

Count by 2s

2

4

Count by 3s

3

6

Count by 4s

4

8

Count by 5s

5

10

Count by 6s

6

12

Count by 7s

7

14

Count by 2s

2 4

Count by 5s

































5 10

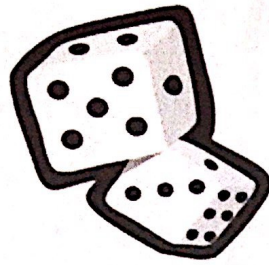
Count by 10s

10 20

Name _____ Date _____

Count by 5s

 5	 10				 30		 40
 45				 65			 80
 85			 100				 120
 125		 135		 145			 160



I can:

1. Roll all 3 number cubes.
2. Use addition, subtraction, or both to make a number as close to 11 as possible.
3. Earn 1 point if my number is closer to 11 than my partner's.
4. Earn 2 points if I get exactly 11.

Roll	My Number Sentence	My Points
1		
2		
3		
4		
5		
My total points →		



I can:

1. Roll all 3 number cubes.
2. Use addition, subtraction, multiplication or a combination to make a number as close to 21 as possible.
3. Earn 1 point if my number is closer to 21 than my partner's.
4. Earn 2 points if I get exactly 21.

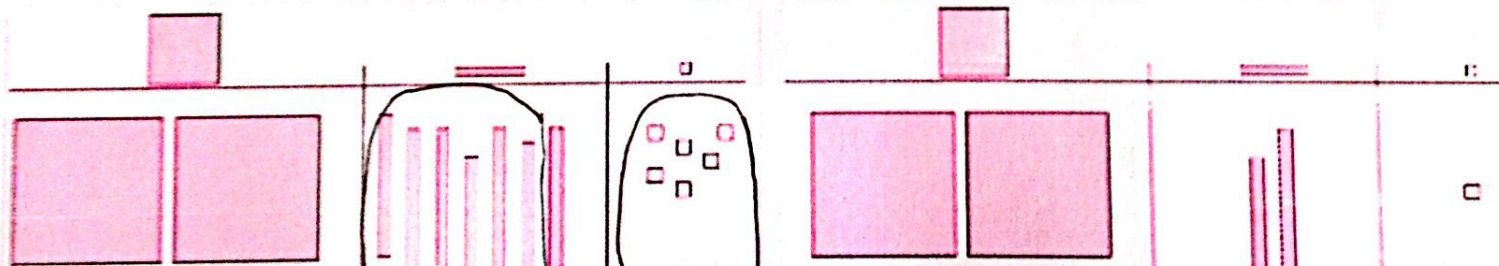
Roll	My Number Sentence	My Points
1		
2		
3		
4		
5		
My total points →		

Race To A Flat

The purpose of this game to help students understand the base ten value system. They work on exchanging units for rods and rods for flats.

Directions: Take turns rolling the dice. Add the dice together to get the sum. Take that number of units from the supply. Place the units in the correct column on your place value mat and make any exchanges possible. Exchanges need to be done before you pass the dice. The first player to get a flat wins! Have fun.

Materials: Game board (included), Base ten blocks (included), 2 dice



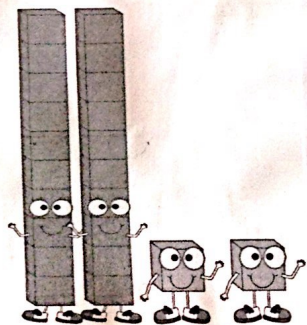
Race To A Flat

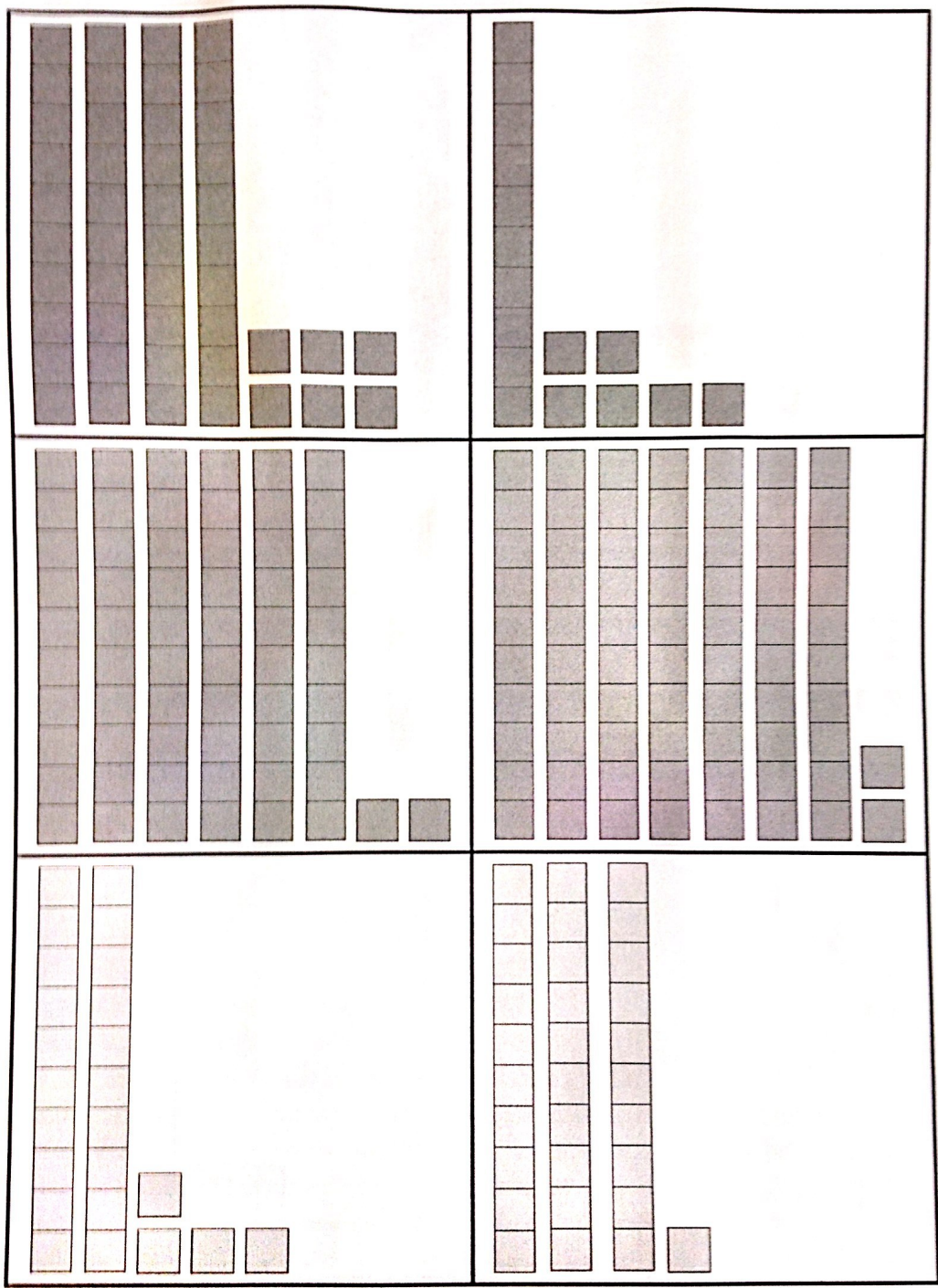
Hundreds	Tens	Ones

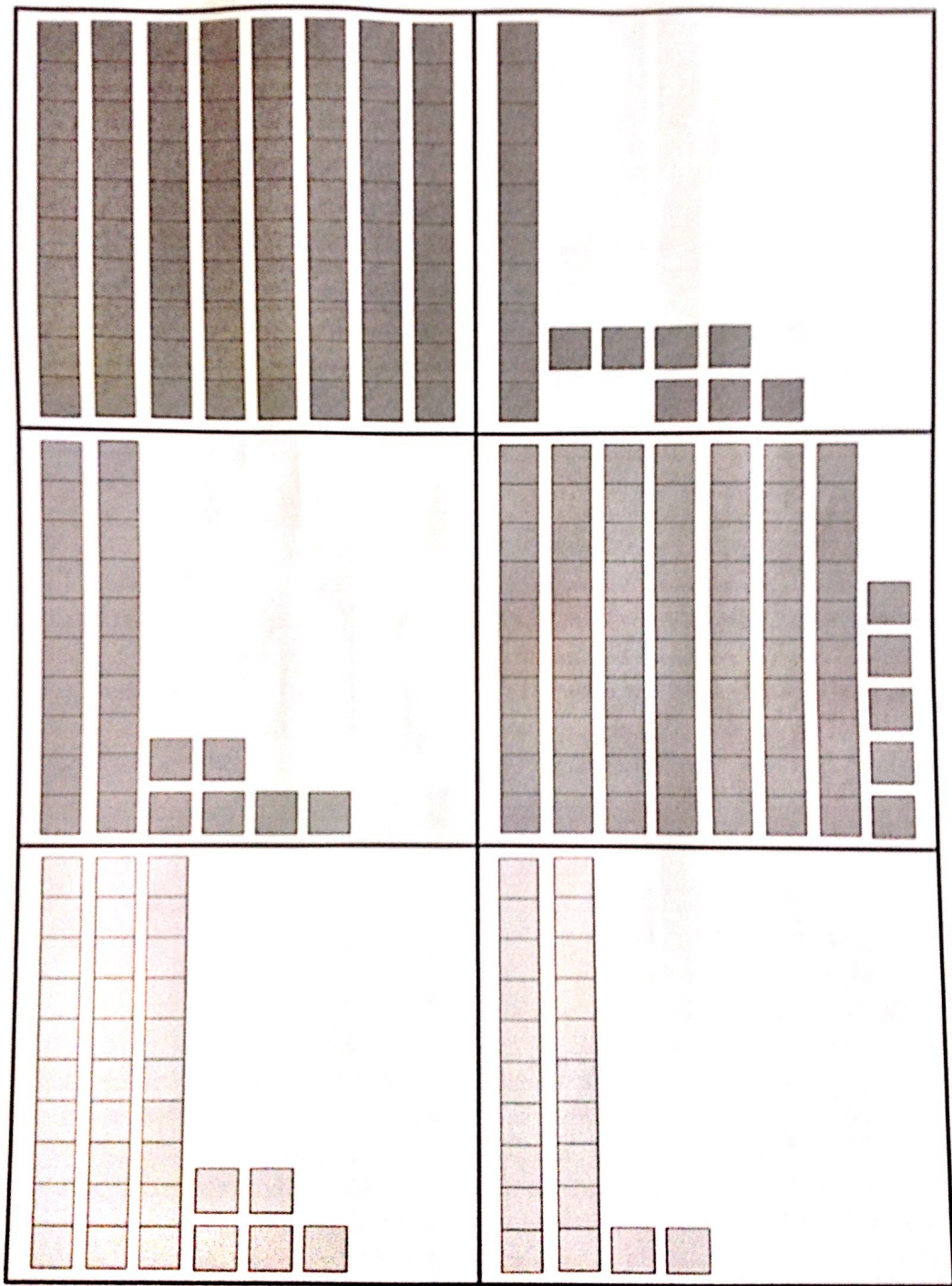
place value

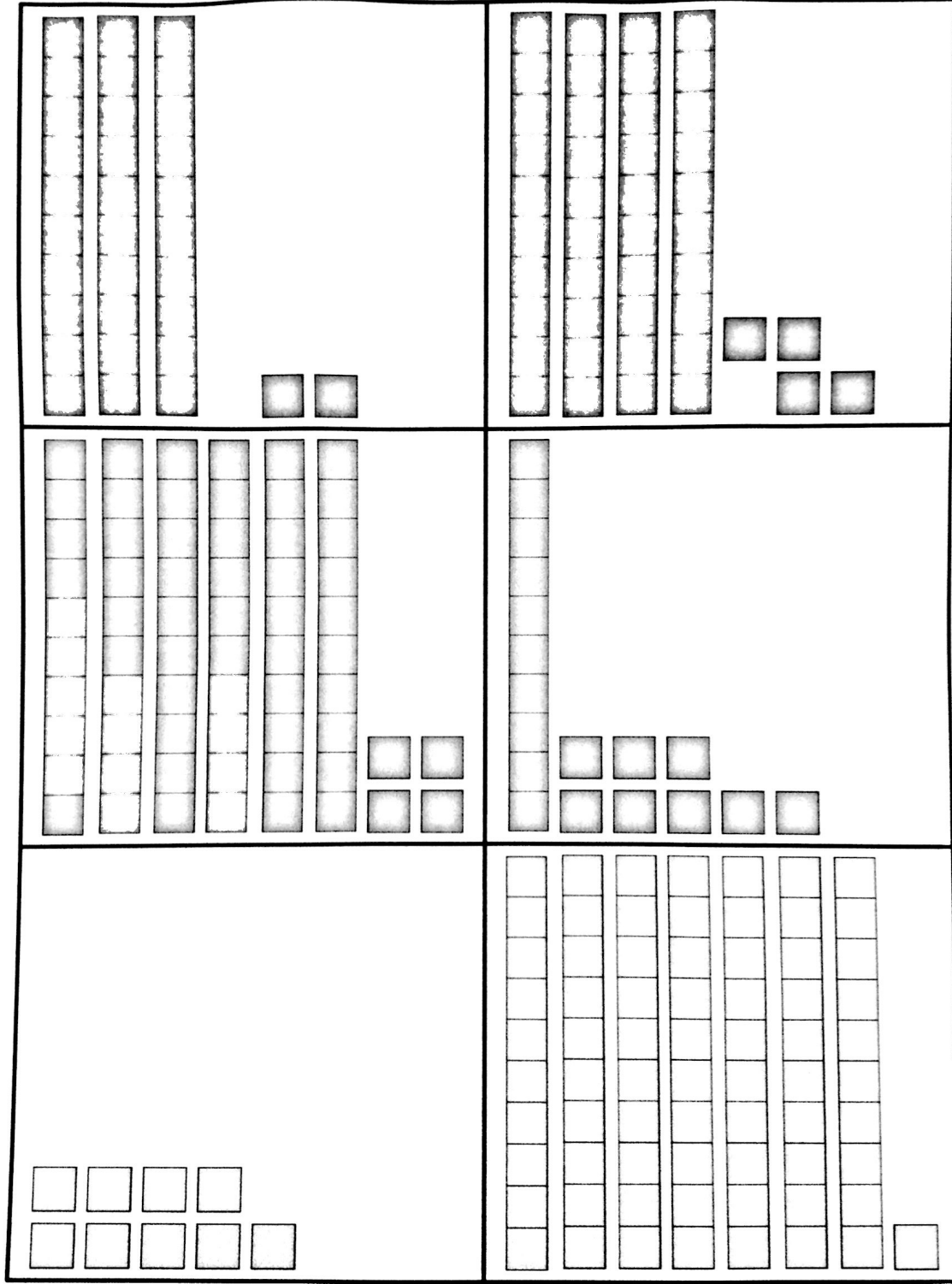
{ tens & ones }

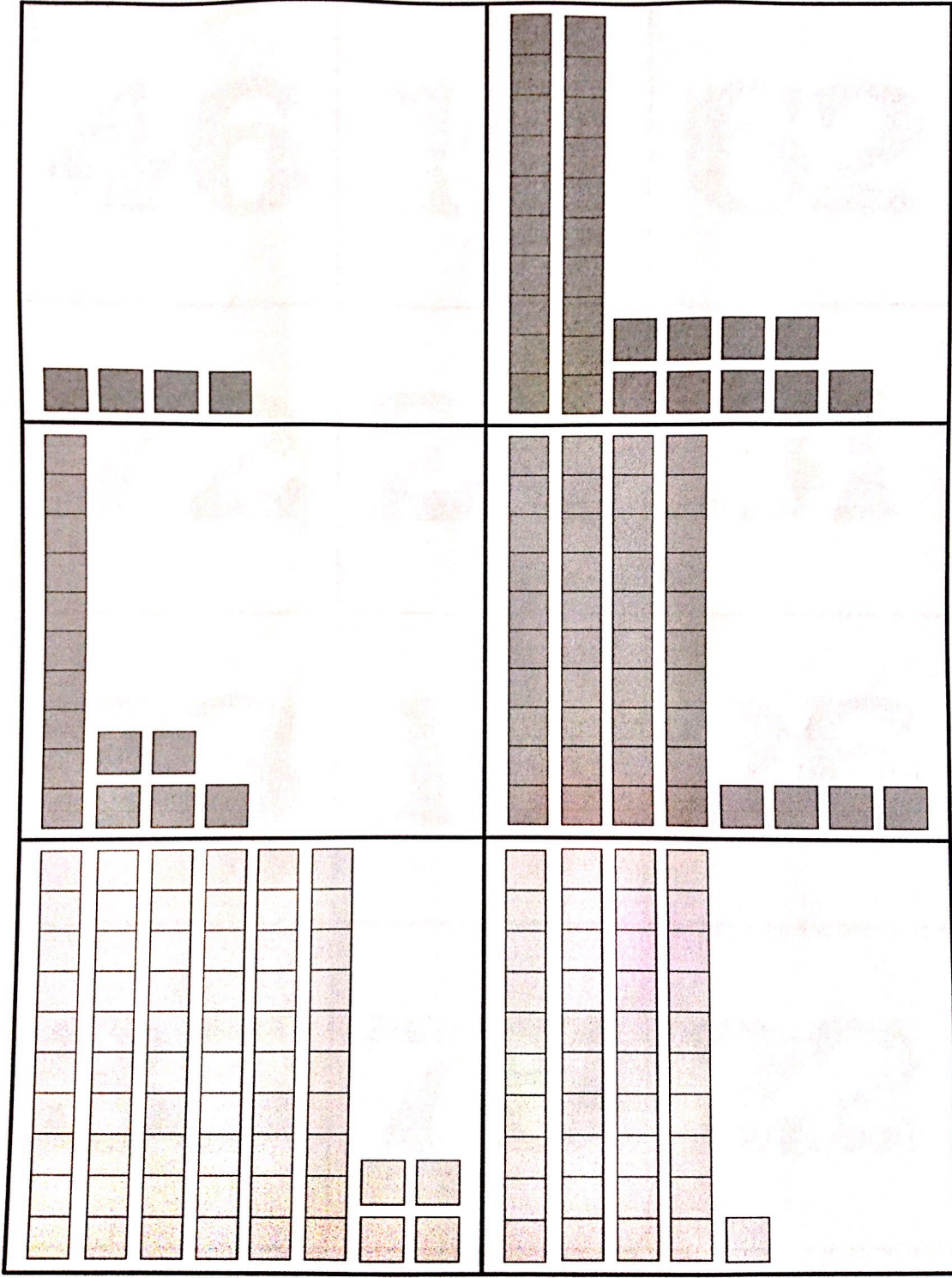
Directions:
Match the place
value cards to the
numeral cards.











46	16	62
72	24	31
33	19	26
35	75	22

80	45	64
18	9	71
4	29	15
44	64	41

Skill - Base 10

Name: _____

Name _____ Date _____

What is in the tens place in each number ?

93

18

34

39

56

31

45

25

78

94

83

32

87

57

65

27

24

13

40

19

Name _____ Date _____

What is in the ones place in each number ?

93

18

34

39

56

31

45

25

78

94

83

32

87

57

65

27

24

13

40

19

Name _____

Date _____

Draw one more in the 5-group. In the box, write the numbers to describe the new picture.



1 more than 7 is ____.

$7 + 1 =$ ____



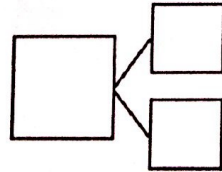
1 more than 9 is ____.

$9 + 1 =$ ____



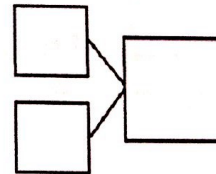
1 more than 6 is ____.

$6 + 1 =$ ____



1 more than 5 is ____.

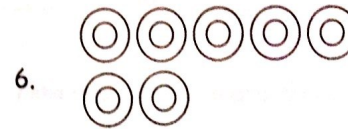
$5 + 1 =$ ____





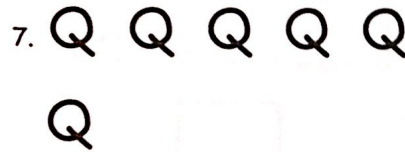
1 more than 8 is ____.

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



____ is 1 more than 7

____ = $7 + 1$



____ is 1 more than 6

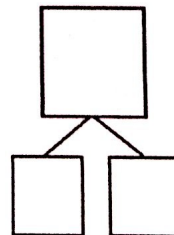
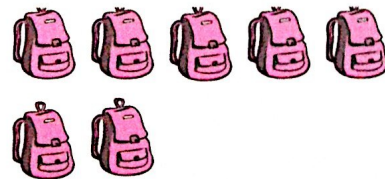
____ = $6 + 1$



____ is 1 more than 5.

____ = $5 + 1$

9. Imagine adding 1 more backpack to the picture. Then write the numbers to match how many backpacks there will be.

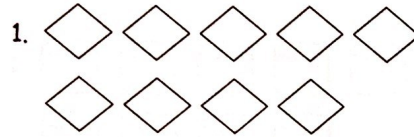


1 more than 7 is ____.

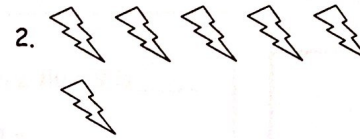
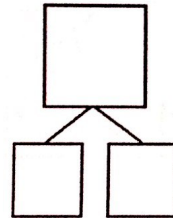
____ + 1 = ____

Name _____ Date _____

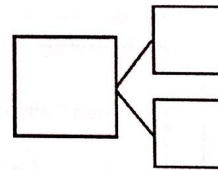
How many objects do you see? Draw one more. How many objects are there now?



_____ is 1 more than 9.
 $9 + 1 = \underline{\quad}$

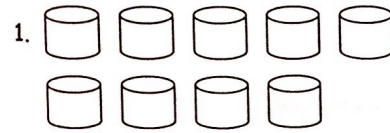


1 more than 6 is _____.
 _____ + 1 = _____

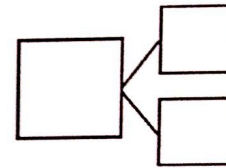


Name _____ Date _____

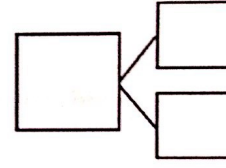
How many objects do you see? Draw one more. How many objects are there now?



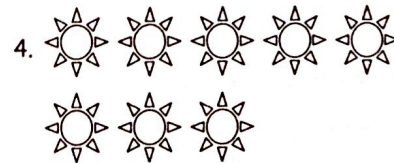
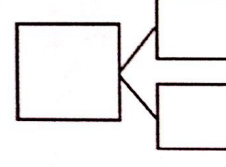
1 more than 9 is ____.
 $9 + 1 = \underline{\quad}$



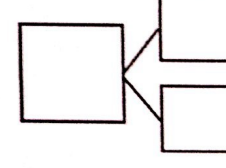
____ is 1 more than 7.
 ____ = $7 + 1$



____ is 1 more than 5.
 ____ = $5 + 1$



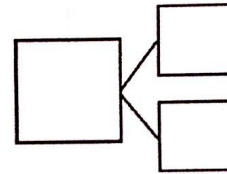
1 more than 8 is ____.
 ____ + 1 = ____



5. Imagine adding 1 more pencil to the picture. Then write the numbers to match how many pencils there will be.



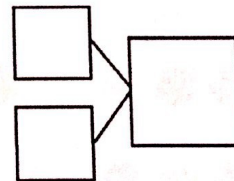
1 more than 5 is ____.
 $5 + 1 =$ ____

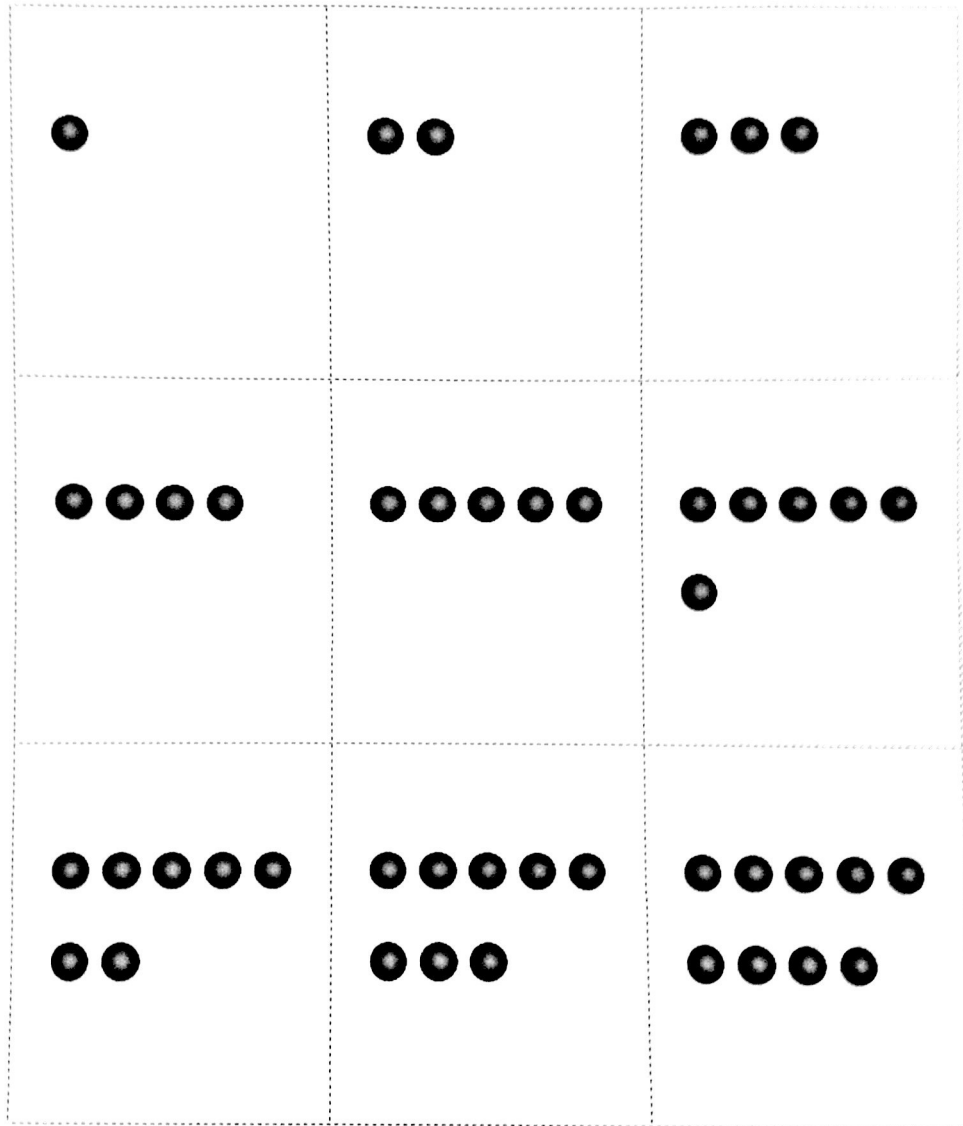


6. Imagine adding 1 more flower to the picture. Then write the numbers to match how many flowers there will be.



____ is 1 more than 8.
 ____ + 1 = ____





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.

Spin to Win

Purpose: To practice identifying whether one quantity is more or less than another.

Goal: This game will strengthen your child's number sense, develop their ability to compare and contrast quantities and reinforce the vocabulary words more and less.

Materials Needed

- Small counters. Pennies, beans, Legos, anything you may have about 15 of around the house.
- Spinner (attached to this packet.)

How to Play:

1. Place a pile of counters between the two players.
2. On the count of three each player takes a handful of counters.
3. One person spins the spinner.
4. After spinning, each player counts their counters. If the spinner is on *More*, the the player with more items wins a point. If the spinner is on *Less*, the player with fewer items wins a point. If both players took the same number of items, it is a tie and both players earn a point.
5. Continue playing until you reach 5 or 10 points.
6. Discussion questions during the game:
 - a. Who has more?
 - b. Who has less?
 - c. How many more counters would ____ need to have the same amount as ____?
 - d. How many more counters does ____ have than ____?