

# Counting and Number Patterns to 100



## Home-School Connection

Dear Family,

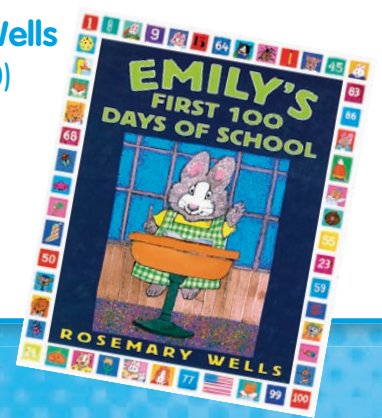
Today my class started Topic II, **Counting and Number Patterns to 100**. I will learn different ways to count to 100. Here are some of the new math words I will be learning and some things we can do to help me with my math.

Love, \_\_\_\_\_

### Book to Read

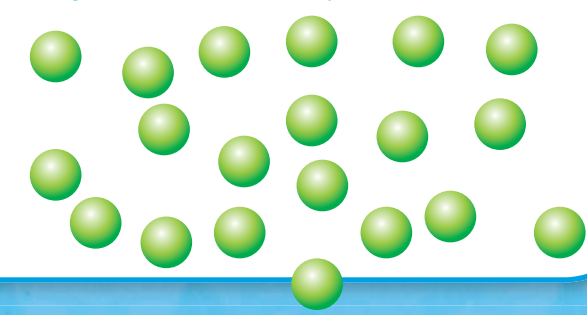
Reading math stories reinforces concepts. Look for this title in your local library:

**Emily's First 100 Days of School**  
by Rosemary Wells  
(Hyperion, 2000)



### Home Activity

Give your child 20 small objects, such as pennies or marbles. Count the objects with your child. Then guide him or her to make two groups of 10. Have your child count by 10s. Give him or her 30 or 40 objects. Have your child group the objects and count by 10s.



### Review What You Know

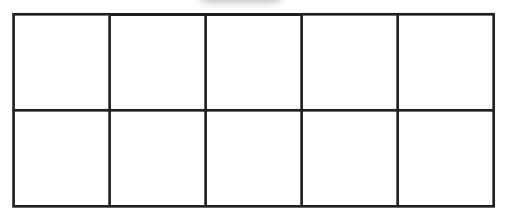
1. Count the bicycles. Write the number.



\_\_\_\_\_

2. Draw counters to show the number.

7



3. Write the missing numbers.

\_\_\_\_\_, 7, \_\_\_\_\_, 9, \_\_\_\_\_, 11

### My New Math Words

#### hundred chart

shows numbers from 1 to 100

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

#### digit

Numbers are made up of digits.

5 has 1 digit.

12 has 2 digits.

100 has 3 digits.

Digits are 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9.



#### skip count

You use patterns to count when you skip count.

Count by 5s to 100.

5, 10, 15, 20, 25, ...





# Counting Apples

**Number of players: 2**

## How to Play

1. Take turns. Place the number cards facedown in a pile.
2. Pick a card. Find the apple tree that has the same number of apples. Put the card on that tree.
3. Play until all the trees are covered.

## What You Need

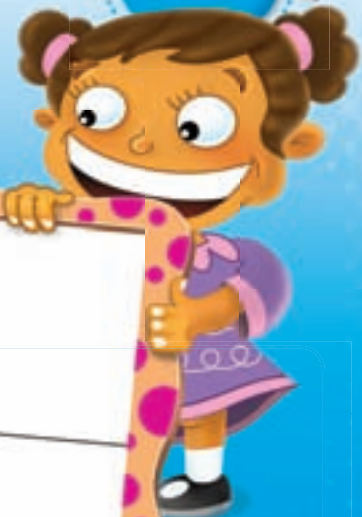
number cards 4–12





Name \_\_\_\_\_

# Making Numbers 11 to 20







1. \_\_\_\_\_ is \_\_\_\_\_ and \_\_\_\_\_.

2. \_\_\_\_\_ is \_\_\_\_\_ and \_\_\_\_\_.



**Home Connection** Your child showed numbers from 11 to 19 with counters on ten-frames and then wrote a statement to describe the number as 10 and some ones.

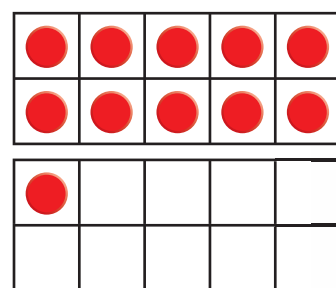
**Home Activity** Look for items in a group of 11 to 20 with your child. Count the items and ask your child to write the number. Then ask your child to express the number as 10 and some ones.

**NS 1.1** Count, read, and write whole numbers to 100. Also **NS 1.4.**

Numbers 11 through 20 have names.

- |             |              |             |
|-------------|--------------|-------------|
| 11 eleven   | 15 fifteen   | 19 nineteen |
| 12 twelve   | 16 sixteen   | 20 twenty   |
| 13 thirteen | 17 seventeen |             |
| 14 fourteen | 18 eighteen  |             |

You can make numbers 11 to 19 with one group of ten and some ones.

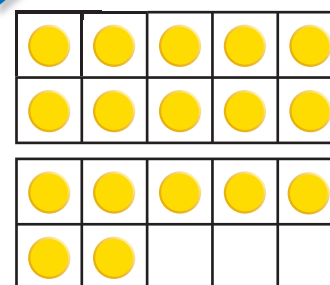


eleven

11 is 10 and 1.

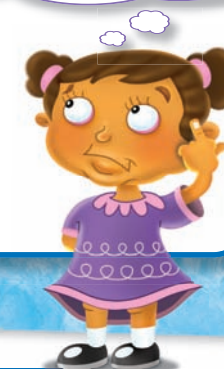


17 is 10 and 7.

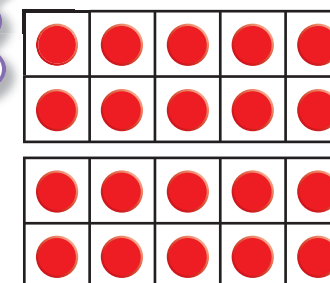


seventeen

Seventeen is one group of 10 and 7 left over.



20 is 10 and 10.



twenty

Twenty is two groups of 10.



### Guided Practice

Use counters to make each number.  
Then write each number as 10 and some ones.

1. twelve  is 10 and 2.

2. seventeen  is \_\_\_\_ and \_\_\_\_.

3. fourteen  is \_\_\_\_ and \_\_\_\_.

4. sixteen  is \_\_\_\_ and \_\_\_\_.

5. nineteen  is \_\_\_\_ and \_\_\_\_.

**Do you understand?** How could you use ten-frames to show 13 counters?

### Independent Practice

Use counters to make each number.  
Then write each number as 10 and some ones.

6. thirteen  is \_\_\_\_ and \_\_\_\_.

7. eleven  is \_\_\_\_ and \_\_\_\_.

8. eighteen  is \_\_\_\_ and \_\_\_\_.

9. fifteen  is \_\_\_\_ and \_\_\_\_.

10. twenty  is \_\_\_\_ and \_\_\_\_.

**Algebra** Write the missing number.

11. 15 is \_\_\_\_ and 5.

12. 19 is 10 and \_\_\_\_.



## Problem Solving

Solve the problems below.

- 13.** Jill has 14 buttons and 2 boxes. She put 10 buttons in one box. How many buttons does Jill put in the other box? Draw counters to solve. Write the numbers.

\_\_\_\_\_ buttons

\_\_\_\_\_ is \_\_\_\_\_ and \_\_\_\_\_.



- 14.** Mica's pencil case can hold 16 erasers. There are 10 erasers in it now. How many more can fit?

5  
☐

6  
☐

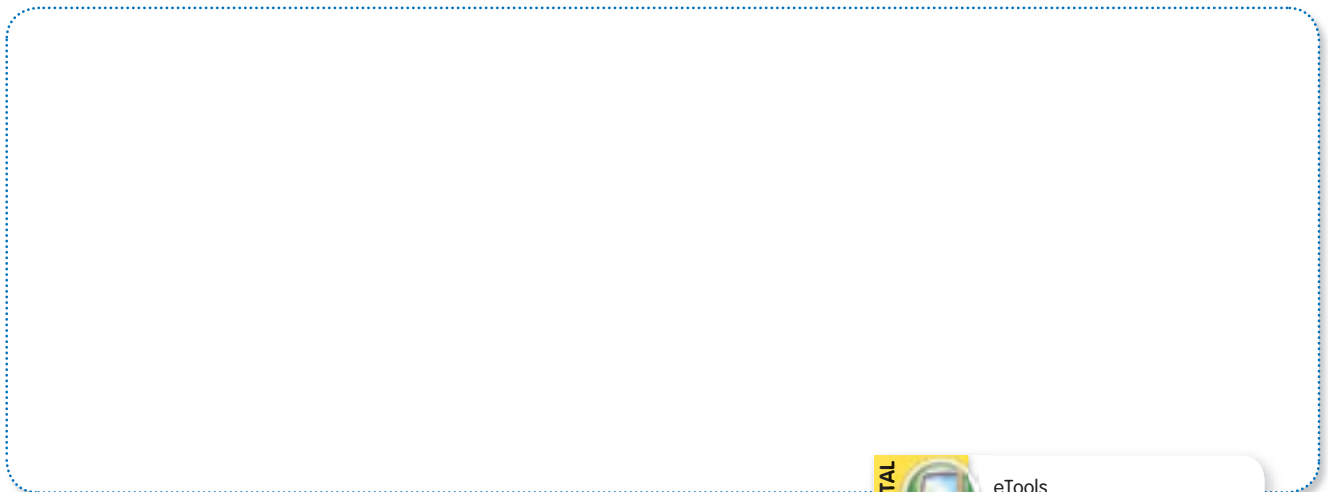
7  
☐

8  
☐



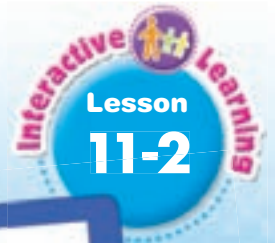
- 15. Journal** Choose a number from 11 through 20.

Draw a picture to show how to make the number with ten-frames. Write the number and the word.





Name \_\_\_\_\_



# Using Numbers 11 to 20



1. Number  1 more \_\_\_\_\_ 2 more \_\_\_\_\_

2. Number  1 fewer \_\_\_\_\_ 2 fewer \_\_\_\_\_

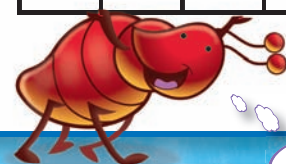
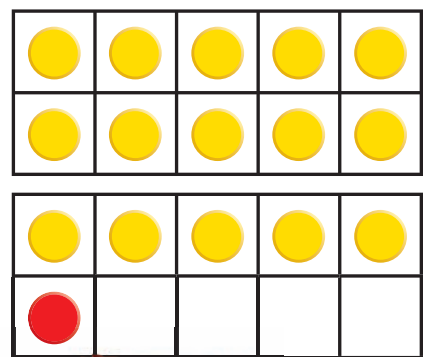


**Home Connection** Your child used counters to show the number that was one more, one fewer, two more, and two fewer than numbers in the 10 through 18 range.

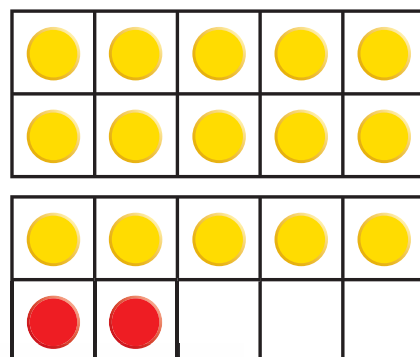
**Home Activity** Have your child use objects to show a number from 11 to 18. Have him or her find the number that is one more, one fewer, two more, and two fewer than the number of objects shown.

**NS 1.1** Count, read, and write whole numbers to 100. Also **NS 1.4.**

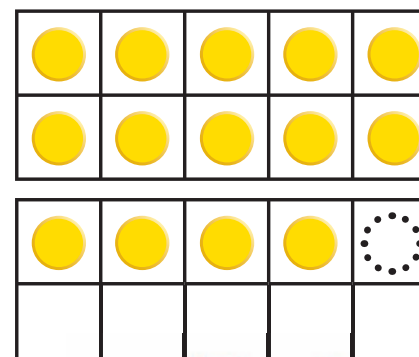




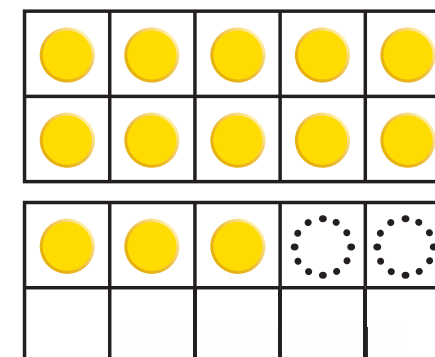
1 more than  
15 is 16.



2 more than  
15 is 17.



1 fewer  
than 15  
is 14.



2 fewer  
than 15  
is 13.

### Guided Practice

Use counters to make the numbers.  
Write the numbers.

1. thirteen

2 more \_\_\_\_

2 fewer \_\_\_\_

2. seventeen

2 more \_\_\_\_

2 fewer \_\_\_\_

3. twelve

2 more \_\_\_\_

2 fewer \_\_\_\_

4. fifteen

1 more \_\_\_\_

1 fewer \_\_\_\_

**Do you understand?** How can you find the number that is 2 more than 18?

### Independent Practice

Use counters to make the numbers.  
Write the numbers.

5. eleven

2 more \_\_\_\_

2 fewer \_\_\_\_

6. eighteen

1 more \_\_\_\_

1 fewer \_\_\_\_

7. fourteen

2 more \_\_\_\_

2 fewer \_\_\_\_

8. sixteen

1 more \_\_\_\_

1 fewer \_\_\_\_

**Algebra** Use counters. Write the missing number.

9.  $12 + \underline{\quad} = 13$

10.  $12 + \underline{\quad} = 14$

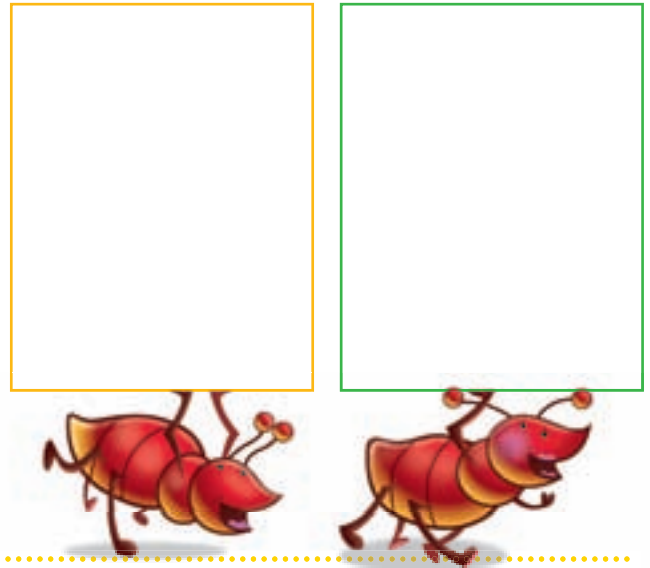


## Problem Solving

Solve the problems below.

11. Rosi has 14 grapes.  
Frank has 2 more grapes than Rosi. How many grapes does Frank have? Draw a picture to solve. Write the number.

\_\_\_\_\_ grapes



12. Ken has 15 strawberries.  
He loses 1 strawberry.  
How many strawberries does Ken have now?



13



14




15



16



13.  **Journal** Read the clues.  
Draw a picture to solve.  
Write how many apples each ant has.

Kim has 12 apples. Lee has 2 fewer apples than Kim.  
Abby has 1 more apple than Lee.

Kim

Lee

Abby



Name \_\_\_\_\_



# Counting by 10s to 100



1.  is \_\_\_\_ tens.

2.  is \_\_\_\_ tens.

3.  is \_\_\_\_ tens.

4.  is \_\_\_\_ tens.



**Home Connection** Your child used ten-frames to count by 1s and then by 10s.

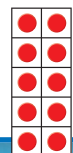
**Home Activity** Help your child count the fingers or toes of family members by 1s and by 10s.

**NS 2.4** Count by 2s, 5s, and 10s to 100. Also **NS 1.1** .

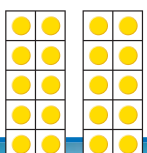


Let's count by 10s.

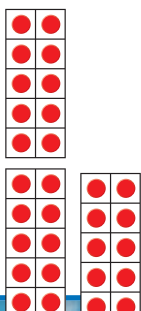
1 ten  
10  
ten



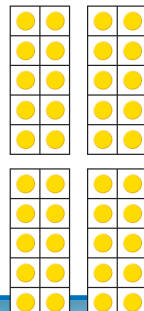
2 tens  
20  
twenty



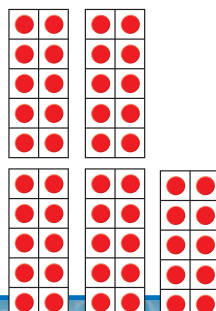
3 tens  
30  
thirty



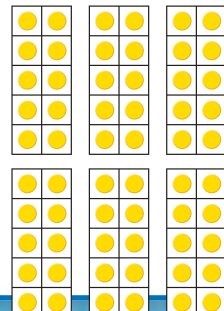
4 tens  
40  
forty



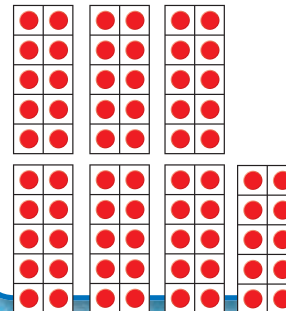
5 tens  
50  
fifty



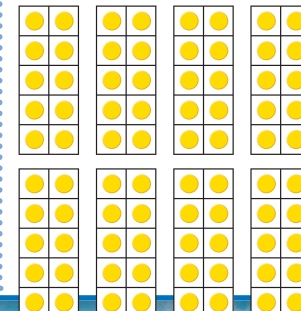
6 tens  
60  
sixty



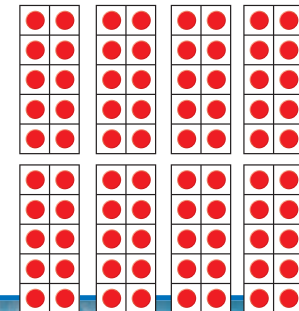
7 tens  
70  
seventy



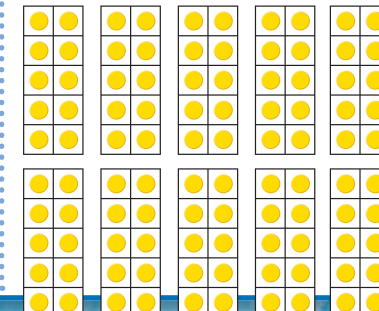
8 tens  
80  
eighty



9 tens  
90  
ninety



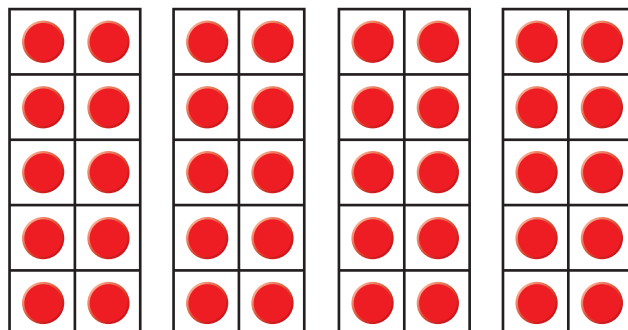
10 tens  
100  
one hundred



Guided Practice

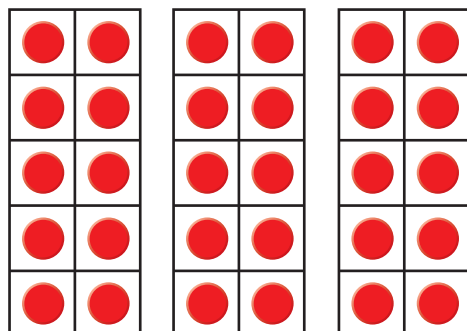
Count by 10s.  
Then write the numbers.

1.



4 tens  
40  
forty

2.



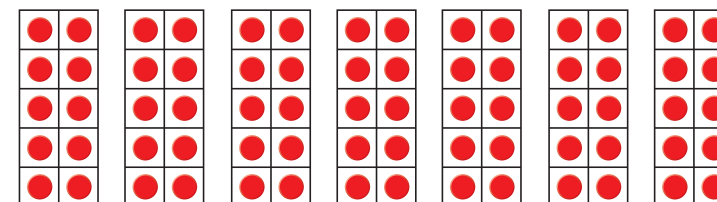
\_\_\_\_ tens  
\_\_\_\_  
\_\_\_\_\_

**Do you understand?** When might it be better to count by 10s instead of by 1s?

Independent Practice

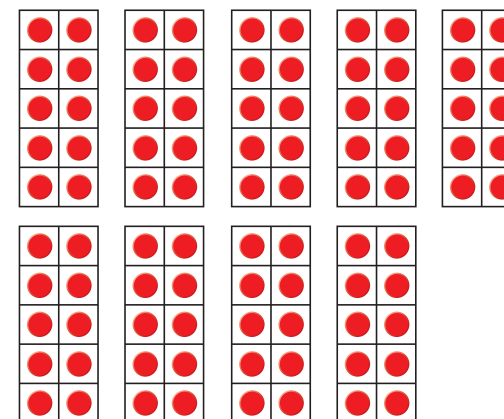
Count by 10s.  
Then write the numbers.

3.



\_\_\_\_ tens  
\_\_\_\_  
\_\_\_\_\_

4.



\_\_\_\_ tens  
\_\_\_\_  
\_\_\_\_\_

**Number Sense** Look at the pattern. Write the missing numbers.

5. 0 10 20 30 40 \_\_\_\_ 60 \_\_\_\_ \_\_\_\_ 90 100

## Problem Solving

Solve the problems below.

6. José has 3 boxes.  
10 books are in each box.  
How many books does José have? Draw ten-frames to solve. Write the numbers.

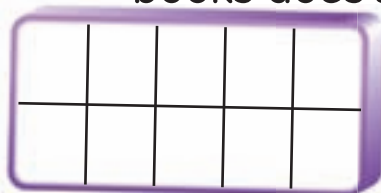
\_\_\_\_\_ tens

\_\_\_\_\_

\_\_\_\_\_



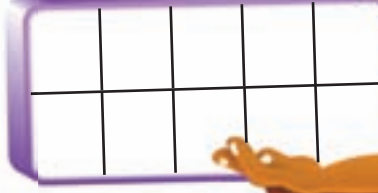
7. Juan has 4 boxes.  
There are 10 books in each box. How many books does Juan have?



4



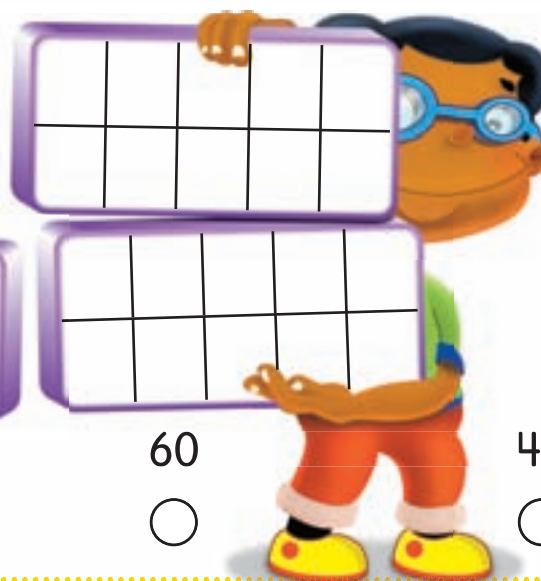
10



60



40



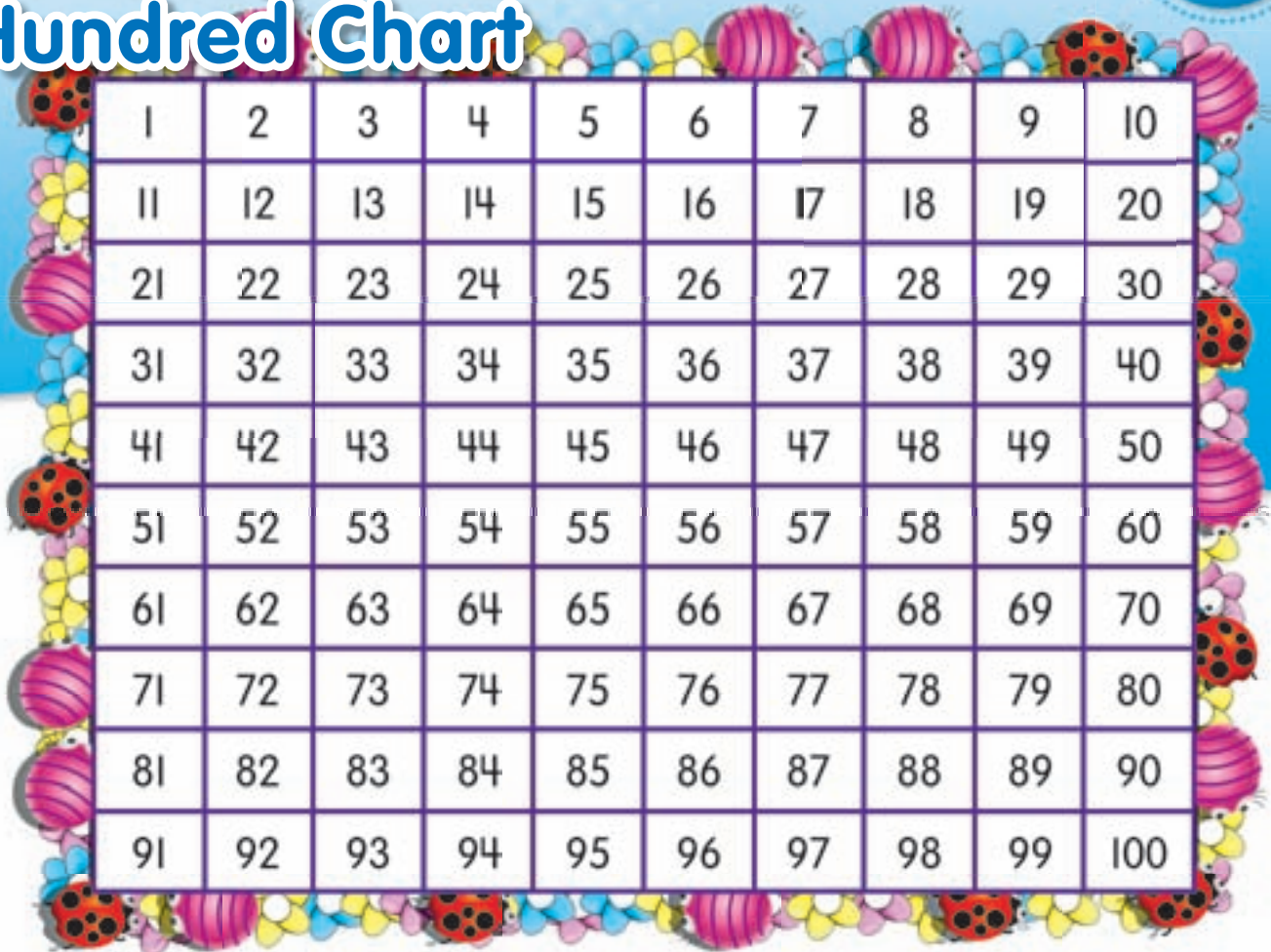
8.  **Journal** Draw groups of ten to show sixty.  
Then write the number.



Name \_\_\_\_\_



# Counting Forward on a Hundred 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

1.  \_\_\_\_\_

2.  \_\_\_\_\_

3.  \_\_\_\_\_



**Home Connection** Your child used a hundred chart to count forward.

**Home Activity** Play Twenty Questions with your child. Take turns choosing a number from the hundred chart. Ask yes/no questions and try to guess the number. An example might be, "Is the number from a row with many 6s?"

**NS 1.1** Count, read, and write whole numbers to 100. Also **SDAP 2.1** .

You can find patterns when you count forward on a **hundred 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



The first **digit** in this **row** is 1.

1	2	3	4
11	12	13	14
21	22	23	24
31	32	33	34



The end digit in this **column** is 4.

1	2	3	4
11	12	13	14
21	22	23	24
31	32	33	34



The last number in each row ends in 0.

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

Look at 29 and 30.  
The first digit changes from 2 to 3.  
The end digit changes from 9 to 0.

### Guided Practice

Count by 1s.  
Write the numbers.

1. 14, 15, 16, 17, 18

2. 21, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

3. 33, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

4. 42, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**Do you understand?** How do the numbers in a hundred chart change?

### Independent Practice

Count by 1s.  
Write the numbers.

5. \_\_\_\_\_, 65, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

6. \_\_\_\_\_, \_\_\_\_\_, 83, \_\_\_\_\_, \_\_\_\_\_

7. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 79

8. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 91

**Algebra** Look at each part of the hundred chart.  
Write the missing numbers.

9.

34		36	
	45		47

10.

	48		
57			60

### Word Bank

hundred chart    row  
digit                      column



## Problem Solving

Solve the problems below.

11. Billy is counting forward.  
He has counted to 50.  
What are the next 5 numbers  
he counts? Use the hundred  
chart. Write the numbers.

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

FOLD

50, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

12. Gina is counting pennies.  
She counts to 79.

What number will Gina say next?

70

☐

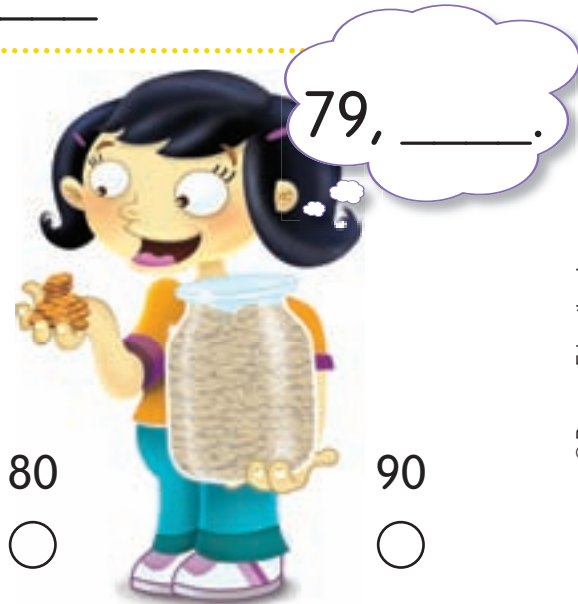
78

☐

80

☐

90

☐


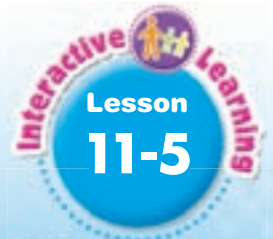
© Pearson Education, Inc.

13. **Journal** Pick a number from a hundred chart.  
Count forward. Write the numbers.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

FOLD

Name \_\_\_\_\_



# Counting Back on a Hundred 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

1.  \_\_\_\_\_

2.  \_\_\_\_\_

3.  \_\_\_\_\_



**Home Connection** Your child used a hundred chart to count backward.

**Home Activity** Take turns choosing a number from the hundred chart. On the chart, count back from that number with your child.

**NS 1.1** Count, read, and write whole numbers to 100. Also **SDAP 2.1** .



Use a hundred chart to count back. Count back from 19.

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

The second digit changes each time.

19, 18, 17, 16

Count back from 23.

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

The second digit changes here too.

23, 22, 21, 20

Count back from 30.

30, 29, 28, 27

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

Both digits change when you count back from a number that ends in 0.

### Guided Practice

Count back by 1s.  
Write the numbers.

1. 19, 18, 17, 16, 15, 14

2. 27, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

3. 39, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

4. 42, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**Do you understand?** How do the numbers change when you count back by 1s from 40?

### Independent Practice

Count back by 1s.  
Write the numbers.

5. 66, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

6. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 82

7. 75, \_\_\_\_\_, 73, \_\_\_\_\_, \_\_\_\_\_

8. 90, \_\_\_\_\_, \_\_\_\_\_, 87, \_\_\_\_\_, 85

**Algebra** Look at this part of a hundred chart.  
Write the missing numbers.

		69	
	78		80

## Problem Solving

Solve the problems below.

10. Bob spilled water on his hundred chart. Some numbers came off. Use a hundred chart to help Bob fill in the missing numbers.

	47			50
			59	60



11. Meg looks at a hundred chart. She starts to count back at 37.

What number does she say next?

35

☐

36

☐

37

☐

38

☐


12.  **Journal** Pick a number. Count back. Write the numbers.

_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____



Name \_\_\_\_\_



# Counting Patterns on a Hundred 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



**Home Connection** Your child used a hundred chart to count by 2s, 5s, and 10s.

**Home Activity** Have your child use a calendar or the hundred chart above to practice counting by 2s, 5s, and 10s.

**NS 2.4** Count by 2s, 5s, and 10s to 100. Also **NS 1.1** , **SDAP 2.1** .

You can **skip count** on a hundred chart to find a pattern.

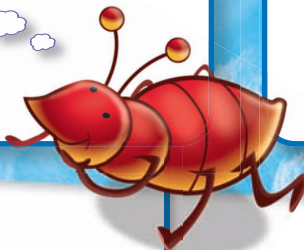
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Skip count by 10s.

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

10, 20, 30, 40



Skip count by 5s.

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

5, 10, 15, 20



Skip count by 2s.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

2, 4, 6, 8, 10, 12



**Guided Practice**

1. Skip count by 5s.  
Color the numbers you say.

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

**Do you understand?** Compare counting by 5s and by 10s.  
How are the patterns alike? How are the patterns different?

**Independent Practice**

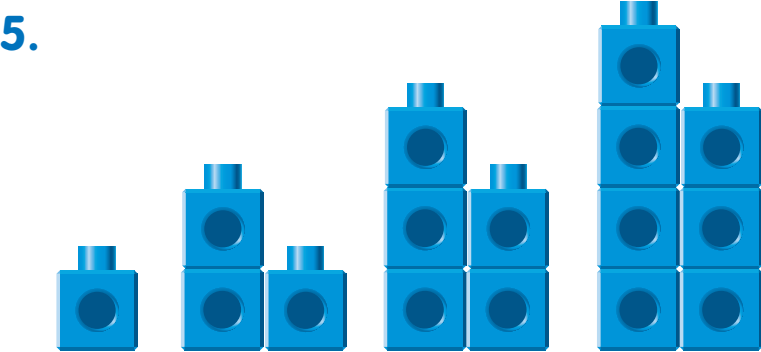
Use a hundred chart.  
Continue the pattern. Write the numbers.

2. Skip count by 10s.  
0, 10, 20, 30, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

3. Skip count by 5s.  
0, 5, 10, 15, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

4. Skip count by 2s.  
0, 2, 4, 6, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**Algebra** Continue the pattern. Draw what comes next.



**Word Bank**  
skip count



## Problem Solving

Solve the problems below.

6. Anita walks her dog every 2 days.  
How many times does she walk her dog  
after 20 days? Use the chart to  
skip count. Write the number.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

\_\_\_\_\_ times

7. Tim plays soccer on Day 15.  
He plays soccer every 5 days.  
What is the next day Tim plays?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Day 20



Day 15



Day 10



Day 25



8. **Journal** Ann skip counts to 30 starting at 0.  
She only uses 3 numbers. Did Ann skip count  
by 2s, 5s, or 10s? Explain. Use pictures, numbers, or words.

Name \_\_\_\_\_



# Using Skip Counting

A large, empty white rectangular box with a thin black border, intended for a child to draw or write something related to the lesson.

1.

2

Two horizontal dashed lines within a blue rectangular box, intended for a child to write the sequence of numbers when skip counting by 2s.

2.

5

A single horizontal dashed line within a blue rectangular box, intended for a child to write the sequence of numbers when skip counting by 5s.

3.

10

A single horizontal dashed line within a blue rectangular box, intended for a child to write the sequence of numbers when skip counting by 10s.

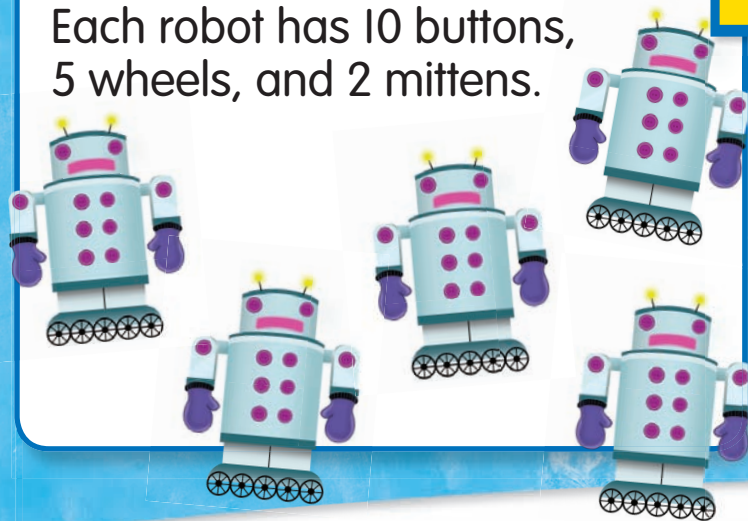
**Home Connection** Your child grouped and counted cubes by 2s, 5s, and 10s.

**Home Activity** Give your child 30 small objects, such as leaves, coins, or paper clips, to group and count by 2s, 5s, and 10s.

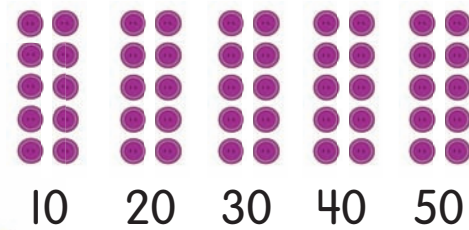
**NS 2.4** Count by 2s, 5s, and 10s to 100.



Lucy wants to make 5 robots.  
Each robot has 10 buttons,  
5 wheels, and 2 mittens.

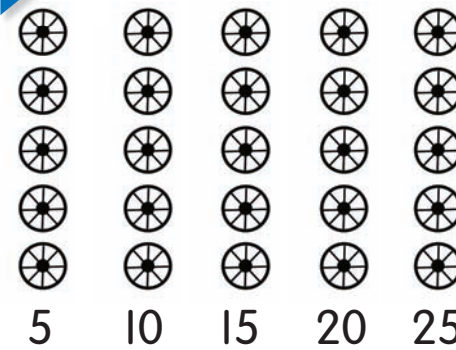


She can count by 10s.



50 buttons  
for  
5 robots.

She can count by 5s.



25 wheels  
for  
5 robots.

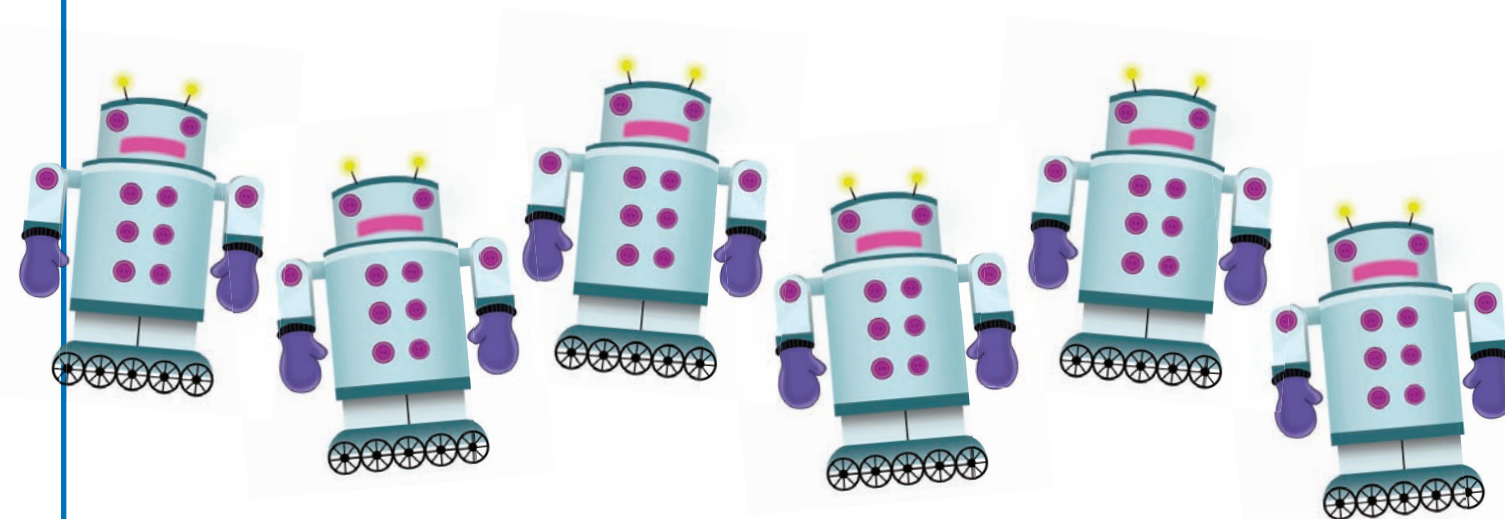
She can count by 2s.



10 mittens  
for  
5 robots.

### Guided Practice

Use the picture to skip count.  
Write the numbers.



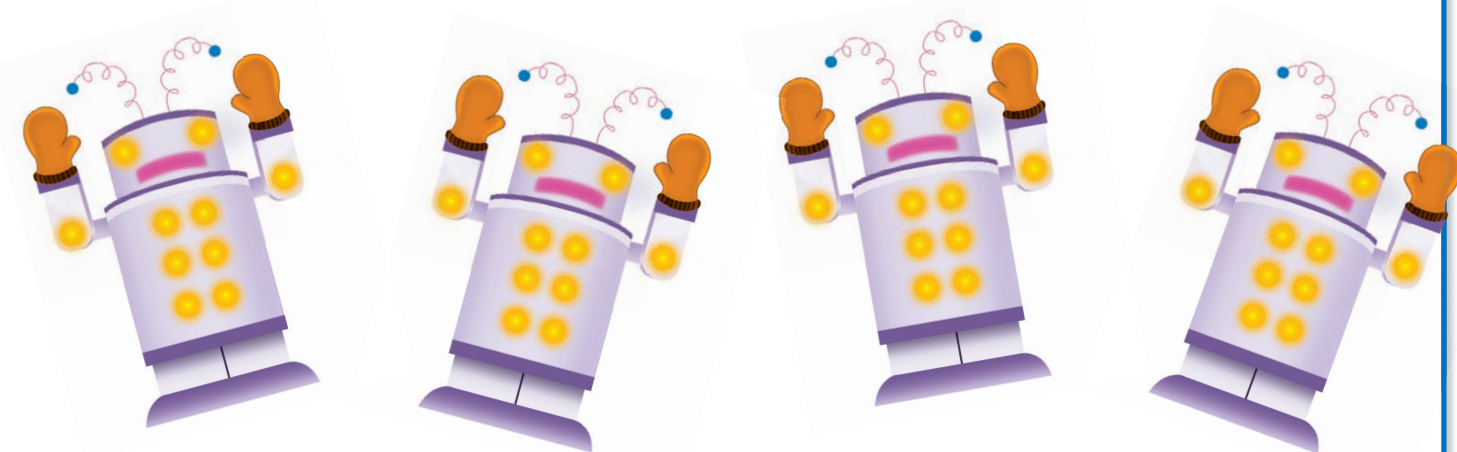
1. Buttons 10 20 \_\_\_\_\_

2. Wheels \_\_\_\_\_

**Do you understand?** How do you know that everything has been counted when you skip count?

### Independent Practice

Use the picture to skip count.  
Write the numbers.



3. Lights \_\_\_\_\_ 40

4. Mittens 2 \_\_\_\_\_ 8

**Algebra**  
Look at the pattern. Write the missing numbers.

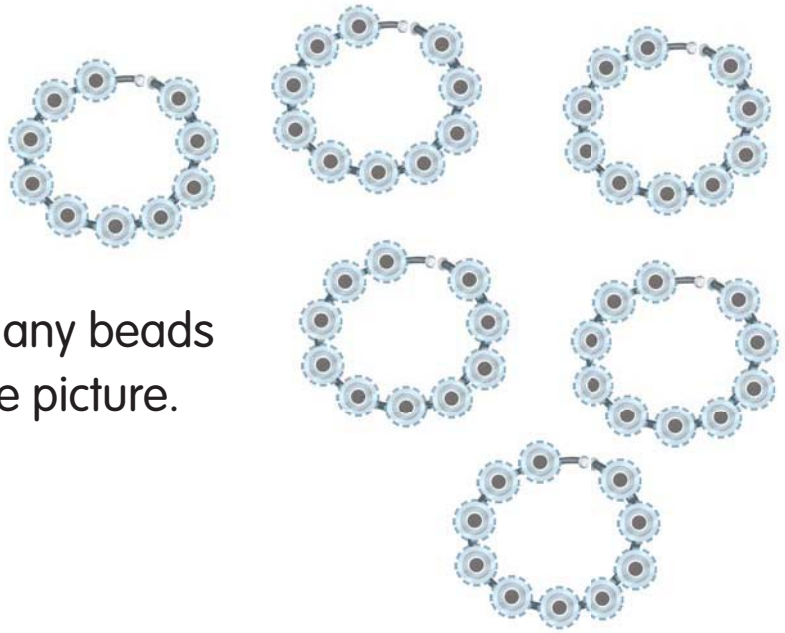
5. 30 \_\_\_\_\_ 40 45 50 \_\_\_\_\_ 60 \_\_\_\_\_

## Problem Solving

Solve the problems below.

6. There are 6 necklaces.  
Jane put 10 beads on  
each necklace. How many beads  
are there in all? Use the picture.  
Skip count to solve.

\_\_\_\_\_ beads



7. Count by 2s.  
How many mittens are there?

2  
○

7  
○



14  
○



70  
○



8.  **Journal** Draw a picture.

Sara has 3 boxes.

Each box has 5 toys.

Skip count to find how many toys Sara has.

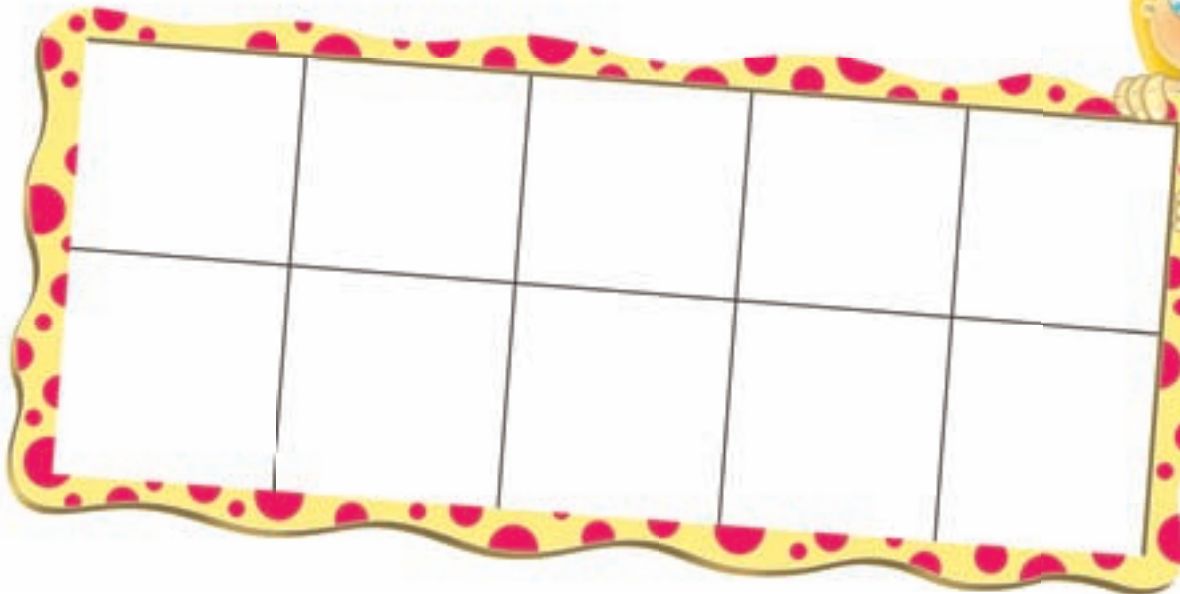
\_\_\_\_\_ toys



Name \_\_\_\_\_



# Odd and Even Numbers



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20



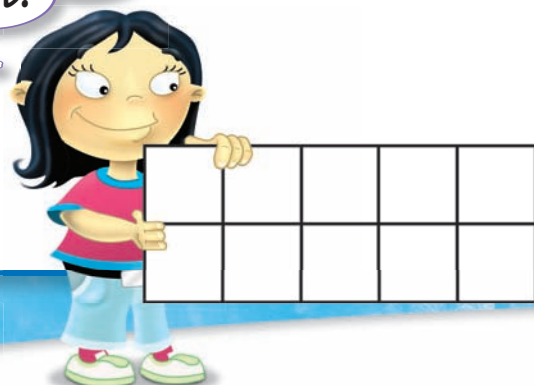
**Home Connection** Your child made even and odd numbers with counters. In the number chart, your child colored the even numbers.

**Home Activity** Ask your child to identify all the even numbers on a calendar. Then ask your child to identify the odd numbers.

**NS 1.0** Students understand and use numbers up to 100.

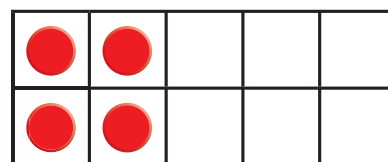
Numbers can be **even** or **odd**.

Use a ten-frame to find out.



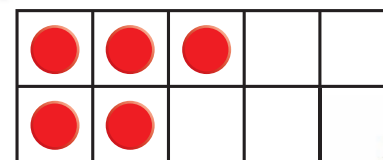
A number is even when all the counters are in **pairs**.

All of the counters are in pairs.



4 is even.

A number is odd when one counter is not in a pair.



5 is odd.

One counter is not in a pair.



Even numbers end with **2, 4, 6, 8, or 0**.  
Odd numbers end with **1, 3, 5, 7, or 9**.

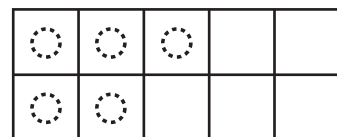
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

### Guided Practice

Draw counters to show each number.  
Then circle odd or even.

1.

5

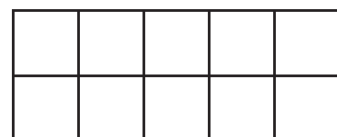


odd

even

2.

8

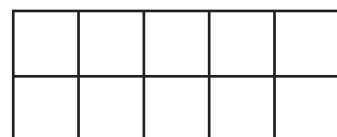


odd

even

3.

7



odd

even

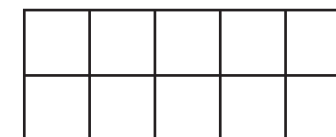
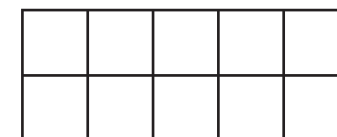
**Do you understand?** You put counters together in pairs. There are no counters left over. Is the number of counters even or odd? How do you know?

### Independent Practice

Draw counters to show each number.  
Then circle odd or even.

4.

11

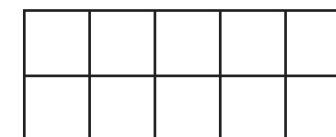
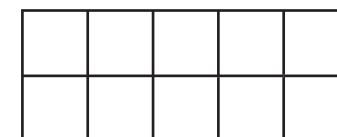


odd

even

5.

14



odd

even

**Number Sense** Write even or odd.

41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60

6. 67 \_\_\_\_\_

7. 51 \_\_\_\_\_

8. 48 \_\_\_\_\_

9. 54 \_\_\_\_\_

### Word Bank

even  
odd  
pair



## Problem Solving

Solve the problems below.

10. Pat is having a party. He decorates with 9 stars. Draw counters to show the decorations. Then circle odd or even.


odd

even

11. Pat also decorates with 12 moons. Draw counters to show the decorations. Then circle odd or even.



odd

even

12. Pat has an even number of suns. Which number of suns could Pat have?

7

☐

10


☐

13

☐

15

☐

13.  **Journal** Choose a number. Draw counters to show that number. Write whether it is even or odd.

Name \_\_\_\_\_

Problem Solving

# Look for a Pattern



I can use number patterns to solve problems.

1.

Number of People						
Number of Shoes						

2.

Number of Gloves						
Number of Fingers						



**Home Connection** Your child used number patterns to solve problems.

**Home Activity** Ask your child, "How many ears would 8 dogs have?". If your child needs help, encourage him or her to make a table.

**SDAP 2.1** Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape). Also **MR 1.1, SDAP 2.0.**



Read and Understand

Each child has 2 markers.  
There are 4 children.  
How many markers  
are there in all?



Plan

Make a table to find  
a pattern.

Number of Children	1			
Number of Markers	2			



Solve

The pattern shows  
2 markers for each child.

Number of Children	1	2	3	4
Number of Markers	2	4	6	8

There are 8 markers in all.



Look Back and Check

You can skip count by  
the pattern number to  
check your answer.



I can count by  
2s to check.  
2, 4, 6, 8.

Guided Practice

Find the pattern or use your own way to solve. Write the numbers.

1. Each leaf has 2 ladybugs. There are 5 leaves. How many ladybugs are there in all?

Number of Leaves	1				
Number of Ladybugs	2				

\_\_\_\_\_ bugs

2. Each box has 5 pencils. There are 4 boxes. How many pencils are there in all?

Number of Boxes				
Number of Pencils				

\_\_\_\_\_ pencils

**Do you understand?** How can you use skip counting to find the number of socks that 8 children wear?

Independent Practice

Solve. Write the numbers.

3. Each shelf has 10 books. There are 4 shelves. How many books are there in all?

Number of Shelves				
Number of Books				

\_\_\_\_\_ books

4. Each flowerpot has 2 flowers. There are 7 flowerpots. How many flowers are there in all?

Number of Flowerpots							
Number of Flowers							

\_\_\_\_\_ flowers

## Problem Solving

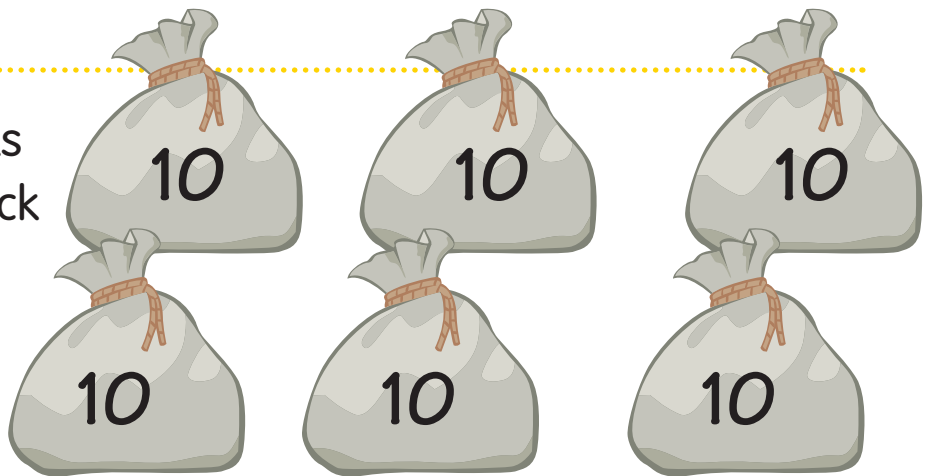
Solve the problems below.

5. Sonjay has 4 hens. Each hen lays the same number of eggs. There are 20 eggs in all. How many eggs does each hen lay?  
Find a pattern to solve.

Number of Hens				
Number of Eggs				

\_\_\_\_\_ eggs

6. The store has 6 sacks of potatoes. Each sack holds 10 potatoes. How many potatoes are there in all?




4  
☐

16  
☐

30  
☐

60  
☐

7.  **Journal** Write a story about this table.

---



---



---



---

Number of Buses	1	2	3	4
Number of Riders	10	20	30	40

1

6                      10                      16                      61

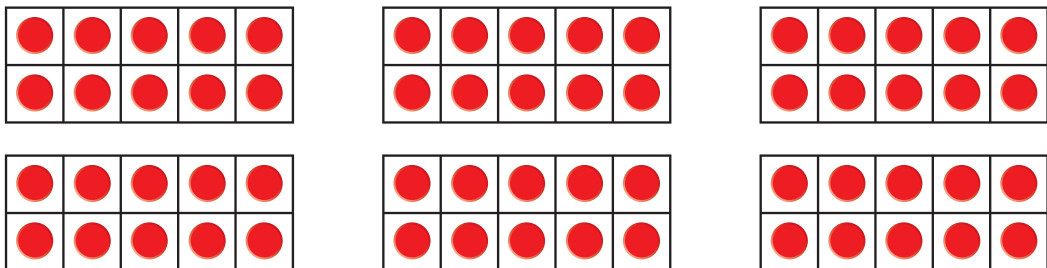
☐                      ☐                      ☐                      ☐

2

13                      15                      16                      17

☐                      ☐                      ☐                      ☐

3



8                      10                      60                      100

☐                      ☐                      ☐                      ☐

4 89, ?

80                      88                      90                      100

☐                      ☐                      ☐                      ☐

**Oral Directions** Say: Mark the correct answer. **1.** Which number is 10 and 6 ones? **2.** Zeke has 15 crayons. Monica has 2 more crayons than Zeke. How many crayons does Monica have? **3.** Count by 10s to find the number. **4.** Daria is counting forward. She stops at 89. Which number should Daria say next? Use a hundred chart if you like.

Name \_\_\_\_\_

5

55	54	53	52	51	?
----	----	----	----	----	---

49                      50                      56                      60

☐                      ☐                      ☐                      ☐

6

2	4	6	8	10	?
---	---	---	---	----	---

11                      12                      15                      20

☐                      ☐                      ☐                      ☐

7



5                      7                      35                      70

☐                      ☐                      ☐                      ☐

8

5                      6                      8                      10

☐                      ☐                      ☐                      ☐

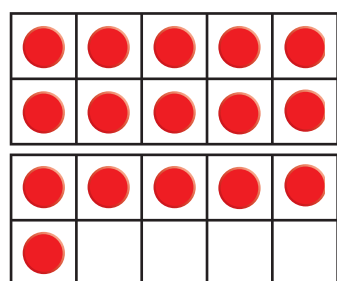
**Oral Directions** Say: Mark the correct answer. **5.** Count back by 1s. Which is the missing number? Use a hundred chart if you like. **6.** Skip count by 2s. Which number comes next? Use a hundred chart if you like. **7.** Find a pattern. Skip count. How many arms are there in all? **8.** Casey has an odd number of bottles. How many bottles could Casey have?



## Set A

You can make numbers 11 to 19 with one group of ten and some ones.

sixteen



16 is 10 and 6

Write each as 10 and some ones.

1 twelve

\_\_\_\_\_ is \_\_\_\_\_ and \_\_\_\_\_.

2 nineteen

\_\_\_\_\_ is \_\_\_\_\_ and \_\_\_\_\_.

## Set B

You can use a hundred chart to count back.

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

Both digits change when you count back from a number that ends in 0.

20, 19, 18, 17, 16

Use a hundred chart to count back by 1s. Write the numbers.

3

32, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

4

27, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

## Set C

How many shoes are there?

You can skip count by 2s to find out.



There are 10 shoes.

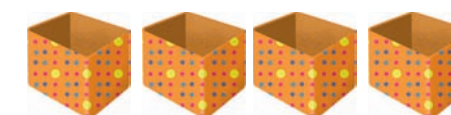
Skip count by 2s.

5 How many mittens are there?



\_\_\_\_\_ mittens

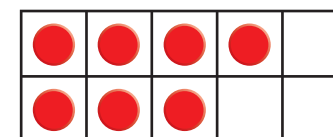
6 Travis has 4 boxes. Each box has 2 toys. How many toys does Travis have in all?



\_\_\_\_\_ toys

## Set D

You can use counters and a ten-frame to show even and odd numbers.



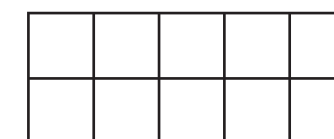
7 is odd.

A number is odd when one counter is not in a pair.

A number is even when all the counters are in pairs.

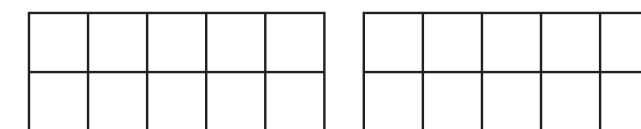
Draw counters to show each number. Then circle odd or even.

7 eight



odd even

8 seventeen



odd even