

COMMON CORE STANDARDS ADDRESSED IN THIS RESOURCE

K.CC.5 – Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

K.G.1 – Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

K.OA.2 – Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

1.MD.3 – Tell and write time in hours and half-hours using analog and digital clocks.

1.NBT.2 – Understand that the two digits of a two-digit number represent amounts of tens and ones.

1.OA.3 – Apply properties of operations as strategies to add and subtract.

1.OA.8 – Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

2.MD.1 – Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

2.MD.8 – Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.

2.MD.10 – Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems⁴ using information presented in a bar graph.

2.NBT.1 – Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.

2.NBT.5 – Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

3.MD.3 – Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.

3.NBT.2 – Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

3.NF.1 – Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.

3.OA.3 – Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

3.OA.7 – Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

4.MD.2 – Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

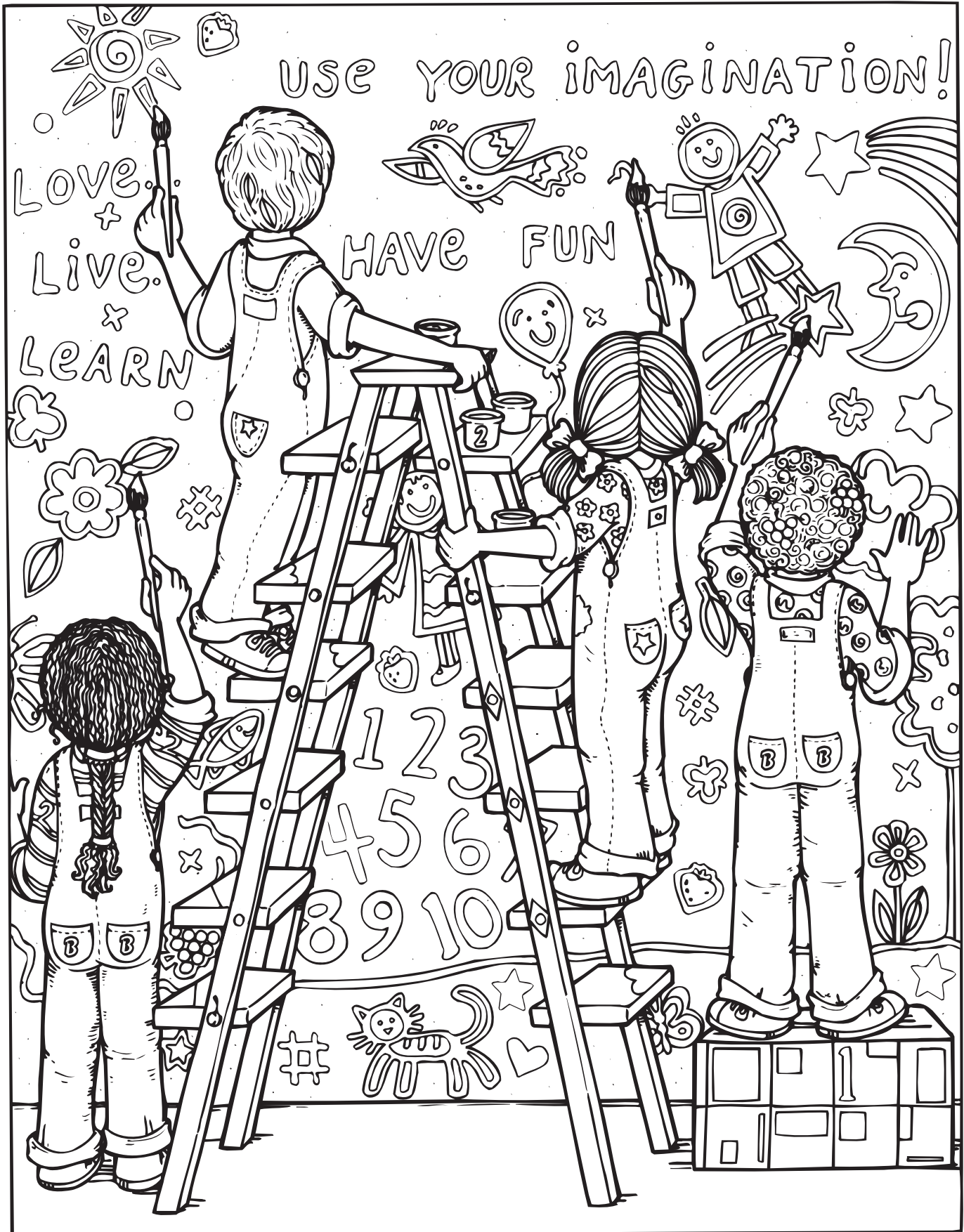
4.OA.5 – Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

5.G.1 – Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x -axis and x -coordinate, y -axis and y -coordinate).

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What Comes Next?



What Comes Next?

Fill in the blanks to show what comes next.

1. A B A B _____

2. ○ × _____ ○ _____ × ○ ×

3. ▽ _____ □ _____ △ □ ▽ △

4. _____ ☆ ◇ ☆ ☆ _____ ☆ _____ ◇ ☆

5. 🍒 _____ 🍒 🍇 🍓 _____ 🍇

6. 🍃 _____ 🌸 🍃 _____ 🌸 🍃 🍃 _____

7. _____ ⊞ 🍀 🌀 _____ 🍀 🌀 ⊞ 🍀

8. 1 _____ 2 3 1 2 _____ 1

Find

4 As

4 Bs

3 ○s

5 ×s

3 ▽s

3 △s

2 □s

7 ☆s

3 ◇s

3 🍒s

3 🍇s

2 🍓s

3 🌸s

6 🍃s

3 🌀s

3 ⊞s

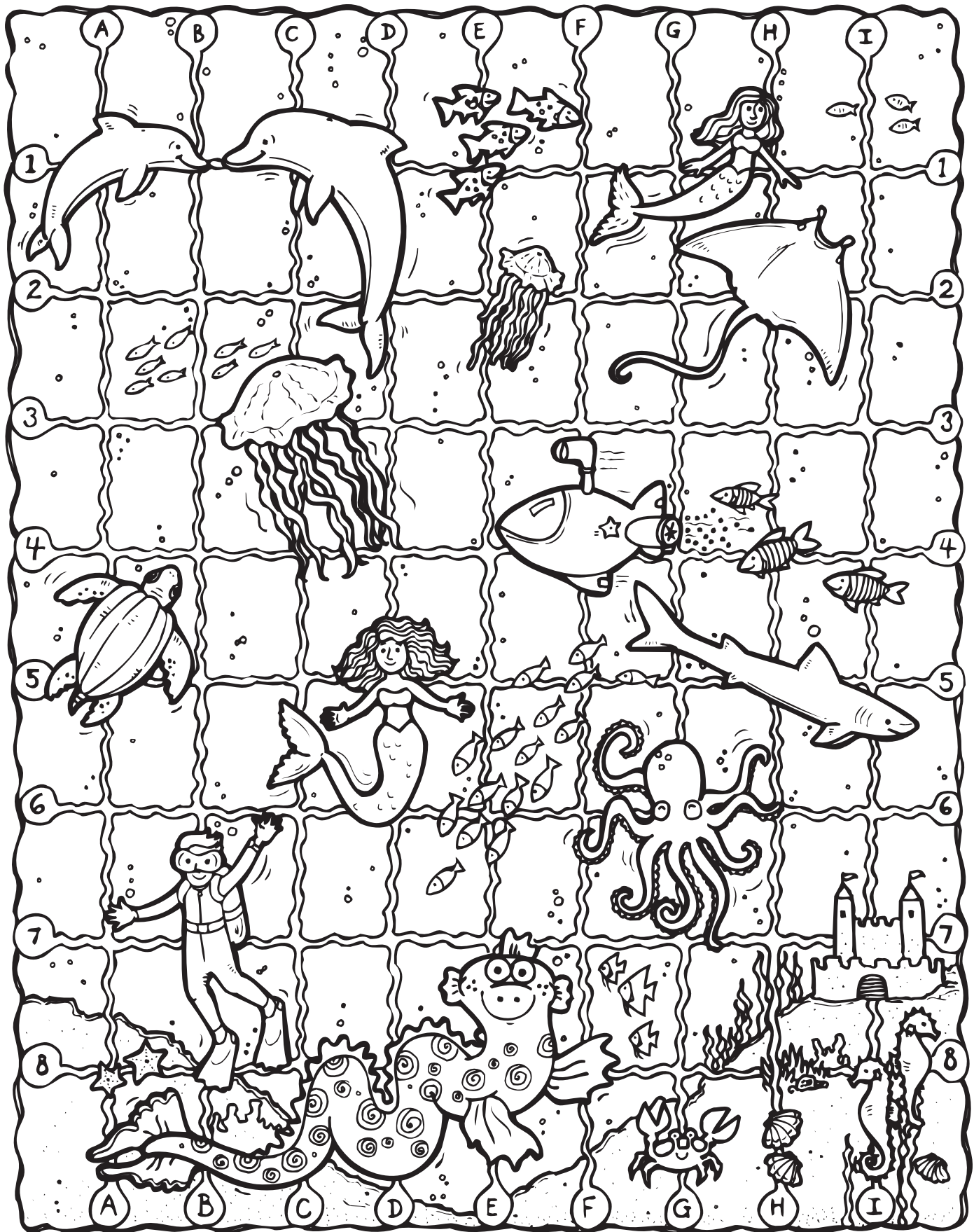
3 🍀s

3 1s

4 2s

3 3s

Under the Sea



Under the Sea

Use the underwater grid to find sea creatures. Then circle the correct answer.

- What can you find at A1?
 - mermaid
 - dolphin
 - sea horses
- What can you find at B7?
 - diver
 - submarine
 - sand castle
- What can you find at H2?
 - octopus
 - manta ray
 - stripped fish
- What can you find at C3?
 - crab
 - jellyfish
 - spotted fish
- What can you find at D5?
 - mermaid
 - dolphin
 - sea turtle
- What can you find at I7?
 - diver
 - octopus
 - sand castle
- What can you find at E8?
 - jellyfish
 - sea horses
 - sea monster
- What can you find at G6?
 - shells
 - octopus
 - school of fish
- What can you find at F4?
 - submarine
 - sea turtle
 - spotted fish

