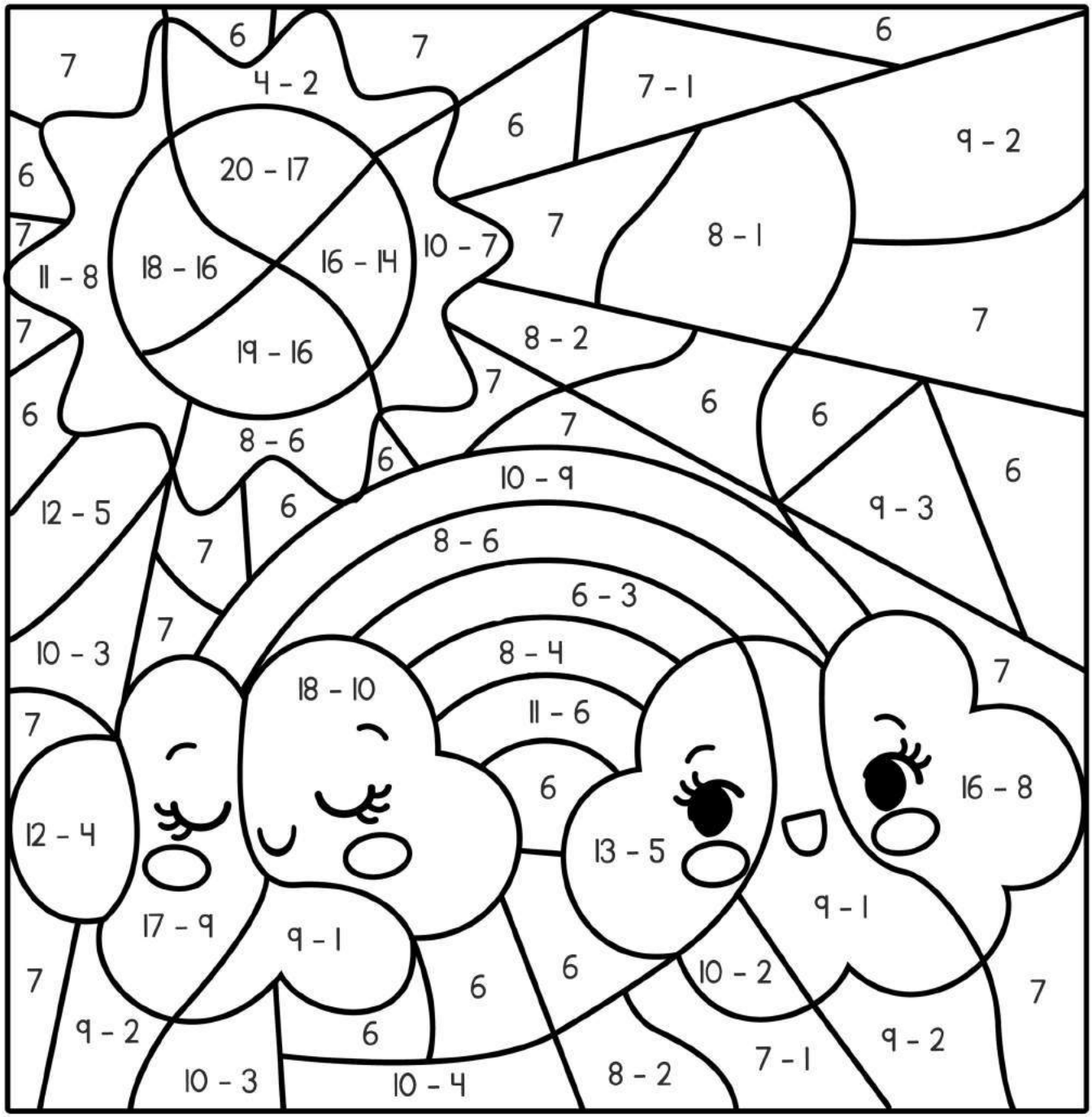
15

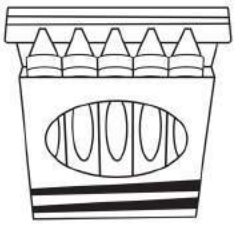
tens	ones

NAME:

Color by Number

Solve and Color



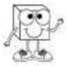


1 = Red
2 = Orange
3 = Yellow
4 = Green
5 = Blue
6 = Purple
7 = Pink
8 = Grey

INTERACTIVE MATH

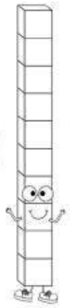
NAME:

Tens and Ones



When you stack 10 ones on top of each other, you meet Mr. Ten.

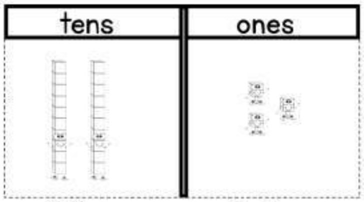
This is Mr. One.



This is Mr. Ten.

How many tens do you see?

2



How many ones do you see?

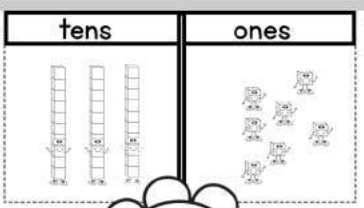
3

When you put them together you have...

Whole Number= 23

How many tens do you see?

3

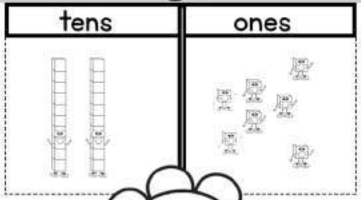


How many ones do you see?

7

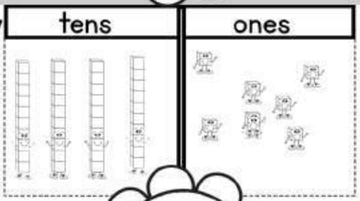
37

How many tens do you see?



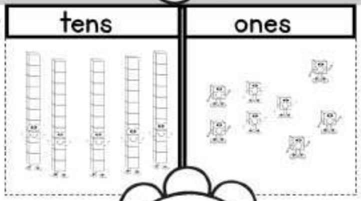
How many ones do you see?

How many tens do you see?



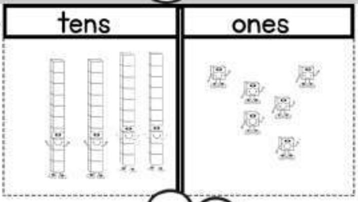
How many ones do you see?

How many tens do you see?



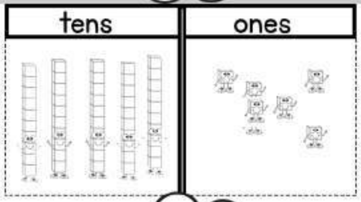
How many ones do you see?

How many tens do you see?



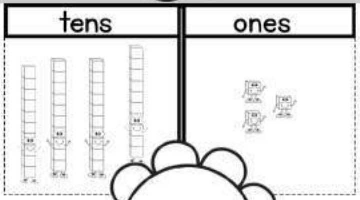
How many ones do you see?

How many tens do you see?



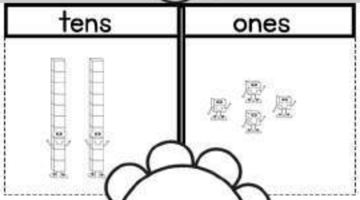
How many ones do you see?

How many tens do you see?



How many ones do you see?

How many tens do you see?



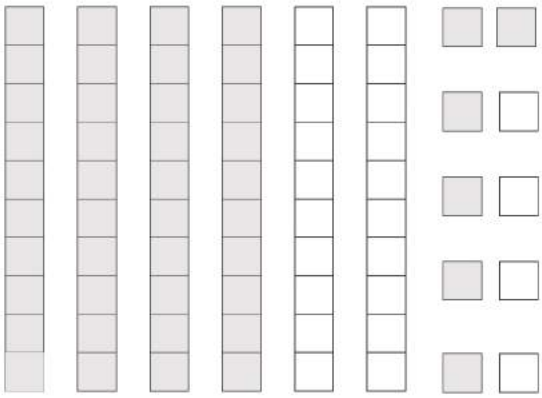
How many ones do you see?

NAME :

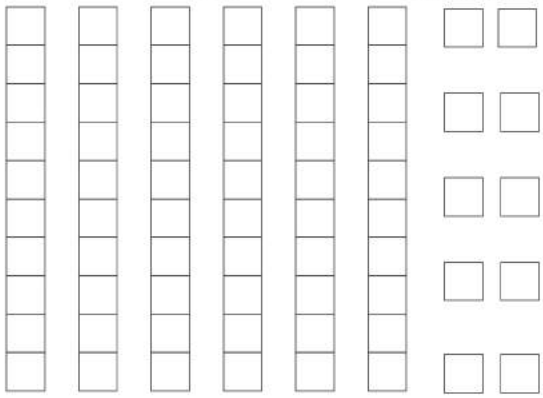
Tens and Ones

Color Zone

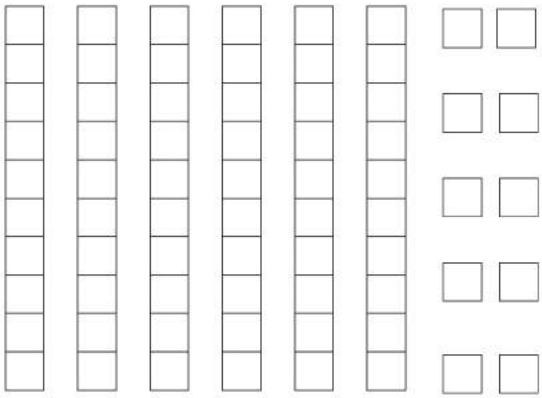
Color the tens and ones to match the number underneath.



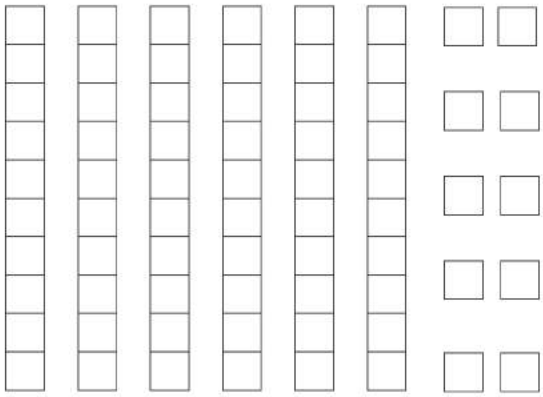
46



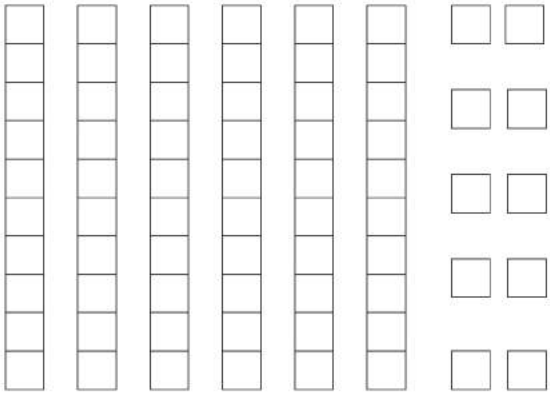
61



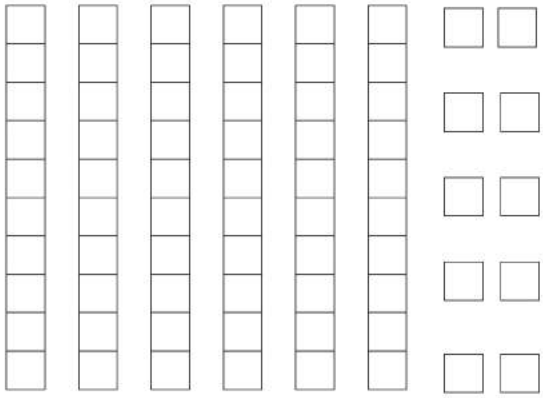
58



39



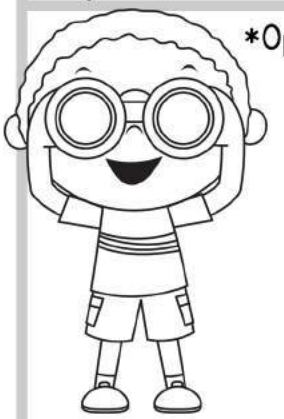
43



29

INTERACTIVE MATH NAME:

Expanded Form



*Optional Printable Base 10 Blocks in Appendix

Look closely at this number and SAY IT.

34 = 30 + 4

When we EXPAND 34 we look at the first number. 3 tens = 30 and 4 ones = 4

Tens Ones

65

Model or draw using Base 10 Blocks.

Expand it

[ ] + [ ]

Tens Ones

88

Expand it

[ ] + [ ]

Tens Ones

52

Expand it

[ ] + [ ]

Tens Ones

91

Expand it

[ ] + [ ]

INTERACTIVE MATH

NAME:

Tens and Ones

Follow the code TO COLOR THE HIDDEN PICTURE.

GREEN

6 tens and 5 ones = _____

6 tens and 6 ones = _____

7 tens and 3 ones = _____

7 tens and 4 ones = _____

7 tens and 5 ones = _____

9 tens and 5 ones = _____

7 tens and 6 ones = _____

7 tens and 7 ones = _____

7 tens and 8 ones = _____

8 tens and 6 ones = _____

8 tens and 5 ones = _____

9 tens and 6 ones = _____

YELLOW

2 tens and 5 ones = _____

2 tens and 6 ones = _____

3 tens and 5 ones = _____

3 tens and 6 ones = _____

PINK

4, 5, 6, 7, 13, 14, 15, 16, 17, 18

2 tens and 3 ones = _____

2 tens and 4 ones = _____

2 tens and 7 ones = _____

2 tens and 8 ones = _____

3 ten and 3 ones = _____

3 ten and 4 ones = _____

3 ten and 7 ones = _____

3 ten and 8 ones = _____

43, 44, 45, 46, 47, 48, 54

55, 56, 57

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

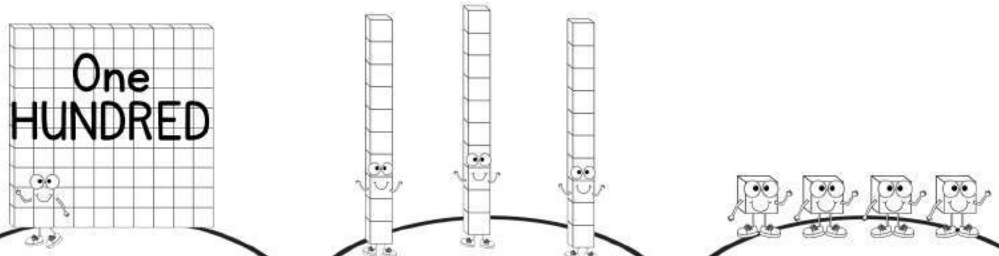
INTERACTIVE MATH

NAME :

Hundreds, Tens and Ones

Expand each number by writing the value of each digit.

EXPANDED FORM



Hundreds
Tens
Ones

134 — 100 + 30 + 4

246 — + +

549 — + +

783 — + +

214 — + +

982 — + +

359 — + +

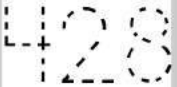
INTERACTIVE MATH

NAME :

Place Value

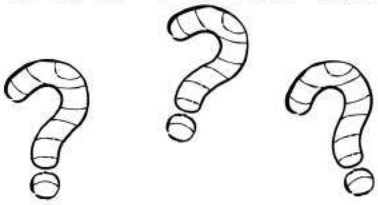
Read the clue: Then find the number and glue it in the square.

I have a 4 in the hundreds place, a 2 in the tens place and an 8 in the ones place.

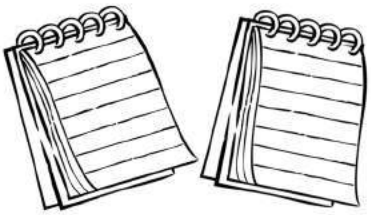


I have a 1 in the hundreds place, a 3 in the tens place and a 4 in the ones place.

I have a 6 in the hundreds place, a 2 in the tens place and a 9 in the ones place.

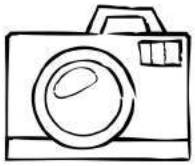


I have a 4 in the hundreds place, a 3 in the tens place and a 5 in the ones place.



I have a 1 in the hundreds place, a 3 in the tens place and a 7 in the ones place.

I have a 6 in the hundreds place, a 2 in the tens place and a 7 in the ones place.



I have a 3 in the hundreds place, a 6 in the tens place and a 1 in the ones place.

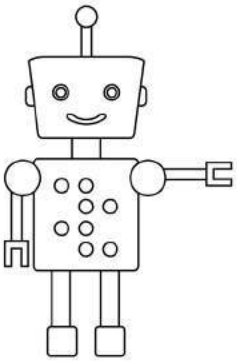
I have a 3 in the hundreds place, a 2 in the tens place and a 5 in the ones place.

INTERACTIVE MATH

NAME:

Place Value: Hundreds, Tens and ones

Cut out the number blocks and build a building, robot, animal or object. Then, total the numbers that you used and write you number below.

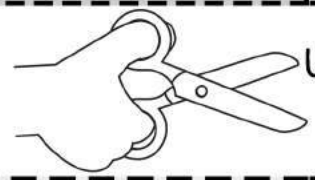


_____

3 digit number

100	100	100	100

10	10	10	10
10	10	10	10



Use as many blocks as you would like to create what you like.

1	1	1	1	1
1	1	1	1	

100	100	100	100

INTERACTIVE MATH

NAME :

Hundreds, Tens and Ones

Roll 'em

Write 'em

313

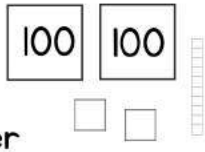
Build 'em

#1) Roll 3 dice and arrange them them in a row. Draw the dot patterns below:

#2) Write the number you created.

HUNDREDS	TENS	ONES

#3) Draw hundreds, tens and one blocks to represent your number

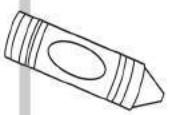


INTERACTIVE MATH

NAME:

Counting by 2's

Counting by 2's is a fast way to count. Practice counting by 2's on your hundreds board.

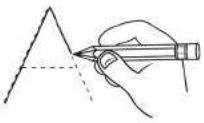


Color the numbers you land on when counting by 2's.

Look at the pattern you make when you count by 2's.

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

Use your finger to hop back and forth to each number as you count.



Trace:

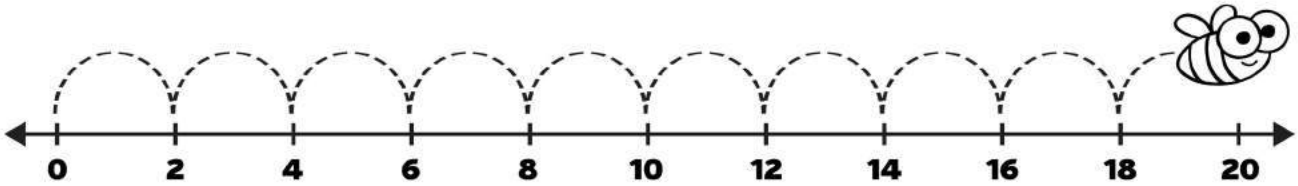
2 4 6 8 10

12 14 16 18 20

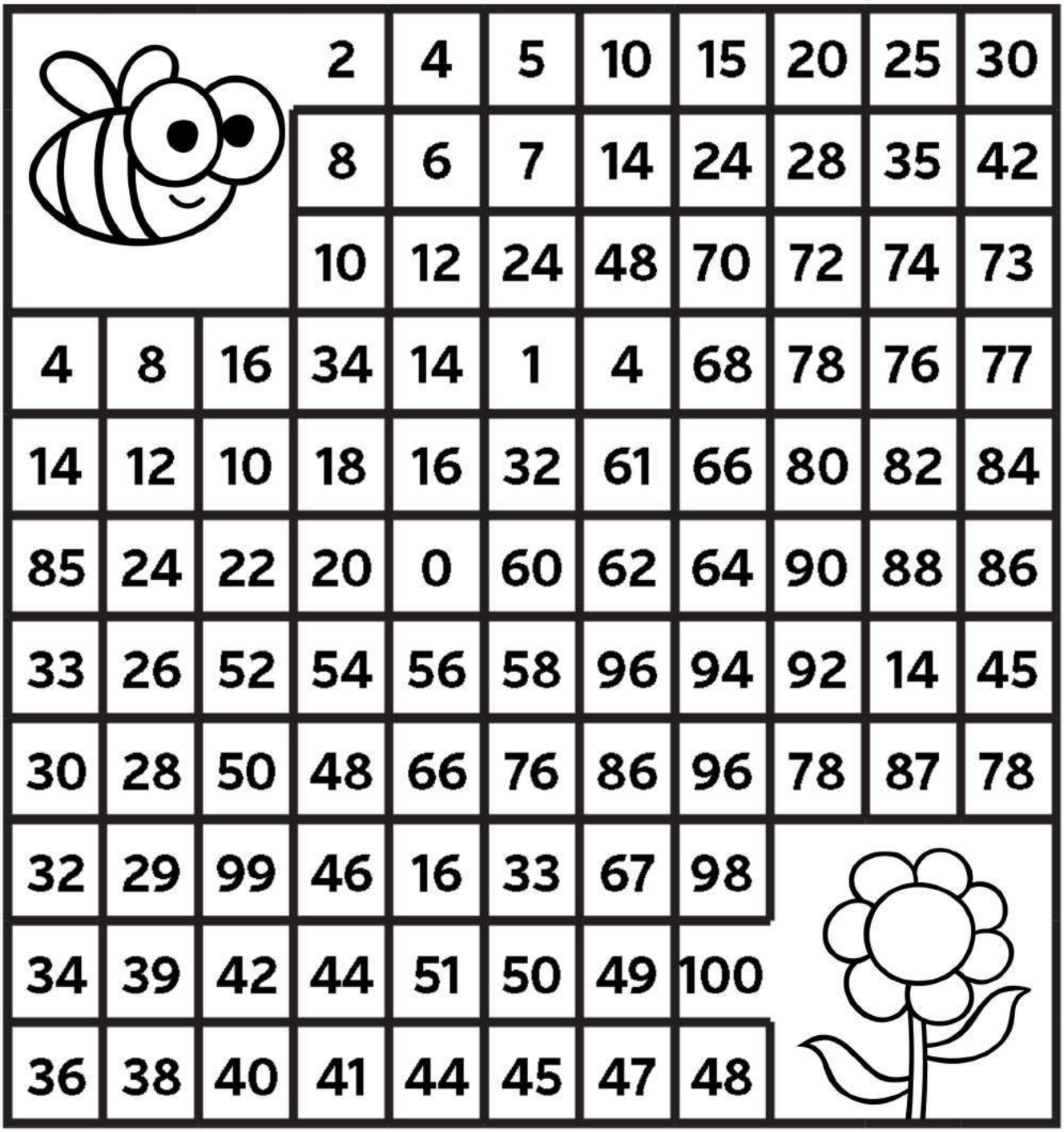
INTERACTIVE MATH

NAME:

Skip Counting Maze



Help the bee find his way to the flower! (Count by 2's)



			2	4	5	10	15	20	25	30
			8	6	7	14	24	28	35	42
			10	12	24	48	70	72	74	73
4	8	16	34	14	1	4	68	78	76	77
14	12	10	18	16	32	61	66	80	82	84
85	24	22	20	0	60	62	64	90	88	86
33	26	52	54	56	58	96	94	92	14	45
30	28	50	48	66	76	86	96	78	87	78
32	29	99	46	16	33	67	98			
34	39	42	44	51	50	49	100			
36	38	40	41	44	45	47	48			

NAME:

Even & Odd

Even numbers can be split evenly. You land on even numbers when you count by 2's. (2, 4, 6, 8, 10....)

Odd numbers can't be split evenly. You do not land on odd numbers when you count by 2's. (1, 3, 5, 7. 9.....)

Even	Odd

Write the numbers in the correct box above:

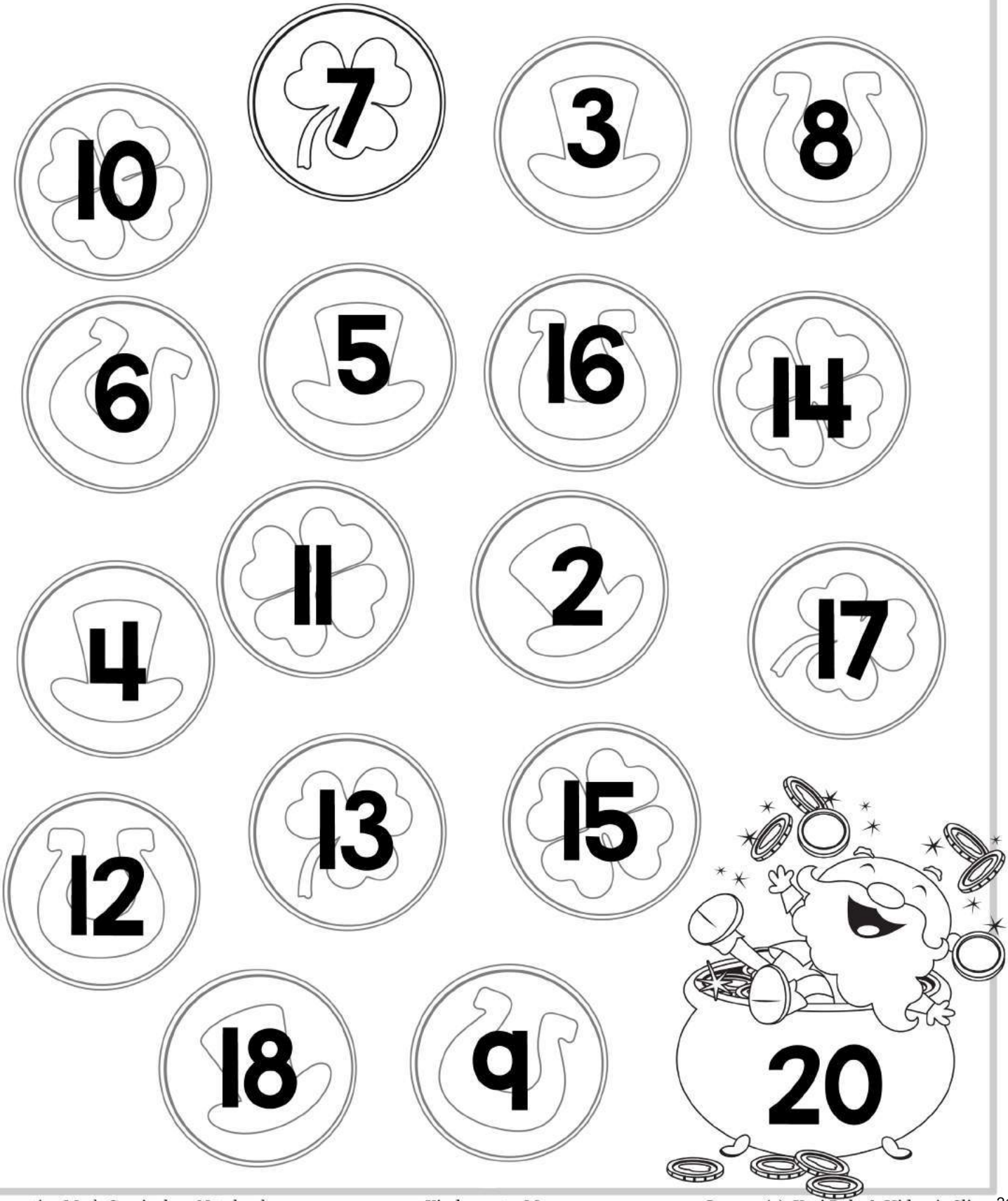
2 4 3 6 5 1 7 9 8 10 13 11 12

INTERACTIVE MATH

NAME:

Even & Odd Numbers

Color the even numbered coins with gold. Color the odd numbered coins with silver.



INTERACTIVE MATH

NAME :

Count & Write to 100

Count by 2's as you write in the missing numbers.

Go all the way to 100.

Do you see any number patterns?

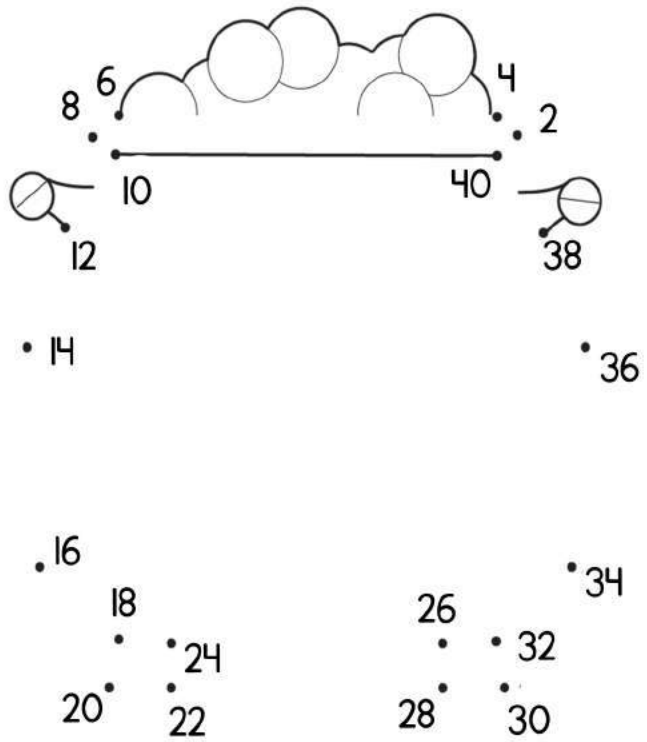
1		3		5		7		9	
11		13		15		17		19	
21		23		25		27		29	
31		33		35		37		39	
41		43		45		47		49	
51		53		55		57		59	
61		63		65		67		69	
71		73		75		77		79	
81		83		85		87		89	
91		93		95		97		99	

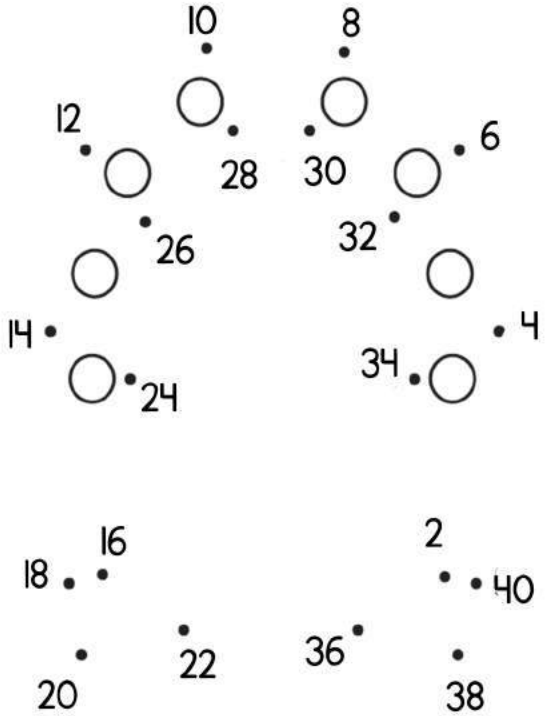
INTERACTIVE MATH

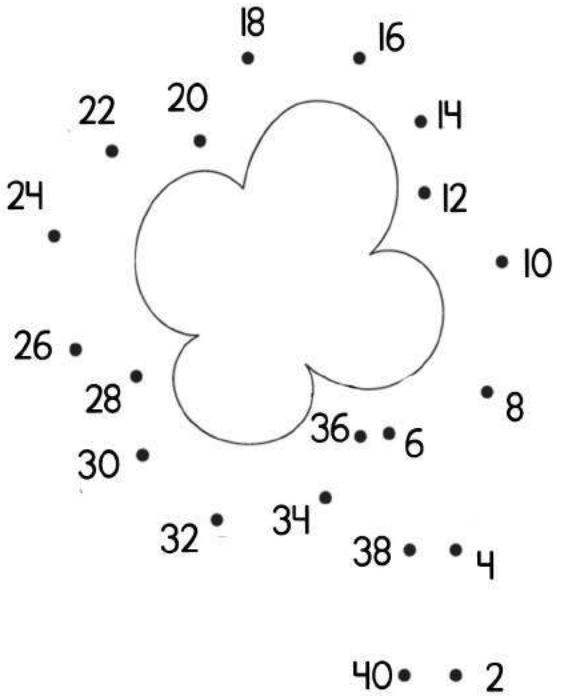
NAME:

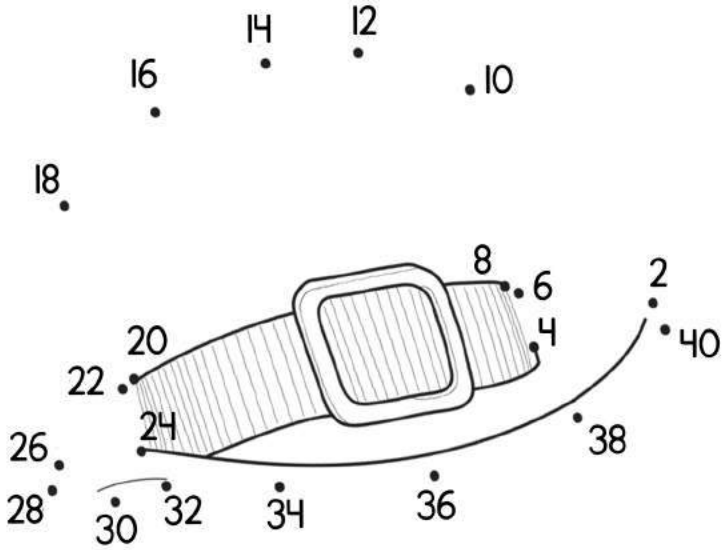
Counting by 2's

Complete the dot-to-dot by counting by two's. Be sure to count aloud as you draw.









INTERACTIVE MATH

NAME :

1-30 Even or Odd

Look at the last number. (The number in the ones column)
Determine if that number is even or odd.

18

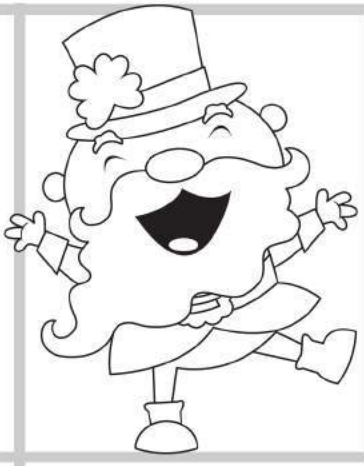
8 is even,
so 18 is even too.

27

7 is odd,
so 27 is odd too.

Even numbers can be split evenly.
You land on even numbers when
you count by 2's. (2, 4, 6, 8, 10....)

Odd numbers can't be split evenly.
You do not land on odd numbers
when you count by 2's. (1, 3, 5, 7. 9.....)

13 even ☐ odd ☐	12 even ☐ odd ☐		26 even ☐ odd ☐
	24 even ☐ odd ☐	27 even ☐ odd ☐	19 even ☐ odd ☐
28 even ☐ odd ☐		15 even ☐ odd ☐	21 even ☐ odd ☐

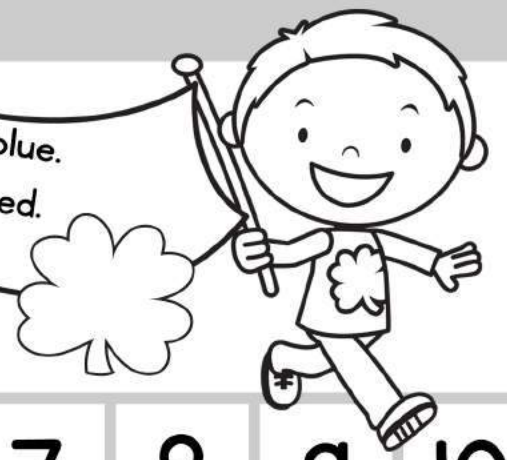
INTERACTIVE MATH

NAME :

Even and Odd to 100

Color or dab all of the even numbers blue.
Color or dab all of the odd numbers red.

Do you see any number patterns?



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

Money: Pennies

NAME :

Penny

Penny, Penny. Who is on the penny?
Who is on the penny?
Abraham Lincoln!
How much is a penny worth?
A penny worth?
A penny worth?
How much is a penny worth?
1 cent!

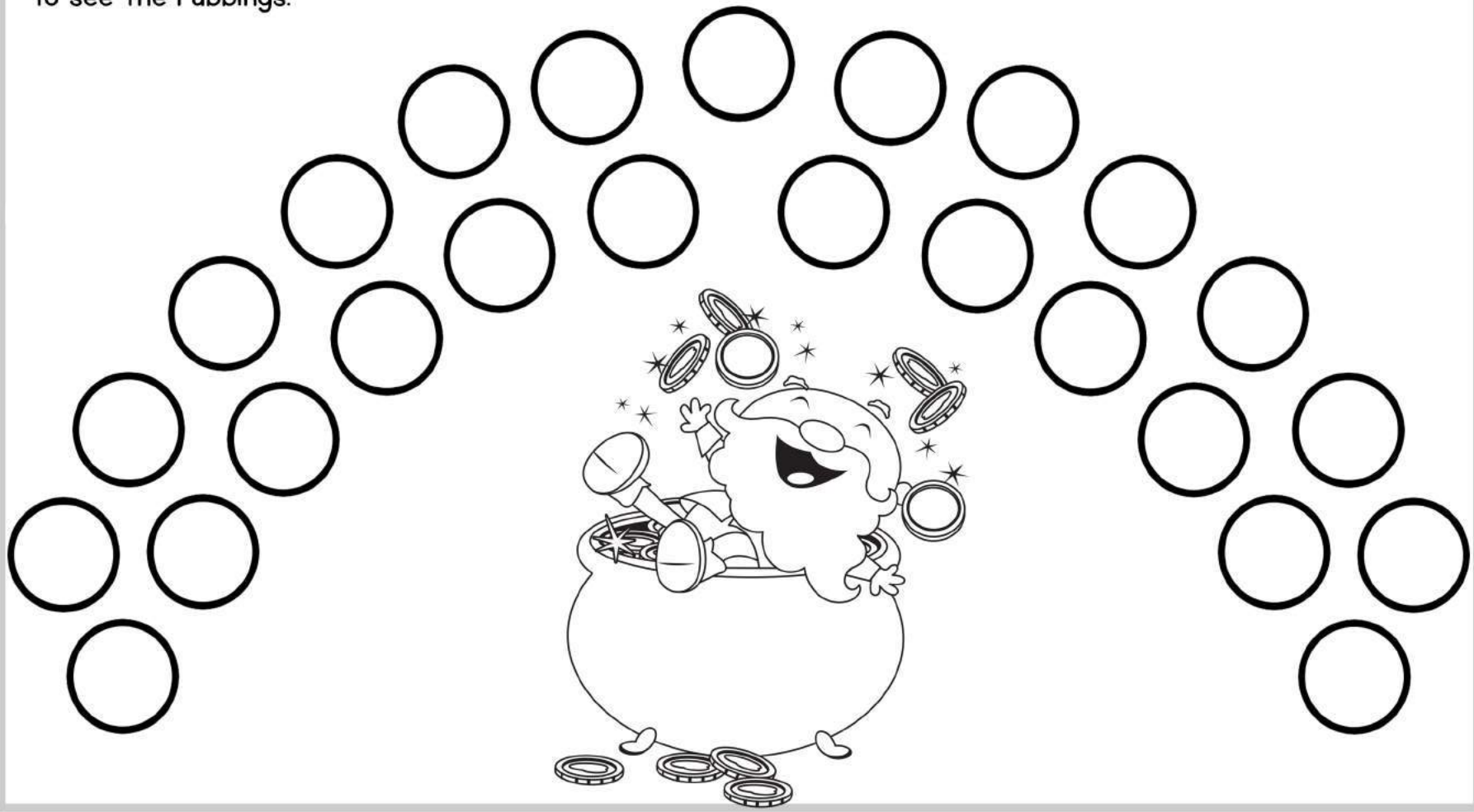
Count the pennies and write how many cents there are in all.

NAME:

Penny Rubbings

How much money is in the rainbow?
Count by ones to see.

1. Place the penny under the paper behind a circle.
2. Use a crayon to rub on the paper with the penny underneath.
3. What do you see? Use both sides of the penny to see the rubbings.



NAME:

Nickels and Pennies

Nickel

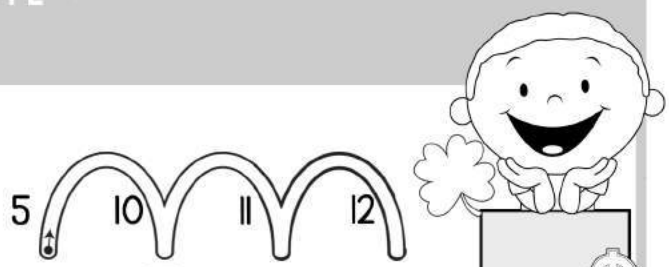
Nickel, Nickel, Who is on the nickel?
Who is on the nickel?
Thomas Jefferson!
How much is a nickel worth?
A nickel worth?
A nickel worth?
How much is a nickel worth?
5 cents!

Count the nickels and write how many cents there are in all. Remember to count by 5's.

¢

¢

¢



5 + 5 + 1 + 1

¢

¢

¢

¢

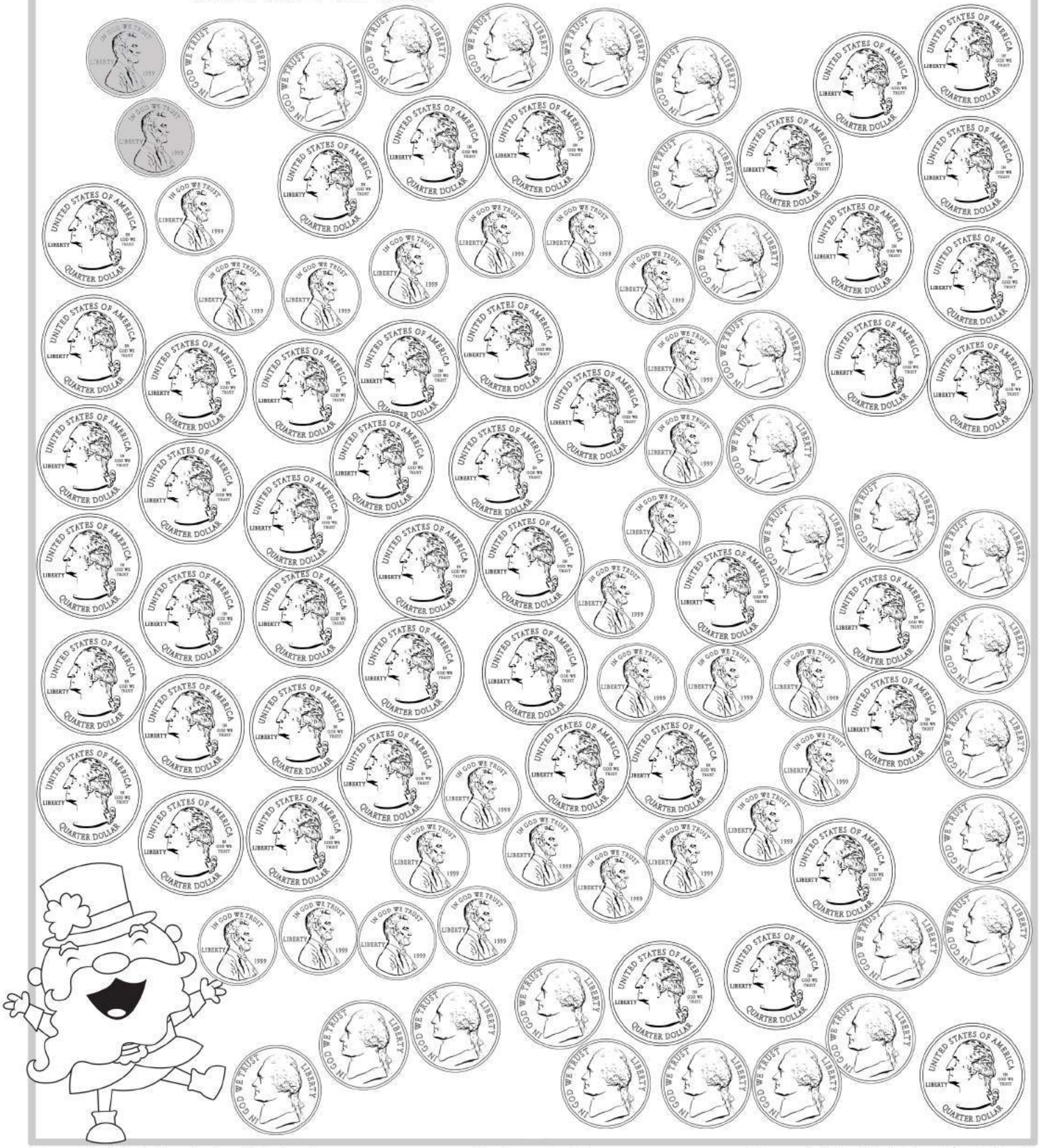
¢

INTERACTIVE MATH NAME :

Pennies and Nickels

START Follow the penny pathway with one color. Then follow the nickel pathway with a different color.

Watch out for quarters!



NAME:

Dimes, Nickles and Pennies

Dime

Dime, Dime, Who is on the Dime?

Who is on the dime?

Franklin Rooselvelt!

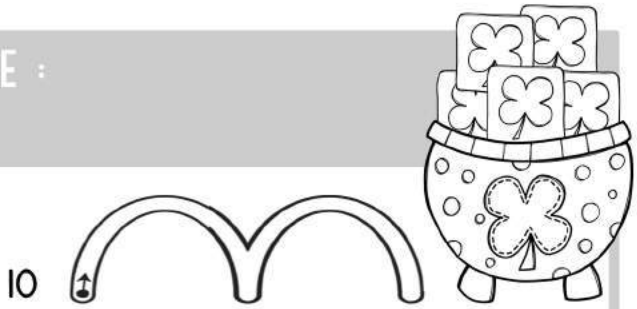
How much is a dime worth?

A dime worth? A dime worth?

How much is a dime worth?

10 cents!

Count the dimes and write how many cents there are in all. Remember to count by 10s.



10 + 1 + 1

NAME :

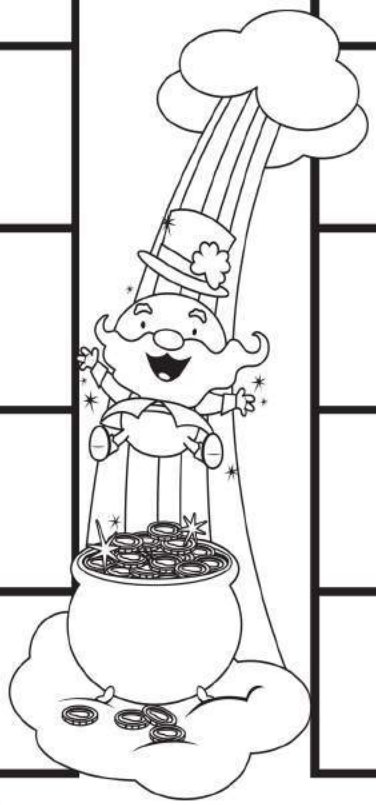
Graphing Coins

Scoop a handful of pennies, nickels and dimes. Graph them in #1. Take a second scoop and graph them in #2.

#1

LUCKY GRAPH

#2



NAME:

Money: Quarters

Quarter

Quarter, Quarter, Who is on the Quarter?
Who is on the quarter?
George Washington!
How much is a quarter worth?
A quarter worth? A quarter worth?
How much is a quarter worth?
25 cents!

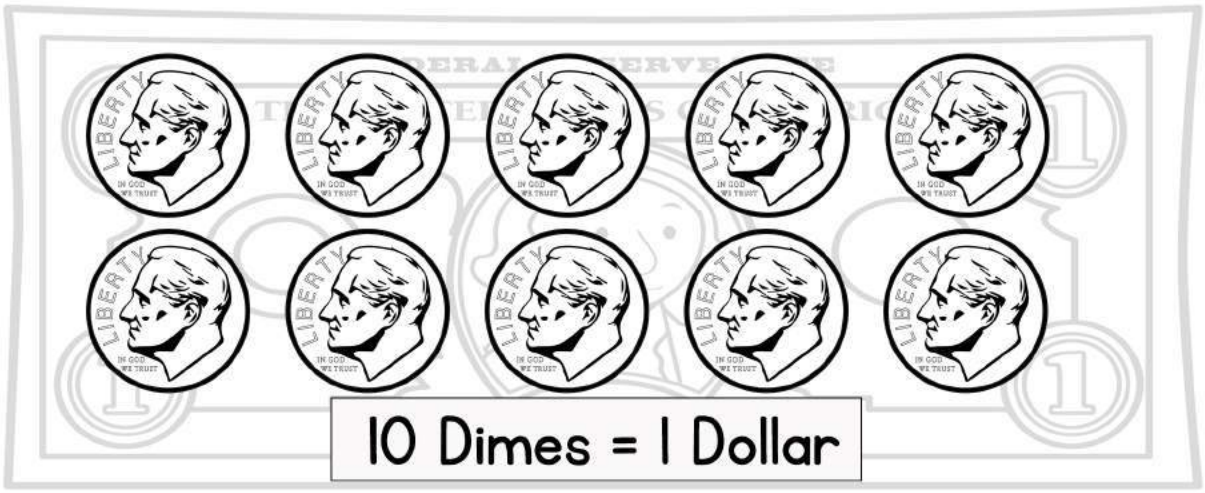
Count the quarters and write how many cents there are in all. Remember to count by 25's.

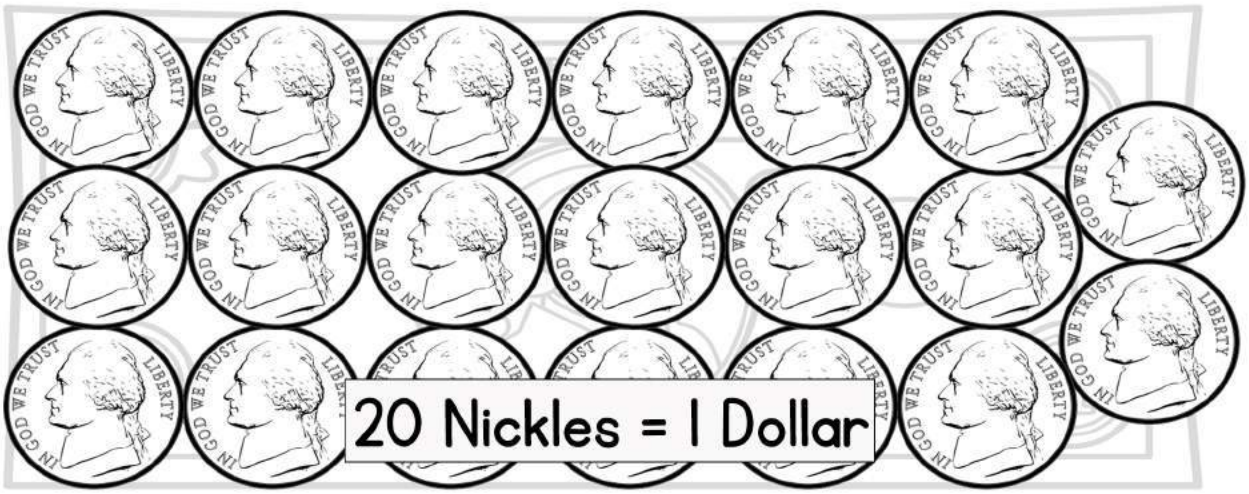
25 50 75

25 26 27

25 + 1 + 1

Cut into strips and assemble into a minibook

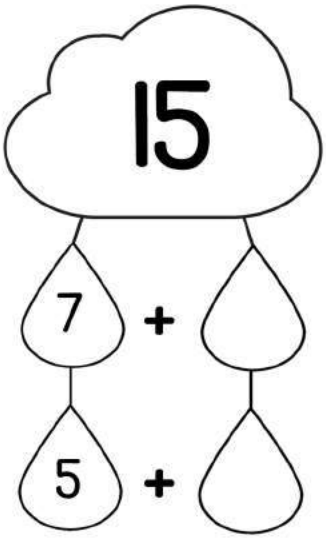


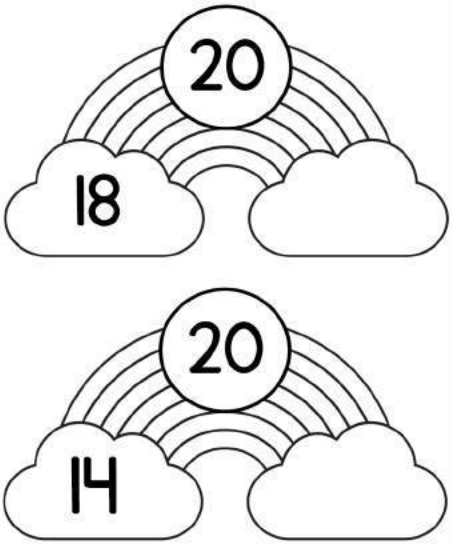


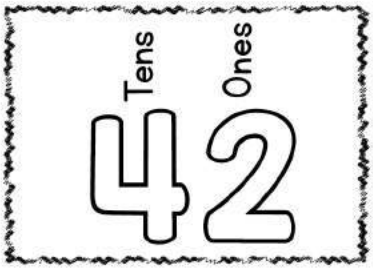
INTERACTIVE MATH

NAME :

Review Week 6 Day 1

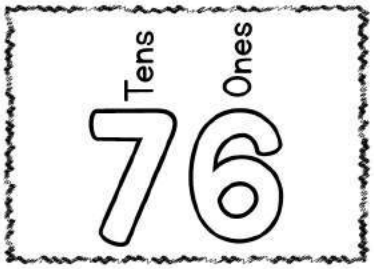






Expand it:

☐ + ☐



Expand it:

☐ + ☐

Circle the numbers you land on when counting by 2's

1 2 3 4 5 6

7 8 9 10 11 12

13 14 15 16 17 18

19 20 21 22 23

24 25 26 27 28

Cross out all of the odd numbers:

1 2 3 4 5 6

7 8 9 10 11 12

13 14 15 16 17 18

19 20 21 22 23

24 25 26 27 28

How many pennies are shown? ☐

How much are these pennies worth? ☐

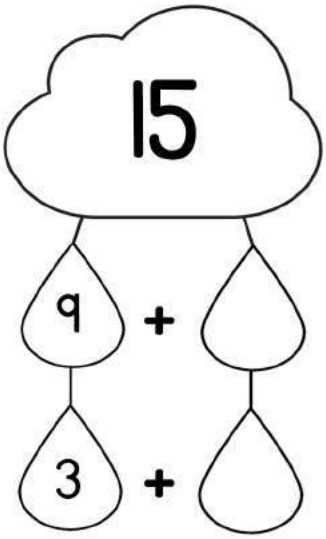
How many nickles are shown? ☐

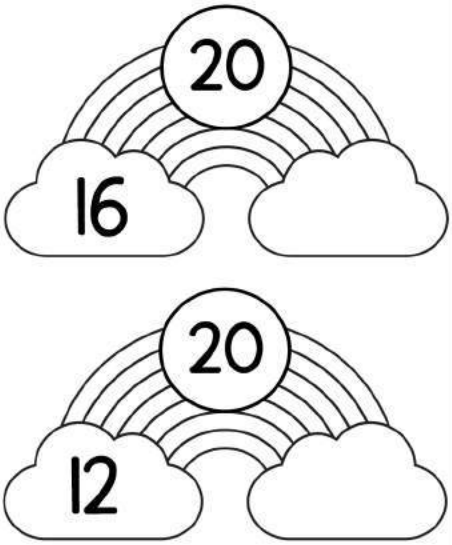
How much are these nickles worth? ☐

INTERACTIVE MATH

NAME :

Review Week 6 Day 2





Expand it:

[ ] + [ ]

Expand it:

[ ] + [ ]

Circle the numbers you land on when counting by 2's

1 2 3 4 5 6

7 8 9 10 11 12

13 14 15 16 17 18

19 20 21 22 23

24 25 26 27 28

Cross out all of the odd numbers:

1 2 3 4 5 6

7 8 9 10 11 12

13 14 15 16 17 18

19 20 21 22 23

24 25 26 27 28

How many dimes are shown? [ ]

How much are these dimes worth? [ ]

How many quarters are shown? [ ]

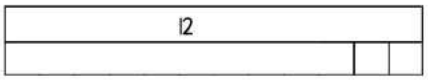
How much are these quarters worth? [ ]

INTERACTIVE MATH

NAME :

Review Week 6 Day 3

Color the tens bar red.
Color the ones blue.

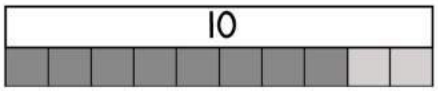


How Many?

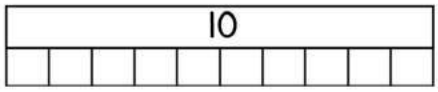
tens	ones

Color to show 8 + 2 = 10

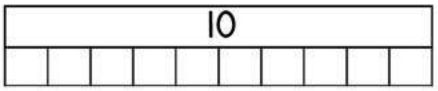
example:



Color to show 7 + 3 = 10

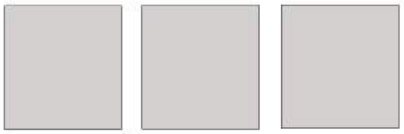


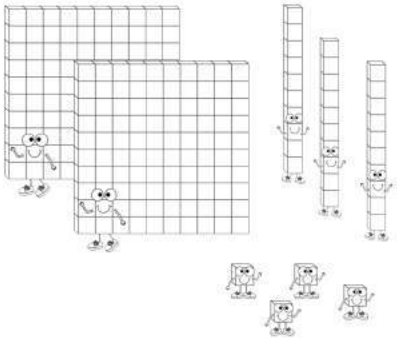
Color to show 3 + 3 + 4 = 10



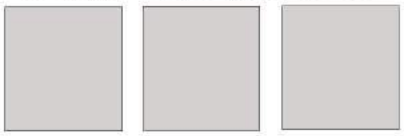
Mystery Number

I have a 3 in the hundreds place, a 6 in the tens place and a 7 in the ones place.





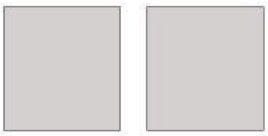
Write the number:



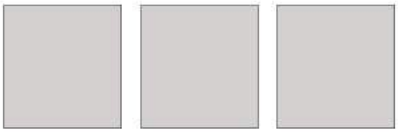
	even	odd
18		
23		
44		
62		

Write a one digit even number:

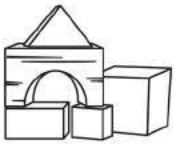
Write a two digit even number:



Write a three digit even number:



Which toy can you buy?



31¢

16¢

Which food can you buy?

75¢

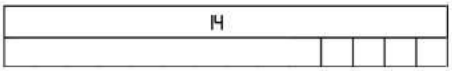
95 ¢

INTERACTIVE MATH

NAME :

Review Week 6 Day 4

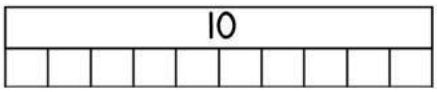
Color the tens bar red.
Color the ones blue.



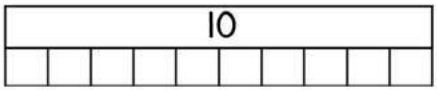
How Many?

tens	ones

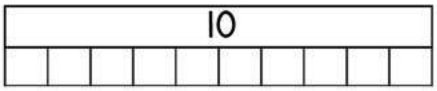
Color to show 8 + 2 = 10



Color to show 6 + 2 + 2 = 10

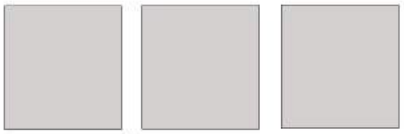


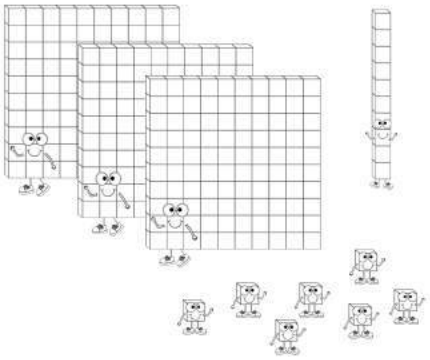
Color to show 5 + 3 + 2 = 10



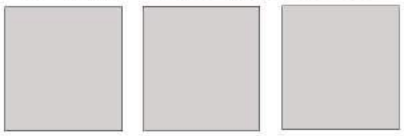
Mystery Number

I have a 9 in the hundreds place, a 3 in the tens place and a 6 in the ones place.





Write the number:



17 even odd

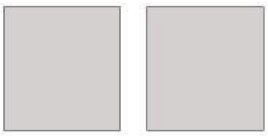
28 even odd

55 even odd

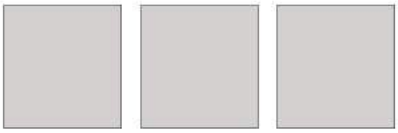
83 even odd

Write a one digit odd number:

Write a two digit odd number:



Write a three digit odd number:



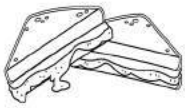
Which toy can you buy?

45¢

35¢

Which food can you buy?

55¢



75 ¢

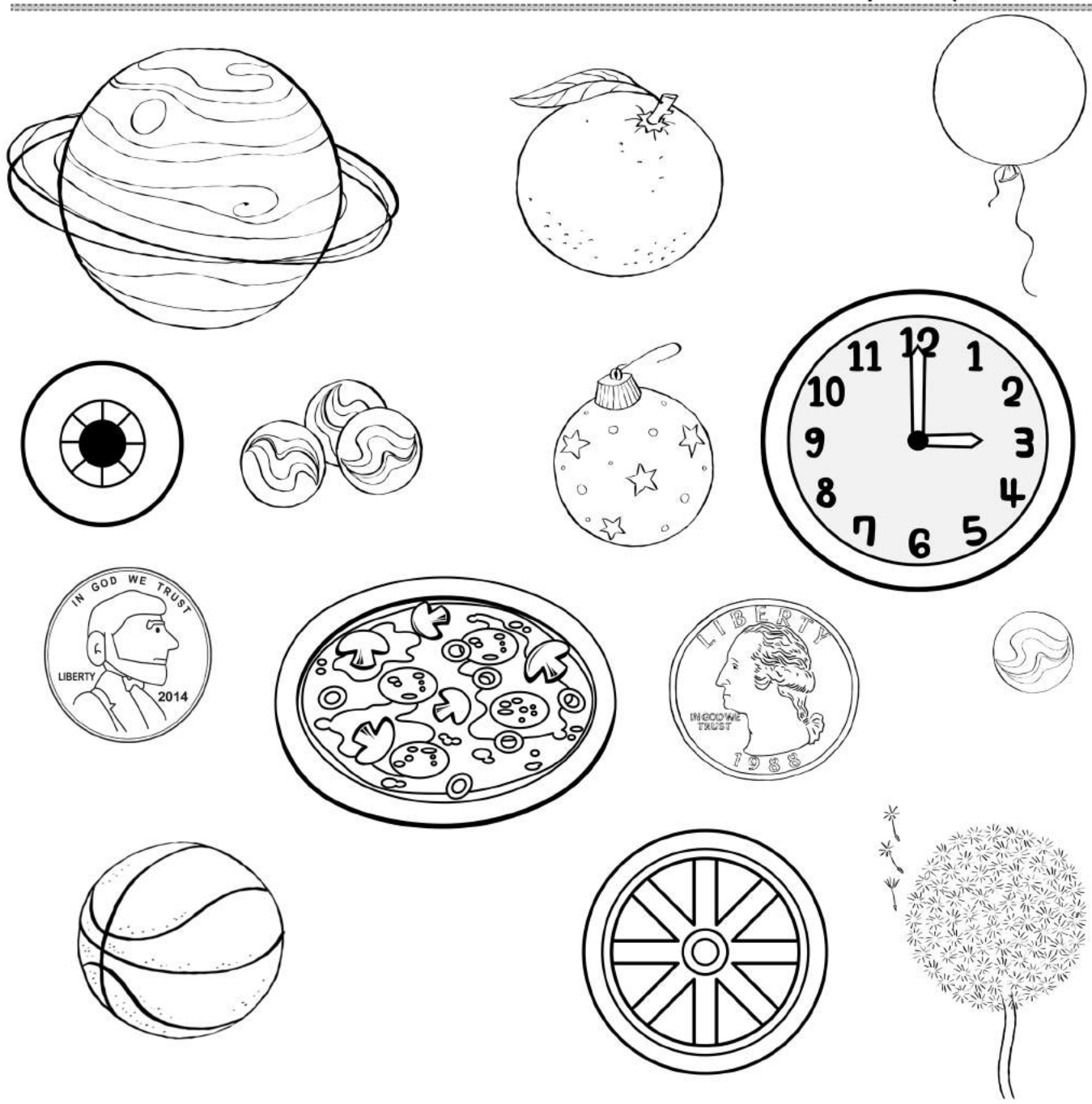
NAME:

Sorting by Shape Attributes

We can sort items by their attributes.
Attributes can be their size, shape, color or type.

Today we will sort by: **shape**

1. Circle the items that are a sphere. (Round like a ball) .
2. Underline the items that are a circle (flat like a penny).



NAME:

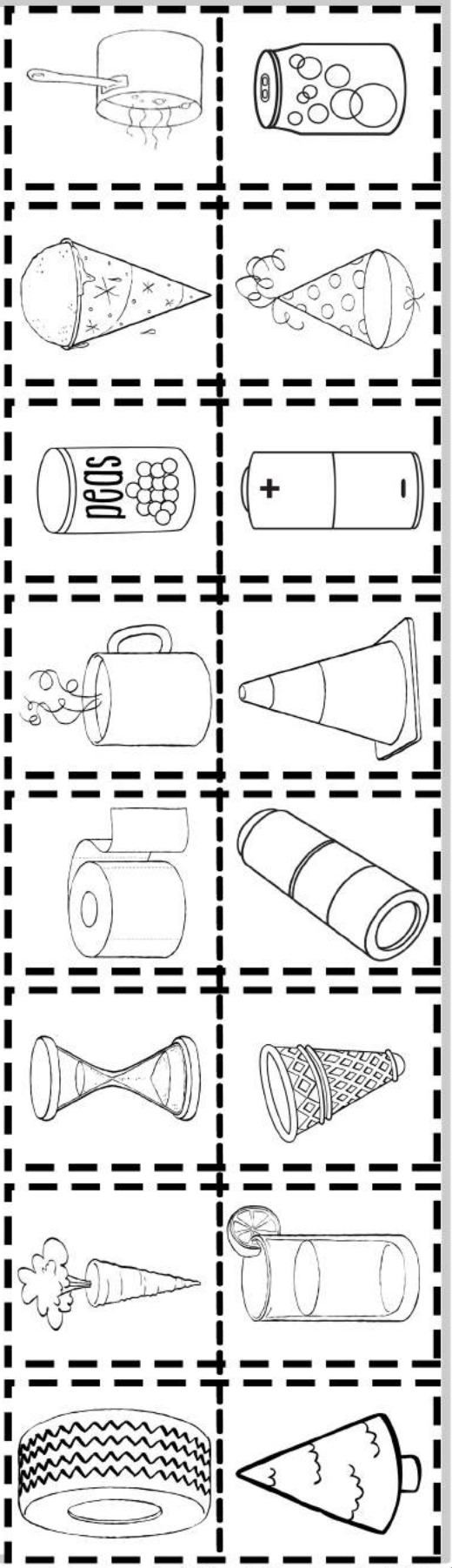
Sort by Shape Attributes

Cut 'n' sort

Shape

cylinder

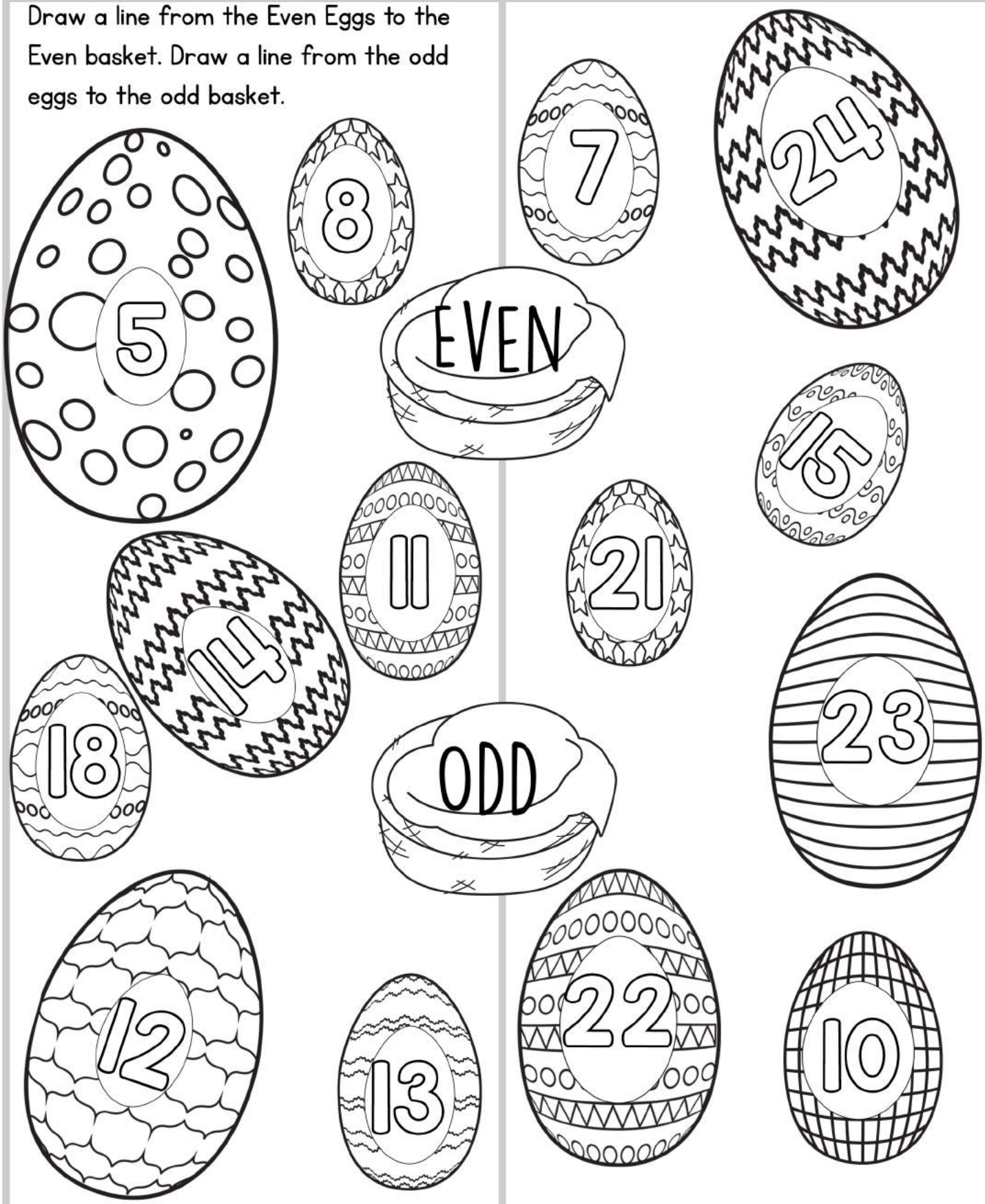
cone



NAME:

Sorting by Even and Odd

Draw a line from the Even Eggs to the Even basket. Draw a line from the odd eggs to the odd basket.

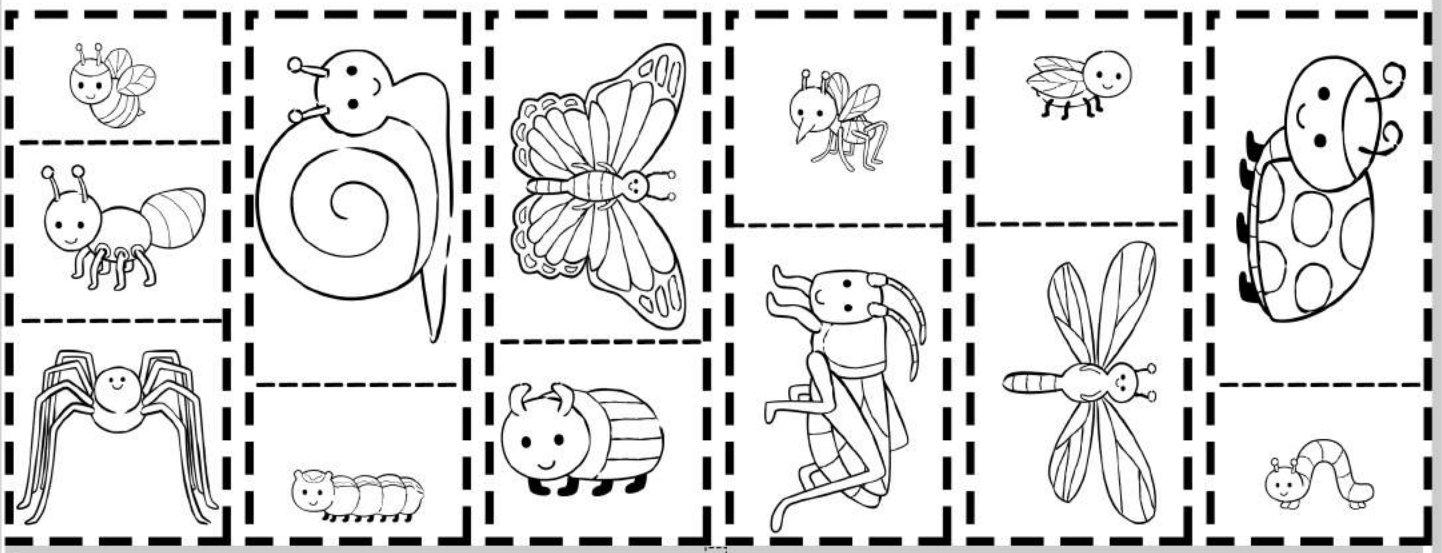


INTERACTIVE MATH

NAME:

Sorting with 2 Attributes

First sort the bugs by their size. Tally how many are in each group. Then, sort them by which ones have wings and which ones do not. Tally how many are in each group.



Small	Large
Tally	Tally

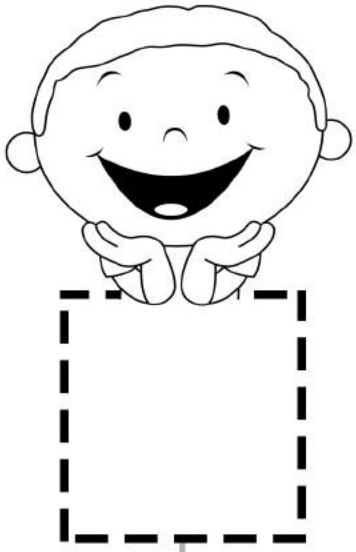
Wings	Wingless
Tally	Tally

INTERACTIVE MATH

NAME :

Attribute Sorting

Cut out the buttons and the attributes. Choose an attribute and place it in the middle. Then, sort the buttons using the attribute.



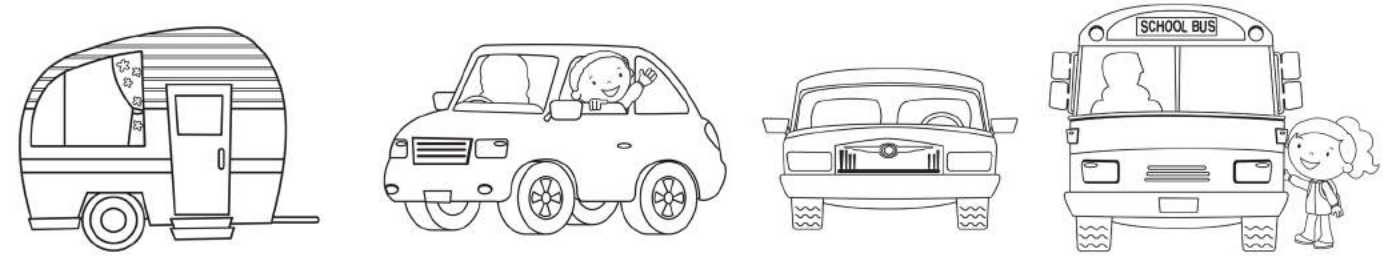
Holes	Color	Size	Sides

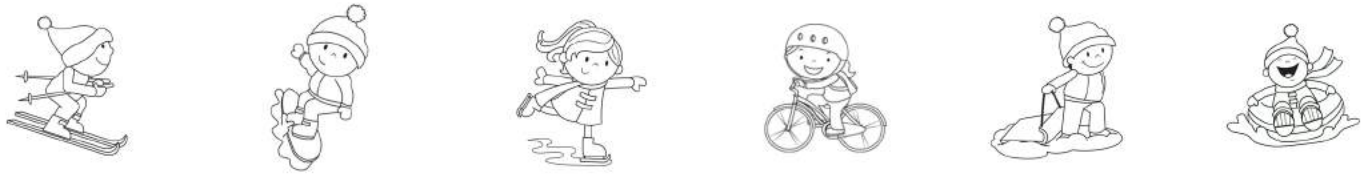
INTERACTIVE MATH

NAME :

Mystery Attributes

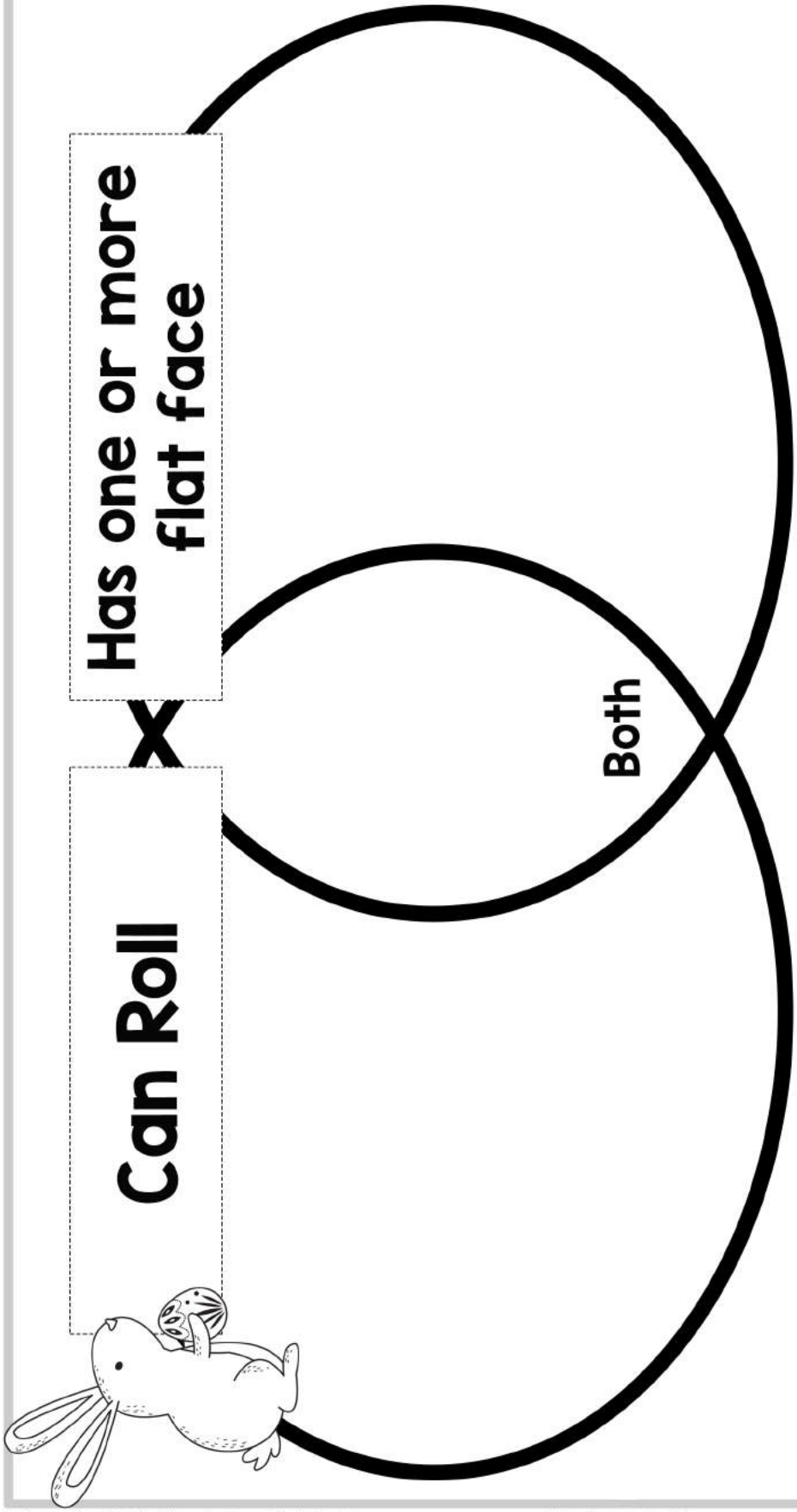
Circle one that does not belong. Write what is the same about 3 and different about one. There is more than one way to sort.



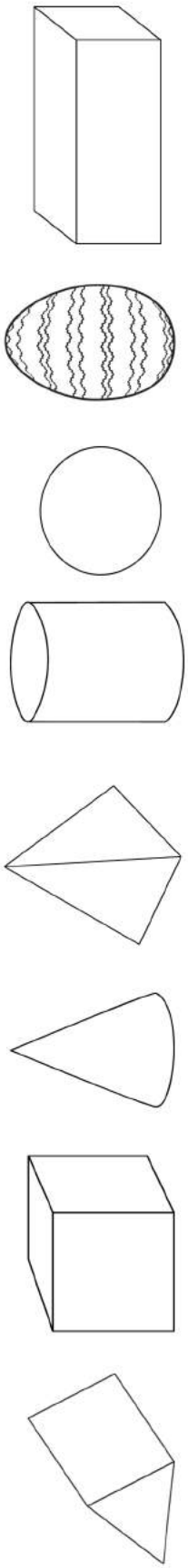


NAME :

Sorting Venn Diagram



Look at the shapes below. Help Mr. Rabbit draw each shape where it belongs in the Venn Diagram.



NAME :

Sort & Color

Color heavy items BLUE

Color light items YELLOW.

Heavy or Light

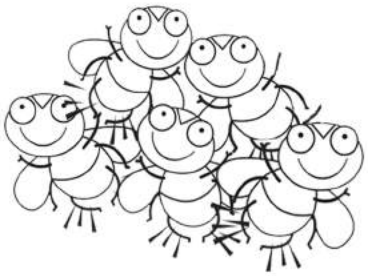
NAME:

Estimating

Counting is the best way to find out exactly how many you have. Sometimes, we can not count because it would take too long or it is just not possible. This is when we take a guess, called an estimate. Estimating is a good way to get close to the exact number without counting. Estimating isn't just taking a wild guess it's taking a smart guess.

One way to estimate is by taking a sample. Look at the jar below. The sample shows how much space 5 bugs will take.

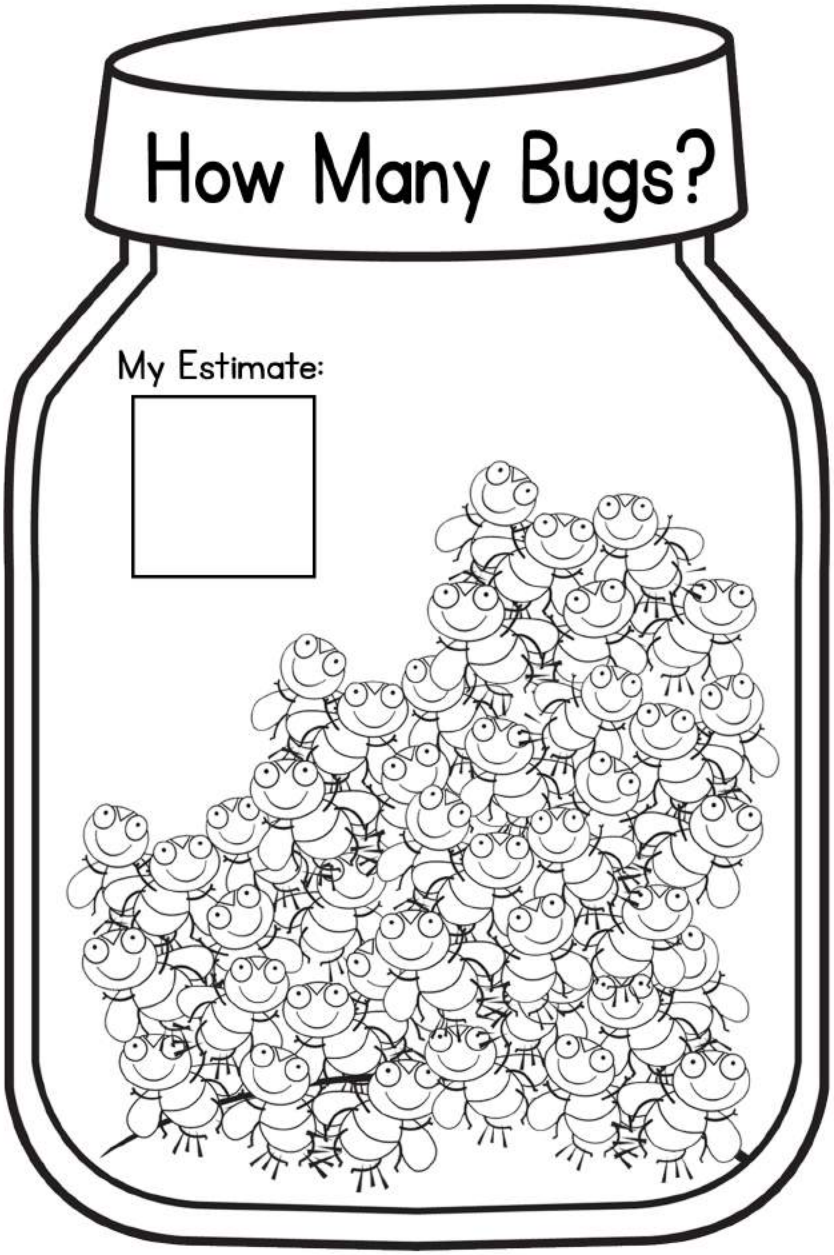
Sample



Use the sample to estimate how many bugs are in the jar.

Idea: You can use your fingers to make a circle about the size of the five bugs. Then hold your finger over the jar and count five for each circle you can cover.

Idea: You can cut out the sample and lay it on top of the jar.



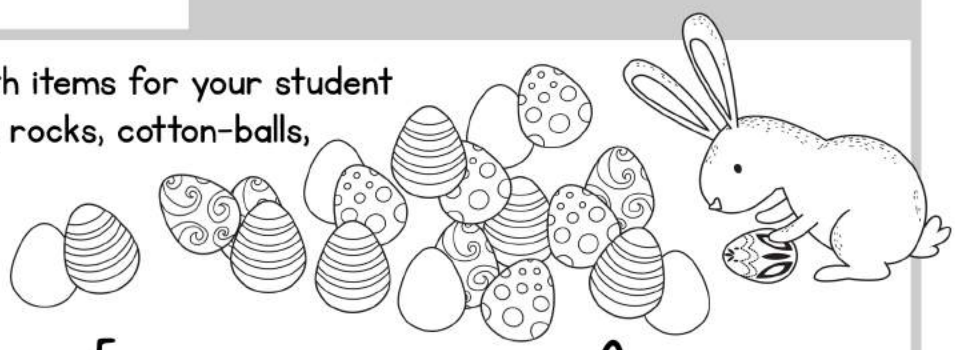
Can you count the bugs?_____

INTERACTIVE MATH

NAME:

Estimation Station

Parent: Fill up four small jars with items for your student to estimate. You could use coins, rocks, cotton-balls, marbles, toy bricks, beads.....etc.



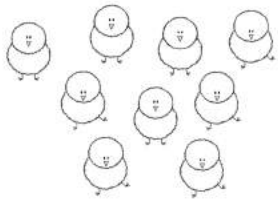
ITEM:	ESTIMATE:	ACTUAL:
Write the name of your item here:	Write your smart guess about how many are in the jar.	Pour the items onto the table and count the exact amunt

INTERACTIVE MATH

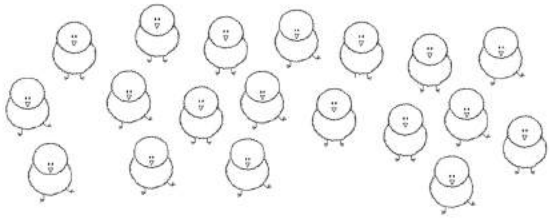
Estimating w/Groups of 10

NAME :

This is what 10 spring chicks looks like:
We can use this sample to estimate.



Estimate how many chicks are shown:

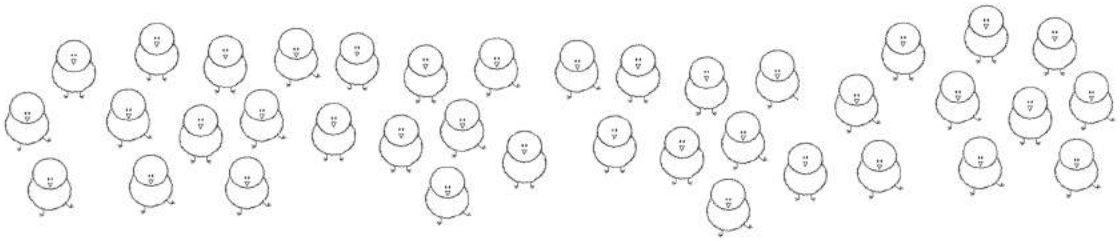


20

30

40

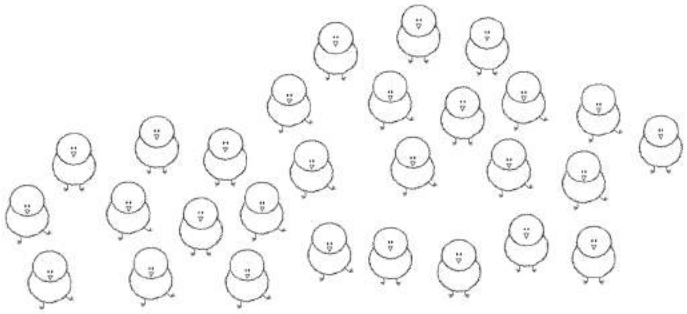
Estimate:



20

30

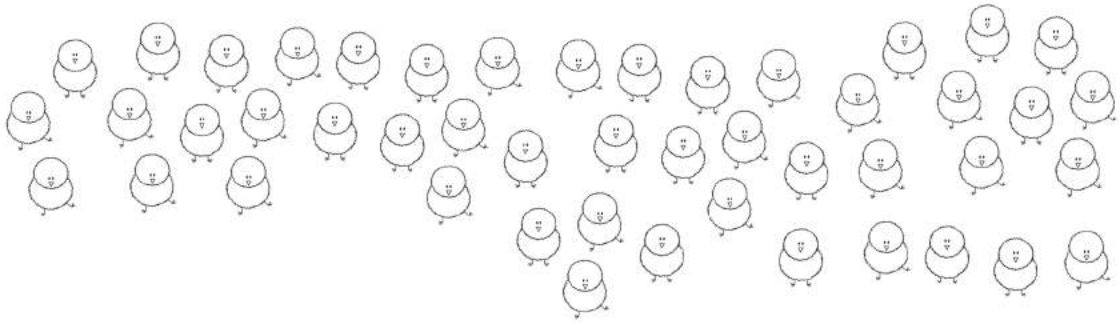
40



10

20

30



30

40

50

INTERACTIVE MATH

NAME :

Estimate to 100

How many rolls of the dice will it take you to get to 100?
Color the squares a different color each time you roll.
When you get to 100 go back and count up your rolls.

Roll to 100

I estimate that it will take _____ rolls to get to 100.

It actually took _____ rolls to get to 100.

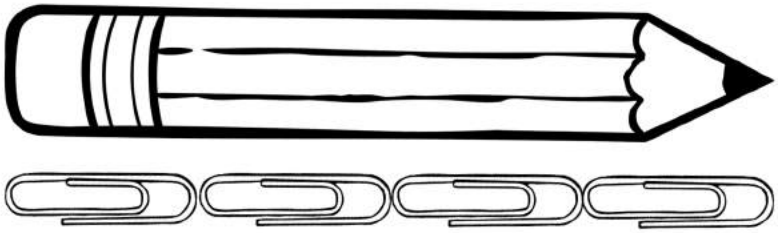
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

INTERACTIVE MATH

NAME :

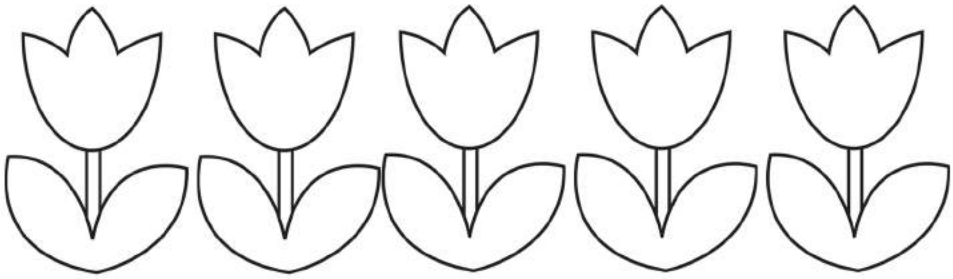
Estimating & Measuring

We can use paperclips to measure how long something is.



4

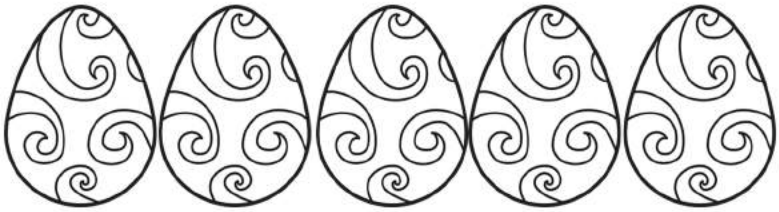
Estimate then measure with paperclips:



estimate:

actual:

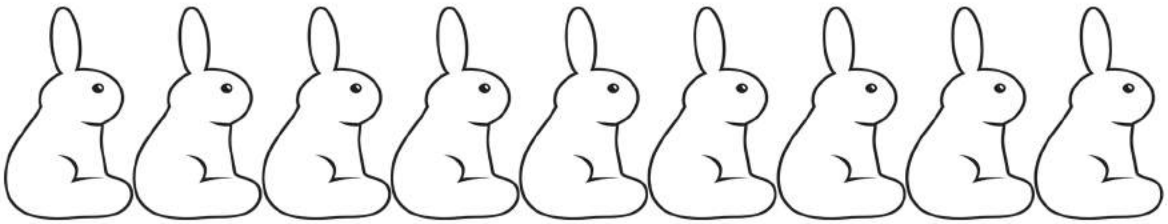
Estimate then measure with paperclips:



estimate:

actual:

Estimate then measure with paperclips:



estimate:

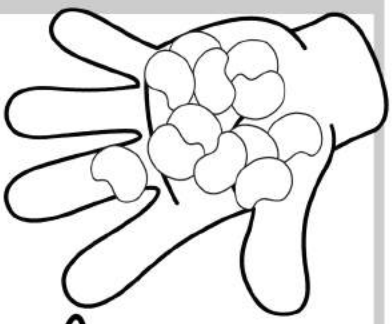
actual:

INTERACTIVE MATH

NAME:

Grab & Guess

Fill a large bowl with jelly beans, noodles or dry cereal. Reach in and grab a handful of the item, and quickly look at what you grabbed. Estimate how many you grabbed and write it on the chart. Count up the actual number you grabbed. Were you close? Repeat this four times. Did you get better at estimating?



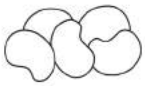
	ESTIMATE:	ACTUAL:
GRAB #1		
GRAB #2		
GRAB #3		
GRAB #4		

INTERACTIVE MATH

NAME :

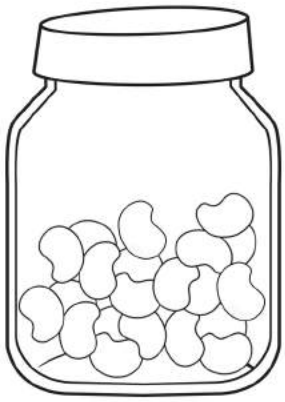
Visual Estimations

This is five jelly beans:

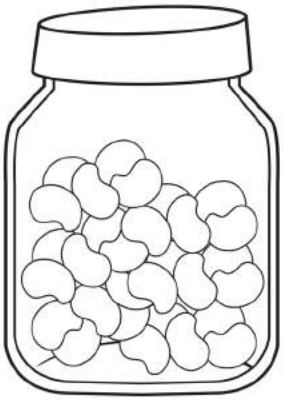


Use the sample to estimate how many beans are in each jar.

My Estimate:

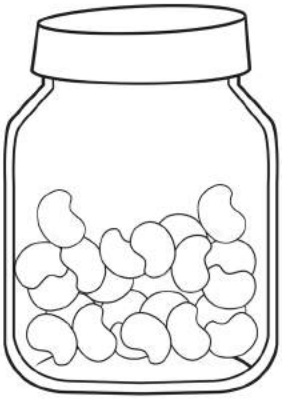


My Estimate:

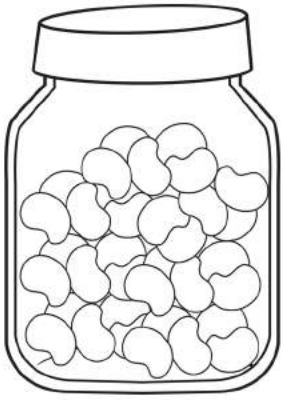


My Estimate:

My Estimate:



My Estimate:



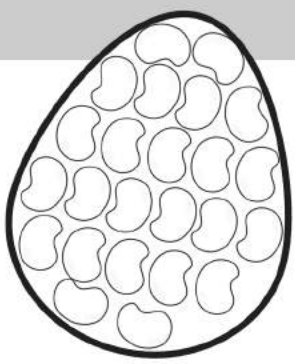
My Estimate:

INTERACTIVE MATH

NAME:

Estimating Size

Estimate then use jellybeans, noodles, beans, or dry cereal to fill up the Easter Egg. Experiment with different items.

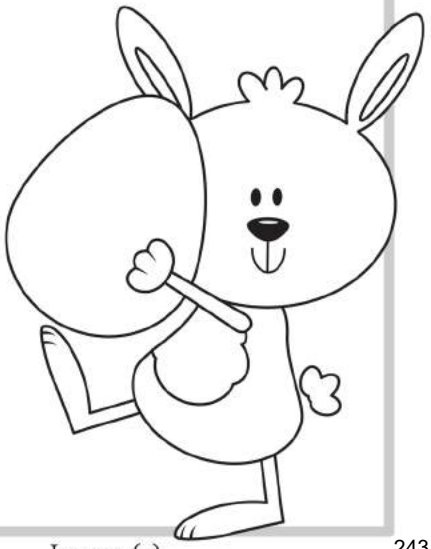


I estimate that it will take

to fill up my Easter egg.

It actually took

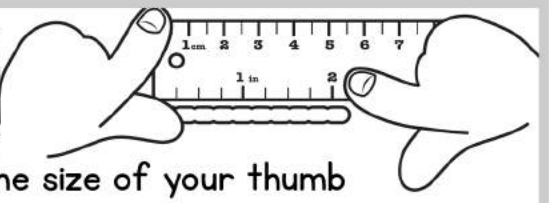
to fill it up.



NAME:

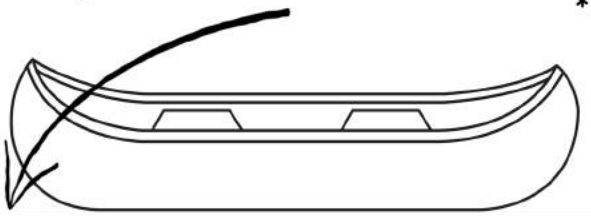
Measurement with Inches

INCH BY INCH BY INCH

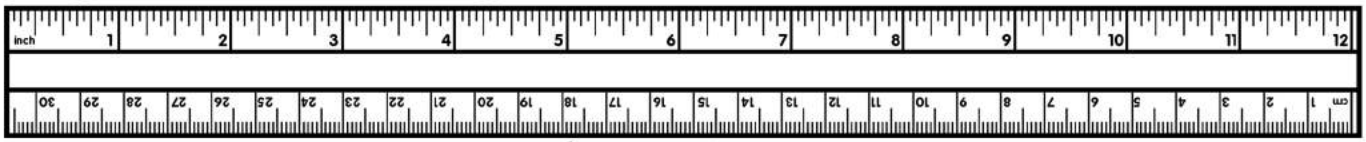


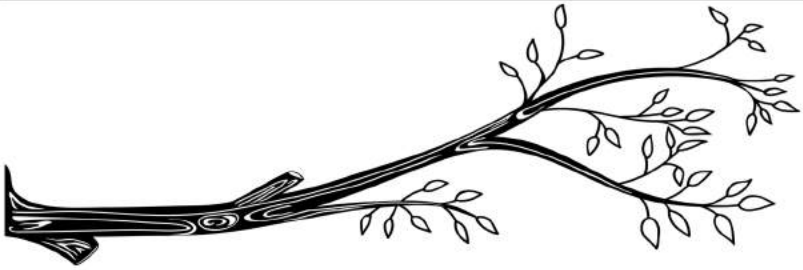
Today we will measure using inches. Inches are about the size of your thumb from tip to knuckle. We use a ruler to measure inches. REMEMBER to start at the 0 or edge of the ruler.

*Centimeters are smaller and on the other side of a ruler.

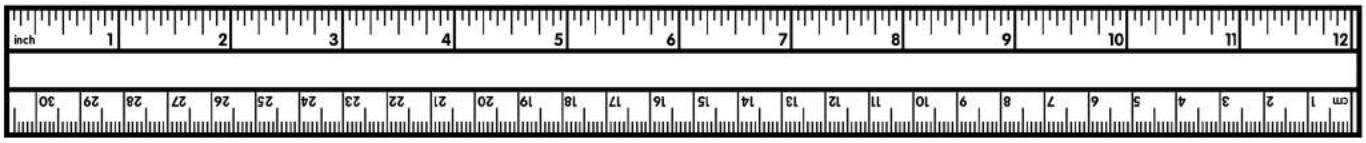


_____ inches

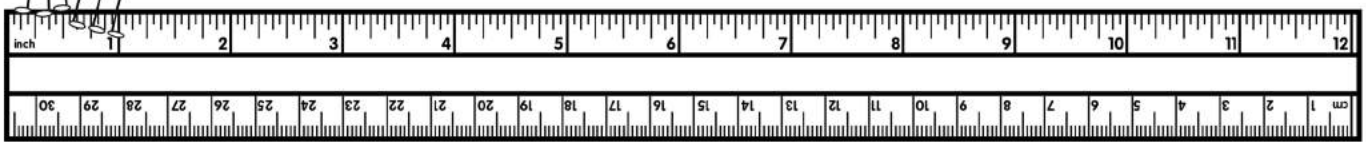


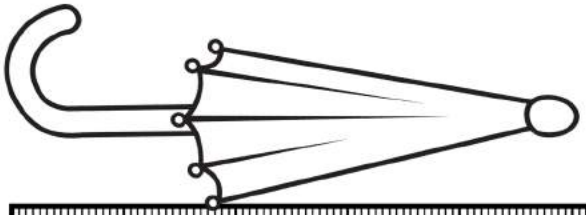


_____ inches

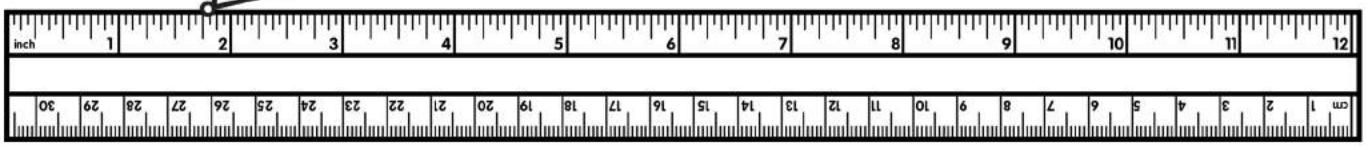


_____ inches





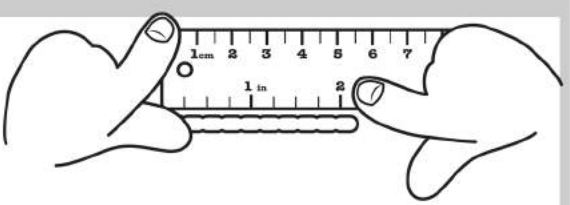
_____ inches



NAME:

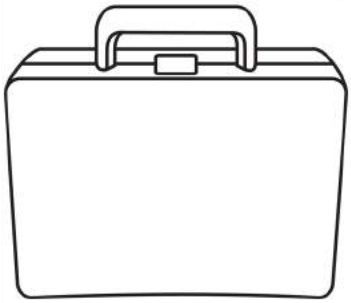
Measurement Inches

INCHES AROUND THE HOUSE

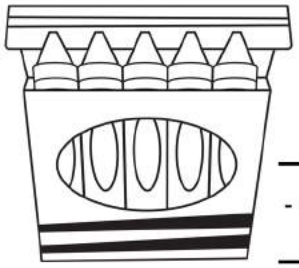


Use your ruler to measure items around the house or classroom. Carefully measure edge to edge.

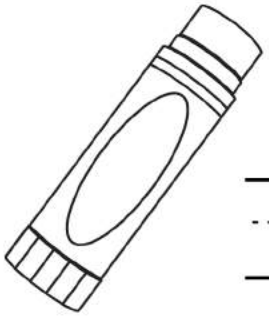
Remember to line up the edge of the item with the edge of the ruler OR on zero.



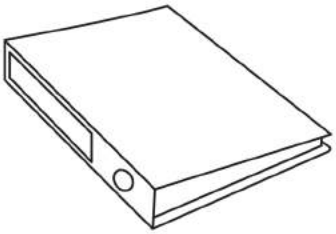
_____ inches



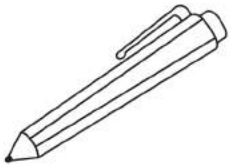
_____ inches



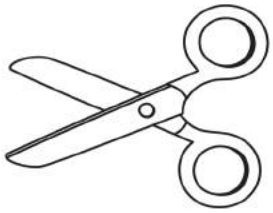
_____ inches



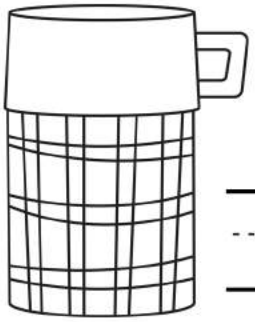
_____ inches



_____ inches



_____ inches



_____ inches

_____ inches

NAME:

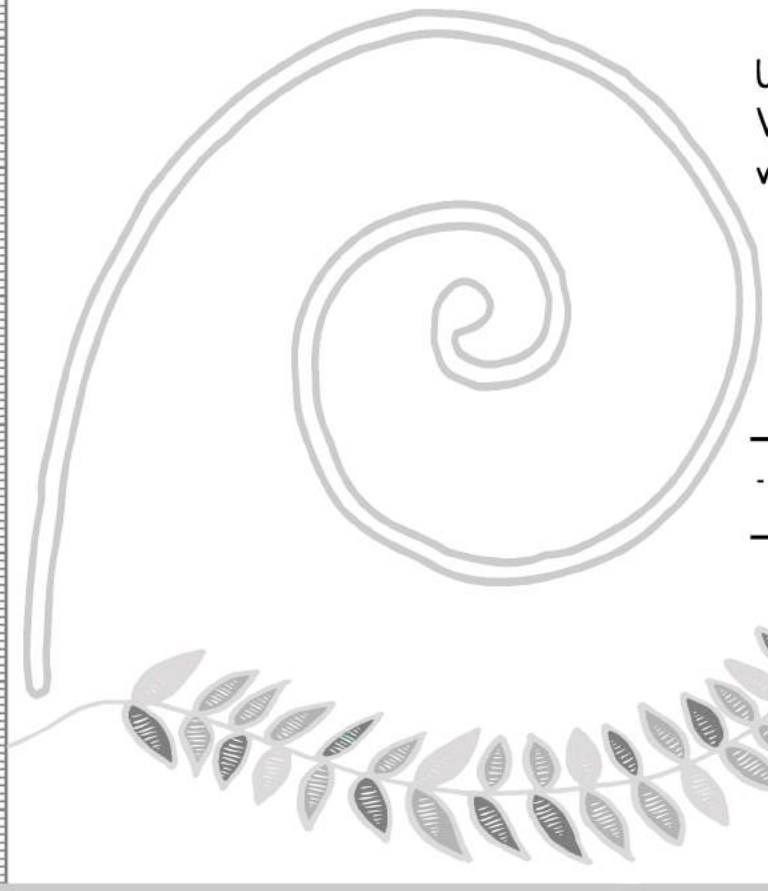
Estimate and Measure

An estimate is a smart guess. Use your Smarts to make an estimate of plant growth.

ESTIMATE AND MEASURE

This sprout is about 1 inch tall.

Estimate	Actual	Estimate	Actual
_____	_____	_____	_____
_____	_____	_____	_____



Use a piece of yarn and lay it on the Vines. Estimate how long the string will be. Then measure it.

_____
_____ Estimate

_____
_____ Actual

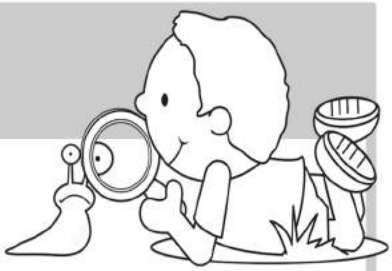
_____
_____ Estimate

_____
_____ Actual

INTERACTIVE MATH

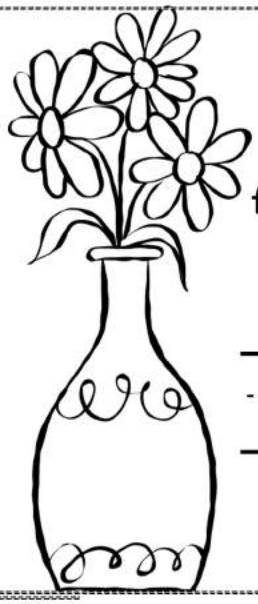
NAME :

Measurement Inches



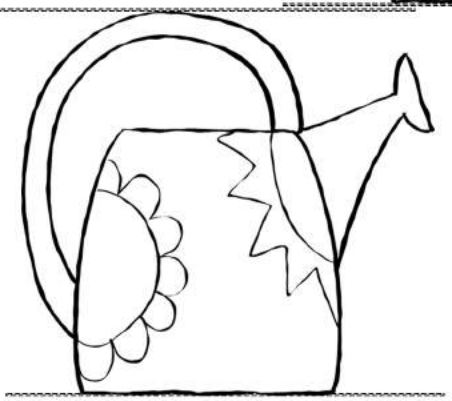
THUMB ESTIMATE

Inches are about the size of your thumb from tip to knuckle. Use your thumb to estimate each item. Then measure it with a ruler.



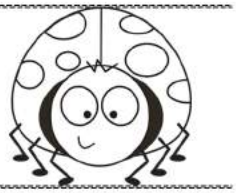
_____ _____

_____ Estimate _____ inches



_____ _____

_____ Estimate _____ inches



_____ _____

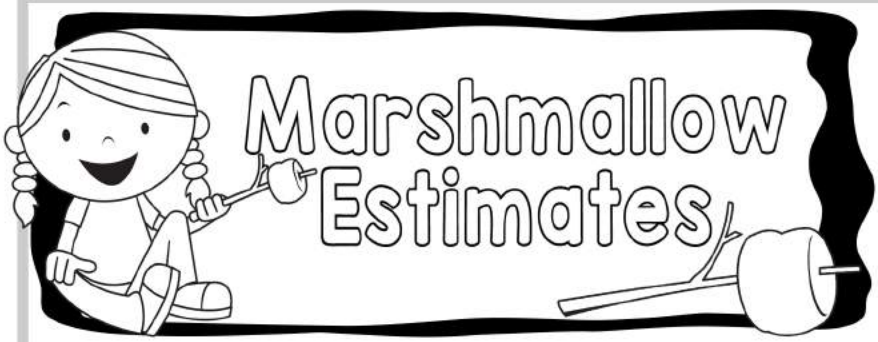
_____ Estimate _____ inches

_____ _____

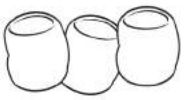
_____ Estimate _____ inches

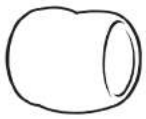
NAME:

Marshmallow Measuring



Use Large and Mini marshallows to measure each stick. First take an estimate then measure.





Estimate

Actual

Estimate

Actual

Estimate

Actual

Estimate

Actual

Estimate

Actual

NAME:

Measurement and Estimation

MY FOOT

Place your foot here and trace around the outside of it.

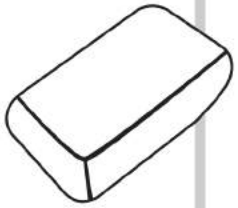
I estimate my foot is _____ inches wide.

When I measure my foot it is _____ inches wide.

I estimate my foot is _____ inches long.

When I measure my foot it is _____ inches long.

I estimate my foot is _____ earsers wide.



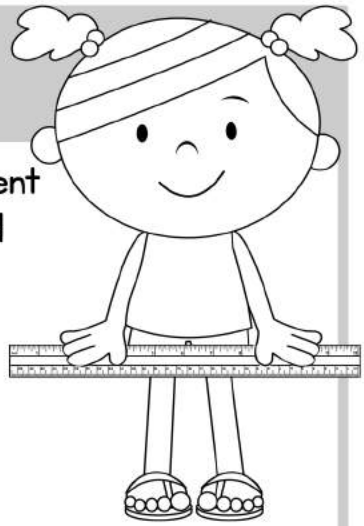
When I measure my foot it is _____ erasers wide.

I estimate my foot is _____ erasers long.

When I measure my foot it is _____ erasers long.

NAME:

Measuring Feet

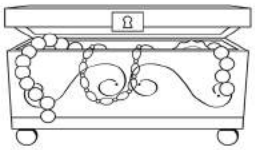


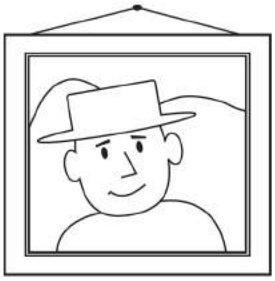
Feet come in many shapes and sizes. So in order to keep measurement fair, the ruler was created. When we use the whole ruler it is called a foot. 12 inches = 1 foot

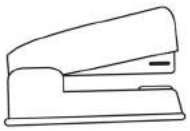
Take your ruler around your house or classroom and find if each object is more than a foot or less than a foot.

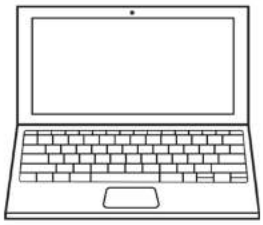
If the item is more than a foot, circle it.
If it is less than a foot, underline it.

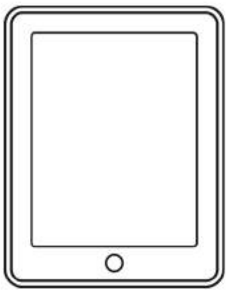
A WHOLE FOOT

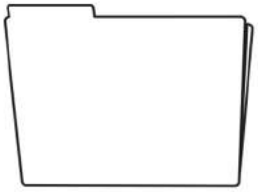










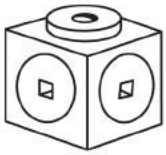


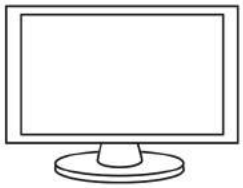
NAME:

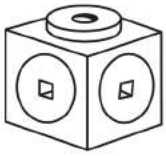
Different Ways to Measure

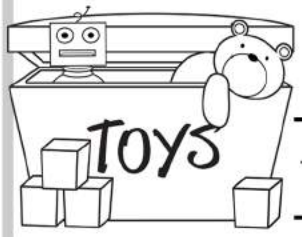
MEASUREMENT WITH DIFFERENT UNITS

Today we will measure using different units. First we will meausre with inches, then blocks, then paperclips.

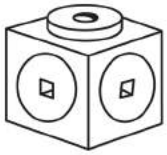
_____ inches _____  _____ 



_____ inches _____  _____ 



_____ inches _____  _____ 

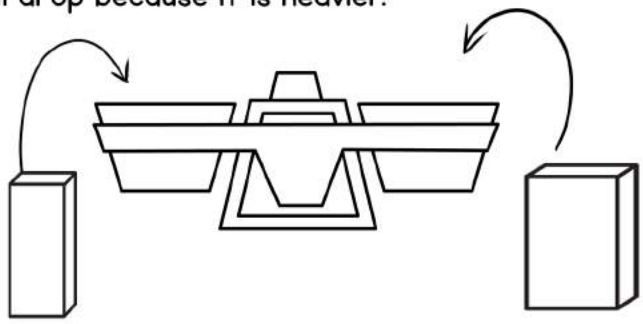
_____ inches _____  _____ 

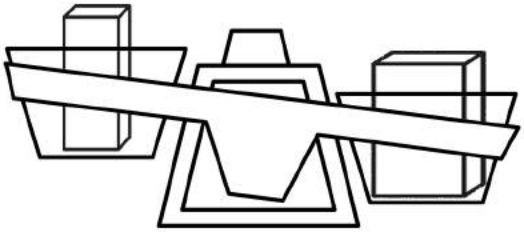
INTERACTIVE MATH

NAME :

Measuring Weight

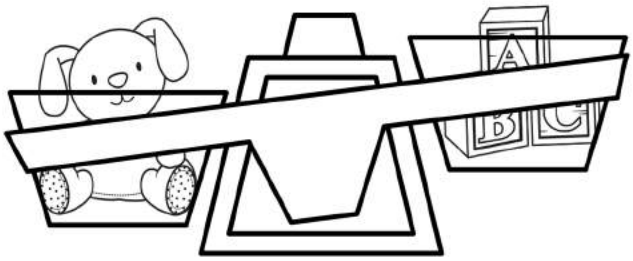
A scale is used to measure weight. Items are placed on either side. The side that weighs the most will drop because it is heavier.



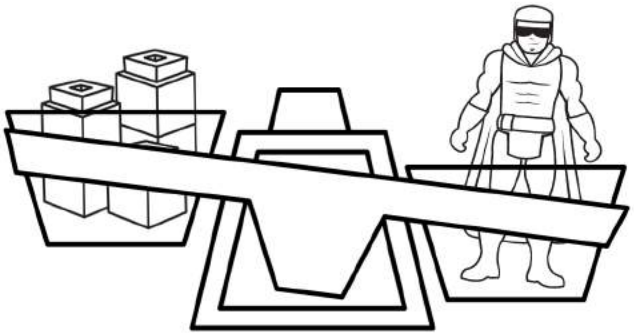


This block is heavier.

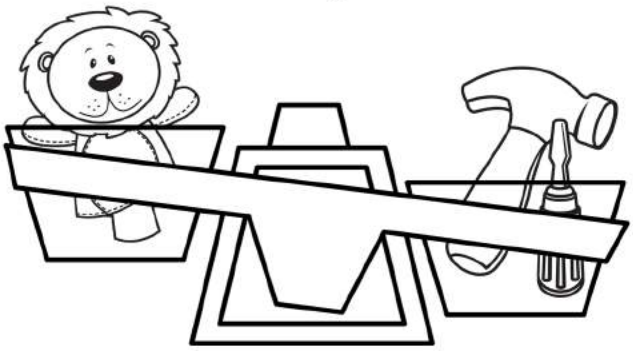
Circle the heavier item:



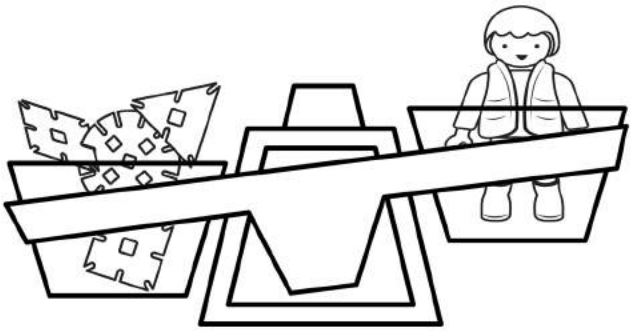
Circle the heavier item:



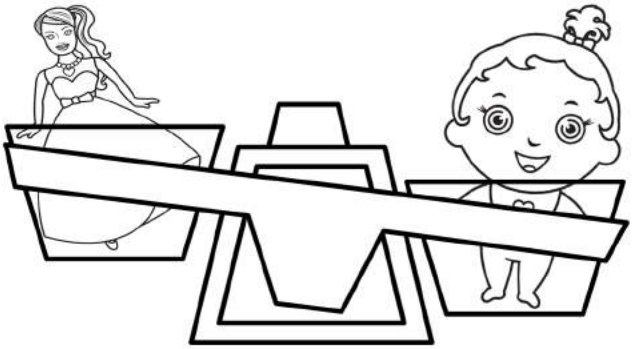
Circle the lighter item:



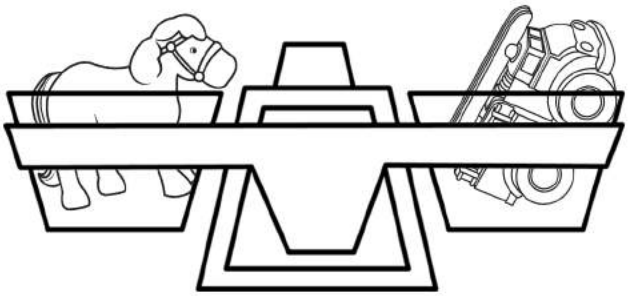
Circle the lighter item:



Circle the heavier item:



What can you learn about these items?

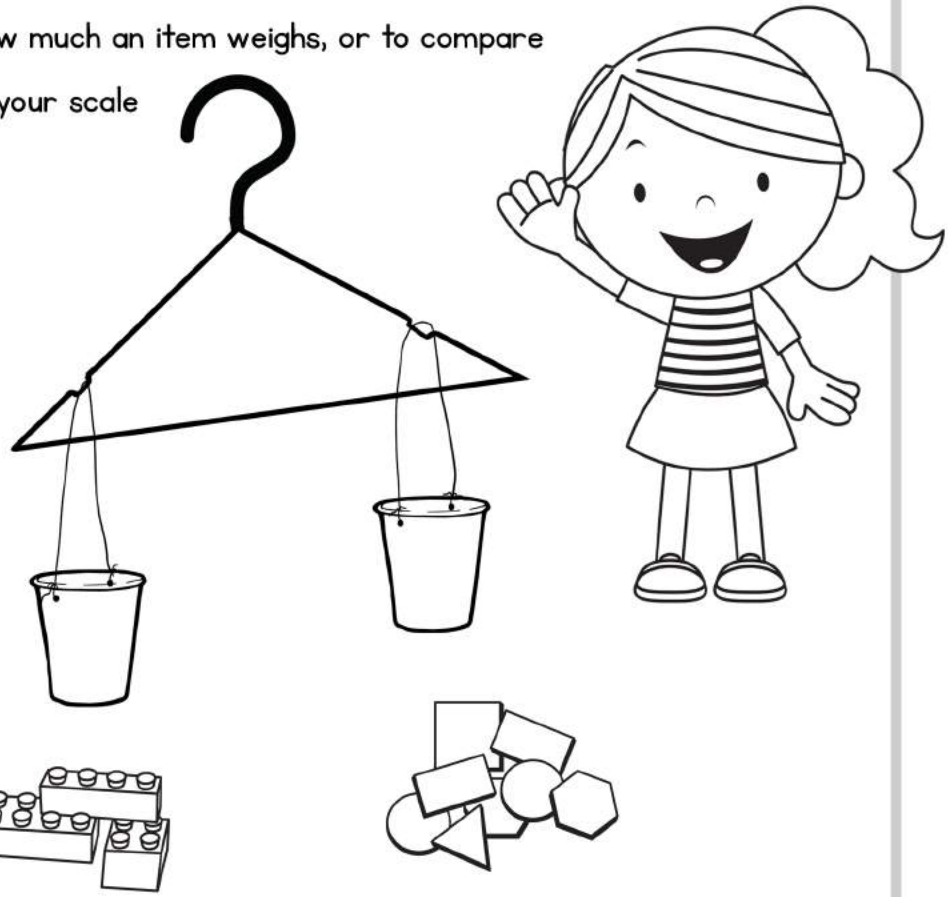


NAME:

Make Your Own Scale

Today you will be making a scale. A scale is used to measure weight.

You can use a scale to determine how much an item weighs, or to compare the weight to another object. Save your scale for this week's activities.



Materials:

hanger with notches
string
hole puncher
two paper cups
various toys, beans, and small objects.

Assembly:

Punch holes in opposite sides of each cup. Cut two lengths of string to the same size. Thread the string through one hole and tie it off. Thread the other end of the string through the opposite hole and tie it off. Repeat for the other string and cup. Hang the cups on each side of the hanger by using the notches. Place the hanger on a door knob and ensure that it lays even.

Use:

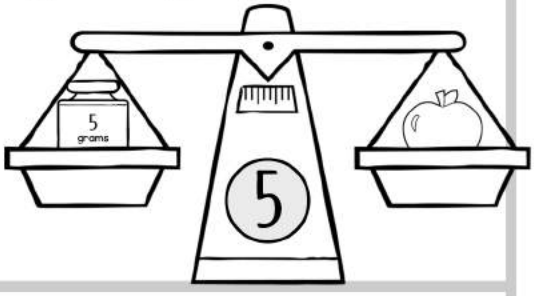
Place small toys, beans or other objects into the cups. Watch as the cups raise and lower as you change the weight. Which items are heavier? Which are lighter?

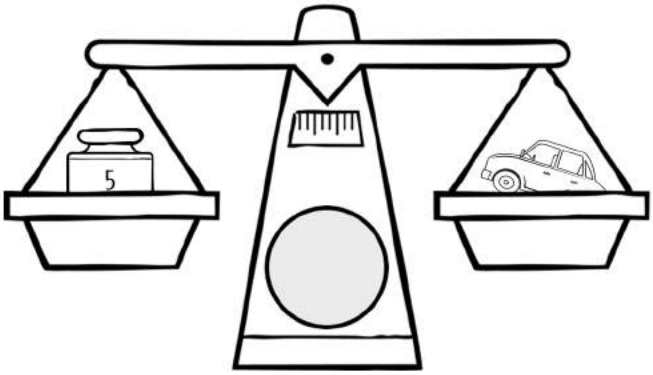
INTERACTIVE MATH

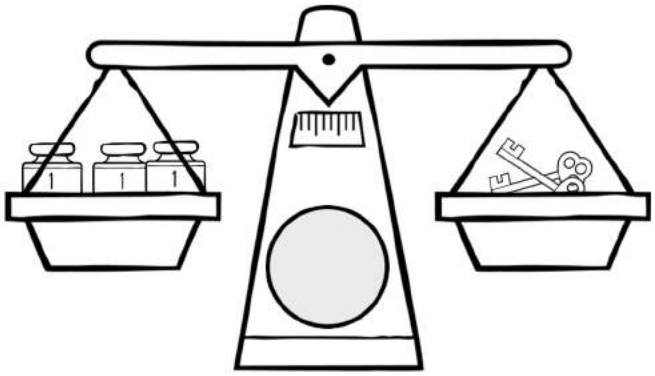
NAME :

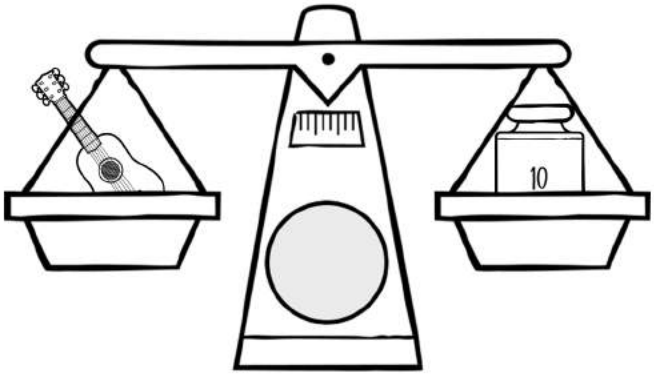
Units of Measurement: Grams

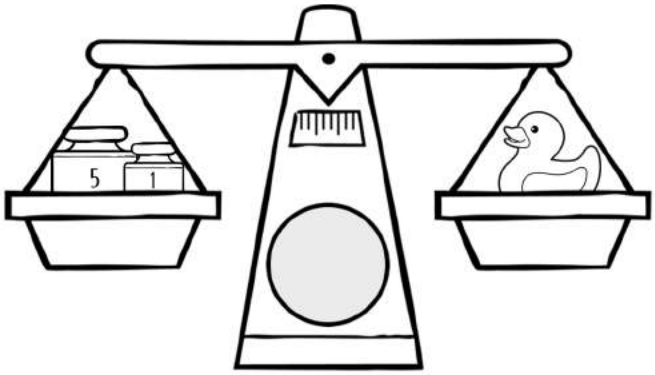
You can use a scale to measure the exact weight of an object. You can measure this weight in grams.

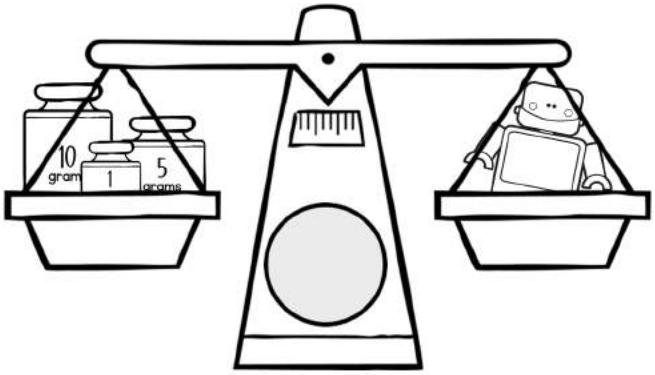


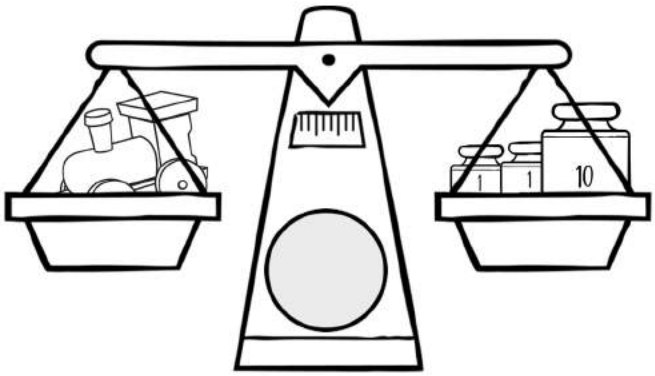












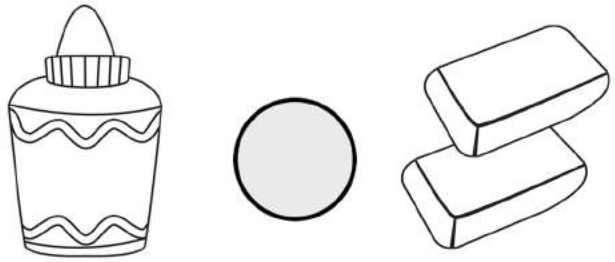
INTERACTIVE MATH

NAME :

Comparing Weight

Use your scale and items around the house to complete the task. Place each item in your scale to see which weighs more.

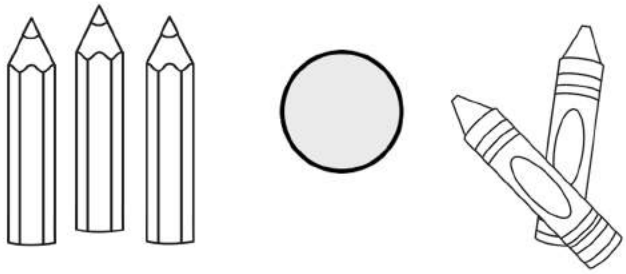
Which weighs more?



glue

two erasers

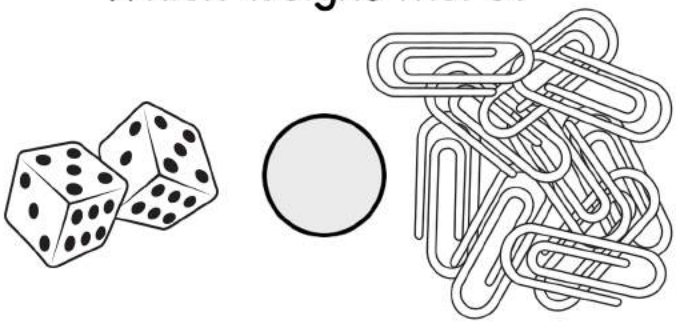
Which weighs more?



three pencils

two crayons

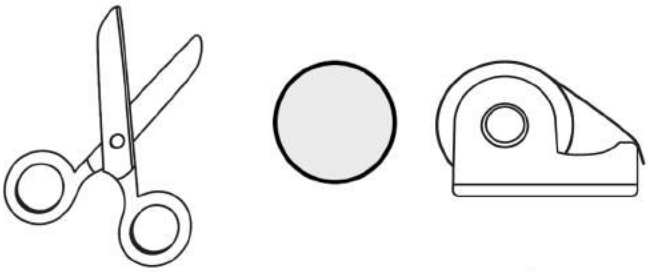
Which weighs more?



two dice

10 paper clips

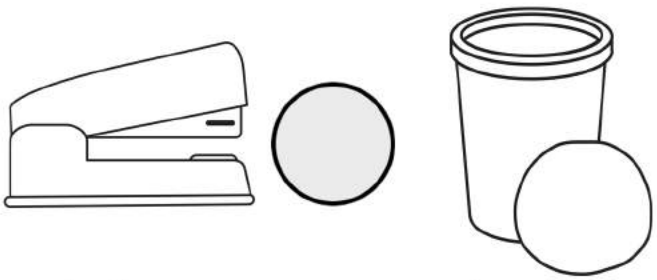
Which weighs more?



scissors

tape

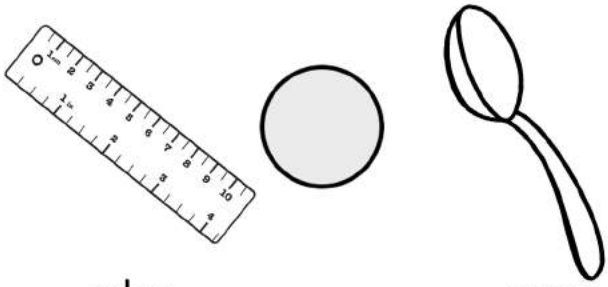
Which weighs more?



stapler

play dough

Which weighs more?



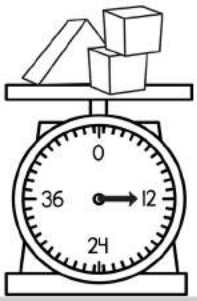
ruler

spoon

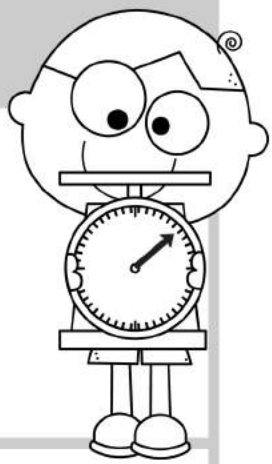
INTERACTIVE MATH

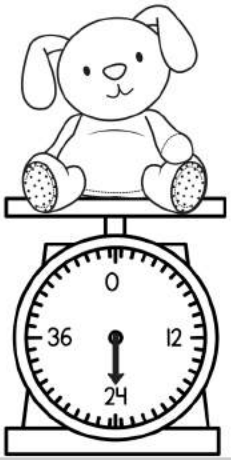
NAME :

Weight and Measurement

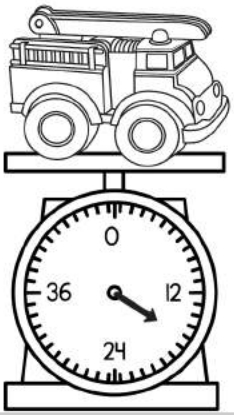


Scales can tell us exactly how much an item weighs. Find the number on the scale and write the weight in grams.

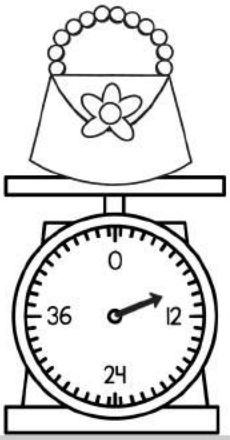




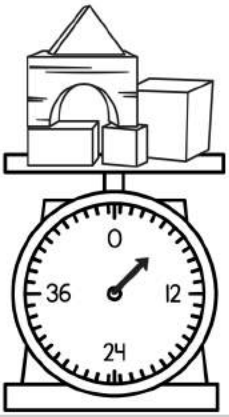
grams



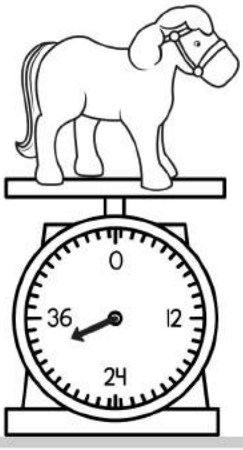
grams



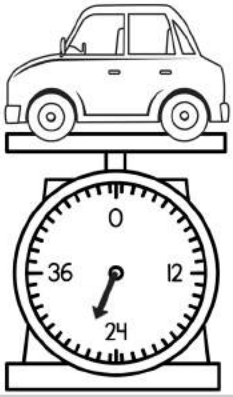
grams



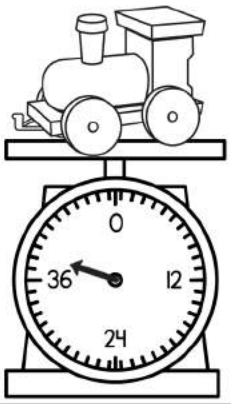
grams



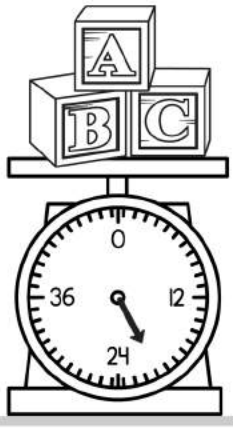
grams



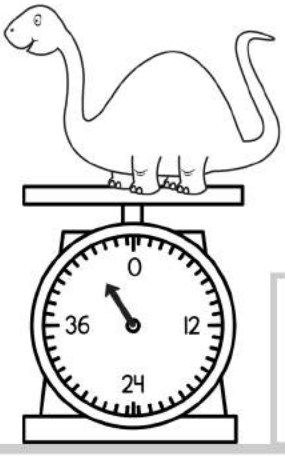
grams



grams



grams



grams

INTERACTIVE MATH

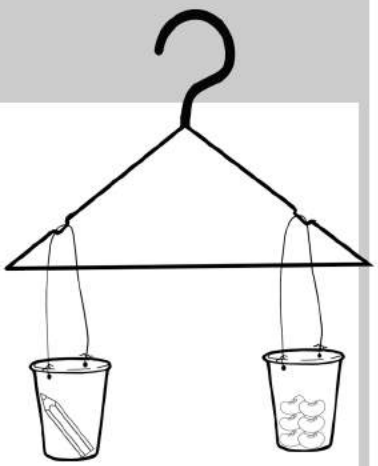
Estimating Weight

NAME :

Estimate how many beans (or noodles) it will take to equal the object. Then use your scale to measure the actual amount.

estimate: 4

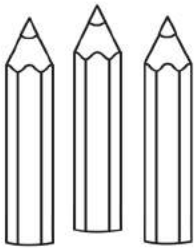
actual 6



Estimate then measure:

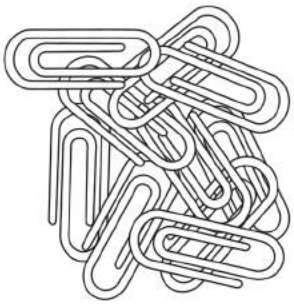
glue

Estimate then measure:



three pencils

Estimate then measure:



10 paper clips

Estimate then measure:

scissors

Estimate then measure:

two dice

Estimate then measure:

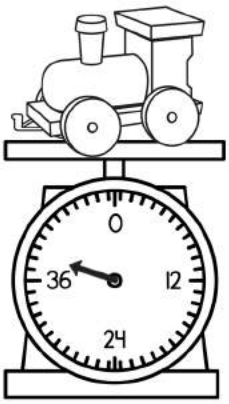
ruler

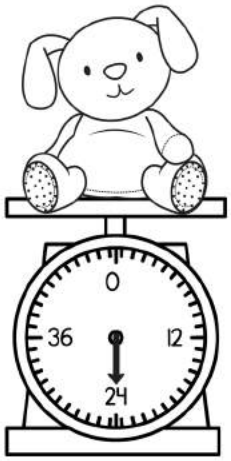
INTERACTIVE MATH

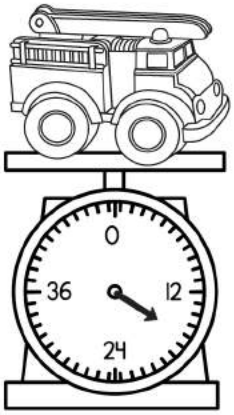
NAME :

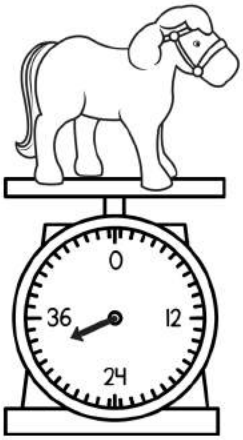
Digital and Analog Weight

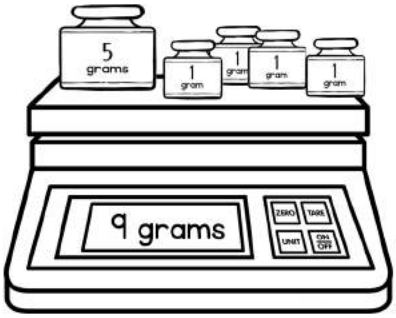
Some scales are digital, they tell the weight in numerical form.
Match the digital scales to the analog scale with the same weight.

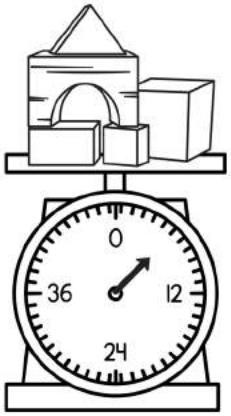


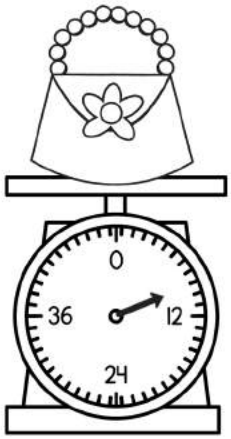










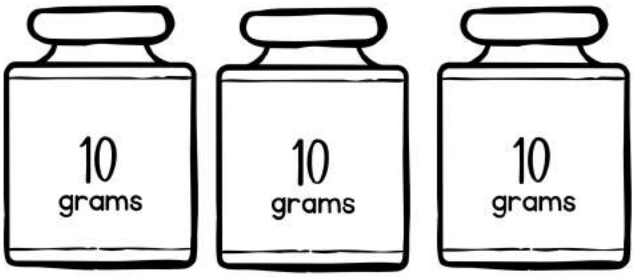


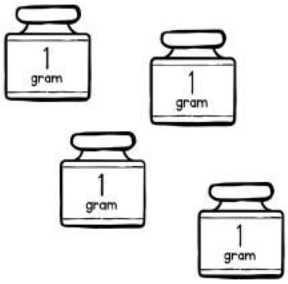
INTERACTIVE MATH

NAME:

Measurement

Add up the weight in each section. Cut and paste the number cards in the correct space.





33 35 28 24 34

NAME :

Reading a Pictograph

PICTOGRAPH = 1

OUR FAVORITE SPORTS

SWIMMING					
BASEBALL					
FOOTBALL					
BOWLING					

Answer the questions using the pictograph.

1. How many students chose _____ _____ _____ _____ ?

2. Which sport is the most popular? _____

3. Which sport is the least popular? _____

4. How many more people like football than baseball? _____

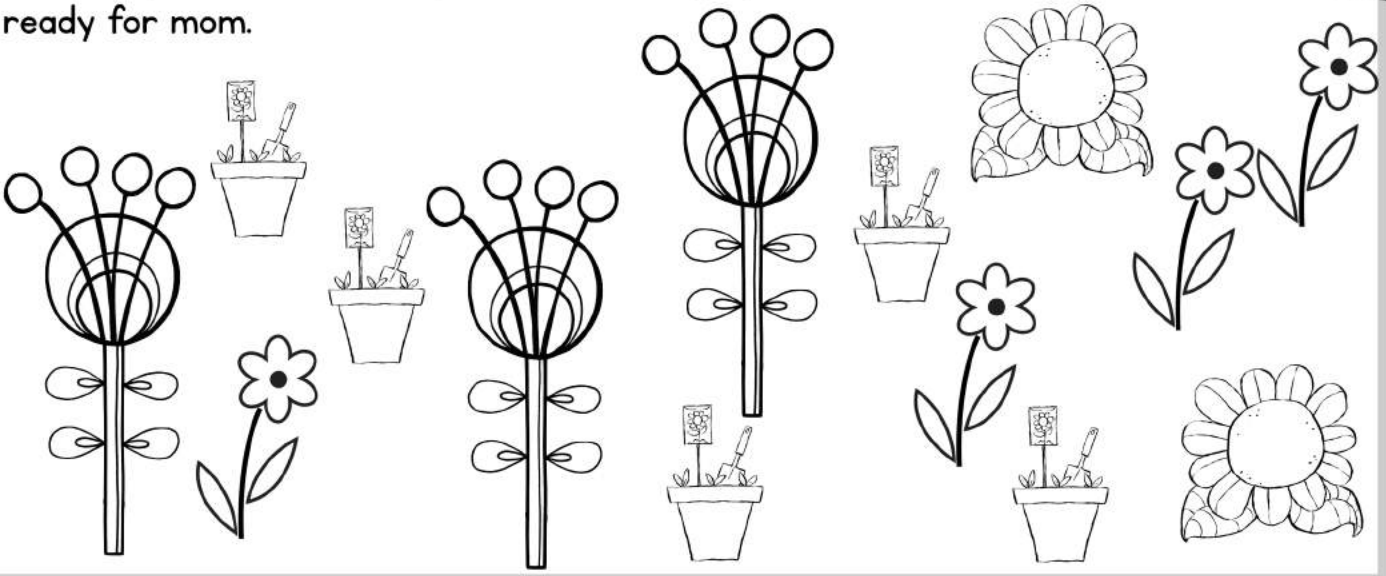
Show a subtraction sentence to match your answer.

_____ - _____ = _____

INTERACTIVE MATH NAME :

Pictograph

First, tally the Mother's Day flowers. Then graph the flower so they are ready for mom.



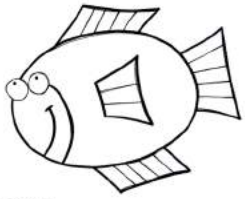
Tally

GRAPH

NAME:

Pictograph Drawing

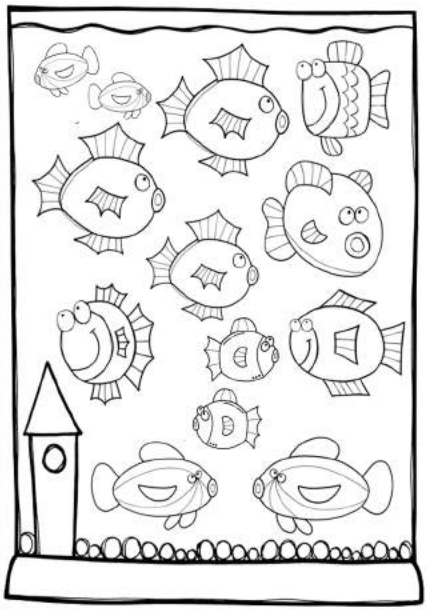
ONE FISH TWO FISH



Draw fish to match the sentences below.

Jan					
Ed					
Rex					
Sky					

Color the fish to match the chart:



1. Jan had 4 green fish.
2. Ed had 1 red fish.
3. Rex had 5 yellow fish.
4. Sky had 3 orange fish.

Draw a silly fish here:

1. Who had the most fish? _____

2. Who had the least fish? _____

NAME :

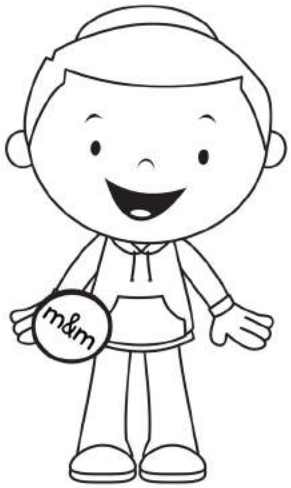
Sorting, Tallying and Graphing

*Use a small bag of m&m's.

SORTING AND GRAPHING M&M'S

Yellow										
Green										
Blue										
Brown										
Red										
Orange										

Color in one box for each m&m of that color.



	Tally
Yellow	
Green	
Blue	
Brown	
Red	
Orange	

= 1 m&m

Yellow	
Green	
Blue	
Brown	
Red	
Orange	

NAME:

Pictographs

COOKIE PICTOGRAPH ★ = 2 ☆ = 1

Chocolate Chip	2 4 6
Peanut Butter	
Oatmeal Raison	
Snicker Doodle	

We asked 34 moms what their favorite cookies were. Read the pictograph above to answer the questions.

Totals	
Chocolate Chip	
Peanut Butter	
Oatmeal Raison	
Snicker Doodle	

1. How many moms chose Chocolate Chip as their favorite?

2. How many moms chose Snicker Doodle as their favorite?

3. Which two cookies tied for 3rd place in the pictograph?

4. What is your mom's favorite type of cookie?

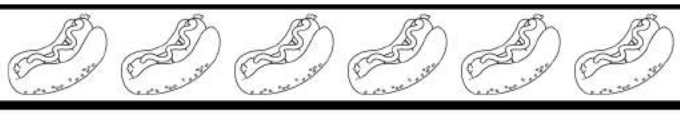
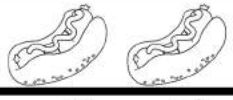
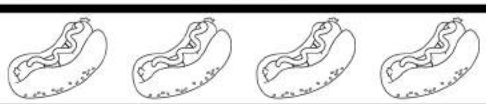
INTERACTIVE MATH

NAME:

Pictograph

Hot Dog Eating Contest Results

 = 5

Team 1	
Team 2	
Team 3	
Team 4	

Our club had a hotdog eating contest. Count by 5's to answer the questions about the pictograph.

Team 1 = _____

Team 2 = _____

Team 3 = _____

Team 4 = _____

1. How many hotdogs were eaten in all?

_____

2. Which team ate the most hotdogs?

_____

3. Which team ate the least amount of hotdogs?

_____

4. How many more hotdogs did Team 4 eat than Team 3? (Remember to count by 5's)

_____

Team 3 had 3 members. If each member of the team ate the same amount, how many hotdogs did each team member eat?_____

Bonus*

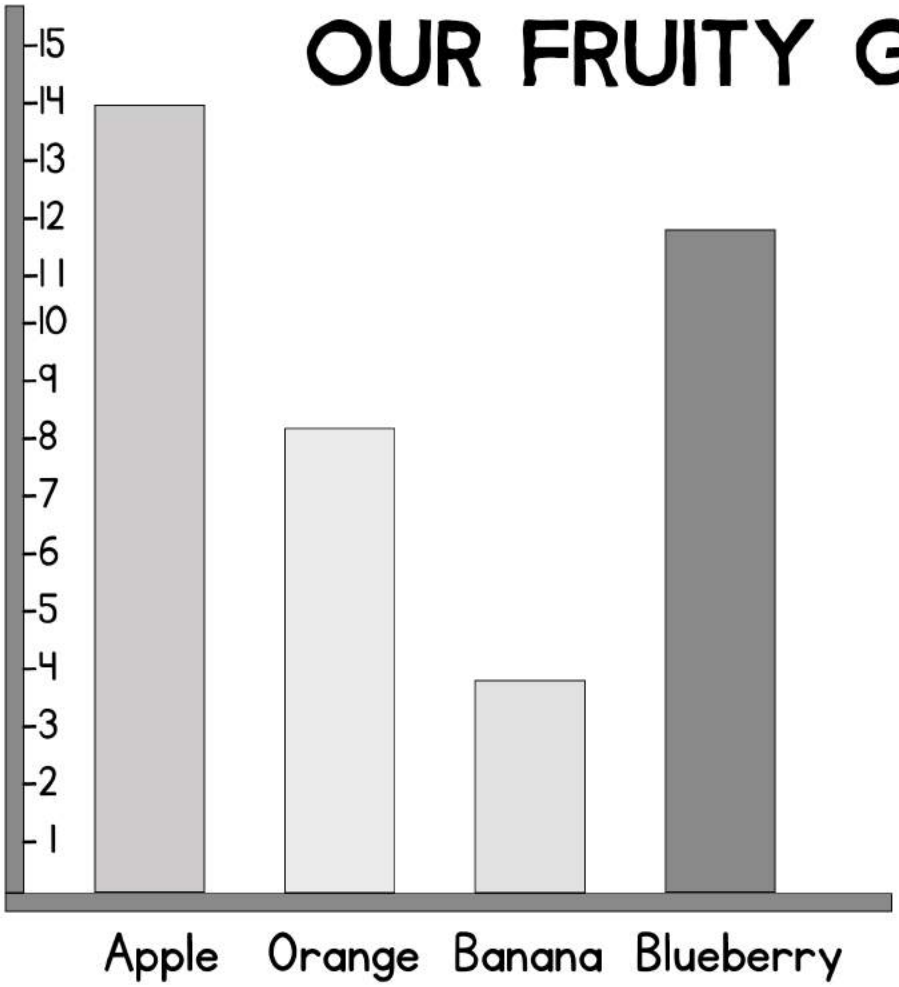
How many more hotdogs would need to be eaten to reach 100 hotdogs?

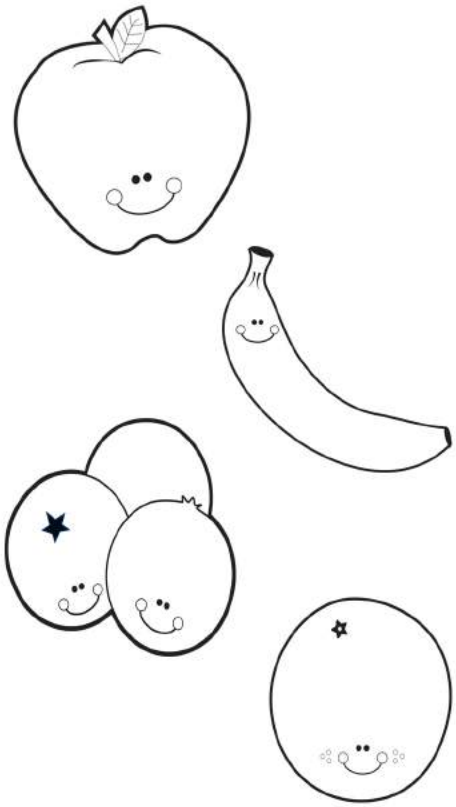
_____

NAME:

Bar Graph and Pictograph

OUR FRUITY GRAPH





1. How many people liked apples the best?

2. How many people liked bananas the best?

3. Which is the most popular fruit?

Key

 = 1

or

 = 2

Circle which symbol you want to use.

Make a pictograph using the data found in the bargraph. You may count by 1's or 2's.

Apple	
Orange	
Banana	
Blueberry	

NAME:

Record Data Through a Survey

SURVEY SAYS...

It's time for you to be a reporter! Get your clipboard and ask as many people as you can the following questions. Use tally marks or symbols to record.

1. What is your favorite season?

Draw the most poplular.

spring	
summer	
fall	
winter	

2. What is your favorite weather?

Draw the most popular.

sunny	
cloudy	
rainy	
snowy	

3. What is your favorite holiday?

Draw the most poplular.

Easter	
Christmas	
Thanksgiving	
4th of July	

INTERACTIVE MATH

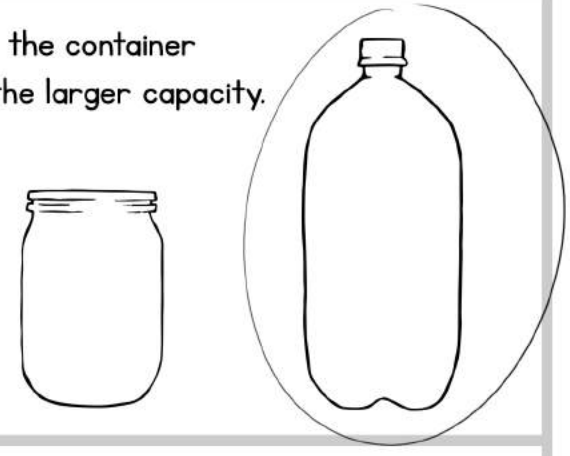
NAME :

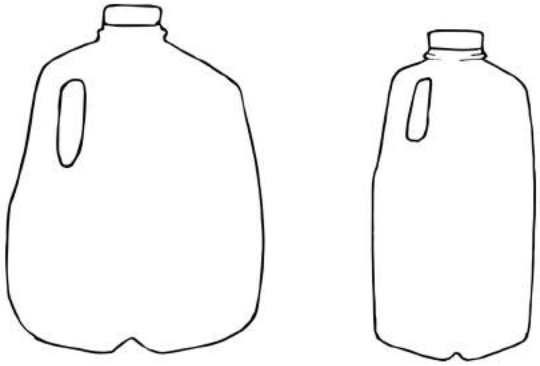
What is Capacity?

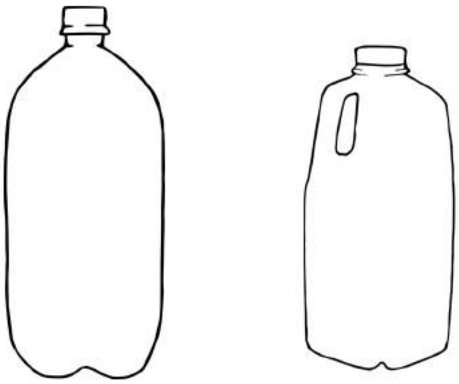
Capacity is the amount a container can hold.

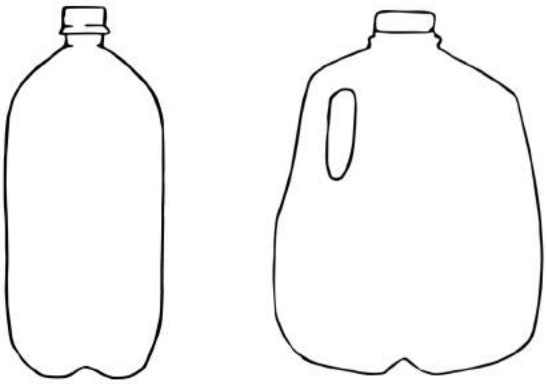
Larger containers have more room, and have a larger capacity.

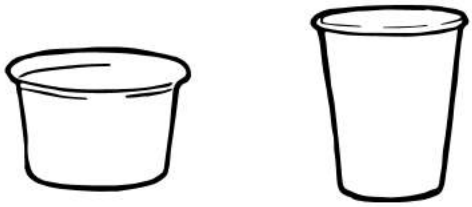
Circle the container with the larger capacity.





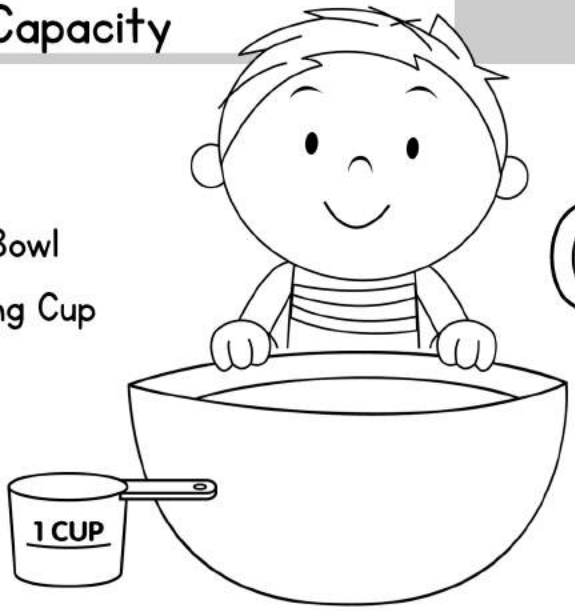






NAME:

Measuring Capacity



What is the Capacity of the bowl?

Materials:

Large Mixing Bowl

1 Cup Measuring Cup

Water

Instructions:

Gather your materials as listed above. Try to choose a large mixing bowl and set up a work station near the sink. Before you get started look at the size of your measuring cup. Then, look at the size of your mixing bowl. Use your ability to estimate and take a guess as to how many cups of water will fit inside your mixing bowl. Write your estimation in your data chart below. Next, begin adding cups of water to the bowl until it is filled. Keep track of how many cups you have added by using tally marks on your data chart. Find the difference between your estimate and the actual amount.

My Estimate:	Actual:	Difference:

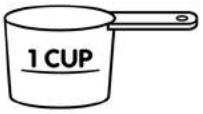
INTERACTIVE MATH

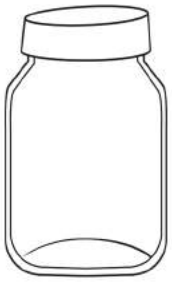
NAME :

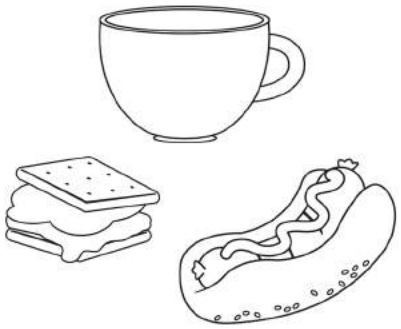
Estimating Capacity

Sometimes we do not have the time to measure exact amounts. In these cases we can estimate the capacity. Use your estimation skills to choose the better amount.

About how many cups can this container hold?





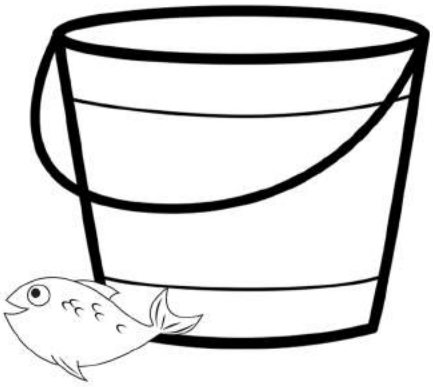


5

2

6

4



6

10

4

9

8

5

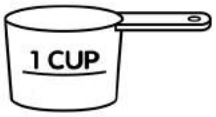
3

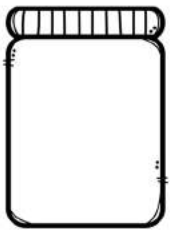
1

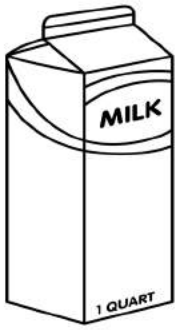
Estimating Capacity

NAME :

Draw a line to match containers with similar capacity:







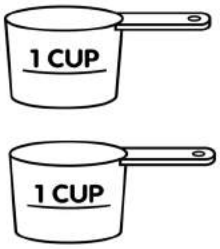
INTERACTIVE MATH

NAME :

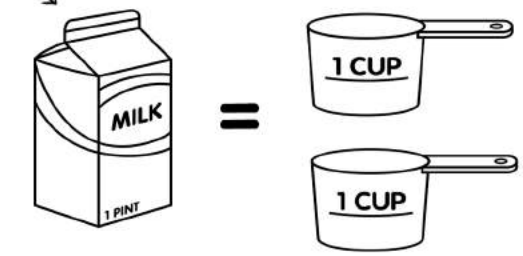
Measuring Capacity

This is 1 cup.

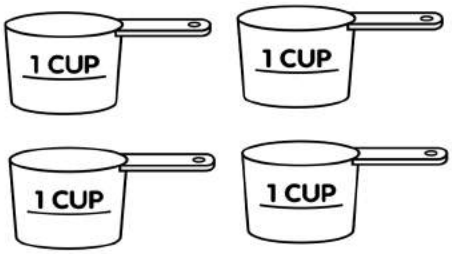
This is 2 cups.



This is also 2 cups.
We call this a pint.



4 cups is equal to 2 pints which is equal to 1 quart.



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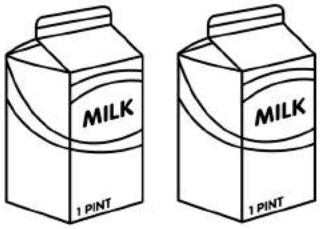

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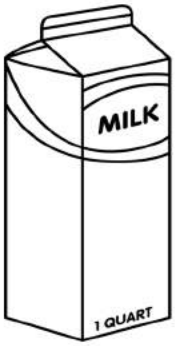
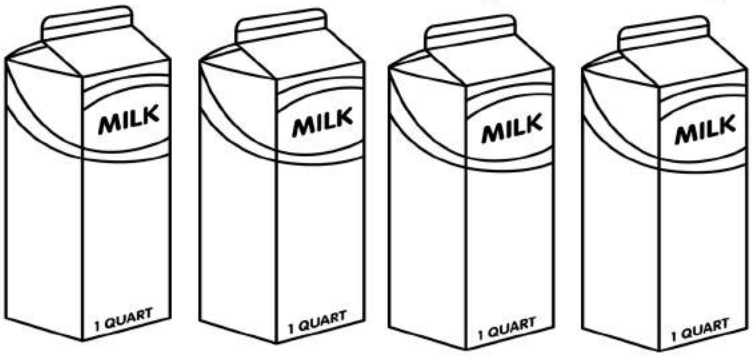


4 quarts is equal to 1 gallon



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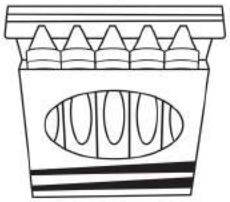
Coloring Guide:

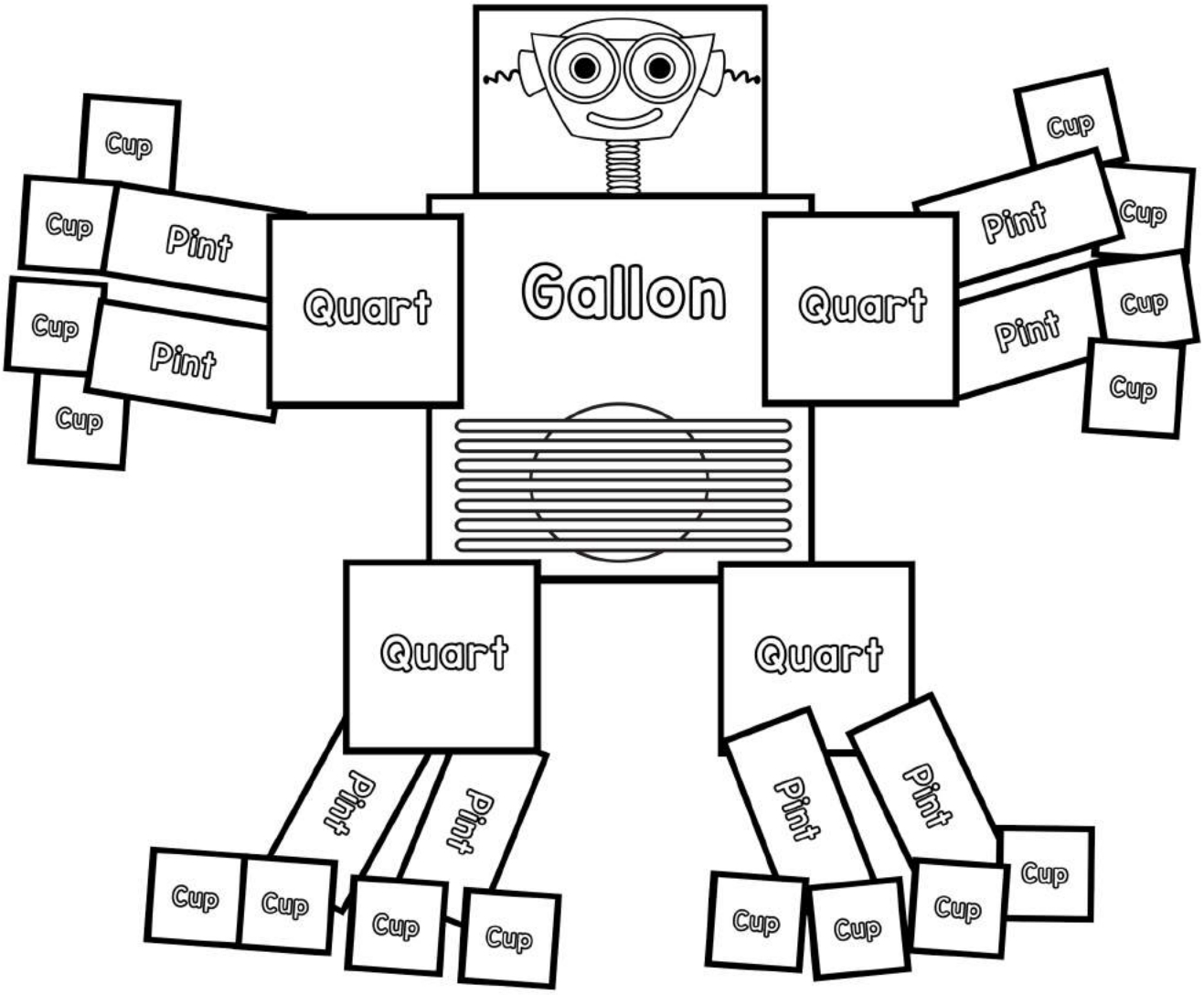


Gallon = Grey
Quart = Blue
Pint = Purple
Cup = Red

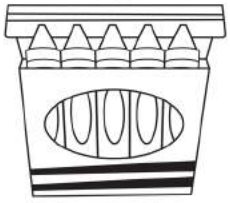
NAME:

Capacity Cyborg

Color and assemble your own Capacity Cyborg!! Use the cut outs on the following page and glue together as shown below. Save your Capacity Cyborg to use with this week's lessons.



Coloring Guide:



Gallon = Grey
Quart = Blue
Pint = Purple
Cup = Red

Gallon
Quart
Pint
Quart
Pint
Pint
Pint
Pint
Pint
Quart
Pint
Cup
Cup
Cup
Cup
Quart
Pint
Cup
Cup
Cup
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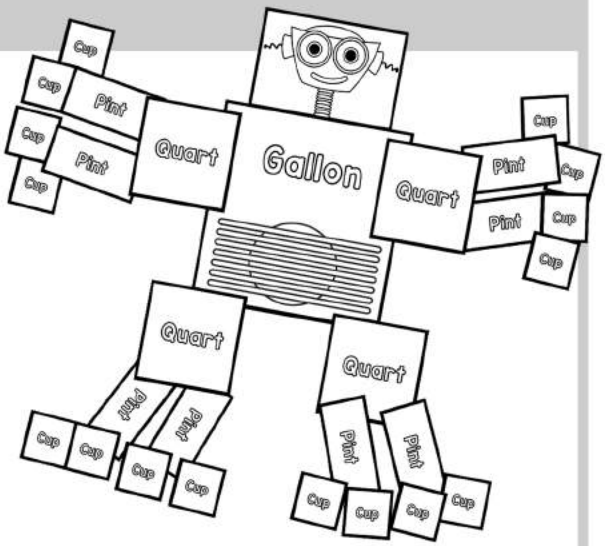
Cup

INTERACTIVE MATH

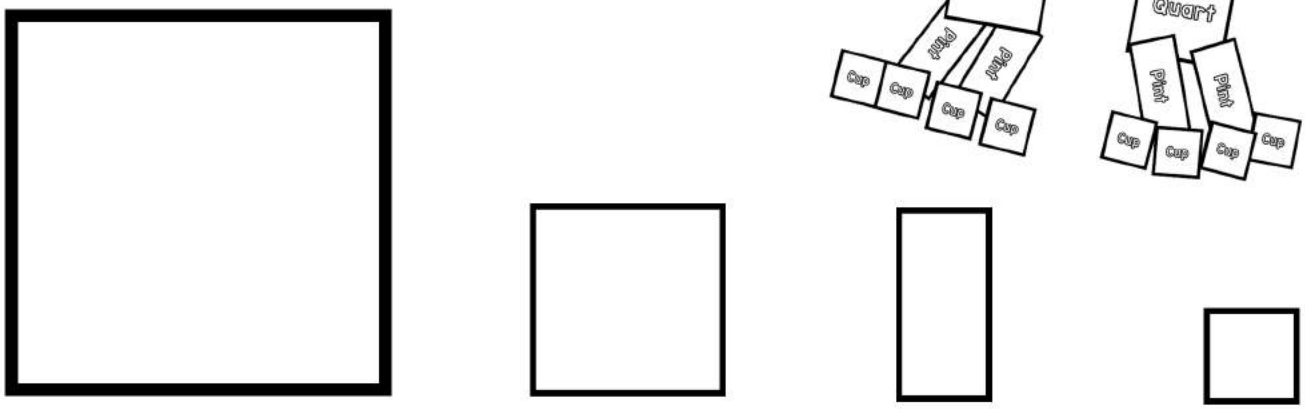
NAME:

Capacity Cyborg

Use your Capacity Cyborb to help you answer the following questions:



Trace to label the capacity amounts:



gallon quart pint cup

How many quarts are in a gallon?

How many pints are in a quart?

How many cups are in a pint?

How many cups are in a quart?

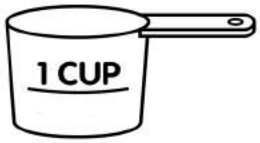
How many pints are in a gallon?

How many cups are in a gallon?

NAME:

Popcorn Party

How many cups of popcorn are in each bag?



Materials:

One Bag of Popcorn

1 Cup Measuring Cup

Large Mixing Bowl

Directions:

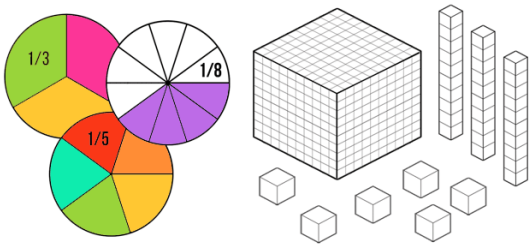
With help from an adult, pop the popcorn according to the directions on the bag. Measure and scoop out one cup at a time and keep track using your data chart below.

Estimate:	Actual:	Difference:

How many kernals in a cup?

Now, fill up one cup with popcorn kernals (not a heaping cup, try to fill it right to the top.) Count and record the amount of kernals that will fit inside one cup.

Estimate:	Actual:	Difference:



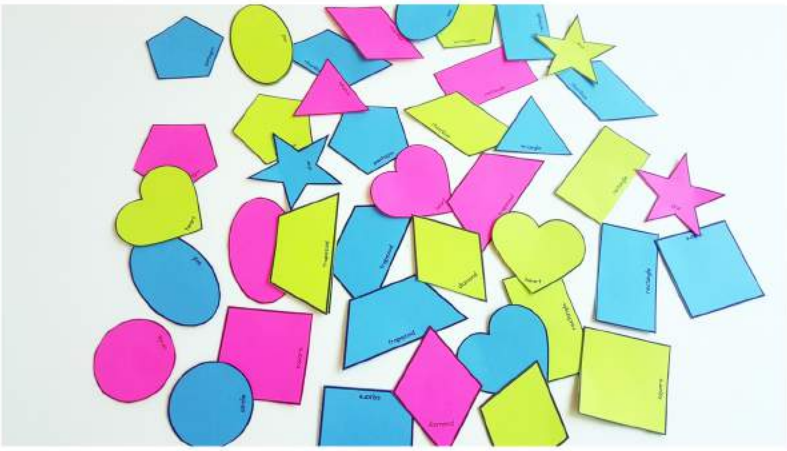
Appendix

The appendix of this curriculum includes many printable math manipulatives you can use to reinforce key math concepts covered over the year. It is recommended that you print these resources on cardstock or laminate them for durability.

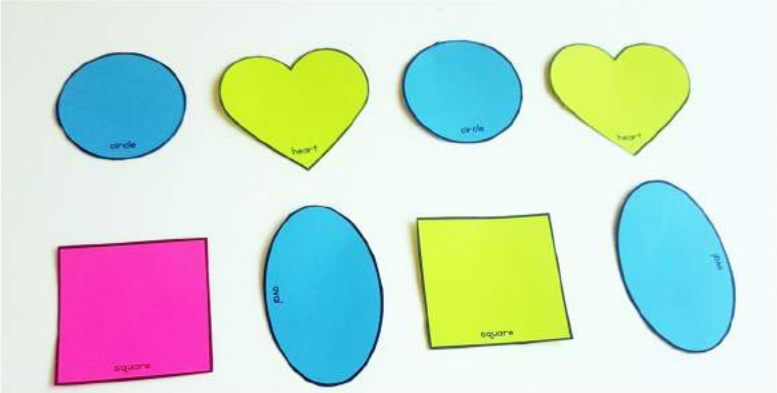
Each manipulative set is referenced by the corresponding week in the curriculum, however we suggest using these any time over the course of this program for review.

Manipulatives	Corresponding Lessons
Blank Shape Templates	Week 4
Tangrams	Week 4
Printable Dominos	Week 6
Addition Flashcards	Week 8+
Blank Skip Counting Worksheets	Weeks 9, 16, 27
3D Nets	Week 14
Calendar	Week 19
Base 10	Week 27
Fraction Circles	Optional Practice

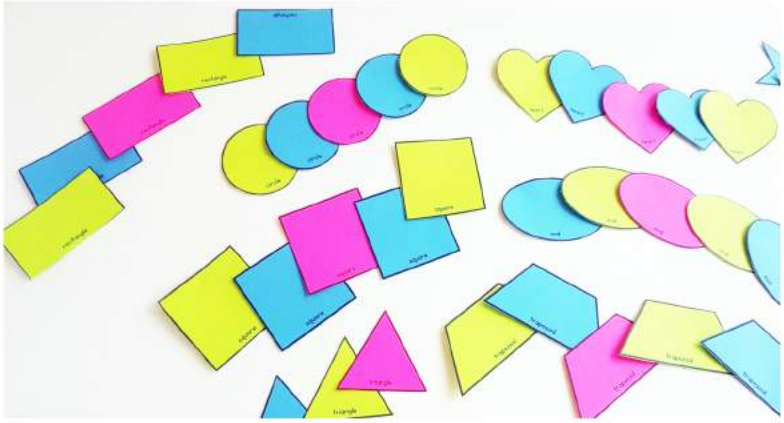
Hands-on Shape Activities



Seek and Find

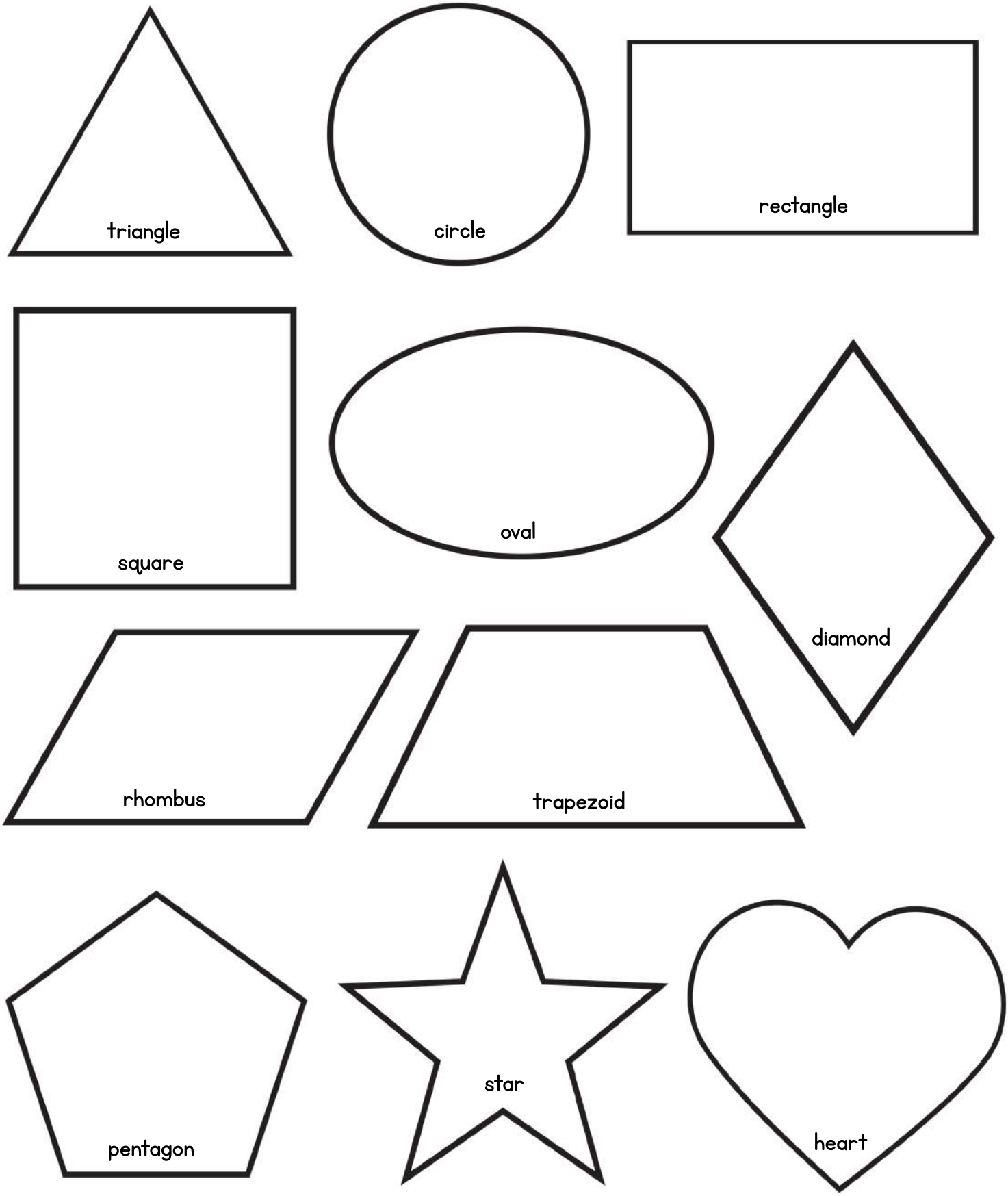


Patterns



Sorting

Print multiple copies on colored cardstock. Cut out and use for making patterns and pictures.

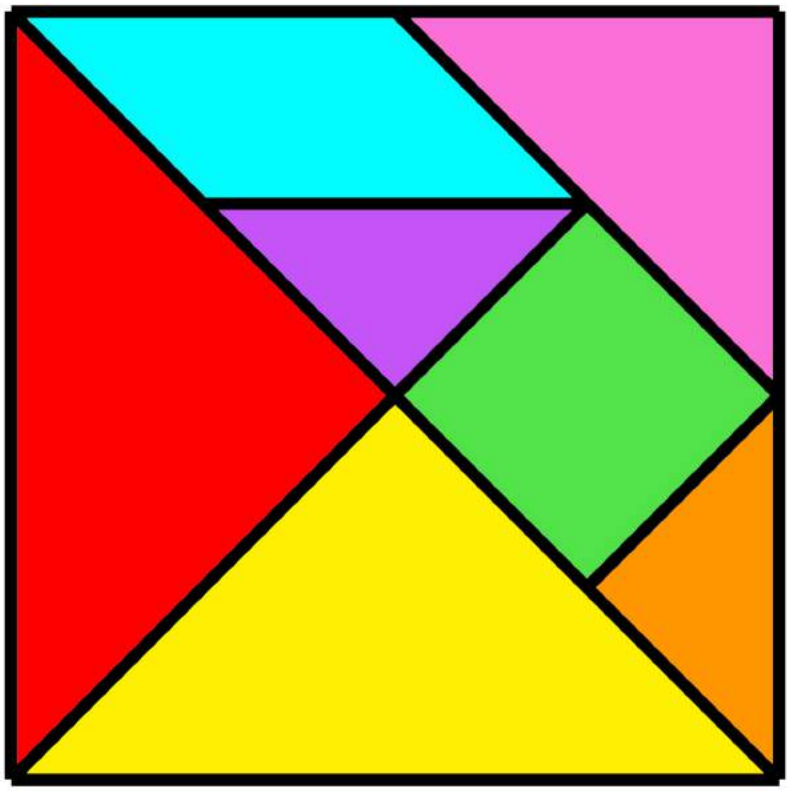


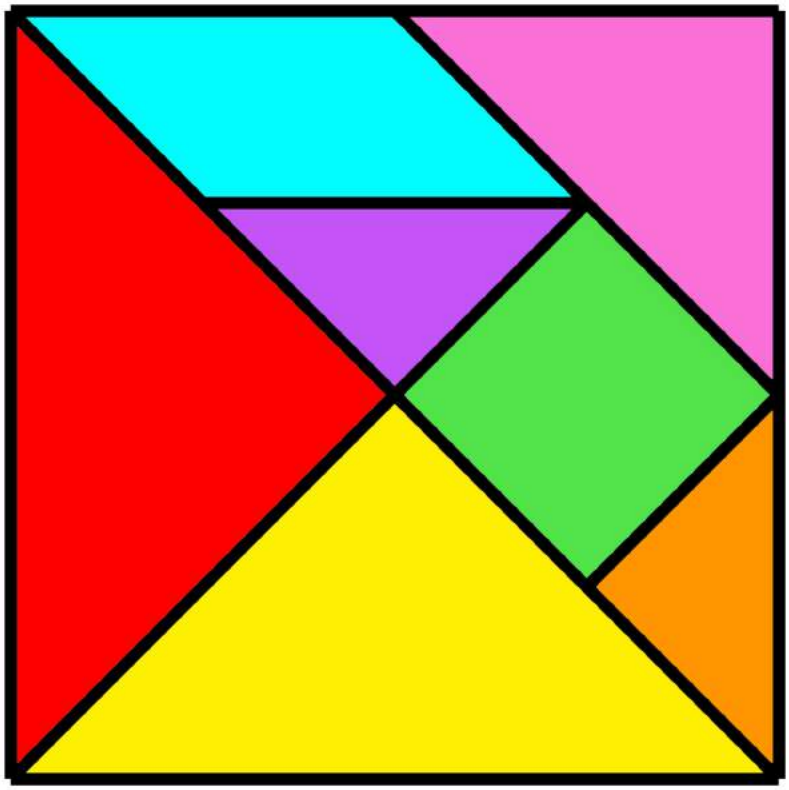
Tangrams

Print on cardstock

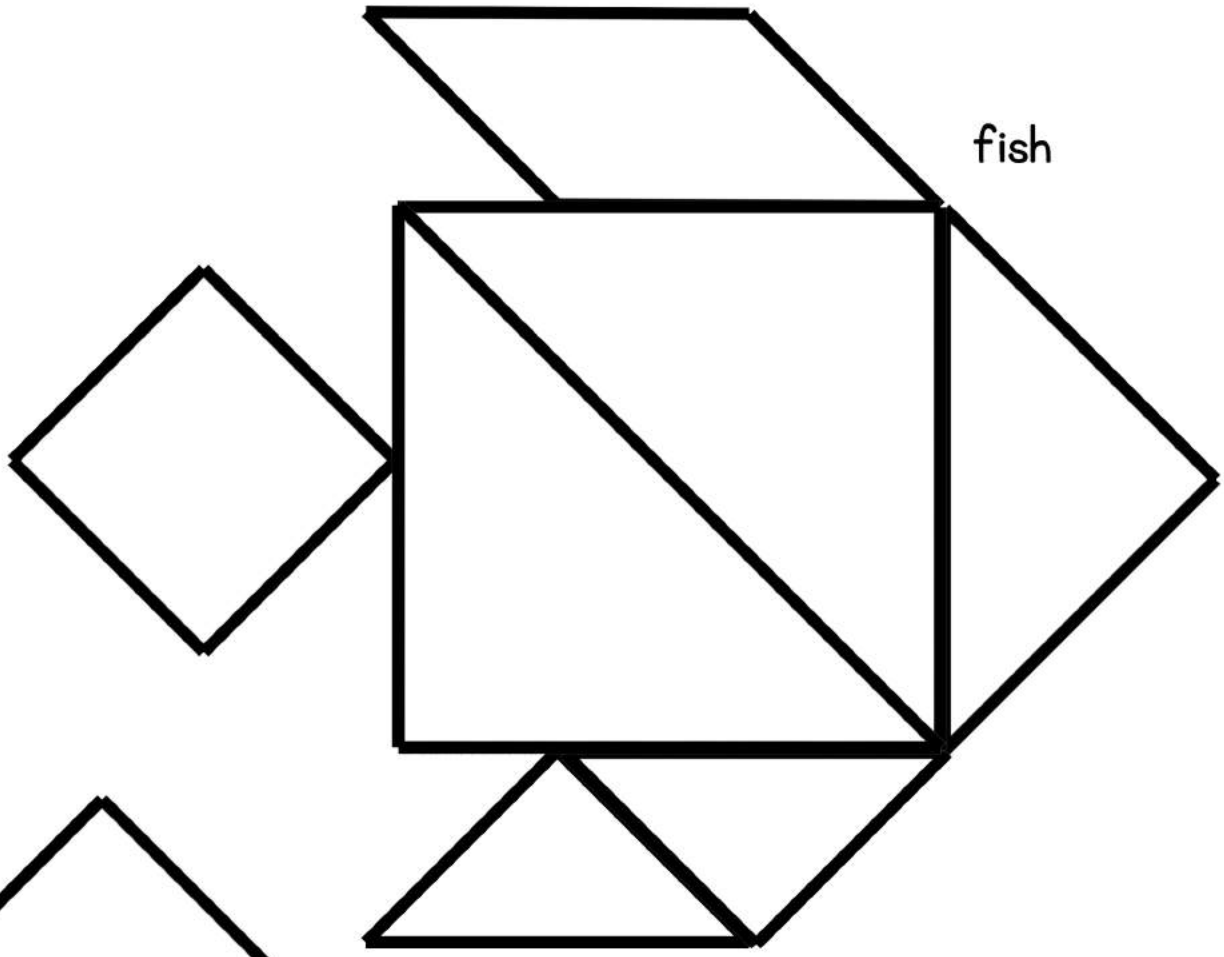
Cut out the individual shapes for each set of tangrams. Use with the following templates to make pictures. Create your own designs.

Print on cardstock paper and laminate for durability. Use tangram shapes to make pictures.

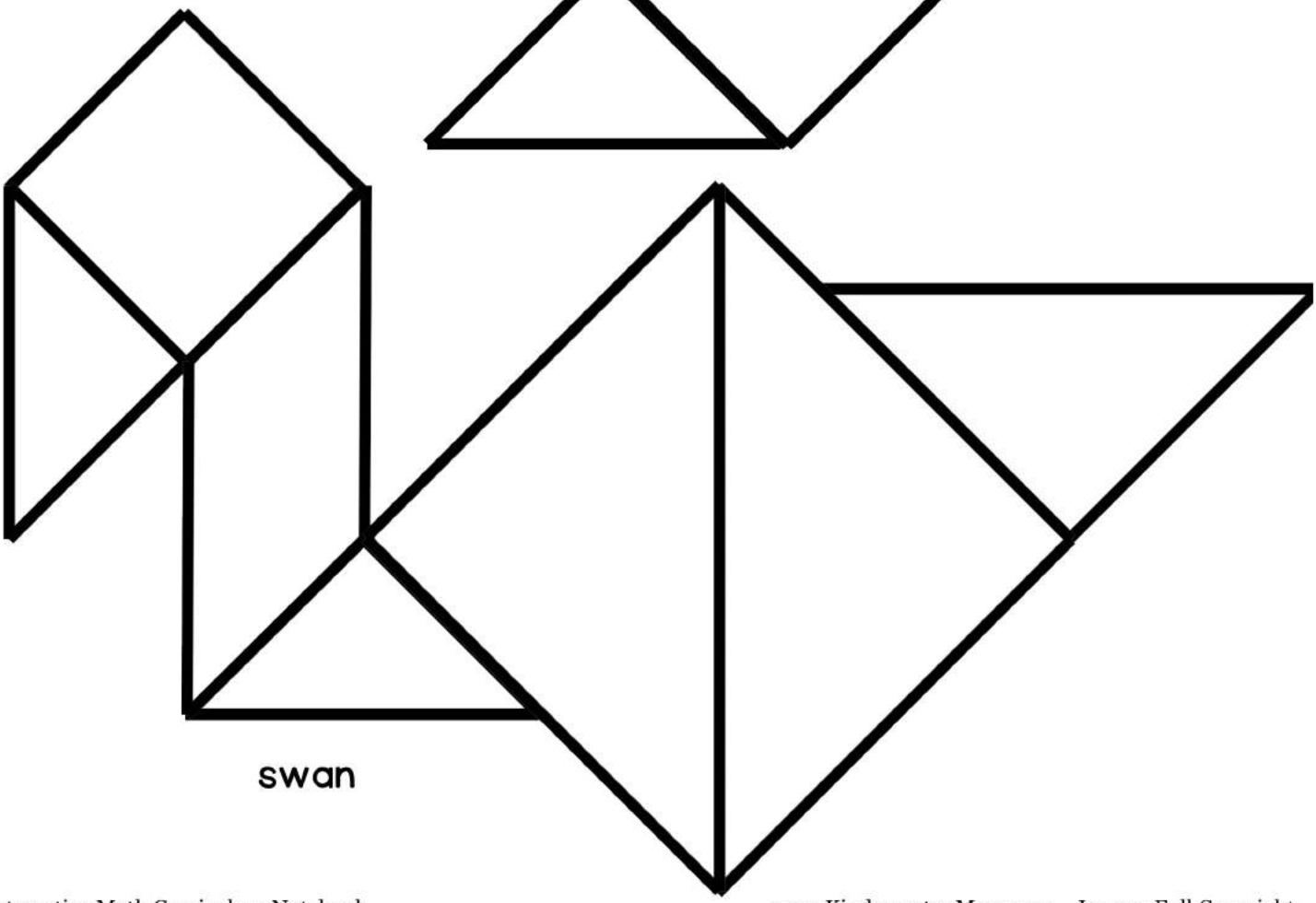




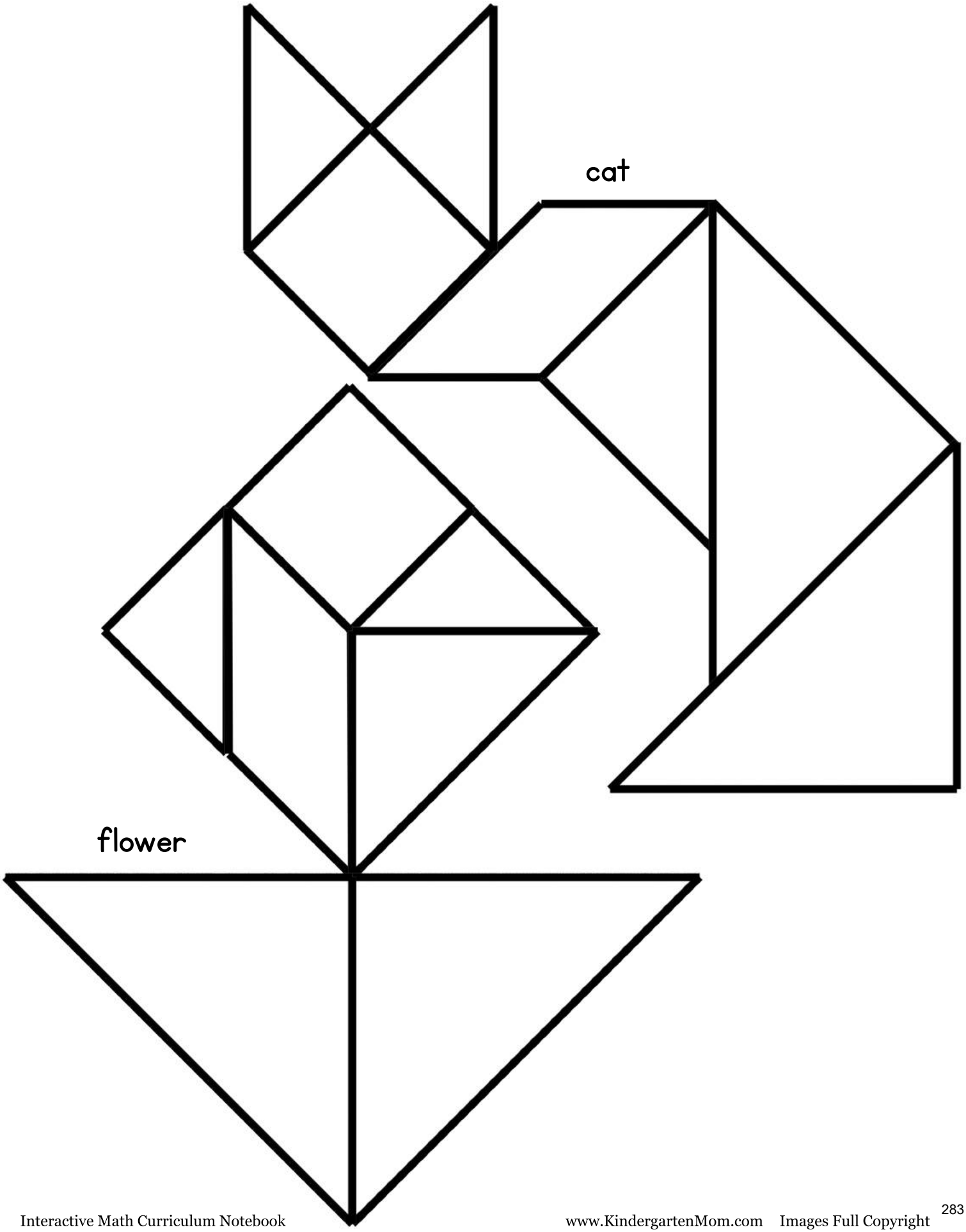
Print on cardstock paper and laminate for durability. Use tangram shapes to make pictures.



fish

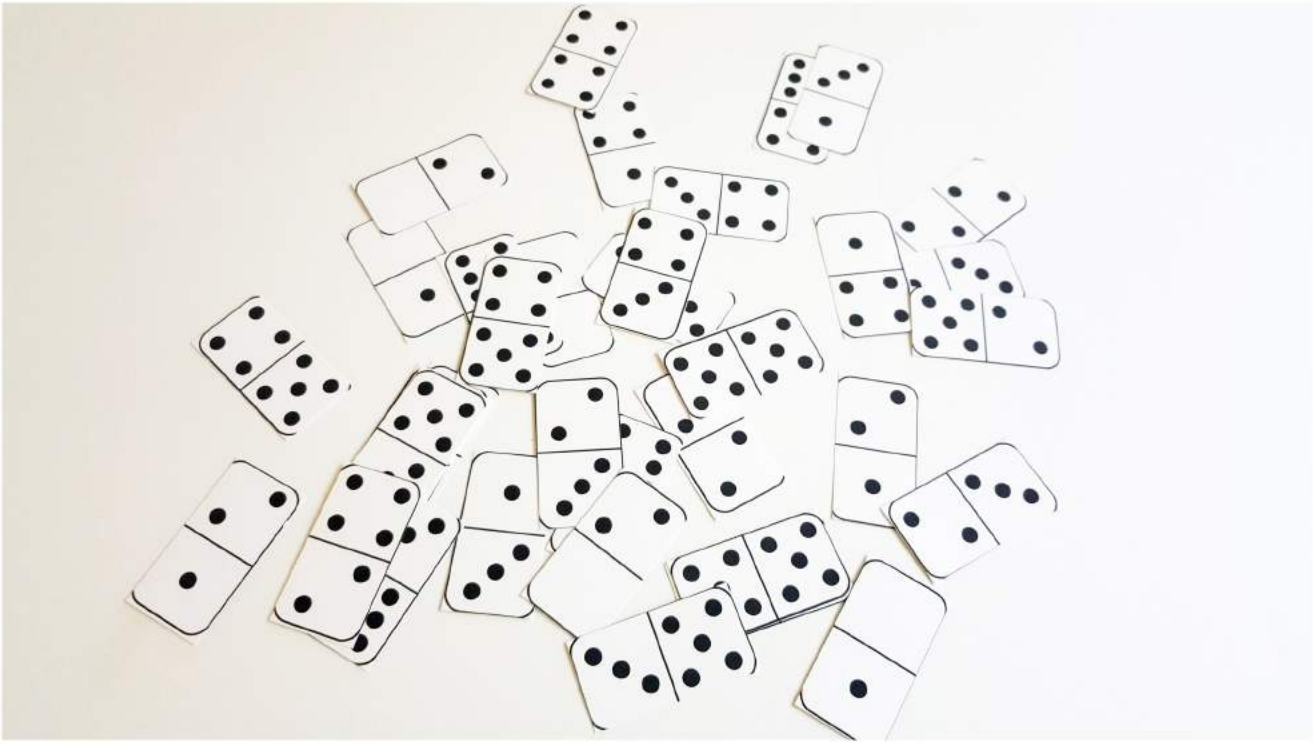


swan


cat
flower

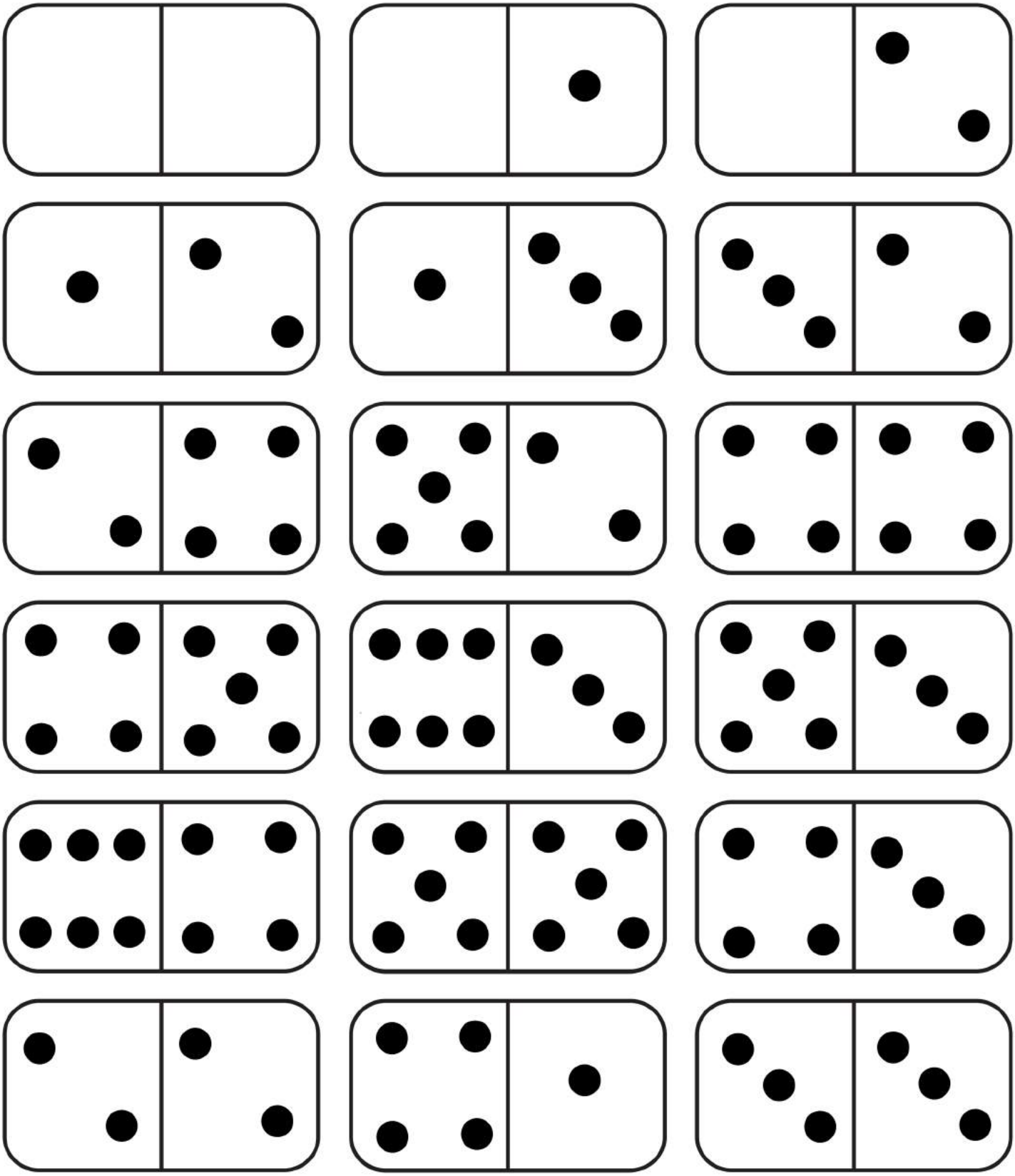
Dominos

Print on cardstock



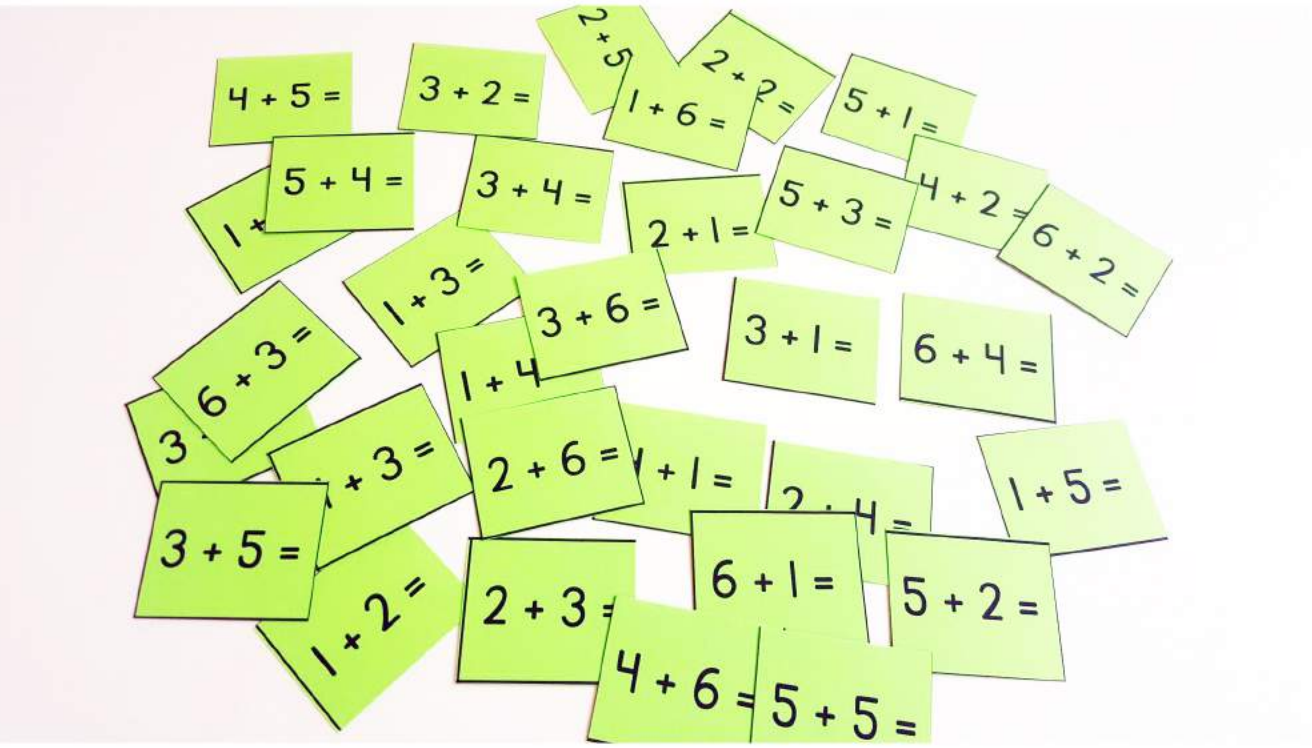
Print two copies and cut out. Use for domino games during week 6.

Cut out dominos and use for addition practice.



Addition Flashcards

Print on colored paper.



Cut out into flashcards and use for daily review. If you want your student to use these independently, consider writing the answers on the back for them to check.

Print on cardstock. Use as flashcards for weekly drills.

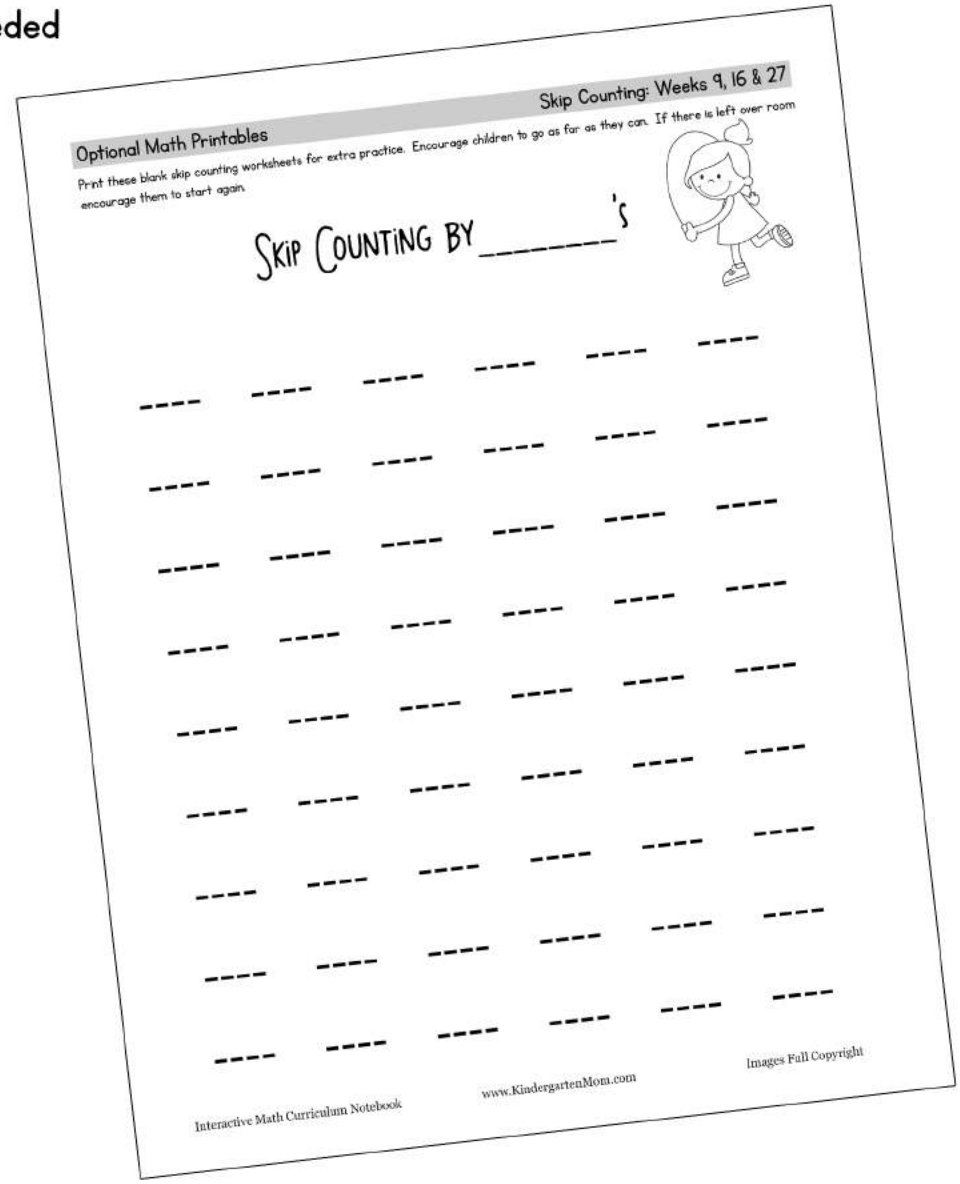
2 + 2 =	2 + 1 =	1 + 2 =	1 + 1 =
3 + 2 =	1 + 3 =	3 + 1 =	2 + 3 =
4 + 2 =	1 + 4 =	4 + 1 =	3 + 3 =
5 + 1 =	3 + 4 =	2 + 4 =	4 + 3 =

Print on cardstock. Use as flashcards for weekly drills.

3 + 5 =	5 + 3 =	2 + 5 =	5 + 2 =
5 + 5 =	1 + 5 =	4 + 5 =	5 + 4 =
2 + 6 =	6 + 2 =	1 + 6 =	6 + 1 =
4 + 6 =	6 + 4 =	3 + 6 =	6 + 3 =

Skip Counting Worksheets

Print as needed



Optional Math Printables

Skip Counting: Weeks 9, 16 & 27

Print these blank skip counting worksheets for extra practice. Encourage children to go as far as they can. If there is left over room encourage them to start again.

SKIP COUNTING BY _____'S

Interactive Math Curriculum Notebook www.KindergartenMom.com Images Full Copyright

Practice skip counting skills with these blank worksheets. Encourage students to write in the numbers as far as they can count. If there is room available have them skip a line and start again.

Print these blank skip counting worksheets for extra practice. Encourage children to go as far as they can. If there is left over room encourage them to start again.

Skip Counting by_____'s

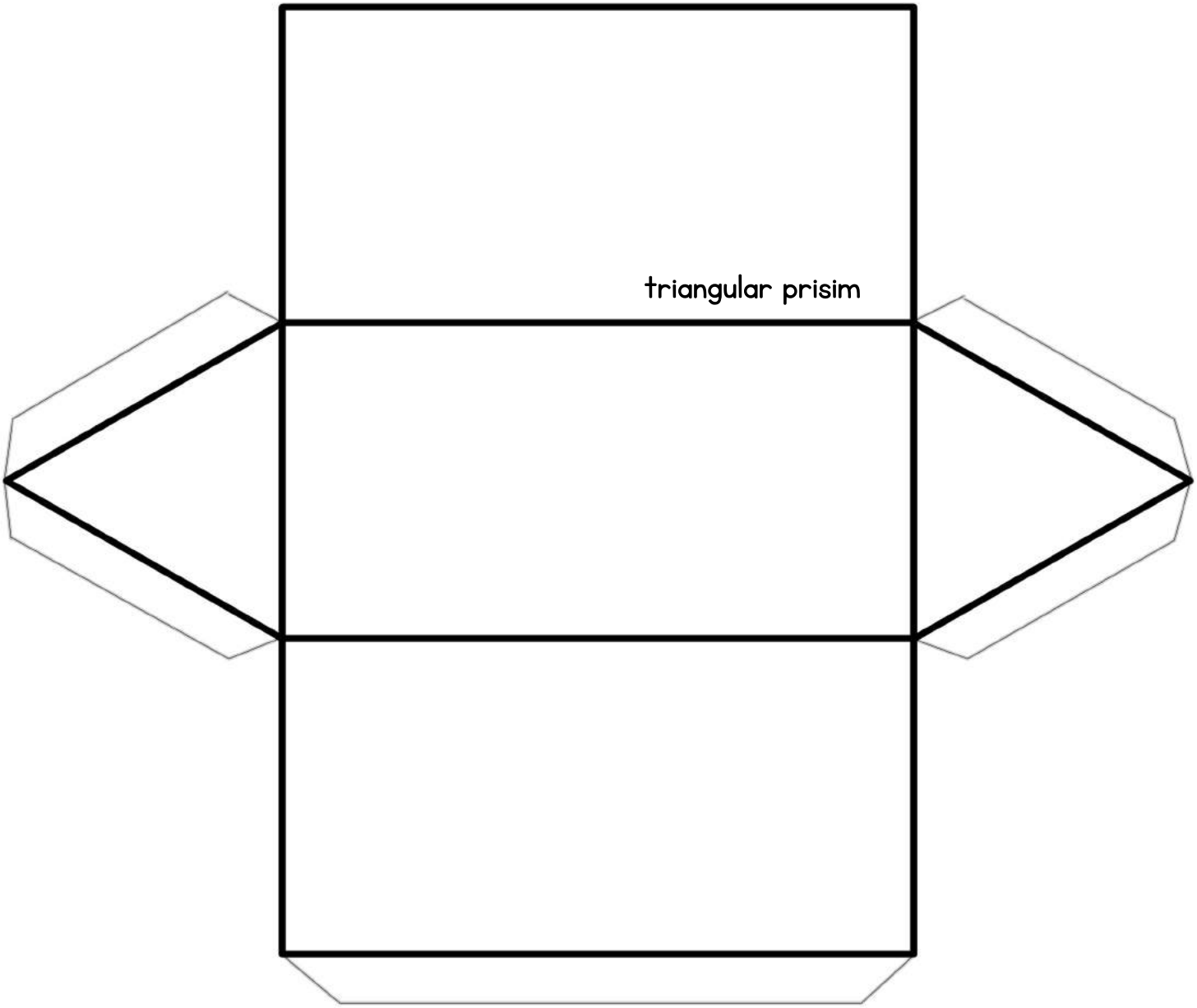
____	____	____	____	____	____
____	____	____	____	____	____
____	____	____	____	____	____
____	____	____	____	____	____
____	____	____	____	____	____
____	____	____	____	____	____
____	____	____	____	____	____
____	____	____	____	____	____
____	____	____	____	____	____

3D Solids

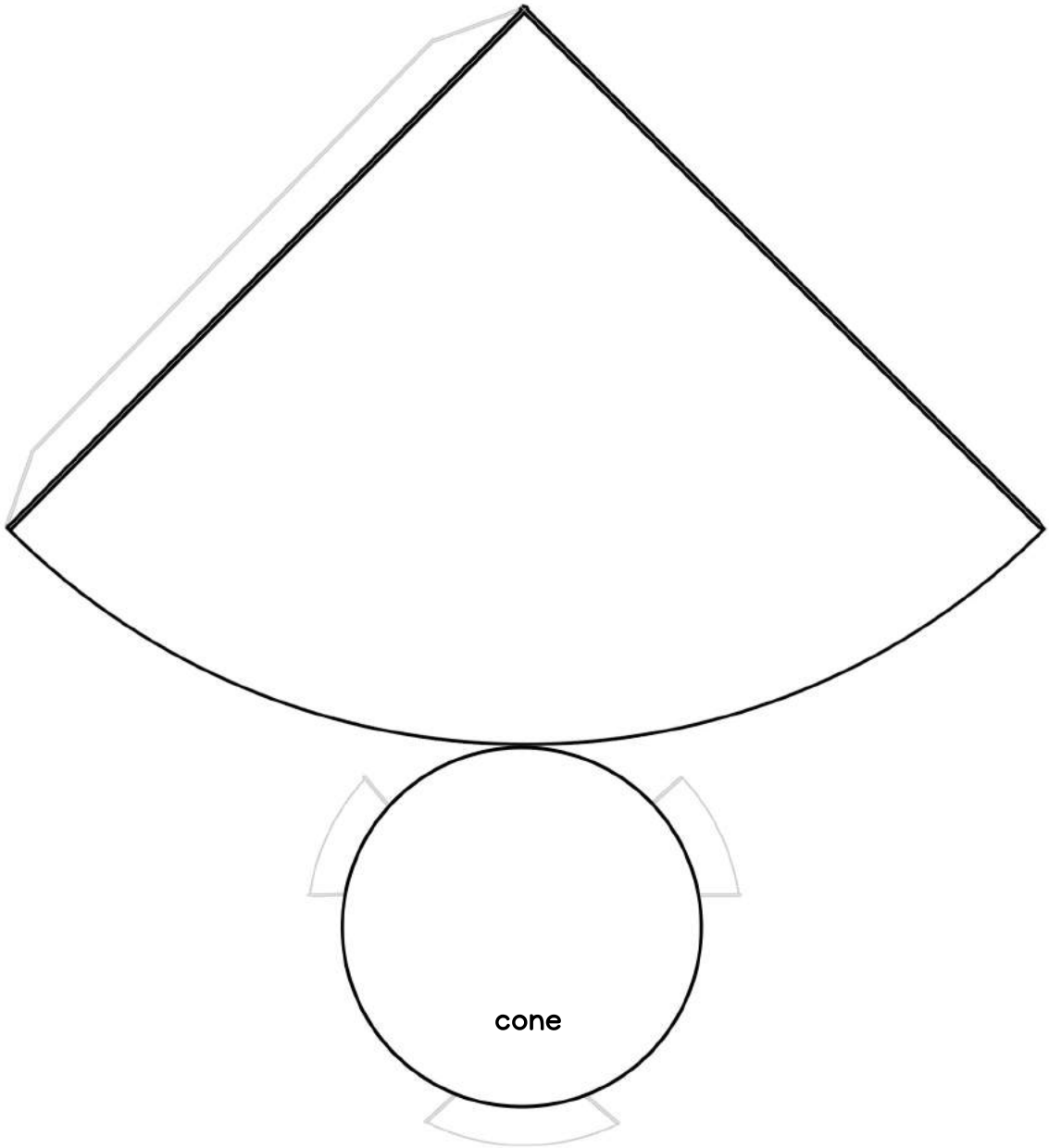
Print on colored paper.

Assemble with tape and glue. Use for identifying sides, faces and corners.

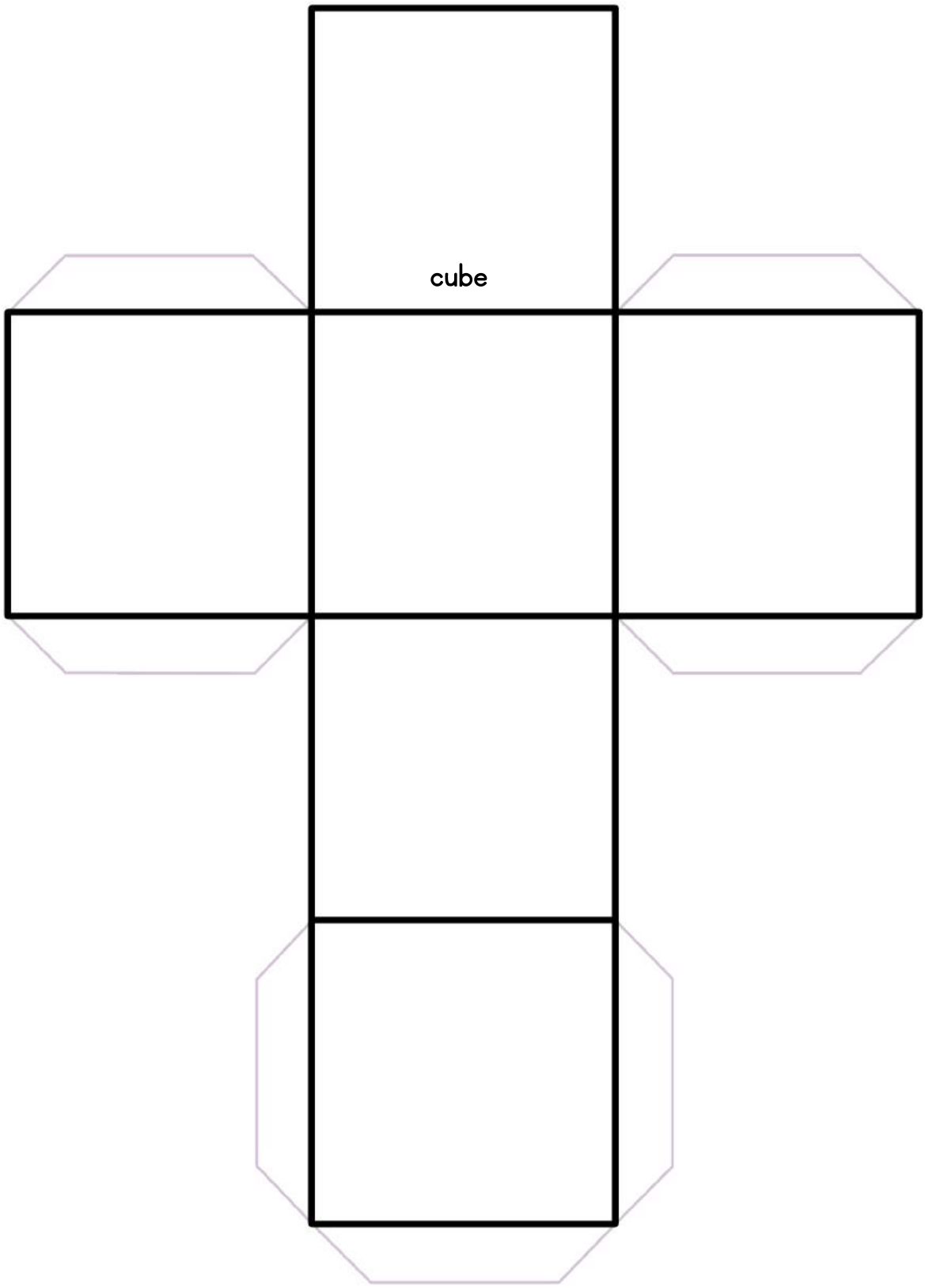
Print on colored paper. Cut out. Fold along the flap lines. Use glue to assemble.



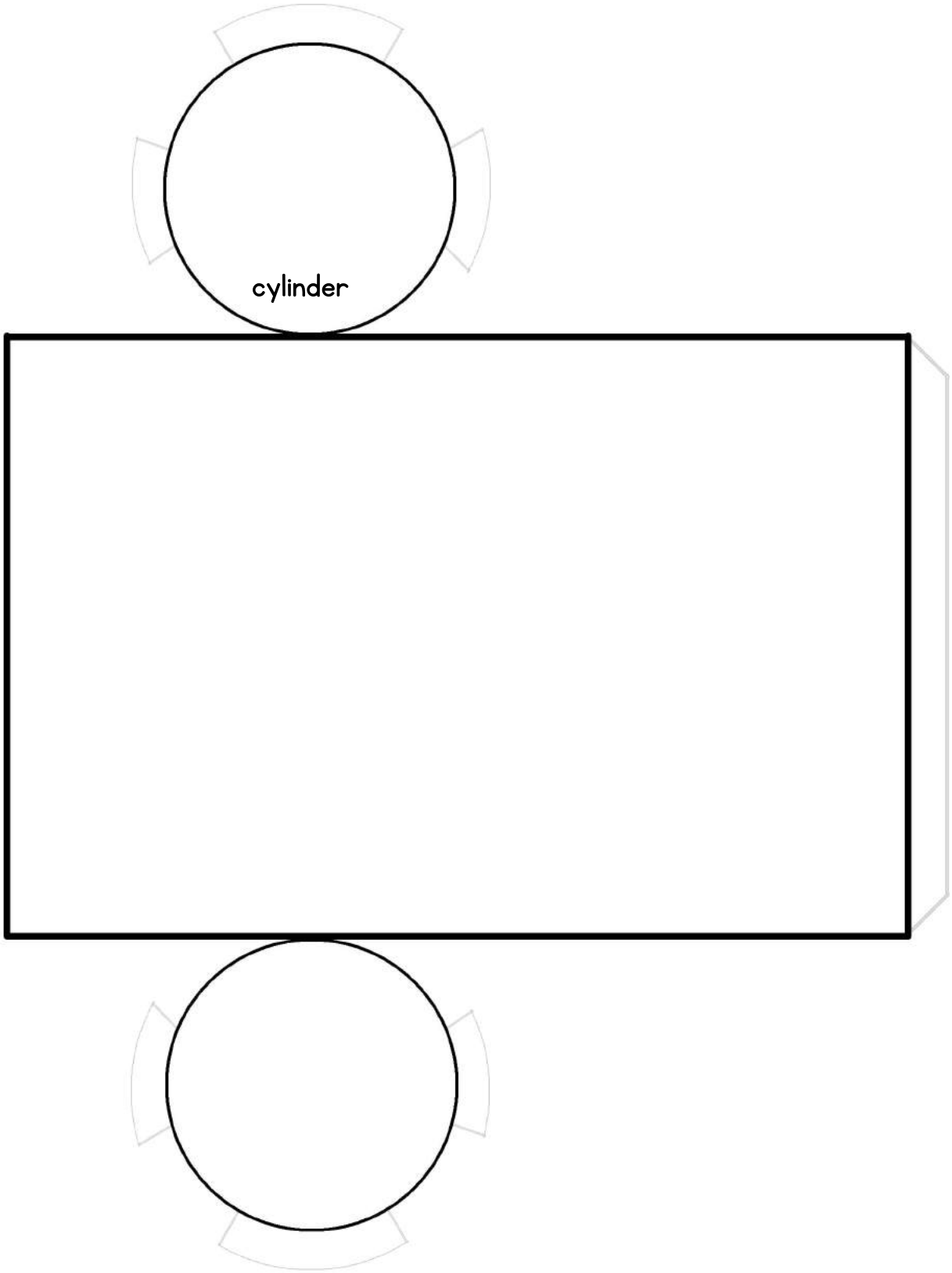
Print on colored paper. Cut out. Fold along the flap lines. Use glue to assemble.



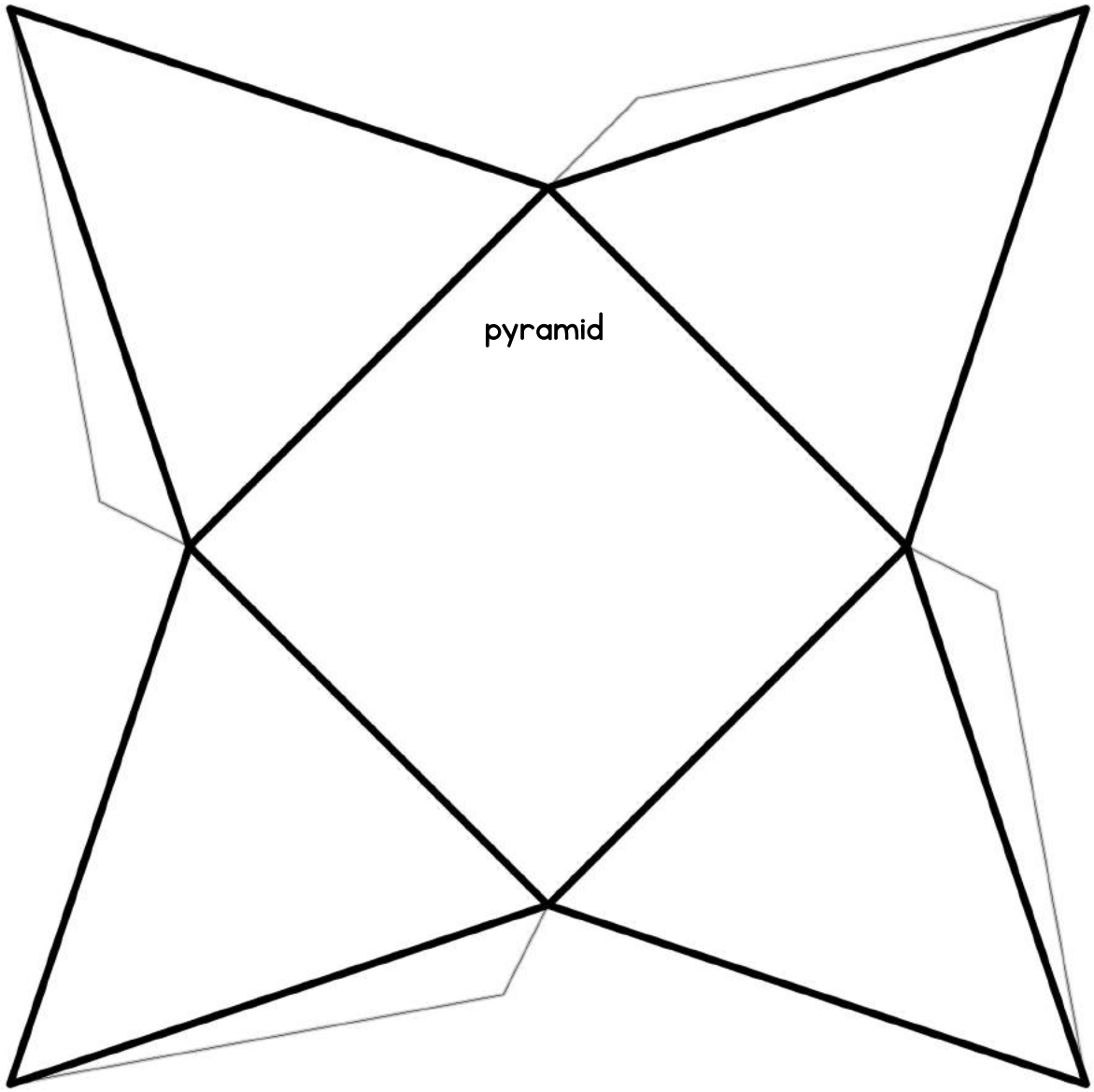
Print on colored paper. Cut out. Fold along the flap lines. Use glue to assemble.



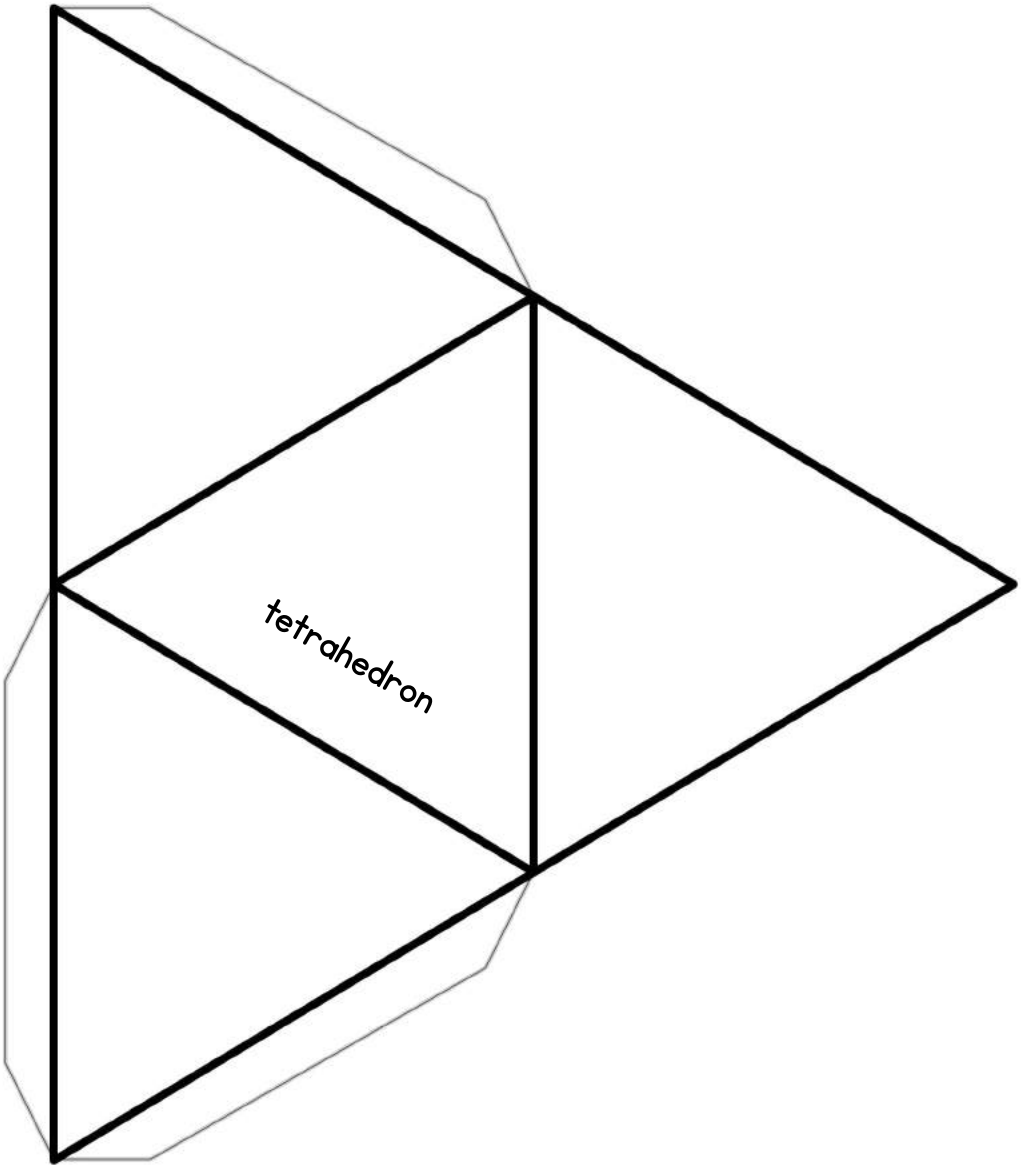
Print on colored paper. Cut out. Fold along the flap lines. Use glue to assemble.



Print on colored paper. Cut out. Fold along the flap lines. Use glue to assemble.



Print on colored paper. Cut out. Fold along the flap lines. Use glue to assemble.

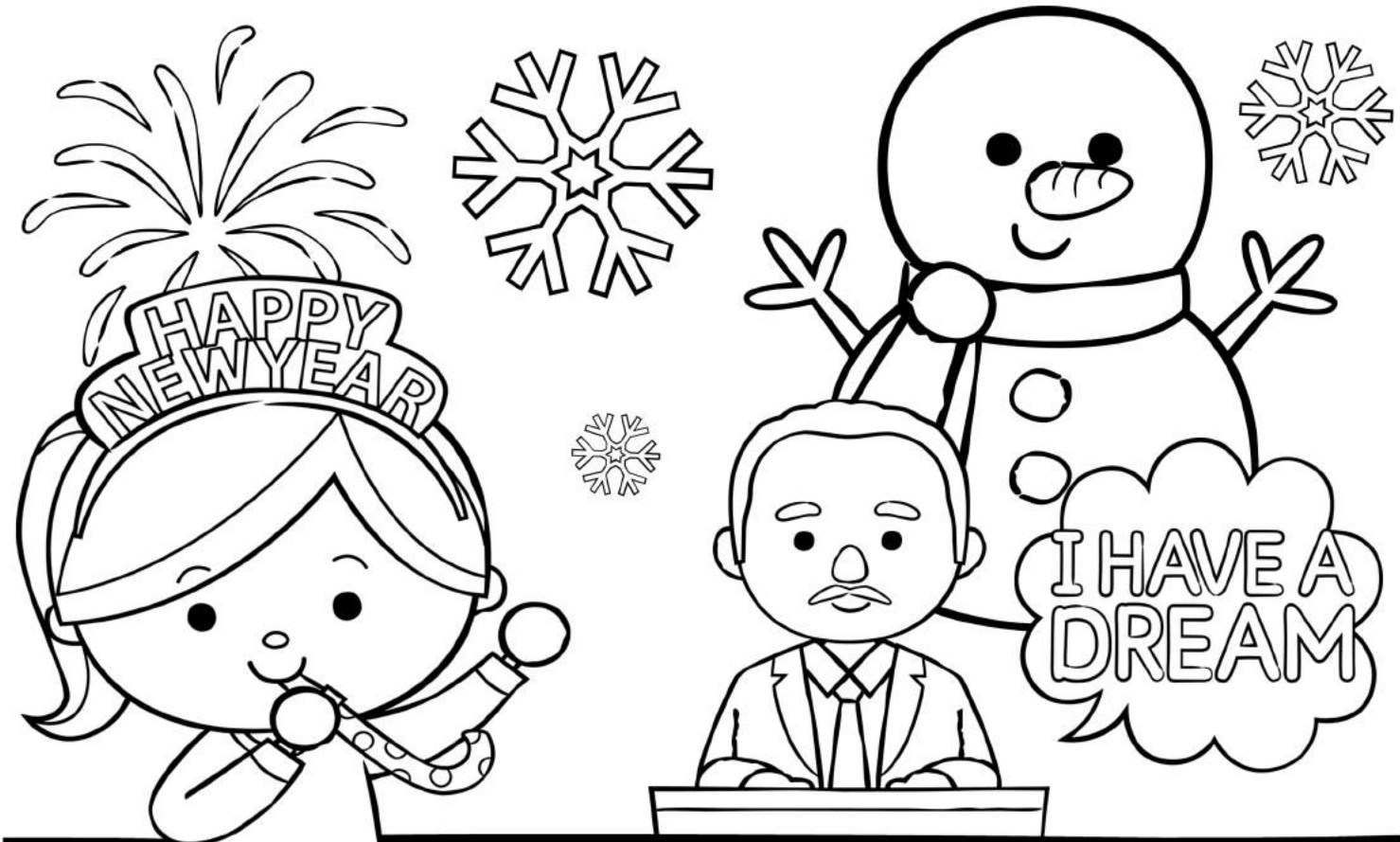


Students can make their own calendar to keep track of their days. Each monthly calendar sheet features fun seasonal and holiday pictures to color. Students write in the name of the month and number the days accordingly.

Tip: Print on cardstock and bind togther at the top. Hang in your classroom near your students desk and encourage them to cross off the days. Add any special family holidays, activities that your students wants to keep track of. Use stickers for extra special days.

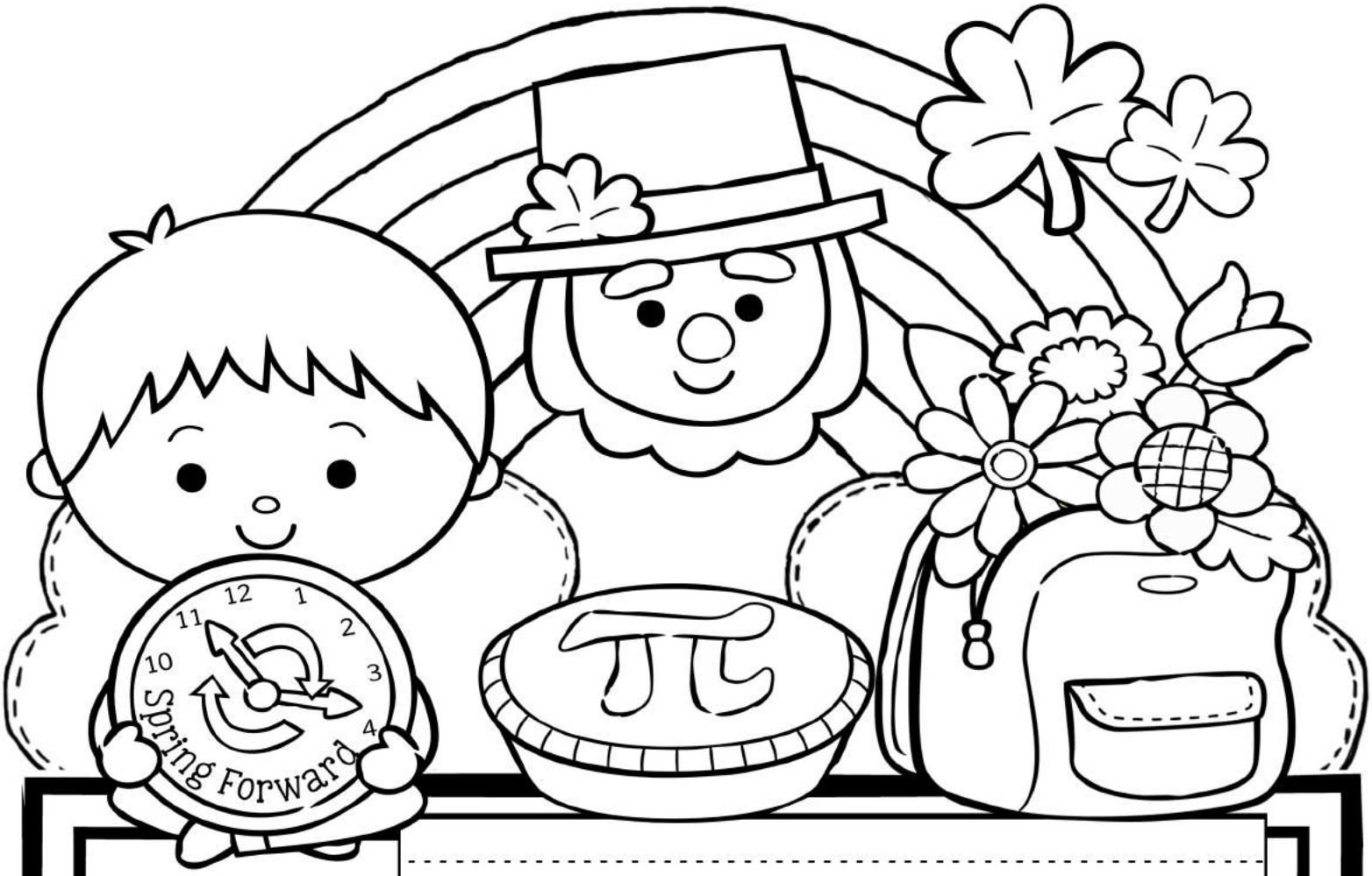
Use the calendar as a jumping off point for verbal assessment;

"What is today?"
"What is tomorrow?"
"What day of the week is it?"
"What day of thw week is the 22nd?"
"How many days untill..,..."
"Valentine's Day is in which month?"



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

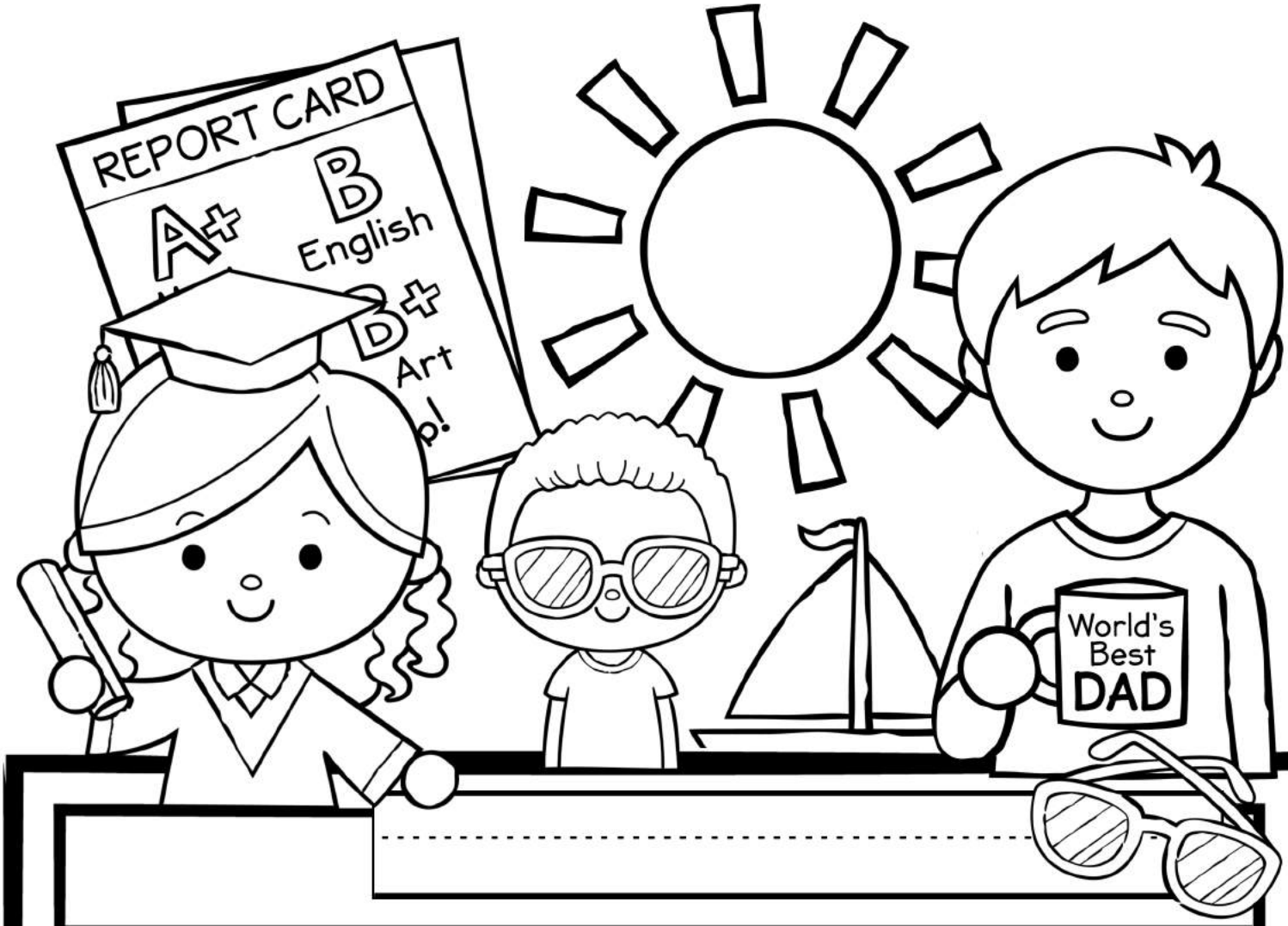
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday



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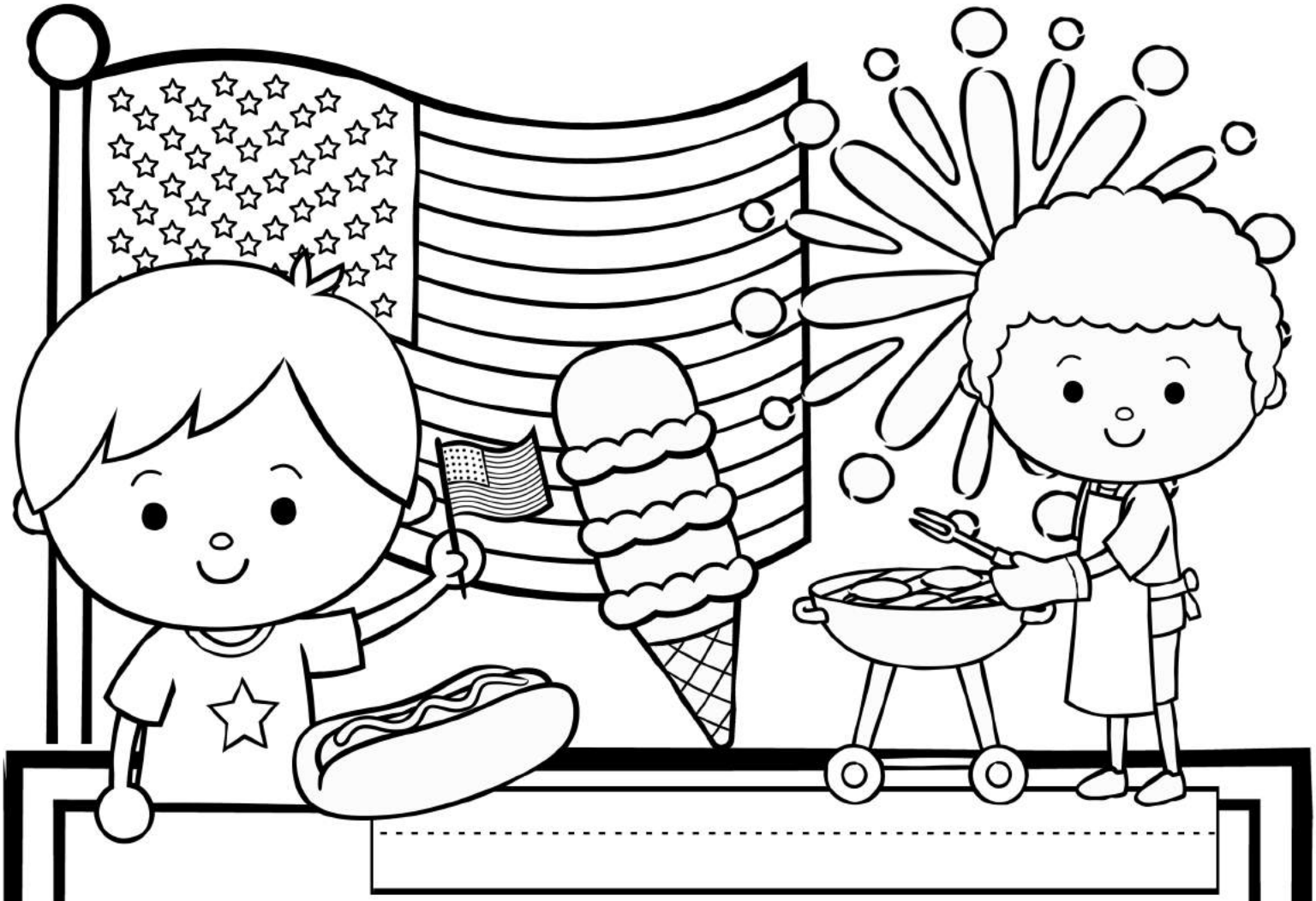
Images (c) Little Red's Clipart



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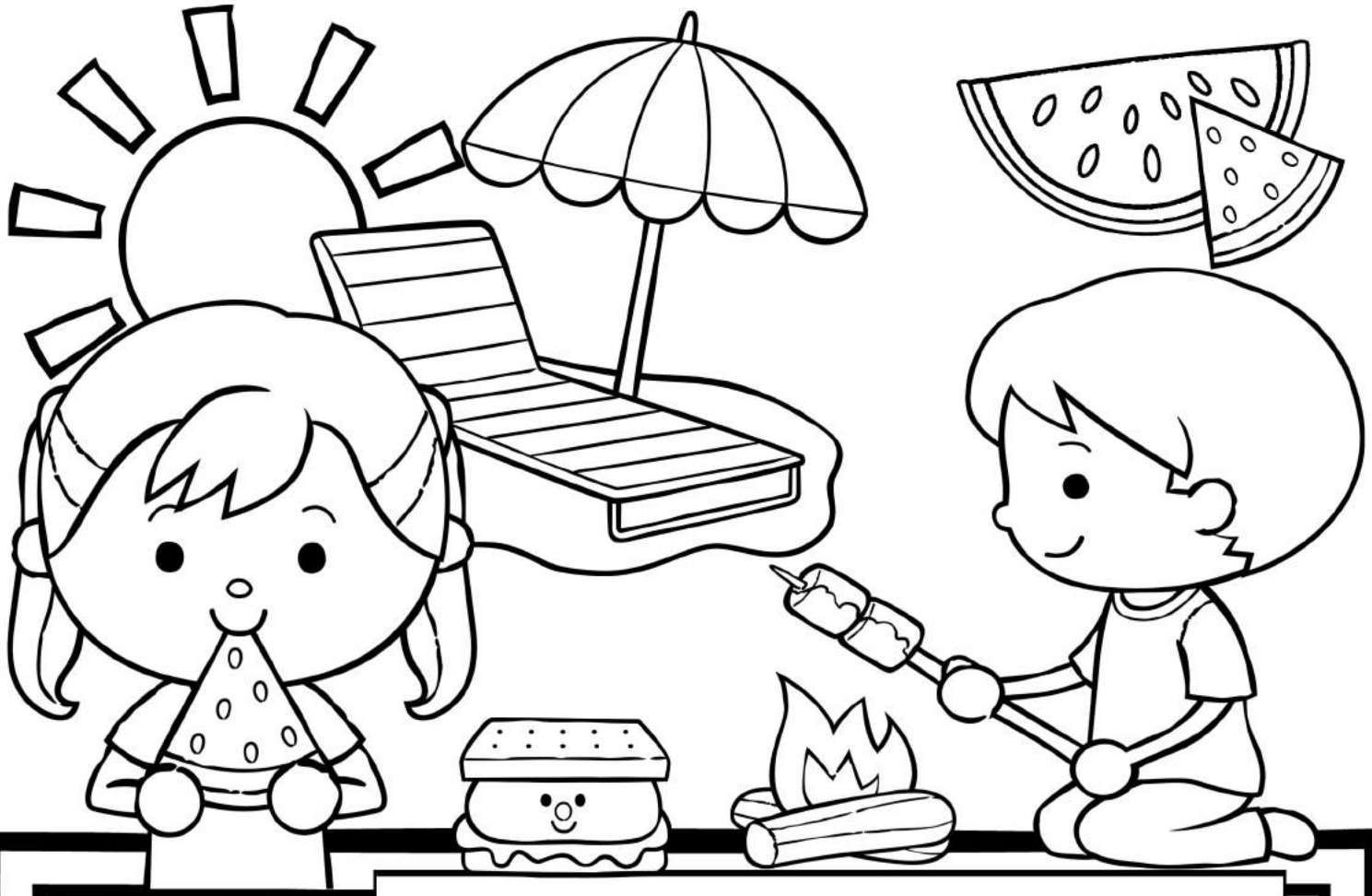

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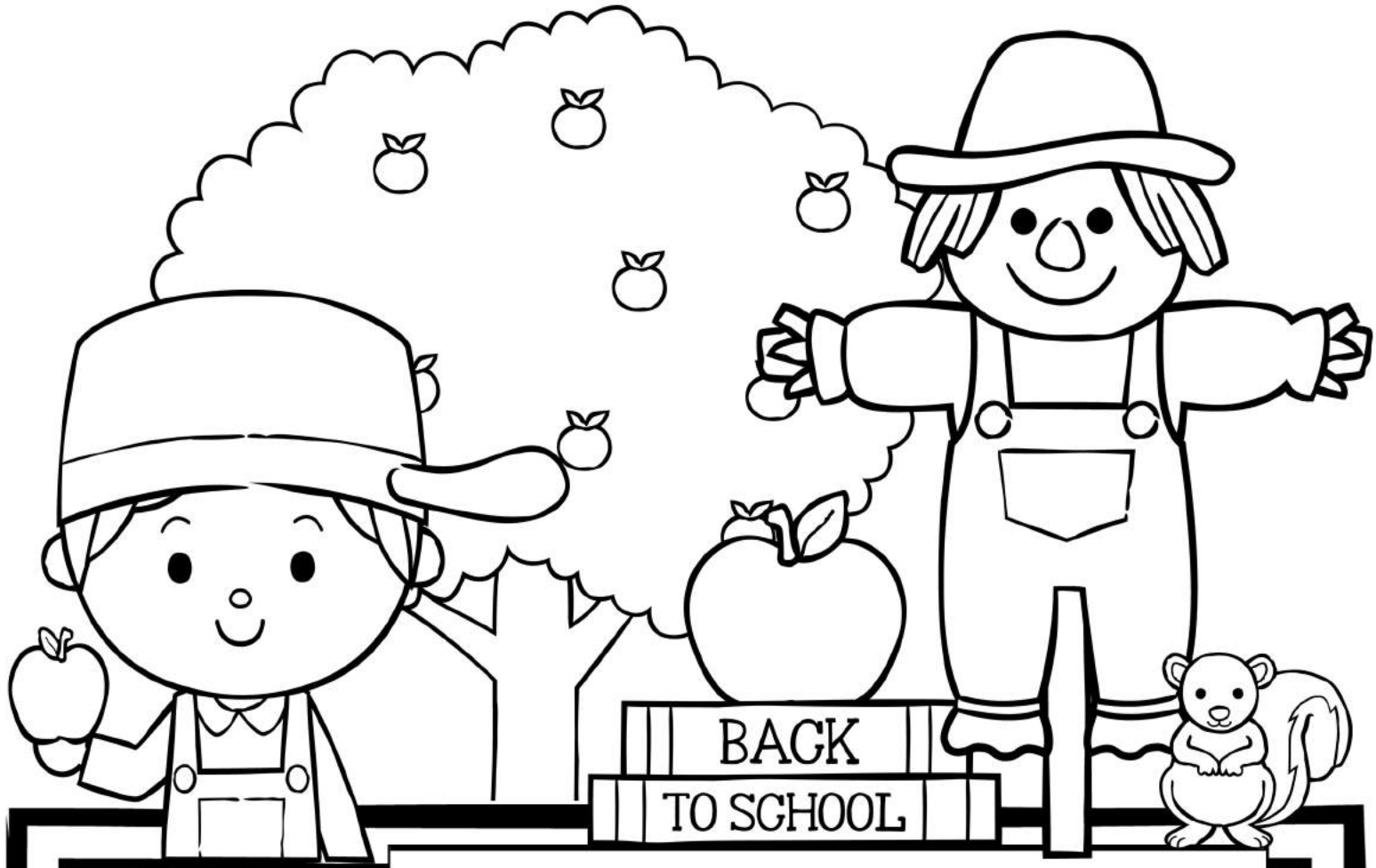

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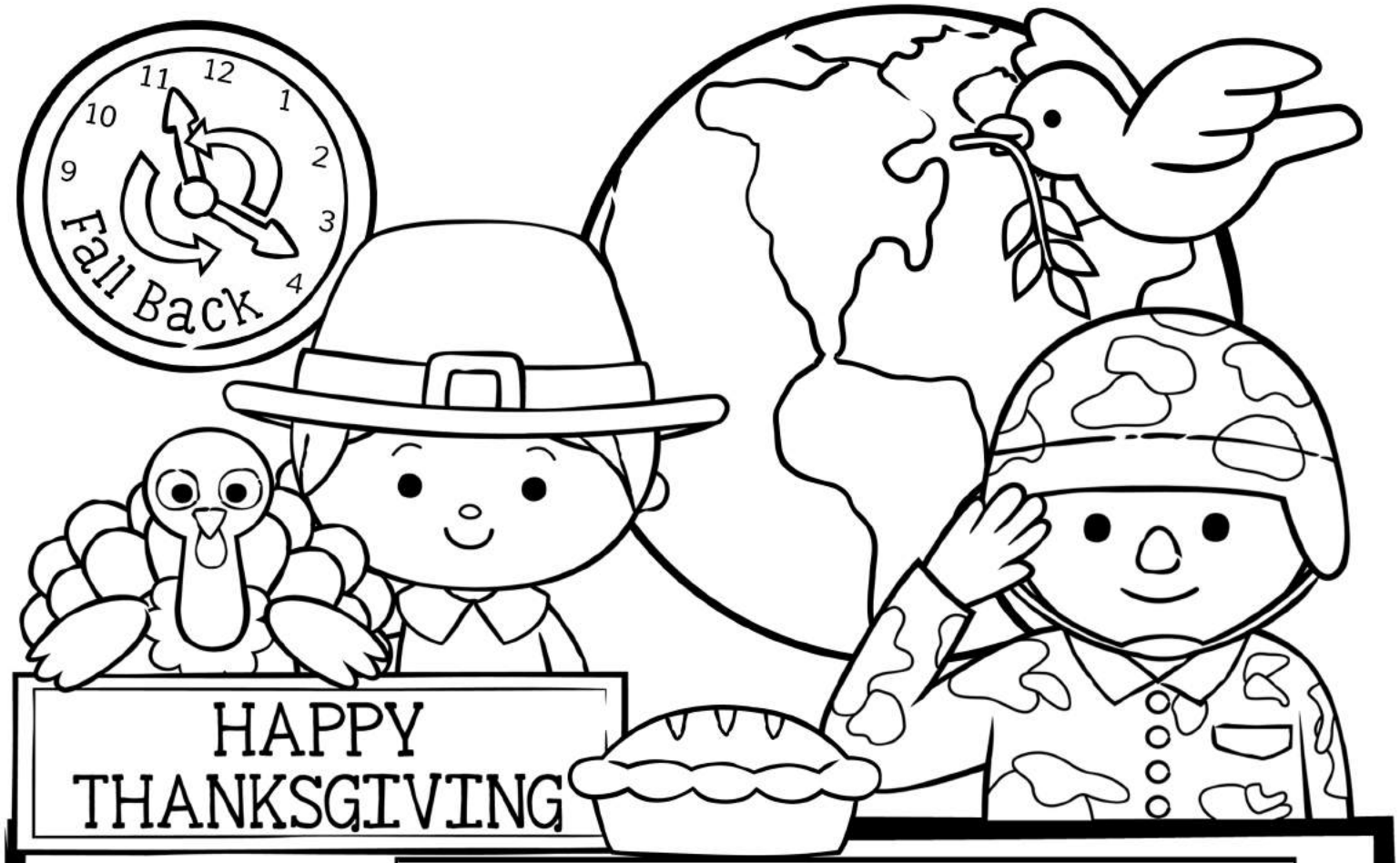

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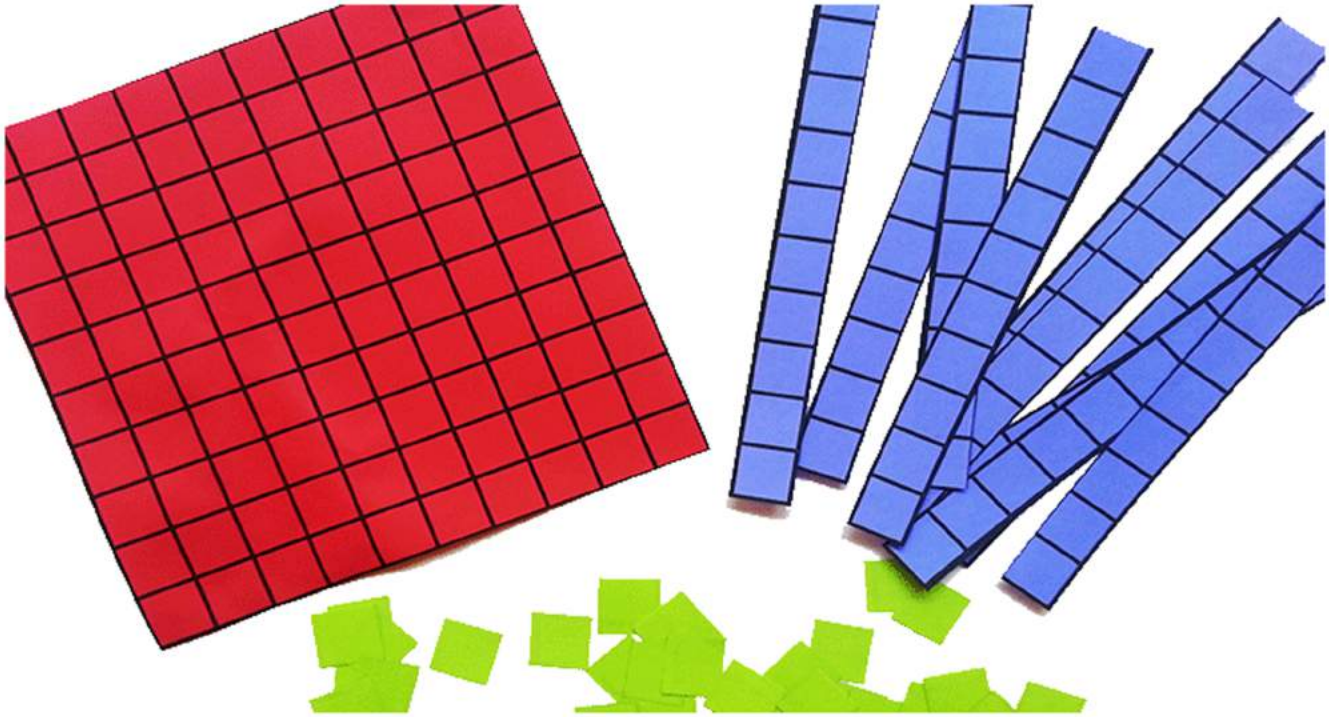
Base 10

Print on cardstock

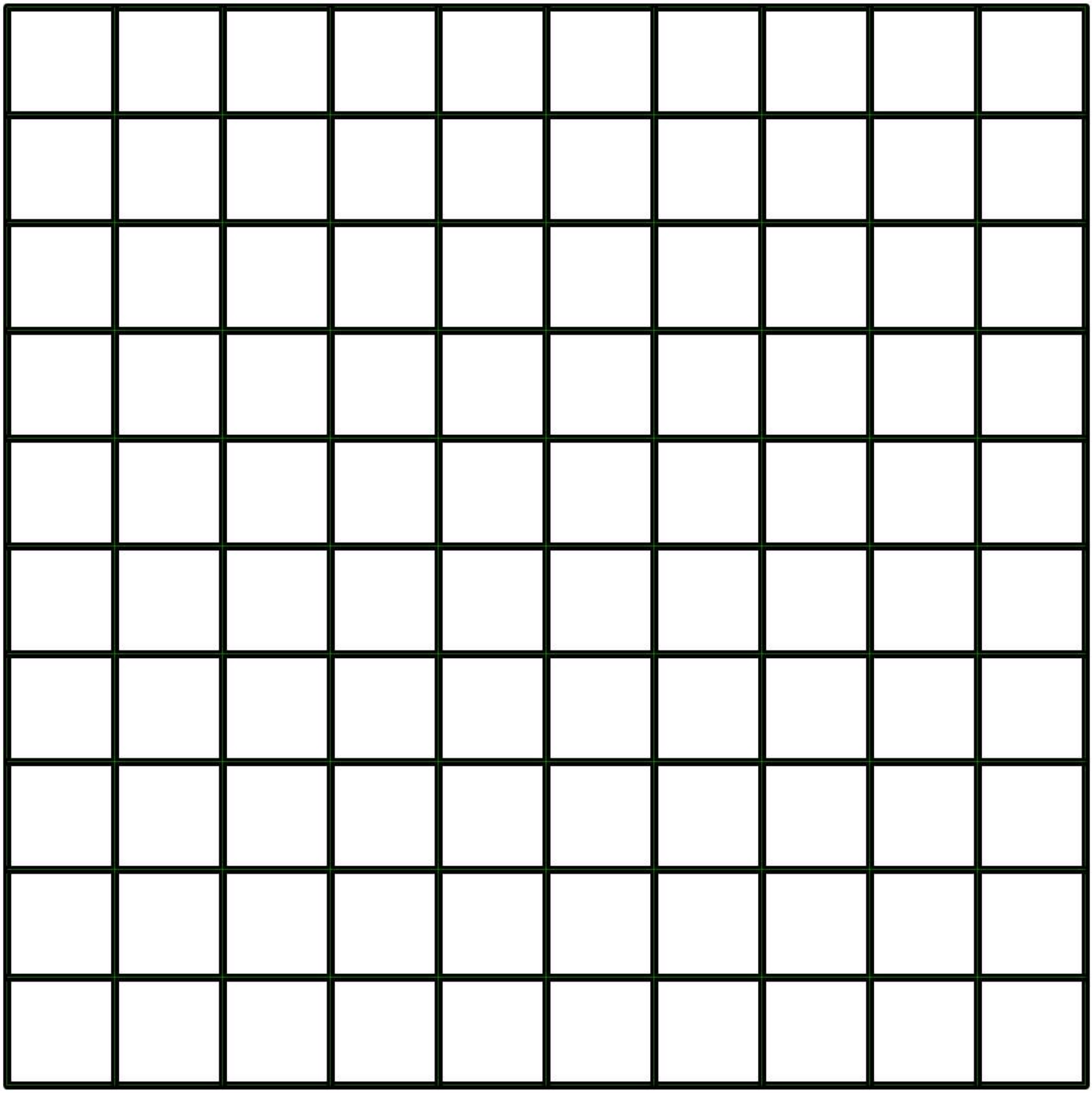


Print one page on red. Cut out to use as a hundreds board.
Print one page on blue. Cut out in strips to use as ten bars.
Print one page on green. Cut out individual units to use as single cubes.

Create a number for your student and have them write it down.
Have your student create a number for you to write.
Write a number on the board and have your student make the number with the blocks.

Tip: Add in more hundreds boards as needed.

Print three copies of this sheet; one on red paper, one on blue paper and one on green paper. Cut the red out as a hundreds board. Cut the blue into ten strips to make ten bars. Cut the green into 100 individual unit blocks. Use to reinforce place value and numbers to the hundreds. As students progress, add in a few additional hundred boards.



While we don't cover fractions in our daily lessons, they are always fun to learn! Print this set for extra hands-on math practice.