







— Step-by-Step —
Math to Mastery
FOR SPECIAL EDUCATION & INTERVENTION

*Preview &
Sample Lessons*

**SPECIAL EDUCATION
MATH CURRICULUM**

Grades K-2 Bundle

<p>Place Value & Number Sense Daily Practice</p>  <p>Step-by-Step Math to Mastery</p>	<p>Basic Addition & Subtraction Lesson Workbooks</p>  <p>Step-by-Step Math to Mastery</p>	<p>Multi-Digit Addition & Subtraction Lesson Workbooks</p>  <p>Step-by-Step Math to Mastery</p>
<p>Shapes Practice Sheets</p>  <p>By Angela Dansie Math to Mastery</p>	<p>Time Lesson Workbooks</p>  <p>Step-by-Step Math to Mastery</p>	<p>Money Lesson Workbooks</p>  <p>Step-by-Step Math to Mastery</p>

Hello!

I'm excited to show you my updated Step-by-Step Math to Mastery™ resources!

This preview will answer several frequently asked questions and give you a chance to see sample lessons straight from the workbooks.

If you have more questions or would like to request a product catalog don't hesitate to email me.

Angela Dansie

angela@mathtomastery.com

[Skip to Sample Lessons](#)

Have a question? Click to the Answer

Are these resources standards-based? Evidence-based? [ANSWER](#)

Will they be a good fit for my students? [ANSWER](#)

Do students respond well to these lessons? [ANSWER](#)

How do you teach a lesson? [ANSWER](#)

How do you prep and organize materials? [ANSWER](#)

What is the recommended sequence of workbooks? [ANSWER](#)

Can I share this with another teacher? [ANSWER](#)

How can I get a discount? [ANSWER](#)

Standards-Based

K-5th grade standards addressing numbers, addition, subtraction, multiplication, division, fractions, and decimals are covered.

The lesson workbooks are linked to Common Core State Standards so the standards can be referenced when writing IEP goals. Not every math standard is taught. These resources are focused on mastering essential foundational skills in a straightforward way.

An example IEP goal and objectives are included in each lesson workbook, along with the corresponding standard(s).

Evidence-Based

High-Leverage Practices in Special Education found in Step-by-Step Math to Mastery materials include:

- #12 Systematically Design Instruction Towards Learning Goals
- #14 Use Cognitive and Metacognitive Strategies (Schema Instruction)
- #15 Provide Scaffolded Supports
- #16 Use Explicit Instruction

Teacher-directed instruction is explicit and systematic. Skills are broken down into small steps, reducing cognitive load. Lessons progress incrementally from basic to more complex procedures. Clear, precise language is used so teachers and paraeducators can explain model problems simply and consistently.

Word problems are taught using schema-based instruction.

Special Learners

Step-by-Step Math to Mastery™ resources were created for students who need extra support, preferably in a small group or 1-on-1 setting. These lessons have been used in special education classrooms, intervention groups, Title 1 and English language learner programs, after school tutoring, and in homeschools.

Many math books simultaneously introduce two or more problem-solving strategies. This often confuses struggling students. In these lessons, only one strategy is taught at a time for students to master before moving to the next step.

These lessons could benefit all students, especially students who have:

- **Attention difficulties**—minimal visual clutter, short lessons, simple instructions, clear stopping point
- **Learning disabilities**—objectives are carefully sequenced in small chunks with explicit step-by-step instruction and many practice repetitions
- **Slower processing speed**—accuracy is emphasized rather than speed; mastering a skill will increase automaticity
- **Language difficulties**—
Receptive Language: Teacher directions and vocabulary are simple, consistent, and concise.
Expressive Language: Rather than asking students with limited verbal skills to ‘explain their thinking’, teach them how to state the steps they are following.
- **Executive functioning difficulties**—clear expectations and predictable routine, organized layout with white space and fewer problems per page
- **Fine motor issues**—larger font and space for writing answers; students are not asked to write many words or sentences

Student Success

I get feedback from teachers and parents of students in elementary, middle school, and high school. What I love most is hearing about a student's success.

I am using several of these units with a couple of students who experienced prenatal alcohol and drug exposure . . . I **have seen them go from being completely overwhelmed and shut down in math to being excited to show me their progress each day.** I cannot recommend these highly enough!
–Melissa H.

This is hands down the best math resource I have found. My daughter wasn't retaining info from our previous curriculum so we were in need of a new approach. She has actually **retained what she is learning** with this. –Shelly G.

I've been looking for a good math intervention program for my students and this one is awesome! **My students are making so many gains! One of my students felt so successful that he asked for homework!** I liked this so much I got the entire program!
–Jacqueline R.

This resource is amazing!! I have used it with my 3rd grade math intervention groups and my students are actually adding and subtracting with borrowing and regrouping. **I have seen such a huge growth** since using these pages!
–Kelsie L.

I love the **confidence** this gives my students! –Kate S.

Amazing! Used in a resource room and students and their parents kept commenting how they wished the classroom teacher used this program. Highly recommend! –Jennifer M.

My students really enjoy this math. It is easier for them to understand than the curriculum the school is using. They need something very clear and straightforward and this is IT! –Tracey M.

I love the approach and routine to your math units and the multiplication was no exception! **Students with Intellectual Disability were multiplying with pride and parents were very tickled!** Great evidenced-based structure.
–Melissa G.

Simple steps and explanations **helped my ELL students tremendously.** –L. G.

My intervention students have blossomed with using this resource. It is extremely thorough and guides the students through scaffolded steps to achieve competency. Couldn't ask for a better resource! –Lindsey D.

My 4th and 5th grader students with learning disabilities are **finally feeling successful in math!** –Kimberly D.

I used this resource to teach a child from Somalia how to regroup with subtraction. The explicit instruction was instrumental in helping the child conceptualize regrouping. I also appreciate the numerous sheets available for additional practice. Thank you! –Baudelina A.

This was exactly what I was going for. I've been using it all school-year and **I've never seen my kids make progress like they have.** –Danielle D.

Lesson Presentation

There is not just one right way to use the workbooks. They can be adapted to your student needs, your setting, and time constraints.

General guidelines for how to present model problems and prompt student responses are found on the next page.

Here is how I use the lesson workbooks:

My setting is a small group pull-out at the elementary level (mild/moderate). Students sit at a kidney table facing me and a white board behind me.

Warm-up:

- We begin with a number sense & place value warm-up.
- This may include skip counting, missing number flashcards, and a page from a daily practice workbook.

Model: 5 minutes

- I state the lesson objective and write one model problem on the white board at a time and think out loud while I demonstrate each step.
- I ask students to repeat and recite the steps, rules, and vocabulary with me.

Guided Practice: 10 minutes

- During guided practice I continue working problems on the board. I ask students for the next step as if they are coaching me through the problems.
- When they are answering confidently, I often have a student come to the board to work a problem. I've found students enjoy the chance to "be the teacher" and it gives the others a chance to practice being a respectful audience.

Independent Practice: 15 minutes (more or less)

- Students spread out and go to their individual tables/desks where they can focus quietly during this time.
- They work at their own pace, quietly, and raise their hands when finished so I can quickly check their work and give immediate feedback.
- Quick finishers might be given a set of fact flashcards or a fluency timing to practice while the others finish.

When I have a group that is answering accurately and flying at a faster pace, I reduce the number of practice problems and may do two lessons a day.

If we have time, we do a few word problems together or practice telling time or counting money—whatever I'd like to spend a few minutes reviewing.

Keep Students Engaged

"A responding student is a learning student."

Model each skill step-by-step and think out loud while you demonstrate. Give many opportunities for each student to respond during *guided practice*. Don't move to *independent practice* until students are confident with the skill.

Model: Teacher solves problems on the white board or on the paper so everyone can see. Talk through the problem out loud, step by step.

I look at ...

I think ...

I see that ...

I write ...

I remember ...

I say ...

Have students recite the steps and any new rules or vocabulary as you work.

"I add the ones column. What do I do?"

"The rule is ... Say it with me ..."

"(Vocab word) means ... Say that with me ..."

Guided Practice: Teacher and students work problems together. Solve together on the white board, projector or teacher's paper.

1. Start → Teacher models correct response before asking a question
"First we look at the sign. What do we do first, everyone?"
2. Fade to → Whole group choral responses
"What is the next step, everyone?"
3. Fade to → Individual responses
"What numbers are in the tens column, ... Andrew?"
4. Fade to → Solve on individual papers at the same time
Individual responses as you go through the steps together and students write on their papers
"Count back, ... Hailey." "What is the difference, ... Max?" "Everyone write it."

More Options →

- Invite students to come to the board and demonstrate solving problems and talking through the steps. Give each student a chance to be the "teacher" while others practice being a respectful audience.
- Pair students up with a partner. Both solve the same problem, then they quickly compare answers. Or they may take turns demonstrating how to solve a problem while the other watches and checks the answer.

Independent Practice: Students work quietly at their own pace. They may ask for help if needed, but encourage and praise independent work.

Easy to Teach

I know how many things special education teachers have on their plates. It is important to me to make these resources as simple to use as possible.

"I was so scared to buy this [K-5 Math Bundle] because of the price but after 2 months it has **easily saved me that much time** spent after my contracted hours putting things together. I can just **hand it to my paras and they can teach the students without me micromanaging.**" –Whitney H.

The practicality of these units is off the charts!!! They make math time **so much easier for me to plan!!**
–Janelle M.

As a special ed teacher who provides push-in support to students at a variety of levels, your math interventions have been a **lifesaver** this year! I'm able to pinpoint where to start my kids, can **easily align it to the standards**, and I don't end up spending hours sifting through websites online trying to find math work that will fit my kids' needs. Thank you! –Kimberly D.

This is a **godsend for teachers who have to program for a wide range of abilities, simultaneously.** –Juliana R.

I love all of your bundles. They **make doing math a breeze** with my kiddos. It used to take me hours to prep and think of what to do – because I have **four different levels in my classroom**. Now I just follow your curriculum for each different level. Thanks for your great stuff. –Marci G.

This resource is **easy to use for my students and paras.** Thanks! –Rachel W.

I was looking for a resource for my 1st and 2nd grade resource room. General education materials made teaching math cumbersome. I felt like I spent more time teaching the various components of the program and teaching math was secondary. This is just what I needed to **make math manageable** for my special learners. I love that examples are concrete and instruction is direct. Thank you so much!
–Sherri H.

This is a great resource for math rotations. I teach 4-8 AU/ED/ID in a self-contained classroom in a public separate school. My **capable para is able to implement this easily and it is effective** in teaching the students.
–Emily S.

This is an excellent resource for those self-contained special education teachers that have to reinvent the wheel to put together a curriculum to meet the needs of their students that are not low enough to take the alternate assessment.. –Success Beyond the Box Teaching Materials

I can't say enough about this resource. Best I've ever bought from TPT. I have four grades in my classroom, at the same time. **This makes math time stress free, while everyone works on what they need to target.** Thank you!
–Everyday I'm Teaching It

It works perfect for having a para work with the student. –Jennifer B.

Prep & Organize

Once you have decided which lessons to teach, you may want to print and bind individual student workbooks.

1. Print the student booklet cover onto colored cardstock for a bit of durability
2. Print the lesson pages double-sided. Black & white, no color ink needed.
3. Bind the workbook together using what you have (staple, spiral binding, three-hole punched in a binder, or with binder rings)

In my classroom . . .

- I would plan what I would teach the coming month and spend an hour of my prep time printing and assembling student workbooks.
- The method I used was a double-hole-punch at the top, fastening booklets together with two 1" binder rings. I fastened workbooks at the top to avoid anything on the sides interfering with handwriting.
- Each math group had a separate Sterilite™ bin to store the workbooks in as well as any flashcards or base ten blocks or other manipulatives.
- After students finished a workbook I would take the binder rings out and staple the book to send home. Then I re-used the binder rings in the next workbook.

I know these lessons are a lot of pages, and it can be a concern when you are limited in the number of pages you may print and copy. If you live in an area with a print shop it may be worth looking into having them printed there if your school will reimburse you.

Printed coil-bound workbooks are available at mathtomastery.com so you can save your prep time for other things and have professionally printed workbooks delivered to your door. Just another option to consider!

Suggested Sequence

Placement Test

Visit mathtomastery.com to download a free placement test.

Step-by-Step Math to Mastery™ Lesson Workbook Sequence

Basic Addition and Subtraction

- 1. Addition and Subtraction: Numbers to 10
- 2. Addition and Subtraction: Word Problems
- 3. Addition and Subtraction: Three Addends and Teen Numbers
- 4. Addition and Subtraction: Fact Families, Missing Addends, Making Ten

Multi-Digit Addition and Subtraction

- 5. Addition: Two- Three- and Four-Digit Numbers
- 6. Subtraction: Two- Three- and Four-Digit Numbers

Basic Multiplication and Division

- 7. Multiplication: Concepts and Factors to 10
- 8. Division: Concepts and Divisors to 10
- 9. Multiply & Divide: Word Problems, Missing Factors, Fact Families

Multi-Digit Multiplication and Division

- 10. Multiplication: One-Digit by Multi-Digit Factors
- 11. Multiplication: Multi-Digit Factors and Distributive Property
- 12. Division: Long Division with One-Digit Divisors
- 13. Division: Long Division with Two-Digit Divisors

Fractions

- 14. Fractions: Basic Concepts
- 15. Fractions: Representing Fractions on a Number Line
- 16. Fractions: Add and Subtract Like Denominators
- 17. Fractions: Multiply Fractions and Convert to Mixed Numbers
- 18. Fractions: Add and Subtract Unlike Denominators
- 19. Fractions: Divide and Simplify Fractions

Decimals

- 20. Decimals: Read, Write, Compare and Round
- 21. Decimals: Add and Subtract, Multiply and Divide
- 22. Decimals: Convert Between Percent, Decimals, and Fractions

Suggested Sequence

Supporting Resources

Number Sense & Place Value

- Numbers 0 to 20 Count, Read, & Write Numbers
- Numbers 1 to 120 Place Value & Number Sense Daily Practice
- Numbers 120 to 999 Place Value & Number Sense Daily Practice
- Hundreds: Expanded Form, Comparing, & Rounding Off
- Thousands: Expanded Form, Comparing, & Rounding Off

Fact Fluency

- Addition & Subtraction Timings, Flashcards & Games
- Multiplication & Division Timings, Flashcards & Games

Other

- Telling Time to the Nearest 5 Minutes
- Counting Money: Coins and Dollar Bills
- Shapes: Flat and Solid Practice Sheets

These resources may be used alone or with the computation lesson workbooks on the previous page.

Number sense and place value practice sheets are a great daily warm-up routine or entrance activity.

Fact fluency timings: Addition timings may be started after students can add sums to 10. Multiplication timings can begin after students have learned to multiply by 5's, 2's, and 3's.

Telling time and counting money may be taught any time after students are confident skip counting by 5's.

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Contact Information

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Feedback

I appreciate your feedback. I love to hear about your students' experiences and progress. You can contact me with comments or questions by emailing angela@mathtomastery.com. I do my best to provide error-free materials, but if you find a typo feel free to email and tell me so I can quickly correct it. Thank you for your support!

How to Save

Bundle resources and save at least 20%.

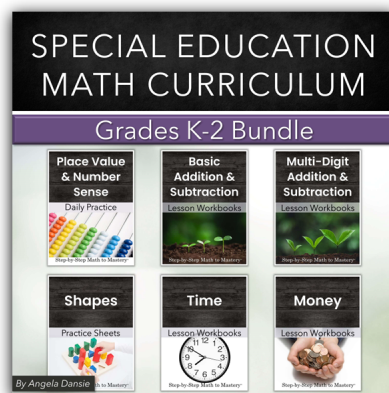
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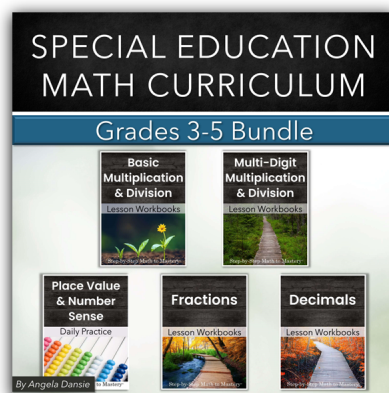
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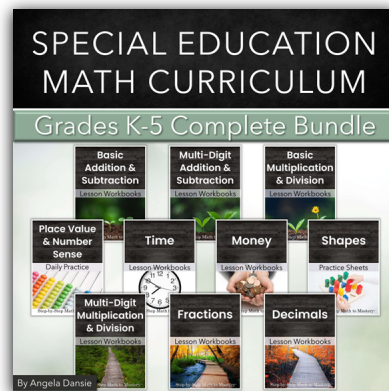
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All 32 PDF Resources 5,300+ pages

6 years of math instruction!

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For school district orders or large numbers of licenses, please see the product catalog or email me for a more personalized quote. angela@mathtomastery.com

Sample Lessons

In this sample you will see lessons from these workbooks:

- Add and Subtract Numbers to 10
- Word Problems, Add and Subtract
- Subtraction with Regrouping
- Numbers to 120, Place Value & Number Sense practice pages

A few things to notice as you look at the lesson . . .

Consistent & Predictable Format:

- “I Can” statements at the top of each page state lesson objective
- Model (I do), Guided Practice (We do), Independent Practice (You do)
- Uncluttered. White space and fewer problems on each page

Open and Teach. Paraeducator-Friendly.

- There is no separate lesson plan or teacher manual. The lesson workbook contains all that is needed for both the student and teacher.
- Steps to follow are printed next to each model. These written steps can be used to help the teacher “think out loud” while demonstrating.
- This makes it easy to give to a paraeducator to use. S/he doesn’t need a detailed script because the lessons are formatted to be predictable and simple. Once familiar with the format, adjustments can easily be made to the number of practice repetitions each student needs.

On some pages there may be quite a bit of text. Please realize that the written step-by-step instructions on each page are to help the teacher be clear and consistent during modeling and guided practice, not for the students to read and make sense of independently.

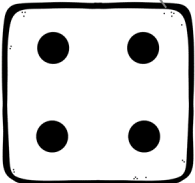
— Step-by-Step —
Math to Mastery
Lesson Workbook

**Add &
Subtract**
Numbers to 10

Name _____

I Can Add +4 Facts

Model Problems:



1. Which is the bigger number? Circle it.
2. Draw dots on the other number.
3. Say the big number.
4. Tap the dots and count up.
5. Write the sum.

$$\begin{array}{r} 4 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$$

$$4 + 9 = \underline{\quad}$$

Guided Practice:

$$\begin{array}{r} 4 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

$$8 + 4 = \underline{\quad}$$

$$4 + 9 = \underline{\quad}$$

$$7 + 4 = \underline{\quad}$$

SAMPLE

Name _____

+4 C

I Can Add +4 Facts

Independent Practice:

Steps:

- Circle the big number
- Draw dots on the other number
- Say the big number
- Tap the dots and count up
- Write the sum

a.

$$\begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$$

b.

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

c.

$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$

d.

$$\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$$

e.

$$\begin{array}{r} 7 \\ + 4 \\ \hline \end{array}$$

f.

$$\begin{array}{r} 4 \\ + 8 \\ \hline \end{array}$$

g.

$$5 + 4 = \underline{\quad}$$

h.

$$6 + 4 = \underline{\quad}$$

i.

$$4 + 8 = \underline{\quad}$$

j.

$$4 + 9 = \underline{\quad}$$

Score: / 10

SAMPLE

Name _____

Addition +4 Doubles

I Can Add Doubles

Model Problems:



$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$$

Doubles, Doubles, Doubles Aren't Troubles

Doubles, Doubles, Doubles Aren't Troubles

$1 + 1 = 2$

bike wheels



$2 + 2 = 4$

on the floor



$3 + 3 = 6$

bee's knees



$4 + 4 = 8$

spider legs



Doubles, Doubles, Doubles Aren't Troubles

Guided Practice:

$$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$$

$4 + 4 = \underline{\quad}$

$1 + 1 = \underline{\quad}$

$0 + 0 = \underline{\quad}$

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$$

NAME _____

+4 Doubles

I Can Add Doubles

Independent Practice:

Doubles, Doubles,

a.

b.

Doubles Aren't Troubles

1 + 1 = ___ bike wheels

2 + 2 = ___ on the floor

3 + 3 = ___ bee's knees

4 + 4 = ___ spider legs

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$$

c.

d.

e.

f.

$$\begin{array}{r} 0 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$$

g.

h.

$$3 + 3 = \underline{\quad}$$

$$0 + 0 = \underline{\quad}$$

i.

j.

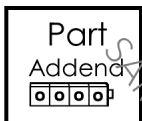
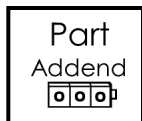
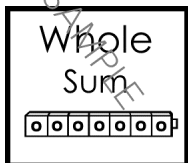
$$2 + 2 = \underline{\quad}$$

$$1 + 1 = \underline{\quad}$$

Score: ___/10

I Can Add Related Facts

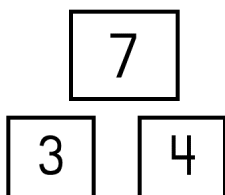
Model Problems:



(Model with Snapping Cubes)

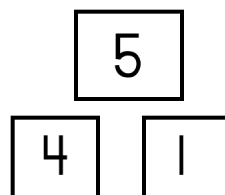
1. The big number is the whole or total (sum)
2. The small numbers are the parts or addends
3. Add the parts together to equal the sum.
4. Then switch the order of the parts and write the related equation.

- When we switch the addends, the sum is the same. Order doesn't matter.
- When equations use the same three numbers, they are related equations. They belong in the same family.



$$\begin{array}{r} 3 \\ \hline \end{array} + \begin{array}{r} 4 \\ \hline \end{array} = \begin{array}{r} 7 \\ \hline \end{array}$$

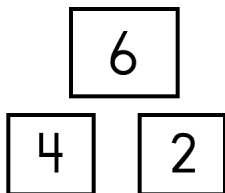
$$\begin{array}{r} 4 \\ \hline \end{array} + \begin{array}{r} 3 \\ \hline \end{array} = \begin{array}{r} 7 \\ \hline \end{array}$$



$$\begin{array}{r} \\ \hline \end{array} + \begin{array}{r} \\ \hline \end{array} = \begin{array}{r} \\ \hline \end{array}$$

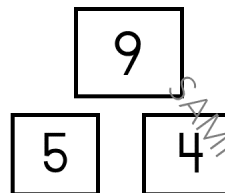
$$\begin{array}{r} \\ \hline \end{array} + \begin{array}{r} \\ \hline \end{array} = \begin{array}{r} \\ \hline \end{array}$$

Guided Practice:



$$\begin{array}{r} \\ \hline \end{array} + \begin{array}{r} \\ \hline \end{array} = \begin{array}{r} \\ \hline \end{array}$$

$$\begin{array}{r} \\ \hline \end{array} + \begin{array}{r} \\ \hline \end{array} = \begin{array}{r} \\ \hline \end{array}$$



$$\begin{array}{r} \\ \hline \end{array} + \begin{array}{r} \\ \hline \end{array} = \begin{array}{r} \\ \hline \end{array}$$

$$\begin{array}{r} \\ \hline \end{array} + \begin{array}{r} \\ \hline \end{array} = \begin{array}{r} \\ \hline \end{array}$$

I Can Add Related Facts

Independent Practice:

a.

12
 + =
 + =

b.

6
 + =
 + =

c.

7
 + =
 + =

d.

10
 + =
 + =

e.

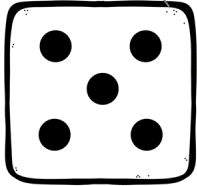
11
 + =
 + =

f.

9
 + =
 + =

I Can Subtract -5 Facts

Model Problems: (Choose which dot pattern you'd like to use on each five)



1. Look at the - sign, think "count back"
2. Draw dots on the smaller number.
3. Say the big number.
4. Tap the dots and count back.
5. Write the difference.

$$\begin{array}{r} 9 \\ - 5 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 7 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 5 \\ \hline \end{array}$$

$$10 - 5 = \underline{\quad}$$

Guided Practice:

$$\begin{array}{r} 8 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$$

$$6 - 5 = \underline{\quad}$$

$$9 - 5 = \underline{\quad}$$

$$8 - 5 = \underline{\quad}$$

SAMPLE

Name _____

-5 B

I Can Subtract -5 Facts

Independent Practice:

Steps:

- Look at the - sign,
Think "count back"
- Draw dots on the smaller number
- Say the big number
- Tap the dots and count back
- Write the difference

a.

$$\begin{array}{r} 8 \\ - 5 \\ \hline \end{array}$$

b.

$$\begin{array}{r} 6 \\ - 5 \\ \hline \end{array}$$

c.

$$\begin{array}{r} 5 \\ - 5 \\ \hline \end{array}$$

d.

$$\begin{array}{r} 7 \\ - 5 \\ \hline \end{array}$$

e.

$$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$$

f.

$$\begin{array}{r} 9 \\ - 5 \\ \hline \end{array}$$

g.

$$7 - 5 = \underline{\quad}$$

h.

$$9 - 5 = \underline{\quad}$$

i.

$$10 - 5 = \underline{\quad}$$

j.

$$6 - 5 = \underline{\quad}$$

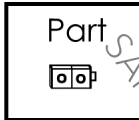
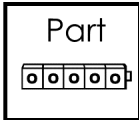
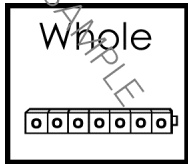
Score: _____/10

SAMPLE

Name _____

I Can Subtract Related Facts

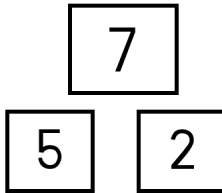
Model Problems:



(Model with Snapping Cubes)

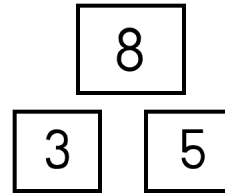
1. The big number is the whole or total
2. The small numbers are the parts
3. When we subtract, we write the big number first
4. Write the small numbers next
5. Switch the order of the parts and write the related fact.

- When equations use the same three numbers, they are related. They belong in the same family.



$$\begin{array}{r} 7 \\ \hline 7 \end{array} - \begin{array}{r} 5 \\ \hline 5 \end{array} = \begin{array}{r} 2 \\ \hline 2 \end{array}$$

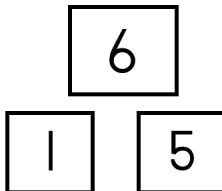
$$\begin{array}{r} 7 \\ \hline 7 \end{array} - \begin{array}{r} 2 \\ \hline 2 \end{array} = \begin{array}{r} 5 \\ \hline 5 \end{array}$$



$$\begin{array}{r} 8 \\ \hline 8 \end{array} - \begin{array}{r} 3 \\ \hline 3 \end{array} = \begin{array}{r} 5 \\ \hline 5 \end{array}$$

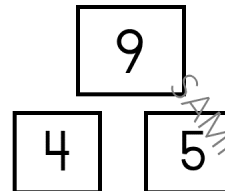
$$\begin{array}{r} 8 \\ \hline 8 \end{array} - \begin{array}{r} 5 \\ \hline 5 \end{array} = \begin{array}{r} 3 \\ \hline 3 \end{array}$$

Guided Practice:



$$\begin{array}{r} 6 \\ \hline 6 \end{array} - \begin{array}{r} 1 \\ \hline 1 \end{array} = \begin{array}{r} 5 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 6 \\ \hline 6 \end{array} - \begin{array}{r} 5 \\ \hline 5 \end{array} = \begin{array}{r} 1 \\ \hline 1 \end{array}$$



$$\begin{array}{r} 9 \\ \hline 9 \end{array} - \begin{array}{r} 4 \\ \hline 4 \end{array} = \begin{array}{r} 5 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 9 \\ \hline 9 \end{array} - \begin{array}{r} 5 \\ \hline 5 \end{array} = \begin{array}{r} 4 \\ \hline 4 \end{array}$$

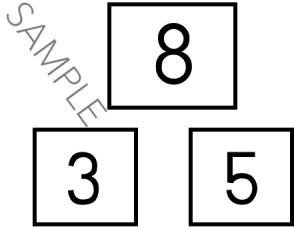
SAMPLE

Name _____

I Can Subtract Related Facts

Independent Practice:

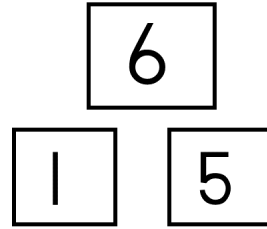
a.



_____ - _____ = _____

_____ - _____ = _____

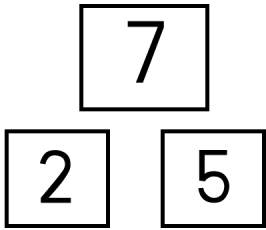
b.



_____ - _____ = _____

_____ - _____ = _____

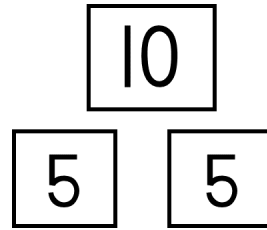
c.



_____ - _____ = _____

_____ - _____ = _____

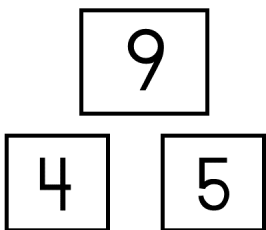
d.



_____ - _____ = _____

_____ - _____ = _____

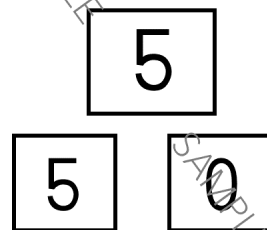
e.



_____ - _____ = _____

_____ - _____ = _____

f.



_____ - _____ = _____

_____ - _____ = _____

SAMPLE

Step-by-Step

Math to Mastery

Lesson Workbook

SAMPLE

Addition &

Subtraction

Word Problems

- SAMPLE
- Math Symbols
 - Join or Separate
 - Compare or Combine
 - Whole or Part
- SAMPLE

Name _____

SAMPLE

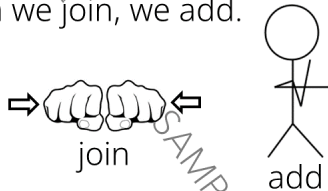
I Can Listen to a Story Problem and Decide to Add or Subtract

Model

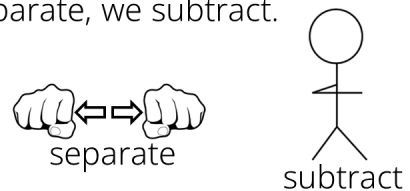
Rules

Listen to these rules. Then say and act them out with me:

When we join, we add.



When we separate, we subtract.



Vocabulary

Today we are listening for the clue words gets and gives away. They can help us decide if the story is about joining or separating.

Join	Separate
Add +	Subtract -
gets	gives away

Listen to this story:

Sam has 3 toy cars. He gets 5 more cars from Andrew. How many cars does he have now?

Which clue did you hear? gets? or gives away?

Yes, "gets" is a joining word.

Say and act out the rule with me, "When we join, we add."

Listen to another story:

Mr. Johnson has 9 pieces of pizza. He gives away 4 pieces to Mrs. Booth. How many pieces of pizza does he have now?

Which clue did you hear? gets? or gives away?

Yes, "gives away" are separating words.

Say and act out the rule with me, "When we separate, we subtract."

I Can Listen to a Story Problem and Decide to Add or Subtract

Model

Listen and follow along while I read this story.

Anthony gets 6 books for his birthday and 4 more books for Christmas. How many books does he have now?

Step 1: What clue did you hear? (gets)

Underline the word gets. (students trace the underline)

Step 2: Is the story about joining or separating? (yes, he had some books from his birthday, and got more to join his collection)

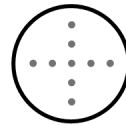
Circle it.



Step 3: Decide to add or subtract.

Act out the rule, "When we join, we add."

Write a plus sign in the circle.



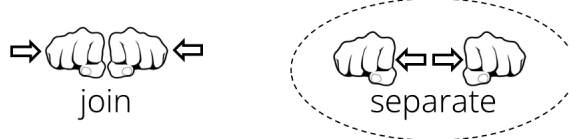
Abby has 3 cookies in her lunchbox. She gives away 2 cookies to Lauren. How many does she have now?

Step 1: What clue did you hear? (gives away)

Underline the words. (students trace the underline)

Step 2: Is the story about joining or separating? (yes, she had some cookies and separated 2 of them out to give away)

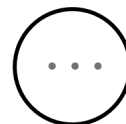
Circle it.



Step 3: Decide to add or subtract.

Act out the rule, "When we separate, we subtract."

Write a minus sign in the circle.



I Can Listen to a Story Problem and Decide to Add or Subtract

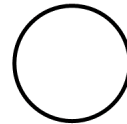
Guided Practice

Steps

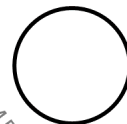
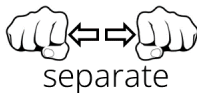
Listen and follow along while I read each story.

1. Underline the clue you hear. What clue did you hear?
2. Circle join or separate. Is the story about joining or separating?
3. Write + or - in the circle. Say the rule (i.e. "When we join, we add.")

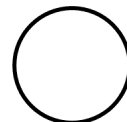
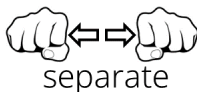
Kaden has 4 old pennies. He gets 2 new shiny pennies.
How many does he have now?



Jack has 8 dimes in his pocket. He gives away 5 dimes to Brooklyn. How many dimes does he end up with?



Alex has 9 nickels. He spends some and gives 4 of them to the cashier. How many does he have now?



I Can Listen to a Story Problem and Decide to Add or Subtract

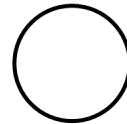
Independent Practice

Steps

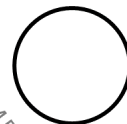
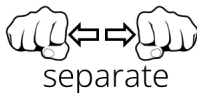
Listen and follow along while I read each story.

1. Underline the clue you hear.
2. Circle join or separate.
3. Write + or - in the circle.

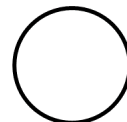
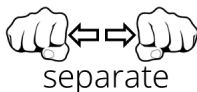
Haley has 5 nickels in her purse. She gives 4 nickels away to Carson. How many nickels does she have now?



Ruby picks 7 red roses. She gives away 3 roses to Clark. How many roses does she end up with?



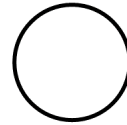
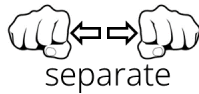
Perry has 2 pumpkins in his garden. He gets 6 more pumpkins from Jack. How many does he end up with?



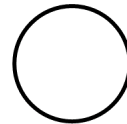
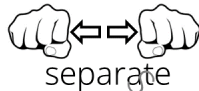
I Can Listen to a Story Problem and Decide to Add or Subtract

Independent Practice

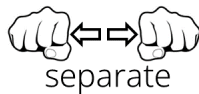
Mrs. Smith has 6 pieces of gum. She gives 5 pieces away to Matthew. How many pieces of gum does she have now?



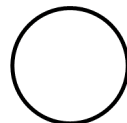
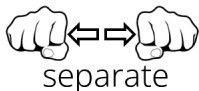
Connor made 9 sandwiches. He gives 6 sandwiches away to his friend Casey. How many sandwiches does he have now?



Ryan has 5 marshmallows in his hot chocolate. He gets 1 more marshmallow from the bag. How many does he have now?



Kim's dog had 4 puppies. She gives away 3 puppies to her friends. How many puppies does she end up with?



I Can Write an Equation to Solve a Story Problem

Model

Vocabulary

Equation: An equation is a number sentence with an equal sign.

Today we will draw a picture and write an equation for each story problem. Listen to this story:

There are 6 kids at the party. 2 ate cake. The rest ate ice cream. How many kids ate ice cream?

Step 1: Listen and picture in your mind what is happening.

Are we looking for the whole or for a part? Check one.

We are looking for the whole, so we add +

whole

We are looking for a part, so we subtract -

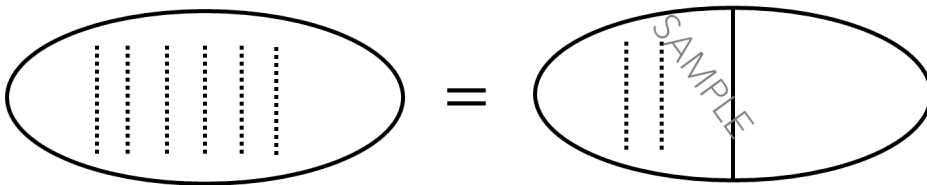
part

Step 2: Circle the numbers in the problem and draw a quick picture.

I circle the numbers 6 and 2 in the problem.

I know 6 is the whole number of kids at the party. I draw 6 lines in the whole.

The story says 2 kids ate cake. That's part of the kids. I draw 2 lines in a part.



I remember an equal sign means "the same as".

I need the same number of lines on both sides of the equal sign.

How do I find the number of lines that go in the missing part? I subtract.

$$\underline{6} \quad \ominus \quad \underline{2} \quad \ominus \quad \underline{4}$$

Be sure to write the bigger number first!

Read the equation out loud with me. Six minus two equals four.

Four kids ate ice cream.

I Can Write an Equation to Solve a Story Problem

Model (continued)

Let's do another one. Listen to this story:

Chris buys 5 yellow lollipops and 3 orange lollipops. How many lollipops does he buy in all?

Step 1: Listen and picture in your mind what is happening.
Are we looking for the whole or for a part? Check one.

We are looking for the whole, so we add +

whole

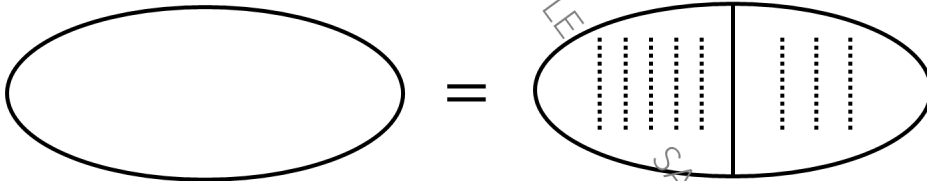
We are looking for a part, so we subtract -

part

Step 2: Circle the numbers in the problem and draw a quick picture.

I circle the numbers 5 and 3 in the problem.

I know 5 is a part and 3 is a part. I draw 5 lines in a part and 3 lines in a part.
I'm looking for the whole total of lollipops.



I remember an equal sign means "the same as".

I need the same number of lines on both sides of the equal sign.

How do I find the number of lines that go in the whole? I add.

$$\underline{5} \quad \textcircled{+} \quad \underline{3} \quad \textcircled{=} \quad \underline{8}$$

Read the equation out loud with me. "Five plus three equals eight."
Chris bought 8 lollipops.

I Can Write an Equation to Solve a Story Problem

Guided Practice

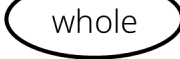
Step 1: Listen and picture in your mind what is happening.


Step 2: Are we looking for the whole or a part? Check one.

Step 3: Circle the numbers in the problem and draw a quick picture.

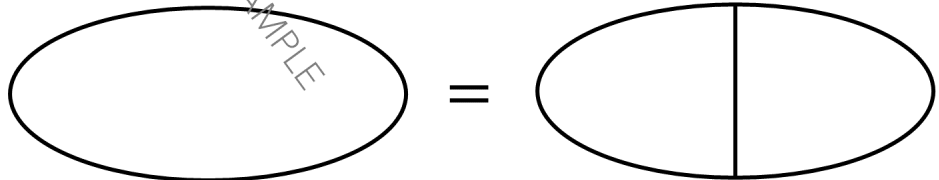
Step 4: Write an equation. Bigger number first!

Miss Burton has 10 students in her class. 8 students ride the bus to school. The rest walk to school. How many walk to school?

Act out: We are looking for the whole, so we add + 

We are looking for a part, so we subtract - 

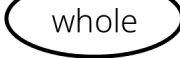
Draw it:




Write it:

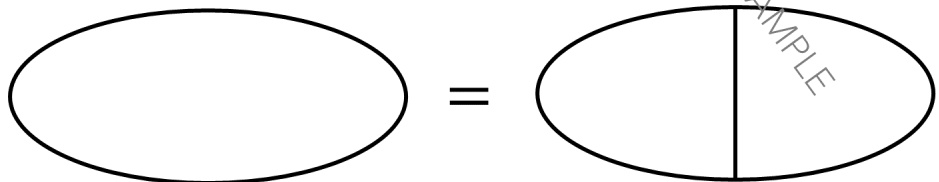
10  8  2 students walk

Jane collected 3 small pinecones and 7 large pinecones. How many pinecones did she have in all?

Act out: We are looking for the whole, so we add + 

We are looking for a part, so we subtract - 

Draw it:



Write it:

_____  _____  _____ pinecones

I Can Write an Equation to Solve a Story Problem

Guided Practice

Step 1: Listen and picture in your mind what is happening.

Step 2: Are we looking for the whole or a part? Check one.

Step 3: Circle the numbers in the problem and draw a quick picture.

Step 4: Write an equation. Bigger number first!

Dad baked 8 rolls. Some of them burned in the oven. 6 did not burn. How many rolls burned?

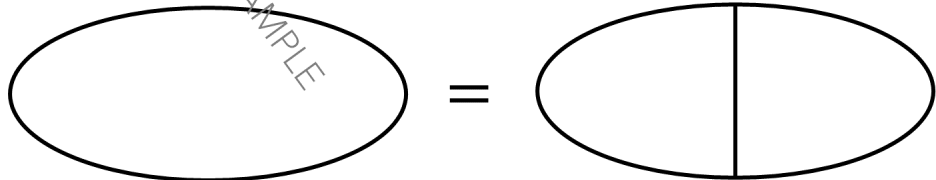
Act out: We are looking for the whole, so we add +

whole

We are looking for a part, so we subtract -

part

Draw it:



Write it:

_____ ○ _____ ○ _____ rolls burned

Lee had 4 books. He gave some to Jen. Now he has 1 book. How many books did he give to Jen?

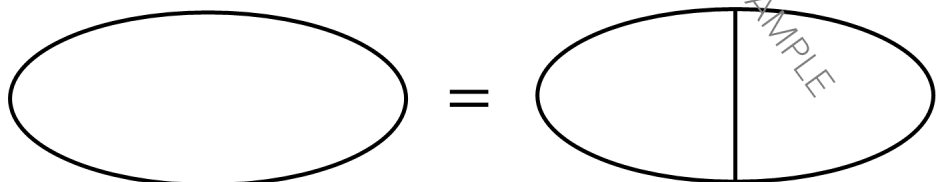
Act out: We are looking for the whole, so we add +

whole

We are looking for a part, so we subtract -

part

Draw it:



Write it:

_____ ○ _____ ○ _____ books

I Can Write an Equation to Solve a Story Problem

Independent Practice

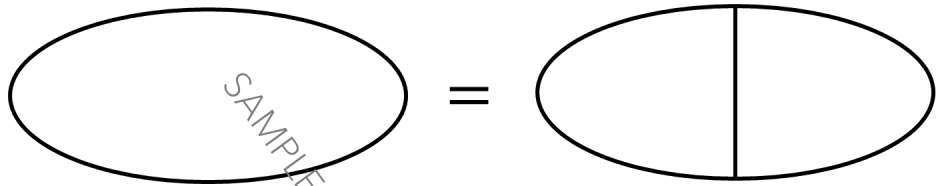
Andrew dropped 9 crayons on the floor. He picked up 4 of them. Carlos picked up the rest. How many did Carlos pick up?

Act out: We are looking for the whole, so we add +
 We are looking for a part, so we subtract -

whole

part

Draw it:



Write it:

_____ ○ _____ ○ _____ crayons

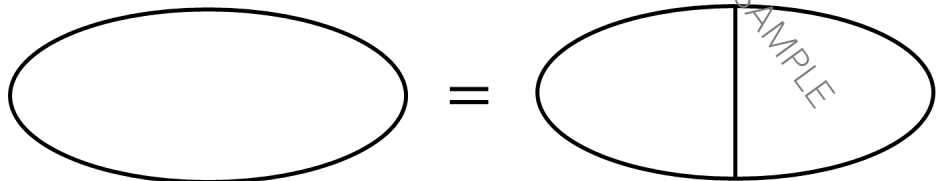
Tony buys 3 toy cars. He also buys some toy trucks. He buys 6 toys in all. How many toy trucks does he buy?

Act out: We are looking for the whole, so we add +
 We are looking for a part, so we subtract -

whole

part

Draw it:



Write it:

_____ ○ _____ ○ _____ toy trucks

I Can Write an Equation to Solve a Story Problem

Independent Practice

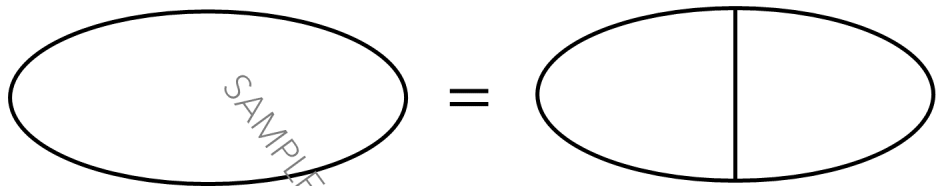
Hannah has 7 stickers. 2 of them sparkle. The rest of them are smelly. How many smelly stickers does she have?

Act out: We are looking for the whole, so we add +
 We are looking for a part, so we subtract -

whole

part

Draw it:



Write it:

_____ ○ _____ ○ _____ smelly stickers

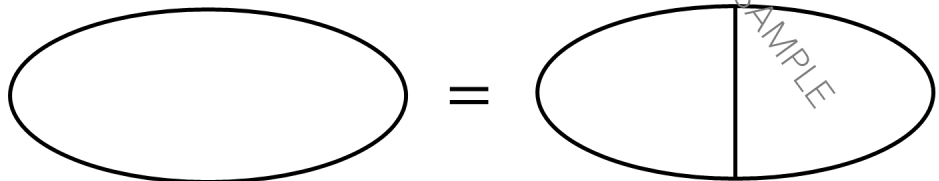
Frank counted 3 butterflies and 6 grass hoppers. How many insects did Frank count in all?

Act out: We are looking for the whole, so we add +
 We are looking for a part, so we subtract -

whole

part

Draw it:



Write it:

_____ ○ _____ ○ _____ insects

I Can Write an Equation to Solve a Story Problem

Independent Practice

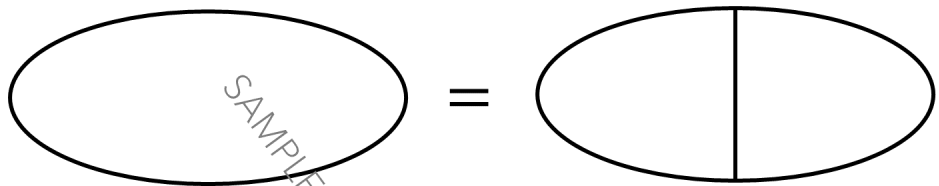
Ben made 9 invitations to his party. 5 had balloons. The rest of them had stars. How many invitations had stars?

- Act out: We are looking for the whole, so we add +
- We are looking for a part, so we subtract -

whole

part

Draw it:



Write it:

_____ ○ _____ ○ _____ invitations

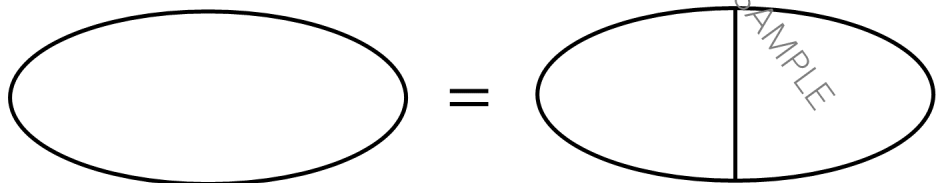
Joe and Ted play 8 video games. Joe wins 3 times. Ted wins the rest. How many times does Ted win?

- Act out: We are looking for the whole, so we add +
- We are looking for a part, so we subtract -

whole

part

Draw it:



Write it:

_____ ○ _____ ○ _____ times

SAMPLE

Step-by-Step

Math to Mastery

Lesson Workbook

SAMPLE

Subtraction

SAMPLE

SAMPLE

With Regrouping

SAMPLE

SAMPLE

Name _____

I Can Borrow a Ten When I Subtract

Model:

Tens	Ones
3	16
4	0
-	17
<hr/>	
2	9

Tens	Ones
2	5
-	16
<hr/>	

- Look at the sign. We are subtracting.
- Look at the ones column.
- Is the bigger number on top?
 - Yes. Go ahead and subtract.
 - No. Stop and borrow.
- To Borrow:
 - Go next door. Cross it out. \
 - Write one less above it. -1
 - Come back home. Cross it out. \
 - Write ten more above it. +10
- Subtract the ones column, then the tens.

Guided Practice:

Tens	Ones
4	3
-	26
<hr/>	

Tens	Ones
5	2
-	9
<hr/>	

Tens	Ones
8	6
-	37
<hr/>	

Tens	Ones
7	3
-	48
<hr/>	

Tens	Ones
4	6
-	18
<hr/>	

Tens	Ones
3	4
-	27
<hr/>	

Tens	Ones
9	1
-	26
<hr/>	

Tens	Ones
2	4
-	5
<hr/>	

I Can Borrow a Ten When I Subtract

Independent Practice:

Steps:

- Look at the ones. Is the bigger number on top?
 - Yes. Go ahead and subtract.
 - No. Stop and borrow.
- To Borrow:
 - Go next door. Cross it out. \
 - Write one less above it. -1
 - Come back home. Cross it out. \
 - Write ten more above it. +10
- Subtract the ones column, then the tens.

a.

Tens Ones

$$\begin{array}{r} 36 \\ - 19 \\ \hline \end{array}$$

b.

Tens Ones

$$\begin{array}{r} 35 \\ - 27 \\ \hline \end{array}$$

c.

Tens Ones

$$\begin{array}{r} 56 \\ - 18 \\ \hline \end{array}$$

d.

Tens Ones

$$\begin{array}{r} 44 \\ - 17 \\ \hline \end{array}$$

e.

Tens Ones

$$\begin{array}{r} 73 \\ - 8 \\ \hline \end{array}$$

f.

Tens Ones

$$\begin{array}{r} 42 \\ - 24 \\ \hline \end{array}$$

g.

Tens Ones

$$\begin{array}{r} 53 \\ - 9 \\ \hline \end{array}$$

h.

Tens Ones

$$\begin{array}{r} 65 \\ - 37 \\ \hline \end{array}$$

i.

Tens Ones

$$\begin{array}{r} 93 \\ - 35 \\ \hline \end{array}$$

Subtract Three-Digit Numbers: Word Problems

Peter's family owns a pizza place. He helps his parents order ingredients. Help him figure out how much he needs to order.

	4	9	10
	5	0	0
-	2	7	6
<hr/>			
	2	2	4



We need to keep 500 pieces of pepperoni in stock. Right now we only have 276. How many pieces do we need to order?

We need to have 200 mushrooms in stock. We only have 65 right now. How many mushrooms do I need to order?

<hr/>		

We need to have 600 cans of tomatoes. Right now we only have 402. How many cans do I need to order?

<hr/>		

We need to have 400 peppers. Right now we only have 136 peppers. How many do I need to order?

<hr/>		

We need to have 500 olives. Right now we only have 237. How many olives do I need to order?

<hr/>		

I Can Subtract Three-Digit Numbers to Solve Word Problems

Independent Practice:

Peter's family owns a pizza place. He orders the ingredients. He needs your help figuring out how much he should buy.

a.

We need to have 300 pieces of bacon. We only have 125 right now. How many pieces of bacon should I order?

b.

We need to have 700 pounds of flour in stock. Right now we have 230 pounds. How many should I order?

c.

We need to have 200 blocks of cheese. We only have 138 right now. How many blocks do I need to order?

d.

We need to have 400 onion slices. We only have 346 now. How many do I need to order?

e.

We need to have 500 ounces of sausage. Right now we have 304. How many should I order?

I Can Borrow Across Two Zeros

Model:

$$\begin{array}{r} 399 \\ 400 \end{array} \begin{array}{r} 13 \\ - 13 \\ \hline \end{array}$$

$$\begin{array}{r} 199 \\ 200 \end{array} \begin{array}{r} 15 \\ - 15 \\ \hline \end{array}$$

What happens when I go next door to borrow, but there is a zero there?

Keep walking until you get to a digit that is not a zero.

- Cross out that digit and the zeros behind it
- Write one less above them
 - For example, if you crossed out 400, write 399 above it.
- Come back home. Cross it out. \
- Write ten more above it. +10

Guided Practice:

"Minus 1" and write the number above the digits that were borrowed from.

$$\begin{array}{r} \square \\ 800 \end{array} \begin{array}{r} 11 \\ - 11 \\ \hline \end{array}$$

$$\begin{array}{r} \square \\ 600 \end{array} \begin{array}{r} 13 \\ - 13 \\ \hline \end{array}$$

$$\begin{array}{r} \square \\ 900 \end{array} \begin{array}{r} 12 \\ - 12 \\ \hline \end{array}$$

$$\begin{array}{r} \square \\ 700 \end{array} \begin{array}{r} 18 \\ - 18 \\ \hline \end{array}$$

$$\begin{array}{r} \square \\ 300 \end{array} \begin{array}{r} 17 \\ - 17 \\ \hline \end{array}$$

$$\begin{array}{r} \square \\ 500 \end{array} \begin{array}{r} 14 \\ - 14 \\ \hline \end{array}$$

$$\begin{array}{r} \square \\ 300 \end{array} \begin{array}{r} 14 \\ - 14 \\ \hline \end{array}$$

$$\begin{array}{r} \square \\ 200 \end{array} \begin{array}{r} 15 \\ - 15 \\ \hline \end{array}$$

$$\begin{array}{r} \square \\ 400 \end{array} \begin{array}{r} 16 \\ - 16 \\ \hline \end{array}$$

I Can Borrow Across Two Zeros

Independent Practice:		
"Minus 1" and write the number above the digits that were borrowed from.		
<div style="text-align: right;"> <input type="text"/> 14 2004 </div>	<div style="text-align: right;"> <input type="text"/> 18 4008 </div>	<div style="text-align: right;"> <input type="text"/> 11 6001 </div>
<div style="text-align: right;"> <input type="text"/> 17 3007 </div>	<div style="text-align: right;"> <input type="text"/> 15 2005 </div>	<div style="text-align: right;"> <input type="text"/> 16 8006 </div>
<div style="text-align: right;"> <input type="text"/> 15 4005 </div>	<div style="text-align: right;"> <input type="text"/> 14 5004 </div>	<div style="text-align: right;"> <input type="text"/> 19 7009 </div>
<div style="text-align: right;"> <input type="text"/> 13 6003 </div>	<div style="text-align: right;"> <input type="text"/> 17 8007 </div>	<div style="text-align: right;"> <input type="text"/> 12 9002 </div>
<div style="text-align: right;"> <input type="text"/> 16 5006 </div>	<div style="text-align: right;"> <input type="text"/> 18 7008 </div>	<div style="text-align: right;"> <input type="text"/> 11 3001 </div>

Add or Subtract?

Kent bought a bike for 723 dollars. A bike rack for his car cost 364 dollars. How much did he pay for both the bike and rack?

_____ dollars

I am looking for:

- the whole total, so I add +
- a part, so I subtract -

Carrie wants to buy a bike that costs 817 dollars. She has earned 230 dollars so far. How much does she have left to earn before she can buy the bike?

_____ dollars

I am looking for:

- the whole total, so I add +
- a part, so I subtract -

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Step-by-Step

Math to Mastery

Lesson Workbook

SAMPLE

Place Value & Number Sense

- SAMPLE
- Numbers to 20
 - Numbers to 40
 - Numbers to 60
 - Numbers to 80
 - Numbers to 100
 - Numbers to 120
- SAMPLE

Name _____

SAMPLE

I Can Count, Read Numbers, and Write Numbers to 10

1. Count out loud starting at **0** and ending at **10**.

2. Count the number of objects and write the total.

◆	◆	◆	◆	◆
◆	◆			

★	★	★		

3. Read these numbers out loud.
4. Then fill in the ten frames to match the number.

4

8

6

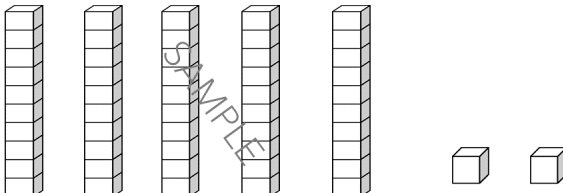
5. Listen, then write the numbers in the boxes.
6. Write the numbers that come next.

zero	<div style="border: 1px solid black; width: 100%; height: 50px;"></div>	_____	_____	_____
five	<div style="border: 1px solid black; width: 100%; height: 50px;"></div>	_____	_____	_____
seven	<div style="border: 1px solid black; width: 100%; height: 50px;"></div>	_____	_____	_____

I Can Count, Read Numbers, and Write Numbers to 55

1. Count out loud starting at **40** and ending at **55**.

2. Count the number of objects and write the total.



Total: _____

- Read these numbers out loud. Draw < or > in the circles.
- Quick draw each number. Draw | for tens and ○ for ones.
- Write the expanded form equation.

50		○	49		○	53	
Tens	Ones		Tens	Ones		Tens	Ones
50 = _____ + _____			49 = _____ + _____			53 = _____ + _____	

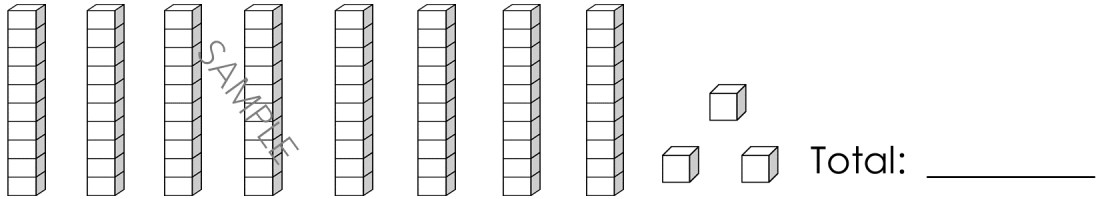
5. Listen, then write the numbers in the boxes. Continue the sequence.

fifty-one			
<div style="border: 1px solid black; width: 100%; height: 40px;"></div>	_____	_____	_____
forty-eight			
<div style="border: 1px solid black; width: 100%; height: 40px;"></div>	_____	_____	_____
forty-six			
<div style="border: 1px solid black; width: 100%; height: 40px;"></div>	_____	_____	_____

I Can Count, Read Numbers, and Write Numbers to 90

1. Count out loud starting at **75** and ending at **90**.

2. Count the number of objects and write the total.



- Read these numbers out loud. Draw < or > in the circles.
- Quick draw each number. Draw | for tens and ○ for ones.
- Write the expanded form equation.

84	<input type="radio"/>	88	<input type="radio"/>	86	
Tens	Ones	Tens	Ones	Tens	Ones
84 = ____ + ____		88 = ____ + ____		86 = ____ + ____	

5. Listen, then write the numbers in the boxes. Continue the sequence.

eighty			
<input style="width: 100%; height: 40px;" type="text"/>			
eighty-five			
<input style="width: 100%; height: 40px;" type="text"/>			
eighty-seven			
<input style="width: 100%; height: 40px;" type="text"/>			

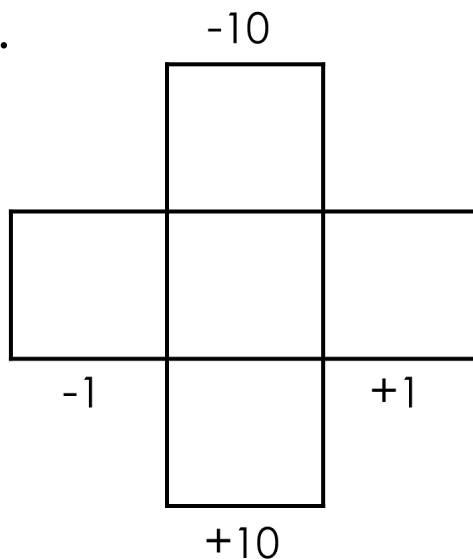
Write 52 in the middle box.

What is ten more? _____

What is ten less? _____

What is one more? _____

What is one less? _____



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
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Write the number in the blank.

2 tens and 4 ones _____

9 ones _____

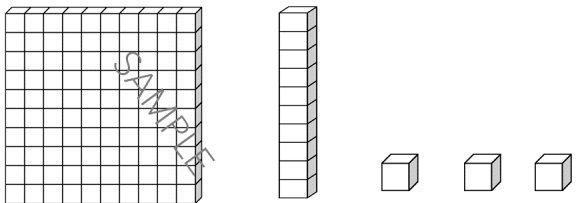
18 ones _____

3 tens _____

I Can Count, Read Numbers, and Write Numbers to 120

1. Count out loud starting at **105** and ending at **120**.

2. Count the number of objects and write the total.



Total: _____

- Read these numbers out loud. Draw < or > in the circles.
- Quick draw each number. Draw | for tens and ○ for ones.
- Write the expanded form equation.

118			○	114		
Hundreds	Tens	Ones		Hundreds	Tens	Ones
$118 = \underline{\quad} + \underline{\quad} + \underline{\quad}$				$114 = \underline{\quad} + \underline{\quad} + \underline{\quad}$		

5. Listen, then write the numbers in the boxes. Continue the sequence.

one hundred ten			
one hundred fifteen			
one hundred seventeen			

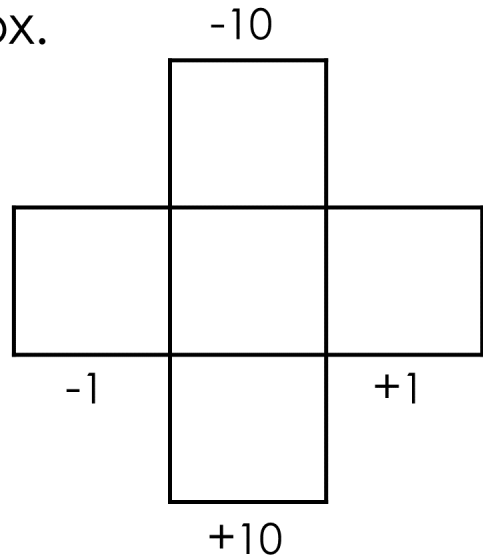
Write 103 in the middle box.

What is ten more? _____

What is ten less? _____

What is one more? _____

What is one less? _____



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
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

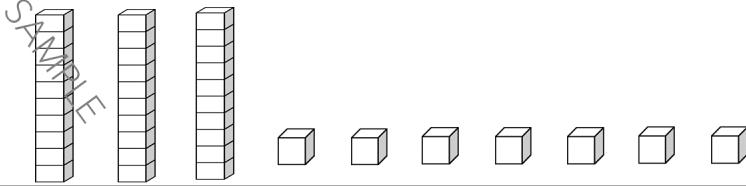
Write the number in the blank.

10 tens and 2 ones _____ 4 ones _____

16 ones _____ 6 tens _____

Name _____

Count the number of base ten blocks and write the total.



Total: _____

Read these numbers out loud. Draw a < or > in the circle.
Quick draw each number. Write the expanded form equation.

91



68

Hundreds	Tens	Ones

Hundreds	Tens	Ones

91 = _____ + _____

68 = _____ + _____

Read the number. Write it in the box. Write the numbers that come next.

one hundred two

one hundred eleven

Write the numbers that are ten more and ten less and one more and one less.

Ten Less →
- 10

34

Ten More →
+ 10

	49	
--	----	--

↑
One Less
- 1

↑
One More
+ 1

Thank you!

Thank you for downloading the preview.

I hope you find what you are looking for!