

EMPOWERING LITTLE MATHEMATICIANS

NUMBERS TO 100



NATALIE LYNN KINDERGARTEN

ABOUT THIS CURRICULUM

This curriculum is designed to give students a strong foundation in number sense, geometry, measurement and data, and beginning addition and subtraction. This curriculum is meant to build upon students' understanding and prior knowledge with each lesson.

You may find that there is more than you can fit into one day. That is okay! You can choose what will work best for your class.

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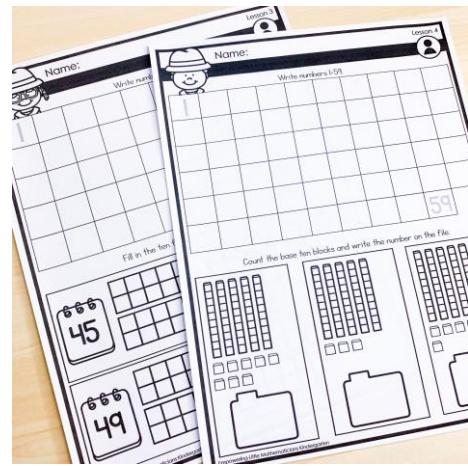
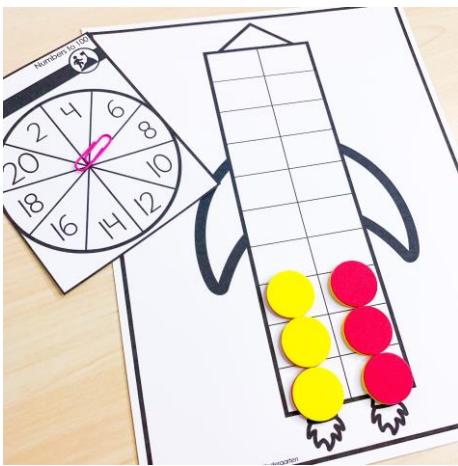
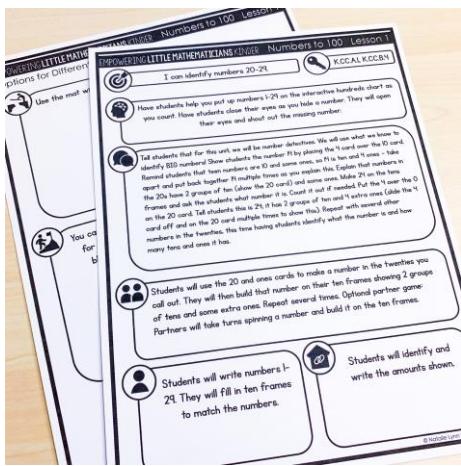
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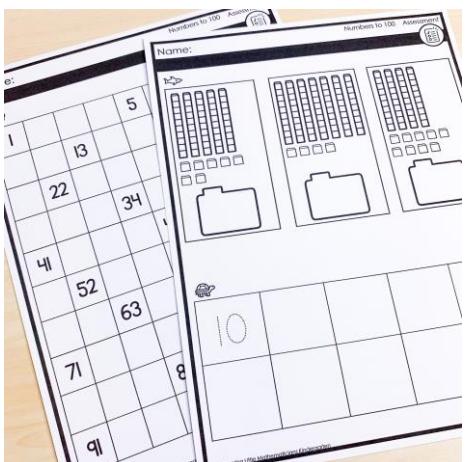
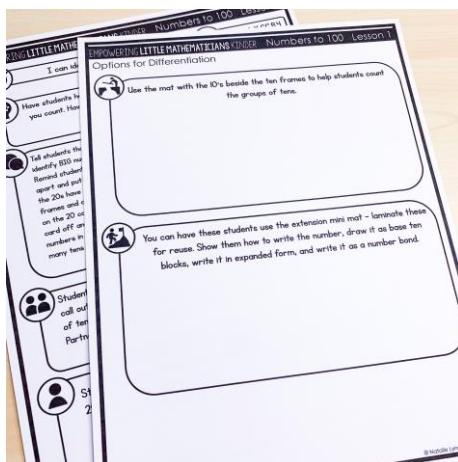
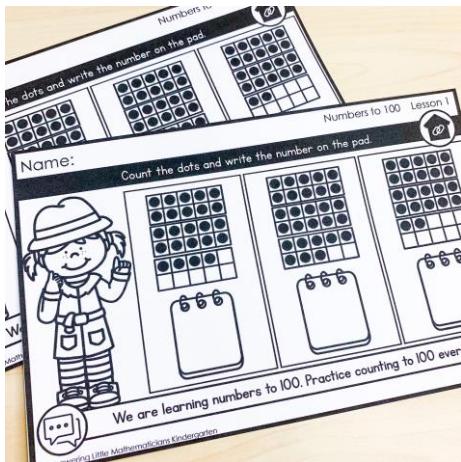
UNIT 12 OVERVIEW



Lesson plans – Follow the gradual release model and include differentiation options.

Partner games and activities

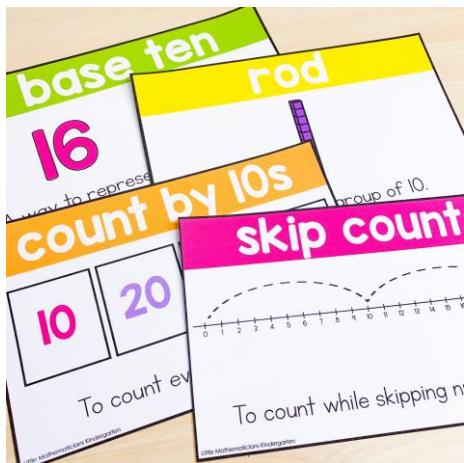
Independent practice activities



Optional homework

Differentiation Options

End of Unit Assessment



Math Word Wall Cards

6 Math Centers

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- Math Word Wall Cards – pages 6-11
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*Lessons 12-15 are optional lesson to work on skip counting by 5s and 2s.



FREQUENTLY ASKED QUESTIONS

Is this unit meant to be taught whole group or small group?

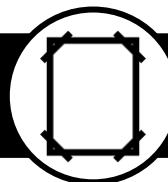
Either! I did write this unit with whole group instruction in mind, but these activities would also work well in small group guided math. Options for differentiation in small groups are included in each lesson. I call these units “guided math” because the teacher is guided the students through a gradual-release model.

Do I need to teach these lessons in order?

The lessons in this unit were designed to build off of each other. You may be able to switch some around, but not most.

Does this unit contain an assessment?

Yes, there is a unit assessment at the end. This assessment ONLY assesses skills taught in this unit. You will need to lead students through each part of this assessment. You can also easily use the Independent or Home activities as assessments. If you do not give homework, the home connections make great exit slips!



MATH WALL CARDS

Vocabulary cards for a math word wall are included. These cards are currently half page size. You can print them multiple pages to a page if you prefer them smaller.

plus sign



in all

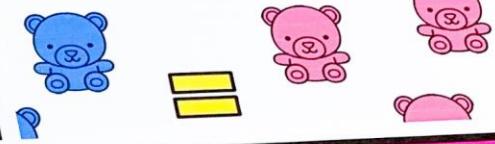


sum

$$4 + 2 = 6$$

ldina

equal



add



addend

$$4 + 2 =$$

number being added

tens

16

This number tells you how many groups of ten are in a number.

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ones

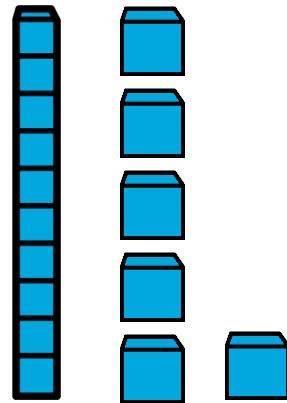
16

This number tells you how many ones are in a number.

© Natalie Lynn Kindergarten

base ten

16



A way to represent numbers and their value.

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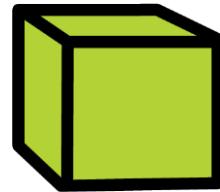
rod



Represents a group of 10.

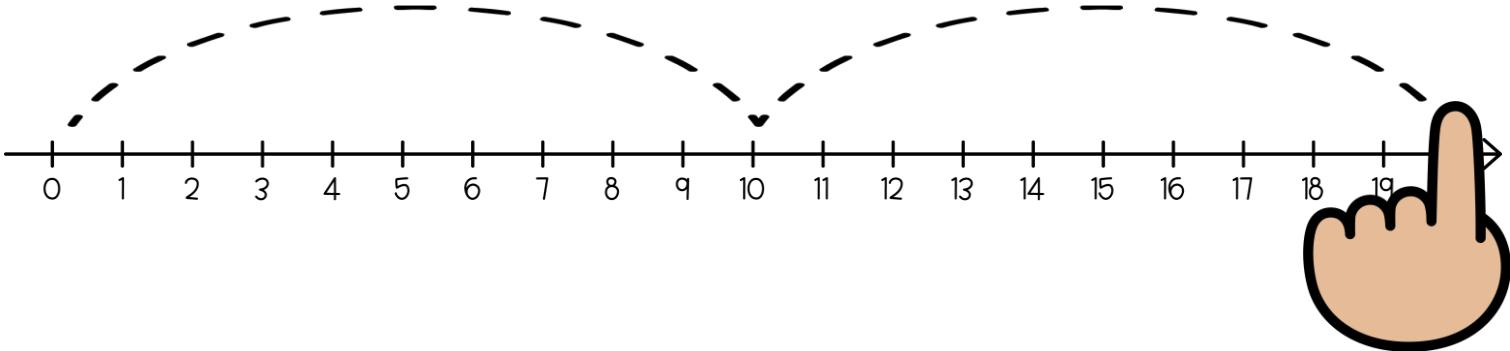
© Natalie Lynn Kindergarten

cube



Represents a group of 1.

skip count



To count while skipping numbers.

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count by 10s

10

20

30

40

To count every 10th number.

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count by 5s

5

10

15

20

To count every 10th number.

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count by 2s

2

4

6

8

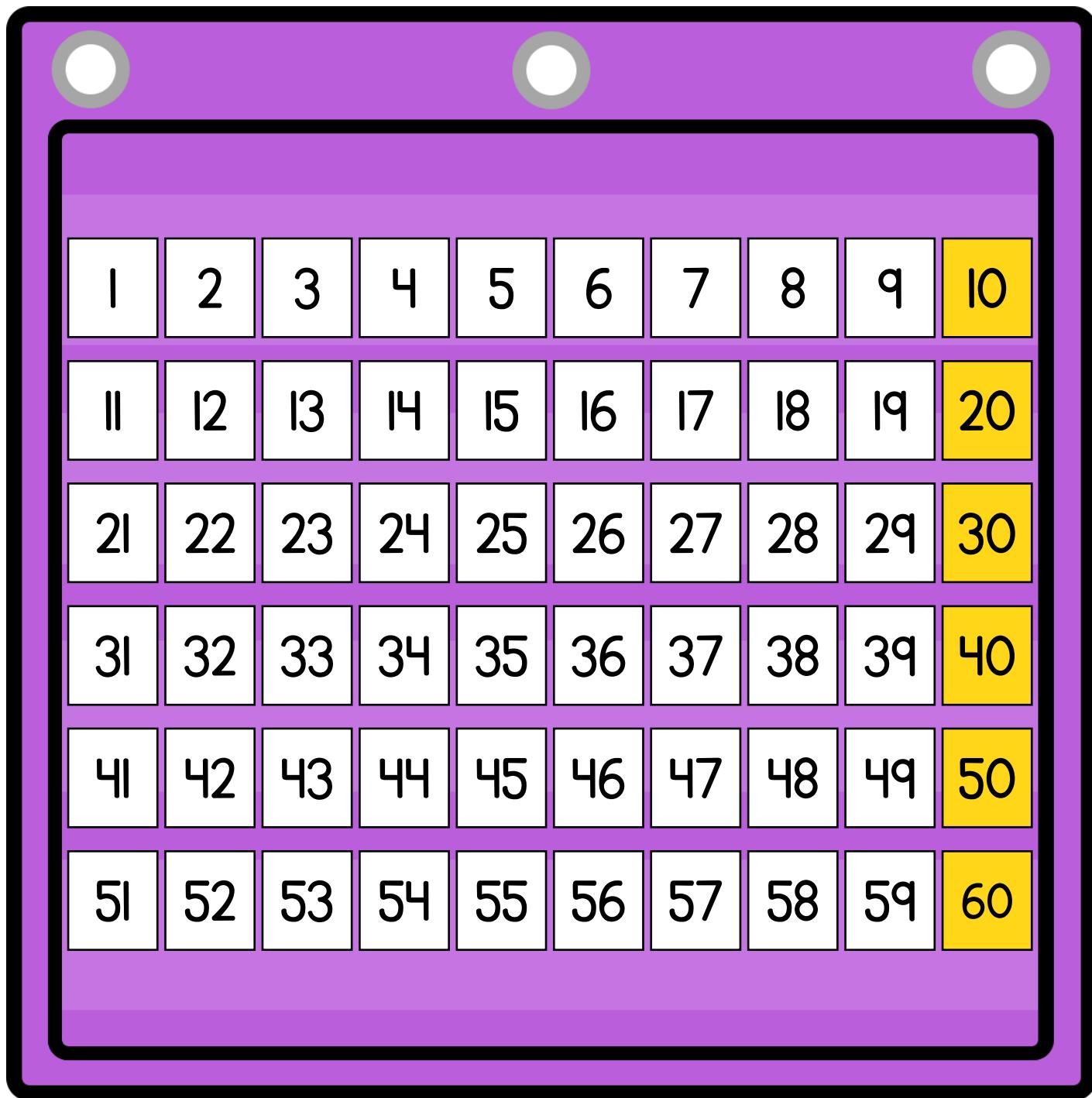
To count every 10th number.

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INTERACTIVE 100 CHART

Pieces are included to create each interactive 100 chart. Add the number cards to a pocket chart, increasing each day. If you want each decade to be a different color, that option is included on pages 18-28. If you want to print the fives and tens in different colors, those are included on pages 29-30.



1

2

3

4

5

6

7

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9

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11

12

13

14

15

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q1

q2

q3

q4

q5

q6

q7

q8

qq

100

10

20

30

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70

80

90

100

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25

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35

40

45

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70

75

80

85

90

95

100



MENTOR TEXTS

These are suggested mentor texts you can use to support your lessons. They are completely optional and not written into the lesson plans.

- Eggs and Legs by Michael Dahl [Counting by 2s]
- Lots of Ladybugs by Michael Dahl [Counting by 5s]
- One Watermelon Seed by Celia Lottridge [Counting groups of ten]
 - Plenty of Petals by Michael Dahl [Counting by 10s]
 - Tail Feather Fun by Michael Dahl [Counting by 10s]
 - 100 Bugs! by Kate Narita [Counting to 100]
- 100 Hungry Monkeys! by Masayuki Sebe [Counting to 100]



LESSON PLANS

These symbols represent each part of the lesson plan.



Learning Target



Key Common Core State Standards



Number Sense Warm Up



Teacher Mini Lesson



Partner Practice Activity



Independent Practice Activity



Optional Home Link

Options for Differentiation



Below Level - Scaffolding



Above Level - Enrichment



I can identify numbers 20-29.



K.CC.A.1, K.CC.B.4



Have students help you put up numbers 1-29 on the interactive hundreds chart as you count. Have students close their eyes as you hide a number. They will open their eyes and shout out the missing number.



Tell students that for this unit, we will be number detectives. We will use what we know to identify BIG numbers! Show students the number 14 by placing the 4 card over the 10 card. Remind students that teen numbers are 10 and some ones, so 14 is ten and 4 ones - take apart and put back together 14 multiple times as you explain this. Explain that numbers in the 20s have 2 groups of ten (show the 20 card) and some ones. Make 24 on the tens frames and ask the students what number it is. Count it out if needed. Put the 4 over the 0 on the 20 card. Tell students this is 24; it has 2 groups of ten and 4 extra ones (slide the 4 card off and on the 20 card multiple times to show this). Repeat with several other numbers in the twenties, this time having students identify what the number is and how many tens and ones it has.



Students will use the 20 and ones cards to make a number in the twenties you call out. They will then build that number on their ten frames showing 2 groups of tens and some extra ones. Repeat several times. Optional partner game: Partners will take turns spinning a number and build it on the ten frames.



Students will write numbers 1-29. They will fill in ten frames to match the numbers.



Students will identify and write the amounts shown.

Options for Differentiation



Use the mat with the 10's beside the ten frames to help students count the groups of tens.



You can have these students use the extension mini mat - laminate these for reuse. Show them how to write the number, draw it as base ten blocks, write it in expanded form, and write it as a number bond.

Name: _____

Numbers to 100 Lesson 1



Write numbers 1-29.

| | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|
| 1 | | | | | | | | | |
| | | | | | | | | | |
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29

Fill in the ten frames to match the numbers.

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|----|--|--|--|--|
| 24 | | | | |
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| 27 | | | | |
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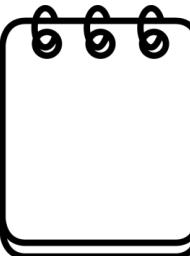
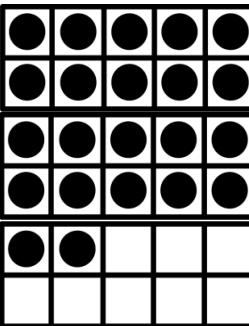
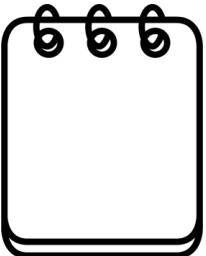
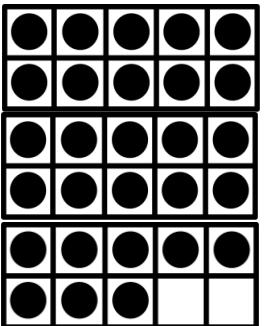
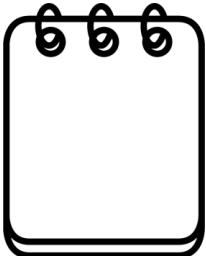
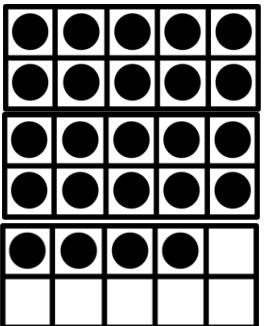
| | | | | |
|----|--|--|--|--|
| 21 | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Name: _____

Numbers to 100 Lesson 1



Count the dots and write the number on the pad.



We are learning numbers to 100. Practice counting to 100 every night!

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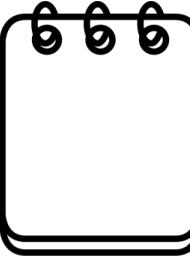
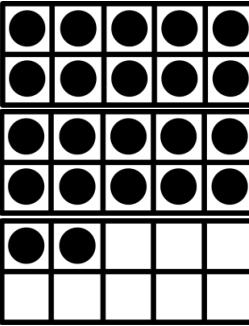
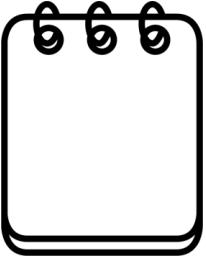
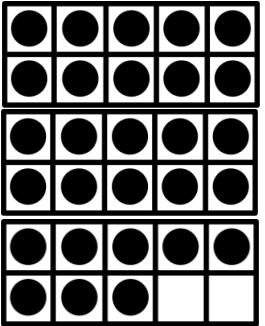
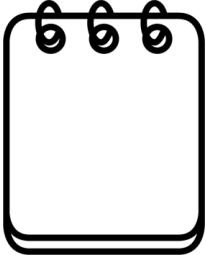
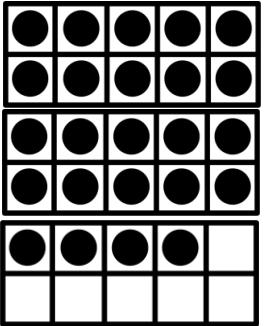
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Name: _____

Numbers to 100 Lesson 1



Count the dots and write the number on the pad.



We are learning numbers to 100. Practice counting to 100 every night!

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2

0

1

2

3

4

5

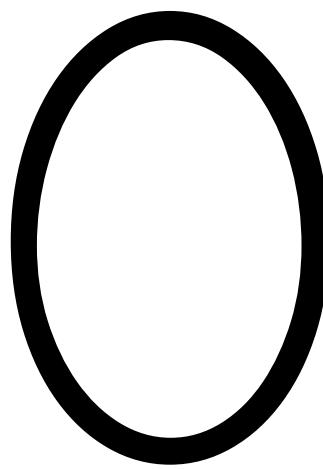
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7

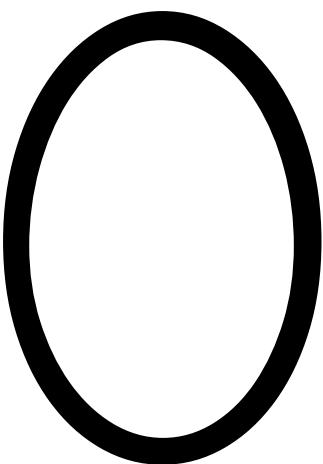
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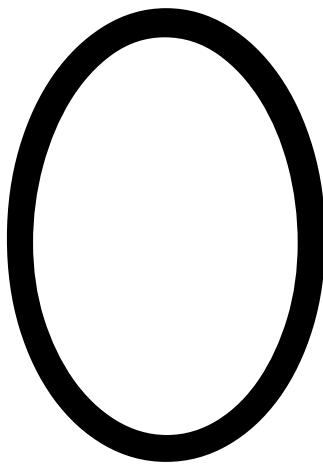
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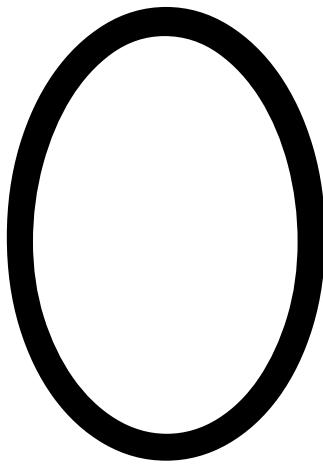
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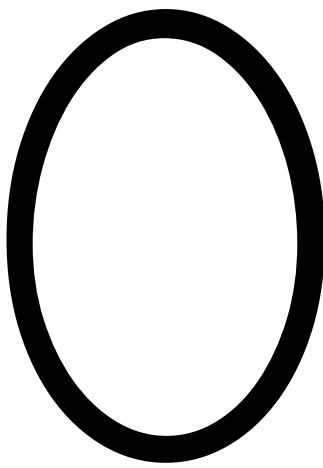
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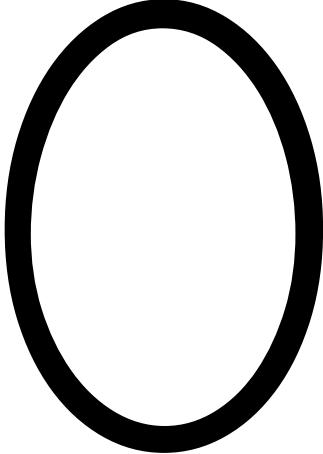
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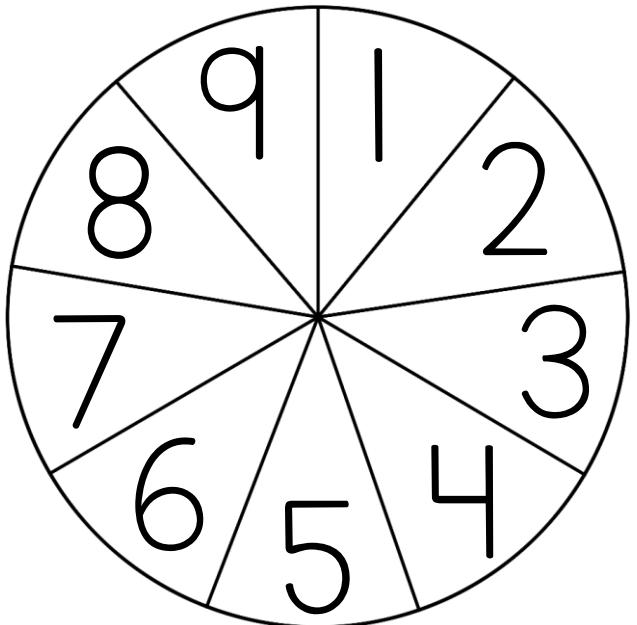
o

SPIN AND BUILD

Numbers to 100



20 +



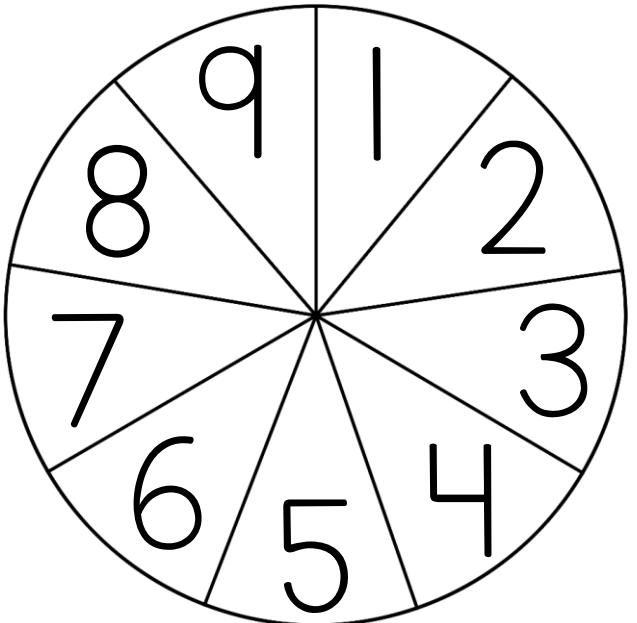
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SPIN AND BUILD

Numbers to 100

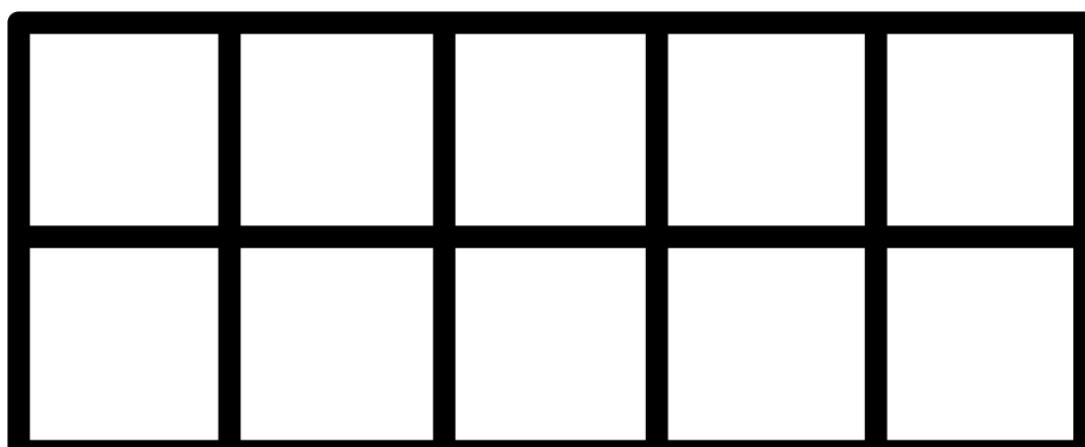
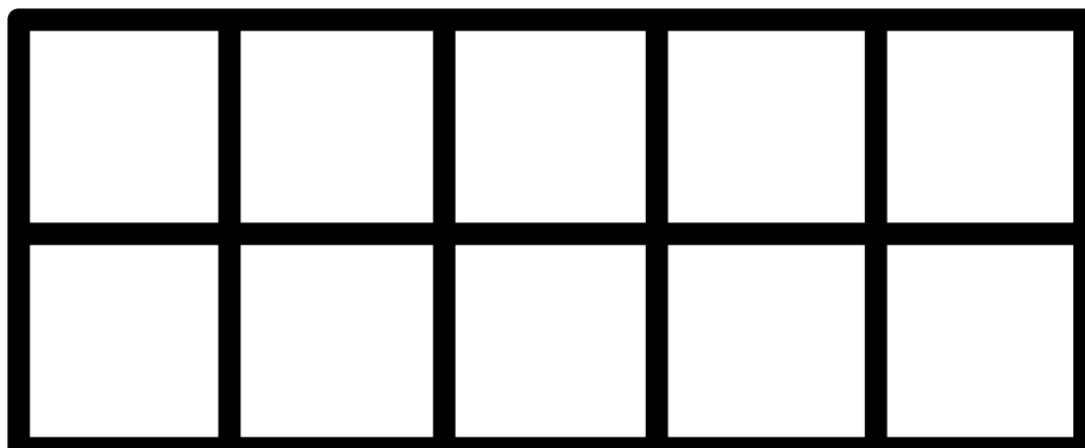
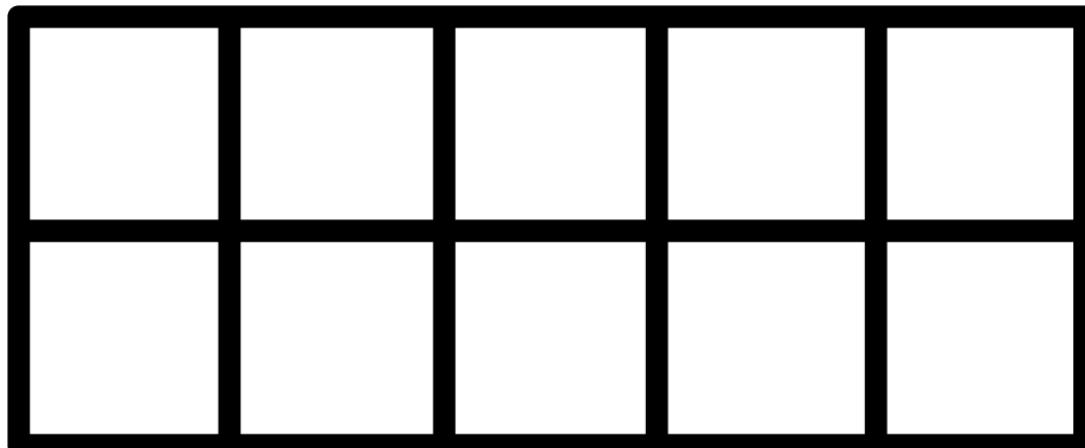
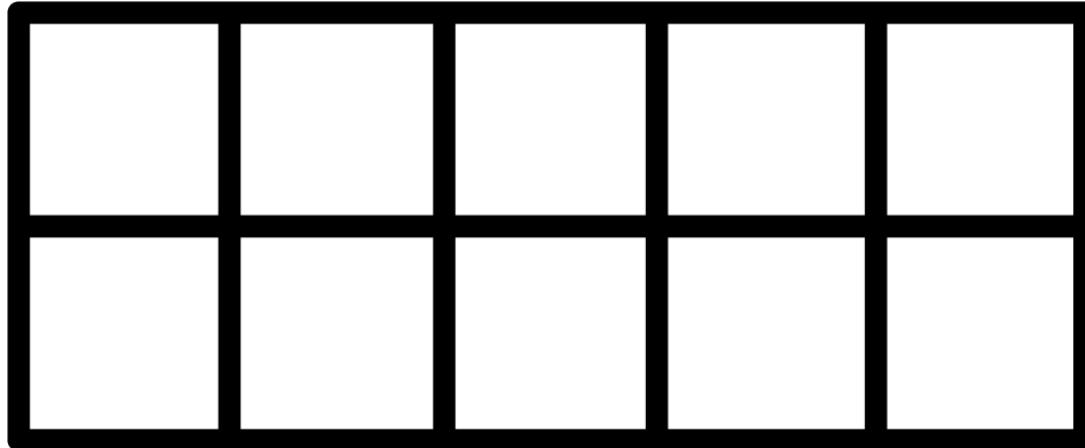


20 +



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Use these ten frames for lessons 1-3. Give each pair the amount needed for their group of ten.



10

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20

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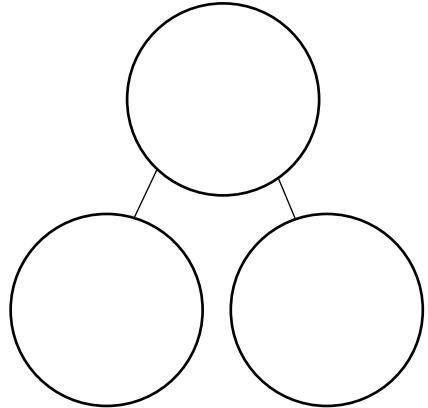
Write the number:

Base 10:

Expanded form:

+

Number Bond:



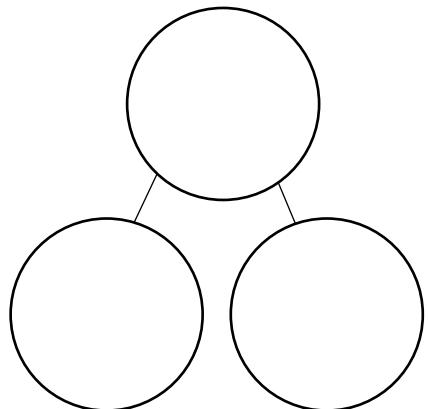
Write the number:

Base 10:

Expanded form:

+

Number Bond:



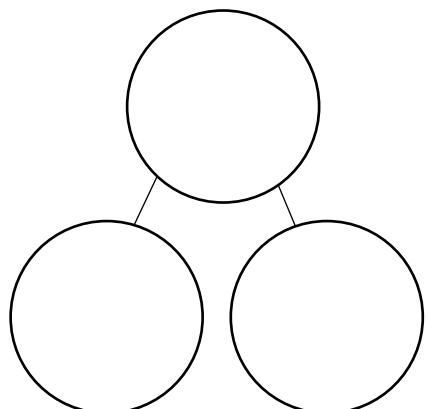
Write the number:

Base 10:

Expanded form:

+

Number Bond:





I can identify numbers 30-39.



K.CC.A.1, K.CC.B.4



Have students help you put up numbers 1-39 on the interactive hundreds chart as you count. Have students close their eyes as you hide a number. They will open their eyes and shout out the missing number.



Show students the 30 card and ask how many groups of ten it has (if they do not know, explain how we know it has 3). Tell students that this number is 30. All of the numbers in the 30s have 3 groups of ten. Build the number 35 on ten frames and ask students to identify how many counters there are. Use the 30 and ones cards to show 35. Ask the students how many tens and ones it has. Say "This is 35. Thirty (point to the 3) and 5 point to the 5). 35 has 3 groups of tens and 5 extra ones). Repeat several times with numbers 31-39. You can have students come up and build numbers as well.



Students will use the 30 and ones cards to make a number you call out (use the 30 cards and the ones cards from lesson 1). They will then build that number on their ten frames with counters showing 3 groups of tens and some extra ones. Repeat several times. Optional partner game: Partners will take turns spinning a number and build it on the ten frames.



Students will write their numbers 1-39.



Students will identify and write the amounts shown.

Options for Differentiation



Use the mat with the 10's beside the ten frames to help students count the groups of tens.



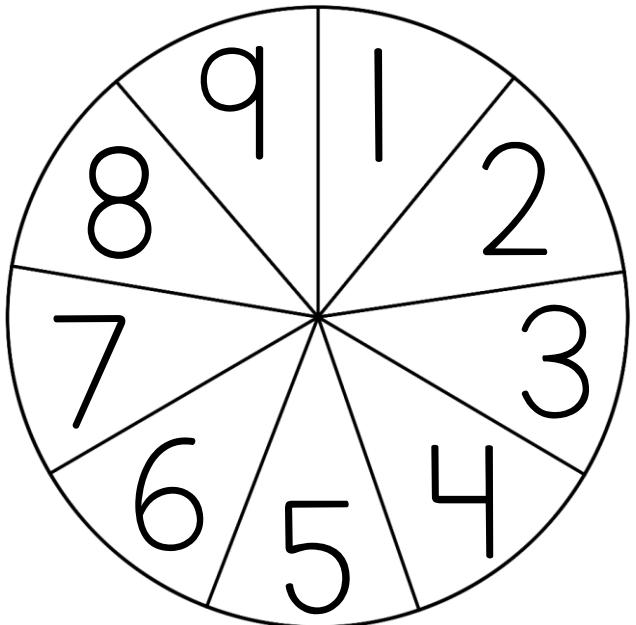
You can have these students use the extension mini mat – laminate these for reuse. Show them how to write the number, draw it as base ten blocks, write it in expanded form, and write it as a number bond.

SPIN AND BUILD

Numbers to 100



30 +



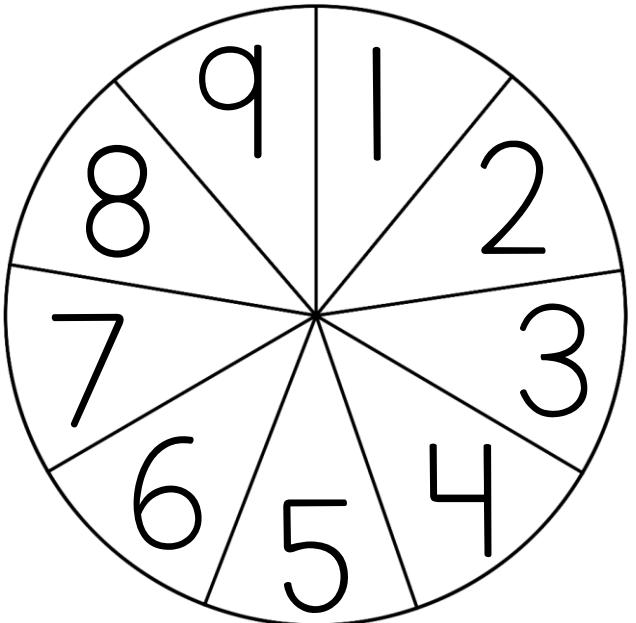
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SPIN AND BUILD

Numbers to 100



30 +



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Name: _____

Lesson 2



Write numbers 1-39.

| | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|
| 1 | | | | | | | | | |
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39

Fill in the ten frames to match the numbers.

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| | | | | | | | | | |

Name: _____

Numbers to 100 Lesson 2



Count the dots and write the number on the pad.



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| 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 5 | 5 | 5 |

5 5 5 5 5

| | | | | |
|---|---|---|---|---|
| 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 5 | 5 | 5 |

5 5 5 5 5

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| 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 5 | 5 | 5 |
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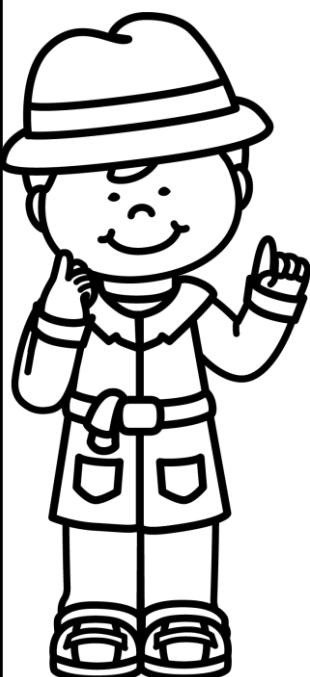
5 5 5 5 5

Name: _____

Numbers to 100 Lesson 2



Count the dots and write the number on the pad.



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I can identify numbers 40-49.



K.CC.A.1, K.CC.B.4



Have students help you put up numbers 1-49 on the interactive hundreds chart as you count. Have students close their eyes as you hide a number. They will open their eyes and shout out the missing number.



Show students the 40 card and ask how many groups of ten it has (if they do not know, explain how we know it has 4). Tell students that this number is 40. All of the numbers in the 40s have 4 groups of ten. Build the number 47 on ten frames and ask students to identify how many counters there are. Use the 40 and ones cards to show 47. Ask the students how many tens and ones it has. Repeat several times with numbers 41-49. You can have students come up and build numbers as well.



Students will use the 20, 30, 40 and ones cards to make a number you call out (give students a 40 card to add to their cards from lessons 1-2). They will then build that number on their ten frames with counters showing 4 groups of tens and some extra ones. Repeat several times. Optional partner game: Partners will take turns spinning a number and build it on the ten frames.



Students will write their numbers 1-49.



Students will identify and write the amounts shown.

Options for Differentiation



Use the mat with the 10's beside the ten frames to help students count the groups of tens.



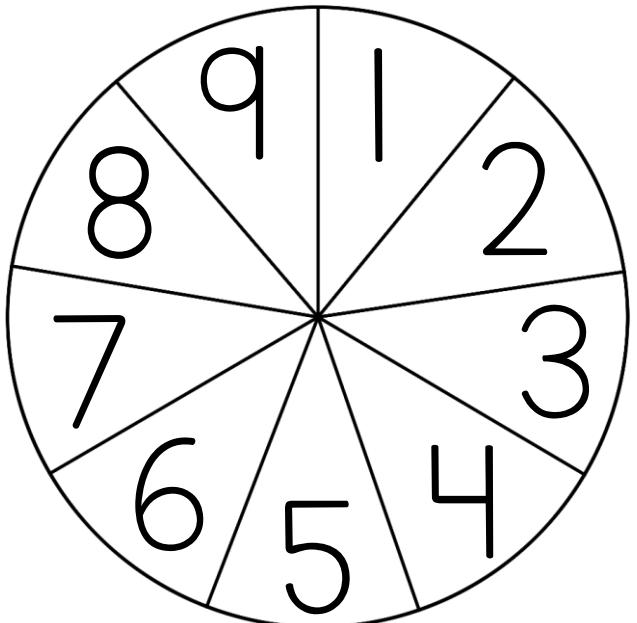
You can have these students use the extension mini mat - laminate these for reuse. Show them how to write the number, draw it as base ten blocks, write it in expanded form, and write it as a number bond.

SPIN AND BUILD

Numbers to 100



40 +



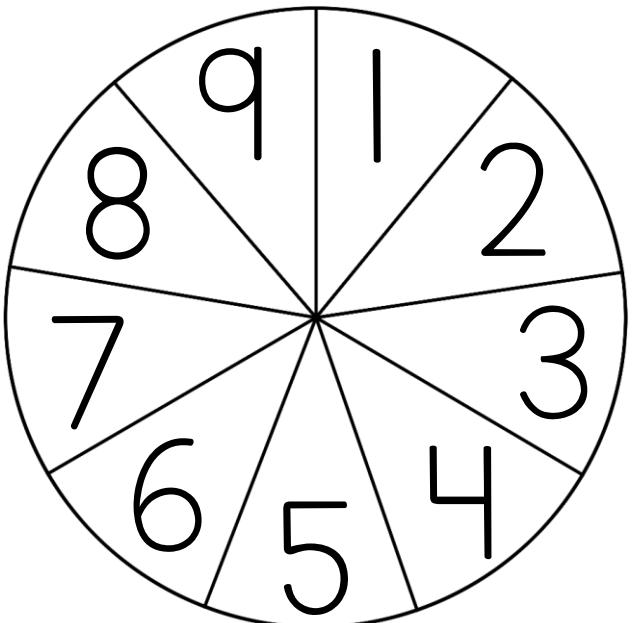
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SPIN AND BUILD

Numbers to 100



40 +



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Name: _____

Lesson 3



Write numbers 1-49.

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| 1 | | | | | | | | | |
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Fill in the ten frames to match the numbers.

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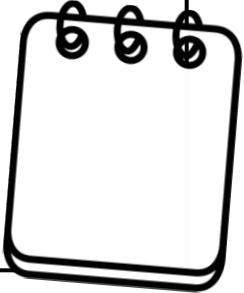
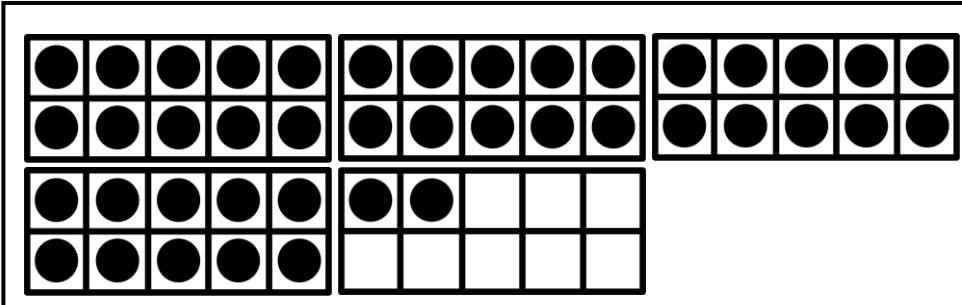
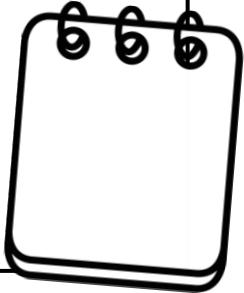
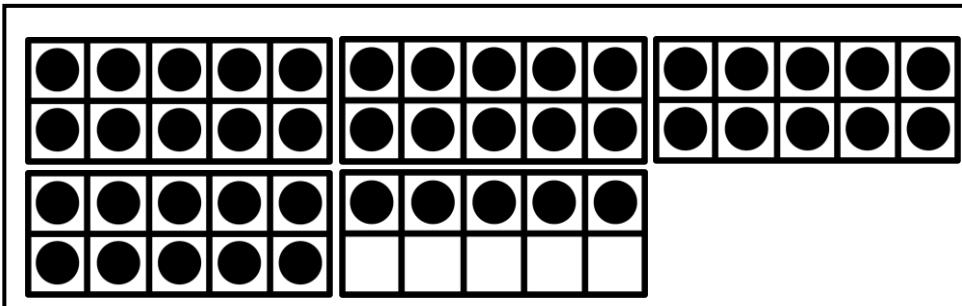
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Name: _____

Numbers to 100 Lesson 3



Count the dots and write the number on the pad.



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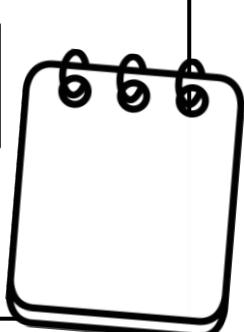
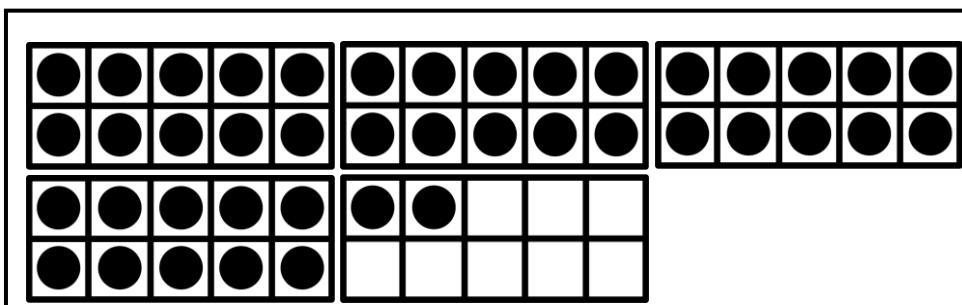
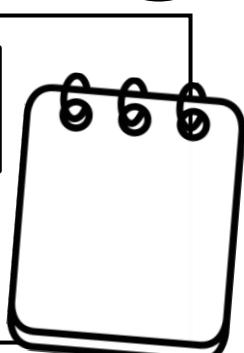
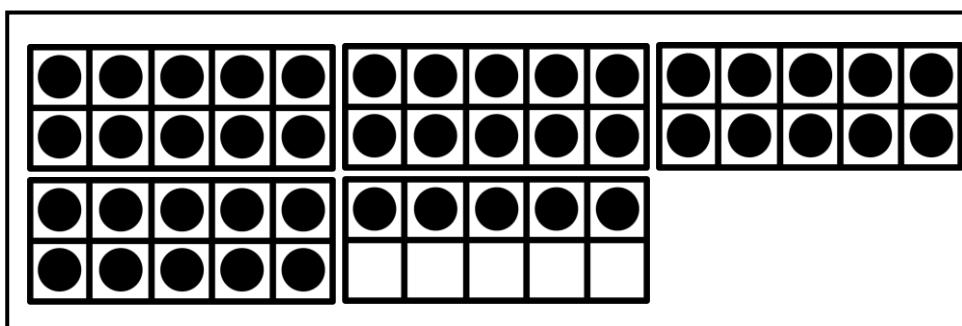
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Name: _____

Numbers to 100 Lesson 2



Count the dots and write the number on the pad.



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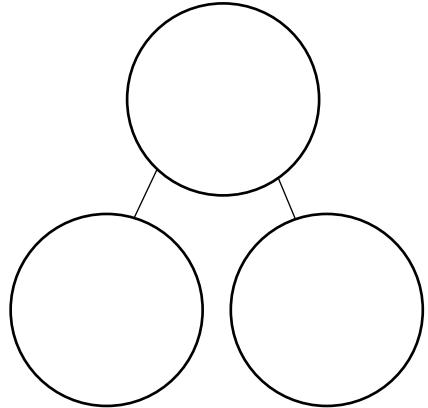
Write the number:

Base 10:

Expanded form:

+

Number Bond:



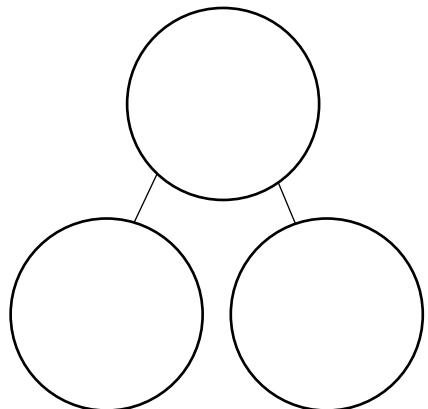
Write the number:

Base 10:

Expanded form:

+

Number Bond:



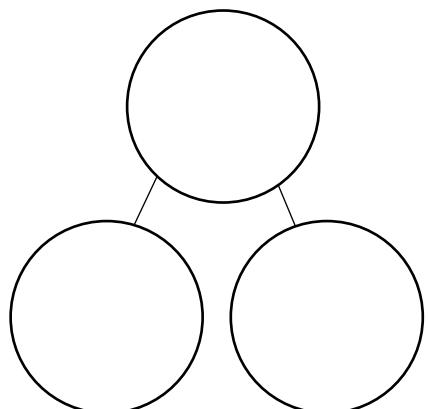
Write the number:

Base 10:

Expanded form:

+

Number Bond:





I can identify numbers 50-59.



K.CC.A.1, K.CC.B.4



Have students help you put up numbers 1-59 on the interactive hundreds chart as you count. Have students close their eyes as you hide a number. They will open their eyes and shout out the missing number.



Show students the 50 card and ask how many groups of ten it has. Tell students that this number is 50. All of the numbers in the 50s have 5 groups of ten. Build the number 56 on ten frames and ask students to identify how many counters there are. Use the 50 and ones cards to show 56. Ask the students how many tens and ones it has. Then, remind students that there is another way we can show a group of ten. Show students a rod and remind them that this represents a group of ten, just like a ten frame. Put out the 50 and the 4 cards. Have students help you show those numbers with base ten blocks. Then, identify the number you built. Repeat with a few different numbers.



Students will use the 50 and ones cards to make a number you call out. They will then build that number with base ten blocks showing 5 groups of tens and some extra ones. Repeat several times. Optional partner game: Partner one will use the cards to make a number, and partner two will build the number with base ten blocks. Then they will switch.



Students will write their numbers 1-59.



Students will identify and write the amounts shown.

Options for Differentiation



Use the mat with a space for each tens rod to help students count the groups of tens.



You can have these students use the extension mini mat - laminate these for reuse. Show them how to write the number, draw it as base ten blocks, write it in expanded form, and write it as a number bond.



Name: _____

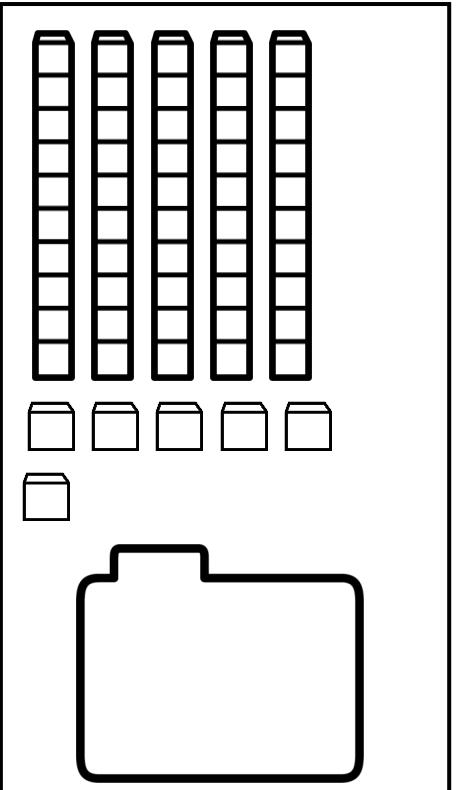
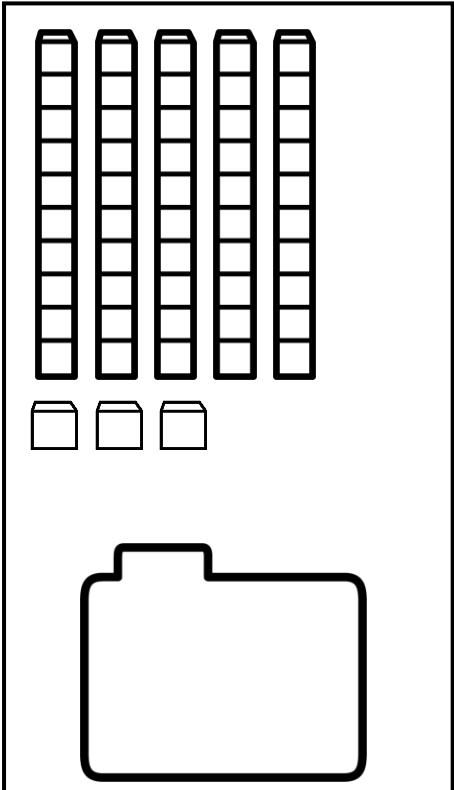
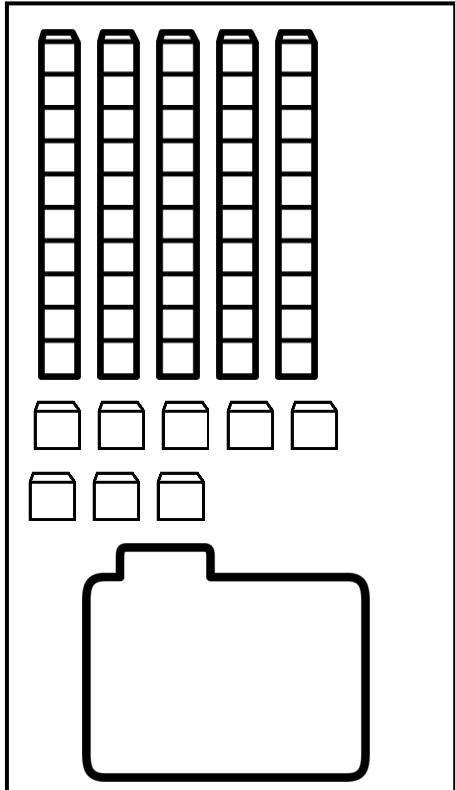
Lesson 4



Write numbers 1-59.

59

Count the base ten blocks and write the number on the file.

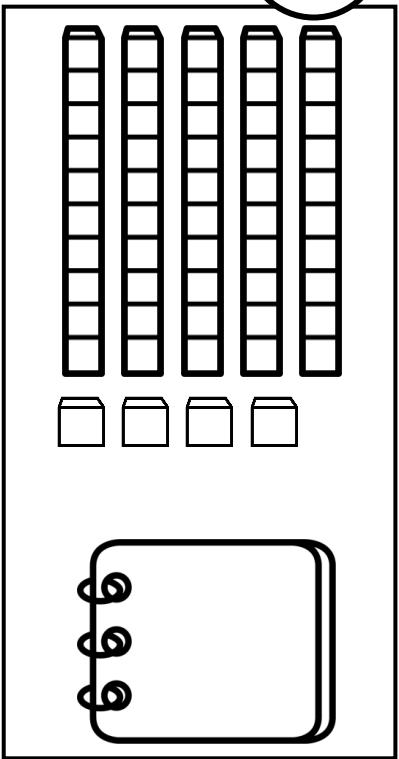
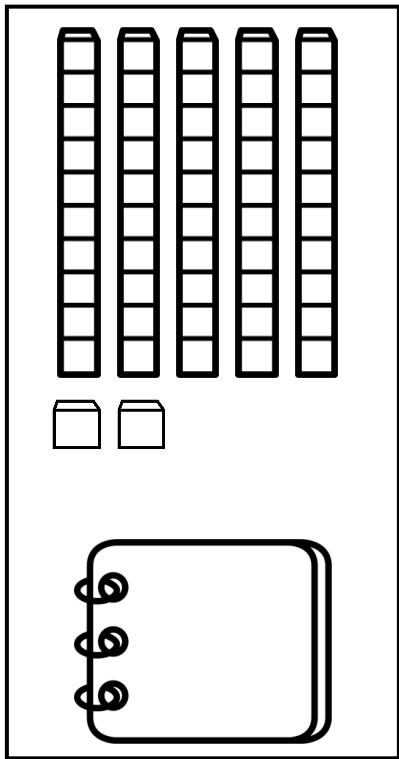
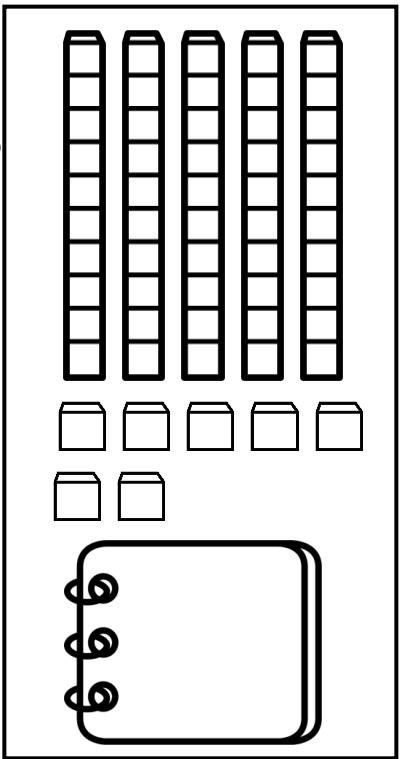
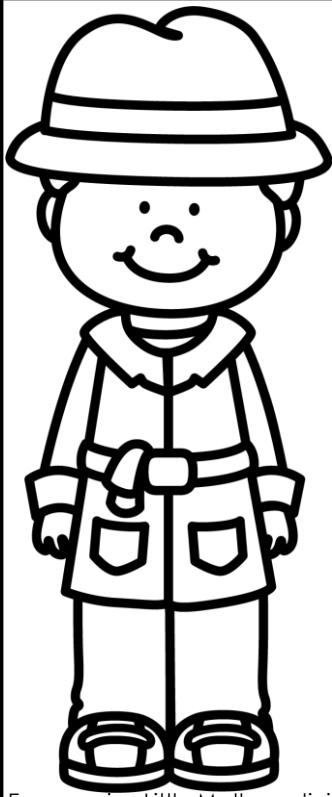


Name: _____

Numbers to 100 Lesson 4



Count the base ten blocks and write the number on the pad.



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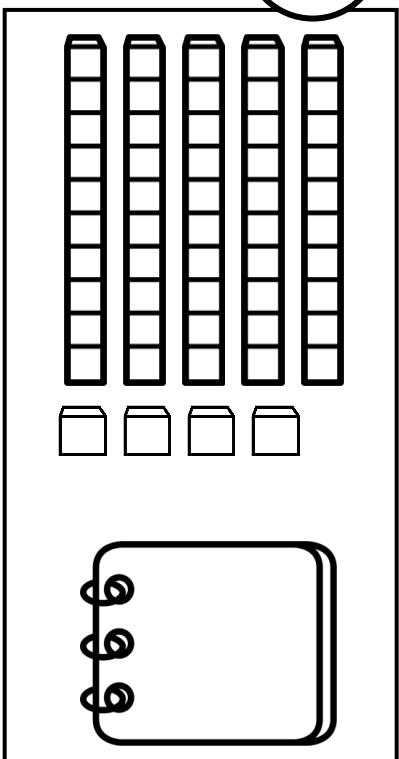
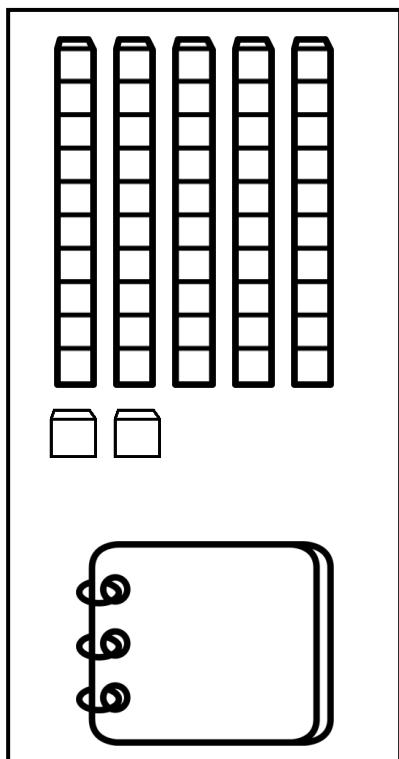
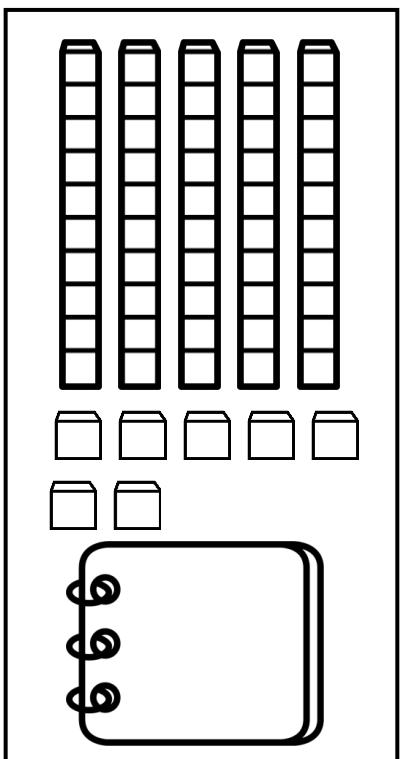
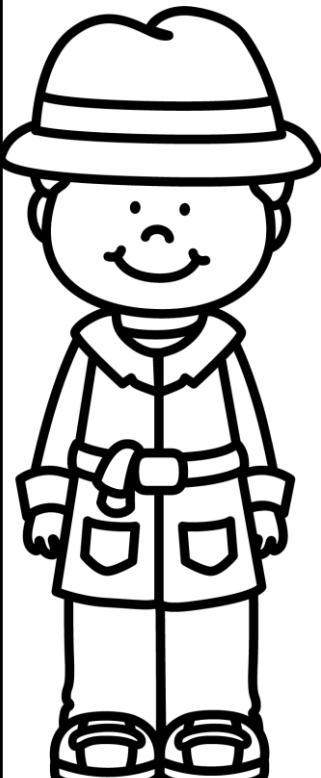
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Name: _____

Numbers to 100 Lesson 4



Count the base ten blocks and write the number on the pad.



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| | | | | | | | | | | |
| 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 | |

Extra ones:



I can identify numbers 60-69.



K.CC.A.1, K.CC.B.4



Have students help you put up numbers 1-69 on the interactive hundreds chart as you count. Have students close their eyes as you hide a number. They will open their eyes and shout out the missing number.



Show students the 60 card and ask how many groups of ten it has. Tell students that this number is 60. All of the numbers in the 60s have 6 groups of ten. Build the number 64 with base ten blocks and ask students to identify the number. Use the 60 and ones cards to show 64. Ask the students how many tens and ones it has. Repeat several times with numbers 61-69. You can have students come up and build numbers as well.



Students will use the 60 and ones cards to make a number in the 60s you call out. They will then build that number with base ten blocks showing 6 groups of tens and some extra ones. Repeat several times. Optional partner game: Partner one will use the cards to make a number, and partner two will build the number with base ten blocks. Then they will switch.



Students will write their numbers 1-69.



Students will identify and write the amounts shown.

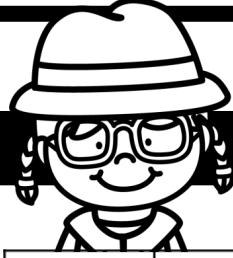
Options for Differentiation



Use the mat with a space for each tens rod to help students count the groups of tens.



You can have these students use the extension mini mat - laminate these for reuse. Show them how to write the number, draw it as base ten blocks, write it in expanded form, and write it as a number bond.



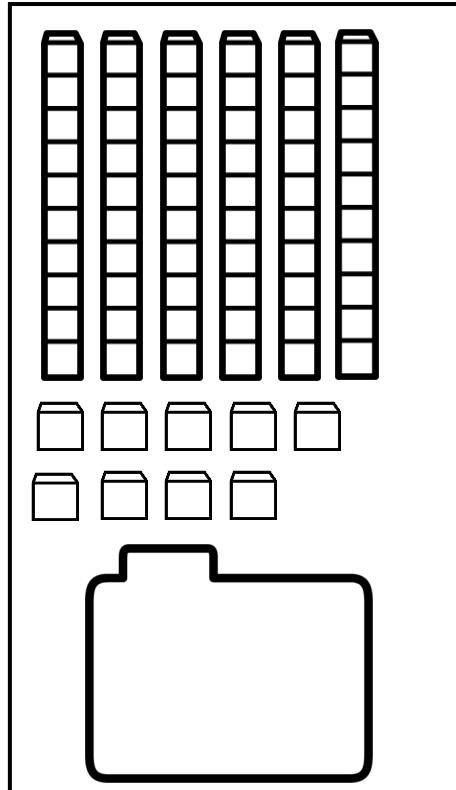
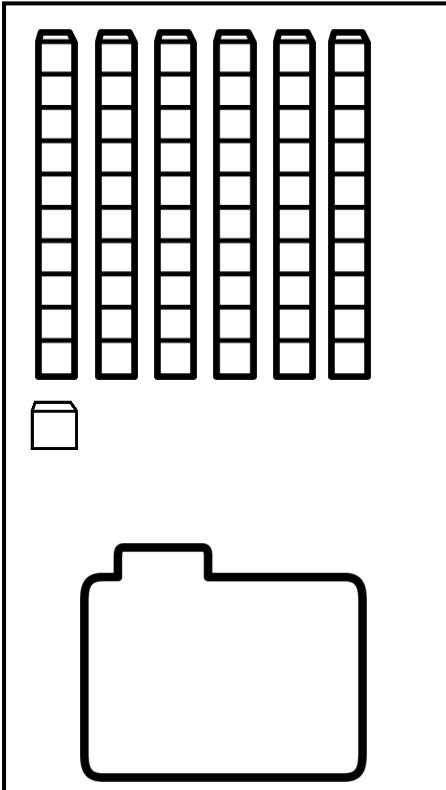
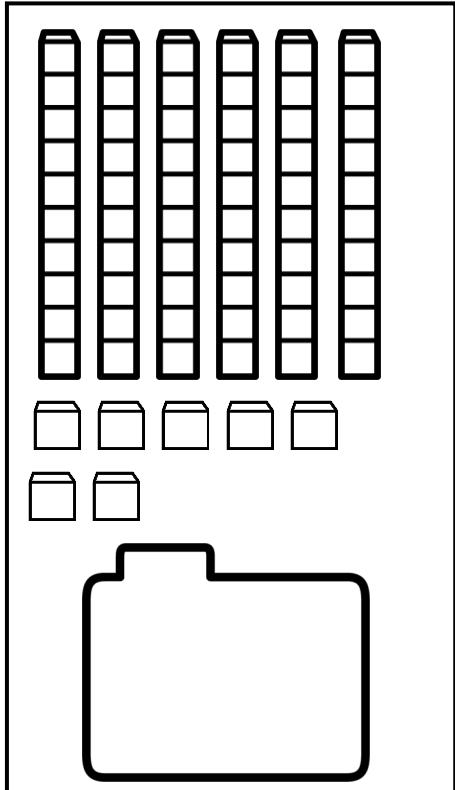
Name: _____

Lesson 5



Write numbers 1-69.

Count the base ten blocks and write the number on the file.

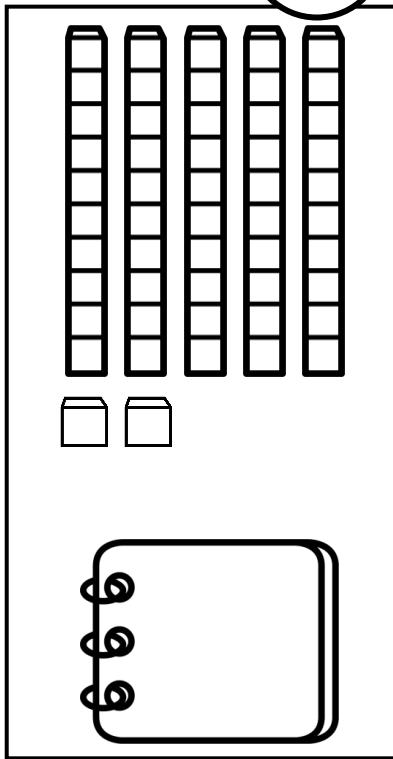
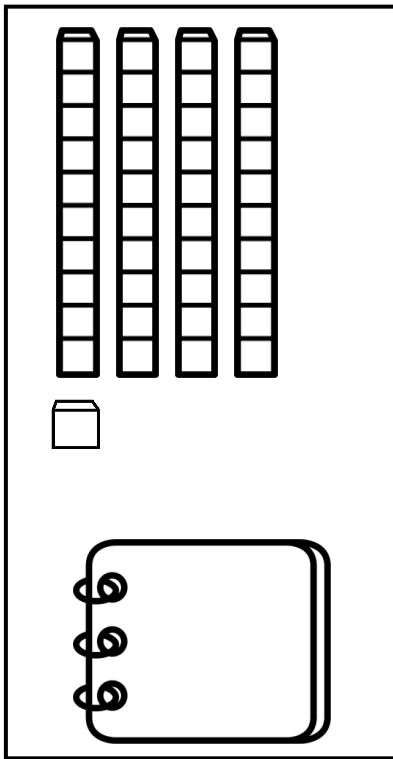
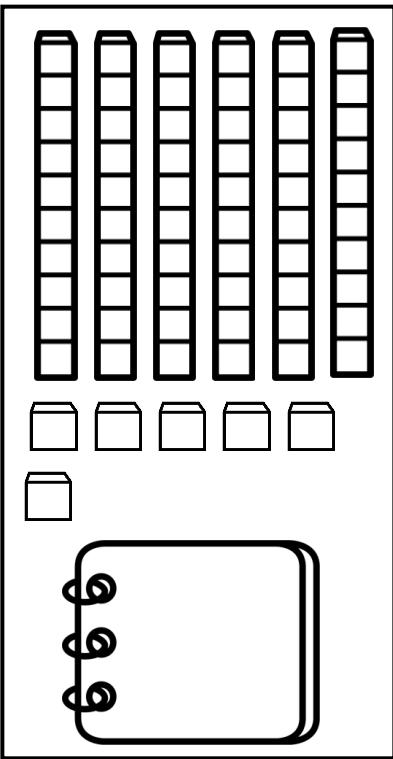


Name: _____

Numbers to 100 Lesson 5



Count the base ten blocks and write the number on the pad.



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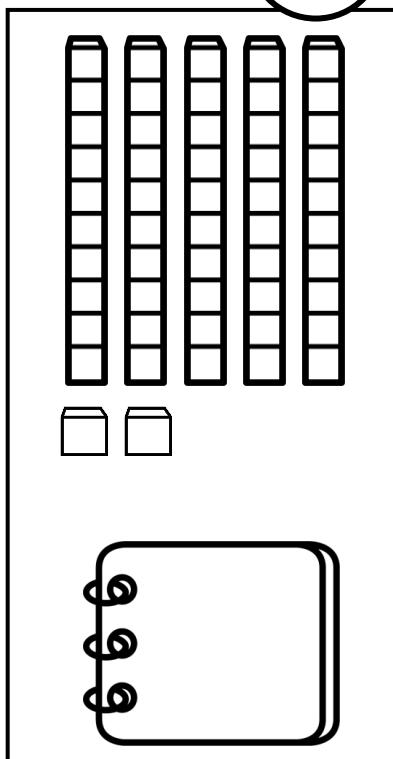
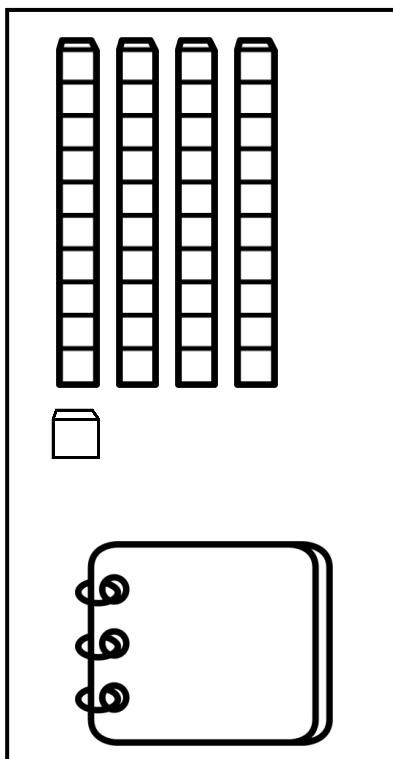
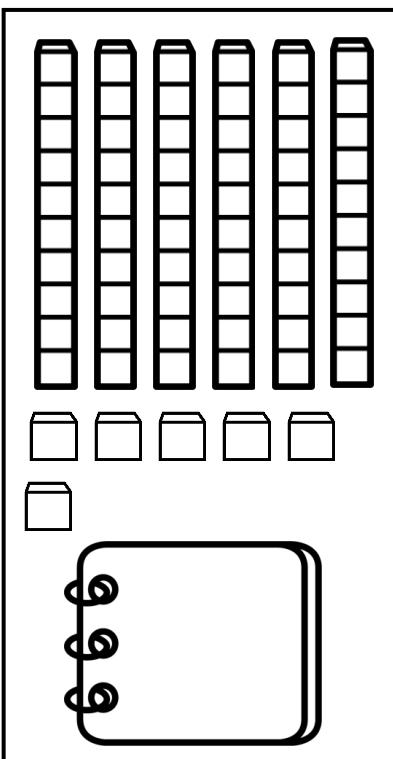
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Name: _____

Numbers to 100 Lesson 5



Count the base ten blocks and write the number on the pad.



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| | | | | | | | | | | |
| 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 | |

Extra ones:



I can identify numbers 70-79.



K.CC.A.1, K.CC.B.4



Have students help you put up numbers 1-79 on the interactive hundreds chart as you count. Have students close their eyes as you hide a number. They will open their eyes and shout out the missing number.



Show students the 70 card and ask how many groups of ten it has. Tell students that this number is 70. All of the numbers in the 70s have 7 groups of ten. Build the number 72 with base ten blocks and ask students to identify the number. Use the 70 and ones cards to show 72. Ask the students how many tens and ones it has. Repeat several times with numbers 71-79.



Students will use the 20-70 and ones cards to make a number you call out (from 21-79). They will then build that number with base ten. Repeat several times. Optional partner game: Partners will take turns spinning a tens and a ones. Both partners will use base ten blocks to build the number. Then, they will identify the number they built.



Students will write their numbers 1-79.



Students will identify and write the amounts shown.

Options for Differentiation



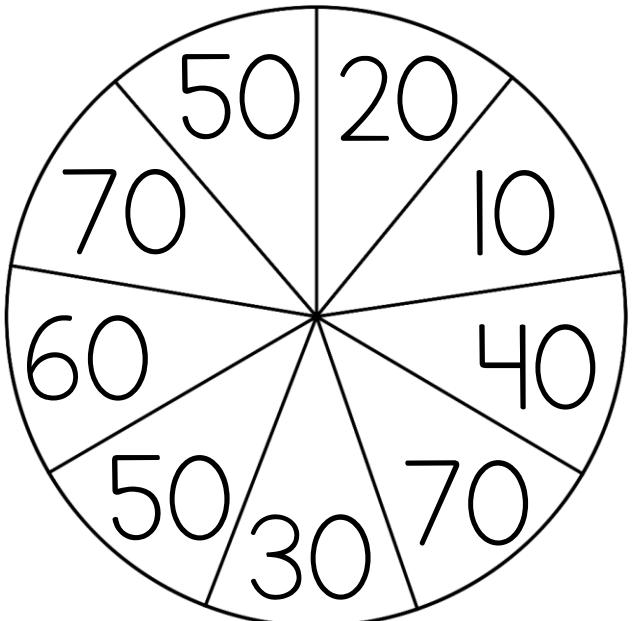
Use the mat with a space for each tens rod to help students count the groups of tens.



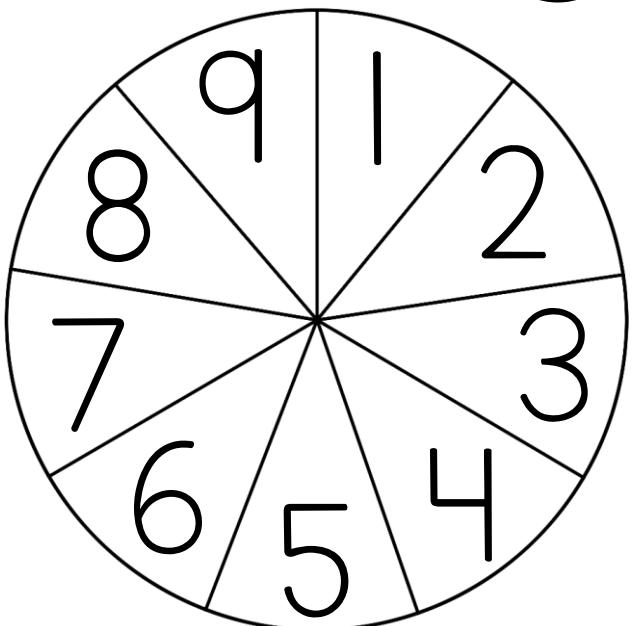
You can have these students use the extension mini mat - laminate these for reuse. Show them how to write the number, draw it as base ten blocks, write it in expanded form, and write it as a number bond.

SPIN AND BUILD

Numbers to 100



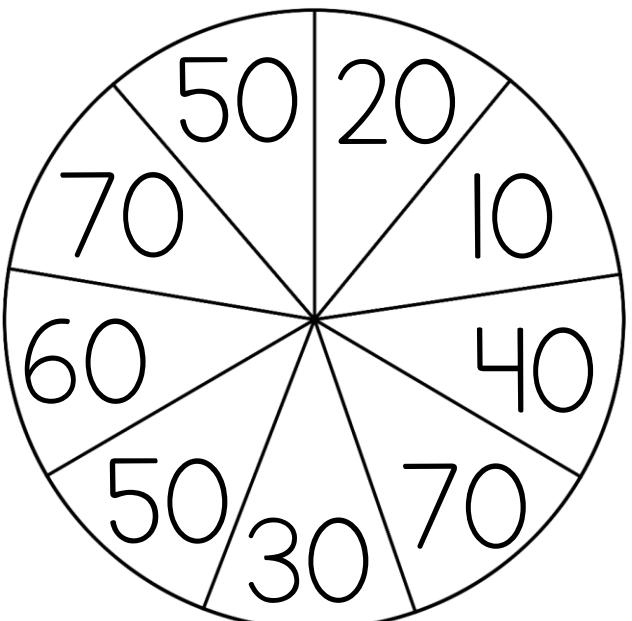
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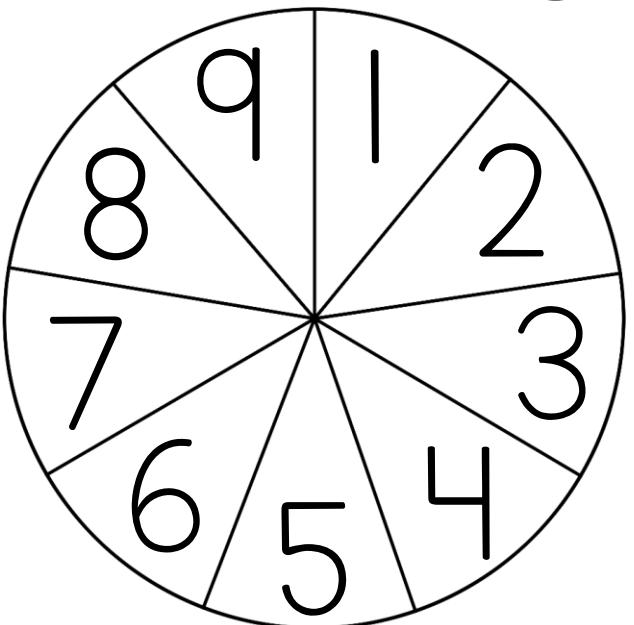
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SPIN AND BUILD

Numbers to 100



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Name: _____

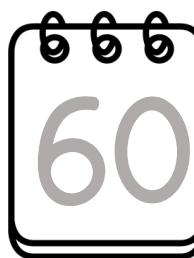
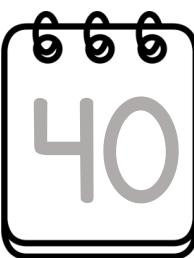
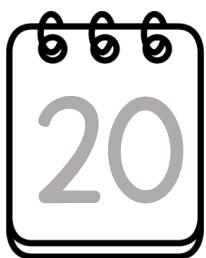
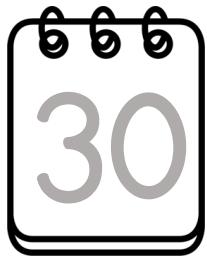
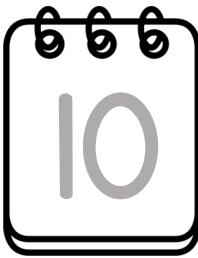
Lesson 6



Write numbers 1-79.

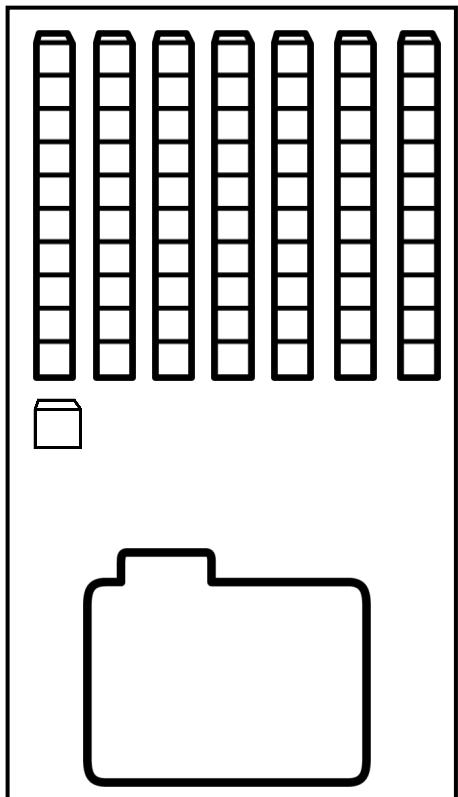
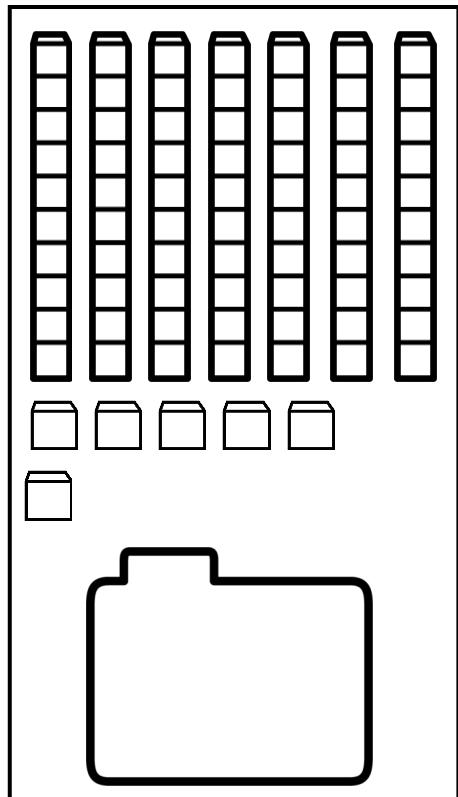
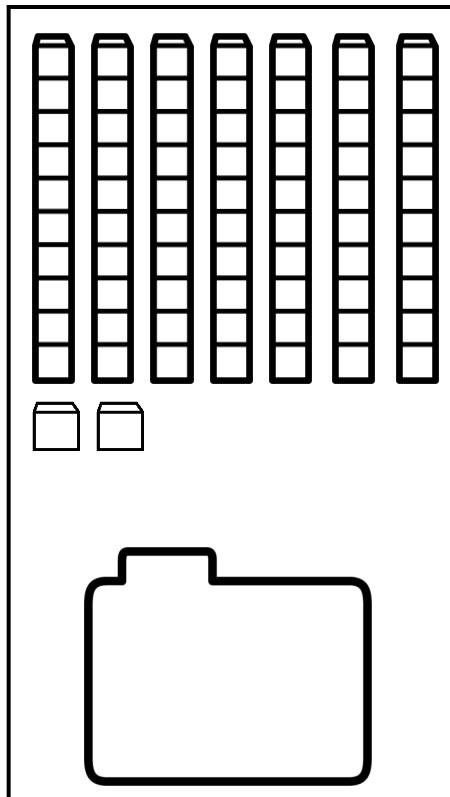
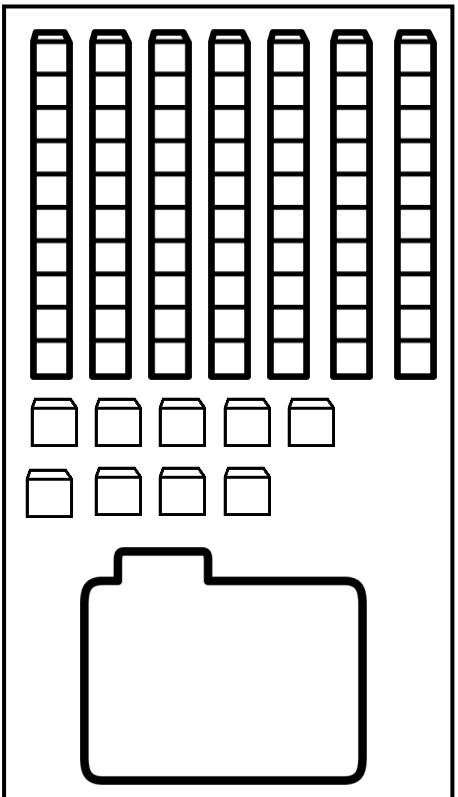
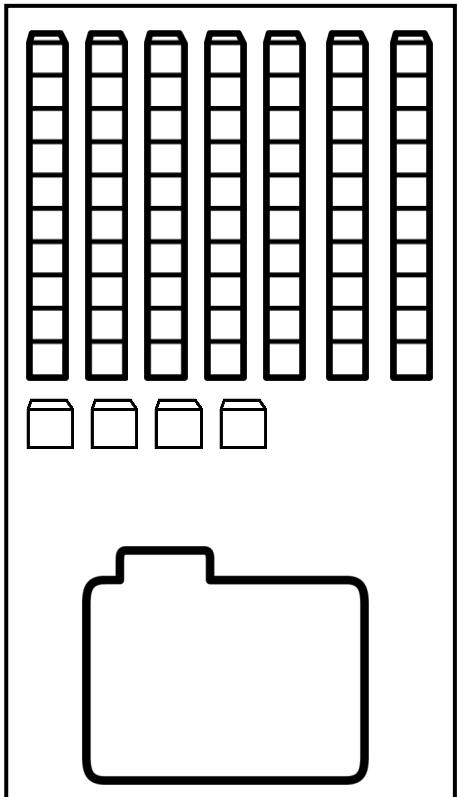
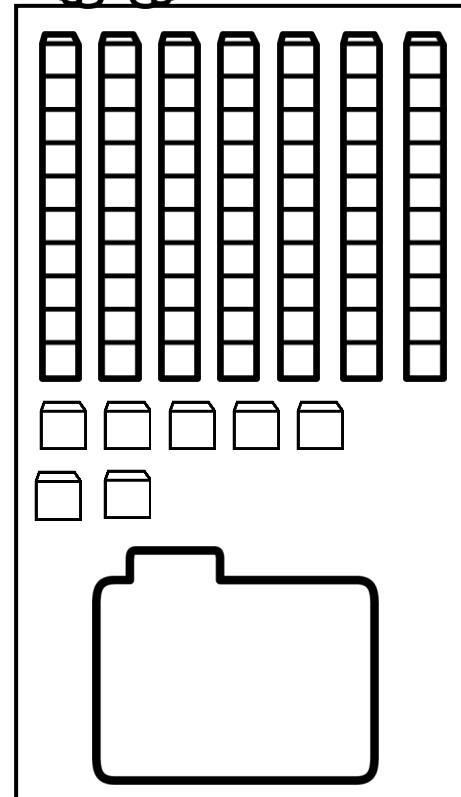
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Trace the numbers to count by tens.





Count the base ten blocks and write the number on the file.

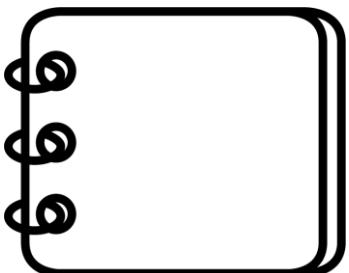
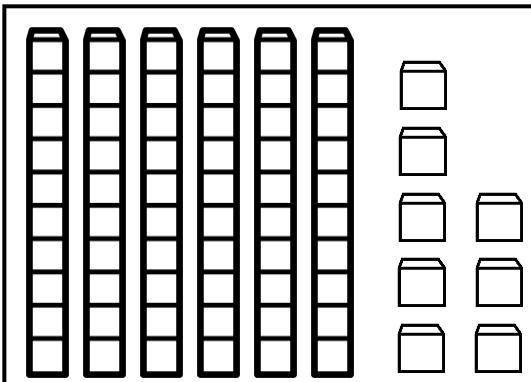
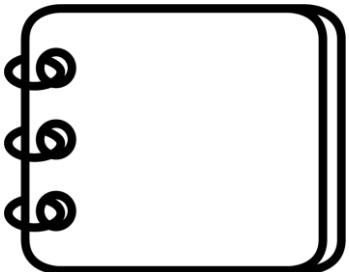
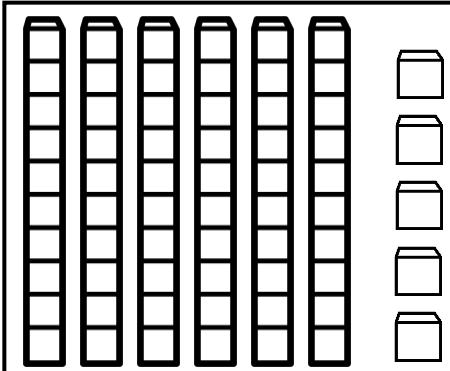


Name: _____

Numbers to 100 Lesson 6



Count the base ten blocks and write the number on the pad.

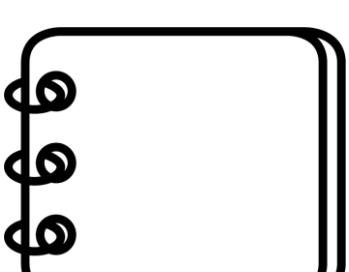
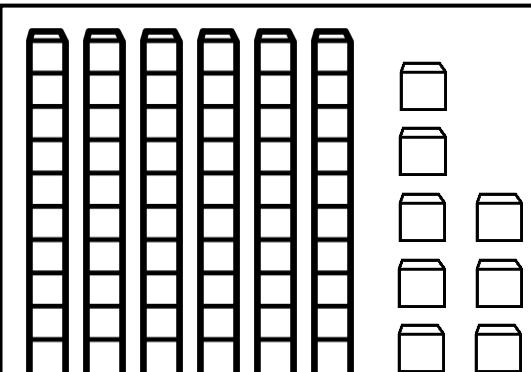
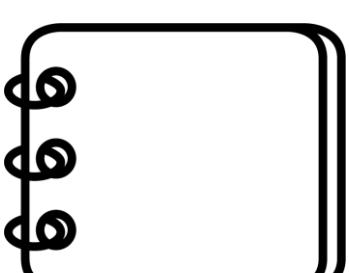
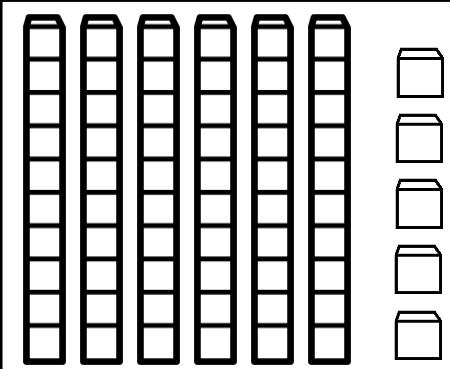


Name: _____

Numbers to 100 Lesson 6



Count the base ten blocks and write the number on the pad.



| | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|--|
| | | | | | | | | | | |
| 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 | |

Extra ones:



I can identify numbers 80-89.



K.CC.A.1, K.CC.B.4



Have students help you put up numbers 1-89 on the interactive hundreds chart as you count. Have students close their eyes as you hide a number. They will open their eyes and shout out the missing number.



Show students the 80 card and ask how many groups of ten it has. Tell students that this number is 80. All of the numbers in the 80s have 8 groups of ten. Build the number 84 with base ten blocks and ask students to identify the number. Use the 80 and ones cards to show 84. Ask the students how many tens and ones it has. Repeat several times with numbers 81-89.



Students will use the 20-80 and ones cards to make a number you call out (from 21-89). They will then build that number with base ten. Repeat several times. Optional partner game: Partners will take turns spinning a tens and a ones. Both partners will use base ten blocks to build the number. Then, they will identify the number they built.



Students will write their numbers 1-89.



Students will identify and write the amounts shown.

Options for Differentiation



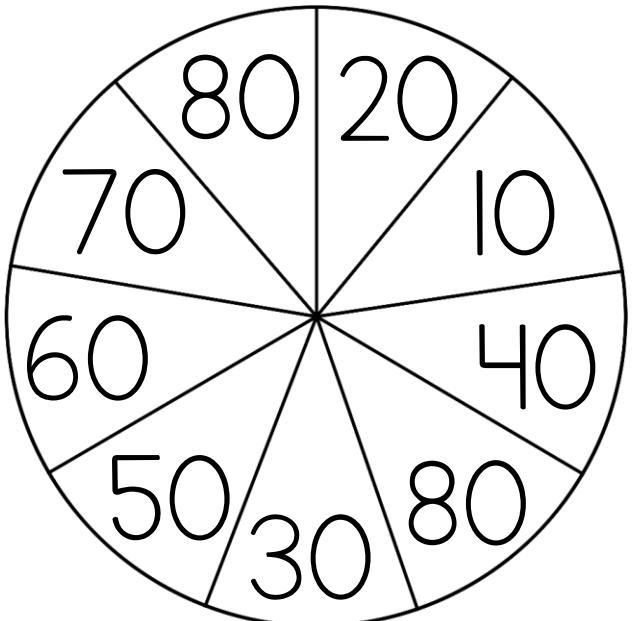
Use the mat with a space for each tens rod to help students count the groups of tens.



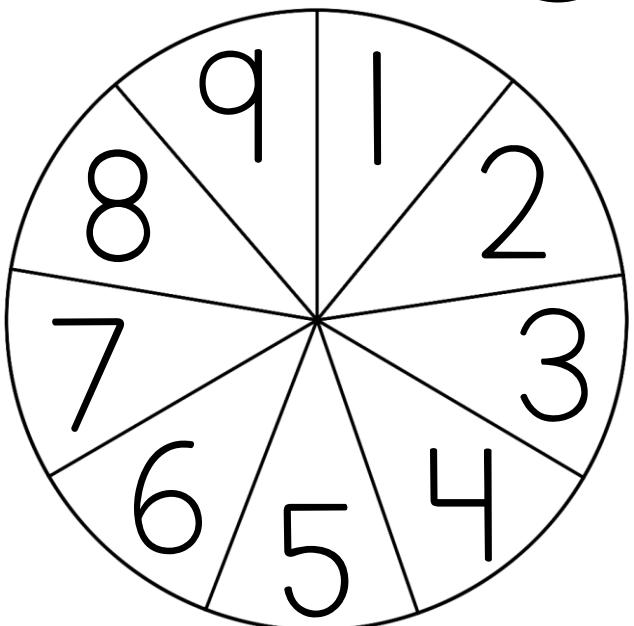
You can have these students use the extension mini mat - laminate these for reuse. Show them how to write the number, draw it as base ten blocks, write it in expanded form, and write it as a number bond.

SPIN AND BUILD

Numbers to 100



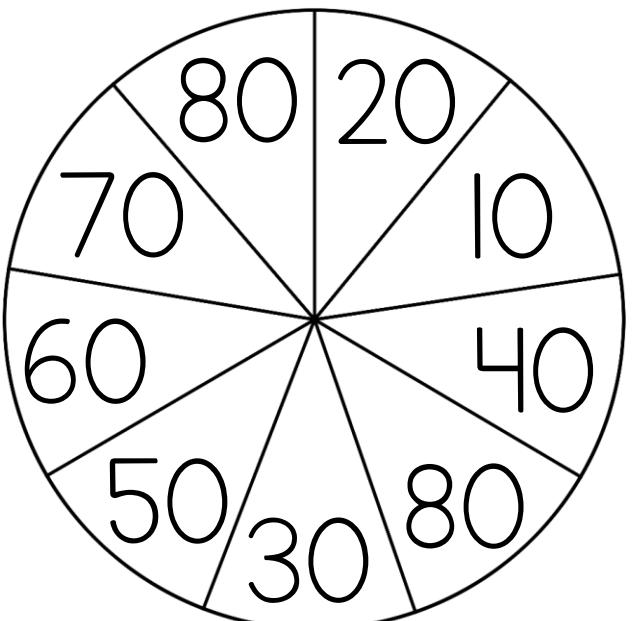
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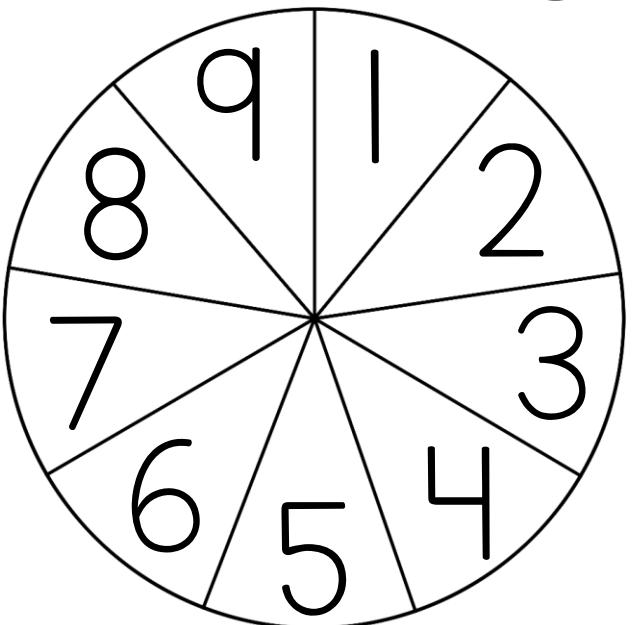
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SPIN AND BUILD

Numbers to 100



+



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Name: _____

Lesson 7



Write numbers 1-89.

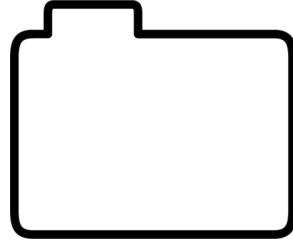
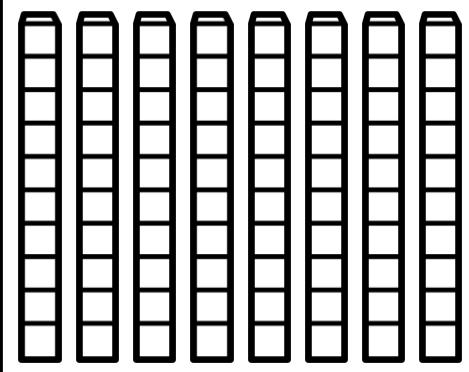
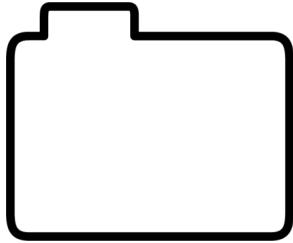
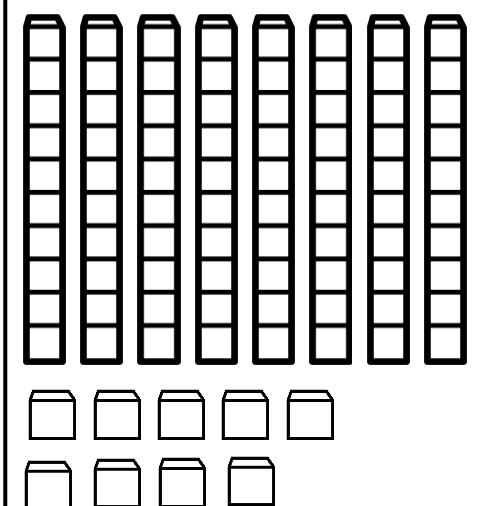
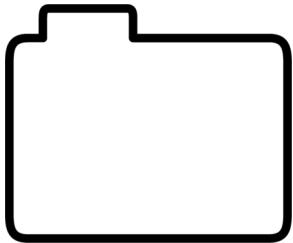
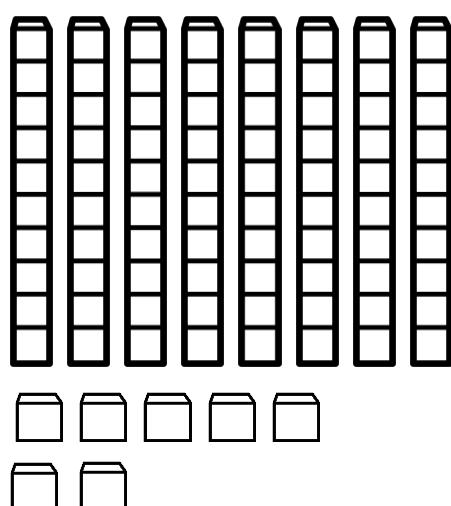
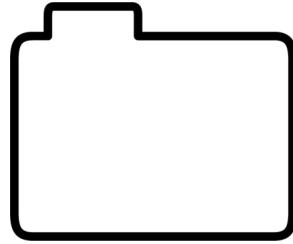
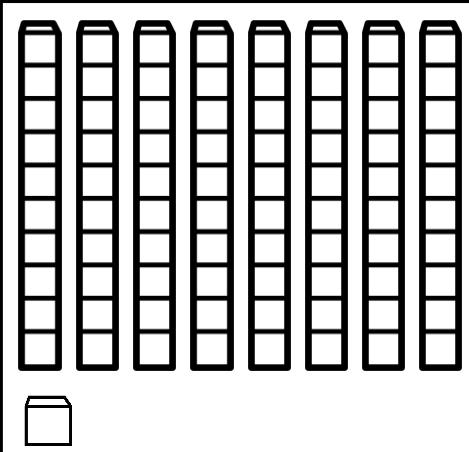
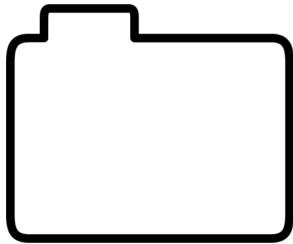
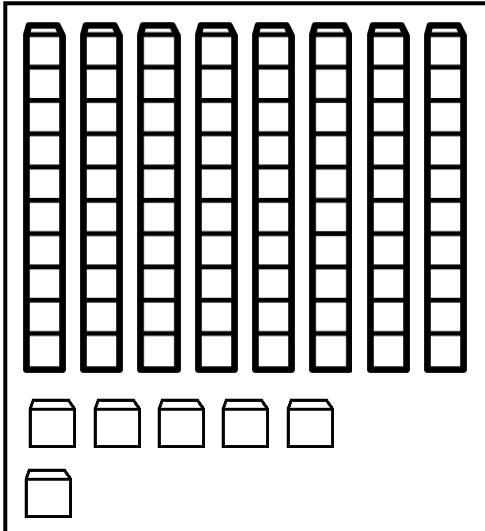
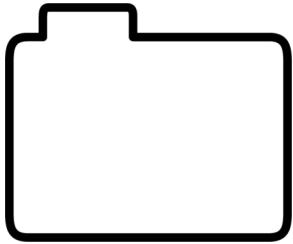
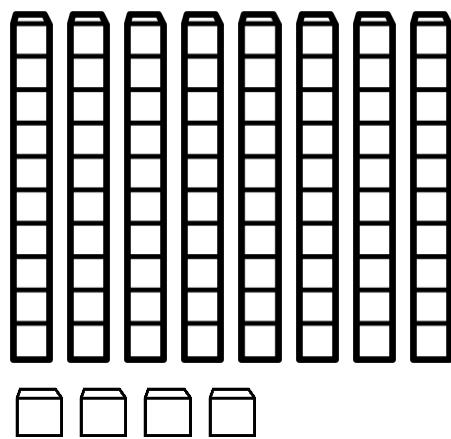
A large 10x10 grid of empty cells, with a vertical bar on the far left and the number 89 in the bottom right corner.

Trace the numbers to count by tens.

10 20 30 40 50 60 70 80



Count the base ten blocks and write the number on the file.

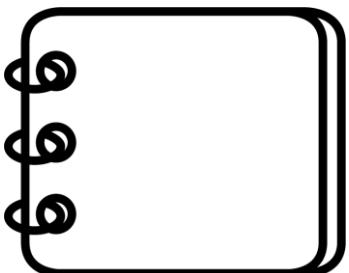
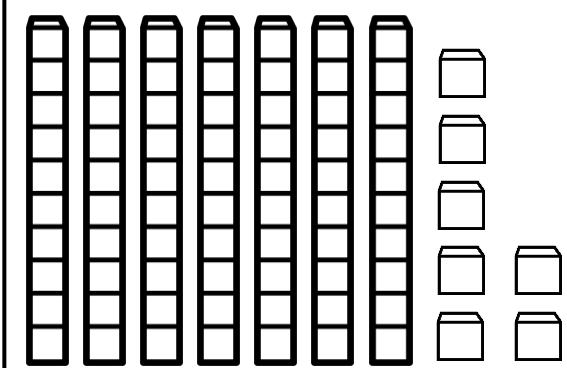
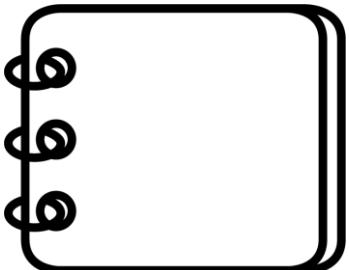
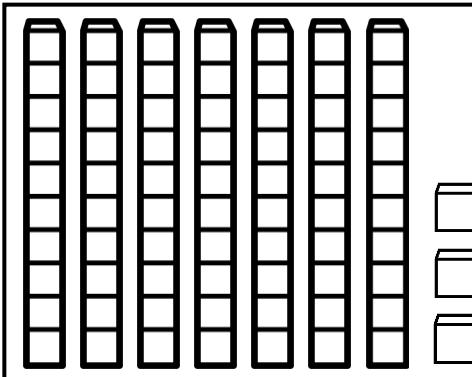


Name: _____

Numbers to 100 Lesson 7



Count the base ten blocks and write the number on the pad.

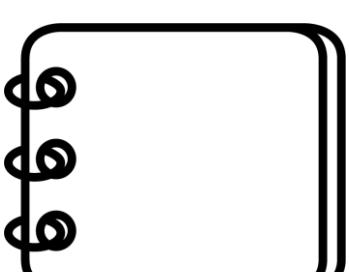
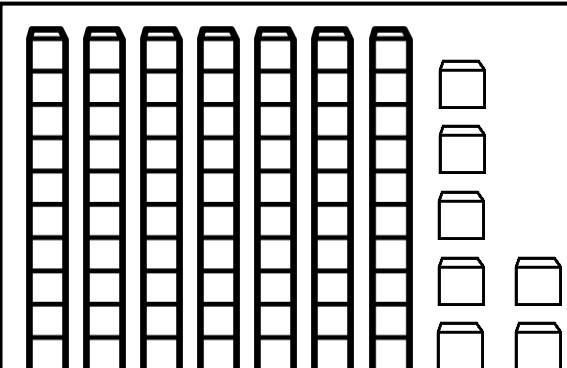
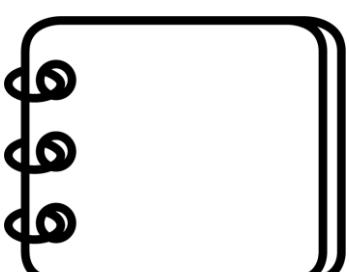
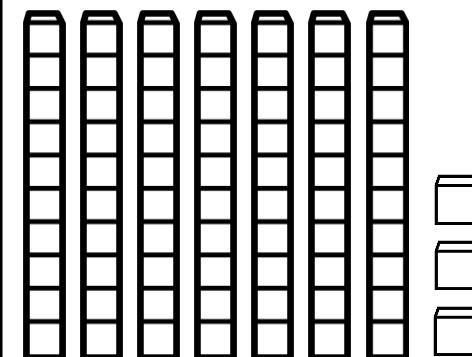


Name: _____

Numbers to 100 Lesson 7



Count the base ten blocks and write the number on the pad.



| | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|--|
| | | | | | | | | | | |
| 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 | |

Extra ones:



I can identify numbers 90-99.



K.CC.A.1, K.CC.B.4



Have students help you put up numbers 1-99 on the interactive hundreds chart as you count. Have students close their eyes as you hide a number. They will open their eyes and shout out the missing number.



Show students the 90 card and ask how many groups of ten it has. Tell students that this number is 90. All of the numbers in the 90s have 9 groups of ten. Build the number 93 with base ten blocks and ask students to identify the number. Use the 90 and ones cards to show 93. Ask the students how many tens and ones it has. Repeat several times with numbers 91-99.



Students will use the 20-90 and ones cards to make a number you call out (from 21-99). They will then build that number with base ten. Repeat several times. Optional partner game: Partners will take turns spinning a tens and a ones. Both partners will use base ten blocks to build the number. Then, they will identify the number they built.



Students will write their numbers 1-99.



Students will identify and write the amounts shown.

Options for Differentiation



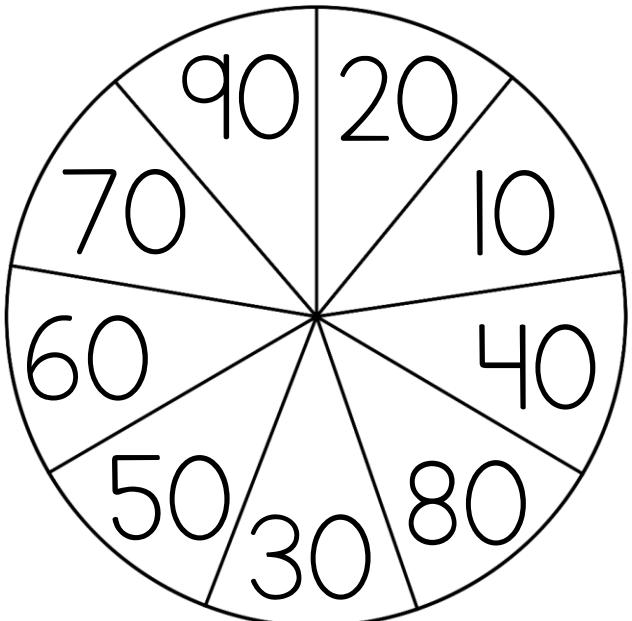
Use the mat with a space for each tens rod to help students count the groups of tens.



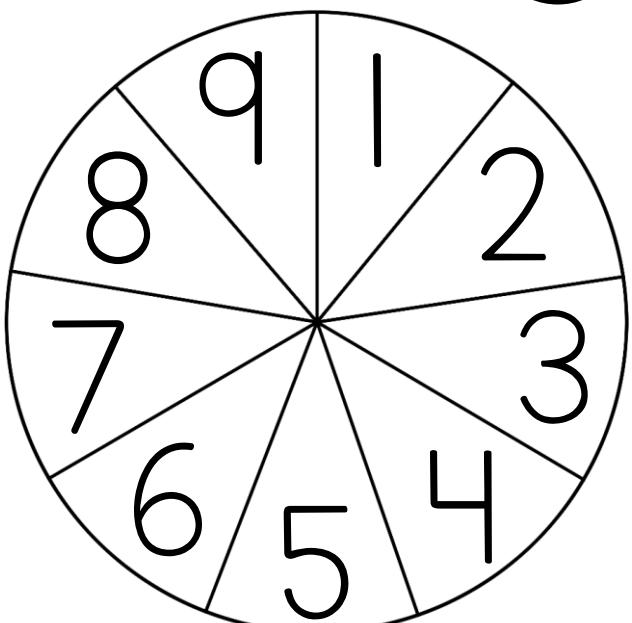
You can have these students use the extension mini mat - laminate these for reuse. Show them how to write the number, draw it as base ten blocks, write it in expanded form, and write it as a number bond.

SPIN AND BUILD

Numbers to 100



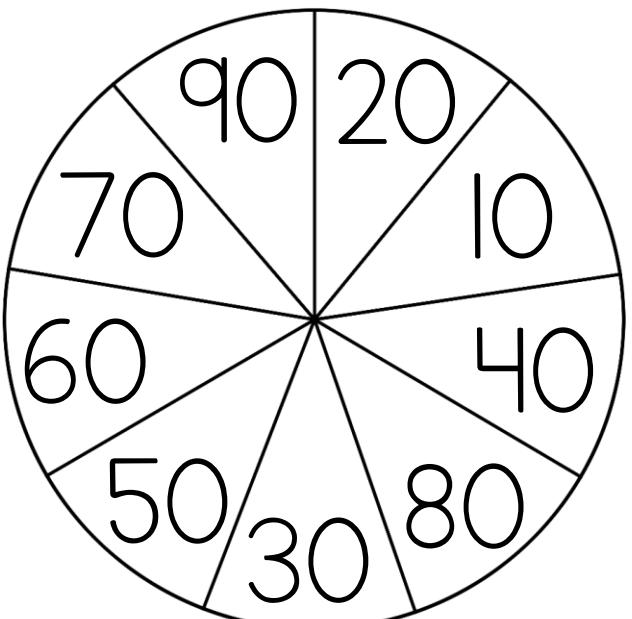
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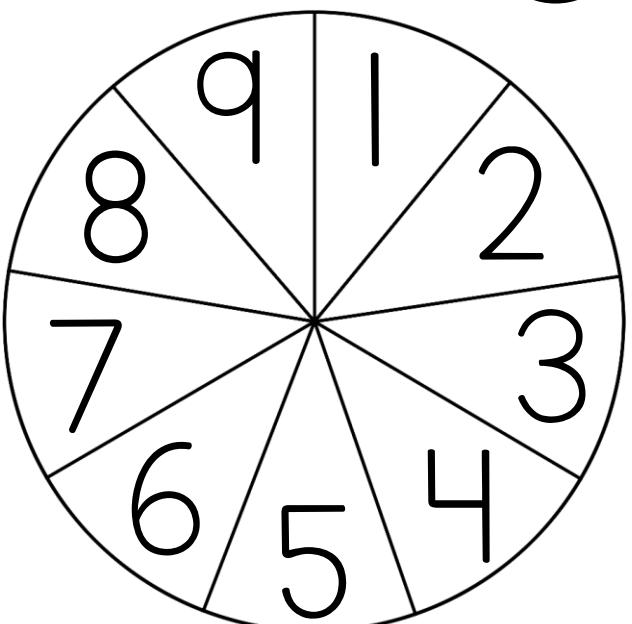
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SPIN AND BUILD

Numbers to 100



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Name: _____

Lesson 8



Write numbers 1-99.

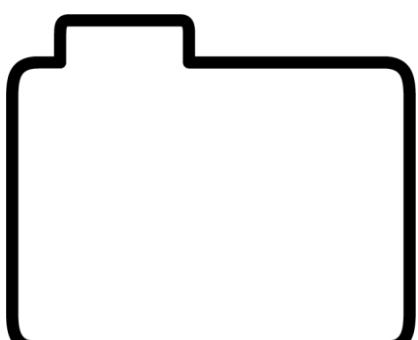
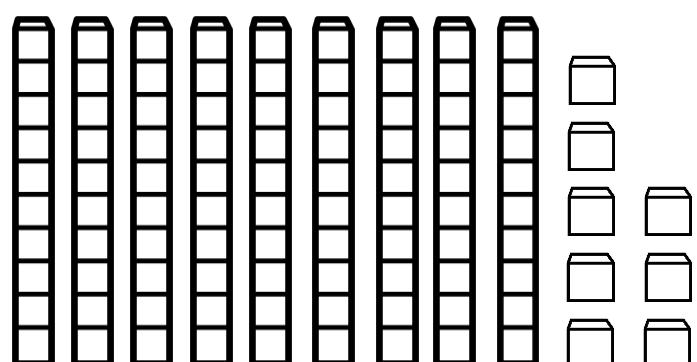
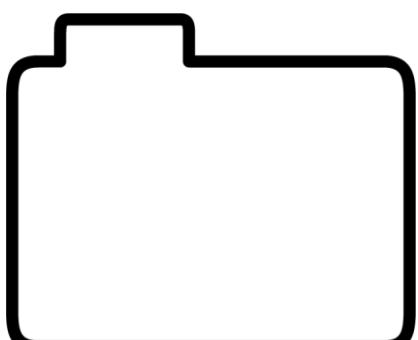
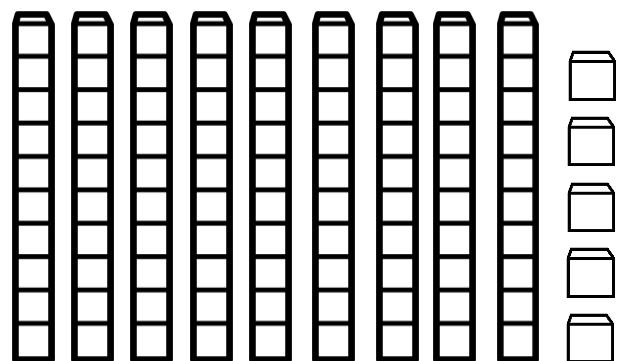
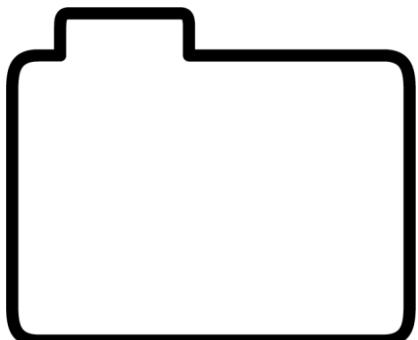
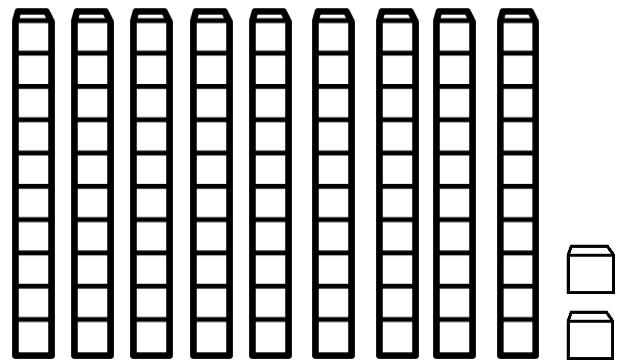
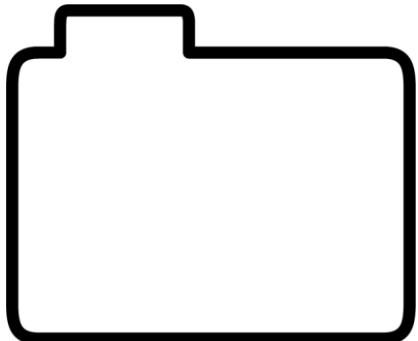
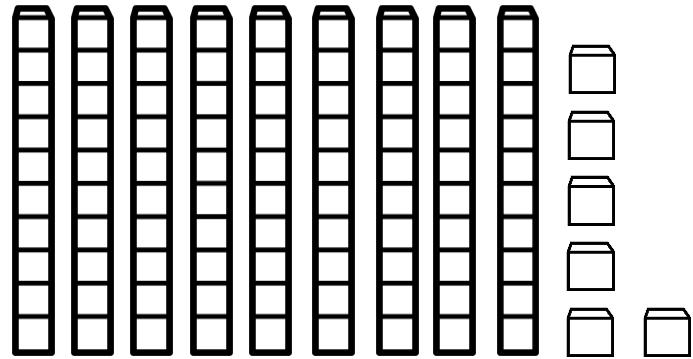
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Trace the numbers to count by tens.

| | | | | | | | | |
|----|----|----|----|----|----|----|----|----|
| 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 |
|----|----|----|----|----|----|----|----|----|



Count the base ten blocks and write the number on the file.

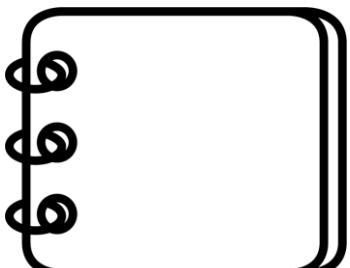
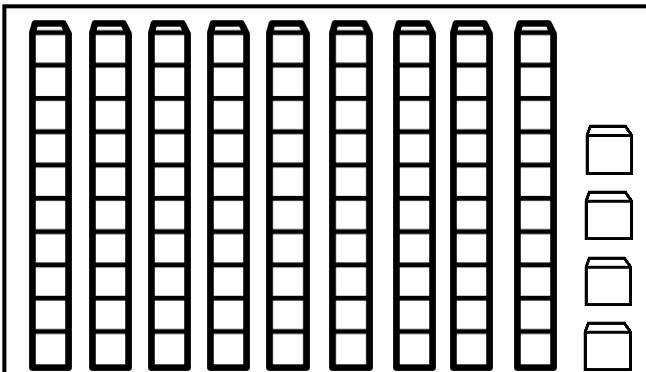
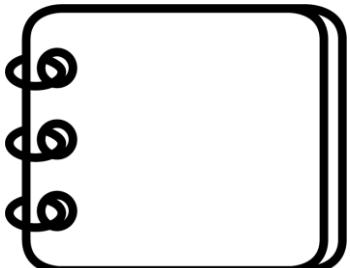
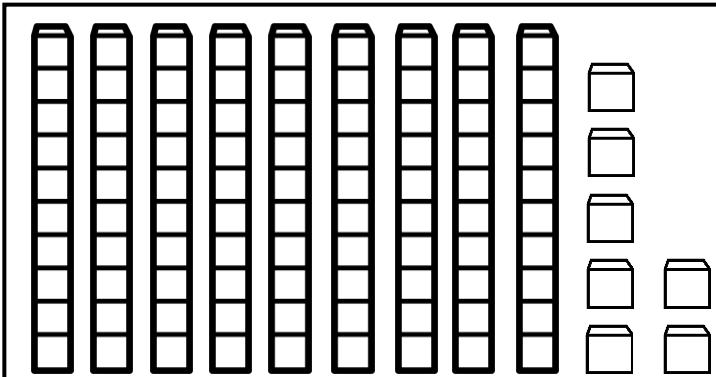
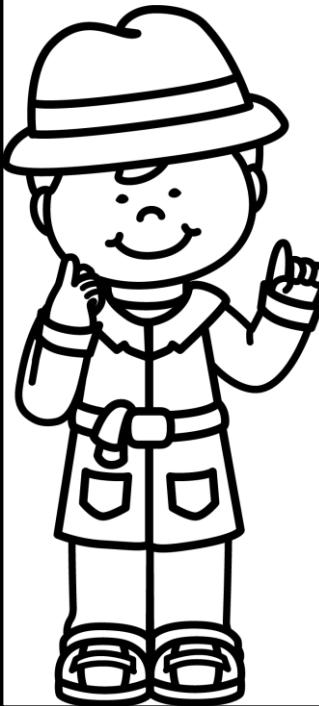


Name: _____

Numbers to 100 Lesson 8



Count the base ten blocks and write the number on the pad.

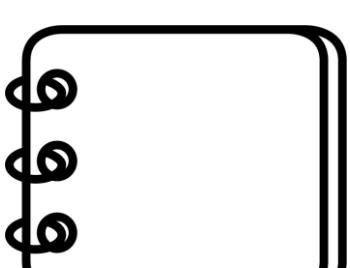
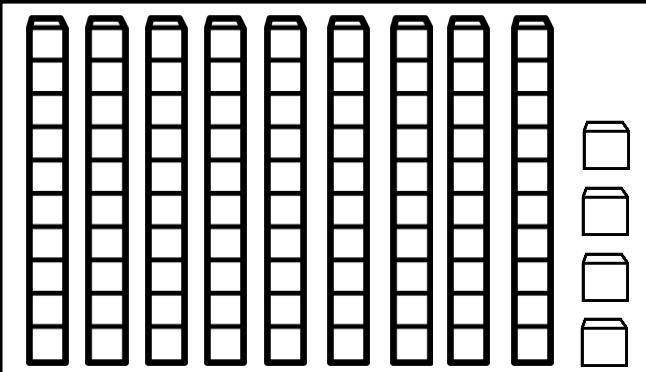
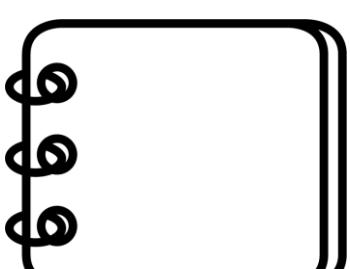
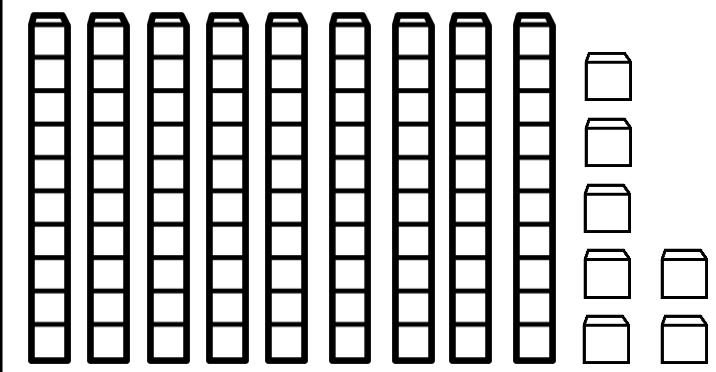
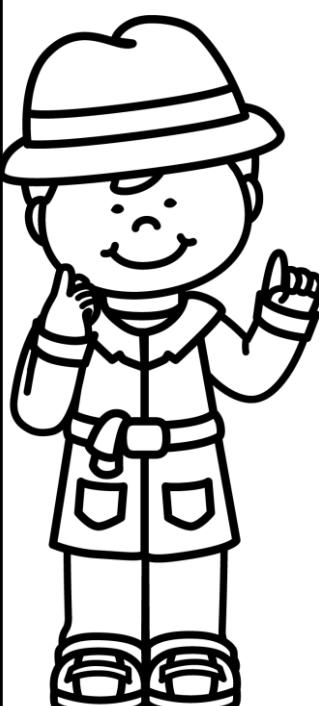


Name: _____

Numbers to 100 Lesson 8



Count the base ten blocks and write the number on the pad.



| | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|--|
| | | | | | | | | | | |
| 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 | |

Extra ones:



I can identify numbers up to 100.



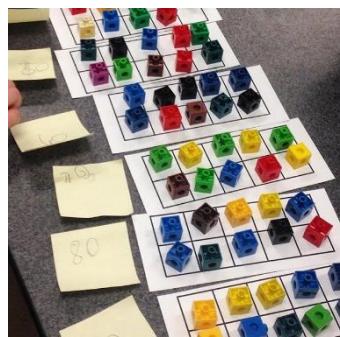
K.CC.A.1, K.CC.B.4



Have numbers 1-100 on the interactive hundreds chart and point as you count. Have students close their eyes as you hide a number. They will open their eyes and shout out the missing number.



Show students the 100 card and ask them to identify it. Ask students if they know how many groups of ten it has and have them explain their thinking for any answer they give you, right or wrong. Have two 10 cards. Show students one of the 10 cards and ask how many groups of ten it has and how they know. Then say, what if we had ten groups of ten? What would that one have to change into? That's right, a ten! Place the other 10 card over the 1 to make 100. One hundred is ten groups of 10! Let students work together in small groups to show 100 by counting out ten groups of ten counters on the ten frames. Do NOT have them label by 10s today. That will happen tomorrow!



Optional activity: Partners will take turns spinning a tens and a ones. Both partners will use base ten blocks to build the number. Then, they will identify the number they built.



Students will write their numbers 1-100.



Students will write numbers up to 100.

Options for Differentiation



After students count out their groups of ten, have them lay a rod next to each group. Use the mat with a space for each tens rod to help students count the groups of tens.



You can have these students use the extension mini mat - laminate these for reuse. Show them how to write the number, draw it as base ten blocks, write it in expanded form, and write it as a number bond.

Name:

Lesson 9



Write numbers 1-100.

100



10 30 50 70 90
20 40 60 80 100



Name:

Numbers to 100



Write numbers 1-100.

Secret Mission:



Ready for a secret mission? After your child writes numbers 1-100, use this chart to play a game. Have your child cover their eyes as you cover up a number. When they open their eyes, can they identify the missing number?

Name: _____

Numbers to 100



Write numbers 1-100.

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

**Secret
Mission:**



Ready for a secret mission? Use this chart to play a game. Have your child cover their eyes as you cover up a number. When they open their eyes, can they identify the missing number?

| | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|--|
| | | | | | | | | | | |
| 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 | |

Extra ones:

EMPOWERING LITTLE MATHEMATICIANS KINDER Numbers to 100 Lesson 10



I can count by 10's.



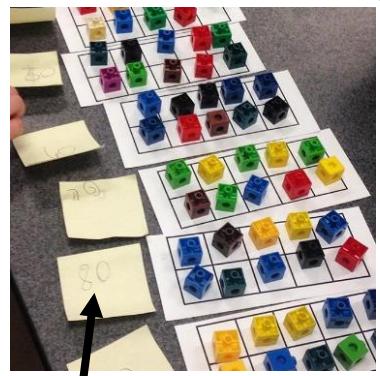
K.CC.A.1, K.CC.B.4



Count and Sit: Have students stand in a circle. Go around the circle counting by 10s, each student saying the number that comes next. When a student says "100" they have to sit! To make this even more challenging, you can try counting backwards by 10's.



Tell students that today you are going to learn a way to count a LOT of objects very fast! We are going to learn how to count by tens, and although they may not know it, it is something we have already been practicing! When we count by tens, we count each group of ten. If we have two groups of ten, what number would that be? 20! If we have three groups it will be 30. Have students count down the tens column on the interactive hundreds chart to practice counting by tens. Students will once again make ten groups of ten counters. This time, they will also write the number of tens on a sticky note next to it (10, 20, 30, 40, and so on until they reach 100. Then they will use the ten frames to count by tens.



Print one hundreds chart on white paper and the 2nd hundreds chart on colored paper for each pair of students. Cut the 2nd chart up into puzzle pieces. Students will match the numbers to solve the puzzles.



Students will color the tens row of the hundreds chart then skip count by 10.



Students will count by 10's.

Options for Differentiation



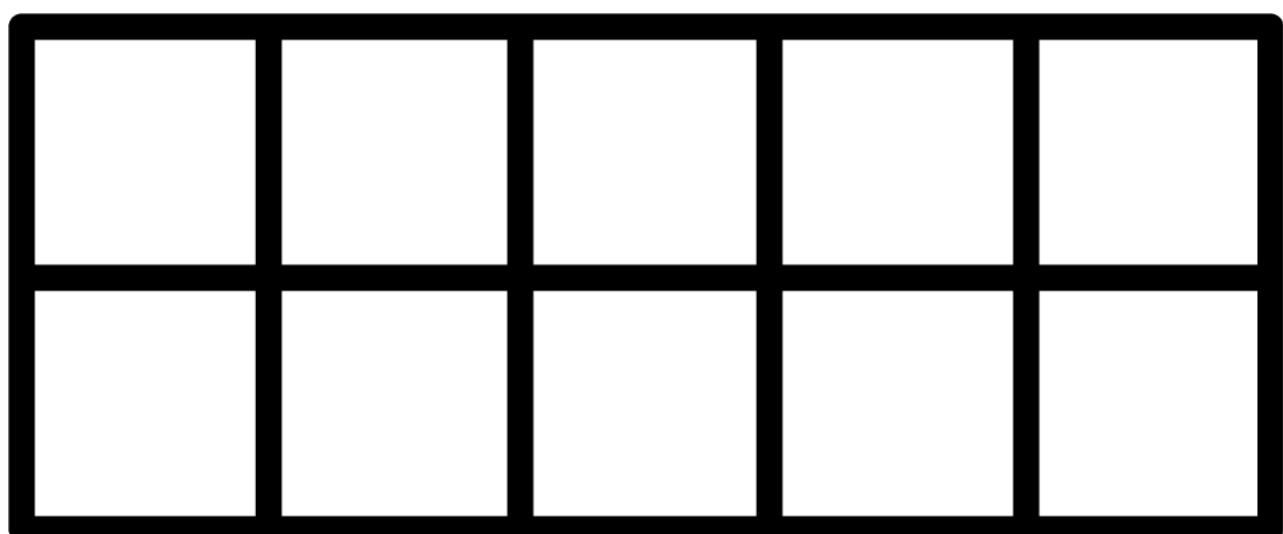
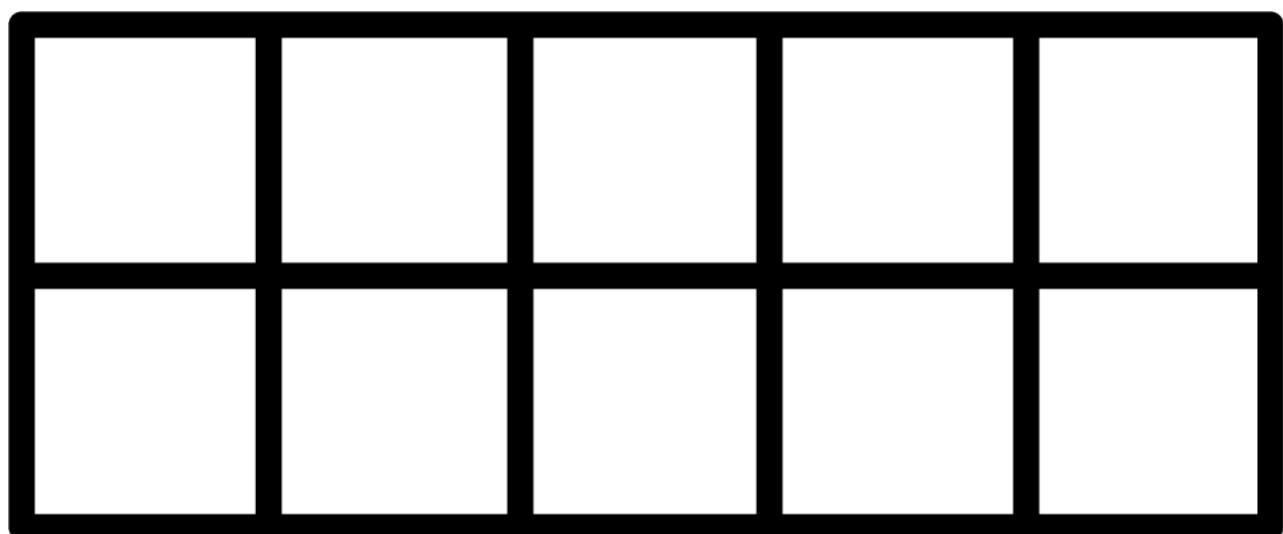
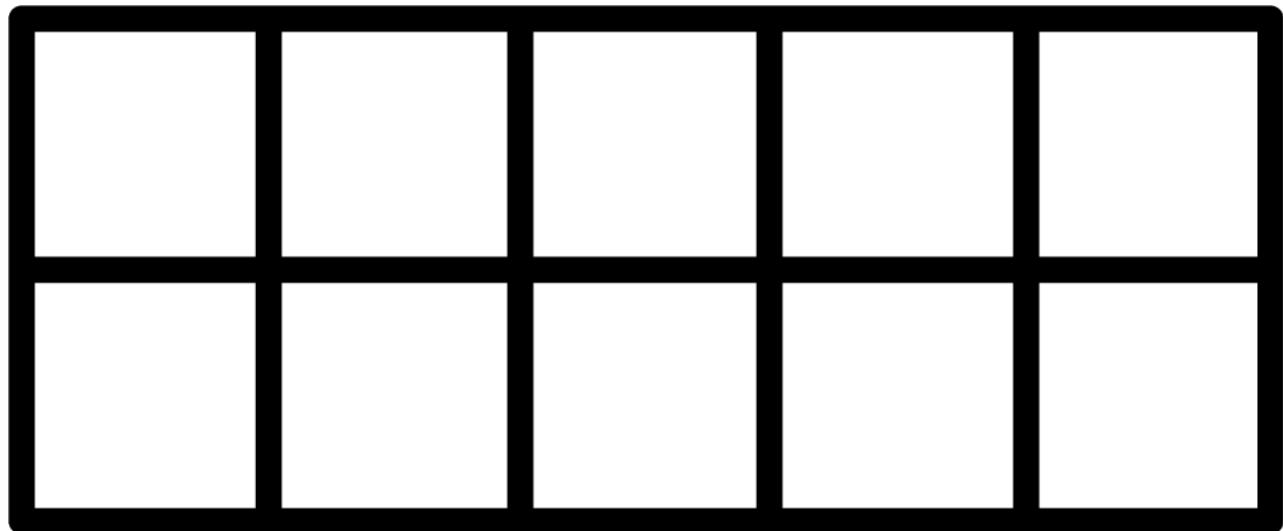
After students count out their groups of ten, have them lay a rod next to each group. Use the mat with a space for each tens rod to help students count the groups of tens.

To differentiate the hundreds chart activity, use more or less cuts.



Introduce the hundreds block. Ask students how much they think this represents. Lay rods on top until you have ten. Count those rods by tens with students. Tell students that the flat represents 100. Just like we can have groups of 10, we can also have groups of 100. Write the number 132.

Together, build that number with base ten blocks. Identify how many groups of 100, groups of 10, and extra ones you have. Then, have students practice building numbers between 100-199 with base ten blocks.



100 CHART

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| I | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| II | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 2I | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 3I | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 4I | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 5I | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 6I | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 7I | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 8I | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 9I | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

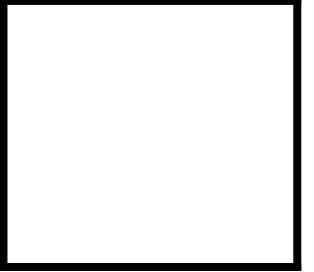
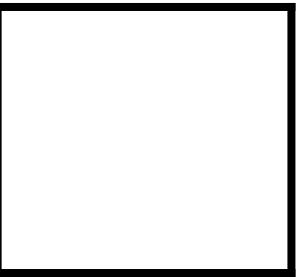
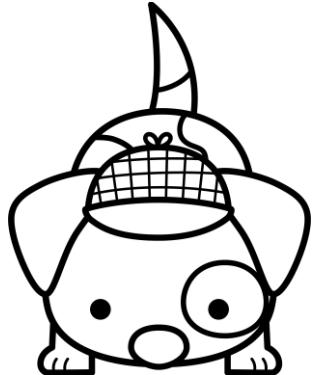
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|----|----|----|----|----|----|----|----|----|-----|
| I | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| II | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
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| 3I | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 4I | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 5I | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 6I | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 7I | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 8I | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 9I | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

Name: _____

Lesson 10



Cut out the numbers and glue them in order to count by tens.



30

80

10

60

90

40

100

20

70

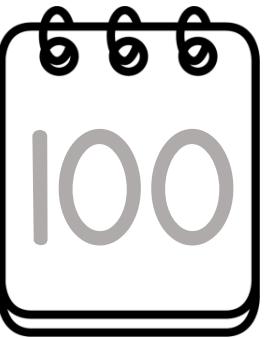
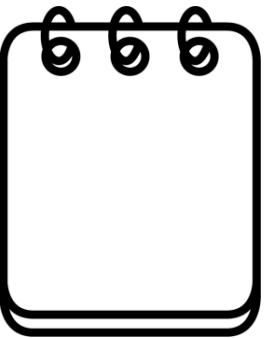
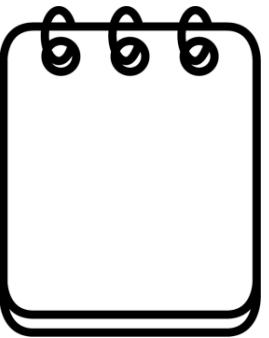
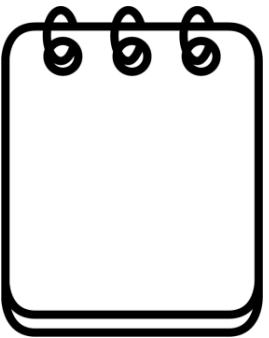
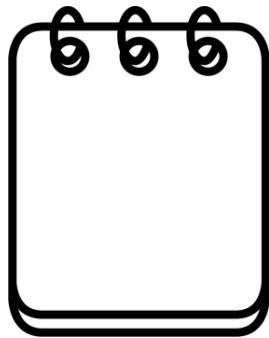
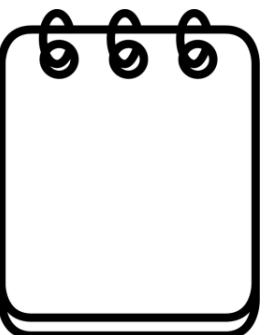
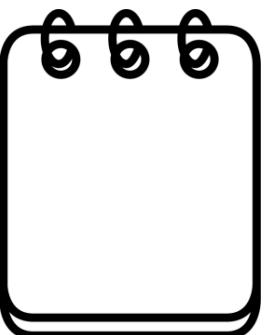
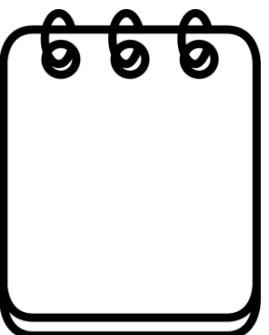
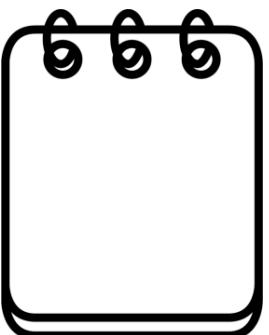
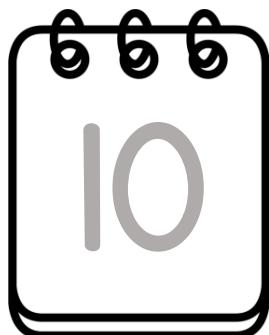
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Name: _____

Numbers to 100 Lesson 10



Practice counting by tens.

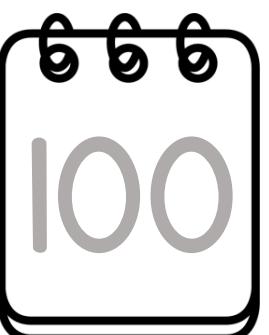
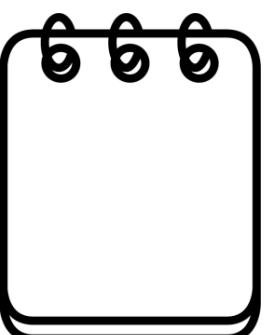
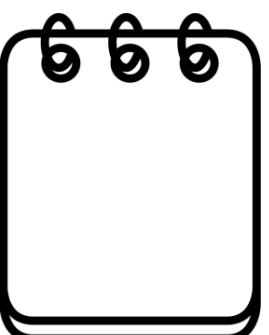
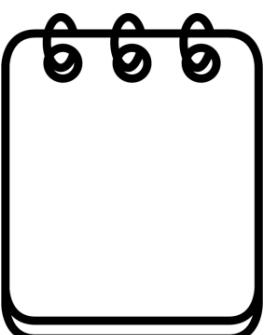
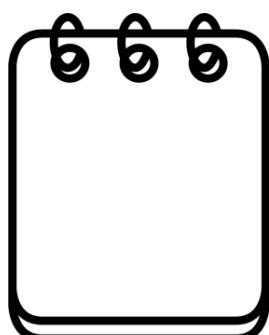
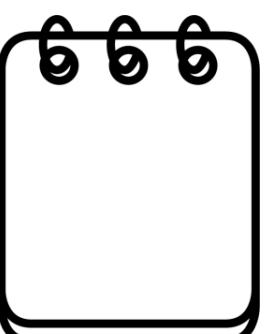
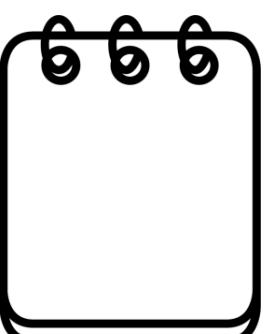
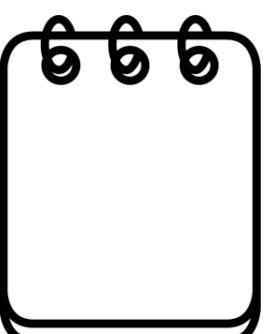
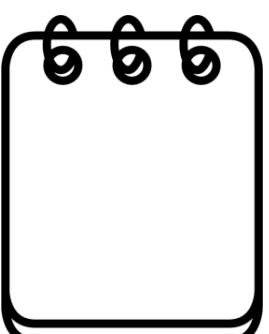
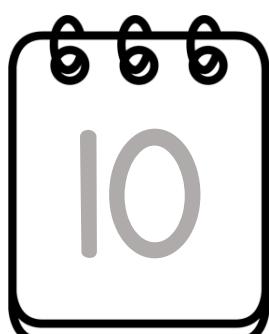


Name: _____

Numbers to 100 Lesson 10



Practice counting by tens.





I can count by 10's.



K.CC.A.1, K.CC.B.4



Rocket Skip Counting: Start crouched down. Slowly count by 10s to 100 as you stand up. When you get to 100, jump up and yell "Blast off!" If you want a challenge, as you slowly crouch back down, skip count backwards by 10's.



Tell students that today you are going to practice counting by tens again. Have a student come up and point to the numbers in the tens row of the number chart as you count by tens. Show students a rod and ask them what it represents (a group of ten). Tell students you want to count how many cubes you have (make sure you have 10 rods). Start counting each cube individually, but become frustrated quickly. Ask students if they know an easier way to count the cubes. If they do not know say, why am I counting by ones? This is a group of ten! I can count by tens and it will be much faster! Have students help you count the rods by tens. Students will pull a number card, make it with rods, then skip count by tens to make sure they have the right amount.



Partner one will spin a number. Partner two will build the number with rods. Then, they will both count by tens together to make sure they have the correct number of rods. Partners can then switch roles.



Students will skip count by 10's.



Students will count by 10's.

Options for Differentiation



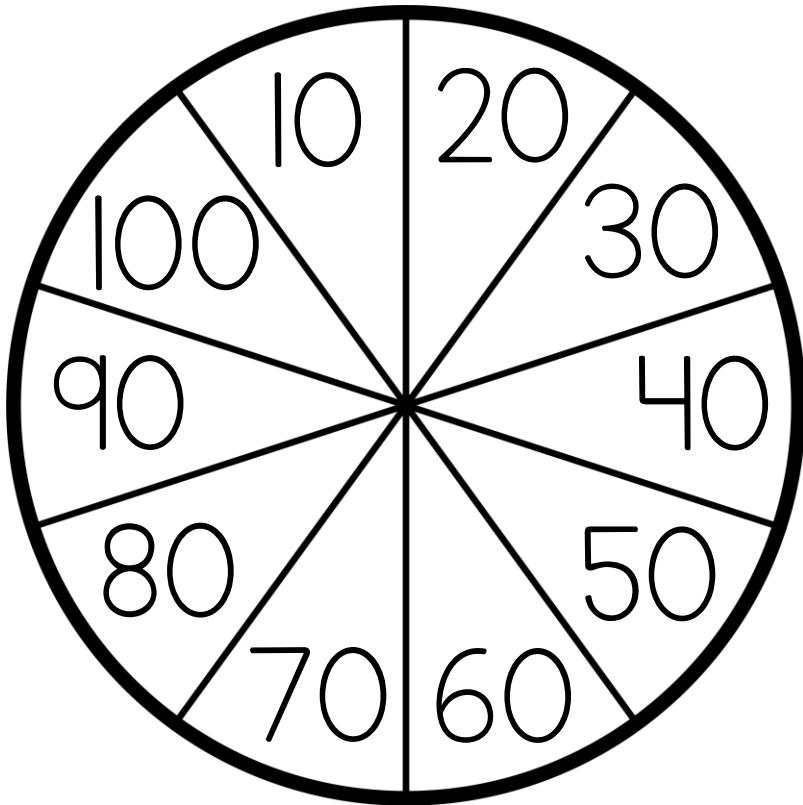
Use the mat with a space for each tens rod to help students count the groups of tens.



Have both partners spin a number and build it with base ten blocks. Then, they will compare the numbers. After they compare the 2 numbers, you can have these students combine the two numbers and count the blocks to see what their new number is. If it is over 100, they can swap ten rods for a flat.

SPIN AND BUILD BY TENS

Numbers to 100

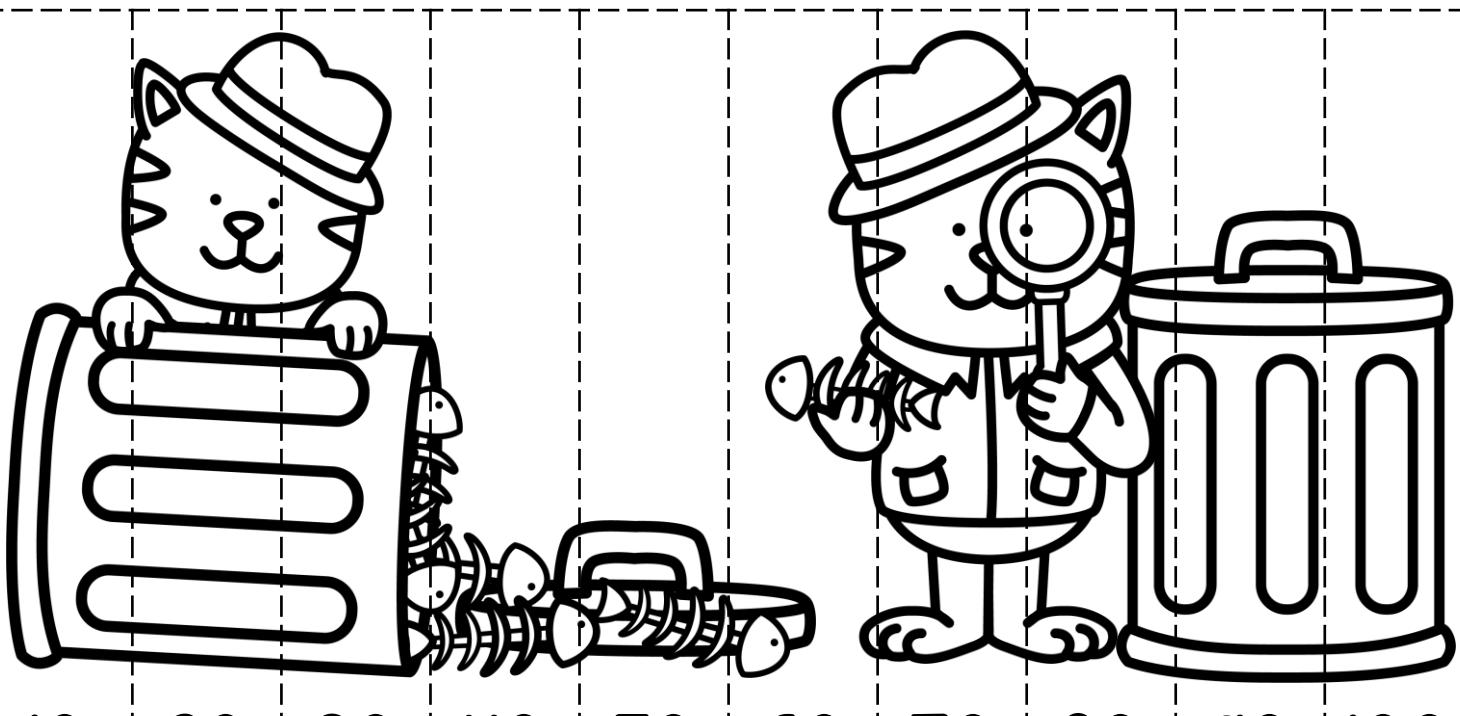
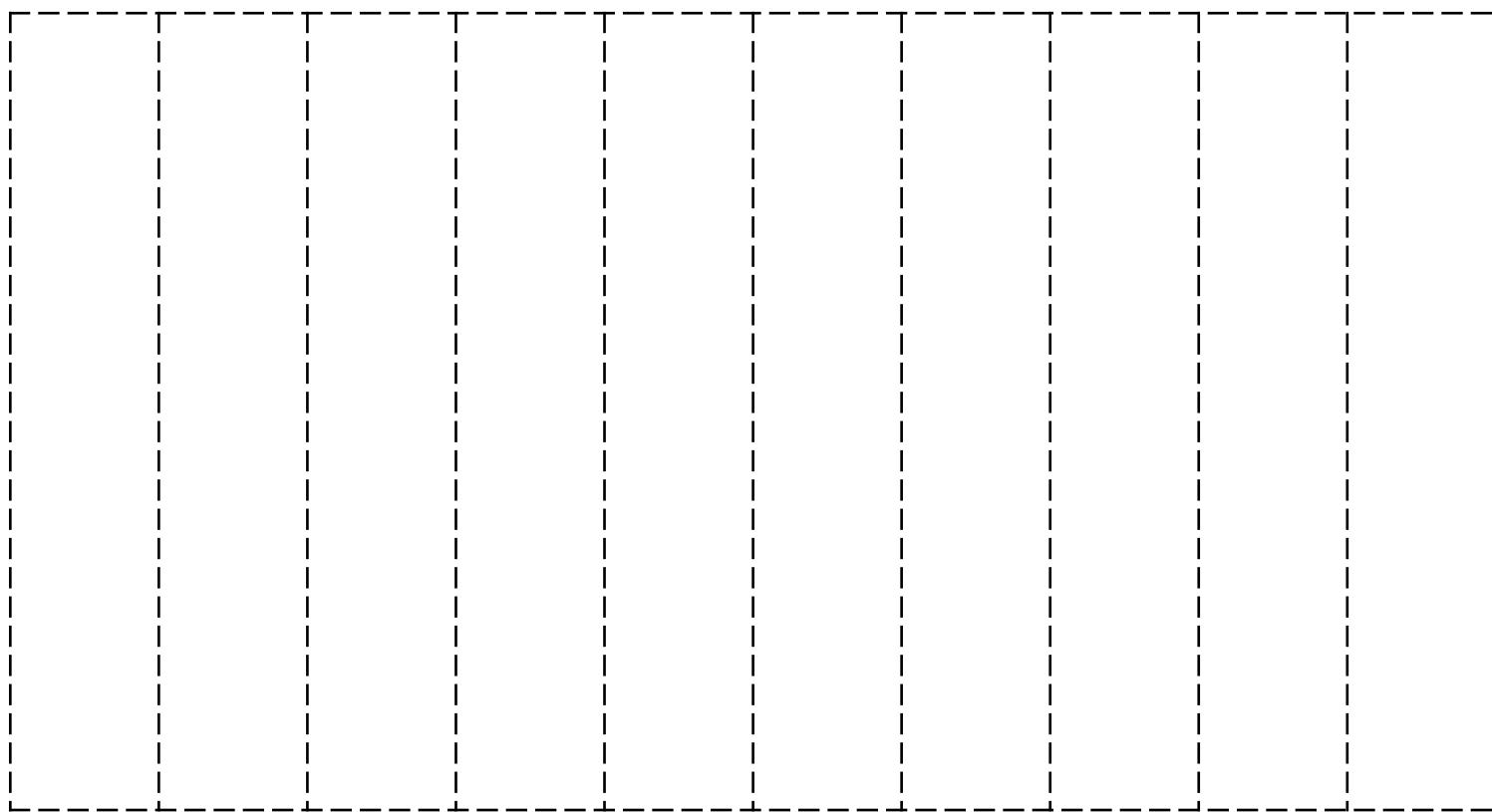


Name: _____

Numbers to 100 Lesson 11



Count by tens to make the puzzle.



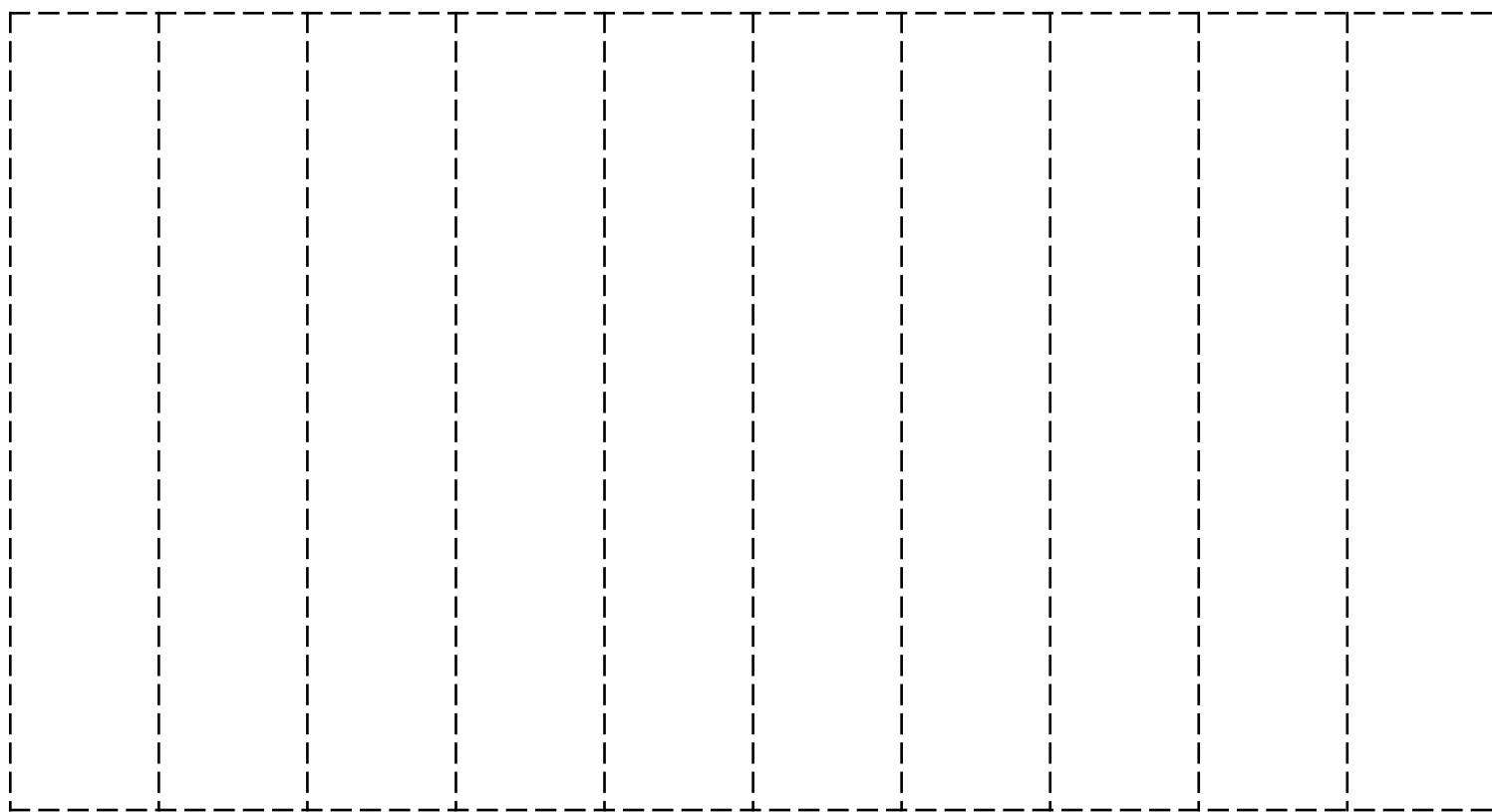
10 20 30 40 50 60 70 80 90 100

Name: _____

Numbers to 100 Lesson 11

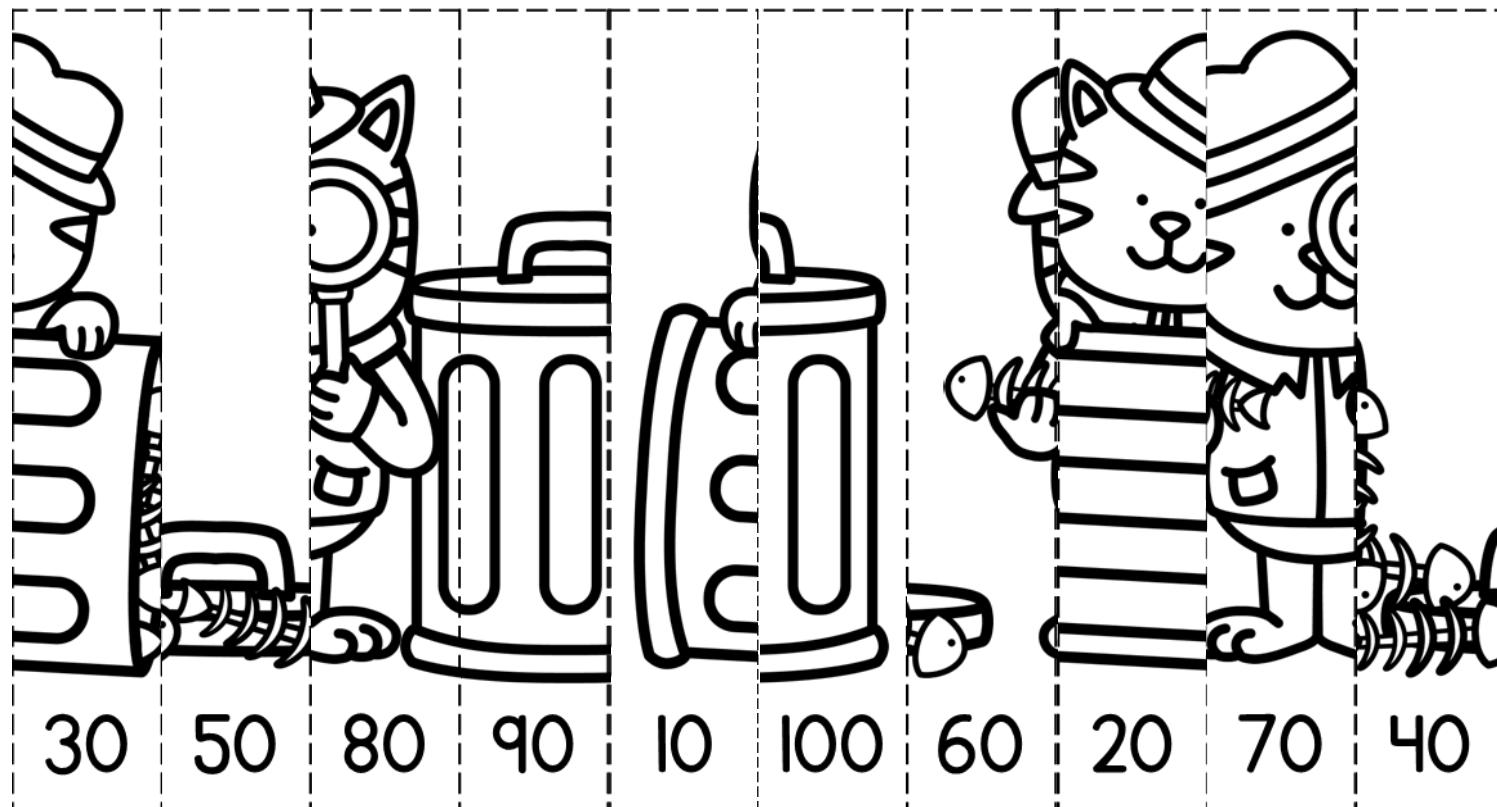


Count by tens to make the puzzle.



Empowering Little Mathematicians Kindergarten

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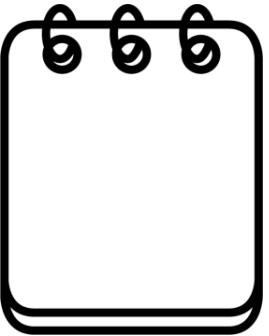
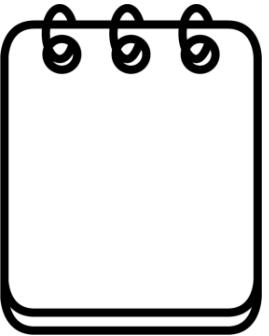
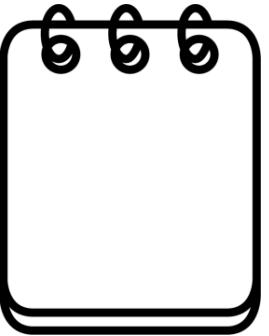
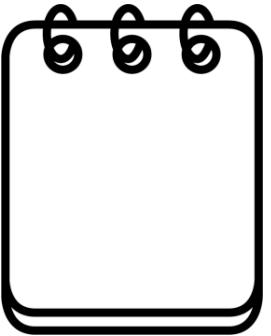
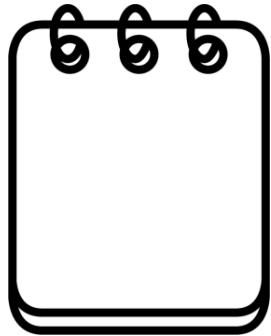
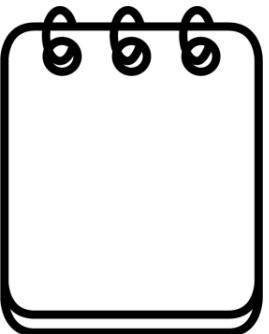
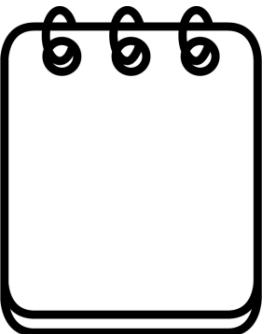
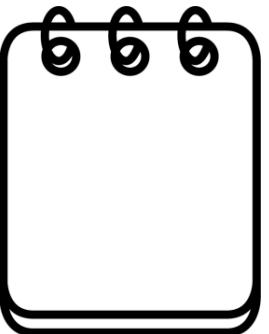
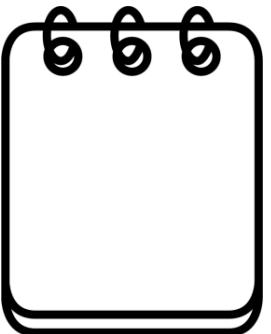
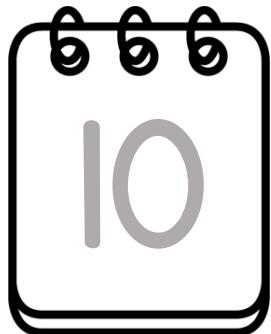


Name: _____

Numbers to 100 Lesson 11



Practice counting by tens.

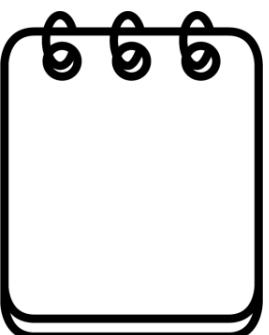
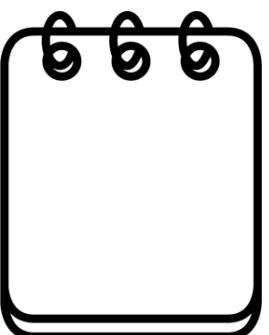
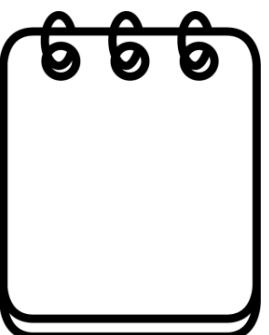
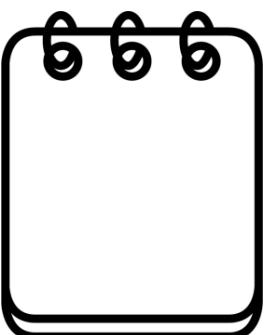
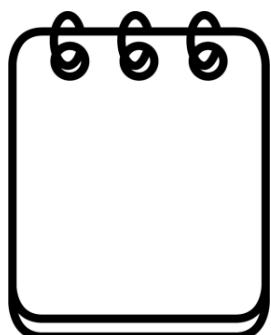
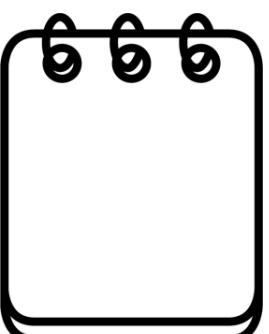
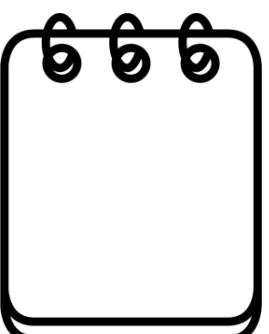
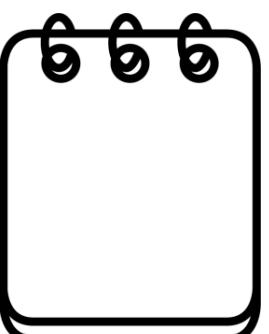
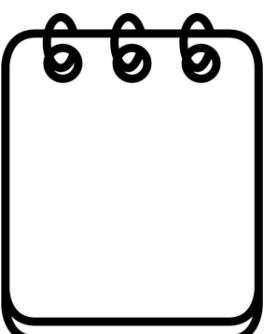
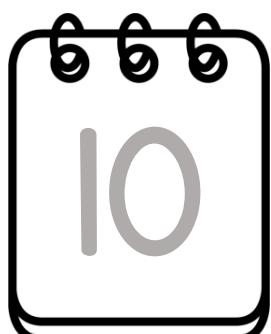


Name: _____

Numbers to 100 Lesson 11

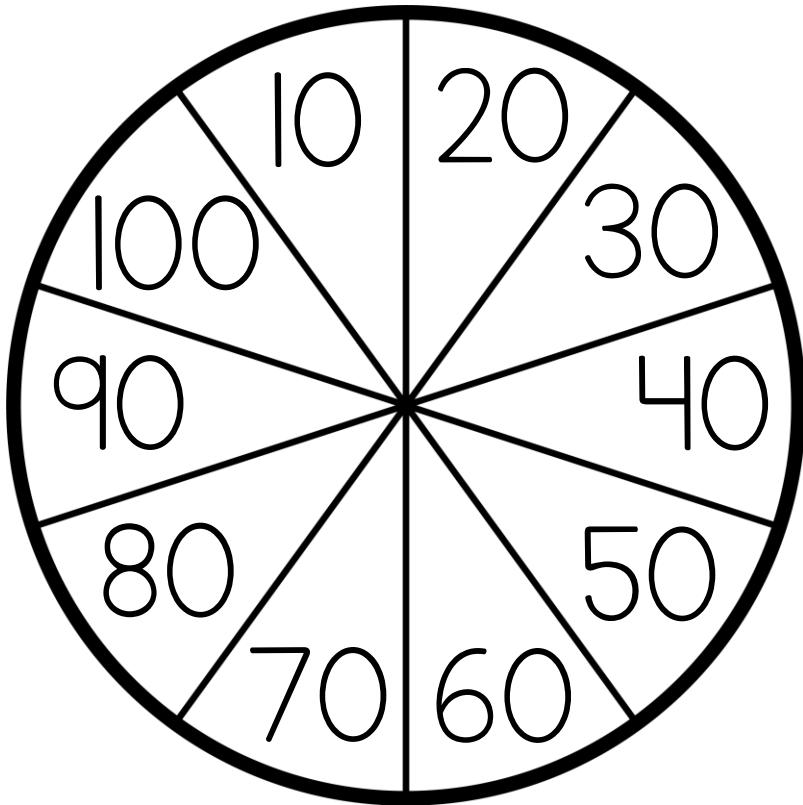


Practice counting by tens.



SPIN AND BUILD BY TENS

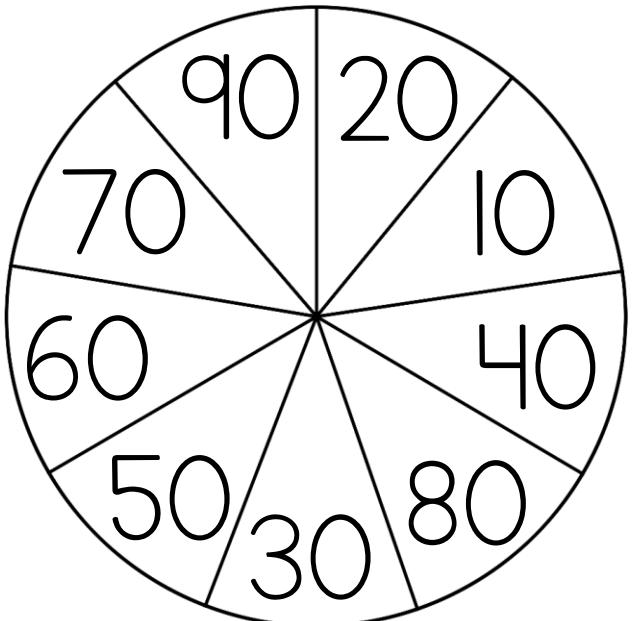
Numbers to 100



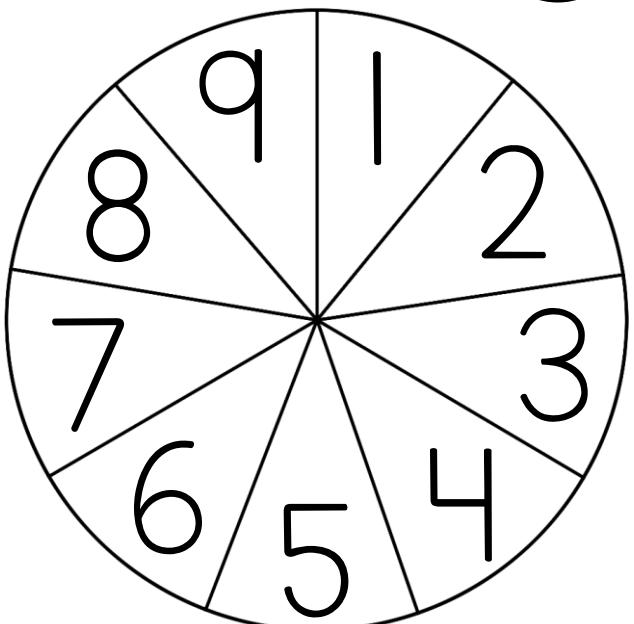
| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| | | | | | | | | | |
| 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

SPIN AND BUILD

Numbers to 100



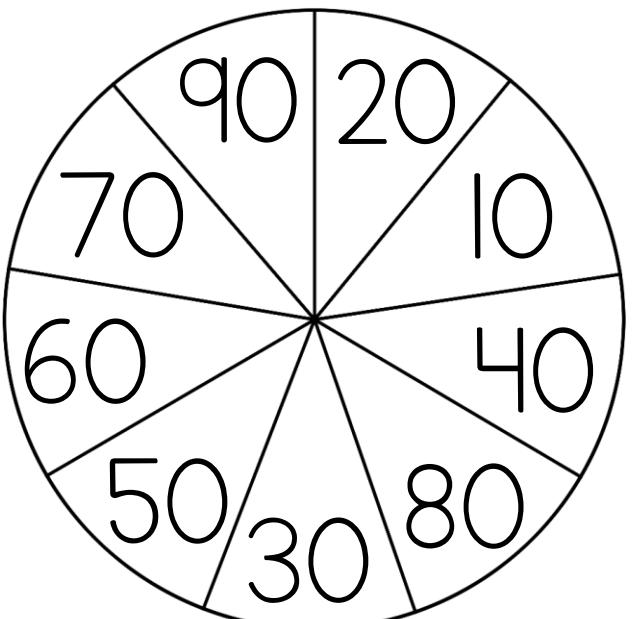
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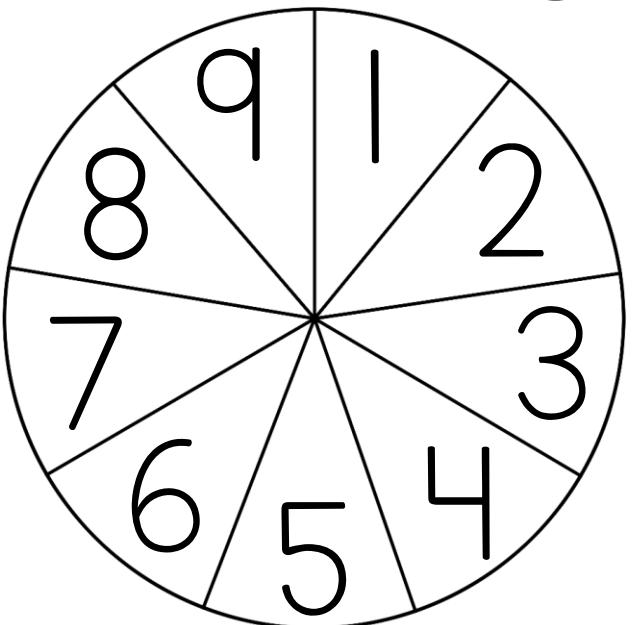
© Natalie Lynn Kindergarten

SPIN AND BUILD

Numbers to 100



+



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I can count by 5's.



K.CC.A.1, K.CC.B.4



Rocket Skip Counting: Start crouched down. Slowly count by 10s to 100 as you stand up. When you get to 100, jump up and yell "Blast off!" If you want a challenge, as you slowly crouch back down, skip count backwards by 10's.



Tell students that today they will be counting by groups of 5. On the interactive hundreds chart, show them how we will only count the numbers in the 5's and 10's column. Have students practice counting by 5's to 100. Give each small group of students a pile of 50 counters. Students will place the counters on 5 frames. They will write the groups of 5 on sticky notes next to each 5 frame as they count by 5s (similar to when they counted groups of tens).



Students will take turns spinning a number. They will count by 5's to that number and then color it on the fifties chart. If that number is already colored, they cannot color it. The partner with the most spots colored in the end wins.



Students will color the fives and tens row of the hundreds chart then skip count by 5.



Students will skip count by 5's.

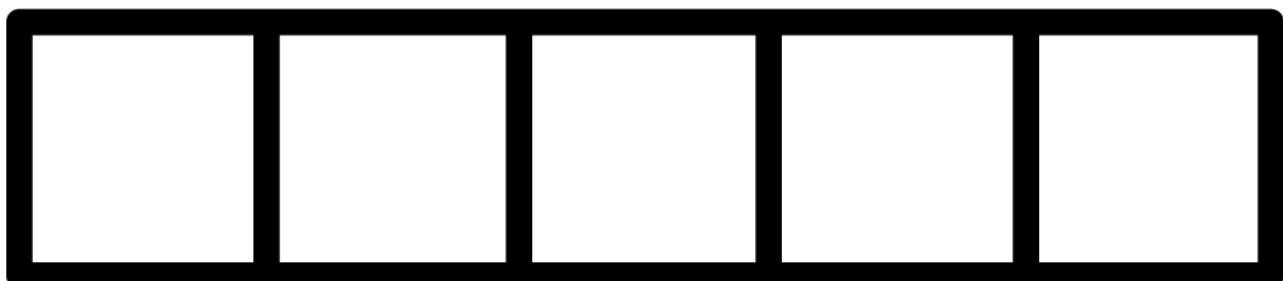
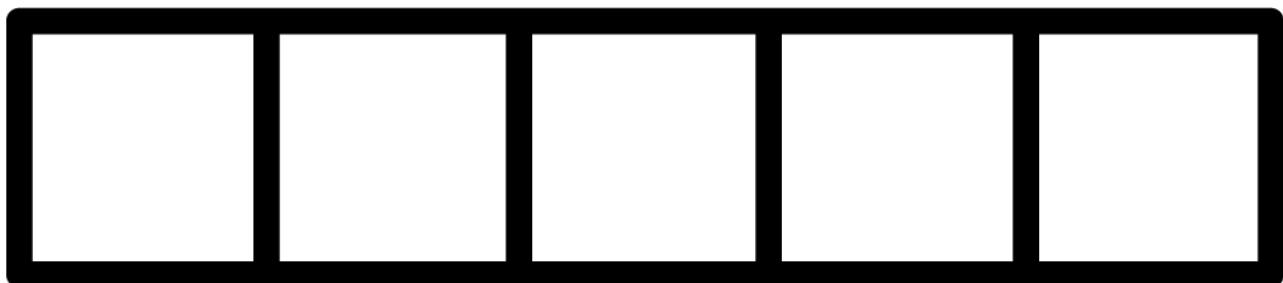
Options for Differentiation

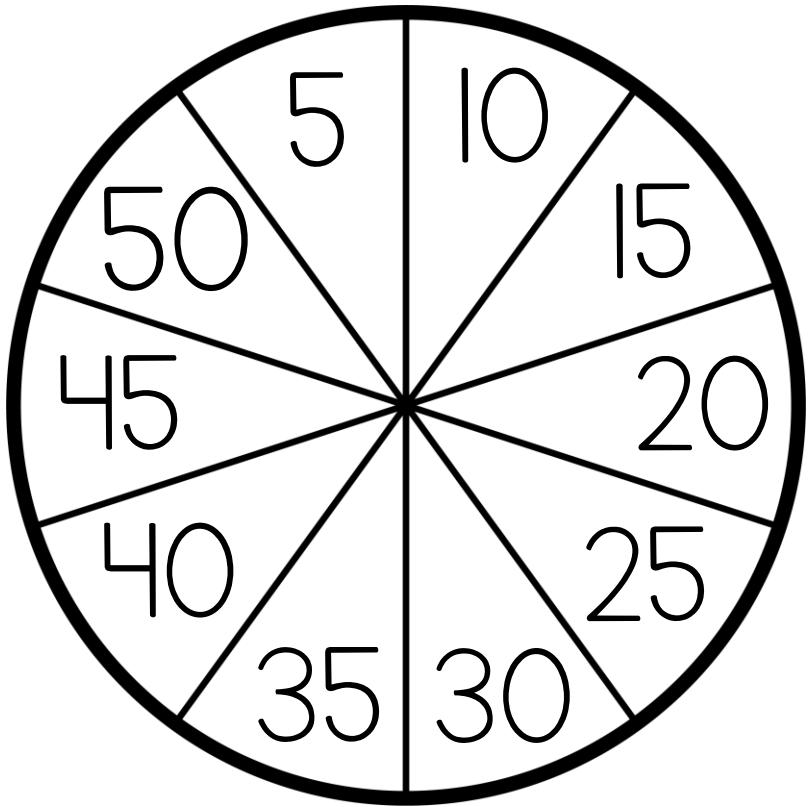


Pre-color the 5's and 10's spaces on the hundreds chart to support counting by 5's. Have students cover that spot with a counter instead of coloring it.



Give partners their own color counter. Have both partners spin a number and then compare them. Whoever spins the larger number gets to cover it with their color counter.





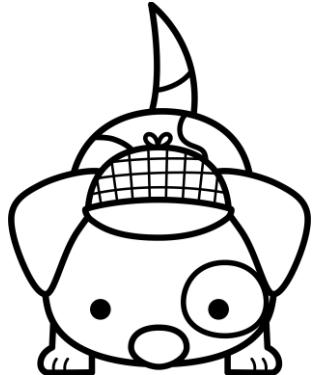
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|----|----|----|----|----|----|----|----|----|----|
| I | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| II | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 2I | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 3I | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 4I | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |

Name: _____

Lesson 12



Cut out the numbers and glue them in order to count by fives.



15

35

25

5

45

10

40

50

30

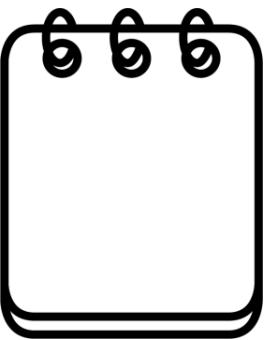
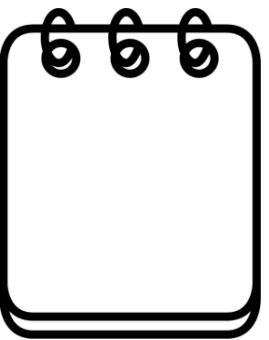
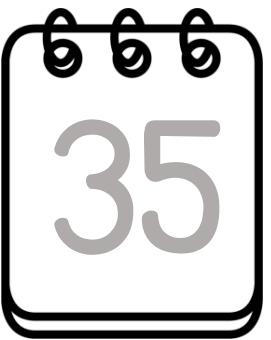
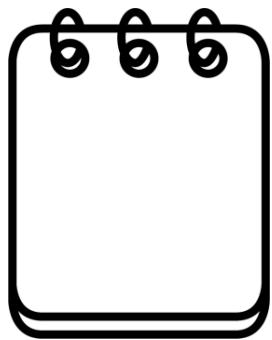
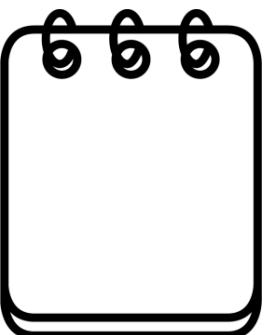
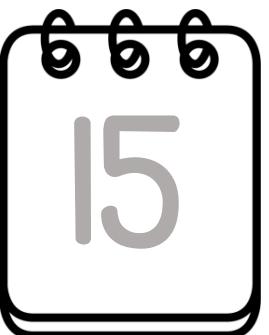
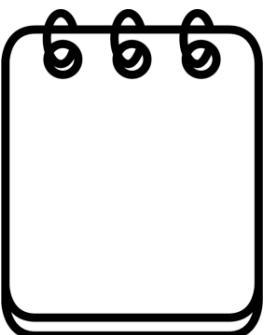
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Name: _____

Numbers to 100 Lesson 12



Practice counting by fives.

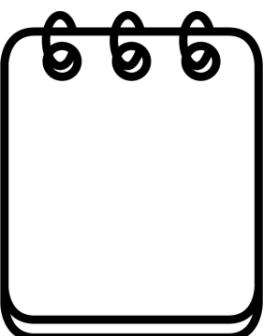
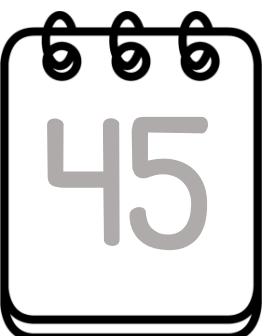
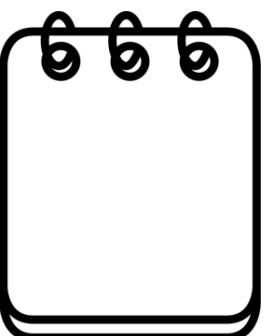
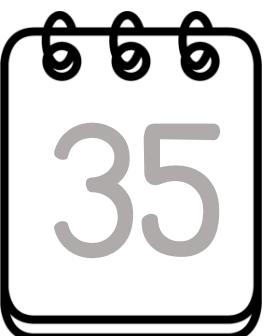
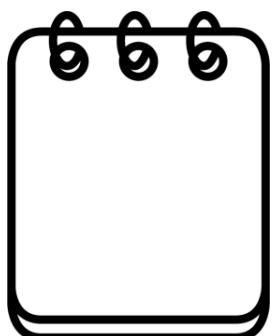
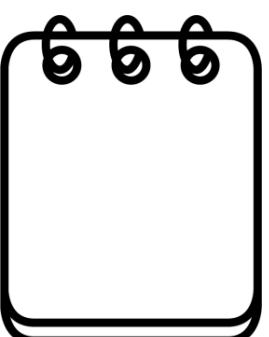
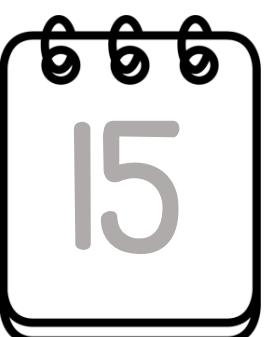
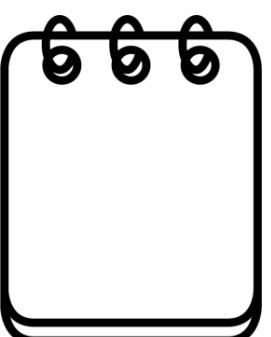
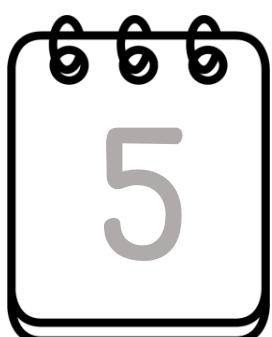


Name: _____

Numbers to 100 Lesson 12



Practice counting by fives.





I can count by 5's.



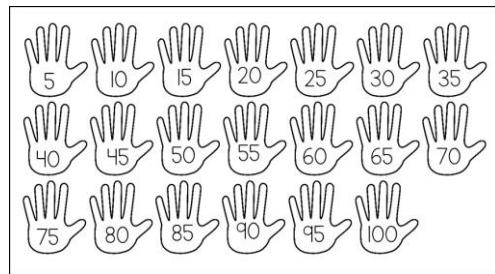
K.CC.A.1, K.CC.B.4



Rocket Skip Counting: Start crouched down. Slowly count by 10s to 100 as you stand up. When you get to 100, jump up and yell "Blast off!" If you want a challenge, as you slowly crouch back down, skip count backwards by 10's.



Tell students that today they will be counting by 5's again. On our hands, we have five fingers. We are going to make a counting by 5's chart as a class. Have students trace their hands and cut them out (you will want to have students do multiple to make sure you have enough. I have also included clip art you can use instead). Glue the hands on a large piece of paper. Have students count by 5's and write the numbers on the hands.



Students will take turns spinning a number. They will count by 5's to that number and then color it on the fifties chart. If that number is already colored, they cannot color it. The partner with the most spots colored in the end wins.



Students will count by 5.



Students will skip count by 5's.

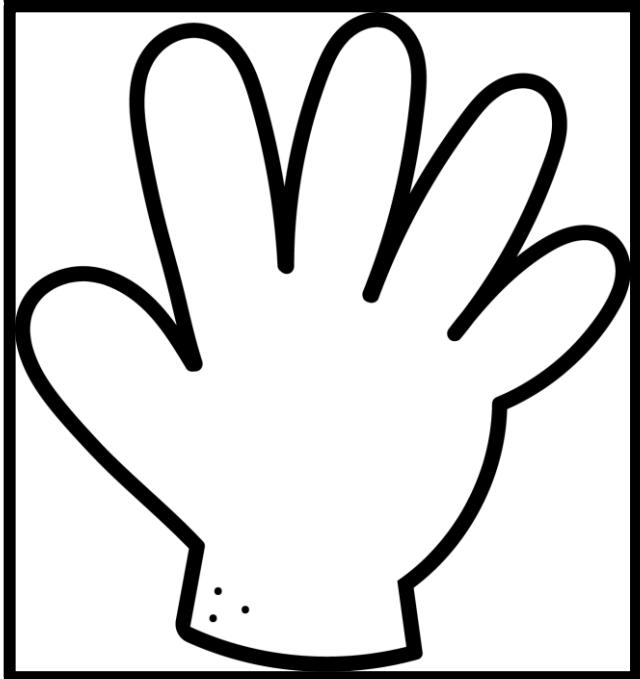
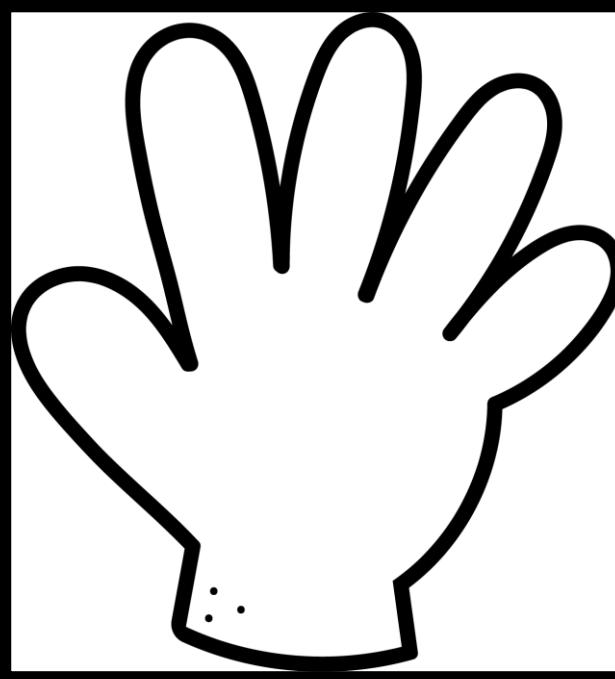
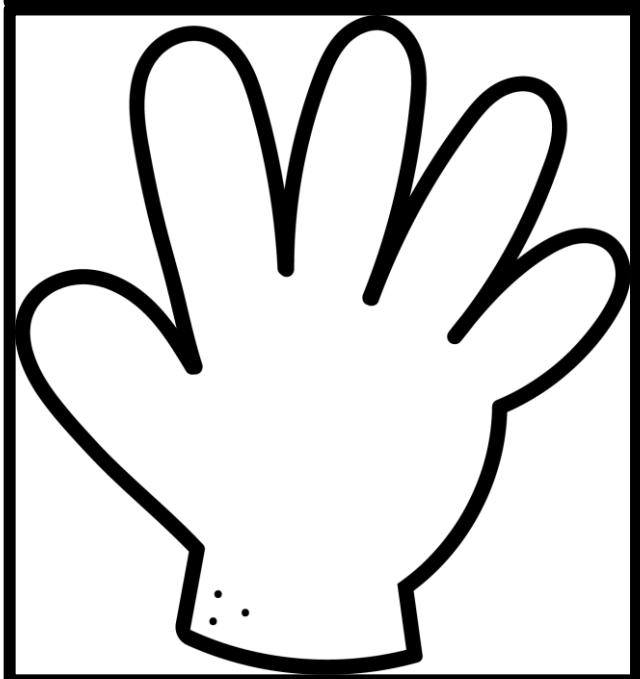
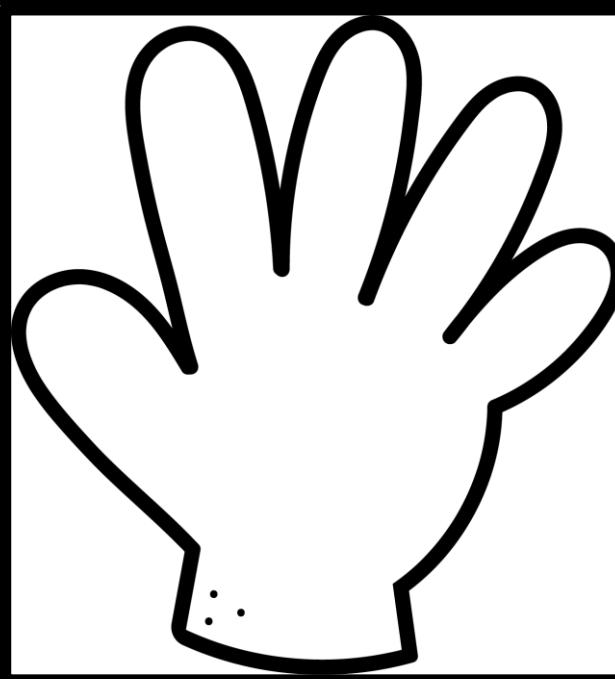
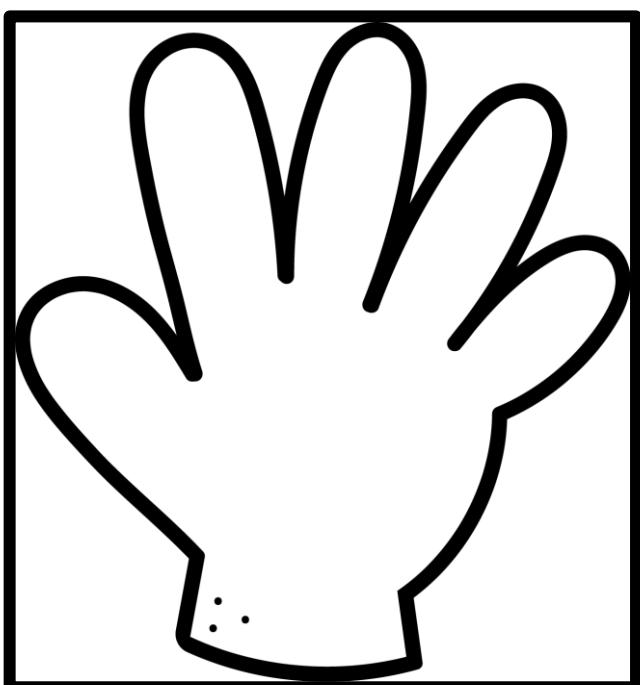
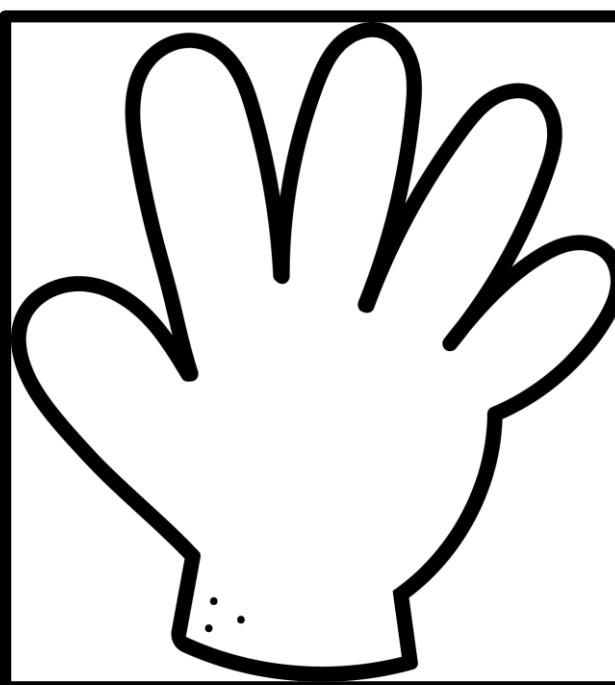
Options for Differentiation

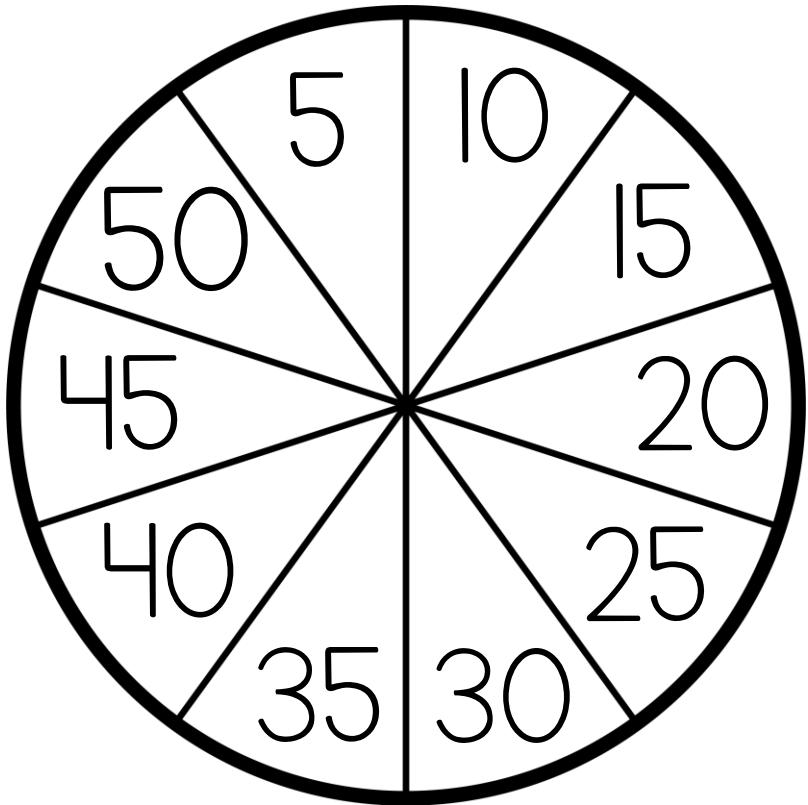


Pre-color the 5's and 10's spaces on the hundreds chart to support counting by 5's. Have students cover that spot with a counter instead of coloring it.



Give partners their own color counter. Have both partners spin a number and then compare them. Whoever spins the smaller number gets to cover it with their color counter.





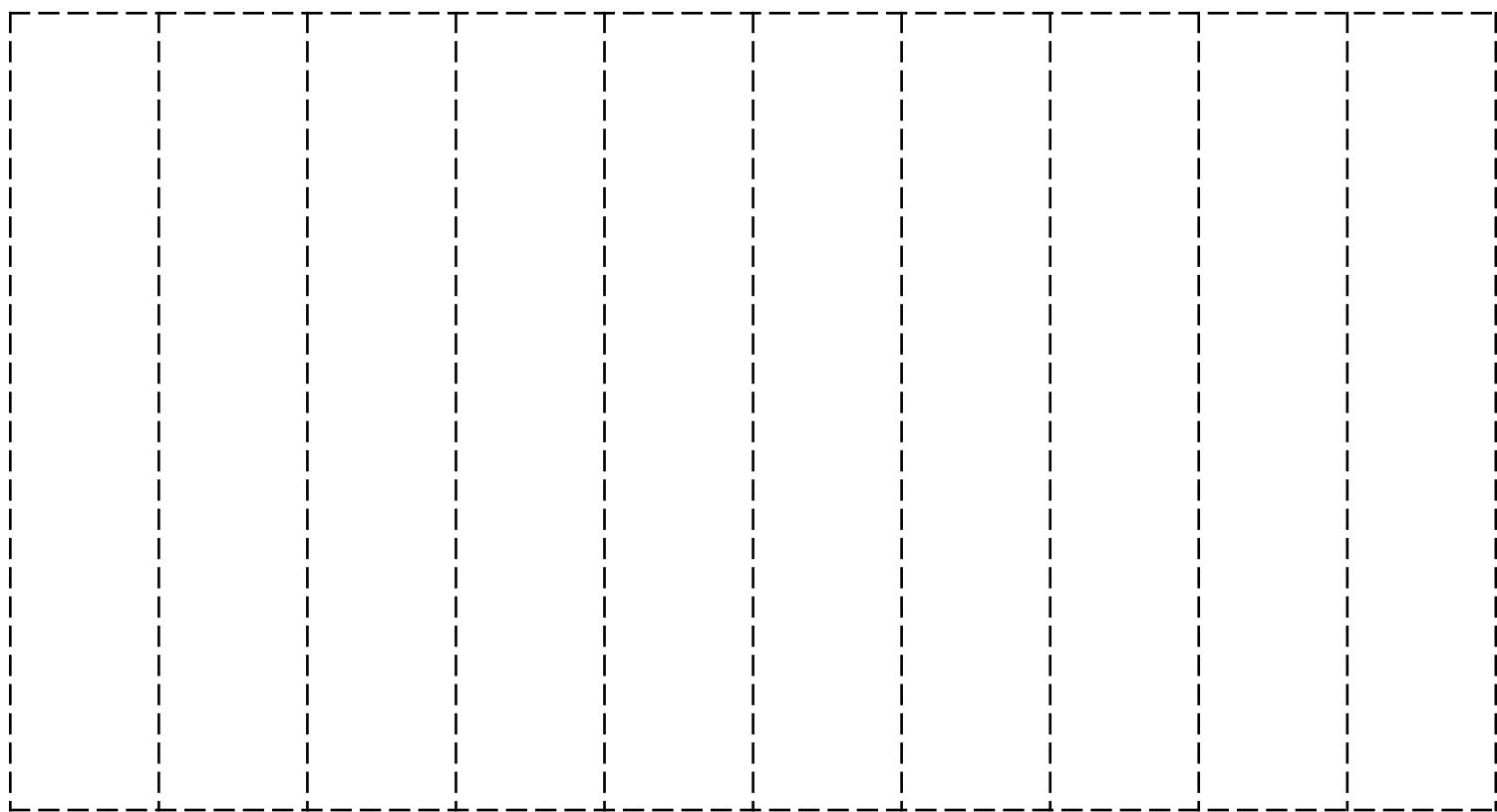
| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| I | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| II | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 2I | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 3I | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 4I | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |

Name: _____

Numbers to 100 Lesson 13

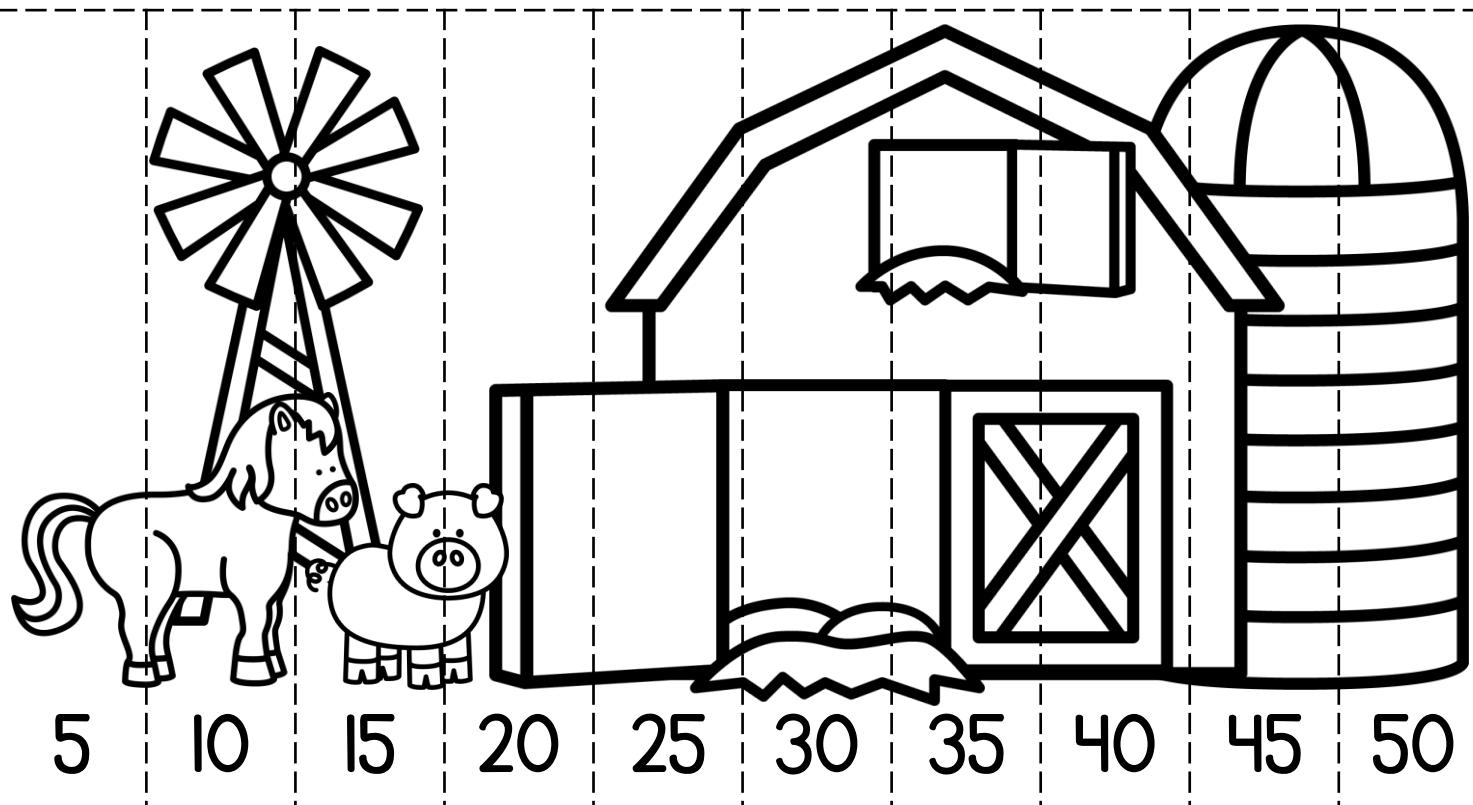


Count by fives to make the puzzle.



Empowering Little Mathematicians Kindergarten

© Natalie Lynn Kindergarten

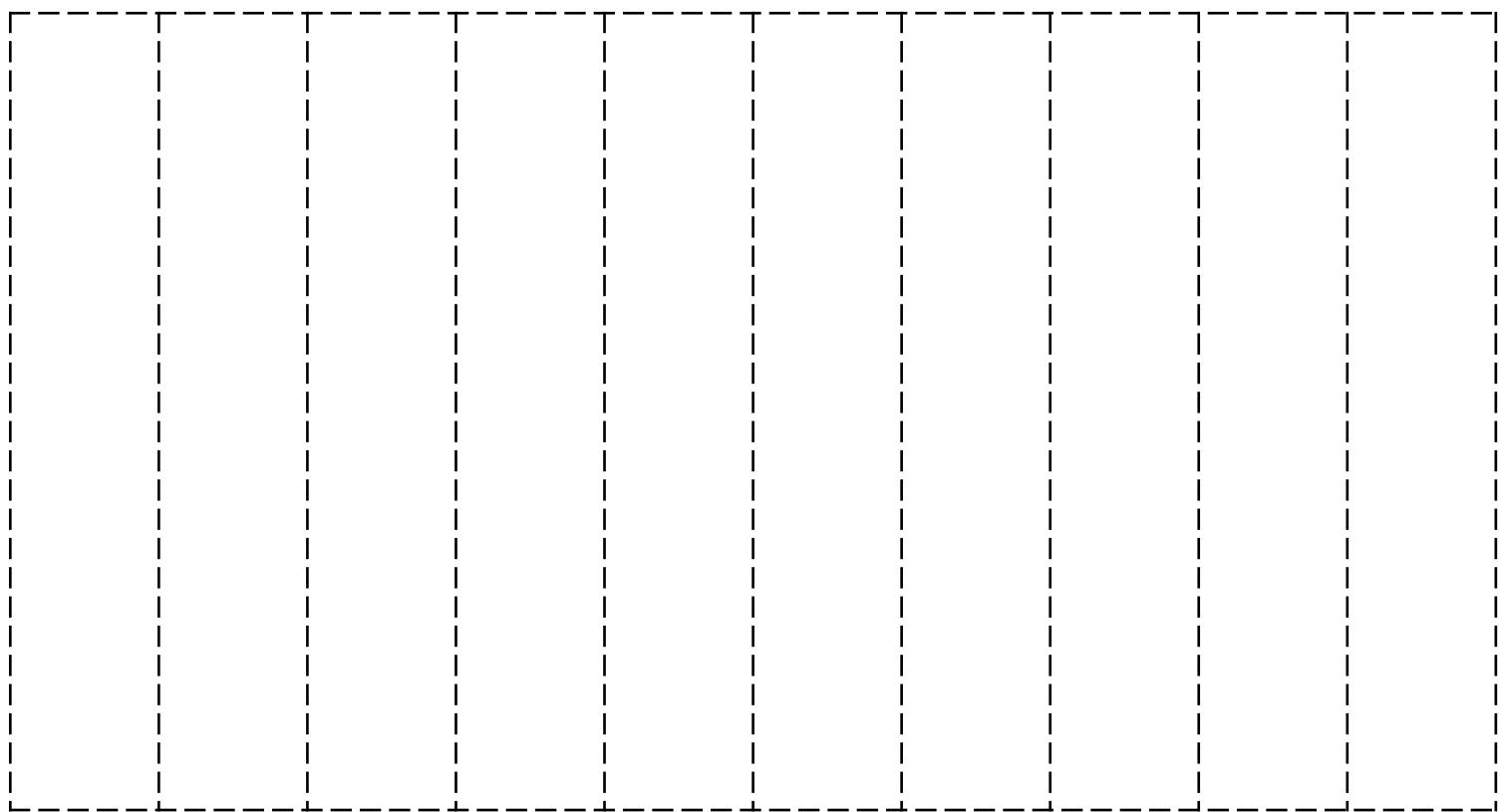


Name: _____

Numbers to 100 Lesson 13

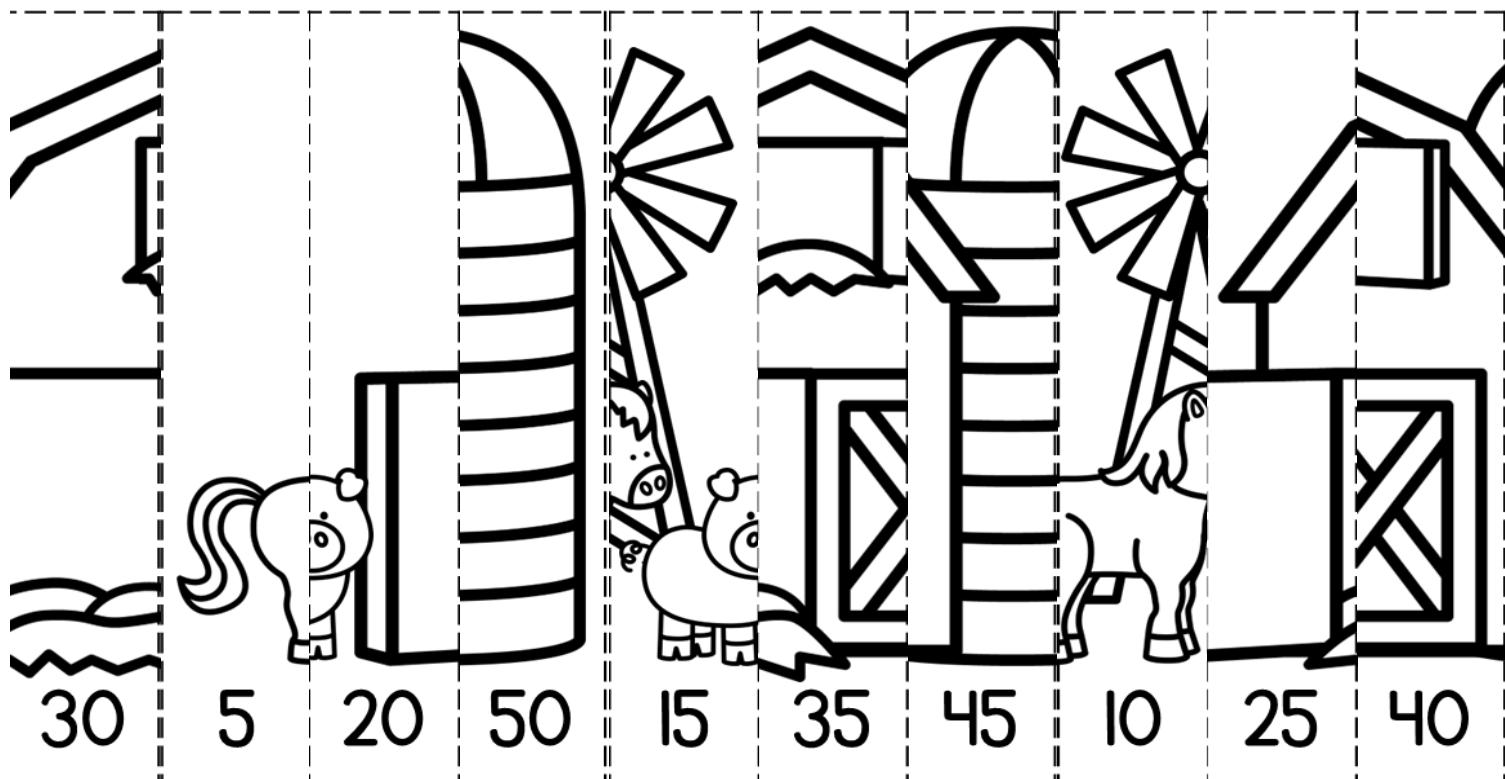


Count by fives to make the puzzle.



Empowering Little Mathematicians Kindergarten

© Natalie Lynn Kindergarten

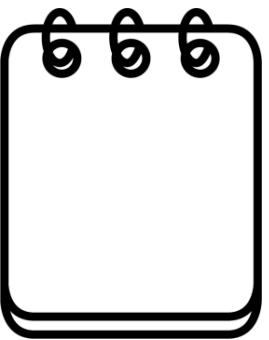
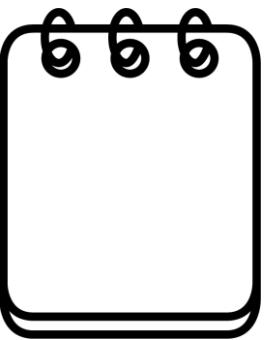
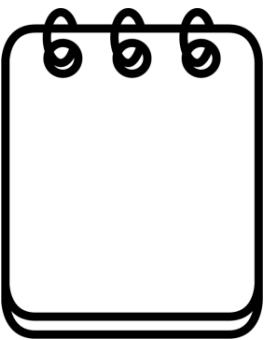
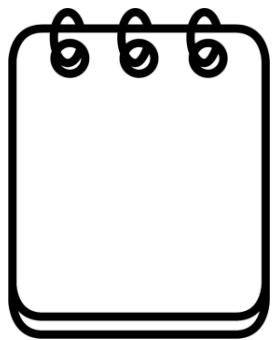
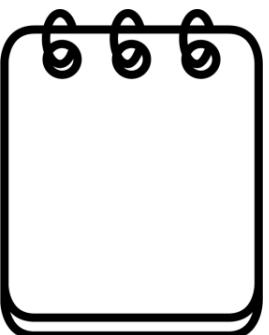
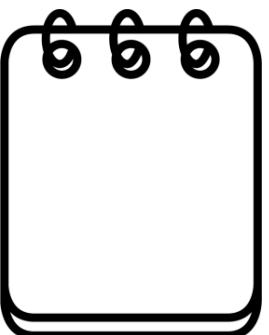
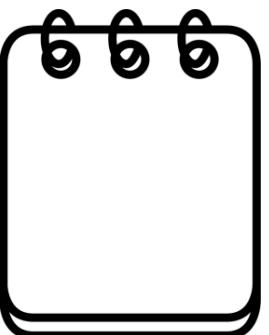
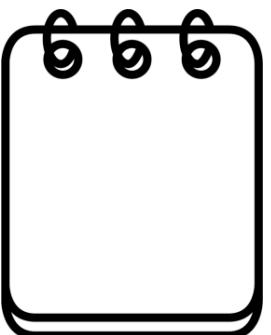


Name: _____

Numbers to 100 Lesson 13



Practice counting by fives.

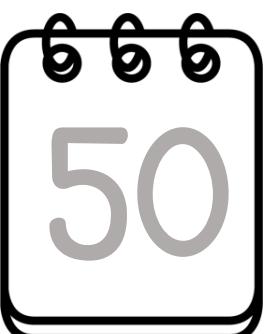
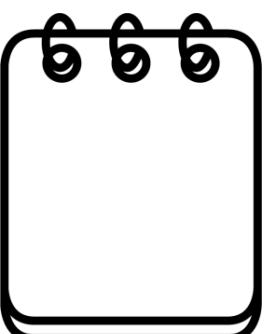
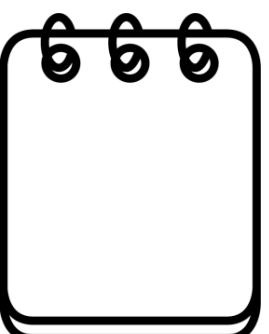
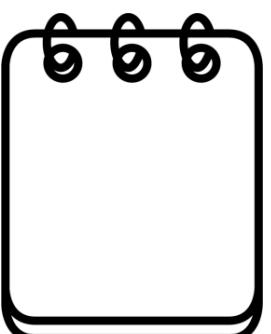
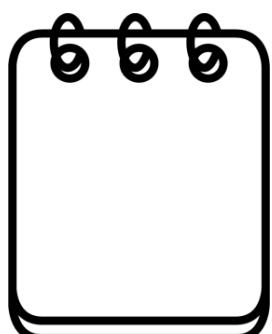
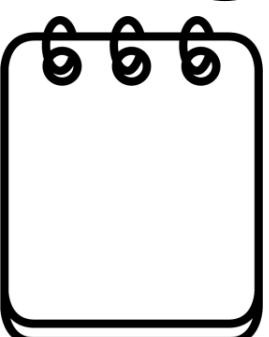
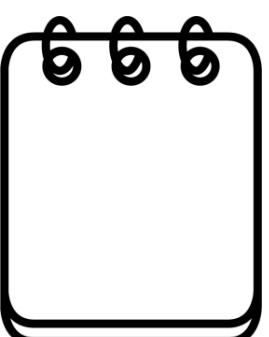
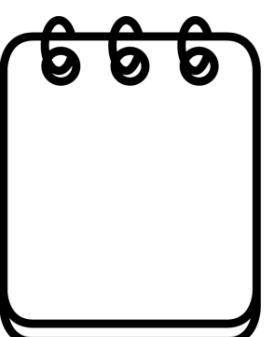
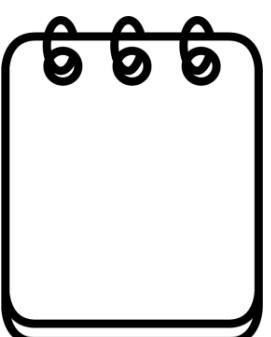


Name: _____

Numbers to 100 Lesson 13



Practice counting by fives.





I can count by 2's.



K.CC.A.1, K.CC.B.4



Rocket Skip Counting: Start crouched down. Slowly count by 10s to 100 as you stand up. When you get to 100, jump up and yell "Blast off!" If you want a challenge, as you slowly crouch back down, skip count backwards by 10's.



Tell students that today they will be counting by 2s. When we count by 2's, we have groups or pairs of 2. That means we will skip over every other number on our number chart or number line. Print the numbers for the number line on 2 different colors of paper so that every other number is a different color. Place the numbers down on the floor 1-20. A student will come up and, as the class count by 2's, will jump to every other number - 2, 4, 6, etc. Give each small group of students a handful of objects up to 20 (make sure it is divisible by 2). Students will make pairs of objects. Then they will use small sticky notes to count and label the groups by 2.



Give each pair of students a counting by two's spinner. Partners will take turns spin a number. After they spin a number, they will work together to count out groups of two until they reach the number on their skip counting rocket.



Students will color every other number on the hundreds chart then skip count by 2.



Students will skip count by 2's.

Options for Differentiation



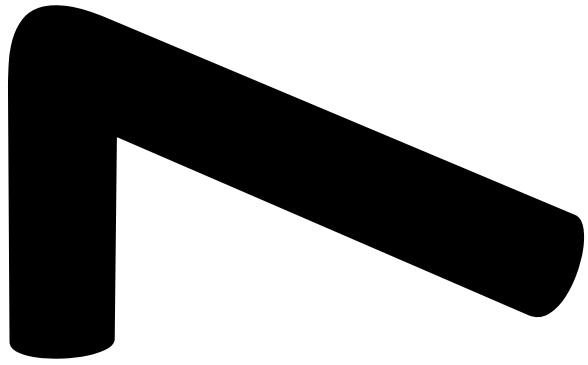
Use the rockets with numbers on them to support counting by twos.
Complete the partner activity as a group.



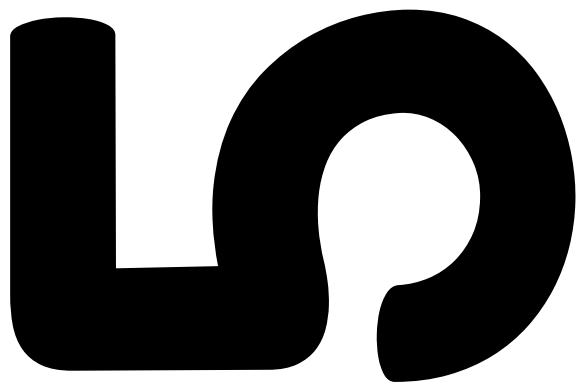
Have both partners spin a number and then compare them. Whoever spun the larger number gets to count to it on the rocket.

88

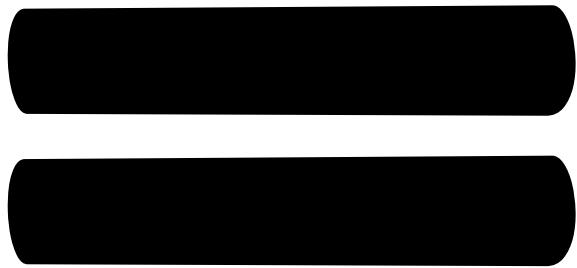
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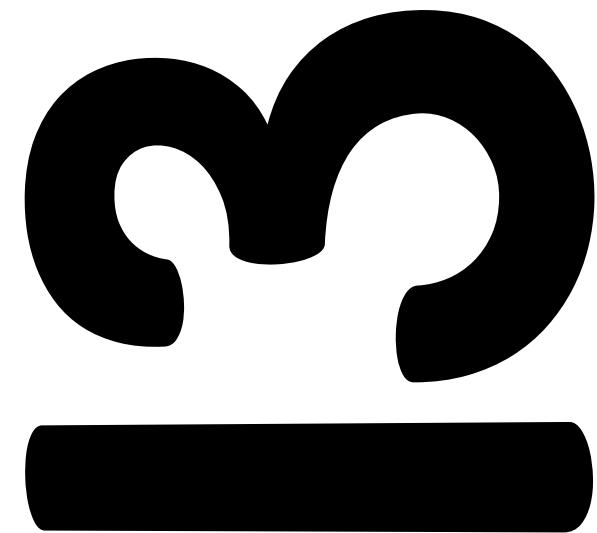
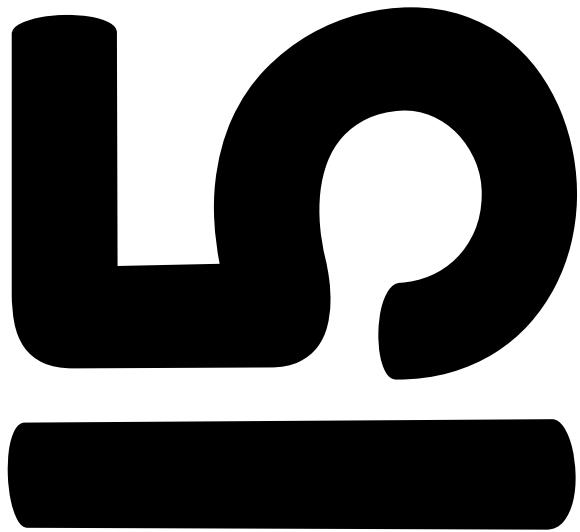


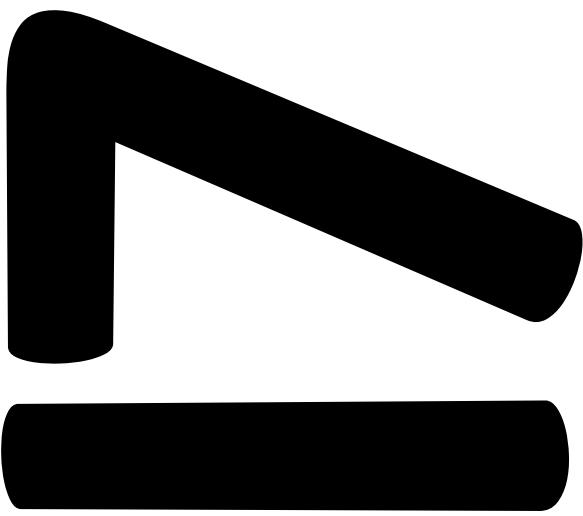
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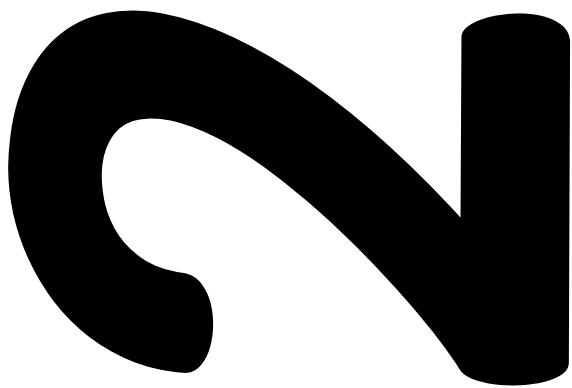
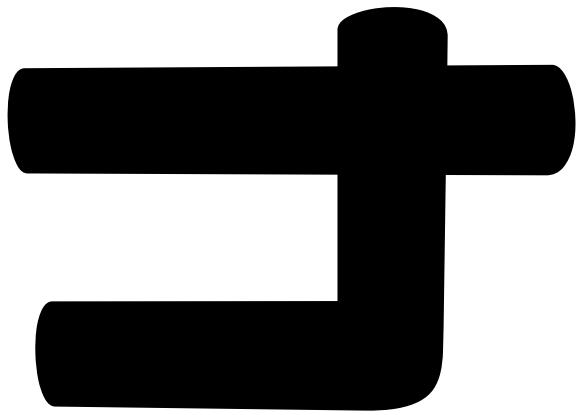


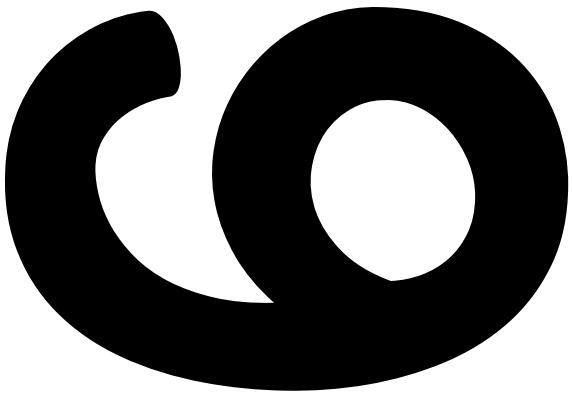
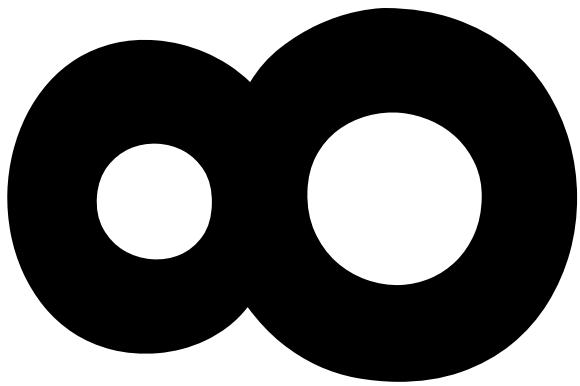
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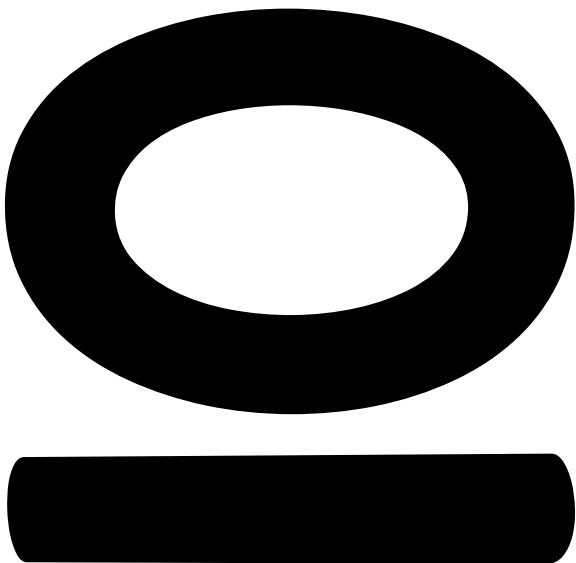
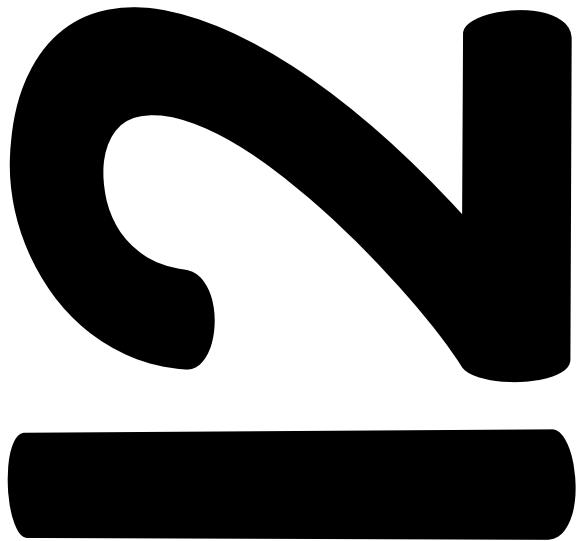


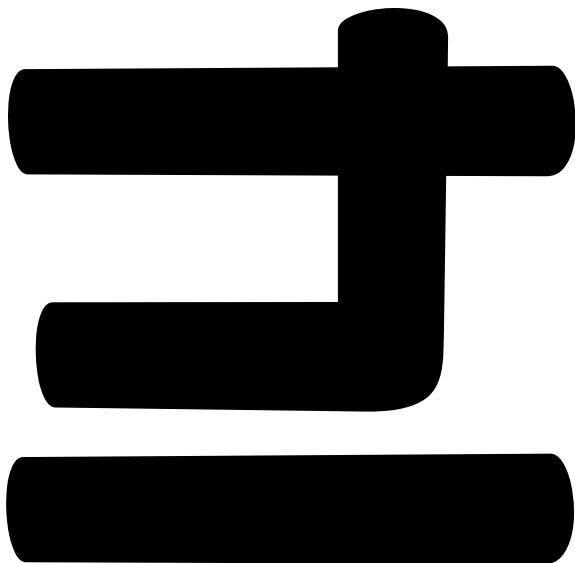
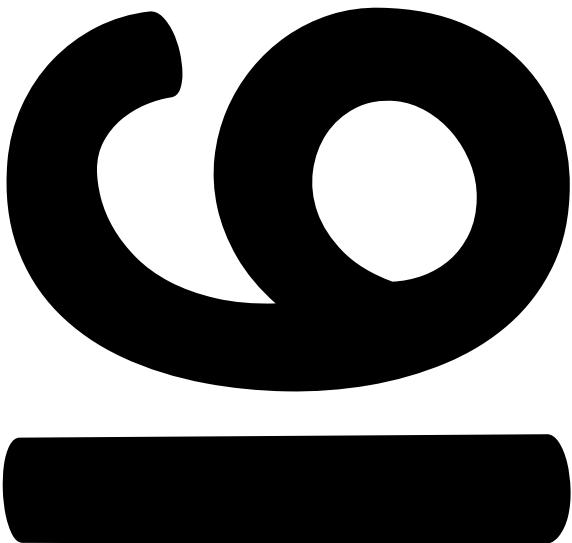


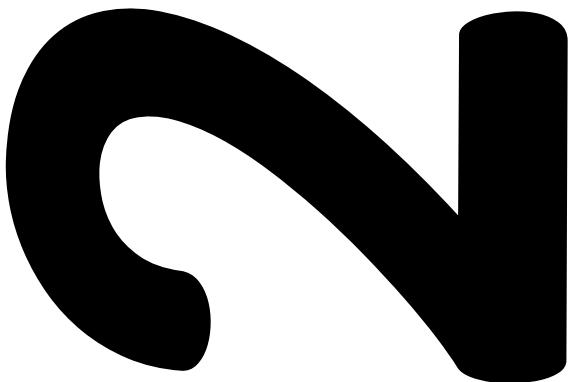
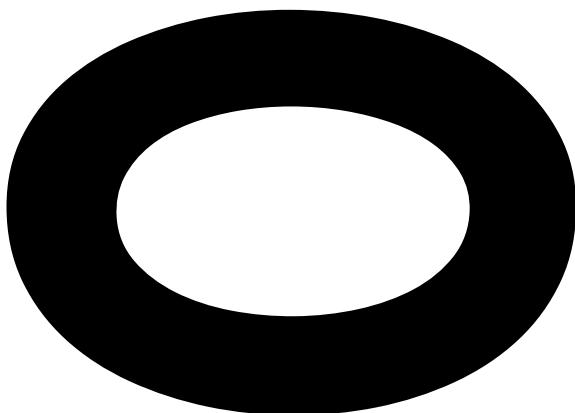










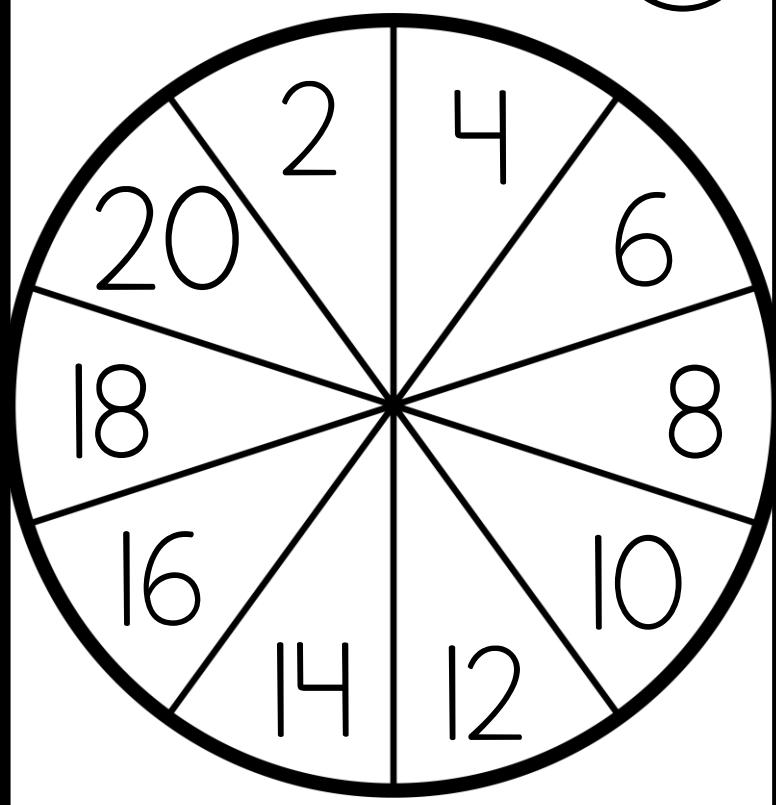
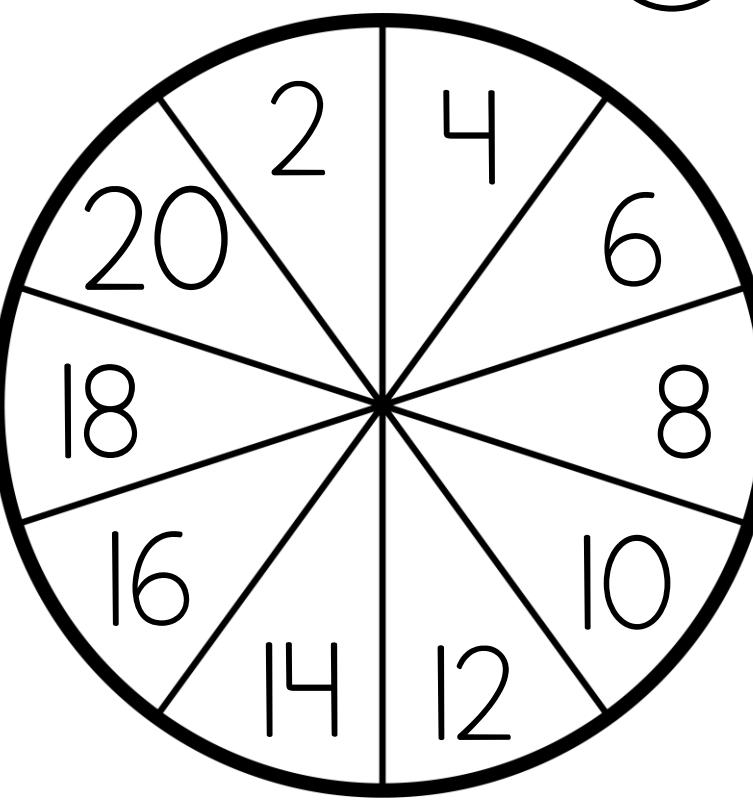


SPINNER

Numbers to 100



Numbers to 100

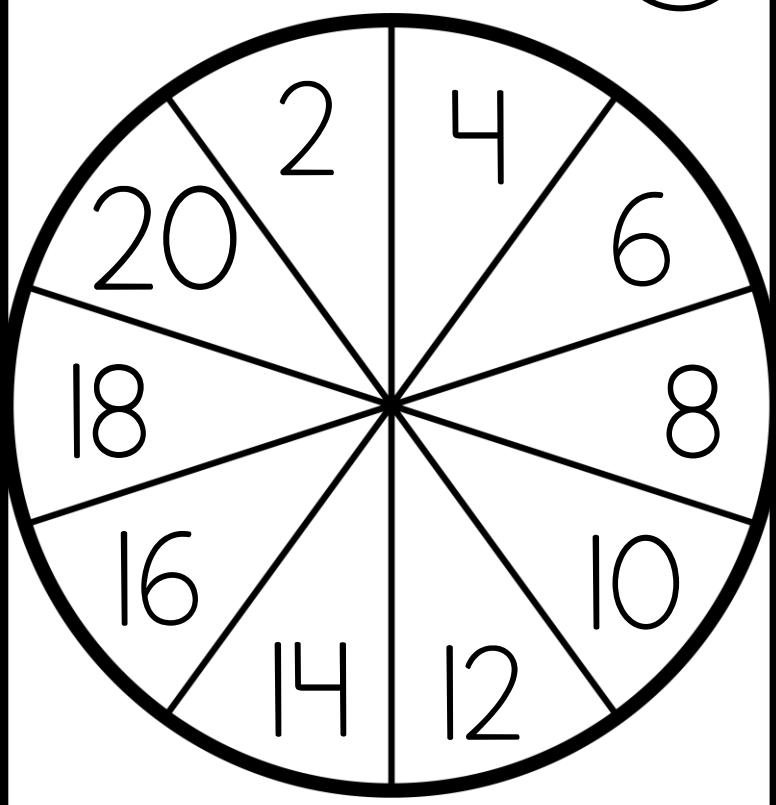
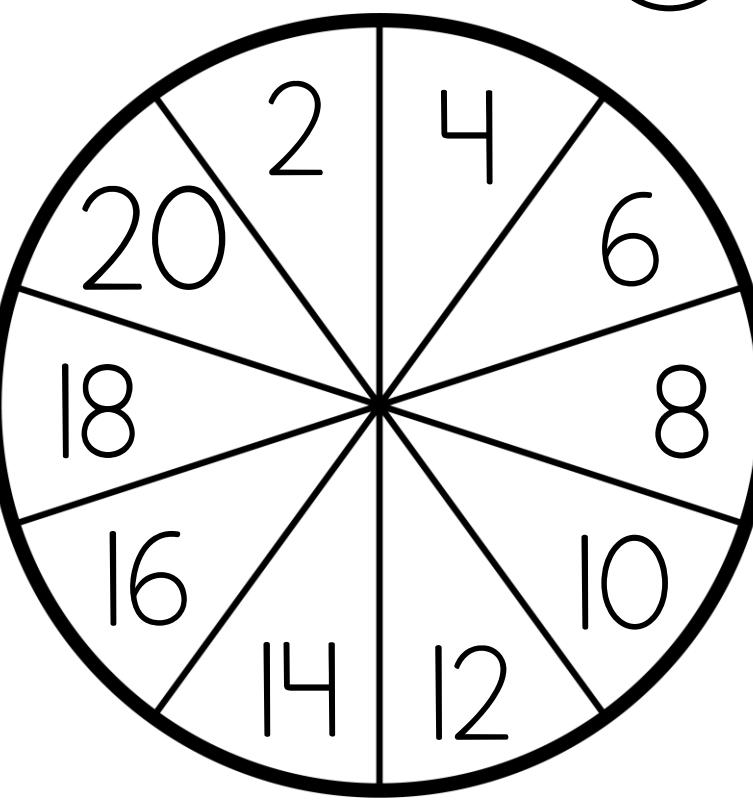


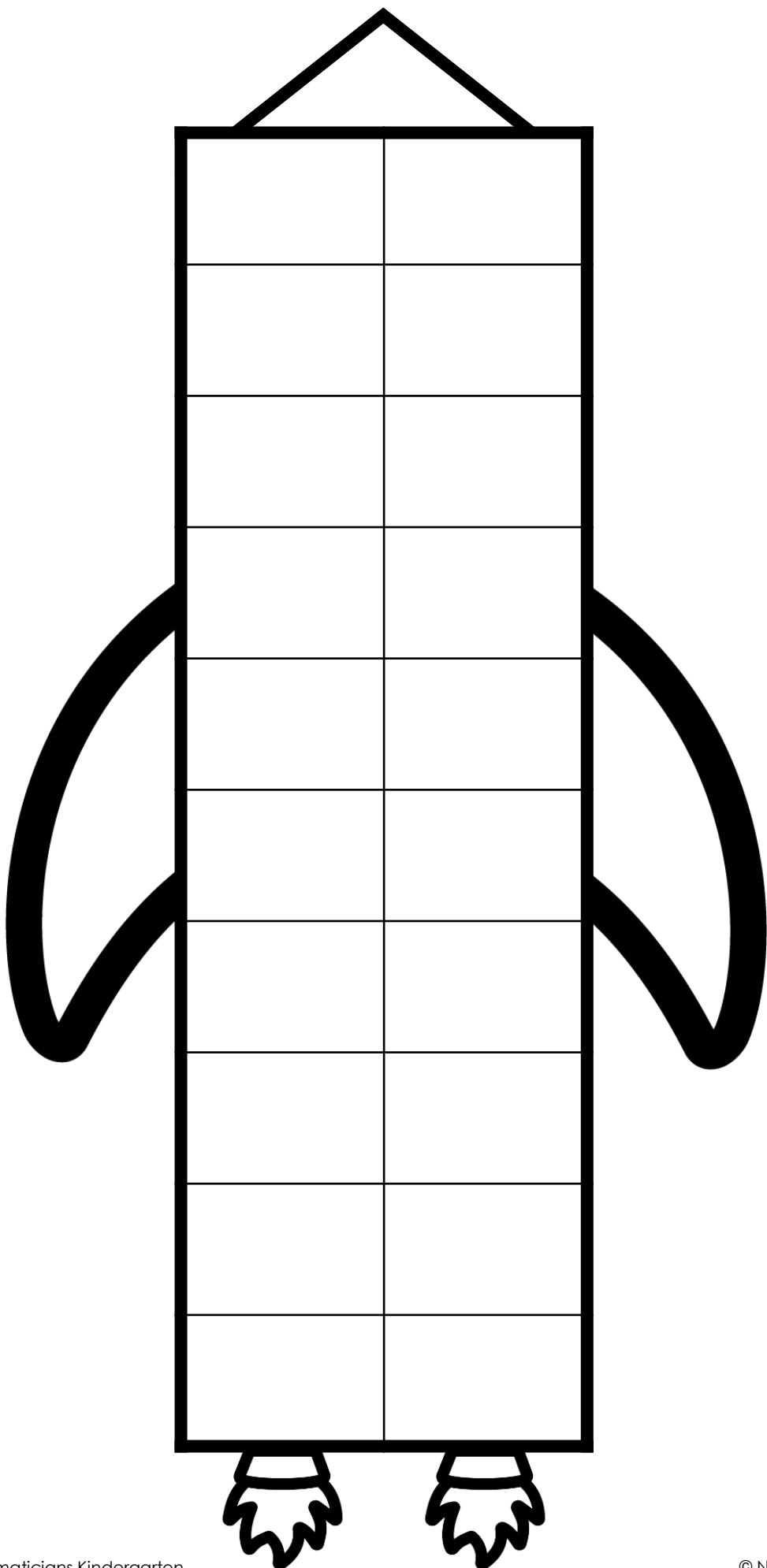
SPINNER

Numbers to 100



Numbers to 100



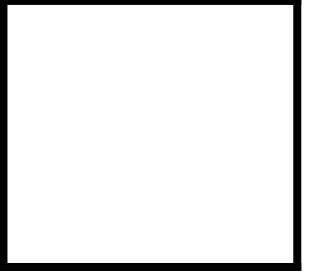
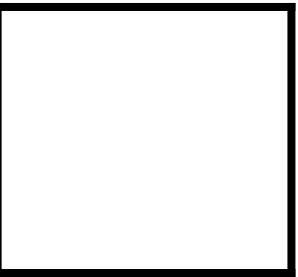
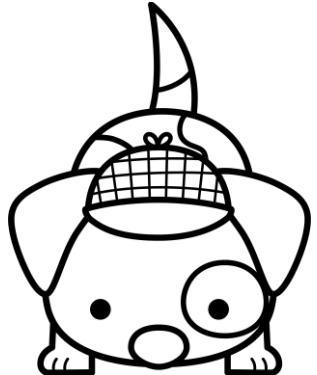


Name: _____

Lesson 14



Cut out the numbers and glue them in order to count by fives.



12

18

6

14

4

2

20

10

8

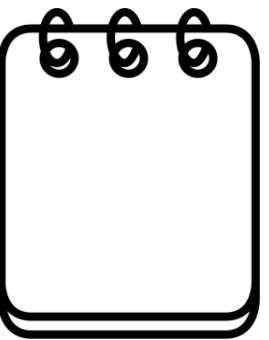
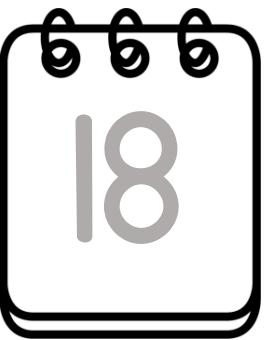
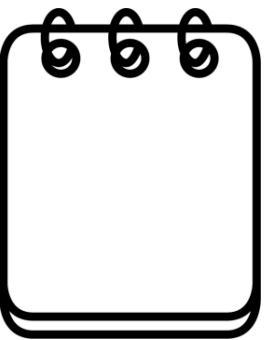
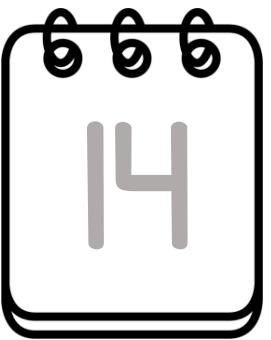
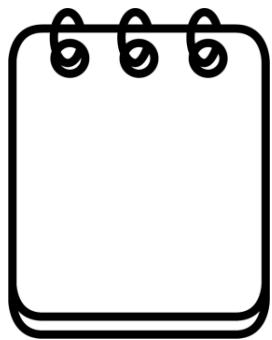
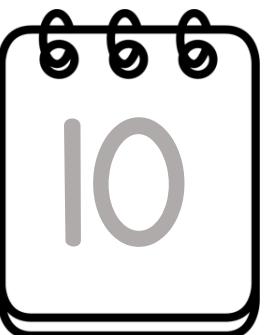
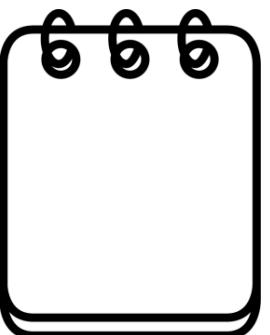
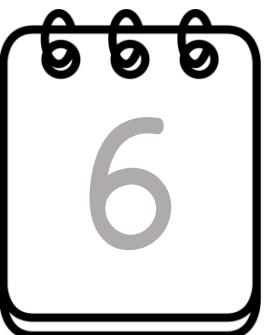
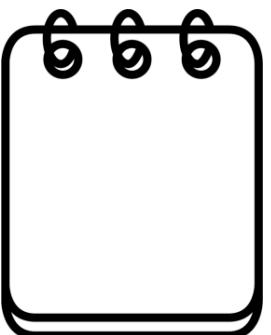
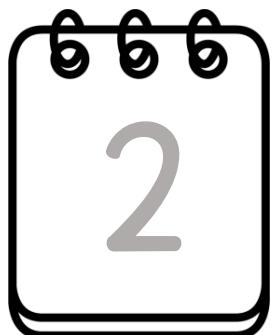
16

Name: _____

Numbers to 100 Lesson 14



Practice counting by twos.

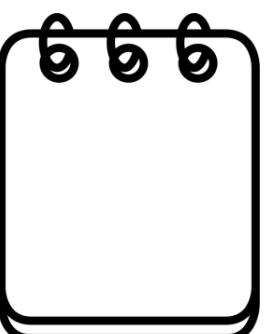
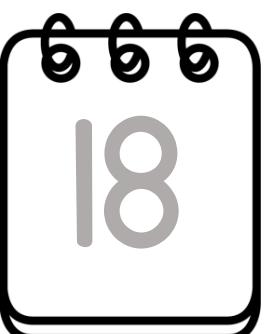
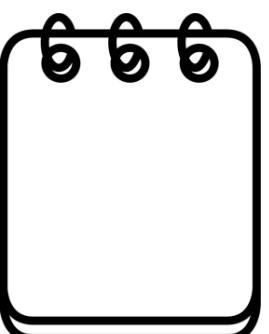
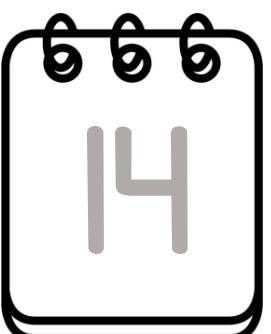
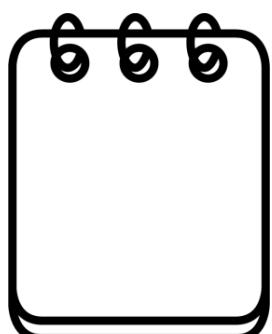
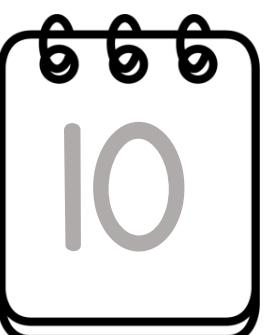
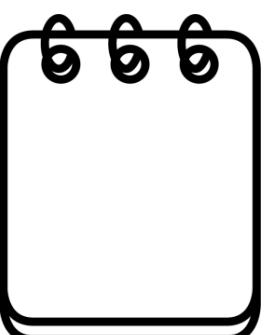
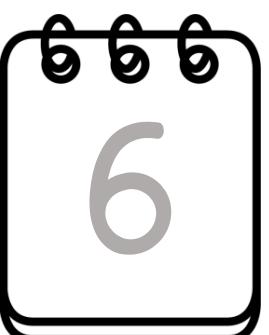
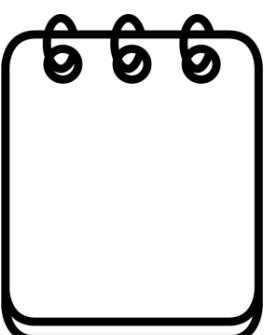
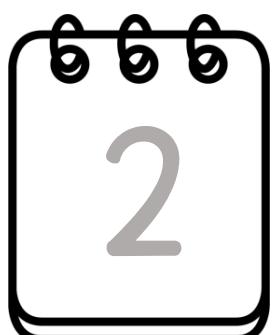


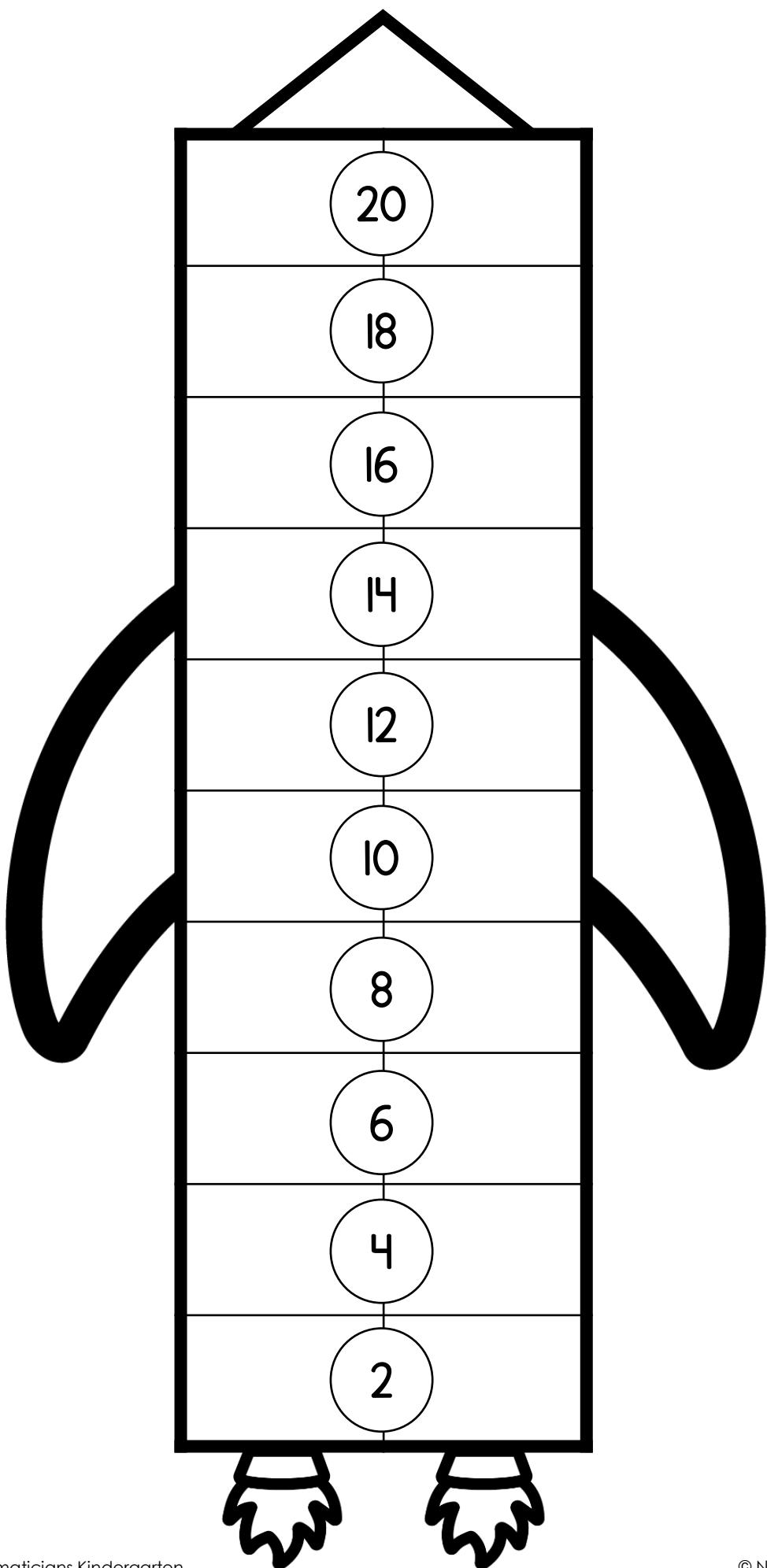
Name: _____

Numbers to 100 Lesson 14



Practice counting by twos.







I can count by 2's.



K.CC.A.1, K.CC.B.4



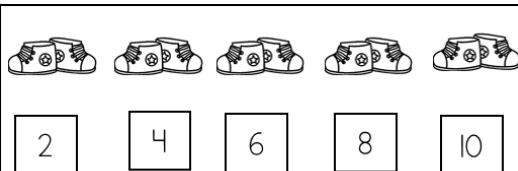
Rocket Skip Counting: Start crouched down. Slowly count by 10s to 100 as you stand up. When you get to 100, jump up and yell "Blast off!" If you want a challenge, as you slowly crouch back down, skip count backwards by 10's.



Tell students that today we want to find out how many shoes our class has. Lucky us! Our shoes are in pairs. That will make it so easy to count by 2's! For this activity, you can have students sit in a circle and put their feet out or take their shoes off and line them up in pairs. As a class, count the shoes by 2's. You can also label the pairs with sticky notes if you line them up.



Students will cut out the pairs of shoes and glue them on a sentence strip or long piece of paper. They will label each pair as they count by 2's to 20.



Students will color every other number on the hundreds chart then skip count by 2.



Students will skip count by 2's.

Options for Differentiation



Use the shoes template with the numbers on them. First, have students put the shoes in order from smallest to largest. Then, have them match the numbers underneath to count by twos.



Give each student a spinner, and 100 chart, and a crayon. Students will spin a number. They will count by 2s on the 100 chart until they reach that number. Then they can color it.



2

4

6

8

10

12

14

16

18

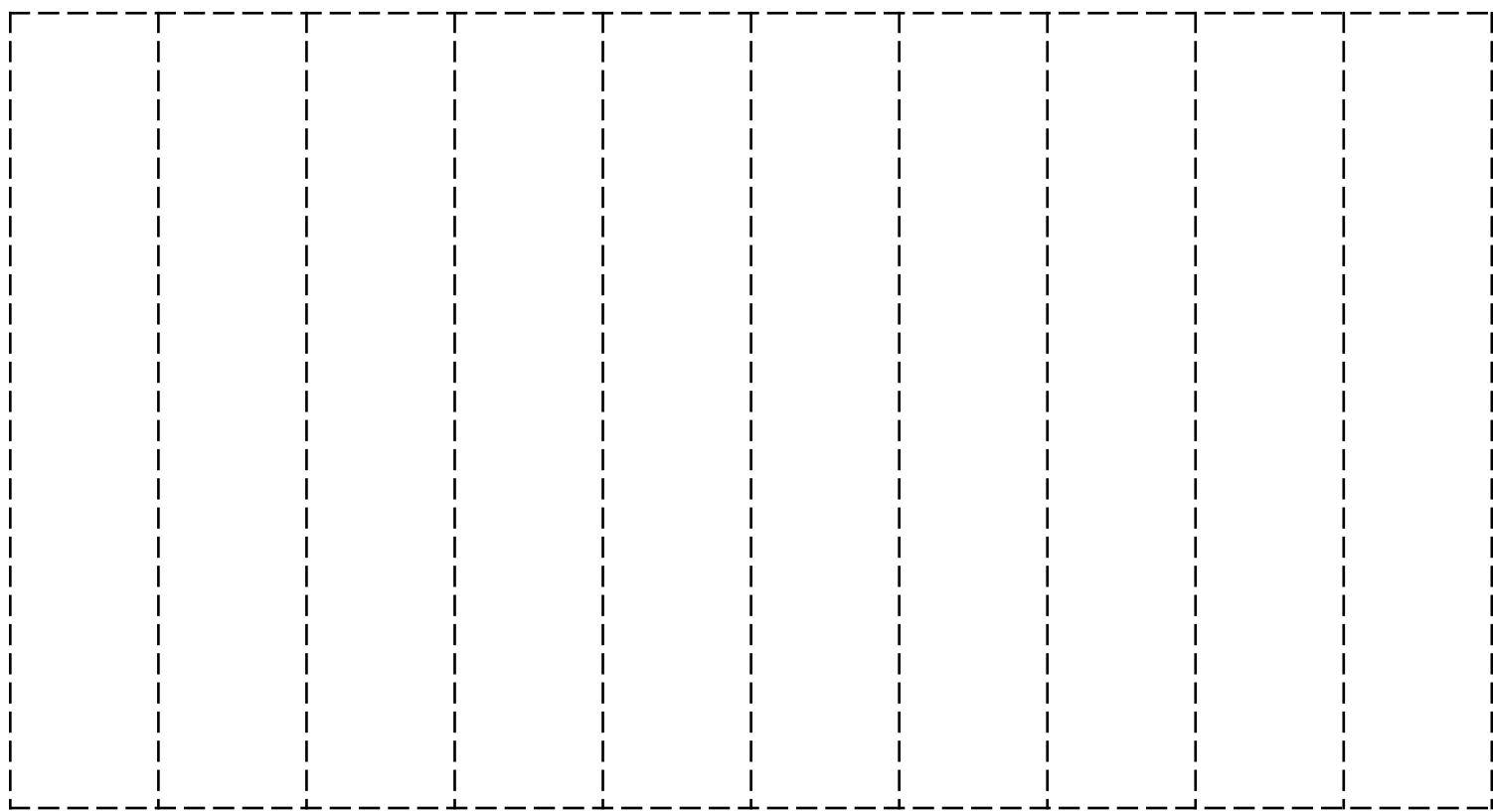
20

Name: _____

Numbers to 100 Lesson 15

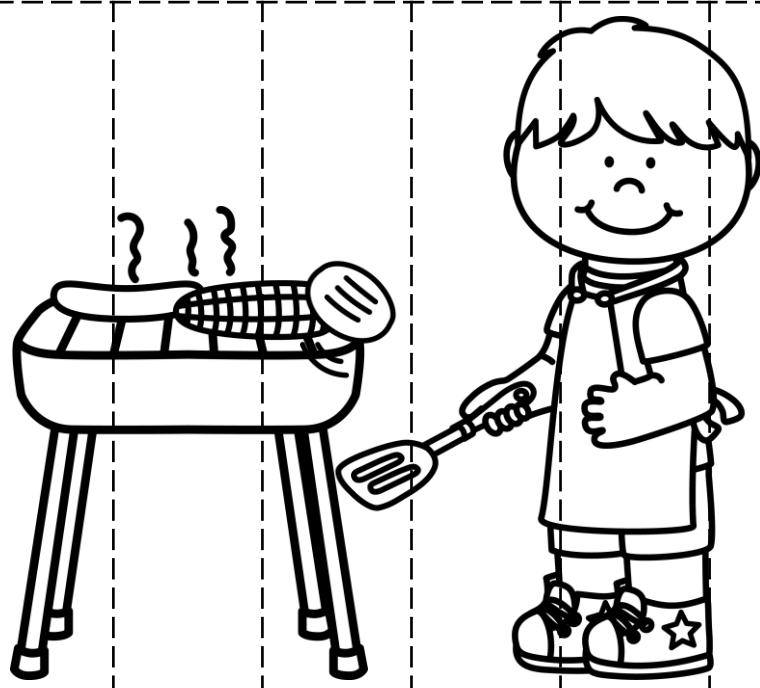


Count by twos to make the puzzle.

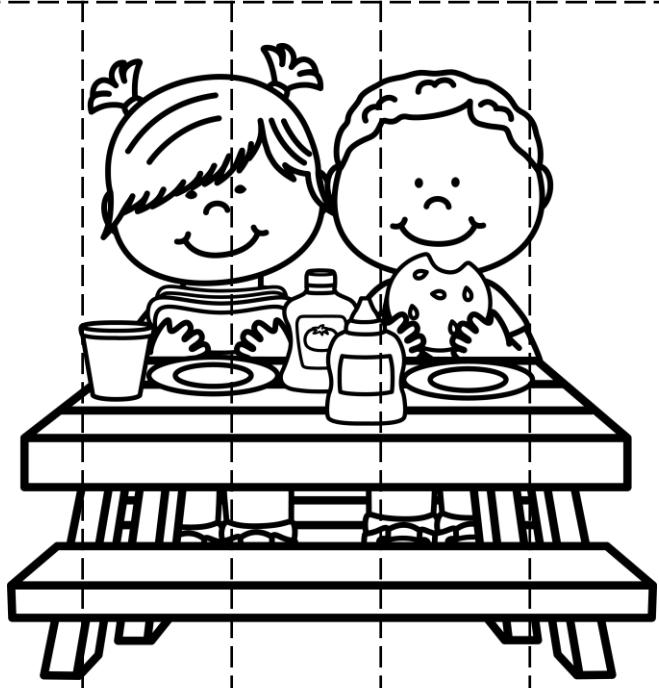


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2 4 6 8 10 12 14 16 18 20



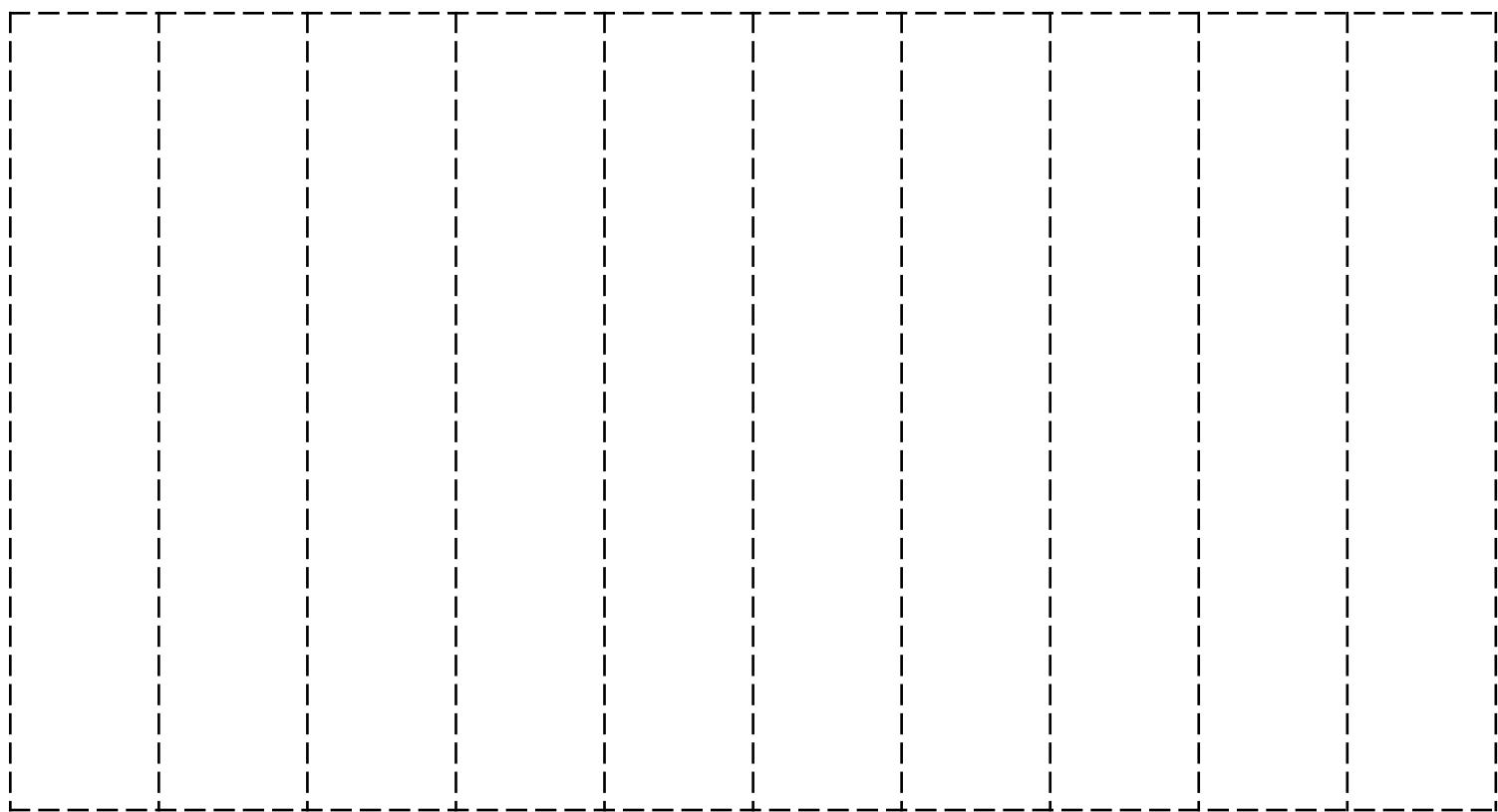
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Name: _____

Numbers to 100 Lesson 15

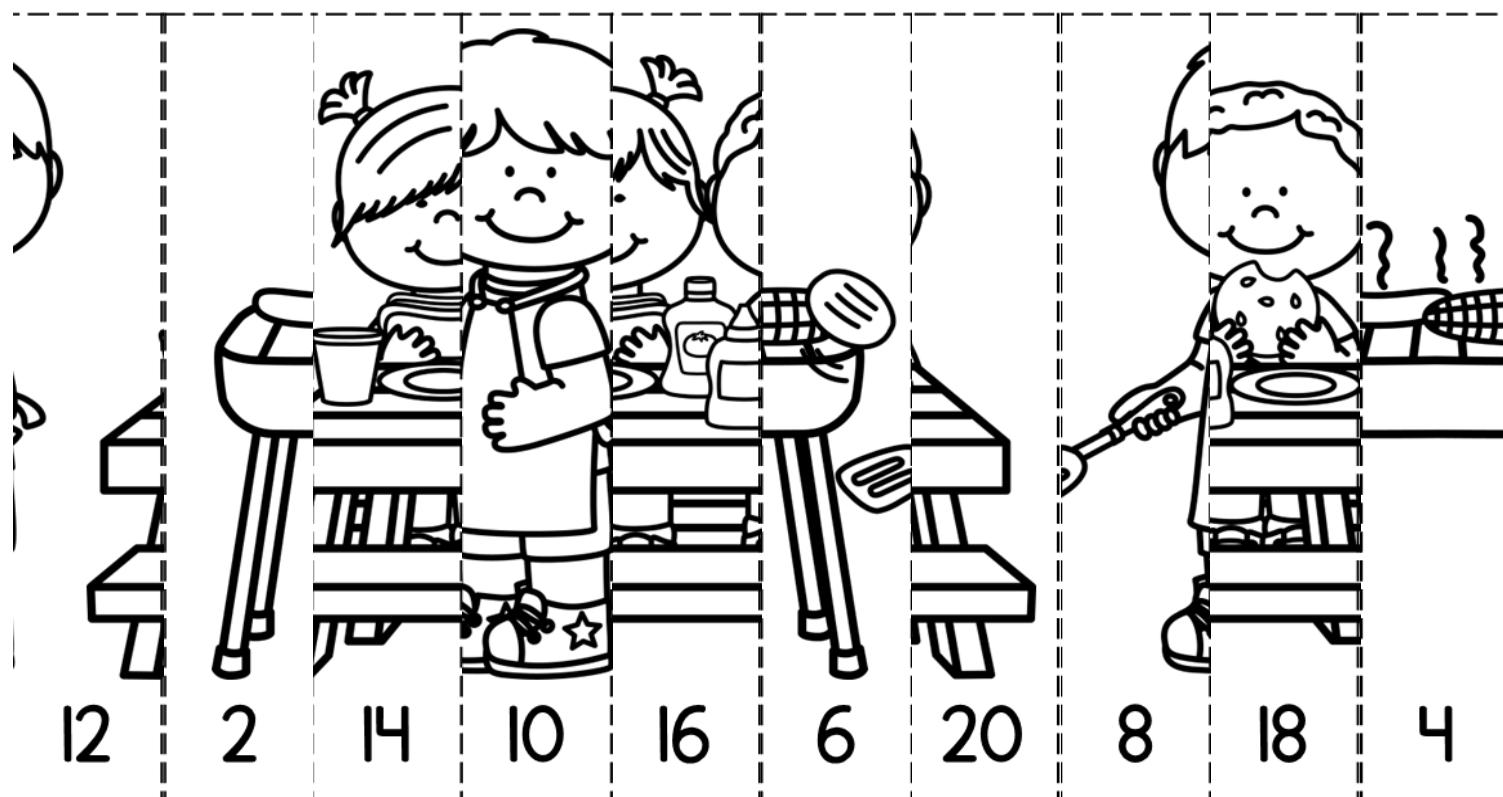


Count by twos to make the puzzle.



Empowering Little Mathematicians Kindergarten

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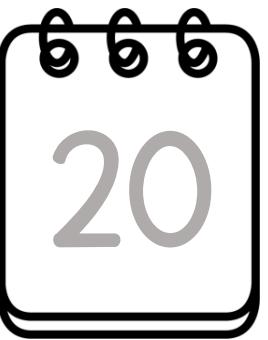
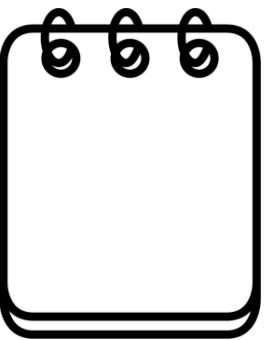
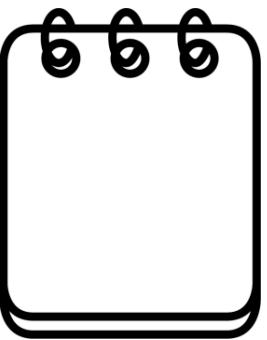
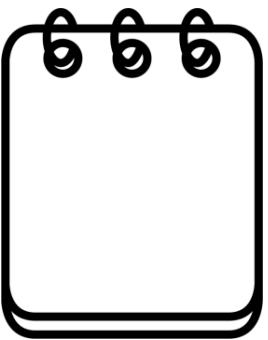
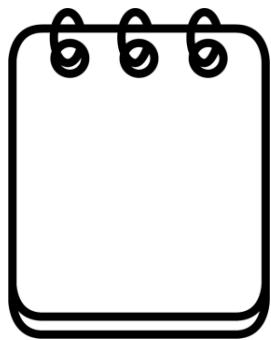
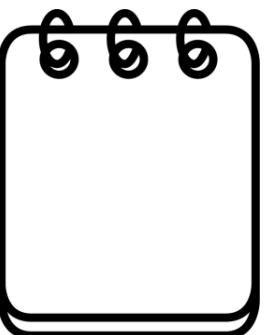
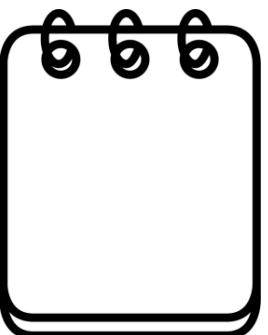
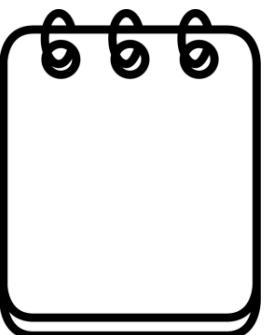
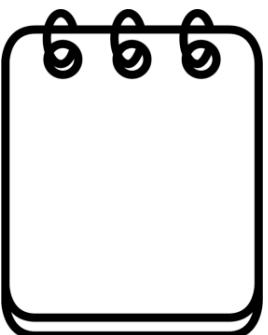
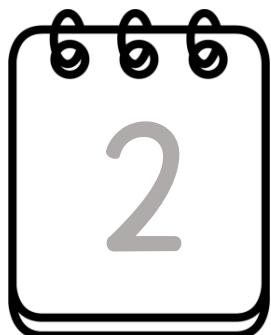


Name: _____

Numbers to 100 Lesson 15



Practice counting by twos.

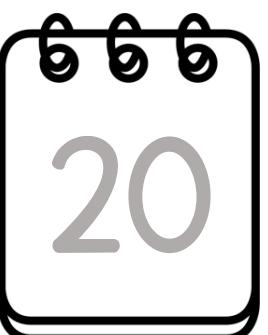
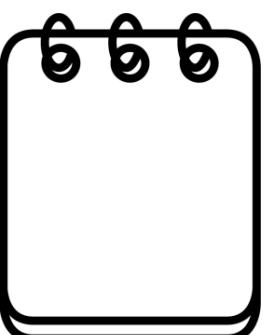
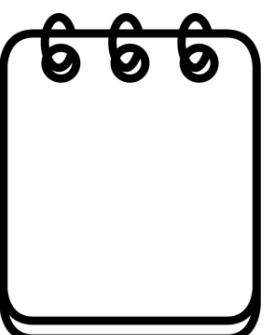
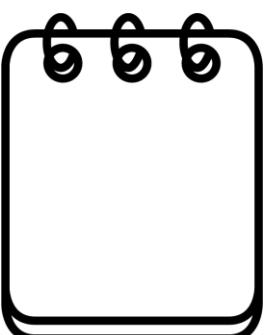
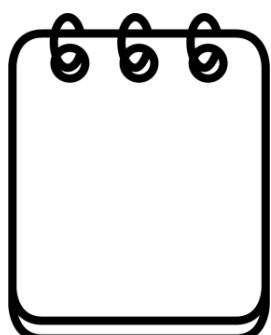
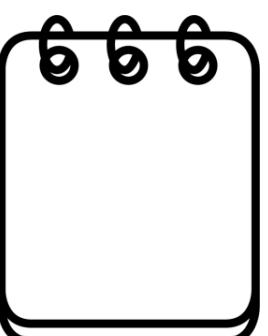
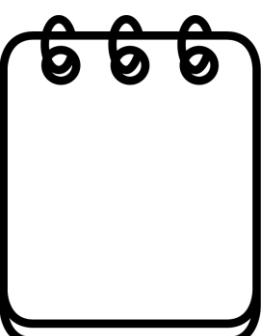
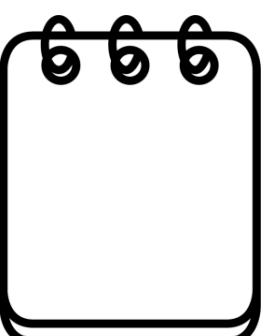
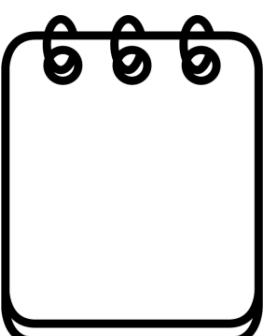
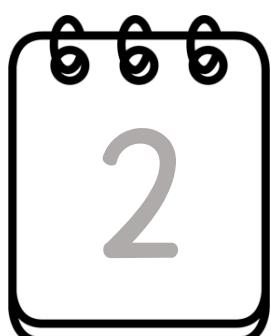


Name: _____

Numbers to 100 Lesson 15



Practice counting by twos.





2



4



6



8



10



12



14



16



18



20

2

4

6

8

10

12

14

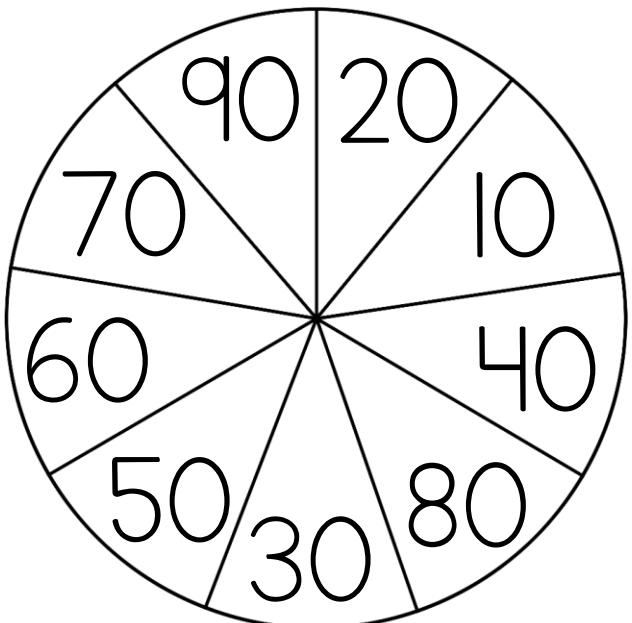
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18

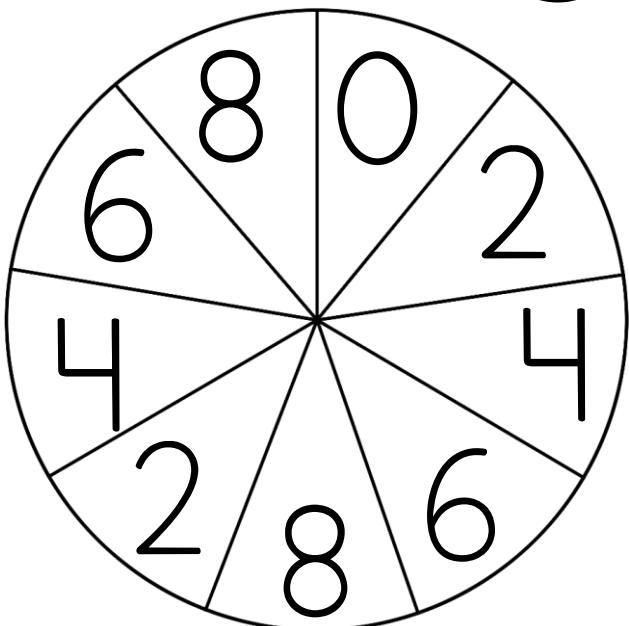
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COUNT BY TWOS

Numbers to 100



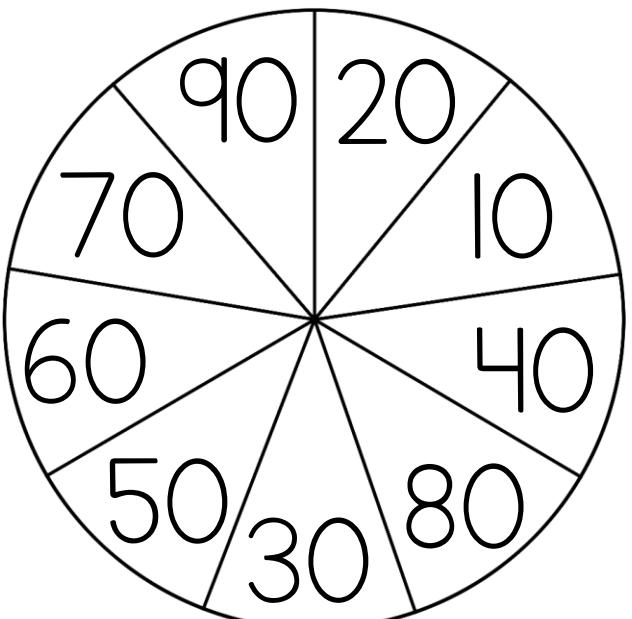
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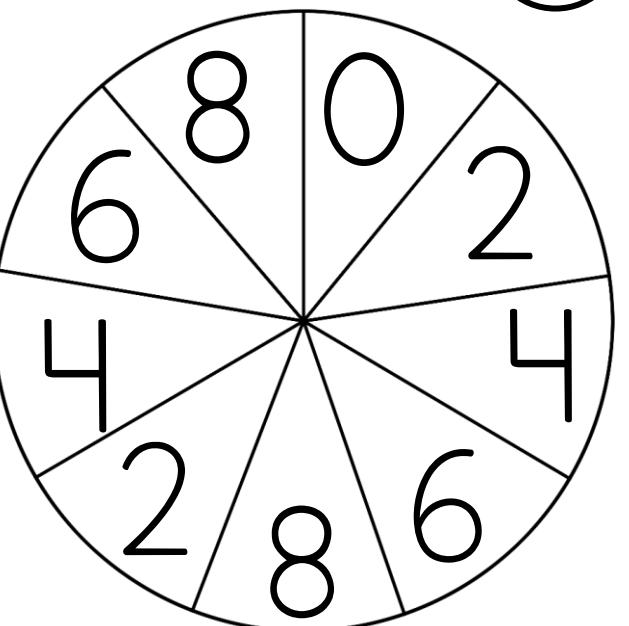
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COUNT BY TWOS

Numbers to 100



+



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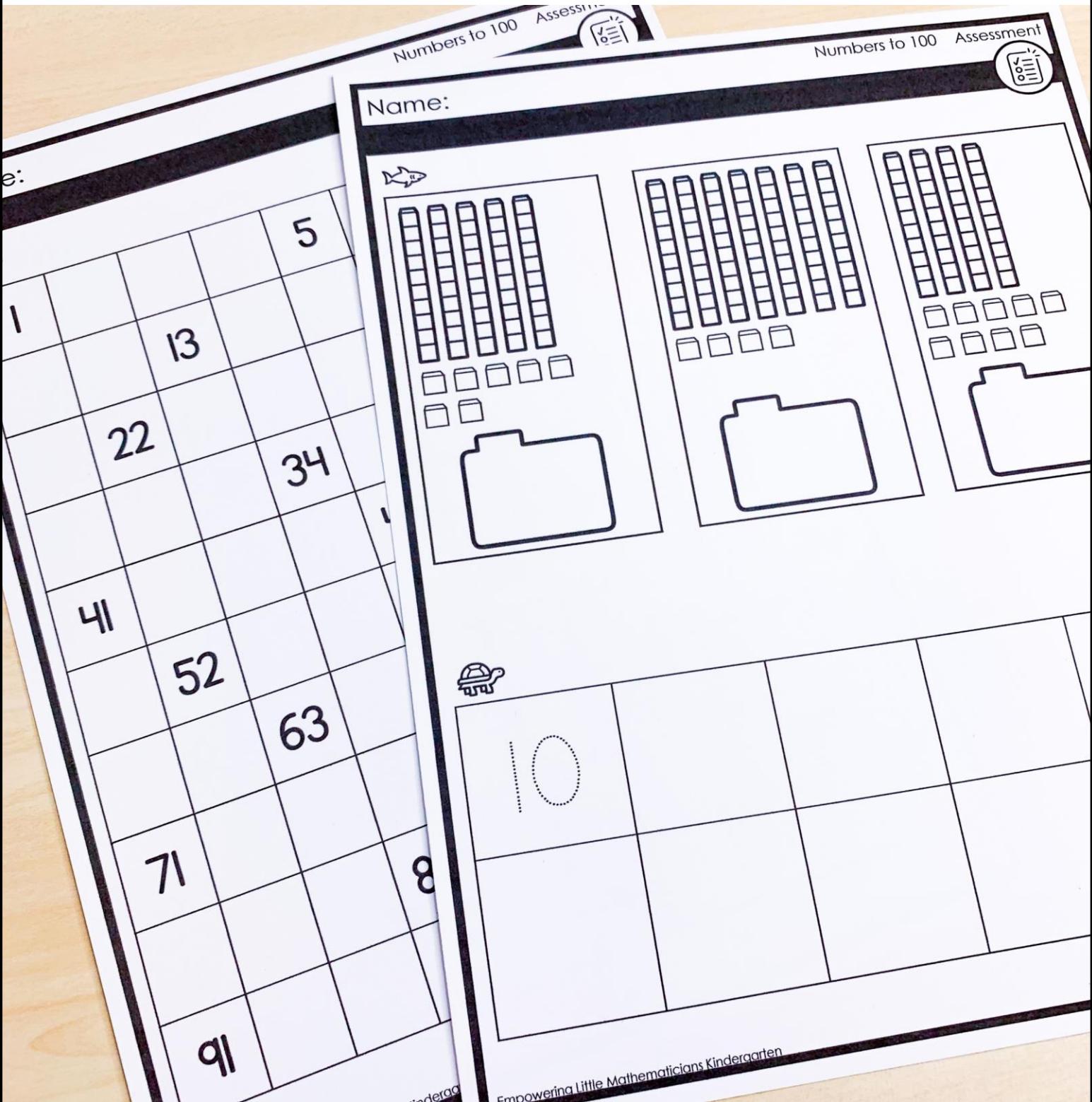
100 CHART

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| I | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| II | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 2I | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 3I | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 4I | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 5I | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 6I | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 7I | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 8I | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 9I | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |



UNIT ASSESSMENT

This end of unit assessment is optional and can be given whole group, in small groups, or one on one. Teacher directions and an answer key are included.



TEACHER DIRECTIONS & ANSWER KEY



Touch the butterfly. Fill in the missing numbers on the hundreds chart.



| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| I | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| II | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

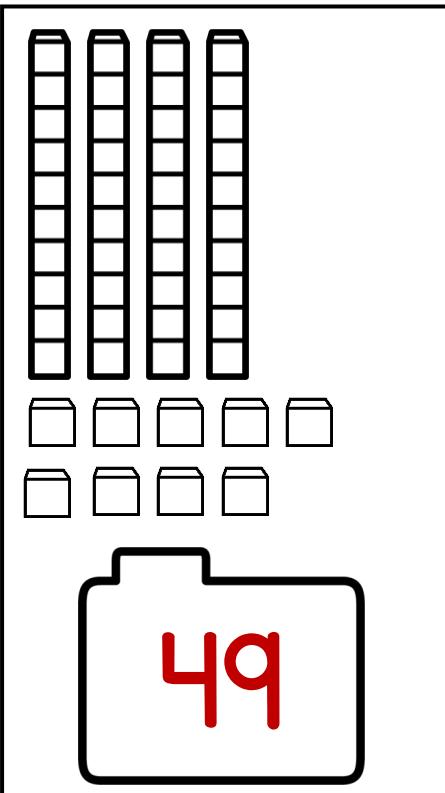
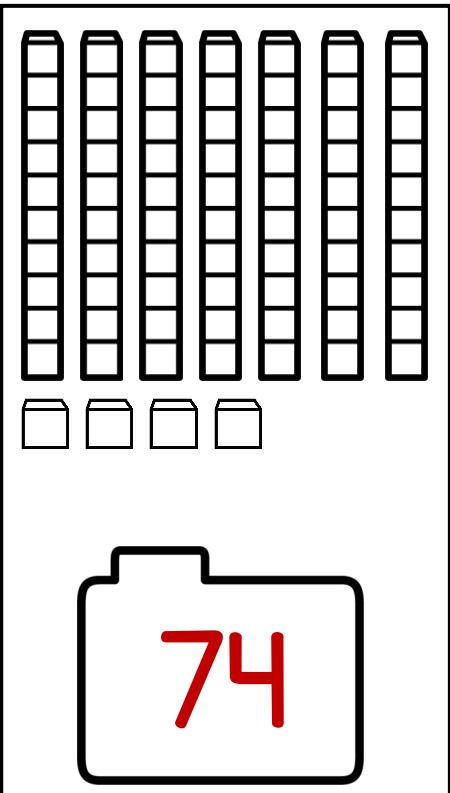
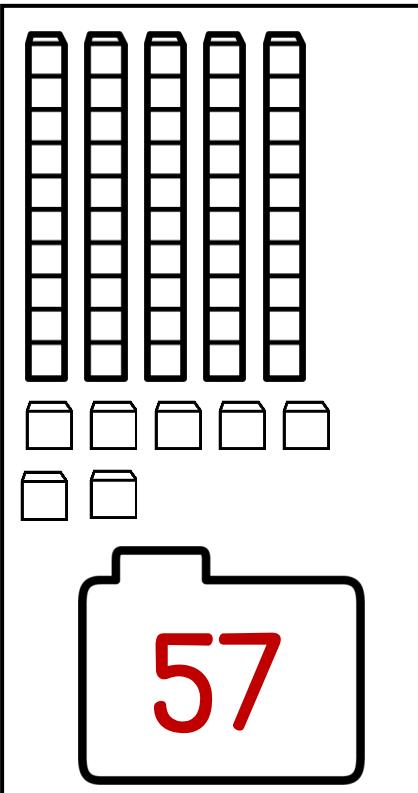
Name: _____

Numbers to 100 Assessment

TEACHER DIRECTIONS & ANSWER KEY



Touch the shark. Count the base ten blocks and write the number on the file folder.



Touch the turtle. Count by tens in the boxes.

| | | | | |
|----|----|----|----|-----|
| 10 | 20 | 30 | 40 | 50 |
| 60 | 70 | 80 | 90 | 100 |

Name: _____

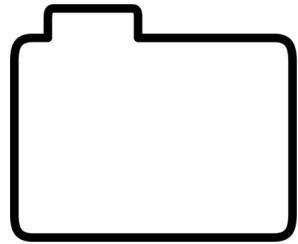
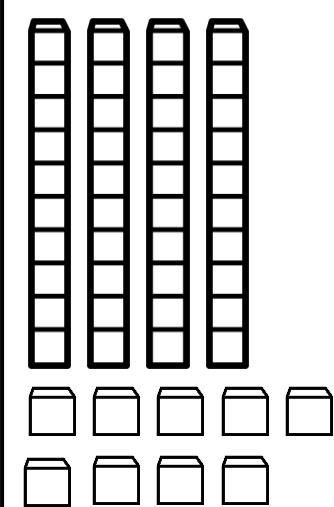
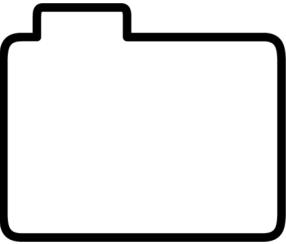
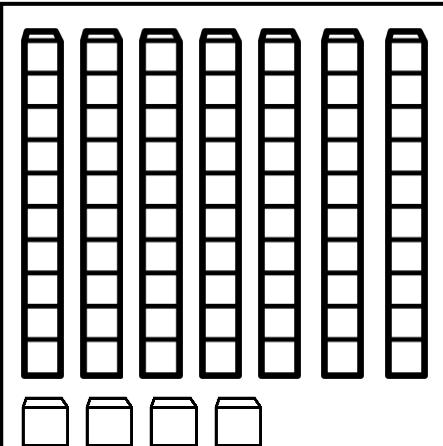
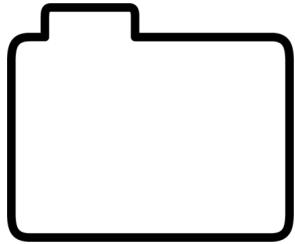
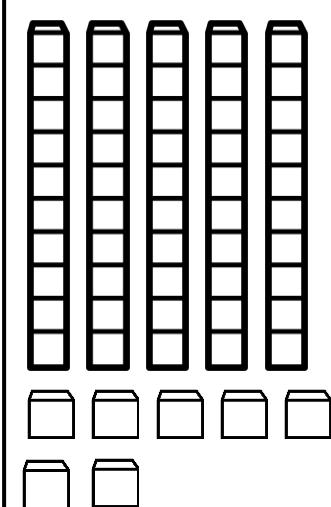
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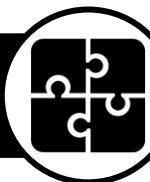
| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 1 | | | | 5 | | | | 9 | |
| | | 13 | | | | 17 | | | 20 |
| | 22 | | | | 26 | | | | |
| | | 34 | | | | | 38 | | |
| 41 | | | | 45 | | | | 49 | |
| | 52 | | | | 56 | | | | |
| | | 63 | | | | | | | 70 |
| 71 | | | | | | 77 | | | |
| | | | 84 | | | | | 89 | |
| 91 | | | | | 96 | | | | |

Name: _____

Numbers to 100 Assessment

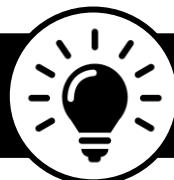


| | | | | |
|----|--|--|--|--|
| 10 | | | | |
| | | | | |



CENTERS

These are optional math centers that you can use to supplement and support student learning.



I CAN BUILD NUMBERS

Use base ten blocks to build the numbers.



I CAN BUILD NUMBERS



22

Two vertical columns of ten blue base ten blocks each, representing the number 22. There are also two loose blue blocks on the table.



I CAN BUILD NUMBERS



I CAN BUILD NUMBERS





I CAN BUILD NUMBERS



I CAN BUILD NUMBERS





I CAN BUILD NUMBERS



I CAN BUILD NUMBERS





I CAN BUILD NUMBERS

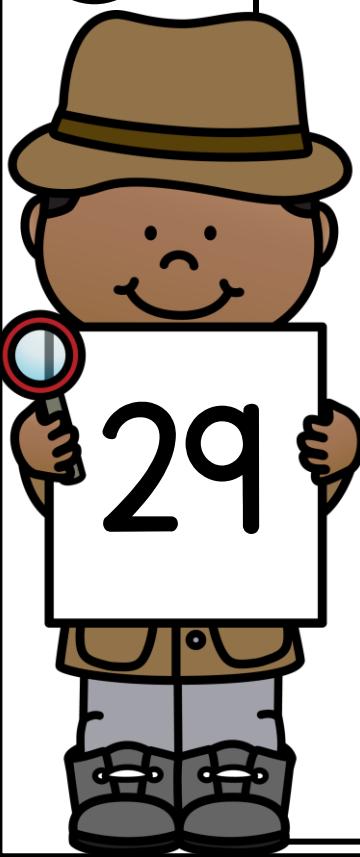


I CAN BUILD NUMBERS





I CAN BUILD NUMBERS



I CAN BUILD NUMBERS





I CAN BUILD NUMBERS



I CAN BUILD NUMBERS





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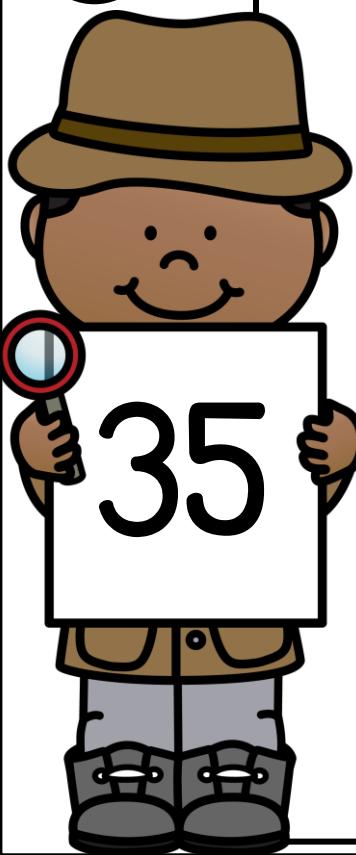


I CAN BUILD NUMBERS





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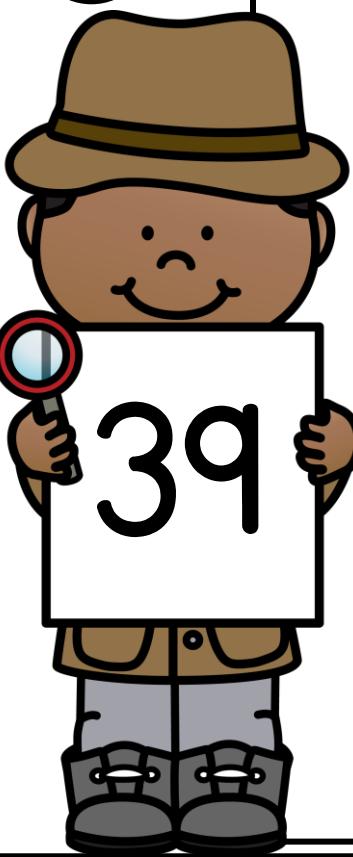


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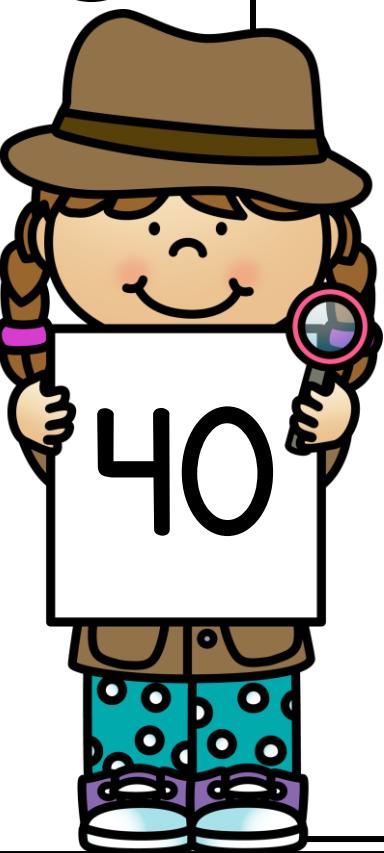




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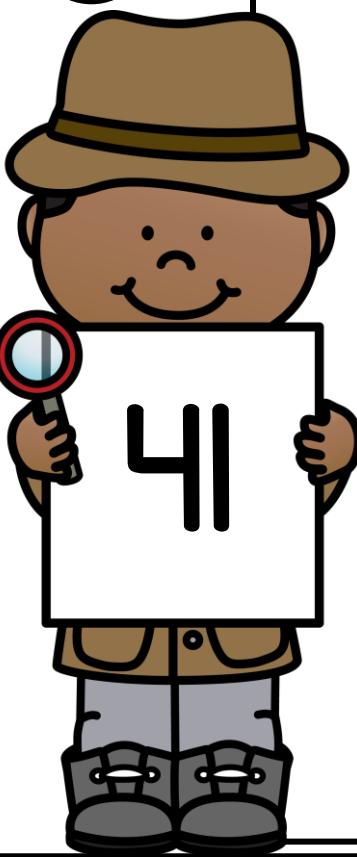


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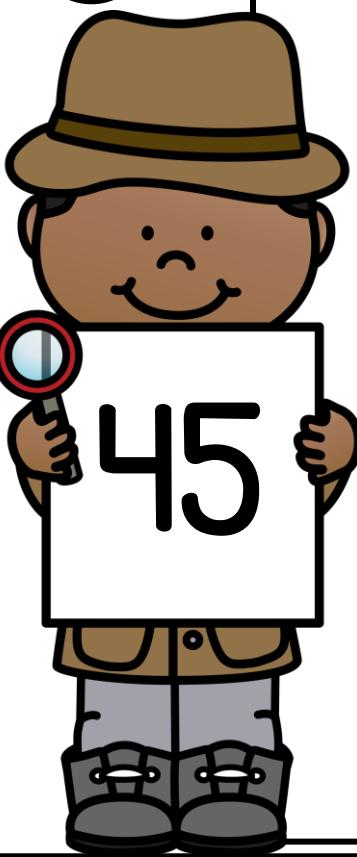


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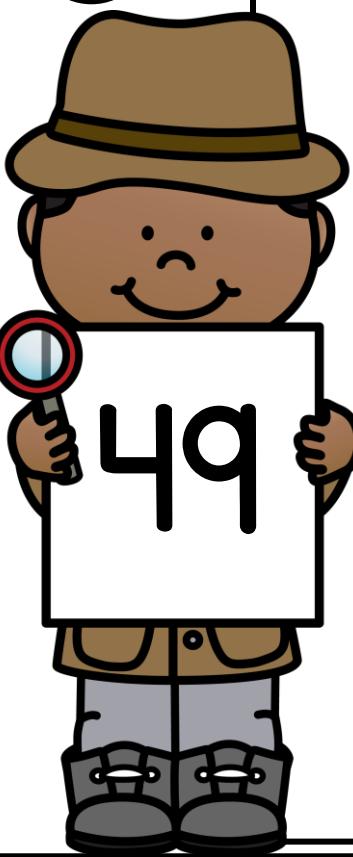


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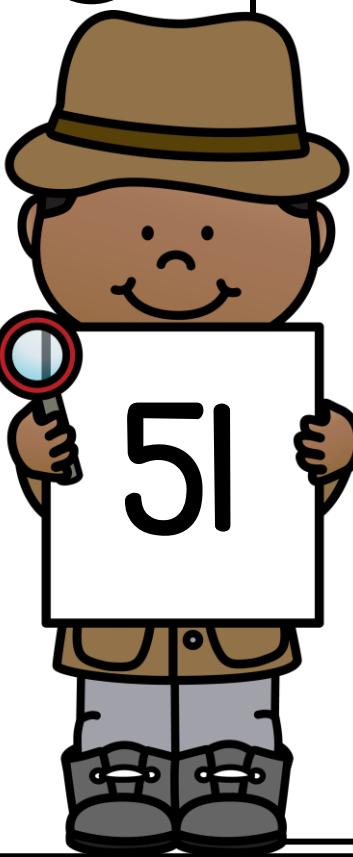


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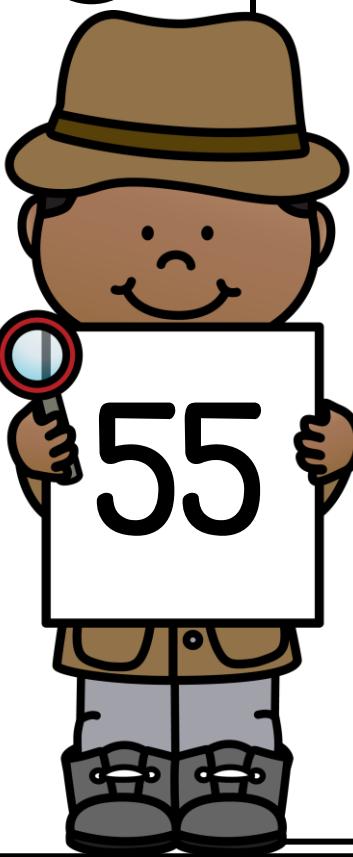


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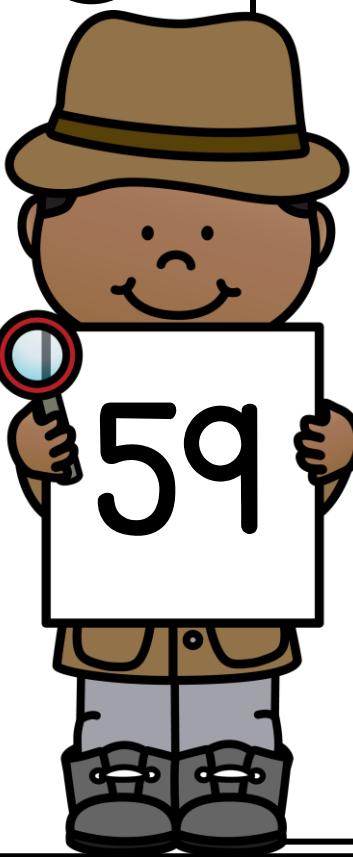


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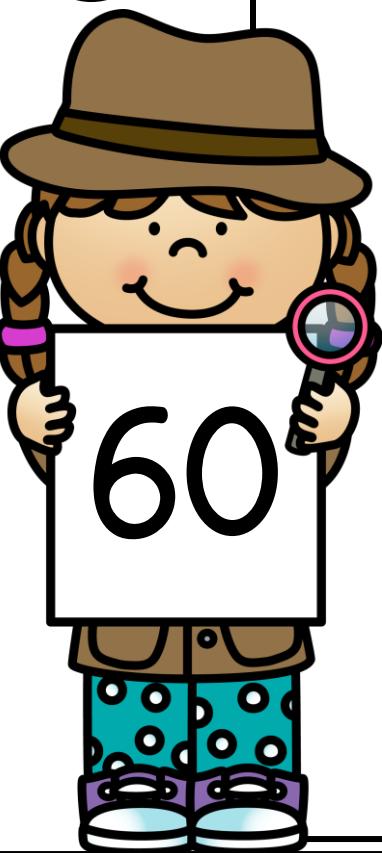




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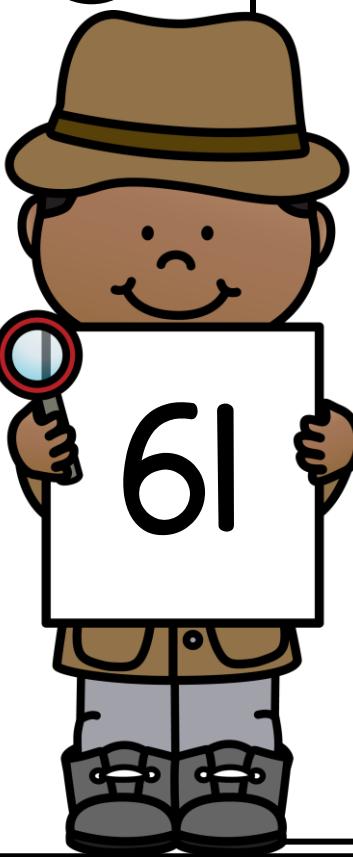


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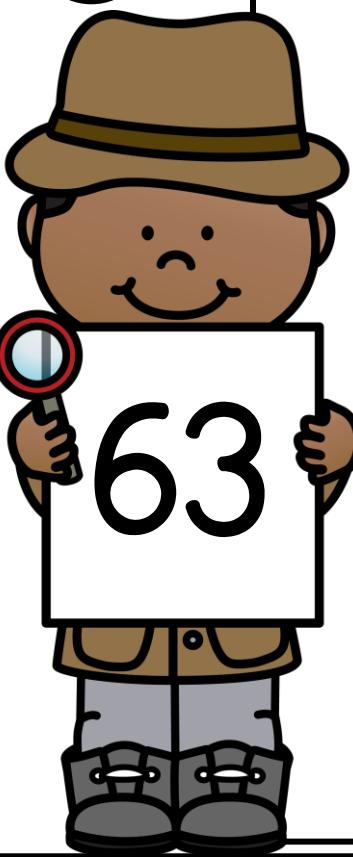


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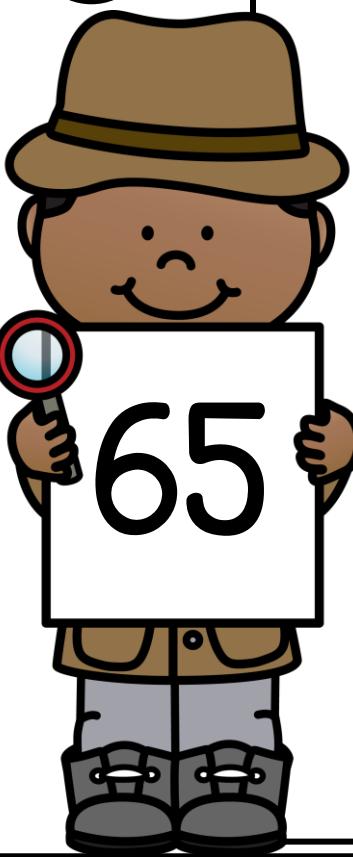


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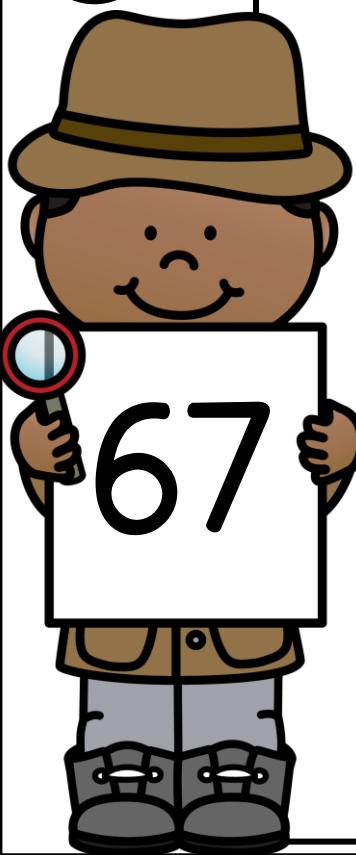


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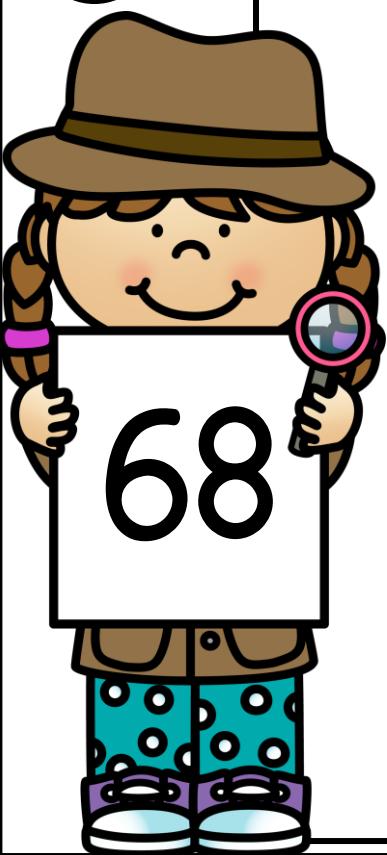




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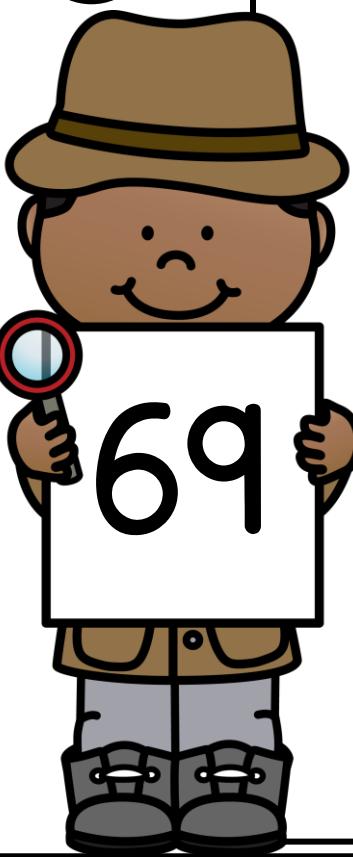


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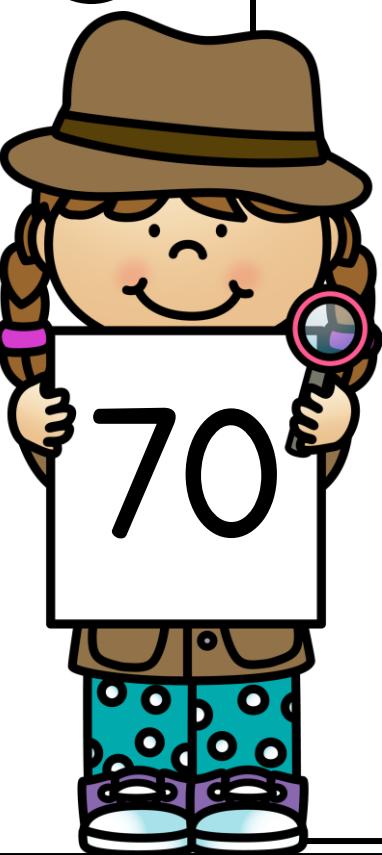




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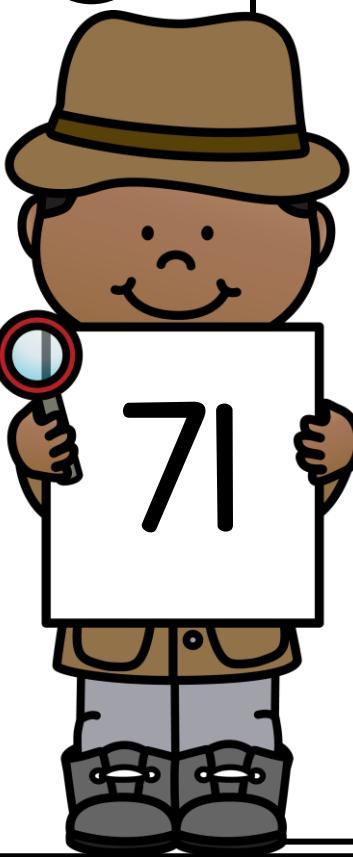


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I CAN BUILD NUMBERS

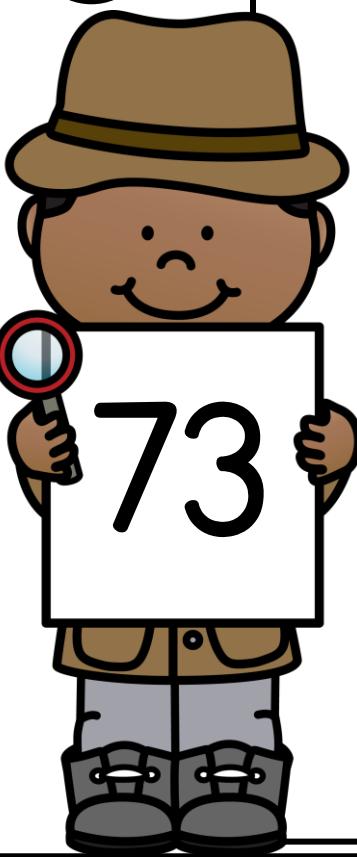


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I CAN BUILD NUMBERS

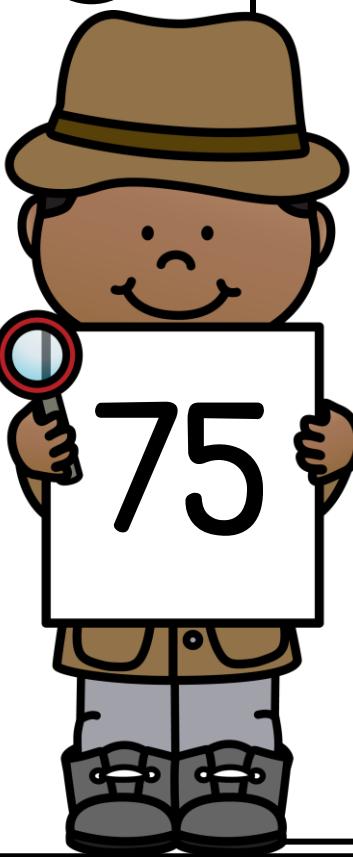


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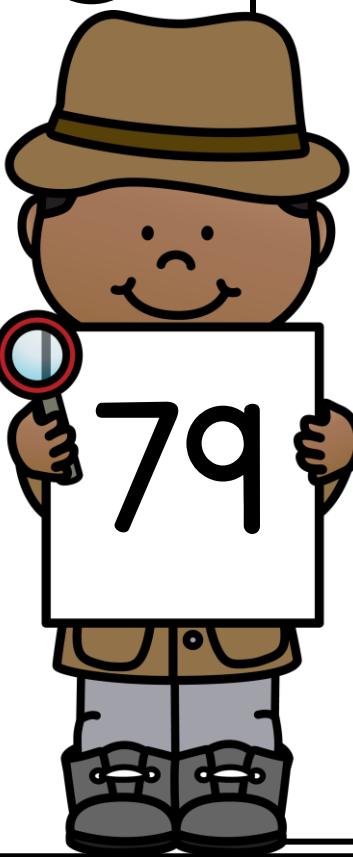


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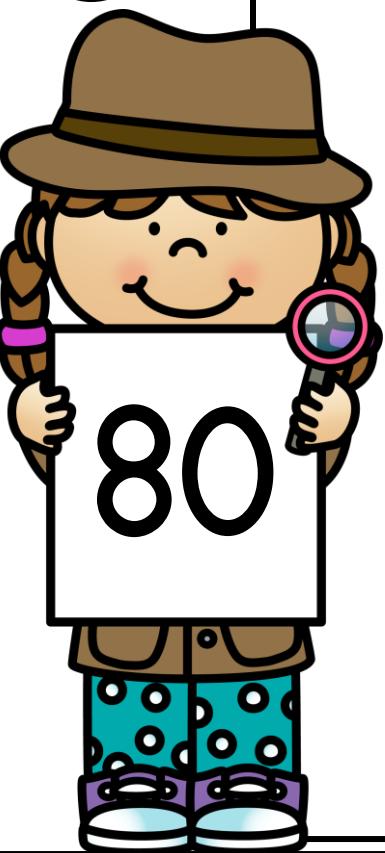




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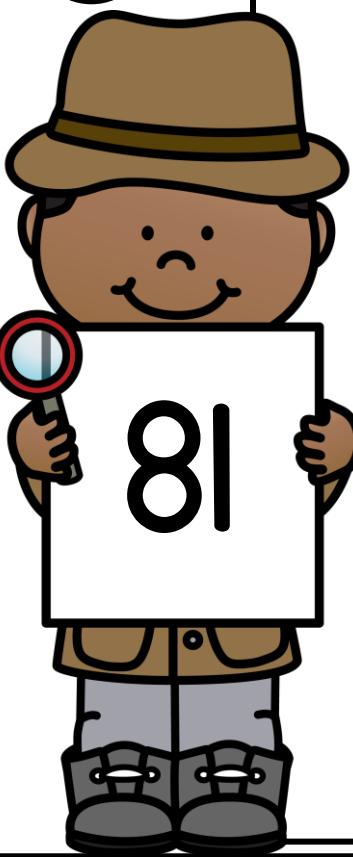


I CAN BUILD NUMBERS





I CAN BUILD NUMBERS

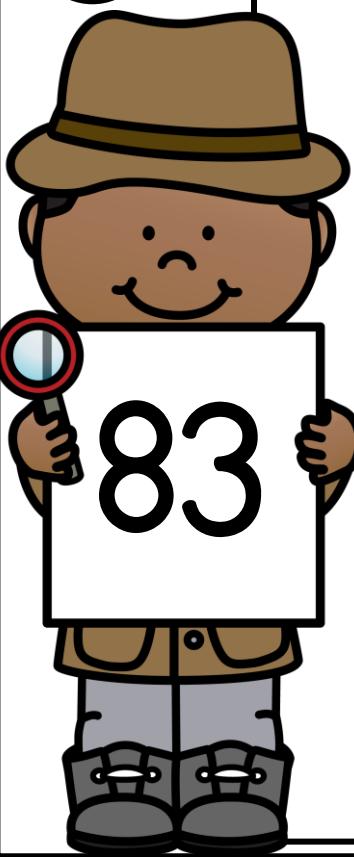


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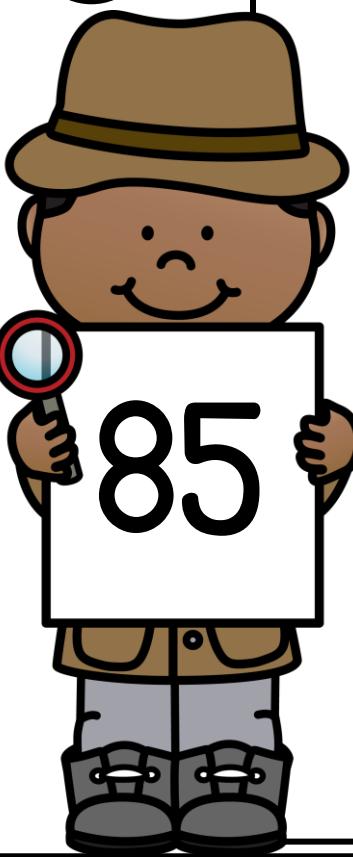


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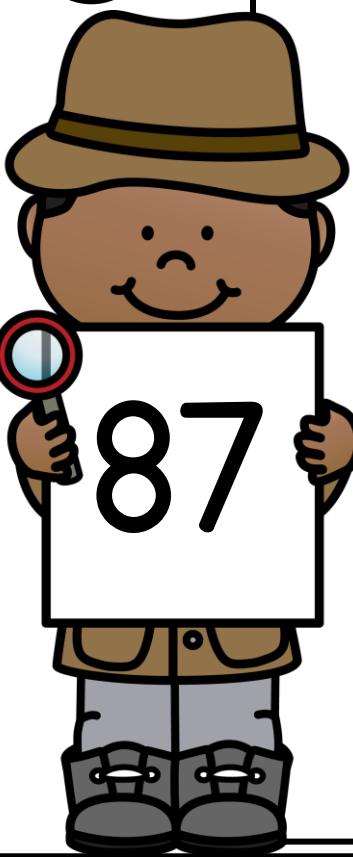


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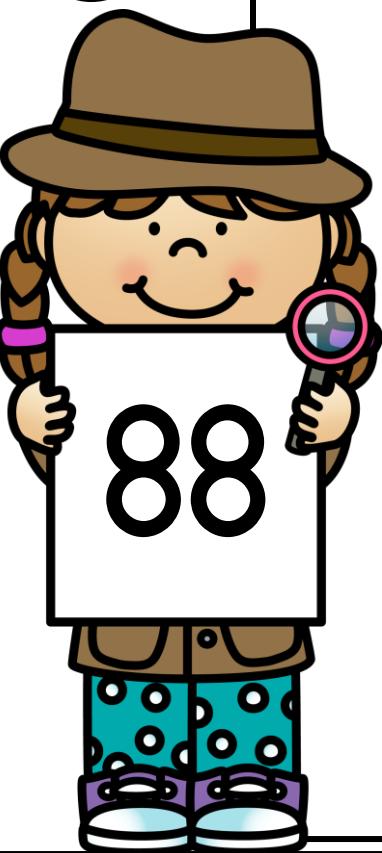




I CAN BUILD NUMBERS



I CAN BUILD NUMBERS

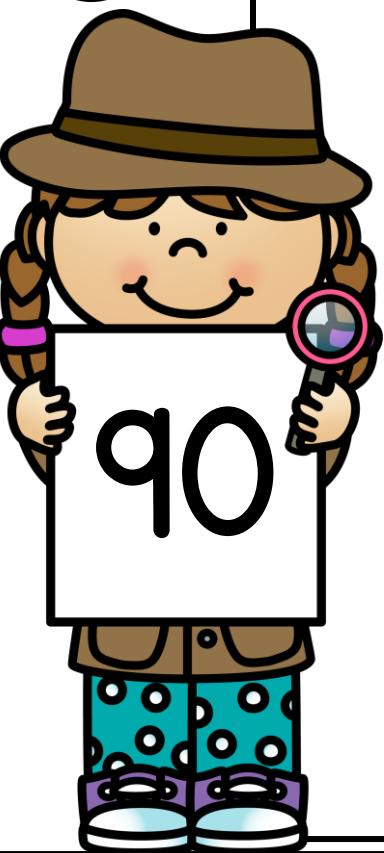




I CAN BUILD NUMBERS

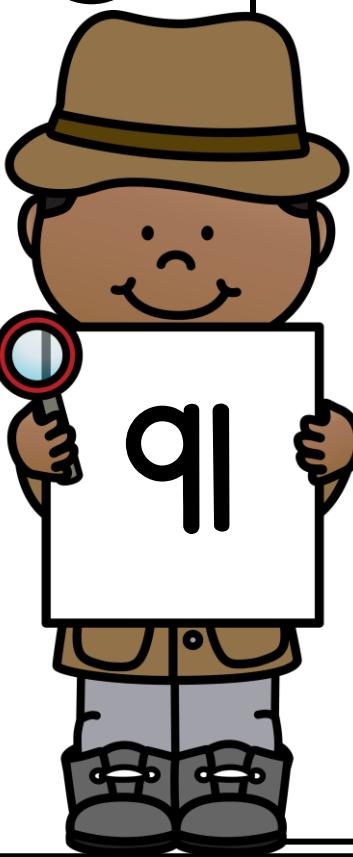


I CAN BUILD NUMBERS





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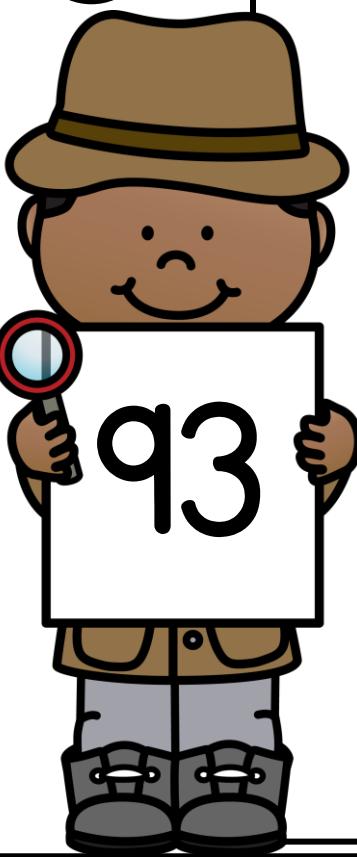


I CAN BUILD NUMBERS





I CAN BUILD NUMBERS

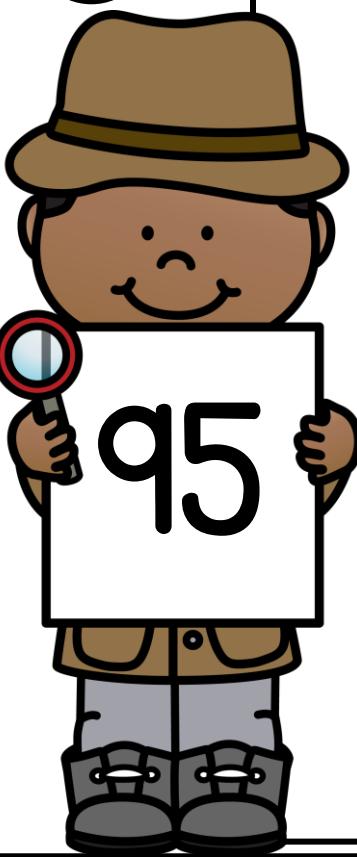


I CAN BUILD NUMBERS





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I CAN BUILD NUMBERS

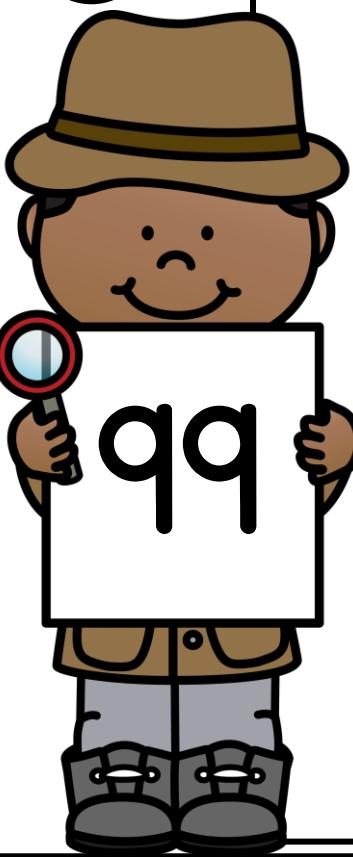


I CAN BUILD NUMBERS

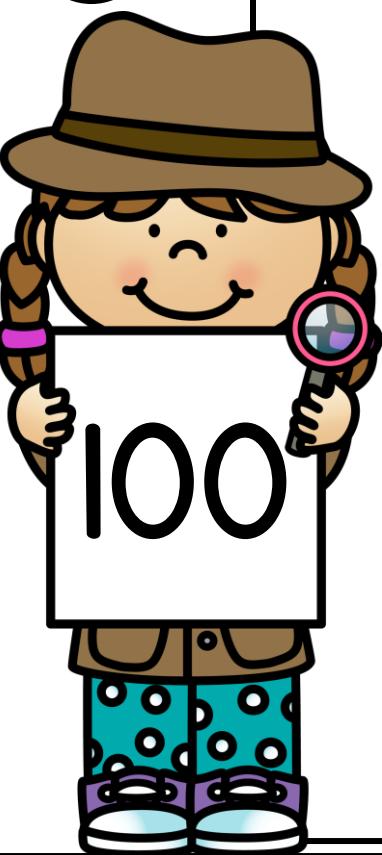




I CAN BUILD NUMBERS



I CAN BUILD NUMBERS





I CAN BUILD NUMBERS



I CAN BUILD NUMBERS





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I CAN BUILD NUMBERS





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I CAN BUILD NUMBERS





I CAN BUILD NUMBERS



I CAN BUILD NUMBERS

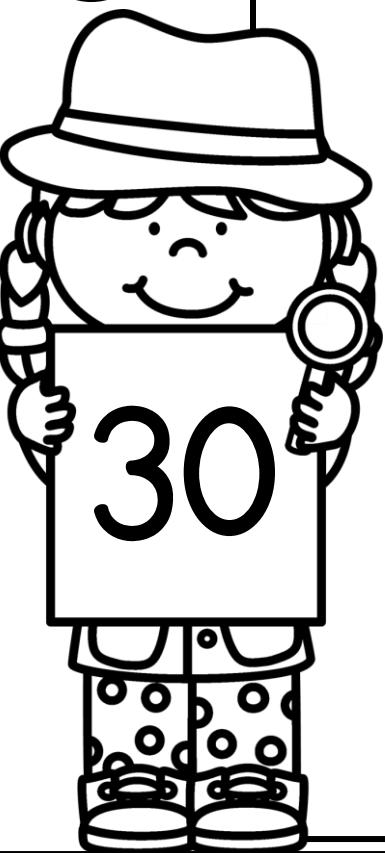




I CAN BUILD NUMBERS



I CAN BUILD NUMBERS





I CAN BUILD NUMBERS



I CAN BUILD NUMBERS





I CAN BUILD NUMBERS



I CAN BUILD NUMBERS





I CAN BUILD NUMBERS



I CAN BUILD NUMBERS

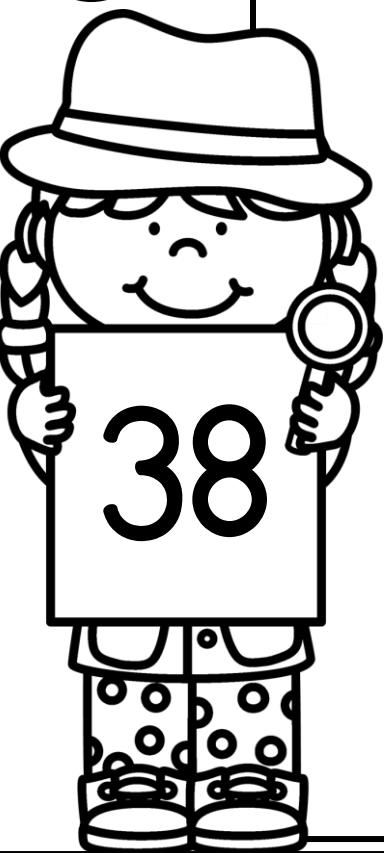




I CAN BUILD NUMBERS



I CAN BUILD NUMBERS

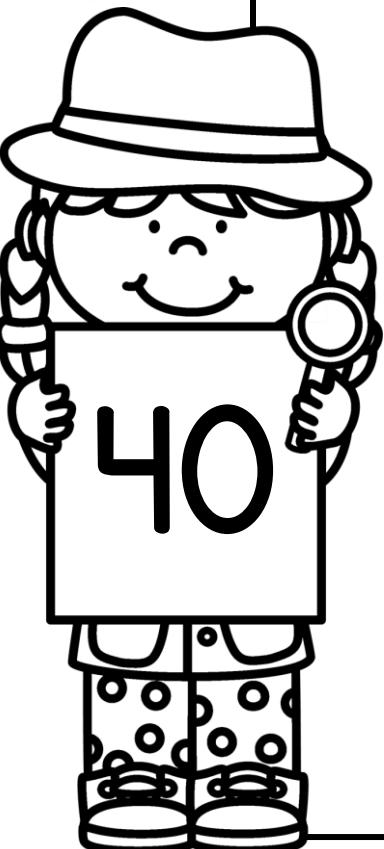




I CAN BUILD NUMBERS



I CAN BUILD NUMBERS





I CAN BUILD NUMBERS



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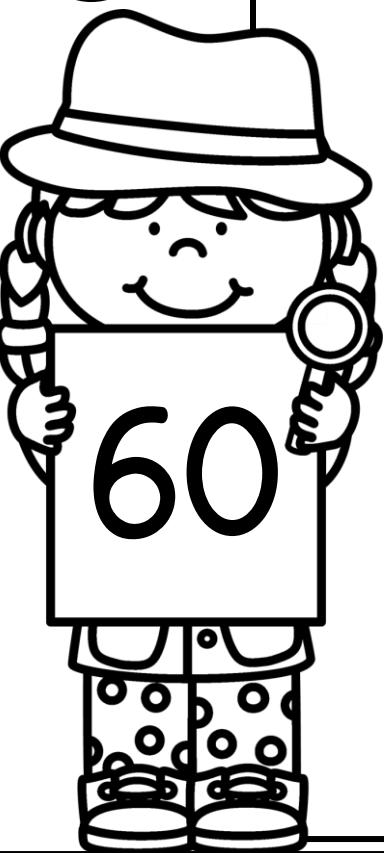




I CAN BUILD NUMBERS



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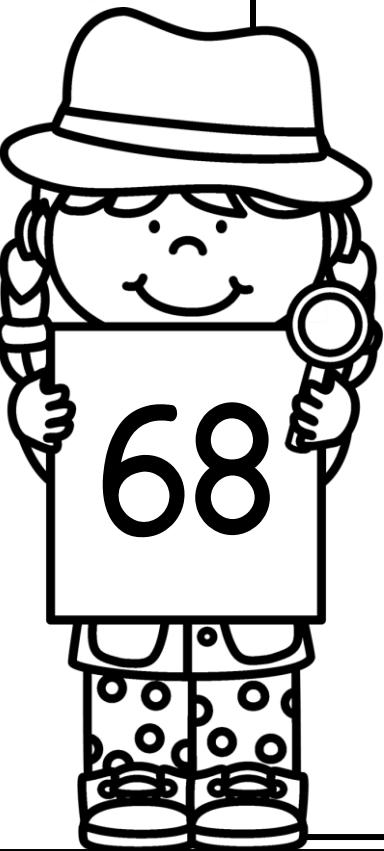




I CAN BUILD NUMBERS



I CAN BUILD NUMBERS

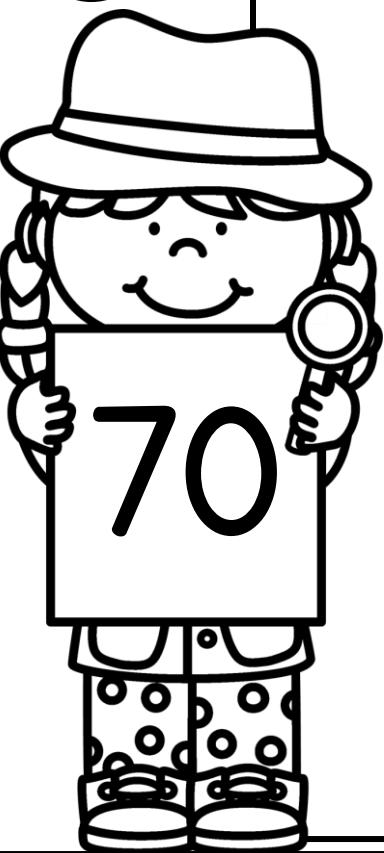




I CAN BUILD NUMBERS



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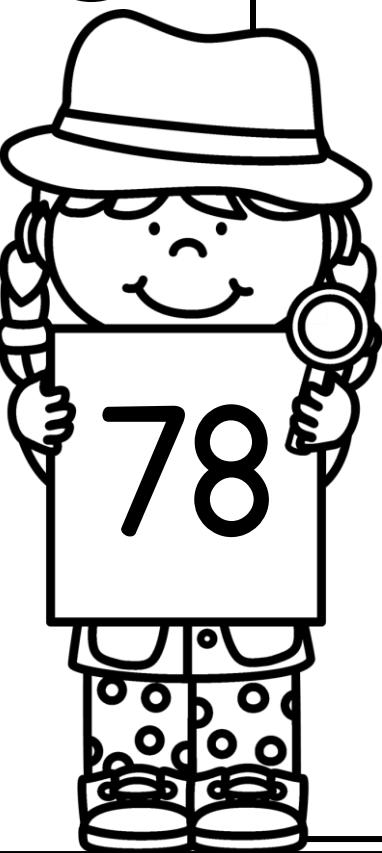




I CAN BUILD NUMBERS



I CAN BUILD NUMBERS

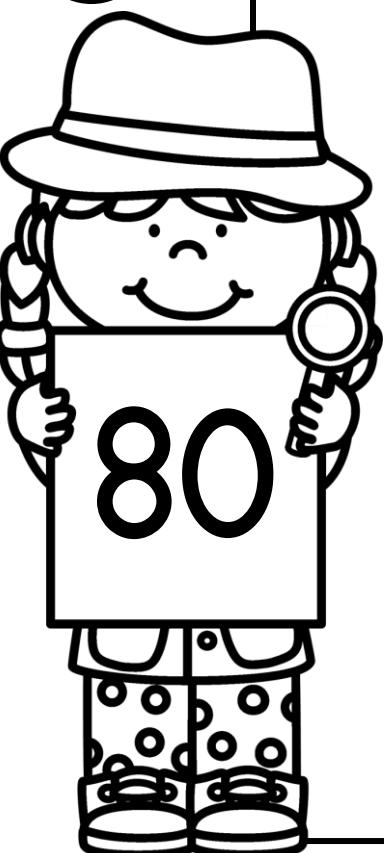




I CAN BUILD NUMBERS



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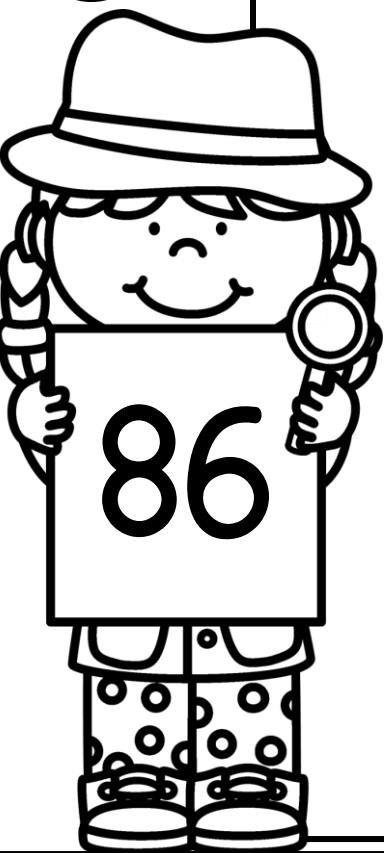




I CAN BUILD NUMBERS



I CAN BUILD NUMBERS

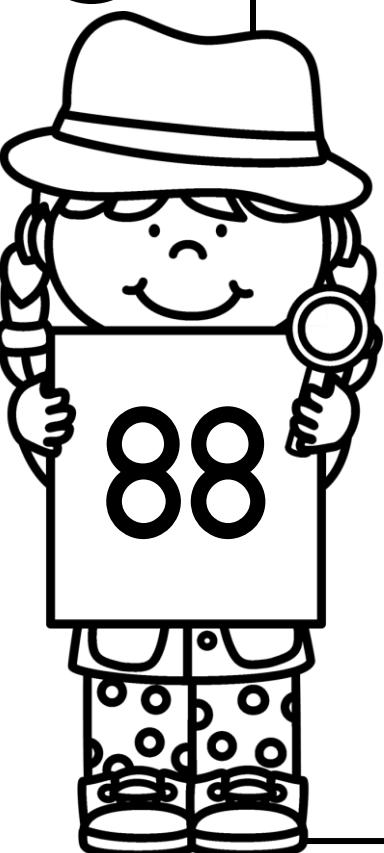




I CAN BUILD NUMBERS



I CAN BUILD NUMBERS

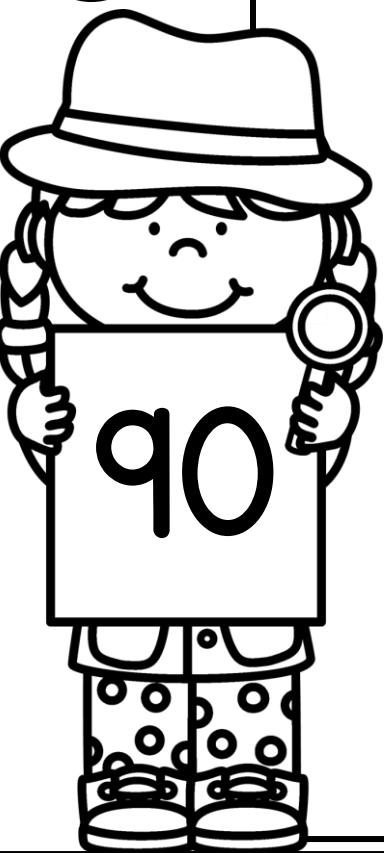




I CAN BUILD NUMBERS



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I CAN BUILD NUMBERS



I CAN BUILD NUMBERS

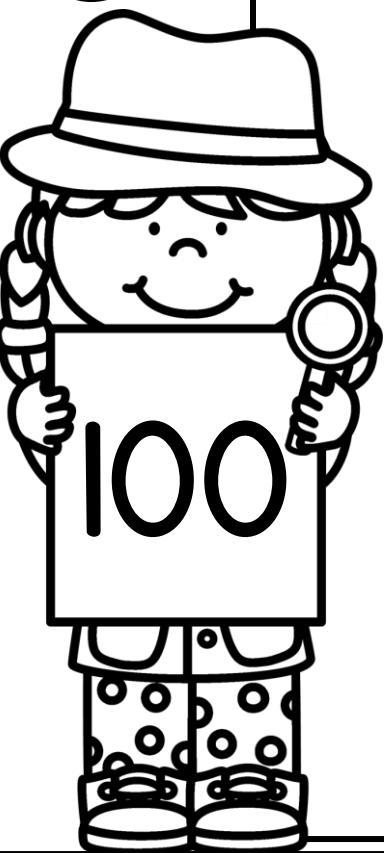




I CAN BUILD NUMBERS



I CAN BUILD NUMBERS





I CAN ORDER NUMBERS

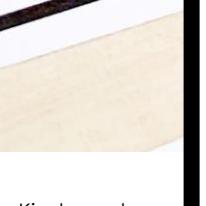
Sort the eggs to the correct chicken by number of tens.

Then, count on as you count out that group of numbers.

ORDERING EGGS

DIRECTIONS: Put the numbers in order. Write the numbers that come next below.

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | | | | |



150

Little Mathematicians



10

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13

14

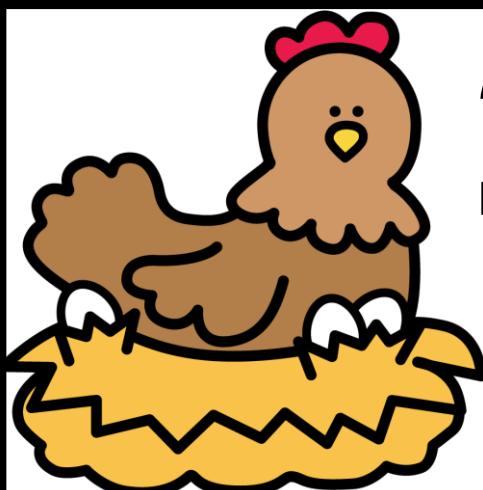
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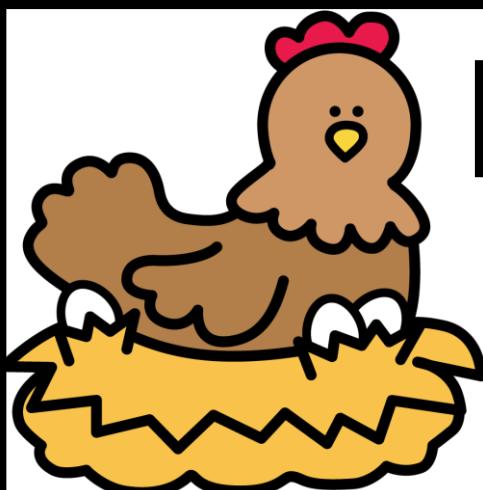
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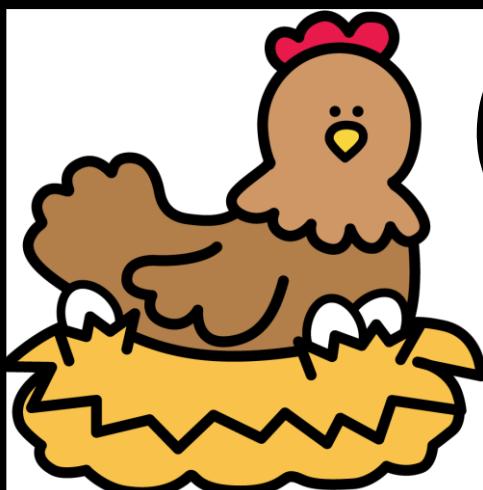
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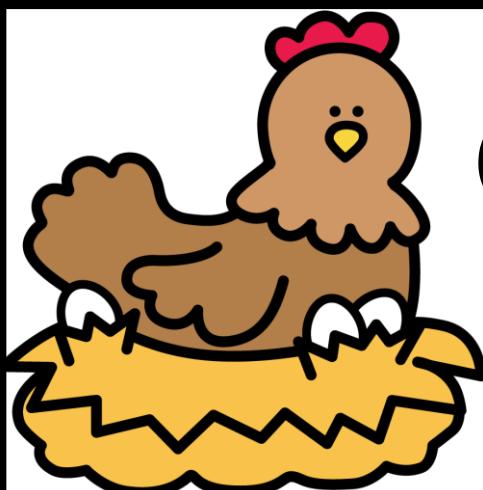
75

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80

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84

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86

87

88

89



q0

q1

q2

q3

q4

q5

q6

q7

q8

qq



ORDERING EGGS

DIRECTIONS: Put the numbers in order. Write the numbers that come next below.

10



| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
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20



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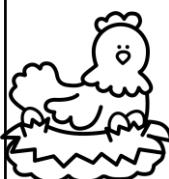
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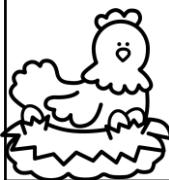
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ORDERING EGGS

DIRECTIONS: Put the numbers in order. Write the numbers that come next below.

70



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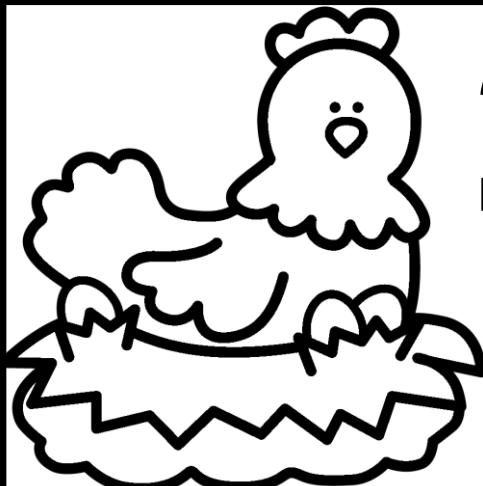
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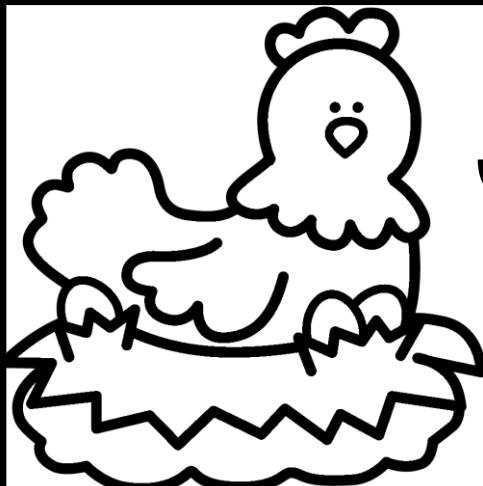
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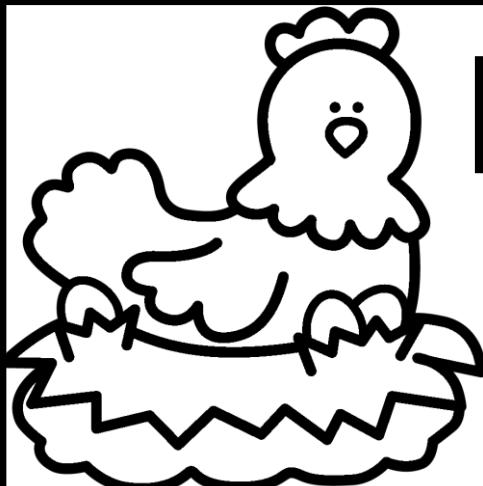
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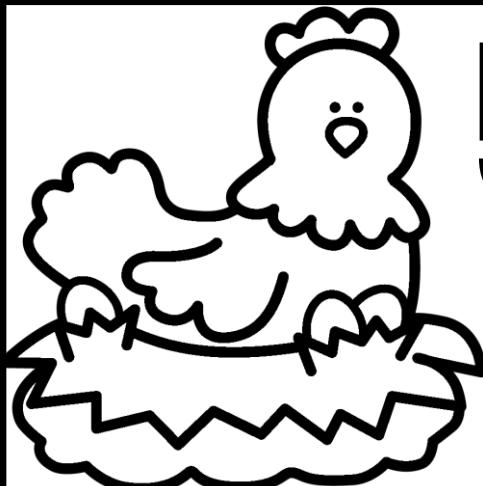
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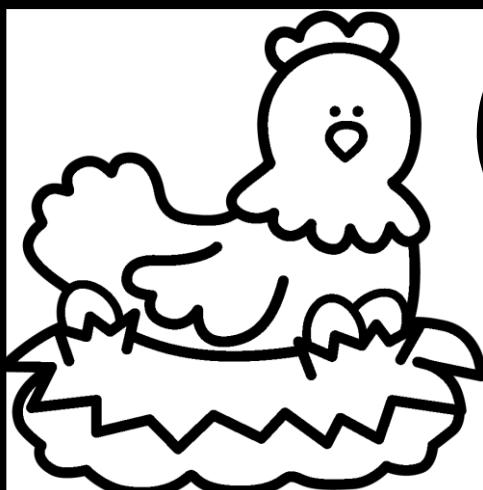
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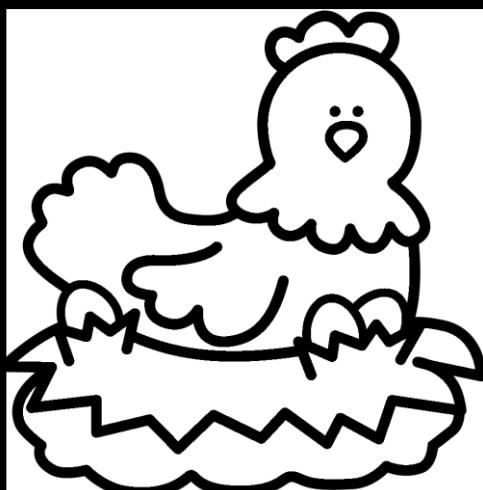
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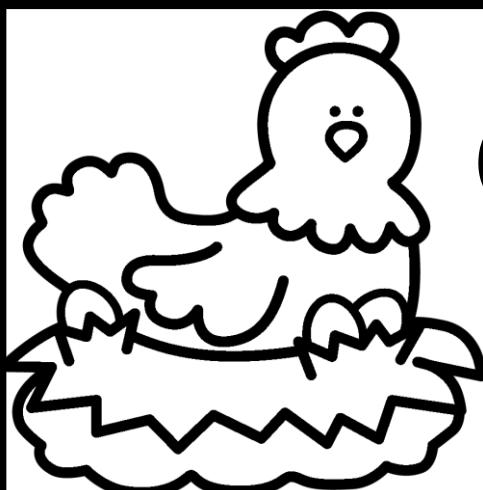
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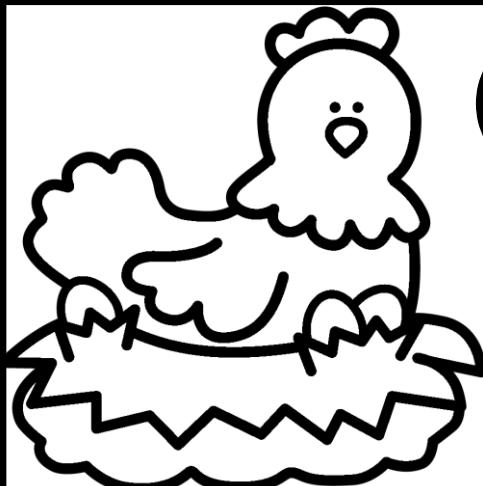
85

86

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88

89



q0

q1

q2

q3

q4

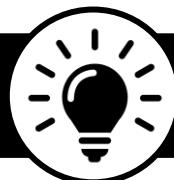
q5

q6

q7

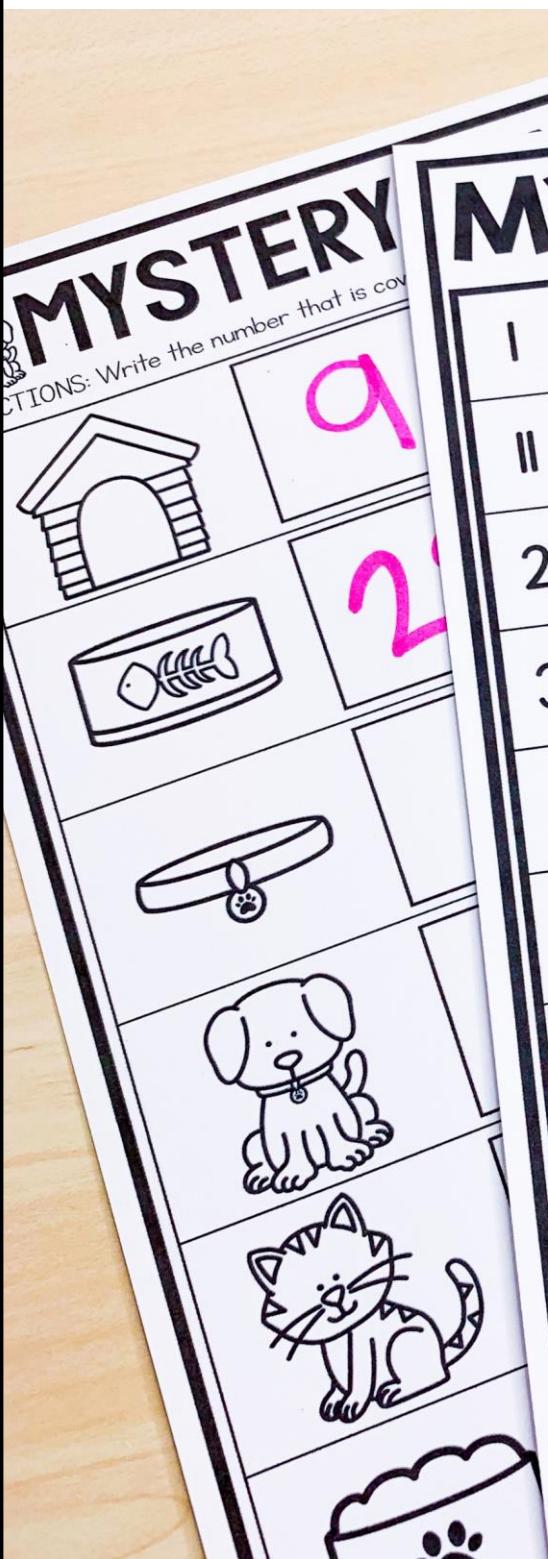
q8

qq



I CAN COUNT TO 100

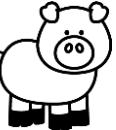
Identify the missing numbers on the hundreds chart.



MYSTERY NUMBERS

| | | | | | | | | | |
|---|---|---|---|---|---|--|---|---|---|
| 1 | 2 | 3 |  | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |  | 20 |
| 21 |  | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 |  | 37 | 38 | 39 | 40 |
|  | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 |  | 55 | 56 | 57 |  | 59 | 60 |
| 61 | 62 | 63 | 64 |  | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 |  | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 |  |
| 91 |  | 93 | 94 | 95 | 96 |  | 98 | 99 | 100 |

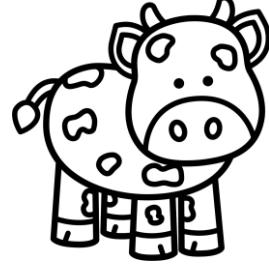
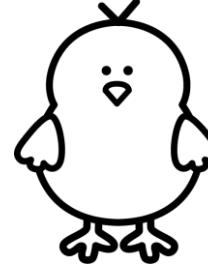
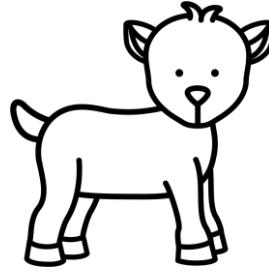
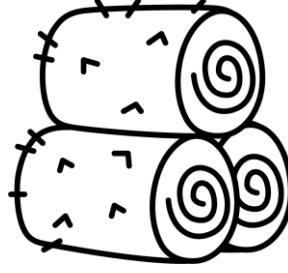
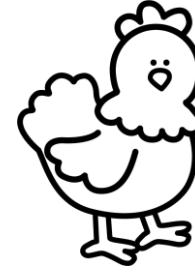
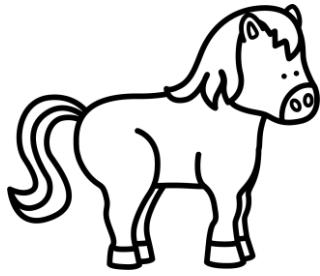
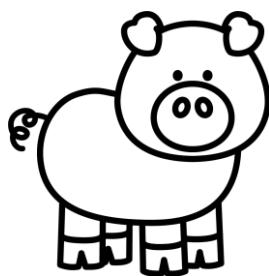
MYSTERY NUMBERS

| | | | | | | | | | |
|---|---|---|---|---|---|--|---|---|---|
| 1 | 2 | 3 |  | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |  | 20 |
| 21 |  | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 |  | 37 | 38 | 39 | 40 |
|  | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 |  | 55 | 56 | 57 |  | 59 | 60 |
| 61 | 62 | 63 | 64 |  | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 |  | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 |  |
| 91 |  | 93 | 94 | 95 | 96 |  | 98 | 99 | 100 |

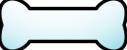
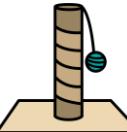
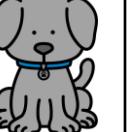


MYSTERY NUMBERS

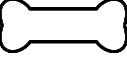
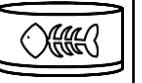
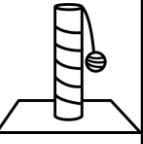
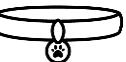
DIRECTIONS: Write the number that is covered up next to the correct picture below.



MYSTERY NUMBERS

| | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |  | 10 |
| 11 |  | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 |  | 26 | 27 | 28 | 29 |  |
| 31 | 32 |  | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 |  | 48 | 49 | 50 |
| 51 | 52 | 53 |  | 55 | 56 | 57 | 58 | 59 | 60 |
|  | 62 | 63 | 64 | 65 | 66 | 67 |  | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 |  | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 |  | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 |  | 100 |

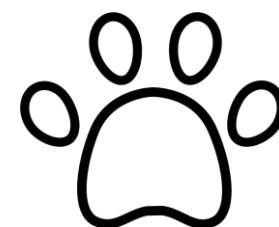
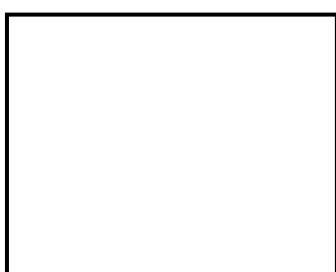
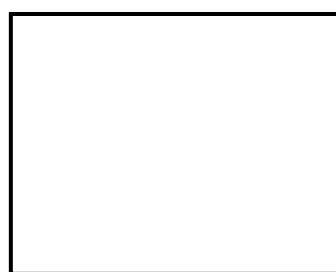
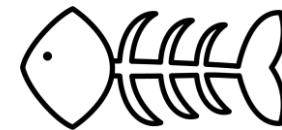
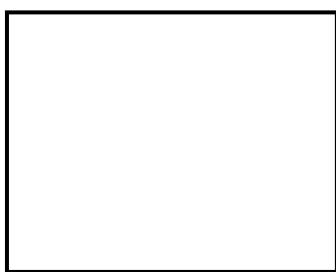
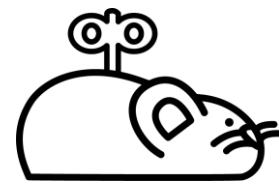
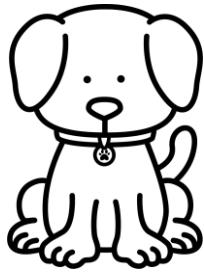
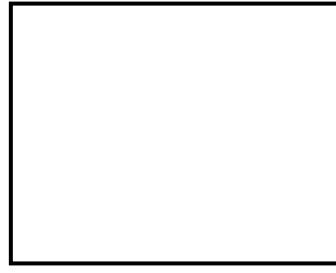
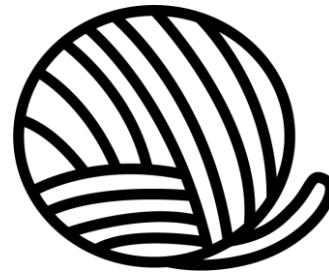
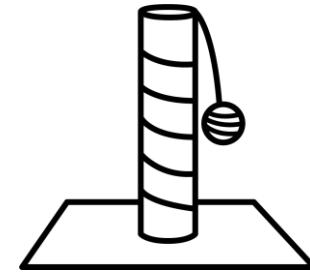
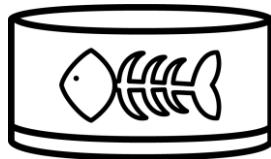
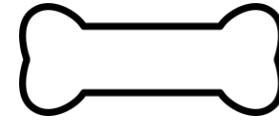
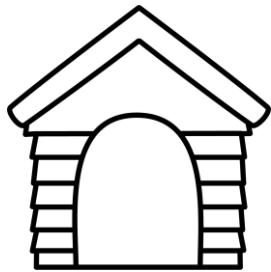
MYSTERY NUMBERS

| | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |  | 10 |
| 11 |  | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 |  | 26 | 27 | 28 | 29 |  |
| 31 | 32 |  | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 |  | 48 | 49 | 50 |
| 51 | 52 | 53 |  | 55 | 56 | 57 | 58 | 59 | 60 |
|  | 62 | 63 | 64 | 65 | 66 | 67 |  | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 |  | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 |  | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 |  | 100 |



MYSTERY NUMBERS

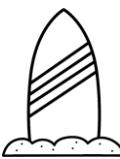
DIRECTIONS: Write the number that is covered up next to the correct picture below.



MYSTERY NUMBERS

| | | | | | | | | | |
|--|---|---|---|--|----|--|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |  | 10 |
|  | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 |  | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 |  | 39 | 40 |
| 41 | 42 | 43 | 44 |  | 46 | 47 | 48 | 49 |  |
| 51 |  | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 |  | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 |  | 78 | 79 | 80 |
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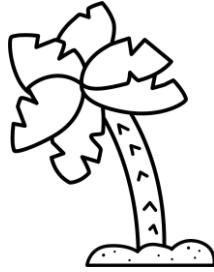
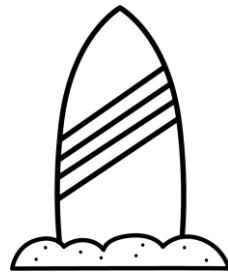
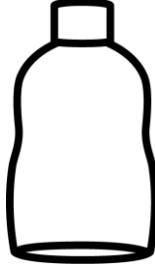
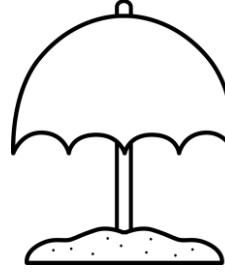
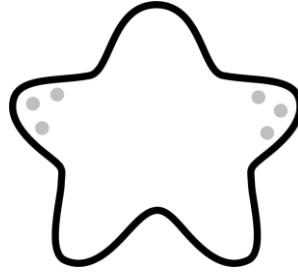
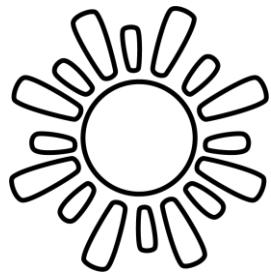
MYSTERY NUMBERS

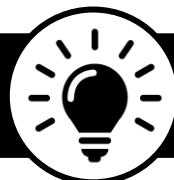
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|--|---|---|---|--|----|--|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |  | 10 |
|  | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 |  | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 |  | 39 | 40 |
| 41 | 42 | 43 | 44 |  | 46 | 47 | 48 | 49 |  |
| 51 |  | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 |  | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 |  | 78 | 79 | 80 |
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MYSTERY NUMBERS

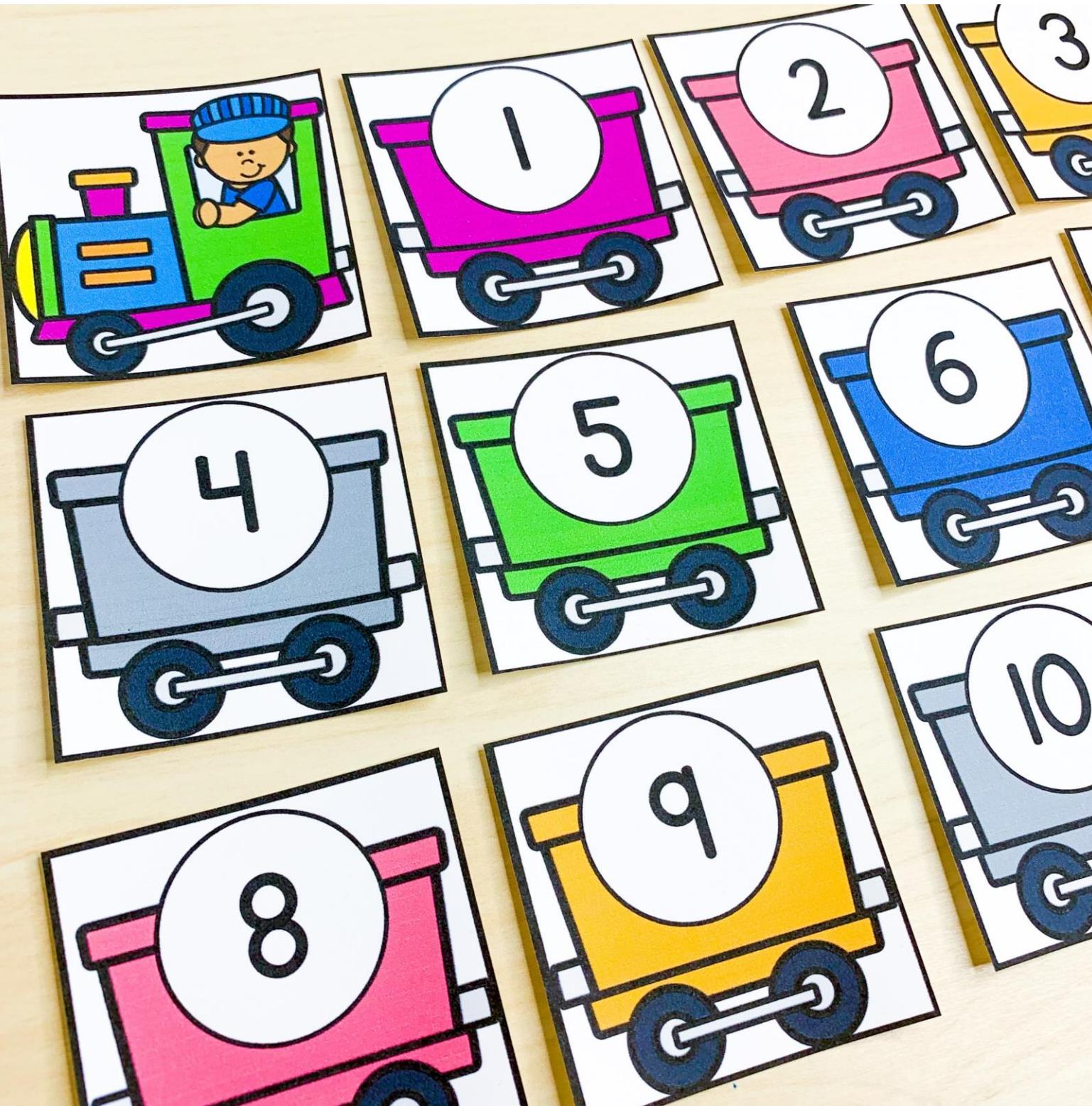
DIRECTIONS: Write the number that is covered up next to the correct picture below.

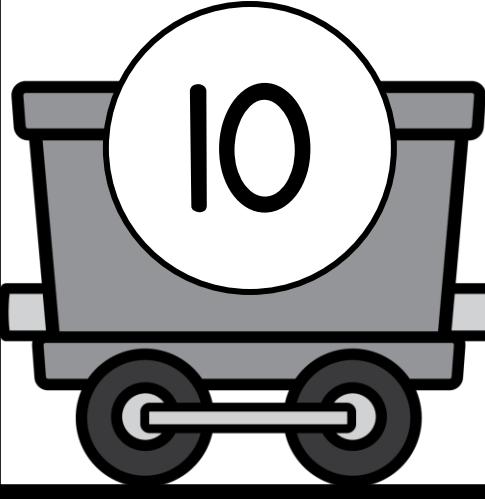
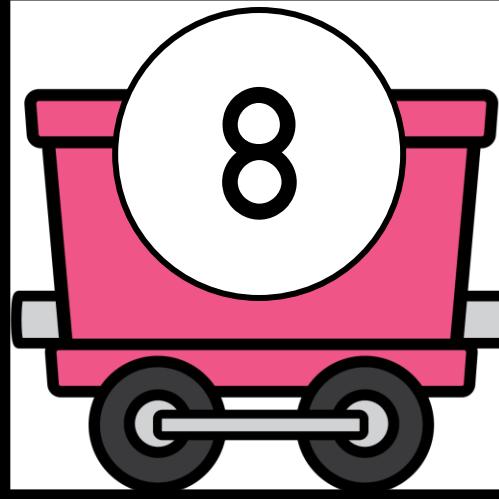
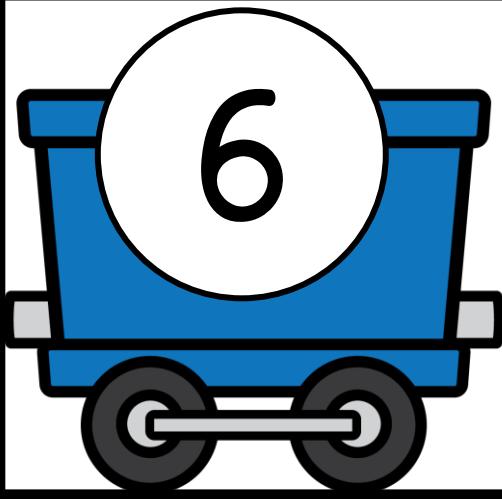
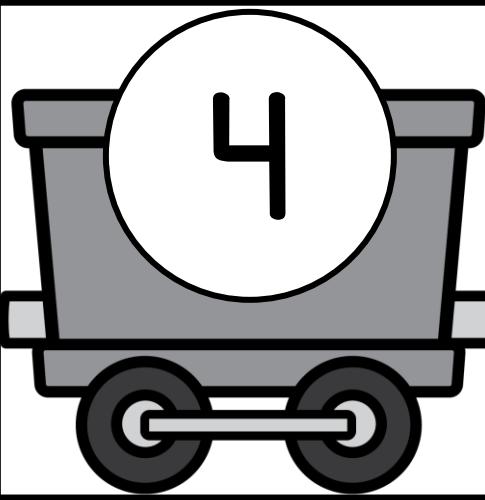
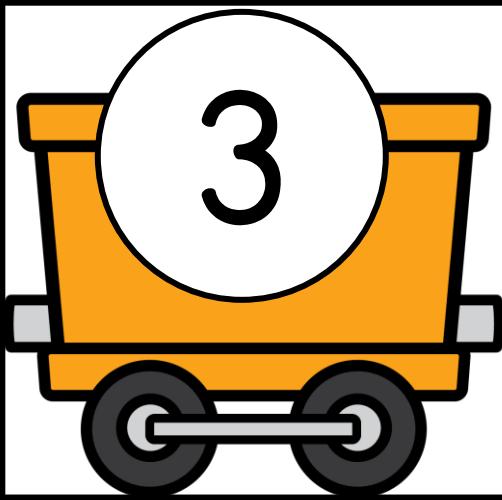
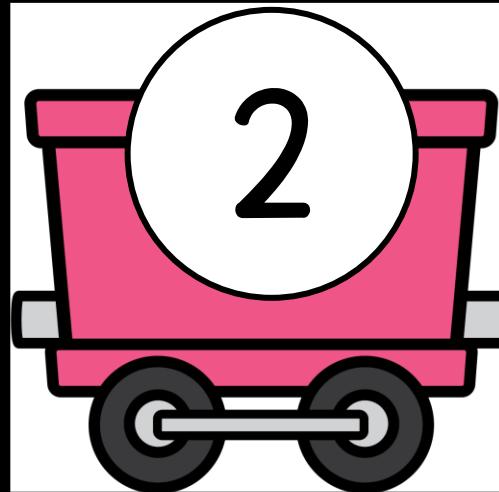
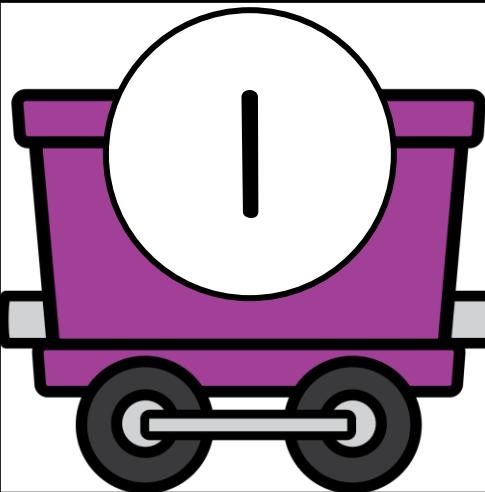


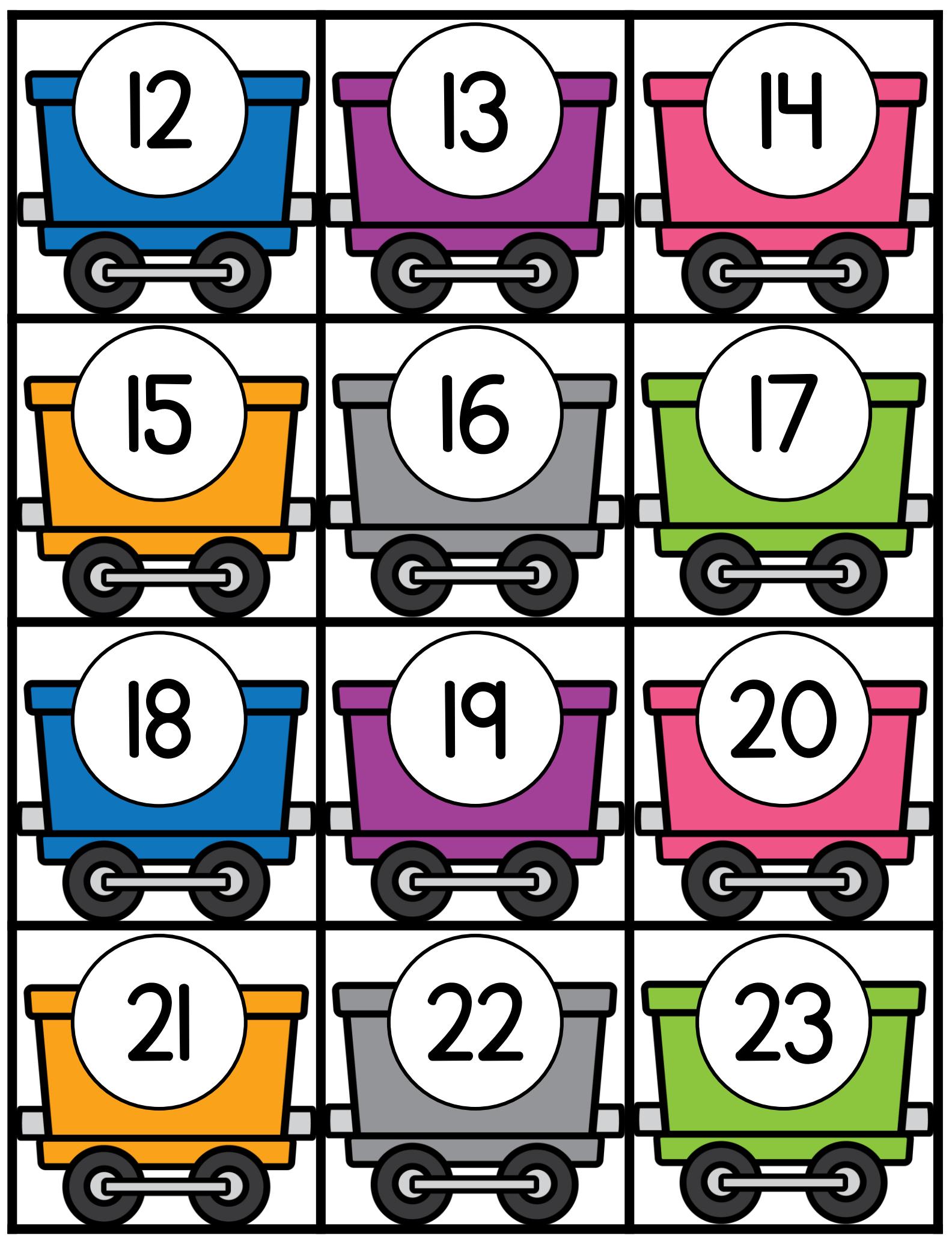


I CAN COUNT TO 100

Build a number train by putting the numbers in order 1-100.







12

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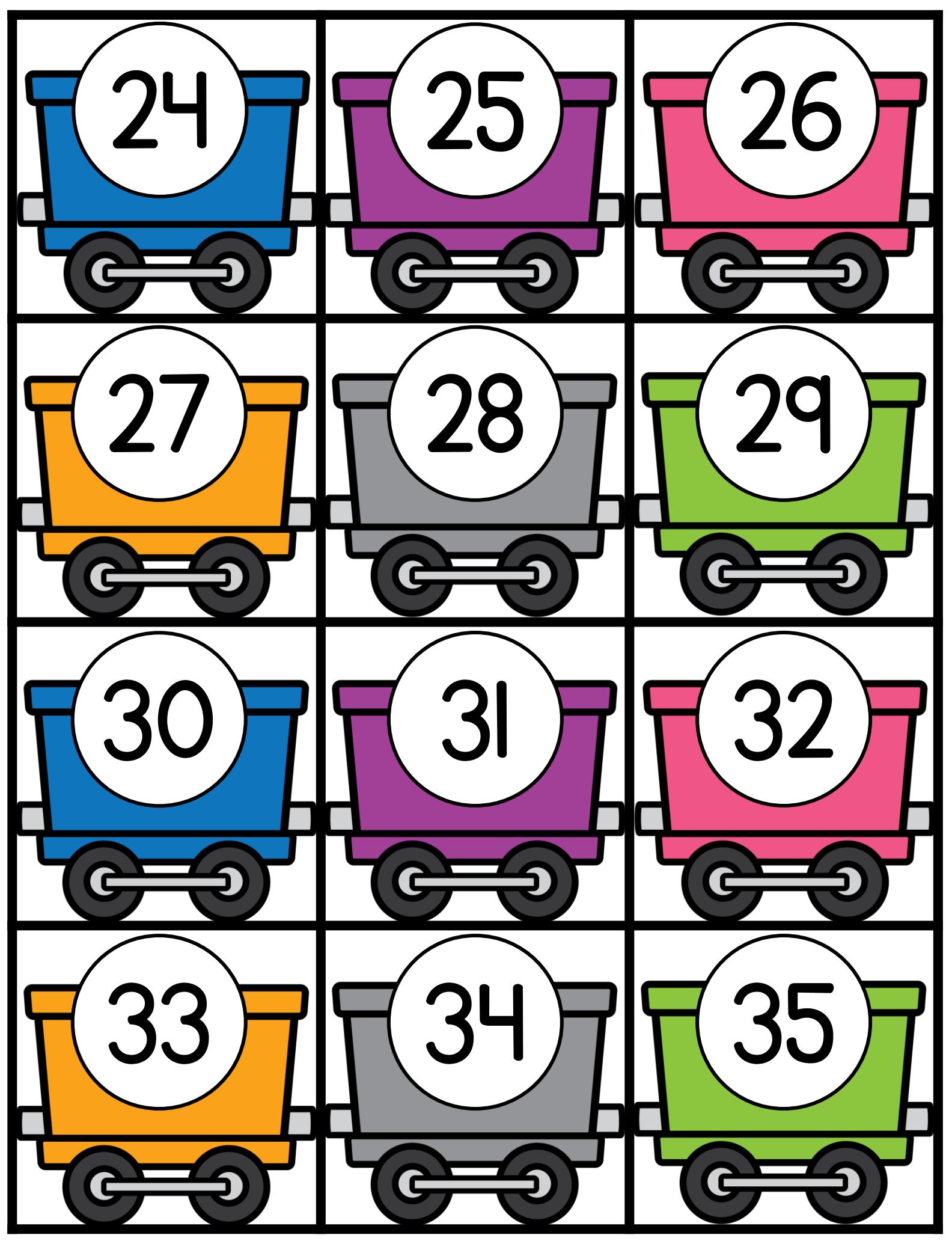
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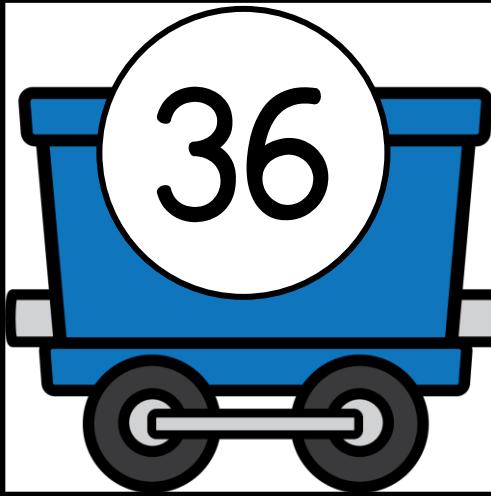
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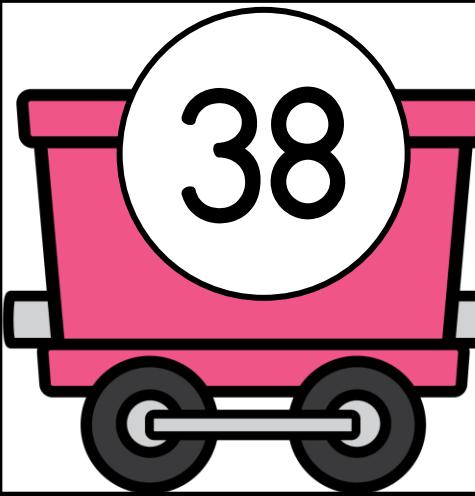
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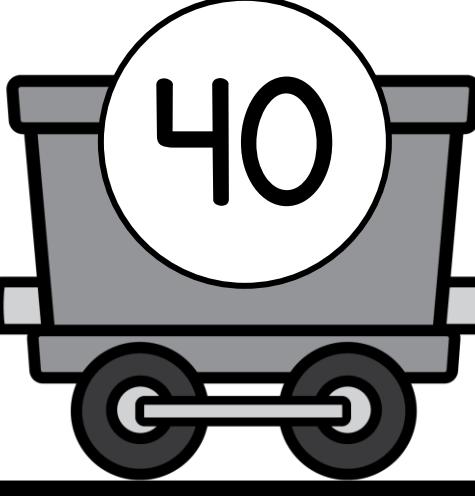
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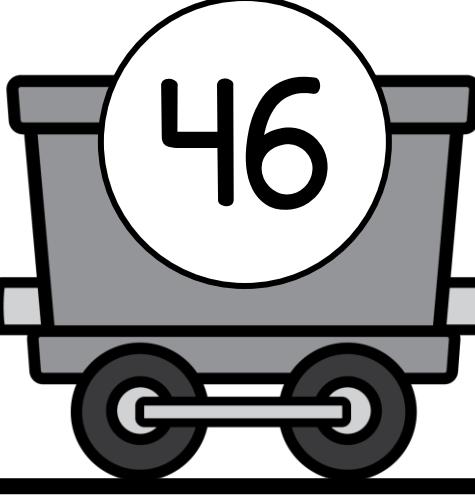
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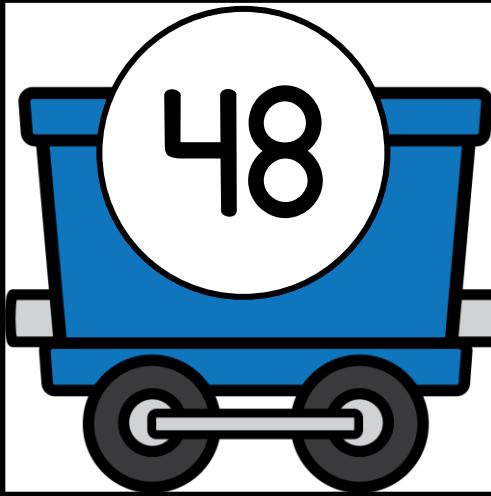
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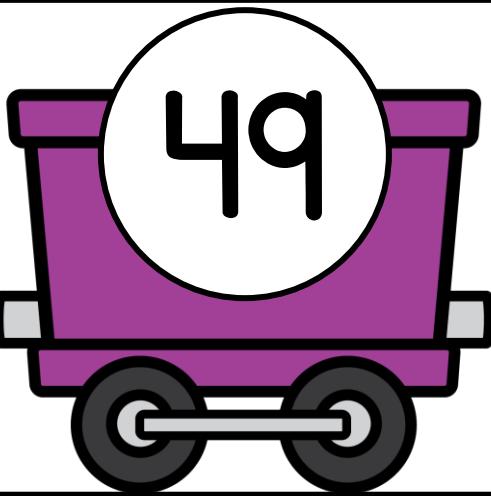
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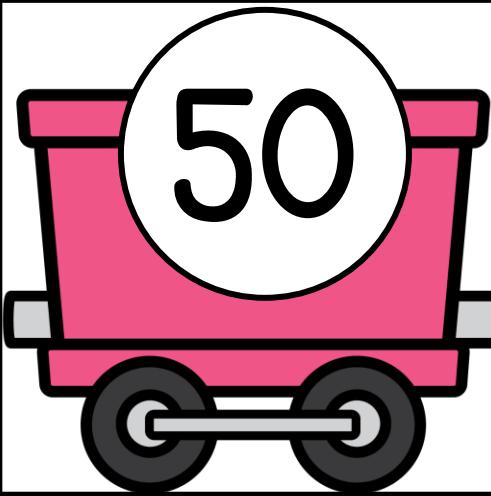
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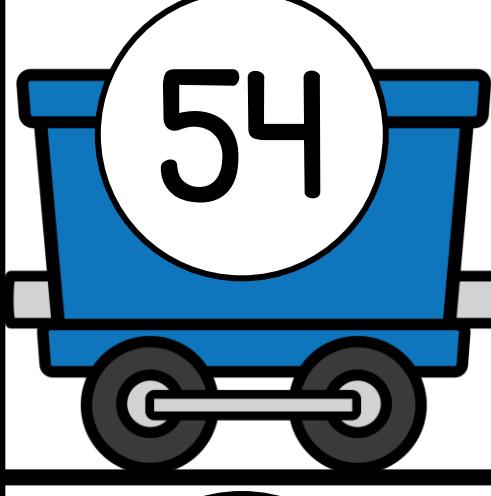
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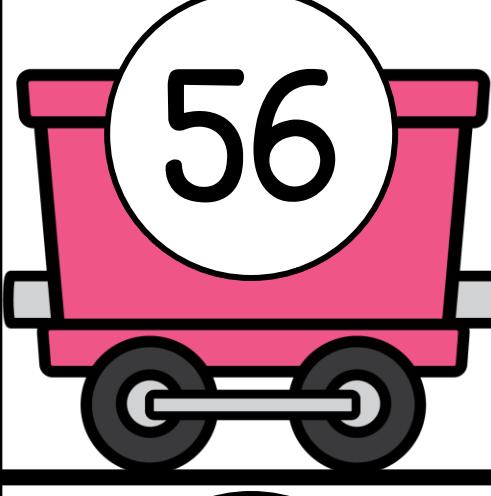
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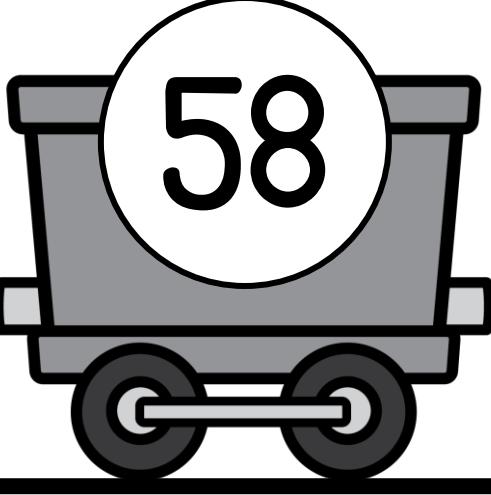
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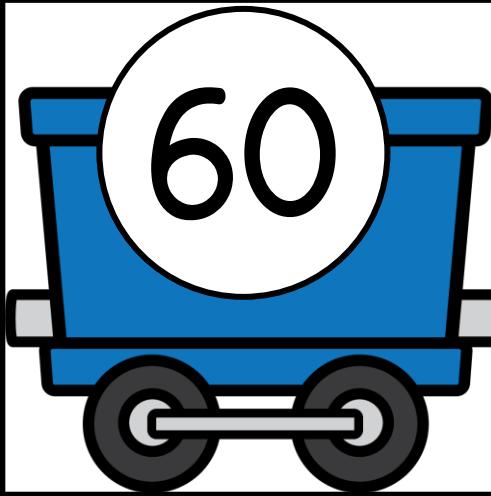
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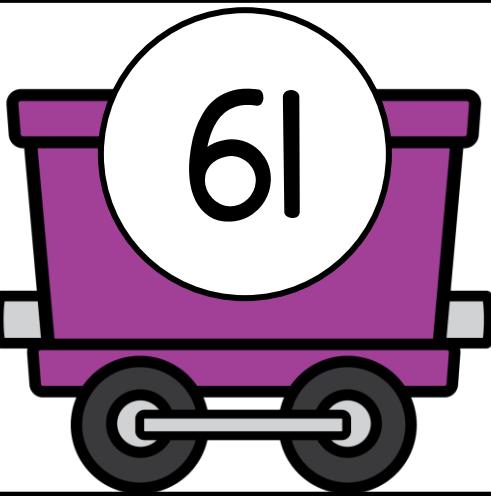
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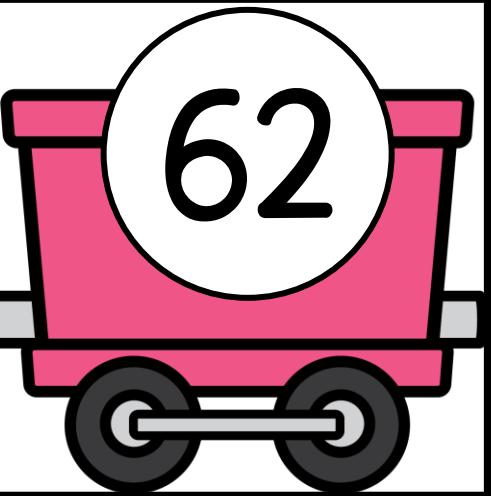
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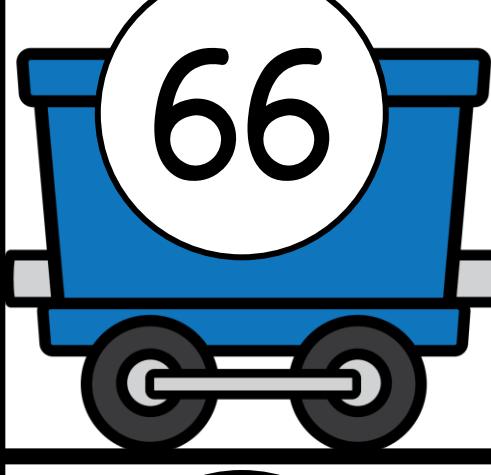
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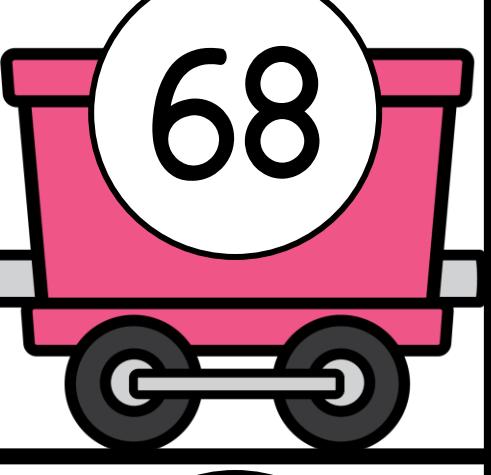
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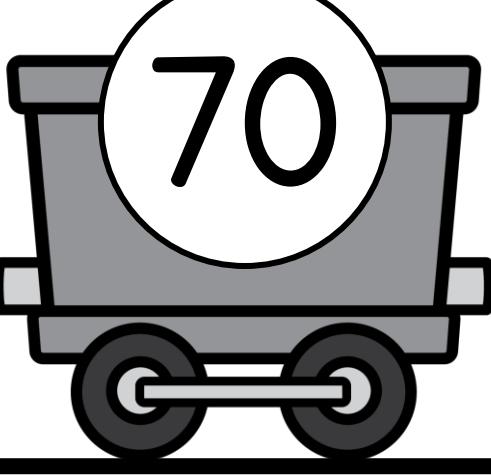
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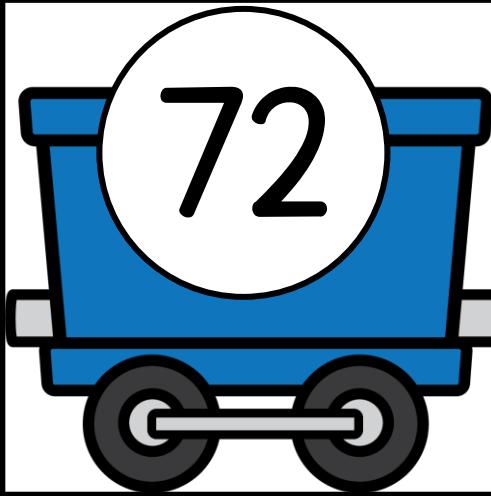
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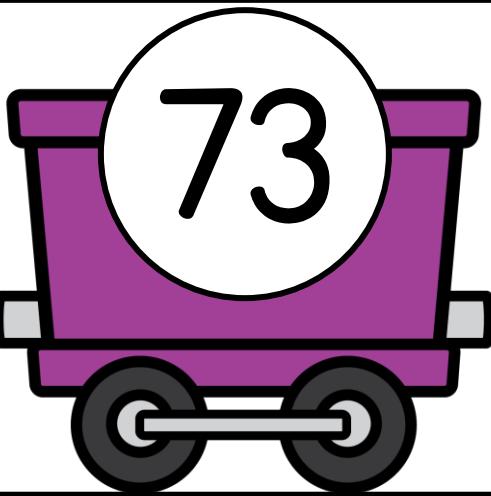
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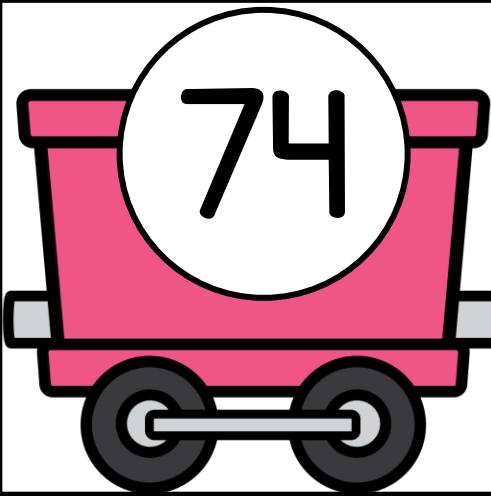
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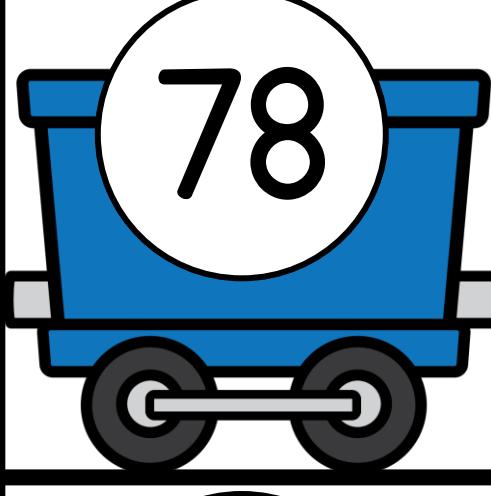
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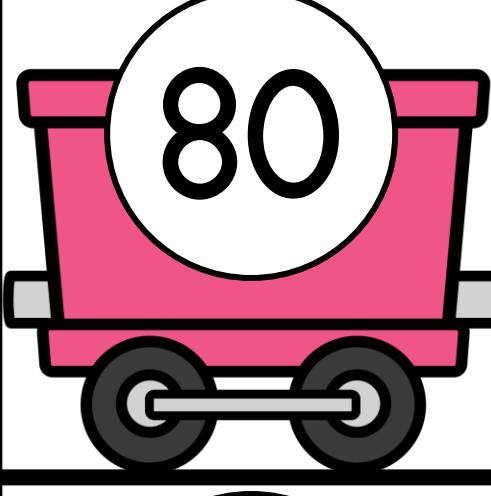
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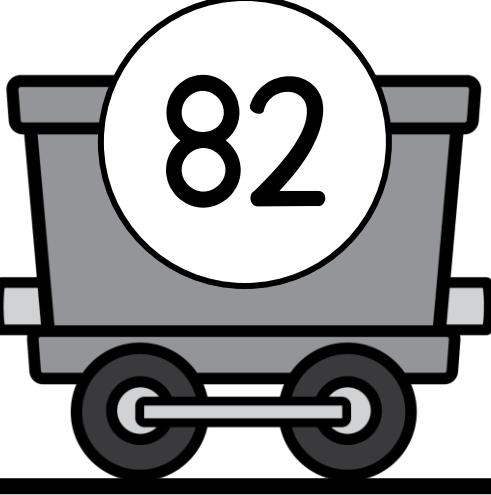
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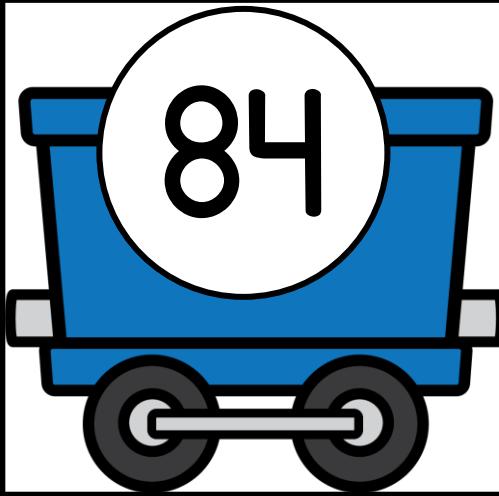
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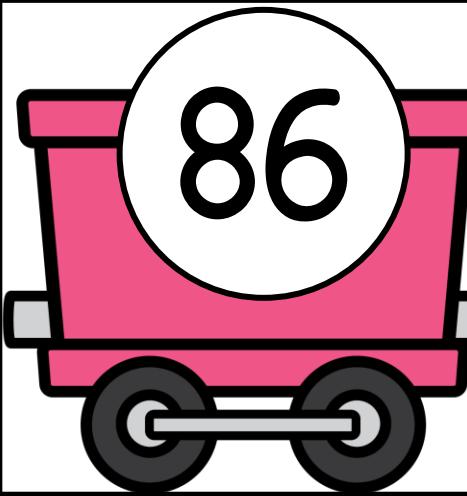
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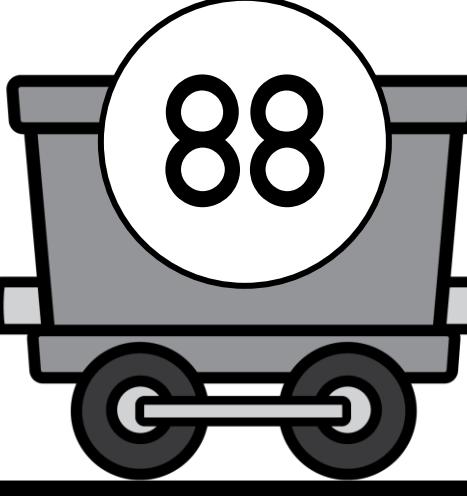
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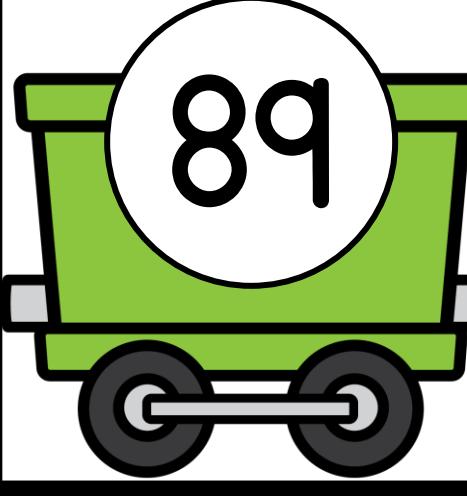
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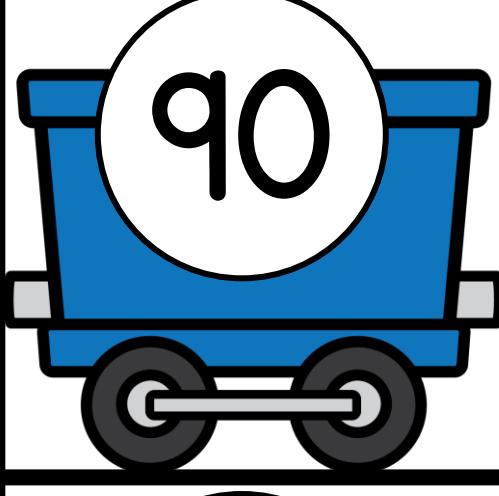
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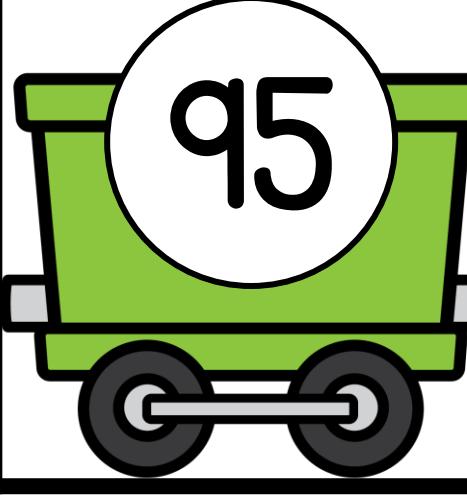
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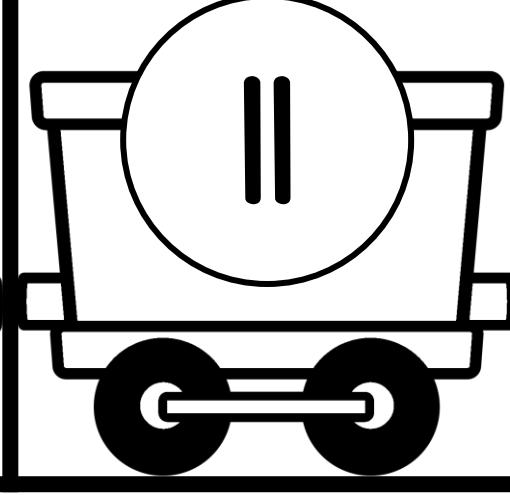
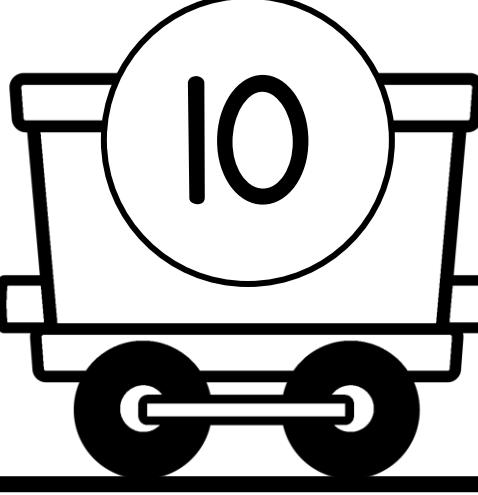
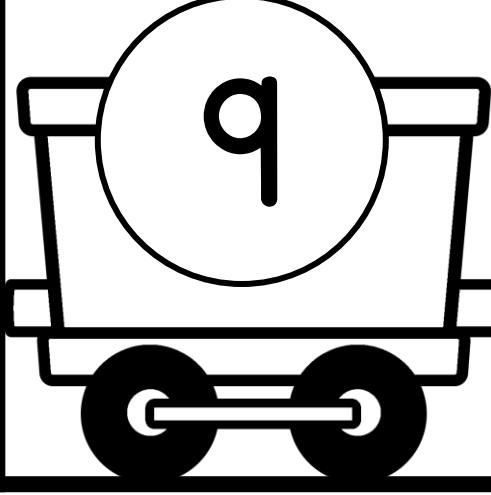
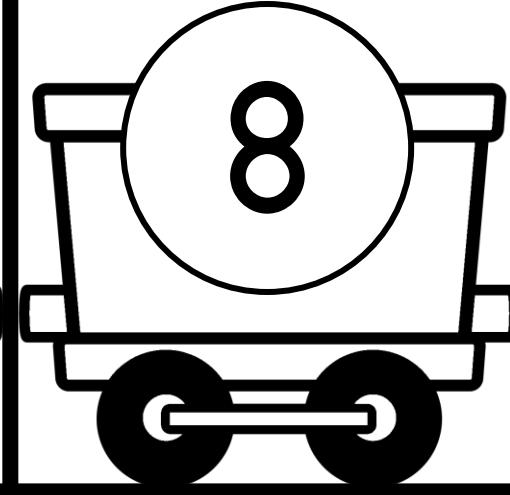
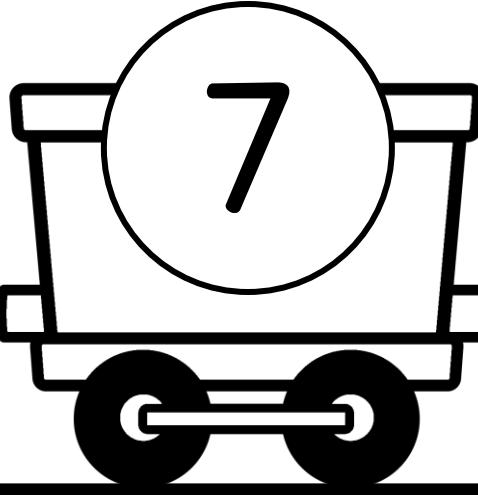
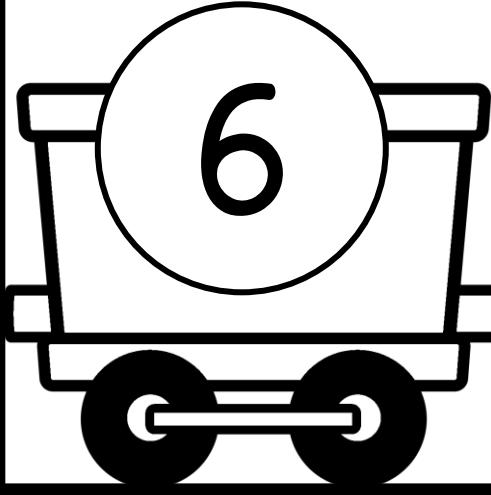
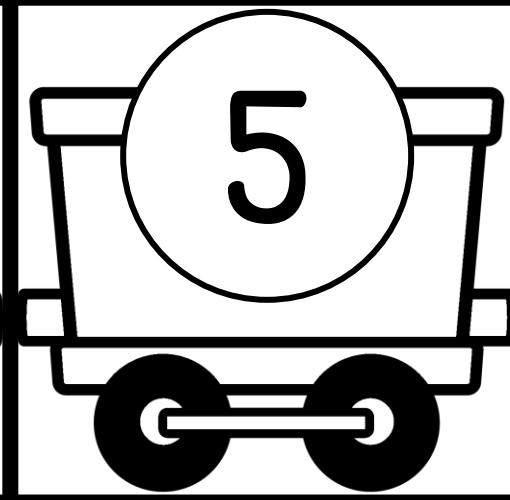
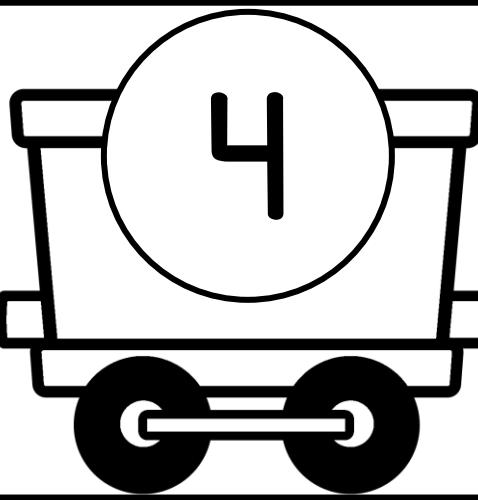
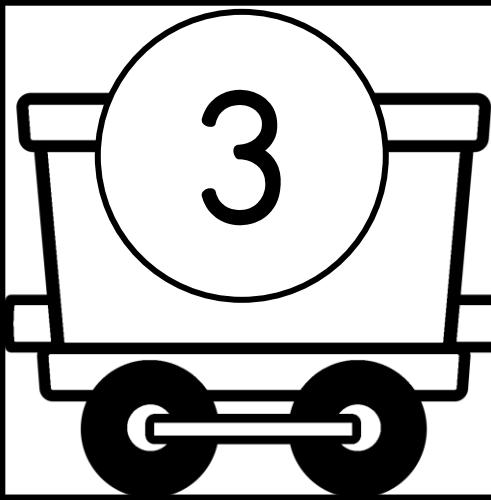
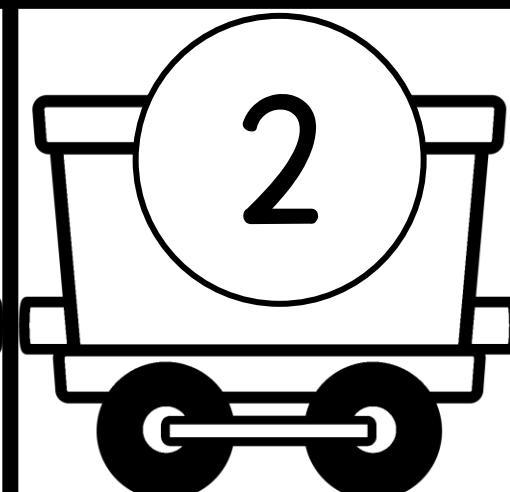
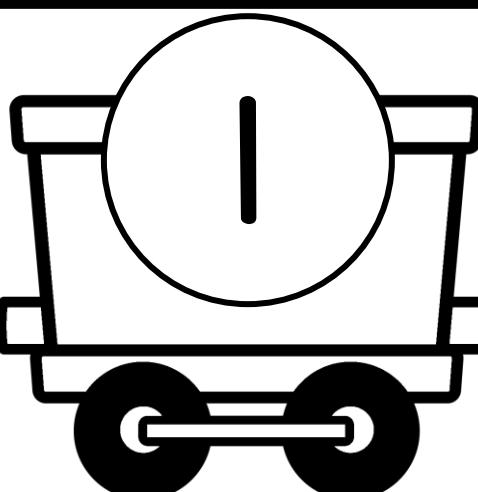
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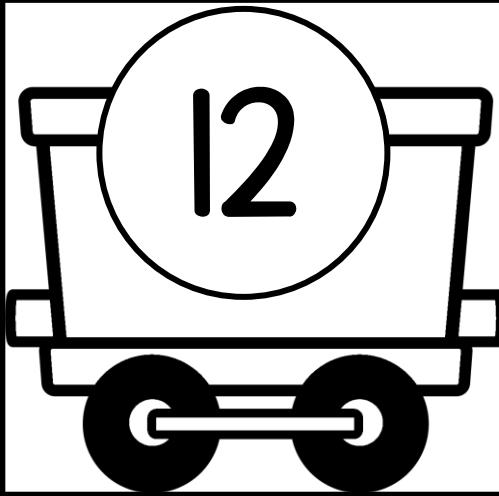
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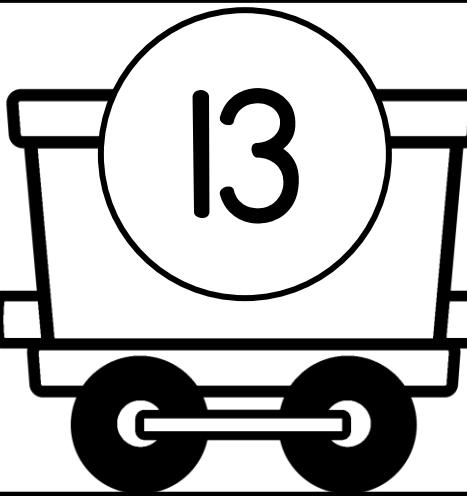
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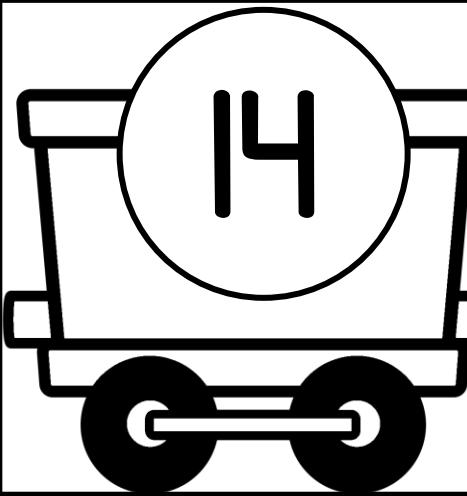




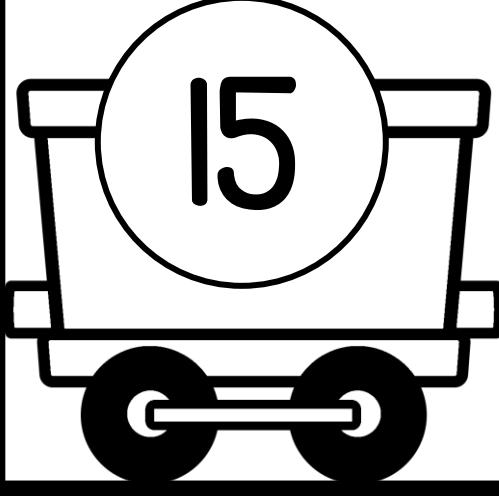
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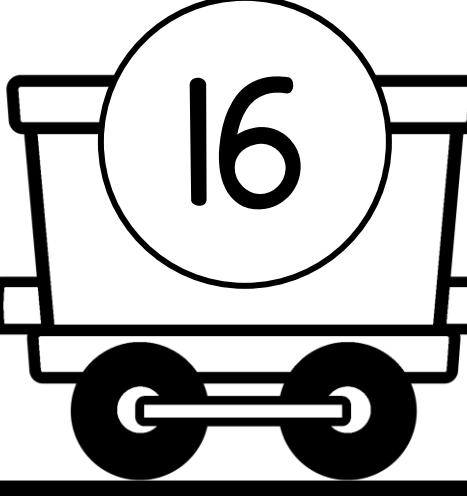
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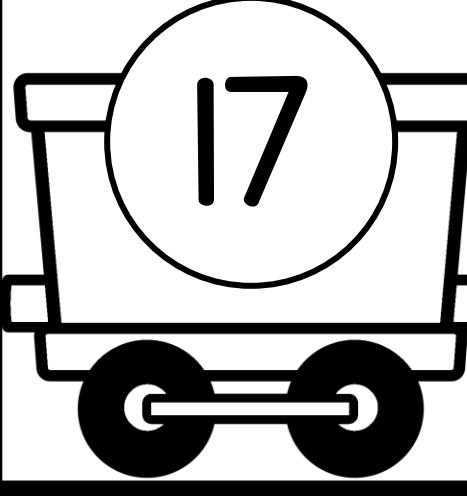
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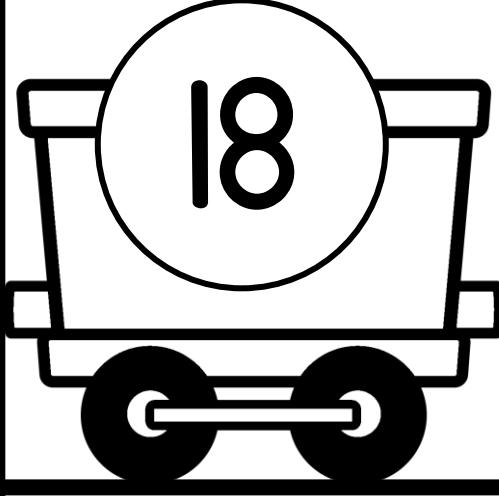
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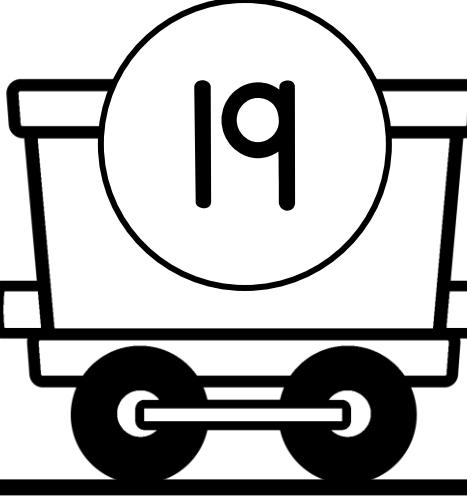
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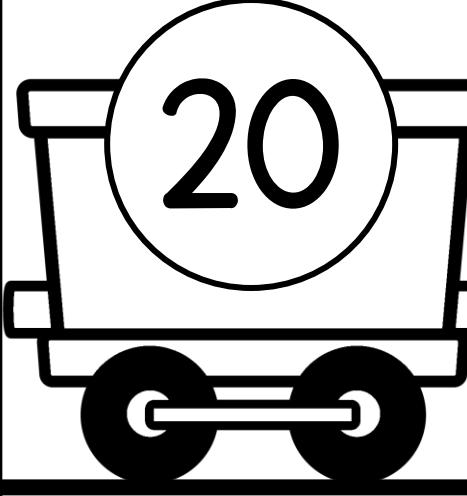
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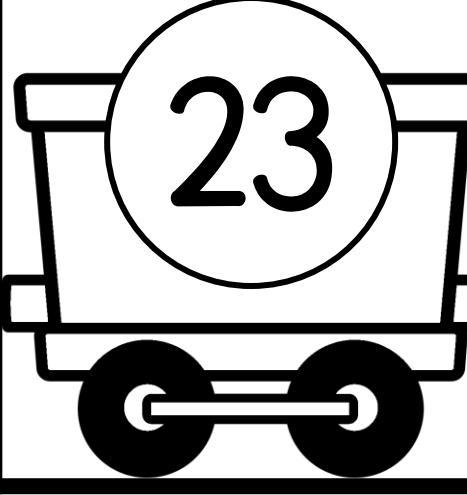
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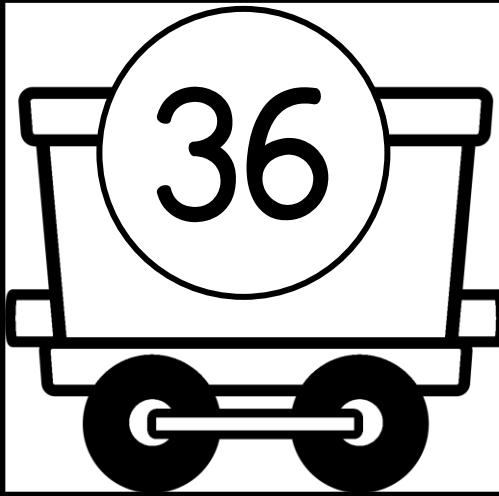
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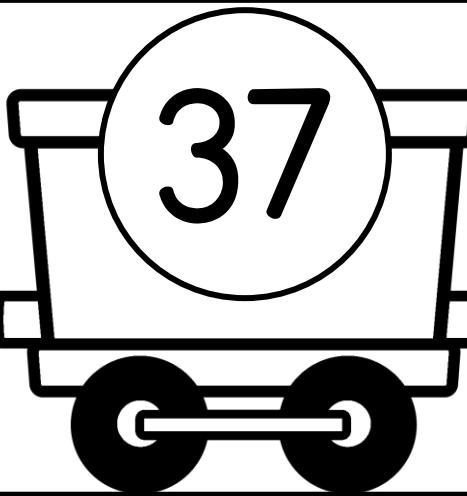
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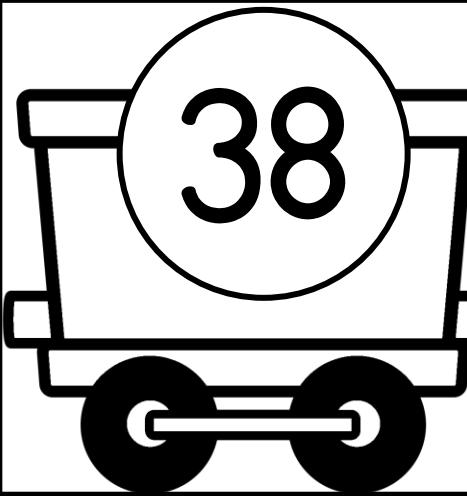
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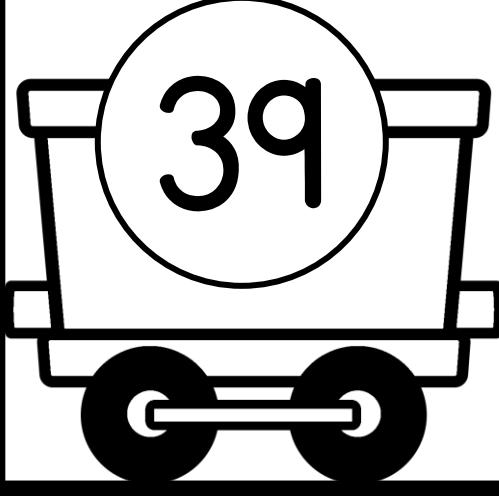
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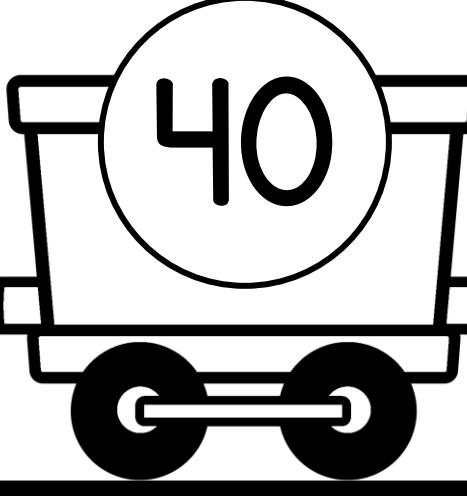
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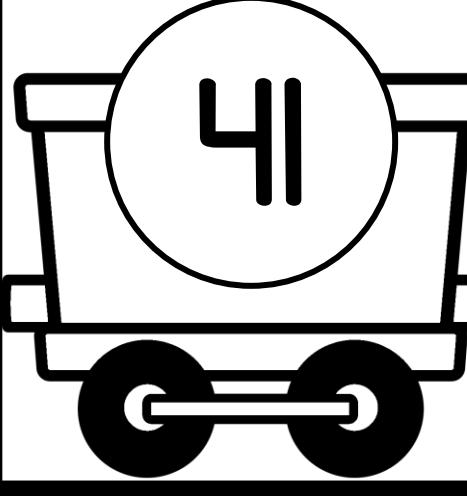
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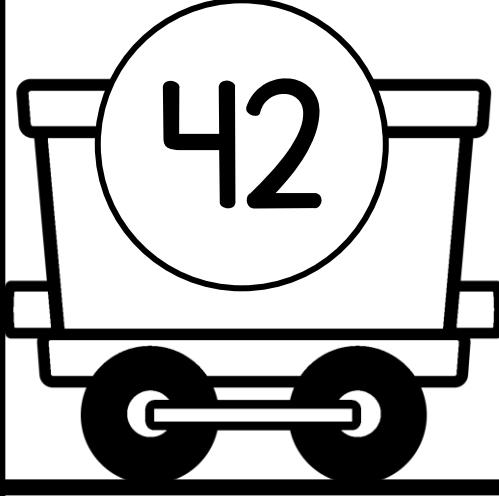
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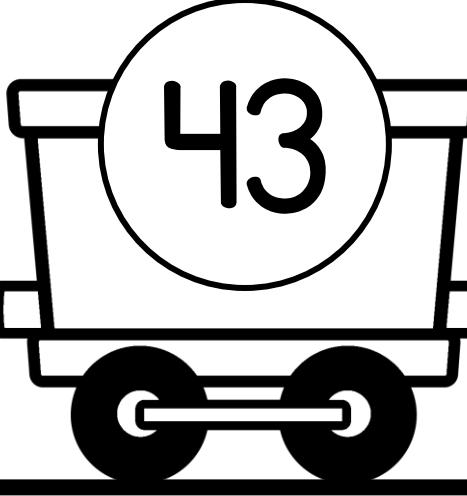
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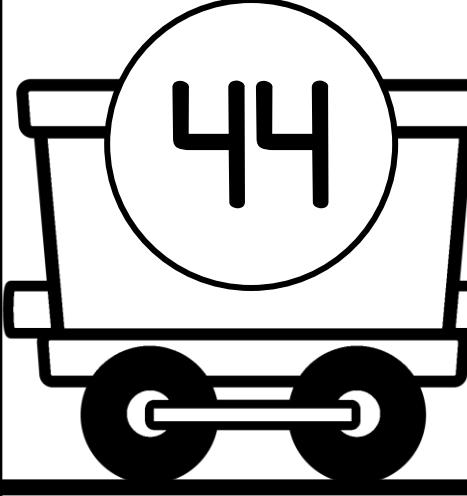
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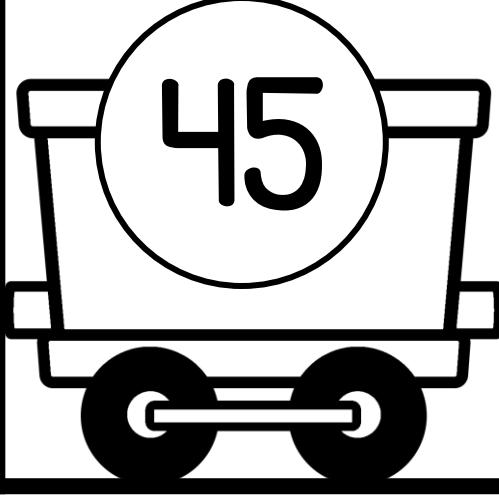
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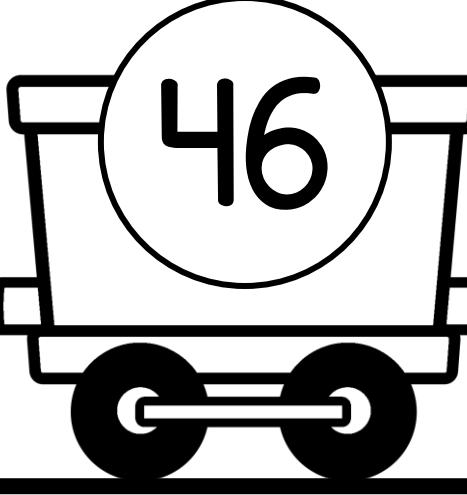
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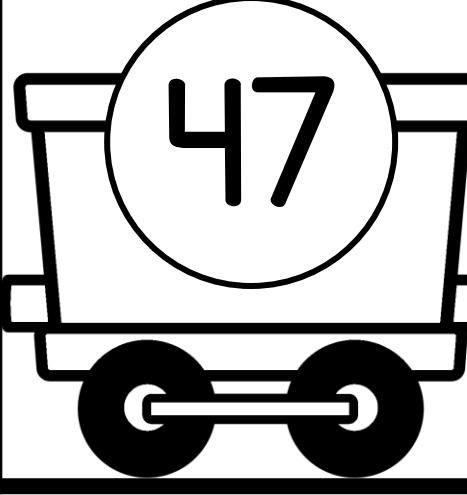
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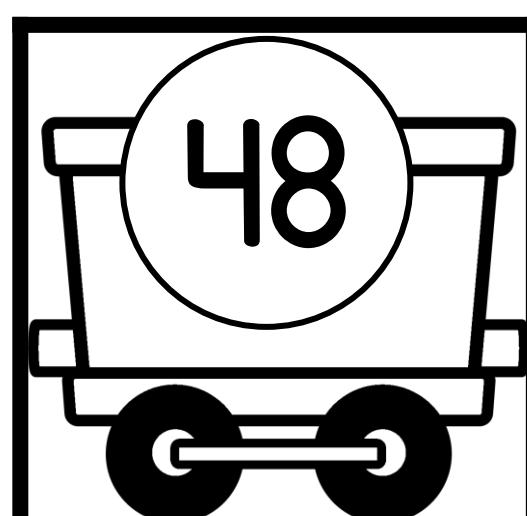
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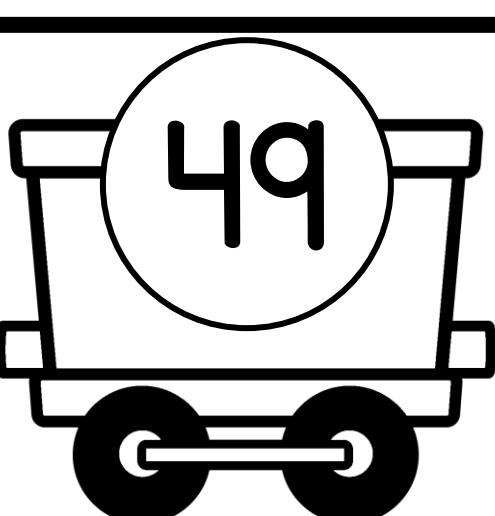
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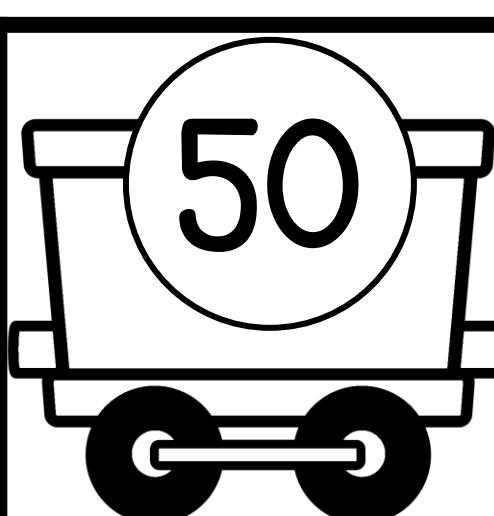
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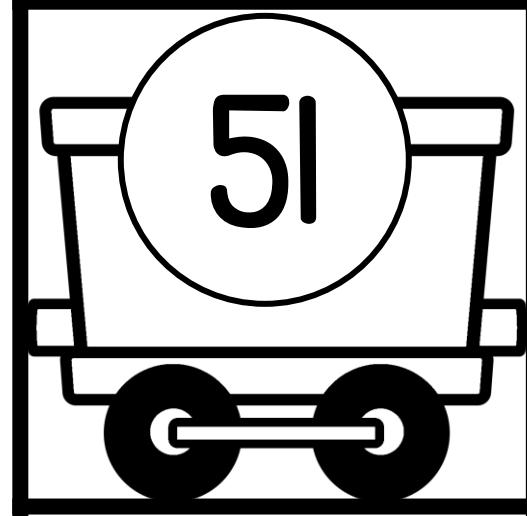
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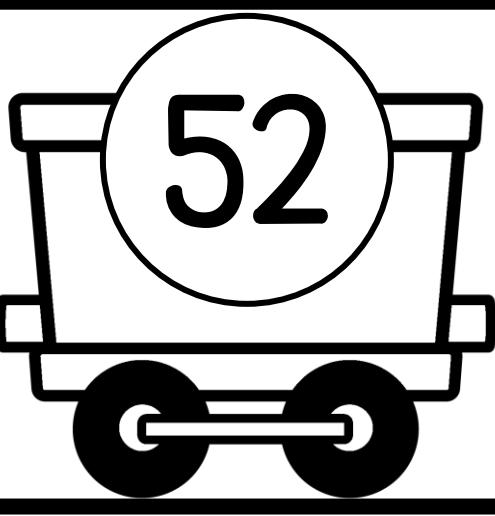
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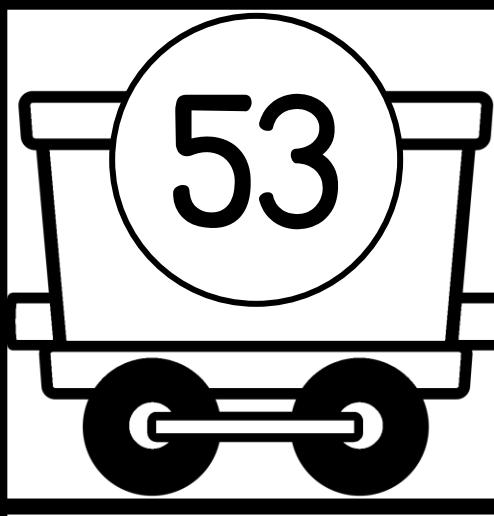
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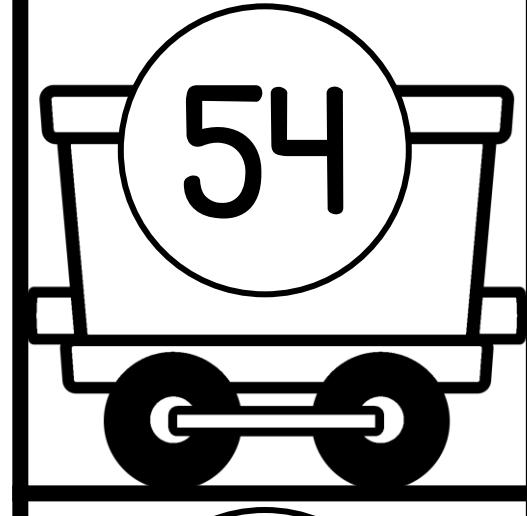
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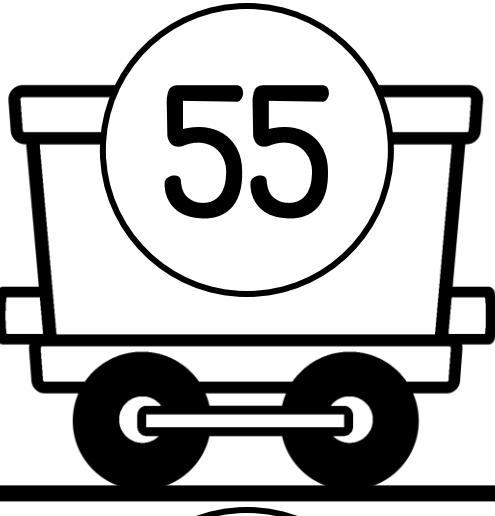
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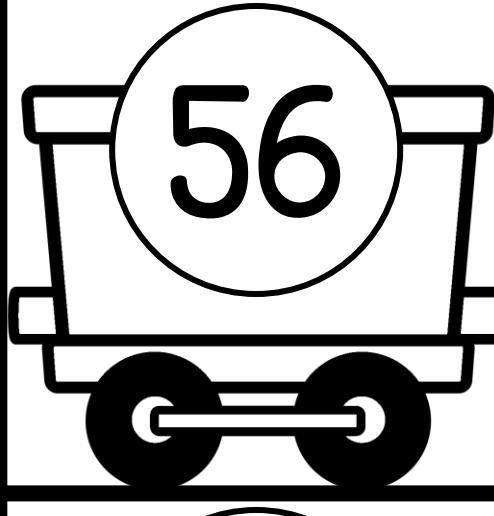
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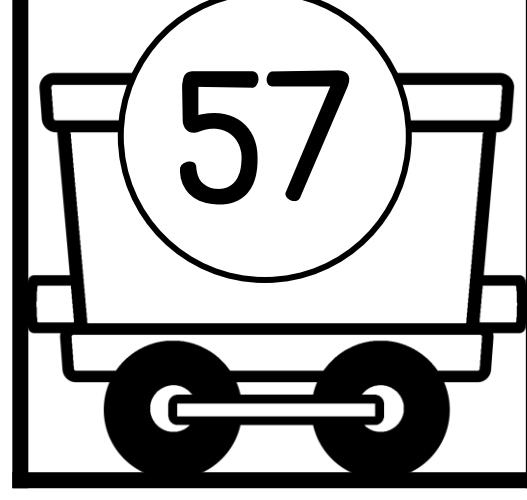
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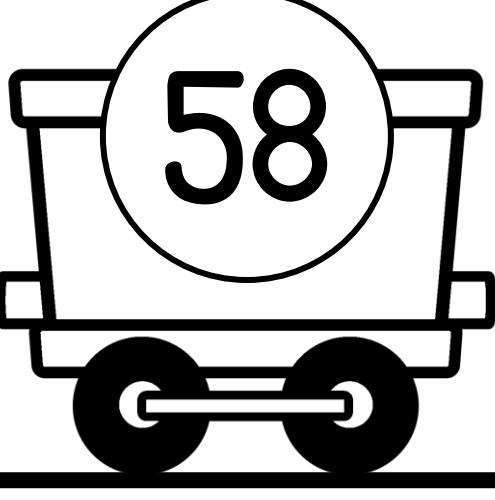
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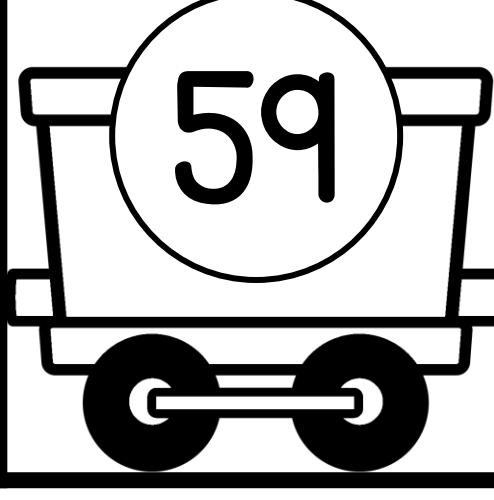
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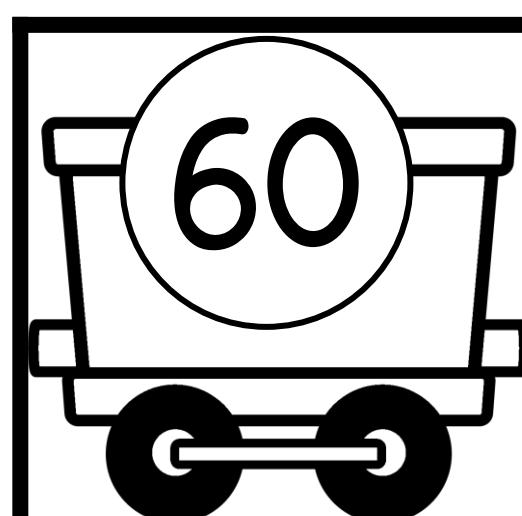
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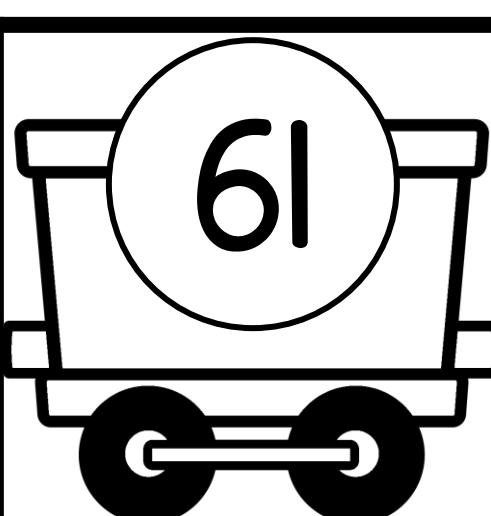
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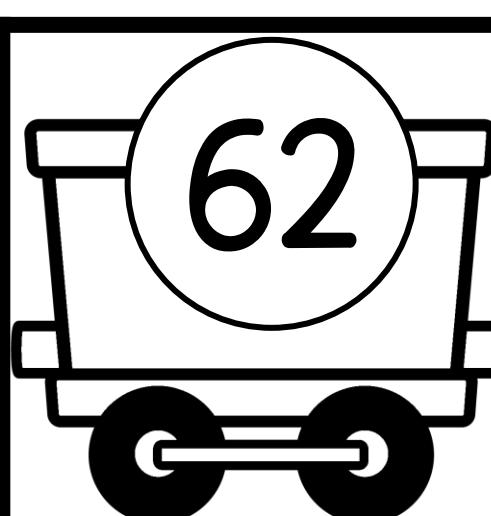
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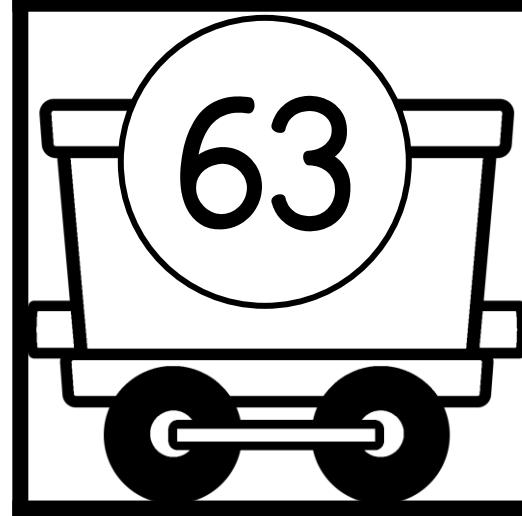
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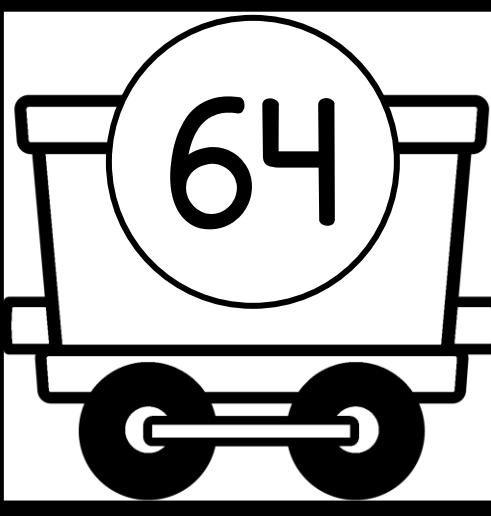
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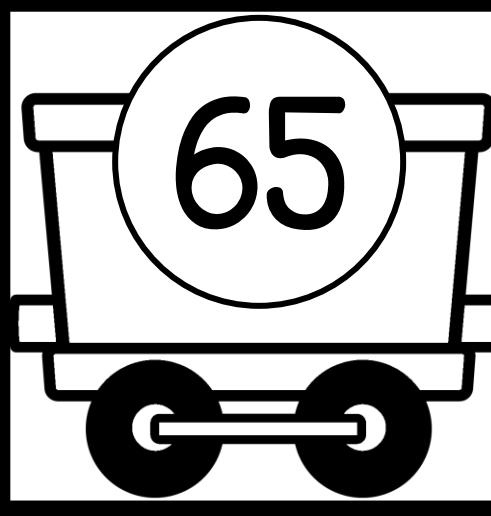
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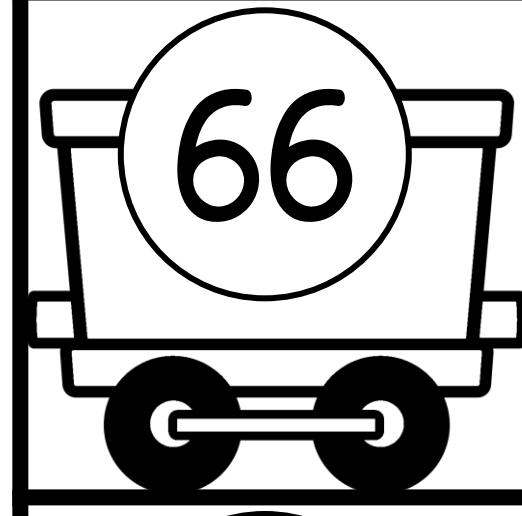
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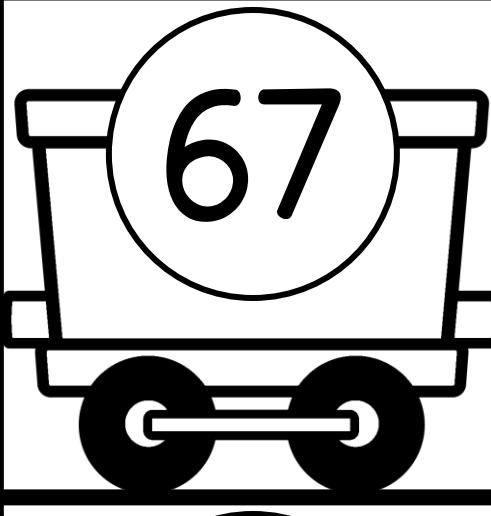
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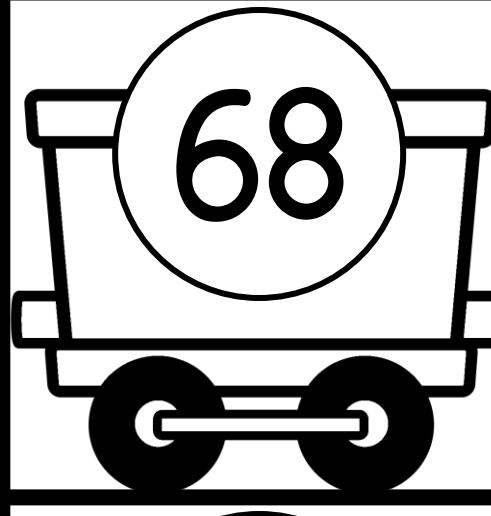
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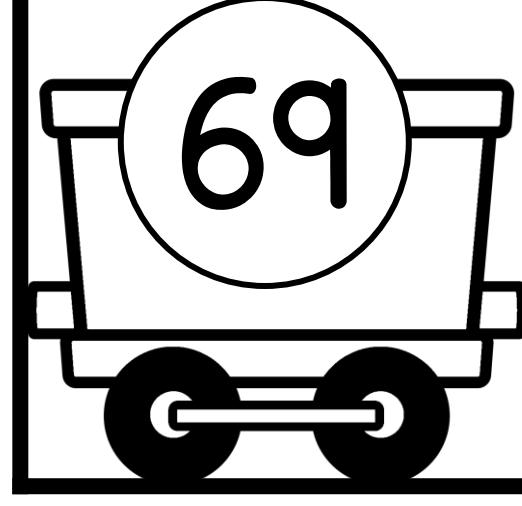
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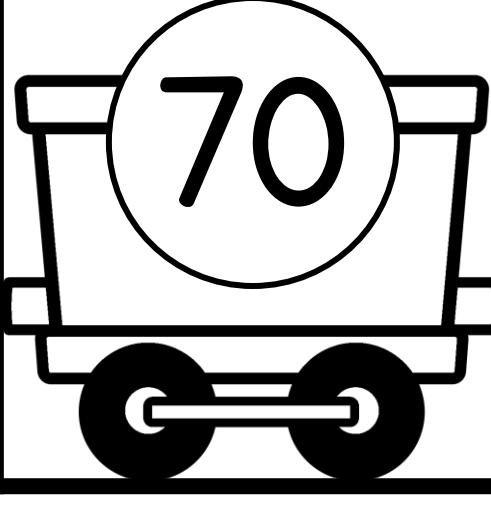
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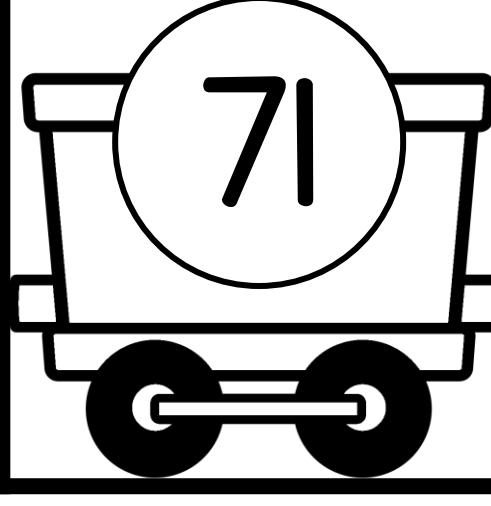
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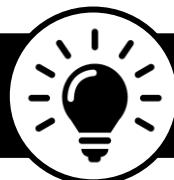
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qq

100



I CAN BUILD NUMBERS

Spin a number and build it with base ten blocks.



SPIN AND BUILD



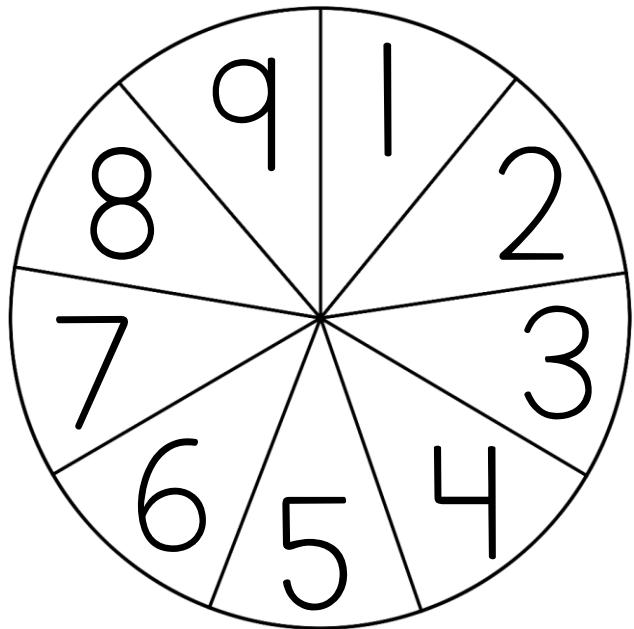
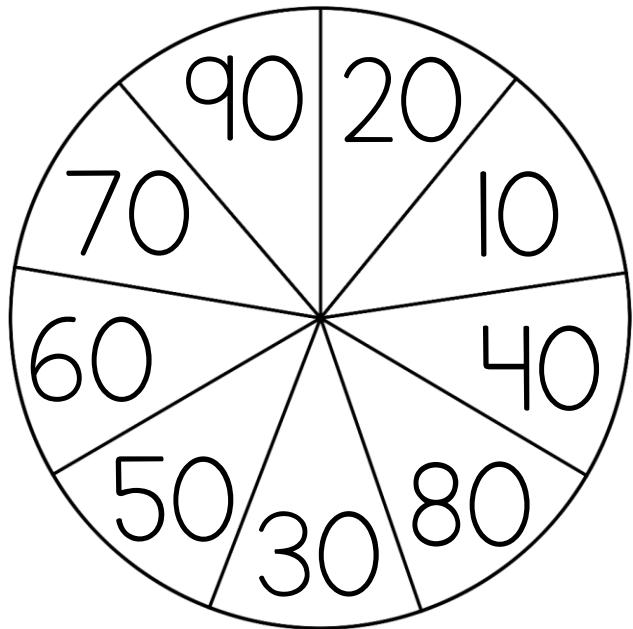
SPIN AND B

DIRECTIONS: Write the numbers you spun. Draw base ten b

| | | |
|----|----|----|
| 35 | :: | 82 |
| | | |
| | | |
| | | |
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| | | |
| | | |
| | | |

© Natalie Lynn Kindergarten
Mathematicians

SPIN AND BUILD





SPIN AND BUILD

DIRECTIONS: Write the numbers you spun. Draw base ten blocks to match.

| | | | |
|--|--|--|--|
| | | | |
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I CAN SKIP COUNT

Stack the ice cream scoops to skip count.



20

30

10

50

I Can Count By
10s

40

80

90

70

100

60

10

15

5

25

I Can Count By
5s

20

40

45

35

50

30

4

6

2

8

I Can Count By
2s

10

16

18

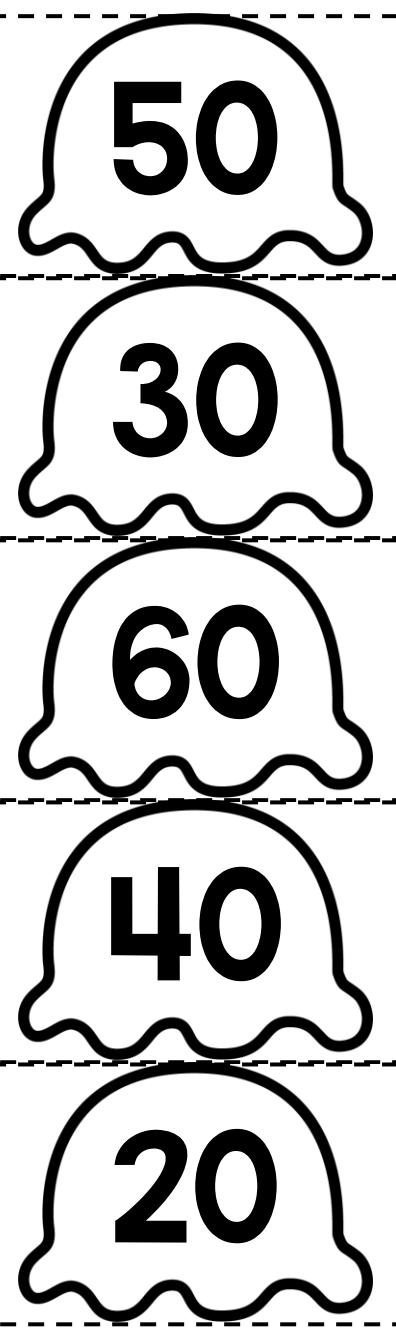
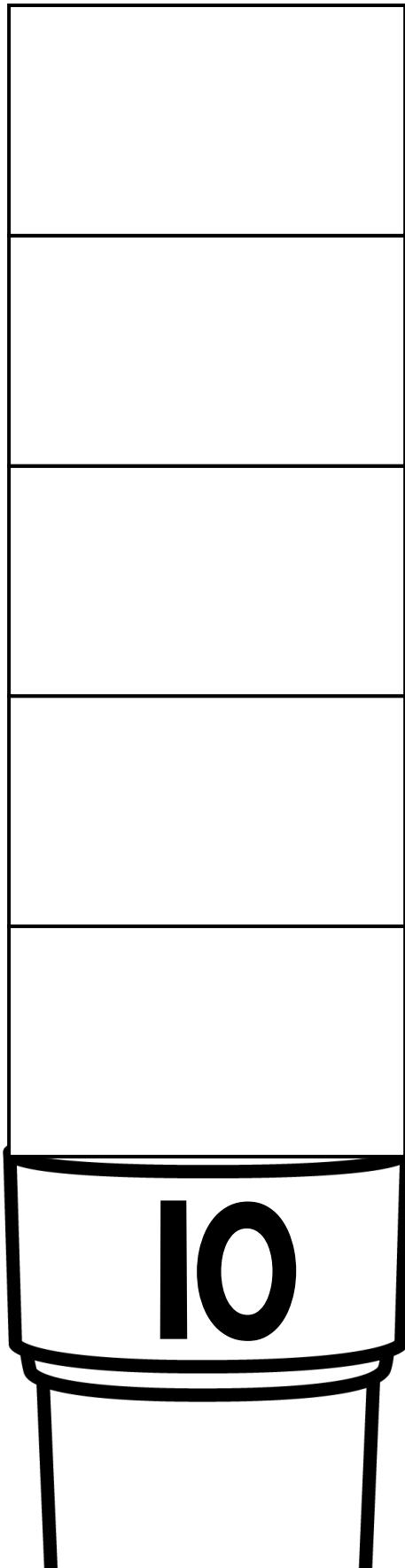
14

20

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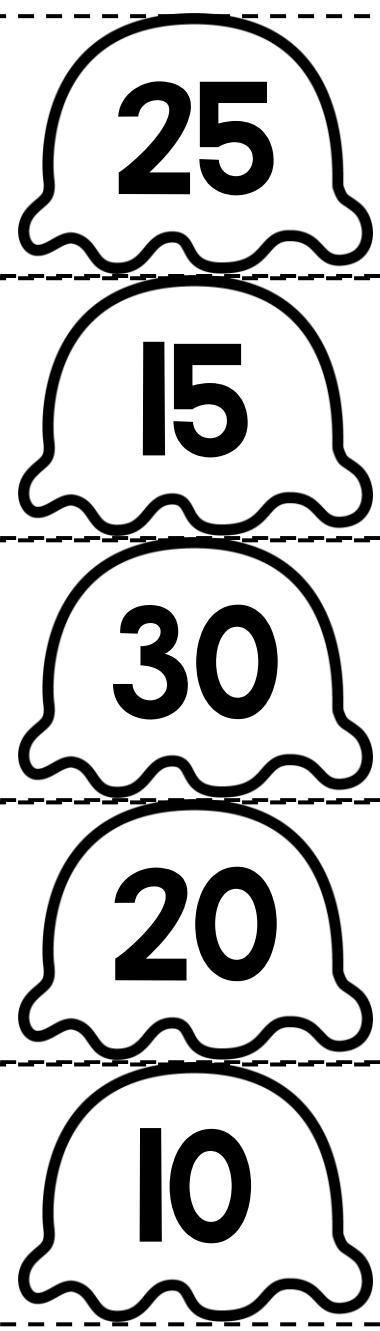
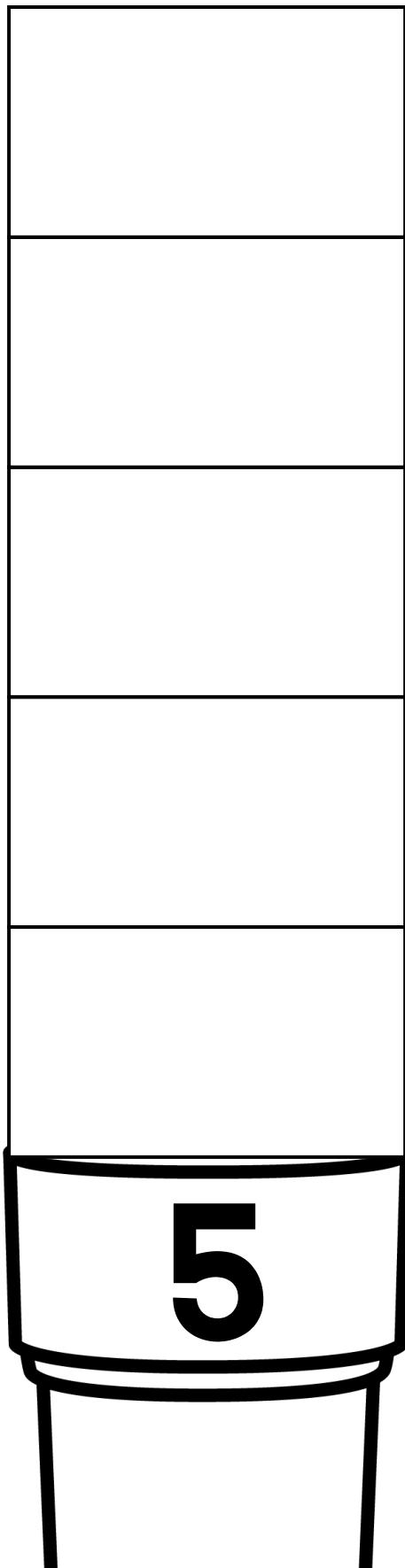
SKIP COUNT CONES

DIRECTIONS: Cut out the numbers and match them to the cone.



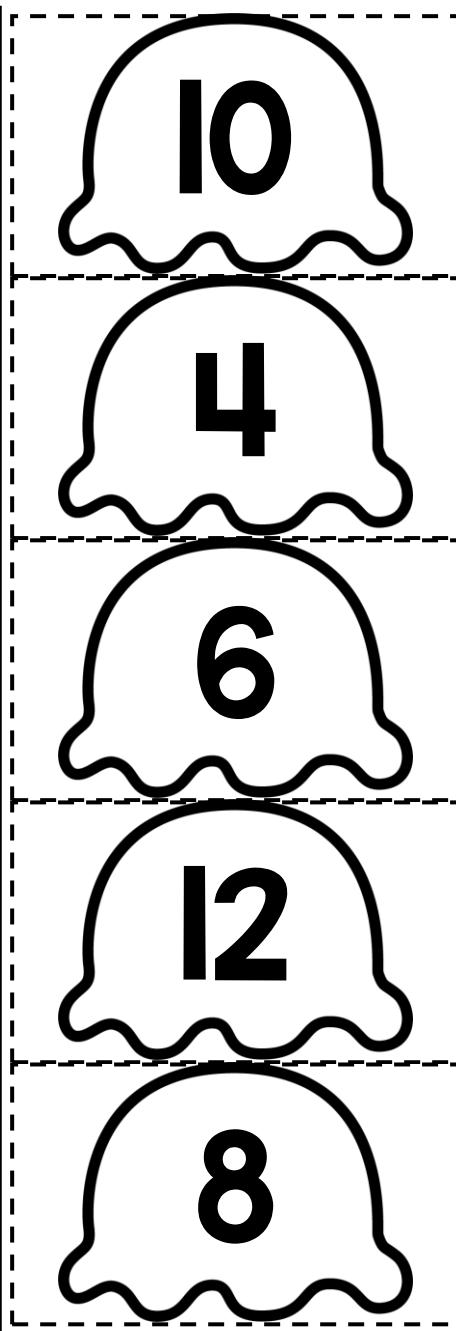
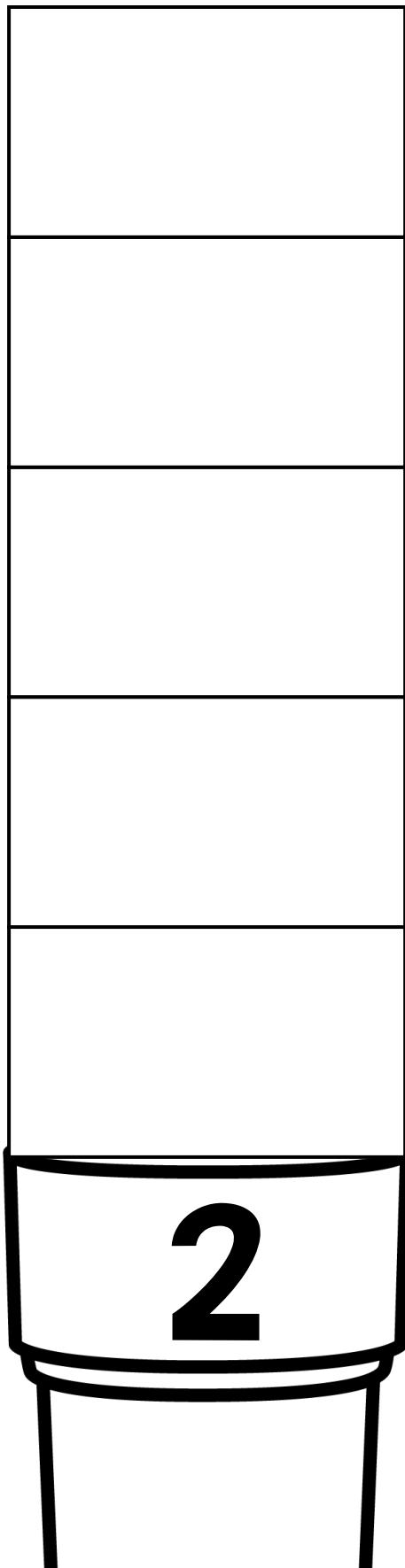
SKIP COUNT CONES

DIRECTIONS: Cut out the numbers and match them to the cone.



SKIP COUNT CONES

DIRECTIONS: Cut out the numbers and match them to the cone.



20

30

10

50

I Can Count By
10s

40

80

90

70

100

60

10

15

5

25

I Can Count By
5s

20

40

45

35

50

30

4

6

2

8

I Can Count By
2s

10

16

18

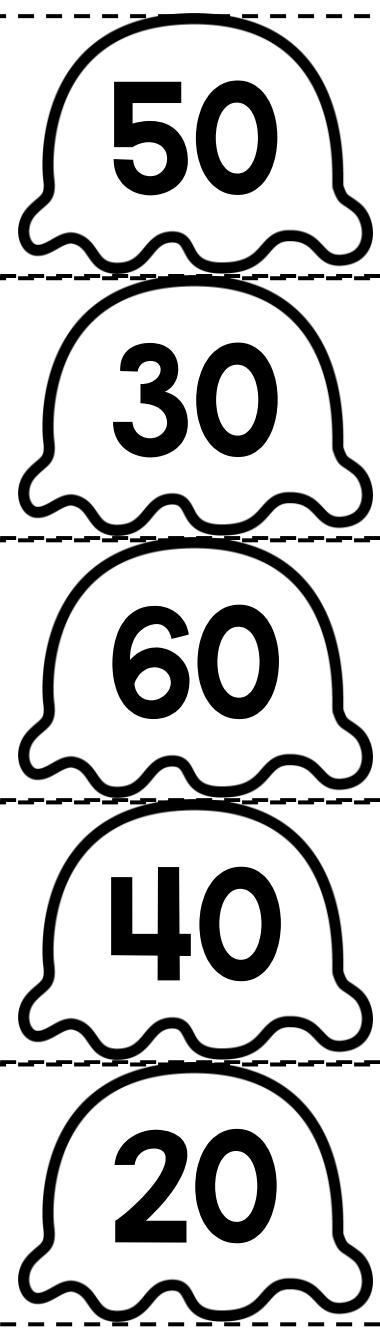
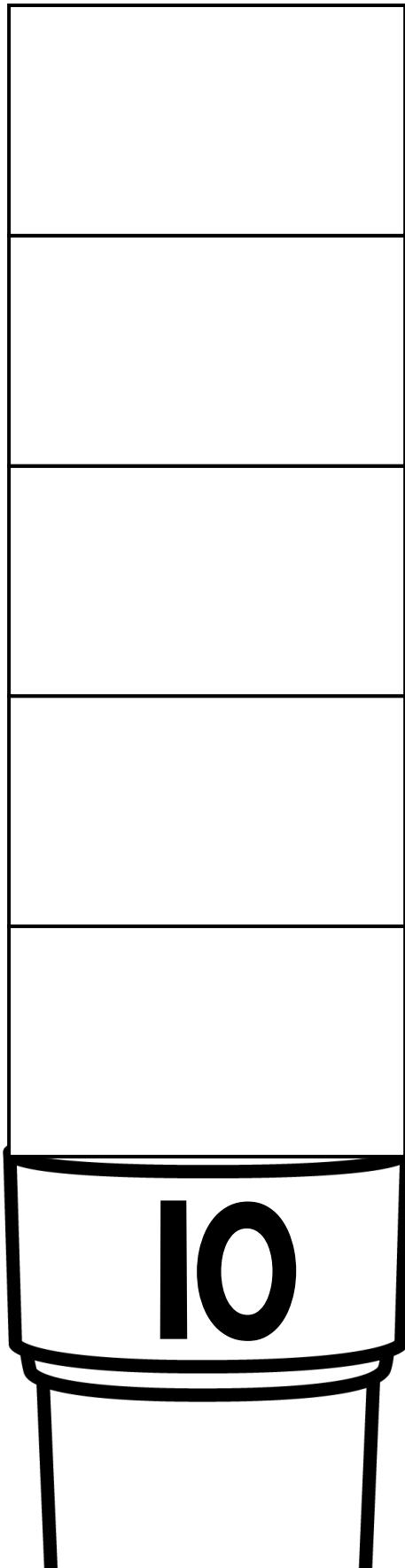
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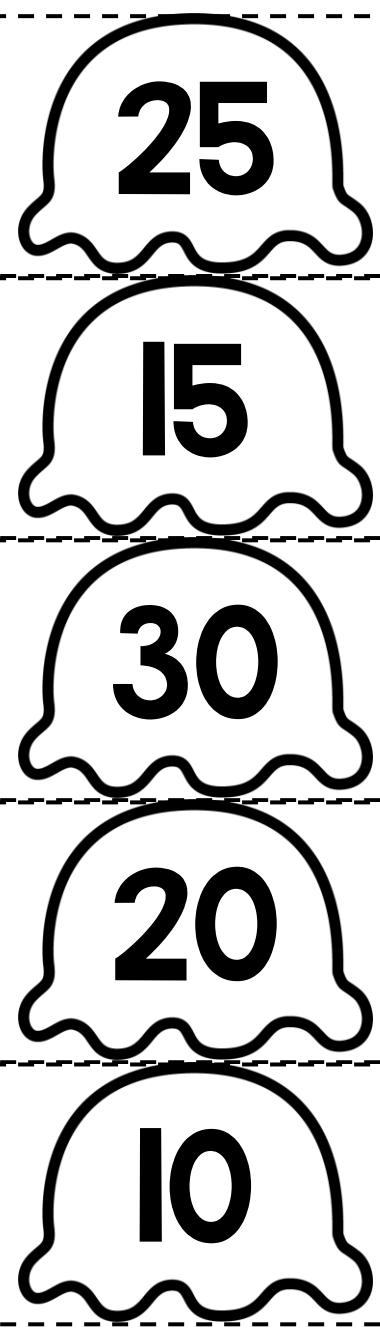
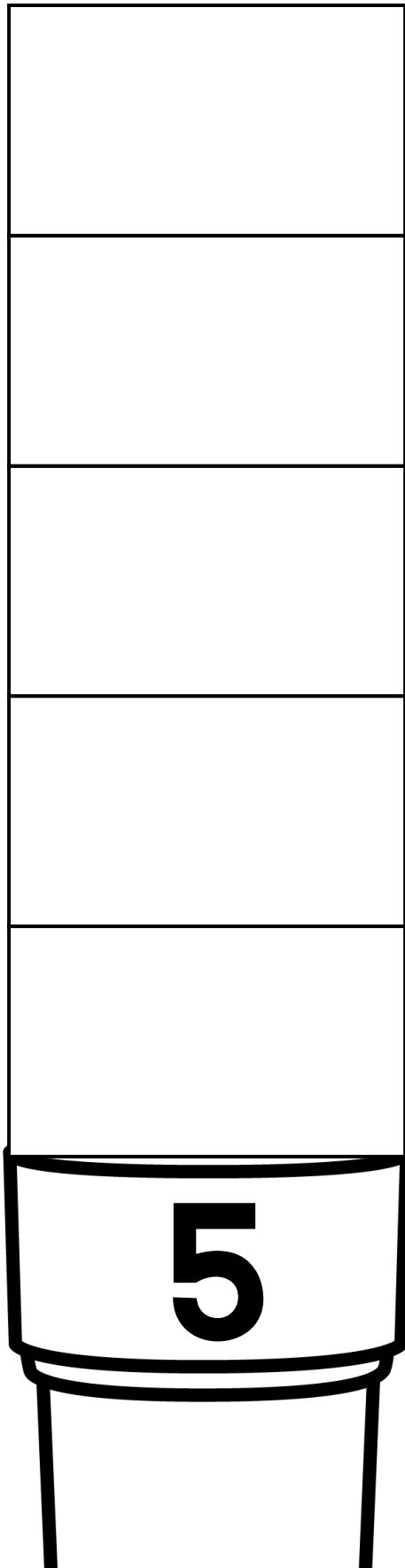
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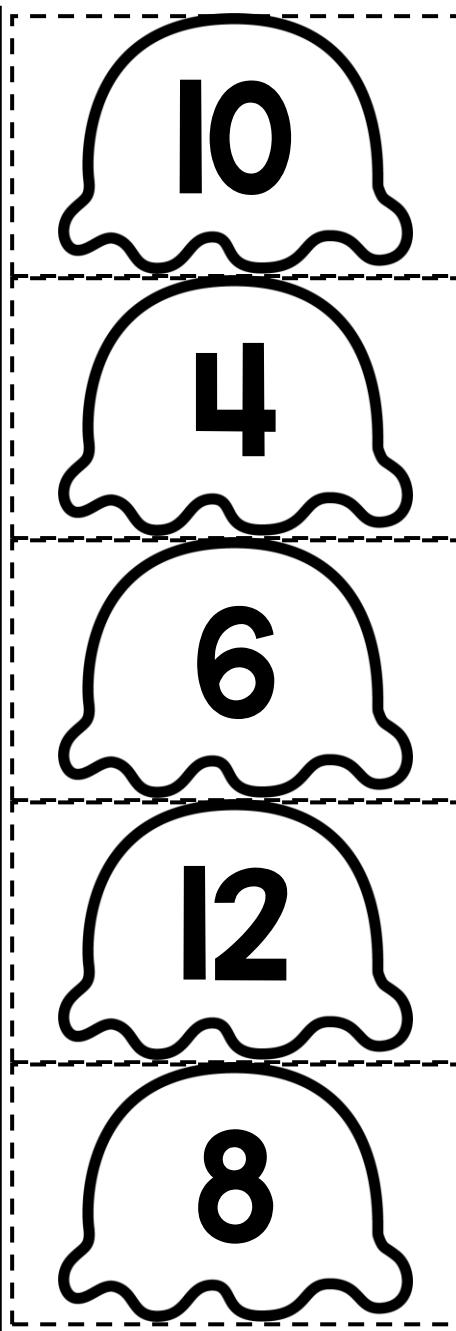
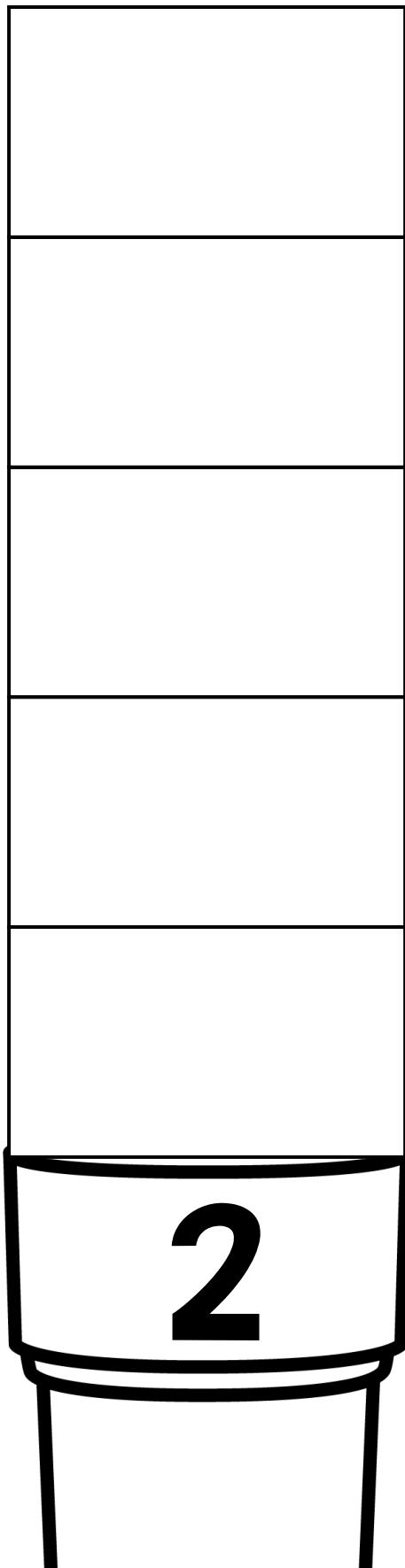
SKIP COUNT CONES

DIRECTIONS: Cut out the numbers and match them to the cone.



SKIP COUNT CONES

DIRECTIONS: Cut out the numbers and match them to the cone.



THANKS SO MUCH!

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