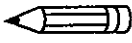


Name \_\_\_\_\_



Count.  Write.


# Fore!





Circle the number that is greater.

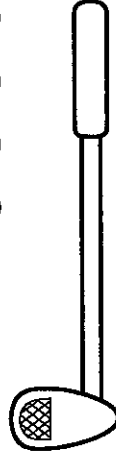


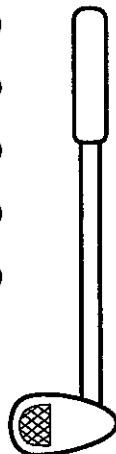
**Bonus:** Write the number 20 and three numbers that are greater than 20.


○ ○ ○ ○ ○		○ ○ ○ ○ ○
○ ○ ○ ○ ○		○ ○ ○ ○ ○
○ ○ ○ ○ ○		○ ○ ○ ○ ○
○ ○ ○ ○ ○		○ ○ ○ ○ ○
○		○ ○ ○ ○ ○
_____		_____

○ ○ ○ ○ ○		○ ○ ○ ○ ○
○ ○ ○ ○ ○		○ ○ ○ ○ ○
○ ○ ○ ○ ○		○ ○ ○ ○ ○
○ ○ ○ ○ ○		○ ○ ○ ○ ○
○ ○ ○ ○ ○		○ ○ ○ ○ ○
○ ○ ○ ○ ○		○ ○ ○ ○ ○
_____		_____

○ ○ ○ ○ ○		○ ○ ○ ○ ○
○ ○ ○ ○ ○		○ ○ ○ ○ ○
○ ○ ○ ○ ○		○ ○ ○ ○ ○
○ ○ ○ ○ ○		○ ○ ○ ○ ○
○ ○ ○ ○ ○		○ ○ ○ ○ ○
_____		_____

○ ○ ○ ○ ○		○ ○ ○ ○ ○
○ ○ ○ ○ ○		○ ○ ○ ○ ○
○ ○ ○ ○ ○		○ ○ ○ ○ ○
○ ○ ○ ○ ○		○ ○ ○ ○ ○
○ ○ ○ ○ ○		○ ○ ○ ○ ○
_____		_____

○ ○ ○ ○ ○		○ ○ ○ ○ ○
○ ○ ○ ○ ○		○ ○ ○ ○ ○
○ ○ ○ ○ ○		○ ○ ○ ○ ○
○ ○ ○ ○ ○		○ ○ ○ ○ ○
○ ○ ○ ○ ○		○ ○ ○ ○ ○
_____		_____

○ ○ ○ ○ ○		○ ○ ○ ○ ○
○ ○ ○ ○ ○		○ ○ ○ ○ ○
○ ○ ○ ○ ○		○ ○ ○ ○ ○
○ ○ ○ ○ ○		○ ○ ○ ○ ○
○ ○ ○ ○ ○		○ ○ ○ ○ ○
_____		_____

Name \_\_\_\_\_

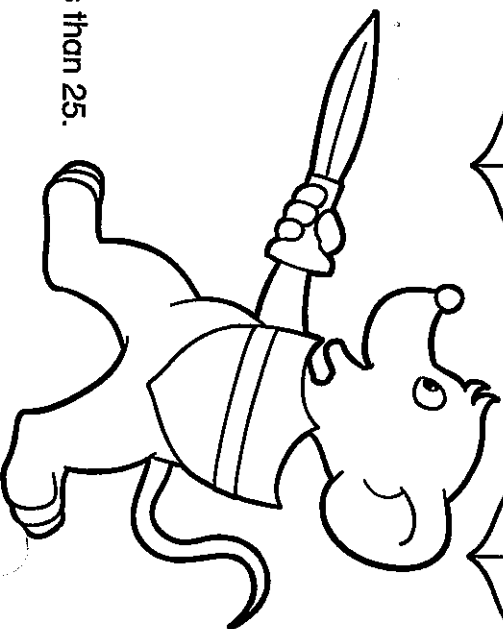
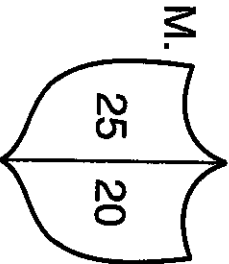
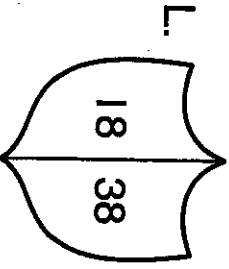
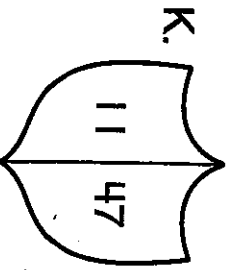
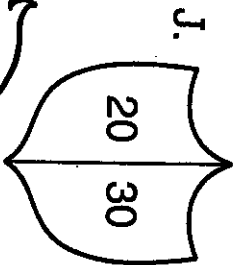
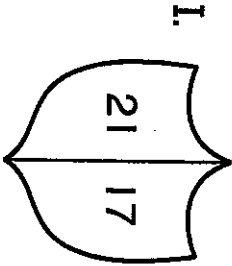
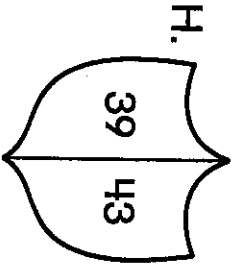
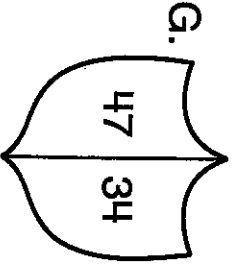
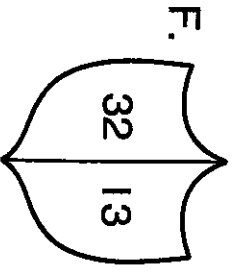
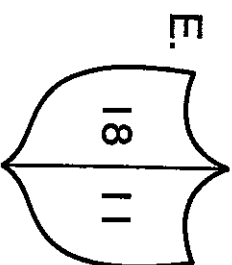
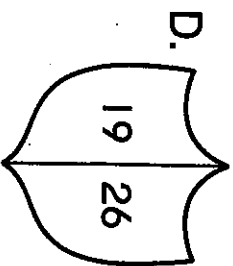
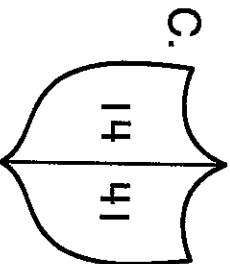
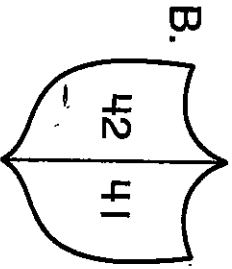
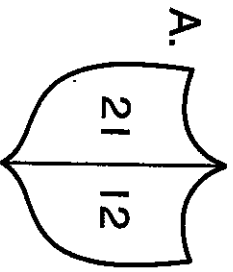
# Shiny Shields

Less than



Color the number that is less.

Use the number line to help you.



**Bonus Box:** Write four numbers that are less than 25.

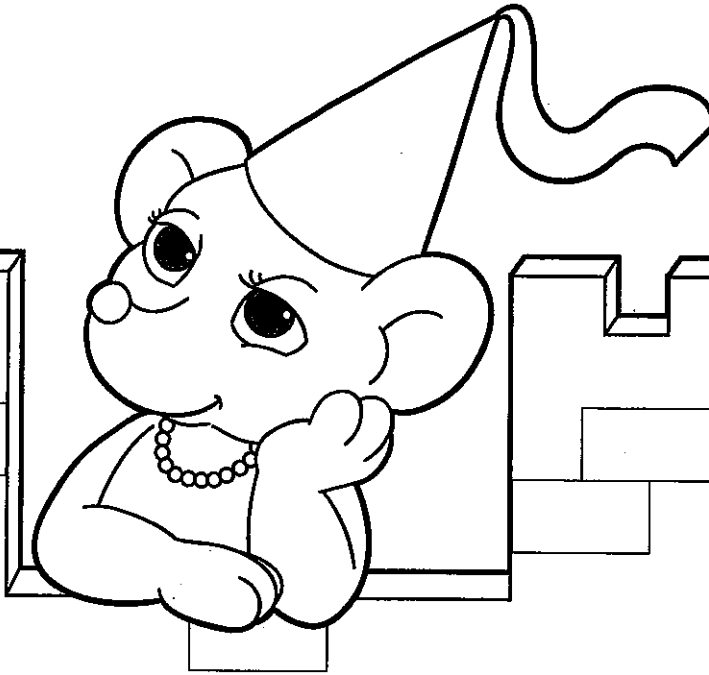
Name \_\_\_\_\_

Greater than

# In the Castle



Circle the number that is **greater**.



A. 33 or 23

C. 58 or 85

E. 63 or 36

G. 38 or 29

I. 14 or 74

K. 17 or 27

M. 52 or 25

O. 13 or 15

B. 17 or 68

D. 12 or 16

F. 49 or 39

H. 40 or 42

J. 86 or 69

L. 37 or 77

N. 45 or 59

P. 24 or 18

**Bonus Box:** Write ten numbers that are greater than 50.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Count by 2s

How many fish each time?



\_\_\_\_\_ fish



\_\_\_\_\_ fish



\_\_\_\_\_ fish



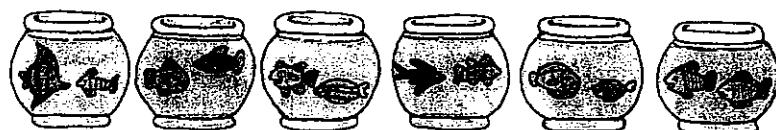
\_\_\_\_\_ fish



\_\_\_\_\_ fish



\_\_\_\_\_ fish



\_\_\_\_\_ fish

Continue to skip count by 2s:

12



## FOCUS

Children skip count by 2s and write the total number of fish each time.



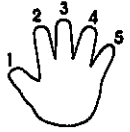
## HOME CONNECTION

Your child is learning about skip counting. Make up problems that can be solved by counting by 2s. For example, ask: "How can we find out how many socks there are in 10 pairs?"

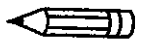
Name \_\_\_\_\_

Counting forward by tens

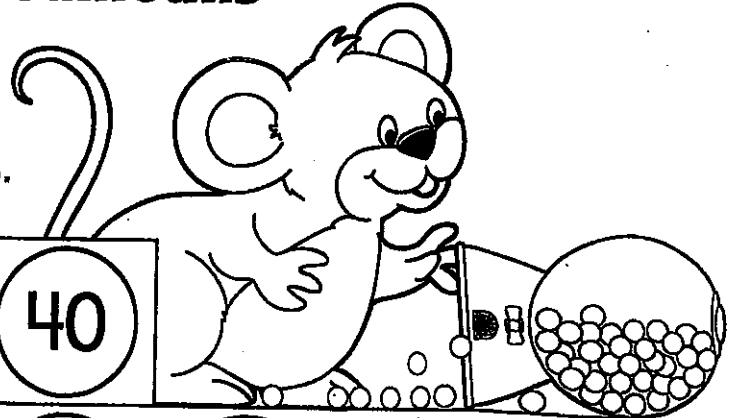
# Falling Gumballs



Count by tens.



Write the missing numbers.



A.	10	20		40			
B.		20	30		50		70
C.	20			50	60		80
D.	40		60			90	100
E.		40	50			80	90
F.	10		30	40			70
G.		30		50		70	80
H.	30	40					90
I.		50		70			

**Bonus:** Count by tens to 100. Write the numbers as you count.

Draw 86.











Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Count the Beans

Draw 47 beans.

Circle groups of 10.

A large, empty rectangular box with a thick, hand-drawn border, intended for the student to draw 47 beans and circle groups of 10.

There are \_\_\_\_\_ groups of 10 and \_\_\_\_\_ left over.

Print the number.



## FOCUS

Children draw 47 beans and circle groups of 10. They record the number of beans as a numeral.



## HOME CONNECTION

Select a number between 20 and 30. Ask your child to draw the same number of objects. Help your child circle groups of 10. Ask: "How many groups of 10? How many left over?"

Fill in the missing numbers.

Counting Forwards

19	_____	_____	_____	_____	_____
_____	27	_____	_____	_____	_____
45	_____	_____	_____	_____	50
_____	_____	90	_____	_____	_____
42	_____	_____	_____	46	_____

Counting Backwards

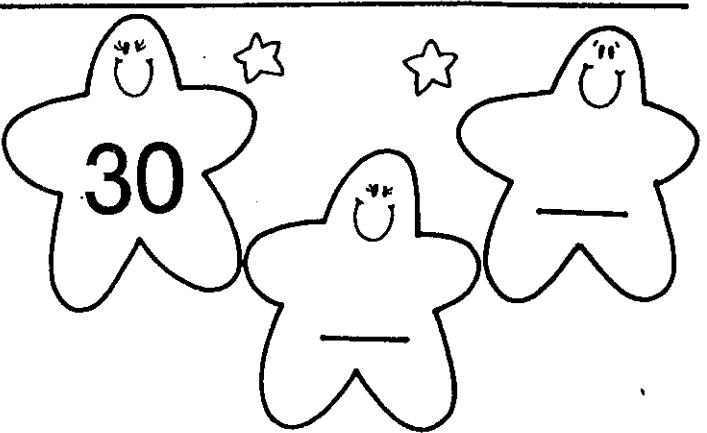
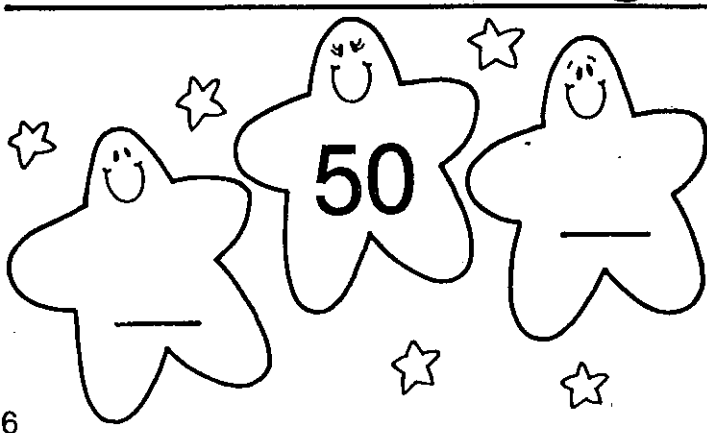
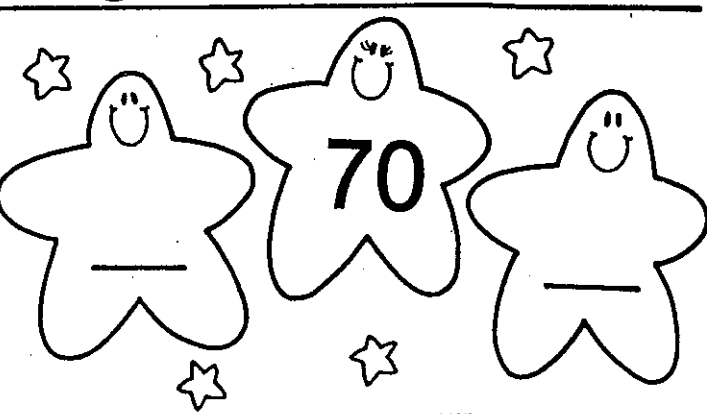
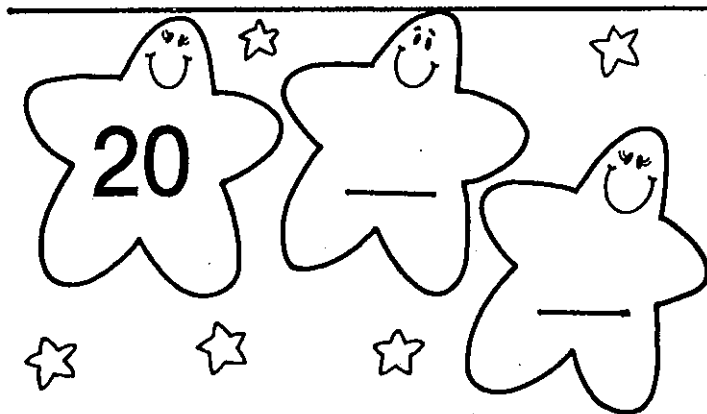
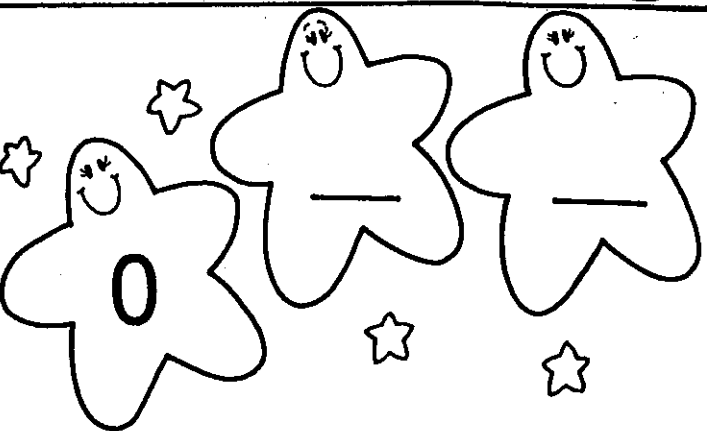
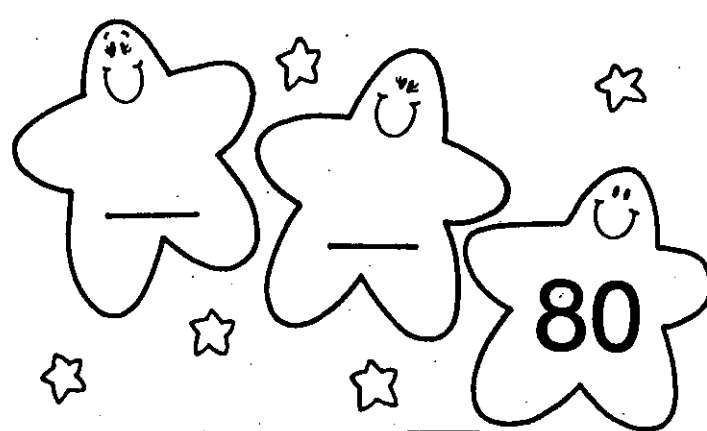
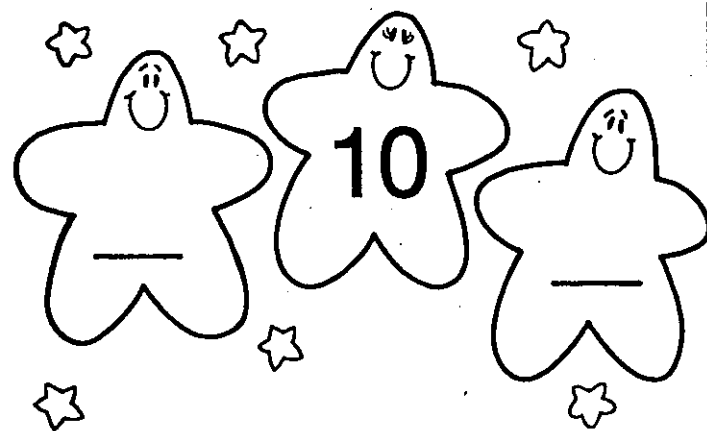
32	31	30	_____	_____	_____	_____
63	_____	_____	_____	_____	_____	_____
72	_____	_____	_____	_____	_____	_____



Name \_\_\_\_\_

### Counting by 10's

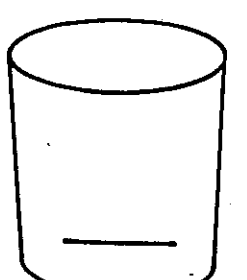
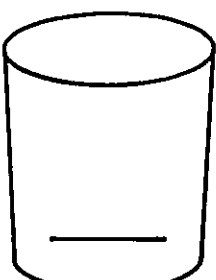
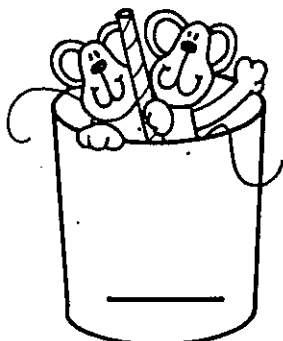
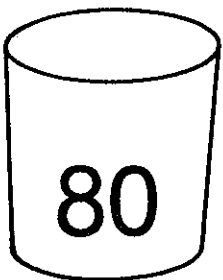
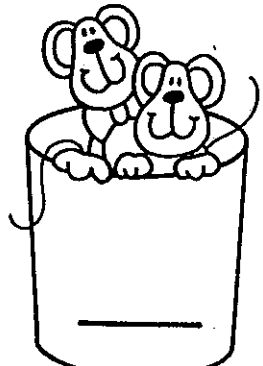
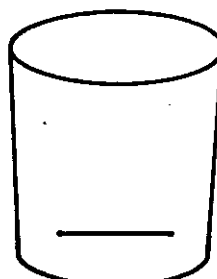
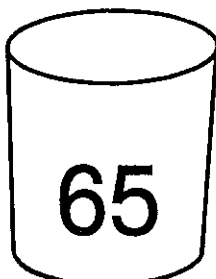
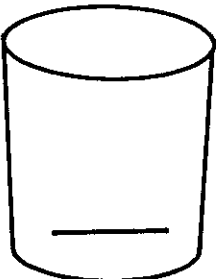
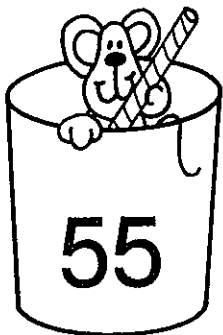
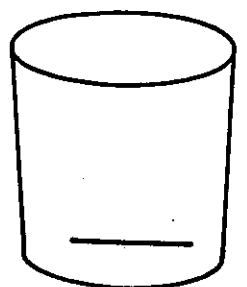
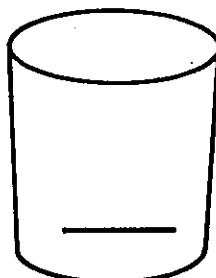
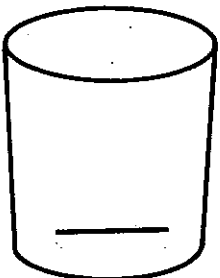
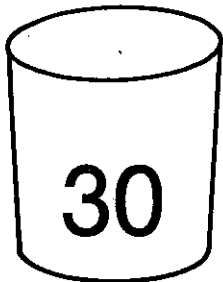
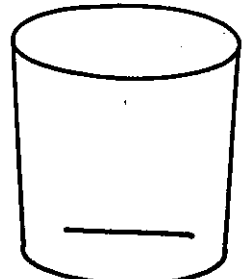
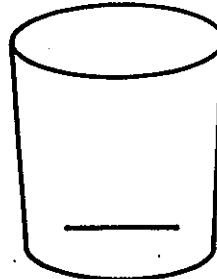
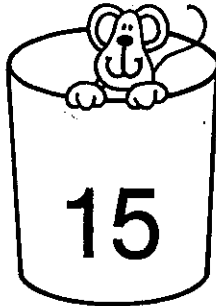
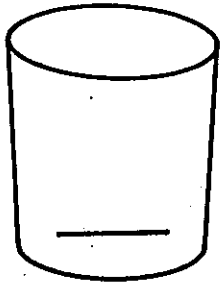
Count by 10's and fill in the missing numbers.



Name \_\_\_\_\_

### Counting by 5's

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



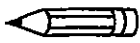
Name \_\_\_\_\_

Counting by fives

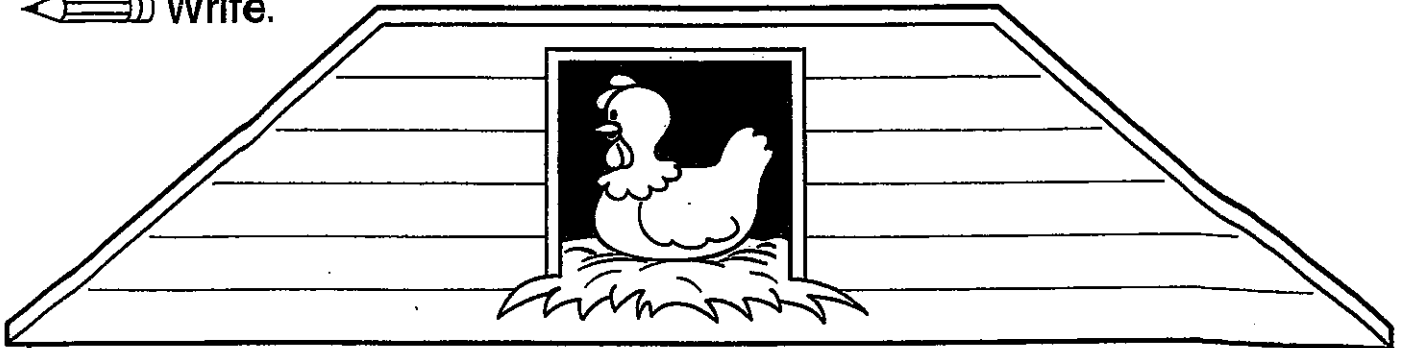
# In the Henhouse



Count by fives.



Write.



A.



5, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

B.



5, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

C.

20, 25, \_\_\_\_\_, 35, \_\_\_\_\_, \_\_\_\_\_, 50

D.

40, \_\_\_\_\_, 50, \_\_\_\_\_, \_\_\_\_\_, 65, \_\_\_\_\_

E.

55, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 75, \_\_\_\_\_, \_\_\_\_\_

F.

15, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 40, \_\_\_\_\_

G.

70, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**Bonus Box:** On the back of this paper, write the numbers from 5 to 50, counting by fives.

Name \_\_\_\_\_

# Safe to Walk

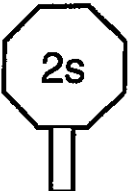






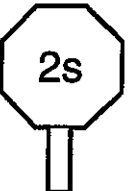
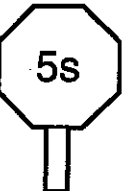






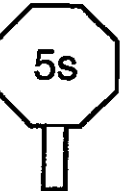






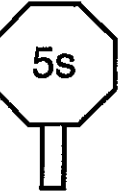
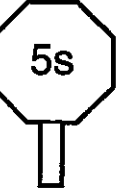


Count by 2s or 5s.



Write the missing numbers.



A.							
		2,	4,	____,	____,	10,	____
B.		22, _____, 26, _____, _____, 32					
C.							
		5,	10,	____,	____,	____,	30
D.							
		15,	____,	____,	30,	____,	40
E.		60, _____, 70, _____, 80, _____					
F.		75, _____, _____, 90, _____, 100					

**Skill:** identifies which numbers come between, after, or before given numbers to 100

Write the missing numerals.

after	before	in between
21 <u>  </u> 22	<u>  </u> 46 47	29 <u>  </u> 30 31
39 <u>      </u>	<u>      </u> 50	43 <u>      </u> 45
45 <u>      </u>	<u>      </u> 36	38 <u>      </u> 40
50 <u>      </u>	<u>      </u> 64	51 <u>      </u> 53
64 <u>      </u>	<u>      </u> 21	67 <u>      </u> 69
77 <u>      </u>	<u>      </u> 92	80 <u>      </u> 82
99 <u>      </u>	<u>      </u> 63	87 <u>      </u> 89

Name: \_\_\_\_\_

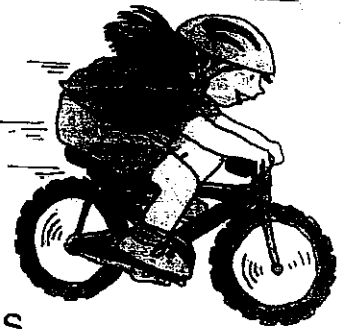
Date: \_\_\_\_\_

## How Many Wheels?

We need wheels for 5 bicycles.

How many wheels should we get?

Show your thinking in pictures, numbers, or words.

A large, empty rectangular box with a double-line border, intended for the student to draw or write their solution to the problem.

### FOCUS

Children draw a picture to solve a problem. They express their solution using pictures, numbers, or words.



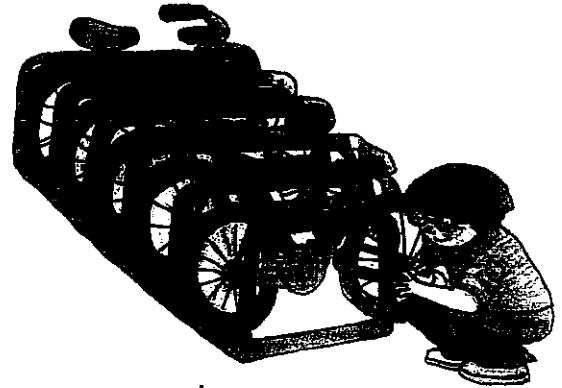
### HOME CONNECTION

Have your child explain how he or she solved this problem. Ask: "How did you know the number of wheels needed for 5 bicycles? Tell me about your thinking."

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## How Many Bicycles?

A bicycle rack holds 5 bicycles.  
The school has 4 bicycle racks.  
How many bicycles can be parked?



Show your thinking in pictures, numbers, or words.

### FOCUS

Children make a model or use objects to solve a problem. They express their solutions in pictures, numbers, or words.

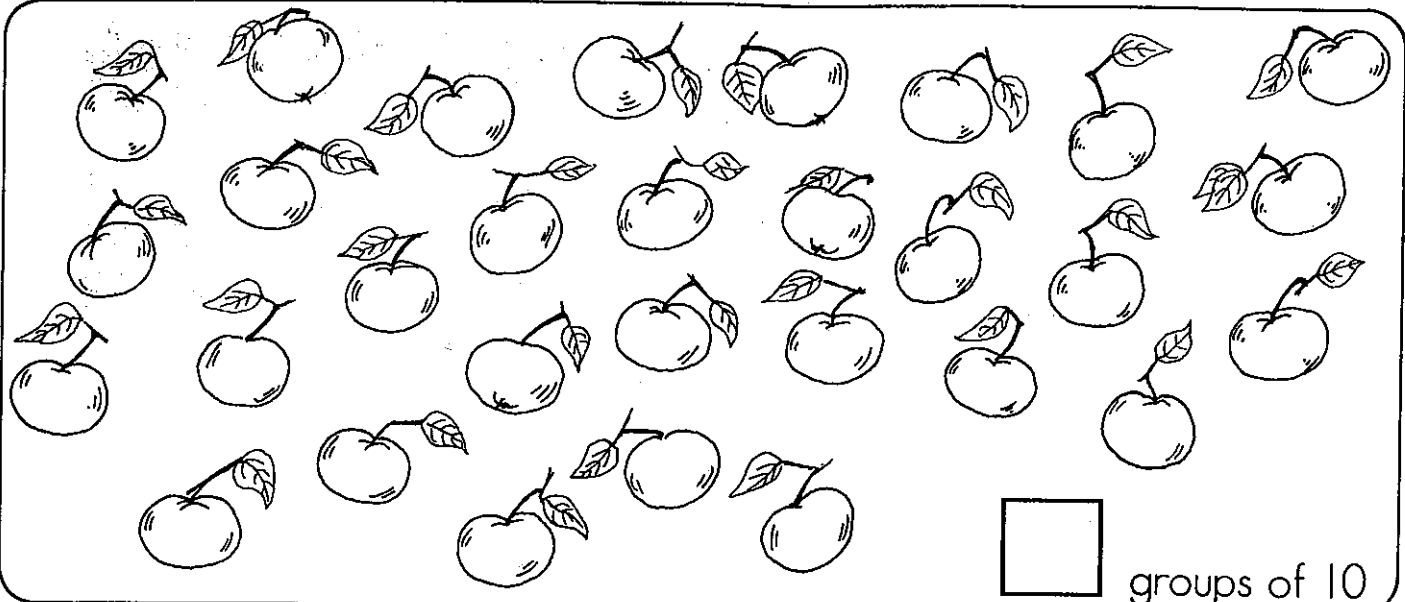
### HOME CONNECTION

Have your child explain how he or she solved this problem. Ask: "How did you know the number of bicycles? Tell me about your thinking."

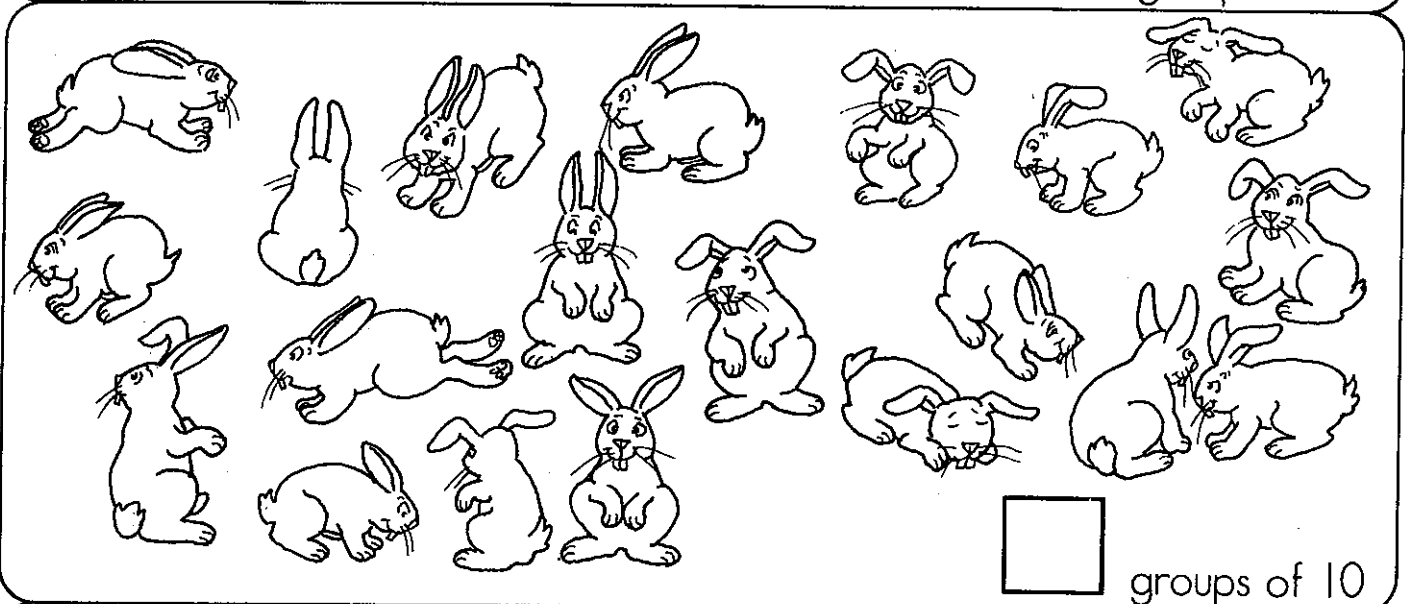
NAME \_\_\_\_\_

# NUMERATION I

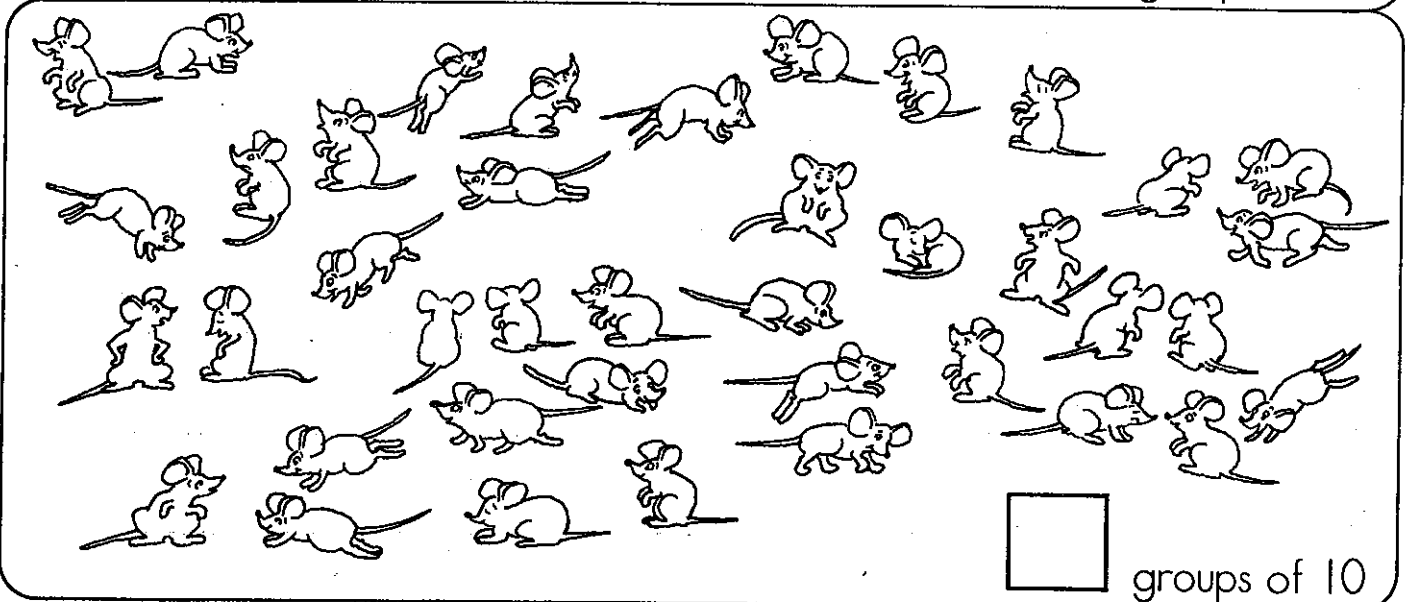
## How many groups of 10?



groups of 10



groups of 10



groups of 10

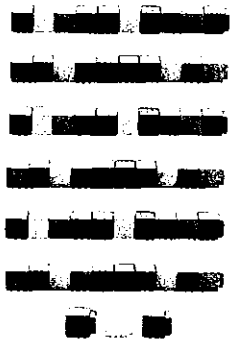
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Draw 36 flowers neatly. Circle groups of 5.

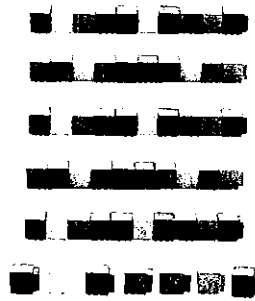
Draw 58 squares neatly. Circle groups of 10.

How many are in each set?



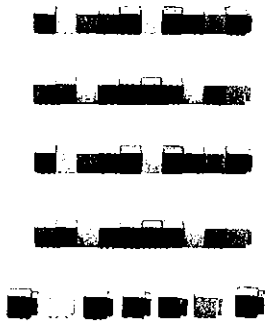
tens	ones
6	3

$$\begin{array}{r} 60 + 3 \\ \hline 63 \end{array}$$



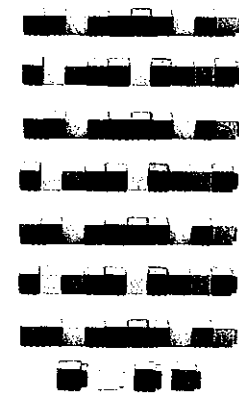
tens	ones

$$\underline{\quad} + \underline{\quad}$$



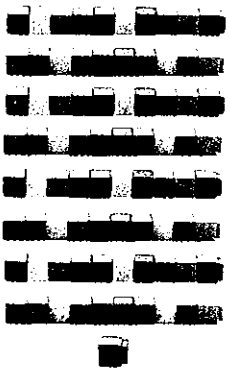
tens	ones

$$\underline{\quad} + \underline{\quad}$$



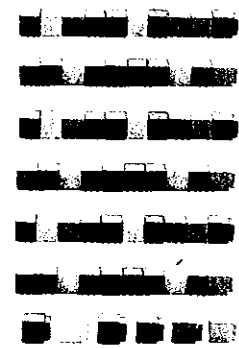
tens	ones

$$\underline{\quad} + \underline{\quad}$$



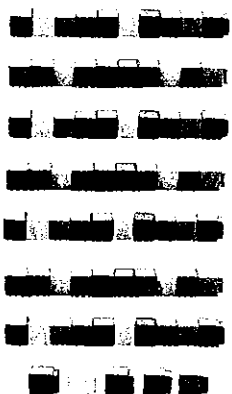
tens	ones

$$\underline{\quad} + \underline{\quad}$$



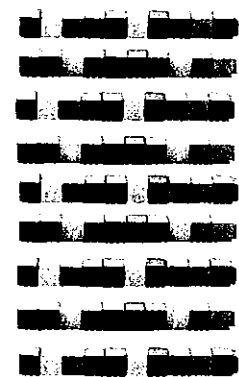
tens	ones

$$\underline{\quad} + \underline{\quad}$$



tens	ones

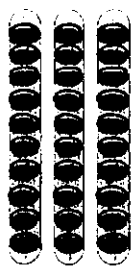
$$\underline{\quad} + \underline{\quad}$$



tens	ones

$$\underline{\quad} + \underline{\quad}$$

Complete.



3 tens and 4

30 + 4

34



\_\_\_\_\_ tens and \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_



76 7 tens and 6

1 ten and 8 18

93 \_\_\_\_\_ tens and \_\_\_\_\_

4 tens and 1 \_\_\_\_\_

59 \_\_\_\_\_ tens and \_\_\_\_\_

2 tens and 7 \_\_\_\_\_

38 \_\_\_\_\_ tens and \_\_\_\_\_

6 tens and 3 \_\_\_\_\_

36 30 + 6

95 \_\_\_\_\_ + \_\_\_\_\_

73 \_\_\_\_\_ + \_\_\_\_\_

21 \_\_\_\_\_ + \_\_\_\_\_

