Circle the groups that have 10 ones.

How many times did you count 10 ones?
Name ____________________________   Date ___________

I have 10 ones and ___ ones.

I have 10 ones and ___ ones.

I have ___ ones and ___ ones.
Draw pictures to match the words.

I have 10 small circles and 2 small circles:

I have 10 ones and 4 ones:
Name ___________________________  Date _____________

**Count and circle 10 things. Tell how many there are in two parts, 10 ones and some more ones.**

I have 10 ones and ___ ones.

I have ___ ones and ___ ones.

I have ___ ones and ___ ones.

I have ___ ones and ___ ones.

I have 10 ones and 2 ones.

I have ___ ones and ___ ones.

I have ___ ones and ___ ones.

I have ___ ones and ___ ones.
Draw your picture to match the words. Circle 10 ones.

I have 10 ones and 3 ones:

I have 10 ones and 8 ones:
Draw 10 ones and some ones. Whisper count as you work the Say Ten Way.

I can make ten three.

10 3

I can make ten seven.

10 7
Lesson 4:

Count straws the Say Ten Way to 19; make a pile for each ten.

Date: 11/12/14
Circle 10 things. Touch and count the Say Ten way. Count your 10 ones first. Put a check over the loose ones. Draw a line to match the number.

- Ten one
  - 10 1
- Ten seven
  - 10 7
- Ten three
  - 10 3
- Ten four
  - 10 4
- Two ten
  - 10 10
- Ten eight
  - 10 8
Write and draw the number. Use your Hide Zero cards to help you.

10 3

1 3

10 5

10 8

10 6
Look at the Hide Zero cards or the 10-frame cards. Use your cards to show the number. Write the number as a number bond.
Circle 10 smiley faces. Draw a number bond to match the total number of faces.
Use your materials to show each number as 10 ones and some more ones. Use your 5-groups way of drawing. Show each number with your Hide Zero cards. Whisper count as you work.

11  18

15  14
Lesson 8: Model teen numbers with materials from abstract to concrete.

Date: 11/13/14
Whisper count as you draw the number. Fill one ten-frame first. Show your numbers with your Hide Zero cards.

12

17

16

13
Draw and circle 10 ones and some more ones to show each number.

\[ 20 \] \[ 11 \]

Choose a teen number to draw. Circle 10 ones and some ones to show each number.

[blank] [blank]
Lesson 11: Show, count, and write numbers 11 to 20 in tower configurations increasing by 1—a pattern of 1 larger.

Date: 11/13/14
Lesson 12: Represent numbers 20 to 11 in tower configurations decreasing by 1–a pattern of 1 smaller.
The ducks found some tasty fish to eat in the boxes! Count up on the number path.

Write the missing numbers for the boxes that have a duck on top.

11  13  15  17  19

Write the missing numbers for the boxes that have a duck on top.

12  13  14  17  18
Lesson 13: Show, count, and write to answer how many questions in linear and array configurations.

Date: 11/13/14

5.C.32

How many ducks do you count?

______  ______

In the space below, draw 15 circles in rows.

In the space below, draw 12 squares in rows.
Lesson 14: Show, count and write to answer how many questions with up to 20 objects in circular configurations.

Date: 11/13/14

Whisper count how many objects there are. Write the number.
Whisper count and draw in more shapes to match the number.

13

20

Early finishers: Write your own teen number in the box. Draw a picture to match your number.
Lesson 15: Count up and down by tens to 100 with Say Ten and regular counting.

Date: 11/13/14

**Name** __________________________  **Date** ________________

**Count up by tens, and write the numbers.**

<table>
<thead>
<tr>
<th>![Tens Blocks]</th>
<th>10</th>
<th>20</th>
<th>50</th>
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Lesson 15 Problem Set

Help the puppy down the stairs! Count down by tens. Write the numbers.

Count up by tens the Say Ten Way.

<table>
<thead>
<tr>
<th>ten</th>
<th>____ tens</th>
<th>___ tens</th>
<th>____ tens</th>
<th>____ tens</th>
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<tbody>
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</tbody>
</table>

100 90 60 20
Count up or down by 1s. Help the animals and the girl get what they want!

Count up.

63 64

Stop!

Count down.

66
Lesson 17: Count across tens when counting by ones through 40.

Date: 11/13/14

Touch and count the dots from left to right starting at the arrow. Count to the puppy, and then keep counting to his bones and twin brother!

Count again and color the last dot of each row green. When you have finished, go back and see if you can remember your green numbers!

What number did you say when you touched the first puppy?

- The first bone?
- The second bone?
- His twin brother?
Lesson 17: Count across tens when counting by ones through 40.

Count each number by 1s. Write the number below when there is a box.

17

Touch and count the rocks from the cow to the grass!

26
28

Count up by 1s. Help the kitty play with her yarn!

31
32
36

Count down by 1s.

11
10
21
19
31
Teachers' Directions for the Rekenrek Problem Set

Have students show 50 dots by using their hiding paper to cover the other rows.

Then, have students whisper count all the dots. Say the last number in each row loudly, and color the circle green.

Have students show 60 dots using their hiding paper to cover 4 rows.

Then, have students whisper count all the dots. Have them box the first dot in each row with blue and say its number loudly.

Have students show 70 dots by hiding 30 dots.

Then, have students whisper count all the dots. Have them put a triangle around the fifth dot in each row with red and say those numbers loudly.
Lesson 18: Count across tens by ones to 100 with and without objects.

Date: 11/13/14
Find the Hidden Teen Number

Show each number on your Rekenrek with your partner. Write how many. Circle the teen number inside the big number. Draw a line from the big number to the teen number that hides inside it.

18
15
13
17
11
12
Fill in each number bond, and write a number sentence to match them.

Example:

\[
\begin{align*}
13 &= \underline{10} + 3 \\
15 &= \underline{10} + \underline{5} \\
17 &= \underline{10} + 7
\end{align*}
\]

\[
\begin{align*}
10 + 8 &= \underline{10} + \underline{8} \\
10 + 6 &= \underline{10} + \underline{6} \\
\underline{10} &= 10 + 4
\end{align*}
\]

Early finishers:
Make up your own teen number bonds and number sentences on the back!

\[
\begin{align*}
12 &= \underline{10} + \underline{2} \\
\underline{11} &= \underline{10} + \underline{1}
\end{align*}
\]
Lesson 21: Represent teen number decompositions as 10 ones and some ones, and find a hidden part.

Model each number with cubes on your number bond mat. Then, complete the number sentences and number bonds.

Example:

\[
\begin{align*}
11 &= 10 + \quad | \\
10 + \quad &= 11 \\
\hline \\
12 &= 10 + \quad \\
10 + \quad &= 12 \\
\hline \\
13 &= 10 + \quad \\
10 + \quad &= 13 \\
\hline \\
\quad + 5 &= 15 \\
15 &= \quad + 5 \\
\hline \\
\quad + 7 &= 17 \\
17 &= \quad + 7 \\
\hline \\
\quad + 8 &= 18 \\
18 &= 10 + \quad \\
\hline \\
16 &= 6 + \quad \\
6 + \quad &= 16 \\
\hline \\
9 + \quad &= 19 \\
19 &= 10 + \quad \\
\end{align*}
\]
Lesson 22: Decompose teen numbers as 10 ones and some ones; compare some ones to compare the teen numbers.

Date: 11/13/14

Circle 10 erasers. Circle 10 pencils. Match the extra ones to see which group has more. ✓ Check the group that has more things.

Circle 10 sandwiches. Circle 10 milk cartons. ✓ Check the group that has less things.

Circle 10 baseballs. Circle 10 gloves. Write how many are in each group. ✓ Check the group that has more things.
Lesson 22: Decompose teen numbers as 10 ones and some ones; compare some ones to compare the teen numbers.

Date: 11/13/14

Circle 10 apples. Circle 10 oranges. Write how many are in each group.
✓ Check the group that has less.

Circle 10 spoons. Circle 10 forks. Write how many are in each group.
Circle more or less.

more is than less
Lesson 23: Reason about and represent situations, decomposing teen numbers into 10 ones and some ones and composing 10 ones and some ones into a teen number.

Date: 11/13/14

Name __________________________ Date __________

Robin sees 5 apples in a bag and 10 apples in a bowl. Draw a picture to show how many apples there are.

Write a number bond and an addition sentence to match your picture.

Sam has 13 toy trucks. Draw and show the trucks as 10 ones and some ones.

Write a number bond and an addition sentence to match your picture.
Our class has 16 bags of popcorn. Draw and show the popcorn bags as 10 ones and some ones.

Write a number bond and an addition sentence to match your picture.
Circle 10.

Count the number of times you circled 10 ones. Tell a friend or an adult how many times you circled 10 ones.
Lesson 2: Count 10 objects within counts of 10 to 20 objects, and describe as
10 ones and __ ones.

Date: 11/13/14

ΔΔΔΔΔ ΔΔΔ Δ
10 ones and 3 ones

Draw more to show the number.

10 ones and 2 ones

10 ones and 5 ones

10 ones and 7 ones

10 ones and 4 ones
Lesson 3: Count and circle 10 objects within images of 10 to 20 objects, and describe as 10 ones and ____ ones.

Name _______________________________ Date ____________

I have 10 ones and ___ ones.

Circle 10 things. Tell how many there are in two parts, 10 ones and some more ones.

I have 10 ones and ___ ones.

I have ___ ones and ___ ones.

I have 10 ones and ___ ones.

I have ___ ones and ___ ones.
Draw a line to match each picture with the numbers the Say Ten Way.

- OOOOO X
- OOOOO

- OOOOO XX
- OOOOO

- OOOOO XXX
- OOOOO

- OOOOO XXXXX
- OOOOO X

- OOOOO XXXXX
- OOOOO XXXXX
Write the numbers that go before and after, counting the Say Ten Way.

<table>
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<tr>
<th>BEFORE</th>
<th>NUMBER</th>
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<tbody>
<tr>
<td>10 and 3</td>
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<td>and</td>
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</table>
Write and draw the number. Use your Hide Zero cards to help you.

10

2

10

7

10

9

10

4
Look at the Hide Zero cards or the 10-frame cards. Use your cards to show the number. Write the number as a number bond.
Use your materials to show each number as 10 ones and some more ones.

15  

Ten seven

13  

Ten one
Lesson 8: Model teen numbers with materials from abstract to concrete.

Date: 11/13/14

2 ten

Ten four
Lesson 9 Homework

Name __________________________ Date ___________

For each number, make a drawing that shows that many objects.
Circle 10 ones.

- 11
- 16
- 20
Lesson 9: Draw teen numbers from abstract to pictorial.

Date: 11/13/14
Name ___________________________ Date ____________

Color the number of fingernails and beads to match the number bond. Show by coloring 10 ones above and extra ones below. Fill in the number bonds.

13

14

11

12

16

17
Lesson 11 Homework

Name ____________________________  Date ____________

Write the missing numbers. Then, count and draw X’s and O’s to complete the pattern.

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Write the missing numbers. Then, draw X's and O's to complete the pattern.

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20  18  16  14  13  12  10
Name ___________________________    Date ____________

Count the objects. Draw dots to show the same number on the double ten-frames.

Lesson 13: Show, count, and write to answer how many questions in linear and array configurations.
Lesson 13: Show, count, and write to answer how many questions in linear and array configurations.

Date: 11/13/14

5.C.35
Count the objects in each group. Write the number in the boxes below the pictures.

Count and draw in more shapes to match the number.
Count the dots. Draw each dot in the ten-frame. Write the number in the box below the ten-frames.

Write a teen number in the box below. Draw a picture to match your number.
Name _______________________________ Date _____________

Count down by 10, and write the number on top of each stair.

100

40

10
Count down the Say Ten Way. Write the missing numbers.

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Lesson 16 Homework

Name ____________________________  Date __________

Help the rabbit get his carrot. Count by 1s.

Count up by 1s, then down by 1s.

Count within tens by ones.

89 → 84

35 → 30
Help the boy mail his letter. Count up by 1s. When you get to the top, count down by 1s.
Lesson 17 Homework

Name ________________________________ Date ____________

Draw more to show the number.

Example:

23

[Grid representation of 23]

27

[Grid representation of 27]

34

[Grid representation of 34]
Lesson 17: Count across tens when counting by ones through 40.

Date: 11/13/14
Name ________________________________ Date __________

Use your Rekenrek (attached), hiding paper (an extra paper to hide some of the dots), and crayons to complete each step listed below. Read and complete the problems with the help of an adult.

Hide to show just 40 on your Rekenrek dot paper. Touch and count the circles until you say 28. Color 28 green.

- Touch and count each circle from 28 to 34.
- Color 34 (the 34th circle) with a red crayon.

Hide to show just 60 on your Rekenrek dot paper. Touch and count the circles until you say 45. Color 45 yellow.

- Touch and count each circle from 45 to 52.
- Color 52 with a blue crayon.

Hide to show just 90 on your Rekenrek dot paper. Touch and count the circles until you say 83. Color 83 purple.

- Touch and count down from 83 to 77.
- Color 77 with a red crayon.

Show 100.

- Touch and count, starting at 1.
- Say the last number in each row loudly. Color the circle black.
Write the number you see. Now, draw one more, then write the new number.

![Rekenrek images]
Lesson 20: Represent teen number compositions and decompositions as addition sentences.

Date: 11/13/14

5.E.10

Draw stars to show the number as a number bond of 10 ones and some ones. Show each example as two addition sentences of 10 ones and some ones.

10 + 1 = 11
11 = 10 + 1

15

17
Lesson 20 Homework

Represent teen number compositions and decompositions as addition sentences.

Date: 11/13/14

19

14

20
Complete the number bonds and number sentences. Draw the cubes of the missing part.

15 = _____ + 10

_____ + 8 = 18
Lesson 21: Represent teen number decompositions as 10 ones and some ones, and find a hidden part.

Date: 11/13/14

6 + ____ = 16

1 + ____ = 11
Lesson 22: Decompose teen numbers as 10 ones and some ones; compare some ones to compare the teen numbers.

Date: 11/13/14

Fill in the number bond. Check the group with more.

16
10

17
10

13
3

11
10

Name ___________________________ Date ____________

5.E.29

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Bob bought 7 sprinkle donuts and 10 chocolate donuts. Draw and show all of Bob's donuts.

Write an addition sentence to match your drawing.

________  _______  _______

Fill in the number bond to match your sentence.
Fran has 17 baseball cards. Show Fran’s baseball cards as 10 ones and some ones.

Write an addition sentence and a number bond that tell about the baseball cards.
Rabbit and Froggy’s Matching Race

**Directions:** Play Rabbit and Froggy’s Matching Race with a friend, relative, or parent to help your animal reach its food first! The first animal to reach the food wins.

- Put your Teen number and Dot cards face down in rows with Teen numbers in one row and Dot cards in another row.
- Flip to find 2 cards that match. Place cards back in the same place if they don’t match. Continue until you find a match.

- Write a number bond to match.
- Write a number sentence.

![Rabbit image]  

```
10
3
```

```
13 = 10 + 3
```

Hop 1 space if you get it right!

Hop 1 space again if you get it right!
Rabbit and Froggy's Matching Race

Directions: Play Rabbit and Froggy's Matching Race with a friend, relative, or parent to help your animal reach its food first! The first animal to reach the food wins.

- Put your Teen number and Dot cards face down in rows with Teen numbers in one row and Dot cards in another row.
- Flip to find 2 cards that match. Place cards back in the same place if they don't match. Continue until you find a match.

- Write a number bond to match.
- Write a number sentence.

Hop 1 space if you get it right!
Hop 1 space again if you get it right!
Lesson 1 Exit Ticket

Name ________________________________  Date ____________

Circle the groups that have 10 things.

How many times did you count 10 things?

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Name _____________________________     Date __________

Circle the correct numbers that describe the pictures.

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10 ones and 3 ones
10 ones and 7 ones
10 ones and 8 ones
10 ones and 5 ones
10 ones and 10 ones
10 ones and 8 ones
10 ones and 4 ones
10 ones and 2 ones
Lesson 3 Exit Ticket

Count and circle 10 objects within images of 10 to 20 objects, and describe as 10 ones and ____ ones.

Date: 11/12/14

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Lesson 4 Exit Ticket

Count and write how many the Say Ten Way.

Name ____________________________  Date ____________

| 10 |          |
| 10 |          |

| 10 |          |
| 10 |          |

Count straws the Say Ten Way to 19; make a pile for each ten.

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5.A.52
Write and whisper the missing numbers.
Count the Say Ten Way from 11 to 20.

<table>
<thead>
<tr>
<th>10 and 1</th>
<th>10 and 2</th>
<th>10 and ___</th>
<th>10 and 4</th>
<th>10 and ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 and 6</td>
<td>___ and ___</td>
<td>___ and ___</td>
<td>___ and ___</td>
<td>10 and 10</td>
</tr>
</tbody>
</table>
Name ___________________________  Date ____________

Draw the number shown on the Hide Zero cards with a drawing in the ten-frame. Write the number below after the 0 is hidden.

Show the number again on the right with a count of 10 ones and 4 ones. Circle the 10 ones.

10

4
Look at the Hide Zero cards or the 10-frame cards. Use your cards to show the number. Write the number as a number bond.
Lesson 8 Exit Ticket

Name ___________________________ Date ____________

Use your materials to show the number as 10 ones and some more ones.

1 6

Use your cubes to show the number. Then, color in the cubes to match the number.

1 2

[Diagram of 10 boxes with 1 filled in, followed by 2 filled in]
Show the number by filling in the ten-frames with circles.

15

19

Draw circles to show the number. Circle 10 ones.

18

14
Name ___________________________ Date ____________

Use your red crayon and yellow crayon to draw the beads from your Rekenrek in two lines.

How many beads did you draw?

Trace your hands. Draw your fingernails. How many fingernails do you have on your two hands?
Name ____________________________  Date _____________

Start at the bottom. Draw lines to put the numbers in order on the tower. Then, write the numbers in the tower. Say each number the regular way and the Say Ten Way as you work.

12 ●  

19 ●  

16 ●  

14 ●  

17 ●
Lesson 12 Exit Ticket

Name ___________________________ Date ____________

Write the missing numbers, counting down.

14, 13, 12, 11, _______

15, 14, _______, 12, _______, _______,

13, 12, _______, _______, _______,
Count and write how many.

Look at the 3 sets of blocks below. Count the shaded blocks in each set. Circle the set that has the same number of shaded blocks as stars.

Early finishers: Which was easier to count, stars or blocks? Why?
Count the stars. Write the number in the box.

Whisper count and draw in more dots to match the number.

15
Lesson 15 Exit Ticket

NYS COMMON CORE MATHEMATICS CURRICULUM

Name ___________________________ Date ____________

Count up and down by 10. Write the numbers.

<table>
<thead>
<tr>
<th>10</th>
<th>40</th>
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</thead>
<tbody>
<tr>
<td>30</td>
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<tr>
<td>20</td>
<td>60</td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

Count down and up by 10 the Say Ten Way.

<table>
<thead>
<tr>
<th>100</th>
<th>10 tens</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
<td>tens</td>
</tr>
<tr>
<td>80</td>
<td>tens</td>
</tr>
<tr>
<td>70</td>
<td>7 tens</td>
</tr>
<tr>
<td>60</td>
<td>tens</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>50</th>
<th>tens</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>4 tens</td>
</tr>
<tr>
<td>30</td>
<td>tens</td>
</tr>
<tr>
<td>20</td>
<td>tens</td>
</tr>
<tr>
<td>10</td>
<td>1 ten</td>
</tr>
</tbody>
</table>

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Help the cow get to the barn by counting by 1s.

Help the boy get to his present. Count up by 1s. When you get to the top, count down by 1s.
Touch and count carefully. Cross out the mistake, and write the correct number.

Example:

1, 2, 9, 4, 5

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
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</table>

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<td>25</td>
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<td>28</td>
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<td>31</td>
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</table>

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<tbody>
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<td>34</td>
<td>35</td>
<td>36</td>
<td>37</td>
<td>38</td>
<td>39</td>
<td>44</td>
</tr>
</tbody>
</table>
Lesson 18 Exit Ticket

Name ___________________________ Date __________

Touch and whisper count the circles by 1s to 100. Say the last number in each row loudly, and color the circle purple. Do your best. Your teacher may call time before you are finished.
Show the number on your Rekenrek with your partner. In the box, write the number that tells how many objects there are. Circle the teen number you see. Write the teen number in the other box.
Name ____________________________ Date ____________

The first number is the whole. Circle its parts.

12  10  6  2

11  1  10  8

14  4  2  10

18  1  10  8

10  10  1  0

20  10  2  10
Name ___________________________ Date ______________

Complete the number sentences and number bonds. Use your materials to help you.

17

\[ \square + 7 = 17 \]
\[ 17 = \square + 10 \]

13

\[ \square + 3 = \square \]
\[ 13 = \square + 10 \]
Lesson 22: Decompose teen numbers as 10 ones and some ones; compare some ones to compare the teen numbers.

Name ___________________________ Date ____________

Count and write the number. Circle more or less.

1 is ______ than 4

1 is ______ than ______

more

more

more

more

___ is less than ______

___ is less than ______

___ is less than ______

___ is less than ______
Name ____________________________    Date ____________

There are 12 balls. Draw and show the balls as 10 ones and some ones.

Write a number bond to match your picture.

Write an addition sentence to match your number bond.

_______  _______  _______
Lesson 1: Count straws into piles of ten; count the piles as 10 ones.

Date: 11/12/14

large 5-frame cards
Lesson 1: Count straws into piles of ten; count the piles as 10 ones.

Date: 11/12/14
Lesson 1: Count straws into piles of ten; count the piles as 10 ones.

Date: 11/12/14
5-frame cards

Lesson 1: Count straws into piles of ten; count the piles as 10 ones.

Date: 11/12/14
Lesson 1: Count straws into piles of ten; count the piles as 10 ones.

Date: 11/12/14
Lesson 1: Count straws into piles of ten; count the piles as 10 ones.

Date: 11/12/14
Lesson 1: Count straws into piles of ten; count the piles as 10 ones.

Date: 11/12/14

large ten-frame cards
Lesson 1: Count straws into piles of ten; count the piles as 10 ones.

Date: 11/12/14
Lesson 1: Count straws into piles of ten; count the piles as 10 ones.

Date: 11/12/14

large ten-frame cards
Lesson 1: Count straws into piles of ten; count the piles as 10 ones.

Date: 11/12/14
Lesson 1 Fluency Template 3

Lesson 1: Count straws into piles of ten; count the piles as 10 ones.

Date: 11/12/14

large ten-frame cards
Lesson 1: Count straws into piles of ten; count the piles as 10 ones.

Date: 11/12/14

large ten-frame cards
Lesson 1: Count straws into piles of ten; count the piles as 10 ones.

Date: 11/12/14

large ten-frame cards
Lesson 1: Count straws into piles of ten; count the piles as 10 ones.

Date: 11/12/14
large ten-frame cards

Lesson 1: Count straws into piles of ten; count the piles as 10 ones.
Date: 11/12/14
Lesson 1: Count straws into piles of ten; count the piles as 10 ones.

Date: 11/12/14
Count straws into piles of ten; count the piles as 10 ones.

Date: 11/12/14
Lesson 3: Count and circle 10 objects within images of 10 to 20 objects, and describe as 10 ones and ____ ones.

Date: 11/12/14
Count straws the Say Ten Way to 19; make a pile for each ten.

Date: 11/12/14

dot cards of 6
Count straws the Say Ten Way to 19; make a pile for each ten.

dot cards of 6
Lesson 4 Fluency Template 1

Lesson 4: Count straws the Say Ten Way to 19; make a pile for each ten.

Date: 11/12/14

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Dot cards of 6

Count straws the Say Ten Way to 19; make a pile for each ten.

Date: 11/12/14
Count straws the Say Ten Way to 19; make a pile for each ten.

Date: 11/12/14

dot cards of 6
Lesson 4: Count straws the Say Ten Way to 19; make a pile for each ten.

Date: 11/12/14

dot cards of 6
dot cards of 6
Lesson 4: Count straws the Say Ten Way to 19; make a pile for each ten.

Date: 11/12/14
Circle 10.

Name _________________________________ Date ____________

circle 10
Count straws the Say Ten Way to 20; make a pile for each ten.

dot cards of 7
dot cards of 7
Count straws the Say Ten Way to 20; make a pile for each ten.

dot cards of 7
Count straws the Say Ten Way to 20; make a pile for each ten.

Date: 11/13/14

5.A.73
Lesson 5 Fluency Template 1

Lesson 5: Count straws the Say Ten Way to 20; make a pile for each ten.

Date: 11/13/14

5.A.74

dot cards of 7
Lesson 5: Count straws the Say Ten Way to 20; make a pile for each ten.

Date: 11/13/14

dot cards of 7
dot cards of 7
Count straws the Say Ten Way to 20; make a pile for each ten.

Date: 11/13/14

5.A.77

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Count straws the Say Ten Way to 20; make a pile for each ten.

---

dot cards of 7
Circle sets of 10, and tell how many.

<table>
<thead>
<tr>
<th>10 ones</th>
<th>10 ones</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
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<tr>
<td><img src="image3.png" alt="Image" /></td>
<td><img src="image4.png" alt="Image" /></td>
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<tr>
<td><img src="image5.png" alt="Image" /></td>
<td><img src="image6.png" alt="Image" /></td>
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<td><img src="image7.png" alt="Image" /></td>
<td><img src="image8.png" alt="Image" /></td>
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<td><img src="image9.png" alt="Image" /></td>
<td><img src="image10.png" alt="Image" /></td>
</tr>
<tr>
<td><img src="image11.png" alt="Image" /></td>
<td><img src="image12.png" alt="Image" /></td>
</tr>
</tbody>
</table>

Circle 10 ones
dot cards of 8
dot cards of 8
dot cards of 8
Lesson 6: Model with objects and represent numbers 10 to 20 with place value or Hide Zero cards.

Date: 11/13/14

dot cards of 8
Lesson 6: Model with objects and represent numbers 10 to 20 with place value or Hide Zero cards.

Date: 11/13/14

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dot cards of 8
Model with objects and represent numbers 10 to 20 with place value or Hide Zero cards.

Date: 11/13/14

dot cards of 8
Lesson 6: Model with objects and represent numbers 10 to 20 with place value or Hide Zero cards.

Date: 11/13/14

dot cards of 8
dot cards of 8
Hide Zero cards. Copy double-sided.
Numerals

1 0

0 1 2 3

4 5 6 7

8 9

5-group cards (numeral side) (Copy double-sided with 5-groups on card stock, and cut.)
Lesson 6: Model with objects and represent numbers 10 to 20 with place value or Hide Zero cards.

Date: 11/13/14

Hide Zero cards. Copy double-sided.

5-groups

5-group cards (5-group side) (Copy double-sided with numerals on card stock, and cut.)
Model and write numbers 10 to 20 as number bonds.

Date: 11/13/14
Lesson 8: Model teen numbers with materials from abstract to concrete.

Date: 11/13/14

number bond cards
Lesson 9: Draw teen numbers from abstract to pictorial.

Date: 11/13/14

dot cards of 9
dot cards of 9
dot cards of 9
dot cards of 9
dot cards of 9
dot cards of 9
Lesson 9 Fluency Template

Lesson 9: Draw teen numbers from abstract to pictorial.

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dot cards of 9

Lesson 9: Draw teen numbers from abstract to pictorial.
Date: 11/13/14

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Lesson 9: Draw teen numbers from abstract to pictorial.

Date: 11/13/14

dot cards of 9
Lesson 9:
Draw teen numbers from abstract to pictorial.

Date: 11/13/14
Lesson 11:
Show, count, and write numbers 11 to 20 in tower configurations increasing by 1—a pattern of 1 larger.

Date: 11/13/14

sentence frame

1 more is

1

5.C.17
Lesson 12: Represent numbers 20 to 11 in tower configurations decreasing by 1—a pattern of 1 smaller.

Date: 11/11/14

Sentence frame:

1 less is ___.
Lesson 14: Show, count and write to answer how many questions with up to 20 objects in circular configurations.

Date: 11/13/14
Name ______________________________  Date __________

Whisper count and draw in more shapes to match the number.

14

12

15

17

teen circular counting
Whisper count and draw in more shapes to match the number.

16

19

13

20

teen circular counting
Lesson 15: Count up and down by tens to 100 with Say Ten and regular counting.

Date: 11/13/14

Decorate Mr. Perry’s Donut

---
donuts
Lesson 15: Count up and down by tens to 100 with Say Ten and regular counting.

Date: 11/13/14

---

small ten-frame cards
2 hand cards
empty ten-frame cards

Lesson 18: Count across tens by ones to 100 with and without objects.

Date: 11/13/14
Lesson 19: Explore numbers on the Rekenrek. (Optional.)

Date: 11/13/14

Fluency Template

NYS COMMON CORE MATHEMATICS CURRICULUM

hide zero cards 20–100
Lesson 19: Explore numbers on the Rekenrek. (Optional.)

Date: 11/13/14

hide zero cards 20–100
Lesson 23: Reason about and represent situations, decomposing teen numbers into 10 ones and some ones and composing 10 ones and some ones into a teen number.

Date: 11/13/14
Lesson 23: Reason about and represent situations, decomposing teen numbers into 10 ones and some ones and composing 10 ones and some ones into a teen number.

Date: 11/13/14
Lesson 23:
Reason about and represent situations, decomposing teen numbers into 10 ones and some ones and composing 10 ones and some ones into a teen number.

Date:
11/13/14
Reason about and represent situations, decomposing teen numbers into 10 ones and some ones and composing 10 ones and some ones into a teen number.
Lesson 24 Fluency Template 1

Lesson 24: Culminating Task—Represent teen number decompositions in various ways.

Date: 11/13/14

pictorial growth chart

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teen number and dot cards
Lesson 24 Fluency Template 2

K-5

NYS COMMON CORE MATHEMATICS CURRICULUM

Lesson 24: Culminating Task – Represent teen number decompositions in various ways.

Date: 11/13/14

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teen number and dot cards
Culminating Task—Represent teen number decompositions in various ways.

Rabbit and Froggy’s matching race