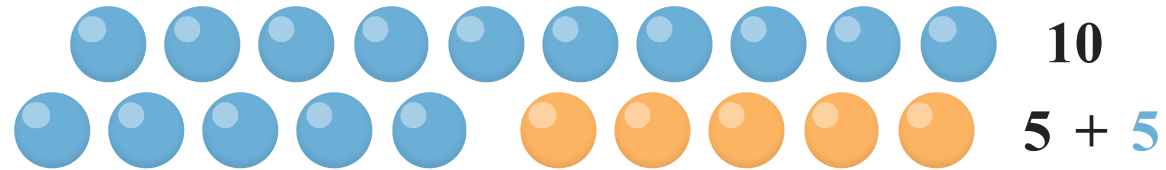
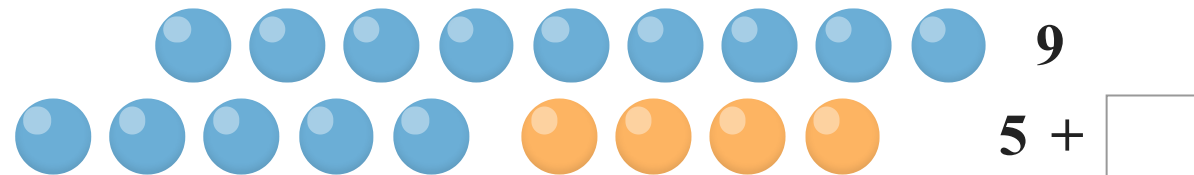


1.Decomposing Numbers within 10

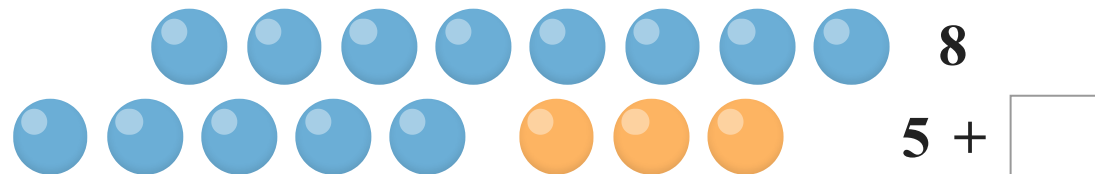
a)



b)

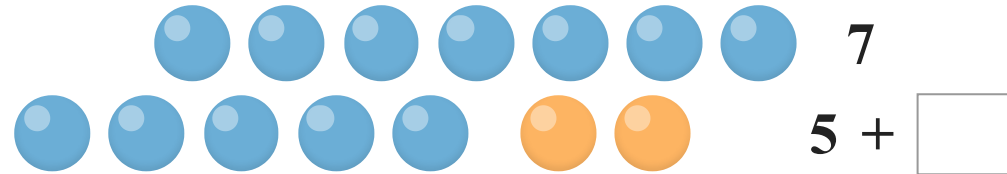


c)

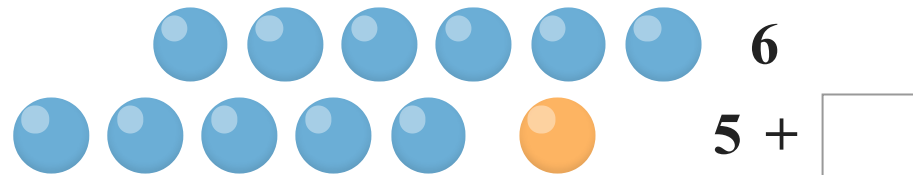


1.Decomposing Numbers within 10

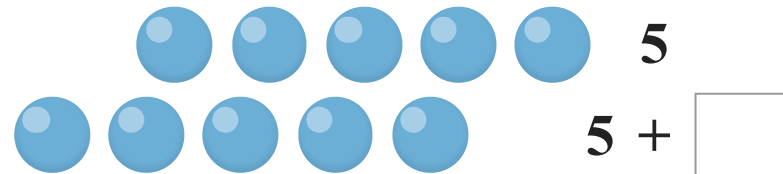
d)



e)



f)



2. Addition within 10

- a) Xiaoming has 3 apples, and Xiaohong has 2 apples. How many apples do they have in all?

 $+$  $=$ 5
 $3 + 2 = 5$

- b) 4 birds are in a tree, and 3 more fly over. How many birds are there now?

 $+$  $=$
 $4 + 3 =$

- c) There are 5 goldfish in a tank, and Mom adds 2 more. How many goldfish are there in all?

 $+$  $=$
 $5 + 2 =$

2. Addition within 10

- d) There are **2** lambs on the grass, and **6** more come running. How many lambs are there in all?

 +  =
 $2 + 6 = \square$

- e) There are **3** cars in a parking lot, and **4** more drive in. How many cars are there in all?

 +  =
 $3 + 4 = \square$

- f) There are **5** butterflies among the flowers, and **5** more fly over. How many butterflies are there in all?

 +  =
 $5 + 5 = \square$

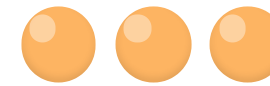
3.Subtraction within 10

a) Tom has 5 apples. He eats 2. How many apples are left?

 -  =

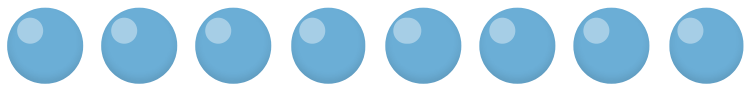
$$5 - 2 = 3$$

b) There are 7 birds in a tree. 3 fly away. How many birds are left?

 -  =

$$7 - 3 = \square$$

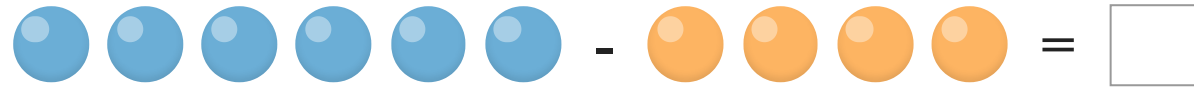
c) There are 8 cookies on a plate. 5 are eaten. How many cookies are left?

 -  =

$$8 - 5 = \square$$

3.Subtraction within 10

d) There are 6 fish in a pond. 4 swim away. How many fish are left?



$$6 - 4 = \square$$

e) There are 9 children in a classroom. 2 leave. How many children are left?



$$9 - 2 = \square$$

f) There are 4 butterflies in a garden. 1 flies away. How many butterflies are left?



$$4 - 1 = \square$$

4. Making Ten to Add

a)

$$\begin{array}{ccccccccccc} \bullet & \bullet & \bullet & \bullet & \bullet & \bullet & \bullet & \bullet & + & \bullet & \bullet & \bullet & = & \boxed{11} \\ & \bullet & \bullet & \bullet & \bullet & \bullet & \bullet & \bullet & + & \bullet & \bullet & = & 10 \\ & & & & & & & & 10 & + & \bullet & = & 11 \end{array}$$

b)

$$\begin{array}{ccccccccccc} \bullet & \bullet & \bullet & \bullet & \bullet & \bullet & \bullet & \bullet & \bullet & + & \bullet & \bullet & \bullet & \bullet & = & \boxed{} \\ & \bullet & \bullet & \bullet & \bullet & \bullet & \bullet & \bullet & \bullet & \bullet & + & \bullet & = & \boxed{} \\ & & & & & & & & \boxed{} & + & \bullet & \bullet & \bullet & = & \boxed{} \end{array}$$

c)

$$\begin{array}{ccccccccccc} \bullet & \bullet & \bullet & \bullet & \bullet & \bullet & \bullet & + & \bullet & \bullet & \bullet & \bullet & \bullet & = & \boxed{} \\ & \bullet & \bullet & \bullet & \bullet & \bullet & \bullet & + & \bullet & \bullet & \bullet & = & \boxed{} \\ & & & & & & & \boxed{} & + & \bullet & \bullet & = & \boxed{} \end{array}$$

Three addition problems are shown using colored circles. The first problem shows 7 blue circles plus 6 orange circles equals a box. The second problem shows 6 blue circles plus 4 green circles equals a box. The third problem shows a box plus 2 orange circles equals a box.

The diagram shows three rows of circles representing the addition problem $10 + 6 = 16$.
 Row 1: 10 blue circles followed by a plus sign, 6 orange circles, an equals sign, and an empty box.
 Row 2: 8 blue circles followed by a plus sign, 2 green circles, an equals sign, and an empty box.
 Row 3: An empty box followed by a plus sign, 4 orange circles, an equals sign, and an empty box.

 +  =

 +  =

+  =

5. Commutative Property of Addition

a)

$$\begin{array}{l} \text{3 blue circles} + \text{5 orange circles} = \boxed{8} \\ \text{5 orange circles} + \text{3 blue circles} = \boxed{8} \end{array}$$

b)

$$\begin{array}{l} \text{2 blue circles} + \text{7 orange circles} = \boxed{} \\ \text{7 orange circles} + \text{2 blue circles} = \boxed{} \end{array}$$

c)

$$\begin{array}{l} \text{4 blue circles} + \text{6 orange circles} = \boxed{} \\ \text{6 orange circles} + \text{4 blue circles} = \boxed{} \end{array}$$

d)

e)

f)

 +  =

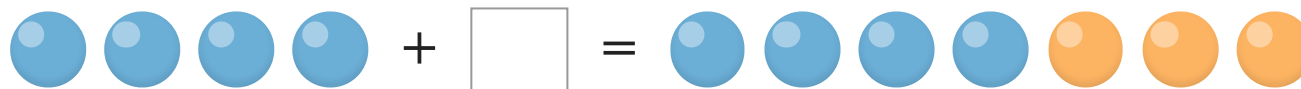
 +  =

6.Relationship Between Subtraction and Addition

a) Tom has 3 apples. How many more to get 8?


$$3 + \boxed{5} = 8$$

b) There are 4 birds in a tree. More fly in. Now there are 7. How many flew in?

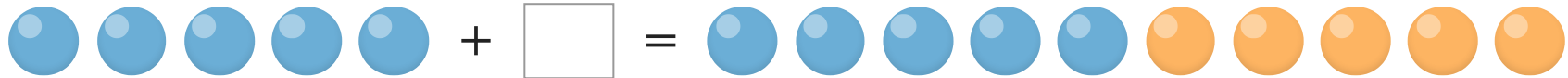

$$4 + \boxed{} = 7$$

c) A fish tank has 2 fish. More added. Now there are 9. How many were added?


$$2 + \boxed{} = 9$$

6.Relationship Between Subtraction and Addition

d) A parking lot has **5** cars. More arrive. Now there are **10**. How many arrived?



$5 + \square = 10$

$5 + \square = 10$

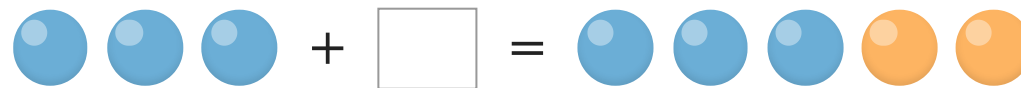
e) A flower pot has **1** flower. More planted. Now there are **6**. How many planted?



$1 + \square = 6$

$1 + \square = 6$

f) A meadow has **3** sheep. More arrive. Now there are **5**. How many arrived?

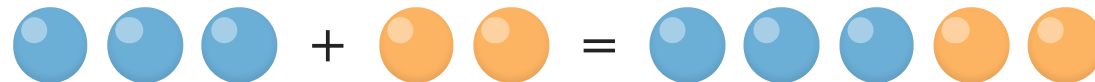


$3 + \square = 5$

$3 + \square = 5$

7.The Meaning of the Equal Sign

a)



3 + 2 = 5 ✓

A visual representation of the equation 3 + 2 = 5. It shows three blue circles followed by a plus sign, then two orange circles followed by an equals sign, and finally five circles (three blue and two orange) in total. Below the circles, the equation 3 + 2 = 5 is written, with the number 5 in blue and a green checkmark to its right.

b)



4 + 3 < 8

A visual representation of the inequality 4 + 3 < 8. It shows four blue circles followed by a plus sign, then three orange circles followed by a less-than sign, and finally eight circles (four blue and four orange) in total. Below the circles, the inequality 4 + 3 < 8 is written, with the less-than sign in red. The number 8 is followed by a green circle.

c)



6 - 2 = 4 ✓

A visual representation of the equation 6 - 2 = 4. It shows four blue circles followed by two orange circles, then a minus sign, then two orange circles followed by an equals sign, and finally four blue circles in total. Below the circles, the equation 6 - 2 = 4 is written, with the number 4 in blue and a green checkmark to its right.

7.The Meaning of the Equal Sign

d)



A visual representation of the inequality $5 - 1 > 3$. On the left, there are five circles: four blue and one orange. This is followed by a minus sign and one orange circle. To the right of this is a red greater-than sign ($>$), followed by three blue circles.

$$5 - 1 > 3$$

e)



A visual representation of the equation $2 + 5 = 7$. On the left, there are two blue circles followed by a plus sign and five orange circles. This is followed by an equals sign and seven circles: two blue and five orange.

$$2 + 5 = 7 \checkmark$$

f)

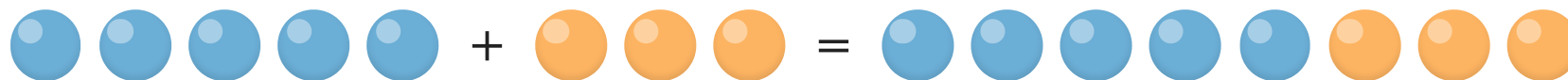


A visual representation of the equation $8 - 4 = 4$. On the left, there are eight circles: four blue and four orange. This is followed by a minus sign and four orange circles. To the right of this is an equals sign and four blue circles.

$$8 - 4 = 4 \checkmark$$

8. Fluency in Addition and Subtraction

a)



A visual representation of the addition problem 5 + 3 = 8. It shows five blue dots followed by a plus sign, then three orange dots followed by an equals sign, then five blue dots, then three orange dots, and finally eight dots in total (five blue and three orange). Below the dots, the equation 5 + 3 = 8 is written, with the number 8 inside a blue box.

$$5 + 3 = 8$$

b)



A visual representation of the subtraction problem 7 - 2 = ?. It shows seven dots in total (five blue and two orange) followed by a minus sign, then two orange dots followed by an equals sign, and finally an empty box. Below the dots, the equation 7 - 2 = is written, with an empty box for the answer.

$$7 - 2 = \square$$

c)



A visual representation of the addition problem 4 + 6 = ?. It shows four blue dots followed by a plus sign, then six orange dots followed by an equals sign, and finally an empty box. Below the dots, the equation 4 + 6 = is written, with an empty box for the answer.

$$4 + 6 = \square$$

8. Fluency in Addition and Subtraction

d)



9 - 5 =

e)



2 + 8 =

f)



6 - 3 =

9.Counting to 120

a)



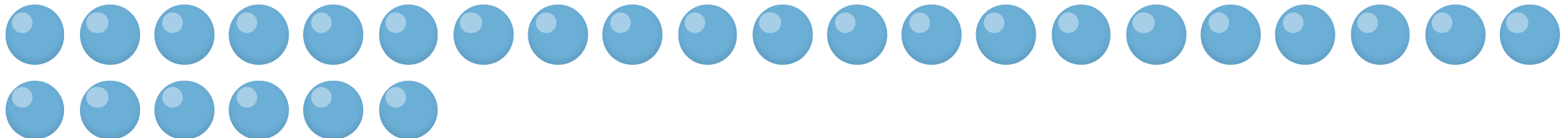
There are balls in total

b)



There are balls in total

c)



There are balls in total

9.Counting to 120

d)

Write the number that comes after each of the following:

23		37		59	
71		84		96	

e)

Write the number that comes before each of the following:

	45		68		82
	100		111		119

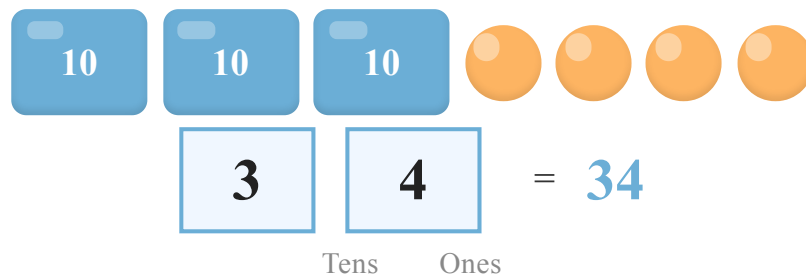
f)

Count from **47** to **53**, write the numbers in between:

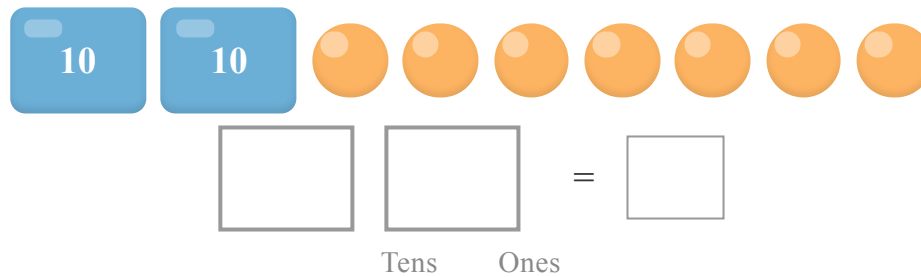
47 **53**

10.Tens and Ones

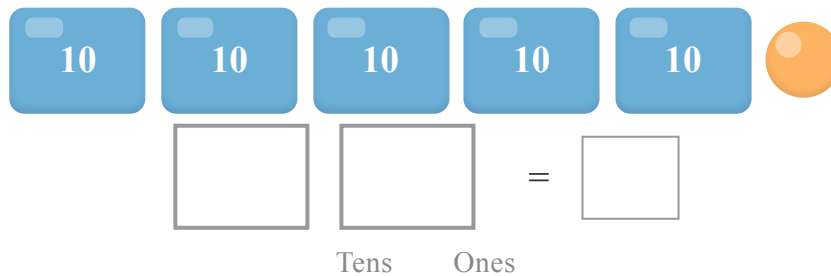
a)



b)

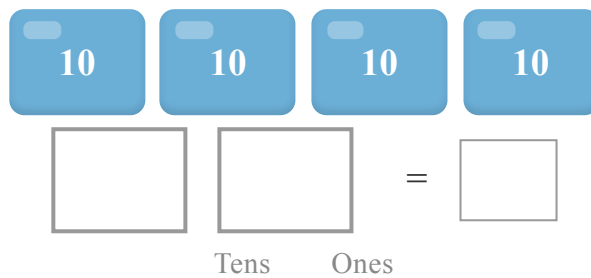


c)

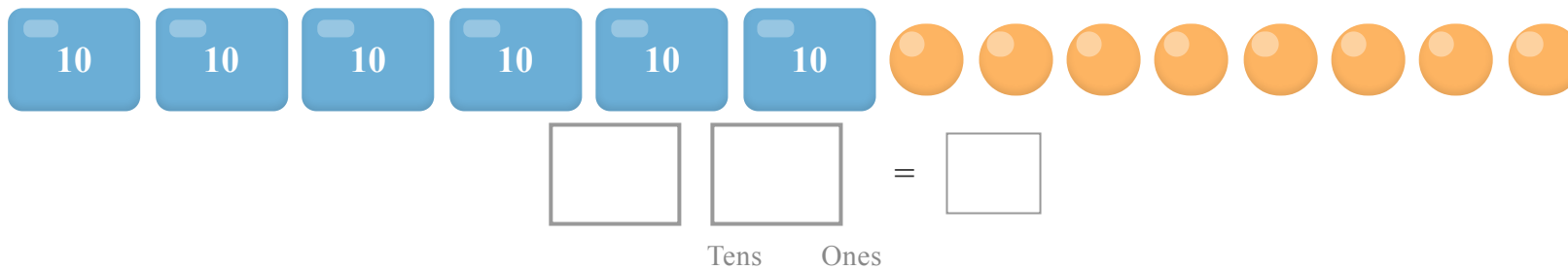


10.Tens and Ones

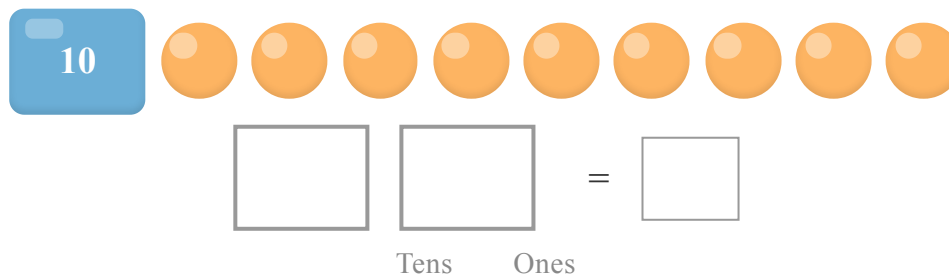
d)



e)

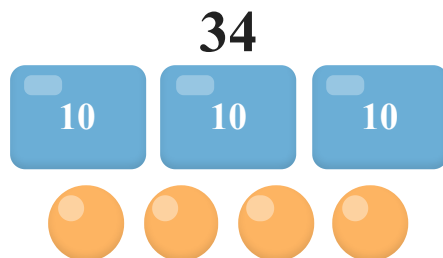


f)

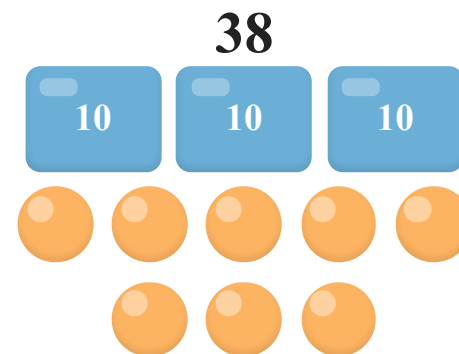


11.Comparing Two-Digit Numbers

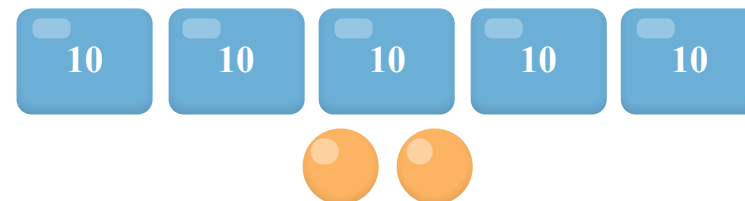
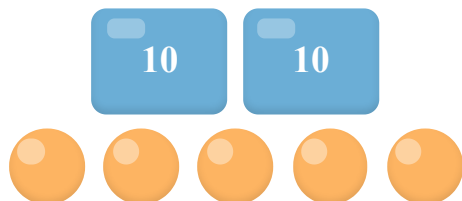
a)



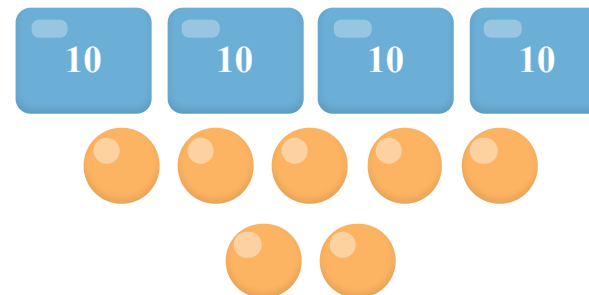
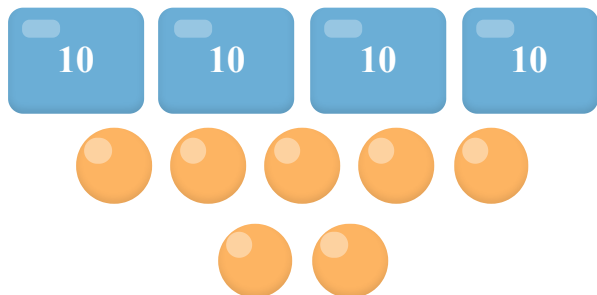
<



b)

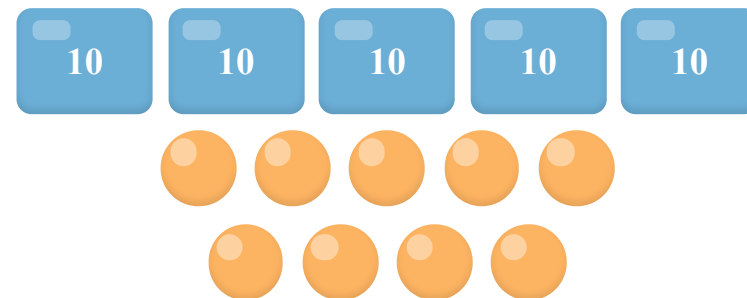
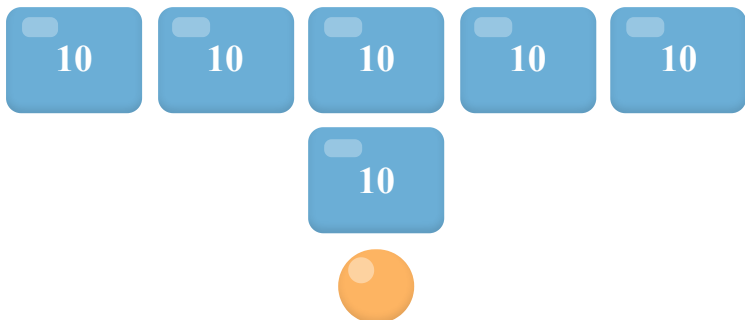


c)

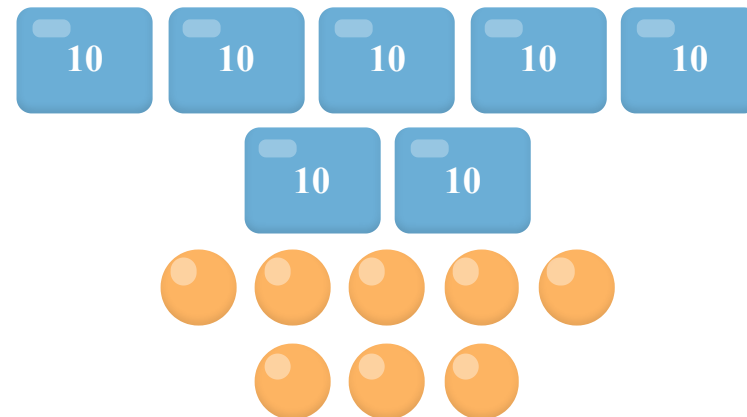
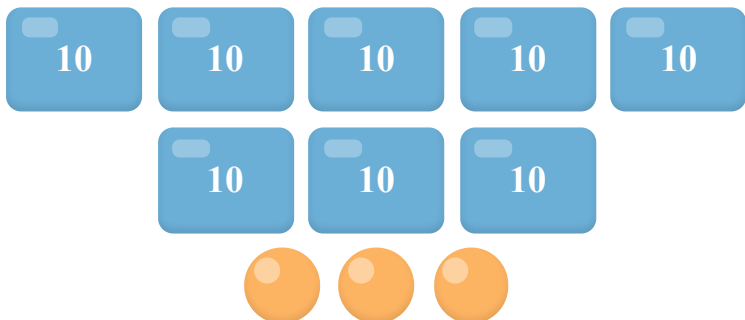


11.Comparing Two-Digit Numbers

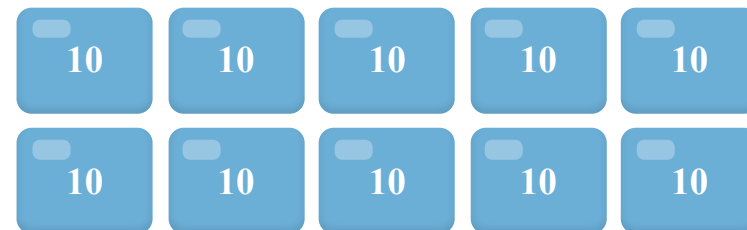
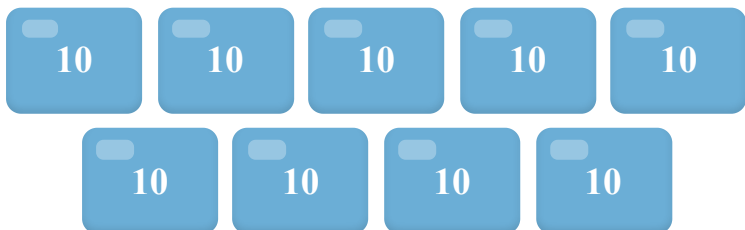
d)



e)

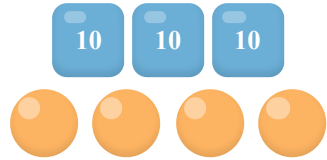


f)



12.Addition within 100

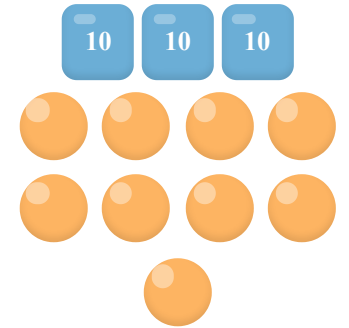
a)



+

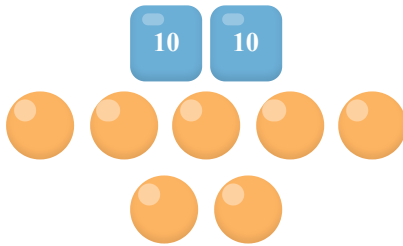


=

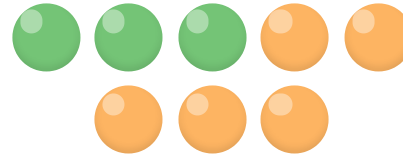


$$34 + 5 = 39$$

b)



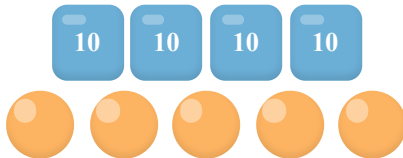
+



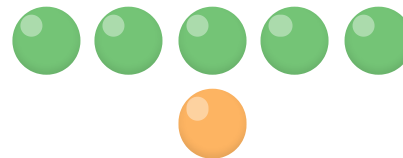
=

$$\square + \square = \square$$

c)



+

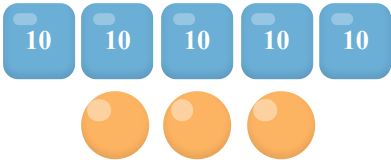


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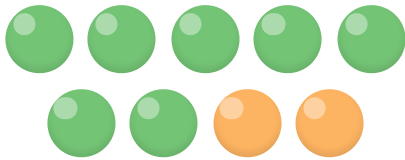
$$\square + \square = \square$$

12.Addition within 100

d)



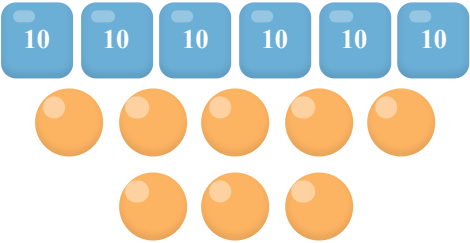
+



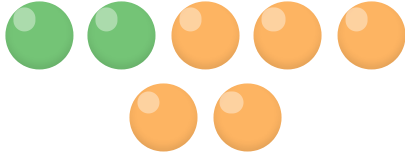
=

+ =

e)



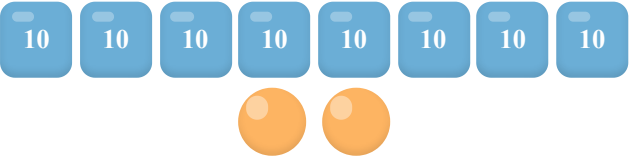
+



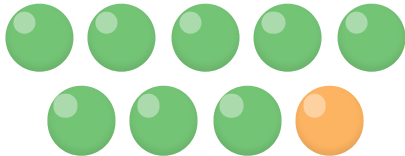
=

+ =

f)



+

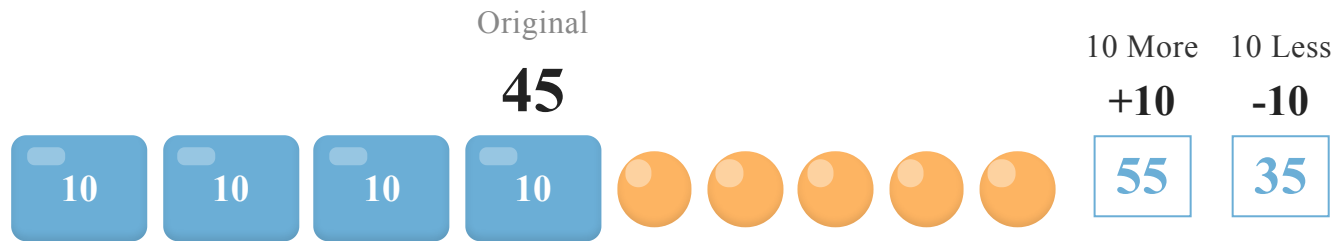


=

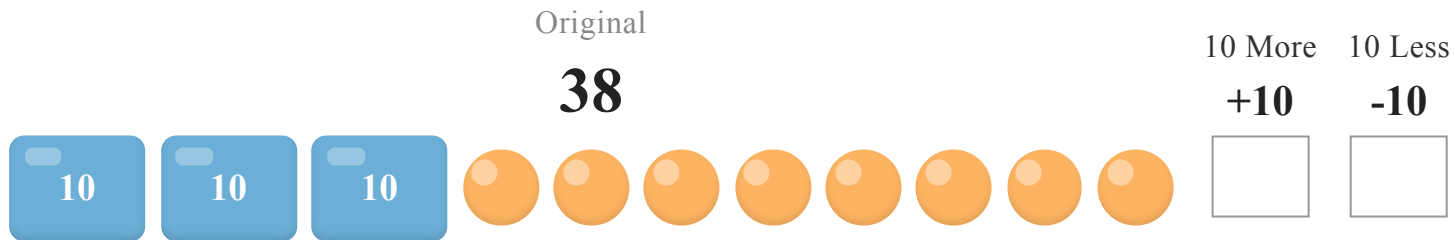
+ =

13.Mental Math: 10 More / 10 Less

a)



b)

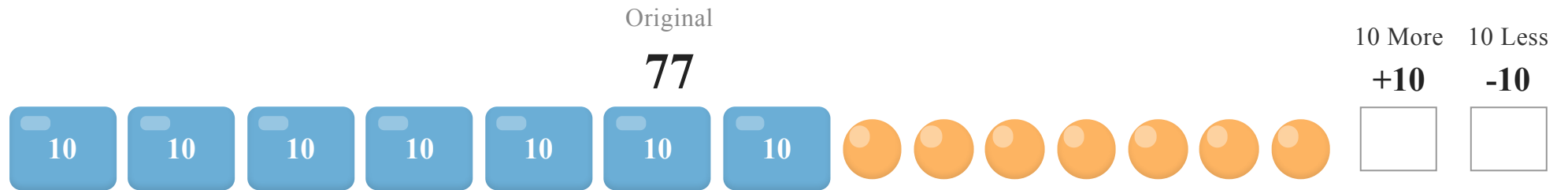


c)

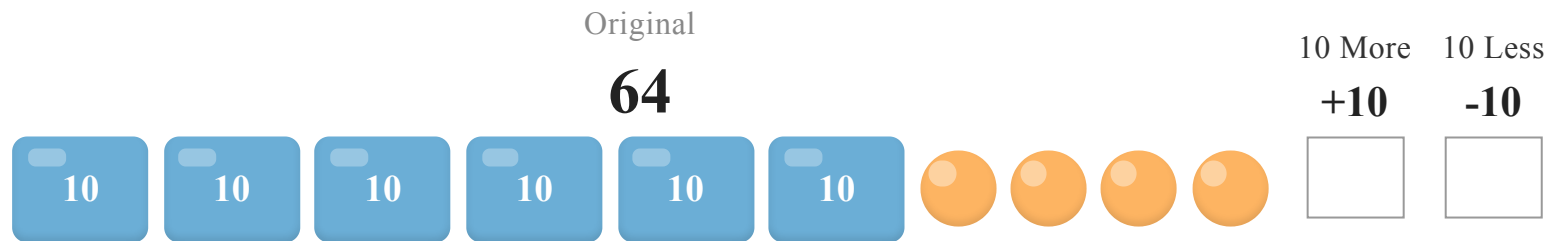


13.Mental Math: 10 More / 10 Less

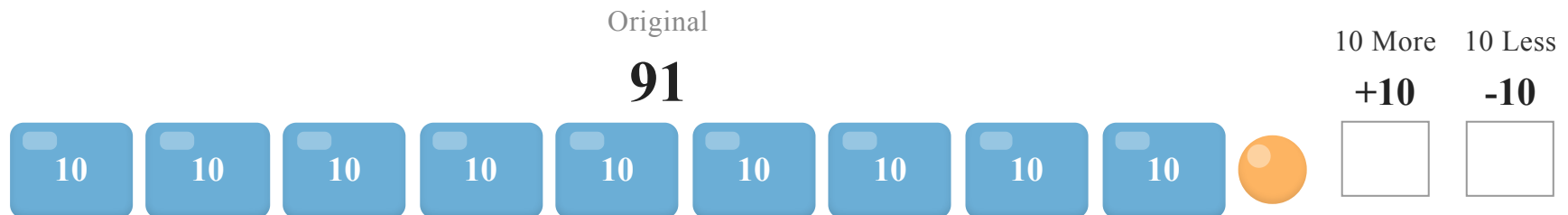
d)



e)



f)



14.Subtracting Multiples of 10 within 100

a)



$$70 - 30 = 40$$

b)



$$\square - \square = \square$$

c)



$$\square - \square = \square$$

14.Subtracting Multiples of 10 within 100

d)

  -  =

- =

e)

  -  =

- =

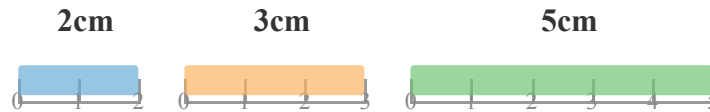
f)

  -  =

- =

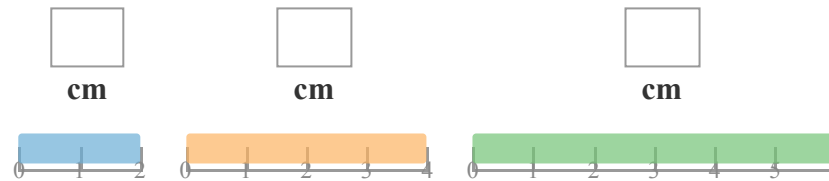
15.Length Comparison and Measurement

a)



From longest to shortest: **5cm > 3cm > 2cm**

b)



From longest to shortest:

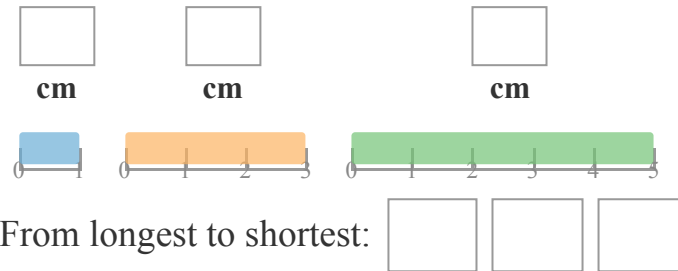
c)



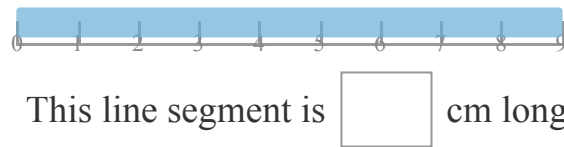
This line segment is cm long

15.Length Comparison and Measurement

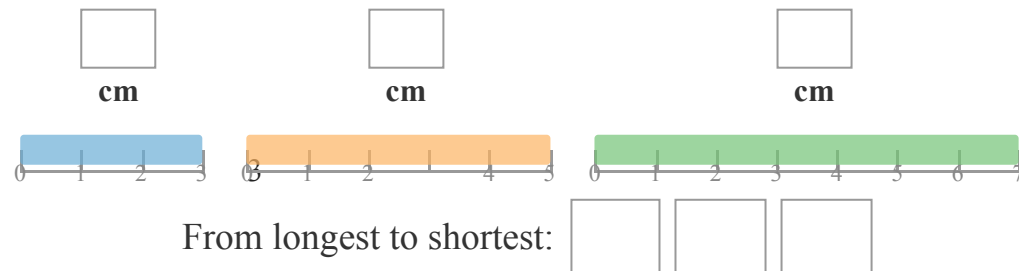
d)



e)

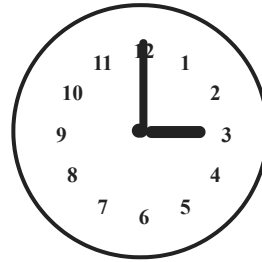


f)



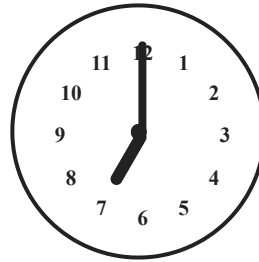
16. Telling Time: On the Hour and Half Hour

a)



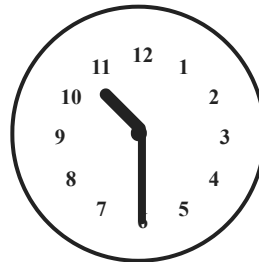
is **3:00**

b)



is

c)



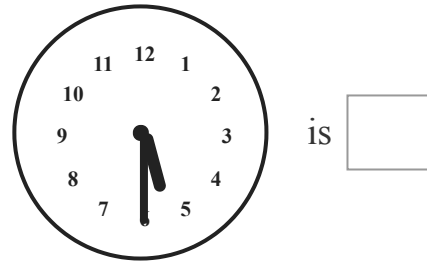
is

16.Telling Time: On the Hour and Half Hour

d)

12:00 is read as

e)

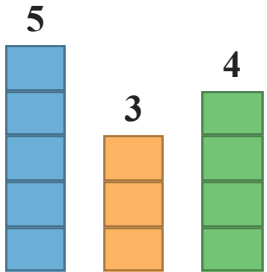


f)

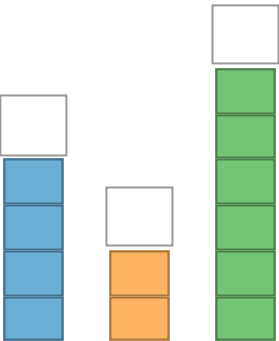
8:30 is read as

17.Data Charts: Sorting and Counting

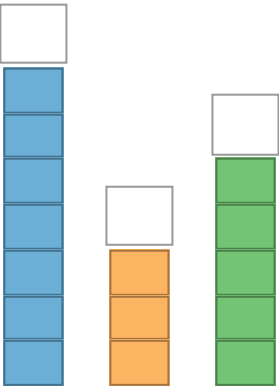
a)



b)

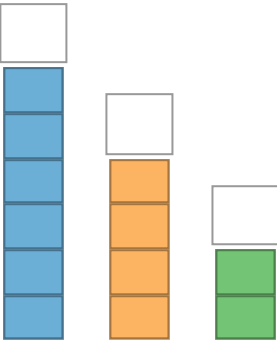


c)

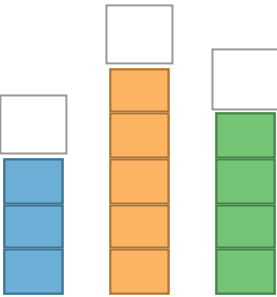


17.Data Charts: Sorting and Counting

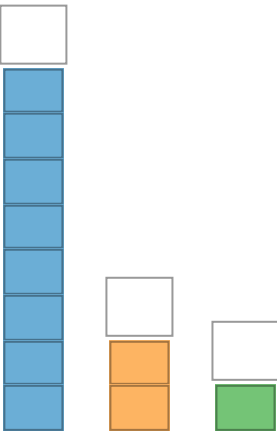
d)



e)

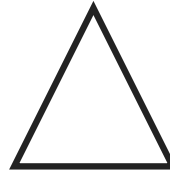


f)



18.Shape Attributes: Identifying Defining Features

a)

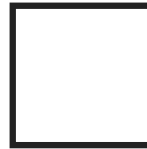


Triangle

Straight sides: Corners:

Color and size are not defining features

b)



Square

Straight sides: Corners:

c)

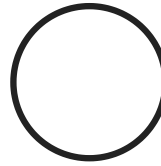


Rectangle

Straight sides: Corners:

18.Shape Attributes: Identifying Defining Features

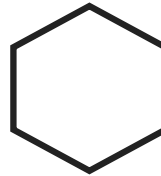
d)



Circle

Straight sides: Corners:

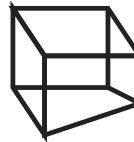
e)



Hexagon

Straight sides: Corners:

f)

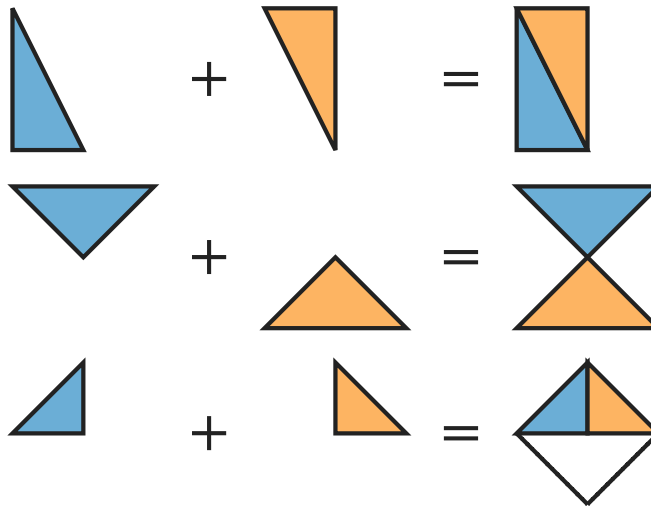


Cube

Faces: Edges: Vertices:

19. Combined Shapes: Composing 2D Shapes

a)

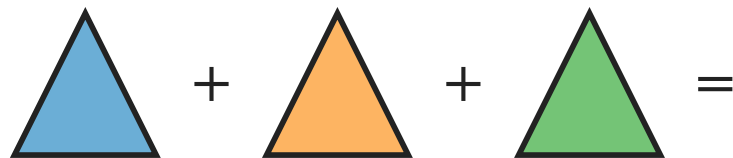


b)



19. Combined Shapes: Composing 2D Shapes

c)



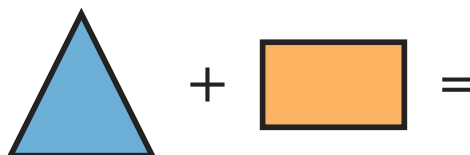
d)



e)

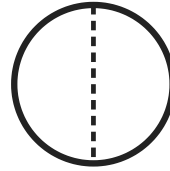


f)



20.Equal Parts: Halves and Fourths

a)



Circle

Equal parts: Each part is:

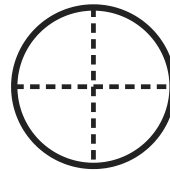
b)



Rectangle

Equal parts: Each part is:

c)

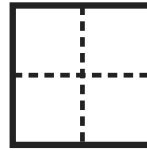


Circle

Equal parts: Each part is:

20. Equal Parts: Halves and Fourths

d)



Square

Equal parts: Each part is:

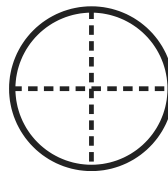
e)



Rectangle

Equal parts: Each part is:

f)



Circle

Equal parts: Each part is: