

lesson seven - student resource sheet

Lesson Objective: Count and write by twos, threes, and fours.

Vocabulary Box

second — A position equal to number two. Example: 1, **2**.

third — A position equal to number three. Example: 1, 2, **3**.

fourth — A position equal to number four. Example: 1, 2, 3, **4**.

HUNDREDS CHART

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

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Guided Practice

Directions: Complete the following practice problems with your partner. Your teacher will review the answers. Make sure you show all your work.

I. Find the missing numbers.

1. 4, _____, 12, 16, _____, 24, 28, _____

2. 10, _____, 14, 16, _____, _____

II. Put the numbers in order and complete the sentence.

1. 39, 27, 33, 30, 36

_____, _____, _____, _____, _____

In this list of numbers, the pattern of counting is by _____.

2. 20, 28, 22, 26, 24

_____, _____, _____, _____, _____

In this list of numbers, the pattern of counting is by _____.

III. Fill in the blanks with the missing numbers and complete the sentence.

1. 44, 48, _____, _____, _____, 64

In this list of numbers, the pattern of counting is by _____.

2. 60, 63, _____, _____, _____, 75

In this list of numbers, the pattern of counting is by _____.

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Summary/Closure

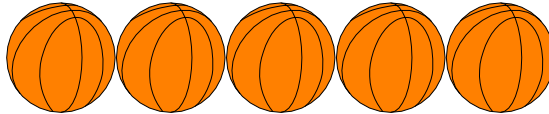
A. Vocabulary Words

Directions: Circle the picture that shows the meaning of each word.

1. second



2. third



3. fourth



B. Summarize What We Learned Today

Directions: Circle every second number between 1 and 10 in red pencil.

Circle every third number between 1 and 10 in orange pencil.

Circle every fourth number between 1 and 10 in yellow pencil.

1 2 3 4 5 6 7 8 9 10

lesson eight - student resource sheet

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Independent Practice

Directions: Complete the following practice problems on your own. Your teacher will review the answers. Make sure you show all your work.

I. Put the following groups of numbers in the correct order by twos.

1. 92, 98, 100, 96, 90, 94

2. 40, 34, 44, 36, 42, 38

II. Identify the missing numbers.

1. Count by threes to find the missing numbers.

15, _____, _____, _____, 27

2. Count by fours to find the missing numbers.

20, _____, _____, _____, 36

III. Look at the numbers 1 through 40. Color over every second number with a red pencil. Circle every third number with an orange pencil. Draw a triangle around every fourth number with a yellow pencil.

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

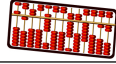
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Directions: Use the number chart to help you answer the following questions.

1. Which numbers between 1 and 40 can be counted by both twos and fours?
2. Which numbers between 1 and 40 can be counted by both threes and fours?

Problem Solving



Directions: Find the answers to the following word problems by counting by twos, threes, or fours.

1. Maria is growing some flowers. There are three flowers in the pot. Each flower has four petals. How many petals are there altogether?
2. Denzel drew a picture of five butterflies. He drew two wings on each butterfly. How many wings did he draw altogether?
3. Ben has three types of fish in his fish tank. He has three of each type. How many fish does Ben have altogether?



Directions: Fill in the missing numbers and complete the sentence.

1. 60, _____, 64, 66, _____, 70, _____

In this list of numbers, the pattern of counting is by _____.

2. 74, _____, 82, _____, 90, 94

In this list of numbers, the pattern of counting is by _____.

3. 12, _____, 18, 21, _____, 27, 30, _____

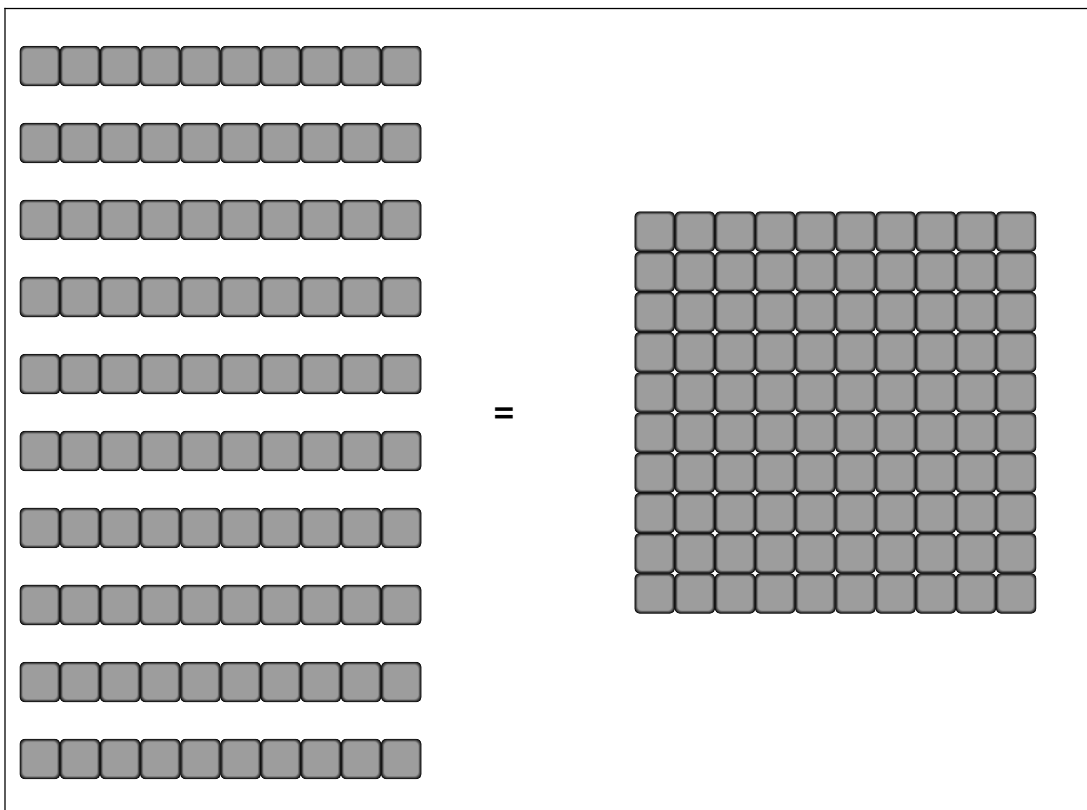
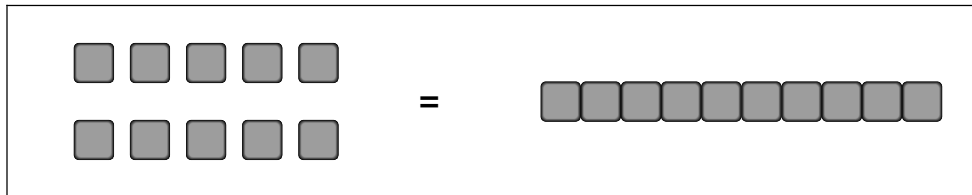
In this list of numbers, the pattern of counting is by _____.

lesson nine - student resource sheet

Lesson Objective: Add whole numbers with regrouping.

Vocabulary Box

regrouping in addition — Trading 10 ones for 1 ten or trading 10 tens for 1 hundred. Examples:





Guided Practice

Directions: Complete the following practice problems with your partner. Your teacher will review the answers. Make sure you show all your work.

I. Find the sum.

$$\begin{array}{r} 1. \quad 79 \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 52 \\ + 73 \\ \hline \end{array}$$

II. Solve the following problems. Add the numbers to find the sum.

$$\begin{array}{r} 1. \quad 16 \\ + 27 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 81 \\ + 54 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 261 \\ + 184 \\ \hline \end{array}$$

lesson nine - student resource sheet



Summary/Closure

A. Vocabulary Words

Write a sentence in your own words that explains the meaning of regrouping in addition problems.

B. Summarize What We Learned Today

$$54 + 28 = \underline{\hspace{2cm}}$$

Show the problem, above, in ones and tens on the place value chart. Cross out ones and add tens to show how you can regroup in addition.

TENS	ONES

