

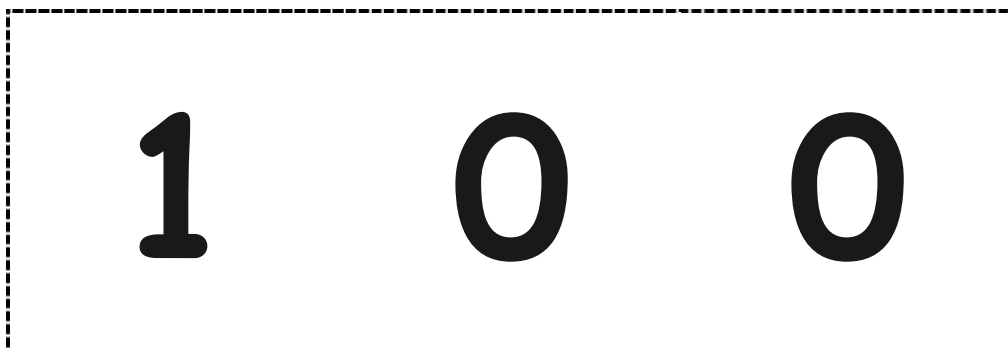
0	1	2	3
4	5	<u>6</u>	7
8	<u>9</u>	10	5
=	+	+	-

numeral cards

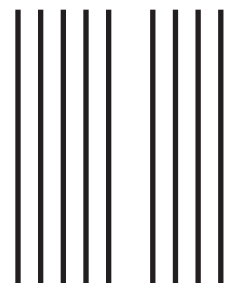
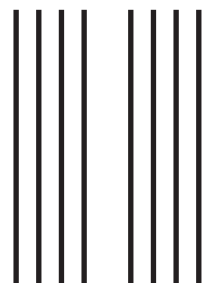
1	0	2	0
3	0	4	0
5	0	6	0
7	0	8	0

Hide Zero cards, numeral side. Copy double-sided, and replace the cards from Module 4.

Hide Zero cards, quick tens side. Copy double-sided, and replace the cards from Module 4.



Hide Zero cards, numeral side. Copy double-sided, and replace the cards from Module 4.

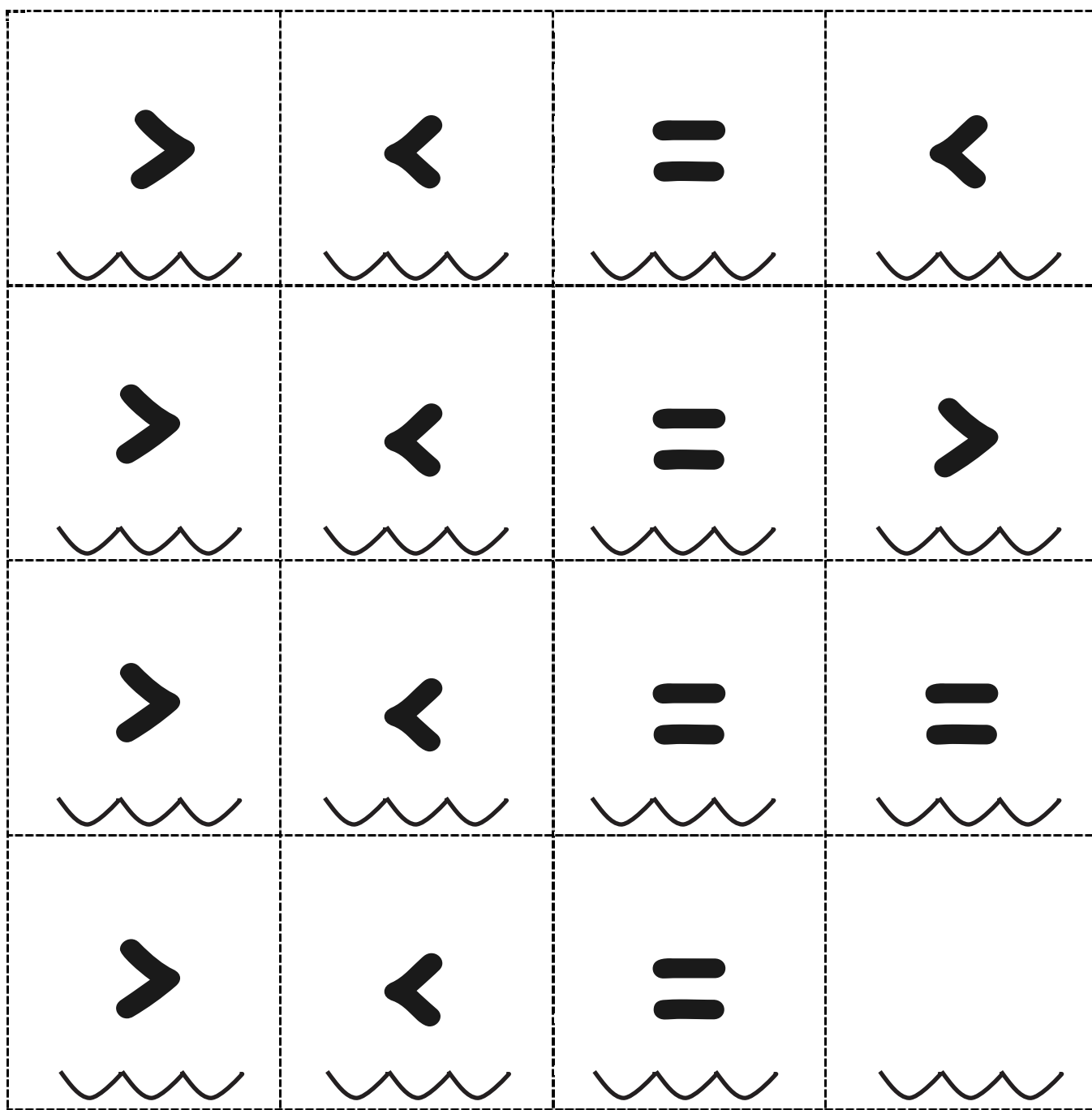


Hide Zero cards, quick tens side. Copy double-sided, and replace the cards from Module 4.

ones	
tens	

ones	
tens	

place value chart



comparison cards, page 1. 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

comparison cards, page 2. Print double-sided on cardstock. Distribute each of the three cards to students.

1	11	21	31	41	51	61	71	81	91	101	111
2	12	22	32	42	52	62	72	82	92	102	112
3	13	23	33	43	53	63	73	83	93	103	113
4	14	24	34	44	54	64	74	84	94	104	114
5	15	25	35	45	55	65	75	85	95	105	115
6	16	26	36	46	56	66	76	86	96	106	116
7	17	27	37	47	57	67	77	87	97	107	117
8	18	28	38	48	58	68	78	88	98	108	118
9	19	29	39	49	59	69	79	89	99	109	119
10	20	30	40	50	60	70	80	90	100	110	120

vertical counting sequence

Names _____

Date _____

**Race to the Top!**

2	3	4	5	6	7	8	9	10	11	12

race to the top



number bond/number sentence set



recording tens and ones

Name _____

Partner _____

Example

Step 1: Rewrite $4 - 1 = \underline{\quad}$ as $1 + \underline{\quad} = 4$.

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 $4 - 1 = \underline{\quad}$ as $1 + \underline{\quad} = 4$.

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. $6 - 4$ _____

pattern sheet list A or B

Student A

$$58 + 37 = 95$$

2 35

$$58 + 2 = 60$$

$$60 + 35 = 95$$

30 5

Student B

$$58 + 37 = 95$$

30 7

$$80 + 7 = 95$$

2 5

Student C

$$58 + 37 = 85$$

|||||

58

+

|||||

37

85

Student D

$$58 + 37 = 95$$

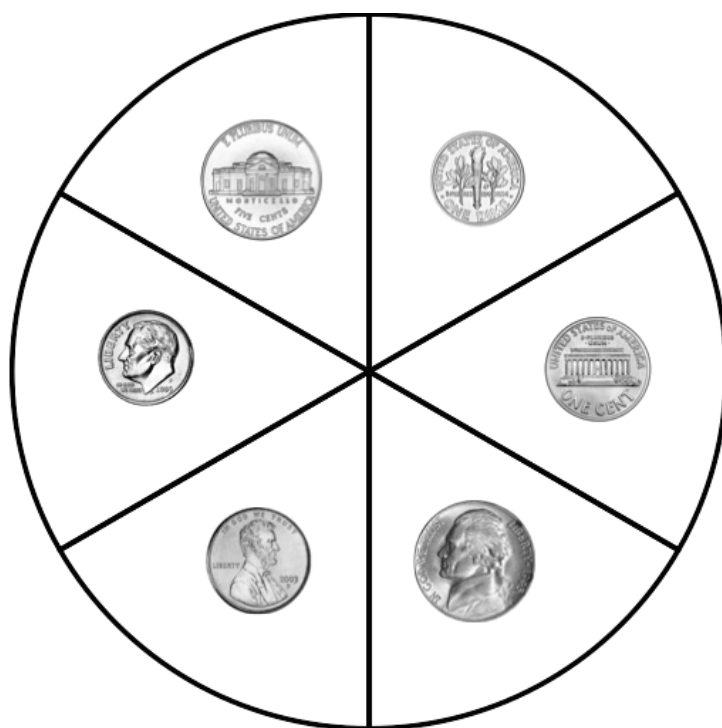
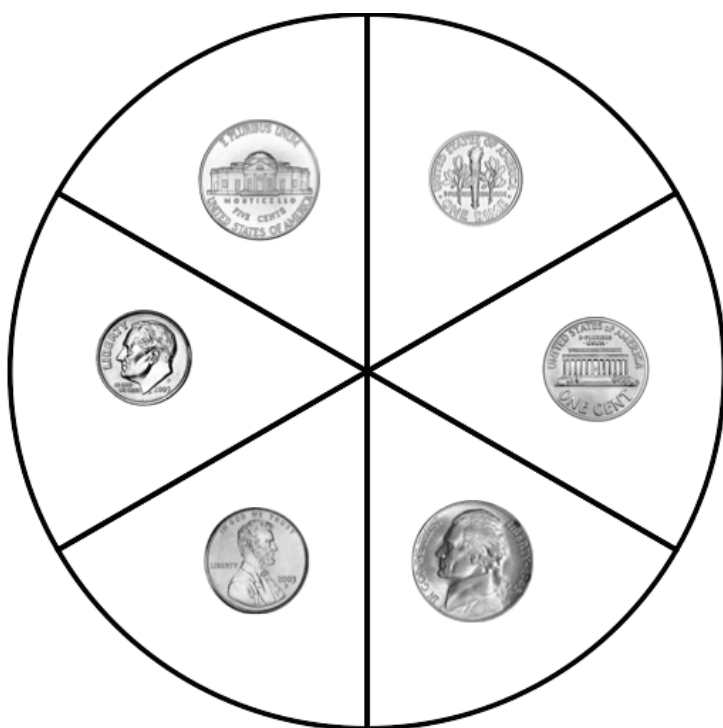
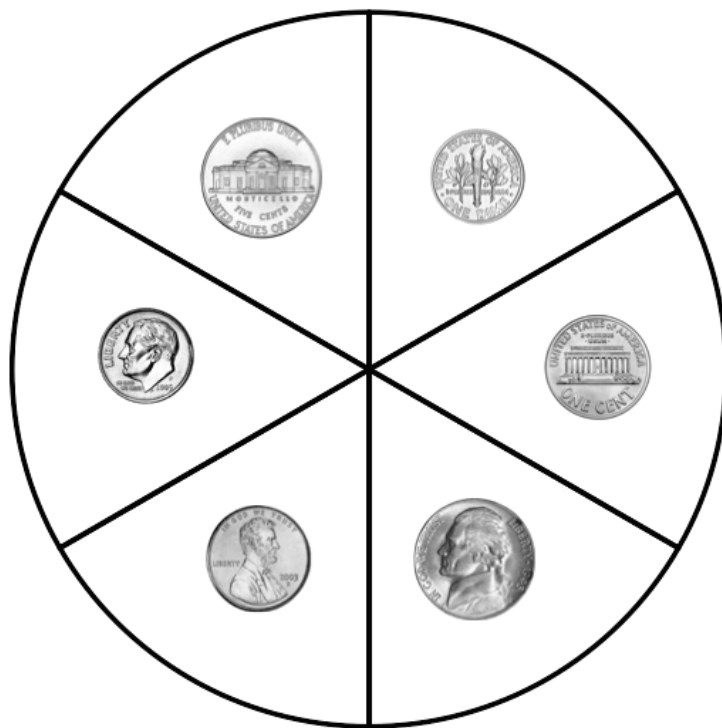
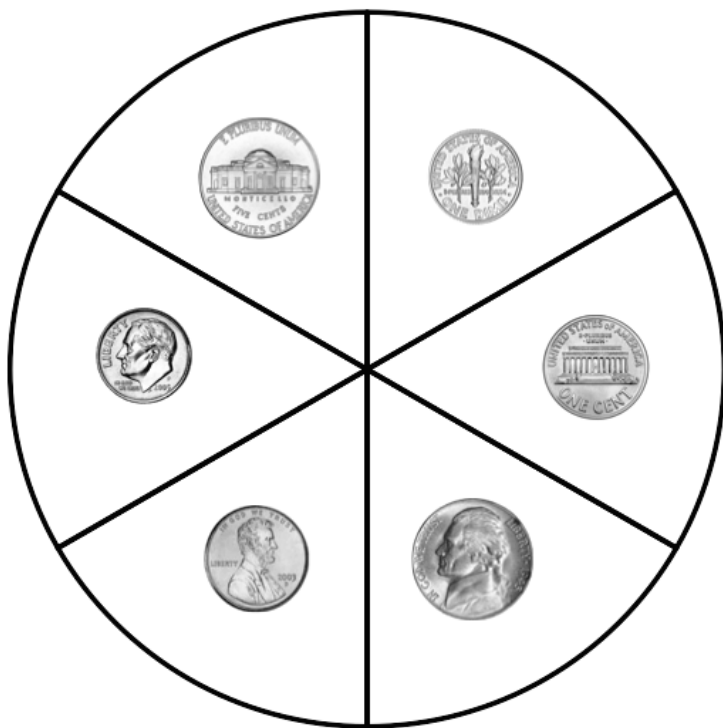
50 8 30 7

$$50 + 30 = 80$$

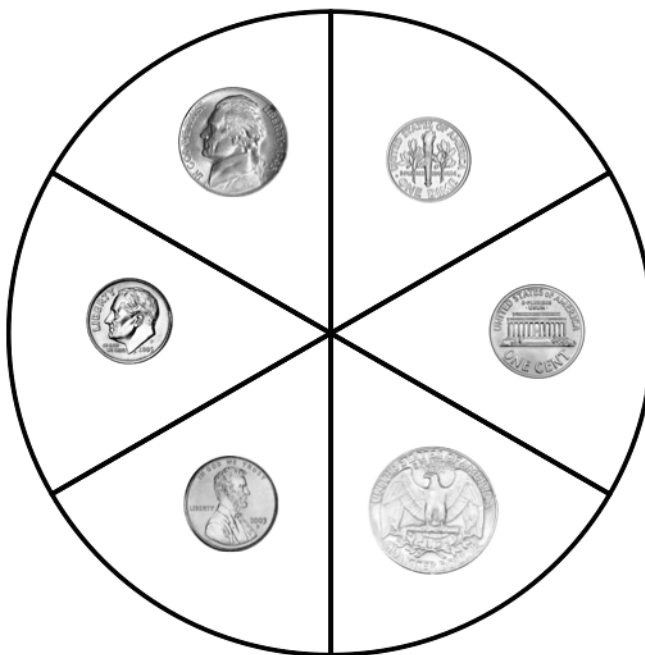
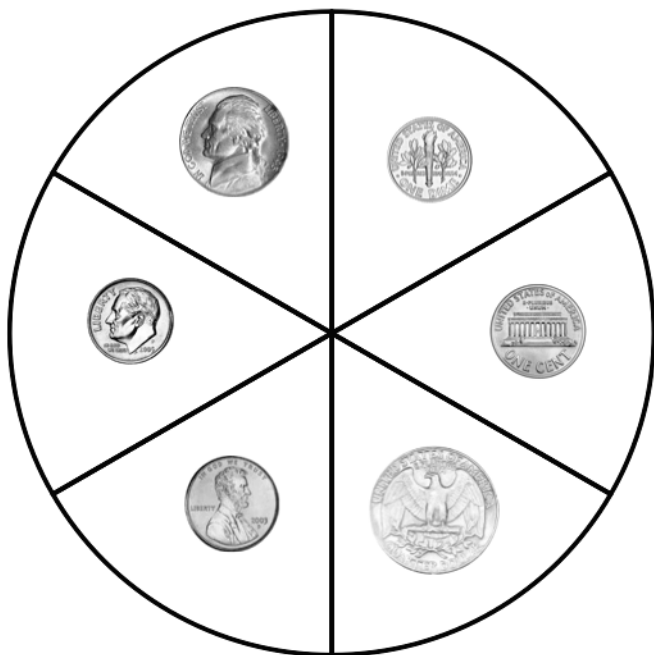
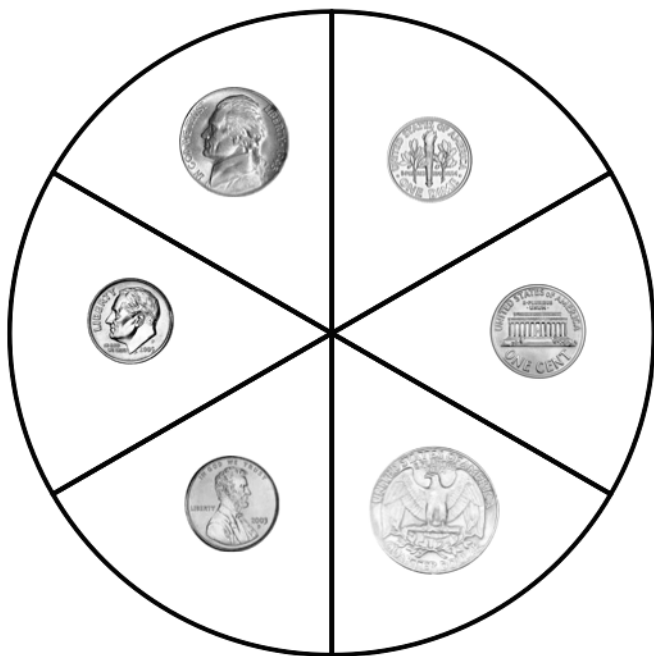
$$8 + 7 = 15$$

$$80 + 15 = 95$$

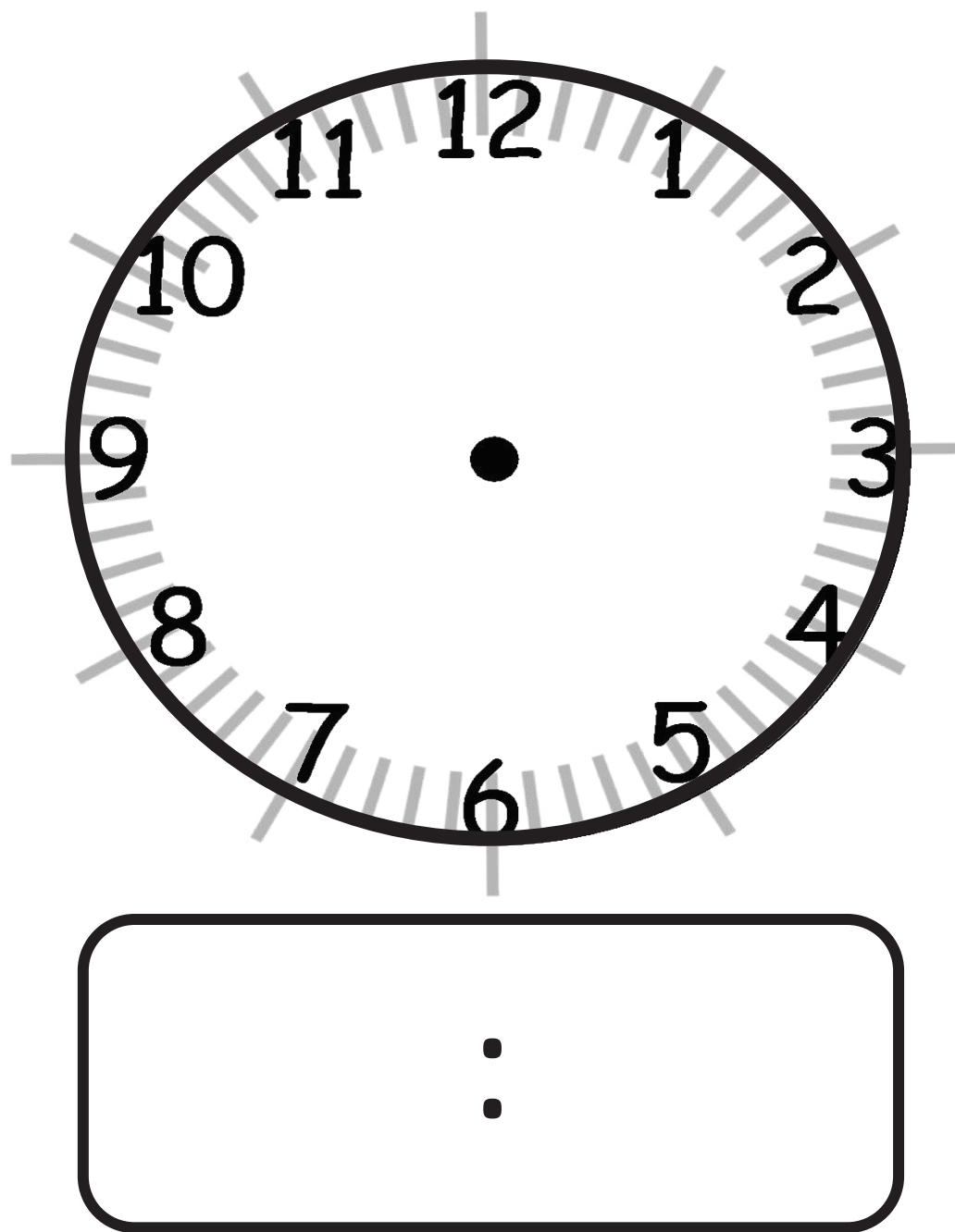
student work samples



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

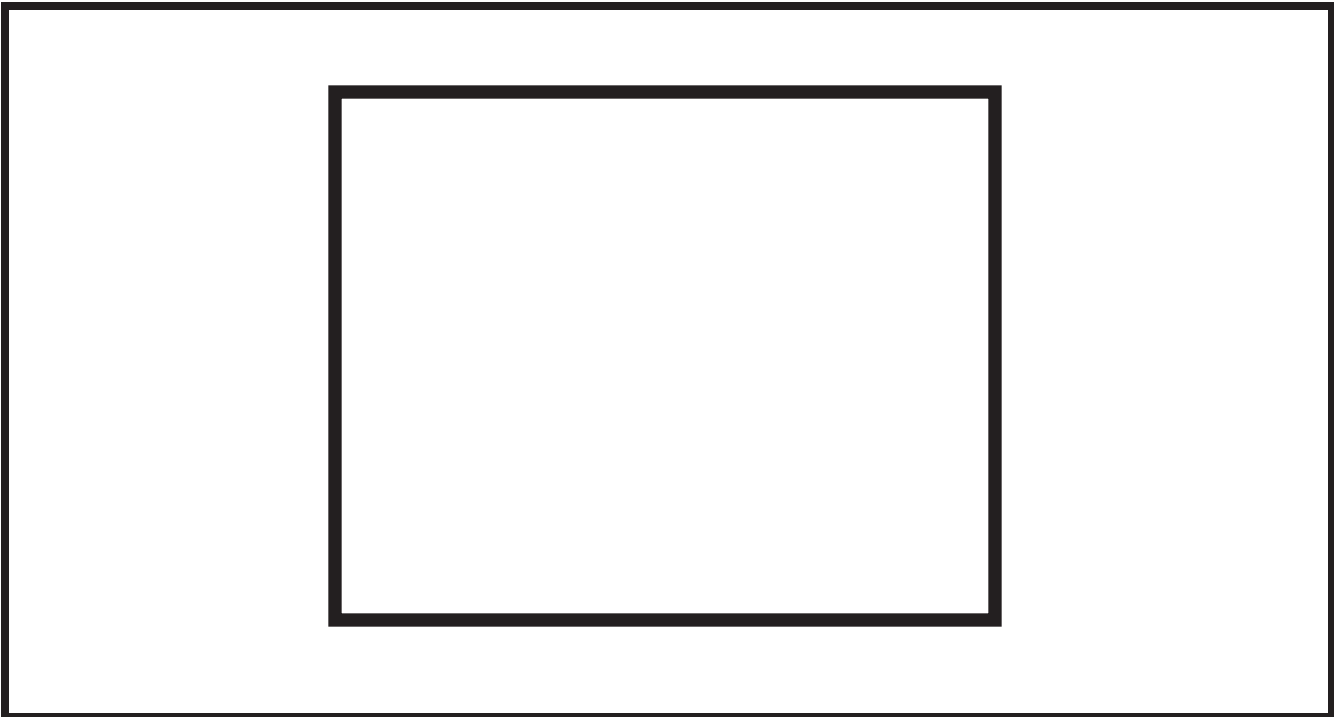
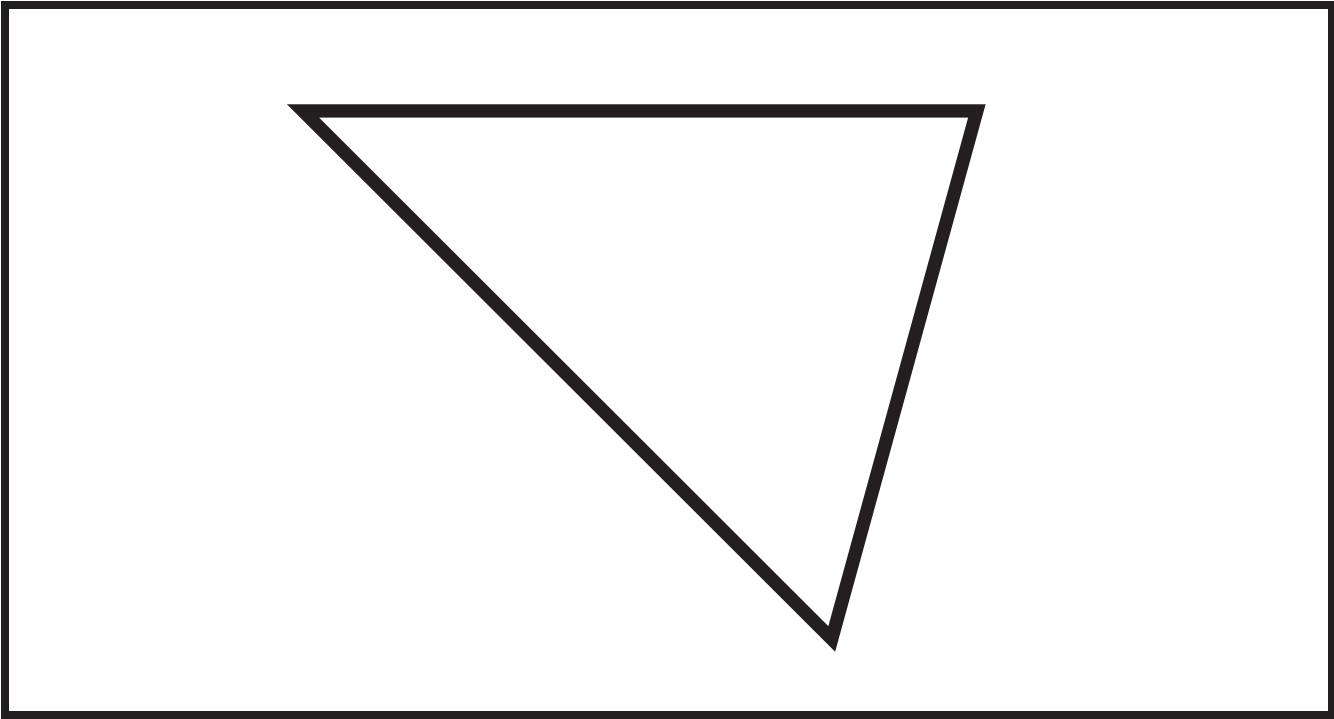


coin spinner with quarter

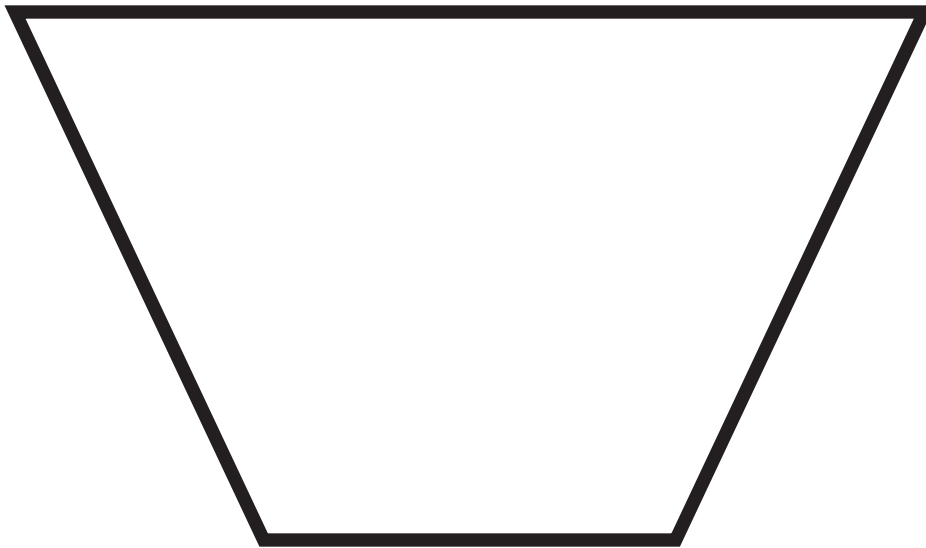
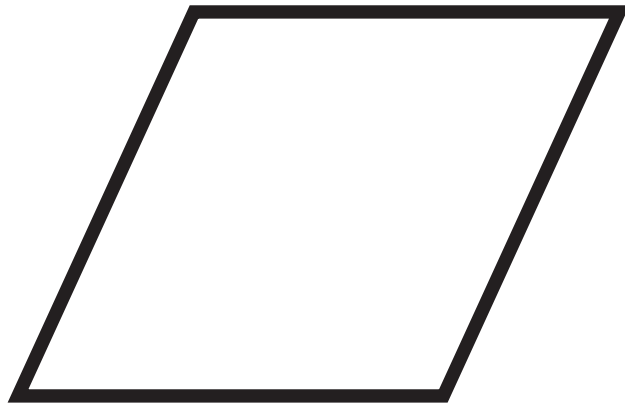


It is ____ o'clock. It is half past ____.

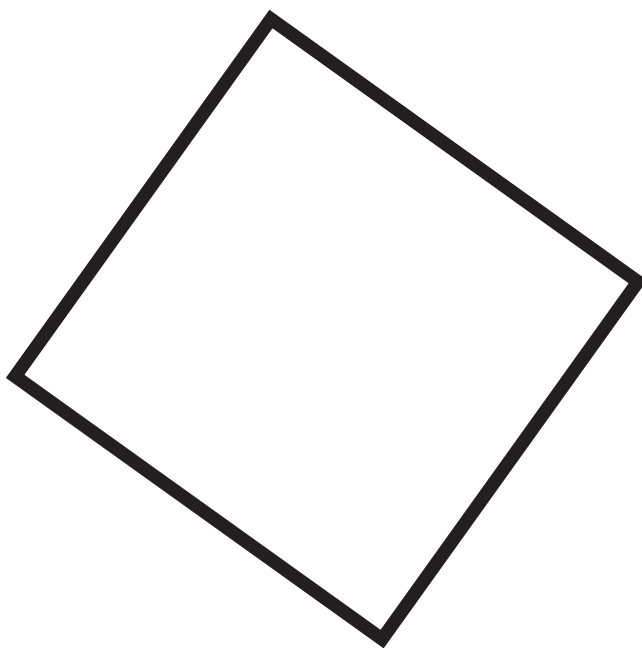
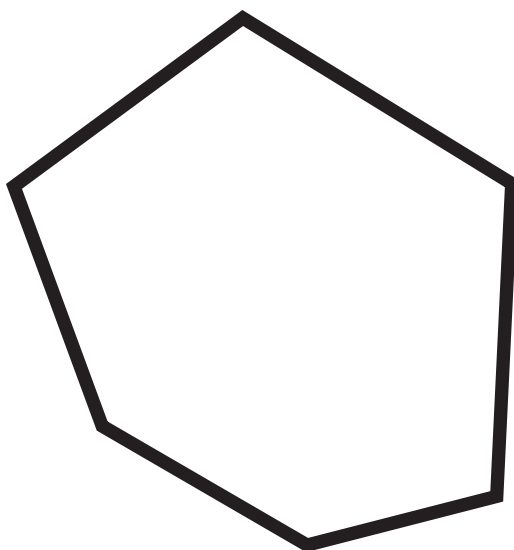
time recording sheet



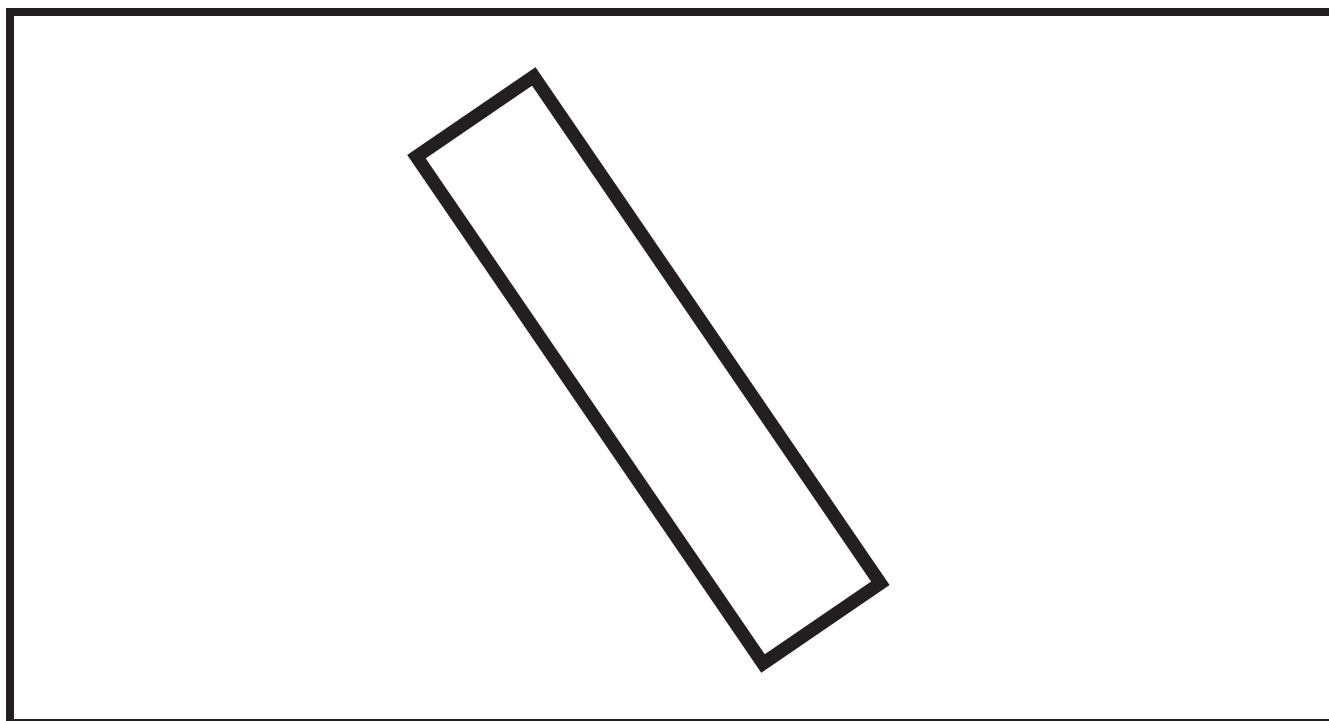
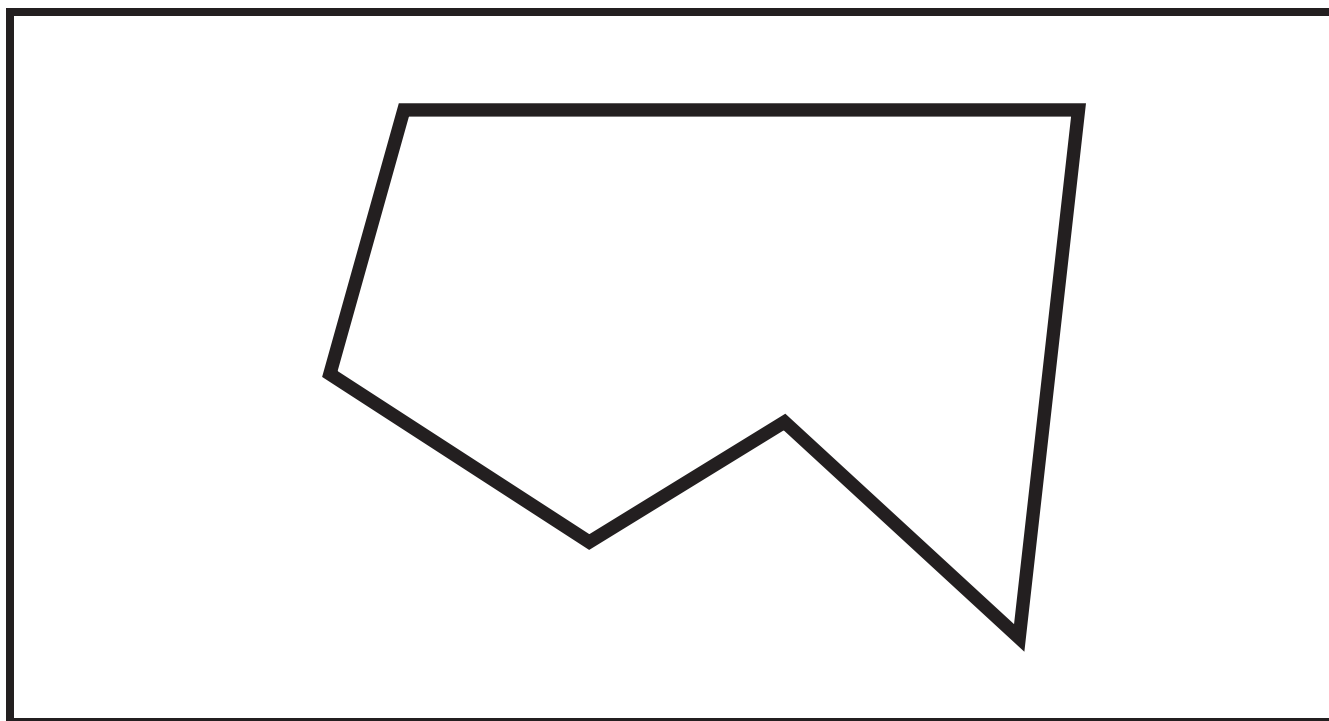
two-dimensional shape flashcards



two-dimensional shape flashcards



two-dimensional shape flashcards



two-dimensional shape flashcards

2-D SHAPES

circle

triangle

rectangle

rhombus

square

trapezoid

hexagon

3-D SHAPES

sphere

cone

cylinder

rectangular prism

cube

_____ corners

_____ square corners

_____ sides

Are all sides the same length?

yes

no

_____ corners

_____ faces

_____ straight edges

Are all faces the same shape?

yes

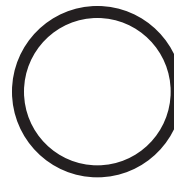
no

shapes recording sheet

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

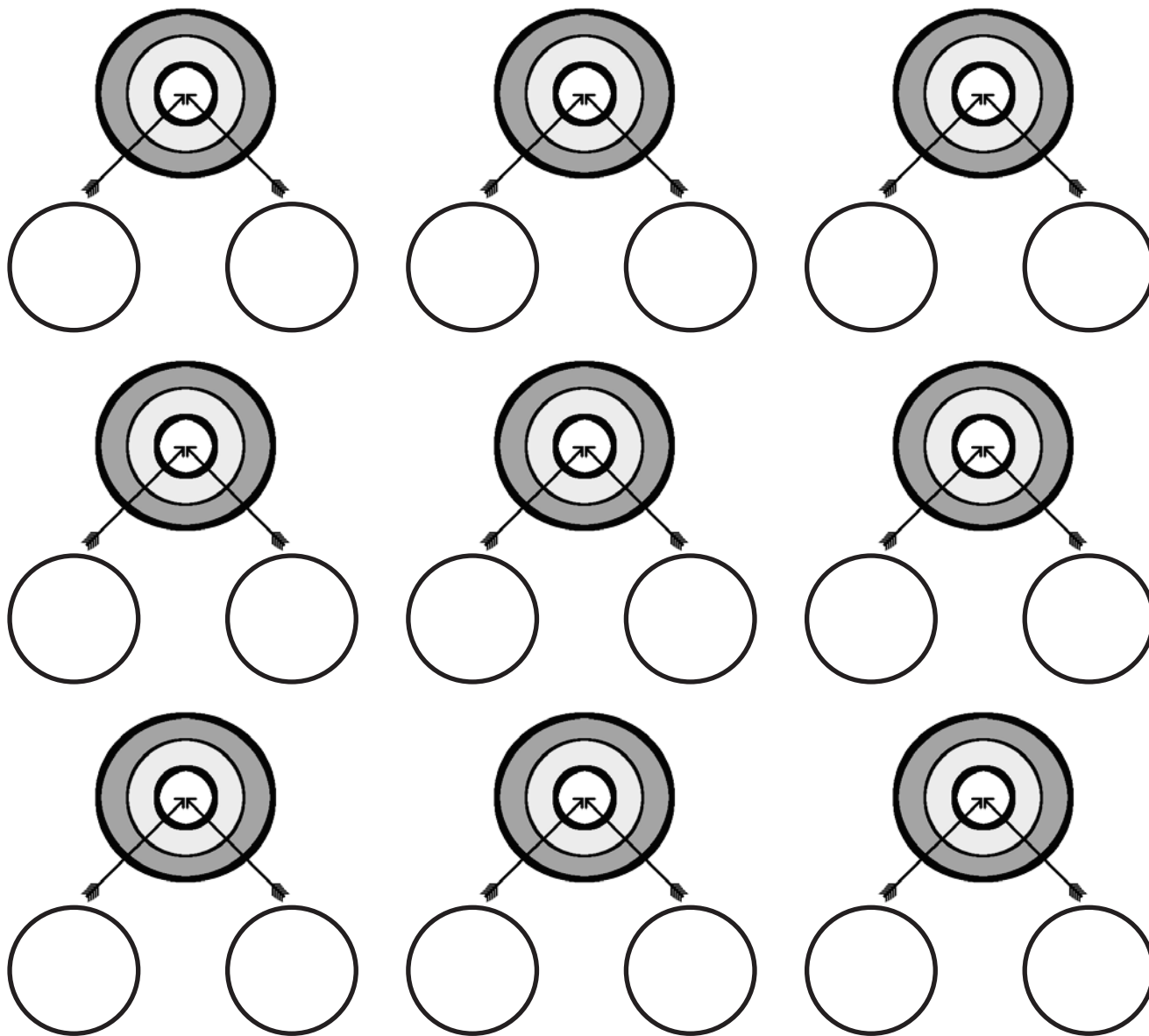
numeral cards

Target Number:



Target Practice

Choose a *target number* between 6 and 10 and write it in the middle of the circle on the top of the page. Roll a die. Write the number rolled in the circle at the end of one of the arrows. Then, make a bull's-eye by writing the number needed to make your target in the other circle.



target practice

Name _____

Date _____



Race to the Top!



2	3	4	5	6	7	8	9	10	11	12

race to the top