

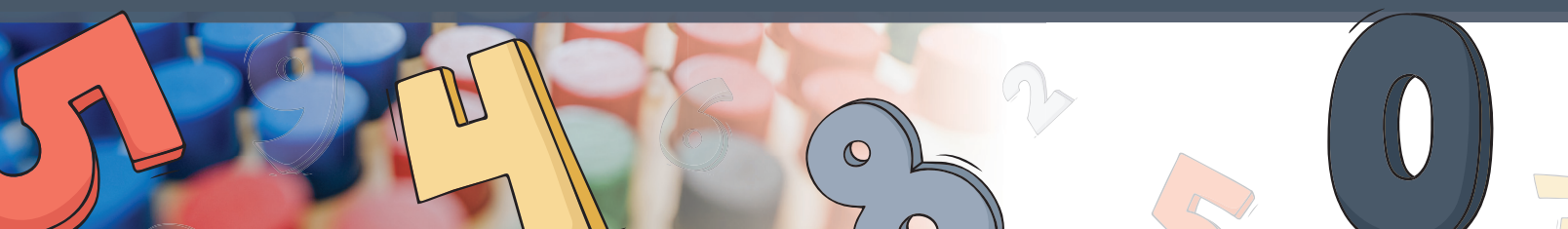
Attainment's

HANDS-ON MATH

STUDENT WORKBOOK



LEAH BASTIAN • RENÉ ZELT • GEORGINA BABA





Attainment's HANDS-ON MATH

STUDENT WORKBOOK

By Leah Bastian, René Zelt, and Georgina Baba
Edited by Abby Davies
Graphic Design by Heidi Lobraco
An Attainment Company Publication
©2023 by Attainment Company, Inc. All rights reserved.

Printed in the United States of America.
ISBN:



P.O. Box 930160
Verona, Wisconsin 53593-0160 USA
1-800-327-4269
www.AttainmentCompany.com

All brand names and product names used in this publication are trade names, service marks, trademarks, or registered trademarks of their respective owners.

Contents

Counting and Numbers 1

| | |
|--|----|
| Lesson 1.1.a: One-to-one correspondence within 5 | 2 |
| Lesson 1.1.b One-to-one correspondence within 10 | 4 |
| Lesson 1.1.c One-to-one correspondence within 20 | 6 |
| Lesson 1.1.d Count forward from a number other than one | 8 |
| Lesson 1.2.a: Identify numerals within 10..... | 10 |
| Lesson 1.2.b: Identify numerals within 20 | 12 |
| Lesson 1.2.c: Identify numerals within 100 in multiples of 10..... | 14 |
| Lesson 1.2.d: Identify numerals within 100..... | 16 |
| Lesson 1.3.a: Subitize within 3 | 18 |
| Lesson 1.3.b: Subitize within 6 | 19 |
| Lesson 1.3.c: Identify numerals within 12 on dice | 20 |
| Lesson 1.3.d: Identify numerals within 18 on dice | 22 |
| Lesson 1.4.a: Skip count by 2s within 20 | 24 |
| Lesson 1.4.b: Skip count by 5s within 20 | 26 |
| Lesson 1.4.c: Skip count by 10s within 100 | 28 |
| Lesson 1.4.d: Even and odd numbers | 30 |
| Lesson 1.5.a: Identify number words-zero to ten | 32 |
| Lesson 1.5.b: Identify number words-zero to twenty | 33 |
| Lesson 1.5.c: Identify number words-multiples of 10 to one hundred | 34 |

Sets 35

| | |
|--|----|
| Lesson 2.1.a: Create sets within 5 | 36 |
| Lesson 2.1.b: Create sets within 10 | 38 |
| Lesson 2.1.c: Create sets within 20 | 40 |
| Lesson 2.1.d: Create two sets then add | 42 |
| Lesson 2.2.a: Add and subtract within 10 | 44 |
| Lesson 2.2.b: Add and subtract within 20 | 48 |
| Lesson 2.2.c Add and subtract three terms within 20 | 52 |
| Lesson 2.2.d: Solve for an unknown in addition and subtraction within 20 | 56 |
| Lesson 2.3.a: Add and subtract multiples of 10 within 100 | 60 |
| Lesson 2.3.b: Add and subtract within 100, one term with two digits | 64 |
| Lesson 2.3.c: Add and subtract within 100, two terms with two digits | 68 |
| Lesson 2.3.d: Solve for an unknown in addition and subtraction, within 100 | 72 |

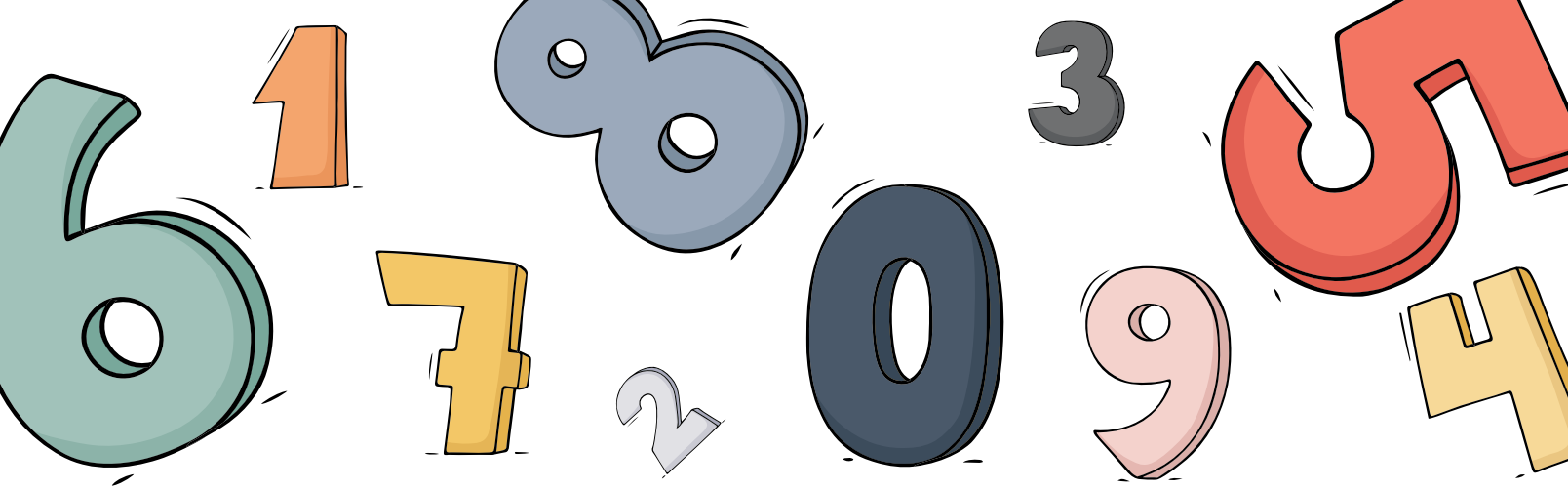
Sets Continued...

| | |
|--|----|
| Lesson 2.4.a: Add within 20 with regrouping | 76 |
| Lesson 2.4.b: Add within 100 with regrouping | 78 |
| Lesson 2.4.c: Add within 100 with three addends and regrouping | 80 |
| Lesson 2.4.d: Multiplication with products within 20 | 82 |
| Lesson 2.5.a: Solve an addition story problem with a sum within 20 | 84 |
| Lesson 2.5.b: Solve a subtraction story problem with a difference within 20 | 85 |
| Lesson 2.5.c: Solve an addition story problem with a sum within 100 | 86 |
| Lesson 2.5.d: Solve a subtraction story problem with a difference within 100 | 87 |

Categories, Symbols, and Patterns..... 88

| | |
|--|-----|
| Lesson 3.1.a: Sort two items with a cue redundancy | 89 |
| Lesson 3.1.b: Sort two items with a cue constant | 91 |
| Lesson 3.1.c: Sort two items with an irrelevant cue | 93 |
| Lesson 3.1.d: Sort four items | 95 |
| Lesson 3.2.a: Identify the equal symbol | 97 |
| Lesson 3.2.b: Identify the less than symbol | 99 |
| Lesson 3.2.c: Identify the greater than symbol | 101 |
| Lesson 3.2.d: Identify numbers within 20 as less than, equal to, or greater than | 103 |
| Lesson 3.3.a: Duplicate an ABAB pattern | 105 |
| Lesson 3.3.b: Extend an ABAB pattern | 107 |
| Lesson 3.3.c: Complete an ABAB pattern | 109 |
| Lesson 3.3.d: Create an ABAB pattern..... | 111 |
| Lesson 3.4.a: Duplicate an AABB or AABAAB pattern..... | 113 |
| Lesson 3.4.b: Extend an AABB or AABAAB pattern..... | 115 |
| Lesson 3.4.c: Complete an AABB or AABAAB pattern..... | 117 |
| Lesson 3.4.d: Create an AABB or AABAAB pattern..... | 119 |
| Lesson 3.5.a: Identify operational symbols..... | 121 |
| Lesson 3.5.b: Identify addition words..... | 122 |
| Lesson 3.5.c: Identify subtraction words..... | 123 |

Resources..... 124



COUNTING AND NUMBERS

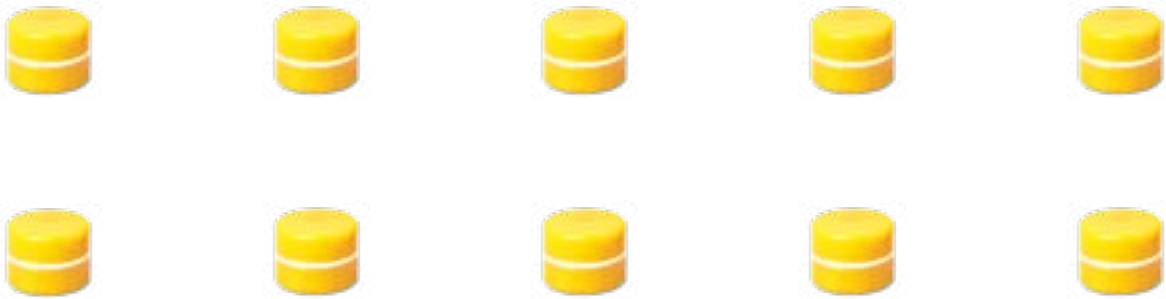


ONE-TO-ONE CORRESPONDENCE WITHIN 5

Mark (cross out, stamp, circle, etc.) the appropriate number of pegs to match the numeral listed.



Mark 4 pegs.

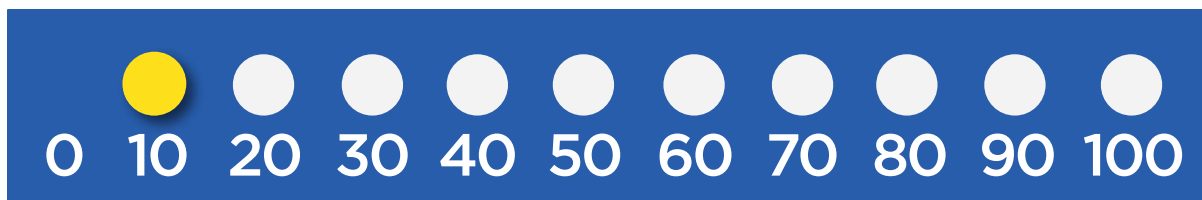


Mark 2 pegs.



IDENTIFY NUMERALS WITHIN 100

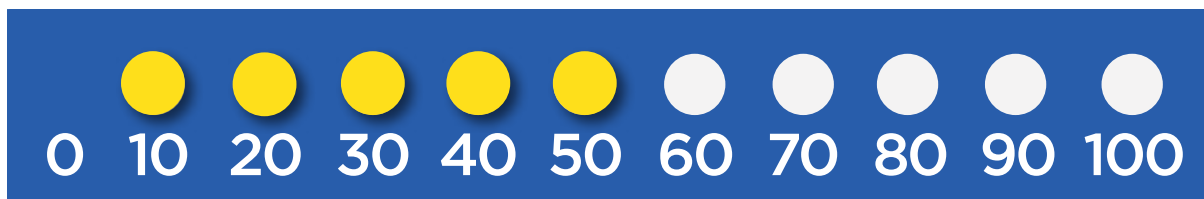
Identify the numeral represented on the number line.
Mark (cross out, stamp, circle, etc.) your answer.



20

100

11



25

55

80

IDENTIFY NUMERALS WITHIN 12 ON DICE

Place pegs on a number line to match the dots on the dice.
Calculate the total and write (dictate, copy, trace, etc.) the number on the line.

What is the total?

The total is _____.



The total is _____.



The total is _____.



The total is _____.

SKIP COUNT BY 5s WITHIN 20

Mark (cross out, stamp, shade, etc.) the sequence on the number line as you count.



Skip count by 5s up to 15 starting with 5.



Skip count by 5s up to 10 starting with 5.



Skip count by 5s up to 5 starting with 5.



IDENTIFY NUMBER WORDS-MULTIPLES OF TEN TO ONE HUNDRED

Mark (color, stamp, cross out, etc.) the pegs that match each number word.



twenty

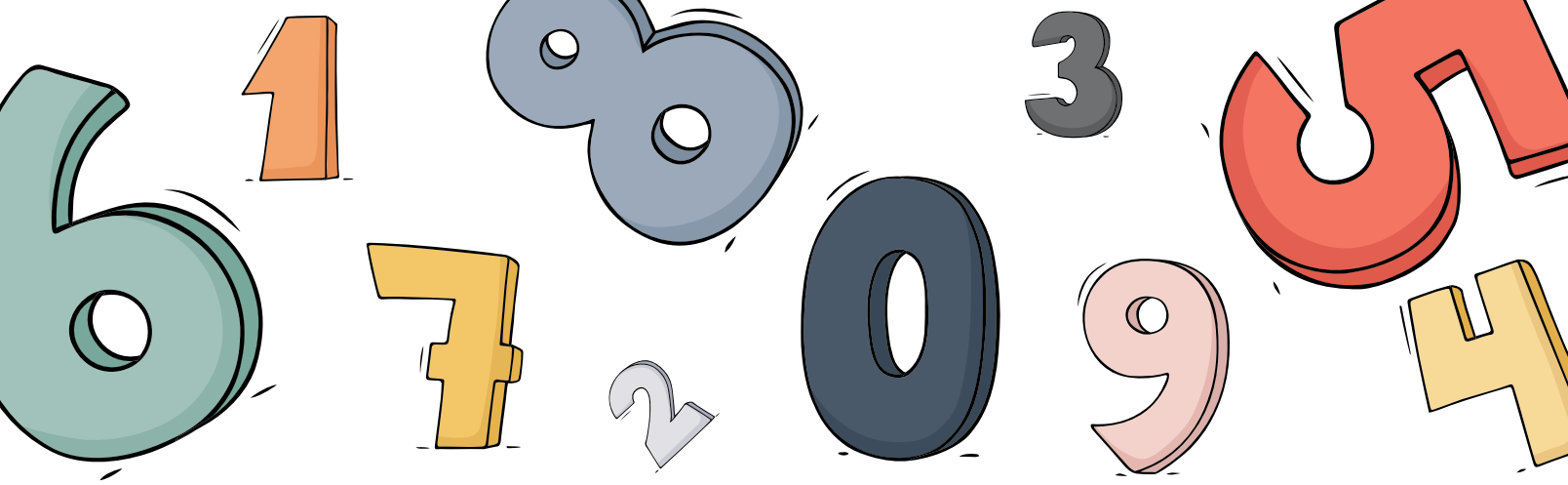


forty



eighty

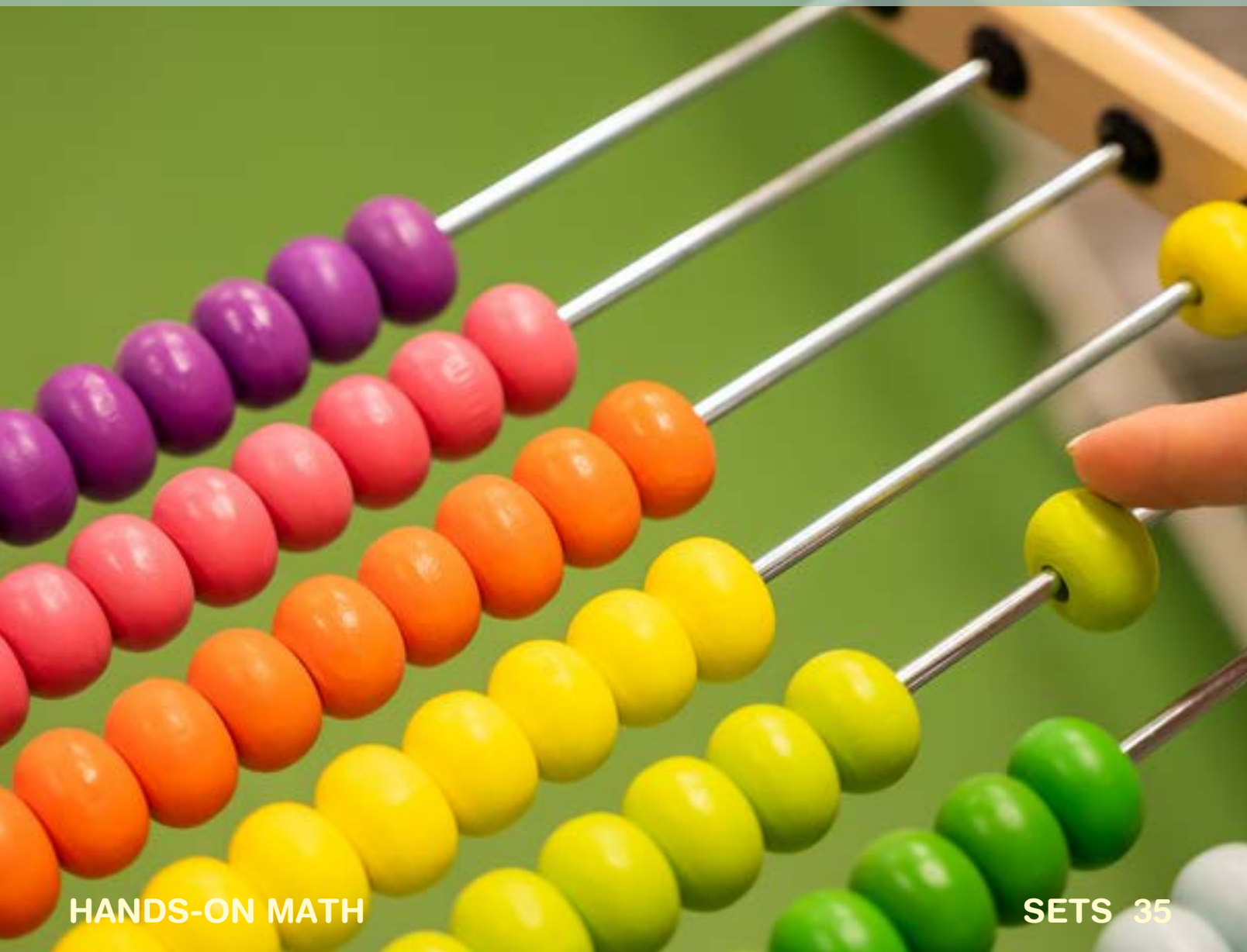




SETS



TEACHER TIP: Download the **Check Your Work** task analyses from the **Attainment HUB** to use with the corresponding Sets activities. These task analyses can also be printed to provide students with additional support.



CREATE SETS WITHIN 5

Create a set in each rectangle that is equal to the numeral listed.

Teacher Tip: Use pegs, cut-out pictures, stamps, markers, or other manipulatives to create the sets.



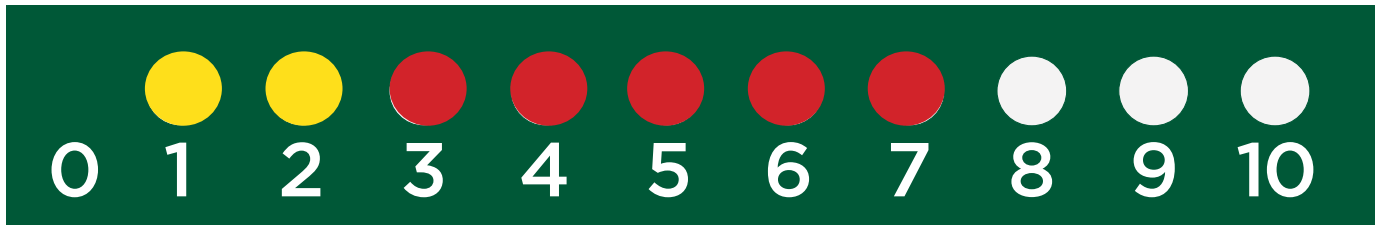
Create a set of 2.

Create a set of 3.

ADD WITHIN 10

Solve the problem and write (dictate, copy, trace, etc.) the sum/total on the line.

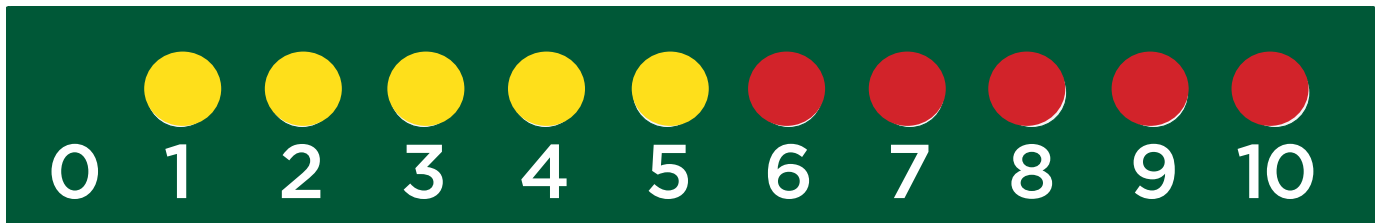
$$2 + 5 = \underline{\quad}$$



$$6 + 3 = \underline{\quad}$$



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



ADD WITHIN 100, ONE TERM WITH TWO DIGITS

Solve the problem and write (dictate, copy, trace, etc.) the sum/total on the line.



$$43 + 6 = \underline{\quad}$$

0 10 20 30 40 50 60 70 80 90 100

0 1 2 3 4 5 6 7 8 9 10

$$84 + 2 = \underline{\quad}$$

0 10 20 30 40 50 60 70 80 90 100

0 1 2 3 4 5 6 7 8 9 10

$$22 + 3 = \underline{\quad}$$

0 10 20 30 40 50 60 70 80 90 100

0 1 2 3 4 5 6 7 8 9 10

$$75 + 1 = \underline{\quad}$$

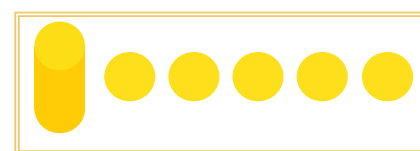
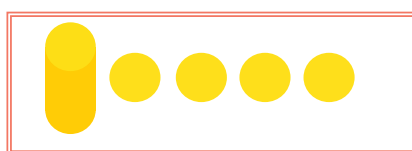
0 10 20 30 40 50 60 70 80 90 100

0 1 2 3 4 5 6 7 8 9 10

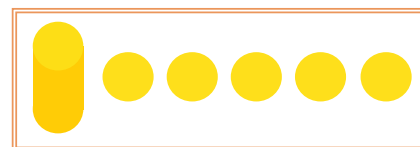
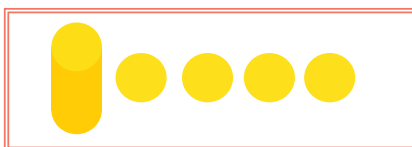
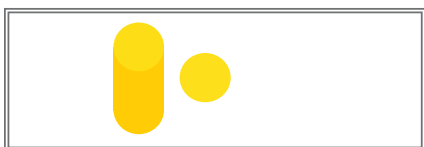
ADD WITHIN 20 WITH REGROUPING

Solve the problem and write (dictate, copy, trace, etc.) the sum/total on the line.
Mark (circle, stamp, etc.) the answer that represents the sum of the number sentence.

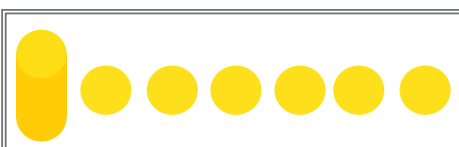
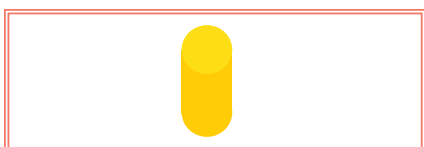
$$5 + 7 = \underline{\quad}$$



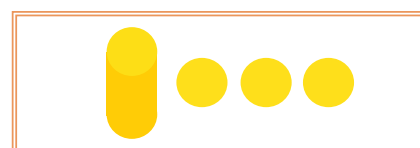
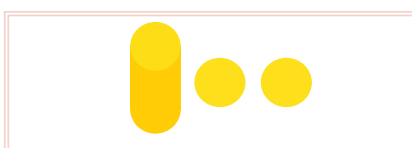
$$6 + 9 = \underline{\quad}$$



$$7 + 3 = \underline{\quad}$$



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



SOLVE A SUBTRACTION STORY PROBLEM WITH A DIFFERENCE WITHIN 20

Solve the story problem and write (dictate, copy, trace, etc.) the difference/answer on the line.



0 1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20



Today is Anna's birthday. Her mom bought 20 cupcakes for her party.



Anna invited 15 friends to her party. Each friend invited ate a cupcake. How

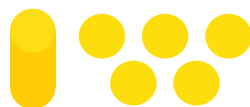


many cupcakes are left?



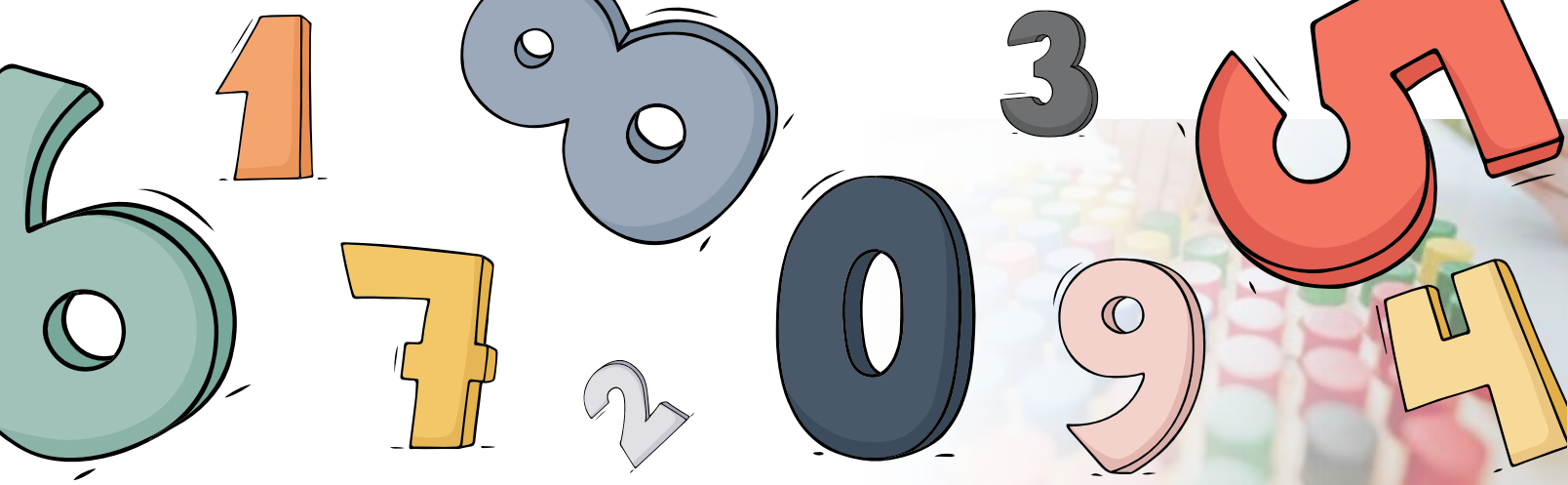
20

-



15

=

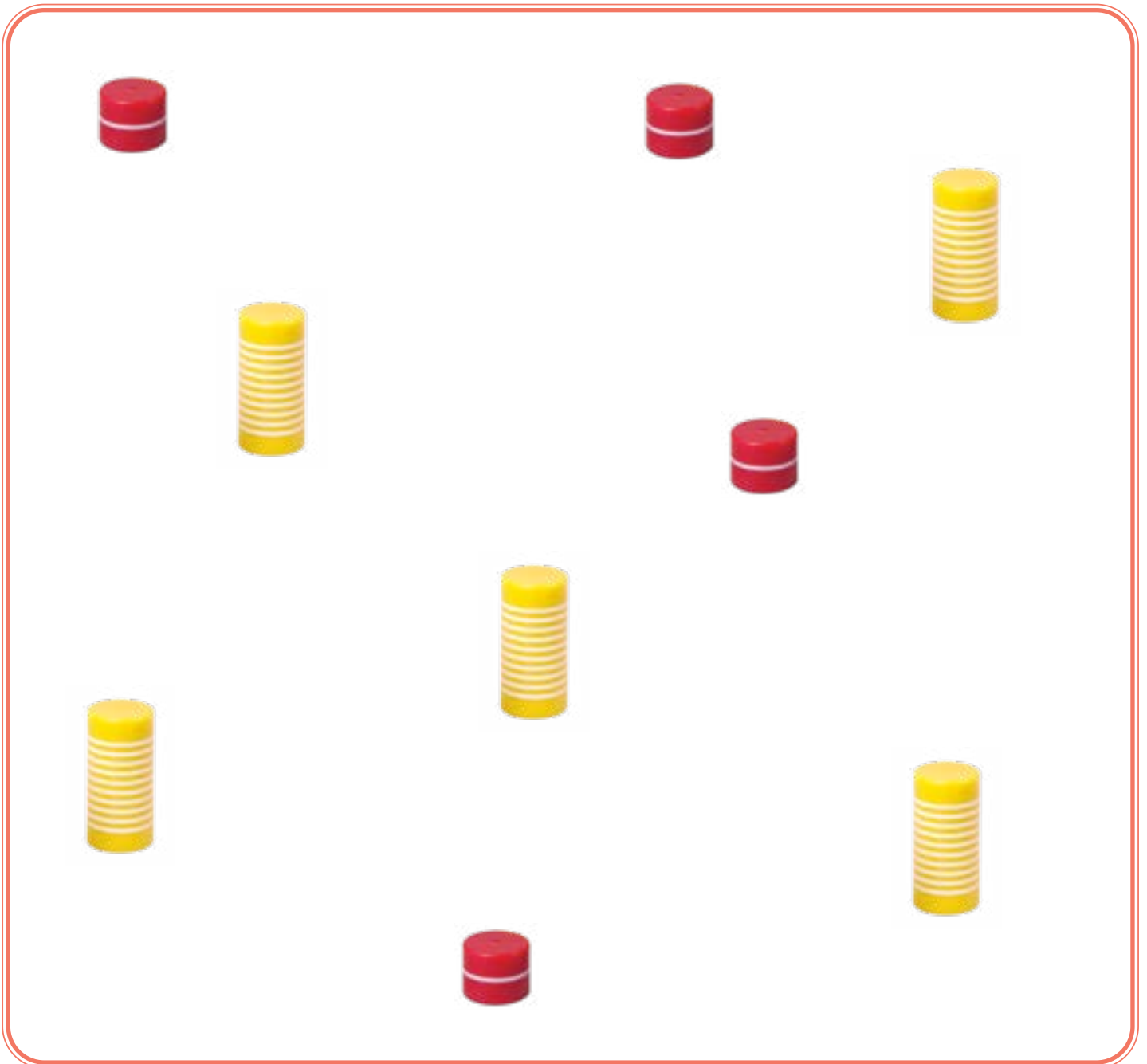


CATEGORIES, SYMBOLS, AND PATTERNS



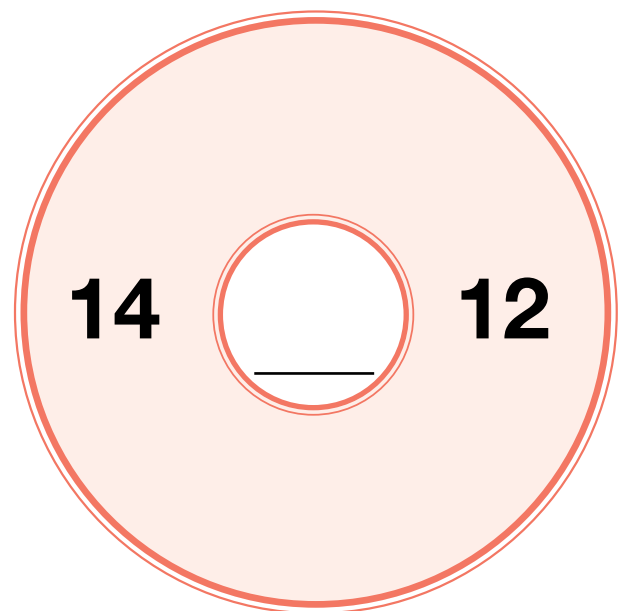
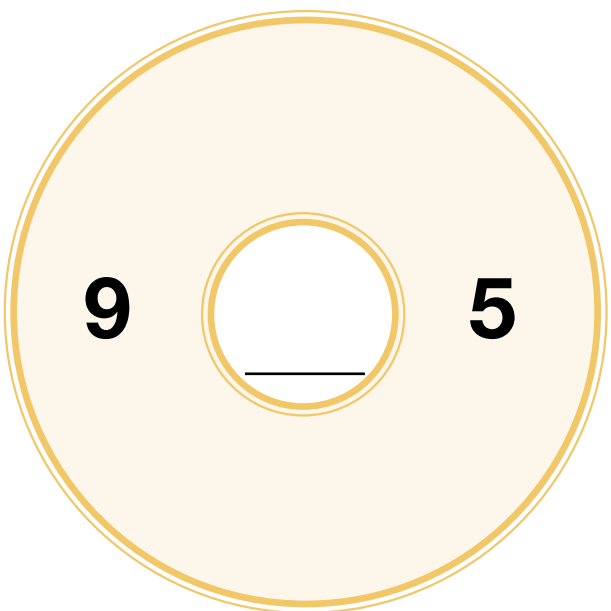
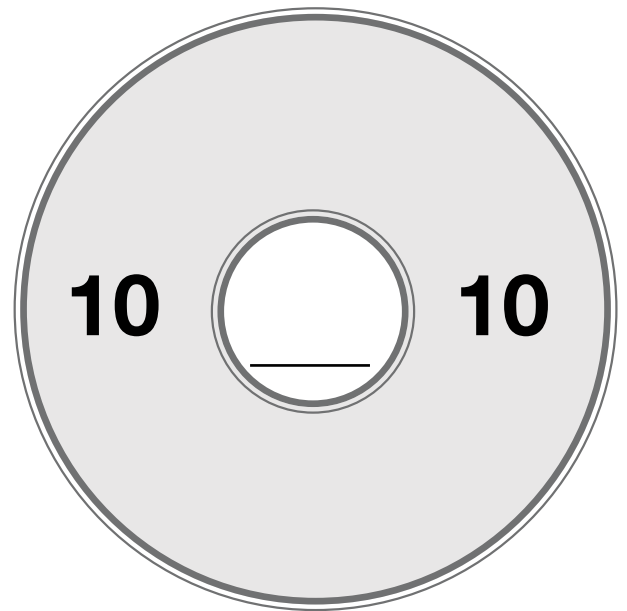
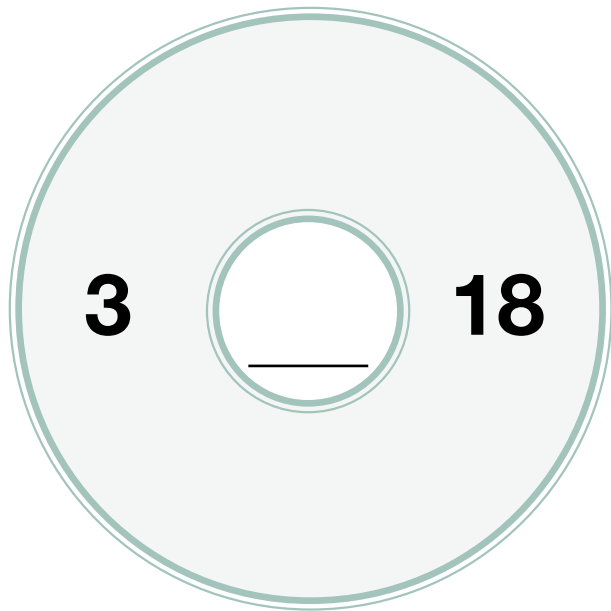
SORT TWO ITEMS WITH A CUE REDUNDANCY

Mark (circle, stamp, etc.) the images below that are the same as the peg shown here.



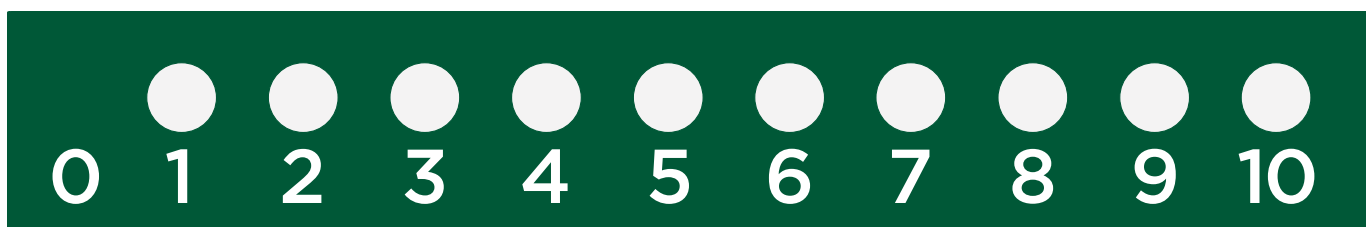
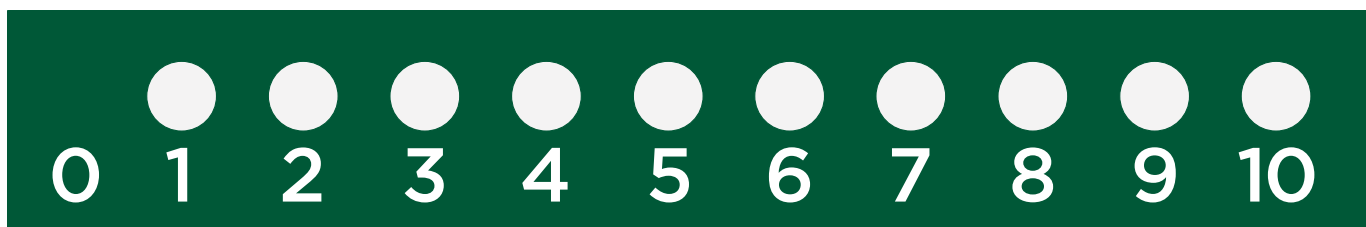
**IDENTIFY NUMBERS WITHIN 20 AS LESS THAN,
EQUAL TO, OR GREATER THAN A GIVEN NUMERAL**

Compare each set of numerals and write (dictate, copy, trace, etc.)
a less than (<), greater than (>), or equal to (=) sign on the line.



DUPLICATE AN ABAB PATTERN










Mark (stamp, color, shade, etc.) a duplicate ABAB pattern with matching colors on each number line.

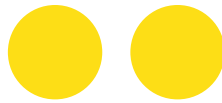


COMPLETE AN AABB PATTERN

Mark (cross out, stamp, circle, etc.) the answer choice that completes each AABB pattern shown below.



| | | | | | | | | | | |
|---|---|---|---|---|---|---|--|---|---|---|
| |  |  |  |  |  |  |  |  |  |  |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |



IDENTIFY ADDITION WORDS

Fill in the missing labels using the word bank and solve each problem.

Word Bank:

addend
equals

plus
sum

$$6 + 5 = \square$$

addend

equals

sum

$$4 + 2 = \square$$

plus

addend

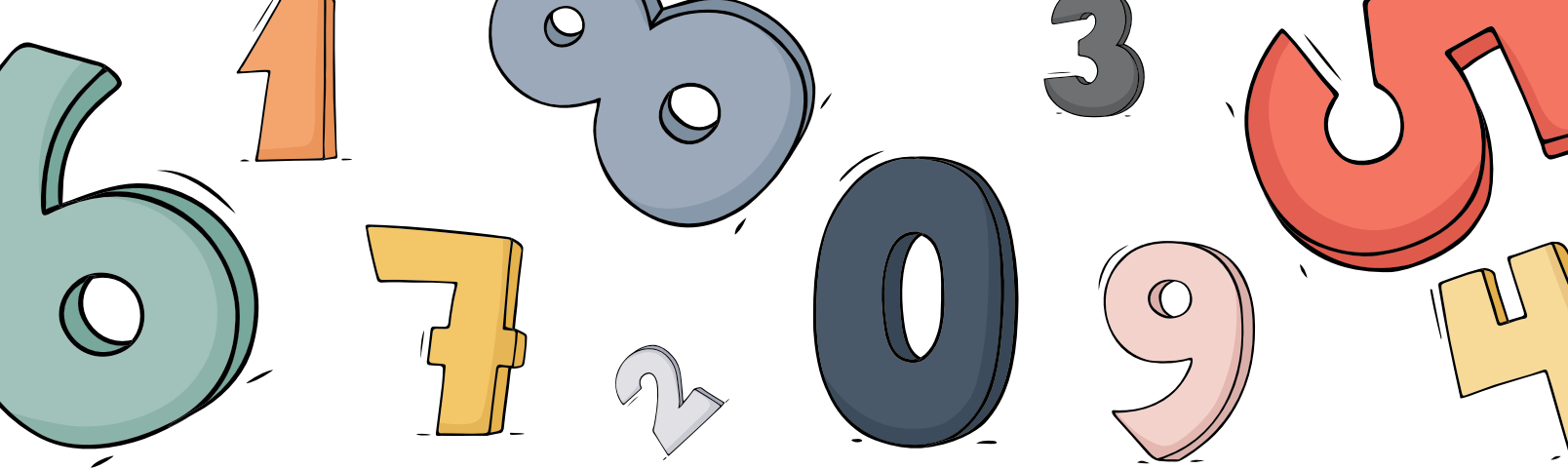
sum

$$3 + 7 = \square$$

addend

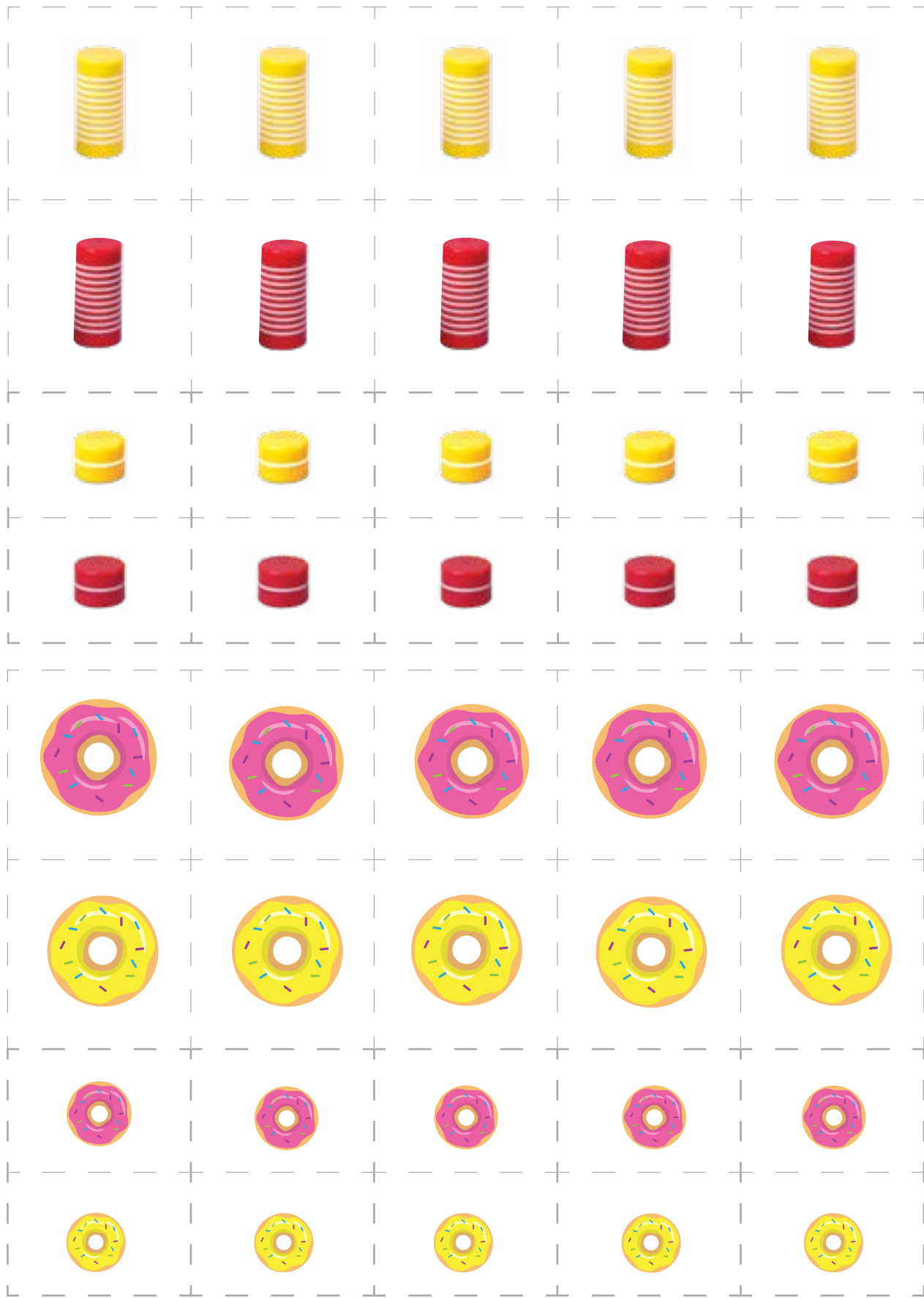
plus

equals



RESOURCES





Cutouts for Hands-On Math activities are available for download and classroom printouts on the Attainment HUB.