WORLD'S KEY

COMMON CORE State Standards

Mathematics

LEVEL 1



WORLD'S KEY

MATHEMATICS • LEVEL 1

WORLD'S KEY

MATHEMATICS

LEVEL 1

2023



شركة البشرى للتربية والعلوم
المدارس الدولية

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General Director
A. Tarhini

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LESSON 1 NUMBERS FROM 1 TO 10

OBJECTIVES

- Count groups of elements from 1 to 10.
- Write numbers up to 10 in numerals.

THINK

Adam is counting fruits.
How many fruits of each type are there?



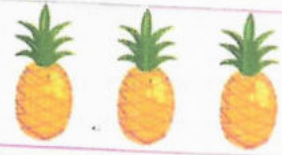
LEARN



1 one



2 two



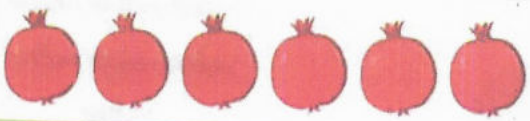
3 three



4 four



5 five



6 six



7 seven



8 eight



9 nine



10 ten

LESSON 1

PRACTICE



A. Count and match with the correct number.











1 one

2 two

3 three

4 four

5 five

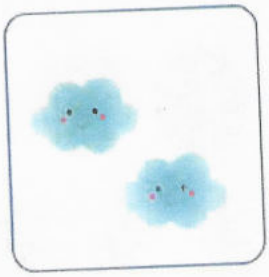
6 six

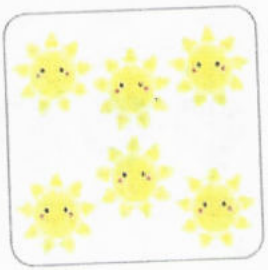
7 seven

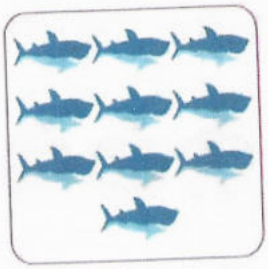
8 eight

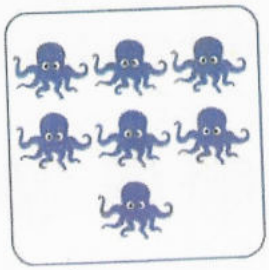
9 nine

10 ten











B. Write the numbers.

1 1

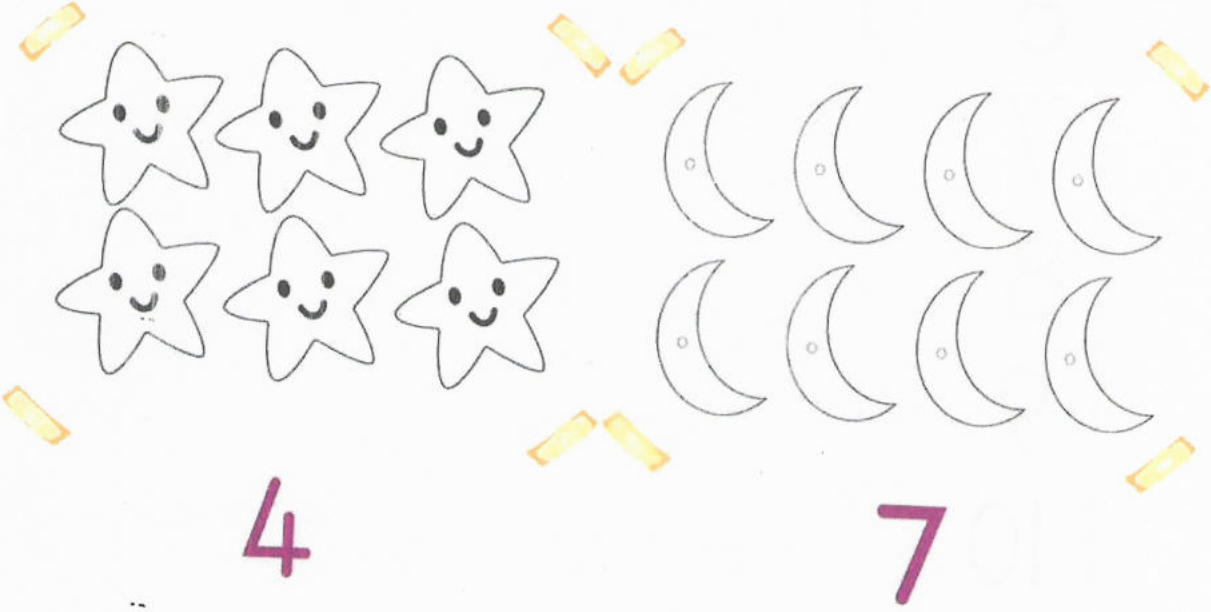
2 2

3 3

4 4

5 5

C. Color according to the given number.



4

7

D. Draw as many shapes as the given numbers.

1. 

2

2. 5

3. 3

E. Write the numbers.

6 6

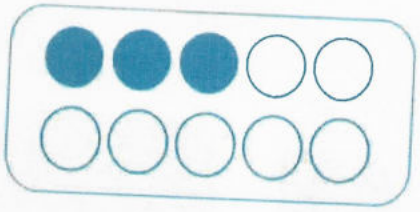
7 7

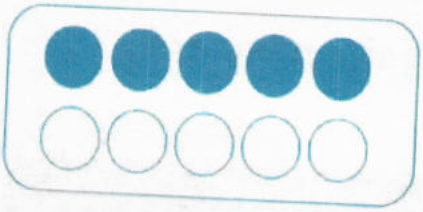
8 8

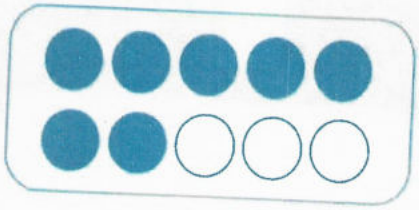
9 9

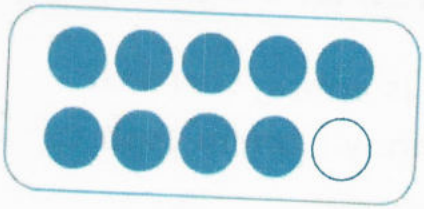
10 10

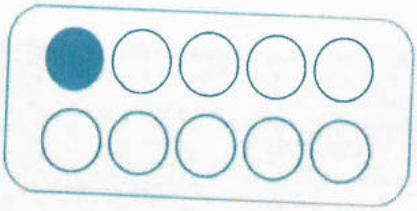
F. Count and write the number in the box provided.

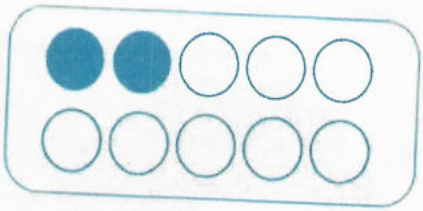
1.  3

2.  ____

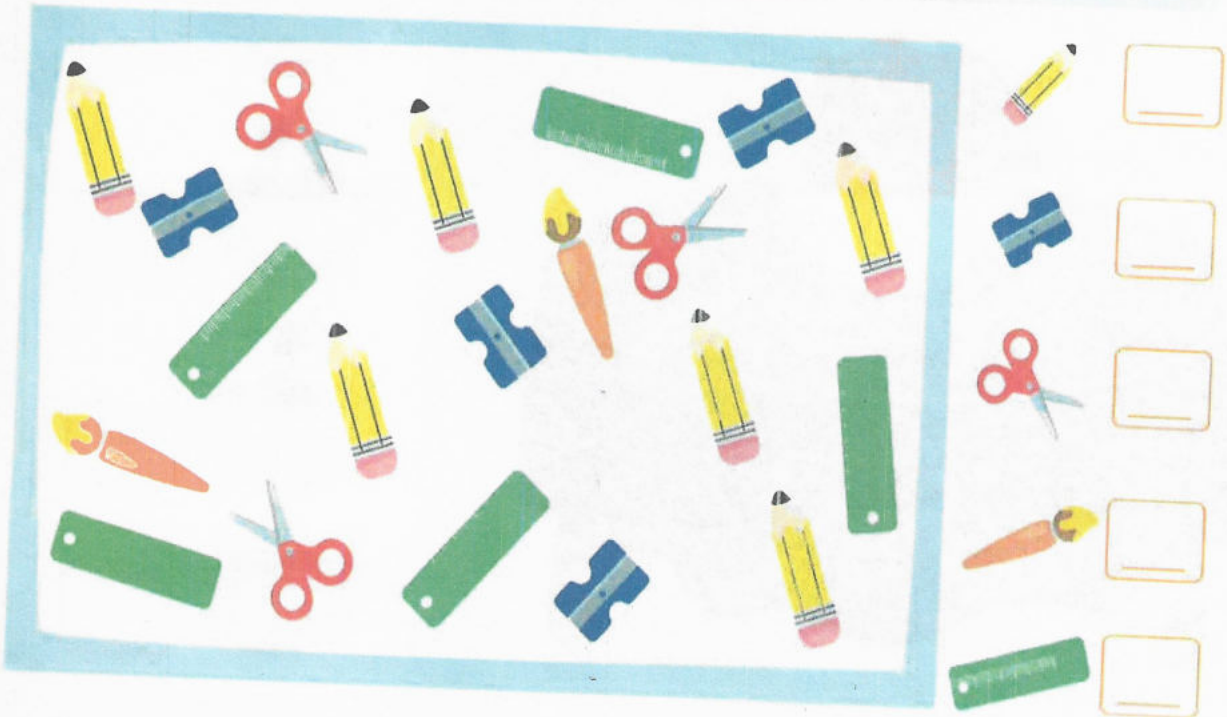
3.  ____

4.  ____

5.  ____

6.  ____

G. Count and write the number in the box next to each object.



LESSON 2 NUMBER 0

OBJECTIVE

- Recognize number 0.

THINK

Adam is eating cherries.
How many are in each ?



LEARN



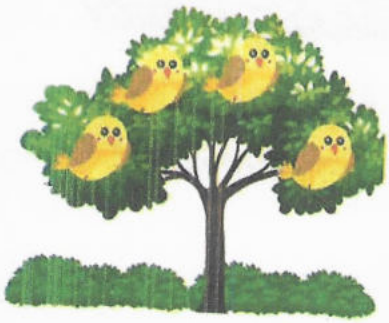
0



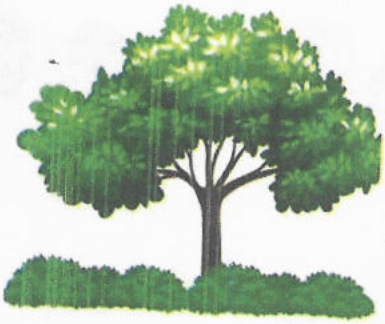
There are 0 cherries in the bowl.

PRACTICE

A. How many are there?
Write the number in the box provided.

1. 

2. 

3. 

B. How many are there?
Write the number in the box provided.

1.  3
2. 
3. 
4. 
5. 

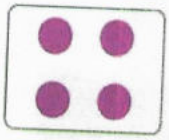
C. Write in numerals.



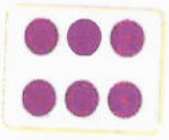
D. Match.

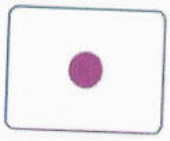


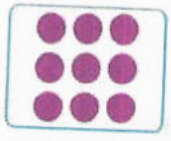
















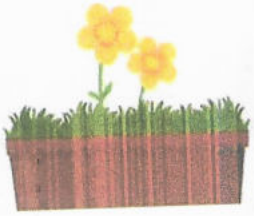




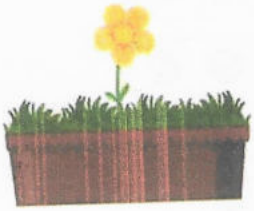
3	zero
6	one
5	two
10	three
9	four
4	five
2	six
7	seven
1	eight
0	nine
8	ten

E. How many are in each ?
Write the number in the box provided.

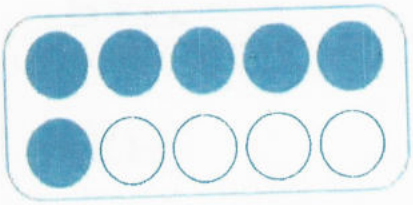
1. 

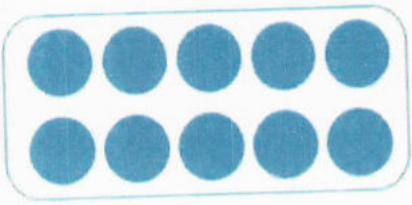
2. 

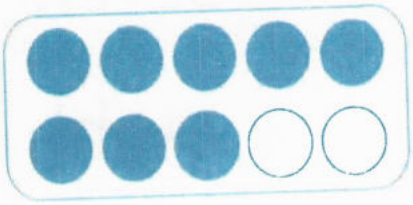
3. 

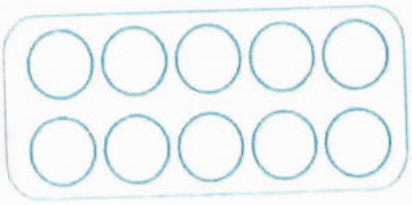
4. 

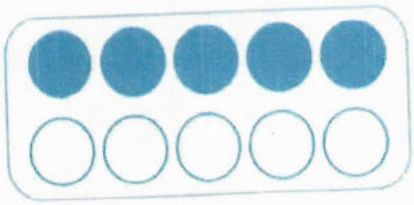
F. How many are there?
Write the number in the box provided.

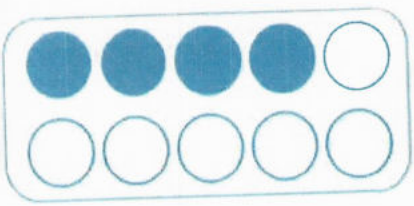
1. 

2. 

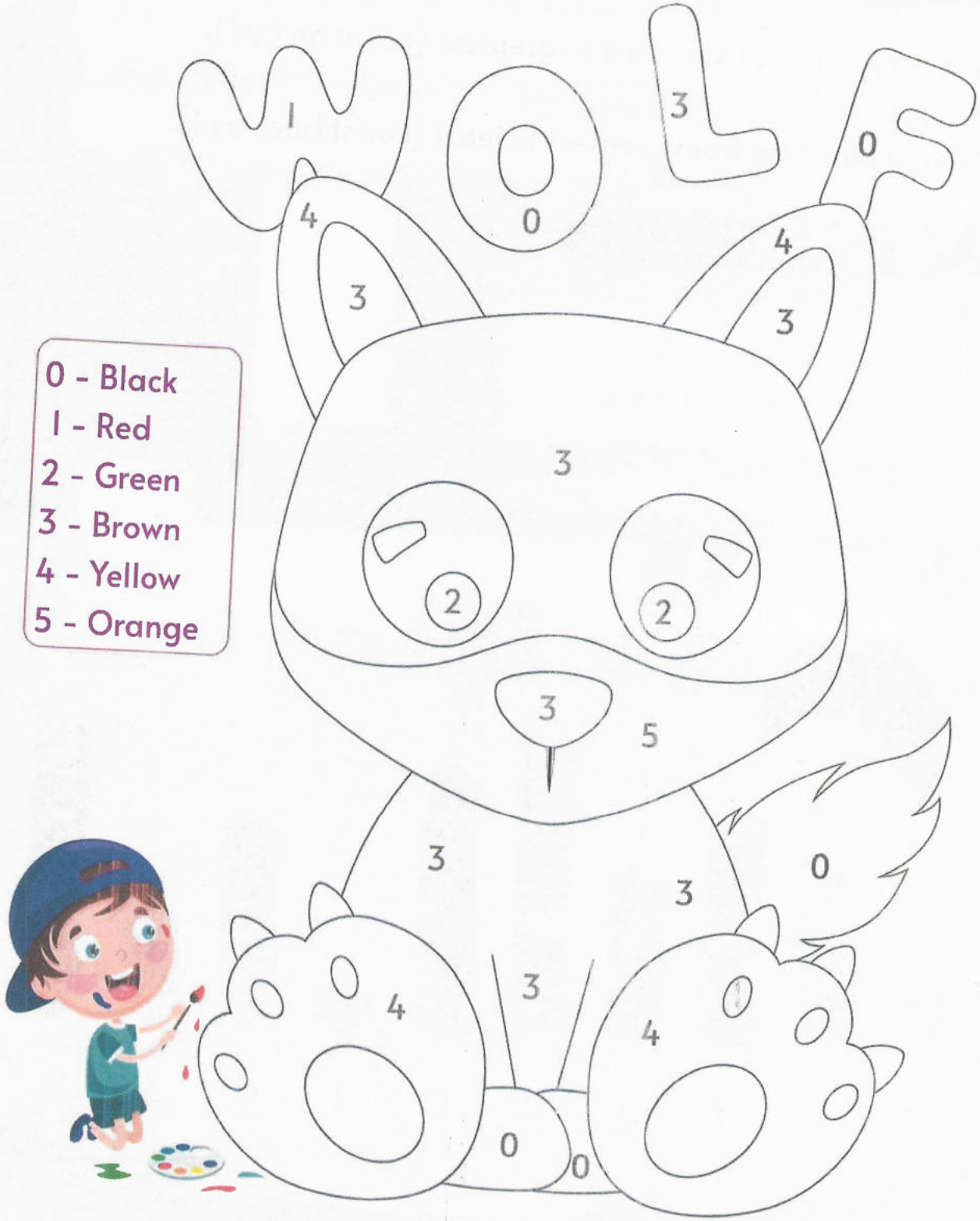
3. 

4. 

5. 

6. 

G. Use the color key to color the wolf.



0 - Black
1 - Red
2 - Green
3 - Brown
4 - Yellow
5 - Orange

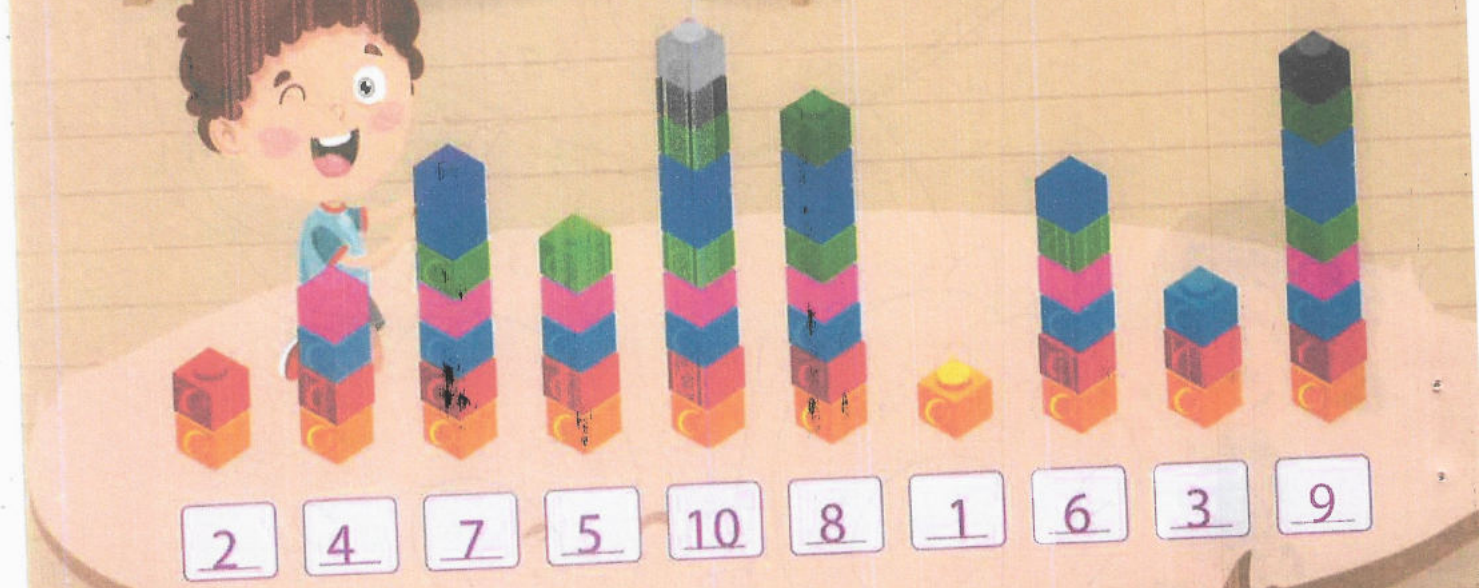
LESSON 3 ORDER NUMBERS TO 10

OBJECTIVES

- Order numbers from least to greatest (count on by 1).
- Order numbers from greatest to least (count back by 1).

THINK

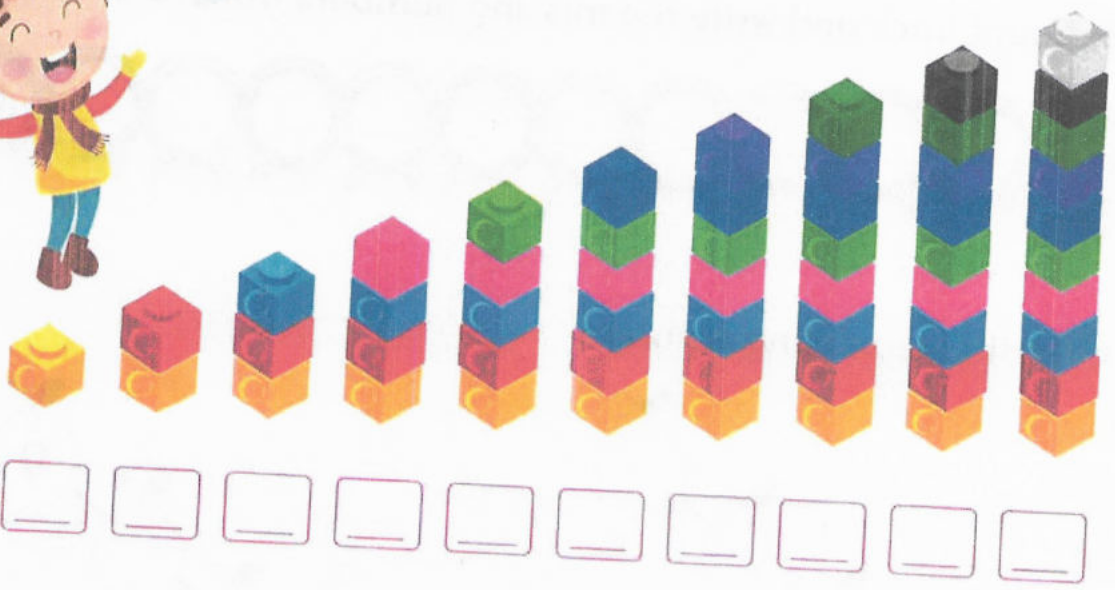
Help Adam arrange his blocks from least to greatest.



LEARN

Count on from
0 to 10.
Each number is 1
more than the
number before.



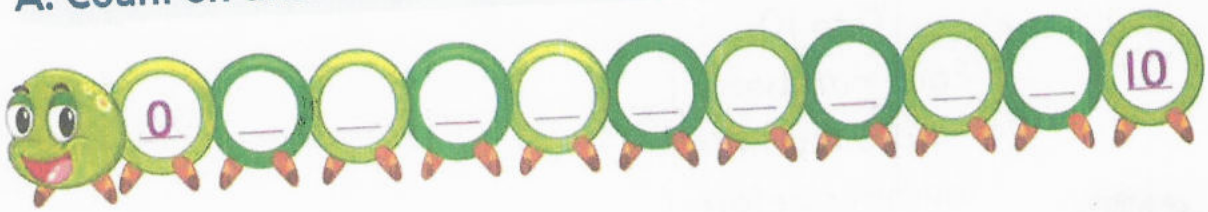


Count back from
10 to 0.
Each number is
1 less than the
number before.

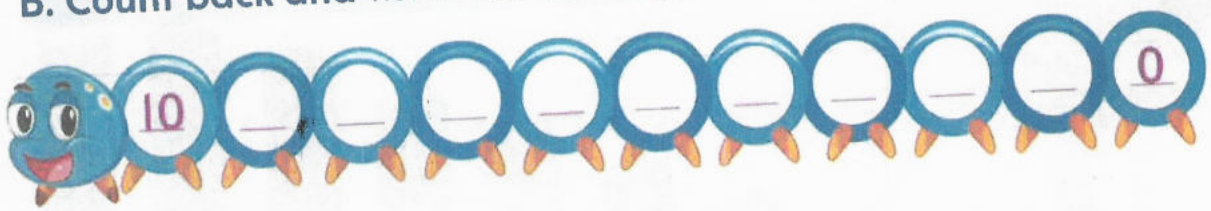


PRACTICE

A. Count on and write the missing numbers from 0 to 10.

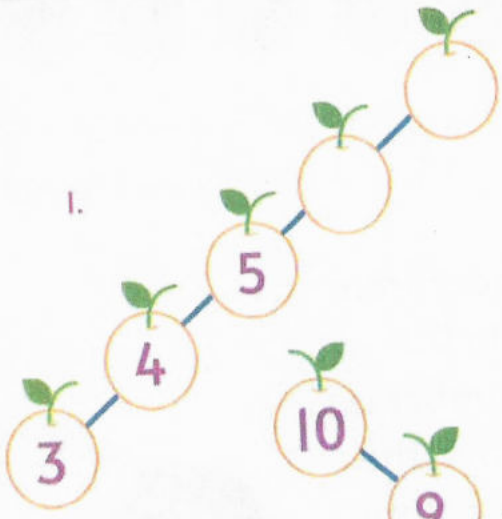


B. Count back and write the missing numbers from 10 to 0.

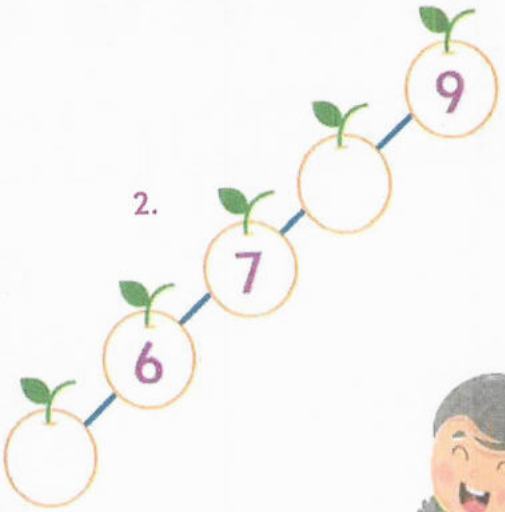


C. Write the missing numbers.

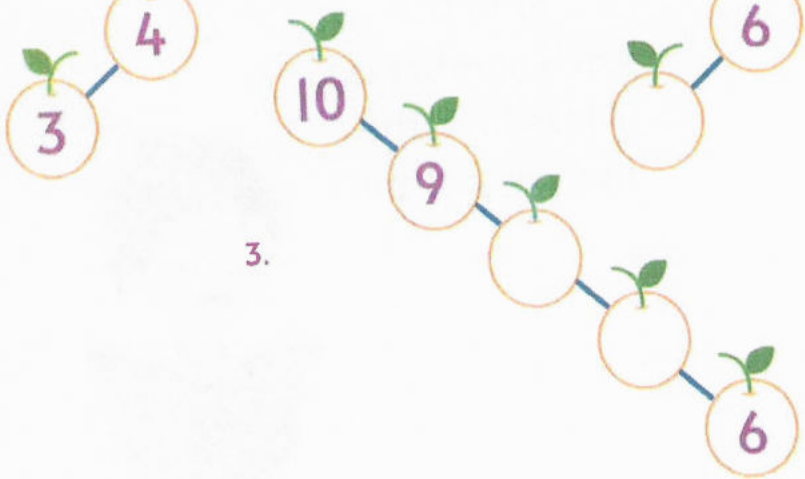
1.



2.



3.

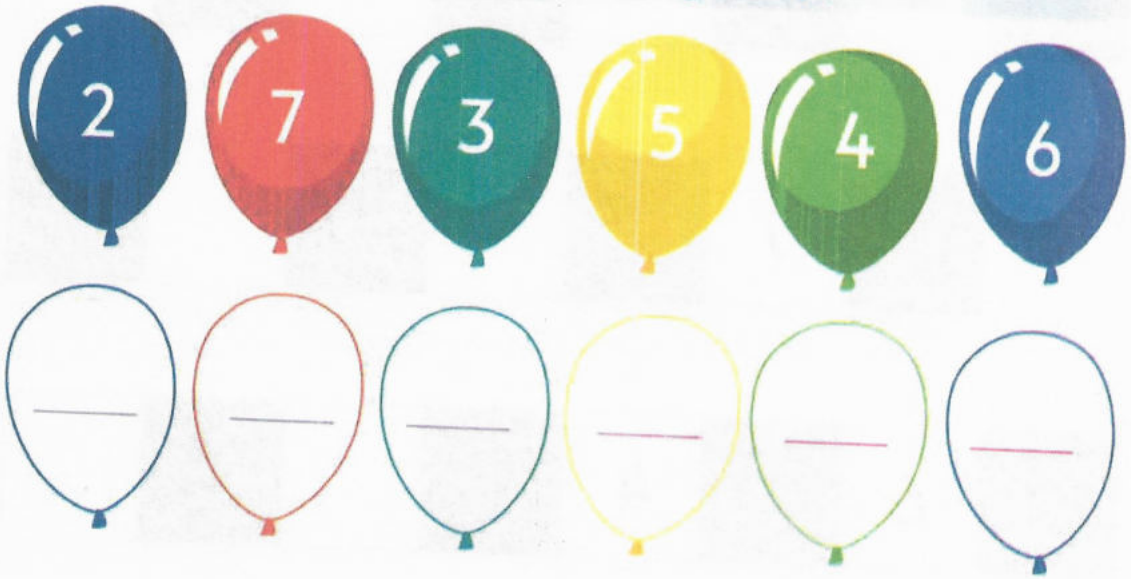




D. Write in numerals.



E. Arrange the numbers from least to greatest.



F. Arrange the numbers from greatest to least.



G. Write the missing numbers in the white boxes.

1. 1 _ 3 _ _ _ _ _

2. _ 4 _ 6 _ _ _ _

3. 9 _ 7 _ _ _ _ _

4. _ 6 _ 4 _ _ _ _

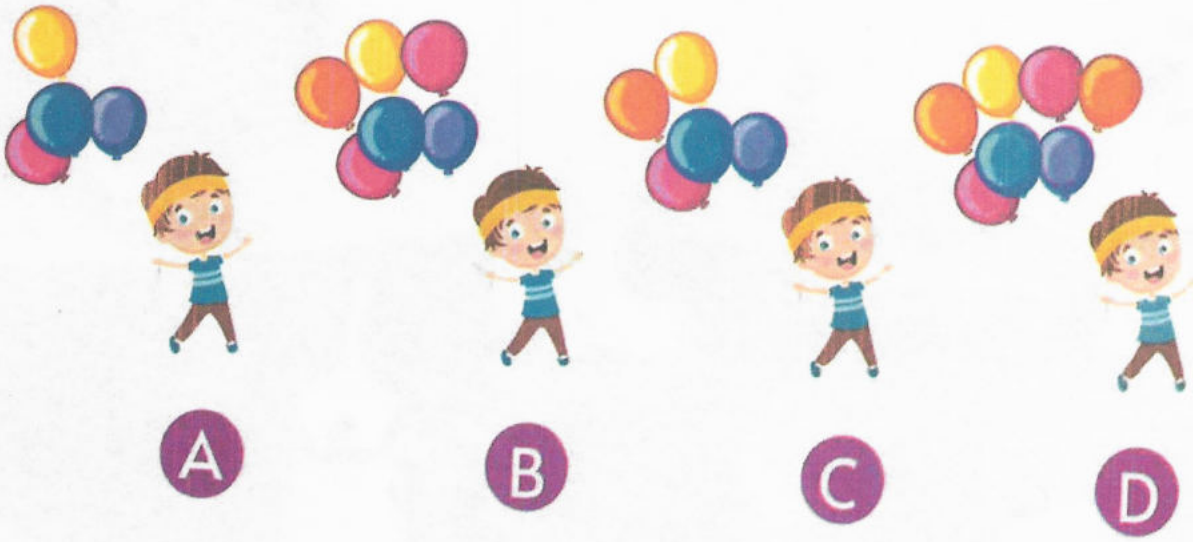
H. Complete the number pattern.

1. 0 — 2 — 4 — ☐ — ☐

2. 1 — ☐ — 5 — 7 — ☐

3. 10 — ☐ — 6 — 4 — ☐

I. Circle the correct answer.



The group with the least number of balloons is: A B C D

The group with the greatest number of balloons is: A B C D

LESSON 4 COMPARE NUMBERS

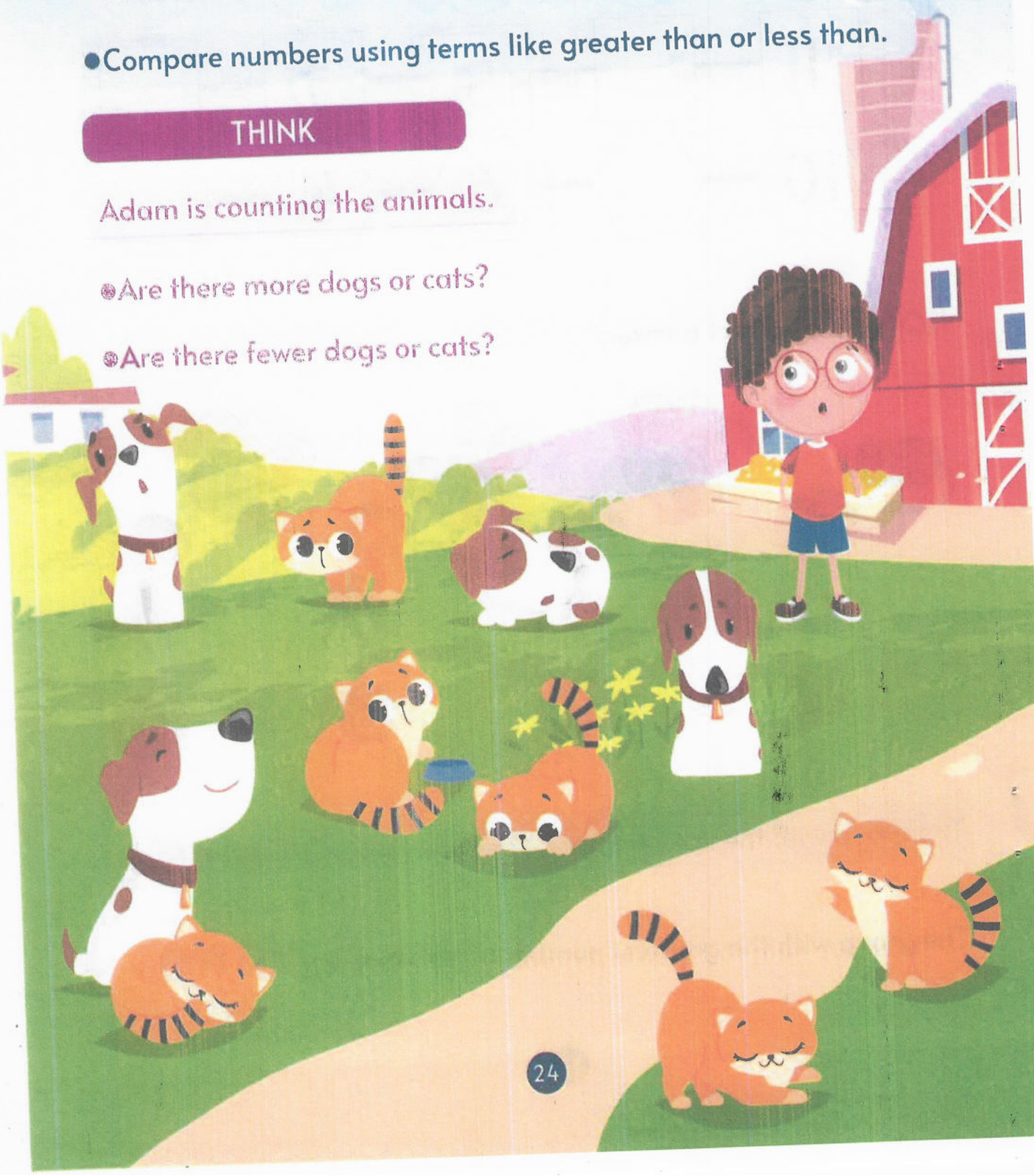
OBJECTIVES

- Compare groups of elements using terms like as many as, more than, or fewer than.
- Compare numbers using terms like greater than or less than.

THINK

Adam is counting the animals.

- Are there more dogs or cats?
- Are there fewer dogs or cats?



LEARN

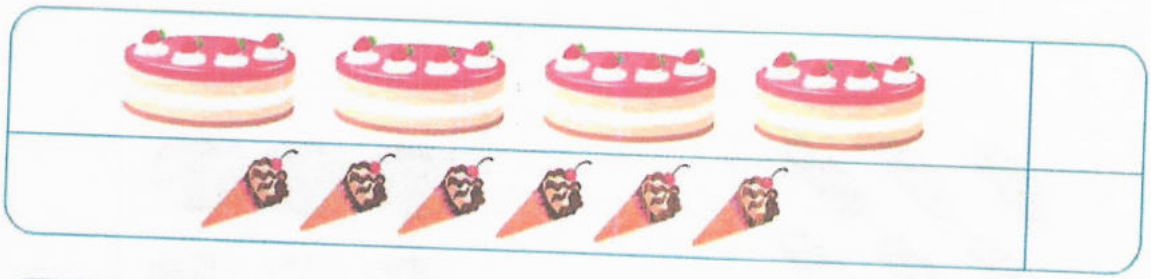


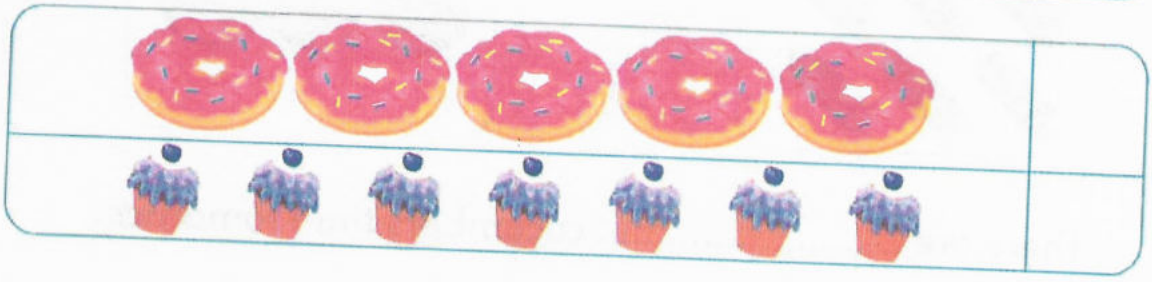
☐ dogs ☐ cats

- There are more _____ than _____.
- There are fewer _____ than _____.

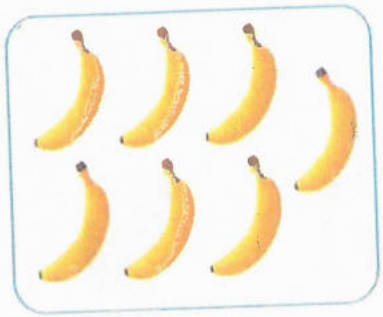
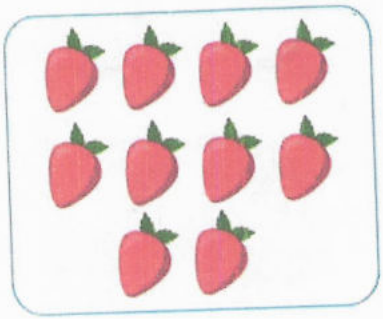
PRACTICE

A. Check (✓) the set that has more objects.

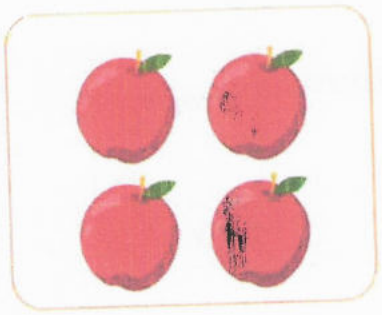
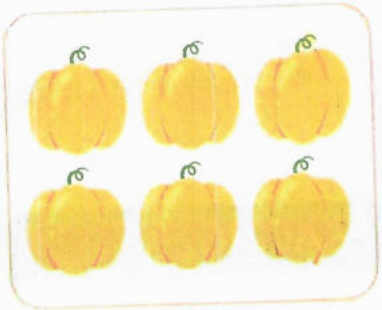
1. 

2. 

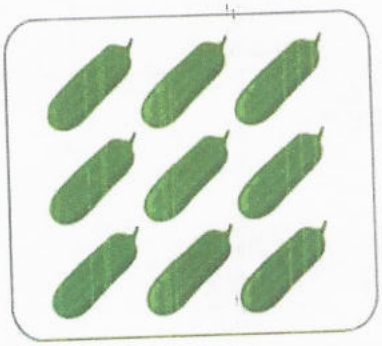
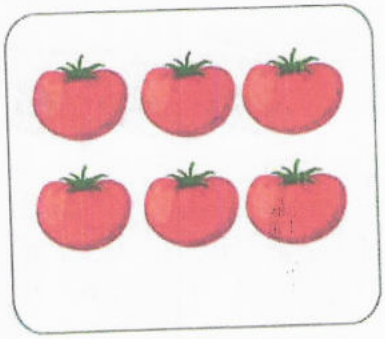
B. Count and write the number in the ___. Then write more or fewer on the line provided.

1.  ___  ___

There are ..... bananas than strawberries.

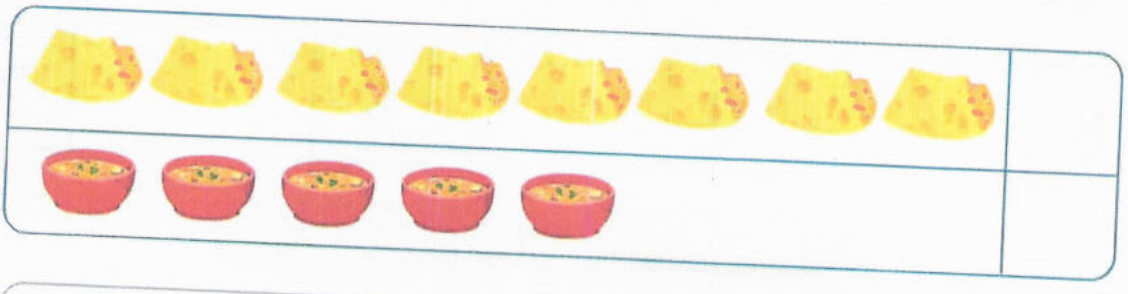
2.  ___  ___

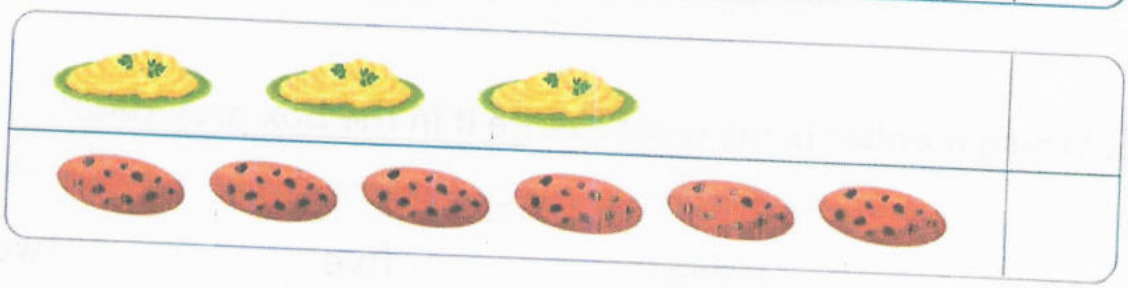
There are ..... apples than pumpkins.

3.  ___  ___

There are ..... cucumbers than tomatoes.

C. Check (✓) the set that has fewer objects.

1. 

2. 

D. Which is greater? Write the numbers in the boxes provided.

1. ○○○○○ ○○ or ○○○○○ ○○○○ ___ is greater than ___.

2. 6 or 9 ___ is greater than ___.

E. Which is less? Write the numbers in the boxes provided.

1. ○○○○○ or ○○○○○ ○○ ___ is less than ___.

2. 4 or 0 ___ is less than ___.

F. Which number is the greatest? Write it in the box provided.

8	0	9	2

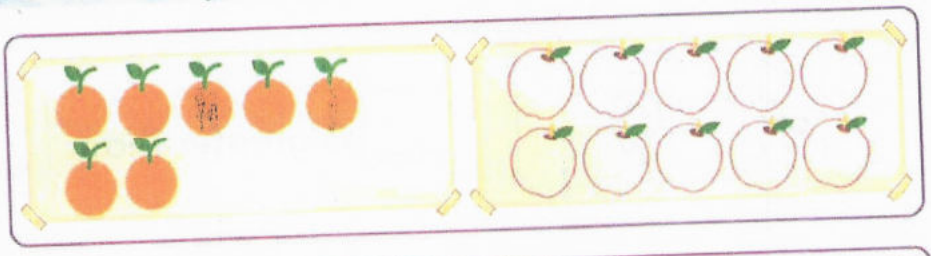
The greatest number is _____.

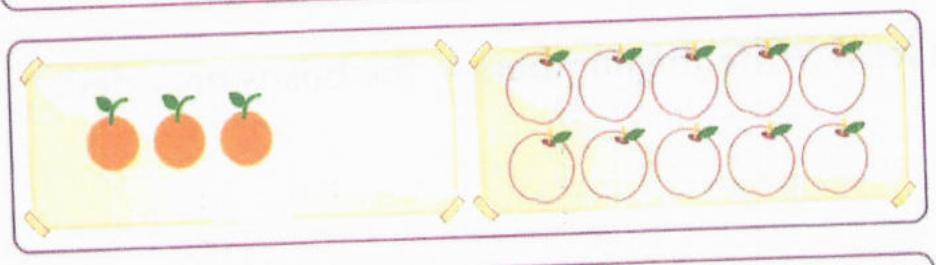
G. Which number is the least? Write it in the box provided.

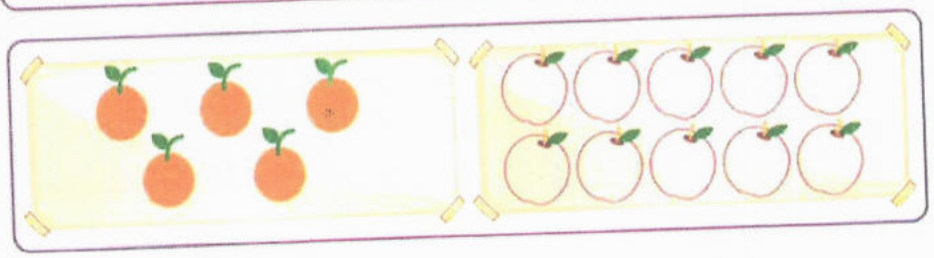
ten	seven	five	two

The least number is _____.

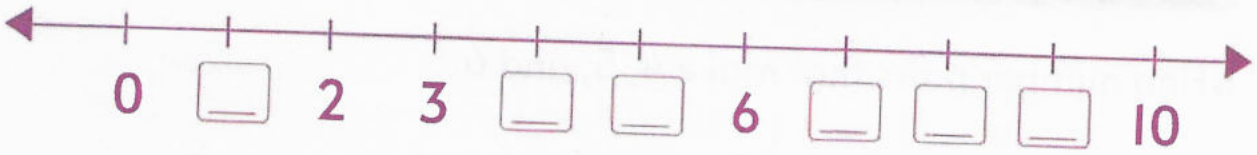
H. Color as many as .

1. 

2. 

3. 

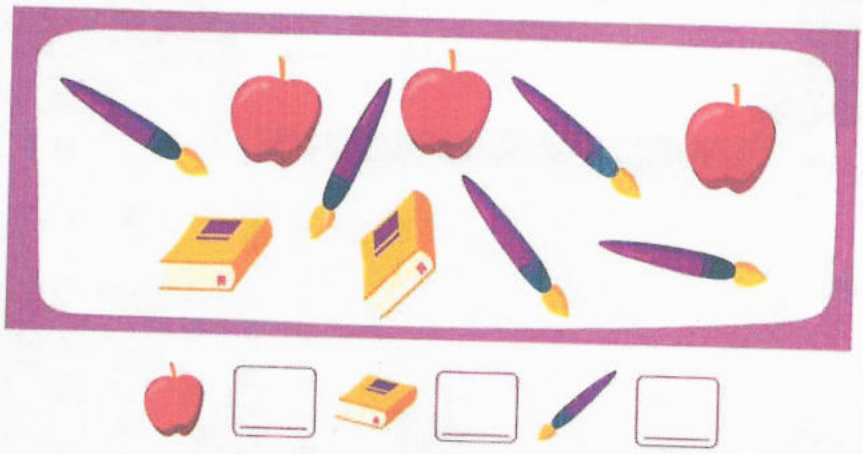
I. Write the missing numbers on the number line.



J. Arrange the numbers from least to greatest.



K. I. Count and write the number of each object in the box provided next to it.



2. How many more  than  are there? ☐

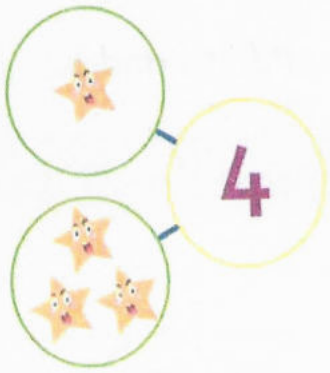
3. How many fewer  than  are there? ☐

4. How many objects are there altogether? ☐

PRACTICE

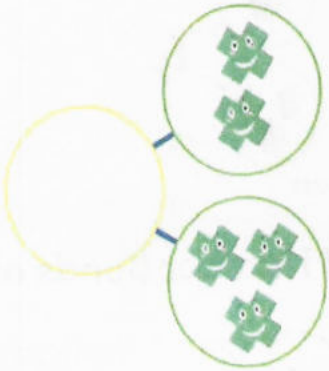
A. Write the whole in each number bond.

1.

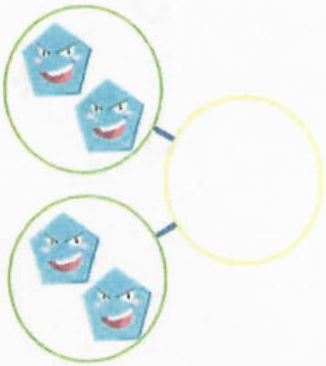




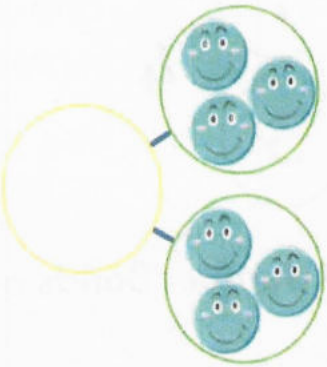
2.



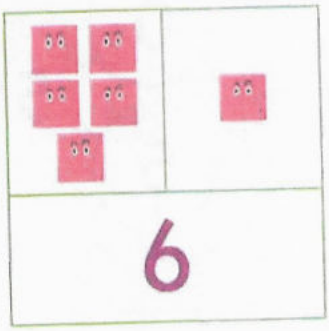
3.



4.

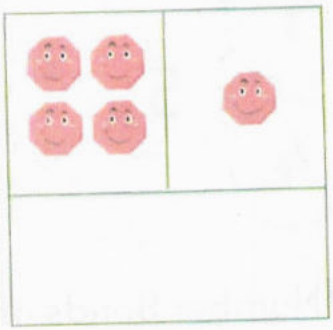


5.





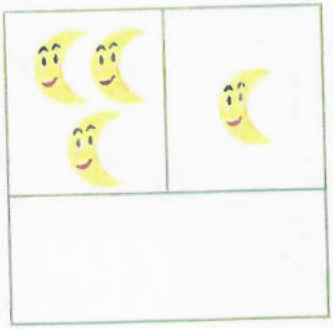
6.



7.



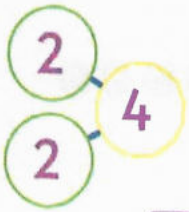
8.



B. Write the missing numbers.

1.

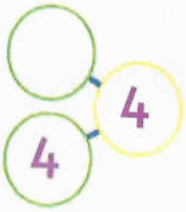




2 and 2 make ____.

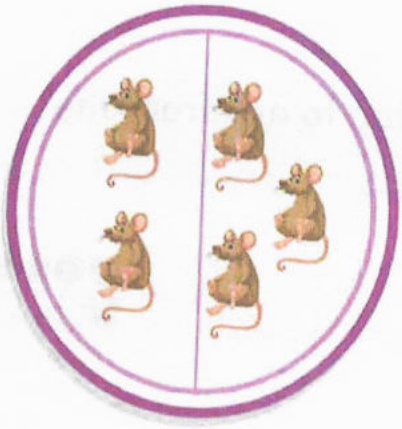
2.

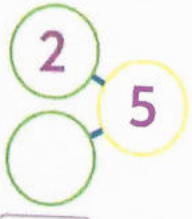




____ and 4 make 4.

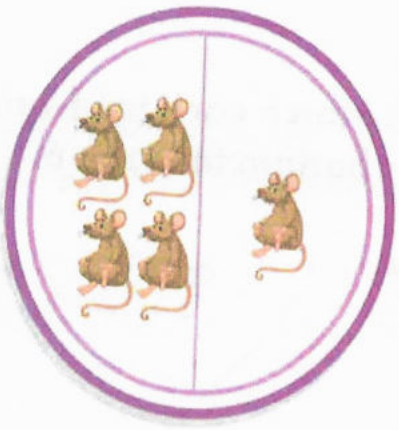
3.

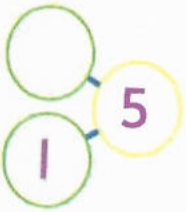




2 and ____ make 5.

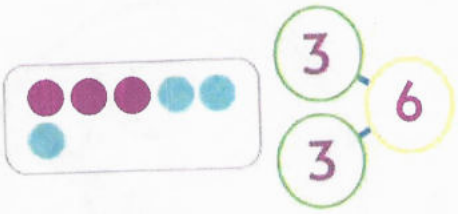
4.



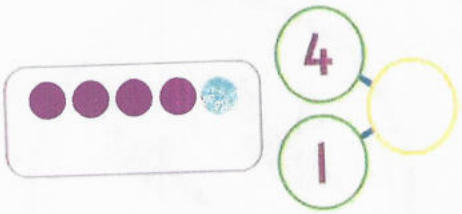


____ and 1 make 5.

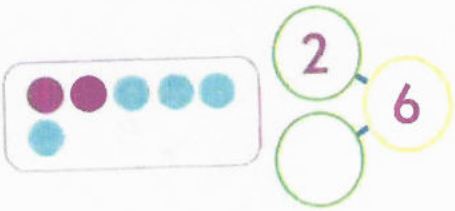
C. Write the missing numbers.

1. 

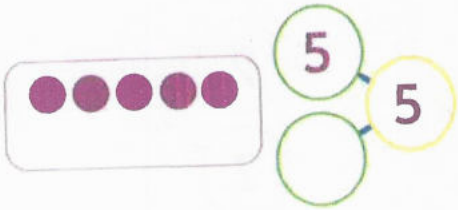
3 and 3 make 6.

2. 

4 and 1 make ___.

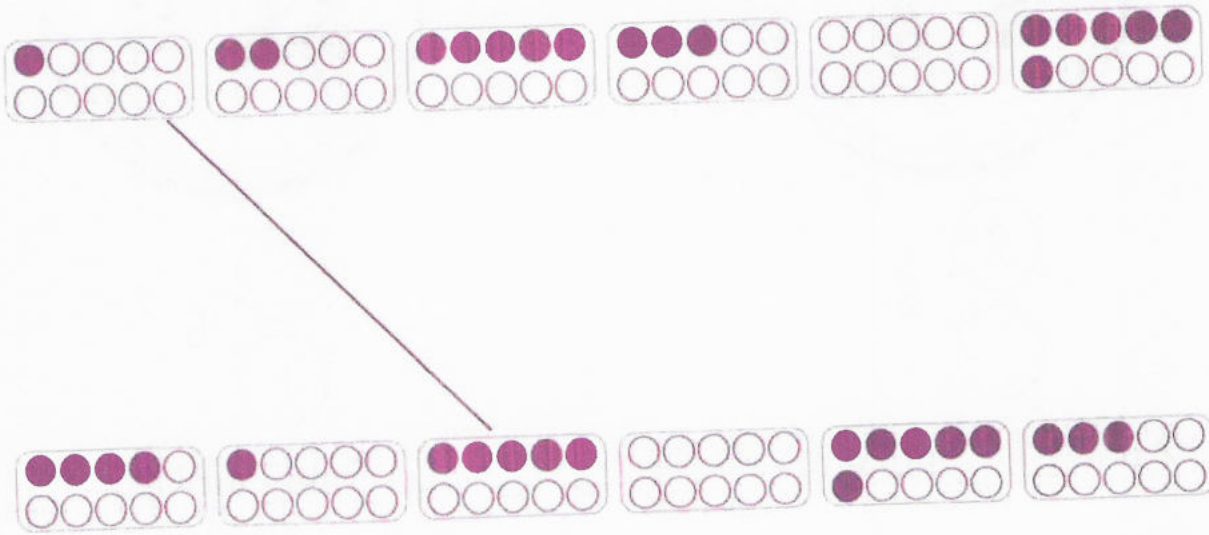
3. 

2 and ___ make 6.

4. 

5 and ___ make 5.

D. Match each ten frame card from the top to one from the bottom to make 6.



E. Complete the following number bonds.

1. 3, 2, ☐

2. 6, 2, ☐

3. 0, 5, ☐

4. ☐, 4, 1

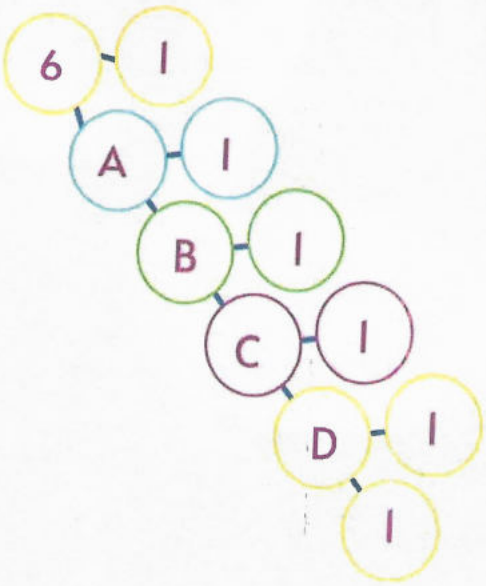
5. 0, ☐, 6

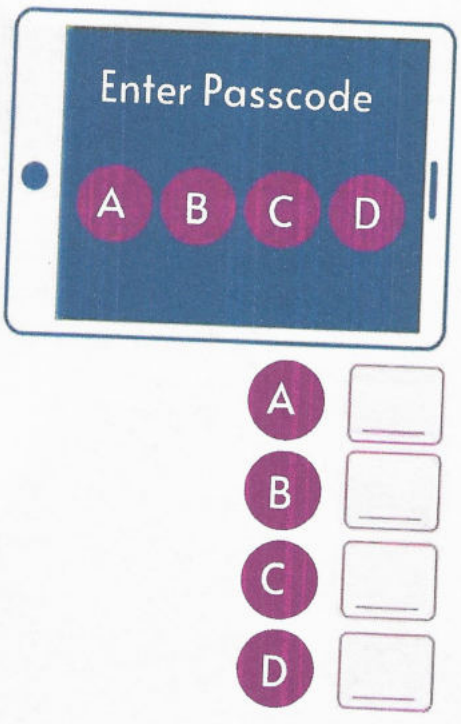
6. 2, 2, ☐

F. Adam is trying to unlock the touch pad.



Can you help Adam?





LESSON 6 NUMBER BONDS (2)

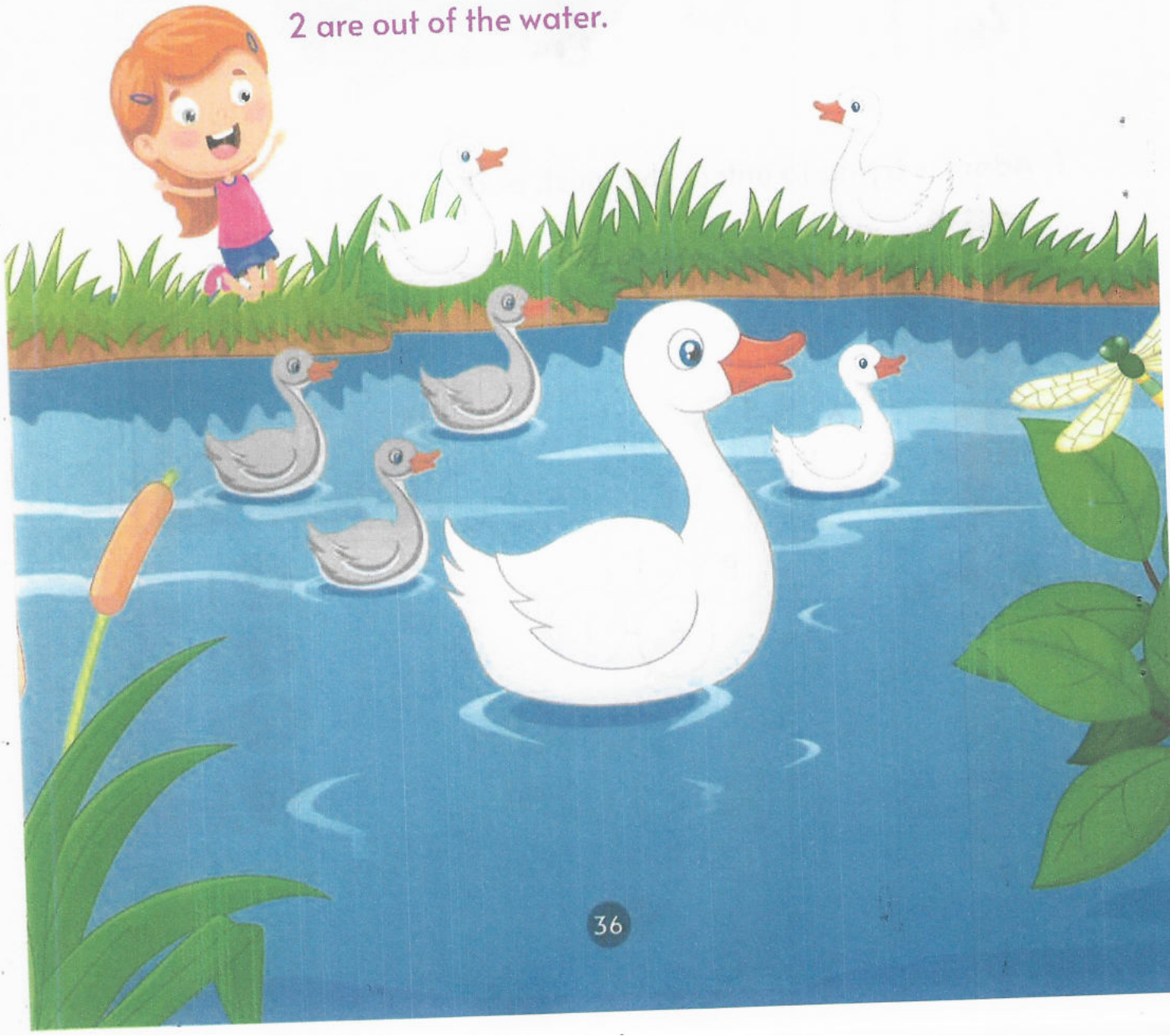
OBJECTIVES

- Find number pairs that make 7, 8, and 9.
- Find the missing number in a number bond.

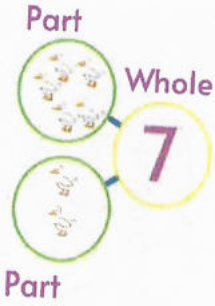
THINK

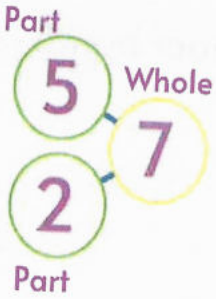
Make up another number story about the ducks.

There are 7 ducks.
5 are in the water, and
2 are out of the water.



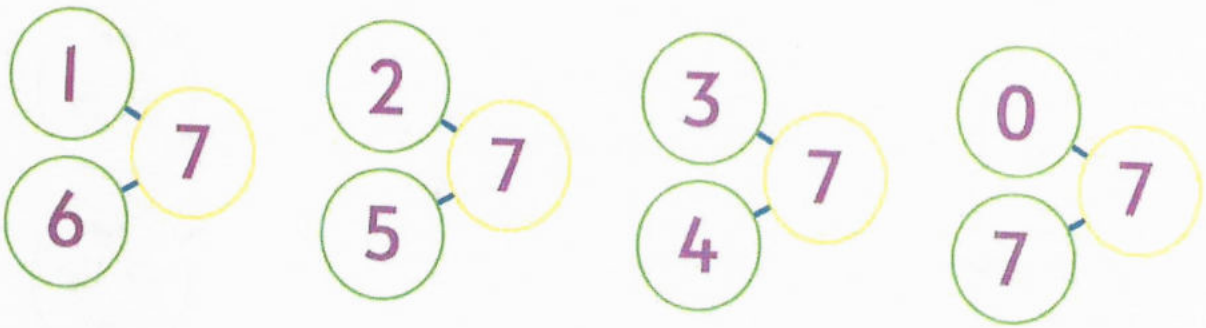
LEARN



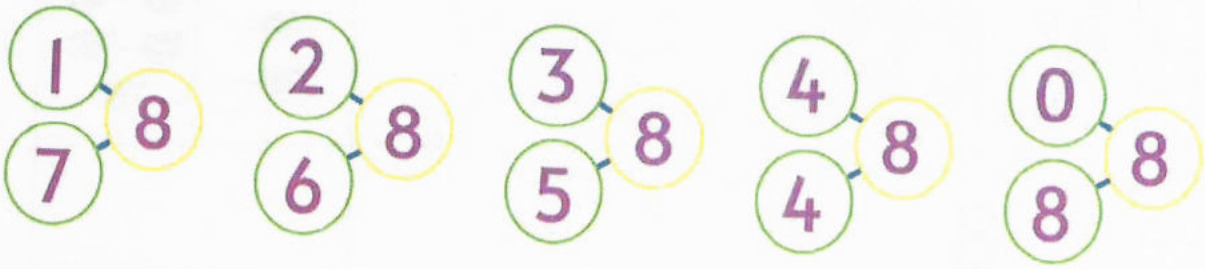


- 5 and 2 make 7.
- 7 is 5 and 2.

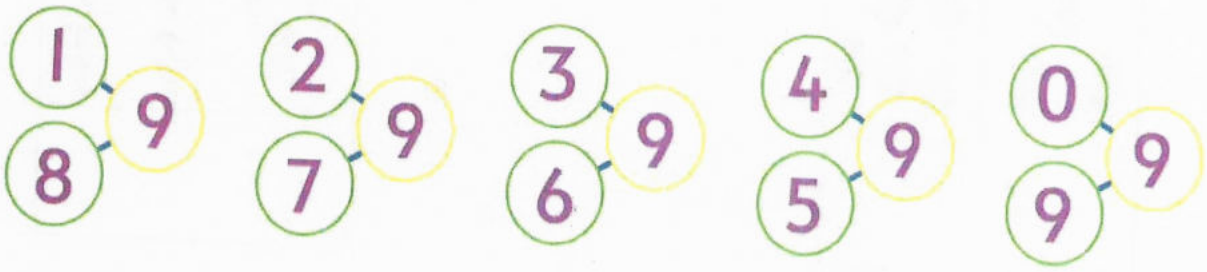
- Number Bonds of 7



- Number Bonds of 8



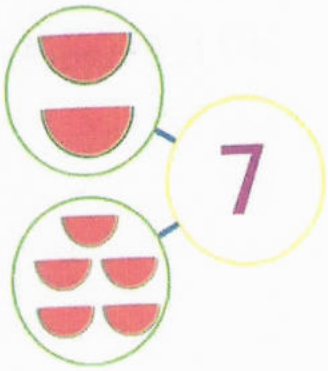
- Number Bonds of 9



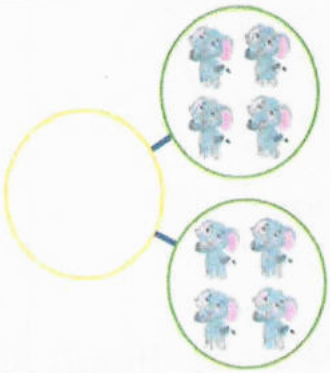
PRACTICE

A. Write the whole in each number bond.

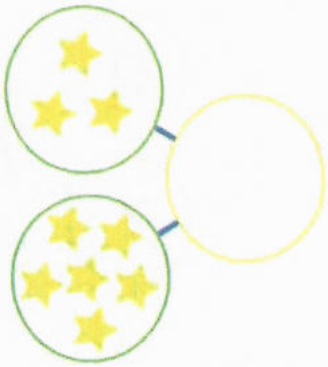
1.



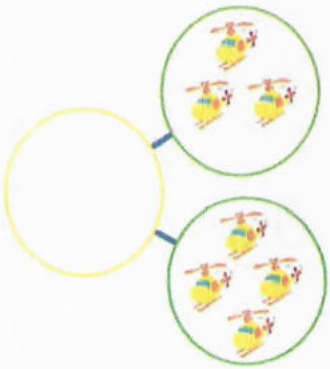
2.



3.



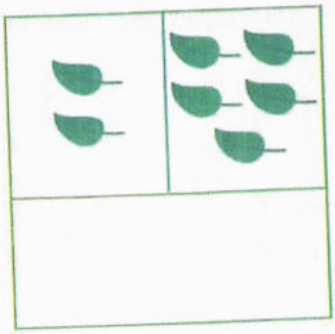
4.



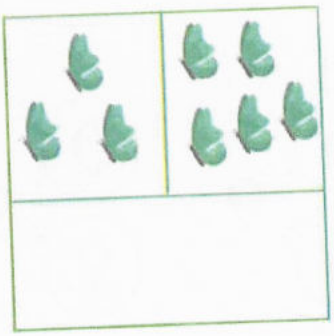
5.



6.



7.



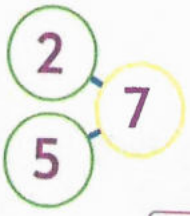
8.



B. Write the missing numbers.

1.

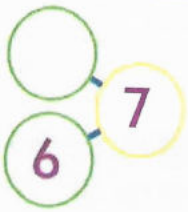




2 and 5 make ___.

2.

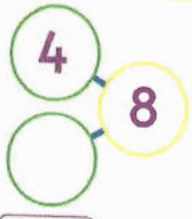




___ and 6 make 7.

3.

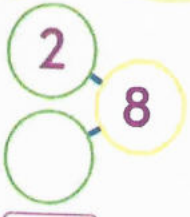




4 and ___ make 8.

4.

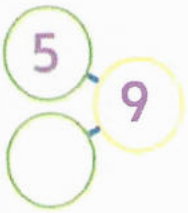




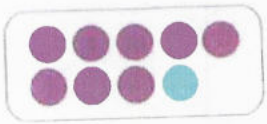
2 and ___ make 8.

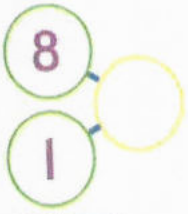
C. Write the missing numbers.

1. 



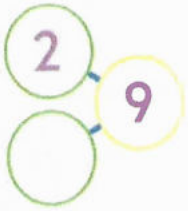
5 and 4 make 9.

2. 

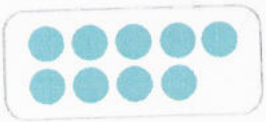


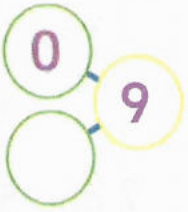
8 and 1 make ___.

3. 



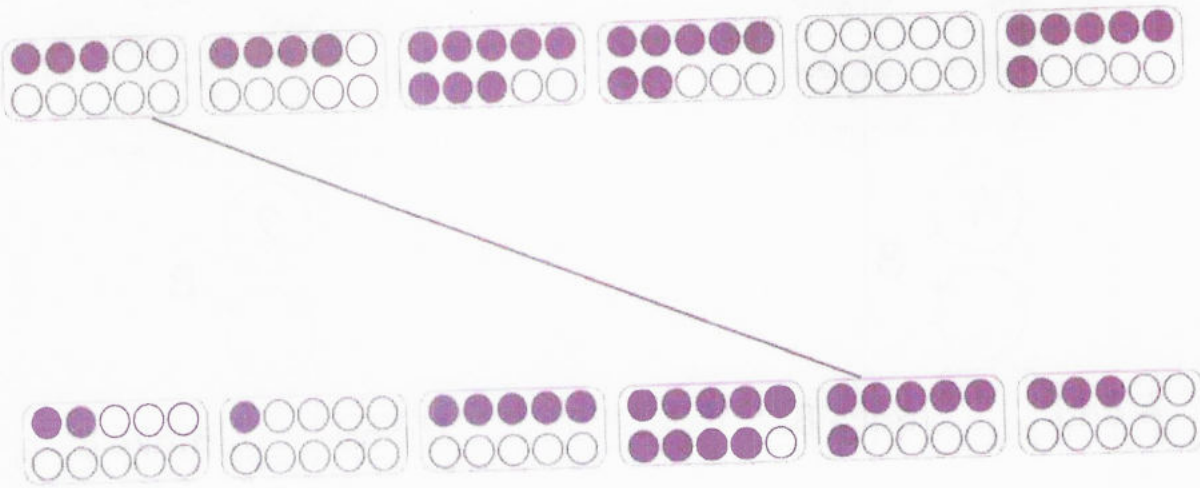
2 and ___ make 9.

4. 

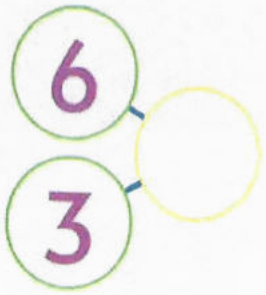


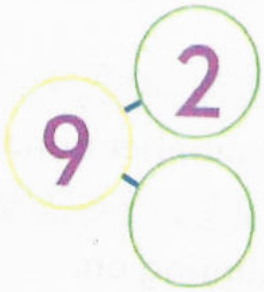
0 and ___ make 9.

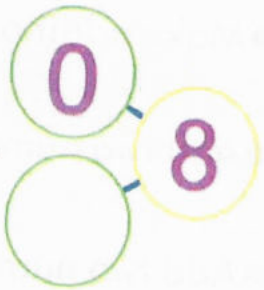
D. Match each ten frame card from the top to one from the bottom to make 9.

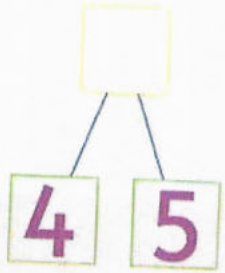


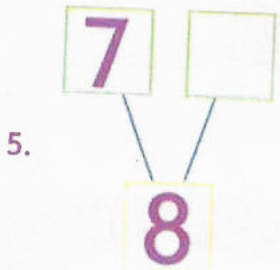
E. Complete the following number bonds.

1. 

2. 

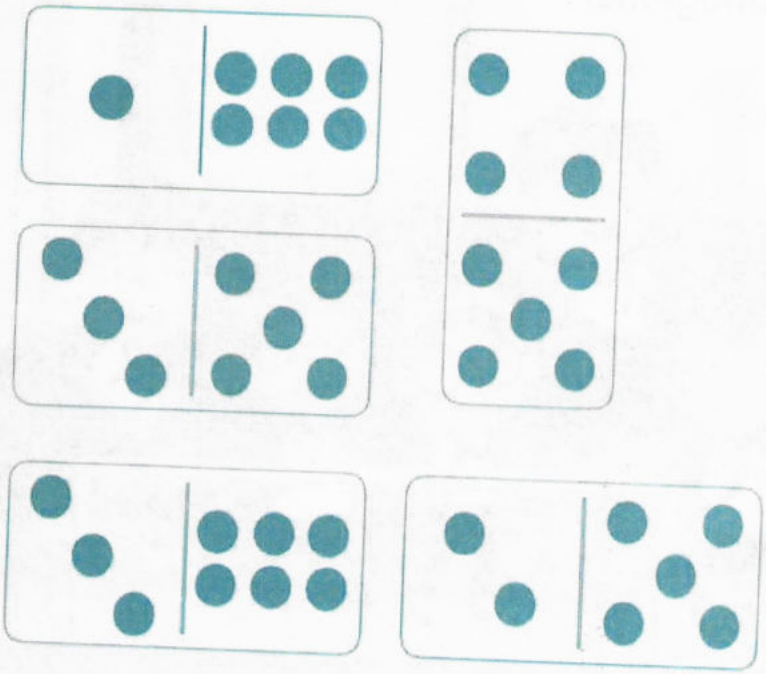
3. 

4. 

5. 

6. 

F. Count the dots on each domino, and then color it as per the color indicated next to each number.



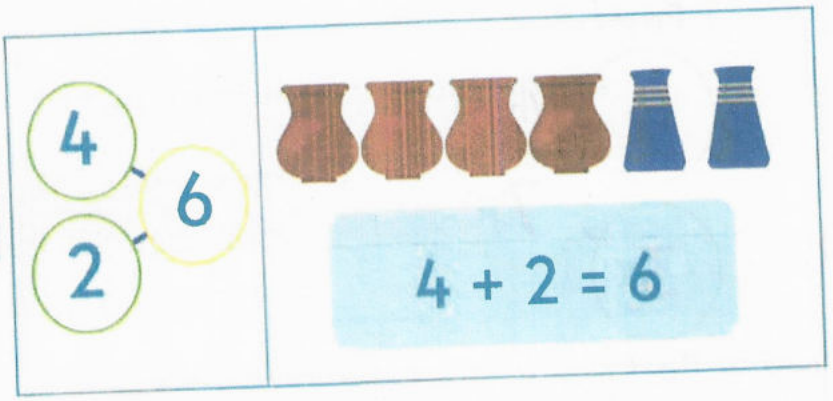
7 - Blue
8 - Pink
9 - Green

LESSON 7

PRACTICE

A. Complete the number bond and the number sentence of each addition story.

1.



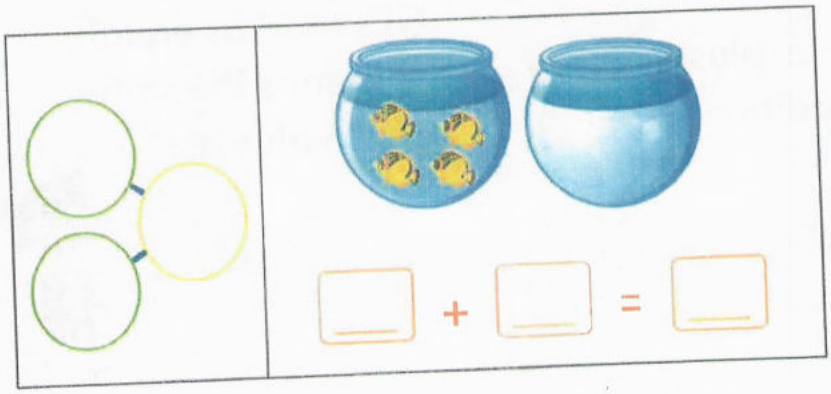
There are 4 brown vases.
There are 2 blue vases.
There are 6 vases altogether.

2.



There are 6 birds on the branch.
There is 1 flying bird. There are 7 birds altogether.

3.



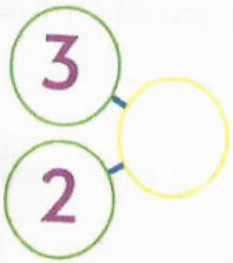
There are 4 fish in the first aquarium.
There are 0 fish in the other aquarium.
There are 4 fish altogether.

B. Complete the following number sentences and number bonds.

1.



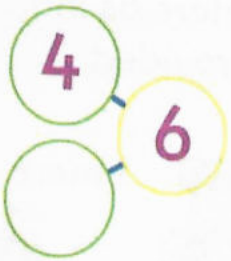
$3 + 2 = \square$



2.

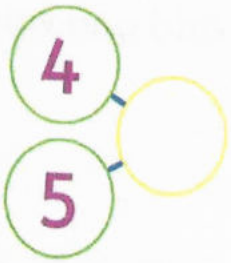


$4 + \square = 6$



C. How many toys do the kids have altogether? Write the answer in the spaces provided.

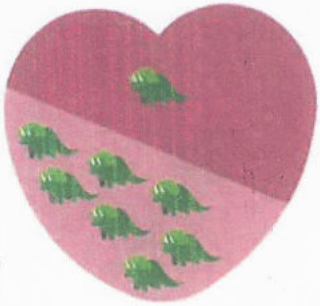




$4 + 5 = \square$

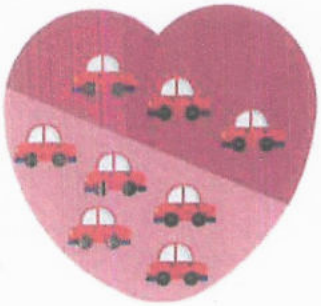
The kids have $\square$ toys altogether.

D. Complete the following addition sentences.

1. 

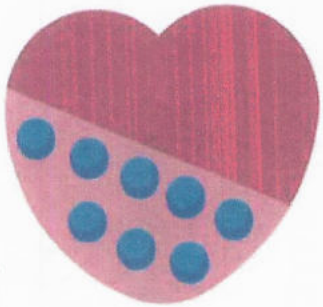
$7 + 1 = \square$

$1 + 7 = \square$

2. 

$5 + 3 = \square$

$3 + 5 = \square$

3. 

$8 + 0 = \square$

$0 + 8 = \square$

E. Add more as indicated, and then write the number in the box provided.

1. 



$4 + 1 = \square$

2. 



$6 + 2 = \square$

F. Add and write the answer in the box provided.

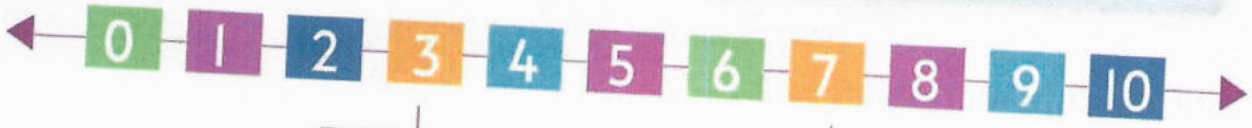




$8 + 1 = \square$

Start with 8 and count on 1.

G. Complete the following addition sentences.



5 + 0 = ___	3 + 1 = ___	2 + 2 = ___
7 + 0 = ___	7 + 1 = ___	4 + 2 = ___
9 + 0 = ___	8 + 1 = ___	8 + 2 = ___

H. Word Problems

1. Jana picked 4 strawberries.
Her mother gave her 5 raspberries.



How many fruits did Jana have in all?

Equation ___ + ___ = ___

Jana had ___ fruits in all.

2. There are 3 goats and 4 cows grazing on the farm.

How many animals are grazing?



Equation ___ + ___ = ___

There are ___ animals grazing.

LESSON 8 SUBTRACTION WITHIN 10

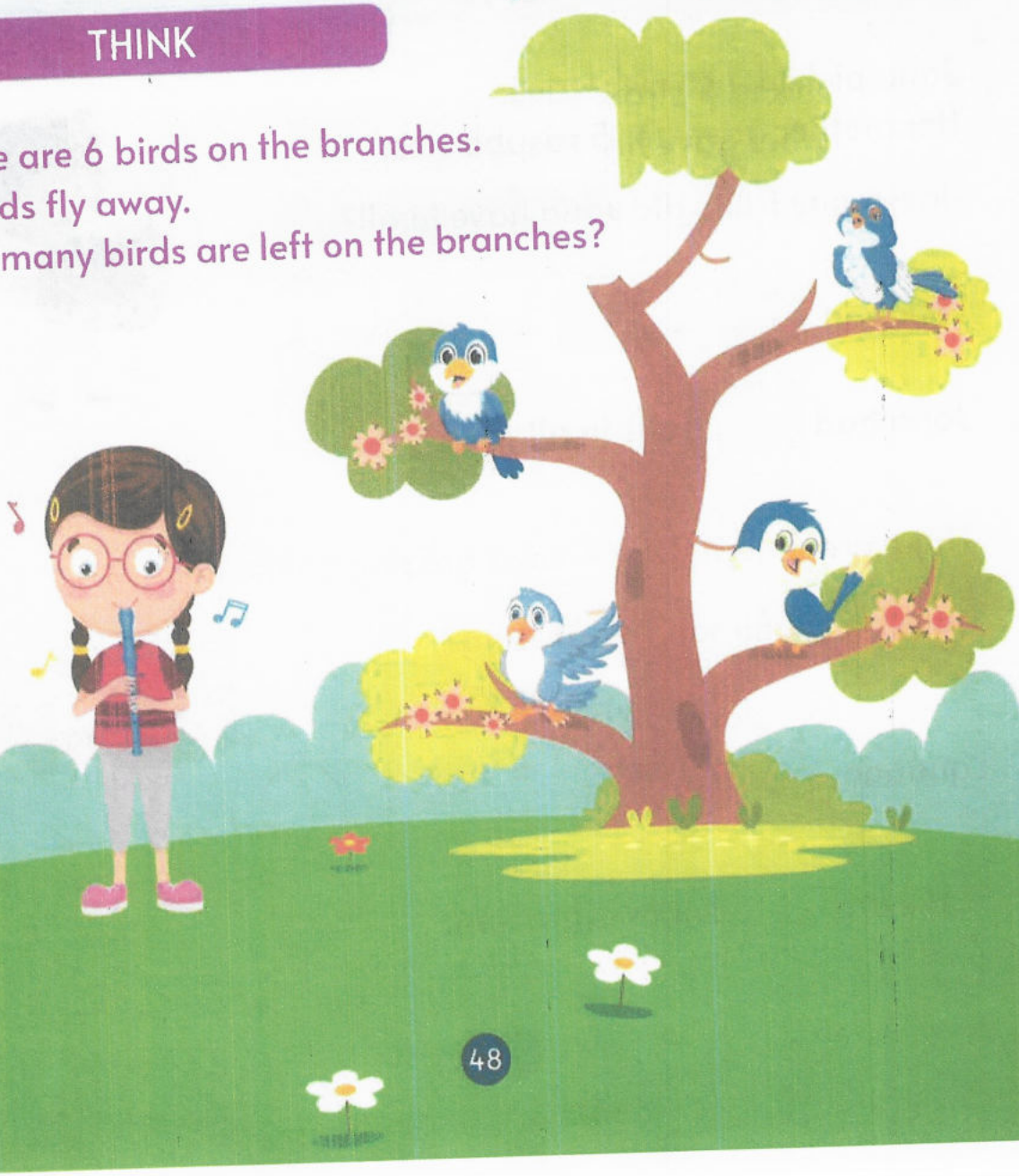
OBJECTIVES

- Make subtraction stories.
- Subtract by taking away.
- Subtract by counting back.
- Solve picture problems.

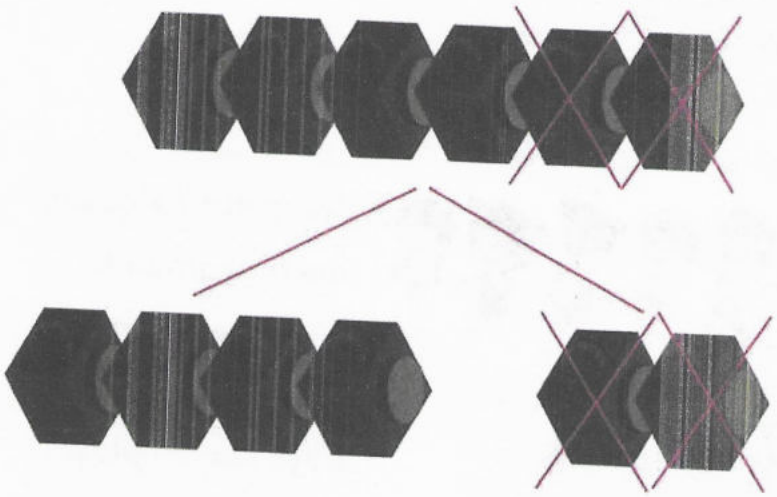


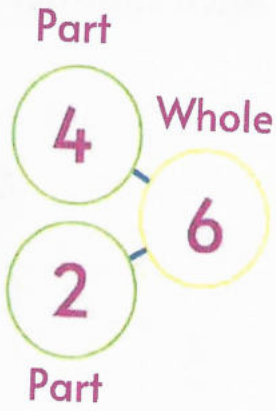
THINK

There are 6 birds on the branches.
2 birds fly away.
How many birds are left on the branches?



LEARN





We write the number sentence in the following way:

$6 - 2 = 4$ **Equation**

Whole Part Part

There are ____ birds left on the branches.

⊖ is read as **minus**.
This is subtraction.
It means taking away.

Subtract 2 from 6.
The answer is 4.



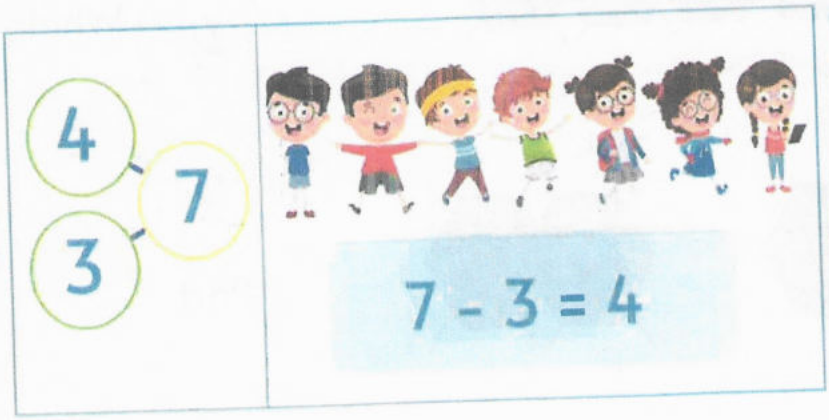


LESSON 8

PRACTICE

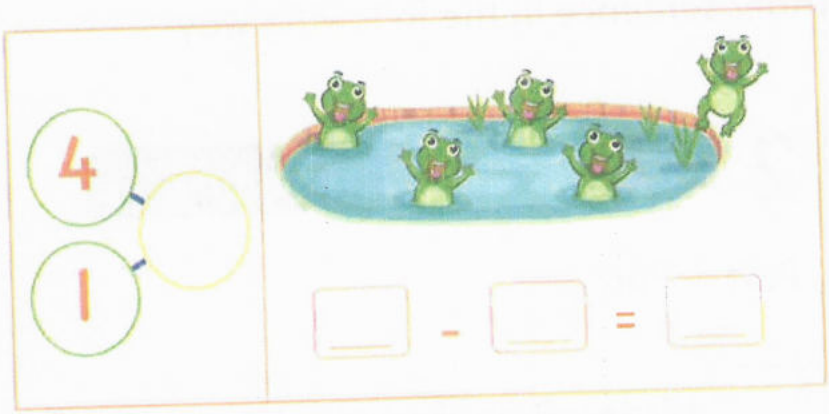
A. Complete the number bond and the number sentence of each subtraction story.

1.



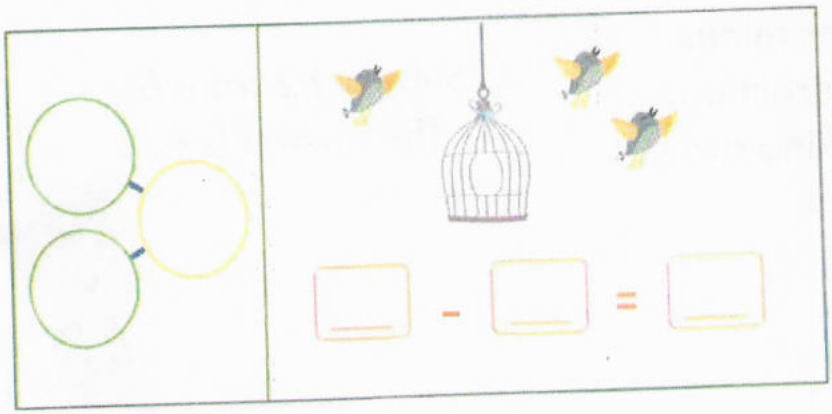
There are 7 kids on the playground. 3 girls leave the playground, and 4 boys stay to play.

2.



There are 5 frogs in the pond. 1 frog hops away, and 4 frogs remain in the pond.

3.



There are 3 birds in the cage. 3 birds fly away, and 0 birds remain in the cage.

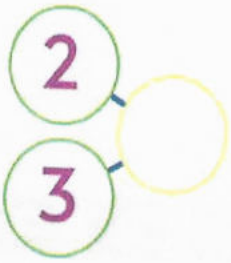
B. Complete the following number sentences and number bonds.

1.



5 - 2 = ___

5 - 3 = ___

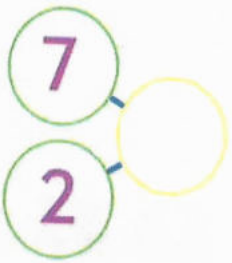


2.

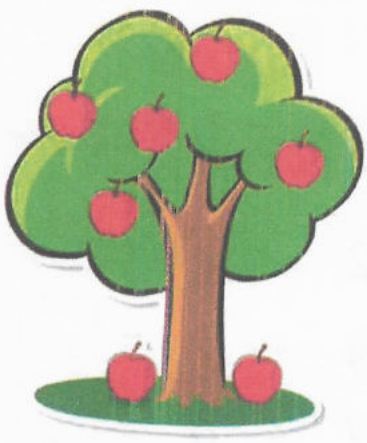


9 - 2 = ___

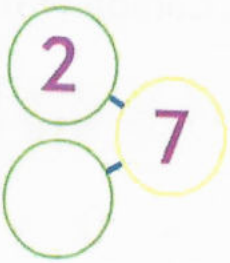
9 - 7 = ___



C. How many apples are left on the tree? Write your answer in the spaces provided.



7 - 2 = ___



There are ___ apples left on the tree.

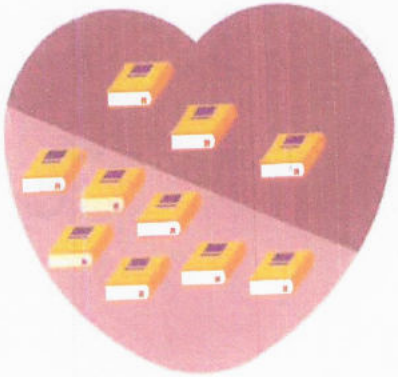
D. Complete the equations.

1.



3 + 5 = ☐	8 - 3 = ☐
5 + 3 = ☐	8 - 5 = ☐

2.



3 + 7 = ☐	10 - 3 = ☐
7 + 3 = ☐	10 - 7 = ☐

E. Complete the subtraction sentence.





6 - 1 = ☐ Begin with 6 and count back 1.

F. Complete the subtraction sentences.

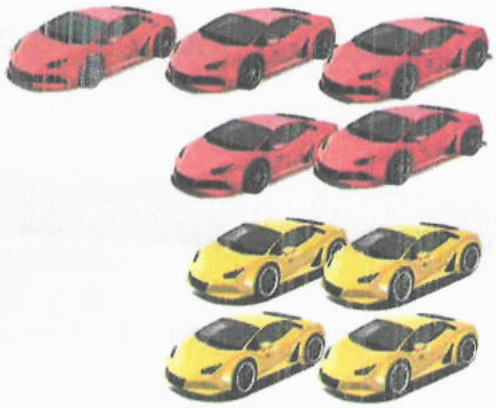


5 - 0 = ☐	3 - 1 = ☐	2 - 2 = ☐
7 - 0 = ☐	7 - 1 = ☐	4 - 2 = ☐
5 - 5 = ☐	9 - 9 = ☐	7 - 6 = ☐

G. Word Problems

1. There are 5 red cars.
There are some yellow cars, too.
There are 9 cars in all.

How many yellow cars are there?



Equation ☐ - ☐ = ☐

There are ☐ yellow cars.

2. Adam has 5 cupcakes.
He gives 2 cupcakes to his sister.



How many cupcakes are left with Adam?

Equation ☐ - ☐ = ☐

There are ☐ cupcakes left with Adam.

LESSON 9 MAKE 10

OBJECTIVE

- Find number pairs that make 10.

THINK

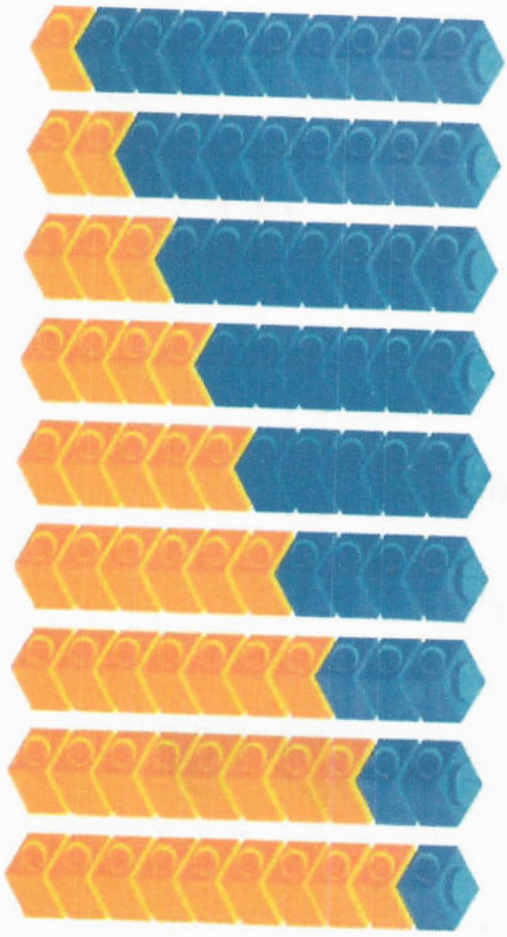
Help Adam make 10 using yellow and blue cubes.



LEARN

6 and 4
make 10.





1 and 9 make 10.

..... and ..... make 10.

..... and ..... make 10.

..... and ..... make 10.

..... and ..... make 10.

..... and ..... make 10.

..... and ..... make 10.

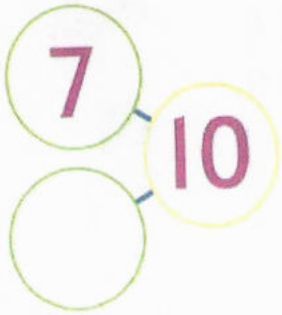
..... and ..... make 10.

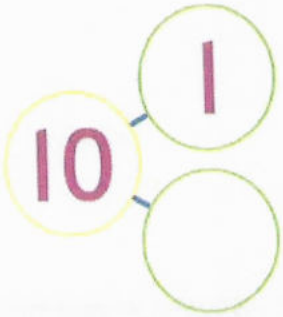
..... and ..... make 10.

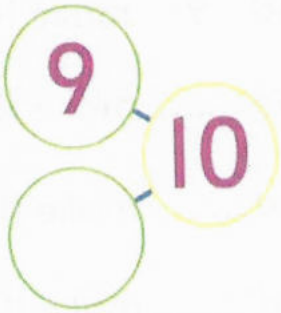
LESSON 9

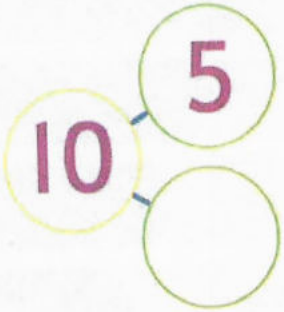
PRACTICE

A. Complete the following number bonds.

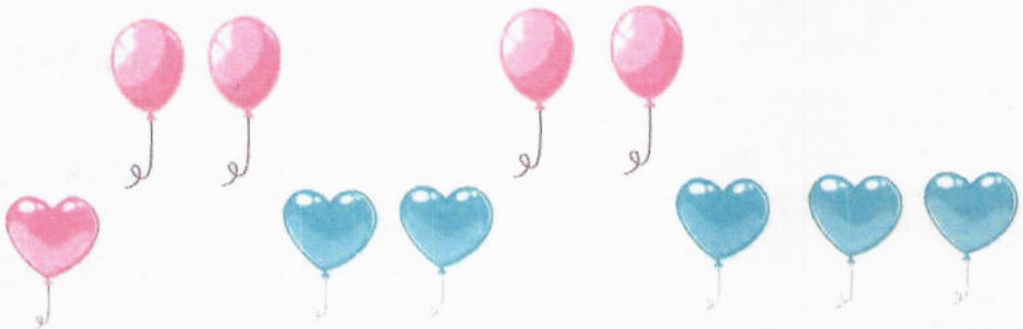
1. 

2. 

3. 

4. 

B. Make up a number story about the balloons.



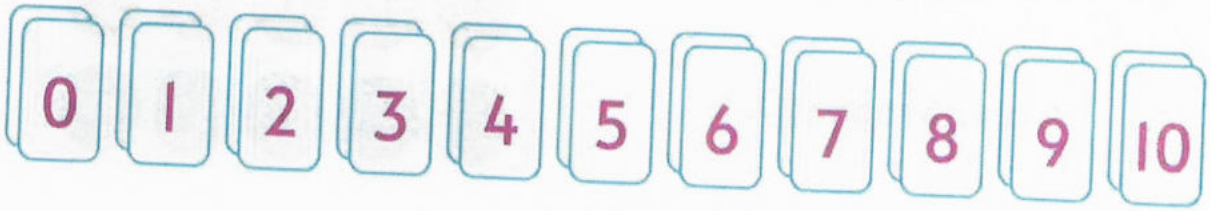
.....

.....

.....

C. Play with a friend.

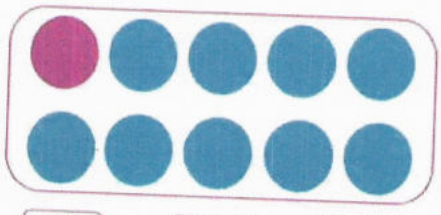
Make two sets of cards numbered from 0 to 10.



Use the cards to make as many tens as you can.

D. Complete the following addition sentences.

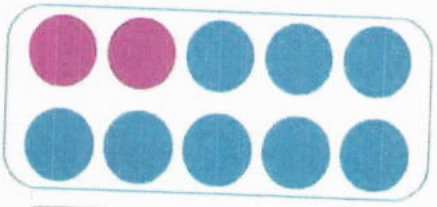
1.



1 + ___ = 10

___ + 1 = 10

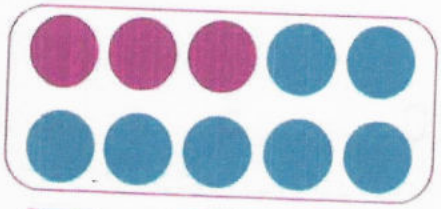
2.



2 + ___ = 10

8 + ___ = 10

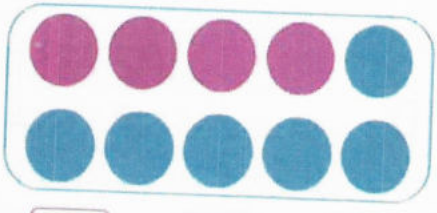
3.



3 + ___ = 10

___ + 3 = 10

4.



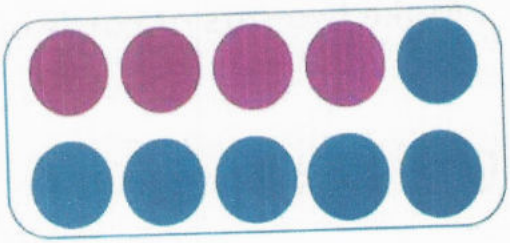
4 + ___ = 10

6 + ___ = 10

LESSON 9

E. 1. Subtract 4 from 10.

4 and 6 make 10.



10 - 4 = ___

2. Subtract 6 from 10.

10 - 6 = ___

F. Complete the following subtraction sentences.

10 - 4 = ___

10 - 8 = ___

10 - 9 = ___

10 - 5 = ___

10 - 0 = ___

10 - 10 = ___

G. Word Problems

1. There are 10 kids in the park. 3 are on the playground. The rest are on the grass.



How many kids are there on the grass?

Equation ☐ ○ ☐ = ☐

There are ☐ kids on the grass.

2. Jana has 10 white flowers. She wants to put an equal number of flowers in each vase.

How many flowers can she put in her red vase?
How many flowers can she put in her yellow vase?

Equation ☐ + ☐ = 10





She can put ☐ flowers in her red vase.

She can put ☐ flowers in her yellow vase.

LESSON 10 SHAPES

OBJECTIVES

- Recognize the two-dimensional shapes of the square, rectangle, triangle, and circle.
- Group shapes using different criteria.
- Make patterns using two-dimensional shapes.

THINK





Help the kids match each object to its shape.

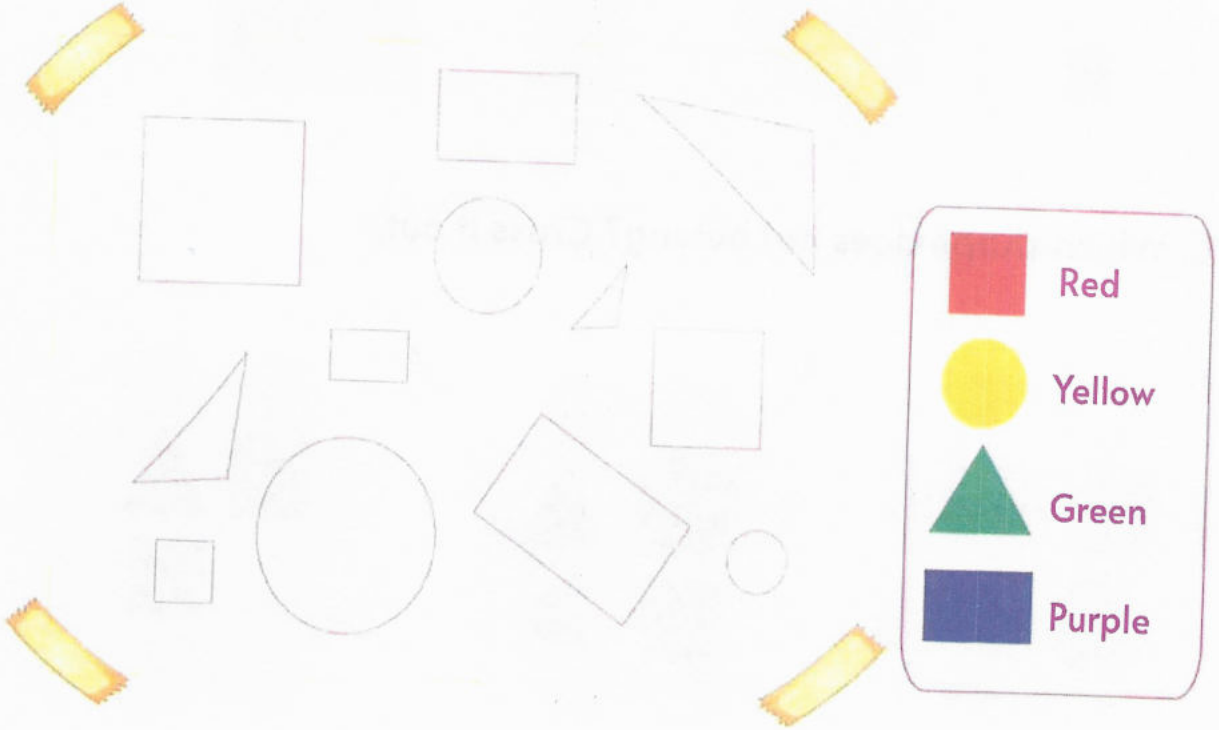
LEARN



Square Circle Triangle Rectangle

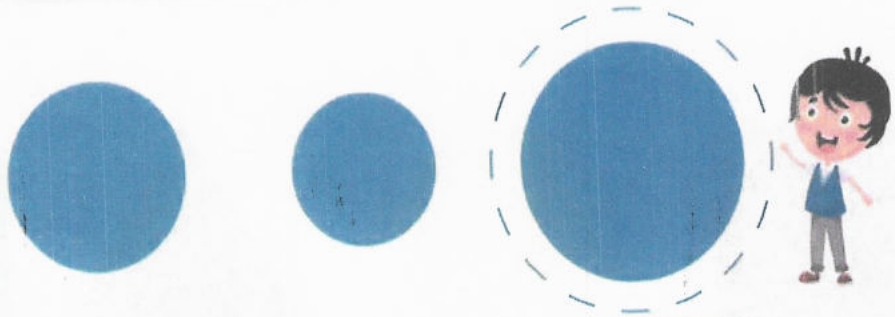
PRACTICE

A. Color each shape according to the code.



B. Which shape is it? Circle the correct one.

1. Largest / Blue



2. Smallest / Red

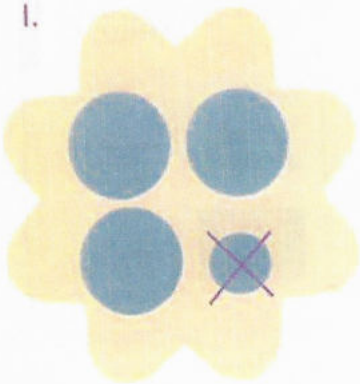


3. Large / Yellow

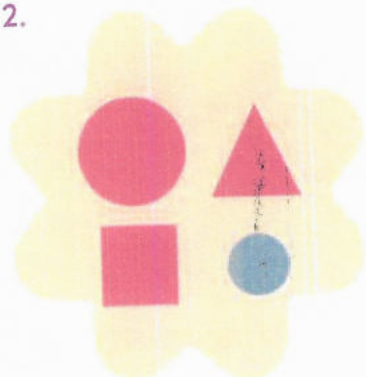


C. Which shape does not belong? Cross it out.

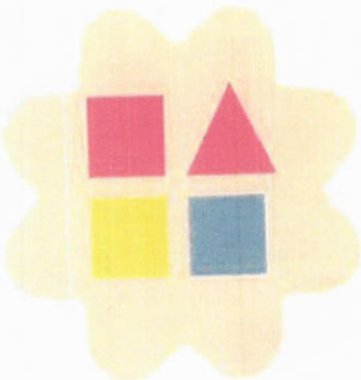
1.



2.



3.



D. These are patterns of shapes.
What comes next in each pattern? Draw and color it.

1.  .....

2.  .....

3.  .....

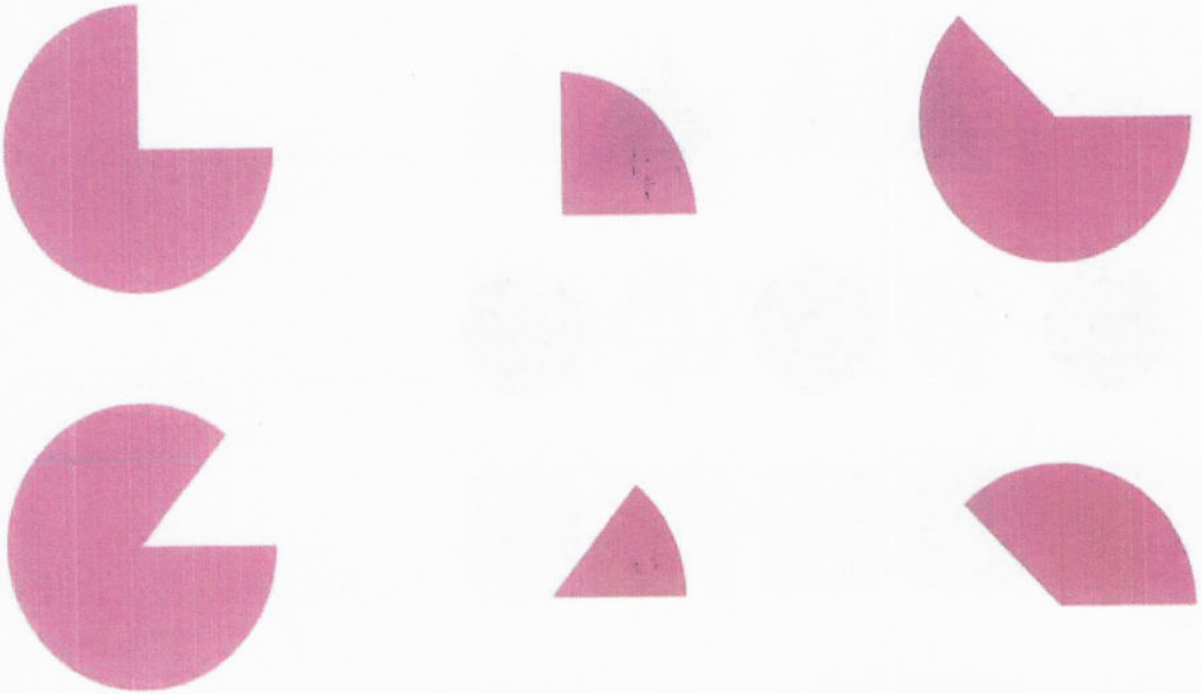
4.  .....

E. Observe and match.





F. Match to form 3 circles.



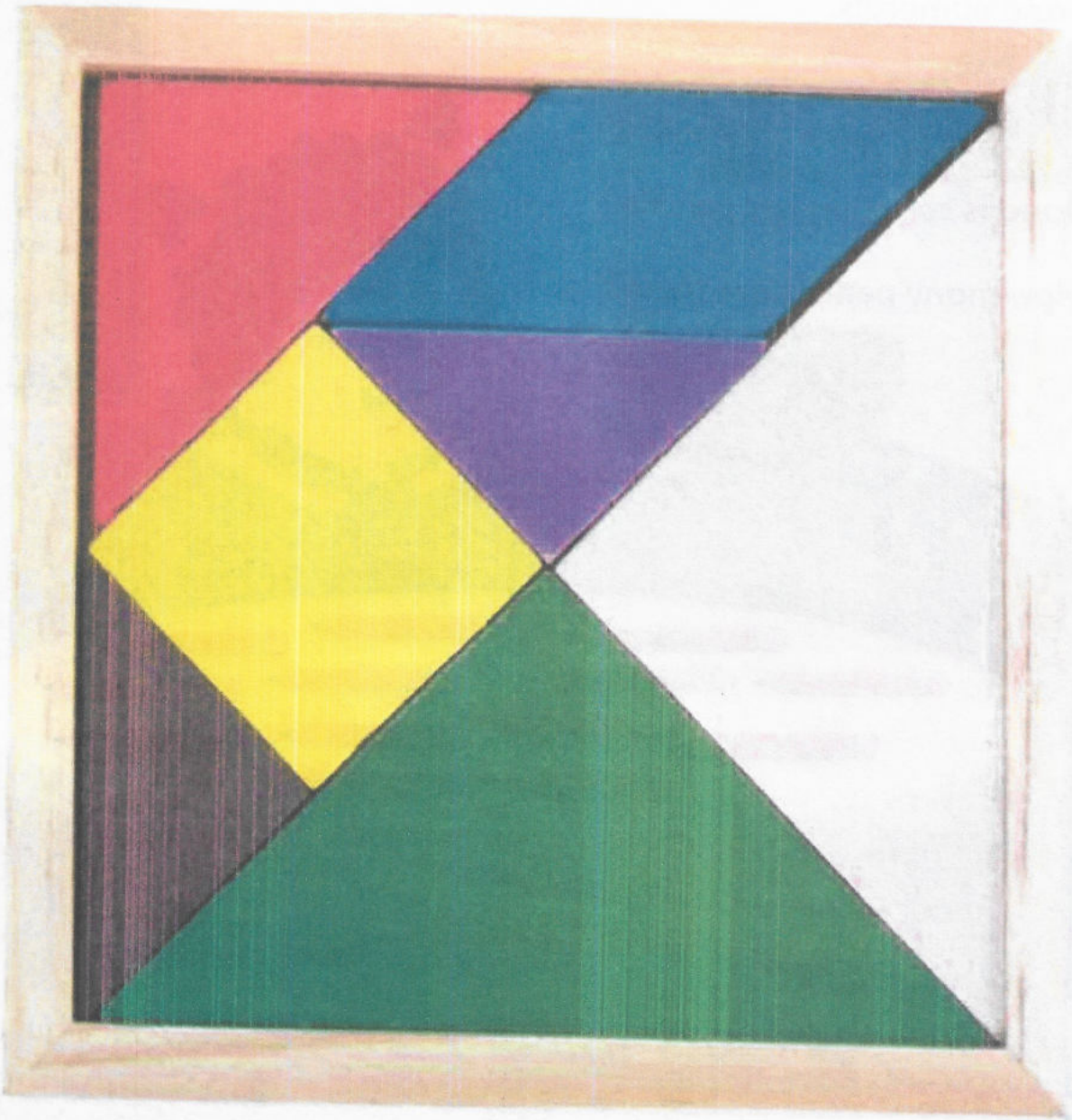
G. Match to form a square and a rectangle.



H. Count and write the numbers in the boxes provided.

How many square wooden blocks can you see? ____

How many triangular wooden blocks can you see? ____



LESSON 11 NUMBERS TO 20

OBJECTIVES

- Count numbers up to 20, using the key strategy of making 10.
- Recognize, read, and write numbers up to 20 in words and numerals.

THINK

Jana is counting her pencils.

How many pencils are there?



LEARN



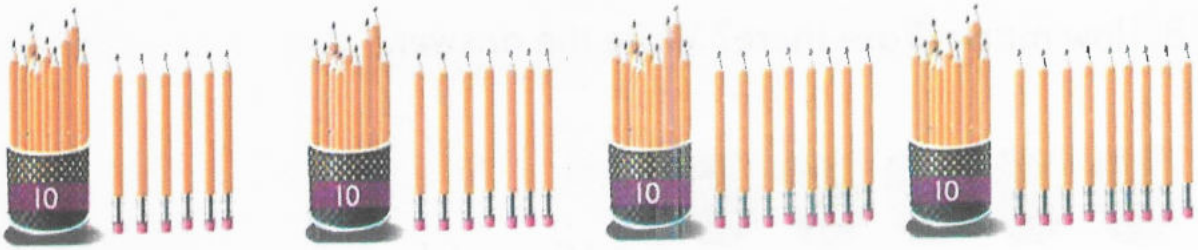
11 eleven

12 twelve

13 thirteen

14 fourteen

15 fifteen

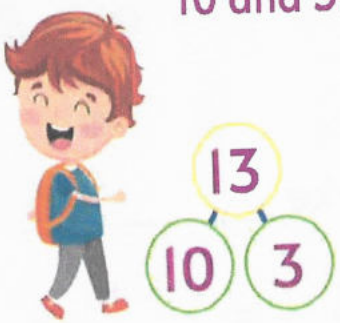


16 sixteen

17 seventeen

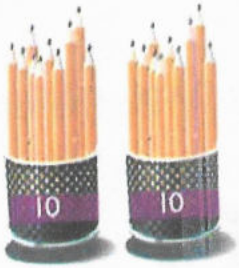
18 eighteen

19 nineteen



13 is
10 and 3.

13
10 3



20 twenty

2 tens
make
20.

20
10 10



There are _____ pencils.

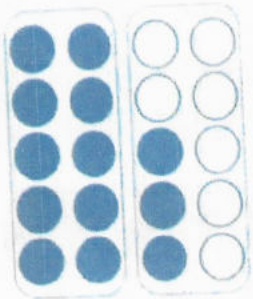
F. Write in numerals.

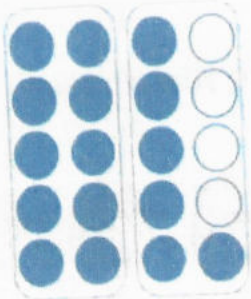
nineteen ____ twelve ____ sixteen ____

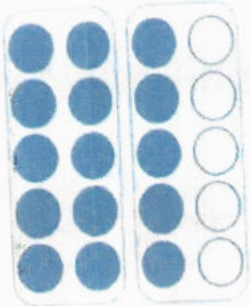
thirteen ____ fifteen ____ fourteen ____

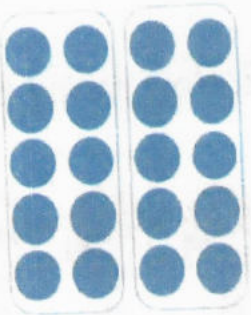
eleven ____ twenty ____ eighteen ____

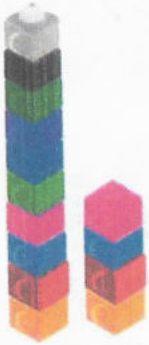
G. Write in numerals.

1.  ____

2.  ____

3.  ____

4.  ____

5.  ____

6.  ____

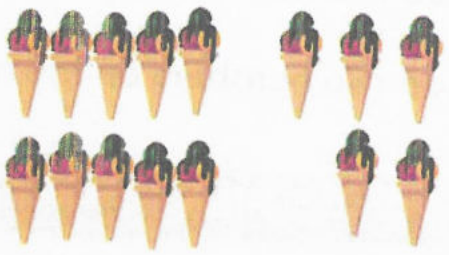
7.  ____

8.  ____

H. Make a group of ten, and then complete the addition sentences.

1. 

10 + 4 = ___

2. 

10 + ___ = ___

I. Write the missing numbers.

1. 8 ___ 10 ___ ___ 13

2. ___ 12 14 ___ 18 ___

3. ___ 16 17 ___ ___ 20

4. 17 15 ___ 11 ___ ___

J. Write the missing numbers.

10 + 3 = ___

10 + ___ = 15

10 + 8 = ___

___ + 7 = 17

10 + 2 = ___

10 + ___ = 16

10 + 1 = ___

10 + ___ = 19

LESSON 12 ADDITION WITHIN 20

OBJECTIVES

- Add two numbers by making 10.
- Add two numbers on the number line.

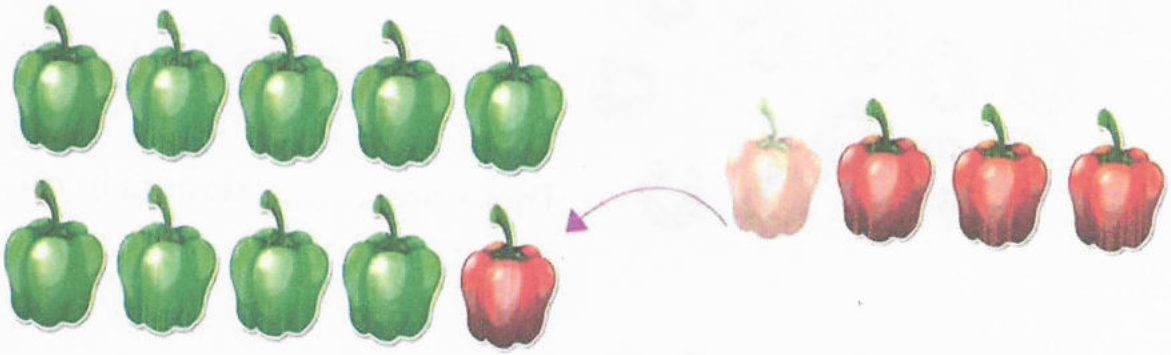
THINK

Adam picked 9 green peppers and 4 red peppers.

How many peppers did Adam pick altogether?



LEARN



9+4



9 and 1 make 10.

10 and 3 make ____.

First, make 10.



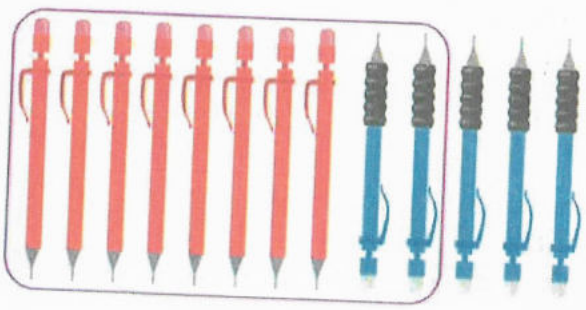
9 + 4 = ____

Adam picked _____ peppers altogether.

PRACTICE

A. Add by making 10 first.

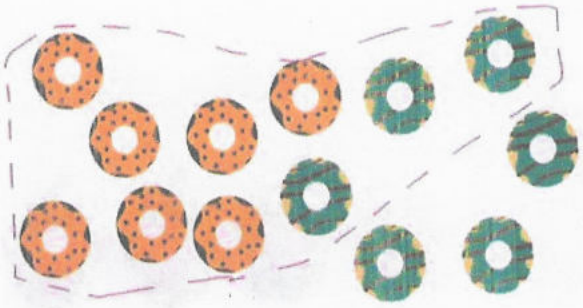
1. There are 8 red pencils and 5 blue pencils. How many pencils are there in all?





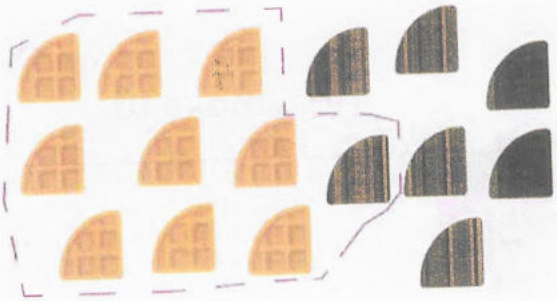
8 + 5 = ____

There are ..... pencils in all.

2. 

7 + 6 = ___

There are ..... donuts in all.

3. 

9 + 7 = ___

There are ..... waffles in all.

B. Add 8 and 4.

8 + 4



8 and 2 make 10.

10 + 2 = ...



8 + 4 = ___

C. Complete the following addition sentences.

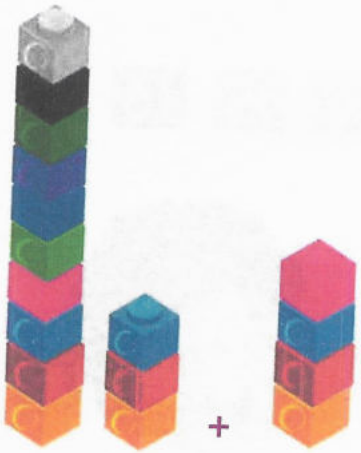
9 + 1 = ___	9 + 6 = ___
8 + 2 = ___	8 + 5 = ___
1 + 9 = ___	4 + 9 = ___
3 + 7 = ___	7 + 7 = ___

D. Add 13 and 4.

13 + 4

10 3

3 + 4 = ...





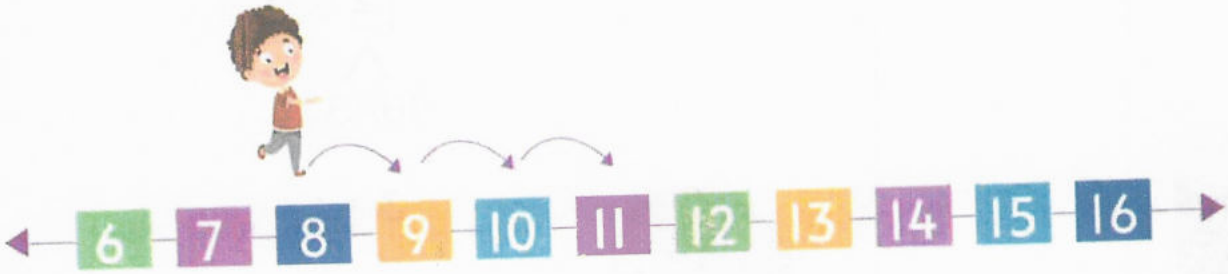
13 + 4 = ___

There are ..... blocks altogether.

E. Complete the following addition sentences.

5 + 4 = ___	2 + 8 = ___
15 + 4 = ___	12 + 8 = ___
5 + 14 = ___	2 + 18 = ___
12 + 6 = ___	19 + 1 = ___

F. Add 8 and 3.



8 + 3 = ___



Count on from 8:

9 10 11

G. Circle true or false for each equation.

9 + 3 = 11 True (False)	9 + 4 = 13 True False
11 + 2 = 12 True False	13 + 2 = 16 True False
15 + 1 = 14 True False	17 + 3 = 20 True False

H. Word Problem

A librarian sells 7 books in the morning and 7 books in the afternoon.

How many books does he sell in all?

Equation ☐ ○ ☐ = ☐

He sells ☐ books in all.





LESSON 13

PRACTICE

A. How many are left? Write the answer.



16 - 4

10 6

Subtract 4 from 6.

16 - 4 = ___



B. Determine the unknown number.

7 - 2 = ___

17 - 2 = ___

5 - 3 = ___

15 - 3 = ___

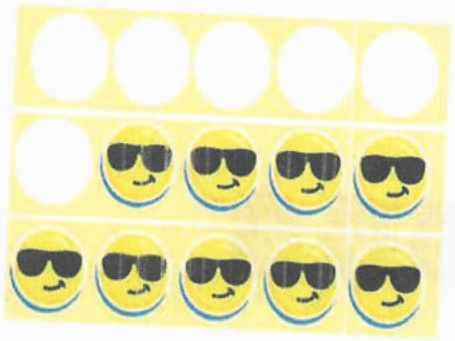
C. Solve the following.

Lyn has 15 stickers.
She uses 6 stickers.
How many stickers are left with Lyn?

15 - 6



Subtract 6 from 10.





15 - 6 = ___

D. Determine the unknown number.

10 - 7 = ___

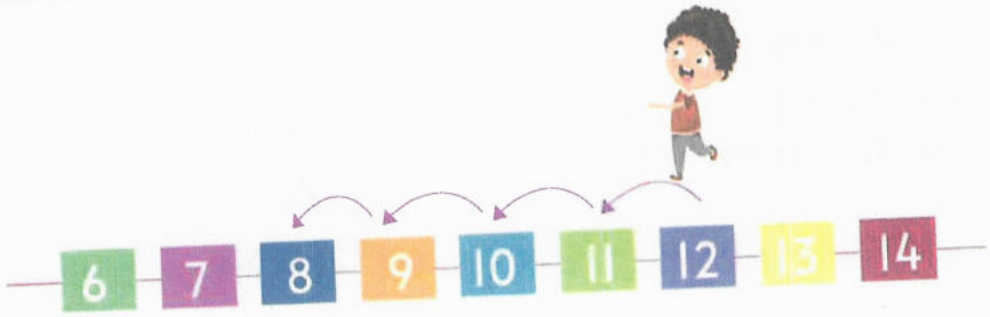
11 - 7 = ___

12 - 7 = ___

15 - 7 = ___

LESSON 13

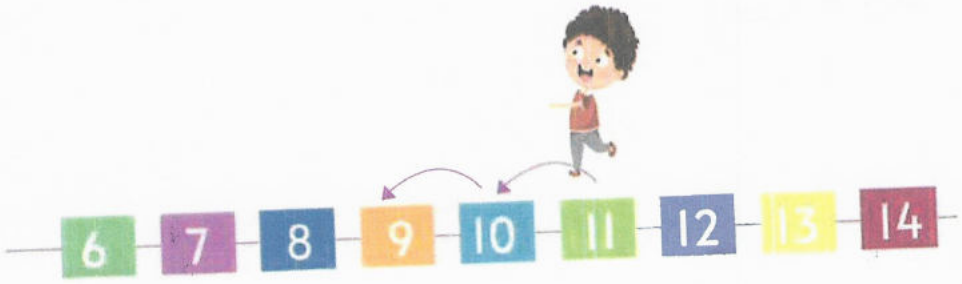
E. Subtract 4 from 12.



12 - 4 = ___

Count back from 12: 11 10 9 8

F. Subtract 2 from 11.



11 - 2 = ___

Count back from 11: 10 9

G. Word Problem

There were 17 customers in the candy shop.
8 customers were adults, and the rest were kids.
How many kids were there in the candy shop?

Equation ☐ ○ ☐ = ☐

There were ☐ kids in the candy shop.



LESSON 15 TENS AND ONES

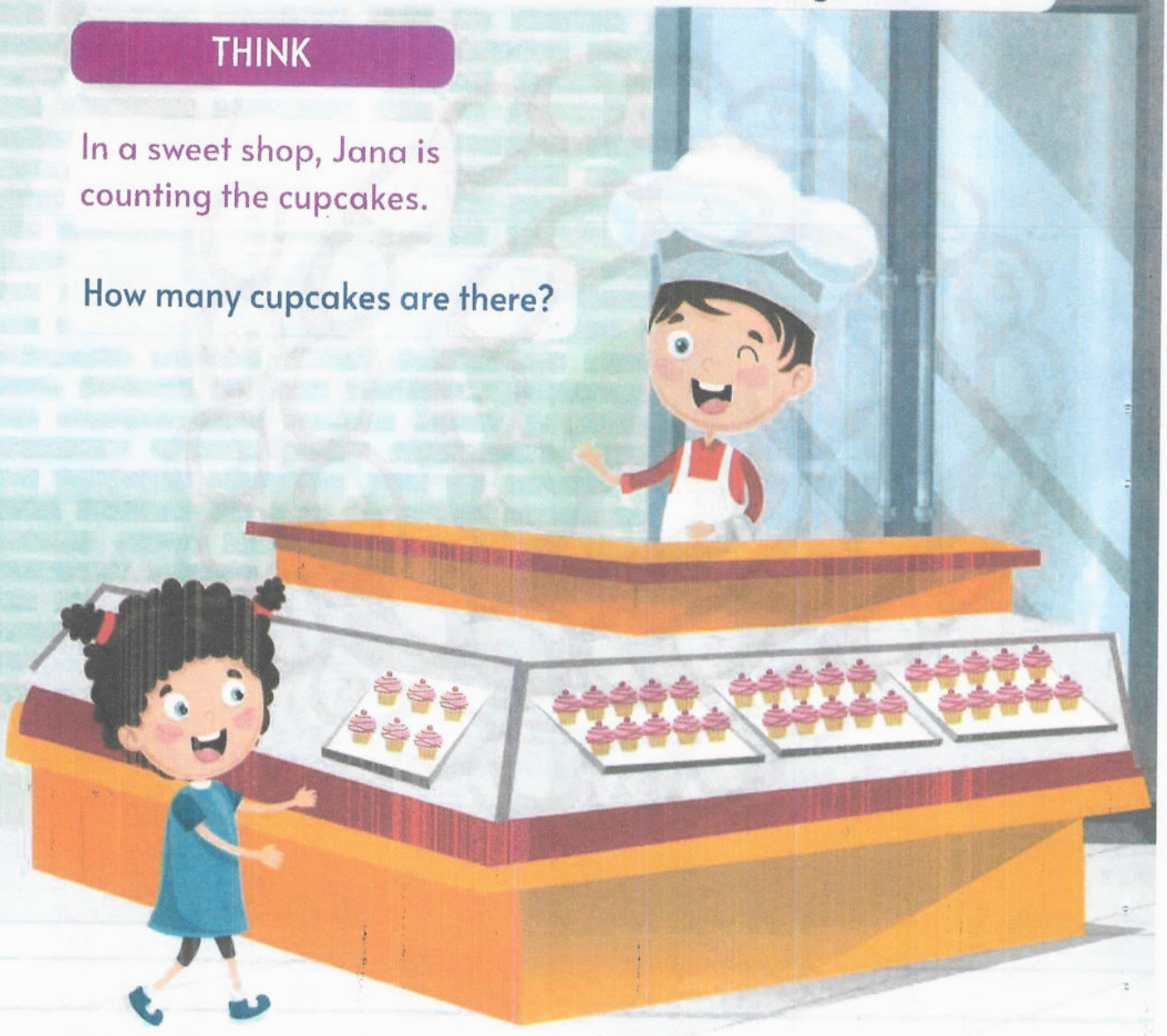
OBJECTIVES

- Count by tens and ones.
- Determine the place value of a digit in a two-digit number.

THINK

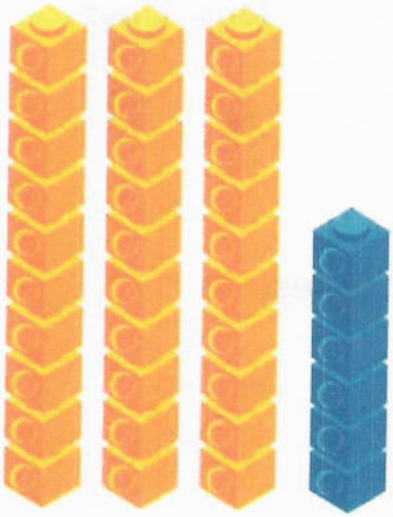
In a sweet shop, Jana is counting the cupcakes.

How many cupcakes are there?



There are _____ cupcakes.

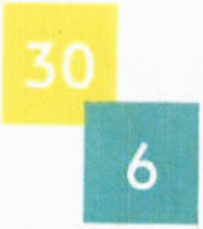
LEARN



There are 3 tens and 6 ones.



Tens	Ones
3	6



thirty-six



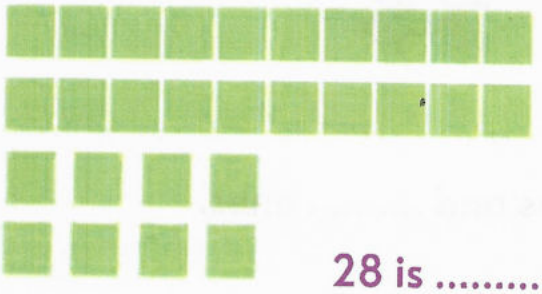
1 ten = 10 ones



36 is 3 tens and 6 ones.

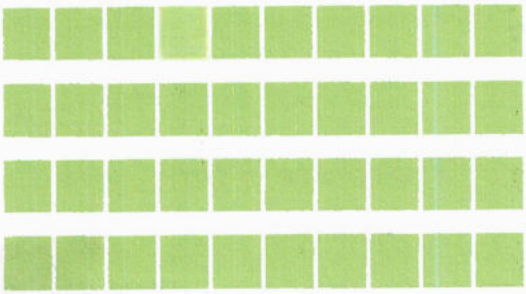
PRACTICE

A. Count and write the numbers.

1. 

Tens	Ones
2	8

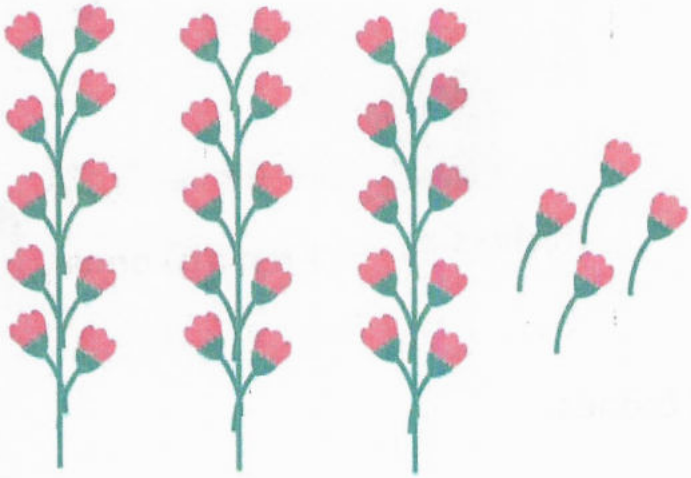
28 is ..... tens and ..... ones.

2. 

Tens Ones

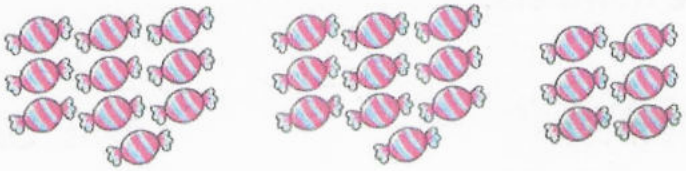
4 0

..... is ..... tens and ..... ones.

3. 

Tens Ones

..... is ..... tens and ..... ones.

4. 

Tens Ones

..... is ..... tens and ..... ones.

5. 

Tens Ones

..... is ..... tens and ..... ones.

B. Match.

20 + 7	39	twenty-seven
30 + 1	27	thirty-nine
30 + 9	25	thirty-one
20 + 5	31	twenty-five

C. Count and write the number.

1. 

There are ..... cupcakes.

Tens	Ones
2	4

2. 

There are ..... beads.

Tens	Ones
3	5

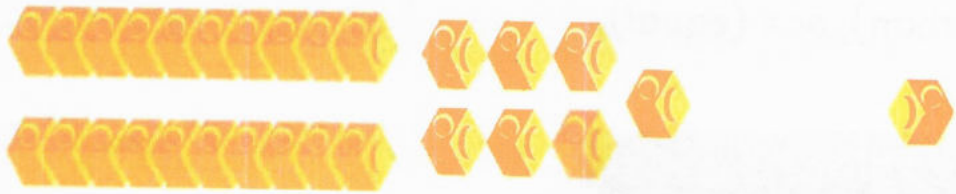
3. Are there more cupcakes or beads?

There are more _____.

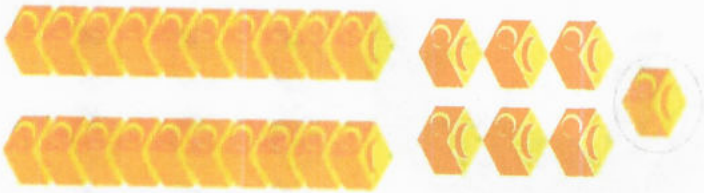
How many more? ☐

D. Write the answer in the space provided.

1. What number is 1 more than 27? .....



2. What number is 1 less than 27? .....



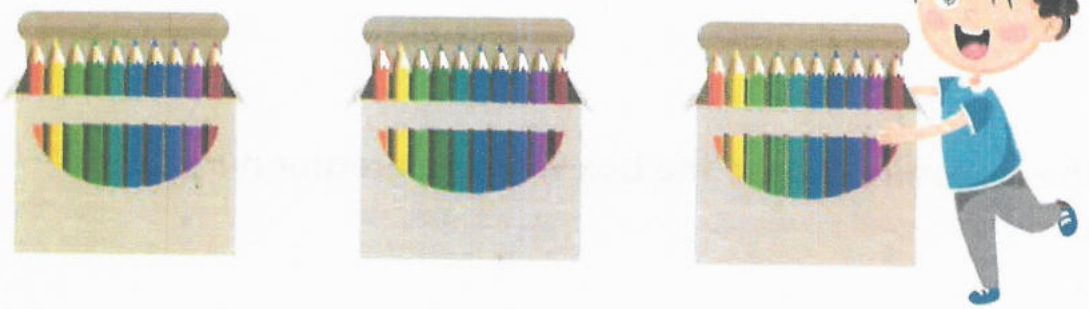
E. Word Problem

Adam buys 3 boxes of coloring pencils.
There are 10 coloring pencils in each box.

How many coloring pencils does Adam buy?

.....

Adam buys ..... coloring pencils.

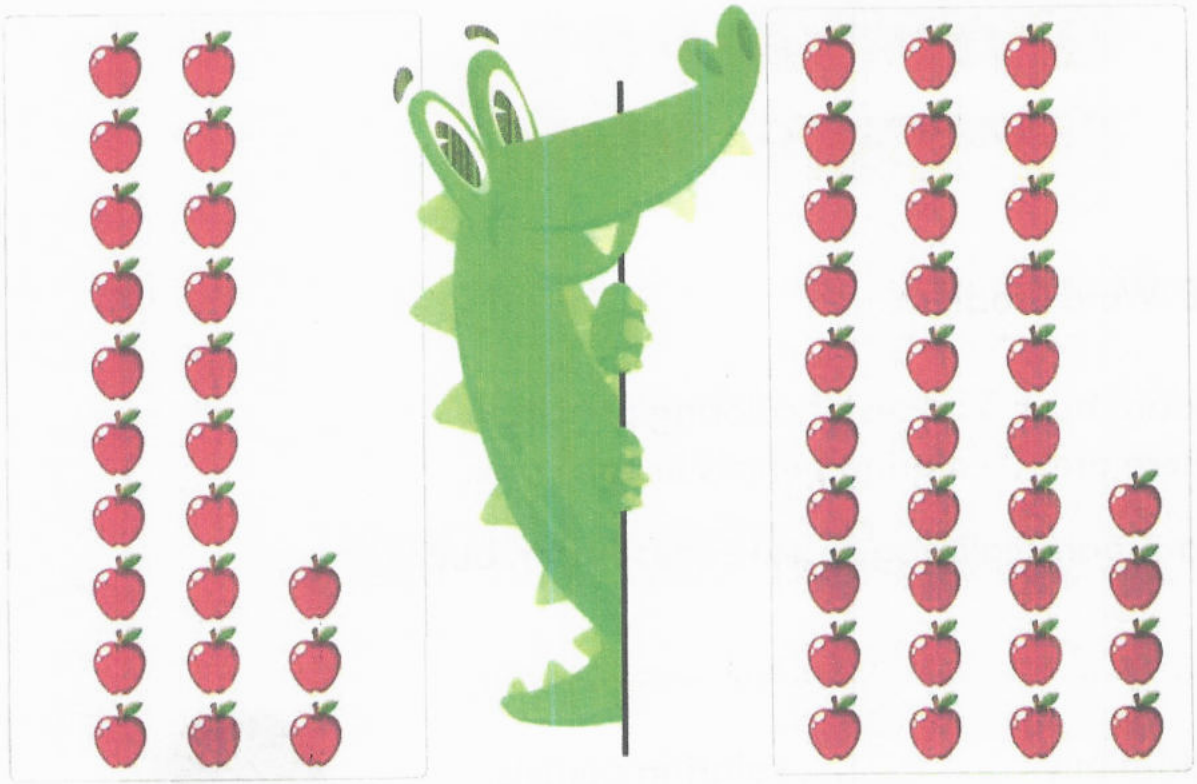


LESSON 16 COMPARE TENS AND ONES

OBJECTIVE

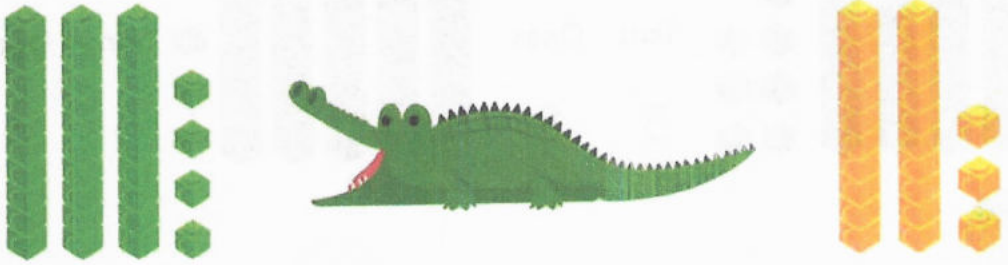
- Compare 2-digit numbers using symbols > (greater than), < (less than), or = (equal).

THINK

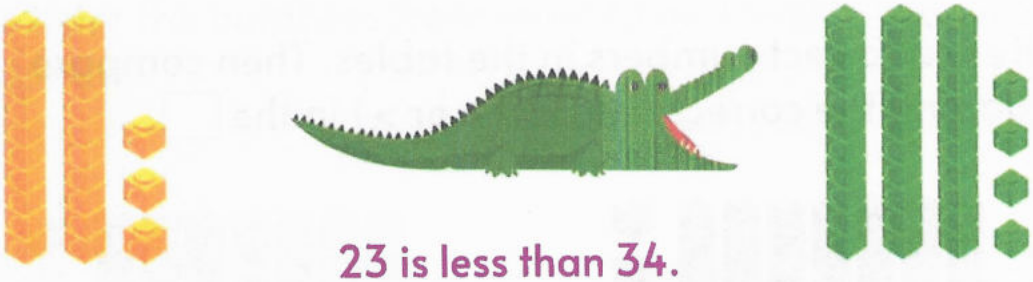


Help the crocodile choose the box with the greater number of apples.

LEARN



34 is greater than 23.
We write it as 34 > 23.



23 is less than 34.
We write it as 23 < 34.

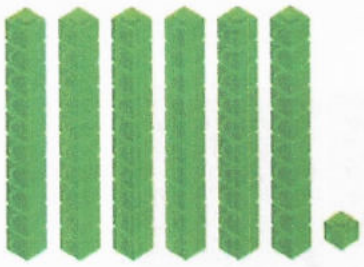
PRACTICE

A. Write the correct symbol (> or <) in the ☐.

1.



Tens Ones
4 9



Tens Ones
6 1



4 tens is less than 6 tens.

49 ☐ 61

F. Compare using the correct symbol (>, <, or =). Write your answer in the ☐.

1. 4 tens 5 ones ☐ 54

2. 40 + 7 ☐ 30 + 7

3. 65 - 5 ☐ 55 + 5

4. 32 + 2 ☐ 22 + 2

G. Answer the following questions.

1. Which number is smaller, 40 or 39?

2. Which number is greater, 29 or 30?

3. Which number is the smallest, 65, 64, or 56?

4. Which number is the greatest, 89, 90, or 98?

H. Complete the following table.

Just Before		Just After
	13	
	24	
	32	
	51	
	71	
	98	

I. Guess the number.

I am greater than 78 and less than 93.
I have 5 in my ones digit.

I am ☐.

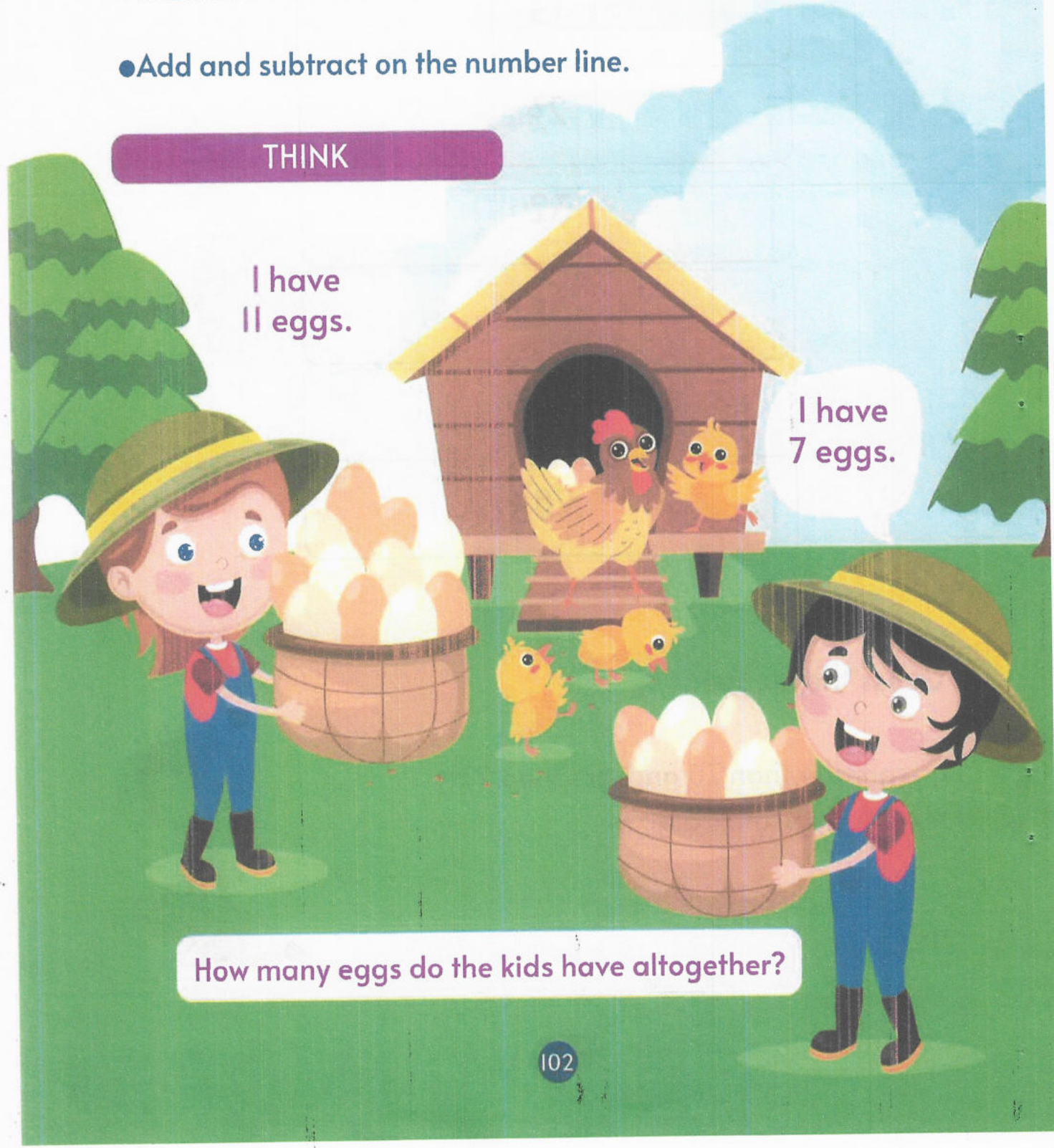


LESSON 17 ADDITION & SUBTRACTION WITHIN 40

OBJECTIVES

- Add two numbers within 40.
- Subtract two numbers within 40.
- Add and subtract on the number line.

THINK

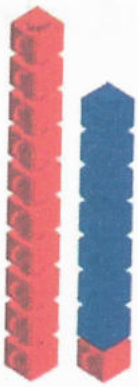


LEARN



11 + 7 = ___

The kids have ___ eggs altogether.



PRACTICE

A. Determine the unknown number.

1.

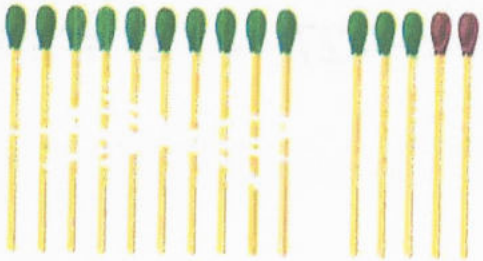


3 + 2 = ___

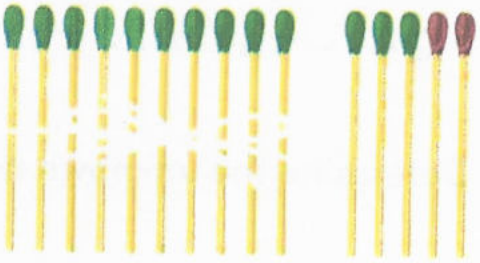


5 - 2 = ___

2.

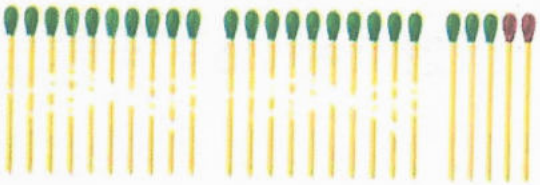


13 + ___ = 15

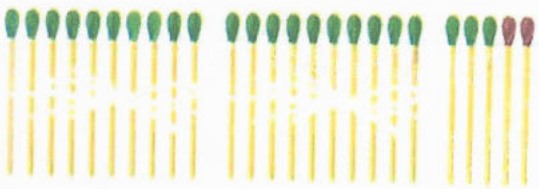


15 - 2 = ___

3.

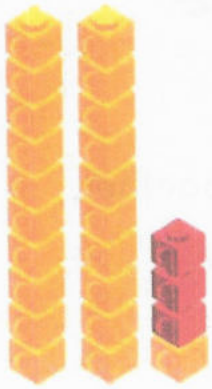


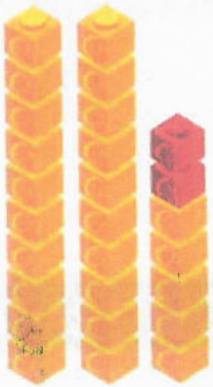
___ + 2 = 25



25 - 2 = ___

B. Add and subtract.

1. 

2. 

21 + 3 = ___

24 - 3 = ___

25 + 2 = ___

27 - 2 = ___

C. Determine the unknown number.

15 - 4 = ___

25 - 4 = ___

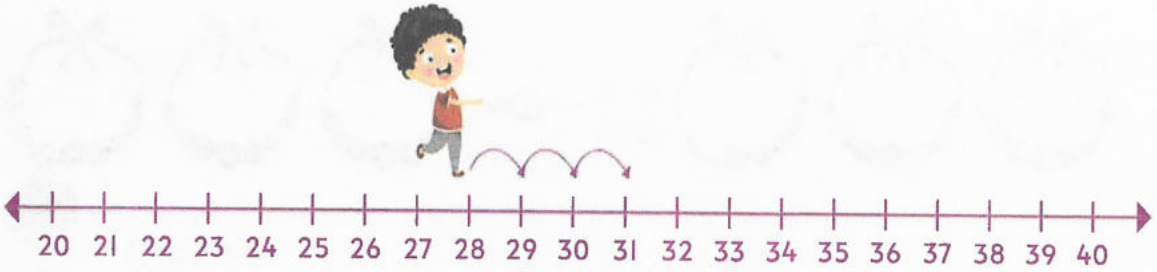
35 - 4 = ___

11 + 6 = ___

21 + 6 = ___

31 + 6 = ___

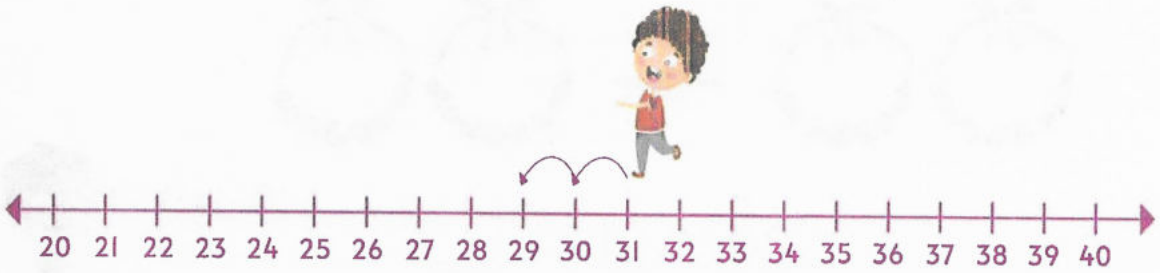
D. Add 28 and 3.



28 + 3 = ___

Count on from 28: 29 30 31

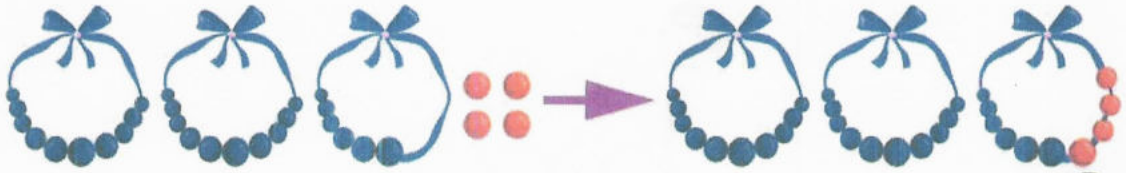
E. Subtract 2 from 31.



31 - 2 = ___

Count back from 31: 30 29

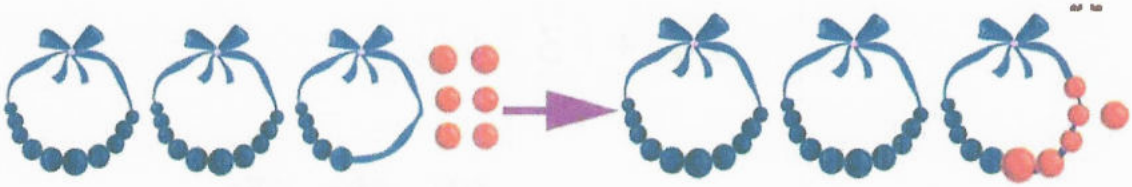
F. Complete the following addition sentences.

1. 



6+4=10

26 + 4 = ___

2. 

25 + 6 = ___

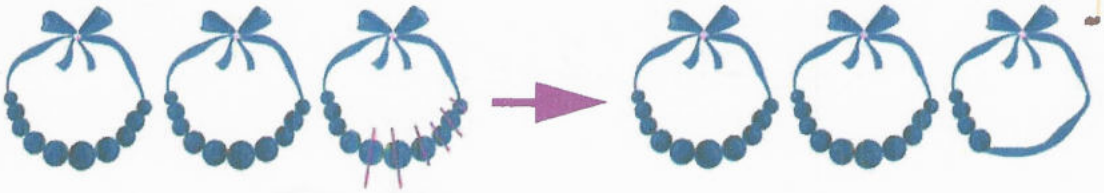
G. Complete the following subtraction sentences.

1. 



10-1=9

20 - 1 = ___

2. 

30 - 6 = ___

H. Word Problems

1. Adam has 30 dinars.
He gives 20 dinars to his sister.
How many dinars does he still have?

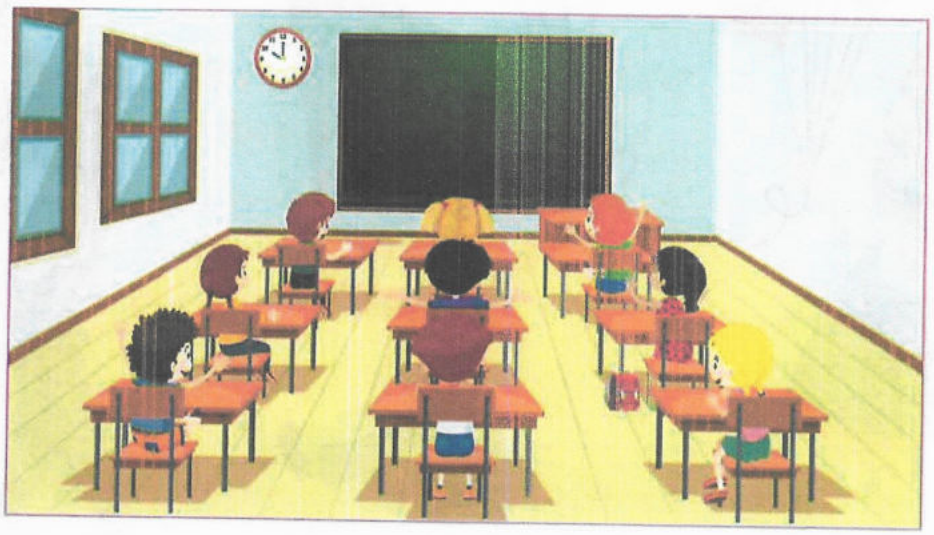
Equation ____ ____ = ____

He still has ____ dinars.

2. There are 9 students in one classroom and 13 students in another.
How many students are there in all?

Equation ____ ○ ____ = ____

There are ____ students in all.



LESSON 18 ADDITION OF THREE NUMBERS

OBJECTIVES

- Add three numbers.
- Count by 2's, 5's, and 10's.
- Add on the number line.

THINK

The kids are holding balloons.
How many balloons are there in all?



LEARN



6 + 4 + 3



10 + 3 = ☐

There are ☐ balloons in all.

PRACTICE

A. Complete the addition sentences.

1.



5 + 2 + 1 = ☐

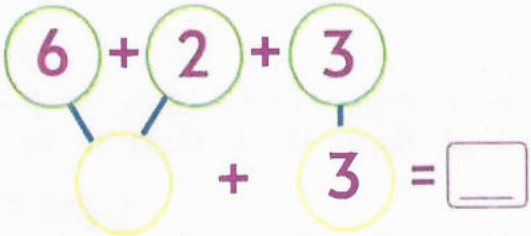
2.

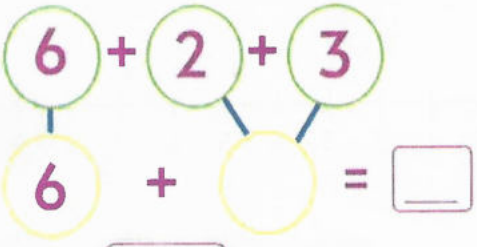


3 + 4 + 2 = ☐

B. Complete.

1.





6 + 2 + 3 = ☐

F. Complete the following addition sentences.

5 + 2 + 3 = ___	7 + 5 + 4 = ___
4 + 4 + 4 = ___	7 + 2 + 6 = ___

G. Word Problems

1.



I have 4 flowers.



I have 7 flowers.

I have 9 flowers.



How many flowers do the kids have altogether?

Equation ___ + ___ + ___ = ___

The kids have ___ flowers altogether.

2. Adam picks 6 seashells. Jana picks as many seashells as Adam. Kareem picks 5 seashells.

How many seashells do they pick altogether?

Equation ___ + ___ + ___ = ___

They pick ___ seashells altogether.



LESSON 19 NUMBERS TO 120

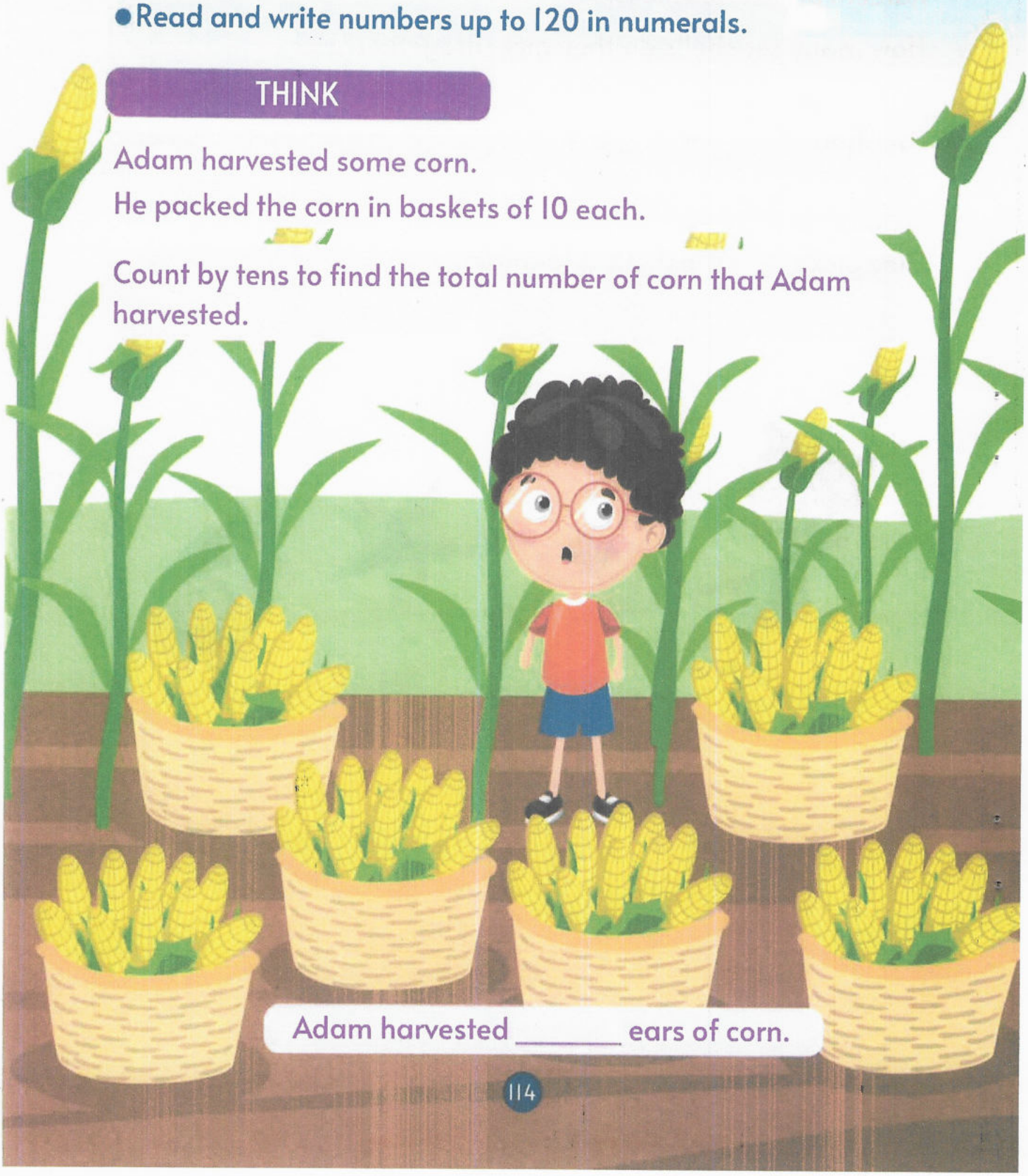
OBJECTIVES

- Count in sequences of 10, followed by counting ones.
- Read and write numbers up to 120 in numerals.

THINK

Adam harvested some corn.
He packed the corn in baskets of 10 each.

Count by tens to find the total number of corn that Adam harvested.



Adam harvested _____ ears of corn.

LEARN



___ tens = 50

50
fifty



___ tens = 60

60
sixty



___ tens = 70

70
seventy



___ tens = 80

80
eighty



___ tens = 90

90
ninety



___ tens = 100

100
one hundred



___ tens = 110

110
one hundred ten



___ tens = 120

120
one hundred twenty

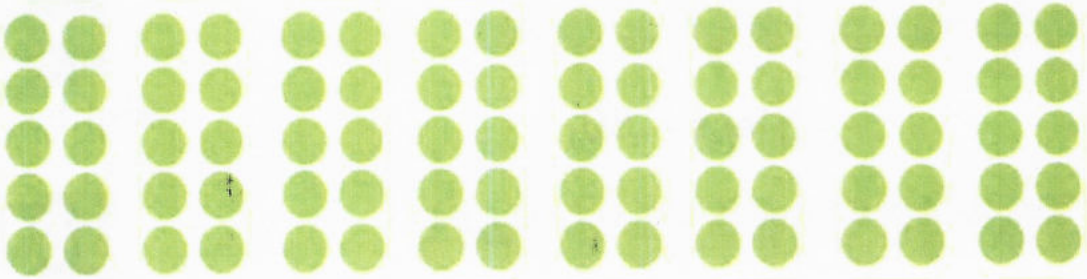
PRACTICE



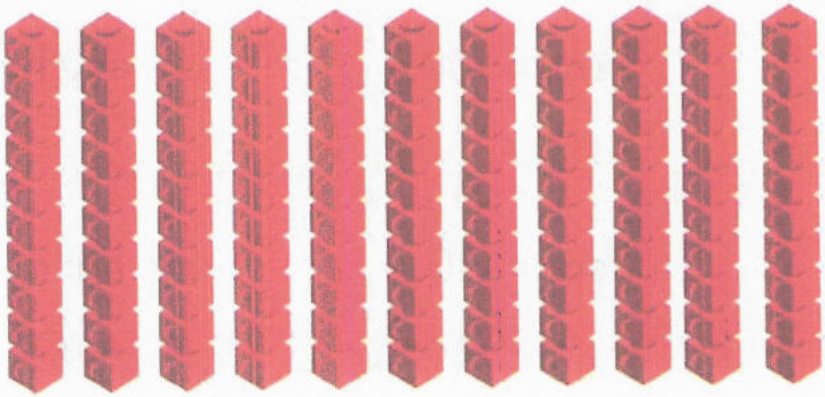
A. Count the tens.

1. 

___ tens = ___

2. 

___ tens = ___

3. 

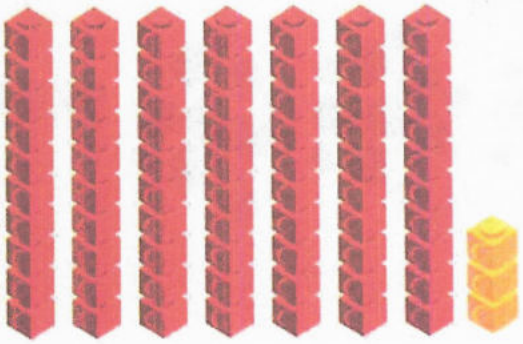
___ tens = ___

B. Determine the unknown number.

20 + 30 = ___	50 - 30 = ___
100 + 20 = ___	100 - 10 = ___
50 + 40 = ___	50 - 50 = ___

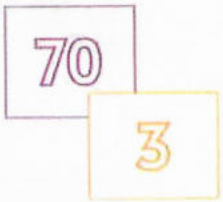
C. Count the tens and the ones.

1.



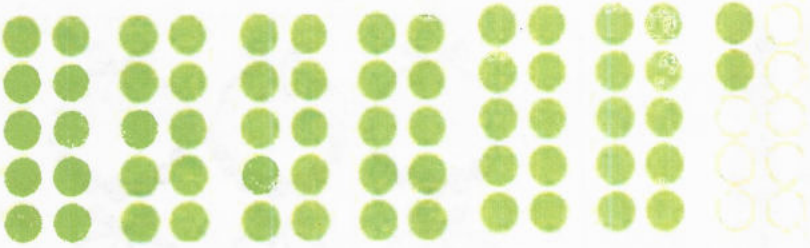
73 = 70 + 3

73 is ..... tens and ..... ones.



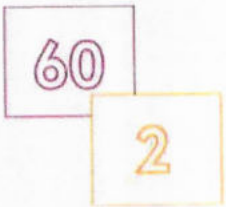
seventy-three

2.



62 = 60 + 2

62 is ..... tens and ..... ones.



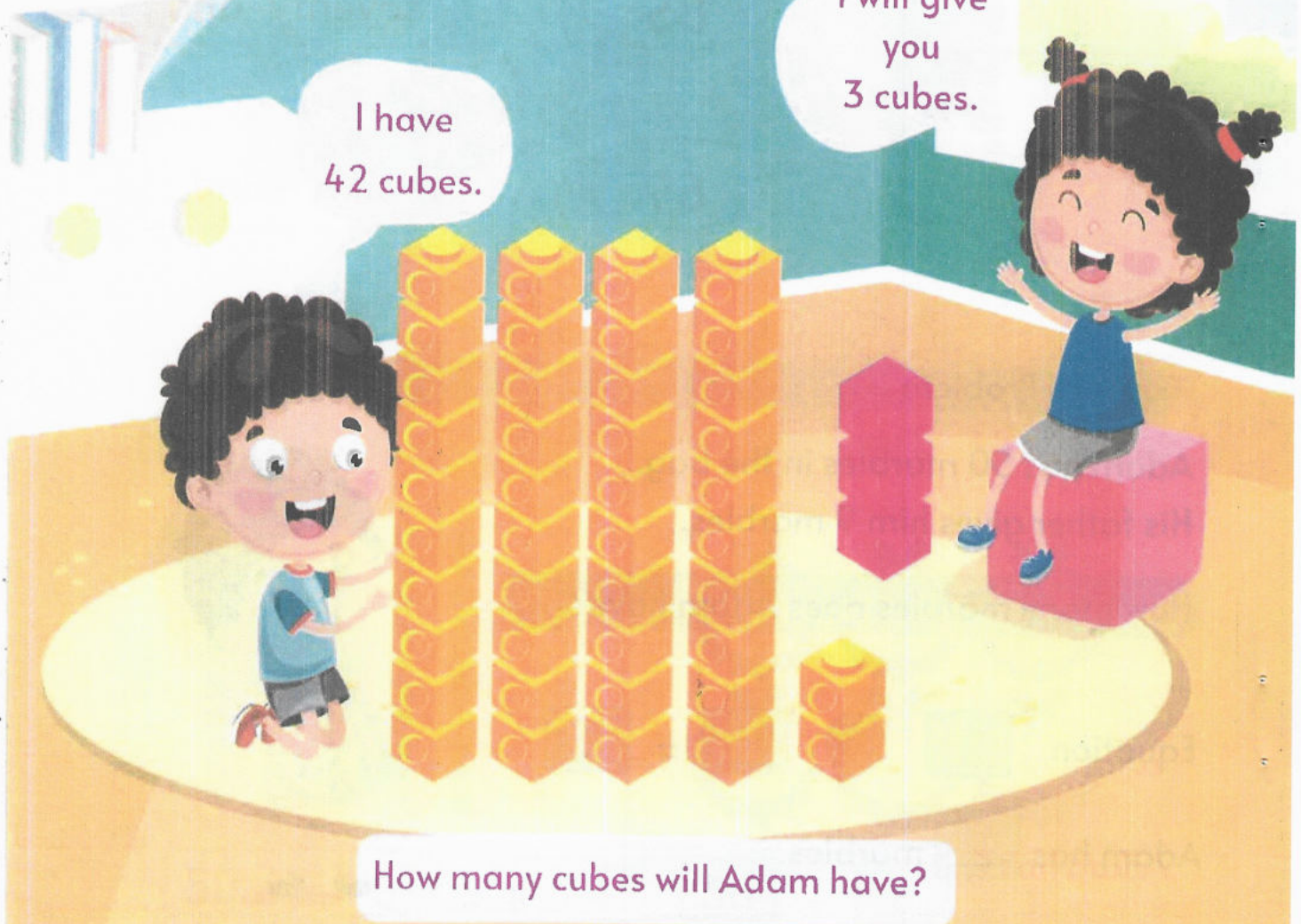
sixty-two

LESSON 20 ADDITION WITHIN 100

OBJECTIVES

- Add two numbers within 100 by adding tens and ones.
- Add by counting on.

THINK



How many cubes will Adam have?

LEARN

42 + 3 = ___

42+3

40 2

Add 2 and 3.



Count on 3 ones from 42:

43 44 45

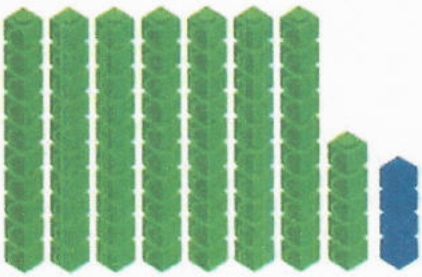
Adam will have ___ cubes.



PRACTICE

A. Add.

1. Add 75 and 4.



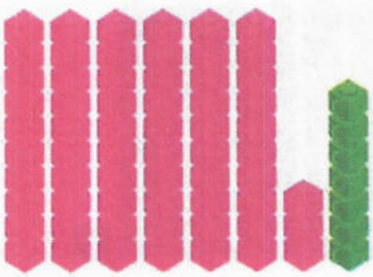
75+4

70 5



75 + 4 = ___

2. Add 63 and 7.



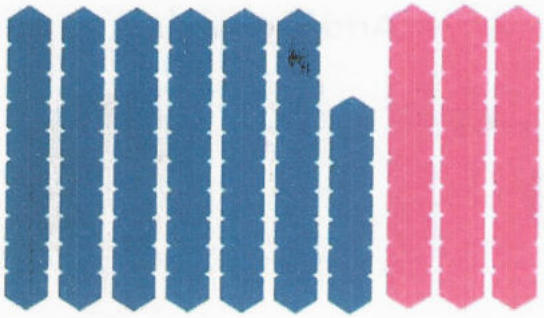
63+7

60 3



63 + 7 = ___

B. Add.



67+30

60 7

Add 60 and 30.



Count on 3 tens from 67:

77 87 97

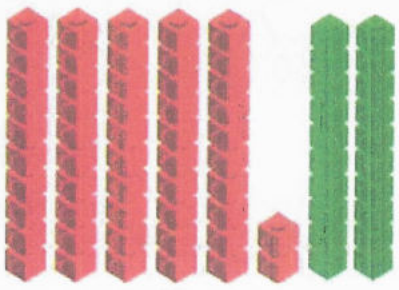


67 + 30 = ___

C. Add.

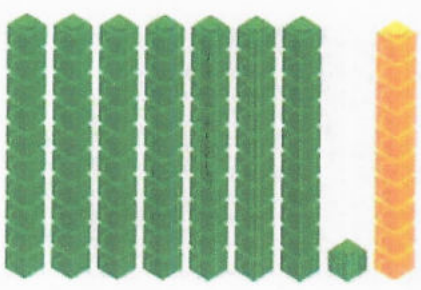
52 + 20 = ___

1.



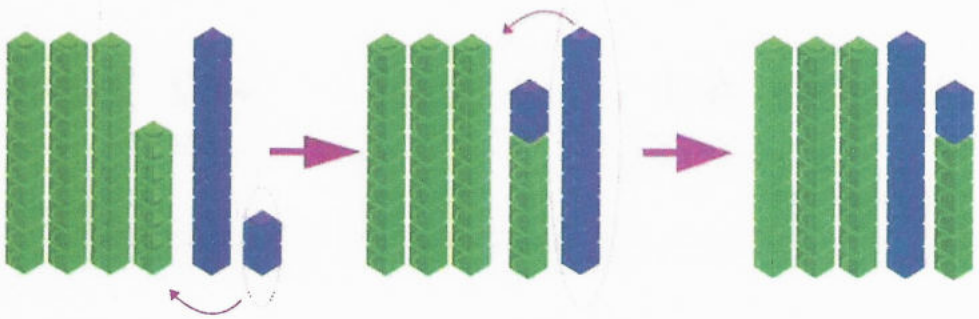
71 + 10 = ___

2.



D. Add.

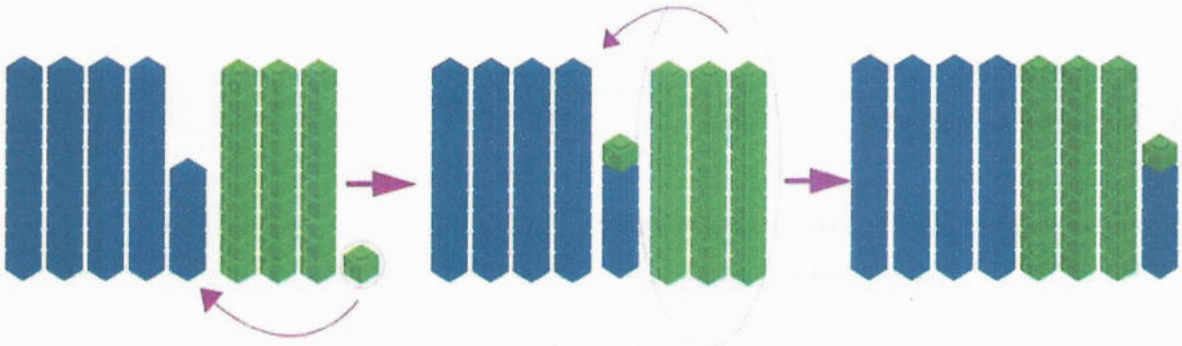
1. Add 36 and 12.



$36 + 12 = \square$

	Tens	Ones
	3	6
+	1	2

2. Add 45 and 31.



$45 + 31 = \square$

	Tens	Ones
	4	5
+	3	1

E. Add.

27	38	61	57
+ 51	+ 41	+ 15	+ 22
____	____	____	____



F. Word Problems

1. There are 25 white horses on a farm.
   13 black horses join them.

   How many horses are there in all?

   Equation ____ ○ ____ = ____

   There are ____ horses in all.

2. Jana walks for 36 minutes in the morning.
She walks for 42 minutes in the afternoon.

How many minutes does Jana walk per day?

Equation ☐ ○ ☐ = ☐

Jana walks for ☐ minutes per day.

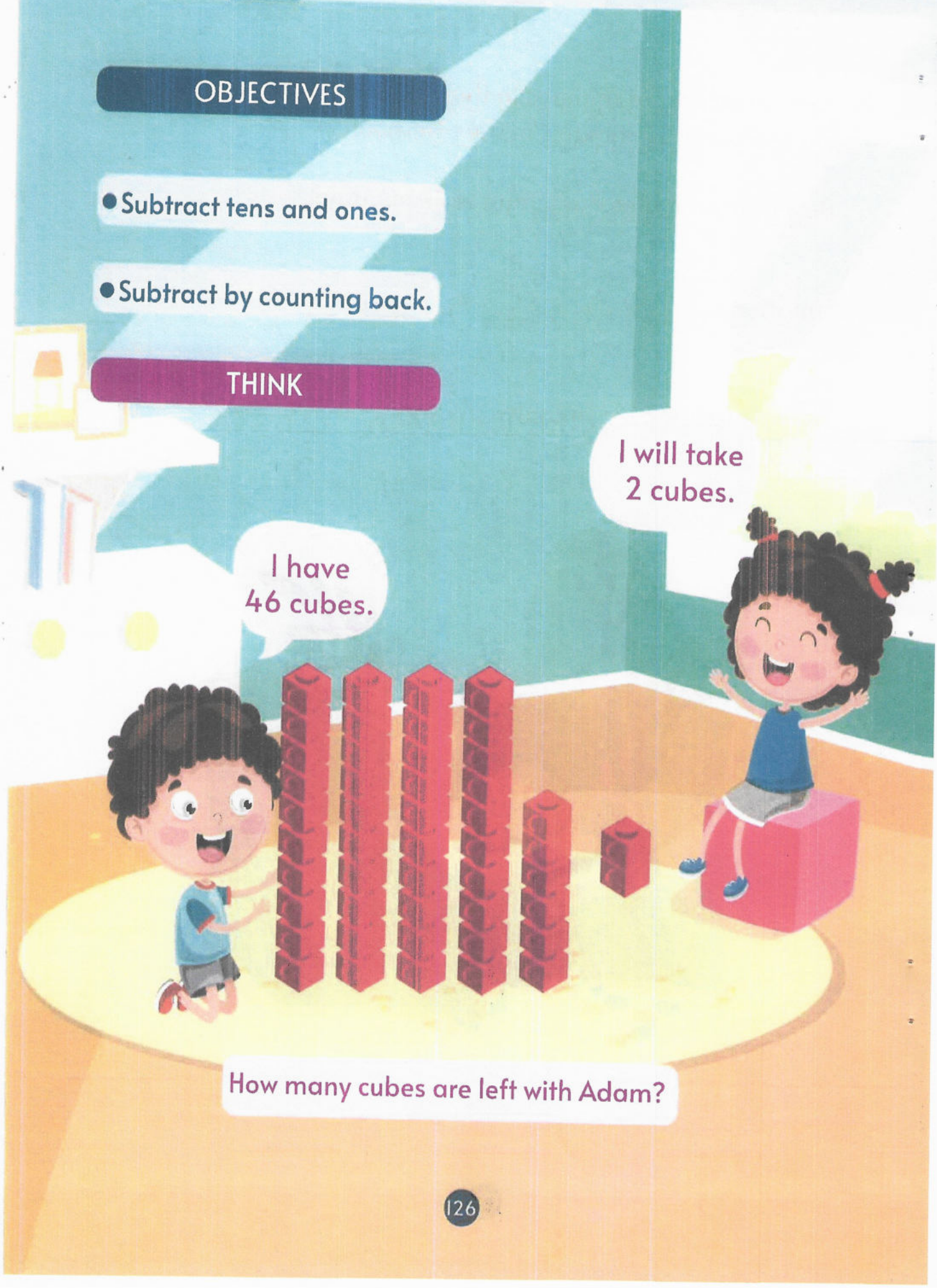


LESSON 21 SUBTRACTION WITHIN 100

OBJECTIVES

- Subtract tens and ones.
- Subtract by counting back.

THINK



LEARN

46 - 2 = ___

46-2

40 6

Subtract 2 from 6.

Count back 2 ones from 46:

45 44



___ cubes are left with Adam.



PRACTICE

A. Subtract.

1. Subtract 3 from 68.



68-3

60 8



68 - 3 = ___

2. Subtract 5 from 75.



75- 5

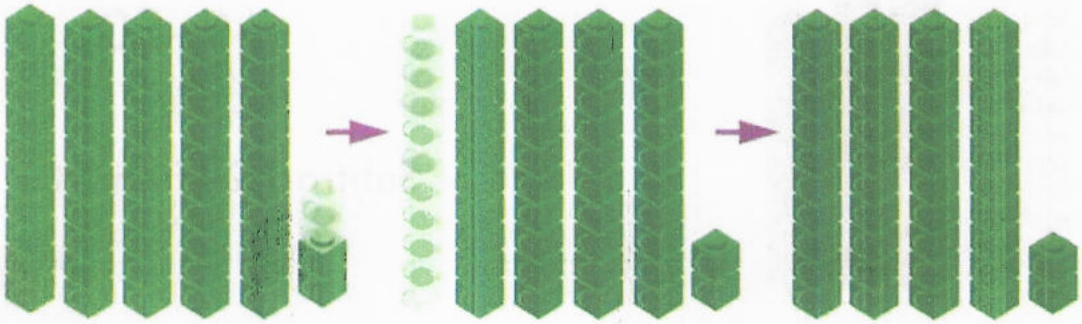
70 5



75 - 5 = ___

E. Subtract.

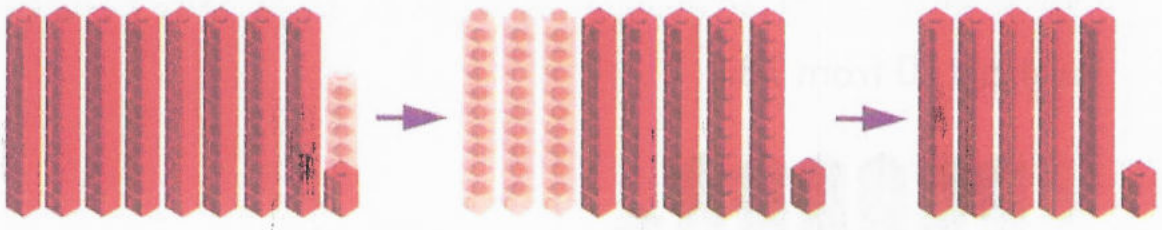
1. Subtract 12 from 54.



54 - 12 = ___

	Tens	Ones
	5	4
-	1	2

2. Subtract 35 from 87.



87 - 35 = ___

	Tens	Ones
	8	7
-	3	5

F. Subtract.

25	36	59	89
- 13	- 21	- 37	- 64
____	____	____	____

G. Word Problems

1. In a classroom of 24 students, 11 are boys.

How many girls are there in the classroom?

Equation ____ ○ ____ = ____

There are ____ girls in the classroom.

2. Lyn has 86 stamps in her collection.
She loses 32 stamps.

How many stamps are left in her collection?

Equation ____ ○ ____ = ____

____ stamps are left in her collection.

E. Complete.

1. Make a chain of 10 paper clips like the one below.

The length of the chain is about ___ units.

2. Use the paper clips to measure your hand and foot.

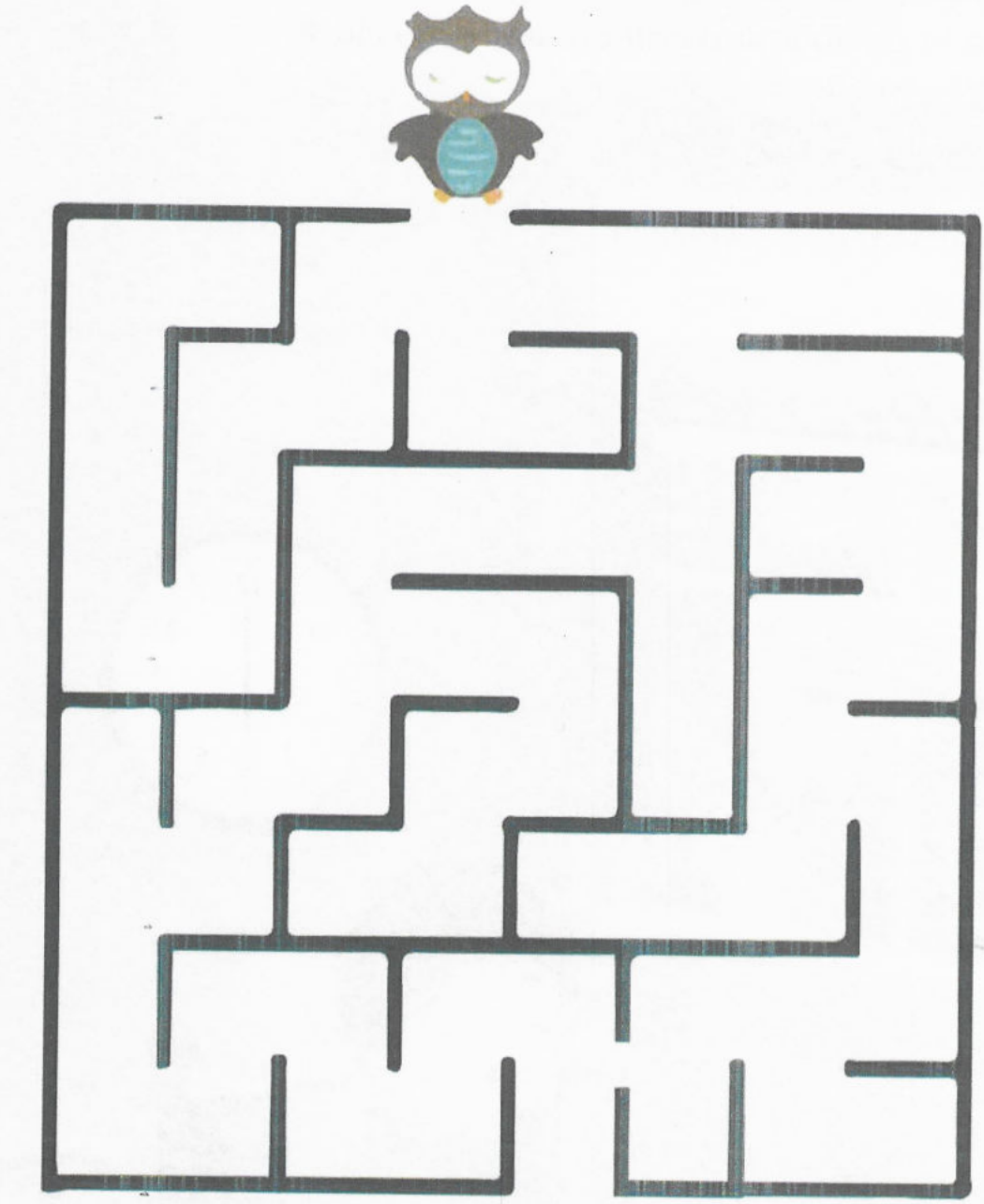


My hand is about ___ units.



My foot is about ___ units.

F. Help the owl find the shorter way to the forest.



OBJECTIVE

- Tell time to an hour and half an hour on a clock.

THINK

Adam wakes up at 6 o'clock in the morning.



What time do you wake up in the morning?