

Louisiana Believes.



# Kindergarten Mathematics

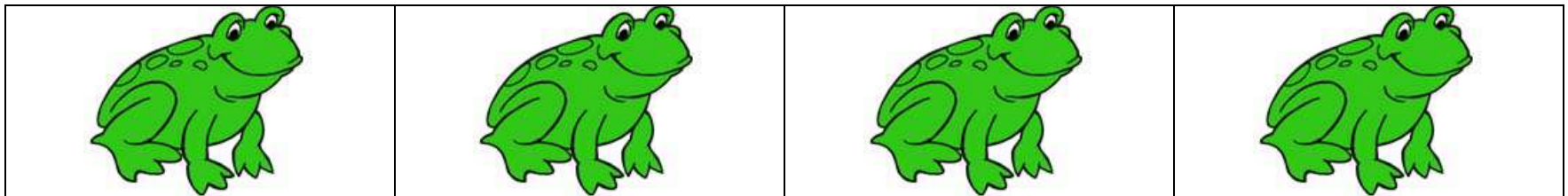
**Comprehensive Curriculum**  
REVISED 2012

**BLACKLINE MASTERS**

LOUISIANA DEPARTMENT OF EDUCATION

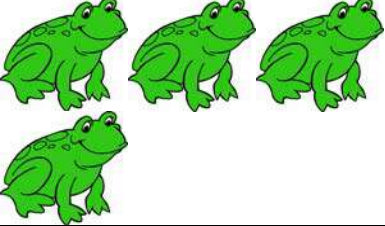
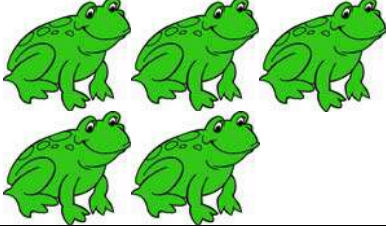


*Unit 1, Activity 1, Speckled Log*

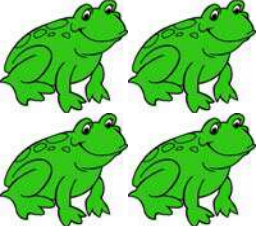
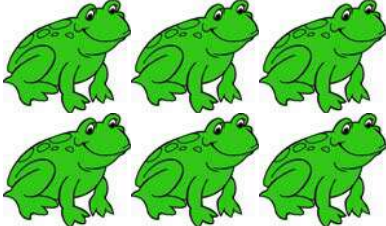
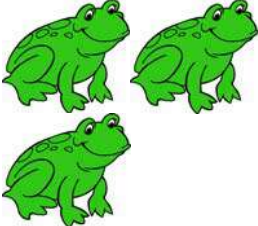
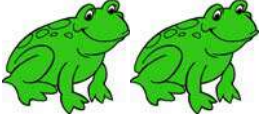
Name \_\_\_\_\_



*Unit 1, Activity 1, Frog Count*

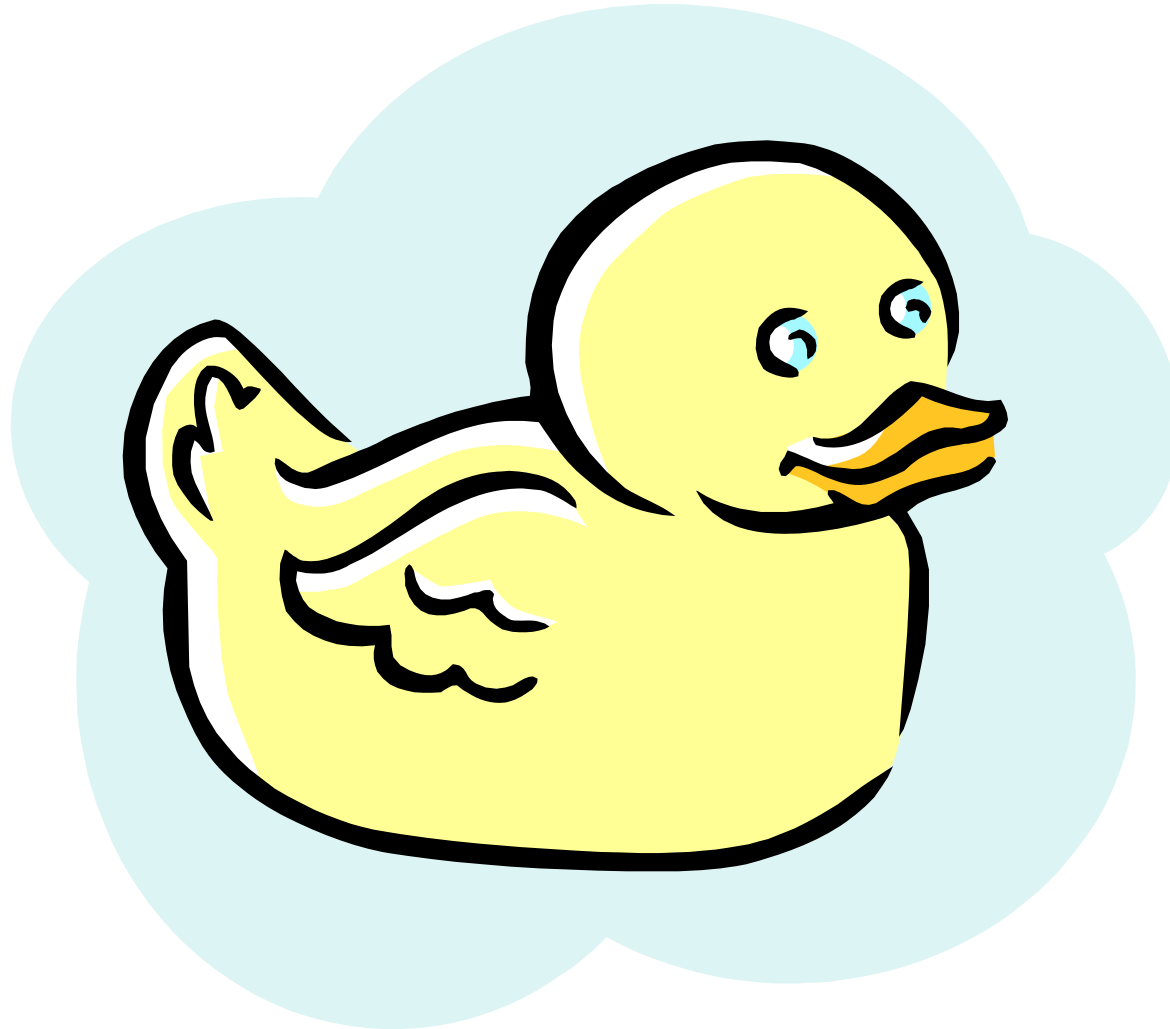
Name \_\_\_\_\_

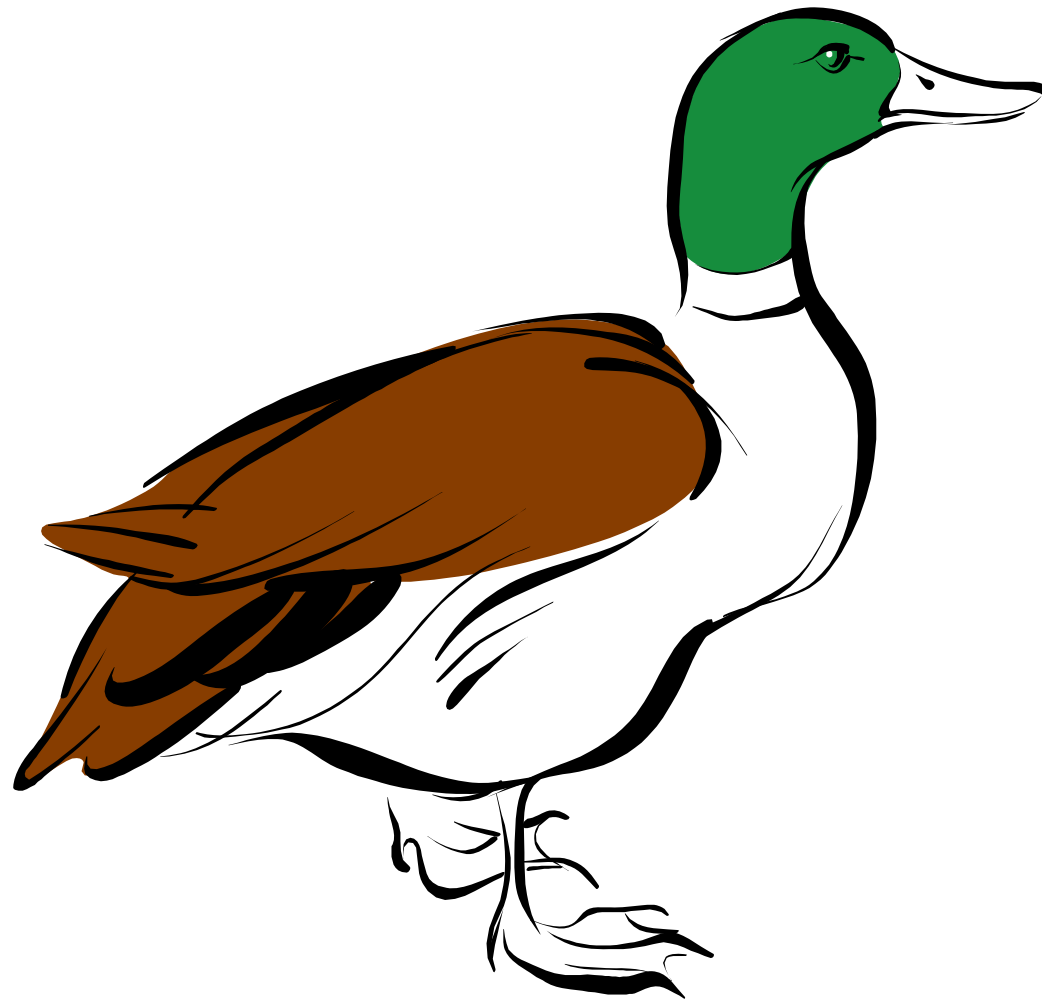
***Unit 1, Activity 2, Baby Duck Headband***

Run off enough for the five baby ducks and staple onto a sentence strip to make a headband.

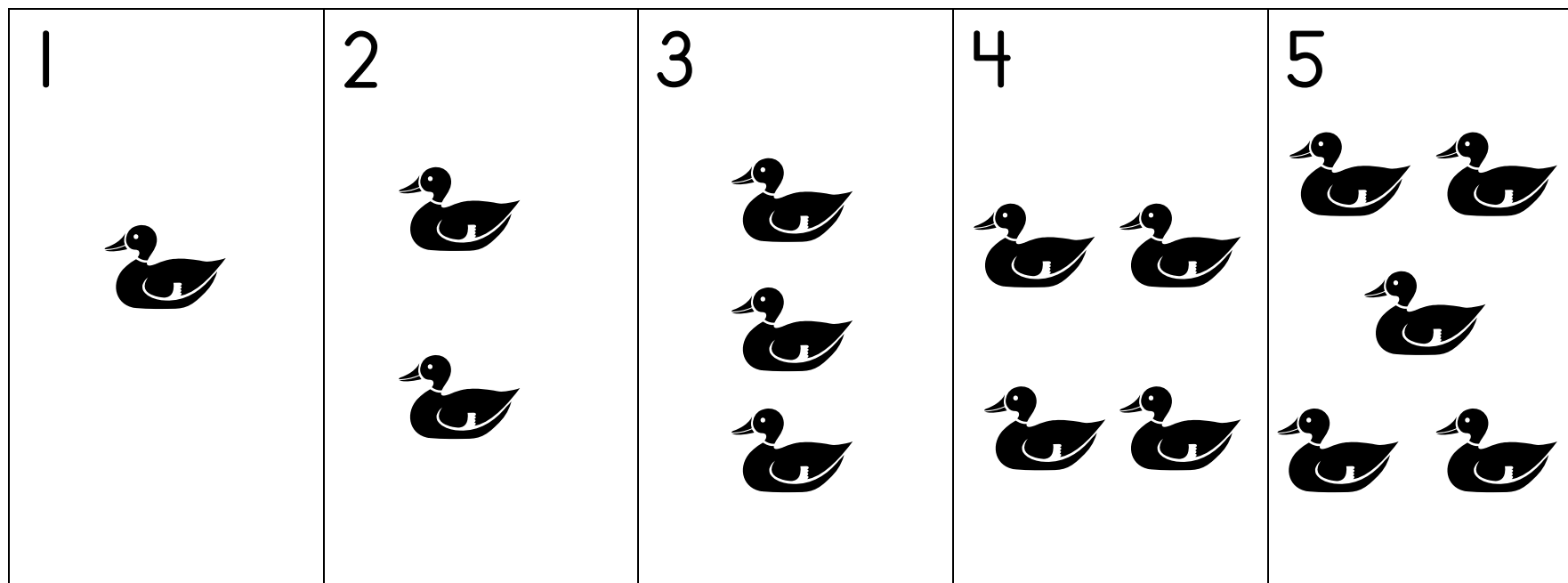


*Unit 1, Activity 2, Baby Duck Headband*

Run off mother duck and staple onto a sentence strip to make a headband.



*Unit 1, Activity 2, Number Cards*



*Unit 1, Activity 2, Number Path*

1	2	3	4	5	Glue here.
---	---	---	---	---	---------------

6	7	8	9	10
---	---	---	---	----

*Unit 1, Activities 3, 9, and 14, Ten Frame*





**Partner A**

**Partner B**

Dots	Number	Dots	Number

## *Unit 1, Activity 5, Number Stickers*

Name \_\_\_\_\_

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

*Unit 1, Activity 6, Number Detectives*

Name \_\_\_\_\_

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

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

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

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








*Unit 1, Activity 7, Counting Objects from Home*









Name \_\_\_\_\_











					Glue here.


# Unit 1, Activity 7, Count and Write Numbers





Name \_\_\_\_\_

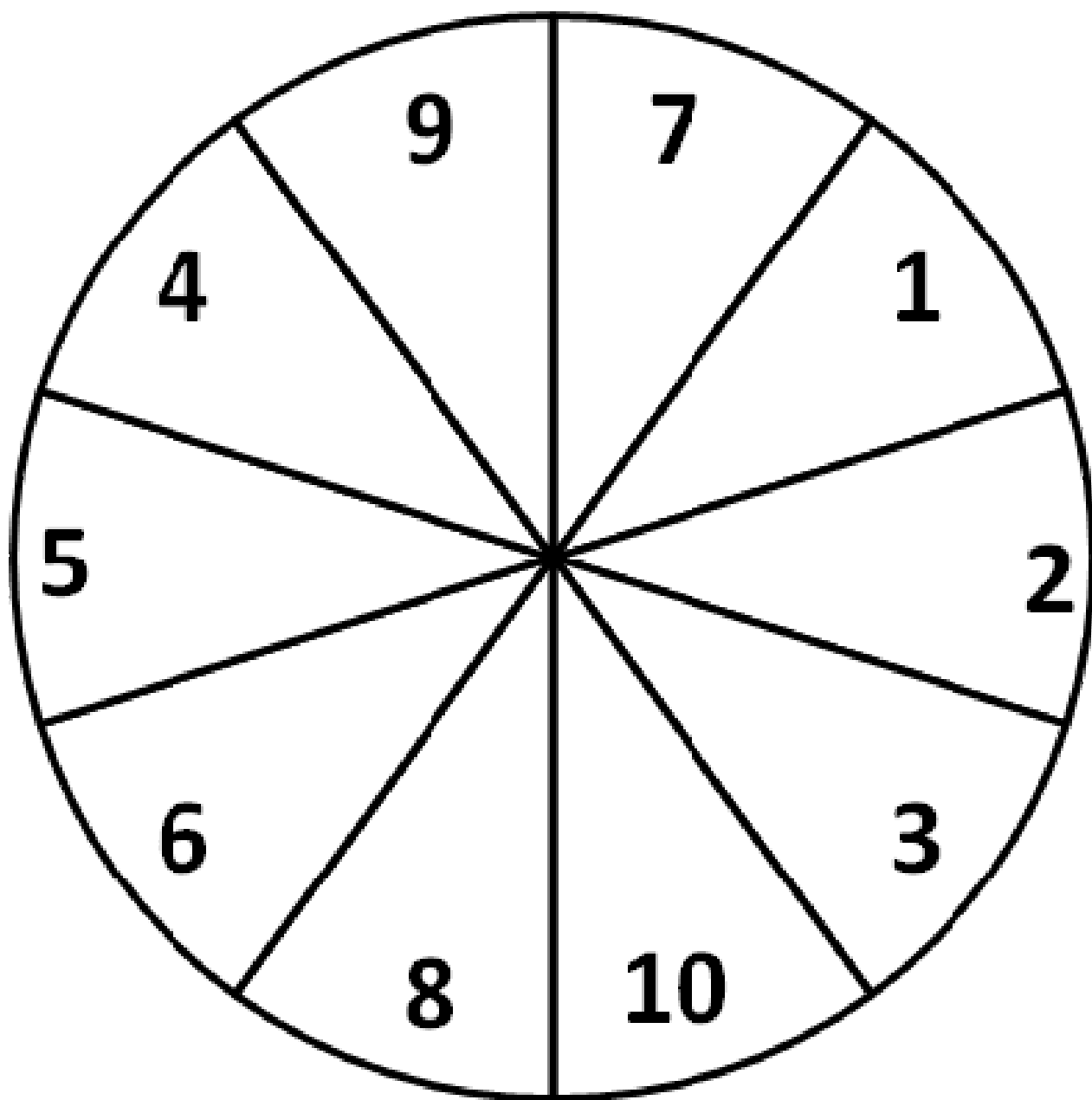
									

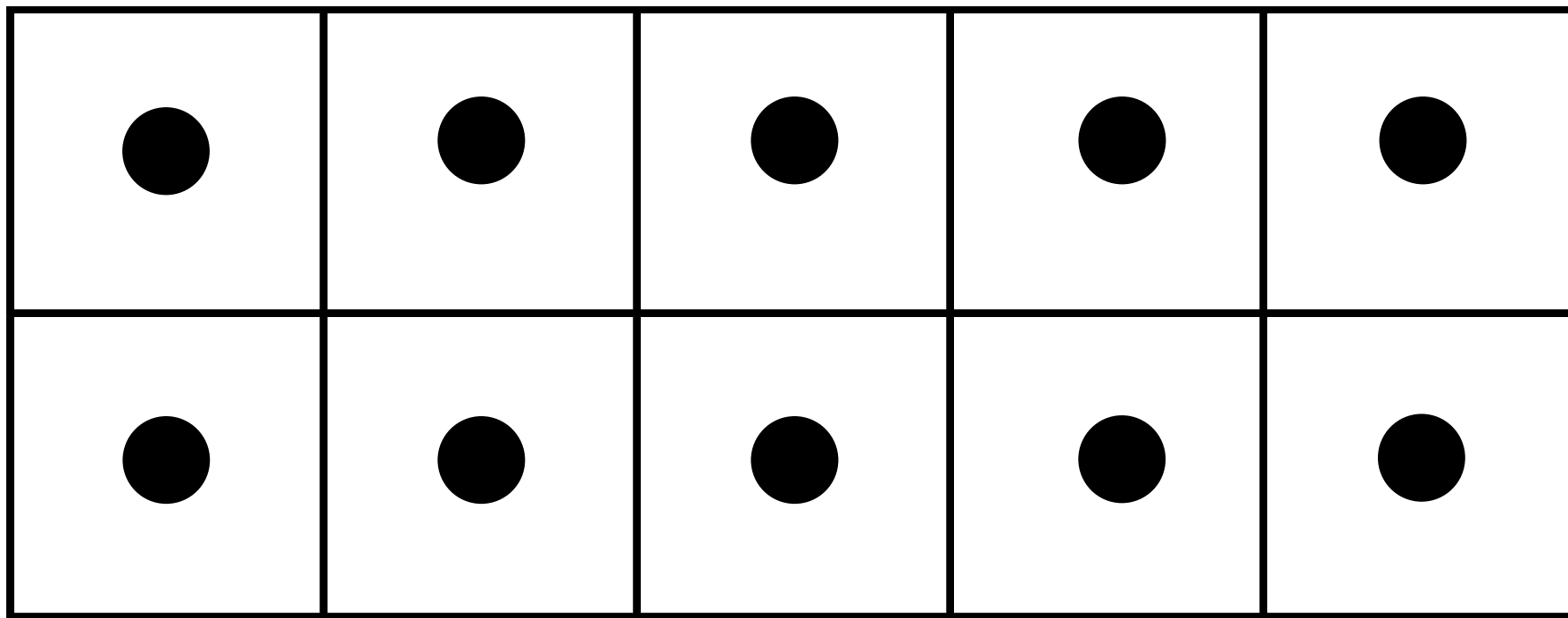
*Unit 1, Activity 10, Mystery Bags*

How many? 	
How many? 	
How many? 	
How many? 	

*Unit 1, Activity 11, Number Mat Spinner*

Place a paper clip or bobby pin on the spinner. Hold the clip in place with a pencil to make the spinner.







### *Unit 1, Activity 12, Build and Compare*

Names: \_\_\_\_\_


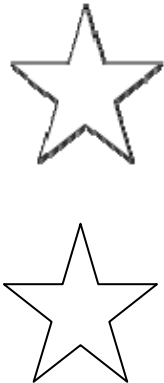


[illegible]

## *Unit 1, Activity 20, Vocabulary Cards*

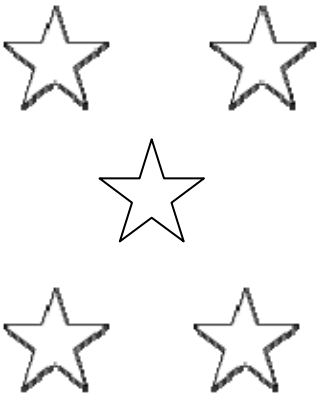

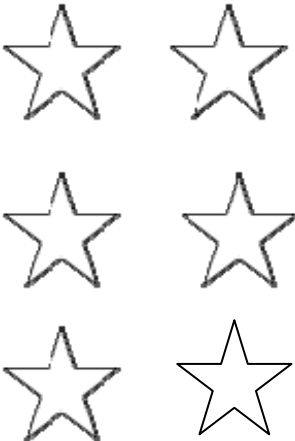






Run on card stock. Model for students how each part will be filled in.

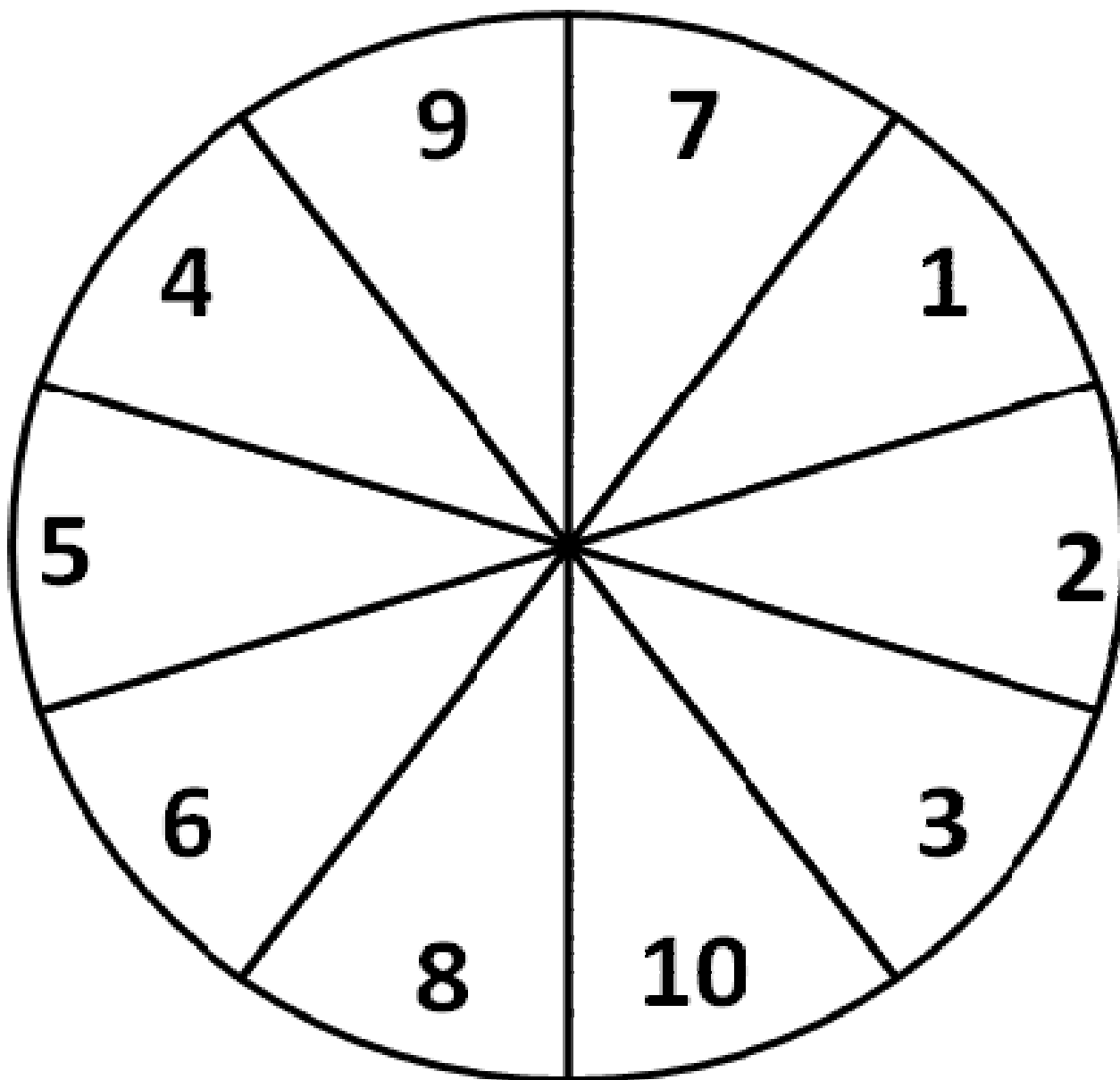
<p>Box 1 – Draw your number tower.</p>	<p>Box 2 – Draw a picture to show your number.</p>																				
<p>Box 3 – Circle your number.</p> <table data-bbox="331 1117 768 1252"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr></table>	1	2	3	4	5	6	7	8	9	10	<p>Box 4 – Draw dots on the ten frame to show your number.</p> <table data-bbox="1255 1114 1642 1284"><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>										
1	2	3	4	5																	
6	7	8	9	10																	

*Unit 2, Activity 4, Cube Arrangement Cards*

1		2
	3	
4		5

*Unit 2, Activity 4, Cube Arrangement Cards*

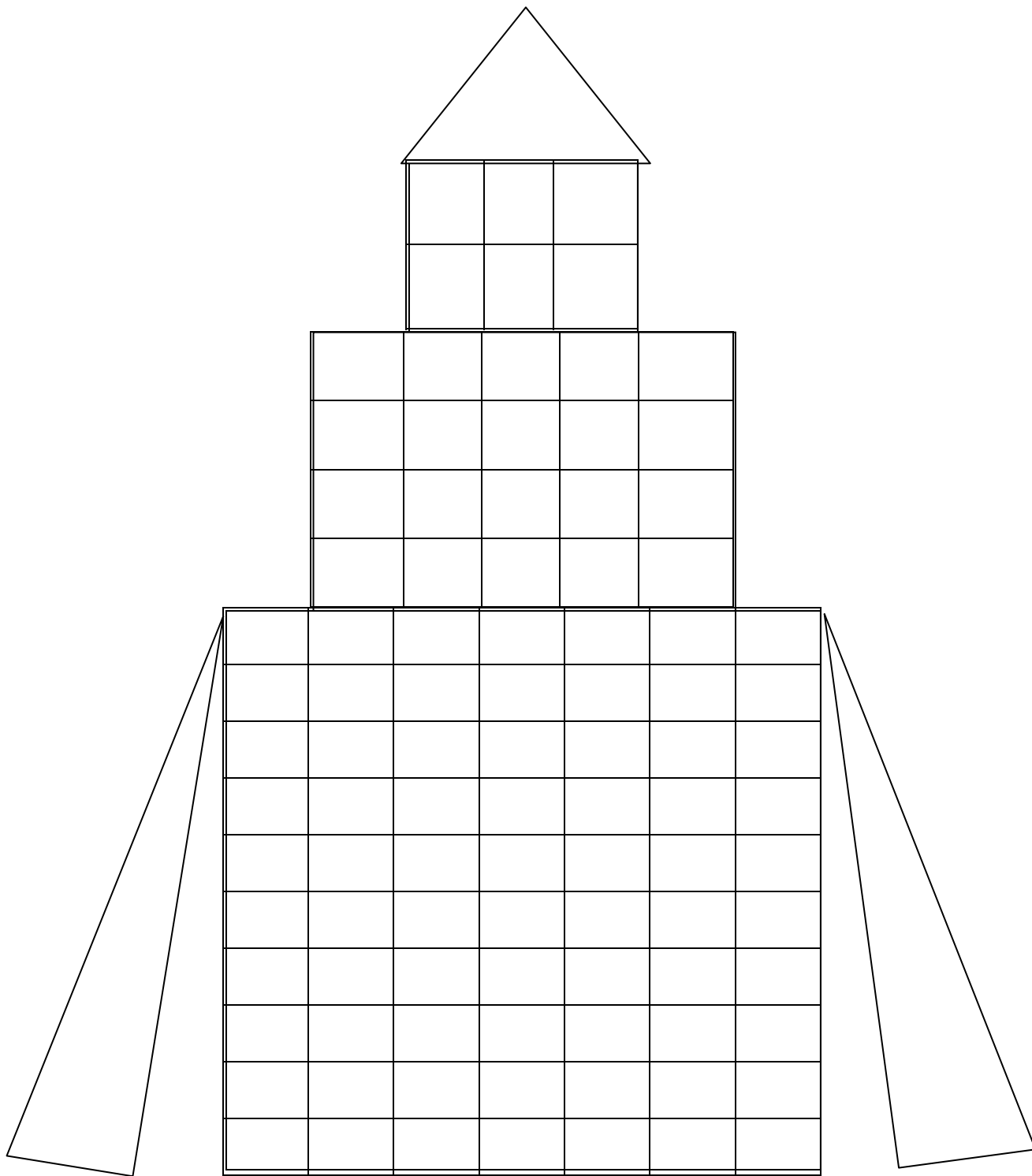
		
		
		









## *Unit 2, Activity 6, Blast Off/Fill In*

Partner A: \_\_\_\_\_ Partner B: \_\_\_\_\_







Partner A chooses a color, He/she spins a number and colors in that many rectangles. Partner B chooses another color, spins a number cube and colors in that number of rectangles. The play continues until all rectangles are colored in. The winner is the person who colors in the last rectangle.



*Unit 2, Activity 8, Reach for the Stars*

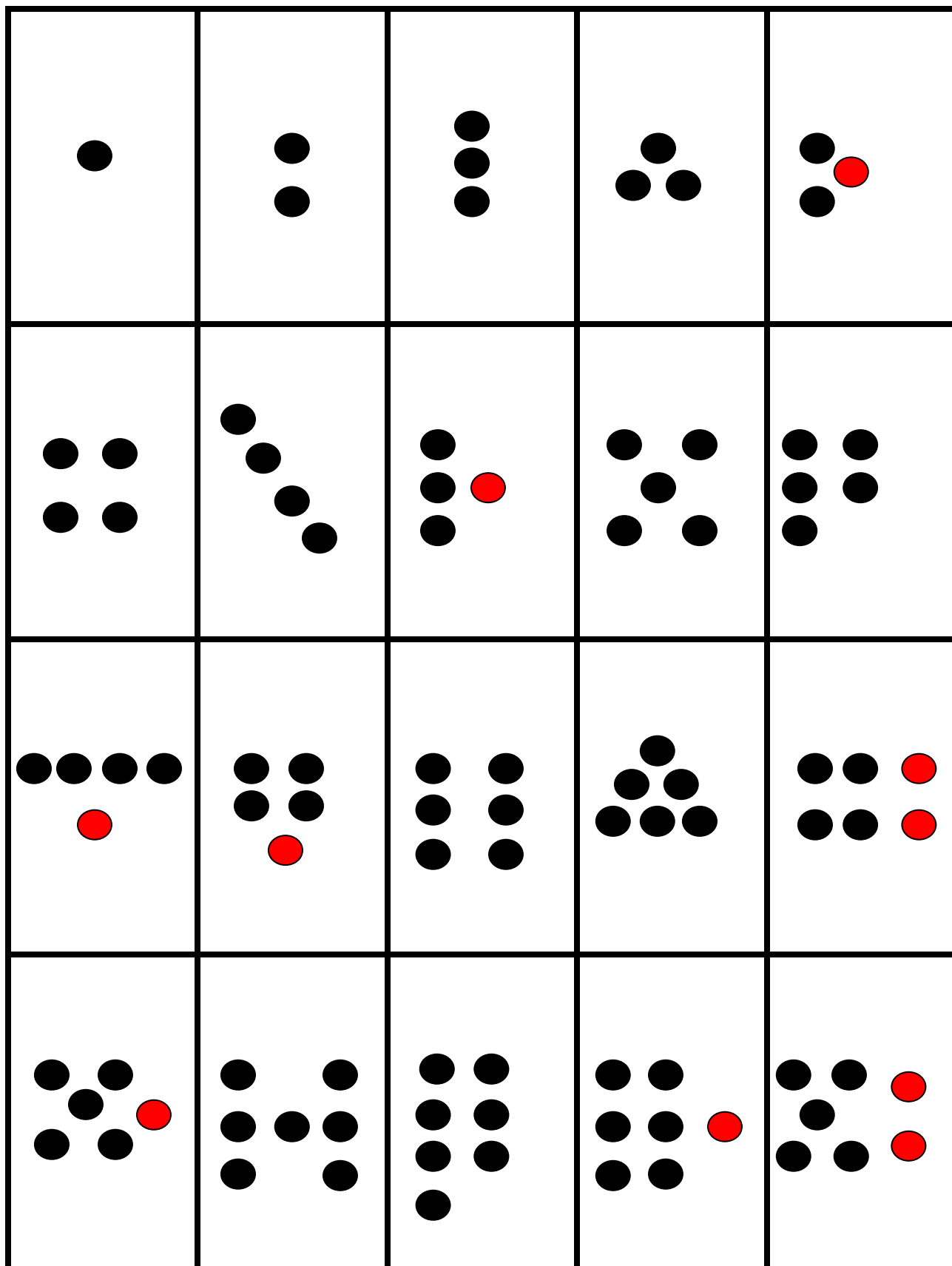
					
1	2	3	4	5	6

***Unit 2, Activity 8, Blank Reach for the Stars***

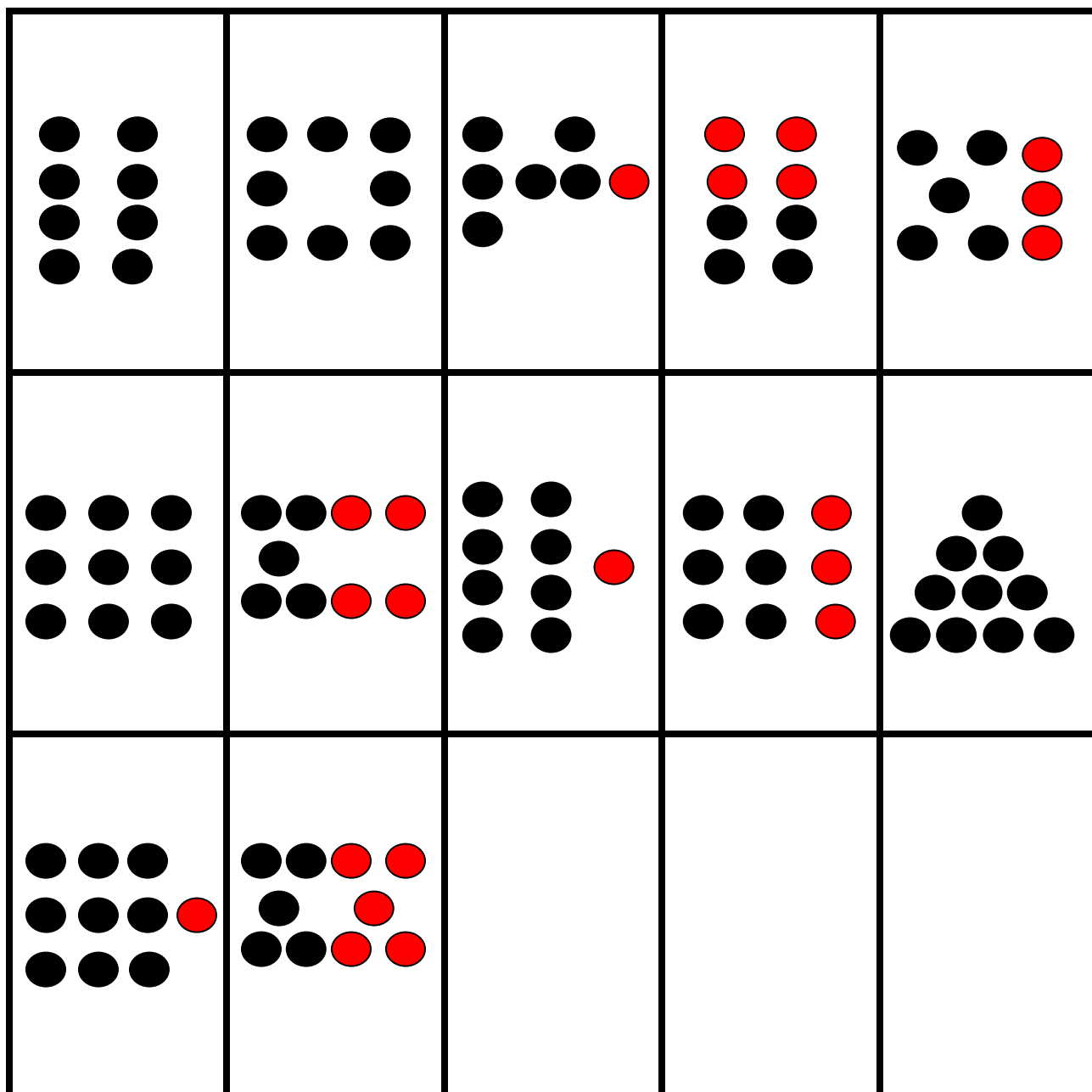
					



*Unit 2, Activity 9, Number Dots Race Cards*



*Unit 2, Activity 9, Number Dots Race Cards*



*Unit 2, Activity 9, Number Cards*

1	2	3
4	5	6
7	8	9
10		

## Unit 2, Activity 11, Domino Count and Compare

Partner A \_\_\_\_\_


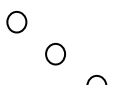
Partner B \_\_\_\_\_

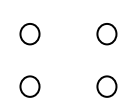
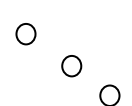
Draw domino

Write total

Draw domino

Write total

		5

		7

## Unit 2, Activity 12, What's Up?

Partner A \_\_\_\_\_

Total chips \_\_\_\_\_

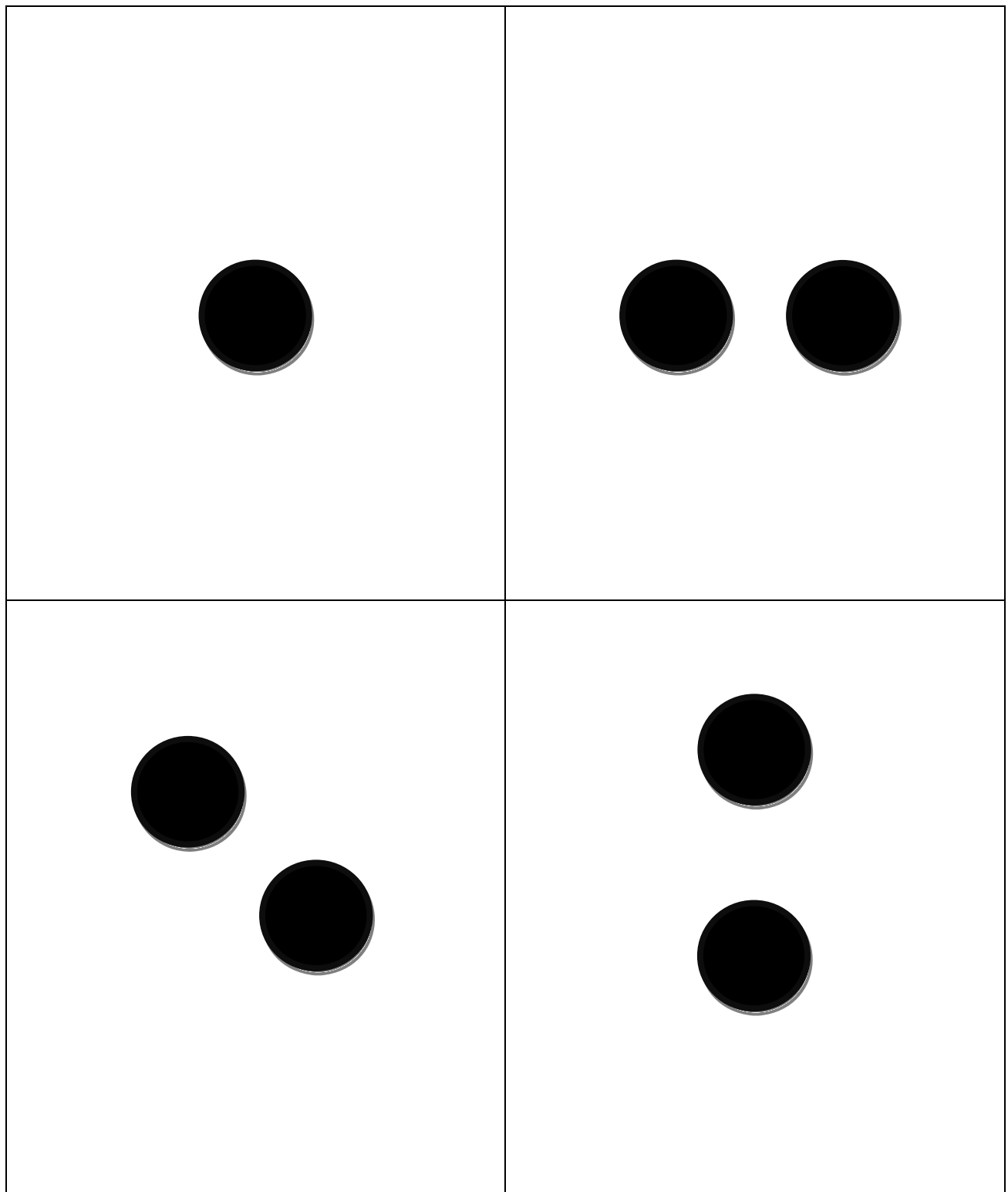
Red	Yellow

Partner B \_\_\_\_\_

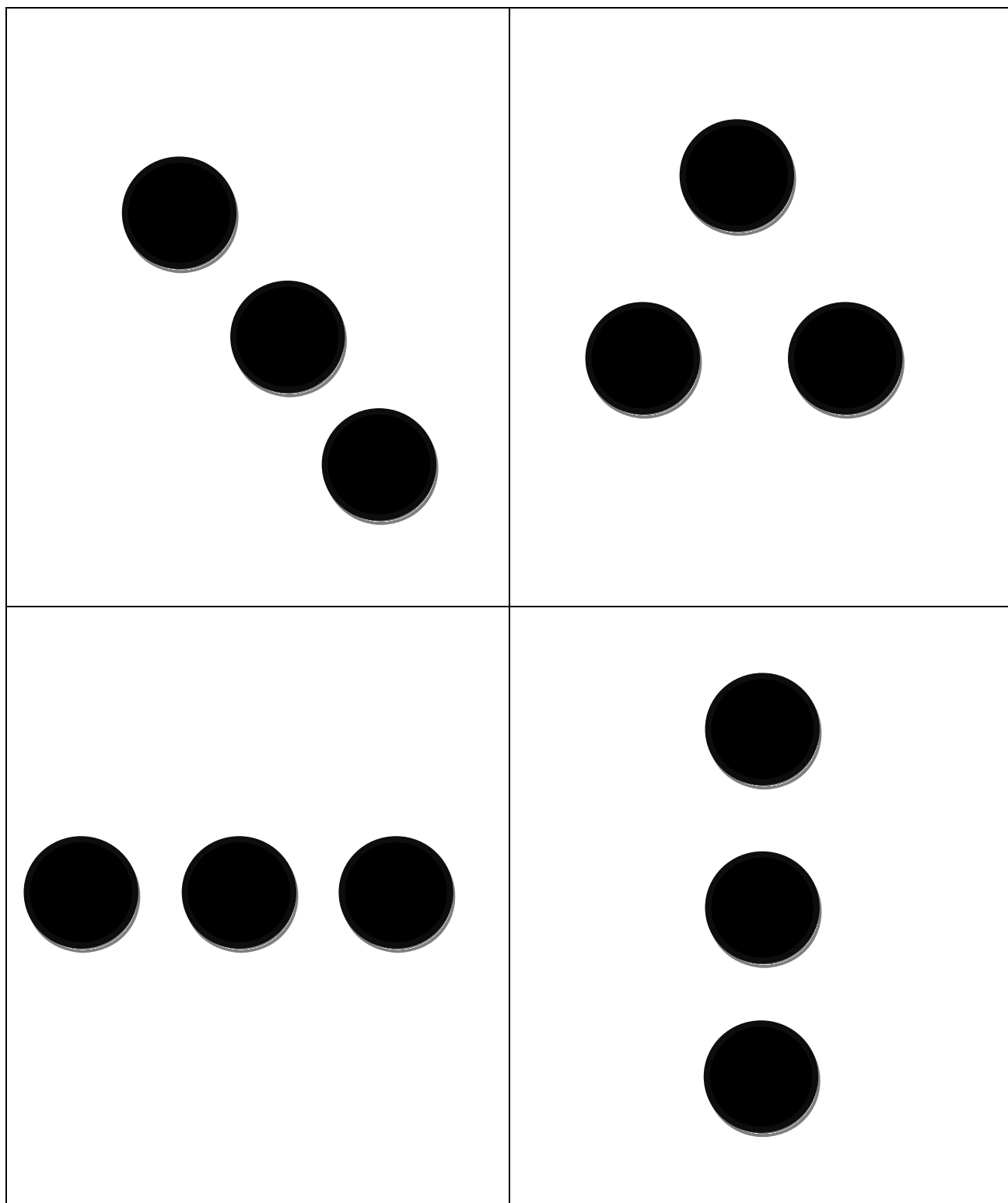
Total chips \_\_\_\_\_

Red	Yellow

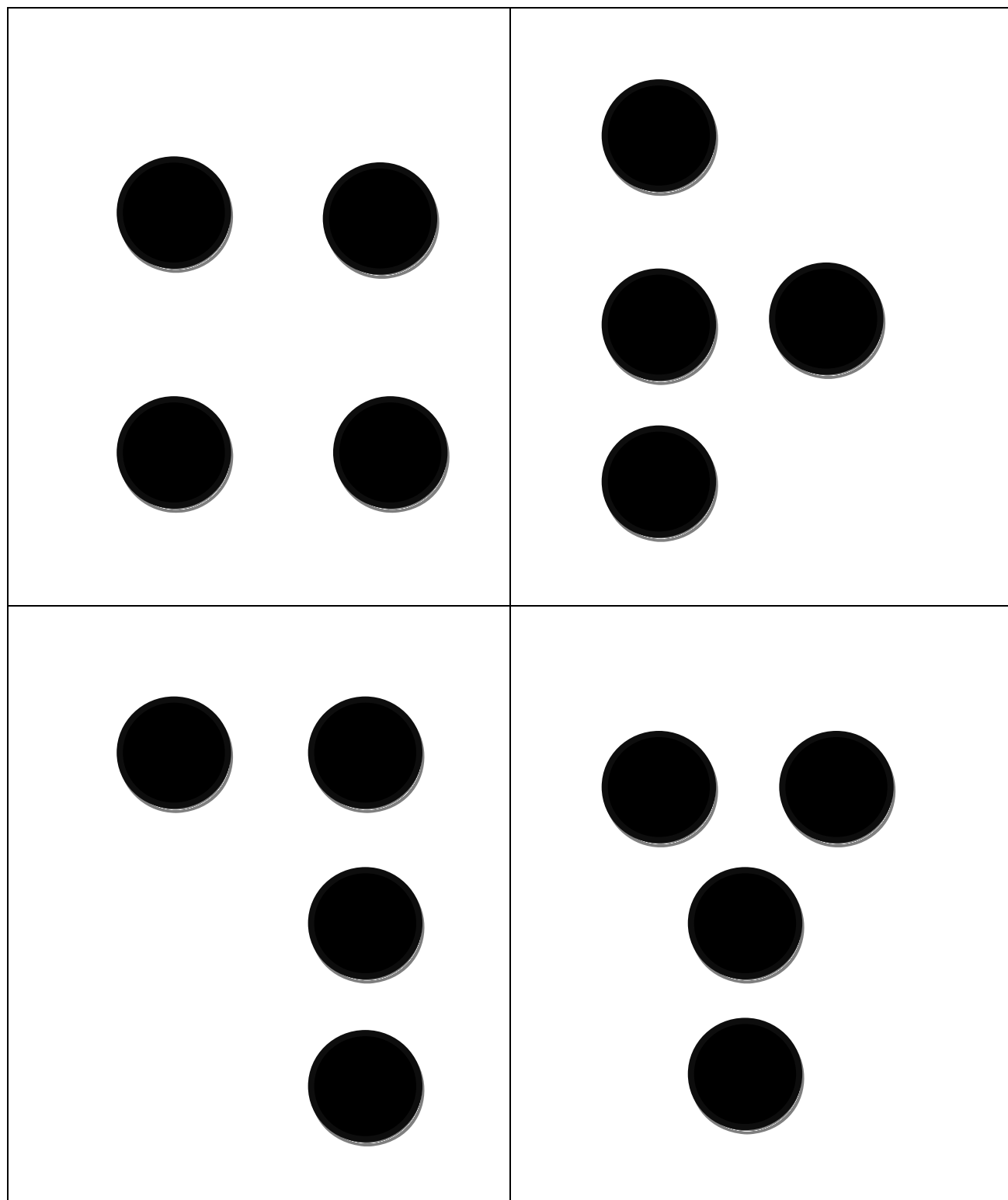
*Unit 2, Activity 15, Quick Images*



*Unit 2, Activity 15, Quick Images*

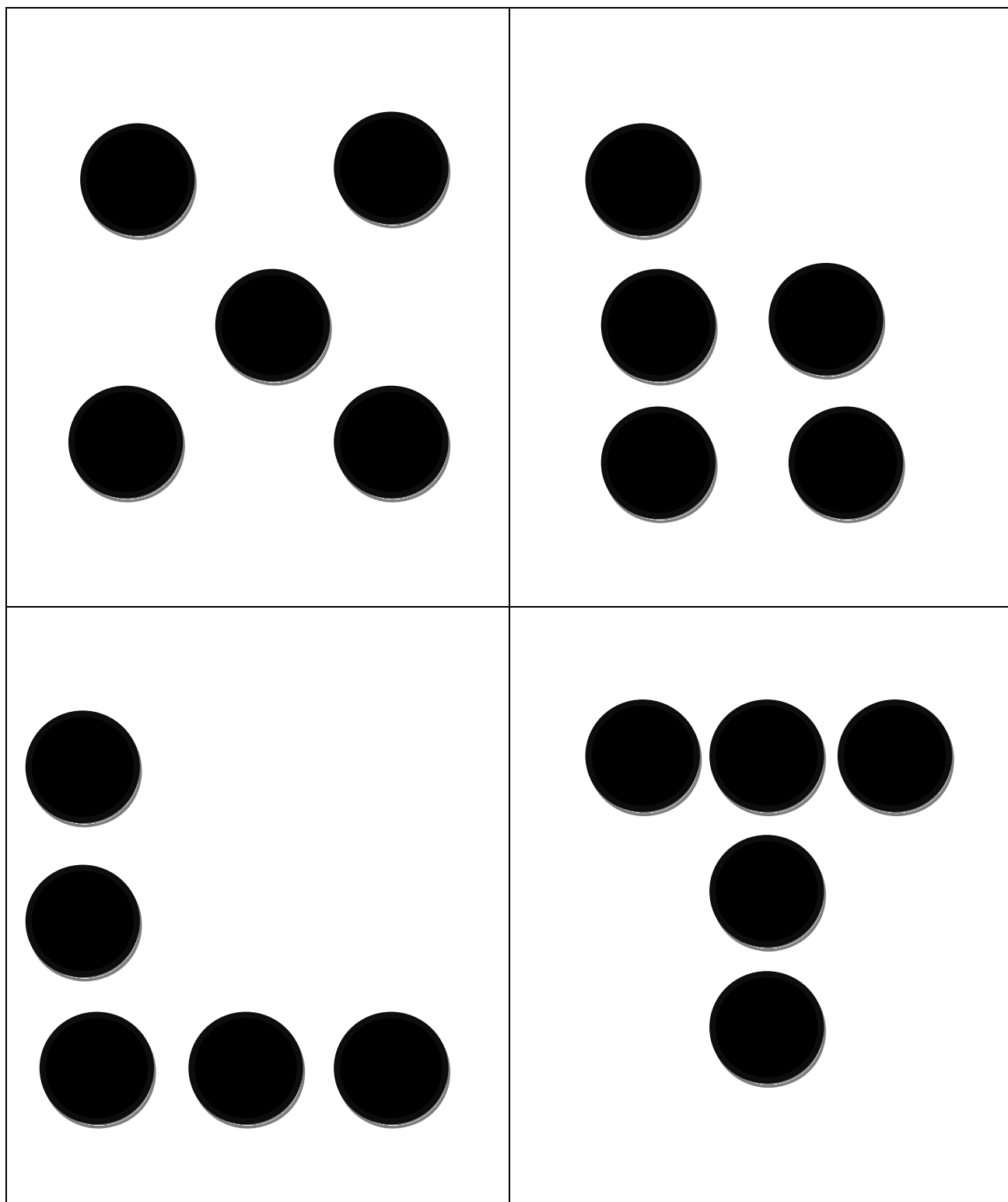


*Unit 2, Activity 15, Quick Images*



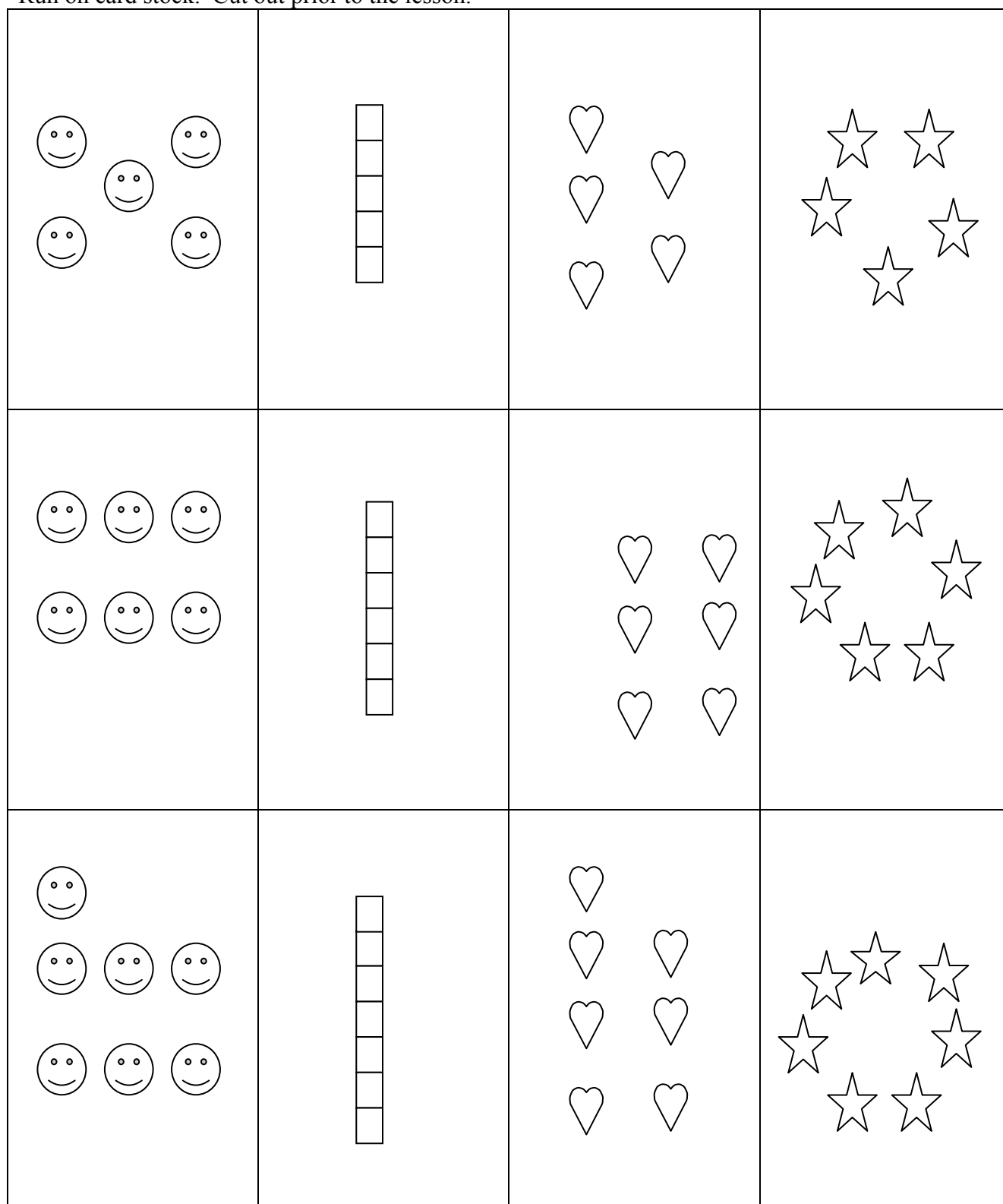


*Unit 2, Activity 15, Quick Images*

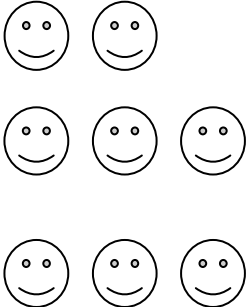

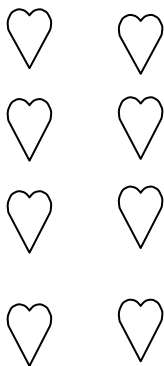
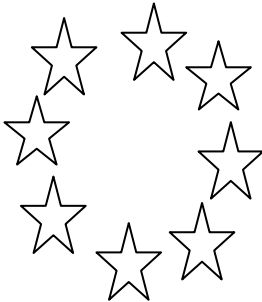
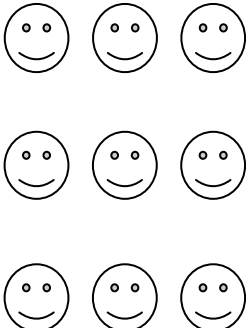

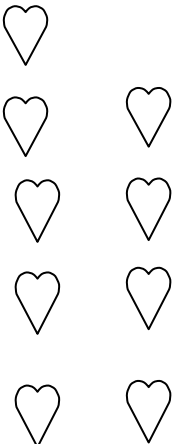
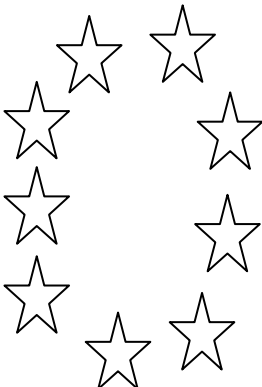
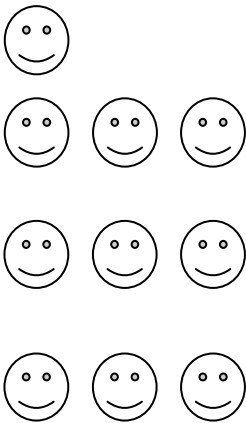

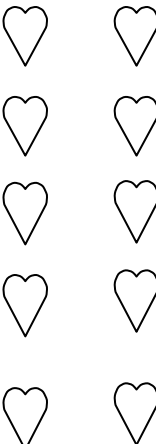
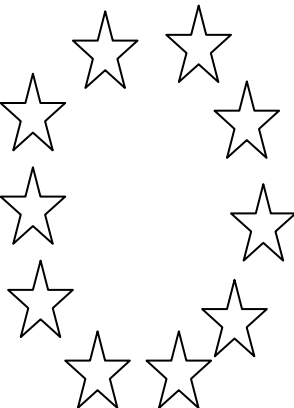


## Unit 2, Activity 16, Match Game

Run on card stock. Cut out prior to the lesson.



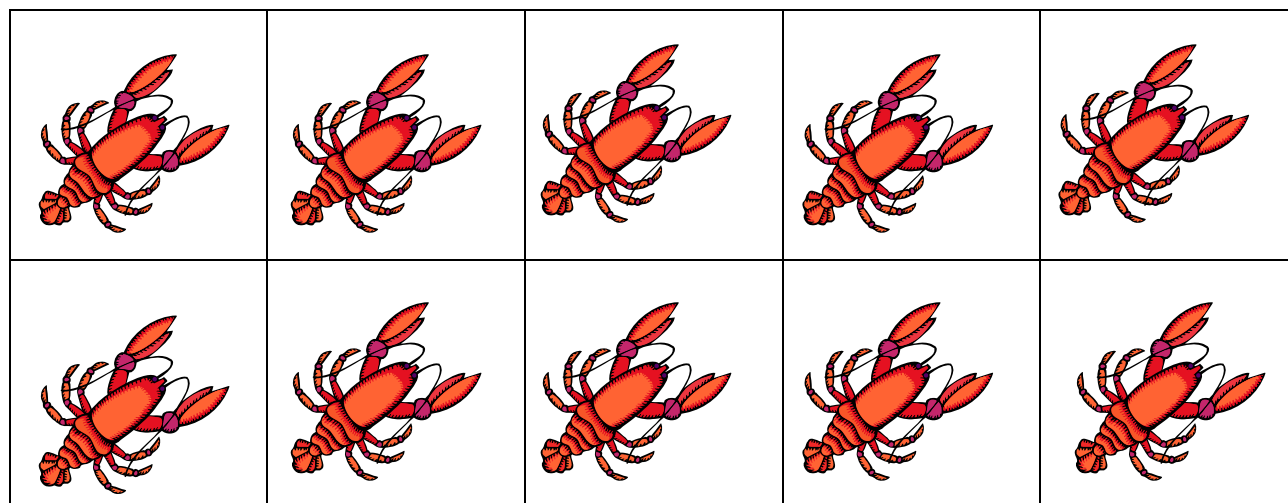
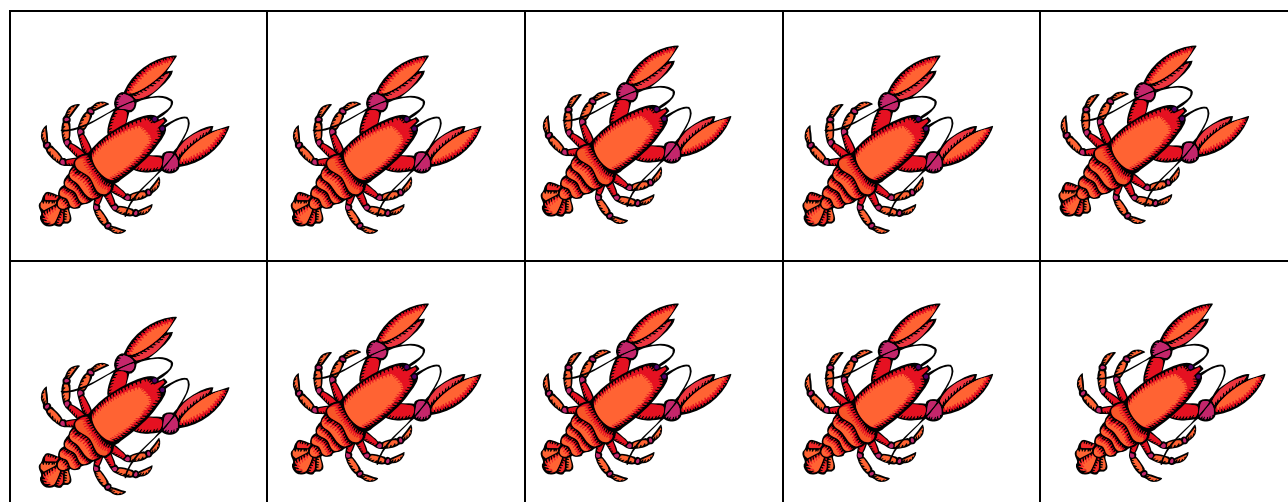
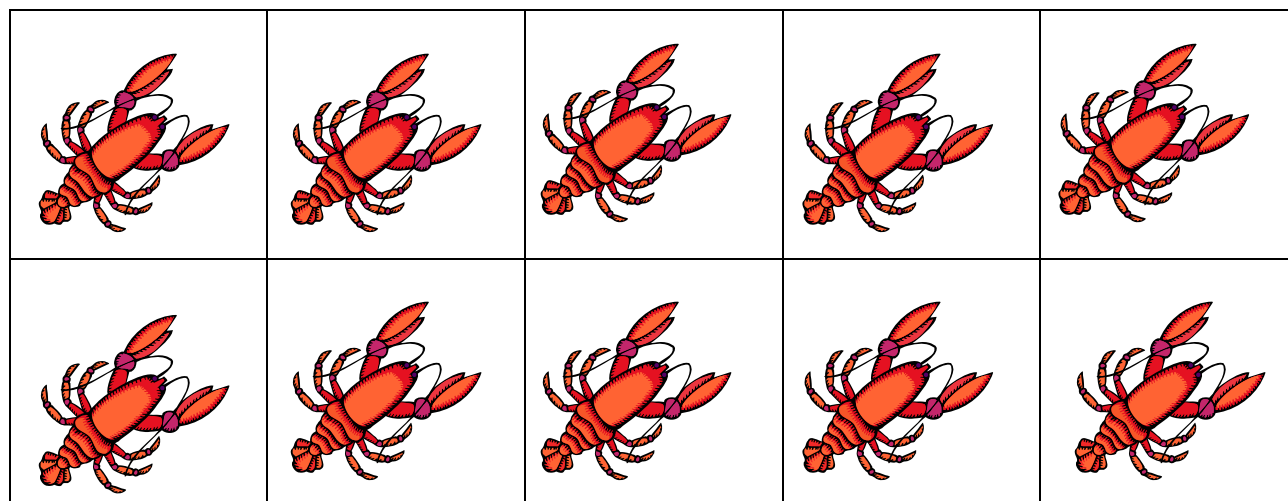
**Unit 2, Activity 16, Match Game**

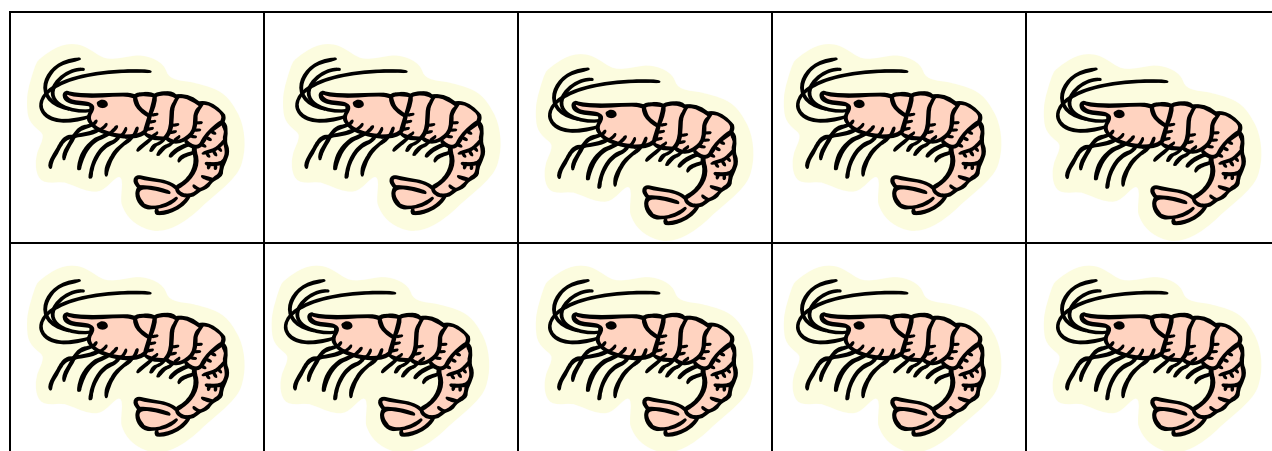
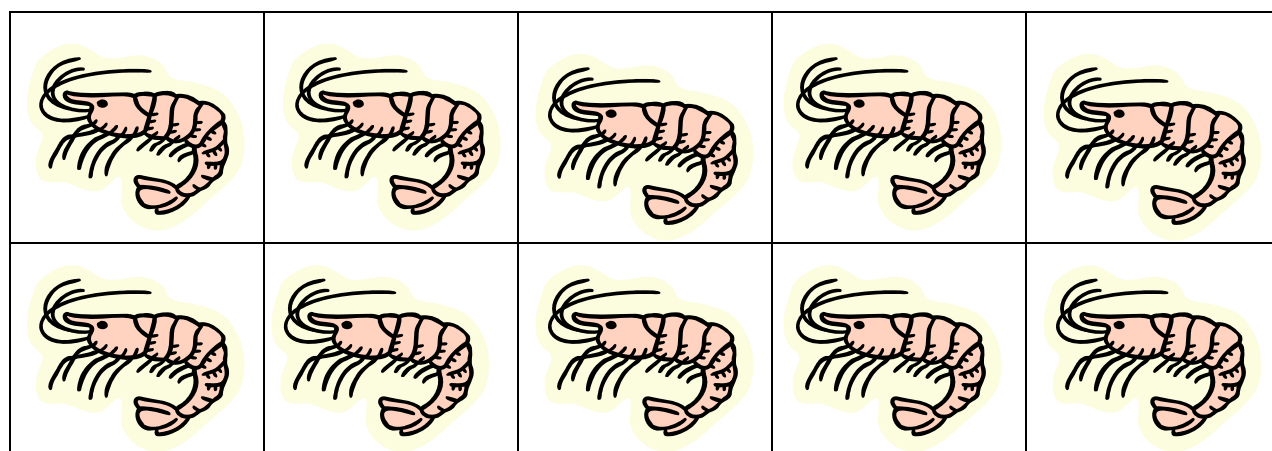
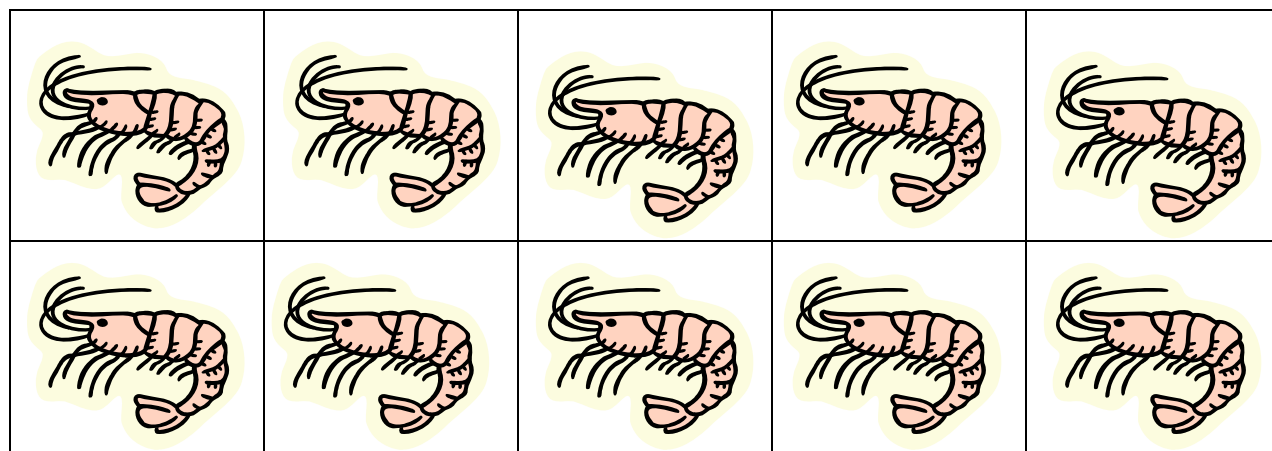
*Unit 2, Activity 16, Match Game*

5	6	7	8
9	10		

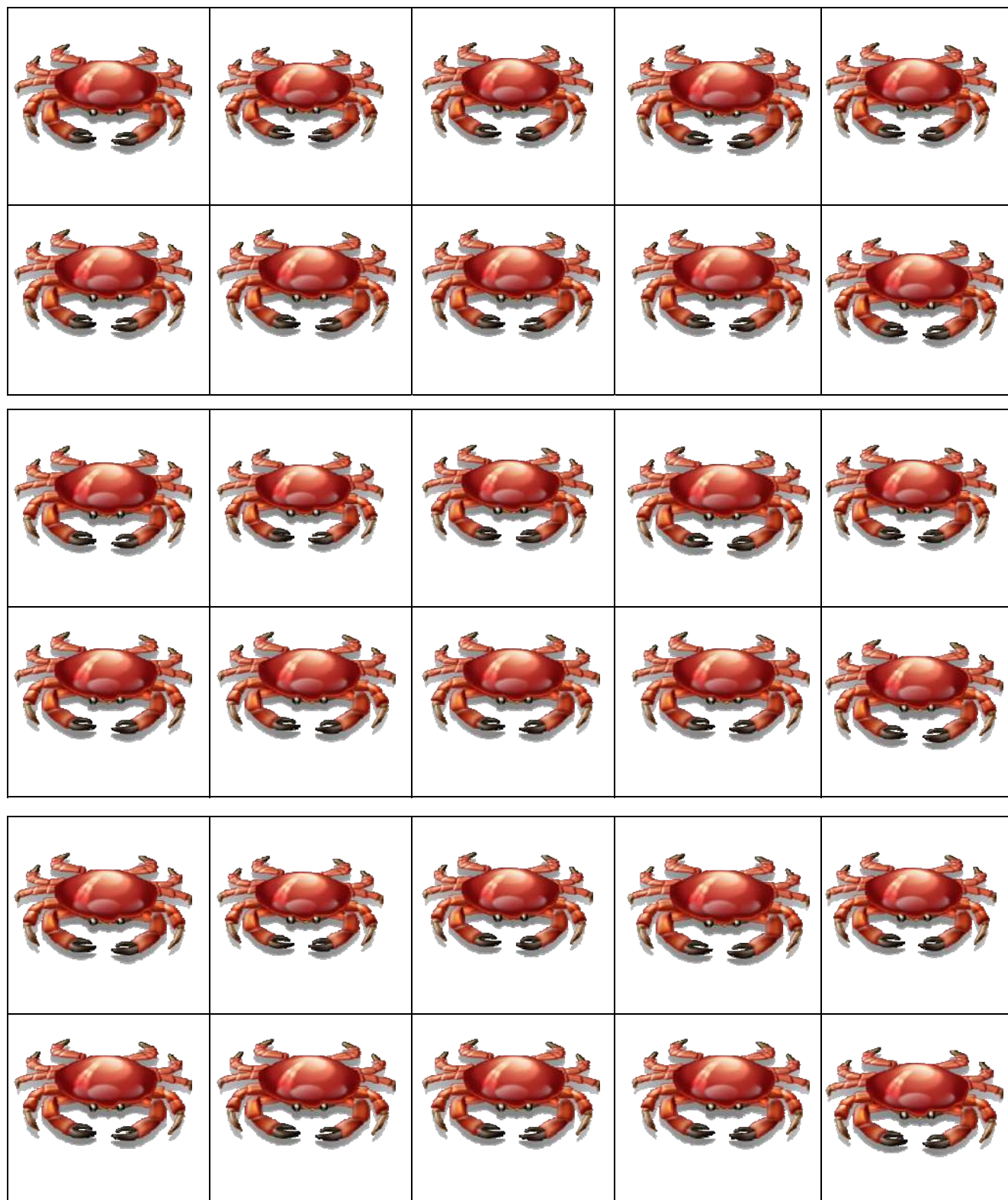
*Unit 3, Daily Routine, Louisiana Seafood Counting Cards*



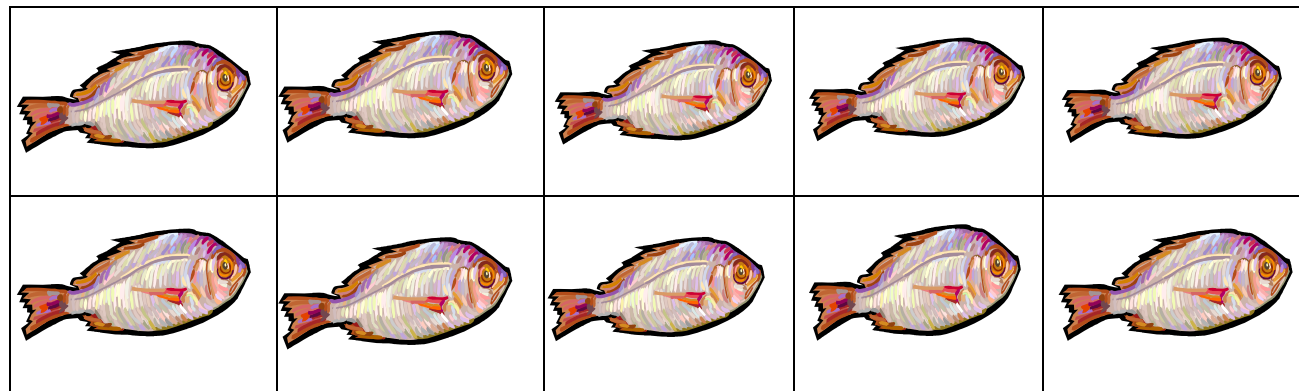
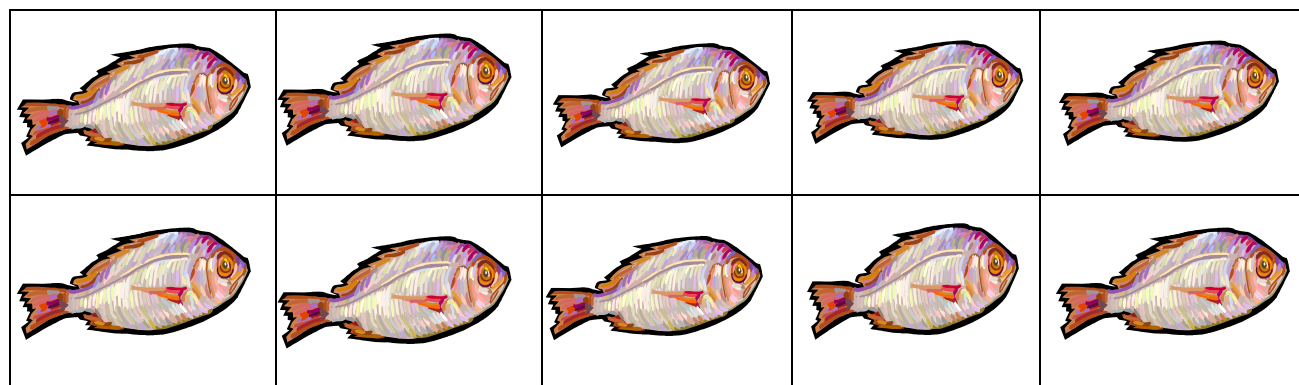
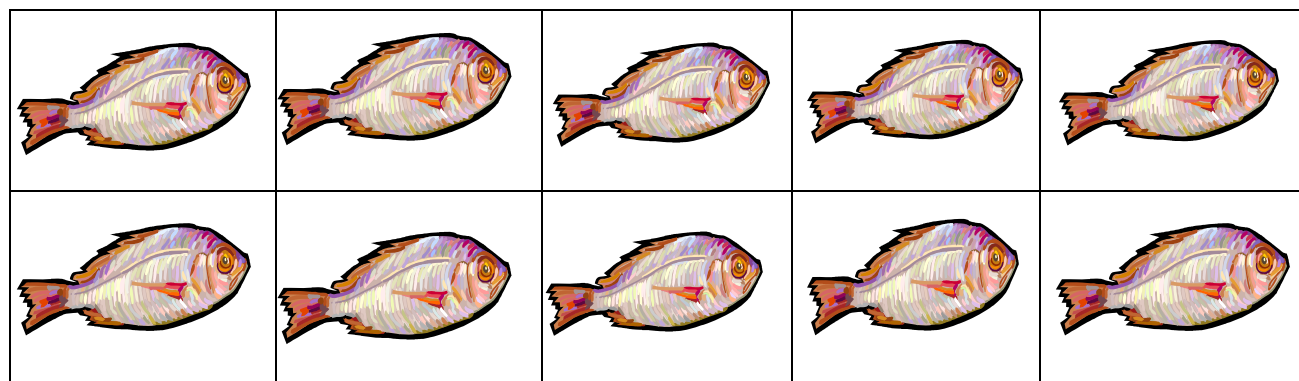
*Unit 3, Daily Routine, Louisiana Seafood Counting Cards*



*Unit 3, Daily Routine, Louisiana Seafood Counting Cards*



*Unit 3, Daily Routine, Louisiana Seafood Counting Cards*





*Unit 3, Activity 2, Double Ten Frames*







*Unit 3, Activity 3, Tracing Numerals*

1 1 1 2 1 3 1 4 1 5

1 6 1 7 1 8 1 9 2 0

*Unit 3, Activity 4, Mystery Bags*

How many? 	
How many? 	
How many? 	
How many? 	

### *Unit 3, Activity 5, One Dozen, Please!*

Round 1




Round 2




Round 3




### Unit 3, Activity 6, Vocabulary Cards

Run on card stock. Model for students how each part will be filled in.

Box 1.

Color in the correct number of spaces for your numeral on the towers.


Box 2

Draw dots to show your numeral.

Write your numeral.

Box 3

Circle your numeral.

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

Box 4

Color in the correct number of spaces for your numeral on the double ten frames.



### *Unit 3, Activity 7, Roll and Compare*

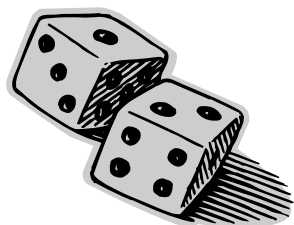
Names: \_\_\_\_\_

**Player 1**

**Player 2**

**Write your number.**

**Circle the numeral  
representing the larger  
number.**



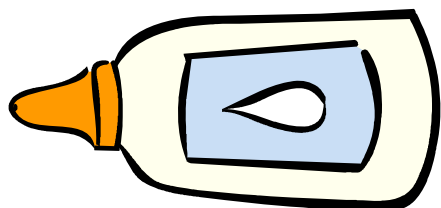

*Unit 3, Activity 9, What’s Up?*

Total number of chips \_\_\_\_\_

Red	Yellow

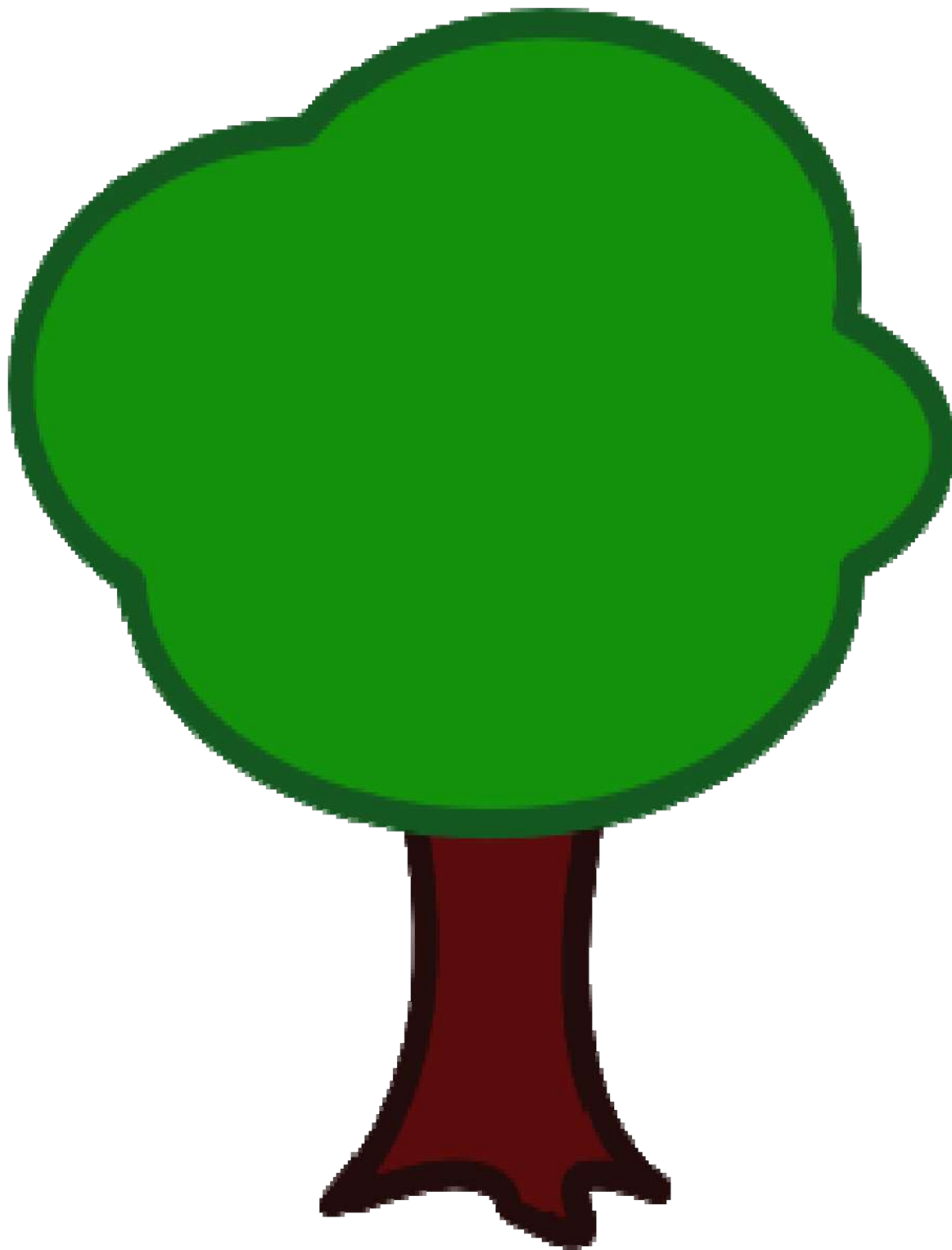
### *Unit 3, Activity 11, Measuring Up*

Possible objects to be measured.

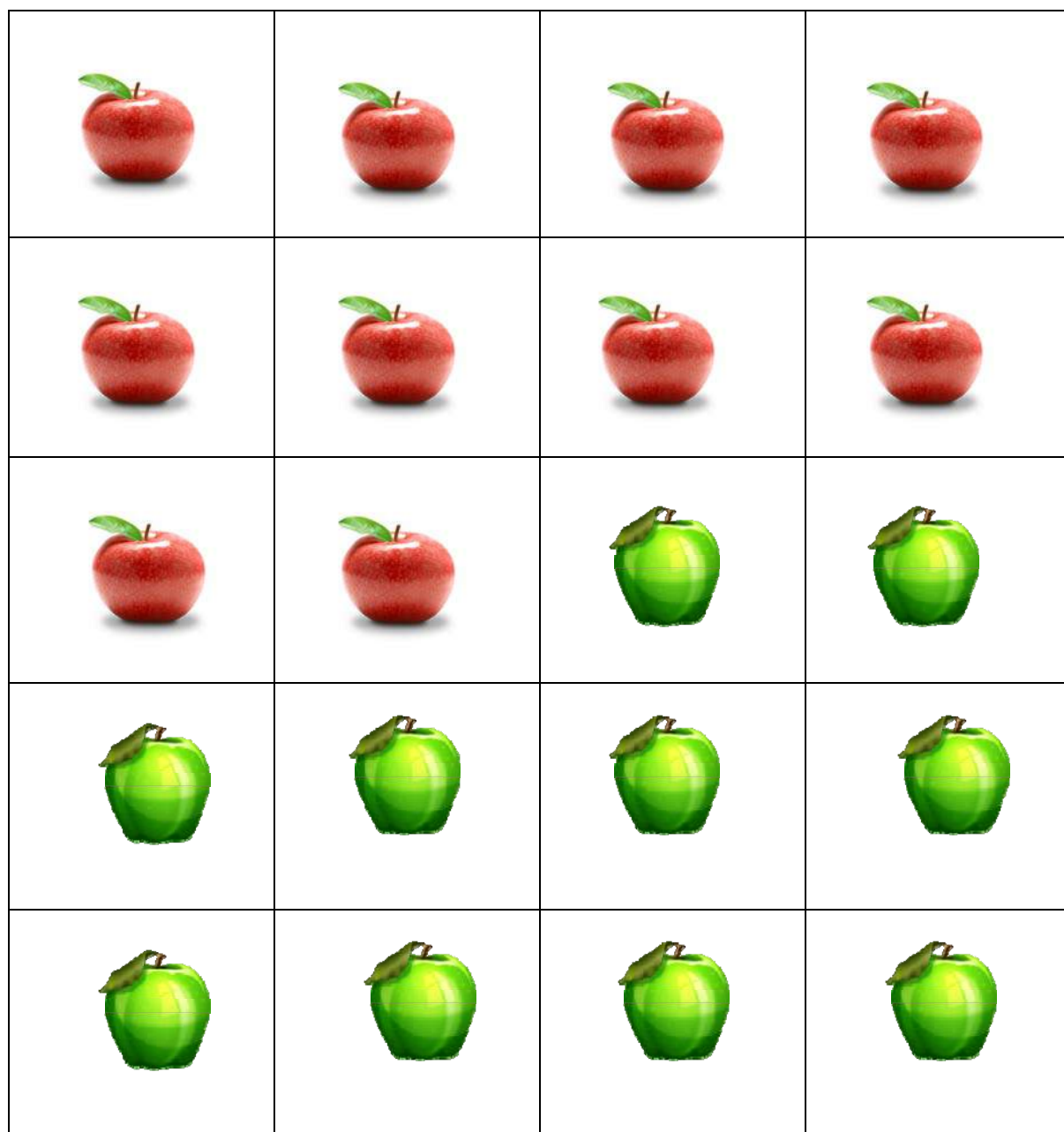


Other possible items: straw, book, pipe cleaner, marker, scissors, paper, sentence strip, pencil case, notebook, folder





*Unit 4, Activities 3 and 11, Apples*



*Unit 4, Activity 4, Domino Addition*

	and		is	
--	-----	--	----	--

	and		is	
--	-----	--	----	--

	and		is	
--	-----	--	----	--

	and		is	
--	-----	--	----	--

***Unit 4, Activity 5, Roll and Add***

Dots	<b>and</b>		<b>is</b>	
Number	<b>and</b>		<b>is</b>	

Dots	<b>and</b>		<b>is</b>	
Number	<b>and</b>		<b>is</b>	

Dots	<b>and</b>		<b>is</b>	
Number	<b>and</b>		<b>is</b>	

Dots	<b>and</b>		<b>is</b>	
Number	<b>and</b>		<b>is</b>	

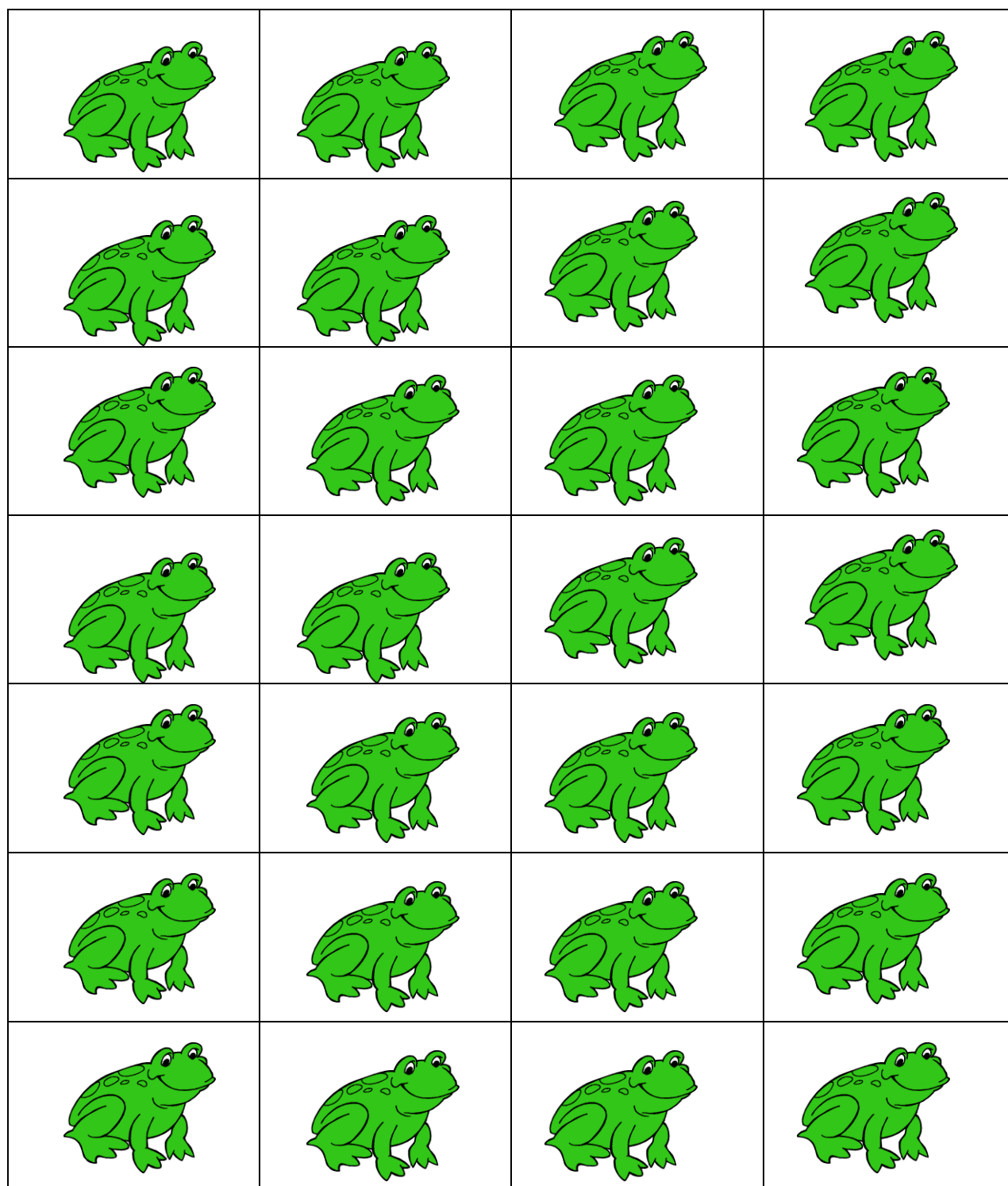
Dots	<b>and</b>		<b>is</b>	
Number	<b>and</b>		<b>is</b>	

*Unit 4, Activities 6 and 13, Froggie Hop Number Path*

1	2	3	4	5	Glue here.
---	---	---	---	---	---------------

6	7	8	9	10	Glue here.
---	---	---	---	----	---------------

*Unit 4, Activities 6 and 13, Froggie Hop*



***Unit 4, Activities 7 and 15, Five Frame Adding/Subtracting***

Run on card stock and cut in half to make two, five frames to use.

--	--	--	--	--

--	--	--	--	--


***Unit 4, Activity 8, Snap It!***






*Unit 4, Activity 9, Elevator Buttons*


10	
9	
8	
7	
6	
5	
4	
3	
2	
1	


***Unit 4, Activity 12, Clothespin Subtraction***


Total	
	Floor


Total	
	Floor


Total	
	Floor

Total	
	Floor









Total	
	Floor

Total	
	Floor

Total	
	Floor

Total	
	Floor

*Unit 4, Activity 14, Bears in a Cave*

	take away		is	
	take away		is	
	take away		is	
	take away		is	

***Unit 4, Activity 16, Make 10***

**Make 10**

--	--	--	--	--	--	--	--	--	--

\_\_\_\_\_ and \_\_\_\_\_ = 10

**Make 10**

--	--	--	--	--	--	--	--	--	--

\_\_\_\_\_ and \_\_\_\_\_ = 10

**Make 10**

--	--	--	--	--	--	--	--	--	--

\_\_\_\_\_ and \_\_\_\_\_ = 10

**Make 10**

--	--	--	--	--	--	--	--	--	--

\_\_\_\_\_ and \_\_\_\_\_ = 10

## *Unit 5, Daily Routine, Counting Calculator*

Cut on the dotted line and display in the math center.



Press 1

Press + 1 =

Begin counting

Press = to 100


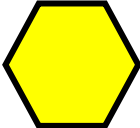














Press 10

Press + 10 =

Begin counting

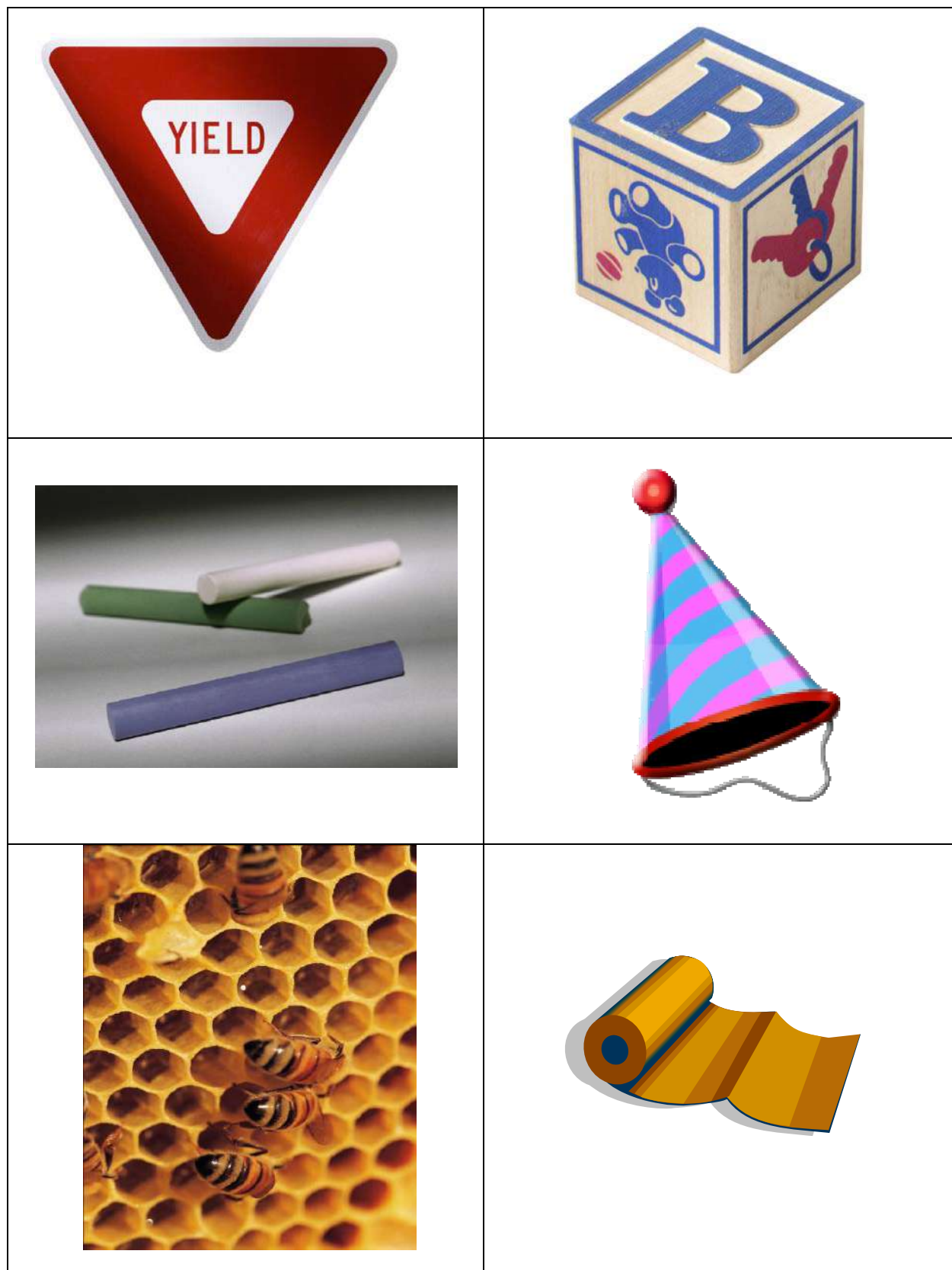
Press = to 100

<p>Use 2  to build a .</p>	<p>Use 3  to build a .</p>
<p>Use 2  to build a .</p>	<p>Use 4  to build a bigger .</p>
<p>Use 1  and 1  to build a .</p>	<p>Challenge: Use 7  and 6  to build a big .</p>

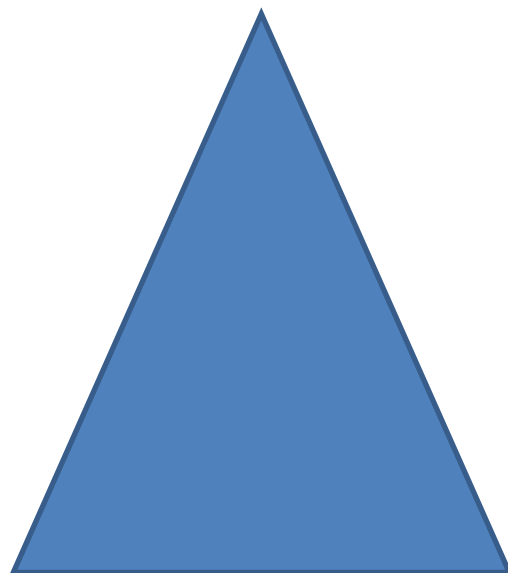
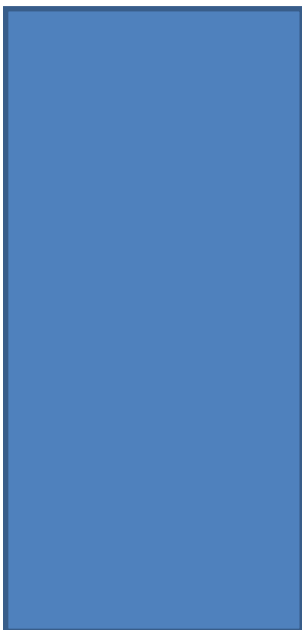
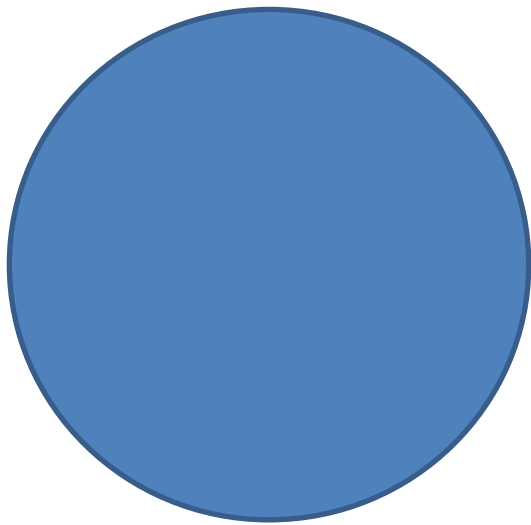
*Unit 5, Shapes Everywhere, Activity 3*

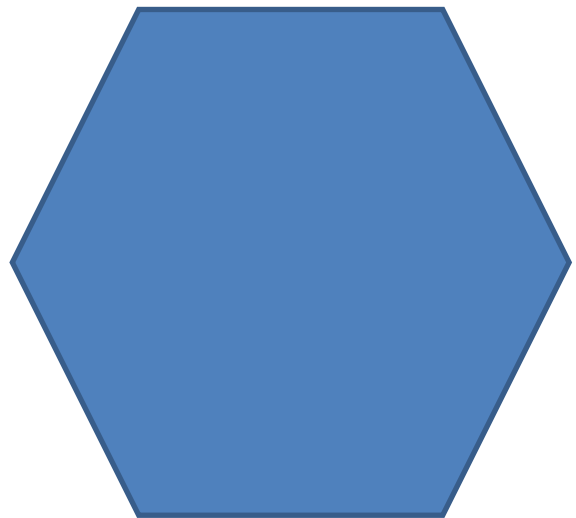
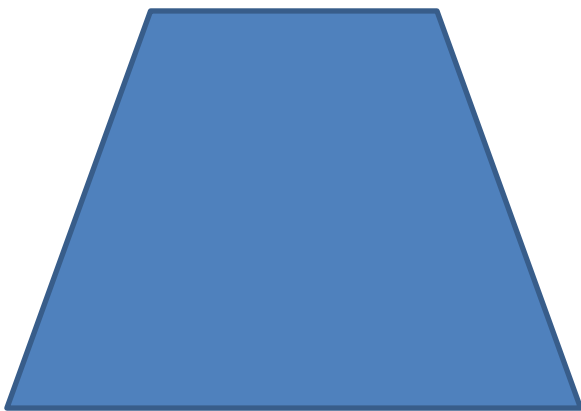
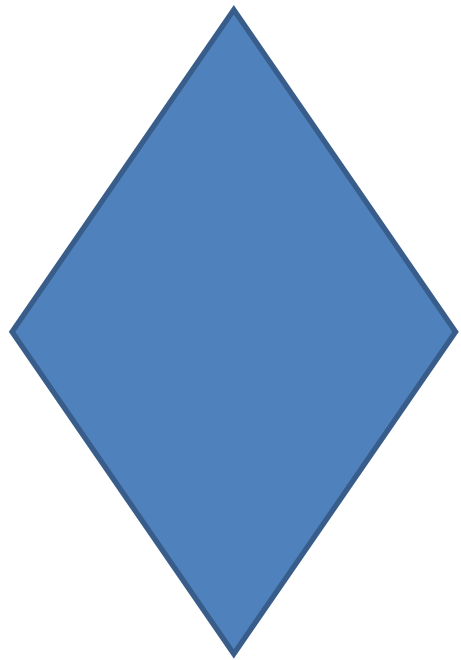
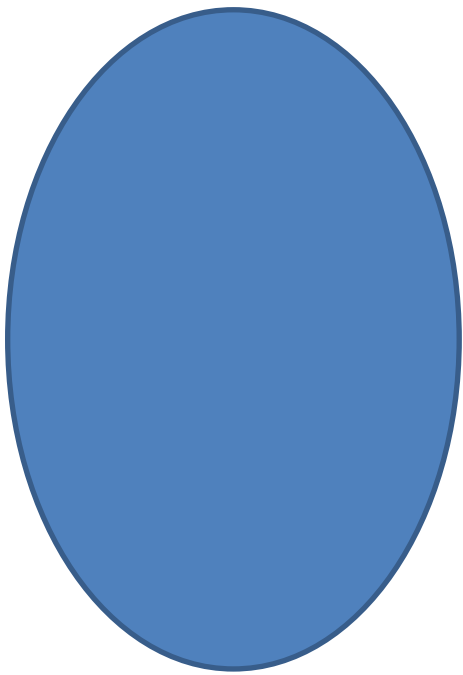


*Unit 5, Shapes Everywhere, Activity 3*





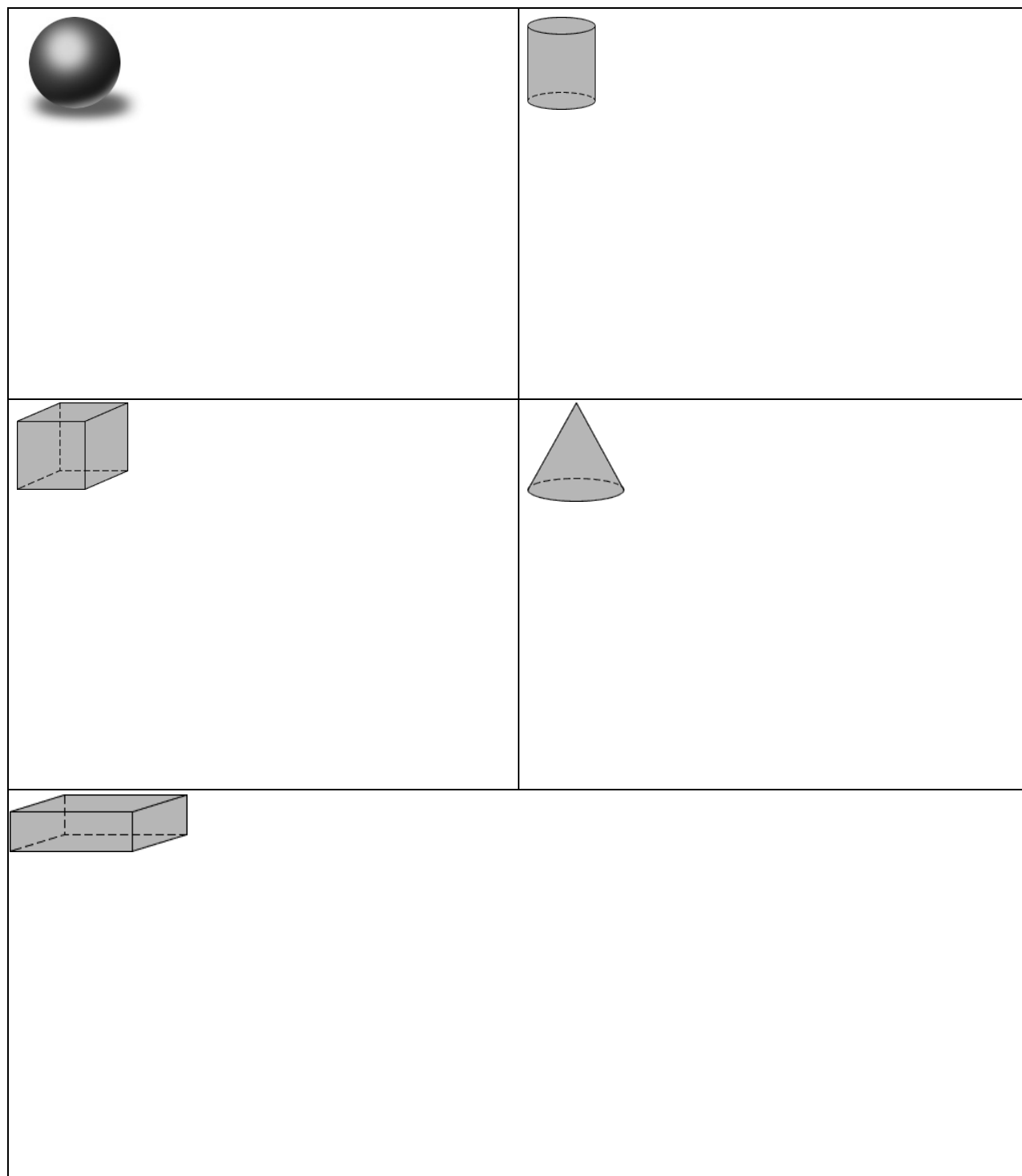


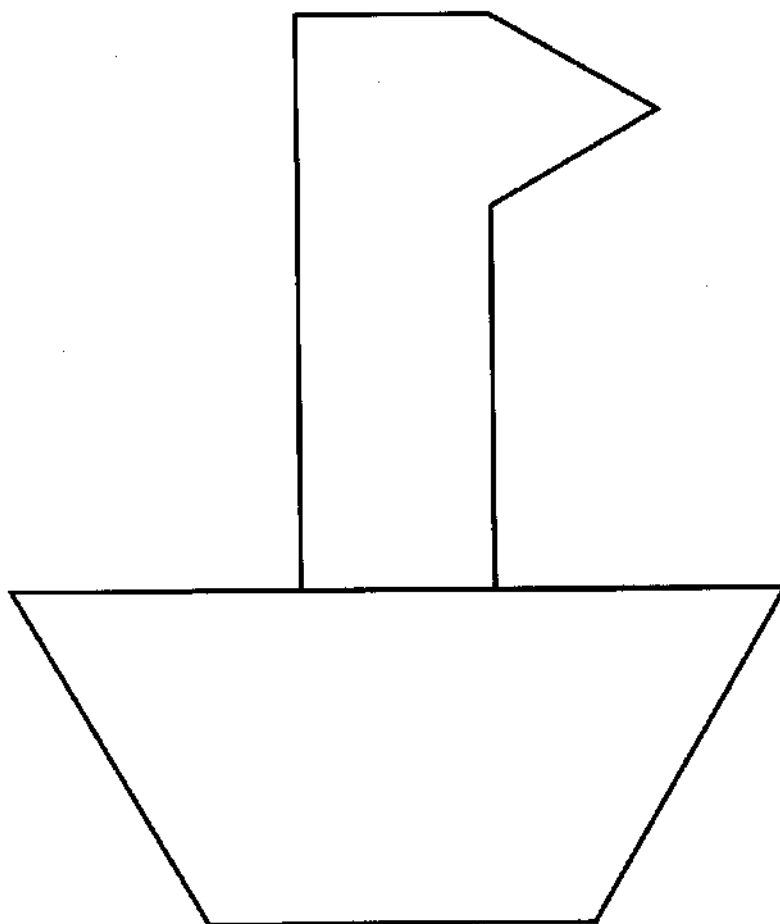


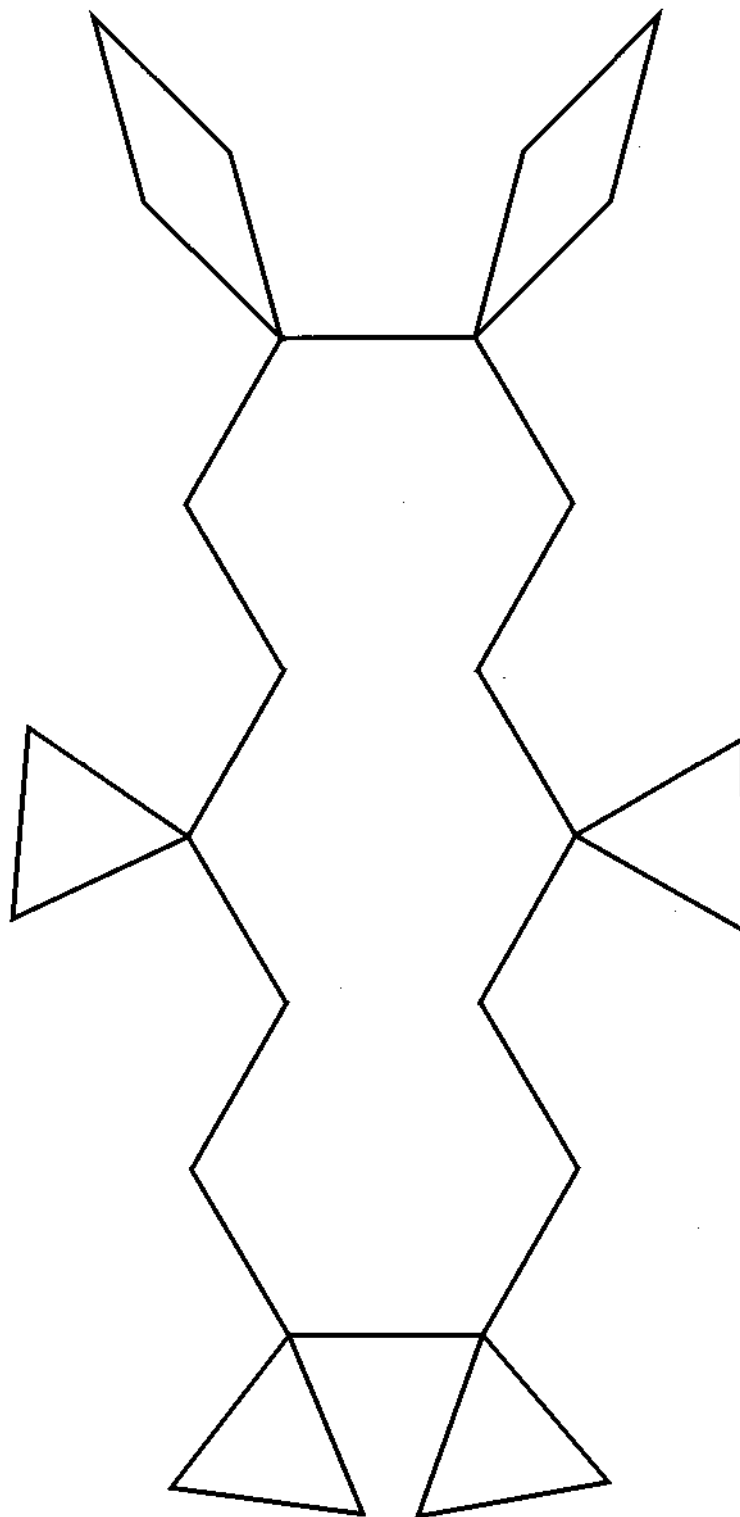
*Unit 5, Activity 4, The Shape of Things*

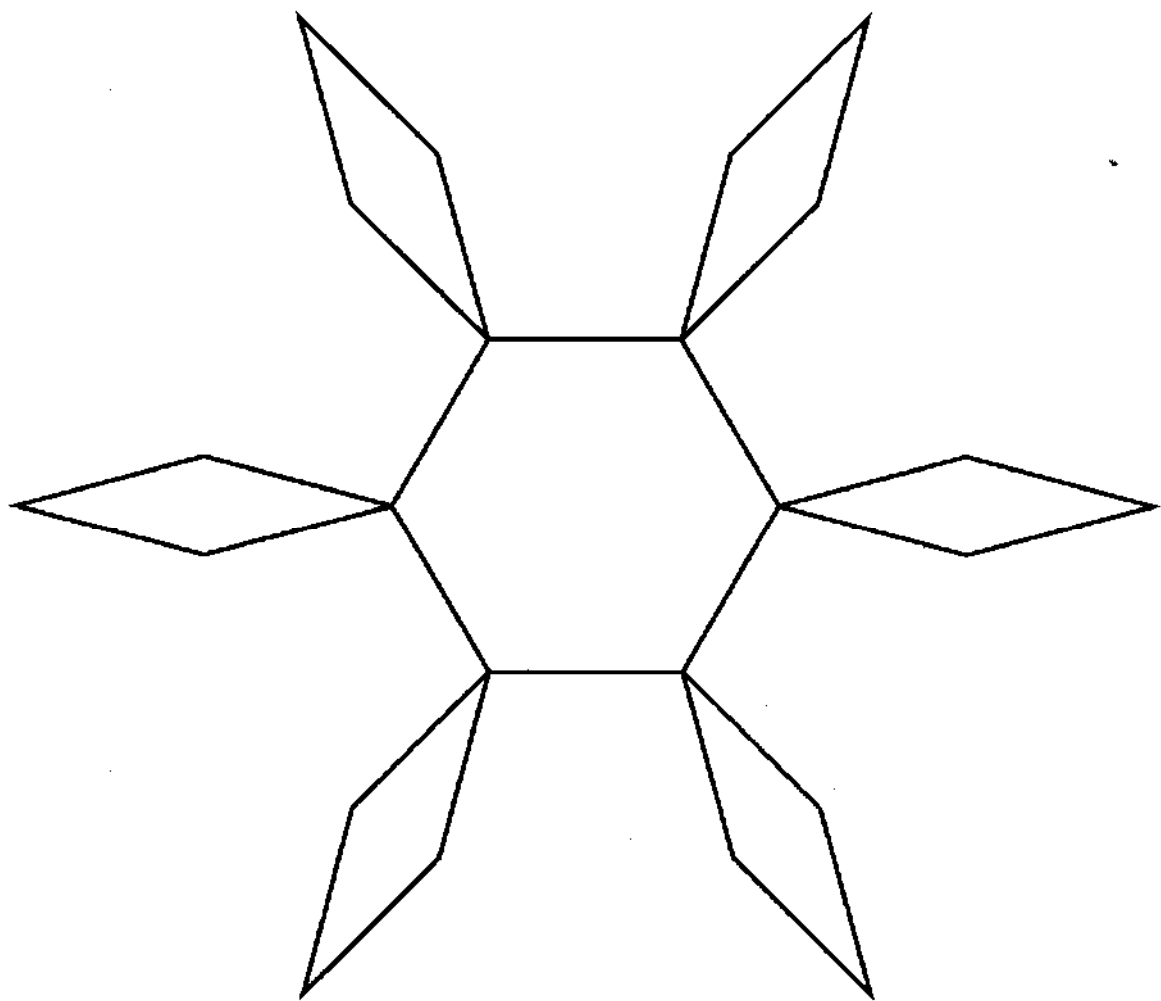
	A _____ is just a _____ until you add _____. Then it is a picture of _____.			

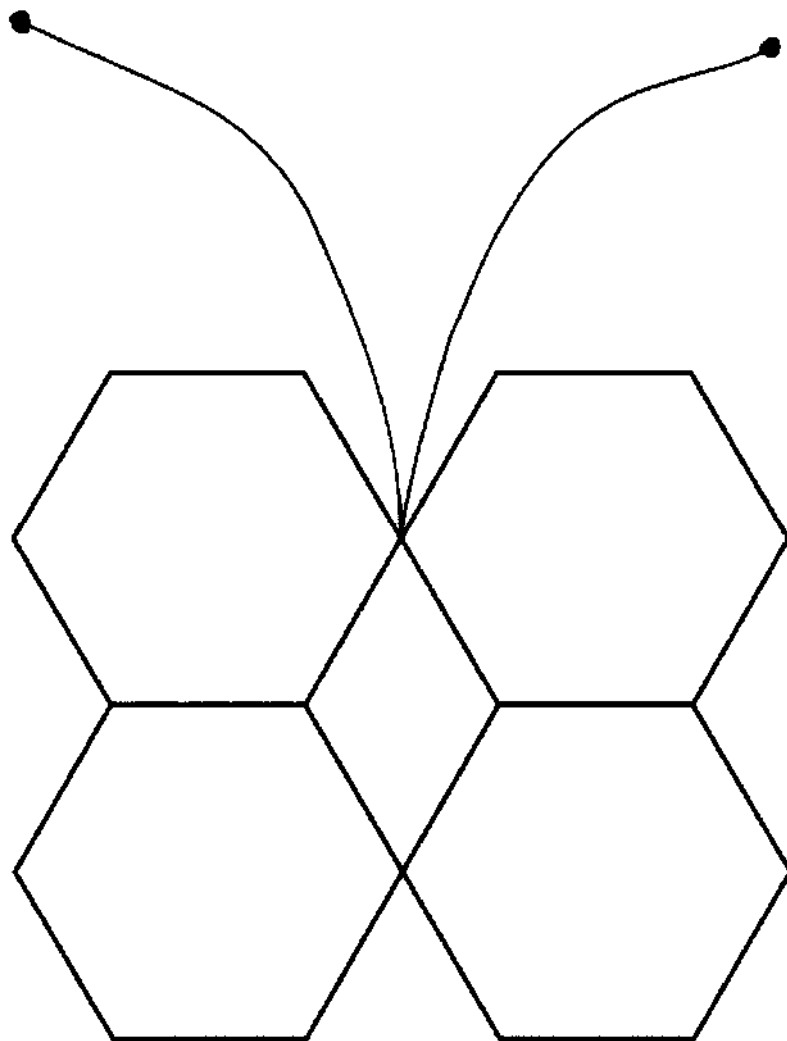
*Unit 5, Activity 5, Three-Dimensional Shape Hunt*



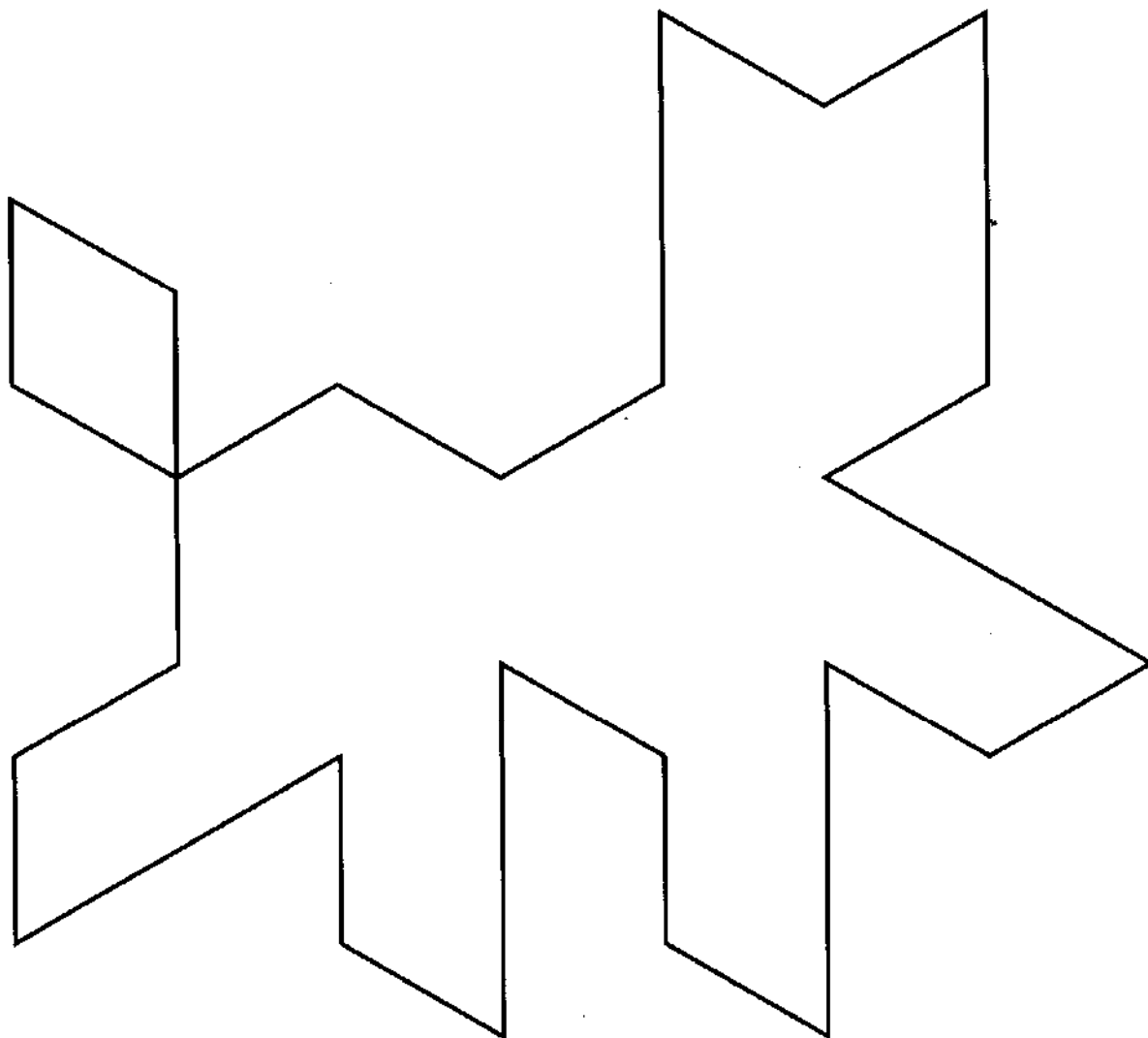


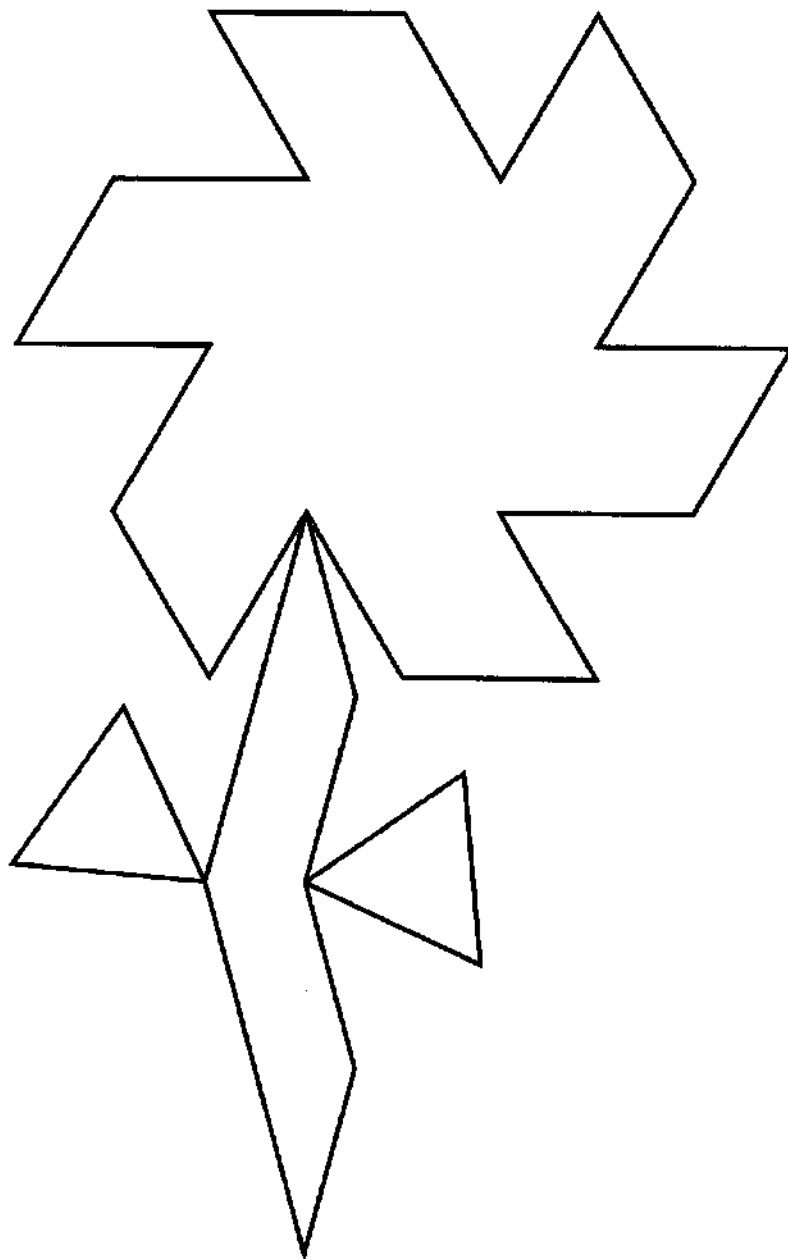


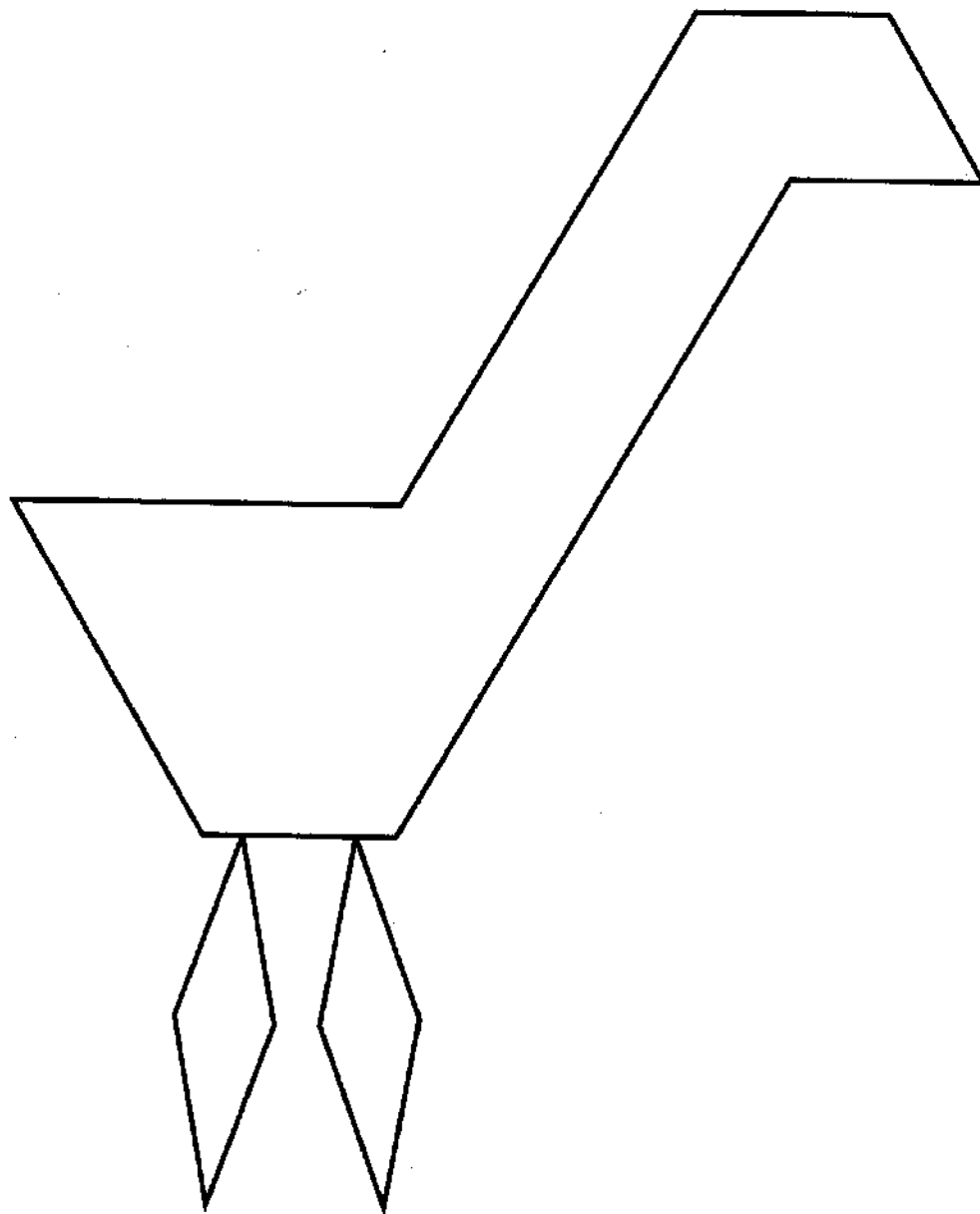
















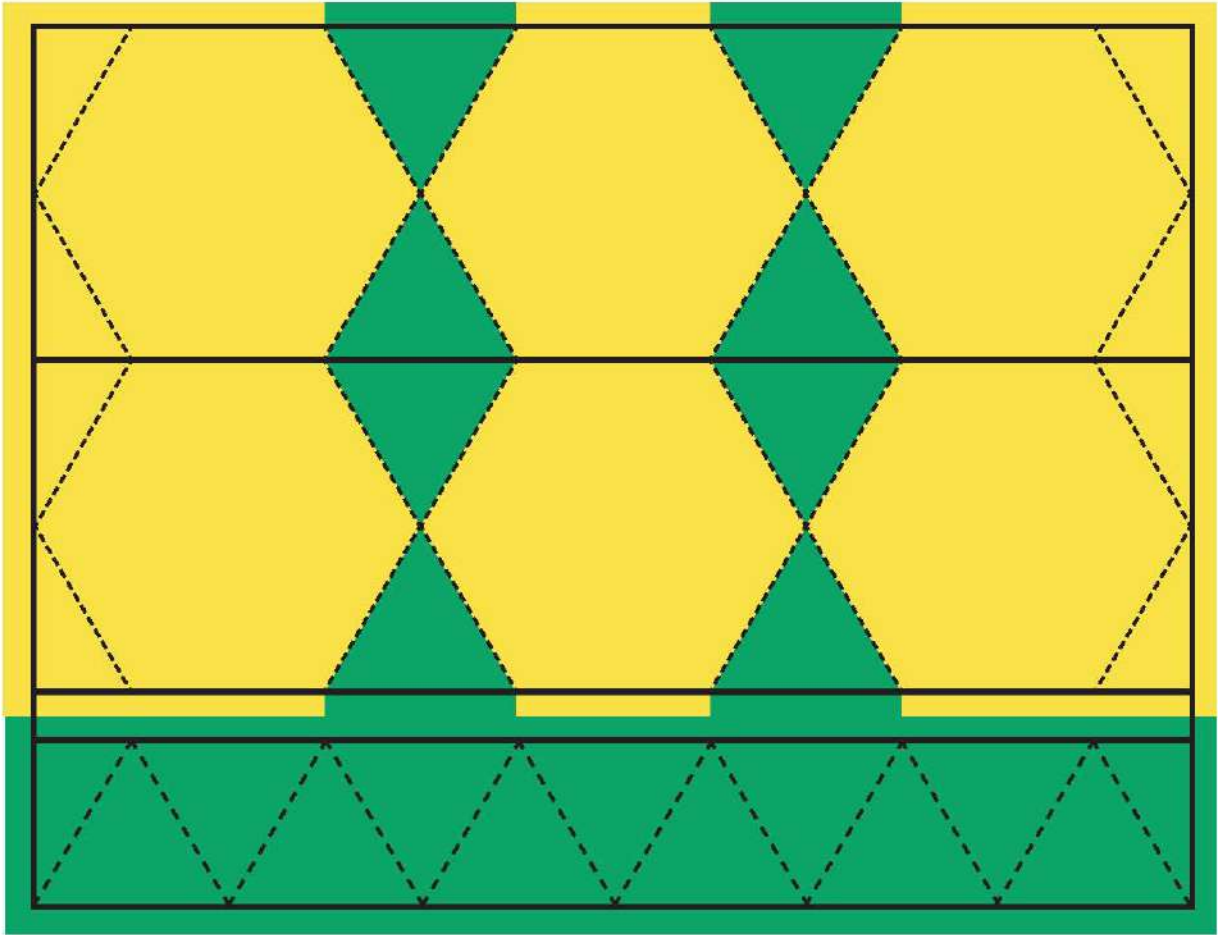


My Pattern Block Picture

Shape							Total Blocks
How Many?							

PATTERN BLOCKS — SHEET 1

To download copies of these paper Color Manipulatives, go to [www.pearsonhighered.com/dolan](http://www.pearsonhighered.com/dolan)

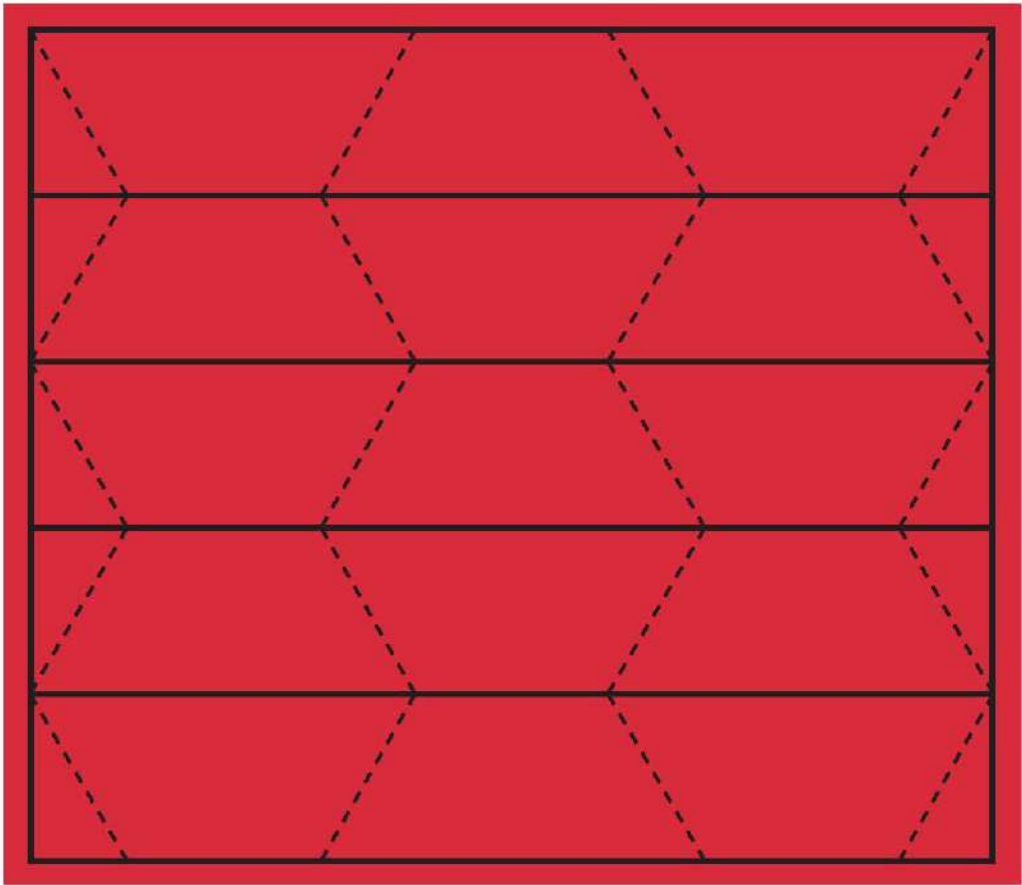


Punch out perforations and cut along the dotted lines to create your print manipulatives.

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PATTERN BLOCKS — SHEET 2

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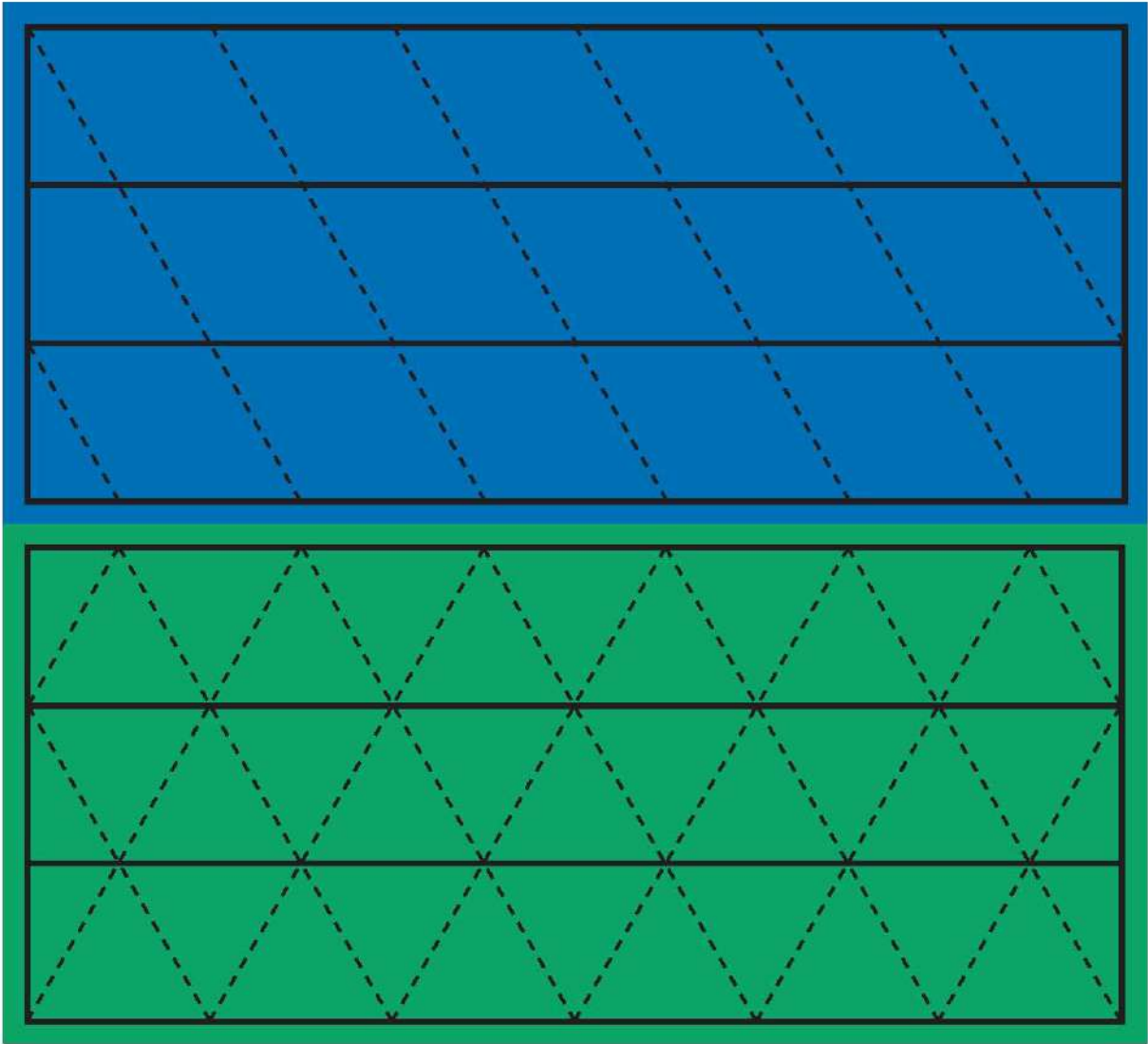


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PATTERN BLOCKS — SHEET 3

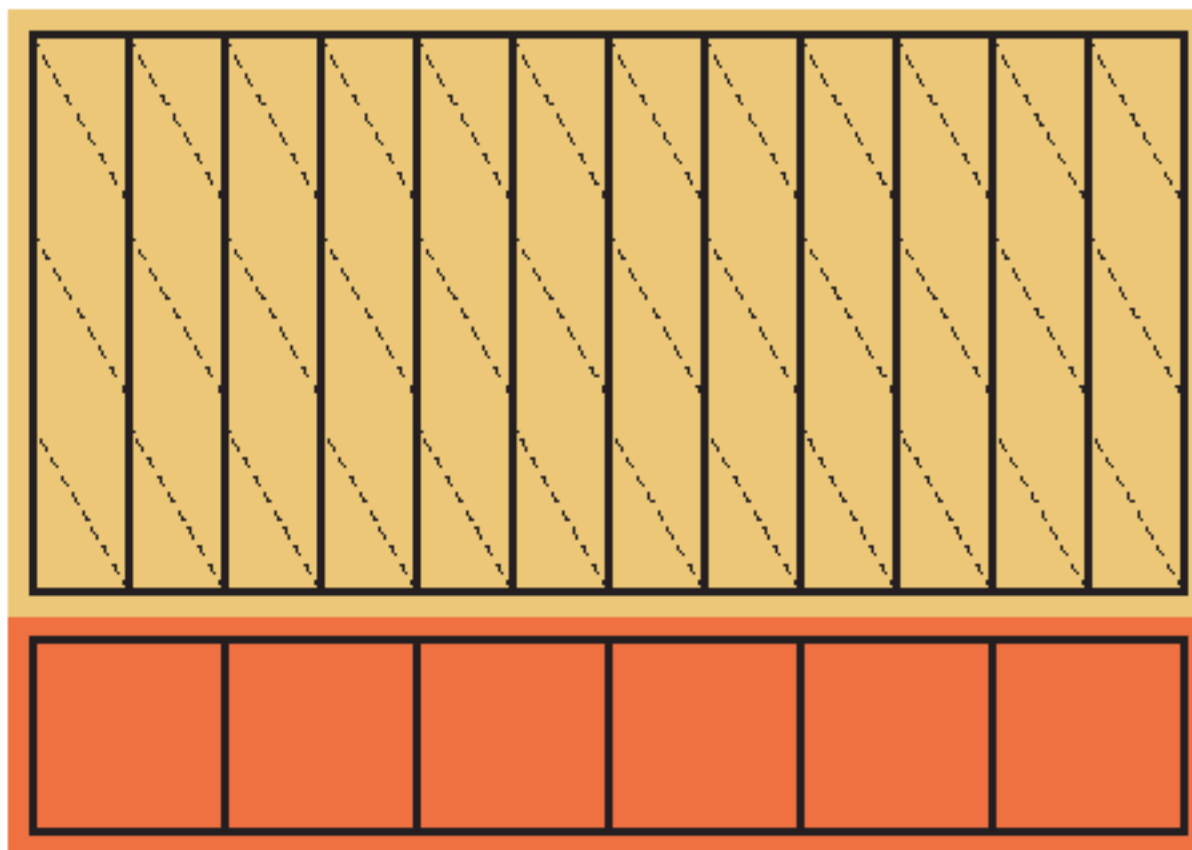
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PATTERN BLOCKS — SHEET 4



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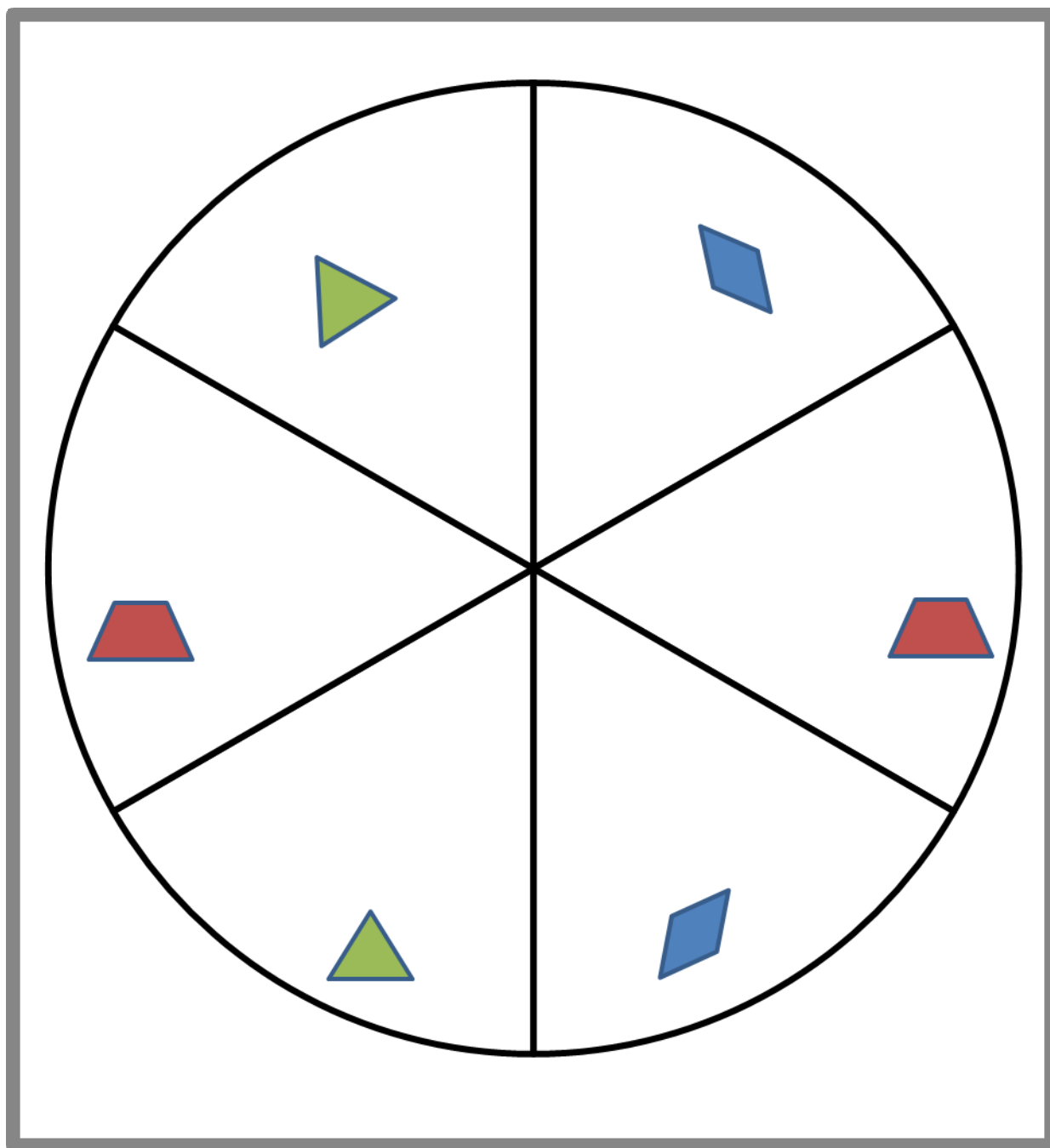
Punch out perforations and cut along the dotted lines to create your print manipulatives.

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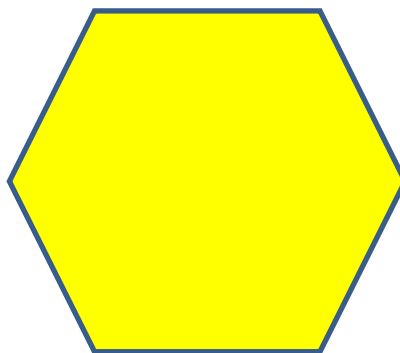
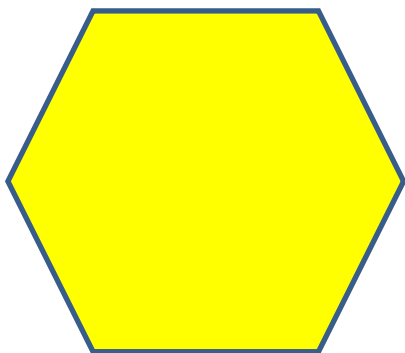
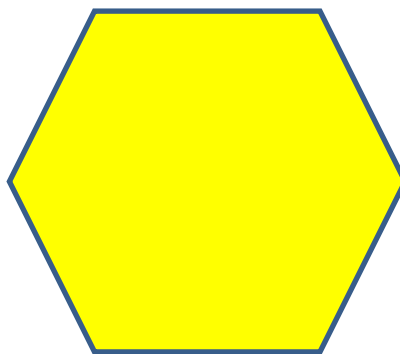
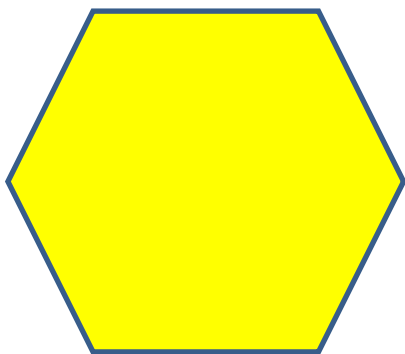
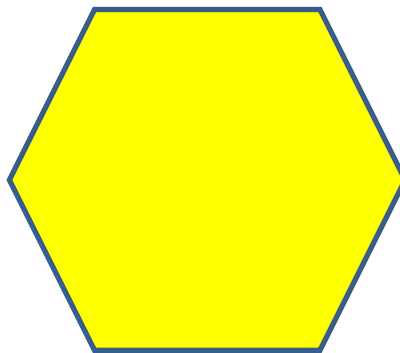
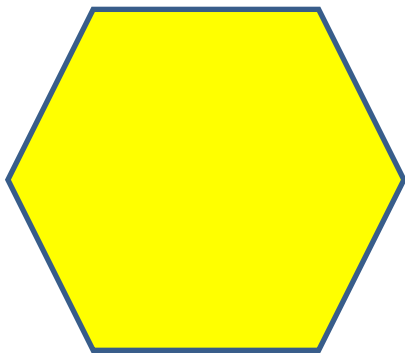


***Unit 5, Activity 10, Pattern Blocks***

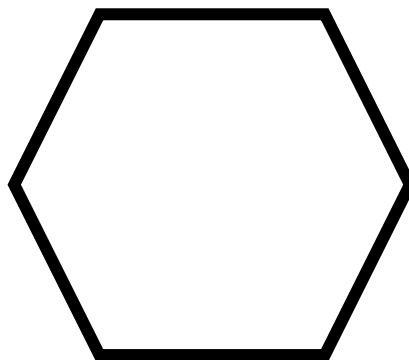
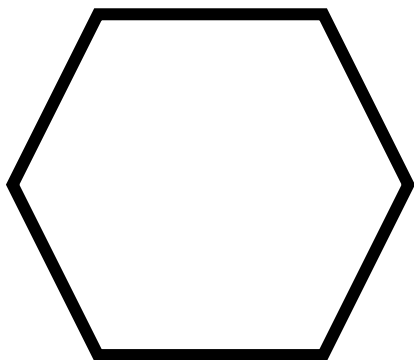
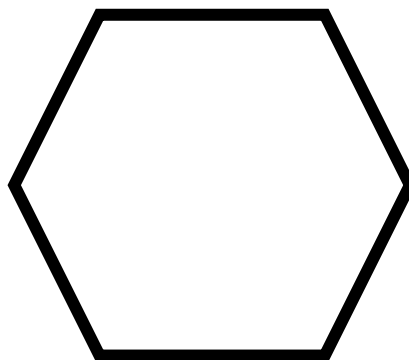
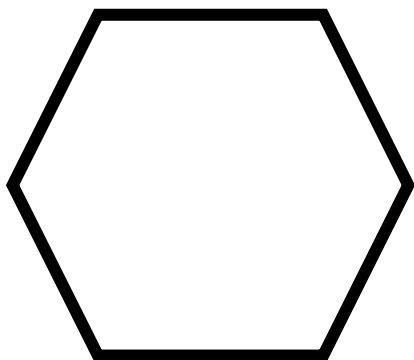
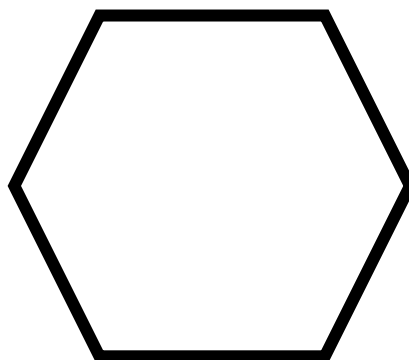
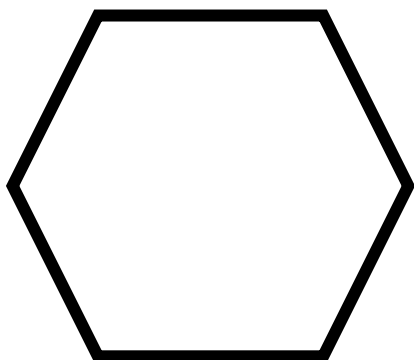
Use a paper clip held in place with a pencil to make a spinner.



*Unit 5, Activity 12, Creating Hexagons Gameboard*



*Unit 5, Activity 12, Creating Hexagons Recording Sheet*



10



20



30



40



50



60

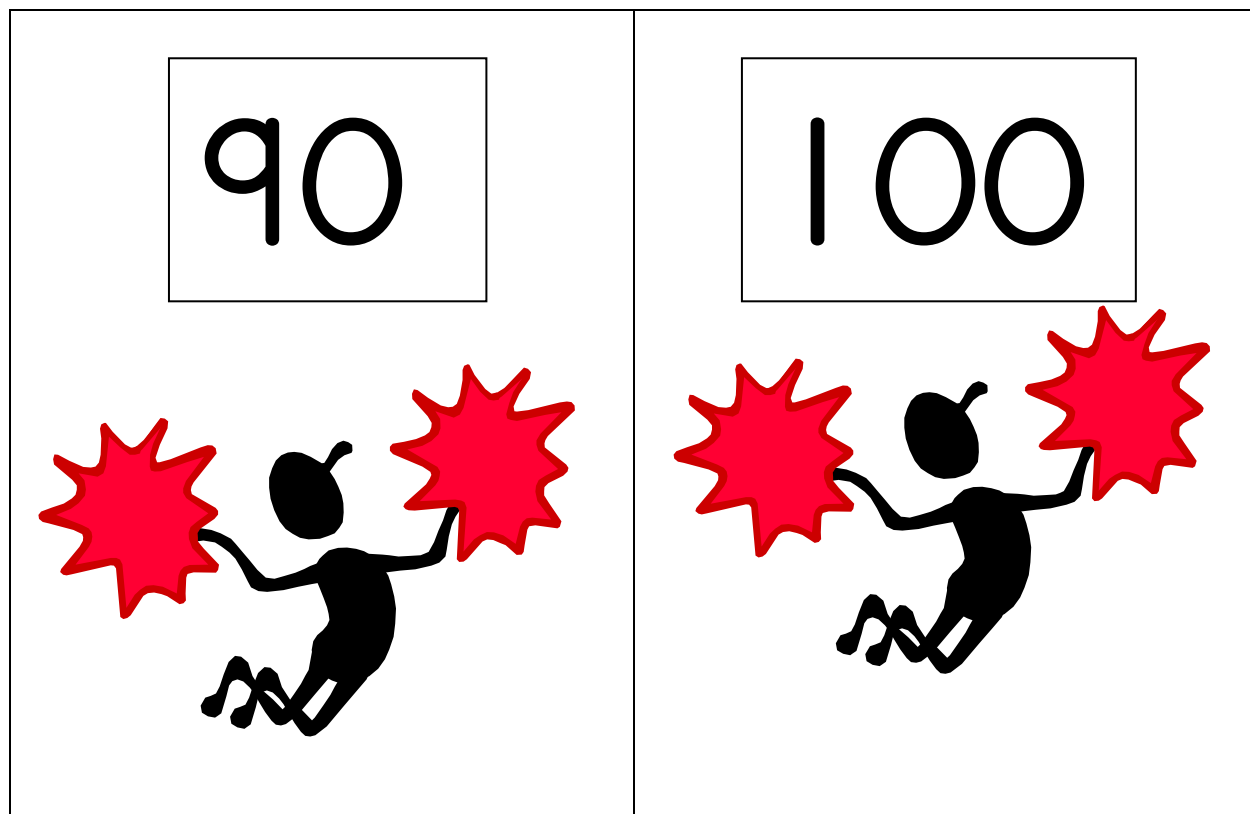


70

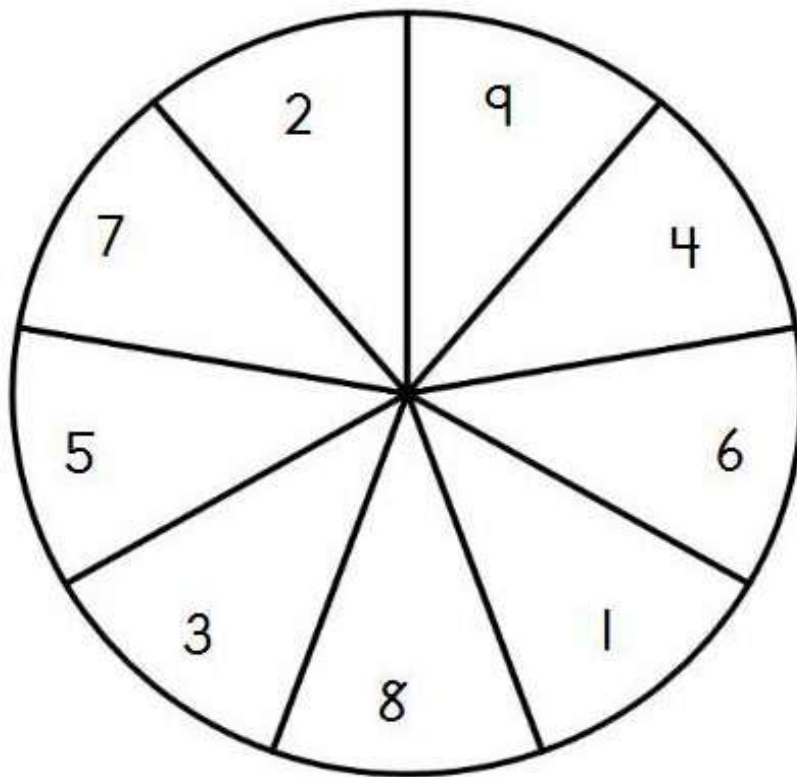


80





*Unit 6, Activity 1, Make 10 Gameboard*




# Unit 6, Activity 2, Calculators and Teen Numbers



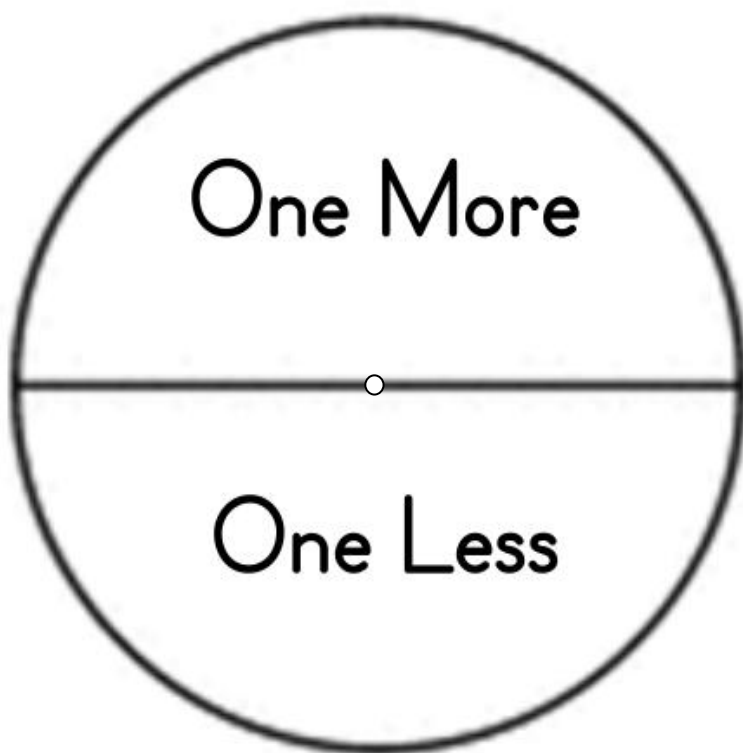
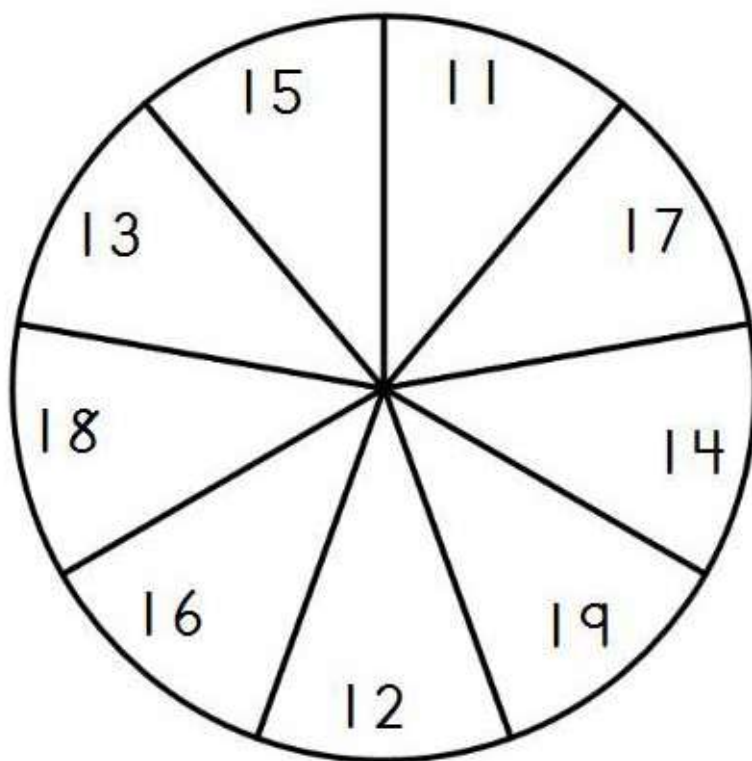
Press 10.  
Press +.  
Press any digit 1–9.  
Press =.

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



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

*Unit 6, Activity 4, One More/One Less Spinners*



*Unit 6, Activity 4, One More/One Less Number Path*

10					
				20	





*Unit 6, Activity 4, One More/One Less Numeral Cards*

10	11	12	13	14	15
16	17	18	19	20	

***Unit 6, Activity 6, Grab and Count***

Objects	Group of 10	Extra Ones	Total

*Unit 6, Activity 7, Mystery Bags*

How many?	Group of 10	Other Ones	Number of objects
 A			
 B			
 C			
 D			

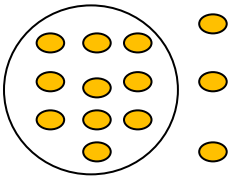
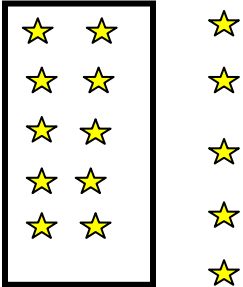
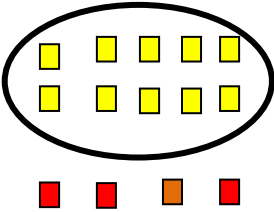
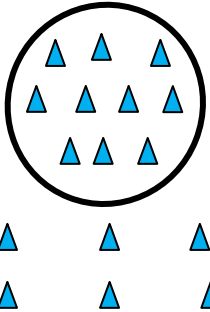
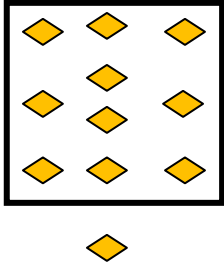
***Unit 6, Activity 8, Ten and “Some Extras”***

**How many Ten Frames  
are full? \_\_\_\_\_**


**How many extra ones?  
\_\_\_\_\_**

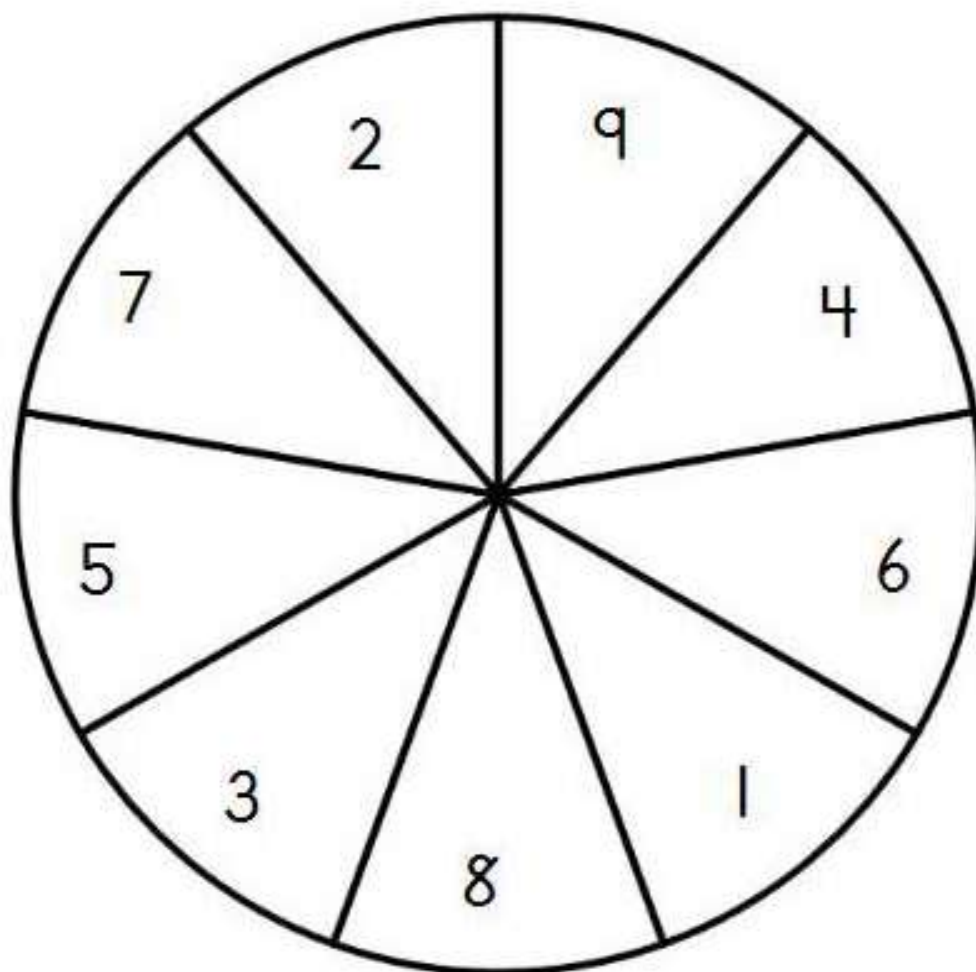

**How many chips in all? \_\_\_\_\_**

*Unit 6, Activity 9, Clip It!*

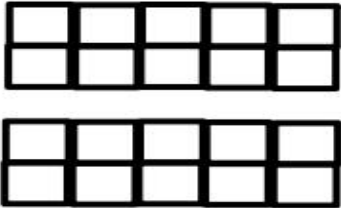
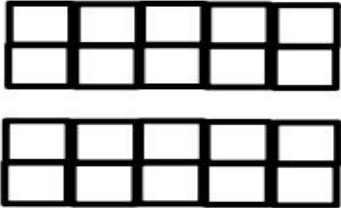
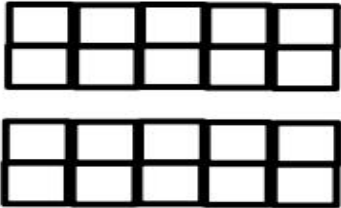
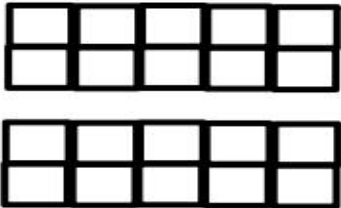
$10 + 4$	18		15	$10 + 6$
11				19
				
17				12
				
$10 + 8 =$	13	$10 + 2 =$	14	$10 + 7 =$



*Unit 6, Activity 10, Spin Some More Spinner*



*Unit 6, Activity 10, Spin Some More*

		Spin Some More Numeral		New Number
10	+		=	
10	+		=	
10	+		=	
10	+		=	

*Unit 6, Activity 11, Graphic Organizer*

11																						
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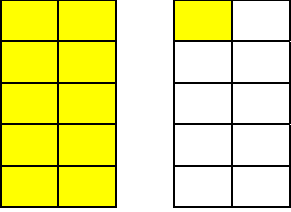

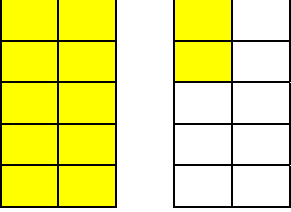

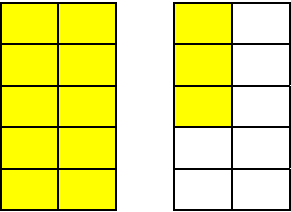
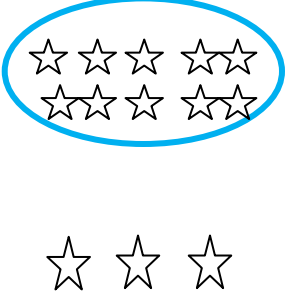
*Unit 6, Activity 11, Graphic Organizer*

14																						
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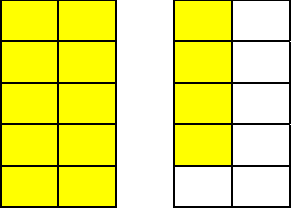


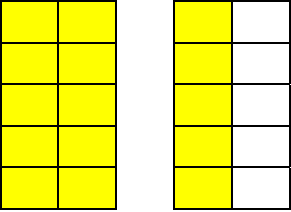


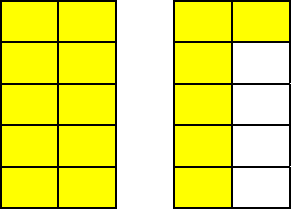


*Unit 6, Activity 11, Graphic Organizer*

17																						
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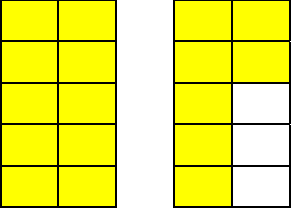

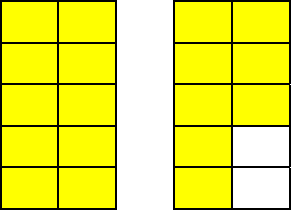
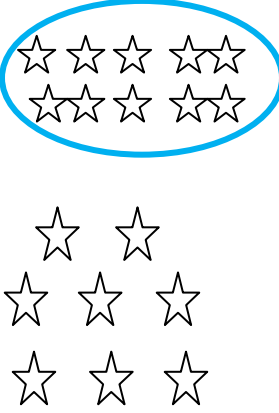
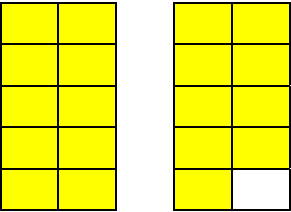

*Unit 6, Activity 12, Match Game*

		$10 + 1 = 11$	10 and 1
		$10 + 2 = 12$	10 and 2
		$10 + 3 = 13$	10 and 3

*Unit 6, Activity 12, Match Game*

	 	$10 + 4 = 14$	10 and 4
	 	$10 + 5 = 15$	10 and 5
	 	$10 + 6 = 16$	10 and 6

*Unit 6, Activity 12, Match Game*

		$10 + 7 = 17$	10 and 7
		$10 + 8 = 18$	10 and 8
		$10 + 9 = 19$	10 and 9



*Unit 6, Activity 13, Teen Number Story*



*Unit 7, Daily Routine, Hundred Board*

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

*Unit 7, Daily Routine, Hundred Board*

51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

## *Unit 7, Daily Routine, Counting Calculator*

Cut on the dotted line and display in the math center.



Press 15.

Press  $+ 1 =$ .

Begin counting.

Press  $=$  to 100.



Press 30.

Press  $+ 10 =$ .

Begin counting.

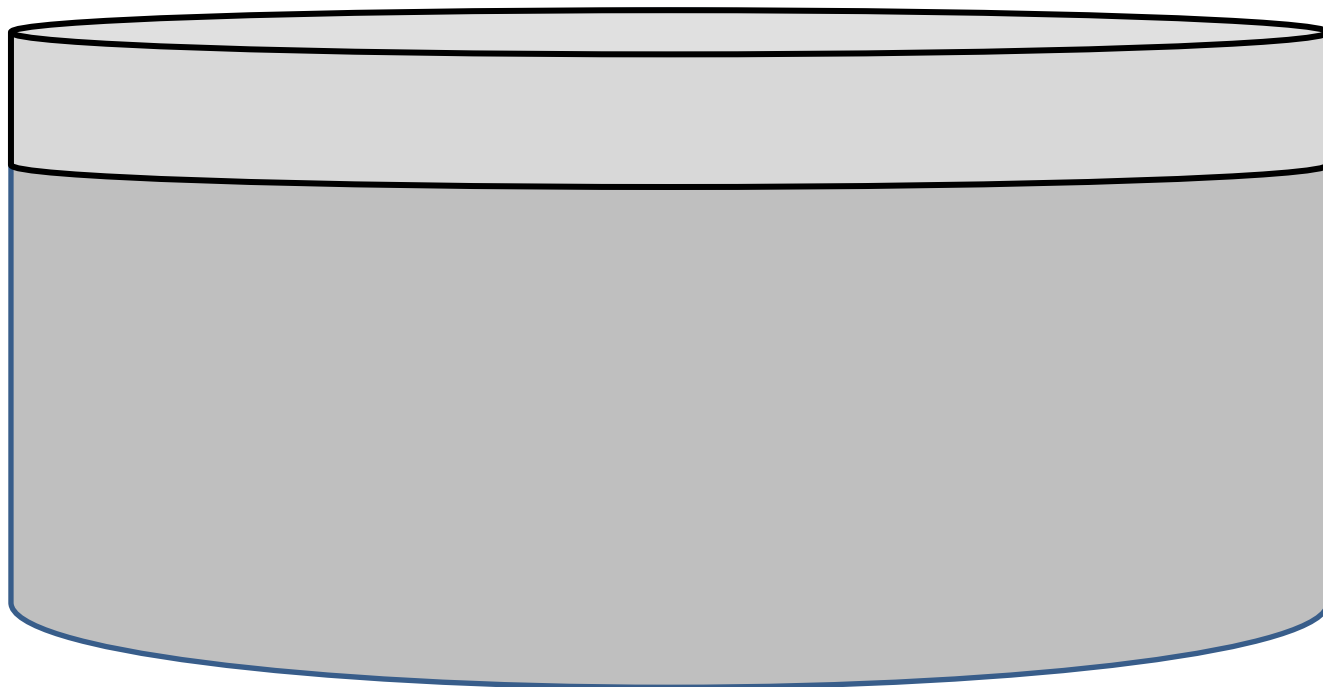
Press  $=$  to 100.

# How Many Buttons

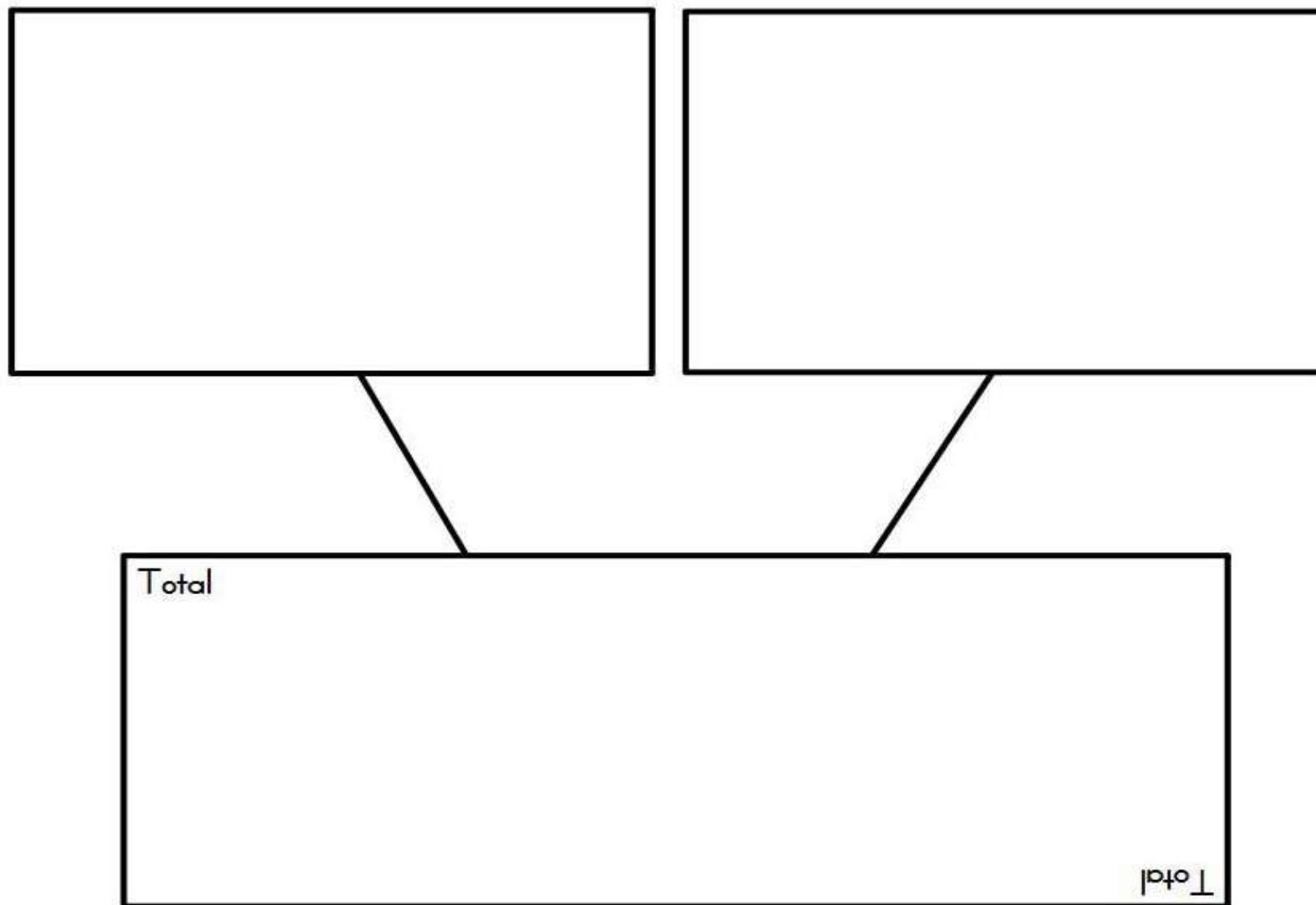


Box 1	Box 2

**Button Box**

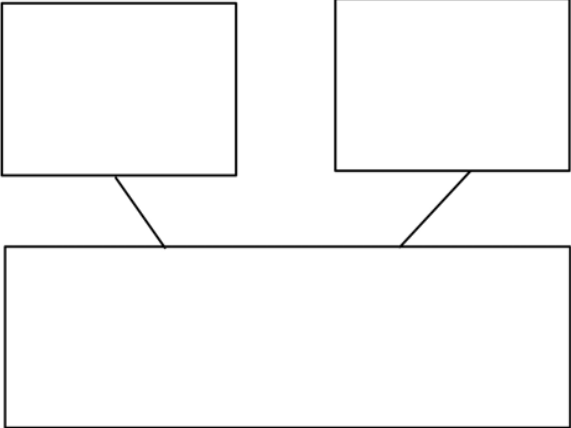
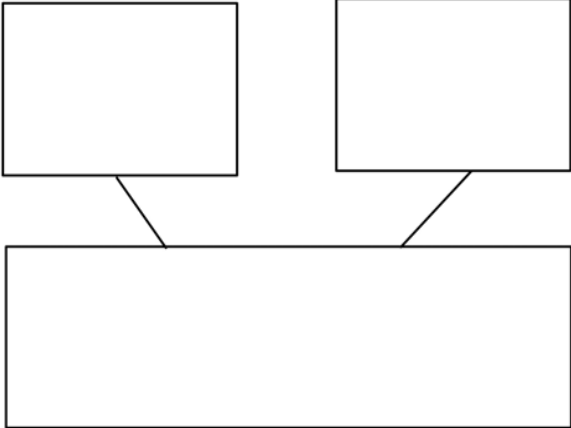
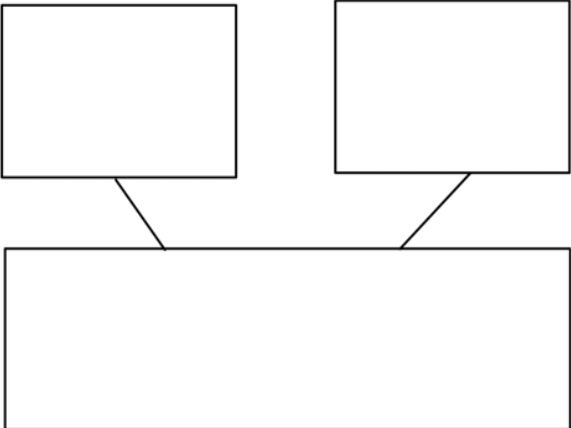
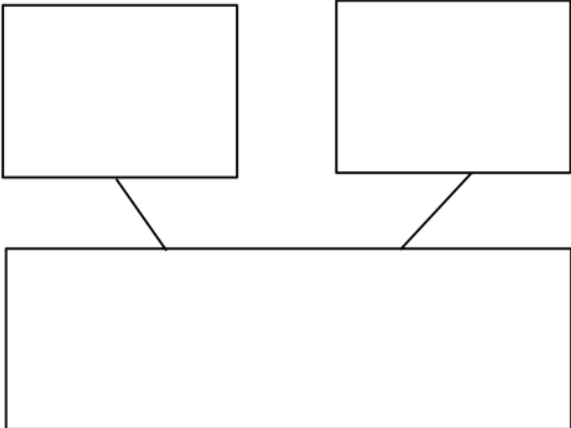


*Unit 7, Activities 2, 3, 5, Addition/Subtraction Mat*



*Unit 7, Activity 2, Addition Recording Sheet*

Names: \_\_\_\_\_

## Unit 7, Activity 3, Two-Colored Chip Toss

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

### Two-Colored Chip Toss Addition

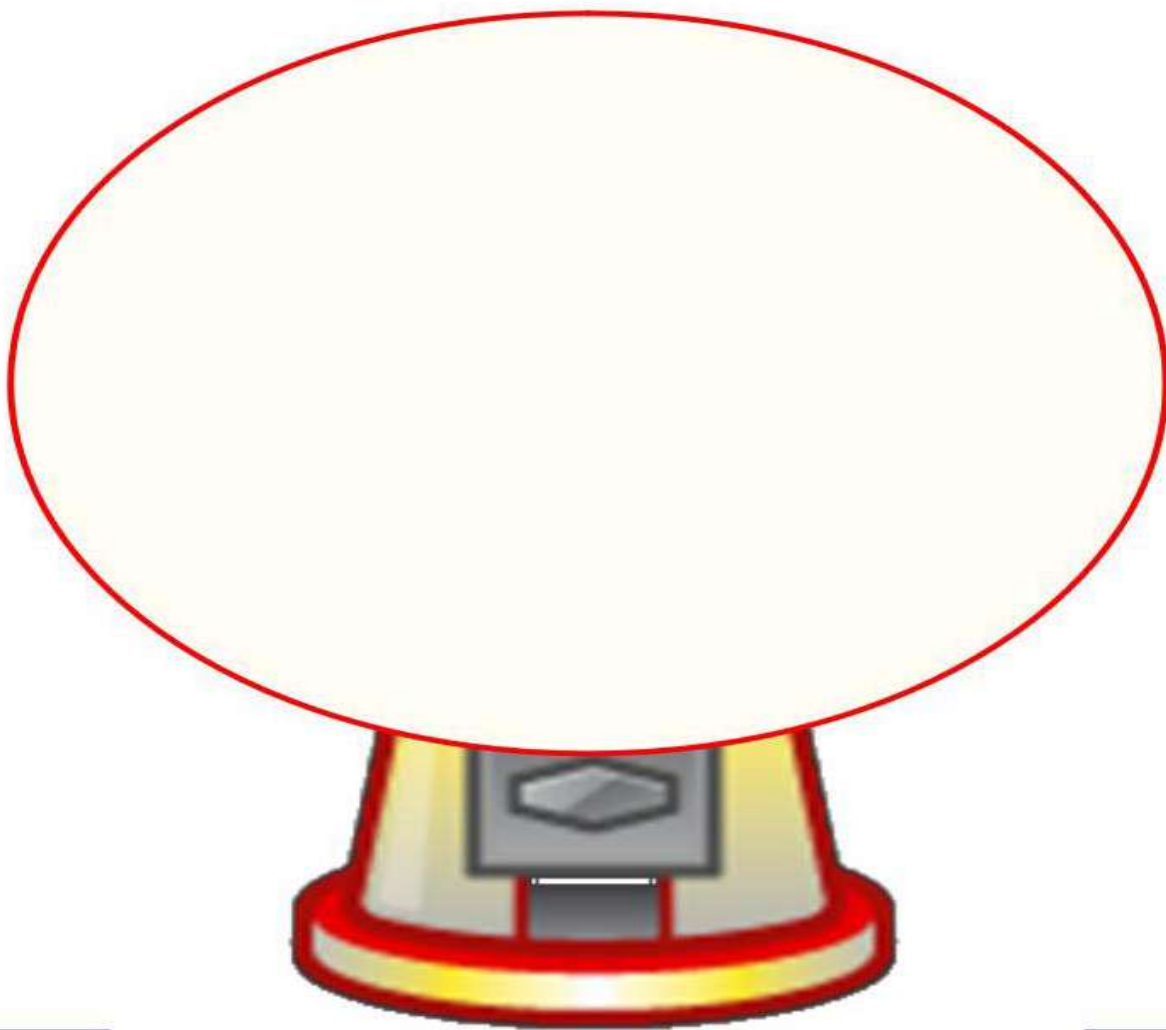
Red ○	Yellow ○

### Addition Equations

Red	+	Yellow	=	Total
	+		=	
	+		=	
	+		=	
	+		=	
	+		=	
	+		=	
	+		=	



*Unit 7, Activity 4, Gumball Subtraction Mat*

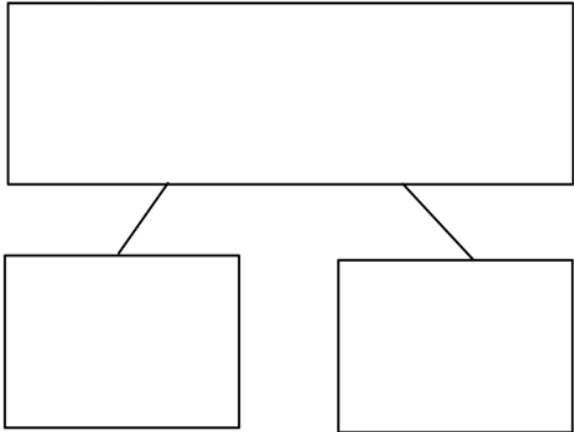
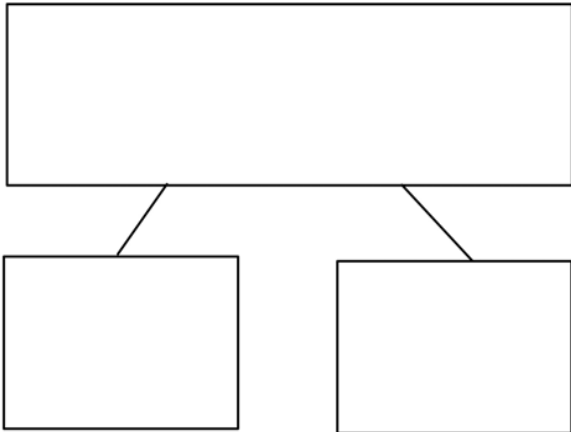
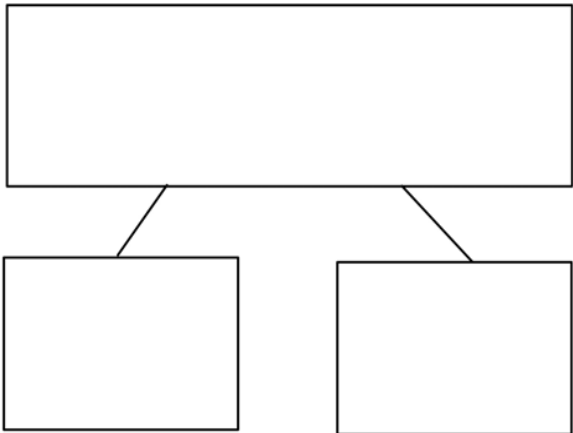
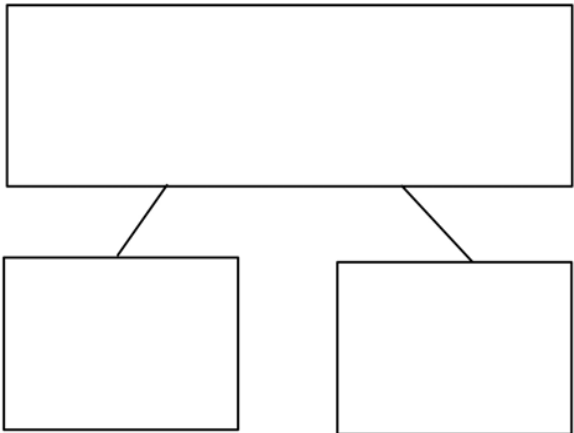


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*Unit 7, Activity 5, Subtraction Recording Sheet*

Names: \_\_\_\_\_

*Unit 7, Activity 6, Behind My Back*

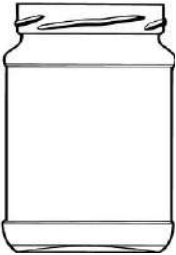
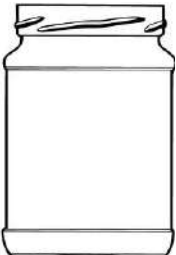
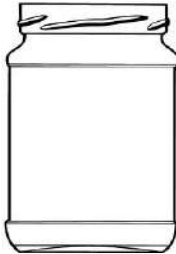
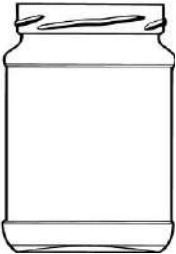
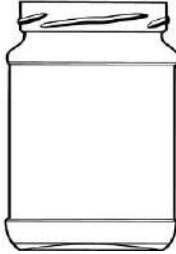
Name: \_\_\_\_\_

**Behind My Back**

Total Number of Objects	<b>-</b>	Objects Left	<b>=</b>	Objects Behind My Back
	<b>-</b>		<b>=</b>	
	<b>-</b>		<b>=</b>	
	<b>-</b>		<b>=</b>	
	<b>-</b>		<b>=</b>	
	<b>-</b>		<b>=</b>	
	<b>-</b>		<b>=</b>	
	<b>-</b>		<b>=</b>	

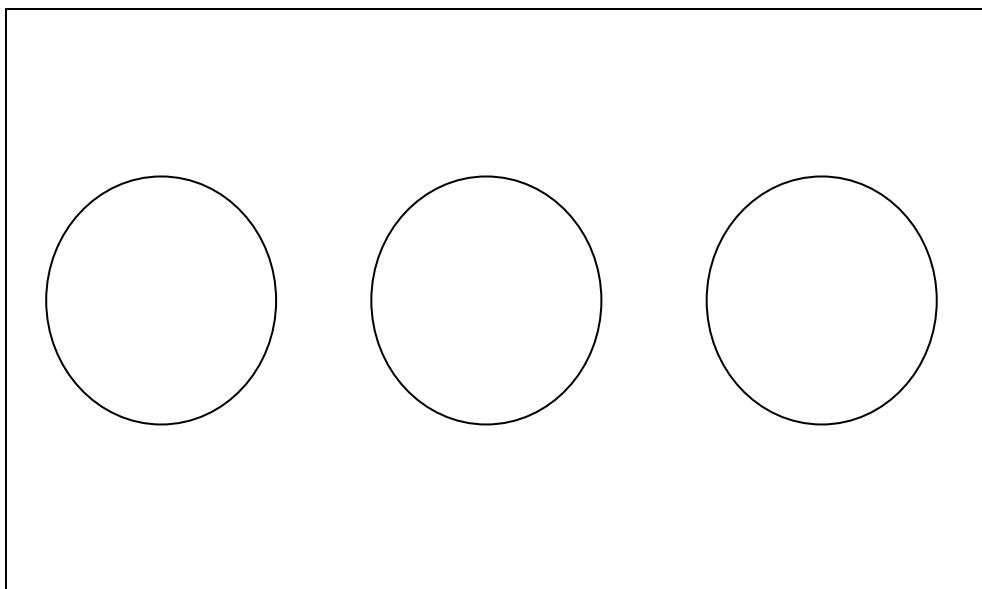
Unit 7, Activity 7, In the Jar

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

Total Number of Clothespins	-	Clothespins on the Floor	=	
	-		=	
	-		=	
	-		=	
	-		=	

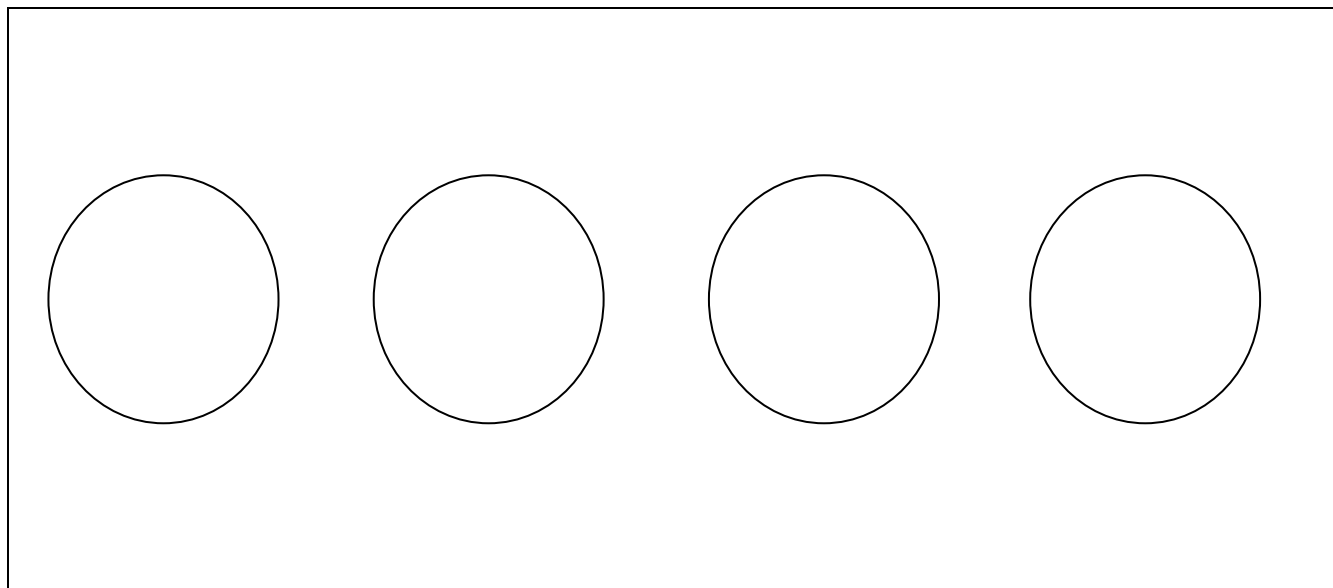
*Unit 7, Activity 8, Snap It! Card*

Run on card stock.



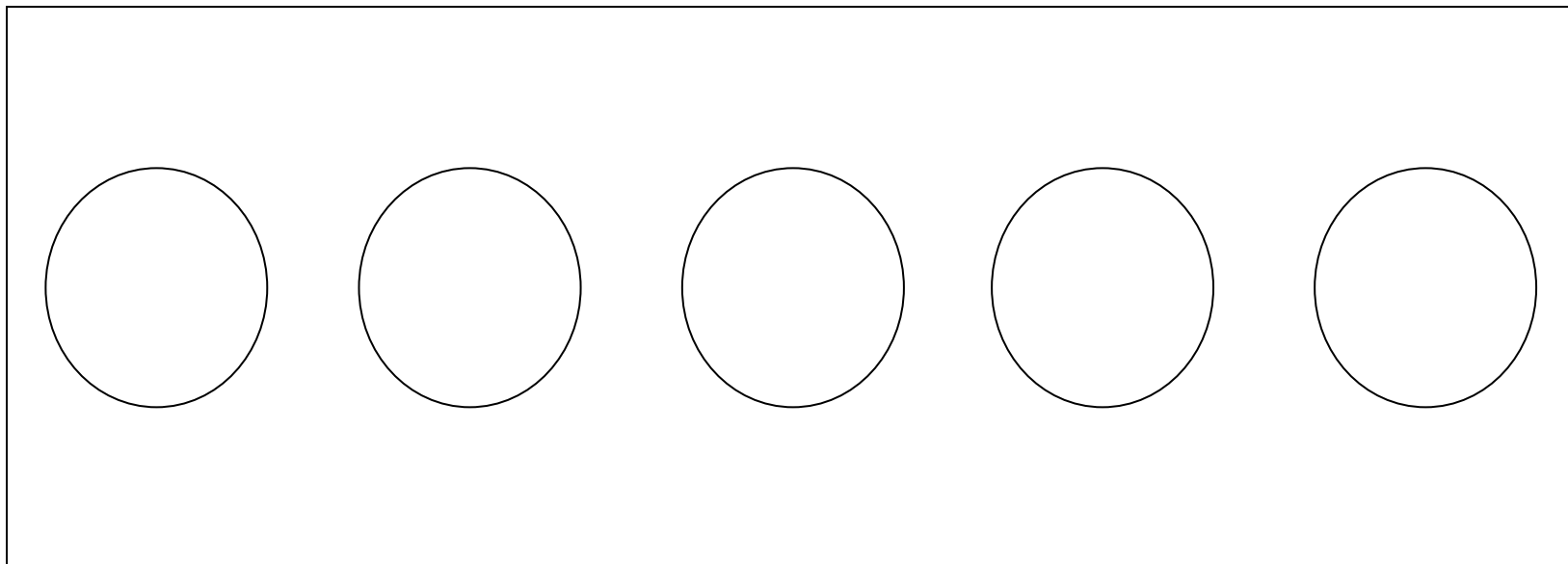
*Unit 7, Activity 8, Snap It! Card*

Run on card stock.



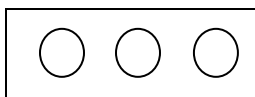
*Unit 7, Activity 8, Snap It! Card*

Run on card stock.

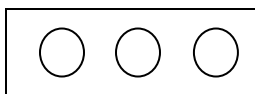


## Unit 7, Activity 8, Snap It! Recording Sheet

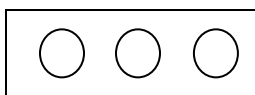
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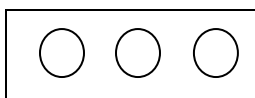
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## Unit 7, Activity 8, Snap It! Recording Sheet

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## Unit 7, Activity 8, Snap It! Recording Sheet

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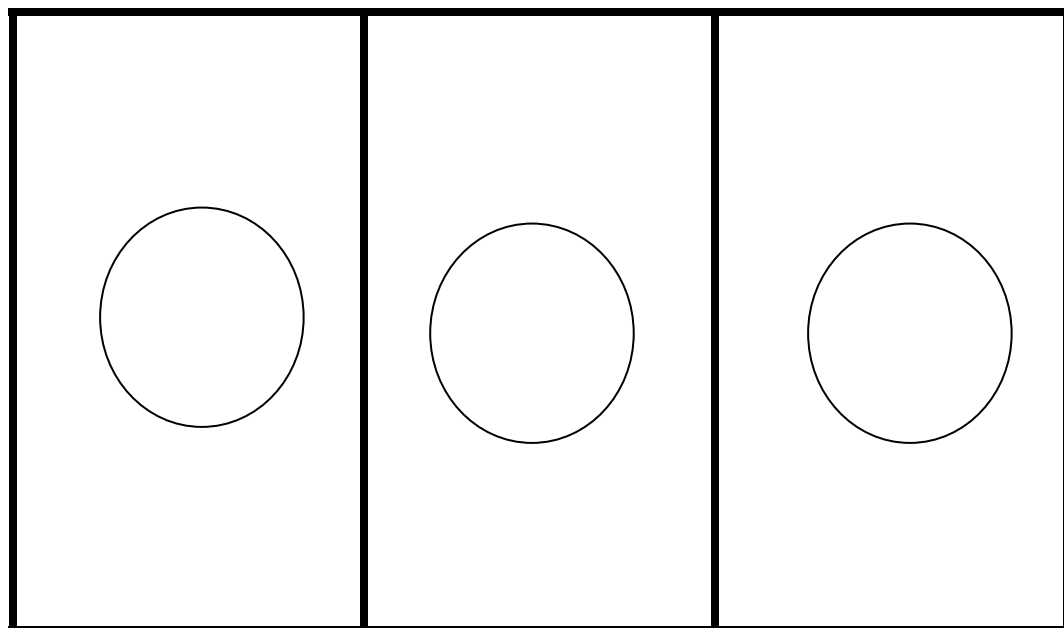
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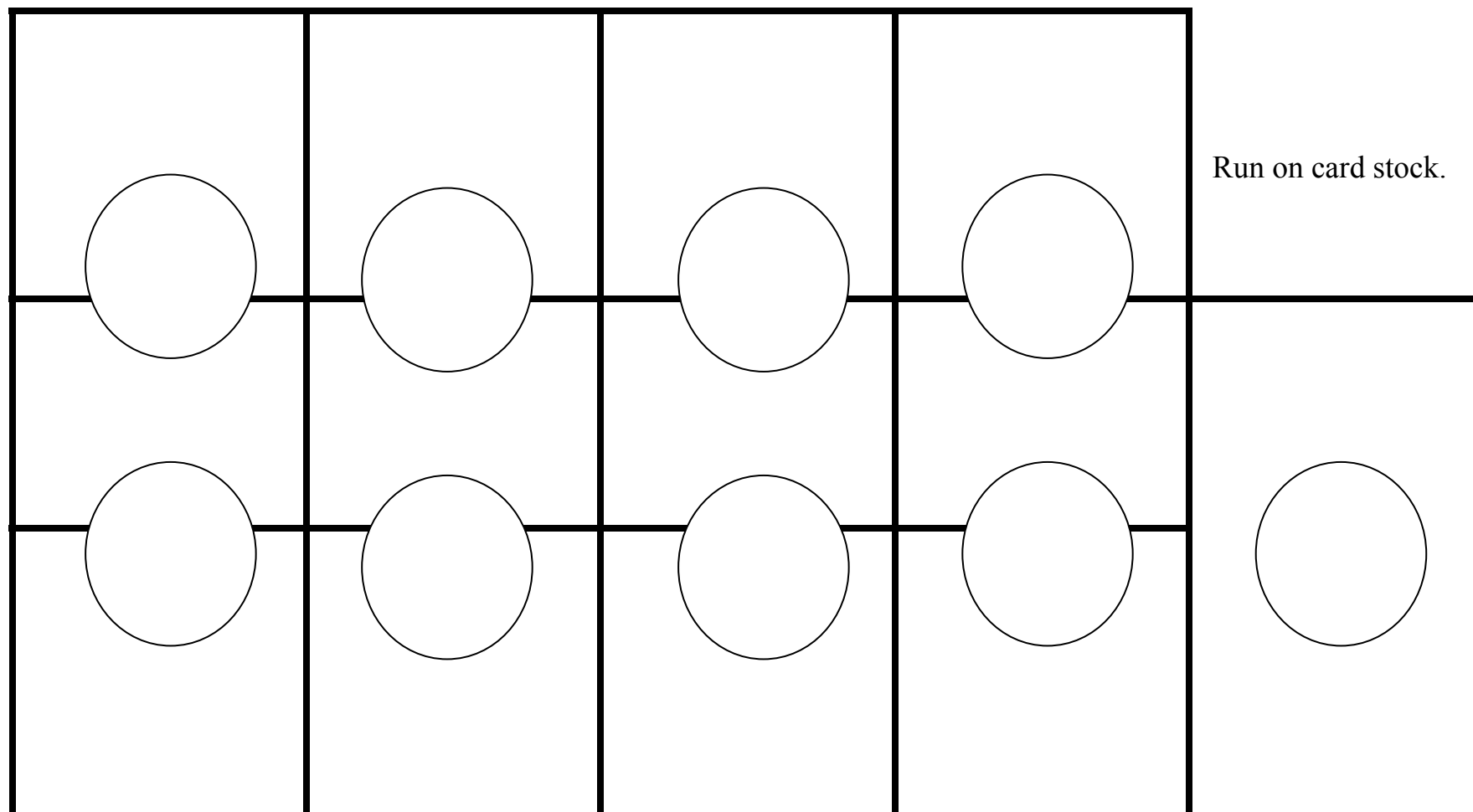
***Unit 7, Activity 9, Fold It! Card***

Run on card stock.



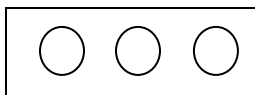
***Unit 7, Activity 9, Fold It! Card***

Run on card stock.

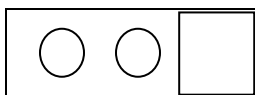


## Unit 7, Activity 9, Fold It! Recording Sheet

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



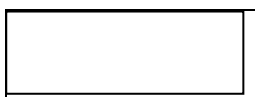
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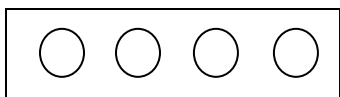
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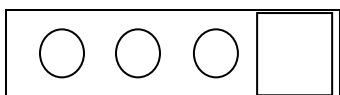
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# Unit 7, Activity 9, Fold It! Recording Sheet

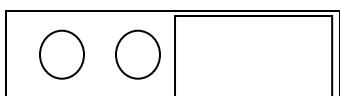
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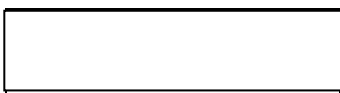
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# Unit 7, Activity 9, Fold It! Recording Sheet

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*Unit 7, Activity 10, Addition Vocabulary Card*

Run on card stock. Model how to complete vocabulary card.

<p>Show with circles.</p>   	<p>Fill in the equation.</p>  $\underline{\quad} + \underline{\quad} = \underline{\quad}$
<p>Numeral</p>	
<p>Write a number story.</p> <p><math>\underline{\quad}</math> <math>\underline{\quad}</math></p> <p>and <math>\underline{\quad}</math> <math>\underline{\quad}</math></p> <p>is <math>\underline{\quad}</math> <math>\underline{\quad}</math></p>	

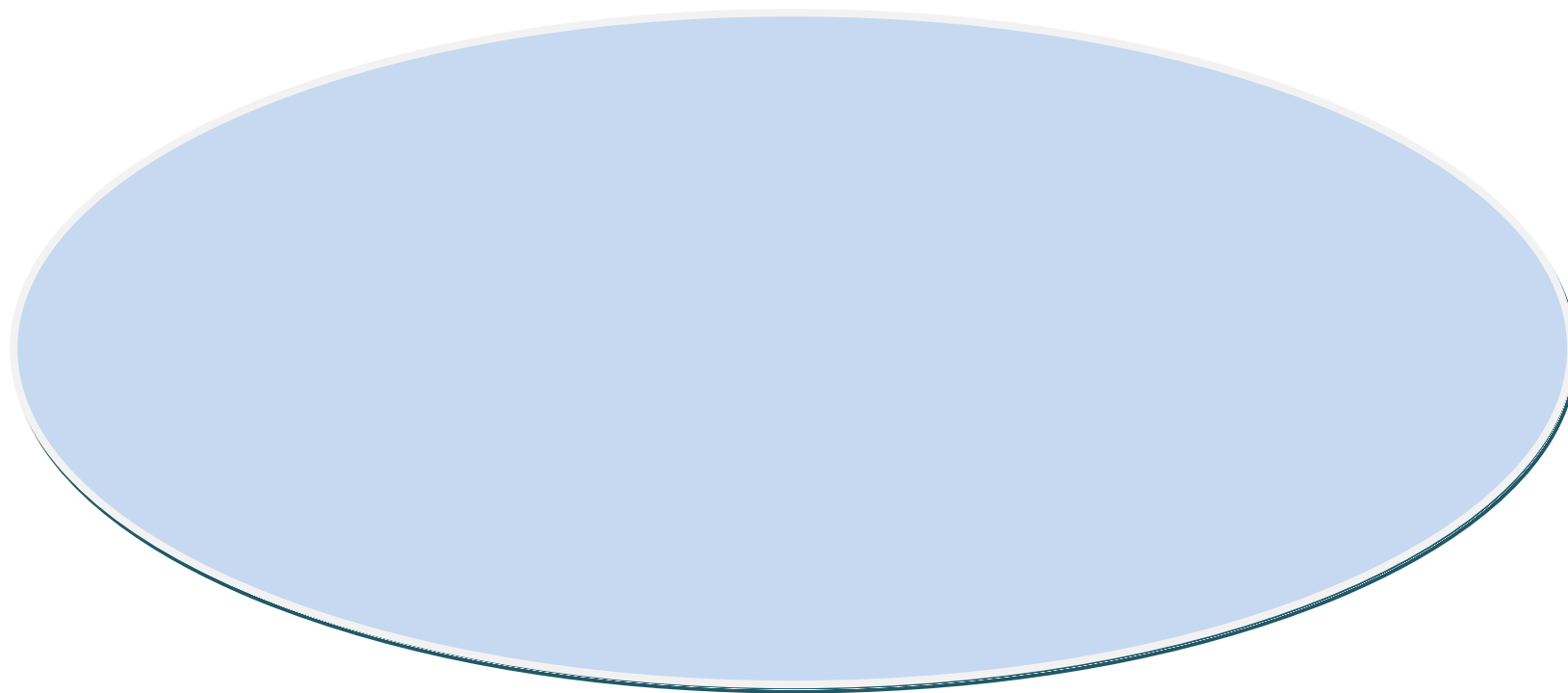


*Unit 7, Activity 10, Subtraction Vocabulary Card*

Run on card stock. Model how to complete vocabulary cards.

The card features a central circle labeled "Numeral". Surrounding it are four rectangular boxes for different activities:

- Top Left Box:** Labeled "Show with circles." with a large empty space below for drawing.
- Top Right Box:** Labeled "Fill in the equation." with a subtraction template:  $\underline{\quad} - \underline{\quad} = \underline{\quad}$ .
- Bottom Box:** Labeled "Write a number story." with three lines of text for a story:  
There were  $\underline{\quad}$   $\underline{\quad}$ .  
and  $\underline{\quad}$   $\underline{\quad}$  went away.  
There are  $\underline{\quad}$   $\underline{\quad}$  left.



***Unit 7, Activity 11, Gone Fishing Problems***

















<p>3 boys went fishing. 2 girls went fishing. How many children went fishing?</p>	<p>I see 4 green fish. I see 3 yellow fish. How many fish do I see?</p>
<p>Tom had 10 fish. He gave 2 to Sam. How many fish does Tom have now?</p>	<p>Jan saw 8 fish. 2 fish swam away. How many fish can Jan see now?</p>
<p>Ted caught 5 fish. Nan caught 4 fish. How many fish were caught by both children?</p>	<p>There were 9 fish in the pond. 6 fish were caught. How many fish are still in the pond?</p>



# Going Shopping!



## Unit 7, Activity 12, Going Shopping Story Cards

 costs 3  .  costs 4  . <p>How many pennies in all?</p>	 costs 2  .  costs 6  . <p>How many pennies in all?</p>
<p>You have 10  .  pennies</p> <p>You buy  for 7  .  pennies</p> <p>How many pennies do you have left?</p>	<p>You have 6  .  pennies</p> <p>You buy  for 3  .  pennies</p> <p>How many pennies do you have left?</p>
<p>The red book costs 5 pennies.</p> <p>The blue book costs 5 pennies.</p> <p>How much are both books?</p> <div style="text-align: center;"> <div style="border: 1px solid black; padding: 2px; display: inline-block;">Books for Sale</div>   </div>	<p>You have 9 pennies.</p> <p>The ball is 6 pennies.</p>  <p>How many pennies do you have left?</p>


$3 + 2 =$	$5 - 2 =$	$1 + 4 =$
$5 - 4 =$	$2 + 3 =$	$5 - 3 =$
$4 + 1 =$	$5 - 1 =$	$5 + 0 =$

$3 + 1 =$	$4 - 1 =$	$2 + 2 =$
$4 - 2 =$	$4 + 0 =$	$4 - 0 =$
$2 + 1 =$	$3 - 2 =$	$3 + 0 =$

$1 + 1 =$	$1 - 1 =$	$1 + 0 =$
$1 - 0 =$	$2 + 0 =$	$2 - 2 =$
$1 + 2 =$	$2 - 1 =$	$1 + 3 =$






  I have 4.    Who has 2 + 1?	I have 3.    Who has 10 - 3?	I have 7.    Who has 3 + 2?
I have 5.    Who has 5 - 4?	I have 1.    Who has 3 + 3?	I have 6.    Who has 8 + 2?

*Unit 7, Activity 14, I Have, Who Has (Set 1)*

I have 10.	I have 8.	I have 2.
Who has $4 + 4$ ?	Who has $6 - 4$ ?	Who has $4 + 5$ ?
I have 9.	I have 0.	
Who has $7 - 7$ ?	Who has $5 - 1$ ?	

  I have 7.     Who has 6 + 4?	  I have 10.     Who has 4 - 2?	  I have 2.     Who has 5 + 1?
  I have 6.     Who has 5 + 4?	  I have 9.     Who has 4 - 3?	  I have 1.     Who has 3 + 0?

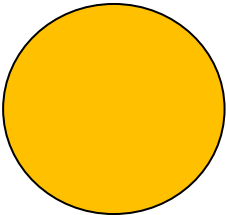
*Unit 7, Activity 14, I Have, Who Has (Set 2)*

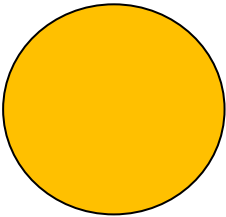
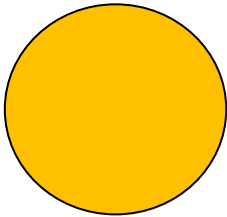
I have 3.	I have 4.	I have 8.
Who has $8 - 4$ ?	Who has $10 - 2$ ?	Who has $4 + 1$ ?
I have 5.	I have 0.	
Who has $4 - 4$ ?	Who has $3 + 4$ ?	

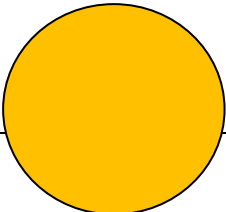
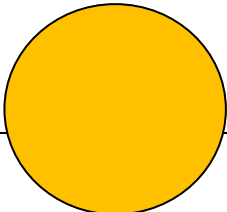
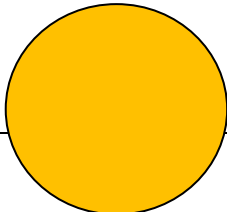
*Unit 7, Activity 14, Our Own “I Have, Who Has” Cards*

<p>I have _____.</p> <p>Who has _____?</p>	<p>I have _____.</p> <p>Who has _____?</p>	<p>I have _____.</p> <p>Who has _____?</p>
<p>I have _____.</p> <p>Who has _____?</p>	<p>I have _____.</p> <p>Who has _____?</p>	<p>I have _____.</p> <p>Who has _____?</p>

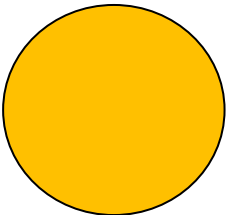
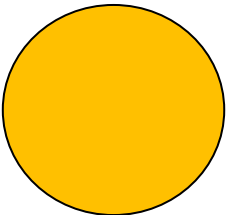
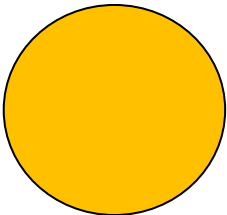
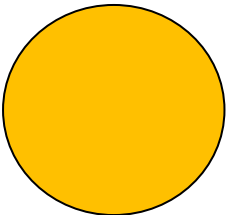
*Unit 7, Activity 15, Missing Addends Five Frame Cards*

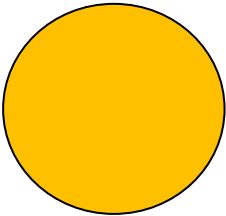
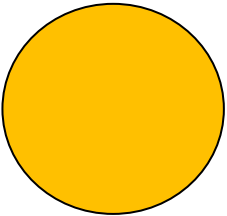
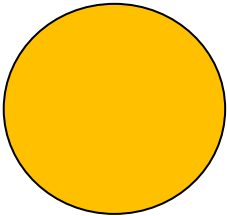
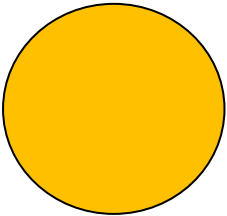
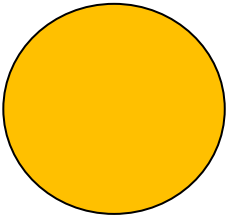
				
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*Unit 7, Activity 15, Missing Addends Five Frame Cards*

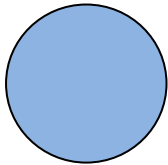
				
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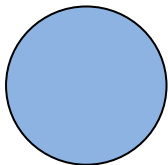
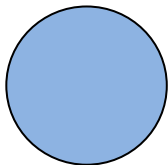
				
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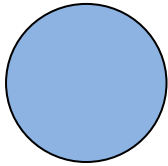
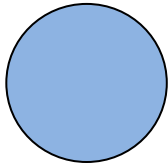
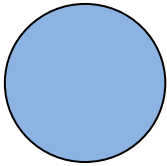
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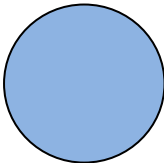
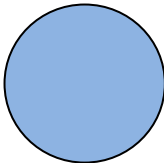
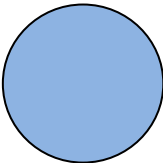
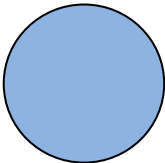
*Unit 7, Activity 15, Missing Addends Ten Frame Cards*

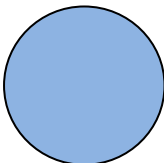
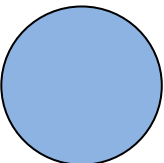
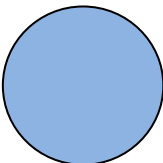
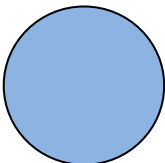
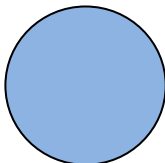
				

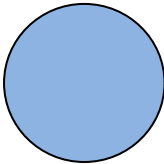
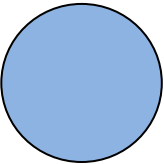
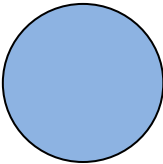
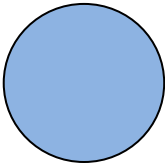
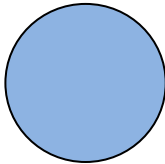
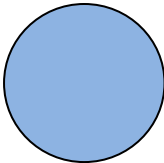
				

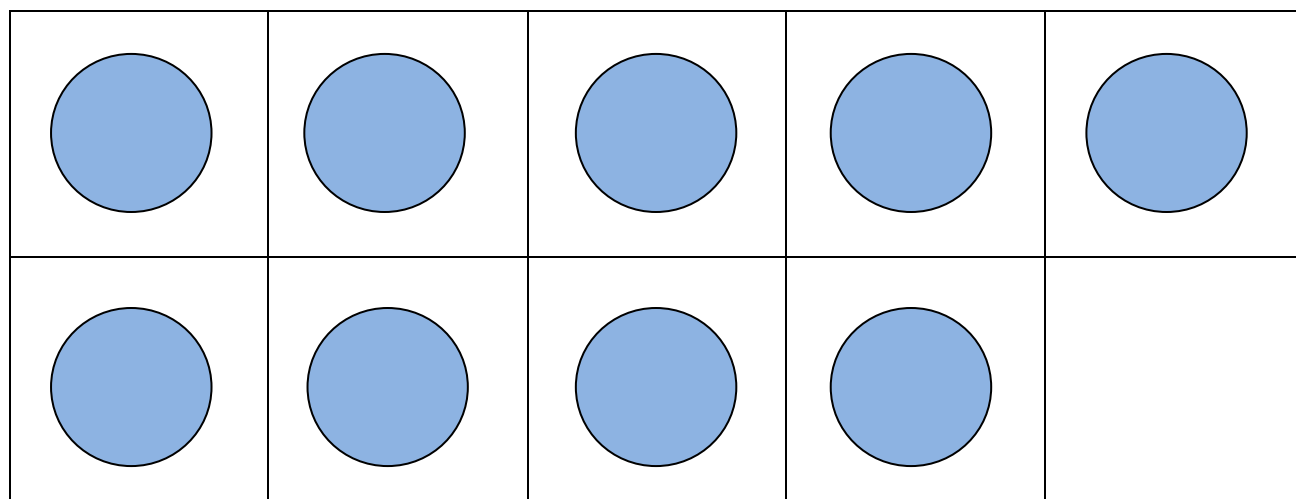
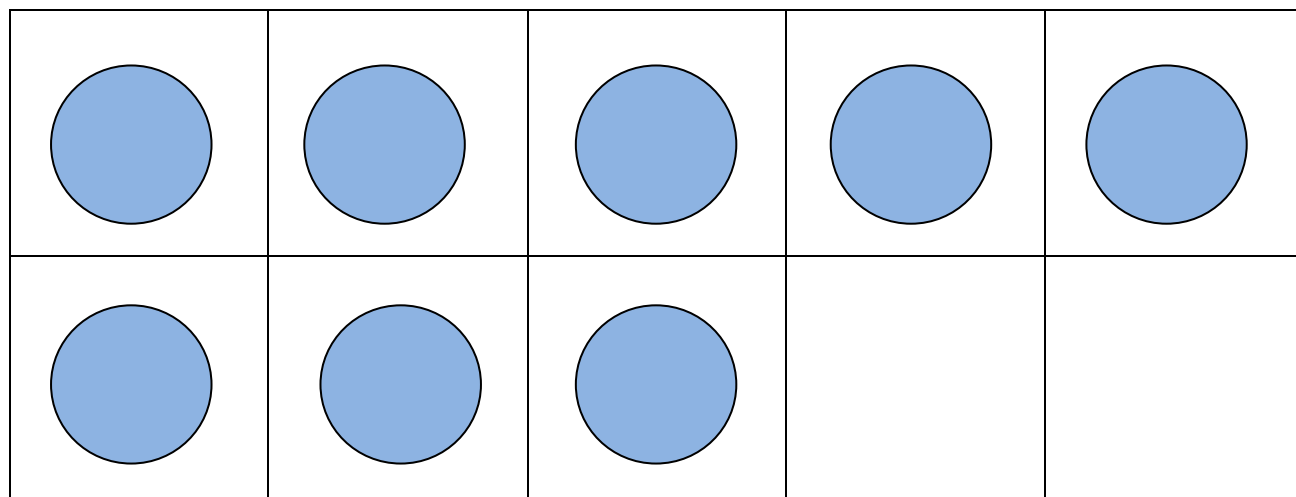
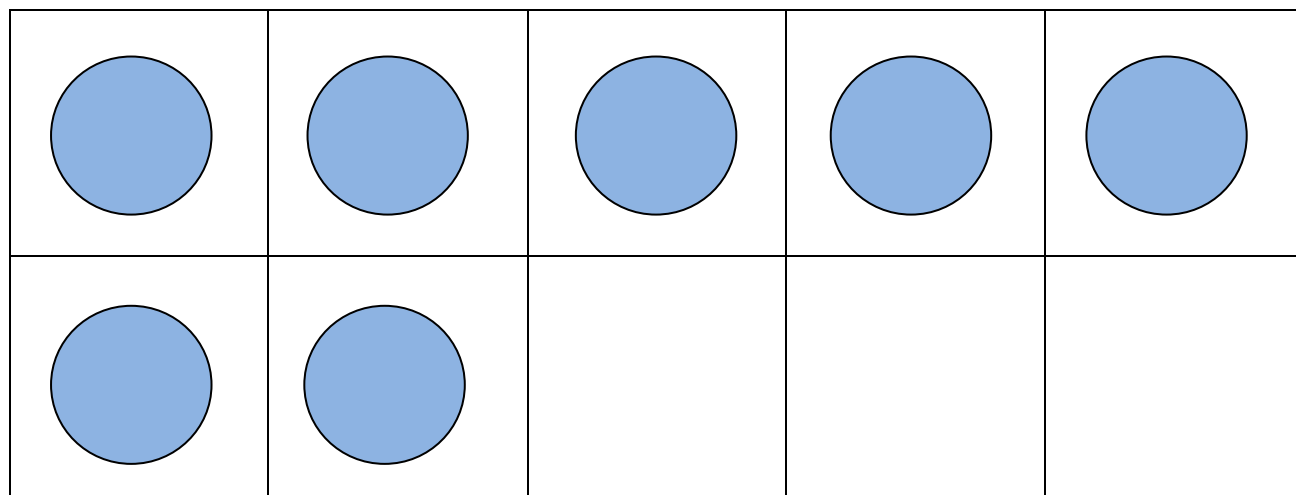
*Unit 7, Activity 15, Missing Addends Ten Frame Cards*

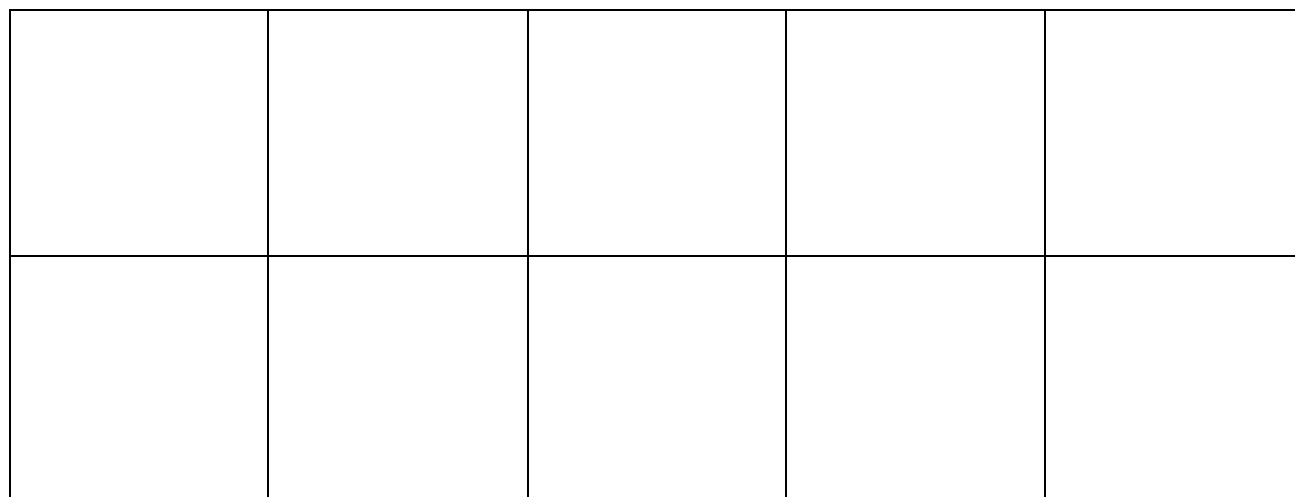
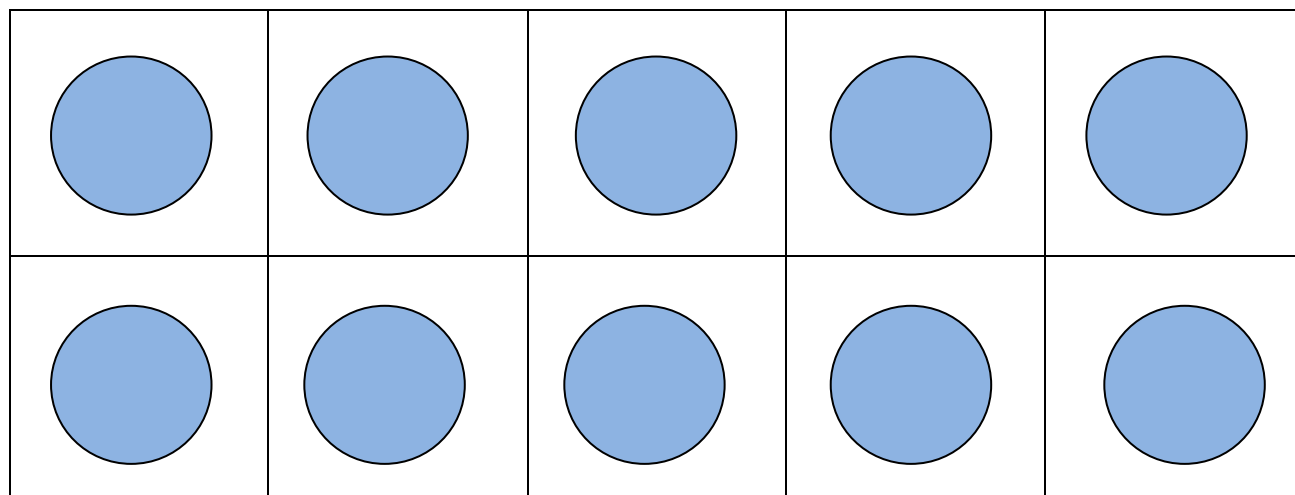
				

*Unit 7, Activity 15, Missing Addends Ten Frame Cards*



*Unit 7, Activity 15, Missing Addends Ten Frame Cards*



***Unit 7, Activity 15, Five/Ten Frames***

**Five Frame**

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**Ten Frame**
