

Copyright © 2020, the Government of Manitoba, represented by the Minister of Education.

Manitoba Education Winnipeg, Manitoba, Canada

All images found in this resource are copyright protected and should not be extracted, accessed, or reproduced for any purpose other than for their intended educational use in this resource.

This resource is available on the Manitoba Education website at www.edu.gov.mb.ca/k12/cur/math/index.html.

Websites are subject to change without notice.

While the department is committed to making its publications as accessible as possible, some parts of this document are not fully accessible at this time.

 $\label{lem:alternate} A vailable in alternate formats upon request.$

Contents

What Are Math 1001 Kits?1
Suggested Tips
Math Tool Kit Labels4
Blackline Masters (BLMs)5
Base Ten Blocks
Dice
Dominoes (Total of Pips to Ten)6
Dot Array
Five Frames • Small • Large
Missing Part Cards7
Number Charts . 1–20 . 1–30 . 1–100 . 0–99 . 100 Blank . 100 (four 1–100) . 1–120 . 1–200 . Bottom up 1–100
Number Lines (Horizontal)
Number Fans and Paddles Fan (0-9) with decimal Paddle (0-9) with decimal Ten Frames
Number Path • 1–20 and Blank Number Path
Number Words and Numerals

Contents

Number Words and Ten Frame Path9
Numeral Cards • 0-9 • 0-100
Operation Symbols
Place Value Pockets
Representation of Ten Frame with Numeral and Word (1–10)
Representations to 20 Cards Large Small
Subitizing Cards—Dot Patterns
Subitizing Cards—Finger Patterns
Subitizing Cards—Matching (1–10)
Ten Frames Small (five-wise) Large Double Ten Frame Mat
Concrete Math Manipulatives for the Early Years Math Tool Kit13
Calculators
Counters
Base-10 Material
Beaded Number Lines and Rekenreks14
Dice (Number Cubes)
Interlocking Cubes
Playing Cards15
Rulers
Show-Me Board/White Board with Dry Erase Marker and Eraser
Websites for other BLMs16

Early Years Math Tool Kit:Tools to Support Thinking and Learning of Mathematics



What Are Math Tool Kits?

Math tool kits are an organizational item for math tools and manipulatives that are used regularly during mathematics classes to support students when they solve problems or engage in math games. The tools may include items such as dice, number charts and lines, number cards, counters, rulers, and other math manipulatives. All students will benefit from having a collection of tools that are stored in one place and are easily accessible and portable. The aim of math tool kits is to have a selection of tools readily available to support students' thinking and learning as they develop skills such as reasoning, visualizing, communicating, and making connections with mathematical concepts and their thinking.



To make math tool kits user-friendly and useful, use see-through bags and containers to hold the tools. See-through plastic containers such as pencil boxes are another way to store items. It would be advantageous for each student to have their own math tool kit. Tool kits can be tailor-made for students to meet their specific mathematical needs.





see-through reusable plastic bags

see-through plastic containers

The tools that go in the tool kit are dependent on the teacher and the needs of the students. Math tool kits should be filled with materials/manipulatives/tools that are used often in math class or at times when instruction is focused on particular concepts. Dice, cards, number charts, number lines, and show-me boards with erasable markers are staples of the math tool kit. The items should not be placed in the kit all at once but should instead be introduced gradually. Showing students how to use the tools is also important. Students must learn that the tool kit is a resource for them.

The items in the tool kits

- Provide students with access to materials that will help them deepen their conceptual understanding;
- Foster independence in students by reinforcing the idea that using the tools will nurture their growth as problem solvers and promote mathematical thinking and reasoning;
- Help represent, prove, and record their reasoning and thinking skills as they prove their strategies and problem-solving abilities; and
- Provide essential links among concrete, pictorial and symbolic representations of mathematics.

The managing of the math tool kits depends on the class. The tool kits can be stored in students' desks, or hung on the side of students' desks/chairs/tables with a hook.

Both concrete tools and printed material can be included in the bag. Many items can be purchased inexpensively at dollar stores or from publisher vendors. Printed material can be copied onto stock paper and laminated.



Suggested Tips

- Ensure that the tool kit is easily accessible for students.
- Store tools in more durable plastic bags and boxes.
- Place duct tape around the edges of the bag to make them more durable.
- Place students' names on the kits.
- Copy tools onto cardstock and laminate.
- When introducing tools, model different ways to use them and create a visual record on a class chart showing these different ways.
- If possible, make two tool kits for each student. A tool kit for classroom use and one for home.
- Tools can be a vehicle that allows students to show their understanding of concepts while working individually or in small groups, or during whole-class instruction.
- When learning remotely, students can have their math tool kit readily available to use.



Math Tool Kit Labels

The following three BLMs can be used as tool kit labels.

Math Tool Kit Labels		
Label Number	Visual Sample	
1	Math Tool Kit Name:	
2	Math Tool Kit Name:	
3	Math Tool Kit Name:	
Have students design their own labels!		



Blackline Masters (BLMs)

Many tools for the kit can be created using blackline masters (BLMs) that are printable tools. Manipulatives such as number lines, number paddles, and number charts can be copied onto stock paper, laminated, and included in the kit.

NOTE: When copying the BLMs from the hyperlink, set the printer or copier to the correct setting. In some instances, you must print the BLMs in landscape mode. Depending on the printer or copier, you can print some of the BLMs on letter (8.5" x 11"), legal (8.5" x 14"), and ledger/tabloid (11" x 17") paper. Each BLM is hyperlinked from the document and the Math Tool Kit website.

The following BLMs can be copied and laminated for students to place in their tool kits. The BLMs listed alphabetically below are a sample of what can be included. The list is not exhaustive.

Blackline Masters (BLMs) List		
BLM	Visual Sample	Description of Use
Base Ten Blocks		Students need to use the concrete models to represent numbers before using the pictorial representation of the blocks.
Dice	3 2 4 5	The BLM of a dice can be copied onto stock paper and used for math activities and games. The paper dice can be used for the take-home math tool kit.

Blackline Masters (BLMs) List		
BLM	Visual Sample	Description of Use
Dominoes (Total of Pips to Ten)		 Dominoes can be used to Prompt different mental images of numbers Develop part-whole understanding Compare quantities Order numbers Relate given numbers to 5 and 10 Solve addition and subtraction problems Explore patterns Play different math games
Dot Array		Dot arrays help students visualize numbers and their relationships, and develop partwhole understanding. Arrays are models for using when learning about multiplication. Use the dot array to teach commutative and distributive property.
Five Frames - Small - Large		Five frames are a visual aid to help students Relate a numeral, 1 to 5, to its respective quantity Prompt different mental images of numbers Develop part-whole understanding Compare quantities Order numbers Relate given numbers to 5 and 10 Solve addition and subtraction problems

Blackline Masters (BLMs) List		
BLM	Visual Sample	Description of Use
Missing Part Cards	4	Based on an activity by John Van de Walle, missing part cards can be used for problem solving, part-whole relationships, and mathfact practice. Students are given the whole (the numeral) and one of the parts and they must find the "missing part."
Number Charts - 1-20 - 1-30 - 1-100 - 0-99 - 100 Blank - 100 (four 1-100) - 1-120 - 1-200 - Bottom up 1-100	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 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 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	Number charts are a visual aid to help students Count Skip count Identify numerals Explore patterns Problem solve Add and subtract Read the National Council of Teachers of Mathematics (NCTM) article "A Bottom-Up Hundred Chart?" at www.nctm.org/ Publications/Teaching-Children-Mathematics/2017/Vol24/Issue3/ A-Bottom-Up-Hundred-Chart_/ to find out about the benefits of using a bottom-up number chart.

Blackline Masters (BLMs) List		
BLM	Visual Sample	Description of Use
Number Lines (Horizontal) • 0 to 100 with Accentuated Units and Each Number from 0 to 100 • 0 to 100 with Accentuated Units and Numbers Showing the Multiples of Tens • Blank with Accentuated Units • Blank with Fewer Accentuated Units • Open Number Line	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 55 15 17 18 19 20 10 20	The number line is a shift away from counting a number of objects to a length model that appears as a continuous line. Students must learn to count the unit length rather than the numbers.
Number Fans and Paddles Fan (0-9) with decimal Paddle (0-9) with decimal Ten Frames		Students can show their solution by showing the answer with the number paddles. Have students show • A spoken number • The number before/after • An answer to a story problem • The sum/difference or product/ quotient of a problem
Number Path - 1–20 and Blank Number Path	1 2 3 4 5 6	The step before using number lines is to use number paths. The units are easy to recognize on a number path. Each number is represented by a rectangle and can be counted. The path is shaded in groups of five so students can start to use benchmark numbers.

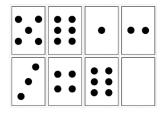
Blackline Masters (BLMs) List		
BLM	Visual Sample	Description of Use
Number Words and Numerals 1-20 1-100	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 44 1 2 3 4 5 51 52 53 54 54 6 7 8 9 10 77 72 73 74 74 74 74 19 19 29 39 44 94 11 12 0ne six 19 19 29 39 44 94 16 17 two seven Mumbers Words three eight 10 10 10 10 10 10 11 12 13 14 15 16 17 12 13 14 15 16 17 17 17 17 17 13 12 13 14 15 16 17 17 17 17 17 17 14 15 15 16 17 17 17 17 17 17 17	The numerals along with the written words of the numbers 1 to 20.
Number Words and Ten Frame Path	1 2 3 4 5 one two three four five 6 7 8 9 10 six seven eight nine ten	Number Path featuring numbers, words and ten frames 1 to 10. It can be used as a reference for students.
Numeral Cards • 0-9 • 0-100	0 1 2 3 4 5 6 7 8 9	The cards can be cut apart and used to Order numbers Make equations Match numerals to visual representations Engage in math games
Operation Symbols	+ - × ÷ = + - × ÷ =	The cards match the size of the 0–9 numeral cards. They can be cut apart and students can make equations.

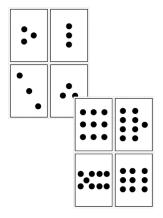
Blackline Masters (BLMs) List		
BLM	Visual Sample	Description of Use
Place Value Pockets - Hundreds - Thousands - Ten Thousands	Hundreds Tens Ones fold back fold over fold over fold over staple	 The pockets can be used after the introduction of place value to represent numbers. Copy 2- to 4-digit cards depending on the numbers that will be represented. To make the pocket Cut out the pocket on the dotted lines. Fold back the place value words. Fold over the last line the other way to make a tent. Staple along all the vertical lines of place value representation. Use 0-9 Numeral Cards for pockets.
Representation of Ten Frame with Numeral and Word (1–10)	two hine hine	Students can represent objects in the ten frame of the number. They can also use rocks, counters, and leaves and arrange them in different ways.
Representations to 20 Cards Large Small	8	Representation of numbers from 1 to 20 on both small cards and teacher demonstration cards. The representations include numerals, ten frames, dots, Rekenrek, and Base-10. The cards can be used to build number sense and for different games. Students can arrange the numbers in sequential order.

Blackline Masters (BLMs) List

Subitizing Cards—Dot Patterns

- Regular (1–6)
- Regular and Irregular (1–10)



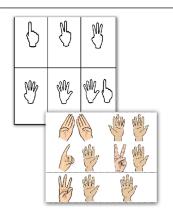


Subitizing is the ability to rapidly determine the quantity of a small group of objects without counting. There are two types of subitizing.

Perceptual subitizing is the ability to recognize the quantity of a set without counting. It is the basis for counting and cardinality.

Conceptual subitizing is seeing number patterns within a set (part—whole) and then determining the quantity by putting the number patterns together.

Subitizing Cards—Finger Patterns



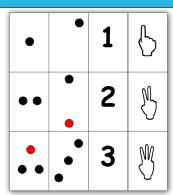
Finger patterns can be used for subitizing activities including

- Matching finger patterns to a numeral (quick images)
- Showing finger patterns of one more or less of a numeral
- Showing finger patterns to come after or before a numeral
- Showing an answer to a story problem
- Showing what the finger pattern represents on a show-me board
- Showing different representations of a numeral (Ten Frame or Base 10 Card) to match a finger pattern
- Communicating how students see a finger pattern through a number talk

These activities can be used with any subitizing set of cards.

Blackline Masters (BLMs) List

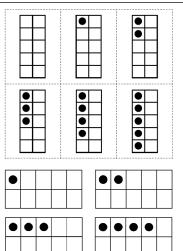
Subitizing Cards— Matching (1-10)



Have students order the numbers and then place the matching numeral with the representation. Use the cards to play games such as "Go Fish" and "Concentration."

Ten Frames

- Small (five-wise)
- Large
- Double Ten Frame Mat
 - Horizontal
 - Vertical



Five frames are a visual aid that helps students

- Relate a numeral, 1 to 5, to its respective quantity.
- Prompt different mental images of numbers
- Develop part-whole understanding
- Compare quantities
- Order numbers
- Relate given numbers to 5 and 10
- Solve addition and subtraction problems
- Visualize mental math strategies

Concrete Math Manipulatives for the Early Years Math Tool Kit

There are number of concrete math manipulatives that can be included in the tool kit to support students' thinking and learning of mathematics. Some suggestions of items include those in the following list. Many of the manipulatives can be purchased from publisher vendors who sell mathematics manipulatives. Check publishers' catalogues or online for items. Many items can be purchased inexpensively at dollar stores.

Concrete Tools List			
Concrete Tool	Visual	Description of Use	
Calculators		Use the constant feature to look for patterns.	
Counters		Counters can be encased in smaller bags or small containers. Counters can be bingo chips, buttons, beans, teddy bears, or tiles. Two-sided counters that have different colours on each side are good to add in the bag to generate number combinations.	
Base-10 Material	1 3 2 185	The standard base-ten blocks and DigiBlocks can be added for students who have a better grasp of place value. For pre-place value learning, use materials such as ten frames, craft sticks, or interlocking blocks.	

Concrete Tools List		
Concrete Tool	Visual	Description of Use
Beaded Number Lines and Rekenreks		Beaded counting frames and lines from 5 to 100 can be used to show number relationships. Students can make their own or they can be purchased.
Dice (Number Cubes)		Dice come in a variety of forms and sides (6 to 20 and above). Dice can be made from small cubes of wood or foam. A variety of symbols, dots, and words can be placed onto the sides. Many vendors sell dice and dollar stores sell the basic six-sided dice. Dice can be used to • Generate numbers • Play math games • Make equations to practice math facts
Interlocking Cubes		Interlocking cubes can be used to show number combinations or for graphing. They should be used in the Early Years' classroom because they are easier to manipulate.

Concrete Tools List		
Concrete Tool	Visual	Description of Use
Playing Cards	4/5/6/7	Different vendors and dollar stores sell cards that can be used for games. There are a variety of sizes of cards that can be used for demonstration and student use. Cards can be purchased with symbols other than the standard forms.
Rulers		Use rulers for standard measure.
Show-Me Board/White Board with Dry Erase Marker and Eraser	SIX	Students can show their thinking or an answer using the show-me board. There are many different kinds of show-me boards that can be purchased from vendors or dollar stores. Show-me boards can be made from laminated stock paper or plastic cutting boards, or by placing stock paper into sturdy page protectors. Erasers can be purchased or they can be made from material such as towels, little mitts, or socks.

Other concrete materials that can be added in tool kits include the following:

- Cuisenaire rods
- Pattern blocks
- Tangrams
- Numicon shapes
- Money
- Attribute blocks
- Tiles
- Fraction circles, tiles, and bars
- Clocks
- Links
- Shapes

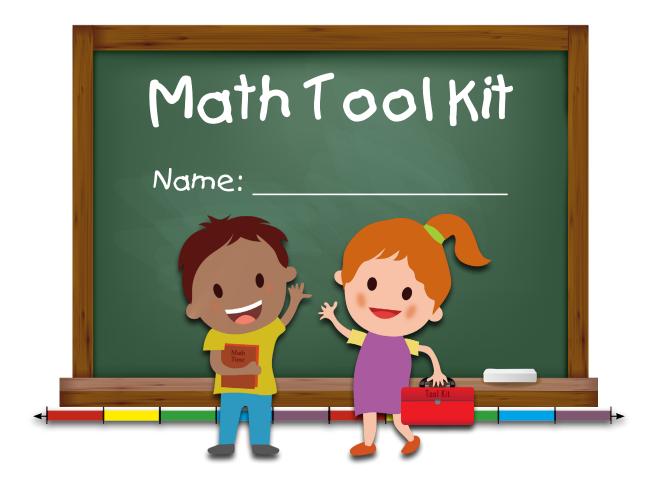


Websites for other BLMs

The following sites contain more items that can be used for the tool kit depending on your needs. Items can be copied and laminated.

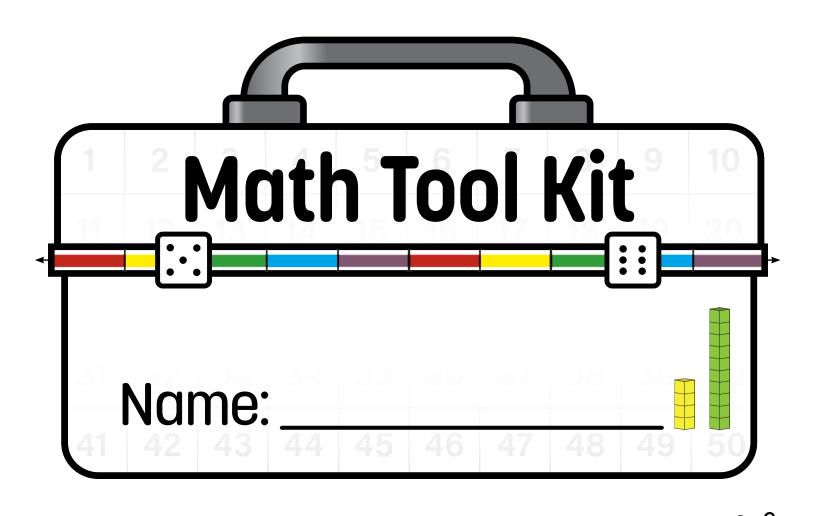
- http://lrt.ednet.ns.ca/PD/BLM/table_of_contents.htm
- https://wps.ablongman.com/ab_vandewalle_math_6/0,12312,3547876-,00.html
- www.nzmaths.co.nz/numeracy/materialmasters.aspx
- www.sparklebox.co.uk/maths/

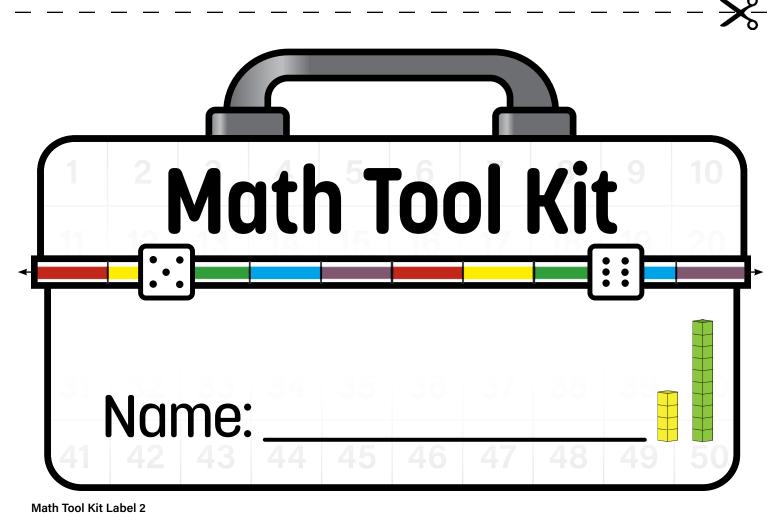
If you have suggestions for other BLMs for an Early Years Math Tool Kit, please contact the Kindergarten to Grade 4 Mathematics Consultant at www.edu.gov.mb.ca/k12/cur/math/contacts. html.

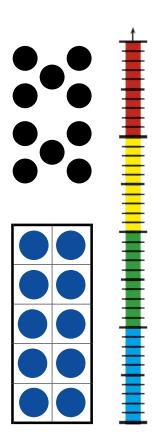




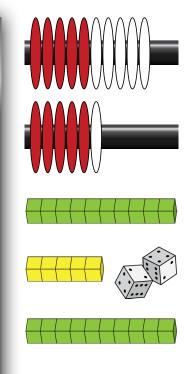


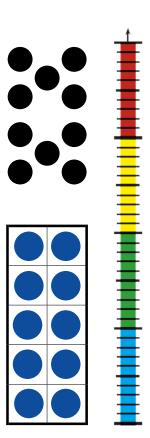




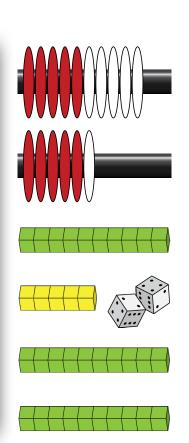




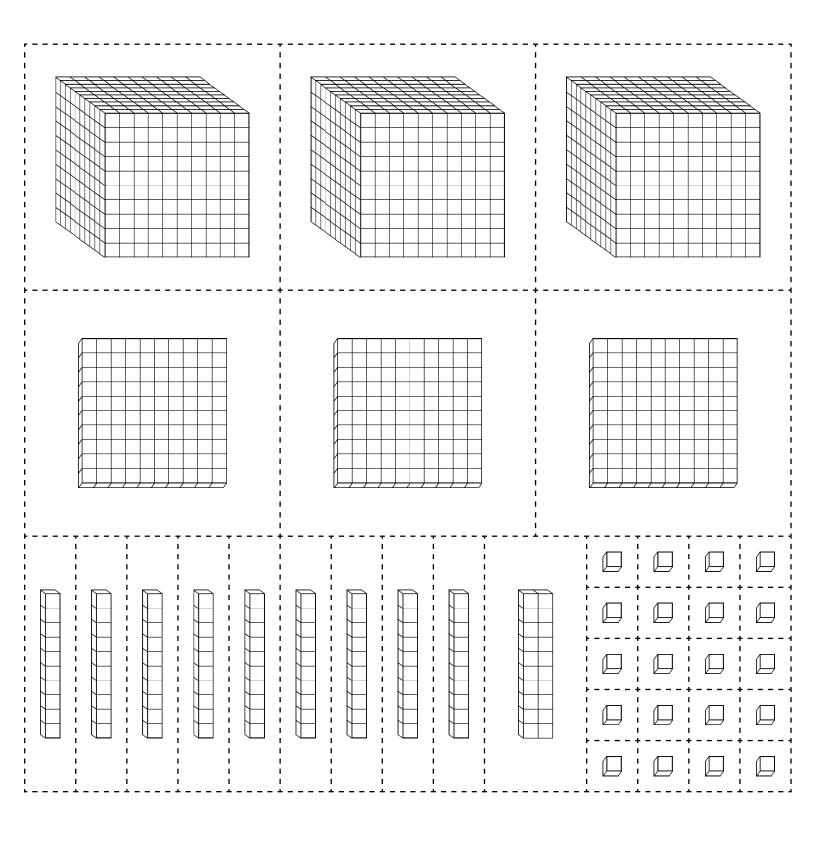




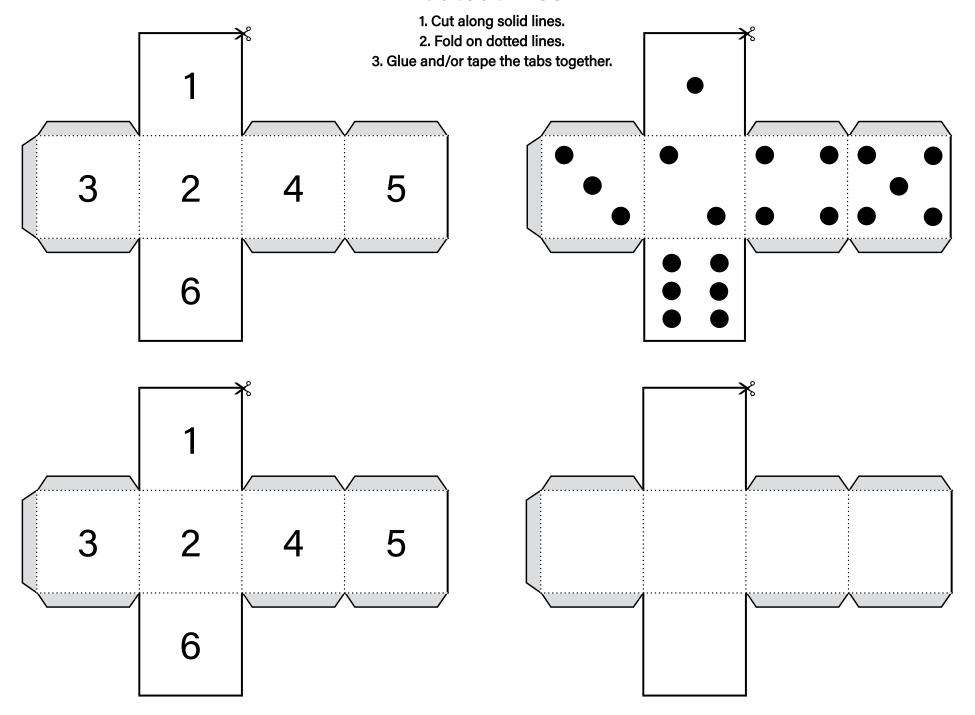




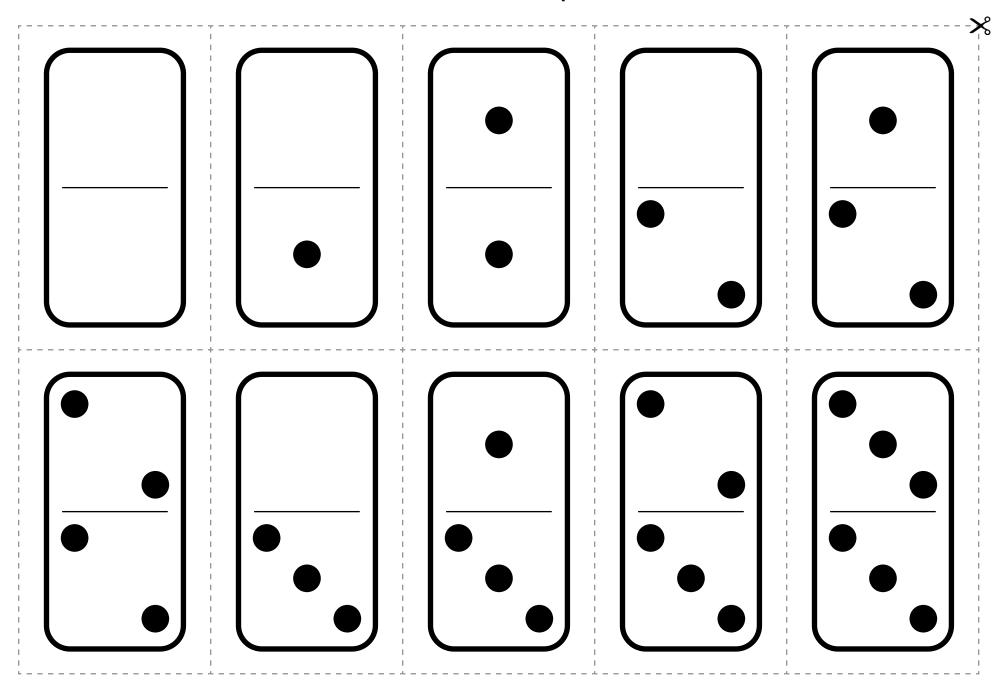
Base 10 Blocks



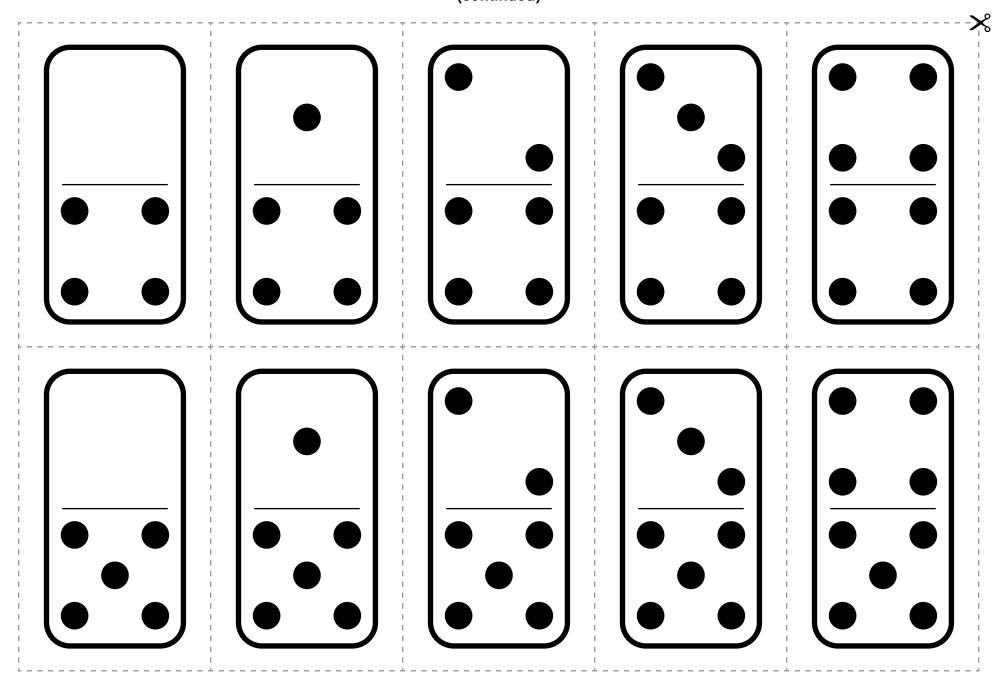
Cutout Dice



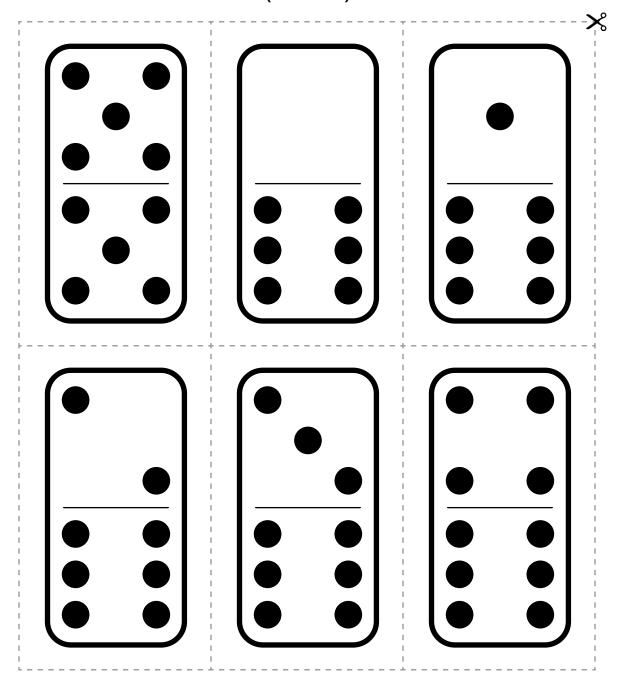
Dominoes—Total of Pips to Ten



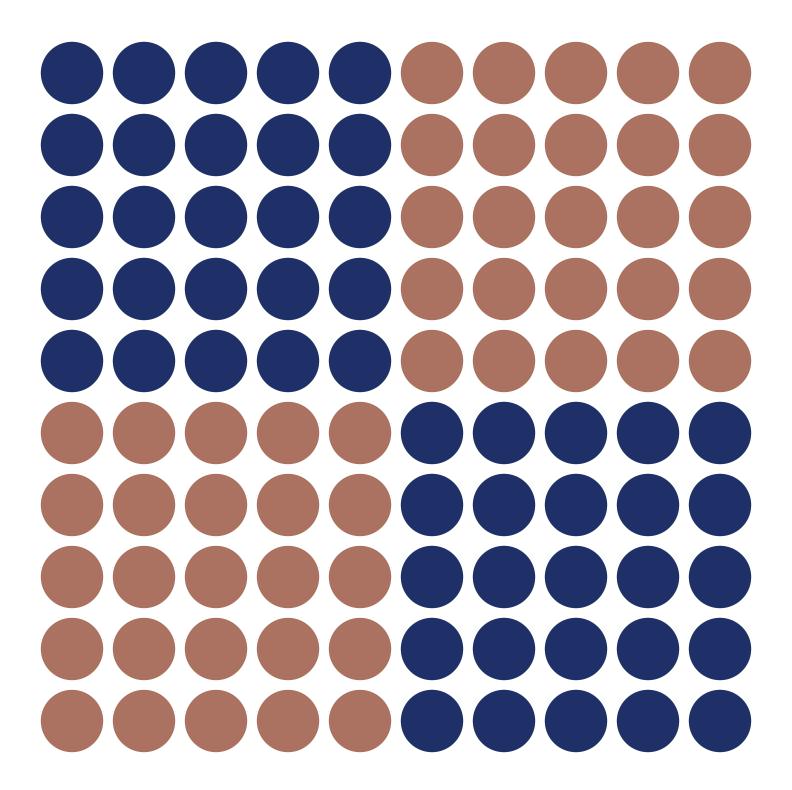
Dominoes—Total of Pips to Ten (continued)



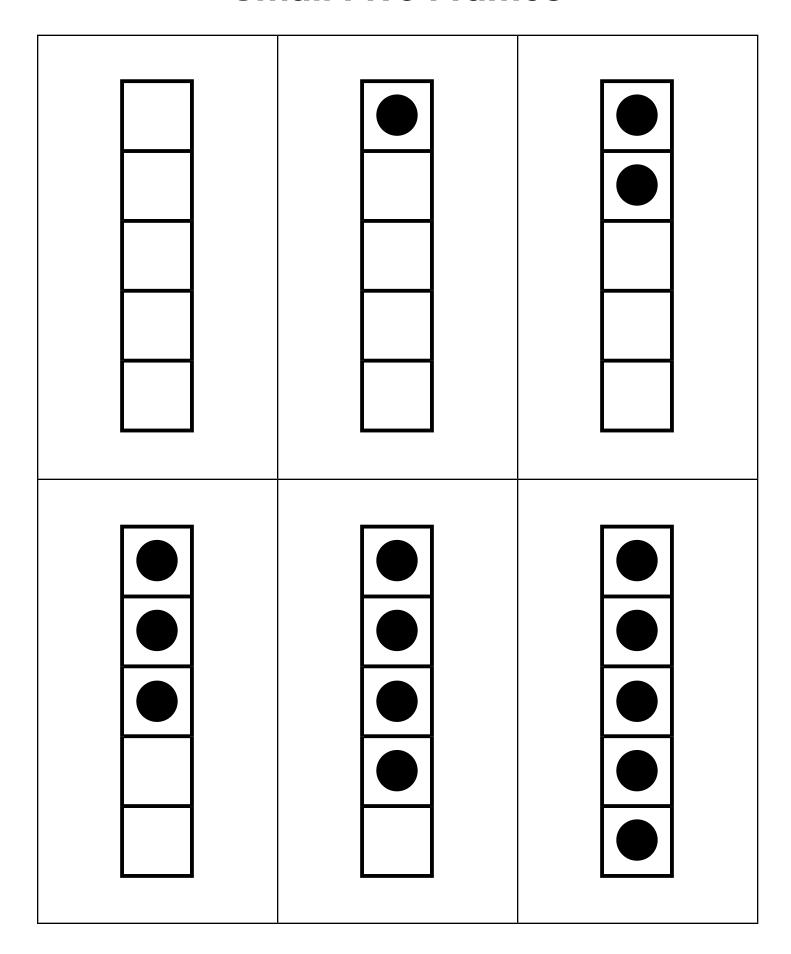
Dominoes—Total of Pips to Ten (continued)



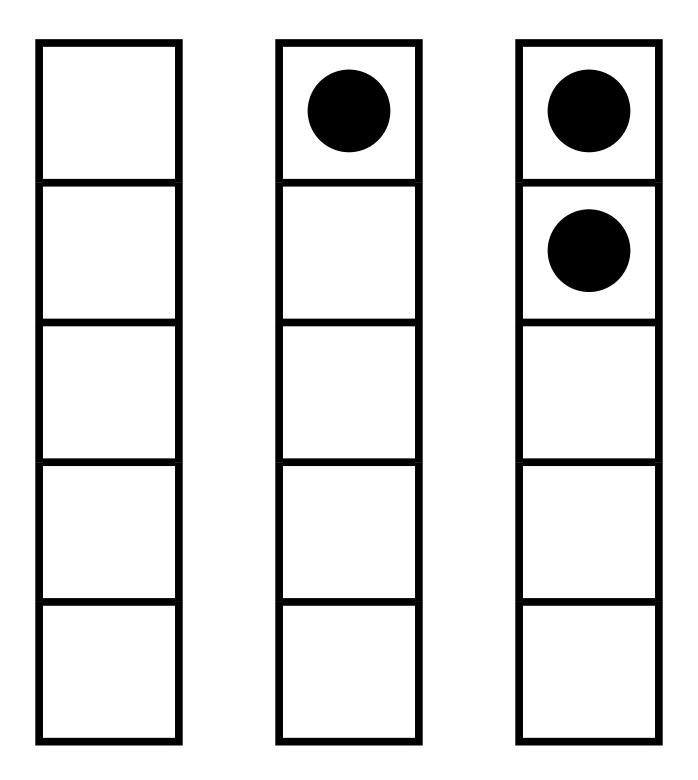
Dot Array



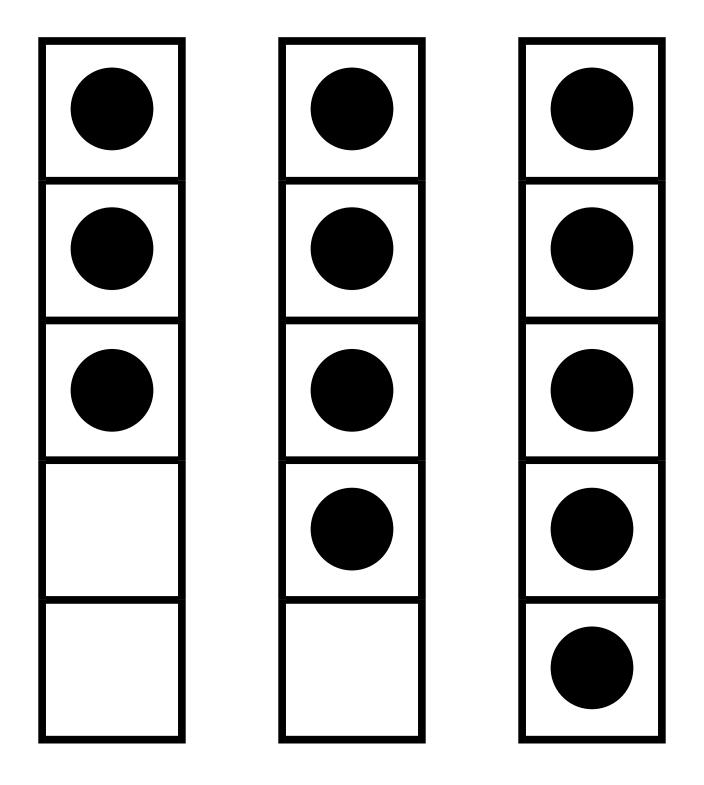
Small Five Frames



Large Five Frames

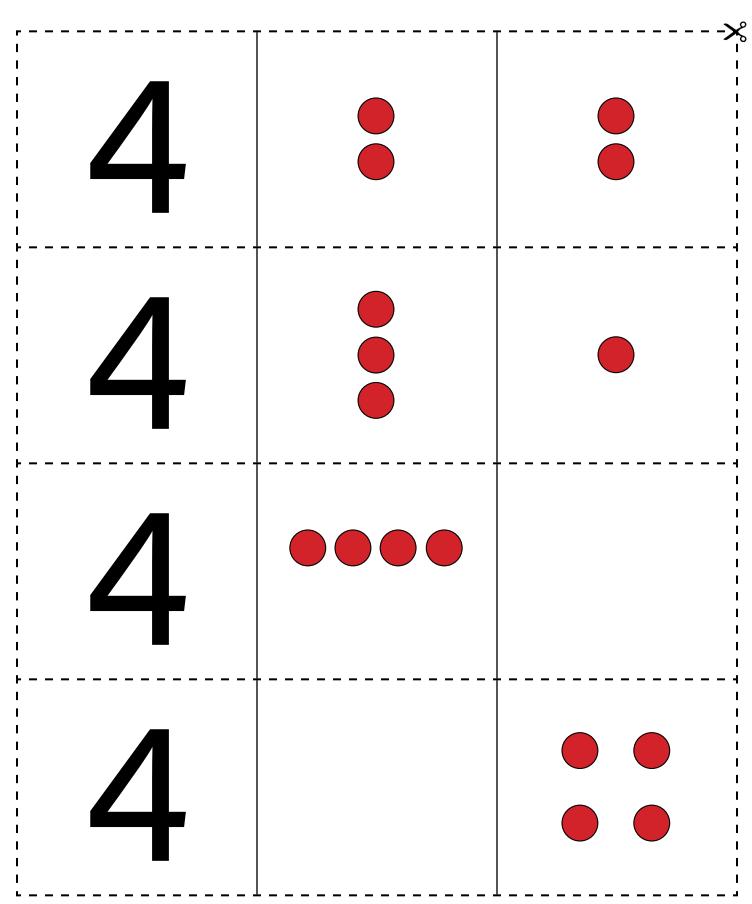


Large Five Frames (continued)

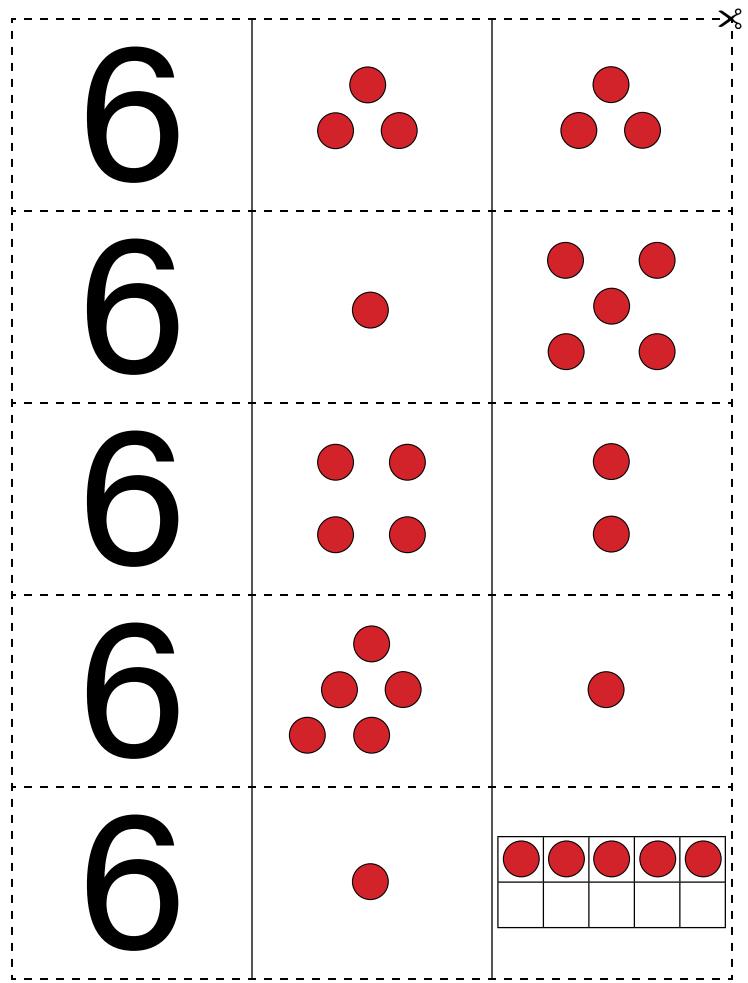


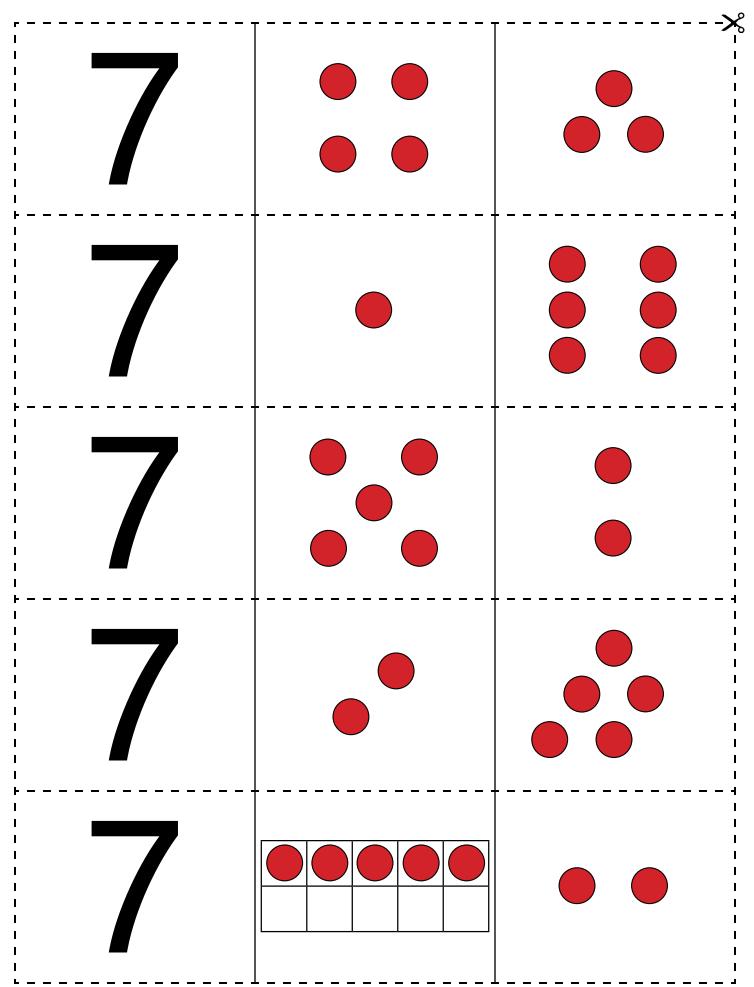
Missing Part Cards

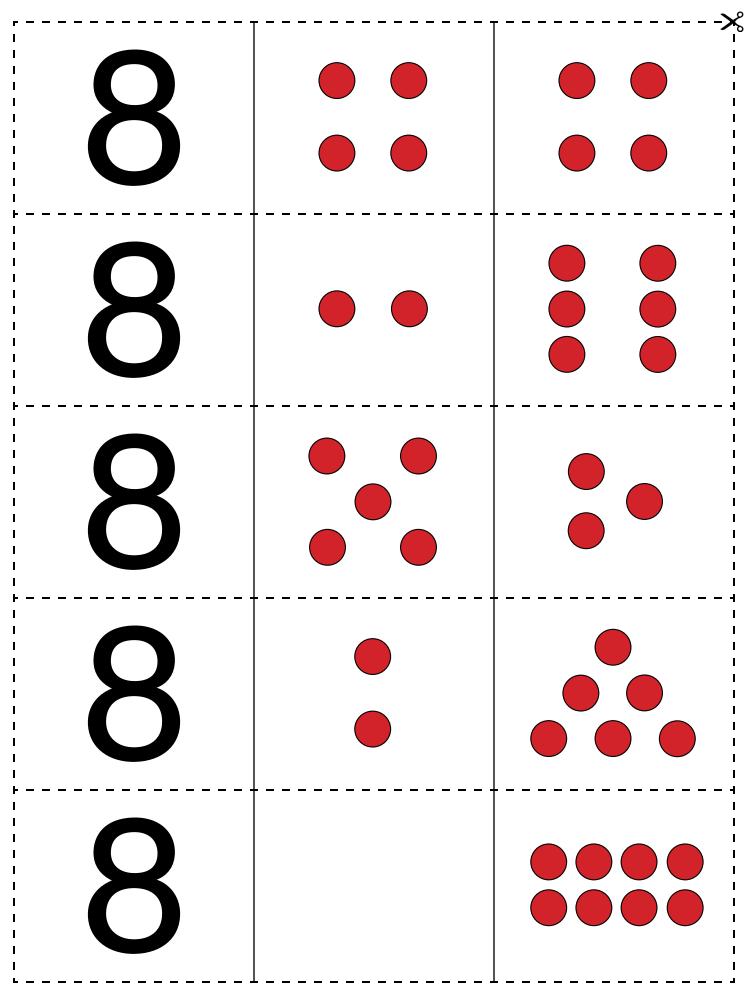
Directions: Cover one part with a post-it note.

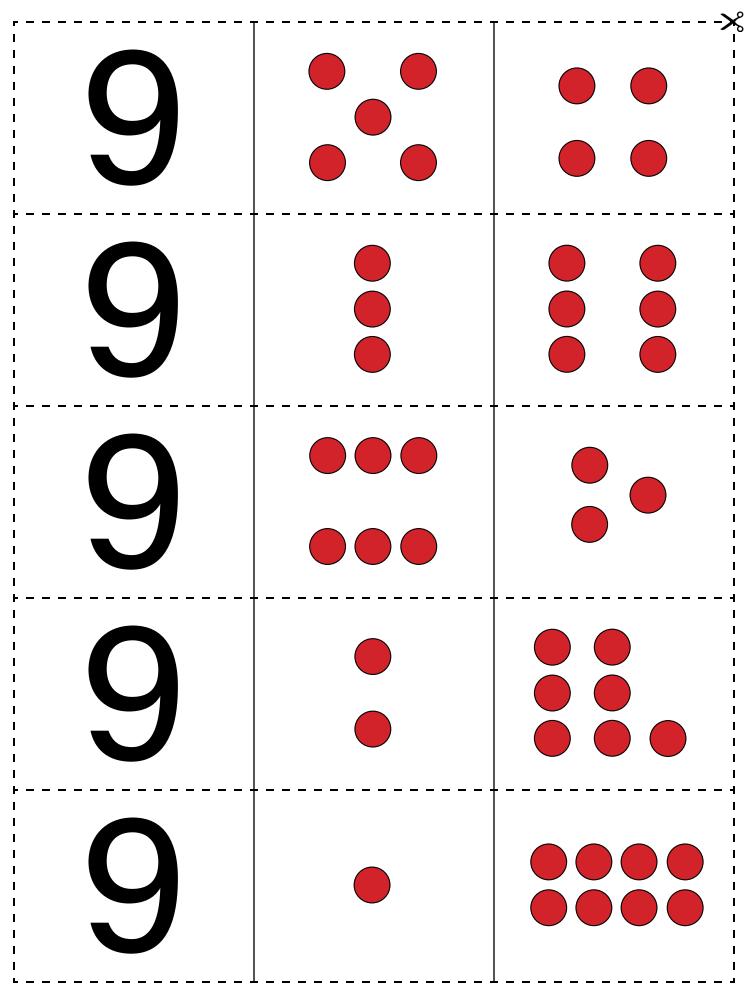


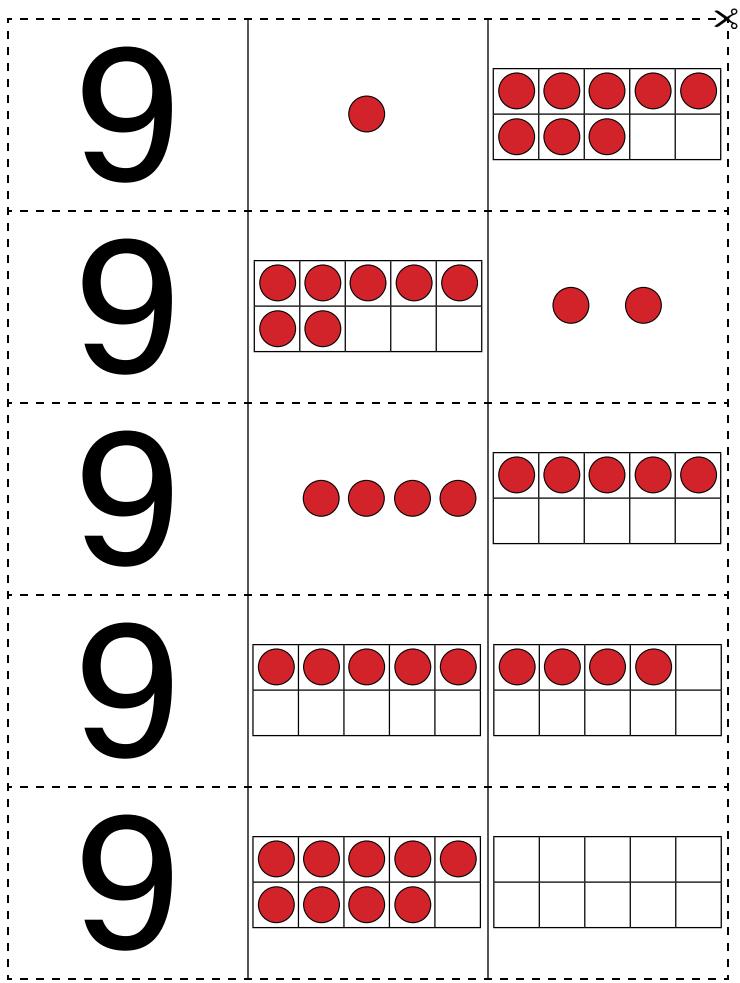
1



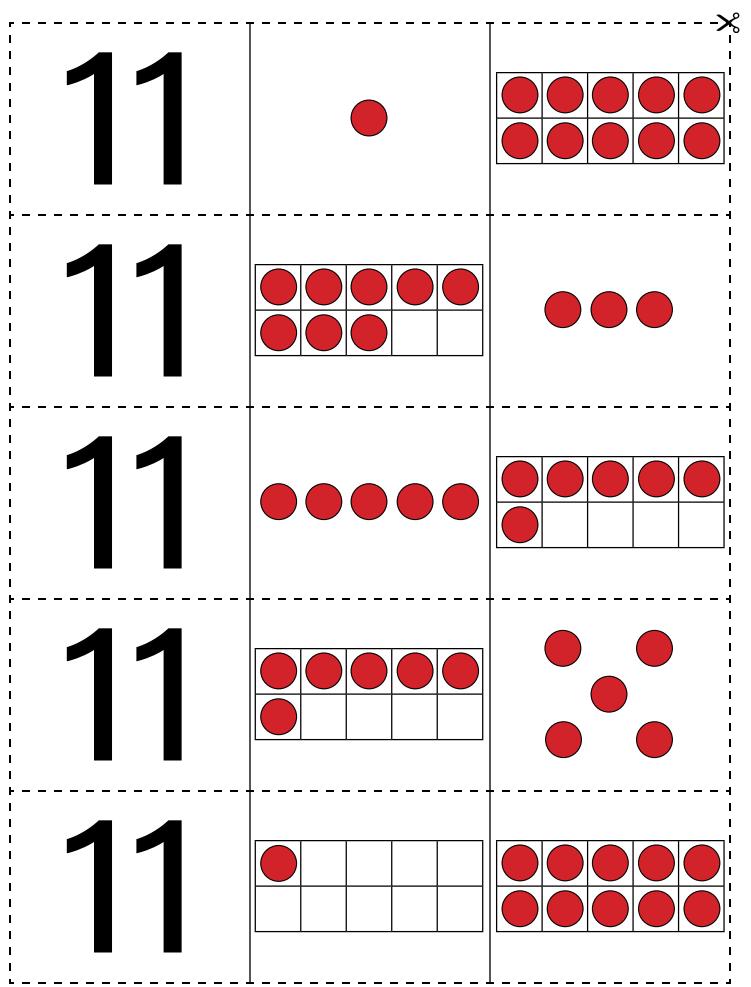


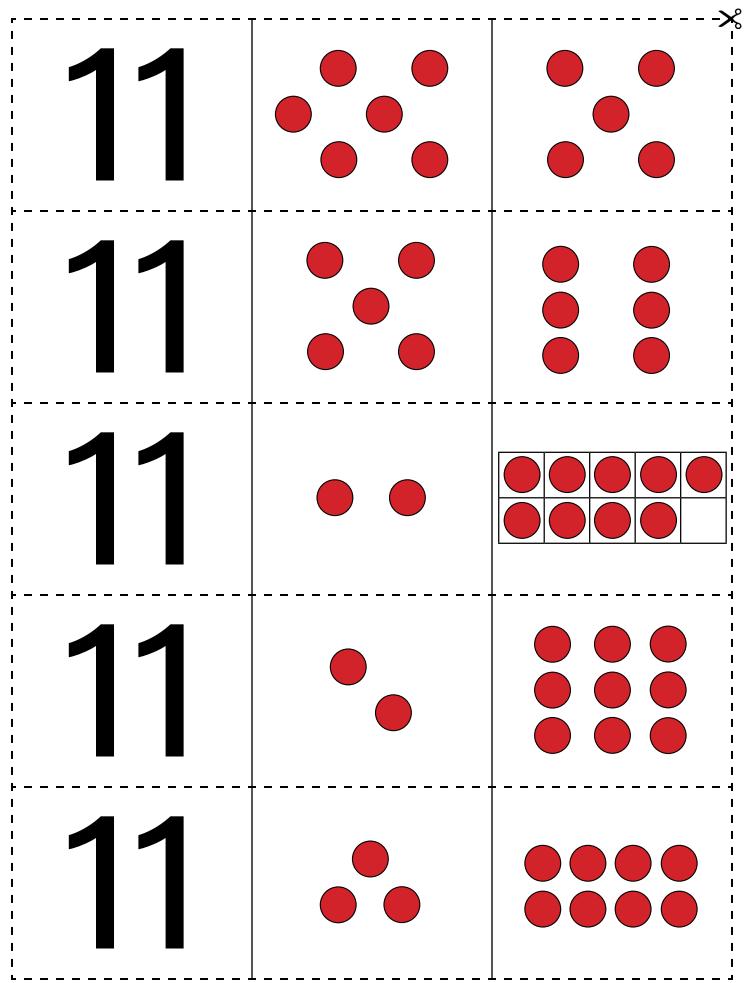


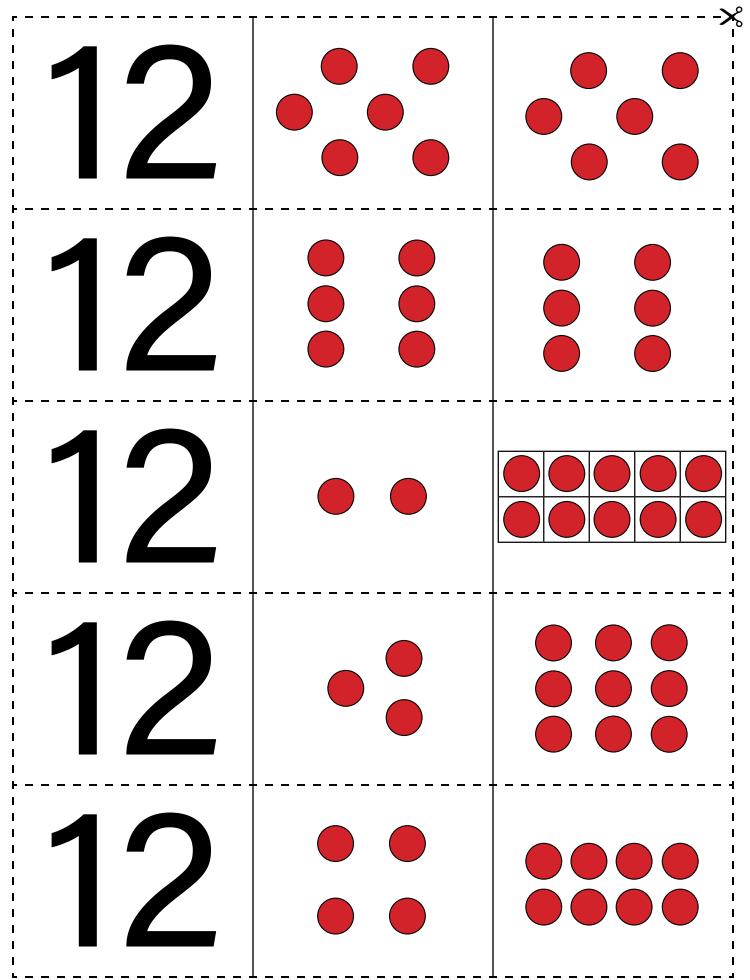




10 1() 10







Number Chart (1 —20)

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

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

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

Number Chart (1 —30)

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

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

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

Hundreds Chart (10 x 10 square)

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

Number Chart (0-99)

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	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

Blank Hundreds Chart (10 x 10 square)

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

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

									_
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

 $\frac{1}{2}$

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

120 Chart

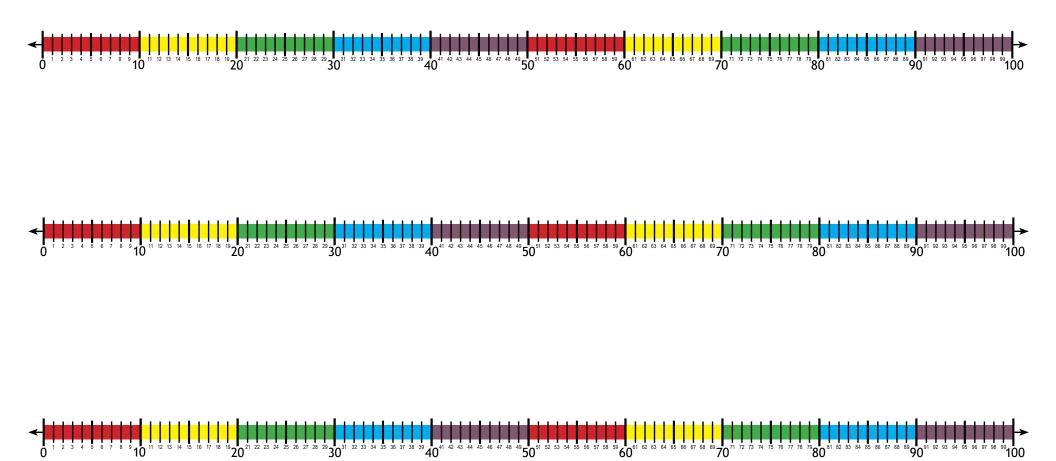
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103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

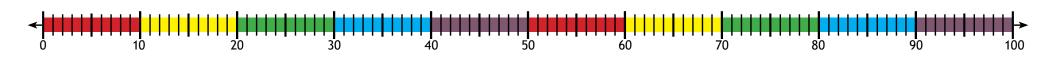
200 Chart

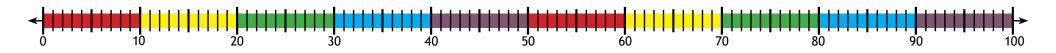
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150
151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190
191	192	193	194	195	196	197	198	199	200

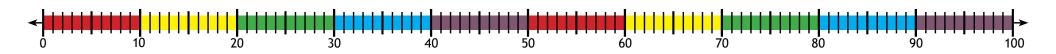
Bottom Up Hundreds Chart

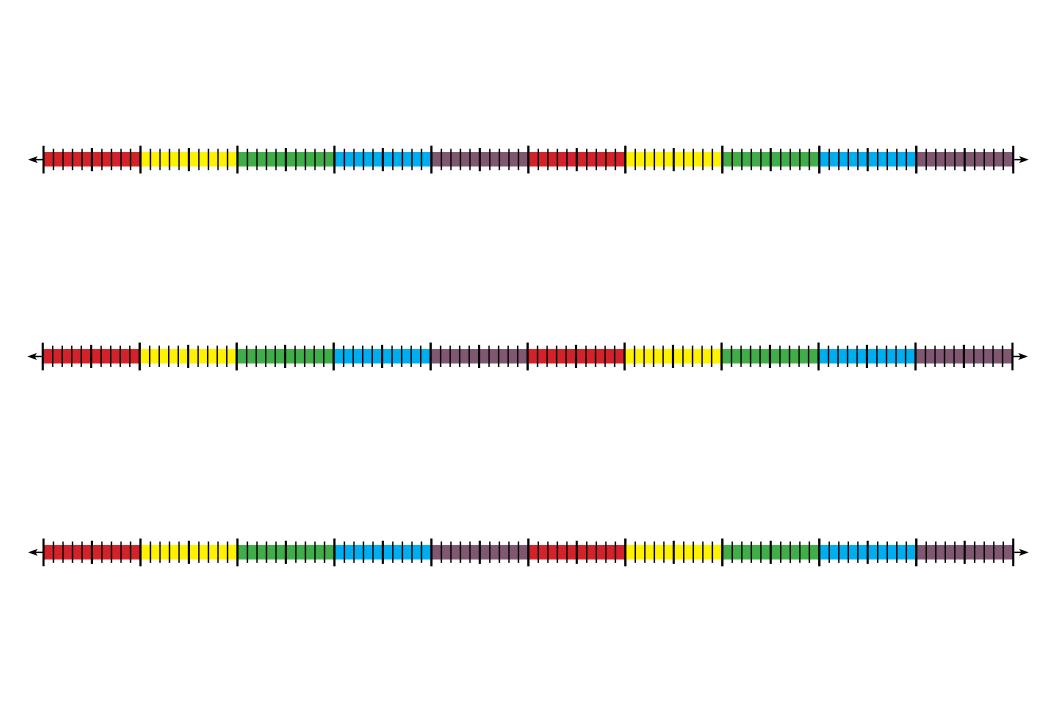
91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

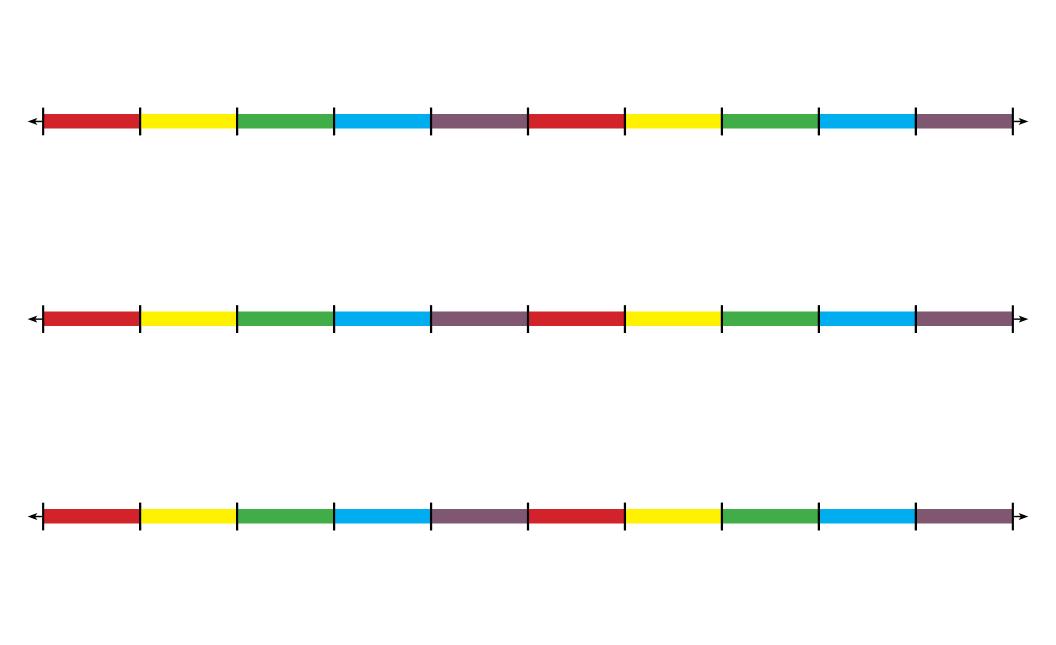


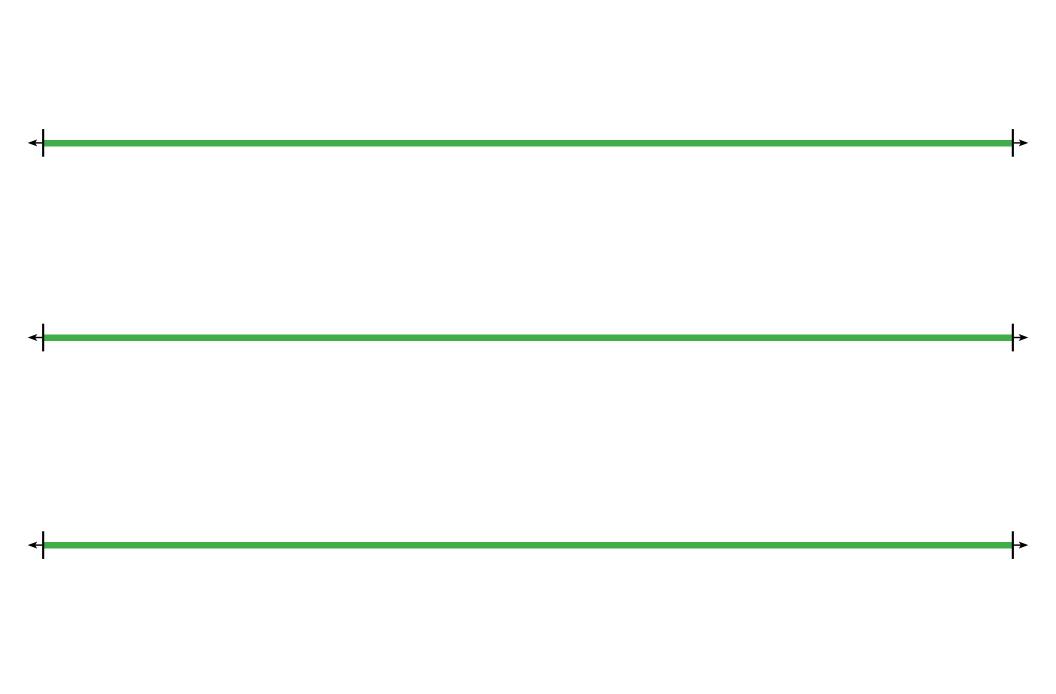


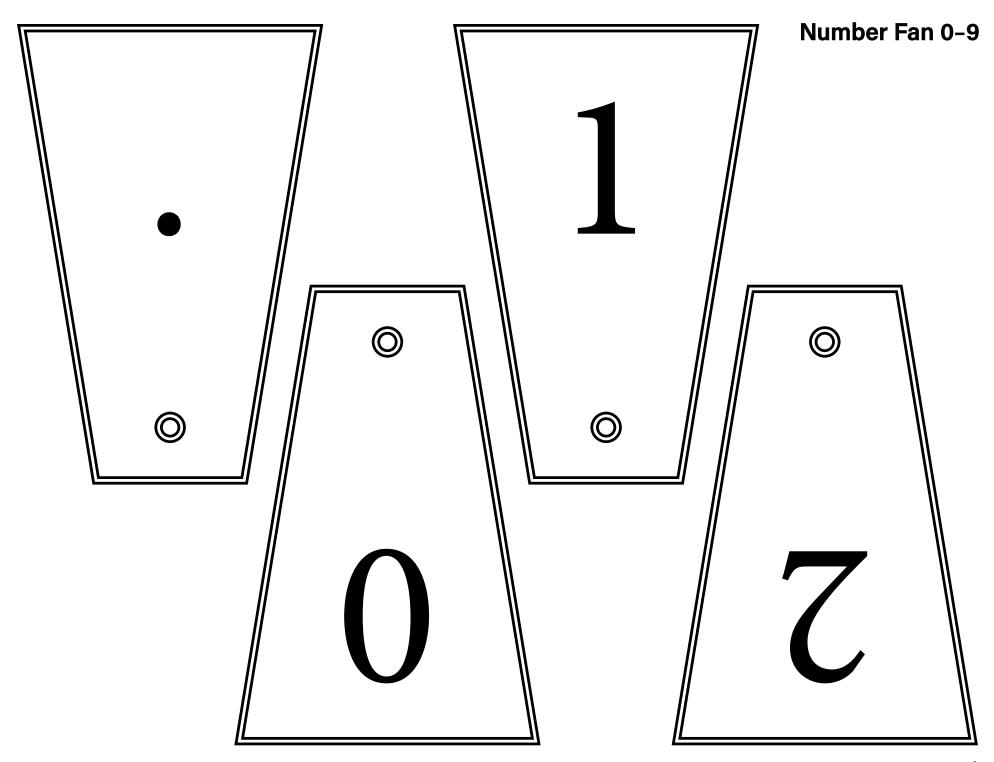


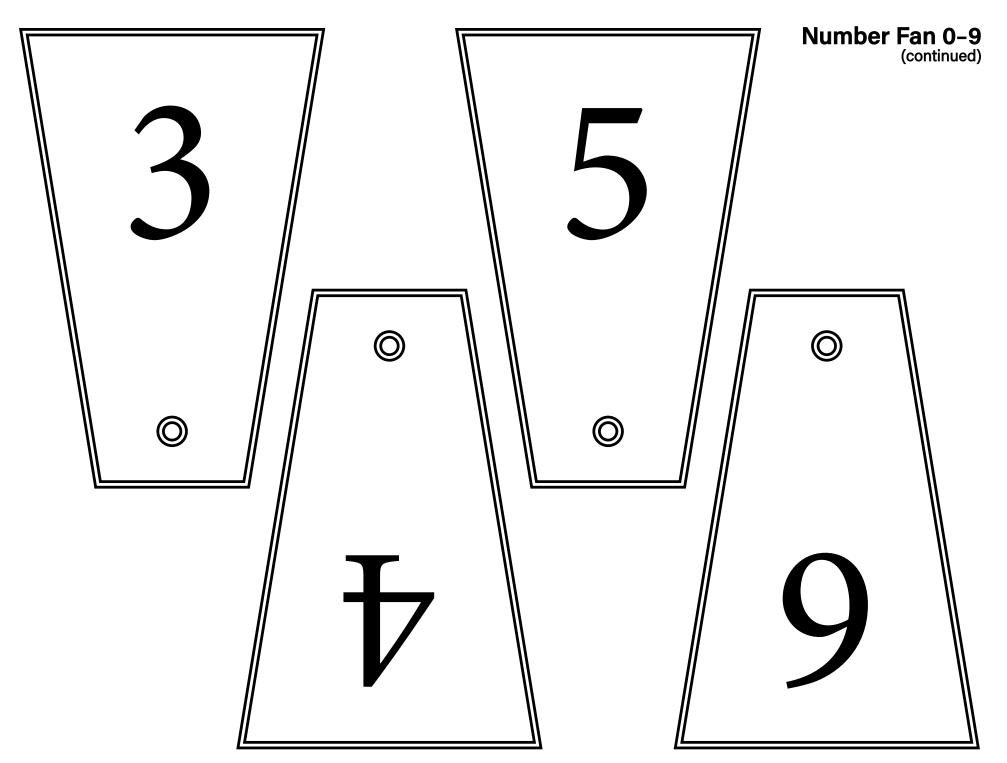




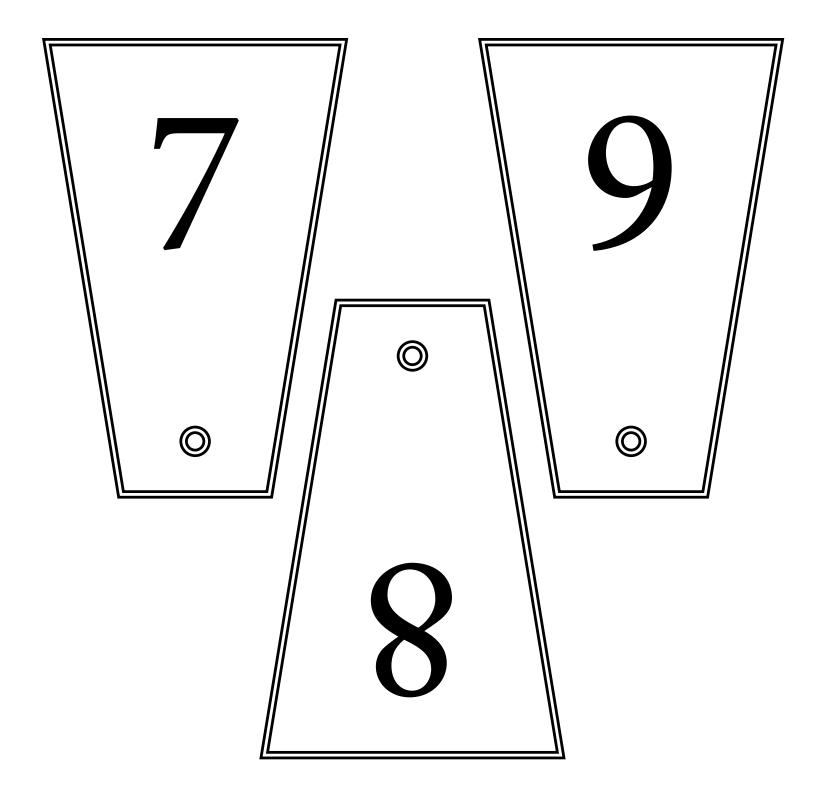


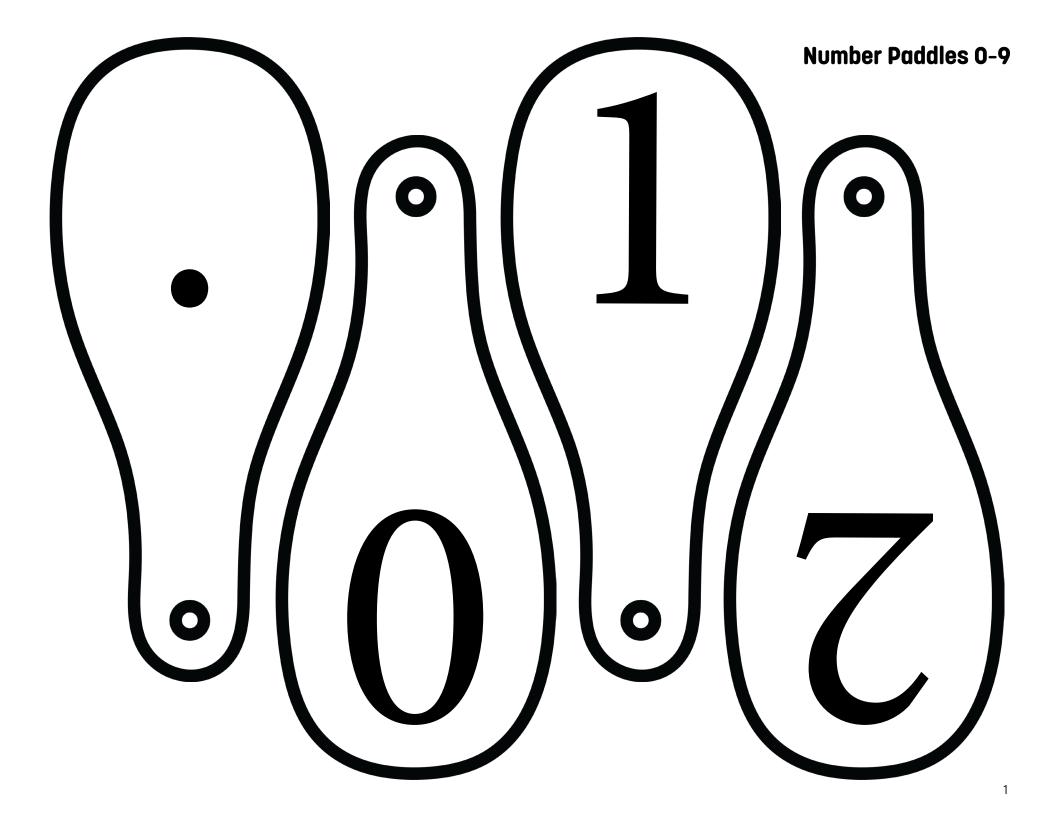


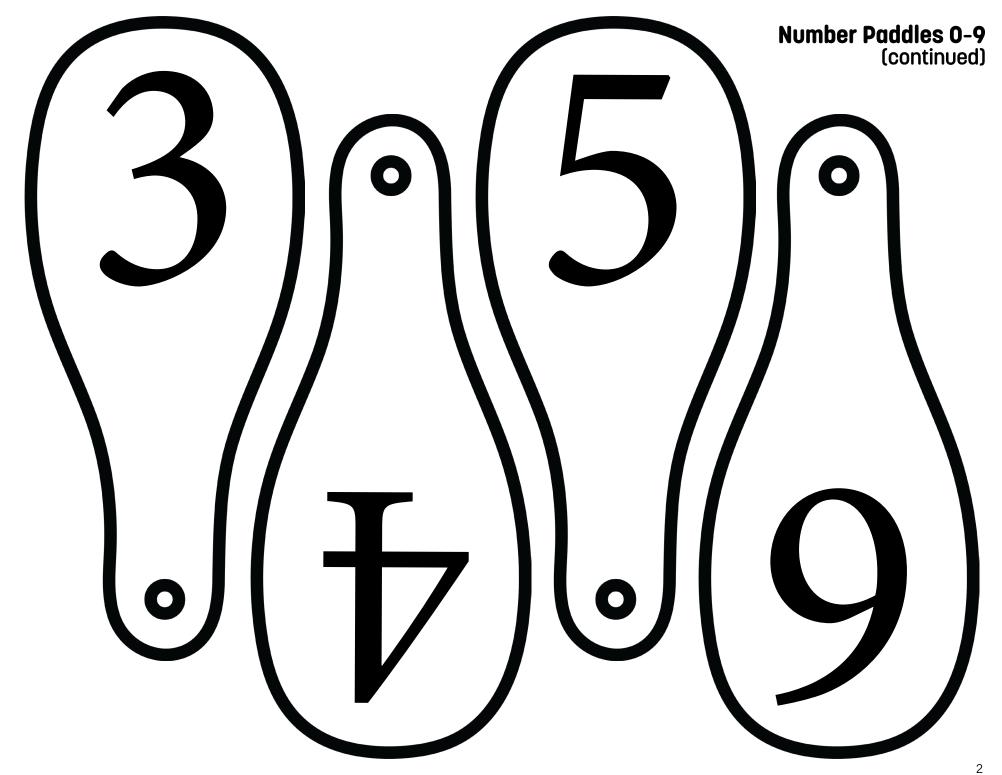




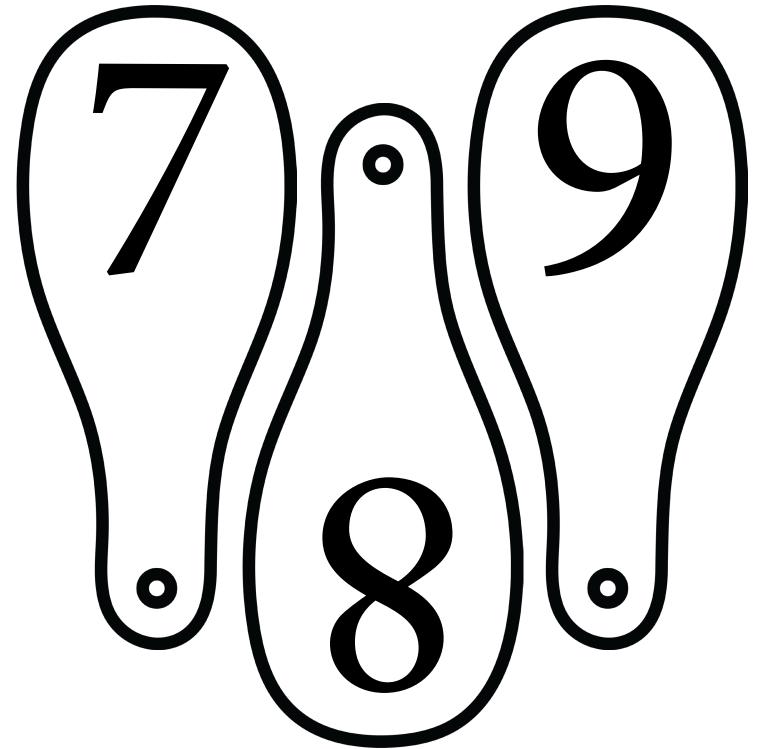
Number Fan 0-9 (continued)

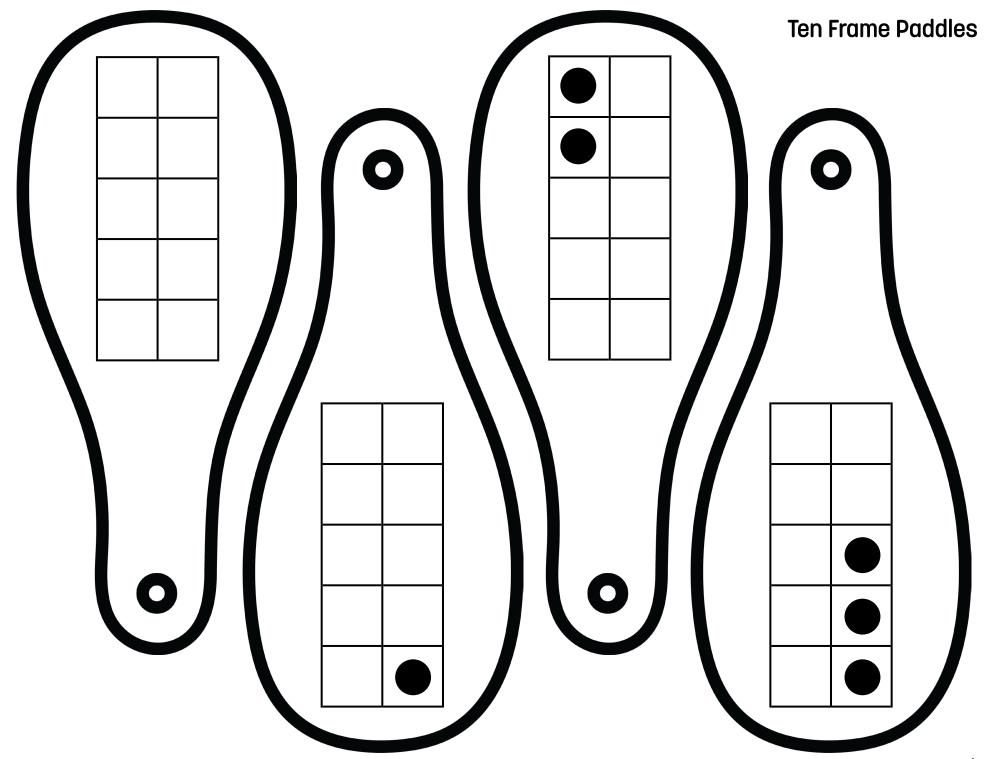


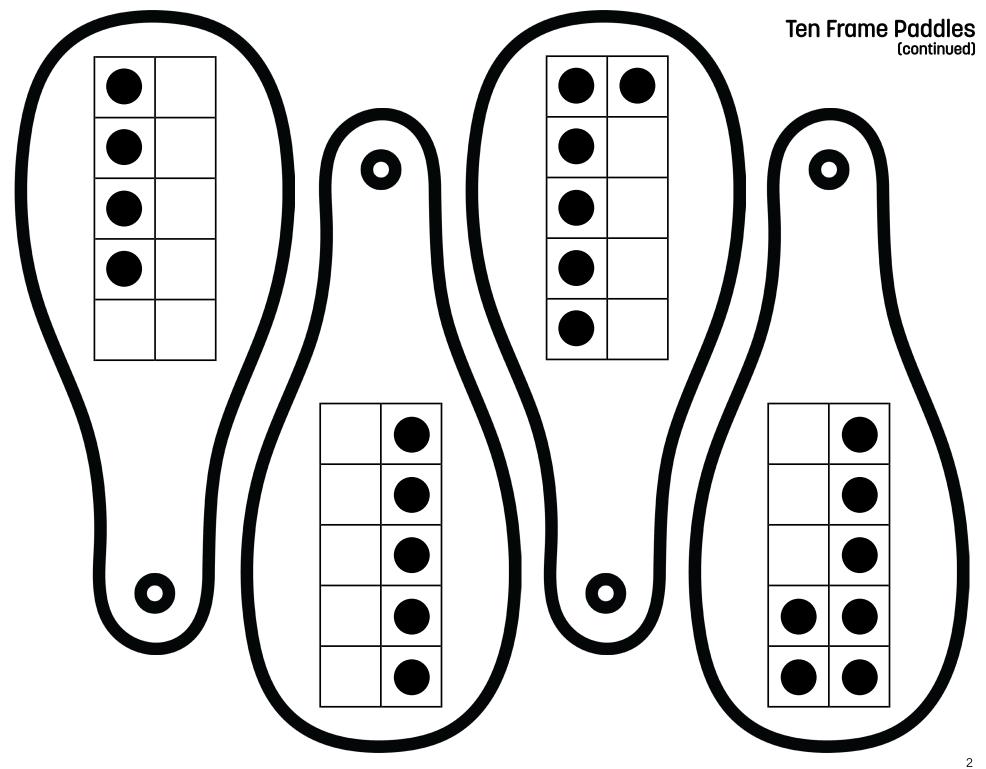




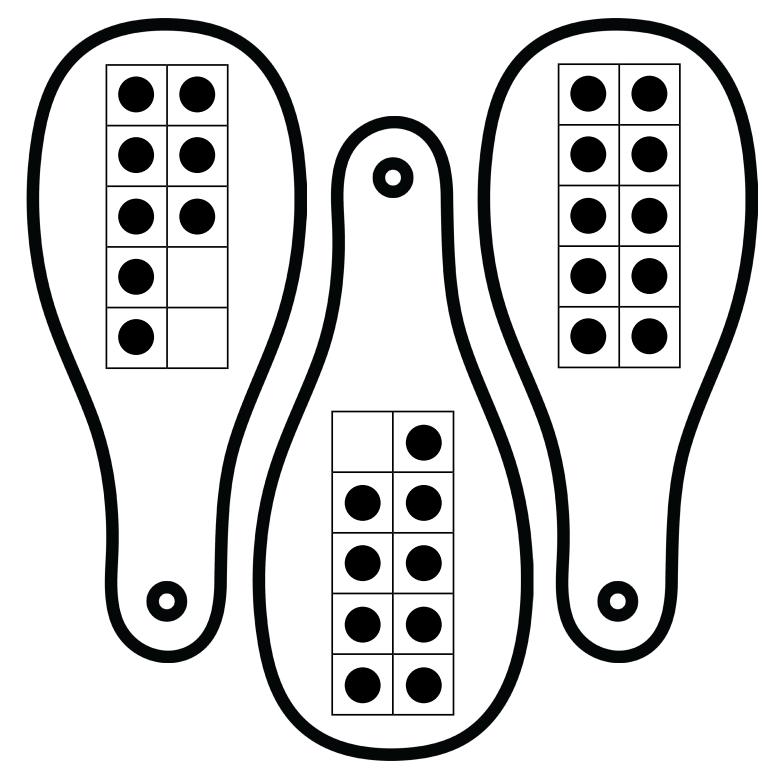
Number Paddles 0-9 (continued)

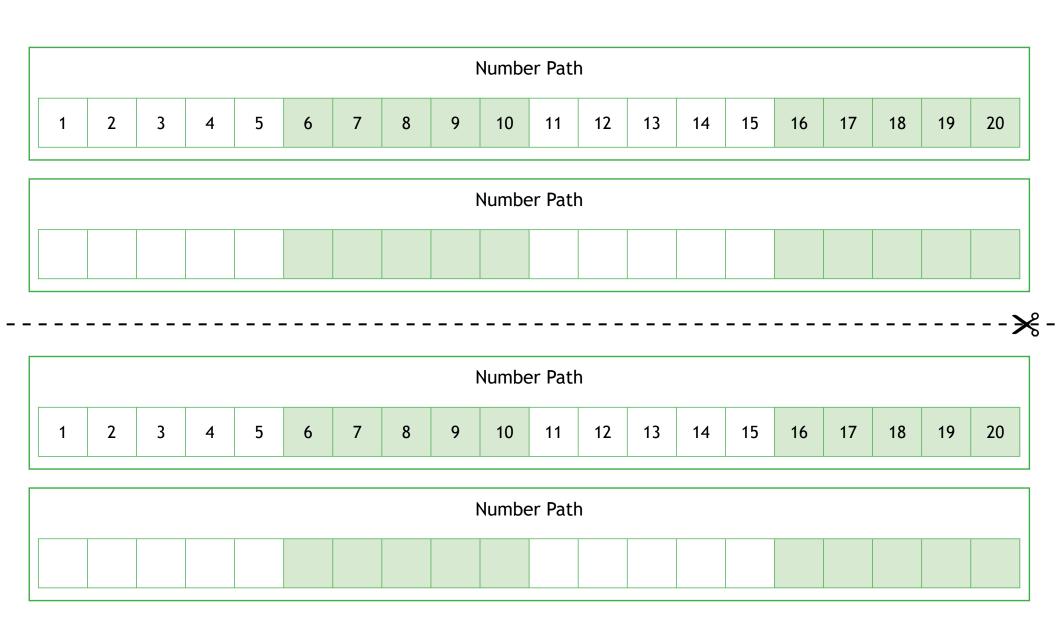












Number Words and Numerals (1—20)

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

Number Words and Numerals (1—20)

(continued)

one	six
two	seven
three	eight
four	nine
five	ten

Number Words and Numerals (1—20)

(continued)

eleven	sixteen
twelve	seventeen
thirteen	eighteen
fourteen	nineteen
fifteen	twenty

NUMBERS 1 TO 100

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

Numbers Words

1 one	11 eleven	21 twe
2 two	12 twelve	22 twe
3 three	13 thirteen	23 twe
4 four	14 fourteen	24 twe
5 five	15 fifteen	25 twe
6 six	16 sixteen	26 twe
7 seven	17 seventeen	27 twe
8 eight	18 eighteen	28 twe
9 nine	19 nineteen	29 twe
10 ten	20 twenty	30 thrii

entv-one 31 thirty-one enty-two 32 thirty-two enty-three 33 thirty-three enty-four 34 thirty-four enty-five 35 thirty-five 36 thirty-six 37 thirty-seven enty-seven enty-eight 38 thirty-eight enty-nine 39 thirty-nine 40 forty irty

41 forty-one 42 forty-two 43 forty-three 53 fifty-three 44 forty-four 45 forty-five 47 forty-seven 57 fifty-seven 67 sixty-seven 48 forty-eight 49 forty-nine 50 fifty

51 fifty-one 52 fifty-two 54 fifty-four 55 fifty-five 56 fifty-six 58 fifty-eight 59 fifty-nine 60 sixtv

61 sixty-one 62 sixty-two 63 sixty-three 64 sixty-four 65 sixty-five 66 sixty-six 68 sixty-eight 69 sixty-nine

70 seventy

71 seventy-one 72 seventy-two 73 seventy-three 74 seventy-four 75 seventy-five 76 seventy-six 77 seventy-seven 78 seventy-eight 79 seventy-nine

80 eighty

81 eighty-one 82 eighty-two 83 eighty-three 84 eighty-four 85 eighty-five 86 eighty-six 87 eighty-seven 88 eighty-eight 89 eighty-nine

90 ninety

91 ninety-one 92 ninety-two 93 ninety-three 94 ninety-four 95 ninety-five 97 ninety-seven 98 ninety-eight 99 ninety-nine 100 one hundred

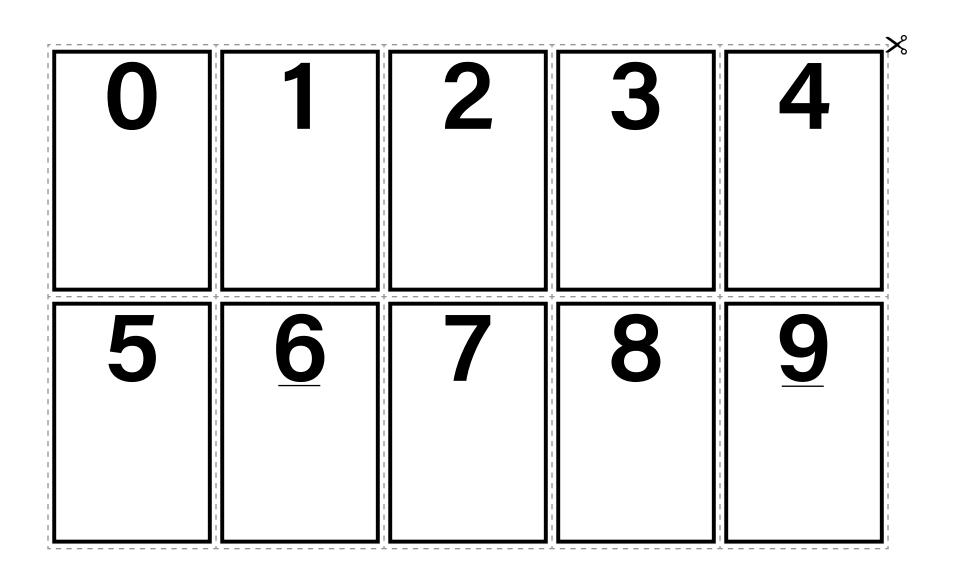
Number Words and Ten Frame Path

1	2	3	4	5	6	7	(i)	9	10
one	two	three	four	five	six	seven	eight	nine	ten

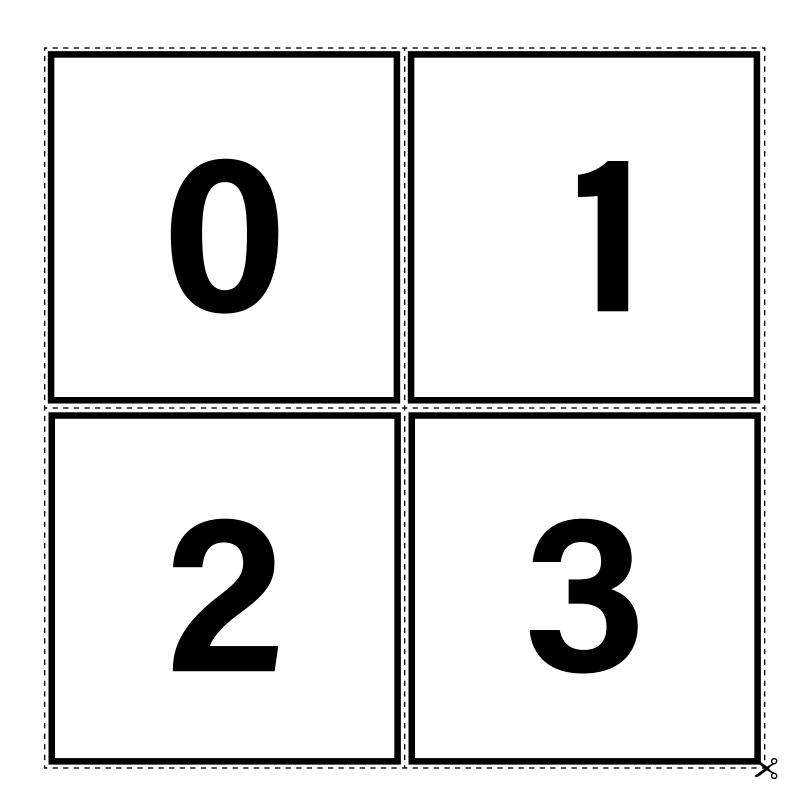
Number Words and Ten Frame Path

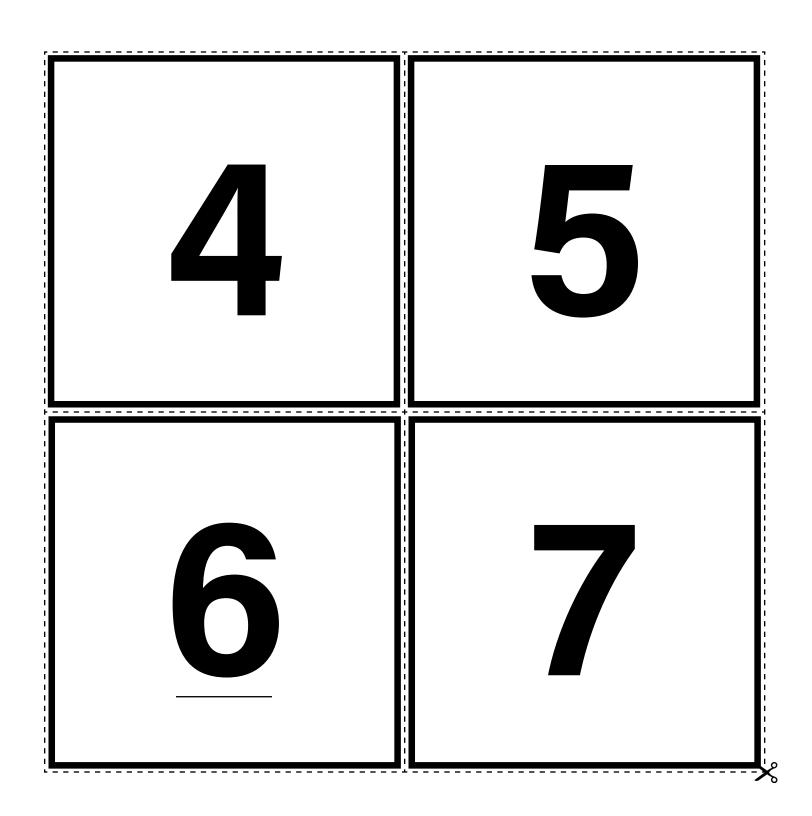
1		3	4	5	6	7	(i)	9	10
one	two	three	four	five	six	seven	eight	nine	ten

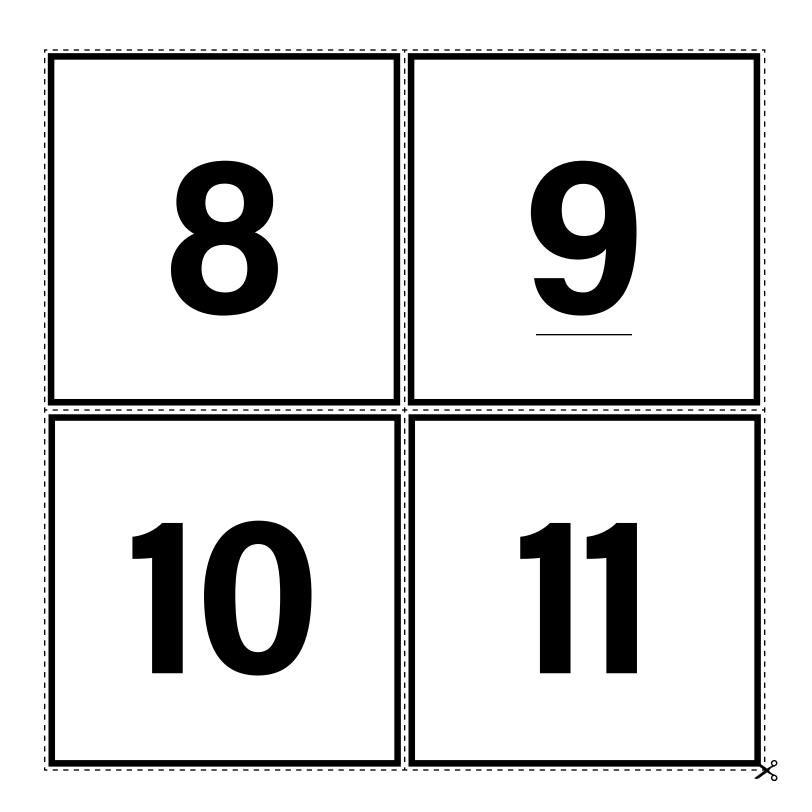
Numeral Cards (0-9)

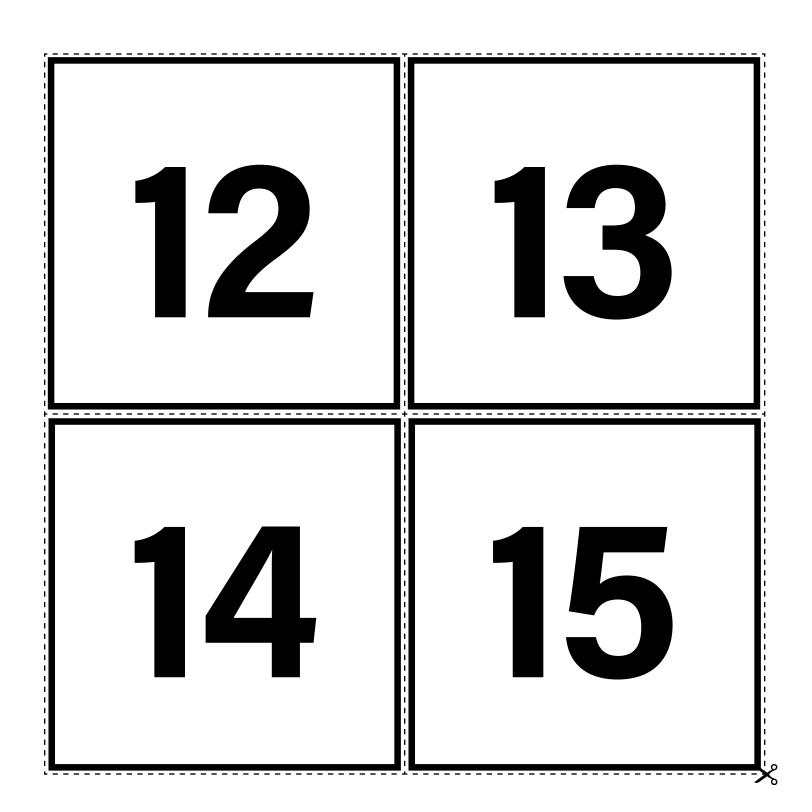


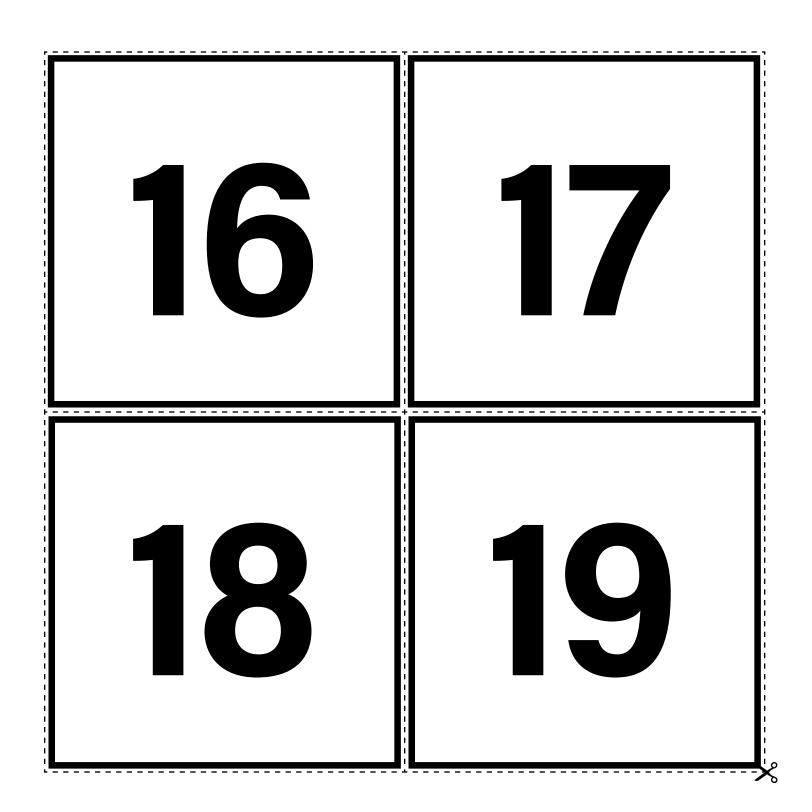
Numeral Cards 0-100

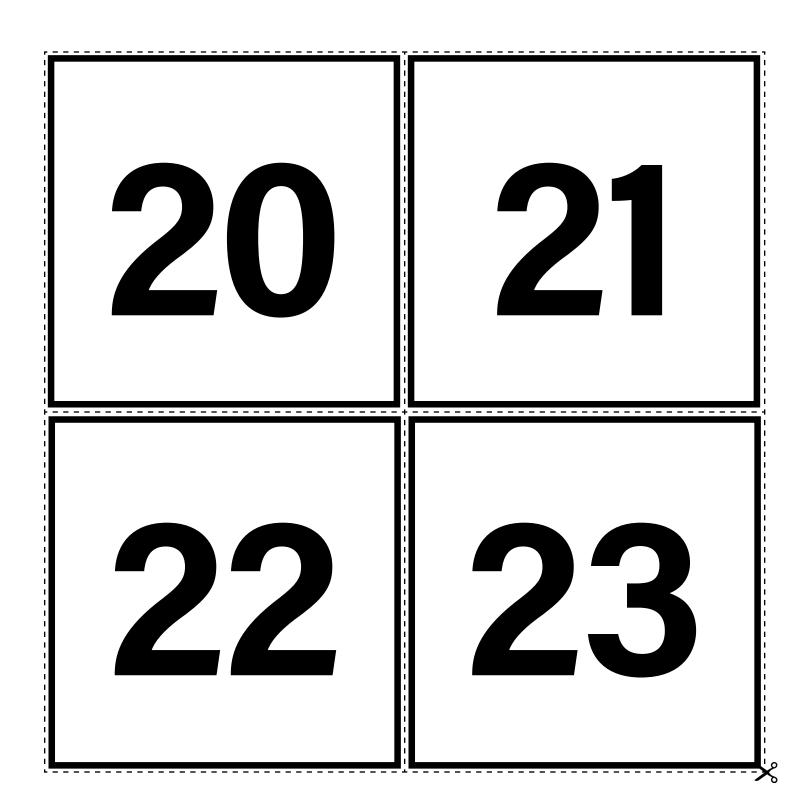


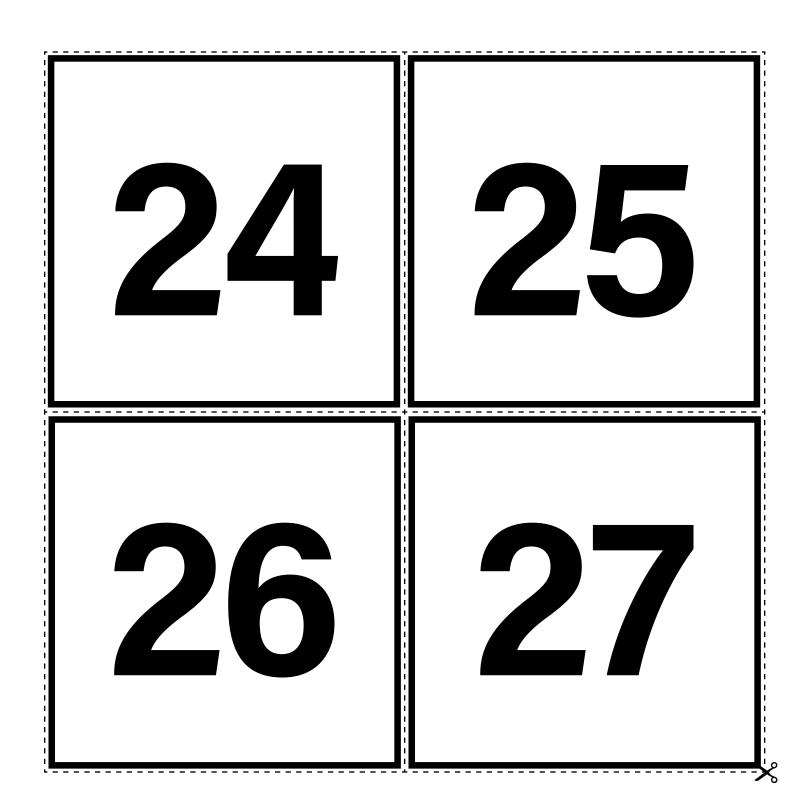






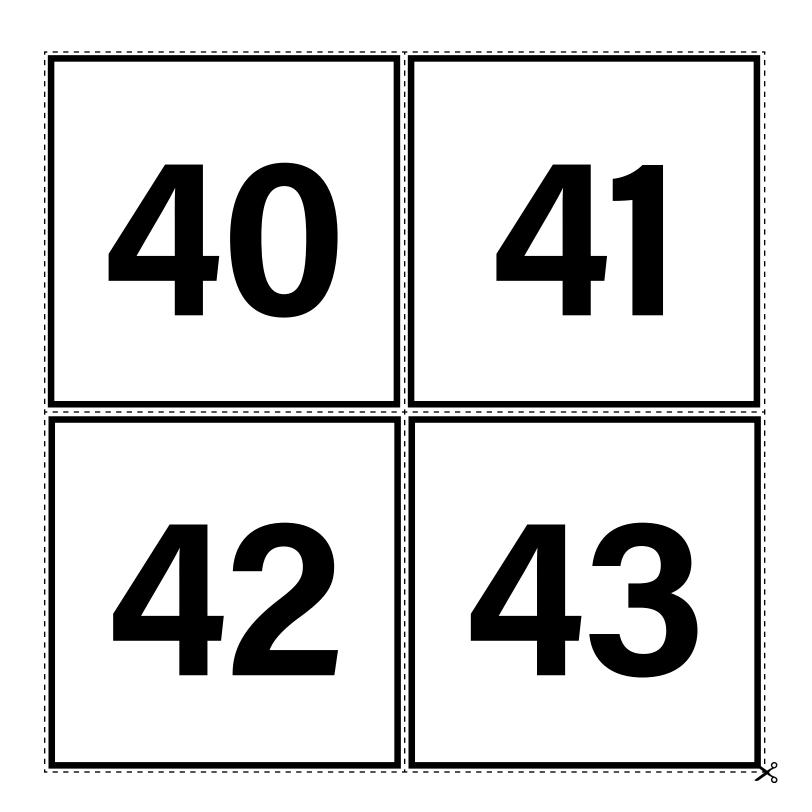


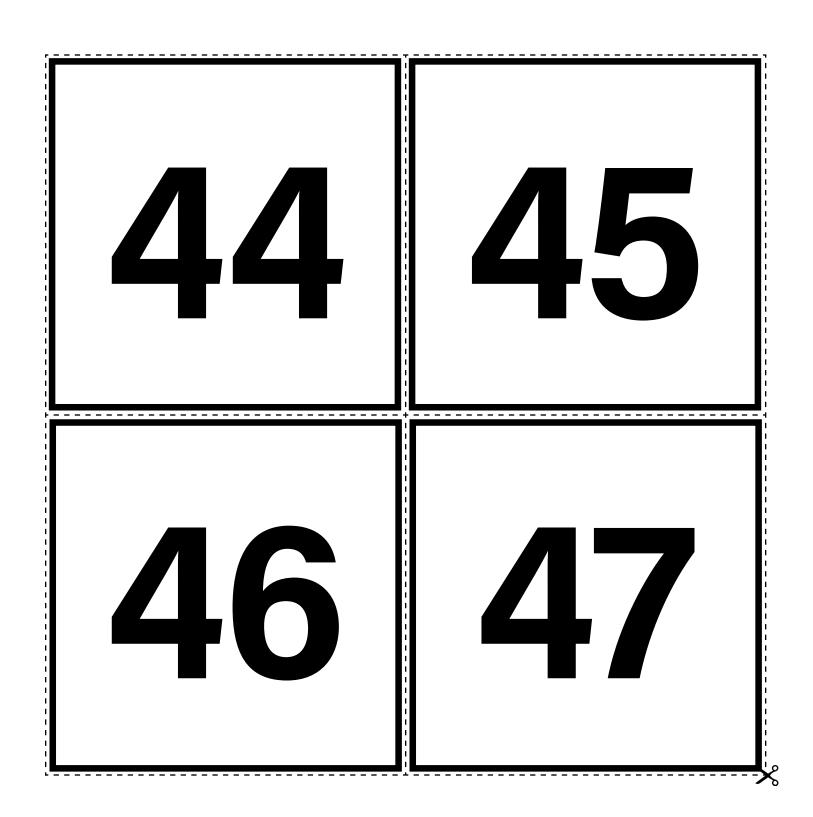


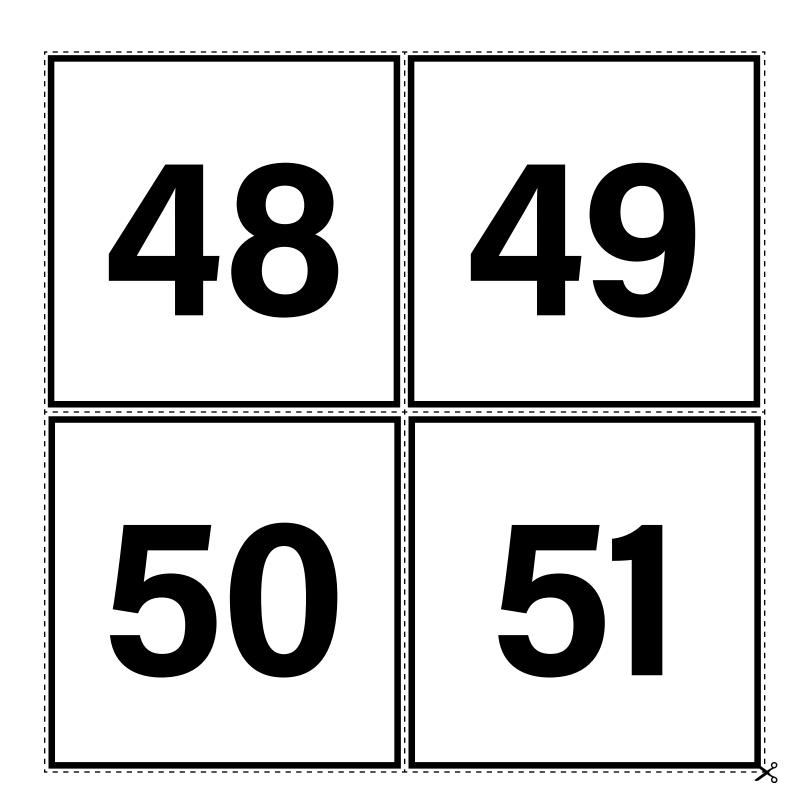


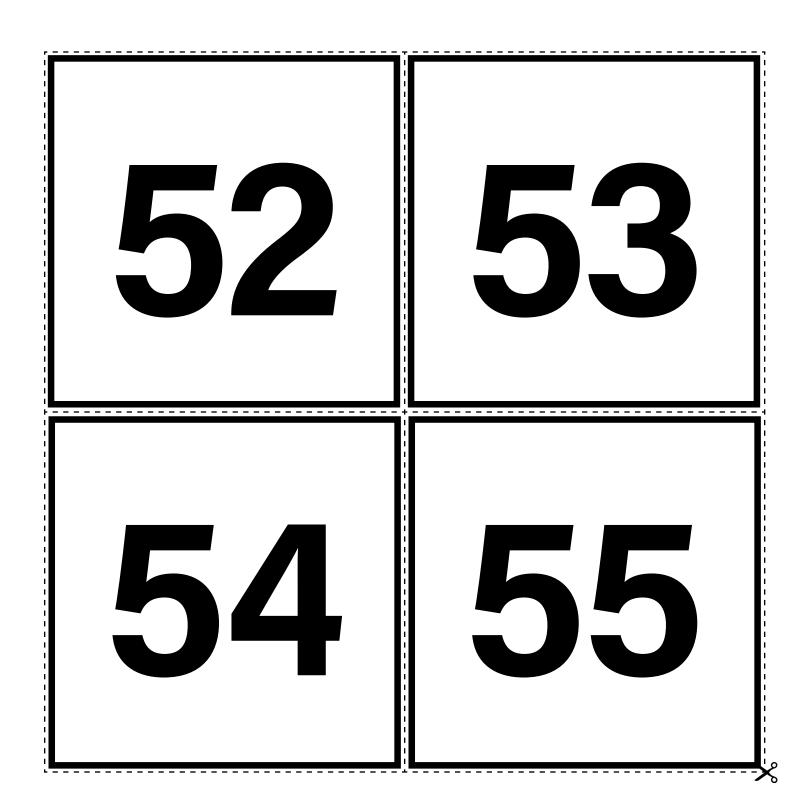
30

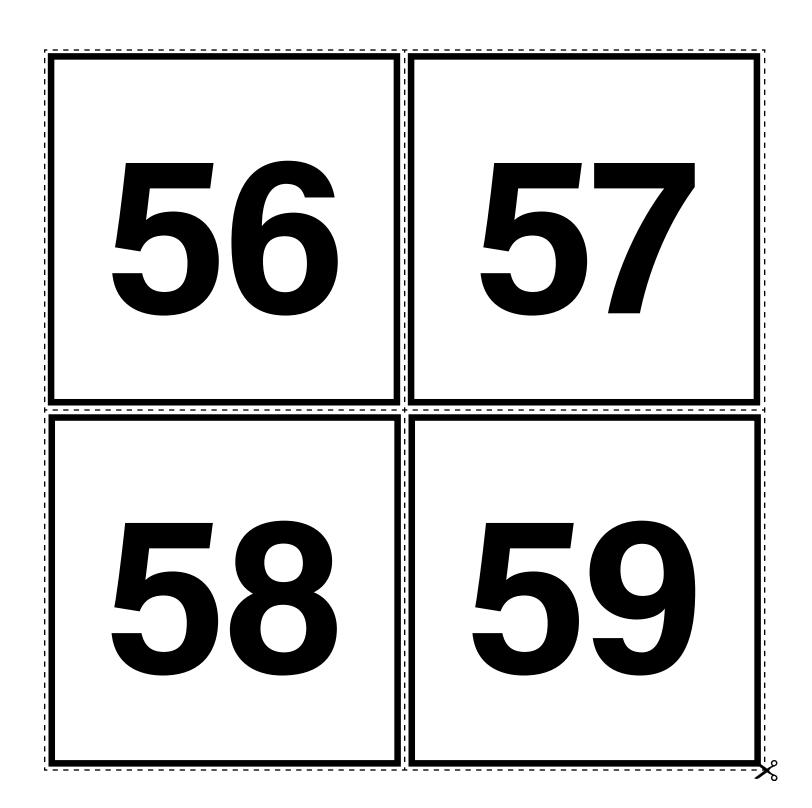
3/ 36

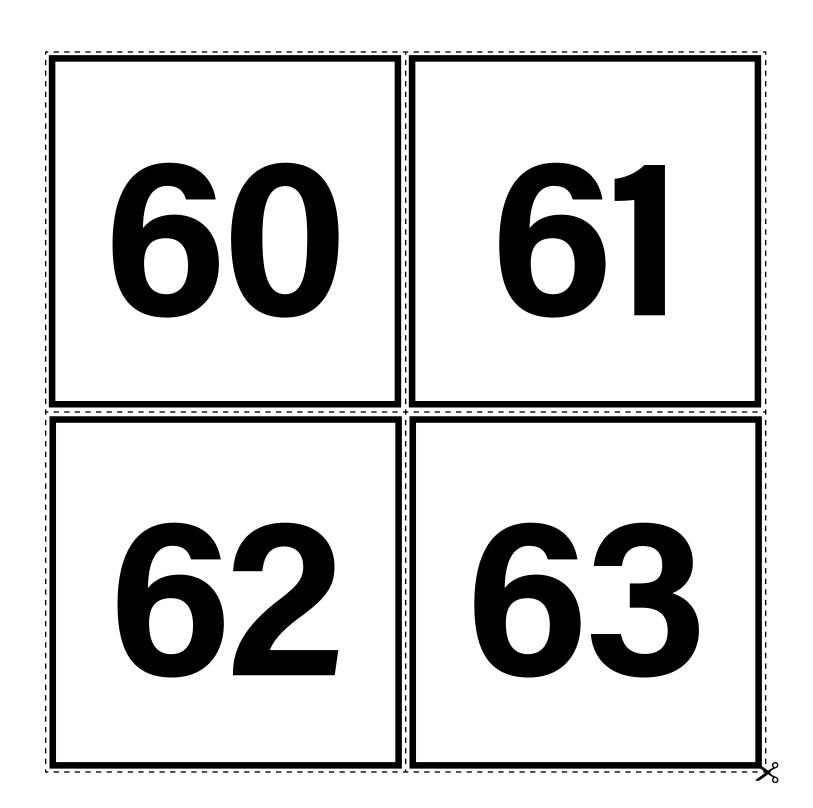


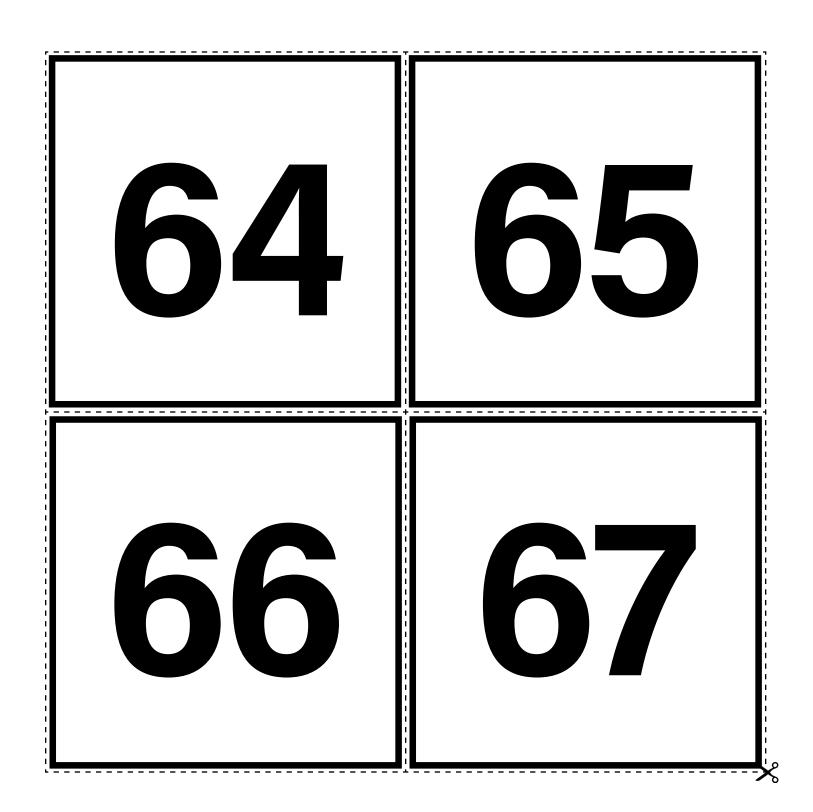


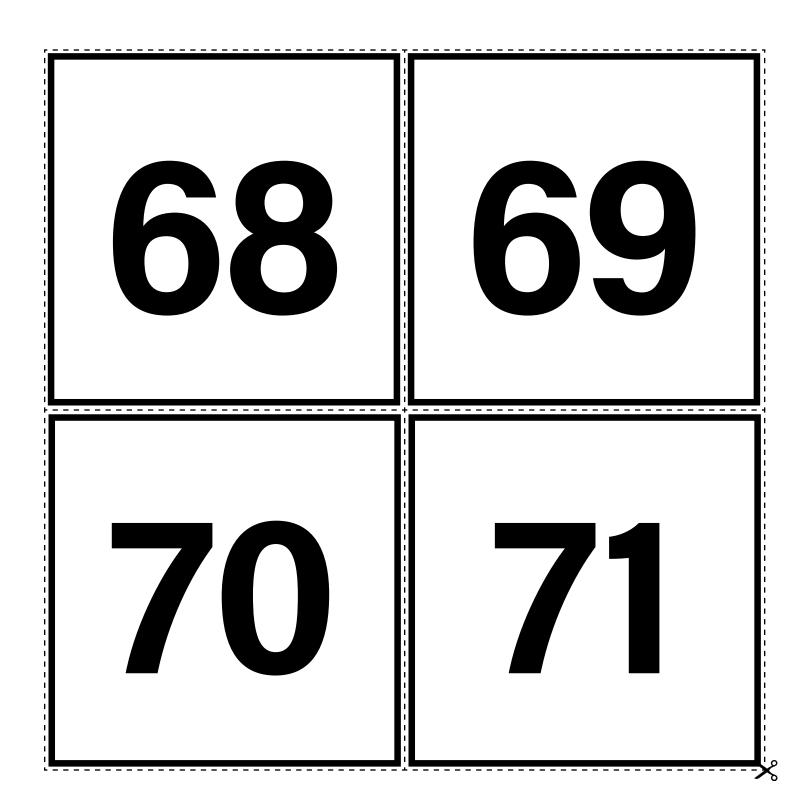


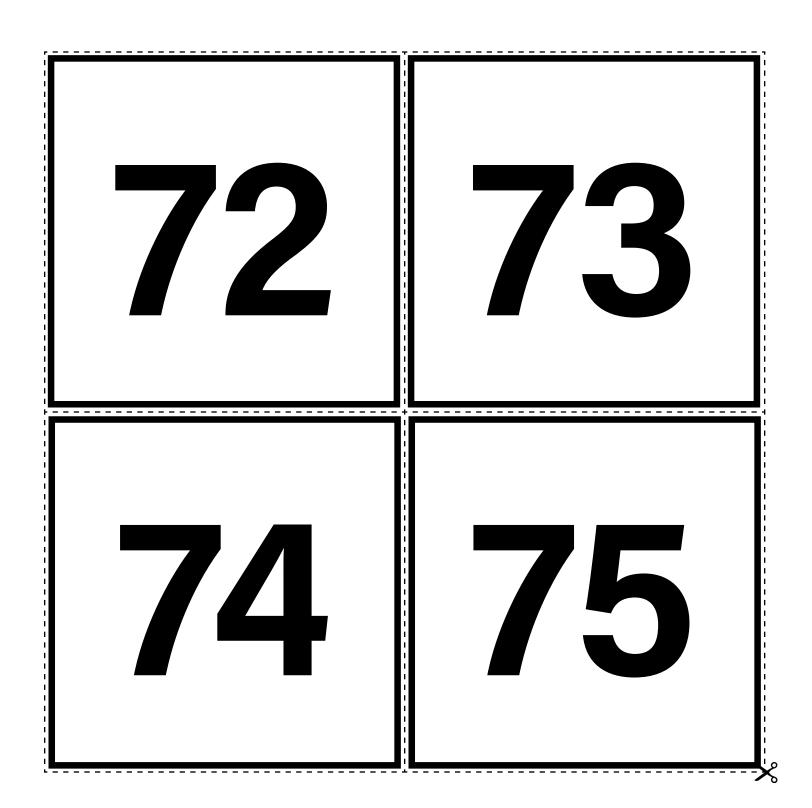


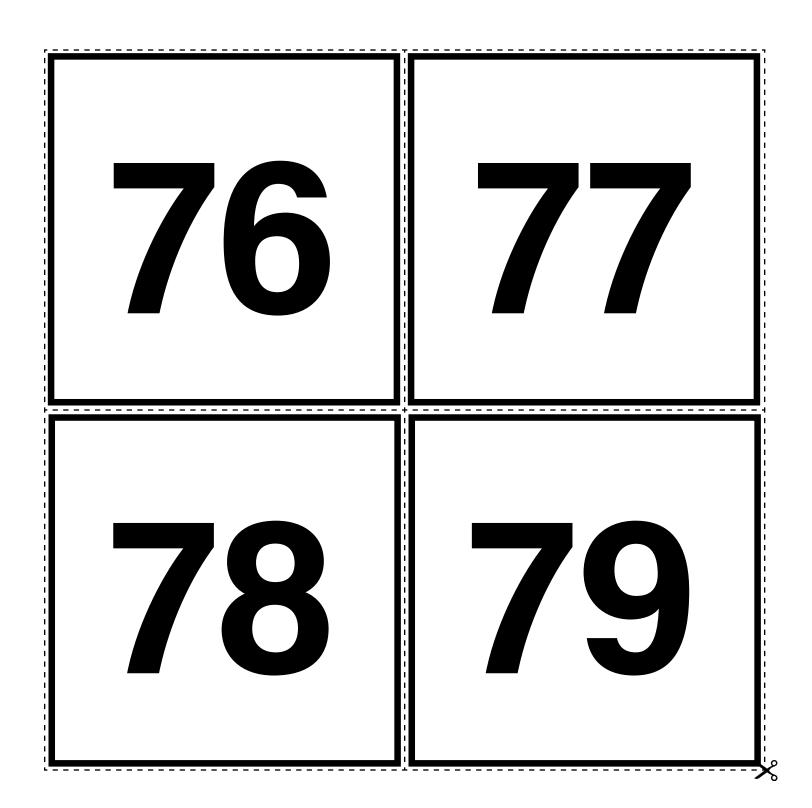


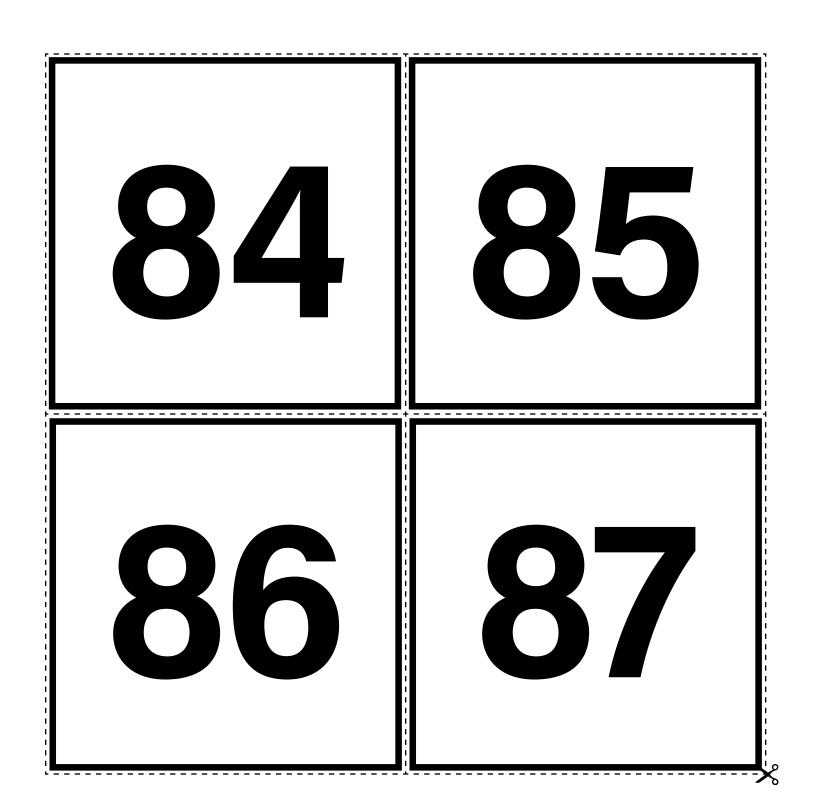


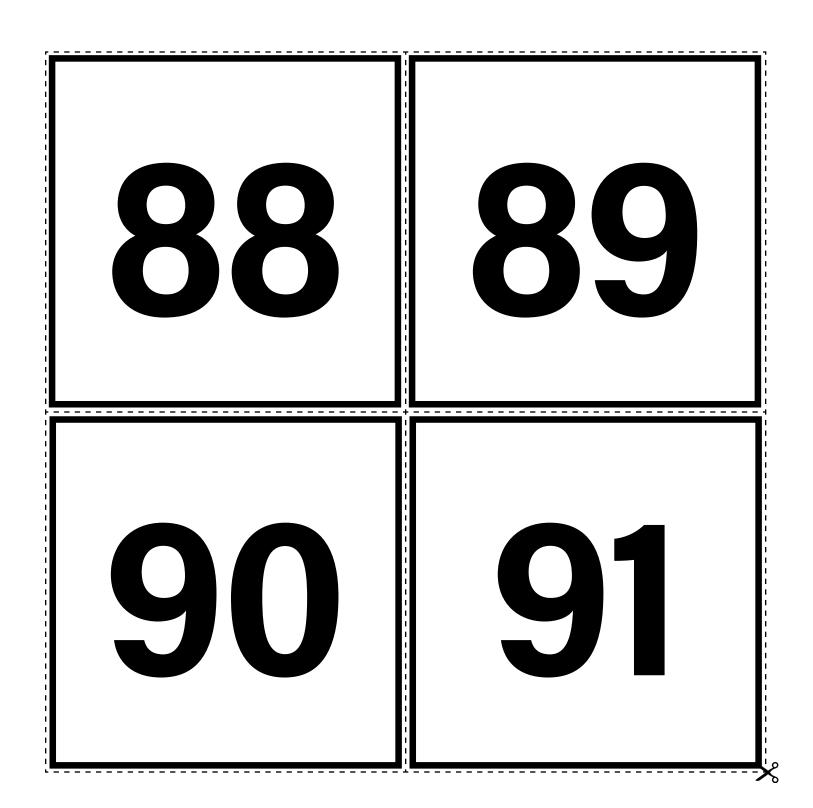


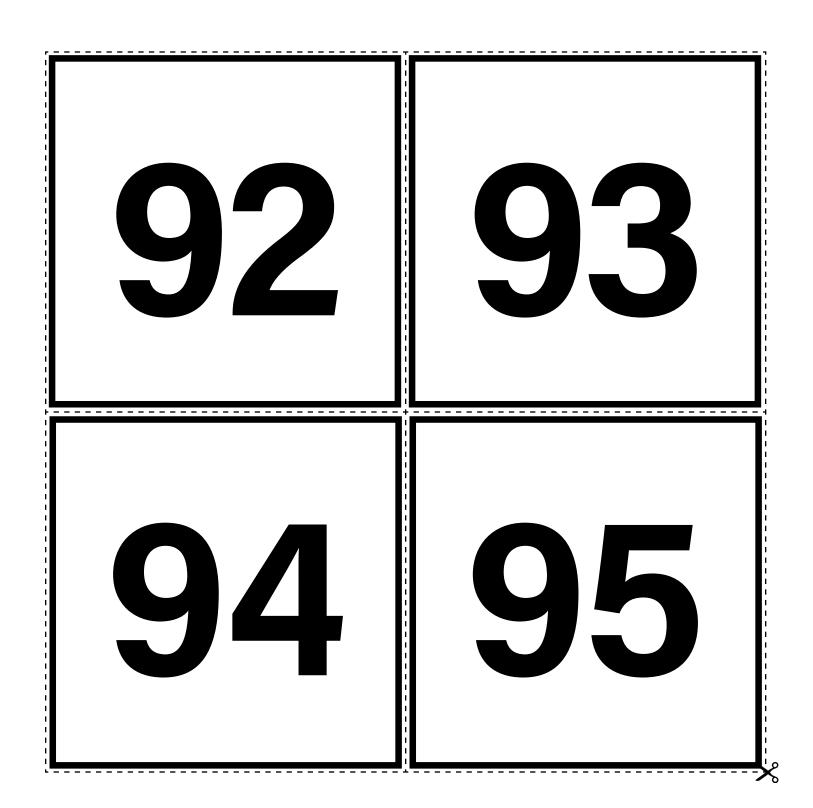


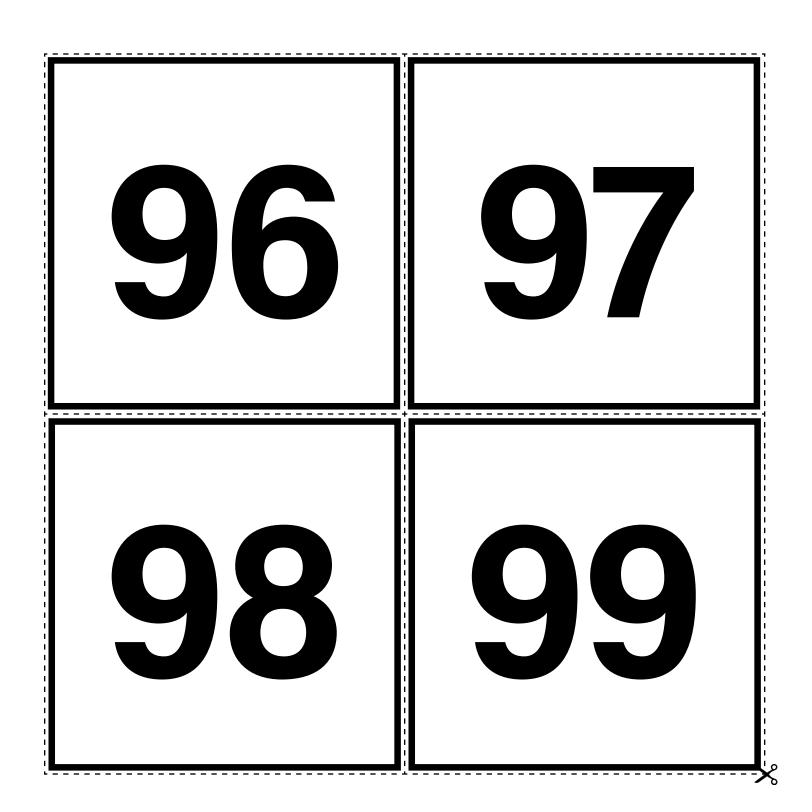


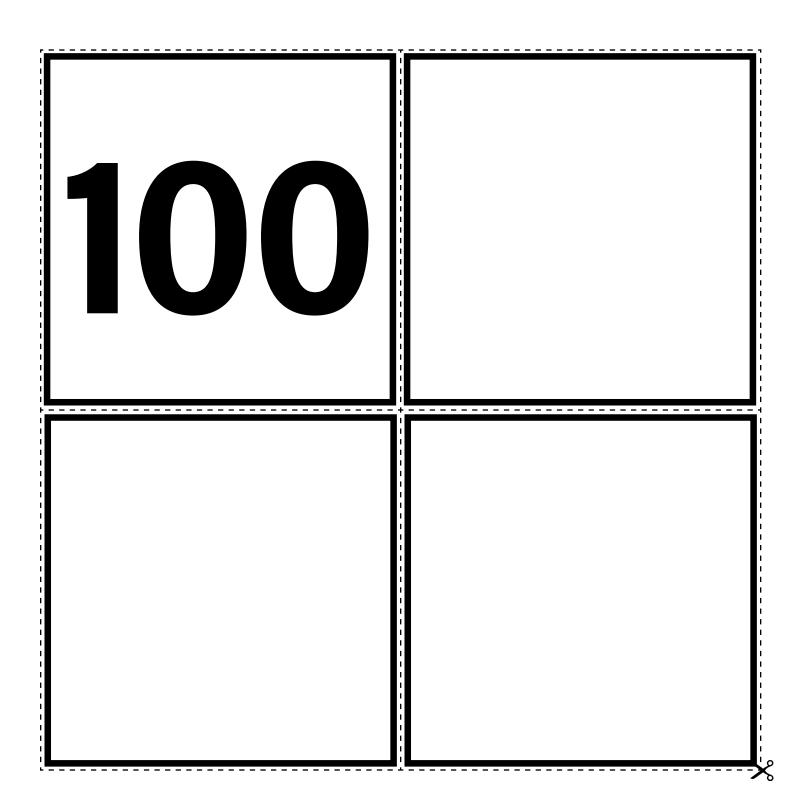




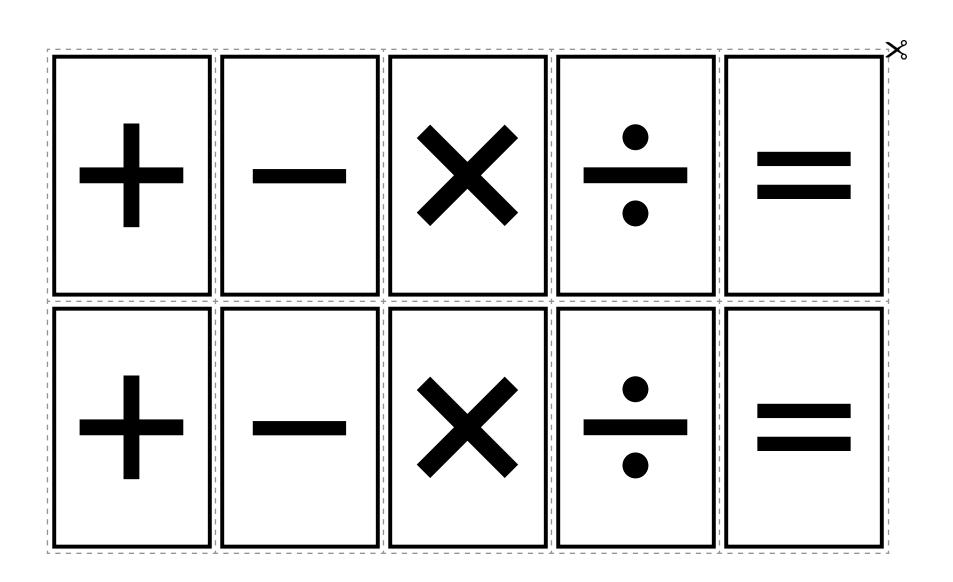




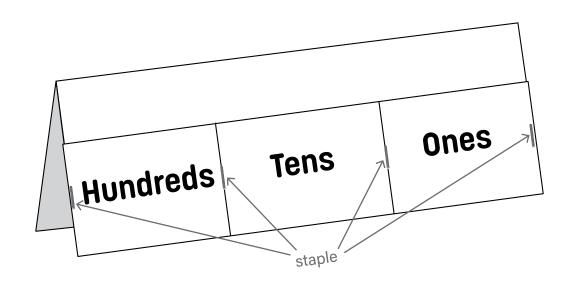




Operation Symbols

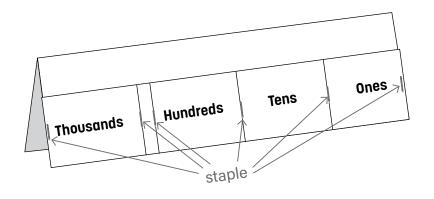


Hundreds	Tens	Ones
		fold back
		fold over 🥒



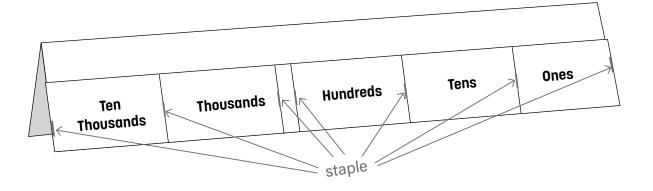
Place Value Pockets

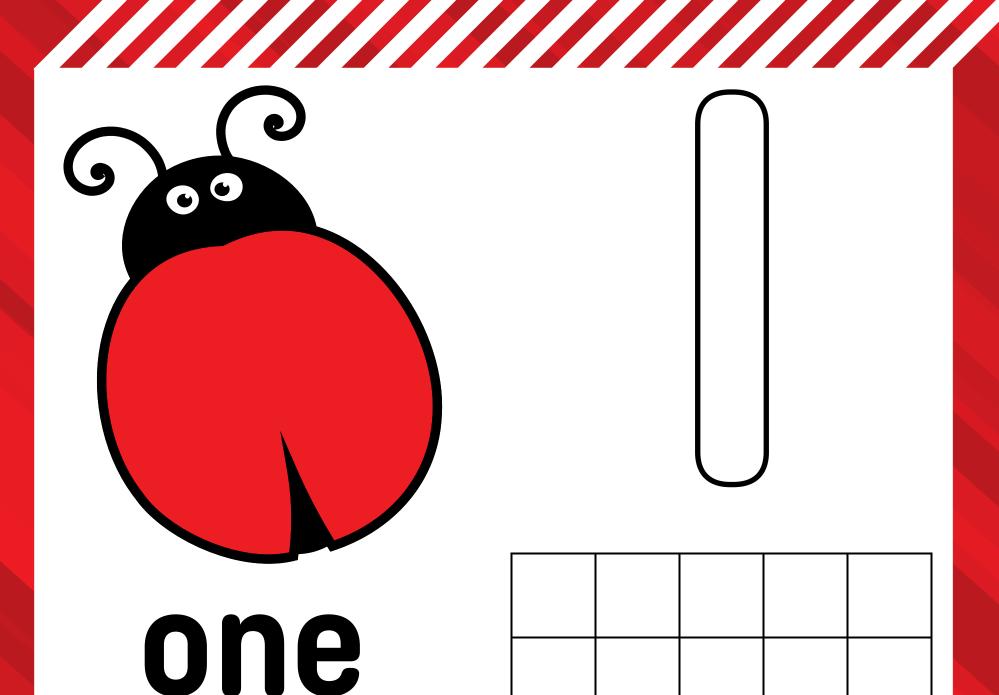
Thousands	Hundreds	Tens	Ones
			fold back
			fold over
			 <mark>></mark>

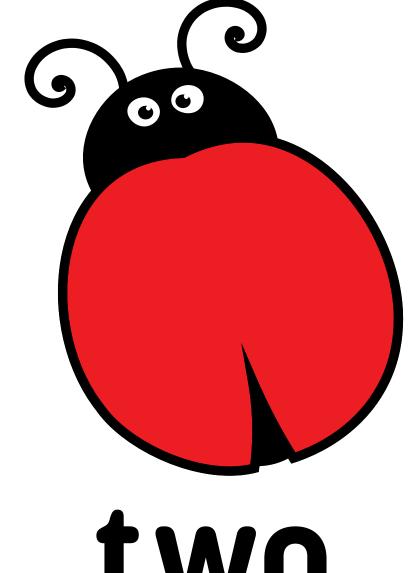


Place Value Pockets

Ten Thousands	Thousands	Hundreds	Tens	Ones
				fold back 🔰
				fold over 🗹
				>



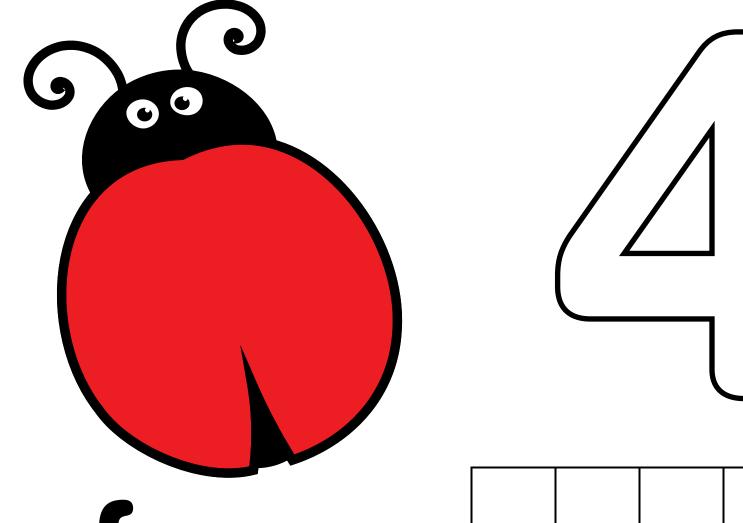




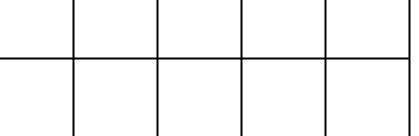




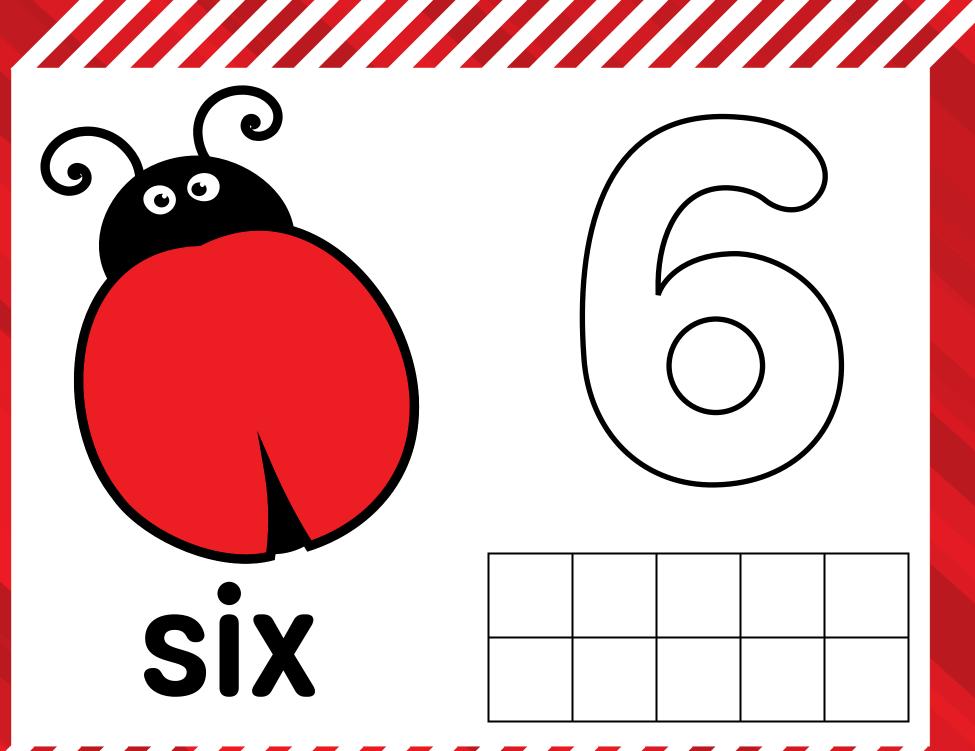




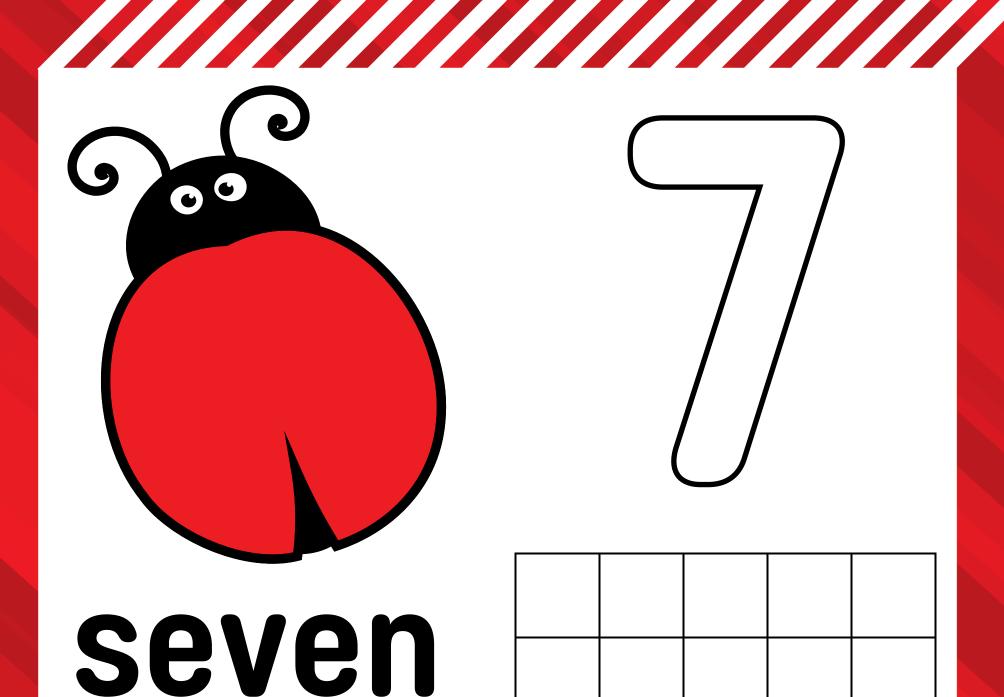
four

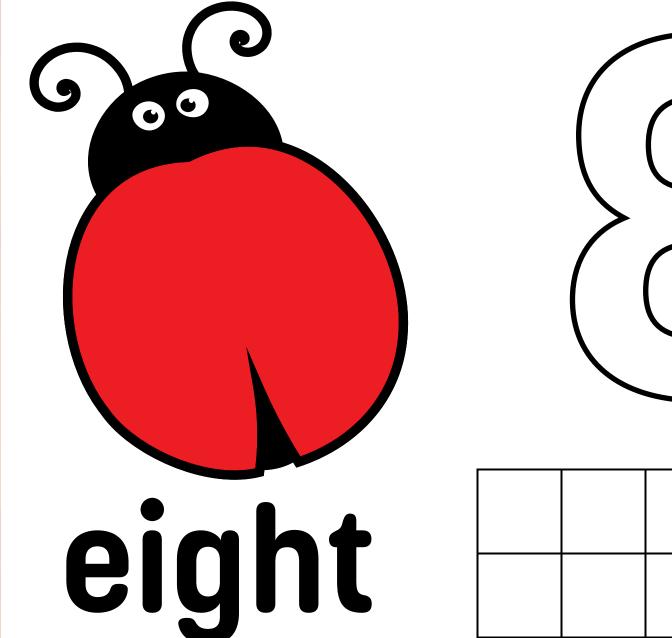


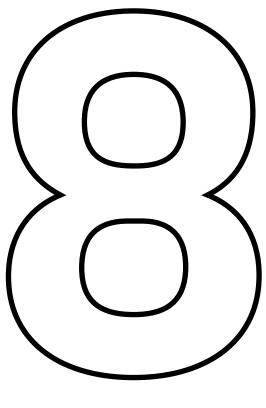


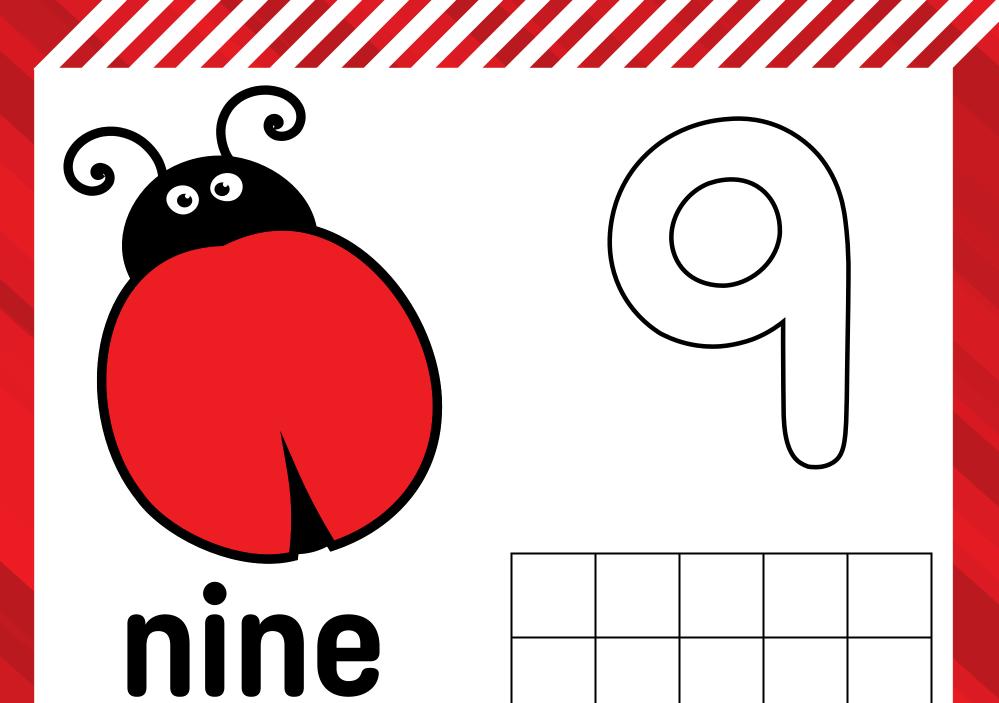


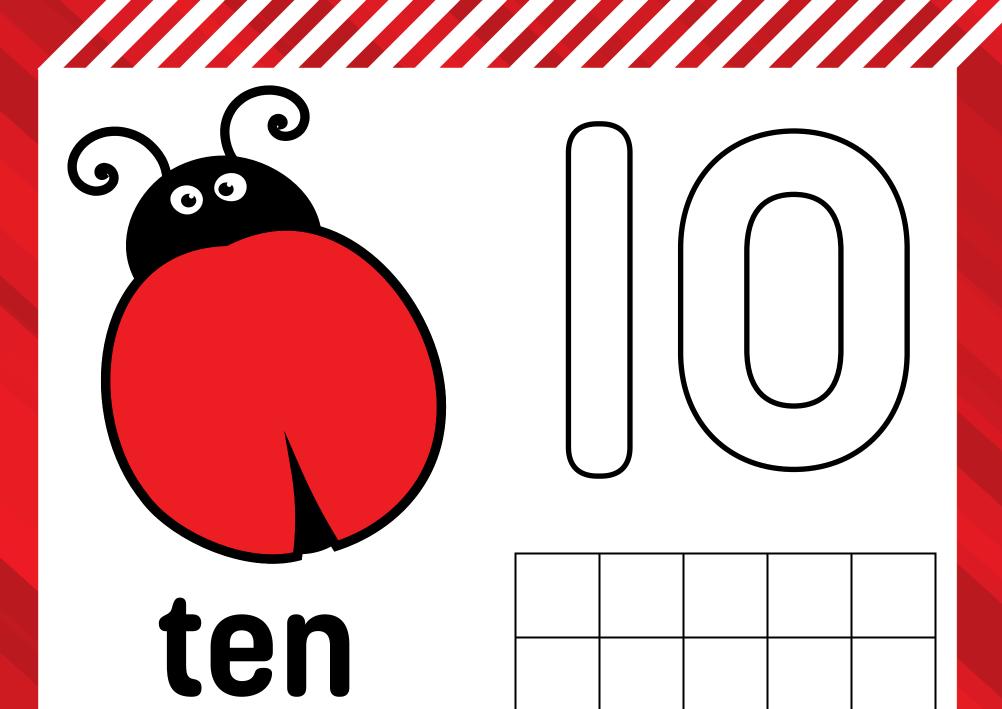


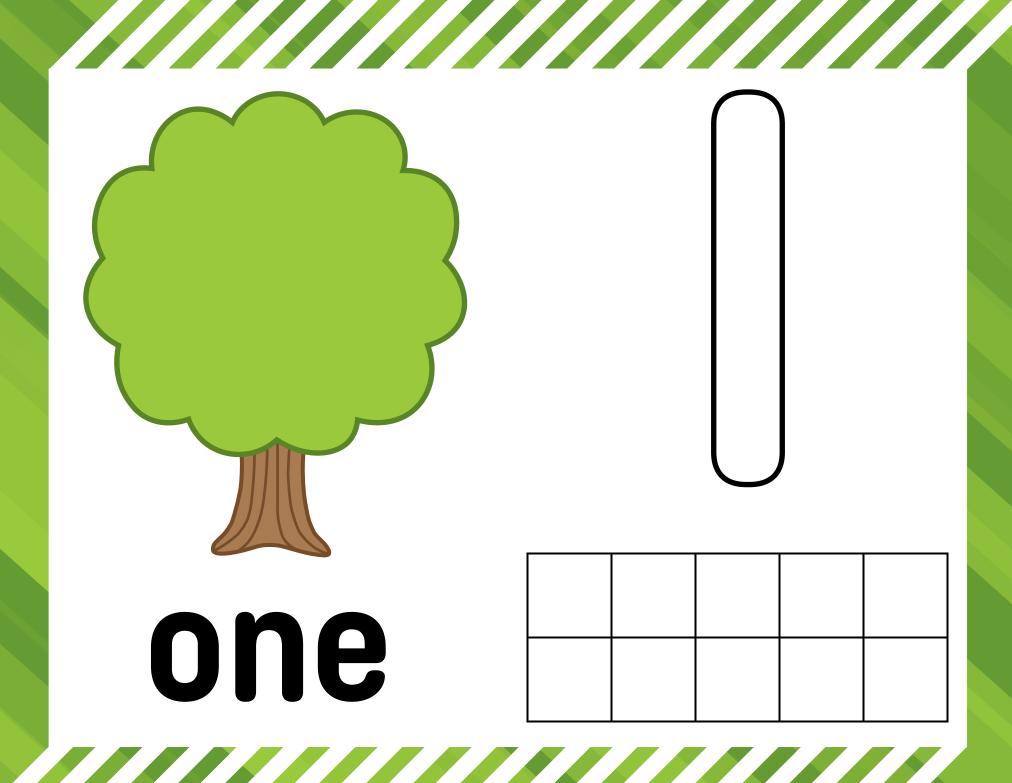


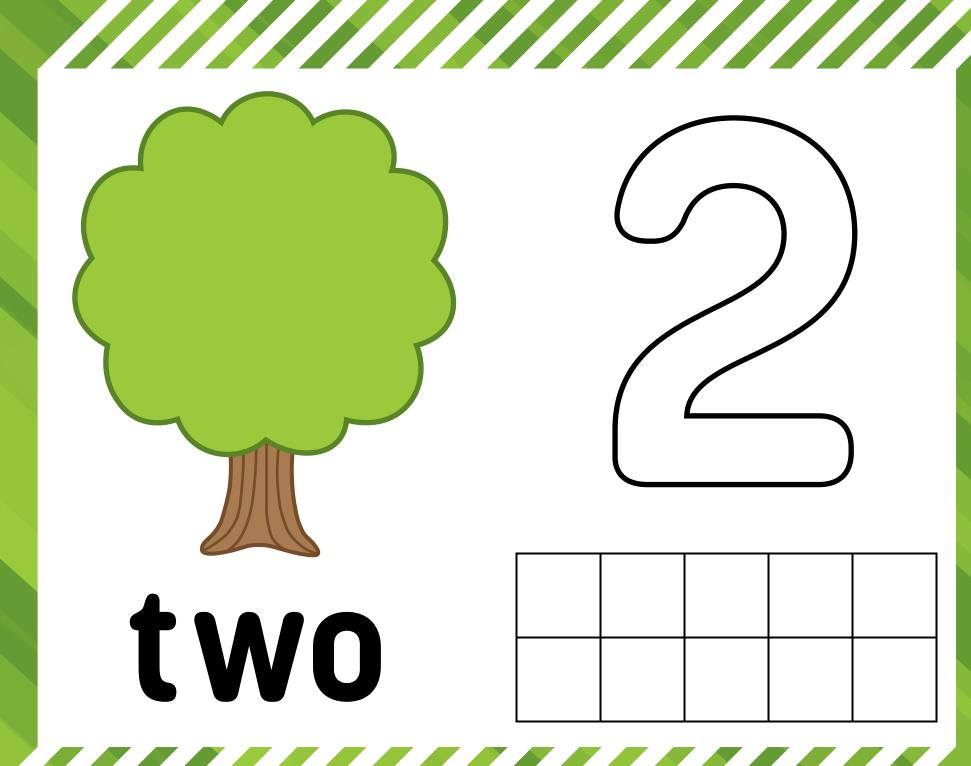


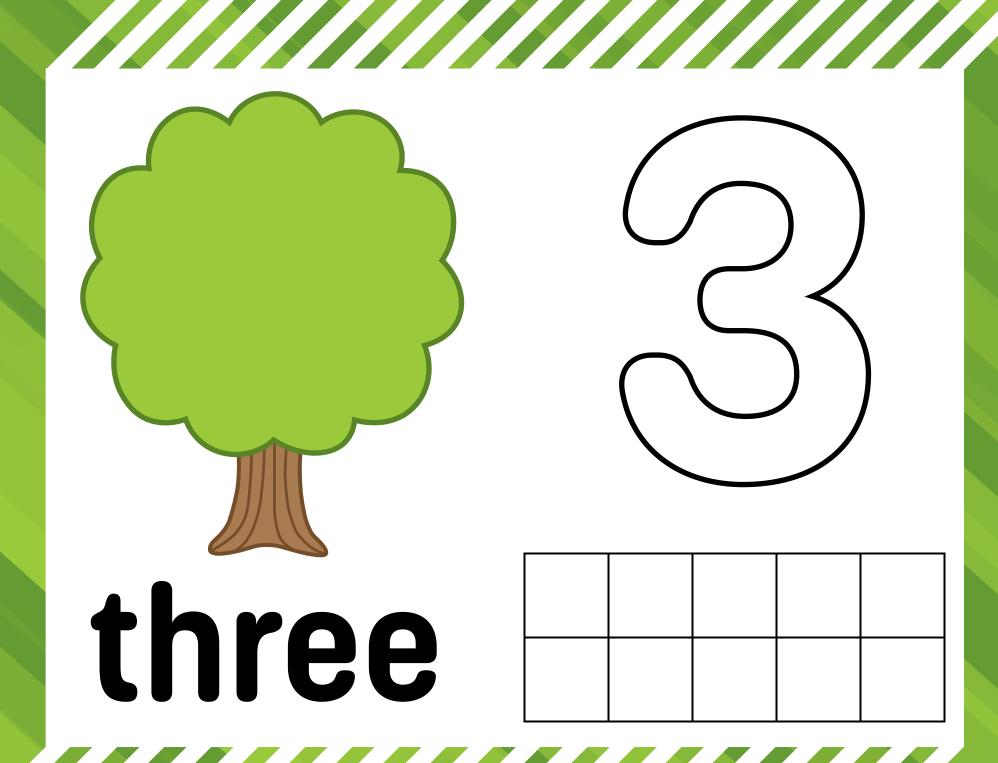


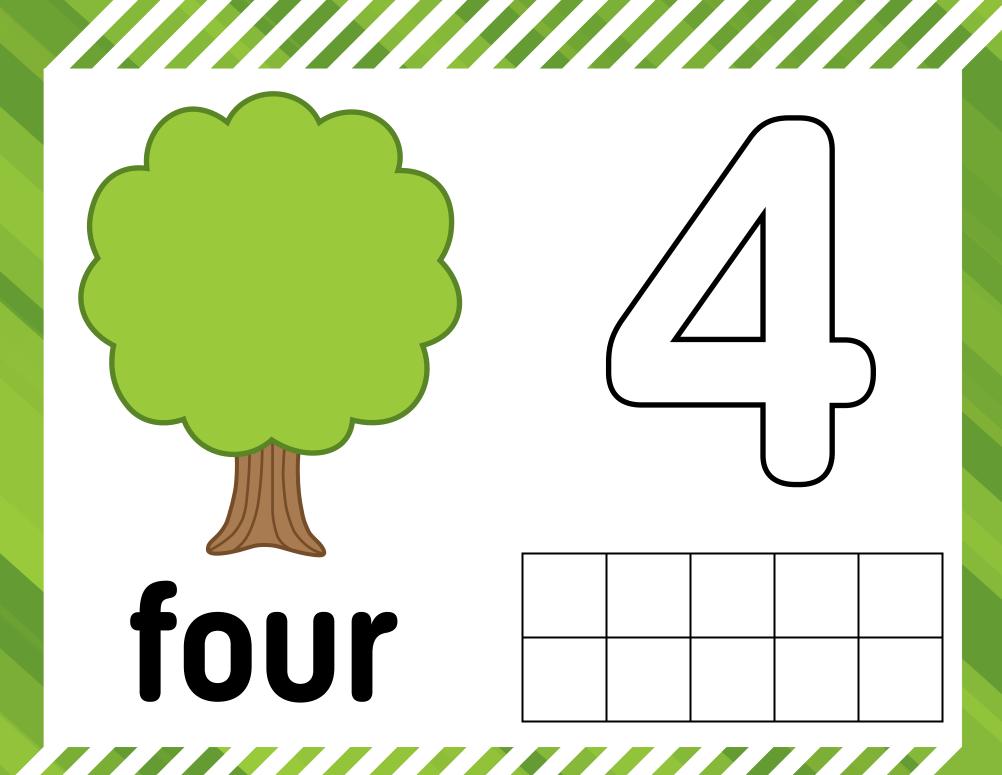


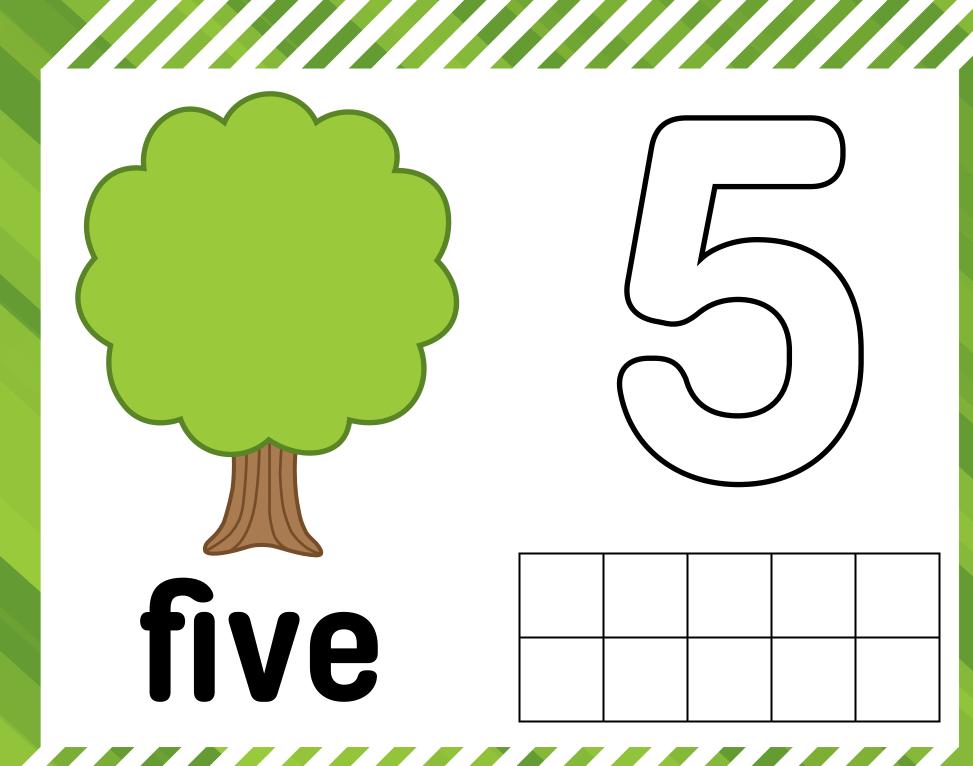


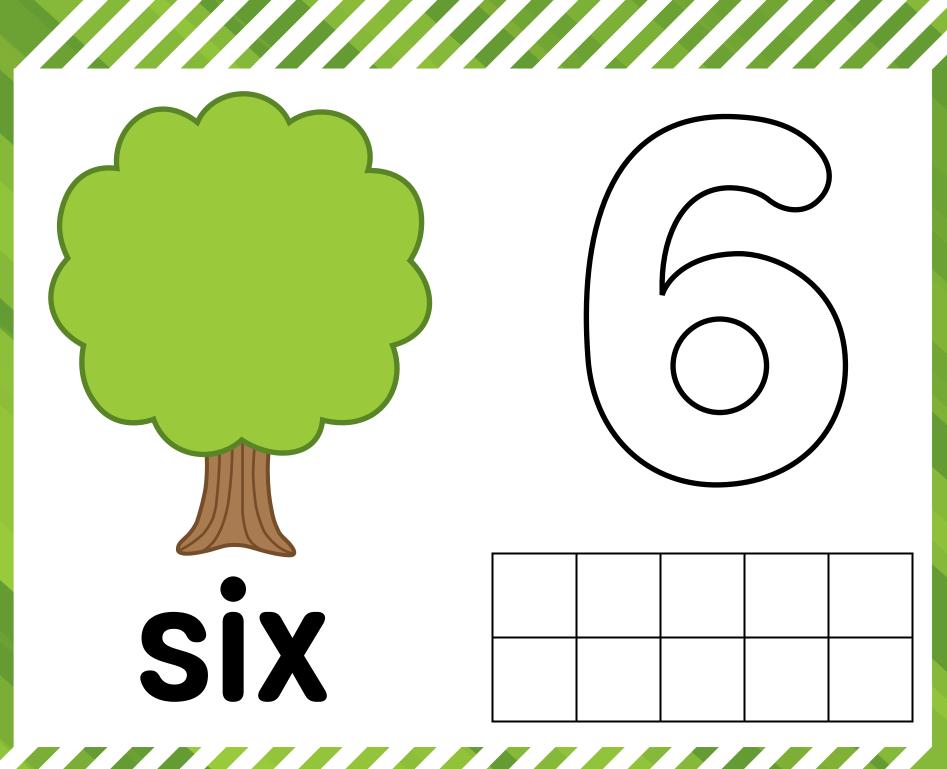


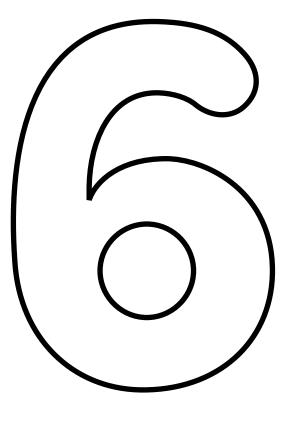


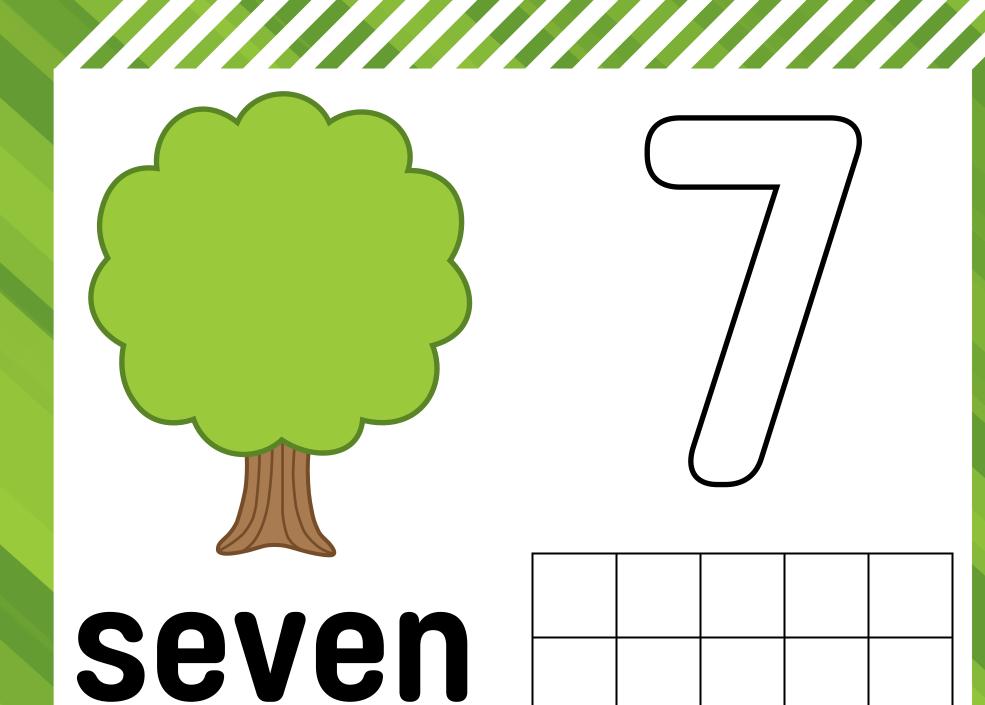


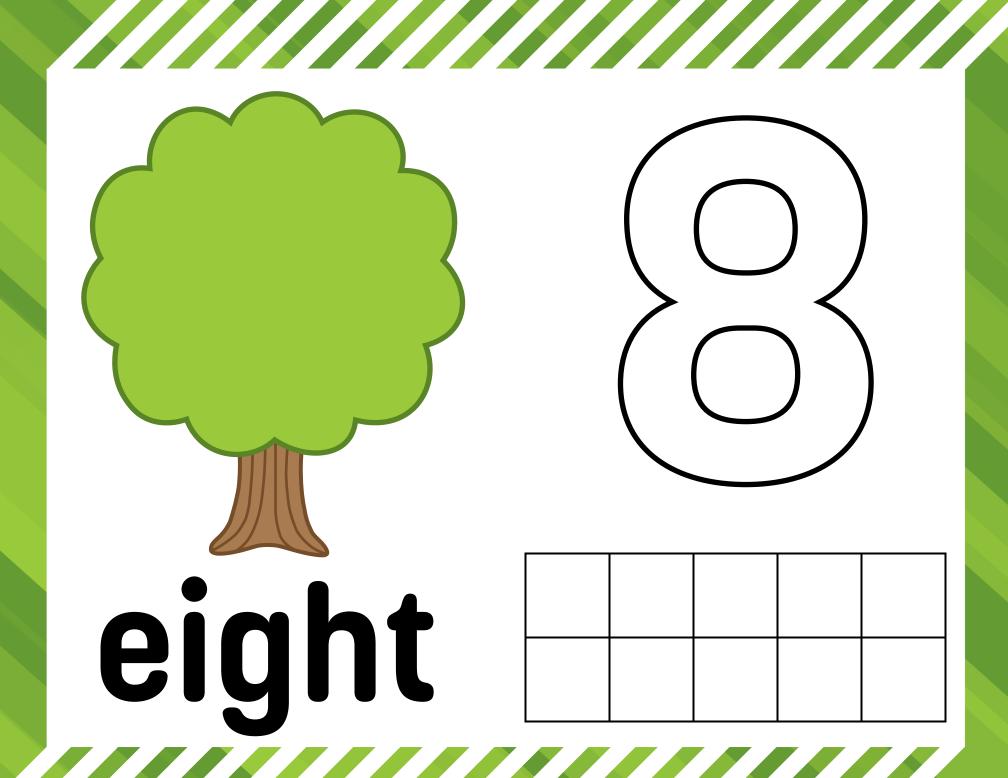


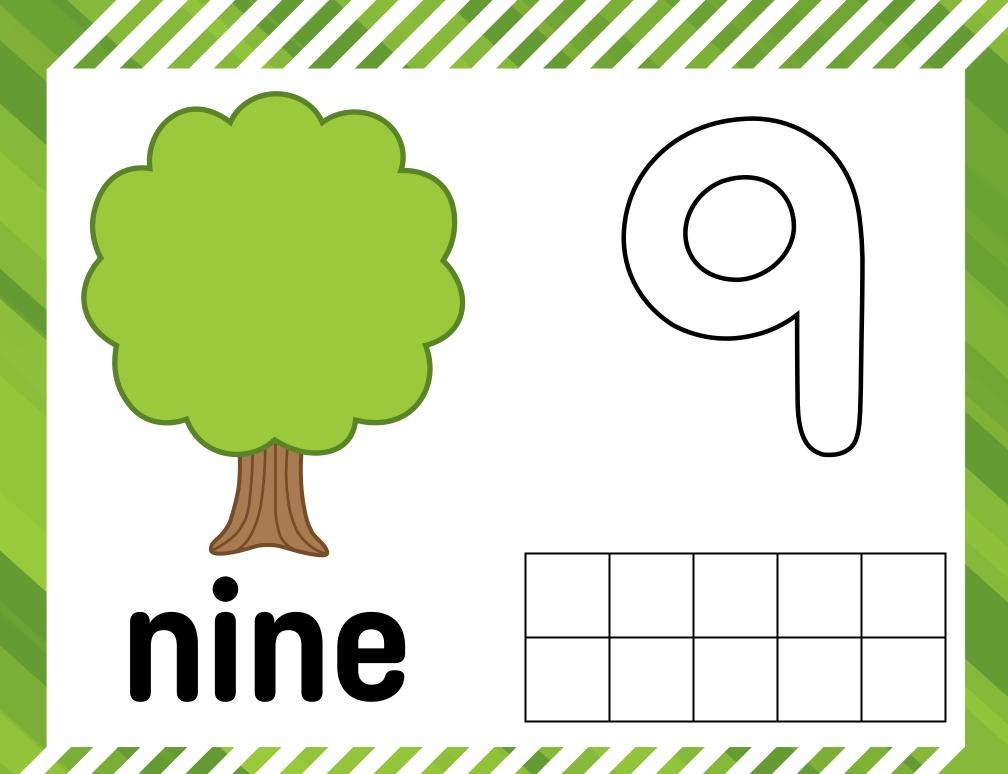


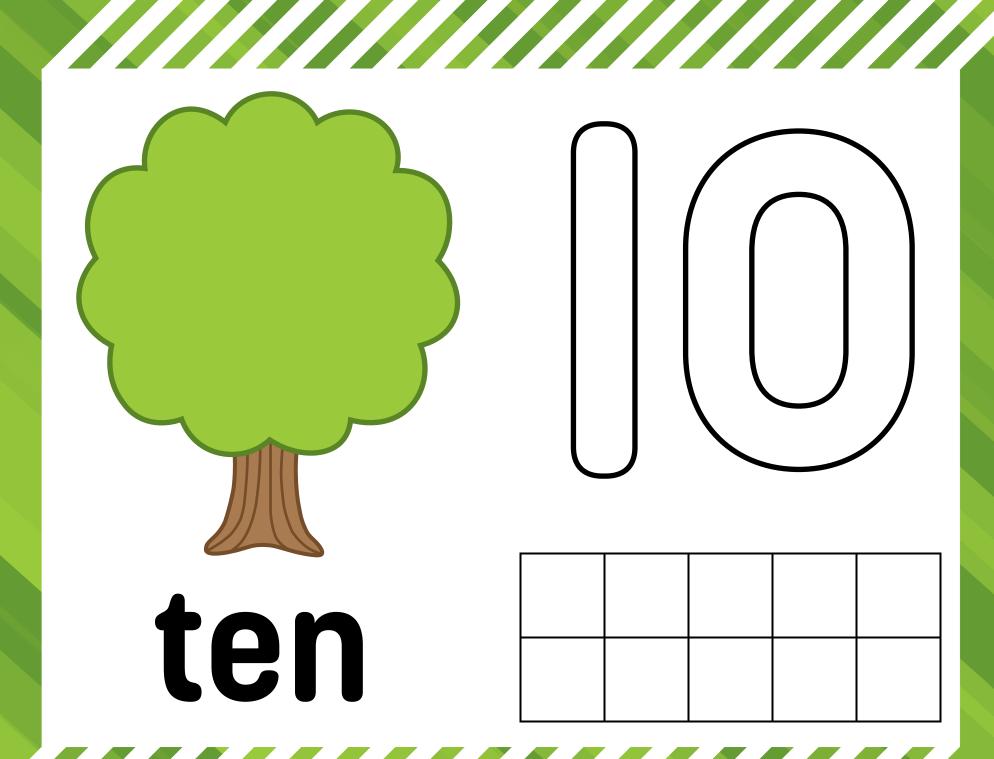


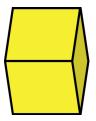


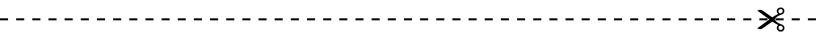


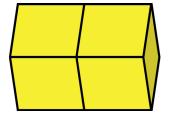


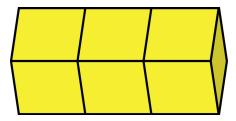




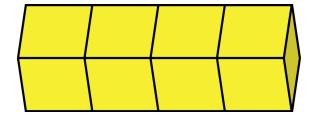


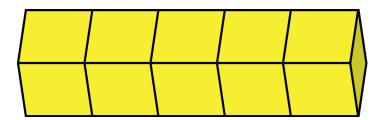




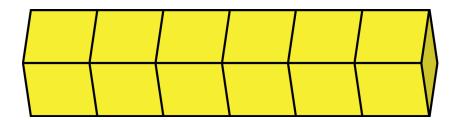


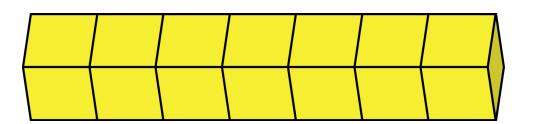




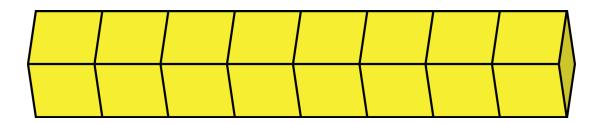


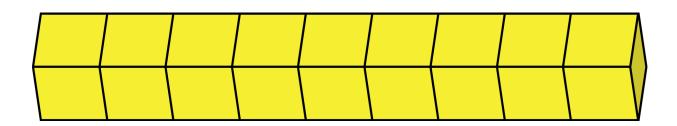




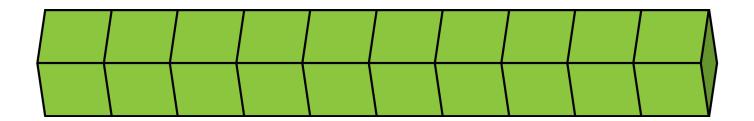


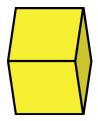






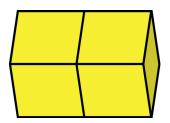


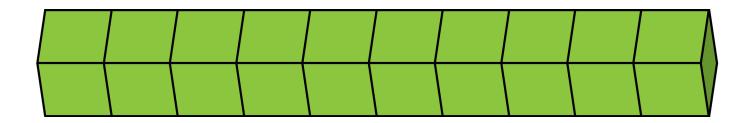


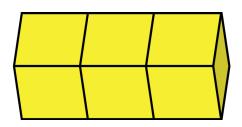


-----%-



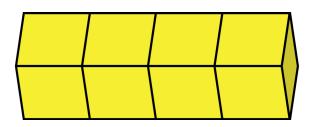


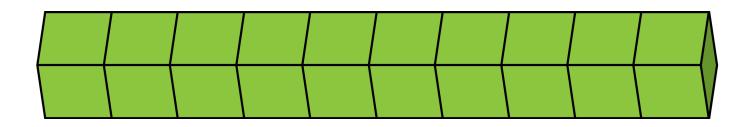


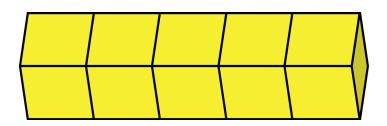


-----%-



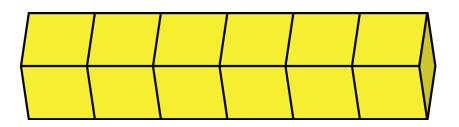


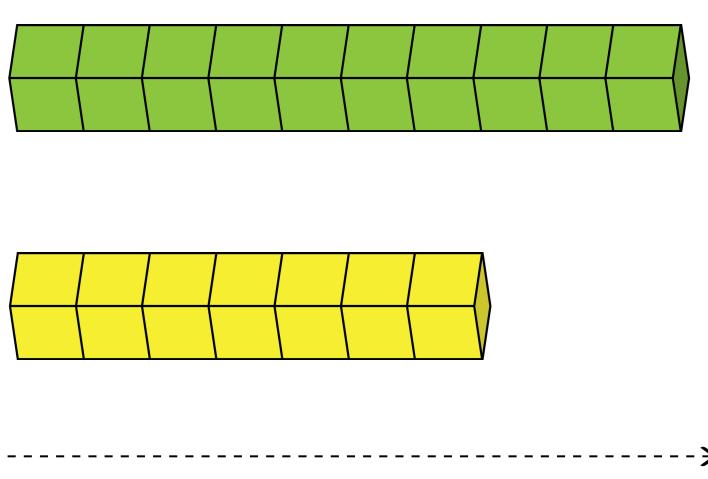




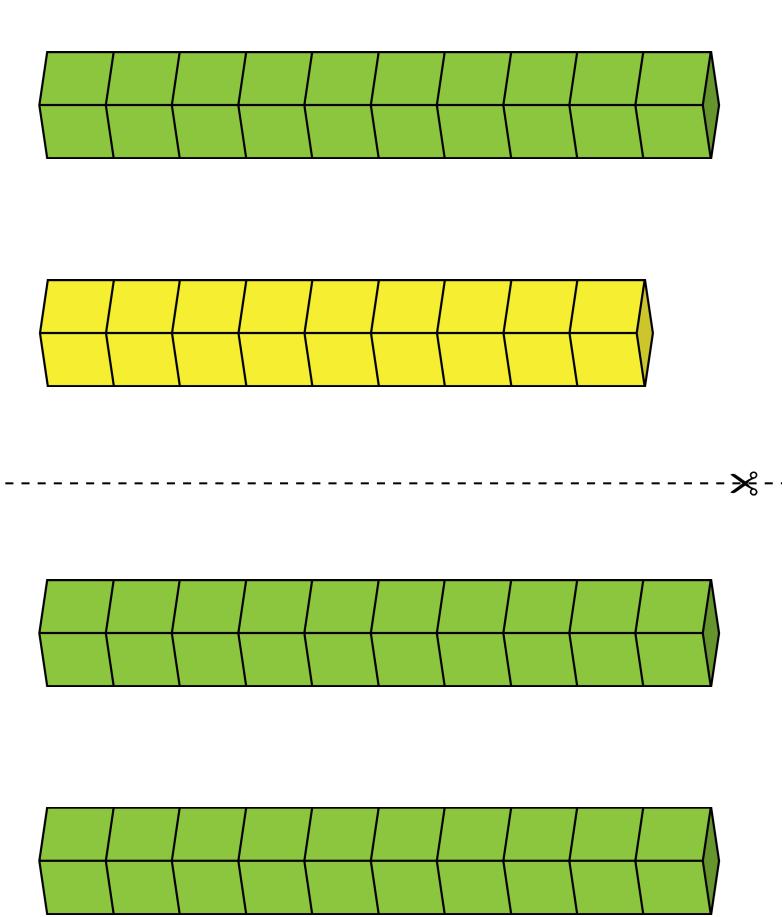
-----%-

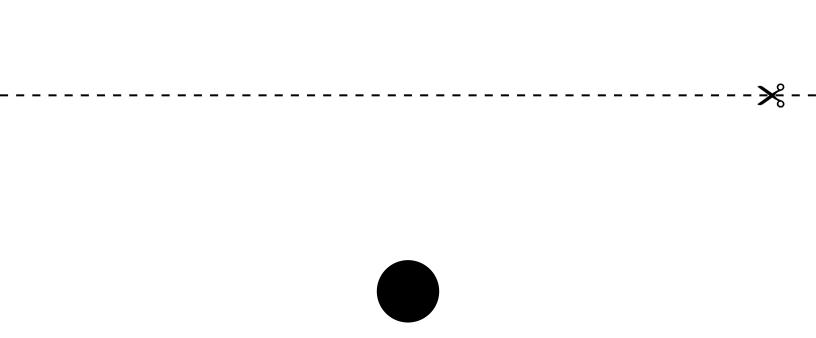


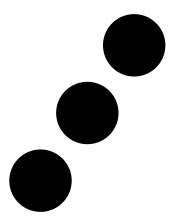


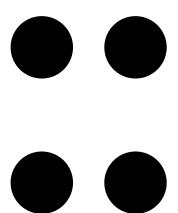


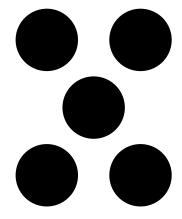




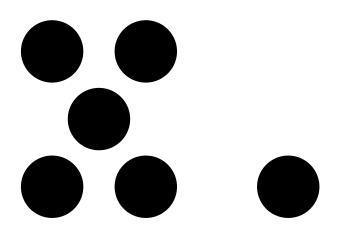


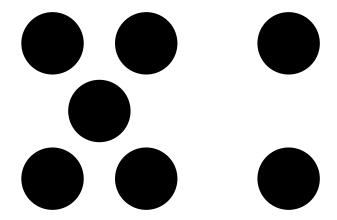




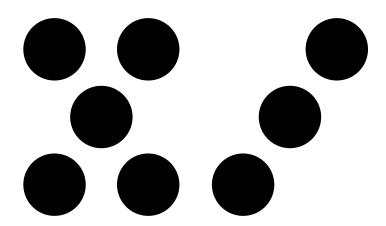


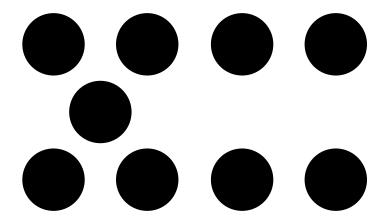




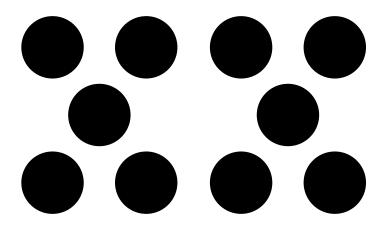


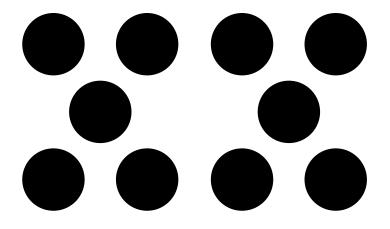




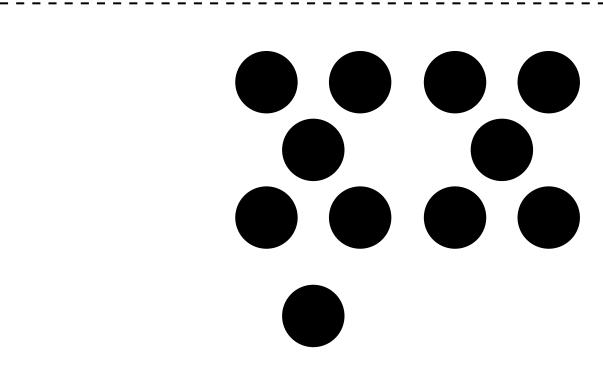




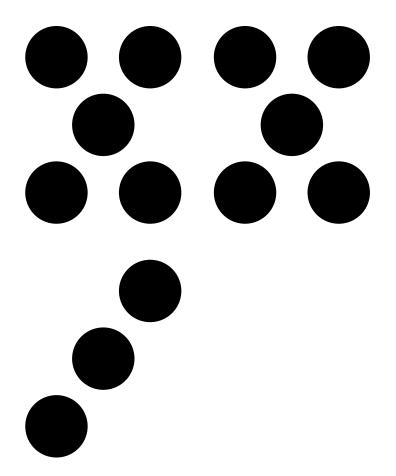


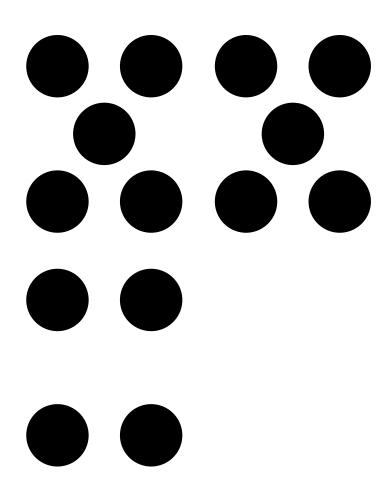


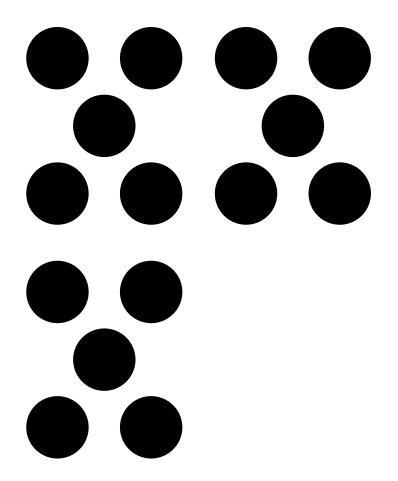


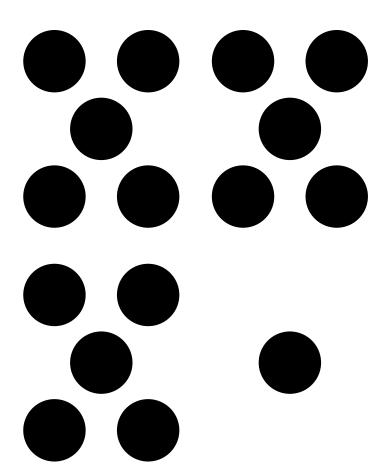


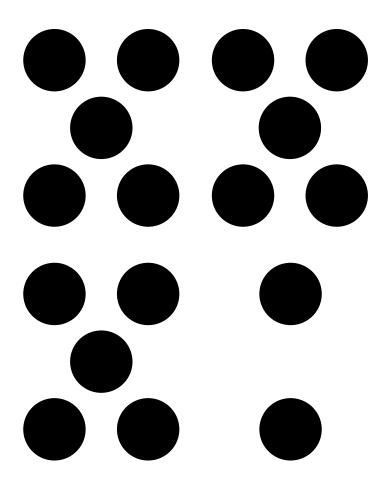


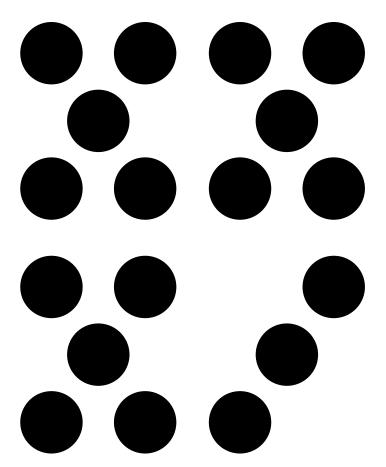


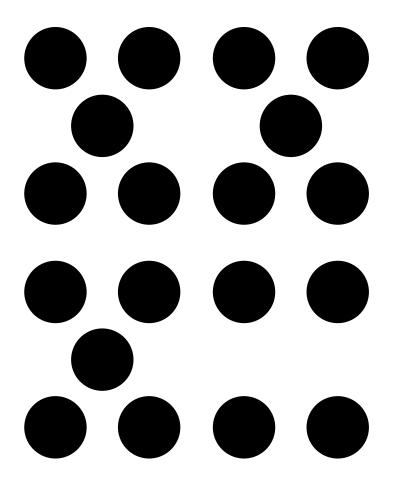


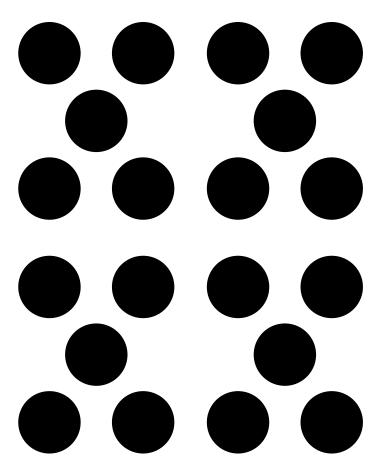




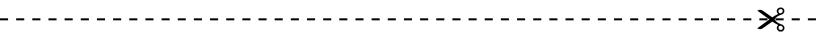








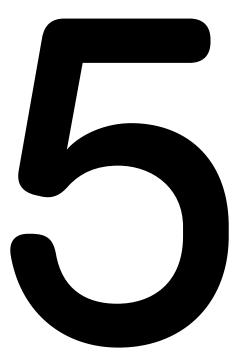


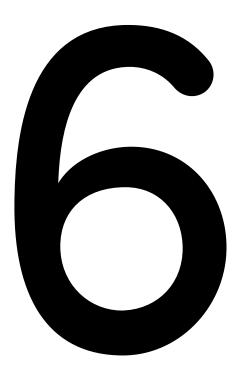


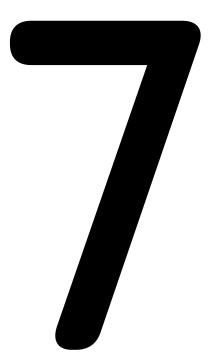


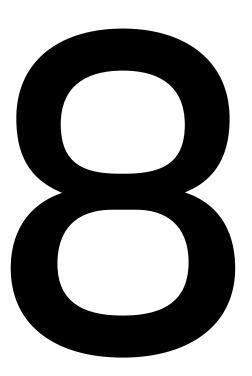


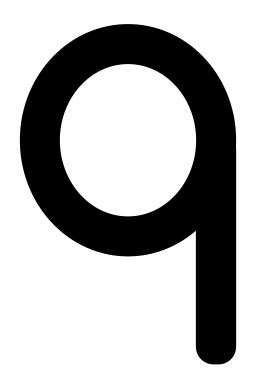


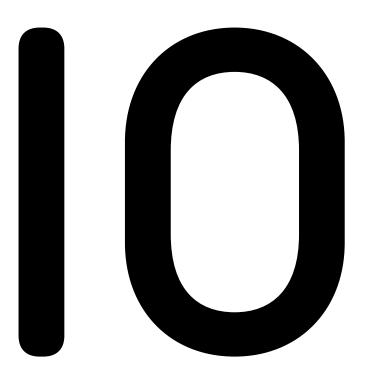


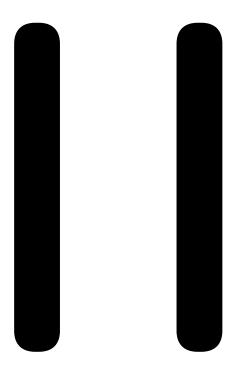


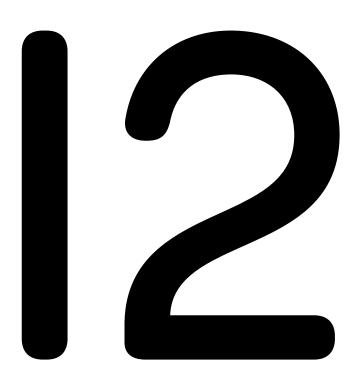






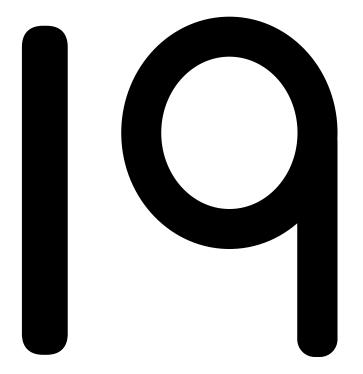






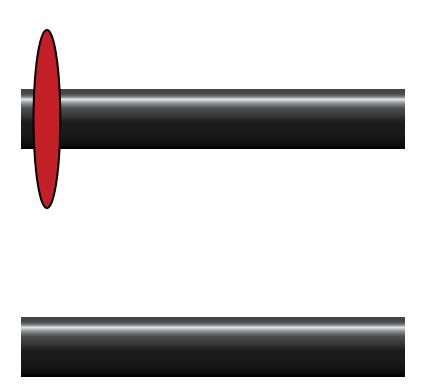


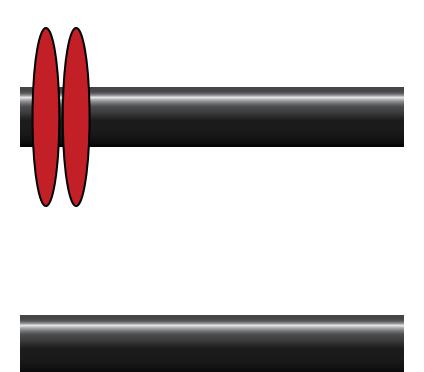


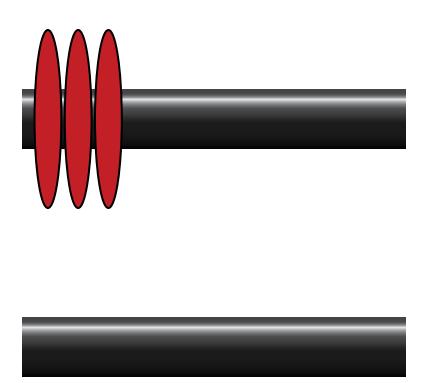


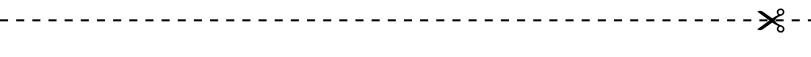
·---->

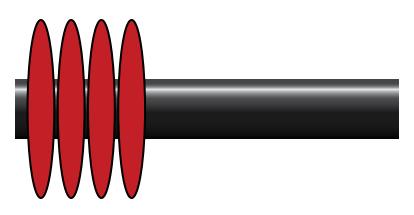




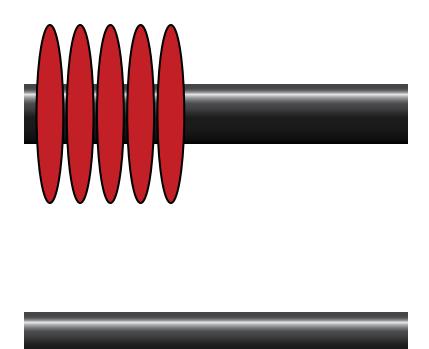




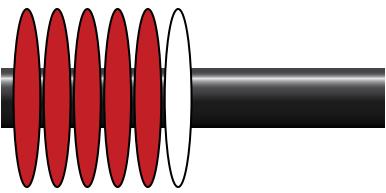




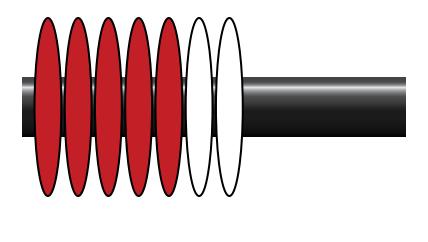




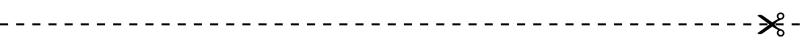


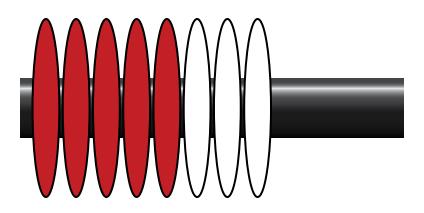




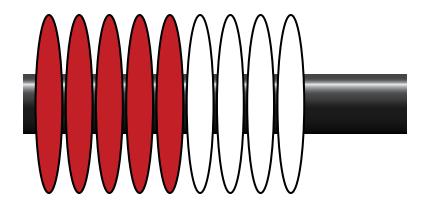




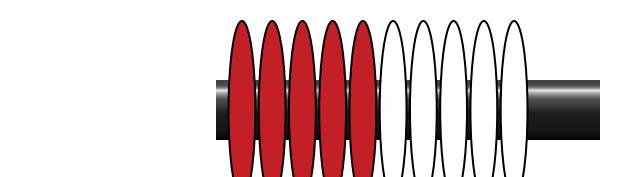




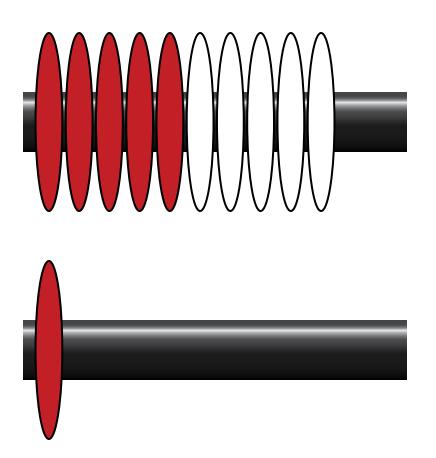


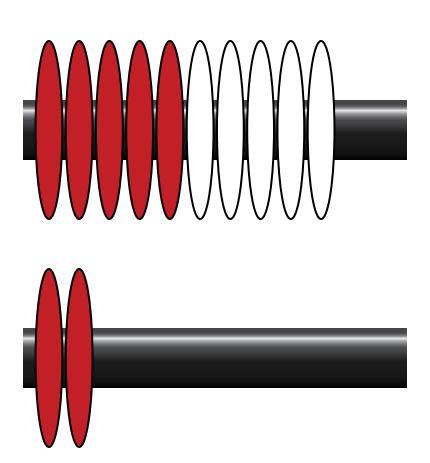


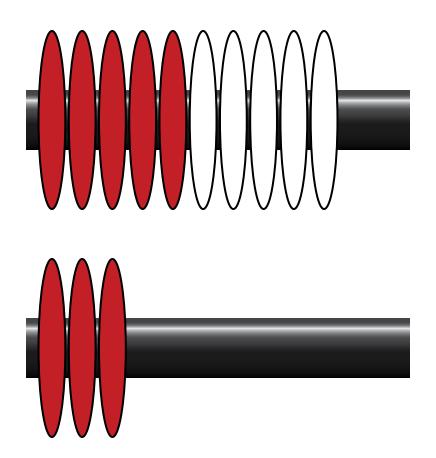


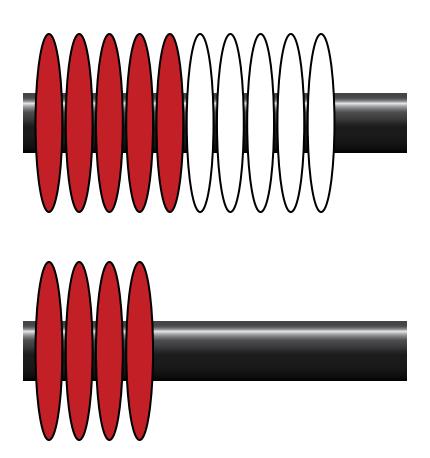


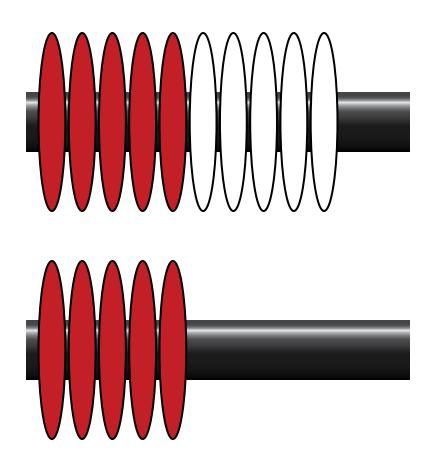


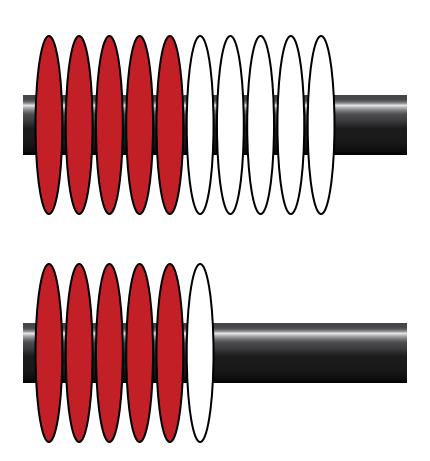


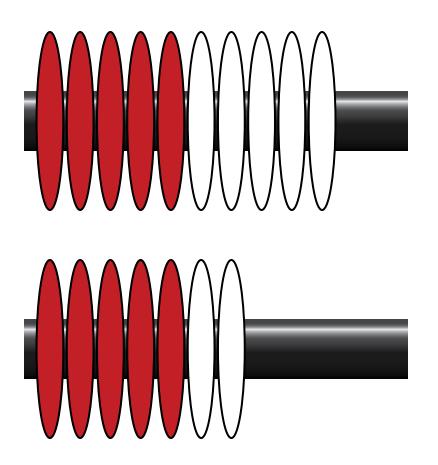


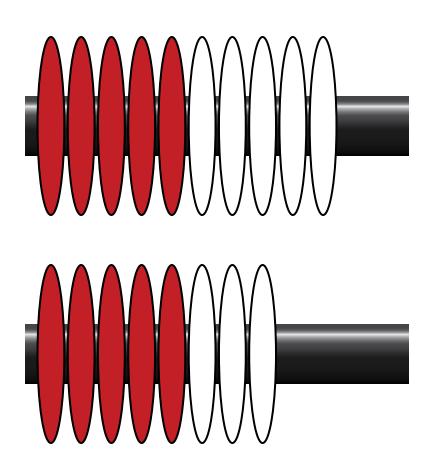


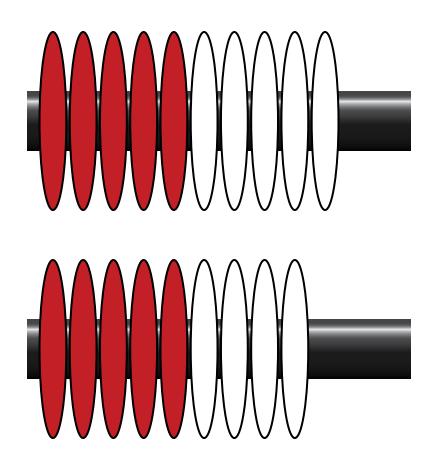


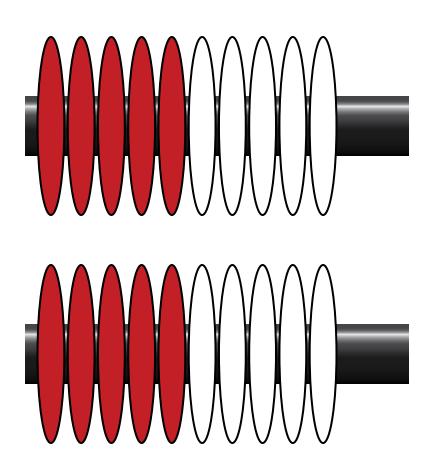


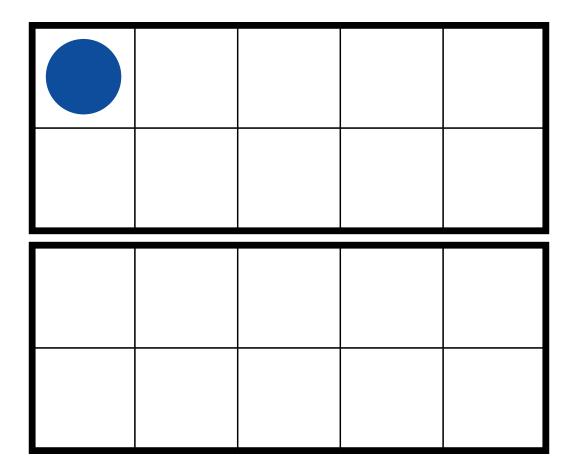


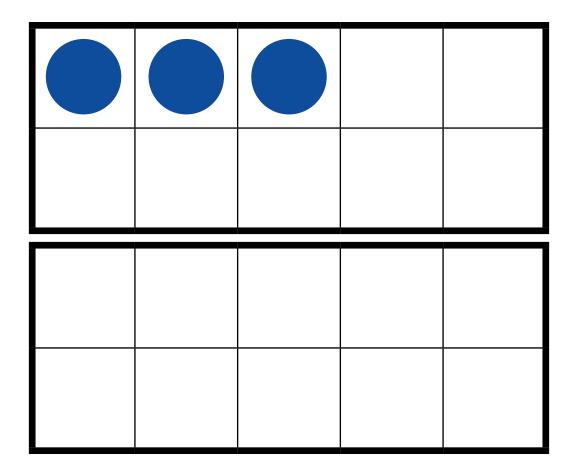


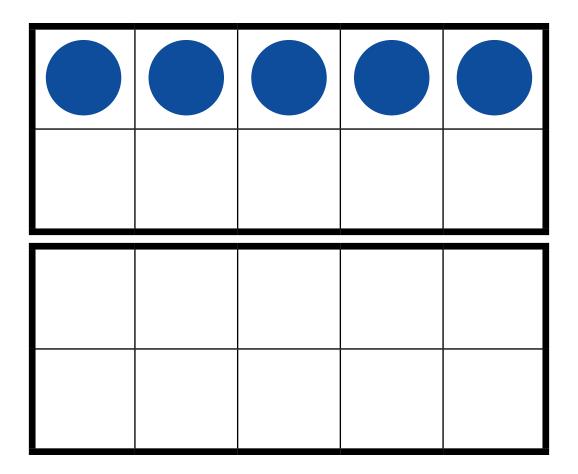


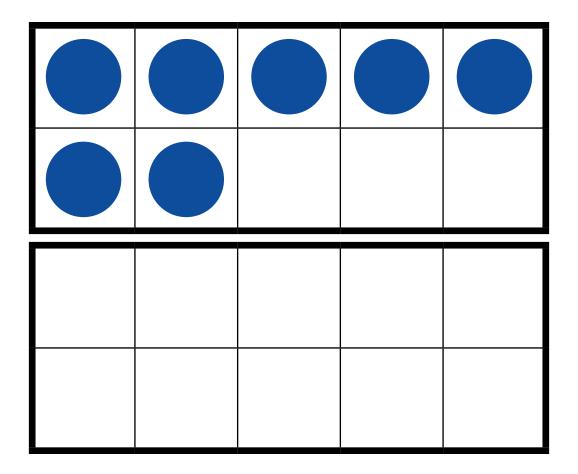


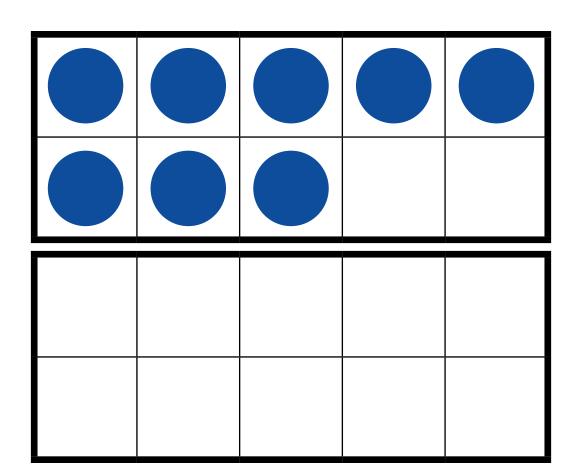


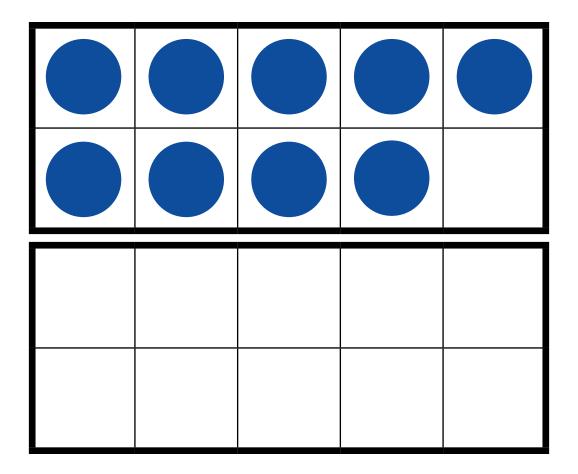


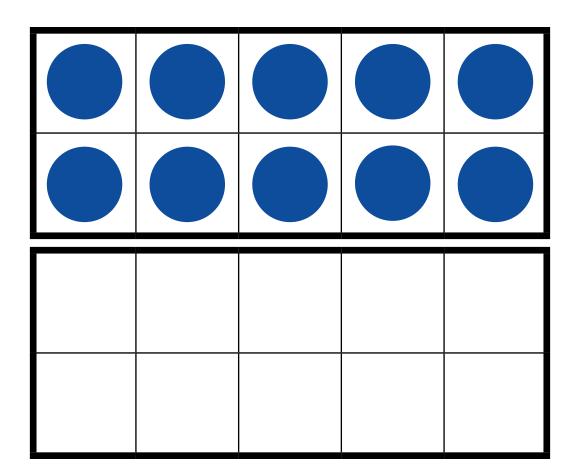


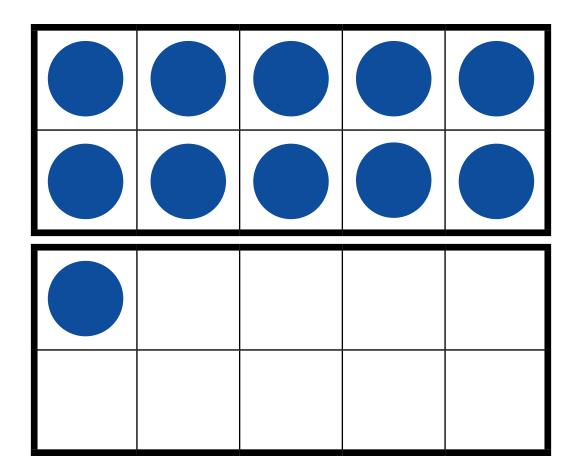


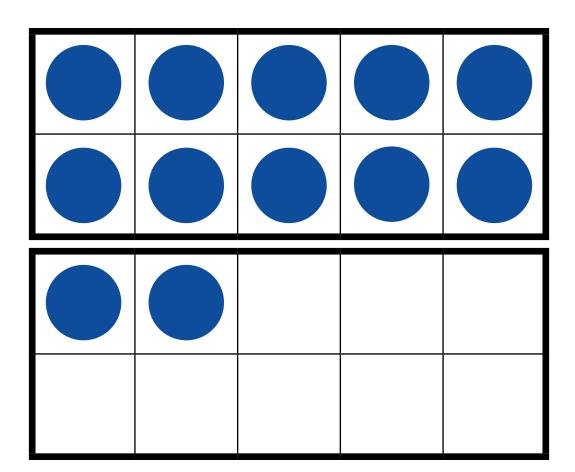


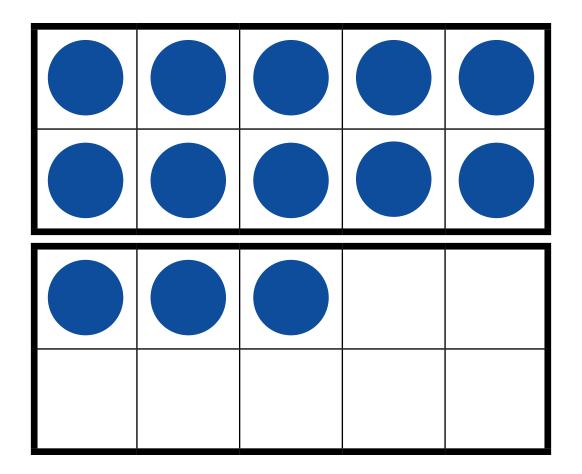


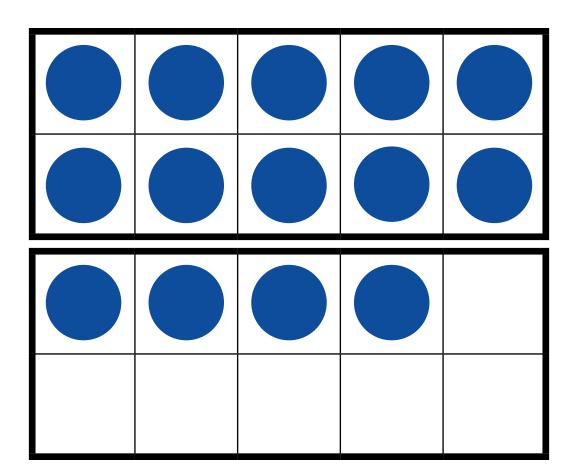


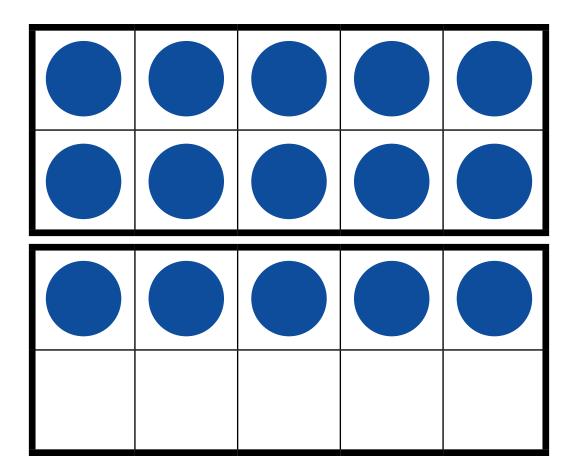


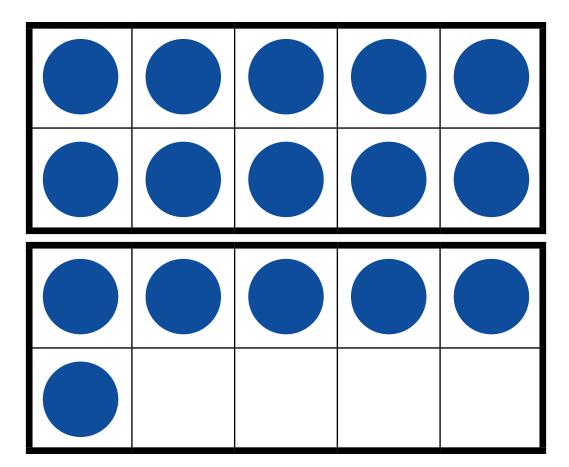


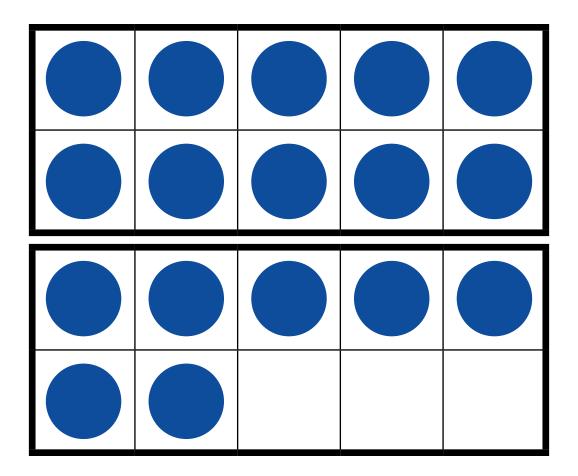


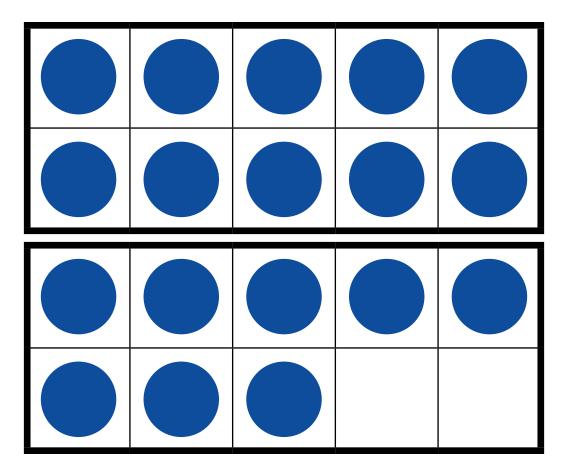


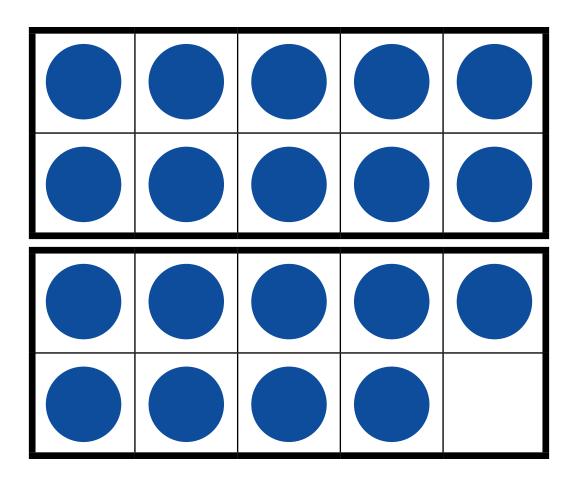


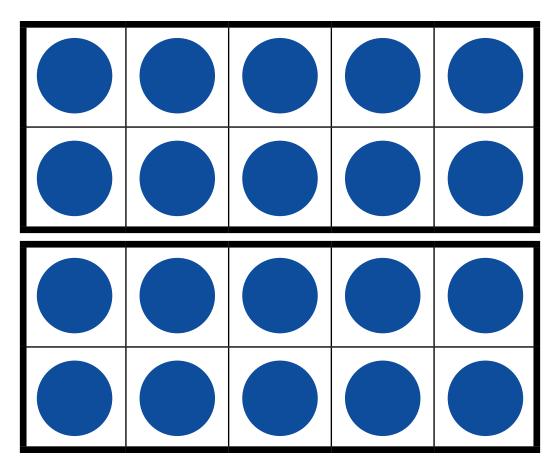


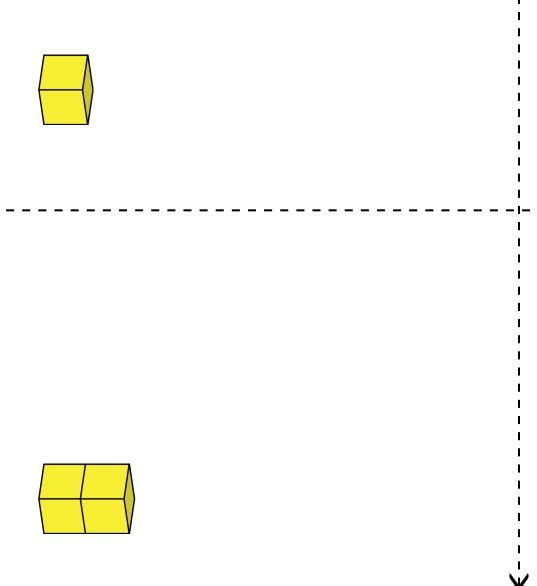


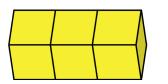




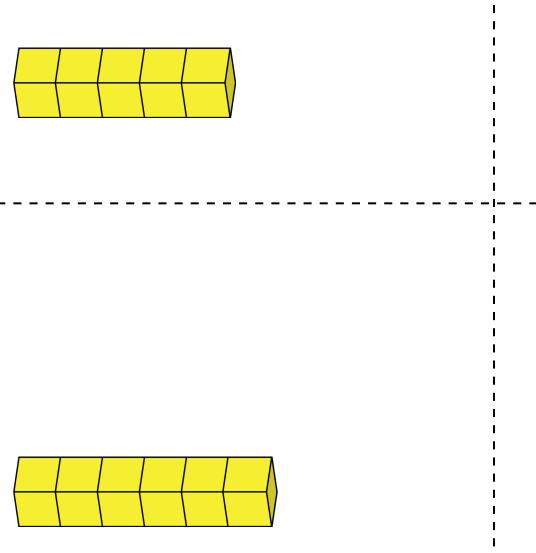


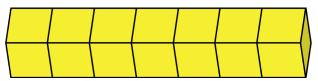




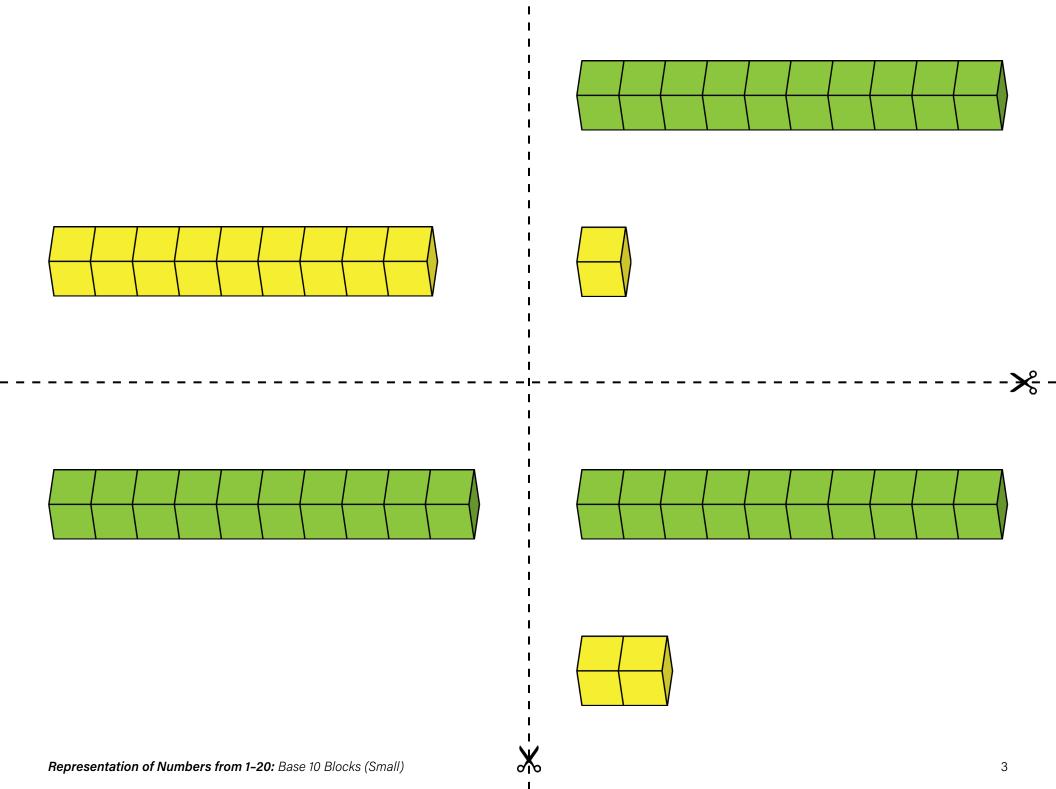


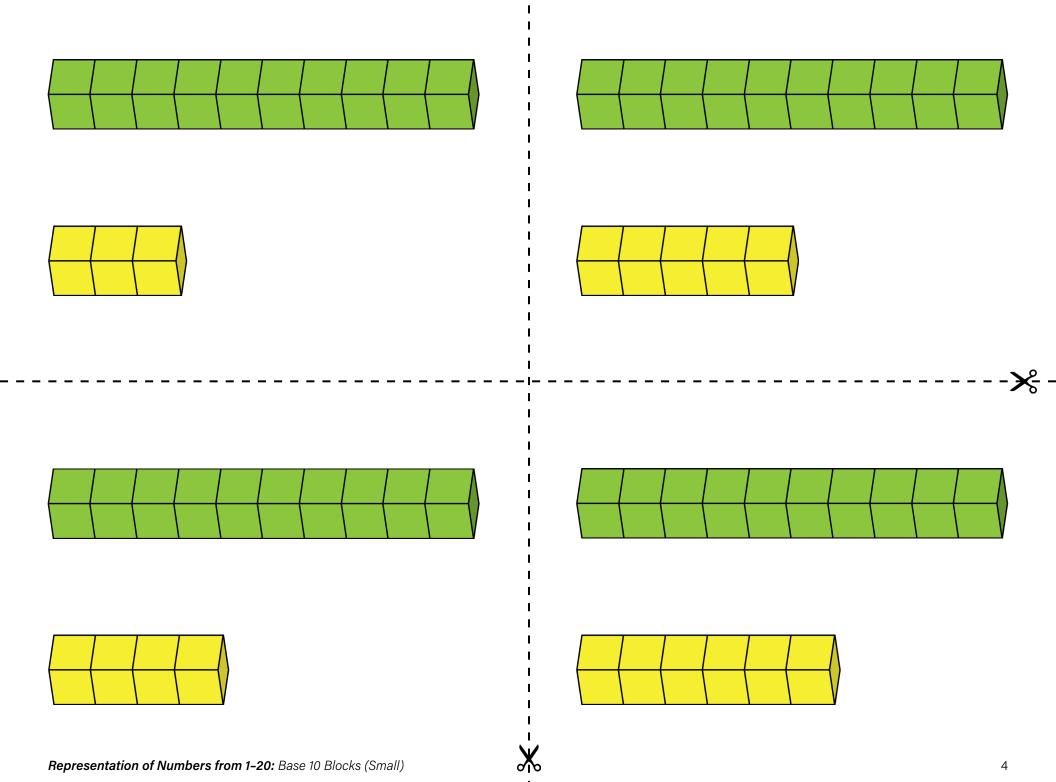


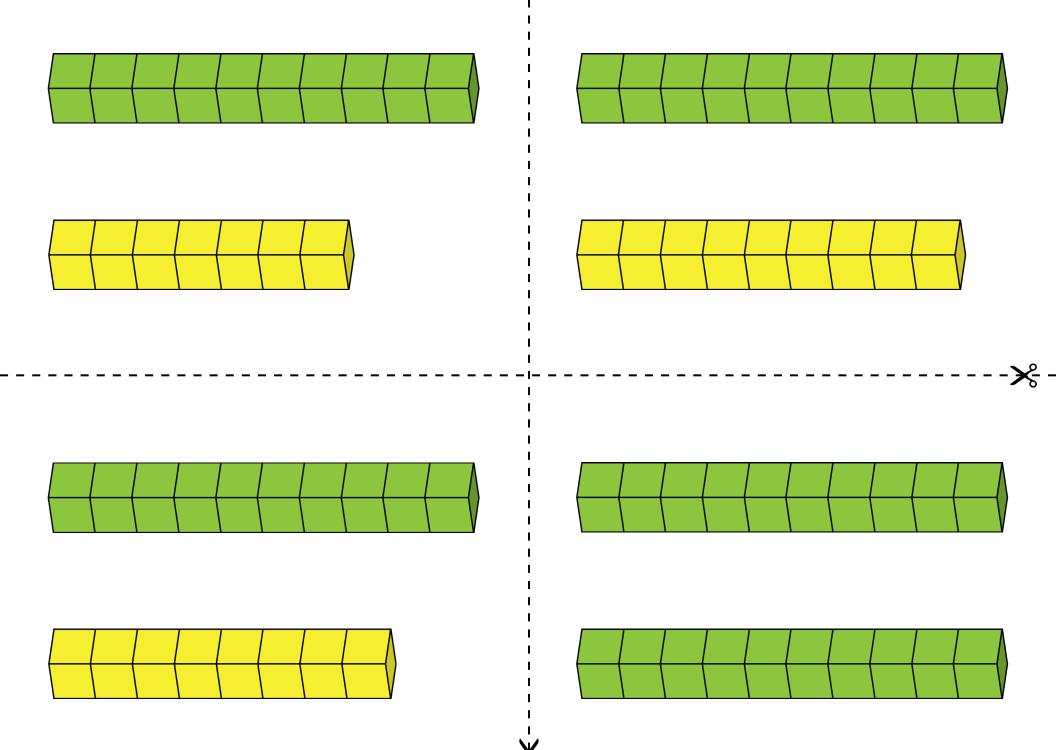


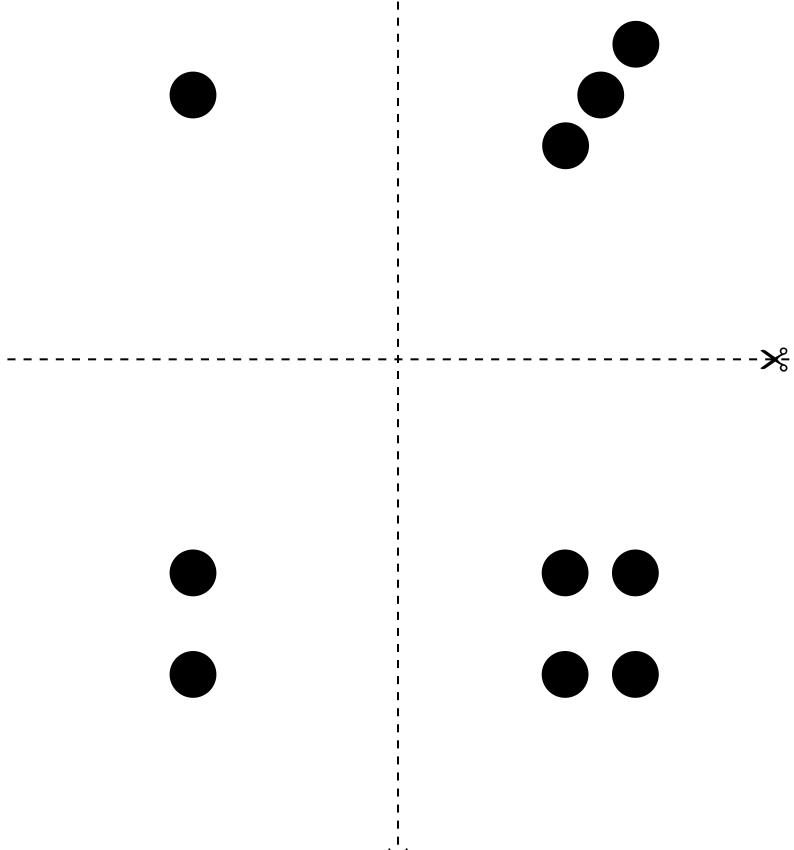


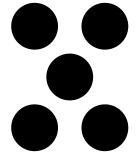


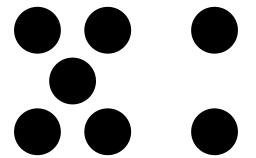


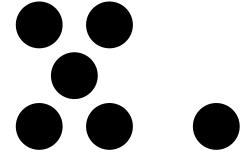


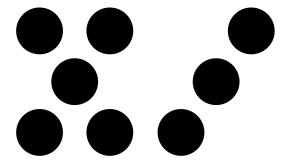


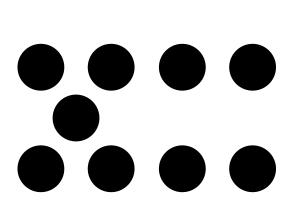


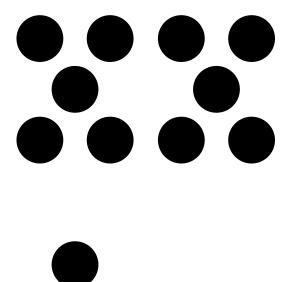


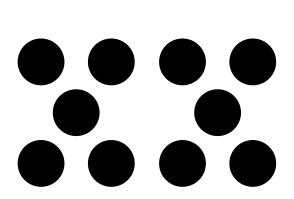


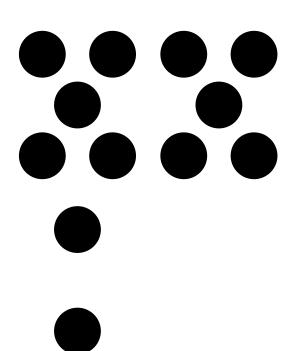


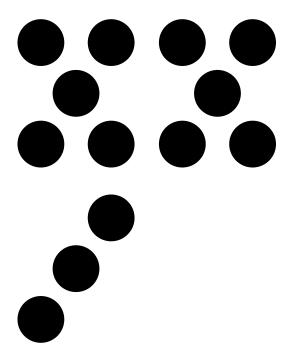


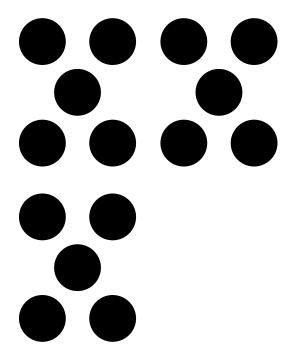


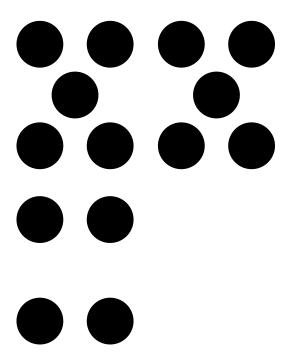


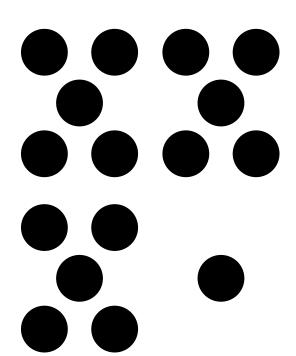


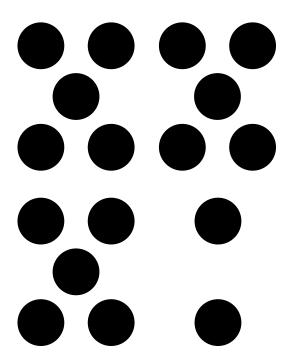


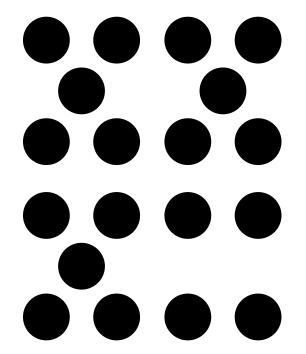


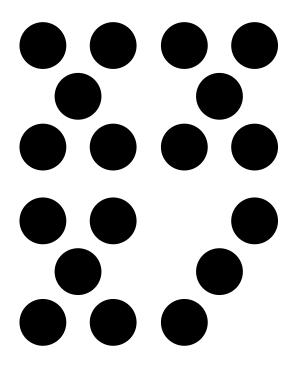


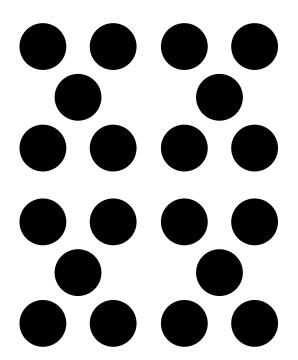


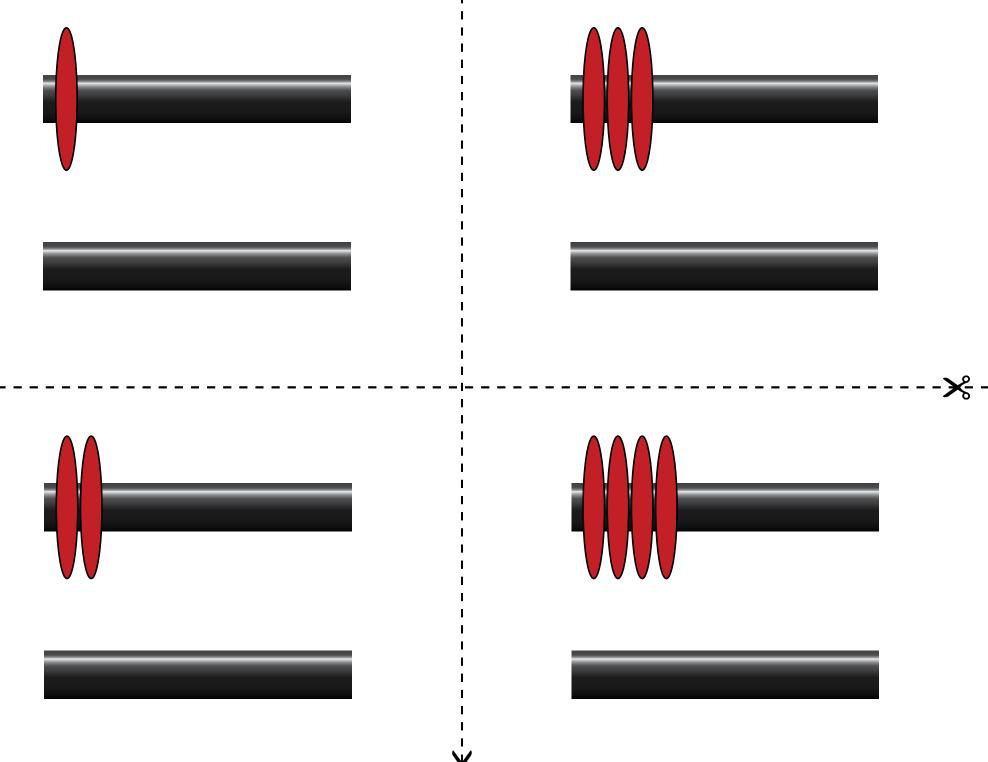


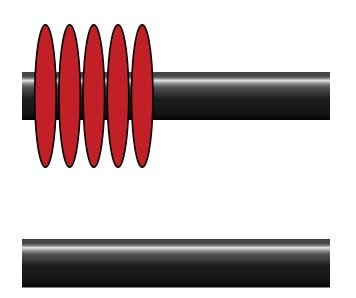


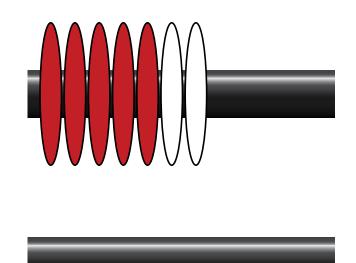


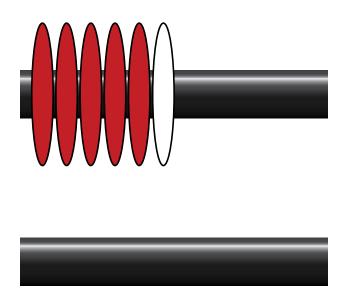


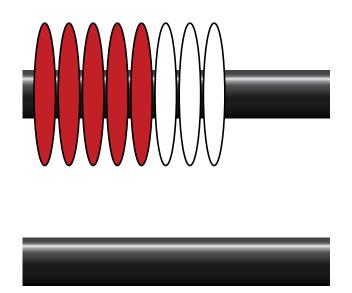


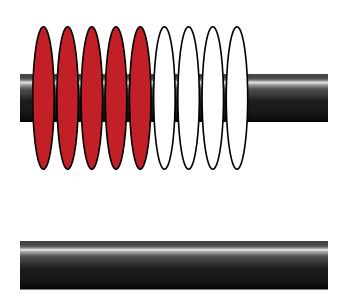


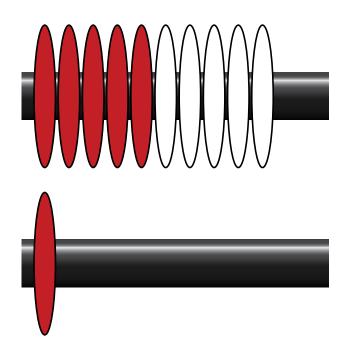


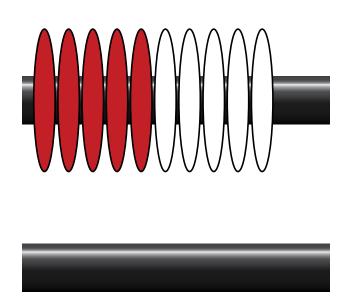


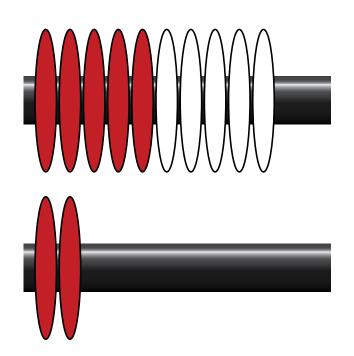


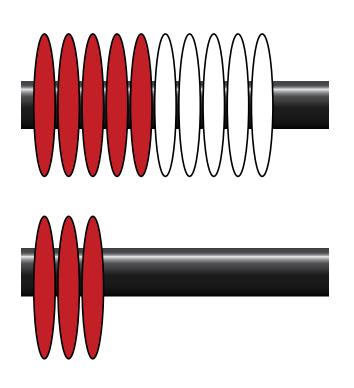


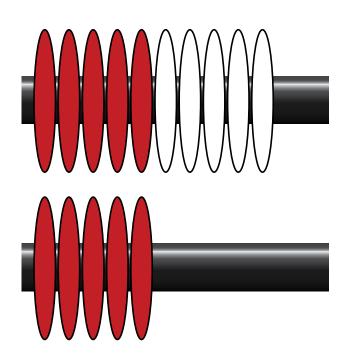


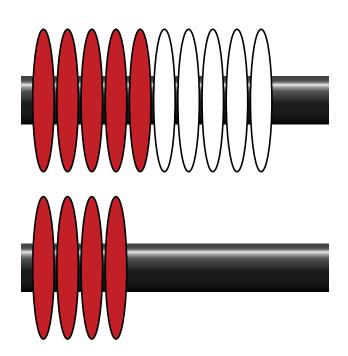


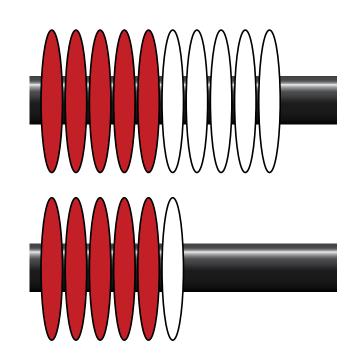


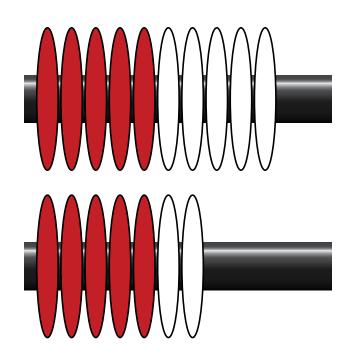


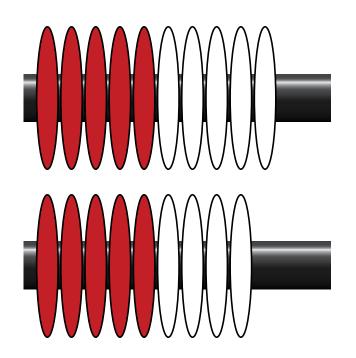


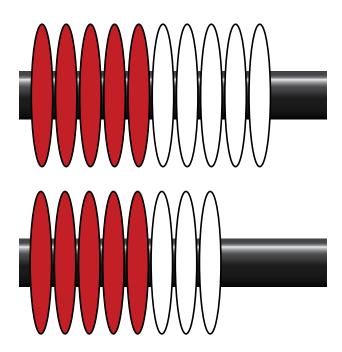


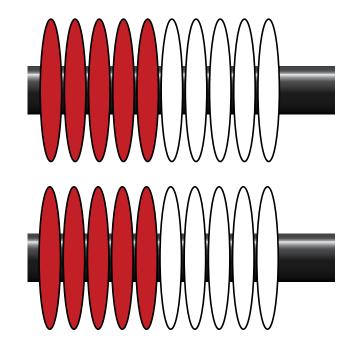


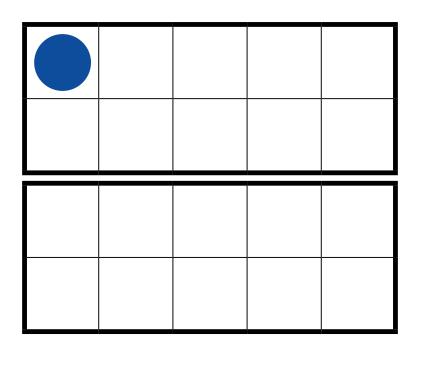


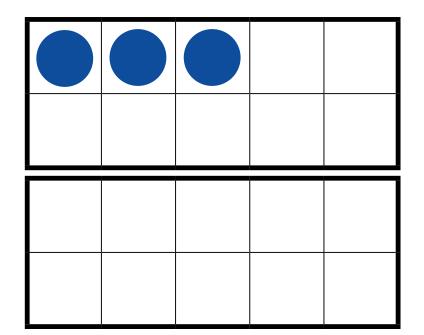


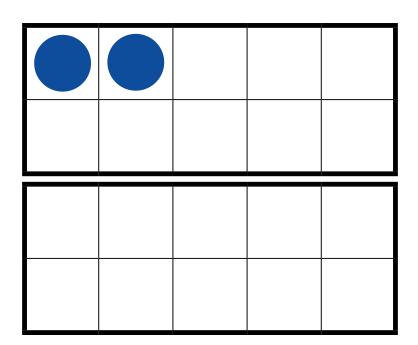


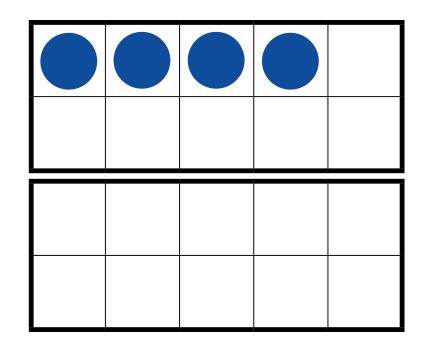


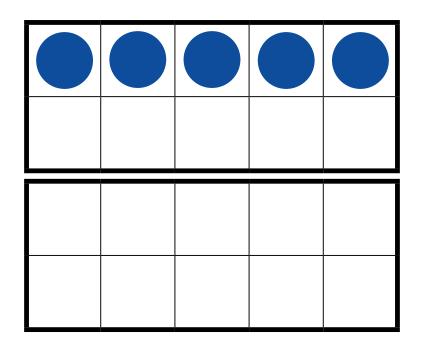


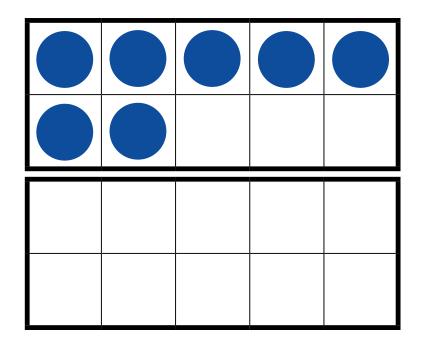


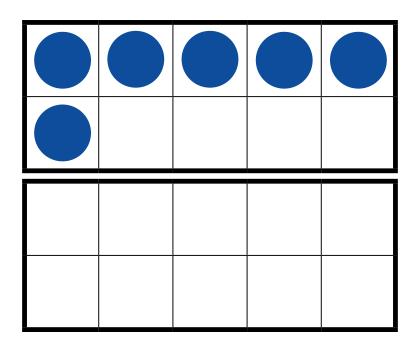


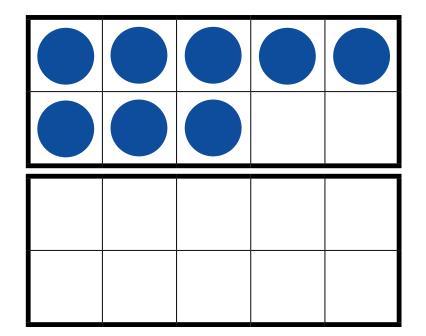


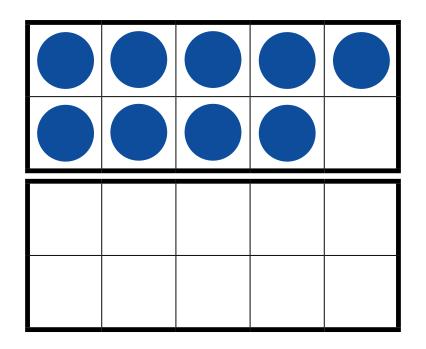


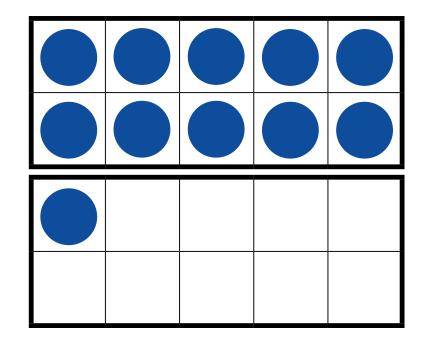


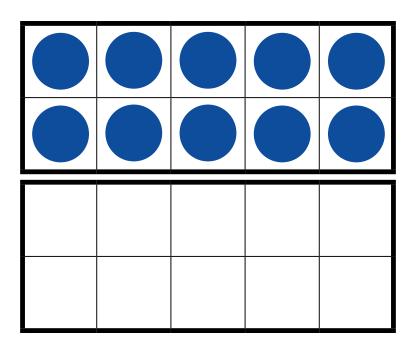


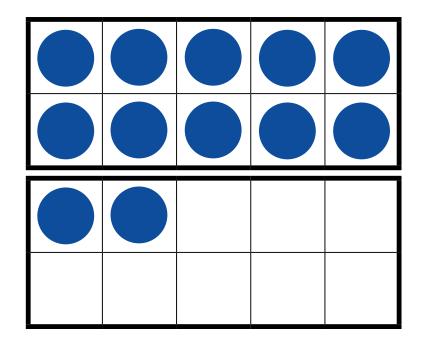


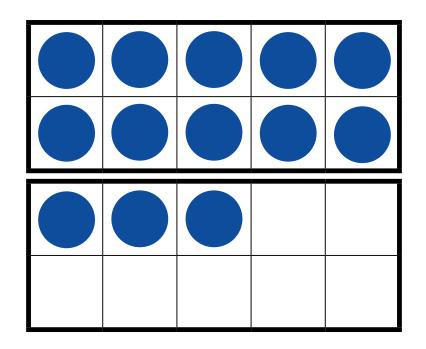


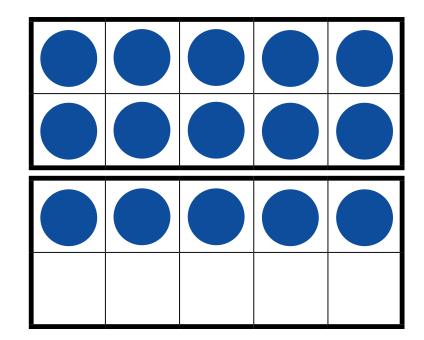


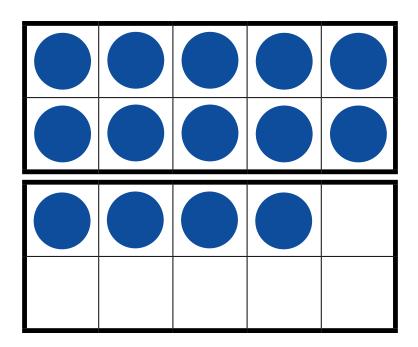


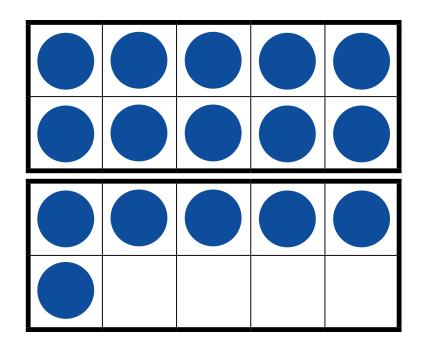


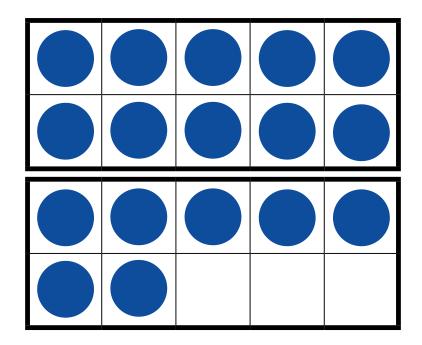


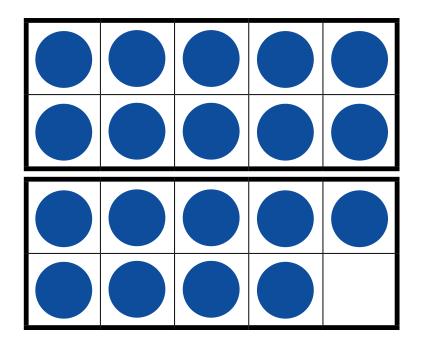


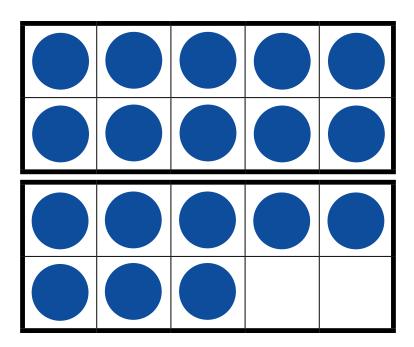


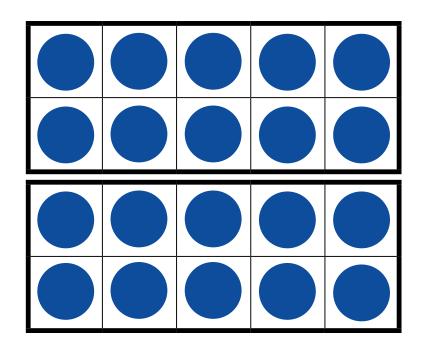




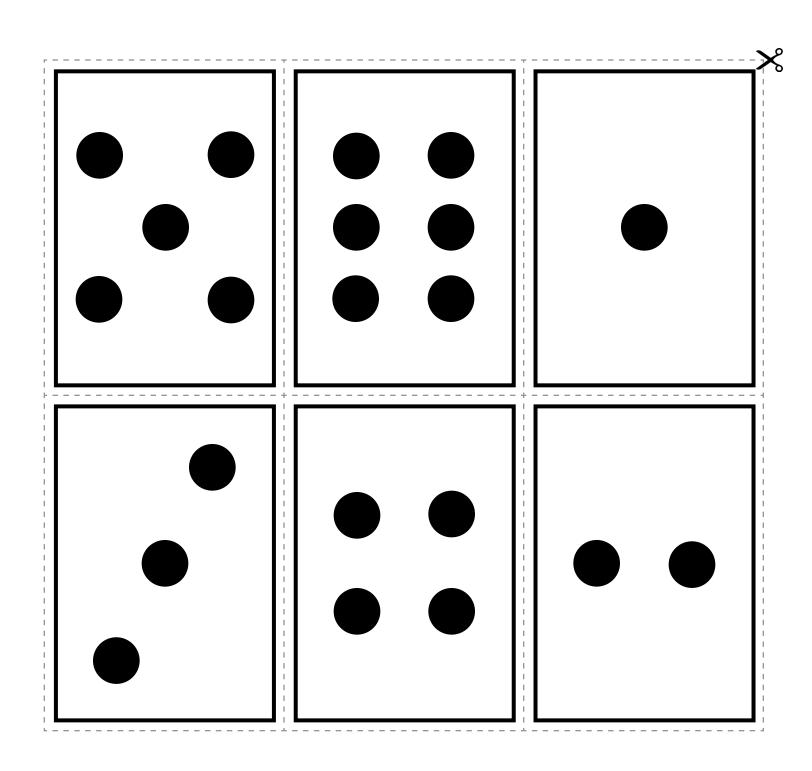


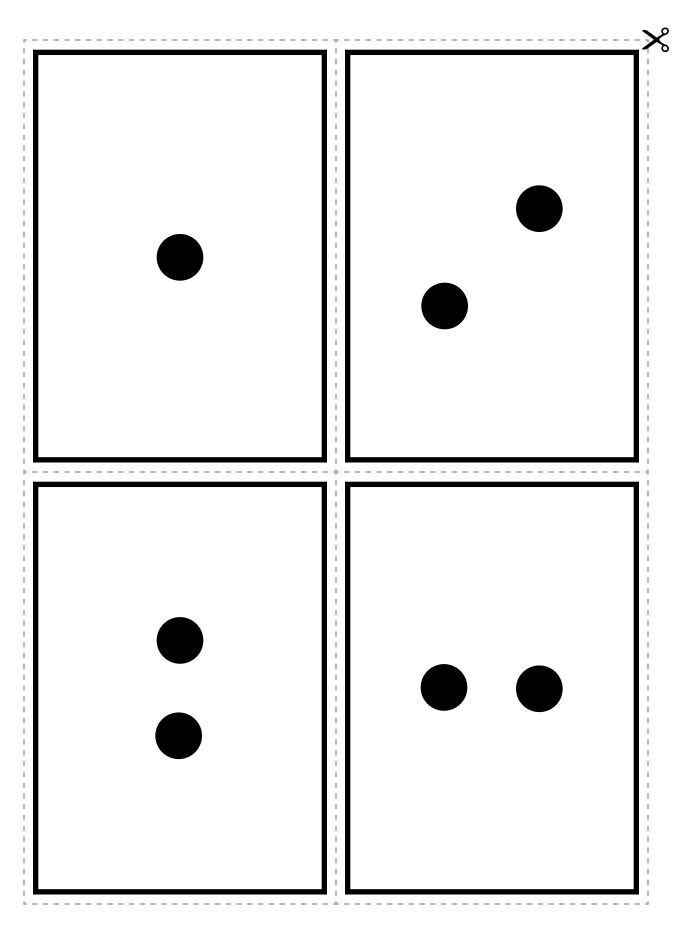


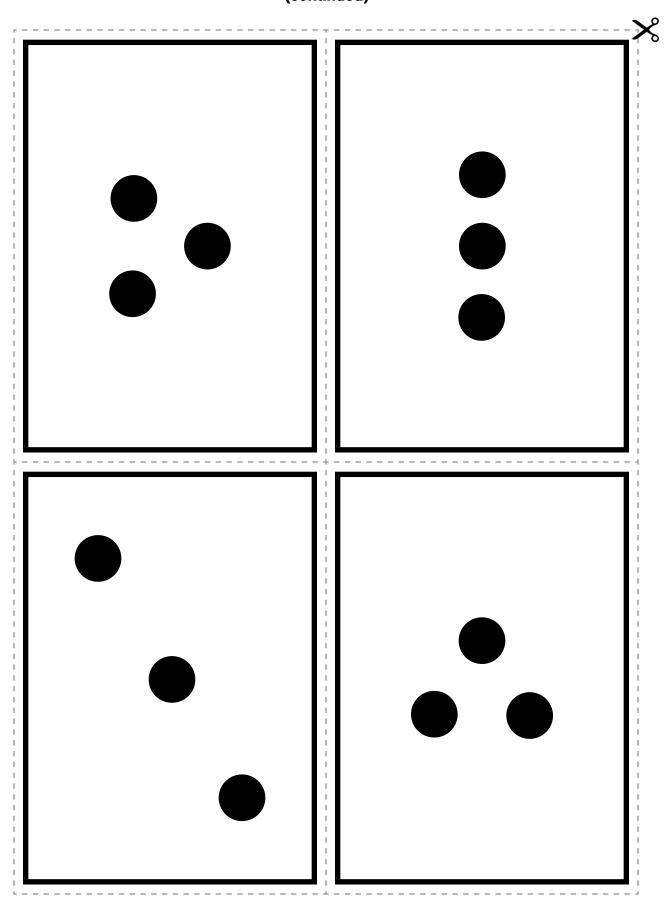


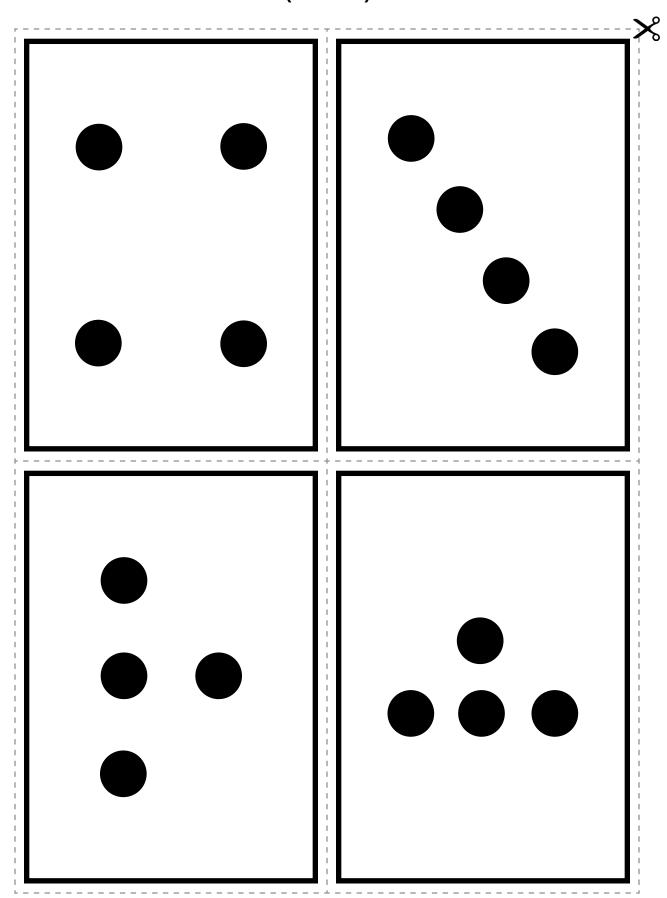


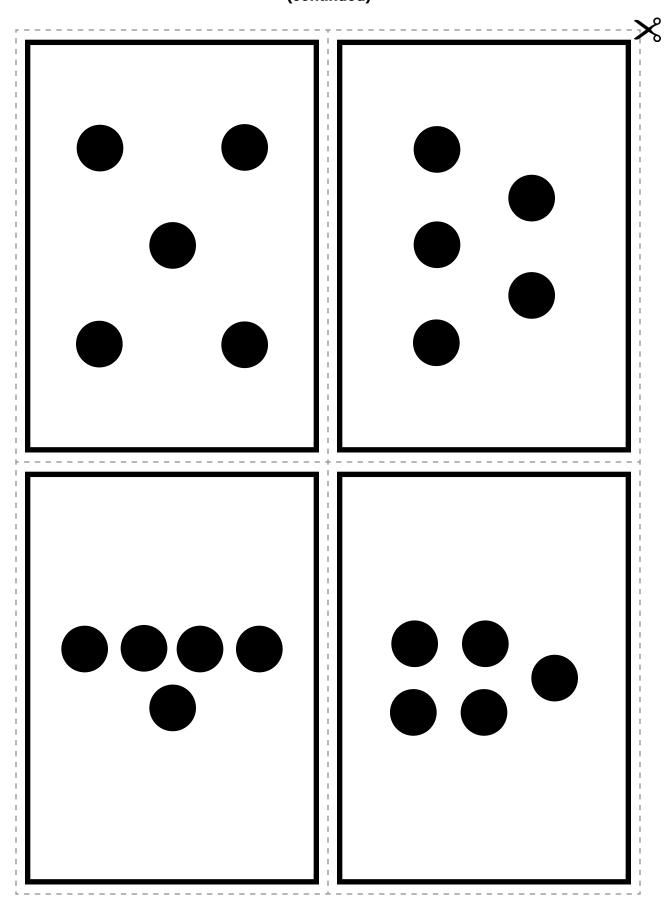
Subitizing Cards—Regular Dot Patterns (1—6)

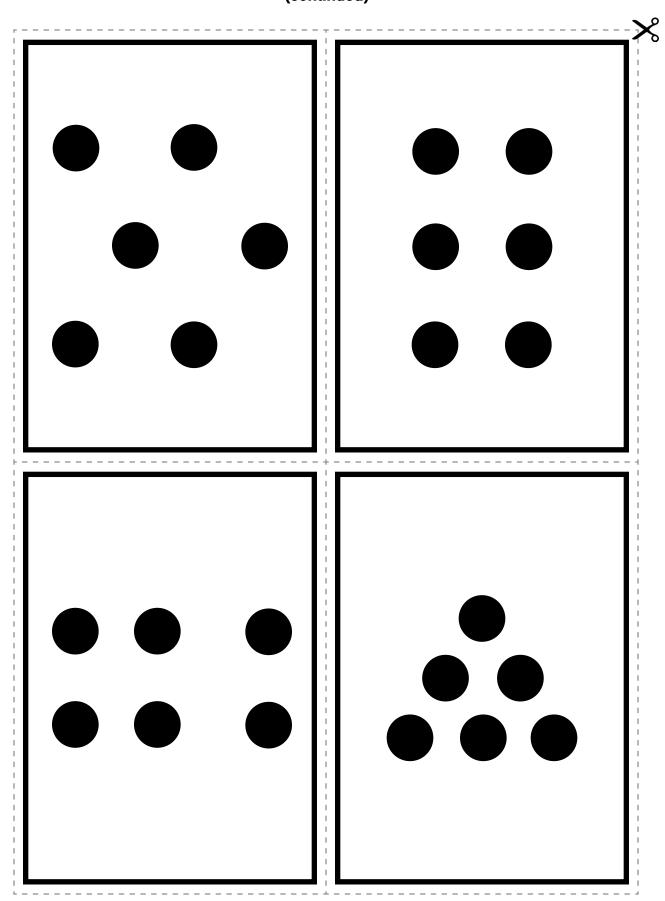


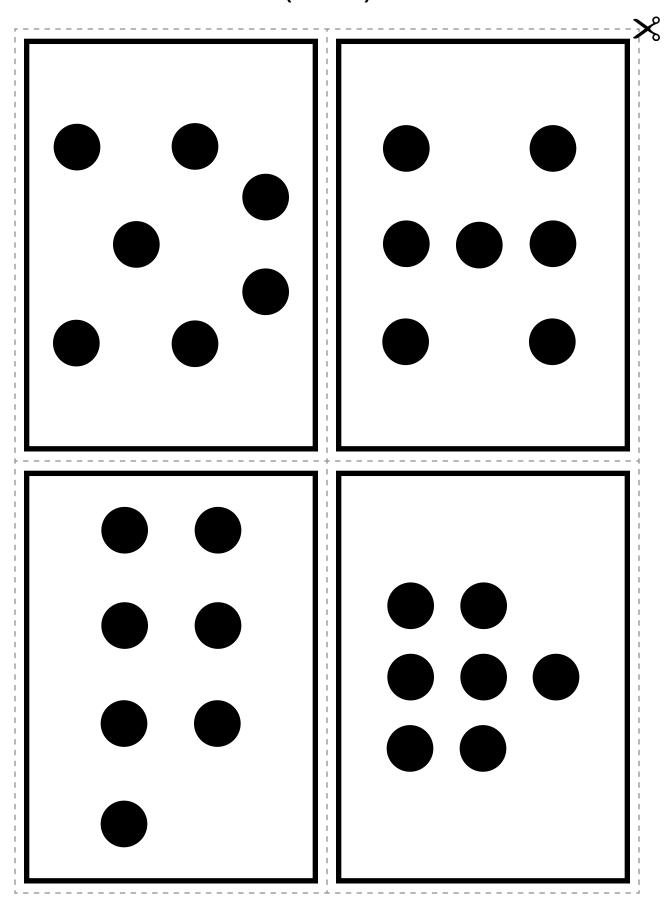


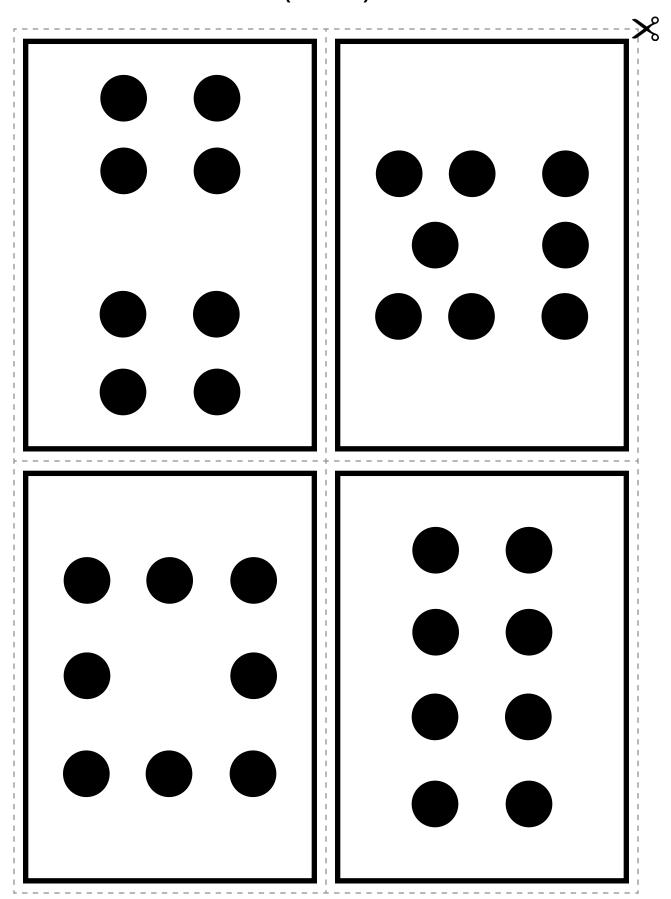


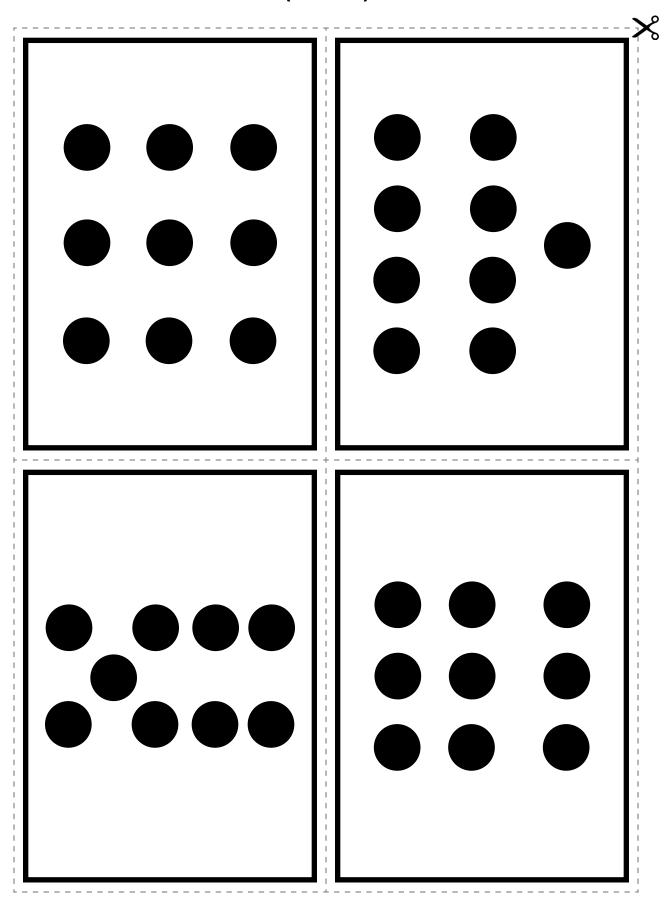


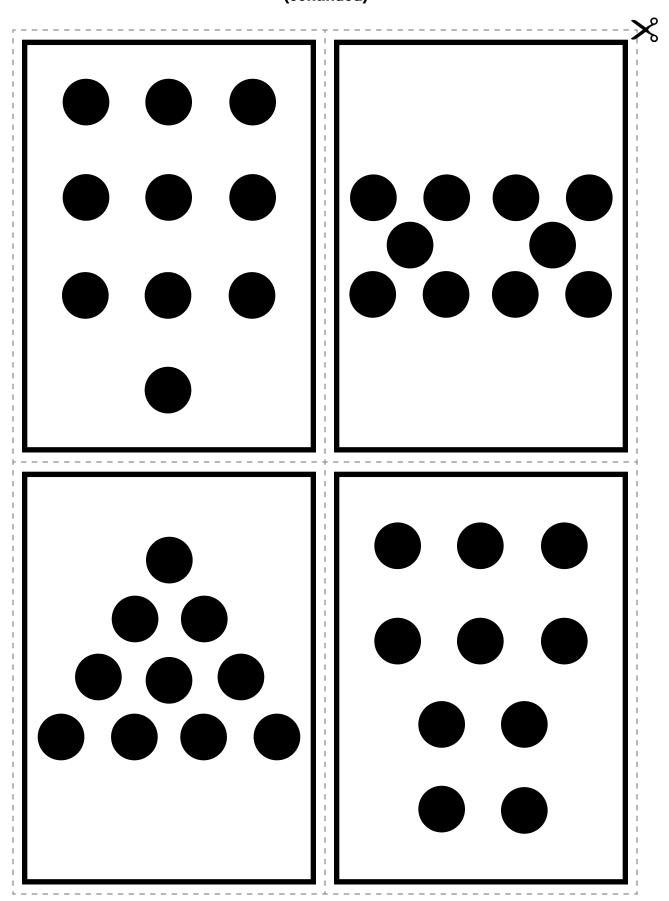


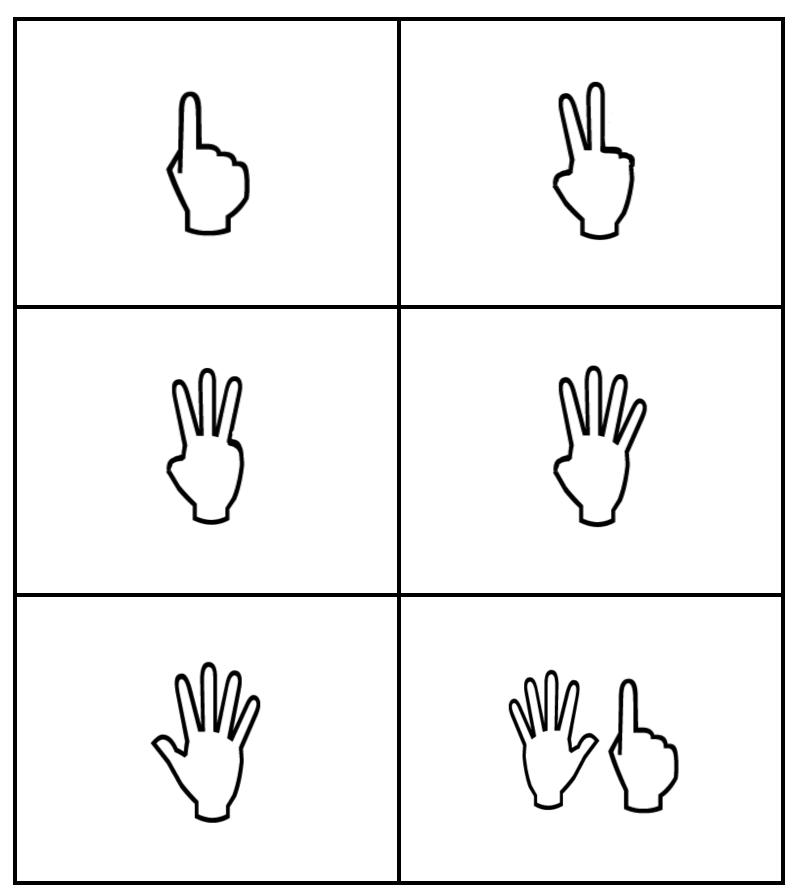




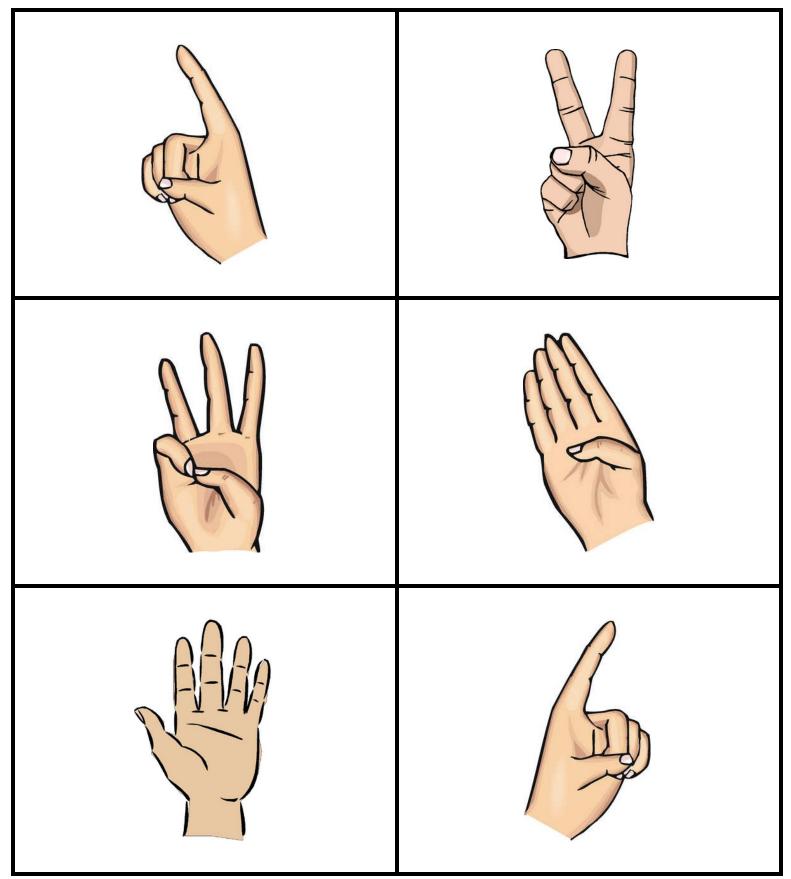


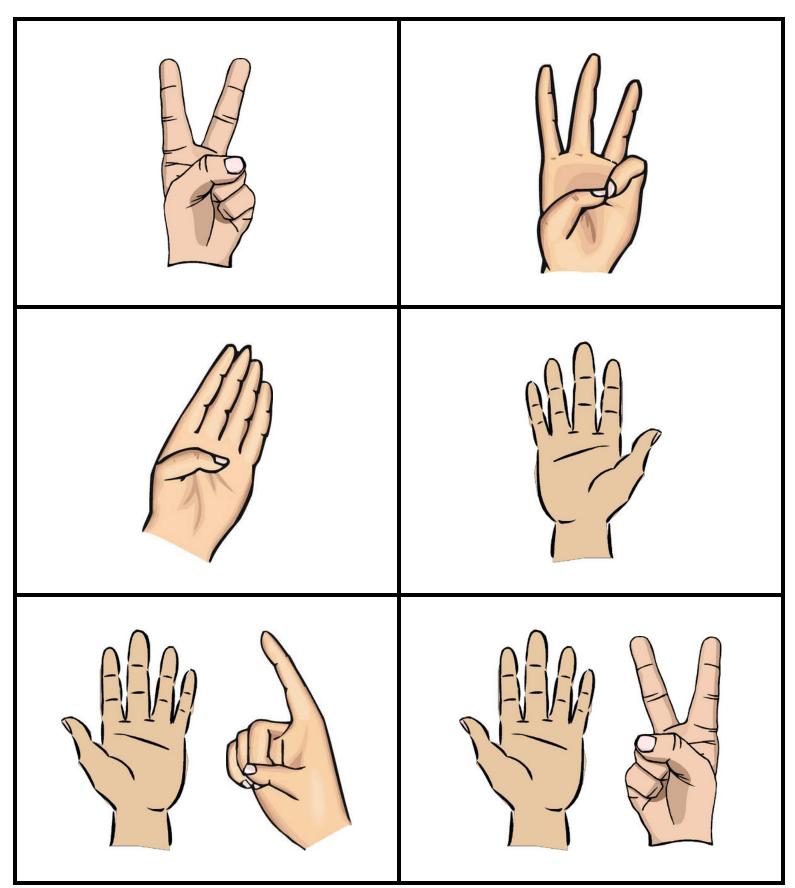


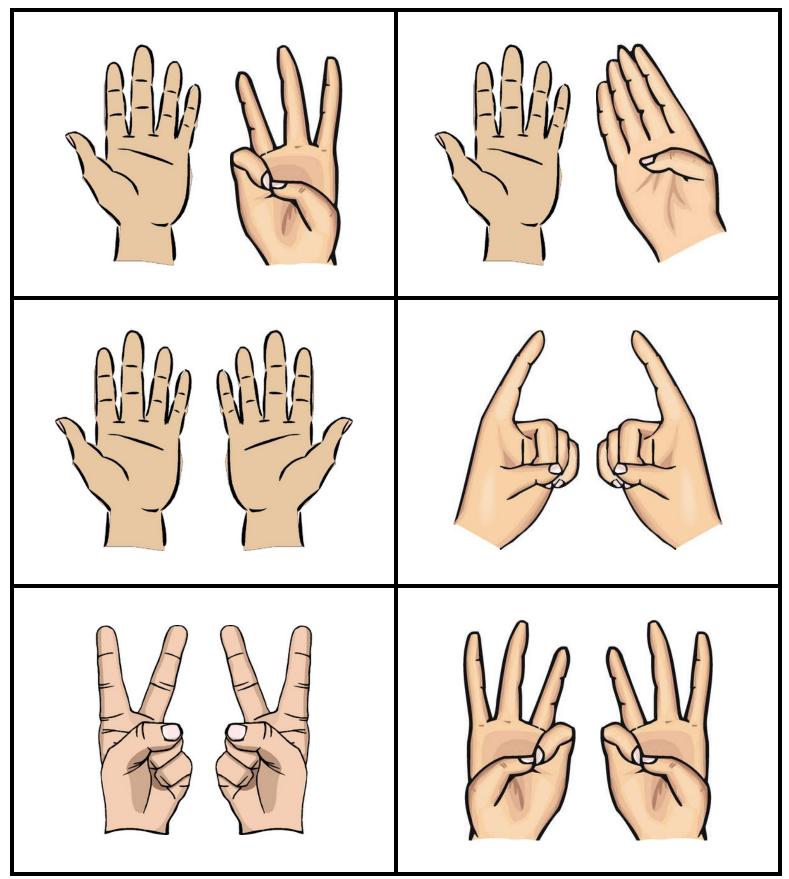


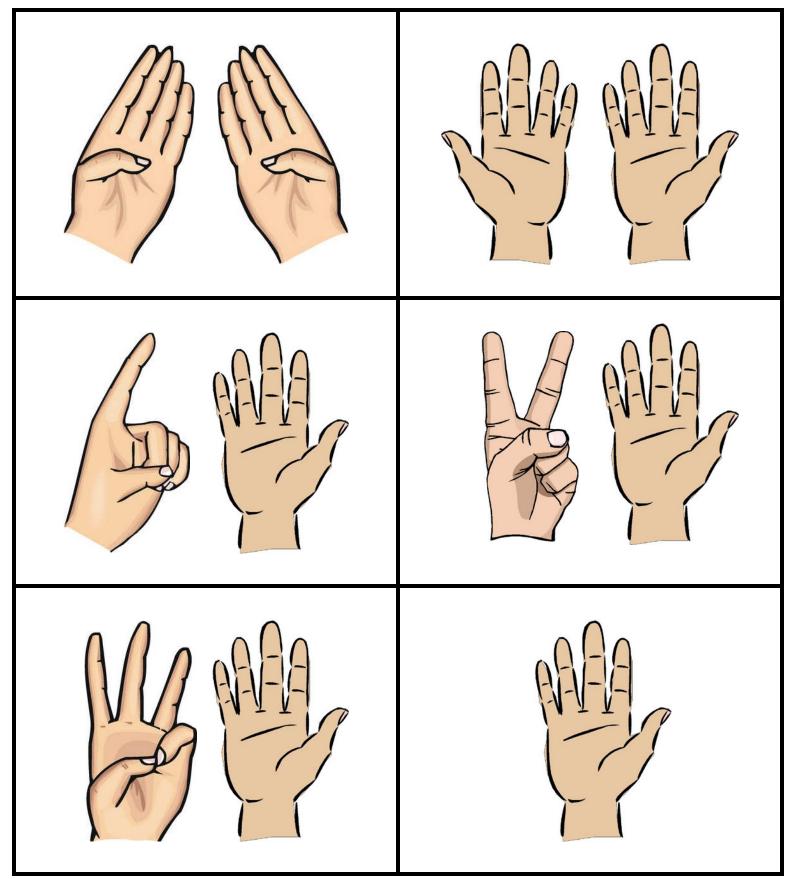


1

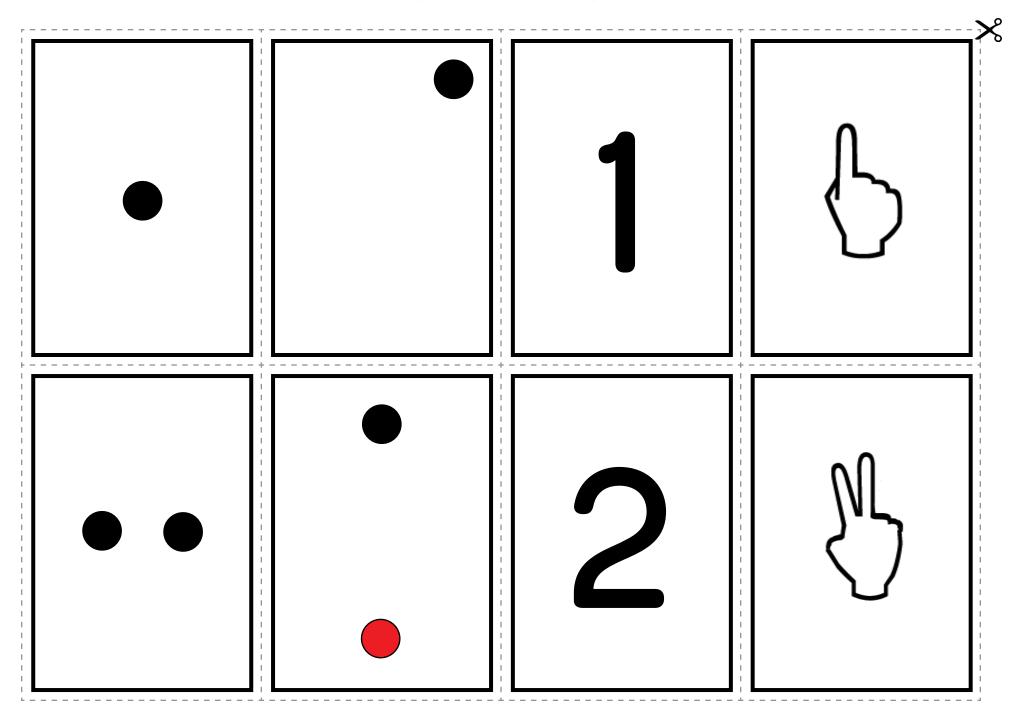




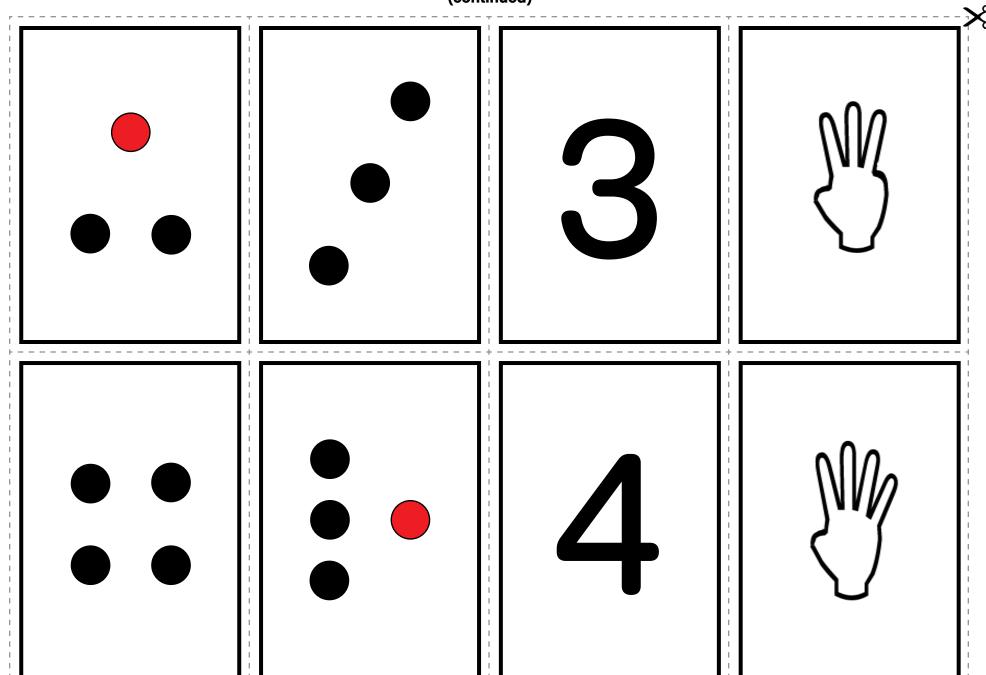


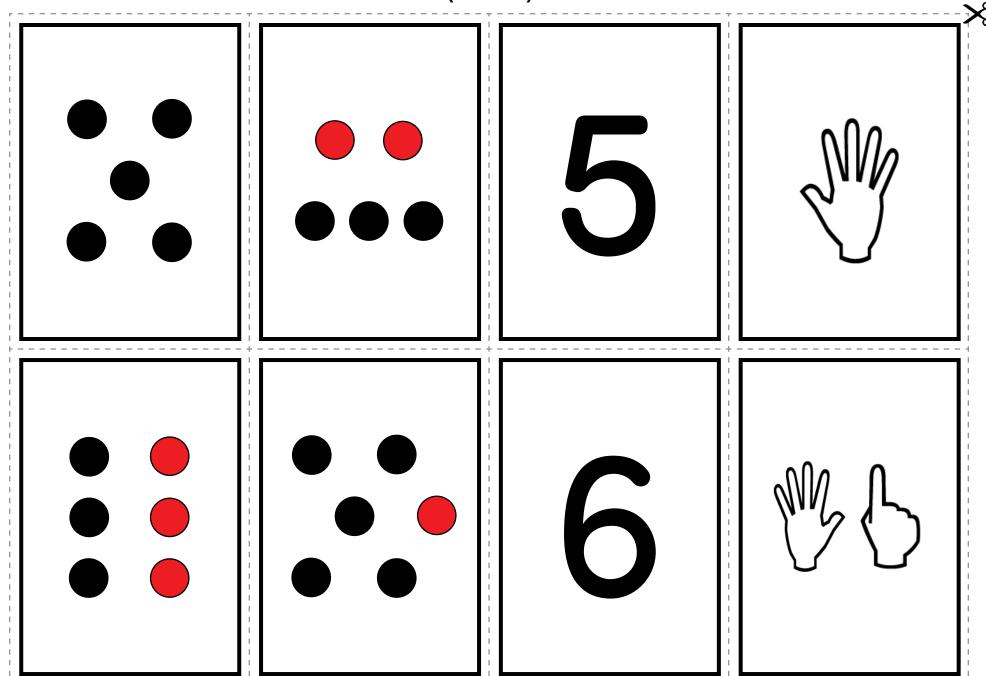


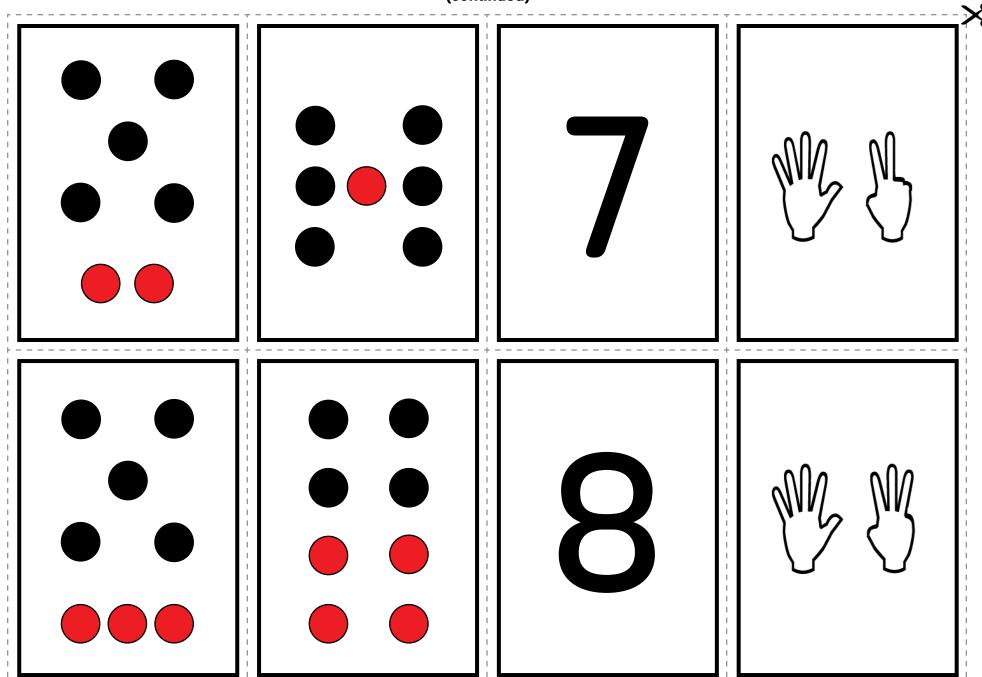
Subitizing Cards—Matching (1 —10)

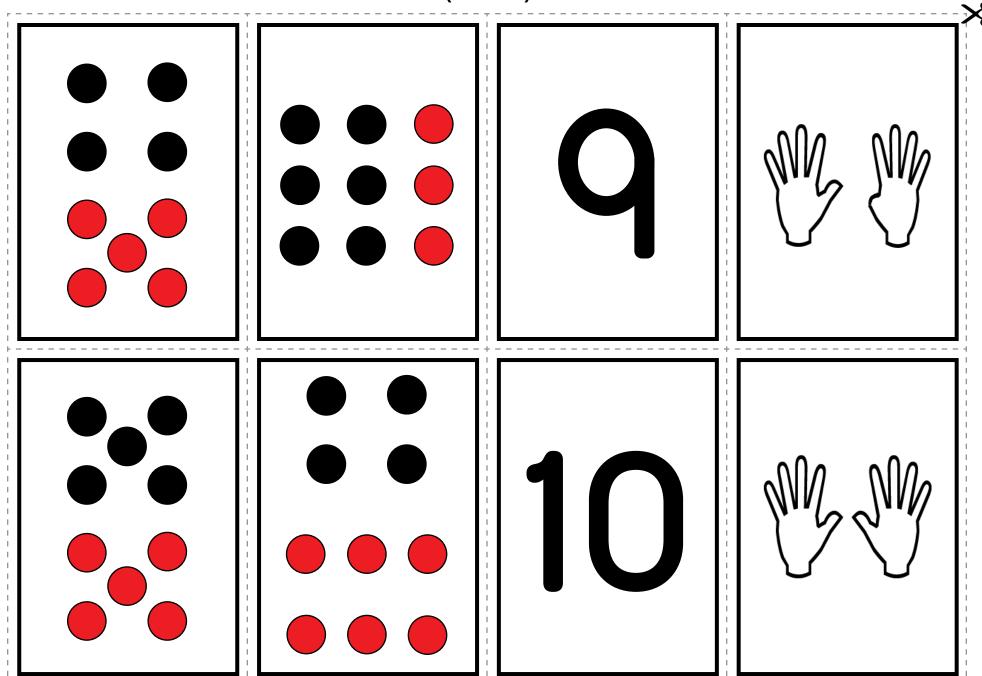


1







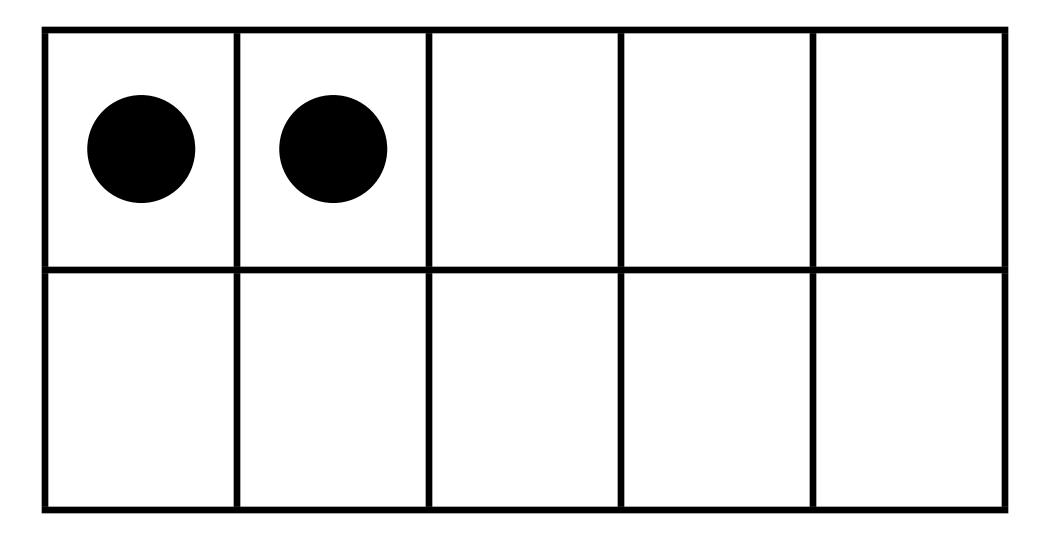


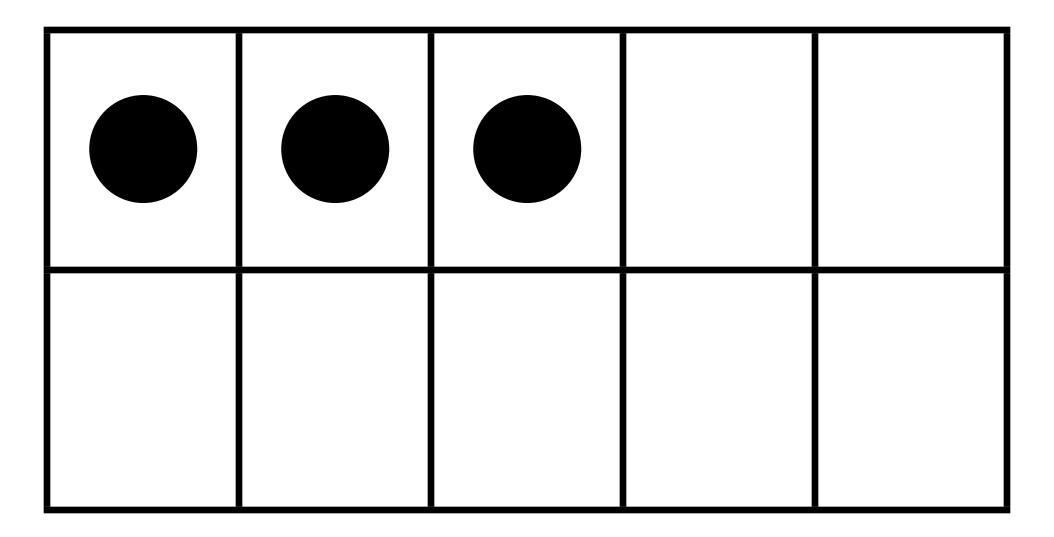
Small Ten Frames (five-wise)

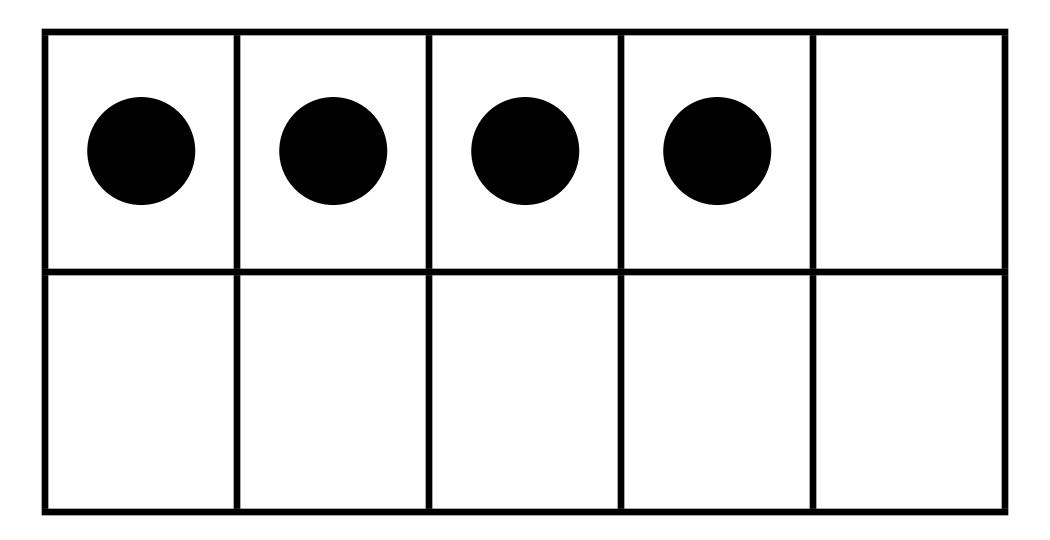
r	-	-	
		\neg \vdots \lceil	
		-	
		$\dashv \mid \mid \mid \mid$	
			- - -
		_	
! !	-	 !	; ! !
		\neg	
		\neg	
		7	
		-	
; L		——┛ ;	
		_	
		_	
<u> </u>	I		ا

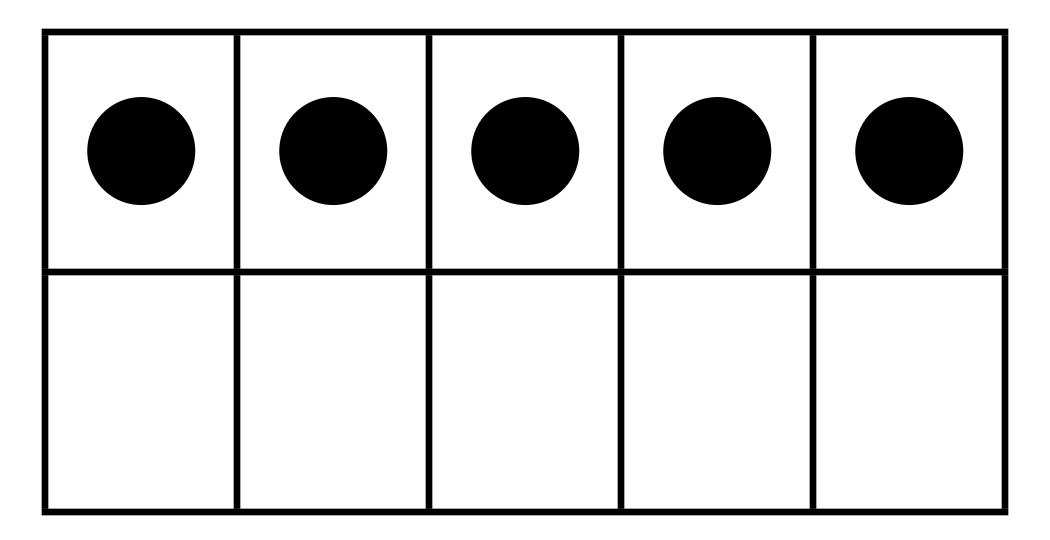
Small Ten Frames (five-wise)

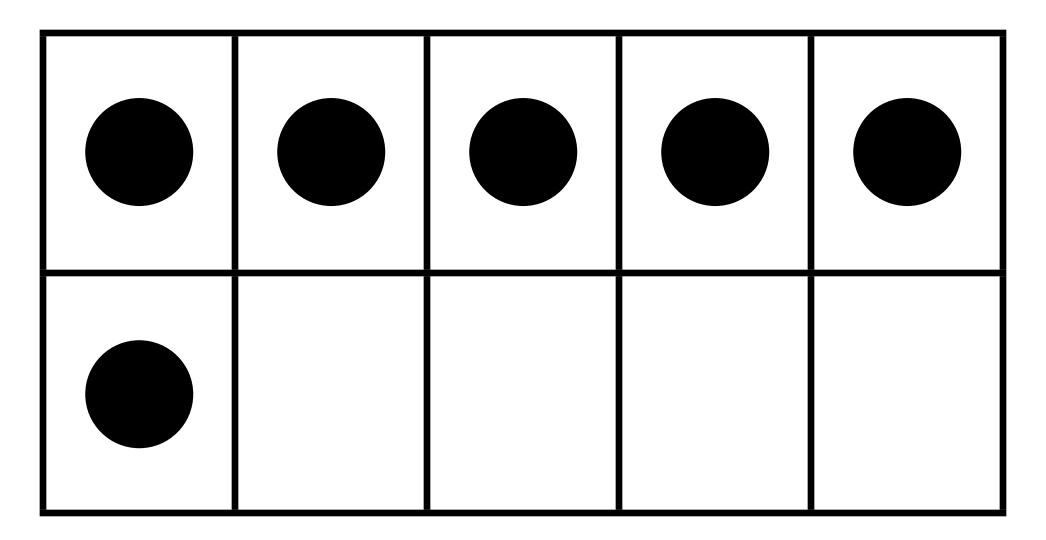
! 	 	
; }		
	,	

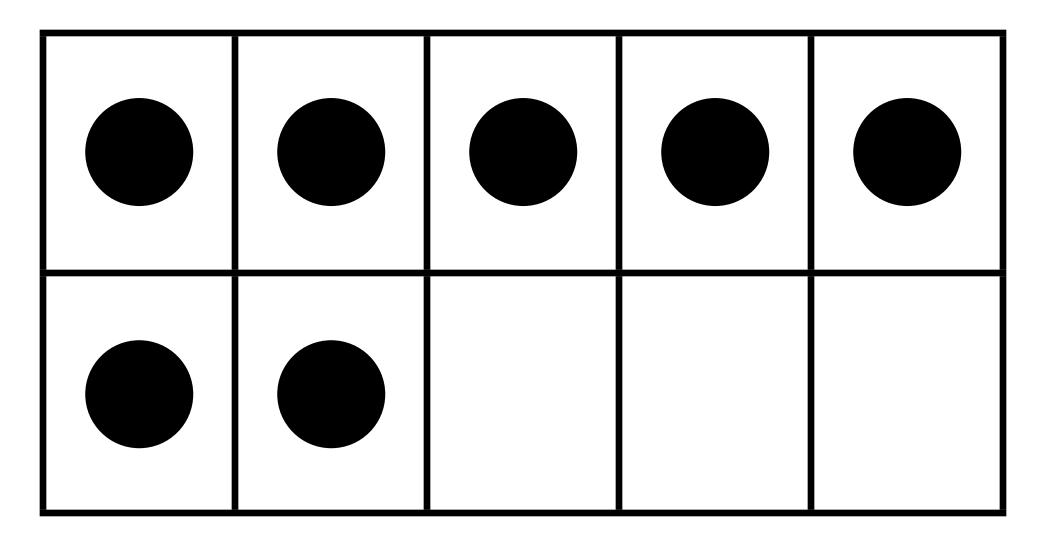


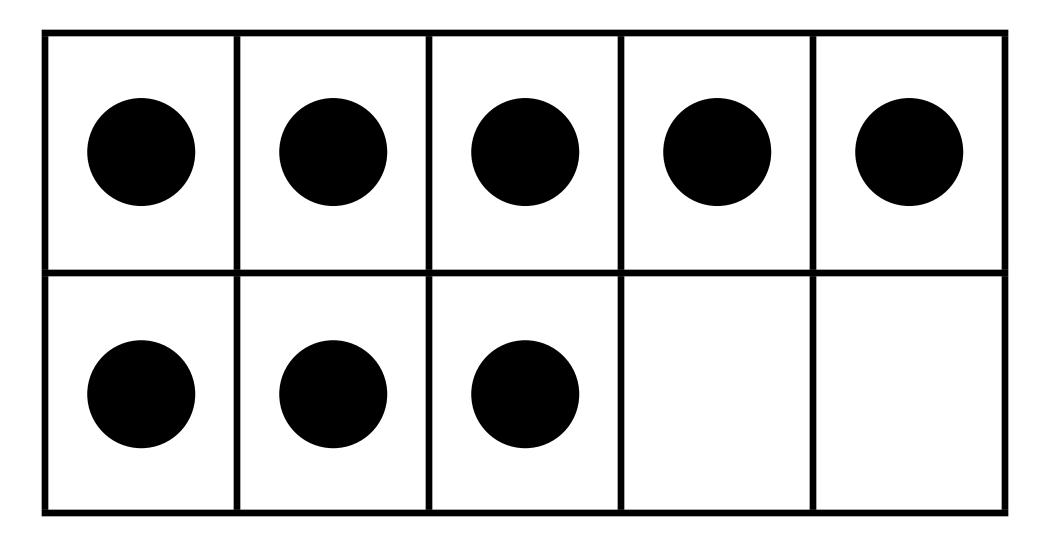


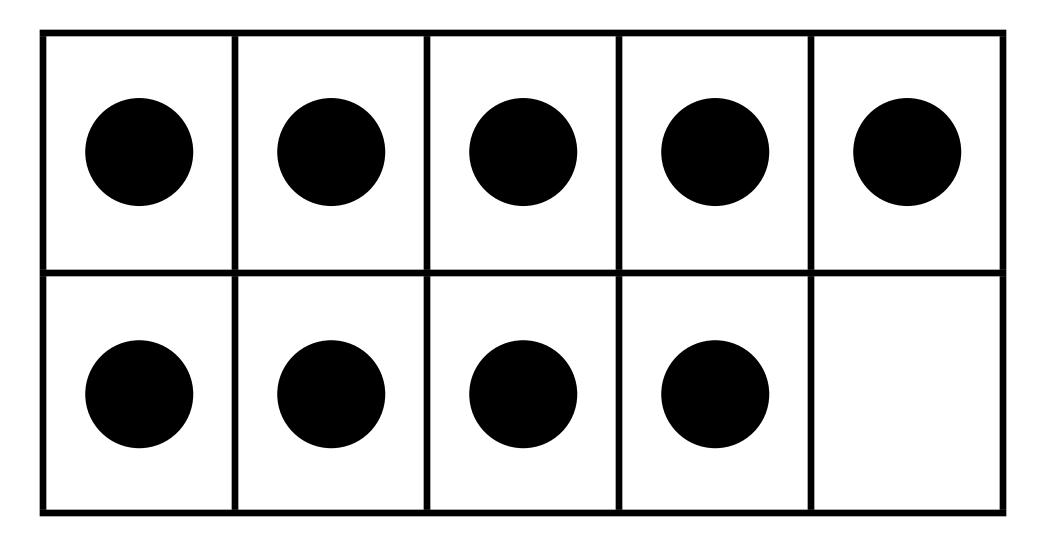


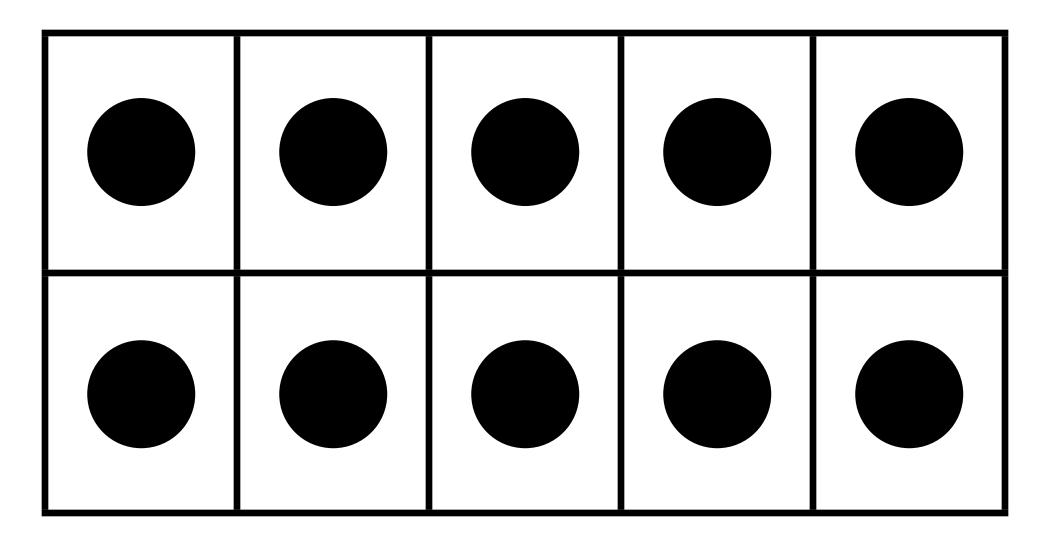


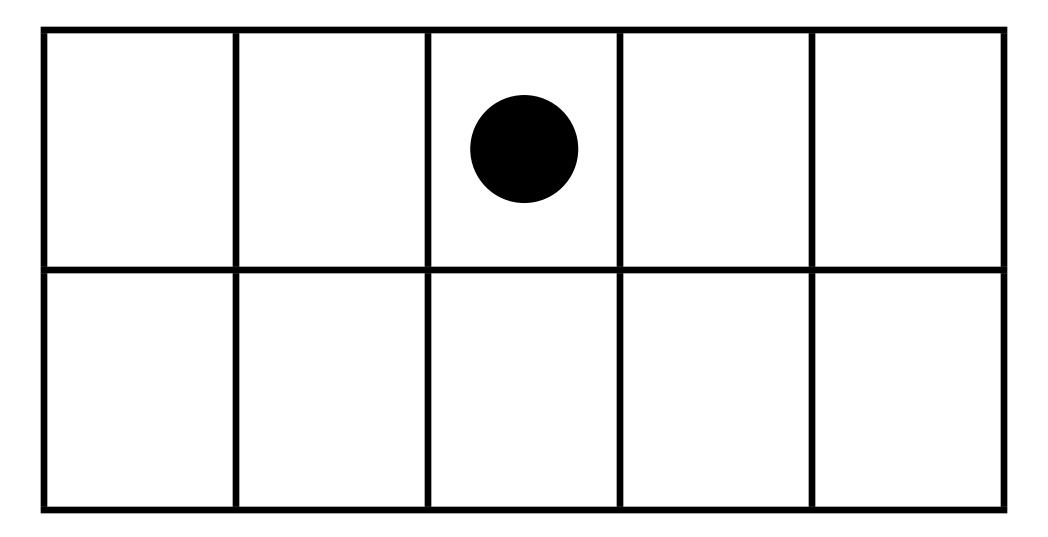


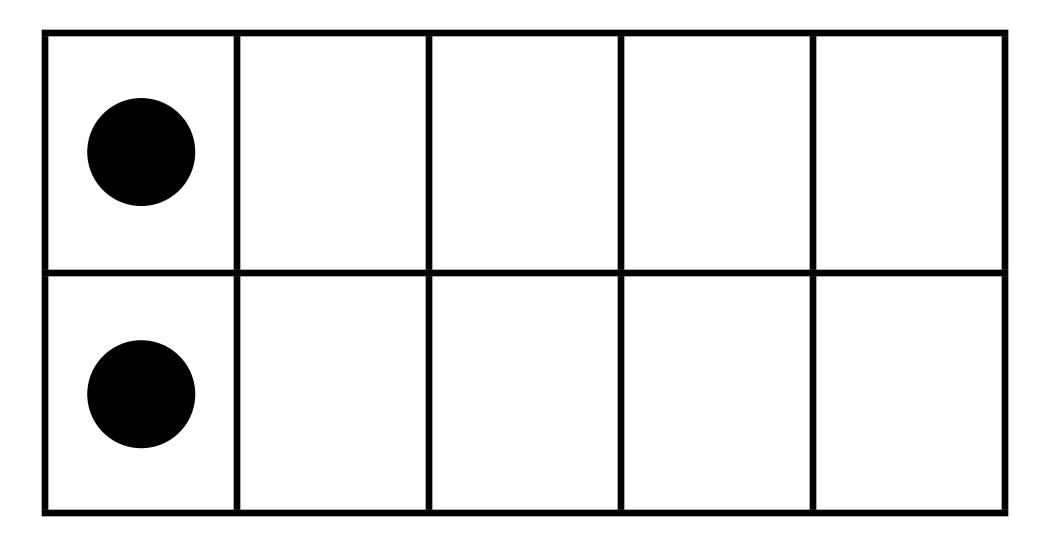


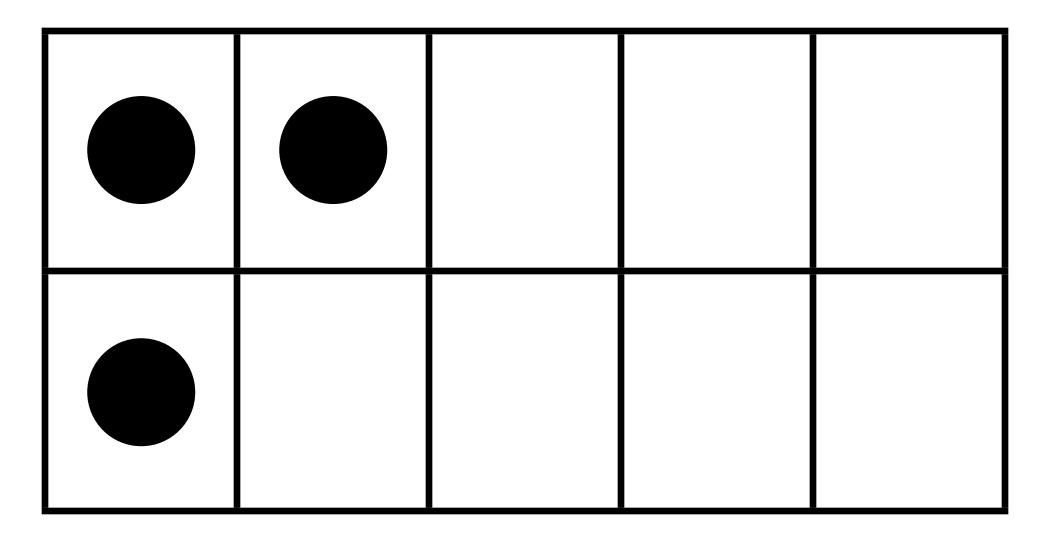


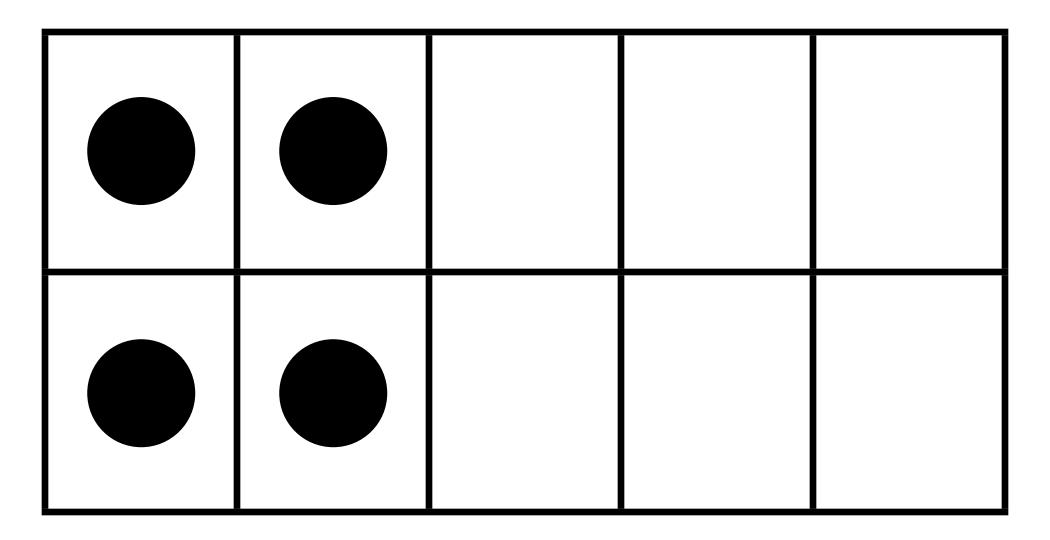


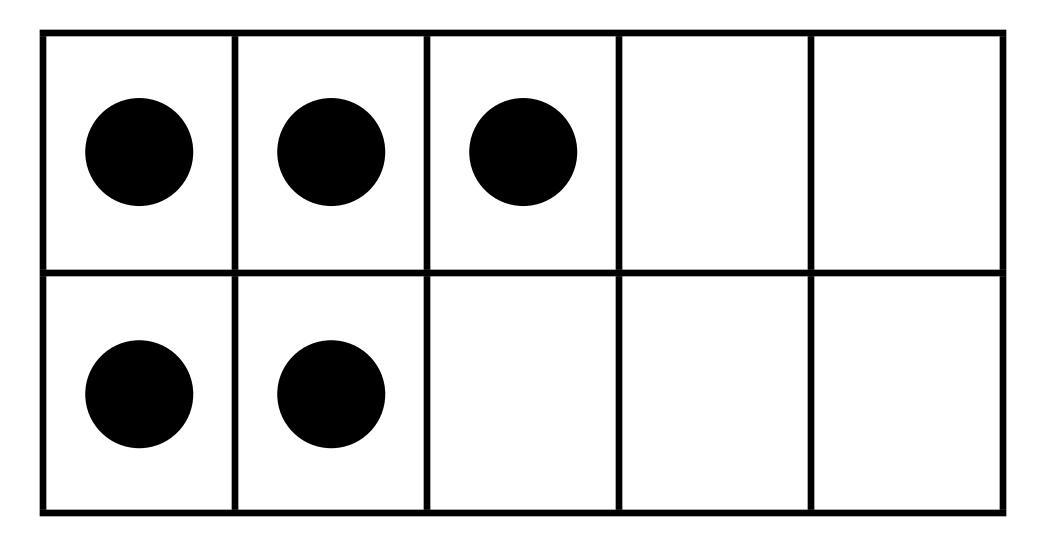


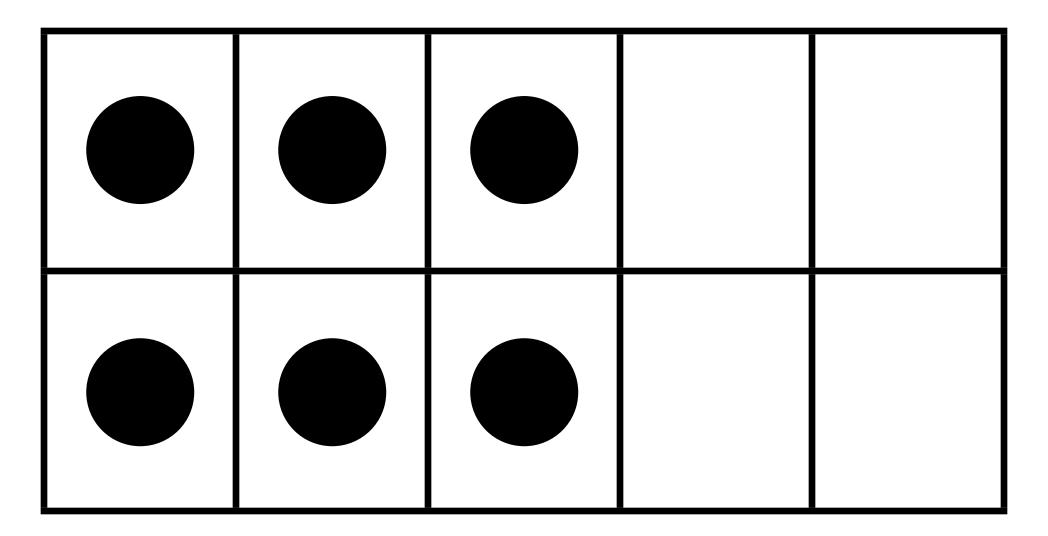


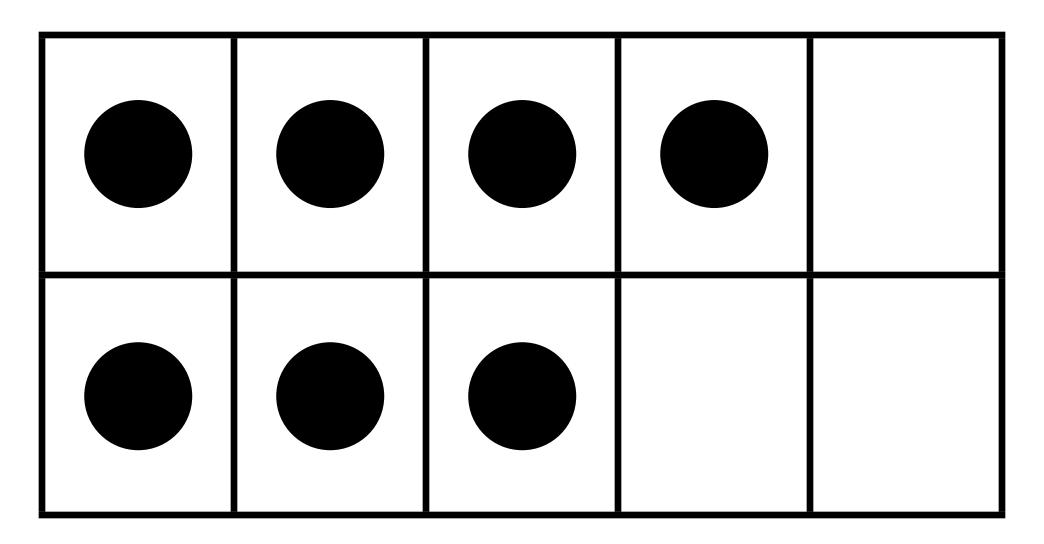


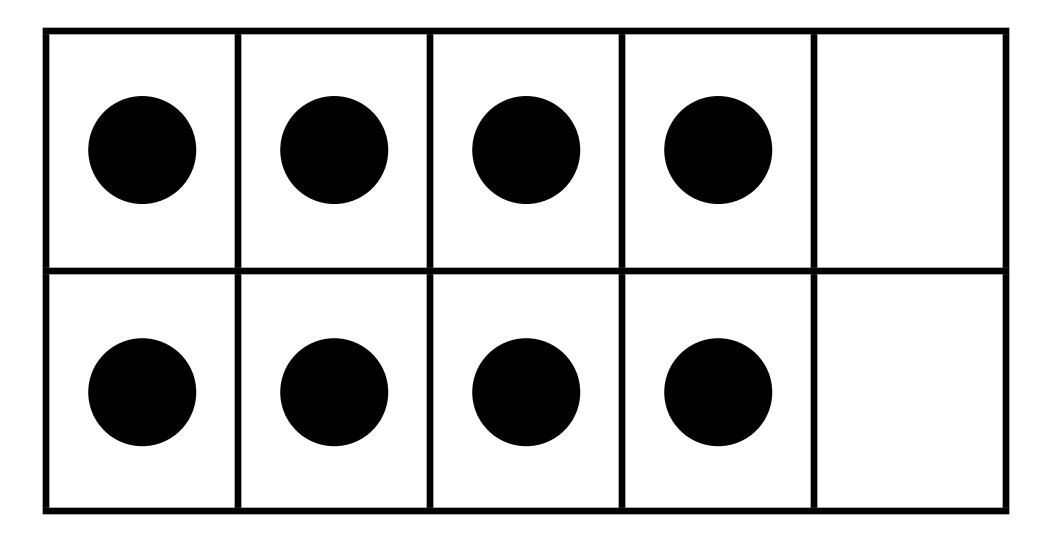


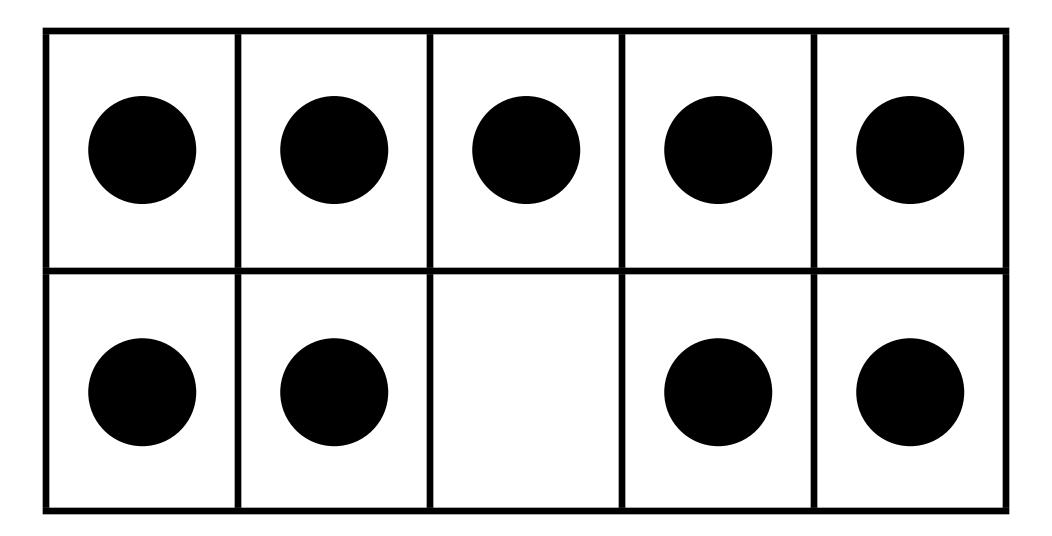


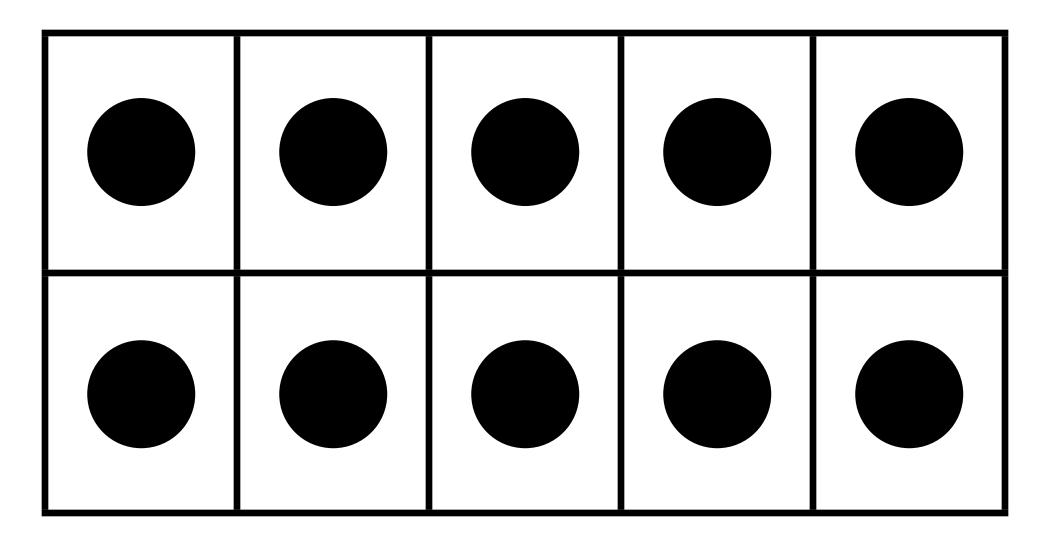












Empty Large Double Ten Frame Mat (Horizontal)

Empty Large Double Ten Frame Mat (Vertical)