## Counting by 5s

- Count by 5s. Fill in the blanks.

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</tr>
</tbody>
</table>
Counting by 5s and 1s

☐ Group by 5s and then by 1s.

5, 10, 15, 16

Bonus
Count by 5s and then by 1s to see how many.

5  6  7  8

8

Number Sense 1-51
### Counting by 2s

- **Start at 2 and count by 2s.**
- **Colours the numbers that you say.**

<p>| | | | | | | | | | | |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
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<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

**Count by 2s. Fill in the blanks.**

- 2, 4,   ,   ,   , 10,
- 12, 14, 16,   , 20,
- 22,   ,   , 28, 30

- 2, 4, 6, 8,   ,
- 12,   ,   , 18, 20,
- 22, 24, 26,   ,   ,
-   ,   , 36,   , 40
Number Lines

The frog starts at 0.

☐ Number each jump.
☐ Circle the number the frog stops at.

☐ Show the number on the number line.
5 is to the right of 3, so 5 is bigger than 3.

- Show the numbers on the number line.
- Circle the bigger number.

2 and 5

7 and 4

9 and 6

0 and 10
Using Number Lines to Add

The frog takes 2 jumps. Where does it end up?

1. $3 + 2 = \underline{\hspace{2cm}}$
2. $7 + 2 = \underline{\hspace{2cm}}$
3. $4 + 2 = \underline{\hspace{2cm}}$
4. $6 + 2 = \underline{\hspace{2cm}}$
5. $5 + 2 = \underline{\hspace{2cm}}$
Trace the jumps.

Add.

0 1 2 3 4 5 6 7 8 9 10

2 + 5 = _____

5 + 4 = _____

2 + 3 = _____

0 + 4 = _____

1 + 4 = _____

2 + 1 = _____
☐ Count the jumps.
☐ Fill in the blank.

\[
\begin{align*}
1 + &\_\_\_3\_ = 4 \\
3 + &\_\_\_\_ = 5 \\
2 + &\_\_\_\_ = 3 \\
2 + &\_\_\_\_ = 4
\end{align*}
\]

☐ Trace the correct number of jumps.
☐ Add.

\[
\begin{align*}
1 + 3 &= \_\_\_\_ \\
0 + 2 &= \_\_\_\_ \\
3 + 5 &= \_\_\_\_\_
\end{align*}
\]
Match the dots to the addition sentence.

\[2 + 3 = 5\]

\[1 + 4 = 5\]

\[1 + 2 = 3\]

\[2 + 1 = 3\]

Fill in the blanks.

\[\underline{1} + 3 = \underline{4}\]

\[\underline{} + 3 = \underline{}\]

\[\underline{} + 1 = \underline{}\]

\[\underline{} + 2 = \underline{}\]
Use the number line to add.

4 + 5 = ___

6 + 4 = ____

7 + 2 = ____

5 + 3 = ____

3 + 5 = ____
Subtracting 1 or 2

☐ Take away the last circle.
☐ Subtract 1.

\[
\begin{align*}
4 - 1 &= \underline{3} \\
6 - 1 &= \underline{5} \\
10 - 1 &= \underline{9}
\end{align*}
\]

\[
\begin{align*}
5 - 1 &= \underline{4} \\
7 - 1 &= \underline{6} \\
8 - 1 &= \underline{7}
\end{align*}
\]
Draw 1 jump back. Subtract 1.

- $5 - 1 = \underline{4}$
- $8 - 1 = \underline{7}$
- $6 - 1 = \underline{}$
- $4 - 1 = \underline{}$
- $9 - 1 = \underline{}$
- $10 - 1 = \underline{}$

Subtract.

- $3 - 1 = \underline{}$
- $7 - 1 = \underline{}$
- $14 - 1 = \underline{}$
- Draw 2 jumps back.
- Subtract 2.

\[
\begin{array}{cc}
5 - 2 &= \_3 \\
6 - 2 &= \quad \\
7 - 2 &= \quad \\
9 - 2 &= \quad \\
10 - 2 &= \quad \\
\end{array}
\]

- Subtract.

\[
\begin{array}{ccc}
3 - 2 &= \quad \\
8 - 2 &= \quad \\
15 - 2 &= \quad \\
\end{array}
\]

Number Sense 1-67
Counting Back

☐ Write the number that comes after.

13 ___ 14 ___ 19 ___ 18 ___ 12 ___

11 ___ 10 ___ 17 ___ 15 ___ 16 ___

☐ Write the number that comes before.

12 13 14 15 16

___ 14 15 16 17

___ 16 17 18 19

___ 12 13

___ 16 17

___ 13 14

___ 15 16

☐ Write the number that comes after.

17 18 19

___ 17 ___

___ 15 ___

___ 13 ___

___ 14 ___

___ 19 ___

___ 12 ___

___ 16 ___
Write the number that comes before.

7 8 9

4 5

2 3

18 19

14 15

12 13

6 7

17 18

3 4

16 17

11 12

19 20

13 14

5 6

1 2

10 11

15 16

9 10
Closer to 0, 10, or 20?

☐ Is it closer to 0 or 10? Write 0 or 10.

8 is closer to __10__.

4 is closer to _____.

6 is closer to _____.

2 is closer to _____.

☐ Bonus: Show that 5 is equally close to 0 and 10.
Circle 0, 10, or 20.

- 7 is closer to 0 or 10. Circle 10.

- 17 is closer to 10 or 20. So 17 is closer to 10.

- 2 is closer to 0 or 10. Circle 0.

- 12 is closer to 10 or 20. So 12 is closer to 10.
Estimating How Many

Is it closer to 0, 5, or 10? Guess, then check.

<table>
<thead>
<tr>
<th>Guess</th>
<th>Count to check</th>
</tr>
</thead>
<tbody>
<tr>
<td>closer to <strong>10</strong> stars</td>
<td>_____ stars  closer to <strong>10</strong></td>
</tr>
<tr>
<td>closer to _____ stars</td>
<td>_____ stars  closer to _____</td>
</tr>
<tr>
<td>closer to _____ stars</td>
<td>_____ star  closer to _____</td>
</tr>
<tr>
<td>closer to _____ stars</td>
<td>_____ stars  closer to _____</td>
</tr>
</tbody>
</table>
Closer to 10 or 20? Write 10 or 20.

10

20

closer to 20
closer to _____
closer to ______
closer to ______
Pairs Adding to 5

- Write the missing numbers.

\[ \begin{align*}
3 & + 2 = 5 \\
\text{fingers up} & \quad \text{fingers down} \quad \text{altogether}
\end{align*} \]

\[ \begin{align*}
\_ & + \_ = 5 \\
\text{fingers up} & \quad \text{finger down} \quad \text{altogether}
\end{align*} \]

\[ \begin{align*}
\_ & + \_ = 5 \\
\text{finger up} & \quad \text{fingers down} \quad \text{altogether}
\end{align*} \]

\[ \begin{align*}
\_ & + \_ = 5 \\
\text{fingers up} & \quad \text{fingers down} \quad \text{altogether}
\end{align*} \]
Hold up the correct number of fingers. How many are not up?

\[
\begin{align*}
1 + & \square = 5 \\
4 + & \square = 5 \\
2 + & \square = 5 \\
\square + 1 & = 5 \\
\square + 3 & = 5 \\
5 & = 5 \\
5 - 1 & = \square \\
5 - 2 & = \square \\
\square & = 5 - 3 \\
5 - 5 & = \square
\end{align*}
\]
Addition Facts

☐ Add by remembering.

\[
\begin{array}{cc}
2 + 3 &= & _____ \\
4 + 1 &= & _____ \\
1 + 1 &= & _____ \\
3 + 3 &= & _____ \\
1 + 3 &= & _____ \\
2 + 2 &= & _____ \\
5 + 5 &= & _____ \\
1 + 2 &= & _____ \\
2 + 1 &= & _____ \\
2 + 1 + 2 &= & _____ \\
\end{array}
\]

Bonus

Number Sense I-76
Subtraction Facts

☐ Subtract by remembering.

\[3 - 2 = \_
\]

\[2 - 1 = \_
\]

\[4 - 1 = \_
\]

\[4 - 2 = \_
\]

\[5 - 2 = \_
\]

\[5 - 1 = \_
\]

\[5 - 4 = \_
\]

\[4 - 3 = \_
\]

\[5 - 3 = \_
\]

\[3 - 1 = \_
\]

\[2 - 2 = \_
\]

\[6 - 3 = \_
\]

\[8 - 4 = \_
\]

\[10 - 5 = \_
\]
Using 5 to Add

☐ Circle the two numbers that make 5.

2 3 4
1 3 4
1 2 3

☐ Circle the two numbers that make 5.
☐ Write the number that is left over.

2 + 3 + 4 = 5 + 4

4 + 1 + 3 = 5 +

3 + 1 + 4 = 5 +

0 + 3 + 5 = 5 +

4 + 3 + 2 = 5 +
Circle the two numbers that make 5.
Use 5 to add.

4 + 1 + 3 = 5 + 3 = 8

3 + 4 + 2 = 5 + _ = _

1 + 2 + 3 = 5 + _ = _

2 + 3 + 4 = 5 + _ = _

3 + 1 + 4 = 5 + _ = _

3 + 4 + 1 = _ = _

4 + 2 + 1 = _ = _

3 + 2 + 1 = _ = _

1 + 2 + 3 = 5 + _ = _

2 + 4 + 3 = 5 + _ = _

3 + 1 + 2 = 5 + _ = _

2 + 1 + 4 = 5 + _ = _

4 + 3 + 1 = 5 + _ = _

4 + 3 + 2 = _ = _

3 + 2 + 1 = _ = _

4 + 2 + 1 = _ = _

3 + 4 + 1 = _ = _
Pairs Adding to 10

How many are unshaded? How many are shaded?

☐ Fill in the addition sentence.

\[
\begin{align*}
&\quad 8 + \quad 2 = 10 \\
\end{align*}
\]

\[
\begin{align*}
&\quad + \quad = 10 \\
\end{align*}
\]

\[
\begin{align*}
&\quad + \quad = 10 \\
\end{align*}
\]

\[
\begin{align*}
&\quad + \quad = 10 \\
\end{align*}
\]

\[
\begin{align*}
&\quad + \quad = 10 \\
\end{align*}
\]
Hold up the correct number of fingers. How many are not up?

- \(4 + \square = 10\)
- \(5 + \square = 10\)
- \(8 + \square = 10\)
- \(3 + \square = 10\)
- \(10 + \square = 10\)
- \(10 - 3 = \square\)
- \(10 - 2 = \square\)
- \(\square = 10 - 4\)
- \(10 - 5 = \square\)
Using 10 to Add

☐ Circle the two numbers that make 10.

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

☐ Circle the two numbers that make 10.
☐ Write the number that is left over.

\[\begin{align*}
8 + 2 + 5 &= 10 + 5 \\
4 + 6 + 3 &= 10 + \boxed{} \\
2 + 9 + 1 &= 10 + \boxed{} \\
6 + 7 + 4 &= 10 + \boxed{} \\
4 + 3 + 7 &= 10 + \boxed{}
\end{align*}\]
Circle the two numbers that make 10.

Use 10 to add.

\[ 8 + 3 + 2 \]
\[ = 10 + 3 \]
\[ = 13 \]

\[ 2 + 7 + 3 \]
\[ = 10 + \square \]
\[ = \square \]

\[ 1 + 8 + 9 \]
\[ = 10 + \square \]
\[ = \square \]

\[ 3 + 7 + 4 \]
\[ = 10 + \square \]
\[ = \square \]

\[ 4 + 5 + 6 \]
\[ = 10 + \square \]
\[ = \square \]

\[ 5 + 5 + 6 \]
\[ = 10 + \square \]
\[ = \square \]

\[ 9 + 2 + 1 \]
\[ = 10 + \square \]
\[ = \square \]

\[ 3 + 2 + 8 \]
\[ = 10 + \square \]
\[ = \square \]

\[ 4 + 5 + 5 \]
\[ = 10 + \square \]
\[ = \square \]

\[ 8 + 4 + 2 \]
\[ = 10 + \square \]
\[ = \square \]

\[ 7 + 3 + 9 \]
\[ = 10 + \square \]
\[ = \square \]

\[ 6 + 4 + 8 \]
\[ = 10 + \square \]
\[ = \square \]
Making 10 to Add

☐ Use the group of 10 to help you add.

\[
\begin{align*}
7 + 5 &= 10 + \underline{2} = 12 \\
8 + 6 &= 10 + \underline{=} = \underline{=}
\end{align*}
\]

\[
\begin{align*}
9 + 7 &= 10 + \underline{=} = \underline{=}
\end{align*}
\]

\[
\begin{align*}
7 + 6 &= 10 + \underline{=} = \underline{=}
\end{align*}
\]

\[
\begin{align*}
4 + 8 &= 10 + \underline{=} = \underline{=}
\end{align*}
\]

Yu groups 10 in two ways. Are the answers the same?

\[
\begin{align*}
3 + q &= 10 + \underline{=} = \underline{=}
\end{align*}
\]

\[
\begin{align*}
3 + q &= 10 + \underline{=} = \underline{=}
\end{align*}
\]
Circle a group of 10.

Use 10 to add.

4 + 7 = 10 + ___ = ||

8 + 6 = 10 + ___ = ___

9 + 4 = 10 + ___ = ___

9 + 2 = 10 + ___ = ___

7 + 7 = 10 + ___ = ___

6 + 9 = 10 + ___ = ___

Draw the dots.
## One More, One Less

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<tr>
<th>Equation</th>
<th>Dots</th>
<th>Missing Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3 + 2 = 5$</td>
<td><img src="image" alt="Dots" /></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td>$7 + 3 = 10$</td>
<td><img src="image" alt="Dots" /></td>
<td><strong>8</strong></td>
</tr>
<tr>
<td>$8 + 2 = 10$</td>
<td><img src="image" alt="Dots" /></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td>$6 + 4 = 10$</td>
<td><img src="image" alt="Dots" /></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td>$4 + 1 = 5$</td>
<td><img src="image" alt="Dots" /></td>
<td><strong>2</strong></td>
</tr>
<tr>
<td>$5 + 6 = ____$</td>
<td><img src="image" alt="Dots" /></td>
<td><strong>3 + 3 = ____</strong></td>
</tr>
</tbody>
</table>
\[
\begin{array}{c}
7 + 3 = 10 \\
\text{so } 7 + 2 = \underline{9} \\
3 + 2 = 5 \\
\text{so } 3 + 1 = \underline{4} \\
6 + 4 = 10 \\
\text{so } 5 + 4 = \underline{9} \\
4 + 1 = 5 \\
\text{so } 4 + 0 = \underline{4} \\
5 + 5 = 10 \\
\text{so } 4 + 5 = \underline{9} \\
2 + 3 = 5 \\
\text{so } 2 + 2 = \underline{4} \\
4 + 1 = 5 \\
\text{so } 3 + 1 = \underline{4} \\
5 + 5 = 10 \\
\text{so } 5 + 4 = \underline{9}
\end{array}
\]
6 + 4 = 10  
so 6 + 3 = _____

6 + 4 = 10  
so 5 + 4 = _____

7 + 3 = 10  
so 7 + 2 = _____

7 + 3 = 10  
so 6 + 3 = _____

7 + 3 = 10  
so 6 + 3 = _____

5 + 5 = 10  
so 5 + 6 = _____

5 + 5 = 10  
so 4 + 5 = _____

8 + 3 = _____

2 + 9 = _____
More Than and Fewer Than

☐ Draw circles to show how many.
☐ Fill in the blank.

Matt has 4 stickers.
Sharon has 2 more stickers than Matt.

Matt

Sharon

Sharon has _6_ stickers.

Ray has 3 toy boats.
Bella has 4 more toy boats than Ray.

Ray

Bella

Bella has _____ toy boats.

Tess eats 2 strawberries.
Kyle eats 4 more strawberries than Tess.

Tess

Kyle

Kyle eats _____ strawberries.
☐ Draw ○ to show how many.
☐ Draw × to show how many fewer.
☐ Fill in the blank.

Jax has 6 stickers.
Emma has 2 fewer stickers than Jax.

<table>
<thead>
<tr>
<th>Jax</th>
<th>O O O O O O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emma</td>
<td>O O O O X X</td>
</tr>
</tbody>
</table>

Emma has ____ 4 ____ stickers.

Karen paints 7 pictures.
Fred paints 3 fewer pictures than Karen.

<table>
<thead>
<tr>
<th>Karen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fred</td>
</tr>
</tbody>
</table>

Fred paints _____ pictures.

Sara has 7 books.
John has 3 fewer books than Sara.

<table>
<thead>
<tr>
<th>Sara</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
</tr>
</tbody>
</table>

John has _____ books.
Use red cubes for ✗ and blue cubes for ○.

Fill in the blank.

Ava sees 2 monkeys.
Glen sees 3 more monkeys than Ava.
How many monkeys does Glen see? _____

Ava has 5 shirts.
Glen has 2 fewer shirts than Ava.
How many shirts does Glen have? _____

Ava sees 6 birds.
Glen sees 1 fewer bird than Ava.
How many birds does Glen see? _____

Ava has four pens.
Glen has two more pens than Ava.
How many pens does Glen have? _____
How Many More and Adding

☐ Draw more circles.
☐ Write the addition.

2 more than 3

3 + 2

2 more than 6

6 + __

2 more than 5

___ + ___

2 more than 7

___ + ___

5 more than 4

___ + ___

3 more than 8

___ + ___

3 more than 6

___ + ___

4 more than 3

___ + ___
☐ Draw more circles.
☐ Write the addition sentence.

5 more than 2

\[ \begin{array}{c}
\text{2} + 5 = 7 \\
\end{array} \]

2 more than 6

\[ \begin{array}{c}
\text{2} + 6 = 8 \\
\end{array} \]

4 more than 5

\[ \begin{array}{c}
\text{4} + 5 = 9 \\
\end{array} \]

6 more than 2

\[ \begin{array}{c}
\text{6} + 2 = 8 \\
\end{array} \]

2 more than 3

\[ \begin{array}{c}
\text{2} + 3 = 5 \\
\end{array} \]

1 more than 4

\[ \begin{array}{c}
\text{1} + 4 = 5 \\
\end{array} \]

three more than four

\[ \begin{array}{c}
\text{3} + 4 = 7 \\
\end{array} \]

four more than two

\[ \begin{array}{c}
\text{4} + 2 = 6 \\
\end{array} \]
☐ Write an addition sentence to find the answer.

3 more than 5

\[ 5 + 3 = 8 \]

3 more than 5 is \(8\).

4 more than 6

\[ \_
  + \_ = \_
\]

4 more than 6 is \(_\).

6 more than 2

\[ \_
  + \_ = \_
\]

6 more than 2 is \(_\).

3 more than 4

\[ \_
  + \_ = \_
\]

3 more than 4 is \(_\).

1 more than 8

\[ \_
  + \_ = \_
\]

1 more than 8 is \(_\).

2 more than 10

\[ \_
  + \_ = \_
\]

2 more than 10 is \(_\).

7 more than 10

\[ \_
  + \_ = \_
\]

7 more than 10 is \(_\).

2 more than 16

\[ \_
  + \_ = \_
\]

2 more than 16 is \(_\).
Finding a Missing Addend

Draw circles to find the missing number.

\[3 + \square = 5\]
\[2 + \square = 6\]

\[1 + \square = 5\]
\[3 + \square = 6\]

\[4 + \square = 7\]
\[5 + \square = 6\]

\[2 + \square = 5\]
\[3 + \square = 7\]

\[2 + \square = 4\]
\[1 + \square = 3\]
4 + _____ = 6
You can count on to find the missing number.

4 + 0 = 4  
4 + 1 = 5  
4 + 2 = 6

2 fingers are up, so 4 + __2__ = 6.

Find the missing number by counting on.

4 + _____ = 7  
5 + _____ = 6
8 + _____ = 10  
7 + _____ = 12
5 + _____ = 10  
14 + _____ = 16
11 + _____ = 12  
17 + _____ = 20

Bonus
35 + _____ = 38  
98 + _____ = 100
Parts and Totals

There are red and green apples.

☐ Draw the red apples. Colour them.
☐ Draw the green apples. Do not colour them.
☐ Write how many apples altogether.

2 red apples  
3 green apples 

[ ] [ ] [ ] [ ] [ ] 5 apples

2 red apples  
2 green apples

[ ] [ ] [ ] [ ] [ ] apples

3 red apples  
2 green apples

[ ] [ ] [ ] [ ] [ ] apples

2 red apples  
1 green apple

[ ] [ ] [ ] [ ] [ ] apples

4 red apples  
2 green apples

[ ] [ ] [ ] [ ] [ ] apples

3 red apples  
1 green apple

[ ] [ ] [ ] [ ] [ ] apples
There are red and green apples.

☐ Draw all the apples.
☐ Colour the red apples.
☐ How many apples are green?

4 apples in total
3 are red

4 apples altogether
4 are red

5 apples altogether

How many apples are green?

there are 3 apples
1 is red

there are 5 apples
2 are red

6 apples in total
2 are red

4 apples altogether
2 are red

________ green apple

________ green apple

________ green apples

________ green apples

________ green apples

________ green apples
Draw a picture to find the answer.

5 apples in total
3 are red

[● ● ● ● ●]

2 green apples

5 red apples
2 green apples

6 apples altogether
1 is red

4 red apples
3 green apples

[● ● ● ● ●]

apples

8 apples in total
4 are red

[● ● ● ● ● ● ● ●]

4 green apples

1 red apple
4 green apples

3 red apples
3 green apples

[● ● ● ● ● ● ●]

apples

there are 7 apples
2 are red

[● ● ● ● ●]

apples

2 green apples
Addition Sentence Word Problems

☐ Write the addition sentence with a box.
☐ Write the missing number.

There are 5 cars.
3 of them are red.
The rest are blue.
How many are blue?

\[ 3 + 2 = 5 \]

4 apples are red.
5 apples are green.
How many apples in total?

There are 6 toys.
4 are cars.
The rest are trucks.
How many are trucks?

There are five children.
There are two adults.
How many people in total?

Write the addition sentence with a box.
Write the missing number.

There are 7 pets
4 are dogs.
The rest are cats.
How many are cats? ________________

There are 10 kites.
4 of them are green.
The rest are red.
How many are red? ________________

Kate has 5 hockey cards.
She has 3 baseball cards.
How many cards altogether? ________________

There are ten children at the park.
There are three adults at the park.
How many people in total? ________________
## Counting On to Subtract

- Subtract by counting forwards.

| 4 + 5 = q so 9 - 4 = 5 |
| 6 + □ = 8 so 8 - 6 = □ |
| 8 + □ = q so 9 - 8 = □ |
| 3 + □ = 8 so 8 - 3 = □ |
| 7 + □ = 10 so 10 - 7 = □ |
| q - 5 = □ |
| 10 - 5 = □ |
| 8 - 4 = □ |
| 7 - 2 = □ |
### Subtraction Problems with an Unknown Change

**Fill in the blank. Use the subtraction sentence.**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>8 − 3 = 5</td>
<td>9 − 2 = 7</td>
<td>5 − 2 = 3</td>
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<tr>
<td>8 − ____ = 3</td>
<td>9 − ____ = 2</td>
<td>5 − ____ = 2</td>
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<tr>
<td>6 − 1 = 5</td>
<td>8 − 6 = 2</td>
<td>7 − 3 = 4</td>
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<tr>
<td>6 − ____ = 1</td>
<td>8 − ____ = 6</td>
<td>7 − ____ = 3</td>
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</tbody>
</table>

**Subtract to find the missing number.**

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<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>7 − ____ = 4</td>
<td>5 − ____ = 1</td>
<td>6 − ____ = 3</td>
</tr>
<tr>
<td>8 − ____ = 4</td>
<td>7 − ____ = 2</td>
<td>10 − ____ = 2</td>
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<td>Bonus</td>
<td>Bonus</td>
<td>Bonus</td>
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<tr>
<td>19 − _____ = 9</td>
<td>18 − _____ = 10</td>
<td>83 − _____ = 2</td>
</tr>
<tr>
<td>Bonus</td>
<td>Bonus</td>
<td>Bonus</td>
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<tr>
<td>100 − _____ = 4</td>
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</tbody>
</table>
☐ Write the subtraction sentence with a box.

7 bees are buzzing. **Some** bees stop buzzing. 
Now 3 bees are buzzing. 

\[
7 - \boxed{4} = 3
\]

8 girls are on the bus. **Some** girls get off the bus. 
Now 6 girls are on the bus.

Jin has 10 marbles. He loses **some** of them. 
Now he has 8 marbles.

5 boys are standing. **Some** boys sit down. 
Now 2 boys are standing.

Anib has **seven** berries. She eats **some** of them. 
Now she has **four** berries.

☐ Write the missing numbers.
Write the number sentence with a box.

7 monkeys are playing.
Some monkeys **join** them. 
**Now 11 monkeys are playing.**

\[7 + \square = 11\]

8 girls are on the bus.
Some girls **get on** the bus. 
**Now 10 girls are on the bus.**

9 people are at the zoo.
Some people **leave.**
**Now 6 people are at the zoo.**

5 boys are standing.
Some **more** boys **stand up.**
**Now 8 boys are standing.**

*Eight* frogs are jumping.
Some frogs **stop** jumping. 
**Now** **five** frogs are jumping. 

Write the missing numbers.
Equal and Not Equal

- Write the number of cubes on each side.
- Write $=$ or $\neq$ in the box.

1. $3 = 3$
2. 
3. 
4. 
5. 
6. 
7. 
8. 

Patterns and Algebra 1-9
Write the addition sentence.

\[ 2 + 3 = 5 \]

Bonus

Patterns and Algebra I-9
Add cubes to one side to balance the pans.
Add balls to one side to balance the pans.
Write an addition sentence.

1 + 3 = 4
2 + 1 = 3
3 + 3 = 6
4 + 2 = 6
6 = 5 + 1
7 = 4 + 3
3 + 4 = 7
8 = 5 + 3
Remove cubes from one side to balance the pans.
Remove fruit from one side to balance the pans.
Write a subtraction sentence.

\[
\begin{align*}
6 - 2 & = 4 \\
5 & = 5 - 1 \\
4 - 6 & = 2 \\
6 & = 6 - 3 \\
2 & = 7 - 7 \\
4 & = 8 - 4 \\
5 & = 8 - 3 \\
9 - 9 & = 5
\end{align*}
\]
Cubes and Rectangular Prisms

Circle the objects that look like cubes.

Draw 2 more objects that are almost cubes.
Circle the objects that look like rectangular prisms.

Draw objects that look like rectangular prisms.
Spheres, Cylinders, and Cones

Circle the objects that look like spheres.

Draw 2 more objects that are almost spheres.
Circle the objects that look like cylinders.

Draw 2 more objects that are almost cylinders.
Circle the objects that look like cones.

Draw 2 more objects that are almost cones.
Days, Months, and Seasons

☐ Write the days of the week in order.
☐ Circle the days you go to school.

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☐ Unscramble the days.

- ridFya  
  F r i d a y
- Mdoany
  d a y
- uSadny
- uTedsay

What day comes after?

- Monday
- Saturday
Write the months of the year in order.

Circle the months you go to school.

May  
July  
December  
January  
March  
November  
September  
June  
February  
October  
August  
April

Unscramble the months.

yaM  
eJun  
lyJu

Bonus: ybrFeuar
In what season can you do this outside?

☐ Write **spring**, **summer**, **fall** or **winter**.

---

Draw lines to match the activities with the seasons:

- Watering flowers (spring)
- Mowing the lawn (summer)
- Raking leaves (fall)
- Ice skating (winter)
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What **day** is it?

- June 1st
- June 16th
- June 25th

What **date** is it?

- the first Wednesday
- the third Saturday
- the second Monday

*Measurement 1-26*
Today is **Tuesday, March 6th.**

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<th>Sunday</th>
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What **day** was it yesterday? ______________________

What **date** will it be tomorrow? ____________________

Aki has a play date on March 15th.

How many **days** until her play date? ______________

Ben’s birthday is in exactly 1 week.

What **day** is his birthday? ________________________

What **date** is his birthday? ________________________