

Classroom Mathematics

California

Teacher Toolbox

Resource Sampler



GRADE

1

Engaging Resources to Drive Student Growth

The Teacher Toolbox for *Classroom Mathematics California* is an important part of your digital experience and companion to your Teacher's Guide, as it houses many of the resources you need to deliver effective core mathematics instruction. You'll see references to specific Teacher Toolbox resources throughout the Teacher's Guide, pointing you to materials you can use for whole class instruction and small group differentiation. The Teacher Toolbox resources are accessible through the Teacher Digital Experience via i-ReadyConnect.com.

Easily Access All Grades K–8 Resources on the Teacher Toolbox:

- Activity Sheets 
- Assessments (Lesson Quizzes, Assessment Notes Recording Sheet, and Unit Assessments—Forms A and B) 
- Centers Library 
- Cumulative Practice 
- Digital Math Tools
- Graphic Organizers 
- Games (Unit Level for Grades K–8 and Grade Level for Grades K–2) 
- Enrichment Activities 
- Family Letters 
- Fluency and Skills Practice 
- Implementation Support
- Interactive Tutorials 
- Literacy Connection Activities 
- Learning Activities (On Level, Below Level, and Above Level) 
- Student Worktext PDFs 
- PowerPoint® Slides 
- Teacher's Guide PDFs 
- Tools for Instruction 
- Unit Flow & Progression Videos (closed captioned in English and Spanish)

 = Available in English and Spanish

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Grade 4 Teacher Toolbox Shown

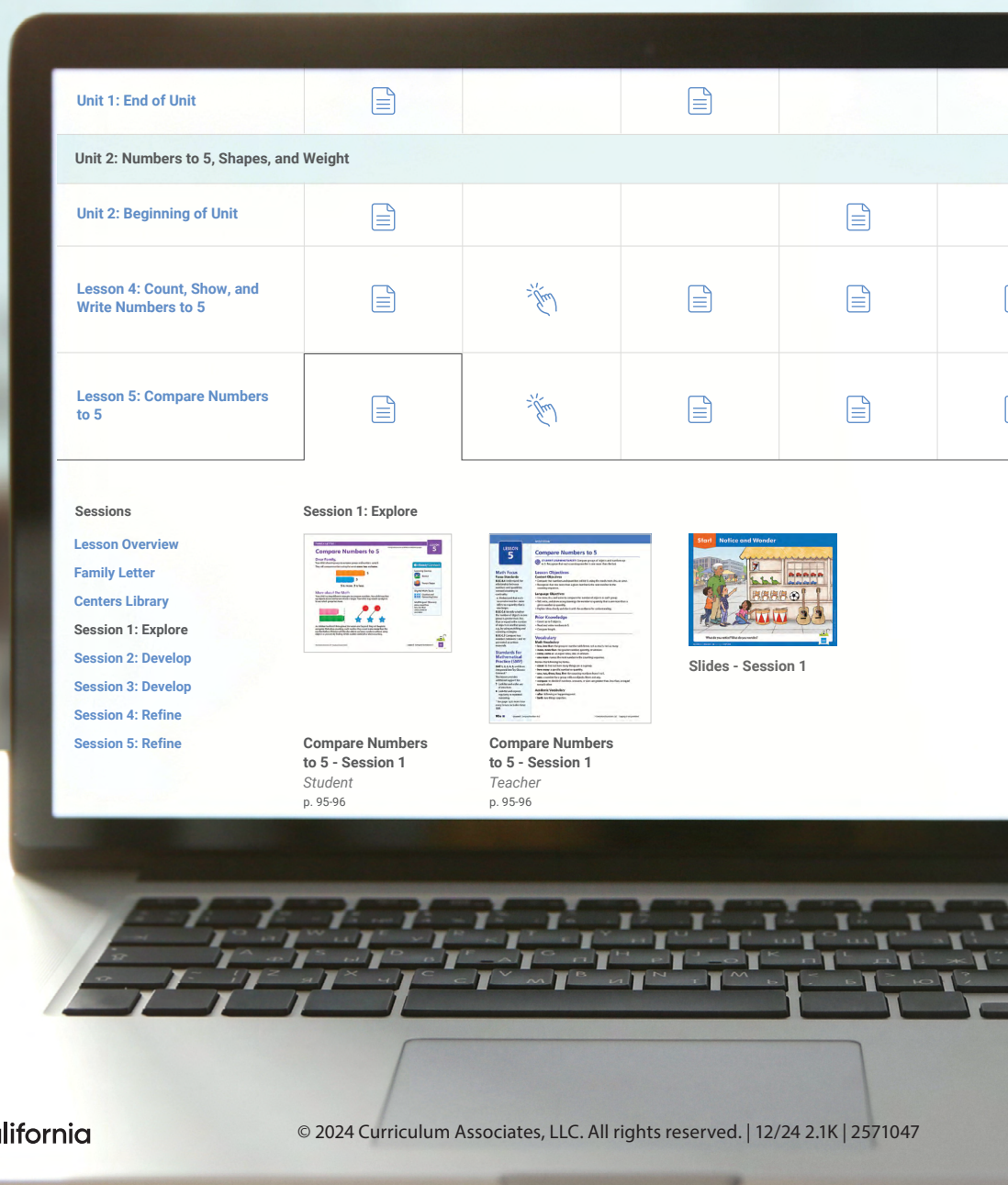


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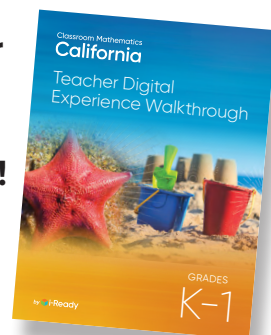
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Check out the Teacher Digital Experience Walkthrough to see more digital resources!

Explore all Grades K–8 resources in your demo account. Review the Teacher Digital Experience Walkthrough to see how.



Program Implementation Support

A wealth of resources to help California educators implement *Classroom Mathematics California* as a core program, including digital versions of support found in your Teacher's Guide, plus Try–Discuss–Connect instructional framework details, pacing and correlations resources, Digital Math Tools, Workmat and Centers Library resources, and more

Program

Classroom California ...

Subject

Math

Grade

K

1

2

3

4

5

6

7

8

Classroom Resources

Classroom Resources (Spanish)

Assessment Practice

Program Implementation

Teaching and Learning Resources

- Grade Level Games ^{E/S}
- Digital Math Tools and Supporting Videos
- Discourse Cards and Discourse Cube ^{E/S}
- **Workmat and Card Resources** ^{E/S}
- **Centers Library Resources** ^{E/S}

19C | GREATER, LESS, EQUAL

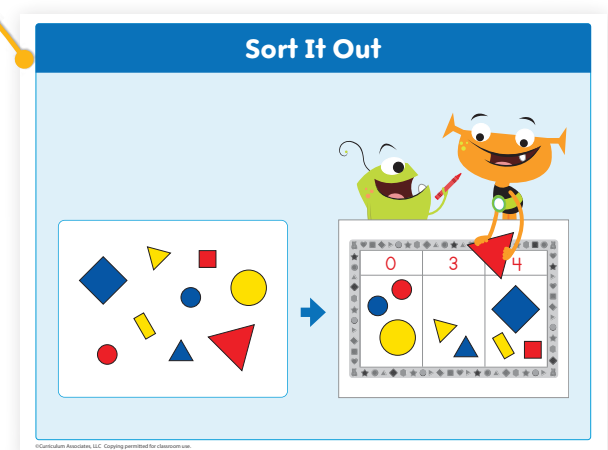
NAME:

Build to Compare

1	Greater Than	Less Than	Equal to	2

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Grade K Workmat Shown



Grade K Centers Library Resources Shown

^{E/S} = Available in English and Spanish

Implementation Support

- **UDL Process Toolkit**
- Preparation for the Year
- Fluency Support
- Number Sense Activities Support
- Counting Tips Support
- Student Handbook 
- Multilingual Glossary
- Bilingual Glossary
- Spanish Glossary
- Academic Vocabulary Glossary 
- Manipulative Lists
- Digital Resource Correlations
- Comprehension Check Correlations
- Spiral Review and Cumulative Practice Correlations
- Try–Discuss–Connect Framework Resources 
- Positive Learning Habits


UDL PROCESS TOOLKIT FOR CLASSROOM MATHEMATICS CALIFORNIA
 UDL PROCESS PLANNER • GRADE 1 EXAMPLE

UDL Process Planner Grade 1 Example

Math focus:
Add and subtract up to 10 to solve word problems.

Instructional component and its purpose:
The Try It requires children to represent and solve a word problem that uses subtraction. The purpose is for children to recognize when a problem requires subtraction and to develop strategies for subtracting.

Students' strengths, experiences, and needs related to the math focus:

Strengths:

- Children understand addition as putting quantities together and subtraction as taking away from a quantity.
- SMP 1 – Children act out problems, use manipulatives, or draw to help them make sense of problems.

Experiences:

- Children have experience during calendar time with adding up the days of the week, keeping track of attendance, lunch count, and other daily routines.

Needs:

- Access to manipulatives (e.g., counters) and 10-frames to model problems.
- Support emergent readers and English Learners.

1–3 Potential barriers to Engagement, Representation, Action & Expression:

- Word problem appears in the student book only in English. Potential barrier to Representation.
- Lack of visual models; reliance on reading. Potential barrier to Engagement and Representation.
- The word "model" is used in several questions/prompts; children may confuse its academic meaning with other definitions. Potential barrier to Representation and Expression.

Relevant supports to leverage:

1–2 Embedded supports:

- Word problem provides a relevant, real-world context.
- Teacher's guide suggests "Act It Out" routine to help make sense of the problem.
- Develop Academic Language feature can help children distinguish meanings of "model" as a noun and a verb.

1–3 Additional support opportunities:

- Have children share translations of "model" in their home language (Spanish: *modelo/hacer un modelo*). Also, ask children to "Say It Another Way" to ensure everyone understands the word "model."
- Encourage children to draw the situation or model with manipulatives.
- If children are stuck, talk through options for how many children could leave.

Unit: 1

Lesson: 2

Session: 3

☐ Explore
 ☒ Develop
 ☐ Refine

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UDL PROCESS TOOLKIT
Page 1 of 1

Grade 1 UDL Process Toolkit Shown



Lesson-Level Resources

Lesson 8: Make Ten to Add

Additional Practice

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Differentiation

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Assessment

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Support

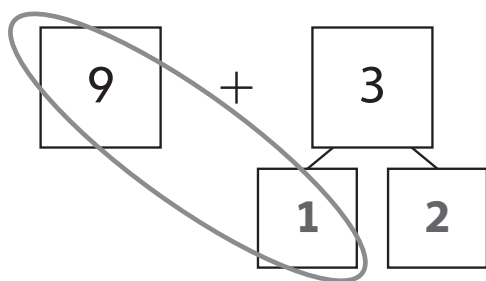
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FLUENCY AND SKILLS PRACTICE

NAME: _____

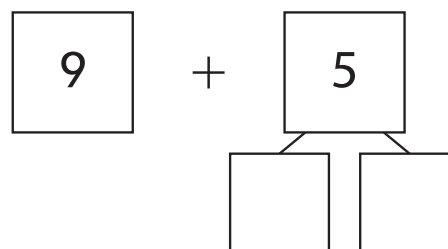
LESSON

8

Making a Ten to Add**Fill in the number bonds to make a ten.****1** Find $9 + 3$.

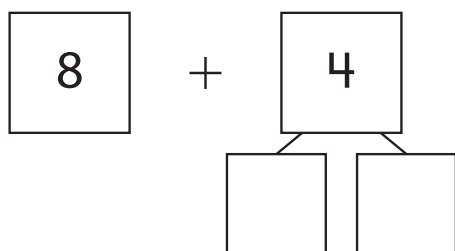
$$9 + 3 = 10 + \underline{\quad}$$

$$9 + 3 = \underline{\quad}$$

2 Find $9 + 5$.

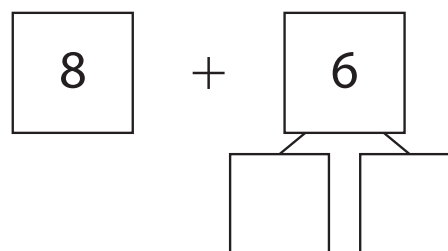
$$9 + 5 = 10 + \underline{\quad}$$

$$9 + 5 = \underline{10} + \underline{\quad}$$

3 Find $8 + 4$.

$$8 + 4 = 10 + \underline{\quad}$$

$$8 + 4 = \underline{\quad}$$

4 Find $8 + 6$.

$$8 + 6 = 10 + \underline{\quad}$$

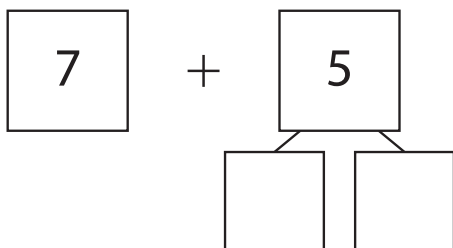
$$8 + 6 = \underline{\quad}$$

FLUENCY AND SKILLS PRACTICE

NAME: _____

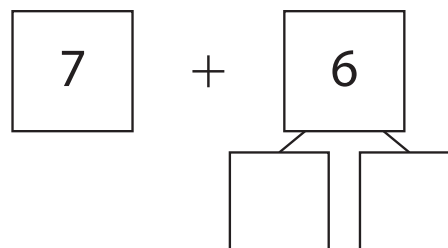
LESSON

8

Making a Ten to Add**5** Find $7 + 5$.

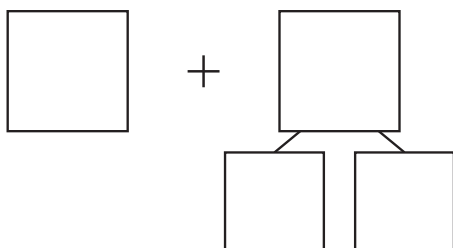
$$7 + 5 = 10 + \underline{\quad}$$

$$7 + 5 = \underline{\quad}$$

6 Find $7 + 6$.

$$7 + 6 = 10 + \underline{\quad}$$

$$7 + 6 = \underline{\quad}$$

7 Find $7 + 4$.

$$7 + 4 = 10 + \underline{\quad}$$

$$7 + 4 = \underline{\quad}$$

Discuss It

How does making a ten help you add two numbers?

Tools for Instruction

Make a Ten to Add Within 20

Objective Use a 10-frame to solve addition facts for 7, 8, and 9.

Materials 20 two-color counters, 10-frames

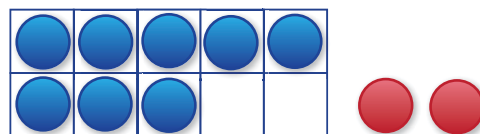
Recognizing and understanding ten allows children to make sense of the numeration system and to use pattern and structure as they calculate. Knowing number partners that make a ten can help children add and subtract quickly and reliably. In this activity, children make a ten to help them understand and solve basic addition facts. For example, when adding $9 + 6$, they will first add $9 + 1$ to make a ten, and then add 5 more. Children can apply this understanding to make tens while adding three numbers and computing mentally. The idea of making a ten can also provide a basis for the subtraction strategy of breaking apart numbers to make tens in subtraction.

Step by Step

20–30 minutes

1 Make a ten.

- Give the child a blank **10-frame**.
- Have the child put 8 counters in the 10-frame, as shown.
- Ask: *How do you show $8 + 2$ on the 10-frame?* Guide the child to add 2 counters to fill in the two open spots.
- Explain that filling all of the 10 spaces on the 10-frame is *making a ten*.



Support English Learners Since the word *make* has multiple meanings, the phrase *make a ten* may be confusing. Remind the child that *making* something can mean putting parts together, like puzzle pieces or recipe ingredients. To *make a ten*, you look for two numbers that add to 10.

2 Model $8 + 3$.

- Ask: *What would happen if you tried to show $8 + 3$ on the 10-frame?* Use counters to show that the 10-frame would be full, with 1 left over.
- Help the child verbalize that they *made a ten* and had 1 counter left over.
Ask: *How do you write the number for 1 ten and 1 leftover one?*
- Write the equations shown. Use counters to illustrate that when you add $8 + 3$, you can break the 3 into $2 + 1$, giving you $8 + 2 + 1$. Point out that you can add the 8 and 2 first to *make a ten*, and then add the 1 to find the total.

$$\begin{array}{rcl}
 8 + 3 = & 8 + 2 + 1 & \\
 & \swarrow \quad \searrow & \\
 & 10 + 1 & \\
 & \swarrow \quad \searrow & \\
 8 + 3 = & 11 &
 \end{array}$$

3 Use the make a ten strategy to add other facts.

- Use this approach to teach other facts with 7, 8, and 9.
- Have the child use 10-frames and counters. Record the corresponding equations, emphasizing to the child how to *make a ten* in each problem.
- As the child seems to be ready, challenge them to do more of the work, including describing how to make a ten. If possible, encourage the child to strive for doing the activity mentally, without the 10-frame.

Tools for Instruction

Check for Understanding

Provide a 10-frame with 8 counters. Then ask the child to add 7 counters and to describe how to make a ten to add $8 + 7$.

For the child who can benefit from additional support, use the table below to help pinpoint where extra help may be needed.

If you observe...	the child may...	Then try...
the child has difficulty representing what is displayed in the 10-frame as an equation,	benefit from a modeling situation.	having the child describe the process they used with the counters and 10-frame to make a ten as you record the corresponding numbers and symbols, correcting any errors they make.
the child does not recognize that 10 and 5 is 15,	not be sufficiently familiar with the teen numbers.	helping the child connect the number names with the numbers, focusing on the words for 11, 12, 13, and 15, where the number names are less obvious.

On Level
shown here.

Center Activity 1.08 ★★★

Make a Ten to Add Numbers Within 20

Check
UnderstandingMake a ten to find
 $6 + 8$.

What You Need

- 9 connecting cubes of one color
- 9 connecting cubes of another color
- Recording Sheet
- Addition Cards

What You Do

1. Mix the cards. Stack facedown. Take turns. Pick a card.
2. Make a cube train for each number in a different color.
3. Move cubes from one train to the other train to make a ten.
4. Complete the equations on the **Recording Sheet**. Circle the number added to 10.
5. The player with the greater circled number wins the turn.

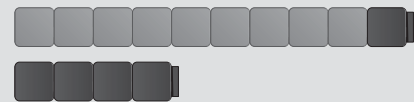
Example

Pick $9 + 5$.

Make two cube trains.



Make a ten.



$$9 + 5 = 14$$

$$10 + \textcircled{4} = 14$$

Go Further!

Add 8 and 5. Do not use cubes. Tell how to make a ten to find the total. Then find 8 and 4.

Center Activity 1.08 ★★★ Recording Sheet

Player A _____

Player B _____

Make a Ten to Add Numbers Within 20

Player A	Player B
_____ + _____ = _____	_____ + _____ = _____
10 + _____ = _____	10 + _____ = _____
_____ + _____ = _____	_____ + _____ = _____
10 + _____ = _____	10 + _____ = _____
_____ = _____ + _____	_____ = _____ + _____
_____ = 10 + _____	_____ = 10 + _____



I can add cubes to the greater number to make a ten.

Center Activity 1.08 ★★★ Addition Cards



$$8 + 8$$

$$9 + 6$$

$$9 + 9$$

$$8 + 9$$

$$8 + 7$$

$$9 + 7$$

Center Activity 1.27 ★★★

Three Addends

What You Need

- 30 connecting cubes, 10 each of 3 different colors
- Number Cards 1 to 9
- Recording Sheet



Check Understanding

How can you solve $2 + 7 + 9$? What total do you get?

Above Level shown here. Below Level also available.

What You Do

1. Spread the cards out facedown. Take turns. Pick three cards.
2. Your partner uses the numbers to tell an addition story.
3. Make a cube train for each number. Use three colors.
4. Make a ten if you can. Write the addition equation on the **Recording Sheet**. Put the cards back. Play until the Recording Sheet is full.

Example

Pick

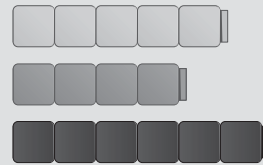
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4

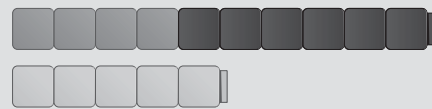
6

 .

Tell an addition story.
Make 3 cube trains.



Try to make a ten.



$$5 + 4 + 6 = 15$$

Go Further!

Pick four cards. Tell an addition story.
Your partner finds the total.

Center Activity 1.27 ★★★ Recording Sheet

Partner A _____

Partner B _____

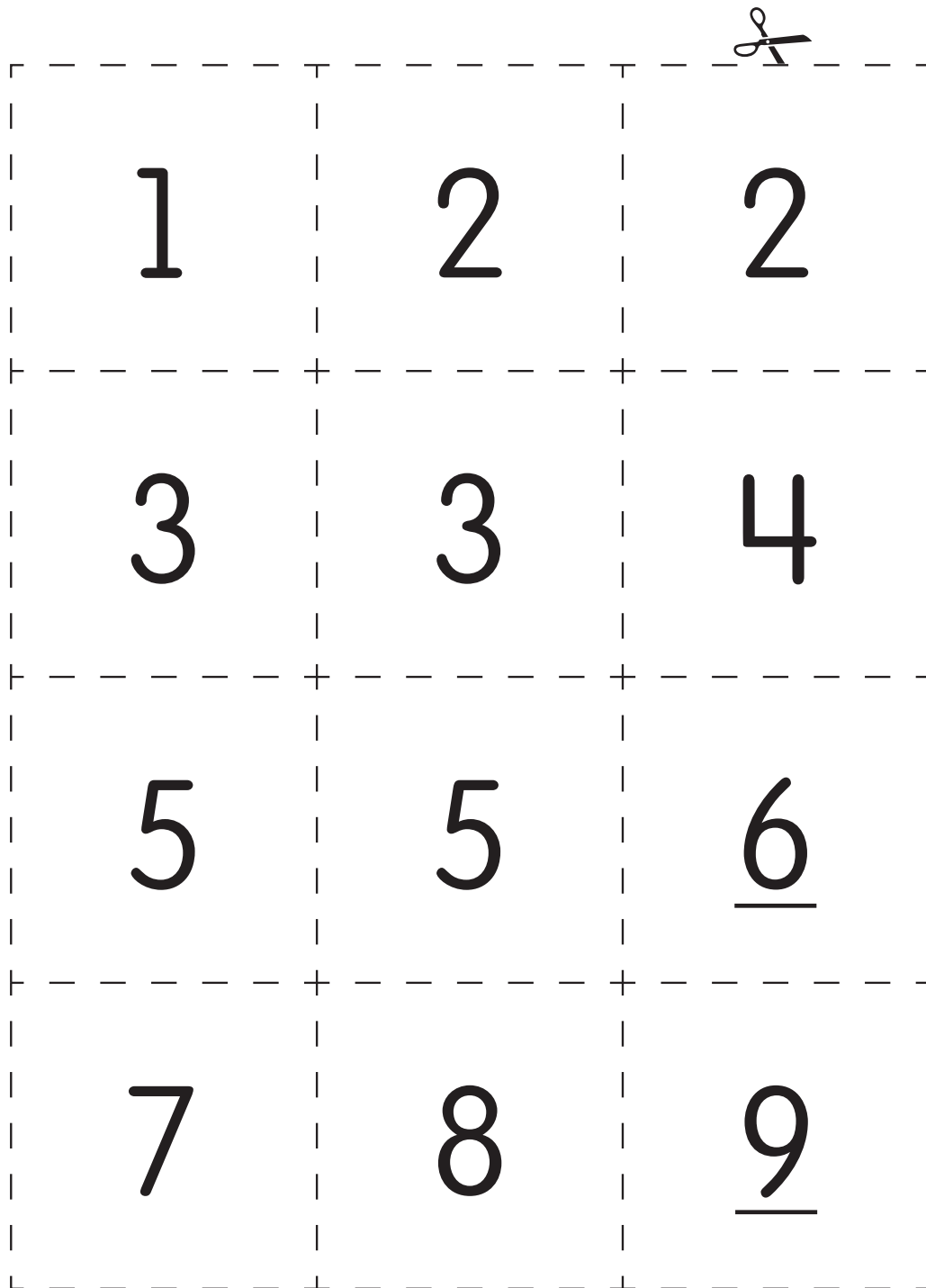
Three Addends

Partner A	Partner B
____ + ____ + ____ = ____	____ + ____ + ____ = ____
____ + ____ + ____ = ____	____ + ____ + ____ = ____
____ + ____ + ____ = ____	____ + ____ + ____ = ____
____ + ____ + ____ = ____	____ + ____ + ____ = ____



Think of all the ways
you can make 10!

Center Activity 1.27 ★★★ Number Cards 1 to 9



Enrichment Activity

Name _____

Can You Prove It?

Soo uses the make a ten strategy to make the total of 14.

$$\begin{array}{c} 10 + 4 = 14 \\ \swarrow \quad \searrow \\ 7 + 3 + 4 = 14 \end{array}$$

How many other ways can you make 14 using numbers that make ten?

Your Challenge

Use your **Recording Sheet** to show the different ways. Then answer the questions.

Enrichment Activity Recording Sheet

Name _____

Can You Prove It?

Show all the ways to make 14 using numbers that make ten.

Does the strategy you used to make 14 work for all teen numbers? Why?

Show why this works using drawings or pictures.

LESSON QUIZ

NAME: _____

LESSON

8

Solve.

1 $8 + 7 = ?$

$8 + 7 = \underline{\quad}$

2 $9 + 5 = ?$

	+	

$9 + 5 = \underline{\quad}$

LESSON QUIZ

NAME: _____

LESSON
8**Solve.**

3 $7 + 4 = ?$ Circle. 

10

11

13

4 $4 + 8 = ?$

$4 + 8 = \underline{\quad}$

5 $6 + 7 = ?$

$6 + 7 = \underline{\quad}$

Make a Ten to Add

LESSON
8

Dear Family,

This week your child is learning to use the strategy of making a ten to add two numbers.

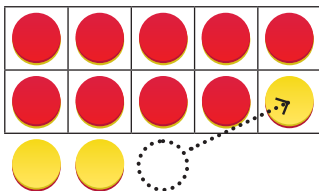
Adding two numbers can be simpler when one of the numbers is 10. Your child can **make a ten** to help them quickly add two numbers that have a total greater than 10 because children are familiar with adding 10 and some more ones to make ten numbers.

$9 + 3$ is the same as $10 + 2$.

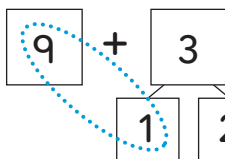
$$\begin{aligned} 10 + 2 &= 12 \\ \text{and} \\ 9 + 3 &= 12 \end{aligned}$$

Look at these ways you can make a ten to find $9 + 3$.

- You can use counters to make a ten. Start with 9 counters and 3 counters. Take 1 counter from 3 to make a ten.



- You can use number bonds to make a ten. Start with 9 and 3. Break apart 3 into 1 and 2. Then bond 9 and 1 to make a ten.



INVITE your child to share what they know about making a ten to add by doing the following activity together.

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Lesson 8 Mak

i-Ready Connect

Learning Games



Hungry Fish



Match

Digital Math Tools



Counters and Connecting Cubes

Multilingual Glossary

make a ten

Family Letters are also available in multiple languages.

ACTIVITY

Do this activity with your child to explore making a ten to add.

Help your child use fingers and make a ten to find $7 + 6$.

- Have your child begin by holding up 7 fingers.
- Then they hold up other fingers one at a time—counting 1, 2, 3—until all 10 fingers are up.



- Your child has just added 3 to make a ten. Now, as your child continues counting to 6, raise one of your fingers for each number as they say it: 4, 5, 6.



- Ask your child how many fingers the two of you have raised in all (13). Encourage your child to **SAY** the full equation out loud.

BONUS: Have your child use fingers and the make a ten strategy to solve the problems below.

$7 + 5 = \underline{\quad}$

$9 + 7 = \underline{\quad}$

$6 + 8 = \underline{\quad}$

$9 + 8 = \underline{\quad}$

$8 + 3 = \underline{\quad}$

$4 + 7 = \underline{\quad}$

Math on the GO!

Conversation Starter

Look for opportunities to make a ten and then count on to find totals in real-world situations.

For example:

- If there are 9 star stickers and 5 heart stickers, how can your child make a ten to find the total number of stickers?
- If your child has two 8-packs of crayons, how can they make a ten to find the total number of crayons?

SAY

7 plus 6 equals 13.

182

Lesson 8 Make a Ten to Add

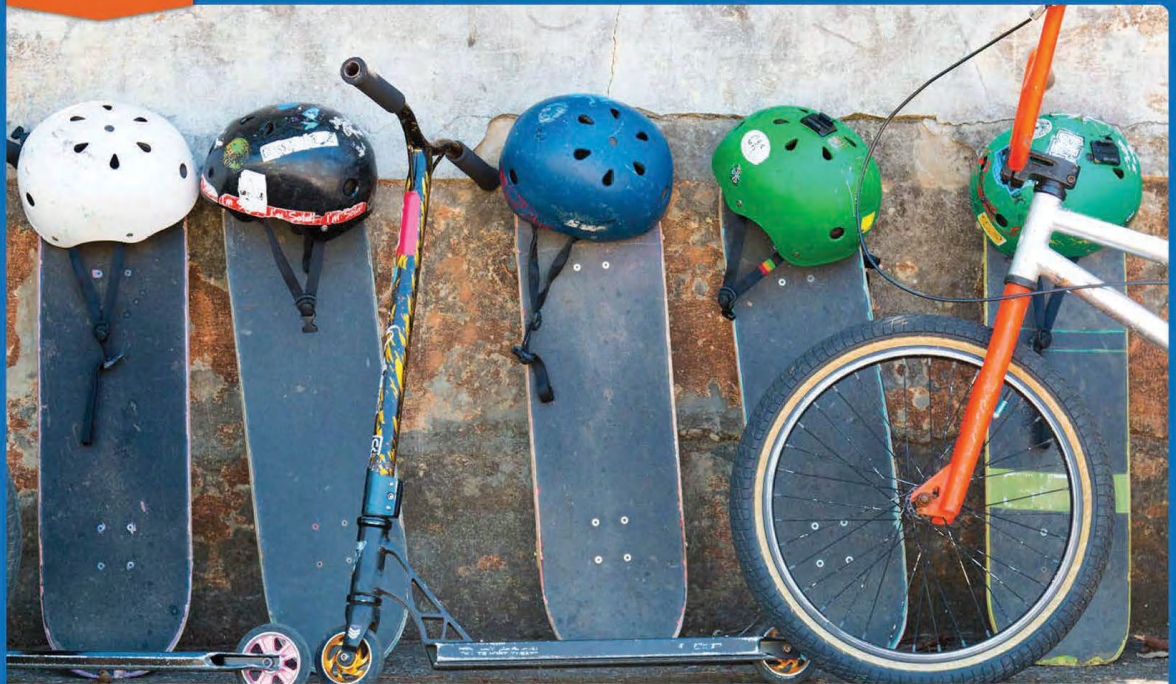
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SESSION 1 ● ○ ○ ○ ○

Explore

Make a Ten to Add

Break apart a number to make a ten. Use this strategy to add.

**LESSON
8****Start****Connect to Culture**

When have you worn a helmet? When have you seen other people wearing helmets?

LESSON 8 | SESSION 1 ● ○ ○ ○ ○ | EXPLORE

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Unit-Level Resources

Unit 2: Addition and Subtraction within 20

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UNIT 2 | GAME

NAME: _____

UNIT
2

Teen Number Totals

What You Need

For each pair:

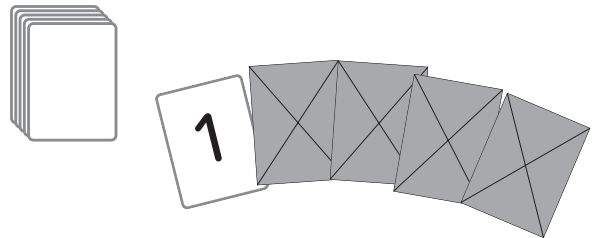
- 3 sets of Number Cards 1 to 10
- *Teen Number Totals* Game Board
- 9 two-color counters

For each child:

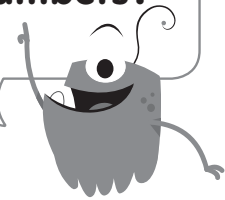
- *Teen Number Totals* Workmat

How to Play

- Mix the cards. Stack them facedown.
- Take turns. Take 5 cards. Pick 2 or 3 numbers to add.
- Write the addition equation on the workmat.
- Look for a space with the total on your game board. If there, cover it with your color counter.
- Play until all numbers are covered. The player with the most counters on the game board wins.



What are the different partners for teen numbers?



$$\boxed{9} + \boxed{5} = \boxed{14}$$

Teen Number Totals Workmat

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

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

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

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

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

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

UNIT 2 | GAME

NAME: _____

UNIT
2**Teen Number Totals Game Board**

11	12	13
14	15	16
17	18	19



Number Cards 1 to 10

©Curriculum Associates, LLC

1 of 1

1

2

3

4

5

6

7

8

9

10



Teen Number Cards

©Curriculum Associates, LLC

1 of 1

11

12

13

14

15

16

17

18

19

UNIT 2 | GAME

NAME: _____

UNIT
2**Equation Workmat**

$$\square \bigcirc \square = \square$$

$$\square \bigcirc \square = \square$$

$$\square \bigcirc \square = \square$$

$$\square \bigcirc \square = \square$$

$$\square \bigcirc \square = \square$$

$$\square \bigcirc \square = \square$$

UNIT 2 | GAME

NAME: _____

UNIT
2**Teen Number Subtraction Game Board**

1	2	3
4	5	6
7	8	9



Treasure Islands

Why Build fluency with subtraction within 10 and addition within 20.

Materials (per group of 2–3 students)

- Instructions page
- Game board
- 2 special number cubes made with markers or stickers (10, 10, 10, 10, 9, 8) (6, 5, 4, 3, 2, 1)
- 10–15 coins
- 1 game piece per player
- Thinking sheet in plastic wipe-off sleeve
- Dry erase markers

ELL Support

- Review the meanings of the antonyms greater and lesser. Have partners use gestures to represent each word.
- Clarify the math meaning of the multiple meaning word difference.
- Provide sentence frames to support students as they verbalize their answers: ____ minus ____ equals _____. The difference is _____.

As students play

- Challenge students to predict where they will land. For example, if they are on the 5 space, and roll a difference of 3, can they predict they will end up on 8?

Demonstrate the Game Set up the game with 10 coins in the treasure chest. Select a student to demonstrate with, and put two game pieces on Start.

Explain how to win. *This game is called Treasure Islands. The goal is to collect as many coins as you can before they run out. The player with the most coins at the end, wins.*

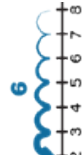
Demonstrate taking a turn. Show students the number cubes. Ask them to read all of the numbers aloud.



Roll the number cubes. *I'm going to start. On my turn, I roll both number cubes. Roll the number cubes and arrange them so the greater number is on the left.*



Arrange the number cubes. *Every time I roll, I need to move the greater number to the left of the lesser number, and find the difference. What is the greater number minus the lesser number?*



Find the difference. Discuss subtraction strategies (like using a ten frame or number path) to find the difference. Show students the thinking sheet as needed.

Move your piece. *Now we know the difference, so I'm going to move my game piece forward the same number of spaces as the difference. Now it's your turn.*



The student's turn. Have them roll both number cubes, emphasizing that they should rearrange the cubes so the greater number is on the left of the lesser one, then ask them to find the difference. Help the student as needed to finish their turn.

Practice finding the difference. Ask the students to help figure out the difference. *I'm going to move my player piece. I move my game piece forward from where I am now, not from the start.* Count on from your current position to your new position.

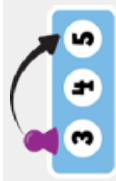
Play a few more turns. Talk the student through each step and remind students to find the difference and collect coins when the game board indicates to do so.

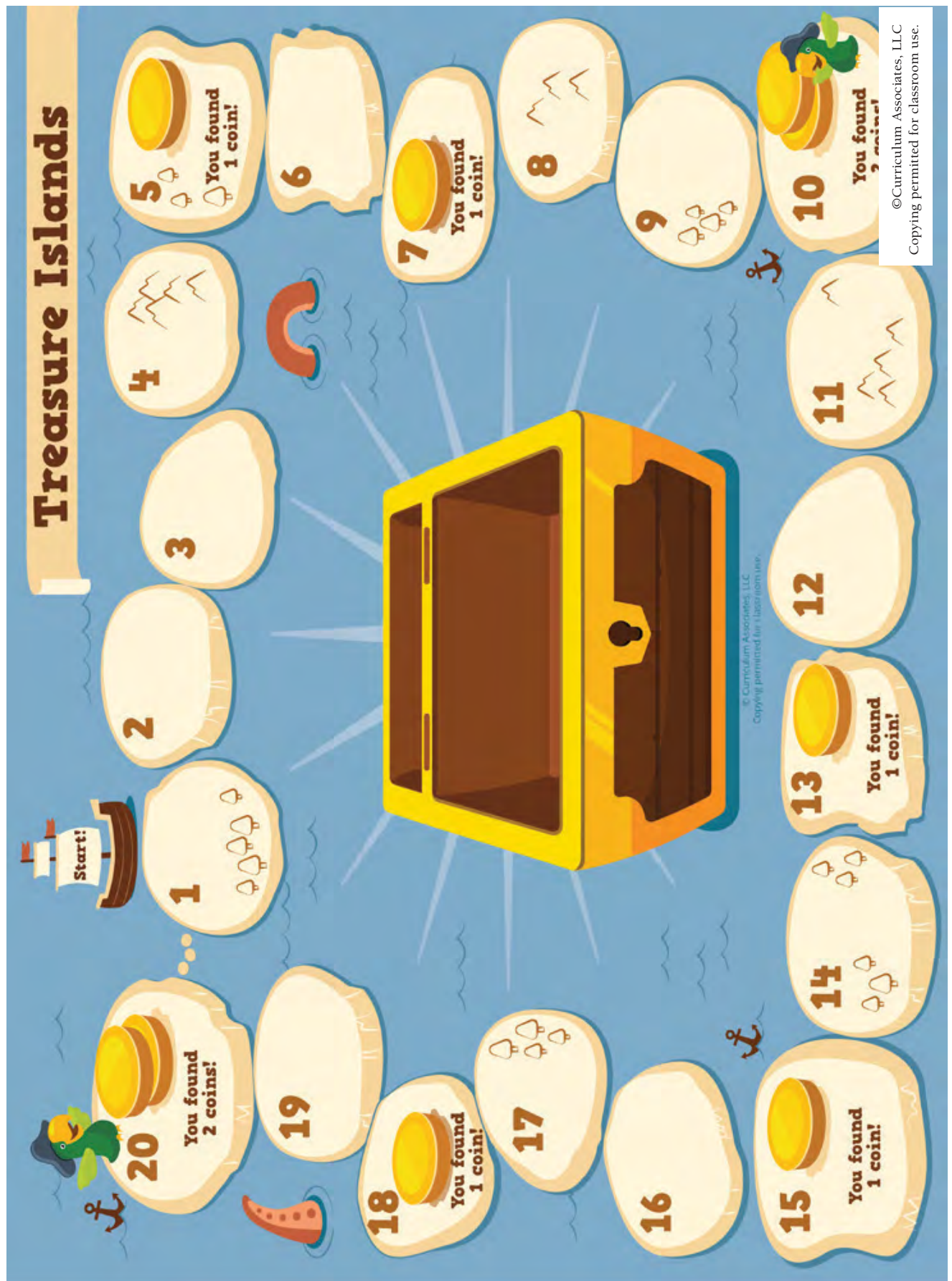
After the demo

- *What do you do when you land on a space with a coin on it?*
- *What's the first thing you do after you roll the number cubes?* Emphasize moving the greater number to the left of the lesser number.
- *How many spaces do I move if I roll 9 and 1?*
- *If I'm on 19 and I roll a difference of 3, where would I end up? Remind students you keep going past 20, onto 2.*

Treasure Islands

Instructions Page (2–3 players)

Materials and setup		Goal
8 6 2 special number cubes Cube 1: (10, 10, 10, 10, 9, 8) Cube 2: (6, 5, 4, 3, 2, 1)  10–15 coins  2–3 game pieces 1 per player  Game board		 Collect as many coins as you can before they're all gone. The player with the most coins wins!
On your turn		
8 6 Roll both number cubes. For example, you roll 8 and 6.		
8 6 = 2 Find the difference of the numbers you rolled. Use the thinking sheet if you want. Say the difference out loud. "8 minus 6 equals 2"		
 Move your game piece forward by the difference. You're on 3 and roll 8-6. You move forward 2 spaces, ending your turn at 5.		
 As you pass 20, continue to 1 and keep counting.		
Scoring		
		- Collect coin(s) each time you land on a space with a coin on it. - The game ends when all the coins are gone from the treasure chest.



Treasure Islands

Thinking Sheet

<u> </u>	<u> </u>	<u> </u>
Greater number	Lesser number	Difference

1	2	3	4	5	6	7	8	9	10
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TURN On the TAP

BY MARISA WOLLCOT

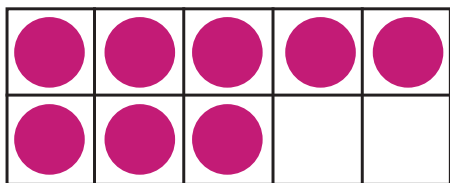
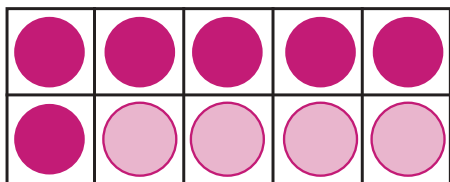
- 1 Turn on the tap, and out pours fresh, clean water. But where does it come from? In many places, water is pumped from lakes and rivers or from under the ground to wells or to treatment plants. There, it is cleaned to make it safe to drink. Then pipes carry clean water into our homes.
- 2 Water is important to people—we need it to live! To stay healthy, we drink it every day. We also use it to get clean and to wash away germs. We think there will always be plenty of water when we need it, but that may not be true.
- 3 In the past, people wasted water. Water was polluted with harmful things, such as garbage and oil.
- 4 We must protect our water. To make sure we have fresh water in the future, everyone must help today. So be sure to use water wisely!



Turn on the Tap: Add Three Numbers**Solve the problems.**

- 1 Ava drinks 6 cups of water.
Sophia drinks 4 cups of water.
Olivia drinks 8 cups of water.
How many cups of water do they drink in all?

Draw counters.



Complete the equation.

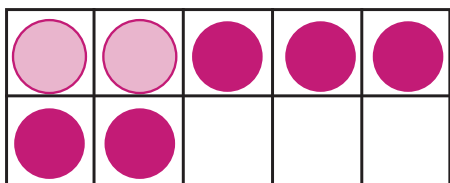
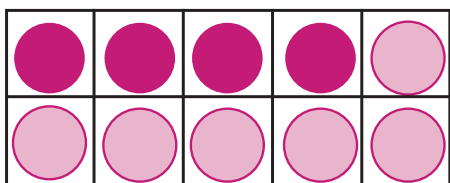
$$6 + 4 + 8 = \underline{\quad}$$

They drink cups of water in all.

Turn on the Tap: Add Three Numbers

- 2 Logan drinks 4 cups of water.
Noah drinks 8 cups of water.
Mason drinks 5 cups of water.
How many cups of water do they drink in all?

Draw counters.



Write an equation.

_____ + _____ + _____ = _____

They drink _____ cups of water in all.

UNIT ASSESSMENT

NAME: _____

UNIT
2**Form A****Solve the problems.**

- 1** Find $4 + 5 + 6$

$$4 + 5 + 6 = \underline{\hspace{2cm}}$$

- 2** A bag holds 15 beads.

8 beads are blue.

The rest are green.

How many beads are green? Circle. 

2 beads

5 beads

7 beads

UNIT ASSESSMENT

NAME:

UNIT
2

Form A

- 3 16 is ____ ten ____ ones.

Form A shown here. Digital Comprehension Checks and Form B are also available.

-
- 4 There are 8 blue crayons.
There are 7 green crayons.
There are 3 red crayons.
How many crayons are there in all?

There are ____ crayons in all.

UNIT ASSESSMENT

NAME:

UNIT
2**Form A**

- 5 Find $16 - 7$.

$$16 - 7 = \underline{\quad}$$

-
- 6 Show a group of ten.  Draw.

UNIT ASSESSMENT

NAME:

UNIT
2

Form A

- 7 How can you use doubles to find $8 + 9$? Circle. 

$8 + 9 + 1$

$8 + 8 + 1$

$9 + 9 + 1$

-
- 8 There are 13 books on a shelf.
Some fall.
Now there are 7 books on the shelf.
How many books fall? Circle. 

3 books

6 books

7 books

UNIT ASSESSMENT

NAME:

UNIT
2

Form A

9 1 ten 0 ones is _____.

10 There are 16 plates.
8 are dirty.
The rest are clean.
How many plates are clean? Circle. 

4 plates

8 plates

12 plates

UNIT ASSESSMENT

NAME:

UNIT
2

Form A

11 $5 + 7 = ?$

$$5 + 7 = \underline{\hspace{2cm}}$$

- 12 There are 12 goats in a barn.

3 goats go outside.

How many goats are still in the barn? Circle. 

7 goats

8 goats

9 goats



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