Counting by 5s

☐ Count by 5s. Fill in the blanks.

5, 10, 15, 20, 25, ____, 35, 40

5, 10, 15, ____, 25, 30, 35, 40

40, 45, 50, 55, 60, 65, ____, 75, 80

25, 30, ____  

35, 40, ____  

75, 80, ____  

10, ____, 20  

40, ____, 50  

70, ____, 80  

30, 35, ____  

10, 15, ____  

65, ____, 75  

90, ____, 100  

55, ____, 65  

30, ____, 40
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

___  ___  ___  ___  ___
Counting by 2s

☐ Start at 2 and count by 2s.
☐ Colour the numbers that you say.

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

☐ 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
Doubles and Skip Counting

☐ Add to double the number.

\[
\begin{align*}
0 + 0 &= \_\_\_ \quad 1 + 1 &= \_\_\_ \quad 2 + 2 &= \_\_\_
\end{align*}
\]

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

How did you add? count on / skip count

☐ Draw the same number of dots.

How many dots are there altogether?

- The double of 3 is _____.
- The double of 4 is _____.
- The double of 2 is _____.
- The double of 5 is _____.

Number Sense 1-54
Write the numbers above the number words. 
Solve the problem.

3 3
Three bears are brown. Three bears are white.
How many bears altogether? ___6____

Jen has four cars. Marko brings four more.
How many cars do they have now? ______

Five children are playing. Five more join them.
Now how many children are playing? ______

Kate sees eight seals and eight birds.
How many animals does she see? ______

Zack is two years old. Don is double that.
How old is Don? ______
Identifying Coins

Match each coin with its picture.

- nickel
- toonie
- dime
- loonie
- quarter
- penny
Coin Values

☐ Write the value on the coin.

1 cent

CANADA

CANADA

CANADA

CANADA

CANADA

CANADA
Circle the coin that is worth more.

Circle the coin that is worth the most.
Number Lines

The frog starts at 0.

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

[Diagram showing numbered jumps on a number line]

☐ Show the number on the number line.

3

0 1 2 3 4 5

5

0 1 2 3 4 5

2

0 1 2 3 4 5

0

0 1 2 3 4 5

Number Sense 1-65
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?

3 + 2 = ____

7 + 2 = ____

4 + 2 = ____

6 + 2 = ____

5 + 2 = ____
Trace the jumps.

Add.

3 + 4 = __7__

2 + 5 = _____

5 + 4 = _____

2 + 3 = _____

0 + 4 = _____

1 + 4 = _____

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

\[
\begin{align*}
0 &\quad 1 &\quad 2 &\quad 3 &\quad 4 &\quad 5 \\
1 + \underline{3} &\quad = &\quad 4 \\
0 &\quad 1 &\quad 2 &\quad 3 &\quad 4 &\quad 5 \\
2 + \underline{\phantom{3}} &\quad = &\quad 3 \\
0 &\quad 1 &\quad 2 &\quad 3 &\quad 4 &\quad 5 \\
3 + \underline{\phantom{3}} &\quad = &\quad 5 \\
0 &\quad 1 &\quad 2 &\quad 3 &\quad 4 &\quad 5 \\
2 + \underline{\phantom{3}} &\quad = &\quad 4 \\
\end{align*}
\]

☐ Trace the correct number of jumps.
☐ Add.

\[
\begin{align*}
0 &\quad 1 &\quad 2 &\quad 3 &\quad 4 &\quad 5 \\
1 + 3 &\quad = &\quad \underline{4} \\
0 &\quad 1 &\quad 2 &\quad 3 &\quad 4 &\quad 5 \\
0 + 2 &\quad = &\quad \underline{2} \\
0 &\quad 1 &\quad 2 &\quad 3 &\quad 4 &\quad 5 &\quad 6 &\quad 7 &\quad 8 &\quad 9 &\quad 10 \\
3 + 5 &\quad = &\quad \underline{8} \\
\end{align*}
\]
Match the dots to the addition sentence.

\[ 2 + 3 = 5 \]

\[ 1 + 4 = 5 \]

\[ 1 + 2 = 3 \]

\[ 2 + 1 = 3 \]

Fill in the blanks.

\[ _{} + 3 = 4 \]

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

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

\[ _{} + 2 = {} \]
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.

\[
\begin{array}{cccc}
1 & 2 & 3 & 4 \\
\circ & \circ & \circ & \times
\end{array}
\]
\[
4 - 1 = \underline{3}
\]
\[
\begin{array}{cccccc}
1 & 2 & 3 & 4 & 5 & 6 \\
\circ & \circ & \circ & \circ & \circ & \circ
\end{array}
\]
\[
6 - 1 = \underline{5}
\]
\[
\begin{array}{cccccc}
1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\circ & \circ & \circ & \circ & \circ & \circ & \circ & \circ & \circ & \circ
\end{array}
\]
\[
10 - 1 = \underline{9}
\]
\[
\begin{array}{cccccc}
1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 \\
\circ & \circ & \circ & \circ & \circ & \circ & \circ & \circ
\end{array}
\]
\[
8 - 1 = \underline{7}
\]
Draw 1 jump back.
Subtract 1.

\[ 5 - 1 = \underline{4} \]

\[ 8 - 1 = \underline{7} \]

\[ 6 - 1 = \underline{5} \]

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

\[ 9 - 1 = \underline{8} \]

\[ 10 - 1 = \underline{9} \]

Subtract.

\[ 3 - 1 = \underline{2} \]

\[ 7 - 1 = \underline{6} \]

\[ 14 - 1 = \underline{13} \]
- Draw 2 jumps back.
- Subtract 2.

\[
\begin{align*}
5 - 2 &= \underline{3} \\
6 - 2 &= \\
7 - 2 &= \\
9 - 2 &= \\
10 - 2 &= \\
\end{align*}
\]

- Subtract.

\[
\begin{align*}
3 - 2 &= \\
8 - 2 &= \\
15 - 2 &= \\
\end{align*}
\]

Bonus

Number Sense 1-67
Subtracting on a Number Line (I)

☐ Trace the jumps. Start at the dot.
☐ Count the jumps.

0 1 2 3 4 5

___2___ jumps

0 1 2 3 4 5

_____ jumps

0 1 2 3 4 5

_____ jump

0 1 2 3 4 5

_____ jumps

0 1 2 3 4 5

_____ jumps

0 1 2 3 4 5

_____ jumps
Fill in the blanks.

The frog took ___3___ jumps.
It stopped at ____1____.

The frog took ____4____ jump.
It stopped at ____2____.

The frog took ____6____ jumps.
It stopped at ____4____.

The frog took ____7____ jumps.
It stopped at ____6____.
The frog took 2 jumps backwards.

☐ Trace the 2 jumps.

What number did the frog stop at?

The frog stopped at _____.

The frog stopped at _____.

The frog stopped at _____.

The frog stopped at _____.

The frog stopped at _____.

The frog stopped at _____.

The frog stopped at _____.
□ Trace 4 jumps back. Start at the dot.
□ Subtract 4.

9 − 4 = 5
7 − 4 =
6 − 4 =
8 − 4 =

Number Sense 1-68
The frog starts at 9.
How many jumps should the frog take?

\[
\begin{align*}
\text{9} - 4 & \quad \text{\underline{4} jumps} \\
\text{9} - 3 & \quad \text{\underline{\_} jumps} \\
\text{9} - 6 & \quad \text{\underline{\_} jumps}
\end{align*}
\]

\[\square\]
How many jumps should the frog take?
Trace the correct number of jumps.

\[
\begin{align*}
\text{5} - 2 & \quad \text{\underline{2} jumps} \\
\text{4} - 3 & \quad \text{\underline{\_} jumps} \\
\text{3} - 1 & \quad \text{\underline{\_} jump} \\
\text{5} - 4 & \quad \text{\underline{\_} jumps}
\end{align*}
\]
## Counting Back

- **Write the number that comes after.**

<table>
<thead>
<tr>
<th>13</th>
<th>14</th>
<th>19</th>
<th>18</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>10</td>
<td>17</td>
<td>15</td>
<td>16</td>
</tr>
</tbody>
</table>

- **Write the number that comes before.**

<table>
<thead>
<tr>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>16</td>
<td>15</td>
<td>14</td>
<td>13</td>
</tr>
</tbody>
</table>

- **Write the number that comes after.**
  - **Write the number that comes before.**
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
### Counting Back to Subtract

<table>
<thead>
<tr>
<th>Number</th>
<th>Counting Back</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4 3</td>
<td>5 - 2 = 3</td>
</tr>
<tr>
<td>4</td>
<td>4 3 3</td>
<td>4 - 3 = 1</td>
</tr>
<tr>
<td>6</td>
<td>6 6</td>
<td>6 - 4 = 2</td>
</tr>
<tr>
<td>7</td>
<td>7 7</td>
<td>7 - 3 = 4</td>
</tr>
<tr>
<td>8</td>
<td>8 8</td>
<td>8 - 2 = 6</td>
</tr>
</tbody>
</table>

5 - 3 = \_
6 - 3 = \_
7 - 4 = \_
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.
- So 17 is closer to 10 or 20.

- 2 is closer to 0 or 10.
- So 12 is closer to 10 or 20.
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 10 or 20? Write 10 or 20.

10

20

Closer to 10 or 20? Write 10 or 20.

10

20

Closer to 10 or 20? Write 10 or 20.

10

20

Closer to 10 or 20? Write 10 or 20.

10

20

Closer to 10 or 20? Write 10 or 20.

10

20

Closer to 10 or 20? Write 10 or 20.

10

20

Closer to 10 or 20? Write 10 or 20.

10

20

Closer to 10 or 20? Write 10 or 20.
Pairs Adding to 5

☐ Write the missing numbers.

3 + 2 = 5
fingers up fingers down altogether

☐

☐

☐

☐

Number Sense 1-75
Hold up the correct number of fingers. How many are not up?

1 + □ = 5

4 + □ = 5

2 + □ = 5

□ + 1 = 5

□ + 3 = 5

□ + □ = 5

□ = 5 - 3

□ = 5 - 5
Using 5 to Add

Circle the two numbers that make 5.

Circle the two numbers that make 5.

Write the number that is left over.

\[ \begin{align*}
\phantom{2} + \phantom{3} + \phantom{4} &= \phantom{5} + \phantom{4} \\
4 + 1 + 3 &= 5 + \phantom{4} \\
3 + 1 + 4 &= 5 + \phantom{4} \\
0 + 3 + 5 &= 5 + \phantom{4} \\
4 + 3 + 2 &= 5 + \phantom{4}
\end{align*} \]
Circle the two numbers that make 5.
Use 5 to add.

\[ \begin{array}{ccc}
4 + 1 + 3 &=& 5 + 3 \\
&=& 8 \\
3 + 4 + 2 &=& 5 + \_
&=& \_
\end{array} \]  

\[ \begin{array}{ccc}
2 + 3 + 4 &=& 5 + \_
&=& \_
\end{array} \]  

\[ \begin{array}{ccc}
3 + 1 + 4 &=& 5 + \_
&=& \_
\end{array} \]  

\[ \begin{array}{ccc}
3 + 4 + 2 &=& 5 + \_
&=& \_
\end{array} \]  

\[ \begin{array}{ccc}
2 + 4 + 3 &=& 5 + \_
&=& \_
\end{array} \]  

\[ \begin{array}{ccc}
3 + 1 + 2 &=& 5 + \_
&=& \_
\end{array} \]  

\[ \begin{array}{ccc}
1 + 2 + 3 &=& 5 + \_
&=& \_
\end{array} \]  

\[ \begin{array}{ccc}
2 + 1 + 4 &=& 5 + \_
&=& \_
\end{array} \]  

\[ \begin{array}{ccc}
4 + 3 + 1 &=& 5 + \_
&=& \_
\end{array} \]  

\[ \begin{array}{ccc}
4 + 3 + 2 &=& \_
\end{array} \]  

\[ \begin{array}{ccc}
4 + 2 + 1 &=& \_
\end{array} \]  

\[ \begin{array}{ccc}
3 + 2 + 1 &=& \_
\end{array} \]  

\[ \begin{array}{ccc}
3 + 4 + 1 &=& \_
\end{array} \]
Pairs Adding to 10

How many are unshaded? How many are shaded?

□ Fill in the addition sentence.

\[ 8 + 2 = 10 \]

\[ \_\_\_ + \_\_\_ = 10 \]

\[ \_\_\_ + \_\_\_ = 10 \]

\[ \_\_\_ + \_\_\_ = 10 \]

\[ \_\_\_ + \_\_\_ = 10 \]

\[ \_\_\_ + \_\_\_ = 10 \]

\[ \_\_\_ + \_\_\_ = 10 \]

\[ \_\_\_ + \_\_\_ = 10 \]
7 + 3 = 10
up not up altogether

☐ Hold up the correct number of fingers. How many are not up?

4 + □ = 10

5 + □ = 10

8 + □ = 10
3 + □ = 10
□ + 9 = 10
□ + □ = 10

10 − 3 = □
10 − 2 = □
□ = 10 − 4
10 − 5 = □
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.

  - $8 + 2 + 5 = 10 + \square$
  - $4 + 6 + 3 = 10 + \square$
  - $2 + 9 + 1 = 10 + \square$
  - $6 + 7 + 4 = 10 + \square$
  - $4 + 3 + 7 = 10 + \square$
Circle the two numbers that make 10.
Use 10 to add.

\[
\begin{array}{ccc}
8 + 3 + 2 & 2 + 7 + 3 & 1 + 8 + 9 \\
= 10 + & = 10 + & = 10 + \\
= 13 & & \\
\end{array}
\]

\[
\begin{array}{ccc}
3 + 7 + 4 & 4 + 5 + 6 & 5 + 5 + 6 \\
= 10 + & = 10 + & = 10 + \\
= & = & \\
\end{array}
\]

\[
\begin{array}{ccc}
9 + 2 + 1 & 3 + 2 + 8 & 4 + 5 + 5 \\
= 10 + & = 10 + & = 10 + \\
= & = & \\
\end{array}
\]

\[
\begin{array}{ccc}
8 + 4 + 2 & 7 + 3 + 9 & 6 + 4 + 8 \\
= 10 + & = 10 + & = 10 + \\
= & = & \\
\end{array}
\]
## One More, One Less

<table>
<thead>
<tr>
<th>Equation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 + 2 = 5</td>
<td>so 4 + 2 = 6</td>
</tr>
<tr>
<td>7 + 3 = 10</td>
<td>so 8 + 3 = 10</td>
</tr>
<tr>
<td>8 + 2 = 10</td>
<td>so 9 + 2 = 10</td>
</tr>
<tr>
<td>6 + 4 = 10</td>
<td>so 6 + 5 = 10</td>
</tr>
<tr>
<td>4 + 1 = 5</td>
<td>so 4 + 2 = 6</td>
</tr>
<tr>
<td>6 + 4 = 10</td>
<td>so 7 + 4 = 10</td>
</tr>
<tr>
<td>5 + 6 = 10</td>
<td>3 + 3 = 6</td>
</tr>
</tbody>
</table>

Number Sense 1-83
\[
\begin{array}{l}
7 + 3 = 10 \\
\text{so } 7 + 2 = \underline{9} \\
3 + 2 = 5 \\
\text{so } 3 + 1 = \underline{4} \\
6 + 4 = 10 \\
\text{so } 5 + 4 = \underline{9} \\
4 + 1 = 5 \\
\text{so } 4 + 0 = \underline{4} \\
5 + 5 = 10 \\
\text{so } 4 + 5 = \underline{9} \\
2 + 3 = 5 \\
\text{so } 2 + 2 = \underline{4} \\
4 + 1 = 5 \\
\text{so } 3 + 1 = \underline{4} \\
5 + 5 = 10 \\
\text{so } 5 + 4 = \underline{9}
\end{array}
\]
6 + 4 = 10
so 6 + 3 = ____

6 + 4 = 10
so 5 + 4 = ____

7 + 3 = 10
so 7 + 2 = ____

7 + 3 = 10
so 6 + 3 = ____

5 + 5 = 10
so 5 + 6 = ____

5 + 5 = 10
so 4 + 5 = ____

8 + 3 = ____

2 + 9 = ____
Doubles within 20

8 is 5 + 3
so the double of 8
is 10 + __6__ = __16__

6 is 5 + 1
so the double of 6
is 10 + _____ = _____

7 is 5 + 2
so the double of 7
is 10 + _____ = _____

10 is 5 + 5
so the double of 10
is 10 + _____ = _____

9 is 5 + 4
so the double of 9
is 10 + _____ = _____
Move up a row to fill in the blank.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

10 = 5 + ____  
7 = 5 + ____  
9 = 5 + ____  
6 = 5 + ____  

Double the number using 5 and 10.

9 = 5 + __4__  
so the double of 9  
is 10 + __8__ = __18__  

7 = 5 + ____  
so the double of 7  
is 10 + ____ = ____  

6 = 5 + ____  
so the double of 6  
is 10 + ____ = ____  

8 = 5 + ____  
so the double of 8  
is 10 + ____ = ____  

10 = 5 + ____  
so the double of 10  
is 10 + ____ = ____  

11 = 5 + ____  
so the double of 11  
is 10 + ____ = ____  

Number Sense I-85
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 O to show how many.
Draw X to show how many fewer.
Fill in the blank.

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

<table>
<thead>
<tr>
<th>J ax</th>
<th>O O O O O O O</th>
</tr>
</thead>
<tbody>
<tr>
<td>E mma</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>K aren</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>F red</td>
<td></td>
</tr>
</tbody>
</table>

Fred paints _____ pictures.

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

<table>
<thead>
<tr>
<th>S ara</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>J ohn</td>
<td></td>
</tr>
</tbody>
</table>

John has _____ books.
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

+  

Number Sense 1-89
Draw more circles.
Write the **addition sentence**.

- **5 more than 2**
  
  2 + 5 = 7

- **2 more than 6**
  
  ____ + ____ = ____

- **4 more than 5**
  
  ____ + ____ = ____

- **6 more than 2**
  
  ____ + ____ = ____

- **2 more than 3**
  
  ____ + ____ = ____

- **1 more than 4**
  
  ____ + ____ = ____

- **three more than four**
  
  ____ + ____ = ____

- **four more than two**
  
  ____ + ____ = ____
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

\[ _6 + _4 = _8 \]

4 more than 6 is _8_.

6 more than 2

\[ _6 + _3 = _9 \]

6 more than 2 is _9_.

3 more than 4

\[ _3 + _1 = _4 \]

3 more than 4 is _4_.

1 more than 8

\[ _1 + _7 = _8 \]

1 more than 8 is _8_.

2 more than 10

\[ _2 + _1 = _3 \]

2 more than 10 is _3_.

7 more than 10

\[ _7 + _3 = _8 \]

7 more than 10 is _8_.

2 more than 16

\[ _2 + _4 = _8 \]

2 more than 16 is _8_.

Number Sense 1-89
Finding a Missing Addend

☐ Draw circles to find the missing number.

3 + 2 = 5

2 + □ = 6

1 + □ = 5

3 + □ = 6

4 + □ = 7

5 + □ = 6

2 + □ = 5

3 + □ = 7

2 + □ = 4

1 + □ = 3

Number Sense 1-91

100
4 + _____ = 6

You can count on to find the missing number.

4
5
6

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

Bonus
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.

<table>
<thead>
<tr>
<th>2 red apples</th>
<th>2 red apples</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 green apples</td>
<td>2 green apples</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>5 apples</td>
<td>apples</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 red apples</th>
<th>2 red apples</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 green apples</td>
<td>1 green apple</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4 red apples</th>
<th>3 red apples</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 green apples</td>
<td>1 green apple</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number Sense 1-94
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

◯◯◯◯

_____ green apple

5 apples altogether
4 are red

_____ green apple

there are 3 apples
1 is red

_____ green apples

6 apples in total
2 are red

_____ green apples

there are 5 apples
2 are red

_____ green apples

4 apples altogether
2 are red

_____ 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

4 red apples
3 green apples

6 apples altogether
1 is red

8 apples in total
4 are red

1 red apple
4 green apples

3 red apples
3 green apples

there are 7 apples
2 are red

Number Sense 1-94
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?

\[ 3 + \square = 5 \]

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?  

Number Sense I-95
### Counting On to Subtract

- Subtract by counting forwards.

<table>
<thead>
<tr>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="hand.png" alt="Hand" /></td>
<td><img src="hand.png" alt="Hand" /></td>
<td><img src="hand.png" alt="Hand" /></td>
<td><img src="hand.png" alt="Hand" /></td>
<td><img src="hand.png" alt="Hand" /></td>
<td><img src="hand.png" alt="Hand" /></td>
</tr>
</tbody>
</table>

- \(4 + 5 = 9\) so \(9 - 4 = 5\)

- \(6 + \square = 8\) so \(8 - 6 = \square\)

- \(8 + \square = 9\) so \(9 - 8 = \square\)

- \(3 + \square = 8\) so \(8 - 3 = \square\)

- \(7 + \square = 10\) so \(10 - 7 = \square\)

- \(9 - 5 = \square\)

- \(10 - 5 = \square\)

- \(8 - 4 = \square\)

- \(7 - 2 = \square\)
Subtraction Problems with an Unknown Change

- **Fill in the blank. Use the subtraction sentence.**
  - \(8 - 3 = 5\)
  - \(8 - \_ = 3\)
  - \(9 - 2 = 7\)
  - \(9 - \_ = 2\)
  - \(5 - 2 = 3\)
  - \(5 - \_ = 2\)
  - \(6 - 1 = 5\)
  - \(6 - \_ = 1\)
  - \(8 - 6 = 2\)
  - \(8 - \_ = 6\)
  - \(7 - 3 = 4\)
  - \(7 - \_ = 3\)

- **Subtract to find the missing number.**
  - \(7 - \_ = 4\)
  - \(5 - \_ = 1\)
  - \(6 - \_ = 3\)
  - \(8 - \_ = 4\)
  - \(7 - \_ = 2\)
  - \(10 - \_ = 2\)

**Bonus**
- \(19 - \_ = 9\)
- \(18 - \_ = 10\)
- \(83 - \_ = 2\)
- \(100 - \_ = 4\)
Write the subtraction sentence with a box.

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

7 - □ = 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.

Number Sense 1-97
Patterns in the Hundreds Chart

☐ Circle the ones digit in each shaded square.

<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

☐ Write the **ones digit** from each shaded square.

2, 4, 6, 8, 0, 2, 4, __, __, __, __, __, __, __, __, __

☐ Write the next 5 ones digits.

__, __, __, __, __

☐ Write the **ones digit** from each white square.

1, 3, 5, 7, 9, 1, 3, __, __, __, __, __, __, __, __, __

☐ Write the next 5 ones digits.

__, __, __, __, __
☐ Shade the counting by 5s numbers.

<p>| | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</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>
<td>9</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

☐ Write the ones digit from each shaded square.

☐ Describe the pattern.

☐ Write the next 4 ones digits.

---

Patterns and Algebra 1-8
# Equal and Not Equal

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

<table>
<thead>
<tr>
<th>3</th>
<th>=</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Write the addition sentence.

\[2 + 3 = 5\]

Bonus
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.

| Friday       | 1. ________ Sunday ________ |
| Thursday     | 2. ______________________ |
| Monday       | 3. ______________________ |
| Saturday     | 4. ______________________ |
| Wednesday    | 5. ______________________ |
| _______________ 6. ______________________ |
| Tuesday      | 7. ______________________ |

☐ Unscramble the days.

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

What day comes after?

Monday
Saturday
□ Write the months of the year in order.
□ Circle the months you go to school.

<table>
<thead>
<tr>
<th>Month</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>1. <strong>January</strong></td>
</tr>
<tr>
<td>July</td>
<td>2. <strong>January</strong></td>
</tr>
<tr>
<td>December</td>
<td>3. <strong>January</strong></td>
</tr>
<tr>
<td>January</td>
<td>4. <strong>January</strong></td>
</tr>
<tr>
<td>March</td>
<td>5. <strong>January</strong></td>
</tr>
<tr>
<td>November</td>
<td>6. <strong>January</strong></td>
</tr>
<tr>
<td>September</td>
<td>7. <strong>January</strong></td>
</tr>
<tr>
<td>June</td>
<td>8. <strong>January</strong></td>
</tr>
<tr>
<td>February</td>
<td>9. <strong>January</strong></td>
</tr>
<tr>
<td>October</td>
<td>10. <strong>January</strong></td>
</tr>
<tr>
<td>August</td>
<td>11. <strong>January</strong></td>
</tr>
<tr>
<td>April</td>
<td>12. <strong>January</strong></td>
</tr>
</tbody>
</table>

□ Unscramble the months.

<table>
<thead>
<tr>
<th>Scrambled</th>
<th>Unscrambled</th>
</tr>
</thead>
<tbody>
<tr>
<td>yaM</td>
<td><strong>May</strong></td>
</tr>
<tr>
<td>eJun</td>
<td><strong>June</strong></td>
</tr>
<tr>
<td>lyJu</td>
<td><strong>July</strong></td>
</tr>
</tbody>
</table>

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

☐ Write spring, summer, fall or winter.
### June

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

**What day is it?**

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

**What date is it?**

- the first Wednesday: June 6th
- the third Saturday
- the second Monday

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

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? _________________