IMKH California

GRADE 2

Teacher Resource Copy Masters

UNITS 3-4

Illustrative Mathematics LEARN MATH FOR LIFE | Kendall Hunt

Book 2

Certified by Illustrative Mathematics®

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GRADE 2

UNIT

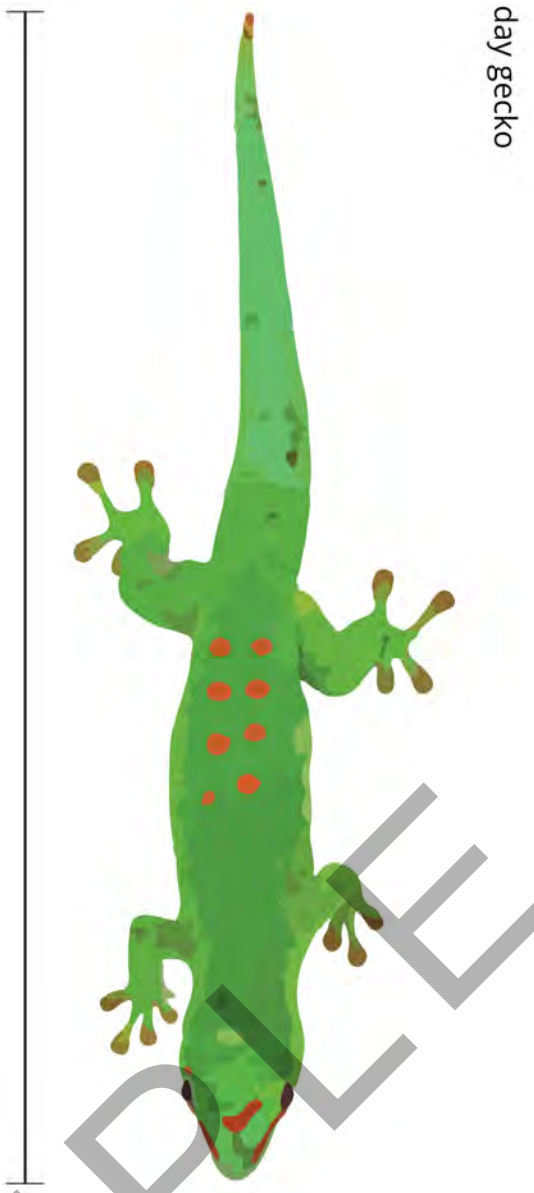
3

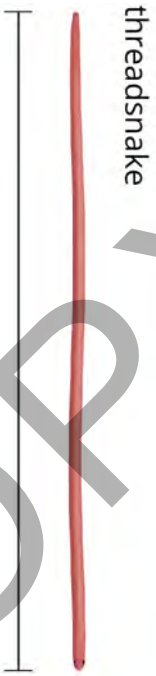
Teacher Resource Copy Masters

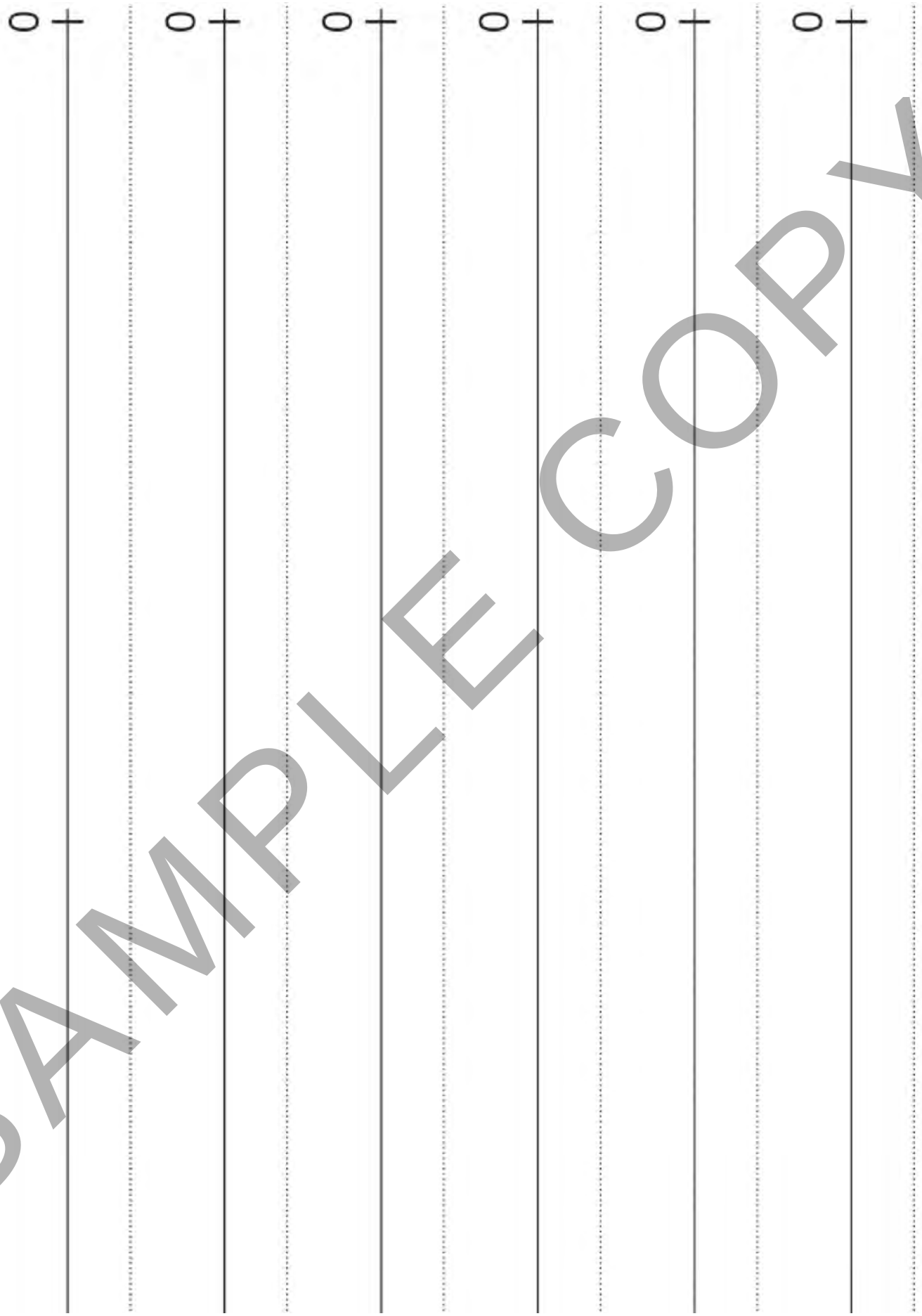
LESSON BLACKLINE MASTERS

address	title	students per copy	written on?	requires cutting?	card stock recommended?	color paper recommended?	used multiple times?	used as a center material?
Activity Grade2.3.2.1	Length in Centimeters Handout	1	no	no	no	no	no	no
Activity Grade2.3.2.2	Measure with 10-centimeter Tools Handout	1	no	no	no	no	no	no
Activity Grade2.3.3.1	Create a Ruler Template	6	yes	yes	no	no	no	no
Activity Grade2.3.7.1	Number Puzzles Addition and Subtraction Stage 4 Gameboards	2	no	no	no	no	yes	yes
Activity Grade2.3.13.1	Estimate and Measure Stage 2 Recording Sheet	1	yes	no	no	no	no	yes
Activity Grade2.3.13.2	Target Measurements Stage 1 Recording Sheet	2	yes	no	no	no	no	yes
Activity Grade2.3.15.1	Measure and Plot Pencil Lengths Handout	1	yes	no	no	no	no	no

address	title	students per copy	written on?	requires cutting?	card stock recommended?	color paper recommended?	used multiple times?	used as a center material?
Activity Grade2.3.16.1	The Plant Project Handout	1	yes	no	no	no	no	no
Activity Grade2.3.17.1	Creating Line Plots Stage 1 Recording Sheet	1	yes	no	no	no	no	yes







Puzzle 1

Place a digit card in each space to make the equations true. Each digit 0–9 can only be used once. Some cards will be left over.

63 = 5 ☐ + 8	63 = 5 ☐ + ☐
63 = 1 ☐ + 52	63 = 3 ☐ + ☐
63 = ☐ + ☐ + 24	63 = 3 ☐ + 25

Puzzle 2

Place a digit card in each space to make the equations true. Each digit 0–9 can only be used once. Some cards will be left over.

80 = 3 ☐ + 41	80 = ☐ 3 + 7	
80 = 27 + ☐ ☐	80 = 1 ☐ + 6 ☐	
80 = ☐ ☐ + 16	80 = 5 ☐ + 29	

Puzzle 3

Place a digit card in each space to make the equations true. Each digit 0–9 can only be used once. Some cards will be left over.

$27 = 1\square + 14$	$27 = 1\square + 1\square$	
$27 = 9 + \square\square$	$27 = 2\square + 3$	
$2\square = 1\square + 11$	$27 = 1\square + 8$	

Puzzle 4

Place a digit card in each space to make the equations true. Each digit 0–9 can only be used once.

92 = ☐ + 6 ☐	92 = ☐ + 83 ☐	92 = 7☐ + 1☐
92 = 9☐ + ☐	92 = 39 + 5☐	92 = 78 + ☐ ☐

Puzzle 5

Place a digit card in each space to make the equations true. Each digit 0–9 can only be used once. Some cards will be left over.

$46 = \square + \square + 23$	$46 = 1 \square + 31$
$46 = 4 \square + 5$	$46 = 3 \square + 7$
$46 = 3 \square + 10$	$46 = 3 \square + 8$

Directions:

- Choose an object.
- Choose a unit to measure the length. (inches, feet, or centimeters)
- Estimate how many units long your object is.
- Measure. Record the actual measurement.

object	unit	estimate	actual measurement
example: crayon	*inches*	*5 inches*	*3 inches*

Directions:

- Partner A:
  - Choose a target length in inches (up to 10) or centimeters (up to 30).
  - Begin to draw a line. Use a straight edge.
- Partner B:
  - Say "Stop!" when you think the length of the line is equal to the target measurement.
- Both partners measure the line and find the difference between the actual length and target measurement. The difference is Partner B's score for the round.
- Take turns. Play for 8 rounds. The player with the lower total score wins.

round	Partner A			Partner B		
	target length	actual length	points	target length	actual length	points
1						
2						
3						
4						
5						
6						
7						
8						

Directions:

- Use the same unit as your partner. Measure up to 8 objects to the nearest inch or centimeter. Create a line plot. Represent your measurement data. Add a title and label.
- Ask your partner 2 questions that can be answered using the data in your line plot.

GRADE 2

UNIT

4

Teacher Resource Copy Masters

LESSON BLACKLINE MASTERS

address	title	students per copy	written on?	requires cutting?	card stock recommended?	color paper recommended?	used multiple times?	used as a center material?
Activity Grade2.4.2.1	Class Number Line Cards	30	no	yes	yes	no	no	no
Activity Grade2.4.4.2	Number Line to 100 Recording Sheet	1	yes	no	no	no	yes	yes
Activity Grade2.4.5.2	Order the Numbers Cards	12	no	yes	no	no	yes	yes
Activity Grade2.4.6.1	Number Line Scoot Stage 1 Gameboard	2	no	no	no	no	yes	yes
Activity Grade2.4.6.1	Number Line Scoot Stage 1 Spinner	2	no	no	no	no	yes	yes
Activity Grade2.4.6.1	Number Line Scoot Stage 1 Directions	2	no	yes	no	no	yes	yes
Activity Grade2.4.13.1	Card Sort Represent Stories Cards	3	no	yes	no	no	no	no

address	title	students per copy	written on?	requires cutting?	card stock recommended?	color paper recommended?	used multiple times?	used as a center material?
Activity Grade2.4.14.1	Jump the Line Stage 1 Gameboard	2	yes	no	no	no	yes	yes
Activity Grade2.4.14.1	Jump the Line Stage 1 Spinners	2	no	no	no	no	yes	yes

Class Number Line

0

Class Number Line

1

Class Number Line

2

Class Number Line

3

Class Number Line

4

Class Number Line

5

Class Number Line

6

Class Number Line

7

Class Number Line

8

Class Number Line

9

Class Number Line

10

Class Number Line

11

Class Number Line

12

Class Number Line

13

Class Number Line

14

Class Number Line

15

Class Number Line

16

Class Number Line

17

Class Number Line

18

Class Number Line

19

Class Number Line

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24

Class Number Line

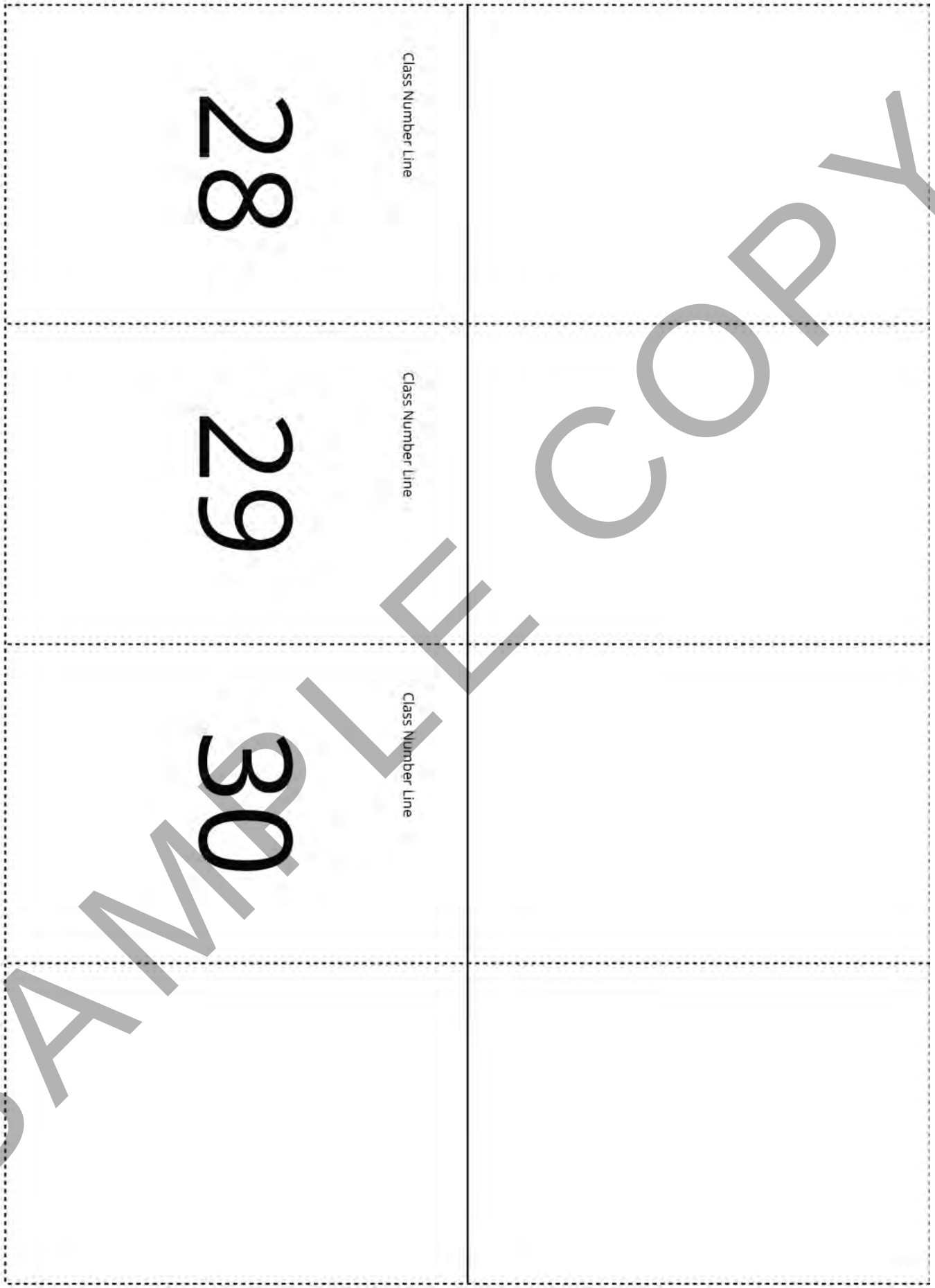
25

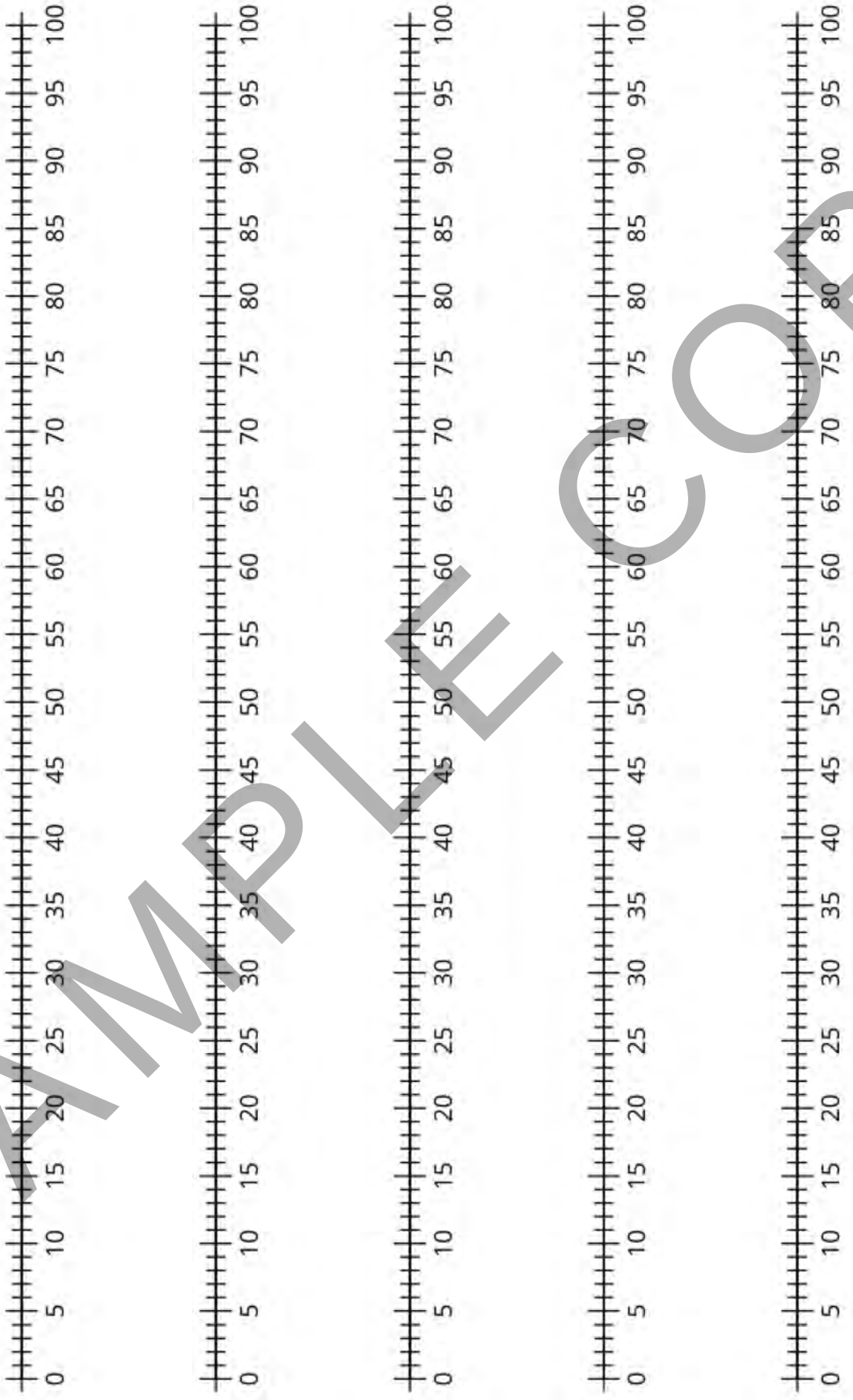
Class Number Line

26

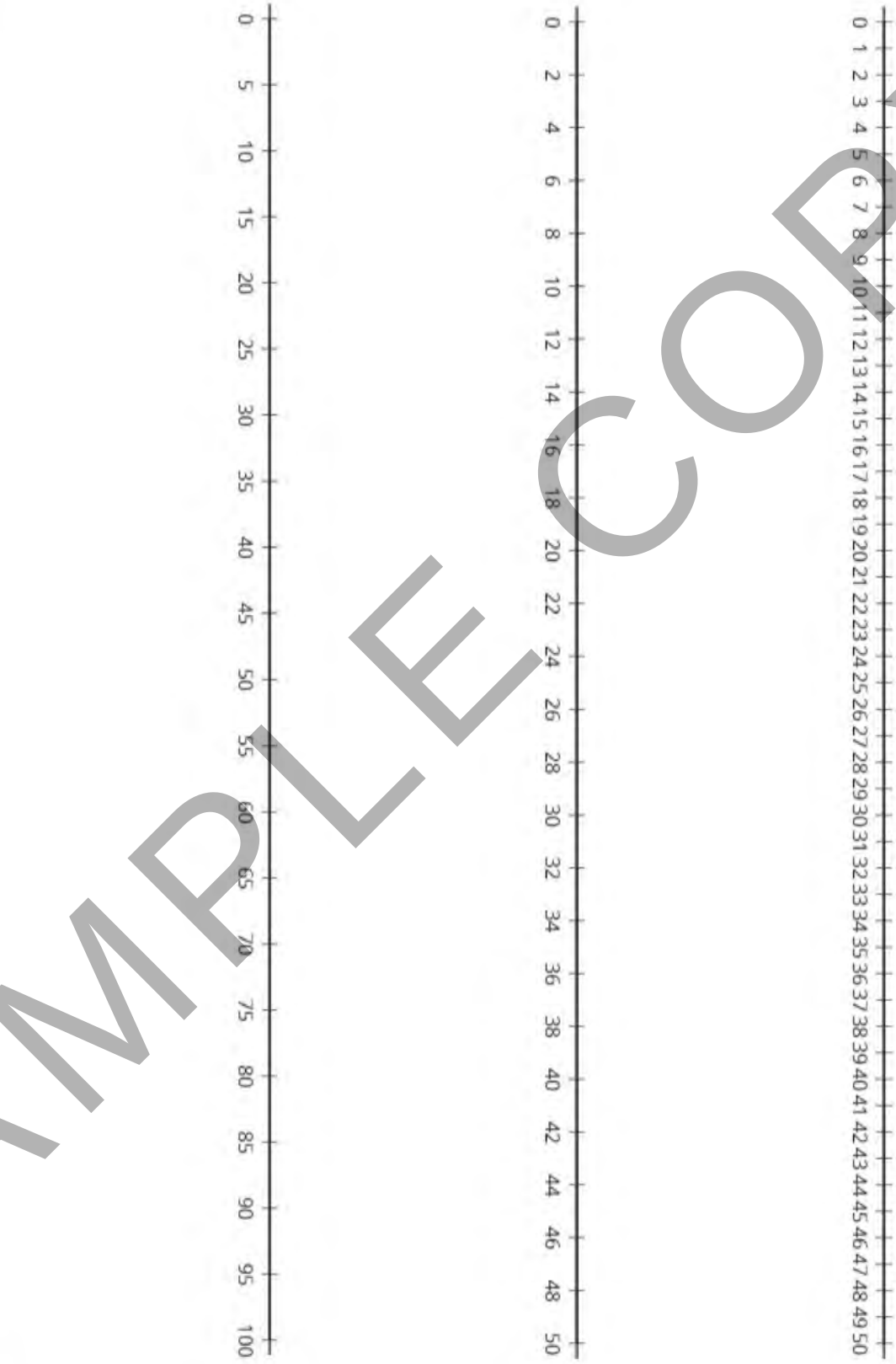
Class Number Line

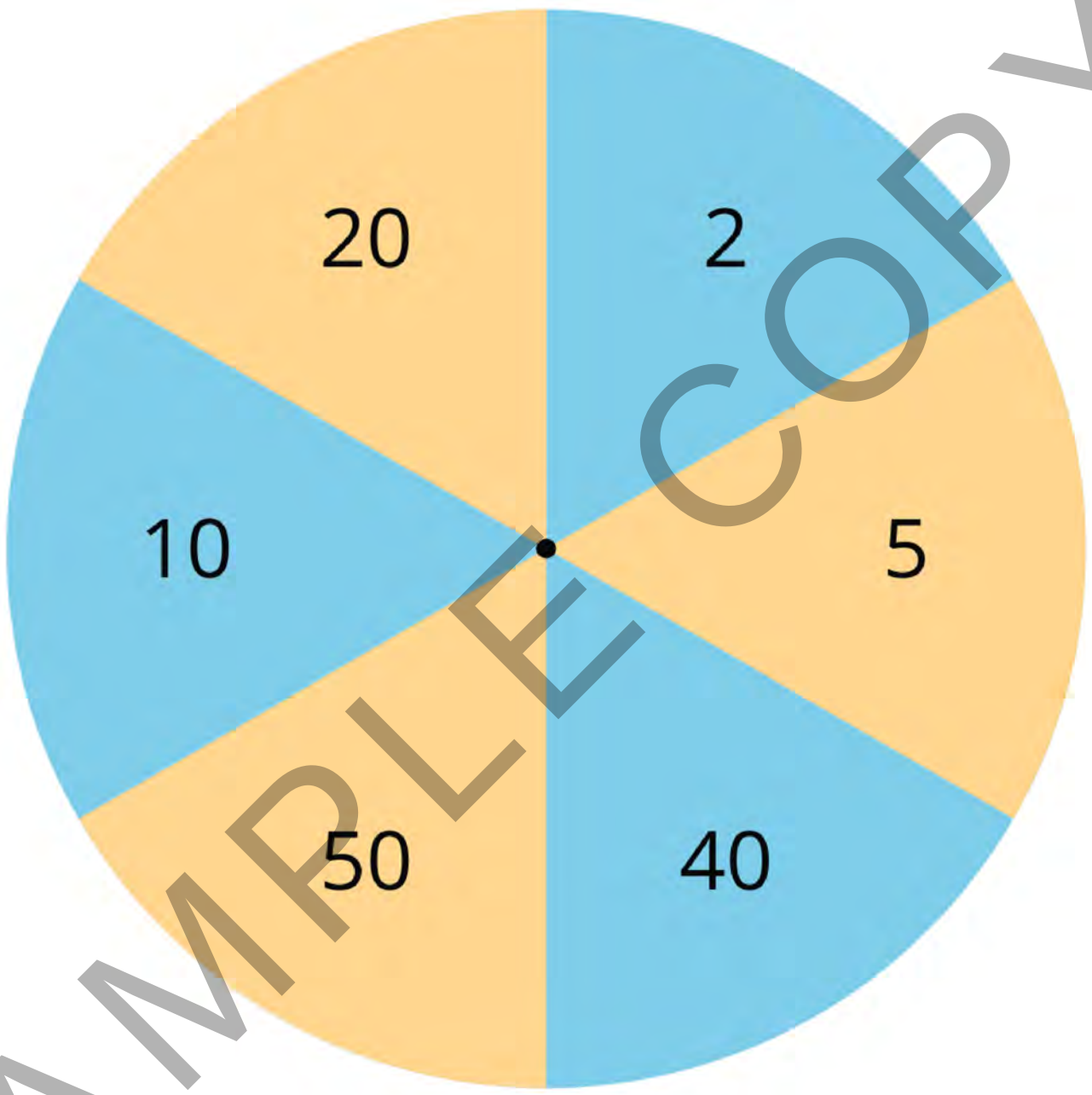
27


Class Number Line
28
Class Number Line
29
Class Number Line
30


0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100
0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100
0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100
0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100
0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100

1	1	1	1
5	5	5	5
9	9	9	9
12	12	12	12
15	15	15	15
23	23	23	23
29	29	29	29
31	31	31	31
36	36	36	36
38	38	38	38


0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50
0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40 42 44 46 48 50
0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100
0 10 20 30 40 50 60 70 80 90 100



Directions:

- Place a small cube on 0 on each number line.
- On your turn:
  - Spin the spinner.
  - Count aloud as you move that distance. Use the tick marks on the number lines.
  - You can use your whole spin on 1 number line or split it between more than 1 number line.
- Take turns.
- If a cube lands *exactly* on the last tick mark of a number line, that player keeps the cube and puts a new one at 0.
- The first player to collect 5 cubes wins.

Directions:

- Place a small cube on 0 on each number line.
- On your turn:
  - Spin the spinner.
  - Count aloud as you move that distance. Use the tick marks on the number lines.
  - You can use your whole spin on 1 number line or split it between more than 1 number line.
- Take turns.
- If a cube lands *exactly* on the last tick mark of a number line, that player keeps the cube and puts a new one at 0.
- The first player to collect 5 cubes wins.

Card Sort: Represent Stories
A

Lin made a train with some cubes. Then she added 37 more. Now her train is 63 cubes long. How many cubes long was Lin's train at first?

Card Sort: Represent Stories
B

$$? + 37 = 63$$

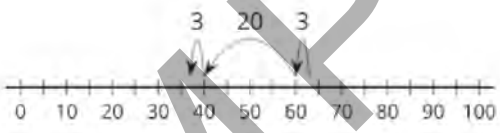
Card Sort: Represent Stories
C

$$37 + ? = 63$$

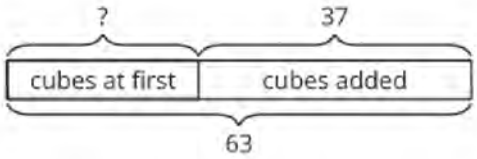
Card Sort: Represent Stories
D

Tyler's train was 63 cubes long. Then he broke off some cubes. Now his train is 37 cubes long. How many cubes did Tyler break off?

Card Sort: Represent Stories
E



Card Sort: Represent Stories
F



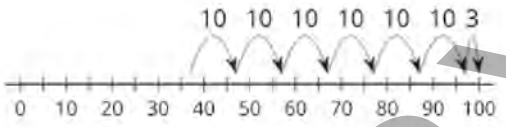
Card Sort: Represent Stories

G

Jada's train was 37 cubes long. Then she added some more cubes. Now her train is 63 cubes long. How many cubes did she add?

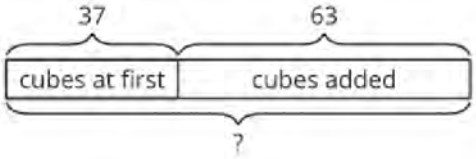
Card Sort: Represent Stories

H



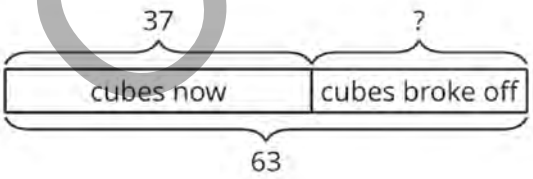
Card Sort: Represent Stories

I



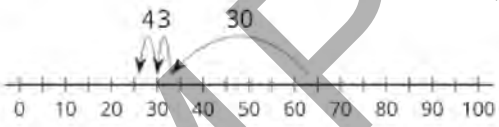
Card Sort: Represent Stories

J



Card Sort: Represent Stories

K



Card Sort: Represent Stories

L

$$37 + 63 = ?$$

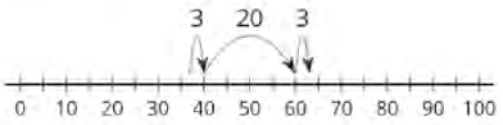
Card Sort: Represent Stories

M

$$63 - ? = 37$$

Card Sort: Represent Stories

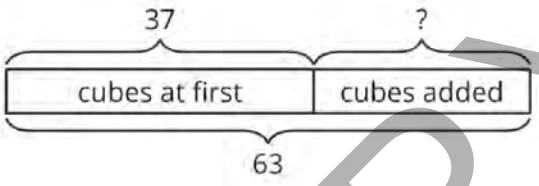
N



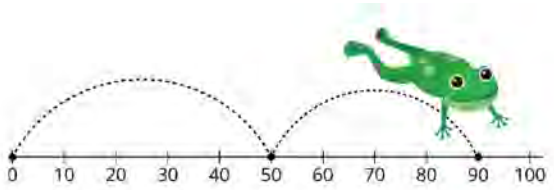
Card Sort: Represent Stories
O

Han's train was 37 cubes long. Then he added 63 more cubes. How many cubes long is Han's train now?

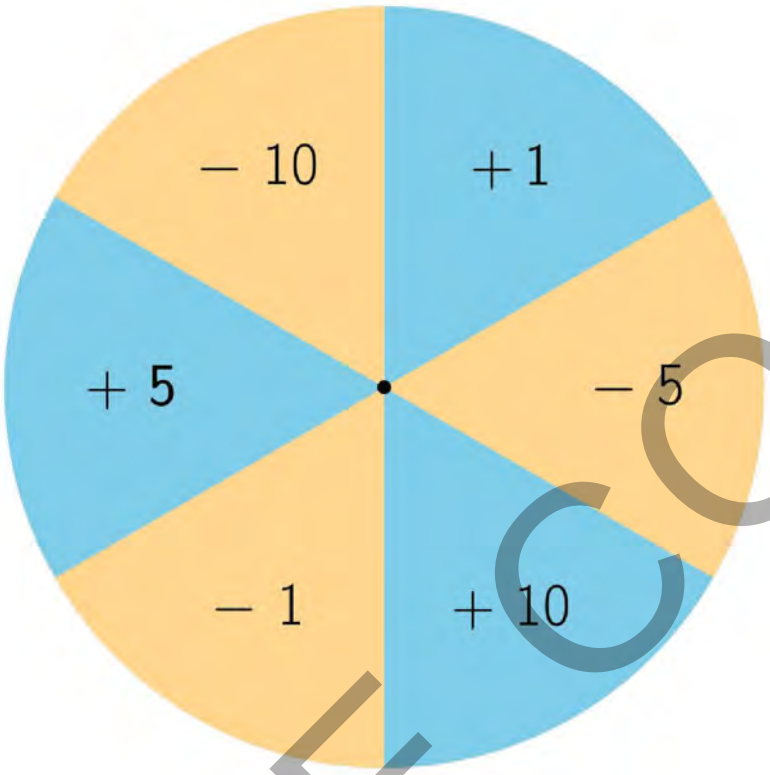
Card Sort: Represent Stories
P

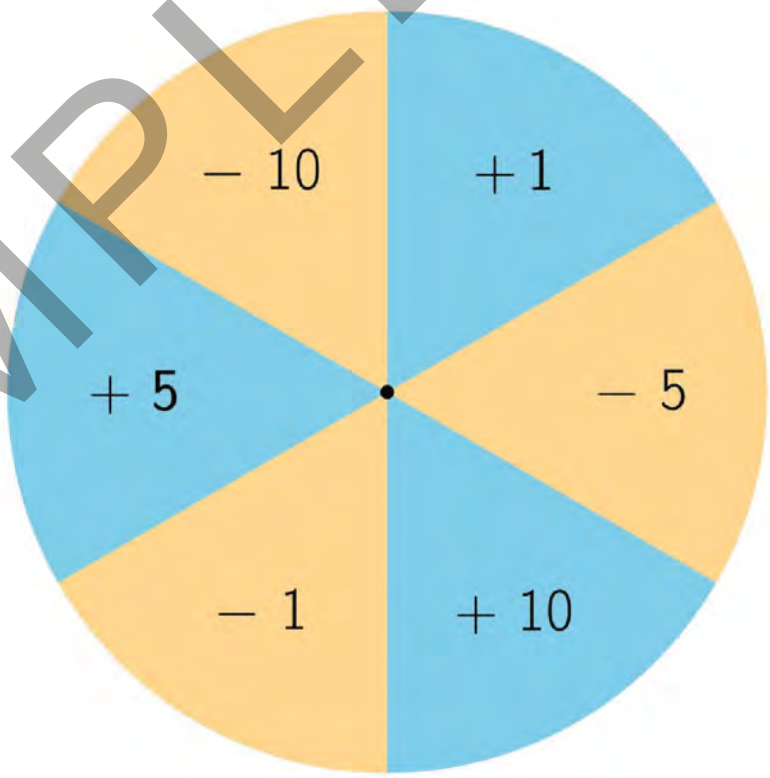


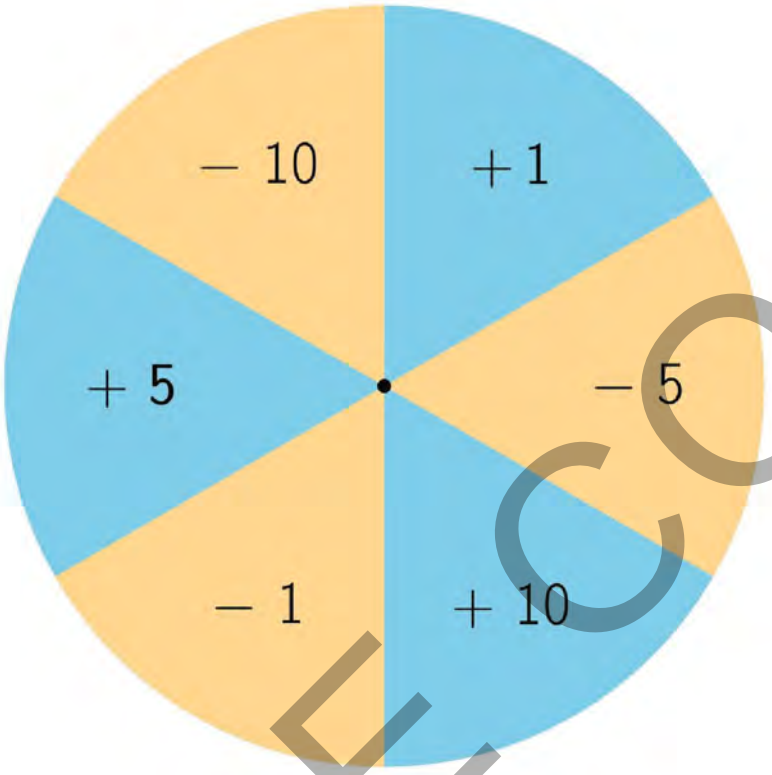
Directions:



- Choose 3 target numbers. Mark them on the number line.
- Both partners start at 30.
- On your turn:
  - Spin all 3 spinners.
  - Choose a number from 1 of the spinners. Move that distance on the number line. If all 3 spins result in a move off the number line, spin again.
  - Mark your location on the number line.
- Take turns. The first partner to land on 2 of the target numbers wins.







GRADE 2

UNIT

4

Teacher Resource Copy Masters

UNIT ASSESSMENTS

- Unit Monitoring Sheet
- Cool-downs
- Checkpoint Assessments
- End-of-Unit Assessment

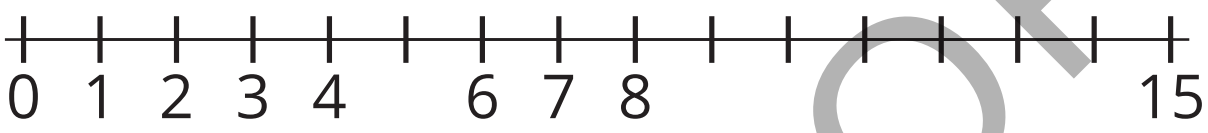
Unit 4, Section A: The Structure of the Number Line	Represent whole numbers within 100 as lengths from 0 on a number line.	Understand the structure of the number line.

Unit 4, Section B: Add and Subtract on a Number Line	Represent sums and differences on a number line.

Cool-down

On the Number Line

1.



a. Label each tick mark with the number it represents.

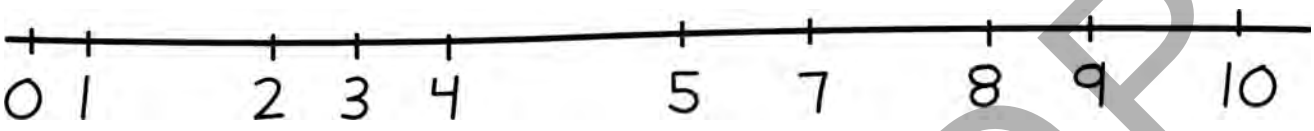
b. Locate 2 on the number line. Mark it with a point.

c. Locate 14 on the number line. Mark it with a point.

Cool-down

Mai's Number Line

Mai made a number line to show the numbers 0–10.



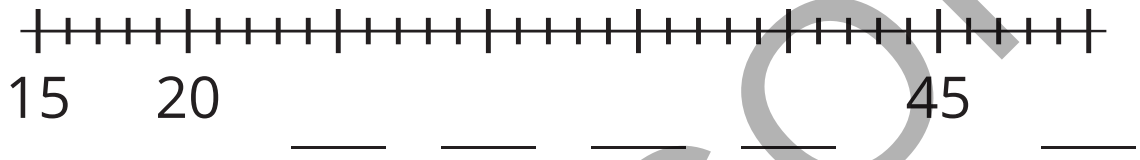
How should Mai revise her number line?

Cool-down

What's Missing?

Complete each number line by filling in the missing labels with the number the tick mark represents.

1. a.



b. Locate and label 37 on the number line.

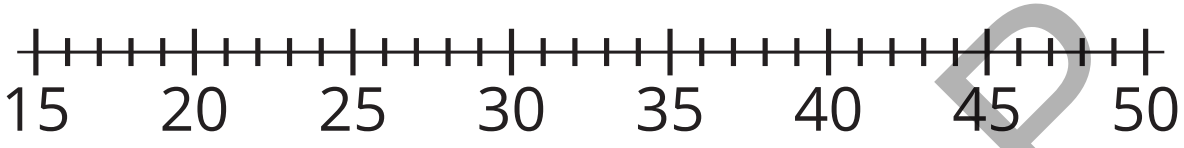
2. a.

b. Locate and label 35 on the number line.

Cool-down

Compare on the Number Line

1.



a. Locate and label 31 on the number line.

b. Locate and label a number that is less than 31 on the number line.

c. Use $<$ and $>$ to compare the 2 numbers represented on your number line.

d. Explain how you know your comparison is true.

Cool-down

What Number Could This Be?

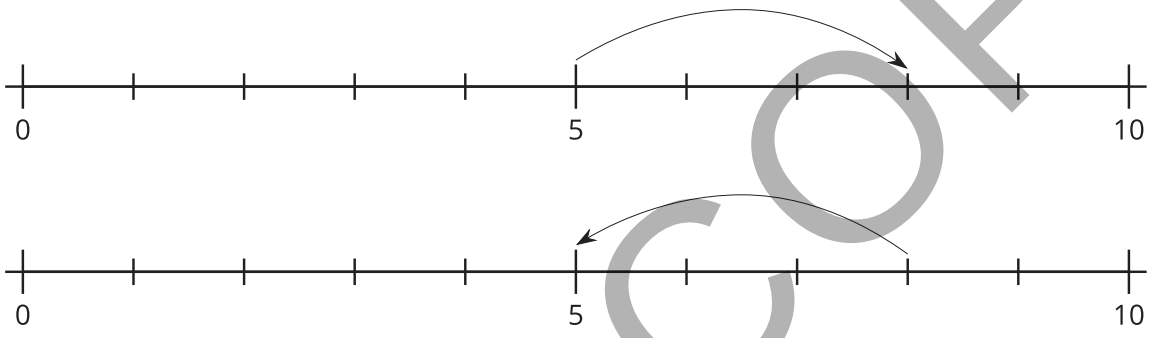
1. a. What number could be represented by the point?

b. Explain why your estimate is reasonable.

Cool-down

Addition and Subtraction Expressions on a Number Line

1. a. Circle the number line that represents $5 + 3$.

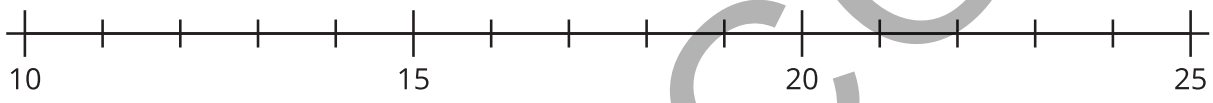


b. Explain why you chose it.

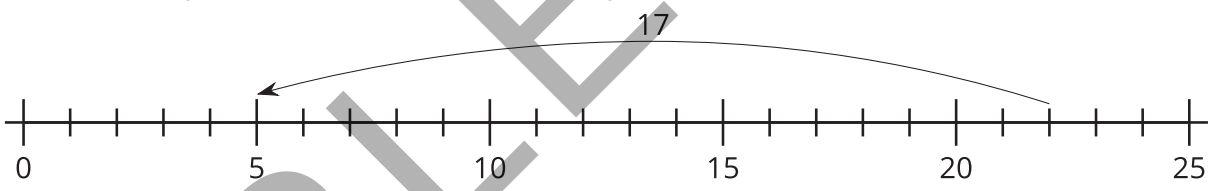
Cool-down

Represent Addition and Subtraction on the Number Line

1. Represent $22 - 5 = 17$ on the number line.



2. Write an equation to show what's represented on the number line.

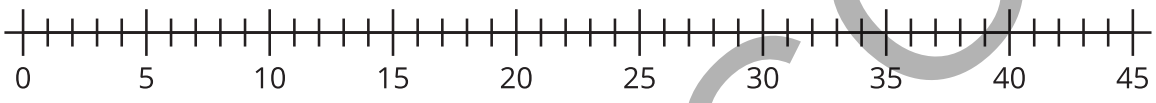


Cool-down

What's the Difference?

1. Use the number line to show a way to find the number that makes the equation true.

$$41 - 38 = ?$$



Cool-down

Subtract on the Number Line

$$48 - 22 = ?$$

Find the number that makes the equation true. Represent your thinking on the number line.

Cool-down

Sums and Differences

1. Find the value of $38 + 28$.
   Represent your thinking on the number line.

2. Find the value of $57 - 19$.
   Represent your thinking on the number line.

Cool-down

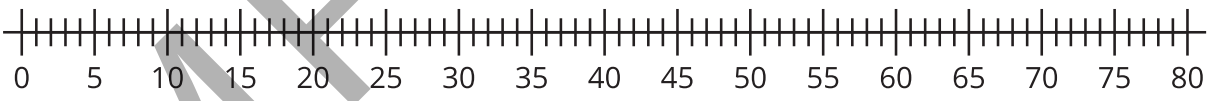
Jumps on the Number Line

1. I started on 59 and jumped to 68. How far did I jump?

   a. Write an equation to represent the problem with a ? for the unknown.

   b. Find the number that makes the equation true.

   c. Represent your thinking on the number line.

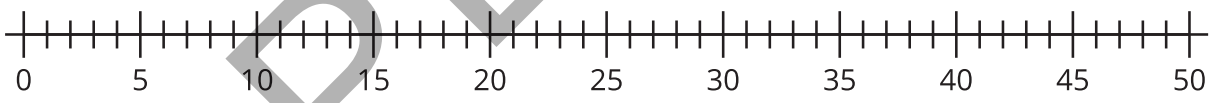


Cool-down

Clare's Train

Clare made a train that was 15 cubes long. Then she added some more cubes. Now her train is 28 cubes long. How many cubes did she add to her train?

Show your thinking. Use a number line or diagram if it helps.

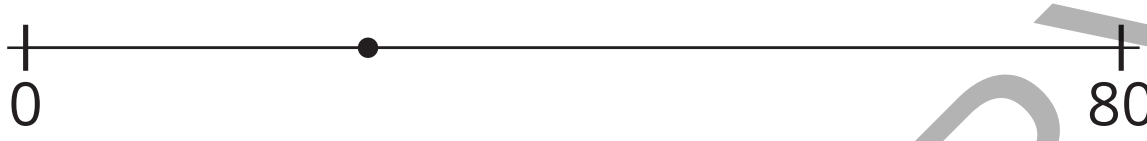


Section A Checkpoint

1 Label the **3** points on the number line.

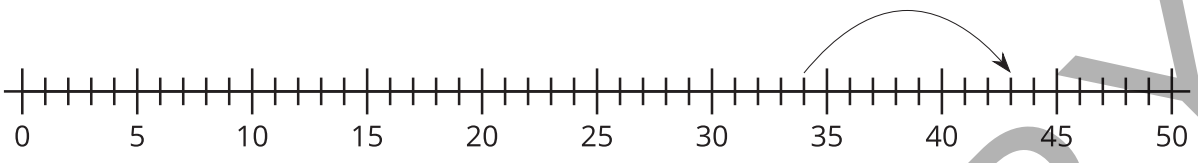
2 Locate and label 34 and 43 on the number line.

3 What number could the point represent? Explain or show your reasoning.



Section B Checkpoint

1 Which expression matches the number line?



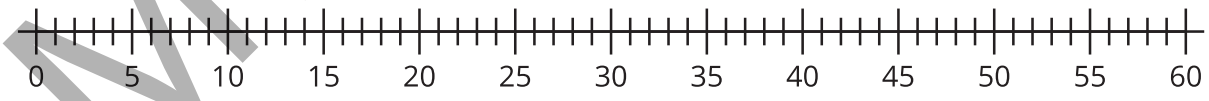
A. $34 - 9$

B. $34 + 9$

C. $34 + 43$

D. $43 - 9$

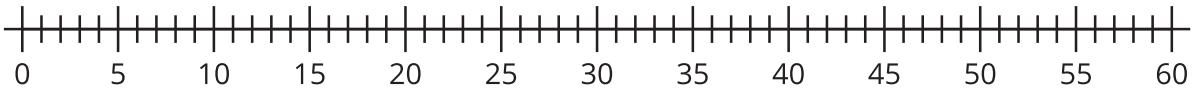
2 Find the value of $55 - 19$. Represent your thinking on the number line.



3 Mai created a bracelet that was 17 cm long. She also made a necklace that was 38 cm longer than the bracelet. How long was the necklace?

a. Write an equation to represent the problem with a ? for the unknown.

b. Solve the problem. Explain or show your thinking. Use the number line if it is helpful.



End-of-Unit Assessment

1 What number could the point represent?

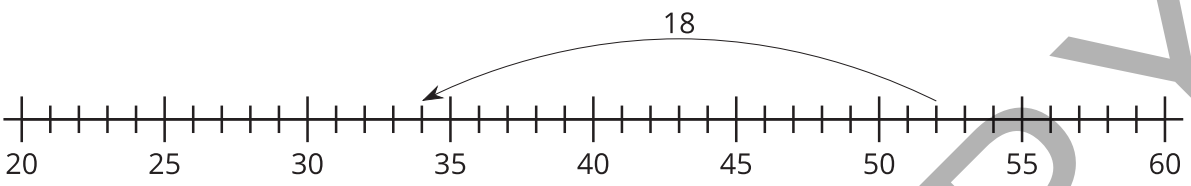
A. 10

B. 25

C. 30

D. 40

2 Which equation is represented on the number line?



A. $? - 18 = 52$

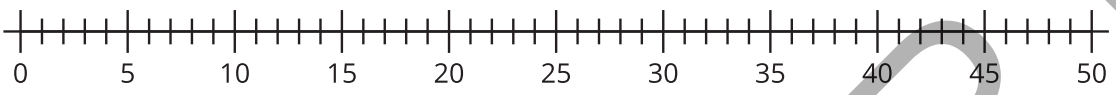
B. $34 + 18 = ?$

C. $52 - 18 = ?$

D. $52 + 18 = ?$

E. $34 - 18 = ?$

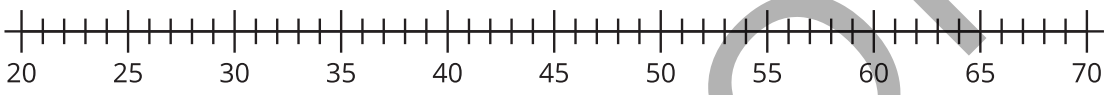
3 a. Locate and label 43 and 38 on the number line.



b. Explain how to use the number line to find the value of $43 - 38$.

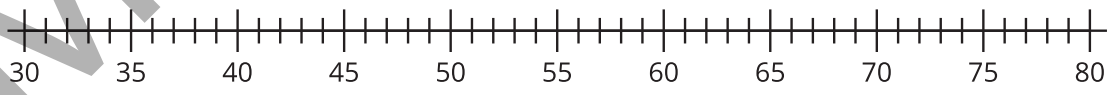
4 Represent each equation on the number line.

a. $25 + 44 = ?$



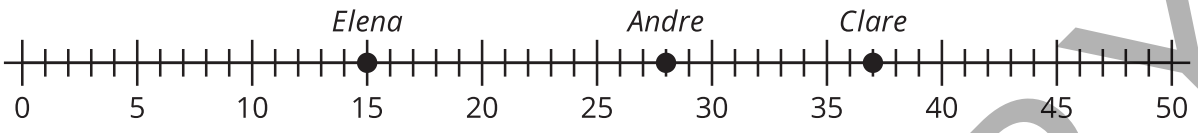
What number makes the equation true? _____

b. $53 - 17 = ?$



What number makes the equation true? _____

5 Andre, Clare, and Elena collected seashells at the beach. The number line shows how many seashells each student collected.



a. Who collected the most seashells? Who collected the fewest?

b. Clare says she collected more seashells than Elena and Andre together. Do you agree with Clare? Explain or show your reasoning.

c. Elena went back to the beach and collected 28 more seashells. How many seashells does she have now? Use the number line if it is helpful.

GRADE 2

UNIT

4

Teacher Resource Copy Masters

CENTER MATERIALS

- Center Overview
- Center Blackline Masters

Center: Number Line Scoot (2–4)

Narrative

Students generate numbers and move the corresponding intervals on shared number lines. The goal is to land exactly on the end of each number line.

Stage 1: Twos, Fives, and Tens

Lesson

Addressing

- Grade2.4.B7
- Grade2.4.B8
- Grade2.4.B9
- Grade2.4.B10
- Grade2.4.B11
- Grade2.4.B12
- Grade2.4.B13
- Grade2.4.B15

Activity

Addressing

- Grade2.4.A6.1
- Grade2.4.A6.2
- Grade2.4.B14.2

Narrative

Students take turns spinning a spinner and moving their cubes on shared number lines the interval indicated by the spin. Students may use their whole spin on one number line or split it between multiple number lines. A player whose cube lands exactly on the last tick mark of a number line keeps that cube. They then put a new cube at 0 on the same number line. The first player to collect five cubes wins.

Required Materials

Materials To Gather

- Centimeter cubes
- Paper clips

Materials To Copy

- Number Line Scoot Stage 1 Gameboard
- Number Line Scoot Stage 1 Spinner
- Number Line Scoot Stage 1 Directions

Additional Information

Each group of 2 students needs 10 centimeter cubes.

Center: Five in a Row: Addition and Subtraction (1–3)

Narrative

Students take turns generating numbers and placing counters on a gameboard. The first partner to have five counters in a row wins.

Stage 6: Add within 100, with Composing

Lesson

Supporting

- Grade2.4.A1
- Grade2.4.A2
- Grade2.4.A3
- Grade2.4.A4
- Grade2.4.A5

Narrative

Students choose the counter color each will use. One student places a paper clip on the gameboard to cover one number in each gray row. They add the numbers and place their color counter on the sum. Their partner moves one of the paper clips to a different number in the same row, adds the numbers, and places their color counter on the sum. If the sum is already covered on the gameboard, they move the same paper clip to a different number. Students take turns until a player gets five counters in a row or the board is filled.

Two gameboards are provided. On one board students add a one-digit number and a two-digit number. On the other board, they add two 2-digit numbers.

Required Materials

Materials To Gather

- Paper clips
- Two-color counters

Materials To Copy

- Five in a Row Addition and Subtraction Stage 6 Gameboards

Additional Information

Each group of 2 students needs 25 counters and 2 paper clips.

Center: Number Puzzles: Addition and Subtraction (1–5)

Narrative

Students use the digits 0–9 to make true each addition or subtraction equation.

Stage 4: Within 100, with Composing

Lesson

Addressing

- Grade2.4.B7
- Grade2.4.B8
- Grade2.4.B9
- Grade2.4.B10
- Grade2.4.B11
- Grade2.4.B12
- Grade2.4.B13

Activity

Supporting

- Grade2.4.A6.2

Narrative

Students work together, using number cards, to make true addition and subtraction equations within 100, with composing and decomposing. Each digit (0–9) can be used only once in a puzzle. Puzzles with fewer than 10 spaces will have leftover cards.

Required Materials

Materials To Copy

- Number Puzzles Digit Cards
- Number Puzzles Addition and Subtraction Stage 4 Gameboards

Additional Information

Each group of 2 students needs a set of digits (0–9) from the blackline master

Center: How Close? (1–5)

Narrative

Students pick a given number of digit cards and then choose a subset of cards to make an expression that yields a number as close as possible to a target number.

Students should remove from their deck the cards that show 10.

Stage 3: Add to 100

Lesson

Supporting

- Grade2.4.A1
- Grade2.4.A2
- Grade2.4.A3
- Grade2.4.A4
- Grade2.4.A5
- Grade2.4.B15

Activity

Supporting

- Grade2.4.B14.2

Narrative

Before playing, students remove the cards that show the number 10 and set them aside.

Each student picks seven digit cards and chooses four of them to make two 2-digit numbers that when added together, have a value as close to 100 as possible. Students then write their addition equations, and the student with a sum closest to 100 wins a point for the round. Before beginning a new round, students pick four new cards each so that they always begin with seven cards.

Required Materials

Materials To Copy

- How Close? Stage 3 Recording Sheet
- Number Cards 0–10

Center: Capture Squares (1–5)

Narrative

Students generate a number and connect two dots that are adjacent to the number. If that line closes the square, they capture the square and shade it in with their color. The first player to shade in three squares is the winner.

Stage 3: Add within 20

Activity

Supporting

- Grade2.4.A6.2

Narrative

Each student chooses to write in a different color. They take turns spinning the spinner (6–10), choosing a number card (0–10), and finding the sum. They connect two dots that are adjacent to that number on the gameboard. If the line they draw closes the square, they capture the square and shade it in with their color. If they cannot draw a line, they spin and choose a card again. The player to shade in three squares first is the winner. The spinner includes a wild space, where students can choose their own number.

To use the spinner, place the pencil point through one end of the paper clip and onto the center dot of the spinner. Then flick the paper clip to spin around the pencil point. The first bend of the paper clip can be straightened to make a longer dial for the spinner.

Required Materials

Materials To Gather

- Colored pencils or crayons
- Paper clips

Materials To Copy

- Number Cards 0–10
- Capture Squares Stage 3 Gameboard
- Capture Squares Stage 3 Spinner

Stage 4: Subtract within 20

Activity

Supporting

- Grade2.4.A6.2

Narrative

Each student chooses to write in a different color. They take turns spinning the spinner (16–20), choosing a number card (0–10), and finding the difference. They connect two dots that are adjacent to that number on the gameboard. If the line they draw closes the square, they capture the square and shade it in with their color. If they cannot draw a line, they spin and choose a card again. The first player to shade in three squares is the winner. The spinner includes a wild space, where students can choose their own number.

Required Materials

Materials To Gather

- Colored pencils or crayons
- Paper clips

Materials To Copy

- Number Cards 0–10
- Capture Squares Stage 4 Gameboard
- Capture Squares Stage 4 Spinner

Center: Jump the Line (2–5)

Narrative

Students take turns making strategic choices about numbers to add or subtract to reach target numbers.

Students choose three target numbers and mark them on the number line. Both players start at the beginning of the number line. Taking turns, they spin three spinners, choose a number from one of the spinners, and move that distance on the number line. The first player to land exactly on two target numbers wins.

Stage 1: Add and Subtract within 100

Lesson

Addressing

- Grade2.4.B15

Activity

Addressing

- Grade2.4.B14.1
- Grade2.4.B14.2

Narrative

Students choose three target numbers and mark them on the number line. Both players start at 30 on the number line marked in increments of 1. They take turns spinning three spinners, choosing a number from one of the spinners, and moving that distance on the number line. If all three spins result in a move beyond the number line, the player spins again. The first player to land directly on two target numbers wins.

Spinners show adding or subtracting 10, 5, or 1.

Required Materials

Materials To Gather

- Paper clips

Materials To Copy

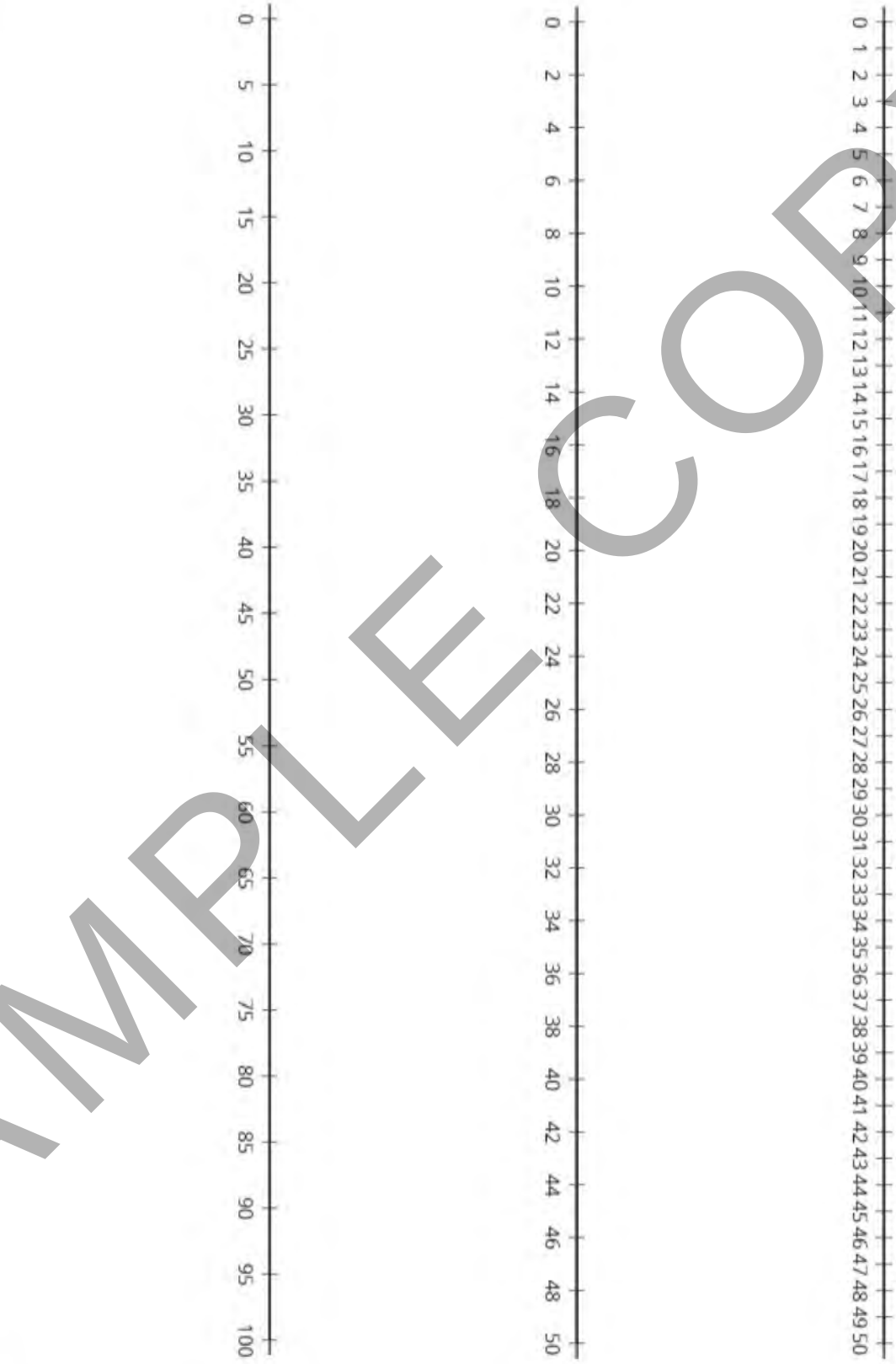
- Jump the Line Stage 1 Gameboard
- Jump the Line Stage 1 Spinners

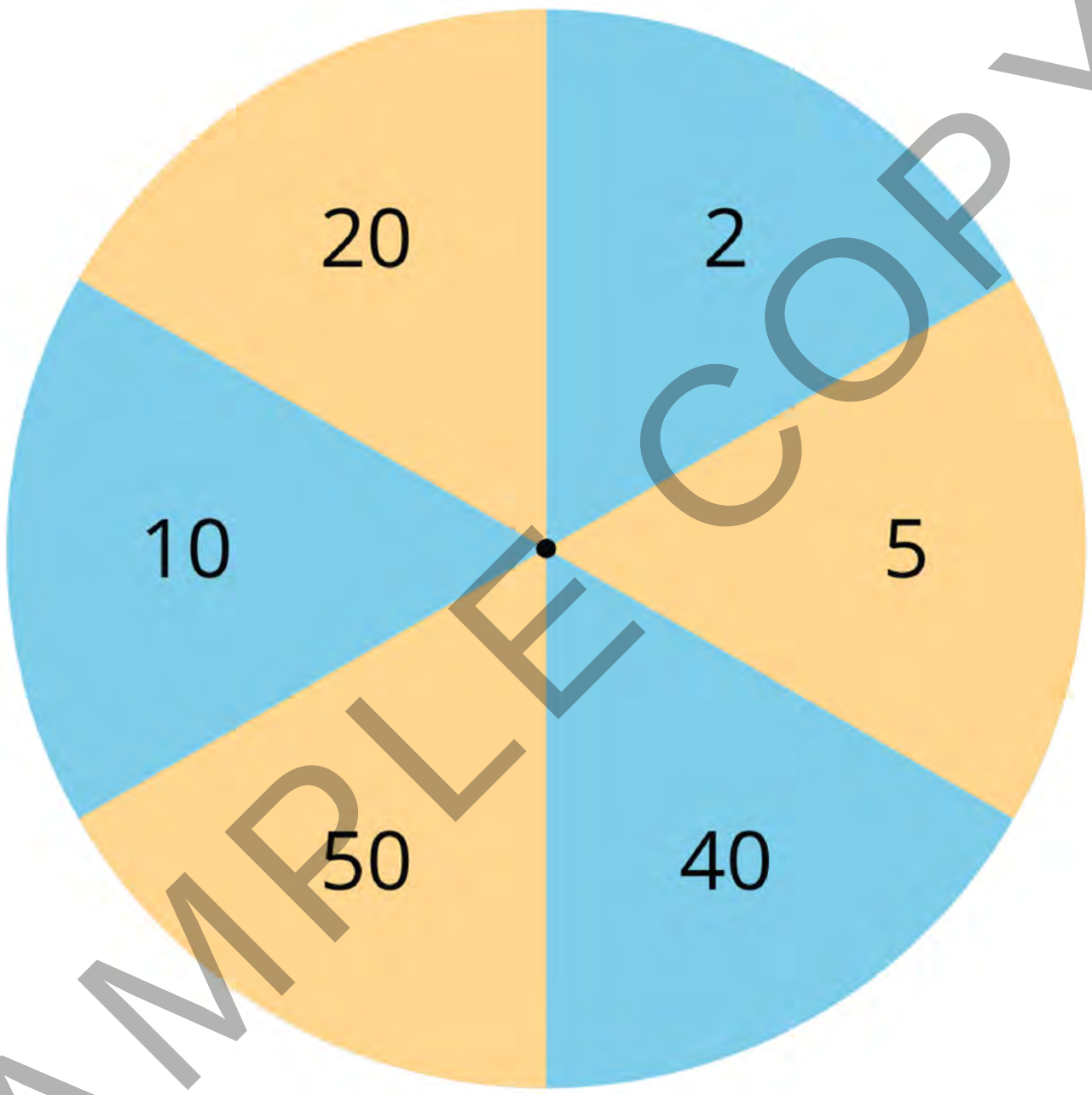
Additional Information

Each group of 2 students needs 5 paper clips.

address	title	students per copy	written on?	requires cutting?	card stock recommended?	color paper recommended?	used multiple times?	used as a center material?
Number Line Scoot (2–4): 1	Number Line Scoot Stage 1 Gameboard	2	no	no	no	no	yes	yes
Number Line Scoot (2–4): 1	Number Line Scoot Stage 1 Spinner	2	no	no	no	no	yes	yes
Number Line Scoot (2–4): 1	Number Line Scoot Stage 1 Directions	2	no	yes	no	no	yes	yes
Five in a Row: Addition and Subtraction (1–3): 6	Five in a Row Addition and Subtraction Stage 6 Gameboards	2	no	no	no	no	yes	yes
Number Puzzles: Addition and Subtraction (1–5): 4	Number Puzzles Digit Cards	14	no	yes	no	no	yes	yes
Number Puzzles: Addition and Subtraction (1–5): 4	Number Puzzles Addition and Subtraction Stage 4 Gameboards	2	no	no	no	no	yes	yes

address	title	students per copy	written on?	requires cutting?	card stock recommended?	color paper recommended?	used multiple times?	used as a center material?
How Close? (1–5): 3	How Close? Stage 3 Recording Sheet	1	yes	no	no	no	no	yes
How Close? (1–5): 3	Number Cards 0–10	2	no	yes	yes	no	yes	yes
Capture Squares (1–5): 3	Capture Squares Stage 3 Gameboard	2	yes	no	no	no	no	yes
Capture Squares (1–5): 3	Capture Squares Stage 3 Spinner	2	no	no	no	no	yes	yes
Capture Squares (1–5): 4	Capture Squares Stage 4 Gameboard	2	yes	no	no	no	no	yes
Capture Squares (1–5): 4	Capture Squares Stage 4 Spinner	2	no	no	no	no	yes	yes
Jump the Line (2–5): 1	Jump the Line Stage 1 Gameboard	2	yes	no	no	no	yes	yes
Jump the Line (2–5): 1	Jump the Line Stage 1 Spinners	2	no	no	no	no	yes	yes


0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50
0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40 42 44 46 48 50
0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100
0 10 20 30 40 50 60 70 80 90 100



Directions:

- Place a small cube on 0 on each number line.
- On your turn:
  - Spin the spinner.
  - Count aloud as you move that distance. Use the tick marks on the number lines.
  - You can use your whole spin on 1 number line or split it between more than 1 number line.
- Take turns.
- If a cube lands *exactly* on the last tick mark of a number line, that player keeps the cube and puts a new one at 0.
- The first player to collect 5 cubes wins.

Directions:

- Place a small cube on 0 on each number line.
- On your turn:
  - Spin the spinner.
  - Count aloud as you move that distance. Use the tick marks on the number lines.
  - You can use your whole spin on 1 number line or split it between more than 1 number line.
- Take turns.
- If a cube lands *exactly* on the last tick mark of a number line, that player keeps the cube and puts a new one at 0.
- The first player to collect 5 cubes wins.

Directions: (2-digit plus 2-digit)

- Partner A: Put a paper clip on 1 number in each gray row. Cover the sum of the 2 numbers with a counter.
- Partner B: Move 1 of the paper clips to another number in the same row. Add the numbers. Cover the sum with a counter.
- Take turns. If a partner finds a sum that is already covered, they move the same paper clip to a different number. The game ends when a partner fills the gameboard or places 5 counters in a row—across, up and down, or diagonal.

81	91	54	46	90
84	83	35	82	53
60	92	99	73	51
73	42	44	53	92
100	75	82	61	64

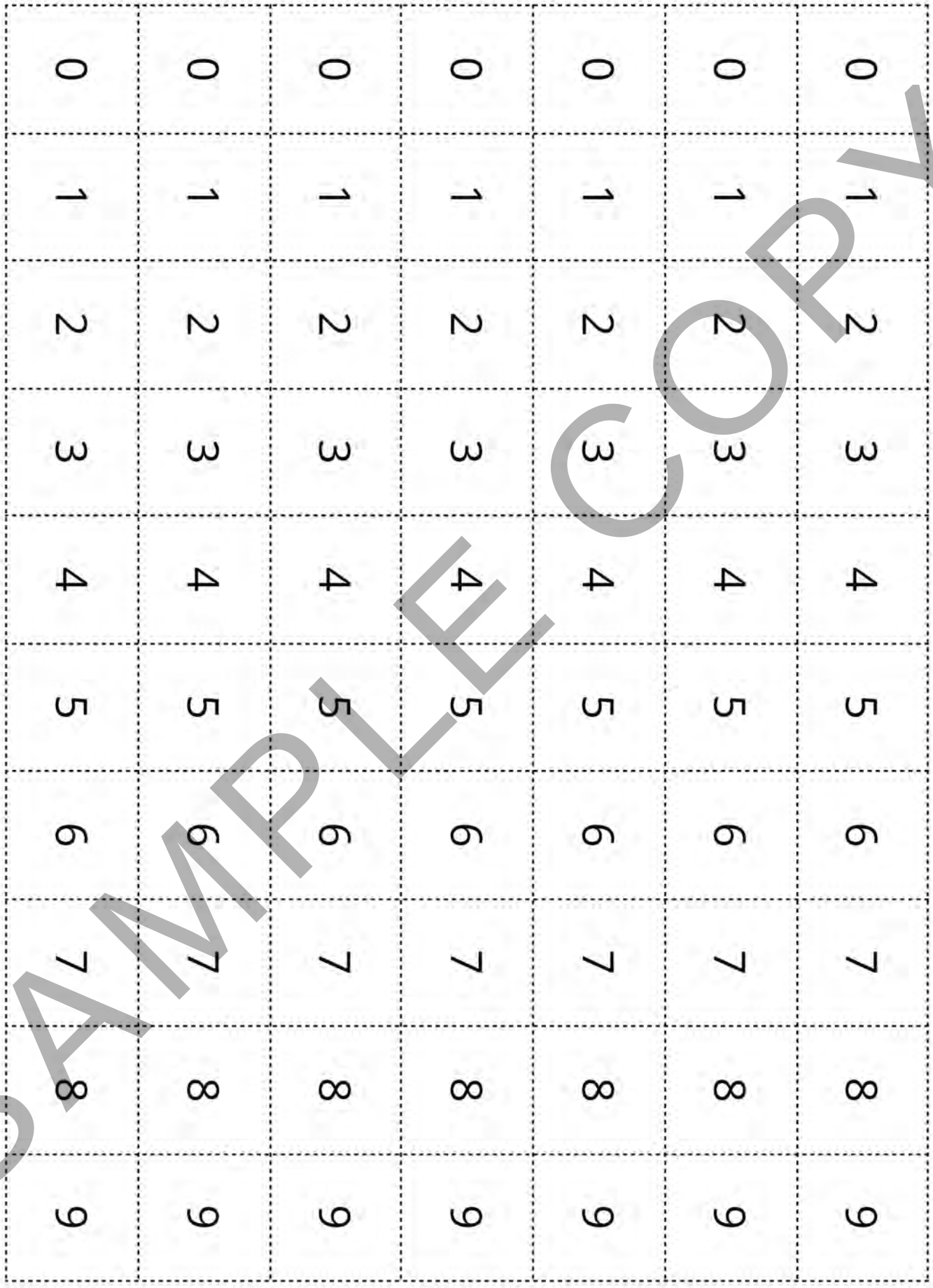
16	27	25	34	35
65	19	57	26	48

Directions: (1-digit plus 2-digit)

- Partner A: Put a paper clip on 1 number in each gray row. Cover the sum of the 2 numbers with a counter.
- Partner B: Move 1 of the paper clips to another number in the same row. Add the numbers. Cover the sum with a counter.
- Take turns. If a partner finds a sum that is already covered, they move the same paper clip to a different number. The game ends when a partner gets 5 counters in a row or the gameboard is filled. Counters can be across, up and down, or diagonal.

75	64	24	26	63
65	25	22	31	55
58	30	67	32	66
72	56	54	34	71
74	23	33	73	57

5	6	7	8	9
17	25	49	58	66


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

Puzzle 1

Place a digit card in each space to make the equations true. Each digit 0–9 can only be used once. Some cards will be left over.

$63 = 5 \square + 8$	$63 = 5 \square + \square$
$63 = 1 \square + 52$	$63 = 3 \square + \square 9$
$63 = \square + \square + 24$	$63 = 3 \square + \square 25$

Puzzle 2

Place a digit card in each space to make the equations true. Each digit 0–9 can only be used once. Some cards will be left over.

$80 = 3\square + 41$	$80 = \square\square + 7$	$80 = \square\square + 16$
$80 = 27 + \square\square$	$80 = 1\square + \square 6$	$80 = \square\square + \square\square$
$80 = \square\square + \square\square$	$80 = \square\square + 29$	$80 = 5\square + \square\square$

Puzzle 3

Place a digit card in each space to make the equations true. Each digit 0–9 can only be used once. Some cards will be left over.

$27 = 1\square + 14$	$27 = 1\square + 1\square$	$27 = \square + 11$
$27 = 9 + \square\square$	$27 = 2\square + 3$	$27 = \square + 8$
$2\square = 1\square + 11$	$27 = 1\square + \square$	

Puzzle 4

Place a digit card in each space to make the equations true. Each digit 0–9 can only be used once.

92 = ☐☐ + 6	92 = ☐ + 83	92 = 7☐ + 1☐
92 = 9☐ + ☐	92 = ☐☐ + 39	92 = 78 + ☐☐

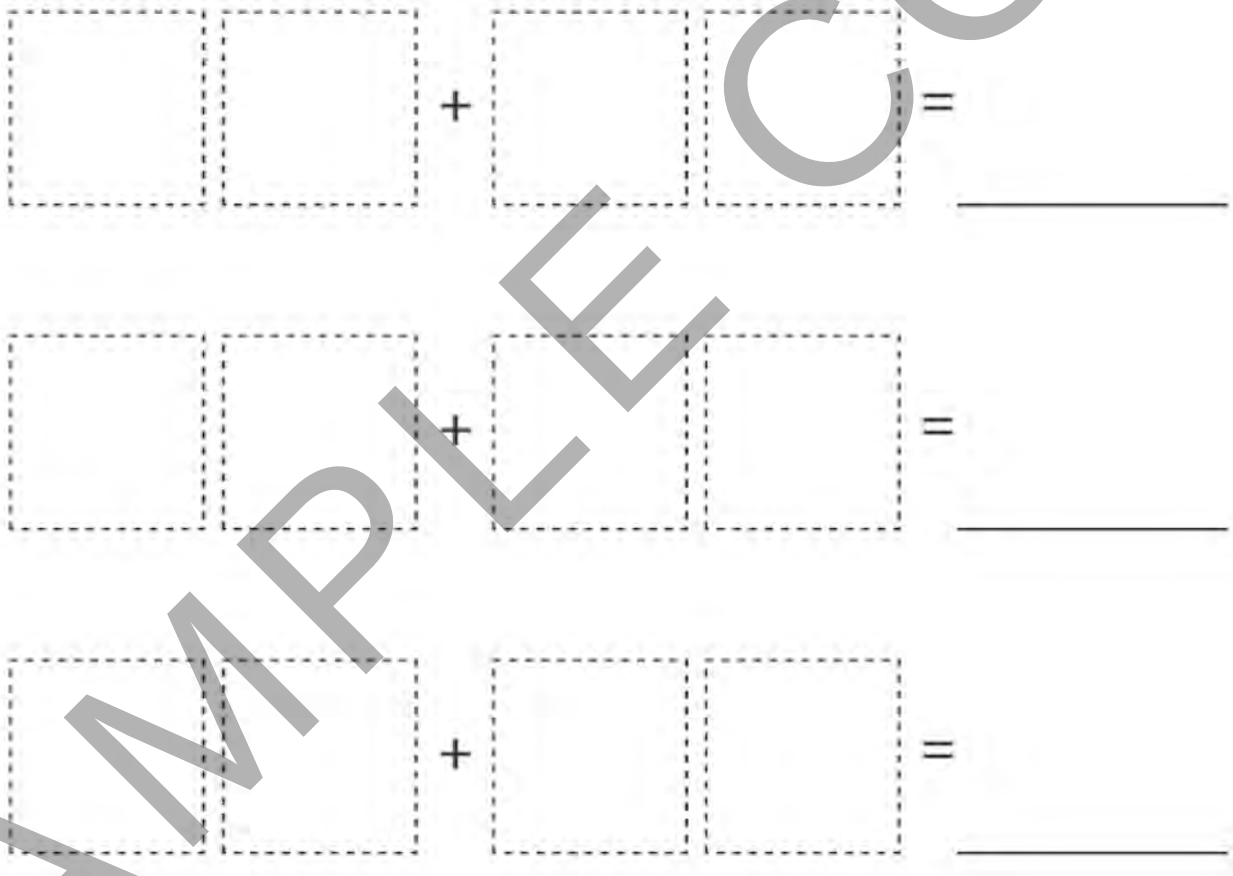
Puzzle 5

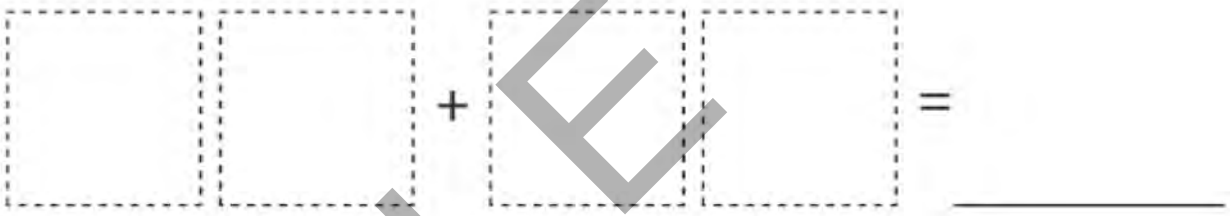
Place a digit card in each space to make the equations true. Each digit 0–9 can only be used once. Some cards will be left over.

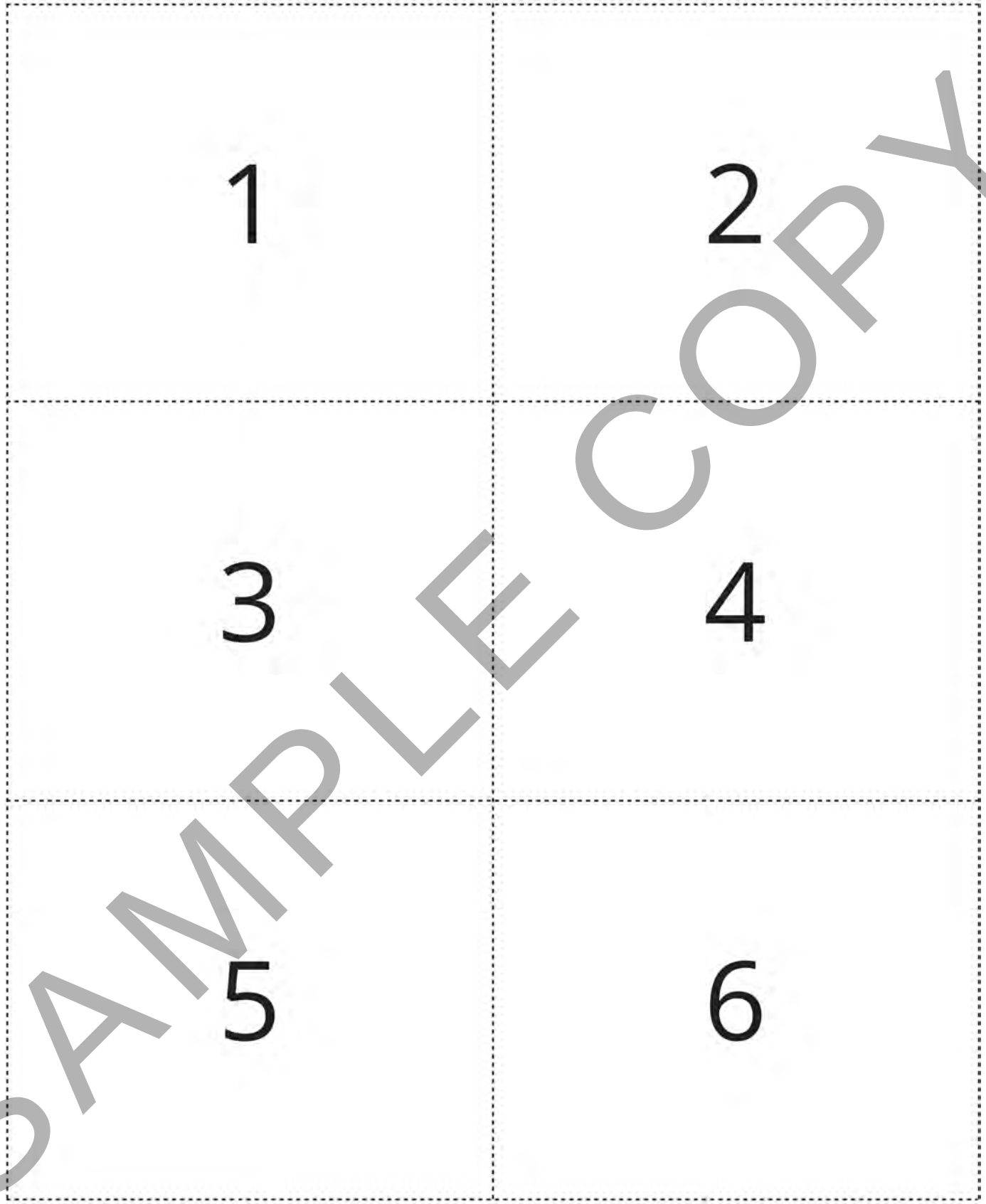
46 = ☐☐ + 23	46 = 1☐ + 31	
46 = 4☐ + 5	46 = 3☐ + 7	
46 = 3☐ + 10	46 = 3☐ + 8	

Directions:

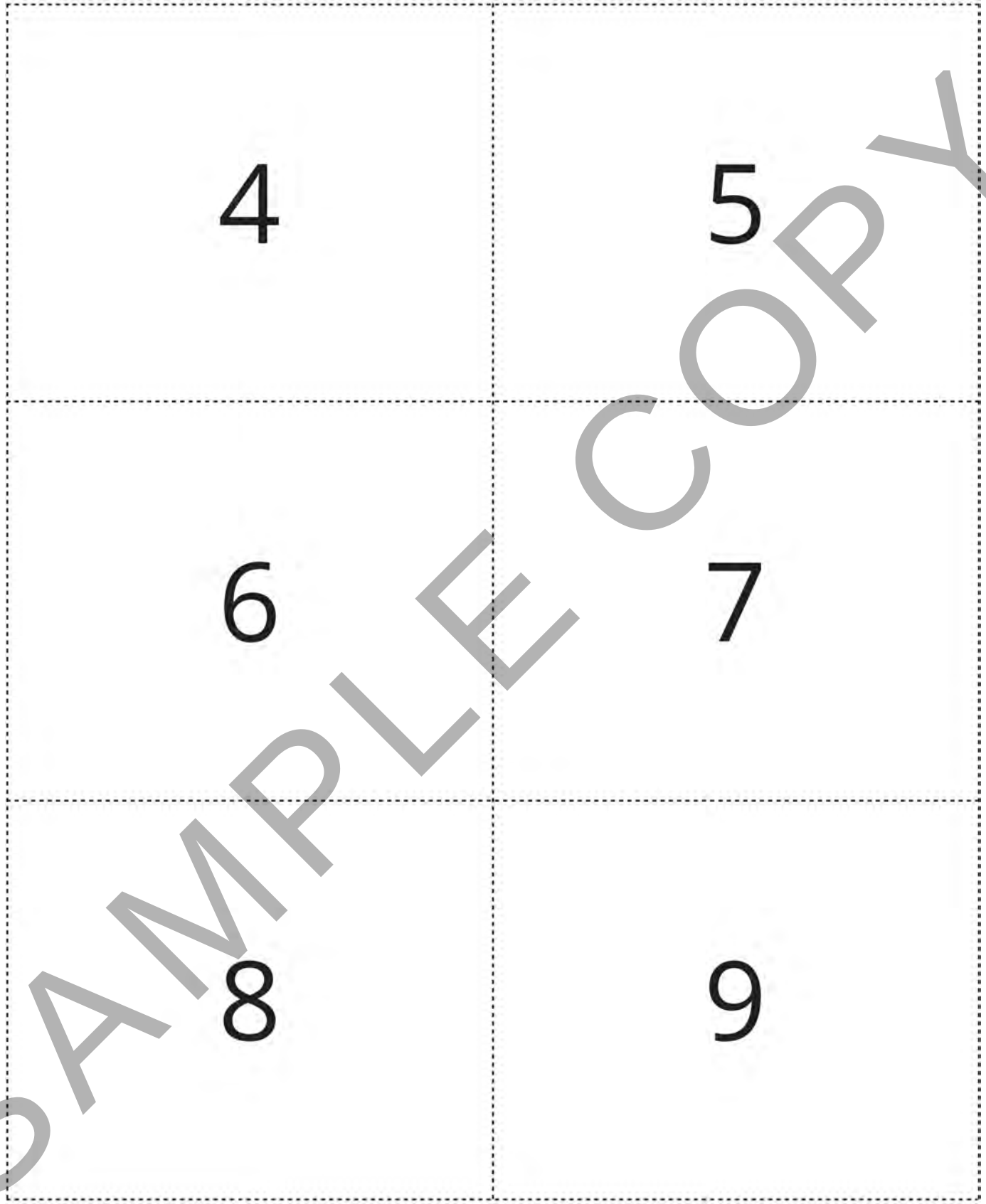
- Remove the cards that show 10. Set them aside.
- Each partner:
  - Take 7 cards.
  - Choose 4 cards. Make 2 two-digit numbers.
  - Write an equation to show the sum of the numbers you made.
  - Compare sums with your partner. The partner that is closer to 100 wins a point.
- Take 4 new cards. Start the next round.







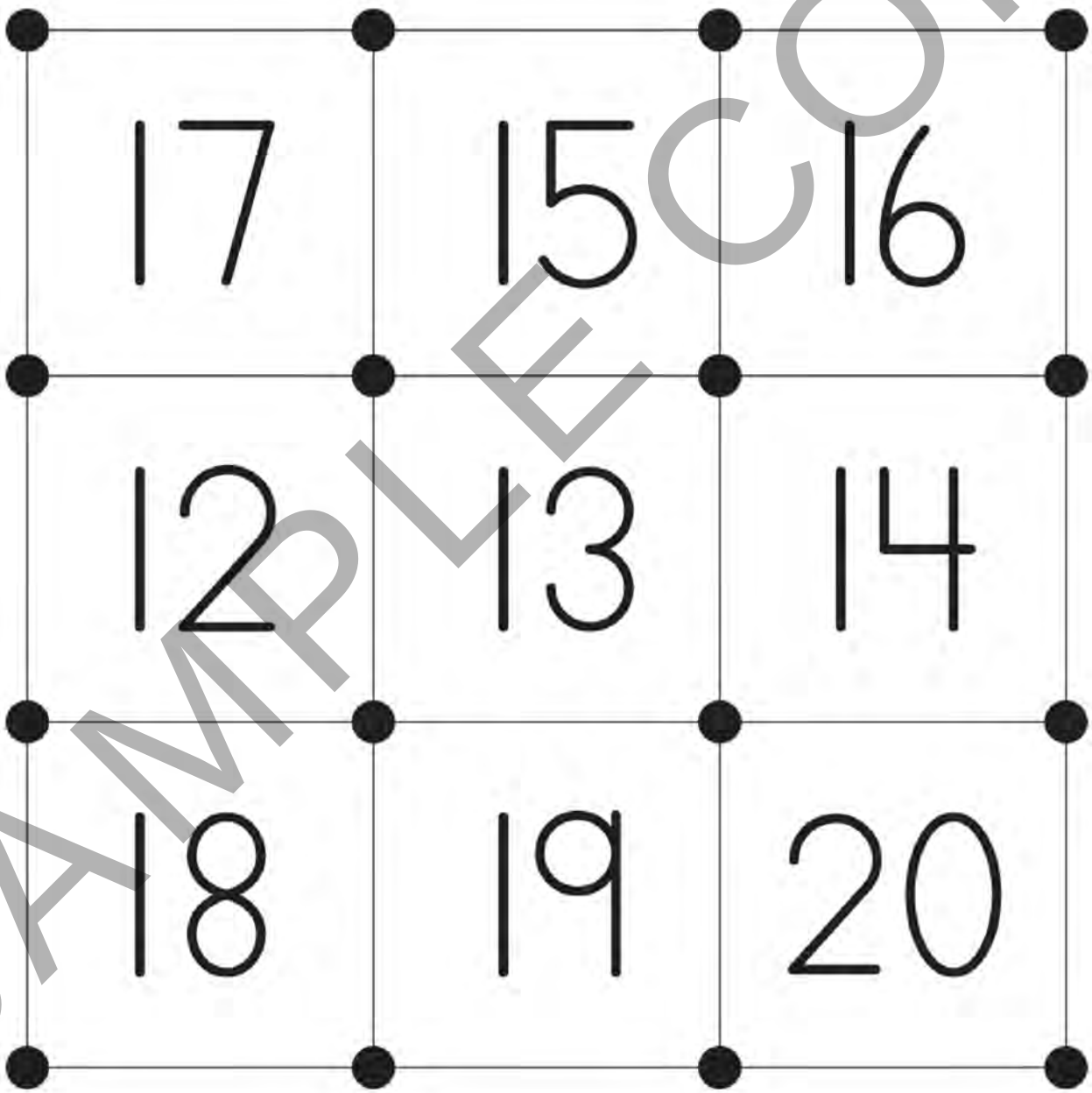
7	8
9	1
2	3

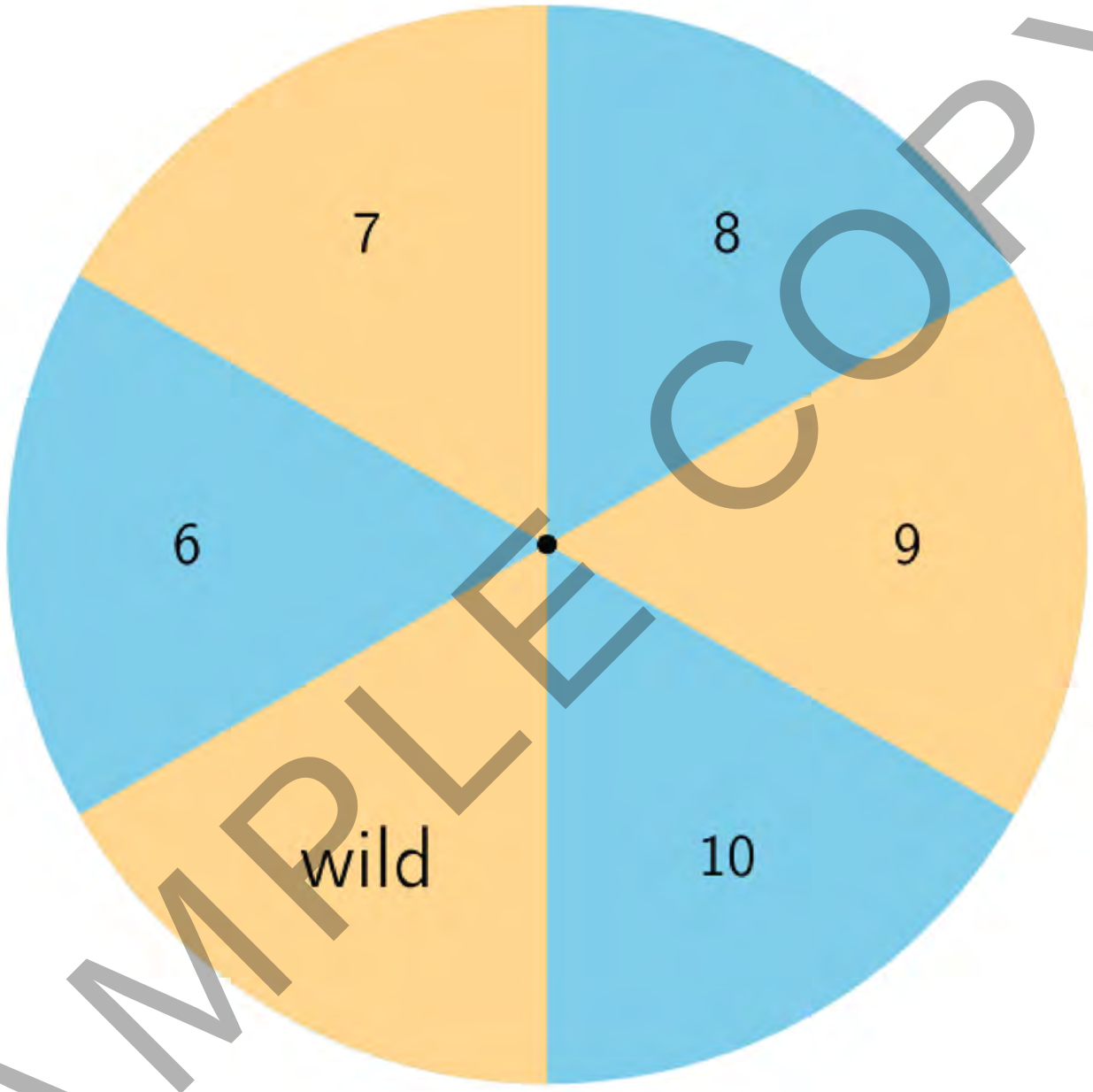


0	0
10	10

Directions:

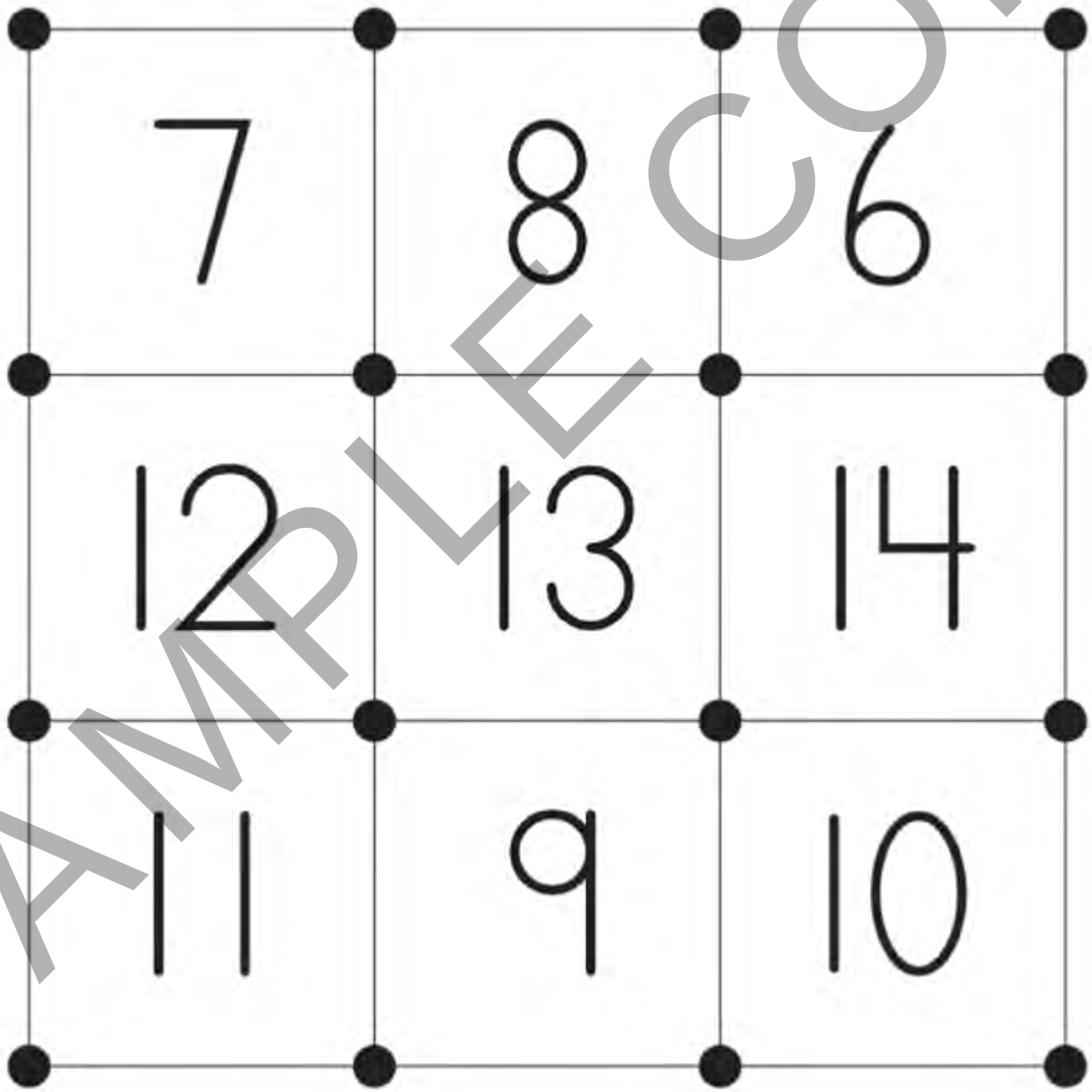
- On your turn:
  - Spin the spinner. Take 1 number card. Find the sum.
  - Choose a square on the gameboard that shows that number. Draw 1 line. Connect any 2 dots around the number.
  - If you can't draw a line, spin again. Then take a new card.
  - If you draw a line that finishes a square around a number, shade in that box.
- Take turns. The first player to shade in 3 boxes wins.

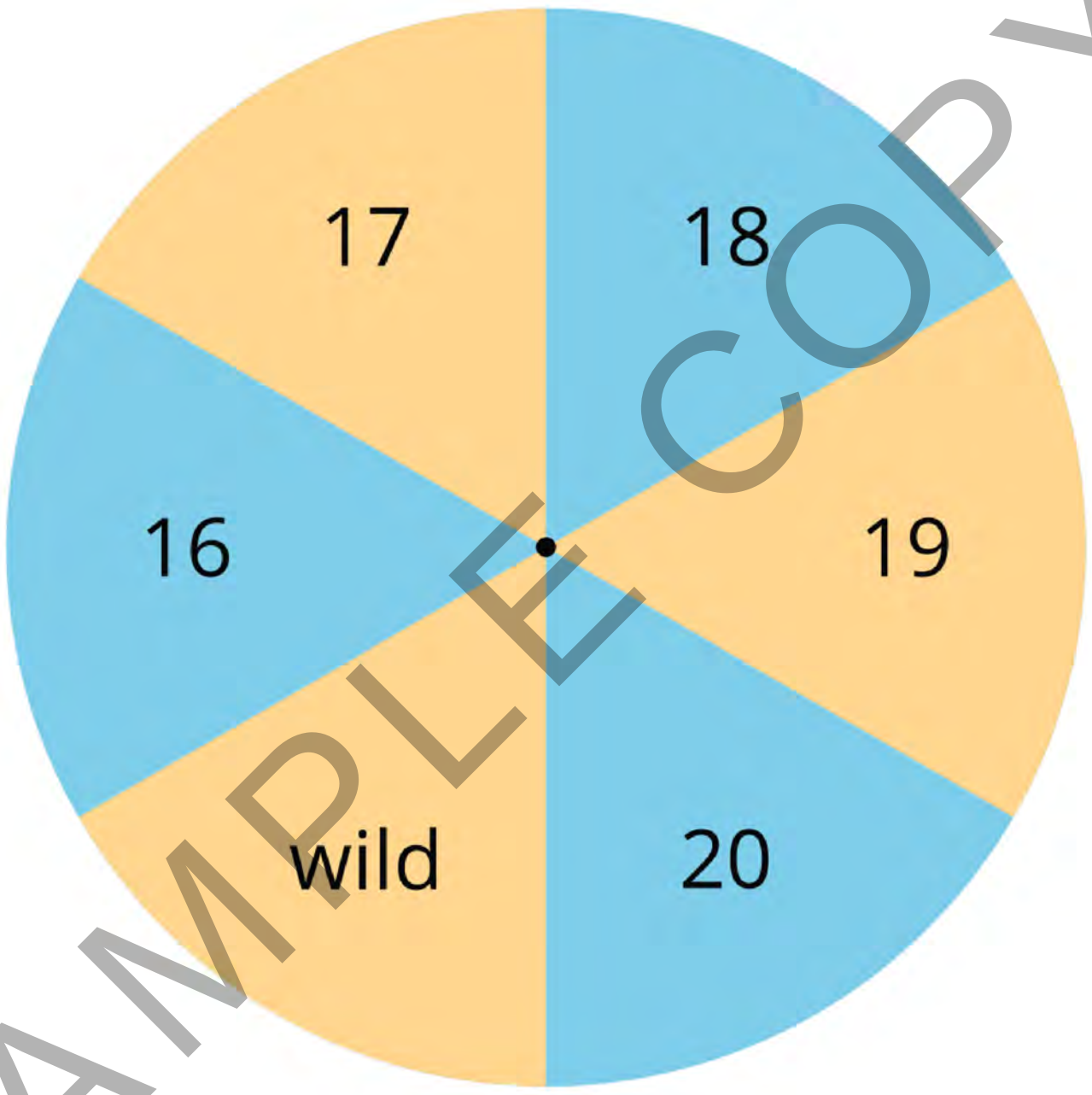




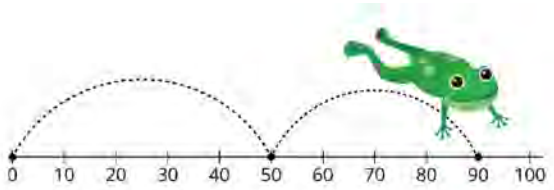
Directions:

- On your turn:
  - Spin the spinner. Take 1 number card. Subtract the number on the card from the number on the spinner.
  - Choose a square on the gameboard that shows that number. Draw 1 line. Connect any 2 dots around the number.
  - If you can't draw a line, spin again. Then take a new card.
  - If you draw a line that finishes a square around a number, shade in that box.
- Take turns. The first player to shade in 3 boxes wins.

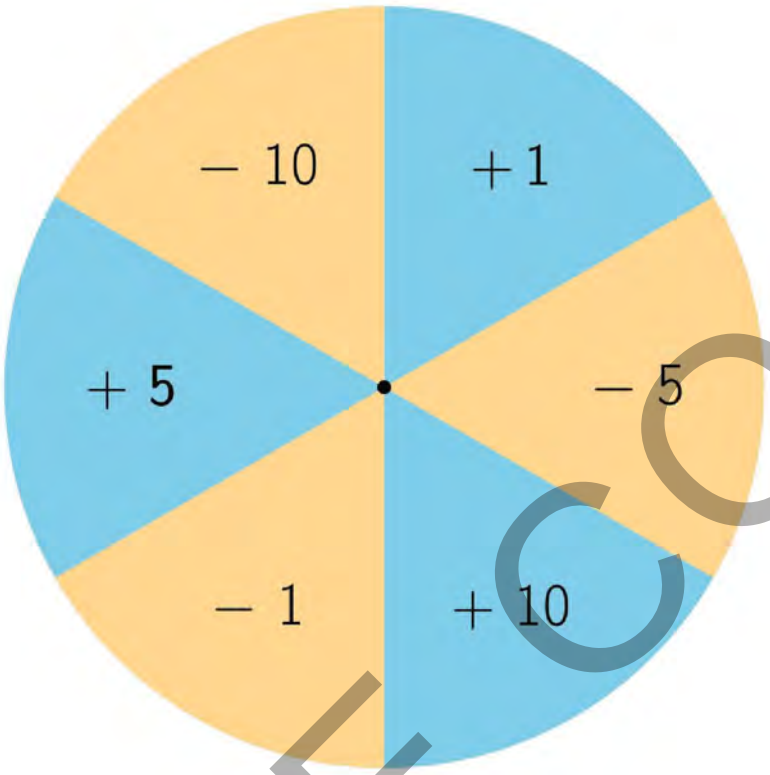


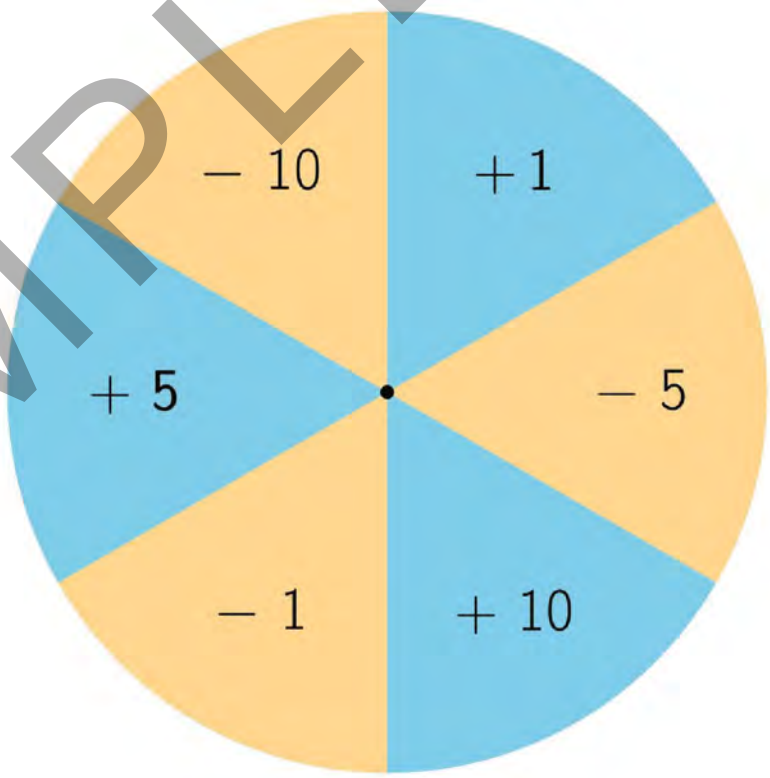


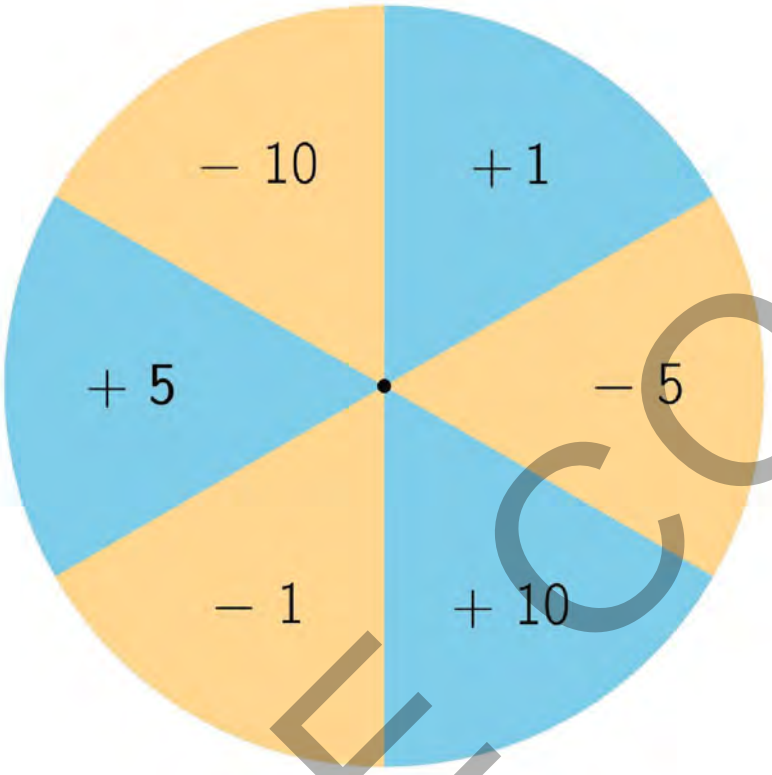
Directions:



- Choose 3 target numbers. Mark them on the number line.
- Both partners start at 30.
- On your turn:
  - Spin all 3 spinners.
  - Choose a number from 1 of the spinners. Move that distance on the number line. If all 3 spins result in a move off the number line, spin again.
  - Mark your location on the number line.
- Take turns. The first partner to land on 2 of the target numbers wins.







Attributions

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