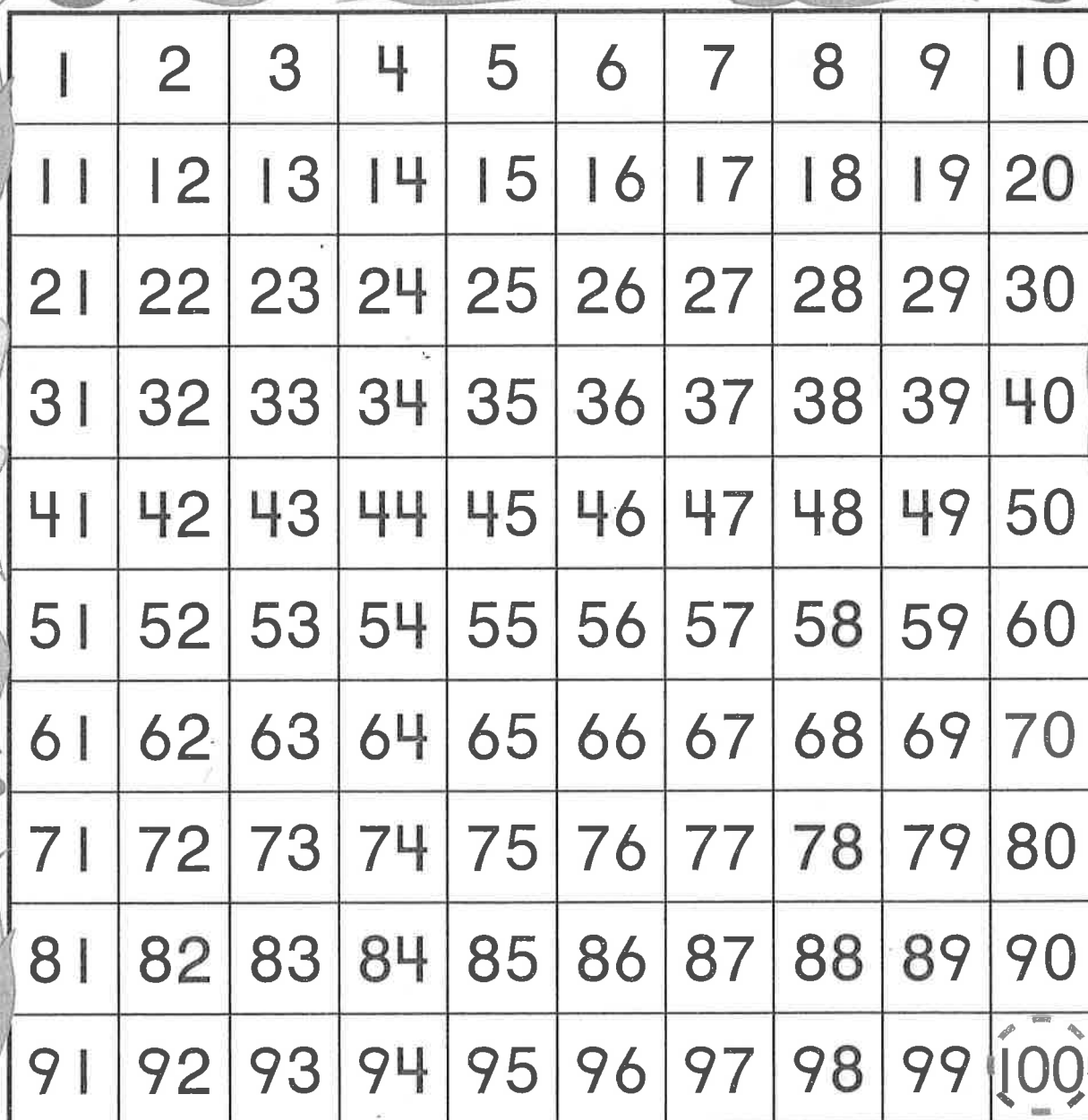


Name \_\_\_\_\_

**Count to 100 by Ones****Essential Question** How does the order of numbers help you count to 100 by ones?Common  
CoreCounting and Cardinality—K.CC.A.1,  
K.CC.C.7 Also K.CC.A.2MATHEMATICAL PRACTICES  
MP7, MP8**Listen and Draw**


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

**DIRECTIONS** Point to each number as you count to 100. Trace the circle around the number 100.

## Share and Show

1

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

**DIRECTIONS** 1. Point to each number as you count to 100.  
Circle the number 11. Begin with 11 and count forward to 100.  
Draw a line under the number 100.

**460** four hundred sixty

Name \_\_\_\_\_



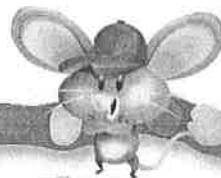
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

© Houghton Mifflin Harcourt Publishing Company

**DIRECTIONS** 2. Point to each number as you count to 100. Look away and point to any number. Circle that number. Count forward to 100 from that number. Draw a line under the number 100.

## Problem Solving • Applications

Real World



3

WRITE  
Math

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

4

**DIRECTIONS** 3. Place your finger on the number 15. Write or trace to show the numbers that are "neighbors" to the number 15. Say *greater than* and *less than* to describe the numbers. 4. Draw to show what you know about some other "neighbor" numbers in the chart.



**HOME ACTIVITY** • Show your child a calendar. Point to a number on the calendar. Have him or her tell you all the numbers that are "neighbors" to that number.

462 four hundred sixty-two

Name \_\_\_\_\_

## Count to 100 by Ones

COMMON CORE STANDARD—K.CC.A.1,  
K.CC.C.7*Know number names and the count sequence.*

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

**DIRECTIONS** 1. Point to each number as you count to 100. Look away and point to any number. Circle that number. Count forward to 100 from that number. Draw a line under the number 100.

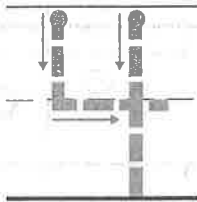
# Lesson Check (K.CC.A.1)

1

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

# Spiral Review (K.CC.C.6, K.OA.A.5)

2




---



---



---

3




---



---



---



---



---

**DIRECTIONS** 1. Begin with 71 and count forward to 80. What is the next number? Draw a line under that number. 2. Pete makes the cube train shown. He takes the cube train apart to show how many cubes are gray. Complete the subtraction sentence to show Pete's cube train. 3. Count how many flowers. Write the number. Draw to show a set of counters that has the same number as the set of flowers. Write the number.



FOR MORE PRACTICE  
GO TO THE  
**Personal Math Trainer**

Name \_\_\_\_\_

**Count to 100 by Tens****Essential Question** How can you count to 100 by tens on a hundred chart?Counting and Cardinality—  
K.CC.A.1MATHEMATICAL PRACTICES  
MP6, MP7, MP8**Listen and Draw**

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

**DIRECTIONS** Trace the circles around the numbers that end in a 0. Beginning with 10, count those numbers in order. Tell a friend how you are counting.

# Share and Show



1	2	3	4	5	6	7	8	9	
11	12	13	14	15	16	17	18	19	
21	22	23	24	25	26	27	28	29	
31	32	33	34	35	36	37	38	39	
41	42	43	44	45	46	47	48	49	

**DIRECTIONS** 1. Write the numbers to complete the counting order to 20. Trace the numbers to complete the counting order to 50. Count by tens as you point to the numbers you wrote and traced.

**466** four hundred sixty-six



Name \_\_\_\_\_



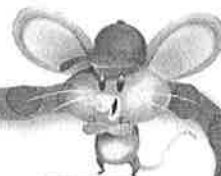
51	52	53	54	55	56	57	58	59	
61	62	63	64	65	66	67	68	69	
71	72	73	74	75	76	77	78	79	
81	82	83	84	85	86	87	88	89	
91	92	93	94	95	96	97	98	99	

© Houghton Mifflin Harcourt Publishing Company

**DIRECTIONS** 2. Trace the numbers to complete the counting order to 100. Count by tens as you point to the numbers you traced.

## Problem Solving • Applications

Real World

WRITE  
Math

3

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

**DIRECTIONS** 3. Antonio has 10 marbles. Write the number in order. Jasmine has 10 more marbles than Antonio. Write that number in order. Lin has 10 more marbles than Jasmine. Draw a line under the number that shows how many marbles Lin has. When counting by tens, what number comes right after 40? Circle the number.



**HOME ACTIVITY** • Show your child a calendar. Use pieces of paper to cover the numbers that end in 0. Ask your child to say the numbers that are covered. Then have him or her remove the pieces of paper to check.

**468** four hundred sixty-eight

Name \_\_\_\_\_

## Count to 100 by Tens


**COMMON CORE STANDARD—K.CC.A.1**  
*Know number names and the count sequence.*


51	52	53	54	55	56	57	58	59	
61	62	63	64	65	66	67	68	69	
71	72	73	74	75	76	77	78	79	
81	82	83	84	85	86	87	88	89	
91	92	93	94	95	96	97	98	99	

**DIRECTIONS** 1. Trace the numbers to complete the counting order to 100. Count by tens as you point to the numbers you traced.

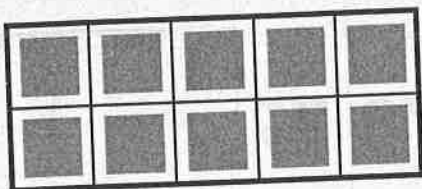
# Lesson Check (K.CC.A.1)

1

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

# Spiral Review (K.CC.A.3, K.OA.A.5)

2

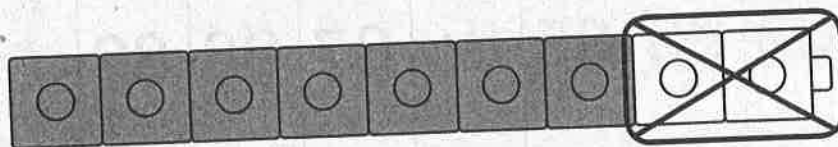


\_\_\_\_\_

-----

\_\_\_\_\_

3



\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

**DIRECTIONS** 1. Count by tens as you point to the numbers in the shaded boxes. Start with the number 10. What number do you end with? Draw a line under that number. 2. How many tiles are there? Write the number. 3. Complete the subtraction sentence that matches the cube train.



FOR MORE PRACTICE  
GO TO THE  
**Personal Math Trainer**

Name \_\_\_\_\_

# Count by Tens

**Essential Question** How can you use sets of tens to count to 100?



Counting and Cardinality—  
K.CC.A.1

MATHEMATICAL PRACTICES  
MP7, MP8

## Listen and Draw



© Houghton Mifflin Harcourt Publishing Company • Image Credits: ©Arville/Getty Images

**DIRECTIONS** Point to each set of cube towers as you count by tens. Trace the numbers as you count by tens.

# Share and Show

1

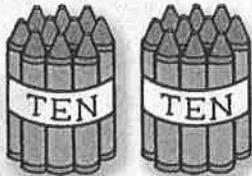


10

20

30

2

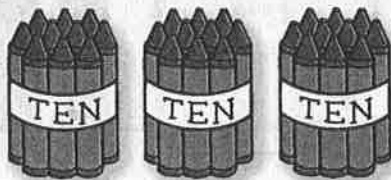


10

20

30

3

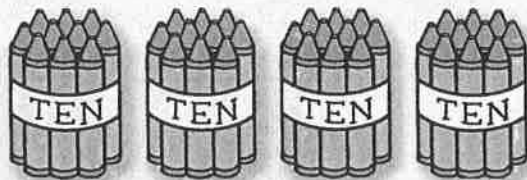


10

20

30

4

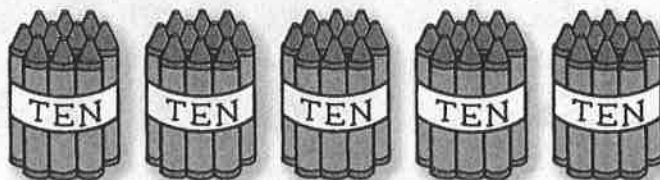


30

40

50

5



30

40

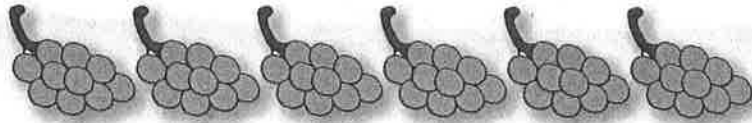
50

**DIRECTIONS** 1–5. Point to each set of 10 as you count by tens. Circle the number that shows how many.

472 four hundred seventy-two

Name \_\_\_\_\_

6 ✓



60

70

80

7 ✓



60

70

80

8 ✓



80

90

100

9 ✓



80

90

100

10 ✓



80

90

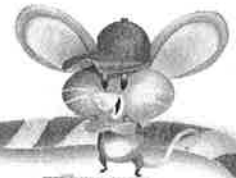
100

© Houghton Mifflin Harcourt Publishing Company

**DIRECTIONS** 6–10. Point to each set of 10 as you count by tens.  
Circle the number that shows how many.

## Problem Solving • Applications

Real World

WRITE  
Math

**DIRECTIONS** II. Circle sets of 10 stars.  
Count the sets of stars by tens.



**HOME ACTIVITY** • Give your child some coins or buttons and ten cups. Ask him or her to place ten coins into each cup. Then have him or her point to each cup as he or she counts by tens to 100.



Name \_\_\_\_\_

# Count by Tens



**COMMON CORE STANDARD—K.CC.A.1**  
Know number names and the count sequence.



20                  30                  40



30                  40                  50



60                  70                  80



80                  90                  100

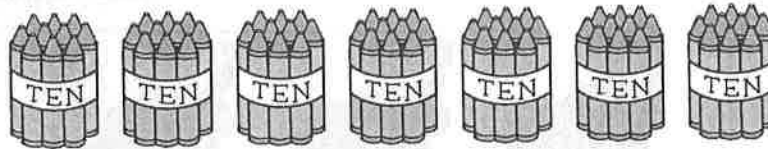


80                  90                  100

**DIRECTIONS** 1–5. Point to each set of 10 as you count by tens.  
Circle the number that shows how many.

# Lesson Check (K.CC.A.1)

1



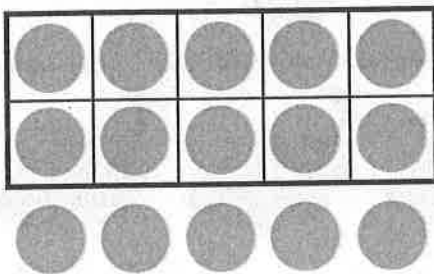
60

70

80

# Spiral Review (K.OA.A.3, K.NBT.A.1)

2

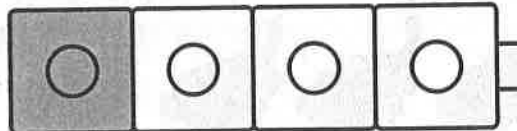


\_\_\_\_\_

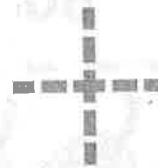
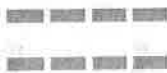
\_\_\_\_\_

\_\_\_\_\_

3



4



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

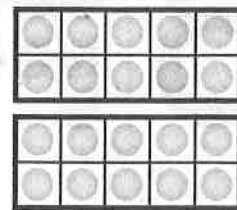
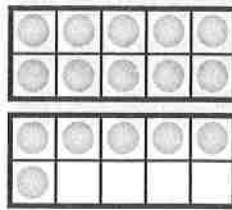
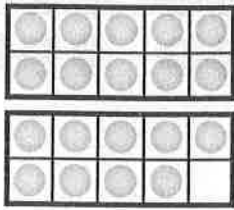
**DIRECTIONS** 1. Point to each set of 10 as you count by tens. Circle the number that shows how many crayons there are. 2. Count and tell how many. Write the number. 3. Complete the addition sentence to match the cube train.



Name \_\_\_\_\_

# Chapter 8 Review/Test

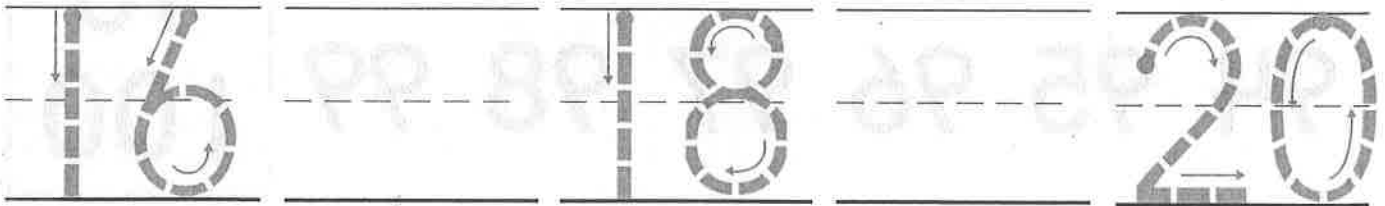
**Personal Math Trainer**  
Online Assessment  
and Intervention



20

19

16



- DIRECTIONS**
1. Match the ten frames to the numbers that tell how many counters.
  2. Sandy has 20 beads. Circle how many beads she has. Write the number of beads.
  3. Start with 16. Count forward. Trace and write the numbers in order.

4

18



5

31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

6

94 95 96 97 98 99

90
100

**DIRECTIONS** 4. Choose all the sets with a number of watermelons less than 18. 5. Begin with 31. Point to each number as you count. Draw a line under the last number counted. 6. Point to each number as you count. Circle the number that comes next in counting order.

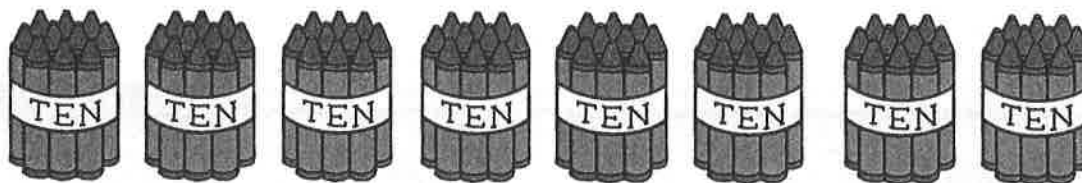
478 four hundred seventy-eight

Name \_\_\_\_\_

7

81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

8



50

60

70

80



9

THINK SMARTER +

Personal Math Trainer



\_\_\_\_\_

-----

\_\_\_\_\_

**DIRECTIONS** 7. Circle the numbers that end in a zero. 8. Count the crayons by tens. Mark under the number that shows how many. 9. Dexter has 20 pencils. He has a number of pencils 1 greater than Jane. Draw the number of pencils Jane has. Write the number.

10

13

14

15

Yes

No

11

15

12

Yes

No

16

17

18

Yes

No

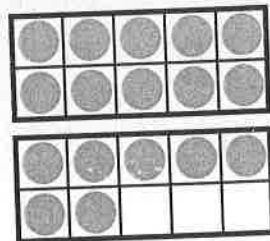
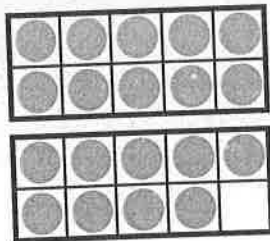
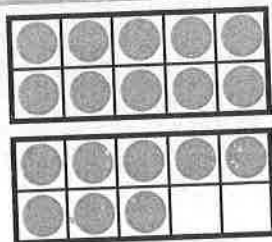


10 30 50

Personal Math Trainer

12

THINK SMARTER +



Blank writing lines for problem 12

Blank writing lines for problem 12

Blank writing lines for problem 12

DIRECTIONS 10. Are the numbers in counting order? Circle Yes or No. 11. Count by tens. Trace and write to complete the counting order. 12. What number does each set of counters show? Write the numbers. Then write the numbers in counting order.