



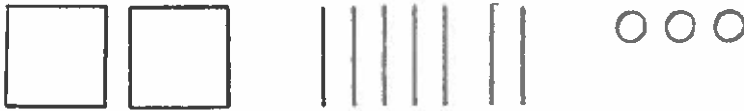
Name _____ Date _____

Learning Target: I will name numbers to 1,000.

3rd Grade - Readiness Standard 1 - 2.NBT.3 - Form A

1. We Do Together: Draw, tell and write.

Draw 273 using hundreds, tens and ones



Tell what you see

I see 2 hundreds, 7 tens, and 3 ones

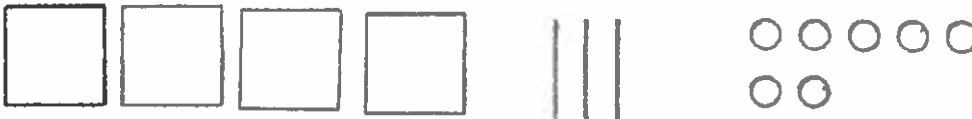
Write 273 using expanded form

$$273 = \underline{200} + \underline{70} + \underline{3}$$

2. Reflect: What questions do you have about naming numbers?

3. You Do Together: Draw, tell and write.

Draw 437 using hundreds, tens and ones



Tell what you see

I see 4 hundreds, 3 tens, and 7 ones

Write 437 using expanded form

$$437 = \underline{400} + \underline{30} + \underline{7}$$

Draw 349 using hundreds, tens and ones



Tell what you see

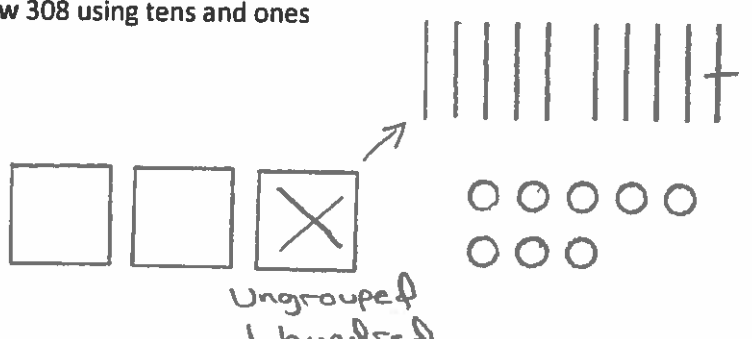
I see 3 hundreds, 4 tens, and 9 ones

Write 349 using expanded form

$$349 = \underline{300} + \underline{40} + \underline{9}$$

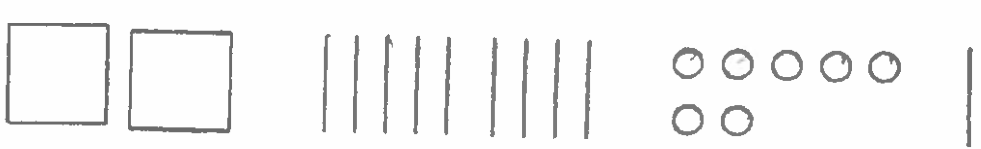
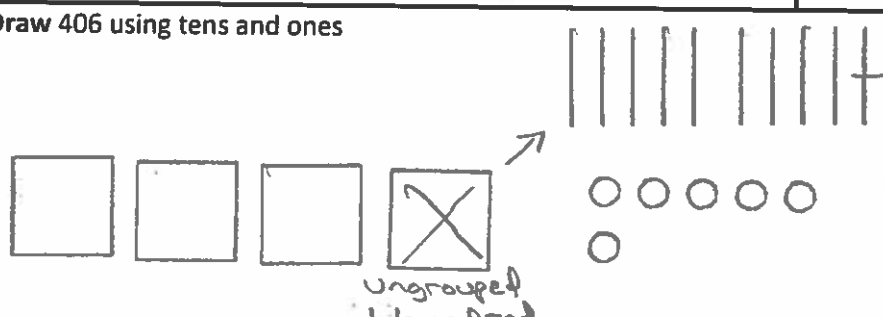
Learning Target: I will mentally add and subtract 10 or 100 to a number. 3rd Grade - Readiness Standard 2 - 2.NBT.8
- Form A

1. We Do Together: Draw, add or subtract, tell and write.

Draw 308 using tens and ones 	
Subtract 10 from 308 and tell what you see I see <u>2</u> hundreds, <u>9</u> tens, and <u>8</u> ones	Write the number 10 less than 308 is <u>298</u>

2. Reflect: What questions do you have about subtracting 10 from 308?

3. You Do Together: Draw, add or subtract, tell and write.

Draw 297 using tens and ones 	
Add 10 to 297 and tell what you see I see <u>2</u> hundreds, <u>10</u> tens, and <u>7</u> ones	Write the number 10 more than 297 is <u>307</u>
Draw 406 using tens and ones 	
Subtract 10 from 406 and tell what you see I see <u>3</u> hundreds, <u>9</u> tens, and <u>6</u> ones	Write the number 10 less than 406 is <u>396</u>

Learning Target: I will compare numbers to 1000.

 3rd Grade - Readiness Standard 3 - 2.NBT.4 - Form A

1. We Do Together: Draw, write and compare.

Draw each number using hundreds, tens and ones		
482		
459		
Write each number using expanded form		Compare using the ">" or "<" sign
$482 = \underline{400} + \underline{80} + \underline{2}$ $459 = \underline{400} + \underline{50} + \underline{9}$		$482 \underline{>} 459$

2. Reflect: What questions do you have about comparing numbers?

< or >
 Less Than Greater Than

3. You Do Together: Draw, write and compare.

Draw each number using hundreds, tens and ones		
298		
401		
Write each number using expanded form		Compare using the ">" or "<" sign
$298 = \underline{200} + \underline{90} + \underline{8}$ $401 = \underline{400} + \underline{0} + \underline{1}$		$298 \underline{<} 401$
Draw each number using hundreds, tens and ones		
371		
317		
Write each number using expanded form		Compare using the ">" or "<" sign
$371 = \underline{300} + \underline{70} + \underline{1}$ $317 = \underline{300} + \underline{10} + \underline{7}$		$371 \underline{>} 317$

Learning Target: I will add 2-digit numbers.

 3rd Grade - Readiness Standard 6 - 2.NBT.5a - Form A

1. We Do Together: Draw, tell and show.

<p>Draw $68 + 94$ using tens and ones</p> <p style="text-align: right; margin-right: 50px;"><i>10 TENS</i></p> <p style="text-align: right; margin-right: 50px;"><i>10 ones</i></p>	<p>Show your thinking using numbers and symbols</p> $\begin{array}{r} 68 \\ + 94 \\ \hline 150 \\ + 12 \\ \hline 162 \end{array}$ <p style="text-align: center; margin: 0;">or</p> $\begin{array}{r} 12 \\ + 150 \\ \hline 162 \end{array}$
<p>Tell what totals you see</p> <p style="text-align: center;">I see <u>15</u> tens and <u>12</u> ones</p>	

2. Reflect: What questions do you have about adding 2-digit numbers?

3. You Do Together: Draw, tell and show.

<p>Draw $37 + 49$ using tens and ones</p> <p style="text-align: right; margin-right: 50px;"><i>10 ones</i></p>	<p>Show your thinking using numbers and symbols</p> $\begin{array}{r} 37 \\ + 49 \\ \hline 70 \\ + 16 \\ \hline 86 \end{array}$ <p style="text-align: center; margin: 0;">or</p> $\begin{array}{r} 16 \\ + 70 \\ \hline 86 \end{array}$
<p>Tell what totals you see</p> <p style="text-align: center;">I see <u>7</u> tens and <u>16</u> ones</p>	
<p>Draw $65 + 87$ using tens and ones</p> <p style="text-align: right; margin-right: 50px;"><i>10 TENS</i></p> <p style="text-align: right; margin-right: 50px;"><i>10 ones</i></p>	<p>Show your thinking using numbers and symbols</p> $\begin{array}{r} 65 \\ + 87 \\ \hline 140 \\ + 12 \\ \hline 152 \end{array}$ <p style="text-align: center; margin: 0;">or</p> $\begin{array}{r} 12 \\ + 140 \\ \hline 152 \end{array}$
<p>Tell what totals you see</p> <p style="text-align: center;">I see <u>14</u> tens and <u>12</u> ones</p>	

Learning Target: I will add 3-digit numbers.

 4th Grade - Readiness Standard 1 - 3.NBT.2a - Form A

1. We Do Together: Draw, tell and show.

<p>Draw $859 + 674$ using hundreds, tens, and ones</p> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 20px;"> <p>859</p> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 5px;">8</div> </div> <div style="margin-right: 20px;"> </div> <div style="margin-right: 20px;"> <p>10 Tens</p> </div> <div> <p>10 ones</p> </div> </div>	<p>Show your thinking using numbers and symbols</p> $ \begin{array}{r} 859 \\ + 674 \\ \hline 1400 \\ 120 \\ + 13 \\ \hline 1533 \end{array} $ $ \begin{array}{r} 13 \\ 120 \\ + 1400 \\ \hline 1533 \end{array} $
<p>Tell what totals you see</p> <p style="text-align: center;">I see <u>14</u> hundreds, <u>12</u> tens, and <u>13</u> ones</p>	

2. Reflect: What questions do you have about adding 3-digit numbers?

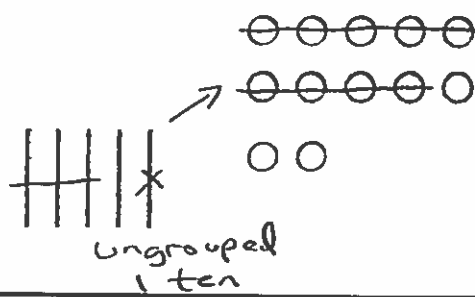
3. You Do Together: Draw, tell and show.

<p>Draw $437 + 748$ using hundreds, tens, and ones</p> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 20px;"> <p>437</p> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 5px;">4</div> </div> <div style="margin-right: 20px;"> </div> <div style="margin-right: 20px;"> </div> </div>	<p>Show your thinking using numbers and symbols</p> $ \begin{array}{r} 437 \\ + 748 \\ \hline 1100 \\ 700 \\ + 15 \\ \hline 1815 \end{array} $ $ \begin{array}{r} 15 \\ 700 \\ + 1100 \\ \hline 1815 \end{array} $
<p>Tell what totals you see</p> <p style="text-align: center;">I see <u>11</u> hundreds, <u>7</u> tens, and <u>15</u> ones</p>	
<p>Draw $695 + 237$ using hundreds, tens, and ones</p> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 20px;"> <p>695</p> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 5px;">6</div> </div> <div style="margin-right: 20px;"> </div> <div style="margin-right: 20px;"> <p>10 Tens</p> </div> <div> <p>10 ones</p> </div> </div>	<p>Show your thinking using numbers and symbols</p> $ \begin{array}{r} 695 \\ + 237 \\ \hline 800 \\ 120 \\ + 12 \\ \hline 932 \end{array} $ $ \begin{array}{r} 12 \\ 120 \\ + 800 \\ \hline 932 \end{array} $
<p>Tell what totals you see</p> <p style="text-align: center;">I see <u>8</u> hundreds, <u>12</u> tens, and <u>12</u> ones</p>	

Learning Target: I will subtract 2-digit numbers.

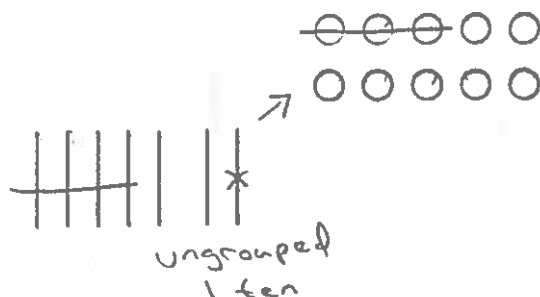
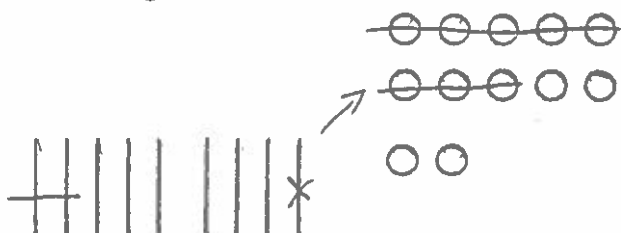
 3rd Grade - Readiness Standard 7 - 2.NBT.5b - Form A

1. We Do Together: Draw, ungroup, tell and subtract.

<p>Draw 52 using tens and ones</p> 	<p>Subtract 39 and show your thinking using numbers and symbols</p> $\begin{array}{r} 412 \\ \cancel{82} \\ - 39 \\ \hline 13 \end{array}$
<p>Ungroup to subtract 39 and tell the new place-values</p> <p style="text-align: center;">52 = <u>4</u> tens and <u>12</u> ones</p>	

2. Reflect: What questions do you have about subtracting 2-digit numbers?

3. You Do Together: Draw, ungroup, tell and show.

<p>Draw 70 using tens and ones</p> 	<p>Subtract 43 and show your thinking using numbers and symbols</p> $\begin{array}{r} 610 \\ \cancel{70} \\ - 43 \\ \hline 27 \end{array}$
<p>Ungroup to subtract 43 and tell the new place-values</p> <p style="text-align: center;">70 = <u>6</u> tens and <u>10</u> ones</p>	
<p>Draw 92 using tens and ones</p> 	<p>Subtract 28 and show your thinking using numbers and symbols</p> $\begin{array}{r} 812 \\ \cancel{82} \\ - 28 \\ \hline 64 \end{array}$
<p>Ungroup to subtract 28 and tell the new place-values</p> <p style="text-align: center;">92 = <u>8</u> tens and <u>12</u> ones</p>	

Learning Target: I will subtract 3-digit numbers.

 4th Grade - Readiness Standard 2 - 3.NBT.2b - Form A

1. We Do Together: Draw, ungroup, tell and subtract.

<p>Draw 502 using tens and ones</p>	<p>Subtract 135 and show your thinking using numbers and symbols</p> $ \begin{array}{r} 9 \\ 4 \cancel{0} 12 \\ \cancel{5} 02 \\ - 135 \\ \hline 367 \end{array} $
<p>Ungroup to subtract 135 and tell the new place-values</p> <p>I see <u>4</u> hundreds, <u>9</u> tens, and <u>12</u> ones</p>	

2. Reflect: What questions do you have about subtracting 3-digit numbers?


3. You Do Together: Draw, ungroup, tell and subtract.

<p>Draw 750 using tens and ones</p>	<p>Subtract 297 and show your thinking using numbers and symbols</p> $ \begin{array}{r} 14 \\ 6 \cancel{0} 10 \\ \cancel{7} 50 \\ - 297 \\ \hline 453 \end{array} $
<p>Ungroup to subtract 297 and tell the new place-values</p> <p>I see <u>6</u> hundreds, <u>14</u> tens, and <u>10</u> ones</p>	
<p>Draw 600 using tens and ones</p>	<p>Subtract 318 and show your thinking using numbers and symbols</p> $ \begin{array}{r} 9 \\ 5 \cancel{0} 10 \\ \cancel{6} 00 \\ - 318 \\ \hline 282 \end{array} $
<p>Ungroup to subtract 318 and tell the new place-values</p> <p>I see <u>5</u> hundreds, <u>9</u> tens, and <u>10</u> ones</p>	

Learning Target: I will name fractions on a number line.


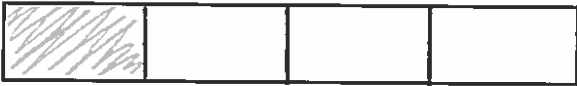
 4th Grade - Readiness Standard 5 - 3.NF.1 - Form A

1. We Do Together: Draw, label and tell.

Draw eight equal parts and shade 3 	Label the numerator or denominator of the fraction $\frac{3}{8}$ ← numerator
Tell How many unshaded parts make up the whole rectangle? <u>5</u> What fractional part of the rectangle appears to be shaded? $\frac{3}{8}$ Unshaded? $\frac{5}{8}$	

2. Reflect: What questions do you have about naming fractions on a number line?

3. You Do Together: Draw, label and write.

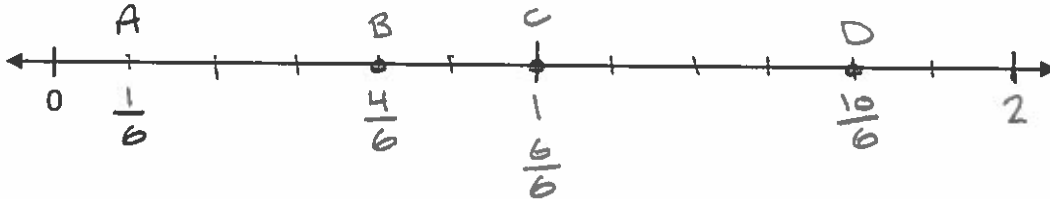
Draw six equal parts and shade 5 	Label the numerator or denominator of the fraction $\frac{5}{6}$ ← denominator
Tell How many unshaded parts make up the whole rectangle? <u>1</u> What fractional part of the rectangle appears to be shaded? $\frac{5}{6}$ Unshaded? $\frac{1}{6}$	
Draw four equal parts and shade 1 	Label the numerator or denominator of the fraction $\frac{1}{4}$ ← numerator
Tell How many unshaded parts make up the whole rectangle? <u>3</u> What fractional part of the rectangle appears to be shaded? $\frac{1}{4}$ Unshaded? $\frac{3}{4}$	

Learning Target: I will name fractions on a number line.

4th Grade - Readiness Standard 6 - 3.NF.2 - Form A

1. We Do Together: Draw, label and write.

Draw and label sixths from zero to two



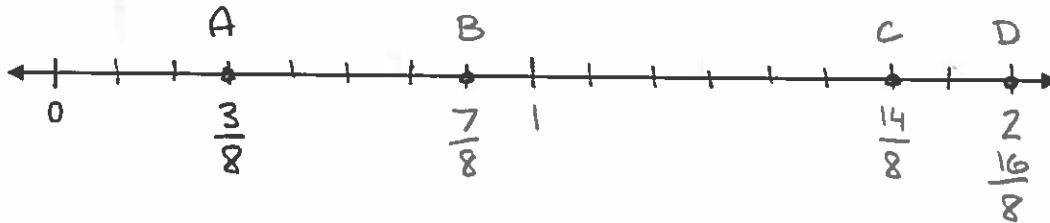
Place and label points each location on the number line

A = one-sixth B = four-sixths C = six-sixths D = ten-sixths

2. Reflect: What questions do you have about naming fractions on a number line?

3. You Do Together: Draw, label and write.

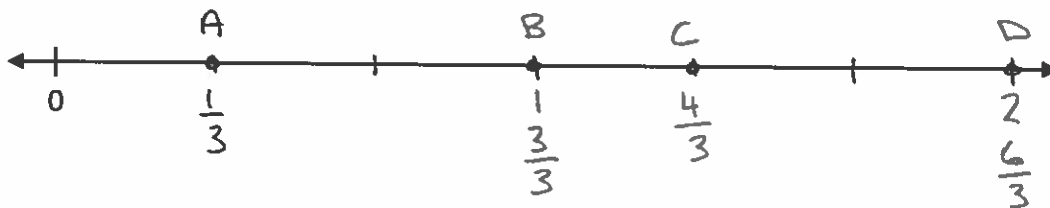
Draw and label eighths from zero to two



Place and label points each location on the number line

A = three-eighths B = seven-eighths C = fourteen-eighths D = sixteen-eighths

Draw and label thirds from zero to two



Place and label points each location on the number line

A = one-third B = three-thirds C = four-thirds D = six-thirds

Learning Target: I will compare fractions with the same numerator or same denominator

4th Grade - Readiness Standard 7 - 3.NF.3d
- Form A

< or >
Less Than or Greater Than

1. We Do Together: Draw, compare and tell.

Draw each point on a number line

Compare using > or < $\frac{5}{8} < \frac{5}{6}$	Tell how you could compare without a drawing Both have 5 parts from the same size whole and <u>8^{ths} are smaller than 6^{ths}</u>
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2. Reflect: What questions do you have about comparing fractions?

3. You Do Together: Draw, compare and tell.

Draw each point on a number line

Compare using > or < $\frac{3}{4} > \frac{3}{6}$	Tell how you could compare without a drawing Both have 3 parts from the same size whole and <u>4^{ths} are bigger than 6^{ths}</u>
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Draw each point on a number line

Compare using > or < $\frac{4}{8} > \frac{3}{8}$	Tell how you could compare without a drawing Both have parts that are the same size and <u>4 parts are more than 3 parts</u>
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Learning Target: I will add numbers to 20.

 3rd Grade - Readiness Standard 4 - 2.OA.2a - Form A

1. We Do Together: Draw, tell, and write to make a ten.

Draw 9 circles and 3 more shaded circles

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Tell how you can see the total as 10 and some more $10 + \underline{2}$	Write the parts of 3, loop the ten and write the total $9 + 3 = \underline{12}$
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2. Reflect: What questions do you have about adding numbers to 20?

3. You Do Together: Draw, tell, and write to make a ten.

Draw 8 circles and 5 more shaded circles

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Tell how you can see the total as 10 and some more $10 + \underline{3}$	Write the parts of 5, loop the ten and write the total $8 + 5 = \underline{13}$
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Draw 7 circles and 4 more shaded circles

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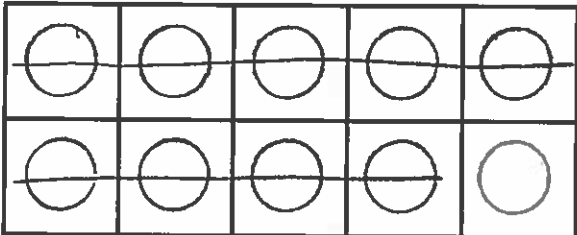
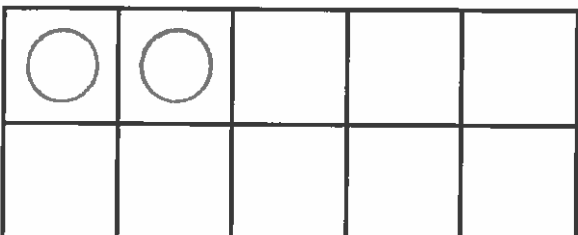
Tell how you can see the total as 10 and some more $10 + \underline{1}$	Write the parts of 4, loop the ten and write the total $7 + 4 = \underline{11}$
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Learning Target: I will subtract numbers within 20.

 3rd Grade - Readiness Standard 5 - 2.OA.2b - Form A

1. We Do Together: Draw, subtract, and think-add to subtract.

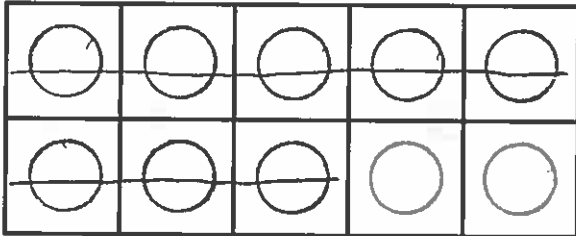
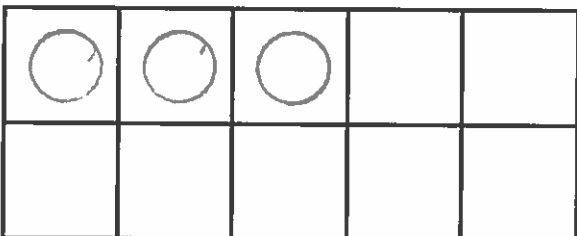
Draw 12 circles and cross out 9 from the first ten-frame

	
Take away to subtract $12 - 9 = \underline{3}$	Think add to subtract by making 10 and some more $9 + \begin{array}{c} 3 \\ \swarrow \searrow \\ 1 \quad 2 \end{array} = 12$

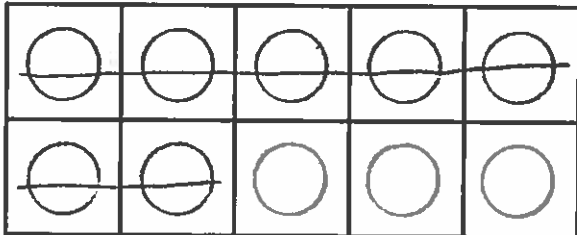
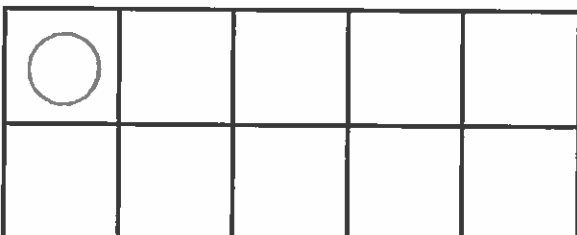
2. Reflect: What questions do you have about subtracting numbers within 20?

3. You Do Together: Draw, think-add to subtract and write.

Draw 13 circles and cross out 8 from the first ten-frame

	
Take away to subtract $13 - 8 = \underline{5}$	Think add to subtract by making 10 and some more $8 + \begin{array}{c} 5 \\ \swarrow \searrow \\ 2 \quad 3 \end{array} = 13$

Draw 11 circles and cross out 7 from the first ten-frame

	
Take away to subtract $11 - 7 = \underline{4}$	Think add to subtract by making 10 and some more $7 + \begin{array}{c} 4 \\ \swarrow \searrow \\ 3 \quad 1 \end{array} = 11$

Learning Target: I will multiply numbers from 0 to 10.

4th Grade - Readiness Standard 3 - 3.OA.7a - Form A

1. We Do Together: Label, tell, and think 5 and some more to write.

<p>Label the partial areas</p>	<p>Tell the areas you see</p> <p>$3 \times 5 = \underline{15}$, $3 \times 2 = \underline{6}$, $3 \times 7 = \underline{21}$</p> <hr/> <p>Write the parts of 7, subgroups and total</p> <p style="text-align: center;"> $3 \times 7 = \frac{15}{5} + \frac{6}{2} = \underline{21}$ </p>
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2. Reflect: What questions do you have about multiplying numbers?

3. You Do Together: Label, tell, and think 5 and some more to write.

<p>Label the partial areas</p>	<p>Tell the areas you see</p> <p>$4 \times 5 = \underline{20}$, $4 \times 4 = \underline{16}$, $4 \times 9 = \underline{36}$</p> <hr/> <p>Write the parts of 9, subgroups and total</p> <p style="text-align: center;"> $4 \times 9 = \frac{20}{5} + \frac{16}{4} = \underline{36}$ </p>
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<p>Label the partial areas</p>	<p>Label the areas</p> <p>$6 \times 5 = \underline{30}$, $6 \times 3 = \underline{18}$, $6 \times 8 = \underline{48}$</p> <hr/> <p>Write the parts of 8, subgroups and total</p> <p style="text-align: center;"> $6 \times 8 = \frac{30}{5} + \frac{18}{3} = \underline{48}$ </p>
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Learning Target: I will divide numbers by 1 to 10.

 4th Grade - Readiness Standard 4 - 3.OA.7b - Form A

1. We Do Together: Label, think multiply to divide, and write.

<p>Label the missing lengths</p>	<p>Think multiply to divide. Write the parts to help you multiply</p> $3 \times \begin{array}{c} 9 \\ \swarrow \searrow \\ 5 \quad 4 \end{array} = 27$
	<p>Write the missing numbers</p> $27 \div 3 = \underline{9}$ $27 \div 9 = \underline{3}$

2. Reflect: What questions do you have about dividing numbers?

3. You Do Together: Label, think multiply to divide, and write.

<p>Label the missing lengths</p>	<p>Think multiply to divide. Write the parts to help you multiply</p> $7 \times \begin{array}{c} 8 \\ \swarrow \searrow \\ 5 \quad 3 \end{array} = 56$
	<p>Write the missing numbers</p> $56 \div 7 = \underline{8}$ $56 \div 8 = \underline{7}$
<p>Label the missing lengths</p>	<p>Think multiply to divide. Write the parts to help you multiply</p> $6 \times \begin{array}{c} 9 \\ \swarrow \searrow \\ 5 \quad 4 \end{array} = 54$
	<p>Write the missing numbers</p> $54 \div 6 = \underline{9}$ $54 \div 9 = \underline{6}$