



Analyze to find two objects that are *exactly the same* or *not exactly the same*. 6/19/13



The Birthday Cake



Classify items into three categories, determine the count in each, and reason about how the last number named determines the total. 6/19/13

1.B.20

Hidden Partners Template



Insert the template into your personal white board. Practice with your dry erase marker. When you are ready, write in pencil on the paper.





Name	Date

Insert this page into your personal white boards. Practice. When you are ready, write your numbers in pencil on the paper.



Lesson 13: Date: Order and write numerals 0–3 to answer how many questions. 6/19/13

Insert the template into your personal white board. Practice with your dry erase marker. When you are ready, write in pencil on the paper.



Write the missing numbers:



1.D.31

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Name\_

Date

Insert this page into your personal whiteboards. Practice. When you are ready, write your numbers in pencil on the paper.





Name	Date

Insert this page into your personal whiteboards. Practice. When you are ready, write your numbers in pencil on the paper.





Insert this page into your personal white boards. Practice. When you are ready, write your numbers in pencil on the paper.



Color 8 happy faces with your marker.

Circle a different group of 8 happy faces.





Arrange and strategize to count 8 beans in circular (around a cup) and scattered configurations. Write numeral 8. Find a path through the scatter set and compare paths with a partner. 6/19/13

Insert this page into your personal white boards. Practice. When you are ready, use your pencil to write the numbers on the paper.



Color 9 happy faces with your marker.

Circle a different group of 9 happy faces.





Strategize to count 9 objects in circular and scattered configurations printed on paper. Write numeral 9. Represent a path through the scatter count with pencil. Number each object. 6/19/13

Insert this page into your personal white boards. Practice. When you are ready, write your numbers in pencil on the paper.







Order and match numeral and dot cards from 1 to10. State 1 more than a given number. 6/19/13

Name	Date	

Draw 1 more and write how many in the box.

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$\bigtriangleup \bigtriangleup \bigtriangleup \bigtriangleup$	
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Arrange, analyze, and draw sequences of quantities of 1 more, beginning with numbers other than 1. 6/19/13





Model composition and decomposition of numbers to 5 using actions, objects, and drawings. 11/12/13





Model composition and decomposition of numbers to 5 using fingers and linking cube sticks. 11/12/13

Lesson 2:

Date:



COMMON CORE

Lesson 2: Date: Model composition and decomposition of numbers to 5 using fingers and linking cube sticks. 11/12/13

4.A.26

Draw lines to make a bond of 4.





Represent decomposition story situations with drawings using numeric number bonds. 11/12/13

17

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4.A.41

Draw lines to make a bond of 5.





Represent composition and decomposition of numbers to 5 using pictorial and numeric number bonds. 11/12/13 Draw more to make 5.

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000	00	0
00	0	0
0	0	00
0000	0 0	0
000	00	00
00	0	0



Use the 5-groups to represent the 5 + n pattern to 8. 11/12/13





Draw more to make 6.

00000	000	00
0000	00	00
000	0	0
0	0	00
00000	0 0	0
0 0	00	00
0	0	0



Lesson 13:

Represent decomposition and composition addition stories to 6 with drawings and equations with no unknown. 11/12/13

**4.C.7** 





Lesson 14: Date: Represent decomposition and composition addition stories to 7 with drawings and equations with no unknown. 11/12/13





Lesson 17: Date: Solve *put together with total unknown* word problems to 8 using objects and drawings. 11/12/13

Cross 1 out and write how many.



CORE Date:

Lesson 20: Solve take from the minus sign Date: 11/12/13

Solve *take from with result unknown* expressions and equations using the minus sign with no unknown.

4.D.15







Lesson 30: Date: Represent pictorial decomposition and composition addition stories to 10 with 5-group drawings and equations with no unknown. 11/12/13









Break apart the numbers.













Find the number that makes 10 for numbers 1–9, and record each with a 5-group drawing. 11/12/13

4.H.32

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Find the number that makes 10 for numbers 1–9, and record each with an addition equation.

11/12/13





Find the number that makes 10 for numbers 1–9, and record each with an addition equation. 11/12/13

4.H.38

COMMON CORE MATHEMATICS

Lesson 4 Fluency Template K•5

Name

Date

Circle 10.



COMMON CORE

Lesson 4: Date:

Count straws the Say Ten way to 19; make a pile for each ten. 11/14/13



Lesson 5 Template	mplate	sson 5 1	Les
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• 5

COMMON CORE MATHEMATICS

Name

Date \_\_\_\_\_

Circle sets of 10 and tell how many.

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Circle Sets of 10 and tell how many.

Robin Ramos © 2010

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Lesson 5: Date: Count straws the Say Ten way to 20; make a pile for each ten. 11/14/13



5.A.43

COMMON CORE MATHEMATICS	Lesson 14 Template K•5
Name	
Count the objects in each group ar	nd write the number.
tin tin tin tin tin tin tin tin tin tin tin tin	



.

Date:

Show, count, and write to answer how many questions with up to 20 objects in circular configurations. 11/14/13

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5.C.42

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COMMON CORE MATHEMATICS	Lesson 15 Fluency Template	K•5
Name	Date	_

Whisper count and draw in more shapes to match the number.



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5.D.13



Whisper count and draw in more shapes to match the number.

(cc) BY SAA
- C.

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COMMON CORE

Lesson 18: Date:

Count across tens by ones to 100 with and without objects. 11/14/13



5.D.41



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Date:

Reason about and represent situations, decomposing teen numbers into 10 ones and some ones, and composing 10 ones and some ones into a teen number. 11/14/13

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5.E.43

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# Longer or Shorter

These objects are longer than my	These objects are <b>shorter than</b> my
string:	string:







Make series of *longer than* and *shorter than* comparisons. 7/31/13

Longer than my 5-stick:	Shorter than my 5-stick:



My 5:
Му:
Му:
Teachen muse and muse are the same as the F
Together my and my are the same as my 5.



Draw more objects or cross out objects to make 5. Circle the group of 5.

$\circ \circ \circ \circ$	$\begin{array}{ccc} \triangle \bigtriangleup & \bigtriangleup \\ \triangle \bigtriangleup & \bigtriangleup \bigtriangleup \end{array}$
	0000 000
$\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc$	
$\triangle \triangle \triangle \triangle$	
000000	$\triangle \triangle $
	$\begin{array}{ccc} 0 & 0 & 0 \\ 0 & 0 & 0 \\ 0 & 0 & 0 \end{array}$



Lesson 8:

objects. 7/31/13

Compare using heavier than and lighter than with classroom

engage<sup>ny</sup>

3.C.7



Name	Date
	Ť A
Lighter	Heavier







Compare the weight of an object to a set of unit weights on a balance scale. 7/31/13





I found out that this container held the most rice.

It had the biggest capacity.

I found out that this container held the least rice.

It had the smallest capacity.



48

Name \_\_\_\_\_

Date \_\_\_\_\_

My cup of rice looks like:

Now it looks like:

Now it looks like:

Now it looks like:



Date:

Name	Date
We've G	ot the Scoop! 🛁
	is the same as scoops.
	is the same as scoops.
scoops is the same as	
	is the same as scoops.
scoops is the same as	
COMMON Lesson 15: Compare using the sa CORE™ Date: 7/31/13	<i>ime as</i> with units.

Name	Date
My square.	My square covered with a circle.
My square covered with little squares.	My square covered with beans.

Lesson 16 Recording Sheet K•3



COMMON CORE MATHEMATICS

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Lesson 20: Date: Relate *more* and *less* to length. 7/31/13

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3.F.7









Draw a shape to make the sentence true.

There are more _	than .	
There are fewer	than	
There are fewer <u>.</u>	than .	
COMMON Lesson 21: Date:	Compare sets informally using <i>more, less,</i> and <i>fewer.</i> 7/31/13	3.F.17

Name

# My Capacity Museum!



Observe cups of colored water of equal volume poured into a variety of container shapes. 7/31/13

Lesson 29:

Date:

COMMON

CORE

Name		Date	_
	Clay Sh	apes	



Use balls of clay of equal weights to make sculptures. 7/31/13







COMMON CORE MATHEMATIC	S
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Name
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Lesson 32:

Date:

Draw more to make 5.





Lesson 1:

Date:

COMMON

CORE

59

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Lesson 3:

Explain decisions about classifications of rectangles into categories using variants and non-examples. Identify shapes as rectangles. 7/3/13

COMMON CORE MATHEMATICS	Lesson 10 Activity Template K•2
Name	Date
These are ( ).	These are not ( ).



61

7/3/13





Describe the systematic construction of flat shapes using ordinal numbers. 4/11/14





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### Lesson 2 Core Fluency Sprint A K•6

Number correct:

Name

Date\_\_\_\_\_

- En

Write the missing number.

1	2 + 1 =	11 = 3 + 2
2	1 + 1 =	12 <b>1 + 3 =</b>
3	1 + 4 =	13 = 2 + 2
4	3 + 1 =	14 = 1 + 2
5	2 + 2 =	15 <b>1 + 4 =</b>
6	2 + 3 =	16 = 2 + 3
7	1 + 2 =	17 = 5 + 1
8	4 + 1 =	18 <b>5 + 2 =</b>
9	3 + 2 =	19 <b>1 + 0 =</b>
10	1 + 3 =	20 5 + 0 =



6.A.18

COMMON CORE

Lesson 2: Date: Build flat shapes with varying side lengths and record with drawings. 4/11/14

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#### Lesson 2 Core Fluency Sprint B K•6

Number correct:



Name

Date

Write the missing number.

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



Lesson 2: Date: Build flat shapes with varying side lengths and record with drawings. 4/11/14

engage<sup>ny</sup> 6.A.19

## Lesson 2 Core Fluency Sprint C K•6

Number correct:

	- 1	~	1-	
5	1		-1	Ζ
2	7		5	2
	4	$\sim$	5	

Name

Date \_\_\_\_\_

Write the missing number.

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



Lesson 2: Date: Build flat shapes with varying side lengths and record with drawings. 4/11/14

6.A.20

## Lesson 2 Core Fluency Sprint D K•6

ч.

Number correct:

1	M	1
2		3
2	100	N

Name \_\_\_\_\_

Date

Write the missing number.

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



Lesson 2: Date:

Build flat shapes with varying side lengths and record with drawings. 4/11/14



6.A.21

Name

Date \_\_\_\_\_

Add. Color the blocks using the code for the total.

1-RED	2-ORANGE	3-YELLOW
4-GREEN	5-BLUE	

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



Lesson 3: Date:

Compose solids using flat shapes as a foundation. 4/11/14



6.A.33



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Name

Date \_\_\_\_\_

Subtract. Color the blocks using the code for the difference.

0-PURPLE	1-RED	2-ORAN	IGE 3-YE	LLOW
4-GREEN	5-BLUE			
1 - 0	2 - 0	3 - 0	4 - 0	5-0
1 - 1	2 - 1	3 - 1	4 - 1	5 - 1
	2 - 2	3 - 2	4 - 2	5 - 2
		3 - 3	4 - 3	5 - 3
			4 - 4	5 - 4
			h	5 - 5



Lesson 3: Date: Compose solids using flat shapes as a foundation. 4/11/14





COMMON CORE 

Lesson 4: Date:

Describe the relative position of shapes using ordinal numbers. 4/11/14



6.A.53

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NYS COMMON CORE MATHEMATICS CURRICULUM

# I Can Make New Shapes!



COMMON CORE

Lesson 5: Date: Compose flat shapes using pattern blocks and drawings. 11/14/13



6.B.8

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Lesson 6: Date: Decompose flat shapes into two or more shapes. 4/11/14



	1 2 3 4 5 6 7 8 9 10
	My Solo of the second s
I'm Ge	etting Ready for 1 <sup>st</sup> Grade!
	My Math Fluency Kit
9	
	Name
COMMON Lesson 7: CORE	Compose simple shapes to form a larger shape described by an outline.

Date:

4/11/14

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6.B.27

COMMON CORE MATHEMATICS	Lesson 7 Fluency Template K•6		
Nome	Date		

My Plan to Get Ready for 1<sup>st</sup> Grade Math

This is a picture of someone who can help me practice.

This is a picture of where I will practice.





This is ME getting ready for 1<sup>st</sup> grade!



Lesson 7: Date:

Compose simple shapes to form a larger shape described by an outline. 4/11/14





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Name \_\_\_\_\_

My Sprint Progress Log



Practice your number sentences and Sprints on your personal

board. Ask an adult to time you. Keep track of how you improve over the summer.

Date	and States	Time

Are you getting better at your number sentences?



Lesson 7: Date: Compose simple shapes to form a larger shape described by an outline. 4/11/14





Name		Date	
A. Make 10 Mani	ia: Show how you ma	de 10!	
	12		
14			
B. Five-Group Fre	enzy: Write the num	ber, draw the number i	
B. Five-Group Fre	enzy: Write the num		
B. Five-Group Fre	enzy: Write the num	ber, draw the number i	



Lesson 8: Date:

Culminating task-review selected topics to create a cumulative year-end project. 11/14/13



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Name

Date

C. Shape Shifters: Choose 5 pattern blocks and create a shape. Trace your shape, then trade with a partner.

Name	Date
0	

D. The Weigh Station: Choose an object. Guess how many pennies are the same weight as the object. Then, see if you guessed correctly! Draw a picture of the object, and write how many pennies it weighs.



Culminating task-review selected topics to create a cumulative year-end project. 11/14/13



Name

Date \_\_\_\_\_

E. Awesome Authors: Roll the die. Use the number to create an addition or take-away sentence. Draw a picture, number bond, and number sentence. Share your story with a friend.



Lesson 8: Date:

Culminating task-review selected topics to create a cumulative year-end project. 11/14/13



6.B.40



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