

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## A Structure of Ten Worksheet

It's time to use what you know about building tens! Act like an engineer and design a tower that is as tall as one yard/meter stick.

- Your tower must be made of one bundle of ten.
- Your bundle of ten must be made of three different objects.
- You must write an equation to show how you made your bundle of ten.

Here is an example:



$$3 \text{ cans} + 2 \text{ tissue boxes} + 5 \text{ craft sticks} = 10$$



# My Tower Plan

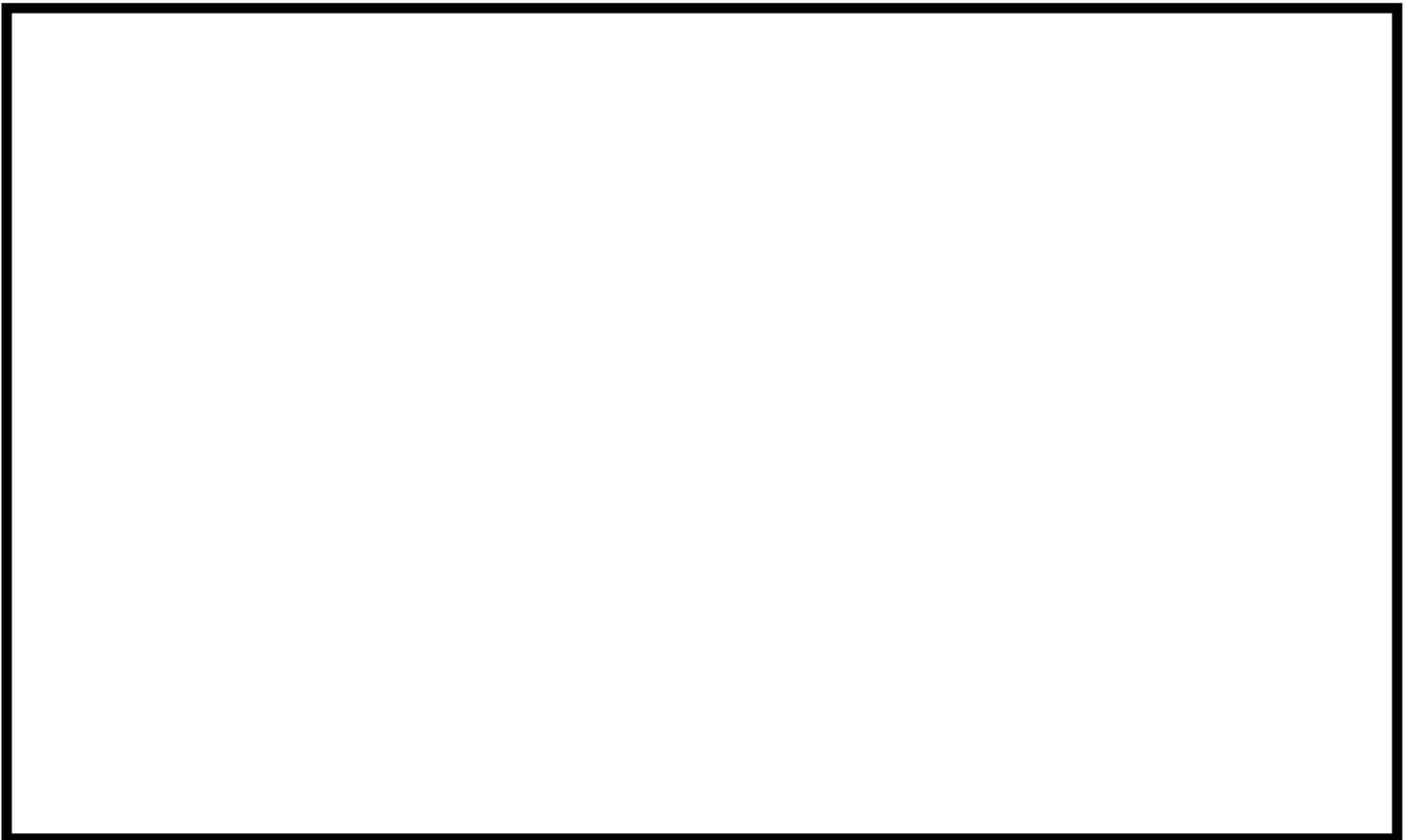
My tower will be made of these objects:

| Object name | How many? |
|-------------|-----------|
| 1.          |           |
| 2.          |           |
| 3.          |           |

I collected ten objects in total.

I collected three types of objects.

My tower will look like:



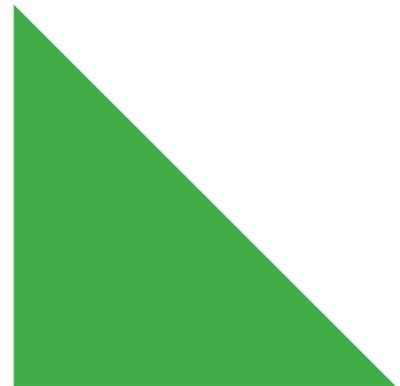
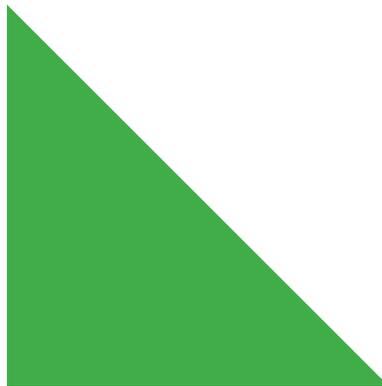
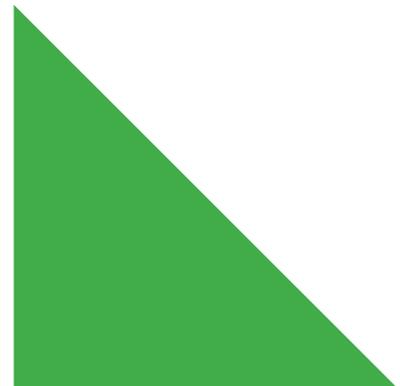
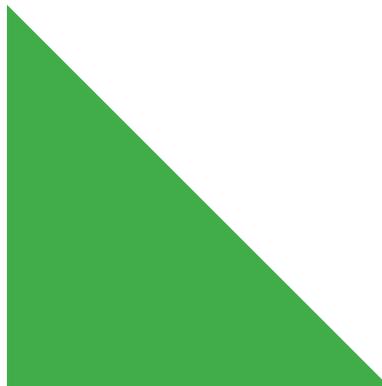
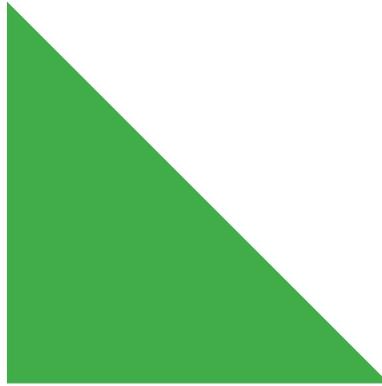
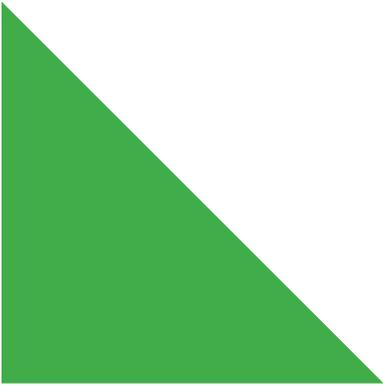
Here is my equation:

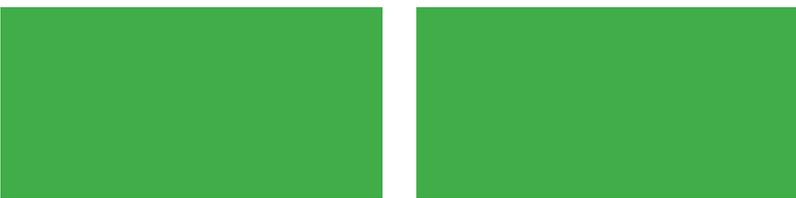
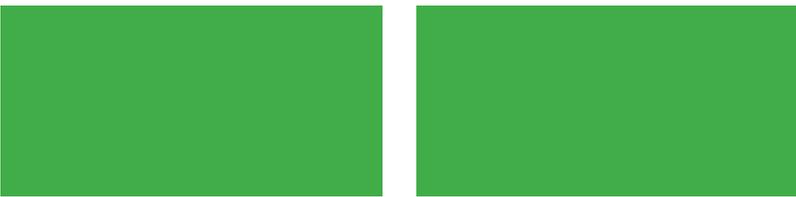
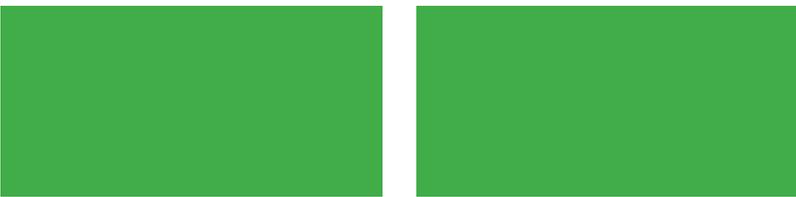
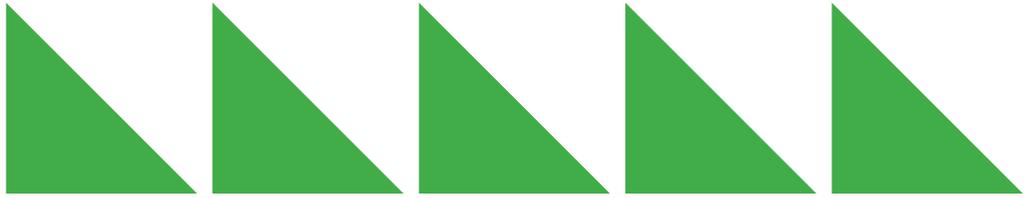
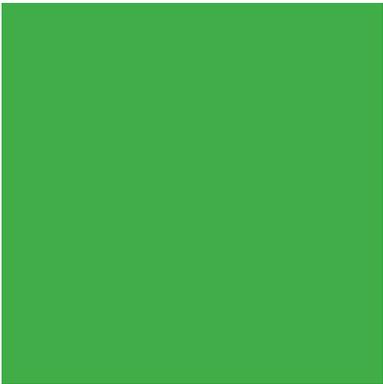
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 10$$

# 2-D Puzzle Pieces

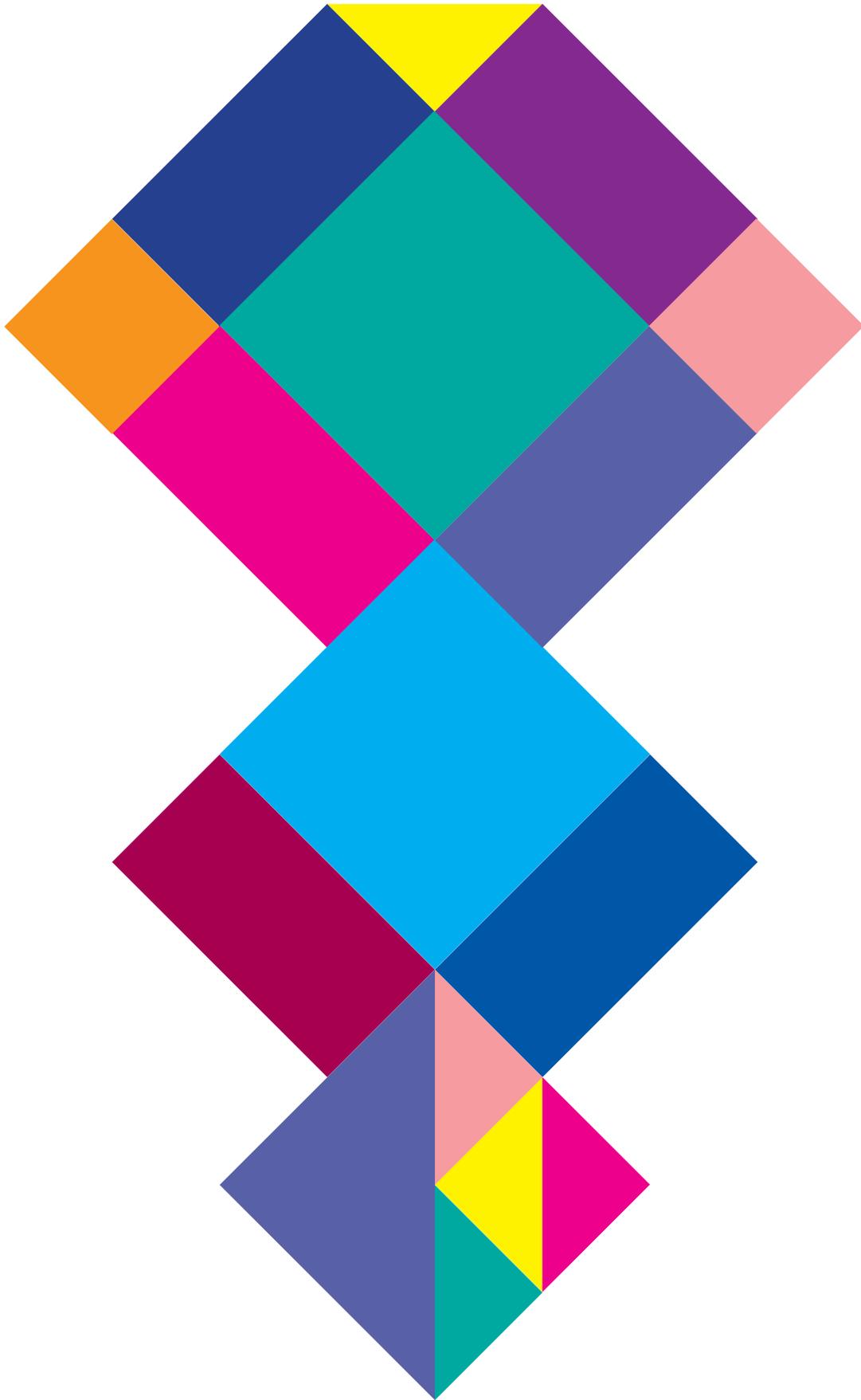
Cut shapes and compile bags (one per child) containing:

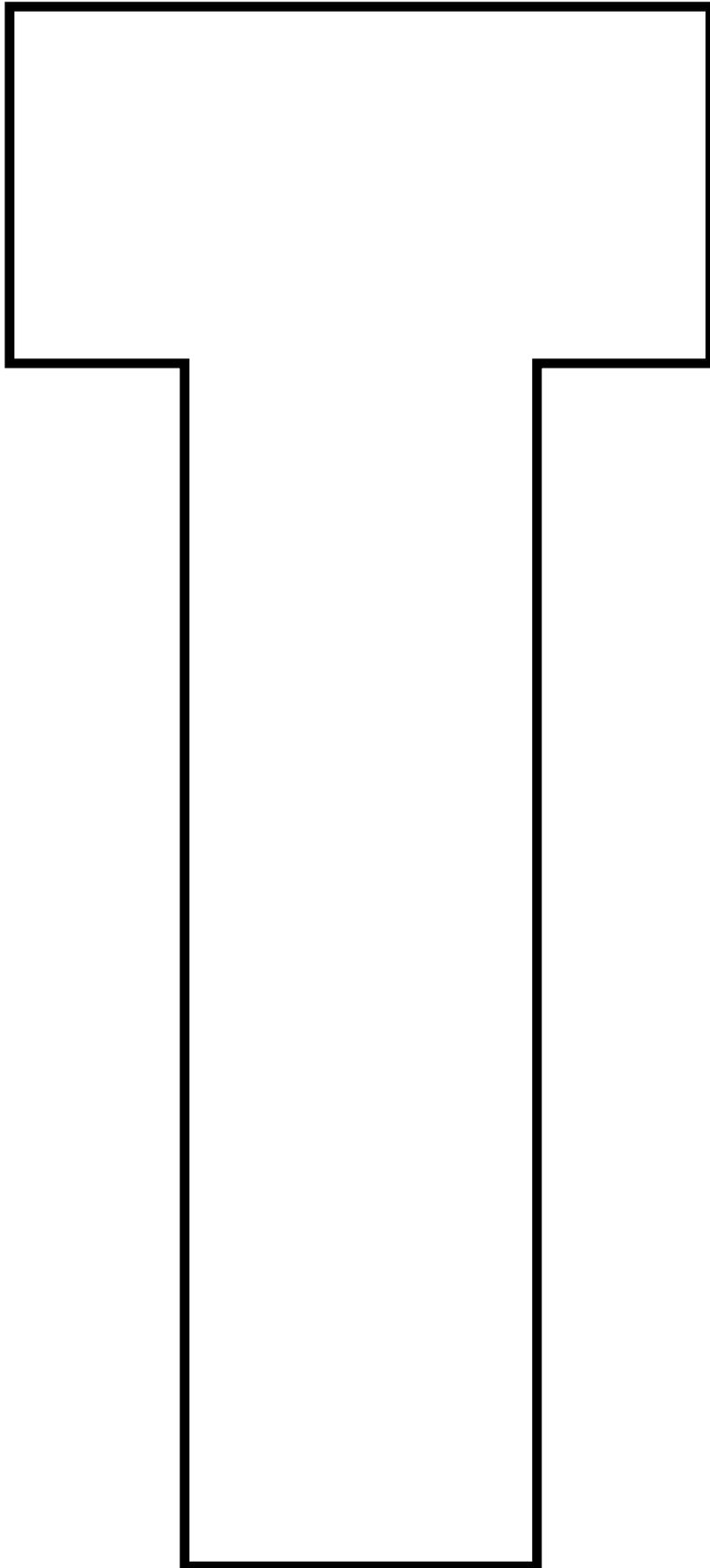
- 8 large triangles
- 10 small triangles
- 4 large squares
- 8 small squares
- 8 rectangles

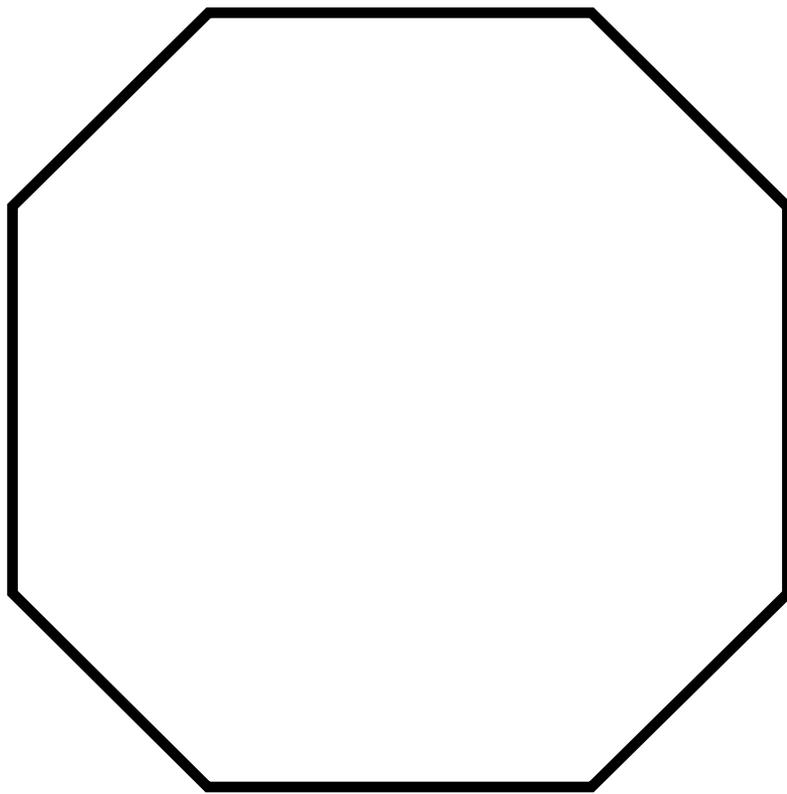


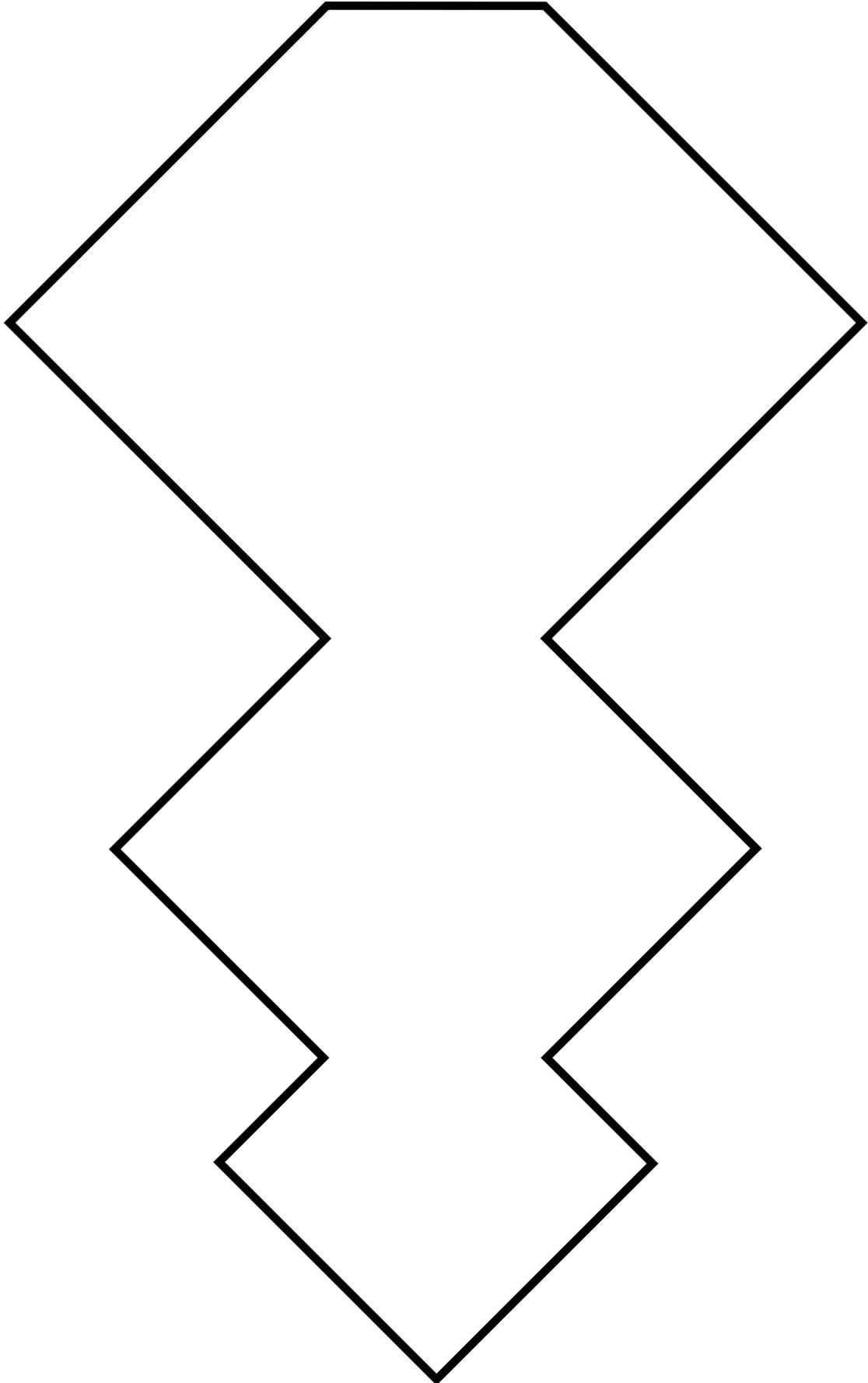


# Shape Art Completed Example









Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Skip Count to Win! Planning Sheet

Create a game that uses skip counting! Your game must have:

1. A name
2. A fun design
3. Three rules that ask the game player to:
  - a. Skip count by twos
  - b. Skip count by fives
  - c. Skip count by tens
4. One symbol for each rule
5. Forward skip counting
6. Backward skip counting

### Planning Our Game

The name of our game is: \_\_\_\_\_

Our **first** rule is:

| Rule | Symbol |
|------|--------|
|      |        |
|      |        |
|      |        |
|      |        |

Our **second** rule is:

| Rule | Symbol |
|------|--------|
|      |        |
|      |        |
|      |        |
|      |        |

Our **third** rule is:

| Rule | Symbol |
|------|--------|
|      |        |
|      |        |
|      |        |
|      |        |

**Check the boxes when your rules have:**

- Forward skip counting
- Backward skip counting
- Skip counting by twos
- Skip counting by fives
- Skip counting by tens

**When you are finished, raise your hand.  
Show your plan to your teacher.**

Names: **Completed example**

# Magic Masters

| Game Rules  |                               |
|---|-------------------------------|
| When you land on...   | You must skip count...        |
|  | Forward four times by twos    |
|  | Backward three times by fives |
|  | Forward two times by tens     |



**Skip Count to Win!**

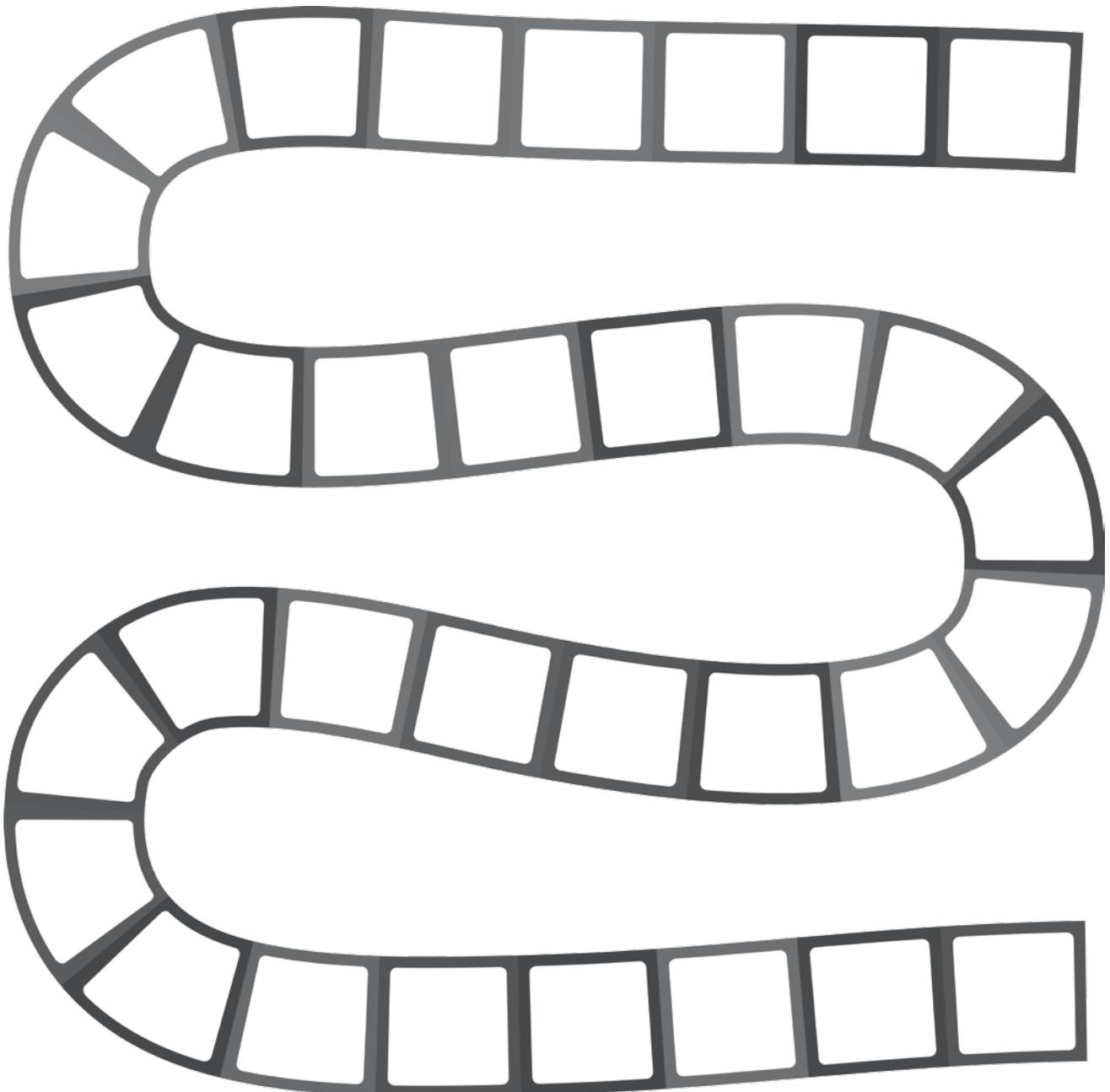
Names: \_\_\_\_\_

| Game Rules          |                        |
|---------------------|------------------------|
| When you land on... | You must skip count... |
|                     |                        |
|                     |                        |
|                     |                        |

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Names: \_\_\_\_\_ Date: \_\_\_\_\_

## Subtraction Story Planning Sheet

Let's make learning about subtraction fun! Write a story about a subtraction problem. Your story must have:

1. At least two characters
2. At least one subtraction clue
3. At least ten sentences
4. Four illustrations
5. One subtraction equation

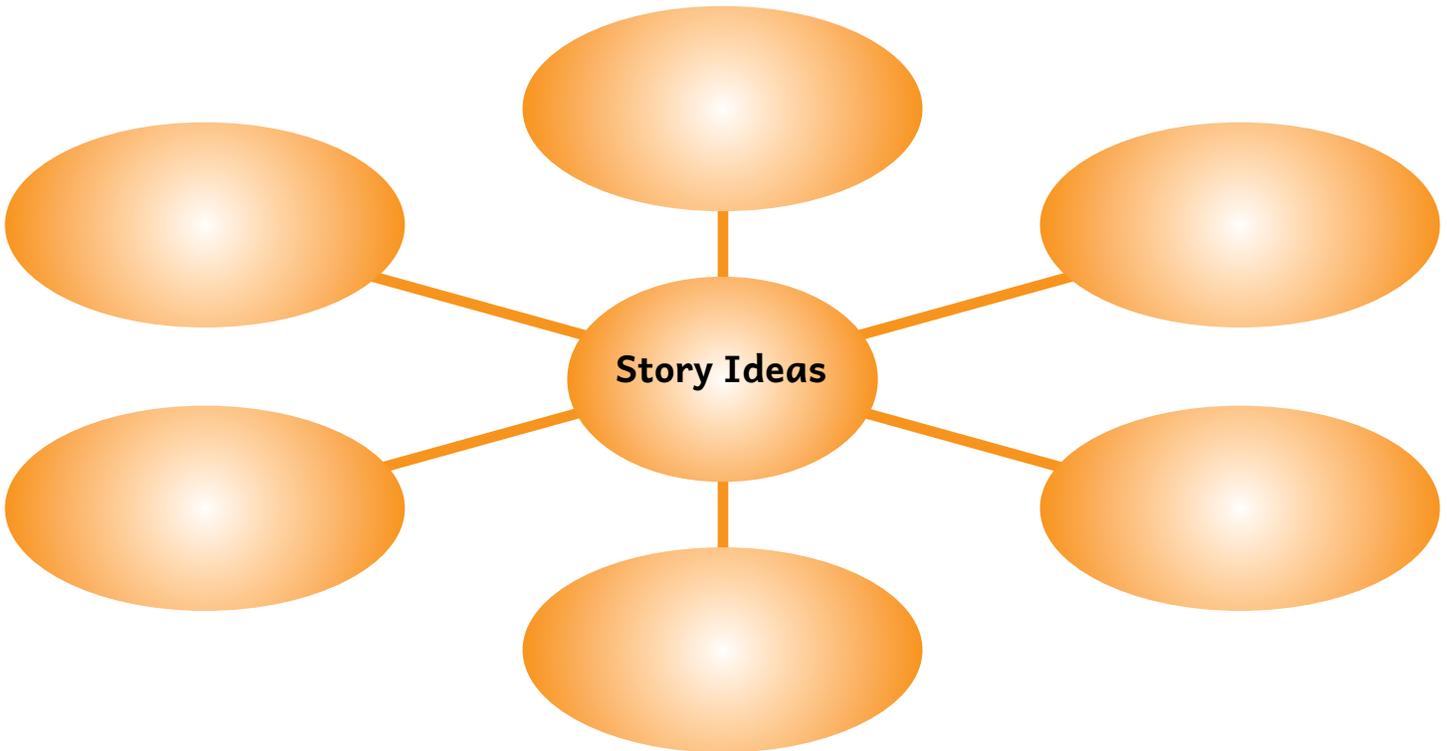
| Subtraction Clues |                         |  |
|-------------------|-------------------------|--|
| Take away         | How many left?          |  |
| Minus             | How many more?          |  |
| How many less?    | What is the difference? |  |

| Subtraction Equation Examples |              |             |
|-------------------------------|--------------|-------------|
| $5 - 3 = 2$                   | $10 - 1 = 9$ | $7 - 4 = 3$ |

### Planning Our Story

Brainstorm to come up with as many story ideas as you can.



Pick your best idea: \_\_\_\_\_

The name of our story is: \_\_\_\_\_

|                                 |  |   |
|---------------------------------|--|---|
| <b>Who are your characters?</b> | <b>What clue word or words will you use?</b> | <b>What is your subtraction equation?</b> |
|                                 |  |   |

|   |                                 |
|---|---------------------------------|
| <b>Write a rough draft. Use full sentences.</b> | <b>Sketch the illustration.</b> |
| <hr/> <hr/> <hr/> <hr/>                         |                                 |

Names: **Completed example**

## Jenny's Jelly Beans



Jenny is six years old. She loves to eat

jelly beans! Jenny eats red jelly beans.

She eats yellow, green, and blue jelly

beans. She even eats black jelly beans!

Gross!



Jenny's dad gives her some jelly beans

after dinner. Jenny counts them. "I

have ten jelly beans in all," she says.

Jenny's big brother likes jelly beans too.

His name is Jordan. Quickly, he eats

two of Jenny's jelly beans. Jenny does not

see him eat the jelly beans.



$$10 - 8 = 2$$

Jenny stares at her jelly beans.

"Hmm," she wonders. "My group of

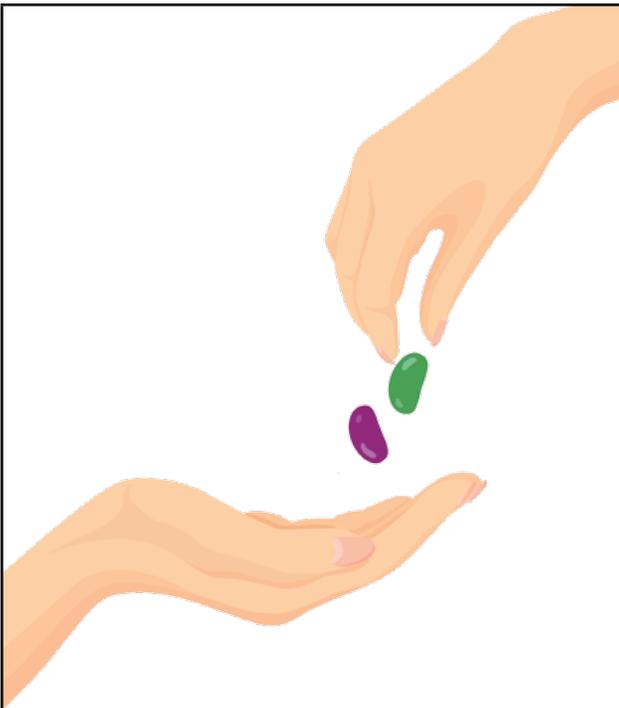
jelly beans looks smaller." Jenny started

with ten jelly beans. She counts the jelly

beans she has left. Eight! She uses

subtraction to find how many jelly beans

were taken away.



"Ten minus eight is two!" exclaims Jenny.

"I am missing two jelly beans," she says

sadly. Jordan sees that Jenny is sad.

"I'm sorry," he says. Jordan promises

that he will give Jenny two of his jelly

beans tomorrow. Jenny will keep her jelly

beans safe next time!

Names: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_

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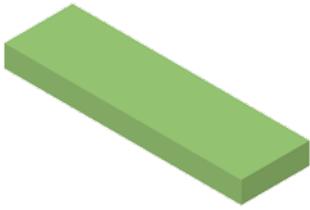
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Names: \_\_\_\_\_ Date: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Sculpture Model Worksheet

Create a sculpture that uses all five 3-D shapes!



rectangular prism



cylinder



cube



sphere



cone

Make a drawing or diagram that shows how your sculpture will look.

What materials will you need to create your sculpture?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

When you are finished this page, show it to your teacher.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Building with Ones and Tens Worksheet

My building has...

| Tens | Ones |
|------|------|
|      |      |

Compare the number of tens and ones in your building to the number of tens and ones in four other buildings.

### Building #1: Add together

|             |   | Tens | Ones |
|-------------|---|------|------|
| My Building |   |      |      |
| Building #1 | + |      |      |
|             | = |      |      |

### Building #2: Add together

|             |   | Tens | Ones |
|-------------|---|------|------|
| My Building |   |      |      |
| Building #2 | + |      |      |
|             | = |      |      |

### Building #3: Subtract

|             |   | Tens | Ones |
|-------------|---|------|------|
| My Building |   |      |      |
| Building #3 | - |      |      |
|             | = |      |      |

### Building #4: Subtract

|             |   | Tens | Ones |
|-------------|---|------|------|
| My Building |   |      |      |
| Building #4 | - |      |      |
|             | = |      |      |

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Observations Over Time Worksheet

At breakfast, lunch, dinner, and bedtime, record the time on the digital and analog clocks. Next, check a.m. or p.m.

Then, observe the sky. In the blank space, draw a picture of what it looks like.

|  |   |
|--|---|
| <p><b>Breakfast</b></p>  <p><input type="text"/> : <input type="text"/></p> <p>a.m. <input type="checkbox"/></p> <p>p.m. <input type="checkbox"/></p> | <p><b>Lunch</b></p>  <p><input type="text"/> : <input type="text"/></p> <p>a.m. <input type="checkbox"/></p> <p>p.m. <input type="checkbox"/></p>     |
| <p><b>Dinner</b></p>  <p><input type="text"/> : <input type="text"/></p> <p>a.m. <input type="checkbox"/></p> <p>p.m. <input type="checkbox"/></p>  | <p><b>Bedtime</b></p>  <p><input type="text"/> : <input type="text"/></p> <p>a.m. <input type="checkbox"/></p> <p>p.m. <input type="checkbox"/></p> |

Name: **Completed example**

## Observations Over Time Worksheet

At breakfast, lunch, dinner, and bedtime, record the time on the digital and analog clocks. Next, check a.m. or p.m.

Then, observe the sky. In the blank space, draw a picture of what it looks like.

|  |  |
|--|--|
| <p><b>Breakfast</b></p>   <p>a.m. <input checked="" type="checkbox"/></p> <p>p.m. <input type="checkbox"/></p>    | <p><b>Lunch</b></p>   <p>a.m. <input type="checkbox"/></p> <p>p.m. <input checked="" type="checkbox"/></p>         |
| <p><b>Dinner</b></p>   <p>a.m. <input type="checkbox"/></p> <p>p.m. <input checked="" type="checkbox"/></p>  | <p><b>Bedtime</b></p>   <p>a.m. <input type="checkbox"/></p> <p>p.m. <input checked="" type="checkbox"/></p>  |

Names: \_\_\_\_\_ Date: \_\_\_\_\_

# Waste Data Worksheet

Use the data collected about the type of waste in the classroom garbage.

Sort the waste into the new groups below. Then, make a tally chart and a bar graph to display the data.

This new data will help us create less waste and help the environment!

## Classroom Waste Tally Chart

|                         |  |
|-------------------------|--|
| <b>TRASH</b>            |  |
| <b>COMPOST</b>          |  |
| <b>ITEMS TO REUSE</b>   |  |
| <b>ITEMS TO RECYCLE</b> |  |

## Classroom Waste Bar Graph

|    |       |         |                |                  |
|----|-------|---------|----------------|------------------|
| 10 |       |         |                |                  |
| 9  |       |         |                |                  |
| 8  |       |         |                |                  |
| 7  |       |         |                |                  |
| 6  |       |         |                |                  |
| 5  |       |         |                |                  |
| 4  |       |         |                |                  |
| 3  |       |         |                |                  |
| 2  |       |         |                |                  |
| 1  |       |         |                |                  |
|    | Trash | Compost | Items to reuse | Items to recycle |

Number of items

Type of item