

On Safari!

Line Master 1 (Assessment Master)

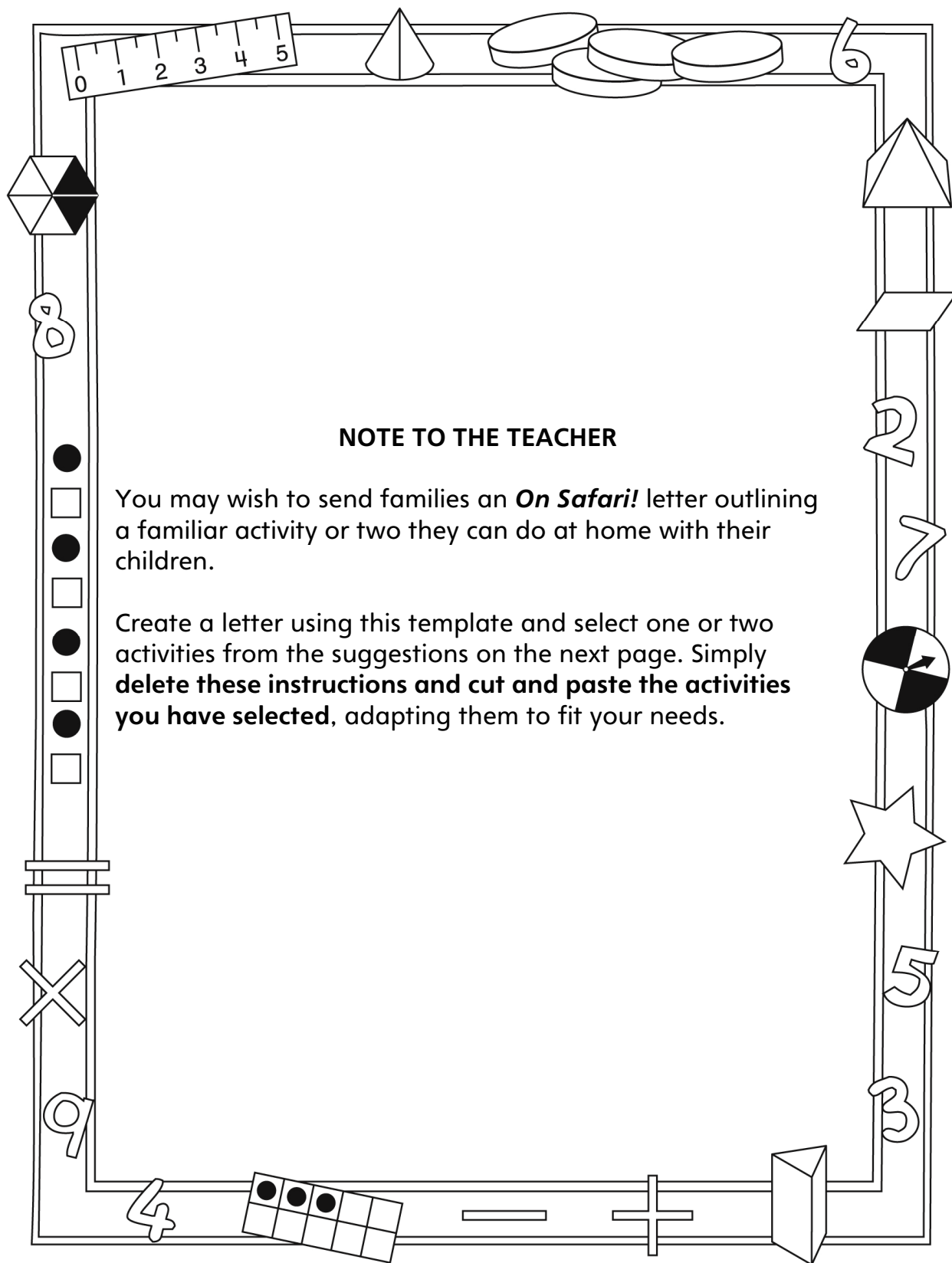
Name: _____

Count sets to 20	Not observed	Sometimes	Consistently
Says one number for each object counted (one-to-one correspondence)			
Says counting by 2 numbers in correct sequence (stable order)			
Knows that the last counting word tells how many are in the set (cardinality)			
Counts and creates sets (to 20) by 1s and 2s			
Knows that counting a set different ways does not change the number (conservation of number)			
Add 1 or 2			
Adds 1 to a set and states how many			
Adds 2 to a set and states how many			

Strengths:

Next Steps:

Connecting Home and School Line Master 2-1



Connecting Home and School Line Master 2–2

Dear Family:

We have been working on *On Safari!* which focuses on Counting and Adding by 1s and 2s. Try this activity at home with your child.

Reading the Story: As you read the story, enjoy counting the animals and the eyes. Encourage your child to chant the counting-by-2 sequence. You might encourage your child to clap some of the numbers and say others aloud (e.g., clap, clap, 6, 8, 10).

Retelling the Story: Encourage a retelling of the story using small objects and the Math Mat (on the inside back cover). Say, for example: **If there is 1 animal, how many eyes would we see?** (Your child places 2 objects on the mat.) Say: **Another animal arrives! How many eyes?** (Your child places 2 more “eyes” on the mat.) Ask: **How many eyes? Let’s check.** Continue telling stories of animals arriving, asking your child to tell how many eyes there are after each addition. You can also have animals leave the mat one by one to give your child the opportunity to count back by 2.

Count by 2s: Invite your child to count by 2s. They might count items that come in pairs (socks, shoes, mittens, eyes in your family). For example, laundry time is a good opportunity for your child to pair socks and count how many by 2s. You might also take the opportunity to count during everyday activities. For example, as you walk, count steps saying every other step aloud (step, 2, step, 4, step, 6, and so on).

Listen and Count: Use a plastic or metal container and some small items (coins, buttons, nuts and bolts). Ask your child to listen and count silently as you drop 2 items at a time into the container. After dropping about 10 items, ask: **How many do you think are in the can?** Spill the contents and have your child pair the items and count by 2s to check. Repeat, dropping a different number of items.

Sincerely,

Counting-by-2s Mat

Line Master 3

2

4

6

8

10

12

14

16

18

20

Math Mat



Hundred Chart

Line Master 6

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

Double Ten-Frame

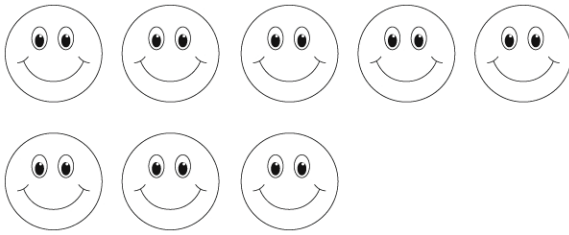
Line Master 7

Mini Story Template: Animals 2 by 2 Line Master 8

<p>2 4 6 8 10 12 14 16 18 20</p> <p>How Many _____?</p> <p>By:</p> <p>2 4 6 8 10 12 14 16 18 20</p>	

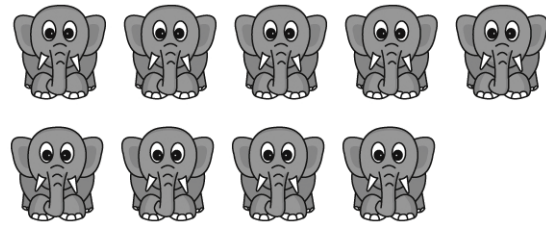
How Many? Problems

Line Master 9-1



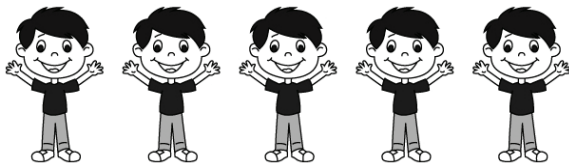
There are 8 people.

How many eyes? _____



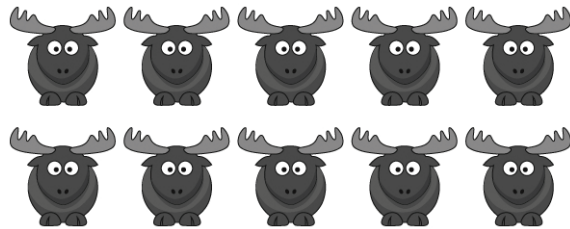
There are 9 elephants.

How many tusks? _____



There are 5 children.

How many arms? _____

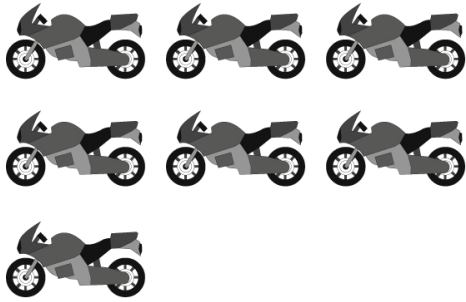


There are 10 moose.

How many antlers? _____

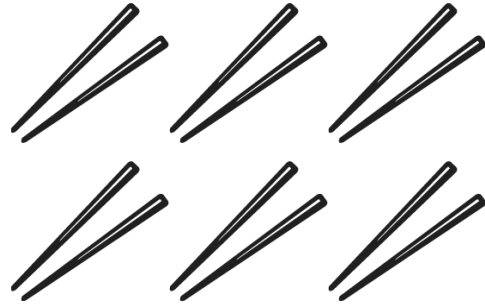
How Many? Problems

Line Master 9-2



There are 7 motorcycles.

How many wheels? _____



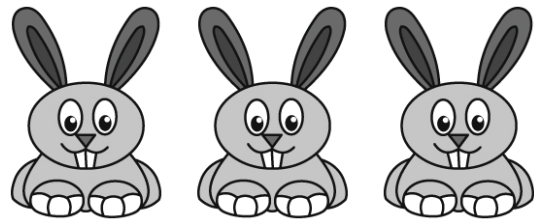
There are 6 pairs of chopsticks.

How many chopsticks? _____



There are 4 pairs of boots.

How many boots? _____



There are 3 rabbits.

How many ears? _____

Paddling the River

Line Master 1 (Assessment Master)

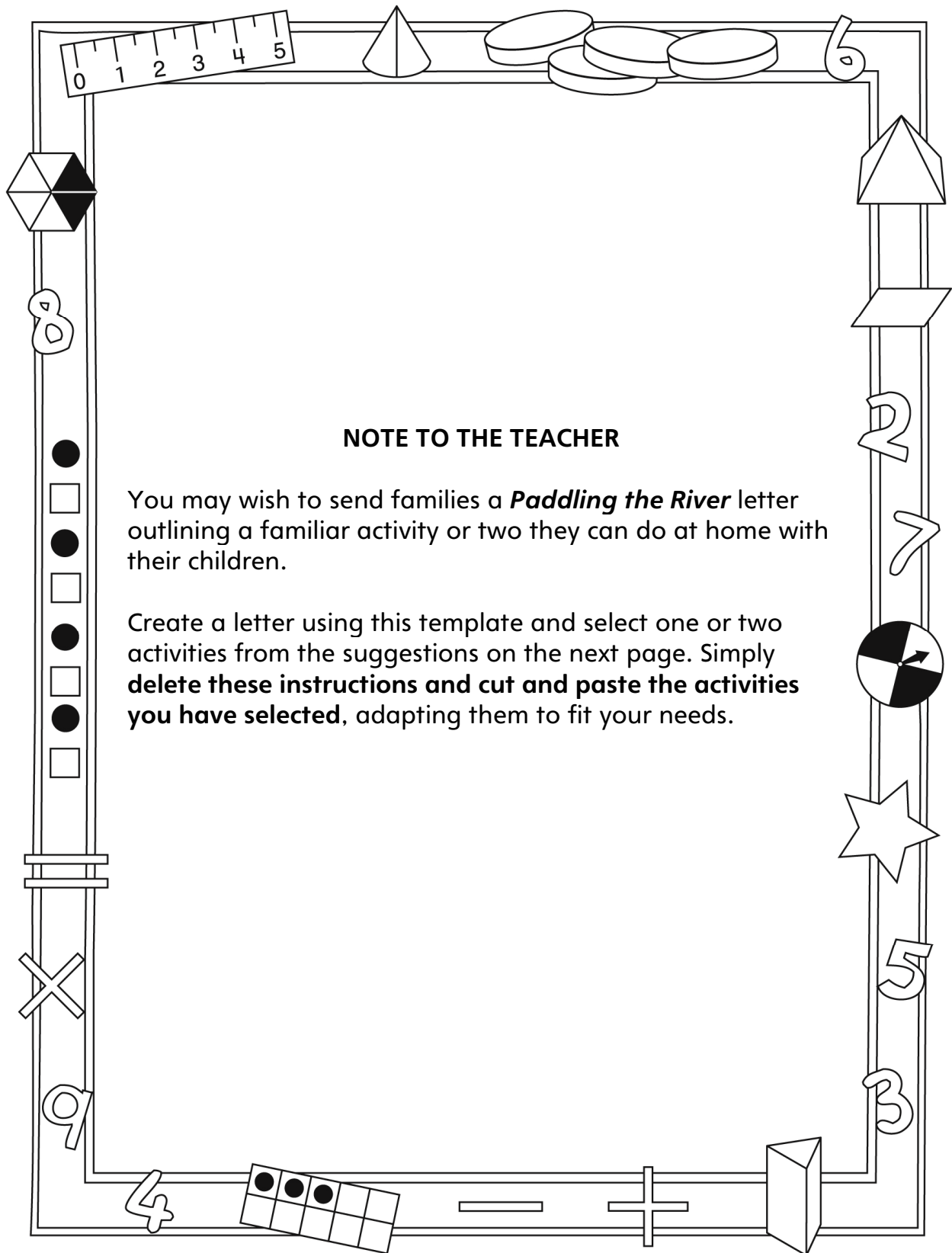
Name: _____

Count, Compare, and Order to 20	Not observed	Sometimes	Consistently
Recalls number names (counting forward)			
Counts sets of objects			
Compares quantities to identify more/less or equal quantities			
Determines how many more/less one quantity is compared to another			
Orders 3 quantities to 20			
Compose and Decompose to 20			
Identifies parts of a whole			
Models and describes different ways to make numbers			

Strengths:

Next Steps:

Connecting Home and School Line Master 2-1



NOTE TO THE TEACHER

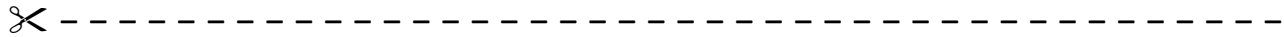
You may wish to send families a *Padding the River* letter outlining a familiar activity or two they can do at home with their children.

Create a letter using this template and select one or two activities from the suggestions on the next page. Simply **delete these instructions and cut and paste the activities you have selected**, adapting them to fit your needs.

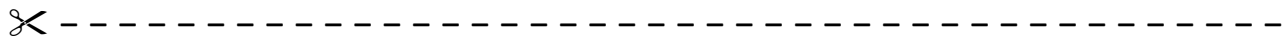
Connecting Home and School Line Master 2–2

Dear Family:

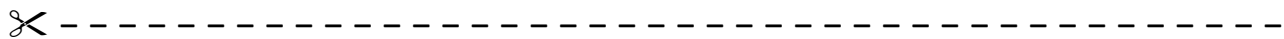
We have been working on *Padding the River*, which focuses on Counting, Comparing, and Ordering to 20 and Composing and Decomposing to 20. Try this activity at home with your child.



Reading the Story: As you read the story, enjoy counting the animals to confirm how many each character sees and work out the total number. You can also keep count of the number of animals following the canoe. After you read, you might use small objects (coins, buttons) and the mat on the inside back cover to re-create some of the different animal sightings.



On the Shore: Use 10 small items (coins, buttons) and the mat on the inside back cover to act out your own stories. Decide which animal the items represent and take turns placing and counting animals on each shore. For example, place 2 items on one shore. Say: **I see 2 bears on the shore.** Invite your child to place and count the remaining “bears.” Ask: **How many are on the other shore? (8)**



You See, You Don’t See: Together select 5 to 10 small items. Count and agree on how many items there are. Take a few of the items in one hand and the remaining items in the other hand. Close your hands and count to 3. Reveal the items in one hand. Ask: **How many items are there?** After your child tells and confirms how many there are, ask: **How many items are in my other hand?** Open your other hand so your child can check her/his response. Repeat using different combinations of the same number. After revealing several combinations, choose a different number.



Sincerely,

Numeral Cards

Line Master 3-1

0	1	2
3	4	5
6	7	8
9	10	11

Numeral Cards

Line Master 3-2

12	13	14
15	16	17
18	19	20

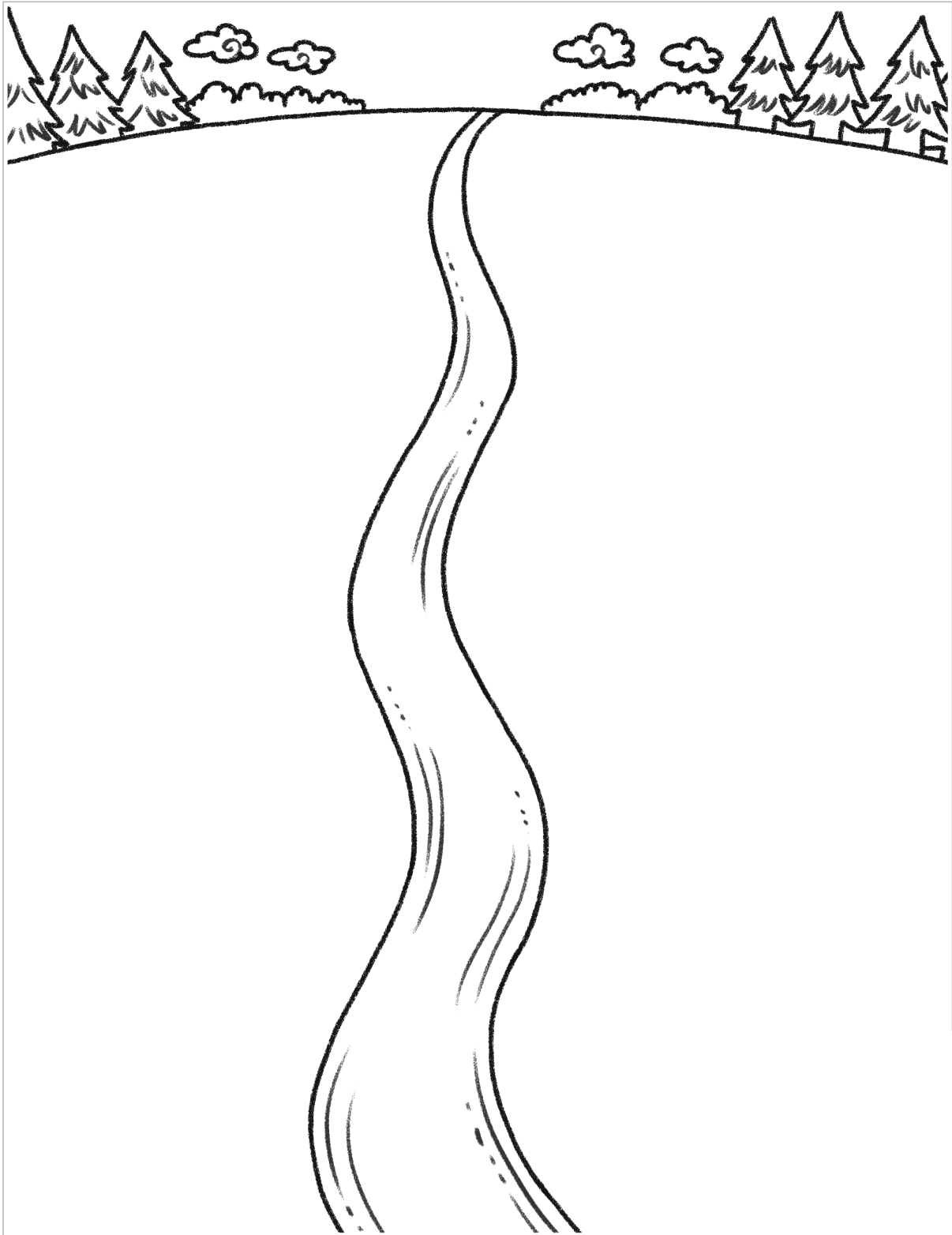
Comparing Groups Recording Sheet

Line Master 4

Name: _____

How many counters?	How many red?	How many yellow?	Circle one
			<ul style="list-style-type: none"> • more red and fewer yellow • more yellow and fewer red • red and yellow are the same (equal)
			<ul style="list-style-type: none"> • more red and fewer yellow • more yellow and fewer red • red and yellow are the same (equal)
			<ul style="list-style-type: none"> • more red and fewer yellow • more yellow and fewer red • red and yellow are the same (equal)
			<ul style="list-style-type: none"> • more red and fewer yellow • more yellow and fewer red • red and yellow are the same (equal)

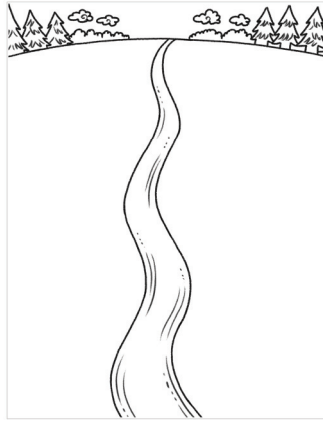
Paddling the River Math Mat Line Master 5



River Mat Recording Sheet

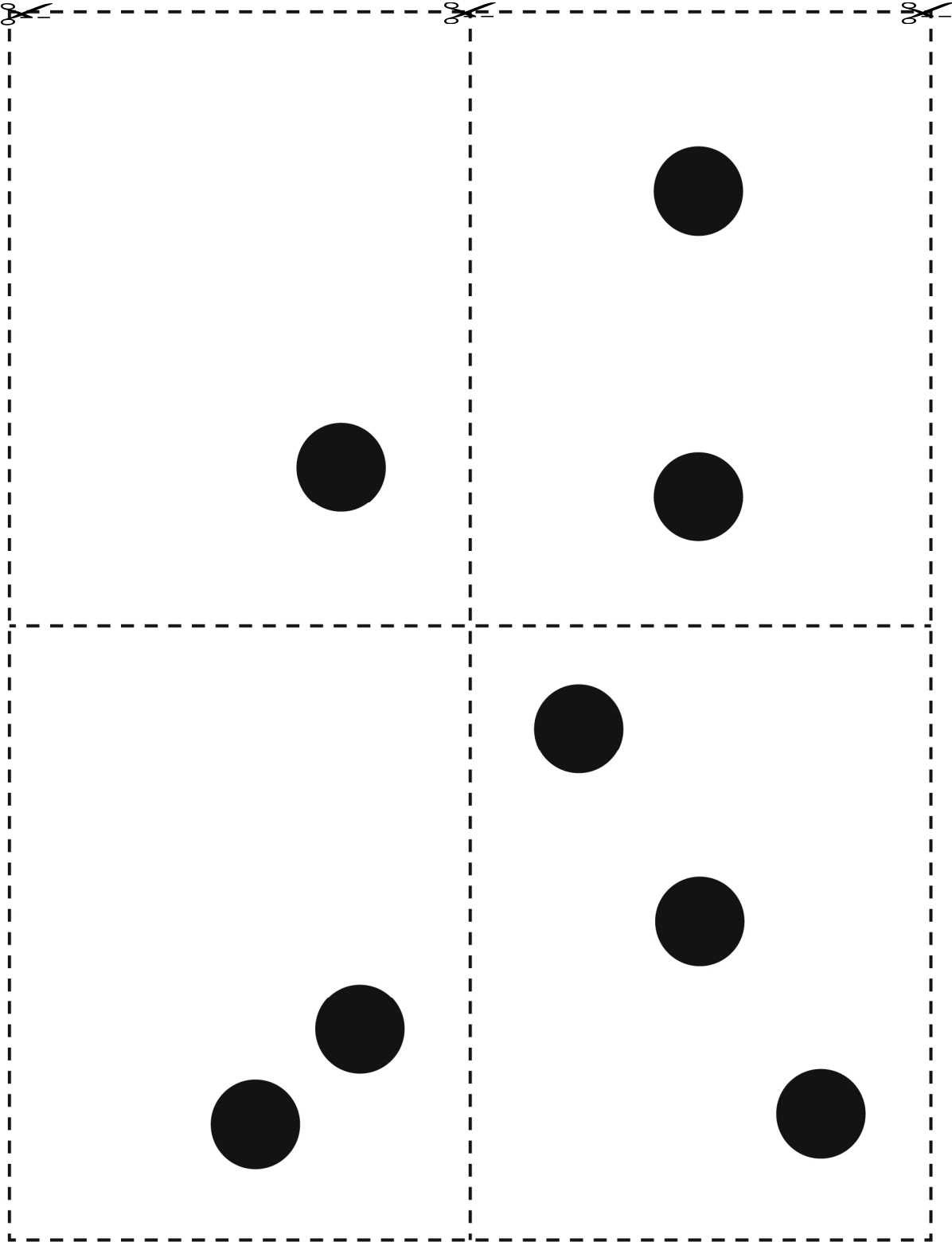
Line Master 6

Name: _____



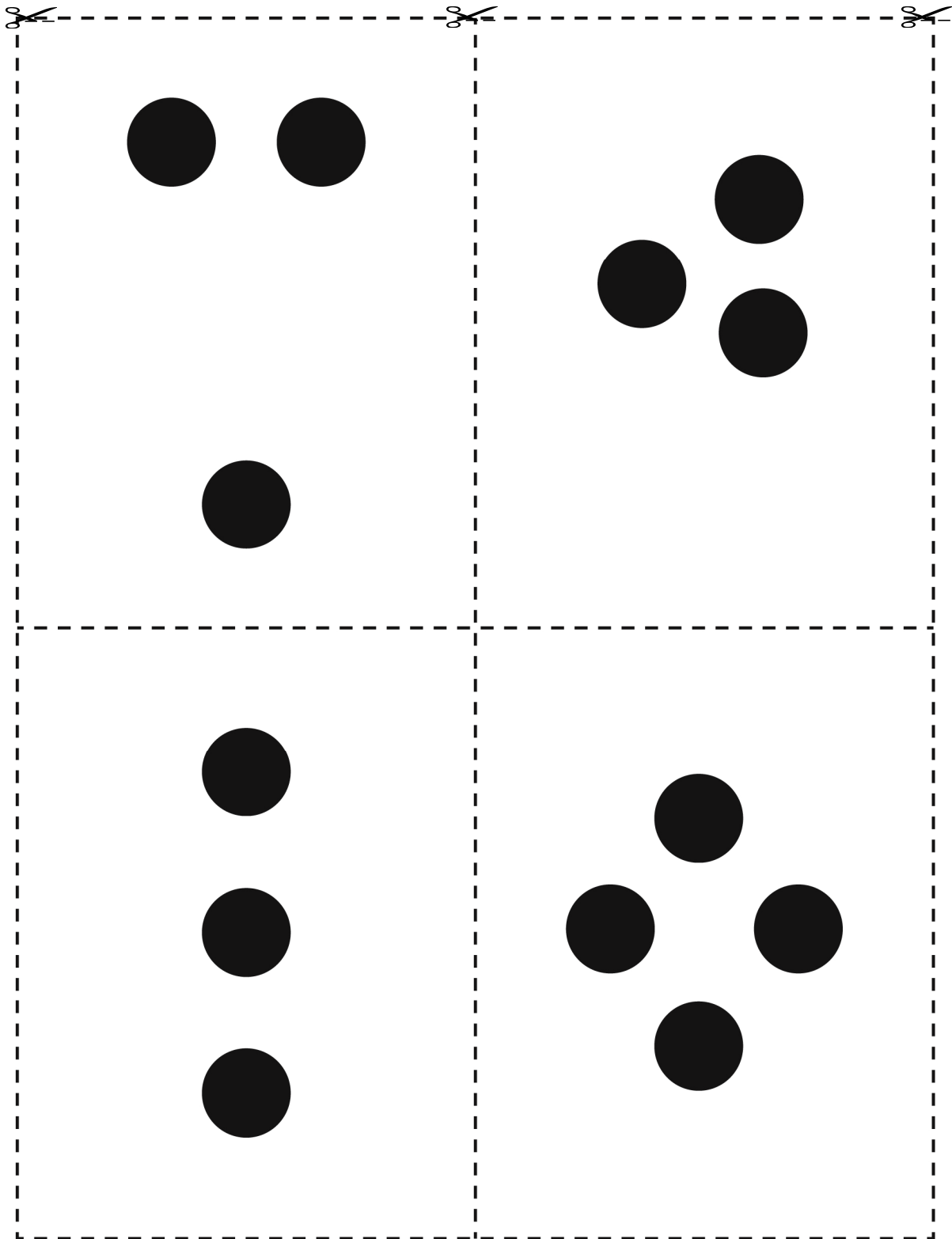
Dot Cards

Line Master 7-1



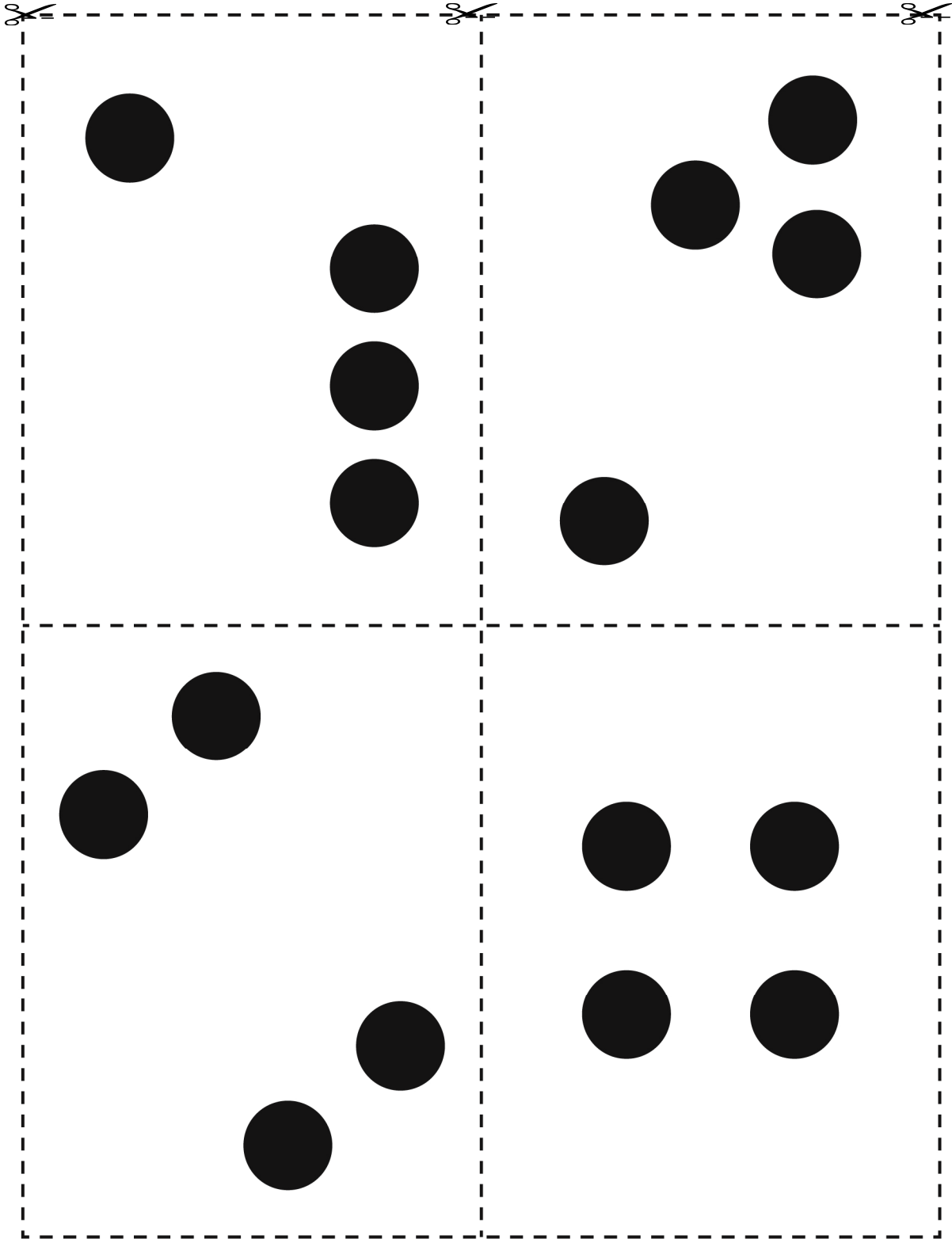
Dot Cards

Line Master 7-2



Dot Cards

Line Master 7-3



Dot Cards

Line Master 7-4

The image shows a line master activity with four dot cards arranged in a 2x2 grid. Each card is a square with a dashed border and a pair of scissors icon at the top-left corner. The top-left card has 5 dots: two in the top row, one in the middle, and two in the bottom row. The top-right card has 5 dots: two in the top row, one in the middle, and two in the bottom row. The bottom-left card has 6 dots: one in the top row, three in the middle row, and two in the bottom row. The bottom-right card has 6 dots: two in the top row, one in the middle, and three in the bottom row.

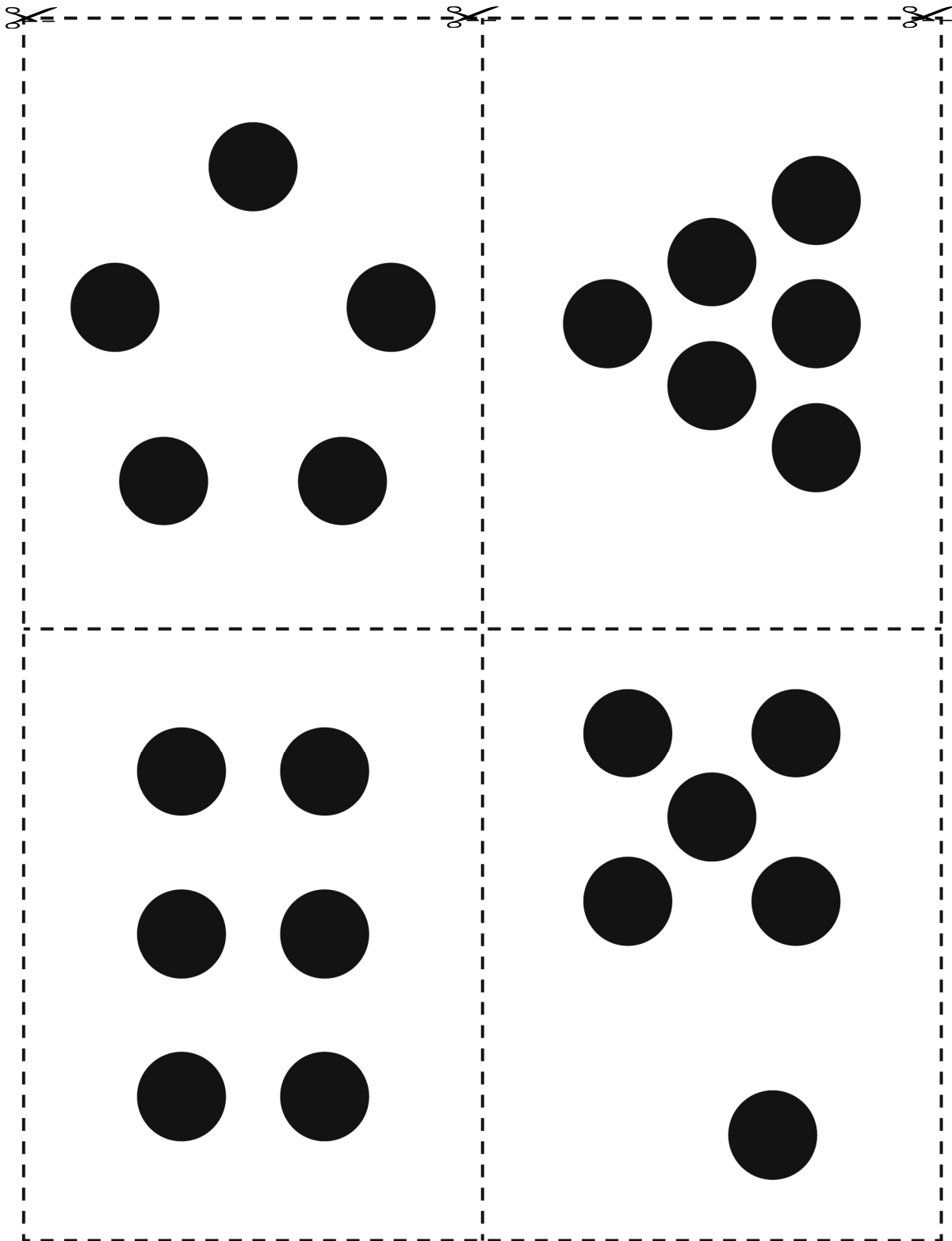
Dot Cards

Line Master 7-5

The image shows a 2x2 grid of dot cards. Each card is a dashed rectangle with a pair of scissors icon at the top-left corner. The top-left card contains 5 dots: two in the top row, two in the bottom row, and one centered below the bottom row. The top-right card contains 6 dots: three in a vertical column on the left and three in a vertical column on the right. The bottom-left card contains 6 dots: two in a vertical column on the left and four in a vertical column on the right. The bottom-right card contains 6 dots arranged in a diagonal line from the top-left to the bottom-right.

Dot Cards

Line Master 7-6



Dot Cards

Line Master 7-7

The image shows a worksheet for a dot card activity. It is divided into four quadrants by dashed lines. Each quadrant contains a set of eight black dots arranged in a 2x4 grid. At the top-left corner of each dashed rectangle, there is a small icon of a pair of scissors, indicating where to cut out the cards.

Dot Cards

Line Master 7-8

The worksheet is divided into four dashed rectangular panels, each with a pair of scissors icon at the top-left corner. The panels contain the following dot patterns:

- Top-left panel: A 3x3 grid of 9 black dots.
- Top-right panel: Two columns of 4 dots each, with a 5th dot in the middle of the second column.
- Bottom-left panel: Two columns of 4 dots each, with a 5th dot in the middle of the second column.
- Bottom-right panel: Two columns of 6 dots each.

I See, You See

Line Master 8

What You Need

- Dot cards

How to Play

- Deal the deck of cards.
- Turn piles face down.
- Count to 3 and turn the top card over.
- Take turns telling what cards you see:
I see _____. You see _____.
- If you have the greater number, keep both cards. If your partner has the greater number, your partner gets both cards.
- If the cards are the same, turn over another card.
- Take turns telling what new cards you see:
I see _____. You see _____.
- If you have the greater number, you get all of the turned over cards. If your partner has the greater number, your partner gets all of the turned over cards.
- Keep playing until a player has all the cards.

Ten-Frame

Line Master 9

10 Rocks in the River Recording Sheet

Line Master 10

Name: _____

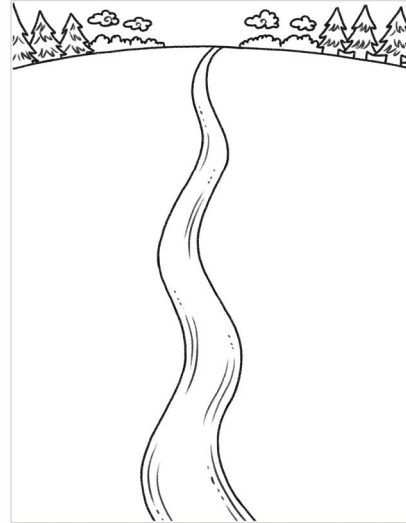
What number did you pick?	How many more do you need to make 10?	What number sentence shows how you made 10?

Story Template

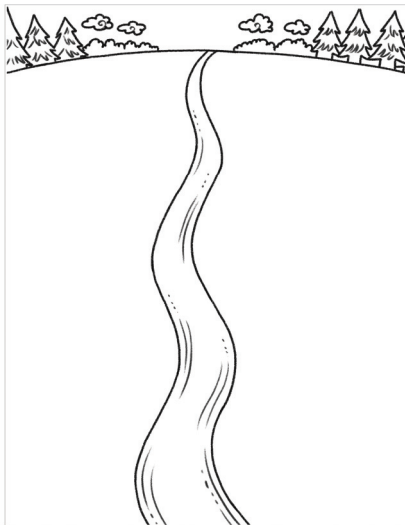
Line Master 11

My River Trip

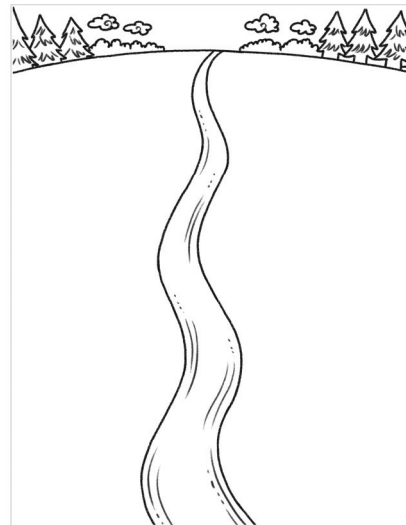
by _____



I see _____.



I see _____.



I see _____.

Solving Problems

Line Master 12

You see 10 animals.

How many are in the river?

How many are on the shore?

Show what you see using pictures, numbers, and words.

You see 6 animals.

Some are standing.

Some are sitting.

Show what you see using pictures, numbers, and words.

Your friend sees 10 animals.

You see more.

Show what you see using pictures, numbers, and words.

You see more than 10 animals but less than 15.

How many animals do you see?

Show what you see using pictures, numbers, and words.

How Many Is Too Many?

Line Master 1 (Assessment Master)

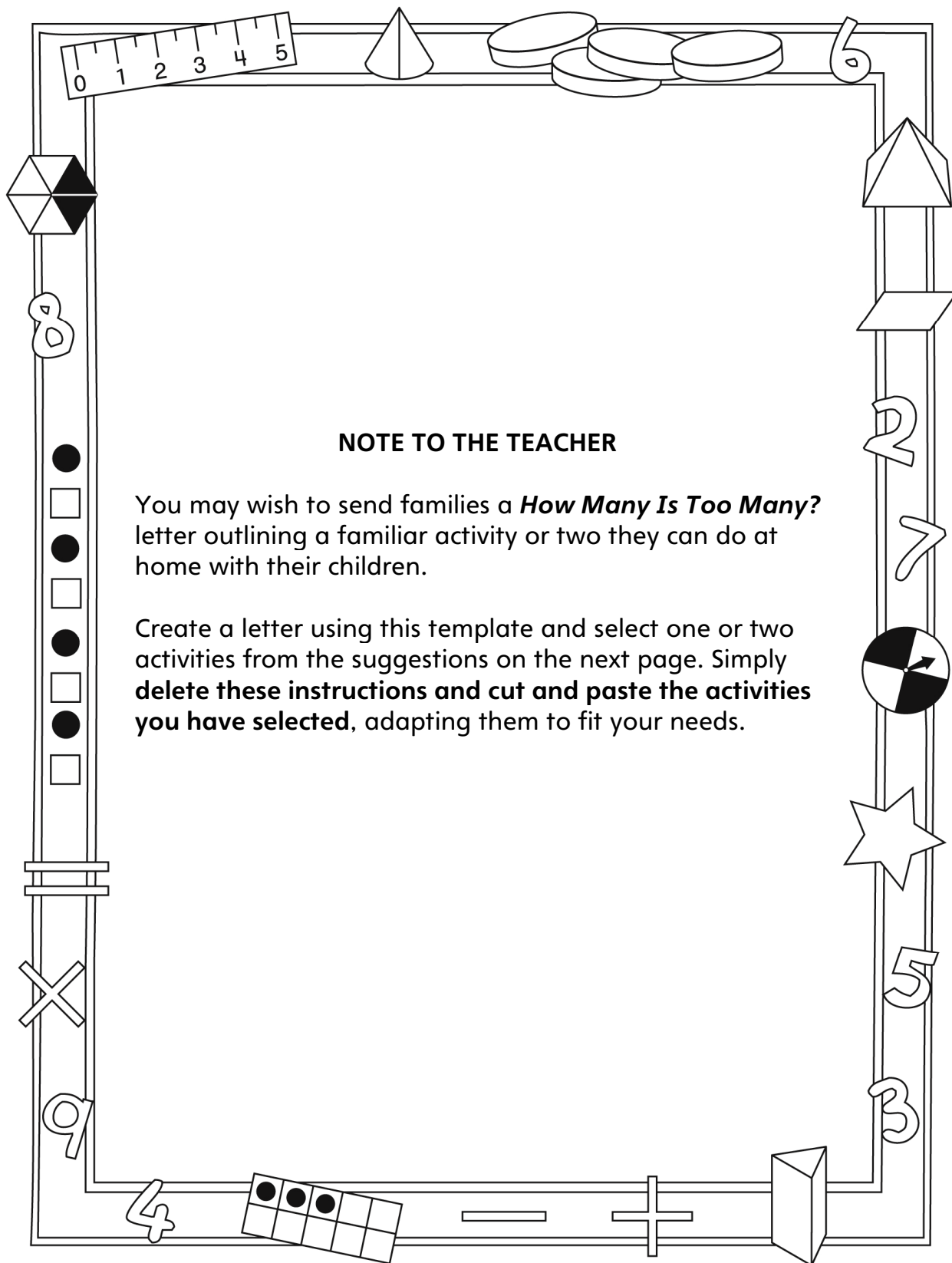
Name: _____

Estimate and Group to Skip-count to 50	Not observed	Sometimes	Consistently
Estimates sets to 50			
Groups sets of up to 50			
Recognizes the number of items in a set does not change with counting method or order (conservation of number)			
Says counting sequence correctly			
Uses counting on strategy			
Counts sets to 50			
Uses grouping strategies (2s, 5s, 10s) to determine how many			
Describes sets to 50			
Compare Quantities to 50			
Compares sets of objects to identify more/less/equal			
Creates set that has more, less, or as many as a given number			
Compares a set to a referent using comparative words, such as “more,” “less,” “the same,” or “equal”			

Strengths:

Next Steps:

Connecting Home and School Line Master 2-1



NOTE TO THE TEACHER

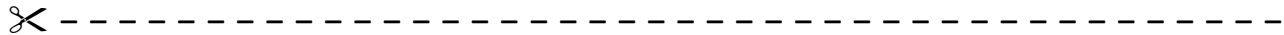
You may wish to send families a *How Many Is Too Many?* letter outlining a familiar activity or two they can do at home with their children.

Create a letter using this template and select one or two activities from the suggestions on the next page. Simply **delete these instructions and cut and paste the activities you have selected**, adapting them to fit your needs.

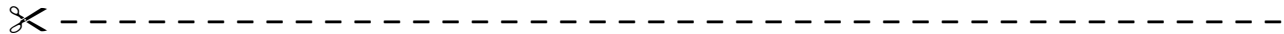
Connecting Home and School Line Master 2–2

Dear Family:

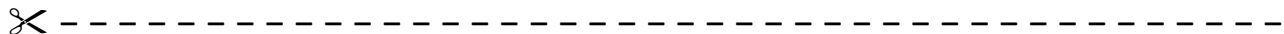
We have been working on *How Many is Too Many?*, which focuses on Estimating, and Grouping to Skip Count to 50 and Comparing Quantities to 50. Try this activity at home with your child.



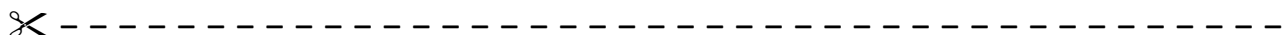
Reading the Story: As you read the story, enjoy estimating (your best guess as to how many there are) and counting the collections. Encourage your child to chant the counting sequences. You might find your child keeps the chanting and pattern going by naming the next numbers in the sequence.



Counting in Different Ways: Invite your child to count by 2s, 5s, and 10s. Find collections of items in your home to count. Ask your child to estimate how many he/she thinks there are; group them (by 2s, 5s, 10s) and then count and recount to find out how many. You might look for and count items that come in pairs (socks, shoes, mittens, eyes in your family); or fives (fingers, toes); or tens (fingers, toes).



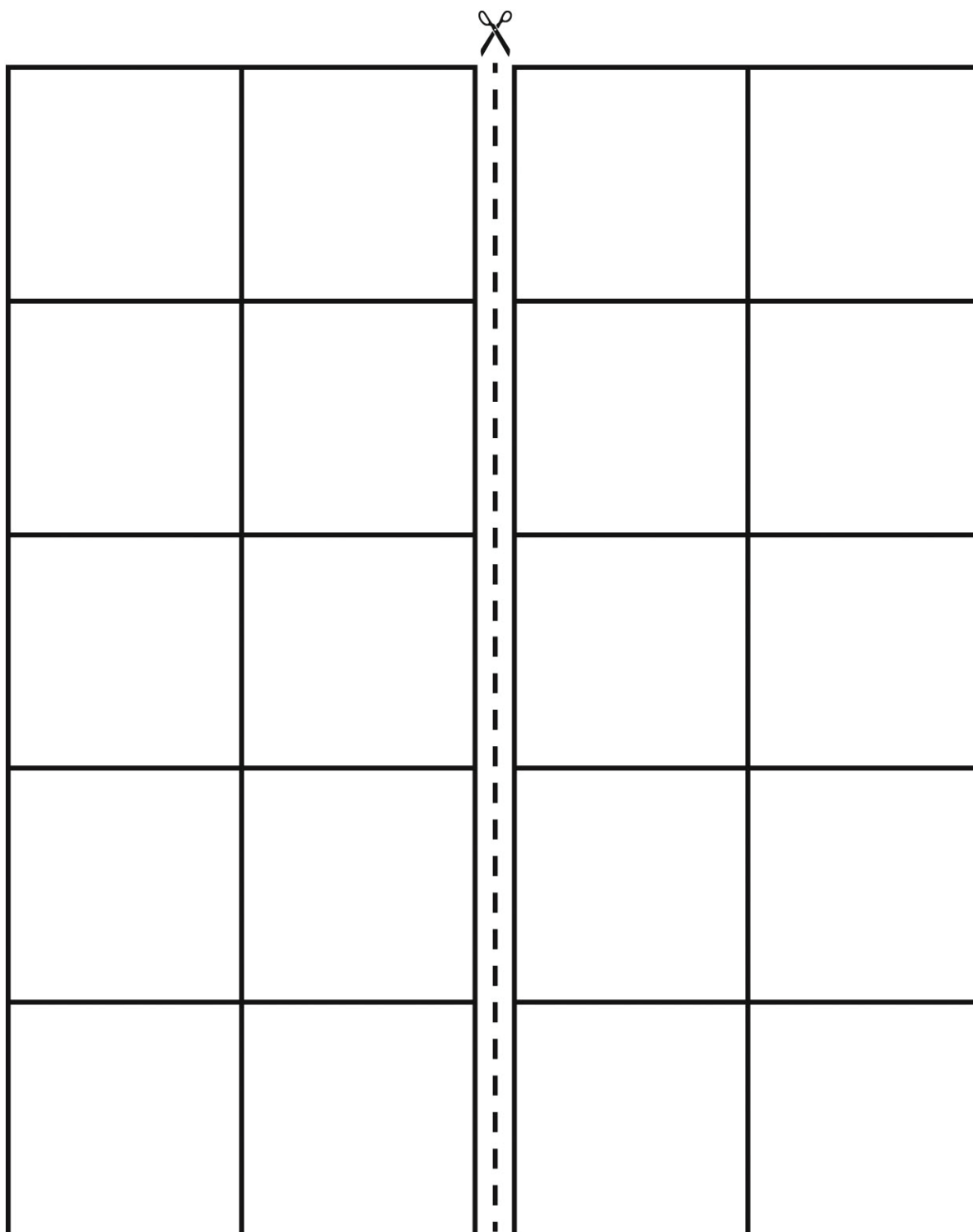
Handfuls: Grab a handful of small objects (buttons, cotton swabs, paper clips, etc.) along with your child and spill them onto a work area. You both look at your objects, announce how many you think you have, and whether you think you have more than, fewer than, or the same number as the other. Group your items (by 2s, 5s, or 10s), count to determine how many there are, then talk and decide who has more.



Sincerely,

Ten-Frames

Line Master 3



Counting Recording Sheet

Line Master 4

Name: _____

I estimated...	I counted...	I counted again...

Hundred Chart

Line Master 5

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

Fifty Chart

Line Master 6

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



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

Double Ten-Frame

Line Master 7

Do I Have Too Many? Recording Sheet

What You Need

- counters
- counter with sides labeled “More” and “Fewer”
- ten-frames or double ten-frames
- number cards with 20, 30, 40

How to Play

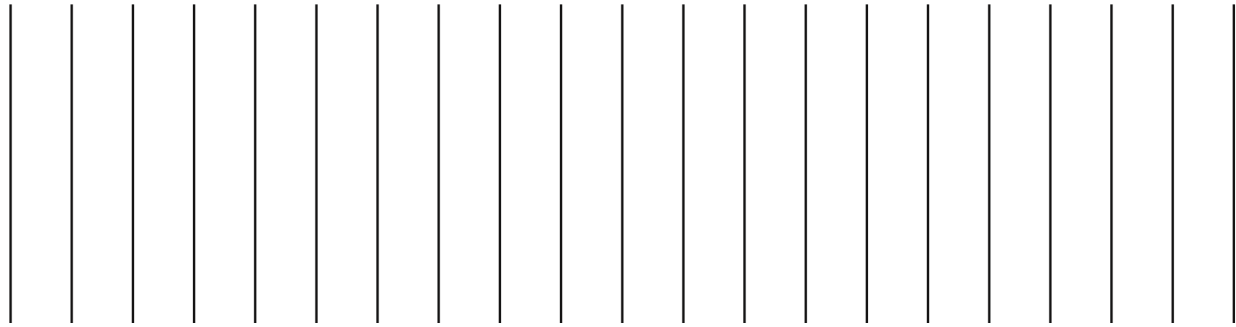
Taking turns:

- Turn over a number card.
- Grab counters. Try to get the same number of counters as the number on the card.
- Count the counters you grabbed.
- Score 2 points if you grabbed the same number of counters as the number on the card
- If you don't score 2 points, flip the labeled counter.
- Score 1 point if you grabbed an amount that matches how the counter landed.

Turn	Player 1	Player 2
1		
2		
3		
4		
5		
	Total:	Total:

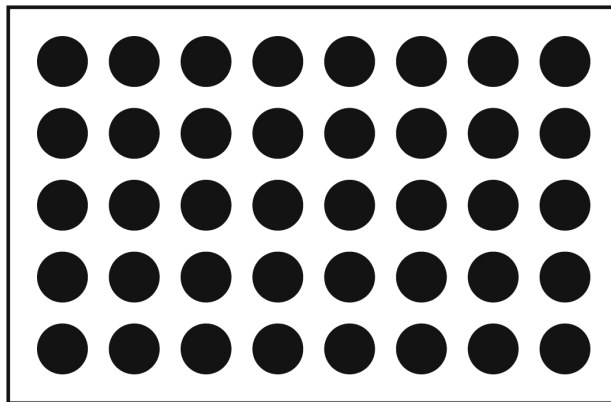
How Many? Problems

Line Master 9-1



How many lines? _____

How did you count? _____

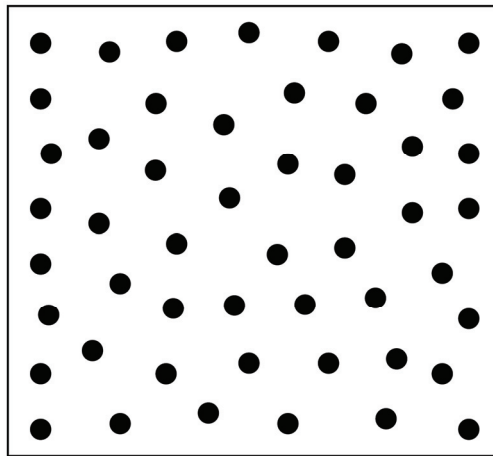
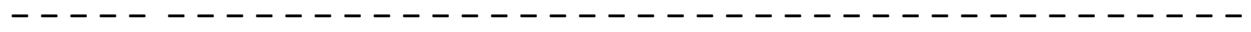


How many dots? _____

How did you count? _____

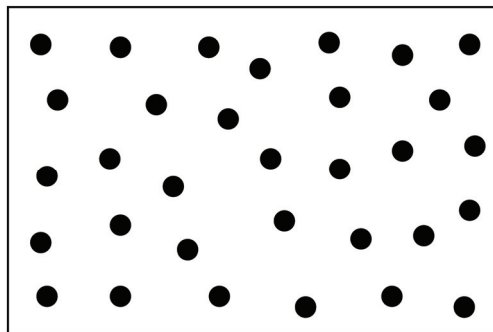
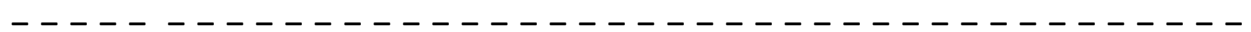
How Many? Problems

Line Master 9-2



How many dots? _____

How did you count? _____



How many dots? _____

How did you count? _____

A Family Cookout

Line Master 1 (Assessment Master)

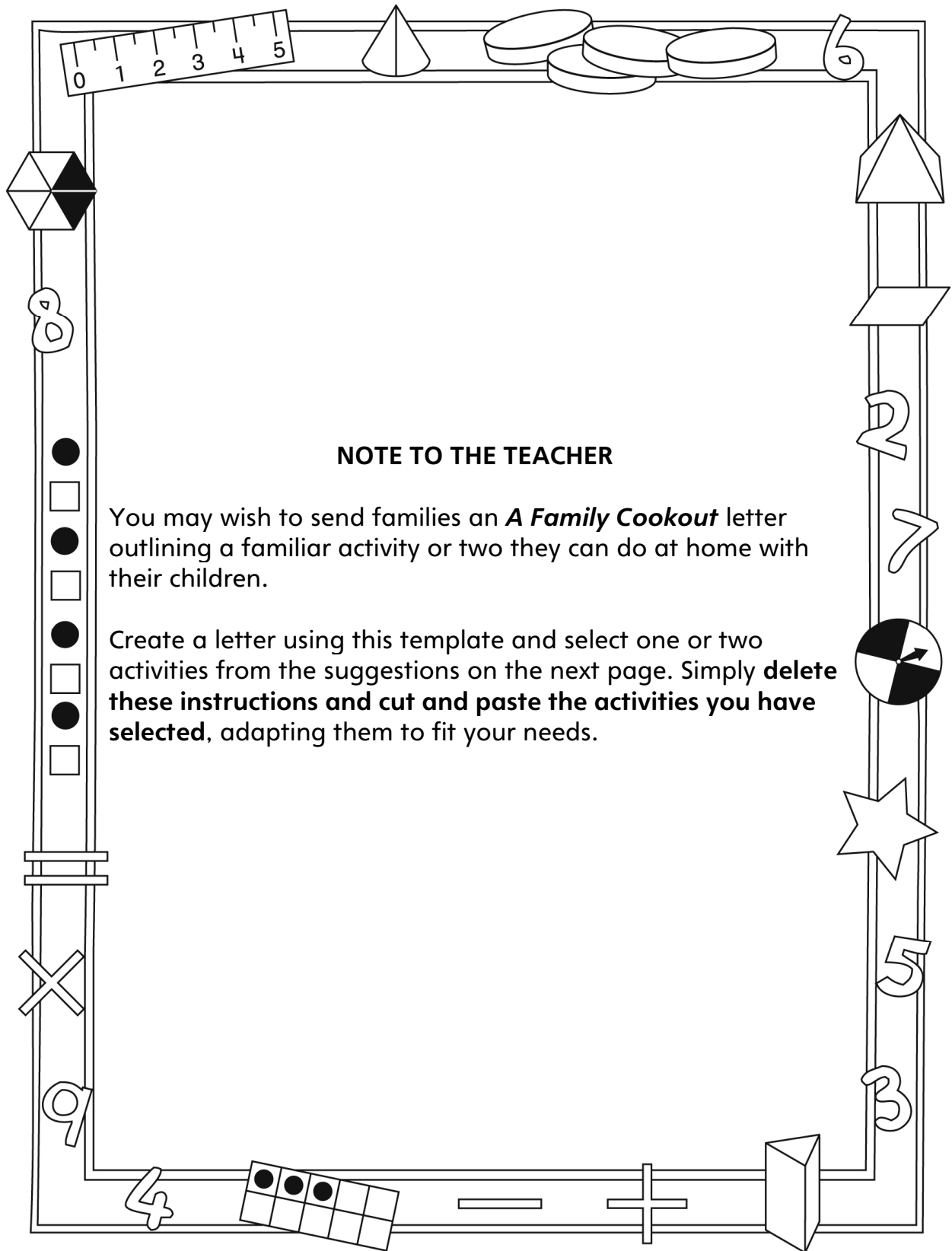
Name: _____

Compare and order quantities to 25	Not observed	Sometimes	Consistently
Perceptually compares quantities to determine more/less or equal quantities			
Compares quantities by matching or counting to determine more/less or equal quantities			
Determines how many more/less one quantity is compared to another			
Orders three quantities to 25 using sets			
Estimate and count to 50			
Uses number patterns to bridge 10s when counting forward			
Skip counts by 2s, 5s, and 10s from any given number			
Says one word for each object counted (one-to-one correspondence)			
Knows that the last number spoken tells how many objects are in the set (cardinality)			
Uses relevant benchmarks to estimate quantities			

Strengths:

Next Steps:

Connecting Home and School Line Master 2-1



NOTE TO THE TEACHER

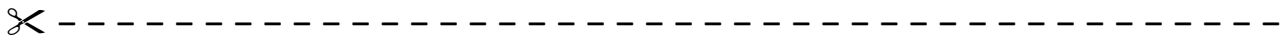
You may wish to send families an *A Family Cookout* letter outlining a familiar activity or two they can do at home with their children.

Create a letter using this template and select one or two activities from the suggestions on the next page. Simply **delete these instructions and cut and paste the activities you have selected**, adapting them to fit your needs.

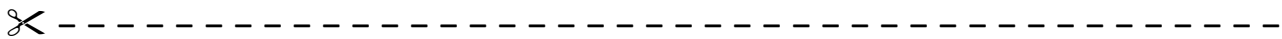
Connecting Home and School Line Master 2–2

Dear Family:

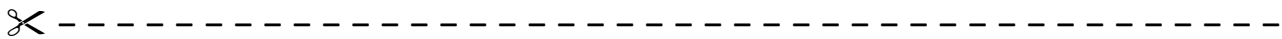
We have been working on **A Family Cookout**, which engages children in conversations, investigations, and activities that help to develop their understanding of the big math ideas that “Numbers are related in many ways” and “Numbers tell us how many and how much.” Particular focus is placed on comparing and ordering quantities to 25. Try this activity at home with your child.



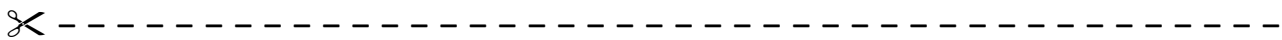
Reading the Story: As you read the story, enjoy counting and estimating how many fish the characters catch and whether they will have enough for everyone. Encourage children to find different animals on each page and compare how many there are. After you read, you might want to gather small objects and use the mat on the inside back cover to re-create the boys’ trip down the river with Mosom. You can also count the fish, corn, or bannock.



Estimating and Taking Inventory: Encourage children to take inventory of household collections and toys. Invite them to estimate, count, and record how many different items there are. They can compare their home collections with the school collections that they counted in *Classroom Inventory*.

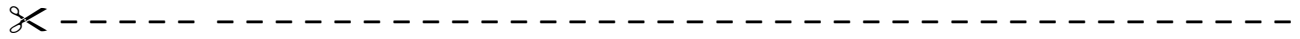


Family Cookout: As a family, plan your own cookout and keep track of the different items you need. Children can use pictures, numbers, or words to describe their plan and show how many items they will need to make sure everyone has enough to eat. They can create their own list with items and quantities to make sure they don’t forget anything!



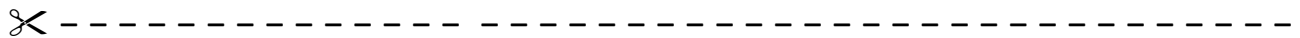
Sincerely,

Estimating Recording Sheet Line Master 3



Name: _____

Trail Mix Bag	Estimate	Count 1	Count 2

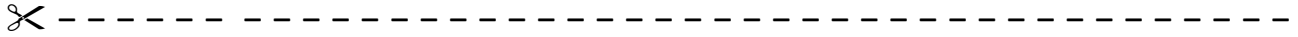


Name: _____

Trail Mix Bag	Estimate	Count 1	Count 2

Comparing Trail Mix

Line Master 4

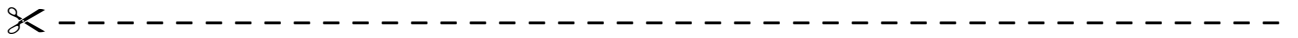


Name: _____

Trail Mix Bag	Number of Pieces

Trail Mix Bag	Number of Pieces

Put your bags in order from **least to greatest**:



Name: _____

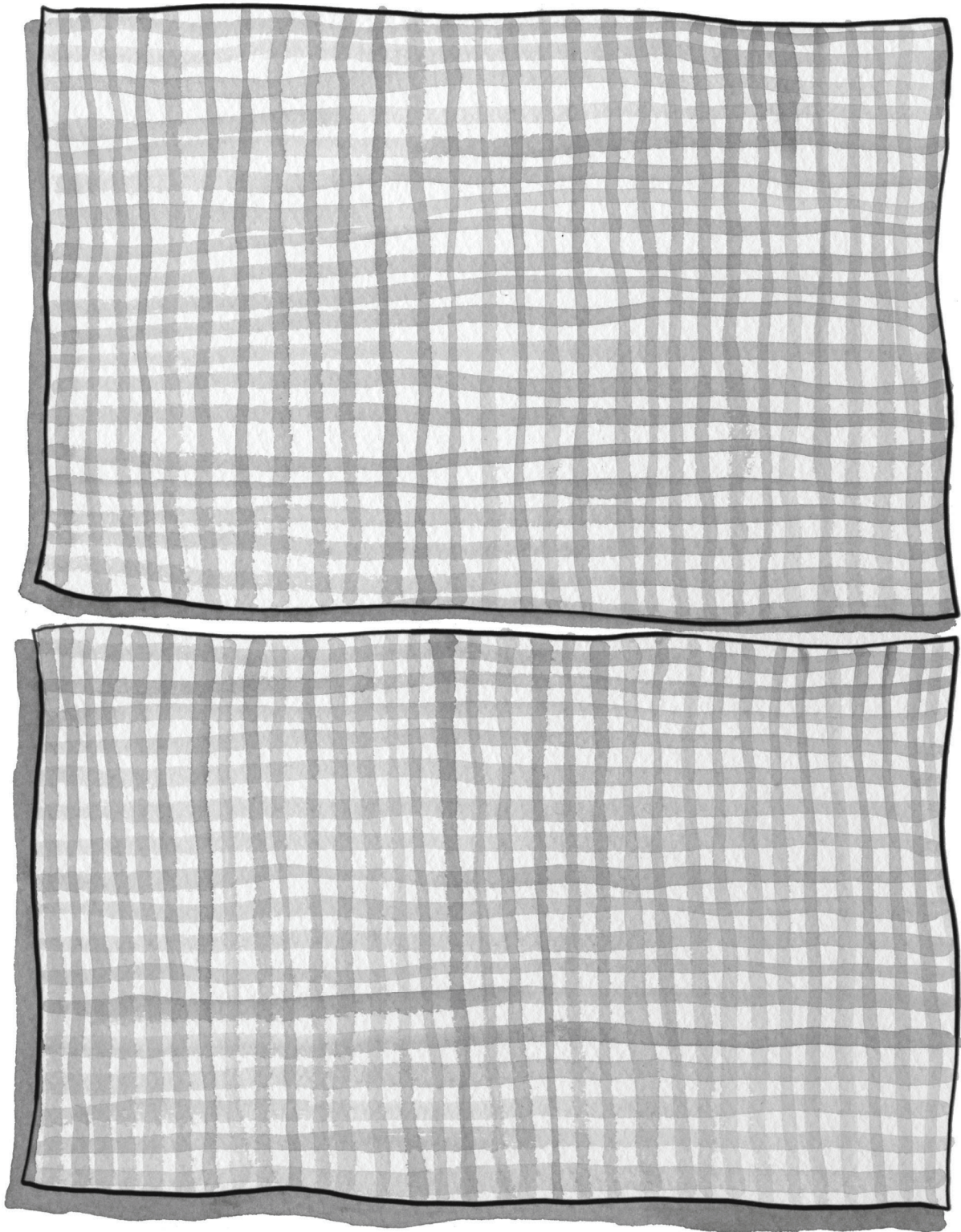
Trail Mix Bag	Number of Pieces

Trail Mix Bag	Number of Pieces

Put your bags in order from **least to greatest**:



A Family Cookout Math Mat Line Master 5



Comparing Counters

Line Master 6



Name: _____

Handful #	Who do you think has more?	My handful	My partner's handful	Who has more?

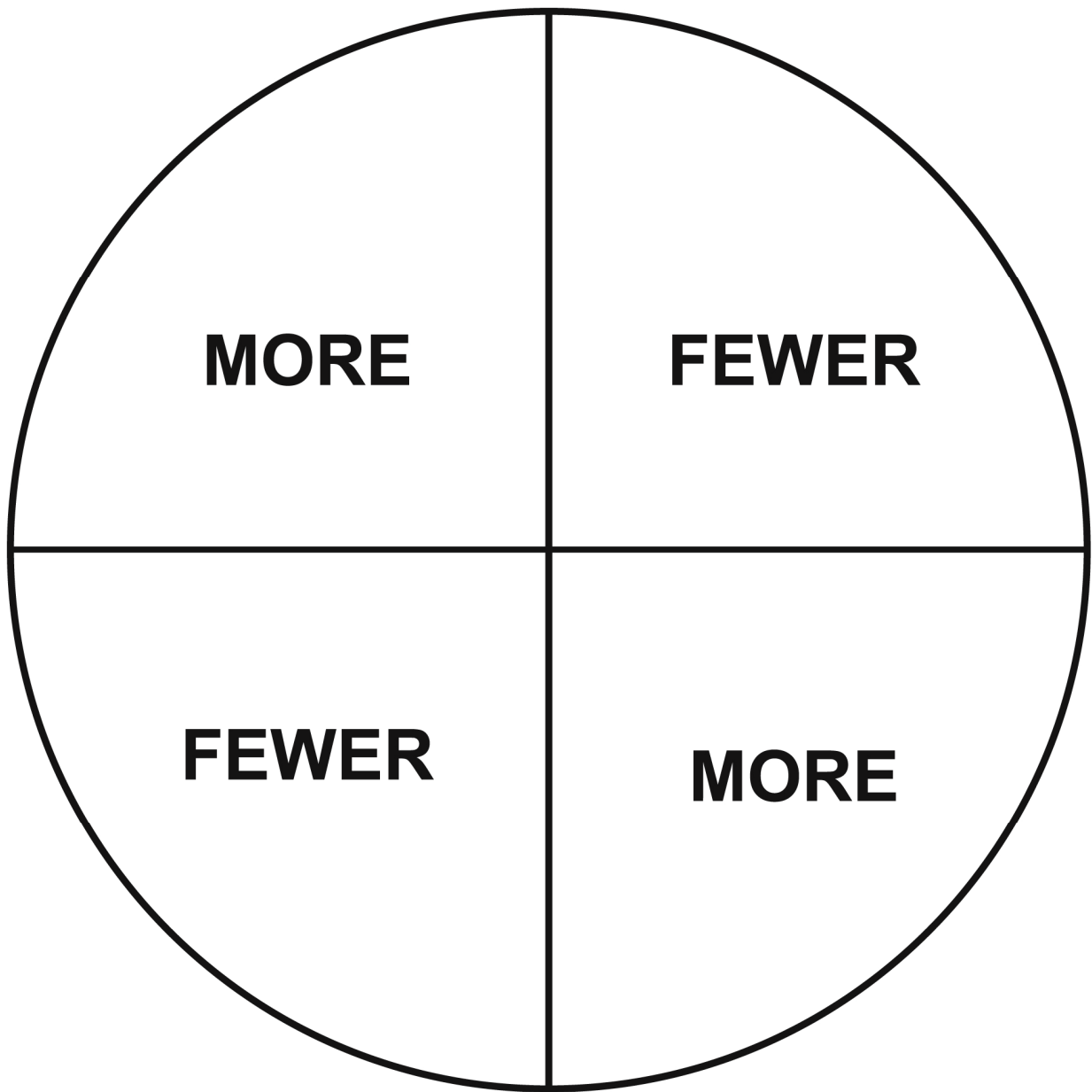


Name: _____

Handful #	Who do you think has more?	My handful	My partner's handful	Who has more?

More or Fewer Spinner

Line Master 7



Spinner Recording Sheet

Line Master 8



Names: _____

How many do you have?	How many does your partner have?	How does the spinner land?	Circle your points
		More Fewer	0 1
		More Fewer	0 1
		More Fewer	0 1
		More Fewer	0 1
		More Fewer	0 1



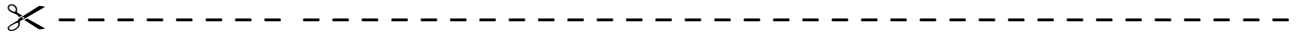
Names: _____

How many do you have?	How many does your partner have?	How does the spinner land?	Circle your points
		More Fewer	0 1
		More Fewer	0 1
		More Fewer	0 1
		More Fewer	0 1
		More Fewer	0 1

Double Ten-Frame

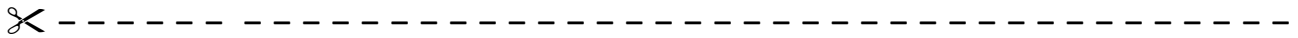
Line Master 9

Counting Recording Sheet Line Master 10



Name: _____

Handful #	My estimate	I counted...



Name: _____

Handful #	My estimate	I counted...

My Own Family

Cookout

by

There are _____
people at our
cookout.

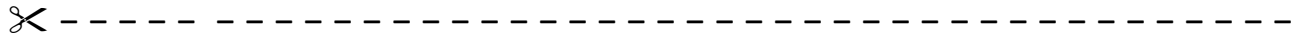
We are making

_____.

Everyone can have

_____.

Cookout Number Problems Line Master 12



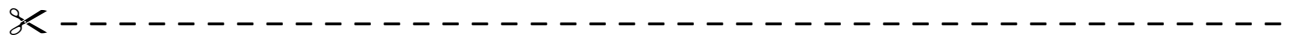
The boys caught 8 fish, Mosom caught 11, and Uncle Paul caught 5.

Who caught the most fish? _____

Who caught the least fish? _____

Put the fish in order from least to greatest.

_____, _____, _____



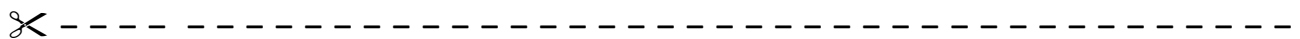
Aunty Annie made 10 pieces of bannock, Aunty Delphine made 7, and Kokum made 12.

Who made the most bannock? _____

Who made the least bannock? _____

Put the bannock in order from least to greatest.

_____, _____, _____



There were 25 fish, 15 ears of corn, and 18 pieces of bannock.

What food do they have the most of? _____

What food do they have the least of? _____

Put the food in order from least to greatest.

_____, _____, _____

At the Corn Farm Line Master 1 (Assessment Master)

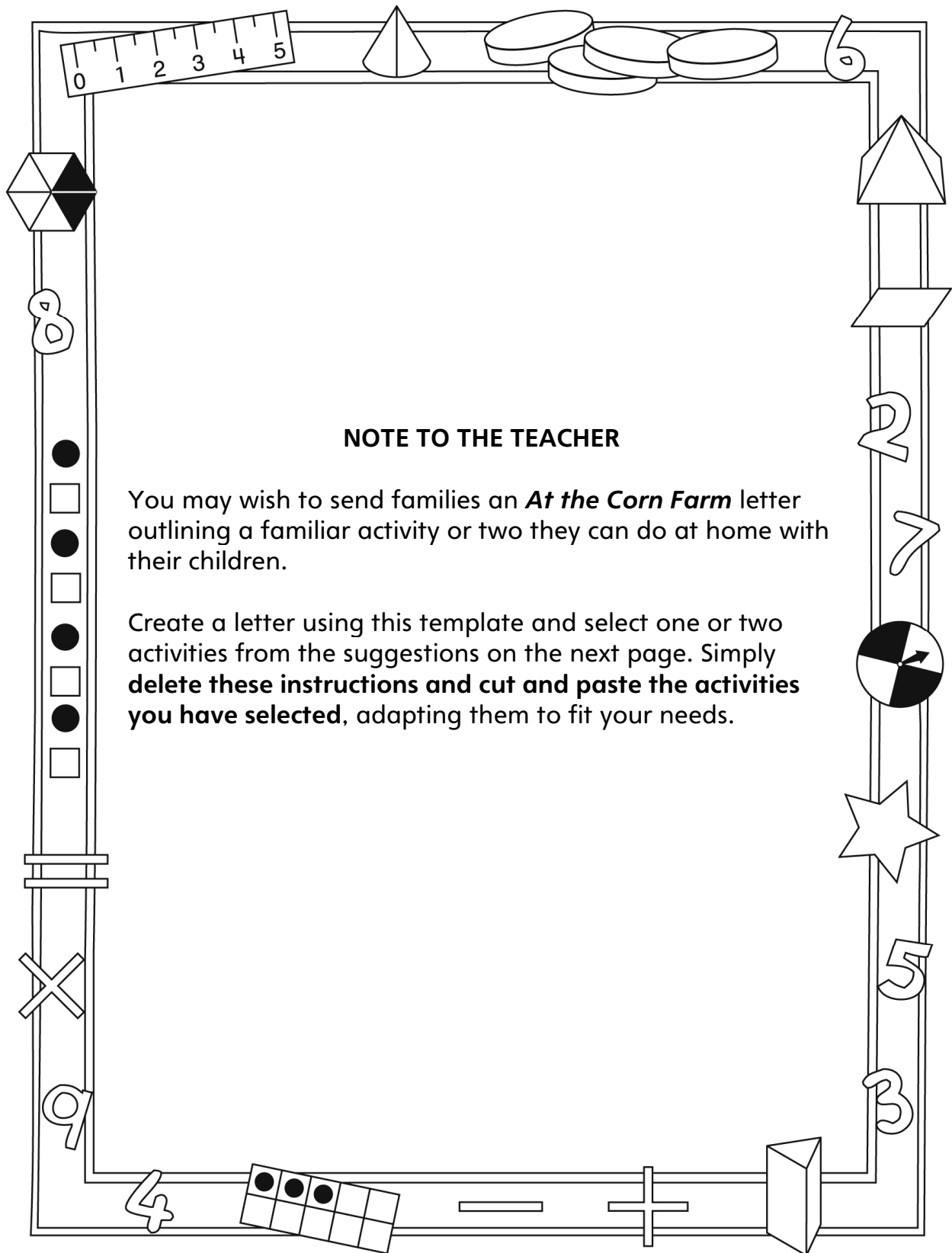
Name: _____

Group quantities based on units of 10	Not observed	Sometimes	Consistently
Composes teen numbers from units, of a ten and ones, and decomposes teen numbers into units, of a ten and leftover ones			
Compare and order sets/quantities to 20			
Compares quantities by matching or counting to determine more/less or equal quantities			
Determines how many more/less one quantity is compared to another			
Uses relevant benchmarks to make mental comparisons and estimate quantities			
Uses ordinal number names			
Orders three quantities to 20 using sets			

Strengths:

Next Steps:

Connecting Home and School Line Master 2-1



Connecting Home and School Line Master 2-2

Dear Family:

We have been working on ***At the Corn Farm***, which focuses on Grouping Quantities Based on Units of 10 and Comparing and Ordering Sets/Quantities to 20. Try this activity at home with your child.



Reading the Story: As you read, follow along with the children in the story as they estimate and count. Ask your child if the numbers they estimate are more than, less than, or equal to the numbers they count. After you read, you might gather several sets of up to 20 small objects for you and your child to estimate together. Whose guess will be closer?



10 and More: Use the Math Mat on the inside back cover of *At the Corn Farm* and 20 small, identical (or similar) objects as counters. Find a page that includes numbers from 11 to 19, or just call out a number. Invite your child to count aloud as you (or your child) place counters on the Math Mat, making a separate group with the first 10. Then, ask: Is our number greater than 10 or less than 10? So, how many more do we need to add (take away) to show our number? Continue with other numbers for as long as your child remains interested.



How Many 1s? Draw 11 to 19 circles (or attach 11 to 19 stickers) in a line on strips of paper. Fold squares of paper in half to create tents. Out of sight of your child, choose 1 of the strips you created and write the number it represents on the outside of a tent. (For example, for a line of 12 circles, write “12” on a tent.) Place the tent over the strip in a way so that only 10 of the circles can be seen. Then, ask your child to tell you how many circles are hidden. Continue playing with the other strips.



Sincerely,

Sorting Mat

Line Master 3

Name: _____

10s	1s

10s and 1s Charts

Line Master 4

Name: _____

10s	1s

10s	1s

10s	1s

10s	1s

Numeral Cards (11–20)

Line Master 5

11	12	13
14	15	16
17	18	19
20		

Double Ten-Frame

Line Master 6

Teen Numbers Recording Sheet

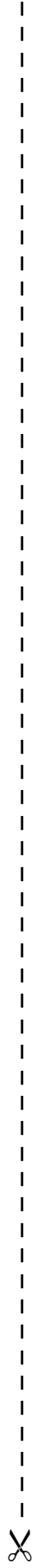
Line Master 7



Name: _____

Number: _____

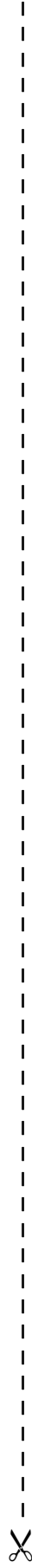
○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



Name: _____

Number: _____

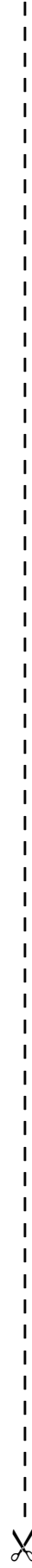
○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
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Name: _____

Number: _____

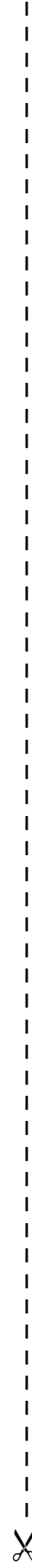
○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
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Name: _____

Number: _____

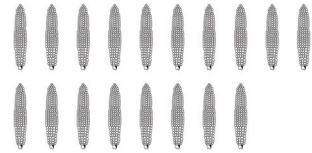


○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
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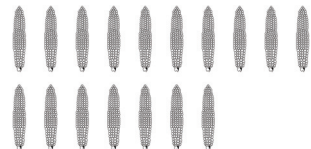



Ordering Corn Cobs

Line Master 8-1

Name: _____


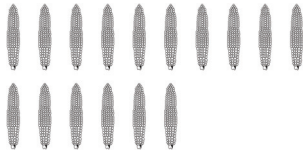
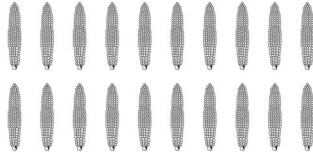
			
Number of cobs			
Order from greatest to least			

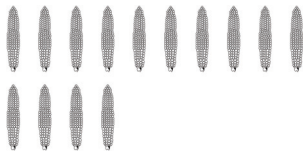
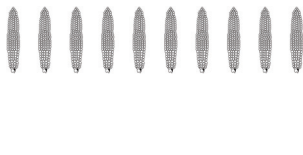
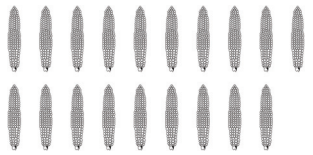
			
Number of cobs			
Order from greatest to least			

Ordering Corn Cobs

Line Master 8-2

Name: _____

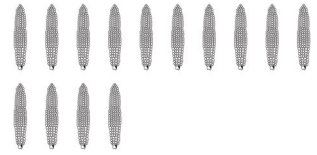

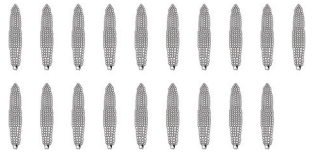
			
Number of cobs			
Order from greatest to least			



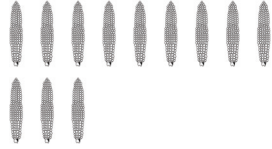
			
Number of cobs			
Order from greatest to least			

Ordering Corn Cobs

Line Master 8-3

Name: _____

			
Number of cobs			
Order from greatest to least			

			
Number of cobs			
Order from greatest to least			

Greater, Lesser Recording Sheet

Line Master 9-1

Game 1 (Greater)

You need

- 2 ten-sided number-dice, 2 double ten-frames, and 20 counters

How to play

- Take turns rolling and recording the number you roll.
- If you roll the greater number, add a counter to your double ten-frame.
- Do you have the most counters? You win!

Roll	Player 1 Name:	Player 2 Name:
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Greater, Lesser Recording Sheet

Line Master 9-2

Game 1 (Greater)

Roll	Player 1 Name:	Player 2 Name:
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

Greater, Lesser Recording Sheet

Line Master 9-3

Game 2 (Lesser)

You need

- 2 ten-sided number-dice, 2 double ten-frames, and 20 counters

How to play

- Take turns rolling and recording the number you roll.
- If you rolled the lesser number, add a counter to your double ten-frame.
- Do you have the most counters? You win!

Roll	Player 1 Name:	Player 2 Name:
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Greater, Lesser Recording Sheet

Line Master 9-4

Game 2 (Lesser)

Roll	Player 1 Name:	Player 2 Name:
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

Build It! Recording Sheet

Line Master 10

Name: _____

1. Turn over a number card. Count out that number of bricks.
2. Build a stack of 10 bricks!
3. Do you have leftover bricks? Build another stack!
4. Make a record of your stacks. What do you notice?

Mini-Book Template

Line Master 11

✂

✂

✂

My Trip to the Corn Farm

My Name:

Guess How Many!

Line Master 12

Name: _____

Container 1	
My Estimate	My Count

Container 3	
My Estimate	My Count

Container 2	
My Estimate	My Count

Ordering My Counts		
Greatest		Least

Least		Greatest

Cats and Kittens! Line Master 1 (Assessment Master)

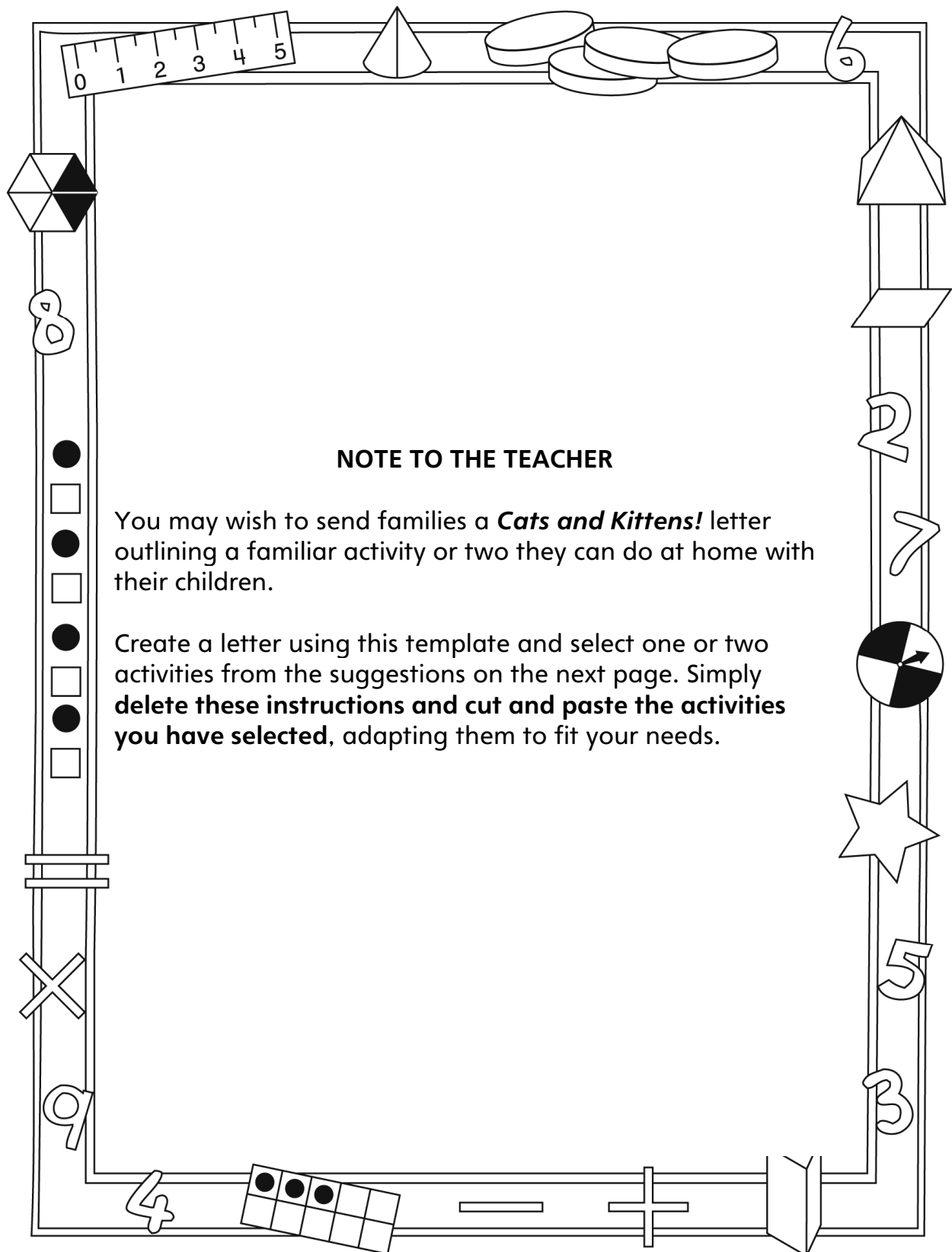
Name: _____

Add and Subtract to 20	Not observed	Sometimes	Consistently
Models add-to and take-from to 20			
Uses +, -, = to symbolize parts-whole and addition and subtraction			
Adds and subtracts to 20			
Compare quantities to 20			
Compares quantities to 20 by matching or counting			
Determines how many more/less			
Knows what number is one or two more and one or two less than another number			

Strengths:

Next Steps:

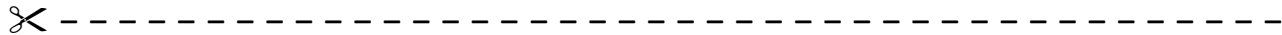
Connecting Home and School Line Master 2-1



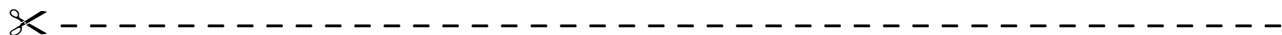
Connecting Home and School Line Master 2–2

Dear Family:

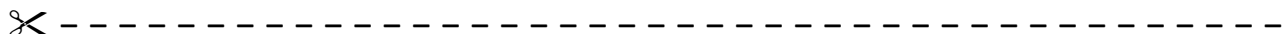
We have been working on ***Cats and Kittens!*** which focuses on Adding and Subtracting to 20 and Comparing Quantities to 20. Try this activity at home with your child.



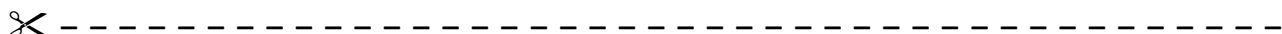
Reading the Story: As you read the story, count and talk about the cats and kittens. As kittens are adopted, predict how many are left before you turn the page. Work together to identify the missing, adopted kitten(s). After reading, use 20 small objects and the Math Mat on the inside back cover to re-tell the story (or tell others) by placing an object in each space and then “adopting” (removing) cats and figuring out how many remain.



Cat Nim: Use 20 small objects and the Math Mat on the inside back cover to play this game. Place an object in every space on the mat. Take turns “adopting cats” by removing 1, 2, or 3 objects. Whoever removes the last counter and so empties the Math Mat, scores 1 point. Then, play to fill the mat by adding 1, 2, or 3 counters. Whoever places the last counter, scores a point. Take turns going first. Have fun!



How Many 1s? Use small objects to represent cats, and fold a piece of paper to make a hiding spot. Start with about 15 “cats.” Ask your child to turn away while you place (5) “cats” in the hiding spot. Your child then looks at the (10) visible “cats” and predicts how many are hiding. Lift the paper and count to check. Encourage the use of numbers to describe the story. For example, say: “10 and 5—that’s 15 cats.” or “5 cats are hiding and 10 cats are not. That’s 15 cats altogether.” Repeat with other combinations of that number (15) or start with another number. Invite your child to take the lead.



Sincerely,

Cats and Kittens! Math Mat Line Master 3

Name: _____

Double Ten-Frame Recording Sheet

Line Master 4

Name: _____

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Rolling Number Sentences

Line Master 5

Name: _____

Round	My Numbers	My Number Sentences	My Score
1			
2			
3			
4			
5			

Numeral Cards (1–20)

Line Master 6–1

1	2	3
4	5	6
7	8	9
10		

Numeral Cards (1–20)

Line Master 6–2

11	12	13
14	15	16
17	18	19
20		

Hundred Chart

Line Master 7

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

You Need

20 counters

How to Play

- Decide who will go first. If you go first, add 1, 2, or 3 counters to the mat.
- On your turn, add 1, 2, or 3 more counters to the mat.
- The player who adds the last counter scores 1 point.
- On your turn, remove 1, 2, or 3 counters.
- The player who removes the last counter scores 1 point.
- Start again, but with the other person going first.

Target Numbers

Line Master 9

Name: _____

My target number is _____.

My number sentences are:

Sentence Frames

Line Master 10-1

✂ -----

_____ is less than _____.

✂ -----

_____ is more than _____.

✂ -----

1 more than _____ is _____.

✂ -----

1 less than _____ is _____.

✂ -----

Sentence Frames

Line Master 10-2

✂ -----

2 more than _____ is _____.

✂ -----

2 less than _____ is _____.

✂ -----

_____ is the same as _____.

✂ -----

My Solution IS!

Line Master 11-1

Name: _____

Cats and kittens are playing.
There are 4 cats and 8 kittens.
How many cats and kittens are there?
Show your thinking in pictures, numbers, and words.

Cats and kittens are playing.
There are more cats than kittens.
How many cats and kittens are there?
Show your thinking in pictures, numbers, and words.

My Solution IS!

Line Master 11-2

Name: _____

Cats and kittens are playing.
There are fewer cats than kittens.
How many cats and kittens are there?
Show your thinking in pictures, numbers, and words.

15 kittens are playing.
There 8 toys. Each kitten needs a toy.
How many more toys are needed?
Show your thinking in pictures, numbers, and words.

That's 10!

Line Master 1 (Assessment Master)

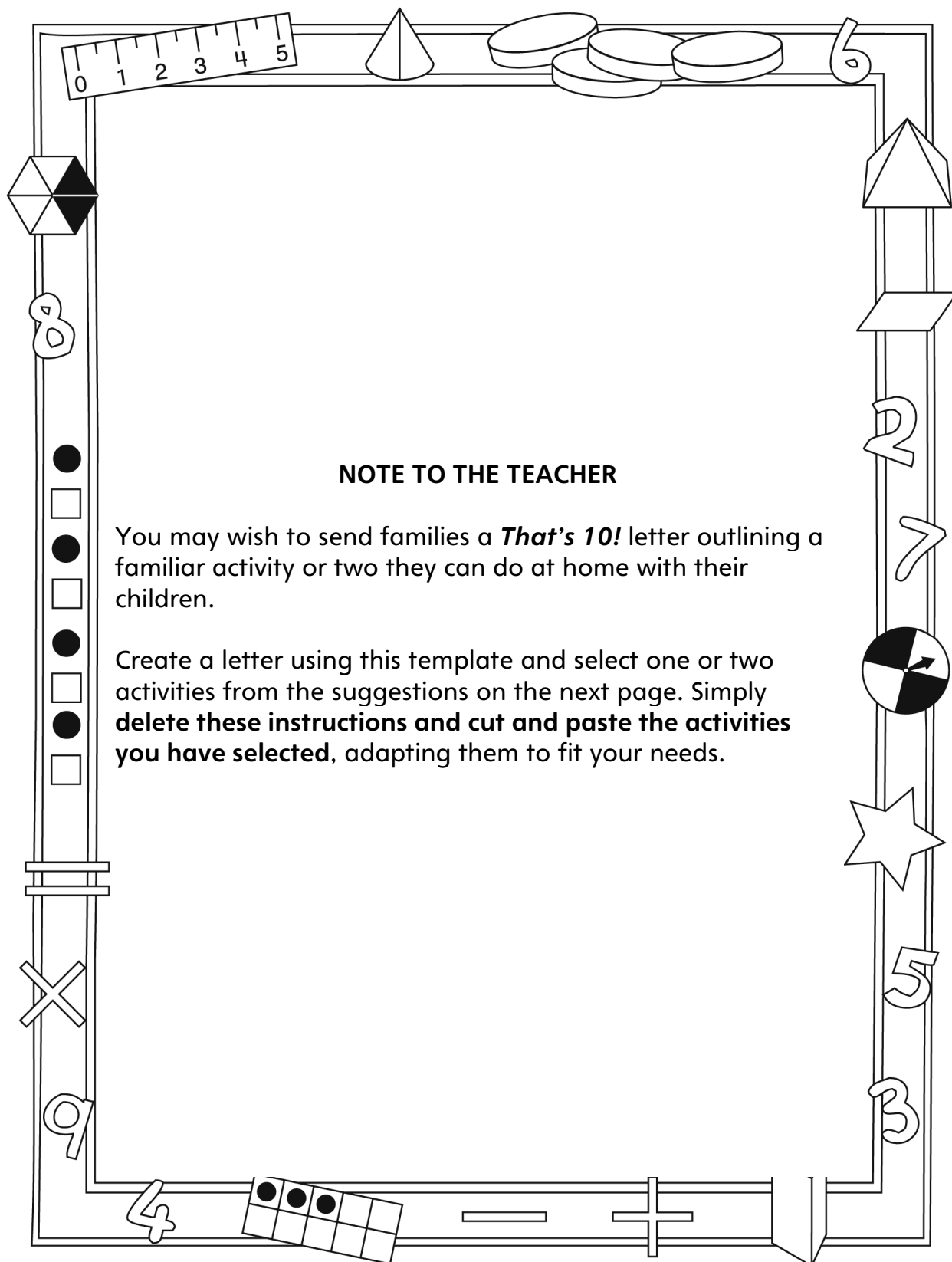
Name: _____

Add and subtract to 10	Not observed	Sometimes	Consistently
Models add-to and take-from 10			
Uses +, -, = to symbolize addition and subtraction			
Add and subtract to 10			
Compose and decompose 10			
Identifies parts of a whole			
Models and describes different ways to make numbers			

Strengths:

Next Steps:

Connecting Home and School Line Master 2-1



Connecting Home and School Line Master 2–2

Dear Family:

We have been working on *That's 10!*, which focuses on Add and Subtract to 10 and Compose and Decompose 10. Try this activity at home with your child.



Reading the Story: As you read, enjoy predicting how many baskets Scott will need to put in the box. Use small objects (e.g., buttons or bread tags) and re-create the story. How many different ways could Scott put those berries in a box? After you read, you might use the small objects and the mat on the inside back cover to re-create the story or to play your own fruit store game.



How Many Are Hidden?: Collect 10 small objects (e.g., buttons, bread tags, or coins) and a small yogurt or margarine container. Count the objects with your child. Have your child close her/his eyes while you put some objects under the upside down container. Place the rest on the top. Ask your child to open her/his eyes and decide how many objects are hidden. Lift the container and check the prediction. Next have your child hide some objects while you close your eyes!



Sort My Sets: Collect an assortment of objects such as different buttons, coins, pebbles, Lego pieces, etc. Ask your child to sort 10 objects and describe how they were sorted and how many are in each group (e.g., 3 green buttons, 2 blue buttons, and 5 black buttons is 10 buttons). Then ask your child to sort the same objects in one or more other ways (e.g., 7 buttons with 2 holes and 3 buttons with 4 holes). Repeat with other mixes of objects.



Sincerely,

Ten-Frame

Line Master 3

Let's Make 10

Line Master 4

Name: _____

Blueberries	Raspberries	Total

Berry Stories—Number Sentences

Line Master 5

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

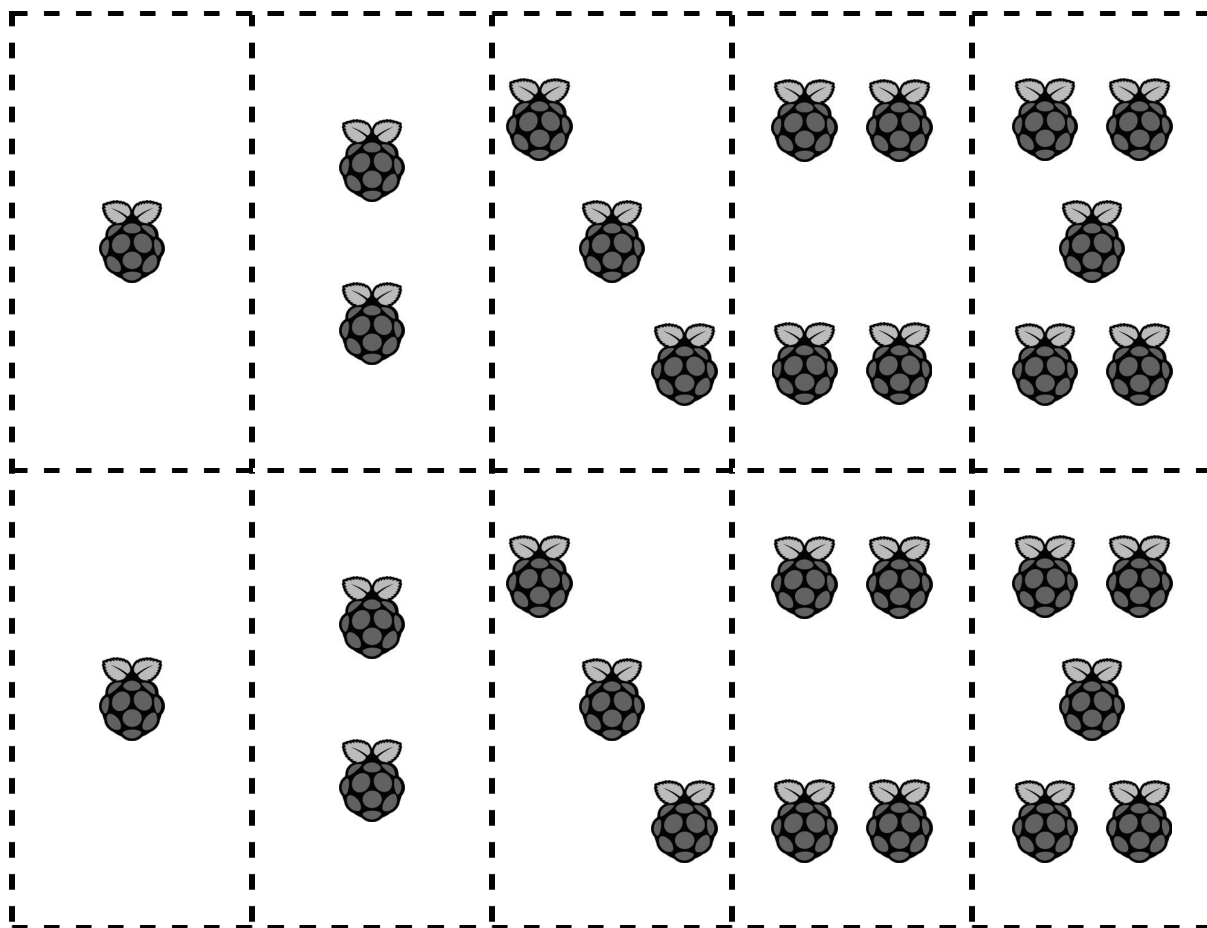
8. _____

9. _____

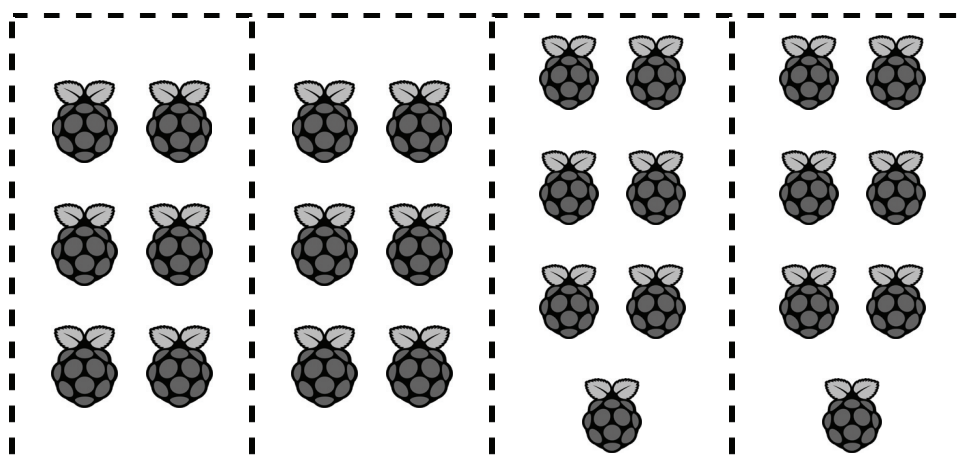
10. _____

More Berries Game Cards

Line Master 6



Below are optional extra cards to extend the game beyond 10.



Shake and Spill

Line Master 7

Name: _____

Side 1	Side 2	Total



Name: _____

Side 1	Side 2	Total

Today's Special

Line Master 8

Name: _____

TODAY'S SPECIAL IS...

BUY 10 get _____

How Many Berries?

Line Master 9

Scott had 10 baskets of berries.

He sold 4.

How many baskets does he have left? _____

✂ - - - - -

There were 3 baskets of berries on the shelf.

Scott added 7 more.

How many baskets were there altogether? _____

✂ - - - - -

Mr. Lin bought 2 baskets of berries.

Then he bought 8 more.

How many baskets did he have altogether? _____

✂ - - - - -

Create your own berry word problem...

That's 10!

Line Master 1 (Assessment Master)

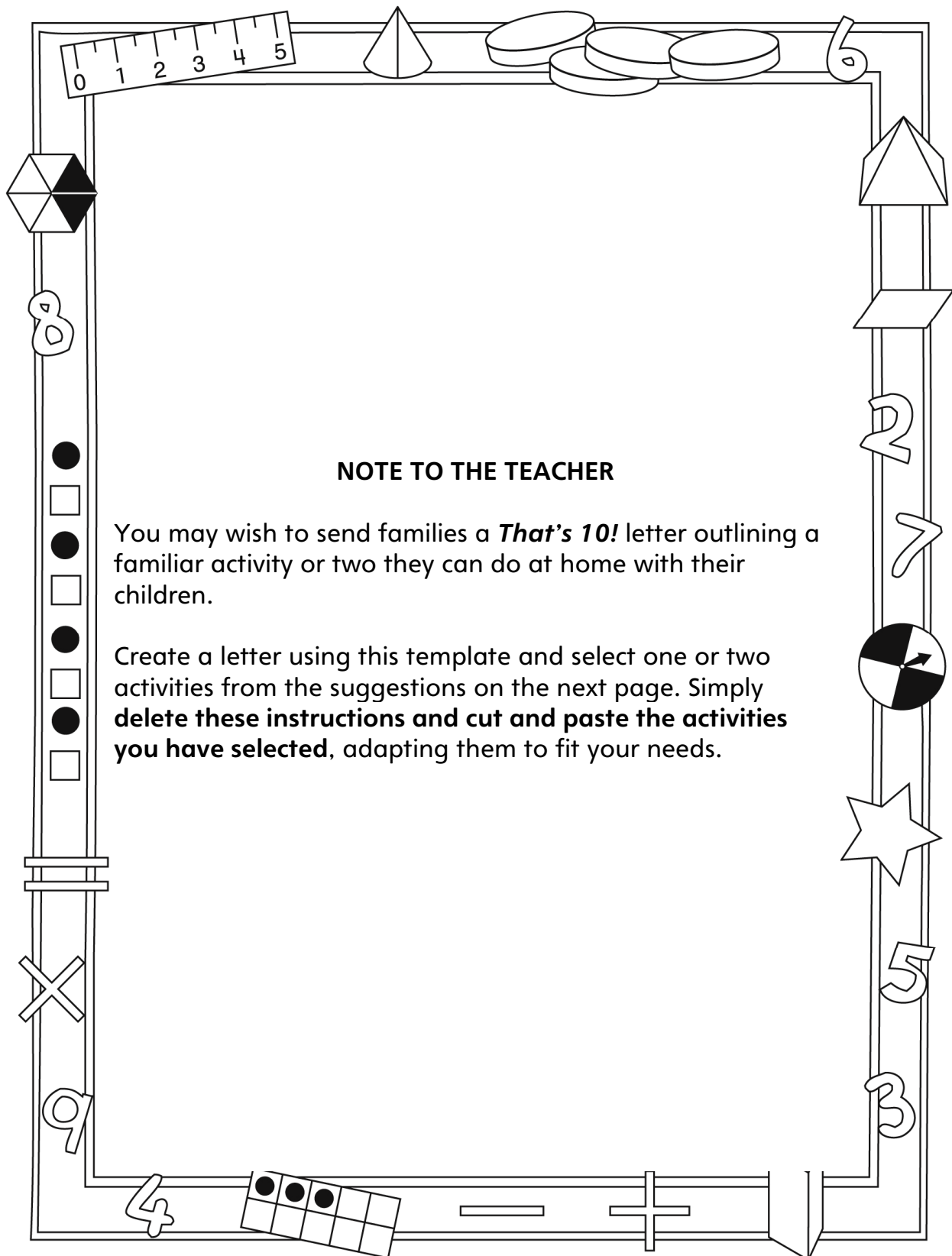
Name: _____

Add and subtract to 10	Not observed	Sometimes	Consistently
Models add-to and take-from 10			
Uses +, -, = to symbolize addition and subtraction			
Add and subtract to 10			
Compose and decompose 10			
Identifies parts of a whole			
Models and describes different ways to make numbers			

Strengths:

Next Steps:

Connecting Home and School Line Master 2-1



NOTE TO THE TEACHER

You may wish to send families a *That's 10!* letter outlining a familiar activity or two they can do at home with their children.

Create a letter using this template and select one or two activities from the suggestions on the next page. Simply **delete these instructions and cut and paste the activities you have selected**, adapting them to fit your needs.

Connecting Home and School Line Master 2–2

Dear Family:

We have been working on *That's 10!*, which focuses on Add and Subtract to 10 and Compose and Decompose 10. Try this activity at home with your child.



Reading the Story: As you read, enjoy predicting how many baskets Scott will need to put in the box. Use small objects (e.g., buttons or bread tags) and re-create the story. How many different ways could Scott put those berries in a box? After you read, you might use the small objects and the mat on the inside back cover to re-create the story or to play your own fruit store game.



How Many Are Hidden?: Collect 10 small objects (e.g., buttons, bread tags, or coins) and a small yogurt or margarine container. Count the objects with your child. Have your child close her/his eyes while you put some objects under the upside down container. Place the rest on the top. Ask your child to open her/his eyes and decide how many objects are hidden. Lift the container and check the prediction. Next have your child hide some objects while you close your eyes!



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Sincerely,

Ten-Frame

Line Master 3

Let's Make 10

Line Master 4

Name: _____

Blueberries	Raspberries	Total

Berry Stories—Number Sentences

Line Master 5

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

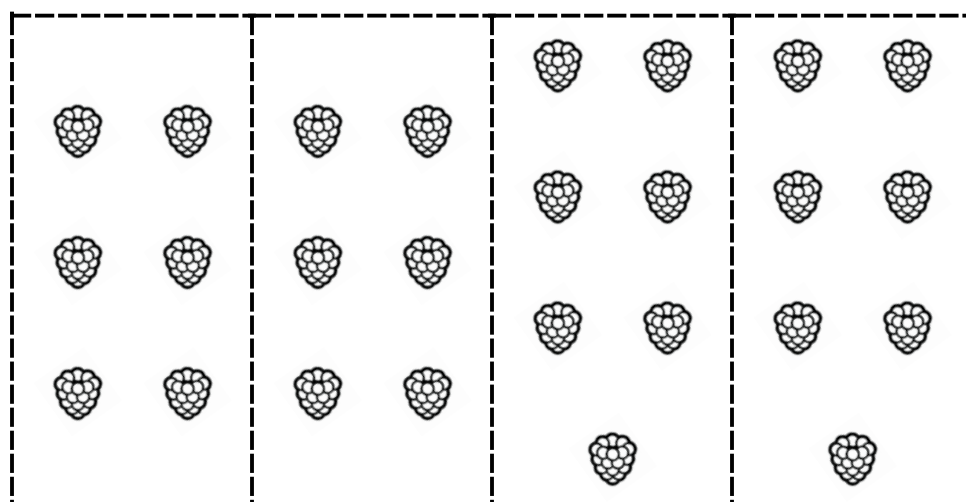
10. _____

More Berries Game Cards

Line Master 6



Below are optional extra cards to extend the game beyond 10.



Shake and Spill

Line Master 7

Name: _____

Side 1	Side 2	Total



Name: _____

Side 1	Side 2	Total

Today's Special

Line Master 8

Name: _____

TODAY'S SPECIAL IS...

BUY 10 get _____

How Many Berries?

Line Master 9

Scott had 10 baskets of berries.

He sold 4.

How many baskets does he have left? _____

✂ -----

There were 3 baskets of berries on the shelf.

Scott added 7 more.

How many baskets were there altogether? _____

✂ -----

Mr. Lin bought 2 baskets of berries.

Then he bought 8 more.

How many baskets did he have altogether? _____

✂ -----

Create your own berry word problem...

Buy 1—Get 1

Line Master 1 (Assessment Master)

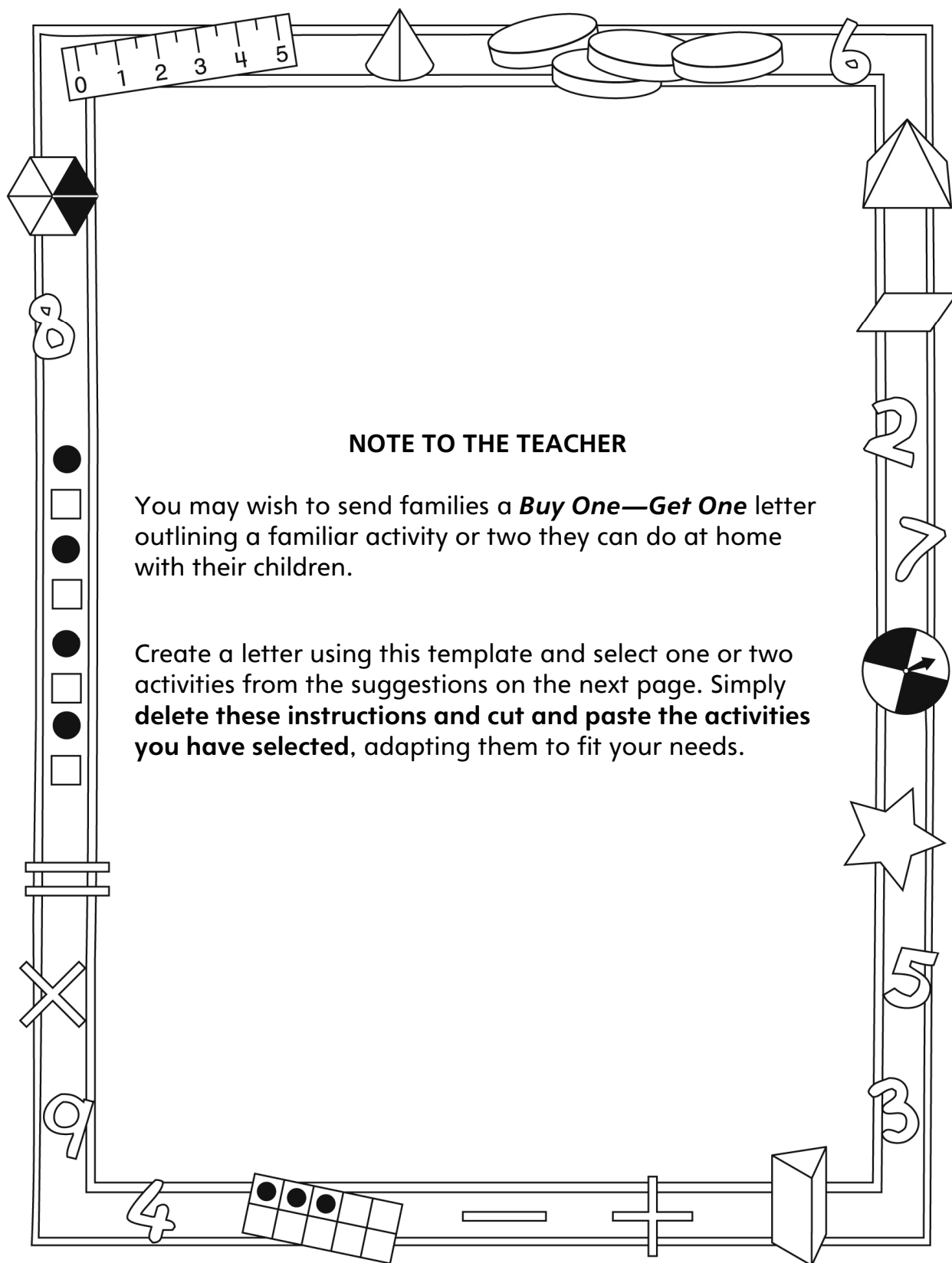
Name: _____

Add and subtract to 20	Not observed	Sometimes	Consistently
Models and describes addition situations			
Uses + and = appropriately			
Models and describes subtraction situations			
Uses – and = appropriately			
Develop addition and subtraction strategies			
Knows double facts			
Uses doubles to find other facts			
Counts on to find sums			
Counts back to find differences			

Strengths:

Next Steps:

Connecting Home and School Line Master 2-1



NOTE TO THE TEACHER

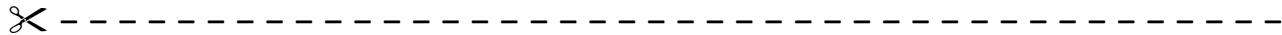
You may wish to send families a **Buy One—Get One** letter outlining a familiar activity or two they can do at home with their children.

Create a letter using this template and select one or two activities from the suggestions on the next page. Simply **delete these instructions and cut and paste the activities you have selected**, adapting them to fit your needs.

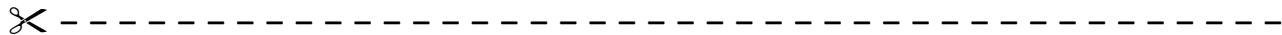
Connecting Home and School Line Master 2–2

Dear Family:

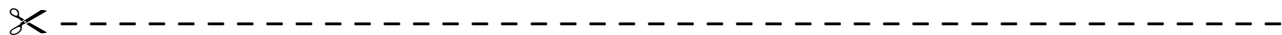
We have been working on **Buy One—Get One**, which focuses on Adding and Subtracting and Developing Addition and Subtraction Strategies. Try this activity at home with your child.



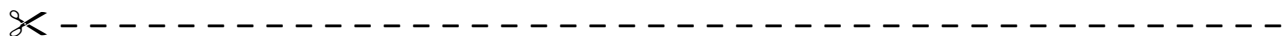
Reading the Story: As you read the story, enjoy discussing and counting what Sofia and Adam choose to buy. Before turning the page, encourage your child to predict the number of items in the cart. Also, discuss the cost of items and work out the amount of money left after each purchase. Encourage your child to explain how he/she arrives at each answer. After you read, you might use small objects and the shopping cart on the inside back cover to re-create the shopping trip.



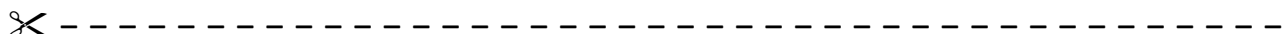
You Are Bumped! We have played this game in class and your child can now teach you the rules. Your child has brought the game board home. All you need to add are some small objects to use as counters. You and your child can make a set of cards for the numbers 1–10, or you can use a deck of cards with the face cards removed.



Double the Card: Remove the face cards from a deck of cards and place them in a pile, face down. Write the numbers 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 on a sheet of paper, and have your child do the same. Take turns flipping the cards over. Each time, state the number and double it. For example, if you turn over 8, say, “8; 8 plus 8 equals 16.” Cross out the double (16). The goal is to be the first to cross out all the numbers.



Shopping Together: When shopping, engage your child in thinking about how many there would be if you doubled what you are buying. “How many oranges would we have if we doubled what we just put in our cart?” You might also offer opportunities for your child to work with money amounts. “Suppose we have 20 dollars. About how much would we have left if we buy this box of cereal?”



Sincerely,



Double Ten-Frame

Line Master 4

Numeral Cards (Even)

Line Master 5-1

2	4
6	8
10	12
14	16
18	20

Numeral Cards (Odd)

Line Master 5-2

1	3
5	7
9	11
13	15
17	19

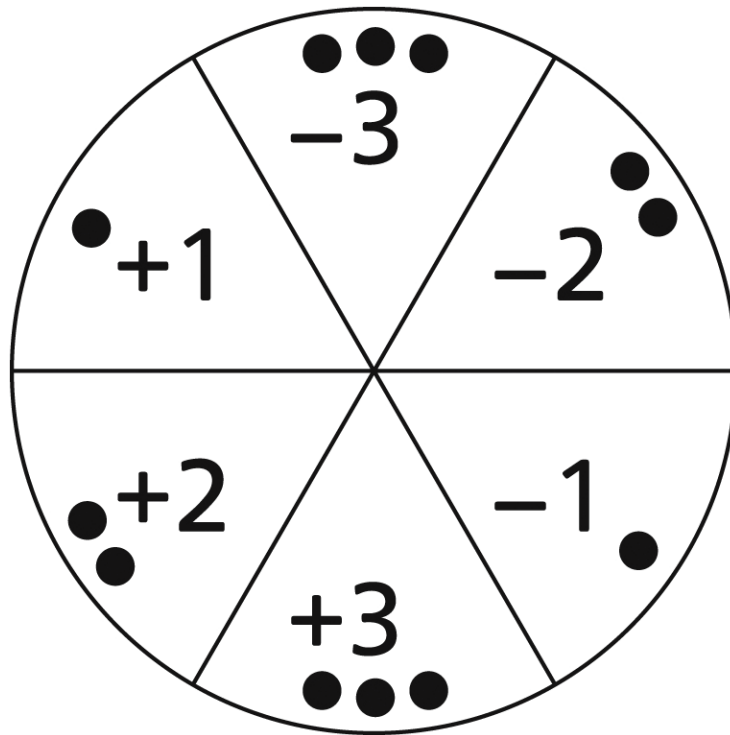
Bingo!

Line Master 6

		FREE		

Counting On or Back Game Board

Line Master 7



What you need:

- 1 counter for each player
- pencil and paper clip to make the spinner work

How to Play:

- Each player puts a counter on 10.
- In turn, players spin.
- When you spin a +, you move toward the 20.
- When you spin a -, you move toward 1.
- The first player to reach 1 or 20 scores a point.

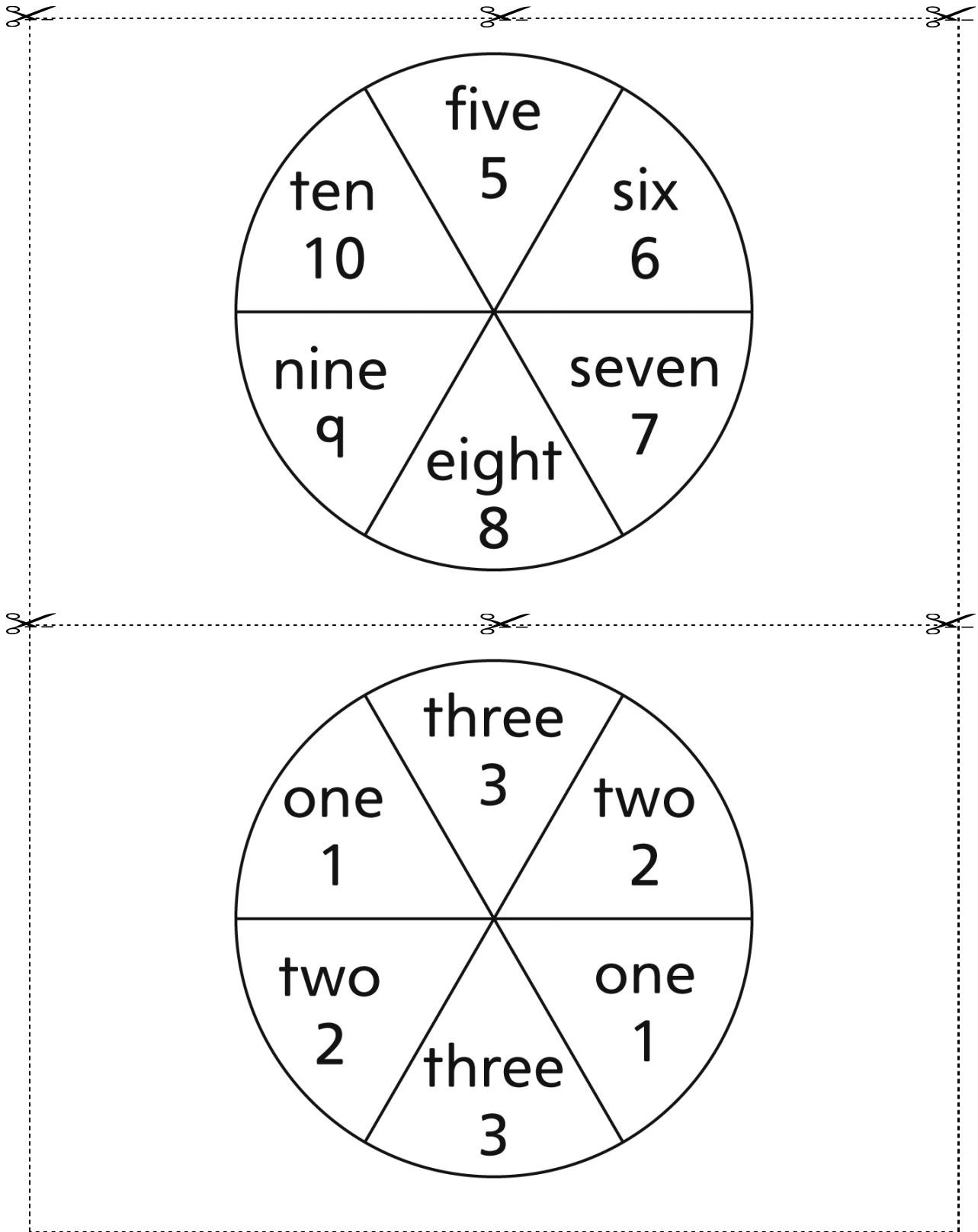
Seeing Double Recording Sheet

Line Master 8

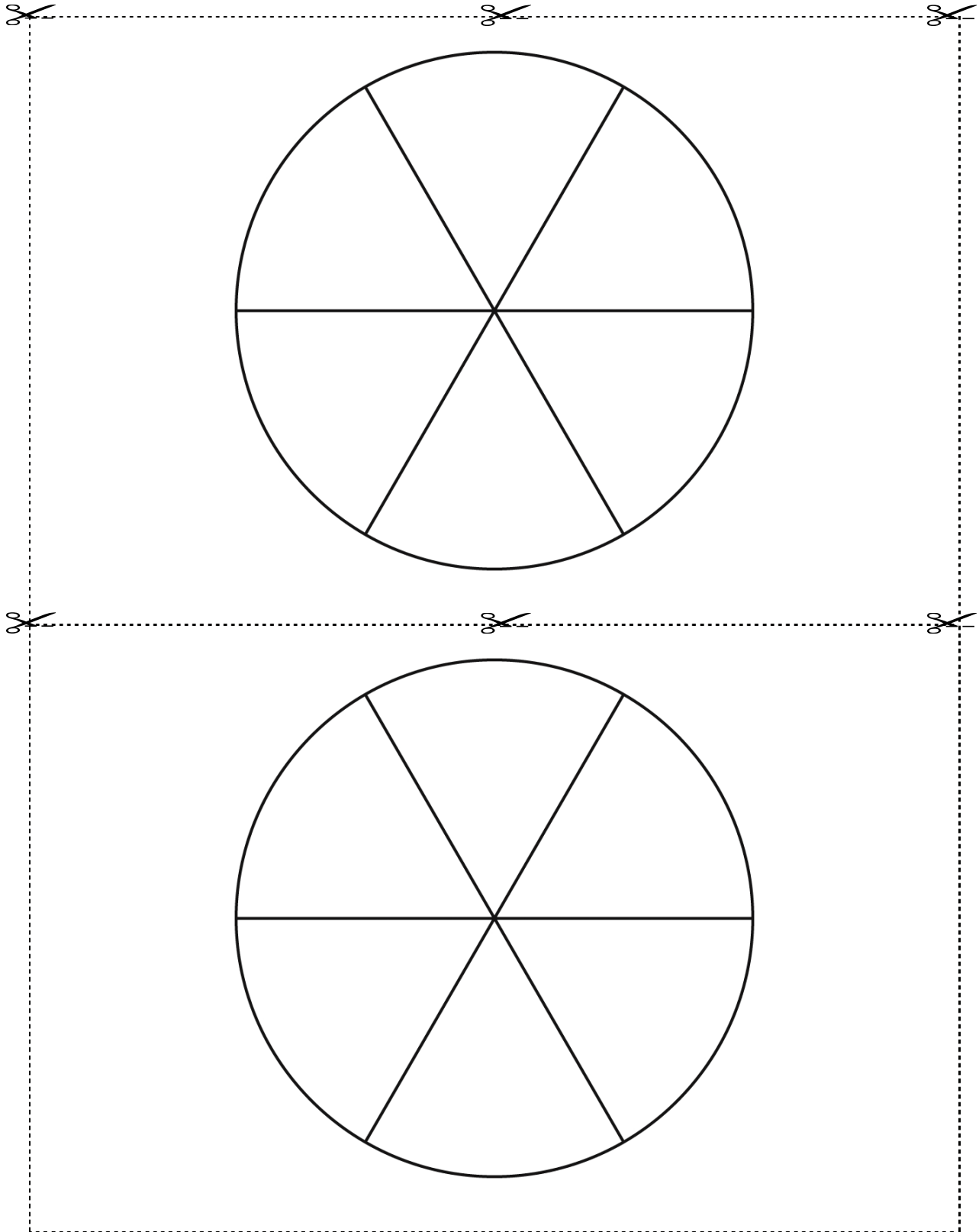
Name: _____

Print the number.	Draw the double.	Write the number sentence.

Count On or Count Back: Line Master 9-1 Spinners



Count On or Count Back: Line Master 9-2 Spinners



Count On or Count Back: Line Master 9-3 Recording Sheet I

						13
						12
						11
						10
						9
						8

Count On or Count Back: Line Master 9-4 Recording Sheet II

						7
						6
						5
						4
						3
						2

This Is Mine! Game Board: Line Master 10–1 Doubles

2	8	4	16
10	20	16	18
14	6	12	4
6	2	20	18
12	14	8	10

Each player needs:

- 8 counters (in a different colour than your partner's)
- 1 set of numeral cards for 1 to 10 (or a 10-sided number cube)

How to Play:

- Place cards face down in a pile. Choose a card.
- Double the number. Place a counter on the sum. If the sum appears more than once, only cover one of the numbers.
- If one of your counters is on the sum, put another counter on it and say, This is mine!
- If the number has one of the other player's counters on it, you can take her/his counter off and put your counter on the number.
- The first player to use up all of their counters wins!

This Is Mine! Game Board: Line Master 10–2 Near Doubles

3	9	5	15
11	19	17	1
15	7	13	5
7	3	19	17
11	13	9	1

Each player needs:

- 8 counters (in a different colour than your partner's)
- 1 set of numeral cards for 1 to 10 (or a 10-sided number cube)

How to Play:

- Place cards face down in a pile. Choose a card.
- Double the number. Add or subtract 1. Place a counter on the sum or difference. If the sum or difference appears more than once, only cover one of the numbers.
- If one of your counters is on the number, put another counter on it and say, This is mine!
- If the number has one of the other player's counters on it, you can take his/her counter off and put your counter on the number.
- The first player to use up all of their counters wins!

Facts I Know!

Line Master 11

Name: _____

+	0	1	2	3	4	5	6	7	8	9	10
0	0+0	0+1	0+2	0+3	0+4	0+5	0+6	0+7	0+8	0+9	0+10
1	1+0	1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8	1+9	1+10
2	2+0	2+1	2+2	2+3	2+4	2+5	2+6	2+7	2+8	2+9	2+10
3	3+0	3+1	3+2	3+3	3+4	3+5	3+6	3+7	3+8	3+9	3+10
4	4+0	4+1	4+2	4+3	4+4	4+5	4+6	4+7	4+8	4+9	4+10
5	5+0	5+1	5+2	5+3	5+4	5+5	5+6	5+7	5+8	5+9	5+10
6	6+0	6+1	6+2	6+3	6+4	6+5	6+6	6+7	6+8	6+9	6+10
7	7+0	7+1	7+2	7+3	7+4	7+5	7+6	7+7	7+8	7+9	7+10
8	8+0	8+1	8+2	8+3	8+4	8+5	8+6	8+7	8+8	8+9	8+10
9	9+0	9+1	9+2	9+3	9+4	9+5	9+6	9+7	9+8	9+9	9+10
10	10+0	10+1	10+2	10+3	10+4	10+5	10+6	10+7	10+8	10+9	10+10

Magic Machine

Line Master 12

<p>A whimsical robot-like machine with a lightbulb on its head, a camera eye, and various buttons. It has an 'IN' cup on the left and an 'OUT' cup on the right. The central panel says 'Add 2!'. There is a square box above the 'IN' cup and another square box below the 'OUT' cup.</p>	<p>A whimsical robot-like machine with a lightbulb on its head, a camera eye, and various buttons. It has an 'IN' cup on the left and an 'OUT' cup on the right. The central panel says 'Add 3!'. There is a square box above the 'IN' cup and another square box below the 'OUT' cup.</p>
<p>A whimsical robot-like machine with a lightbulb on its head, a camera eye, and various buttons. It has an 'IN' cup on the left and an 'OUT' cup on the right. The central panel says 'Subtract 2!'. There is a square box above the 'IN' cup and another square box below the 'OUT' cup.</p>	<p>A whimsical robot-like machine with a lightbulb on its head, a camera eye, and various buttons. It has an 'IN' cup on the left and an 'OUT' cup on the right. The central panel says 'Subtract 3!'. There is a square box above the 'IN' cup and another square box below the 'OUT' cup.</p>
<p>A whimsical robot-like machine with a lightbulb on its head, a camera eye, and various buttons. It has an 'IN' cup on the left and an 'OUT' cup on the right. The central panel says 'Double It!'. There is a square box above the 'IN' cup and another square box below the 'OUT' cup.</p>	<p>A whimsical robot-like machine with a lightbulb on its head, a camera eye, and various buttons. It has an 'IN' cup on the left and an 'OUT' cup on the right. The central panel says 'Double It and Add 1!'. There is a square box above the 'IN' cup and another square box below the 'OUT' cup.</p>

Hockey Time!

Line Master 1 (Assessment Master)

Name: _____

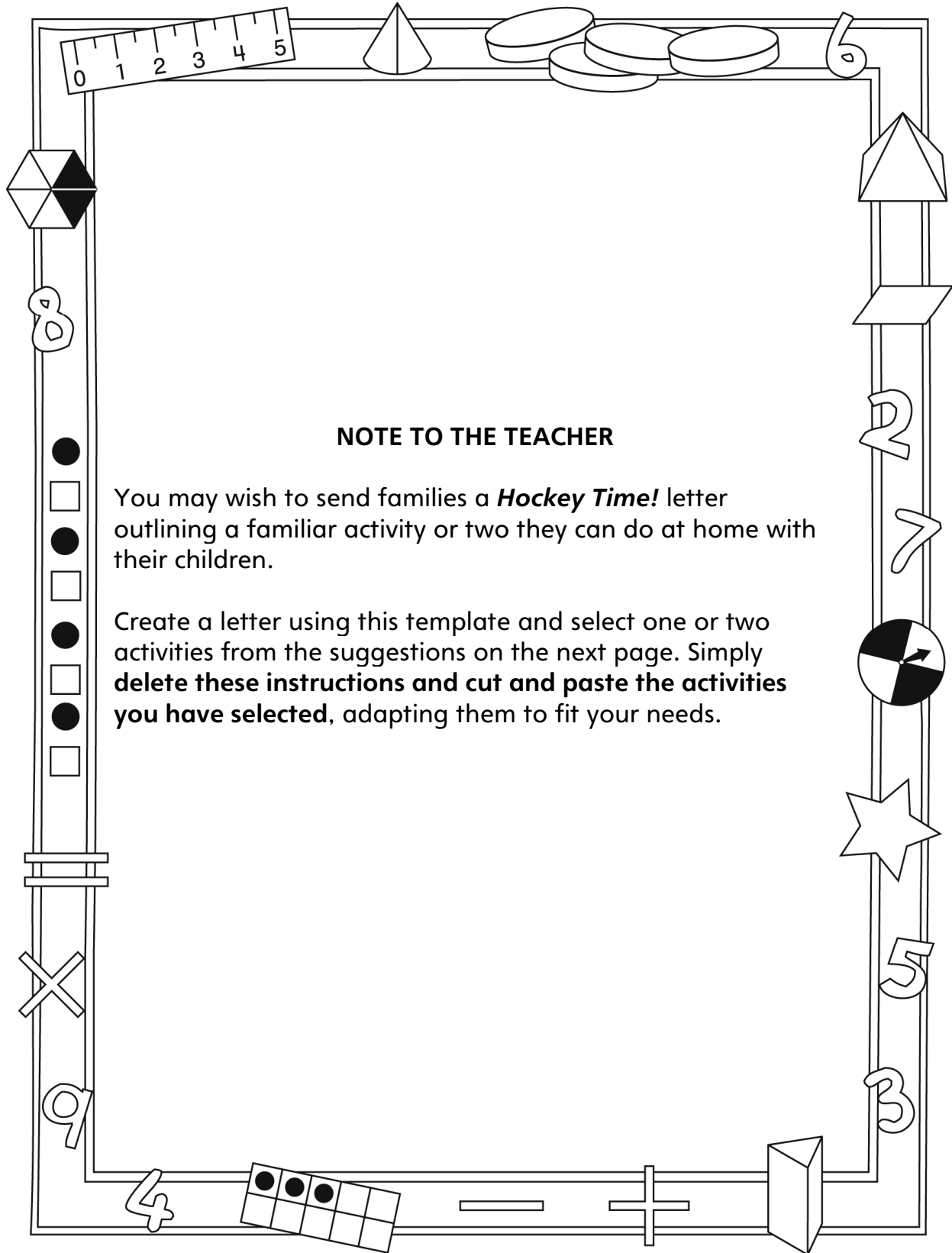
Add and Subtract to 20	Not observed	Sometimes	Consistently
Models add-to and take-from situations to 20			
Uses +, -, = to symbolize parts-whole and addition and subtraction			
Adds and subtracts to 20			
Compose and Decompose to 20			
Decomposes quantities to 20 into parts			
Composes 2-digit numbers from its parts and decomposes 2-digit numbers into parts			

Strengths:

Next Steps:

Connecting Home and School

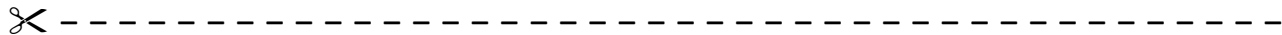
Line Master 2-1



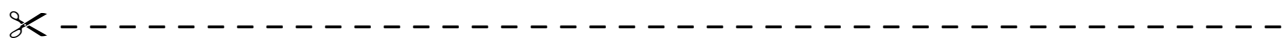
Connecting Home and School Line Master 2–2

Dear Family:

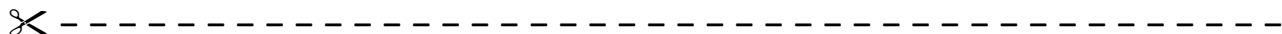
We have been working on *Hockey Time!*, which focuses on Adding and Subtracting to 20 and Composing and Decomposing to 20. Try this activity at home with your child.



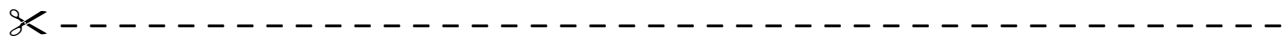
Reading the Story: As you read the story, enjoy counting the players, predicting how many are added, and finding the different ways in which a number is depicted (for example, 12 might be seen as 6 and 6; 4 and 4 and 4; 5 and 7...). After you read, you might gather 20 small objects and use the mat on the inside back cover to re-create some of the different situations from the book. Or, use counters to tell your own add-to or take-from stories. For example: There are 10 players on the rink. 5 more are coming. How many do you think there will be? How can we find out?



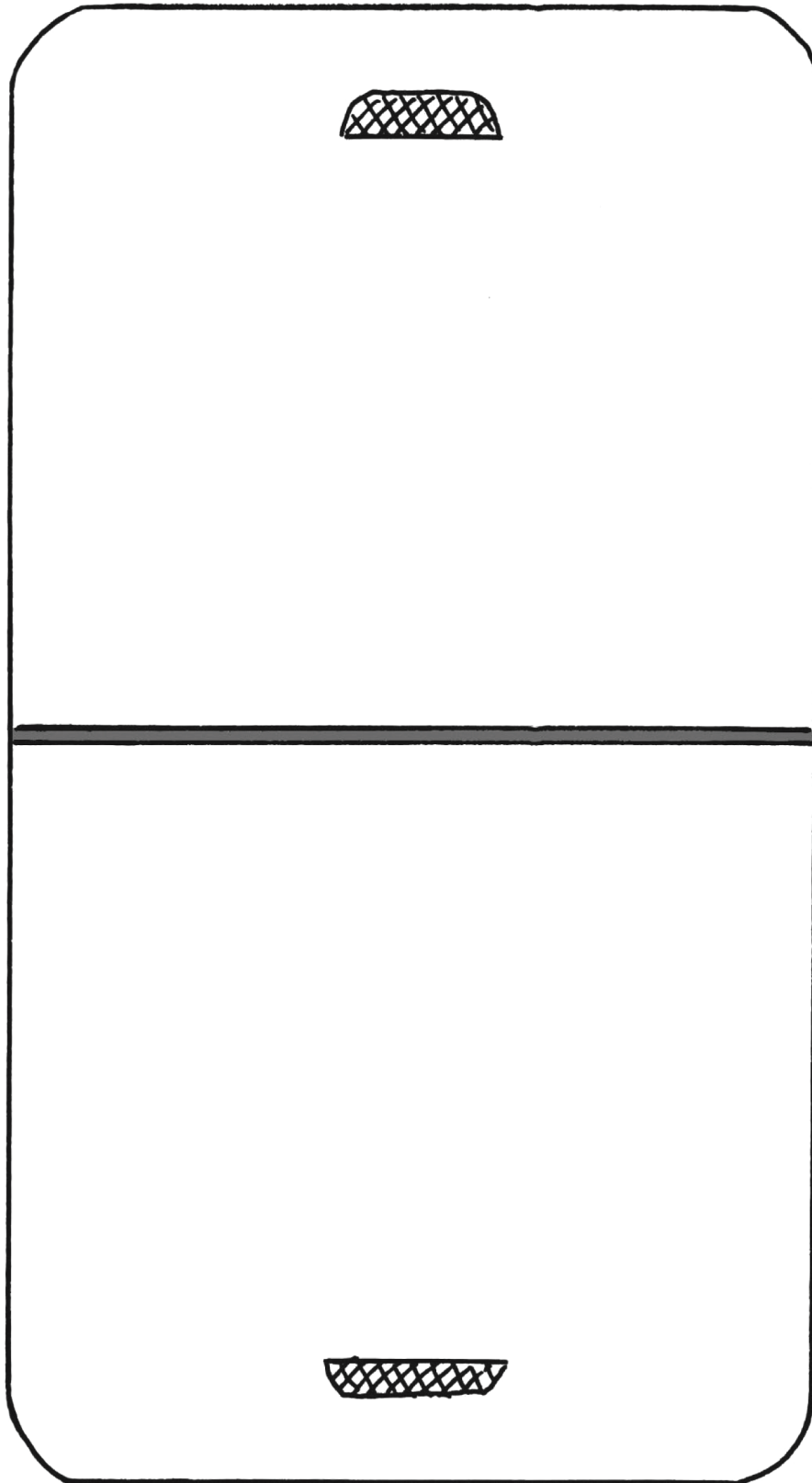
Players on the Rink: Use the inside back cover and 10–20 items to create and describe 2 sets made from 1 larger set. For example, decide together how many players (10–20) are on the rink. Count that many items (e.g., 12). Take turns arranging and describing the (12) items on either side of the centre line. Encourage the use of numbers to describe the story. For example, say “5 and 7—that’s 12 players!” Repeat with other combinations of the same number. After a few examples, you might extend the description to include a vantage point. For example, describe the position of the players from the vantage point of a spectator sitting behind each of the nets (e.g., 10 and 2, and 2 and 10).



Telling Stories: Take turns rolling 2 number cubes. Use the 2 numbers to tell either an addition story or a subtraction story. For example, for a roll of 2 and 4, the story could be, ‘My team has 4 goals. Then we scored 2 more goals. That’s 6 goals!’



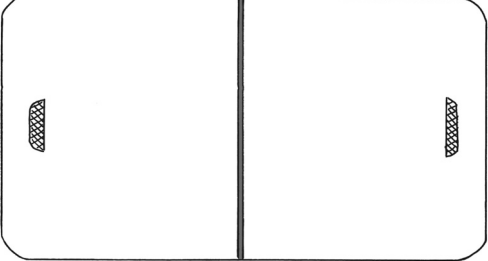
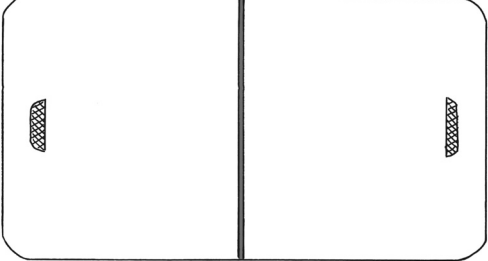
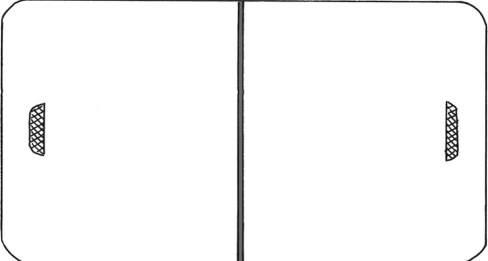
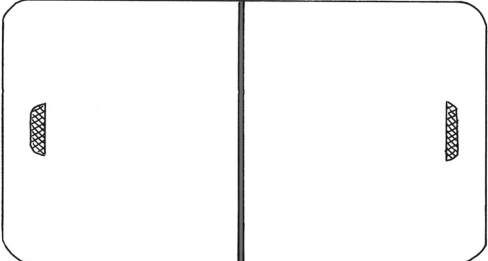
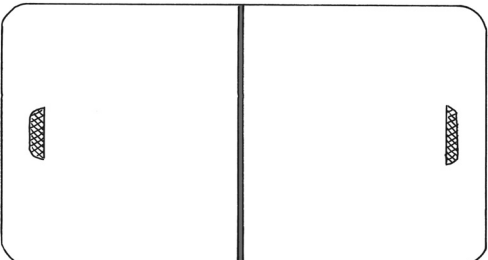
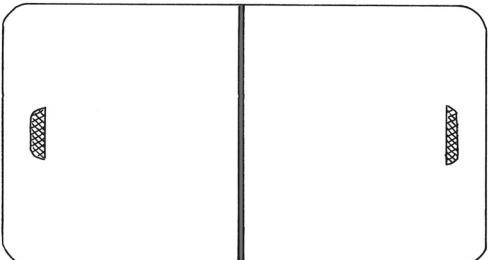
Sincerely,



Hockey Rink Recording Sheet

Line Master 4

Name: _____

 A diagram of a hockey rink with a vertical center line. On the left side, there is a goal icon with a cross-hatch pattern. On the right side, there is another goal icon with a cross-hatch pattern.	 A diagram of a hockey rink with a vertical center line. On the left side, there is a goal icon with a cross-hatch pattern. On the right side, there is another goal icon with a cross-hatch pattern.
 A diagram of a hockey rink with a vertical center line. On the left side, there is a goal icon with a cross-hatch pattern. On the right side, there is another goal icon with a cross-hatch pattern.	 A diagram of a hockey rink with a vertical center line. On the left side, there is a goal icon with a cross-hatch pattern. On the right side, there is another goal icon with a cross-hatch pattern.
 A diagram of a hockey rink with a vertical center line. On the left side, there is a goal icon with a cross-hatch pattern. On the right side, there is another goal icon with a cross-hatch pattern.	 A diagram of a hockey rink with a vertical center line. On the left side, there is a goal icon with a cross-hatch pattern. On the right side, there is another goal icon with a cross-hatch pattern.

Double Ten-Frame

Line Master 5

Score 10 Goals

Line Master 6–1

You need:

- coloured counters

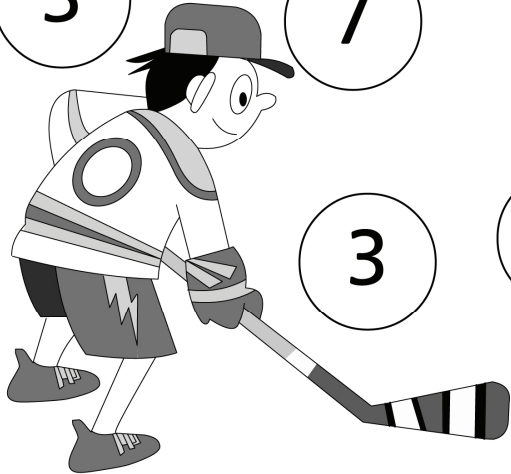
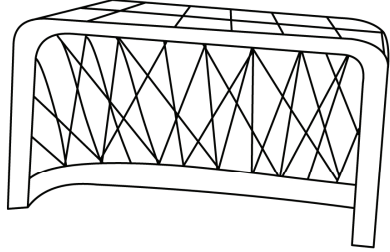
How to play:

- In turn, cover 2 numbers that add up to 10.
- The winner is the last one to cover 2 numbers.

Score 10 Goals

Line Master 6-2

A collection of 50 circles arranged in a grid-like pattern. Each circle contains a number or a letter. The numbers are: 1, 3, 2, 4, 8, 7, 9, 8, 5, 7, 5, 4, 7, 2, 1, 9, 9, 6, 3, 4, 2, 1, 5, 6, 9, 4, 8, 1, 5, 8, 2, 7, 7, 1, 6, 8, 9, 8, 3, 7, 8, 4, 9, 6, 6, 3, 8, 4, 3, 9, 3, 4, 1, 5, 2.



Score 20 Goals

Line Master 7-1

You need:

- coloured counters

How to play:

- In turn, cover 2 numbers that add up to 20.
- The winner is the last one to cover 2 numbers.

Score 20 Goals

Line Master 7-2



A collection of 50 circles, each containing a number. The numbers are: 1, 2, 18, 16, 14, 3, 10, 9, 4, 5, 6, 9, 5, 14, 6, 9, 8, 2, 13, 8, 7, 13, 3, 1, 18, 2, 11, 5, 6, 10, 4, 18, 16, 19, 14, 4, 17, 18, 19, 15, 7, 12, 1, 4, 8, 11, 15, 12, 13, 8, 17, 3, 10, 7, 13, 12, 12, 15, 16, 11, 15, 19, 17.



The Same As

Line Master 8

Name: _____

These are all _____

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

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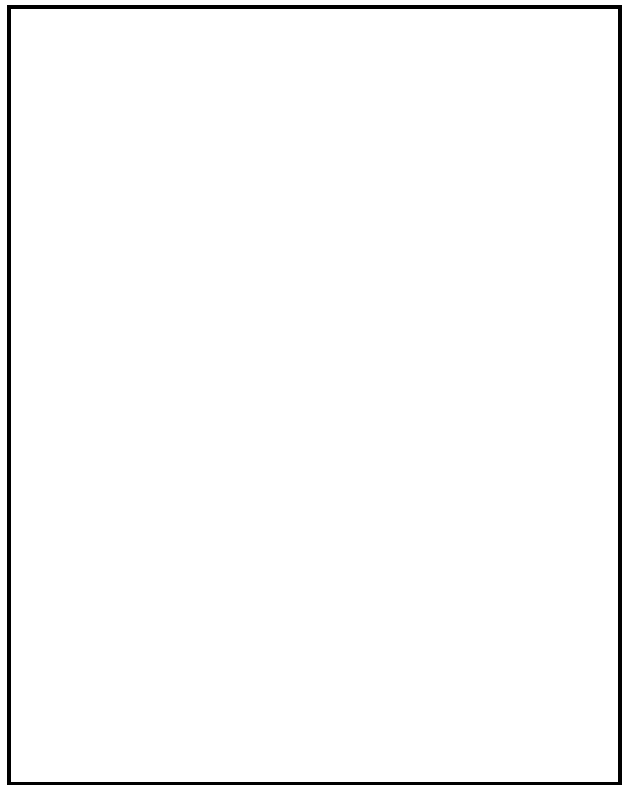
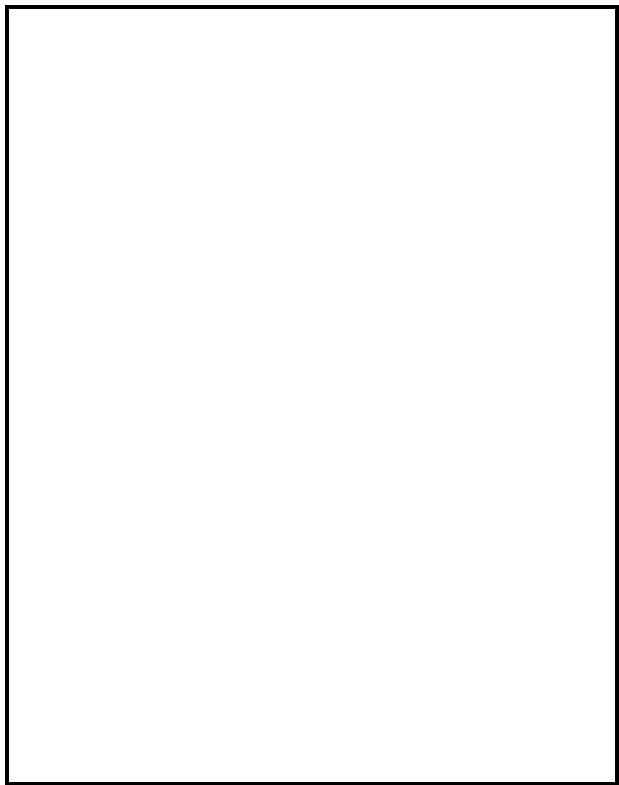
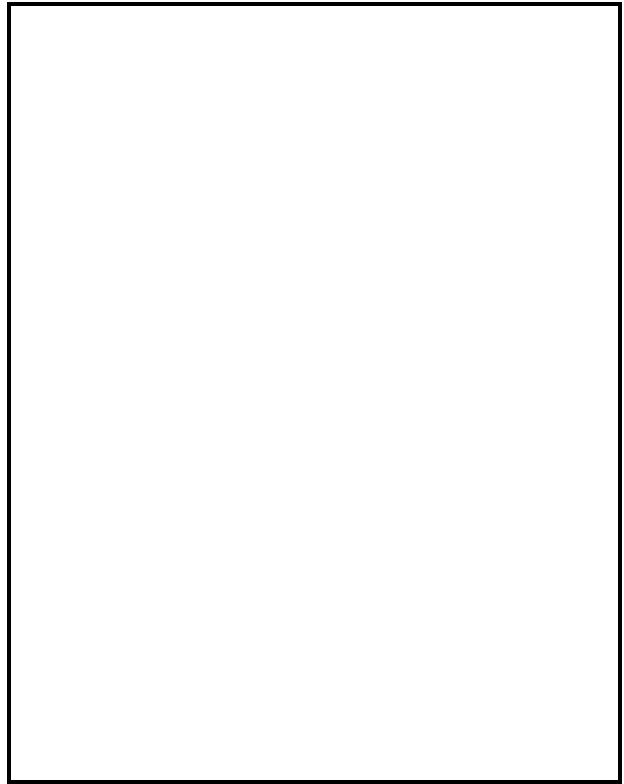
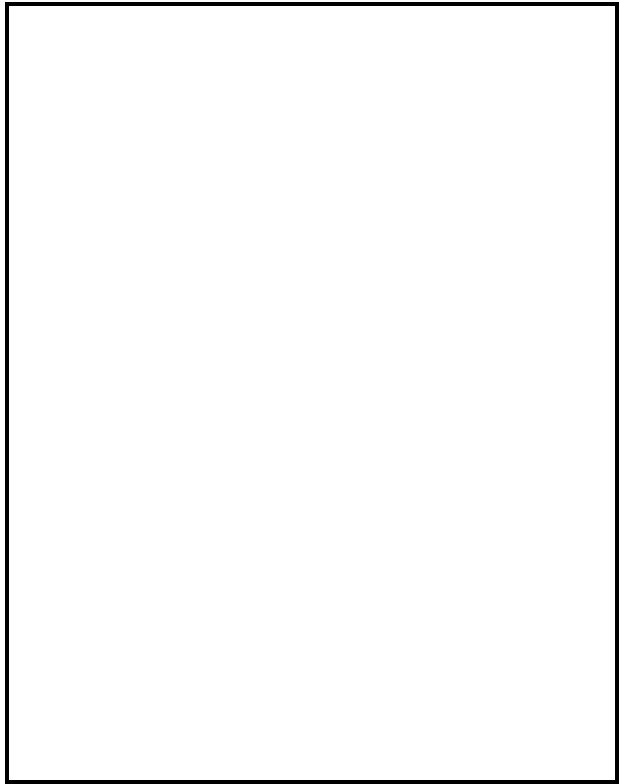
Booklet Template

Line Master 9

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Comic Template

Line Master 10



Addition and Subtraction Problems

Line Master 11–1

Name: _____

It's time for hockey.

There are 5 children on each team.

How many children are playing?

Show your thinking with pictures, numbers, and words.

Make up your own hockey story about 10 hockey players.
Use pictures, numbers, and words to solve it.

Addition and Subtraction Problems

Line Master 11–2

Name: _____

There are 12 children playing hockey.
Some are wearing scarves and some are not.
What might the team look like?
Show your thinking with pictures, numbers, and words.

Show a different way.

Addition and Subtraction Problems

Line Master 11–3

Name: _____

5 children with red jackets and 5 children with blue jackets are playing hockey.

How many hockey sticks are there?

Show your thinking with pictures, numbers, and words.

The grown-ups are getting water for each of the 12 players.

They have 10 cups. How many more do they need?

Show your thinking with pictures, numbers, and words.

Canada's Oldest Sport

Line Master 1

(Assessment Master)

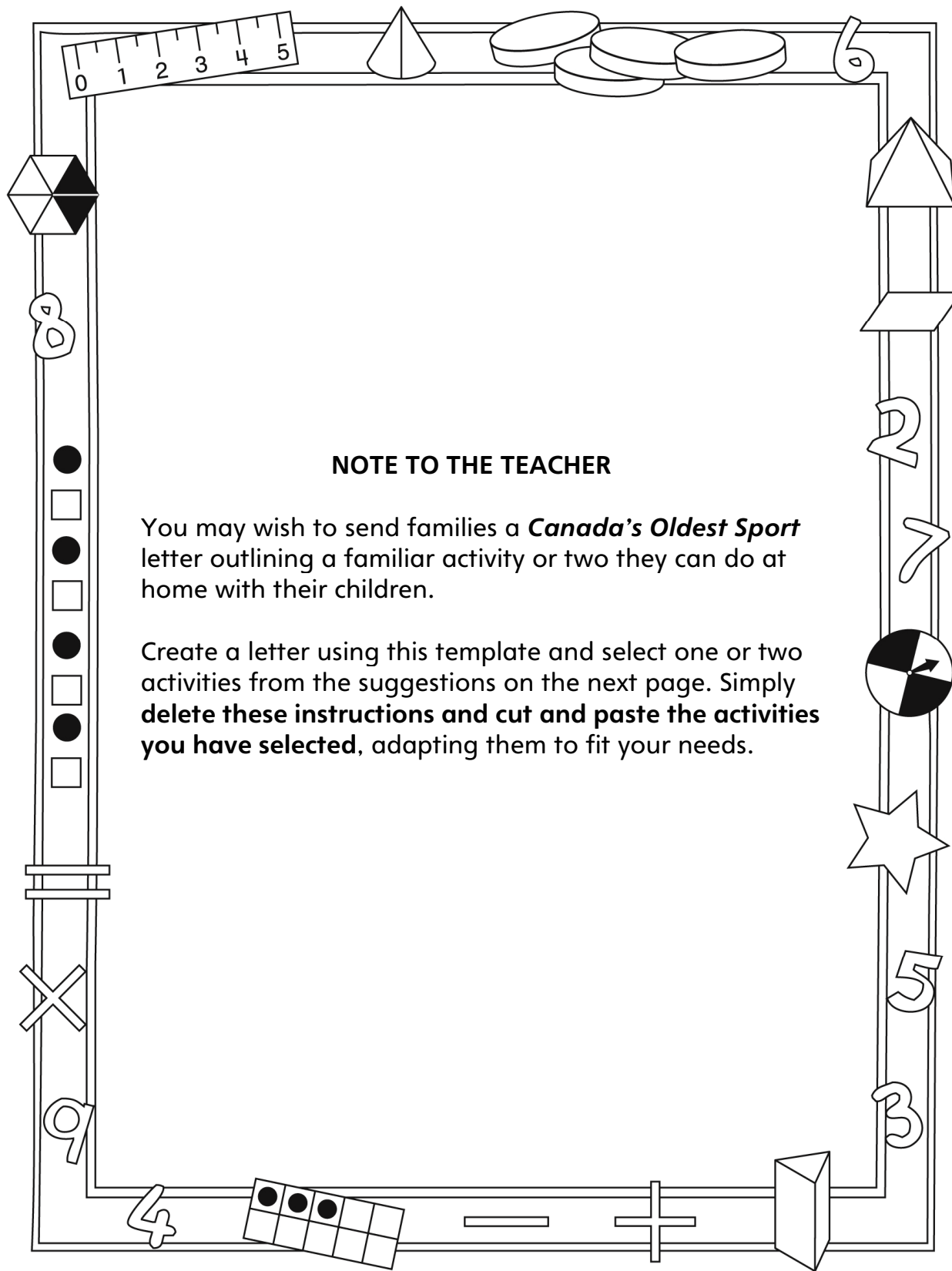
Name: _____

Add and subtract to 20	Not observed	Sometimes	Consistently
Uses a variety of strategies to add and subtract			
Uses +, -, =, to symbolize addition and subtraction			
Adds and subtracts to 20			
Compare and order quantities to 20			
Compares quantities by matching or counting to determine more/less or equal quantities			
Determines how many more/less one quantity is compared to another			
Orders three or more quantities to 20 using sets			

Strengths:

Next Steps:

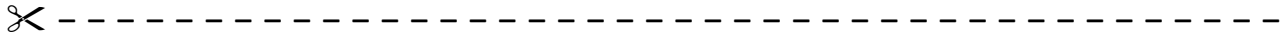
Connecting Home and School Line Master 2-1



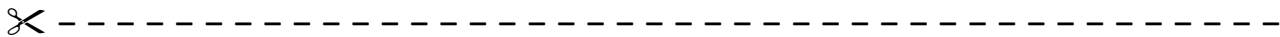
Connecting Home and School Line Master 2–2

Dear Family:

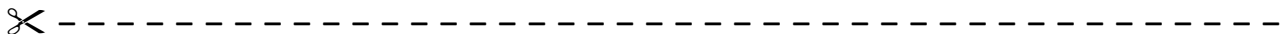
We have been working on *Canada's Oldest Sport!*, which focuses on Add and Subtract to 20 and Compare and Order Sets to 20. Try this activity at home with your child.



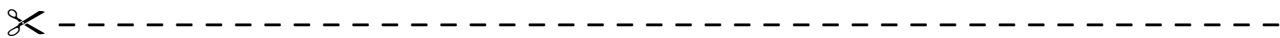
Reading the Story: As you read the story, enjoy counting the fans and players on various pages. What are they doing? What are they wearing? After you read, use simple objects such as buttons or bread tags and use the mat on the inside back cover to re-create the story or to play your own game.



Comparing Coins: Collect an assortment of coins (nickels, dimes, quarters, loonies, toonies) and put them in a bag or box. Have each player pull out 5 coins, without looking, and order them from least value to greatest value. Then compare coins with the other player's coins. The player whose coin has the greatest value wins a point. The player whose coin has the least value wins a point. Ties give each player a point. Play for several rounds and then see who has the most points.



Rolling Math Facts: First player rolls 2 number cubes and finds the number they represent. The player rolls again to find a second number and uses the 2 numbers to create an addition question. Second player takes a turn. The player with the higher sum wins a point. Next round, the players roll again and find how much one number is greater than the other. The player with the greater difference wins a point. A similar activity would be: Write each of the numbers 1–12 in the bottom of the sections of an egg carton. Put 2 buttons (or coins, or bread tags) inside and close it. One player shakes it a few times and lifts the lid to get 2 numbers to use in the addition or finding the difference problem. Try putting in 3 buttons to create more challenging questions.



Sincerely,

Ten-Frame

Line Master 3

Double Ten-Frame

Line Master 4

Numeral Cards

Line Master 5

Name: _____

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

Ordering Rows Recording Sheet Line Master 6

Name: _____

Your names:

What numbers did you choose?

Put the rows in order from least to greatest.

What numbers did you choose?

Put the rows in order from least to greatest.

What numbers did you choose?

Put the rows in order from least to greatest.

Which Team Wins?

Line Master 7

How to Play:

- Each player selects a gameboard with a team name (Bears/Eagles).
- Player 1 rolls a number cube and tallies the number in Period 1.
- Player 2 rolls the same number cube and tallies the number in Period 1.
- Players repeat for the other 2 periods of the game.
- Players total the number for the 3 periods to determine the winning team.

Bears

Period 1	Period 2	Period 3
Total Number of Goals:		

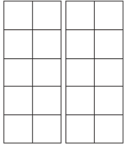
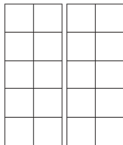
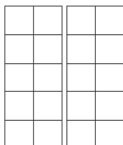
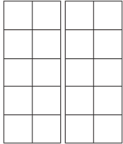
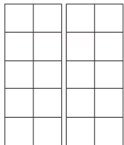
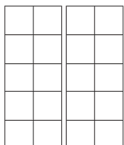
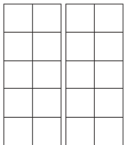
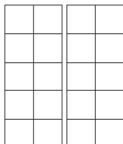
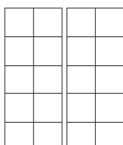
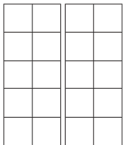
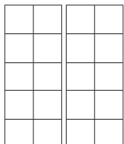
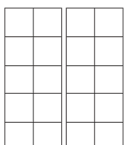
Eagles

Period 1	Period 2	Period 3
Total Number of Goals:		

Compare Your Numeral Cards

Line Master 8

Name: _____

<p>My number is _____</p> <p>_____ = </p> <p> is less than _____</p> <p> is greater than _____</p>	<p>My number is _____</p> <p>_____ = </p> <p> is less than _____</p> <p> is greater than _____</p>
<p>My number is _____</p> <p>_____ = </p> <p> is less than _____</p> <p> is greater than _____</p>	<p>My number is _____</p> <p>_____ = </p> <p> is less than _____</p> <p> is greater than _____</p>

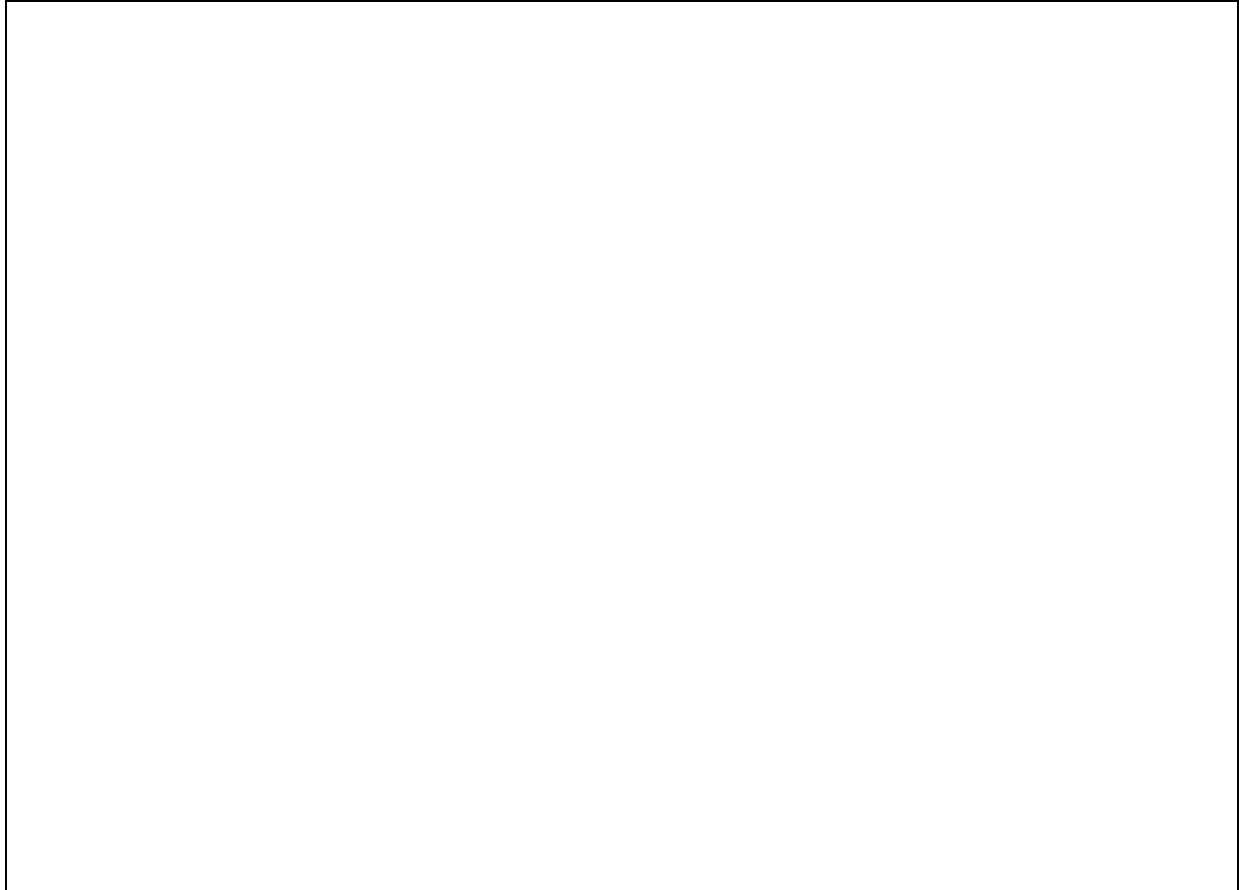
Order your numbers:

_____ _____ _____ _____

Least Greatest

Name: _____

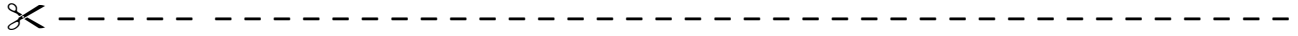
My Sport: _____



Here is a question about my picture:

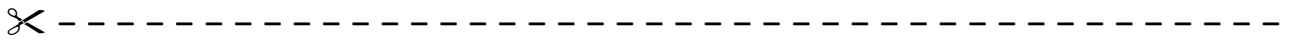
How Many?

Line Master 10



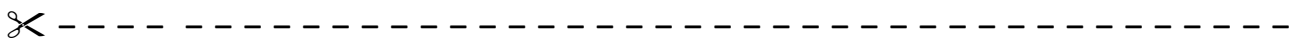
10 children are warming up for the lacrosse game.
Some are practising shots. More are running.
Draw the children.

How many children are running? _____
How many children are practising shooting? _____



There are fans watching in the stands.
Fewer fans are standing than sitting. Draw the fans.
Then have some fans leave (put an X on them).

How many standing fans did you draw? _____
How many fans are sitting? _____
How many fans were in the stands? _____
How many fans are in the stands after
some fans left? _____



The coach has some balls for lacrosse practice.
Some are blue. Some are red.
There are 2 more red balls than blue balls.
Draw and colour the lacrosse balls.

How many balls did you draw? _____
How many balls are red? _____
How many balls are blue? _____
If three balls get lost, how many balls
will be left? _____

Midnight and Snowfall

Line Master 1 (Assessment Master)

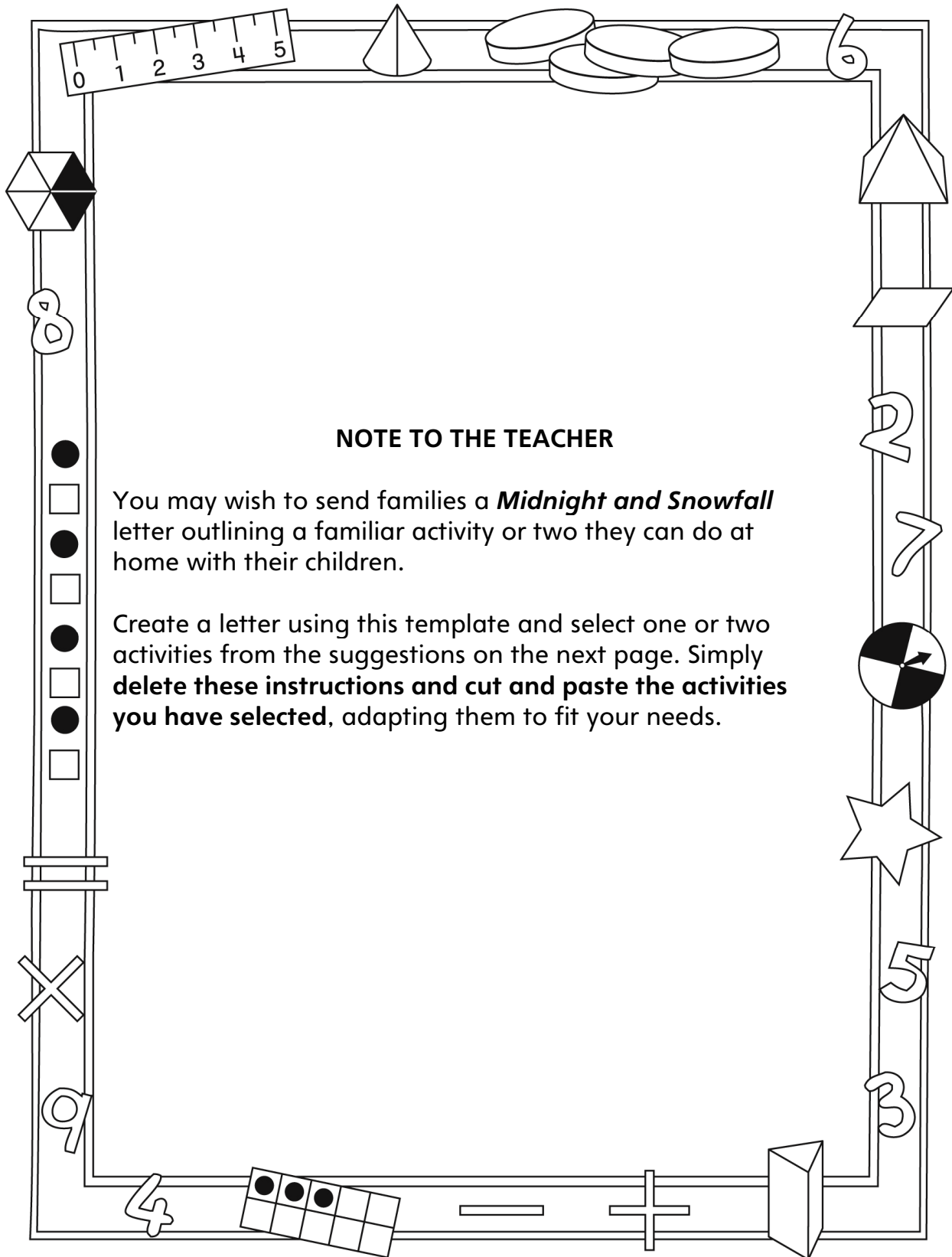
Name: _____

Identify and Describe Repeating Patterns	Not observed	Sometimes	Consistently
Identifies the repeating unit (core) of a pattern			
Distinguishes between repeating and non-repeating sequences			
Extends repeating patterns			
Describes and represents a pattern in different ways			
Identifies missing elements of a pattern			
Compare and Create Patterns			
Identifies similarities and differences among patterns			
Sorts patterns			
Creates and describes patterns			

Strengths:

Next Steps:

Connecting Home and School Line Master 2-1



NOTE TO THE TEACHER

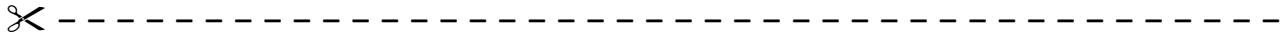
You may wish to send families a *Midnight and Snowfall* letter outlining a familiar activity or two they can do at home with their children.

Create a letter using this template and select one or two activities from the suggestions on the next page. Simply **delete these instructions and cut and paste the activities you have selected**, adapting them to fit your needs.

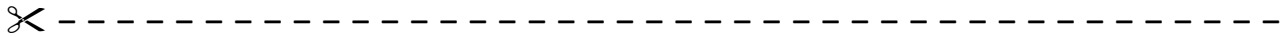
Connecting Home and School Line Master 2–2

Dear Family:

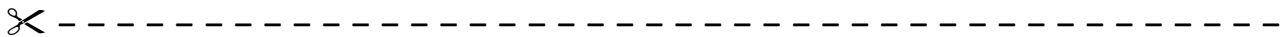
We have been working on *Midnight and Snowfall*, which engages children in conversations, investigations, and activities that help to develop their understanding of the big math idea that “Patterns can be described mathematically.” Particular focus is placed on identifying, describing, comparing, and creating repeating patterns. Try this activity at home with your child.



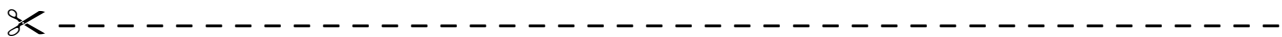
Reading the Story: As you read the story, enjoy talking about the different animals and whether the fur, skin, scales, or feathers form patterns. Look at the page borders. Point to the shapes and chant them aloud together. Choose actions and/or sounds to match different shapes. For example, on pages 8–9, clap twice for the 2 squares, and then touch your shoulders for the rectangle. Use the book as a starting point for a pattern search in your home. Where can you find patterns? Can you wear clothing with patterns?



Create a Name Grid Pattern: Your child is bringing home a sheet with 6 × 6 grids. Invite your child to print her/his name over and over with one letter placed in each square. Do the same with your name on another grid. Colour the letters different colours. Talk about how your name grid patterns compare. Do they look the same, or are they different from each other? Use the other sheet of grids to create patterns of other family members’ names, or simply invite your child to colour the grid in a pattern.



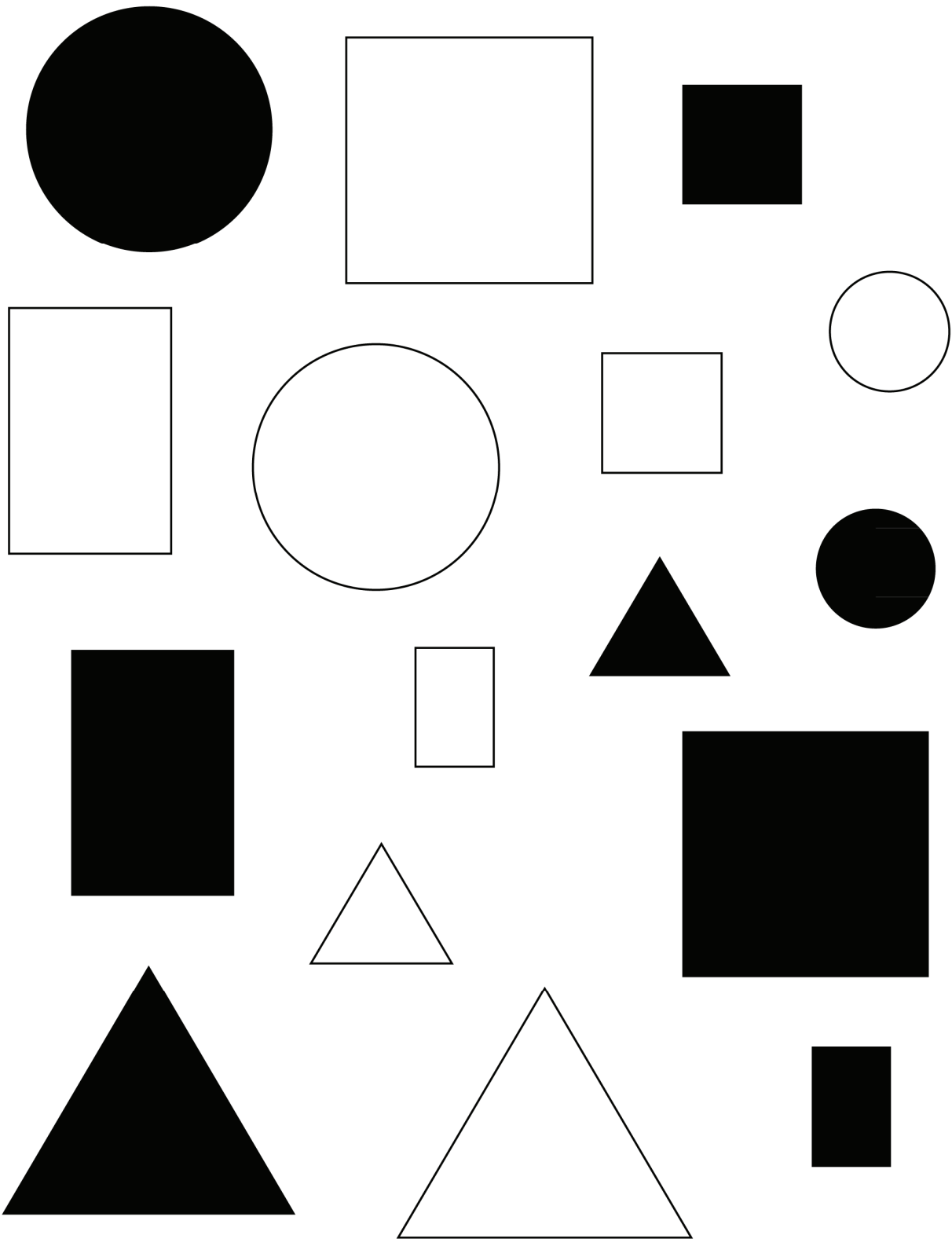
What Is Underneath? Work together to create a pattern using small objects such as buttons (alternating colours), craft sticks (using different positions), coins (using different values), or other items. Describe the pattern. For example, using coins you might read it as nickel, nickel, dime; nickel, nickel, dime; nickel, nickel, dime; ... or 5¢, 5¢, 10¢; 5¢, 5¢, 10¢; 5¢, 5¢, 10¢; Have your child cover her/his eyes as you place your hand over some of the items in the pattern. Ask: What is now underneath? Reveal to check your child’s response. Your child can then take a turn to cover part of the pattern for you to identify.



Sincerely,

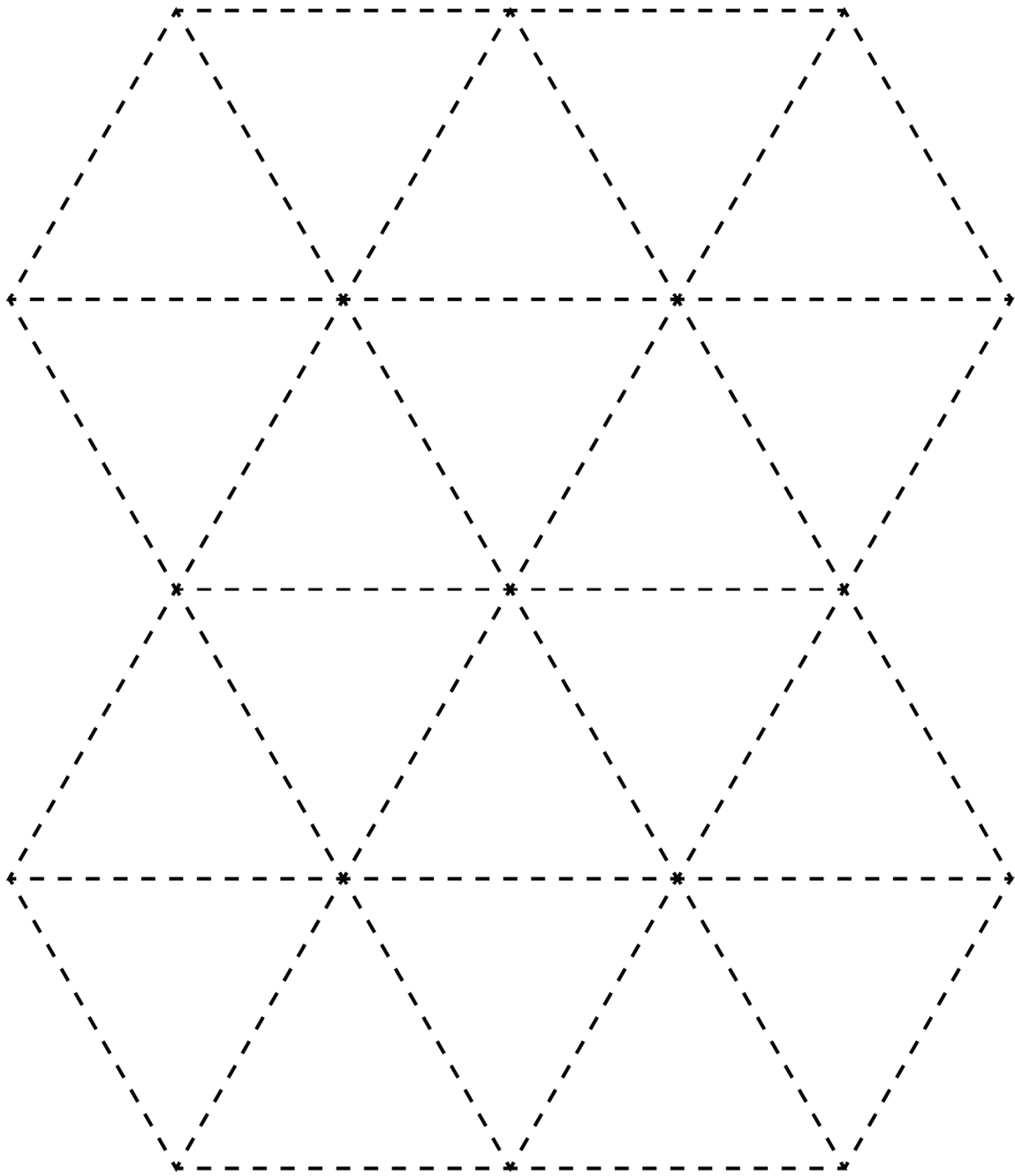
Midnight and Snowfall Math Mat

Line Master 3



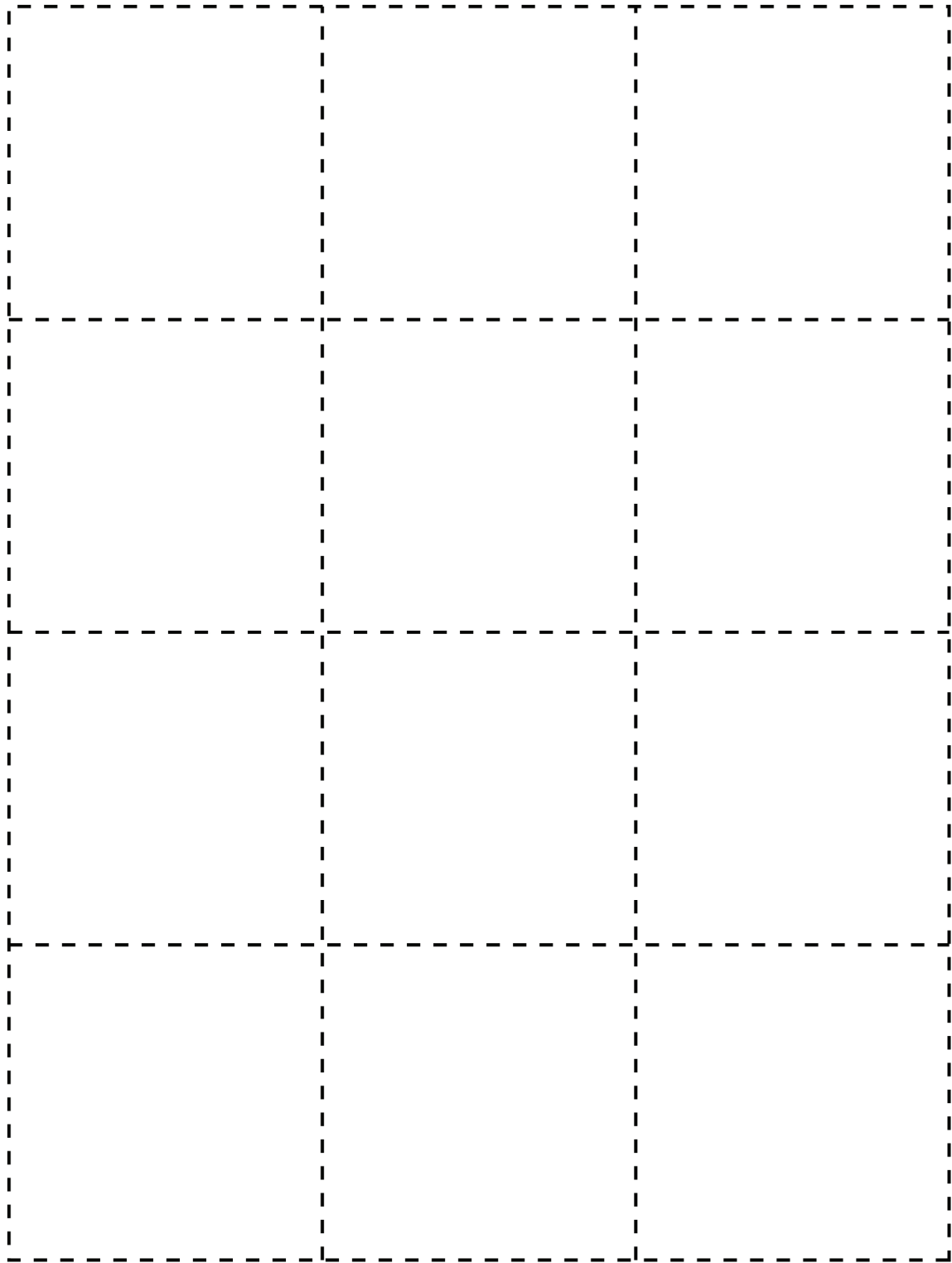
Shape Cutouts

Line Master 4-1



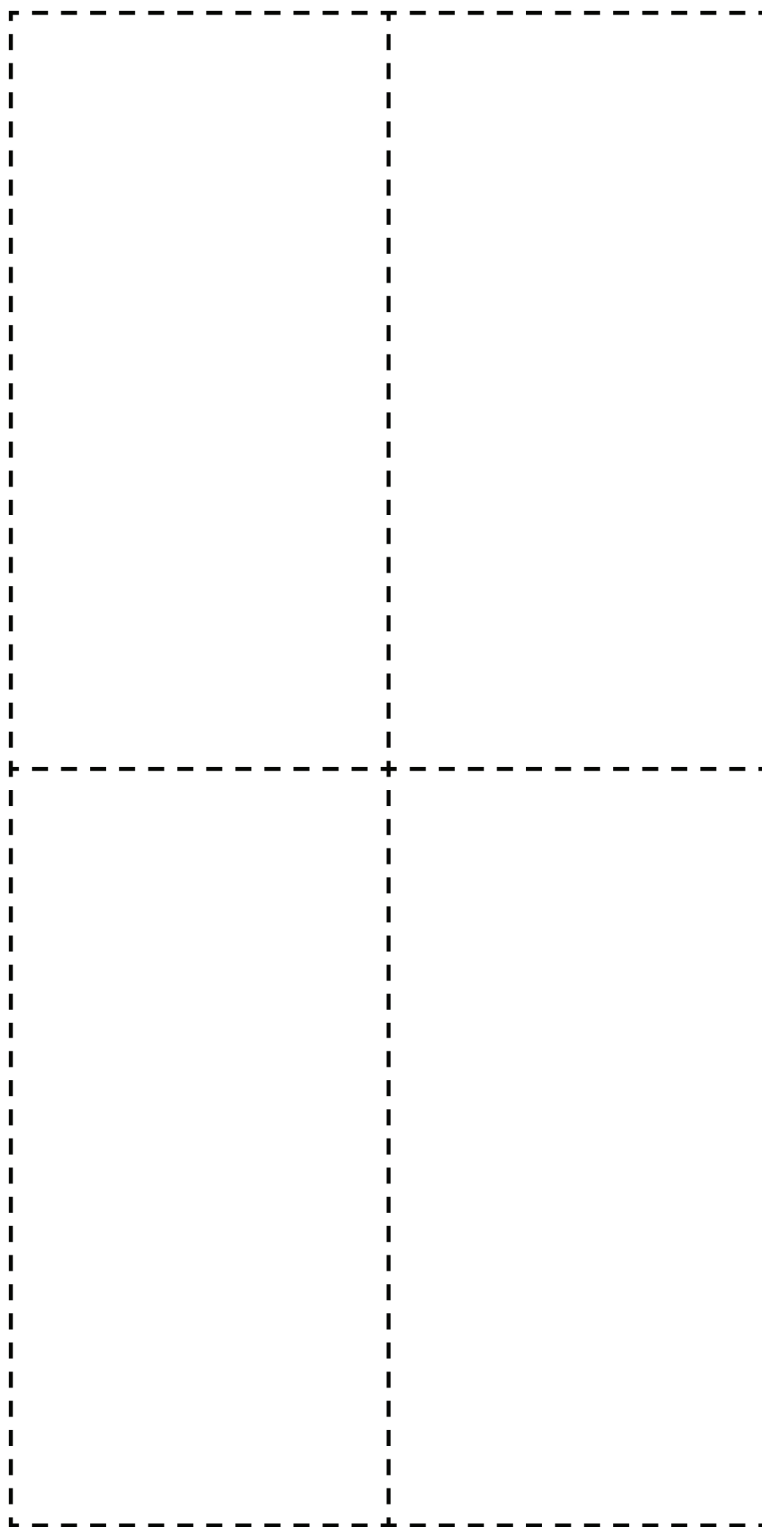
Shape Cutouts

Line Master 4-2



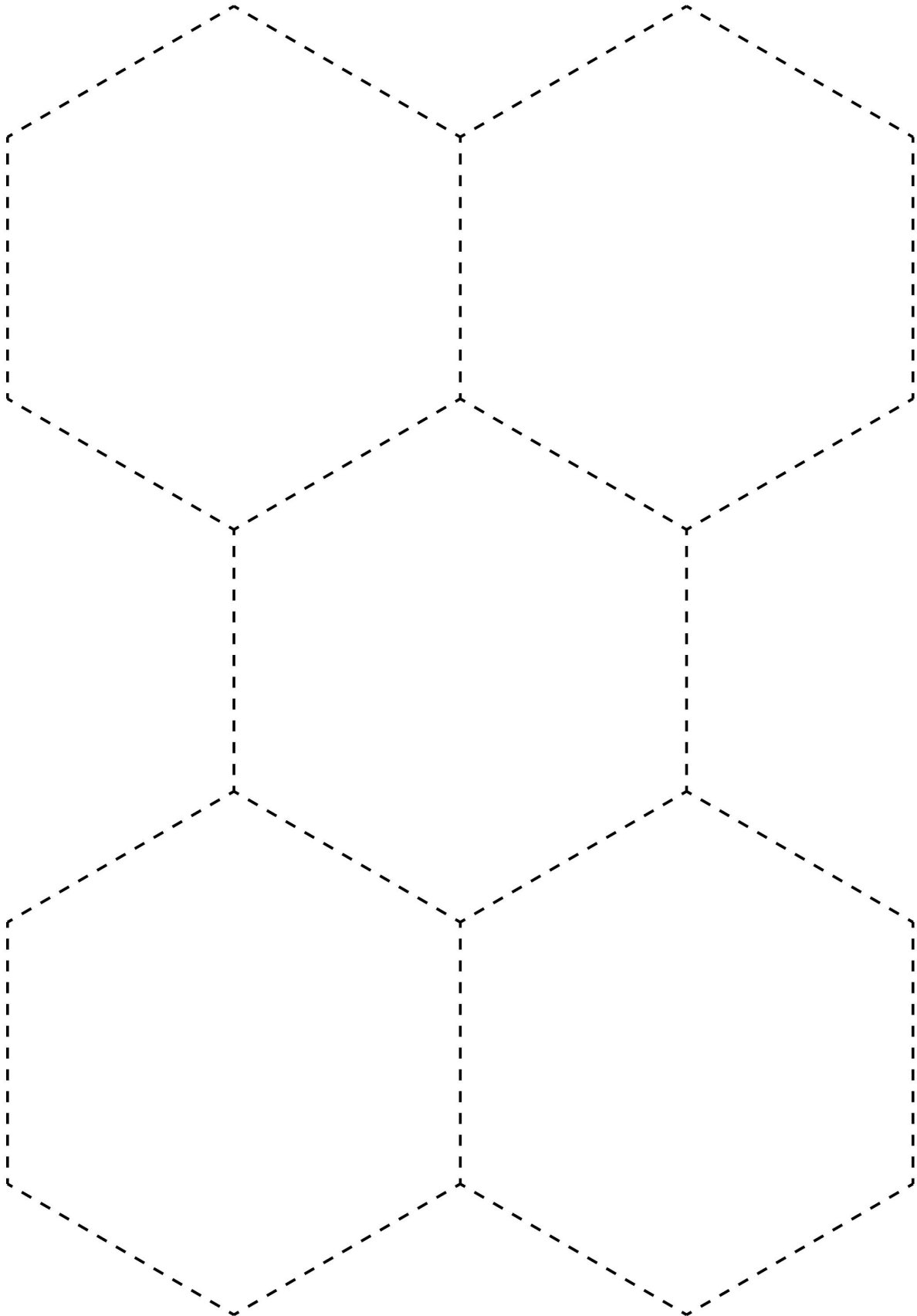
Shape Cutouts

Line Master 4-3



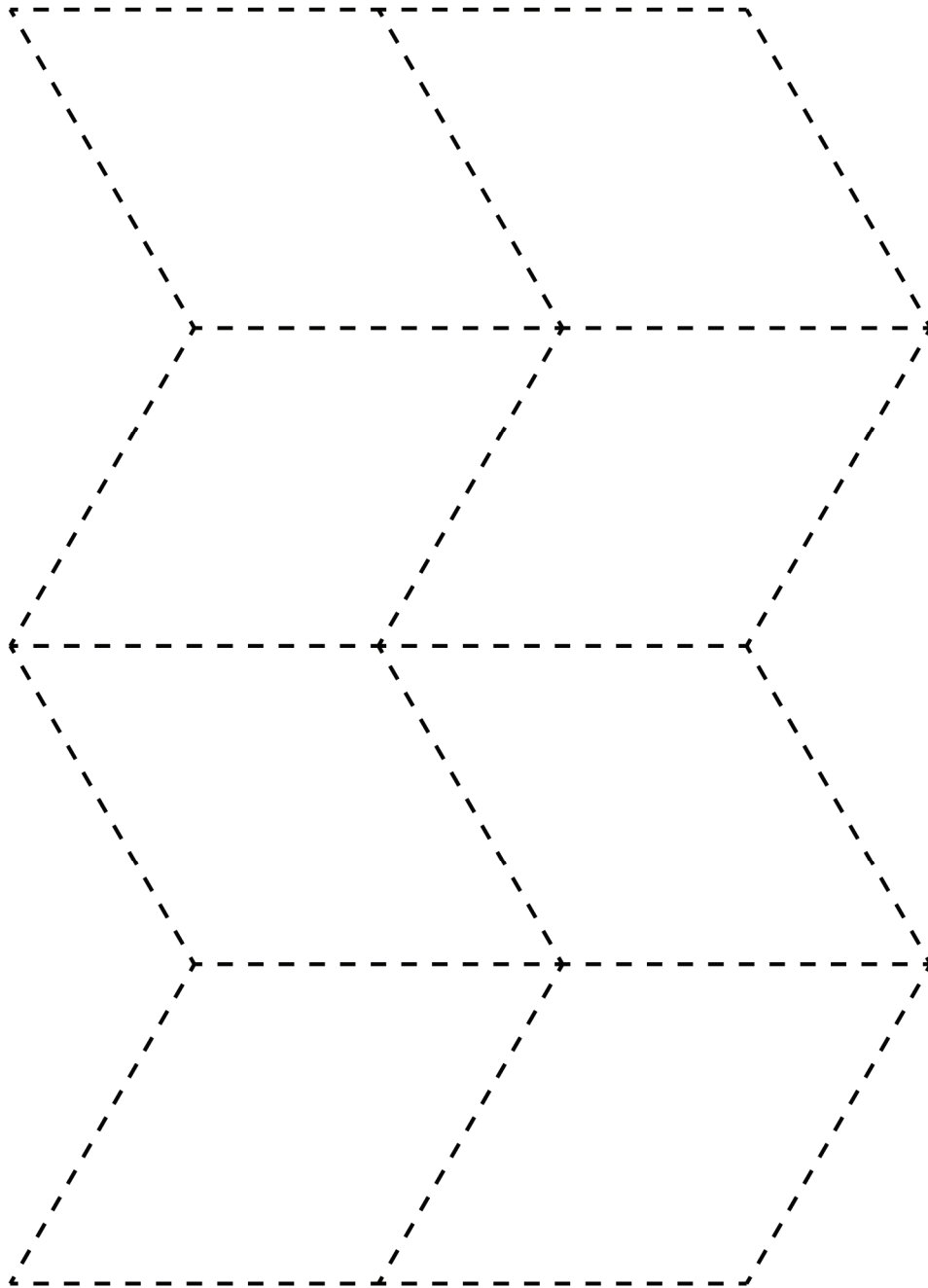
Shape Cutouts

Line Master 4-4



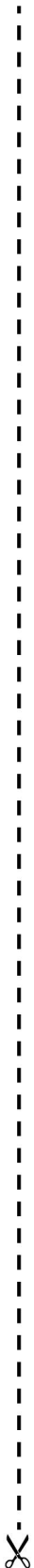
Shape Cutouts

Line Master 4-5



Pattern Recording Sheet

Line Master 5



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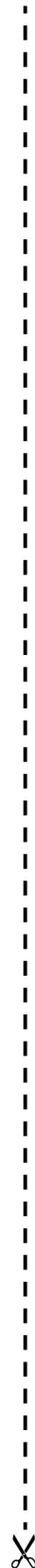
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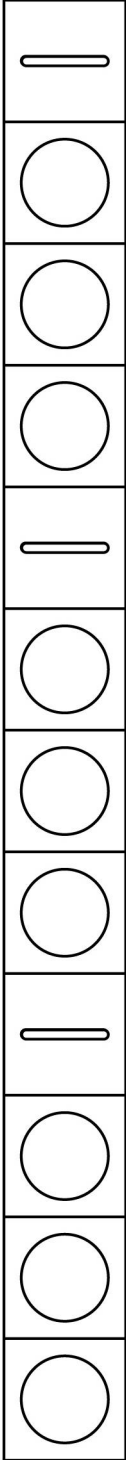
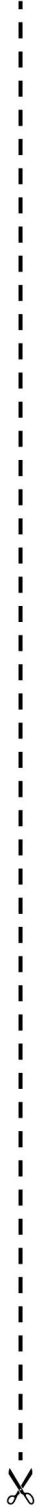
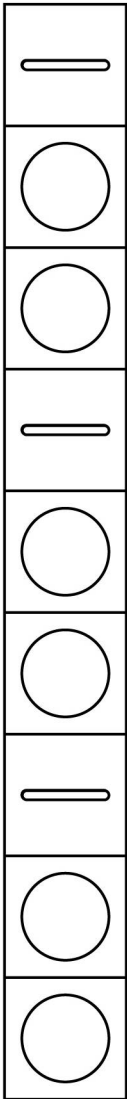
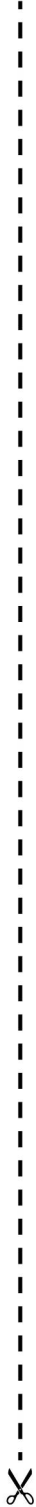
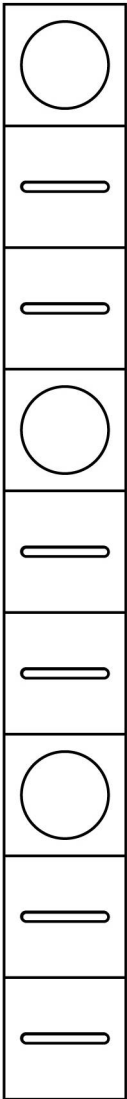
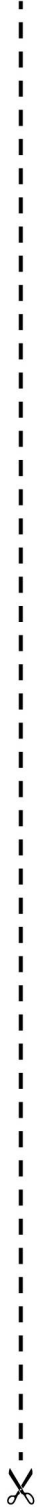
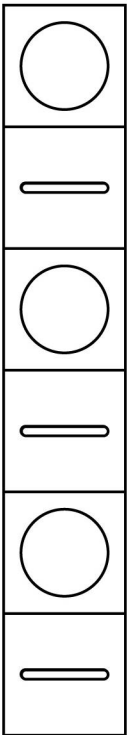


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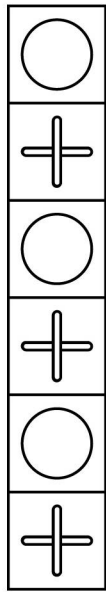
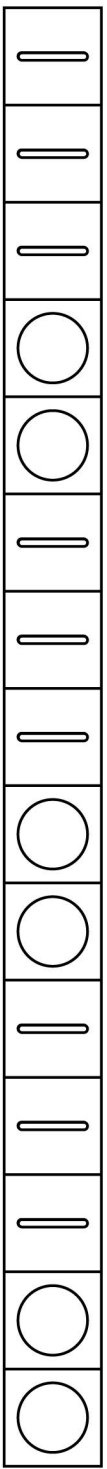
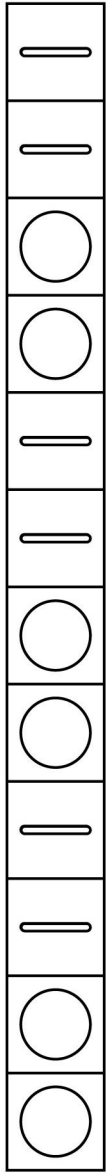
Pattern Starters

Line Master 6-1



Pattern Starters

Line Master 6-2



Pattern Challenges

Line Master 7

Pattern Challenge

Use 5 blue cubes and 10 red cubes.

What pattern can you make?

Record your pattern.

Pattern Challenge

Use 6 green cubes and 18 yellow cubes.

What pattern can you make?

Record your pattern.

Pattern Challenge

Use 8 orange cubes and 12 white cubes.

What pattern can you make?

Record your pattern.

Pattern Challenge

Use 5 blue cubes, 5 yellow cubes, and 10 red cubes.

What pattern can you make?

Record your pattern.

Pattern Challenge

Use 6 black cubes and 12 white cubes.

What pattern can you make?

Record your pattern.

Pattern Challenge

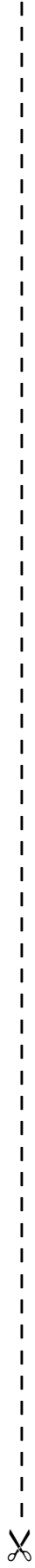
Use 4 blue cubes, 8 orange cubes, and 12 yellow cubes.

What pattern can you make?

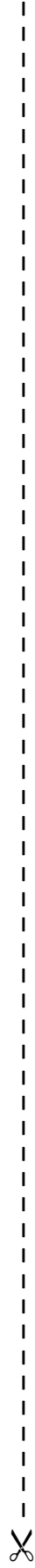
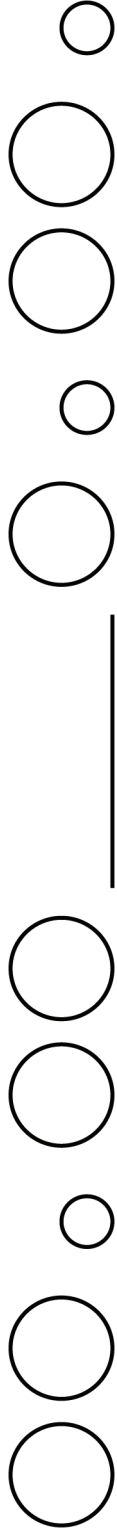
Record your pattern.

Pattern Problems

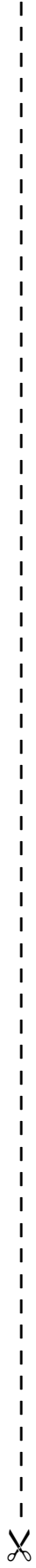
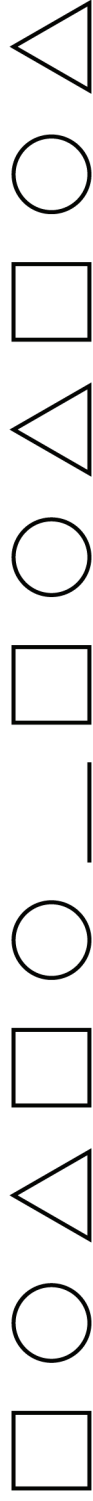
Line Master 8-1



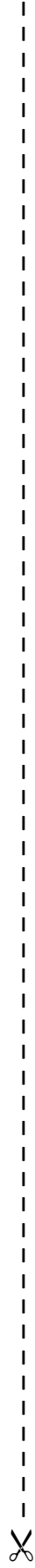
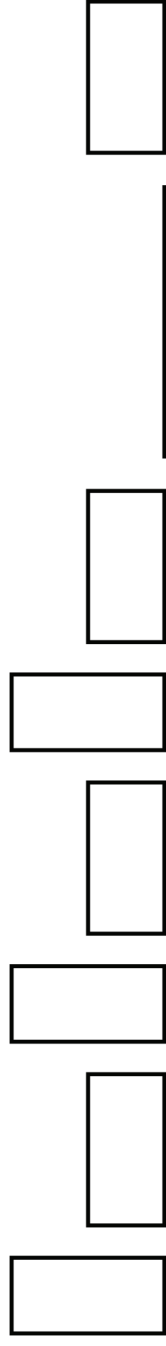
What is missing in this pattern? Draw the shapes.



What is missing in this pattern? Draw the shapes.

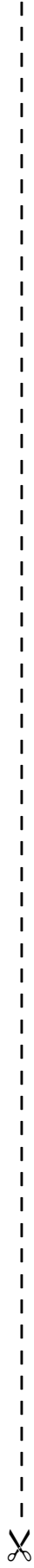


What is missing in this pattern? Draw the shapes.

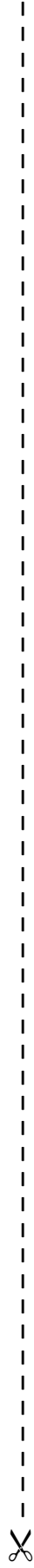
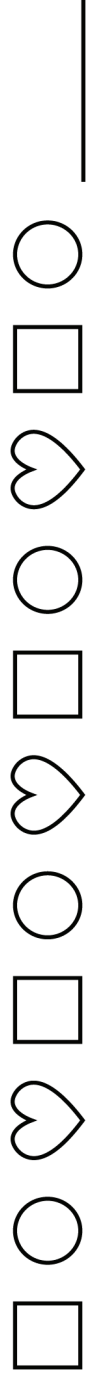


Pattern Problems

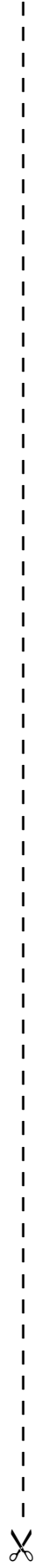
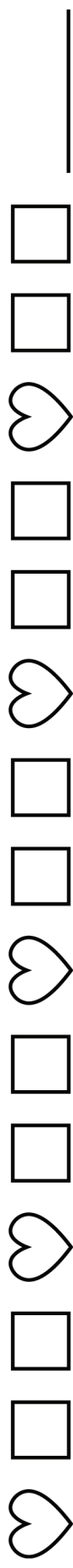
Line Master 8-2



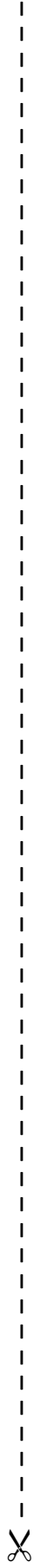
What is next? Draw the shape.



What is next? Draw the shape.



What is next? Draw the shape.



Nutty and Wolfy

Line Master 1 (Assessment Master)

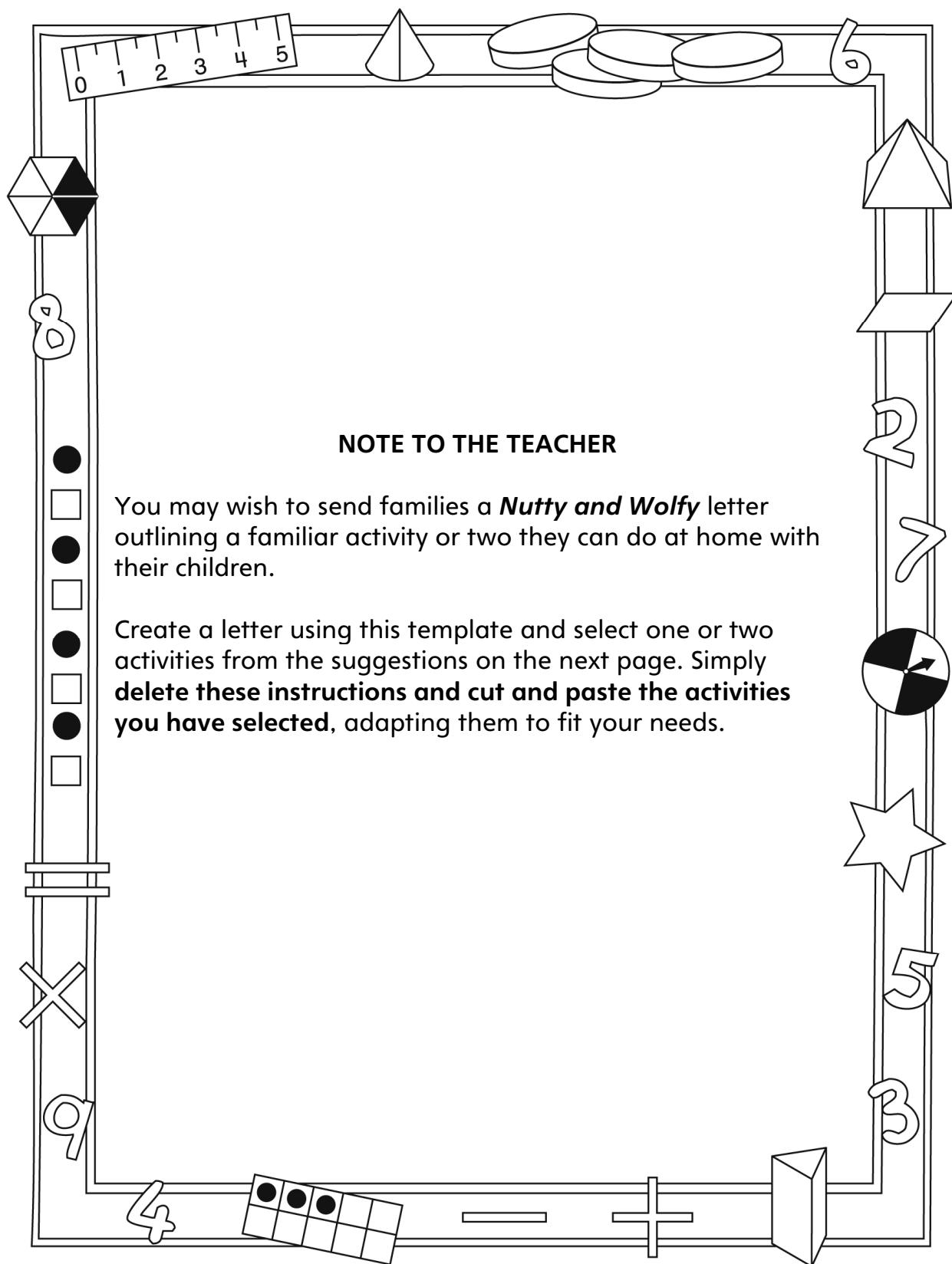
Name: _____

Equality and Inequality	Not observed	Sometimes	Consistently
Recognizes equal and unequal sets			
Models and describes equality and inequality			
Makes unequal sets equal by adding, subtracting, or rearranging			
Recognizes and understands the = symbol			
Compare Quantities to 20			
Compares groups or sets using the terms <i>more</i> , <i>fewer</i> , <i>equal to/the same as</i>			
Creates a set that is more than, less than, or equal to a given set			

Strengths:

Next Steps:

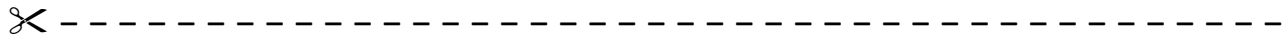
Connecting Home and School Line Master 2-1



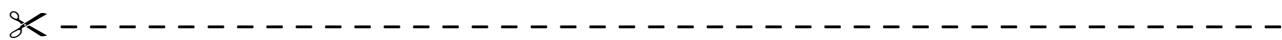
Connecting Home and School Line Master 2–2

Dear Family:

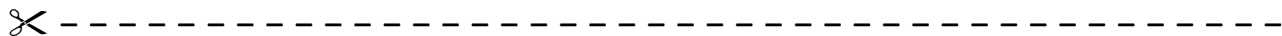
We have been working on *Nutty and Wolfy*, which focuses on modelling and describing equality and inequality, as well as comparing quantities. Try this activity at home with your child.



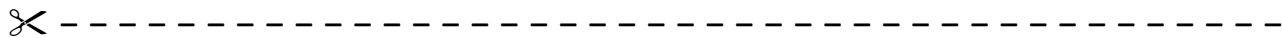
Reading the Story: As you read, count and talk about the acorns in the baskets. Compare the numbers of acorns in the baskets (more, fewer, the same). What happens to the yoke when there are more acorns in one basket than in the other basket? (it tilts) When the same number is in both baskets? (it lies flat) After reading, find all the pictures that show equal and then not equal sets. You can use 20 small objects (same shape and mass) and the mat on the inside back cover of the book to retell the story.



Balance It! Use 20 small objects and the Math Mat on the inside back cover of the book. Place a set of objects in one basket and ask your child to balance the baskets—to place the same number of objects in the other basket. Ask your child how he/she knows the same number of objects is on both sides (match, count). Switch roles.



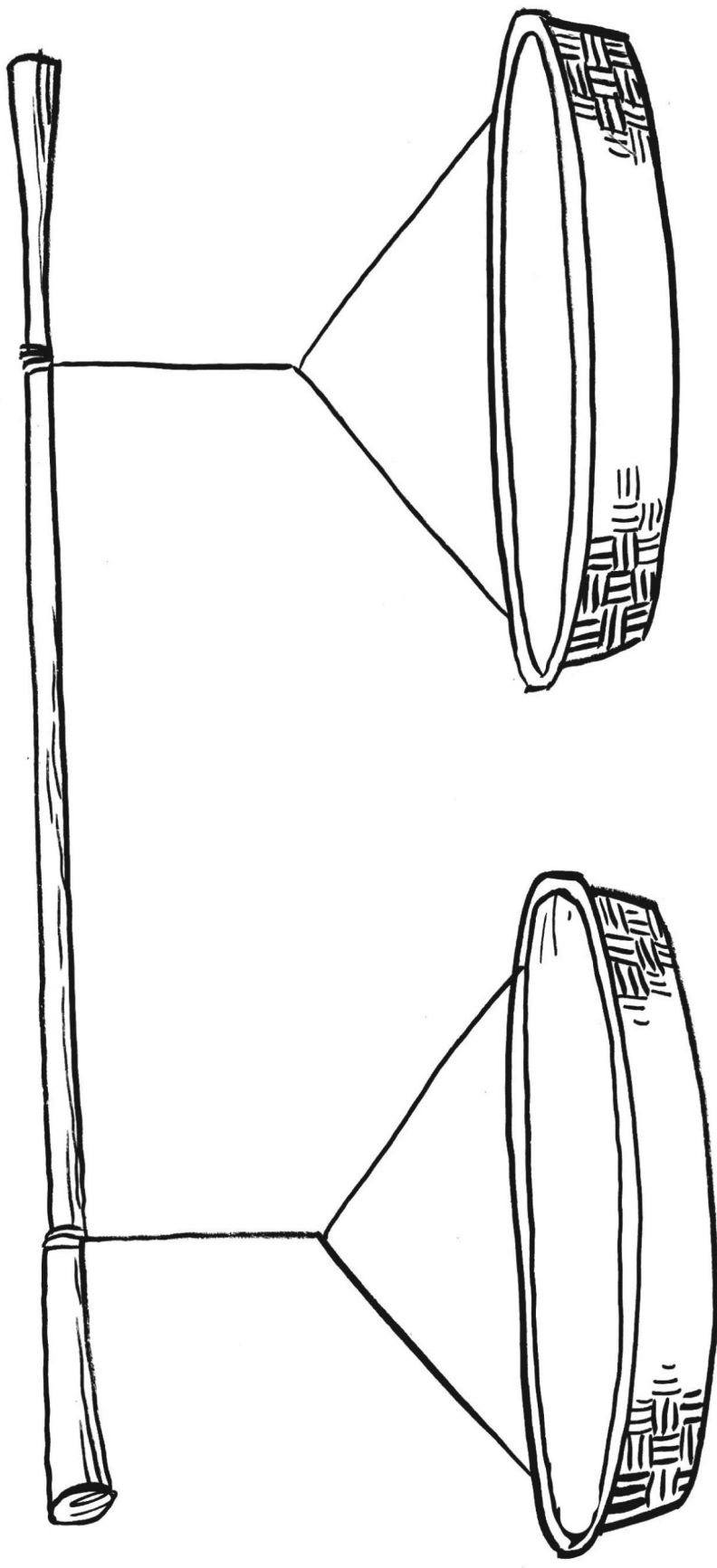
Make Them Equal! Use up to 40 small objects and the Math Mat on the inside back cover of the book. Each player places some objects in one of the baskets. Compare the sets. If the sets are equal, remove the objects and start again. If they are not equal, determine which set has more and which set has less. Work together to make the same number of objects in each set (by adding to one set, subtracting from one set, or taking from one set and placing them in the other set). Once you agree the sets are equal, remove the objects and start again.



Sincerely,

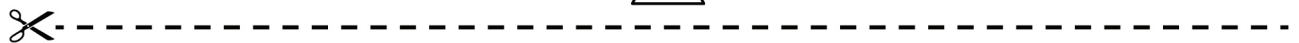
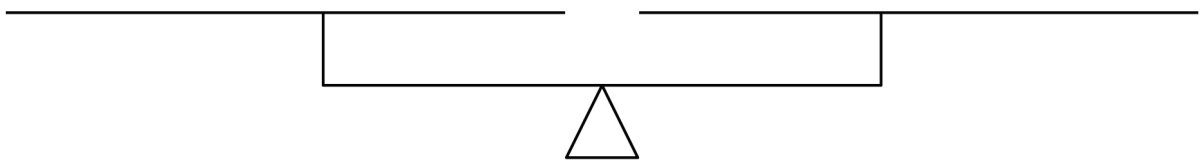
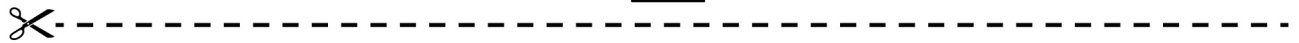
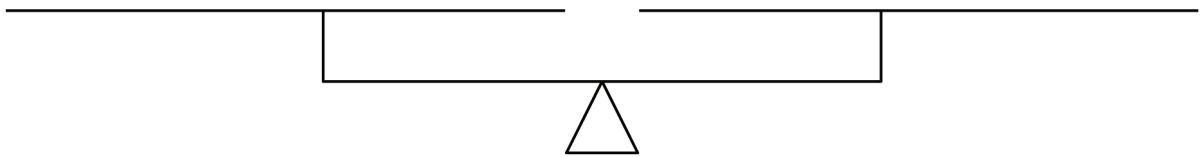
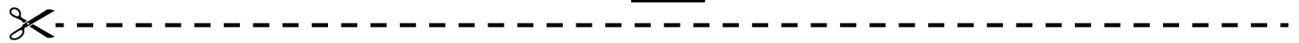
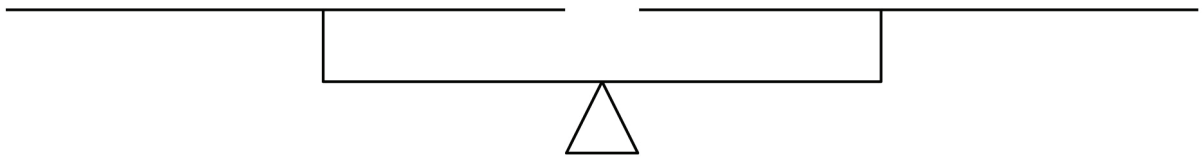
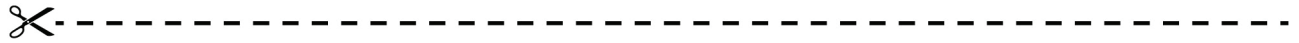
Nutty and Wolfy Math Mat

Line Master 3



Balance Scale

Line Master 4

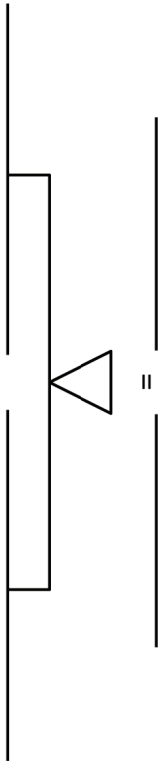
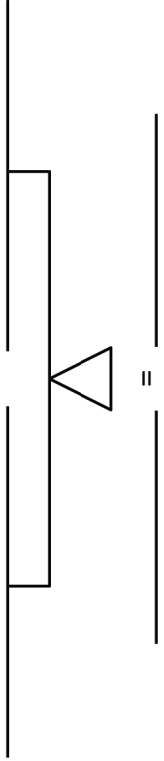
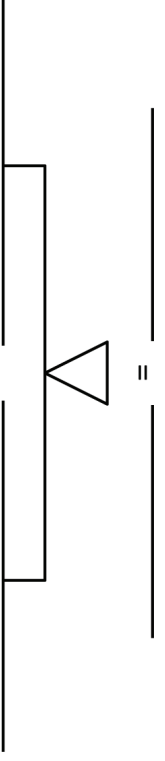
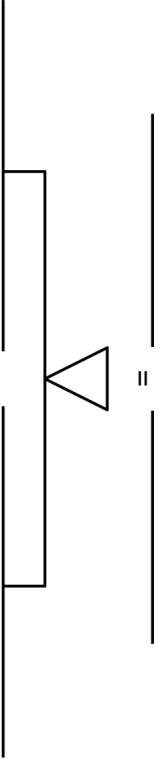


Make It Balance

Line Master 5

I can make different combinations that equal _____.

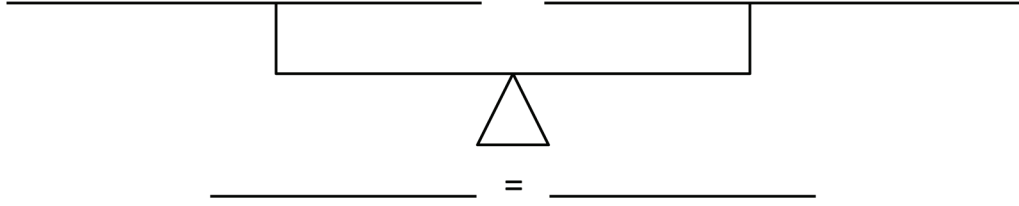
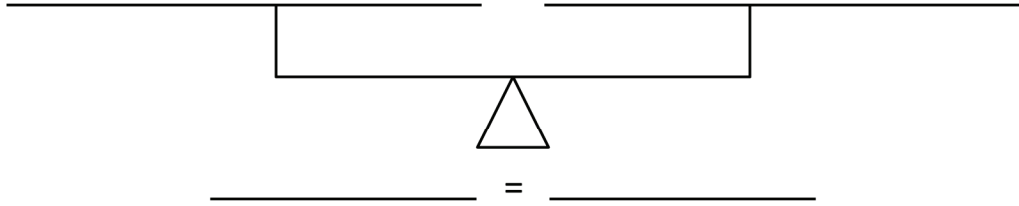
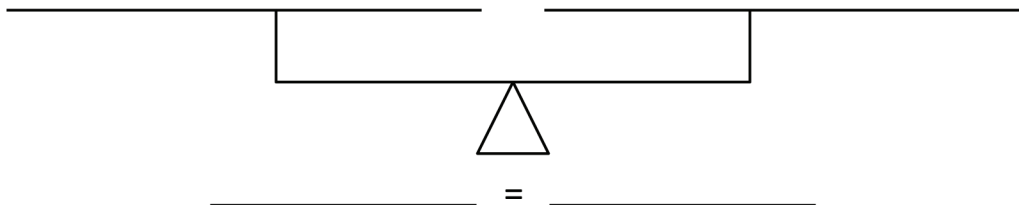
Name: _____

Make Equal Sets

Line Master 6

Name: _____

 <p>_____ = _____</p>
 <p>_____ = _____</p>
 <p>_____ = _____</p>

Ten-Frames

Line Master 7



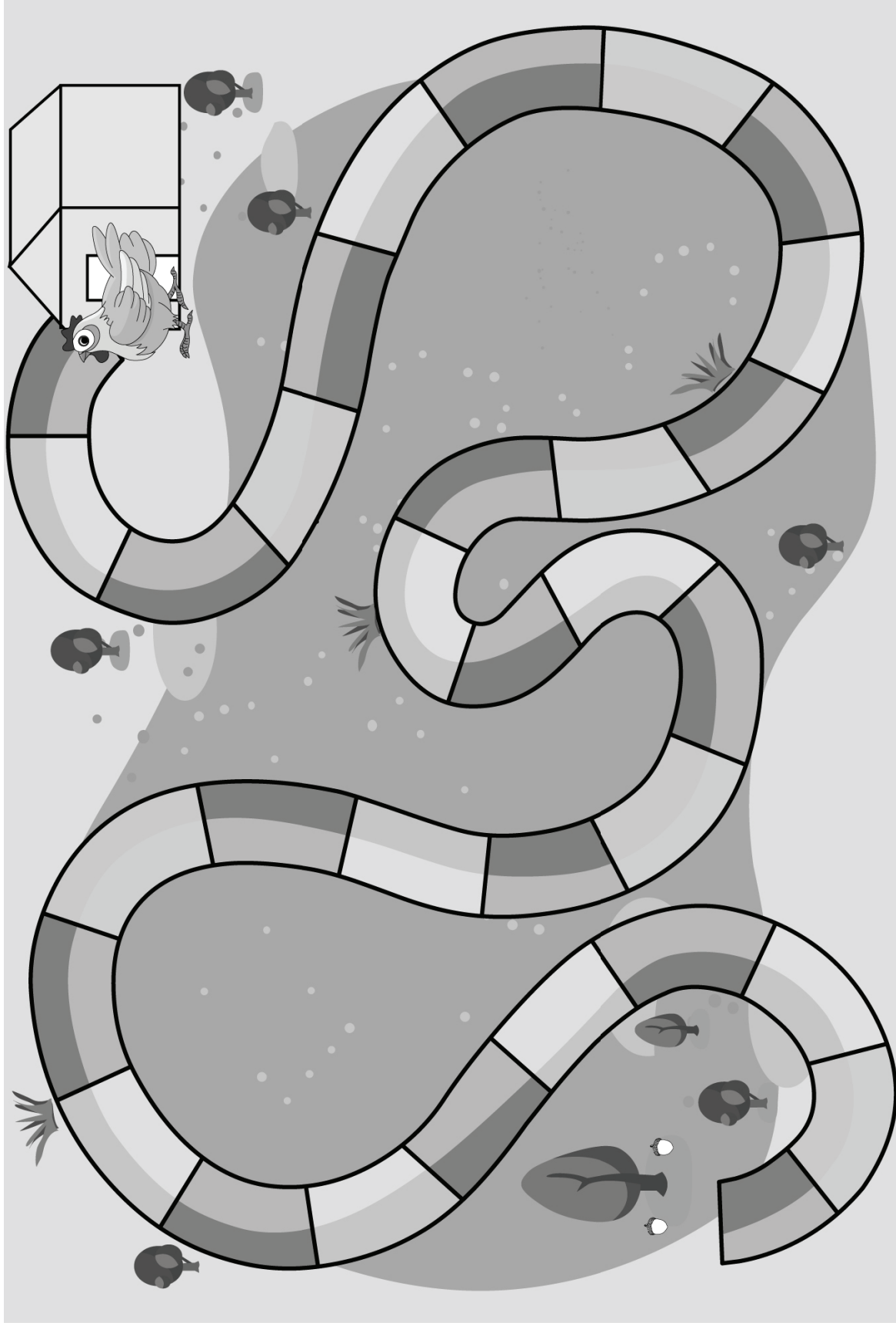
Are They Equal?

Line Master 8

Name: _____	Name: _____	Are They Equal?
		Yes No
		Yes No
		Yes No
		Yes No
		Yes No
		Yes No




Path to the Chicken House Gameboard

Line Master 9






Statement Cards

Line Master 10-1

 $5 \bigcirc 5$	 $8 \bigcirc 5 + 3$	 $12 \bigcirc 4 + 8$
$19 \bigcirc 20$	$9 \bigcirc 5 + 5$	$13 \bigcirc 6 + 6$
$7 \bigcirc 5 + 4$	$20 \bigcirc 10 + 10$	$15 \bigcirc 10 + 3$
$15 \bigcirc 12$	$3 + 3 \bigcirc 4 + 2$	$4 + 2 \bigcirc 2 + 6$
$3 + 3 \bigcirc 5 + 1$	$4 + 3 \bigcirc 3 + 4$	$7 + 3 \bigcirc 3 + 7$

Statement Cards

Line Master 10-2

 $13 \bigcirc 15$	 $14 \bigcirc 7 + 6$	 $15 \bigcirc 5 + 11$
$13 \bigcirc 10 + 3$	$14 \bigcirc 7 + 7$	$18 \bigcirc 10 + 9$
$17 \bigcirc 7$	$5 + 5 \bigcirc 7 + 3$	$4 + 4 \bigcirc 8 + 0$
$6 + 0 \bigcirc 7$	$14 \bigcirc 14 + 0$	$5 + 5 \bigcirc 6 + 6$
$7 + 7 \bigcirc 8 + 8$	$7 \bigcirc 5 + 4$	$4 + 4 \bigcirc 4 + 4$

My Yoke Book

Line Master 11-1



My Yoke Book

by _____



A large rectangular area defined by a dashed line, intended for drawing or writing. It is divided into two sections by a vertical dashed line. The left section contains the text 'My Yoke Book' and 'by _____'. The right section contains a speech bubble with the text 'They are not balanced!'.

They are not balanced!



A large rectangular area defined by a dashed line, intended for students to draw or write. The area is divided into two sections by a vertical dashed line. The left section is wider than the right section.

Now they
are balanced!

They are still
not balanced.

Make True Statements

Line Master 12

✂ -----

_____ is equal to _____

✂ -----

_____ is not equal to _____

✂ -----

_____ is more than _____

✂ -----

_____ is less than _____

✂ -----

_____ is the same as _____

✂ -----

The Amazing Seed

Line Master 1 (Assessment Master)

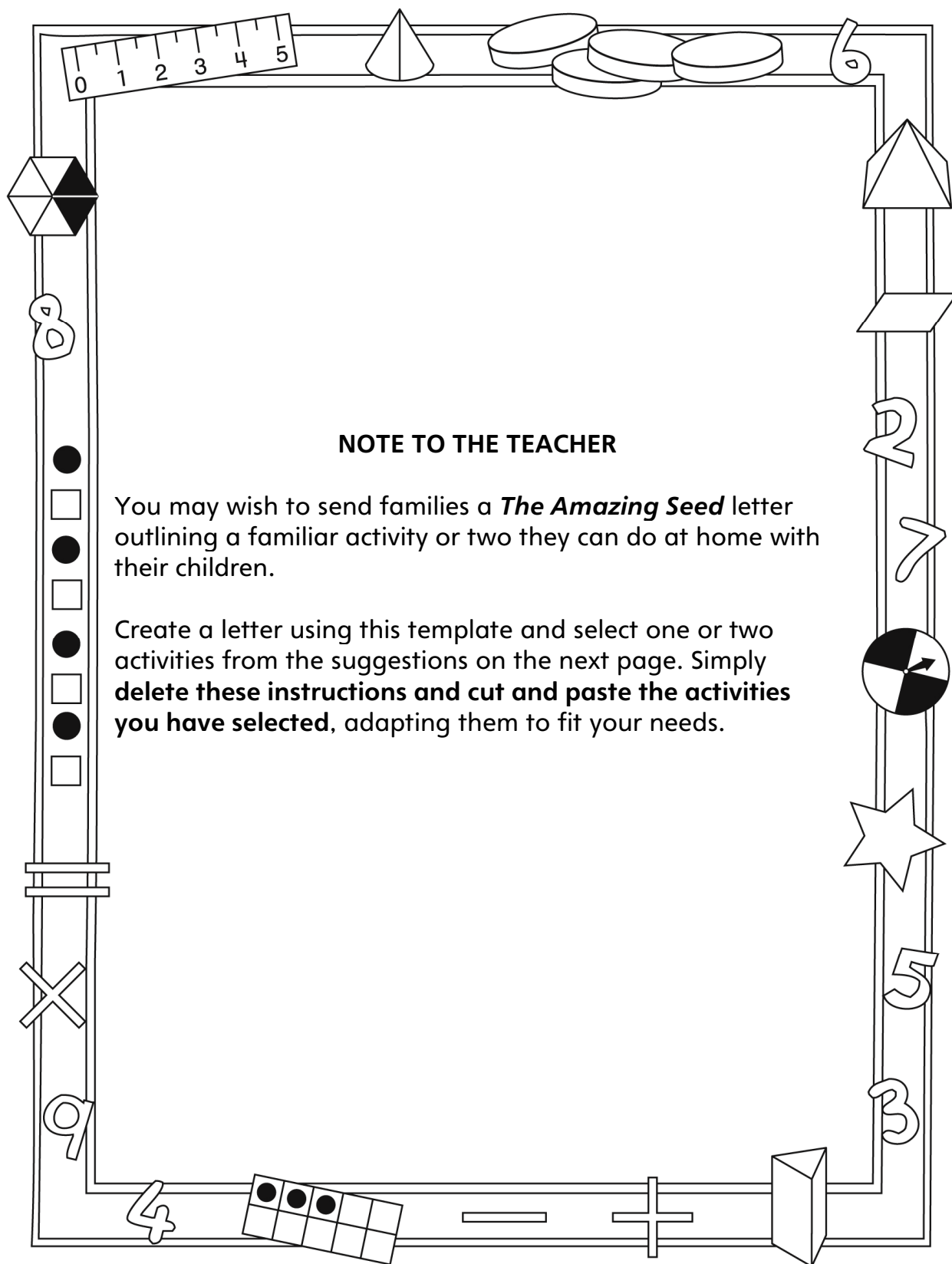
Name: _____

Estimate and Compare Length, Attributes	Not observed	Sometimes	Consistently
Estimates and compares length and height			
Uses relative terms to describe length and height			
Uses a baseline for comparing height and length			
Estimates and compares mass			
Uses relative terms to describes mass			
Estimates and compares capacity			
Uses relative terms to describe capacity			
Estimate and Measure Using Non-standard Units			
Estimates and measures length and height using non-standard units			
Estimates and measures mass using non-standard units			
Estimates and measures capacity using non-standard units			
Selects appropriate units and tools for measuring			
Measures accurately using several units			

Strengths:

Next Steps:

Connecting Home and School Line Master 2-1



NOTE TO THE TEACHER

You may wish to send families a *The Amazing Seed* letter outlining a familiar activity or two they can do at home with their children.

Create a letter using this template and select one or two activities from the suggestions on the next page. Simply **delete these instructions and cut and paste the activities you have selected**, adapting them to fit your needs.

Connecting Home and School Line Master 2–2

Dear Family:

We have been working on *The Amazing Seed*, which engages children in conversations, investigations, and activities that help to develop their understanding of the big math idea that many things in our world have attributes that can be measured and compared. Particular focus is placed on estimating, comparing, and measuring length, height, mass, and capacity. Try this activity at home with your child.



Reading the Story: As you read the story, enjoy talking about how the animals plant and care for the amazing seed. Focus on the different ways the animals measure and keep track of the height of their plant as it grows. Use the illustrations to prompt descriptions that include a variety of measurement words (e.g., *longer, longest, shorter, shortest, taller, tallest, heavier, heaviest, lighter, lightest*).



Comparing Things: Use everyday situations to compare and describe the length, height, and mass of objects and people. For example, say: **Please hand me the longest piece of ribbon. Let's find a melon that feels heavier than this melon. You carry the lighter bag and I will carry the heavier bag. Of the three of us, who do you think is the tallest?**



Measuring Things: Your child can make a personal measuring tape by linking 10 same-size paper clips together. Have fun thinking of things that might be longer, shorter, and about the same length as 10 paper clips. Then use the paper clip measuring tape to test your estimates.



Cooking: Having your child help in the kitchen offers many opportunities to focus on comparing and measuring how much something holds (capacity). For example, say: **Please hand me a bowl that will hold more than this bowl. We need the largest pot to make our soup. Which container do you think is big enough to hold the leftover soup?**



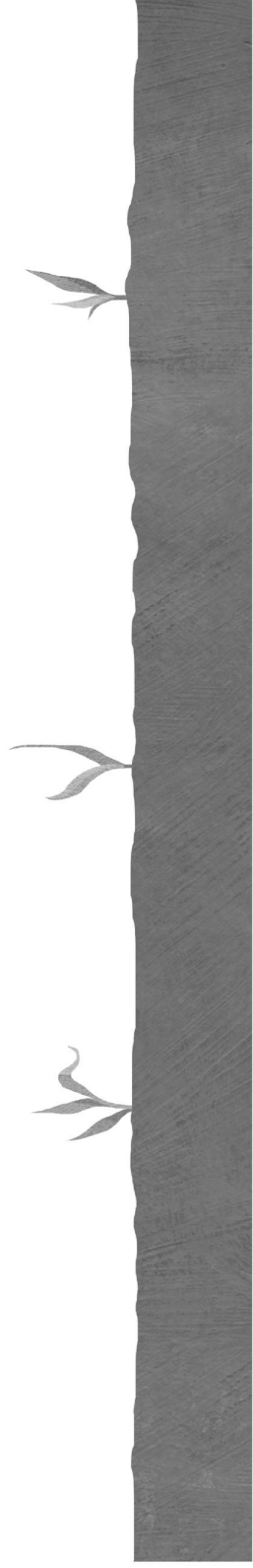
Watch Me Grow! Consider keeping track of your child's growth by starting a height chart, or cutting pieces of string to model her/his height. Each month, mark your child's height. Compare and describe the change.



Sincerely,

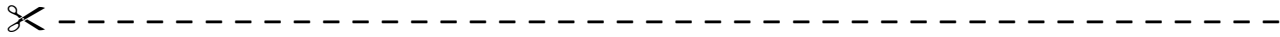
The Amazing Seed Math Mat

Line Master 3



Ordering by Mass

Line Master 4

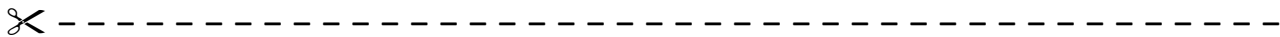


Name: _____

I used these containers: _____

My estimate from lightest to heaviest:

My discovery from lightest to heaviest:

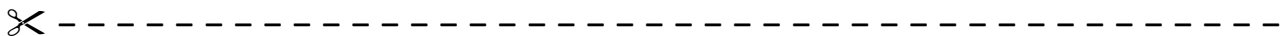


Name: _____

I used these containers: _____

My estimate from lightest to heaviest:

My discovery from lightest to heaviest:



Grid Strips

Line Master 5

My Measuring Discoveries

Line Master 6

Name: _____

I used _____ to measure.

Object	Estimate	Measurement

Which Holds More?

Line Master 7

Name: _____

	More	Less
My estimate		
My discovery		

This is what I did:

Estimating and Measuring Mass

Line Master 8

Name: _____

My object	My estimate	My discovery

My Amazing Seed

Line Master 9

Name: _____

Date	Observations

My Recipe

Line Master 10

Name: _____

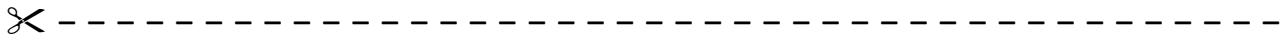
My recipe for _____

You need:

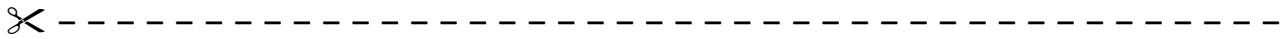
This is what you do:

Solving Problems

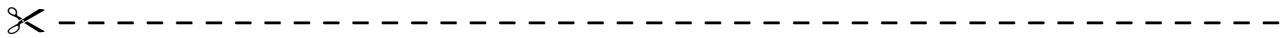
Line Master 11-1



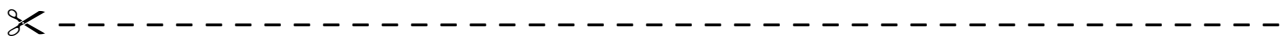
What can you find that is longer than your shoe?



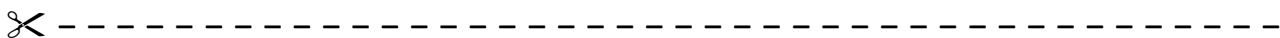
What can you find that is shorter than your arm?



What can you find that is longer than your shoe and shorter than your arm?



What can you find that is shorter than your leg and longer than your hand?



Solving Problems

Line Master 11-2

✂ -----

I measured _____.

It is _____ units long. What unit did I use?

_____ or _____ or _____

✂ -----

I measured _____.

It is _____ units long. What unit did I use?

_____ or _____ or _____

✂ -----

I measured _____.

It is _____ units long. What unit did I use?

_____ or _____ or _____

✂ -----

I measured _____.

It is _____ units long. What unit did I use?

_____ or _____ or _____

✂ -----

Animal Measures

Line Master 1 (Assessment Master)

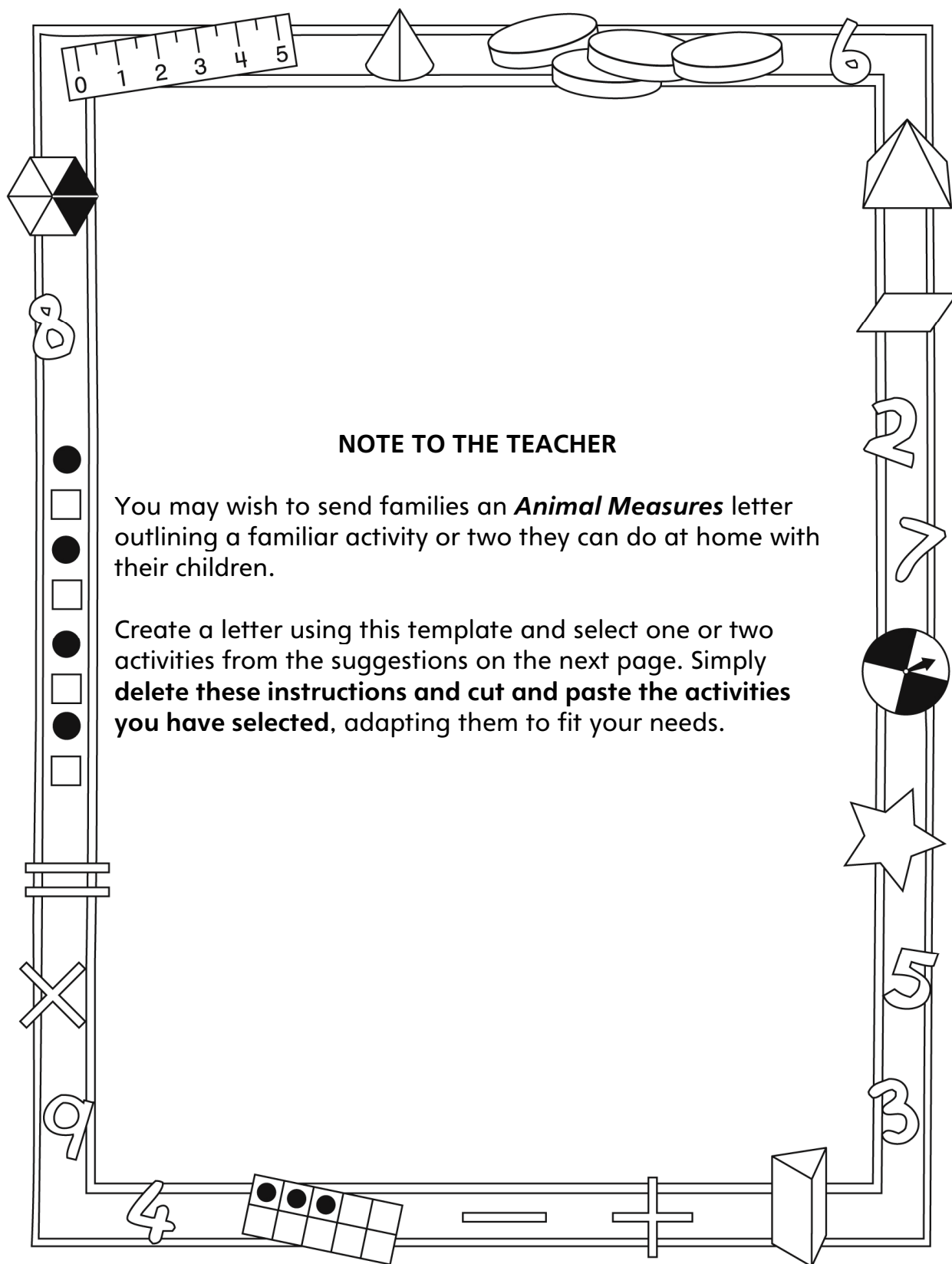
Name: _____

Estimate and Measure Length	Not observed	Sometimes	Consistently
Uses a baseline			
Describes measures (longer, shorter, taller, about as long as)			
Estimates and measures to confirm comparison			
Compare Measures According to Length			
Selects and uses appropriate measures			
Describes measures (longest, shortest, tallest, about as long as)			
Estimates and measures to confirm order			

Strengths:

Next Steps:

Connecting Home and School Line Master 2-1



NOTE TO THE TEACHER

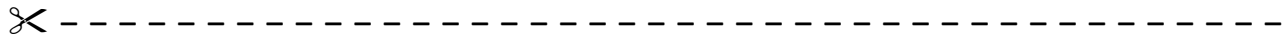
You may wish to send families an *Animal Measures* letter outlining a familiar activity or two they can do at home with their children.

Create a letter using this template and select one or two activities from the suggestions on the next page. Simply **delete these instructions and cut and paste the activities you have selected**, adapting them to fit your needs.

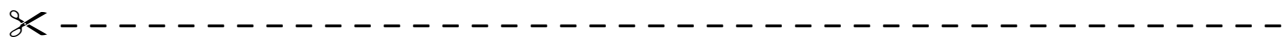
Connecting Home and School Line Master 2–2

Dear Family:

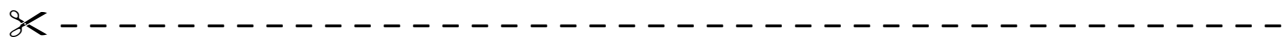
We have been working on ***Animal Measures***, which engages children in conversations, investigations, and activities that help to develop their understanding of the big math idea that “Units can be used to measure and compare attributes.” Try this activity at home with your child.



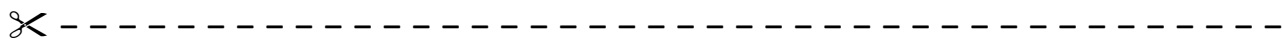
Reading the Story: As you read the book, enjoy talking about the different lengths, heights, and distances. If you have craft sticks or paper clips on hand, work with your child to find items in your home that are about the same length as some of the animals. For example, ask your child: **What can you find that is as long as the walking stick? Would a saltwater crocodile fit in the bathtub?** Let us know what you find out!



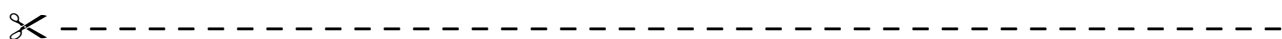
How Many Steps? Measure distance by counting heel-to-toe steps as you walk. Encourage comparison. For example, ask: **Do you think it takes more or fewer baby steps to walk from the front door to the kitchen or from the kitchen to your bedroom?** Discuss a reasonable way of figuring it out and then do so. Try other distances, always estimating the greatest and least distance before measuring.



What Is Longer? Have your child compare measurements such as the length of a bed and the height of a bedroom door; the length of a rug and the length of a table; or the height of a table and the height of a door handle. She/he might align objects to compare objects directly, cut a length of string to the measure and then use the cut string to compare, or make measurements using a non-standard unit such as craft sticks. Ask your child: **How should we measure the (length of the bed) so we can compare it to the (height of the door)?**

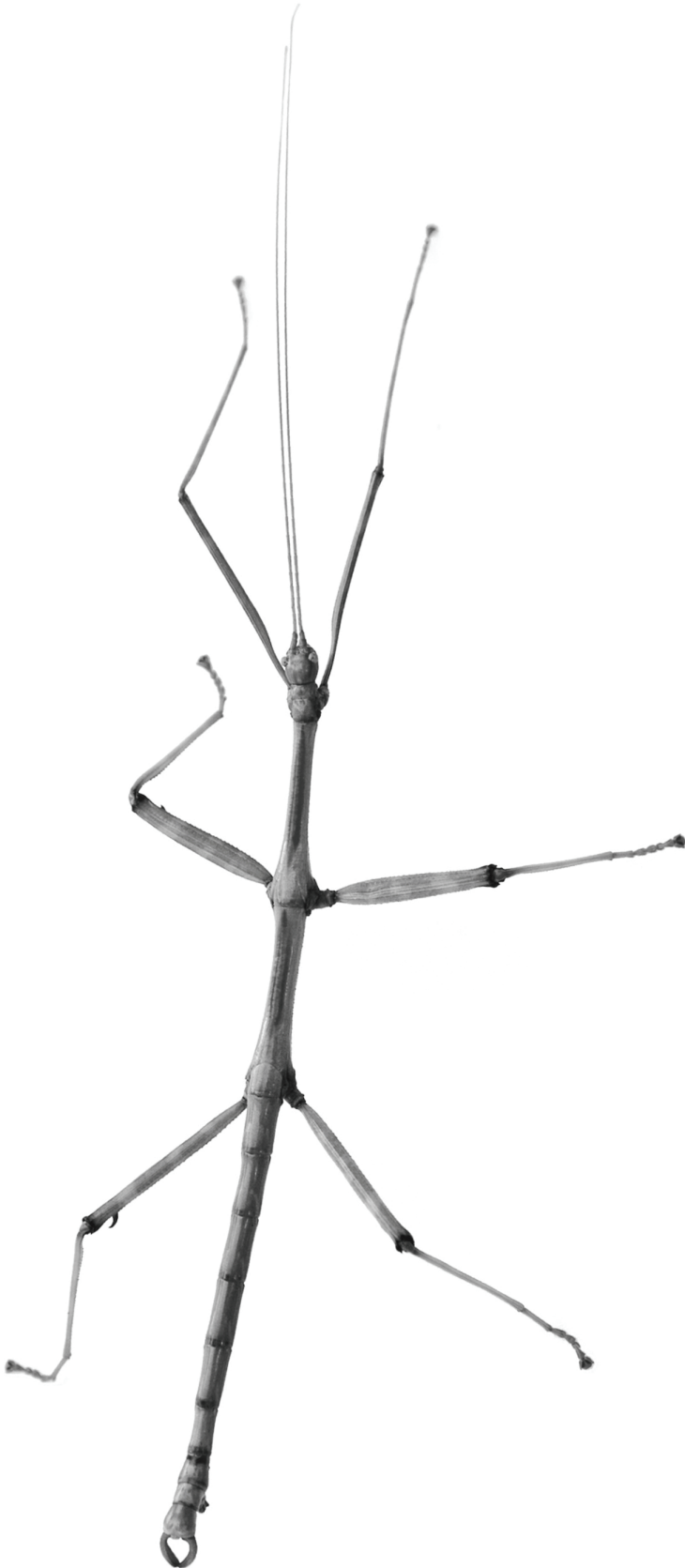


Family Measures: In class, we measured how far we can jump. Ask your child how we did it and invite him/her to use this method to find out how far others at home can jump. Order the measurements from shortest to longest. You might also measure giant steps, arm spans, or heights.



Sincerely,

Animal Measures Math Mat Line Master 3



Estimate, Then Measure

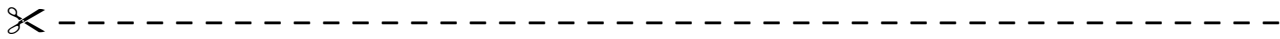
Line Master 4

Name: _____

I am measuring...	Craft Sticks		Paper Clips	
	My Estimate	My Measure	My Estimate	My Measure

As Long As...?

Line Master 5-1



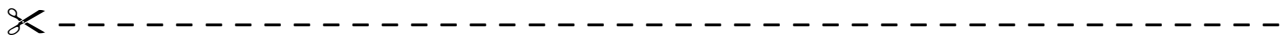
Name: _____

I think a _____ is about as long as

_____.

I measured. Now I know it is about as long as

_____.



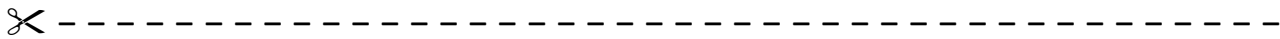
Name: _____

I think a _____ is about as long as

_____.

I measured. Now I know it is about as long as

_____.



As Long As...?

Line Master 5-2

Name: _____

I think a _____ is longer than

_____.

but shorter than

_____.

I measured. Now I know it is about as long as

_____.

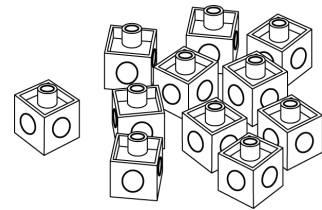
Tall and Short Towers

Line Master 6

Name: _____

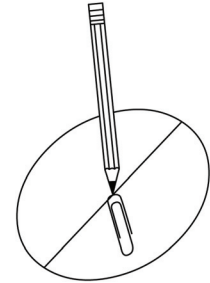
You will need:

- linking cubes
- spinner

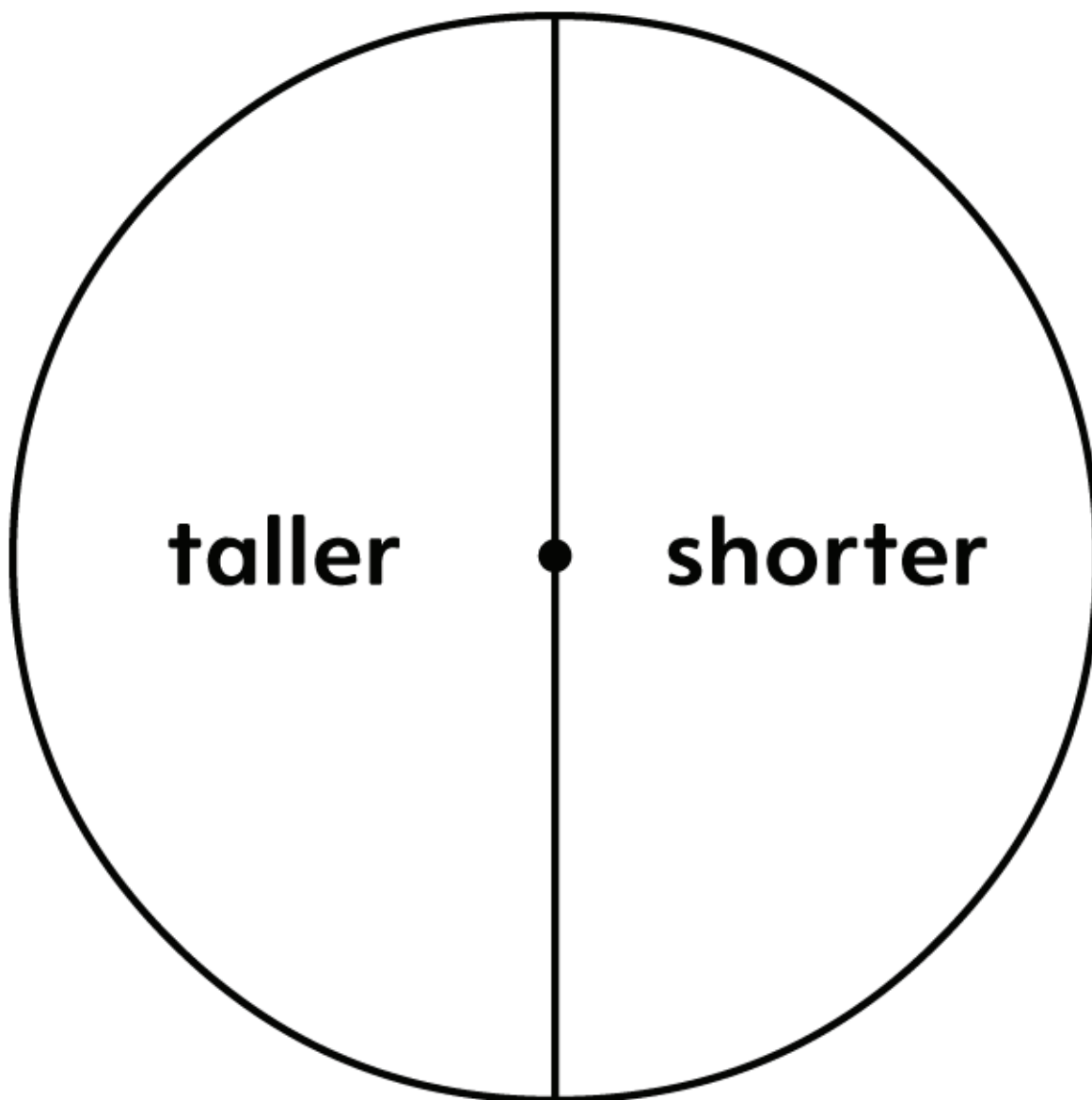


How to play:

1. You and a friend each grab some linking cubes.
2. Make a tower with your own cubes.
3. Compare your tower to your friend's tower.
4. Spin the spinner to find out who gets a point.
5. Break the towers apart and play again.
6. Play until one of you has 5 points.



Round	My Tower Is... (circle)	The Spinner Says... (circle)	My Points	My Friend's Points
1	taller shorter	taller shorter		
2	taller shorter	taller shorter		
3	taller shorter	taller shorter		
4	taller shorter	taller shorter		
5	taller shorter	taller shorter		
6	taller shorter	taller shorter		
7	taller shorter	taller shorter		

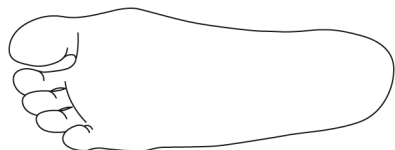


My Measures



I am about as tall as...

by _____



My foot is about as long as...



My hand is about as long as...

Mini-Book Template

Line Master 8-2



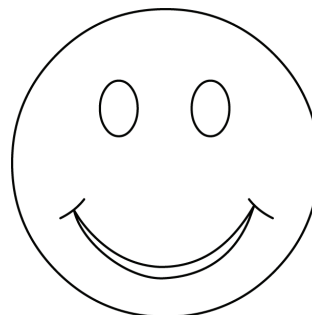
I can jump about as far as...



I can reach as far as...



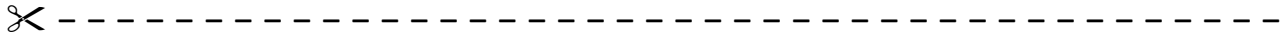
My giant step is about as long as...



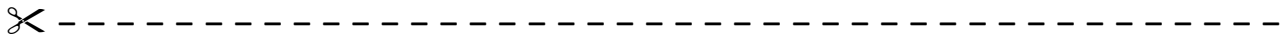
My smile is about as long as...

How Long Is It?

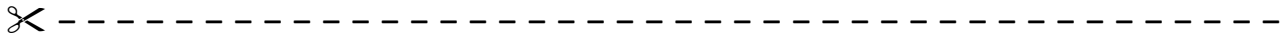
Line Master 9-1



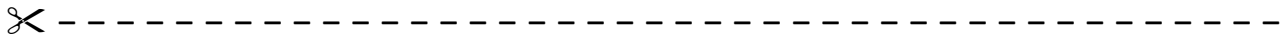
What can you find that is about as long as
2 craft sticks?



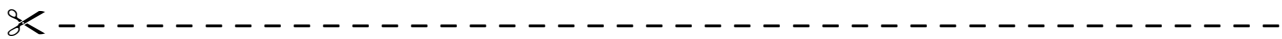
What can you find that is longer than 2 craft sticks, but
shorter than 4 craft sticks?



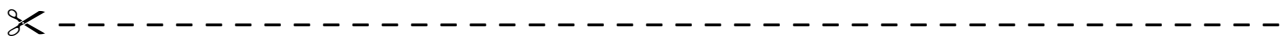
What can you find that is longer than 3 paper clips?



What can you find that is longer than 5 paper clips,
but shorter than 8 paper clips?

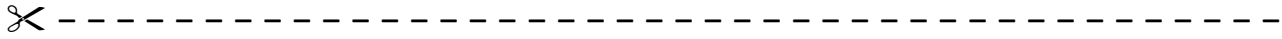


Which line is longer?

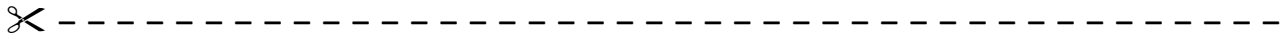


How Long Is It?

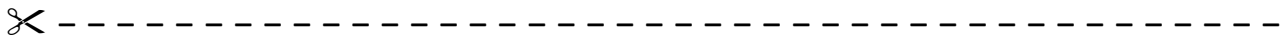
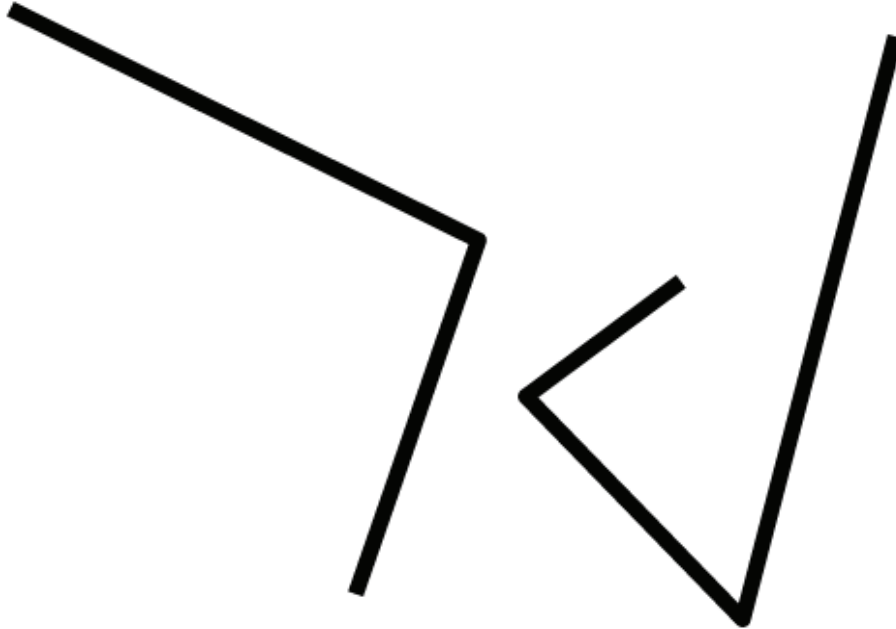
Line Master 9-2



Draw a line that is about as long as one of these lines.



Which path is longer?



What Was Here?

Line Master 1 (Assessment Master)

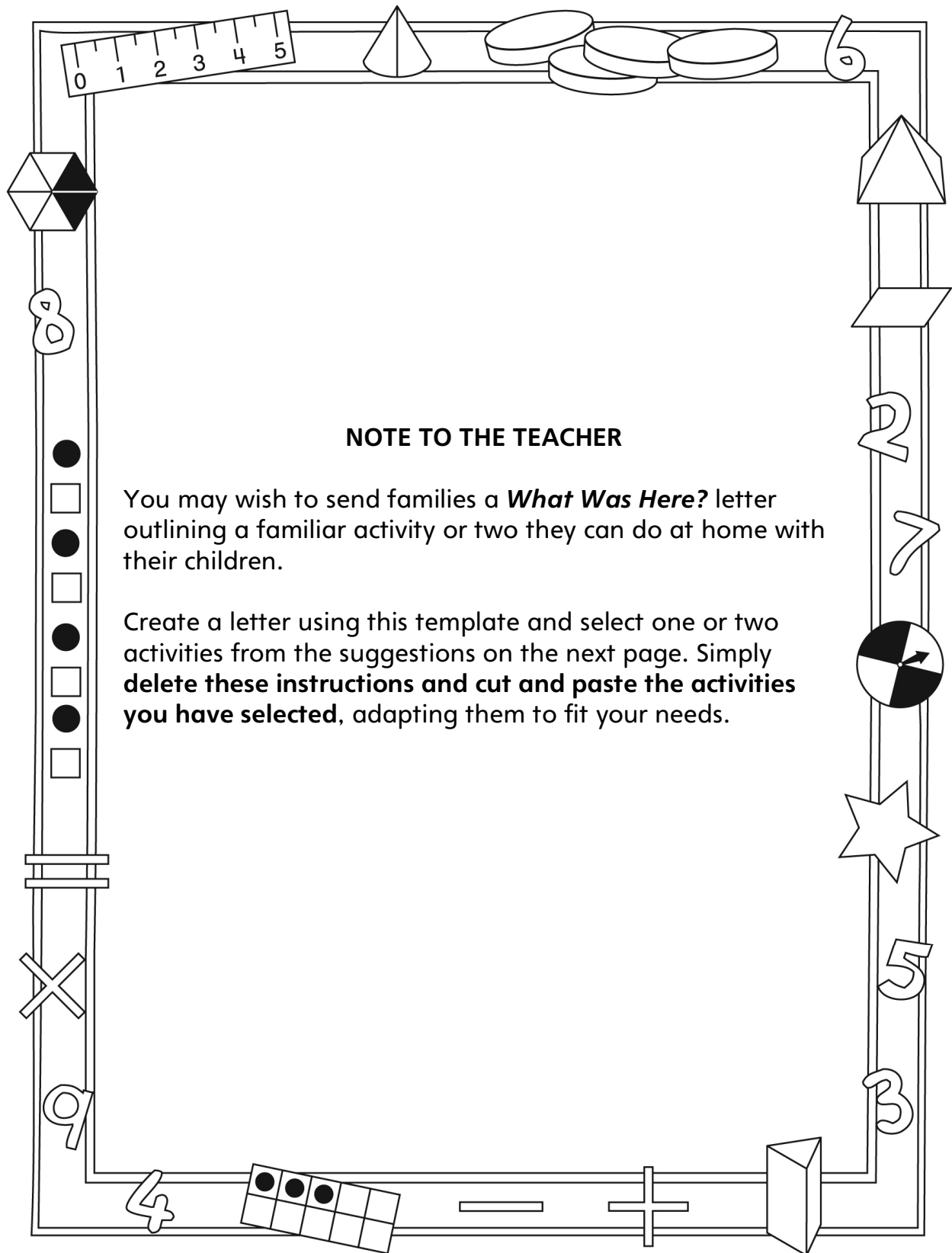
Name: _____

Find and Describe Shapes and Solids	Not observed	Sometimes	Consistently
Recognizes 2-D shapes embedded in other images or objects			
Identifies 2-D shapes on 3-D objects in the environment			
Explore and Classify Shapes and Solids			
Analyzes geometric attributes of 2-D shapes and 3-D solids			
Classifies and names 2-D shapes and 3-D solids based on shared attributes			

Strengths:

Next Steps:

Connecting Home and School Line Master 2-1



NOTE TO THE TEACHER

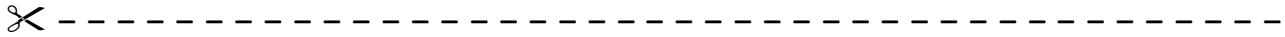
You may wish to send families a *What Was Here?* letter outlining a familiar activity or two they can do at home with their children.

Create a letter using this template and select one or two activities from the suggestions on the next page. Simply **delete these instructions and cut and paste the activities you have selected**, adapting them to fit your needs.

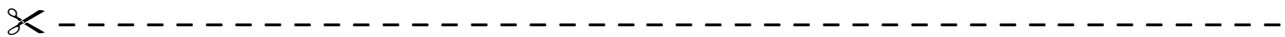
Connecting Home and School Line Master 2–2

Dear Family:

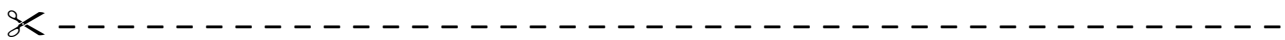
We have been working on *What Was Here?*, which engages children in conversations, investigations, and activities that help to develop their understanding of the big math idea that “Shapes and solids can be explored and compared based on attributes.” Particular focus is placed on finding, describing, exploring, and classifying shapes and solids. Try this activity at home with your child.



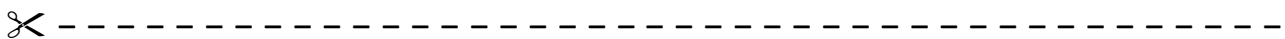
Reading the Story: As you read the story, make some predictions about what object may have been on each shape. After you read, you might gather a few different objects and wet or paint one face (side) of each one and imprint it on a piece of paper. (Alternatively, you could press a face of each object into a slab of modelling clay.) Take the objects off the sheet and ask your child to match each 2-D shape on the sheet with the correct 3-D object.



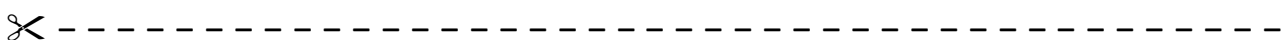
Kitchen Nim: Use the shapes from the mat on the inside back cover of the book. Choose a category such as kitchen items and find 3-D objects that would leave imprints of each shape from the mat (e.g., circle: a cylindrical glass; larger rectangle: a cereal box; smaller rectangle: a small box of tea bags; square: the square end of a box).



What Am I?: Play the “What Am I?” game. Each person takes a turn giving clues for the shape of an object he/she has chosen. For example, for the top of a coffee table, the clue might be “I have 4 sides and 4 corners. I am in the living room. What am I?” Invite your child to take the lead.

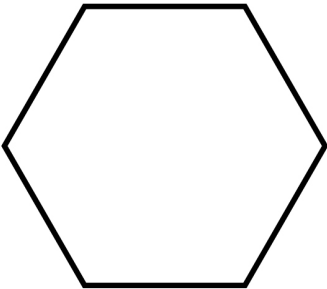
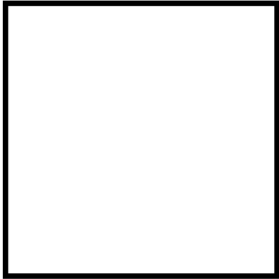
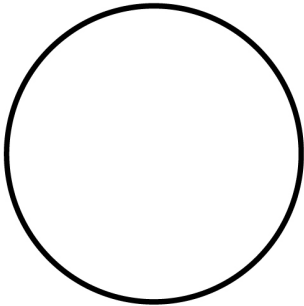


String Shapes: All but one person closes their eyes. The person with open eyes uses string to outline the shape of an object in the house. Then he/she places the string in the same shape on the floor (e.g., the string might be placed around a round cushion, and then the circle shape is duplicated on the floor). The other people open their eyes and guess which object the shape came from.



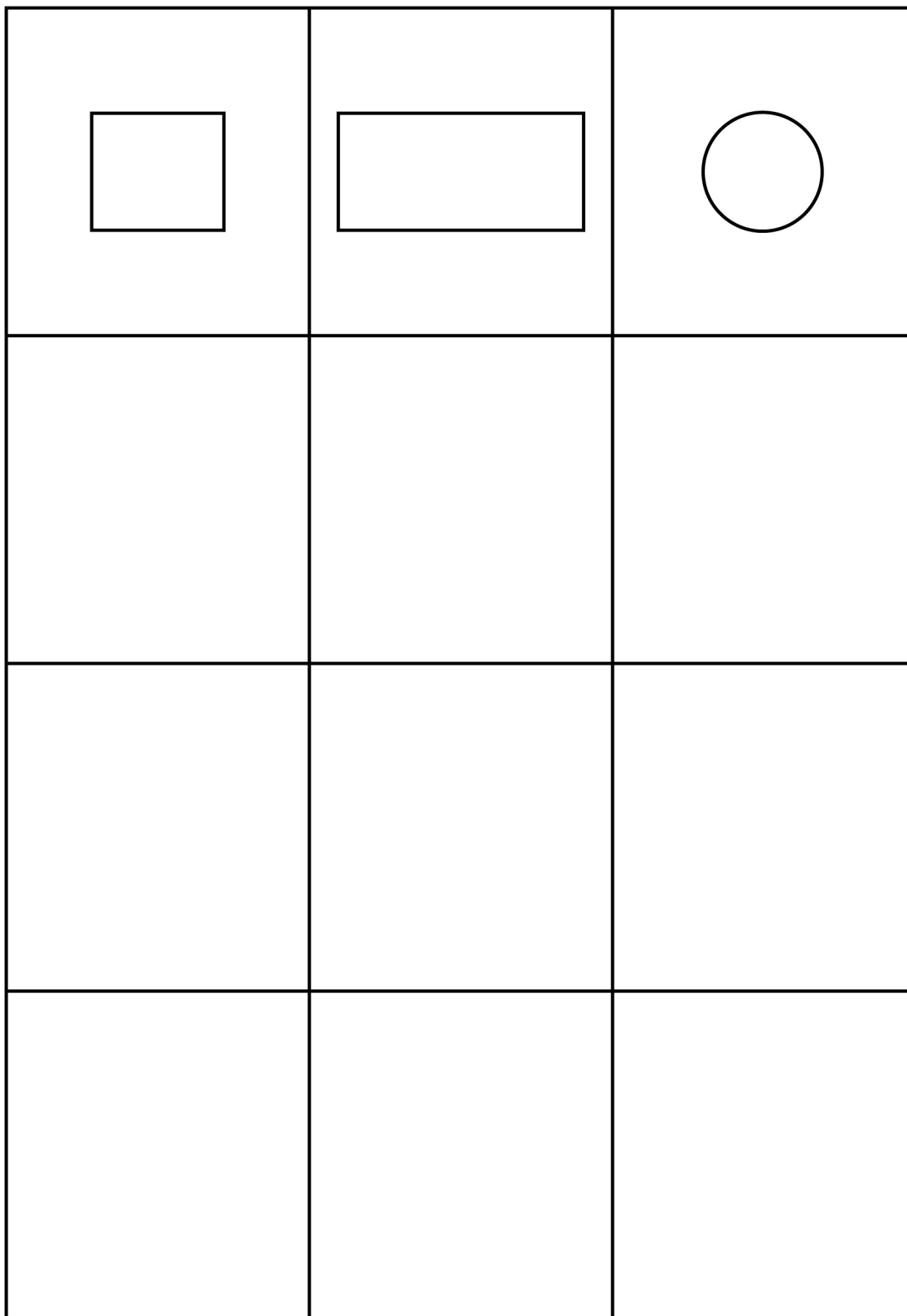
Sincerely,

What Was Here? Math Mat Line Master 3



Squares, Rectangles, and Circles

Line Master 4

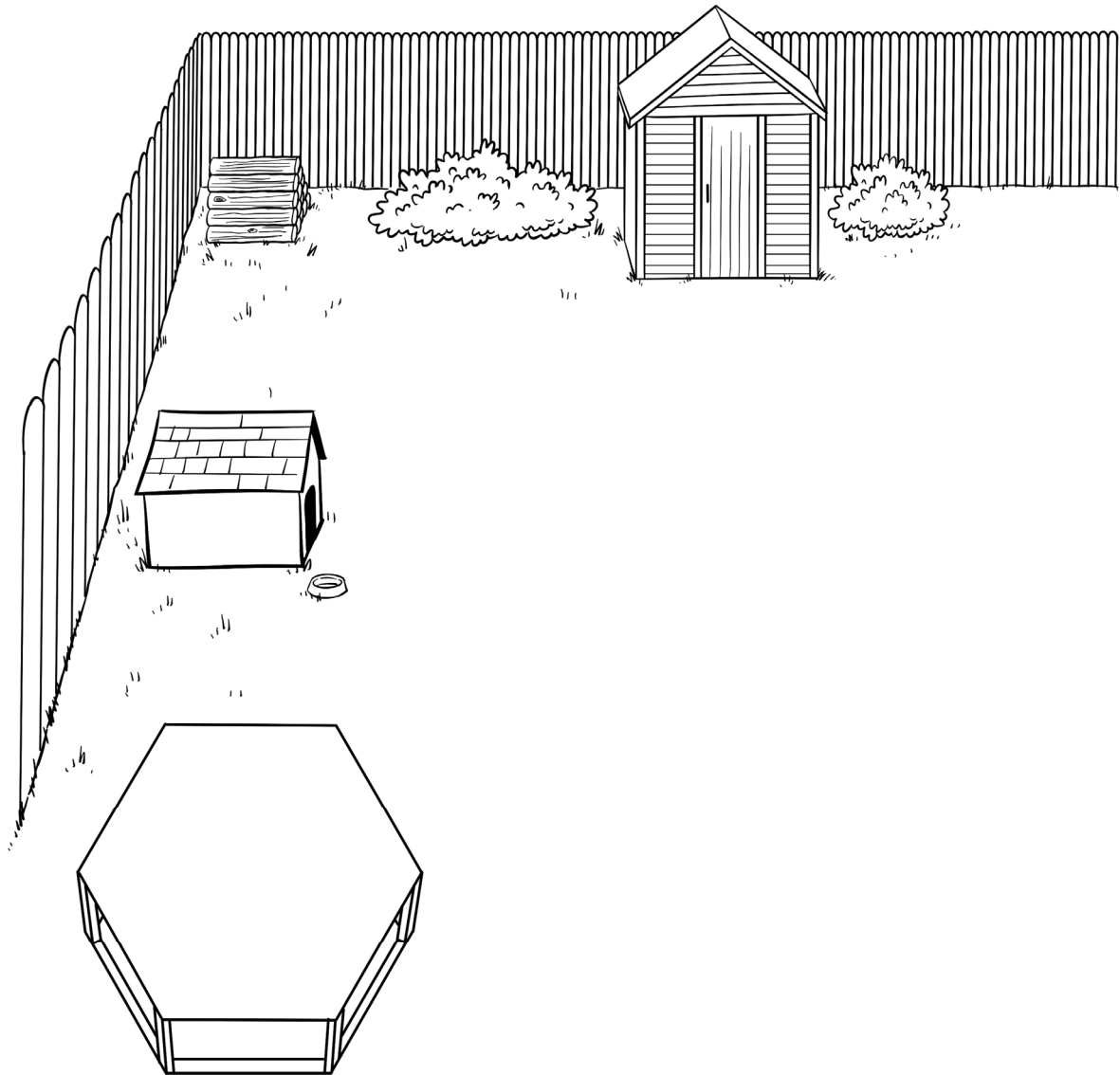


Feely Bag Chart

Line Master 5

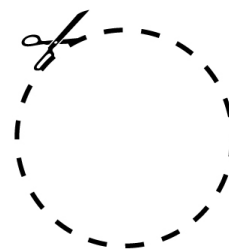
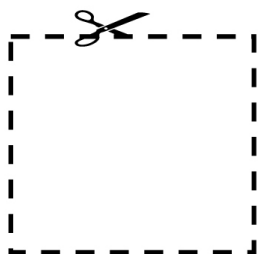
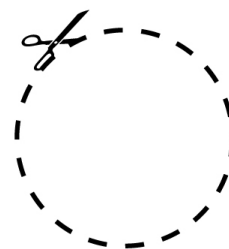
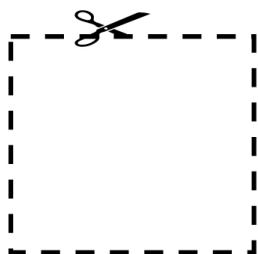
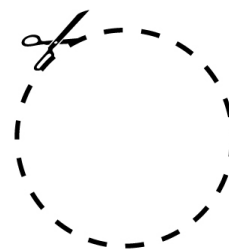
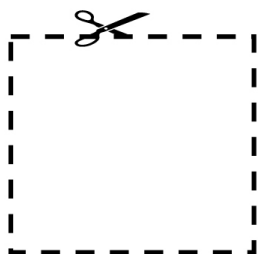
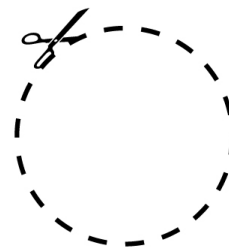
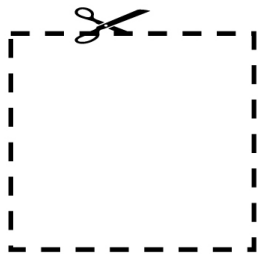
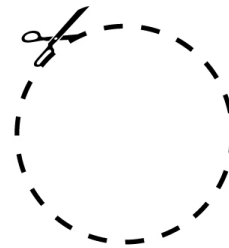
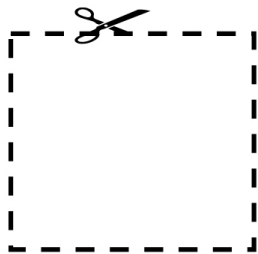
3-D Solids		

Matching 2-D Shapes		



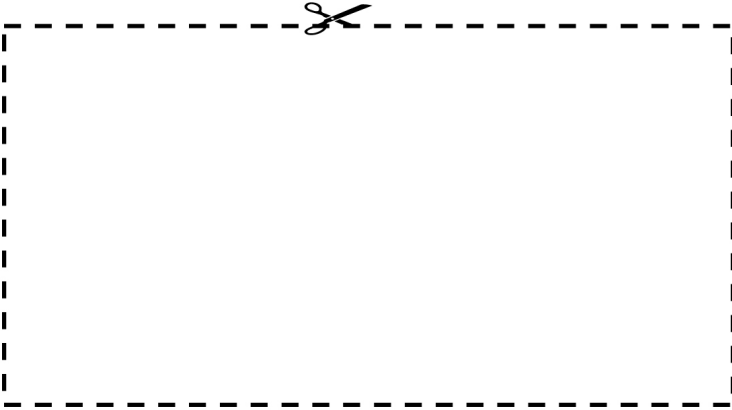
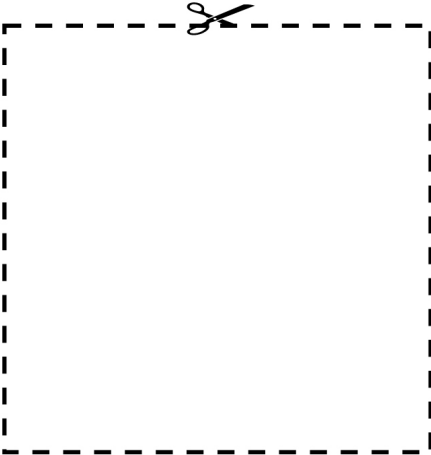
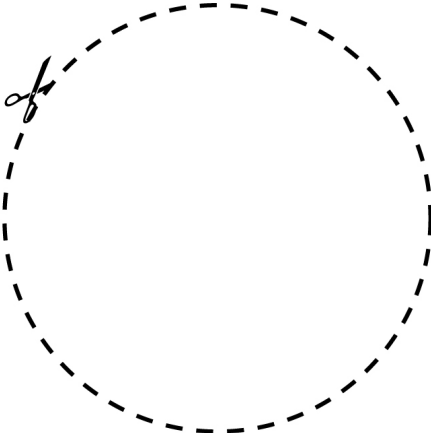
Match-Up Shapes




Line Master 7



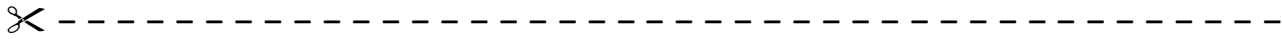
Pattern Shapes

Line Master 8

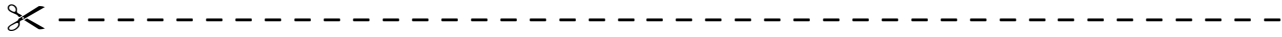


  <h1>SHAPE HUNT BOOKLET</h1>	 <p>There are square shapes.</p>
<p>There are circular shapes.</p>	<p>There are rectangular shapes.</p>

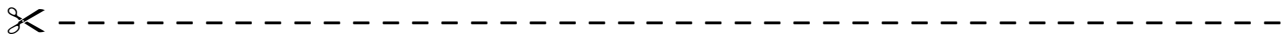
Shapes and Solids Problems Line Master 10



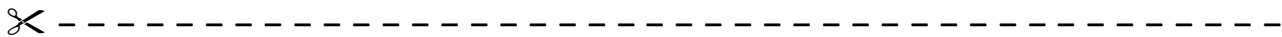
Mrs. Khan is playing Guess the Object with the class. She says the object behind her back has 6 faces that are the same shape and size. What object does she have?



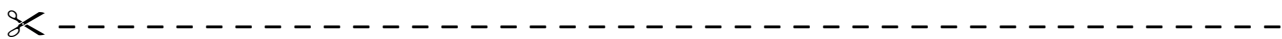
Layla and Theo are making drawings using shapes. Layla says she wants a shape that has no corners. What shape does she want?



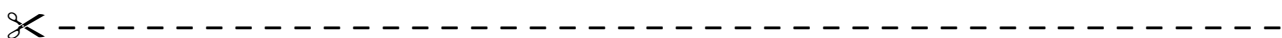
Mrs. Khan is playing Guess the Object with the class. She says the object behind her back has 6 faces. 4 of the faces are the same shape and size. The other 2 faces are a smaller shape and size. What object does she have?



Mrs. Khan is playing Guess the Object with the class. She says the object behind her back has 2 circular faces on its ends. What object does she have?



Layla and Theo are making drawings using shapes. Layla says she wants 2 different shapes that have 4 sides and 4 corners. She doesn't care whether the sides are the same length. What shapes does she want?



The Tailor Shop

Line Master 1 (Assessment Master)

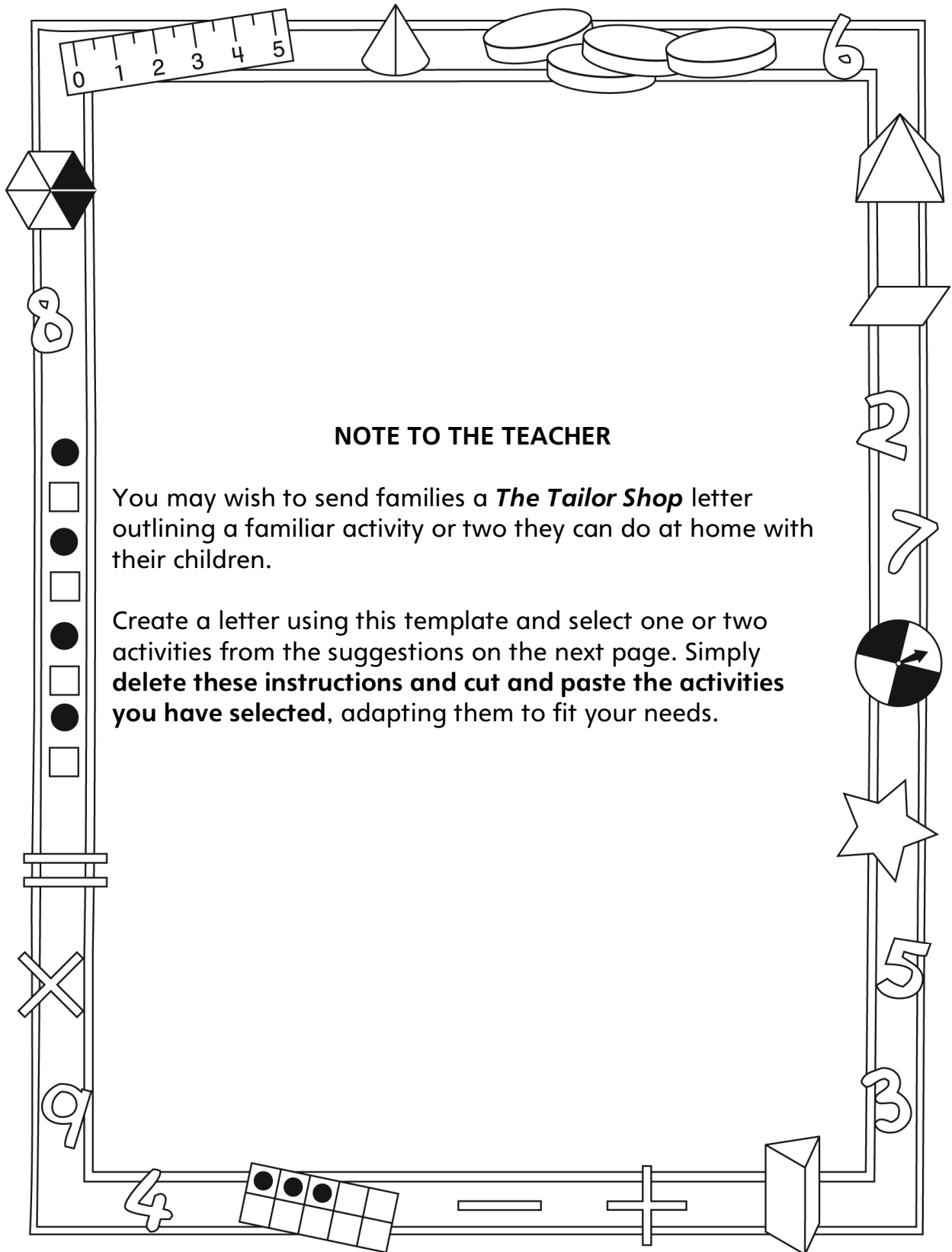
Name: _____

Transform and Describe Shapes	Not observed	Sometimes	Consistently
Identifies congruent shapes (i.e., same size and shape)			
Moves and manipulates shapes to check for congruency (slide, flip, turn)			
Describes how to make shapes congruent			
Identifies symmetrical shapes and designs			
Constructs and/or completes symmetrical shapes and designs			
Describe and Compare Shapes			
Recognizes and describes shapes			
Identifies and describes similarities and differences among shapes			
Describes location, position, and/or orientation of shapes			
Gives clear and accurate directions			
Composes and completes composite shapes (shapes made from other shapes)			

Strengths:

Next Steps:

Connecting Home and School Line Master 2-1



NOTE TO THE TEACHER

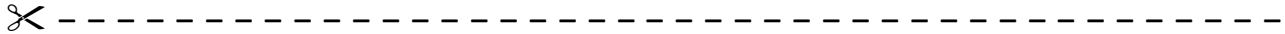
You may wish to send families a *The Tailor Shop* letter outlining a familiar activity or two they can do at home with their children.

Create a letter using this template and select one or two activities from the suggestions on the next page. Simply **delete these instructions and cut and paste the activities you have selected**, adapting them to fit your needs.

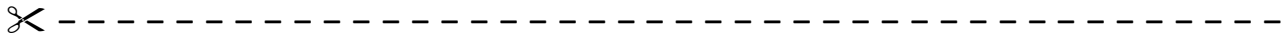
Connecting Home and School Line Master 2–2

Dear Family:

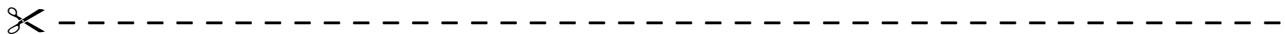
We have been working on *The Tailor Shop*, which engages children in conversations, investigations, and activities that help to develop their understanding of the big math idea that “Shapes and solids can be transformed in many ways.” Particular focus is placed on transforming, describing, and comparing shapes, and using them to make pictures and designs. Try this activity at home with your child.



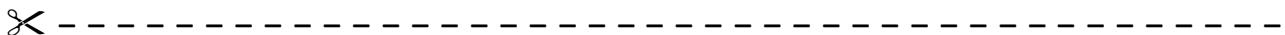
Reading the Story: As you read the story, enjoy predicting what Thomas might make with the shapes he selects from the sack. Talk about the different shapes he chooses and others within the illustrations. Consider tracing some of the shapes with your finger and making them in the air. Look for shapes that might be exactly the same size and shape. We call these congruent shapes. You might play I Spy (e.g., *I spy a large, red circle above the table.*). Encourage your child to take on the I Spy role.



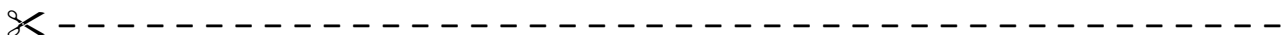
Make My Shape Picture: Your child has brought home some paper shapes. Take turns making a picture or design by combining and arranging different shapes, and then challenging each other to re-create the picture using the same or different shapes. Compare the two pictures and identify the shapes used and where they are positioned.



Paint Blobs: We are exploring symmetry. To create symmetrical designs, we have been putting identical shapes of the same size on both sides of a line called the line of symmetry. Fold a sheet of paper in half and then unfold it. On one half, place small drops or blobs of paint. Refold the paper and gently press down on it while the paint is still wet. Unfold the paper and ask your child what he/she notices when looking at both sides of the fold (symmetry) line. Have fun exploring and creating interesting symmetrical designs!



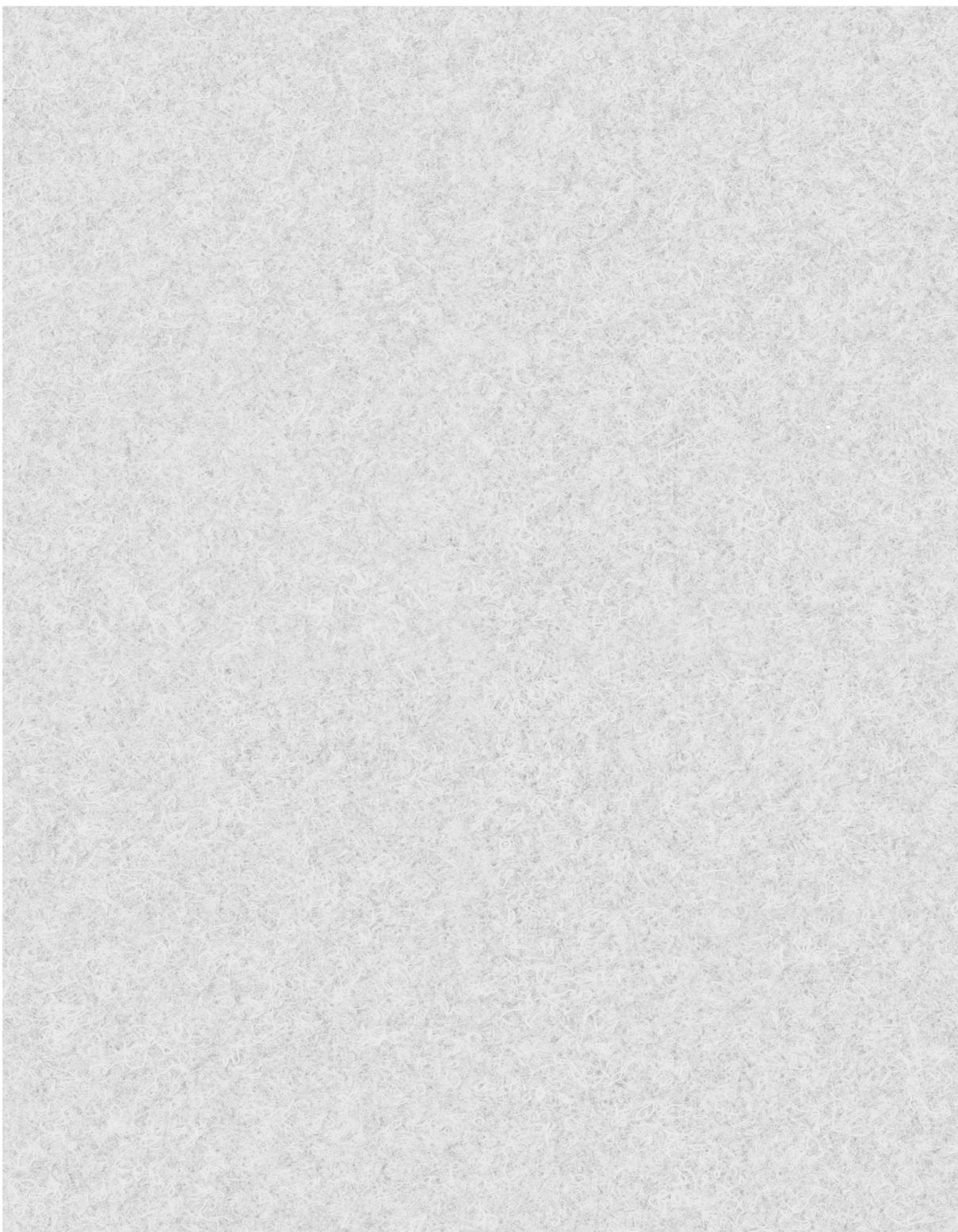
Puzzles and More Puzzles! Working on and completing puzzles offers your child a wonderful opportunity to develop his/her spatial thinking and reasoning. Pieces are often moved around to visualize where and how they will fit.



Sincerely,

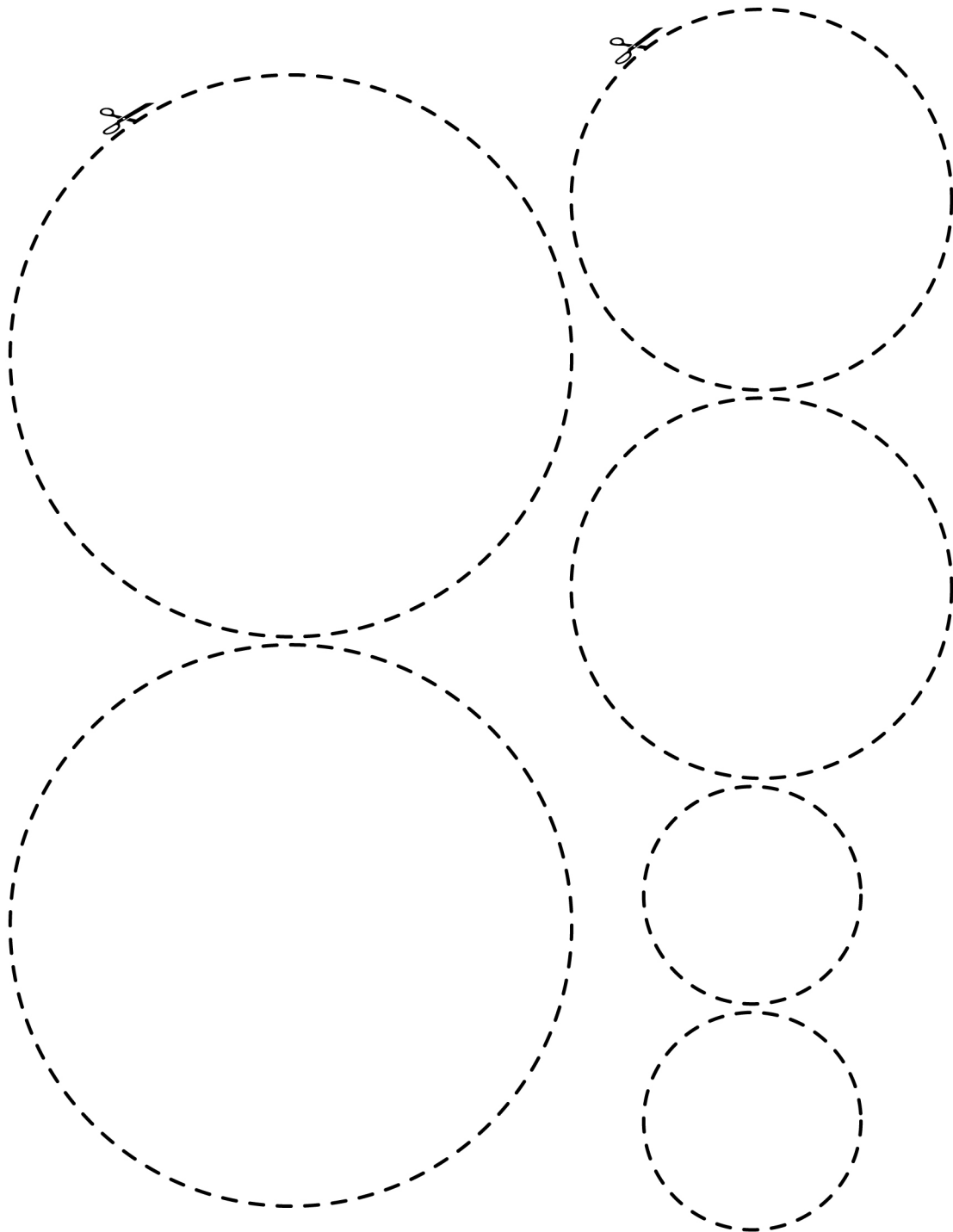
The Tailor Shop Math Mat

Line Master 3



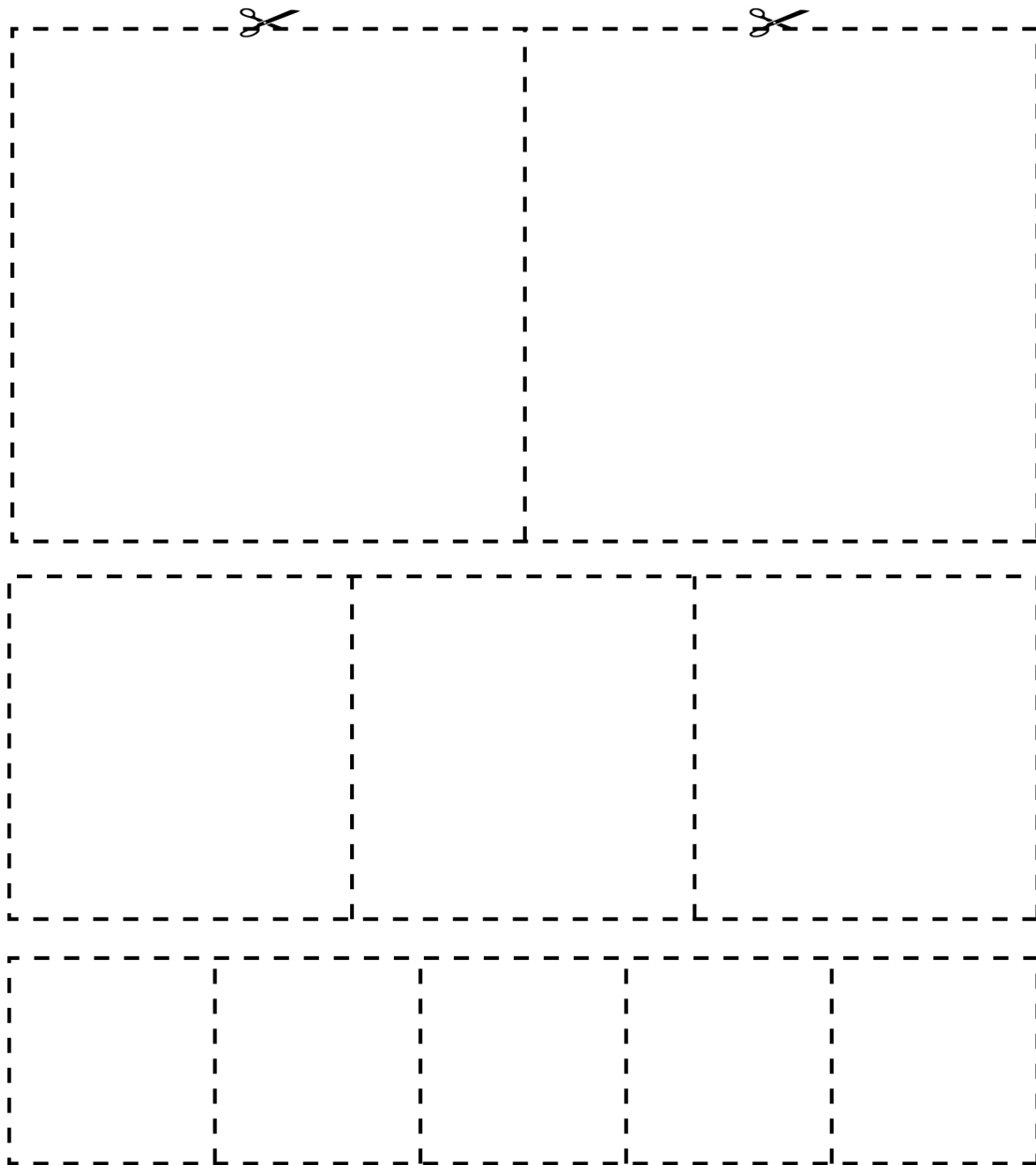
Shape Cut-Outs

Line Master 4-1



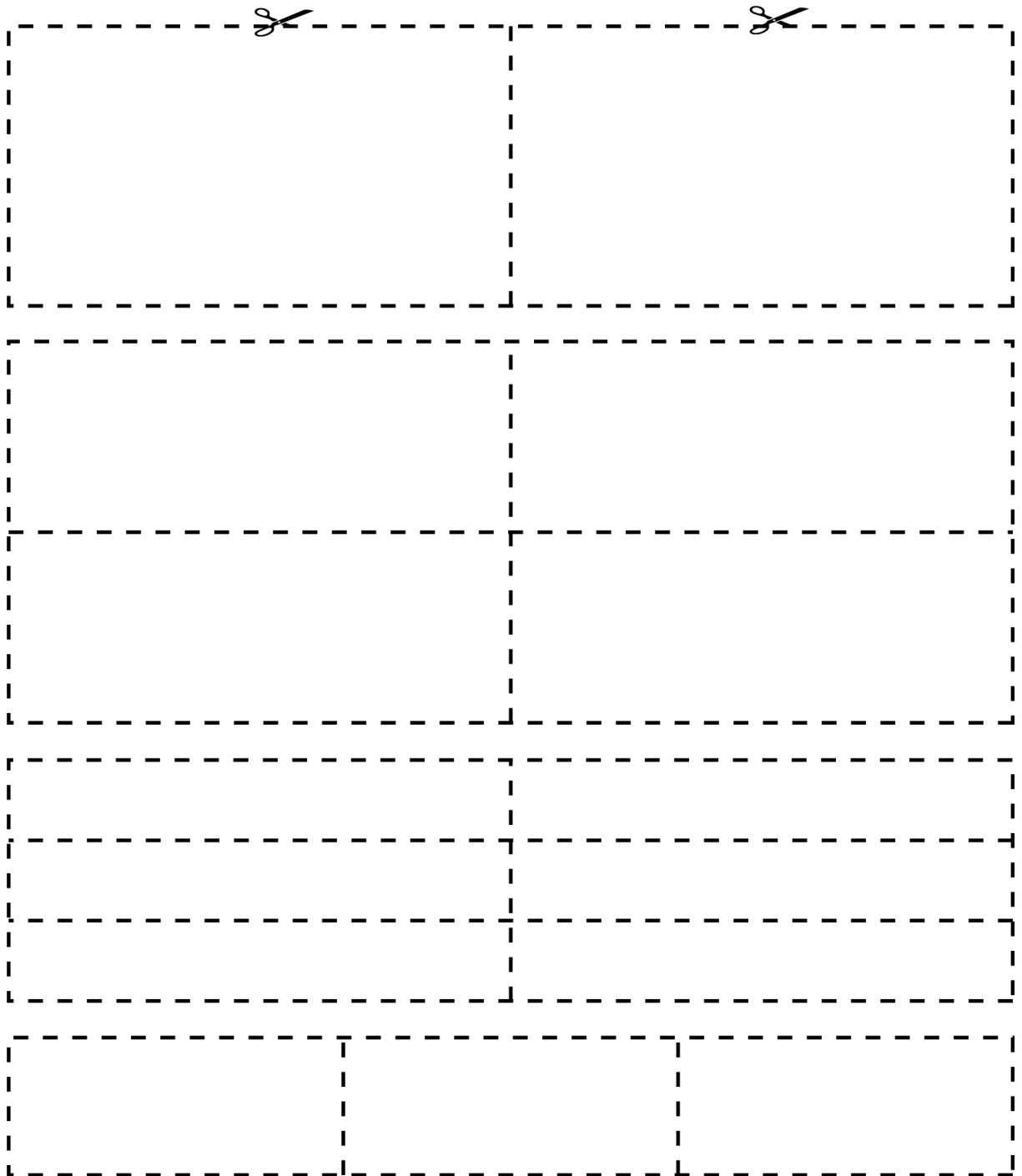
Shape Cut-Outs

Line Master 4-2



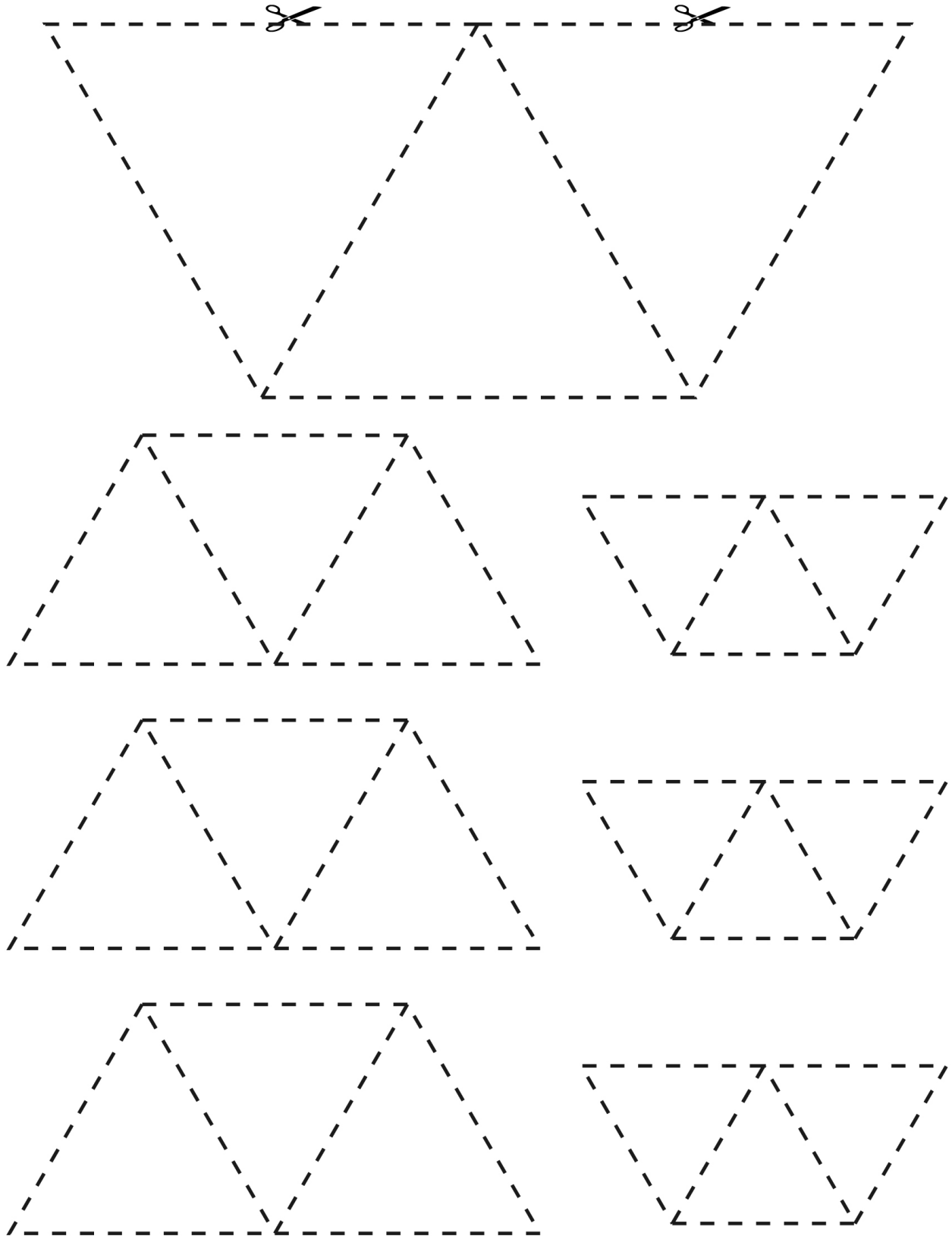
Shape Cut-Outs

Line Master 4-3



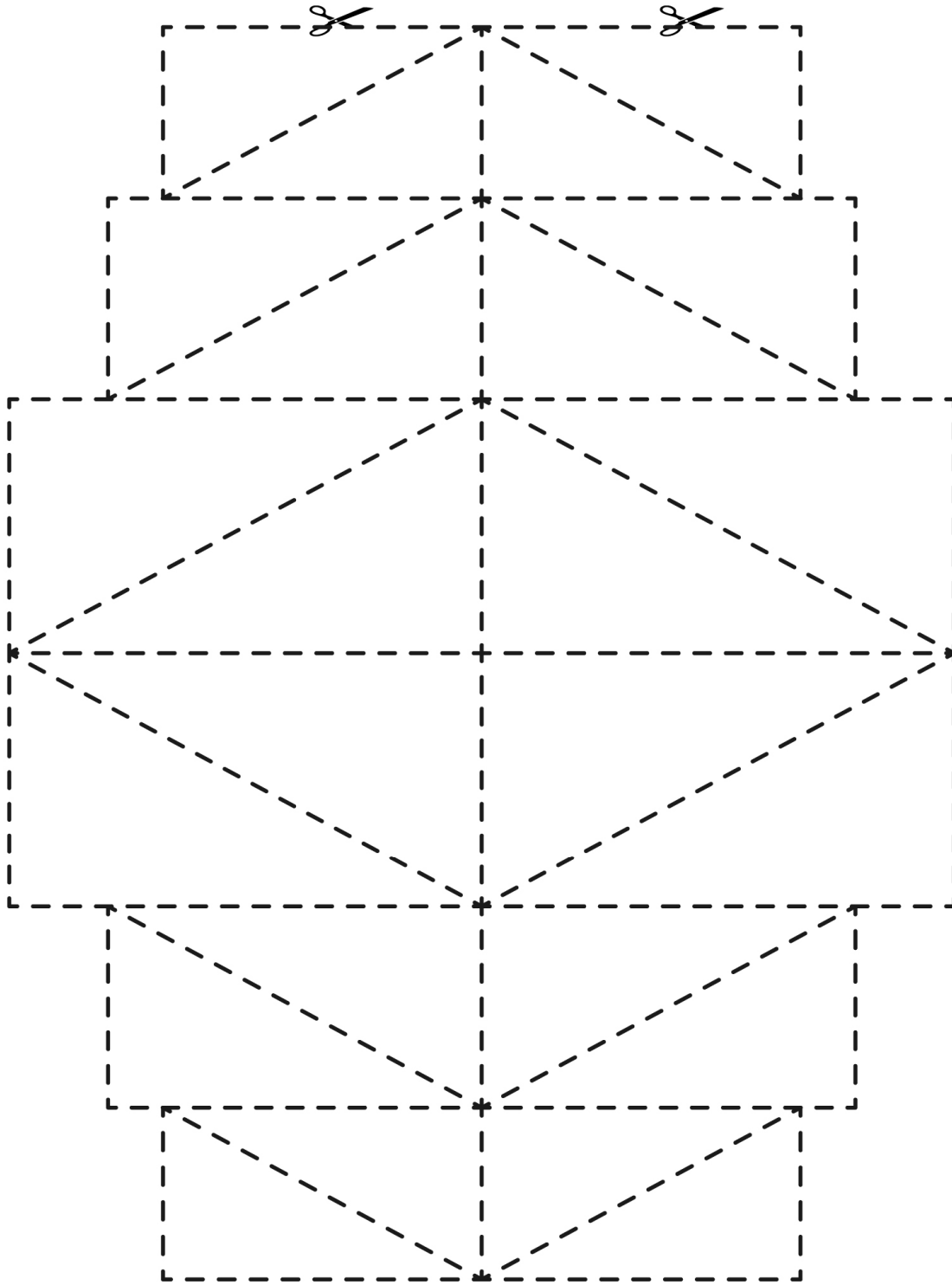
Shape Cut-Outs

Line Master 4-4



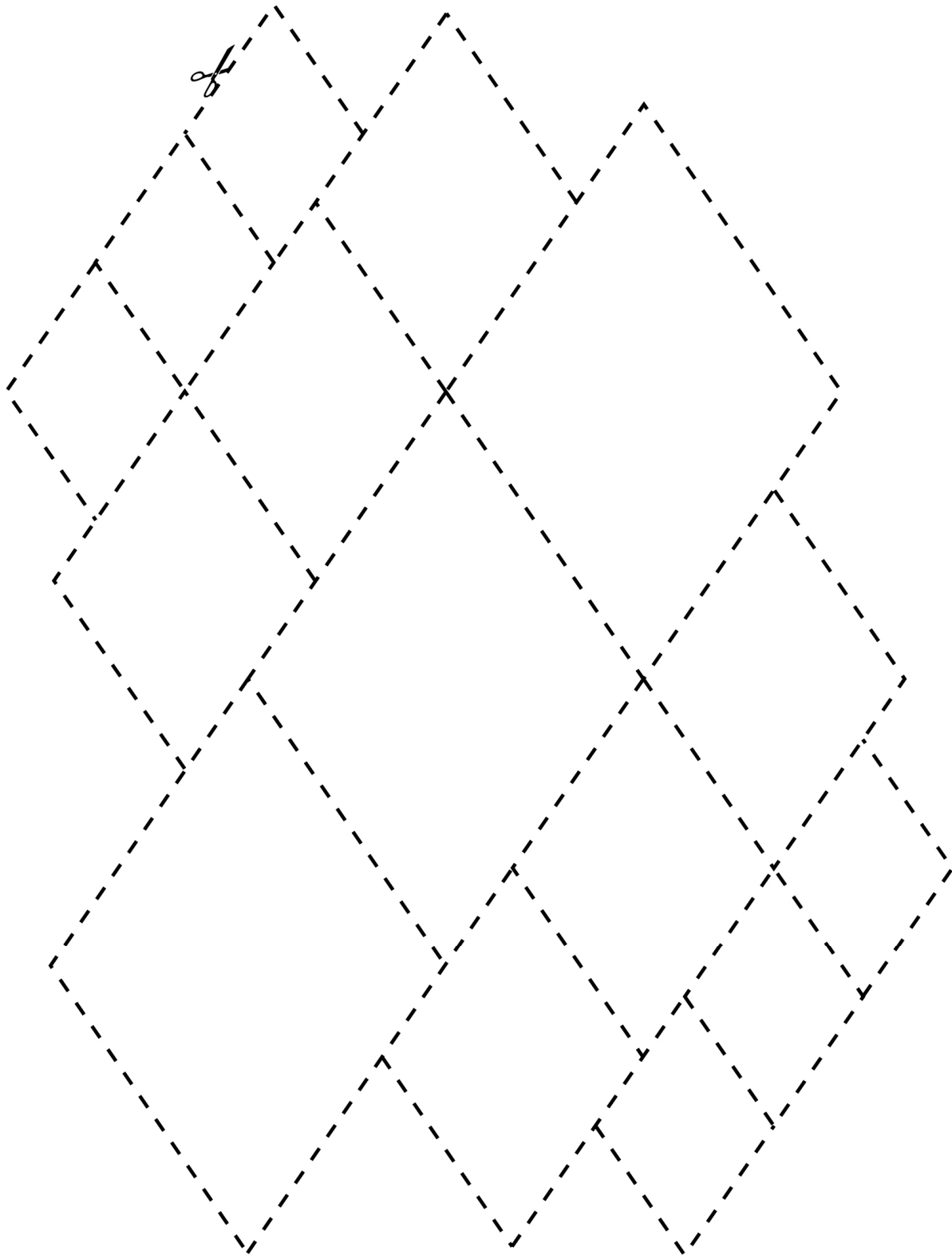
Shape Cut-Outs

Line Master 4-5



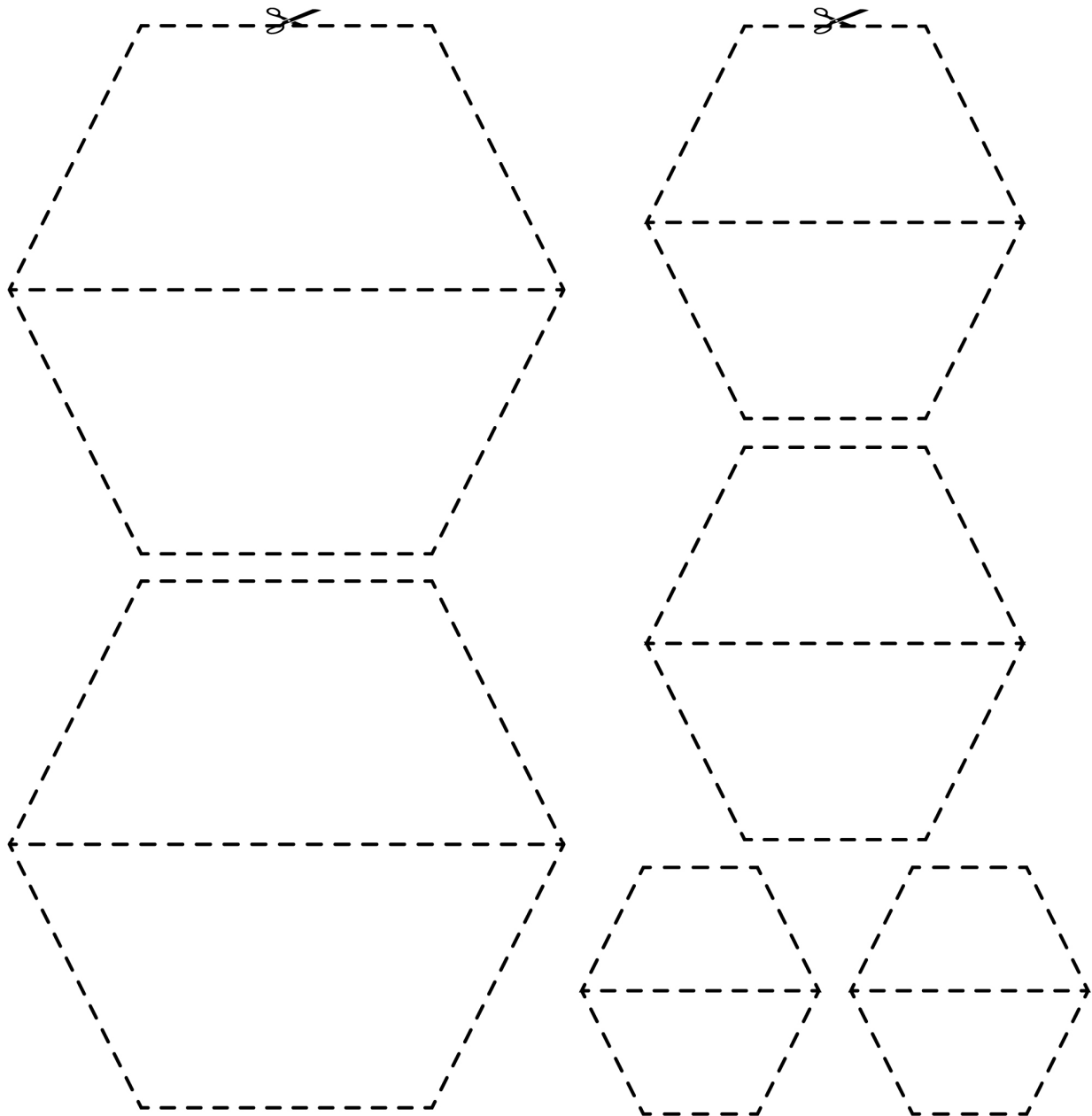
Shape Cut-Outs

Line Master 4-6



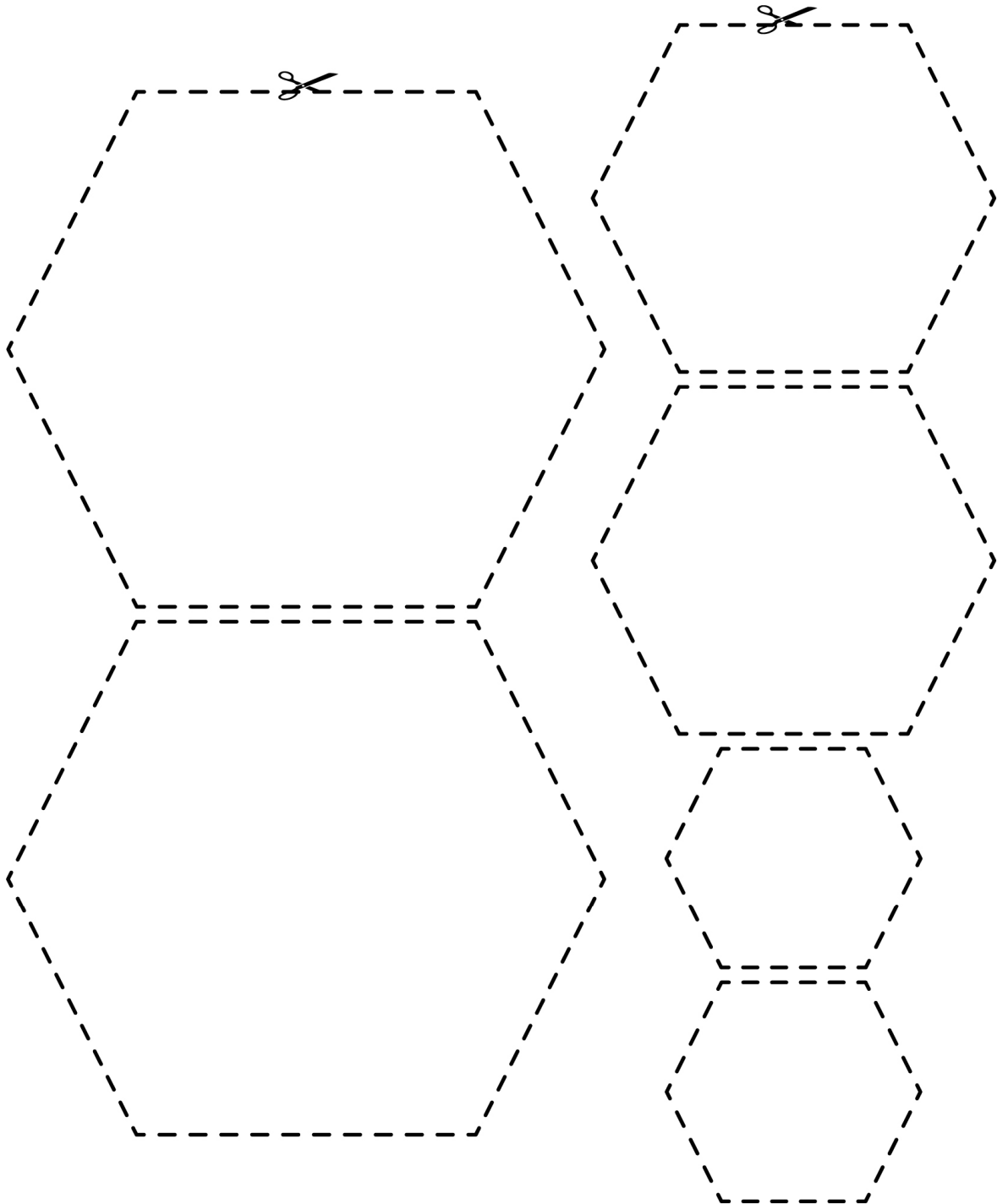
Shape Cut-Outs

Line Master 4-7



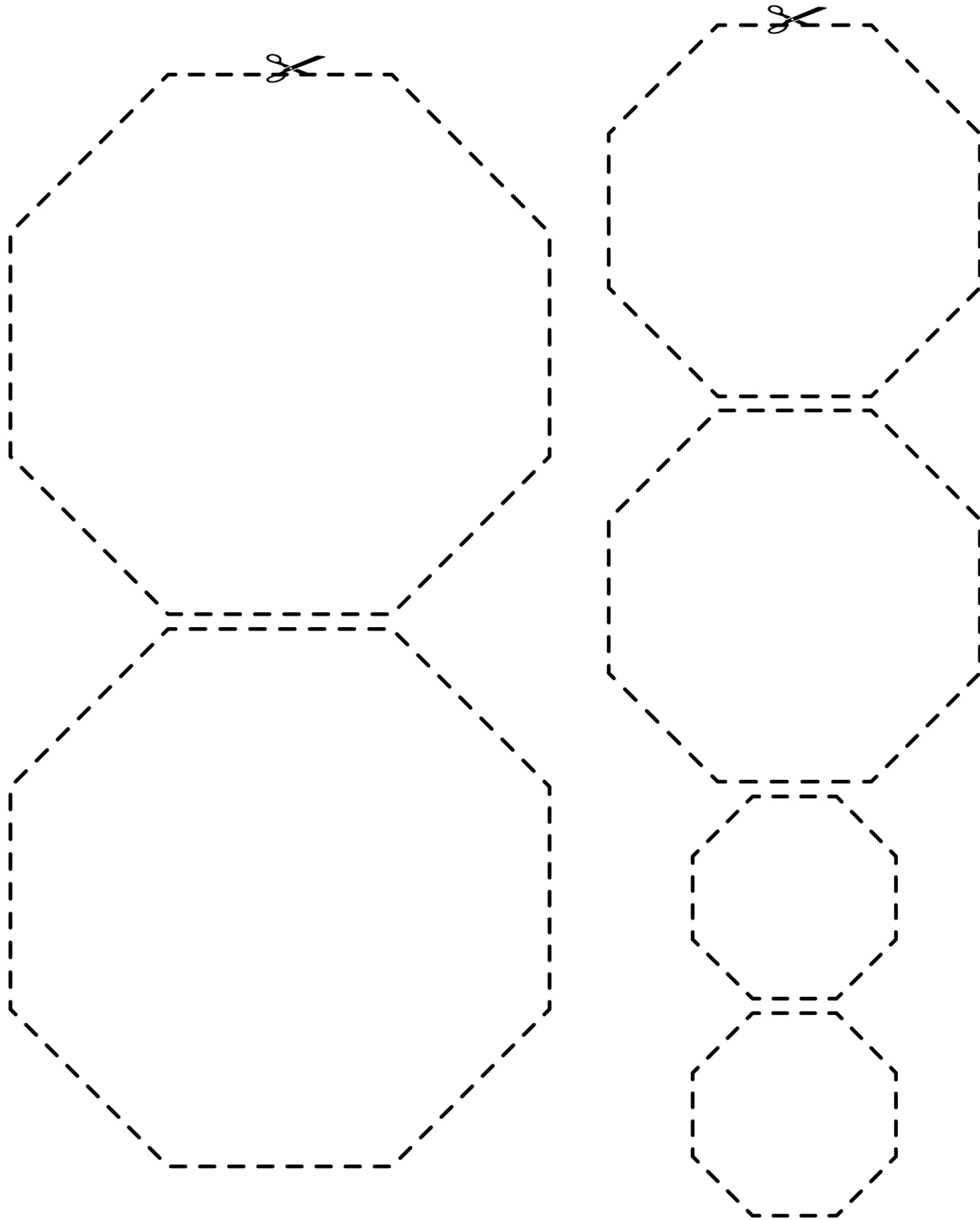
Shape Cut-Outs

Line Master 4-8



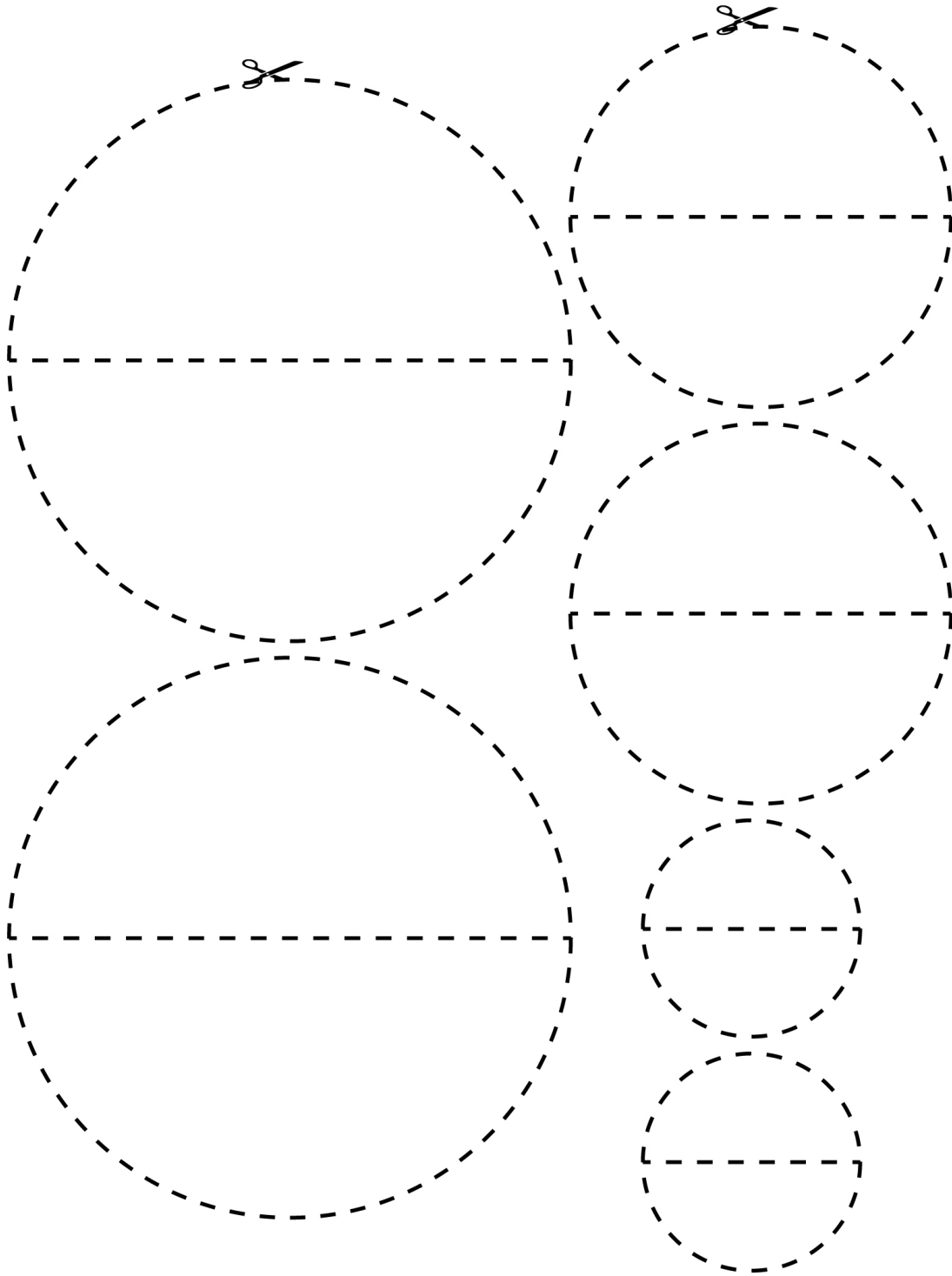
Shape Cut-Outs

Line Master 4-9



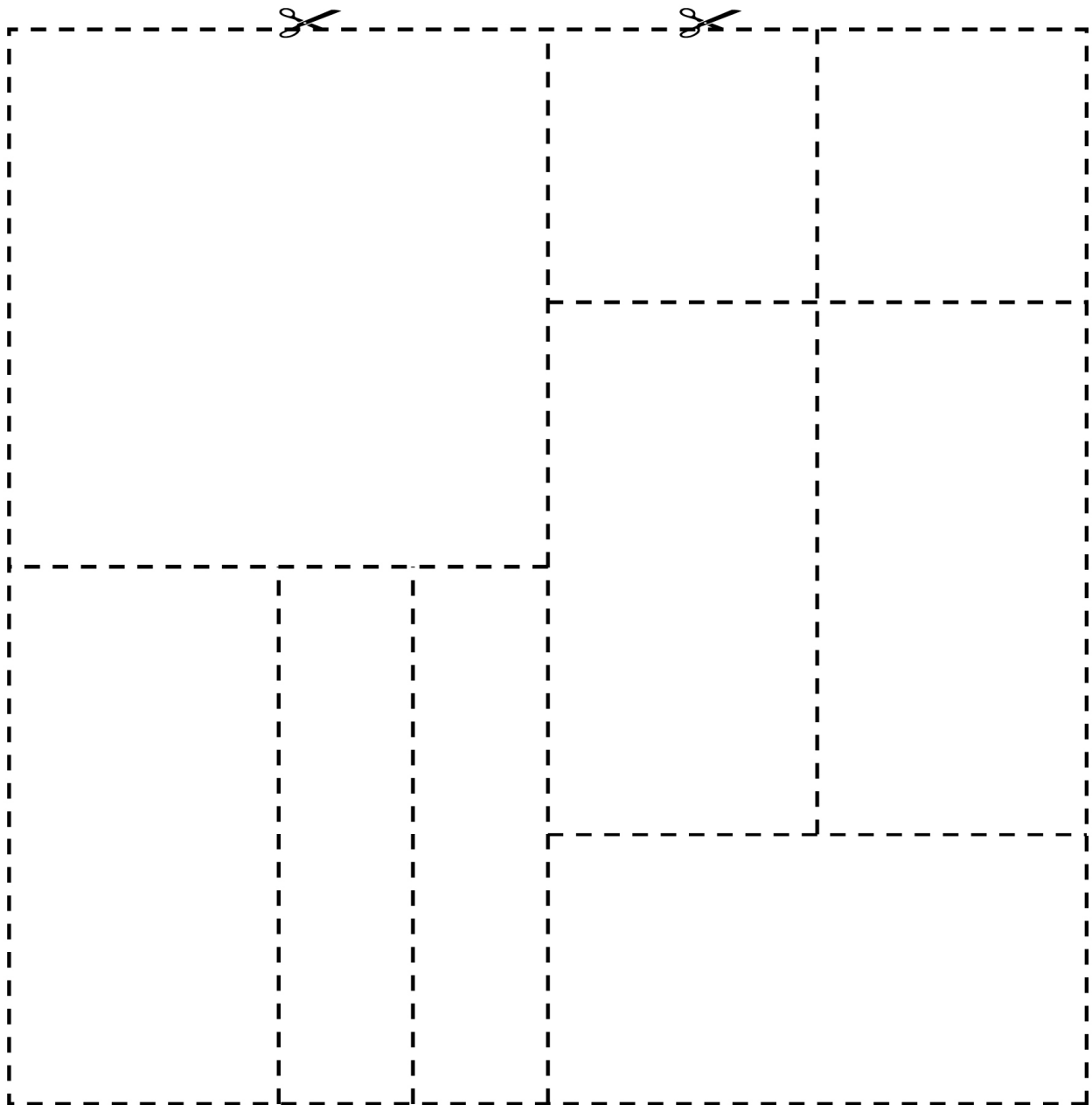
Shape Cut-Outs

Line Master 4-10



Shape Cut-Outs

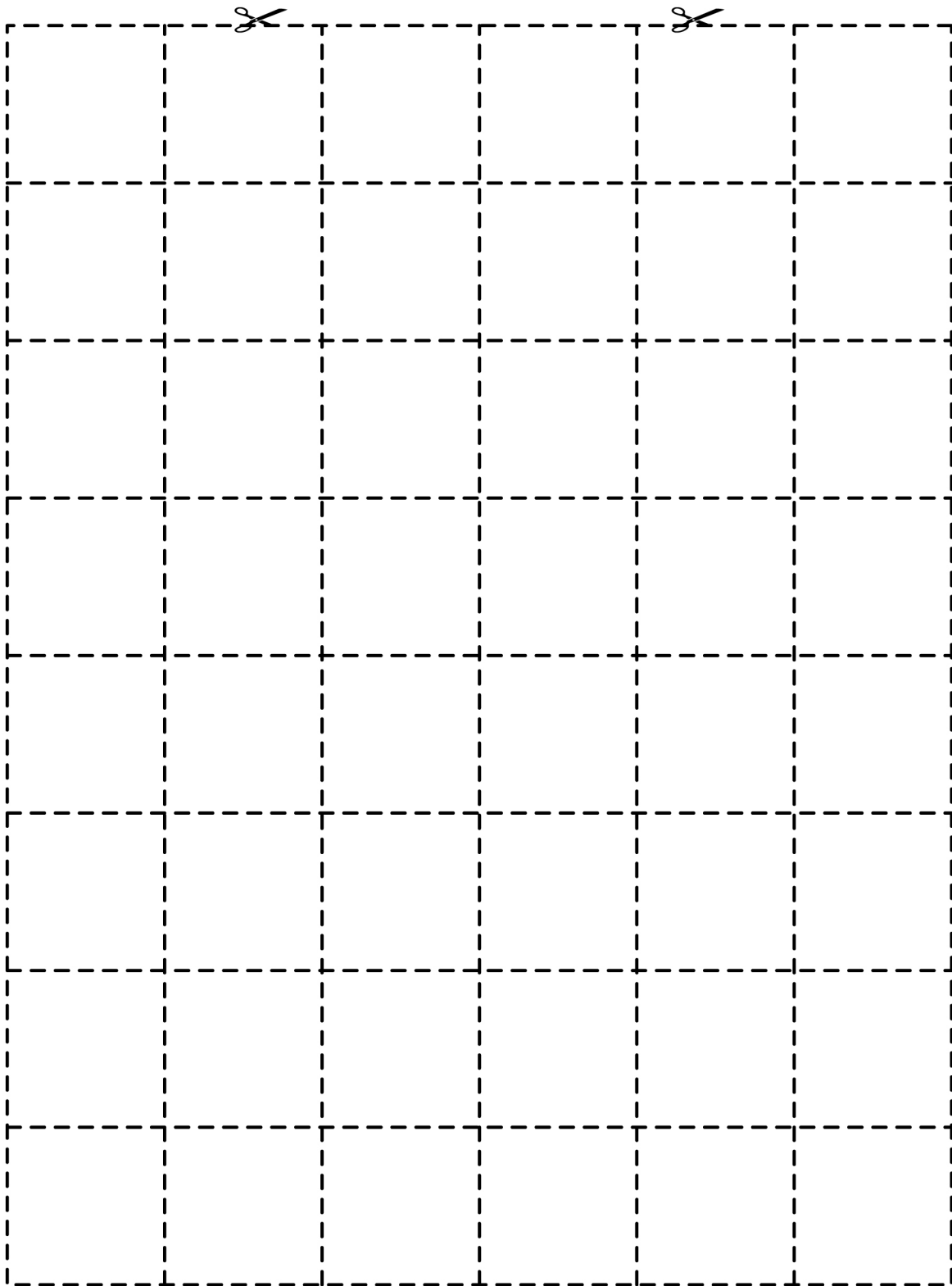
Line Master 4-11



Pattern Block Cut-Outs

Line Master 5-1

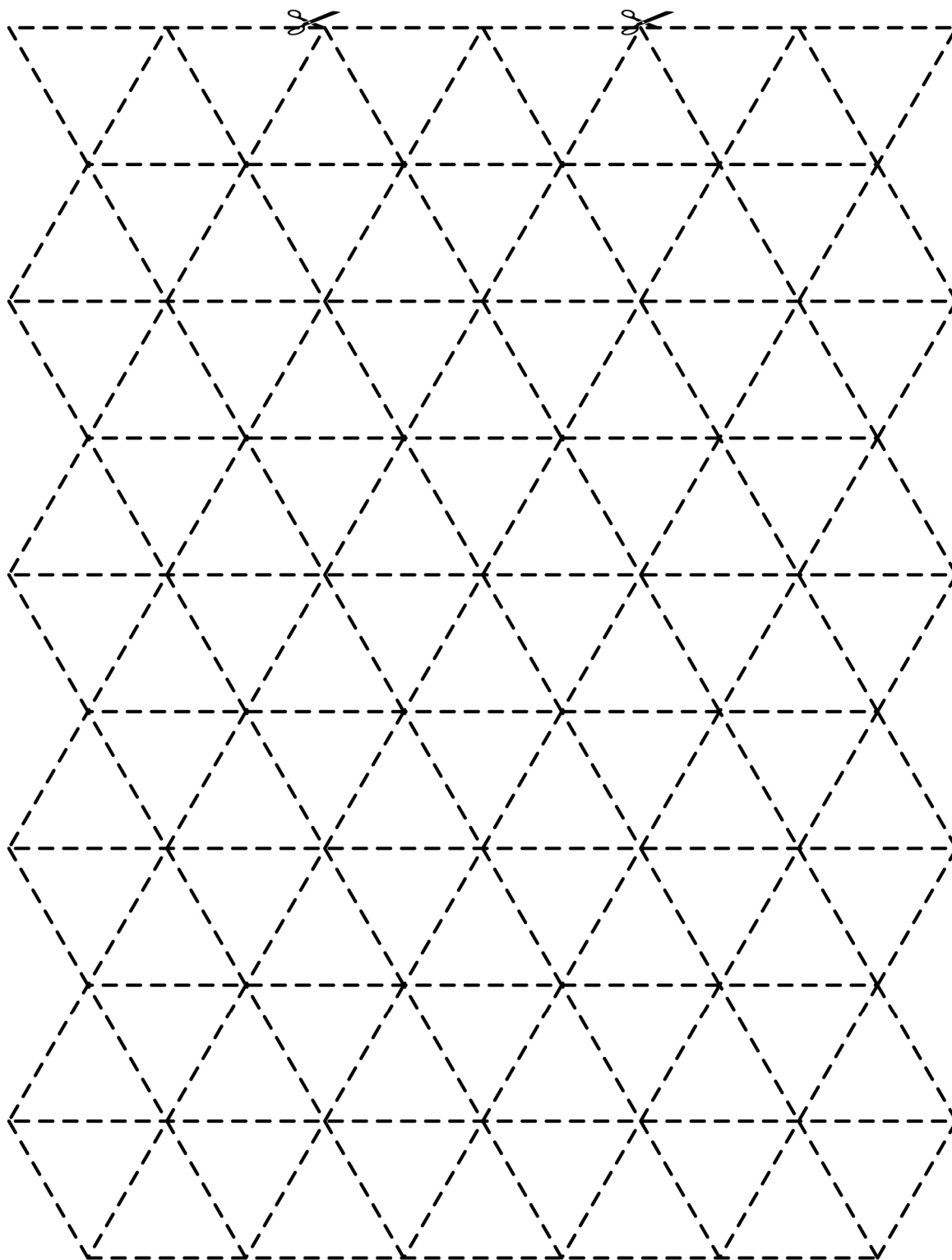
Note: You may wish to print on orange paper.



Pattern Block Cut-Outs

Line Master 5-2

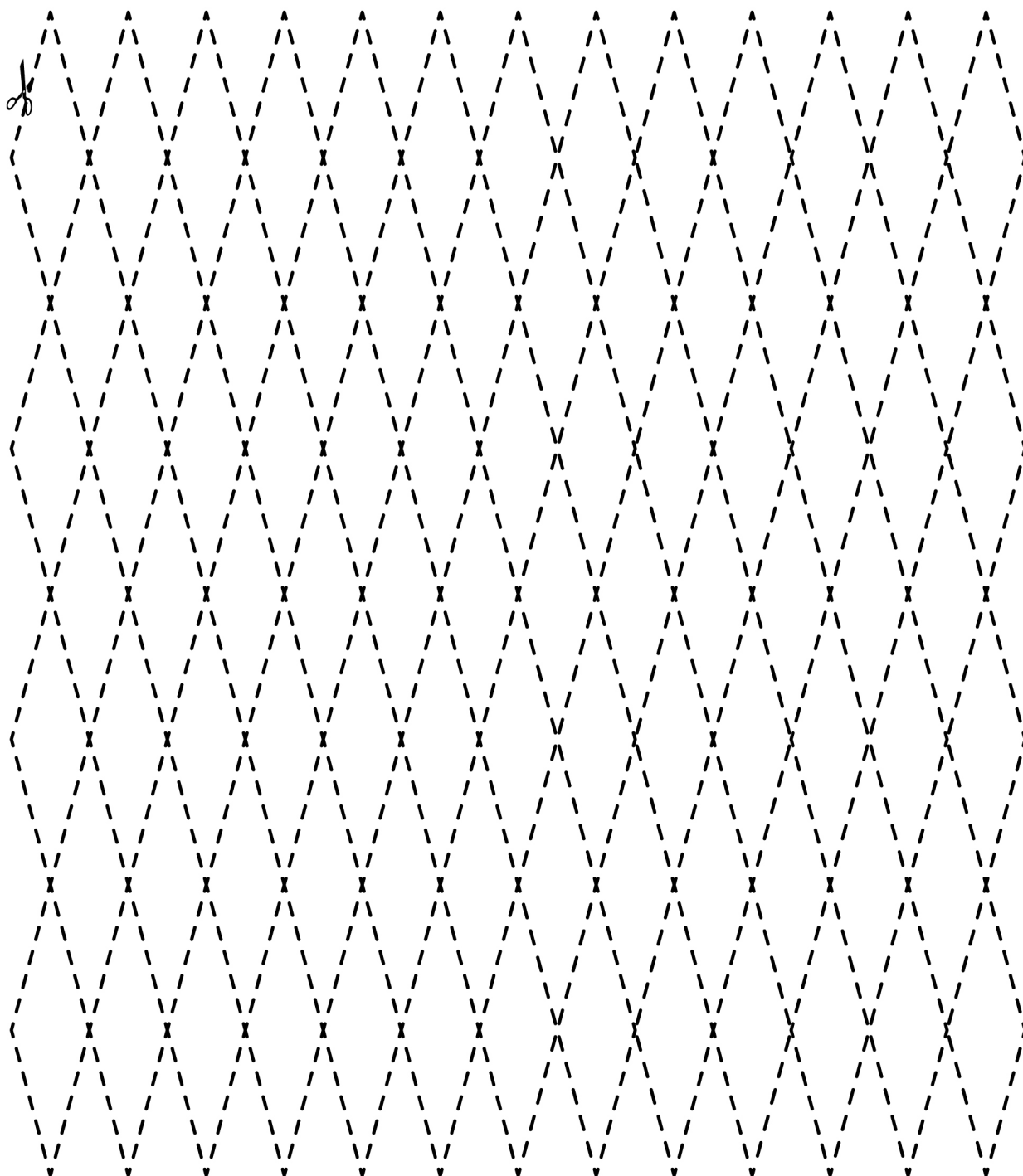
Note: You may wish to print on **green** paper.



Pattern Block Cut-Outs

Line Master 5-3

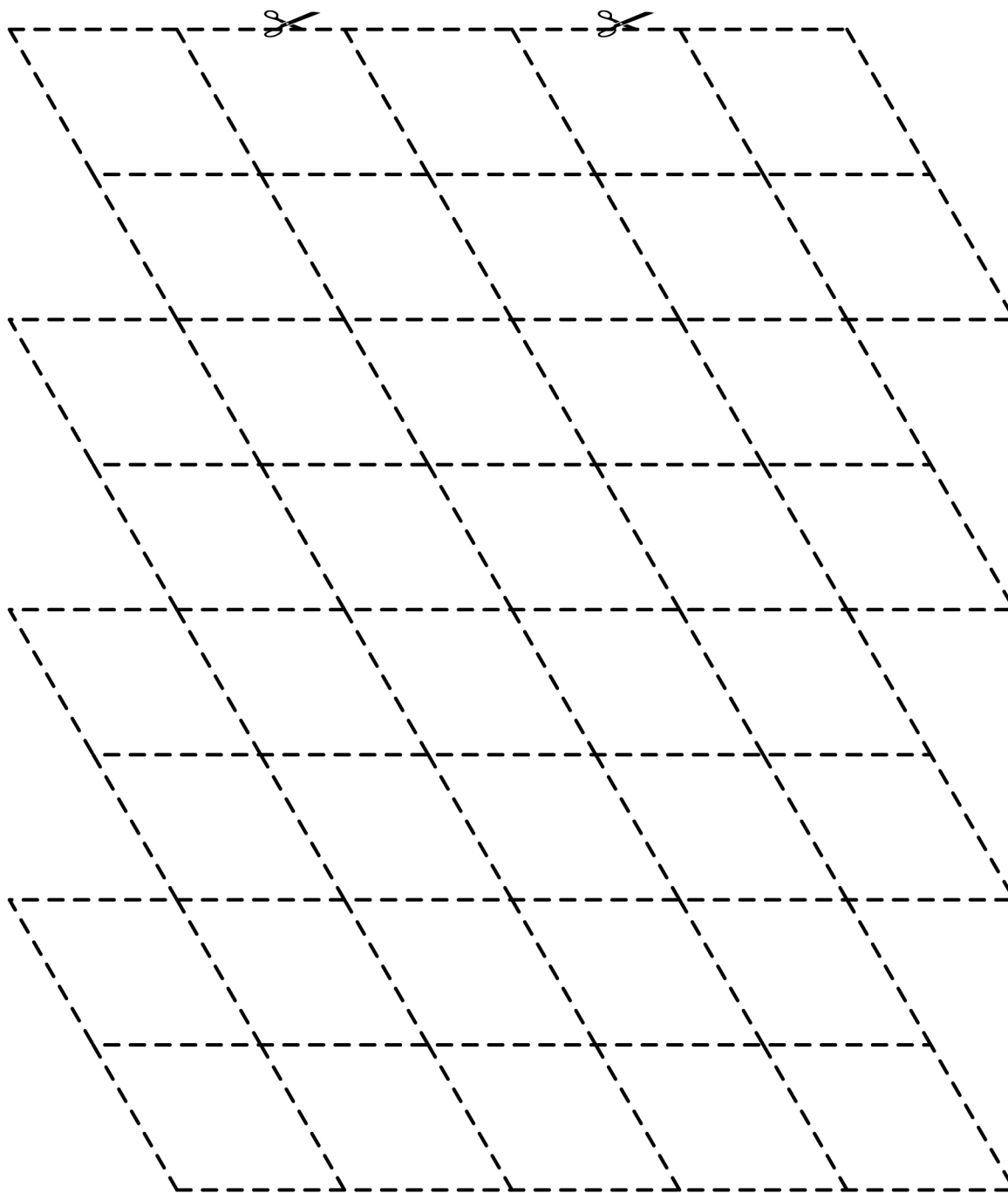
Note: You may wish to print on tan paper.



Pattern Block Cut-Outs

Line Master 5-4

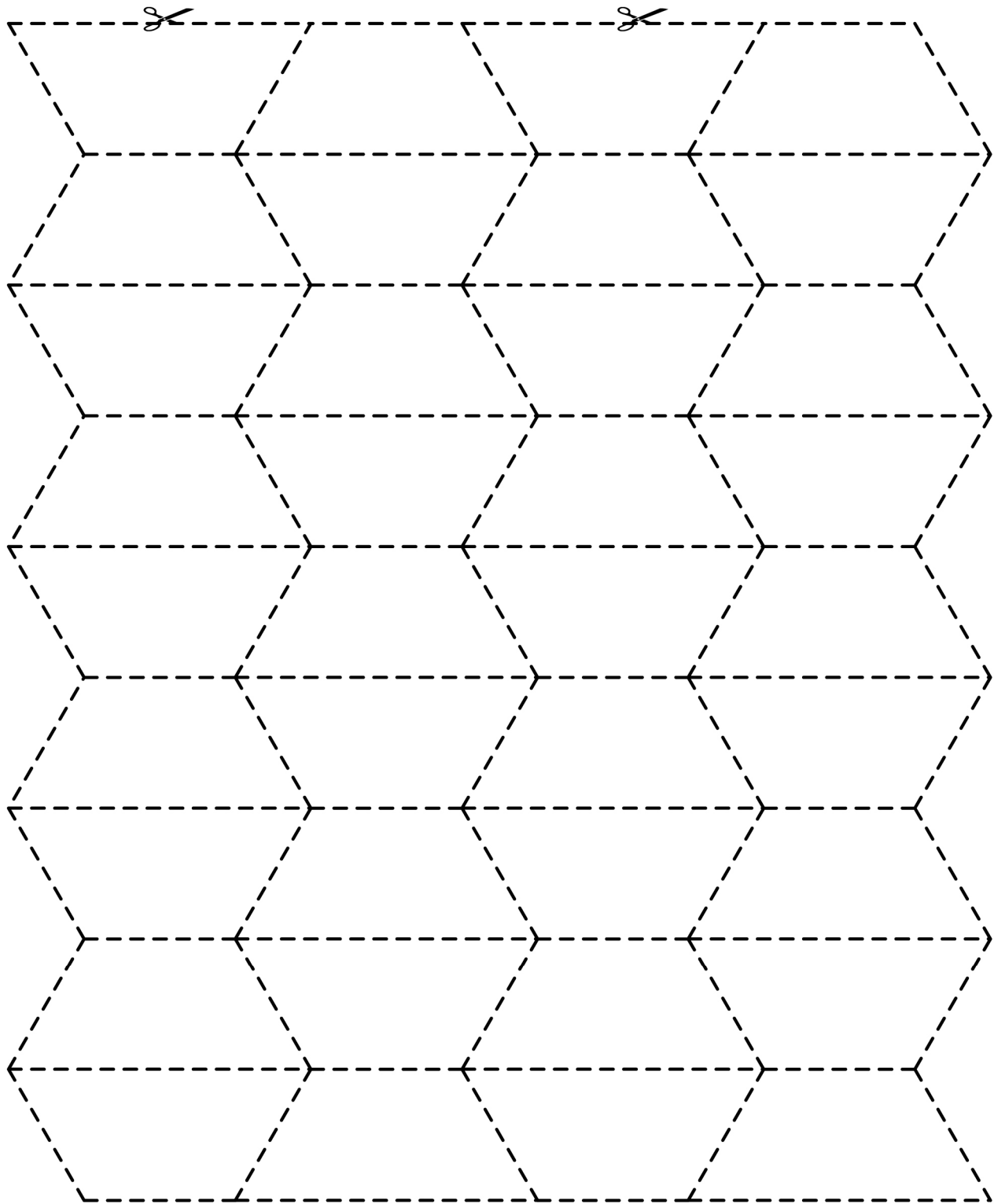
Note: You may wish to print on blue paper.



Pattern Block Cut-Outs

Line Master 5-5

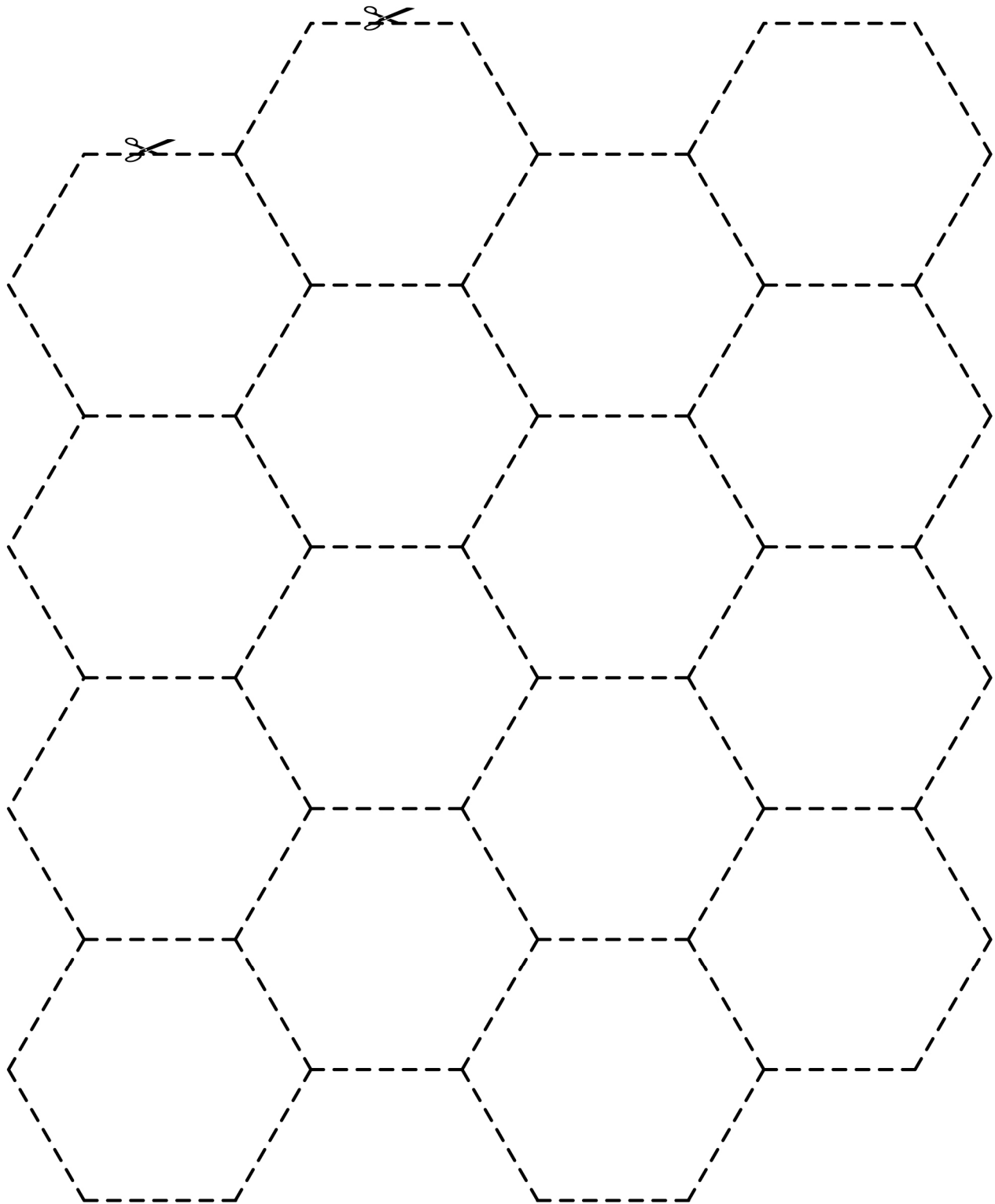
Note: You may wish to print on red paper.



Pattern Block Cut-Outs

Line Master 5-6

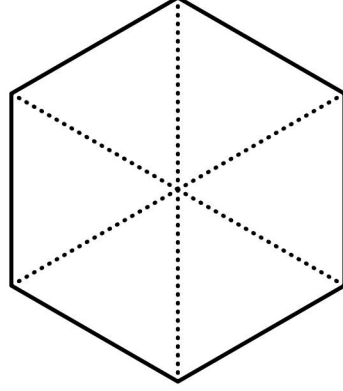
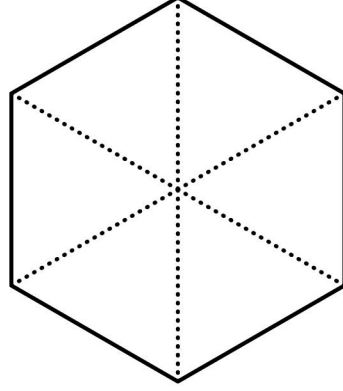
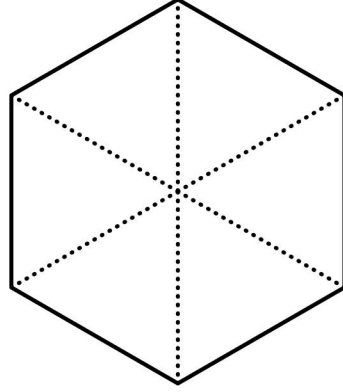
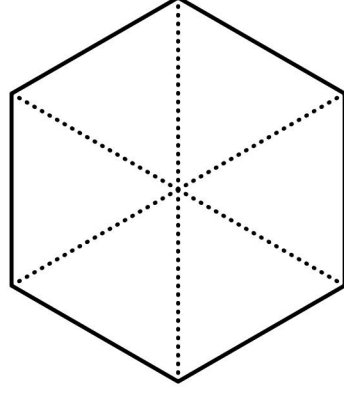
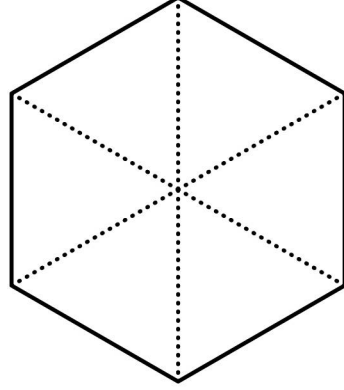
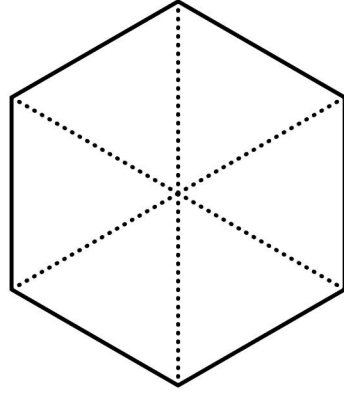
Note: You may wish to print on **yellow** paper.



My Flowers

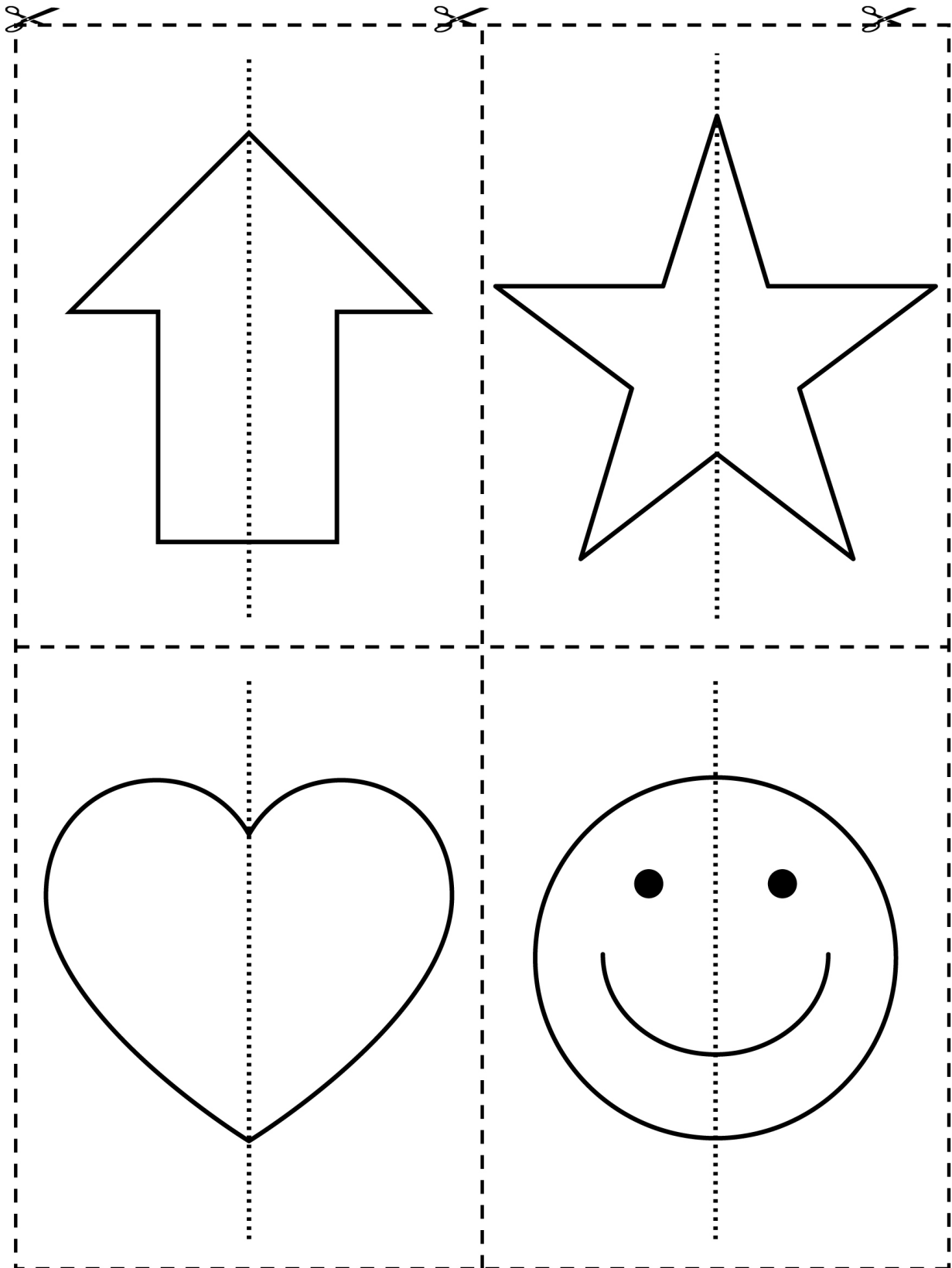
Line Master 6

Name: _____



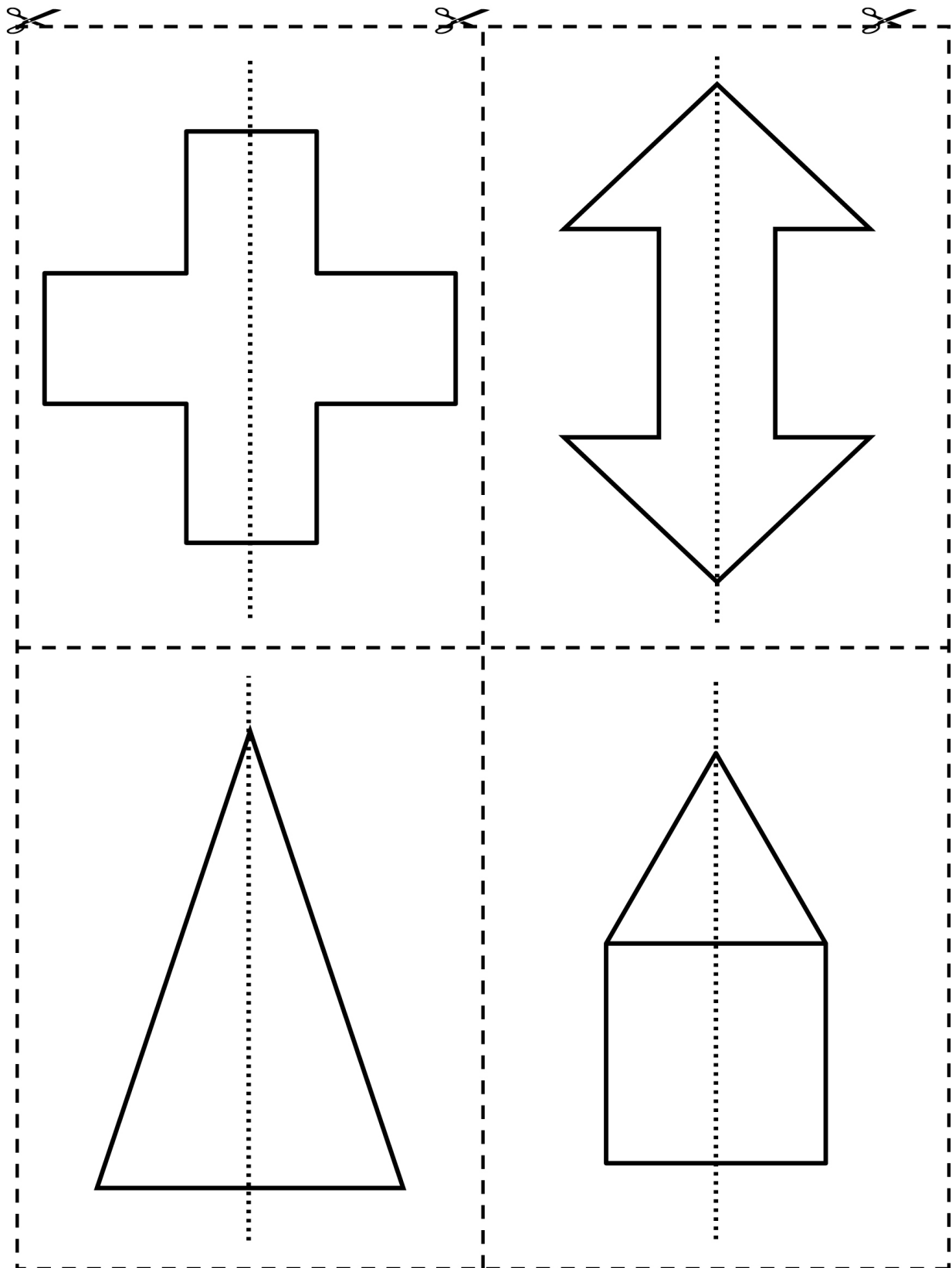
Symmetry Cards

Line Master 7-1



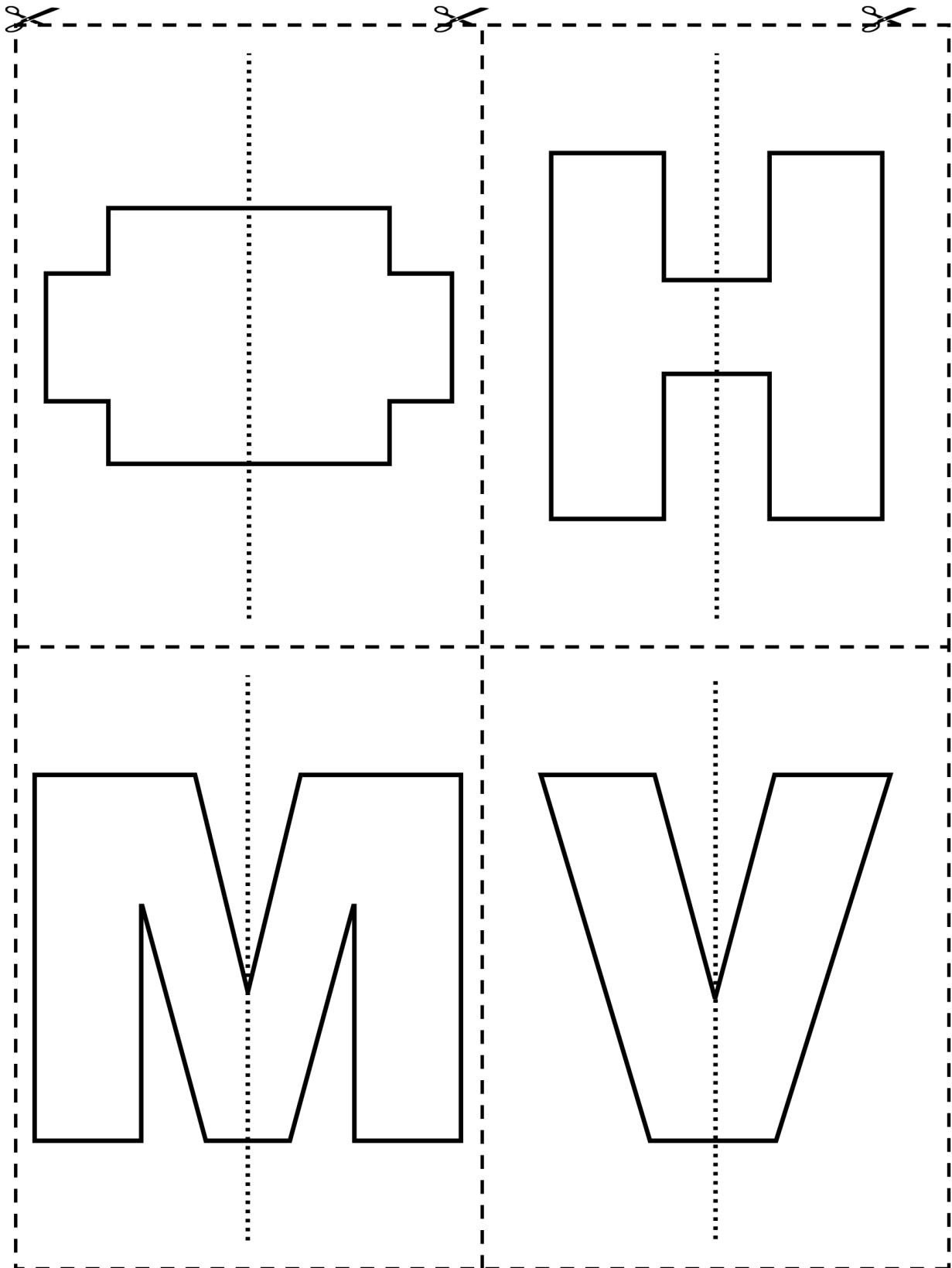
Symmetry Cards

Line Master 7-2



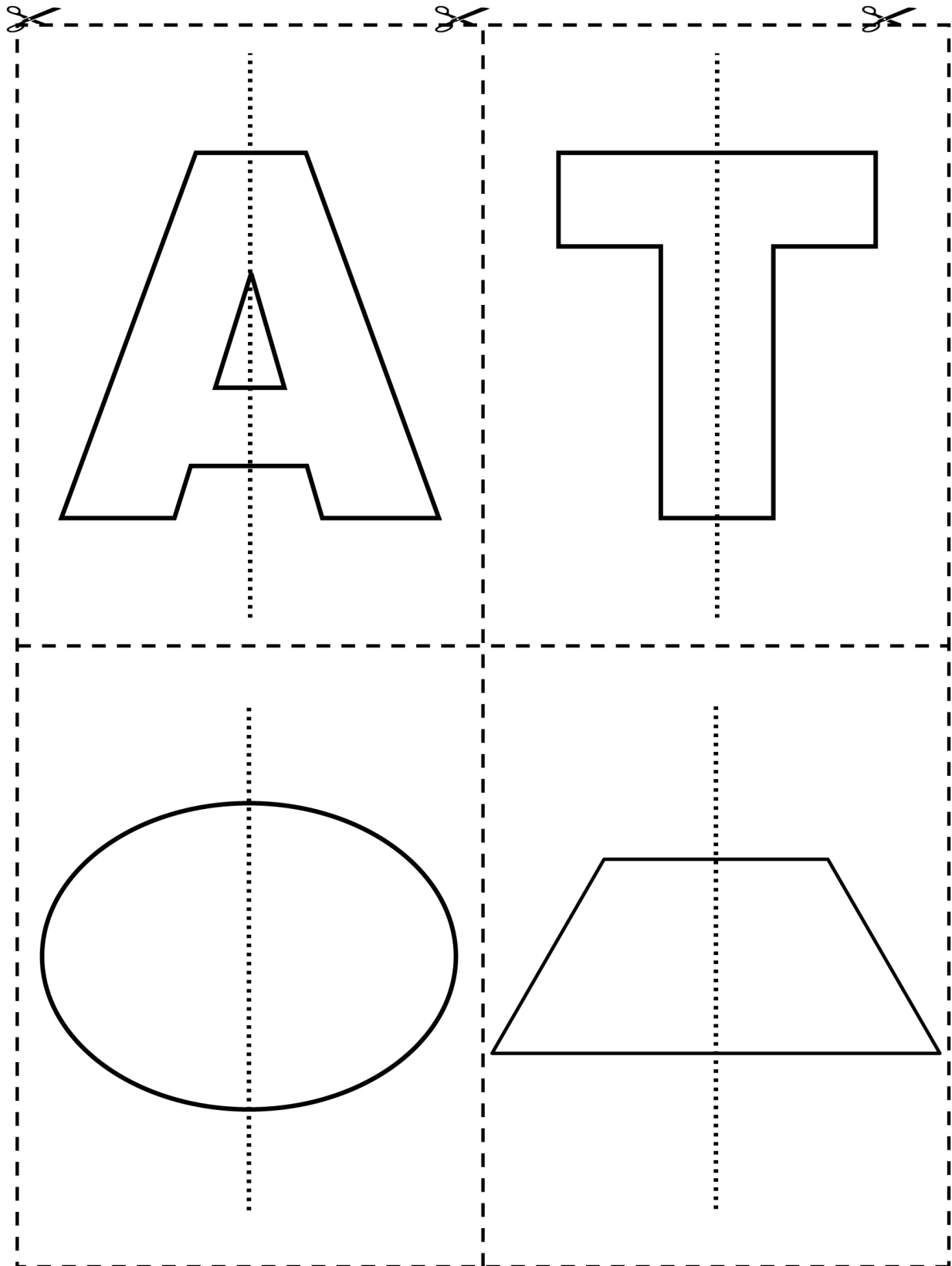
Symmetry Cards

Line Master 7-3



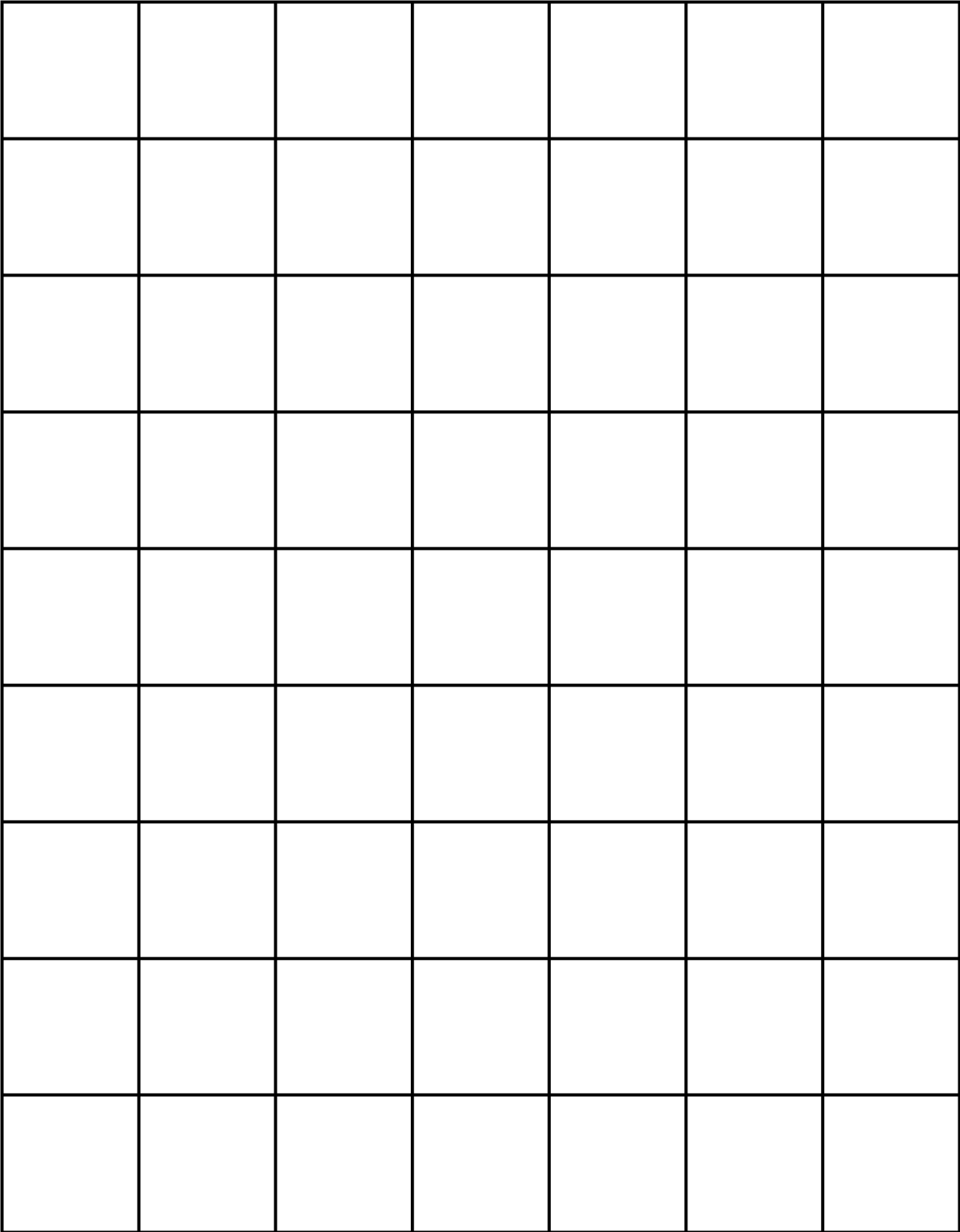
Symmetry Cards

Line Master 7-4



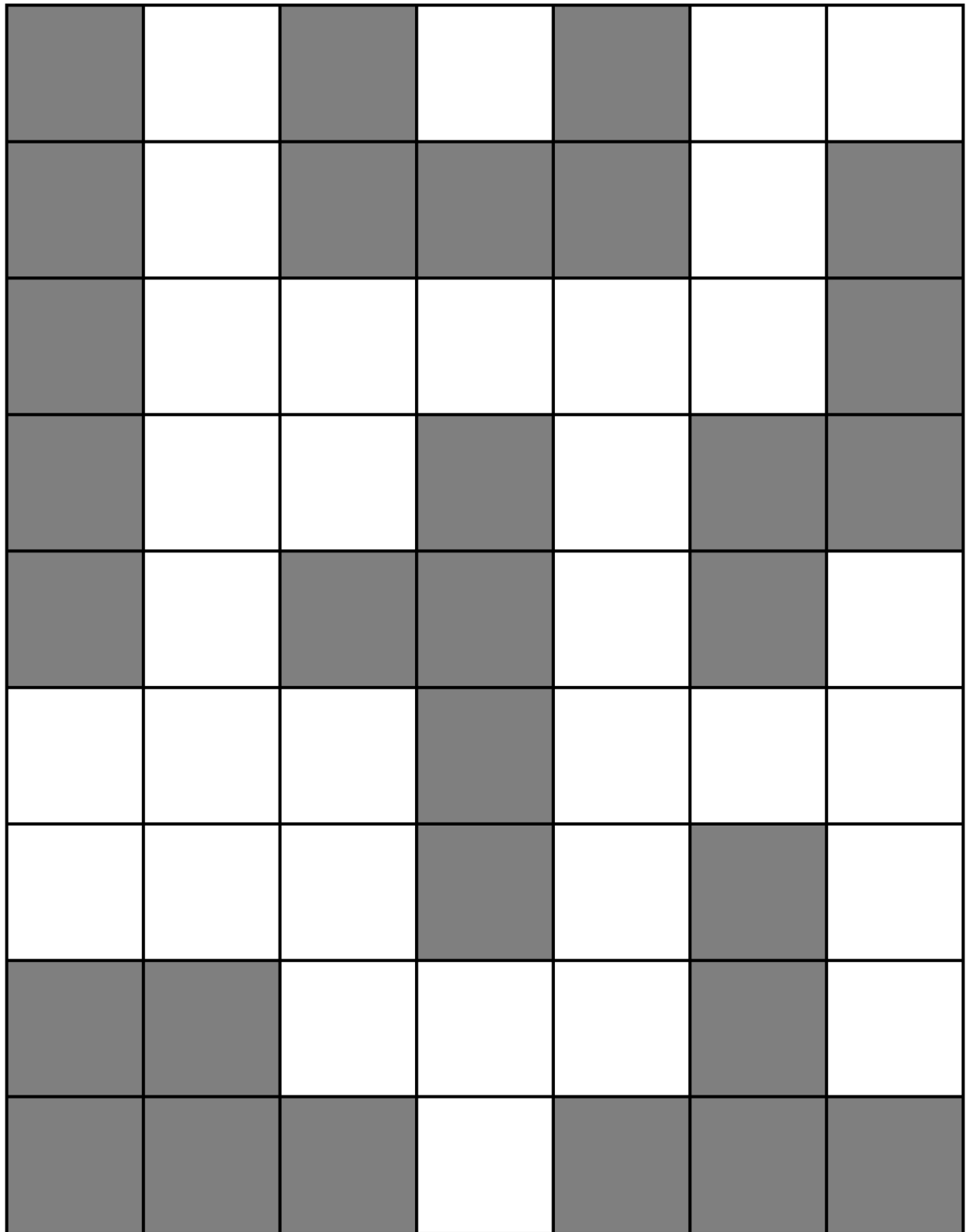
Grid Paper

Line Master 8



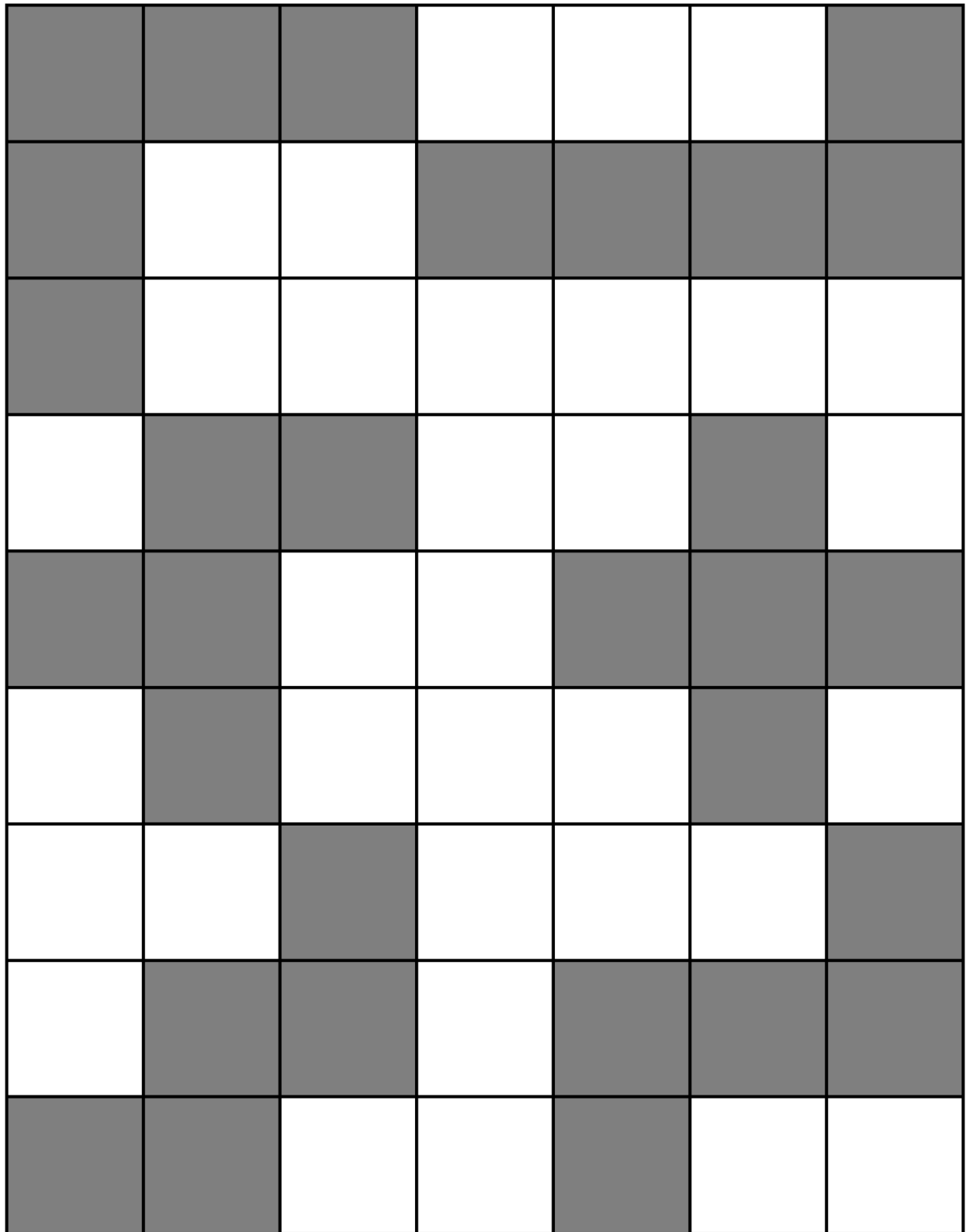
Shapes with 5 Squares

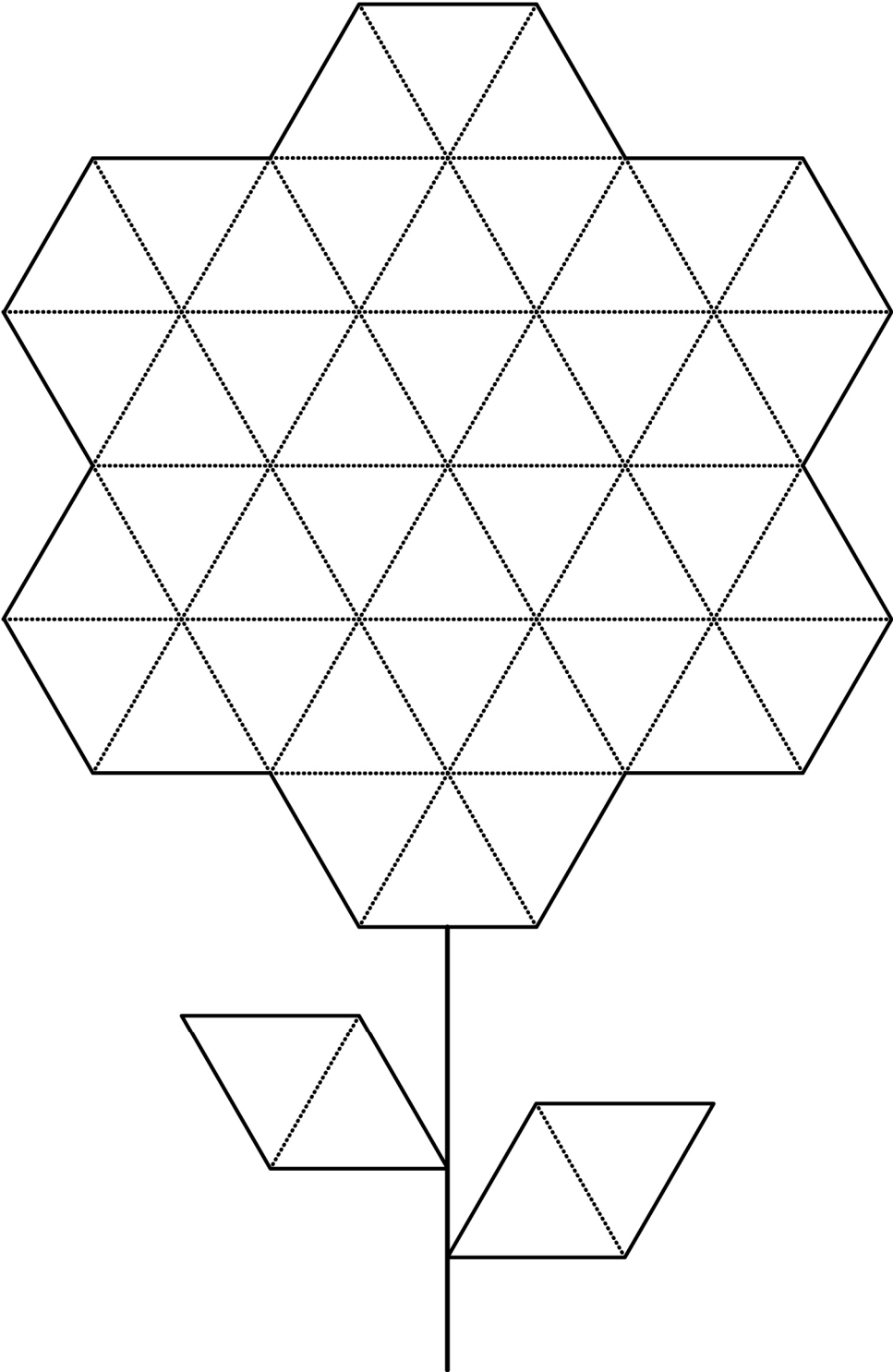
Line Master 9-1



Shapes with 5 Squares

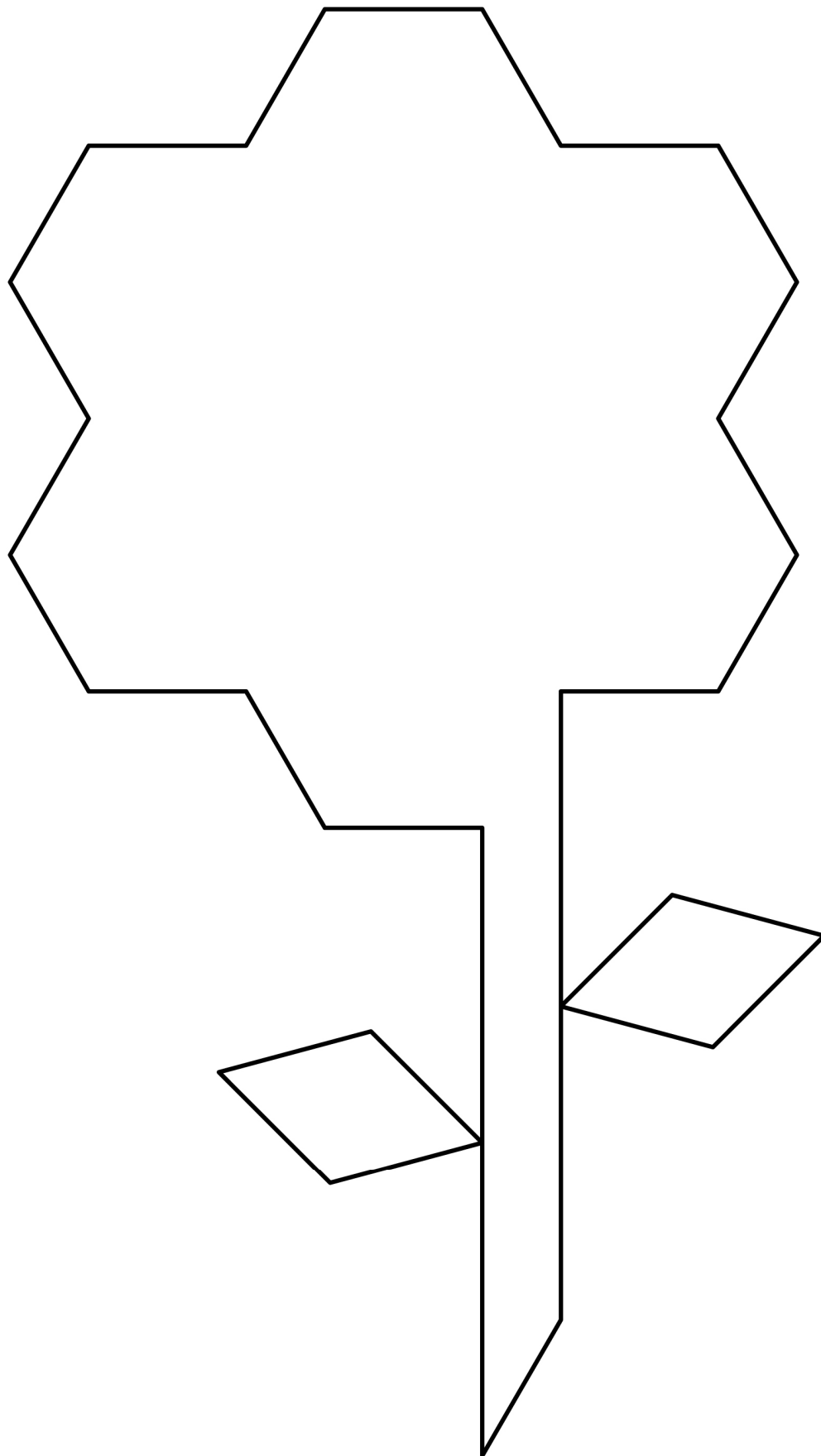
Line Master 9-2

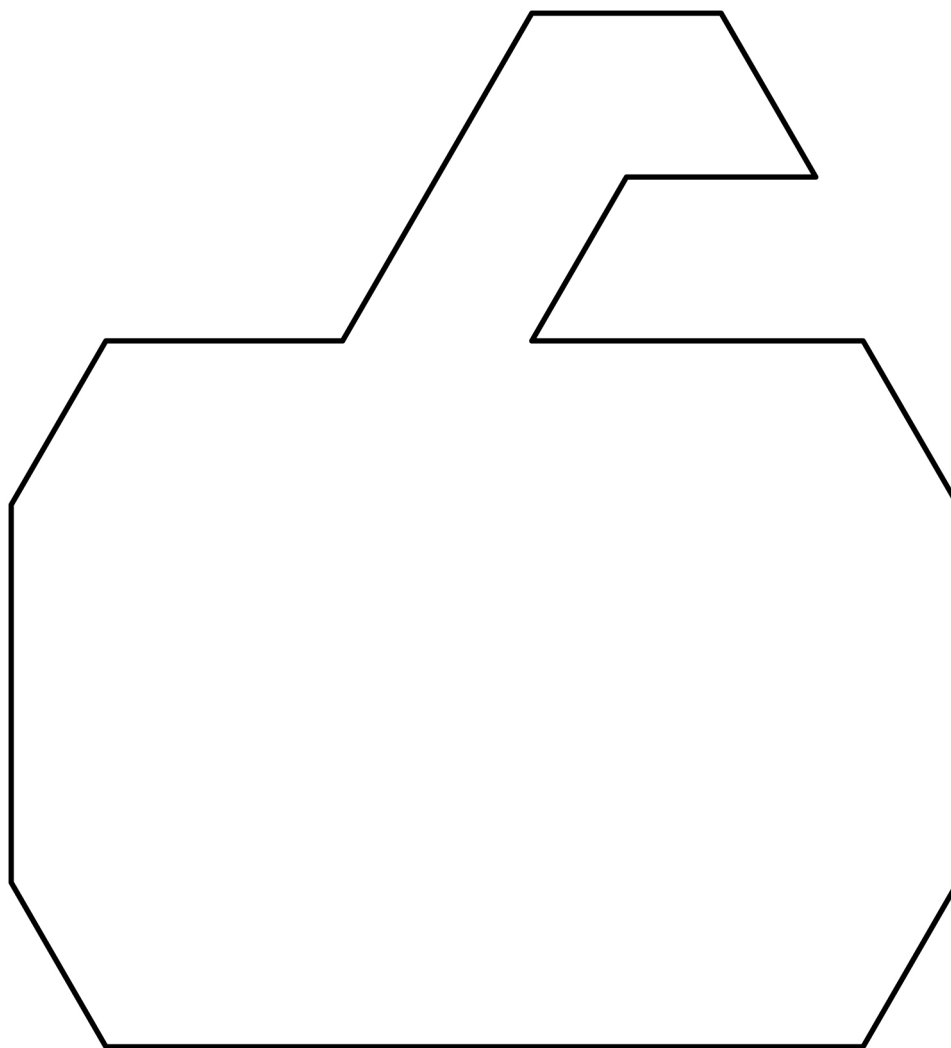


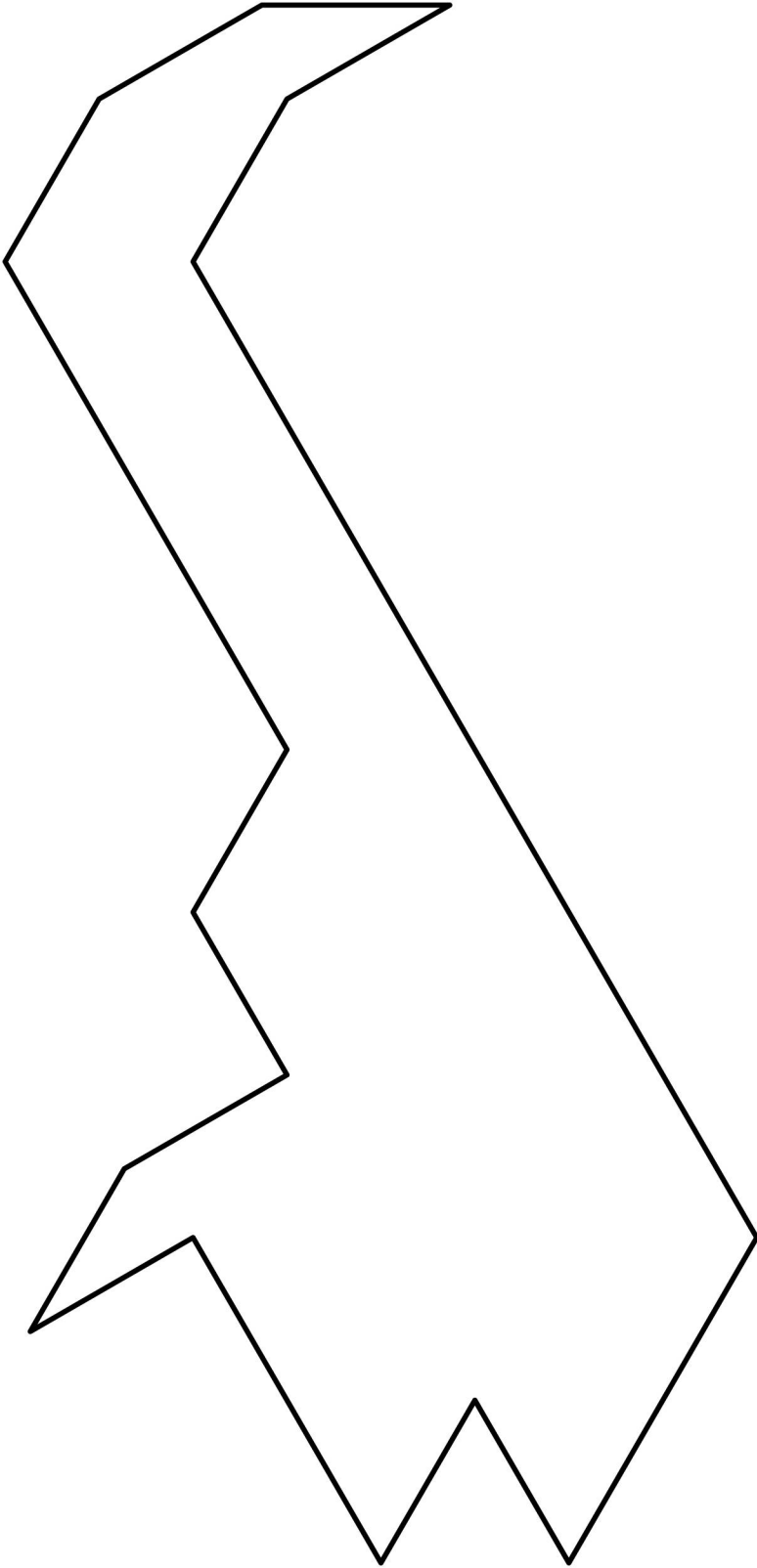


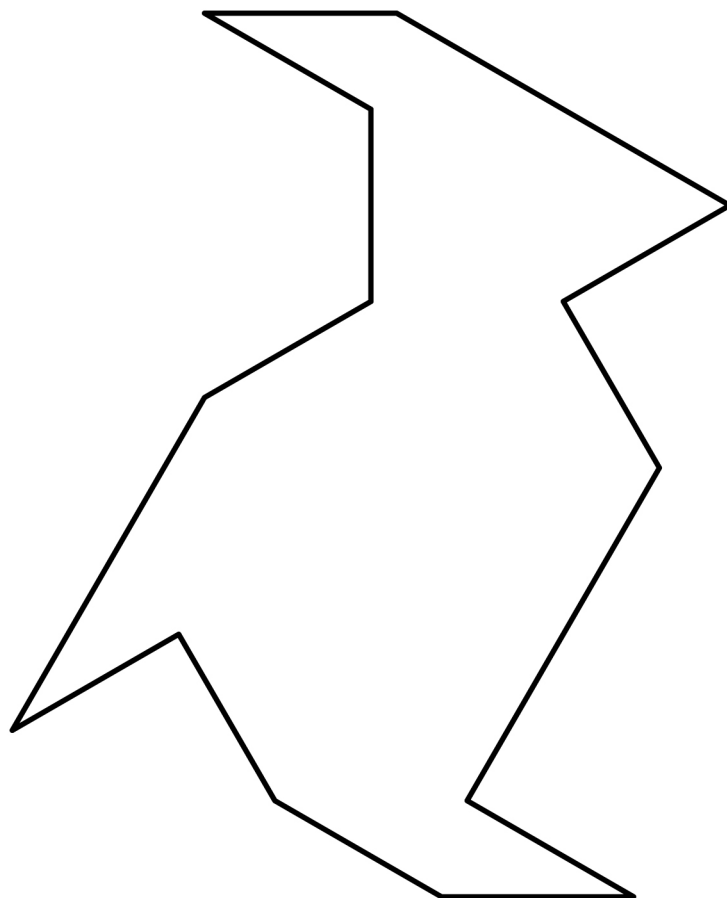
Pattern Block Puzzles

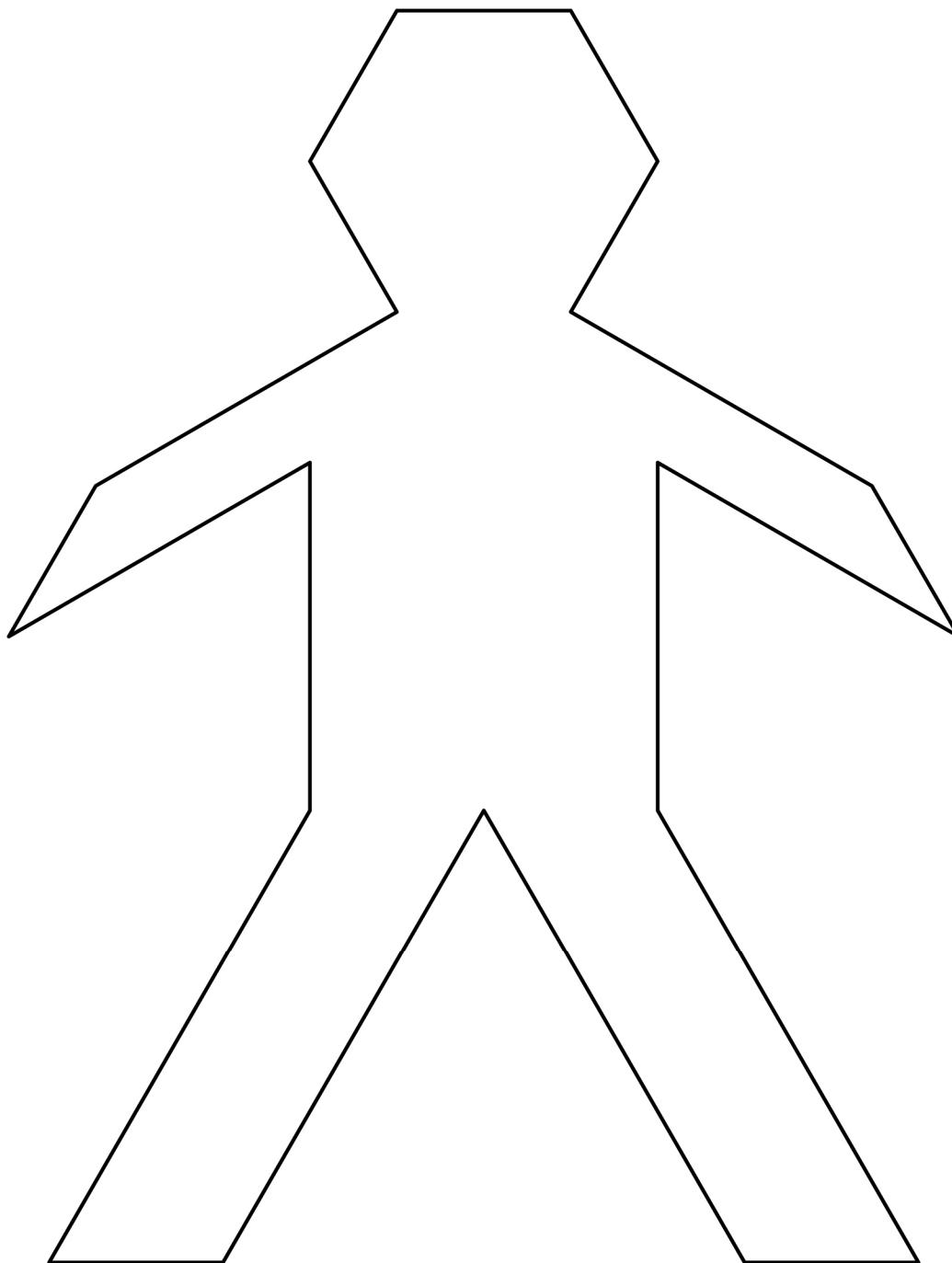
Line Master 11-1

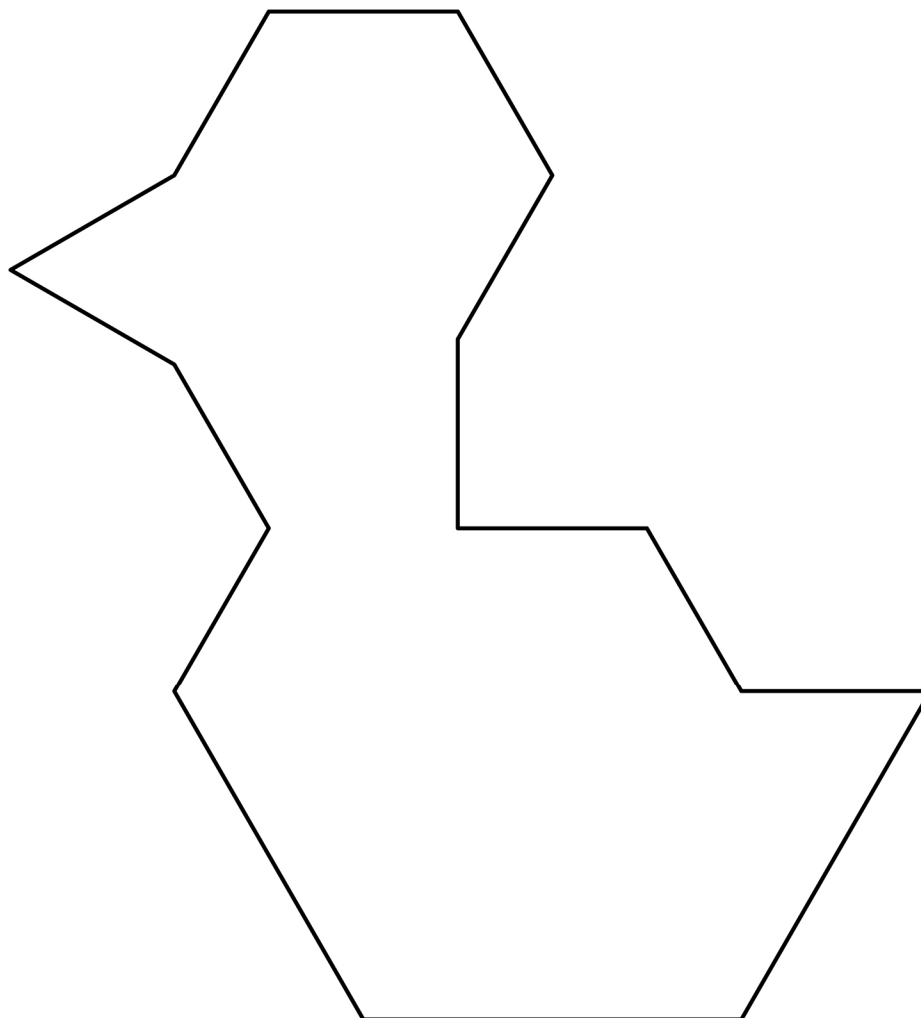






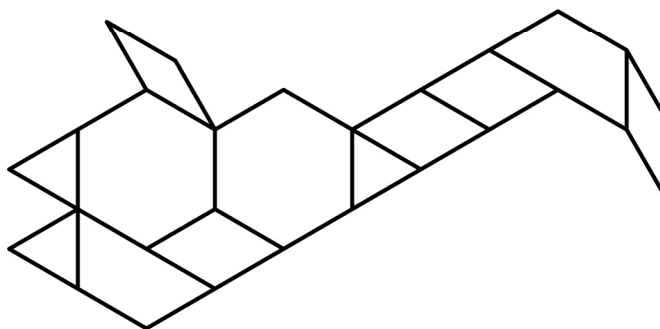
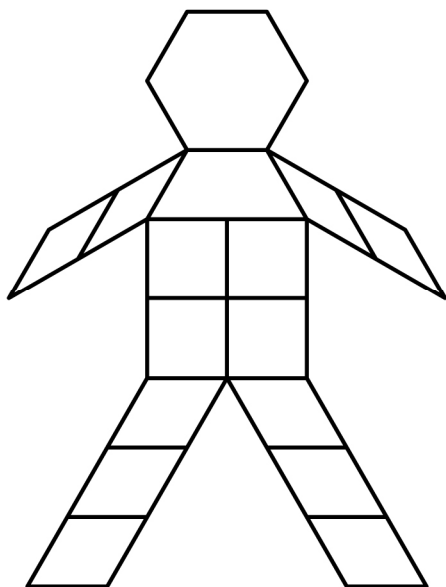
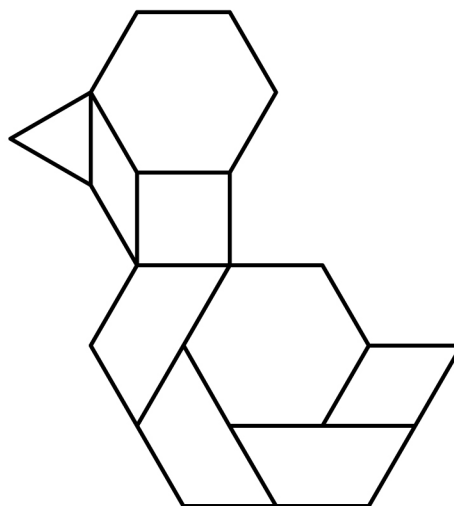
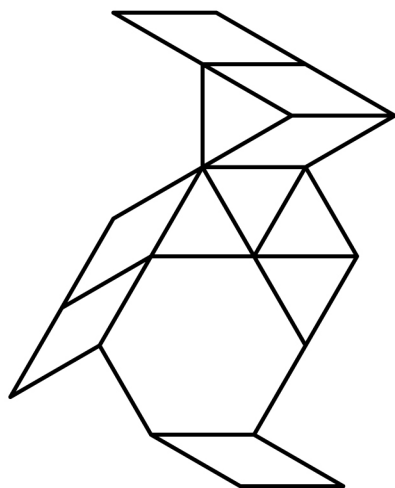
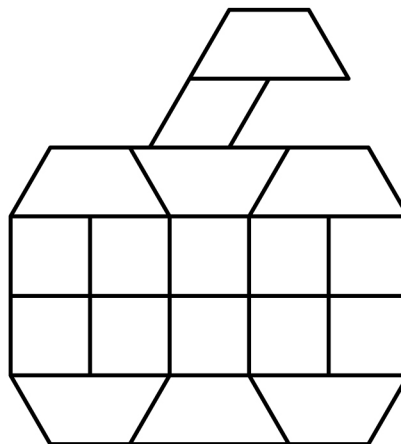
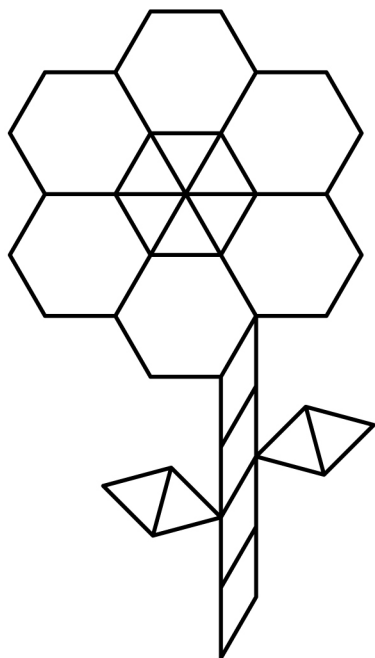






Pattern Block Puzzles

Line Master 11-7



About My Shape Picture

Line Master 12

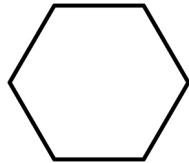
Name: _____

I made _____

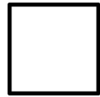
I used...

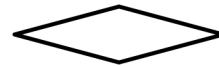












My shape picture is interesting because...

My shape picture reminds me of...

Memory Book

Line Master 1 (Assessment Master)

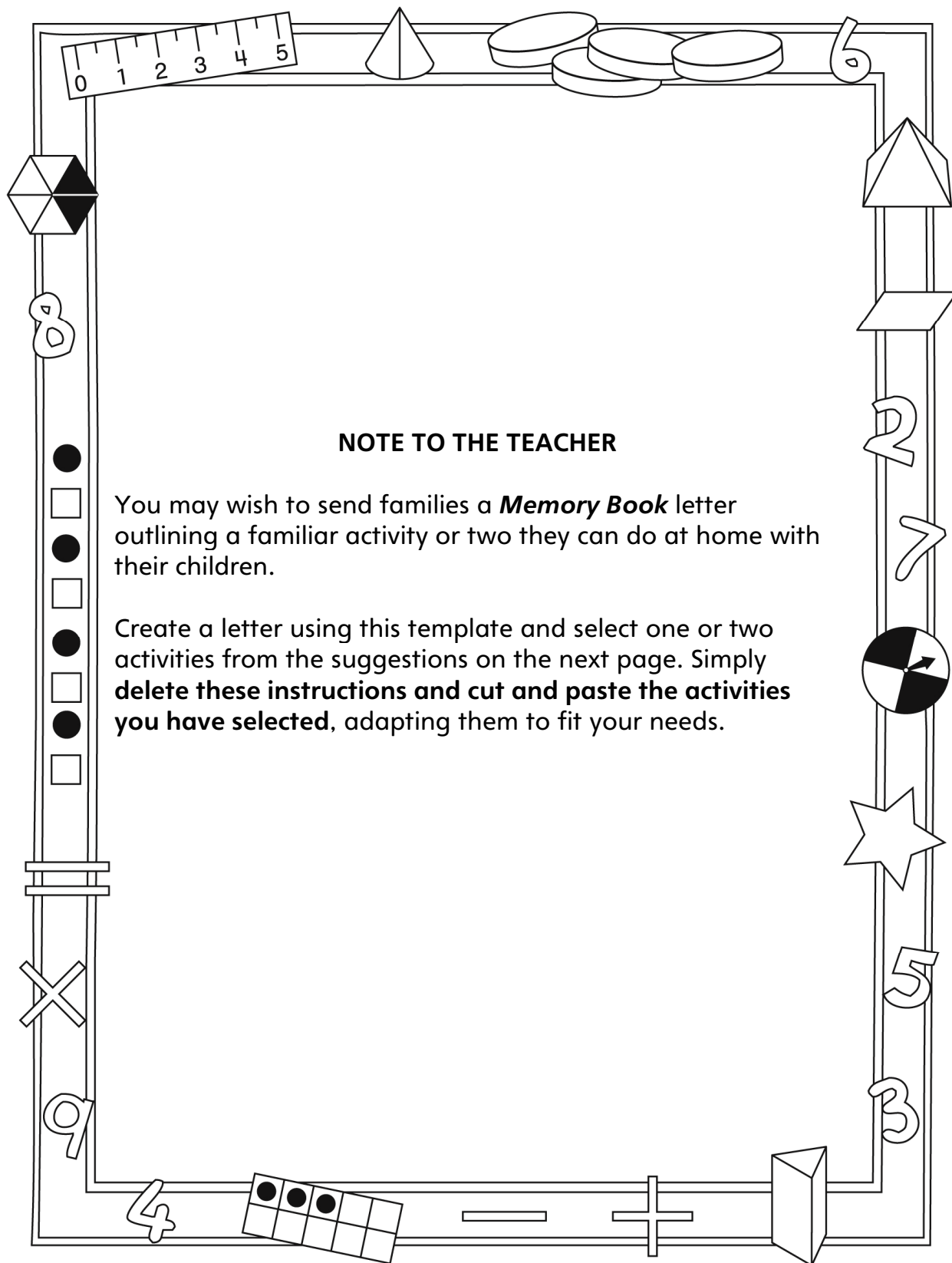
Name: _____

Locate and Map Objects in the Environment	Not observed	Sometimes	Consistently
Locates objects in the environment by interpreting a map			
Uses positional language to locate objects and give directions			
Follows and interprets instructions that use positional language			
Investigate 2-D Shapes and 3-D Solids			
Identifies and describes the geometric attributes of 2-D shapes			
Identifies and describes the geometric attributes of 3-D shapes			
Identifies 2-D shapes on 3-D objects in the environment			

Strengths:

Next Steps:

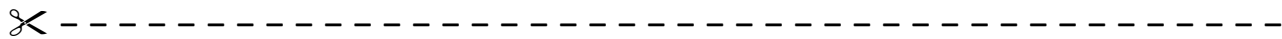
Connecting Home and School Line Master 2-1



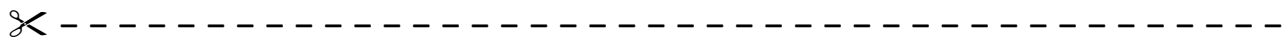
Connecting Home and School Line Master 2–2

Dear Family:

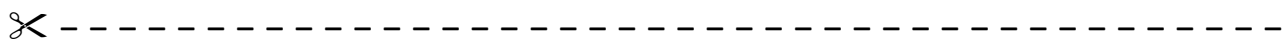
We have been working on **Memory Book**, which focuses on locating and mapping objects in the environment, and investigating 2-D shapes and 3-D solids. Try this activity at home with your child.



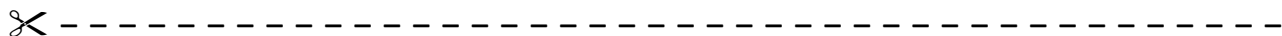
Reading the Story: As you read the story, encourage your child to describe the shapes on each page. Invite your child to make connections among 2-D shapes and 3-D solids. After you read, ask her/him to identify different shapes and solids in your home and compare them with shapes and solids your child encountered at school.



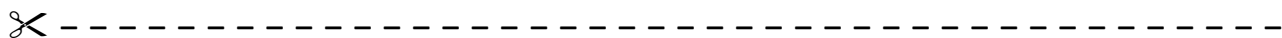
Map Making: Together, design a map of your home or neighbourhood. Encourage your child to include landmarks or important objects. Invite your child to label the map and explain how he/she decided what to label. You might also have your child make a map of the route he/she takes to school and provide you with directions for getting there.



Let's Build: Gather a collection of 3-D objects (e.g., tissue boxes, paper towel rolls) and work with your child to create structures and sculptures. Encourage your child to be creative and think carefully about how different objects will fit together. Invite your child to identify 3-D solids and 2-D shapes during building, and then describe the completed structure.



Mystery Shapes? Gather 3-D objects from around your home that have circular, rectangular, triangular, and/or square faces to trace. Trace one of the faces and challenge your child to identify which object your mystery shape came from. Invite your child to describe its attributes (e.g., number of corners, number of sides).



Sincerely,

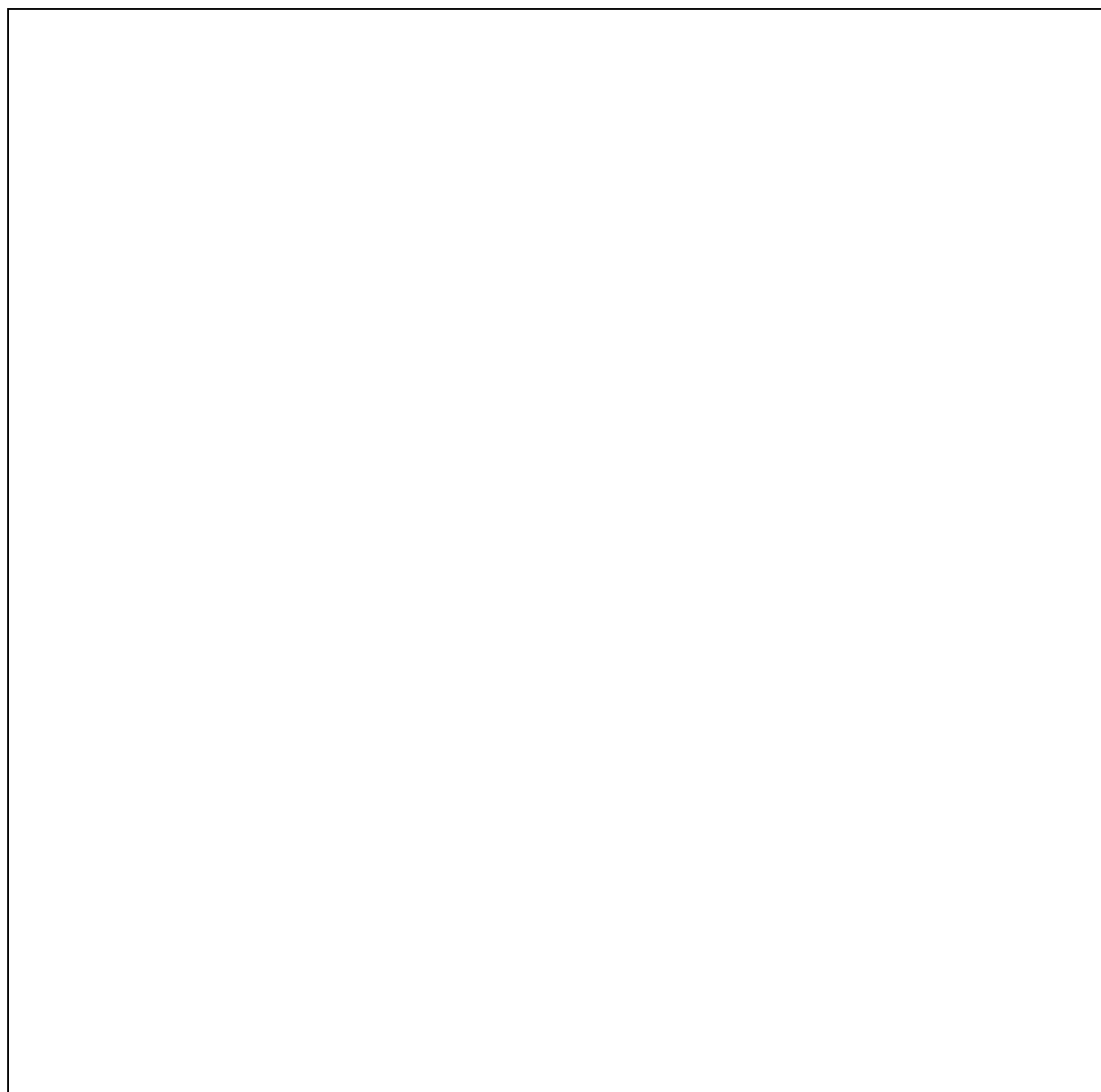


My Map

Line Master 4

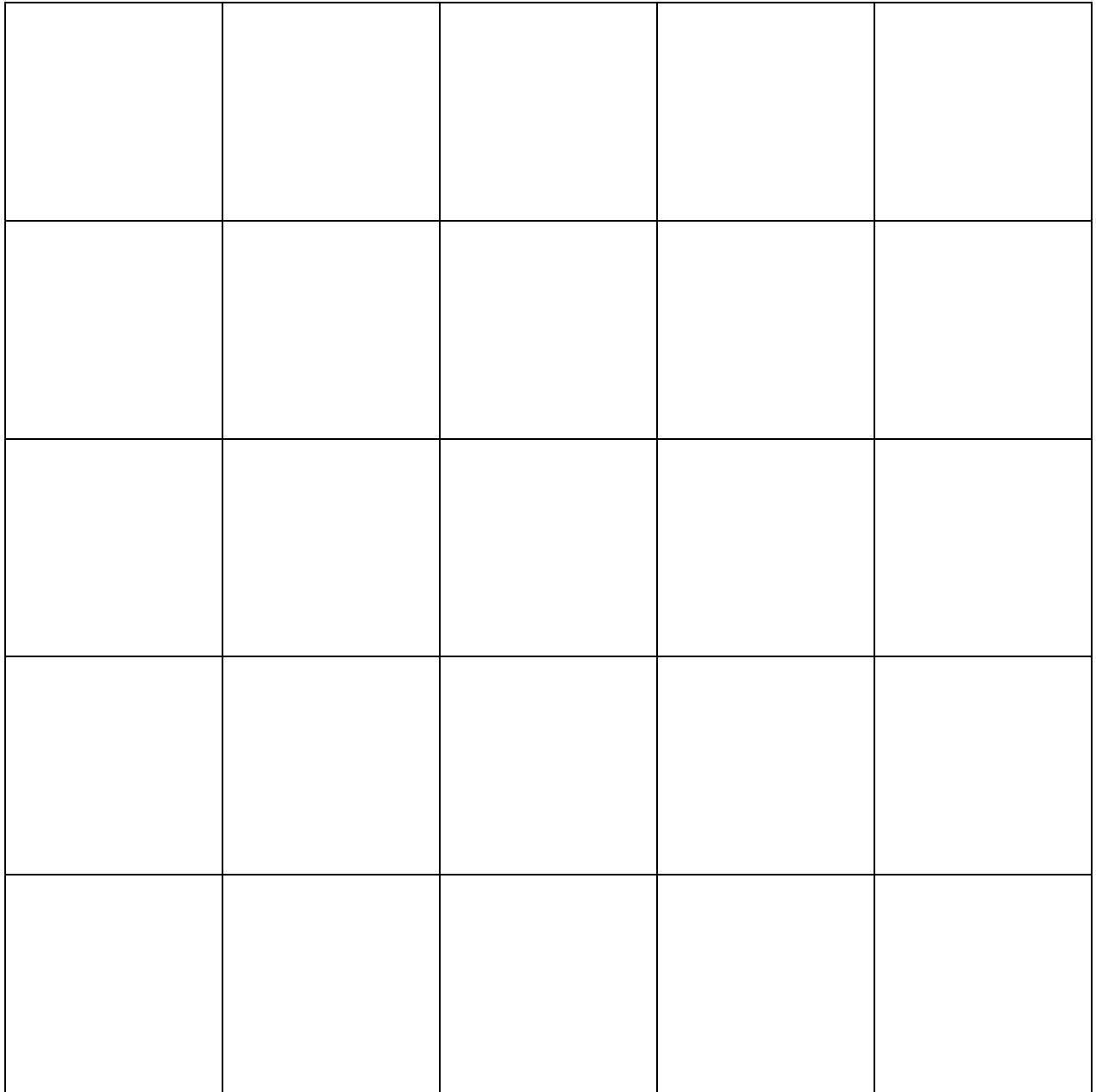
Name: _____

List of Items on My Map



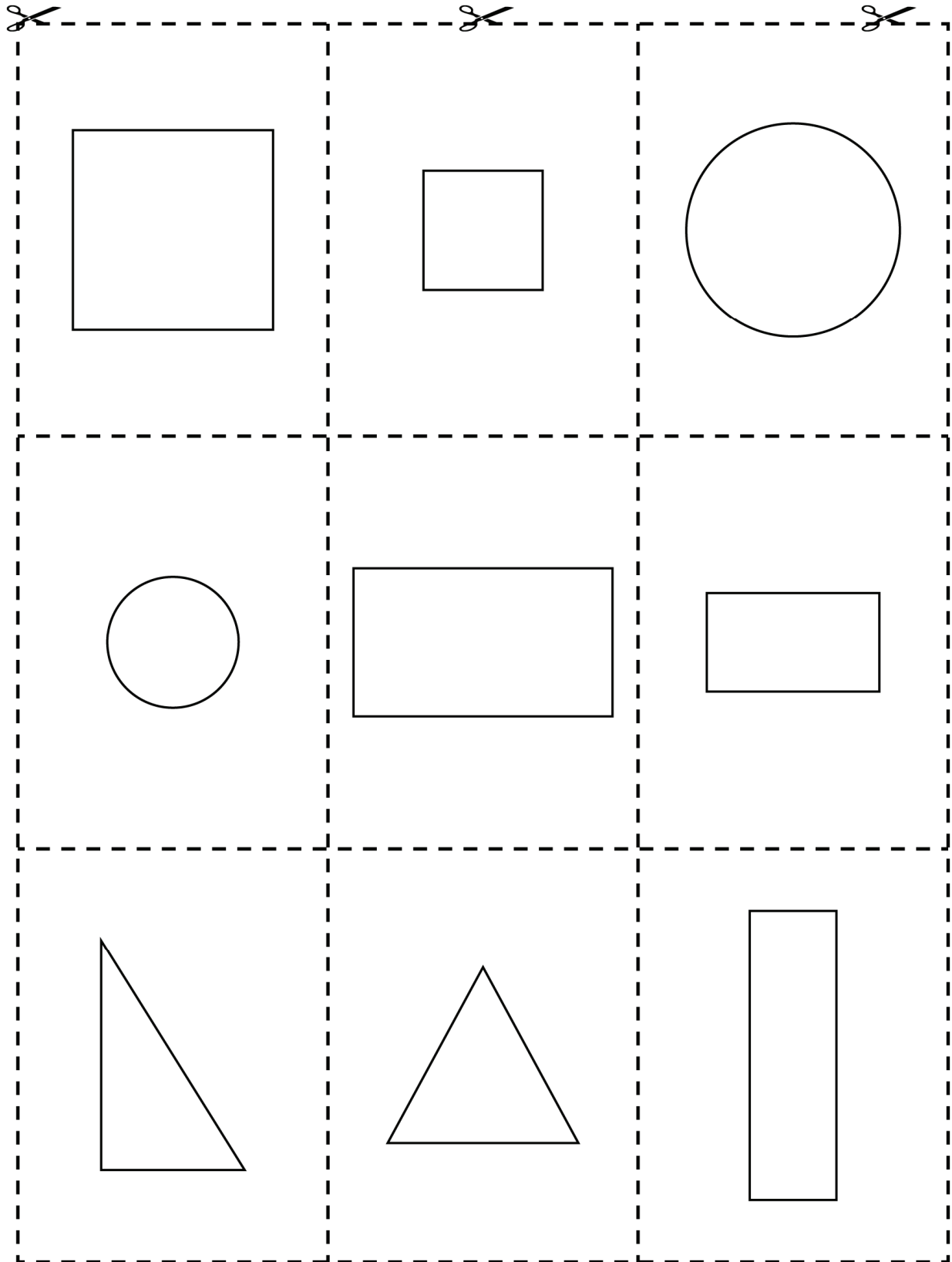
Grid Paper

Line Master 5



2-D Shapes

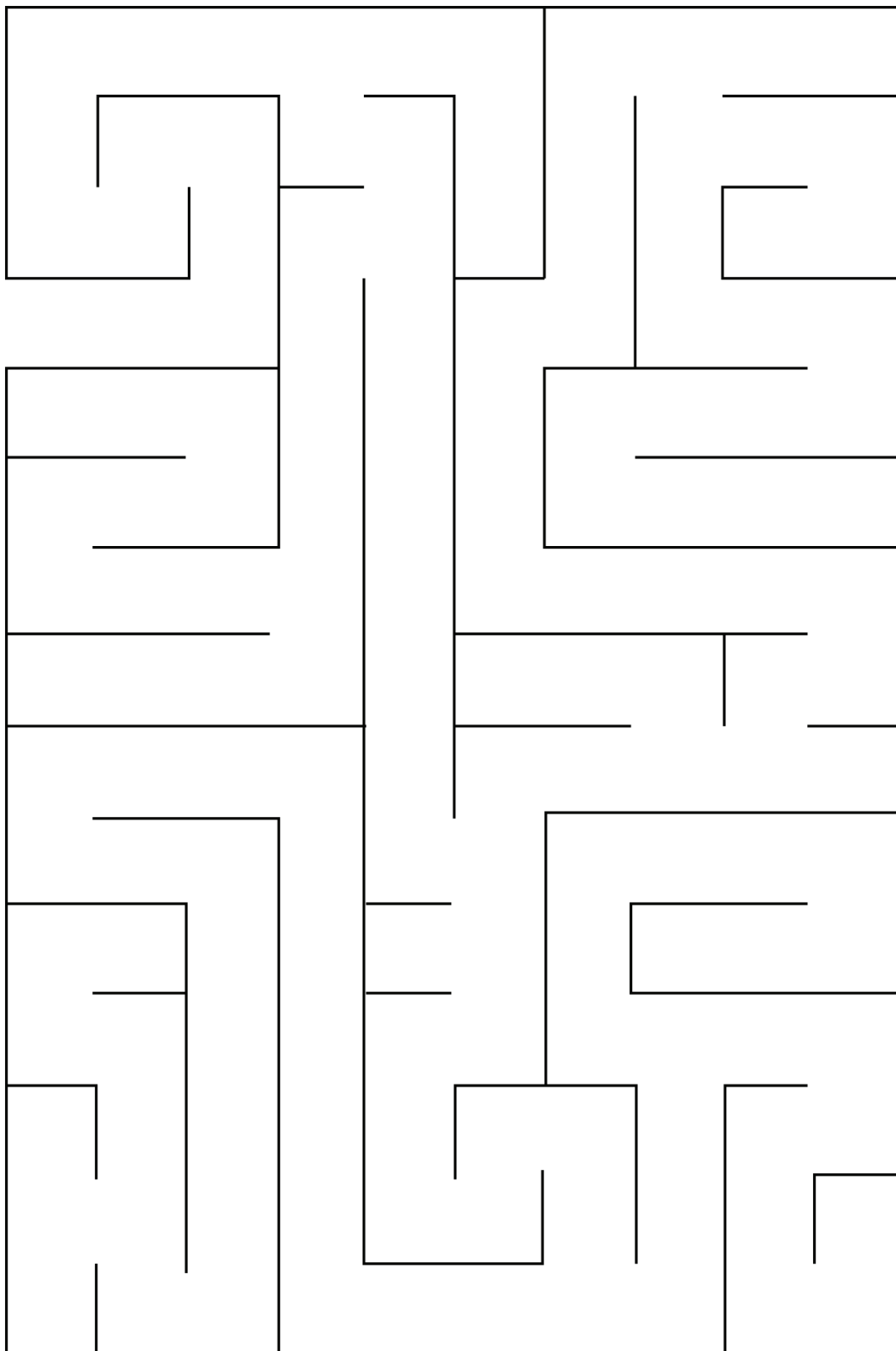
Line Master 6



Mazes

Line Master 7-1

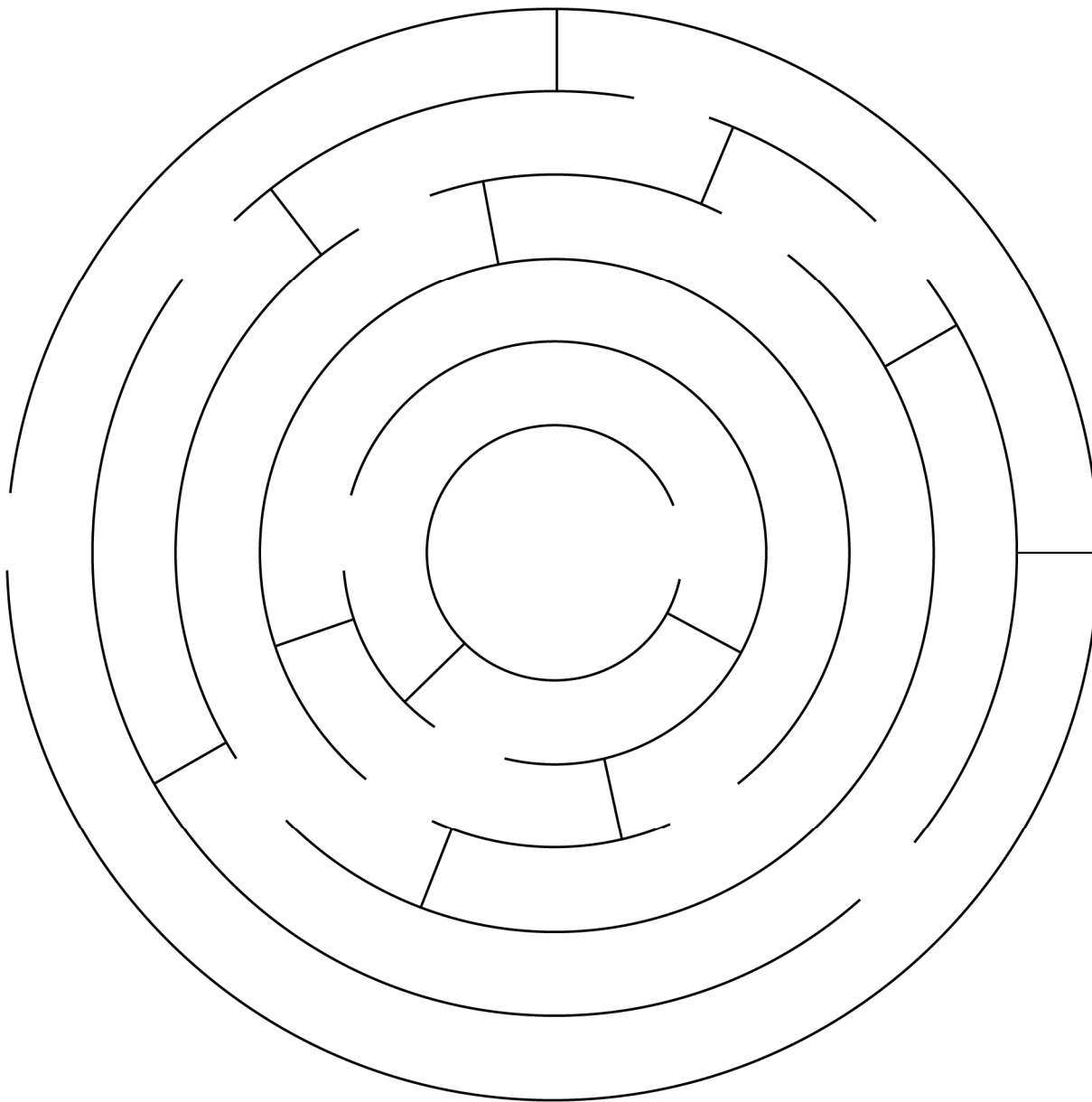
Name: _____



Mazes

Line Master 7-2

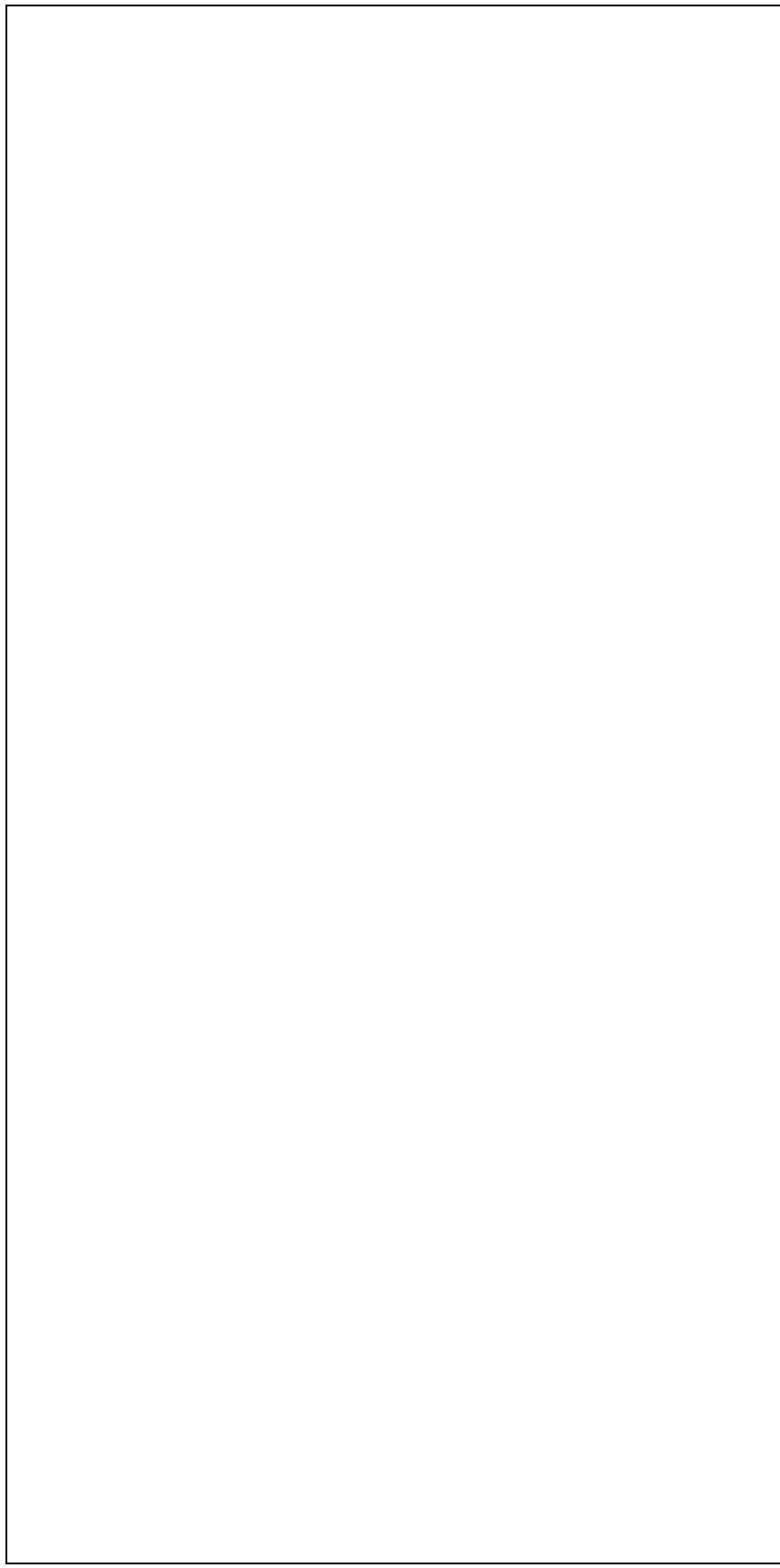
Name: _____



Shape Art

Line Master 8

Name: _____



What I made: _____

Shapes I used: _____

My Route to School

Line Master 9-1

Name: _____

SCHOOL

My Route to School

Line Master 9-2

Name: _____

My route to school:

Shape Problems

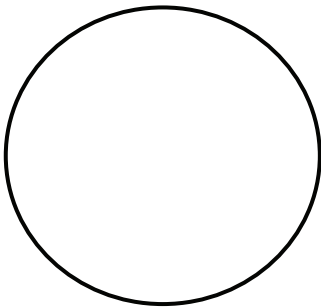
Line Master 10-1



How many sides do I have? _____

How many corners do I have? _____

I am a _____.



How many sides do I have? _____

How many corners do I have? _____

I am a _____.

Shape Problems

Line Master 10-2



I have 4 sides and 4 corners.
All of my sides are the same length.
All of my corners are the same size.

What am I? _____

Draw me!



I have 3 sides and 3 corners.
All of my sides are different lengths.

What am I? _____

Draw me!

Graph It!

Line Master 1 (Assessment Master)

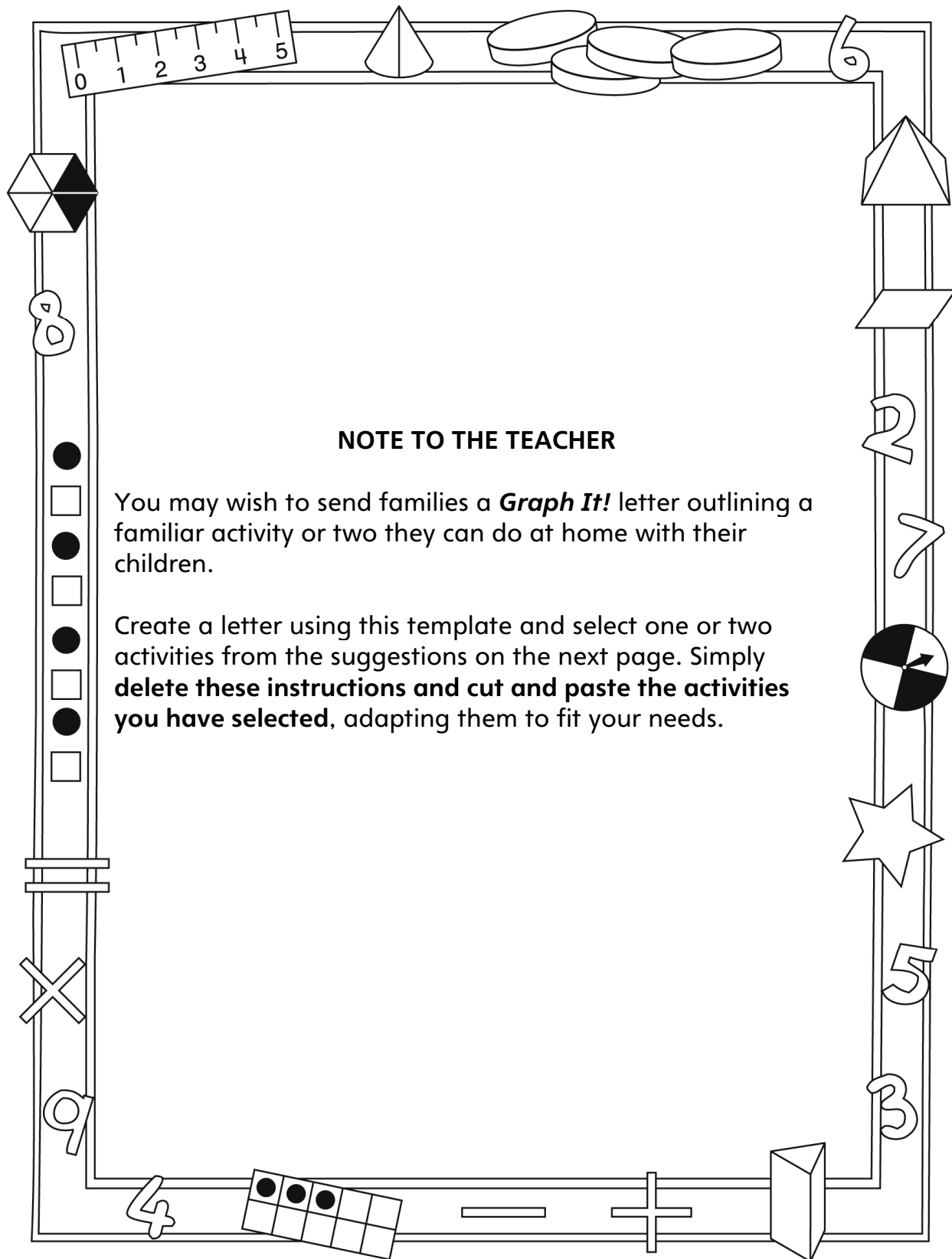
Name: _____

Interpret Concrete Graphs and Picture Graphs	Not observed	Sometimes	Consistently
Reads and interprets simple concrete graphs and picture graphs			
Uses collected and displayed data to answer questions			
Compares sets of objects to identify more/less/same			
Determines how many more/less			
Build Concrete Graphs and Picture Graphs			
Collects and organizes concrete data			
Uses real objects and pictures to make graphs			

Strengths:

Next Steps:

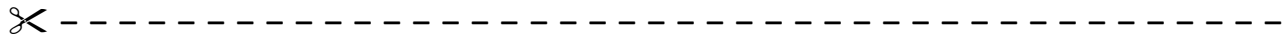
Connecting Home and School Line Master 2-1



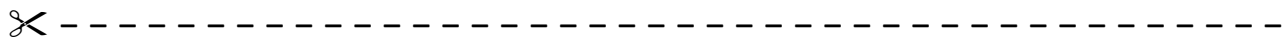
Connecting Home and School Line Master 2–2

Dear Family:

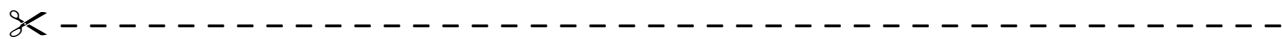
We have been working on **Graph It!**, which focuses on building and interpreting concrete graphs. Try this activity at home with your child.



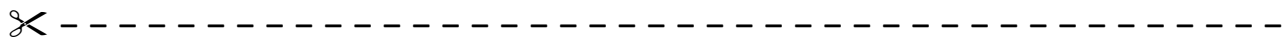
Reading the Story: As you read the story, enjoy counting the objects and describing the sets using more, less, and the same. After you read, you might gather 10 small objects that can be sorted (beads, coins, counters, or buttons) and use the Math Mat on the inside back cover of the book to create a concrete graph of your own, or recreate some of the graphs featured in the story.



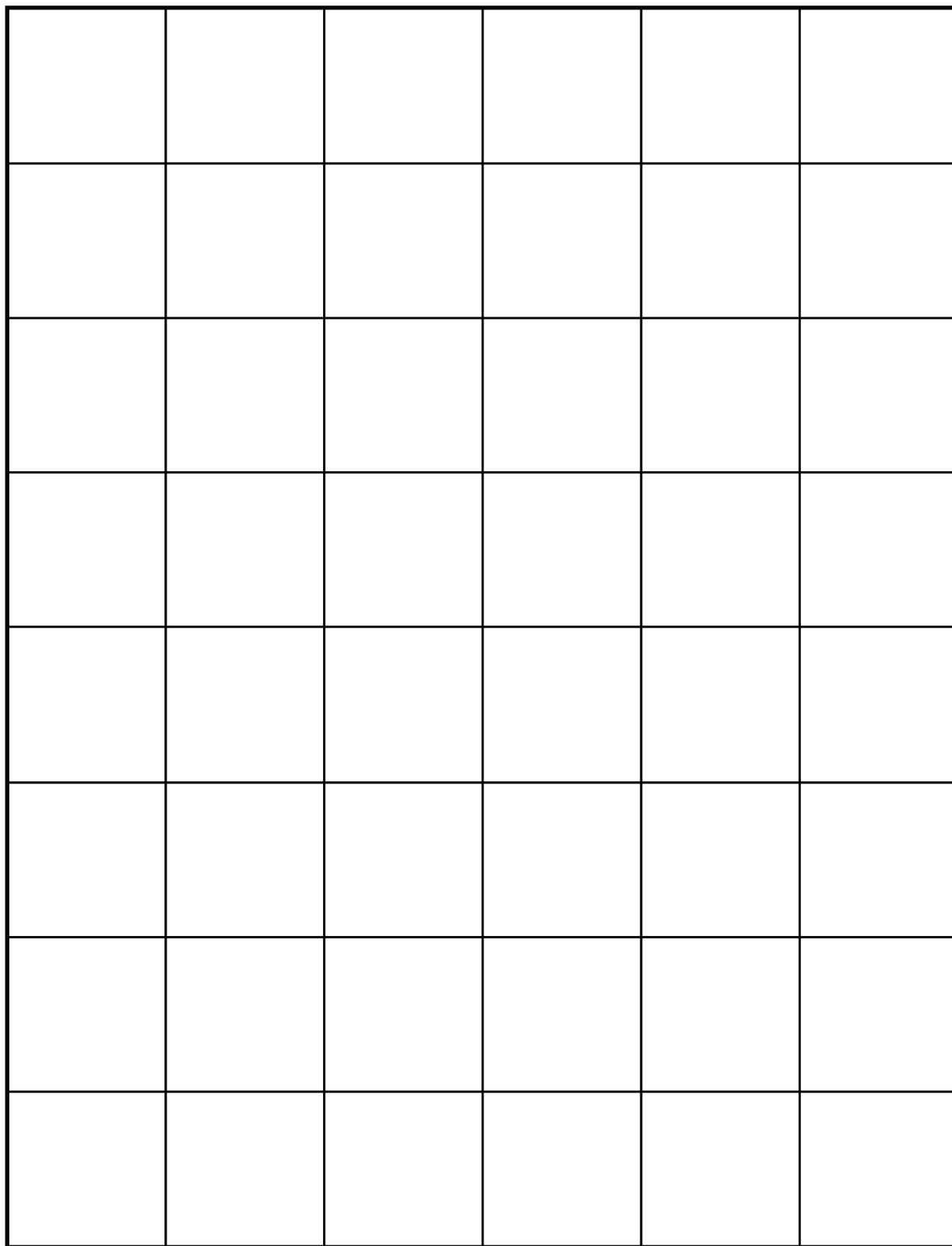
Graph It Game!: Use the Math Mat on the inside back cover of the book as a gameboard, along with 10–15 small objects (beads, coins, counters, or buttons). Begin by rolling a number cube. The number rolled says the difference between the sets. Your child should create a 2-colour graph that matches. For example: If your child rolls a 3, he/she uses the counters to create a concrete graph in which there are 3 more of one colour than of the other colour. He/she should then tell you 2 true things about the graph.



Kitchen Build and Compare: Use objects in the kitchen to create a concrete graph. Gather a handful of cutlery (knives, forks, and spoons) and have your child line it up to create a concrete graph. Ask her/him questions about which has more, which has less, and how many there are in all. Consider playing this same game with glasses and mugs as you put away the dishes. The upper rack in the dishwasher makes an ideal graphing grid! Cookie cutters can also be sorted and graphed in this way. Have fun!



Sincerely,



Blank Graphing Mat

Line Master 4



3-Column Graphing Mat

Line Master 5



Ten-Frame

Line Master 6

Graphing Problems

Line Master 7

Cam made a graph. He used 8 yellow blocks and 6 blue blocks. Then, he lost 3 yellow blocks. What does the graph look like now? Use your graphing grid to show your idea.

Tory made a graph. She used 9 yellow blocks and 5 blue blocks. Then, she lost 4 blocks. What could the graph look like now? How many blocks does she have now? Use your graphing grid to show your idea.

Bo made a graph. He used 5 yellow blocks and 3 blue blocks. He found some more and now he has 12 blocks in all. What could the graph look like now? Use your graphing grid to show your idea.

Jonah has 17 apples. Some are green and some are red. He has almost the same number of green apples as red apples. How many green apples could he have? How many red apples? How many ways can you find? Use your graphing grid to show your idea.

Marco has some cars. Some are red and some are blue. He has 3 more blue cars than red cars. How many cars could Marco have? Use your graphing grid to show your idea.