


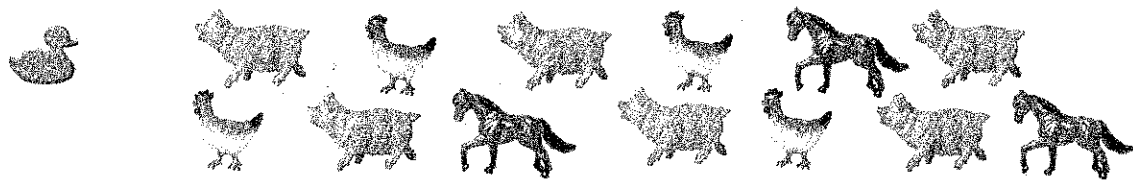
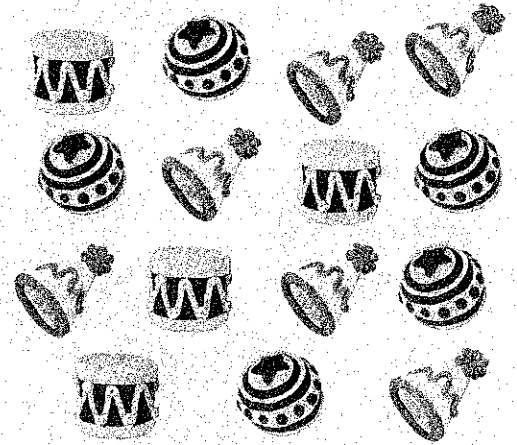





Tally Charts

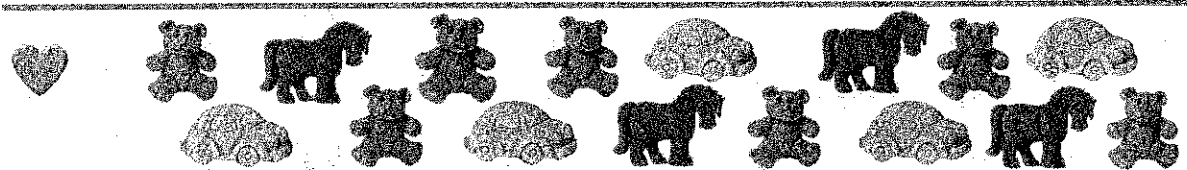
Name _____




A tally chart shows how many of each.

Circus Toys			
Toy			
Tally			





Farm Animals at the Fair			
Animal			
Tally			



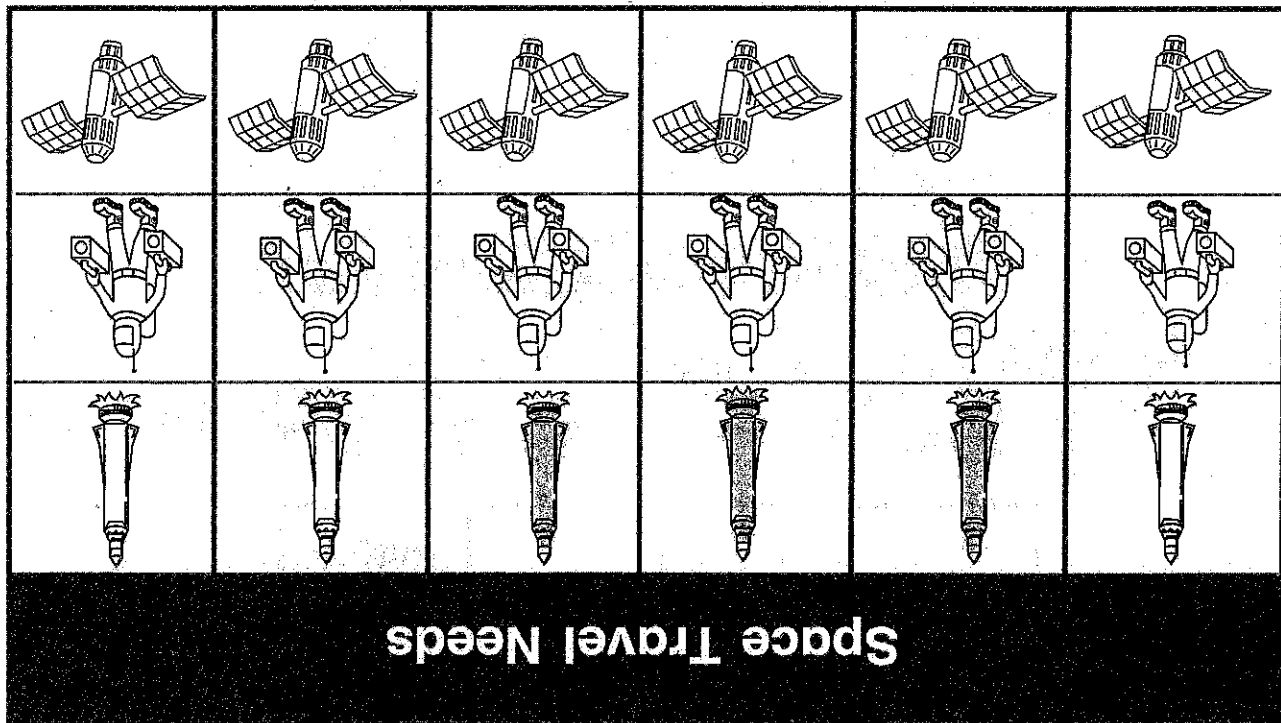
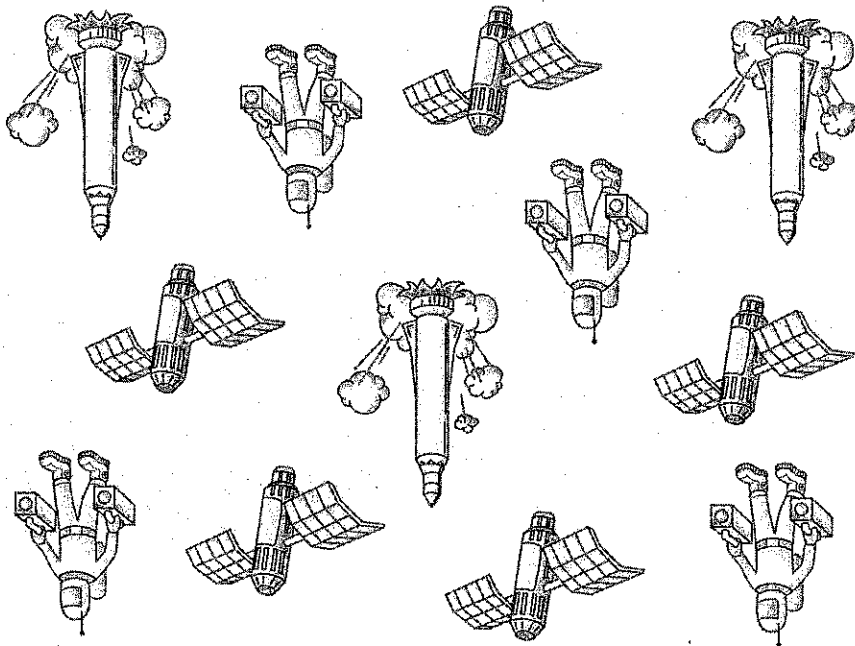
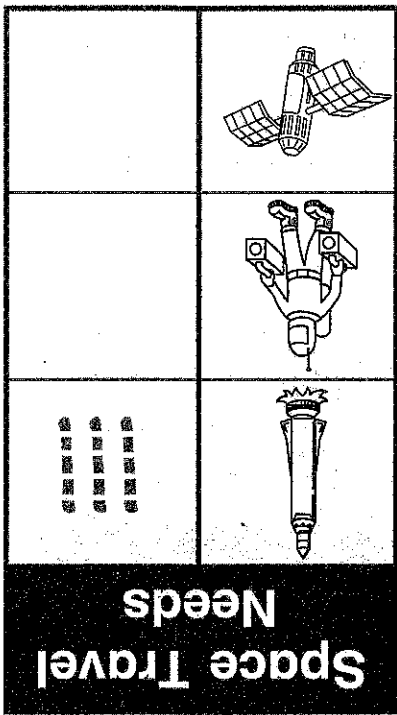
Prizes at the Fair			
Prize			
Tally			

Directions

-  Tally to show how many of each kind of farm animal.
-  Tally to show how many of each kind of prize.

Copyright © by William H. Sadlier, Inc. All rights reserved.

Space Travel Needs



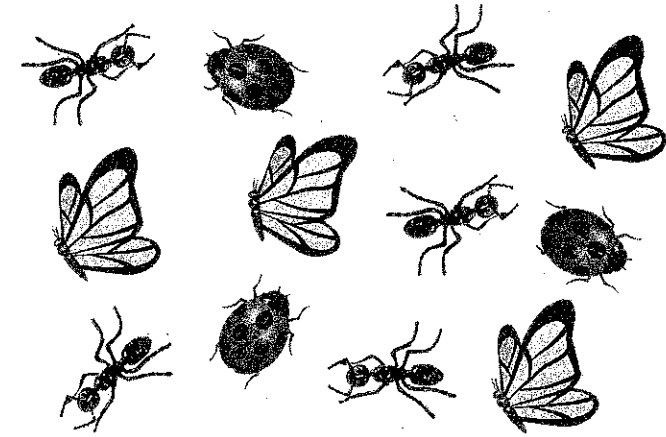
Directions





- Look at the pictures. Complete the tally chart to show how many of each.
- Use the tally chart to make a picture graph.
- Color one picture for each tally mark.

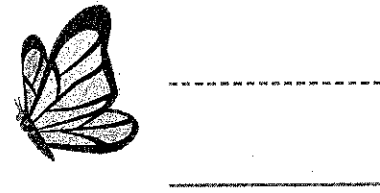
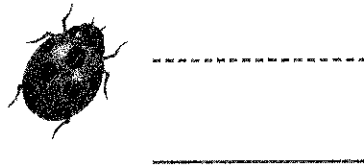
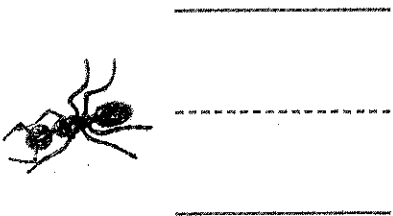
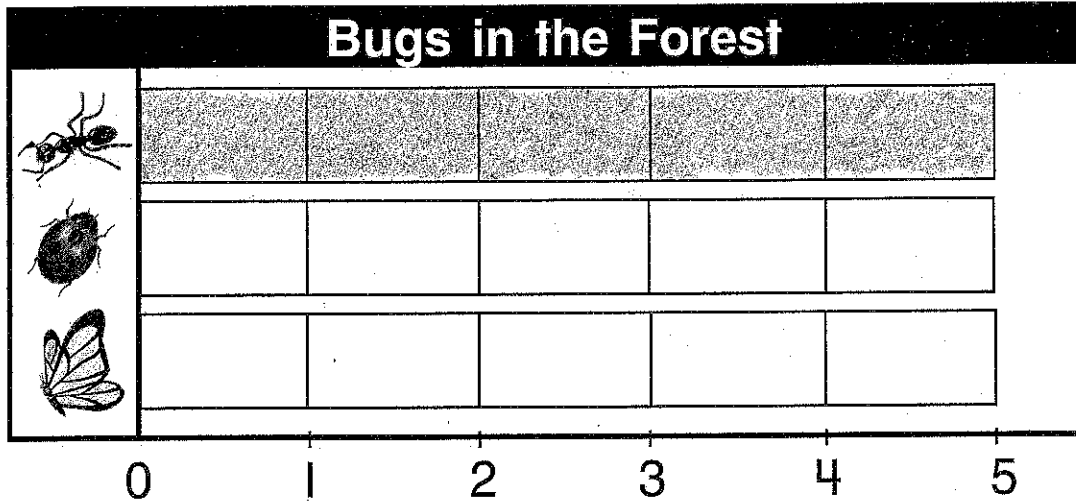
Bar Graphs

Name _____


Bugs in the Forest



Bug	Tally
	
	
	





Directions

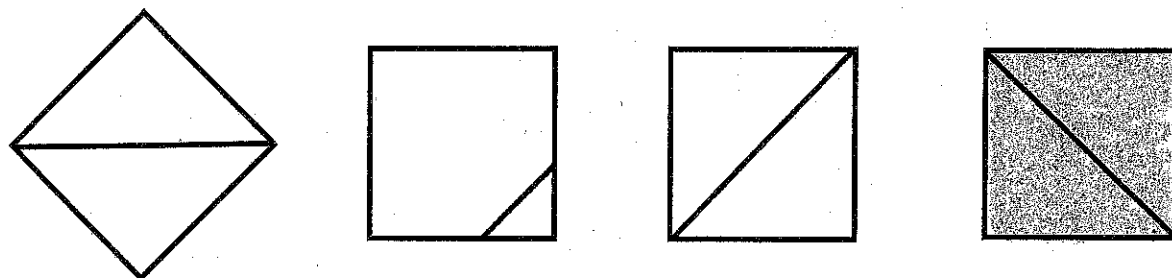
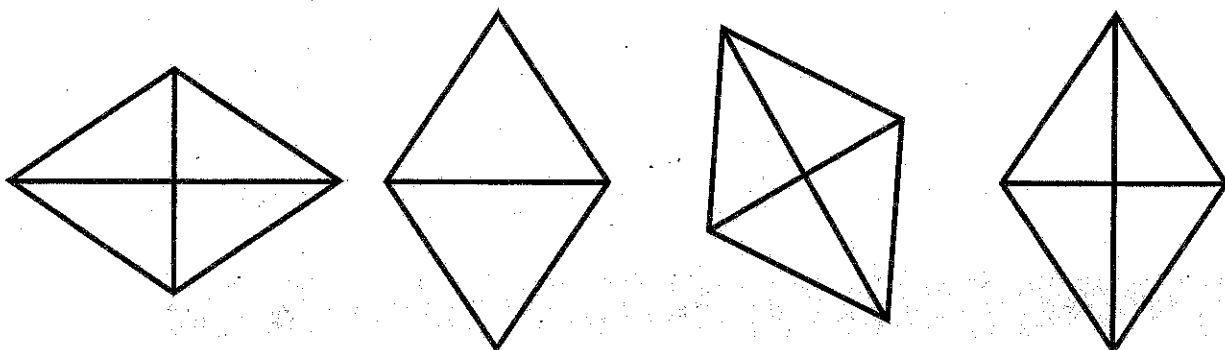
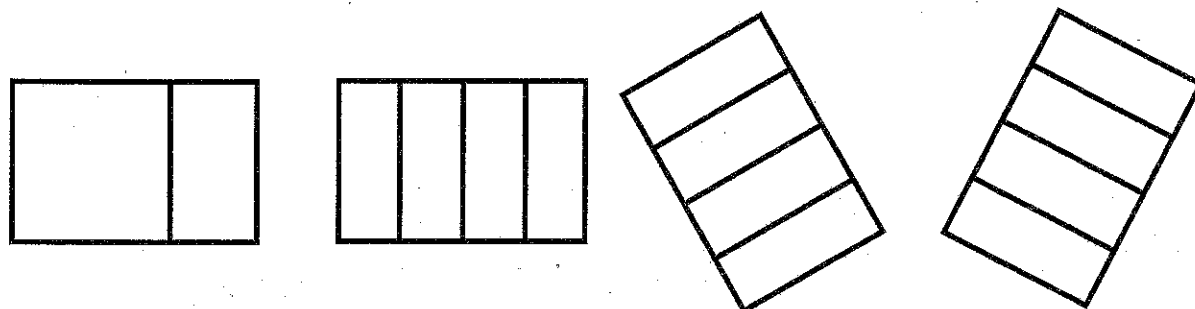
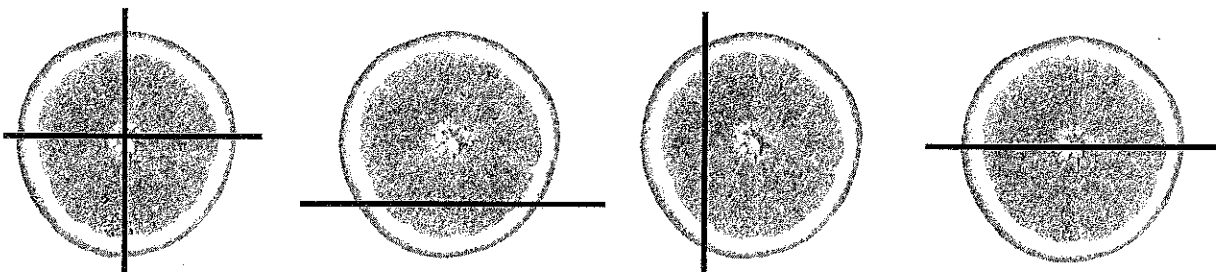
 Complete the tally chart. Use the tally chart to make a bar graph. Color one for each tally mark.


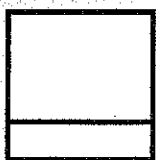
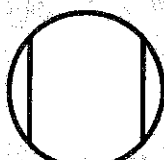
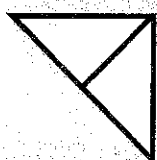
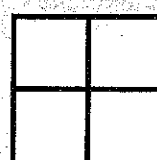
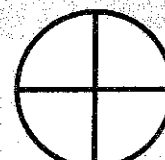
 Use the bar graph to tell how many of each bug. Write the number.

Use with Lesson 6-6, pages 211–212 in the Student Book.
Then go to Lesson 6-7, pages 215–216 in the Student Book.

Use with Lesson 6-7, pages 215-216 in the Student Book.
Then go to Lesson 6-8, pages 217-218 in the Student Book.

Directions
 Color the figures that have equal parts.
 Circle the figures that show equal parts.



unequal parts   	equal parts   
--	--

Name _____

Equal Parts

Vertical Addition

Name _____

$$\begin{array}{r}
 3 \quad \text{butterfly} \quad \text{butterfly} \quad \text{butterfly} \\
 + 1 \quad \text{butterfly} \\
 \hline
 4 \quad \text{in all}
 \end{array}$$

$$\begin{array}{r}
 \text{duck} \\
 4 \quad \text{瓢虫} \quad \text{瓢虫} \quad \text{瓢虫} \quad \text{瓢虫} \\
 + 2 \quad \text{瓢虫} \quad \text{瓢虫} \\
 \hline
 \text{瓢虫} \\
 \text{in all}
 \end{array}$$

$$\begin{array}{r}
 \text{heart} \\
 2 \quad \text{car} \quad \text{car} \\
 + 1 \quad \text{car} \\
 \hline
 \text{in all}
 \end{array}$$

$$\begin{array}{r}
 \text{clover} \\
 3 \quad \text{tree} \quad \text{tree} \quad \text{tree} \\
 + 3 \quad \text{tree} \quad \text{tree} \quad \text{tree} \\
 \hline
 \text{in all}
 \end{array}$$

$$\begin{array}{r}
 \text{butterfly} \\
 5 \quad \text{dog} \quad \text{dog} \quad \text{dog} \quad \text{dog} \quad \text{dog} \\
 + 2 \quad \text{dog} \quad \text{dog} \\
 \hline
 \text{in all}
 \end{array}$$

$$\begin{array}{r}
 \text{star} \\
 4 \quad \text{house} \quad \text{house} \quad \text{house} \quad \text{house} \\
 + 4 \quad \text{house} \quad \text{house} \quad \text{house} \quad \text{house} \\
 \hline
 \text{in all}
 \end{array}$$

Directions

Write how many in all.

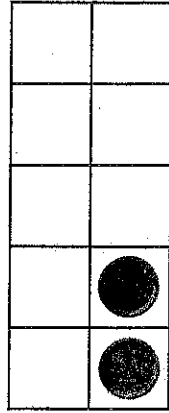
- © Use with Lesson 7-6, pages 249–250 in the Student Book.
- © Then go to Lesson 7-7, pages 251–252 in the Student Book.

Copyright © by William H. Sadlier, Inc. All rights reserved.

Use with Lesson 7, pages 251-252 in the Student Book.
 Then go to Lessons 7-7A, 7-7B, 7-7C, 7-7D, and 7-7E, pages 181-190 in this Workbook.

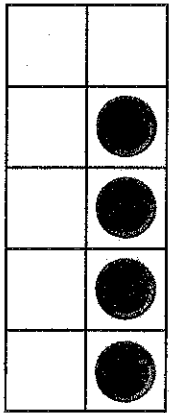
Directions

Draw counters to make 10. Write the number.
 Then write how many in all.



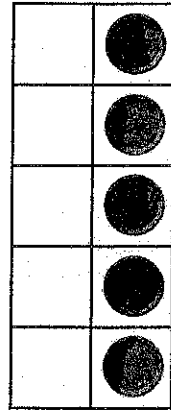
$$\begin{array}{r} \\ \\ \\ \\ \hline \\ \\ \\ \\ \hline \end{array} + \begin{array}{r} \\ \\ \\ \\ \hline \\ \\ \\ \\ \hline \end{array}$$

2



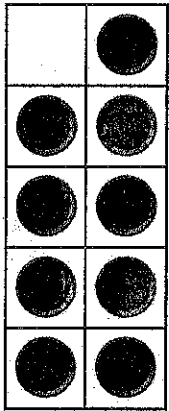
$$\begin{array}{r} \\ \\ \\ \\ \hline \\ \\ \\ \\ \hline \end{array} + \begin{array}{r} \\ \\ \\ \\ \hline \\ \\ \\ \\ \hline \end{array}$$

4



$$\begin{array}{r} \\ \\ \\ \\ \hline \\ \\ \\ \\ \hline \end{array} + \begin{array}{r} \\ \\ \\ \\ \hline \\ \\ \\ \\ \hline \end{array}$$

5

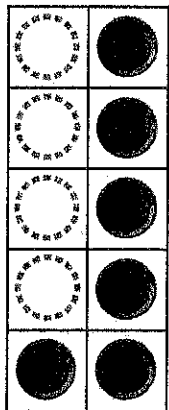


$$\begin{array}{r} \\ \\ \\ \\ \hline \\ \\ \\ \\ \hline \end{array} + \begin{array}{r} \\ \\ \\ \\ \hline \\ \\ \\ \\ \hline \end{array}$$

6



Add 3 ● to make 10.

$$\begin{array}{r} 10 \\ + 3 \\ \hline 7 \end{array}$$


$$\begin{array}{r} 10 \\ + 6 \\ \hline 6 \end{array}$$



**Addition:
 Use Ten-Frames**


Name _____

Vertical Subtraction

Name _____

6 in all


$$\begin{array}{r} 6 \\ - 4 \\ \hline 2 \end{array}$$
 take away
 2 left



4

$$\begin{array}{r} 4 \\ - 3 \\ \hline 1 \end{array}$$


 left



5

$$\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$$


 left



6

$$\begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$$


 left



9

$$\begin{array}{r} 9 \\ - \\ \hline \end{array}$$


 left



7


$$\begin{array}{r} 7 \\ - \\ \hline \end{array}$$


 left



Copyright © by William H. Sadlier, Inc. All rights reserved.

Directions

 X cubes to subtract. Write how many are left.






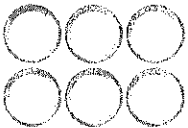
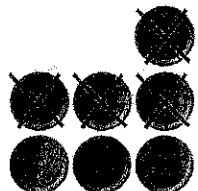
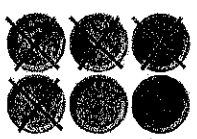
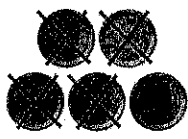
 Write the number taken away. Then write how many are left.




Use with Lesson 8-6, pages 281–282 in the Student Book.

Then go to Lesson 8-7, pages 283–284 in the Student Book.

Use with Lesson 8-7, pages 283-284 in the Student Book.
 Then go to Lesson 8-8, pages 285-286 in the Student Book.

Directions Write the numbers that show the pattern.

 $\begin{array}{r} 6 \\ - 1 \\ \hline \end{array}$	 $\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$	 $\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$
 $\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$	 $\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$	 $\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$
 $\begin{array}{r} 7 \\ - 4 \\ \hline \end{array}$	 $\begin{array}{r} 6 \\ - 4 \\ \hline \end{array}$	 $\begin{array}{r} 5 \\ - 4 \\ \hline \end{array}$





 $\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$	 $\begin{array}{r} 5 \\ + 1 \\ \hline \end{array}$	 $\begin{array}{r} 6 \\ + 1 \\ \hline \end{array}$
--	--	--

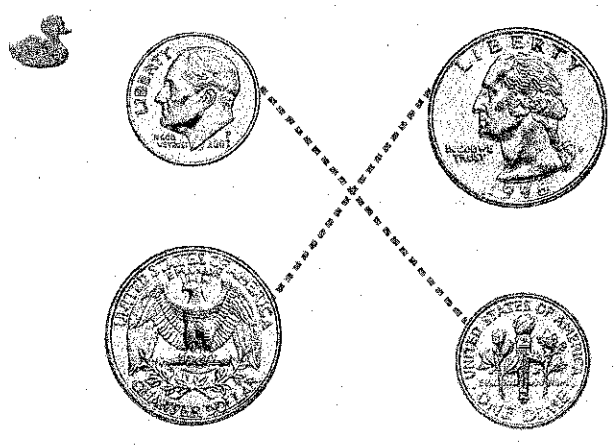
Addition and Subtraction Patterns

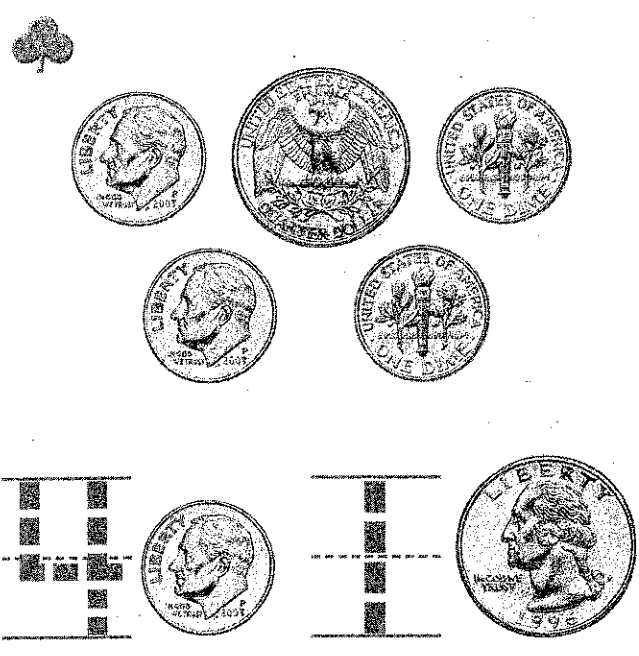
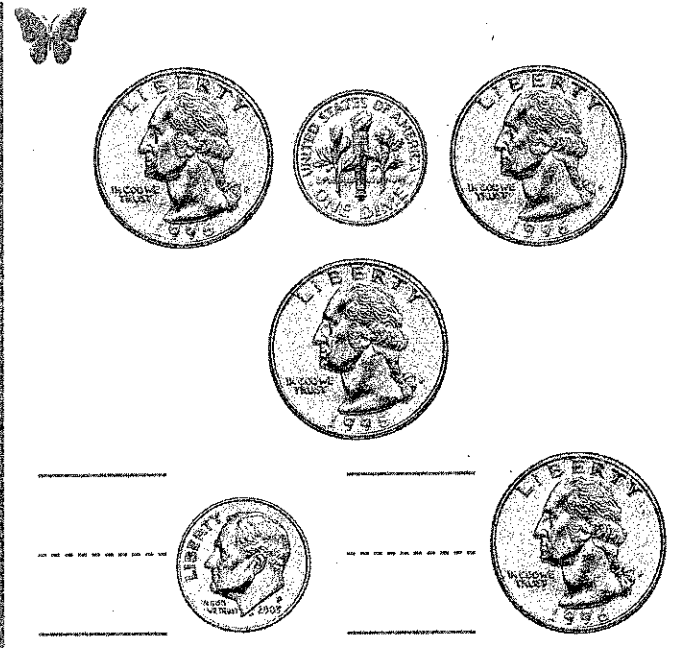
Name _____

Dimes and Quarters



Name _____

<p>heads tails</p> <div style="display: flex; justify-content: space-around;">   </div> <p style="text-align: center;">dime</p>	<p>heads tails</p> <div style="display: flex; justify-content: space-around;">   </div> <p style="text-align: center;">quarter</p>
--	--



Directions

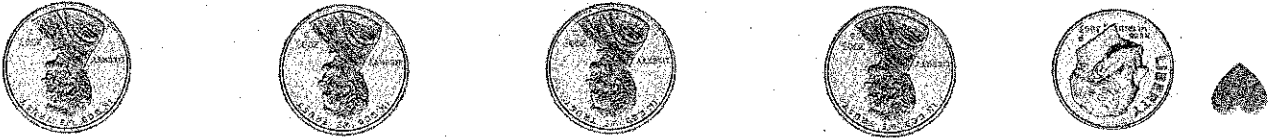
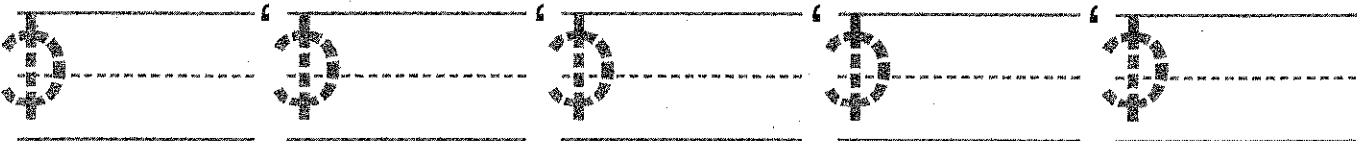
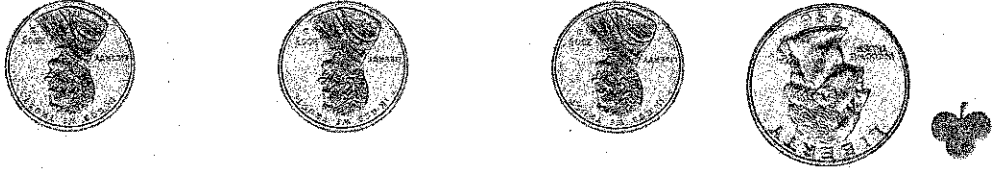
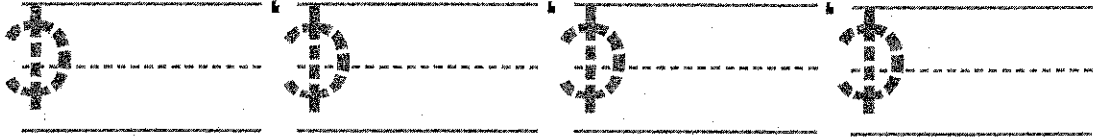
-  Draw lines to match the two sides of each coin.
-  Write how many quarters and how many dimes.

Copyright © by William H. Sadlier, Inc. All rights reserved.

Use with Lesson 9-4, pages 305-306 in the Student Book.
Then go to Lesson 9-5, pages 309-310 in the Student Book.

Count on to find the total amount.

Directions



Count on.

10¢, 11¢, 12¢, 13¢

25 cents or 25¢

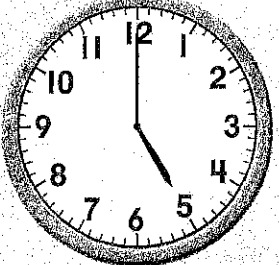

10 cents or 10¢

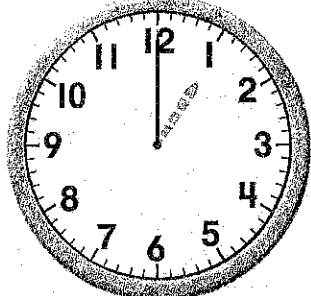
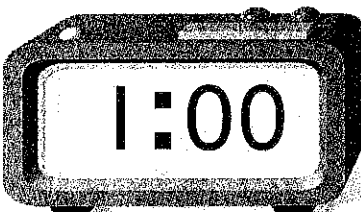
Count On from Dimes and Quarters

Name _____

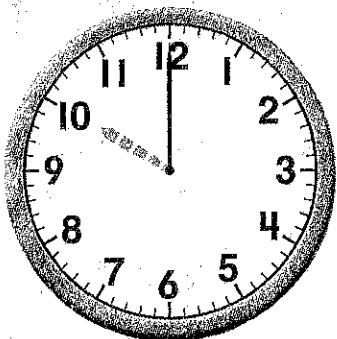
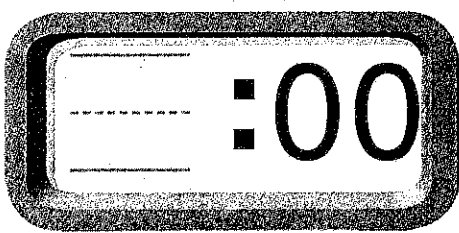
Time on the Hour

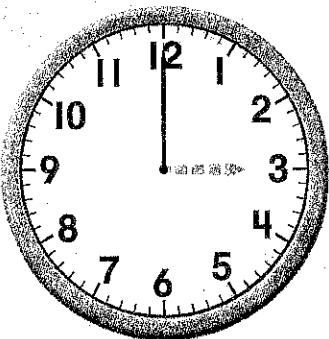
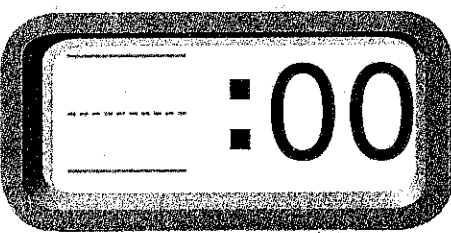
Name _____

  5 o'clock

  _____
_____ o'clock





  _____
_____ o'clock

Copyright © by William H. Sadlier, Inc. All rights reserved.

Directions

    Trace the hour hand. Then read and write the time.


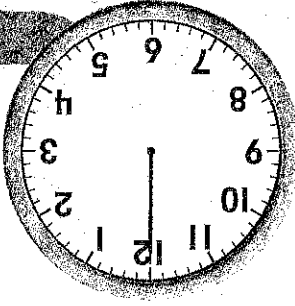
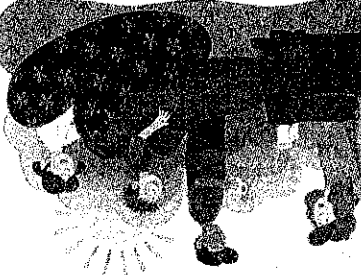
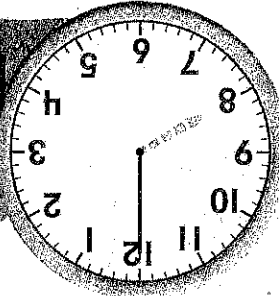

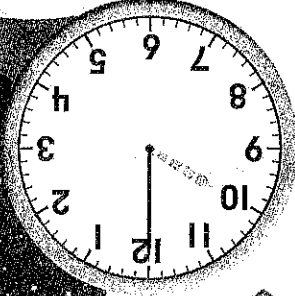

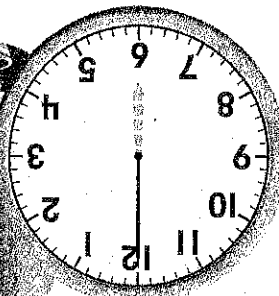
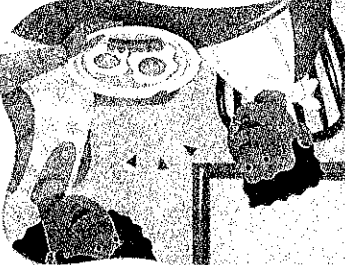
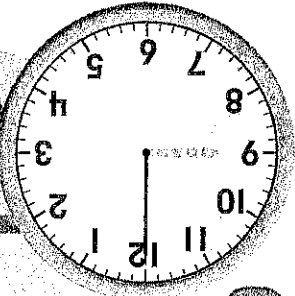
Use with Lesson 10-6, pages 349–350 in the Student Book.
Then go to Lesson 10-7, pages 351–352 in the Student Book.


Use with Lesson 10-7, pages 351-352 in the Student Book.
Then go to Lesson 10-8, pages 353-354 in the Student Book.

Directions
Trace the hour hand. Circle the daytime activity. X the nighttime activity.
Draw the hour hand to match the time on the other clock. Circle daytime or nighttime to show when what is shown in the picture might happen.

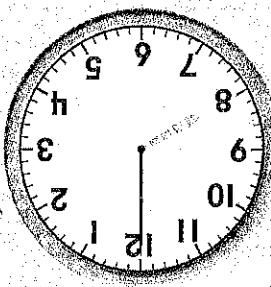
daytime


nighttime

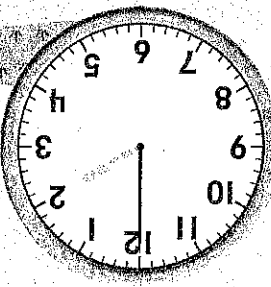


night





day



Name _____

Tell the Time

Compare by Length

Name _____

Copyright © by William H. Sadlier, Inc. All rights reserved.

Directions

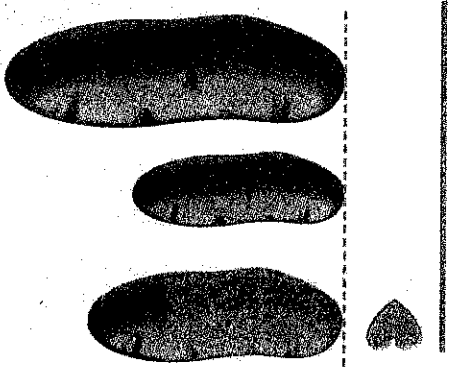
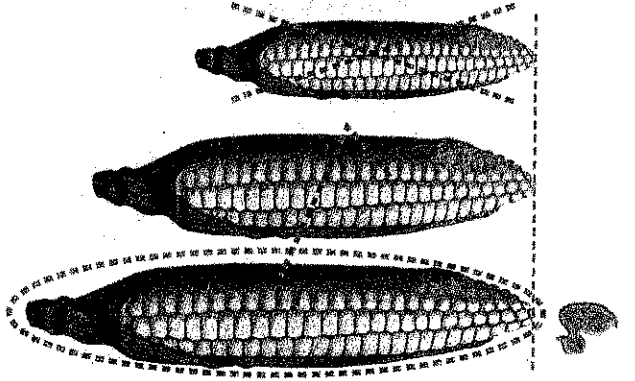
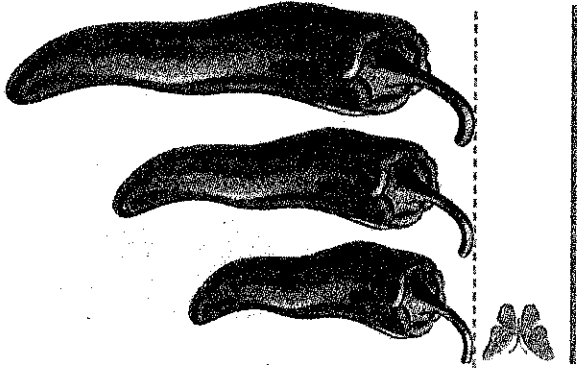
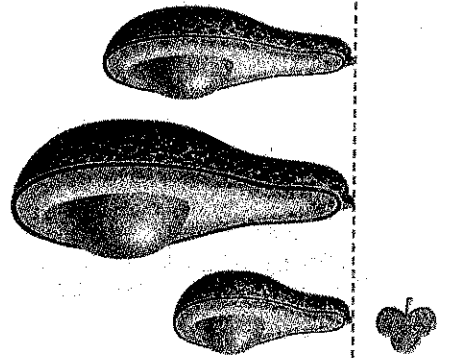
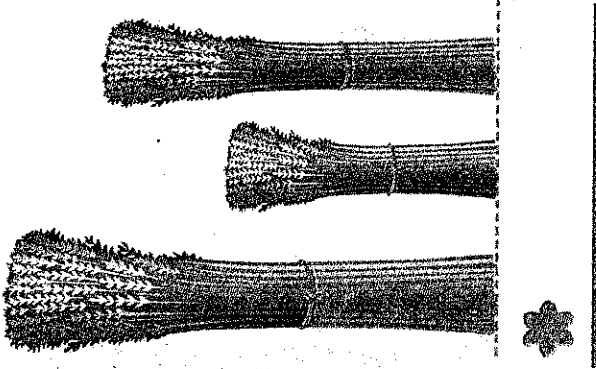
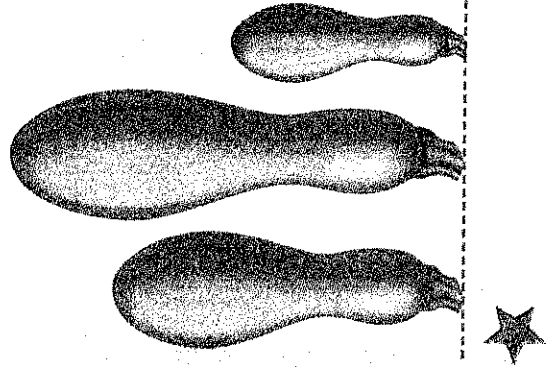
- X the object that is longer.
- X the object that is shorter.

- Draw a line that is shorter than the object.
- Draw a line that is longer than the object.

- Use with Lesson 11-2, pages 367–368 in the Student Book.
- Then go to Lesson 11-3, pages 369–370 in the Student Book.

Use with Lesson 11-3, pages 369-370 in the Student Book.
Then go to Lesson 11-4, pages 371-372 in the Student Book.

Directions
Circle the longest object. X the shortest object. ✓ the object whose length is between the shortest and the longest.



Order by length

Name _____

shortest between longest

Name _____



Objective: To count numbers through 20 starting from any number

start

9 10 11 12 13

start

7 11

start

10 11 15

start

8 14

Directions

- Count forward from 7 to 11. Write the numbers you count.
- Count forward from 10 to 15. Write the numbers you count.
- Count forward from 8 to 14. Write the numbers you count.

Talk It Over

Does the number 16 come before or after 17? How do you know?

Copyright © by William H. Sadlier, Inc. All rights reserved.

For additional Practice, go to page 219 in this Workbook.
 Then go to Lesson 5-8, pages 175-176 in the Student Book.

Directions

- Count forward from 12 to 18. Write the numbers you count.
- Count forward from 13 to 20. Write the numbers you count.
- Choose a number from 11 through 20. Write the number.
- Draw that many objects.

What's the Error?
 ★ Kim counted forward from 9. She wrote these numbers.
 What error did Kim make?

Count the moons. Write the number. How do you know that your answer is correct?

9, 10, 11, 12, 14, 13

What's the Error?

