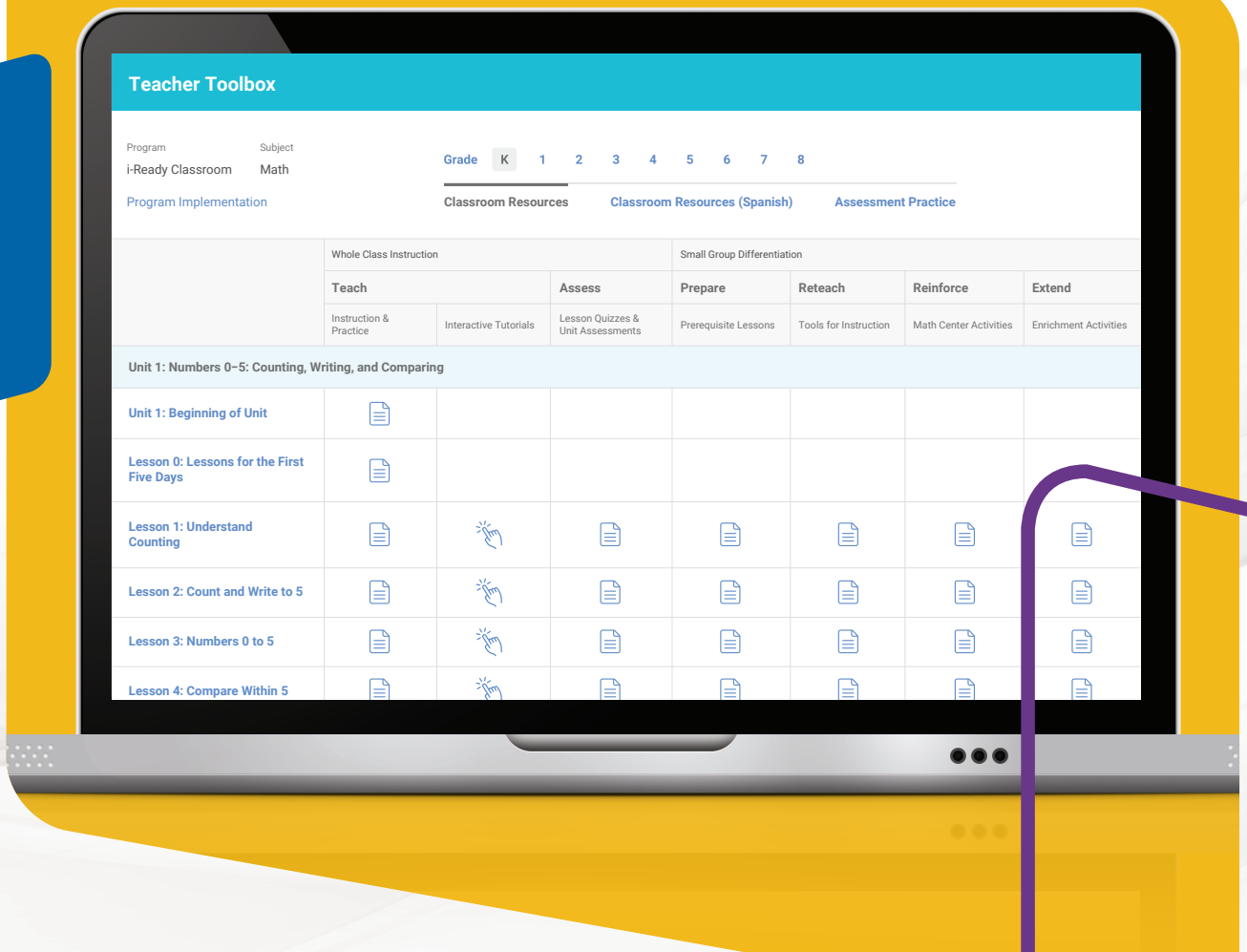
Grade K

i-Ready Classroom Mathematics

Teacher Toolbox Resources Sampler



Engaging Resources to Drive Student Growth

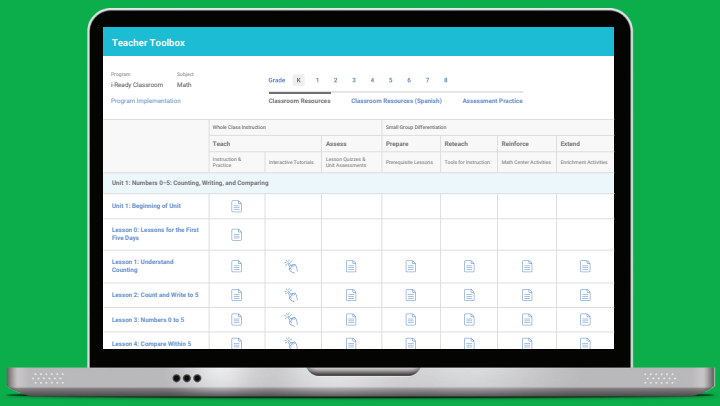
i-Ready Classroom Mathematics includes a wealth of resources to meet the needs of all learners. Teaching and learning resources are accessible through the Teacher Digital Experience on i-ReadyConnect.com.

Easily Access All K–8 Resources

Want to see everything? Explore all K–8 resources in your demo account. Review the *Teacher Digital Experience Walkthrough* to see how.

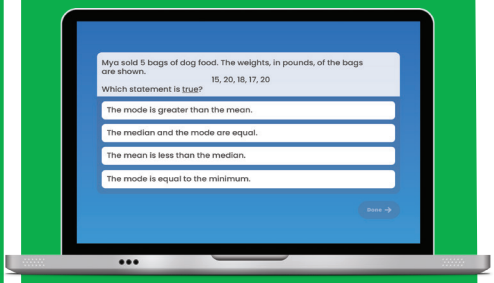
The Teacher Digital Experience includes:

Teacher Toolbox



- Activity Sheets E/S
- Assessments *(Lesson Quizzes, Practice Tests, Mid-Unit—Forms A and B, and Unit—Forms A and B)* E/S
- Cumulative Practice E/S
- Develop Session Videos
- Digital Math Tools
- Discourse Cards and Cube E/S
- Graphic Organizers E/S
- Games *(Unit-Level K–8 and Grade Level K–2)* E/S
- Enrichment Activities E/S
- Family Letters E/S
- Fluency and Skills Practice E/S
- Implementation Support
- Interactive Tutorials
- Literacy Connection Activities E/S
- Math Center Activities *(On Level, Below Level, and Above Level)* E/S
- Student Worktext PDFs E/S
- PowerPoint® Slides *(Editable)* E/S
- Prerequisite Lessons
- Professional Learning Videos
- Teacher's Guide PDFs E/S
- Tools for Instruction E/S
- Unit Flow & Progression Videos*

Digital Assessments and Reports



- Comprehension Checks and Reports E/S
- Diagnostic and Prerequisites Reports E/S

Digital Practice and Games

- Interactive Learning Games and Reports E/S
- Interactive Practice and Report

E/S = Available in English and Spanish

*Closed captioning available in English and Spanish

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The pages throughout this sampler are subject to change.

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"I love the rigor of the program, and I love having access to all grade levels of the Toolbox. It allows me to differentiate the instruction within each of my math groups."

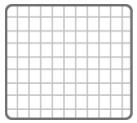
—Elementary Teacher, OH

Teddy Bears' Picnic

Instructions Page (2 players)

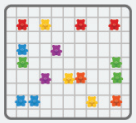
Materials and setup

Picnic game board



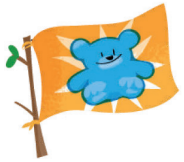
Number chart
1–20, 1–50, or 1–120

Bear counters
6, 12, or 16



- Each player places their bears on the number chart.
- Make sure each bear covers one number.
- Pick a person to start.

Goal



Get all the bears to the picnic by guessing the hidden numbers!

On your turn

Picker:
Put your finger on a bear's head, but don't lift it up!

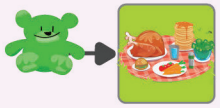
Guesser:
Guess the number under the bear by saying it out loud.

Picker:
Check if your partner is correct by lifting the bear and reading the number out loud.

✔ **If the guess was correct**, give the bear to your partner.

✘ **If the guess was wrong**, put the bear back!

Guesser:
If you were correct, **put** the bear on the picnic!



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

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

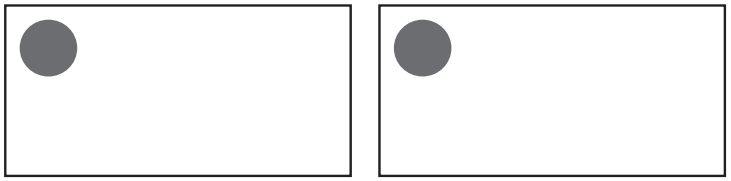
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Fluency and Skills Practice

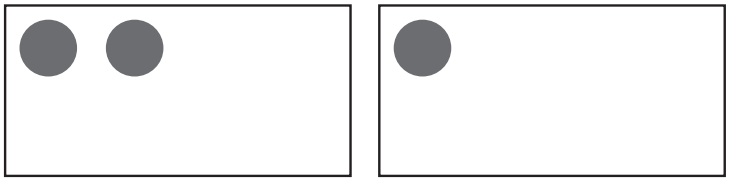
Adding Within 5

Name _____

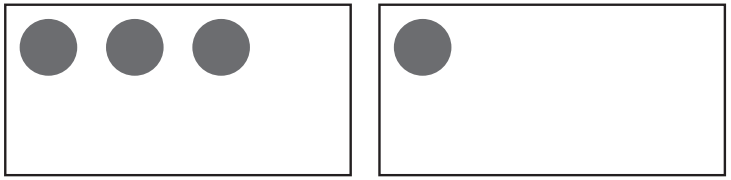
Example



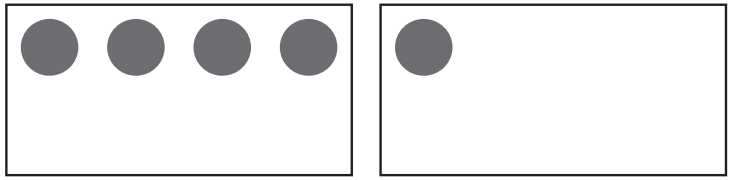
1 + 1 = 2



2 + 1 = _____



3 + 1 = _____



4 + 1 = _____

Ask children to write equations to match the dot cards. Have children write the total in each equation.

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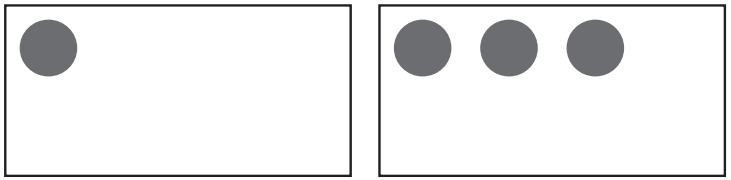
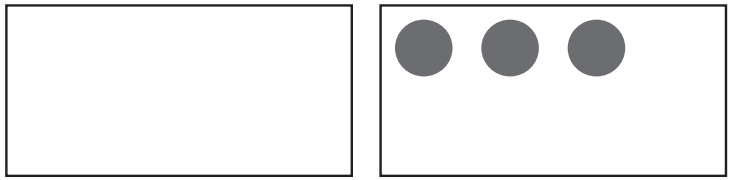
Adding Within 5 *continued*

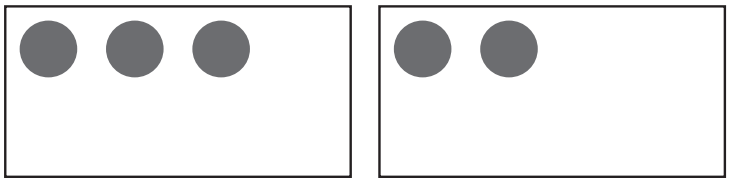
Name _____



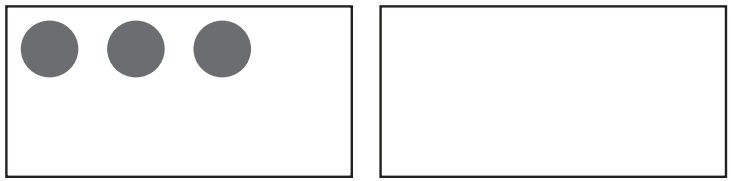
$1 + 3 =$ _____



$0 + 3 =$ _____



$3 + 2 =$ _____



$3 + 0 =$ _____

Ask children to write equations to match the dot cards. Have children write the total in each equation.

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Name _____

Last One Wins Game Board

Materials For each pair: 10 counters; For each player: *Last One Wins* Game Board
How to Play Take turns putting 1 or 2 counters on the Game Board. On your turn, tell how many counters are on the Game Board. Then add 1 or 2 counters. Tell how many you added, and tell the new total. For example, say: *There are 3 counters. I added 2 more, and now there are 5.* The player who fills the last square wins.

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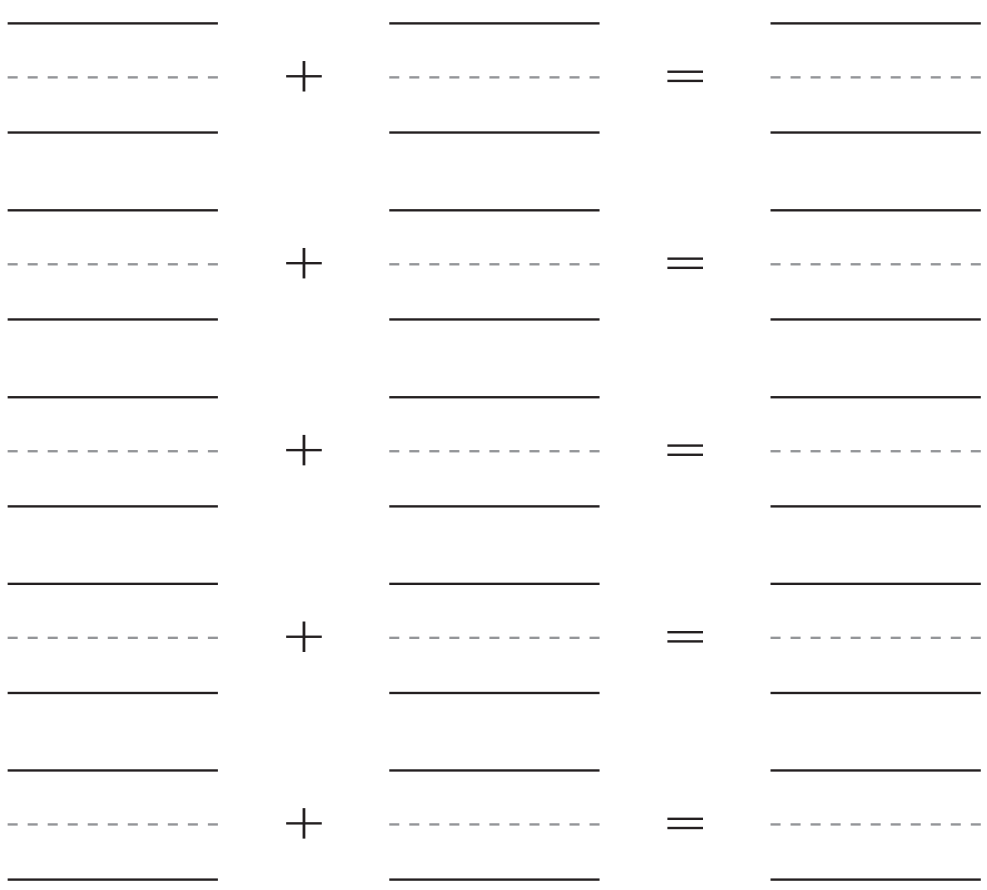
Addition Equation Recording Sheet



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Tools for Instruction

Add Within 5

Objective Write equations using + and = to show addition situations.	**Materials** crayons, markers, connecting cubes, counters

In the preceding lesson, students explored addition and the use of the plus and equal symbols to record the joining of groups. In this lesson, students continue to learn about addition by writing equations that refer to real-world situations. Students need to classify objects in different ways to see what they can add. The lesson helps students see the real-world uses of addition. It also provides practice in writing and reading equations and using the vocabulary of addition, notably words such as *plus* and *equals*.

Step by Step 15–20 minutes

1 Introduce the objects.

- Give the student five objects as follows: one red crayon, one blue crayon, one blue marker, one red connecting cube, and one red counter. If these are not available, use other objects that can be sorted in at least two different ways.
- Ask the student to count the total number of objects. (There are 5 objects in all.)
- Tell the student that there are different ways to sort, or group, the objects. Say: *How many crayons are there? How many blue objects are there?* (2 crayons; 2 blue objects)
- Ask the student to identify other ways to sort the objects and to tell you how many there are in each category. Ask guiding questions as needed, such as *How many ____ are there?* (Sample answers: There is one cube; there are three objects you can draw with; there are three red objects.)

Support English Learners Use visual supports to help students recall color names.

2 Write equations.

- Say: *We can use these objects to write addition equations.*
- Have the student make a group of red objects and a group of blue objects.
- Ask the student to tell you how many of each color there are and then tell how many there are in total. (3 red objects; 2 blue objects; 5 objects in all)
- Ask the student to use this information to write an addition equation. Have the student read the equation aloud. (3 + 2 = 5)
- Repeat with other combinations, such as having the student write an equation showing the total number of objects that are used for drawing. (two crayons and one marker; 2 + 1 = 3) Note that in some cases, such as this combination, not all objects will be used.

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Check for Understanding

Give the student one green connecting cube, one yellow counter, one yellow marker, one green marker, and one green crayon. Have the student sort the objects into two categories, write an equation to describe the situation, and read the equation aloud.

For the student who struggles, use the table below to help pinpoint where extra help may be needed.

If you observe…	the student may…	Then try…
that the student does not sort the objects correctly,	not understand how to group objects by their attributes.	having the student describe each object and listen for a common attribute.
that the student writes the wrong numbers in the equation,	not be counting precisely.	having the student count the objects twice to ensure that the count is accurate.
that the student omits the plus or equal sign in the equation,	not understand that action words such as *plus* and *equals* must be recorded as part of the equation.	saying the correct equation aloud one word at a time and having the student check to make sure the corresponding number or symbol is in place.

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Center Activity K.26 ★★

Add and Move

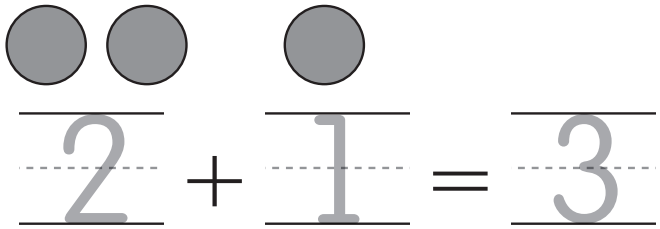
Check Understanding
Have the child select an addition fact card at random and find the total using counters as needed.

What You Do

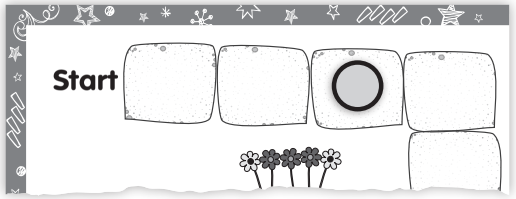
Take a card.

$2 + 1 = \_\_$

Add and write.



1, 2 Move that many spaces.



On Level shown here.

What You Need

- 5 counters
- 2 game markers
- Addition Fact Cards
- Game Board
- Recording Sheet

What You Do

1. Shuffle the cards and stack them facedown.
2. Take turns. Pick a card and add the numbers with counters. Write the matching equation on the **Recording Sheet.**
3. Look at your total and move your game marker that number of spaces on the **Game Board.**
4. Each player takes three turns. The player that makes it farther on the **Game Board** wins!

Go Further!

Play again. This time, place all the cards faceup in rows. On your turn, choose a card. Add the numbers and move that number of spaces on the **Game Board.** Play until the first person reaches the end.

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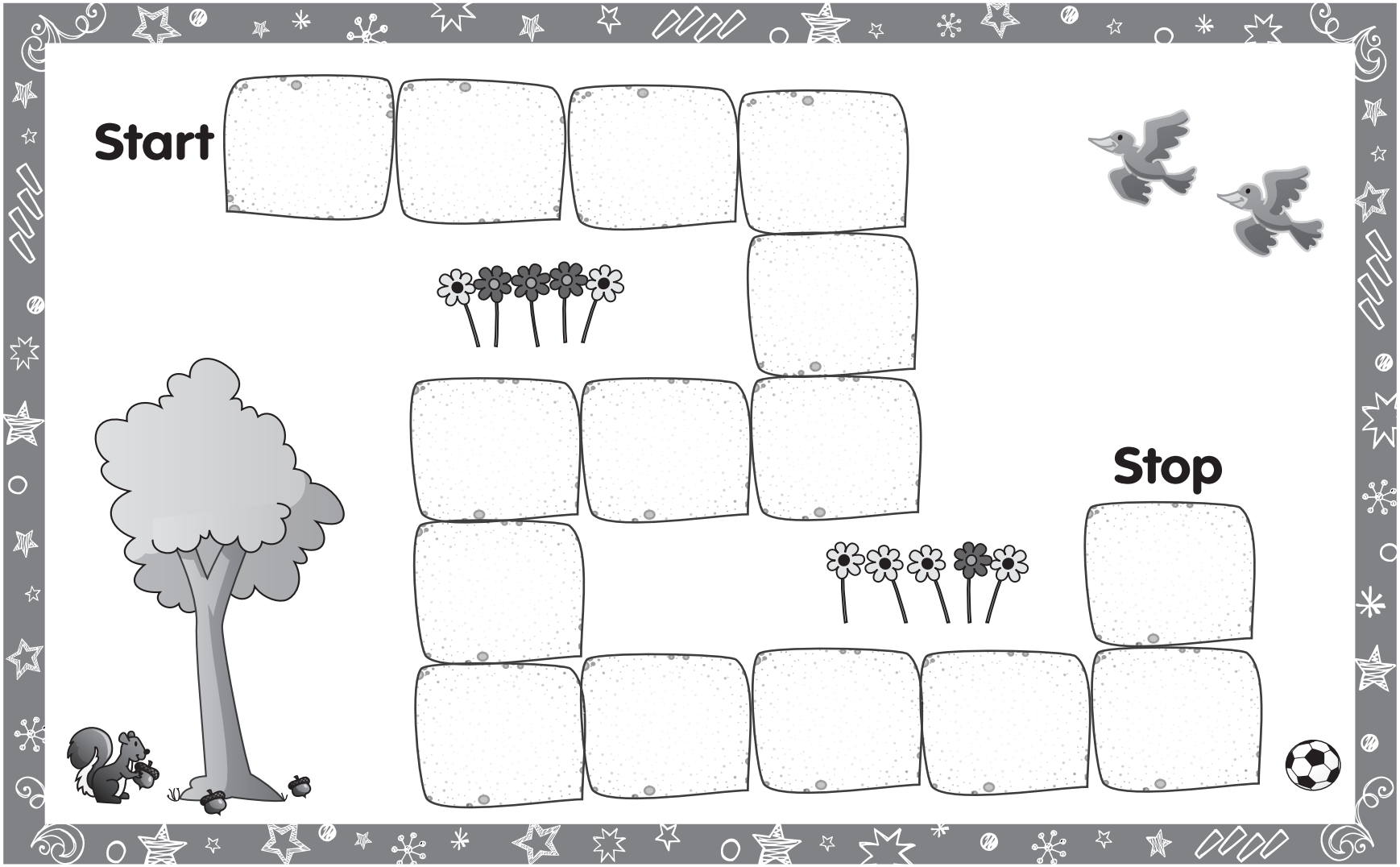
Center Activity K.26 ★★ Game Board

Player A _____

Player B _____



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Center Activity K.26 ★★

Add and Move

Recording Sheet

Player A _____

Player B _____

Player A	Player B
___ + ___ = ___	___ + ___ = ___
___ + ___ = ___	___ + ___ = ___
___ + ___ = ___	___ + ___ = ___

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$1 + 1 =$ _____	$4 + 1 =$ _____
$1 + 2 =$ _____	$3 + 2 =$ _____
$1 + 3 =$ _____	$3 + 1 =$ _____
$1 + 4 =$ _____	$2 + 3 =$ _____
$2 + 1 =$ _____	$2 + 2 =$ _____

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4

Center Activity K.26 ★★ Addition Fact Cards

Operations and Algebraic Thinking

Center Activity K.26 ★

Add and Move

Check Understanding
Display an addition fact card. Have the child use counters to find the total and then tell the total.

What You Do

What You Do

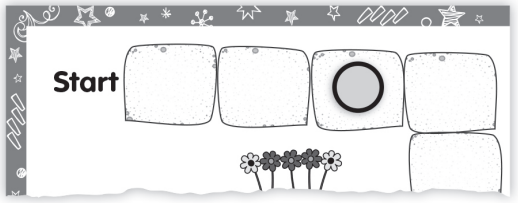
Take a card.

$2 + 1 =$ ____

Add and write.

2 + 1 = 3

1, 2 Move that many spaces.



Below Level shown here.
Above Level also available.

What You Need

- 5 counters
- 2 game markers
- Addition Fact Cards
- Game Board
- Recording Sheet

What You Do

1. Shuffle the cards and stack them facedown.
2. Take turns. Pick a card and add the numbers with counters. Write the matching equation on the **Recording Sheet.**
3. Look at your total and move your game marker that number of spaces on the **Game Board.**
4. Each player takes three turns. The player that makes it farther on the **Game Board** wins!

Go Further!

Play again. This time, place all the cards faceup in rows. On your turn, choose a card. Add the numbers and move that number of spaces on the **Game Board.** Play until the first person reaches the end.

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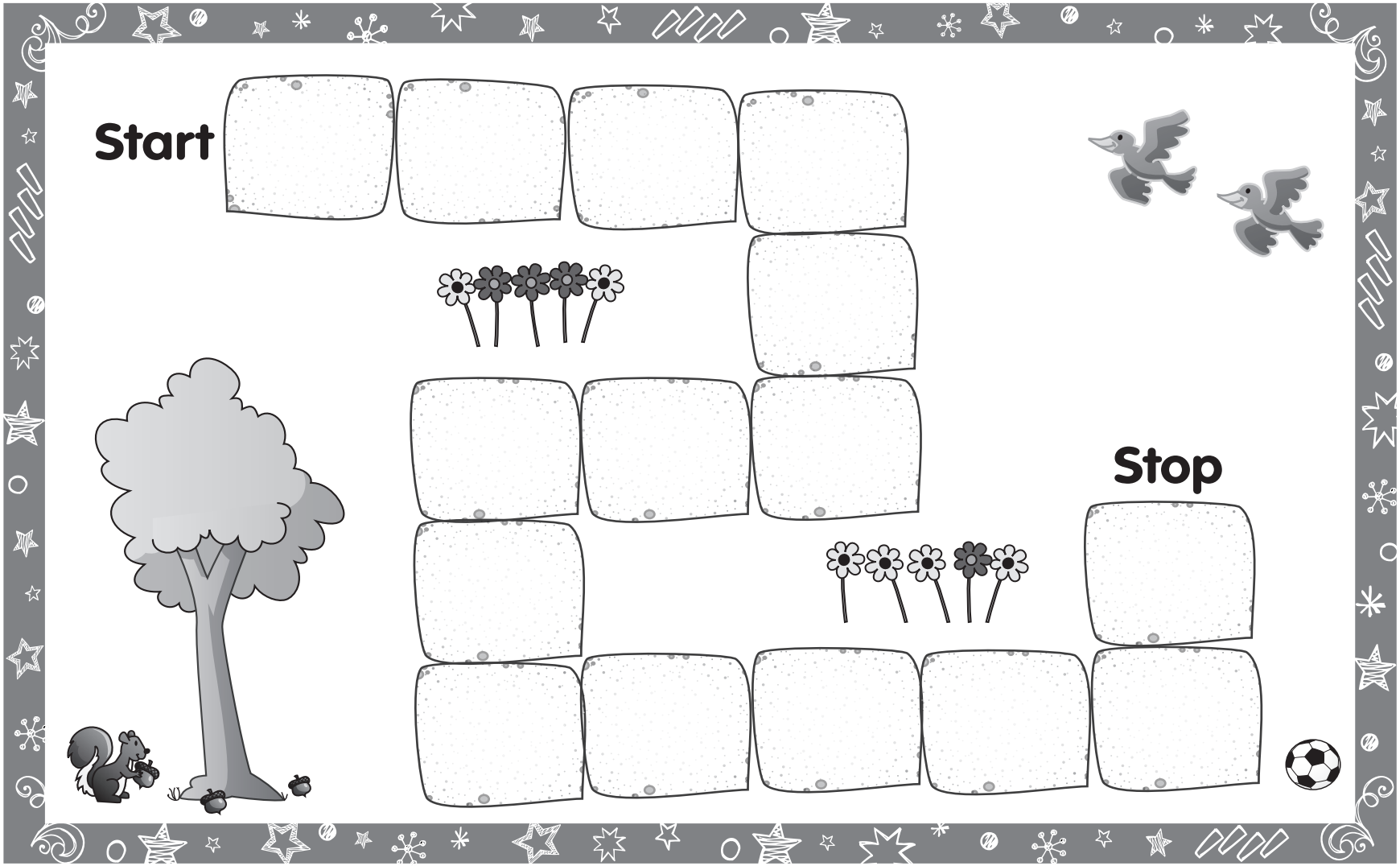
Center Activity K.26 ★ Game Board

Player A _____

Player B _____



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Enrichment Activity

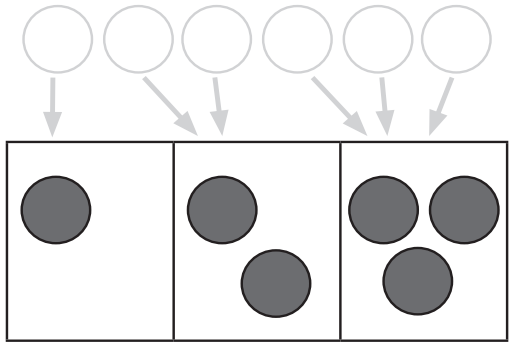
Ways to Make 6

Math Toolkit

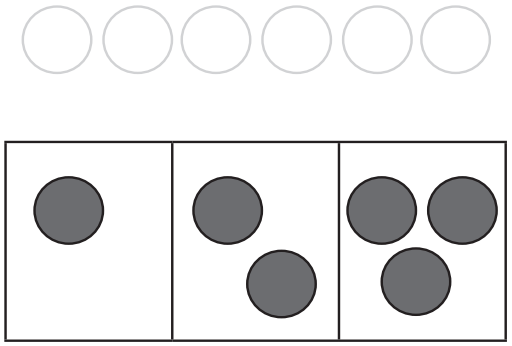
• 6 counters

Your Challenge

Make 3 groups.

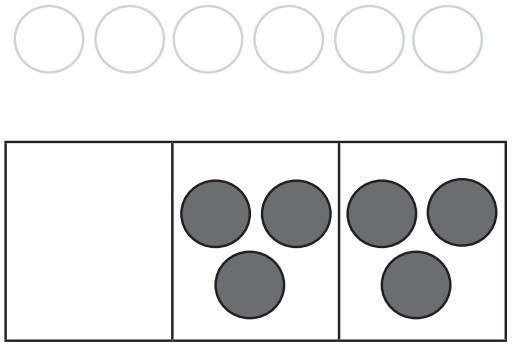


Write an equation.



1 + 2 + 3 = 6

Try a new way.



0 + 3 + 3 = 6

Children find different ways to make 6 with three addends. Have children place six counters on the six circles. Then have them make three groups by moving all the counters to the three boxes. Children should count how many are in each box and write those three numbers as addends in the equation. Then they should write 6 as the sum in the equation. Have children repeat to show different ways to make 6.

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Name _____

Ways to Make 6

		+		+		=		
		+		+		=		
		+		+		=		
		+		+		=		

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Enrichment Activity

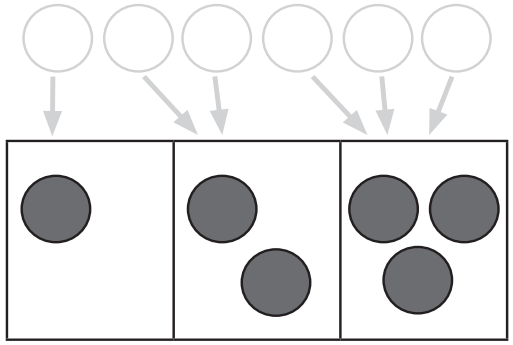
Ways to Make 6

Math Toolkit

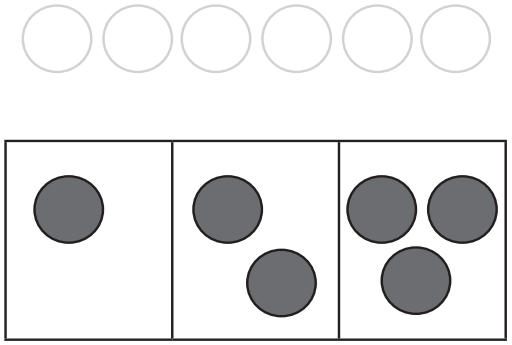
- 6 counters

Your Challenge

Make 3 groups.

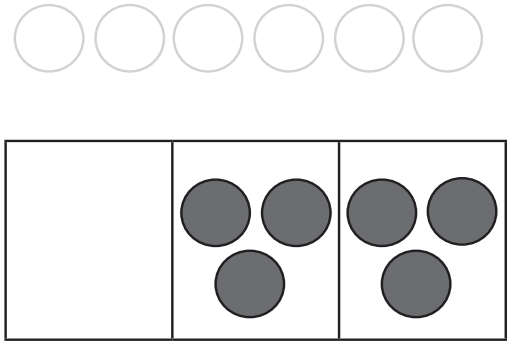


Write an equation.



1 + 2 + 3 = 6

Try a new way.



0 + 3 + 3 = 6

Children find different ways to make 6 with three addends. Have children place six counters on the six circles. Then have them make three groups by moving all the counters to the three boxes. Children should count how many are in each box and write those three numbers as addends in the equation. Then they should write 6 as the sum in the equation. Have children repeat to show different ways to make 6.

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Name _____

Ways to Make 6

		+		+		=		
		+		+		=		
		+		+		=		
		+		+		=		

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"I love the differentiated activities to enhance what the kids are learning in class. What a great way to practice the skills they are learning!"

—Elementary Teacher, ID

Literacy Connection: Informational Text

Which Way Does the Wind Blow?

by Stephen Krensky

Do you know which direction the wind blows where you live? You can make a wind streamer to find out.

What You Need

- crepe paper
- plastic ring
- tape
- compass

What You Do

1. First, tear off several four-foot-long pieces from a roll of crepe paper.
2. Next, pull one end of a piece of paper through the plastic ring until the two ends meet.
3. Then tie the crepe paper in a knot at the ring. Repeat steps 2 and 3 for the other pieces of paper. Now you have a wind streamer.
4. Last, tape the wind streamer to a tree branch or a pole. Make sure the air can reach the crepe paper from any direction.

Use the compass to see in what direction the crepe paper blows. Does the direction change? Does it always blow in the same direction? Write what you see.

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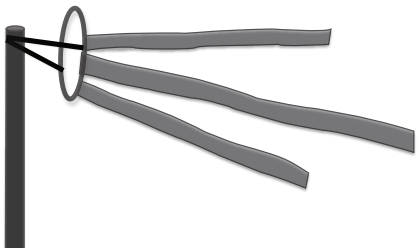
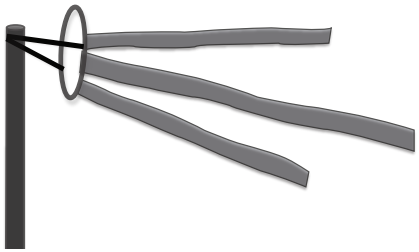
Name _____

Literacy Connection: Informational Text

"Which Way Does the Wind Blow?": Add and Subtract Within 10

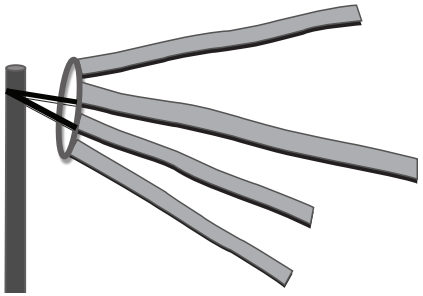


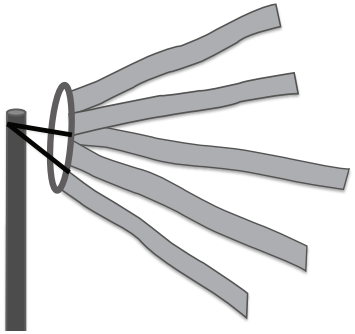


$3 + 3 =$ _____

_____

_____





$4 + 5 =$ _____

_____

_____

Ask children to compare each picture with the addition equation. Have children count the ribbons and write the total to complete the equation.

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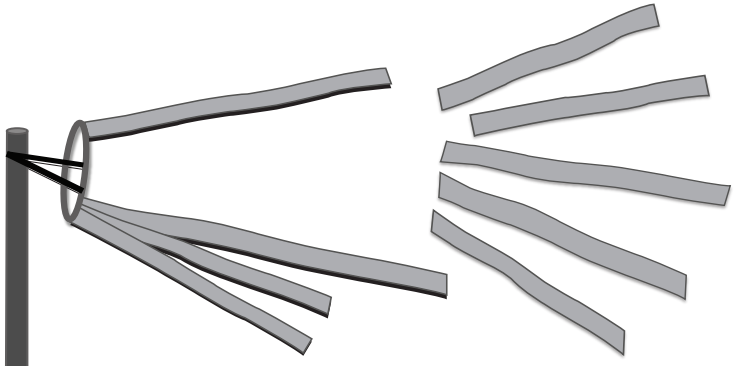
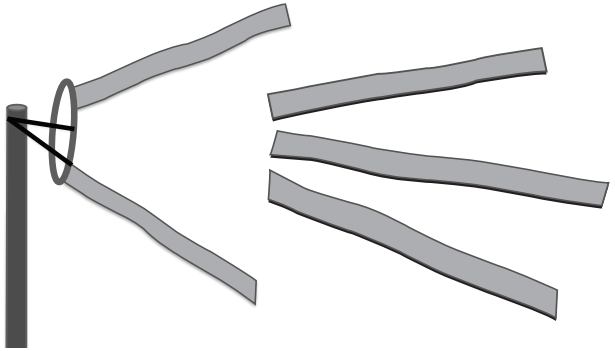
Name _____

Literacy Connection: Informational Text continued



$9 - 5 =$ _____ - - - - - - - - - - _____



$5 - 3 =$ _____ - - - - - - - - - - _____

Ask children to compare each picture with the subtraction equation. Have children cross out the number of ribbons being blown away and write the number to complete the equation.

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Lesson 17 Quiz

Name _____

_____

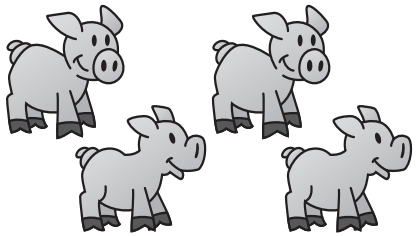
1 + 2 = ---------

_____

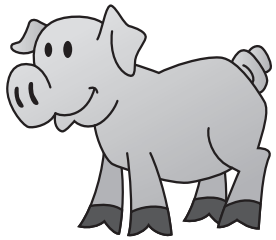
_____

2 + 2 = ---------

_____



4 + 1 = ?



1 4 5

Have children compare each picture with the equation to help them solve each addition problem. Tell an addition story for each set of pictures, such as: *A mother bird is flying with her 2 baby birds. How many birds are flying in all?* Then have children count and write the total to complete the equation. For the bottom problem, have children circle the total.

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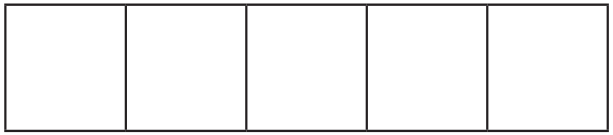
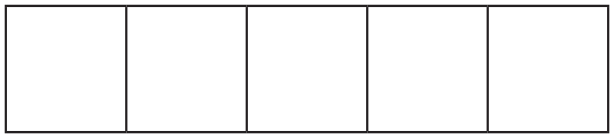
Name _____



4 = ? + ?



5 = ? + ?

Have children color the first counter red and the second counter yellow above each equation. Then have children draw red and yellow counters in each 5-frame to show one way to get the total in the equation. Ask children to write the numbers to match each model and complete the equation.

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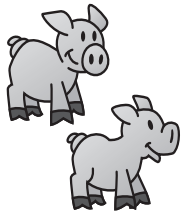
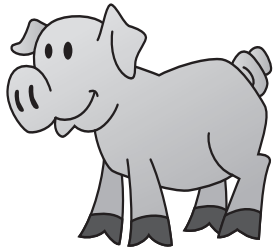
"The assessments are highly rigorous and just what we need to challenge our students!"

—Elementary Teacher, NC

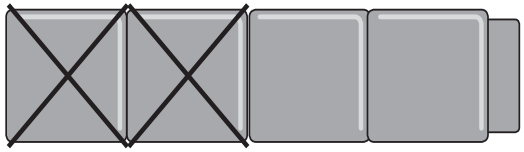
Name _____

Form A





$2 + 1 =$ _____



$4 - 2 =$ _____

Have children compare each picture with the equation to help them solve each problem. For the top problem, say: *2 pigs are walking. 1 more pig joins them. How many pigs are there in all?* Have children write the total to complete the addition equation. For the bottom problem, have children write the number of cubes left to complete the subtraction equation.

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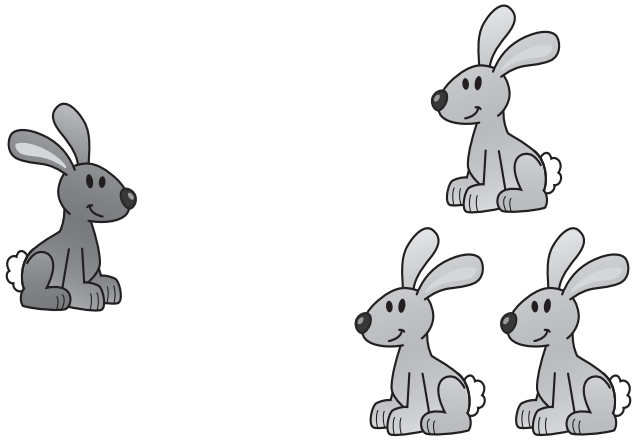
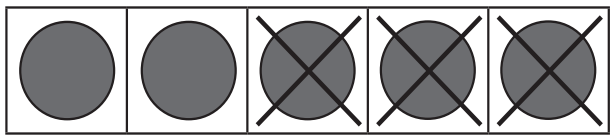
Form A shown here. Form B also available. Also available as a digital Comprehension Check.

Name _____

Form A



$1 + \_\_\_ = \_\_\_$



$5 - \_\_\_ = \_\_\_$

Have children compare each picture with the equation to help them solve each problem. For the top problem, have them count the number of rabbits being added and find the total to complete the equation. For the bottom problem, have them count the number of counters being subtracted and find the difference to complete the equation.

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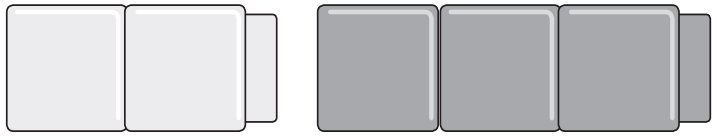
Name _____

Form A

4 − 1 = _____

_____



2 + 3 = 5

0 + 5 = 5

2 + 3 = 4

For the top problem, say: ***4 party hats are standing on a table. 1 hat falls over. How many hats are still standing?*** Have children complete the subtraction equation for the problem. For the bottom problem, have children circle the equation that matches the picture of cubes.

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Name _____

Form A

4	5 − 1	3 − 1	1 + 3	2 + 2	2 + 1

3 + 0 = _____ / _____

For the top problem, have children color all the facts that equal 4 and mark an X on the facts that do not equal 4. For the bottom problem, have children look at the number fact and complete the equation. Say: *Kia has 3 pens. Marco has 0 pens. How many pens do they have altogether?* Have children write the answer.

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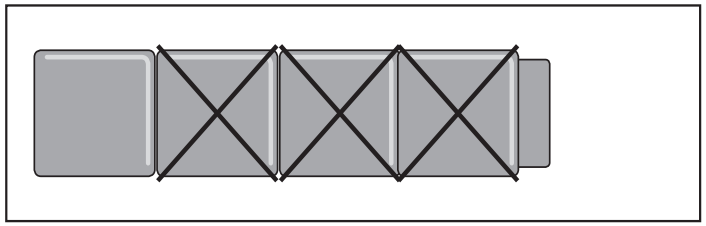
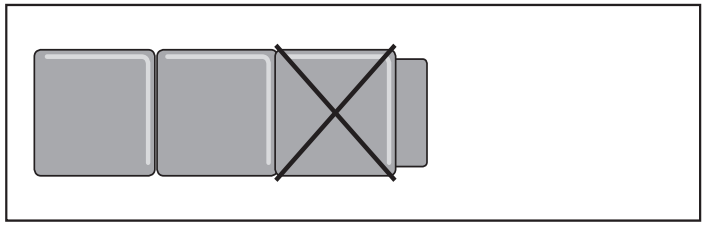
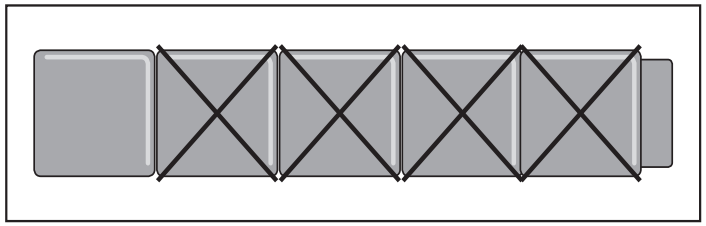
Name _____

Form A







$5 - 4 = 1$

$4 - 3 = 1$

$3 - 1 = 2$

Have children match pictures to equations. Have children draw a line from each picture of cubes to its matching equation.

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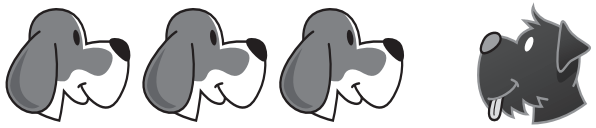
Unit 4 Unit Assessment

Name _____

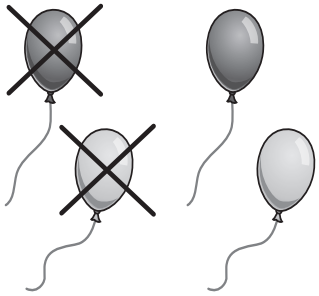
Form A



$3 + 1 =$ _____

_____

_____



$4 - 2 =$ _____

_____

_____

Have children compare each picture with the equation. For the top problem, say: *3 dogs are playing. 1 more dog joins them. How many dogs are there in all?* Have children complete the addition equation for the problem. For the bottom problem, say: *There are 4 balloons. 2 of the balloons pop. How many balloons are left?* Have children complete the subtraction equation for the problem.

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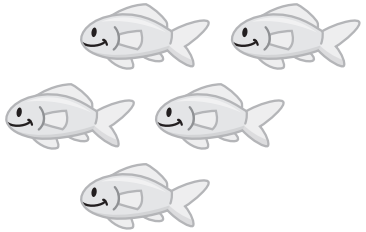
Form A shown here. Form B also available. Also available as a digital Comprehension Check.

Name _____

Form A



$4 + 5 =$ _____ / - - - - - - - - - / _____

$6 - 2 = ?$

4

5

8

For the top problem, have children compare the picture with the equation and then write the total. For the bottom problem, tell a subtraction word problem to match the equation. Children can draw pictures to help solve the problem. Then have children circle the difference.

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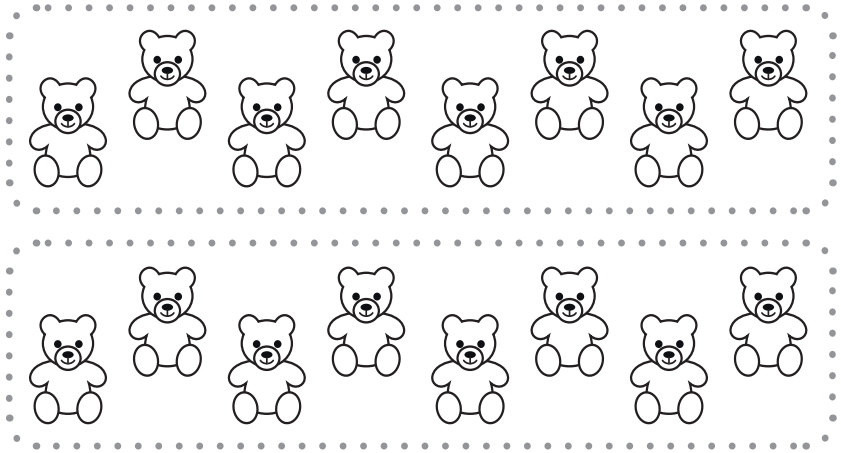
Name _____

Form A

$10 = \_\_\_ + \_\_\_$



$8 = \_\_\_ + \_\_\_$

$8 = \_\_\_ + \_\_\_$

$8 = \_\_\_ + \_\_\_$

For the top problem, have children draw more rectangles to make a group of 10. Then have them write the numbers to complete the equation. For the bottom problem, say: *Ana has 8 bear counters. Some are blue, and the rest are yellow. How many could there be of each color?* For each set, have children circle two groups. Then have children complete each equation to match.

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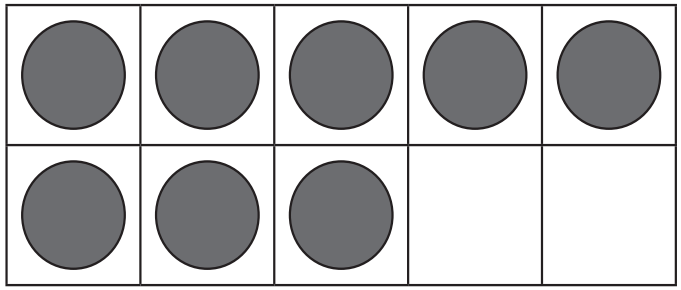
Unit 4 Unit Assessment continued

Name _____

Form A



$8 - 6 =$ _____

2	2 + 2	5 − 3	3 − 2	0 + 2	1 + 1

For the top problem, have children use the picture of counters to help them solve the problem. Children may mark an X on the counters being taken away. Have children write the number left to complete the equation. For the bottom problem, have children color all the facts that equal 2 and mark an X on the facts that do not equal 2.

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—Elementary Teacher, WA

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