COMMON CORE™

1.A.27

COMMON CORE™ | **Lesson 2:** Reason about embedded numbers in varied configurations using number bonds.
Date: 6/24/13

1.A.28

Lesson 2: Reason about embedded numbers in varied configurations using number bonds.
Date: 6/24/13

1.A.29

5-group Mat

Lesson 3: See and describe numbers of objects using *1 more* within 5-group configurations.
Date: 6/24/13

1.A.42

1.A.43

2 is 1 more than 1.	3 is 1 more than 2.	4 is 1 more than 3.
1 more than 4 is 5.	1 more than 5 is 6.	1 more than 6 is 7.
8 is 1 more than 7.	1 more than 8 is 9.	1 more than 9 is 10.

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Lesson 3:   See and describe numbers of objects using *1 more* within 5-group configurations.

Date: 6/24/13

1.A.44

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Lesson 4: Represent *put together* situations with number bonds. Count on from one embedded number or part to totals of 6 and 7 and generate all addition expressions for each total.

Date: 6/24/13

1.B.13

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8

Shake Those Disks! - 6

6 — 0 6	6 — 1 5	6 — 2 4	6 — 3 3

© Kelly Spinks

Lesson 5: Represent *put together* situations with number bonds. Count on from one embedded number or part to totals of 6 and 7 and generate all addition expressions for each total.

Date: 6/24/13

1.B.26

5-group cards. Copy double-sided on card stock to make 5-group cards and single-sided for matching games.

Numerals

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

5-group cards.

Lesson 5:   Represent *put together* situations with number bonds. Count on
           from one embedded number or part to totals of 6 and 7 and
           generate all addition expressions for each total.
Date: 6/24/13

1.B.27

5-groups

Number Bond and Expression Template

+   +

Lesson 7: Represent *put togeth*er situations with number bonds. Count on from one embedded number or part to totals of 8 and 9 and generate all expressions for each total.

Date: 6/24/13

1.B.51

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Lesson 7: Represent *put togeth*er situations with number bonds. Count on from one embedded number or part to totals of 8 and 9 and generate all expressions for each total.

Date: 6/24/13

13

1.B.52

Shake Those Disks! - 8

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

15

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Lesson 8: Represent all the number pairs of 10 as number bond diagrams from
a given scenario and generate all expressions equal to 10.
Date: 6/24/13

1.B.63

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Lesson 9: Solve *add to with result unknown* and *put together with result unknown* math stories by drawing, writing equations, and making statements of the solution

Date: 6/24/13

1.C.14

Number Sentence Cards

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

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Lesson 11:   Solve *add to with change unknown* math stories as a context for counting on by drawing, writing equations, and making statements of the solution.
Date: 6/24/13

1.C.35

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Lesson 14: *Count on* up to 3 more using numeral land 5-group tiles and afingers to track the change.
Date: 6/24/13

1.D.10

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CORE

Shake Those Disks! - 7

7	7	7	7
0 7	1 6	2 5	3 4

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Lesson 16: Count on to find the unknown part in missing addend equations such as 6 + _ = 9. Answer, "How many more to make 6, 7, 8, 9, and 10?

Date: 6/24/13

1.D.30

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True and False Number Sentence Cards

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

Lesson 18:   Understand the meaning of the equal sign by pairing equivalent
expressions and constructing true number sentences.
Date: 6/24/13

1.E.21

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

1.E.43

$4 + 2$	$2 + 4$
$4 + 1$	$1 + 4$
$2 + 3$	$3 + 2$
$4 + 0$	$0 + 4$
$3 + 1$	$1 + 3$
$2 + 1$	$1 + 2$

22

23

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

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Lesson 21: Visualize and solve *doubles* and *doubles plus 1* with 5-group cards.
Date: 6/24/13

1.F.13

Friendly Fact Go Around: Addition Strategies Review

2 + 1 = ☐   3 + 1 = ☐   5 + 1 = ☐

4 + 1 = ☐   6 + 1 = ☐   9 + 1 = ☐

---

2 + 2 = ☐   2 + 3 = ☐   5 + 5 = ☐

3 + 3 = ☐   4 + 4 = ☐   4 + 5 = ☐

---

0 + 1 = ☐   1 + 3 = ☐   1 + 1 = ☐

2 + 2 = ☐   7 + 1 = ☐   3 + 3 = ☐

1 + 5 = ☐   5 + 5 = ☐   3 + 4 = ☐

8 + 1 = ☐   4 + 4 = ☐   5 + 4 = ☐

Lesson 24: Practice to build fluency with facts to 10.
Date: 6/24/13

1.F.36

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Lesson 24: Practice to build fluency with facts to 10.
Date: 6/24/13

1.F.37
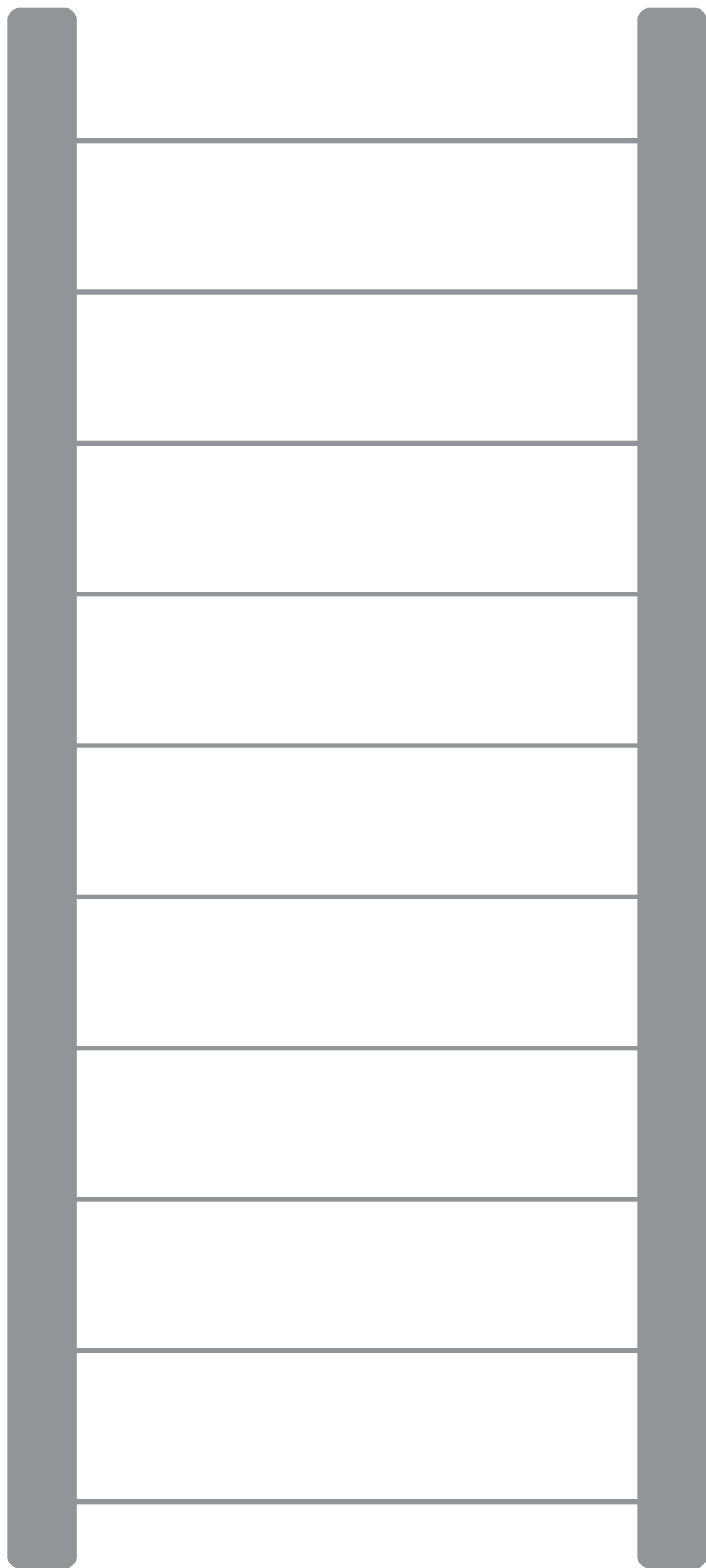
Expression Cards

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

6 + 2	4 + 5
6 + 1	0 + 6
4 + 3	4 + 4
5 + 2	5 + 5
5 + 1	3 + 5
4 + 2	4 + 4

$0 + 8$	$4 + 1$
$2 + 3$	$3 + 3$
$4 + 0$	$5 + 0$
$3 + 1$	$3 + 4$
$5 + 4$	$2 + 2$

Lesson 24: Practice to build fluency with facts to 10.
Date: 6/24/13

1.F.40

Name _____   Date _____

Race to the Top!

0	**2**	**4**	**6**	**8**	**10**

Lesson 25: Solve *add to with change unknown* math stories with addition and relate to subtraction. Model with materials and write corresponding number sentences.

Date: 6/24/13

1.G.14

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

Numeral Cards

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

Lesson 36: Relate subtraction from ten to corresponding decompositions.
Date: 6/24/13

1.I.49
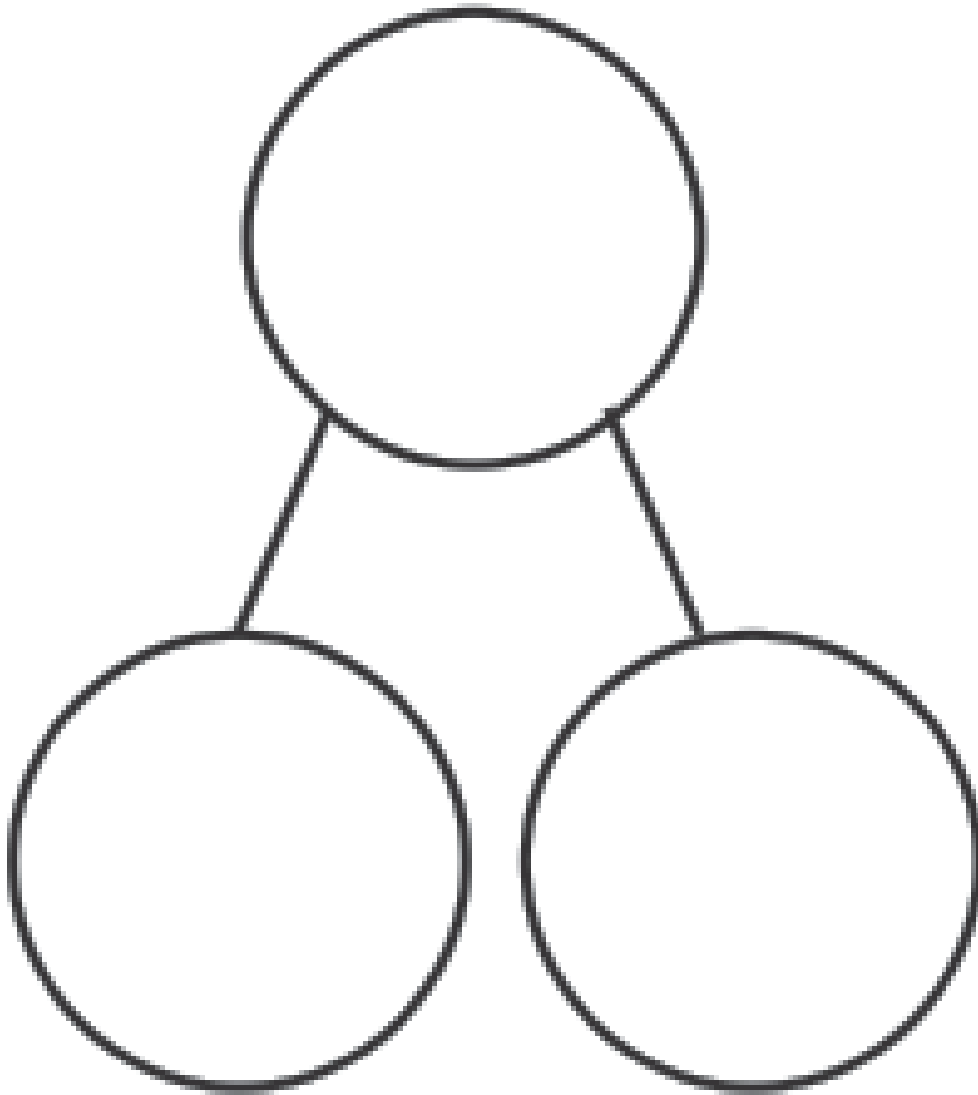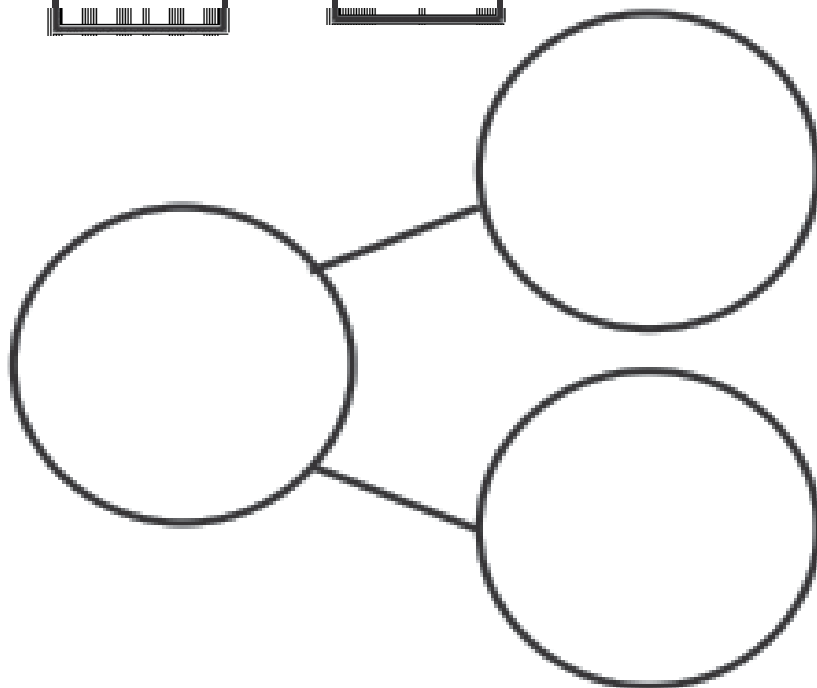
6 – 4	9 – 1
5 – 2	10 – 4
9 – 7	4 – 3
8 – 3	7 – 1
3 – 2	9 – 8
4 – 1	8 – 7

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

10 - 10	9 - 2
8 – 6	4 – 4
1 - 1	4 - 2
7 - 0	7 - 6
7 - 4	9 - 9
4 - 0	5 - 1

2 - 1	5 - 3
0 - 0	10 - 0
8 - 1	3 - 3
6 - 3	10 - 1
8 - 2	10 - 8
6 - 1	7 - 7

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

Lesson 38:   Look for and make use of repeated reasoning and structure using
the addition chart to solve subtraction problems.
Date: 6/24/13

2 – 0	7 – 5
8 – 5	8 – 8
9 – 0	9 – 4
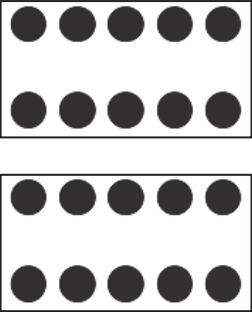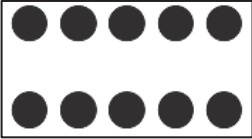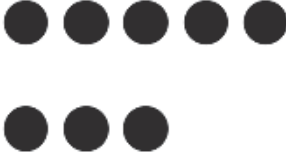
Hide Zero Cards. Copy double-sided.

Numerals

1	0	2	0
0	1	2	3
4	5	<u>6</u>	7
8	<u>9</u>		

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Lesson 38: Look for and make use of repeated reasoning and structure using the addition chart to solve subtraction problems.
Date: 6/24/13

1.J.18

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Hide Zero Cards. Copy double-sided.

5-groups

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Lesson 38: Look for and make use of repeated reasoning and structure using the addition chart to solve subtraction problems.
Date: 6/24/13

1.J.19

0	1	2	3
4	5	<u>6</u>	7
8	<u>9</u>	10	10
	10	5	5

5-group cards, first two pages double-sided, last page single-sided

Lesson 1:   Solve word problems with three addends, two of which make ten.

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5

5 group cards, first two pages double-sided, last page single-sided

Lesson 1:   Solve word problems with three addends, two of which make ten.

43

6

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

5 group cards, first two pages double-sided, last page single-sided

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Lesson 1: Solve word problems with three addends, two of which make ten.

7

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$9 + 2 =$	$3 + 9 =$
$9 + 4 =$	$5 + 9 =$
$9 + 6 =$	$7 + 9 =$
$9 + 8 =$	$9 + 9 =$

9 + n addition cards, print on cardstock and cut

Friendly Fact Go Around: Make it Equal

$9 + 1 = 10 + \square$ $9 + 3 = 10 + \square$ $9 + 5 = 10 + \square$

$9 + 4 = 10 + \square$ $9 + 7 = 10 + \square$ $9 + 6 = 10 + \square$

$3 + 9 = 10 + \square$ $2 + 9 = 10 + \square$ $8 + 9 = 10 + \square$

$5 + 9 = 10 + \square$ $4 + 9 = 10 + \square$ $9 + 9 = 10 + \square$

$9 + 4 = \square + 10$ $9 + 6 = \square + 10$ $9 + 5 = \square + 10$

$9 + 2 = \square + 10$ $9 + 7 = \square + 10$ $9 + 9 = \square + 10$

$9 + \square = 10 + 5$ $9 + \square = 10 + 7$ $9 + \square = 10 + 8$

$9 + \square = 10 + 3$ $9 + \square = 10 + 4$ $9 + \square = 10 + 6$

friendly fact go around: make it equal

Student A

OOOOOOOO ●●●●●●

$7 + 6 = 13$

Student B

$7 + 6 = 13$

$\overset{3\quad 3}{7 + 6} = 13$

Student C

$7 + \overset{\frown}{6} = 13$

$3 \quad 4$

Student D

x x
x x
x x

O O O
O O O
O O O
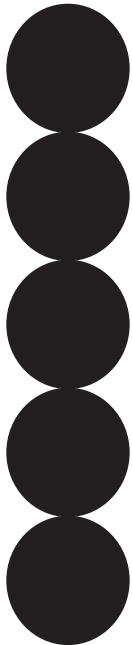
$7 + 6 = 13$

student work samples- make ten strategies

Lesson 11: Share and critique peer solutions strategies for *put together with total unknown* word problems.

47

50

5-group row cards

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Lesson 12:   Solve word problems with subtraction of 9 from 10.

48

Lesson 12:   Solve word problems with subtraction of 9 from 10.

49

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Lesson 12: Solve word problems with subtraction of 9 from 10.

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50

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Lesson 12: Solve word problems with subtraction of 9 from 10.

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58

OOOOO   OOOOO

5-group row insert

Lesson 12:   Solve word problems with subtraction of 9 from 10.

59

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minus and equal symbol cards

53

10 - 9	**11 - 9**
12 - 9	**13 - 9**
14 - 9	**15 - 9**
16 - 9	**17 - 9**
18 - 9	**19 - 9**
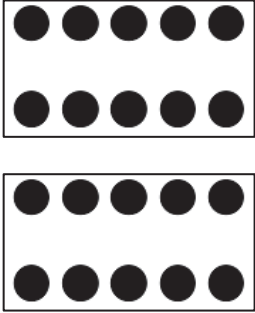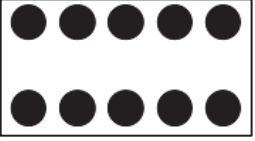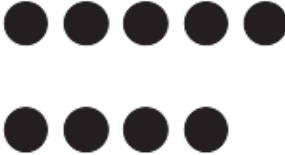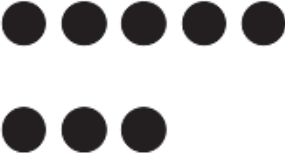
subtract 9 flashcards

1 0	2 0
0	1	2	3
4	5	6	7
8	9		
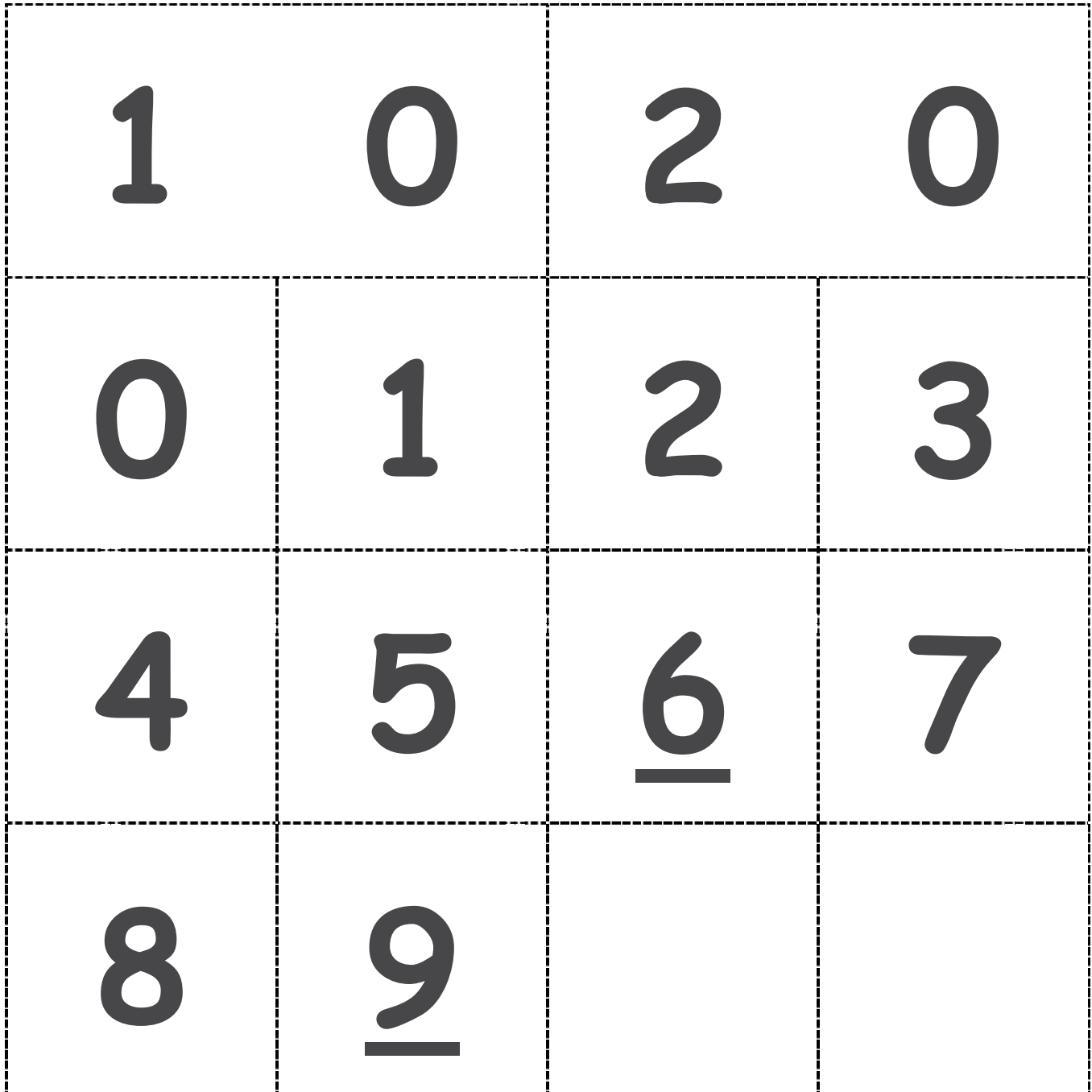
hide zero cards, numeral side (copy double-sided with next page)

hide zero cards, dot side (copy double-sided with previous page)
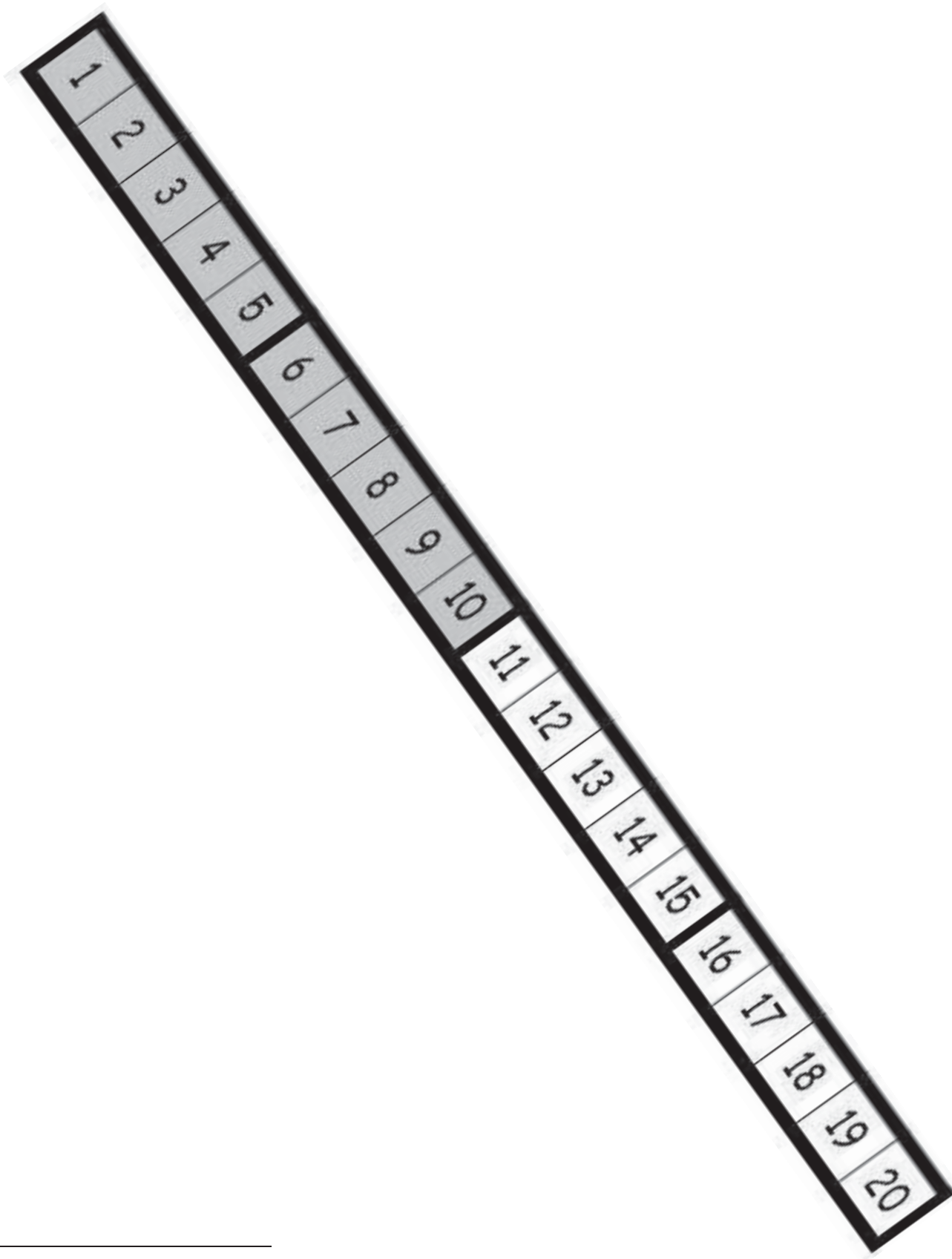
number path 1–20

$10 - 8 =$	$11 - 8 =$
$12 - 8 =$	$13 - 8 =$
$14 - 8 =$	$15 - 8 =$
$16 - 8 =$	$17 - 8 =$
$18 - 8 =$	
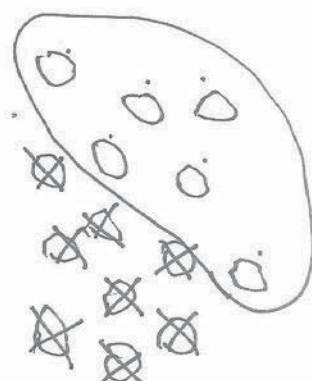
_____

numeral cards 7–19 and subtraction symbol

EUREKA MATH™   **Lesson 20:**   Subtract 7, 8, and 9 from teen numbers.

97

7	8	9	10
11	12	13	14
15	16	17	18
19	−		

numeral cards 7–19 and subtraction symbol

EUREKA MATH™

Lesson 20: Subtract 7, 8, and 9 from teen numbers.

98

Student C

$14 - 8 = 14$

10   4

$4 - 8 = 4$
$10 + 4 = 14$

Student B

$14 - 8 = 6$

Student E

$8 \quad\overset{+2}{\curvearrowright}\quad 10 \quad\overset{+4}{\curvearrowright}\quad 14$

$2 + 4 = 6$

Student A

$14 - 8 = 6$
$2 + 4 = 6$

Student D

$8 + \boxed{6} = 14$

8 9 10 11 12 13 14

⑥

student work samples—take from ten strategies

Lesson 21: Share and critique peer solution strategies for *take from with result unknown* and *take apart with addend unknown* word problems from the teens.

103

60

| 12 - 7 | 3 + 2 |
| 7 + 8 | 10 + 5 |

| 15 - 9 | 1 + 5 |
| 6 + 8 | 10 + 4 |

| 15 - 8 | 2 + 5 |
| 17 - 9 | 1 + 7 |

expression cards

EUREKA MATH™

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11 – 7	3 + 1
6 + 7	10 + 3

17 – 8	2 + 7
4 + 8	10 + 2

7 + 9	10 + 6
11 – 8	2 + 1

expression cards

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Lesson 25:   Strategize and apply understanding of the equal sign to solve equivalent expressions.

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$8 + 9$	$10 + 7$
$9 + 9$	$10 + 8$

$4 + 8$	$10 + 2$
$17 - 5$	$9 + 3$

$15 - 8$	$13 - 6$
$11 - 9$	$1 + 1$

expression cards

EUREKA MATH™

Lesson 25: Strategize and apply understanding of the equal sign to solve equivalent expressions.

122
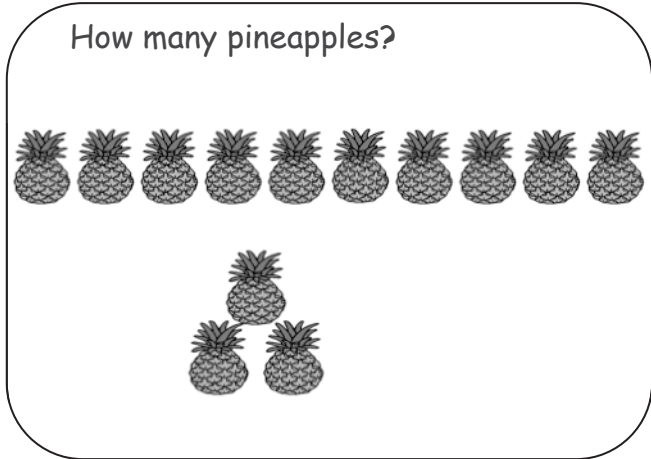
12 + 4	10 + 6
14 + 2	9 + 7

expression cards

EUREKA MATH

Lesson 25: Strategize and apply understanding of the equal sign to solve equivalent expressions.

123
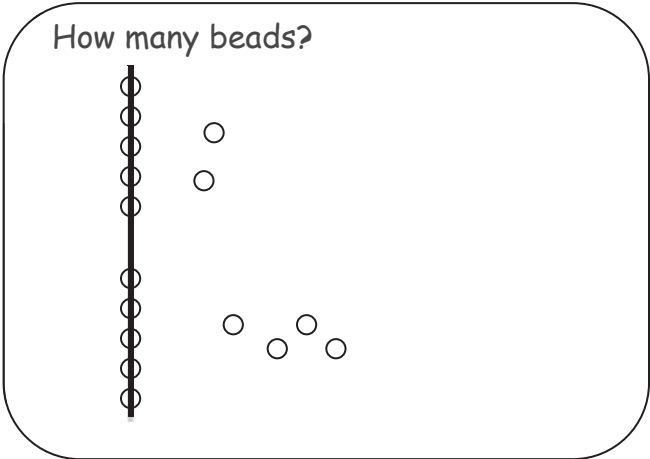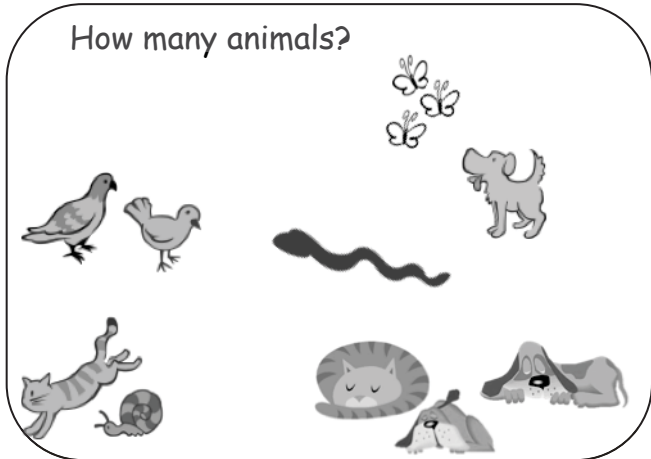
How many pineapples?
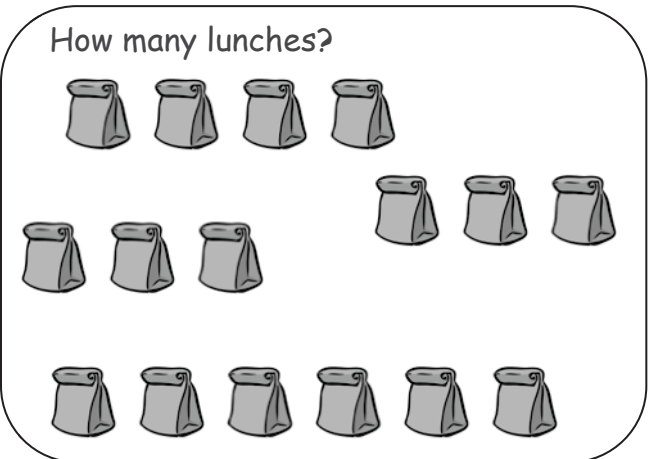
How many beads?
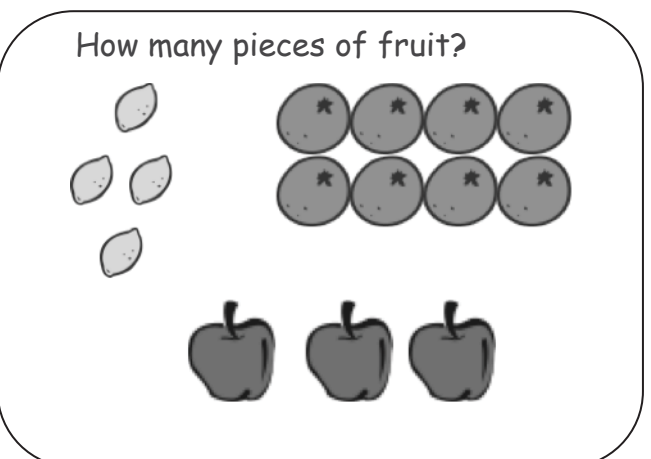
How many animals?
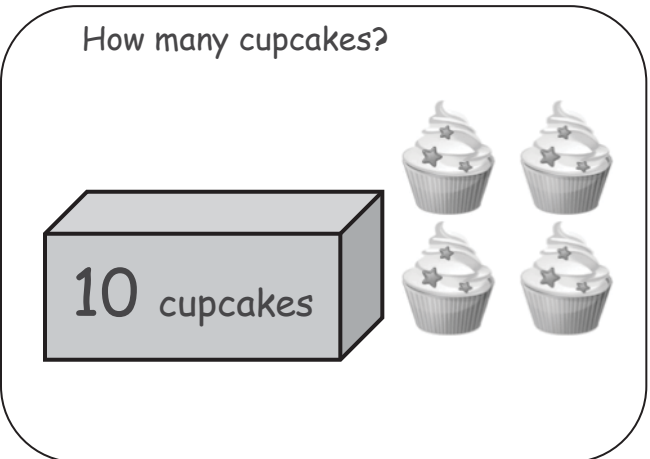
How many lunches?

How many pieces of fruit?

How many cupcakes?

10 cupcakes

grouping ten images

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MATH™

5-group column cards
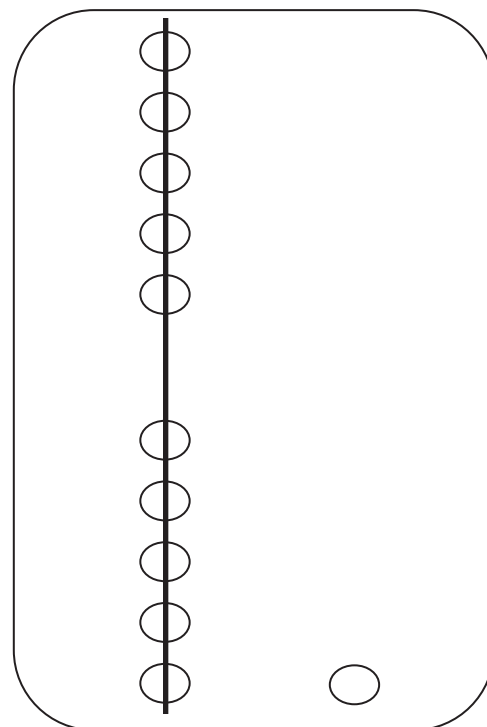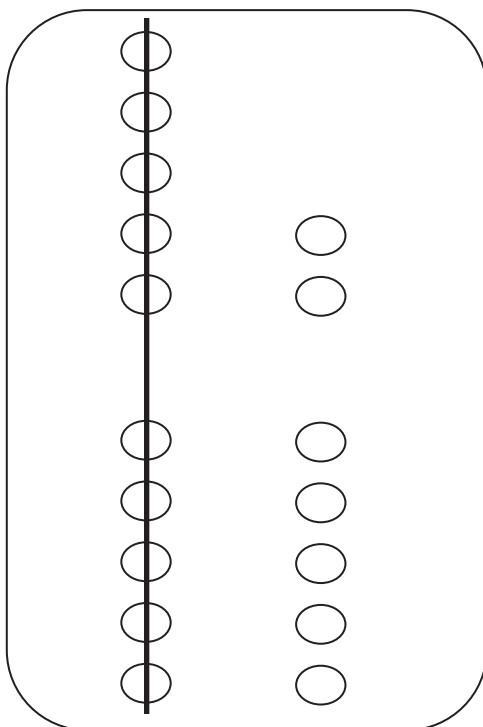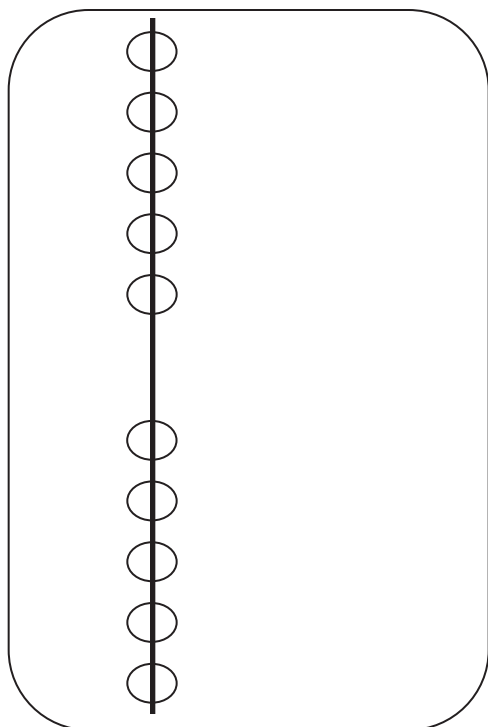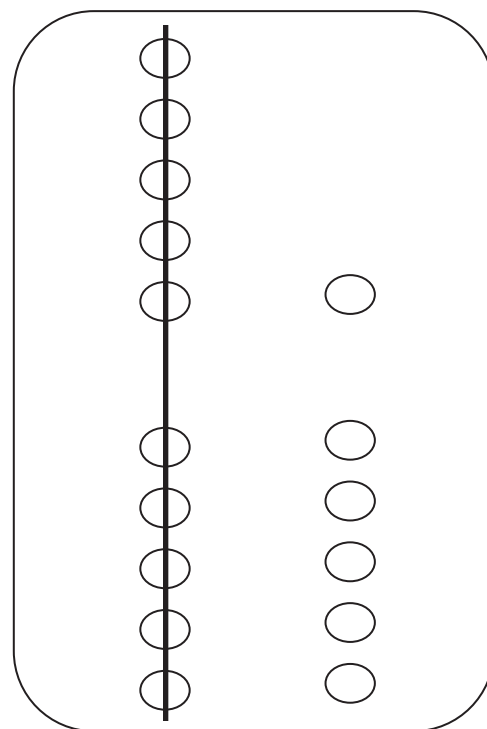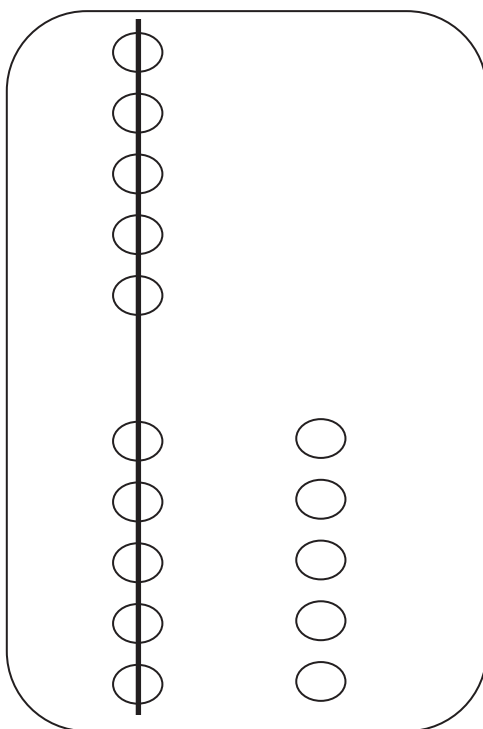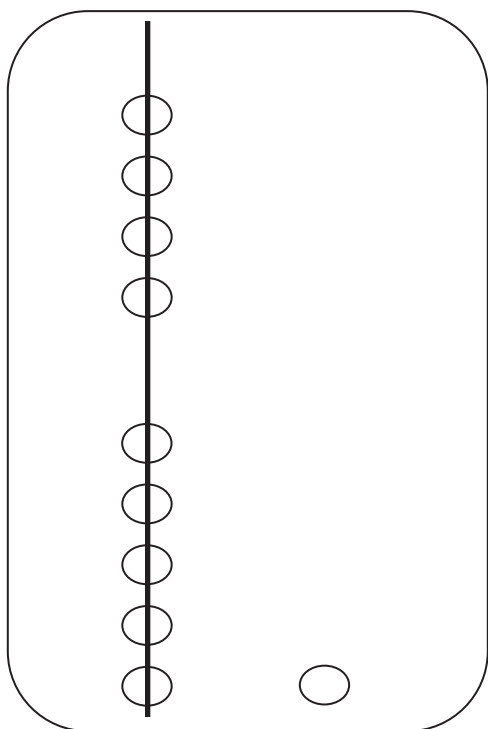
5-group column cards

10 - 7	11 - 7
12 - 7	13 - 7
14 - 7	15 - 7
16 - 7	17 - 7

subtract 7 and 6 flashcards

Lesson 29:   Solve subtraction problems using ten as a unit, and write
two-step solutions

143

10 – 6	**11 – 6**
12 – 6	**13 – 6**
14 – 6	**15 – 6**
16 – 6	

subtract 7 and 6 flashcards

The _____ is longer than the _____.

The _____ is shorter than the _____.

Copy double-sided.

1	0	2	0
3	0	4	0

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Lesson 2:   Compare length using indirect comparison by finding objects *longer than, shorter than,* and *equal in length to* that of a string.
Date: 7/30/13

3.A.28

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Copy double-sided.

5 groups

COMMON CORE™

Lesson 2: Compare length using indirect comparison by finding objects *longer than, shorter than,* and *equal in length to* that of a string.

Date: 7/30/13

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3.A.29

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If _____ is longer than
(classroom object)

my foot and

_____ is shorter than my
(classroom object)

foot, then

_____ is longer than
(classroom object)

_____.
(classroom object)

My foot is about the same
length as _____.
(classroom object)

City Blocks Grid

Mary's House

Anne's House
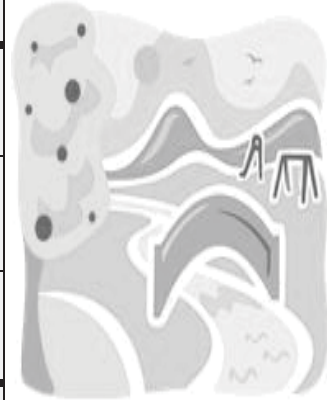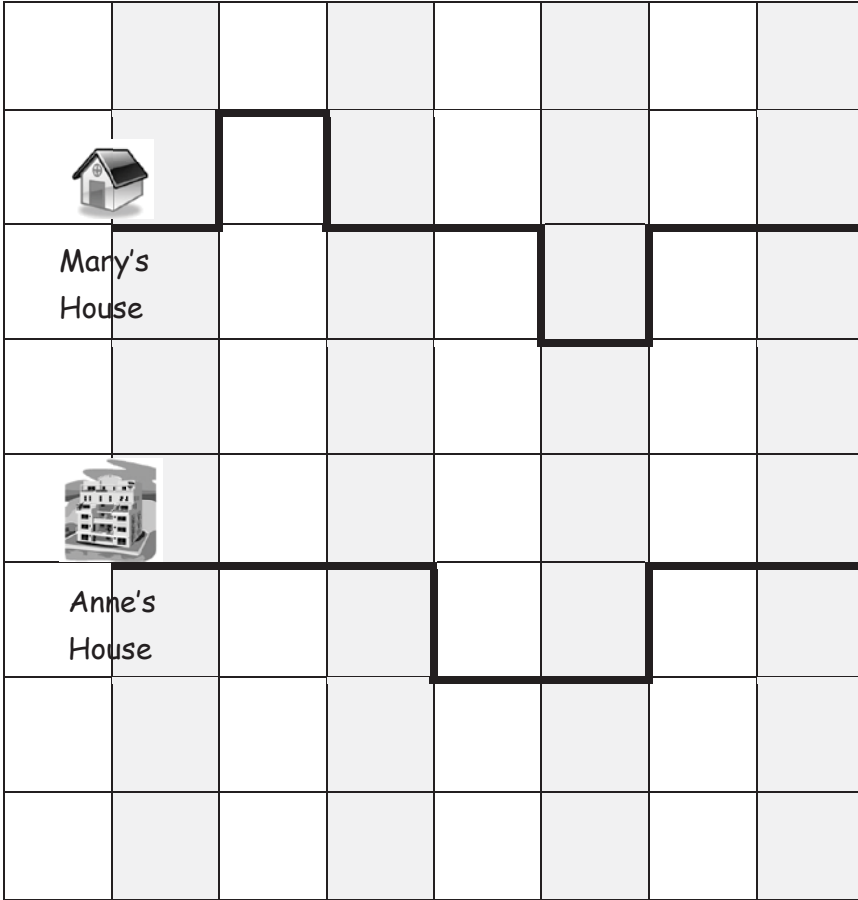
Park

Name _____   Date _____

Classroom Object	Length Using Centimeter Cubes
glue stick	_____ centimeter cubes long
dry erase marker	_____ centimeter cubes long
popsicle stick	_____ centimeter cubes long
paper clip	_____ centimeter cubes long
	_____ centimeter cubes long
	_____ centimeter cubes long
	_____ centimeter cubes long

COMMON CORE™   **Lesson 4:** Express the length of an object using centimeter cubes as length units to measure with no gaps or overlaps.
Date: 7/30/13

3.B.9

75

tens	ones

tens	ones

COMMON CORE | **Lesson 5:** Identify 10 more, 10 less, 1 more, and 1 less than a two-digit number.
| **Date:** 9/20/13

76

4.A.58

4.B.15

tens	ones

COMMON CORE

Lesson 7: Compare two quantities, and identify the greater or lesser of the two given numerals.
Date: 9/20/13

Comparison cards, p. 1. Print double-sided on cardstock. Distribute each of the three cards to students.

>	<	=	<
>	<	=	>
>	<	=	=
>	<	=	
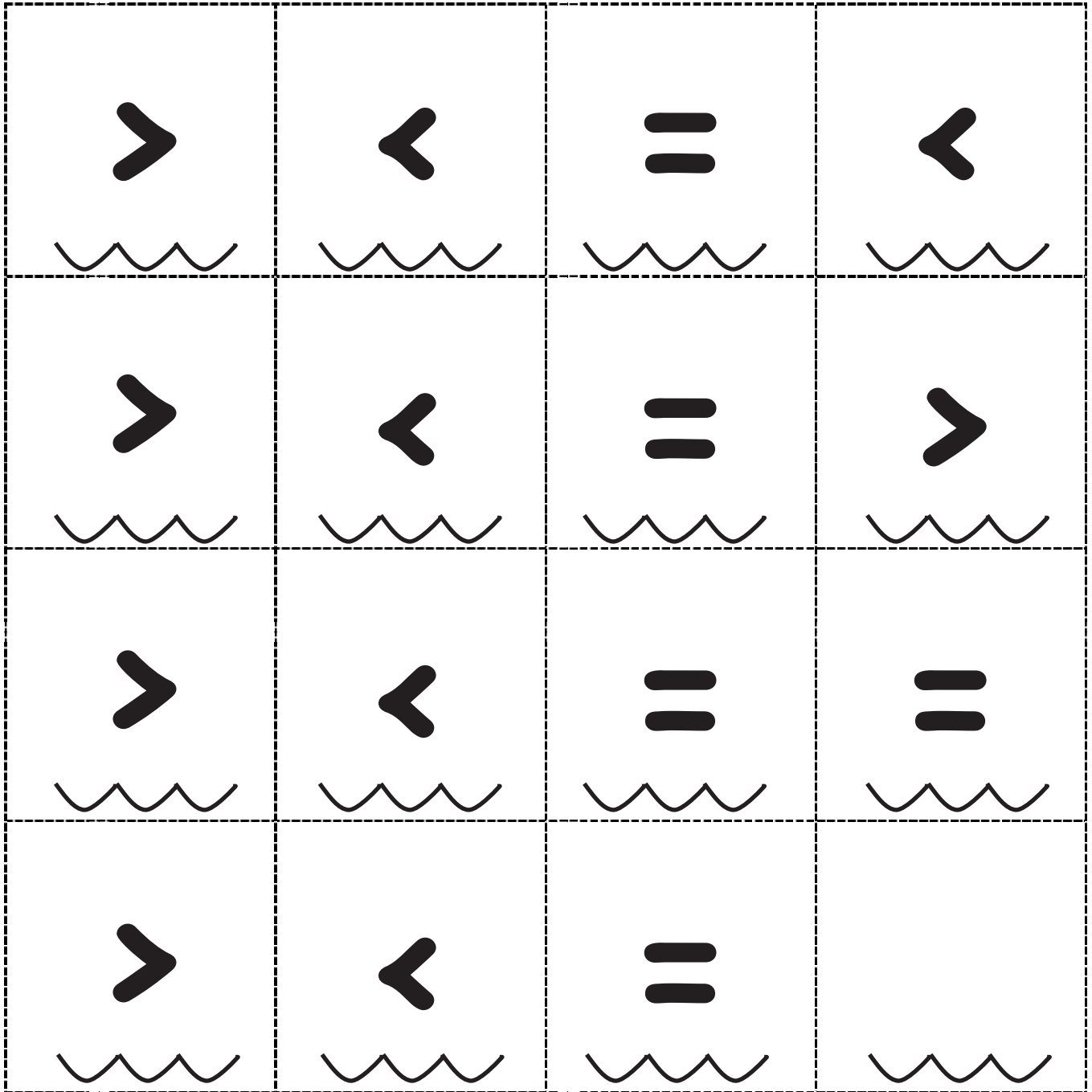
Comparison cards, p. 2. Print double-sided on cardstock. Distribute each of the three cards to students.

less than	equal to	less than	greater than
greater than	equal to	less than	greater than
equal to	equal to	less than	greater than
	equal to	less than	greater than

80

Alligator template, double-sided on cardstock for the teacher.

greater than

81

Alligator template, double-sided on cardstock for the teacher.

less than

COMMON CORE

Lesson 9:   Use the symbols >, =, and < to compare quantities and numerals.
Date: 9/20/13

4.B.42

81
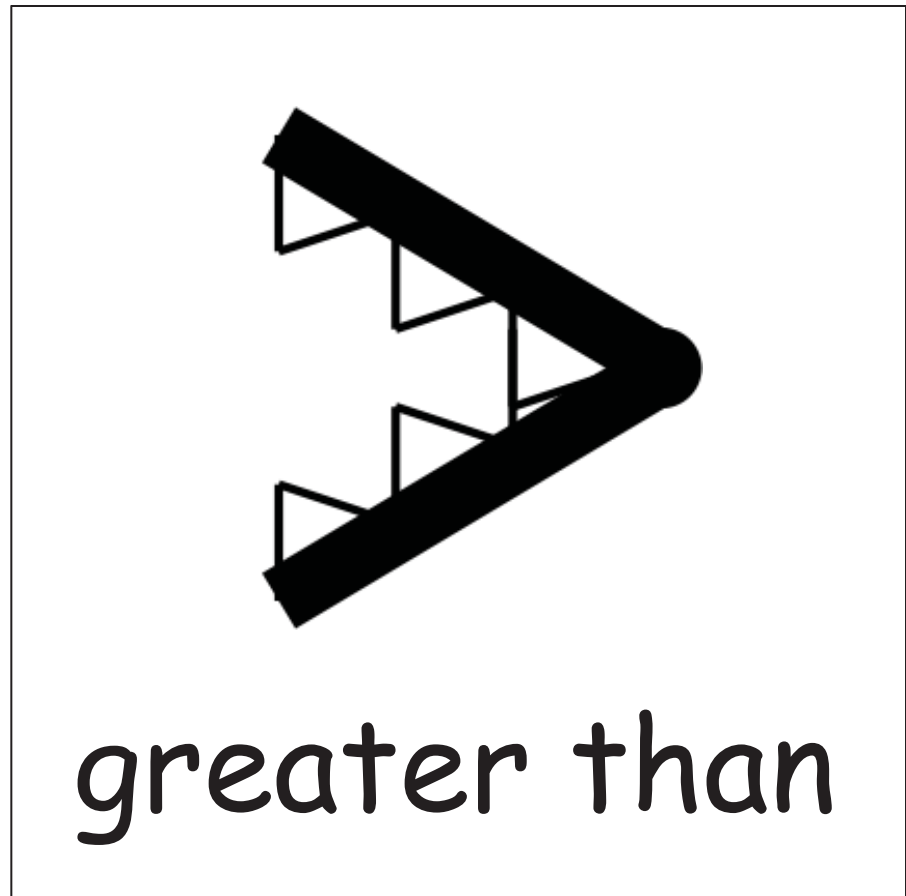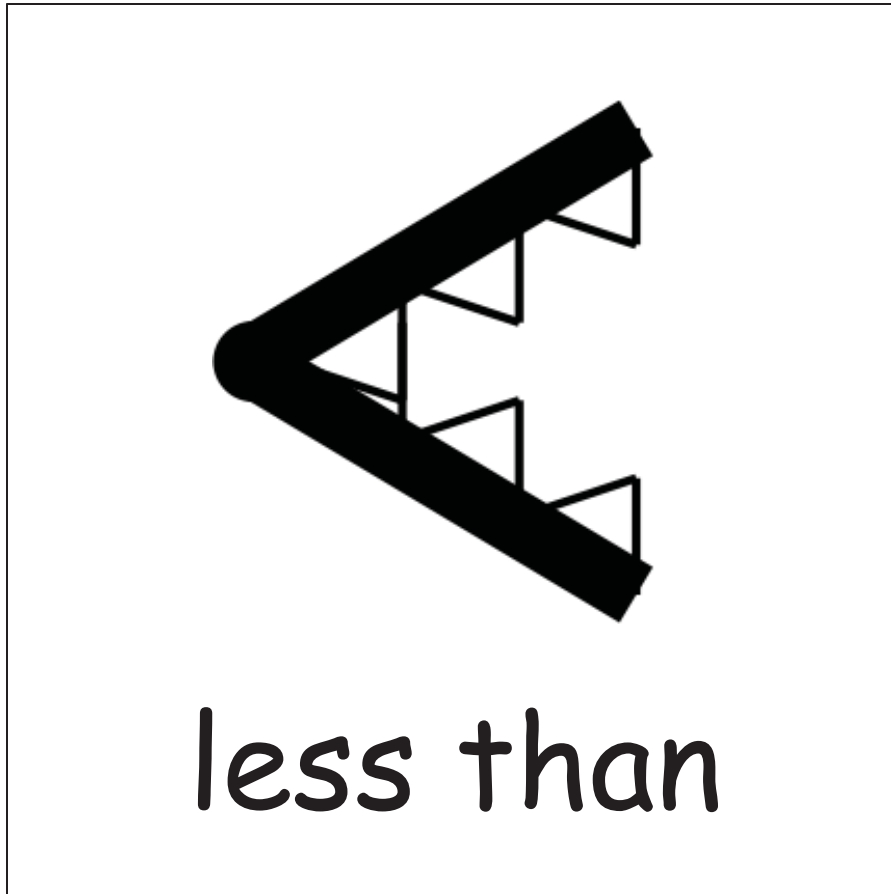
Number Bond/Number Sentence Template

_____ ◯ _____ ◯ _____

_____ tens ◯ _____ tens ◯ _____ tens

_____ ◯ _____ ◯ _____
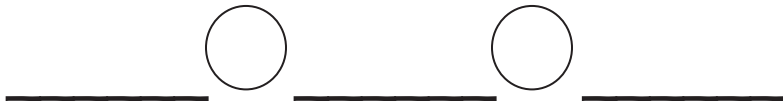
G1-M4-Topic C Flashcards

39 + 1 *c*	**30 − 1** *c*
20 + 20 *c*	**10 + 30** *c*
40 − 20 *c*	**40 − 30** *c*
30 − 20 *c*	**30 − 10** *c*

40 - 40 c	**30 - 30** c
10 + 14 c	**15 + 20** c
12 + 20 c	**27 + 10** c
29 + 10 c	**20 + 19** c
20 + 16 c	**12 + 20** c

G1-M4-Topic D Flashcards (and Review Subtraction)

35 + 4 D	24 + 3 D
24 + 6 D	28 + 4 D
35 + 5 D	22 + 8 D
17 + 7 D	31 + 6 D

24 + 9 D	**8 + 28** D
26 + 8 D	**3 + 33** D
7 + 32 D	**29 + 7** D
3 + 18 D	**18 - 3** D
17 - 4 D	**19 - 5** D

Student Work Samples

Student B
17 + 4 = 22

✗✗⊖⊖⊖⊖⊖⊖⊖⊖ ✗✗
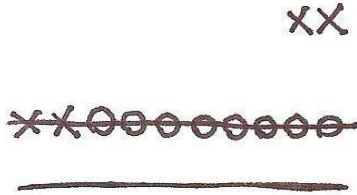
Student D
17 + 4 = 21
  ⌐⌐
 3 1

Student A
17 + 4 = 21
17 —+3→ 20 —+1→ 21

Student C
17 + 4 = 21
  7
17⌐ 4⌐
10   7 + 4 = 11
     11 + 10 = 21

Name _____   Date _____

My Addition Practice

1. 6 + 0 = ____

2. 0 + 6 = ____

3. 5 + 1 = ____

4. 1 + 5 = ____

5. 6 + 1 = ____

6. 1 + 6 = ____

7. 6 + 2 = ____

8. 5 + 2 = ____

9. 2 + 5 = ____

10. 2 + 4 = ____

11. 7 + 1 = ____

12. ____ = 1 + 7

13. 3 + 3 = ____

14. 3 + 4 = ____

15. ____ = 3 + 5

16. 6 + 3 = ____

17. 7 + 3 = ____

18. ____ = 7 + 2

19. 2 + 7 = ____

20. 2 + 8 = ____

21. 5 + 3 = ____

22. ____ = 5 + 4

23. 6 + 4 = ____

24. 4 + 6 = ____

25. ____ = 4 + 4

26. 3 + 4 = ____

27. 5 + 5 = ____

28. ____ = 4 + 5

29. 3 + 7 = ____

30. ____ = 3 + 6

Today I finished _____ problems.

I solved _____ problems correctly.

COMMON CORE | Lesson 23: | Interpret two-digit numbers as tens and ones, including cases with more than 9 ones.   engage^ny   4.F.9
            | Date: | 9/20/13

88

Name _____   Date _____

My Missing Addend Practice

1. $6 + \underline{\hphantom{00}} = 6$	11. $3 + \underline{\hphantom{00}} = 6$	21. $4 + \underline{\hphantom{00}} = 7$
2. $0 + \underline{\hphantom{00}} = 6$	12. $4 + \underline{\hphantom{00}} = 8$	22. $7 = 3 + \underline{\hphantom{00}}$
3. $5 + \underline{\hphantom{00}} = 6$	13. $10 = 5 + \underline{\hphantom{00}}$	23. $2 + \underline{\hphantom{00}} = 7$
4. $4 + \underline{\hphantom{00}} = 6$	14. $5 + \underline{\hphantom{00}} = 9$	24. $2 + \underline{\hphantom{00}} = 8$
5. $0 + \underline{\hphantom{00}} = 7$	15. $5 + \underline{\hphantom{00}} = 7$	25. $9 = 2 + \underline{\hphantom{00}}$
6. $6 + \underline{\hphantom{00}} = 7$	16. $8 = 5 + \underline{\hphantom{00}}$	26. $2 + \underline{\hphantom{00}} = 10$
7. $1 + \underline{\hphantom{00}} = 7$	17. $5 + \underline{\hphantom{00}} = 9$	27. $10 = 3 + \underline{\hphantom{00}}$
8. $7 + \underline{\hphantom{00}} = 8$	18. $8 + \underline{\hphantom{00}} = 10$	28. $3 + \underline{\hphantom{00}} = 9$
9. $1 + \underline{\hphantom{00}} = 8$	19. $7 + \underline{\hphantom{00}} = 10$	29. $4 + \underline{\hphantom{00}} = 9$
10. $6 + \underline{\hphantom{00}} = 8$	20. $10 = 6 + \underline{\hphantom{00}}$	30. $10 = 4 + \underline{\hphantom{00}}$

Today I finished _____ problems.

I solved _____ problems correctly.

engage^ny

4.F.10

89

Name _____   Date _____

My Related Addition and Subtraction Practice

1. $5 + \underline{\quad} = 6$	11. $7 + \underline{\quad} = 10$	21. $4 + \underline{\quad} = 8$
2. $1 + \underline{\quad} = 6$	12. $10 - 7 = \underline{\quad}$	22. $8 - 4 = \underline{\quad}$
3. $6 - 1 = \underline{\quad}$	13. $5 + \underline{\quad} = 7$	23. $4 + \underline{\quad} = 7$
4. $9 + \underline{\quad} = 10$	14. $7 - 5 = \underline{\quad}$	24. $7 - 4 = \underline{\quad}$
5. $1 + \underline{\quad} = 10$	15. $5 + \underline{\quad} = 8$	25. $5 + \underline{\quad} = 9$
6. $10 - 9 = \underline{\quad}$	16. $8 - 5 = \underline{\quad}$	26. $9 - 5 = \underline{\quad}$
7. $5 + \underline{\quad} = 10$	17. $4 + \underline{\quad} = 6$	27. $6 + \underline{\quad} = 9$
8. $10 - 5 = \underline{\quad}$	18. $6 - 4 = \underline{\quad}$	28. $9 - 6 = \underline{\quad}$
9. $8 + \underline{\quad} = 10$	19. $3 + \underline{\quad} = 6$	29. $4 + \underline{\quad} = 7$
10. $10 - 8 = \underline{\quad}$	20. $6 - 3 = \underline{\quad}$	30. $7 - 4 = \underline{\quad}$

Today I finished _____ problems.

I solved _____ problems correctly.

COMMON CORE | Lesson 23: | Interpret two-digit numbers as tens and ones, including cases with more than 9 ones. | engage^{ny} | 4.F.11

90

Name _____   Date _____

My Subtraction Practice

1. 6 - 0 = ____	11. 6 - 3 = ____	21. 8 - 4 = ____
2. 6 - 1 = ____	12. 7 - 3 = ____	22. 8 - 3 = ____
3. 7 - 1 = ____	13. 9 – 3 = ____	23. 8 - 5 = ____
4. 8 - 1 = ____	14. 10 - 8 = ____	24. 9 - 5 = ____
5. 6 - 2 = ____	15. 10 - 6 = ____	25. 9 - 4 = ____
6. 7 - 2 = ____	16. 10 – 4 = ____	26. 7 - 3 = ____
7. 9 - 2 = ____	17. 10 - 5 = ____	27. 10 - 7 = ____
8. 10 - 10 = ____	18. 7 – 6 = ____	28. 9 - 7 = ____
9. 10 - 9 = ____	19. 7 - 5 = ____	29. 9 - 6 = ____
10. 10 - 7 = ____	20. 6 - 4 = ____	30. 8 - 6 = ____

Today I finished _____ problems.

I solved _____ problems correctly.

Name _____   Date _____

My Mixed Practice

1. $4 + 2 = $ ___	11. $2 + $ ___ $= 6$	21. $8 - 5 = $ ___
2. $2 + $ ___ $= 6$	12. $6 - 2 = $ ___	22. $3 + $ ___ $= 8$
3. $6 = 3 + $ ___	13. $6 - 4 = $ ___	23. $8 = $ ___ $+ 5$
4. $2 + 5 = $ ___	14. $5 + $ ___ $= 7$	24. ___ $+ 2 = 9$
5. $7 = 5 + $ ___	15. $7 - 5 = $ ___	25. $9 = $ ___ $+ 7$
6. $4 + 3 = $ ___	16. $7 - 4 = $ ___	26. $9 - 2 = $ ___
7. $7 = $ ___ $+ 4$	17. $7 - 3 = $ ___	27. $9 - 7 = $ ___
8. $8 = $ ___ $+ 4$	18. $8 = 6 + $ ___	28. $9 - 6 = $ ___
9. $4 + 5 = $ ___	19. $8 - 2 = $ ___	29. $9 = $ ___ $+ 4$
10. $9 = $ ___ $+ 4$	20. $8 - 6 = $ ___	30. $9 - 6 = $ ___

Today I finished _____ problems.

I solved _____ problems correctly.

Lesson 23:   Interpret two-digit numbers as tens and ones, including cases with
                 more than 9 ones.
Date: 9/20/13

engage^{ny}   4.F.13

92

Names _____   Date _____

Race to the Top!

2	3	4	5	6	7	8	9	10	11	12

COMMON CORE™

Lesson 27: Add a pair of two-digit numbers when the ones digits have a sum
greater than ten.
Date: 9/20/13

93

4.F.56

G1-M4-Topic F Flashcards (and Review Subtraction)

13 + 14 F	26 + 13 F
17 + 22 F	29 + 11 F
15 +15 F	16 + 24 F
28 + 12 F	29 + 11 F

19 + 14 F	**18 + 17** F
17 + 15 F	**16 + 15** F
19 + 17 F	**18 + 13** F
17 + 16 F	**18 – 6** F
17 – 3 F	**19 – 4** F

Names _____   Date _____

Race to the Top!

2	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**

Closed
Shapes

Open Shapes

COMMON CORE

Lesson 1:   Classify shapes based on defining attributes using examples, variants,
and non-examples.
Date: 10/8/13

97

5.A.24
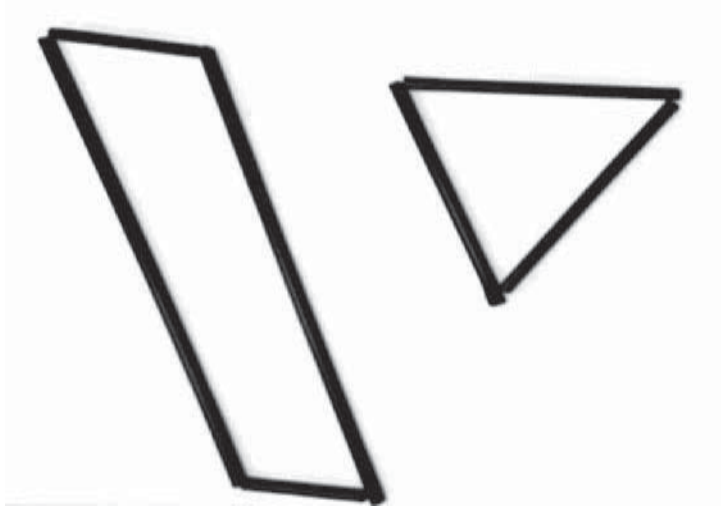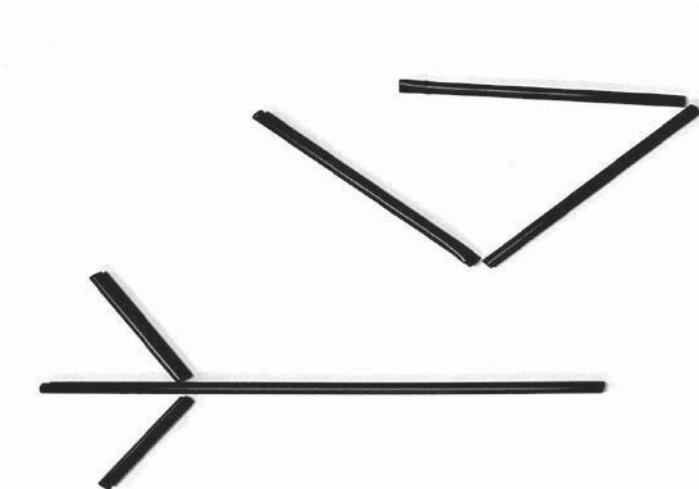
Square Corner Tester Template

Print on cardstock and cut out each of the two square corner testers.

COMMON CORE

Lesson 1: Classify shapes based on defining attributes using examples, variants, and non-examples.

Date: 10/8/13

5.A.25
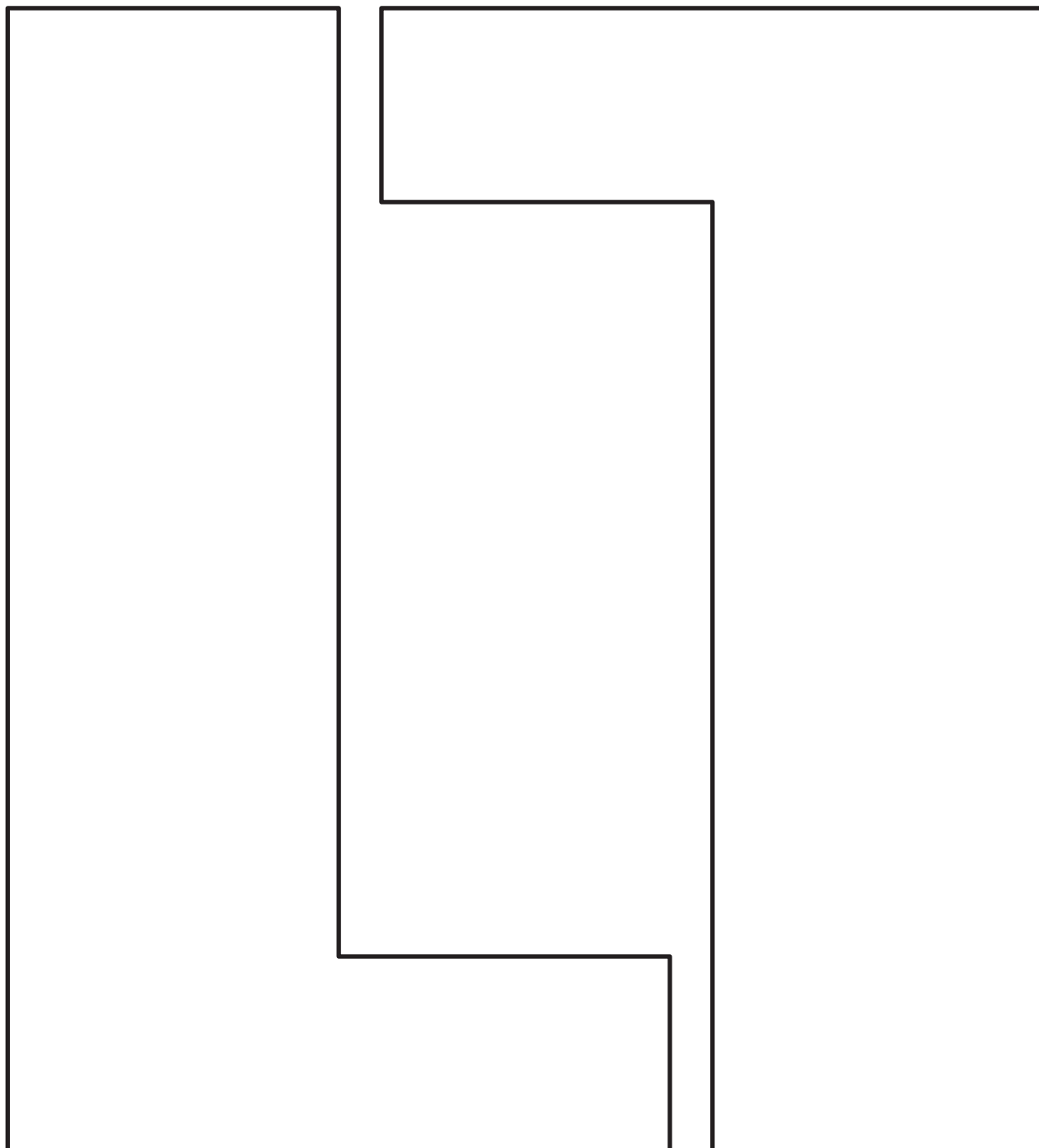
Shape Description Cards

hexagon

closed shape with 6 straight sides

rectangle

closed shape with 4 straight sides and 4 square corners

square

closed shape with 4 straight sides of the same length and 4 square corners

triangle

closed shape with 3 straight sides

rhombus

closed shape with 4 straight sides of the same length

99

Shape Vocabulary Cards

cone

3-dimensional shape with only one circle or oval face and one point

cube

3-dimensional shape with 6 square faces

cylinder

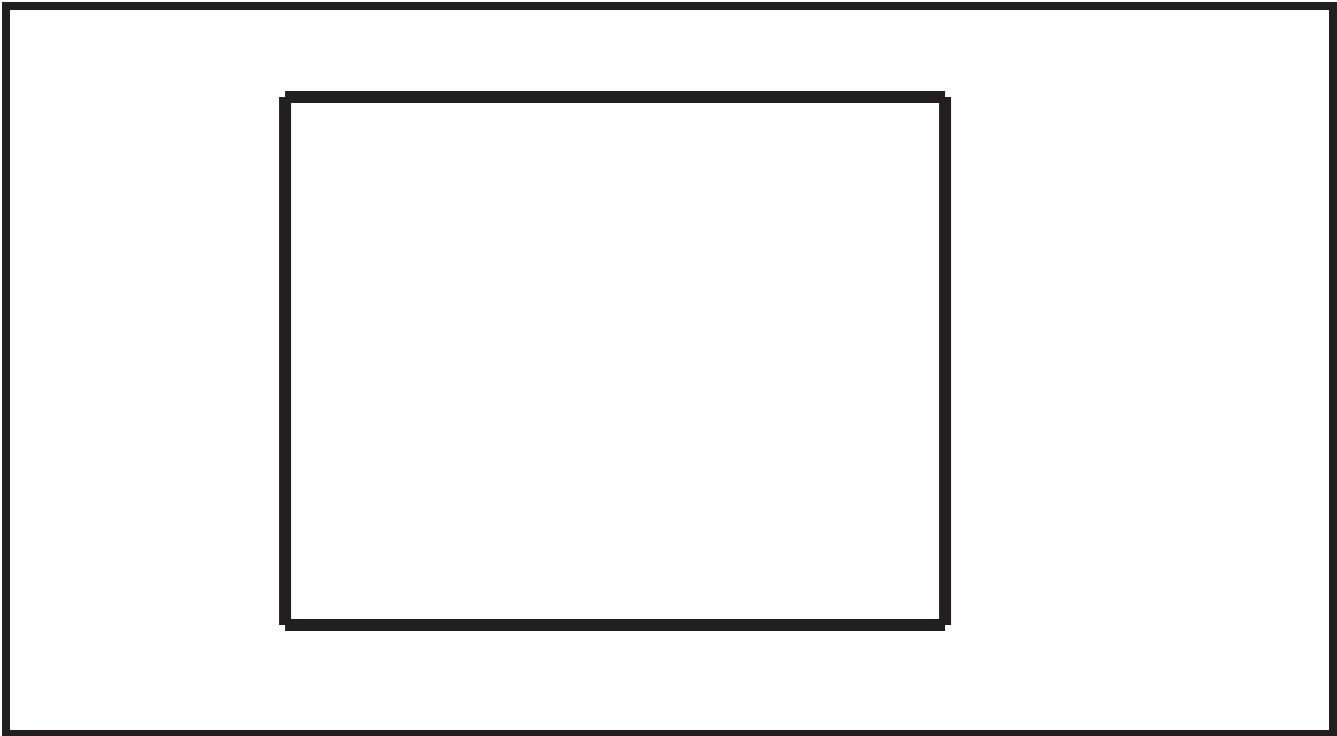3-dimensional shape with 2 circle or oval faces that are the same size
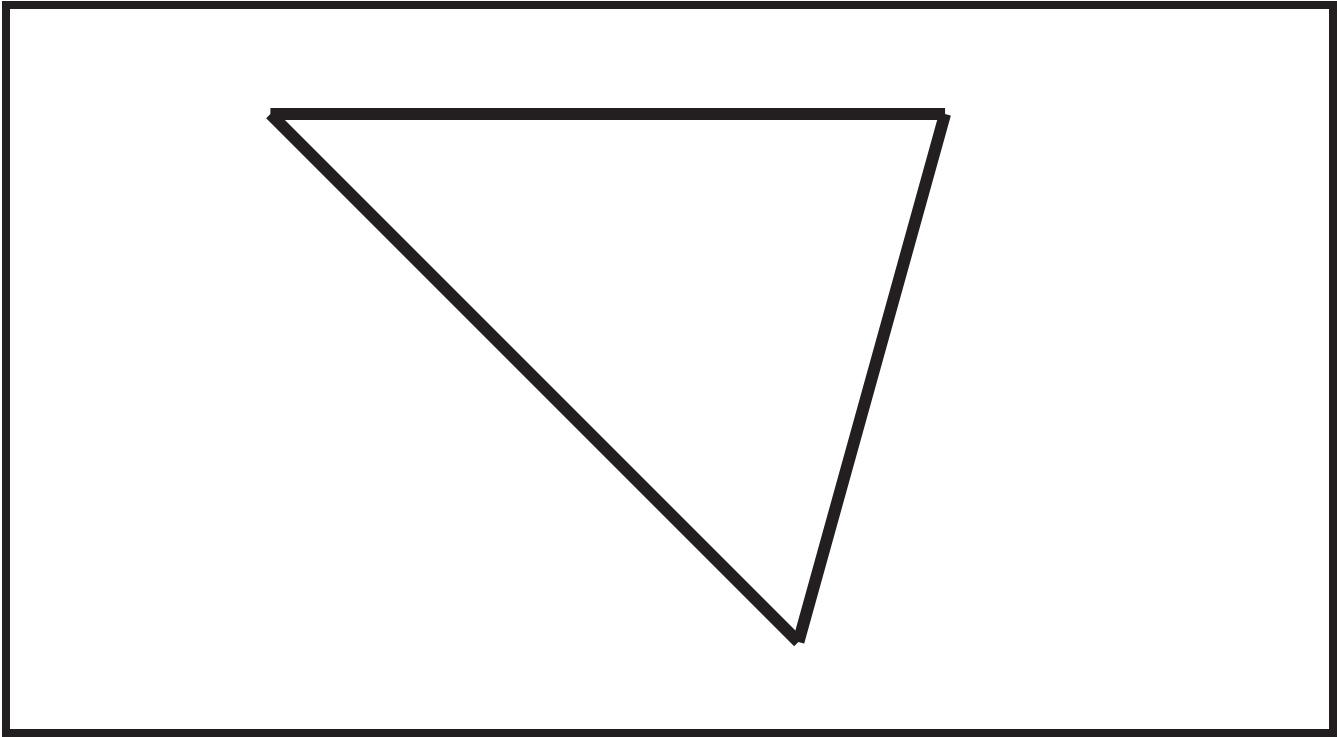
rectangular prism

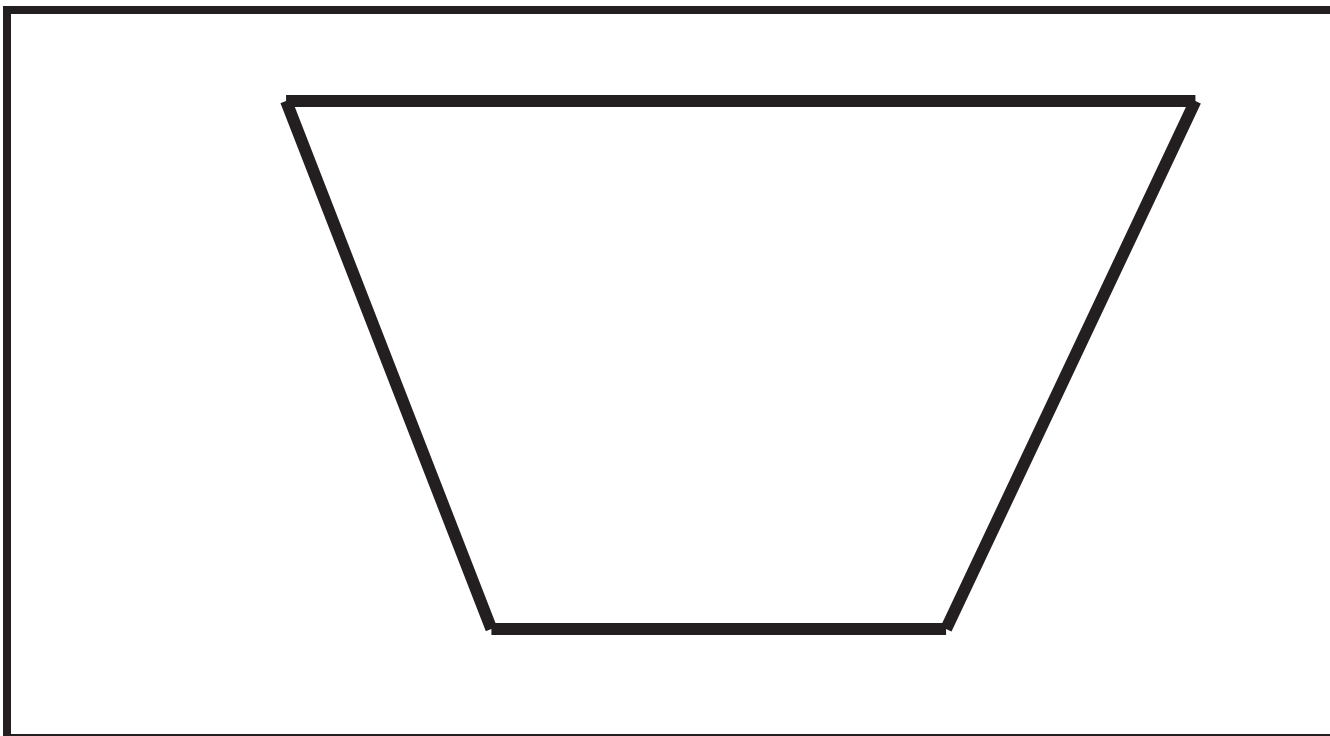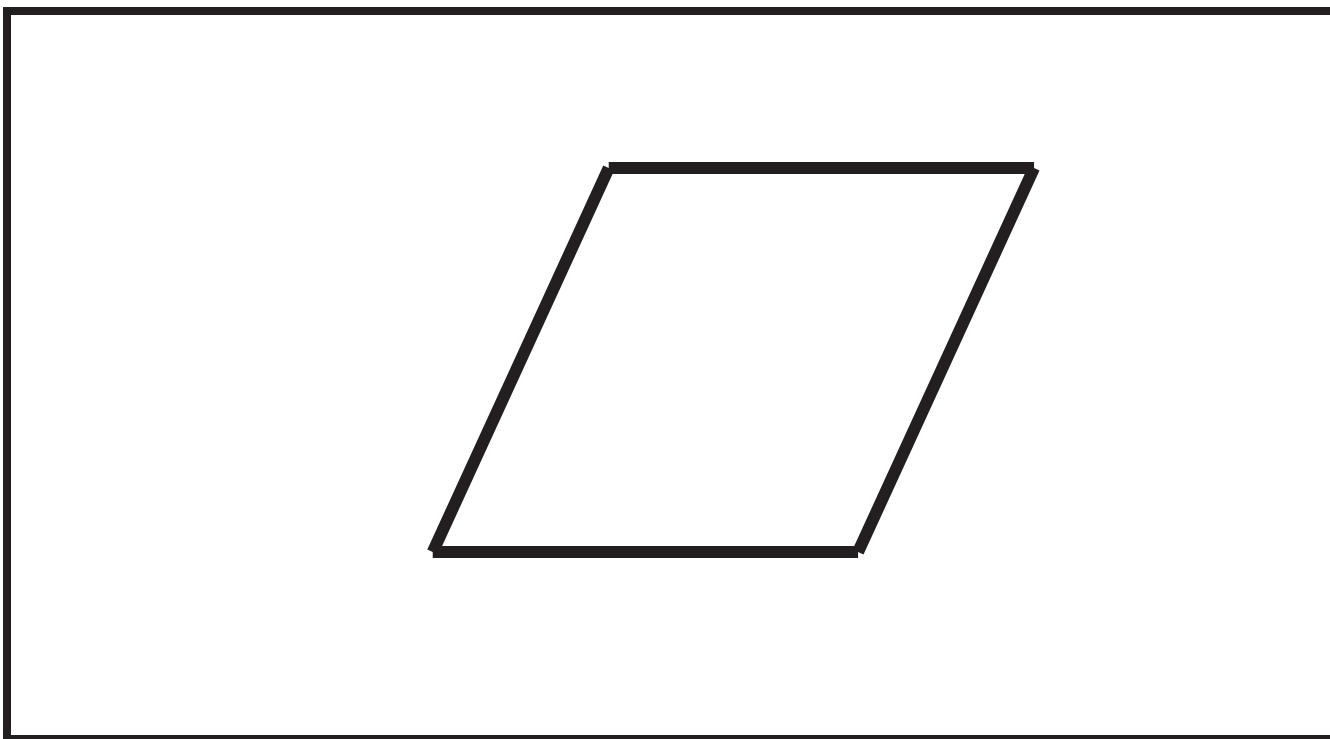3-dimensional shape with 6 rectangle faces

sphere

3-dimensional shape with no flat faces

COMMON CORE

Lesson 3:   Find and name three-dimensional shapes including cone and
rectangular prism, based on defining attributes of faces and points.
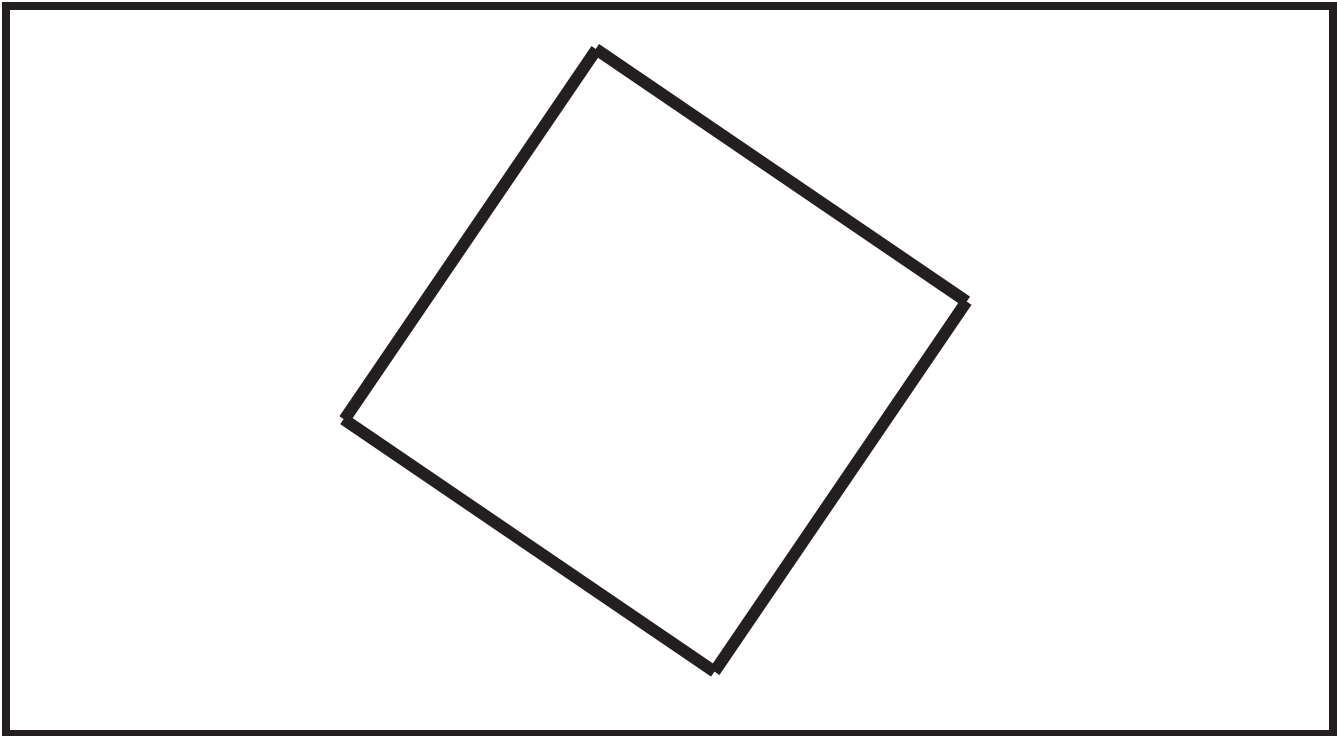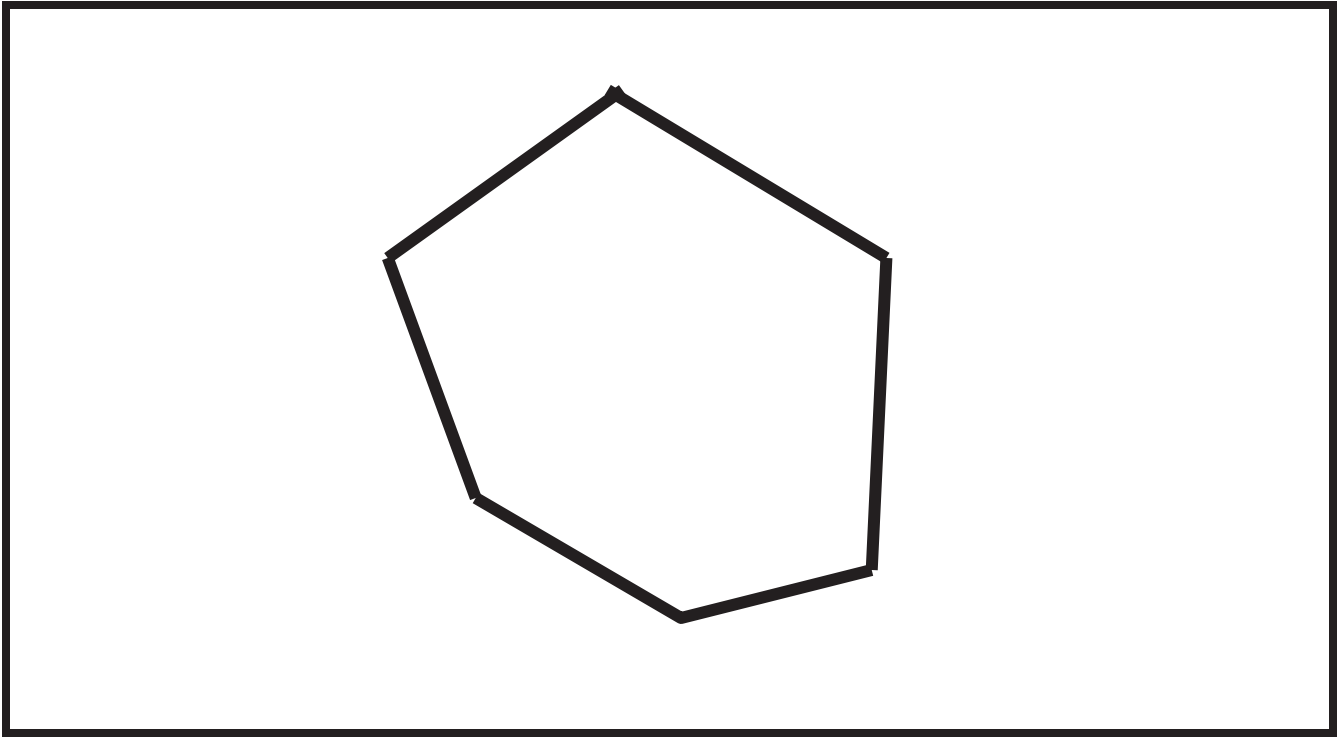**Date:**   10/8/13

100

5.A.47

2-D Shape Flash Cards

2-D Shape Flash Cards, page 2

2-D Shape Flash Cards, page 3

2-D Shape Flash Cards, page 4

Lesson 4: Create composite shapes from two-dimensional shapes.
Date: 10/8/13

5.B.17
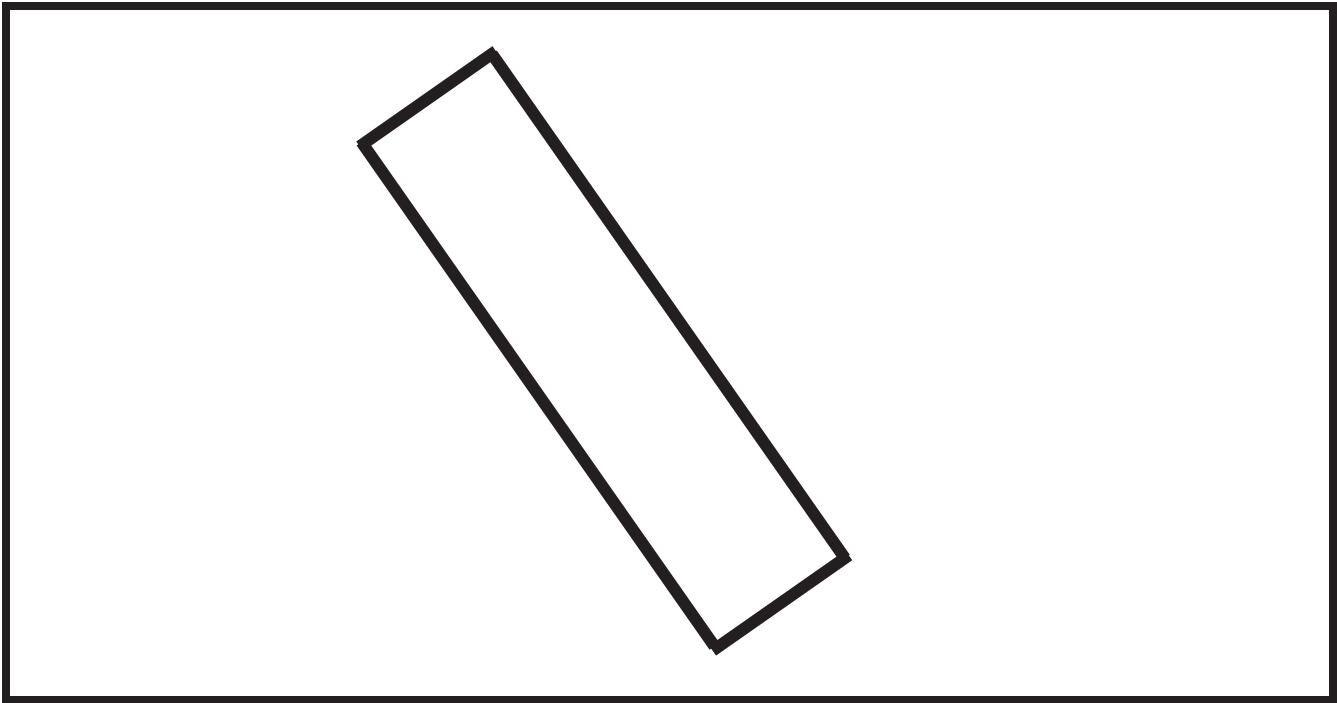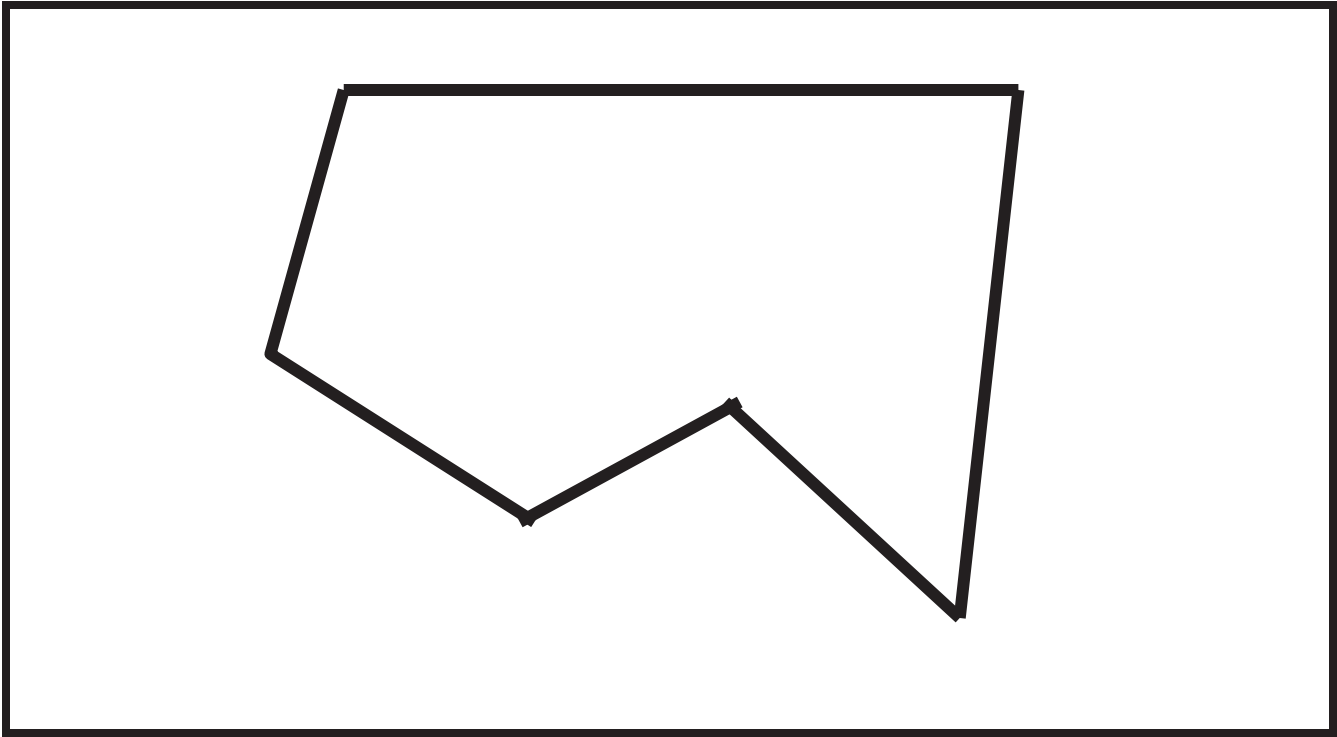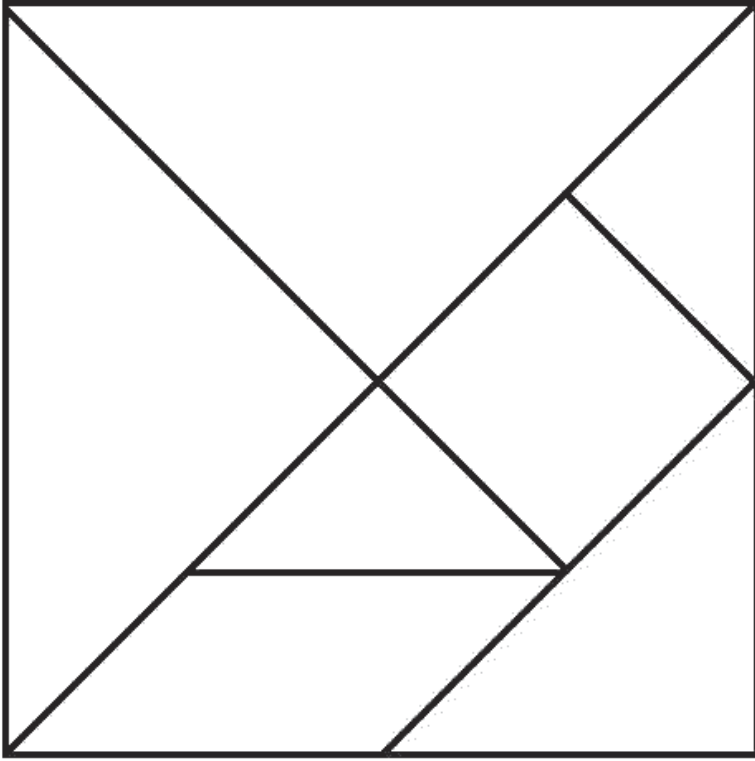
One tangram is to be used during class.

The other tangram is to be sent home with the homework.
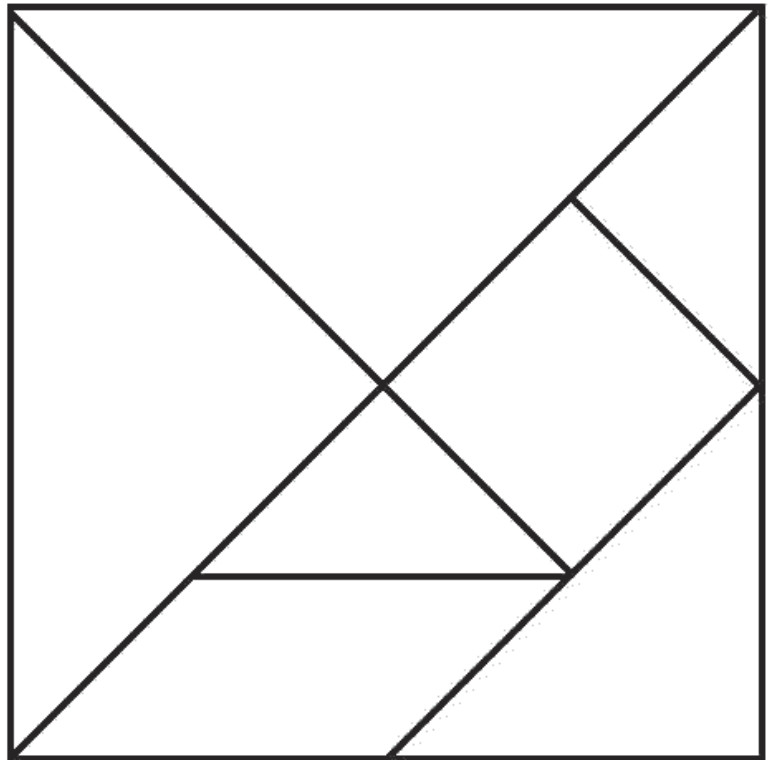
Example Images

Image 1

Image 2

Image 3

Image 4

Lesson 8: Partition shapes and identify halves and quarters of circles and rectangles.

Date: 10/8/13

106

5.C.25
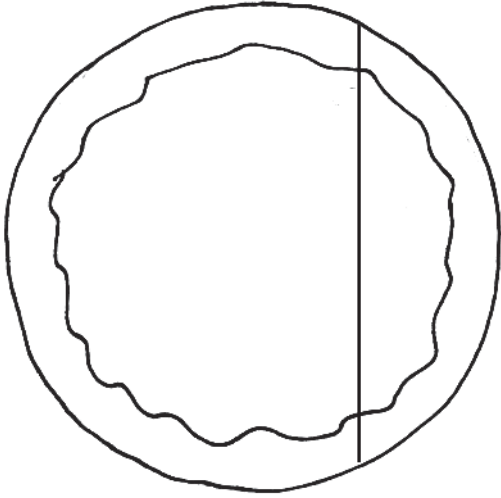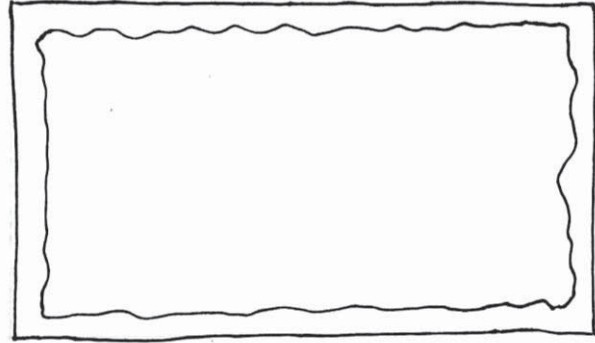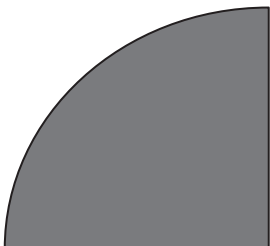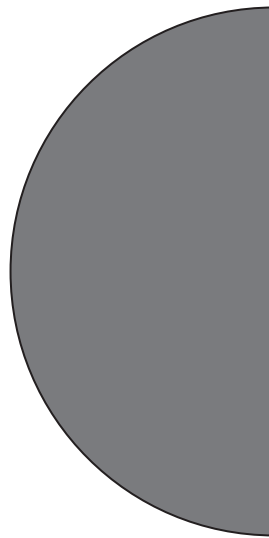
Circles and Rectangles Template

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Lesson 8: Partition shapes and identify halves and quarters of circles and rectangles.
Date: 10/8/13

5.C.26

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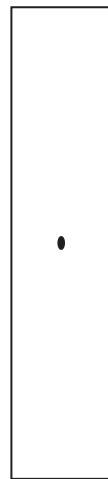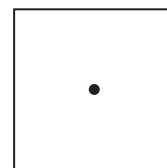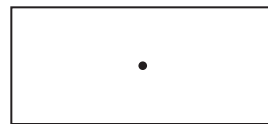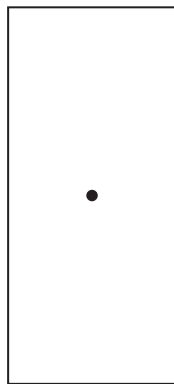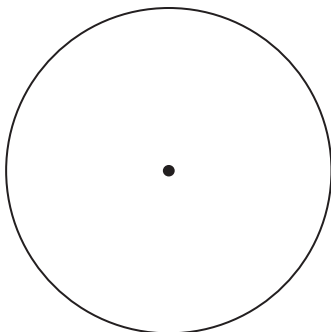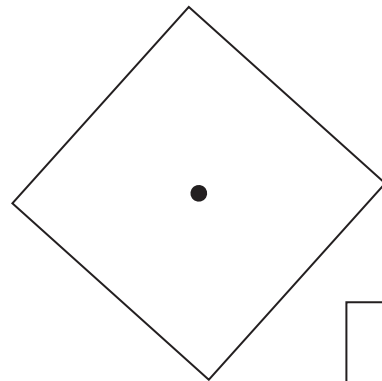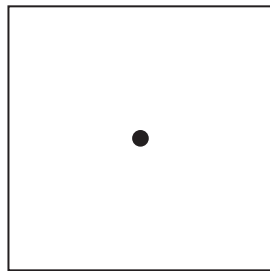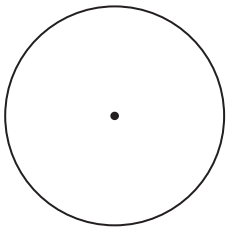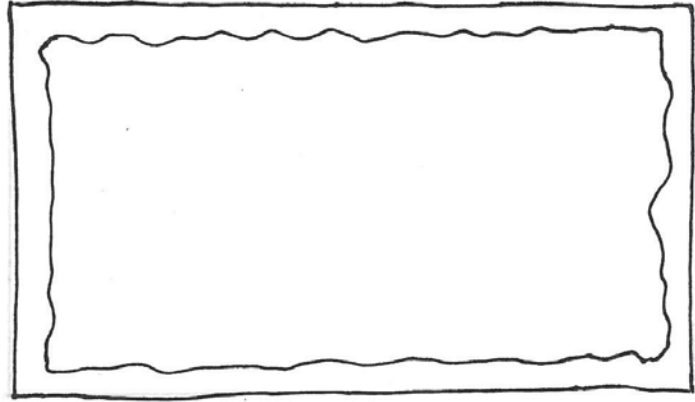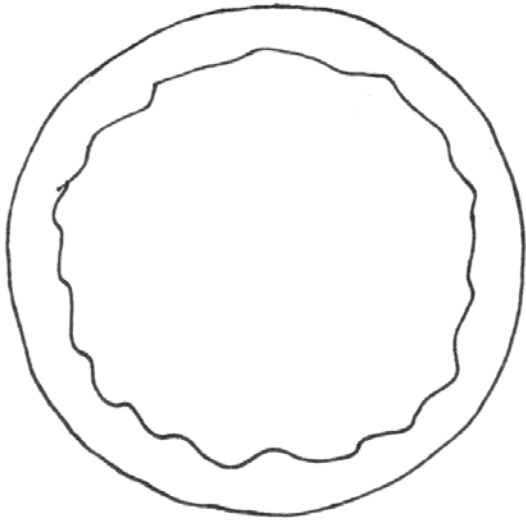
Pairs of Shapes Template

COMMON CORE

Lesson 9: Partition shapes and identify halves and quarters of circles and rectangles.
Date: 10/8/13

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5.C.37

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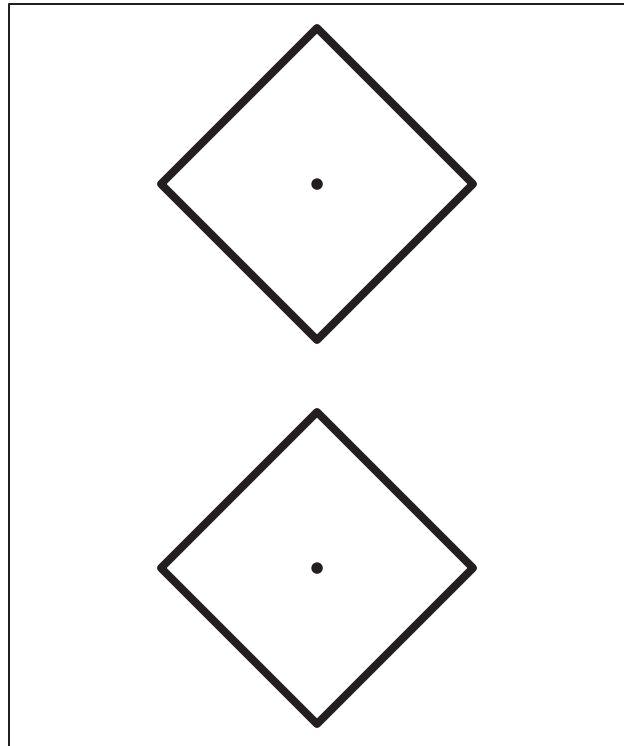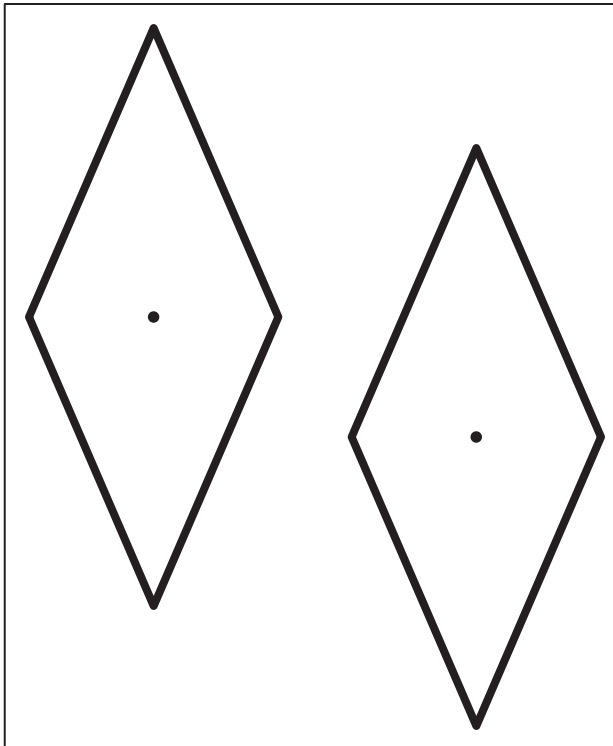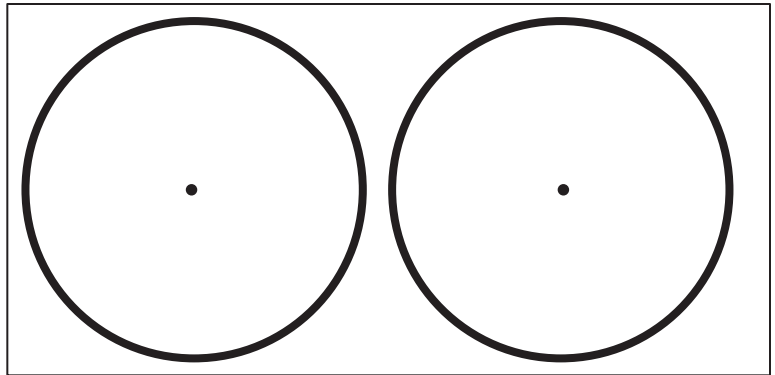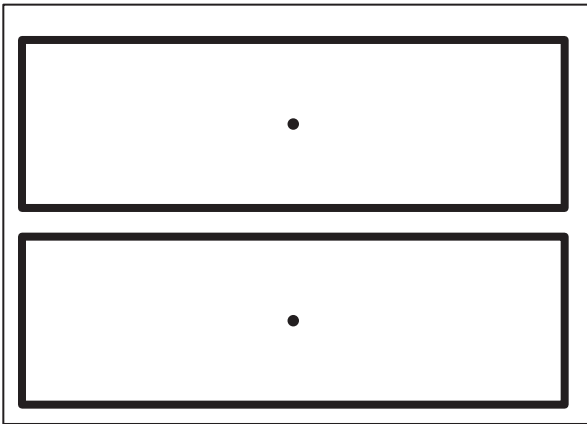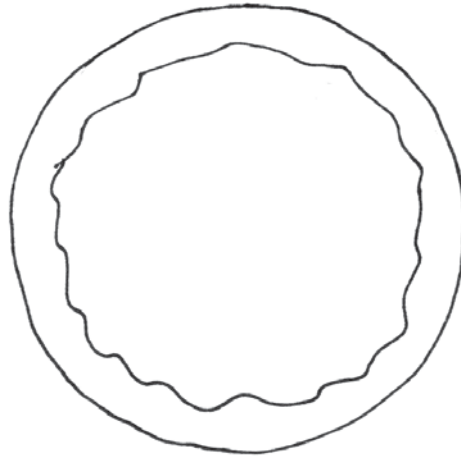
Partitioned Circle Template

minute

hour

Digital Clock Template

Lesson 10: Construct a paper clock by partitioning a circle and tell time to the hour.

Date: 10/8/13

110

5.D.14
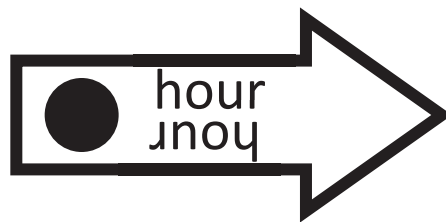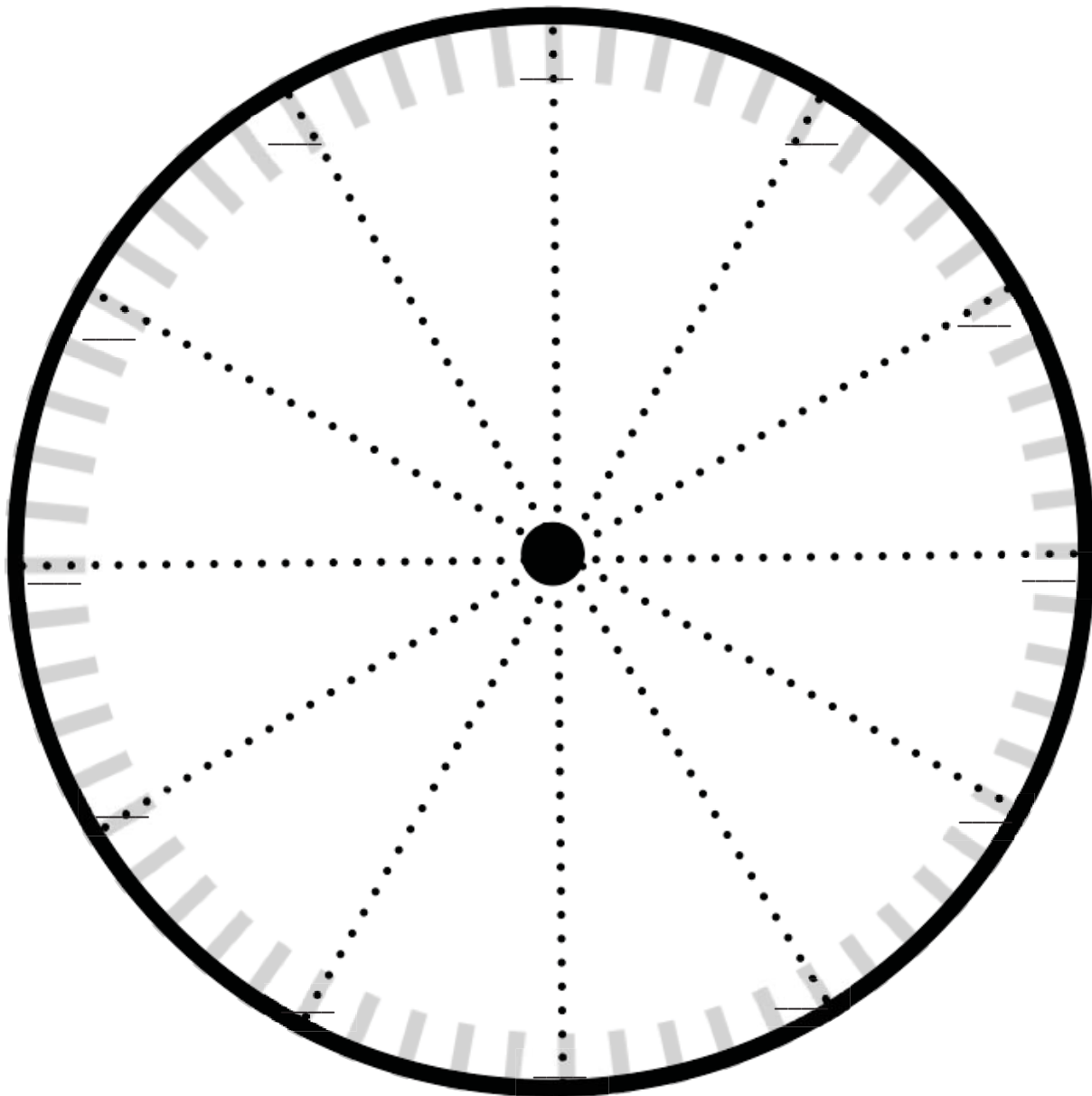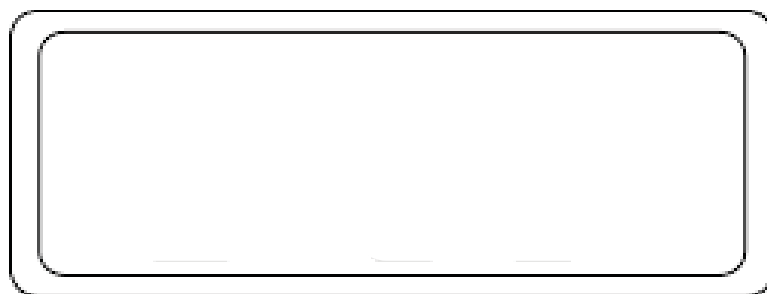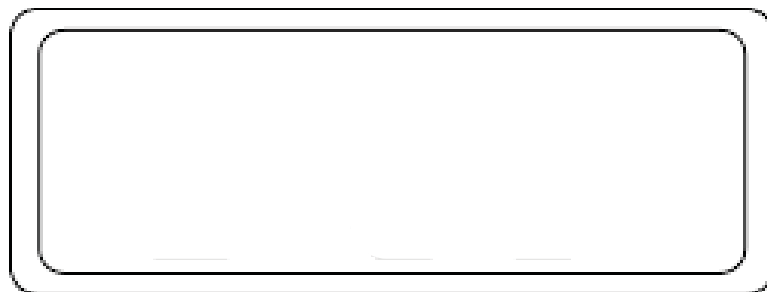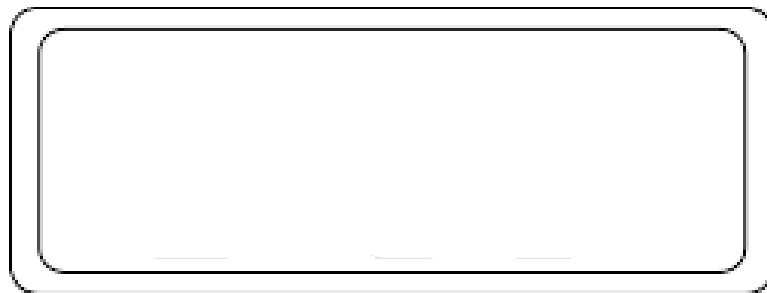
Additional Clock Template with Numbers

COMMON CORE

Lesson 11: Recognize halves within a circular clock face and tell time to the half hour.

Date: 10/8/13

111

5.D.26

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5.D.47
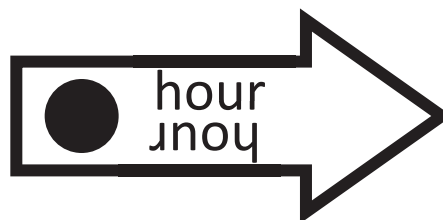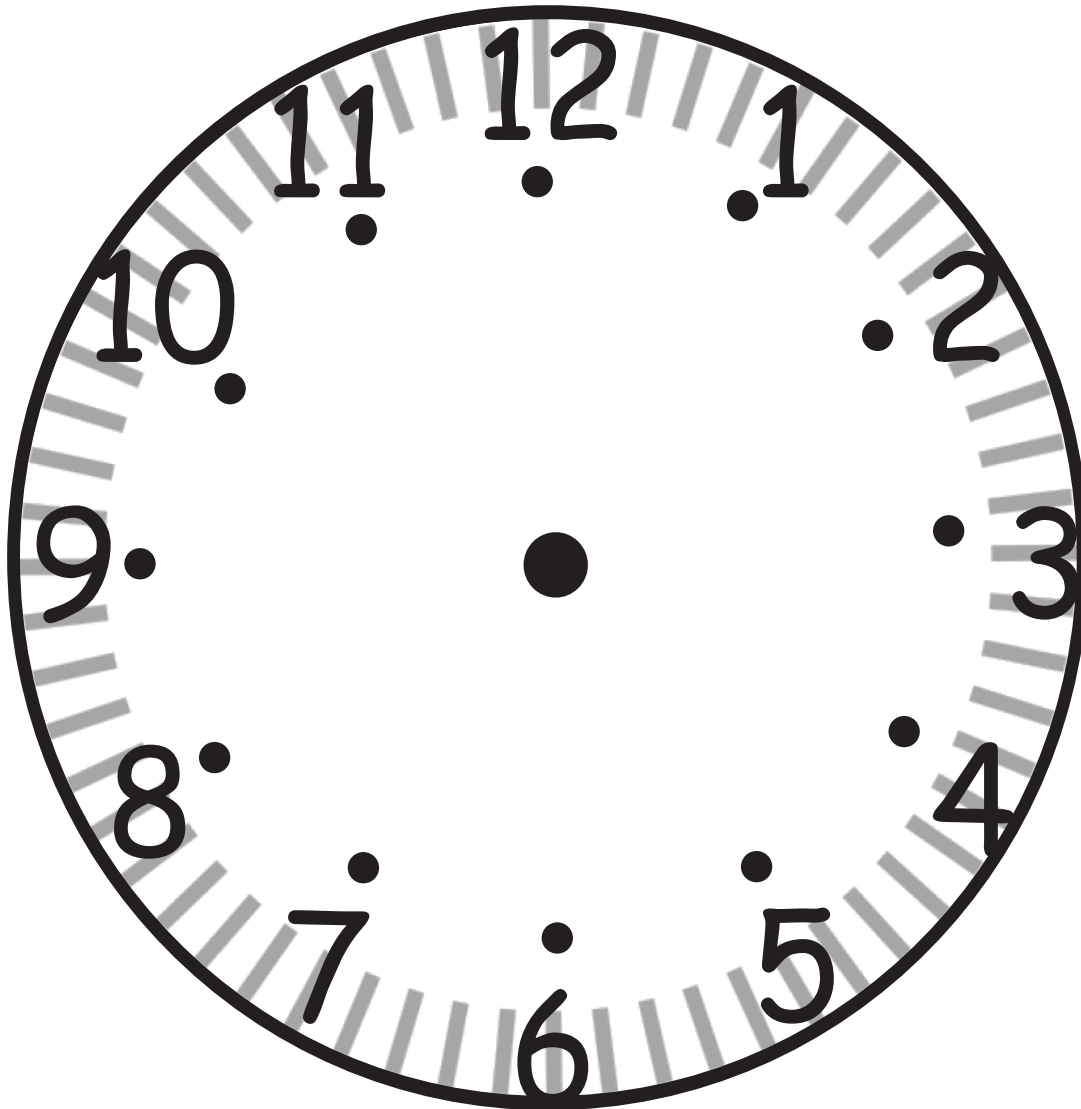
Clock Images
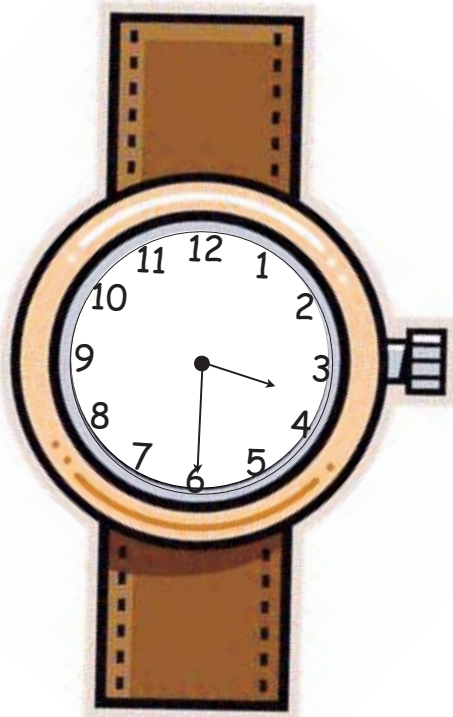
Clocks Template
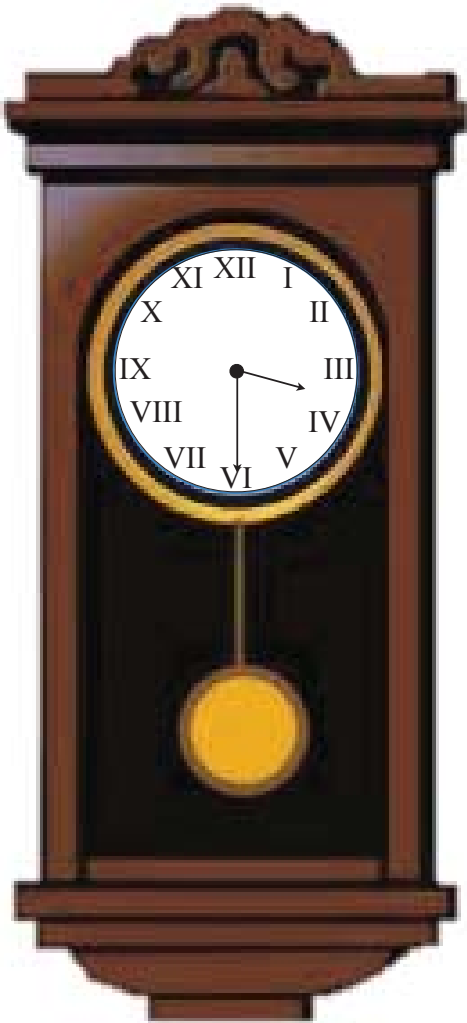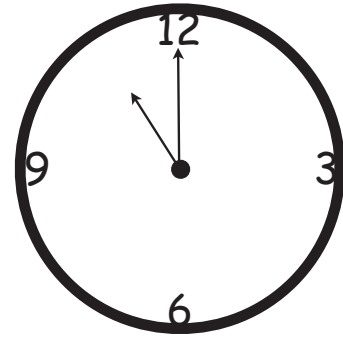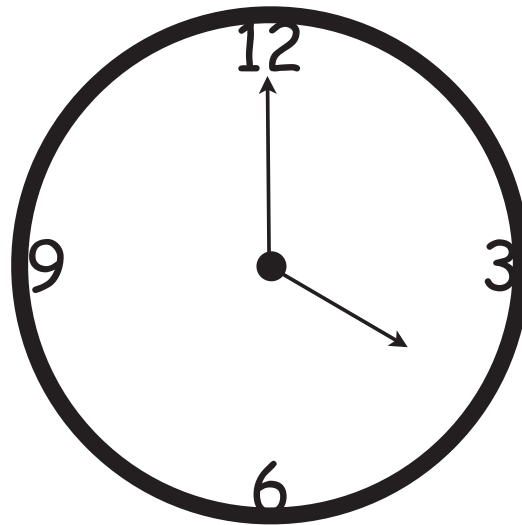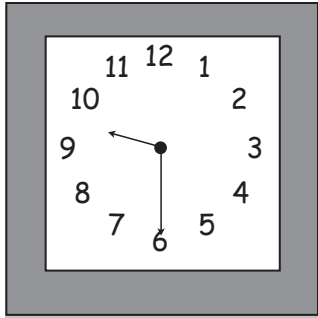
Name _____ Date _____

My Addition Practice

1. $6 + 0 =$ ____	11. $7 + 1 =$ ____	21. $5 + 3 =$ ____
2. $0 + 6 =$ ____	12. ____ $= 1 + 7$	22. ____ $= 5 + 4$
3. $5 + 1 =$ ____	13. $3 + 3 =$ ____	23. $6 + 4 =$ ____
4. $1 + 5 =$ ____	14. $3 + 4 =$ ____	24. $4 + 6 =$ ____
5. $6 + 1 =$ ____	15. ____ $= 3 + 5$	25. ____ $= 4 + 4$
6. $1 + 6 =$ ____	16. $6 + 3 =$ ____	26. $3 + 4 =$ ____
7. $6 + 2 =$ ____	17. $7 + 3 =$ ____	27. $5 + 5 =$ ____
8. $5 + 2 =$ ____	18. ____ $= 7 + 2$	28. ____ $= 4 + 5$
9. $2 + 5 =$ ____	19. $2 + 7 =$ ____	29. $3 + 7 =$ ____
10. $2 + 4 =$ ____	20. $2 + 8 =$ ____	30. ____ $= 3 + 6$

Today I finished _____ problems.

I solved _____ problems correctly.

COMMON CORE | Lesson 1: Solve *compare with difference unknown* problem types.
Date: 11/26/13

engage^{ny}

6.A.11

Name _____   Date _____

My Missing Addend Practice

1. $6 + \underline{\quad} = 6$

2. $0 + \underline{\quad} = 6$

3. $5 + \underline{\quad} = 6$

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

5. $0 + \underline{\quad} = 7$

6. $6 + \underline{\quad} = 7$

7. $1 + \underline{\quad} = 7$

8. $7 + \underline{\quad} = 8$

9. $1 + \underline{\quad} = 8$

10. $6 + \underline{\quad} = 8$

11. $3 + \underline{\quad} = 6$

12. $4 + \underline{\quad} = 8$

13. $10 = 5 + \underline{\quad}$

14. $5 + \underline{\quad} = 9$

15. $5 + \underline{\quad} = 7$

16. $8 = 5 + \underline{\quad}$

17. $5 + \underline{\quad} = 9$

18. $8 + \underline{\quad} = 10$

19. $7 + \underline{\quad} = 10$

20. $10 = 6 + \underline{\quad}$

21. $4 + \underline{\quad} = 7$

22. $7 = 3 + \underline{\quad}$

23. $2 + \underline{\quad} = 7$

24. $2 + \underline{\quad} = 8$

25. $9 = 2 + \underline{\quad}$

26. $2 + \underline{\quad} = 10$

27. $10 = 3 + \underline{\quad}$

28. $3 + \underline{\quad} = 9$

29. $4 + \underline{\quad} = 9$

30. $10 = 4 + \underline{\quad}$

Today I finished _____ problems.

I solved _____ problems correctly.

COMMON CORE

Lesson 1:   Solve *compare with difference unknown* problem types.
Date: 11/26/13

engageny

6.A.12

Name _____   Date _____

My Related Addition and Subtraction Practice

1. 5 + ____ = 6

2. 1 + ____ = 6

3. 6 – 1 = ____

4. 9 + ____ = 10

5. 1 + ____ = 10

6. 10 – 9 = ____

7. 5 + ____ = 10

8. 10 – 5 = ____

9. 8 + ____ = 10

10. 10 – 8 = ____

11. 7 + ____ = 10

12. 10 – 7 = ____

13. 5 + ____ = 7

14. 7 – 5 = ____

15. 5 + ____ = 8

16. 8 – 5 = ____

17. 4 + ____ = 6

18. 6 – 4 = ____

19. 3 + ____ = 6

20. 6 – 3 = ____

21. 4 + ____ = 8

22. 8 – 4 = ____

23. 4 + ____ = 7

24. 7 – 4 = ____

25. 5 + ____ = 9

26. 9 – 5 = ____

27. 6 + ____ = 9

28. 9 – 6 = ____

29. 4 + ____ = 7

30. 7 – 4 = ____

Today I finished _____ problems.

I solved _____ problems correctly.

COMMON CORE   **Lesson 1:** Solve *compare with difference unknown* problem types.
Date: 11/26/13

engage^{ny}   6.A.13

Name _____   Date _____

My Subtraction Practice

1. 6 - 0 = ____	11. 6 - 3 = ____	21. 8 - 4 = ____
2. 6 - 1 = ____	12. 7 - 3 = ____	22. 8 - 3 = ____
3. 7 - 1 = ____	13. 9 – 3 = ____	23. 8 - 5 = ____
4. 8 - 1 = ____	14. 10 - 8 = ____	24. 9 - 5 = ____
5. 6 - 2 = ____	15. 10 - 6 = ____	25. 9 - 4 = ____
6. 7 - 2 = ____	16. 10 – 4 = ____	26. 7 - 3 = ____
7. 9 - 2 = ____	17. 10 - 5 = ____	27. 10 - 7 = ____
8. 10 - 10 = ____	18. 7 – 6 = ____	28. 9 - 7 = ____
9. 10 - 9 = ____	19. 7 - 5 = ____	29. 9 - 6 = ____
10. 10 - 7 = ____	20. 6 - 4 = ____	30. 8 - 6 = ____

Today I finished _____ problems.

I solved _____ problems correctly.

COMMON CORE | Lesson 1:   Solve *compare with difference unknown* problem types.   engage^ny   6.A.14
               | Date: 11/26/13

Name _____   Date _____

My Mixed Practice

1. $4 + 2 =$ ___	11. $2 +$ ___ $= 6$	21. $8 - 5 =$ ___
2. $2 +$ ___ $= 6$	12. $6 - 2 =$ ___	22. $3 +$ ___ $= 8$
3. $6 = 3 +$ ___	13. $6 - 4 =$ ___	23. $8 =$ ___ $+ 5$
4. $2 + 5 =$ ___	14. $5 +$ ___ $= 7$	24. ___ $+ 2 = 9$
5. $7 = 5 +$ ___	15. $7 - 5 =$ ___	25. $9 =$ ___ $+ 7$
6. $4 + 3 =$ ___	16. $7 - 4 =$ ___	26. $9 - 2 =$ ___
7. $7 =$ ___ $+ 4$	17. $7 - 3 =$ ___	27. $9 - 7 =$ ___
8. $8 =$ ___ $+ 4$	18. $8 = 6 +$ ___	28. $9 - 6 =$ ___
9. $4 + 5 =$ ___	19. $8 - 2 =$ ___	29. $9 =$ ___ $+ 4$
10. $9 =$ ___ $+ 4$	20. $8 - 6 =$ ___	30. $9 - 6 =$ ___

Today I finished _____ problems.

I solved _____ problems correctly.

ones	tens

ones	tens

Lesson 3: Use the place value chart to record and name tens and ones within a two-digit number up to 100.

Date: 4/7/14

engage^{ny}

6.B.12

119
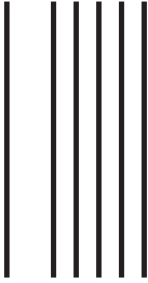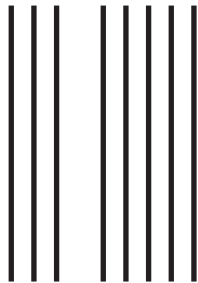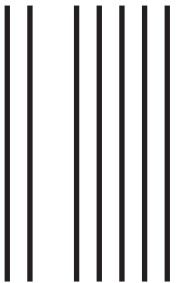
Hide Zero Cards. Copy double-sided and replace the cards from G1–Module 4.

Numerals

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

Lesson 4: Write and interpret two-digit numbers to 100 as addition sentences that combine tens and ones.
Date: 4/7/14

engage^ny

6.B.24

120

Hide Zero Cards. Copy double-sided and replace the cards from G1–Module 4.

Quick tens

Hide Zero Cards. You may wish to copy the 100 on a different colored paper to differentiate by place value.

Numerals

9 0

1 0 0

Lesson 4: Write and interpret two-digit numbers to 100 as addition sentences that combine tens and ones.

Date: 4/7/14

engage^{ny}

6.B.26

122

Hide Zero Cards. You may wish to copy the 100 on a different colored paper to differentiate by place value.

Quick Tens

Lesson 4:	Write and interpret two-digit numbers to 100 as addition sentences that combine tens and ones.
Date:	4/7/14

engage^ny 6.B.27

123
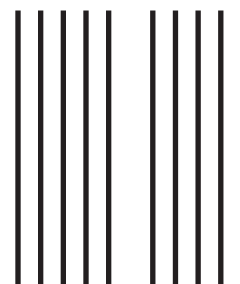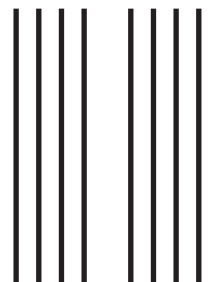
Comparison cards, page 1. Print double-sided on cardstock. Distribute each of the three cards to students.

>	<	=	<
>	<	=	>
>	<	=	=
>	<	=	
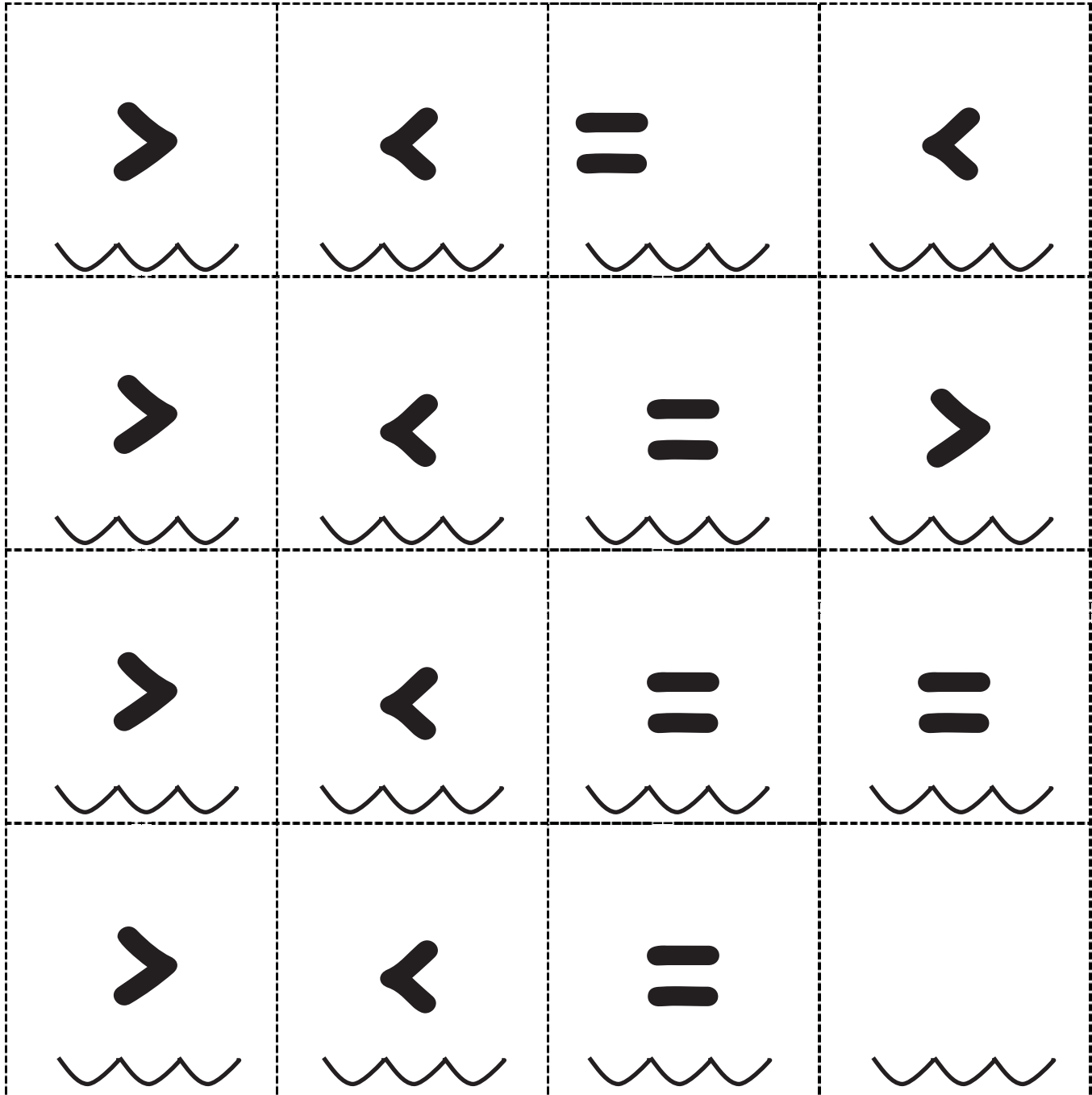
Comparison cards, page 2. Print double-sided on cardstock. Distribute each of the three cards to students.

less than	equal to	less than	greater than
greater than	equal to	less than	greater than
equal to	equal to	less than	greater than
	equal to	less than	greater than

COMMON CORE

Lesson 6: Use the symbols >, =, and < to compare quantities and numerals to 100.
Date: 4/7/14

engage^{ny}

6.B.49

125

_____ ◯ _____ ◯ _____   ⋀

_____ tens ◯ _____ tens ◯ _____ tens   ⋀

_____ ◯ _____ ◯ _____   ⋀

COMMON CORE

Lesson 10:   Add and subtract multiples of 10 from multiples of 10 to 100, including dimes.

Date: 11/26/13

engage^{ny}

6.C.15

126

Names _____   Date _____

Race to the Top!

2	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**

COMMON CORE | **Lesson 10:**   Add and subtract multiples of 10 from multiples of 10 to 100, including dimes.   **engage**^ny   **6.C.9**

Date: 11/26/13

Recording Tens and Ones Template

Tens | **Ones**

Lesson 16: Add a pair of two-digit numbers when the ones digits have a sum greater than 10 with drawing. Record the new ten below.

Date: 11/26/13

128

6.C.75

Numeral Cards

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

COMMON CORE | **Lesson 17:** Add a pair of two-digit numbers when the ones digits have a sum greater than 10 with drawing. Record the new ten below.
Date: 11/26/13

engage^{ny}   **6.C.85**

129

Student A

$$58 + 37 = 95$$

$$2 \quad 35$$

$$58 + 2 = 60$$

$$60 + 35 = 95$$

$$30 \quad 5$$

Student B

$$58 + 37 = 95$$

$$30 \quad 7$$

$$88 + 7 = 95$$

$$2 \quad 5$$

Student C

$$58 + 37 = 85$$

$$85$$

$$58$$
$$+ 37$$
$$\overline{85}$$

Student D

$$58 + 37 = 95$$

$$30 \quad 7$$

$$58 \quad 50 \quad 8$$

$$50 + 30 = 80$$

$$8 + 7 = 15$$

$$80 + 15 = 95$$

Name _____

Partner _____

Example

Step 1: Rewrite 4 – 1 = ___ as 1 + ___ = 4.

Step 2: Exchange papers and solve.

List A

1. 10 – 9 _____
2. 10 – 8 _____
3. 9 – 8 _____
4. 9 – 6 _____
5. 8 – 6 _____
6. 7 – 4 _____
7. 7 – 5 _____
8. 8 - 5 _____
9. 9 – 5 _____
10. 9 - 6 _____

Name _____

Partner _____

Example

Step 1: Rewrite 4 – 1 = ___ as 1 + ___ = 4.

Step 2: Exchange papers and solve.

List B

1. 10 - 8 _____
2. 10 – 7 _____
3. 8 – 7 _____
4. 8 – 6 _____
5. 9 – 6 _____
6. 7 – 6 _____
7. 7 – 5 _____
8. 7 - 4 _____
9. 8 – 5 _____
10. 6 - 4 _____

Lesson 18: Add a pair of two-digit numbers with varied sums in the ones, **and** compare the results of different recording methods.

Date: 11/26/13

engage^ny   6.D.8

Spinner: Each group or set of partners needs 1 circle from this page. See image for use with pencil and paper clip.

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6.E.14
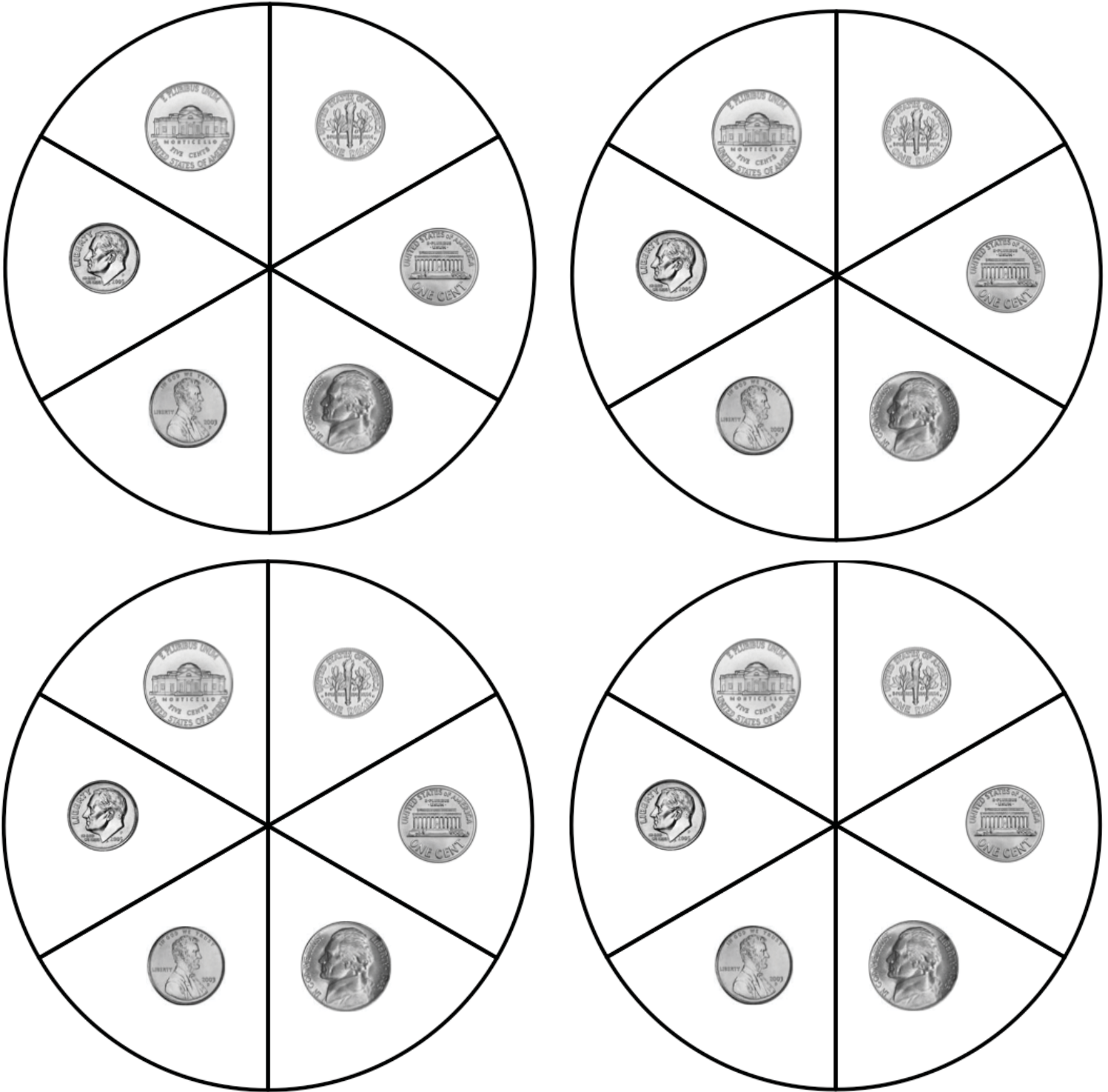
Coin Spinner with Quarter
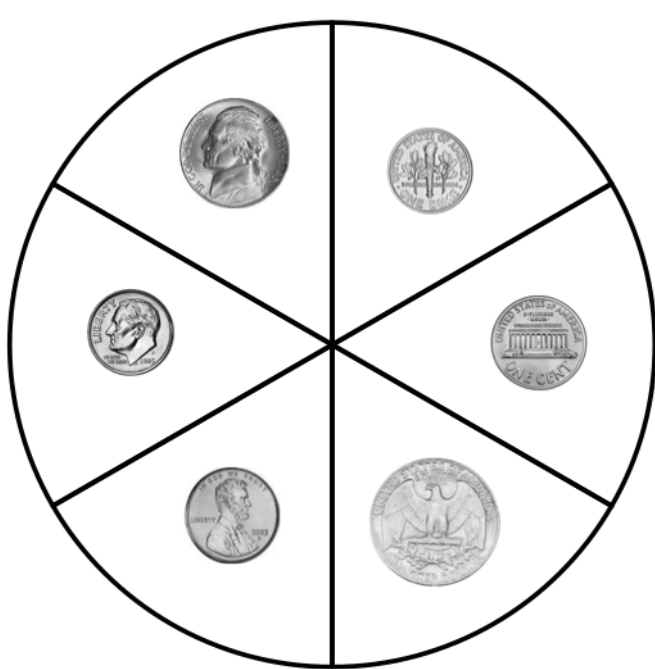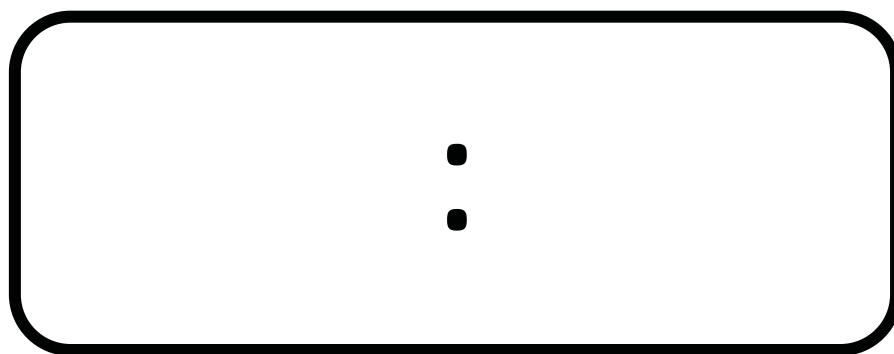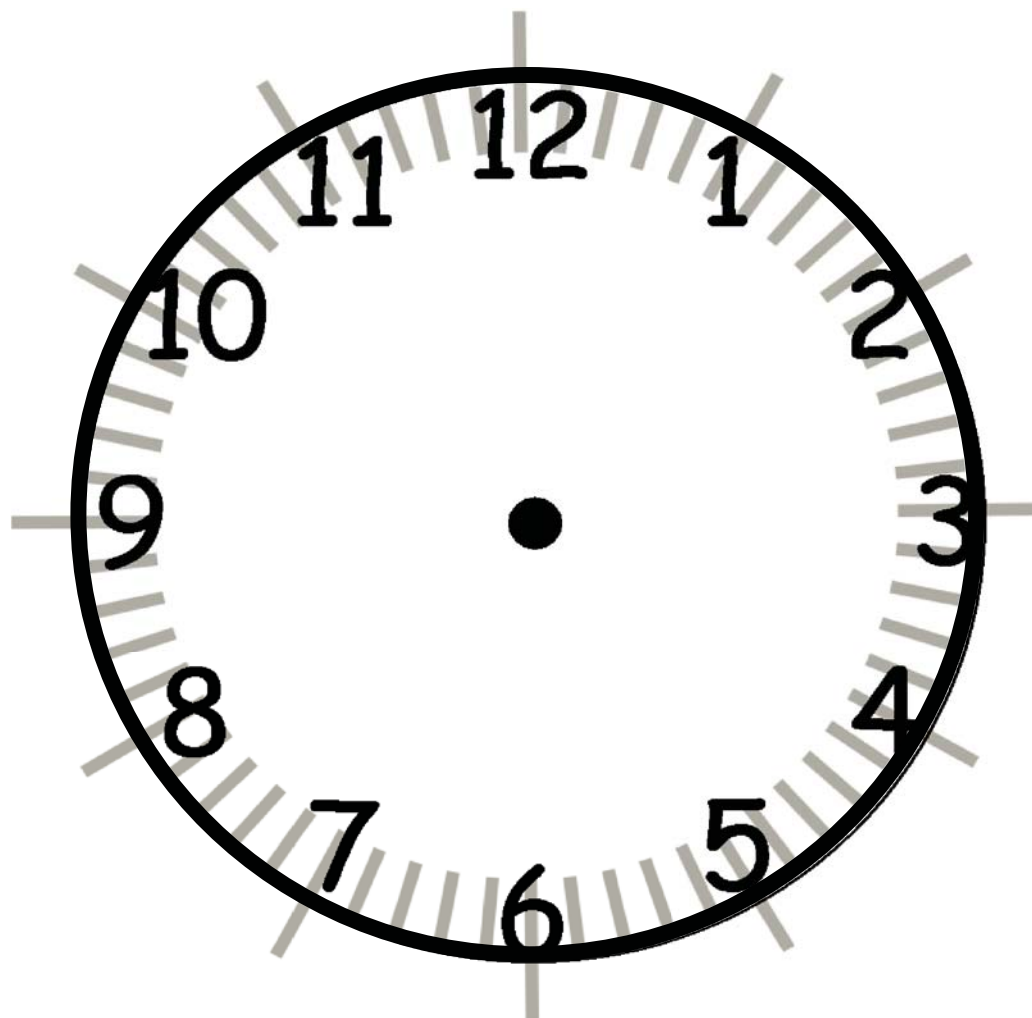
It is ____ o'clock.   It is half past ____.

2-D SHAPES	3-D SHAPES
circle	sphere
triangle	cone
rectangle	cylinder
rhombus	rectangular prism
square	cube
trapezoid	
hexagon	

_____ corners	_____ corners
_____ square corners	_____ faces
_____ sides	_____ straight edges
Are all sides the same length?	Are all faces the same shape?
yes no	yes no

COMMON CORE | Lesson 27: | Share and critique peer strategies for solving problems of varied types.
| Date: | 11/26/13

engage^ny   6.F.35
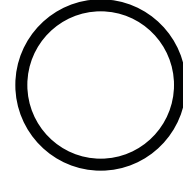
Target Number:

Target Practice

Choose a "target number" and write it in the circle on the top of the page. Roll a die.
Write the number rolled in the circle at the end of an arrow. Then, make a bull's-eye
by writing the number needed to make your target in the other circle.
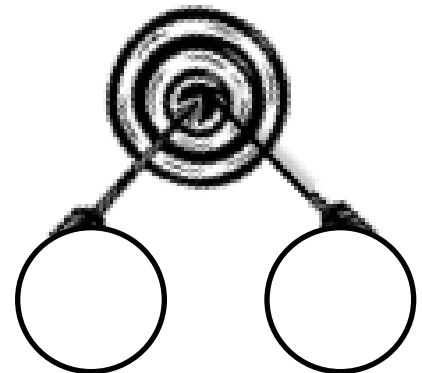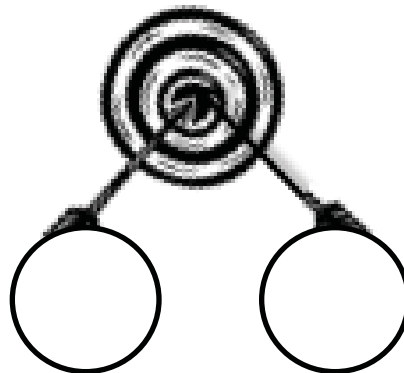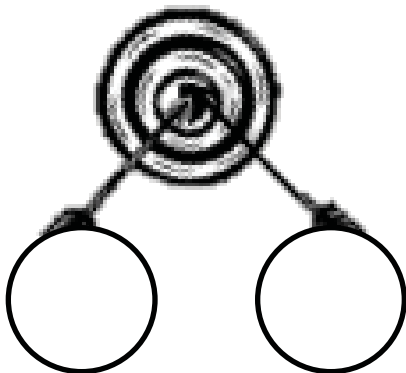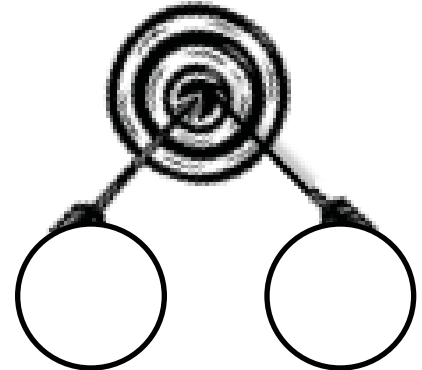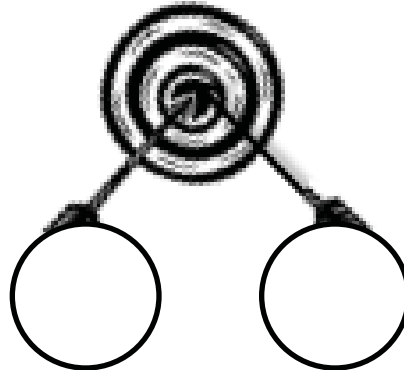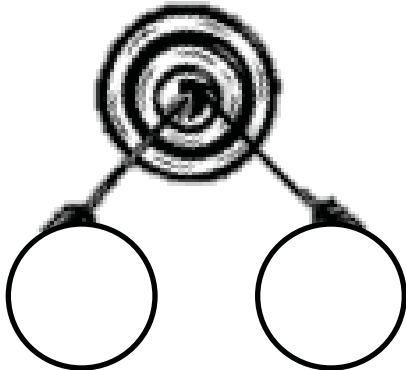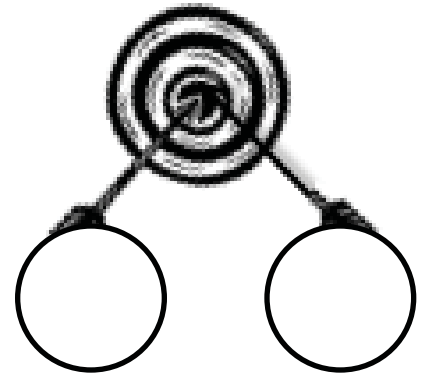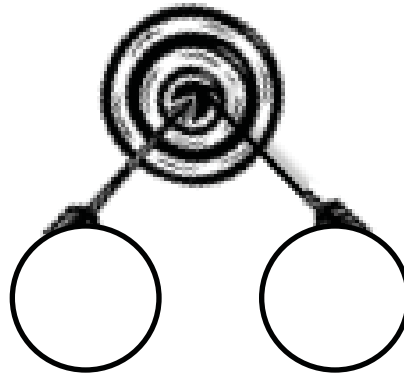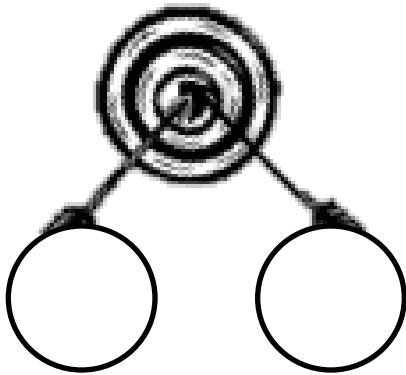
Lesson 28:   Celebrate progress in fluency with adding and subtracting within 10
(and 20). Organize engaging summer practice.
Date: 11/26/13

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6.G.11

Name _____   Date _____

Race to the Top!

2	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**

Lesson 28: Celebrate progress in fluency with adding and subtracting within 10 (and 20). Organize engaging summer practice.
Date: 11/26/13

engageny   **6.G.12**

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5-group cards. Copy double-sided on card stock to make 5-group cards and single-sided for matching games.

Numerals

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

5-group cards.

5-groups
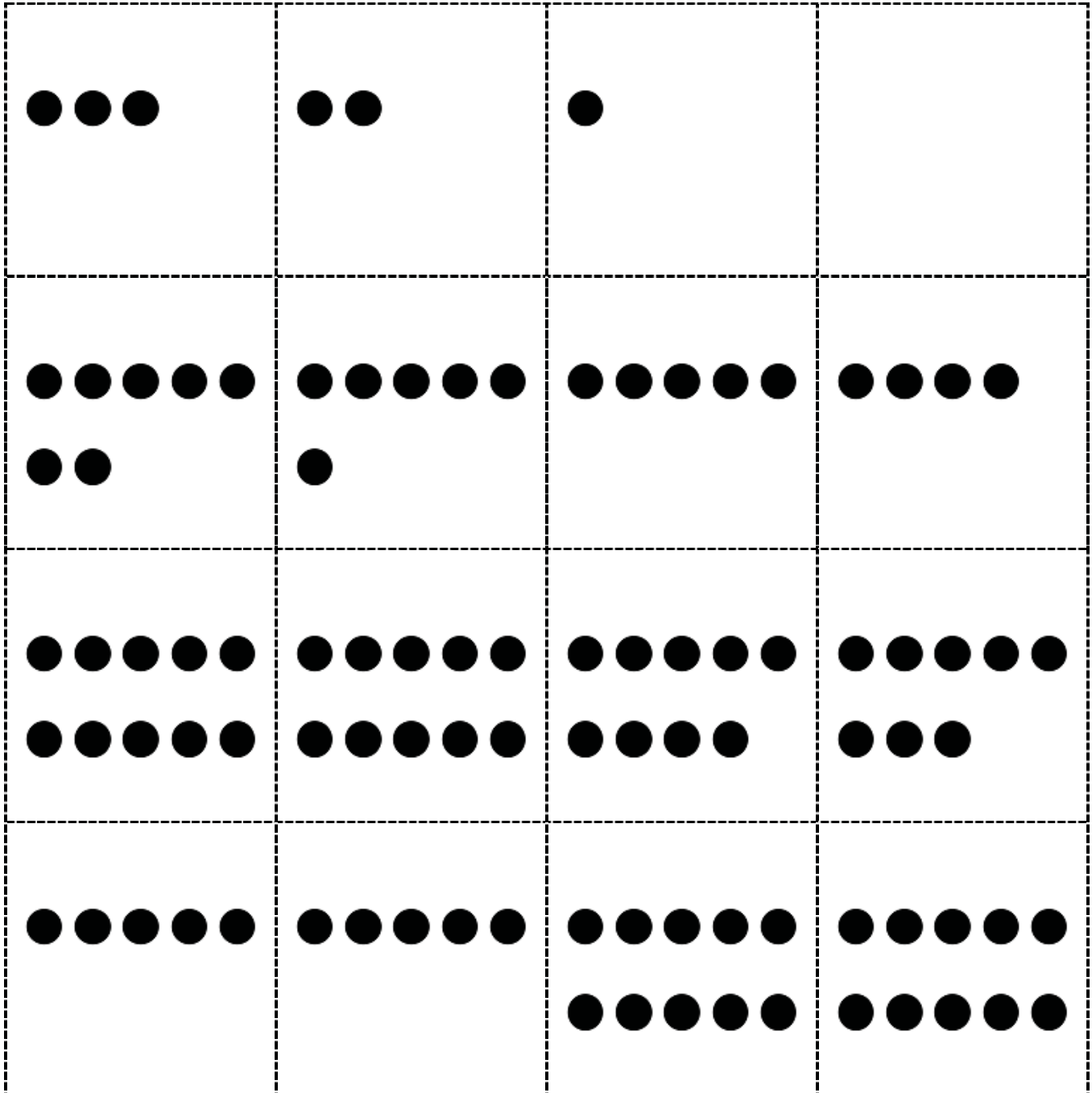
Name _____ Date _____

Complete a math activity each day. Color the box for each day you do the suggested activity.

Summer Math Review: Weeks 1–5

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Count from 87 to 120 and back.	Play Addition with Cards.	Use your tangram pieces to make a fourth of July picture.	Use quick tens and ones to draw 76.	Complete a Sprint.
Week 2	Do counting squats. Count from 45 to 60 and back the Say Ten way.	Play Subtraction with Cards.	Make a graph of the types of fruits in your kitchen. What did you find out from your graph?	Solve 36 + 57. Draw a picture to show your thinking.	Complete a Sprint.
Week 3	Write numbers from 37 to as high as you can in one minute, while whisper-counting the Say Ten way.	Play Target Practice or Shake Those Disks for 9 and 10.	Measure a table with spoons, then with forks. Which did you need more of? Why?	Use real coins or draw coins to show as many ways to make 25 cents as you can.	Complete a Sprint.
Week 4	Do jumping jacks as you count up by tens to 120 and back down to 0.	Play Race and Roll Addition or Addition with Cards.	Go on a shape scavenger hunt. Find as many rectangles or rectangular prisms as you can.	Use quick tens and ones to draw 45 and 54. Circle the greater number.	Complete a Sprint.
Week 5	Write the numbers from 75 to 120.	Play Race and Roll Subtraction or Subtraction with Cards.	Measure the route from your bathroom to your bedroom. Walk heel to toe and count your steps.	Add 5 tens to 23. Add 2. What number did you find?	Complete a Sprint.

COMMON CORE | **Lesson 30:** Create folder covers for work to be taken home illustrating the year's learning.
Date: 11/26/13

engage^{ny}

6.G.20

Name _____   Date _____

Complete a math activity each day. Color the box for each day you do the suggested activity.

Summer Math Review: Weeks 6–10

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 6	Count by ones from 112 to 82. Then count from 82 to 112.	Play Missing Part for 7.	Write a story problem for 9 + 4.	Solve 64 + 38. Draw a picture to show your thinking.	Complete a Core Fluency Practice Set.
Week 7	Do counting squats. Count down from 99 to 75 and back up the Say Ten way.	Play Race and Roll Addition or Addition with Cards.	Graph the colors of all your pants. What did you find out from your graph?	Draw 14 cents with dimes and pennies. Draw 10 more. What coins did you use?	Complete a Core Fluency Practice Set.
Week 8	Write the numbers from 116 to as low as you can in one minute.	Play Missing Part for 8.	Write a story problem for 7 + ___ = 12.	Use quick tens and ones to draw 76. Draw dimes and pennies to show 59 cents.	Complete a Core Fluency Practice Set.
Week 9	Do jumping jacks as you count up by tens from 9 to 119 and back down to 0.	Play Race and Roll Subtraction or Subtraction with Cards.	Go on a shape scavenger hunt. Find as many circles or spheres as you can.	Use quick tens and ones to draw 89 and 84. Circle the number that is less.	Complete a Core Fluency Practice Set.
Week 10	Write numbers from 82 to as high as you can in one minute, while whisper counting the Say Ten way.	Play Target Practice or Shake Those Disks for 6 and 7.	Measure the steps from your bedroom to the kitchen, walking heel to toe, then have a family member do the same thing. Compare.	Solve 47 + 24. Draw a picture to show your thinking.	Complete a Core Fluency Practice Set.

COMMON CORE | **Lesson 30:** Create folder covers for work to be taken home illustrating the year's learning.
Date: 11/26/13

engage^{ny}

6.G.21

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Addition (or Subtraction) with Cards

Materials: 2 sets of numeral cards 0–10

- Shuffle the cards and place them face down between the two players.
- Each partner flips over two cards and adds them together or subtracts the smaller number from the larger one.
- The partner with the largest sum or smallest difference keeps the cards played by both players in that round.
- If the differences are equal, the cards are set aside and the winner of the next round keeps the cards from both rounds.
- The player with the most cards at the end of the game wins.

Sprint

Materials: Sprint (Sides A and B)

- Do as many problems on Side A as you can in one minute. Then, try to see if you can improve your score by answering even more of the problems on Side B in a minute.

Target Practice

Materials: 1 die

- Choose a target number to practice (e.g., 10).
- Roll the die and say the other number needed to hit the target. For example, if you roll 6, say 4, because 6 and 4 make ten.

Shake Those Disks

Materials: Pennies

The amount of pennies needed depends on the number being practiced. For example, if you are practicing sums for 10, you will need 10 pennies.

- Shake your pennies and drop them on the table.
- Say two addition sentences that add together the heads and tails. (For example, if you see 7 heads and 3 tails, you would say 7 + 3 = 10 and 3 + 7 = 10.)
- Challenge: Say four addition sentences instead of two. (For example, 10 = 7 + 3, 10 = 3 + 7, 7 + 3 = 10, and 3 + 7 = 10.)

Race and Roll Addition (or Subtraction)

Lesson 30:   Create folder covers for work to be taken home illustrating the year's learning.

Date: 11/26/13

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6.G.22

Materials: 1 Die

- Both players start at 0.
- They each roll a die say a number sentence adding the number rolled to their total. (For example, if a player's first roll is 5, the player says 0 + 5 = 5.)
- They continue rapidly rolling and saying number sentences until someone gets to 20 without going over. (For example, if a player is at 18 and rolls 5, the player would continue rolling until she gets a 2.)
- The first player to 20 wins.

Lesson 30:   Create folder covers for work to be taken home illustrating the year's learning.

Date: 11/26/13

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engage^ny   6.G.23