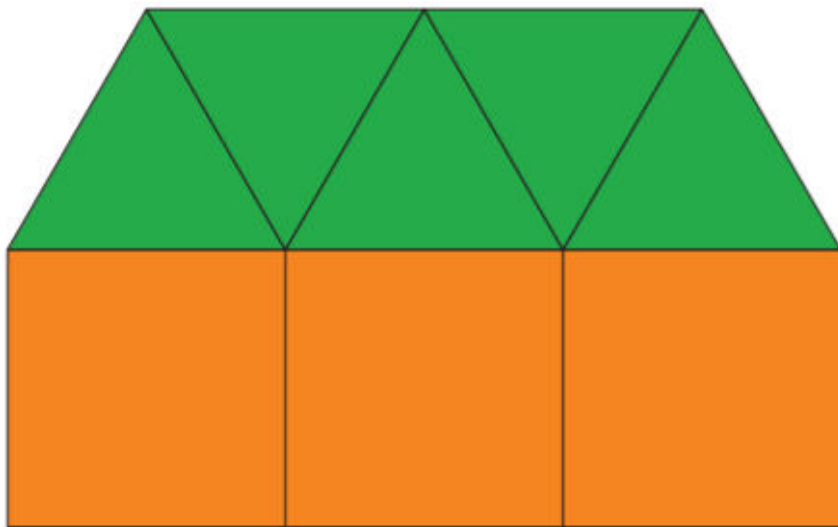


# IM K.4.5 Checklist

Students can move the counters for each problem.



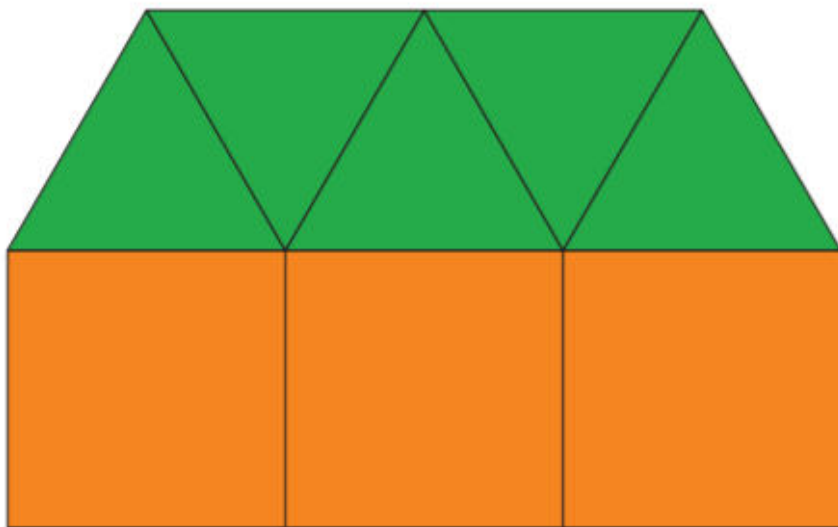
\_\_\_\_\_

There are

-----

squares

\_\_\_\_\_



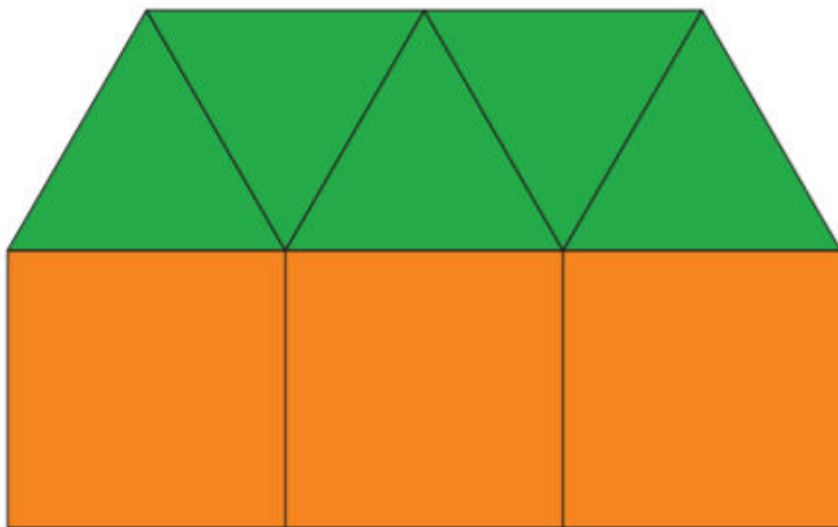
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There are

-----

triangles

---



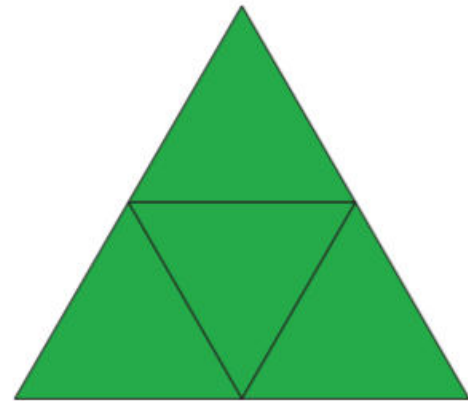
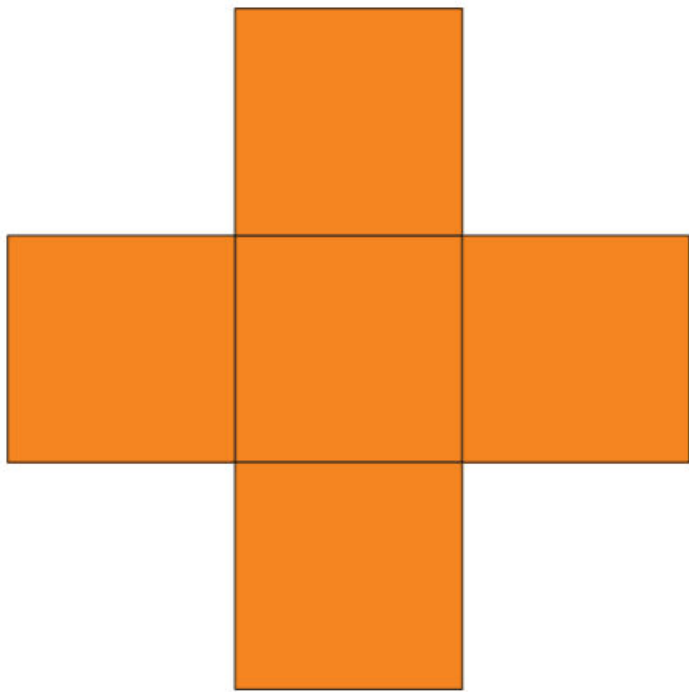
---

There are

.....

shapes

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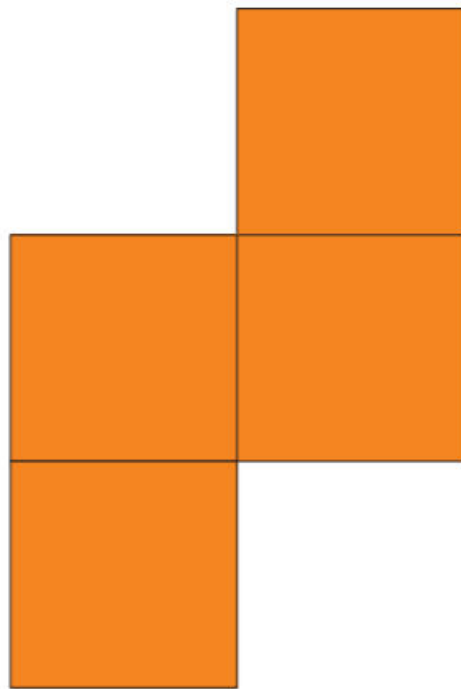
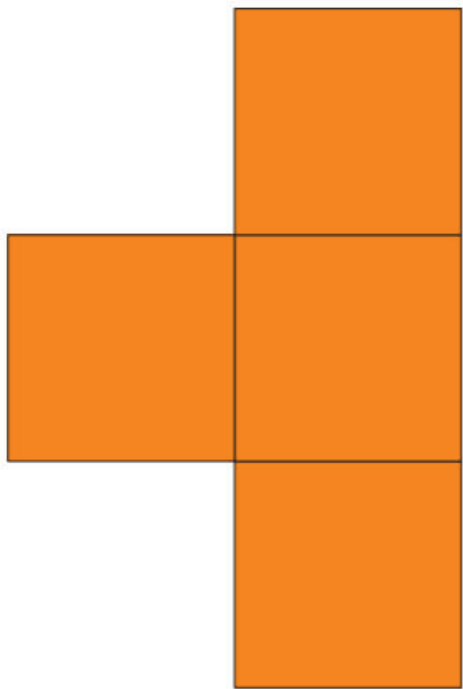
There are

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.....

---

shapes



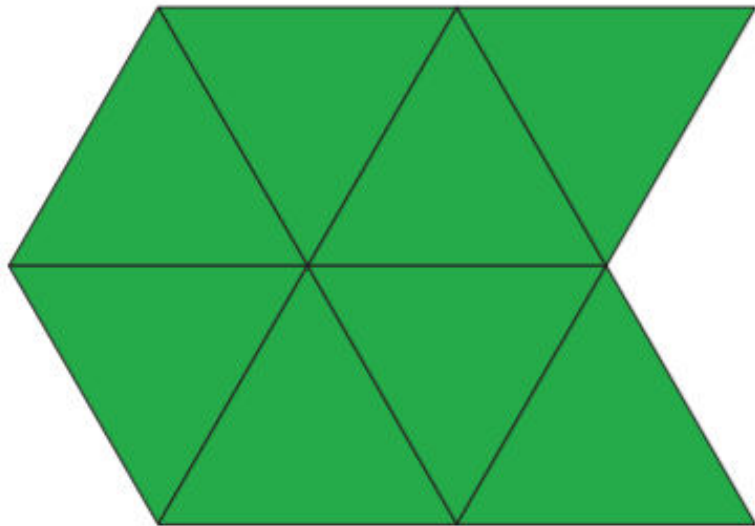
There are

---

---

---

squares



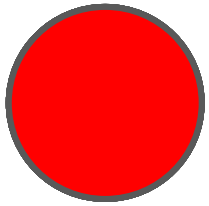
There are

\_\_\_\_\_

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\_\_\_\_\_

triangles



Count out 4 counters.  
Add one more.

---

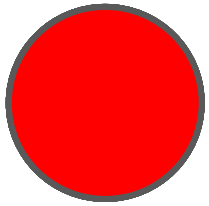
---

There are

---

counters





Count out 6 counters.  
Add one more.

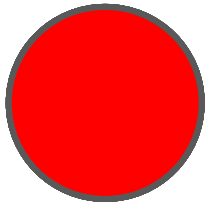


There are



counters





Count out 8 counters.  
Add one more.

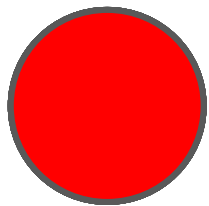


There are



counters





Count out 8 counters.  
Take away 2 counters.

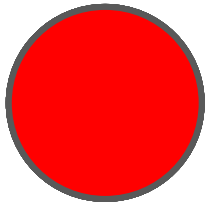
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There are

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counters



Count out 6 counters.  
Take away 2 counters.

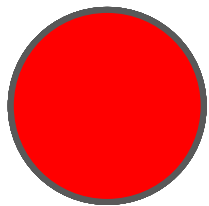
There are

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---

counters



Count out 4 counters.  
Take away 2 counters.

---

There are

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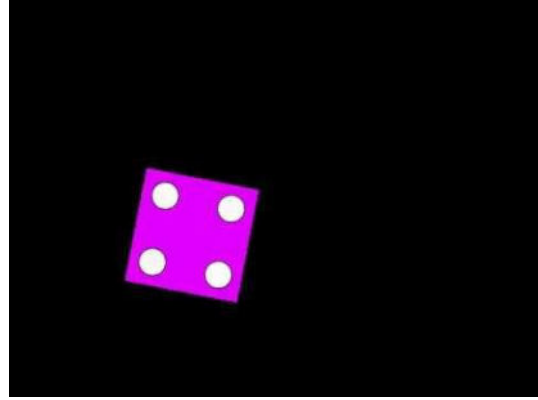
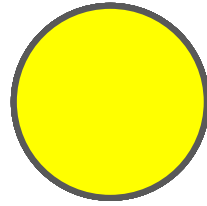
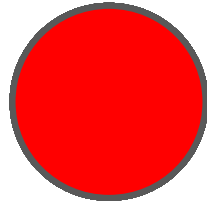
counters

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## Exploration

Roll a cube onto a number mat.  
Count out that number of counters.

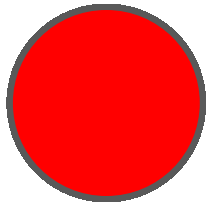
Roll a cube again onto the number mat.  
Count out that number of counters.  
How many counters do you have in all?



Pick a number from the list to put in the blank space.

2 7 6 3

Then try the problem you made.



Count out 8 counters.

Take away \_\_\_\_\_ counters.

How many counters are left?

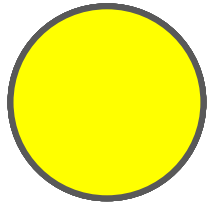
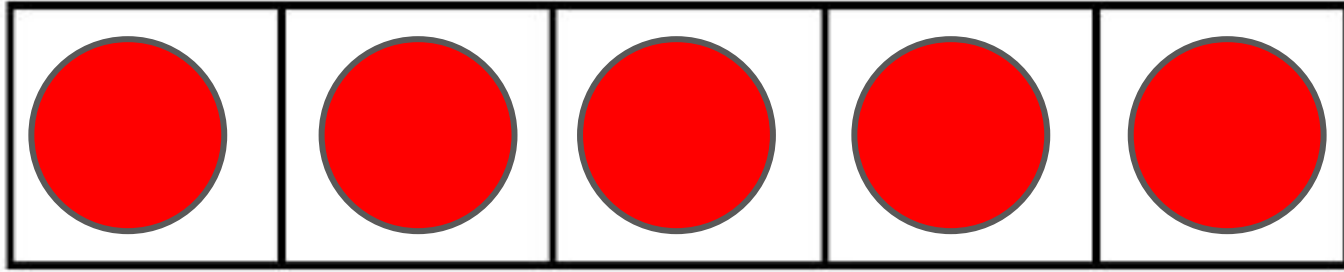
After you try the problem you made, try it again with a different number in the blank space.

Do you think your answer will be the same or different?

## Exploration

Start with a full 5-frame.

Player 1 rolls a cube onto a number mat and takes away or adds that number of cubes while Player 2 is not looking.





Count out 4 counters.  
Take away 2 counters.



There are



counters



